



National Institute of Education's
Sahakarbhushan S. K. Patil College, Kurundwad.

NAAC Accreditation : B

Tal. Shirol, Dist. Kolhapur Pin - 416 106

☎(02322) 244244, 243954, (R) 244353

Website - www.skpc.org E mail - skpc@gmail.com

Ref.No.NIOE/SKPC/

Date :

Criterion No.6

Name of criterion: Governance Leadership and Management

**Metric No. 6.5.1 Internal Quality Assurance cell (IQAC) has contributed
Significantly for institutionalizing the quality assurance
Strategies and processes**

Index of Attached Documents

Supporting Documents:-

1. Letter to Kurundwad Municipal Corporation for collection of wet and dry waste.
2. Photos of wet and dry waste box.
3. Environmental Policy of S. K. P. C. Kurundwad
4. Letter to Jaysingpur College regarding requesting for performance of green audit.
5. Green Audit report, Photos and certificate
6. Energy audit report

7. Letter to Principal for research sensitization scheme for college student performance activities
8. Photo of cheque for research grant for student of college.
9. Circular letter of Shivaji University for application of sensitization scheme for college student.
10. A University funded research project
11. Letter of recognition as a research guide for M. Phil & Ph. D.
12. Research paper publication in various journals by staff

- (i) Dr. Sunil Chavan
- (ii) Dr. Deepak Suryawanshi
- (iii) Dr. Rajaram Kadam
- (iv) Dr. S. A. Tambade
- (v) Dr. V. S. Moon
- (vi) Dr. Lt. A. D. Jadhav
- (vii) Mrs. S. V. Patil
- (viii) Dr. S. V. Kothavale
- (ix) Dr. S. S. Shinde
- (x) Dr. P. P. Kamble

- 13) Documents of one day workshop of "Rational selection of Partner"
- 14) Documents of Online international E- Conference on Agri-rural Development Strategies, Issues and reforms options"
- 15) Incubation Center's Document
- 16) Documents of Lead College one day workshop
- 17) Photos of Yoga Day
- 18) Photos of Clean India Rally
- 19) Photos of Covid 119 Survey
- 20) Photos of Voters Awareness Rally.

- 21) Photos of Rangoli Competition
- 22) Photos of Distribution of mask and sanitizer
- 23) Photos of Clean India Movement
- 24) Photos of Oath taking on Vasundhara Abhiyan
- 25) Letter of Various activities on Birth Anniversary of Mahatma Gandhi
- 26) Photos of Blood-donation
- 27) Letter of thanks for co-operation in pulse polio movement
- 28) Letter of recognition for arranging NSS camp in Akiwat Village
- 29) Photos of NSS Camp
- 30) Letter of thanks to NSS department for completion of work in Akiwat School
- 31) Document of One Day Online International Conference of Sustainable development and environment Issues on 4th Oct, 2021
- 32) Document of Lead College one day workshop organized by History and NSS Department



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Website - www.sbkpc.org E-mail - sbkpc@gmail.com

Ref.No.NIDE/SKPC/

Date :

6.5. Internal Quality Assurance System

Report on Contribution of IQAC

Internal Quality Assurance cell of our college organized rescue operation for the flood affected people from the surrounding villages of Kurundwad town. In collaboration with Shivaji University, NSS Unit of our college distributed masks and sanitizers in Corona Pandemic. Our College celebrated yoga day to enhance health consciousness. Panchayat Sumiti, Voter's awareness rally is organized. Blood donation camp is organized by NSS department. IQAC has taken initiatives as part of social outreach programme in the neighborhood community. As a part of environment, college has organized tree plantation. College has installed RO-water purification system and distributed uniforms to non-teaching staff. Polio and Covid 19 vaccination awareness rally is organized in collaboration with Kurundwad municipal council. Department of commerce and management and College established Incubation center. 2 startups ideas are in progress. College got grant for university funded project under the student's sensitization scheme. Green, Environment and Energy audit has been conducted. Many research papers were published in journals. College organized 4 workshops, seminars and conferences in various subjects.




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NAAC Accreditation : B

Tal. Shirol, Dist. Kolhapur Pin - 416 106

☎(02322) 244244, 243054, (R) 244353

Website - www.stskpc.org E-mail - stskpc@gmail.com

Ref No. NIDE/SKPCI 48-A/2020-2021

Date: 07-08-2020

To,
Chief Officer,
Kurundwad Municipal Corporation,
Kurundwad.

Sub - Collection of Wet and Dry Waste.

Sir/Madam,

The wet and dry waste accumulated in our college premises is collected by our college peons and kept in the waste bins/dustbins.

However, in order to keep the college premises clean and for the health and safety of the students, the accumulated garbage should be picked up daily by bel. carts.

With reference to the above mentioned subject, to keep our college premises clean and healthy, and to support Clean India Movement, we are hereby requesting you to make necessary arrangements to pick up the garbage accumulated in our college for its disposal.

Thanking you.


आचार्यजी अलाई
श्री. साहकारभुषण स. क. पाटील
कॉलेज, कुरुंदवाड





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College, Kurundwad.


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Sahakarbhushan S.K.Patil
College, Kurundwad

7.1.3- Describe the facilities in the Institution for the management of the following types of degradable and non-degradable waste (within 200 words)
Solid waste management Liquid waste management Biomedical waste management E-waste management Waste recycling system Hazardous chemicals and radioactive waste management.

❖ Dustbins:



❖ Plastic free campus:



Environmental Policy

Introduction:

The College as a premier institute in the field of higher education is committed for academic excellence and overall development of students. The College is also sensitive towards environmental issues and proactively engages its stakeholders in sensitizing them regarding environmental concerns. This is reflected through the kind of seminars and workshops and other activities organized by the department for all students and teachers. The Environmental Policy is the indication to show commitment by college to reduce environmental issues and to go towards continual improvement as per the expectations of standard environmental practices.

Environmental Policy Statement:

In its commitment towards excellence compliance, and all such standard practices incorporating sound environmental strategy in academic activities the will, ensure legal that are necessary for educational organisation by and practice into activities of all the departments.

Specific Aims and Objectives:

- Initiate wise use of all available resources in the campus.
- Promote cleaner sources of energy in campus especially solar power.
- Promote environmentally sensitive designs in older and new buildings.
- Develop efficient waste management and recycling practices throughout the campus.
- Promote use of recyclable and recycled materials wherever possible.
- Conduct awareness activities for environmental issues.
- Conservation and enrichment of biodiversity in the college campus.
- Make campus pollution free by adopting to zero emission strategies and vehicles inside the campus.
- Implement practices that will minimise plastic and ban on single use plastic in the campus as per PMC rules and regulations.
- Promotion of eco-friendly programs and festivals.
- Carry out environmental audit and green initiatives annually.
- Promote efficient use of water and energy.
- Continual improvement through awareness programmes at campus.
- College will encourage to use nature classrooms to inculcate ethics of nature conservation.

SOP for Environment Policy:

Sr. No.	Activity	Responsibility
01.	Establishment of structures and procedures for implementation of the environmental policy	Principal
02.	Monitor the implementation of the policy	Head
03.	Promote environmental awareness, this includes efficient use of water and energy, reducing waste etc	Teacher
04.	Every teacher must coordinate the Green Culture	Teacher
05.	Adhere to the policy guidelines regarding recycling, waste prevention and reuse where possible	Students



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☎(02322) 244244, 243954, (F) 244383

Website - www.stekpc.org E-mail - stekpc@gmail.com

Ref.No.NIOE/SKPC/ 672-B/2021-2022

Date: 30-03-2022

To,
The Principal,
Jaysingpur College,
Jaysingpur.

Subject: Regarding Green Audit.

Sir,

With reference to the above mentioned subject, we are requesting you to perform Green Audit of our college for the academic year 2021-2022.

Thanking you,




I/C Principal,
I/C PRINCIPAL
Sahakarbhushan S. K. Patil College,
College, Kurundwad
Kurundwad

Received

24/01/22




I/C PRINCIPAL
Sahakarbhushan S.K.Patil
College, Kurundwad.

Environmental Policy

Green steps/ initiatives

Formation of Environment Committee:

The College is committed to set up an Environment Committee that will evolve guidelines, measures and oversee implementation of the various aspects of Green Initiatives.

Make Campus Pollution Free by Adopting to Zero Emission Strategies:

1. Vehicles operated on battery or on CNG will be encouraged to be used.
2. This will help to reduce on campus carbon footprint and to move towards zero emission carbon neutral campus.
3. Use of bicycles is always expected from students and staff to arrive at the campus.
4. All staff members and students are expected to park vehicles away from buildings and in designated parking areas only.
5. Use of mass transport and carpool as an eco-friendly way is expected from all staff members of the College.
6. Promote use of organic fertilizer, compost and eco-friendly pesticides to maintain vegetation in the campus.

Plastic Free Campus:

1. Make campus absolutely free from single use plastic especially water bottles and packaged food items and containers. We strongly discourage use of plastic items.
2. In exceptional cases, plastic Flex/ banners are allowed to be used for advertising/ publishing/ promotional material.

Promotion of Eco-friendly Programs and Festivals:

1. As far as possible, do not distribute writing material, pens and other stationery for workshops, you may ask participants to carry them and reduce on waste generation. We promote "Bring Your Own" culture.
2. Use of the badges/labels should be discouraged OR it should be made from eco-friendly material. Also reuse of such a material for seminar/conference/college fests is encouraged to reduce waste generation.
3. Demand fewer items and by that way generate fewer wastes for the programmes. Never ask for single use plastic containers and other non-degradable cover-ups especially for programmes or college fests.
4. Encourage students to adopt green strategies for college fests.
5. Ban on bouquet covered with plastic films, thermocol containers or any non-biodegradable material.
6. Avoid use of chemical paints and colouring agents.

Initiatives for Wise Use of Resources:

1. Prepare an 'Online Questionnaire Form'/ 'Google Forms Feedback' system to evaluate/seminar/conference/ any other programme, in terms of resource efficiency.
2. Reduce consumption of resources by using materials that have long service duration and therefore require less replacement. E.g. use of metal water bottles and glasses.
3. Adopt 'think before you print' attitude for computer printing. Use permitted social media platforms to pass messages/notices. If printing is essential, use both sides of the paper.
4. Initiate steps to reduce the use of paper on campus for all purposes. Develop an e-filing system for all academic and administrative purposes. Its implementation will lead us to e-Governance.
5. Do not encourage unnecessary printing of documents and other material. A system of paper auditing (Semester-wise or annual) for the Departments and Offices of the college can be put in place in order to reduce the use of printing paper.
6. Design and modify existing structures to minimise use of electricity by providing proper ventilation and natural light during daytime. E.g. Avoid unnecessary use of window curtains for decorative purpose.
7. Maximize use of LED bulbs and tube light.
8. Promote and use alternative sources of energy to serve as backup and fuel.

Implementation of Waste Management Practices:

1. Provide colour-coded bins for waste segregation.
2. Collaborate with electronics waste (e-waste) recycling agencies, Formalise the activity in the form of MoU and give them e-waste either monthly, once in few months or yearly.
3. Collaborate with agencies for safe disposal of Laboratory waste generated particularly for all life Science departments.
4. Promote and implement Zero Emission and Carbon Neutral Campus Policy. Do not burn any organic wastes at any time. Organic waste from canteens, mess and leaves of plants from campus can manage by various eco-friendly methods like composting, vermicomposting, biogas etc.
5. Avoid purchase of single use disposable items strictly. Carry out recycling of the biodegradable wastes in the campus as much possible.
6. Segregation of cooked food waste and raw food waste from the canteens and tiffin of staff members to be processed separately in compost pits and units to manufacture bio-enzymes. These can be excellent as sources of income for the campus if effectively managed.
7. Design and modify existing structures to minimise use of electricity by providing proper ventilation and natural light during daytime. E.g. Avoid unnecessary use of window curtains for decorative purpose.
8. Maximize use of LED bulbs and tube light.
9. Promote and use alternative sources of energy to serve as backup and fuel.

Water Resource Management:

1. Make provision to harvest rainwater. Use of paved paths instead of concrete to allow water percolation.
2. Proper use of water will be carried out. Practices that save water will be promoted on campus.

Awareness Programmes:

1. Conduct training programmes for staff and students on importance of green building, environmental sustenance, and maintenance of campus with regard to all environmental parameters.
2. Issue clear and easy to follow guidelines to staff members in the form of dos and don'ts.
3. Prepare posters and display the environment policy of the college.
4. Conduct special training programs for non-teaching and cleaning workers to develop skills of handling and segregation of waste in campus.



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7.1.5- The institutional initiatives for greening the campus are as follows:

- 1.Restricted entry of automobiles
- 2.Use of Bicycles/ Battery powered vehicles
- 3.Pedestrian Friendly pathways
- 4.Ban on use of Plastic
- 5.landscaping with trees and plants

❖ Restricted entry of automobiles:

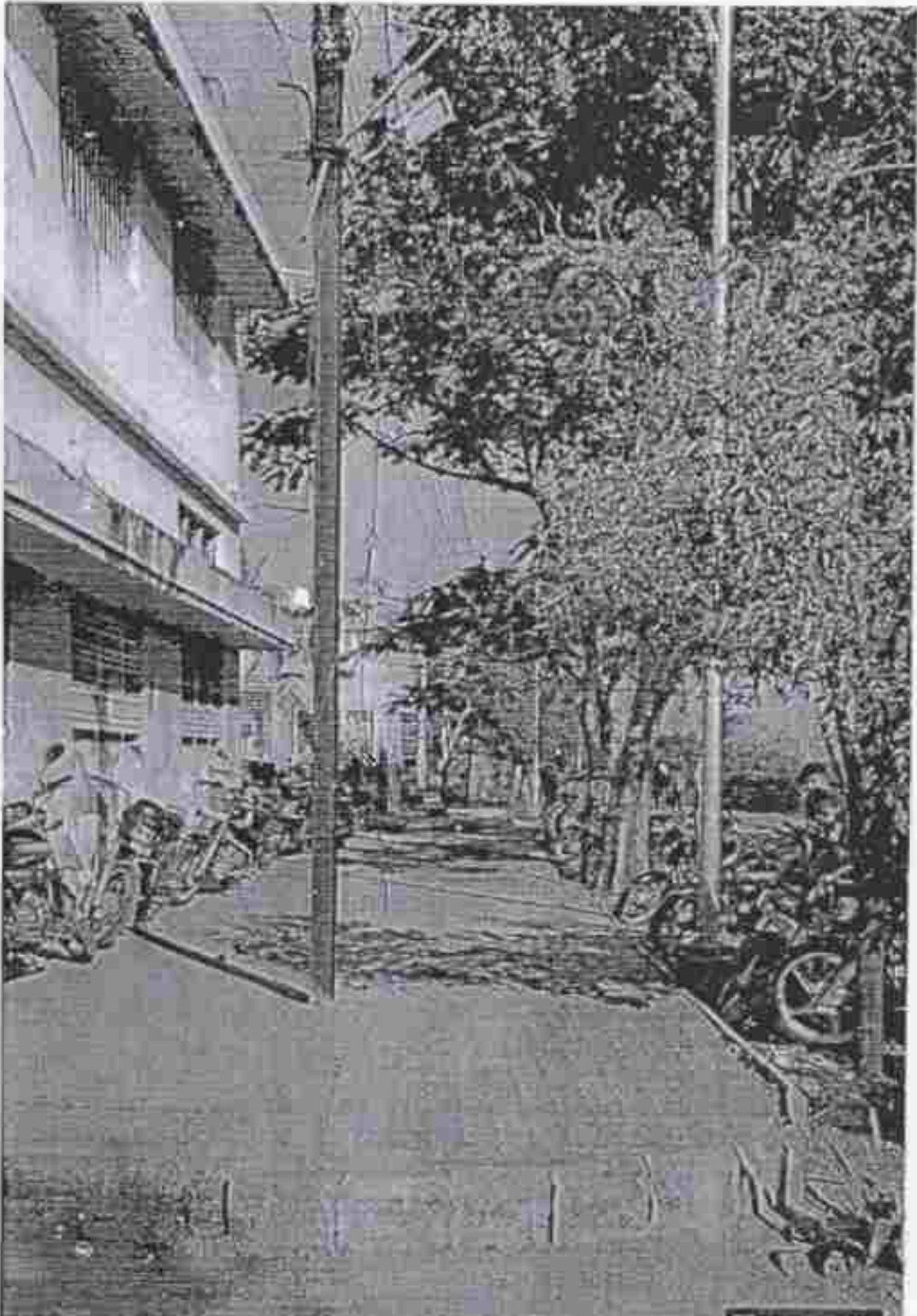


❖ Use of bicycles:



❖ Pedestrian Friendly pathways:





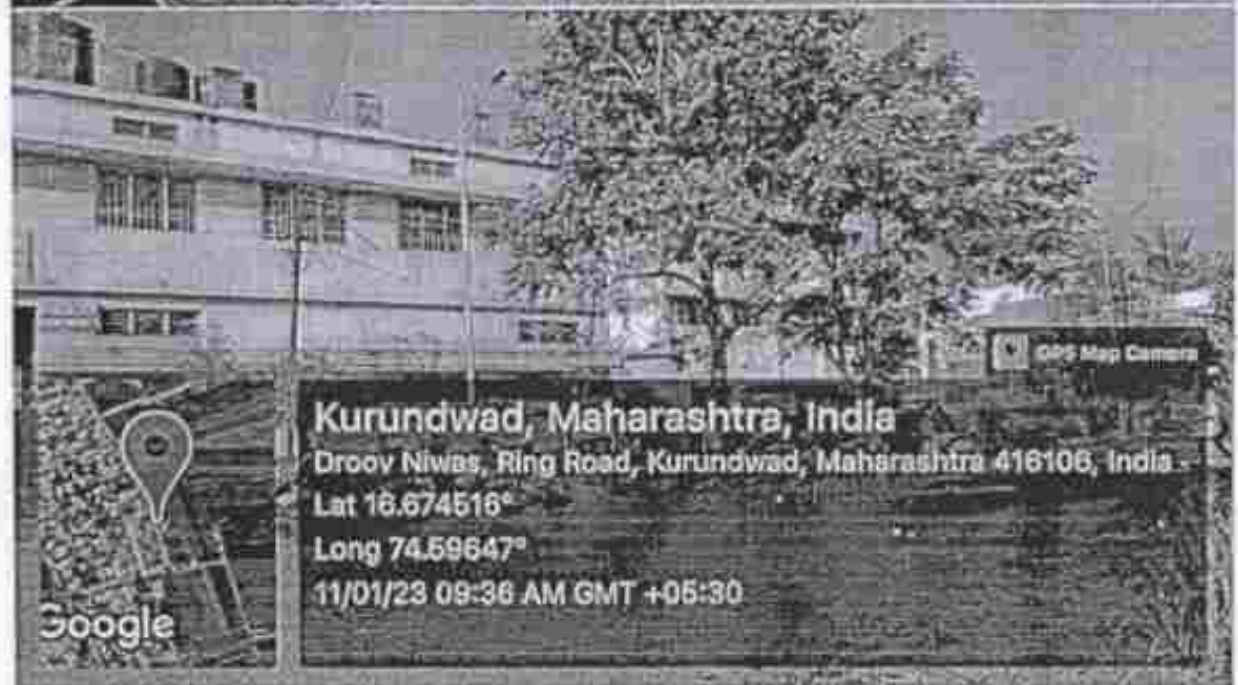
Kurundwad, Maharashtra, India
MHFW+J83, Kurundwad, Maharashtra 416106, India
Lat 16.674405°
Long 74.596245°
11/01/23 09:34 AM GMT +05:30



❖ Ban of use of Plastic:



❖ Landscaping with trees and plants:







GPS Map Camera



Google

Kurundwad, Maharashtra, India
MHFW+J83, Kurundwad, Maharashtra 416106, India
Lat 16.674315°
Long 74.596186°
11/01/23 09:37 AM GMT +05:30



GPS Map Camera



Google

Kurundwad, Maharashtra, India
MHFW+J83, Kurundwad, Maharashtra 416106, India
Lat 16.674582°
Long 74.596177°
11/01/23 09:39 AM GMT +05:30



CERTIFICATE

This is to certify that, National Institute of Education's Sahakarbhushan S.K.Patil College, Kurundwad has conducted detailed Environmental Green Audit of their campus and submitted necessary data and credentials for scrutiny. The activities and measures carried out by the college have been verified based on the report submitted and was found to be satisfied. The efforts taken by the faculty and students towards Environment sustainability is highly appreciated and commended.



[Signature]

IC PRINCIPAL

Sahakarbhushan S. K. Patil
College, Kurundwad

[Signature]

Head Dept. of Geography

Sahakarbhushan S. K. Patil Mahavidyalaya
Kurundwad

[Signature]

Head
Department of Botany

[Signature]

Department of Zoology
Jyotirajpur College, Jyotirajpur



[Signature]

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NATIONAL INSTITUTE OF EDUCATION'S
SAHAKARBHUSHAN S.K.PATIL COLLEGE, KURUNDWAD

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College, Kurundwad




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College, Kurundwad.

ENERGY INSPECTION AND ELECTRICAL LOAD OF OUR COLLEGE INSTALLATION FOR THE ACADEMIC YEAR 2020-21

After going through the survey, we are hereby submitting the details regarding the use of Energy in our institution:

Room No.	LED Tube and Bulb Fan	Fan	Computers	Printers and scanners	Laptop	Xerox machine	Projector	Inverter and generator	Speaker, amplifier and mike
Office	05	06	08	08	01	01	---	---	---
Office passage	---	01	---	---	---	---	---	---	1-1
Generator room	---	---	---	---	---	---	---	1-1 Batteries-04	---
Meeting hall	03	03	01	01	---	---	---	---	---
Principal room	03	02	01	01	---	---	---	01	---
SRPD room 14	03	02	02	01	---	01	---	---	---
Exam room	02	02	---	01	01	---	---	---	---
Store room	02	02	---	---	---	---	---	---	01
Vice principal room 12	01	01	---	---	---	---	---	---	---
NAAC room	02	03	01	01	---	---	---	---	---
Library	20	07	04	---	---	---	---	01	---
N.S.S. room	02	01	---	---	---	---	---	---	---
N.C.C. room	02	02	01	01	---	---	---	---	---
Sports room	03	02	01	01	---	---	---	---	---
Ladies room	01	01	---	---	---	---	---	---	---
Senior staff room	03	03	---	---	---	---	---	---	---
Junior staff room	02	03	01	01	01	---	---	---	---

Room no. 52	01	01	---	---	---	---	---	---	---
Room no. 53	02	02	---	---	---	---	---	---	---
Room no. 54	04	02	---	---	---	---	---	---	---
Marathi Dept.	01	01	---	---	---	---	---	---	---
Hindi Dept.	01	01	---	---	---	---	---	---	---
English Dept.	01	02	---	---	---	---	---	---	---
History Dept.	01	01	---	---	---	---	---	---	---
Geography Dept.	02	02	---	---	---	---	---	---	---
Political Science Dept.	01	01	---	---	---	---	---	---	---
Economics Dept.	01	01	---	---	---	---	---	---	---



(Handwritten Signature)

I/C PRINCIPAL
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College, Kurundwad.



Women's Education Society's

Smt. Mathubai Garware Kanya Mahavidyalaya, Sangli

Khan Bhag, S. T. Stand Road, Sangli, 416416. (Maharashtra)

NAAC Re-Accredited "A" Grade

Contact No.:- 0233- 2332318,

Fax 0233-2330293

Estd. 1972

E-mail ID - mathubai@yahoo.com

Website: www.mgkanyasangli.edu.in

Affiliated to Shivaji University, Kolhapur (KM77) Udisce No. 27351002110 Jr Index No. J22.08.007

Dr.Lata Govind Doshpande Chairperson, Womens Education Society, Sangli.

Ref. No KM/ Lead College / 29

Date: 11/04/2022

प्रति,
मा.प्राचार्य
डॉ. एस.के.पाटील महाविद्यालय,
कुरुंदवाड

विषय - Research Sensitization Scheme for College Student promotion Activity
या योजनेतर्गत अनुदान वर्ग करणे बाबत ...

महोदय,

अग्रणी महाविद्यालय यांजनेतर्गत विद्यार्थ्यांच्या संशोधनाला चालना देण्यासाठी शिवाजी विद्यापीठाकडून प्रस्ताव मागवण्यात आले होते. दि. ०६/१०/२०२२ रोजी विद्यापीठास सादर केले होते. त्याचे मंजूरीचे पत्र मिळालेले नाही परंतु अनुदान महाविद्यालयाच्या खात्यावर जमा झाले आहे. त्यास अनुसरून रु. १०,०००/- रक्कमेचा चेक आपणास देण्यात येत आहे. दि. ३०/०४/२०२२ पर्यंत प्रकल्प अहवाल व उपयोगीता प्रमाणपत्र विद्यापीठास सादर करावयाचे आहे.

कळावे,



(Signature)

I/C PRINCIPAL
Sahakarbhusan S.K.Patil
College, Kurundwad.

(Signature)
प्राचार्य
डॉ.आर.जी.कुलकर्णी

SHIVAJI UNIVERSITY, KOLHAPUR

RESEARCH SENSITIZATION SCHEME FOR COLLEGE STUDENTS

Research Promotional Activity for students of the affiliated colleges/institutions under Lead College Scheme

Introduction

Shivaji University has been carrying out various academic activities through the Lead College Scheme, an innovative academic practice successfully implemented for more than a decade. The scheme has received appreciation not only from the home university but also from other universities and institutions across the country. It is observed that a number of students are getting benefited through the activities of the scheme. Recently it is felt that the scope of the scheme be enhanced by incorporating under certain stipulations in it. Usually students get exposure to the research activity after completion of their Masters programme. It will be good if undergraduate students are given some exposure and training as far as research activity is concerned. With this view to support Research Projects for undergraduate students the present scheme is being introduced through Lead College Scheme. Shivaji University has established a corpus fund to support the scheme. All stipulated expenditure toward the implementation of the scheme will be met out of interest earned on the corpus fund.

Objectives of the Scheme

- 1) To inculcate research values among the students at undergraduate level.
- 2) To promote research potential of the students at an early stage of higher education.
- 3) To train the students regarding systematic conduct and documentation of research.
- 4) To encourage the spirit of entrepreneurship amongst the advanced learners.

Guidelines for implementation of the scheme:

1. Research projects will be invited by the respective colleges/institutions, from a group of 3 to 4 students studying in final year or in the penultimate year of an undergraduate programme in the prescribed format (Annexure A).
2. Projects should be first invited at the college level. These projects will be scrutinized by the college through experienced teachers working in the respective college. Every college should forward only one project to the Lead College. A multi-faculty college should send a project on the basis of collaborative working tradition, or that students of every faculty will be benefited by the scheme. The sanction of the Principal of the respective college for the selection of the project will be final. The college should submit a project alongwith the necessary documents.

Shriyati University, Kolhapur

RESEARCH SENSITIZATION SCHEME FOR COLLEGE STUDENTS

Application for the Financial Support to Research Project
(to be submitted to the Lead College)

1	Name of the College/Institute	
2	Number of the students (up to five)	i) ii) iii) iv)
3	Title of the Project	
4	Area of research project/subject	
5	Details of the research project	
	(i) Problems and its importance	To be attached on separate pages
	(ii) Objectives	
	(iii) Methodology	
	(iv) Projected output	
	(v) Financial requirement (up to Rs. 10000/-)	Rs.
6	Any other information, if any	(to be attached on separate page(s))

Name and signature of the Project Advisor

Name and signature of students




W/C PRINCIPAL
Sahakarbhushan S.K. Patil
College, Kurundwad

i)
ii)
iii)
iv)



A
UNIVERSITY FUNDED
RESEARCH PROJECT
ON

“A STUDY OF WATER MANAGEMENT STRATEGY
OF
SHRI. GURUDATTA SUGARS LTD. TAKALIWADI”

Submitted to

SHIVAJI UNIVERSITY
KOLHAPUR

By

Miss. KOMAL BABASO AINAPURE
Miss. DIVYA BALASO JONG
Miss. VIJAYA ANANDA MALI
Miss. AKSHATA DILIP PAWAR

Under the Guidance of

Dr. MANSINGH SAMBHAJIRAO DABADE


M.com, MBA, Ph.D, NET

SAHAKARBHUSHAN S.K.PATIL COLLEGE, KURUNDWAD

AFFILIATED TO

SHIVAJI UNIVERSITY, KOLHAPUR

April, 2022


I/C PRINCIPAL
Sahakarbhushan S.K.Patil
College, Kurundwad.



DECLARATION

We hereby declare that the project entitled "A study of water Management Strategy of Shri. Gurudatta Sugars Ltd. Takaliwadi" completed and written by us has not previously formed the basis for the award of any Degree or Diploma or other similar title of this or any other University or Examining body.

PLACE: KURUNDWAD

DATE: 13/05/2022

RESEARCHERS



Komal B Ainapiure



Divya B Jong



Vijaya A Mall



Akshata D Pawar



I/C PRINCIPAL
Sahakarbhushan S.K. Patil
College, Kurundwad.

CERTIFICATE

This is to certify that the Project entitled "A study of water Management Strategy of Shri Gurudatta Sugars Ltd. Takaliwadi" which is being submitted herewith to Shivaji University, Kolhapur for the completion of Research Sensitization Scheme for College Student Promotion Activity for students is the result of original research work completed by Miss. Komal B. Ainpure, Miss. Divya B. Jong, Miss Vijaya A. Mall and Miss. Akshata D. Pawar the work embodied in this project has not formed earlier the basis for the award of any Degree or Diploma or other similar title of this or any other University or Examining body.

PLACE: KURUNDWAD

DATE: 13/05/2022



Research Guide

Dr. M.S. Dabade

Head, Department of Commerce
Sahakarbhushan S.K. Patil College
Kurundwad, Tal. Shirol, Dist. Kolhapur



HC PRINCIPAL
Sahakarbhushan S.K. Patil
College, Kurundwad.

SHRI GURUDATT SUGARS LTD; Takaliwadi

ADD. : Gat No. 61/A, Akiwat Takaliwadi Road, Takaliwadi, Tal. : Shirol, Dist. : Kolhapur (MH) Pin Code : 416 106
PHONE : +91 231 2680088 | FAX : +91 231 2680000 | WEBSITE : www.sgsf.co.in | Email : gsf@sugars@gmail.com

Date: 10-05-2022

CERTIFICATE

This is to certify that Ms. Komal Babaso Ainapure & other 3, R/o Akiwat, Taluka Shirol, Kolhapur, studying B.com in Sahakarbhushan S K Patil Collage, Kurundwad. They have successfully completed Industrial training in our organization for the period from 13.04.2022 to 30.04.2022 under the guidance of WTP In-charge.

During the academic training we found that she is sincere, we wish them all the best in future endeavors.

Group Member Name:

1. Komal Babaso Ainapure
2. Divya Balaso Jong
3. Vijaya Ananda Mall
4. Akshata Dilip Pawar

For, Shri Gurudatt Sugars Ltd; Takaliwadi

Authorized Signature



I/C PRINCIPAL
Sahakarbhushan S.K.Patil
College, Kurundwad.



SRIYAJI UNIVERSITY, KOLHAPUR-415 004, MAHARASHTRA
 PHONE: HEADS-2691557, 2691558, 2691559
 FAX: +91-0231-2691557 & 2691558 website: www.sriyaji.ac.in
 E-mail: sriyaji@rediffmail.com, sriyaji@rediffmail.com
 2691557, 2691558, 2691559
 +91-0231-2691557 & 2691558
 e-mail: pchunirunishavajirai@

Ref. No.: SU/IGBUTR/Recor III **669**

Date: **20 FEB 2021**

To,
Dr. Suryawanshi Deepak Vamanrao
 Sahakar Bhushan Hon. S.K. Patil
 Mahavidyalaya, Kurundwad,
 Dist. Kolhapur

Sub: Recognition as a Research Guide for M.Phil., Ph.D.,

Sir/Madam,

With reference to your application dated 29-Jan-19 for recognition as a Research Guide for M.Phil., Ph.D., I am directed to inform you that the University Authorities are pleased to grant recognition as mentioned below

Degree	Subject	Type of Recognition
M.Phil. & Ph.D.	History	Permanent

Note :-

1. This recognition is valid till you are in regular services of the University Department / Affiliated College / Institution affiliated to this University and will be eligible to guide research students as per the rules prescribed by the University authorities, from time to time.
2. If you are rejoining Department / College / Institution affiliated to this University, you will have to inform this office with necessary documents for continuation of the said recognition.
3. If you are a recognized guide of any other University, you will have to inform this office, failing which necessary action will be taken.
4. As per University Grants Commission (Minimum Standards and Procedure for Award of M.Phil. / Ph.D. Degree) Regulations, 2016, a Research Guide/Co-Guide who is Professor, at any given point of time, cannot guide more than three (3) M.Phil. and eight (8) Ph.D. scholars. An Associate Professor as Research Guide can guide upto a maximum of two (2) M.Phil. and six (6) Ph.D. scholars and an Assistant Professor as Research Guide can guide upto a maximum of one (1) M.Phil. and four (4) Ph.D.

Yours faithfully,

Registrar

Prof. Dr. V. D. Nandavadekar

Copy forwarded with compliments to:
The Principal,
 Sahakar Bhushan Hon. S.K. Patil
 Mahavidyalaya, Kurundwad,
 Dist. Kolhapur



I/C PRINCIPAL
 Sahakar Bhushan S.K. Patil
 College, Kurundwad

RECEIVED
 21/3/2021
 573
 Signature: *[Handwritten]*

Handwritten notes:
 10/2/21
 10/2/21
 10/2/21

Date	Discussion	Signature
20/1/20	Ketan Annapure	<i>[Signature]</i>
	Guru More	<i>[Signature]</i>
	Pradeep Khase	<i>[Signature]</i>
	Hibal Pathan	<i>[Signature]</i>

Discussion
 Decide the brand of Tea Market
 as 'Chaitanya Tea Market' &
 product is launched.
 11:30 to 12:40 pm

[Signature]
Dr. M.S. DABAT
 Head Department of Commer
 Sahakarbhushan S.K. Pali Coll
 Ahmednagar, Tel: 201111, 201112

25/3/21	Ketan Annapure	<i>[Signature]</i>
	Komal Annapure	<i>[Signature]</i>
	Guru More & Hibal Pathan	<i>[Signature]</i>
	Discussion on Hotel & Handicrafts	<i>[Signature]</i>

[Signature]
Dr. M.S. DABAT
 Head Department of
 Sahakarbhushan S.K. Pali Coll
 Ahmednagar, Tel: 201111, 201112

13/01/2021	Komal Annapure	<i>[Signature]</i>
	Guru More	<i>[Signature]</i>
	Hibal Pathan	<i>[Signature]</i>
	Discussion on Hotel, Handicrafts & BISCUIT making	<i>[Signature]</i>

[Signature]
Dr. M.S. DABAT
 Head Department of
 Sahakarbhushan S.K. Pali Coll
 Ahmednagar, Tel: 201111, 201112

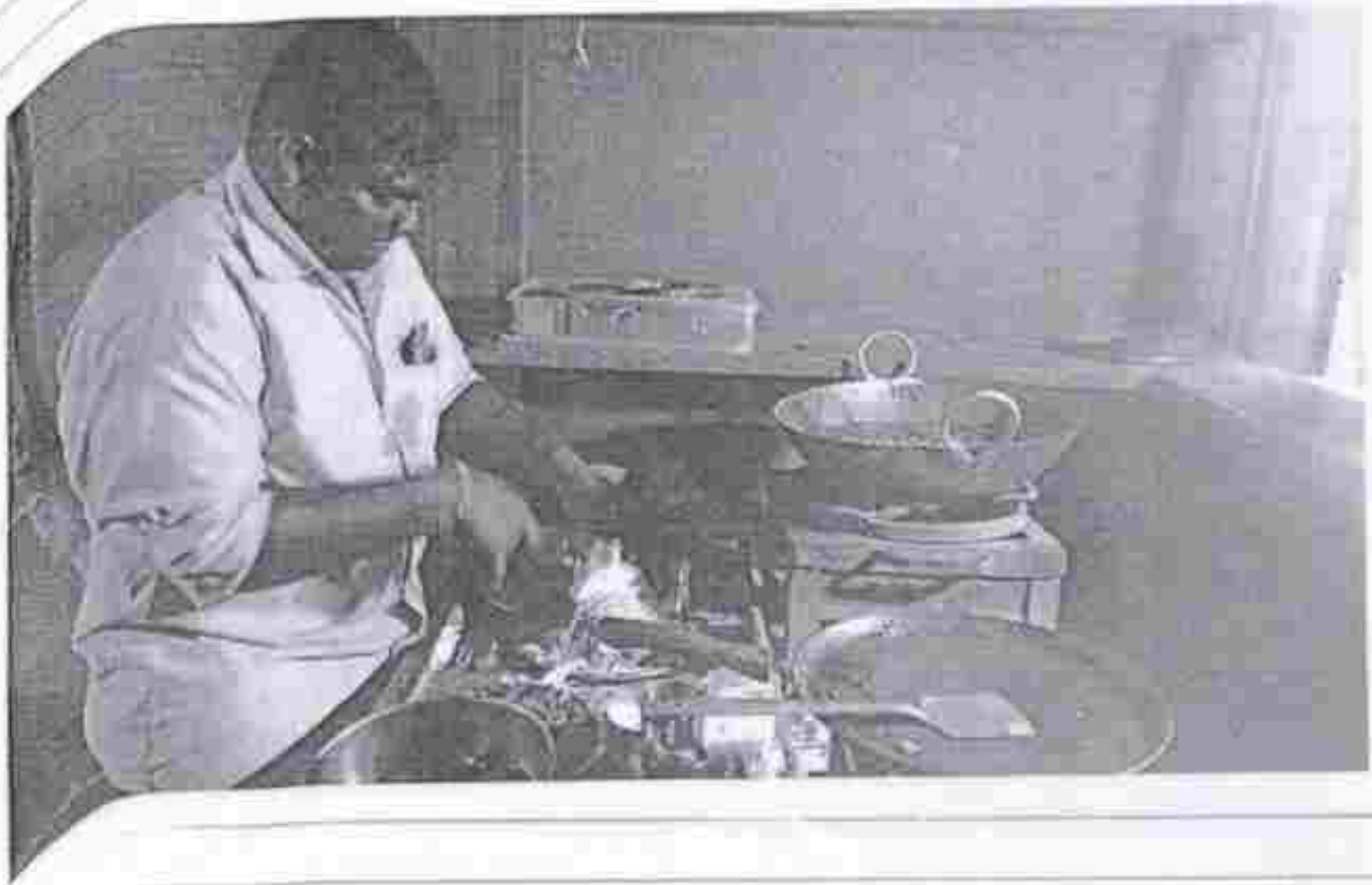
04/01/22	Komal Annapure	<i>[Signature]</i>
	Ketan Annapure	<i>[Signature]</i>
	Hibal Pathan	<i>[Signature]</i>
	Discussion - from 10 AM to Handicrafts &	<i>[Signature]</i>

2 start up Ideas

1) Starting of plumbing material and hardware



Starting of mini hotel in a remote area with great success.





५- जाने २०२२ रोजी कुरुंदवाड नगरपालिकेचा वतीने स्वच्छ
 कालच स्वयंसेवक प्रथम क्रमांक प्राप्त करीत बघिले.
 जेव्हा हिलकारलीला.

सर्वेक्षा
ULB Code -802886 2022



एक इन्द्र लक्ष्मी की ओर

कुरुंदवाड नगरपरिषद, कुरुंदवाड

ता. शिरोक, जि. कोल्हापूर

प्रशस्तीपत्र

कुमार / श्री. / सौ. अमरकारभुषण एस. के. पाटील महाविद्यालय कुरुंदवाड,
रा. कुरुंदवाड तालुका शिरोक जिल्हा कोल्हापूर यांनी स्वच्छ महाविद्यालय या स्पर्धेत
भाग घेऊन प्रथम/द्वितीय /तृतीय/सहभाग घेऊन उत्कृष्टवर्गीय कामगिरीबद्दल सादरचे प्रशस्ती पत्र देण्यात येत आहे.

दिनांक : 14 / 01 / 2022



(Signature)

H.C. PRINCIPAL
Sahakarbhushan S.K Patil
College, Kurundwad.



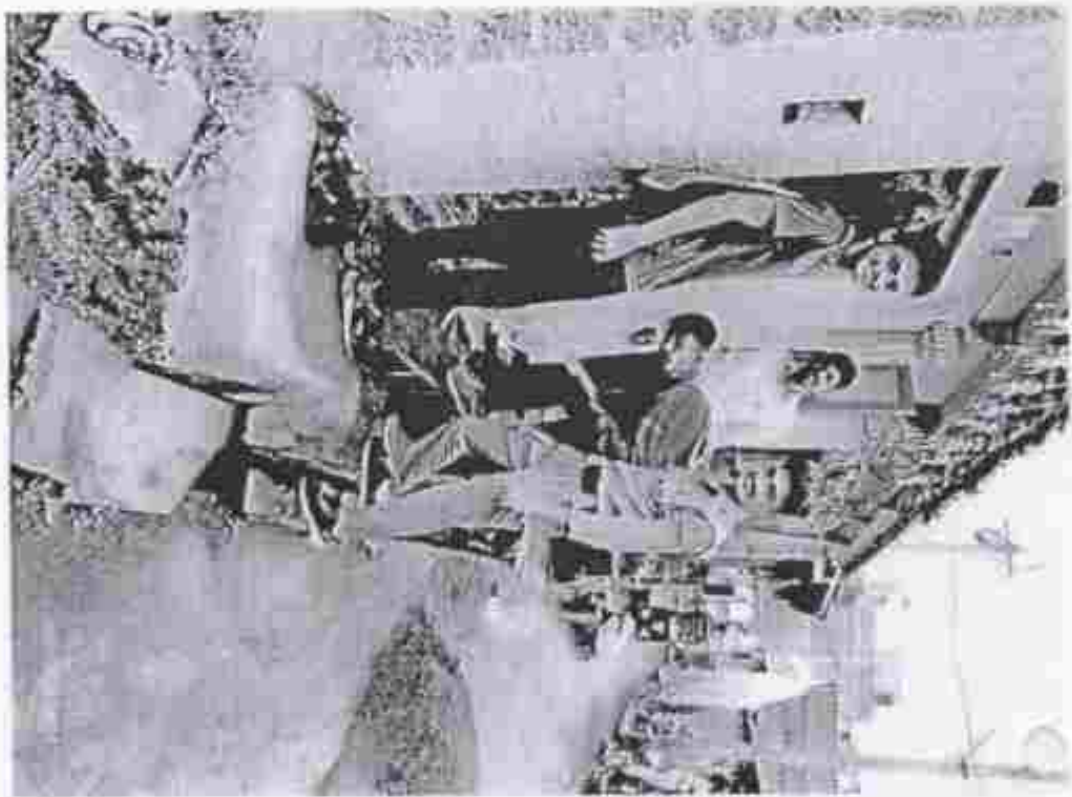
(Signature)

श्री. जयसाम कु. पाटील (कापू)
नगराध्यक्ष
कुरुंदवाड नगरपरिषद, कुरुंदवाड

(Signature)

श्री. निखील जाधव
मुख्याधिकारी
कुरुंदवाड नगरपरिषद, कुरुंदवाड





Covid 19 Survey





Voter Awareness





Clean India Rally



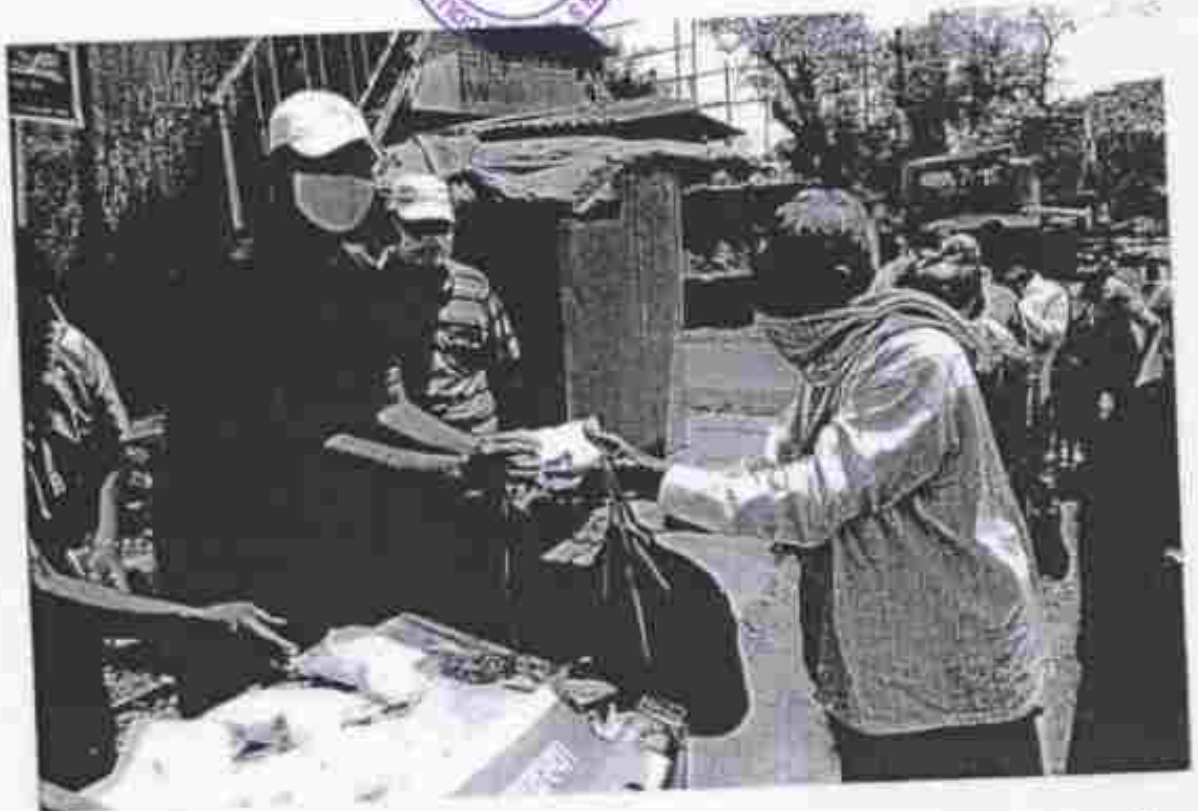


Ransoli Competition



Kurundwad, Maharashtra, India
 Droov Niwas, Ring Road, Kurundwad, Maharashtra 416106, India
 Lat 16.674645°
 Long 74.596181°
 24/11/21 12:07 PM





माझे गाव कोरोनामुक्त गाव' या सक्रियता कतिवती
 दलक येतेला गावामध्ये काय व सॅनिटाइझिंग -



'माझे गाव कोरोनामुक्त गाव' या अभियाना अंतर्गत
 हेतूलेखा गावामध्ये मास्क, सॅनिटाईसर वे वाटप
 जनजागृती करताना

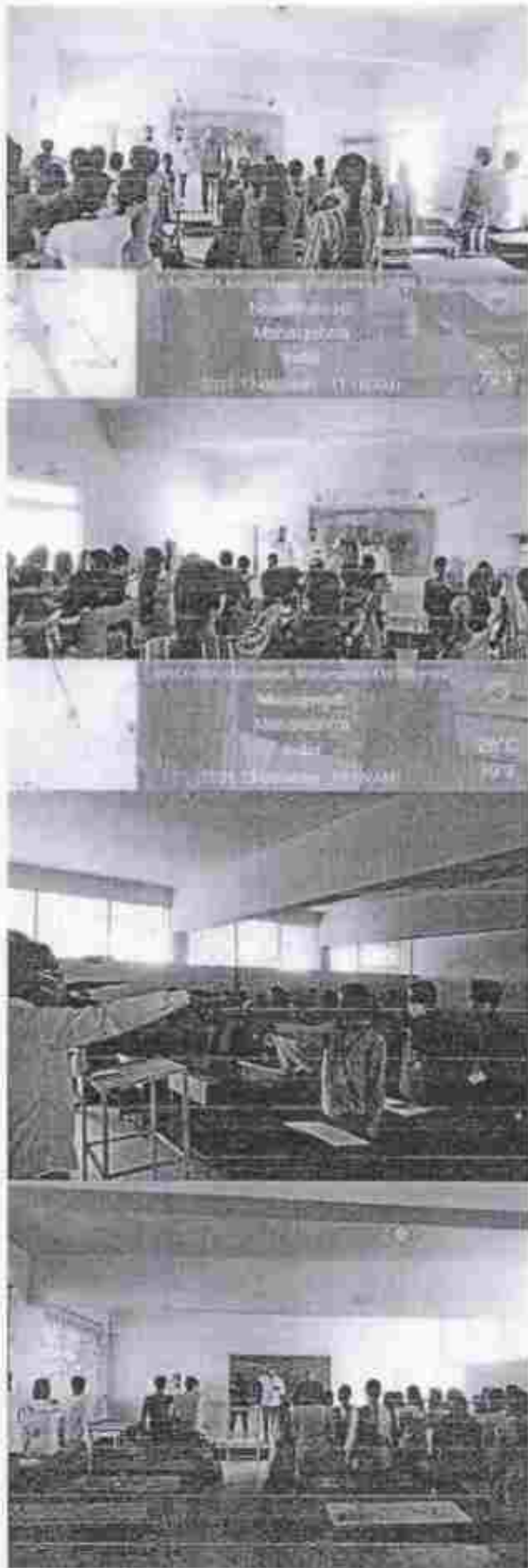




सोहड मुवा डिप्ट, भारत सरकार यांचे आभार मराठिलालस
 नासो स्वाच्छता मोदीम शब्धित।भा विदेमानी।

दि 3/10/2011





தே. 6-12-2021 ராஜி வசூலா அங்கியா க்ரதகரி ஶபத
 சேரநா . .



नेशनल इन्स्टिट्यूट ऑफ एज्युकेशन
सहकारभूषण एस्. के. पाटील महाविद्यालय कुरुंदवाड

मॅक मानांकन : बी

सा.शिरोज, जि. कोल्हापूर

☎(०२२२२) २४४२४४, २४२९५४, (नि.) २४४३५३

Website - www.sbkpc.org E-mail - sbkpc@gmail.com

सा.सं. क्र. ए. ज. अ. ई./सा.के.पी.सी/ 2021-22 दिनांक १/10/2021

महात्मा गांधी जयंती निमित्त राष्ट्रीय सेवा योजना, इतिहास व राज्यशास्त्र विभागाच्या वतीने महाविद्यालयमध्ये खालील विविध कार्यक्रमाचे आयोजन करण्यात आले.

- १) दि. ०२ ऑक्टोबर २०२१ - प्रतीमा पूजन व महाविद्यालय परिसर स्वच्छता मोहिम
- २) दि. ०७ ऑक्टोबर २०२१ - पोस्टर प्रदर्शन स्पर्धा (गांधीजींच्या जीवन चरित्रावर)
- ३) दि. ०८ ऑक्टोबर २०२१ - रक्तदान शिबीर (NSS DAY व गांधी जयंती निमित्त)
- ४) दि. ०९ ऑक्टोबर २०२१ - श्री. उमेश सुर्यवंशी, कोल्हापूर - यांचे गांधी व आजचा युवक यावरती व्याख्यान



I/C PRINCIPAL
Sahakarbhushan S.K. Patil
College, Kurundwad.

प्र. प्राचार्य

सहकारभूषण एस्. के. पाटील
महाविद्यालय, कुरुंदवाड

गुरु शोचनी जयंती व N.S.S.
दिना निमित्त 7 लव. रोजी
शकलान शिष्याये आशोध
करकाल जलि.



	<p>जिल्हा परिषद दवाखाना, कुरुंदवाड ता.शिरोळ जि.कोल्हापूर फोन न.(०२३२२)२४४२६६</p>	
<p>संलग्न पत्र</p>	<p>email - zptihospitalkwd@gmail.com</p>	<p>दि. १४/०९/२०२२</p>

प्रति,
मा. प्राचार्यसे,
सहाकारभूषण एस.के.पाटील महाविद्यालय,
कुरुंदवाड.

विषय : कोविड १९ च पल्स पोलिओ लसीकरणासाठी केलेल्या
सहकार्याबद्दल आभारवाचन.

महोदय,

उपरोक्त विषयास अनुसरून जिल्हा परिषद दवाखाना, कुरुंदवाड मार्फत कुरुंदवाड
ग्रहणामध्ये सायरींग आजार निर्मूलन करण्यासाठी पल्स पोलिओ लसीकरण तसेच कोविड
१९ लसीकरण मोहिम राबविणेत येते. सदर राबविणेकरिता आपले महाविद्यालयाकडून
नेहमीच सहकार्य लाभत असते. पल्स पोलिओ लसीकरण मोहिमेमध्ये आपल्या
महाविद्यालयातील एन.सी.सी. व एन.एस.एस. विद्यार्थ्यांचे विशेष सहकार्य लाभले तसेच
कोविड १९ लस घेणेकरिता नागरीकांमध्ये जनजागृती केली.

आपण केलेल्या या बहुमुल्य सहकार्याबद्दल आम्ही आपले ऋणी आहोत.

धन्यवाद

कळ्याचे,



(Signature)
वैद्यकीय अधिकारी गट अ
जि.प. दवाखाना, कुरुंदवाड.



(Signature)
I/C PRINCIPAL
Sahakarbhushan S.K.Patil
College, Kurundwad.



स्थापना : १९४२

क्र.नं. (०२३२२)२३८२६४



ग्रामपंचायत अकिवाट

ता. शिरोळ, जि. कोल्हापूर

दि. ३१-०३-२०२२

दाखला

दाखला देणेत येते कि सहकार भूषण एस.के.पाटील महाविद्यालय कुरुंदवाडच्या राष्ट्रीय सेवा योजना वरिष्ठ विभागाचे शर्म संस्कार शिबीर दि. २३/०३/२०२२ ते दि. २९/०३/२०२२ अखेर आमच्या गावात घेण्यात आले. स्वच्छ भारत अभियान या घोषवाक्या खाली शिविराचे आयोजन करण्यात आले होते शिविराचे कार्यक्रम अधिकारी ग्रामपंचायतीचे सरपंच उपसरपंच सदस्य ग्रामविकास अधिकारी व सर्व ग्रामस्त यांच्या सहकार्याने महाविद्यालयाचे आजी माजी विद्यार्थी यांच्या संयुक्त बैठकीत कामाचे नियोजन करून ते खालील प्रमाणे पूर्ण केले.

अ.क्र.	कामाचे स्वरूप
१	श्री. अकिवाट येथील ग्रामसफाई व रस्ते सफाई
२	प्राथमिक शाळेच्या ऋतूदांगणाची स्वच्छता
३	श्री. सिद्धेश्वर मंदिर परिसराची स्वच्छता
४	श्री. सिद्धेश्वर मंदिर परिसरातील झाडांना आजी केली व पाणी घालणे
५	श्री. सिद्धेश्वर मंदिराच्या उत्तर बाजूच्या टेकडोवर नवीन वृक्ष लागवडीसाठी खड्डे काढणे
६	काग विस रें व बस स्टॉप गटम स्वच्छता करून पाणी वाहते केले
७	गावातील रस्त्यावरील प्लास्टिक वचले
८	कर्मकरांन विद्यामंदिर विषणे कोटी येथे नवीन वृक्ष लागवडीसाठी खड्डे काढणे
९	गावातील सर्व स्मशानभूमीत स्वच्छता केली

उपरोक्त सर्व कामे व शिविराचे अंतिम पूर्ण झाले म्हणून विला दाखला असे.



T/C PRINCIPAL
Sahakarbhushan S.K. Patil
College, Kurundwad.

(Signature)

सरपंच

ग्रामपंचायत अकिवाट ता. शिरोळ



ग्रामपंचायत अक्विट

ता.शिरोळ, जि. कोल्हापूर

दि. ३१-०३-२०२२

प्रमाणपत्र

प्रमाणपत्र देणेत घेते कि सहकार भूषण एस.के.पाटील महाविद्यालय कुरुंदवाडने सन २०२१-२२ या वर्षांत विशेष श्रम संस्कार शिविरासाठी मौजे अक्विट वा गावाची निवड केली होती विशेष श्रम संस्कार शिविरात राष्ट्रीय सेवा योजनेच्या स्वयंसेवकानी शिबीर कालावधीत दि.२३/०३/२०२२ ते २९/०३/२०२२या कालावधीत खालील प्रकल्प यशस्वी पणे राबविले असून त्यांनी केलेल्या कामाचा तपशील पुढील प्रमाणे .

अ.क्र.	कामाचे स्वरूप	क्षेत्रफळ लांबी / रुंदी / खोली	कामाचे अंदाजे मूल्य रुपये
१	मौजे अक्विट येथील ग्रामसपाई व रस्ते सफाई	६ कि.मी.	२५०००/-
२	प्राथमिक शाळेच्या जमीनगाण्याची स्वच्छता	४०० चौ.मी.	६०००/-
३	श्री.सिद्धेश्वर मंदिर परिसराची स्वच्छता	८०० चौ.मी.	२२०००/-
४	श्री.सिद्धेश्वर मंदिर परिसरातील झाडाना अडथळे केली व पाणी पसले	३०० आडी	२०००/-
५	श्री.सिद्धेश्वर मंदिराच्या उत्तर बाजूच्या टेकडीवर नवीन वृक्ष लागवडीसाठी खडूदे काढले	२०० खडूदे	४०००/-
६	मार्गे विस ते बस स्टान्ड गटरी स्वच्छता करून पाणी वाहते केले	१ कि.मी.	१६०००/-
७	गावातील रस्त्यावरील प्लास्टिक वेचले	३ कि.मी.	६०००/-
८	जयकिशन विद्यामंदिर विचणे कोडी येथे नवीन वृक्ष लागवडीसाठी खडूदे काढले	१०० खडूदे	३०००/-
९	गावातील सर्व स्मशानभूमीत स्वच्छता केली	६०० चौ.मी.	६०००/-
		एकूण	७९०००/-

केलेल्या कामाचे मूल्य अक्षरी रुपये एककाहतर हजार फक्त



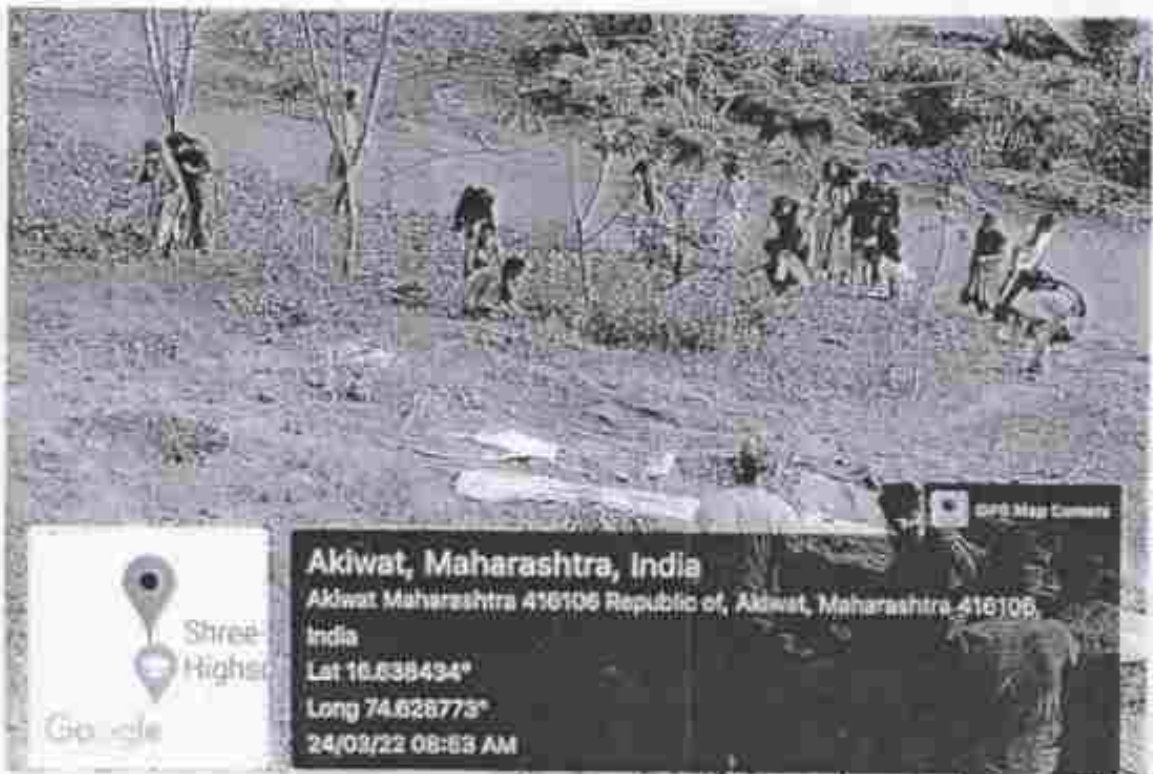
(Signature)

I/C PRINCIPAL
Sahakarbhushan S.K. Patil
College, Kurundwad.

(Signature)
सरपंच

ग्राम पंचायत अक्विट ता.शिरोळ

दि. 23 त 29 माच 2022 दरम्यान आयुक्तियार -
येथील NSS चे विशेष कामसंस्कार शिबिर
प्रमदान करताना छायासोवकु





जिल्हा परिषद, कोल्हापूर

जयकिसान विद्या मंदिर, चिंचणेकोडी



अकिवाट, ता. शिरोळ, जि. कोल्हापूर.

पानक क्र. १

* आभारपत्र *

दि. २०/०३/२०२२

सा. प्रकल्पप्रमुख, (N.S.S.)

राष्ट्रीय सेवा योजना, श्री. एस.
के. पाटील महाविद्यालय, कुंडवड.
रांचे स्नेहेशी,

महोदय,

आपल्या कॉलेजचा कॅम्प ड्यामच्या
अकिवाट मध्ये आला असल्याने आपण
आपल्या योजनेअंतर्गत मुलांना ड्यामच्या शाकेत,
पाहवून सुमारे २५ खडे खोदून दिलाने तसेच
परिक्षेची स्वच्छता केलीत. तसेच ५ मार्च
५ स्वर्ण परीक्षेसाठी परीक्षणाकरिता सुयोग्य
पाहवून आम्हांस मदत केलाने याबद्दल आम्ही
आपले कर्णी आहोत.

म. जी. कावे.



I/C PRINCIPAL
Sahakarbhushan S.K. Patil
College, Kurundwad.

(Principal)

International e-Conference

Agriculture and Rural Development: Strategic Issues and Reform Options

Date: - 30th October 2021, Day-Saturday, Time- 10.30am (IST)

Email-paban1947@gmail.com

Registration Link: <https://forms.gle/31kdG1Zrc87rkoD8s5>

Jointly Organized by

Swami Ramanand Shikshan Prasarak Mandal's

Sant Ramdas Arts, Commerce and Science College, Ghansawangi Dist. Jalna

Dept. of Geography & Internal Quality Assurance Cell
 Website: <http://www.sant.ac.in>

Affiliated to

Dr. Babasaheb Ambedkar Marathwada University, Aurangabad

and

National Institute of Education, Kurundwad's

Sahakarbhushan S. K. Patil College, Kurundwad

Website: <https://kurundwad.nie.ac.in>

Tel- Shani Dist- Kolhapur 416106 India (MS), India

Department of Economics & Internal Quality Assurance Cell

Affiliated to

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Dr. J. N. Patil

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			Prof. H.J. Shingde Dept. of Economics Sahakarbhushan S. K. Patil College, Kurundwad Mob- 9033717177

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Venue

Sant Ramdas Arts, Commerce and Science College,
 Ghansawangi Dist. Jalna
 Kumbhar Prangalin Road, Ghansawangi, Jalna, Maharashtra-412001

Sahakarbhushan S. K. Patil College,
 Kurundwad
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 Email ID: paban1947@gmail.com



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About College

Sri. Sahakarbhushan Prasad Mahadikar's Sahakarbhushan Arts, Commerce & Science college, Kurundwad is established in 1997 by the visionary Mr. Shivajirao Chitambar as M.A. with a mission to provide quality education to students from rural and weaker sections of society. It is the pioneering educational institution in Kurundwad taluka of Jalga district. Besides Arts, Commerce and Science streams, it offers postgraduate courses like MA Marathi, M.Com and vocational as well as degree courses like B.Voc Horticulture Science and Theatre Study and Acting. The college has well equipped science laboratories, library, language lab, hostel and gymnasium. Although the college is one of the most educationally backward areas of India, its student strength is 2000 including senior and junior college.

The senior college with the enrollment of 1275 students, has the distinction of providing instruction in as many as sixteen subjects, which include job oriented and skill based vocational subjects like B.Voc Horticulture Science and Theatre Study and Acting which are introduced in only few colleges of the state. It also conducts certificate courses like Certificate Course in English Communication and Computer Application. College has also a study centre of YCNLU Nashik. The college was recognized by UGC under 2(D) and 2(B) in 2011. The college was accredited by NAAC in 2004 with B grade. The major portion of the infrastructure has been constructed in its seven years, devised by the NAAC and is maintained as below.

About The College

Sahakarbhushan S. K. Patil College, Kurundwad is established in June 1983. This college is run by National Institute of Education, Kurundwad.

The college has become a focal point of education opportunities of all classes and communities of the rural area. It has created opportunities of higher education accessible to rural youth, and construction of the courses in Humanities and in Commerce to ensure kind growth and academic development. The college is recognized under section 2(D) and 2(B) of the Act 1956 and is affiliated to the Shaheed University, Kolhapur, Maharashtra State.

During the last few years the college has made a good advancement in Academic, Sports, NIS and Infrastructural development. The faculty has contributed to the self - learning materials for distance education. Some professor have successfully completed senior projects. In recent years various departments has organized seminar as well as state level conferences. Geography department has organized two days National level conference and workshops on several occasions of Shaheed University, Kolhapur. Sanskrit department has made substantial progress in various sports activities. The NIS Unit has playing vital role in extension activities. The MCC Unit is granted to our colleges from 2010 - 2011.

Active Management participation in the governance and development has resulted in significant improvements in the infrastructure and quality of higher education in our college which has been successfully functioning as Kurundwad - Maharashtra border area.

THEMES: Agriculture and Rural Development: Strategic Issues and Reform Options

Sub-Themes of Conference

SUB-THEMES		
Agribusiness Transition Innovation	Agriculture Markets and Economics	Agriculture Finance Innovations
Agriculture Cooperatives Social Responsibility	Agriculture Climate Change Adaptation	Rural and Community Development
Planning Process/Methodology	Plasma, genes and the periphery: exploring around "agriculture cluster" and growth in Vidarbha, India	The National Society of Fish and Aquaculture in South Asia
Enhancing the Marketing Activities of Agricultural Enterprises: Strategy and Tactical Discussion	County-level institutional spatial differences and model optimization in Maharashtra, India: a case study of the Western Ghats region	E-AGRICULTURE, MAINSTREAMING ICT APPLICATIONS IN POVERTY REDUCTION
Sustainable Development and Agricultural Practices	ROLE OF GOVERNMENT SCHEMES IN RURAL AGRICULTURE AND RURAL DEVELOPMENT	Analysis Study on Impact of Climate Change on India Agriculture
Agricultural management using cloud computing in India	Supermarkets, Smallholders and Livelihoods: Prospects in Suburban Andhra Pradesh	Prospects for agricultural and rural development towards the implementation of the common agricultural policy
Highlights Regarding the Agro Food Products Marketing	Agriculture and Food Extension Worldwide	India, Issues and Prospects for Agriculture

Note:

Sub-Themes of the conference broadly cover the aspects of "Sustainable Development Goals & Developmental Initiatives, Innovation and Challenges" but are not limited to the sub-themes explicitly mentioned here. Any other good quality research paper that relates to the broad theme may also be considered for presentation and publication.



IC PRINCIPAL
Sahakarbhushan S.K.Patil
 College, Kurundwad.

English	हिंदी	हिन्दी
Agriculture and Agriculture	सहकारिता विकास कृषि क्षेत्र	सहकार्य व कृषि विकास
Rural and rural development	सहकारिता विकास कृषि क्षेत्र	सहकार्य और कृषि क्षेत्र
Rural and rural situation	सहकारिता व विकास	कृषि क्षेत्र का सामाजिक स्थिति
Agri and Agriculture	सहकार्य क्षेत्र सहकारिता विकास	सहकार्य क्षेत्र व विकास की स्थिति
Agri and rural environment in rural area	कृषि क्षेत्र विकास क्षेत्रीय स्थिति	सहकार्य और कृषि क्षेत्र का विकास

Note: Sub-themes of the conference broadly cover the aspects of "Agriculture and Rural Development: Strategic Issues and Reform Initiatives" but are not limited to the sub-themes explicitly mentioned here. Any other good quality research paper that relates to the broad theme may also be considered for presentation and Publication.

TARGET AUDIENCE

States/UTs & District	RURAL SCHEMES	FINANCIAL	Policy/Agri. & Extension
NGOs and Agricultural Soc. Inst.	Geographical Technologists	Extension workers	Students

DETAILS OF CONFERENCE REGISTRATION

Sl. No	Indian Delegates	
	Category	Registration & Publication Fee (RS)
1	Faculty/ Professionals/ Research Scholars & PG/UG Students Single Author	750/-
2	Faculty/ Professionals, Research Scholar & PG/UG Students Second Each Author Registration Compulsory	1000/-

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IMPORTANT NOTE

1	Date of Conference	30 th October 2021
2	Paper Submission last date	28 th October 2021
3	Word Limit	1600-2000
4	Page Limit	8 pages
5	Email for submitting research papers	pubap1947@gmail.com

Registration Link: <https://forms.gle/33kGDDgz83wkoD8e5>

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Authors are invited to submit original papers (not being considered for publication elsewhere) in standard format (that is provided) describing new theoretical and/or experimental research.

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Full paper should be typed in Microsoft Word. The font should be "Times New Roman" with 12 size for matter, 10 size in bold for title, 14 size in bold for main headings & 12 size in bold for sub-headings, having line spacing of 1.5 inch and 1 inch column margin on all sides & A4 Size Paper.

For Marathi & Hindi

Full paper should be typed in Microsoft Word as "Unicode" with font size- 14 for matter, 10 bold for title & 14 bold for headings, having line spacing of 1.5 inch and 1 inch column margin on all sides.

- For publication related queries Contact: 8222454689
- Papers will be published in "UGC Listed Peer-Reviewed Journal, Journal of Research and Development" (ISSN-2250-8578), A Multidisciplinary International Listed Refereed Journal Peer-Reviewed Journal (Print), Impact Factor 1.201
- Paper Submission last date: 28th October 2021

- Registration Link: <https://forms.gle/33kGDDgz83wkoD8e5>

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IC PRINCIPAL
Sahakarbhushan S.K. Patil
College, Kurundwad

**One Day Multidisciplinary Online
International e-Conference**

On

Agriculture and Rural Development: Strategic Issues and Reform Options

Date: - 30th October 2021, Day-Saturday, Time- 10.30am (IST)

Jointly Organized by

Swami Ramanand Shikshan Prasarak Mandal's

Sant Ramdas Arts, Commerce and Science College, Ghansawangi Dist. Jalna

and

National Institute of Education, Kurundwad's

Sahakarbhushan S. K. Patil College, Kurundwad

Tal- Shirol Dist- Kolhapur 416106 India (MS), India

Conference Schedule:

Google Meet joining info:- <https://meet.google.com/tow-ztqr-tou>

Inaugural Function

Welcome

Dr. Y. M. Chavan

I/C Principal

Sahakarbhushan S. K. Patil College, Kurundwad.

Time-10.30 am to 10.35 am

Introductory Speech

Dr. R. K. Pardeshi.

Principal

Sant Ramdas Arts, Commerce and Science College, Ghansawangi Dist. Jalna

Time-10.35 am to 10.40 am

Best Wishes

Hon. Jayram (Bapu) Krishnarao Patil

Chairman National Institute of Education, Kurundwad.

Time-10.40 am to 10.45 am

Presidential Speech

Prof. Dr. M. S. Deshmukh
Dept. of Economics
IQAC Co-ordinator, Shivaji University, Kolhapur
Time-10.45 am to 10.55 am

Vote of Thanks

Dr. Tathu S.V.
Head, Dept. of Geography
Sant Ramdas Arts, Commerce and Science College, Ghansawangi Dist, Jalna
Time- 10.55 am to 11.00 am

Keynote Speaker

Dr. Praveen G. Saptarshi
Visiting Professor, Salisbury University, USA
Time-11.00 am to 11.25 am

Plenary Session

Invited Talk 1:

Dr. Gajhanse D.S.
Head, Department of Geography, Ankuashrao Tope College, Jalna & B.O.S. Chairman, in
Geography
Dr. Babasaheb Ambedkar Marathwada University, Aurangabad
Time-11.30 am to 11.55 am

Invited Talk 2

Dr. Jyotiram More
BOS Chairman in Geography, Savitribai Phule Pune University, & Head, Department of
Geography, B. J. S. College, Wagholi, Pune
Time-11.55 am to 12.20 pm

Invited Talk 3

Babalola Ayodele Samuel

Department of Pure and Applied Zoology, Federal University of Agriculture, PMB, 2240,
Abeokuta, Ogun State, Nigeria, South Africa

Time-12.20 pm to 12.45 pm

Time-07.30 am to 07.55 am (Nigeria - WAT)

Invited Talk 4

Oluwagbami Daniel Taiwo

Department of Economics, Tai Solarin University of Education Ijebu-Ode, Ogun State, Nigeria

Time-12.45 pm to 01.10 pm (IST)

Time-07.55 am to 08.20 am (Nigeria - WAT)

Chairperson & Concluding Remark

Dr. Jadhav S.B.

Principle, Rajshri Shahu College, pathari

Dist. Aurangabad

Time-01.10 pm to 01.15 pm

Vote of Thanks

Dr. A. D. Jadhav

Head Dept. of Economics, Sahakarbhushan S. K. Patil College, Kurundwad

Time-01.15 pm to 01.20 pm

ORGANIZING SECRETARY

Dr. Y. M. Chavan

I/C Principal

Sahakarbhushan S. K. Patil College, Kurundwad.

Dr. R.K. Pardeshi.

Principal

Sant Ramdas Arts, Commerce and Science College, Ghansawangi Dist. Jalna




I/C PRINCIPAL
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College, Kurundwad.

दि २०/०५/२०२२

महाराष्ट्र राज्य अंधव्रुद्धा निर्मूलन समिती शाखा-
जयसिंगपूर व इचलकरंजी

त
साहकारभूषण एस.के. पाटील महाविद्यालय, कुंढवाड
यांच्या संयुक्त विद्यमाने आयोजित,
एक दिवसीय कार्यशाळा

“ जोडीदाराची विवेकी निवड ”

भाषादर्शक - मा. सुनिल स्वामी
विभागीय नकाते
सौरभ



(Signature)

I/C PRINCIPAL
Sahakarbhushan S.K. Patil
College, Kurundwad.

अहवाल

महाराष्ट्र राज्य अंत्येहदा निर्मूलक समिती
 शाखा जयसिंगपूर व इचलकरंजी आणि सहकारभूषण
 एम्. के. पाटील महाविद्यालय यांच्या संयुक्त विद्यमाने
 आयोजित "जोडीदाराची वितेकी निवड" या विषयावरील
 एकदिवसीय कार्यशाळा दि. 27/05/2022 रोजी सुरु
 होण्यात आली. सार कार्यशाळा सकाळी 9.30 ते 3.30 वा
 वेळेत घेण्याची होती. बृहदविद्यार्थ्यांची रजिस्ट्रेशन करून विद्यार्थी
 कार्यशाळेत उपस्थित होते. दिप्रजातन कला केंद्राकडून सुप्रभात साखरे
 सार कार्यशाळेसाठी इच्छातक म्हणून डॉ. सी. एस.
 व्ही. कोठारे यांनी उद्‌घाटन करून सुरुवात करून घेतले तसेच
 अखंड महाविद्यालयाचे उपप्राचार्य डॉ. एस. डी. चव्हाण यांनी
 अखंडीय बाधण करून विद्यार्थ्यांना कार्यशाळेची निवड करून
 समजावून सांगितली.

श्री. दे. क. का. पु. यांचा
 भाग्य केले.

सार कार्यशाळा व चार सत्रांमध्ये पार पडली.
 पहिले सत्र हे मांगव मांगव नव लोणे ती अजिंक्ये कार्यशाळे
 मा. सुनिल स्वामी यांनी घेतले तर दुसरे सत्र - जोडीदाराची
 वितेकी निवड का. प्रेम आणि आकर्षण हा विषय अनेक
 उदाहरणाने पी. च्या साधारे कु. विद्यावरी नकाते यांनी मांडला.
 त्यानंतर तिसरे सत्र - 'जोडीदाराची वितेकी निवड कशी टंहे' सत्र
 मा. सुनिल स्वामी यांनी घेतले करून विद्यार्थ्यांना मांगविकेले.
 त्यानंतर - सौजन्य करून - याचे सत्र 'सहजीवन' हे सत्र
 कु. विद्यावरी नकाते यांनी 1997 माध्यमातून विद्यार्थ्यांना समजावून
 दिले. सार कार्यशाळेसाठी बृहद विद्यार्थी अजिंक्ये - केलेले होवे.
 शेवटी विद्यार्थी प्रतिष्ठित स्वर्गवत्क करून समारोप
 सत्र होण्यात आले. व कार्यशाळेची सांगता झाली.
 यावेळी या कार्यशाळेचे प्रास्ताविक डॉ. लेफ्ट. आतासाहेब जयसिंग
 यांनी केले. आचार - डॉ. सी. एस. एस. शिंदे यांनी मानले तर
 कार्यशाळेचे सुप्रसंगाने प्रा. अनिरुद्ध मोरे व श्री. वी. वेंकटेश भाग्यने
 यांनी केले. सर्व वि. सहभागी विद्यार्थ्यांना सहभाग प्रमाणपत्र
 देण्यात आले.



HC PRINCIPAL
 Sahakarbhushan S.K. Patil
 College, Kurundwad

महाराष्ट्र राज्य अंचलशाळा निर्मूलन समिती शाळा जयसिंगपूर व इयंलकरंजी आणि सहकारभूषण
एस.के. पाटील महाविद्यालय यांच्या संयुक्त विधामाने आयोजित
"जोडीदाराची विवेकी निवड" एकदिवशीय कार्यशाळा

कार्यक्रमपत्रिका

स्थळ: खंडेराव माने सभागृह वेळ : १०:३० ते ३ : ३० दि. : २७ . ०५ . २०२२

प्रास्ताविक : डॉ. लेफ्ट. आचार्याहेच जाधव

उद्घाटन समारंभ : उपस्थित सर्व मान्यवर

उद्घाटक : डॉ. सी. एस. व्ही. कोठवळे

अध्यक्ष : डॉ. सुनिल चव्हाण

प्रथम सत्र

विषय : मनोविश्लेषण

प्रमुख मार्गदर्शक : १. मा. सुनिल स्वामी
२. विभाचरी नकाते

दुसरे सत्र

विषय : जोडीदाराची विवेकी निवड का? - प्रेम आणि आकर्षण
मार्गदर्शक : विभाचरी नकाते

मोजन वेळ : १२ ३० ते १ : ००

तिसरे सत्र

विषय : जोडीदाराची विवेकी निवड कशी?
मार्गदर्शक : मा. सुनिल स्वामी
पॉवर पॉइंट वेळ - सौरभ संतोषी जंकिनाज

चौथे सत्र :

विषय : सहजीवन
मार्गदर्शक : विभाचरी नकाते

समारोप सत्र व विद्यार्थी प्रतिक्रिया :

अध्यक्ष :

कार्यक्रमाचे समन्वयक :

डॉ. लेफ्ट. आचार्याहेच जाधव

डॉ. सी. शैलजा भिंदे

आभार : डॉ. एस. एस. भिंदे

सुत्रसंचालन :

१. प्रा. अनिरुद्ध मोरे

२. प्रा. महेश्वर भागमावे



I/C PRINCIPAL
Sahakarbhushan S.K. Patil
College, Kurundwad.



SK Patil Kurumb
Go-gle

Kurumbwad, Maharashtra, India
 401006, India
 Lat: 18.674824
 Long: 74.552222
 27/08/22 10:01 AM



SK Patil Kurumb
Go-gle

Kurumbwad, Maharashtra, India
 401006, India
 Lat: 18.674824
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Kurumbwad, Maharashtra, India
 401006, India
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SK Patil Kurumb
Go-gle

Kurumbwad, Maharashtra, India
 401006, India
 Lat: 18.674824
 Long: 74.552222
 27/08/22 09:59 AM





SR Patil Kurund
Kurundwad, Maharashtra, India
MHPW-WF4, Ping Road, Kurundwad, Maharashtra 410106, India
Lat: 18.6744469
Long: 74.5803235
27/05/22 10:00 AM



SR Patil Kurund
Kurundwad, Maharashtra, India
MHPW-WF4, Ping Road, Kurundwad, Maharashtra 410106, India
Lat: 18.6744469
Long: 74.5803235
27/05/22 09:59 AM



SR Patil Kurund
Kurundwad, Maharashtra, India
MHPW-WF4, Ping Road, Kurundwad, Maharashtra 410106, India
Lat: 18.6744469
Long: 74.5803195
27/05/22 09:58 AM



A Lead College Workshop on "Selection of Life Partner"
(गोडीदारची संकलित निवड)

क्र.	विद्यार्थ्यांचे नाव	पठन	सही
1)	उमेश फद्याज पेटेल	BSC-SY	<u>FF Patel</u>
2)	वैष्णवी पारशुराम माळी	B.A. I	<u>apali</u>
3)	पाची शंकर कोळी	B.A. I	<u>psk</u>
4)	रुचिता रमेश मठपती	B.A. I	<u>Rinathapati</u>
5)	श्रावणी सयाजी पाटील	B.A. I	<u>Patil</u>
6)	अहलुजा शर्मा कोरवी	B.A. I	<u>Sharma</u>
7)	सुधाना महमंद पठाण	B.A. I	<u>S. D. Patil</u>
8)	सास्त्रिका अंबू धुमाळे	B.A. I	<u>S. K. dhume</u>
9)	आशी संजयकुमार नाईक	B.A. I	<u>S. S. Naik</u>
10)	स्नेहल अरुण कोरे	B.A. I	<u>Sharma</u>
11)	निमीता नंदकिशोर झोसले	B.A. I	<u>Zosale</u>
12)	शोभिता महादेव पुजारी	B.A. I	<u>Sharma</u>
13)	सानिका शंकर पुजारी	B.A. I	<u>Sharma</u>
14)	संजना सुभाष वल्ले	12th sci	<u>S. S. Bhatte</u>
15)	निलम वाणू कांबळे	BSC II	<u>K. Tumbak</u>
16)	धनश्री वसुदेव विांदे	B.com III	<u>ESK</u>
17)	पल्लवी सुभाष विांदे	B.com I	<u>Sharma</u>
18)	वैष्णवी अरुण मडिवाळे	11th com	<u>V. Amadikar</u>
19)	मृगाली मधुकर पवार	11th sci	<u>Sharma</u>
20)	निफिता माणिक मस्के	B.com	<u>MSK</u>
21)	सुदुला अण्णासो इटाण	11th sci	<u>Patil</u>
22)	माणसी मिलिंद विडकर	11th com	<u>M. M. Bidkar</u>
23)	गौरी अण्णासो पाटील	B.A. I	<u>G. A. Patil</u>
24)	सायिका धोंडिराम सुतार	12th sci	<u>Patil</u>
25)	तेजस्विनी रविंद्र सुतार	B.A. I	<u>SK</u>
26)	चेला रजेंद्र कांबळे	B.A. III	<u>Ch. Kamble</u>
27)	अभिजित कुमार कांबळे	B.A. III	<u>Patil</u>
28)	अविनाश मोहन आवरी	B.A. I	<u>Patil</u>

32	समिष्क शिवाजी नर्सिंक	11th sci	A.S.Nai
33	पाटील धारण सुनेरा	B.A.I	Dhoni
34	वेड युजळ जयानंद	B.A.I	S.K.
35	वेड शिनेरा आशिंकनंद	B.A.I	B.A.S.
36	पुढ्योत राजेंद्राव कांबळे	11th com	P.S.
37	शास्त्राळ ज्योतीर भुजा	B.A.I	S.T.P.
38	राहुत देवेंद्र झाडे	B.A.II	Dahi
39	सोहेब कुंजंदर बागवान	B.A.I	S.K.B
40	मनसा योगेश्वर लापता	B.A.I	G.S.
41	शोकाळ पोपट विठ्ठे	B.A.I	G.S.
42	अम्सा २ जखतर वदरफ	B.A.I	A.P. Nalwa
43	सोहेल विजय सिंग	12th Arts	(Soti)
44	अतिशेठ अशेरा गांवडे	B.A.III	D.ambekar
45	सीमा रावसाहेब पाटील	B.A.II	S.K.
46	पुतस लजरांग कांबळे	B.A.II	Dahi
47	अधनाथ जोशे लक्ष्मणा कोळी	BA.II	S.K.
48	अश्वरुत जाकासा पाटील	12th sci	A.S.H.
49	आतिशेठ आठवणा रमळे	10th com	A.S.
50	शेहित दिगंबर शोपाने	BA II year	Bhaskar
51	आदित्य बसिंर वडूरव	BA I year	A.S.
52	प्रमज्ज प्रसाकेश काडवाळे	12th sci	P.P.
53	वैभव रामचंद्र घोडपडे	12th sci	(Ghodpade)
54	धनंशी राजेंद्र गुडसे	BA-I	(Gudse)
55	दिव्या लंभाजी गायकवाड	BA-I	(Gaikwad)
56	• इमरतुम राजु नाईकवाडे	BA.III	Rai Nalwa
57	वशिंत केसरी शिवाज बेपारी	BA.III	(Bepari)
58	भोकार शनेंद्र नईकवाडे	B.A.II	(Bekar)
59	शिवाज दिवाळ शोत	B.A.II	(Shote)

63	स्नेह मोहन कुंभार	B.Com III	<i>[Signature]</i>
64	सामिदाडिरण शिंदे	-II-	<i>[Signature]</i>
65	शुभांगी दिनेकर शिंगे	-II-	<i>[Signature]</i>
66	तेजस्वी दादासाहेब मोदी	-II-	T.O. Modi
67	तेजस्विनी दादासाहेब वाटील	-II-	T.D. Patil
68	सुप्रिया मनोज कदम	-II-	S.M. Kadam
69	निकिता नंदकुमार मोने	BA II	<i>[Signature]</i>
70	अर्पिता पांडुरंग महावळे	"	<i>[Signature]</i>
71	अमृता आठवाणे आडे	"	<i>[Signature]</i>
72	श्रीराम सुनिल जगताप	BA III	<i>[Signature]</i>
73	जांभवे प्रवृत्तीक राजाराम	BA III	<i>[Signature]</i>
74	पाशीच पिंजरा अरुण	BA II	D.A. Patil
75	प्रापकता राजेश कोठारे	B.A II	PK
76	करिमा किशोर ठाले	B.A II	K.K. Dhale
77	करिमा किशोर ठाले	B.A II	K.K. Dhale
78	मयुरी सुनिल कांबळे	B.A II	<i>[Signature]</i>
79	रोहीणी राजाराम सनगी	B.A II	R.R.S.
80	समृद्धी प्रकाश कुलकर्णी	B.A III	S.P.K.
81	आहिलेनी सदाशिव देवकारे	BA - III	<i>[Signature]</i>
82	कु रेश्वरी दिगंबर भिलवेडे	BA - III	<i>[Signature]</i>
83	अमृता विनाय भाजी	BA III	A.V.M.
84	केशाली महावीर वाघमोरे	B.Com I	<i>[Signature]</i>
85	प्रज्ञा प्रविण मंगडूम	B.Com I	<i>[Signature]</i>
86	प्रज्ञा अर्जुन दुतार	B.Com I	<i>[Signature]</i>
87	अलता मिलीप पवार	B.Com III	A.D. Pawar
88	विमला शान्ता भाजी	B.Com III	V.A. Mali
89	मुस्कान समीर कान्हा	BA II	<i>[Signature]</i>
90	शिलीला पुमादे धने	BA II	<i>[Signature]</i>
91	आदित्य जयोजना किनिगे	BA III	<i>[Signature]</i>
	आशिका शरत वाटील	-II-	<i>[Signature]</i>



Name : vaishnavi Arun Madhwal

महाराष्ट्र राज्य अंधश्रद्धा निर्मूलन समिती शाखा जयसिंगपूर व इवलकरजी आणि सहकारभूषण
एस.के. पाटील महाविद्यालय यांच्या संयुक्त विधानाने आयोजित
"जोडीदाराची निवेकी निवेड" एकदिवशीय कार्यशाळा

स्थळ: लंडेराव माने सभागृह वेळ : ०९:३० ते ३ : ३० दि. : २७.०५.२०२२

विद्यार्थी प्रतिसाद/प्रतिक्रिया माहिती

१. सदर कार्यशाळेचा विषय आपणास कसा वाटला आहे ?

अद्वय कर्तृत्वाचे विषय चांगला वाटला

२. या कार्यशाळेतून तुम्ही काय शिकाला व जाणून घेतले आहे ?

जीवनात योग्य जोडीदाराची निवेड

करणे आवश्यक आहे हे जाणून घेतले

३. या कार्यशाळेचा उद्देश सफल झाला असे तुम्हाला वाटते काय ? ते सांगा.

हो

४. सदर कार्यशाळेतून अजून कोणती अपेक्षा होती?

कोणतेही नाही

५. सदरील कार्यशाळेचे नियोजन आपणास कसे वाटले?

अद्वय कर्तृत्वाचे नियोजन अतिशय चांगले वाटले

६. साधन व्यक्ती म्हणून कोणाचे विचार आपणास आवडले?

विमा नकोते, सुनिल स्वामी सर

७. कार्यक्रमाच्या नियोजनाबद्दल आपले मत नोंदवा.

अच्छी वास्तुस्थिति



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महाराष्ट्र राज्य अंधश्रद्धा निर्मूलन समिती शाखा जयसिंगपूर व इंचलकरंजी आणि सहकारभूषण एस.के. पाटील महाविद्यालय यांच्या संयुक्त विद्यमाने आयोजित "जोडीदाराची विवेकी निवड" एकदिवसीय कार्यशाळा

स्थळ: खंडेराव माने सभागृह वेळ : ११:३० ते ३ : ३० दि. : २७.०५.२०२२

विद्यार्थी पतिसाद/प्रतिक्रिया माहिती

1. सदर कार्यशाळेचा विषय आपणास कसा वाटला आहे. ?
सदर कार्यशाळेचा विषय चांगला वाटला.
2. या कार्यशाळेतून तुम्ही काय शिकला व जाणून घेतले आहे. ?
या कार्यशाळेतून जिवितात योग्य जोडीदार निवडणे महत्त्वाचे आहे हे जाणून घेतले.
3. या कार्यशाळेचा उद्देश सफल झाला असे तुम्हाला वाटते काय ? ते सांगा.
हो.
4. सदर कार्यशाळेतून अजून कोणती अपेक्षा होती?
कोणतीही नाही.
5. सदरील कार्यशाळेचे नियोजन आपणास कसे वाटले?
सदरील कार्यशाळेचे नियोजन अतिशय छान होते.
6. साधन व्यक्ती म्हणून कोणाचे विचार आपणास आवडले?
विष्णा नकाने, सुनिल स्वामी.
7. कार्यक्रमाच्या नियोजना बद्दल आपले मत नोंदवा.
अजदी व्यवस्थित



(Signature)

HC PRINCIPAL
Sahakarbhushan S.K. Patil
College, Kurundwad.



One Day Interdisciplinary Online

INTERNATIONAL CONFERENCE



SUSTAINABLE DEVELOPMENT AND ENVIRONMENTAL ISSUES

Date: - 4th October 2021, Time- 10:30 am

Organized by

National Institute of Education, Kurundwad

Sahakarbhushan S. K. Patil College, Kurundwad

Web: <http://kurundwad.nie.edu.in>

Tal- Shirol, Dist- Kolhapur 416106 India (MS), India

Department of Geography and Internal Quality Assurance Cell

Affiliated to

Shivaji University, Kolhapur

To join the video meeting, click this link

Video call link: <https://meet.google.com/aps-ecsa-qpj>

Prof. R. S. Kadam

Head Dept. of Geography
Vice Principal / IQAC Coordinator

Time-10:30 am to 10:35 am

Chief Organizer

Dr. Y. M. Chavan

I/C Principal

Sahakarbhushan S. K. Patil College, Kurundwad.

Time-10:35 am to 10:45 am

Dr. K. C. Ramotra

Professor

Former Head Department of Geography, Shivaji University, Kolhapur, Maharashtra, India

Time-10:45am to 11:00 am

Dr. Alak Paul

Professor

Department of Geography and Environmental Studies, University of Chittagong, Chittagong

(Ph.D. Durham, UK), Bangladesh

Sub- keynote Address

Time-11:00am to 11:25 am

Chairman

Dr. S. B. Galwad

Head Dept. Geography

BGS Member, Shivaji University,

Mang Maharashtra, Mang

Time-11:25am to 11:30 am



I/C PRINCIPAL

Sahakarbhushan S.K.Patil
College, Kurundwad,

46	Preparation of primary education facilities according to rural and urban geographical features of the taluk and ward of Siddhalur taluk, Bidar District State of Karnataka (Siddhalur taluk)	Sangeetha H. Ghoshale	178-178
47	The Transition from Traditional to Digital Value Assessment: A Case Study of Karnataka The Role of Government and Private Sector	Dr. Vidhwanth Reddy	179-181
48	Impact of COVID-19 on Various Sectors of Indian Economy and its Implications A Critical Study of the Role of Government and Private Sector in Sustainable Development	Dr. Vidhwanth Reddy Dr. Hemanth J. Dr. Hemanth T.	182-185
49	An Analysis of the Role of Government and Private Sector in Sustainable Development A Case Study of Karnataka	Dr. Hemanth J. Dr. Hemanth T.	186-192
50	Food and Nutrition Security and Malnutrition: A Case Study of Karnataka A Geographical Analysis	Dr. Chandrashekhar Narthur Kulkarni Dr. Shalini Devi's	192-197
51	Impact of COVID-19 on Various Sectors of Indian Economy and its Implications A Critical Study of the Role of Government and Private Sector in Sustainable Development	Dr. Hemanth J. Dr. Hemanth T.	198-204
52	Impact of COVID-19 on Various Sectors of Indian Economy and its Implications A Critical Study of the Role of Government and Private Sector in Sustainable Development	Dr. Hemanth J. Dr. Hemanth T.	205-211
53	Impact of COVID-19 on Various Sectors of Indian Economy and its Implications A Critical Study of the Role of Government and Private Sector in Sustainable Development	Dr. Hemanth J. Dr. Hemanth T.	212-218
54	Impact of COVID-19 on Various Sectors of Indian Economy and its Implications A Critical Study of the Role of Government and Private Sector in Sustainable Development	Dr. Hemanth J. Dr. Hemanth T.	219-225
55	Impact of COVID-19 on Various Sectors of Indian Economy and its Implications A Critical Study of the Role of Government and Private Sector in Sustainable Development	Dr. Hemanth J. Dr. Hemanth T.	226-232
56	Impact of COVID-19 on Various Sectors of Indian Economy and its Implications A Critical Study of the Role of Government and Private Sector in Sustainable Development	Dr. Hemanth J. Dr. Hemanth T.	233-239
57	Impact of COVID-19 on Various Sectors of Indian Economy and its Implications A Critical Study of the Role of Government and Private Sector in Sustainable Development	Dr. Hemanth J. Dr. Hemanth T.	240-246
58	Impact of COVID-19 on Various Sectors of Indian Economy and its Implications A Critical Study of the Role of Government and Private Sector in Sustainable Development	Dr. Hemanth J. Dr. Hemanth T.	247-253
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60	Impact of COVID-19 on Various Sectors of Indian Economy and its Implications A Critical Study of the Role of Government and Private Sector in Sustainable Development	Dr. Hemanth J. Dr. Hemanth T.	261-267
61	Impact of COVID-19 on Various Sectors of Indian Economy and its Implications A Critical Study of the Role of Government and Private Sector in Sustainable Development	Dr. Hemanth J. Dr. Hemanth T.	268-274
62	Impact of COVID-19 on Various Sectors of Indian Economy and its Implications A Critical Study of the Role of Government and Private Sector in Sustainable Development	Dr. Hemanth J. Dr. Hemanth T.	275-281
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भारती विद्यापीठाचे

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प्रति,

मा. प्राचार्य

सहकारभूषण एस के पाटील महाविद्यालय, कुसुंदवाड

विषय- एक दिवसीय कार्यशाळेत सहभागी होणे बाबत.....

महोदय,

आपल्या महाविद्यालयात अगशी महाविद्यालय उपक्रमांतर्गत मंगळवार दिनांक २६/०४/२०२२ रोजी संपन्न होणाऱ्या 'आझादी का अमृत महोत्सव' या विषयावरील एक दिवसीय कार्यशाळेत खालील ०१ प्राध्यापक व ०७ विद्यार्थी सहभागी होत आहेत. तरी त्यांना सहभागी करून घ्यावे ही विनंती.

अ. क्र.	नाव	वर्ग	
1.	श्री. समीर अनंता कुंभार	-	प्राध्यापक
2.	गणेश अनंता कावळे	बी.ए. I	विद्यार्थी
3.	अजय अनंता कावळे	बी.ए. I	विद्यार्थी
4.	अवधूत अनंता कावळे	बी.ए. I	विद्यार्थी
5.	निखिल अनंता कावळे	बी.ए. I	विद्यार्थी
6.	पुतिला शिवाजी कावळे	बी.एस. II	विद्यार्थी
7.	दिना यमिन शेख	डी.कॉम. III	विद्यार्थी
8.	प्रेक्षा रमेश कावळे	डी.कॉम. III	विद्यार्थी

मळावे,

सहकारभूषण

(श्री. एस. ए. कावळे)

आपले विधासू

for
(डॉ. डी. जी. कावळे)
प्राचार्य

भारती विद्यापीठाचे

संस्थापक पतंगराव कदम महाविद्यालय, सांगली

दि. 26-4-2022 रोजी इति आचोर्णित इतिहास व
NSS विभागाच्या वतीने अग्रणी महाविद्यालय कावशा.



मान्यवरांचा अत्कार करताना...



अध्यक्षीय भाषण करताना म. महाविद्यालयाचे
प्राचार्य मा. डॉ. धन एम. चव्हाण सर.



नॅशनल इन्स्टिट्यूट ऑफ इन्फोर्मेशन टेक्नॉलॉजी
 सहकारभूषण एस. के. पाटील महाविद्यालय, कुरुंदवाड
 अग्रणी महाविद्यालय योजने अंतर्गत इतिहास व राष्ट्रीय सेवा योजना
 विभागाच्यावतीने एक दिवसीय कार्यशाळा.



विषय : आझादी का अमृत महोत्सव



कार्यक्रमपत्रिका

मंगळवार, दि. २६ एप्रिल २०२२ सकाळी १०.१५ वाजता

प्रथम सत्र

- स्वागत व प्रास्ताविक : डॉ. डी. व्ही. सुर्यवंशी
- कार्यशाळेचे उदघाटन : वृक्षाला पाणी घालणे.
- पाहुण्यांचे सत्कार : १. डॉ. एस. एन. बाबर - वैजापूर औरंगाबाद (मा. प्राचार्य सरांचे हस्ते)
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 ३. डॉ. धीरज शिंदे, इचलकरंजी (मा. प्राचार्य सरांचे हस्ते)
- प्रमुख उपस्थिती : उपप्राचार्य, प्रा. आर. एस. कदम
- कार्यक्रमाचे उदघाटक व मार्गदर्शकांचे व्याख्यान : डॉ. एस. एन. बाबर
- अध्यक्षीय मनोगत : प्रा. प्राचार्य, डॉ. वाय. एम. चव्हाण
- आभार प्रदर्शन : प्रा. अमोल माने सर

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- प्रमुख बक्ते - मार्गदर्शन : डॉ. धीरज शिंदे, इचलकरंजी
 डॉ. श्रीधर शिंदे, मिरज
- प्रमाणपत्र वाटप : सहभागीय महाविद्यालय.
- अध्यक्षीय मनोगत : उपप्राचार्य, डॉ. एस. डी. चव्हाण
- आभार प्रदर्शन : प्रा. आर. के. कावळे
- सत्र संचालन : डॉ. अनिरुध्द मॅरे व प्रा. मेहबूब माणगाव



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फोन नं - (०२३२२) २४४२१४, २४४३९३
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आजादीचा
अमृत महोत्सव

जावक नं: एन.आय.जी.ई. / एस.के.पी.सी. / ३३/२४२२२३ दिनांक १६-०५-२०२२

प्रति,

मा. डॉ. धीरज सुरेश शिंदे,

श्रीमती आक्काताई रामगोंडा पाटील कन्या महाविद्यालय,

इचलकरंजी.

विषय : साधन व्यक्ती (Resource Person) म्हणून उपस्थित राहिलेबाबत....

महोदय,

आमच्या महाविद्यालयात अग्रणी महाविद्यालय योजनेअंतर्गत इतिहास व राष्ट्रीय सेवा योजनेच्या विभागाच्यावतीने मंगळवार, दि. २६ एप्रिल २०२२ रोजी "आजादी का अमृत महोत्सव" या निमित्त "स्वातंत्र्याच्या ७५ वर्षातील महत्वाचे योगदान" विषयावरती साधन व्यक्ती (Resource Person) म्हणून आपण उपस्थित राहून, आमच्या विद्यार्थ्यांना मार्गदर्शन केले, त्याबद्दल महाविद्यालयाच्या वतीने आपले मनपूर्वक आभार...!!!!

कळावे,

डॉ. डी. व्ही. सुर्यवंशी
अग्रणी योजना समन्वयक

डॉ. वाय. एम. चव्हाण
प्र. प्राचार्य
प्रभारी प्राचार्य
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पत्रांक : एम.आय.सी.ई. / एस.के.पी.सी. / 34 / 2022-23 दिनांक - 26-04-2022

प्रति,

डॉ. एस. एन. बाबर,

विनायकराव पाटील महाविद्यालय - वैजापूर,

ता. वैजापूर जि. औरंगाबाद

विषय : उदघाटक व प्रमुख पाहुणे म्हणून उपस्थित राहिलेबाबत....

महोदया,

आमच्या महाविद्यालयात अग्रणी महाविद्यालय योजनेअंतर्गत इतिहास व राष्ट्रीय सेवा योजनेच्या विभागाच्यावतीने मंगळवार, दि. २६ एप्रिल २०२२ रोजी "आझादी का अमृत महोत्सव" या निमित्त उदघाटक व प्रमुख पाहुणे म्हणून आपण उपस्थित राहून, आमच्या विद्यार्थ्यांना मार्गदर्शन केले, त्याबद्दल महाविद्यालयाच्या वतीने आपले मनपूर्वक आभार...!!!

कळावे,

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अग्रणी योजना समन्वयक

डॉ. वाय. एम. चव्हाण
प्र. प्राचार्य

अग्रणी प्राचार्य
सहकारभूषण एस्.के.पाटील
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Received by

Ms. S.M. Babbar

Dr. S.M. Babbar



Dr. V.M. Chavan

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(एज्युकेशन, ट्रायनिंग व विज्ञान)
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सुर्यवंशी, मा. शिवजी, मि. कोल्हापूर पिन - ४१६१०१,
फोन नं. - (०२३२२) २४४२४२, २४४३४३
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आगत क्र. एम.वाय.एम.ई./एच.के.पी.सी./३३/२०२२-२३

दिनांक २४/०५/२०२२

प्रति,
मा. डॉ. श्रीधर शिंदे,
मिरज महाविद्यालय, मिरज.

विषय : साधन व्यक्ती (Resource Person) म्हणून उपस्थित राहिलेबाबत....

महोदय,

आमच्या महाविद्यालयात अग्रणी महाविद्यालय योजनेअंतर्गत इतिहास व राष्ट्रीय सेवा योजनेच्या विभागाच्यावतीने मंगळवार, दि. २६ एप्रिल २०२२ रोजी "आझादी का अमृत महोत्सव" या निमित्त "स्वातंत्र्याच्या ७५ वर्षांमधील दुर्लक्षित पैलू" विषयावरती साधन व्यक्ती (Resource Person) म्हणून आपण उपस्थित राहून, आमच्या विद्यार्थ्यांना मार्गदर्शन केले, त्याबद्दल महाविद्यालयाच्या वतीने आपले मनपूर्वक आभार...!!!

कळावे,

डॉ. डी. व्ही. सुर्यवंशी
अग्रणी योजना समन्वयक

डॉ. वाय. एम. चव्हाण
प्र. प्राचार्य
अग्रणी प्राचार्य
सहकारभूषण ग्रुप के प्राचीन
महाविद्यालय, कुरुंदवाड



विद्यार्थी संस्थान, मुंबई

वर्षांक: २०२१-२०२२

दिनांक: २६/०४/२०२२

पृष्ठ संख्या: ०१



विषय - 'कार्यशाळा' का वास्तविक महत्त्व

१. नाव - प्रो. डॉ. कु. प्रिंसा प्रकाश नासवळकर
२. महाविद्यालयाचे नाव - बोसगोंडा इन्टर मीडियल कॉलेज डॉफ आर्ट्स युनिव्हर्सिटी मुंबई
३. शिक्षक / विद्यार्थी - शिक्षक
४. आपण हजर राहिलेले सल - एक / दोन / सर्व
५. व्याख्याते व व्याख्यान याबाबत आपण समाधानी आहात का ? होय / नाही
६. कार्यशाळेमध्ये दिलेली माहिती व ज्ञान आपणास कसे वाटले ?
 अ) ज्ञानवृद्धी करणारे ब) परिणामकारक
 क) माहितीने समृद्ध अ) करील सर्व
७. ही कार्यशाळा आपणास उपयुक्त होईल असे वाटते का ? होय / नाही
८. कार्यशाळेच्या संयोजनाबाबत आपले काय मत आहे ?
 अ) उत्तम ब) चांगले क) समाधानकारक ड) असमाधानकारक
९. व्याख्यात्यांनी अजून कोणत्या मुद्द्यांवर भर द्यावी असे आपणास वाटते ?

विवेकास अनुसरून व्याख्यात्यांची निवड त्यांची व्याख्याने अतिशय परिपूर्ण व विस्ताराने सर्व निहित बाबींचा समावेश इत्कृष्ट होता. त्यात उच्चतिकाठळाची १०. कार्यशाळेच्या बाबतीत आपल्या काय सुचना आहेत ? जोडाच नाही.

कार्यशाळा उपयुक्त इत्तमरित्या चार घाडली. संपूर्ण व्यवस्थापन, व्याख्याने, सुसुवादा होता.

दि.: २६/०४/२०२२

Pranika
सही

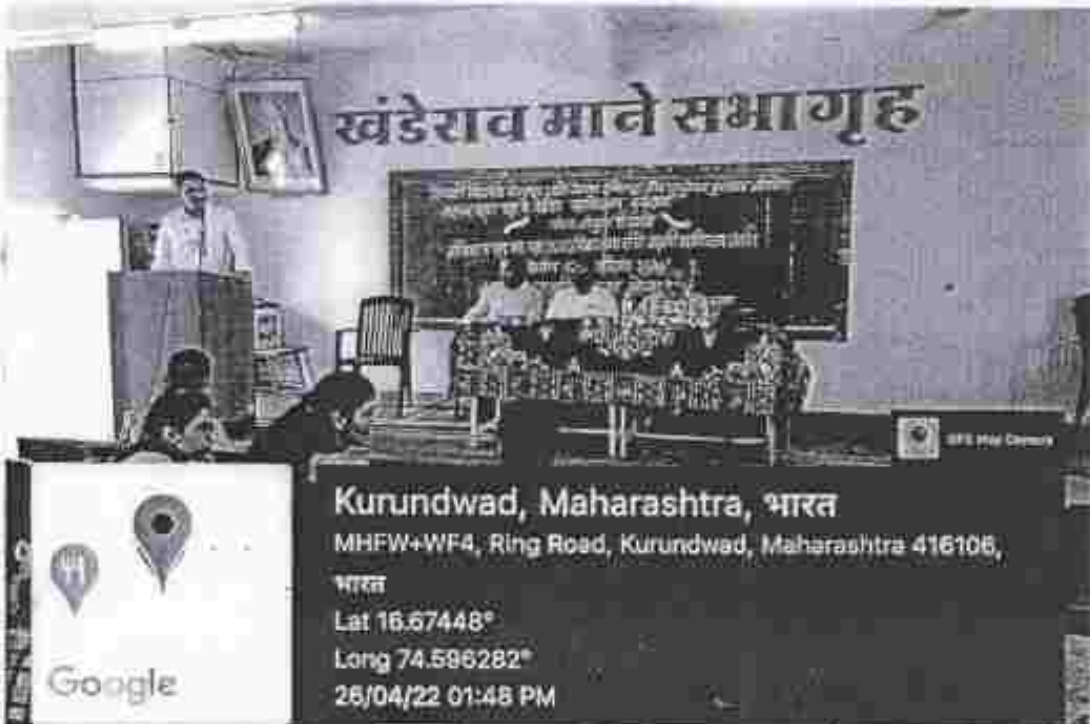
दि. 26-4-2022 अथर्वी महाविद्यालय खोजनेअंतर्गत
एक दिवसीय कार्यशाळा -



कार्यक्रमाचे उद्घाटक
जॉ. बाबर सर (खोरेगाव)
विद्याथर्षिनी मार्गदर्शुनी
करताना.

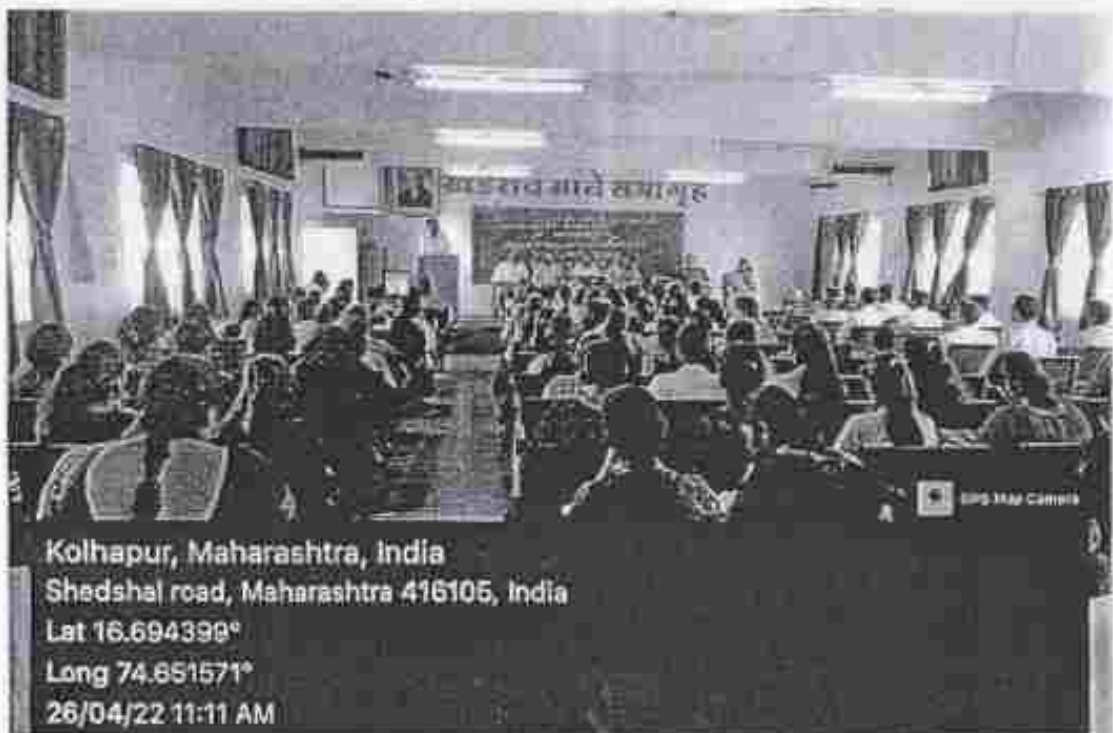
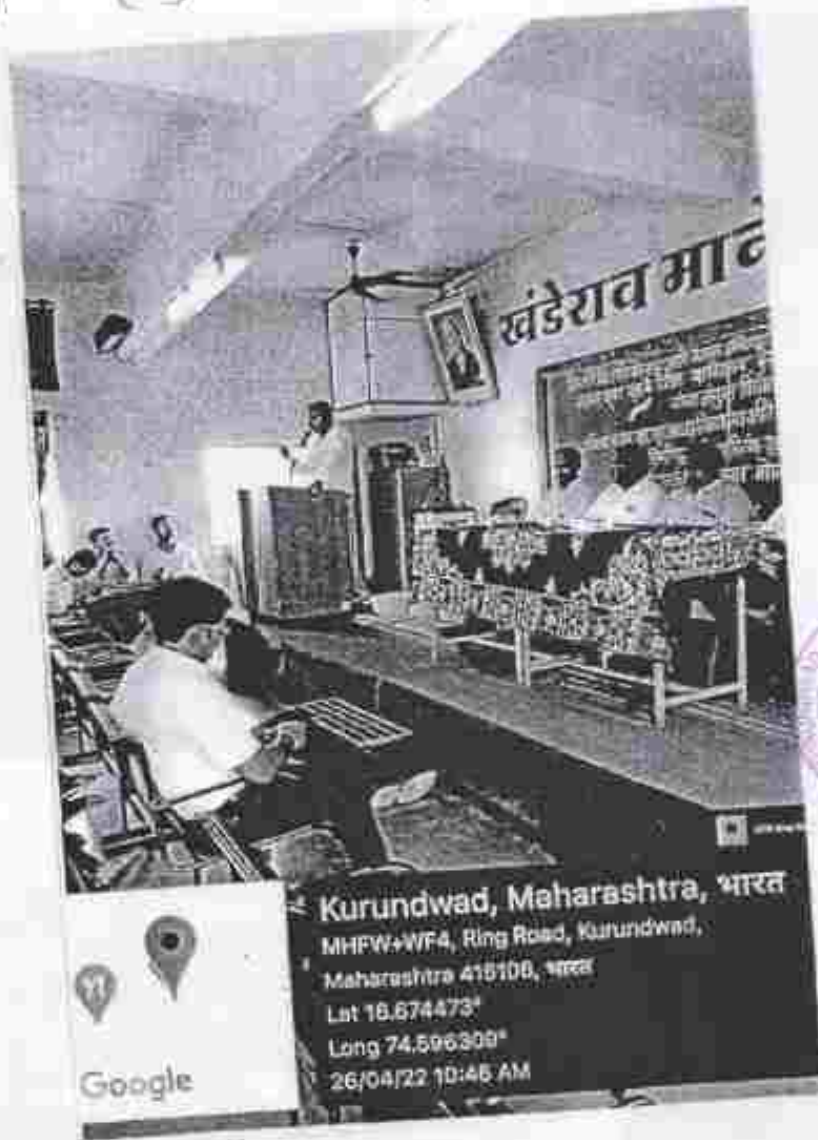


Kurundwad, Maharashtra, भारत
MHFW+WF4, Ring Road, Kurundwad,
Maharashtra 416106, भारत
Lat 16.674501°
Long 74.596242°
26/04/22 10:54 AM



Kurundwad, Maharashtra, भारत
MHFW+WF4, Ring Road, Kurundwad, Maharashtra 416106,
भारत
Lat 16.67448°
Long 74.596282°
26/04/22 01:48 PM

दि. 26-4-2022 रोजी अनामोलगत अग्रणी गंगावध
योजनेअंतर्गत एक दिवसीय कार्यशाळा -





लड्डे एज्युकेशन सोसायटीचे,
श्रीमती गंगाबाई खिवराज घोडावत कन्या महाविद्यालय
(आर्ट्स अँड कॉमर्स), जयसिंगपूर
नॅक मानांकन "बी" (२.५० सीजीपीए)

शिरोळ - वाडी रोड जयसिंगपूर-४१६ १०१

फोन नं (०२३२२) २२५०६३,

पोस्ट बॉक्स नं- ३४

प्र. प्राचार्य, डॉ. डी. बी. कर्णिक

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ज.अ. समजाकेबीकेएनने/ ११/२०२२-२३

दिनांक २५/०४/२०२२

प्रति,

मा. प्राचार्य,

सहाकारभूषण एस. के. पाटील महाविद्यालय,

कुरुंदवाड

विषय - अग्रणी महाविद्यालय अंतर्गत आयोजित एकादिवसीय कार्यशाळेस उपस्थित राहणेबाबत...

महोदय,

आपल्या महाविद्यालयात मंगळवार दिनांक २६/०४/२०२२ रोजी आयोजित केलेल्या " आझादी का अमृत महोत्सव " या निष्पावचित एकदिवसीय कार्यशाळेसाठी आपल्या महाविद्यालयातील खालील सात विद्यार्थिनीं स प्राव्यापक उपस्थित रहात आहेत. तरी त्यांना कार्यशाळेसाठी सहभागी करून घ्यावे ही विनंती.

अ.नं.	विद्यार्थिनीचे नाव	मोबाईल नं.
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२	कु. निकिता नानासो मुळीक	८८०५८८७७७०४
३	कु. सानिका महेंद्र फल्ले	९०२२५०७३९४
४	कु. धनश्री विठ्ठल पाटील	९६९९७७३७३८
५	कु. स्वप्नाली तानाजी साळुंखे	८५३०२७०३६७
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८	कु. सोहाल किशोर यादव	९१५६४७६७२५
९	कु. आसती सुरेश पाटील	
१०	कु. आकांशा सुरेश पाटील	
११	कु. दिव्या सुरेश बडगर	
१३	प्रा. गणू सातु गवसु	९७३०३९००८२



मा. प्रा. सु. पाटील
कळसे,

आपला विश्वासु,

(डॉ. डी. बी. कर्णिक)

प्र. प्राचार्य

श्रीमती गंगाबाई खिवराज घोडावत
कन्या महाविद्यालय, जयसिंगपूर



(Signature)

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Sahakarbhushan S.K.Patil
College, Kurundwad.

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National Institute of Education's
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Date :

3-2-1-1

3.2.1 Number of papers published per teacher in the Journals notified on UGC website during the year

Title of paper	Name of the author/s	Department of the teacher	Name of journal	Year of publication	ISSN Number	Link to the recognition in UGC Enlistment of the Journal
1. Environmental Management and sustainable Development	Dr.A.D. Jadhav	Economics	radiva Review Journal	2022	0363-805	
2. Characteristics of Indian Population	Dr.A.D. Jadhav	Economics	Journal of Research and Development	2022	2230-9578	
3. The Economic sustainability	Dr.A.D. Jadhav	Economics	Akshar Wangmay	2021	2230-9578	
4. Human Right and Education	Dr.A.D. Jadhav	Economics	Lifelong Learning: Issues and challenges	2022	978-93-5620-680-2	



[Signature]
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5	MOOC-An Emerging Mechanism for strengthening Indian Higher Education	Dr.P.P. Kamble	Commerc	Akshar Wangma y	2021	2229-4929	
6	बदलत्या पर्यावरणामध्ये बोलीचा शाश्वत विकास व गरज	Dr.S.S. Shinde	Marathi	Akshar Wangma y	2021	2229-4929	
7	महाकावी रामलखडो कडेक पांभ्या कवितेतील श्रंखरेकरी तत्त्वज्ञान	Dr.S.S. Shinde	Marathi	Tifan (तिफन)	2021	2231-573x	
8	पौरिक महामुद्रा पांवे साखल शासनीन विभ्रसाचे प्रारण	Dr.S.V. Kothavle	Pol. Science	Akshar Wangma y	2021	2229-4929	
9	Impact of Social media on Indian politics	Dr.S.V. Kothavle	Pol. Science	Navjyot	2022	2227-8063	www.navjyot.net
10	Green Libraries For Sustainable Development.	Mrs.S.V. Patil	Library	Akshar Wangma y	2021	2229-4929	
11	पश्चिम विदर्भातील मुख्य रस्ते मार्गांची संपकांची फातळी : भौगोलिक अभ्यास	Dr.V.S. Moon	Geography	Journal of Research and Development	2021	2230-9578	
12	पवतभाळ किल्ल्यातील कोलास समाजाचा सावकासांची संस्कृतीचा अभ्यास	Dr.V.S. Moon	Geography	Akshara Multidisciplinary Research Journal	2021	2582-5429	
13	Environmental Issues and Literature	Dr.S.A. Tambade	English	Akshar Wangma y	2021	2229-4929	

14.	Geographical study of animal combinations in sactare district	Dr.R.S. Kadam	Grog raph y	Akshar Wangma y	2021	2229-4929	
15.	मराठी रज्याचा भौगोलिक इतिहासातून केलेला चिकित्सा अभ्यास	Dr.D.V. Suryvanshi	Hist ory	Akshar Wangma y	2021	2229-4929	
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(Handwritten signature)

IG PRINCIPAL
Sahakarbhushan S.K.Patil
College, Kurundwad.



ENVIRONMENTAL MANAGEMENT AND SUSTAINABLE DEVELOPMENT

Dr. I.A. Abasaheb Dhondiba Jadhav
Dept. Of Economics
Sahakarbhushan S.K.Patil College Kurundwad
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Abstract

This research paper seeks to study environmental management and sustainable development. How does environmental damage affect sustainable development? How does environmental damage affect the country's overall economic development today? Also, in the context of sustainable development, it is not certain whether future generations will get the natural resources that are being consumed today. Attempts have been made to discuss this. For this, sustainable development means continuous economic development of the country for a long time. Although there is a connection here, it also tries to say that it has a connection with the future generation. Therefore, in this research paper, I have tried to summarize how the two components of environmental management and sustainable development are correlated.

Keywords : environmental, management, sustainable, development. Etc

Introduction :

Sustainable development and environmental management are closely linked. This paper seeks to study environmental management and sustainable development. Sustainable development depends on the environment. The economic damage to the environment and its impact on sustainable development. Sustainable development also involves long-term and sustainable progress in the economy, and while achieving economic growth, it is important to avoid environmental damage. Although the earth's resources are plentiful, its resources are limited. In this case, it is important to use these natural resources properly and sparingly. The resources we see today need to be used by the next generation. In this context, the concept of sustainable development is important. Therefore, for the first time in the world, the Brundtland Committee has published a report on environment and sustainable development. He emphasized on sustainable development and said that it was important to avoid additional damage to the environment. Because environmental imbalances are causing various problems in the world.

Sustainable development means that changes in the environment due to global warming will not be harmful to the present generation and future generations. Developed countries not only focus on economic growth but also on the proper use of resources, reducing greenhouse gas emissions, and so on. Excessive use of resources by the super-rich also puts future generations at risk of deprivation. Wealthy people, for example, use cars and consume more fuel. Their use leads to environmental degradation. Sometimes the poor use a large amount of firewood for burning. Excessive deforestation leads to environmental degradation. Also, smoke increases carbon dioxide levels in the air, poverty causes more offspring to be born, and their health is endangered. It is detrimental to the environment and current development. The concept of sustainable development has wide scope, not limited to environmentalists, but also includes economists, political scientists, ecologists, politicians and decision makers. At present, it has been used till the by-elections of a political party. The relationship between the need for future development is considered important in sustainable development.

Excessive use of tools creates many problems for future generations. The concept therefore emphasizes the sustainable use of resources, which will meet the needs of future generations. This concept is actually related to the economics of development on the one hand and to the environment on the other. So this concept is very important in environmental economics. Also this concept is very important in the field of environment.

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H-Index:

*The h-index is defined as the maximum value of h such that the given author/journal has published at least h papers that have each been cited at least h times.

*The index is designed to improve upon simpler measures such as the total number of citations or publications.

*The index works best when comparing scholars working in the same field, since citation conventions differ widely among different fields.



Q-Factor:

The definition of Q since its first use in 1914 has been generalized to apply to coils and condensers, resonant circuits, resonant devices, resonant transmission lines, cavity resonators, and has expanded beyond the electronics field to apply to dynamical systems in general: mechanical and acoustic resonators, material Q and quantum systems such as spectral lines and particle resonances.



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management. Land management is not a science but an art. It is important to combine the two. Wildlife management is important because it is important to consider not only the living elements of the ecosystem, but also the vegetation, plants, trees, and shrubs. At present, land is being used extensively and efforts are being made to increase productivity by using various chemical fertilizers. Soil conservation is necessary to maintain the productivity of the land and ensure that the land is properly used by future generations as the soil texture is maintained due to overuse. As the fertility of the land is declining due to excessive use of water due to floods, etc., it needs to be conserved so that the land will survive and the same will be of use to future generations.

• **Population Control:**

Population is an important part of an environmentally friendly society, but overpopulation is detrimental to achieving sustainable development as it exploits natural resources. Production labor, on the other hand, is an important factor in the fact that human beings are responsible for the current pollution problem. In this society population control is necessary. The population is using the resources for the welfare of the present generation. It is time to do so. Overpopulation is one of the major causes of environmental degradation in India, which is linked to poverty and overpopulation.

• **Water supply:**

Water supply is directly related to sustainable development. Water is an important factor in the process of modern consumption. Water needs to be used for domestic, agricultural, industrial and many other purposes. Unfortunately, 70% of the people in India do not have access to safe and safe drinking water. Even today, people in urban and rural areas have to constantly wander here and there for drinking water. Water consumption is exceeding its reasonable capacity. Thousands of meters of wells are dug to get water. So we have to fight for the current drinking water. So what will happen to future generations. The people of the country should have access to clean water as it is essential for the survival of life.

• **Fresh air:**

Providing clean and fresh air for present as well as future generations is an important part of sustainable development and environmental management. Because clean air helps the lives of human beings and other animals. But we are turning this free gift of nature into a rare commodity in the way we are using it in the present times. This is because of the scarcity of fresh and fresh air that is being created today. You find polluted air in the industrial areas. It is harmful to humans. Due to the centralization of industrial development, the problem of air pollution is increasing day by day. Automotive, industries are increasing air pollution on a large scale. Many gases are getting into the air, including carbon dioxide, carbon monoxide, sulfur oxides, and so on. Air pollution is affecting the greenhouse effect, acid rain. This leads to many health problems.

• **Energy management:**

Energy is a key component of all development processes. Sustainable development is particularly affected by changes in energy demand and supply. In this regard, energy intensity and intensity are very important in total production. This is because the various industries and natural resources of the country depend on energy. Energy is essential for sustainable development but at the same time it is important to ensure that it does not adversely affect the environment.

• **Use of mineral tools:**

It is also an important factor in sustainable development. The means of production are scarce. As a result, it is a mainstream subject, planning, distribution, proper use and technology are crucial factors.

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Research Methodology:

This paper is based on the role of Environmental Management and sustainable developments in economy with the help of secondary data collection. The secondary data is gathered from various published Journals, Books, Websites (websites) and research papers.

ENVIRONMENTAL MANAGEMENT AND SUSTAINABLE DEVELOPMENT OBJECTIVES:

1. To study the elements of environment and sustainable development.
2. To study laws and regulations for environmental management.
3. To create awareness in the society regarding environment and sustainable development.
4. Adopting clean technology production concept.
5. To conserve biodiversity.

ENVIRONMENTAL MANAGEMENT POLICY:

1. Effective control of air pollution, water pollution, noise pollution and effective measures to prevent environmental degradation.
2. Adoption of low cost but efficient technology to avoid overuse of all other resources including energy resources and to minimize waste generation.
3. Using clean technology in manufacturing for sustainable development.
4. Environmental Impact Assessment for Development Inspection Environmental Management Methods Adoption of Environmental Risk Awareness etc.
5. To promote environmental awareness and through education.
6. Arranging for environmental education and training at the educational level.
7. Planning to curb population growth.
8. Trying to establish social justice.

SOME KEY ELEMENTS OF SUSTAINABLE DEVELOPMENT AND ENVIRONMENTAL MANAGEMENT

- **Forest Management :**

Forest management and most importantly management is the use of forest resources by humans over the years. And this action of his has affected the ecological agriculture of the forest. Growing populations and more affluent societies have increased human impact on forests. Therefore, the primary objective and means of maintaining environmental integrity is to protect it. Sustainable development is seen as having an impact on sustainable development so large scale deforestation is having an impact on the natural biological chain. Due to large scale deforestation, the forest area is declining. Therefore, it is very important to manage the forest so that the forest will survive and the natural resources will not be depleted.

- **Wildlife management:**

Conservation of wildlife has been important in India since ancient times. Even before Raja-Maharaja, special laws were enacted to protect wildlife. It will protect wildlife. In this, rules were laid down to prevent deterioration in the forest. That is to say, there are examples of wildlife taking care of each other. But in recent times man has killed a large number of wildlife. People are competing with them for food or other reasons. Illegal poaching using modern techniques, smuggling, using their air in that way, extreme pollution of water, land, elements are also directly and indirectly contributing to the destruction of wildlife. Natural disasters, such as hurricanes, affect animals every year. Overall, wildlife is finding it increasingly difficult to sustain life, and their next set of challenges cannot be overcome. As a result of the drought, many species are on the verge of extinction. Today thousands of species are extinct. Therefore, the field of wildlife management has been receiving serious attention in

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IMPORTANCE OF SUSTAINABLE DEVELOPMENT AND ENVIRONMENTAL MANAGEMENT

The importance of sustainable development and environmental management and its utility is an important concept. It is difficult to say that the problem is not only for the present generation but also for the future generation as it compares the speed of renewal and their reconstruction equivalence due to the excessive use of tools. Because the current development is not sure whether the resources will be available or not, the concept of sustainable development explains the similarities between the environment and sustainable development. In this, many economists have expressed their views because production is a real spectator of development because it deals with sustainable and impermanent production, so this concept is important. Real development means sustainable use of natural resources. It will benefit the present and future generations. Sarya Vikas believes in sustainable production and consumption. The concept of sustainable development recognizes the sustainable use of natural resources and production and consumption for the benefit of current and future generations. This requires environmental management. It is important to ensure that the preparation for sustainable development does not result in over-exploitation of the country's resources. You need JavaScript enabled to view it Sustainable Development and Environmental Management. It is worth mentioning here that sustainable development will get a boost and economic progress of the country will take place.

Conclusion :

Today, the environment is deteriorating drastically. Its impact on various sections of the country is clearly felt. Man is responsible for the degradation of the environment. Humans seem to have slaughtered a large amount of natural resources for their own consumption. Today there is a lot of pollution and damage to the environment. The resources we consume today do not guarantee that future generations will enjoy them. Therefore, environmental management is a need of the hour and if it is not managed, then future generations will have to bear the consequences, so development is given priority in the concept of sustainable development. This means that today's resources need to be managed and preserved so that tomorrow's generation can use them properly.

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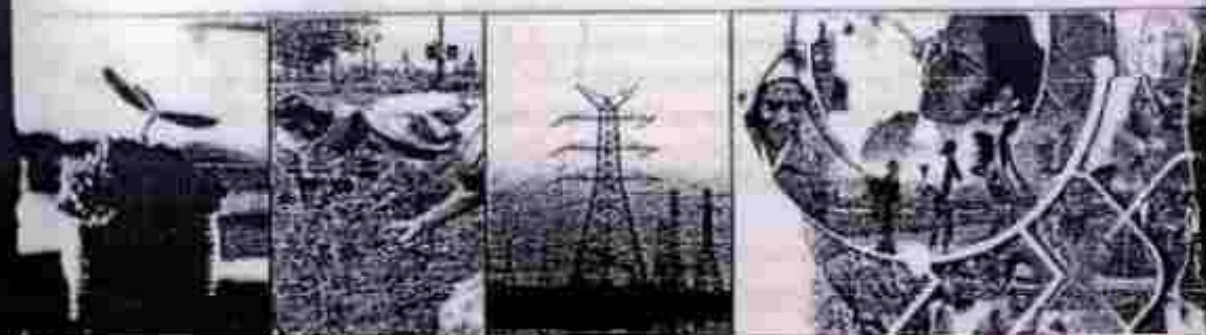


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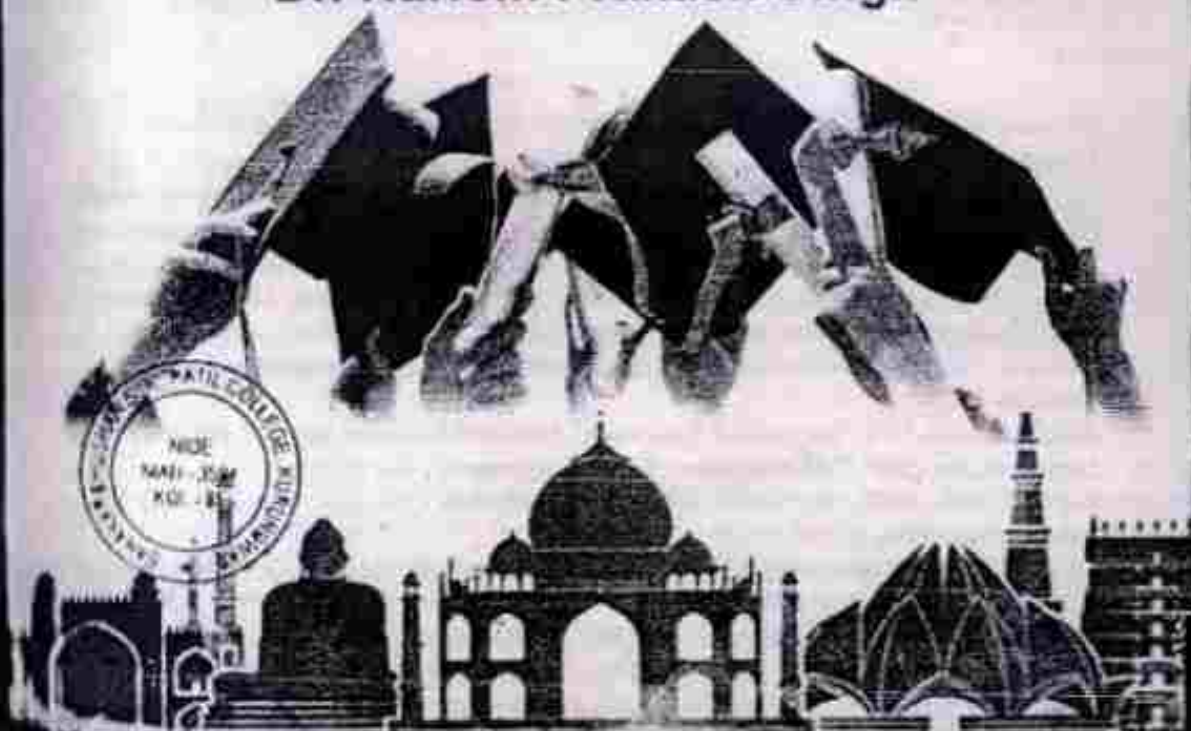
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Editors

**Dr. Dinesh Kumar Gupta
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Lifelong Learning: Issues and Challenges

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HUMAN RIGHT AND EDUCATION

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Abstract

Man is a social animal. He lives his life in the society. Human life has many needs and needs to be met by living in a society. In the holistic development of human beings, it is developing in education and environment and society. Social life is one of the most important human needs as it is embedded in society. But while living a social life, man cannot live this life as he wishes or wake up as he pleases. That is to say, if a person decides to behave as he wishes while behaving in the society, then there will be chaos in the society. So it is necessary to put some restrictions on the behaviour of the person. In that case, the central and state governments have to live within the framework of the basic rights given to man and he has to live. Of these, the right to education is the most important. Children who appear to be out of the mainstream of education need to be brought into the mainstream of education. Children who go to school also have a higher dropout rate. So bringing them into the mainstream of education is a big challenge. They need to be given quality education, not just education. Only then will the purpose of the act be achieved and education be universalized. In this case, we will study human rights and education in the context in which individuals are entitled to the Constitution and the fundamental right to education.

Keywords: human rights, society, education, constitution, mainstream etc.

INTRODUCTION:

At the beginning of the twentieth century, human rights and human rights began to be strongly advocated. Since the founding of the United Nations, human rights have become increasingly important. Human rights and fundamental freedoms were emphasized in the League of Nations, and is determined to work for their establishment. This has helped in underlining the importance of human rights. Human rights are an integral part of human life. Everyone has the same rights as human beings. Therefore, without human rights, it will not be possible for a person to develop his personality, moreover, he will not be able to live a good life. So we have given our citizens some basic rights to guarantee individual freedom and personality development. Its details are covered in Articles 12 to 35, 23 clauses. Powers are not vested in parliamentary functionaries but in the constitution. And it is eternal which government cannot push him. This right achieves the goal of establishing social and economic educational equality. If the government is interfering, we can appeal to the court. It is classified as equality, freedom of religion, freedom of culture, freedom of education, anti-exploitation and constitutional. According to Professor Harold Lowsky, "Rights are the conditions of social life without which no one can develop himself holistically. Every political, social, economic, educational, cultural, developmental state needs to develop. It is the duty of the state to create, so the fundamental rights are enshrined in Articles 12 to 35 of



the Indian Constitution, along with the right to education. It is important to take care that while exercising this right, even if the Constitution gives some rights, it will not infringe on the rights of others. Because no one can live without Hakka. Although many terms are used in relation to rights, they are essential for human development. The concept of human rights is as old as human race and society. In these cases, we will discuss human rights and education.

MEANING OF HUMAN RIGHTS: -

Human rights are the culmination of many generations' contributions, enduring desires and experiences. Human rights is a holistic concept that needs to be understood from different levels. We cannot separate human rights from ours. Human rights include all rights related to life. Rights guarantee that human beings can live happily ever after. Is an integral part of human society? Everyone should be able to live with dignity while living in the society. Individual rights must remain unaffected. The rights have been clarified by making laws at the international level. Therefore, only those laws or rights are called human rights.

DEFINITION OF HUMAN RIGHTS: -

Prof. H. J. Lasky: "Rights are the key conditions of social life, without which one cannot normally achieve one's holistic development."

J. H. Green: "External conditions necessary for human internal development are rights"

NEED FOR HUMAN RIGHTS:

Although political thinkers have differing views on the origin or creation of rights, there is a general consensus that rights are essential for the overall development of human beings. That is why in modern times, special emphasis is placed on human rights. Human rights are an integral part of one's personality. Without rights, you will not be able to lead a good life as a human being.

The fundamental rights of the individual are shown as follows:

- a. Fundamental rights
- b. The right to equality
- c. The right to freedom
- d. The right to freedom of expression
- e. These independent rights
- f. Independent rights of association
- g. Freedom of communication
- h. Free freedom
- i. Business freedom
- j. The right against exploitation
- k. Right to freedom of religion
- l. Cultural and educational rights
- m. Right to appeal to the court
- n. Property rights

Right to equality:

In front of law, equality, religion, caste, gender, place of birth cannot be discriminated in any way. In the case of public services, there is no equal opportunity for all. Destroying social equality, destroying the book, and so on.



Right to Freedom:-

These include freedom of speech, the right of all citizens to freedom of speech and expression, the right to live peacefully and without surgery. Right to protection against conviction. The right to life and personal liberty, the right to education, the right to be arrested and detained for any reason.

Right against exploitation:

Prohibition of human abuse or forced labor, strict prohibition of employing children in other places in factories.

Right to freedom of religion:

Freedom Religion Freedom to practice and propagate free religion. Freedom to view religious. Freedom to pay taxes for the satisfaction of a particular religion or freedom to attend an educational institution, religious education or religious worship.

Cultural and educational rights:

Protection of Minority Interests Every citizen who has his or her own language, script and culture in the political science of India or in any part of it has the right to preserve it. In any educational institution run by the state or funded by the state, no citizen shall be discriminated against on the basis of religion, caste, language or any of these reasons. The right of the minority to establish and administer educational institutions, the right to acquire property, etc.

Declaration of Human Rights:

The United Nations General Assembly adopted the Universal Declaration of Human Rights on December 10, 1948. The preamble to the declaration states that the rights of all human beings and the protection of their dignity are the foundation of freedom, justice, peace and equality in the world. Also, the barbaric act of human rights and their disrespect is an attack on the conscience of the human race.

Human rights is a complex concept. According to the Universal Declaration of Human Rights, a human right is an inalienable human and interdependent right. From this, the nature of human rights becomes clear. Human rights are inseparable, they are acquired in human nature, none or by birth. Everyone has the right to freedom of opinion and expression; this right includes freedom to hold opinions without interference and to seek, receive and impart information and ideas through any media and regardless of frontiers. So it is universal that human rights exist for all human beings at the same time. So these human rights have to be looked at together. No rights can be taken away separately. The nature and scope of human rights are further clarified by the two agreements, the International Covenant on Civil and Political Rights, passed in 1966, and the International Covenant on Economic, Social and Cultural Rights.

Background to the Right to Education Act:

In the pre-independence period, efforts were made by various social reformers as well as at the governmental level for free and compulsory education. Mahatma Jyotiba Phule, Mahatma Sayajirao Gaikwad, Namdar Gopal Krishna Gokhale, Shahu Maharaj, Vithal Bhai Patil, Mahatma Gandhi and other social reformers made efforts for free and compulsory education. In addition, a number of commissions appointed to improve education in the pre-independence and post-independence period had made recommendations on free and compulsory education. These include Hargoth Committee, Report, Kodari Report, National



Education Policy, 1968, 1986 Jnanpith Reddy Committee, etc. But in a real sense, the judgment of *J. Umkrishnan* filed against Andhra Pradesh and others in 1993 was strengthened by the Supreme Court that the citizens of the country have a fundamental right to education and this is clear from Article 21. The right to education and its criteria can be ascertained by the request of Sections 45 and 41. After this, serious consideration was given to free and compulsory education. And the movement towards the provision of the right to education in the Constitution began. The incident amendment process was completed in 2009. Instruction was added to section 21 in view of the 86th incident. Section 45 was given in the name of Article 51 while a duty was added in the name of Article 21 of the Constitution. The Free and Compulsory Education Act has come into existence. The Right to Free and Compulsory Education Act was passed by the Parliament in August 2009 and after its approval by the President, the Act came into force on 1 April 2010.

The Right of Children to Free and Compulsory Education Act, 2009: -

In August 2009, Parliament passed the historic Right of children to Free and Compulsory Education (RTE) Act, 2009. The new law must be seen from the perspective of children. It provides a justiciable legal framework that entitles all children between the ages of 6-14 years to an education of reasonable quality, based on principles of equity and non-discrimination. It provides for children's right to free and compulsory admission, attendance and completion of elementary education. More importantly, it provides for the child's right to education that is free from fear, stress and anxiety. There are several provisions in the act, including for example, provisions prohibiting corporal punishment, flogging and expulsion which need to be fore-fronted to ensure that we move towards a system that as the National Policy on Education states, provides "a warm, welcoming and reassuring approach for children to learn (NPE, 1986/92). The most important aspect, however, is to ensure that the teaching-learning process is free from stress with obvious implications for curricular reform. Testing and school grading system need to be reviewed to help children to deepen and widen their learning. The RTE Act also lays down the responsibilities of teachers. Teacher accountability systems would need to ensure that children are learning and that their right to learning in an environment that is free from stress and anxiety is not violated. The RTE Act provides for:

1. The right of children to free and compulsory education till completion of elementary education in a neighbourhood school.
2. It states that "compulsory education means obligation of the appropriate government to provide free elementary education and ensure compulsory admission, attendance and completion of elementary education to every child in the six to fourteen age group. Free means that no child shall be liable to pay any kind of fee or charges or expenses which may prevent him or her from pursuing and completing elementary education.
3. It makes provision for a non-admitted child to be admitted to an age appropriate class.
4. It specifies the duties and responsibilities of appropriate Governments, local authority and parents in providing free and compulsory education, and sharing of financial and other responsibilities between the Central and state Governments.
5. It lays down the norms and standards relating to, inter alia, pupil Teacher Ratios (PTRs), staffs and infrastructure, school working days, teacher working hours.



It prohibits the internal deployment of teacher by ensuring that the specified pupil teacher ratio is maintained for each school, rather than just as an average for the state or district level. It also prohibits deployment of teacher for non-educational work, other than a limited number of duties to local authority, state legislatures and parliament, and district level.

It provides for appointment of appropriately trained teachers, i.e. teachers with the required training and academic qualification.

For children in 6-14 age group it prohibits 1) Physical punishment and mental harassment, 2) Screening procedures for admission, 3) Capitation fees, 4) Private tuition by teachers, 5) Hoarding of schools without recognition.

It provides for the following penalties: a) For charging capitation fee: fine upto 10 times the maximum fee charged; b) For resorting to screening during admission: Rs. 25,000 for first contravention, Rs. 50,000 for each subsequent contravention; and c) For running a school without recognition: Rs. fine upto Rs one lakh, and in case of Continuing contravention Rs. 10,000 for each day during which the contravention continues.

It provides for development of curriculum in consonance with the values enshrined in the Constitution, and which would ensure the all round development of the child, building on the child's knowledge, potentiality and talent and making the child free of fear, trauma and anxiety through a system of child friendly and child centered learning.

It provides for protection and monitoring of the child's right to free and compulsory education and redressal of grievances for Protection of child Rights, which shall have the force of a civil court. The Act contains several provisions that require to be put in place to take to timely set up a committee under the chairpersonship of Shri Bordia, former Chairman Secretary, Government of India, to suggest follow up action on SSA via-a-vis the RTE Act. A copy of the Government Order No. F.2-50/2009-EF 3 dated 3rd September, 2009 constituting the committee and its Terms of Reference is at Annex 1. During three meetings of the committee it was conveyed on behalf of the Ministry of HRD that the committee may not strictly confine itself to the terms of reference and should also make recommendations regarding implementation of RTE Act 2009. The committee had seven meeting between September 2009 and January 2010, during which it had discussion with State Secretaries of Education, educationists, representatives of teacher's union, voluntary organization who are in close touch with field realities, and representatives of persons working with children with special needs. Consultation with representatives of teacher's union and civil society organizations provided important inputs, especially for bringing out of school children from disadvantaged section in to the appropriate class, class, care and support in mainstream schools for children with special need, importance of forging partnerships with voluntary groups and civil society organizations for developing capacities of school management committees (SMCs) to formulate school development plans, realigning teacher 5 selection and training system to build learning on childrens experiences and preferences. Additionally, interaction with state secretaries of Education provided valuable inputs on issues relating to the nature of central assistance, implementation strategy for SSA and RTE. A list of persons who participated in the consultation is



discussed in Annex II. IV. Governing principles: Keeping in view the mandate of the RTE Act, particularly the need to provide to all children of the country education of equitable quality, in the preparation of this report, the committee has been guided by the following principles: (i) Holistic view of education, as interpreted in National Curriculum Framework (NCF) with implications for a systemic revamp of the entire content and process of education with significant implications for curriculum, teacher education, educational financing and management. (ii) Equity, to mean not only equal opportunity, but also equality of conditions in which the disadvantaged sections of the society – children of SC, ST, Muslim minority, landless agriculture workers and children with special needs, etc. – get their share of the opportunity. (iii) Access, not to be confined to ensuring that a school becomes accessible to all children within specified distance but implies an understanding of the educational needs and predicament of the traditionally excluded categories the SC, ST and other sections of the most disadvantaged groups, the Muslim minority, girls in general and children with special needs. This interpretation of access has been viewed by the committee as an indispensable stipulation of the Act. (iv) Gender concern, implying not only an effort to enable girls to keep pace with boys but to view education in the perspective spelt out in the National Policy on Education 1986/92, i.e. a decisive commitment to bring about a basic change in the status of women. (v) Centrality of teacher, to motivate them to innovate and create a culture in the classroom, and beyond the classroom, that might procure an inclusive environment for children, specially for girls from upward and marginalized background. (vi) Convergent and integrated system of educational management is prerequisite for implementation of the RTE law. All states must move to that direction as speedily as feasible. (vii) Adherence to RTE stipulations – 1986 where it seemed difficult to adhere to the timeframe laid down in the RTE Law, the committee worked to find practical solutions for adherence to the Act's stipulations.

IMPLEMENTATION TO PROMOTE RIGHT TO EDUCATION, BEFORE THE RTE

(i) Five Year Plans: Ever since India gained independence, developmental plans for a period of five years are being developed by the Planning Commission with the participation of State Governments from all the States. It is evident that through the five year plans, the first plan (1950-54) to 1951, all the most recent one (Eleventh Plan: 2007-12), there have been continuous efforts to strengthen the base of education in India by improving the quality of education imparted through several programs and schemes, introducing reforms in content of the curriculum and encouraging research.

(ii) Sarva Shiksha Abhiyan (SSA) - was started in 2001, to provide education to children from 6 to 14 years by 2010. The programme focuses specially on girls and children with marginalized social or financial backgrounds. The SSA also aims to provide practical and relevant source material in form of free textbooks to children in remote areas.

(iii) Mid Day Scheme (MDS) - was launched in 1995 to enhance enrolment, retention, and attendance of children in primary schools, simultaneously improving their nutritional status.

(iv) National Curriculum Framework for School Education (NCF) - was introduced in 1968. There have so far been several revision statements of the National Policy on Education, viz. those of 1968



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Characteristics of Indian Population

Dr. Lt. Abasaheb Dhondiba Jadhav

Dept. Of Economics Sahakaribahadur S.K.Patil College Karandwad Tu, Shirol Dist. Kolhapur
DOI-

Abstract:

What is the characteristic of population while studying population in India? An attempt has been made to study this in the said research paper. The productive power of a country depends on human labor, so man has to do intellectual or physical labor for his livelihood. Since man is the only factor of production, the ability to successfully increase production power depends on the quality of labor. India is the richest country in the world in terms of population. Hence it is important to study the population. Population creates demand for manufactured goods and services in the same way as it supplies labour, hence the study of India's population is multifaceted.

Introduction :

Humans are born not only with a stomach but also with two arms which means that humans have to do intellectual or physical labor for their livelihood. The power of production in a country depends on human labour. Man is the means of labor production and he is the ultimate goal of all production. The productive power of a country depends on the numerical and qualitative component of labour. India is a rich country in terms of population. Population is a very important factor in the process of economic development in terms of supply and demand. As population supplies labor, manufactured goods create demand for services, hence the study of various aspects of India's population is useful. In this research we are going to study the salient features in terms of population.

Research Objectives:

1. To study population in urban and rural areas of India.
2. To study the ratio of women to men in India.
3. Studying population by occupation in India.
4. To study the average life expectancy in India.

Research Methods:

Secondary sources have been used for the said research paper. This article has been written through various magazines, papers and reference books.

Salient Features of Indian Population:

Rural and Urban Composition of Population:

Economic development, industrial development and urbanization of a country are closely related. Increasing industrialization leads to the growth of new industrial cities as people from rural areas move to cities for work. Therefore, urbanization in educational, medical, transport, communication etc. increases. Population increases in cities. Migration of population from rural areas to cities is considered as an indicator of development. How the rural urban population in India has changed is as follows.

year	Total population in crores	Rural (in crores)	Urban (in crores)	Urban population growth per decade
1951	36.11	29.87	6.24	43.2
1991	84.43	62.71	21.72	35.6
2001	102.70	74.20	28.50	31.2
2011	121.05	83.34	37.71	31.8

Source: Various Census Reports, Register General India

From the above table it can be seen that the population of India increased from 36.8 11 crores in 1951 to 121 crores in 2011. Population ratio is increasing day by day in urban and rural areas. From the above data, it can be seen that there is an increase in the proportion of population in urban areas. The Rate of Urbanization in India Is Low As Compared To Developed Countries

India is far behind in terms of citizens compared to the developed countries of the world. The rate of urbanization in India was 31.15 percent in 2011, while the average ratio of urban to rural population in developed countries was 70 percent. According to the World Bank's 2016 survey report, the highly urbanized countries are as follows.



Country	Urban Population Ratio
Japan	84 %
Netherlands	91 %
Australia	90 %
England	82 %
America	83 %
France	80 %
India	33 %

Source: Various Census

Reports, Register General India

Compared to other countries in the world, the rate of urbanization in India is still very low. Urbanization creates a sense of quality of life among the people. According to these statistics, except for certain urban areas in India, rural areas still have more population.

India still has a high birth rate. But the death rate has decreased rapidly. The number of children born per thousand people every year is called birth rate. Also, the death rate per thousand people every year is called death rate. The birth rate and death rate will show from the following statistics that the population grows rapidly when the birth rate gap is large.

Year (10)	Birth rate per thousand	Death rate per thousand
1941-1950	39.9	27.4
1951-1960	40.0	18.0
1961-1970	41.2	19.2
1971-1980	37.2	15.0
1985-1986	32.6	11.1
2009-2010	22.5	7.1
2010-2011	21.8	7.1

Source: Various Census

Reports, Register General India

The above figures show that India had a birth rate of 29.9 per thousand and a death rate of 27.4 during the year 1941-50. In 2010-11, the birth rate was 21.8 per thousand and the death rate was 7.1. The above statistics show that the birth rate has not decreased significantly but there has been a significant decrease in the death rate.

While studying the population of the country, it is necessary to consider the male to female ratio. The ratio of women per thousand men is the ratio of women to men. This scale shows the position of men and women in India at a particular time and the equality between men and women. The male to female ratio in India is shown in the following table.

Male To Female Ratio In India:

Sr.NO	Census year	Total male to female ratio
1	1951	946
2	1961	941
3	1971	930
4	1981	934
5	1991	925
6	2001	933
7	2011	943

Source: Various

Census Reports, Register General India

From the above table it can be seen that in India in 1951 the proportion of females per

1000 was 946. In 2001, it decreased to 933 and in 2011, it increased to 943. Overall, the proportion of women is less than that of men.

Male To Female Ratio By Age Group:

When gender equality and population quality are closely related, it is useful to consider

different age groups without taking into account the gross male-female ratio as shown in the accompanying table.



Sr.No	Age group	Age structure	Ratio of females to 1000 males
1	0 to 6	Children's group	914
2	0 to 19	boys girls	908
3	10 to 19	teenagers	898
4	15 to 24	youth	908
5	15 to 45	fertile	945
6	15 to 59	Women of action	944
7	60+	dependency	1033

From the above table it can be seen that 0 to 6 births per thousand males were 914 females, 0 to 19 boys and girls 908, 10 to 19 teenagers 898, 15 to 24 youths 908, 15 to 45 fertile 945, 15 to 59 944 and 1033 dependences greater than 60 are observed.

Age Distribution Of Population:

In order to know how much productive population and unproductive population in

year	0 to 14 (age)	15 to 60 (Age)	60+
1951	37.4	57.1	5.5
1991	36.5	57.1	6.4
2001	35.5	58.2	6.3
2011	29.5	62.6	8.0

The above table shows that in 1951 the age group 0 to 14 37.4 and 15 to 60 57.1 and 5.5. It was 5 percent. In this, 0 to 14 age group was 29.5 in 2011. It appears that the method has changed.

Changes in the occupational composition of the population:

To get a clear picture of the development of the economy, it is useful to see how the working population of the country is divided into different occupations. According to the

the total population of the country, it is necessary to study the age structure. That means there are productive population if the proportion of the doing population is more then the dependent population remains less. At present India has more population. That is why India today is known as the country of the most youth as seen from the following chart

2011 census, 62.5 percent of the total population was productive while 37.5 percent was unproductive. Factors include population, agriculture, animal husbandry, forestry, fishing, mining, construction, trade, transport and communication. All these businesses are classified into three major areas. Accordingly, how the distribution of the working population has changed is as follows:

Sector	1951	1961	1971	1981	1991	2001	2014
primary field	72.1	71.8	72.1	68.8	66.8	58.4	47
Second sector	10.7	12.2	11.2	14.5	12.7	16.2	22
Third Sector	17.2	16.0	16.7	16.7	20.5	25.4	31
Total	100	100	100	100	100	100	100

Source: Indian Economy Kate and Bhoole Phadke, Publication 2018.

A study of labor in India by occupation shows from the above table that in primary sectors in 1951 72.1 percent people were working. It decreased to 58 in 2001, 4 percent rose to 10 in 1951 in the secondary sector, 7. While the proportion of people

literacy rate in the population:
 According to the United Nations, the ability to read and write is called literacy. Whereas in India, persons above the age of 6

working in the first semester of the primary sector seems to be decreasing, 16.2 in the tertiary sector in 2001, 17.2 in 1951 and 25.4 in the year 2001, overall, the largest number of people are still seen working in the primary sector.

who can read and write at least in their mother tongue are included, i.e. persons who cannot read and write are termed as illiterate. It is useful to study the literacy



rate to test the socio-economic status of the population. Literacy is necessary for the citizens of the country to develop a scientific

outlook and also for the citizens to enjoy their basic rights and perform their basic duties as follows:

year	Male Literacy	Female Literacy	Total Literacy
1951	27.18	8.86	18.33
1961	40.40	15.35	28.33
1971	46.00	22.00	34.45
1981	56.38	29.5	43.7
1991	64.13	39.3	52.21
2001	75.85	52.1	64.83
2011	82.14	65.5	74.04

Source: Various Census Reports, Register General India

Population density:

Population density is the average number of people living in an area per square kilometer. Population density is important in determining whether a region is densely populated or sparsely populated. Population density depends on many factors. Population density depends on various factors like

geographical conditions, availability and quality of land, rainfall, climatic suitability, education, health, transport and communication facilities as well as industrial progress, trade. Apart from this, educational progress, historical places, religious places, availability of information also determine the population density as follows:

Sr.No	year	Density of population
1	1901	77
2	1951	118
3	1961	142
4	1981	216
5	1991	287
6	2001	324
7	2011	382

Source: Indian Economy Katz and Bhosle Phadke, Publication 2018.

Average life expectancy increases:

Average life expectancy is the number of years a person lives on average. The quality of the population is understood from the average life expectancy. Average life expectancy is considered an important criterion in the standard of living and human development index. The average life

expectancy in the country depends on the control of the epidemic of various diseases, the health facilities available for it, education and employment availability, gender equality. The status of average life expectancy in India is shown in the accompanying sheet:

Census year	Average life expectancy of male	Average life expectancy of females	Average life expectancy
1951	32.4	31.7	32.05
1961	41.9	40.6	41.2
1971	47.1	45.6	46.4
1981	54.1	54.7	54.4
1991	58.04	55.8	58.4
2001	63.9	66.9	65.4
2011	67.3	69.6	68.4

Source: Various Census Reports, Register General India

Average life expectancy in India In 1951 the average life expectancy for males was 32.4 and for females 31.7 and the average life expectancy was 32.5. In 2011, their average life expectancy increased to 67. 3 and the

average life expectancy of women is 69. 6 and the overall average life expectancy at 68. 40 The average life expectancy in India shows an increase in this.



Conclusion :

The demographic characteristics show that India still has a large population awareness. A study of the composition of rural areas in India's population shows that the proportion of people in rural areas in India is higher than in urban areas. At the same time, when birth and death are considered, the death rate has decreased rapidly, but the birth rate has not decreased so much that India today shows inequality between men and women. It can be seen that according to the occupation of the population, a large number of people work in agriculture in India today. If we look at the age of the population, it can be seen

that there has been an overall increase in the average life expectancy in India. At the same time, the literacy rate in India is still low compared to other countries. Also, in terms of population density, there is a rapid increase in India.

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The Economic Sustainability

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Abstract:

Society in a country can be described in four dimensions namely economic, social, environmental and institutional. Each of them is a complex, dynamic, self-organizing and self-evolving organization, making the connected system a huge complexity. For this system to be sustainable, each of the four subsystems must have the ability to survive and evolve, while the interconnections of the subsystems must enable permanent co-evolution. Finding the right level of complexity for this description and model is a prerequisite for adequate analysis and to avoid miscalculations. Since this level of complexity is beyond the analytical capacity of current economic theories, the system analysis approach is presented as a framework for discussing the co-evolution of economics, society, and nature. In this context, the economic, and institutional sustainability of economies can be defined, and economic theories about their utility can be evaluated to describe complex developed systems such as economies. Unfortunately, so far in economics there are few applications of abstract systems analysis rather than complex evolving systems. Consequently, before using it to evaluate the sustainability of the economic development process, it is necessary to define the sustainability for such systems. Because sustainable economic development has become the need of the hour. Therefore, this paper has tried to give this information.

Keywords: economic stability; System analysis; Sustainability criteria

Introduction:-

In 2021, the world's population will reach 9.2 billion. And the population seems to be growing day by day. At the same time, the economics of sustainable development are gaining importance. Population growth and rapidly growing products have increased the pressure on the natural resources. These developments show that demand for production and consumption cannot grow at this rate, and the theory of growth has been questioned. The 1973 oil crisis and the like have created a new development approach that combines economic, social and environmental factors to create a revised growth model. Stability, which can be defined as capacity at one level providing strength and continuity in the economy and in other areas, how to behave towards people is also defined. By focusing on the relationship between nature and mankind, nature can determine what responsibilities people have. When thinking of future generations and the world just as the words 'democracy', 'freedom' and 'equality' have historically resonated in general discourse, so too has the word 'sustainability' gained recent importance. Indeed, any search engine sustainability inquiry will undoubtedly show how widespread it has become as a concept and will reveal that billions of works and research have been done as a subject. Economy is another important concept as old as human history. Economy is a science that explores the goods and services that people need that they create using the limited number of resources they have. The nature of the economy was supposed to be focused on continuous growth and progress. In 1987, the Environment and Development Commission (WCED, 1987) first defined 'sustainable development'. Commission Sustainability was defined as the ability to sustain development without compromising the ability to meet the daily needs of future generations (Brundtland, 1987). This definition is the source and inspiration for almost all future works since its inception.

Objectives :

1. To Study Recent Trends In Economic sustainability .
2. To Study Some Economics indicators .

Research Methodology:

This paper is based on the economic sustainability and indicators. with the help of secondary data collection. The secondary data is gathered from various published, Internet (websites) and other research papers.

Literature Review :

1. (Snowden, Howarth, and Norgard, 2006) This section of the Sustainable Development Study discusses literature critically to emphasize the importance of sustainable development in today's world. Inefficient institutional frameworks and inequality in economic opportunities around the world have become an impediment to economic sustainability.
2. (Pierce and Atkinson, 1998) Declining reserves of critical natural assets and persistently negative genuine savings rates are clear indicators of the sustainability of sustainable development.
3. Lehtonen (2004) has limited the empirical literature on sustainable development that uses a holistic approach. Most studies focus on one or more aspects of sustainability while ignoring the rest.

MOOC: An Emerging Mechanism for Strengthening Indian Higher Education

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Abstract:

Education system in the country is primarily responsible to create and develop human resources in the country. Education system is a factory of human resources in the country. 'Good quality education is the foundation of new discoveries, new knowledge, innovation and entrepreneurship that trigger growth and prosperity of individual as well as that of a nation. Higher education plays key role in socio-economic development of the country. Twenty first century is known for technological advancement. Technology made a deep impact on the business organisation. Although use of technology has been part of almost every walk of life, the education is being somewhat missing up to some extent.

The technological advancement in education is very much due and the COVID 19 crisis in all over the world made it compulsory. Due to the lock-down schools and colleges were closed and in such situation online teaching is somewhat must to continue education. A Massive Open Online Course (MOOC) is a web-based platform of education. In the main aim of the present paper is to discuss the concept of MOOC, its history, growth, advantages, challenges, limitations and possible remedies to overcome challenges in Indian context. An attempt is made in the present paper to explain the concept of MOOC, its growth, advantages, challenges, limitations and possible remedies to overcome challenges in Indian context.

Keywords: Education System, Higher Education, Socio-Economic Development Massive Open Online Course (MOOC), The Technological Advancement, COVID, Advantages, Challenges, Limitations, Remedies.

Introduction

Education has paramount importance in development of the nation. The quality of human resources in the country is largely depends on the quality of education. Human resources is the sum of knowledge, skills, competencies, qualities, talents that the citizens possesses. Development of any nation largely depends on the quality of human resources in that country. Education system in the country is primarily responsible to create and develop human resources in the country. Education system is a factory of human resources in the country. 'Good quality education is the foundation of new discoveries, new knowledge, innovation and entrepreneurship that trigger growth and prosperity of individual as well as that of a nation'

Twenty first century is known for technological advancement. Technology made a deep impact on the business organisation. Although use of technology has been part of almost every walk of life, the education is being somewhat missing up to some extent. The technological advancement in education is very much due and the COVID 19 crisis in all over the world made it compulsory. Due to the lock-down schools and colleges were closed and in such situation online teaching is somewhat must to continue education. A Massive Open Online Course (MOOC) is a web-based platform of education. In the main aim of the present paper is to discuss the concept of MOOC, its history, its growth, advantages, challenges, limitations and possible remedies to overcome challenges in Indian context.

Objectives

The objectives of the present paper are

1. To present the concept of MOOC, its history and growth in India
2. To discuss the advantages of MOOC in Indian context
3. To discuss the challenges and limitations of MOOC in Indian context
4. To discuss the remedies and suggestions for overcoming challenges and limitations of MOOCs.

Research Methodology

The present research paper is based on the secondary data. The data have been collected from various books, journals, research articles and web-sites from internet. The inferences are based on the analysis of the secondary data.

What is Mooc?

MOOC stands for Massive Open Online Open Courses. These are educational courses covers almost every study area, right from learning languages to Artificial Intelligence. These are useful to everyone i.e. from nursery child to Ph.D students or anyone who wishes to learn or update knowledge.

'MOOCs, are online courses that allow participants free access and unrestricted participation to any course of their choice. Besides the conventional modes of teaching such as lectures, videos and reading material, MOOCs also provide a platform for interactive forums. It is also one of the custom e-learning methodologies that encourages self-paced learning which remains focused on the skills that the learners wish to hone.....provide a platform for interactive forums. It is also one of the custom e-learning methodologies that encourages self-paced learning which remains focused on the skills that the learners wish to hone.'⁴¹

A Brief History of Mooc

'The term MOOC was coined to refer to a course developed by Stephen Downes and George Siemens entitled Connectivism and Connectivity Knowledge in 2008. Their intention was to exploit the possibility for interactions between a wide varieties of participants made possible by online tools so as to provide a richer learning environment than traditional tools would allow. 25 students attended the course on the campus of the University of Manitoba, and a further 2300 from around the world participated online. MOOCs with an emphasis on interactions and connectivity are now called MOOCs. In the fall of 2011, Stanford offered three courses for free online. Peter Norvig and Sebastian Thrun offered their Introduction to Artificial Intelligence to an initial enrollment of over 160,000 students from around the world. Over 20,000 students completed the course. Thrun founded a company called Udacity in February 2012 which began to develop and offer MOOCs for free. In April 2012, Andrew Ng and Daphne Koller, two other Stanford CS professors, started a company called Coursera which partnered with universities in preparing and offering MOOCs. MIT developed the MITx platform for offering MOOCs, which was renamed edX when a partnership with Harvard was formed. The non-profit edX consortium which develops and offers MOOCs now has over 30 university partners, including McGill. The consortium has made available an open source version of the platform which can be used and developed by other institutions and individuals. The consortium also carries out research into learning using new technologies by analysing data it obtains from students in the courses. Indeed, the consortium is an outgrowth of an earlier MIT project engaged in such research.'⁴²

'How Do Moocs Work?

MOOCs are online courses that a student accesses through the internet. Typically, these courses consist of traditional class materials made accessible online, which may include the following:

- filmed or recorded video lectures;
- readings;
- problem sets;
- online quizzes and examinations;
- interactive learning modules; and
- interaction with other students via forums.

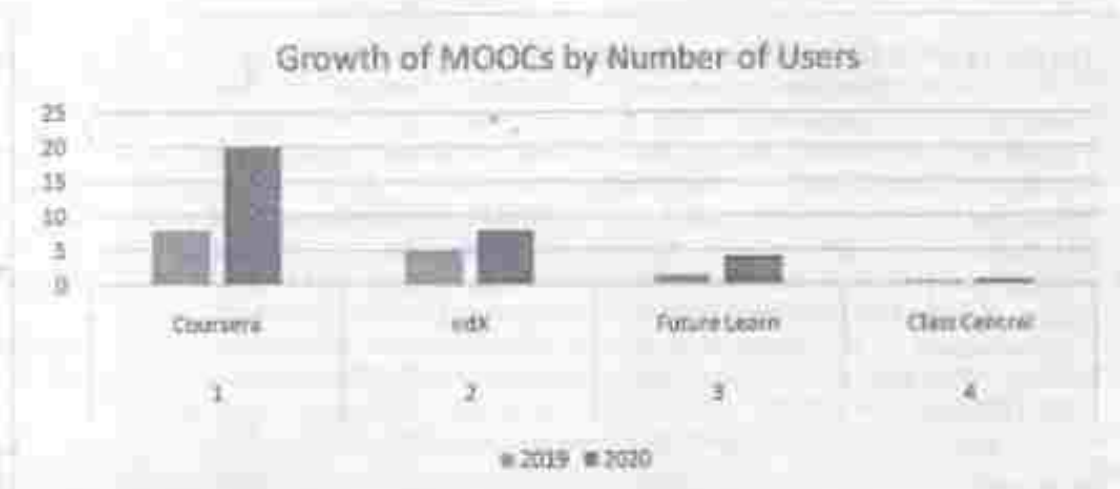
Typically, each MOOC will include a course provider and a course platform. A course provider is often a university, which supplies the course materials and instructors. The platform -- such as EdX, Canvas, Coursera or Udacity -- provides the technological infrastructure for course modules, user access and other learning resources'⁴³.

Growth Of Mooc

Following table and chart shows the growth of MOOCs by number of users.

Sr.No.	MOOCs Providers	Number of Users	
		2019	2020
1	Coursera	8M	20M
2	edX	5M	8M
3	Future Learn	1.3M	4M
4	Class Central	350k	700k

Source : Class Central,2021



MOOC Programmes IN INDIA

The University Grants Commission (UGC) along with the HRD (Human Resource Development) Ministry has launched the MOOC program in India for higher secondary, bachelors and masters degrees. This will cover a wide range of subjects that may or may not be taught in regular campus studies.

A new portal for MOOCs named 'Study Webs of Active-Learning for Young Aspiring Minds', in short, SWAYAM, is said to present students with an opportunity to study anything from a list of 2000 courses out of which 500 are currently available for registration. Audio-visual medium, illustrations, research and case studies with self-assessment are few of the mediums chosen to approach the study of these courses".

Swayam: The Biggest Indian Platform Of Mooc

SWAYAM is a programme initiated by Government of India and designed to achieve the three cardinal principles of Education Policy viz., access, equity and quality. The objective of this effort is to make the best teaching learning resources to all, including the most disadvantaged. SWAYAM seeks to bridge the digital divide for students who have hitherto remained untouched by the digital revolution and have not been able to join the mainstream of the knowledge economy.

In order to ensure that best quality content is produced and delivered, nine National Coordinators have been appointed.

National Coordinators

The following shall be National Coordinators for each of the Sectors for the purpose of development of the e-content for SWAYAM:

S. No	National MOOCs Coordinator	Sectors
1	University Grants Commission (UGC)	Non Technology Post Graduation Degree Programme
2	NPTEL	Technical / Engineering UG & PG degree programme.
3	Conseium for Educational Communication	Non Technology Under Graduation Degree programme.
4	IGNOU	Diploma and Certificates
5	NCERT	CBSE and Open Education, classes 9 th to 12 th
6	NIOS	Secondary (10th), Sr.Secondary (12th) and Vocational courses
7	IIM Bangalore	Management Courses
8	NTTTR	Human Resource Development programs (Teacher Training)
10	AICTE	Self-spaced and International Courses

The SWAYAM is four quadrant approach:

The four Quadrant approach means e-learning system that has the following components (The Gazette of India, 17th August 2016):

- **Quadrant-I** is e-Tutorial: that shall contain: Video and Audio Content in an organized form, Animation, Simulations, Virtual Labs.
- **Quadrant-II** is e-Content: that shall contain: PDF/e-Books/ illustration, video demonstrations, documents and interactive simulations wherever required.
- **Quadrant-III** is Web Resources: that shall contain: Related Links, Open Content on internet, Case Studies, Anecdotal information, Historical development of the subject, Articles.
- **Quadrant-IV** is Self-Assessment: that shall contain: MCQ, Problems Quizzes, Assignments and solutions, Discussion forum topics and setting up the FAQ, Clarifications on general misconceptions.

ADVANTAGES OF MOOC

Following diagramme briefly explain advantages of MOOC



Access From Anywhere and by Anyone

The biggest advantages of MOOC's are that these courses can be accessed from anywhere in the world. There is no geographical barriers. Learners from any part of the world, from any country can enrol these courses, provided there is an internet facility. Further these courses are open to all. Anyone having desires to learn can enrol the course and learn new things as well as updated his/her knowledge.

Self-Spaced Learning

Most of the MOOC's are self-spaced learning courses. It understands the not each one is same by his/her learning ability, speed and time. Hence MOOC's offer much flexibility. This is not in case of traditional formal classroom teaching where teacher delivers lecture in the classroom before number of students and everyone has to match the speed of teacher. In case of MOOC's as there are pre-recorded videos, students can re-listen as per the needs. So the learning motto is served in much better way in case of MOOC's.

Saves Time: MOOC's saves much time of both the learners as well as the mentor. As in case of MOOC everything is online, hence no need to visit any premises and complete admission formalities. Hence it saves time.

Saves Efforts

Like time, efforts of both learners as well as teachers also minimised or saved in case MOOC. If we talk about teachers, yes in the initial stage much efforts are need to develop the course and course contents like videos and other study materials but later these contents and study materials and be reused for multiple times with some revision or necessary changes. In traditional method, teacher required to deliver same lecture at every course further in this traditional method on every time teachers is also required to prepare and study before delivering the lecture. This efforts are definitely saves in MOOCs. If we talk about learners of students, as they are not required to attend lectures in classrooms only, the efforts and time in travel is saved. As MOOC's are online, students can learn all course in home.

Learn from the Best Institution and From the Best Teachers in the World

As we discussed earlier, MOOC's can be accessed anywhere and there is no limitations of geographical limitation as per as enrolling the course, it gives an opportunity to the students to learn from the best institute and best professors. For instances most of the MOOC's are run by the best educational institutes like Harvard University, Stanford University, Leading Indian educational institutes like IIM's, IIT's etc. Students can enrol the courses designed by the faculties of these institutes. Hence this is how MOOC offers high learning opportunities to the students.

Better Understanding Through Images, Animations and Real Videos

The use of technology in teaching and learning may lead to better content delivery on the part of teacher and better understanding on part of learners. For instance if a teachers wants to teach about human anatomy or surgery, real time pictures or videos can be shown or if we take another example, in case of teaching geography real images and videos can be used as a course content which may lead to the better understanding on part of students. This can easily be done in MOOC's as contents delivery is mostly through videos. Hence there is better understanding of concepts in MOOC's.

Better Evaluation

Most of the lacunas in traditional classroom teaching and evaluation can be removed in MOOCs. In case of MOOC's, evaluation can be done on real time bases and quickly. Further quick feedback also can be communicated to the students.

Life Long Learning

It has been observed in the present education system that, after graduation or post-graduation, most of the students leave their education. Because most of the education is available only in the classroom. Hence due to job or a specific occupation, it is difficult to adjust time and attend the lectures. Further after certain age, person find uncomfortable to attend lectures in the classroom with new students. Hence the classroom education system demotivates for lifelong learning. On the other hand with MOOC, lifelong learning is quite possible. Because MOOC offers self-paced learning and offer greater flexibility of time.

Cost Effective

MOOC's are cost effective as it does not required to construct huge building with necessary educational facilities and its maintenance. For organising and conducting MOOC, digital infrastructure is required. However as compared to normal physical infrastructure of educational institutions, it is very much cost effective.

Free / Less Fees

Many MOOC's are free. In India Govt. of India build SWAYAM platform, where all MOOC's are free of cost. It is the biggest advantages on part of learners.

Hence it can be concluded from the above discussion that MOOC's have plenty of advantages for Teachers, Students, Educational Institutions and National as a whole.

Challenges And Limitations Of Moocs

Personal Emotional Touch is missing in MOOCs. As there no face to face contact and communication between teacher and students in MOOC's, it is difficult for the teachers to create emotional bondage.

It is observed that, there are plenty of MOOC's available, but it does not attract the attention of the students.

As compared to the classroom teaching, the level of motivation is low for MOOC.

MOOC require digital infrastructure having latest technology. In India most of the educational institutes such as Universities and colleges have no such infrastructure.

If we talk about teachers, for conducting MOOC, it is not just sufficient to have deep subject knowledge, but with that necessary IT skills are required. As most of the digital technologies have recently emerged, many teachers have very little knowledge.

Most of the teachers are comfortable for Chalk and Talk method. They need to change their mind-set. For conducting MOOC, technical term is essential. Most of the teachers, even though interested to develop MOOC, are not able to develop it due to not available of such technical terms.

It is also observed that many MOOC's focus on Multiple Choice Questions only as a pattern of evaluation. They do not include long answer writing pattern of evaluation. Hence it may not develop expression abilities among students.

MOOCs need high speed internet connection to access the courses. MOOC's are not useful where there is no internet connection.

Many MOOC's are in English language only. Hence, those students who are not comfortable English to do pay their attention towards MOOCs.

Remedies To Overcome Challenges And Limitations

Considering the strength and potentials of MOOC's Govt. of India have been taking many steps to overcome the challenges and limitations about MOOCs. Especially in new National Educational Policy 2020, several policy decisions have taken to strengthen MOOCs. In this section we discuss important remedies to overcome the challenges and limitations of MOOC's.

To strengthen the MOOC's an awareness about its importance and usefulness must be made. In India many awareness programmes through training programmes, conferences and seminars have been organised. Teachers should be trained for using technologies. Further necessary technical support should be given to the teachers to develop MOOC's.

Educational Institutions should be given necessary funds specially to create necessary digital infrastructure, as required to MOOC.

Fast internet connections and competent devices should be made available at educational institutions.

MOOC should also available in regional language. In this regard, Govt. of India have already initiated several steps.

One of the nice initiative that already have taken is that MOOC's have been given necessary credit weightage in evaluation of formal degree education.

SUMMARY

A Massive Open Online Course (MOOC) is a web-based platform of education that allow participants free access and unrestricted participation to any course of their choice. The term MOOC was coined to refer to a course developed by Stephen Downes and George Siemens entitled *Connectivism and Connectivity Knowledge* in 2008. The University Grants Commission (UGC) along with the HRD (Human Resource Development) Ministry has launched the MOOC program in India for higher secondary, bachelors and masters degrees. SWAYAM is a programme initiated by Government of India and designed to achieve the three cardinal principles of Education Policy viz., access, equity and quality. In order to ensure that best quality content is produced and delivered on the SWAYAM platform, nine National Coordinators have been appointed. MOOC is very much beneficial to the teachers, students as well as educational institutes. Majority of the benefits of MOOC are Access From Anywhere and by Anyone, Free / Less Fees, Cost Effective, Life Long Learning, Better Evaluation, Better Understanding, Self-Spaced Learning, Saves Time, Saves Efforts, Learn from the Best Institution and From the Best Teachers. MOOC have some challenges and limitations, majority among them is lack of awareness, lack of digital infrastructure, problems related to the internet, untrained human resources etc. Considering the strength and potentials of MOOC's Govt. of India have been taking many steps to overcome the challenges and limitations about MOOCs.

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संजीवकन कायम त्यांना पाहता बोल बोलत आहे हे ओळखू शकतो. म्हणजेच बोलीतील उच्चतरक्रिया ही कुटुंबातील माणसांमार्फतच होऊ शकते. त्या अर्थी ही बाधा बोळांवर तर अवलंबून राहू शकते. व्यक्ती-व्यक्ती, कुटुंब, समाज, प्रदेश, अध्यात्म विद्या, जातविद्या मित्र, वध, वामनाद ही समाजात बाधा बदलत असते. तरीही विद्यात साम्य असते. कारण 'सर्वत्रात् विद्यायां चो देवाय नमो' होते. म्हणजे प्रत्येक व्यक्तीची भावात त्यांच्यात सादरता दुसऱ्या व्यक्तीला अधिका न देता समजते म्हणून बोली अधिकायन वीरत राहते व आपले स्वाभाविक स्वरूप धारण करून वावरते. बोलीला सादरताचा अभ्यास करताना सामाजिक परिस्थिती बरोबरच काळाच्या बदलानुसारही बोलीचे स्वरूप हळूहळूच बदलते जाऊ शकते. कारण 'एकाच प्रदेशात बोलीची जाणारी मूळ बोली काळाच्या ओघात त्या प्रदेशात वेगवेगळ्या भाषांत वेगवेगळ्या प्रकारे बदलते आणि विविधातून एकमेकांची भाषा असण्याच्या रूप वेगवेगळ्या भाषा बोली निर्माण होतात. त्या बोली त्यांच्या-त्यांच्या भाषांच्या नावांनी ओळखल्या जातात, त्या विद्व-विद्व बोलीमध्ये ध्वनी, मध्य, वाक्य इत्यादी बाबीत काही भेद असले तरी त्यांच्यातून त्या स्वतःचे एक परिणाम करतात त्यामुळेच उदात्तिका एका प्रदेशाची ही समूह बोली, असे तिचे अतिरिक्त निर्माण होते. बोलीचा प्रभावभाषी अवकाशाचा प्रसंग आपल्या काळात सांगता दिसतो आहे. आजचे दलित साहित्य, ग्रामीण साहित्य हे बोलीचाच प्रभाव मानले जात आहे. त्या बोलीचा वापर करून विविधा अर्थाने समजणे जात होते की जाटा नव्या साहित्याची प्राप्ती करता येते. हे अतिरिक्ताने दलित जल्पकवनांमधून अनुभव घेते.

बोलीचे वैशिष्ट्ये

बोलीचे वैशिष्ट्ये व प्रवाही स्वरूप साहित्यातून "बोली ही नोंकांमळे जाणारी चार-बीमात बाळगी । विचारात राहती । परत बोळती । रागात टोळती । आणि पाणवड्यावर चहती। असल्याने लोकांचीचारात राहते देते."

1. वाक्यी मुद्रातून बोलीची जाणे ही बोली परतु ती सर्वत्र मानवजातीची बोली वापरली येते.
2. अनेक व्यक्तींच्या उच्च, सजीवितून बोलीचे वेगवेगळे वापरते. त्यामुळेच ही व्यक्तीभक्तिक स्वतंत्र करते.
3. उच्च, व्याकरण व अर्थसंगतताबरोबरच बोलीचे सामाजिक व प्रादेशिक काही बदलते.
4. समाजातील घटनांबरोबरच जात, विषय, वामनादही बोलीचे स्वरूप बदलते.
5. लोकांच्या दैनंदिन व्यवहारातील प्राथमिकतः म्हणून वापरली जाणारी बोली ही उदात्तच्या वापरामुळे वैशिष्ट्य व प्रवाही असते.
6. अतिरिक्त बोलीचे महत्त्व सामाजिक, राजकीय, सांस्कृतिक क्षेत्रात वाढत आहे.
7. बोली हा समुदायाचा चारणा असून तसेच सांस्कृतिक काही, परंपरागाही स्वतःच्या समाजाने घेते.

बोलीचा -दुसऱ्याची कारणे

बोलीची वैशिष्ट्ये किंवा म्हणून साहित्यातून जसा बोलीचा -दुसऱ्या होण्याची किंवा बोली वापरतून करी होण्याची अनेक कारणे आहेत. त्यांच्यातून ही सादली आहेत. बोलीच्या या ओळ्या ओळ्या समुदायातून बोळ्या समुदायातून स्वतःची बोली म्हणून वापरली जात असते. परंतु या स्वतःच्या बोलीला सोडून इतर बोळ्या वापरली बोली विचाराची जाणने जातीय महत्त्वाचे कारण म्हणजे 'समाज' ही स्वतःच अनेक अंतर्जातीय समूह म्हणजे जावती वाचूच आहेत. याचाच एक भाग म्हणून लोकांमार्फत स्वतःच ही संक्रमणार्थक परिस्थितीला बालक जाही सर्वत्र महत्त्वाची घटना आहे." ही कारणेकारणी बोलीच्या निहालाविषयी महत्त्वाची घटना घडली आहे. अनेक वेळा एखाद्या एकाधिक प्रदेश एकाच प्रकारे असण्याचा एखाद्या राज्यसत्तेच्या वर्तमानाची असतो किंवा तेथे तेथे मुळा रान्यकाच्या मधील पोटभाषा ही प्रमाण सांगली असते. त्यामुळे त्या प्रादेशिक प्रदेशातील ओळ्या समुदायाची स्वतःची बोली वाचूला जाऊन प्रमाण बोली मान्य केली जाते. याचाच परिणाम म्हणून राजनतेबरोबरच सामिक, राजकीय चळवळीचा प्रभावही तेथेथेच सादरीने पोटभाषेवर असलेला पहाण्या मिळतो. उदा. संतवाचूपाचे वाचन व अर्थच ज्या काळात लोकांपर्यंत आणत साहित्य म्हणून जात असतानाच सामिक मराठीचा जन्म होऊन तिचे सर्वत्र वाढण्याचे कारणेकारणी म्हटले जाते. म्हणजेच वेळा पोटभाषा प्रादेशिक लोकांच्या वापरत वेळ असताना तेथे त्यांच्या प्रमाणतून मानलेल्या भाषेचे सर्वत्र जात असते. मुळा लोकांमार्फत भाषा बोलण्याच्या व एकमेकांना अर्थच जाणव-या प्रदेशांची पूर्वरचना करताना मुख्यतः संतवाचूपाच्या पोटभाषांमळे साहित्ये जाते व त्यांनी जितका भाव व्यक्तता आहे ती, याच कोणत्या प्रदेशात सांगित करताना हा मुद्दा उपस्थित होतो. जसा दलित भाषा-व्यक्तिताची बोलीवर पोटभाषांच्यातून प्रदेश हा प्रादेशिक भाषाचा असल्यामुळे भाषाभाषाने एखादीच बोली किंवा पोटभाषा विचारली जाते व दुसरी बोली पोटभाषा हळूहळू महत्त्वातून मुक्तात होते. इतर प्रकारे ही

विषयवर्गीय भाषांच्या वाचनीयतेी टरारी, लेखू र्वा भाषांचे वर्गीकरण न होत. सीमापारवासीय भाषात वा येत भात बोवणा-वा बोवणी मध्येच्यादूर्तने विभागणी होत. म्हणजे ५० टक्के फेरा भास बोव एखादी भाषा वा भासात बोवतात ती भास वा बोवणाचे प्रवेसात विड्या टावतात विविधावरणे भाषा हे उचव असल्याने दुस-वा अधिक वाचकात किवा त्या वाचका परिचाम होतो काही ठिकाणी एकत्रीय आणि एकरूप किमुत फेरतेत पूज एकाच भाषेपुन परिवर्तनाच्या निघवाने अस्तित्वा अगनेल्या बोवणे प्रमात हे मोकळ्यापेक्षा पोरभाषेच्या कपतुमर तिचे वर्गीकरण करावे लागते. वातुत सुद्ध पोरभाषा बोवणा-वा बोवकर व बोवकर वा वर्गीकरणाचा परिचाम जाकवतो. पोरो विड्या पोटबाषा ही ऐतिहासिक परिवर्तनामुळे ही बरवाण्याम विड्या बोवणीच्या महामास करण टक शकते. वातिवाच स्थातिक वेड्डे निर्माण झाल्यामुळे प्रवापी बरवाण्या त्यांच्याच एका बोवणे अनुकरण होऊन इतर बोवणीचा महाम टकडडू रीड वागतो. भौतिक व सांस्कृतिक दूर्तने पोरभाषांच्या ज्हासाचा परिचाम बोवत असल्याने पहाववान निळते. भौतिकदुष्ट्या मराठीच्या अनेक इमुध बोवणीच्या पोटभाषा पहाववान निकवात. हे भौतिक भेद वागवेरि, व-हादी, वेसी वना स्वरुपाचे जाहेत. वर सांस्कृतिक भेद हे ही बोवणीच्या महामास करण टक शकते. भौतिक संघटितत्वात अनुभवी दोन विड हासनासंबाऱ्या अंमनाच्यानी बोवणी एकरूप भाषा पुकळ विड बनते उदा. उतर बोवणीसारखी बोवणी मराठीच्या वर्गीकरणाणी ज्हासांमुळे मज इतिव बोवणीपामुन किटी केवडी बनली जाते. वना स्वरुपात बोवणीच्या बरवाणा कपोने विड्या ज्हासाचे स्वरुप पाहता येते.बोवणीच्या बरवाणाडी वा बोवणा बरवाणाच्या अंमनापेक्षा एकरूप भाषातील बोवणीमुद्ध त्या भासातल्या सर्धेन मोमांकडून एकरुपाखी मोलनी जात नाही. म्हणजेच तिच्यात वर्गीय विड्या नावीय भेद असतात. म्हणजेच बोवणीची काही कणे एक विविध वर्गीय विड्या जातीयय बोवणी जातात. केवडा अदी बोवणीची कणे बोवणाचा समाज विड्या वर्ने हा हातुहातु पवपुनाकडे वडू लागता. विड्याचा उवात होऊन को वर्ने स्वरुपात बोवणीचे महामास तिच्यापामुन दूर जाण्याचा प्रयत कत लागता. भाषा दृष्ट, अनुद्ध, बोवणी वा अनुद्ध, गावडत, अतिथिताच्या, अतिथित वना अनेक छोट्या आणि मोठ्या बरवाणुकेच समुदांणा, वटांच्या वना म्हणून असतायेर बोवणीची वर्ने हा एका मोठ्या समुदांणा बोवणीचा भाग बनल्यामुळे बोवणीचा महाम होतू जावल्याने विड स्पष्ट झालेने जात पहाववान निळते.

बोवणी संदर्भ : विकास व मरज

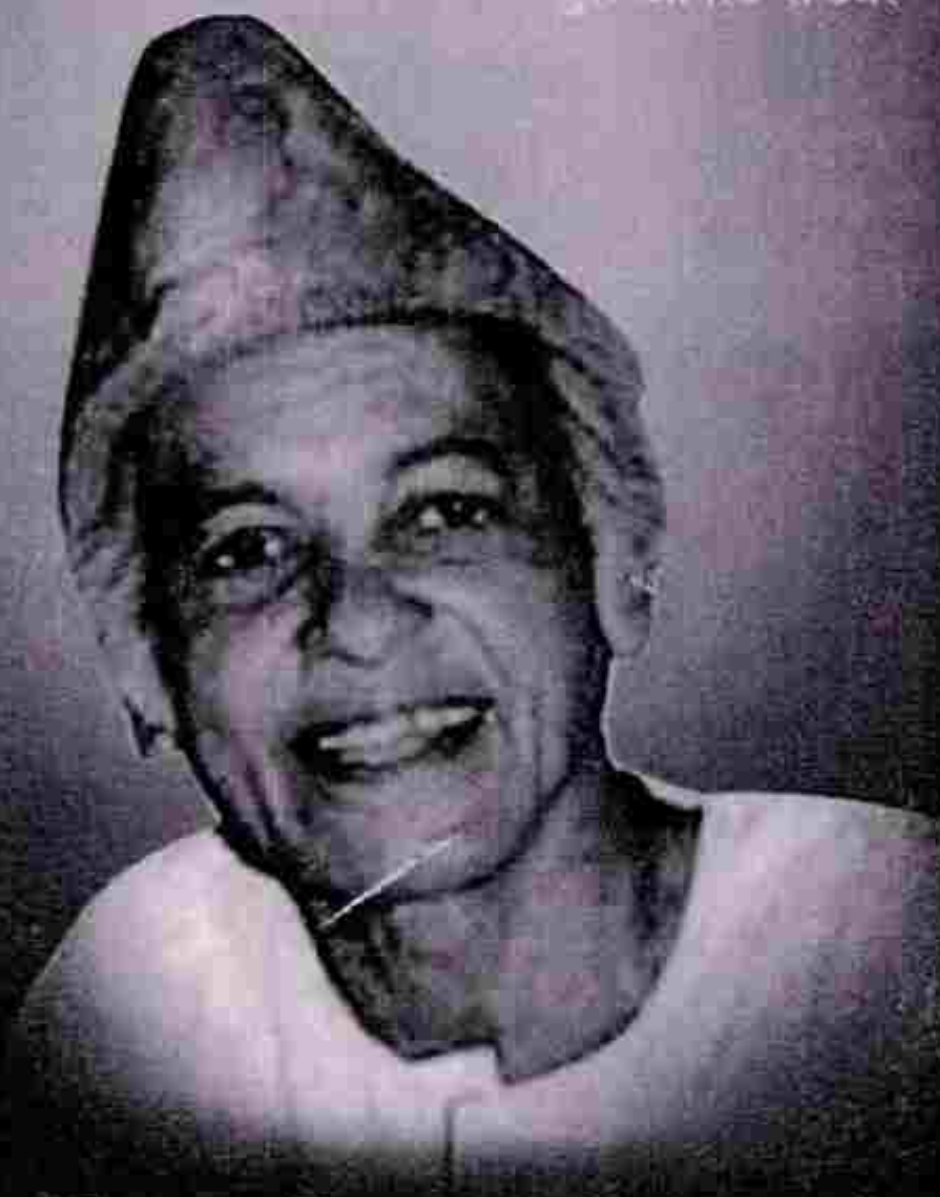
मराठीच्या बोवणीचा अन्वयस करणाचा गतिना मान जर्ज सिडरन बोव्याकडे जातो. त्यांनी १८९८ ते १९२७ वा काळात विविधित्क मध्ये जेव इतिवाचे २ ते ९ वड प्रकाशित केने त्यातील मातच्या वडात मराठी व तिच्या बोवणीचा अन्वयस मोडता आहे. त्यामध्ये मराठी भाषेच्या ३९ बोवणीचा उल्लेख त्यांनी केला आहे. हा ग्रंथ १९०९ मध्ये इतिव झालेला आहे. सिडरन वातो रचनतची मराठी, व-हाद आणि मध्यप्रताची मराठी आणि मज व उतर बोवणातील मराठी अदी तीन कणे मातली आहेत. त्यांच्याउतर क-वाच कपोनेतर म्हणजेच इ.स. १९४२ मध्ये सु.म. वने वा वाचविद्याविस्तारय भाषातिलोपी The formation of Konkaniचा उवात मट्ट मयाजोण्या बोवणीतील अर्थ व कोे मान्याच्या अधारावर बोवणीचे पुर्वरूप प्रस्थापित ककर वना बोवणीच्या उवाताचा मातोष्य पेतला. 11-वातेतर मराठी बोवणीच्या अर्थवतस महाराष्ट्र राज्य साहित्य आणि सांस्कृती मंडळ वातो १९६२ मध्ये मराठी बोवणीच्या मज्जुळणाचा प्रकल्प सुरू झाला व त्यामध्ये १९७१ वर्नेत जाट घड विडिने वेने. त्यामध्ये पश्चिम किनारपट्टीवरील मराठी बोवणीवरील संशोधन आहे. वातिवाच अन्वभूतोलाच्या उवाकर बोवणीतील विविधता व भौतिकता वातिवरीचा अन्ववेर मनविष्याचे कार्य पुणे विद्यापीठाच्या मराठी विभागातले जातु होते. त्यातुन रोवळी वगांतील मज व पयवी अन्वयस समावेश आहे त्यामध्ये २९०० टक्क आहेत. १९७४ मध्ये डॉ. सु.म. बोवळे वातो वेदमी बोवणीचा बोवत उवात केला आहे. डॉ. व.कृ. व-हादवाडे वातो १९७२ मध्ये 'तामपूरी बोवणी' हा ग्रंथ प्रकाशित केला आहे. अर.ट. कुवकर्णी वातो 'अहिराणी भाषा व संस्कृती ही पुस्तिका पा.सा. वादोरकर वातो 'वाचवेर व वाचवेरी भाषा', सु.वा. कुवकर्णी वातो १९७६ मध्ये सिव्ही जेव हासज' वाचवेर वातो भाषेचा परिचय किता आहे. वर डॉ. हरिचंद्र वाचकर वातो वातो बोवणीचा अन्वयस ककर जातो बोवणी (१९९८) हा ग्रंथ प्रकाशित केला आहे.11 बोवणी विड्याणी 'बोवणी सुपौड' ही जावनामनाचा Geographical Dialectology19च्या भासाच्या उवातातील अस्तित्वात जापी व त्यानी बोवणीचे संशोधन करत असताना 'ममातभाषा वैज्ञानिक दूर्तीकोम, हासरुणा व भौतिक, वेविच रचना, भूवीय व वेविच भाषा वाचवेर अंमने वा अन्वयसवाडेवारे अन्वयस होऊ शकते. वाचवेर त्यानी अदी बोवणी, वेविच बोवणी, नासातिक बोवणी व

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● संपादक ●

डॉ. शिवाजी हुसे

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सामर्थ्याच्या संपूर्ण आधुनिकता कलात्मक वैभवा प्रथम पहाता लंडन येथे १९४२ साली. सामर्थ्याची रंगीच्या कालीत
 तिचे जपाने असावना कवी प्रदीप यांच्या 'जपान विप्लव' ची पोटी से फिर जपाने लालबाधा ही.' या प्रसिद्ध गीतांचा
 अर्थसाधना 'आज कितने दिनोंसे हमे जपून बहते पुकारा है' हे चिंतनमयी तया केस जाले त्याच दृष्टी त्यांनी लया सधेत
 जपाने का. रूप टाळ्या मिळाल्या, कीतुक जाले आणि पाहता पाहता सामर्थ्यात कवी गीतकार झाले.' सामर्थ्याची
 अर्थसाधनासंबंधी निराश्रय प्रेम भावनावर, समाजावर आणि आपल्या देशावर येते. १९४० साली सामर्थ्याच्या सधेतले ही,
 सामर्थ्याचे आंबेडकरांचे दर्शन सामर्थ्याच्या ज्ञाने त्यानेच सामर्थ्यासंबंधीच्या अनेक सभामधून त्यांनी असंख्य गीते पाहली

सामर्थ्याचे मुंबईत असताना गिरीश कामगार, मीरान ओपरेटर, साईन बोर्ड पेंटर, टूथी कलिंग अशा प्रभातची कावे
 त्यांच्यासाठी वंदनांमधून बांधके निघून गेली तर खोटा मुलीची नियम झाले. याच त्यांना टीवी या आकार झाले. या
 ही आकारातूनही ते बारीक पडले. त्यानंतर अनेक प्रसिद्ध चित्रपटांची गीतरचना त्यांनी केली पुष्कळांचा प्रभाव स्टुडीओमध्ये
 लया सधेतली वे काही काळ राहिले. मात्र आंबेडकरांनी अखत्यारीसाठी त्यांनी प्रभाव सोडले या सधेत अगदीच खेचूडकर
 झाले. 'सामर्थ्याचे खर आकारही काही काळ प्रभातमध्ये सिखावले असते तर सामर्थ्यासंबंधी आज गीतकार म्हणून
 इतरांची मदती गीतकारांच्या सामर्थ्याकडेच नसते.' सामर्थ्याची असंख्य गीतरचना केली न ही पाहलीमुळा त्यांनी
 मित्र लया याची लिहिणी याची मोठ्याच भोळ्याडे अभ्यासक अजून करत आहेत. त्यांच्या अत्यंत गीतांमधून सामर्थ्याची
 अर्थसाधना गीतांचा कावचचे, सामर्थ्याच्या मूलभूत प्रभावाने बोलले बघायचे इतरत्या यांचाच रस खोल्याना भांडवल्याची
 लयासंबंधी ते हुट्टून पडायचे त्यांच्या गीतांचे हे म्हणतात

'सागा आकाराला मिरला बाट, टाटा कुट्टे हाव हो।
 सागा कानाक सागा न जामना बाट कुट्टे होव हो।'

सामर्थ्याची जपाने आणि सामर्थ्याचा

या काळात सामर्थ्याची बलदाही बारीक आंबेडकरांनी बलसे सधेत झाले. अनेक सागा आंबेडकरांनी विचारलंके तळले.
 त्यांनी ही आंबेडकरांचे विचार ठळकपणेच पौधलियाचें काम केले ही. कावसातून आंबेडकरांच्या कार्याकडेचाने प्रभात
 लयासंबंधी उच्चालीन गीतकार, हाजीरिच्यामध्ये जपानचा काविक जपानहीमणी हीवे सामर्थ्याचे काविक यांनी आंबेडकरांनी
 काविकाला सागा दिशा देणायचे काम गीतांच्या माध्यमातून केले. त्यांनी आपली लेखणी ही सामर्थ्यासंबंधी आंबेडकर यांचे
 विचार सामर्थ्यामध्ये दर्शितानेच पौधलियाचेंमणी त्यांना यांचे करणाराचो जपली
 सामर्थ्याचे काविक यांच्या कवितांमधील आंबेडकरांनी तळज्ञान

सामर्थ्याचा एक गीतांचा म्हणतात,
 उडायी कोटी कुले।
 भीमा तुझा जन्मसुळे।
 जळटबंच पायालीत साधलसंद।
 तळतट तुटले तू ठोक्याच वंद
 झाले गुलाम मीसळी
 भीमा तुझा जन्मसुळे।'

साधने इतरत्या लयासंबंधी स्टू. अतिरुद्धाना मानुमकीचे सर्व हक्क साकारले गुलामीचेचीकर जाले त्यांच्या यतीची झाले त्या
 सर्व गुलामांना मुक्त करणायचे यत्नयचे कार्य ही सामर्थ्यासंबंधी आंबेडकरांनी केले सामर्थ्याची आपली सर्व याणी आंबेडकरांनी
 साकारत गतीमय करणायसाठी जपली ते म्हणतात,

भीमवाणी पडली माझा कर्मी।
 तीच याणी जरी माझी यामी।

सामर्थ्याच्या गीतांचा दर्ज अतिशय उच्च कोटीचा आहे. त्यांच्या गीतांचे भयभय यतीसंबंधी आपणाची बुडाच्या
 सामर्थ्याची, कवीसंबंधी गोड्याची, नासकांच्या गुलामीची कुलेच्या अर्थसाधनाची आणि अतीच्या अर्थसाधनाची इतरांचे प्रभाव
 लयासंबंधी सामर्थ्याचे काविक : यतीचे अर्थ साहच / 227

ये.

तुम उखळे पळ घन उखळये,
सांगूनवेने कवीर
पायी त्यांच्या नमे निरत गीर ।
शिकवण सती तपलातापी
आली कविरी होऊन तांची
तरीच पायी नोडियांची
देईं मगला घीर
पायी त्यांच्या नमे निरत गीर ।

असा त्यांच्या श्रेयाचीचा आत्मघाट आहे

अशाप्रमाणे घोर वास्तव घटनेने जगला गतीविषयक नियमांची जातीय रिते, आर्देन्स्टाईन्ने काव्यरचनात्मक सिद्धांत दिल्या. महागीतांनी अहिला जपानियातये रूढ रिते, बुद्धने कालात दुःखपुनरीने तत्व रिते, फुल्लेने असाही तत्वज्ञान समाजाला संरक्षणदायक वीकट रिते. डॉ. बाळासाहेब आंबेडकर यांनी देशातील प्रत्येक व्यक्तीला स्वतंत्र ज्ञान विकासाचे अधिकार दिले. घेताने भक्ती मार्गातून बोधदायक पाठ दिले. आख्याभाऊंनी किरीत पाव घेण्याचे साधक रिते. आत्मघाटाचे कामकाजाची एक जीवने दुसऱ्या जीवाशी कसे वाटते यासाठी कोनाची संहिता आपल्या गीत-संगीतातून दिली.

जीवने काळातपा मालो जीव, जीवने मारातपा नमतो जीव ।
जीवने तारातपा अगतो जीव, प्रीतीने कुसकातपा अगतो जीव ।
दिला तुला जीव, अकाला लाग जीव, आहूती हा जीव, अणू दे जीव ।
दिला तुला जीव, जीवात हा जीव, दिला तुला जीव ॥

केवळ 'जीव' या शब्दाचा अर्थही गीत उभे करणारे सामन्यांचे दिलेले हे योग्यमूल कुठल्याही रीत-रिवाजाने नसले तरीही त्यातून तनुभ्रमुखा कमी नाही.

दिल्यांच्या सधेत सधेत यातील जगतील आली मस्त-च्या सजोसगो जगल्या आता-जरीही काही जण इच्छत तुलसी वाक सांगली. जातीय वैमनस्यातून स्वतःच्या भावाचे मुदले पाडले अजक लागले. तरीही जीवने तपलात ही वेग साठी यांच्या कामनादाद रिहितात.

मला चीड घेत नाही काच माझा मुन्हा ।
दोष देऊ कुणा सांग दोष देऊ कुणा
असे दोष पाव आणि दोष पावकरी
माझा भौर अमतात काव्याचे पाधर
गेल गेल धीमराक आला नेभळटणला
मीव माझा आहूती पायी सिटकना ।
माझा पेटण्या रोटीची लाग लोकात तुटते ।
दोळे पाडलाय माझे बाधा कातत सुटते ।
माझा नेभळटणला माझेच लोकांतीने गुणा ॥

दिल्या काळातील रिते आणि दशा प्रकट करताना सामन्यांचा सांगून ज्ञानात रिते कसा घडतो हेही तुम्हाला सांगे घट झालेले आहे. याबाबता ठे मरणात,

तुकातले दिवे जाण्टी, तुफानातले दिवे ।
तुकांन जरा फडक पास, मुली न आभा रिते ॥

होती ते आंबेडकरांच्या बळकडीत एकत्रीत राखण्याचा सल्ला समाजात देतात. आजच्या नेत्यांचा वातासाठ्यांच्या सर्वांचा विस्तार करणे आहे. सर्वेच्या तुकट्यासाठी बळकडीत राखण्याच्या राज्यीय संघटना. आमनदादांचा नेहनी वटे सर्व रक्षित राखण्याची एकवट करावी वातासाठ्यांनी जाणून घ्यायला ह्याची वळी आणि रक्षाच पायी करून हा समतेचा सद्भावनासिद्धता ही सल्ला देणे हाचोय ? वावर ते भाव करतात. ते दुःखाने विडितान,

कोण रक्षित माझ्या भीमाचा वळी।
वाटनी घालता हा उभा जीवना।^{११}

११. आंबेडकरांचे म्हणतात

वाट फुल्लेनी सोडून। आंबेडकरांना लोडून
घालताच इयाचं नाव। तुला घालताच इयाचं नाव।

सारांश

सोडवण्यात, आमनदादां कर्डीका वनी विडितलेल्या बळकडीत राखण्यात आंबेडकरांच्या संघटनेत भरलेले आहे. स्वातंत्र्य, शांत, व पुता न्याय वा समाजाची आघातलेनी. समाजाची समाजसंस्था निर्मितीसाठी अत्यात्मता घालण्याचा साधन वेगळी ह्ये. आमनदादांच्या बळकडीत उघडित कार्य नंतरच्या फळीतील नेत्यांनी प्रामाणिकतेने करण्यासाठीचे अनेक गीते त्यांनी स्वतःच केले आहेत. आमनदादांनी वर्तमानाच्या सामान्यातून माणवत्ता पूर्वकाकडे नेणाऱ्या अजमेलाच आपल्या गीत संगीतातून आणायला वेले आहे.

निष्कर्ष

१. आमनदादांच्या वया आणि अणुमात्राचे समाज हे त्यांच्या वर्तमान घडलेले असते असे आमनदादां म्हणतात.
२. आमनदादांचे वर्तमान हा आमनदादांच्या गीतांचा वैशिष्ट्यपूर्ण पद्धत.
३. आमनदादांच्या गीतांचा सामाजिक हा सर्वेच समुदाय गीतांचा.
४. आमनदादांच्या गीतांची खासियत म्हणजे त्यांच्या स्वतःची गीतांचा अजमेलाच होण्यामुळे त्यांचे गीत दुसरे कावले ही ते अजमेलाच घालून काढले. म्हणजेच ते संगीतमय होते.
५. आमनदादांची गीतरचना ही आंबेडकरांच्या बळकडीतून घेतल्याची आहे.
६. आमनदादांच्या गीतातून आंबेडकरांच्या संघटनेत हे आमनदादांचा वय आणि घान याची आणवित करून देते.

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सारांश -

धीरेद मजुमदार हे महाराष्ट्रा गांधीय अनुयायी तसेच सर्वोदय चळवळीतील शिष्ट विचारवंत होते. ते कृषीक्षेत्रात विचारवंत असून त्यांनी आपल्या स्वमाध्यम कार्यातून गांधी विचारांच्या विकास केला. कार्यविहित मसाल, भूदान, स्वराज, नागम निर्गोध मसाल, अहिंसा, अहिंसक क्रांती, लोकशाही, सर्वे गांधीय, राज्यात्मकीयरीत गांधीय शिक्षण ही त्यांच्या मसालात कार्यात्मक तऱ्हेने विचार महत्त्वाचे आहेत. मसाल हा सामाजिक आणि राजकीय दृष्टिकोनात धोरणकारणाने युक्त मसाला आहे त्यांना वाटून होते. त्यांनी त्यांच्या लोकसेवा कार्यातून गांधी विचारांच्या जगत केला आहेत. त्यांच्या शिक्षण मसालातून आणि वेळोवेळा विचारामाती त्यांचे विचार महत्त्वाचे आहेत. राजकीय आणि आर्थिक विक्रीकरण हे मसाला आणि मसालाची वेळोवेळाची आवश्यक आहे. आपण असे विचार घेत की, आपल्या वाटाने आणि विंगेत, गांधीय विचारामाती आणि मसालाच्या शाश्वत विचारामाती धोरणांचे विचार महत्त्वाचे व आवश्यक आहेत. प्रमुख लोचनिकेच्या शाश्वत विचारामाती धोरणांची विक्रीकरण केलेले घाला तसेच त्यांनी घेतलेल्या स्वराज, भूदान, खादीवाच, लोकसेवा वाच, यांच्या विचारामाती प्रकृत राज्याच्या वेळ आहे.

प्रस्तावना -

संपूर्ण भारतात आणि जगातले महाराष्ट्रा गांधीय अनुयायी आहेत. त्यांच्या अनेक दुर्धीबादी आणि विचारवंत यांच्या मसाले आहेत. त्यांनी आपल्यांच्या राष्ट्रीय महाराष्ट्रा गांधीय विचार विक्रीकरण केले. या अनुयायांना उदा गांधीबादी विचारवंत असून वेळोवेळा आहे. गांधी विचार परंपरेत दोन विचारधारा आहेत. त्यातील एक उदाहृत म्हणजे सर्वोदयी विचारधारा आणि दुसरी विचारधारा म्हणजे लोकशाही मसालाच होय. अर्थात विनोबा आहे. अर्थात शासनातून कावेमसाल. धीरेद मजुमदार हे सर्वोदय विचार धोरणांचे विचारवंत तर त्यांच्या कार्यात लोकशाही मसालाबादी परंपरा विक्रीकरण करण्यातून अर्थात लोकशाही मसालाच आहे. अर्थात एक हे. अर्थात डॉ. राममोहन मोहिया व. होत. महात्मिनीय वा दोसरी विचार धोरणांची गांधी विचार पुढे मसाले काम केले आहे. अर्थात विनोबा आहे हे महाराष्ट्रा गांधीय विचारवंत काम केले आहे. अर्थात विनोबा आहे हे महाराष्ट्रा गांधीय विचारवंत विक्रीकरण केलेले काम केले. महाराष्ट्रा गांधीय शाश्वत विचार पुढे मसाले काम त्यांनी केले. त्यामध्ये सर्वोदय, स्वराज, लोकशाही, भूदान, शासनात, कार्यात्मकीयरीत धीरेद मजुमदार हे सर्वोदयी महात्मिनीय जग विचारवंत महाराष्ट्रा गांधीय आणि विनोबा आहे यांच्या शाश्वत उदाहृत होय. धीरेद मजुमदार यांनी धीरेद वा नावाने मसाले काम केले. ते एक कृषीक्षेत्रात विचारवंत होते. स्वमाध्यम कार्यातून त्यांनी गांधीबादाच्या विकास घेतून आपल्या त्यांच्या जग उदाहृत मसाले लोकशाही वा विनोबा शासनात. शाश्वत मसाला मसाले त्यांचे शाश्वत व शाश्वत शिक्षण आहे. त्यांनी शासनात शिष्ट विचारामाती शिक्षणकारिताची प्रकृत केला. परंतु हे महाराष्ट्रा गांधीय मसालाच महत्त्वाचे उदाहृत आहे. महत्त्वाचे त्यांनी शिक्षणकारिताचे शिक्षण संपुष्ट केले 1921 या मसालात महत्त्वाचे वाटून केले त्यांनी त्या आणि त्या शिक्षण मसाले महत्त्वाचे गांधी विचार महत्त्वाचे काम केले महत्त्वाचे लोचनिकेच्या शाश्वत विचारामाती विक्रीकरण केलेले घाला, आणि स्वराज, भूदान, शासनात, खादीवाच लोकसेवा वाच वा धीरेदच्या विचारामाती प्रकृत राज्याच्या उदाहृत करण्यात आला आहे. या लोचनिकेच्या शाश्वत मसाले घेतली व उदाहृत मसालाचा वाचन करण्यात आला आहे. तसेच शाश्वत मसाले, आणि धीरेदच्या शाश्वत विचारामाती विक्रीकरण केलेले घाला, आणि स्वराज, भूदान, शासनात, खादीवाच लोकसेवा वाच वा धीरेदच्या विचारामाती प्रकृत राज्याच्या उदाहृत करण्यात आला आहे.

श्वविकासासाठी स्वराज -

महाराष्ट्रा गांधीय स्वराजाची कल्पना धोरणांची विक्रीकरण केली. धोरणांच्या मसाले स्वराज आहे. स्वराज ही आहे जनते, स्वशासन, स्वराज, अहिंसा, ही दुसरा मसाला, शासनात आणि शासनातून मसाले त्यांच्या अर्थात आहे. त्यामध्ये महत्त्वाचे आणि लोकशाहीची मसाले गांधीय शासनातून मसाले विनोबातून एक म्हणजे शाश्वत स्वराज होय.

शासनातून मसालासाठी कार्यक्रम -

धीरेद मजुमदार यांनी शासनातून मसालासाठी शाश्वत मसाले कार्यक्रम घेतले आहे.

- 1. शासनातून मसाले - हा शाश्वत आणि महत्त्वाचा वेळोवेळाचे कार्यक्रम महत्त्वाचे शासनातून मसाले अहिंसक विकास, शासनातून लोकशाही स्वराज, मसाले वा गांधीय शासनातून मसाले अहिंसक मसाले आहे. महत्त्वाचे शासनातून मसाले



[Handwritten Signature]

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ग्रामसंरक्षण केन्द्रा मध्य होईन जेव्हा ग्रामसभा कार्यक्षम, कार्यक्षी कार्य उत्पादकरीने कार्य करेन, धींगिदानी ग्रामसभेला अधिक महत्व दिने आहे. ग्रामसभेलाचे नाम पूर्ण ज्ञाने की ग्रामसभा त्यांचे एक प्राण्य उधार करेन, मध्य मध्यपूर्व मध्यमवर्गी, ग्रामसभेने स्वतःचीत कल्पना उत्पादन उत्पादना पाहिलेन. ग्रामसभेने विद्येने कार्येलाचे पावन केने पाहिले. केवळ अधिकारच कायता कामा नये, धींगिदानी ग्रामसभेन अधीरणीत कल्पना मध्ये आहे, तसे अधिकारगेषा करेन महत्वाचे आहे. जिथे कार्येने विधानहीता आणि महत्वाचे निर्माण करणीत. ग्रामसंरक्षण आणि ग्रामसभा संस्थांमध्ये सुसंवाद व सहकार्य तर ग्रामसभा ही सर्वोच्च होईन ते ग्रामसभेला ज्ञानीत ज्ञान अधिकार देउन मनेने विकेडीकला करणीत.

ग्रामसंरक्षण ते ज्ञानीत स्वराज -

स्वराजा मधीला विचार विमर्शीत करीत. स्वराजा धींगिद म्हातारात यांचे ग्रामसंरक्षणपूर्व संपूर्ण ज्ञान हे मध्ये स्वराजे तर असेन. ग्रामसंरक्षणपूर्व प्रत्येक गाव हे स्वराजे, सर्वश्रीम, स्वायत्तकी होईन, यातुमच ते ज्ञानीत स्वराज्य होईन, (1979:31) व संपूर्ण ज्ञान ज्ञानीत व ज्ञानी होईन.

भूदान -

महात्मा गांधी, विनोबा भावे व धींगिद मजुमदार यांनी सर्वाधिक महत्व हे भूदान पाठकरीला दिने आहे. मारतात काही मर्यादा जमीनदागी, पक्षत सोव्या उन्हातात आहे. गावातील 10 टक्के लोकांचे लोकांची 80 ते 90 टक्के जमीन आहे आणि 90 टक्के लोकांचे कमीत कमी जमीन आहे. जिथे लोकांमध्ये जाण आहे जिथे जमीन माही नये ज्ञानीत ज्ञान संघर्ष क्षमत्वाचे पाठकलात मिळते. विनोबा भावेंनी की जमीन पाठकलात यातु केरी ती मर्यादा भूदान पाठकलात होत, या पाठकलात मध्ये मध्येही जमीनदागीने आपल्या जमिनीचीत काही भाग ग्रामसभेला पाठकलातुन सुसंवादित होतकलात देऊ केल्या. तेथे कोणावरी कोणावरी प्रकारचा दबाव नव्हता. मध्यमवर्गीमध्ये ही योजना रूप कल्पनी ज्ञानी. जमीनदागीने प्रकारो एकत्र जमिनी सुसंवादिताना दान केल्या व ग्रामसभेला पाठकलातुन वा जमिनीचे वापर करणाना आहे. स्वराज्यासाठी 'भूदान' विचारच धींगिदानी विकसीत केला. धींगिदानी मने जमीनदागीमध्ये ही मने परिपूर्णताची शक्ति आहे. भूदान हे अखिल ज्ञानीयारीने परिपूर्ण आहे. भावकलाती मने करणाराती आणि मनु ज्ञानीयारी उपायासाठी भूदानात राहत अर्थात महत्वाची आहे. (1955:25)

भूदान ते ग्रामदान -

भूदानामध्ये जमीनदार 1/20 आपल्या जमिनीचा भाग देणे होते हे सर्व ग्रामसभेला पाठकलातुन होत होते. या जमिनीनेतर पुढारी याची मध्येच ग्रामदान होत, ग्रामदानामध्ये त्या त्या मध्येच गावातील लोक मध्ये जमीनीची यातुची ग्रामसभेला देत होते. मनुने गावातील जमिनीयारीतल्या प्रत्येक ग्रामसभेला जिथेच करीत आहे. उपाययोजना आणि विचारमध्ये धींगिदानी हा प्रयोग या ज्ञानी केला. ग्रामदानातुन मनुने ज्ञानीयारीने तसे पुढे देउन लोकांमध्येच मध्येच जमीन आणि धींगिद केवळ मध्येच कार्येलात लक्षणे तर त्याला स्वराज्य, गांधी एक विचार होत. सामाजिक आणि राष्ट्रीय कार्येने ते पाठकलात मध्ये आपली मने मर्यादा करीत होते व कला पाठकलात त्या गांधी ज्ञानीत आपला देवता देवता पाठकलात विचार करीत होते. ते विनोबा भावेने विचारकरीत होते. भूदान आणि ग्रामदान पाठकलात विनोबांनी त्यांना अध्यात्मिकतेने द्या दिने. जेव्हाच गांधी विचार प्रत्येकाल कला ज्ञानीयारी याच धींगिदाचे मने द्यात आहे.

दंडनिरोध सभा -

ग्रामसंरक्षणामध्ये सभास अथवाच क्षमता हे धींगिदानी अपेक्षित होते. जमीन कमी दंडमतिक ज्ञानी. धींगिद म्हातारात राजेला दंडनिरोध सभेला मध्ये दंडनिरोध व कला सभासंरक्षणसाठी म्हातारा उपाययोजनाती दंडमतिक ज्ञानी. (1955:19)

सामनमुक्त सभा -

भूदाना अर्थीत स्वराज्य प्रत्येकालसाठी मर्यादा आहे ती सामनविहीत सभासभी मर्यादा मध्येच लोकांचे विचारच ज्ञानी. म्हातारा ही ज्ञानी मध्येच, गांधीला मध्येच देवता ज्ञानी. मध्येच तेथे सामनमुक्त सभासभी उपाययोजना होईन. लोक स्वस्थितीला मध्येच देवता, धींगिदानी मने सामनमुक्त सभासभेमध्ये सामाजिक मनुष्यन असेन. लोक मध्येच धींगिद होऊन स्वस्थितीत यातुन येवीन. तेथे सामुदायिक मने ही होईन व त्यात सर्व मनुष्य मनुष्य काम करणीत. हा ज्ञानीत सर्व निर्बंध लोकांमध्ये मध्येच यातुन आणि मध्येच येवते ज्ञानीत. म्हाताराच्या अधीराना सामनमुक्त सभास हा स्वराज्य ही होईन. (1955:41)

सामनाचे स्वराज -

सामनाचा काळात सर्व निर्बंध हे देऊ, मर्यादा पाठकलात येवुन मने मध्येच त्याची अंमलबजावणी करीत ज्ञानी. या दंडनिरोध योग्य निर्बंधाचा लक्षात होत नाही. तेथे म्हातारा/सामाजिक पाठकलात लोकांचे महत्वात किंवा त्यांचे मने विचारच येवते ज्ञानी नाही. धींगिदानी काळात की त्या दिकाणी मर्यादा मध्ये मर्यादा द्यावते पाहिले. यादना निर्बंध हा

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सारांश-

भारतात १९९०च्या दशकातइंटरनेटची वाढ झाली जगतिक पातळीवर संपर्क साधण्याचे एक प्रभावी माध्यम म्हणून लोकांनी स्वीकारले. जवळचा अधिकाधिक माहिती, विविध स्धी समवे साध्यता, व्यक्तिमध्ये समाज निर्मोघ करण्याचे काम समाज माध्यमांनी केले. समाज माध्यम हे एक सध्य आहे जगवरी समाजासाठी, संपूर्ण जगातील अभिनेता, नागरिक कार्यकर्ता विंगर शासकीय संघटना, संसुधनाची तंत्र प्रक्रिया करणारी संघटनांती आणि सरकार ही यामध्ये मोठ्या प्रमाणात सहभागी आहे. समाज माध्यमांची जाती ही दखोखरीय भारतीयसाठी प्रेरणादायी आहे. फेसबुक, ट्विटर, Utube, Instagram, Whatsapp, या साधनांचा प्रभाव भारताच्या राजकारणावर मोठ्या प्रमाणावर पडत द्यालतेस आहे. भारतातील राजकीय पक्षांनी अतिशय रात्रीरपणे ते मान्य केले आहे यात शंका नाही. लोकसभा निवडणुका (अमेरिका) यांच्या निवडणुकीत हे बाबा वापर मोठ्या प्रमाणात केला गेला. समाज माध्यमे आणि संघनाई लढेचा परिणाम भारतीय राजकारणावर मोठ्या प्रमाणात होताना दिसतो. लोकसभेची हा धोका आहे. त्यामुळे सरकारचे समाज माध्यमावर नियंत्रण असणे गरजेचे आहे. समाजमाध्यमांनी पारदर्शकता ठेवून राजकारणात दिशा देण्याचे काम केले पाहिजे.

समाज माध्यमांचा प्रभाव वाढण्याची कारणे-

डिजिटल भारत हा एक मार्ग आहे. जी राजकीय पक्ष आणि मतदार यांना जोडणाऱ्या पुढाचे काम करतो. आजच्या परिस्थितीत पाटपाविक माध्यमे एका बाजूला तर दुसऱ्या बाजूला आधुनिक विकसित तरजानी दूरसंधार क्षेत्रात बळी घडवून आणली आहे. संपूर्ण जग यामुळे जवळ आले आहे. संपूर्ण जग यामुळे जवळ आले आहे. सर्वांत जवळचे संपर्क साधण्याचे सर्वाने म्हणून वाकडे पाहिले जाते. यामध्ये समाजातील वाहक केंद्रांज, कार्यकर्ता राजकीय पक्ष नागरीसमाज अशा अनेक घटकानी हे क्षेत्र व्यापलेले आहे.

२०१४ च्या लोकसभा निवडणुकीत आणि २०१९ च्या निवडणुकीत १.२ Billionसमाज माध्यमे प्रभावी होती. यात छपाई माध्यमे, रेडीओ, टी.वी, फेसबुक, ट्विटर, Whatsapp, गूगल, Mail, यूट्यूब या साधनांचा समावेश होतो.

समाजमाध्यम- हा एक संघनाई पर्वत पोहचण्याचा मार्ग आहे. ट्विटरने भारतीय राजकारणात महत्वाची मोठी भूमिका पार पाडली आहे. दिवसेंदिवस यामध्ये वृद्धी होत असून ही माध्यमे प्रभावी होताना दिसताहेत.

कमीत कमी वेळेत सर्वांच्या आधी लोकांपर्यंत पोहचण्यासाठी ही माध्यमे उपयुक्त ठरत आहेत. जास्तीत जास्त लोकांमध्ये माहितीचा फैलाव करण्याचा सोपा मार्ग.

Whatsapp, Email, Message यांच्या द्वारे राजकीय पक्षांना आणि नागरि समाजासाठी माहिती पोहचविणे सोपे झाले आहे. आर्थिक, सामाजिक, राजकीय, सांस्कृतिक, कोणत्याही

स्वतंत्राची भावरी ज्या माहितीत तथ्य नसेल अशी ही माहिती जनतेपर्यंत या माध्यमाद्वारे पोहोचविली जाते.

द्विमतीय संवाद साधनाचे माध्यम:-

जनतेपर्यंत पोहोचत असताना टॅन्ही काजूनी व्यस्त होण्यासाठी संचालक मंडळीचा वापर मोठ्या प्रमाणात केला जातो.

दळण उडण्याच्या या माध्यमांमुळे सर्व प्रकारची उपयुक्त माहिती दुसऱ्यापर्यंत पोहोचते व प्रभावीपणे आपले मत व्यक्त करता येते.

पारदर्शकता वाढविणे:-

एकूण कामकाजातविश्वासाहैत निर्माण होण्यासाठी व्यवहार हे पारदर्शक असणे पाहिजे. राजकीय पक्ष या माध्यमातून जनतेपर्यंत पोहोचतो. पक्ष प्रसार करून आपली भूमिका संक्षेपाने प्रत्यक्ष करतो काही वेळा आभासी जाहिराती सुद्धा खऱ्या आहेत. असे माध्यमातून दर्शविले जाते. उपेक्षितांचा आवाज:-

समाजातील लक्षाबाह्यतील लोकांच्या पर्यंत हे माध्यम पोहोचविले आहे. Online Education च्या माध्यमातून आज विद्याभ्यासेस Smart Phone कडून पोहोचत हे कळले आहे. त्यामुळे सर्वसामान्य जनतेला या नव्या तंत्राची सुरळ पडून गरज म्हणून हे तंत्रज्ञान स्वीकारून त्यांचा वापर मोठ्या प्रमाणात या जनतेकडून केला जातोय. व यांचा वापर राजकीय पक्ष मोठ्या प्रमाणात करून घेताना दिसतोय आम्ही तुमचेच आहेत तुमच्याच हिताचे निर्माण घेत आहेत असा आभास निर्माण करून सोरगरीज जनतेपर्यंत पोहोचण्याचे काम केले जाते.

कमी खर्चिक:-

आज बाजारात अनेक कंपन्या कार्यरत आहेत. या कंपन्या Offers देतात त्यामुळे सर्वसामान्यांना ते परवडते. संपूर्ण जगाची माहिती एक Website वर क्लिक करून मिळते त्यासाठी फारसे पैसे मोजावे लागत नाही. जाहिरात बॉर्डे हॅंगिंग, बॅनर्स वापर राजकीय पक्षांना खर्च कमी येतो म्हणून आकर्षक भवक्याज आखासनाची धोरण केले जाते. कमी वेळेत आणि कमी खर्चाची आणि सोयीची परवडणारी ही माध्यमे असल्याने राजकीय पक्ष विविध संघटना त्यांचा अतिरिक्त वापर करताना दिसतात.

या व वासारक्या अनेक कारणाने राजकारणावर समाजमाध्यमांचा प्रभाव वाढताना दिसतोय.

समाजमाध्यमे- भारताचे बदलते राजकारण

समाजमाध्यमांच्या वाढत्या प्रभावामुळे भारताचे राजकारण आपणस वाढताना दिसते आहे. सामान्यतः याची कारणे खालीलप्रमाणे.

मतदारांची प्रत्यक्ष संपर्क:-

रा. पक्ष मतदारांपर्यंत पोहोचण्यासाठी पूर्वी इतका वेळ अला घेताना दिसत नव्हित. एका मेसेज, व्हिडीओ, ब्लॉग, Writing, ट्विटर, Facebook Page Etc. वाद्वारे आपण जाहीरतास पोहोचवण्याचे कार्य करतात व जनतेची मते अजमावताना कमी वेळेत मतदारांपर्यंत ती पोहोचतात. प्रत्येकाला आपला नेता जवळचा वाटू लागतो. त्यामुळे नेते कार्यकर्ते राजकीय पक्ष यांचेकडून यांचा सर्वात वापर होऊन राजकारण बदलू पाहत आहे.

जाहीरातबाजी:-

टैब्ली, यु ट्यूब, Facebook. वर्तमानपणे या माध्यमातून जाहिरातवाली मोठ्या प्रमाणात होतील. अडक, आकर्षक, पोसक नसलेलीत घमघमीत जाहिरातीच्या माध्यमातून लक्षणांपातून मोठ्याप्रमाणात राजकीय पक्ष पोहचत असतात. प्रत्येक वडिलीवर तेच हे दाखवून जनतेच्या मनामार्फत विडम्बनांचा प्रचलन केला जातोय जाहिरातीच्या माध्यमातून सरकारच्या मुबसक पैसा प्राप्त होतोय परंतु समाजसत्तावर जाहिरातीचा कब/ परिणाम होतोय हे पाहिले जत नाही.

तकपर्तुवर आधिक परिणाम:-

भारतातील एकूण पिढीवर या माध्यमाचा आर्थिक परिणाम होतल्या दिसतोय. प्रादेशिकच्या हलात आज स्मार्ट फोन दिसत आहे. Multi Media चा वापर युवा वर्गाकडून जास्त होतल्या दिसते.

इमेज कमी करणे / बदविणे:-

राजकारणात एकदादुवाची इमेज कमी करण्यासाठी तर एकदादुवासा मोठे करण्यासाठी माध्यमाचा वापर होऊन एकदादुवा सर्जनशील मानसशी सुदधा भरती कमी करण्याचा प्रयत्न सत्तासुड आणि विरोधी पक्षाकडून होतल्या दिसतोय. तेच तेच मोठे वारंवार दाखविले जातात.

अभिव्यक्ती स्वातंत्र्यासाठी माध्यमांचा वापर:-

पुढारी नेतेगडवळी कार्यकर्ते राजकीय पक्ष पदाधिकारी सर्वजण या माध्यमाद्वारे आपले मत आपले विचार इत्यादींचे पोहचत असतात त्यामुळे सत्य विश्लेषण जर्मानुसुद्धत संवाद सादवारे जनतेसमोर राडुण्याचा प्रयत्न पक्ष करीत असतात.

प्रचार करणे:-

माध्यमांचा साधनांचा मुबसक वापर करून या पक्ष आपला प्रचार प्रसार करत असतात सौखिक प्रचाराचे ते एक साधन आहे. त्यामुळे भारतात प्रचारासाठी याचा वापर मोठ्या प्रमाणात होतोय.

बातमी वनविण्यासाठी माध्यमांचा वापर सिधी जशी पाहिले तसा तुकड्यांचा वापर करत काडे कायले तसे अभ्यास हवी तशी बातमी तयार करून पाहिले तेवढा वेळ प्रसारित करण्याची जबाबदारी सत्तासुड पक्ष घेतो आणि विरोधकांचे मानोहरम करतो.

कंड जमविणे:

ऐसा उभा करण्यासाठी भोवकले गोळा करण्यासाठी माध्यमांचा वापर केला जातो. शेअर्स खरेदी विक्री करणे, बजेट दाखविणे, आणि भोवकले गुंतवणूक वाढविणे.

भतिसाद:

जनतेचा सक्षुमान पाहिला, जनमत कल घाघनी वासाठी माध्यमांचा वापर केला जातो. काही वेळेला चुकीची आकडेमारी सक्षुल करून दाखवून प्रतिनाद दाखविला जातो. त्यामुळे राजकारणाचे बदलते स्वरुप दिसून येते.

लोकमतताचा वजन लोकमत वनविणे जाते पण खरा वेदरा जनतेसमोर उभ्या घेतो तेव्हा बदलासाठी लोकमतताचा दबाव वाढत जातो आणि परिवर्तन घडून येते.

निष्कर्ष:

अशा रीतीने भारताच्या राजकारणाचे स्वरुप बदलण्यासाठी माध्यमे कारणीभूत ठरत आहेत. 2014 आणि 2019 च्या निवडणुकीत हे आसनास पहलवयास मिळते कमी वेळेत सधीच्या अर्धी जनतेपदीत पोहचण्याचा हा मार्ग आहे. मुक्त अतका आणि धोरणात्मक उपदडी राजकारणातील महत्वाचे माध्यम; संकुचित राजकारणाचा जे हवे आहे ते माध्यम घेते. त्यामुळे

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माध्यमांचे महत्त्व वाढत आहे या माध्यमांच्या लोटबाचा विचार केला तर असे दिसते की नियंत्रणअभावी हे माध्यम कोणाचेच नाही त्यामुळे या माध्यमाची विश्वासार्हता अजगळीत पडतेती आहे

सांघासंध्ये कर्होरी आपुलकी हे माध्यम वाढतत आहे पण त्यात आभासीपणा जास्त आहे

व्यक्त होण्याचे माध्यम सधते लेखा माणसे संघर्षी होती पण आता व्यक्त होण्याची संघ झाल्याने माणसे उतांघळी झाली आहेत

माध्यमी ही दुसरी हत्यारे आहेत. विधायक आणि विधायक अशा दोन्ही कार्यासाठी राजकारणात वापर केला जातोय

माध्यमे गतिशील असल्याने त्याची परिणामकारकता तितकीच गतिशील आहे ज्या गतीने पखाट्याला उघीवर पोहचवते तितक्याच गतीने त्याला खानी ही फेकले जाते त्यामुळे ते जायदयाचे लोट्याचेही होऊ शकते. ५५% लोक आज जेवण लकी पण Net द्या म्हणतील अशी स्थिती निर्माण झाल्याने कंपन्यांसधे सर्घी घट्टाअंठ वाढल्याचे दिसते. कोविडचा परिणाम माध्यम क्षेत्रावर जास्त झाल आहे. लोकशासनच्या काळात डिजिटल माध्यमी हेच जगासोबत संपके साधण्याचे एकमेव जल्द माध्यम ठरेल म्हणून गूगल मीट, झूम यांचा वापर वाढला. दूरसंधार क्षेत्रात प्रघंड वेगाने झाली घडल्याने त्याचा परिणाम राजकारणावर अधिक होताना दिसत आहे.

Social Media जाऊनच्या काळातील राजकारणाचा सामा बनला आहे. लोकशाहील हा सौका ही आहे. म्हणून या मिडियावर नियंत्रण असणेही गरजेचे आहे. आजच्या राजकारणावर इतिहासाचे आडे माही पण वर्तमानाची मोठे दाहणन आहे. याची जाणीव समाजतील सर्वेघ घटकानी वेवून योग्य ठिकाणी योग्य वेळी आणि योग्य कारणसाठीच त्याचा वापर करून राजकारण निरोग निरव्यायी करून लोकशाही अधिक सुदृढ बनवून राष्ट्रीय एकतातेला हातासार सावता घेईल

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Green Libraries For Sustainable Development

Mrs. Patil Sunanda Vikas

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Abstract :-

The paper discusses about environment issues, Green revolution in Library and Inf. Science, role of librarian, features of green library. Paper also focused on the importance of green library, green library standards, need, buildings and green library initiatives in India.

Keywords :-

Green Library, Sustainability, Environment, Green Library Building.

Introduction :-

Due to global warming and climate change, our beautiful nature is continuously degraded. The level of carbon dioxide in the atmosphere has increased dramatically. Carbon dioxide and Ozone depletion are the main cause for the environment. Time is changing rapidly and our natural resources are limited. Every body is holding the responsibility of leaving a healthy planet for the next generation. Today people are affected by many natural and man-made disasters. The majority of scientists around the world now, agree that the planet is under stress. Environmental changes and challenges are mainly caused by human activities. There is need for urgent action to address these problems by changing peoples and institutions behaviors to reverse the trend and repair the damage. Library is a heart of any institution or University or any department. Over the past few years there are increasing interest towards green revolution in every sector and library is one of them, Small steps in going green can have a big impact for the libraries image.

Going Green :-

Going green means to pursue knowledge and practices that can lead to more environmentally friendly and ecologically responsible decision and lifestyles, which can help protect the environment and sustain its natural resources for current and future generation.

Green Library :-

A green library also known as a sustainable library, is a library built with environmental concerns in mind. According to online dictionary of library and information science: A Library designed to minimize negative impact on the natural environment and maximize indoor environmental quality by means of careful site selection, use of natural construction materials and biodegradable products, conservation of resources like water, energy, paper and responsible waste disposal recycling etc. A green library may be a library that uses latest and cutting edge technology in designing a library building and providing services to its users in eco-friendly environment. The Green library movement came out in the 1990 and gained momentum in 2003. The formation of green libraries is gaining popularity in the field of library and information profession. A green library also called a sustainable library that is designed, constructed, removed, and operated with environmental concerns in mind. The library professionals also trying to develop library that will be minimize the electricity consumption, energy efficient and environment friendly building. Green library contribute towards supporting the natural ecological balance in the environment and preserving the planet as well as natural resources. Green library is a multi-faceted concept with several components, such as green buildings, green operations and practices green programs and services, green information system and green collections.

What is mean by G O Green :-

- 1) Reduce waste, Reduce, Reuse, Recycle.
- 2) Conserve water, Energy & Natural Resources.
- 3) Purchase Environment friendly products.
- 4) Reduce pollution.
- 5) Educate staff and public.

Need of Green Libraries :-

It has been rightly said that prevention is better than cure, for this purpose library plays a fundamental role in Society. Libraries can contribute to national development through their support. For the education and culture sectors by supplying pertinent information in all different forms. Libraries are the one of the most important institutions contributing to the building and education of society. Libraries build connection between individuals, groups and government institutions. Libraries also run programs that helps to save the earth & environment. Normal libraries used cement, bricks, steel, etc. It is harmful for environment. It is now possible for libraries to construct green building on available budget. Green library provides an eco-friendly environment for the users as well as staff.

Standards for Green Libraries :-

Indian Green Building Council (IGBC)

- 1) IGBC established in the year 2001 to promote and rate green buildings in India.
- 2) Leadership in Energy and Environment Design (LEED)
- 3) -LEED certification is the most wide by accepted standard for environmentally friendly buildings design.
- 4) friendly buildings design.

There are four certification levels awarded according to achievement as evaluated by points using LEED score card.

Points	Rating
25-40	Certified
41-50	Silver
51-60	Gold
61-80	Platinum

3) Green Rating for Integrated Habited Assessment (GRIHA)

- GRIHA has been adopted the Govt. of India as the national rating system.

Green Library Building :-

Green buildings has very important role in the environmental protection. Libraries and librarians are directly related to the society and the duty of a librarian is not only to provide information and services to the users but to construct modern Green Buildings to save our natural Environment.

LEED and IGBC mainly focused on the following elements while, Designing green library buildings -

Site Selection -

The building should be located at a place where the people could easily reach by public transportation. The people do not have to travel for different services. Before planning of construction think about all sides benefits and drawbacks.

Water Conservation :-

Water is one of the most essential resources on this planet conservation of water is the basic principle of green building. Green building should be designed in a manner that the rainwater can be stored for harvesting, irrigation and flushing the toilets. A library can reuse of waste water for plantation and harvesting. Use motion sensor system (Tap System) install water meter, this help & identify the potential of water efficiency and reduce consumer usage and costs.

Energy Conservation :-

The structure of the building should be designed in a manner with the dependency on the natural elements. Such as usage of natural sunlight's in day time, proper ventilation may be lead to less usage of fans, coolers, air conditions, etc. planting solar panels on the roof of the building for energy conservation. Use only star rated electrical fittings and electronic equipment's. In the library use laptops which use less electricity than desktop versions. Avoid A.C. in library as far as possible. Use LED and CFL lights.

Building Materials :-

Only that materials must be selected for construction of building which produce very less waste, select products without disturbing and damaging the natural environment. Bamboo and Cork can be used instead of steel for making the furniture.

Indoor Air Quality :-

Today air is a most important factor. Air for breath should be pure and breathable. To improve the indoor quality of the building there should be a proper ventilation system in the building. Proper plantation around the building to maintain the eco-friendly environment. It make the library cool and provides clean and pure air.

Role of Librarian :-

As library is community organization. It has the social responsibility to reduce the harmful impact to environment. Librarian should act as role models for sustainability. Librarians should inspire people by preparing and displaying charts on conserving natural resources. Programs, competitions can be organized for the uses.

Suggestions for making green library :-

- 1) Effective way of paper usage - Papers are prepared from Woods. If single paper is saved the tree is saved. Two sides of the paper should be utilized. More e-book and e-journal should be used. Digitization of rare book also can be done to save paper.
- 1) Reusable pens can be used instead of ball point pen.
- 2) Using network pointers instead of buying new.
- 3) Re-fill toner cartridges instead of buying new.
- 4) Putting computes in sleep mode when in not use.

- 5) Turning off light when they leave that offices.
- 6) Install low flush toilets.
- 7) Install a new server and run multiple servers on one server box.
- 8) Avoid readers ticket as it is made of plastic.
- 9) Application of membership may be made through online mode.
- 10) Required supporting documents may be collected in soft copy only.
- 11) Instead of card catalogue provide OPAC.
- 12) Provide online services by making use of web 2.0 technologies.
- 13) E-receipts may be given instead of paper receipts.
- 14) Use environment friendly technology.
- 15) Natural products may be used for preservation of books.
- 16) Don't use harmful paints for wall painting.
- 17) Discard wooded books by selling it to used book dealers, exchange library
- 18) materials with other librarians or donate to other libraries.
- 19) Old furniture may be send to other needed departments or recycled and used again.

Conclusion :-

The time has come for libraries & librarian to come forward and help communities to become sustainable and green. And also take part in green library movement. According to ranganatharis fifth law "Library is growing organism". All libraries always facing problems like budget, space and book related problems i.e. Dust, moisture, fungus, etc. Green building are not only saving money in terms of every but also in terms of health and productivity. Government should encourages the green library and guide to the all libraries for making green libraries.

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पश्चिम विदर्भातील मुख्य रस्ते मार्गांची संपर्कतेची पातळी : भौगोलिक अध्ययन

टी विनायक एच पुर

महापंचक प्राध्यापक, भूगोल विभाग, महाराष्ट्र भूगोल मंडळ, मराठी महाविद्यालय, कुंदवना, ता.तुळजा - जि.कोणकण, विन्दा-कोणकण

सारांश

बाह्यदुक मार्गांची संपर्क करा हे नेहमी विचार्य दर्शवत आले यात प्रामुख्याने रस्ते बाह्यदुक व रस्ते बाह्यदुक यांच्या अन्वयाने केला जातो रस्ते बाह्यदुकच्या विकासात रस्ते बाह्यदुक-पेक्षा अधिक ज्ञानात असल्याने रस्ते मार्गांची संपर्क साध्या विकासावर अधिक प्रभाव करत असल्याचे लक्षात येते. रस्ते बाह्यदुकच्या महत्त्व राहण्याच्या व देशाच्या विकासात महत्त्वाचे आहे हे दर्शविण्याचा प्रयत्न प्रस्तुत संशोधनात करण्यात आलेला आहे. सन 1968 चा आढावाच्या मतांनुसार आज बाह्यदुक तालुक्याने शिरोबिंदू एकमेकांसोबत पेट मोठ्याने प्रमाणे संपर्क केला होय आणि हे शिरोबिंदू बिल्डिंगात आज प्रमाणात जोडलेले असतील तिथलीच संपर्कता हे अधिक ज्ञाने. कारण सर्व बाह्यदुकच्या मार्गांमध्ये संपर्कता असणे अधिकच आवश्यक असते. प्रस्तुत संशोधनामध्ये महाराष्ट्र राज्यातील विविध विदर्भ प्रदेशातील रस्ते मार्गांच्या संपर्कतेचे आढावा घेणे प्रमुख रस्ते मार्गांची संपर्कता ही किती मित्रात प्राप्त केलेली आहे. त्यासाठी रस्ते बाह्यदुक मार्गांचे वेग व शाखा यांचे अध्ययन करण्यात आले आहे.

संक्षेप

रस्ते मार्गांचा विकास हा त्या प्रदेशातील सामाजिक आर्थिक विकास दर्शवित आले. ज्या प्रदेशात रस्तेमार्गी संपर्कता अधिक-असते अशा प्रदेशात विकास अधिक ज्ञानेता आढळून येते. संपर्कता म्हणजे क्षेत्रासाठी क्षेत्रात किंवा प्रदेशात बाह्यदुक मार्ग एकमेकांशी जोडलेले असणे असा होतो. संपर्कता ही क्षेत्रासाठी क्षेत्रातील बाह्यदुकच्या विकासतासोबत व्यापार आणि वस्तुव्यापार देवतासोबत पर्याय मानते. राष्ट्रीय पातळी व बाह्यदुक व्यवस्थेच्या मानववृत्तीकरणामाठी समेक राज्याच्या संदर्भात स्वतंत्रपणे वाढ करणाऱ्याही भारत सरकारने सुपर हायवे नावाची रस्ते विकास योजना अस्तित्वात आणली आहे. या योजनेचा कालावधी बीस वर्षांचा असून या सुपरहायवे योजनेमध्ये संपर्कता यावर विशेष लक्ष मिळित केले आहे. बाह्यदुकच्या मार्ग एकमेकांना ज्या आकारात जोडलेले असतात त्यानुसार बाह्यदुक मार्गांचा आकृतीबंध बदलतो. पश्चिम विदर्भातील बाह्यदुकच्या मार्गांचा एकूण आकृतीबंध हा विस्कळीत आढळून येतो. प्रस्तुत शोध निबंधामध्ये पश्चिम विदर्भातील रस्ते मार्गांच्या वेग व शाखांचे अध्ययन करून संपर्कतेची पातळी मिळित करण्यात आलेली आहे.

संशोधनाची उद्दिष्टे

- 1) अन्वयाने प्रदेशातील मुख्य रस्ते मार्गांचे वेग व शाखा (वेग व वेळ) यांचे अध्ययन करणे
- 2) अन्वयाने प्रदेशातील मुख्य रस्ते मार्गांची संपर्कतेची पातळीचे किती मित्रात अध्ययन करणे
- 3) अन्वयाने प्रदेशातील संपर्कतेच्या पातळीतील उपाययोजनांचे अध्ययन करणे

अन्वयाने क्षेत्र

अन्वयाने क्षेत्र म्हणजेच पश्चिम विदर्भ हा महाराष्ट्र राज्यात पूर्वेकडे स्थित आहे. या प्रदेशात अन्वयाने विभाग देखील म्हणते जाते. या प्रदेशात प्रमुख याच विविधाभा असलेले आहेत, अमरावती, अकोला, यवतमाळ, नांदेड आणि कुंदवना.

पश्चिम विदर्भाचे अन्वयाने क्षेत्र १९° २२' उत्तर ते २१° ४१' उत्तर अक्षांश असून रेखावृत्तीय अक्षांश हे ७५° ५७' पूर्वे ते ७९° २९' पूर्वे येवढे आढळून येते. अन्वयाने प्रदेशाचे एकूण भौगोलिक क्षेत्रफळ १९,०१८ चौकिमी असून हे महाराष्ट्र राज्याच्या १.२७% आढळून येते. अन्वयाने प्रदेशाची २०११ च्या जनगणनेनुसार एकूण लोकसंख्या हि ११,२५,०११७ असल्याचे आढळून येते.

साहित्य स्रोत व अन्वयाने पद्धती

प्रस्तुत शोध निबंध हा प्रामुख्याने द्वितीय श्रोतस्रोत वया केलेला साहित्याच्या आधारे पूर्ण केलेला असून त्यात ज्ञानेने निष्कर्ष हे अन्वयाने (Growth Theory) योजनेत आणले आहे. मुख्य रस्ते यांचे वेग व शाखांचे



(Handwritten signature)

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सुलभमात्रम करणसाठी सार्वजनिक बांधकाम विभाग मार्गदर्शकद्वारे अद्ययावत नकाशा संशोधित करण्यात आला. त्या मूळ नकाशाच्या सहाय्याने भौगोलिक माहिती प्रणालीच्या सहाय्याने मंडळा तयार करण्यात आला आणि वित्तीयनिहाय रस्ते मार्गाने केंद्र व शाखा (Nodes and Linkages) यांचे मापन करण्यात आले आहे.

केंद्र व शाखांच्या सहाय्याने मुख्य रस्ते मार्गांची संपर्कतेची पातळी हि K. J. Kansky (1963) यांच्या पुढील सूत्राच्या सहाय्याने काढण्यात आलेली आहे.

$$\text{संपर्कतेची पातळी} = [V(V-1)] + [2+E]$$

V - Vertices (केंद्र), E - Edges (शाखा)

यात आलेले निदर्शक हे भारतीयामध्ये काँग्रेट अन्वयत प्रदेशातील नकाशाताने स्वाने विवरण दर्शविण्यात आलेले आहे.

मुख्य रस्ते मार्गांचे केंद्र व शाखा (Nodes and Linkages)

मुख्य रस्ते मार्गातील केंद्र व शाखांची संख्या हि राष्ट्रीय व राज्य महामार्गांच्या संपर्कतेवरून काढलेली आहे. ज्या ठिकाणी एकामेका अधिक रस्ते वेळून मिळतात असा ठिकाणाम 'केंद्र' (Node) असे म्हणतात, तर त्या केंद्रात विरले रस्ते वेळून मिळतात त्यांना त्या केंद्राच्या 'शाखा' (linkages) असे म्हणतात. ज्या प्रदेशात यांची संख्या अधिक असते असा प्रदेशात रस्ते मार्गांचा विकास अधिक असून रस्ते संपर्कता विचलित असते. परंतु केंद्राची संख्या व शाखांची संख्या यात अधिक तफावट असते कारण अधिक तफावट हि संपर्कतेची पातळी कमी करतावा आढळते. पुढील सारणी क्रमांक 1 मध्ये अन्वयत प्रदेशातील केंद्र व शाखांची संख्या व सुलभतावर काढलेली संपर्कतेची पातळी वित्तीयनिहाय दर्शविण्यात आलेली आहे. अन्वयत प्रदेशात मुख्य रस्ते मार्गांचे एकूण 132 केंद्र व 202 शाखा आढळून येतात. महामार्ग शाखांची संख्या हि वेदामेका दुप्पट असून प्रत्येक केंद्रापासून सरासरी 2 रस्ते जातात. सार्वजनिक केंद्रांची व शाखांची संख्या हि पारवसाळ विस्तारात आढळून येते कारण या विस्ताराने भौगोलिक क्षेत्रफळ हे विभागात सार्वजनिक आहे. त्यामुळे रस्त्यांची संख्या अधिक आहे. परंतु पंचायतात वित्तुल्याच्या क्षेत्रफळाच्या तुलनेत मात्र मुख्य रस्त्यांचा विकास यात कमी आलेला आढळून येतो.

सारणी क्रमांक 1, पश्चिम विदर्भ - मुख्य रस्ते मार्गांचे केंद्र व शाखा आणि संपर्कतेची पातळी

जिल्हा	केंद्र (Nodes)	शाखा (Linkages)	संपर्कतेची पातळी Level of Connectivity
अमरावती	21	16	2.21
अहमदाबाद	12	23	1.72
सुपुलगा	11	19	1.13
वज्रपूर	15	20	1.32
वारीम	11	24	1.4
एतून	111	231	1.81

सात - संशोधक



यवामात्र केंद्र अंतरराष्ट्रीय व सुलभाया जिल्ह्यामध्ये मुख्य राने भारताच्या भाषा व केंद्र अधिक वाढवून देतात. तर सर्वत्र कमी प्रमाणात हे अकोला व नांदीय जिल्ह्यात वाढवून घेते. अकोला प्रदेशात अकोला व नांदीय या दोन जिल्ह्यांनी सर्वत्र कमी क्षेत्रफळ व्यापने आहे आणि त्यामुळेच मुख्य राने भारताचा विकास कमी असून संपर्कता कमी वाढवते. अकोला व नांदीय या दोन जिल्ह्यांचे क्षेत्रफळ कमी असते तरी त्या दुसऱ्या मुख्य राने भारताची संपर्कता मात्र कमी वाढवून देते.

अकोला प्रदेशात केंद्र व नांदीयचे जवळ हे घामुळाने रवापुर, अंतरराष्ट्रीय, अक्षयपूर, कन्नड, धानराव, मेहकर, ककोर, तुमर, पांढरकमठा, या गावांचे अधिक वाढवून देते. तर इतर गावांचे हे गाचे जागे विच्छ असाव्याने वाढवून देते.

मुख्य रानांची संपर्कतेची पातळी (Level of Connectivity)

सुभायुक्त मुख्य रानांची काढलेली संपर्कतेची पातळी ही खरील सारणी इतरांक १ माने अंतराच्या रचनेच्या सर्वत्राचे आहे. संपर्कतेची पातळीचा निर्देशक हा एकूण नद्यामध्ये विभाजित करून निदेशक बनवतात. जवळचे आहे. निर्देशक ५ पेक्षा कमी म्हणजे कमी संपर्कतेची पातळी, ५ ते १० दरम्यान निर्देशक म्हणजे सामान्य संपर्कतेची पातळी व १० पेक्षा अधिक निर्देशक म्हणजे उच्च संपर्कतेची पातळी आहे निर्धारित करायला आलेले आहे.

उच्च संपर्कतेची पातळी

यवामात्र जिल्ह्यात मुख्य रानांचे केंद्र व नांदीय अधिक असाव्याने या जिल्ह्यात संपर्कतेची पातळी देशीय विभागात सर्वाधिक वाढवून देते. या जिल्ह्याचा हा निर्देशक ११, २० वाढवून देतो. इतर सर्व जिल्ह्यांचा निर्देशक हा कमी असून अंतरराष्ट्रीय संपर्कतेची पातळी या जिल्ह्याची अधिक वाढवून देते.

सामान्य संपर्कतेची पातळी

अंतरराष्ट्रीय आणि सुलभाया या दोन जिल्ह्यातील मुख्य राने भारताचा संपर्कतेचा खर मध्यम वाढवून देतो. अंतरराष्ट्रीय जिल्ह्यातील उपराष्ट्रीयकरीत प्रदेश हा खरील रानाचा असाव्याने असून या भागात उच्च संपर्कतेचे जागे कमी निर्धारित आहेत जवळ त्याचप्रमाणे राष्ट्रीय नद्यांमार्गांचा विकास हा केवळ जिल्ह्याच्या घाट्यांमार्गेत सारल्या जावून देतो. सुलभाया जिल्ह्यातील मुख्य रानांचे केंद्र व नांदीयचे सुभायुक्त हे मध्यम असाव्याने संपर्कतेची पातळी ही सामान्य वाढवून देते.

निम्न संपर्कतेची पातळी

अकोला आणि नांदीय या दोन जिल्ह्यातील मुख्य रानांची संपर्कतेची पातळी ही निम्न वाढवून देते. या दोन्ही जिल्ह्यात मुख्य रानांचा म्हणजेच राष्ट्रीय व राज्य महामार्गांचे जागे कमी निर्धारित असून त्यांच्या प्रामाणिक क्षेत्रफळाच्या तुलनेत रानांचा विस्तार देशीय कमी आहे. त्यामुळेच मुख्य रानांची संपर्कता अतिशय कमी असून त्यांचा सारणी कमी वाढवून देतो. नांदीय जिल्ह्याचा अंतरराष्ट्रीय विभागांमध्ये सामान्यकरीत विस्तार खरील कमी असाव्याने वाढवतो. राने विकाराचा या जिल्ह्याचा विकाराखरील प्रभाव खर असाव्याने वाढवतो.



निष्कर्ष व व्यापसोचना

अध्याय प्रदेशातील मुख्य रस्त्यांचे जाळे एकसारखे पसरले असल्यामुळे रस्त्यांची संदर्भताही असमान वाटतून येते. पश्चिम विदर्भातील भौगोलिक रचनेचा प्रभाव रस्त्यांच्या संदर्भतेचा पटलेला असतून येतो. ज्या प्रदेशात चुरचुरास हि योग्यता आहे अशा प्रदेशात मुख्य रस्त्यांचे जाळे हे जमी विकसित असल्याचे निदर्शनास येते.

समाजात विन्यास विभागात सर्वाधिक संदर्भता असतून येते परंतु समतळात विन्यास भौगोलिक क्षेत्रात हे विभागात सर्वाधिक असून त्या दुसऱ्या हे संदर्भता कमीच आहे व विन्यासाचा सर्वांगीण विकाससाठी विन्यासातील धर्मेक प्रभाव मोठी लहान व वायव्येचे हे मुख्य रस्त्यांची जोडणे आवश्यक आहे.

अध्याय प्रदेशातील प्रत्येक शहर आणि मुख्य वायव्येचे तसेच मुख्य भौगोलिक केंद्र हे मुख्य रस्त्यांचे जोडणे व रस्त्यांचे संदर्भता वाढविणे आवश्यक आहे. पश्चिम विदर्भातील लोकसंख्या व भौगोलिक क्षेत्रात या दोन्ही घटकांचा समन्वय साधून मुख्य रस्त्यांची संदर्भता वाढविणे हे सर्वांगीण विकाससाठी आवश्यक आहे. दोन प्रदेशातील मुख्य रस्त्यांचे जाळे वाढवून तसेच सर्व शहरे मुख्य रस्त्यांचे जोडून वेगळी शहरा वाढविल्यास सर्वांगीण विकास वाढेल व अध्याय प्रदेशाच्या विकासात यशस्वी मिळेल.

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यवतमाळ जिल्ह्यातील कोलाम समाजाचा गावबांधणी संस्कृतीचा अभ्यास

- डॉ. ज्योत्सना मधु शिंदे
 डॉ. प्रकाश मधु शिंदे

प्रस्तावना -

कोलाम आदिवासी समाज महाराष्ट्रातील एक महत्त्वपूर्ण जमात असून ते विदर्भातील यवतमाळ जिल्ह्यात आढळून येते. त्यामध्ये चंद्रपूर, नांदेड, वर्धा या जिल्ह्यांचे हा समाज आढळतो. यवतमाळ जिल्ह्यातील केळापूर, झरीबाभणी, धाटजी, वनौराळेगाव, मारेगाव, कळंब इत्यादी तालुक्यांमध्ये दिसून येते. यवतमाळ जिल्हा हा आदिवासीबहुल जिल्हा म्हणून ओळखल्या जातो. या जिल्ह्यात आदिवासी लोकांची संख्या ४,७३,३७० एवढी आहे. तसे पाहता आदिवासी लोकांचे वास्तव्य हे जंगल दलगावी वान मोठ्या प्रमाणात असावे. त्यामुळे शहरी संस्कृतीपासून विभक्त असा हा समाज आधुनिक संवादाच्या तुलनेत शैक्षणिक सामाजिक राजकीय दृष्टीने अजूनही मागास आहे. त्यांचा आजही शिक्षणात वन या फारच कमी दिसून येतो, कारण अजूनही हा समाज डोंगराळ आणि जंगलाच्या भागात आणि मूल्य मान्यापासून काही अंतरावर पोहोचून राहतो. नवीन पोहोचण्याच्या पूर्वी समाजातील निवडक गटाला नशीसाठी योग्य जागा ठरतात, अशा ठिकाणी माहूर देवीची पुजा आधी करून नंतर तिथे उतरवला जातो. त्यांची बोलीभाषा, संस्कृती, विवाहपद्धती, खावपात, वेशभूषाही इतर समाजापेक्षा वेगळी असते आणि या समाजामधील गाव बांधणी संस्कृतीचा अभ्यास हा एक वैशिष्ट्यपूर्ण मानला जातो आणि म्हणून या अभ्यासाची माहिती व्हावी म्हणून हा शोधनिबंध सादर करित आहे.

अभ्यासाची उद्दिष्ट्ये -

१. यवतमाळ जिल्ह्यातील कोलाम समाजाचा अभ्यास करणे.
२. कोलाम समाजातील संस्कृतीतील निव्वेत्तेचा अभ्यास करणे.
३. आदिवासी समुदायांची वैशिष्ट्ये अभ्यासणे.
४. आधुनिकीकरण व कोलाम समाजा चा गाव बांधणी सण-उत्सवाचा अभ्यास करणे.

अभ्यासाची गरज -

यवतमाळ जिल्ह्यातील अनेक तालुक्यात कोलाम समाज वसलेला आहे आणि त्यांच्या संस्कृतीतील गाव बांधणी या सणाची माहिती घेण्यासाठी इतर समाजापेक्षा हा समाज कसा वेगळा आहे. त्यांची सामाजिक-सांस्कृतिक रचना जाणून घेण्यासाठी व कोलाम समाज आपल्या संस्कृतीचे पालन काटेकोरपणे करत पद्धतीने करतात याचा अभ्यास करण्यासाठी व या समाजातील संस्कृतीचा अभ्यास करण्याच्या दृष्टीने व गरज काय आहे हे समजून घेण्यासाठी याचा अभ्यास करण्यात येत आहे.

गृहितके -

१. आदिवासी समाजातील कोलाम जातीतील गाव बांधणी या संस्कृतीची माहिती समाजात नसणे.

२. गाव बांधणी हा उत्सव कोलाम समाजाचा धार्मिक आधार.

३. पोदा वरती वार्षिक स्नेहसंमेलन म्हणजे गाव बांधणी उत्सव साजरा करणे.

अभ्यास क्षेत्र -

अभ्यासक्षेत्र यवतमाळ जिल्हा असून कोलाम समाजाची वरती पोदा गावाने ओळखणे जाते. यवतमाळ जिल्हातील केळापूर, झरीजमनी, घाटंबी, बनी, राजेगाव, मारेगाव, वळंब या भागात आढळून येते. यवतमाळ जिल्हा हा एक आदिवासी समुदायासाठी ओळखला जातो. तो विदर्भातील तिसरा मोठा जिल्हा आहे. म्हणून कोलाम समुदायाचे अभ्यास क्षेत्र म्हणून निवडला आहे.

संशोधन पद्धती -

प्रस्तुत शोध निबंध वर्णनात्मक व सर्वेक्षण पद्धति उपयोगकरण्यात आला आहे.सोबत मुलाकट निरीक्षण या साधनाचा वापर करण्यात आला आहे.

कोलाम पोदाची गावबांधणी स्पष्टीकरण -

कोलाम समाजातील गाव बांधणी हा एक उत्सव आहे. याचा कालावधी हा दरवर्षी मे आणि जून महिन्यात साजरा होतो. या सणानिमित्ताने गावलेले गाणे हा मोतीचा वास्तू आणि परंपरा जतन करणे ही त्यांची संस्कृतीची ओळख आहे.

गावबांधणीचा अर्थ -

उत्सवाच्या दरम्यान गावातील कोणीही गावाबाहेर जाणार नाही हा गाव बांधणीचा अर्थ आहे.

गावबांधणीची वैशिष्ट्ये -

१. कोलाम पोदावर वर होणारा हा एक उत्सव आहे.
२. हा सण मे व जून महिन्यात साजरा केला जातो.
३. कामा निमित्त बाहेरवाणी गेल्याने लोक व माहेरवाशिणी मुली या सणानिमित्त गावात येतात.
४. आपत्तीपासून गावाचे संरक्षण व्हावे म्हणून गाव बांधणी उत्सव साजरा केला जातो.
५. नृत्य हे या उत्सवाचे प्रमुख माध्यम आहे.
६. कोफत्याही रोगराईचा तूर प्राणी वाचा प्राप्त होऊ नये या उद्देशाने हा उत्सव साजरा केला जातो.
७. हा उत्सव दोन दिवस चालतो या देवीची पूजा केली जाते.
८. राजभर कोणीही जाणार नाही याची बाळगती घेतली जाते.
९. या दिवशी देवीला शेंदूर लावून पूजा केली जाते व बोफडाचा बळी दिला जातो.
१०. त्यानंतर सुवास्तापूर्वी भगत गावाभोवती रेषा काढून गाव बंद करतो व पारही बाजूने पूजा करून गाव बांधून बावण्याच्या या पद्धतीला बंदी असे म्हटले जाते.

११. त्यानंतर कोलाम गावाच्या टोकावर जाऊन त्या ठिकाणी पुजारी गावकऱ्यांना विचारतो माहूरचा देवी वाटीचा म्हणजे माहूरची देवी आली का? त्यावर भगत म्हणतो वातावरतना म्हणजे आली आली असा त्याचा अर्थ होतो.

गावबांधणी उत्सवचे नियम व समारोप -

कोलास समाज या उत्सवाचा राजभर आनंदात नाचतात, गातात. बांधणीचा आभाज जसा जसा वाजतो त्यांच्या अंगात देव आल्याचे पुढे वासिष्ठांना काळते व ते असे मानतात की आता भूत रोमराई, क्रूर प्राणी वस्तीत येणार नाही. गाव पळे बांधले गेले असे समजले जाते व सकाळी भगत व सहकारी घोषणी जाऊन भाकरी गोळा करतात सर्व भाकरी देवी समोर गोळा केल्या जातात. सहकारी व भगत कोंकट्या व बकऱ्यांचे मास एकत्र करतात व गावबांधणीचा उत्सव समारोपाकडे घेऊन भगत व भाकरी पूर्व दिशेने वरतीच्या बाहेर पडतात. त्यानंतर घोषणी भाकरी व मासाचे वाटप केले जाते पंगत बसवली जाते व पुन्हा सगळे दुपारी एकत्र येतात फेर धरून नाचू लागतात. व गावबांधणी संपते गाव बंद मुक्त होते व पाहण्याची सुटका केली जाते. त्यांचा एक नियम आहे की गावबांधणी दरम्यान कोणी गावात शिरल्यास दंड केला जातो, अशा पद्धतीने कोलास समाजातील गावबांधणी उत्सव हा साजरा केला जातो व सर्व एकत्र आल्याचे काम केले जाते.

निष्कर्ष -

अशा पद्धतीने कोलास समाज गाव बांधणी प्रमुख उत्सव आहे. ही बांधणी एकाच गावात पूर्वी मर्यादित नाही. या पद्धतीचा पद्धतीचा पोढा पोढा वरती दिसून येते. प्रत्येकाला मिळवतात ही परंपरा अजूनही कायम आहे. या काळातही अधिक मोठ्या प्रमाणात साजरी केली जाते. गाव बांधणी हा आनंद उत्सव अतिशय मनोरंजक पद्धतीने साजरा केलेला दिसून येतो आणि यामधून संस्कृतीची जपणूक केली जाते. कोलास समाजातील गाव बांधणी हा उत्सव यशस्वी त्यामुळे गावाचे संरक्षण तसेच गावाचे व समाजाचे एकत्रीकरण करणे हा त्यामागचा निष्कर्ष निघालेला आहे.

संदर्भसूची -

१. महाराष्ट्र टाइम्स विशाल अहिरराव यांचा लेख जून २०१४
२. प्राध्यापक नीलकंठ नरसे इंदिरा महाविद्यालय कळंबवाचा शोधनिबंध २०१९
३. सुभिला .पी.हाटोळे यांचा शोधनिबंध २०१४ रिसर्च नेबुला यातील
४. विद्यास्पिडिया इन.डॉट.कॉम शोधनिबंध
५. ट्रायबल महाराष्ट्र मन्व्हेट इन.डॉट.कॉम शोधनिबंध
६. कोलास समाजातील मुगल शोधनिबंध आचार



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Environmental Issues and Literature

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ABSTRACT

Among the many areas of prime concern today, everywhere it is the state of our environment. The human impact on the environment has set the delicate ecological imbalance, which is the cause of many problems on this planet. Enough has been written and said about the environment over the last few decades. It is time to have the courage to think globally breaking away from traditional paradigms and to look for a better environment. In this paper an attempt is made to show how literature can be used to create an awareness among the people regarding environmental issues.

KEY WORDS: Environment, Nature, Indian English Literature, Eco-criticism.

INTRODUCTION

Environment literally meaning 'surrounding' has a wide connotation including within its purview both the natural and human aspects of the earth. It includes the earth surface with all its physical features and natural resources. The distribution of land and water, mountains and plains, minerals, plants and animals, the climate and all cosmic forces that play upon the earth and affect the life of man. Rapid loss of natural resources today is perhaps the most serious threat humanity has ever faced in the history of the world. Environmental degradation is a global problem and is directly related to natural resource depletion in quality and quantity. This is as a result of population explosion and industrialization related unsustainable and changing life styles of the modern society. The situation is causing overuse, depletion and degradation of the finite and non-replenishable vital resources. It is often forgotten that human existence and the life of other creatures is solely dependent on the health of the planet earth. It is therefore essential for every person to know about the impacts of his daily acts on environmental health, locally as well as globally. In order to protect the present and the future generations from the difficulties faced today by humans such as degradation, pollution, biodiversity loss and population exploitation, that there should be a total human understanding about man and his interactions with environment.

Global Environmental Issues-

In recent years ecosystems on Earth have been altered due to human interferences like deforestation and agriculture. Disturbances to biodiversity would not only hurt the environment, but also human well-being. The major environmental issues we face today are- Global warming, Air pollution, Water pollution, Deforestation, Ozone depletion, Human overpopulation, Biodiversity loss, Waste management, Acid rain, Ocean acidification, Overfishing, Resource depletion, Climate variability and change. These issues have harmful effects on human activities and biophysical environment. Out of these major environmental issues in this paper the focus is on deforestation. Deforestation is the clearing and removal of forests or trees for various purposes. According to reports about 18 million acres of deforestation occur in a year and approximately 30% of the world's forest had already been cleared. This is the main cause of the destruction of the natural habitat of animals and birds living on the trees and in the forest. With continuous cutting down of trees, wild animals and birds that use these trees as their homes and themselves with nowhere to go, consequently, birds migrate to other places looking for home and they sometimes die in the process. This also reduces the number of these birds and animals, making extinction process. With lesser trees to slow down the fall of water coming from the mountains during strong winds and to absorb water as well, flooding and overflowing of rivers can result to these which can lead loss of property and lives. With more trees being cut down, there will be less source of oxygen in the air. Deforestation can put a dent in the field of science and medicine. If deforestation worsens, this would mean there will be lesser trees and plants which are also sources of medicine. Trees extract water from the soil and release it to the atmosphere. These add to the moisture in the air and also trap precipitation. With no trees to transpire water, the soil will dry up and this can lead to drought especially in the summer months. Through deforestation it is likely that all of the species of plants and animals that are native to that will be lost as well. The abrupt and irreversible consequences of global deforestation can certainly put the existence of human beings and the whole world at risk. Deforestation can cause a domino effect on the whole planet, including global climate change, indigenous people annihilation and biodiversity extinction. One wrong move and the process will lead us to an empty and meaningless world. Environmental pollution is a global issue and hence it has entered into the world of poetry. Poets have unique ability to express, to communicate with their audience more effectively than anyone. In the world of Indian literature in English arose a school of poets who tried to turn their backs on the romantic



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tradition and write a verse more in tune with the age and its general temper. Post-Independence Indian English Poetry has witnessed the most crucial developments. It is a new genre to which even the English readers look with curiosity. It marks a decisive break with the tradition established so far by the pre-independence poets through the thematic and technical innovations. Writer's workshop founded by Purushottam Lal in Calcutta in 1958, has played a vital and creative role in popularizing post-independence Indian English poetry by giving preference to experimental works by young and unpublished writers. Poets like Shiv K. Kumar (1921), Nissan Ezekiel (1924), Jayant Mahapatra (1928), R. Parthasamthy (1934), Kamala Das (1934), K.N.Daruwala (1937), Dom Moraes (1938), Adil Jussawalla (1940), Gieve Patel (1940), A.K.Ramamujan (1929), Purushottam Lal (1929), Arun Kolaskar (1932), Arvind K. Malhotra (1947), PrithviNancy (1947) and others emerged on the scene. East-west conflict, multi-culturalism, social realism, gender issues, comic aspect of human nature, ecological concerns, magic realism, diasporic writings and the like became the themes of the post-independent writers. Apart from all these major themes in this paper the focus is on the writers who have shown their concern about environment in their poems. The poem 'A River' by A.K. Ramamujan was published in 1966. The river celebrated in the poem is the Vakkai which flows through the Madurai. The poem is about truth, the reality of the river and the kind of relationship between the present and the past. The poets of the past sang of the river as full. The poem ironically shows the contrasting relative attitudes of the old and new poets both of whom are exposed for their callousness to suffering as a result of the floods. The present-day poets still echo the old poets and ignore reality. It is seen to be a satire on sensation loving poets who write only on events which excite them such as flood, unmindful of the havoc and suffering which they cause. Ramamujan thus satirizes the absence of human concern towards the environmental issue viz. flood its effects on the human life. His intention is to create awareness among readers regarding flood and its causes and effects.

Gieve Patel is a famous Indian poet and playwright. He belongs to a group of writers who have subscribed themselves to the 'Green Movement' which is involved in an effort to protect the environment. His poems speak of deep concerns for nature and expose man's cruelty to it. His poems: 'On Killing A Tree'-

It takes much time to kill a tree
Not a simple jab of the knife
Will do it. It has grown
Slowly consuming the earth,
Rising out of it, feeding
Upon its crust, absorbing
Years of sunlight, air, water,
And out of its leperous hide
Sprouting leaves,
So hack and chop
But this alone won't do it.
Not so much pain will do it.
The bleeding barks will heal
And from close to the ground
Will rise carfed green twigs,
Miniature boughs
Which if unchecked will expand
Again
To former size.
No,
The root is to be pulled out-
Out of the anchoring earth,
It is to be roped, tied,
And pulled out-stopped out
Or pulled out entirely,
Out from the earth-cave,
And the strength of the tree exposed,
The source, white and wet,
The most sensitive, hidden
For years inside the earth.

Then the matter
Of scorching and choking
In sun and air,
Browning, hardening,
Twisting, Withering,
And then it is done.

The poem is a graphic picture of man's cruelty towards the tree, which symbolizes Nature. The poet ironically gives us step-by-step instructions on how to kill a tree and makes us realize that killing a tree is akin to murdering a human being. It also refers to the destructive nature of humans and the destructibility of nature. The poet adopts a sarcastic tone to make us aware of the vulnerability of human lives, and how proper care of environment can keep one safe from harm. Man is presented as a killer who thinks of all possible ways to get rid of the tree, which represents Nature. The poem conveys very important message, trees feel pain, grief, suffering, sorrows and joys as sensitively as human beings do. So, we should never hurt them. The poet reminds us that we have not inherited these green trees for our use; they are held by us in trust for our future generations. It is therefore, our sacred duty to conserve trees as a legacy for future. Through literature it is possible to make an appeal to all mankind to save trees as they are an integral part of our planet. As they clean the air that we breathe, help remove pollutants, and provide lovely shade on a hot summer day. In fact, they are so essential to life on Earth that merely living close to trees makes human beings healthier and happier. If we want to save trees, rest assured that we don't have to go out planting hundreds of trees to make a difference. Making a few minor lifestyle changes may not seem like a lot, but we are sure to help, make the planet a better place. Life on earth grows in association with environment. The natural objects have therefore a crucial role to play for the sustenance of the living organisms on the earth. Literature of modern time started addressing the environmental issues to provide an eye-opening perspective for the humans. Eco-criticism has emerged as a new branch of the study of relations between Literature and physical environment. It asks us to examine ourselves and the world around us, critiquing the way that we represent, interact with and construct the environment, both natural and manmade. Ecocriticism is an intentionally, broad approach that is known by a number of other designations including 'green studies', 'eco-poetics' and 'environmental literary criticism'. It attempts to discover what roles have been played by literature in the ecology of the human species. It is necessary that the literary world should take up cudgils and make reading public aware of the urgency to take corrective measures. The Indian writers like Gieve Patel, A.K. Ramamjan, Amitav Ghosh, Kiran Desai, Arundhati Roy and others have produced literary works that underline their concern in this regard.

Conclusion-

The green cover is our planet's unique feature like so many others. It holds the key to biodiversity without which we would have been much poorer. Herbs and medicinal plants are nature's bounty to be used judiciously and not by 'killing the goose that lays the golden egg'. Timber harvesting can be done in a sustainable manner if replanting is built into the system. For instance, for every tree cut, with permission, two saplings have to be planted. Children must be made to love trees and respect nature from a young age. Farming of the land is imperative if we have to save ourselves from ecological disaster in the future. Literature and Nature have always shared a close relationship as is evidenced in the works of poets and other writers down the ages in almost all cultures of the world. Literature has undergone a massive change with the course of time. It holds mirror up to nature. Literature now addresses the current ecological crisis prevalent all round the globe. Ecocriticism has emerged as a new branch of study which observes the interrelationship between literature and environment. The ecological writers are bringing the awareness among the people about the fact that Earth is losing its health.

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Geographical Study of Animal Combinations in Satara District

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Abstract

Satara District is an agrarian area. It has a lot agro based industries like Sugar factories, Milk processing units are established in Satara; growing different animal from the same region. The pattern of animal combination advocates spatial predominant of certain animals or combination resulting in the emergence of animal, such analysis would ultimately minimizes the chances of oversimplified generalization. The study region Satara district is one of the district of Maharashtra state, it is situated in South part of Maharashtra State. Present study is based on purely secondary sources of data this data is Animal Census of India, 1992 and 2012 census years. Here we are studying the telital-wise Animal combination by using Weavers Methods. Basically this method largely used for the demarcating the Crop Distribution in a district in 1992, there are Goat population shared 28 per cent population of the district like that sheep (28.93) and Buffalo (23) shared population. In the 1992's period that time crossbreed animal are at the initial stage of survive, because of this condition crossbreed are less in number. Buffalo are maintained and share in district because of the new high yield varieties, like Murba, Malbama, Tehrani buffalo that have capacity of high milk production and less lactation period.

Keywords: Combination, Indigenous Cow, Buffalo and Sheep.

Introduction

Satara District is an agrarian area. It has a lot agro based industries like Sugar factories, Cane factories, Vegetable processing unit and Stores, Milk processing units as well as various Agro Research centers, Animal research centers are established in Satara district. The concept of Animal combination includes growing different animal from the same region. The pattern of animal combination advocates spatial predominant of certain animals or combination resulting in the emergence of animal, such analysis would ultimately minimizes the chances of oversimplified generalization. Animal combination provides area significance and strength of individual animal. The methods of Animal combination suggest a suitable measure for planning and improvement in the underdeveloped region and it is helpful to introduce innovation in agriculture. Variations in combinations recorded due physical and human factors; especially amount of rainfall, Soil Fertility, Irrigation Facilities, Availability of Fodder, Types of Various animals, Rate of Milks, Transportation Routes and Skilled Labour.

Study Area

The study region Satara district is one of the district of Maharashtra state, it is situated in South part of Maharashtra State. The shape of the region is quite circular compact type and it comes under in Bhima (Chandala, Man and Phaltan) and Krishna river system and lies between north latitudes 17° 05' and 18° 11' and east longitude 73° 33' and 74° 54' (figure 1). The total area of the district is 10480 sq. km (2011). Which is 3.40 percent of the Maharashtra state, among the 35 district of the state, Satara ranks 12 in terms of area.



Figure 1: Location Map of Study Area

Objective

1. To delineate the Animal Combination Region of Satara District.
2. To analyze the Spatio-Temporal Pattern of Animal Combinations in study region.

Database And Methodology

Present study is based on purely secondary sources of data this data is Animal Census of India, 1992 and 2012 census years. Here we are studying the tehsil-wise Animal combinations by using Weavers Method. Basically this method largely used for the demarcating the Crop Combination. This method are applied by many geographers, some have followed this method in demarcating crop and livestock combinations by Scot (1957) and Coppock (1964); Weaver's method as modified by Doi and applied by Siddiqui (1972) in the Deficiency Disease Combinations in Uter Pradesh.

4.1. Weavers Method (Modified)

$$A_s = Ed^2/N$$

Where,

A_s = Animal Combination

d = No of Animals in a tehsil

N = No of animal Types in a tehsil

According to weaver method use for standard measurements for Animal Combinations, as follows....

Table 1: Animal Combination and Hypothetical Percentage Values (J. C. Weaver)

Sr. No	Animal combination	Hypothetical Percentage
1	Single Animal	(100 / 1) = 100 %
2	Double Animal	(100 / 2) = 50 %
3	Three Animal	(100 / 3) = 33.33 %
4	Four Animal	(100 / 4) = 25 %
5	Fifth Animal	(100 / 5) = 20 %
6	Sixth Animal	(100 / 6) = 16.66 %

4.2. Percentage Formula

$$\frac{\text{Selected Animal Population of Tehsil}}{\text{Total Animal Population of Tehsil}} \times 100$$

Above mentioned method are applied for the calculating the share/ percentage of individual animal of particular tehsil. It is needful to calculation a combination index of animal.

5. DISCUSSION

In a Satara district there are various types of animal survivals their life with a healthy and unique type. For the study we select those animals who have more than 5 percent population share of the tehsil animal population. We select Indigenous Cow, Crossbreed Cow, Buffalo, Sheep and Goat etc. By using the secondary data in the initial stage we calculating the tehsil wise distribution of animal population and then we calculating the share/Percentage of animal population after that calculating the tehsil-wise combination of each animal by using Modified weaver's formula. The details of calculation and results are mentioned below.

5.1. Share of Animal Population of Satara District, 1992

Below mentioned table 2 dealing with the share/ percentage of animal population of Satara district in 1992. In a district there are Goat population shared 28 percent population of the district after that sheep (28.93) and Buffalo (23) shared population. They all shared 75.85 per cent share of the district's animal population Crossbreed cows are shared less population of the district.

Table 2: Tehsil-wise Share of Animal Population, 1992

Tehsil	Indigenous Cow	Crossbreed Cow	Buffalo	Sheep	Goat	Total
Satara	14.22	13.25	36.88	8.60	27.05	100.00
Wai	15.31	11.88	24.27	21.54	27.00	100.00
Khandala	8.38	8.44	7.62	47.71	27.85	100.00
Koregaon	13.41	14.39	25.00	21.81	25.39	100.00
Phaltan	9.65	9.56	8.22	44.03	28.53	100.00
Man	9.80	2.93	7.43	37.96	21.88	100.00
Khatav	12.73	2.85	18.41	17.45	45.55	100.00
Karad	9.44	9.25	43.57	11.09	26.65	100.00
Patan	22.89	5.75	41.81	1.71	27.84	100.00

Jawali	25.28	11.60	40.08	1.14	21.91	100.00
M.Shwar	34.47	20.06	31.87	0.27	13.33	100.00
District	13.10	8.04	23.56	26.36	28.93	100.00

Source: Based on Animal Census of India, 1992

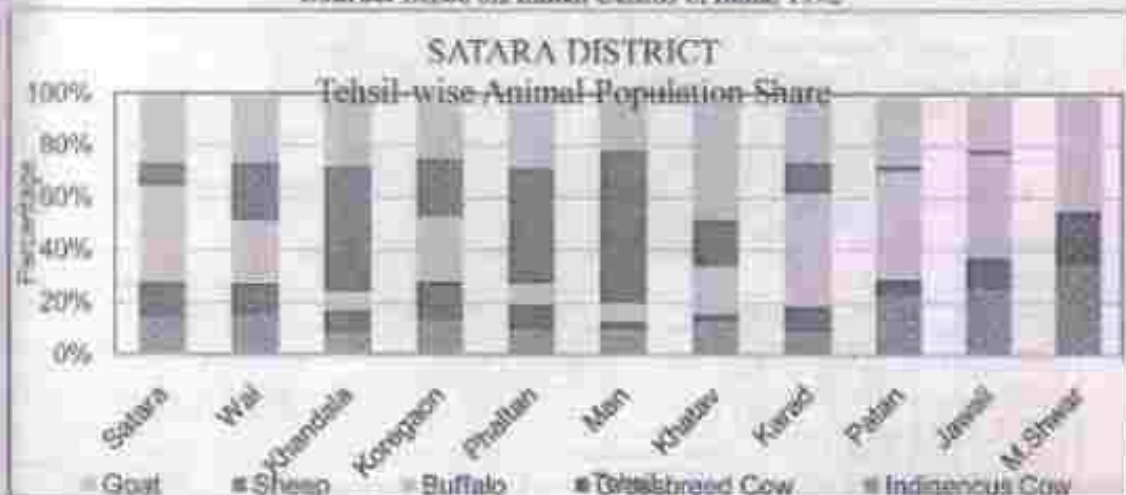


Figure 2: Tehsil-wise Animal share of Satara District, 1992

5.2. Share of Animal Population of Satara District, 2012

Below mentioned table 3 deals with the tehsil-wise share/ percentage of animal population in 2012 census year; Out of the total animals buffalo occupied 39 per cent of the district, after that Sheep (20.16) and Goat (18.32) population shared. Both three are 7.56 per cent share of the district. Indigenous cow's shares are very less than the other animals of the district.

Table 3: Tehsil-wise Share of Animal Population, 2012

Tehsil	Indigenous Cow	Crossbred Cow	Buffalo	Sheep	Goat	Total
Satara	5.81	15.17	56.33	17.24	5.44	100.00
Wai	4.55	23.76	40.33	18.06	12.69	100.00
Khandala	3.59	19.90	15.37	19.01	42.13	100.00
Koregaon	4.56	24.30	40.88	17.26	13.00	100.00
Phaltan	5.36	26.29	14.65	23.95	29.75	100.00
Man	9.77	7.44	20.52	28.72	33.55	100.00
Khatav	8.64	11.08	47.55	19.64	13.09	100.00
Karad	4.45	13.21	60.57	15.28	6.49	100.00
Patan	9.64	5.35	64.41	18.53	1.07	100.00
Jawali	8.96	22.54	55.37	1.54	11.60	100.00
M.Shwar	40.34	9.96	39.35	0.81	9.54	100.00
District	7.03	15.41	39.08	20.16	18.32	100.00

Source: Based on Animal Census of India, 2012

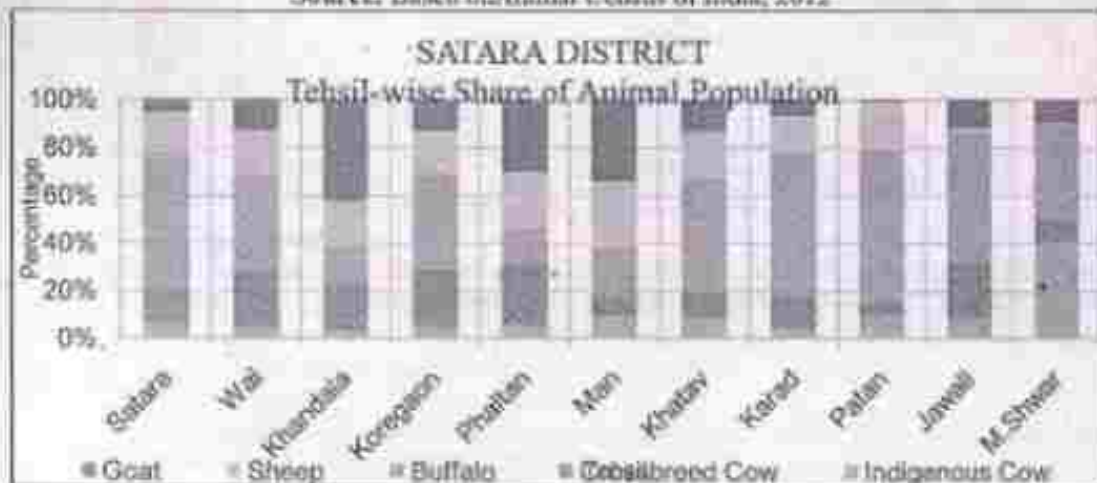


Figure 3: Tehsil-wise Animal share of Satara District, 2012

Animal Combination Of Satara District

Animal combination is significant aspect in agriculture geography. The delineation of the region agricultural homogeneity is always based upon the spatial distribution of animals. Crops as well as animals are not grown isolation but they generally have grown in combinations. In the present paper an attempt has been made to analyze and delineate animal Combinations in Satara District.

5.3.1. Animal Combination of Satara District, 1992

A. Monoculture (1 Animal Combination)

There are no one tehsil are comes in the monoculture animal combination region.

Table 4: Tehsil-wise Animal Combination of Satara District, 1992

Tehsil	Index Value	Per cent	Category	Animals in Combination	Code
Khurdala	250.5	75.57	2	Sheep, Goat	SG
Phaltan	266	72.57	2	Sheep, Goat	SG
Man	458.7	79.84	2	Sheep, Goat	SG
Khatav	500.9	66.57	2	Goat, Buffalo	GB
Karad	313.8	70.22	2	Buffaloes, Goat	BG
Satara	173.8	78.15	3	Buffaloes, Goat, Indigenous Cows	BGI
Patan	138.3	92.54	3	Buffaloes, Goat, Indigenous Cows	BGI
Jawali	153.8	87.27	3	Buffaloes, Indigenous Cow, Goat	BIG
M.Shwar	62.12	86.4	3	Indigenous Cow, Buffaloes, Crossbreed Cow	IBC
Wai	39.97	88.12	4	Goat, Buffaloes, Sheep, Indigenous Cow	GBSI
Koregaon	38.46	86.39	4	Goat, Buffaloes, Sheep, Crossbreed Cow	GBSC

Source: Based on Animal Census of India, 1992

B. Two Animals Combination

Khurdala, Phaltan, Man, Khatav and Karad tehsil are come under the Two Animal Combination. Khurdala, Phaltan and Man tehsil are have combination of Sheep and Goat. Khatav and Karad tehsil are having a combination Goat-Buffalo and Buffalo-Goat animal combination respectively.

C. Three Animals Combination

There are Satara, Patan, Jawali and Mahabaleshwar tehsils are having three animal combination region. Satara and Patan tehsil are showing the combination of Buffalo, Goat and Indigenous Cow's (BGI). Jawali tehsil have combination of Buffalo, Indigenous Cow and Goat animal combination (BIG).

D. Four Animals Combination

Wai and Koregaon tehsils are having a combination of four animal combinations; Wai having a Buffalo, Goat, Sheep and Indigenous cow (GBSI) and Koregaon having Goat, Buffalo, Sheep and Crossbreed Cow (GBSC). In the each tehsil's animal combination regions have one of them (Goat and Sheep) animal are survivals with any of other animals (Indigenous Cow, Crossbreed Cow and Buffalo). In the 1992's period that time crossbreed animal are at the initial stage of survive, because of this condition crossbreed are less in number.

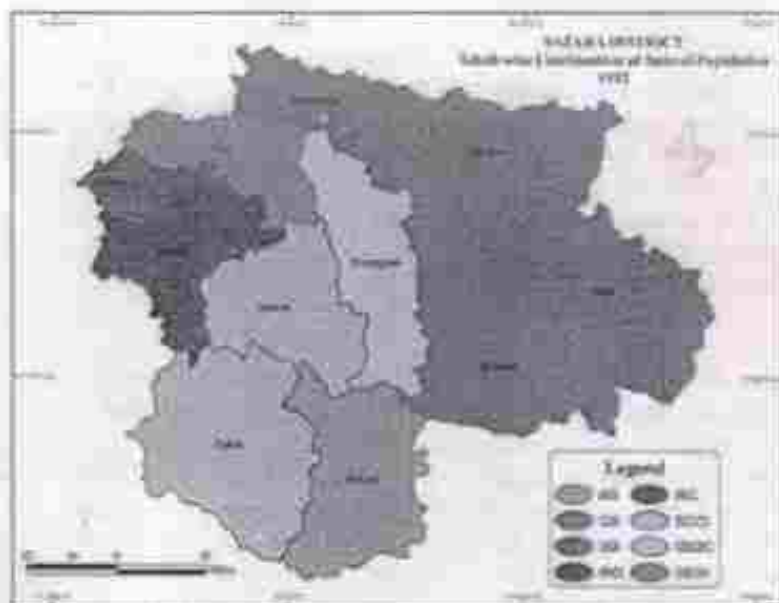


Figure 4: Tehsil-wise Animal Combination of Satara District, 1992

Because the drought-prone condition are continuous suffered in this tehsils. Big animals like Cow and buffaloes are need to continuous large amount of water as same as throughout the year they needs to green fodder. If agriculture water are not available some of farmers are not taking any risk or responsibility to doing animal husbandry. But they are taking an alternative for big animal to Small animal like Sheep and Goat as *POOR'S COW*. Sheep and Goat are surer their life on semi-green. Low quality and marginal agriculture wastes green.

5.3.2. Animal Combination of Satara District, 2012

A. Monoculture (1 Animal Combination)

There are no one tehsil are having single animal combinations in district.

B. Two Animals Combination

Satara, Khatav, Karad, Patan, Jawali and Mahabaleshwar tehsil are showing the two animals combination. Out of them Satara, Khatav, Karad and Patan tehsil are have a combination of Buffalo and Sheep (BS) animal's combination.

Table 5: Tehsil-wise Animal Combination of Satara District, 2012

Tehsil	Index Value	Per cent	Category	Animals in Combination	Code
Satara	576.53	73.58	2	Buffaloes, Sheep	BS
Khatav	466.86	67.19	2	Buffaloes, Sheep	BS
Karad	714.51	75.85	2	Buffaloes, Sheep	BS
Patan	671.74	83.94	2	Buffaloes, Sheep	BS
Jawali	405.92	77.91	2	Buffaloes, Crossbred Cow	BC
M. Shwar	150.03	79.69	2	Crossbred Cow, Buffaloes	CH
Wai	212.27	82.75	3	Buffaloes, Crossbred, Sheep	BCS
Khandala	326.28	81.64	3	Goat, Crossbred Cow, Sheep	GCS
Koregaon	224.71	82.44	3	Buffaloes, Crossbred Cow, Sheep	BCS
Man	76.02	82.79	3	Goat, Sheep, Buffaloes	GSB
Phaltan	52.12	79.99	4	Goat, Crossbred Cow, Sheep, Buffalo	GCSB

Source: Based on Animal Census of India, 2012.

C. Three Animals Combination

There are 04 tehsils are show the three animal combinations region. Wai, Khandala, Koregaon and Man tehsils. Out of them Wai and Koregaon tehsils are Buffalo, Crossbred cow and Sheep (BCS) animals in combinations. Khandala tehsil shows the combination of Goat, Crossbred and Sheep (GCS) animal in combination. Man tehsil are having a Goat, Sheep and Buffalo (GSB).

D. Four Animals Combination

There are one tehsil are presenting a four animal combination regions. Phaltan tehsil are shows the Goat, Crossbred Cow, Sheep and Buffalo (GCSB).

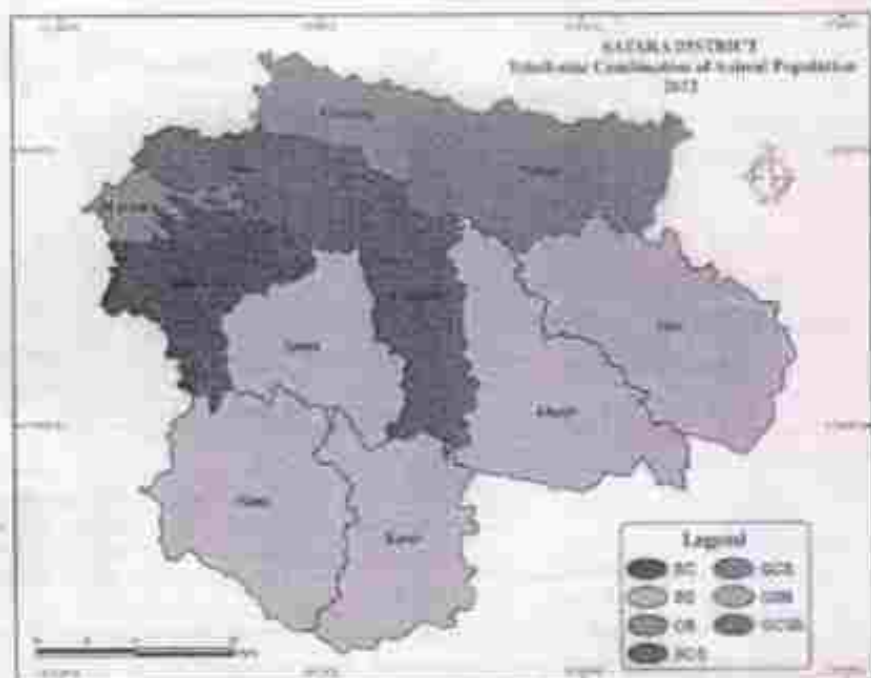


Figure 5: Tehsil-wise Animal Combination of Satara District, 2012

5.4 Spatial-Temporal analysis

The Spatio-Temporal analysis is a geographical term it is applied for measuring any components in the specified region in the various time periods.

In 1992 census year the Buffalo and Indigenous Cow are dominant over the Satara district. Buffaloes are dominated in the Satara, Wai, Koregaon, Khatav, Karad, Patan, Jawali and Mahabaleshwar tehsil. Indigenous cows are dominated in the Satara, Wai, Patan, Jawali and Mahabaleshwar tehsil. Khurdla, Phaltan and Man tehsil are dominated Sheep and Goat animals.

In the census year 2012, Buffalo and Crossbreed Cow are dominant over the Satara district. Buffaloes are dominated in the Satara, Wai, Koregaon, Khatav, Karad, Patan, Jawali and Mahabaleshwar tehsils with newly inclusion of Phaltan and Man tehsil. Crossbreed cows are Wai, Khurdla, Koregaon, Phaltan, Jawali and Mahabaleshwar tehsils.

Buffalo are maintained and share in district because of the new high yield varieties introduced by the NDDH and Animal Husbandry Department of India. Like Murba, Mahisana, Jafarabadi buffaloes who have capacity of high milk production and less lactation period. Indigenous cow are suffer vice versa condition of Buffalo. Characteristics of animal have low production of milk and high lactation time. The qualitative factor of indigenous cow there are no new innovation propounded by component of country.

Table 6: Tehsil-wise Scenario Animal Combination of Satara District

Tehsil	1992	2012	2012			Change	
			Maintain	Exclusion	New Addition	1992	2012
Satara	BGI	BS	B	GI	S	3	2
Wai	GHSI	BCS	BS	GI		4	3
Khurdla	SG	GCS	SG		C	2	3
Koregaon	GBSC	BCS	BSC	G		4	3
Phaltan	SG	GCSB	SG		CB	2	4
Man	SG	GSB	SG		B	2	3
Khatav	GB	BS	B	G	S	2	2
Karad	BG	BS	B	G	S	2	2
Patan	BGI	BS	B	GI	S	3	2
Jawali	BIG	BC	B	IG	C	3	2
M.Shraw	IBC	CB	BC	I		3	2

Source: Based on Animal Census of India, 1992 & 2012

The scenario of the district are shows, the buffalo population are maintained previous years positive in 8 tehsils of the district. These are Satara, Wal, Koregion, Pithan, Khatav, Karad, Patan, Jawali and Mahalleshwar tehsil respectively. In the same tehsils Goat and Indigenous Cows are excluded the combination means the population of the respected animals are decreased as compare to previous years. There are some animal that are newly added in some combinations Satara, Khatav, Karad and Patan are sheep animal newly including. Khandala and Jawali tehsil are newly adding with Crossbreed Cow's. Pithan and Man tehsil are newly adding with Crossbreed, Buffalo and Buffalo respectively. Khandala, Pithan and Man tehsil are changed combination in positive direction. Khatav and Karadtehsils are maintained combination. Remaining are tehsils are shows the negative combination.

Conclusion

The drought-prone conditions are continuous suffered in eastern side tehsils. Big animals like Cow and buffaloes are need to continuous large amount of water as same as throughout the year they needs to green fodder. If agriculture water are not available some of farmers are not taking any risk or responsibility to doing animal husbandry. But they are taking an alternative for big animal to Small animal like Sheep and Goat as *POOR'S COW*. Sheep and Goat are suffering their life on semi-green. Low quality and marginal agriculture wastes green. Buffalo are maintained and share in district because of the new high yield varieties imported by the NDDB and Animal Husbandry Department of India. Like Murha, Malisana, Jafarabadi buffaloes who have capacity of high milk production and less lactation period. Indigenous cow are suffer over versa condition of Buffalo. Characteristics of animal have low production of milk and high lactation time. The qualitative factor of indigenous cow there are no new innovation propounded by component of country.

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Voluntary Simplicity of Life and Responsible Hedonism as a Psychological Dimension of Sustainable Development

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Abstract

In this study an exploratory design was utilized by random sampling method undergraduate adolescents classified on basis of different areas of residence (N=100) to determine the relation between two psychological variables of voluntary simplicity of life and responsible hedonism. Voluntary simplicity of life in a nutshell refers to a simple way of living life by including the ideologies of recycling, reusing, sustenance with a little and the belief that a little goes a long way. While responsible hedonism in a nutshell can be explained as the "sustained delayed responsible pleasure for the benefit of everyone". It was found that voluntary simplicity of life and responsible hedonism are positively correlated. Significant differences were found amidst the variables of voluntary simplicity of life and responsible hedonism.

Introduction

The human mind is an epitome of primitive collective evolution and is capable of a tremendous amount of change spanning over the billions of years. Each of our day to day decisions encompasses certain choices. The big research questions which arises are; a) are these choices in alignment with a value based ideology of sustained delayed happiness (responsible hedonism) for the greater good of all humanity & for the generations to come? b) does the power of a single choice of an individual of simplistic living have its impact on the environment? c) What is the Psychology behind a making moral choices for the benefit of the generations to come?

The world is moving at a fast pace. We face daily decisions on the use of single time plastics like straws, use of plastic cups, decisions on whether we are contributing to littering of the water bodies, segregation of waste, choice of sustainable clothes over fast fashion, cleaning up the beaches & hills of the waste left behind. It is said that our adolescents are the future of tomorrow and if our adolescents are aligned in ways that they carry themselves in ways that are simple and sustainable and be motivated to have a mindset to keep the environment as intact as possible for the generations to come. Values can be defined as the individual beliefs that a person has about the desirable states which deeply motivates and guides the mindset of people's choices, attitudes & behaviours (Gordon Allport et al., 1951). Developing healthy mindsets and values towards the environment is considered to be particularly benevolent. Simplicity in living is also a value that can be assimilated. It not a final arbitrary point in itself but a psychological way of life. Voluntary Simplicity was a term coined by Richard Gregg in the year 1936. Simplicity stems from cognition. Cognition is defined as our conscious and unconscious reasoning processes and is the precedent of most of our behaviour patterns. It gives us a disdain to anything that is evil or destructive (Haidt, 2008) and pushes us towards making more moral judgements for the benefit of others. (Kohlberg, 1985). Responsible Hedonism- is defined as the cognition of going beyond self interest and self pleasure and looking at the larger picture for a larger interest/pleasure for oneself as well as the people in the society. It refers to contributing to public good. It is a kind of altruistic behaviour or helping behaviour which delays instant self gratification for a greater good.

Rationale of the Study

To highlight the current situation of voluntary simplicity in lifestyle and responsible hedonism amongst the adolescents of the rural and urban area and to determine the significance of these two variables while determining whether these two variables are related to each other with respect to the baseline of sustainable development.

Objectives

1. To determine whether significant differences would exist on the dimension of Voluntary Simplicity of life across the rural and urban areas.
2. To analyse the whether significant differences would exist on the dimension of Responsible Hedonism amongst adolescents across the rural and urban areas.
3. To determine whether a correlation exists between Voluntary Simplicity of life and responsible hedonism amongst adolescents and young adults.

Hypothesis

Ho 1: There will be no significant differences between the Voluntary Simplicity of Life in adolescents of the rural area and adolescents of the urban area

Ho 2: There will be no significant differences in the Responsible Hedonism in adolescents of the Rural area and adolescents of the Urban area.

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मराठी राज्याचा भौगोलिक दृष्टीकोनातून केलेला चिकित्सक अभ्यास

डॉ. विपक वामनराव सुर्वेवंशी

इतिहास विभाग प्रमुख सहकारभूषण एम. के. पाटील कॉलेज, कुठंबावड.

मराठी भाषिक प्रदेशात राहणाऱ्या जनतेचा इतिहास म्हणजे मराठी राज्याचा इतिहास होय. मराठी राज्याची स्थापना छत्रपती शिवाजी महाराजांनी सत्तास्थापना करून घेतली. मराठांच्या इतिहासाचा सुरुवातीस १६००-१८१८ असा प्रारंभ या काळातच छत्रपती शिवाजी महाराजांनी निर्माण केलेल्या आदर्श मराठांचे साधनांमध्ये सापडते. मराठी राज्याचा 'साधना' ही संज्ञा किताबत साजु पडते हा वेगळा संज्ञासाधना विषय आहे. तरी मूळ्या पेशवे कालखंडात हे मराठी स्वराज्य संपूर्ण भारतभर प्रस्थापित झालेले होते. शिवाजी महाराजांनी संपूर्ण भारतातही एक प्रमुख सत्ता म्हणून उदयास आली होती. अशा या मराठी राज्याच्या उत्कर्षांमध्ये छत्रपती शिवाजी महाराजांची दूरदृष्टी, संलग्नता, काळाच्या पुढे जाऊन विचार करणाऱ्या समता, लोक कल्याणकारी धोरण, धर्म-सहिष्णुता, धाडसी वृत्ती, यांच्याच्या केलेला सुदुर्लभतेम हाचही लोक धोरण तर महाराजांची ठरली. परंतु त्याचबरोबर मराठी राज्याचा साभनेची भौगोलिक परिस्थिती शुभ असेल असाच कारणभूत ठरली आहे. प्रस्तुत शोधनिबंधांमध्ये या मराठी राज्याच्या उत्कर्षांमध्ये भौगोलिक मान्यतांनी कशा पडतील महत्त्वाची भूमिका बजावली जाणा चिकित्सक अभ्यास साधार केला आहे. मराठी राज्याचा भौगोलिक परिघ समजावून घेत असताना 'दख्खन' किंवा 'दक्षिण' या दोन प्राचीन संज्ञांना उदाहरण म्हणून घेतले ठरते. प्रस्तुत संज्ञांचा उल्लेख 'महाभारतामध्ये' व वैदिक साहित्यामध्ये झालेला आहे. त्याची उदाहरण म्हणून दिकेच्यास लोक जसा भुवनेत असा 'दख्खन' किंवा 'दक्षिण' रथाची व्याख्या आढळते. उत्तर हिंदुस्थानातील राज्याची दक्षिणेकडील निगा व त्यापुढील भूप्रदेश म्हणजे दख्खन असा अर्थ अभिप्रेत होता. त्याची उदाहरण म्हणून गोदावरी नदी यामधील भूप्रदेश उत्तरेकडील साधारणांना जोडता जात असे. या स्थितीत गोदावरी नदीच्या दक्षिणेकडील भूप्रदेश 'दख्खन' म्हणून परिचीत होता. महाराष्ट्राच्या भूप्रदेशाचा विचार केल्यास हा संपूर्ण भूप्रदेश 'दख्खन', महाराष्ट्री पर्वत व देस असा तीन विभागांमध्ये विभागलेला दिसतो. कोकण किनारपट्टीला लागून असलेला तीन भूप्रदेशांच्या डोंगर-पर्वतांची सुरुवात होते. या डोंगररांगा महाराष्ट्राच्या उत्तरसिमेपासून दक्षिण सिमेपर्यंत पसरल्या असून त्यांची रुंदी साधारण ५० कि.मी. आहे. उंच मुळीचे व विस्तृत प्रांतातील छिंदीपुक रस्ता असा डोंगररांगा पसरतात असतानाच मंदीर आच्छादित आहेत. याच मंदीरभूमिमात सुगारे दोनवे पेशा जास्त तरावेत गोवर्नी किल्ले या महाराष्ट्री पर्वत रांगेचे प्रमुख वैशिष्ट्य आहे. महाराष्ट्राची भौगोलिक परिस्थिती ही केवळ वैशिष्ट्य जीवनमानावरती परिणाम पडविणारी बाब नव्हती तर तिचा राजकीय, आर्थिक व सांस्कृतिक परिणाम पडून आलेला दिसतो. मराठांना साभनेच्या या भौगोलिक परिस्थितीची त्यांच्या महादंडीची रचनीती, वारिणीक महत्त्वा, पणजाई, यांच्याच्या वेगळी प्रोत्सेसारी त्यांचा आहार - किताब, पोषाक इ. सर्वच बाबींवरती प्रभाव पडल्या दिसतो. शीतकालात सांभायचे झाल्यास या भौगोलिक रचनेमुळेच मराठांच्या इतिहासाचा काळातही शिवाजींनी दिसतो.

मराठी प्रदेशातील पणजाई अरण्यांनी ही मराठी राज्याच्या अर्थव्यवस्थेत व स्वराज्य स्थापनेत महत्त्वाची भूमिका बजावलेली दिसते. संरक्षण व तैयारीक पणजाईचा समतोल या प्रमुख बाबींबरोबरच या अरण्यांपासून उत्पन्न होणाऱ्या साधनां, वांडू, आंबा, कणस इ. यासारख्या साकड्यांपासून मराठा काळात कोकण किनारपट्टीवरील प्रमुख शहरांमध्ये उदात्त बांधणींमध्ये अचानक मराठा साम्राज्यात विकसित झालेले

दिसतात,मराठ्यांच्या राजकीय व्युत्पत्तीमध्ये किल्ल्यांचा विशेष महत्त्वाचे स्थान असल्याचे दिसते.या किल्ल्यांचे महत्त्व युरोपीय लोकांच्या आक्रमणांपर्यंत अद्यापील राहिले.महाराष्ट्री पर्वत रांगेविरवी उदरगार काडताला अलेक्झांडर ग्रॅन्ट इफ म्हणतात,अधुना मार्ग अदविपारा सर्वांत मोठा नैसर्गिक अडथळा म्हणजे टेंच व रेंद म्हाडीची पर्वत रांग होय. मात्रकच पठरमाभा या साकांनी ओळखला जाणाऱ्या सुप्रेमातील घनदाट जंगलांनी वेढलेले लसेच तीव्र उदारांमुळे दुर्मि असलेले अनेक नैसर्गिक बंधारी किल्ल्यांचे अजुन्या स्वारीच्या वेळी रपलेला संरक्षण मिळत असे. या ग्रॅन्ट इफ यांच्या विवेचनाकरत मराठी राज्यावरती पडलेला भौगोलिक प्रभावाची प्रचिती घेते.महाराष्ट्रामधील अशा होरराळ, बंधारी वगळीयांच्या प्रदेशाचा मराठ्यांना सर्वत्र पावडा आता. वामुळेच ते शनिची कावा या रानितीमध्ये पारंगत झालेले दिसतात.देश या भावाचा शिररा भौगोलिक प्रदेश म्हाडी लपत रेंद असून पुर्वेचे चिचीला ज्ञानेना आहे. म्हाडी लपतचा हा प्रदेश पर्वतच आहेवा असून त्याची उदारावरता अतिशय कमी आहे. पुर्वेकडील भूभाग मात्र सुपीक असून लोकावस्ती ही अधिक संख्येने आहे. त्या प्रदेशातुत पुर्णा, सोदावरी, कृष्णा, सिमा इ. महत्त्वाच्या नद्या वाहतात.सारांच कोकण व देश या भुमंडशाचा मराठी राज्याच्या पार्श्वभूमीवर विचार केल्यास पर्यावरणाच्या दृष्टीकोनातून ते भिन्न स्वतःपाने असल्याचे दिसतात. परंतु व्यापार - उदीमासाठी पूरक भूप्रदेश म्हणून मराठी कालखंडात मिष्ट ज्ञानेने दिवून घेते.महाराष्ट्राच्या या विस्तारीत भौगोलिक विभागाचीचा वेधीत राजवटी, मराठी राज्यावर झालेली आक्रमणे यांच्यावर प्रभाव पडलेला दिसतो. म्हाडी पर्वत रांगेमुळे कोकण आणि देश या भौगोलिक प्रदेशाचे संपूर्ण विभाजन झालेले दिसते. देशावरील राजवटीचा अरवी समुद्राकडे जाणारे व्यापारी मार्ग आणि कोकणातील रेंती उदाराद्वार वाचा मिळवण्यासाठी म्हाडीवर वाचा मिळवणे आवश्यक होते, बंधारीयांचा लपक्यामाती सुद्धा म्हाडीच्या पर्वत रांगा अतिशय उपयुक्त होत्या येथून ते कोकणावर आणि देशावर आपेसारी करू शकत असत. यावरून आपणस म्हाडी पर्वत रांगेचा मराठी राज्यावर झालेल्या परिभासाची जाणीव होते.अजपती शिवाजी महाराजांनी अजयबलेली शनिची कड्याची रानिती ही सुद्धा मराठी राज्याचा नाभलेल्या भौगोलिक स्थितीमुळेच यशस्वी झालेली दिसते. या शनिची काव्यामध्ये अजुन्येवर रामोराममोर लक्ष्मणारवडी त्यांची रमद तीडणे, आपले न्यात वरचढ राहणे अशा दृष्टीने हातचाल करणे आणि जलद रतीने मुख्य बुधभूमीपामून दर असलेल्या बुधळ्या ठिकाणावर हल्ले करणे यांचा समावेश होला. ही पध्दत सर्व्हाक अंवरने मूर केती होती. म्हणंच अजपती शिवाजी महाराजांच्या अगोररच महाराष्ट्राच्या नैसर्गिक भौगोलिक पार्श्वभूमीमुळे मराठी प्रदेशात रूढ आणी होती, असे म्हणता येते. हे माच बरे आहे की सन १६५० नंतर अजपती शिवाजी महाराजांनी या पध्दतीचा अन्तत बुधीने वापर करून घेऊन अजय त्वराज्य विभांग केले. ही शनिची काव्याची रानिती प्रामुख्याने म्हाडी पर्वत रांगेमधील दुर्मि किल्ले, घनदाट वरपदे, विक्त घाट-वाडा इ. नैसर्गिक पार्श्वभूमी नाभल्यानेच अजपतीचा हे शक्य झाल्याचे दिसते.एकरिपेडी अंधारी करित असतामा सुद्धा ही भौगोलिक स्थिती विचारात घेतली जात असे. यालेडी आसताले बंध मोडून काडण्याची पाठवलेल्या लष्करापामून सुरक्षित राहण्यासाठी होरराळ प्रदेश निवडायना नाणे.भिचे तोक्यामा निकपयोपी टरत असे आणि सधेचे मार्ग ही यांच पाल्याचे आणि विक्त असत. त्याच बरोबर तो भाग अर नापीक असेल आणि महमुकाच्या बुधीने कुमकुचत असेल तर त्याचा मोडर फायदा होत असे. हा सर्वत्र वाची स्वराज्य स्थापनेच्या कार्यात महत्त्वाच्या भूमिका पार पाडलेल्या दिसतात.

छत्रपती शिवाजी महाराजांनी श्रीमंगळेवृत्ते अधिकारी व सल्लागार पंजा निहिलेच्या पत्रातून शिवाजी महाराजांचा महाराष्ट्राच्या विक्ट भौगोलिक रचनेवरील विचार व्यक्त होतो. मोगलांचा आक्रमणापासूनही इतरांक भागव त्यांच्या राज्याचे रक्षण करील याविषयी त्यांना खात्री होती. मोगलांचा एक प्रकारे आज्ञाला देताना मोगलांच्या शिवाजी महाराजांच्या विरुद्धच्या मोहिमांमध्ये यश मिळालेले दिसत नाही. ते फक्त मराठी राज्यांना सामोरेल्या भौगोलिक परिस्थितीमुळेच स्वातंत्र्य भौगोलिक साहित्य मिळालेले आणि आपल्या अधिक पणक अशा थोडक्यांच्या जोरावर बाहुची रसाद तोडणे हा महाराजांच्या राजवट्याचा एक प्रमुख भाग होता. छत्रपतींनी मराठी प्रदेशाला सामोरेल्या भौगोलिक परिस्थितीमुळे यतिनी यथा पध्दतीचा अचल अचलशीत पणे करून मोघलांना सळी वी पळी काळ सोडले. यम नाव रचनेतीमध्ये मराठे पारंगत, अनुभवी यमन्याने चिचतुना मीदानी प्रदेशामधील लढ्याचा अनुभव नमोवजेच पानिपतच्या विजया पुढ्यामध्ये मराठ्यांचा पारंगत पराभव झाल्याचे लक्षात घेते. छत्रपती शिवाजी महाराजांचा कर्णालीन भौगोलिक राज्यावस्थापतील किल्ल्यांचे महत्व समजले होते. स्वराज्य स्थापनेच्याकाळात किल्ल्यांना विशेष महत्व दिले. मासाठी त्यांनी महाराष्ट्राला सामोरेल्या सहाही डोंगररांगांना वापर पध्दतीवरून केलेले दिसते. या किल्ल्यांचे एक प्रतिस्पर्धक महत्व होते. स्वातंत्र्य पावलीवरून सवास्थानाचा भौतिक अविष्कार म्हणजे किल्ले असे समजलेच खर होते. हे मराठी राज्यात प्रख्याते दिसून येते. मराठी राज्यामधून कोकतेही महत्त्वाचे राजमार्ग जात ल्याते, त्यामुळे किल्ले हीच सवाधर्भक स्थाने होती, मराठ्यांच्या स्थापत्य कले मध्येही अलीचीच प्रतिभेने यशून साहाडी डोंगररांगामधून पसरलेल्या भिन्वामधून होते. मराठा कालखंडामधील लष्करी स्मिती, मोहिमा, लढनूट, हत्ता केलेल्या भागातील अशोभादमावर यीकेने जालीत ज्ञान अचलून राहणे. त्यामुळे त्या प्रदेशाला सही वेळ दुष्काळ सदुस्थिती निर्माण होऊन येतीचे उत्पादन सुध्या पध्दत्याने दिसून येते. त्यांच्यांच्यातील पावकळ सवुना घिरीत माडून हत्ता चढवत असे असा मोका साधण्यासाठी शिवाजी महाराजांना त्या भूधर्माची संपूर्ण भौगोलिक साहित्य होती. त्यामुळेच महाराजांच्या मोहिमा फले झालेल्या विघात. किल्ल्यांच्या महत्त्वावरूनच छत्रपती शिवाजी महाराजांना सागरी आरम्याने महत्व कळले होते. शत्रुपक्ष त्यांनी कोकळ किनारपट्टीवर स्वतंत्र आरमाराची उभारणी करून परकीय सत्तांना लह किल्ल्याने दिसून येते. मराठी राजवटीमधील 'मानवी स्थलांतर' हा मुळा महत्त्वाचा भाग होता. या काळात महाराष्ट्रामध्ये मोठ्या प्रमाणात स्थलांतर झाल्याचे दिसते. उदा. पिल्लानन आणि कृष्णवे आम्हळ कोकलातून देशावर आले. तर काही पक्षांनी दुष्काळ व लढायांचातून सुटला करून पेंण्यासाठी स्थलांतरीत जाली. याशिवाय महाराष्ट्राबाहेरील मराठ्यांच्या अचरपारीतील प्रदेशात येवून स्थलांतर जाले. अली मराठी पक्षांनी आंबही गुजरात, राजस्थान, माळवा, लखनूर, बंगळूर, हरीयाना येथे आपले मराठीपण टिकवून आले. छत्रपतींनी सुरतेवर केलेल्या हत्त्यामुळे येवून परांगटा झालेली व्यापारी पक्षांनी मुंबईत स्थिरावली. व पर्यायाने व्यापारकृष्ठीच्या जोरावर मुंबईची भरभराट घडून आलेली दिसते. मराठी प्रदेशातील नैतिक पावसाळ्यामध्ये येती करण्यासाठी सामान्ये जात व पावसाळा संपला की लष्करी मोहिमेवर निघत. येती हे अरी कारण असले तरी पावसाळ्यामध्ये दुपडी यमन वाहण्याचा नद्या आणि खिडीमधून जाणाऱ्या अतिराव अचकड वाटा ही भौगोलिक कारणे महत्त्वाचा प्रभाव दाखवत होती असे दिसते.

भौगोलिक विभागातील मराठी राज्यामध्ये व्यापार-वाणिज्यावरती मुळा प्रभाव पडल्याचे दिसते. देव व कोकळ नैसर्गिक रित्या परस्परपूरक अतून यांच्यामध्ये प्रादेशिक व्यापार जागत असे. कोकलातील उत्पादने

वेलावर वनू भक्त मधुती, उवा, नागळ, तारळाभे तेल, मिठ, अंबा, फणस, सुपारी इ. तर वेसापर उगावित होणाऱ्या डाळी, तंबाखू, भाजीपाली, मूळ, हळद, कापूस इ. वस्तू कोकणामध्ये विक्रीसाठी जात. मराठा काळात हा कोकण आणि देग यांच्या मधील व्यापार संपूर्णपणे भरचरटीस आलेला होता. हे व्यापार साधार सांगता येते. धोंडक्यात व्यापारीदृष्ट्या परम्परपूरक प्रदेशामधील माधवी व पुरवठा यातील सन्दीप राखण्याचे काम समुद्र किनारपट्टीवरील चालवारा व्यापार व्यवस्थित पार पडत होता असे दिसते. या अंतर्गत व्यापारामुळे भौगोलिक प्रभावाद्वारेच सांस्कृतिक देवाण-धेवाण सुध्दा झालेली दिसते. मराठी राज्याला लाभलेल्या सागरी किनारपट्टीवरील अतिबाग, चोस, कल्याण, विजयदुर्ग, राधापूर, रामोळ इ. अनेक बंदरे विकसित वारीस लागून मराठी राज्याची भरभराट झालेली दिसते.सम १६७०-७२ च्या काळात जागतिक जगात मराठा-मोगल संघर्षात कांचनवारीच्या भाटमाध्यावरील लढाईत मराठ्यांनी भोसलांना पराभूत केले. मराठ्यांना जागतिक भागातील भौगोलिक परिस्थितीचा फायदा मिळाल्याचे सेतु माधवराव पगडी यांनी आपल्या लिखाणात लघुद केले आहे. त्याचबरोबर मोगल सरकाराने वर्सन केल्याप्रमाणे ठिकठिकाणी प्रजेत दऱ्या व अतिजोत खट्टे या प्रदेशात आढळतात, असा पत्रघाट बरण्यात मार्ग सापडत नाही. शत्रुच्या आक्रमणात टोंट देण्यासाठी निरागस मराठ्यांना अग्रत्यक्ष साध दिनी, असे सुद्धा सेतु माधवराव पगडी लघुद करतात. दिसतात.मराठे, वरील साधार निवेदन करता असे लक्षात येते की, मराठी राज्याला सह्याद्री पर्वत रांगेचे बंधान लाभले होते. या सह्याद्रीच्या टेंब दिवरावर असणारी किल्ले ही मराठ्यांची शक्तीस्थाने होती. घनदाट अरण्ये, मुसळधार पाऊस, भवकर दुर्गम दऱ्या-जंगली व्यापडे या निरागस स्वभावामुळे मराठे सुपरिचीत असल्यामुळेच मराठी राज्याने निरागस लाभलेल्या भौगोलिक स्थितीचा फायदा करून घेतलेला दिसतो. निवडुना असे प्रतिबंध त्यांच्या राजकीय, आर्थिक, सांस्कृतिक इतिहातामध्ये पडलेले दिसते. मराठ्यांनी या अनुकूल-प्रतिकूल असा भौगोलिक परिस्थितीची स्वतःला जुळवून घेतल्यामुळेच मराठी राज्याने भारतीय राजकारणात महत्त्वाची भूमिका पार पाडलेली दिसते.

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Interdependence Between Academic Performance and Physical Capability

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Introduction:

College education plays the most important role in the student's academic carrier. At this stage, students are trying to get success with max efforts. For the efficient academic practice, concentration, attitude, social behaviour, personal behaviour and adaptation are individual influencing factors. The reported study concludes that these factors are directly positively influenced by physical fitness. Thus, physical fitness plays important role in day-to-day life as well as person's social life. Physical fitness of an individual strongly affects on concentration and stamina of work.

Hence one of the most crucial factors allocations the academic result of the students is his/her health, physical fitness has important role for the stamina and concentration of academic study, so it has to be determined with this correlation. The physical health benefits of participating in regular physical activity and maintaining it are widely established.

In this area a very little research has been done in India. In other countries, lot of work has been done by these ones. (Department of Health, 2004; United States Dept. Of Health and Human Services). It has been clearly stated that physical activity decreases risk of developing Cardiovascular disease (CVD), Stroke, Cancer, Obesity, Diabetes mellitus, etc. It is also effective in treatment of several of these diseases.

There has also been growing interest in the benefits of physical activity for the mental health and a strong evidence shows that regular activity and improved fitness increases psychological well-being (Biddle, Fox & Boutcher, 2001, Biddle & Murio, 2008). Exercise can help people feel better about them and their lives reduce anxiety and improve mood. Evidence is also building to show that physical activity is associated with substantially reduced risks of mental illnesses like depression, cognitive impairment and dementia (Fox & Murio, in press; Hamer & Chida, 2008). The benefits in the treatment of depression (National Institute of Clinical Excellence, 2004) and improvement in select aspects of cognitive function in older adults are becoming increasingly well established (Angevaeren, Audenaert, Verhaer, Aleman & Vanhees, 2008). Furthermore, acute bouts of well managed physical exercise may facilitate certain aspects of information processing in adults (Tomporowski, 2003).

Some of these positive effects on mental health have also been shown in children and adolescents, although the evidence base is limited. Few studies have investigated the preventive or treatment effects of exercise on mental illness within this population, partly as incidence is low. However, reviews have indicated that exercise/sport activities can have beneficial effects on psychological well-being. For example, exercise has been shown to improve physical self-perceptions to lesser extent self-esteem children (Fox, 2001) although effects are inconsistent.

Method:

50 students from First Year were randomly selected for this study. The students were grouped on the basis of their academic performance i.e., Annual Exam result. Different physical fitness factor test was conducted to measure the level of fitness. No norms were required for the analysis of the test as score itself comprises of following factors;

- ❖ Cardiovascular Endurance
- ❖ Muscular Endurance
- ❖ Muscular Strength
- ❖ Flexibility

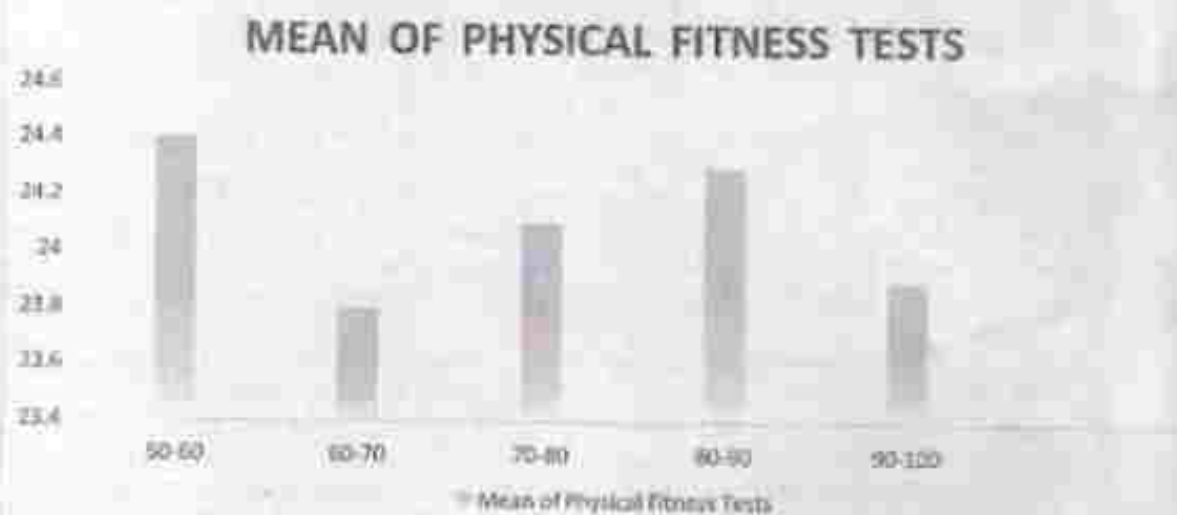
The above factors were measured by the following test-items;

- ❖ AAHPERD sit-ups (flexed-leg) test -
Used to measure strength and endurance of the abdominal muscles.
- ❖ AAHPERD standing broad jump test -
Used to measure explosive power of the legs.
- ❖ AAHPERD shuttle run test -
Used to measure speed and agility.
- ❖ ACSM sit and reach test -
Used to measure flexibility of the lower back and hamstring muscles.
- ❖ Coopers 9-minute run and walk test -

Used to measure maximum function and endurance of the cardio-respiratory system.

Analysis and Interpretation:

Below chart shows that, those students who achieved 50 to 60 % and 80 to 90 % in academic results have physical fitness level almost same. Those students who achieved 60 to 70 % and 90 to 100 % in academic results also have their fitness level same. Thus, from the results, we can say that there is no significant correlation between academic performance and physical fitness abilities.



Conclusion:

Following are the observations and conclusions:

1. The score of physical fitness tests increases with 60-70 % group to 80-90 % of academic performances.
2. The score of physical fitness tests decreases with 50-60 % group to 60-70 % and with 80-90 % group to 90-100 % group of academic performances.
3. There is no continuous increased or decreased score of physical fitness level with respect to academic performance level.
4. There is no correlation between academic performances and physical fitness abilities with First-Year students.

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