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Topic

“Sustainable Development Goals and G-20: Challenges and Opportunities”

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Corresponding Author

Chandra Shekhar Rajak

Assistant Professor

SKMU, Dumka

E mail -

rajakchandrashekhar232@gmail.com

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Abstract

India has a key position among G-20 members and has influenced and interacted with the G-20 on development issues. When sustainable development goal was included in the G-20' agenda in 2010. There are many opportunities and challenges for India to further promote sustainable development within the G-20 framework. G 20 summit achieve Sustainable Development Goals by 2030. G-20 New Delhi Declaration mentioned that the global progress on SDGs is off track, with only 12 percent of the targets on track. G-20 countries adopted on 2015, a set of 17 goals to end hunger, poverty, inclusive and quality education for all, ensure healthy lives and promotion of well-being. International organization, State Government, Private Institutions and civil society will need to work together to identify the critical pathways to success. There are many challenges for achieving SDGs such as investments, implementation, effective leadership and partnerships. There is also an opportunity to achieve the sustainable development collectively by the courage, devotion, hard work, leadership and conviction. There are several suggestions to NITI Aayog on SDG implementation in India. This requires clear vision, proper planning and a robust framework for policy implementation that promotes grassroots understanding of technologies and importance of SDGs.

Keywords: Sustainable Development, G-20, Challenges, opportunities.

Introduction

The Sustainable development Goals (SDG) framework started in 2006 at the UN General Assembly. It was supported by G 20 and paved the ground for sustainable development agenda. Millennium Development Agenda was called Sustainable Development Agenda. UN aimed promoting integrated approaches to the economic, social, human and environmental challenges confronting the world. The UN Framework Convention on Climate Change (UNFCCC) held in Paris in December 2015, which also had an impact on the design of the SDGs. The UN General Assembly from September 2015, at the 70th session, accepted the Agenda for Sustainable Development Goal for 2030, consisting of 17 SDGs, 169 associated targets, and 304 indicators. The G 20 Summit in Alanya in November 2015 stressed the need for prioritizing the SDGs in international cooperation. The MDGs were focused mainly on developing countries and extremely dependent on funding from richer countries, the SDGs focused human development, human rights, environmental development and equity in all countries, the focus will be not only on international cooperation, but also on eliminating discrimination and inequalities within the countries. SDG 1, which aims to end all forms of extreme poverty, which is currently measured as people living on less than \$ a.25 a day. It brings hope making the world free of poverty. SDGs 2, which aims to end hunger and achieve food security with improved nutrition, links sustainable agriculture promotion. This goal details the specific food and nutritional needs of distinct groups; such as children under 5 years of age, adolescent girls, pregnant and lactation women and older persons. SDG 3, which focuses on ensuring healthy lives and promoting wellbeing for all, has a direct impact of quality of life. Strengthening systems to prevent harmful use of alcohol and controlling tobacco will improve the well beings of all ages. SDG 4, which aims inclusive and quality education for all. A focus on quality childhood development, pre-primary education, technical, vocational and tertiary education and university education, will open new opportunities for all. Elimination of gender disparities in education would be helpful in enhancing women's participation in the job markets. SDG 5, which aims to end all forms of violence against women and girls in the public, including trafficking and sexual exploitation. SDG 6, which aims to ensure availability and effective management of water and sanitation for all. SDG 7, which aims to ensure access to affordable, reliable, sustainable and modern energy for all. It focuses on improving the energy efficiency on the one side, while enhancing the share of renewable energy on the other. SDG 8, which aims to inclusive and sustainable economic growth with productive and decent working condition for all. This goal would eradicate unemployment and economic challenges within different country. SDG 9, which aims to promote inclusive and sustainable industrialization by focusing on technology, innovation and sustainable infrastructure development. SDG 10, which aims to reducing inequalities among countries. Fiscal, wage and social protection policies on the one hand, but proper legislation on the other, may help in achieving greater equality. SDG 11, which aims to improve urbanization and safe housing access to all. It focuses on human settlements and cities are inclusive, safe, resilient and sustainable public transports. SDG 12, which aims to improve natural resources and reducing food wastage at all stages. It focuses sustainable consumption and

production. SDGs 13, which aims to climate change and environmental sustainability issues. This goal will help in controlling the adverse impacts of climate change. SDG 14, which aims to conserve the sustainable use of the ocean, seas and marine resources. It aims to reduce marine pollution and protect marine and coastal ecosystems' 15, which aims to protect mountain ecosystems and biodiversity and reversing land degradation. This focuses on sustainable forest management. SDG 16, which aims to promote peaceful and inclusive societies with access to justice and reducing the illicit financial and arms flows will be a significant move towards promoting peace's 17, which aims to effective implementation of all the other remaining SDGs. Promoting peaceful and inclusive societies with access to justice. This goal promises more resources and innovative partnership, pushing for more collective efforts towards sustainable development.

Objective of the Study

The study has been conducted mainly to:

1. To understand the challenge which is faced by various countries for implementation of SDGs,
2. The Sustainable development opportunity and their impact.
3. To find out SDGs various programme
4. To study the need for SDGs in the World.
5. To find out the interlinkage between the SDGs.

Methodology

This research article is based on the secondary data sourced from journals, magazines, international organisation like UN, WTO, WORLD BANK, G 20 summit report, Article, newspaper, Document, departments and organisation, reports and web-sites are used for the study. Looking into the requirements of the objective of the study the Research design employed for the study of is of descriptive type.

Challenges of Sustainable Development Goals

Income inequalities among countries-SDG 10 aims to reduce inequality within and among countries in all domains, including income. Income inequality globally has been falling over recent decades. The largest part of global inequality derives from income inequality between countries. In particular, between the early 1990s and the late 2000s income inequality within countries rose on average in all regions of the developing world except for Africa and Latin America and the Caribbean countries. Environmental Degradation and Climate change-The environmental degradation include population growth, polluting technologies, and over exploitation of ecosystems driven by unsustainable consumption and production patterns. The accelerated climate change, in turn, further exacerbates the damage to ecosystems and harmful effects on human livelihoods. The impact of human activity on the environment and climate is one of the megatrends that will shape future trajectories. It includes nine global system issues such as climate change, biodiversity loss, biogeochemical cycles, freshwater use, land system change, ocean acidification, stratospheric ozone, chemical pollution and atmospheric aerosol loading. As a result of human activity, four planetary boundaries have already been crossed.

War and conflicts- The world has faced so many wars among countries. Israeli-Palestinian war, Russia-Ukraine war, Syria and Iraq war has destroyed the sustainable development. Ongoing conflicts have already had negative impacts on economies and societies at national and international level. As a result of conflicts, violence, persecution or human rights violence, global forced displacement increased by 75 percent over the past two decades.

Disaster- Disaster has become more frequent during the past 20 years, it related to natural hazards across all continents. The impact of these hazards on human beings is more severe in the latter than in the former. Poor countries are less well- equipped with the kinds of resources needed to prevent disasters. It is likely that the upward trend in the frequency of natural hazard will continue, with more losses expected in livelihoods and assets. This is likely to pose a significant challenge for achieving the 2030 Agenda, and development progress.

Disease outbreaks- The worlds continue to face important challenges in addressing health issues, Infectious diseases remain a leading cause of deaths. Covid-19 disease affected all over the world. Countries with weak health systems, poor infrastructure and limited resources are incapable of responding to health issues. Global trends such as population growth, increased international movement of people and goods, climate change, urbanization and poverty are likely to continue to affect the spread of infectious diseases.

Economic slowdown- The world economy faced multiple crises, including global financial crisis and commodity price shocks. The effects of the 2008 crisis, spread to developing countries, as lower demand in developed countries damaged export revenues and slowed economic growth in developing countries. These crises have damaged the livelihoods of millions of people, depriving them of jobs and income and exacerbation poverty and inequalities. This was a challenging year for the world economy due to weak investment growth, stagnant global trade and policy uncertainty.

Opportunity of Sustainable Development Goals

Technological Innovations for sustainable development- Technologies have changed the lives of communities, families and individuals around the world. New technologies have been recognized by the 2030 Agenda as an important means for implementing the SDGs across economic, social and environmental dimensions. Technology can bring benefits to communities in both developed and developing countries like safety, security and privacy standards. Various technologies have emerged to address the challenges of food and water scarcity. Nanotechnology is essential tool in decreasing waste.

Finance management- Finance, such as FDI, portfolio investment and bank loans, is essential to support sustainable development goals. FDI has been valuable finance for developing countries. Many developing countries faced challenges in raising domestic revenues. All developing countries have tax-to-GDP ratios higher than 15 percent. Domestic public resources are a key source for financing development activities. Saving and investment are to support long term sustainable development objectives. Clearly, to achieve the 2030 Agenda, drawing on all sources of finance-public and private, domestic and international-in all countries will be essential.

Innovation- All countries encouraged exploring innovative mechanisms that combine public and private resources. It would be essential for these innovative mechanisms to provide additional resources for sustainable development. Over the last decade, there has been an

increase in so-called innovative mechanisms for development. Innovation requires skilled staff, relevant infrastructure, accessibility and service networks and all the capacity of local communities to adopt and develop these.

Data management- It is important to enable well -informed decision making and support, to provide timely, relevant and high-quality information that could monitor development progress. More data need to be available at the level of disaggregation, including by gender, age, income, location, education or disability, to inform policymakers about allocations. To be able to monitor and achieve the SDGs, more investment is needed in statistical systems, especially at the national and local levels.

Cooperation and Alliances- It is important that the implementation of SDGs is not seen as a matter of concern to the UN only, all the country should cooperate one another to achieve the goals. We find the goals by the understanding of one goal, one world and one future. A greater coordination of the works undertaken by the different government agencies and sectors is needed, in order to make progress in achieving sustainable development.

Good Governance and Monitoring Framework- The importance of good governance and monitoring will be backbone of the progress towards achieving the SDGs at the local, National, regional and international levels. One lesson learnt from the MDGs is that we cannot manage what we do not measure, and what gets measured is far more likely to get done. It is therefore necessary to identify and apply specific, measurable and action-oriented indicators to turn the SDGs and their targets into a management tool to help countries develop implementation strategies and allocate resources accordingly. The citizens should be accountable.

Conclusions

The aim of this paper has been to explore the linking process between the SDGs and G20 countries. There are various challenges in respect of sustainable development. The paper has demonstrated that the process of implementation of the SDGs and opportunities. Each country has primary responsibility for its own economic and social development, national development efforts are more effective when supported by and enabling international economic environment. To achieve sustainable poverty reduction, it is necessary to boost productive employment and support the income of the most vulnerable. Ongoing war between Russia-Ukraine have already had negative impacts on economies and societies at national and international levels. Covid-19 diseases affected all over the world. Global trends such as demography, increased international movement of people and goods, climate change, urbanization and poverty are likely to continue to affect the spread of infectious diseases. Countries that achieved hunger targets enjoyed stable political conditions and economic growth. At the global level, it is important to strengthen policy coordination and cooperation to enhance global financial and macroeconomic stability. International trade policy related to food exports and imports contribute to determining prices, wages and incomes in the domestic market, and thus shape the ability of people to buy food. The monetary and fiscal policies need to be active for labor market and job creations, update skills, support participation including women and other marginalized groups. Peaceful resolution of conflict, greater coordination of humanitarian, development and peacebuilding efforts are crucial to achieve SDGs. International policy cooperation and strong political commitment are important, not only for managing disasters but also for fighting diseases and defusing geopolitical issues. Finance is one of the essential means of implementation for the 2030 Agenda. Investments in sustainable and resilient infrastructure will be critical to build resilience against shocks such as earthquakes and extreme weather events.

Keywords: Income inequalities, Innovations, Hunger, Disasters, Conflicts, Nanotechnology, Economic slowdown, Investment, Cooperation.

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Topic

“Problem & Prospects of Female Student Migration in Patna Municipal Corporation Area”

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Corresponding Author

a) Jaya Bharti

Research Scholar

P.G Dept of Geography

Patliputra University, Patna

b) Dr. Bhawana Nigam

Assistant Professor

Dept of Geography

Anugrah Narayan College,

Patliputra University

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Abstract:

Migration involves the movement of people across political and geographical boundaries. The 2011 census report has shown that a total of 32,96,340 and 21,601,216 between the ages of 10 to 29 years have migrated to India because of education which is four times the last census of 2001 in the case of women. But now this trend has been recorded in the capital city of Bihar which is also the educational hub of Bihar, the city area is full of colleges and coaching institutes along with numerous hostels providing the required environment for female students in Patna. But then what is the migration pattern of female students, how safe and hygienic are the hostels and PG facilities for female students and how do the females manage their financial, health, and psychological issues while being away from home in Patna Municipal Corporation area, these are the main objectives of the paper. The methodology includes the collection of secondary data through census and primary data based on structured interviews with the sample female students. The study will be the colleges and hostels in the Patna municipal corporation area. The results and findings will be presented through suitable diagrams and cartographic techniques.

Keywords: Migration, Female, Hostels, Safety, Hygiene, Finance, Psychology

Introduction:

The heavy flow of migrants from the heart has always been a part of scholar's interest but in recent trends, the inflow of migrants and immigration in Bihar has become the interest of search. The eastern Indian state of Bihar is characterized by low and stagnant economic growth, a high level of poverty and the lowest level of per capita income among the states in the country up to 2005 VR is wrong, the lowest in gender equality index and has witnessed a decline in absolute terms over an earlier (Bracket planning commission 2002). The literacy rate in the state at 63.8% is the lowest in the country and the female literacy rate at 53.3% is significantly lower than the male literacy at 73.5% (Census of India 2011).

The state has a long history of migration and the earliest migration can be traced to the 1830s when people from Bihar migrated as indentured laborers to the British colonies of Mauritius, Trinidad and Fizi. Since the mid-1960s and the spread of the green revolution, a large bulk of migrants have been going to the north-western states of Punjab and Haryana to work as agricultural laborers. More recently in the 1990s and 2000s, a significant number of migrants have also been going to several other areas to work in diversified occupations. The rate of migration from the state of both rural and urban destinations is very high and is believed to have increased over the decade with rural people becoming more mobile (Kumar and Banerji 2010, Dinkar ETAL 2009). However, in recent times the turn of migration has changed in Bihar. People initially moved out of the state in search of better livelihood, but now the trend has changed. Especially in the context of females, while most of the Indian states were working relentlessly to control the spread of COVID-19 cases, states such as Bihar face the dual challenge of the pandemic, we are shrinking economy and the situation of reverse migration (Ranjan et.al., 2020) has caused more problems in the state. In India, the decadal census and survey of the NSSO are the two large primary data sets that give information on the incident of migration and throw some light on its nature and characteristics. The 2001 census stated that 29.9% of India's population or about 307 million people were migrants.

Objective of The Study:

1. To find out the social and economic background of the female students who migrated to Patna.
2. To analyze various factors behind their migration.
3. To observe the problems they face in hostels and an educational institution in the Patna Municipal Corporation area.

Statement of Problem:

As per a report, when girls are out of school, they are more likely to become child brides, vulnerable to diseases like HIV, and more likely to stay behind than society forever (<https://educategirls.us/blog/9-powerful-quotes-for-girls-education-that-you-will-read-today/>). Education is key to the social economic development of a country in general and the overall personality development. Females are being empowered by attaining education. Initially, people migrated from Bihar to other places in search of better livelihood, but now the capital city of Bihar attracts lots of students to migrate and pursue their higher education but they face problems in

adjusting to their new environment. The security issues, sanitation, accommodation problems, financial issues, etc. This study aims to look forward to the problems and to find out the remedies.

Study Area:

The Patna Municipal Corporation Area is the urban administrative region encompassing the vibrant and historically significant city of Patna, which serves as the capital of the Indian state of Bihar. Nestled along the southern banks of the iconic Ganges River, this area is a bustling center of commerce, culture, and education.

It is the major educational hub of the state. These include IIT, AIIMS, IIHT, FDDI, NIFT, Patna University, Patliputra University, Aryabhata Knowledge University (AKU), L. N. Mishra Institute etc. Along with numerous coaching centers for the preparation of Civil services, Banking, MBA, Medical, Engineering, and so on. Hundreds of students from other districts are admitted to Patna and live in the hostels and PGs near these institutions.

In general, there are two centers which are shown in the below map, where most of the hostels are located. These are: -Boring Road & Ashok Rajpath area around Patna University where the study has taken place.



Methodology:

"This research study will employ a mixed-methods approach, combining surveys and interviews to gather quantitative and qualitative data. Surveys will assess demographic details, migration motivations, and academic experiences, while interviews will provide in-depth insights into the personal narratives of female students. Additionally, a comparative analysis of policies and support structures across educational institutions will be conducted to evaluate their impact on the overall migration experience. Using the purposive sampling method 100 respondents were chosen from various colleges and hostels in Boring Road and the Ashok Rajpat area. The obtained data were then analyzed using simple percentages to make some inferences and interpretations.

Findings:

Profile and family background of the respondents

1. Age: It was found that 50% of the respondent were aged between 16-21 and 50% were between 22 to 26.
2. In the below-given figure 1, it was noted that most of the respondents were from Aurangabad Bokaro, Gaya, Lakhi Sarai, Madhubani, Nalanda, Saharsa, Saran, and Supaul districts.

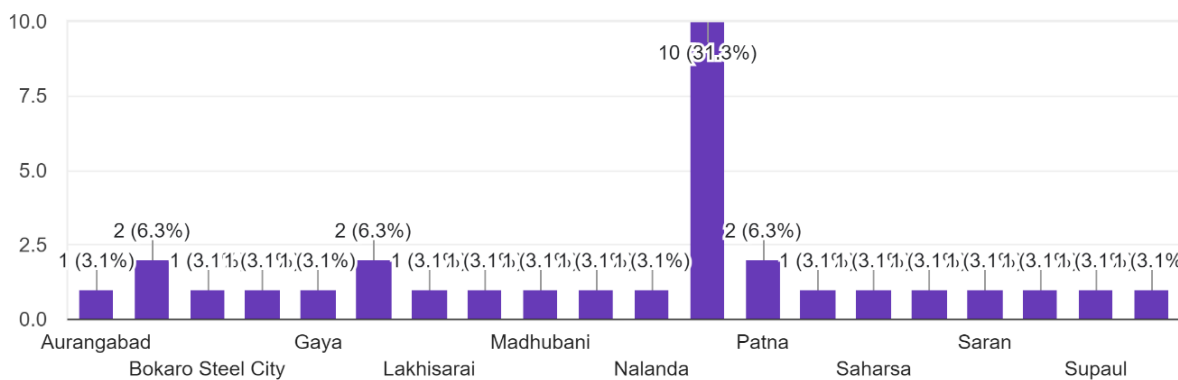


Figure 1: Districts of origin of the respondents

3. Place of the area of origin: It was found that 84.4% of the female students were from Bihar and 15.6 were from outside Bihar also it was recorded that 43.8% were from urban areas and 56.33% worked from rural areas of Bihar.

Other findings include: -

In Figure 2, it was found that almost 40.6% of the total respondents were from the general category followed by the population from other sections of caste-like OBC and SC categories.

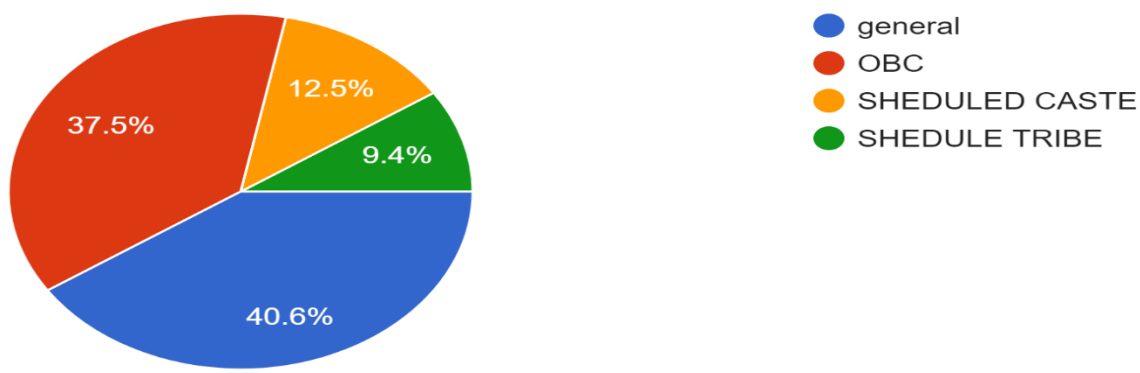


Figure 2: Communal Background

The further obtained data was analyzed and depicted through figures. The below-given figure 3. shows that the average family size of the respondents was 5 to 8 family members.

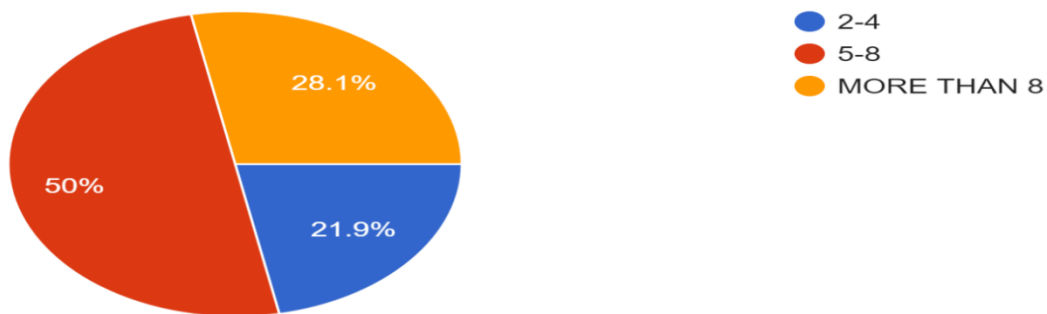


Figure 3: Average family size

The other data showed that a high percentage of female students were enrolled in the traditional graduation courses from colleges, also the maximum percentage (78.1%) of respondents pursuing coaching was for college level. The data collected showed the family occupation of the respondents where the highest percentage were from farming and the average family income of the respondents was between 5000 to more than 50,000. The educational level of the parents of respondents and the maximum percentage is found to be the parents with a **degree of graduation**

Factors behind the respondent's migration:

Push factors:

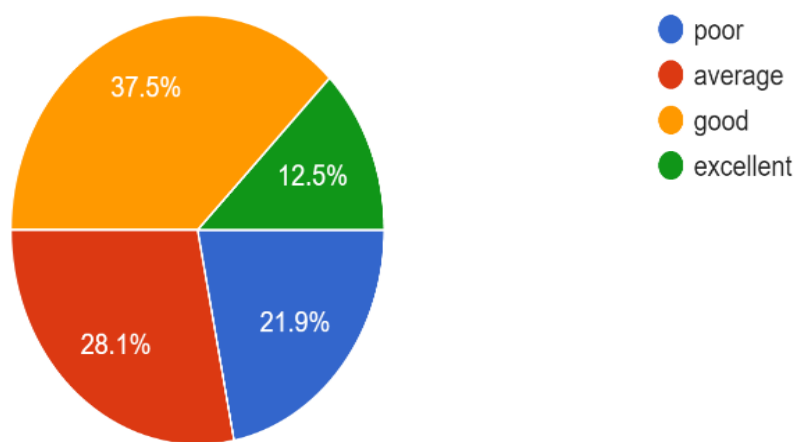


Figure 4: Employment Opportunities

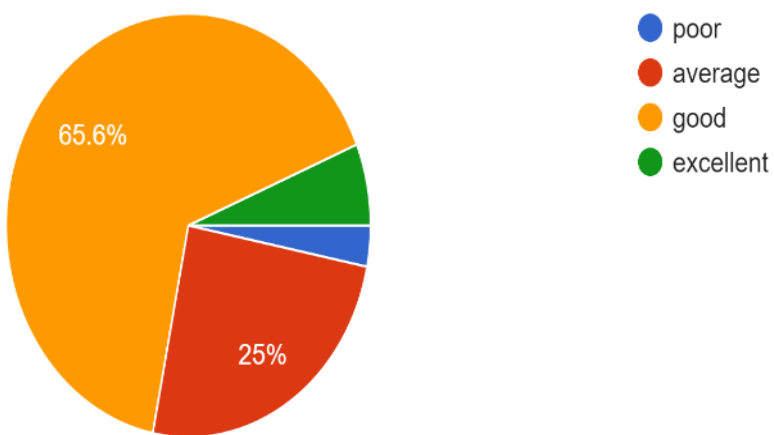


Figure 5: Outdated Curriculum

Figures 4,5, 6 & 7 show that the respondents migrated due to the better employment facilities and good quality of education in comparison to the existing ones at their native place. They found that their origin area had a very outdated curriculum and theoretical knowledge, also their native place had a lack of facilities for fieldwork or practical work.

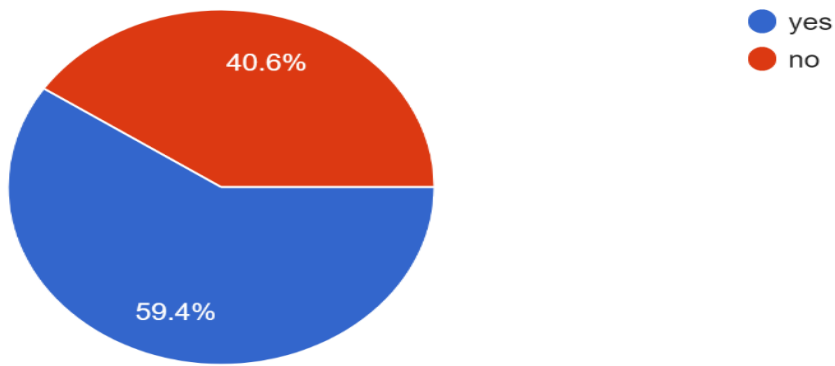


Figure 6: Quality of Education

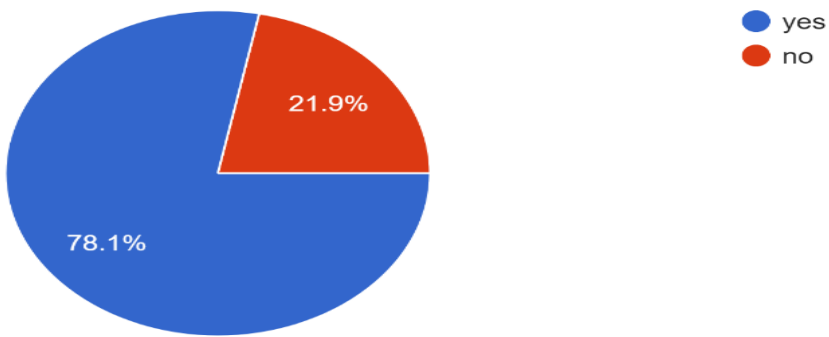


Figure 7: Facility of Fieldwork

Pull factors

Most of the respondents saw that the migrated area had very good educational facilities. The college premises had the provision of vocational and training facilities. In Patna, most of the students were dependent on their family income for their education.

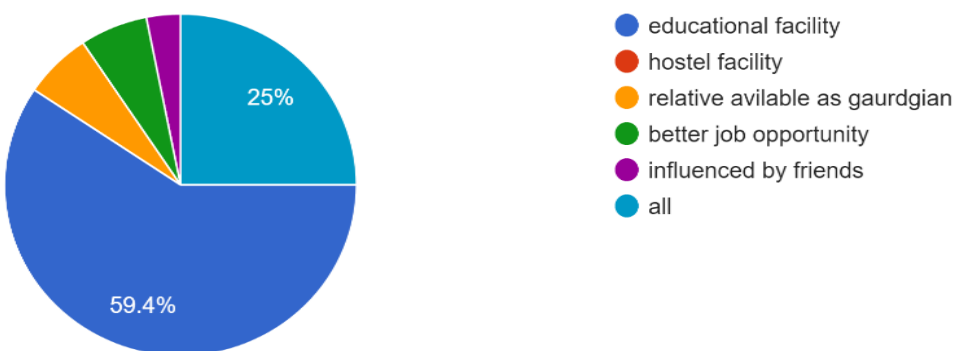


Figure 8: Education Facility

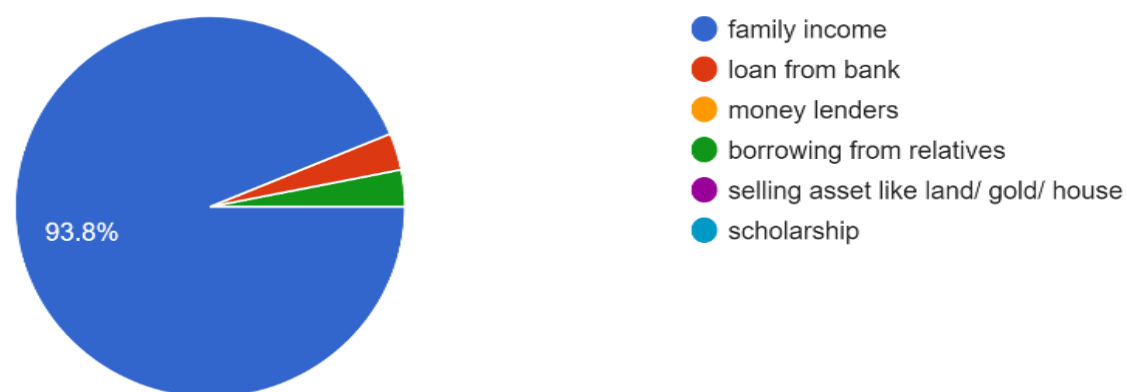


Figure 9: Family Income

Respondents while migrating had to struggle because of the new environment, societal norms, and new lifestyle. They had to manage their finances in the new environment.

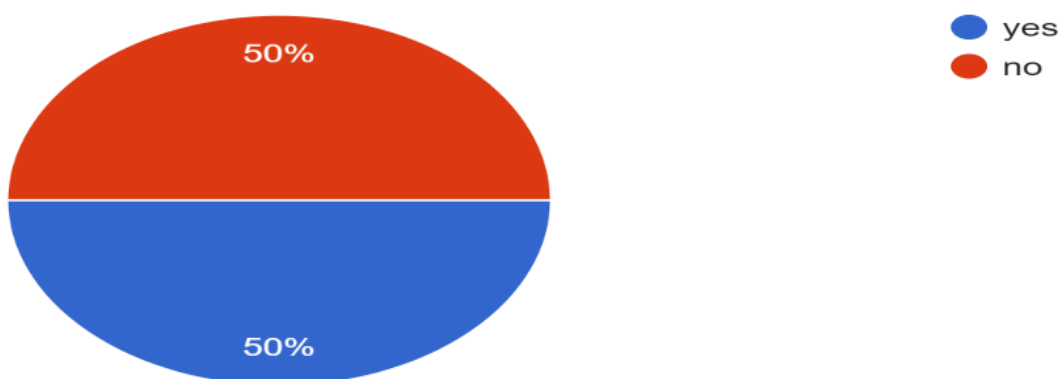


Figure 10: Provision of training facilities

Problems and Prospects

Respondents when they migrate reside in hostels or rent some rooms, while staying there almost 62.5% of the total respondents found it difficult to adjust to the hostels and 37.5% found it comfortable to stay.

59.4% of the respondents faced a crisis and had difficulty managing their finances in the Patna Municipal Corporation area. 46.9% of the respondents felt helpless at a hostel or an educational institution. They hesitated to socialize in their new environment and were

forced to stay alone. 68.8% of the respondents experienced a change in their eating habits with their change in sleeping habits at the hostels and the rented rooms.

53% of the respondents didn't feel safe while commuting on the roads, because they had to travel alone and face the situation. They didn't feel safe while traveling.

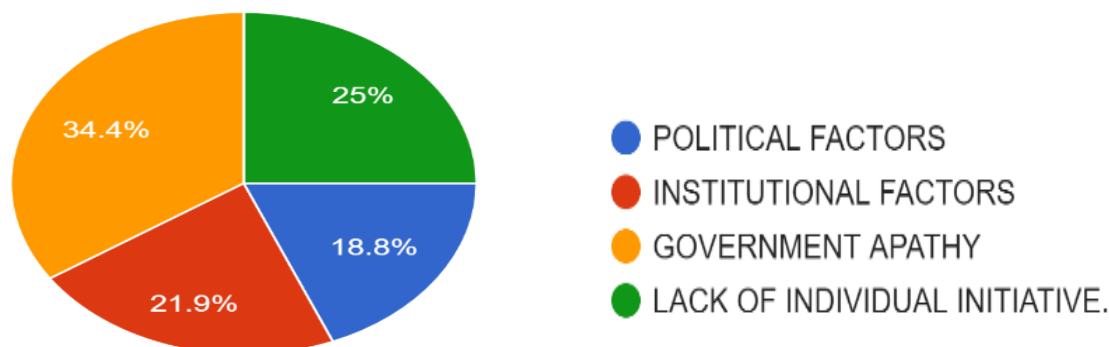


Figure 11: Government Apathy

With this problem figure 11 shows that government apathy towards higher education at the native place of the respondents is more responsible for migration to other areas rather than staying at their native place.

Having a large population puts too much pressure on natural resources, amenities, and services. It is difficult for a villager to survive in urban areas because in urban areas there is no natural environment and pure air. They have to pay for each and everything. Migration changes the population of a place, therefore, the distribution of the population is uneven. Many migrants are completely illiterate and uneducated, therefore, they are not only unfit for most jobs but also lack basic knowledge and life skills.

People who immigrate, influence social transformation, through them, innovative concepts of family planning, female education, and other areas are disseminated from urban to rural communities.

Migration of people causes people from many other cultures to mix. Which has both a negative and positive impact.

In this study, it was found that 71.9% of the total respondents felt confident after studying in Patna. About 87.5% of the female students became more independent after studying in Patna. 84.4% of the respondents felt more focused on their future goals, and 78.1% said that they would suggest the female students or their female counterparts at their native place migrate and pursue education in the Patna Municipal Corporation area. About 31.3% of the respondents were self-inspired to study in Patna followed by their mother, father, and friends.

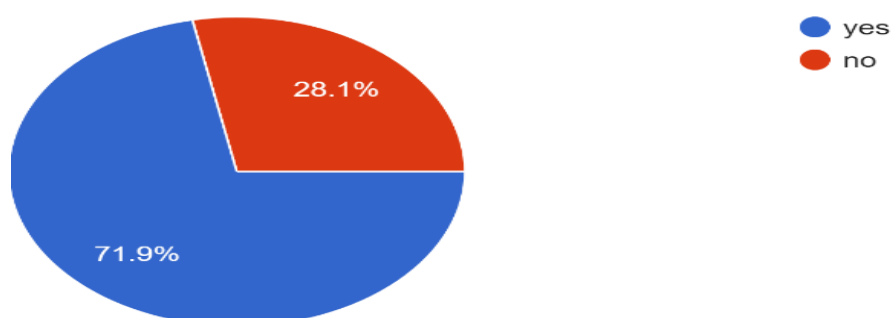
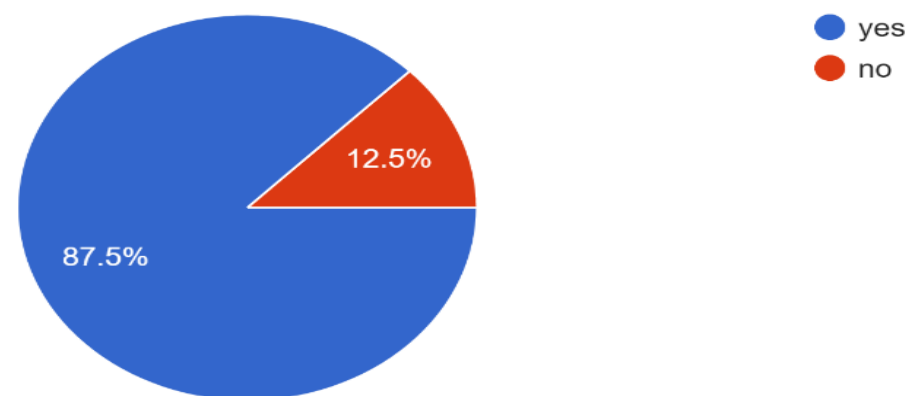


Figure:12



Figures 12 & 13: Positive aspects of migration

Conclusion:

Once known worldwide for its educational institution and seat of learning, Bihar is facing the problem of migration of young students to other states as well as inter district migration for higher education.

The female students are also migrating in large numbers in the state, there is a large gender gap which is a matter of concern. Although the numbers are increasing, there remains a **gender gap** when it comes to migration due to education. In 2011, only **41.3%** of the total migrants who moved for education between the **ages of 10-29** were female and the figures stood at **16.3%** within **the age group of 30-60**. This could be largely attributed to the **societal barriers** faced by women like marriage, poverty, racism, etc. However, the increase in figures from previous censuses is a welcome sign of **empowerment** for women.

The female student shows various push and pull factors behind their migration and they also phased many problems at their hostels or at an educational institution which needs to be further researched in this field.

Suggestion:

The state government had many incentives for girl education at the school level and college level in the form of scholarships but there is a lack of its full utilization also many of the students are unaware of the scholarship provided by the government, the state government had many incentives for girl education at the school level and college level in the form of scholarship but there is a lack of its full utilization also many of the students are unaware of the new scholarship provided by the government.

The construction of government hostels in and around Patna at subsidized rates will attract more female students to acquire their highest studies in this state.

Opening more educational institutions in remote areas or small towns will further provide more opportunities to female students in the state and there is a need to check on the migration to the crowded city of Patna.

There should be regular inspections from authorities for evaluation of health and hygiene conditions in the girl's hostels in Patna.

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Topic

“Exploring Folklores as a Pedagogical Tool in Language Classroom Linking Sustainability to Language Classrooms”

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Corresponding Author

Dr. Shoba Liza John

Asst Prof of French

Sacred Heart College, Thevara

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As we navigate the complexities of the 21st century, the call for sustainability resonates louder than ever, transcending environmental concerns to encompass ethical responsibility, social equity, and the long term prosperity of our global community. Among the 17 Sustainable developmental goals of the UN set in 2015, the word sustainability occupies prime importance. It is a call to reconsider our ways of living. How can this call be addressed? It can only be addressed at the grassroots level. **According to the United Nations (2005) Sustainability is the ability to meet the needs of the present without compromising the ability of future generations to meet their own needs. It encompasses a long-term perspective that integrates environmental, social, and economic dimensions.**

The need for sustainability arises out of the fact that our world is becoming depleted and that the needs of the present be met without compromising the needs of the future generation. Sustainability is a highly interconnected concept.

This study shows how language classrooms can serve as a medium of imparting sustainable values to students. Through this study we try to analyse the role of folklores in establishing a link to sustainability. Connecting SDGs with exploring folksongs in language classrooms is surely an innovative and novel approach in education which helps in bringing about a deeper understanding of cultural diversity, social issues and sustainable development. Studies prove that Folklores help in establishing quality education, gender equality, sustainable cities and communities, peace justice and strong institutions, collaboration and understanding. Let us examine these aspects in detail:

A. Quality Education (SDG4)

Folklores contain ancient wisdom, values and cultural insights. By exploring them in language classrooms students develop openness to other cultures, thus promoting quality education.

B. Gender Equality (SDG5)

Folklores addresses gender roles, stereotypes, which if discussed in the light of modern relationship can shed insights on various issues.

C. Sustainable cities and communities (SDG 11)

Folklores talks about sustainable practices and responsible interactions with the environment, which if discussed in class can serve as lessons for the future citizens.

D. Peace, Justice & Strong Institutions (SDG 16)

Folklores address issues of justice, morality and conflict resolution. Thus they help in ensuring justice and cohabitation.

E. Collaboration and Understanding (SDG17)

A thorough study of folklores from different countries of the world help in fostering peaceful partnership based on understanding.

Through this paper we try to analyse the pedagogical benefits and cultural richness of incorporating folklores into language classrooms. Acknowledging the pivotal role of cultural narratives in language acquisition, this research investigates how the inclusion of folk stories enhances linguistic proficiency, cultural understanding and sociolinguistic competence among language learners. This study employs a qualitative approach, drawing on classroom observations, student assessments and reflective analysis on the impact of folklore integration.

Integrating folklores in language classrooms is grounded in a compelling rationale that takes into account the rich cultural, linguistic and educational benefits of utilizing traditional narratives in the language learning process. They serve as authentic cultural artifacts linking students to the linguistic and cultural context of the language they are learning. They help in gaining language proficiency due to the presence of rich idiomatic vocabulary. Moreover, they promote cultural sensitivity by providing insights into the historical, social and cultural aspects of the language speaking community. They also teach us the mannerisms of storytelling. They help gain attention of the learner through engaging narratives, characters making language learning more interesting and encourages critical thinking among the learners. Thus folklores in language classrooms provides a multifaceted approach to language learning. To substantiate our assumption we are delving into this research with the following goals.

Research Goals

1. To examine the impact of folklore integration in language classrooms on linguistic proficiency.
2. To investigate the cultural competence in learners due to folklore incorporation.

3. To assess the relationship between folklore based instruction and student engagement in language lessons.

These objectives during the course of the research have to be critically analysed using **sociocultural theory and cultural narrative theory**.

Lev Vygotsky's **sociocultural theory** posits that learning is a social and cultural activity, marking a paradigm shift in educational philosophy. This essay explores the practical application of sociocultural theory in language education, delving into its core principles and their implications for effective language instruction.

At the heart of sociocultural theory lie three key concepts: the Zone of Proximal Development (ZPD), scaffolding, and cultural tools. The ZPD represents the realm where learning occurs with guidance, situated between what learners can do independently and what they can achieve with assistance. Scaffolding involves providing structured support to learners within their ZPD, gradually decreasing assistance as their competence develops. Cultural tools encompass the symbolic and cultural resources that mediate cognition, including language itself.

In language education, sociocultural theory underscores the fundamental role of social interaction. Language development is viewed as a social activity, where learners engage with others to construct knowledge and meaning. The cultural context plays a pivotal role, influencing language acquisition and shaping linguistic competence. Sociocultural theory advocates for an approach that integrates language learning with cultural understanding.

Practical application of sociocultural theory in language classrooms involves creating environments that foster collaborative learning. Activities such as group projects, peer discussions, and collaborative problem-solving align with the sociocultural emphasis on social interaction as a foundation for language acquisition. Through these activities, learners engage in meaningful interactions, utilizing language as a tool for communication and knowledge construction.

Task-Based Language Teaching (TBLT) is another manifestation of sociocultural theory in practice. Designing tasks that require collaboration and problem-solving encourages learners to use language authentically. Tasks become cultural tools that facilitate language acquisition within a meaningful context, reinforcing the interconnectedness of language and culture.

The integration of cultural narratives exemplifies how sociocultural theory can be applied to enhance language education. By incorporating folklore and cultural stories into language lessons, educators provide learners with authentic cultural tools. These narratives offer insights into the linguistic nuances, values, and traditions embedded in the language, promoting a deeper understanding of cultural contexts.

The benefits of applying sociocultural theory in language education are manifold. Learners experience enhanced language proficiency as they operate within their ZPD, supported by scaffolding that gradually fades as competence grows. Cultural competence develops organically through authentic cultural interactions, fostering an appreciation for diversity and nuanced communication.

In conclusion, sociocultural theory offers a transformative framework for language education, emphasizing the interconnectedness of language, culture, and social interaction. By bridging the gap between theory and practice, educators can create dynamic learning environments that empower learners to not only acquire language skills but also engage meaningfully with diverse cultures. The journey toward effective language instruction continues with a commitment to ongoing research and thoughtful application of sociocultural principles.

Language learning transcends the mere acquisition of vocabulary and grammar rules; it is a holistic journey that involves cultural exploration, identity formation, and nuanced expressions. This essay delves into the application of narrative theory to the incorporation of folklore in language learning, recognizing the profound impact of storytelling on linguistic proficiency and cultural understanding.

Narrative theory, with its foundations in understanding stories as fundamental to human experience, offers a unique perspective on language learning. By examining key tenets such as plot structure, character development, and cultural context, we gain valuable insights into how folklore can be seamlessly integrated into language education.

Folklore serves as a cultural narrative, offering a reflection of the values, traditions, and beliefs of a community. Through the incorporation of folk stories, language educators provide learners with a window into the cultural context of the language they are acquiring. This exposure not only enhances cultural understanding but also contributes to the construction of individual and collective identities.

The analysis of narrative structure within folk stories becomes a linguistic exercise, allowing learners to explore vocabulary, grammatical structures, and idiomatic expressions within the context of a compelling narrative. This approach transforms language learning into a dynamic and engaging process that goes beyond rote memorization.

Storytelling is inherently personal, and narrative theory encourages the integration of personal narratives into language education. By inviting learners to create and share their folk-inspired stories, educators tap into the individuality of each learner, fostering a sense of ownership and personal connection to the language.

Folklore engages learners cognitively and aids in memory retention. The vivid imagery and emotional resonance within folk stories create lasting impressions, contributing to a deeper and more enduring grasp of linguistic and cultural elements.

Moreover, folklore exposes learners to diverse perspectives, promoting cultural sensitivity and encouraging perspective-taking. By exploring the cultural nuances embedded in folk stories, learners develop a broader understanding of different worldviews, fostering a more inclusive and empathetic language learning environment.

The social nature of storytelling aligns with the collaborative aspects of narrative theory. Learners working together to explore, adapt, or perform folk stories not only enhances their language skills but also nurtures a sense of community and shared cultural experiences.

Organizing language learning around thematic units based on folklore themes facilitates a deeper exploration of cultural elements. This approach, supported by narrative theory, encourages interdisciplinary connections with literature, history, and cultural studies, enriching the language learning experience.

Recognizing the multimodal nature of storytelling, educators can integrate various modes of communication within folklore-based language lessons. Visual representations, music, and performance become additional avenues through which learners engage with and internalize language and culture.

In the digital age, technology provides new avenues for storytelling. Digital storytelling projects allow learners to create multimedia narratives, embracing contemporary modes of communication. This not only aligns with narrative theory's adaptability but also enhances learners' digital literacy skills.

Encouraging learners to reflect on their cultural backgrounds and linguistic journeys introduces a metacognitive dimension to language learning. This reflective approach, rooted in narrative theory's consideration of meta-narratives, promotes self-awareness and critical thinking.

In conclusion, incorporating folklore into language learning through the lens of narrative theory transforms the educational landscape. It turns language acquisition into a narrative journey, where learners not only develop linguistic proficiency but also gain a profound understanding of cultural nuances. As educators weave the rich tapestry of folklore into language classrooms, they embark on a collaborative exploration of stories that transcend linguistic boundaries, fostering a vibrant and culturally aware community of language learners.

With these theories in mind we are going to observe the activities that can be incorporated in a language classroom using folklore.

The story of Pakkanar and the origin of Kovakkai (ivy gourd) is a traditional folk tale from Kerala, India. It explains the origin of the vegetable's name through a narrative that involves the wisdom of Pakkanar. Here is a retelling of the story:

Long ago, in the lush landscapes of Kerala, there lived a wise and respected Brahmin named Pakkanar. Pakkanar was known for his deep understanding of scriptures and his adherence to religious rituals. Despite his wisdom, Pakkanar had a tendency to be somewhat arrogant and looked down upon those he deemed of lower social status.

One day, Pakkanar decided to organize a grand yajna, a sacred ritual, at his home. The entire village was invited to attend this auspicious event. However, Pakkanar had a specific requirement for the ritual - he needed a special vegetable known as Kovakkai (ivy gourd).

Word of Pakkanar's request reached the villagers, and they were puzzled as to where they could find such a unique vegetable. No one in the village had heard of Kovakkai before. However, there was a simple and humble man named Kovakkai who overheard the villagers' conversations.

Kovakkai, curious about the situation, approached Pakkanar and asked about the vegetable he needed. Pakkanar, somewhat dismissive due to his prejudices, explained the requirement. Kovakkai, despite being of a lower caste, humbly suggested that he might have the desired vegetable and could provide it for the ritual.

Pakkanar, unaware of Kovakkai's caste, agreed to accept the vegetable from him. To everyone's surprise, Kovakkai brought forth the needed Kovakkai, and the yajna proceeded successfully. Pakkanar, intrigued by the man named Kovakkai, inquired about his background.

Kovakkai, with humility and sincerity, revealed his lower-caste identity to Pakkanar. This revelation left Pakkanar astonished. He realized that he had unknowingly accepted help from someone he had considered of lower social standing.

In that moment, Pakkanar's heart underwent a transformation. He understood the significance of the event, recognizing the irony that the very vegetable he needed was brought by a man named Kovakkai. From that day forward, Pakkanar embraced humility and learned to respect and value every individual, regardless of their social background.

The story of Pakkanar and the origin of Kovakkai became a symbol of breaking down social barriers and acknowledging the inherent worth in every person. It teaches a lesson about humility, the transformative power of acceptance, and the realization that wisdom can be found in the most unexpected places.

LESSON PLAN

Target audience: college students (18-19 yrs)

Observation: Present the image and ask the students to guess the story.

Narrative: Narrate the story

Value Additions: Find out what they have understood.

Vocabulary Building: Make the learner substitute the vegetables with their creativity

Digital Retelling: Make the learners remake the story with digital aid.

Advantages observed

Group activities are welcomed by shy students and they cater to all kind of learners.

Disadvantage

Time consuming. In a Kerala university academic calendar such activities are difficult to be fitted in. But it depends on the teacher.

Conclusion

In short we would like to summarise this research by stating that inclusion of folklore is a boon to attract the attention of the learner and it enhances his/her linguistic and cultural skills in an implicit manner. This also helps in filtering down the lessons on sustainability and sows the seeds for values and insights on better living in young minds.

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Topic

“Cadmium Toxicity in Fresh Water Fish Channa: A Review”

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Corresponding Author

a) Diksha Bhanu

Research Scholar

Department of Zoology

A.N. College, Patliputra

University, Patna, Bihar

Email Id:

bhanudiksha2112@gmail.com

b) Neha Manjari

Research Scholar

Department of Zoology

A.N. College, Patliputra

University, Patna, Bihar

c) Dr. Preety Sinha

Head

P.G. Department of Zoology

Patliputra University, Patna,

Bihar

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“Cadmium Toxicity in Fresh Water Fish Channa: A Review”

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Abstract

Pollution caused by heavy metals is of serious concern because of their toxicity, persistency, bioaccumulation and biomagnification. Cadmium, nickel, arsenic, chromium, copper, mercury, zinc and lead are the most common heavy metal pollutants that can lead to severe toxicity indifferent aquatic organism. The ubiquitous nature of such pollutants and their capacity to accumulate in organisms can lead to toxic reactions in aquatic ecosystem; especially in fishes. This review paper gives a brief overview about the toxicological impact of cadmium in freshwater fish *Channa*. Heavy metal cadmium occurs naturally in earth's crust along with lead, copper, zinc and nickel. It is also used in batteries, fertilizers, pesticides, plating, coatings, alloy etc. Cadmium can easily enter into the air and can bind to small particles where it gets combine with soil or water and causes contamination in fish, animals and plants. Various research studies have shown that the distribution and accumulation of cadmium in fish can damage various tissue and organs respectively. Fish are the richest source of Omega-3 fatty acids and vitamins and therefore it is easily consumed by human population. Accumulation of cadmium in fish can also lead to bioaccumulation in humans too; it can easily enter into the food chain and can destabilize the ecosystem. The aim of this review is to study the toxic effect of cadmium in freshwater fish *Channa*. This review paper will be helpful for scientific community for further research and also for the protection of aquatic environment and human life as well.

Keywords: - Heavy metals, cadmium, toxicity, *Channa*, accumulation

Introduction

The issue of water pollution stands as a significant and alarming aspect of environmental degradation. In the past few decades, the rapid expansion of industries, human activities, and agricultural practices has undeniably contributed to environmental pollution, with a particular focus on the contamination of aquatic ecosystems by heavy metals (Guo et al., 2018; Mohamed et al., 2019). The infiltration of heavy metals into water bodies has emerged as a critical concern, not merely due to its impact on aquatic life, especially fish species (Opaluwa et al., 2012; Bawuro, et al., 2018; Ali et al., 2019), but also due to the far-reaching public health implications associated with such contamination (Sim et al., 2016; Baharom and Ishak, 2015).

The accelerating pace of industrialization and the intensification of anthropogenic activities have resulted in a substantial influx of pollutants, including heavy metals, into aquatic environments. This contamination has created a complex web of ecological concerns, where the adverse effects on aquatic life, particularly fish populations, have cascading repercussions throughout the ecosystem. Studies by Opaluwa et al. (2012), Bawuro et al. (2018), and Ali et al. (2019) underscore the imminent threat posed to fish species, reflecting the broader ecological impact of heavy metals in water bodies.

Furthermore, the public health dimension of this environmental challenge cannot be overlooked. The contamination of water with heavy metals raises concerns about the safety of water supplies for human consumption and agricultural use. Sim et al. (2016) and Baharom and Ishak (2015) shed light on the potential health implications associated with heavy metal exposure through water consumption. The intricate interplay between environmental pollution and public health underscores the urgent need for comprehensive strategies to address and mitigate the pervasive impact of heavy metals in aquatic ecosystems.

In contemporary society, environmental pollution stands as a major challenge (Ali H, et al., 2019). The rapid expansion of industries, heightened energy demands, and heedless depletion of natural resources have led to a continual rise in environmental pollution (Gautam P, et al., 2016). Various toxic materials, both organic and inorganic, constantly emanate from diverse natural and human-induced sources, impacting both soil and aquatic ecosystems. Among these, heavy metals play a pivotal role in environmental pollution, not only due to their inherent toxicity but also their potential for bioaccumulation in the food chain (Briffa J, et al., 2020). Heavy metals primarily stem from domestic and agricultural waste, industrial effluents, fossil fuel combustion, mining activities, and wastewater treatment plants, disseminating into the natural ecosystem (Gheorghe S, et al., 2017).

For numerous years, heavy metal elements have been integral to the manufacturing of household items, plastics, and electrical and electronic products (Dixit et al., 2015). Lead (Pb), cadmium (Cd), chromium (Cr), mercury (Hg),

bromine (Br), tin (Sn), and antimony (Sb) are commonly incorporated into polymers for various purposes, such as pigments, filters, UV stabilizers, and flame retardants (Stenmarck et al., 2017).

Fishes, being a crucial source of protein for humans, hold significant economic importance in India, the third-largest global fish producer and second in inland fish production (FAO, 2001). They contribute substantially to the Indian economy by generating employment opportunities and are frequently used as biological indicators in ecotoxicological studies. *Channa*, widely distributed across India, holds commercial significance due to its easy maintenance, high nutritional value, and year-round availability. Additionally, *Channa* serves as an exemplary model for toxicological research (Sharma M et al., 2017). Its high nutritional value and widespread availability in the fish market further underscore its importance as the foremost freshwater fish in demand.

Classification of Heavy Metals

1. Essential heavy metals

Copper, chromium, zinc-nickel, cobalt and iron are essential metals required for all vital processes inside the body with optimum level. Otherwise inadequate amount causes deficiency diseases and high-level causes toxicity (Sivaperumalet al., 2007 and Abadi et al., 2014).

2. Non essential heavy metals

Those haven't biological roles and also called xenobiotics. When they are increased in concentrations, it will cause toxic effects in tissue; those involve Aluminum, Mercury, Lead, Cadmium and others. (Sfakianakis et al., 2015). The bioaccumulation of heavy metals in different tissues of aquatic organisms leads to several harmful effects. It may have genotoxic, mutagenic, immunosuppressive and cytotoxic effects. It may also result in histopathological changes, abnormalities in fish reproduction; and public health hazard effects for human consumption such as polluted fish (Salamat et al. 2015; Matos et al., 2017).

Heavy Metals and Their Toxicity Mechanisms

Heavy metals as metallic elements (mercury, arsenic, aluminum, lead and chromium) are systemic toxicants that can induce toxicity in human and other vertebrates even at low concentrations; they are interfering with cellular organelles (cell membrane, endoplasmic reticulum, mitochondrial lysosomes) causing disturbances in cell and organ detoxification, metabolism and tissue repair (Wang and Shi, 2001). They can also attack and combine with DNA molecules and cause cell cycle modulation, carcinogenesis, and apoptosis (Beyersmann and Hartwig, 2008). The oxidative stress is the main toxic mechanism that results from imbalance regulation of the antioxidant system and production of free radical (ROS) due to disturbances of cell membrane.

Cadmium

Percentage of cadmium in the upper soil has been increasing because it is found in insecticides, fungicides, sludge, and commercial fertilizers which are routinely used in agriculture. It is also used as colour pigment for paints, plastics, and as a cathode material for nickel-cadmium batteries. Activities like smelting operations, use of phosphate fertilizers, pigment, cigarettes smokes, automobiles etc. have contributed to the entry of cadmium into human and animal food chain (WHO, 1992; Okada et al., 1997; Kumar et al., 2007)

Cadmium is a trace element present in the earth's crust on an average concentration is about 0.1-0.5 ppm and is commonly found in association with zinc, copper and lead ores. In ocean water, the average concentration is between 5-110 mg/L and in surface water and ground water is usually <1 µg/L (Faroon O, et al., 2012). Element form of cadmium is not available in nature. Instead, compound forms e.g. cadmium chloride, cadmium oxide, cadmium sulphide, cadmium carbonate, cadmium nitrate and cadmium cyanide are commonly found (Borgmann U, et al., 2005) Cadmium is released in the aquatic ecosystem from different natural and anthropogenic sources. Natural sources of cadmium are from the earth's crust and mantle by the volcanic eruption and weathering of rocks. Whereas anthropogenic sources include combustion of fossil fuels, fertilizers, agricultural waste and industrial use (plastic stabilizers, pigment, batteries, electroplating industries) which contaminate the water body (Jarup L, et al., 2003 and Muntau H, et al., 1992). The flora and fauna of water body uptake water soluble or sediment form of cadmium compounds, which indirectly enter into the fish body in course of the food chain (Perera P, et al., 2015). Whereas fishes uptake water dissolved free ionic form of cadmium directly through gill, gastrointestinal tract and skin (Li H, et al., 2009).

The properties like bioaccumulation and bio-magnifications in the living tissues, and their inability to remove through oxidation, precipitation or bioremediation made special concern for the pollutants. Aquatic environments, especially rivers and sea are the ultimate receivers of such contaminants / heavy metals and slight alterations in the quality of the environment including physicochemical properties and it can have a negative impact on the normal physiology of the aquatic organisms, especially fish which are very sensitive to such changes (Lakra and Nagpure, 2009). Heavy metal can affect the living organisms in both direct or indirect manners, as it get deposited into the river or sea and are consumed by the aquatic animals. Thus by their entrance into the aquatic animals or fishes, they enter into the food chain.

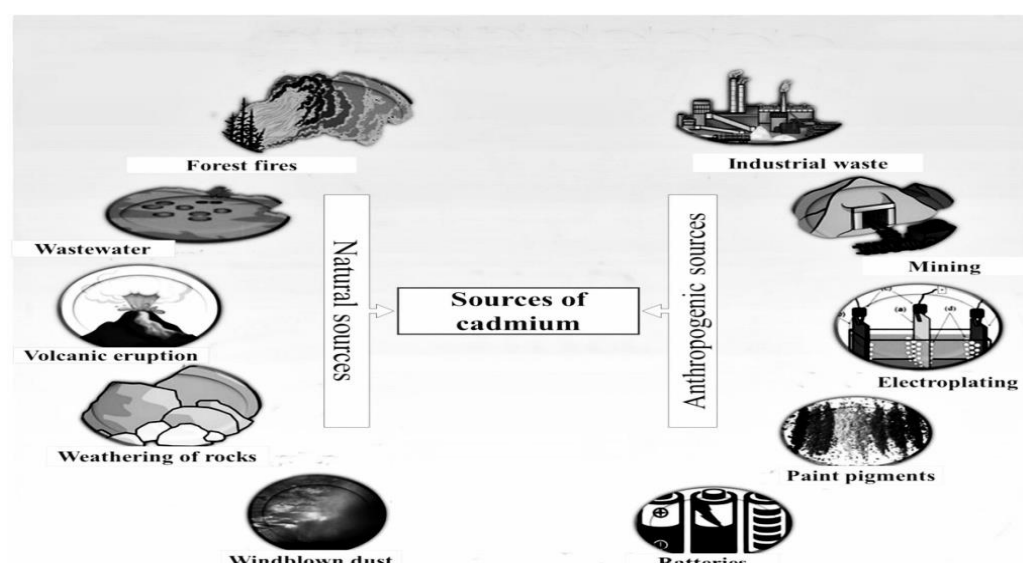


Figure- Sources of cadmium

Literature Review

Suhani et al. (2021) demonstrated the persistent nature of cadmium, a harmful substance known to negatively impact diverse bodily systems, including the immune, respiratory, reproductive, endocrine, cardiovascular, digestive, urinary, and neurological systems. It is also associated with carcinogenic effects.

Farwa Hameed et al. (2019) observed variations in the organ systems, biological parameters, behavior, growth rate, and haematology of fish exposed to cadmium-contaminated water.

Nordberg et al. (2012) emphasized the widespread presence of cadmium in aquatic environments and its adverse effects on fish morphology and physiology.

Okerefor et al. (2020) concluded that heavy metals, including cadmium, can lead to cancer, kidney damage, endocrine disruption, immunological and neurological consequences, and other diseases in humans.

Zhu, J. et al. (2021) suggested that Cd exposure in mice embryos can induce epigenetic changes affecting DNA, histones, and chromatin, increasing disease and cancer risks in fish.

Cheng C.H et al. (2021) discovered that cadmium exposure induces oxidative stress, affecting crab physiology, homeostasis, DNA damage, cell cycle, and apoptosis pathways.

Isangedeghi A.I and David G.S (2019) proposed that heavy metal toxicity from fish consumption can harm various organs and systems, including the nervous system, energy levels, and vital organs, potentially leading to diseases like Alzheimer's, Parkinson's, and cancer.

Inaba et al (2005) highlighted that long-term exposure to high-dose Cd can cause diseases like itai-itai disease, damaging kidneys and bones. Adverse health effects from Cd exposure have been known since the infamous itai-itai disease outbreak.

Liang Y et al. (2021) concluded that long-term Cd exposure could increase the risk of impaired liver and kidney functions, affecting glycerol phospholipid metabolism and associated metabolites.

While there are numerous studies on the effects of metals and chemicals on fishes, a specific study on the impact of cadmium on *Channa* has not been conducted. Such a study is essential, given the crucial role of fish in the food chain. *Channa*, being a significant freshwater fish with high nutritional value and market demand due to its relatively low cost and widespread availability, warrants further investigation.

Table: Cadmium compounds and their toxic effects on fish (Iranshahi F., et al.,)

Cadmium compounds	Toxic effects
Cadmium oxides	<ul style="list-style-type: none">• Renal tubulopathy• Carcinogenesis• Irritation
Cadmium stearate	<ul style="list-style-type: none">• Histological changes• Pathological changes in lung's tissue
Cadmium acetate	<ul style="list-style-type: none">• Swimming activity decreases• Rate of opercula movement increases
Cadmium sulphate	<ul style="list-style-type: none">• Behavioural changes

Analysis

Cadmium, a heavy metal, is progressively increasing in aquatic environments due to both natural and human activities. Fish serve as indicators of cadmium contamination. *Channa*, a vital Indian freshwater fish with significant economic value, is abundantly available throughout the year and offers good nutritional value. Its consumption is widespread across India. The escalating cadmium levels in water bodies pose a high risk of disrupting the entire food chain.

Numerous research studies have highlighted the detrimental impact of cadmium contamination, particularly on the liver and kidneys, leading to disruptions in normal bodily functions and the onset of diseases. Previous findings suggest that cadmium adversely affects organs and organ systems, induces changes in fish hematology and behavior, and can prove fatal for both fishes and aquatic biota, causing significant disruptions in the food chain. The accumulation of cadmium may contribute to eutrophication in water bodies, ultimately leading to the demise of aquatic organisms. Growth parameters are significantly impacted by cadmium contamination.

Conclusion

Cadmium contamination poses a severe threat to the health of fish, with industrial waste being a primary contributor. It is imperative to advocate for the implementation of stringent regulations against the discharge of cadmium-contaminated waste by large industries. These industries often release massive quantities of such waste into water bodies, warranting proper disposal through environmentally friendly techniques.

To address this issue comprehensively, awareness programs should be initiated through electronic and print media, educating the public about the detrimental effects of cadmium contamination and emphasizing responsible waste management practices. Furthermore, incorporating a calcium-rich diet for fishes can be a preventive measure to mitigate the adverse impacts of cadmium toxicity.

Recommendation

There is a pressing need for increased research efforts directed towards developing environmentally friendly techniques for water purification. Exploring and implementing innovative methods can contribute significantly to the reduction of cadmium levels in water bodies, ensuring a healthier aquatic environment for both fish and other organisms. By fostering a holistic approach involving legal measures, public awareness, dietary strategies, and advanced research, we can work towards minimizing the hazardous effects of cadmium contamination on aquatic ecosystems.

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Topic

“Awareness of Human Rights Among Undergraduate Students”

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Corresponding Author

Dr. Ruqqia Hashmi

Asst. Professor of Sociology
Anjuman Arts, Science, Commerce
College & P.G Studies Vijayapur

Email id:

hashmiruqqia@gmail.com

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Abstract:

Human rights refer to fundamental freedoms and liberties, without which men, women and children cannot live with respect and dignity. Awareness of freedoms and rights is viewed as the key to ensuring that all rights are respected. Promoting human rights education and awareness creates confidence to commit to human dignity, promoting decent standards of living and promoting world peace and prosperity. The present study attempts to study how lack of student graduates are aware of a variety of subjects.

Keywords: Human Rights, Consciousness, Dignity, Graduate Students, Education

Introduction:

The preamble to the Universal Declaration of Human Rights states: “The recognition of the inherent dignity and of the equal and inalienable rights of all members of the human family is liberty, justice and the foundation of peace in the world”. Education is one of the most important tools for promoting equality, social justice and the dignity of the individual human being. The 1986 National Policy on Education promotes equal educational opportunities and recommends restructuring curriculum, textbooks and administrators to eliminate gender bias from textbooks and introduce it at all levels of education “Democracy, equality, justice, freedom, concern for the welfare of others, secular governance and respect for human dignity and rights have become the fundamental goals of education”. Therefore, topics related to human rights should be included in students’ learning activities.

Human rights are held by all persons equally, universally and forever. They are the basic standards without which people cannot live with dignity. To violate human rights is to treat that person as though he/she was not a human being. To advocate human rights is to demand that the human dignity of all people be respected. Human rights are both inspirational and practical. The principles of human rights hold up the vision of a free, just and peaceful world and set minimum standards for how individuals and institutions everywhere should treat people. They empower people with a framework for action when those minimum standards are not met.

Human Rights Education:

Human rights education is the teaching of the history, theory and law of human rights in educational institutions as well as outreach to the general public. The emphasis on Human Rights Education began in 1995 with the beginning of the United Nations Decade for Human Rights Education. The first need to educate students about human rights was in UNESCO’s 1974 article recommendation concerning education for International Understanding, cooperation and peace and Education relating to human rights and fundamental freedoms. In the 21st century human rights education is used as a strategy for development, as a tool for empowerment, a way of change for women’s rights and as a legal prospective and law for enforcement. Human rights are not related to citizenship in a particular country. Human rights education in the 21st century is used as a development strategy, an empowerment tool, as a legal perspective and enforcement of law. There is no connection between human rights and the nationality of citizenship.

Human rights education is part of the right to education and is increasingly becoming recognized as a human right in itself. Education should assume values such as peace, non discrimination, equality, justice, non-violence, tolerance and respect for human dignity. Quality education based on human rights approach means that through-out the entire education system and all learning situations rights are implemented. Human rights include social, economic, cultural, social legal rights. The foundation for all learning is capturing interest in young minds across the globe.

Limitations of the study: The study is conducted on 100 undergraduate students.

Research Method and tools adopted:

Survey method was adopted for the research. A choice-based questionnaire was framed consisting of 30 questions.

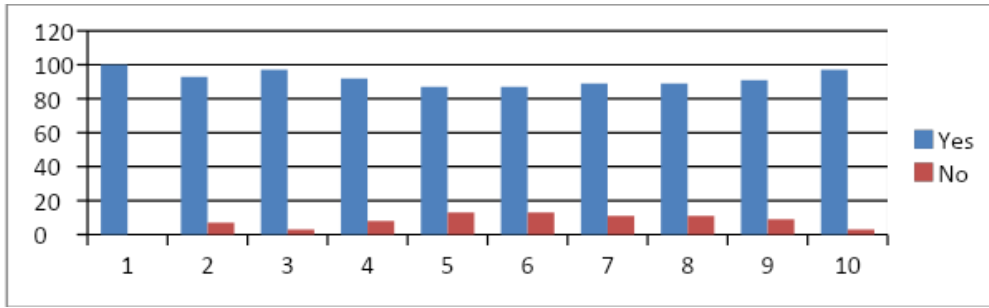
Objective:

To study human rights awareness with respect to right to life, security religion, education, expression etc among the undergraduates.

Findings of the Study:

The following tables gives a fair idea of the awareness of various human rights among the students.

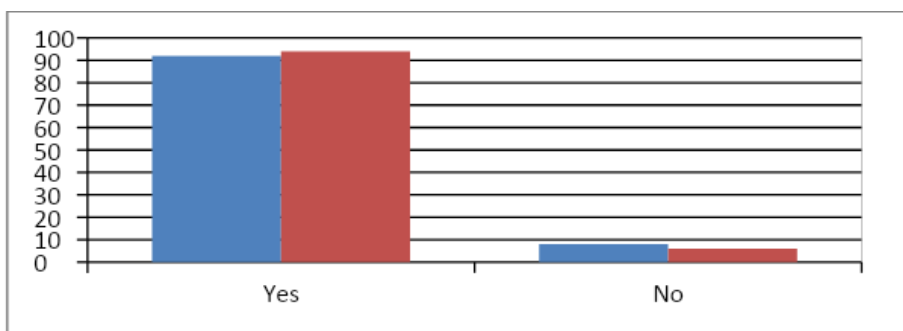
Civil rights:



Human rights education in the 21st century is used as a development strategy, an empowerment tool, as a legal perspective and enforcement of law. There is no connection between human rights and the nationality of citizenship.

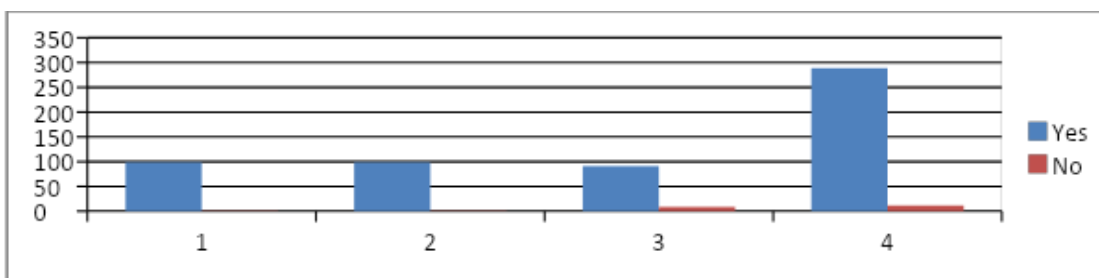
Human rights education is part of the right to education and is increasingly becoming recognized as a human right in itself. Education should assume values such as peace, nondiscrimination, equality, justice, non-violence, tolerance and respect for human dignity. Quality education based on human rights approach means that through-out the entire education system and all learning situations rights are implemented. Human rights include social, economic, cultural, social legal rights. The foundation for all learning is capturing interest in young minds across the globe.

Cultural Rights



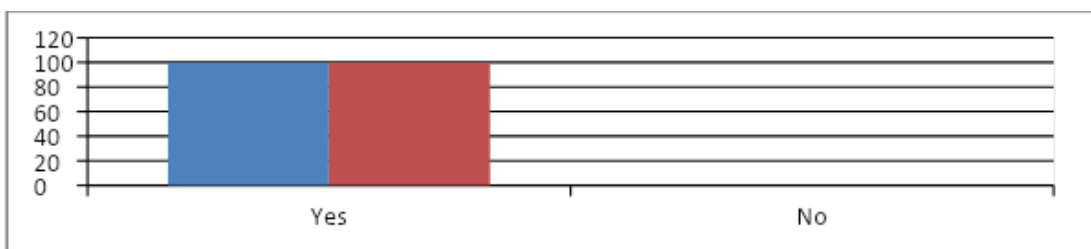
Cultural rights are human rights or art and culture related rights in a broad sense. The end goal of such rights is to ensure that people and communities can access culture. Cultural rights are human rights which seek to ensure equal enjoyment of cultural manifestations and the elements constituting it under conditions of equality, human dignity and non-discrimination. In the above diagram, 92% of respondents know their cultural rights pertaining to rest and recreation while 94% are aware about right to participate in the activities that are freely chosen by them within the community.

Economic Rights



The Economic Rights form part of a cluster of legal principles underpinned by human social and cultural responsibilities which maintain economic equality and freedom. As depicted in above graph, 99% of respondents recognizes the right to marry, protection of family and work as well as fair wages for work. A mere 1% has no idea about its economic rights.

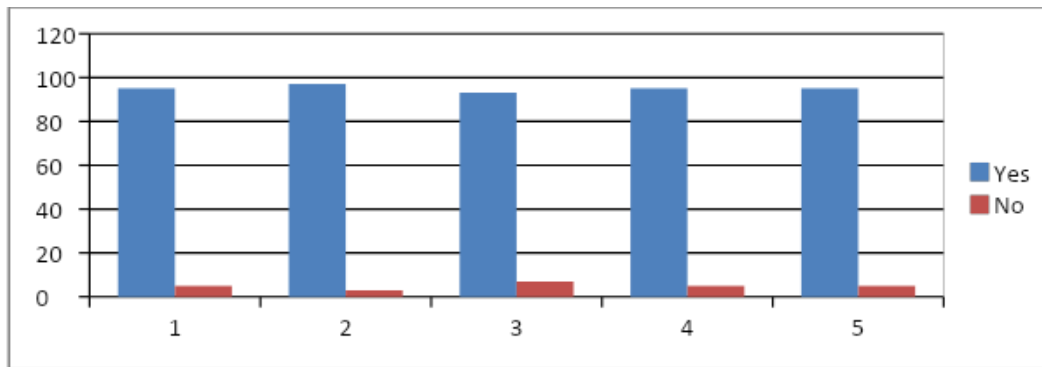
Educational Rights



Universal education is an entitlement to education. It is a human right as stated in the international covenant on economic, social and cultural rights that includes the right to free and compulsory primary education for every child, the obligation to develop secondary education accessible by all particularly through gradual implementation of free secondary education, development of equitable access to higher education if possible through progressive introduction of free education. The right to education involves eliminating discrimination at all levels of the educational system.

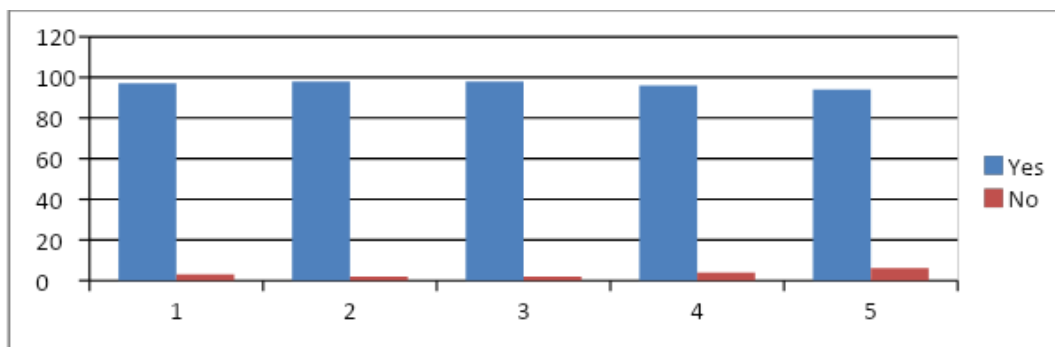
The number above shows students' consciousness about right to education indicating that it is no longer confined to one class of society but is easily available to all in society.

Legal Rights



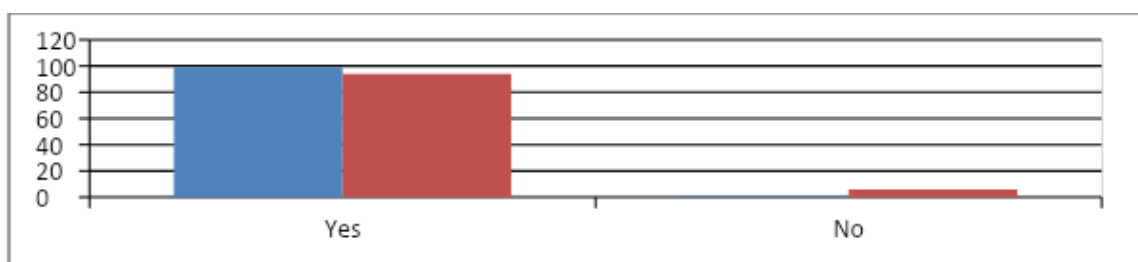
Legal rights are an essential aspect of a legal system, granting individuals protections and freedoms that cannot be disregarded or restricted by human laws. These rights apply to all citizens, regardless of whether they are publicly acknowledged or not. Legal rights are specifically defined as rights that are recognized by legal systems or established through decisions made by authoritative bodies within those systems. As explained by Dworkin (1973, 1975, 1981, 1986), rights hold a significant value and take precedent over any other considerations that are not based on principles of justice. It is encouraging to note that a large majority of survey respondents were aware of their legal rights, including the right to be recognized as a person before the law (95%), the right to equal treatment before the law (97%), and the right to seek redress through a competent tribunal.

Political Rights



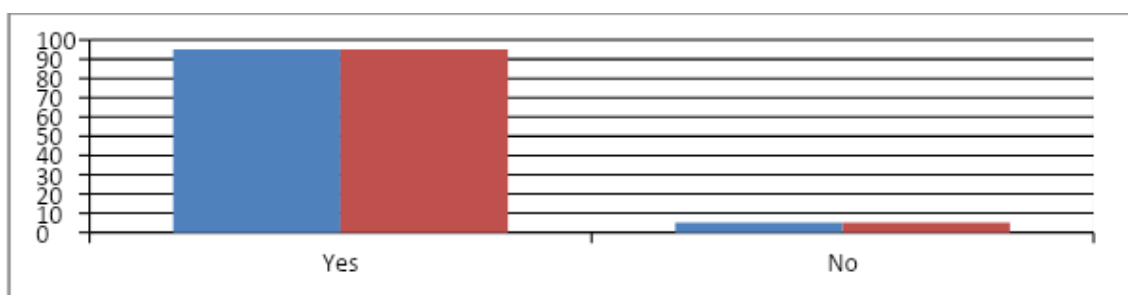
Political rights include natural justice in law such as the rights of the accused including the right to a fair trial due process the right to seek redress or a legal remedy and rights of participation in civil society and politics such as freedom of association the rights to assemble the right to petition the right to self defense and the right to vote as shown in the graph one can witness that all the respondents are aware of the political rights such as freedom of belief and religion 97 freedom of opinion and information 98 right to peaceful assembly and association 98 right to participate in government and free elections and access to public service 96 right for protection of these rights from state or other interference 94 as human rights.

Social Rights



Social rights are those rights arising from the social contract in contrast to natural rights which arise from the natural law but before the establishment of legal rights by positive law from a legal standpoint several approaches exercise and guarantee social rights social rights under the constitution are rights of subjects the above graph shows that maximum number of respondents is fully aware of such as right to social security 99 and 94 of the respondents are aware of the responsibility to community essential to free and full development of the individual.

International Rights



The international human rights movement was strengthened when the united nations general assembly adopted the universal declaration of human rights on 10th december 1948 the international treaties and customary law form the backbone of international human rights respect for human rights requires the establishment of the rule of law at the national and international levels internal human rights law lays down obligations which states are bound to respect implemented and enforced at the local level in the survey conducted 95 percent of the respondents are very much aware of right to asylum and the right to social order assuring human rights.

Conclusion:

The development of state institutions to promote and protect human rights is a critical safeguard to ensure that people can obtain recourse and redress in the face of injustice in the wake of the above response on the awareness of the students regarding the various human rights it is noted that there is high rate of awareness among them therefore we can also note that education is one of the basic sources of

rendering human rights education through awareness of human rights one can empower oneself and others to develop the skills and attitudes that promote equality dignity and respect in the community society and worldwide therefore it is essential to have human rights education in the educational institutions for the students to become better citizens of the world and bring peace in the world.

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Topic

“An Analysis of Political Rhetoric Devices in William Shakespeare’s *Julius Caesar*”

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Corresponding Author

Dr. Shagufta Naj

Assistant Professor

P.G. Department of English

M.D.D.M. College, B. R.A. Bihar

University Muzaffarpur, Bihar

E mail- dr.shagufta17@gmail.com

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Abstract

The present paper is an attempt to describe the use of rhetorical devices by pointing out its pedagogical value with an analysis of political discourse in Shakespeare’s *Julius Caesar*. Through this paper, my aim is to present the use of rhetorical devices as a multilayered accumulation of rhetorical motives by looking at the political confrontation that unfolds in this literary work. The fundamental communicative act in this segment happens to be the two speeches made by Brutus and Marc Antony. Therefore, my attempt will be to outline those points from their speeches that include the language elements of ‘exhortative discourse’ that form the main perspective of the rhetorical process. The paper also seeks to demonstrate the power of rhetoric strategies to influence individuals and sway crowds to action and also how the lacking of rhetoric quality brings the tragic consequences. It also scrutinizes the relevance of ‘logos,’ ‘pathos,’ and ‘ethos’ in analyzing the use of rhetorical elements.

Keywords: Rhetoric, Political discourse, Pathos, Republicanism, Ethical Appeal, Reason.

William Shakespeare’s fascination with republicanism allows him to assert himself as a playwright who focused on contemporary political discourse with a perfect and balanced use of rhetorical devices in his writings. Shakespeare is not an author traditionally linked with seventeenth-century political discourse, but it can be strongly argued that he wrote his plays with as much attention to politics as attention to the rhetoric of his characters. He spent the greater part of his life under the rule of Elizabeth, and, therefore, knew about the varying degrees of civil unrest, and allowed Shakespeare to explore political disintegration. A clear indication of Shakespeare’s interest in the issue of politics can be noticed in his setting of the opening scenes in public places in so many of his plays. Robin Headlam Wells argues that “Shakespeare is not a political propagandist; he is interested above all in human beings caught up in the drama of power” (Wells 89).

Shakespeare perfectly used of classic rhetoric devices in his historical and political plays, particularly in *Julius Caesar*. Person/characters in Shakespeare frequently engage in the rhetorical process during their speeches or conversation, which is why this study targets the unravelling of the basic intentionally and motives underlying such speeches. Cronick also points out that the study of rhetoric is used to explore people employ language to achieve certain things, that is, to convince others, establish power structures and make people do what they want. This means that the speech should be presented in a clear manner in order to reach out to the audience.

Shakespeare brings the fears of Renaissance England to the stage in 1599 when *Julius Caesar* was first performed. Andrew Hadfield suggests that Shakespeare wrote *Julius Caesar* recognizing that the significance of the play was the death of the republic and the rise of imperial Rome (Hadfield 167). As a commentary on republicanism, Shakespeare highlights the fall of Brutus and the small resemblance that his Rome bears to established republican ideals. Brutus and Cassius represent the need for a change over oppressive rule and Mark Antony represents the voice of reason against political chaos. Thus, *Julius Caesar* is an offhand way for Shakespeare to posit himself as a political analyst. It is a different breed of political analysis for Shakespeare because the play focuses on a republican form of government (Hadfield 469).

The men who conspired to kill Caesar were hoping to restore a republican government to Rome. Even though the assassination was successful, the conspirators could not gain the support of the public. Without this support, they could not gain the political edge that they desired because they could not manipulate the situation to their advantage. Perhaps what Shakespeare is suggesting with *Julius Caesar* is that the government, including the English Monarchy, cannot survive, or at least cannot prosper, without the will of the people to support the leader. The conspirators are quickly sentenced to violent revenge by the gentle persuasion of Mark Antony when a few lines before they were hanging on the words of Brutus. He convinces the crowd that Caesar’s death was by no means a justifiable act and that the conspirators were just struggling for power. Shakespeare explores the struggle for supremacy faced by the conspirators and the triumvirate of Caesar’s friends. The play ends with a new group of leaders Mark Antony, Octavius Caesar, and Lepidus who will now fight for control of Rome. This continues the circle of strife that is maintained by multiple leaders. But Shakespeare proposes that a singular leader is necessary for a political system to work.

As it is clear that along with political discourse in Elizabethan England, rhetoric also became as much a set of tools for reading and literary analysis as an art of composition, and that writers in that age used metaphor and other rhetorical resources functionally, for the purposes of argument, praise and blame (Keller 399). As Sigmund Freud also wrote that “words have a magical power . . . words are capable of arousing the strongest emotions and prompting all men’s actions” (qtd. In Coenn 1). The study of *Julius Caesar* clearly discloses that this work constitutes and portrays the comprehensive and effective use of rhetorical devices in the communicative actions of Cassius, Brutus and Mark Antony. Hadfield writes that, “The central feature of the republic at its height was rhetoric, the public art of persuasion, enabling listeners to weight up the evidence on either side of the argument and choose the right way forward (Hadfield 178). This shows how by the power of rhetoric the society can switch from one political side to another and how the majority opinion sways the course of political action. This observation agrees with that of Kangira and Mungenga who point out that “the use of rhetoric is to influence other people to follow their good or bad intentions” (Kangira 110). In view of this, the main objective of rhetoric is persuasion of one’s audience.

To regard this, Hussey emphasises that “the word must be the cousin to the deed, meaning that different styles are suitable for different subject-matters” (Hussey 66). Smit accepts that in relation to discourse, metaphor is important because of its functions of explaining, clarifying, describing, expressing, evaluating and entertaining and that people choose metaphor in order to communicate what they think or feel about something (Smit 95). This point clears that the objective of this is to achieve the desired persuasive goals. Meanwhile, another scholar, Rong-gen identifies several lexical and rhetoric features that speakers and writers alike normally employ to create vivid and emphatic effects and evoke profound persuasion. These are simile, metonymy, synecdoche, personification, paradox, allusion, hyperbole, understatement and irony (qtd. in Kemwi 11).

Hussey points out that during the Middle Ages, *memoria* (memorising) and *pronuntiatio* (delivery) were very important, where oral delivery was more common than silent reading (Hussey 67). And as time went on, rhetoric became more concerned with elocution, the ornaments of style. These devices are particularly used for elaboration, illustration and amplification. Hussey lists some of the more common devices which can be used in speeches: *Adnominatio* (repetition of the same word in a different form), *Anaphora* (repetition of the same word(s) at the beginning of successively clauses or lines of poetry), *Apostrophe* (highly-charged emotional comment frequently shown in successive lines beginning with ‘O’ or Alas!), *Epistrophe* (the same word ending successive clause –the opposite of anaphora—), *Isocolon* (balance of two clauses of equal length), *Parison* (balance of two clauses of corresponding syntactic structure), *Litotes* (understatement frequently by negatives e.g. ‘He is no fool’), *Ploce* (repetition of the same word or phrase, sometimes after the intervention), and *Sychomythia*, a form of dialogue in which single lines are uttered by alternative speakers. (Hussey 68)

According to Hussey, these rhetorical figures provide speakers with a means to organise their speeches, especially utterance of some persuasion which needs to be distinguished from an ordinary talk. He further points out “talking and eloquence are not the same, to speak and to speak well are two things” (68). Cronick also considers that the speaker not only tries to convince his or her listener, but is also “thinking” out loud, so to speak” (Cronick 4). He adds that the speaker is elaborating his/ her own political, philosophical and existential posture in a continuous and changing negotiation with his/ her social environment (5). He also observes that “the use of rhetorical figures, interpretative distance and historical allusions in texts reveals a great deal about the intentions of the speaker” (Cronick 5). In this regard, for the speakers to be able to reach out to their audience their speeches should be organised through the use of the mentioned rhetorical devices.

In *Julius Caesar*, the story is put in motion as Cassius pulls Brutus aside to discuss this perception of Caesar and the dangers of Caesar’s growing power, in an attempt to persuade a man loyal to Caesar to rebel against him. With this objective of convincing a man to turn his back on his friend, Cassius focuses on two specific strategies: to weaken Brutus’ devotion to Caesar and to prompt Brutus’ sense of civic responsibility. First, Cassius uses devices such as “contradiction” and juxtaposition” (Chou 2). He points out Caesar’s shortcomings and juxtaposes him to fellow men, showing no difference between Caesar and ordinary men in comparison. This implies Caesar is just likely to become corrupted with power, despite him being treated as a god. As case of juxtaposition would be his constant comparing Caesar with Brutus:

Brutus and Caesar— what should be in that “Caesar”?
Why should that name be sounded more than yours?
Write them together, yours is as fair a name. (1.2 144-146)

He forces Brutus to question whether such ordinary and weak men deserve to hold such power, while continually flattering Brutus. Next, Cassius is aware that “knowing the audience” is essential to successfully persuading. Twice in eight lines Brutus uses the word “honor,” reflecting the weight he places on honour. Cassius quickly takes advantage of this:

I know that virtue to be in you, Brutus
As well as I do know your outward favour.
Well, honor is the subject of my story. (1.2 90-92)

One will discover in the ensuing speeches delivered by Cassius and Antony, respectively in Act Scene II and Act III Scene II, the chosen wording of “honor” repeatedly appears. In Act III, Brutus finally falls victims to Cassius’ tricks and joins the conspirators after receiving Cassius feigned letters, in which fake citizens urged Brutus to lead Rome.

Persuading by the speech of Cassius, Brutus makes no attempt to hide his involvement in the assassination of Caesar, and he takes the platform to justify Caesar’s death to the public of Rome. He presents his speech in plain prose and aims to appeal to the people’s reason, he addresses them as “friends,” empathizing with their alarm. He addresses the crowd of Plebeians as follow: Romans, countrymen, and lovers, hear me for my cause, and be silent, that you may hear” (3.2). These lines are enunciated with the intention of fortifying the highly valued identification between the orator and his audience. We shall notice afterwards that the first three signifiers are not only a chain of formal and clichéd lexemes used for oratorical delivery, but a significant principle that crystallizes the political project that Brutus himself adopts with prudence. Further, he addresses, “If then that friend demand why Brutus rose against Caesar, this is my answer: Not that I loved Caesar less, but that I loved Rome more” (3.2 23). With the conditional he predicates the “answer-vindication” as ethically normal with regards to his viewpoint where the forensic development of his speech will focus on. Through

these lines, with steadfast decisiveness he discloses to the audience the issue under the bush (Newman 9). He simultaneously presents the vivid antithesis (conjoining contrasting ideas) by the use of antithetic lexemes “less/more” which is a political dividing line between tyranny and republicanism (Newman 9). Through this technique, one idea could be heightened to importance, while the other diminishes to oblivion. The people will consider Brutus Valorous for placing his personal affections beneath his patriotism. He would appear as a man of true honour.

Moreover, Brutus eloquently uses “rhetorical questions” or reverse psychology to augment his argument: “Had you rather Caesar were living and die all slaves, than that Caesar were dead, to live all free men?” (3.2 24) and it is understood that men would refuse to become slaves and feed disposed to freedom. Linguist Antonio Reyes believes questions imply connections with the audience, since they are formulated in the here—and—more moments of discourse. These questions constitute confirmatory questions, used often as solidarity devices” (Reyes 192). Brutus continues step by step to stack up Caesar’s virtues by the words, “There is tears, for his love; joy for his fortune; honour for his ambition” (3.2). Ending the sentence with the word “ambition,” Brutus claims that this is the real cause that motivated him and his friends to carry out the assassination. By using his rhetorical technique, he proposes question after question to the people:

Who is here so base that would be a bondman?
 If any, speak- for him have I offended.
 Who is here so rude that would not be a Roman?
 If any, speak- for him have I offended.
 Who is here so vile that will love his country?
 If any, speak-for him have I offended. (3.2 31-33)

Here, Brutus uses another rhetoric technique “epimome,” the frequent repetition of a phrase of question to manifest one point. Nearing the end of his speech, he swears to take his own life if the people spiritually shouted in response, “Live Brutus! Live! Live!” (3.2 45). By using isocolon and anaphora, he becomes success to gain the confidence and emotional bondation of the people, which he sought to secure by means of his justification. Thus Brutus demonstrates consistency with his taking the life of his friend, for killing himself would prove his commitment in placing the good of Rome above all personal affections. Brutus delivers his oratory in a potent and brief style basing his arguments largely on appealing to the audience’s logos and their patriotic love of Rome (Chou 4). Further, Brutus’s impending strategy is coming to a head in which he “permits” Antony to deliver what he thinks is a normally expected speech as funeral oration. Brutus simply believes that Antony will pay tribute to the deceased; he requests the citizen to listen to Antony’s speech, “Plebeians say, “stay, ho! And let us hear Marc Antony” (3.2). Thus, Brutus gives a pass way to Antony.

Antony begins his speech by the words, “For Brutus’ sake, I am beholding to you” (3.2). As the audience are still under the influence of Brutus’s apparently well aimed argumentation, which in the end seems to have appeased them. There is, at least, the indication that they, “identify” with the rhetorical vision that Brutus has promoted. Moreover, there is the apprehension that Antony might speak with impertinence against Brutus. Antony’s speech is a classic example of powerful rhetoric. Its widely believed that Shakespeare composed Antony’s speech following the rhetorical guide of Thomas Wilson’s 1560 book *Arte of Rhetorique* (Chou 4). This is concerned to the theories of rhetoric and includes the example of how to fit an argument to different circumstances. There are three different rhetorical/ artistic proofs are : ethos or ethical appeal based on the character, credibility or reliability of the speaker, addresser or writer, Pathos or emotional appeal and logos or use of inductive or deductive reasoning (Shipale 36). Antony uses the device “ethos” with an address that clearly flatters the audience , “Friends, Romans, Countrymen, lend me your ears; I come to bury Caesar, not to praise him” (3.2). He starts at a moment when the listener were impressed by the speech of Brutus, and were in his side, Wilson heeds that “nothing should be spoken at the first, but that which might please the judge” (Chou 4). In carefully choosing the wording of “lend me your ears,” Antony applies the device “metonymy,” where he associates two concepts –the ear and the act of listening; with metonymy, Antony effectively grasps the audiences’ attention. Now, the crowd has calmed down and has become less reluctant to hear Antony’s words:

Come I to speak in Caesar’s funeral.
 He was my friend, faithful and just to me.
 But Brutus says he was ambitious
 And Brutus is an honourable man. (3.2 83-86)

Antony carries out his speech referring to Brutus an “honourable man,” which he would repeat several times throughout the text. The people were pleased to hear Brutus praised. However, this is in Antony’s favour, for he will use the same repeated phrase to spark the audience into doubt. Antony cunningly combines the use of “juxtaposition” and “repetition” (Chou 5). Furthermore, he addresses:

Come I to speak in Caesar’s funeral
 He was my friend, faithful and just to me.
 But Brutus says he was ambitious,
 And Brutus is an honourable man. (3.2 83-86)

Through these lines, Brutus connected two facts with each other as one: Brutus says Caesar was ambitious, and Brutus is an honourable man. When two facts are juxtaposed as such, if one of them has proven questionable both the facts will become doubtful. Antony aims to prove Caesar was not ambitious, and by doing so, Brutus’ honour and honesty will become shaken. Chou notes that for justifying his point strongly, Antony appeals to Aristotle’s “logos,” in giving three evidences of Caesar’s moderate ambition- Caesar paid ransom, implying his generosity. He also added that Caesar wept for the poor, implying his compassion for the people. Caesar refused the crown three times, inferring his lack of ambition. Antony creates a logical chain connecting Julius Caesar’s behaviour to his lack of excessive ambition. Chou writes, “This technique is called, ‘exdoxa’ by the Sophist, which is the manipulation of commonly held beliefs. Through recalling certain events, citizens have witnessed, he supports his position” (Chou 5).

Afterwards, Antony appeals to the emotion of the audience, also known as Aristotle's "Pathos," thoughtfully conveying his grief for Caesar: "When that the poor have cried, Caesar hath wept; ambition should be made of sterner stuff: Yet Brutus says he was ambitious, and Brutus is an honourable man". Thus through the use of 'pathos,' sentiment that is here presented from a personal account which aims for the audience to respond by accepting the idealized image of Caesar and to gradually identify with the ethos of his projection. This emotional response contrasts heavily with Brutus' stern demeanour. While Brutus firmly states his emotions, Antony conveys it through his actions. "If you have tears prepare to shed them now," he says as he shows the people Caesar's gashed and bloody cloak. He even walks down into the crowd, combined with his emotions, Antony seems more of a man of the people than Brutus, who spoke from a heightened platform in an elevated manner

Finally, he appeals to the self-interest of the crowd, who under the terms of Caesar's will should all inherit money and the enjoyment of his private gardens. Here, Antony again uses rhetorical devices to emphasize his point (the will) through seemingly passing over it- "paralepsis" (Chou 6).

Have patience, gentle friends. I must not read it.
It is not meet you know how Caesar loved you.
You are not wood, you are not stones, but men.
And, being men, bearing the will of Caesar, (3.2 139-142)

Thus, he states as given fact that "everyone" loved Caesar, regardless of deviously playing with the word "cause" which emerges here in an ambiguous way. Antony has also selected the depiction of sentimental incidents that focus on 'pathos'. Moreover, we have here an aptly formed enthymeme:

1. "We should mourn those who once had cause of love." (Major Premise)
2. "We once had a cause to love Caesar" (Minor Premises)
3. "Therefore, we should mourn Caesar" (Conclusion)

In this way, and with the dramatized diffusion of the sentimental incident, Antony is in a position to manipulate the audience with an affected discourse that he fervently executes without restraint. Behold the following interjection: "O judgement thou art fled to brutish beasts, and men have lost their reason" (3.2). By using the three devices: hyperbole, apostrophe and Pun, especially his paying on the word 'brutish' as a subtle reference to Brutus captures the way Antony can denigrate his opponent. He portrays the situation as a departure from rational thought and the disintegration of the social fabric.

Consequently, it's becoming noticeable that the Plebeians are on the verge of completely submitting to the imposition of Antony's highly charged and scheming rhetoric. To be sure, the obvious inconstancy fickleness and shallowness of the crowd show how the audience in this particular instance, can radically change its beliefs in a flash! The statement made by the first Plebeians, "Me thinks there is much reason in his sayings" proves that Antony's speech is persuaded and totally based on Brutus's fundamental argument. Moreover, the act of persuasion by the use of rhetoric devices tends to assist the listener in taking the decision so as to behave or to act as the speaker wishes. Kamwi writes that persuasion in effect demands a commitment from the listener in the form of changing his/her mind or behaviour. (17). The Plebeians elevate Antony as the "noblest" man in Rome; and so he now manages to gain supremacy in the arena of current political confrontation.

To conclude William Shakespeare in *Julius Caesar* presents the multifaceted variety of rhetorical schemes which turned out to be effective. Antony's victorious influence was attained by using a highly expressive logos as rhetoric, as a rule, is made up of a logos in which the orator seeks to instil his or her worldview in an audience so that they will identify with it (Chou 6). They are all used for a political purpose to sway the minds of the Roman people as well as leaders in power. Moreover, through *Julius Caesar*, Shakespeare also presents that the public must perceive the forthcoming consequences of the expediency and the basic motives of the orators who use their rhetoric tongue for their own purposes. As in the end, Antony charmed the Plebeians with his rhetoric. With an effective use of his brain and tongue, he was in a position to lead this uncivil audience down a pathway that he himself had chosen.

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Topic

“Air Quality Status of Imphal City, Manipur”

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Corresponding Author

E. Jayantakumar Singh

Department of Environmental
Science

Pravabati College, Mayang Imphal

E-mail:

jayantakumarenavtsc@gmail.com

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Abstract

Air pollution is a major environmental problem all over the world. There has been an increasing concern about the deterioration of air quality in most cities of India. The monitoring of ambient air quality (SPM, NO₂ & SO₂) was carried out in five (5) selected areas (B.T. Road, Uripok Bus Parking, Keishampat Traffic Point, North A.O.C. and Singjamei Traffic Point) of Imphal City. The High Volume Sampler was used for the analysis of SPM, NO₂ & SO₂. High concentrations of SPM (98.8 µg/m³), NO₂ (37.73 µg/m³) and SO₂ (15.12 µg/m³) were found at B.T. Road area. Presence of PM_{2.5} and PM₁₀ in elevated concentrations inside the Manipur University campus has also been recorded. Manipur is not an industrialized State and there are hardly any major impacts of industrial pollution in the State. The main sources of air pollution and causes for elevated levels of SPM, NO₂ & SO₂ are attributed to increasing number of vehicles plying on the roads, dust-fall due to bad road management and continuous increase in construction activities. The total number of vehicles registered in Manipur is 3, 67,035 as on December 2017 and has been increased to 4, 53,732 as on 3rd February, 2021, most of which are found in urban areas. It is estimated that by 2030, the vehicular population of the State would be around 4-5 lakhs. The present study gives an overview of the levels of gaseous pollutants in the air of five different sites of Imphal City and calls for major health concern for the people of Manipur.

Key words: Imphal City. SPM. NO₂. SO₂

Introduction

The earth is the only planet known in the entire universe capable of supporting life. Today, air pollution is one of the serious problems in the world especially in urban areas of developing countries, due to rapid growth of population, increase in number of vehicle and industrialization (Naveen and Surinder, 2017). Over the past years, airborne particulate matter (PM) concentrations in Indian cities have been raising and became a matter of concern for the policymakers in India. Different sources are continuously fluxing pollutants in the city atmosphere, which includes burning of fuels, industrial establishments, different constructions related to infrastructure, power plants and led to alarming status of air pollution across Indian cities (Guttikunda, 2017; Dutta and Dutta, 2018).

The increasing and unplanned urbanization coupled with industrialization and population growth have significantly increased the levels of air pollution, leading to number of adverse health impacts/issues. Besides, the unruly complex and various human activities in urban areas are also directly or indirectly fuelling the problem of air pollution with increasing emission of pollutants (Dutta *et al.*, 2021). The deterioration of air quality has been further aggravated by emission of toxic pollutants such as particulate matter, greenhouse gases like SO_x, NO_x, and O₃ (Rumana *et al.*, 2014). Research based on 2016 statistics, reported that at least 140 million people in India breathe air that is 10 times or more over the WHO acceptable limit. Industrial pollution accounts for 51% of pollution, followed by automobile pollution (27%), agricultural burning (17%), and miscellaneous causes (5%) (Ling *et al.*, 2012). According to the World Health Organization (WHO), indoor and outdoor air pollution in cities is a serious public health concern that contributes to more than 2 million preventable deaths annually (Bishoi *et al.*, 2009; Bhaskar *et al.*, 2010).

“Fight Against Pollution” has become the need of the present day. For our better living standard we need clean air, pure water, nutritious foods, cloths and space etc., which are the basic amenities of life. We cannot find clean air in any part of the world. The air which we breathe is not pure oxygen, but is contaminated with dust, smoke and several gases in harmful proportions. In our country the air quality is mainly affected by the three parameters i.e., SO₂, NO₂ and SPM (Suspended Particulate matter) (Gupta *et al.*, 2009; Gorai *et al.*, 2015). In Manipur we have neither heavy industry nor any notable coal fire establishment except a few seasonal brick-kilns, auto exhaust emissions which serve as the main contributor of air pollutants. The primary sources of air pollutants in Imphal comes from vehicular emissions; however other sources include commercial activities, small-scale industries, construction works, re-entrant road dust, power generators, etc. Approximately, 8000 to 9000 vehicles are added annually, and the total number of vehicles is expected to reach 4, 00,000 - 5, 00,000 by 2030 (Envis Hub, 2021). Little work was done on the air quality of Imphal City and the

present study focuses on the monitoring of air quality of Imphal city with special reference to three important parameters of air pollutants i.e., SO₂, NO₂ and SPM.

Study area

Imphal is the capital of Manipur state and Imphal city (24.721°N & 24.883°N and 93.887°E & 93.982°E) is located in the central part of the state at an elevation of 786 m *amsl*. As per the 2011 Census, the city comprises 42.13% of the urban population of the state. The city experiences five distinct seasons, ranging from a humid subtropical climate with mild, dry winter and a hot monsoon season. The annual average relative humidity ranges between 36% and 100% (Mastec, 2021). The present investigation was carried out in five (5) selected sites/ stations of Imphal City. The five selected sites are (1) B.T. Road; (2) Uripok bus parking; (3) Keishampat Traffic Point; (4) North A.O.C. and (5) Singjamei Traffic Point. Fig 1 shows the geographical representation of Imphal City along with air sampling sites / stations.

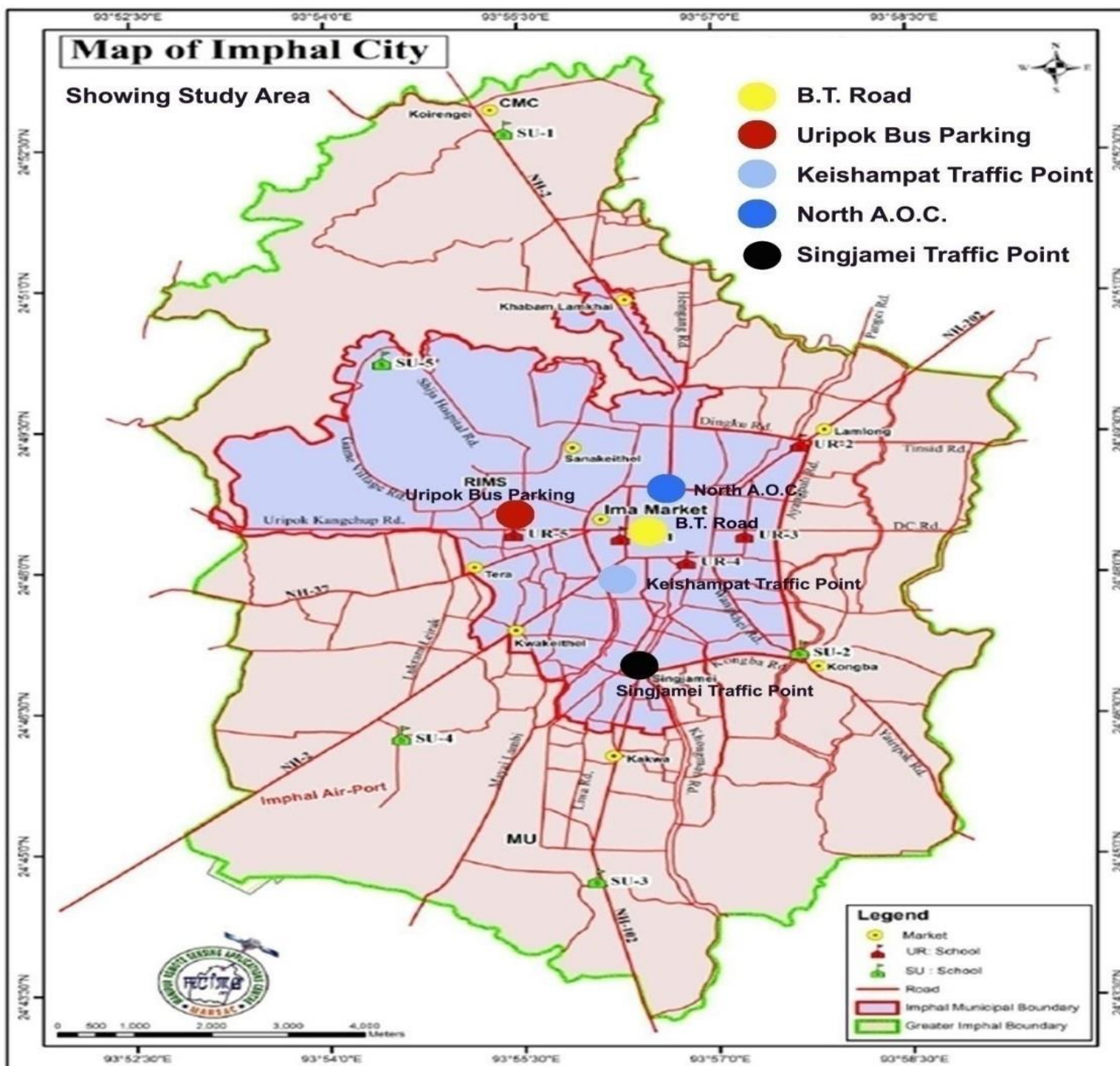


Fig 1. Shows sampling sites/stations in the study area of Imphal City.

Air Sampling and Analysis

The air quality parameters considered for the present study are (a) Physical pollutant (PM) & (b) Gaseous pollutants (NO₂ & SO₂). The monitoring of the physical and gaseous pollutants was carried out following the guidelines given by the Central Pollution Control Board (CPCB, 2013). Air sampling was carried out for 8 hours (8 am to 4 pm) at five (5) different sampling sites in Imphal city during 2019, by using an instrument called “High Volume Sampler” (Envirotech APM-430). The mass concentration of suspended particulates in ambient air, expressed in micrograms per cubic meter (µg/m³), is calculated by measuring the mass of collected particulates and the volume of air sample.

The concentration of gaseous pollutants (NO₂ and SO₂) was measured by using High Volume Sampler (Envirotech APM -430). The gaseous pollutants were absorbed using an appropriate absorbent. The absorbents were placed in the impingers. The flow rate of the air adjusted at 1 Litre per Minute (LPM) for both the gaseous pollutants. The content of SO₂ was measured by using the Improved and West Gaeke method and NO₂ was measured Modified Jacob and Hochheiser method (CPCB 2013).

Calculation formula (SPM)

W = Weight of the suspended particulates
 $W = W_2 - W_1$ gm

Where W₂ = Wt. Of the filter paper after sampling (gm)
 W₁ = Wt. Of the glass fibre filter paper (gm)

V = Volume of the air
 Sampled V = QT (Cubic

meter)

Where, Q = Average sampling rate
(cum/min) T = Sampling time
(minutes)

$$\text{And } Q = \frac{Q_1 + Q_2}{2} \text{ Cu.}$$

$$\text{m/min}^2$$

Where Q1 = Initial sampling rate indicated by the orifice meter at start of the sampling.

Q2 = Final sampling rate indicated by the orifice meter just before the end of the sampling. Therefore, concentration of suspended particulate matter
= W/V gm/m³
= W/V x 10⁶ micrograms per/cu.m.

Calculation formula (NO2)

Concentration of NO2 in air can be calculated using following

$$\text{Con. of NO}_2 (\mu\text{g/m}^3) = \frac{X \times A \times 1000}{V \times 0.82}$$

Where, A = Volume of absorbing reagent

V = Volume of air passed through absorbing reagent in litre.

0.82 = Factor for collection efficiency
X = Reading from calibrated curve.

Calculation formula (SO2)

Concentration of SO2 in air can be calculated using following formula.

$$V_s = \frac{V \times (P - P_m) \times 298.2}{760 \times (t + 273.2)}$$

Where, Vs = Volume of air in litres at 760 mm Hg.

V = Volume of air sampled as measured by flow meter in litres.
P = Barometric pressure mm Hg.

Pm = Suction Pressure mm Hg. standard

T = Temperature of sampled air °C.

Concentration of SO2 can be calculated as below

$$\text{SO}_2 (\mu\text{g/m}^3) = \frac{X \times A \times 64 \times 1000}{V_s \times 24.470}$$

Where, X = Reading from standard curve
A = Volume of absorbing reagent.

Ambient Air Quality Standards

On the basis of land use and other factors the various areas of a state may be classified into three categories by concerned state pollution control Board.

- Industrial and mixed –use areas
- Residential and rural areas
- Sensitive areas.

Category (a) will become self-evident on the intensity of industrial activity in an area and is bound to have somewhat inferior quality air compared to other categories. The category (c) will cover hill stations, tourist resorts, sanctuaries, national parks, national monuments, health resorts and other such areas where the nation would wish to conserve it. All areas not specifically declared by the concerned state Pollution Control Board for classification in category (a) or category (c) will automatically deemed to fall in category (b). According to procedures specified by Central Pollution Control Board (CPCB, 2013), Delhi, the concentration for the following pollutants shall be, 95% of the time, within the limits prescribed below (Table 1).

Table 1. Air Quality Standards as per CPCB, 2013.

Category (Area)	Concentration (µg/m ³)			
	SPM	SO2	CO	NOX
A. Industrial & Mixed Areas	500	120	5000	120
B. Residential & Rural Areas	200	80	2000	30
C. Sensitive Areas	100	30	1000	30

Results and Discussion

The present study on “Air Quality Monitoring” was carried out in five selected areas of Imphal city. The five selected areas are (1) B.T. Road; (2) Uripok bus parking; (3) Keishampat Traffic Point; (4) North A.O.C. and (5) Singjamei Traffic Point. Concentration of the pollutants in atmospheric air is expressed in terms of microgram per cubic meter (µg/m³). And all the five locations, selected for the present study belong to category No. (B) of table No. (1). From this study, it’s quite obvious that B.T. Road area has the highest

concentrations of SPM, NO₂ and SO₂ among the five selected areas. The values of SPM, NO₂ and SO₂ at B.T. Road area are found to be 98.8 µg/m³, 37.73µg/m³ and 15.12 µg/m³ respectively. North A.O.C (location No. 4) is found to be second highest and concentration levels are very close to that of B.T. Road. Values of the pollutants (concentrations) are 75.3 µg/m³ for SPM; 34.4 µg/m³ for NO₂ and 19.5 µg/m³ for SO₂ in this specific point (Table 2 & Fig 2). As far as the concentration of SPM, NO_x and SO₂ in the air of Manipur Valley is concerned, it is found to be high at other places. Manipur has no major polluting industries except few brick fields and stone crushing units. The sources of gaseous air pollutants (like SO₂, NO_x etc) in Manipur are mainly due to increasing number of vehicular population plying on roads, burning of domestic solid waste in Imphal, and dust-fall due to bad roads management. For every five minutes around 209 vehicles on B.T. Road, 152 vehicles on Uripok bus parking, 150 vehicles on B.T. Road, 152 vehicles on Uripok bus parking, 150 vehicles on Keishamplat traffic point, 185 vehicles on North A.O.C. and 137 vehicles on Singjamei traffic point ply on these roads (Table 3). Table 4 & Fig 3 depicted comparative levels of the same air pollutants in other important towns of Manipur.

Table 2. Levels of SPM, NO₂ and SO₂ in Selected Areas

Sl.No.	Specific Locations	Conc. (Micrograms/m ³)		
		SPM	NO ₂	SO ₂
1	B.T. Road	98.8	37.73	15.12
2	Uripok Bus Parking	67.27	33.17	17.88
3	Keishampat Traffic Point	66.15	31.56	17.24
4	North A.O.C	75.30	34.4	19.50
5	Singjamei Traffic Point	67.19	30.76	15.62

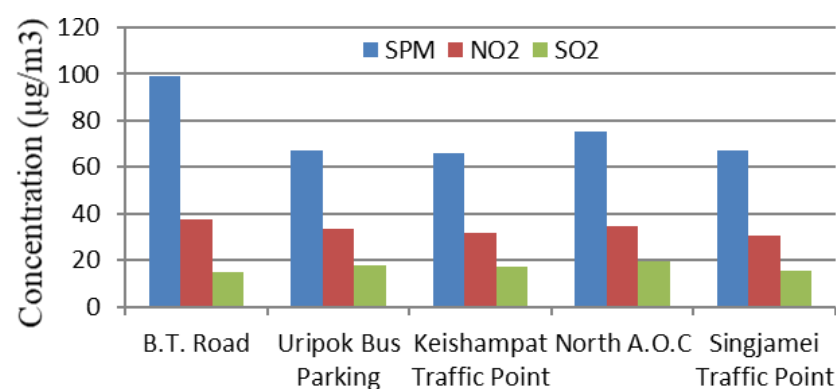


Fig 2. Levels of SPM, NO₂ and SO₂ in the Selected Areas of Imphal City.

Table 3. No of Vehicles Plying on the Study Sites

Sl. No.	Locations	Time (a.m.)	2 Wheelers	3 Wheelers	4 Wheelers	Total	Rate (Vehicles /5mins)
1	B.T. Road	9.30 -11.30	3600	520	910	5030	209.58
2	Uripok Bus Parking	Do	2160	450	1032	3642	151.75
3	Keishampat Traffic Point	Do	2280	216	1106	3602	150.08
4	North A.O.C	Do	3264	288	888	4440	185
5	Singjamei Traffic Point	Do	2432	120	800	3352	136.66

Table 4. Levels of SPM, NO₂ and SO₂ with other towns of Manipur State.

SL. No.	Specific Locations	Conc. (Micrograms/m ³)		
		SPM	NO ₂	SO ₂
1	Sugunu	140	21	7
2	Andro	100	20	5
3	Kakching	160	28	7
4	Kumbi	150	29	7
5	Singda	110	27	6
6	Mayang Imphal	150	23	6
7	Sawombung	140	29	7
8	Jiribam	123	-	-

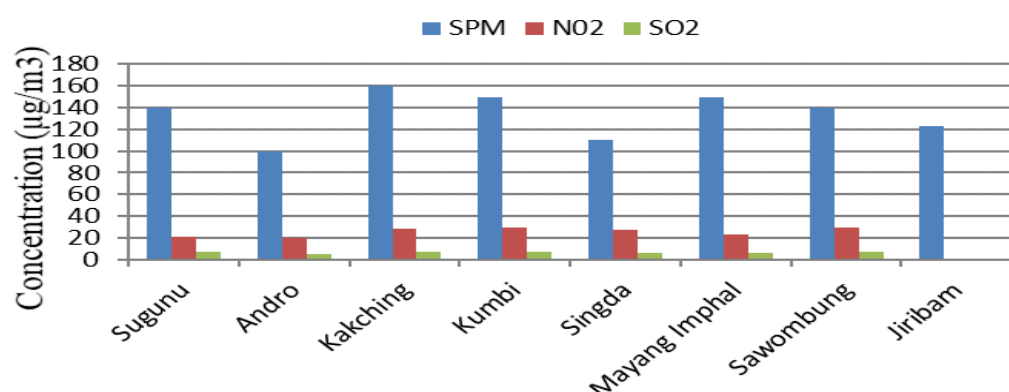


Fig 3. Levels of SPM, NO₂ and SO₂ in other Towns of Manipur

Conclusion

It's quite obvious from the present study that the main sources of air pollution are (i) motor vehicles (ii) industries (particularly their chimney wastes) and (iii) fossil fuel (coal) based plants such as thermal power plants. But in case of Manipur State, mainly in Imphal city 80% of air pollution is contributed by vehicles. On an average the combustion of 1 kilo litre (i.e., 1000 litre) of commercial petrol, used by a vehicle release around 14kgs of NO_x, 1.0 kg of SO_x and 1.5 kg of particulates. As regards diesel engines, the combustion of 1 kilo litre of diesel infuses into the air 27 kg of NO_x, 5 kg of SO_x and 14kg of particulates. However, for an automobile in good running condition its contribution to air pollution will be minimum when it is driven at constant speed, within minimum stops and starts. The magnitude of air pollution is increasing day by day due to increasing trends of developmental activities everywhere. But, the lasting solution for air pollution is adoption and applications of sustainable development practices and activities.

Recommendations/ Suggestions

1. To modify chimneys of brick fields.
2. To control vehicular speeds and to use vehicles only in needs.
3. To check pollutant emission from vehicular exhaust regularly.
4. To use filters
5. To take up control measures of evaporation from tanks.
6. To develop pollution free power sources.
7. To modify the internal combustion engine to reduce the amounts of pollutants.
8. To control through law etc.

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Topic

“Higher Education in India 2020”

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Corresponding Author

Dr. A. Gopal

Assistant Professor of Economics
Government Degree College
Atmakur(A) Wanaparthy (Dist)
Telangana

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Introduction

- India's higher education system is the world's third-largest in terms of students, next to China and the United States.
- India's Higher Education sector has witnessed a tremendous increase in the number of Universities/University level Institutions & Colleges since independence.
- In the prestigious **Quacquarelli Symonds (QS) World University Rankings 2020**, only three Indian Universities- IIT-Bombay, IIT-Delhi and IISc (Bangalore)- have been included in the top 200 institutes

Issues and Challenges in India's Higher Education Sector.

- **Enrolment:** The Gross Enrolment Ratio (GER) of India in higher education is only 25.2% which is quite low as compared to the developed and other major developing countries.
- **Equity:**
 1. There is no equity in GER among different sections of society. GER for males (26.3%), females (25.4%), SC (21.8%) and ST (15.9%).
 2. There are regional variations too. While some states have high GER some are far behind the national figures.
 3. The college density (number of colleges per lakh eligible population) varies from 7 in Bihar to 59 in Telangana as compared to All India average of 28.
 4. Most of premier universities and colleges are centred in a metropolitan and urban city, thereby leading to the **regional disparity** in access to higher education.
- **Quality:** Higher Education in India is plagued with rote learning, lack of employability and skill development due to the low quality of education.
- **Infrastructure:** Poor infrastructure is another challenge to higher education in India. Due to the budget deficit, corruption and lobbying by the vested interest group (Education Mafias), public sector universities in India lack the necessary infrastructure. Even the Private sector is not upto the mark as per the global standard.
- **Faculty:** Faculty shortages and the inability of the state educational system to attract and retain well-qualified teachers have been posing challenges to quality education for many years. Shortage of faculty leads to Ad-hoc expansion even in the premier institutions. The Pupil-to-teacher ratio though has been stable in the country (30:1), however, it needs to be improved to make it comparable to USA (12.5:1), China (19.5:1) and Brazil (19:1).
- **Outdated Curriculum:** Outdated, irrelevant curriculum that is dominantly theoretical in nature and has a low scope for creativity. There is a wide gap between industry requirements and universities' curriculum that is the main reason for the low employability of graduates in India.
- **Accreditation:** As per the data provided by the NAAC, as of June 2010, not even 25% of the total higher education institutions in the country were accredited. And among those accredited, only 30% of the universities and 45% of the colleges were found to be of quality to be ranked at 'A' level.
- **Regulatory issues:** Management of the Indian education faces challenges of over-centralization, bureaucratic structures and lack of accountability, transparency, and professionalism. As a result of the increase in a number of affiliated colleges and students, the burden of administrative functions of universities has significantly increased and the core focus on academics and research is diluted.

Regulatory Framework Of Higher Education In India



- **Research:** Poor fund allocation in research, Low levels of PhD enrolment, fewer opportunities for interdisciplinary and multidisciplinary research, Low levels of industry engagement, Low quality of research work, etc. are some of the factors affecting the research ecosystem in India.

India's investment in R&D has remained constant at around 0.6% to 0.7% of India's GDP. This is below the expenditure of countries like the US (2.8), China (2.1), Israel (4.3) and Korea (4.2).

Recent Initiatives Taken by the Government.

- **Education Quality Upgradation and Inclusion Programme (EQUIP) has been recently launched:**
 1. This is a five-year vision plan to improve the quality and accessibility of higher education over the next five years (2019-2024).
 2. Double the Gross Enrolment Ratio (GER) in higher education and resolve the geographically and socially skewed access to higher education institutions in India.
 3. Position at least 50 Indian institutions among the top-1000 global universities.
- **Revitalising Infrastructure and Systems in Education (RISE) by 2022**
 1. Qualitatively upgrade the research and academic infrastructure in India to global best standards by 2022.
 2. Make India into an education hub by making available high-quality research infrastructure in Indian higher educational institutions.
 3. To allow access of HEFA funding to institutions like Central Universities, AIIMS, IISERs and newly created Institutes of National Importance, without creating any additional burden to the students.
 4. Higher Education Financing Agency (HEFA) has been tasked to mobilise Rs. 1,00,000 crores for this initiative.
- **UGC's Learning Outcome-based Curriculum Framework (LOCF)**

LOCF guidelines, issued by UGC in 2018, aims to specify what graduates are expected to know, understand and be able to do at the end of their programme of study. This is to make student active learner and teacher a good facilitator.
- **Graded Autonomy to Universities & Colleges:** 3-tiered graded autonomy regulatory system has been initiated, with the categorization based on accreditation scores. Category I and Category II universities will have significant autonomy to conduct examinations, prescribe evaluation systems and even announce results
- **Global Initiative for Academics Network (GIAN):** The programme seeks to invite distinguished academicians, entrepreneurs, scientists, experts from premier institutions from across the world, to teach in the higher educational institutions in India.
- **All India Survey on Higher Education (AISHE):** The main objectives of the survey are to- identify & capture all the institutions of higher learning in the country; and collect the data from all the higher education institutions on various aspects of higher education. **National Institutional Ranking Framework** was developed in 2015. The rankings are published annually since 2016. It outlines a methodology to rank educational institutions across the country based on five broad parameters:
 1. Teaching, learning and resources;
 2. Research and professional practice;
 3. Graduation outcomes;
 4. Outreach and inclusivity; and Perception.

Way Forward

- **Regulatory and governance reforms:**
 1. Restructure or merge different higher education regulators (UGC, AICTE, NCTE etc.) to ensure effective coordination.
 2. Amend UGC Act to give legislative backing to regulatory structure. Allow foreign institutions to operate joint degree programmes with Indian institutions.
 3. Link University grants to performance.
- **Select Vice-Chancellors of universities through a transparent & objective process. Creating 'world-class universities':** 20 universities – 10 each from the public and private sector – are being selected as '**Institutions of Eminence**', to help them attain world-class standards of teaching and research. **A graded mechanism** to ensure additional funds flow to top public universities should be developed, as in China & Singapore.
 - a) The **Draft National Education Policy, 2019** recommended Restructuring of the higher education system into Tier 1, Tier 2 and Tier 3.
 - b) Tier 1 includes research universities focusing equally on research and teaching, Tier 2 includes teaching universities focusing primarily on teaching; and Tier 3 includes colleges focusing only on teaching at undergraduate levels. All such institutions will gradually move towards full autonomy - academic, administrative, and financial. The idea is to spread 'research culture' at the undergraduate level.
- **Increased focus on vocational and profession led education:** Include vocational subjects in mainstream universities to allow for greater acceptance and utility for vocational learning.
- **Accreditation Framework:** All higher education institutions must be accredited compulsorily & regularly, by agencies, empanelled through a transparent, high-quality process.
- **Performance-linked funding and incentives:** All central universities should develop strategic plans for getting into the top 500 global universities rankings in the next 10 years. Funding to these institutions should be linked to performance and outcomes through the MHRD and newly constituted Higher Education Funding Agency
- **Distance and online education:** Broaden the scope of Massive Open Online Course (MOOCs) and Open and Distance Learning (ODL) to provide access to quality education beyond geographical boundaries.

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Topic

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Corresponding Author

a) Mrs. G. DHANALAKSHMI

Research Scholar

Department of Management
Studies

Manonmaniam Sundaranar

University

Abishekapatti, Tirunelveli,

Tamil Nadu.

b) Dr. MARIMUTHU K.N

Assistant Professor

Department of Management
Studies

Manonmaniam Sundaranar

University

Abishekapatti, Tirunelveli,

Tamil Nadu.

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Abstract

In recent years, a vast majority of reports have emphasized that the future of work will undergo significant changes. The need for greater flexibility, a heightened focus on the value of qualifications, and the alignment of work with individual talents are becoming paramount. Businesses are expected to be agile and adaptable, capable of embracing change as a fundamental aspect of their operations. We find ourselves in the midst of responding to social and environmental demands that require us to elevate our qualifications. This shift necessitates a keen awareness of the evolving skills landscape and the capacity to respond effectively to emerging challenges. Another key theme gaining prominence is metrics. Metrics are poised to play a pivotal role in ensuring the sustainability of organizations. As the focus shifts from mere survival to demonstrating tangible business value, metrics assume an increasingly important role in keeping management well-informed about project performance, its implications on the financial bottom line, and the quality of customer service. This paper delves into the anticipated changes in work patterns and methodologies in the near future. It explores how the evolving landscape of work will shape the way we operate, adapt, and measure success. As organizations navigate this transformative journey, the integration of flexibility, qualification emphasis, and insightful metrics will be essential for staying competitive and relevant in the dynamic business landscape.

Key words: Paradigm, Flexibility, Tuning, Qualifications, Talent Management.

Introduction

In a dynamic and ever-evolving global landscape, the realm of management is undergoing profound transformations. As businesses adapt to technological advancements, changing customer preferences, and societal shifts, the management practices that guide them must also evolve. This study aims to delve into the futuristic trends of management in the context of India, a nation characterized by its diverse economy, rich cultural heritage, and rapid technological growth. Management practices have continually evolved to meet the demands of the times. From the Taylorist principles of the early 20th century to the lean and agile methodologies of recent decades, the way businesses are organized, led, and operated has been in constant flux. In today's era of digitization, globalization, and sustainability concerns, businesses face new challenges and opportunities that necessitate innovative approaches to management. The significance of studying futuristic trends in management for India lies in its potential to guide businesses, organizations, and policymakers toward informed decisions that align with emerging realities. Understanding these trends enables leaders to proactively shape their strategies, adapt to disruptive forces, and harness the advantages of changing paradigms.

Review of the study

Rafiya Banu Syed (2022), in his paper entitled “**Futuristic Trends in Management**” concluded that organization is a broader term which requires various aspects to analyses. Therefore, this scenery makes it more complex and vaster. Management is the backbone for any organization. Thus their measurement varies from time to time and acclimatizes to the present trends. These elements remain the same irrespective of any changes but in model of each element vary according to the changes that prevail in the industry situation. A manager must be aware of those trends to achieve the overall organizational objectives, goals, mission and vision.

A. Kokkosis, et al (2010), in their conference paper entitled “**Future Management Trends**” observed that the new focus on global warming should be a wake-up call to employers to review their functioning practices. If employers can reinstate half of their face-to-face meetings with audio or video conferencing, they will save the time and cost of pointless trek and find the time used up in meetings reduced. But to do this, managers will have to step outside their reassure zone of watching over people while they work and authorize employees to control their own work pattern.

Significance of the study

By shedding light on the futuristic trends of management in India, this study intends to provide valuable insights that can guide businesses toward

sustainable growth, competitiveness, and adaptability. The findings of this study can serve as a roadmap for organizations seeking to navigate the complex and rapidly changing landscape of modern management. In the subsequent sections of this study, we will delve into each of these trends, examining the Features of cutting-edge management trends, Continuing Digitization of the Business World, and potential solutions. Through a comprehensive analysis, this study aims to contribute to the understanding of how management practices in India are shaping the future of business.

Objectives of the study

- To study on Characteristics of future trends in management in India.
- To examine the Features of cutting-edge management trends in India.
- To focus the significance of upcoming trends in management in India.
- To examine the Continuing Digitization of the Business World.

Methodology:

This study will adopt a mixed-methods approach, combining qualitative research methodologies. Qualitative methods, such as discussions and focus groups on theoretical concepts, will be employed to gather insights from industry trends, business leaders, and management researcher.

Characteristics of future trends in management in India

Here are some characteristics that might be shaping the future of management in India:

1. **Digital Transformation:** The ongoing digital transformation is likely to continue reshaping management practices in India. Companies will increasingly adopt technologies like AI, automation, and data analytics to streamline operations, enhance decision-making, and improve customer experiences.
2. **Remote and Hybrid Work:** The COVID-19 pandemic accelerated the adoption of remote work and flexible work arrangements. These trends are likely to persist, with organizations in India integrating remote work policies and digital collaboration tools to accommodate diverse workforce preferences and enhance productivity.
3. **Focus on Sustainability:** As sustainability and environmental concerns gain prominence, Indian businesses are expected to incorporate sustainable management practices. This could involve adopting eco-friendly processes, reducing carbon footprints, and incorporating social responsibility initiatives.
4. **Agile and Adaptive Management:** The fast-paced business landscape requires organizations to be agile and adaptable. Agile management methodologies, which prioritize iterative development and quick responses to change, are likely to become more prevalent in India's business environment.
5. **Emphasis on Employee Well-being:** The well-being of employees is gaining recognition as a crucial factor in organizational success. Companies in India may focus on creating supportive work environments, providing mental health resources, and ensuring a healthy work-life balance.
6. **Diversity and Inclusion:** The push for diversity and inclusion is expected to continue. Indian businesses will likely invest in creating inclusive workplaces that value diversity in terms of gender, ethnicity, age, and background to foster innovation and better decision-making.
7. **Data-Driven Decision-Making:** With the proliferation of data, organizations are expected to make data-driven decisions. Indian managers will likely need to enhance their data analysis skills to harness insights and make informed choices that drive business growth.
8. **Continuous Learning and Upskilling:** Lifelong learning and upskilling will become integral to management. As industries evolve rapidly, managers in India will need to acquire new skills to stay relevant and lead effectively in changing environments.
9. **Collaborative Leadership:** Hierarchical leadership models are gradually giving way to more collaborative and participatory approaches. Indian managers may increasingly adopt a leadership style that encourages open communication and shared decision-making.
10. **E-commerce and Digital Marketing:** The growth of e-commerce and digital marketing will impact how businesses reach customers. Effective management will involve understanding online consumer behaviors, optimizing digital marketing strategies, and leveraging e-commerce platforms.
11. **Innovative Problem-Solving:** In a competitive global market, managers in India will need to focus on innovative problem-solving to overcome challenges and seize opportunities. This could involve fostering a culture of creativity and encouraging employees to contribute ideas.
12. **Regulatory and Compliance Challenges:** As business regulations evolve, managers will need to stay informed about changing compliance requirements in India. Staying updated on legal and regulatory changes will be crucial for effective management.

Remember that these are generalized trends, and the actual future of management in India will be influenced by a wide range of factors, including economic, political, technological, and social developments. For the most current insights, it's recommended to consult up-to-date sources and reports on management trends in India.

Features of cutting-edge management trends in India

Here are some features of cutting-edge management trends that were emerging in India:

- 1) **Technology Integration:** Indian businesses were increasingly leveraging technology to enhance operations, decision-making, and customer experiences. This included adopting AI, machine learning, data analytics, and automation to optimize processes and gain valuable insights from data.
- 2) **Agile and Lean Practices:** Agile methodologies were gaining traction in Indian organizations, helping them become more responsive to changing market demands. Agile approaches, often borrowed from software development, were being applied to various business functions to promote flexibility, faster decision-making, and iterative improvements.
- 3) **Remote Work and Collaboration Tools:** The COVID-19 pandemic accelerated the adoption of remote work and virtual collaboration tools in India. Cutting-edge management involved effectively managing remote teams, ensuring productivity, and maintaining strong communication through digital platforms.

- 4) **Innovation Ecosystems:** Many Indian companies were fostering innovation by creating internal innovation labs, partnering with startups, and investing in research and development. This trend aimed to drive continuous product and process innovation to stay competitive.
- 5) **Customer-Centric Strategies:** Businesses were focusing more on understanding and meeting customer needs. Customer experience management and personalization were becoming essential components of successful strategies, driven by data-driven insights into customer behavior.
- 6) **Diversity and Inclusion:** Forward-thinking companies in India were embracing diversity and inclusion as core principles. This involved creating inclusive workplaces, addressing bias, and promoting diverse leadership teams for better decision-making and creativity.
- 7) **Sustainability Initiatives:** Sustainability was gaining prominence in management practices. Organizations were incorporating environmental and social responsibility into their strategies, which included adopting eco-friendly processes, reducing waste, and promoting ethical business practices.
- 8) **Upskilling and Continuous Learning:** As technology and industry landscapes evolved rapidly, managers and employees were recognizing the importance of continuous learning. Companies were investing in upskilling programs to keep their workforce competitive and adaptable.
- 9) **Digital Marketing and E-commerce:** The growth of online platforms was transforming marketing and sales strategies. Indian businesses were leveraging digital marketing channels and e-commerce platforms to reach customers, analyze online behavior, and optimize customer journeys.
- 10) **Collaborative Leadership:** Hierarchical leadership models were making way for collaborative and participatory leadership styles. Managers were adopting open communication, cross-functional collaboration, and shared decision-making to foster innovation and engagement.
- 11) **Ethical Leadership and Transparency:** Stakeholders, including employees and consumers, were demanding more ethical behavior from businesses. Cutting-edge management involved maintaining transparency, ethical decision-making, and responsible business practices.
- 12) **Data Privacy and Security:** As data privacy concerns grew, businesses were focusing on securing customer data and complying with data protection regulations. Robust data privacy measures and cybersecurity practices were essential components of modern management strategies.

The significance of upcoming trends in Management in India

The significance of upcoming trends in management in India is multifaceted and has far-reaching implications for businesses, organizations, employees, and society as a whole. Embracing and adapting to these trends can lead to enhanced competitiveness, sustainable growth, and improved overall well-being. Here are some key reasons why upcoming trends in management are significant for India:

- i. **Competitive Advantage:** Businesses that stay ahead of emerging trends can gain a competitive edge in the market. Implementing cutting-edge management practices allows companies to innovate, differentiate themselves, and respond quickly to changing customer demands.
- ii. **Innovation and Creativity:** Trends like innovation ecosystems and agile methodologies encourage creative problem-solving and idea generation. By fostering an innovative culture, companies can develop new products, services, and business models that meet evolving market needs.
- iii. **Adaptability and Resilience:** Rapid technological advancements and changing market dynamics require organizations to be adaptable and resilient. Embracing trends like remote work and agile management enables companies to pivot swiftly in response to disruptions.
- iv. **Talent Attraction and Retention:** Many of these trends, such as remote work flexibility, upskilling opportunities, and inclusive workplaces, appeal to a modern workforce. Businesses that prioritize these aspects are more likely to attract and retain top talent.
- v. **Improved Decision-Making:** Data-driven decision-making and analytics help managers make more informed choices based on insights from vast amounts of information. This leads to more accurate forecasting, reduced risks, and better overall strategic planning.
- vi. **Sustainability and Social Responsibility:** Trends emphasizing sustainability and ethical practices align with the growing awareness of environmental and social issues. Organizations that incorporate these principles can build stronger reputations, attract conscious consumers, and contribute to a better world.
- vii. **Enhanced Customer Experience:** Customer-centric strategies and personalized experiences improve customer satisfaction and loyalty. By understanding customer preferences and behavior, businesses can tailor their offerings more effectively.
- viii. **Operational Efficiency:** Technology integration and process optimization enhance operational efficiency, reducing costs and wastage. Automation and streamlined workflows contribute to increased productivity and profitability.
- ix. **Global Competitiveness:** As India continues to expand its global presence, adopting management trends aligned with international best practices enhances the country's competitiveness on the global stage.
- x. **Employee Well-being:** Trends promoting work-life balance, remote work, and well-being initiatives prioritize employees' physical and mental health. This leads to higher job satisfaction, lower turnover rates, and increased productivity.
- xi. **Future-Proofing:** Preparing for upcoming trends helps organizations future-proof themselves against uncertainties. Adaptable management practices ensure companies are better equipped to navigate challenges and seize opportunities.
- xii. **Economic Growth:** The cumulative impact of these trends can contribute to sustained economic growth. Businesses that thrive create job opportunities, generate revenue, and contribute to the overall development of the country.

In summary, upcoming trends in management in India are significant because they influence how businesses operate, how employees work, and how society benefits. Embracing these trends enables businesses to remain competitive, agile, and innovative in an ever-evolving landscape while contributing positively to their employees and the broader community.

The Continuing Digitization of the Business World

The continuing digitization of the business world is a transformational process that involves the integration of digital technologies into various aspects of business operations, strategy, and customer interactions. This ongoing trend has profound implications for how businesses operate, compete, and innovate. Here are some key aspects and benefits of the continuing digitization of the business world:

- 1) **Operational Efficiency:** Digitization streamlines processes, automates routine tasks, and reduces manual errors. This leads to improved operational efficiency, reduced costs, and faster turnaround times.
- 2) **Data-Driven Insights:** Digital tools and technologies generate vast amounts of data. Analyzing this data provides businesses with valuable insights into customer behavior, market trends, and operational performance, enabling informed decision-making.
- 3) **Enhanced Customer Experience:** Digital channels enable personalized interactions, 24/7 support, and seamless transactions. Businesses can engage with customers across various touchpoints, creating a more convenient and satisfying customer experience.
- 4) **Global Reach:** Digital platforms break down geographical barriers, allowing businesses to expand their reach to international markets. E-commerce, digital marketing, and online communication enable companies to access a global customer base.
- 5) **Innovation and Agility:** Digital technologies facilitate rapid prototyping, testing, and iteration. This agility promotes innovation as companies can quickly adapt to market changes and experiment with new ideas.
- 6) **Remote Work and Collaboration:** Digitization enables remote work and virtual collaboration. Cloud-based tools, video conferencing, and project management platforms facilitate communication and teamwork regardless of physical location.
- 7) **Supply Chain Optimization:** Digital tools such as Internet of Things (IoT) devices, RFID tracking, and blockchain enhance supply chain visibility, traceability, and efficiency. This leads to better inventory management and reduced supply chain disruptions.
- 8) **Marketing and Advertising:** Digital marketing strategies allow businesses to target specific audiences with precision, track campaign performance, and adjust strategies in real time based on data-driven insights.
- 9) **New Business Models:** Digitization enables the creation of entirely new business models, such as subscription services, online marketplaces, and platform-based ecosystems.
- 10) **Artificial Intelligence and Automation:** AI and automation technologies improve predictive analytics, customer service, and decision-making. Chatbots, AI-powered recommendation systems, and process automation enhance efficiency and customer engagement.
- 11) **Data Security and Privacy:** As businesses digitize, ensuring data security and protecting customer privacy become paramount. Companies need to implement robust cybersecurity measures and adhere to data protection regulations.
- 12) **Continuous Learning and Upskilling:** Employees need to acquire digital skills to thrive in the digitized workplace. Organizations invest in upskilling programs to ensure their workforce remains competent and adaptable.
- 13) **Environmental Impact:** Digitization can also contribute to sustainability efforts. Paperless processes, energy-efficient technologies, and remote work options can reduce the carbon footprint of businesses.
- 14) **Competitive Landscape:** Businesses that embrace digitization gain a competitive advantage. Companies that fail to adapt may struggle to keep up with tech-savvy competitors and changing customer expectations.

The continuing digitization of the business world is not just about adopting technology; it's a comprehensive shift in how business is conducted and how value is created. Companies that navigate this transformation effectively can stay relevant, innovative, and competitive in a rapidly changing landscape.

Conclusion

Future management trends are those management concepts or strategies, which must be taken seriously in account in order to run an organization efficiently and profitably. The new focus on global warming should be a wake-up call to all employers to review their working practices. The employers can replace half their face-to-face meetings with audio or video conferences they will save the time and cost of unnecessary travel and less time and cost spent on meetings. The managers and their organizations clearly need to work together to make sure that they are realizing the full value of qualifications and achieving business success. The investment in training and development is of little value unless effectiveness can be measured at regular intervals and there is definite improvement. The role of its human resources function had to be transformed from transactional administration into a business focused and value driven business partner. The communication management language is to communicate. When this language fails to do that when it hedges itself with self-congratulatory but meaningless babble then business is talking only to itself.

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Topic

“Study of Some Medicinal Plants used in Rheumatoid Arthritis by Tribals of Ranchi District”

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Corresponding Author

a) Ritu Kumari Mishra

Department of Botany
DSPMU, Ranchi-834008,
Jharkhand, India
Email:
ritumishraas05@gmail.com

b) Rashmi Mishra

Department of Botany
DSPMU, Ranchi-834008,
Jharkhand, India
Email:
Mishra.rashmi075@gmail.com

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Abstract

The present paper describes some important ethno-medicinal plants of Jharkhand, which are being used by various tribes for the treatment of major groups of diseases, disorder and ailments. Currently, herbs, medicinal species and green medicine or traditional Chinese medicine has gained many followers in the world, especially as a way of life and as an alternative to the indiscriminate use of synthetic medicines such as antibiotics. These natural products are rich in secondary metabolites or phytochemicals, which are chemical compounds of relatively complex structures and restricted distribution; these compounds have defensive functions against insects, bacteria, fungi and parasites or viruses. Likewise, several studies have shown their effectiveness in the prevention and treatment of several diseases such as cancer, autoimmune diseases, gastrointestinal diseases, diabetes, neurodegenerative diseases, crohn’s diseases and HIV viruses. In addition, this addresses the mechanism of action of the herbs and medicinal spices on intestinal micro biota, increasing competitive exclusion in the intestinal membrane and inhibiting bacterial translocation and damage to the intestinal barrier. Ethno Pharmacological Relevance: Traditional medicinal plants are practiced worldwide for treatment of arthritis especially in developing countries where resources are meager. This review presents the plants profiles inhabiting throughout the world regarding their traditional usage by various tribes/ethnic groups for treatment of arthritis. (1)

Keywords: Ethno medicinal plants, Rheumatoid arthritis, Tribal knowledge.

Introduction

Ranchi is located in the southern part of Chota Nagpur plateau, which is the eastern section of the Deccan plateau. It is the most bio diverse rich regions of Jharkhand because of its geographic area and best climates. A large number of forest region is located in Ranchi area which is rich in variety of medicinal plants which are useful in interacting with the micro biota. A large number of medicinal plants are used by the local peoples for treatment of various diseases. Medicinal plants were used for ancient times for treating various diseases.

Ranchi is the home of many tribal communities along with a dynamic floristic diversity. The schedule tribe population of Ranchi is 26.30% of the total population of the state.

Due to close association of forest, the tribes possess a unique knowledge about the medicinal uses of plant wealth of their surroundings from many generations. They depends mostly on ethno medicines for the treatment of different diseases, disorders and ailments. This traditional knowledge is now fast disappearing due to modernization, habitat destruction and tendency of younger generation to discard traditional health system. (2)

Materials and Methods

The present ethno botanical research work was carried out in different areas of Ranchi district among the knowledgeable individuals of tribal peoples residing near forest area, through survey, interview and field work. The collected plant materials were processed, dried and herbarium is prepared and preserved for future prospects. The collected plant material were identified with the help of standard monograph and Floras. (3)

Results and Discussions

During the course of the study, it was observed that several wild herbaceous plants were playing and important role as a food source among the tribal people of Ranchi district but many of them were less known as edible among the urban populations of Jharkhand. After survey through different sources, it was found that the herbs which are used quite different from the species which are already documented from India and different other parts of the World. When compared to cultivated and domesticated plant food sources, the uncultivated wild plant foods tends to be overlooked in modern societies. The herbaceous wild species are now facing several threats for their existence due to destruction of their natural habitats caused by various factors. Those plant species play very crucial role in the food habits of tribal peoples and their belief in treating various serious illness. (4)

LIST OF PLANTS WHICH ARE USED IN TREATING RHEUMATOID ARTHRITIS:

Plants Name	Botanical name	Parts used	Diseases
1. Shallaki	<i>Boswelliaserrata</i> L.	Stem bark and leaves	Joint pain (5)
2. Golki	<i>Piper nigrum</i> L.	Fruit pulp	Inflammation (6)
3. Harjora, Harjawa	<i>Cissusquadrangularis</i>	Stem	Bone fracture (7)
4. Bakula, Rangeni Kata, and SialKanta	<i>ArgemoneMexicana</i> L.	Seeds	Pain (8)
5. Sindwar, Hudri, Sindwair, Sunduwar	<i>Vitexnegundo</i> L.	Roots	Inflammation (9)
6. Adrakh	<i>Zingiberofficinale</i>	Rhizoids	Joint pain and swelling (10)
7. Madar	<i>Calotropisprocera</i> L. <i>Hibiscus rosa-sinesis</i> L.	Stems and leaves Flower	Inflammation & swelling Pain (11)
8. Urhul			
9. Munga, Sajna	<i>Moringaoleifera</i>	Stems & leaves	Swelling (12)
10. Imli, Tetar	<i>Tamarindusindica</i> L.	Bark & leaf	Joint-pain and swelling (13)
11. Marang-harlu, Jamruchalam	<i>Argyreiaspeciosa</i>	Seeds	Anti-inflammatory (14)
12. Kurji-daru, Malkangui, Minjni	<i>Celastruspaniculata</i>	Seed oil& leaves	Joint pain (15)
13. Harad	<i>Termineliachebula</i>	Whole plant	Anti-inflammatory (16)
14. Chokiada, Bengsak	<i>Centellaasiatica</i>	Whole plant	Rheumatism (17)
15. Sataur, Atkir	<i>Asparagus racemosus</i>	Roots	Swelling (18)
16. Chandayra	<i>Paeonialactiflora</i>	Leaf	Pain and swelling (19)
17. Gunj, Karjani	<i>Abrusprecatorius</i>	Leaf	Pains (20)
18. Harachampala	<i>Arnica montana</i>	Flowers	Anti-inflammatory (21)
19. Guldoha	<i>Symphytum officinalis</i>	Roots and leaves	Inflammation (22)
20. Guggul	<i>Commiphorawightii</i>	Leaves and flowers	Joint pain (23)
21. Bantishi	<i>Barleriacristata</i>	Root and leaf	Swelling (24)
22. Chirchiri	<i>Swertiachiraita</i>	Roots	Inflammation (25)
23. Kujri-daru, Malkan-gui	<i>Celastruspaniculata</i>	Seed oil	Pain and swelling (26)
24. Ganja /Bhang	<i>Cannabis sativa</i>	Flowers and fruits	Rheumatism (27)
25. Tarwar	<i>Veratrumnigrum</i>	Whole plant	Rheumatism (28)
26. Amla	<i>Embelica officinalis</i>	Whole plant	Inflammation (29)

Conclusion

From above data we can conclude that Rheumatoid arthritis is an autoimmune inflammatory disease pathologically characterized primarily by synovitis. Joint destruction, which is associated with prolonged arthritis, progresses soon after the onset of disease. The deformation of affected joints is irreversible and causes physical dysfunction. A wide number of varieties of medicinal plants are always being used from ancient times. From above results we can gain idea of choosing that particular herbs that may cure inflammation and swelling caused due to RA. This review clearly indicates that list of medicinal plants presented in this review might be useful to researchers as well as practitioners. This review can be useful for preliminary screening of potential anti-arthritis plants. Further toxicity profile given in the review can be useful for the researchers for finding the safe dose.

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Topic

“A Critical Study of a Married Woman by Manju Kapur”

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Corresponding Author

a) Priyanka Kumari

PhD Research Scholar
University Dept of English
Vinoba Bhave University,
Hazaribag

b) Dr. Niraj Dang

Assistant Professor
University Dept of English
Vinoba Bhave University,
Hazaribag

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Abstract

Indian writers have written in English for almost a century, but it has only become popular in recent decades. Some writers are famous worldwide, while others prefer a smaller audience. Indian definition is unknown. Female characters in Indian novels are various. Post-colonial Indian women writers have transformed women's portrayal. Manju Kapur's female characters face patriarchal conventions. Feminism advances women's rights socio politically. Female writers, thinkers, and critics have established a literary example-seeking school of thought. The movement emphasizes women's marginalization, identity issues, finding their position, and loving the feminine body. Each of Manju Kapur's heroines faces hardships. In her works, Manju Kapur delves into women's hardships. Astha, Manju Kapur's protagonist in A Married Woman, struggles with identity. Astha's identity through gender standards, societal expectations, and personal desires within a volatile Indian past. In a conservative and rapidly changing culture, this study examines Astha's challenging identity issue. The narrative is examined to determine how Astha balances tradition, marriage, and self-realization. The stresses how her husband, mother-in-law, and the mystery artist Pip shaped her identity. The story's symbolism and metaphors to understand Astha's journey's social influence. This conformity, revolt, and self-discovery in A Married Woman to understand identity crises in quickly changing civilizations. Kapur's work discusses the common struggle to balance personal identity with social norms.

Keywords: Married, woman, Feminist, identity

1. Introduction

As the number of modern Indian women writers continues to rise, Manju Kapur has joined the ranks of those who have made significant contributions to the development of Indian fiction. Kapur is a writer active in the post-colonial era who has a natural understanding of the situation of women in patriarchal societies and who addresses the issues that women face. The longing battle of women to develop an identity is depicted in her novels of the same name. In home relationships, she has made an effort to create a space that women are required to inhabit. Mother-daughter nexus is one of numerous roles Indian women play, according to Kapur's observations. There are various facets of a woman's existence, including the fact that she is a wife, a mother, and a daughter-in-law for example. The women of the 1940s are depicted in a realistic manner in Manju Kapur, and the events that take place take place against the backdrop of the Indian Independence movement. Freedom and autonomy fight was a battle that was still in its early stages during the pre-independence era, yet it may be that the emancipation of women has reached its pinnacle at this point. Therefore, it is worthy of respect that a woman has made an effort to succeed in her quest to assert herself, even though she has been unsuccessful in doing so. She learns to appreciate not only the virtues of education and the more elevated parts of life, but also the more negative aspects of existence. A mature lady, she has become as a result of the never-ending ups and downs of life. In life, she finds joy and fulfilment by crushing and defying the constraints and expectations that are imposed by patriarchy. She does this in order to assert her identity.

A Married Woman by Manju Kapur explores human identity in all its complexities. Astha, a middle-class wife and mother in late 20th-century India, is the protagonist of the novel. But behind her conventional life, Astha struggles with an identity crisis that forces her to confront society expectations, personal wants, and changing gender and sexuality relations. Culture, family, religion, and society have always shaped Indian identity. A Married Woman eloquently depicts the contradictions people experience when their personal identity clashes with orthodox society. In Kapur's work, Astha goes from being a good wife and mother to a woman who defies society and confronts her boundaries. A Married Woman's identity dilemma is examined in this paper. Through Astha's character and the societal elements that influence her, the aim to understand identity development in traditional India. We'll also examine how the novel addresses love, desire, sexual awakening, and personal liberty despite social expectations. In the next sections, it will follow Astha as she navigates this world's attempts to determine her identity. Through this investigation, it will learn why Kapur's work resonates with readers and experts, giving light on the human battle to find one's individuality in a society of tradition and conformity.

1.1 Biography

Manju Kapur writes Indian novels. Born in 1948, Amritsar, Manju Kapur. She attended Dalhousie University in Halifax and Delhi University for her MA and

M.Phil. after graduating from Miranda House University College for Women. English literature professor Manju Kapur teaches at Miranda House College, Delhi, her alma mater. She has 3 daughters. The 1999 Commonwealth Writers' Prize for Europe and South Asia honored her debut novel, *Difficult Daughters*. Manju Kapur's debut novel *Difficult Daughters* was a financial and critical triumph in India and beyond.

As Manjul Kapur Dalmia, she teaches English at Delhi University. Her M.A. from Dalhousie University in Halifax, Canada, and M. Phil from Delhi University were earned in 1972. The feminist tradition is evident throughout her novels. The main theme is destiny control. Manju Kapur represents the middle class and has been compared to Jane Austen's sharp-eyed, well-turned character representations in difficult situations.

1.2 Works

Manju Kapur wrote four novels. She won the Commonwealth Prize for First Novels (Eurasia Section) and had a number-one bestseller in India with *Difficult Daughters*. The Independent hailed her second novel *A Married Woman* 'fluent and funny' while The Sunday Times termed her third, *Home*, 'glistening with description and emotional acuity'. Her latest novel, *The Immigrant*, is on the DSC Prize for South Asian Literature shortlist. New Delhi is her home. Kapur's mother, Virmati, and India's freedom movement (her photo appears on the cover alongside his father). Virmati has a scandalous affair with her married neighbour, the Professor. Virmati becomes the Professor's second wife as the relationship reflects India's freedom struggle. The book largely takes place in Amritsar and Lahore. During partition, Virmati has an affair with her married English professor. Marry her and bring her home to her first wife and children, professor once she becomes pregnant with his child. This touching story is about a woman who sacrifices her independence for love.

A Married Woman, Astha, an educated, middle-class Delhi woman, has children, a loving husband, and nice surroundings. Pipee, the widow of a political activist, is younger and they have a sexual relationship. At last, Astha overcomes her parents' and husband's dread.

Home, Manju Kapur's third novel is a captivating family story set in the Banwari Lal Cloth Shop's bustle. The family understands they must shift when jeans and pre-stitched salwarkameezes threaten their Delhi sari business. Thus begins a struggle for children, education, and peace.

The Immigrant, A girl moves to Canada with her solitary husband. She discovers her marriage is not what she expected. Due of her husband's sexual ineptitude, their distances strain their marriage.

Custody, Shagun leaves Raman for another guy, starting a bitter court struggle. Shargun must determine how much she wants to pay for freedom to keep their two children. Raman's new wife can't conceive and finds contentment being a stepmother. She fights for her new family's security when the courts threaten it.

2. Feminist Literary Criticism in the Works of Manju Kapur: Exploring Women's Struggles, Identity, and Liberation"

Feminism promotes women's rights in society. Many women writers, thinkers, and critics believe literature should have such examples. Some writers used feminist literary criticism in the eighteenth century, before the 1960s. Virginia Woolf, Mary Wollstonecraft, and Simon de Beauvoir pioneered. Kristeva, Cixous, Irigary, Millet, Showalter, Gilbert, and Gubar are modern feminist intellectuals. Feminist literary critics defend longstanding patriarchal norms. These movements focus on women's marginalisation, identity struggle, finding their place, and enjoying the feminine body. Feminists use structuralism, poststructuralism, psychoanalysis, and Marxism. Therefore, their work is experimental. Julia Kristeva introduced "intertextuality" whereas Showalter introduced "gynocriticism" and "gynotexts".

Manju Kapur's female heroines all struggle against the odds. Her writing has feminist influence.

Her female characters' fragility, quest for identity, liberating attitude, female mentality, and feminine biological world demonstrate this. In her debut novel, *Difficult Daughters*, the main character feels betrayed by patriarchal standards. Sona is like a caged bird at home. Astha must feel heartache from loneliness. The weight of her family forces Nisha to give in, while Nina struggles with loneliness, hollowness, and sexual dissatisfaction. Virmati was reared in a family where she cannot attend college or have a distinct identity. She cannot continue her schooling or get a job due to local societal norms. She defies authorities to obtain higher education. Dipika Sahai says, "As a rebel, she is knowledgeable about her emotional requirements." Self-actualization leads her to indulge in sexually unacceptable behaviour with the married professor she marries. The work explores the difficulty and misery of fighting an established system, the heartbreak of being rejected by her family after becoming the professor's second wife, and the ensuing separation from society. Her life is a constant struggle against obstacles. She craves defiance to establish order. She violates current social and moral conventions. Virmati insists she is free and does not compromise to achieve her goal and resolve the issue. Manju Kapur's novels explore women's fragility, and Arpita Ghosh says, "Virmati fell prey to professor Harish's desire." Because of her need, Virmati broke the threshold regulations and had an illegal romance with Harish, both physically and mentally. Virmati's attitude was unacceptable. He enters the cottage and has intercourse without Virmati's consent. Despite Virmati's protests, Harish viciously attacks her to satisfy his sexual need. Virmati was sentenced to eternal damnation for another connection-related violence. In "A Married Woman," Astha shows the strength of a liberated soul. Always battling for recognition and a social cause she believes in. She enjoys conjugal happiness, yet she is feeling alienated and dissatisfied. Middle-class families raise their children in typical, household settings. Astha feels isolated at home because her husband is focused on the business. Education is her career choice. Hemant has little time to express Astha's feelings and everyday routine aspects. Astha has an affair with Pipe like, a comforting woman. She cannot escape her situation. In her paintings, Astha tries to portray everything she has experienced. Vicky, her teenage cousin, molests Nisha at home. After the incident, Nisha advances academically at aunt Rupa Masi. Horoscope calls Nisha mangli. Another terrible pain. At 10, Nisha must observe her first "karva chouth fast" for her future spouse. As Sona tells Nisha and the family about Vat Savitri Katha, religion is used to demean women. ArthiS studies here. It reveals how Hindu collective unconscious myths and narratives about womanhood insidiously enter, capture, and influence women's brains, keeping them uneducated and complacent in their secondary status. Family tensions break Nisha's Suresh love. The Suresh romance tarnishes Nisha. This cost her one marriage proposal. Another issue is her eczema. Nisha studies despite these obstacles. Nisha's design career flourishes late in the narrative. Her thirty-six-year-old widower can't satisfy her desires. Marriage and childbearing are her only sources of happiness and contentment because society rejects her professional accomplishment, recognition, and identity. She portrays her female characters' psyches, libidos, and wants as they struggle tradition with morality to live. The *Immigrant* portrays an Indian woman's struggle overseas. Feminist literature highlights female anatomy. Nina is unmarried because her

ovaries release unfertilized eggs monthly. Nina's mother expects marriage. She married Canadian dentist Ananda. Nina immigrated well after marriage. Ananda comforts her. Finally, Ananda knows she cannot deliver healthy sex. Clinic is Ananda's focus. Nina is lonely and anxious. She studies library and works part-time. Anton falls for her in the library. Nina regrets in despair. The sudden death of her mother in India makes her grieve and visit.

3. Discussion

Marriage is a social compact that binds persons as spouses, in-laws, and relatives. Manju Kapur's works emphasize the necessity of marriage for her female protagonists. In Manju Kapur's novels, she employs Indian cultural elements to explain her characters' actions, such as social, religious, or status, to shield the family from criticism for not marrying at the correct time. A prevalent issue in houses with daughters of marriageable age is the mother's attitude towards marriage. In Manju Kapur's *A Married Woman*, Astha's mother shares a similar story. Astha is told that our obligations will end when she marries. Parents go to eternal reincarnation if they die without marrying their daughter, according to the Shastras. In her works, Manju Kapur explores the complexities of life, including many histories, cultures, and values. Her woman faces physical pain and social exclusion owing to patriarchal tyranny. She frequently depicts urban middle-class women in her writing. She addresses the challenges faced by educated metropolitan upper-middle-class women in her writing.

The story explores the intricacies of human relationships and the feminine desire for identity. *A Married Woman* is post-colonial feminist. She developed her art amid the identity conflict of the newly educated middle class. Their clash lies between tradition and modernity. Despite challenges from family and society, they strive to distinguish themselves as qualified women with excellent credentials. Kapur depicts her protagonists as women divided between fulfilling physical needs and joining current political and intellectual movements. The story follows Astha as she evolves physically and emotionally from a young girl to a middle-aged woman. The novel explores marriage, gender inequity, lesbian relationships, and religious fundamentalism. The work focuses on interactions between men and women, particularly between women. Kapur's *A Married Woman* is a captivating tale of love and loyalty set in a time of political and religious turmoil. Indian women's writing has recently highlighted the representation of inner life and complex interpersonal relationships. Marriage satisfaction and the role of women at home are crucial in a culture that values individualism and disobedience. It is remarkable to witness cultural displacement with an Indian sense. The main character, Astha, is a married woman pursuing equal opportunity within and beyond her home. Astha uses a lesbian relationship with Pipleeka to communicate her dissatisfaction with her marriage. The opening sentences demonstrate the novel's post-colonial feminist appeal. Kapur aims to change women's attitudes in a patriarchal environment. Astha was raised with proper fear, as a lady should. She risks being left vulnerable and unprotected with one mistake. Despite her attraction to safety, Astha became aware of her vulnerability to skin injuries. The novel explores the husband-wife relationship and the role of women in marriage. It highlights the controversial topic of lesbian partnerships, providing insight into the women involved's psyches. Astha's life as a daughter, wife, daughter-in-law, mother, teacher, social worker, and homosexual is shown. Astha is the middle-class daughter of education and marriage-focused parents. The mother wants to marry her daughter when she's old enough. She informs Astha that marrying and worshipping her husband proves a woman's worth. Like many grown-up girls, Astha fantasises about a romantic world where a strange young man hugs her tightly. Her affair with Bunty. Her thoughts of him kept her up at night, making it impossible to eat, sleep, or study. Without him, her eyes felt dry and hollow. The only thing she heard was her voice. Her mind refused to accept "anything seriously that wasn't his face, body, feet, hands, or clothes." Astha's Bunty love ends tragically. Her memories are gone when she arrives at college. She falls for Rohan, a professor at her school, and adores meeting and touching him. He leaves her to study at Oxford after savouring her physique and declining to marry her. Astha was lovingly raised, yet she is questioning traditional society's bounds. Finally, she marries her parents' man. Repatriated immigrant Hemant comes from a bureaucratic family. They moved to Vashan Bihar, a wealthy New Delhi neighbourhood. Over time, Boredom in her new life led Astha to corruption. Astha tries to become a teacher at St. Anthony's School. She transitions from a homemaker to a professional while balancing her inner and outer realms. Like many Indian women, she serves her husband as a devoted wife. Astha must fulfil her roles as a wife, mother, daughter, and teacher without Hemant's help. Hemant primarily blames his wife for competency and wasteful management. She may stop education due to personal challenges, family, and profession. Astha had adolescent romantic fancies before marrying Hemant. Astha, a teen influenced by romance stories, falls in love with Bunty, a family friend's son. After one year of contact, Astha, originally hesitant, opens up and flirts. Over time, Astha's mother finds her daughter's relationship with Bunty and visits her home. Bunty ends his romance with Astha. Additionally, she develops feelings for Rohan, her college senior. She initially becomes aware of her body thanks to Rohn. "She had never been aware of her body's separate life." Astha is devastated when Rohan abruptly leaves for higher studies abroad after completing his undergraduate degree. She married Hemant, a foreigner from a wealthy community in south Delhi. In the beginning of her marriage, she felt idealistic. Hemant's sex obsession infects Astha early in their marriage. Astha reflects on her lack of life experience, feeling like a lady of the world, surrounded by her desire and sex fluids. Astha is happy even if Hemant controls everything. Because of her parents' traditional patriarchal values, she believes Hemant truly loves her. She is unaware that Hemant loves her body more than herself. Kapur portrays Astha's appreciation of Hemant's dominance and exploitation humorously. Early in their marriage, Astha's happy connection becomes claustrophobic and confining. This led to misunderstandings between Astha and Hemant. Hemant frequently visits South Africa for business. His extended family visit allows him to recoup from the previous two weekends. Their relationship is dominated by coldness. Once, Astha finds a condom in his suitcase. After dismissing the matter with a bad excuse, Hemant further alienates Astha. Astha was drawn to Aijaz and Pipelike owing to a lack of genuine affection and understanding. Hemant dislikes Astha's independence and becomes annoyed when she ignores him. Hemant is solely responsible for Astha's actions. Astha often had trouble getting Hemant's attention and he often ignored her need for togetherness. Hemant reminds Astha of family ties when she tries to identify.

4. Conclusion

In conclusion, Manju Kapur is a prominent modern Indian woman writer who has shaped Indian fiction. In her works "Difficult Daughters" and "A Married Woman," Kapur expertly navigates patriarchal systems' complications for women. She shows women's transformation from daughters to brides, moms, and independents. Kapur explores female identity via her characters' struggles, sacrifices, and victories against societal expectations and historical events like the Indian Independence movement. The stories show women's many responsibilities in family and society. Manju Kapur's biography highlights her academic career and personal life as an English literature professor and mother of three girls. Her writings reflect her feminist beliefs and her appreciation of women's struggles

to assert their identities. In "Difficult Daughters," "A Married Woman," "Home," "The Immigrant," and "Custody," Kapur explores women's difficulties, identity crises, and freedom. Marriage, social expectations, and tradition vs. modernization are explored in these works. Kapur's characters explore relationships and show women's fragility and strength as they seek self-realization. Kapur's feminist literary critique addresses women's marginalization, identity problems, and autonomy, aligning with the feminist movement. The feminist impact is evident in Kapur's characters like Virmati and Astha, who defy society, pursue education, and reject patriarchy. Manju Kapur's contribution to Indian literature is her ability to accurately represent women's struggles to navigate societal expectations in gripping storylines. Her feminist analysis of women's struggles, identity, and freedom enriches contemporary Indian writing. *A Married Woman* examines Astha's identity crisis as she balances patriarchal society's demands and her own goals. Kapur highlights how many people between tradition and modernity must painfully discover themselves through Astha. Astha's struggles show that identity is flexible and shaped by cultural, societal, and personal factors. Astha's story explores identity in a changing society, making us examine roles, wants, and choices. Kapur encourages us to acknowledge of numerous identities and the importance of self-determination. *A Married Woman* depicts a woman's search for herself and the human struggle to discover ourselves amid cultural norms and personal desires. Astha's quest to establish ourselves and create identities without outside pressures

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Topic

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Corresponding Author

संजीव कुमार

शोधार्थी,

स्नातकोत्तर मनोविज्ञान विभाग,

वीर कुंवर सिंह विश्वविद्यालय, आरा -

802301 (बिहार), भारत।

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सार

सूचना और संचार प्रौद्योगिकी एक दैनिक आवश्यकता और समय की मांग है। आज परिस्थिति यह है की सूचना और संचार प्रौद्योगिकी के बिना कोई भी व्यक्ति सार्वजनिक रूप से अपने अस्तित्वकी परिकल्पना नहीं कर सकता है। अधिकांश लोग प्रतिदिन कई उद्देश्यों के लिए सूचना और संचार प्रौद्योगिकी का उपयोग करते हैं। अत्याधुनिक तकनीक तेजी से इंटरनेट प्रसारण प्रदान करती है और विश्व स्तर पर नए विकल्प खोलती है। न केवल भारत में बल्कि दुनिया भर में सभी उम्र के लोगों के लिए सूचना और संचार प्रौद्योगिकी जीवन रेखा बन गई है। समाज का लगभग हर वर्ग, चाहे वह विद्यार्थियों से लेकर कामकाजी पुरुष या महिलाएं हों, प्रतिदिन 5 से 7 घंटे प्रौद्योगिकियों पर खर्च कर रहे हैं। प्रौद्योगिकियों पर निर्भरता एक व्यक्ति से दूसरे व्यक्ति और हर पेशे में भिन्न होती है। जहां तक नई प्रौद्योगिकियों के मानव व्यवहार पर प्रभाव का संबंध है, कई शोधकर्ताओं ने परिकल्पना की है कि इसका कामकाजी आबादी से अधिक विद्यार्थियों पर नकारात्मक प्रभाव पड़ता है। एक हाल के शोध से पता चलता है कि किशोर 11 से 19 वर्ष की आयु के इंटरनेट का अति प्रयोग कर रहे हैं। वे मोबाइल पर आजकल गेम नहीं खेल रहे हैं बल्कि मोबाइल किशोरों के साथ गेम खेल रहे हैं। परामर्शदाताओं, मनोवैज्ञानिकों और मनोचिकित्सकों ने नई पीढ़ी के परेशानी भरे व्यवहारों, मनोवैज्ञानिक समस्याओं और मानसिक स्वास्थ्य कठिनाइयों को संज्ञान में लिया है। वर्तमान समय में, सूचना और संचार प्रौद्योगिकी की लत ने युवाओं द्वारा ‘मोबाइल आधारित इंटरनेट ऐप’ के अधिक उपयोग और दुरुपयोग को जन्म दिया है। कई शोध से पता चलता है कि किसी भी अन्य दुर्घटना की तुलना में इंटरनेट का अधिक उपयोग और दुरुपयोग मानव जीवन के लिए अधिक खतरनाक है। इंटरनेट का अति प्रयोग सभी पीढ़ियों और उनके व्यक्तिगत, पारिवारिक और मनोवैज्ञानिक जीवन को प्रभावित कर रहा है। यह नई पीढ़ी के उद्देश्यों को गुमराह करता है। इंटरनेट की लत मानसिक विकास, शारीरिक स्वास्थ्य और मनोसामाजिक कल्याण एवं शैक्षणिक-आर्थिक-राजनीतिक परिप्रेक्ष्य को भी प्रभावित कर रहा है। अतः इंटरनेट का अत्यधिक उपयोग हमारे जीवन को नुकसान पहुंचा रहा है।

बीज शब्द - मानव व्यवहार, प्रौद्योगिकियां, सोशल मीडिया, साइबर अपराध, सूचना और संचार प्रौद्योगिकी का लत।

सूचना और संचार प्रौद्योगिकी का लत

आजकल, सूचना और संचार प्रौद्योगिकी व्यक्तियों को अपने जीवन को बेहतर बनाने के लिए नए तकनीकी उपकरणों से लैस करने में बहुत महत्वपूर्ण भूमिका निभा रही है। सूचना और संचार प्रौद्योगिकी का अत्यधिक उपयोग मूल विचार, भावनात्मक विकास और सामाजिक-सांस्कृतिक संबंधों की प्रक्रियाओं से विचलित होता है। अब व्यक्ति, उनके परिवार और सामाजिक जीवन को व्यापक रूप से विचलित करने के लिए एक खतरनाक उपकरण बन गया है। इसके अलावा, आम लोग दिन-प्रतिदिन के जीवन में सूचना और संचार प्रौद्योगिकी से मोहित हो गए हैं। तकनीक का अत्यधिक उपयोग और निर्भरता के कारण आम जन (सूचना और संचार प्रौद्योगिकी का लत) होते जा रहे हैं। आज तकनीकी ज्ञान ने तकनीक की स्वतंत्रता के कारण व्यक्ति को आदी बना दिया है। सूचना और संचार प्रौद्योगिकी की लत के परिणामस्वरूप, सामाजिक संबंध बदल रहे हैं। सूचना और संचार प्रौद्योगिकी की प्रगति का सीधा संबंध विकास से है। इसे ऑनलाइन नीलामियों के संदर्भ में सूचना और संचार प्रौद्योगिकी उपयोग प्रक्रियाओं में शामिल किया गया है। अंततः सूचना सूचना और संचार प्रौद्योगिकी और डेटा विज्ञान की ओर उपयोग के इरादे से सूचना और संचार प्रौद्योगिकी की लत से विकृत हो जाते हैं। ऑनलाइन ज्ञान और लत की एक श्रृंखला को सूचित करने से आनंद, उपयोगिता और सूचना और संचार प्रौद्योगिकी के लिए उपयोग में आसानी के बारे में उपयोगकर्ता की धारणा बढ़ जाती है। एक व्यसन विकार उभरता है; इस विकार के लिए उपचार को प्रारंभिक माना जाना चाहिए। इंटरनेट की उपलब्धता और संयोजकता (कनेक्टिविटी) के आकलन में दुनिया भर में इंटरनेट को तेजी से अपनाया और प्रसार हो रहा है। दुनिया भर में सबसे सस्ता इंटरनेट की सुविधा देने

वाले देशों में से एक भारत भी है। भारत में मोबाइल ब्रॉडबैंड की कीमतें सस्ती हैं क्योंकि ये कृत्रिम बुद्धि का उपयोग कर जनसाधारण की व्यक्तिगत जानकारीयों को बेचती है। विभिन्न इंटरनेट का उपयोग हमारे दैनिक जीवन का एक अभिन्न अंग है। डिजिटल संचार सूचना और संचार प्रौद्योगिकी ने दुनिया भर में मनुष्यों के लिए एक व्यापक संभावना पैदा की है। यह निष्कर्ष डिजिटल (वर्चुअल) दुनिया की लत से संबंधित वर्तमान अध्ययन से निकाला गया है, जो व्यक्तियों और राष्ट्रों के लिए भी एक चिंताजनक स्थिति है। इसके अलावा, सूचना और संचार प्रौद्योगिकी के प्रतिकूल प्रभाव को नियंत्रित करने के लिए उपचारात्मक उपाय तैयार किए जाने चाहिए।

हमारे जीवन पर सोशल मीडिया का प्रभाव

सोशल मीडिया (सामाजिक मीडिया) ने इंटरनेट के इस्तेमाल को जमकर बढ़ावा दिया है। सोशल मीडियाउन वेबसाइटें, सामाजिक लिंक और अनुप्रयोगों के लिए एक सामूहिक शब्द है जो संचार, समुदाय-आधारित निवेश, पारस्परिक विचार-विमर्श, सामग्री-साझाकरण और सहयोग पर ध्यान केंद्रित करते हैं। लोग दोस्तों, परिवार और विभिन्न समुदायों के साथ संपर्क में रहने और बातचीत करने के लिए सोशल मीडिया का उपयोग करते हैं।

अगर आप समाज से अलग-थलग महसूस करते हैं और सोशल मीडिया प्लेटफॉर्म जैसे 'स्नैपचैट', फेसबुक, ट्विटर, इंस्टाग्राम जैसे ऐप्स पर ज्यादा समय बिताते हैं तो एक नए शोध के अनुसार, इससे स्थिति और बिगड़ सकती है। इसके साथ ही 'शॉर्ट्स', 'यूट्यूब', 'व्हाट्सएप', 'स्पॉटिफाई', 'वेब सीरीज', लिंकडइन, टेलीग्राम, वीचैट, पिनटरेस्ट, रेडिट, वीमियो, माइक्रोब्लॉगिंग (टम्बलर, प्लर्क), ब्लॉग, सोशल बुकमार्किंग साइटें या सामाजिक समाचार (रेडिट, डिग), फोटो और वीडियो शेयरिंग साइट्स (फ्लिकर) आदि सोशल मीडिया के अत्यधिक लत से युवाओं में अवसाद बढ़ रहा है। फेसबुक से अवसाद (डिप्रेशन) का खतरा बढ़ा है। फेसबुक से चिड़चिड़ापन का खतरा बढ़ता जा रहा है। सोशल मीडिया के कारण बढ़ा दी है मोटापा, अनिद्रा और आलस्य की समस्या। 'फियर ऑफ मिसिंग आउट' को लेकर भी चिंताएं बढ़ गई हैं। कई अध्ययन के अनुसार सोशल मीडिया से आत्महत्या का दर बढ़े हैं। कई शोधों के अनुसार बहुत ज्यादा इंस्टाग्राम के प्रयोग से लड़कियों में हीन भावना बढ़ रही है। वर्तमान समय में फोन बड़े से लेकर बच्चों तक के लिए जरूरी हो गया है। बच्चों के स्कूल की पढ़ाई भी ऑनलाइन हुई है। ऐसे में बच्चे फोन पर ज्यादा समय देते हैं। फोन के ज्यादा इस्तेमाल की वजह से बच्चों को सोशल मीडिया की लत भी लग रही है। सोशल मीडिया पर लत की वजह से बच्चों की नींद पर असर पड़ रहा है और नजर भी कमजोर हो जाती है। 'नेशनल इंस्टीट्यूट ऑफ हेल्थ' की रिपोर्ट में ये साफ हुआ है कि अगर कोई बच्चा एक हफ्ते तक लगातार सोशल मीडिया का प्रयोग करते है, तो वह एक रात तक की नींद भी खो सकते है। अक्सर बच्चों के साथ ये होता है कि जब वो सोशल मीडिया का इस्तेमाल करके सोते है, तो आंखे बंद करने के बाद भी उनके दिमाग में वह चीजें चलती रहती है, जो वो देखकर सोए है। 'डी मॉटफोर्ट यूनिवर्सिटी, लिसेस्टर इंग्लैंड' की शोध के अनुसार 10 साल के वो बच्चे जो सोशल मीडिया का ज्यादा प्रयोग करते है, उनकी नींद पर इसका गहरा असर पड़ता है। 69 प्रतिशत बच्चों ने कहा कि वो दिन में चार घंटे से ज्यादा समय तक सोशल मीडिया पर सक्रिय रहते है। 'प्यू रिसर्च सेंटर अमेरिका' के एक शोध के अनुसार लगभग दो-तिहाई बच्चे सोने से दो घंटे पहले सोशल मीडिया का इस्तेमाल करते है। अमेरिका में हर पांचवा युवा यानी लगभग 19 प्रतिशत युवाओं ने साल भर के भीतर किसी न किसी तरह के खेल में पैसा लगाया है। इसमें वे ज्यादातर बार ऑनलाइन सट्टेबाजी का शिकार हुए है। आज के समय में सोशल मीडिया का बहुत ज्यादा उपयोग से युवा वर्ग में न सिर्फ आत्मविश्वास कम हो रहा है बल्कि अकेलेपन का भी आभास बढ़ रहा है। यह कारण है कि हताशा और चिंता भी बढ़ती है। पिछले काफी समय से सोशल मीडिया पर वैसे तो सभी वर्गों की सक्रियता बढ़ी है, लेकिन सबसे ज्यादा प्रभावित युवा वर्ग हो रहा है। यहां तक की आत्महत्या का खयाल भी युवाओं में बढ़ रही है। लंबे समय तक सोशल मीडिया पर बने रहने के कारण मानसिक स्वास्थ्य पर विपरीत असर हो रहा है। ऐसे मामलों में 15 से 45 वर्ष आयुवर्ग के केस अधिक सामने आ रहे हैं। जिसके कारण नींद की कमी के साथ-साथ कार्य की क्षमता भी प्रभावित होती है। यह सर्वविदित है की आज का युग मोबाइल, नोटबुक (टबलेट) और लैपटॉप जैसे गैजेट्स के बगैर जीवन अधूरा है।

इच्छाशक्ति, दृढ़ संकल्प, दृढ़ निश्चय और अपने आप में अनुशासित व्यक्तित्व ही सोशल मीडिया के लत से छुटकारा पा सकेगा। आपने कुछ नहीं किया, आपने तो बस वाट्सअप पर एक मैसेज या वीडियो या तस्वीर अप्रेषित किया। आपने कुछ नहीं किया आपने तो बस फेसबुक पर एक वीडियो शेयर और लाइक किया। आपने तो ट्विटर पर अपनी भावना व्यक्त की लेकिन सोचिए अगर आपके सोशल मीडिया पर साझा किए हुए 'कंटेंट' से किसी की भावना को ठेस पहुंचे। किसी की भावनाएं इतनी भड़की की वो हिंसा करने लगे या कानून हाथ में ले। सोशल मीडिया पर गैर जिम्मेदाराना हरकत कानूनन अपराध है।

निजता का अधिकार एक बुनियादी अधिकार है हर कोई के लिए। उच्चतम न्यायालय के मुताबिक निजता एक मौलिक अधिकार है जिसका संविधान के अनुच्छेद 21 में जिक्र है। ऐसे में, निजता के अधिकार का दायरा समझने की जरूरत है। साथ ही, अभिव्यक्ति की आजादी की सीमाएं भी हैं। जैसे सार्वजनिक स्थान में व्यक्ति की निजता का अधिकार नहीं मिलता, अपने अधिकारों के साथ-साथ दूसरे के अधिकारों का भी खयाल रखें, व्यक्तिगत व्यवहार को ज्यादा जांचने की जरूरत, किसी व्यक्ति और किसी कर्मचारी के निजता के अधिकार अलग हैं दोनों के अंतर को समझना जरूरी है, सोशल मीडिया पर खुद भी संवेदनशील रहना चाहिए। सोशल मीडिया के कानूनी और सामाजिक दो पहलू है।

सोशल मीडिया प्लेटफॉर्म पर फर्जी खबरों, अभद्र भाषा और अन्य नकारात्मक तत्वों से भरे पड़े हैं। उन पर विचारों में हेरफेर करने का आरोप लगाया जा रहा है। शक्तिशाली सोशल मीडिया कंपनियों को विनियमित करने के लिए कई देश पिछले कुछ महीनों में कानून लेकर आए हैं। 'सोशल मीडिया एंड लॉ ऑफ लैंड' पर आधारित। यह सुनिश्चित करने के लिए कि सोशल मीडिया कंपनियां भारतीय कानूनों का पालन करती हैं, भारत सरकार 2021 के 'आईटी' नियमों में एक संशोधन लाने की दिशा में भी काम किया।

आंकड़ोंके मुताबिक भारतीय रोजाना औसतन 2.30 घंटे सोशल मीडिया पर बिताते हैंपुरुषों की तुलना में महिलाएं ज्यादा समय बिताती हैं। इंटरनेट कनेक्टिविटी की बढ़ती पैठ के कारण भारत में 46.7 करोड़ लोग सोशल मीडिया का इस्तेमाल करते हैं। कई प्रतिभाएं सोशल मीडिया पर वाइरल होने के बाद चंद घंटों में सेलेब्रिटी बन गई है। इस पर इलेक्ट्रॉनिक्स एवं सूचना सूचना और संचार प्रौद्योगिकी मंत्रालय, और सूचना एवं प्रसारण मंत्रालय, भारत सरकार ने कहा कि उसने सोशल मीडिया प्लेटफॉर्म के साथ-साथ डिजिटल मीडिया और 'ओटीटी' (ओवर-द-टॉप) प्लेटफॉर्म के संबंध में एक सामंजस्यपूर्ण, 'सॉफ्ट-टच ओवरसाइट मैकेनिज्म' बनाने के लिए आपस में विस्तृत विचार-विमर्श किया। यानि ओटीटीमीडिया सेवा से सीधे इंटरनेट के माध्यम से दर्शकों को मनोरंजन प्रदान की जाती है।

विकास में मीडिया की भूमिका

मीडिया को लोकतंत्र का प्रहरी एवं चौथे स्तंभ के रूप में जाना जाता है क्योंकि यह लोकतंत्र को जीवित रखने में महत्वपूर्ण भूमिका निभाता है। मीडिया को लोकतंत्र का प्रहरी कहा जाता है। प्रहरी का अर्थ है जो निगरानी और चौकसी बनाये रखता है। मीडिया की सबसे महत्वपूर्ण भूमिका यह है की वह सरकार के सभी कामों की समीक्षा करता है। जनता को उनके आस पास हो रही सभी गतिविधियों के बारे में सूचित करता है। व्यवस्था और समाज की खामियों को उजागर करता है। इस प्रकार से मीडिया समाज और सरकार की मदद करता है।

साइबर अपराध से सुरक्षा

आज सूचना, संचार एवं प्रौद्योगिकी हमारे दैनिक जीवन की अभिन्न हिस्सा बन गया है। इसने हमारे बातचीत करने, मित्र बनाने, अद्यतन जानकारी को साझा करने, गेम्स खेलने, खरीददारी करने इत्यादि को सरल बना दिया है। सूचना और संचार प्रौद्योगिकी का हमारे दैनिक जीवन के अधिकांश पहलुओं पर प्रभाव पड़ा है।

हमारी नई पीढ़ी बहुत ही युवा अवस्था में साइबर स्पेस से रूबरू हो रही है। ज्यादा से ज्यादा बच्चे 'ऑनलाइन गेम्स' खेलने, मित्र बनाने के लिए तथा सोशल नेटवर्किंग साइट का प्रयोग करने में अपना अधिकांश समय व्यतीत कर रहे हैं। वास्तव में, स्मार्ट फोन से सोशल नेटवर्किंग, ऑनलाइन गेम्स, शॉपिंग इत्यादि तक पहुंच काफी व्यापक हो गई है। साइबर स्पेस हमें वास्तव में विश्व भर के करोड़ों ऑनलाइन उपयोगकर्ता से जोड़ता है। साइबर स्पेस के बढ़ते उपयोग के साथ-साथ साइबर अपराधों में भी अत्यंत तीव्र गति से वृद्धि हो रही है।

बच्चों को इससे बहुत अधिक खतरा है क्योंकि वे साइबर स्पेस से जुड़े खतरों एवं सुरक्षा उपायों की सीमित समझ के साथ साइबर स्पेस का उपयोग कर रहे हैं। बच्चे अभी प्रायोगिक आयु वर्ग में हैं। वे प्रयोग करना चाहते हैं, नई चीजों को सीखने का एक अच्छा तरीका है किंतु बच्चों को उपयुक्त मार्गदर्शन प्रदान किया जाना भी उतना ही महत्वपूर्ण है ताकि वे स्वयं को साइबर तकनीक के प्रतिकूल प्रभाव से बचा सकें।

वर्तमान परिप्रेक्ष्य में, इंटरनेट, कंप्यूटर, स्मार्ट फोन तथा संचार सूचना और संचार प्रौद्योगिकी के अन्य उपकरण हमारे जीवन के अभिन्न हिस्सा बन गए हैं। कल्पना कीजिए कि हम अपने प्रत्येक दिन का कितना समय इन स्मार्ट उपकरणों का उपयोग करने पर व्यतीत करते हैं। हमने गूगल, ईमेल, व्हाट्सप्प, ट्विटर, फेसबुक, इंस्टाग्राम इत्यादि जैसे इंटरनेट संचार माध्यमों को अपनी दैनिक गतिविधियों का एक अभिन्न हिस्सा अपने जीवन का बना लिया है किंतु अधिकांश लोग आज भी साइबर सुरक्षा एवं स्वयं को साइबर अपराधों से बचाने के लिए आवश्यक सुरक्षा उपायों के प्रति अनभिज्ञ हैं।

साइबर अपराध क्या है?

साइबर अपराध ऐसे अपराध होते हैं जो कम्प्यूटर, इंटरनेट या मोबाइल टेक्नोलॉजी का उपयोग कर व्यक्तियों, कंपनियों या संस्थानों के प्रति अपराध करते हैं। साइबर अपराधी सोशल नेटवर्किंग साइटों, ईमेल चैट रूम, नकली सॉफ्टवेयर, वेबसाइटों इत्यादि जैसे प्लेटफॉर्म का उपयोग करके लोगों की गोपनीयता को भंग करते हैं। यह एक तरह से तकनीक का दुरुपयोग है, जिसके आड़ में लोगों की निजी जिंदगी में बिना अनुमति लिए हुए ताकने-झांकने का प्रयास किया जाता है और आर्थिक तथा मानसिक क्षति भी पहुंचाई जा सकती है।

साइबर अपराध के विविध आयाम -

साइबर बुलिंग

'साइबर बुलिंग'से तात्पर्य इंटरनेट अथवा मोबाइल टेक्नोलॉजी का प्रयोग करके असभ्य, घटिया या तकलीफदेह संदेश, टिप्पणी और इमेज/वीडियो आदि भेजकर किसी को जानबूझकर तंग करना या डराना धमकाना है। किसी साइबर बुली द्वारा दूसरों को डराने धमकाने के लिए टेक्स्ट मेसेज, ई-मेल, सोशल मिडिया प्लेटफार्म, वेब पेज, चैट रूम आदि का प्रयोग किया जाता है।

बच्चों को भी साइबर बुलिंग के द्वारा मानसिक आघात पहुंचाया जा सकता है। इसका कई रूपों में दुरुपयोग करके उनकी शारीरिक, भावनात्मक और मनोवैज्ञानिक दोहन किया जा सकता है। विद्यार्थियों का शैक्षणिक निष्पादन ही नहीं बल्कि बहुत हद तक उनका दैनिक जीवन भी प्रभावित होता है।

साइबर ग्रूमिंग

साइबर ग्रूमिंग एक ऐसा बढ़ता हुआ 'साइबर श्रेट' है जिसका सामना बच्चों और किशोरों द्वारा किया जा रहा है। यह एक ऐसी प्रक्रिया है जहां कोई यौन उत्पीड़न अथवा शोषण करने के लिए बच्चों का विश्वास प्राप्त करने के उद्देश्य से सोशल मीडिया या मैसेजिंग प्लेटफार्म के माध्यम से बच्चों के साथ भावनात्मक संबंध स्थापित करता है।

साइबर ग्रूमर जाली एकाउंट बनाकर बच्चे जैसा ही व्यवहार करता है अथवा बच्चे के जैसे ही शौक रखकर गेमिंग वेबसाइट, सोशल मीडिया, ई-मेल, सोशल मिडिया प्लेटफार्म, वेब पेज, चैट रूम आदि का प्रयोग कर सकता है।

प्रारंभ में 'साइबर ग्रूमर' आपकी प्रशंसा कर सकता है, उपहार, मॉडलिंग जॉब का प्रस्ताव दे सकता है। बाद में, वो भद्दे मैसेज, फोटोग्राफ अथवा वीडियो भेजना शुरू कर सकता है और आपसे आपकी अश्लील तस्वीरें अथवा वीडियो उनसे साझा करने को कह सकता है। ऑनलाइन ग्रूमर अधिकतर किशोर वर्ग को लक्षित करते हैं क्योंकि किशोरावस्था में उनमें कई शारीरिक, मानसिक और हार्मोनल परिवर्तन होते हैं। जिसके फलस्वरूप उनमें प्रयोगवादी एवं कामुक विचारों को पनपने की संभावनाएँ बढ़ जाती है। किशोरों की अवशोषित तथा जिज्ञासु प्रवृत्ति उन्हें ऑनलाइन गतिविधियों में लगे रहने की ओर प्रोत्साहित करती है जिससे वे ऑनलाइन ग्रूमिंग के शिकार हो जाते हैं।

साइबर ग्रूमिंग का बच्चों की शारीरिक, भावनात्मक और मनोवैज्ञानिक दशा पर गहरा प्रभाव पड़ता है। यह न केवल उनकी शैक्षिक उपलब्धियों को प्रभावित करता है। अपितु उनकी रोजमर्रा की जिंदगी को भी काफी हद तक प्रभावित करता है। ऑनलाइन ग्रूमिंग के हानिकारक प्रभाव कई बार दीर्घावधि तक रहते हैं और पीड़ित को उनकी युवावस्था में भी परेशान करते हैं।

ऑनलाइन गेमिंग

हैरानी की बात है कि ऑनलाइन गेमिंग साइबर सुरक्षा से कैसे संबंधित है? आपको बताता हूँ कि करोड़ों बच्चे और युवा ऑनलाइन गेम खेल रहे हैं और भविष्य में यह संख्या बढ़कर कई गुना होने वाली है। जहां कहीं भी इंटरनेट यूजर्स की संख्या ज्यादा है, साइबर अपराधी उनको शिकार बनाने का रास्ता ढूँढ़ लेते हैं। यह साइबर बुलिंग, धोखाधड़ी, अनुचित विषयोंको साझा करने आदि के रूप में हो सकता है।

गेमिंग एक अन्य क्षेत्र है जिसे सूचना और संचार प्रौद्योगिकी के पदार्पण से रूपान्तरित किया गया है। अधिक से अधिक बच्चे ऑनलाइन गेमिंग कम्युनिटी में शामिल हो रहे हैं। आसान पहुंच और प्लेटफार्म की विभिन्नता जिसका प्रयोग ऑनलाइन गेम खेलने में किया जा सकता है, उससे भारत में ऑनलाइन गेमिंग में वृद्धि हुई है। बच्चे मोबाइलों, कम्प्यूटरों, पोर्टेबल गेमिंग यंत्रों और सोशल नेटवर्क पर ऑनलाइन गेम खेल सकते हैं। गेमिंग कम्प्यूटर की तरह कार्य करते हैं जिसमें आपको एकाउंट बनाना होता है। लागू-इन करके हैंडसेट लगाकर, वेब कैम या अन्य यंत्रों का उपयोग करना होता है। आप केवल करोड़ों यूजर्स के साथ ऑनलाइन गेम ही नहीं बल्कि उनसे बातचीत भी करते हैं, अपने विचार साझा करते हैं, दोस्त बनते हैं, ग्रुप में शामिल होते हैं इत्यादि। एक समय में करोड़ों प्लेयर्स ऑनलाइन गेम खेलते हैं। ऑनलाइन गेम्स मनोरंजक हो सकते हैं, परंतु इनके साथ जुड़े जोखिम भी हैं।

ई-मेल धोखाधड़ी

अधिकतर लोगों के पास व्यक्तिगत ई-मेल एकाउंट होते हैं। हमें ई-मेल एकाउंट की जरूरत अपने दोस्तों और परिवार के सदस्यों को केवल ई-मेल भेजने के लिए ही नहीं होती बल्कि सोशल मिडिया एकाउंट ऑनलाइन गेमिंग एकाउंट खोलने और अन्य ऑनलाइन एकाउंट खोलने के लिए इसकी जरूरत होती है। हमारा ई-मेल एकाउंट हमारे जीवन का एक अभिन्न अंग बन गया है। जैसे-जैसे आप बड़े होंगे आपको ई-मेल एकाउंट की उपयोगिता बढ़ेगी। आप अपने ई-मेल एकाउंट का प्रयोग बैंक, मोबाइल सेवा प्रदान करने वाले से जोड़ने के लिए अपने महाविद्यालय आदि से पत्र व्यवहार करने के लिए करेंगे। यह बहुत जरूरी है कि आप यह सीखें कि अपने ई-मेल एकाउंट को कैसे सुरक्षित रखा जाए।

आजकल हम सभी फेसबुक, ट्विटर, इंस्टाग्राम, स्नैपचैट आदि जैसी सोशल नेटवर्किंग साइटों का अधिकाधिक प्रयोग कर रहे हैं। हम अपने मित्रों और रिश्तेदारों से अपना अपडेट या सेल्फी या तस्वीरें शेयर करना पसंद करते हैं। हम यह भी चाहते हैं कि हमारी पोस्ट/तस्वीरों और अपडेट्स पर लाइक्स और कमेंट भी मिले। हालांकि, सोशल नेटवर्किंग साइटों ने हमें अपने मित्रों और रिश्तेदारों से आसानी से जुड़ने में हमारी मदद भी की है फिर भी यदि हम सावधान न रहे तो गंभीर साइबर खतरे भी हो सकते हैं जो हमें नुकसान पहुंचा सकते हैं।

नकारात्मक अफवाह और झूठी खबरों से बचें

प्रायः देखने में आता है कि घटनाओं की गहराई में जाकर तथ्यों का विश्लेषण किए बगैर केवल तात्कालिक जानकारी का समाचार के रूप में प्रसारण एवं प्रकाशन कर दिया जाता है। अफवाहें फैलाने में आप ऐसे तरीके से काम न करें जैसे एक प्रतिनिधि बन जाते हैं। संदेशों को पारित करने के लिए उचित सावधानी बरतें क्योंकि कभी-कभी ये प्रामाणिक जानकारी पर आधारहीन होती है। यह विश्वसनीय, अद्यतन और भरोसेमंद मीडिया स्रोतों को सुनने के लिए महत्वपूर्ण है। समाचार और सोशल मीडिया अद्यतन की लगातार निगरानी से चिंता बढ़ सकती है। भय और चिंता को कम करने में मदद करने के लिए, समाचार सुनने के लिए अपने मीडिया और सोशल मीडिया का उपयोग को एक विशेष समय तक सीमित करें।

सूचना क्रांति के इस युग में नित नए समाचारों का विस्फोट लगातार जारी है। पल-प्रतिपल दुनियाभर की खबरें एक कोने से दूसरे कोने में, एक देश से दूसरे देश में, घने पर्वतीय एवं दुर्गम पहुंच विहीन क्षेत्रों से नगरों और महानगरों तक पहुंच जाती है।

हम सभी का नैतिक जिम्मेदारी है कि किसी भी ऐसे संवाद, सामग्री, फोटो, वीडियो या ऐसी कोई सामग्री जिससे समाज में धर्म, जाति, राष्ट्रीयता, भाषा या अन्य किसी आधार पर भेदभाव को बढ़ावा मिलता हो या जिससे लोक-शांति, शिष्टता और नैतिकता प्रभावित हो, को पोस्ट, शेयर, अग्रसारित ना करें। फलतः सिद्ध तथ्यों की कमी एवं अफवाहों (गलत व भ्रामक जानकारी) के कारण समुदाय में खलबली मच सकती है। गलत जानकारी डर के माहौल को बढ़ावा दे सकती है। समाचार रिपोर्टों किसी को भी चिंतित महसूस कर सकती है। विश्वसनीय वेबसाइट और स्थानीय स्वास्थ्य प्राधिकरण प्लेटफार्मों से नियमित अंतराल पर जानकारी इकट्ठा करें ताकि आप अफवाहों से सही तथ्यों को अलग कर सकें। सही जानकारी से डर को कम करने में मदद मिलती है। भ्रामक सूचना न तो रंग, जाति, धर्म, लिंग आदि को देखती है और न ही किसी देश की राष्ट्रीय सीमाओं की परवाह करती है। अतः फर्जी समाचार एवं अंधविश्वास से बचें और मानवता को प्राथमिकता दें।

निष्कर्ष

सूचना और संचार प्रौद्योगिकी को परिवर्तन एवं विकास का उत्प्रेरक माना जाता है। इसमें तेजी आने की उम्मीद से सामाजिक कल्याण और सभी के सशक्तिकरण की प्रक्रिया में बढ़ोतरी हुई है। संचार की प्रक्रिया और सूचना और संचार प्रौद्योगिकी ने जागरूक नागरिक वर्ग का निर्माण किया है। द्वारपाल की भूमिका निभाते हुए आधुनिक मीडिया सूचना और संचार प्रौद्योगिकी ने हमारे जीवन में सकारात्मक योगदान दिया है। आम लोगों का सशक्तिकरण, नवाचारों का प्रसार, प्रगति और आधुनिकता की विचारधारा है। तकनीकी प्रगति के इस युग में, प्रौद्योगिकियों ने हमारे जीवन को नाटकीय रूप से प्रभावित किया है। मानव व्यवहार और आभासी दुनिया के बीच एक संबंध आसानी से खींचा है जो की असली दुनिया है। डिजिटल प्रौद्योगिकियां न केवल संचार, सूचना के दैनिक उपकरण हैं। 21वीं सदी में मनोरंजन जीवन का सर्वव्यापी और अभिन्न अंग बन गए हैं। आज की डिजिटल दुनिया में मीडिया आपको विचार दे सकता है, कुछ करने के लिए प्रेरित कर सकता है। चीजें जो आप देखते हैं उसे आरंभ करने के लिए प्रेरित करते हैं। मीडिया समाज को नियंत्रित करता है। सूचना और संचार प्रौद्योगिकी मानव व्यवहार, जीवन शैली एवं सकारात्मक नैतिक विचारों के परिणाम को बदलते हैं और इससे एक नई दुनिया बनता है।

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Topic

“गढ़वा जिले में शुष्क कृषि की संभावनाएँ और चुनौतियाँ - एक भौगोलिक अध्ययन”

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Corresponding Author**a) शिवपूजन प्रजापति**

पी. एच. डी. शोधार्थी
स्नातकोत्तर भूगोल विभाग
राँची विश्वविद्यालय, राँची

b) डा. उमेश चन्द्र नाथ तिवारी

असिस्टेंट प्रोफेसर
भूगोल विभाग
राँची विश्वविद्यालय, राँची

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सार

यह अध्ययन गढ़वा जिले में शुष्क कृषि की संभावनाओं और चुनौतियों की जांच करता है। जिसका अक्षांशीय विस्तार 23°33'53" N से 24°32'7" N एवं देशांतरीय विस्तार 83°19'56" E से 84°4'17" E तथा कुल क्षेत्रफल 4044 वर्ग किमी है। जो एक कृषि प्रधान क्षेत्र है जहां सिंचाई की सीमित पहुंच और वर्षा आधारित कृषि पर निर्भरता है। शुष्क खेती, सिंचाई के बिना फसल उगाने की प्रथा, किसानों की आजीविका का केंद्र है। मिश्रित शोध पद्धति के अंतर्गत प्राथमिक एवं द्वितीयक आंकड़ों का उपयोग करते हुए यह शोध गढ़वा जिले में शुष्क खेती को प्रभावित करने वाले ऐतिहासिक संदर्भ, कृषि जलवायु स्थितियों, कृषि प्रथाओं का विश्लेषण करता है। यह टिकाऊ शुष्क कृषि प्रणालियों की संभावनाओं और जलवायु परिवर्तनशीलता, मिट्टी की बाधाओं और बदलती कृषि गतिशीलता से उत्पन्न चुनौतियों का पता लगाता है। अध्ययन नवीन तकनीकों, सूखा प्रतिरोधी फसल किस्मों और समुदाय-आधारित पहलों की पहचान करता है जो किसानों के सामने आने वाली सामाजिक-आर्थिक चुनौतियों का समाधान करते हुए शुष्क खेती की व्यवहार्यता को बढ़ाते हैं। यह गढ़वा जिले में शुष्क कृषि समुदायों को समर्थन देने के लिए नीतिगत हस्तक्षेप और क्षमता निर्माण कार्यक्रमों के महत्व को भी रेखांकित करता है। इस क्षेत्र में शुष्क खेती के बहुमुखी पहलुओं पर प्रकाश डालते हुए, इस शोध का उद्देश्य नीति निर्माताओं, कृषि चिकित्सकों और विकास एजेंसियों को सूचित करना है, जो जलवायु परिवर्तन और संसाधन बाधाओं के सामने लचीलापन और खाद्य सुरक्षा को बढ़ावा देने के लिए मूल्यवान अंतर्दृष्टि प्रदान करते हैं।

मुख्य शब्द- शुष्क कृषि, अर्ध-शुष्क क्षेत्र, मिट्टी की बाधाएँ, जलवायु परिवर्तन एवं नीतिगत हस्तक्षेप

परिचय

शुष्क खेती से तात्पर्य किसी भी प्रकार की सिंचाई के बिना केवल प्राकृतिक वर्षा पर निर्भर फसलों की खेती से है [1]। यह उन क्षेत्रों में की जाने वाली खेती की एक विधि है जहां मिट्टी की नमी सीमित है, जो चावल और गन्ने जैसी जल-गहन फसलों के विकास को रोकती है। शुष्क भूमि वाले क्षेत्रों में सिंचाई सुविधाओं तक सीमित पहुंच के साथ कम और अनियमित वर्षा होती है। शुष्क भूमि कृषि भारतीय अर्थव्यवस्था के लिए महत्वपूर्ण है क्योंकि यह कुल खाद्य उत्पादन में लगभग 44% योगदान देती है [2] और खाद्य सुरक्षा सुनिश्चित करने में महत्वपूर्ण भूमिका निभाती है। छोटे पैमाने के किसानों का एक बड़ा हिस्सा अपनी आजीविका के लिए शुष्क भूमि क्षेत्रों पर निर्भर करता है।

भारत की चौथी पंचवर्षीय योजना के अनुसार, शुष्क भूमि क्षेत्रों को 375 मिमी से 1125 मिमी के बीच वार्षिक वर्षा प्राप्त करने वाले क्षेत्रों के रूप में परिभाषित किया गया है [3], जहां सिंचाई सुविधाएं गंभीर रूप से सीमित हैं। ये क्षेत्र आर्थिक रूप से नाजुक हैं और पर्यावरणीय तनाव और झटकों के प्रति अत्यधिक संवेदनशील हैं। कम मिट्टी की नमी धारण क्षमता, आवश्यक पोषक तत्वों की कमी और भूजल स्तर में गिरावट, शुष्क भूमि कृषि में फसल की पैदावार में कमी और मिट्टी के क्षरण में योगदान करती है [4]। दीर्घकालिक स्थिरता सुनिश्चित करने के लिए, शुष्क भूमि खेती में सामाजिक-आर्थिक संसाधनों, एकीकृत जल शेड विकास, बेहतर वर्षा जल संचयन तकनीकों, पशुधन खेती,

वैकल्पिक भूमि उपयोग और विविध कृषि जैसे विभिन्न घटकों पर सावधानीपूर्वक विचार किया जाना चाहिए और प्राथमिकता दी जानी चाहिए। शुष्क खेती सीमित मिट्टी में कुशल नमी प्रबंधन, फसलों के लिए उपलब्ध नमी के उपयोग को अनुकूलित करने और उपयुक्त फसल किस्मों और खेती तकनीकों को नियोजित करने पर बहुत अधिक निर्भर करती है [5]। सामान्य प्रथाओं में नमी को संरक्षित करने के लिए कटाई के बाद तुरंत मिट्टी की जुताई करना शामिल है, हालांकि कुछ अक्षांशों में, बर्फ को फंसाने के लिए कटाई के बाद खेतों को परती छोड़ दिया जाता है। फसल की खेती के दौरान, प्राथमिक ध्यान खरपतवारों को नियंत्रित करने और पानी के बहाव को रोकने पर होता है, जिसमें नमी की हानि को कम करने पर जोर दिया जाता है। आदर्श रूप से, ऊपरी मिट्टी खरपतवारों से मुक्त रहती है, और अपवाह और कटाव को रोकने के लिए पर्याप्त नाली या कार्बनिक पदार्थ मौजूद होते हैं। शुष्क खेती के लिए उपयुक्त फसलें आमतौर पर या तो सूखा प्रतिरोधी होती हैं या सूखा-सहिष्णु होती हैं। सूखा-प्रतिरोधी फसलें, जैसे ज्वार, सीमित नमी उपलब्धता की अवधि के दौरान वाष्पोत्सर्जन (नमी रिलीज) को कम करने में सक्षम हैं, अक्सर स्थिति अधिक अनुकूल होने तक विकास को रोक देती हैं। दूसरी ओर, सूखा-सहिष्णु फसलें आमतौर पर तेजी से और छोटे आकार में परिपक्व होती हैं, जिससे उन्हें शुष्क परिस्थितियों में पनपने की अनुमति मिलती है। इन फसलों को आमतौर पर अधिक जगह आवंटित की जाती है, खासकर आर्द्र परिस्थितियों में।

यह अच्छी तरह से स्थापित है कि भारत कृषि भूमि क्षेत्र और अपने कृषि उत्पादन के समग्र मूल्य दोनों के मामले में विश्व स्तर पर शीर्ष स्थान रखता है [6]। दुनिया की गरीब आबादी का एक बड़ा हिस्सा, लगभग 70%, भारत के ग्रामीण इलाकों में रहता है और अपनी आजीविका के लिए वर्षा आधारित कृषि पर निर्भर है [7]। भारत में वर्षा आधारित क्षेत्र लगभग 31.7 मिलियन हेक्टेयर के विशाल क्षेत्र को कवर करते हैं, जिसमें से 41.5% भूमि खेती के लिए उपयुक्त है, जबकि 19% भूमि को बंजर भूमि के रूप में वर्गीकृत किया गया है [8]। ये वर्षा आधारित क्षेत्र मुख्य रूप से देश के उत्तरी-पश्चिमी और दक्षिणी भागों में केंद्रित हैं। विशेष रूप से, भारत के कई क्षेत्र, जिनमें पश्चिमी राजस्थान (19.62 मिलियन हेक्टेयर), उत्तर-पश्चिमी गुजरात (6.2 मिलियन हेक्टेयर), दक्षिण-पश्चिमी पंजाब (1.45 मिलियन हेक्टेयर), दक्षिण-पश्चिमी हरियाणा (1.28 मिलियन हेक्टेयर), आंध्र प्रदेश (2.16 मिलियन हेक्टेयर), शामिल हैं। कर्नाटक (0.86 मिलियन हेक्टेयर), और महाराष्ट्र (0.13 मिलियन हेक्टेयर), कठोर कृषि-जलवायु और नाजुक पारिस्थितिकी तंत्र की चुनौतियों का सामना करते हैं [9]। इन क्षेत्रों में शुष्क भूमि क्षेत्रों में वार्षिक वर्षा 100 से 500 मिमी तक होती है, जिसमें वर्षा में भिन्नता का गुणांक 40% से 70% तक होता है, जिसके परिणामस्वरूप अप्रत्याशित और कम वर्षा का स्तर होता है। यह अत्यधिक तापमान, कम सापेक्ष आर्द्रता और उच्च संभावित वाष्पीकरण मूल्यों से जुड़ा है, जो क्षेत्र के पूर्वी और पश्चिमी हिस्सों के बीच क्रमशः 1600 मिमी और 1800 मिमी के मूल्यों के साथ भिन्न है [10]। वैज्ञानिक रूप से परिभाषित शुष्क भूमि कृषि को उनके वार्षिक वर्षा स्तर के आधार पर तीन समूहों में वर्गीकृत किया जा सकता है [11]।

- i. **सूखी खेती:** सूखी खेती में 750 मिमी से कम वार्षिक वर्षा वाले क्षेत्रों में फसलें उगाना शामिल है, जहां लंबे समय तक शुष्क अवधि के कारण फसल की विफलता आम है। इन शुष्क क्षेत्रों में कृषि को बनाए रखने के लिए नमी संरक्षण तकनीकों को नियोजित किया जाता है, और वैकल्पिक भूमि उपयोग प्रणालियों की सिफारिश की जाती है।
- ii. **शुष्क भूमि खेती:** शुष्क भूमि खेती 750 मिमी और 1150 मिमी के बीच वार्षिक वर्षा वाले क्षेत्रों में फसल की खेती से संबंधित है। हालांकि सूखे के दौर आ सकते हैं, फसल की विफलता कम होती है। इन क्षेत्रों में प्राथमिक चुनौती कुल वर्षा की तुलना में उच्च वाष्पीकरण-उत्सर्जन है। सफल शुष्क भूमि खेती के लिए मिट्टी और नमी संरक्षण उपायों को लागू करना महत्वपूर्ण है, खासकर अर्ध-शुष्क क्षेत्रों में। जल निकासी सुविधाएं भी आवश्यक हो सकती हैं, विशेषकर काली मिट्टी वाले क्षेत्रों में।
- iii. **वर्षा आधारित खेती:** वर्षा आधारित खेती में 1150 मिमी से अधिक वार्षिक वर्षा वाले क्षेत्रों में फसलें उगाना शामिल है। इन क्षेत्रों में सूखे के कारण फसल बर्बाद होने का जोखिम न्यूनतम है। आमतौर पर पर्याप्त वर्षा उपलब्ध होती है, और मुख्य चुनौती अक्सर अतिरिक्त नमी और जल निकासी का प्रबंधन करना होता है। वर्षा आधारित खेती आमतौर पर अधिक आर्द्र क्षेत्रों में की जाती है।

अध्ययन के उद्देश्य

गढ़वा जिले में शुष्क कृषि की समस्याएँ कुछ महत्वपूर्ण उद्देश्यों पर केंद्रित हैं जो निम्नलिखित हैं:

1. प्रस्तुत शोध गढ़वा जिले के क्षेत्र में कृषि परिदृश्यकी विवेचना का प्रयास करेगा।
2. यह शोध गढ़वा जिले के अर्ध-शुष्क कृषि की समस्याएँ समस्याओं का चिंतन करने तथा रेखांकित करेगा।
3. यह शोध अर्ध-शुष्क कृषि की समस्याओं का अवलोकन करेगा तथा जलवायु परिवर्तन एवं नीतिगत हस्तक्षेप की विवेचना करेगा।

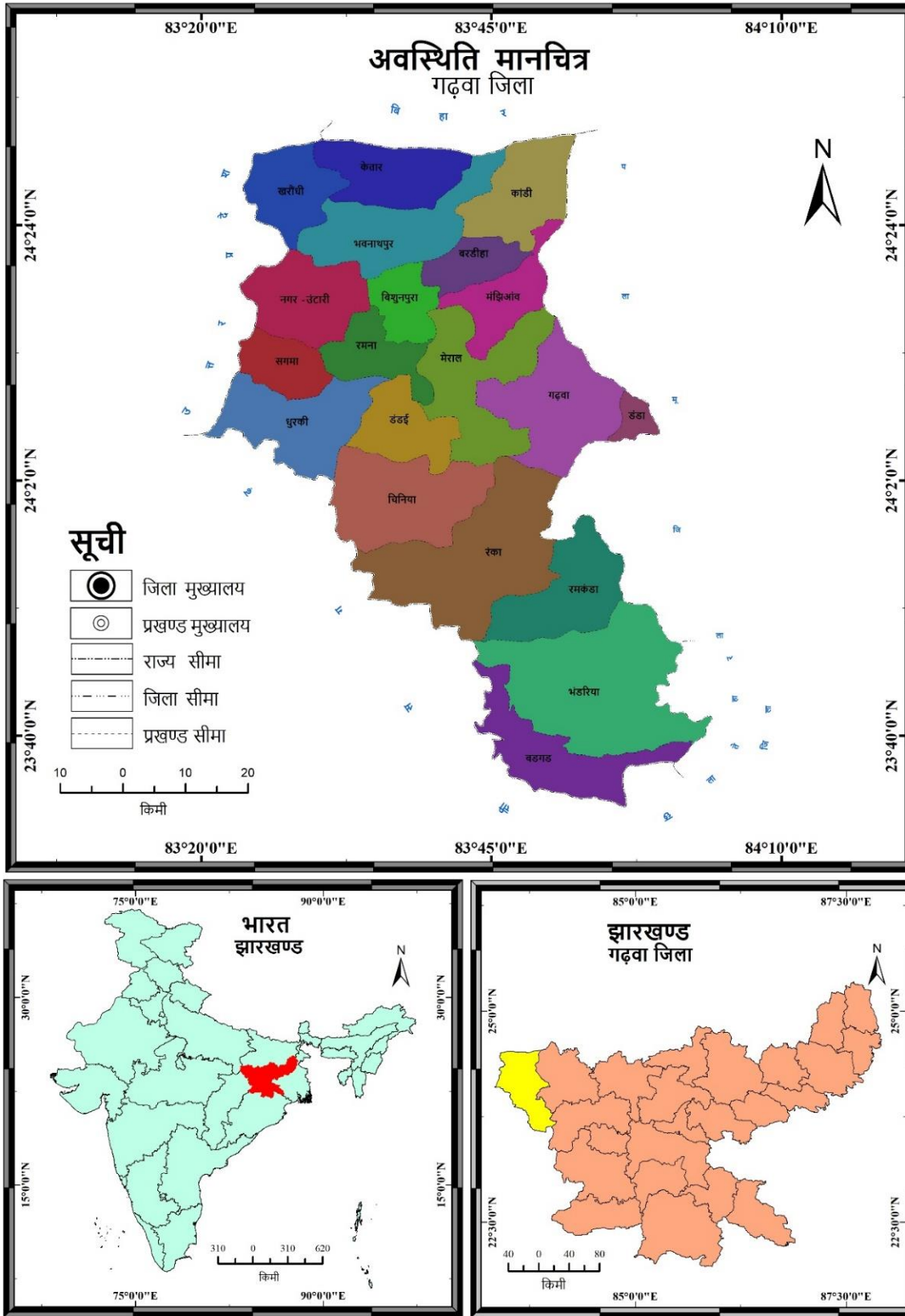
डेटा स्रोत

निम्नलिखित शोध पत्र द्वितीयक और तृतीयक डेटा स्रोतों पर आधारित है। द्वितीयक डेटा स्रोतों में भारत के सर्वेक्षण से स्थलाकृतिक शीट, भारतीय मौसम विज्ञान विभाग से वर्षा डेटा, शोध पत्र, किताबें, केंद्रीय भूजल बोर्ड की रिपोर्ट शामिल हैं।

अध्ययन क्षेत्र

गढ़वा जिला भारतीय राज्य झारखंड के चौबीस प्रशासनिक प्रभागों में से एक है, जो पलामू डिवीजन के भीतर स्थित है। इसका प्रशासनिक केंद्र गढ़वा शहर में स्थित है। भौगोलिक दृष्टि से, जिला 23° 33' 53" N से 24° 32' 7" N उत्तरी अक्षांश और 83°19' 56" E से 84°4' 17" E पूर्वी देशांतर तक है तथा कुल क्षेत्रफल 4044 वर्ग किमी है। इसकी सीमाएं उत्तर में सोन नदी, पूर्व में झारखंड के पलामू जिले, दक्षिण में छत्तीसगढ़ के बलरामपुर जिले और पश्चिम में उत्तर प्रदेश के सोनभद्र जिले से लगती हैं।

मानचित्र 1. अध्ययन क्षेत्र- गढ़वाजिला



स्रोत: भारतीय सर्वेक्षण विभाग (टोपोग्राफी) 2010 एवं जिला जनगणना पुस्तिका भाग-ब, 2011

अर्ध-शुष्कक्षेत्र में कृषि परिदृश्य: गढ़वाजिला

गढ़वा जिला मुख्य रूप से एक अर्ध-शुष्क कृषि क्षेत्र जहाँ औसत से काम वर्षा तथा मिट्टी पहाड़ी संरचना की है, जहाँ अधिकांश निवासी कृषि संबंधित गतिविधियों में शामिल हैं [12]। जिले के अधिकांश हिस्सों में परिदृश्य घने जंगलों और चट्टानी इलाके की विशेषता है। दक्षिणी भाग में, जंगलों का महत्वपूर्ण विस्तार है, और आदिवासी समुदाय अपनी आजीविका के लिए वन उत्पादों पर निर्भर हैं। इसके विपरीत, उत्तरी क्षेत्र में वन क्षेत्रों को कृषि भूमि में परिवर्तित होते देखा गया है। यहां, किसान चावल, मक्का, रागी और बाजरा जैसी अन्य फसलें उगाते हैं। इसके अतिरिक्त, उत्तरी क्षेत्रों में समतल मैदान, जहां सिंचाई सुविधाओं तक पहुंच है, जिसके

फलस्वरूप चावल, गेहूं और सब्जी उत्पादन में विस्तार हुआ है। भूमि उपयोग और कृषि पद्धतियों में बदलाव गढ़वा जिले के भीतर विविध आर्थिक गतिविधियों और कृषि परिदृश्य का धोतक है। जिले में खेती योग्य भूमि को दो मुख्य प्रकारों में वर्गीकृत किया जा सकता है: 1. ऊपरी भूमि और 2. निचली भूमि। नदी के किनारे स्थित निचली भूमि प्राकृतिक रूप से उपजाऊ है, जिससे न्यूनतम उर्वरक उपयोग के साथ भी मजबूत फसल की पैदावार होती है। इसके विपरीत, ऊपरी भूमि कम उपजाऊ होती है और सफल खेती के लिए उर्वरकों और सिंचाई दोनों की पर्याप्त मात्रा में आवश्यकता होती है। इन क्षेत्रों में किसान आम तौर पर रबी और खरीफ़ दोनों फ़सलें बोते हैं। गढ़वा जिला मुख्य रूप से अपने मुख्य आर्थिक चालक के रूप में कृषि और संबंधित गतिविधियों पर निर्भर करता है, इसके अधिकांश निवासी खेती में लगे हुए हैं। जिले के अधिकांश हिस्सों में परिदृश्य घने जंगलों और चट्टानी इलाके की विशेषता है। जिले में खेती योग्य भूमि को दो मुख्य श्रेणियों में वर्गीकृत किया जा सकता है: ऊपरी भूमि और निचली भूमि। निचली भूमि, जो नदी के किनारे स्थित है, उपजाऊ होती है, जिससे न्यूनतम उर्वरक उपयोग के साथ अच्छी फसल की पैदावार होती है। इसके विपरीत, ऊपरी भूमि कम उपजाऊ होती है और खेती के लिए पर्याप्त मात्रा में उर्वरकों और सिंचाई की आवश्यकता होती है। इस क्षेत्र में आम तौर पर रबी और खरीफ़ दोनों फ़सलें उगाई जाती हैं। हालाँकि, पहाड़ी इलाका होने के कारण जिले को सिंचाई के संबंध में चुनौतियों का सामना करना पड़ता है। इसके बावजूद, छोटे प्राकृतिक नाले हैं जिनका उपयोग अक्सर सिंचाई उद्देश्यों के लिए किया जाता है, जिससे क्षेत्र में कृषि गतिविधियों को बनाए रखने में मदद मिलती है। पहाड़ी इलाका होने के कारण जिले में सिंचाई से संबंधित चुनौतियाँ उत्पन्न होती हैं, जिससे व्यापक सिंचाई प्रणाली स्थापित करना मुश्किल हो जाता है। फिर भी, जिले को छोटे, प्राकृतिक रूप से पाए जाने वाले नालों से लाभ होता है, जिनका उपयोग अक्सर कृषि उद्देश्यों के लिए सिंचाई प्रदान करने के लिए किया जाता है, जिससे क्षेत्र में कृषि गतिविधियों को बनाए रखने में मदद मिलती है।

अर्ध-शुष्क कृषि की समस्याएँ

कई अन्य क्षेत्रों की तरह, गढ़वा जिले में सूखी खेती को कई चुनौतियों का सामना करना पड़ता है। जिले में अप्रत्याशित वर्षा पैटर्न का अनुभव होता है, जिससे फसल की वृद्धि के लिए प्राकृतिक वर्षा पर निर्भर रहना चुनौतीपूर्ण हो जाता है। सिंचाई सुविधाओं तक सीमित पहुंच के परिणामस्वरूप शुष्क अवधि के दौरान अपर्याप्त नमी होती है। मिट्टी का कटाव एक चिंता का विषय है, जिससे मिट्टी की उर्वरता और नमी बनाए रखने में कमी आती है। सूखी खेती पानी की कमी के कारण फसल के विकल्पों को सूखा प्रतिरोधी किस्मों तक सीमित कर देती है, जिससे विविधता कम हो जाती है [13]। लंबे समय तक सूखे के कारण फसल बर्बाद हो सकती है और वित्तीय नुकसान हो सकता है। मिट्टी की गुणवत्ता अलग-अलग होती है, कुछ क्षेत्रों में मिट्टी खराब और पोषक तत्वों की कमी वाली होती है। आधुनिक कृषि प्रौद्योगिकी एवं तकनीकों का अभाव उत्पादकता में बाधा डालता है। किसानों को अपनी उपज बेचने के लिए बाजारों तक पहुंचने में संघर्ष करना पड़ सकता है, जिससे आर्थिक व्यवहार्यता प्रभावित होगी। इन चुनौतियों से निपटने में जल संरक्षण, मिट्टी के स्वास्थ्य में सुधार, लचीली फसल किस्मों को बढ़ावा देना, प्रौद्योगिकी पहुंच बढ़ाना और टिकाऊ कृषि पद्धतियों का निर्माण करना शामिल है। गढ़वा जिले में शुष्क खेती के लिए कुछ प्रमुख समस्याएं हैं:

- ❖ **अनियमित वर्षा:** गढ़वा जिले में शुष्क खेती प्राकृतिक वर्षा पर बहुत अधिक निर्भर करती है, और जिले में असंगत या अप्रत्याशित वर्षा पैटर्न है। अनियमित मानसून से फसल की वृद्धि के लिए नमी अपर्याप्त है।
- ❖ **पानी की कमी:** गढ़वा जिले में पानी की कमी एक महत्वपूर्ण मुद्दा है, खासकर सूखे के दौरान। सिंचाई सुविधाओं तक पहुंच की कमी के कारण जल संकट के दौरान फसलों को पर्याप्त नमी प्रदान करना चुनौतीपूर्ण हो जाता है।
- ❖ **मिट्टी का कटाव:** जिले में मिट्टी के कटाव की समस्या है, जो मिट्टी की उर्वरता और नमी बनाए रखने पर नकारात्मक प्रभाव डालती है। शुष्क कृषि के लिए कटाव नियंत्रण उपाय महत्वपूर्ण हैं।
- ❖ **सीमित फसल विकल्प:** गढ़वा जिले में शुष्क कृषि, अक्सर पानी की सीमाओं के कारण उगाई जा सकने वाली फसलों के प्रकारों को प्रतिबंधित करती है। किसान सूखा-प्रतिरोधी फसलों तक ही सीमित रहते हैं, जिससे फसल विविधता कम होती है।
- ❖ **सूखे के प्रति संवेदनशीलता:** गढ़वा जिले में लंबे समय तक शुष्क कृषि के प्रयासों को तबाह करता है, जिससे फसल बर्बाद होती है और किसानों को वित्तीय नुकसान होता है।
- ❖ **मिट्टी की गुणवत्ता:** गढ़वा जिले में मिट्टी की गुणवत्ता अलग-अलग है, और कुछ क्षेत्रों में मिट्टी खराब है जिसमें पोषक तत्वों और कार्बनिक पदार्थों की कमी है। मृदा स्वास्थ्य में सुधार एक चुनौती है।
- ❖ **प्रौद्योगिकी तक पहुंच:** गढ़वा जिले में आधुनिक कृषि प्रौद्योगिकी और तकनीकों तक सीमित पहुंच जिले में शुष्क कृषि पद्धतियों में बाधा उत्पन्न करती है।

❖ **बाज़ार तक पहुँच:** किसानों को अपनी उपज बेचने के लिए बाज़ारों तक पहुँचने में कठिनाइयों का सामना करना पड़ सकता है, जिससे उनकी आर्थिक व्यवहार्यता प्रभावित हो सकती है।

इन चुनौतियों का समाधान करने और गढ़वा जिले में शुष्क कृषि प्रथाओं को बढ़ाने के लिए, जल संरक्षण उपायों को लागू करना, मिट्टी के स्वास्थ्य में सुधार करना, सूखा प्रतिरोधी फसल किस्मों को बढ़ावा देना और कृषि प्रशिक्षण और प्रौद्योगिकी तक पहुंच प्रदान करना आवश्यक है। इसके अतिरिक्त, लचीली और टिकाऊ कृषिपद्धतियों के निर्माण से बदलते मौसम के पैटर्न और सूखे के प्रभाव को कम करने में मदद मिल सकती है।

वर्षा की स्थिति, सिंचित भूमि तथा भूजल की स्थिति

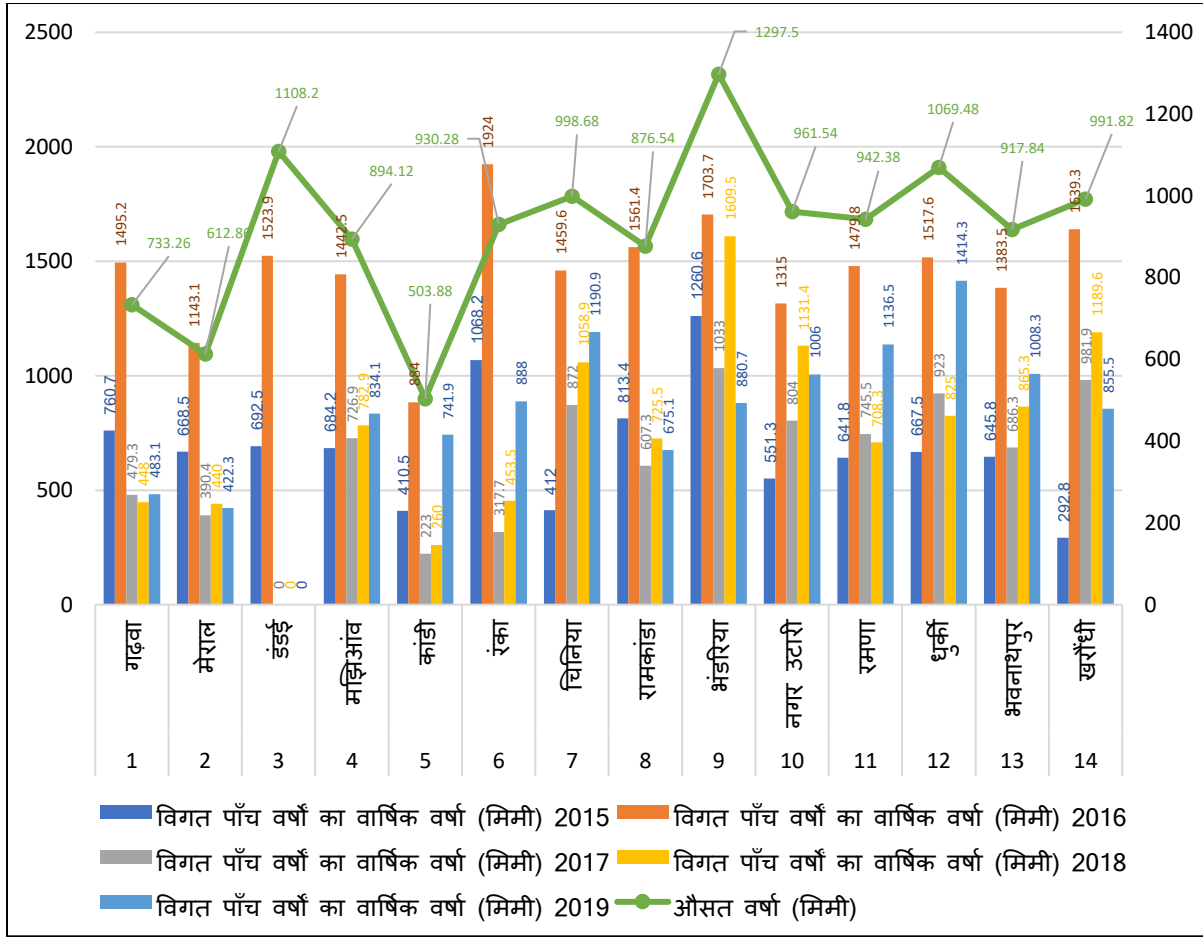
इस क्षेत्र की जल वायु ऐसी है जिसे उच्च स्तर की आर्द्रता के साथ उपोष्णकटिबंधीय के रूप में वर्गीकृत किया जा सकता है। सर्दी के मौसम के बाद, जो नवंबर में शुरू होता है और फरवरी के अंत तक जारी रहता है, गर्मी का मौसम आता है, जो जून की शुरुआत तक जारी रहता है। मानसून के मौसम की शुरुआत जून के मध्य में होती है, और यह अक्टूबर के मध्य तक रहता है। इस क्षेत्र को वर्षा आधारित क्षेत्र के रूप में वर्गीकृत किया गया है और इसमें वार्षिक भिन्नता काफी मात्रा में है। पिछले पांच वर्षों (2015-2019) के दौरान विशिष्ट क्षेत्र में औसतन 917.02 मिलीमीटर (मिमी) वर्षा हुई है। प्रत्येक जिले की औसत वर्षा कांडी प्रखंड में 503.88 मिलीमीटर से लेकर भंडरिया प्रखंड में 1297.5 मिलीमीटर तक है। जुलाई से अगस्त के पहले भाग में सबसे अधिक वर्षा होती है, जो वर्ष की कुल वर्षा का लगभग आधा है। कुल वार्षिक वर्षा का लगभग 85 प्रतिशत मानसून के मौसम के कारण होता है। हालाँकि, जुलाई और अगस्त के महीनों के दौरान, चार से आठ दिनों तक शुष्क अवधि रहना असामान्य बात नहीं है। मानसून के मौसम में सापेक्षिक आर्द्रता का औसत मान 85% है, जबकि अप्रैल और मई के महीनों में सापेक्षिक आर्द्रता का मान केवल 27% है। मानसून के मौसम में सबसे अधिक आर्द्रता देखी जाती है। सामान्य तौर पर, अन्य मौसमों में जलवायु शुष्क होती है और मानव आराम के लिए स्वीकार्य सीमा के भीतर आती है। जिले के लिए वर्षा की जानकारी, महीने और वर्ष (2015-2019) के अनुसार विभाजित, तालिका 1 में है। वार्षिक वर्षा का कुल योग और प्रत्येक प्रखंड पर होने वाली वर्षा की औसत मात्रा तालिका 1 में विस्तृत है, जो नीचे देखा जा सकता है।

तालिका 1. गढ़वा जिले का वार्षिक एवं औसत वर्षा (मिमी)

क्रस	प्रखंड	विगत पाँच वर्षों का वार्षिक वर्षा (मिमी)					औसत वर्षा (मिमी)
		2015	2016	2017	2018	2019	
1	गढ़वा	760.7	1495.2	479.3	448.0	483.1	733.26
2	मेराल	668.5	1143.1	390.4	440.0	422.3	612.86
3	डंडई	692.5	1523.9	-	-	-	1108.2
4	मझिआंव	684.2	1442.5	726.9	782.9	834.1	894.12
5	कांडी	410.5	884.0	223.0	260.0	741.9	503.88
6	रंका	1068.2	1924.0	317.7	453.5	888.0	930.28
7	चिनिया	412.0	1459.6	872.0	1058.9	1190.9	998.68
8	रामकांडा	813.4	1561.4	607.3	725.5	675.1	876.54
9	भंडरिया	1260.6	1703.7	1033.0	1609.5	880.7	1297.5
10	नगरउटारी	551.3	1315.0	804.0	1131.4	1006.0	961.54
11	रमणा	641.8	1479.8	745.5	708.3	1136.5	942.38
12	धुर्की	667.5	1517.6	923.0	825.0	1414.3	1069.48
13	भवनाथपुर	645.8	1383.5	686.3	865.3	1008.3	917.84
14	खरौंधी	292.8	1639.3	981.9	1189.6	855.5	991.82

स्रोत: केंद्रीय भूजल बोर्ड, गढ़वा जिला, जल संसाधन, नदी विकास और गंगा संरक्षण विभाग, जल शक्ति मंत्रालय, भारत सरकार

सारणी 1. गढ़वा जिले का वार्षिक एवं औसत वर्षा (मिमी)



स्रोत: केंद्रीय भूजल बोर्ड, गढ़वा जिला, जल संसाधन, नदी विकास और गंगा संरक्षण विभाग, जल शक्ति मंत्रालय, भारत सरकार, 2022

जिले के भीतर, कुल बारह बड़ी और मध्यम आकार की परियोजनाएं पूरी हो चुकी हैं। जब इन परियोजनाओं को पहली बार विकसित किया गया था तो उनका उद्देश्य खरीफ और रबी सीजन के दौरान पानी उपलब्ध कराना था। तालिका 2 इनमें से प्रत्येक की जानकारी प्रदान करती है।

तालिका 2. गढ़वा जिले में प्रमुख सिंचाई परियोजनाओं का विवरण

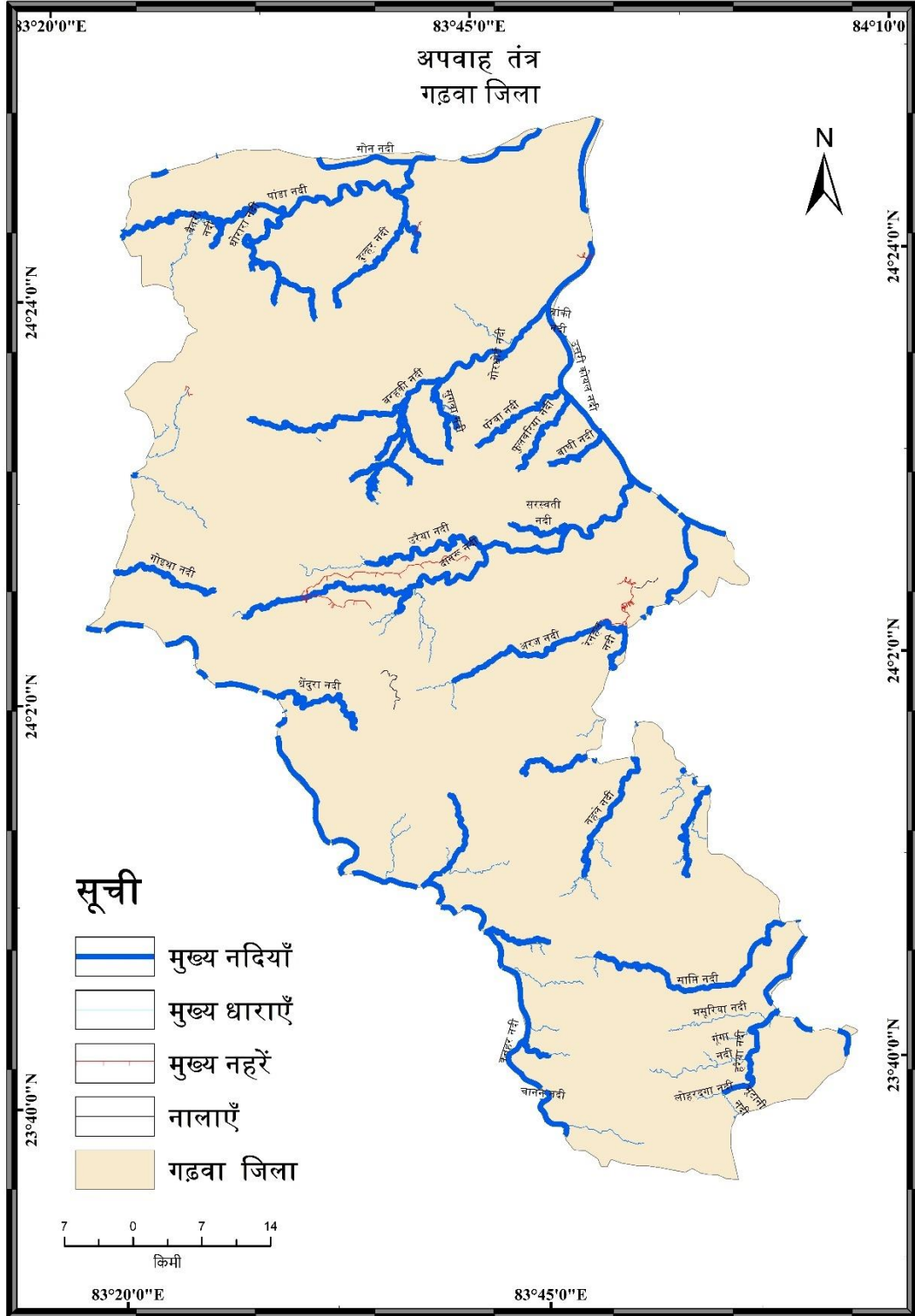
क्रस	परियोजना का नाम	प्रखंड	नहर	नदियाँ	कुल सिंचाई क्षमता ('000 हेक्टेयर में)		
			(किमी में)		खरीफ	रबी	कुल
1	अनराज परियोजना	गढ़वा	14.97	13.14	4.17	1.50	5.67
2	दानरो परियोजना	डंडई	28.0	-	3.25	1.62	4.87
3	चिरका परियोजना	चिनिया	15.01	8.12	1.00	0.44	1.44
4	फुलवरिया सिंचाई परियोजना	मेराल	6.11	-	0.60	-	0.60
5	सरस्वती सिंचाई परियोजना	गढ़वा	17.97	-	0.87	-	0.87
6	पंडरवा प्रोजेक्ट	नगर उटारी	6.10	2.01	0.64	0.60	1.24
7	बनयी बांकी परियोजना	नगर उटारी	10.5	0.80	1.10	0.10	1.20
8	बनयी बांकी परियोजना	रमणा, मझिआंव	52.90	18.55	5.27	0.81	6.08
9	चटनिया घाट परियोजना	भवनाथपुर	6.03	-	0.42	-	0.42
10	बभनीखंड परियोजना	नगर उटारी	3.6	6.46	0.54	0.12	0.66
11	उत्तमाही सिंचाई परियोजना	धुर्की	6.61	-	0.60	-	0.60
12	कवलदाग सिंचाई परियोजना	भवनाथपुर	9.14	8.95	1.20	0.20	1.40

स्रोत: केंद्रीय भूजल बोर्ड, गढ़वा जिला, जल संसाधन, नदी विकास और गंगा संरक्षण विभाग, जल शक्ति मंत्रालय, भारत सरकार, 2022

ऊपरी गंगा बेसिन में स्थित, गढ़वा जिला सोन उप-बेसिन के निर्माण में योगदान दे रहा है। जिले की सबसे महत्वपूर्ण नदी उत्तरी कोयल नदी है, जो दक्षिण से उत्तर दिशा में बहती है और जिले के उत्तर और पूर्व भागों के बीच सीमा के रूप में कार्य करती है। सोन

नदी, जो पश्चिम से पूर्व की ओर बहती है, जिले की उत्तरी सीमा के रूप में कार्य करती है और विपरीत दिशा में बहती है। जिला दक्षिण-पश्चिम में कनहर नदी से घिरा है, जो एक और बड़ी नदी है जो उत्तर पश्चिम से दक्षिण पूर्व तक बहती है और जिले की सीमा को परिभाषित करती है। प्रमुख नदी, जो दक्षिण कोयल है, उसकी सहायक नदियाँ ऐसी दिशा में बहती हैं जो लगभग पश्चिम से पश्चिम की ओर है। इनमें से प्रत्येक जल निकासी की पहचान सतह से तेज बहाव के कारण होती है। इनमें से प्रत्येक नदी का प्रवाह मौसम के साथ बदलता रहता है। वृक्ष के समान अपवाह तंत्र का वर्णन मानचित्र 2 में देखा जा सकता है:

मानचित्र 2. अपवाह तंत्र- गढ़वा जिला



श्रोत: भारतीय सर्वेक्षण विभाग (टोपोग्रीड्स: 63P/07, 63P/08, 63P/11, 63P/12, 63P/15, 63P/16, 64M/09, 64M/13 एवं 64M/14), 2010

वर्षा और अन्य स्रोतों सहित विभिन्न स्रोतों से फिर से भूजल स्तर की मात्रा के मौसमी अध्ययन के निष्कर्ष तालिका 3 में दिखाए गए हैं, और विश्लेषण फिर से भूजल स्तर की मात्रा पर किया गया था। वर्षा के परिणामस्वरूप होने वाला पुनर्भरण मानसून के मौसम के दौरान उच्चतम घटक 24600.47 ham देता है, जबकि अन्य स्रोतों के परिणामस्वरूप होने वाला पुनर्भरण 2392.72 ham का योगदान देता है। दूसरी ओर, गैर-मानसून सीज़न के दौरान जब मानसून नहीं होता है, तो वर्षा से पुनर्भरण 1051.99 ham [16] प्रदान करता है। वर्षा की कुल मात्रा 917.02 मिमी है, जबकि प्रति वर्ष औसतन भूजल पुनर्भरण की कुल मात्रा 1847.12 ham है। होने वाले किसी भी प्राकृतिक निर्वहन को ध्यान में रखने के बाद, यह अनुमान लगाया गया है कि कुल वार्षिक भूजल संसाधन 27991.49 ham है जिसका संचयन किया जा सकता है।

तालिका 3. गढ़वा जिले में भूजल की स्थिति (मिमी)

क्रस	प्रखंड	औसत वर्षा (मिमी)	भूजल स्तर (Ham ¹)
1	गढ़वा	733.26	2090.04
2	मेराल	612.86	1998.12

¹Ham-Hydrogeochemical Assessment Model

3	डंडई	1108.2	701.4
4	मझिआंव	894.12	705.68
5	कांडी	503.88	2627.32
6	रंका	930.28	1640.99
7	चिनिया	998.68	1481.93
8	रामकांडा	876.54	1215.41
9	भंडरिया	1297.5	4550.26
10	नगर उटारी	961.54	1680.23
11	रमणा	942.38	1009.54
12	धुर्की	1069.48	1077.06
13	भवनाथपुर	917.84	3234.60
14	खरौंधी	991.82	1240.32
औसत		917.02	1847.12

स्रोत: केंद्रीय भूजल बोर्ड, गढ़वा जिला, जल संसाधन, नदी विकास और गंगा संरक्षण विभाग, जल शक्ति मंत्रालय, भारत सरकार

अर्ध-शुष्क क्षेत्र और जलवायु परिवर्तन एवं नीतिगत हस्तक्षेप

गढ़वा जिले जैसे अर्ध-शुष्क क्षेत्रों में कम और अनियमित वर्षा होती है, जो उन्हें जलवायु परिवर्तन के प्रभावों के प्रति संवेदनशील बनाती है। गढ़वा जिले में अर्ध-शुष्क क्षेत्रों और जलवायु परिवर्तन से संबंधित कुछ प्रमुख बिंदु शामिल हैं:

- वर्षा स्वरूप में परिवर्तन:** गढ़वा में, औसत वार्षिक वर्षा आमतौर पर 873.3 मिमी है, जिसमें से 89.5% मानसून के मौसम के दौरान होती है, और शेष 10.5% गुप्ता के 2018 के निष्कर्षों के अनुसार मानसून के बाद की अवधि में होती है। मौसमी वर्षा के आंकड़ों से पता चलता है कि कुल वार्षिक वर्षा का 82% हिस्सा जून से सितंबर तक चलने वाले मानसून के मौसम के चार महीनों के भीतर केंद्रित होता है [14]।
- कृषि सूखा:** गढ़वा क्षेत्र में कृषि सूखे के विश्लेषण से दो महत्वपूर्ण अवधियों की उपस्थिति का पता चला: प्रारंभिक मौसम सूखा (22 वें और 28 वें मानक मौसम विज्ञान सप्ताह - एसएमडब्ल्यू के बीच होता है) और देर से मौसम सूखा (36 वें और 42 वें एसएमडब्ल्यू के बीच के परिणामों से संकेत मिलता है कि अधिकांश प्रखंडों में शुरुआती सीजन के सूखे की तुलना में देर से मौसम का सूखा अधिक प्रचलित है। गढ़वा जिलामें सीजन के अंत में सूखा (38% वर्षों में) और शुरुआती सीजन में सूखा (31% वर्षों में) दोनों का अनुभव हुआ। देर से मौसम में सूखे की सबसे अधिक घटना गढ़वा ब्लॉक (38%) में दर्ज की गई, इसके बाद मझिआंव (31%), मेराल (23%) और धुरकी (23%) में दर्ज की गई। शेष ब्लॉकों में, वर्ष के अंत में सूखे की घटना 8% से 15% तक रही। शुरुआती सीजन में सूखे की घटनाएं अलग-अलग ब्लॉकों में 8% से 31% के बीच रहीं, अधिकांश ब्लॉकों में 13 साल की अवधि के भीतर 8% और 15% के बीच उतार-चढ़ाव आया। विभिन्न एसएमडब्ल्यू के दौरान कृषि सूखे की इसी तरह की घटनाओं को 2002 में तोमर और रानाडे और 2008 में राय और सिंह द्वारा भी प्रलेखित किया गया है [15]।
- जल विभाजन प्रबंधन:** गढ़वा जिले में जल विभाजन प्रबंधन में एक विशिष्ट वाटरशेड क्षेत्र के भीतर जल संसाधनों के संरक्षण और प्रबंधन के लिए रणनीतियों की योजना और कार्यान्वयन शामिल है। प्राथमिक लक्ष्य कृषि उत्पादकता बढ़ाना, पानी की उपलब्धता सुनिश्चित करना और जलवायु संबंधी जोखिमों के प्रभाव को कम करना है। इसके अतिरिक्त विभाजन प्रबंधन का उद्देश्य पानी की उपलब्धता में सुधार करना, कृषि उत्पादकता में वृद्धि करना और जलवायु परिवर्तन के प्रभावों के प्रति स्थानीय समुदायों की संवेदनशीलता को कम करना है। यह टिकाऊ भूमि और जल संसाधन प्रबंधन के लिए एक व्यापक दृष्टिकोण है जो जिले में पर्यावरण और लोगों की आजीविका दोनों को लाभ पहुंचाता है। "जलवायु परिवर्तन और अनियमित मानसून के प्रभाव के कारण, शुष्क क्षेत्रों का विस्तार बढ़ रहा है। गढ़वा जिले जैसे अर्ध-शुष्क क्षेत्रों में जलवायु परिवर्तन से उत्पन्न चुनौतियों का समाधान करने के लिए विभिन्न नीतिगत हस्तक्षेप आवश्यक हैं। कुछ नीतिगत उपायों में शामिल हो सकते हैं:
 - ❖ इस चुनौती से निपटने के लिए, शुष्क भूमि कृषि के लिए प्रौद्योगिकी को आगे बढ़ाने पर प्राथमिक ध्यान देने के साथ एक शुष्क भूमि अनुसंधान संस्थान स्थापित करने की योजना है।
 - ❖ प्रमुख प्राथमिकताएँ इसमें छोटे खेत तालाबों के माध्यम से जल संचयन तकनीकों का कार्यान्वयन, सूखा प्रतिरोधी फसल किस्मों का विकास और खेत पर अनुसंधान करने की योजना प्रस्तावित है।

- ❖ प्रस्तावित “ड्राईलैंड अनुसंधान संस्थान” फसल की किस्मों को बढ़ाने, मिट्टी और जल संसाधनों के प्रबंधन और क्षेत्रीय फसलों और बागवानी दोनों के लिए प्रासंगिक कृषि उपकरण विकसित करने पर ध्यान केंद्रित करेगा। यह संस्था शुष्क परिस्थितियों के लिए उपयुक्त फसलों पर ऑन-साइट और ऑन-फार्म अनुसंधान पर जोर देगी।
- ❖ इसके अलावा, अनुसंधान प्रयास आंवला, बेर, कस्टर्ड सेब जैसे फलों और शुष्क बागवानी के व्यापक क्षेत्र तक विस्तारित होंगे।”

निष्कर्ष

गढ़वा जिले में अपेक्षाकृत कम और उतार-चढ़ाव वाली वार्षिक वर्षा होती है, इसके विभिन्न ब्लॉकों में महत्वपूर्ण परिवर्तनशीलता होती है। भवनाथपुर को छोड़कर जिले के अधिकांश ब्लॉकों में वार्षिक और मानसूनी वर्षा कम हो रही है। भंडरिया और गढ़वा जिलों में कुल वार्षिक वर्षा में तेजी से गिरावट देखी जा रही है, जो भविष्य में फसल उत्पादन का समर्थन करने के लिए इन क्षेत्रों में जल संरक्षण रणनीतियों की संभावित आवश्यकता का सुझाव देता है। इसके अतिरिक्त, प्रारंभिक और देर से कृषि सूखे का प्रतिशत वितरण जिले के सभी ब्लॉकों में भिन्न होता है।

गढ़वा जिला की जलवायु का बदलता स्वरूप, शुष्क कृषि रणनीतियों और अनुसंधान प्राथमिकताओं की समीक्षा करने की मांग करता है। इन रणनीतियों का सबसे महत्वपूर्ण पहलू फसलों की गर्मी प्रतिरोधी किस्मों को विकसित करना और पौध-प्रजनकों द्वारा मौजूदा किस्मों में ऐसे लक्षण को जोड़ना है। बदलती जलवायु से निपटने के लिए अन्य महत्वपूर्ण पहलू "मिट्टी और जल प्रबंधन" और "मौसम आधारित फसल प्रबंधन" होंगे। इन नीतिगत हस्तक्षेपों का उद्देश्य जलवायु परिवर्तन के प्रभावों को संबोधित करना और बदलती पर्यावरणीय परिस्थितियों के लिए गढ़वा जिले और इसी तरह के अर्ध-शुष्क क्षेत्रों की लचीलापन बढ़ाना है।

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16. स्रोत: केंद्रीय भूजल बोर्ड, गढ़वा जिला, जल संसाधन, नदी विकास और गंगा संरक्षण विभाग, जल शक्ति मंत्रालय, भारत सरकार, 2022।

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Corresponding Author

डॉ. रम्या के आर

असिस्टेंट प्रोफेसर

श्री शंकरा विद्यापीठ कॉलेज

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19वीं सदी तक आते - आते केरल की सामाजिक सांस्कृतिक परिस्थितियों में बहुत ही बदलाव आया। जिनके फलस्वरूप मलयालम उपन्यास का उदय हुआ। भाषा साहित्य विशेषकर गद्य साहित्य के विकास का आधार वास्तव में उस समय के उपन्यास साहित्य है। इंदुलेखा और मार्ताण्ड वर्मा के प्रकाशन के साथ - साथ मलयालम साहित्य जन - जीवन के अधिक निकट आ गया। कविता पंडितों के लिए तो उपन्यास शिक्षित सामान्य जनता के लिए आस्वाद्य बन गये। मलयालम साहित्य का अभूतपूर्व विकास इनके द्वारा ही हुआ है। मिशनरियों का आगमन, अंग्रेजी सत्ता का आधिपत्य, अंग्रेजी शिक्षा आदि के द्वारा केरल में जो नवोत्थान का उदय हुआ, जिसकी प्रतिध्वनि हुआ है।

मलयालम उपन्यास के उद्भव के पीछे की ऐतिहासिक शक्ति भारतीय पुनर्जागरण है। भारत में पुनर्जागरण की शुरुआत उन्नीसवीं शताब्दी से हुई। पश्चिमी दुनिया में पुनर्जागरण की शुरुआत पन्द्रहवीं शताब्दी में हुई थी। सन् 1498 में वास्को डी गामा के भारत आगमन से पश्चिमी दुनिया के लिए मार्ग प्रशस्त किया। उसके बाद कैथोलिक मिशनरियों ने यहां आकर छपाई, पुस्तक प्रकाशन और शिक्षा के क्षेत्र में काम किया। हालांकि भारत के ब्रिटिश शासन के अधीन आने के बाद अंग्रेजों ने यहाँ अंग्रेजी सिखाने का फैसला किया और प्रोटेस्टेंट मिशनरियों की गतिविधियां फैलने वाली 15 वीं शताब्दी में ही भारत में नवोत्थान का भी प्रारंभ हुआ।

कैथोलिक मिशनरियों ने 16 वीं शताब्दी में कोल्लम और कोच्चि में और 17 वीं शताब्दी में वैपीकोट्टा और अंबजकोट्ट मं प्रिंटिंग प्रेस की स्थापना की और तमिल और सीरिएक में कुछ रचनाएं प्रकाशित की। मलयालम उपन्यास आंदोलन का विकास मलयालम गद्य के विकास के साथ संबंधित है। “पिलग्रिम प्रोग्रेस” के पहले भाग का अनुवाद आरचुडीक्कन कोशी ने “परदेसी मोक्ष यात्रा” (1847) नाम से किया है। कुछ विद्वानों की राय में यह मलयालम का पहला उपन्यास है। लेकिन उपन्यास के अलावा किसी अन्य कृति के अनुवाद को पहला मलयालम उपन्यास माना सही नहीं है।

घातक वधम्

घातक वधम् (1877) केरल के संदर्भ में लिखा गया पहला उपन्यास था। कोलिंस अंग्रेजी में “स्लेयर स्लैन” नाम से मूल कृति लिखा था। अंग्रेजी लोगों के लिए लिखी गया यह ग्रन्थ में आने पर ही उपयोगी हागी इसी उद्देश्य से उन्होंने इसका अनुवाद घातक वधम् के रूप में किया। घातक वधम् को एक ऐसी भाषा में प्रकाशित करने का उद्देश्य है जिसे सामान्य जनता भी समझ सकें।

त्रावण्कोर क वफादार पुलयन पौलोस और सीरियाई कोशी कुर्यन की जीवन कथा के माध्यम से यह दर्शाता है कि त्रावण्कोर में ईसाइयों का जाति भेद, सीरियाई लोगों का अहंकार और पुलचन की ओर उनका क्रूर व्यवहार किस प्रकार है। पुलयन को एक

मुख्य पात्र के रूप में चित्रित यह उपन्यास न केवल मलयालम में बल्कि उस समय भारत में भी नूतन था। लेकिन एक अंग्रेजी कृति के अनुवाद होने के कारण इसे भी पहला मलयालम उपन्यास मानना उचित नहीं।

पुल्लेलिकुञ्जु

पुल्लेलिकुञ्जु पिल्ला नाम के एक युवक और राम पनिककर नाम के एक मध्यम की आयु के व्यक्ति के बीच का संवाद है - पुल्लेलिकुञ्जु नामक आर्च डिवकन कोशी की कृति का सारांश। जो जातिभेद मूर्ति पूजा आदि विषयों पर केंद्रित है। कुंजू अधिक जानकार और तर्कशील है उनका तर्क है कि जातिवाद और मूर्ति पूजा घृणित है। उस मार्ग से आने वाले बाइबल विक्रेताओं के गीतों और मुक्तेश्वर रुचि रखकर उन लोगों ने बाइबिल खरीदी। यह सब देखने वाले एक ईसाई द्वारा बताई गई अनुभव कथा के रूप में इसका वर्णन हुआ है। पहले भाग में जाति भेद पर और दूसरे भागों में मूर्ति पूजा पर विचार किया है। तीसरे भाग में बाइबिल विक्रेताओं द्वारा मासिह पर प्रवचन है। घटनाओं को कालानुक्रमिक क्रम में बयान कर के कहानी बनाने के अलावा, लेखक उन्हें तर्कसंगत बनाने और उन्हें एक साजिश देने में सक्षम नहीं है। उपन्यासों में जो कथा का प्रभाव है इसमें नहीं है।

कुन्दलता

अप्पुनेडुंगाड़ी की कुन्दलता (1887) को मलयालम के पहला उपन्यास होने का श्रेय दिया जाता है। प्रकाशन के तुरंत बाद केरल वर्मा वलियकोयीतंबूरान और बाद में पी गोविंद पिल्ला मूरक्कोतू कुमार एम पी पॉल और अन्य लोगों ने भी कुन्दलता को यह उपाधि दी। 'पुल्लेलिकुञ्जु' की अपेक्षा कुन्दलता की श्रेष्ठता यह है कि इस की घटनाएं लगभग कथानक में विकसित हो गई है। कुन्दलता का कथानक शेक्सपियर के नाटक 'सिंबल' से रूपान्तरित है। कलिंग के राजा ने कुछ मंत्रियों की सलाह पर अपने प्रधानमंत्री कबिलनाथन को कैद करने का फैसला किया। यह जानकर कबिलनाथन राजा की पुत्री कुन्दलता को चुराकर भाग निकला और विल्वाद्री के पास योगीश्वर के वेश में रहने लगा। कबिलनाथन उनके बेटे और बेटी स्वर्णमयी उनके छोटे भाई और एक नए प्रधानमंत्री अघोरनाथन के संरक्षण में हैं। वह राजकुमार के साथ दोस्ती में है। इस तरह कुछ वर्षों के बाद तारानाथ को राजकुमार का परिवर्तन पसंद नहीं आया और उन्होंने देश छोड़ दिया, अपना देश बदल लिया और कबिलनाथ के सामने लौट आया। हालांकि कबिलनाथ ने धीरे-धीरे उस आदमी को समझा, परंतु तारानाथ अपने पिता को नहीं समझ पाया। इसके बीच स्वर्णमयी और राजकुमार के बीच विवाह और राजकुमार का राज्याभिषेक होता है। शीघ्र ही कुन्दल राजा ने कलिंग राज्य पर आक्रमण कर दिया। अघोरनाथ को पता चलता है कि उसका बड़ा भाई जीवित है और उसे युद्ध में उसकी मदद करने के लिए कहता है। कबिलनाथ, तारानाथ और उनके सवक यवन के वेश में जाते हैं और मदद करते हैं। उस युद्ध में राजा कुन्तला हारे गये हैं। यवनों की वास्तविकता को महसूस करते हुए कलिंगराजा कबिलन पर संदेह करने पर और कैद करने पर पछतावा होता है। कबिलनाथ ने कुन्दलता के अपहरण के लिए माफी मांगी मांगा। जल्दी ही राजा, तारानाथ को सेनापति बना लेता है और उसके और कुन्दलता के बीच विवाह की व्यवस्था करता है। वास्तव में यह उपन्यास कोई सामाजिक जीवन को चित्र नहीं करता है। केवल मनोरंजन की इसका उद्देश्य है। उपन्यास की तरह कथा को युक्तिसंगत बनाने का प्रयास और आम लोगों की झलक कुन्दलता को एक उपन्यास के करीब लाती है। इसके अलावा कुन्दलता में पहला मलयालम उपन्यास कहने की कोई योग्यता नहीं। सन् 1989 में प्रकाशित "इंदुलेखा" में यथार्थवाद तर्क और विषय के दायरे की विशेषताओं को पूर्ण रूप से देखा जाता है। इसलिए इंदुलेखा पहला मलयालम उपन्यास है।

इन्दुलेखा

चंदू मेनोन की इंदुलेखा को लक्षणों के साथ लिखा गया पहला मलयान उपन्यास माना गया है। सन् 1889 में इसका प्रकाशन हुआ था। इस उपन्यास का कथानक एक नायर परिवार की कहानी है। इंदुलेखा और माधवन की प्रेम कहानी के माध्यम से चंदू मेनोन नायर - नंबूतिरी समुदाय के मरुमक्कत्तायम एवं जाति व्यवस्था और नंबूदिरि के कई विवाह करने की प्रथा और उन दिनों के नायर समुदाय की रीति को प्रस्तुत करता है।

यह उपन्यास मलबार विवाह आयोग के निर्णयों को प्रभावित करने में सक्षम था, जिसके वे समुदाय भी थे। इन्दुलेखा में मलयालम के बाद के उपन्यासों को काफी हद तक प्रभावित किया। इंदुलेखा के प्रकाश

सिंह के बाद इसी तरह के कथानक वाले कई अन्य उपन्यास प्रकाश में आया। चेरुवलतू चात्तु 'नायर के मीनाक्षी कोमाहिल पाडुमेनोन के शलक्ष्मीकेशवं', चन्दुमे नोन के शारदाआदि उनमें प्रमुख हैं।

संक्षेप में कहें तो मलयालम उपन्यास की प्रारंभिक रचना यह बचकानी प्रवृत्तियों से मुक्त नहीं है। उनमें से कई नकल या अपहरण से विकृत हैं। शुरुआती उपन्यासों की तरह ये दोष स्वाभाविक और अपरिहार्य हैं। उन कृतियों का ऐतिहासिक महत्व निर्विवाद है। उनमें से कई ऐसी कृतियाँ भी हैं जो बाद के केरल जीवन में अनुभव किए गए संगठों, संक्रमणों और संप्रदायिक रीति - रिवाजों को दर्शाते हैं।

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Corresponding Author

a) निखिल कुमार
शोधार्थी
मैथिली विभाग
ललित नारायण मिथिला
विश्वविद्यालय

b) डॉ. रमेश झा
मैथिली विभाग
पूर्व विभागाध्यक्ष
ललित नारायण मिथिला
विश्वविद्यालय

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लोकवाङ्मयमे पसरल श्रुतिगत साहित्ये लोकसाहित्य कहल जाइत छैक। वास्तवमे लोकसाहित्यक कोनहुँ विधाक स्वतंत्र अभिव्यक्ति स्वच्छन्द बहैत बसात सदृश सतत् संचरणशील होइत अछि, जकर सीमा देश अथवा कालमे बान्हल नहि रहैत। वस्तुतः निःसीमा एकर कथा लोक-वृत्ति-प्रवृत्ति प्रेरणास्पद एक अभिव्यक्ति तथा मनोहारी एकर स्वरूप होइत अछि। सर्वाधिक सरल स्वभाविक तँ ई तखन होइछ जखन बिनु विविध साहित्य शास्त्रीय नियमनहुँक आकर्षणमे ई शिष्ट साहित्य बेस बुझि पड़ैछ। एहि लोकसाहित्यक नैसर्गिक निर्माणक इतिहास सेहो बड़ा मनोरंजनक अछि, कहियो जन लोक प्रकृतिक प्रेमी छल आओर प्राकृतिक जीवन व्यतीत करैत छल। तखन ओ आडम्बर आओर कृतिमतासँ कोसो दुर रहि के सरल एवं सादगी जीवनकेँ अपनबैत छल ओहि समयमे सहो लोकनिक सब साहित्यक रचना करैत छल, मुदा ओहि साहित्यमे नहि रुढ़िवादक झमैला छल आ नहि अंलकारक बोझ ओ नहि कथा शिल्पविधान पर ध्यान रखैत छल ओहि समयमे स्वच्छन्दता एवं सरलताकेँ अवधार साहित्यक सर्जना करैत छल।

एहि लोकसाहित्यक केँ अध्ययनक सुविधाक हेतुएँ लोकसाहित्यककेँ निम्न भागमे विभाजीत कयल गेल अछि।

- लोकगीत
- लोकगथा
- लोककथा
- लोकनाट्य
- लोकसुभाषित

मैथिली लोकसाहित्यक क्षेत्रमे हमरा लोकनिककेँ सम्प्रदाय भेटैत अछि आ ओकर आधार लोककथा अछि।

लोक कथाक जन्म संसारक उत्पतिक सगं भेल अछि आ लोककथा परम्पराहमे पलैत अछि। लोक-कथा वा लोक-खिस्सा पिहानी आवेत अछि ओकरामे आश्चर्य, भय आओर रतिक उदय भेल अछि जे लोक के मानवीय अस्तित्वक अभिन्न तत्त्व अछि।

यएह तीनू मौलिक भाववेगी प्रेरणासँ उतय लोक अपन विकास कयल आओर मूल आदिम मानसक बिज वपन क ओहिमेकल्पना सभक सेहो जन्म देल, जाहिसँ कथाक निर्माण होइत अछि आश्चर्यक ओ जिज्ञासा आओर ज्ञान-विज्ञानक मूलाधार नहि, ई आरंभिक मनोस्थितिमे मूल आदिम मानसमे कल्पनासँ चमत्कारिक आओर जादुइ कथा तत्त्वकेँ सेहो जगबैत अछि। भयावेग एवं प्राक्रम शौर्यक कथा तन्तु रूप ग्रहण करैत अछि। रीतिकेँ काज त अत्यन्त विशद आओर व्यापक अछि। लोककथाक विविध तन्तु सभकेँ इतह भाववेग मूर्त करैत अछि। एहिसँ लोक अपन यथार्थ अस्मिताकेँ पबैत अछि।

“अद्यावधि बृहत्कथाक तीन टा अनुवाद संस्कृत साहित्यमे उपलब्ध होइत अछि।

- (1) बृहत्कथाक मंजरी
- (2) बृहत्कथाक श्लोक संग्रह
- (3) कथासरित सागर”

पंचतंत्र, हितोपदेश, वैताल पंचविंशतिका, सिंहासनद्वर्त्रिशिका, सुकसप्तति, माधवानल कथा, कथार्णव, पुरुष परीक्षा अतिरिक्त जातक कथा आदि ग्रन्थ संस्कृत कथा साहित्यक प्रमाणिक लोक निधि थिक। पंचतंत्र-ई संस्कृत साहित्यक सबसँ प्राचीन मौलिक ग्रन्थ अछि। संस्कृत तथा साहित्यमे पंचतंत्रक स्थान अद्वितीय अछि। एकर अनुवाद कतेको भाषामे भ चुकल अछि। एकर सबसँ पैघ विशेषता इ अछि जे एकर

सब कथा संसारक कथाकेँ प्रभावित कयलक अछि । ई ग्रन्थ केँ रचना आचार्य द्वारा पाँच भागमे कायल गेल अछि । एहि लऽकऽ एकर नाम पंचतंत्र पड़ल अछि ।

हितोपदेश— एहि ग्रन्थमे नीति सम्बन्धी कथा अछि । एकर रचनाकार पंडित नारायण झा छैथ । ओनाहितो उपदेश कथा के सब कथा अधिकांश कथा पंचतंत्र सँ लेल गेल अछि ।

वैताल पंचविंशतिका—आचार्य शिव दास द्वारा एकर रचना भेल अछि । एहि ग्रन्थमे महाराज विक्रम सिंह सँ सम्बन्धित लगभग पच्चीसटा कथा के संग्रह कायल गेल अछि ।

सिंहासनद्वर्त्रिशिका— एहिमे संस्कृतक बत्तीसटा कथा संग्रहित अछि । जकर हिन्दी अनुवाद से हो कायल गेल अछि जे सिंहासन बतीशी नामक कथा संग्रहसँ प्रचलित अछि ।

सुकसप्तति— सुकसप्तति संग्रहमे तोता द्वारा कहल गेल 37 टा कथा केँ प्रस्तुत कायल गेल अछि । एहि ग्रन्थक प्रसिद्धि अनुमान एहिसँ लगाओल जा सकैछ जे ईसाक चौदहमशताब्दीमे एकर अनुवाद 'तुतीनामा' सँ फारसी भाषामे कायल गेल अछि ।

पुरुष परीक्षा— ई रचना विद्यापति द्वारा रचित अछि । एहिमे चौवालिस टा कथाक संकलन कायल गेल अछि । सम्पूर्ण संकलन लोकवृत्त, लोकजीवन, लोकलक्षण आ लोकक विविध स्वरूप पर आधारित अछि । एकर अनुवाद मैथिली भाषामे कवीश्वर चन्दा झा कयलन । 1950 ई० मे रमानाथ झा द्वारा सम्पादित पुरुष परीक्षामे चन्दा झाक अनुवाद आ आधुनिक भाषा अनुवादक संज्ञा सेहो देल गेल अछि ।

जातक कथा — पालि भाषामे लिखित जातक कथा सभक कुल संख्या —550 अछि । एहिमे भगवान बुद्धक पुनः जन्मक कथा सभ उपलब्ध अछि । एहि तरहेँ मिथिलामे लोक कथा लोकजीवनमे विधिरूपमे पसरल छैक आ आदि कालसँ हमरा सभक संग अछि । ई लोक जीवनमे निर्बाध रूपेँ सर्वत्र व्याप्त अछि । संगहि लोकक सुख—दुख प्रति शृंगार वीर भाव आओर वैह सभमे उर्वरतावर्द्धक लोक कथा सभमे पुष्ट कायल गेल अछि । लोकक रहन—सहन, रीतिरिवाज, धार्मिक विश्वास, पूजा उपासना एहि सभक पाँछा कथाक टाट बनैत आ बदलैत रहैत अछि । कथा लोकक लेल अपूर्वविश्रान्तिक साधन अछि ।

भावनाक जीवनक कोना यथार्थ घटनाक चित्र परम्परा, पमभावना, सहजोच्छवाश भावनात्मक संगहि कल्पना एवं परस्पर सम्बन्ध प्रस्तुत घटना समूहक क्रमबद्धता आन्तरिकत तत्वकेँ प्रकट करव ओएह कथा अछि, आ कथा कहबैत अछि । ओना लोक कथाक स्पष्ट परिभाषा विद्वान लोकनि नहि दऽ एकर विशेषता सभक विशेष उल्लेख कयलनि अछि । एहि प्रसंगमे डॉ० हजारी प्रसाद द्विवेदीक कथन छन्हि जे लोक कथा सभक अध्ययन कतेको दृष्टिकोणसँ विशेष महत्वपूर्ण अछि । यद्यपि एहि शब्दक प्रयोगक सम्बन्धमे विद्वान सभमे मतैक्यक अभाव रहल अछि । मैथिलीक गद्यात्मक लोक कथा पर विचार करैत विद्वान डॉ० रामदेव झा 'परिभाषिकी' शीर्षकमे एहि तरहेँ प्रस्तुत कयलनि अछि, पूर्व कालमे लोककथा मैथिलीमे कहानी कथावृत्त, वृतांत ओ हाल कहबैत छल । सम्प्रति—कथा, खिस्सा, खिस्सा पिहानि, कथा पिहानी कहल जाइत अछि । लोक साहित्यमे मैथिली लोक कथा विभिन्न विद्वान मत केँ अनुसार दस भागमे बाँटलनि अछि ।

1. रम्यकथा (त्वउंदजपब जंसमे वत थंपतल जंसमे)
2. धार्मिक कथा (त्मसपहपवने जंसमे)
3. उपदेशात्मक कथा (क्पकंबजपब जंसमे)
4. हास्य व्यंग कथा (जंसमे वपिज दक भनउवनत)
5. भूतडाइनक कथा (जंसमे वळीवेज दक पजबीमे)
6. बालकथा कथा (छनतेमतल जंसमे)
7. ऐतिह्य कथा (स्महमदके त्मसंजमक जवीपेजवतपबंस म्अमदजे दक चमतेवदे)
8. लोक—श्रुति (च्वचनसंत त्मचवतज)
9. लोक—गाथा कथा (जवतल वथ्वसा मचपबे दक इंससंके)
10. पिहानी—कथा (त्यककसम जंसमे)

डा० झा एहि वर्गसभक सामान्य परिचय दैत एकरा कतोक उपवर्गमे बाँटवाक बात कयलन अछि ।²

व्रत कथा—मिथिलाक जनजीवनमे प्रचलित व्रत कथा मुख्य रूपसँ स्त्रीगण द्वारा कहल गेल आ सुनल जाइत अछि । स्त्रीलोकनिक पूण्यप्रतापक लेल, अखण्ड सौभाग्यक लेल, दीर्घायुग लेल, अपन संतानक कल्याणक लेल, धन लक्ष्मीक वृद्धि लेल, पर—परिजनक शुभा—शुभक कामना लेल समस्त इष्टक, फलीभूतक लेल कतेको पाबनि तीहारक संग अनुष्ठान व्रत करैत अछि ।

जितिया व्रत कथा— संतानक कल्याणार्थ जितिया व्रत कथा आश्वीनकृष्ण अष्टमीकेँ कायल जाइत अछि। एहिमे दूगोट कथा कहल जाइत अछि।

- चिल्हो सियारक आ
- जितुवाहनक

कार्तिक व्रत कथा —कार्तिक मासकेँ पूण्य मास मानल जाइछ। एहि मासमे कैयकटा अनुष्ठान सम्पन्न होइत अछि। स्त्री, पुरुष आ कन्या द्वारा मास दिन धरि कार्तिक स्नान भोर पहर कऽ लक्ष्मीनारायणक पूजा अर्चना करैत अछि।

छठी व्रत कथा —छठी व्रत कथा कार्तिक मासक शुक्ल षष्ठी—सप्तमी केँ ई व्रत होइत अछि। एहिमे पहिल दिन अर्थात् षष्ठीकेँ स्ताचल सूर्यक उपासना होइत अछि आ सप्तमीकेँ उगैत सूर्यक अर्घ देल जाइत अछि। छठी व्रतक कथामे राणामायक कथा कहल जाइत अछि। एहिमे दू गोट कथा होइत अछि। पहिल कथा षष्ठोक स्तांचल सूर्यक अर्थात् संध्याकालक आ दोसर सप्तमीक भोरुक पहर अर्थात् उगैत सूर्यक आराधनाक रूपमे होइत अछि।

छठी व्रतक कथासँ एहि व्रतक समापन होइत अछि। राणामायक महिमा बखान कथाक मुख्य आधार रहैत अछि।

हरिसाओन व्रत कथा— कुमारी कन्या द्वारा कार्तिक शुक्ल प्रतिपदासँ गहनक शुक्ल प्रतिपदा धरि ई व्रत कयल जाइत अछि। एकर वाचन कल्याणात्मक रीतिसँ होयवाक कारणेँ मिथिलामे ई कथा लोकगाथामे सेहो परिगणित भऽ गेल अछि।

सप्ताविपता व्रत कथा—ई व्रत चैतक पहिल दिनसँ वैशाख धरि स्त्रीगण द्वारा कयल जाइत अछि। एकर आयोजन नियतिक सामान्य लेल होइत अछि।

मधुश्रावणी व्रत कथा—मधुश्रावणी व्रत कथा नवविवाहिता कन्याक लेल ई सर्वाधिक लोकप्रिय व्रत अछि। ओ एकर उद्देश्य विषहरि देवीकेँ संतुष्ट करव अछि जाहिसँ । व्रतीक दीर्घ वैवाहिक जीवनक प्रार्थना कायल जाइत अछि।

लोक देवता कथा — मिथिलामे पौराणिक देवी देवतासँ पृथक विभिन्न जाति, वर्ग ओ गाम सभमे अनेक लोक देवता ओ मनुख देवता सभक पूजा होइत अछि। ई देवता सभक प्रसंगमे कहल जाहैत अछि जे मिथिलाकेँ जन-जन लोकजीवनमे लोकपूजित, लोक रक्षक, लोककल्याणी आ लोकतारक, एहि तरहें कतेको लोक देवता केँ रूपमे प्रतिस्थापित कयने अछि। ताहिमे सर्वमान्य मुख्य अछि सलहेस, लोरिक, चुहरमल, नैका बनिजारा, दुलरा दयाल, बेरहम सोखा, मंगल, जोगीबाबा, भूइयाँ बाबा, कारु खिरहर, कारिख बाबा, रूईया राईन, बीसो राउत, मंसा राम, दीनाभद्री, मोती राम एहि तरहक कतेको देवी देवताकेँ लोक समाजमे लोकप्रतिष्ठापित कऽ जातिविशेषरूपमे पूजैत अछि ।

पौराणिक लोक कथा — एहि श्रेणीक लोककथाक सभक पात्र पौराणिक होइत अछि। मिथिलामे प्रचलित एहेन लोक कथा सभक स्रोत पुराण आ महाभारतक आदिमे देखल जाइत अछि। एहि पौराणिक देवता सभमे राम, सीता, कृष्ण, ब्रह्मा, विष्णु, महेश, नारद, हनुमान, भगवती आदि लोककथामे लोकमानस आ श्रद्धाश्रावक प्रधानता रहैत अछि।

सृष्टिविधान तत्वक सम्बन्धी कथा—“मैथिली लोक कथामे सृष्टिसँ सम्बन्धित विभिन्न कथा प्रचलित अछि। जाहिमेसँ ई कथा लोक समाजमे लोक मानस पटल पर छपल अछि। जाहिमे एकगाट बुढ़िया दादी सूर्य आ चन्द्रमाकेँ कतो जाइत देख लैत छथि । तखन ओ दुनू गोटे सँ पूछैत छथिन्ह जे अहाँ सभ कतय जाईत छी । सूर्य आ चन्द्रमा बाजल हम भोज खाय लेल जाइत छी। तखन दादी कहैत छथि जे जाऊ आ हमरो लेल किछु लेने आयब । सूर्य खेलाक बाद ई बात बिसरि जाइत अछि। मुदा चन्द्रमा ओम्हरसँ बुढ़िया दादी लेल बरी नुकाकऽ लेने आवैत अछि आ सूर्य सँ जखन दादी पूछैत अछि तखन ओ कहैत अछि ओ मुँह टेढ़ करैत कहैत अछि। जे ई बुढ़िया के त हम बिसरिये गेल रहूँ। आ चन्द्रमा हुनका बरी दैत अछि। ओ दादी सूर्य के श्राप देलकीन्ह जे जा तूँ जरल उगीहक आ जरले डूबियह । आ चन्द्रमा के आशीर्वाद देलकिन्ह जा तूँ शीतलताकेँ संग उगब आ शीतलताकेँ संग डुबि जेबह । आओर ताहि दिन सँ सृष्टि एहि तरहें चलैत अछि। एहि तरहें आओरो कथा सभ लोक समाजमे प्रचलित अछि।”³

लोक उपदेशात्मक कथा – लोक विश्वास जे लोकजीवनमे उपदेशात्मक कथाक पैघ महत्व अछि। एहिमे लोकमानसकेँ पाप सभक विभीषकारी सँ बचबैत अछि। संगहि पावनि-पूण्य काजमे अभिरुचि लेबाक लेल प्रेरित करैत अछि। एहि वर्गक कथामे नीति उपदेश नीहित रहैत अछि। जेना छठी रातिक कनियाक कथा, सौतीन दाइ केर बेटा होइतीन्ह तँ माछ भात खायब आदि- आदि।

हास्य व्यंग्यक कथा – मिथिलामे व्यंग्यक कथा प्रचुर मात्रामे बहुत विस्तृत आ विविध रूपमे अछि। “एकरा डॉ० रामदेव झा मुख्य रूपसँ चारि भागमे बाँटलनि अछि-

- (1) सामान्य हास्यक कथा
- (2) गोनू झाक कथा
- (3) उपहास कथा
- (4) चुटुक्का कथा”⁴

1. सामान्य हास्यक कथा-सामान्य हास्य कथामे लोकजीवनक सामाजिक, पारिवारिक आ भौतिक ओ विभक्तिक जीवनक विसंगति आचार ओ व्यवहार हास्योदत्पादक वर्णन एहि कोटिक कथामे होइत अछि जेना-उकना ओ सुकना, नसाफी, कुमारिक कथा आदि-आदि।
2. गोनू झाक कथा-मैथिली लोक कथामे गोनूझाक कथाक महत्वपूर्ण स्थान थिक जाहिमे-धूर्तताक कथा, चमत्कार सँ कथा, ओ चतुरताक कथासँ प्रमाण दैत अछि।
3. उपहास कथा- एहि कोटिक लोक कथा लोक-लक्षण पर आधारित रहैत अछि। जे जन सामाजिक निन्दनीय चरित्रक लोकक उपहास कयल गेल रहैत अछि। विभिन्न जातिक, फूहरि, पेटाही, चुलाही, चोरनी, झगड़ाहू स्त्रीवर्गमे रहैत अछि। ठक धूर्त चोर फुसियाहा, बकलेल आदि-आदि सभ पुरुष वर्गमे रहैत अछि।
4. चुटुक्का कथा – हास्य कथा अति लघुत्तम रूप थीक। एहिमे छोट-छोट घटना कमसे कम शब्दमे वर्णित रहैत अछि। एहिमे उक्तिक चमत्कार संगहि व्यंग्यात्मक अभिव्यक्तिक रूपमे सहा रहैत अछि।

भूतडाइनक कथा-भूत-प्रेतक लोकक अकालक मृत्युक अवधारणाथीक, कहल जाइत अछि जे लोकक असामयिक मृत्यु भेलाक उपरान्त ओकर आत्मा भटकैत रहैत अछि। ओही स्वरूप क भूतप्रेत कहल जाइत अछि।

इस समस्त मिथिलामे वा मिथिला से बाहरो आ दोसर तरफ देश-विदेशमे सहो भूतप्रेत कथा प्रचलित अछि। एकर कतेको योनी रूप मानल जाइत अछि। जेना भूत, प्रेत, देवी, जिन्न, चुरैल, डाइन, राकश, सपहा भूत, उक्का भूत, कुम्का भूत, पनिउपछा भूत, आ पनिडुब्बा भूत आदि आदि कथा ऐहेन विश्वास जे एकरा सभक निवास विशेष गामक तमोरा गाछ, बुढिया गाछी, पुरान पोखरि, साहोरक गाछ, मोनिकातक गाछ, पुरान इट्टा भट्टाक अवशेष पर आदि सभमे वर्णित रहैत अछि।

डाइन योगनिक सिख पद्धति होइत अछि जे तंत्र-मंत्र विद्यासँ जुल अछि। कोनो महिला ऐहि सिखक साध्य करैत अछि, ओकरा डाइन कहल जाइत अछि।

ओ आकर्षण, सम्मोहन, उच्चाटन एवं मरनासँ एहि सबकेँ अपना बस मे कयने रहैत अछि। अपन शोणित दस्तल सभक भक्ष्य क्षुधाकेँ शांत कयनै रहैत अछि। ऐहन कहल जाइत अछि जे डाइन अति विशाल गाछ हकैत अछि आदि काज सेहो करैत अछि।

बालकथा-बाल बच्चा सबकेँ सब तरह लोककथा सुनाबामे मन लगैत छैक। मुदा देखबामे आबैछ जे मैथिलमे बहुत लोककथा सब अछि जेकरा नैना भुटका सब विशेष रूपे सुनबैत अछि आ कहैत अछि एहि वर्गक कथा पात्र सब समान्यतः छोट-छोट जीव-जन्तु, कीड़ा-मकोड़ा, कौआ-मैना, चिड़ै-चुनमुनी, चिट्ठी-पीपरी, सब होइत अछि। जकर घटना सरल आ श्रृंखलाबद्ध रहैत अछि। एहि कथा सभक भाव-भूमि हास्यक संगहि उत्सुकता आश्चर्यपूर्ण रहैत अछि। एहि कथा ठाम-ठीम, अर्थहिन रहैतो लयात्मक शब्दक युक्त रहैत अछि। जे मनगर आ रुचिगर सुनबामे आ कहबामे लगैत अछि।

पेहानी कथा – पेहानी कथा वस्तुतः एक तरह प्रश्न उत्तरी, पहेलिका, अंतराक्षी, शंका-समाधान, कतोको कथा ऐहि श्रेणी मे राखल जाइत अछि। जैकरा हम सब खिस्सा-पेहानी कहैत अछि।

मैथिली लोक कथाक विशेषता- मैथिली लोक साहित्यमे लोककथाक विशेषता प्रमुख रूपसँ रहल अछि। लोक मानसक अभिव्यक्तिक विशद रूपमे भेल अछि। एहि कथा सबमे हजार-हजार एहन शब्द लोकोक्ति, मुहावरा आ आदि प्रयुक्त भेल अछि। जाहिसँ ई बतबैत अछि जे एहि लोककथामे विभिन्न भाषागत यथा संस्कृत, प्राकृत, अपभ्रंश आदि भाषा सभक संग-संग प्राचीन आर्य भाषाक शब्द सभक सेहो विशेष अछि। उदारता स अपनाओल गेल अछि। लोक साहित्य मैथिली लोककथा ऐहन प्रमुख मात्रा अछि। जहिमे लोकक

सावभौमिकता प्रवृत्ति सभक बिनुकोनो पुरावक जंग अंकित कैल जाइत अछि। एहि तरह हम कहि सकैत छी जे मैथिली लोककथा व्यक्ति विशेषक अभिव्यक्ति नहि भऽ केँ ई लोककथा एक पैघ समाजक मानसिक धरोहरि अछि।

निष्कर्ष

हम ई कहि सकैत छी जे लोककथा लोकसमाजमे प्रचलित ओ कथा जे मनुष्य कथा प्रवृत्ति केँ संग चलिके विभिन्न परिवर्तन के संग ओ आइ वर्तमान स्वरूपकेँ प्राप्त केने छैक। लोककथामे अनेक संस्करण ओकर नित्य नव प्रवृत्ति और चरित्र सऽ होइत विकसित होबाक प्रमाण दैत अछि। लोककथा लोकक सुख-दुख, प्रित-श्रृंगार, वीर-भाव, ओकर वैर एहि सभमे उर्वरक खाद्य बनिकेँ एहि लोककथा हृष्ट-पुष्ट केने अछि। रहन-सहन, रीति-रिवाज, धार्मिक आस्था, अंधविश्वास-विश्वास, पूजा-उपासना, नाना-नानी, दादा-दादी इएहा तऽ लोककथाक ठाठ बनबैत आ बदलैत अछि। किछ शब्द समुह आ भाव-भगिमा प्राचीन आ प्रचलित रहनहुँ लोककथामे प्रयुक्त होइत अछि। उदाहरणस्वरूप शब्द समुह ई रूप देखल जा सकैछ यथा तरहरा-खुनब, भकसी-झोकि के माइर देब जान-मारब बकसब, खटबास, लादब आदि आदि सेहो शब्द अछि।

वास्तवमे लोककथा स्वतंत्र अभिव्यक्ति स्वच्छन्द बहैत बसात, सदृश सतत् संचरणशील होइत अछि। जेकर सीमा दश अथवा कालमे बान्हल नहि रहैछ। वस्तुतः निःसीमा एकर कथा लोक-वृत्त प्रवृत्ति, प्रेरणास्पद एवं मनोहारी स्वरूप होइत अछि। सर्वाधिक-सरल-स्वभाविक आ रूचिगर एवं उत्साह सऽ परल रहैत अछि आ जे इ साहित्य शास्त्रीय नियमहुँक से परे लोक कंठमे विद्यमान रहिके एक पीढ़ी से दोसर पीढ़ी संचलित होइत रहल अछि।

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Corresponding Author**a) मोहन मुरारी**

शोधार्थी

मैथिली विभाग

ल०ना०मि०वि०, दरभंगा

E-mail:

mohanmurari.jha@gmail.com

b) डॉ. सत्येन्द्र कुमार झा

मैथिली विभाग

सहायक प्राध्यापक

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मैथिली नाट्य साहित्यक प्राचीन इतिहास रहल अछि, विशेष क' मैथिली साहित्यक मध्यकालकें नाटकक काल सेहो कहल जाइत अछि। परन्तु आधुनिक मैथिली नाटकक आरम्भ कविवर जीवन झाक 'सुन्दर संयोग' सँ मानल जाइत अछि। एहि नाटकमे नाटककार कथावस्तु, कथोपकथन आदिमे परिवर्तनक आग्रही देखना जाइत छथि मुदा अपनाकें संस्कृत नाट्यक शास्त्रीय गुणसँ बाहर रखबामे असमर्थ बुझना जाइत छथि। हिनक पश्चात् मुंशी रघुनन्दन दास, पं० ईशनाथ झा, पं० गोविन्द झा, कमलाकान्त झा, भाग्यनारायण झा आदि प्रमुख नाटककार भेलाह जे नव-नव विषय वस्तु ओ नवीन क्लेवर आधुनिक मैथिली नाट्य साहित्यमे शनैःशनैः स्थापित करबामे अग्रणी रहलैथ। मुदा नाटकक रूप-रेखा, विषयवस्तु, कथोपकथनमे एकदमसँ परिवर्तन कऽ देनिहार नाटककार छथि महेन्द्र मलंगिया। महेन्द्र मलंगियाक मैथिली नाट्य साहित्यमे पदार्पणक संग आधुनिक मैथिली नाटककार सभक चिंतनक दिशा बदलि गेल। तकर पश्चात् नचिकेता, सुधांशु 'शेखर' चौधरी, अरविन्द कुमार 'अक्कू', मण्णेश्वर झा, डॉ० रामदेव झा, कमल मोहन 'चुन्नु' आदि नाटककार लोकनि नित नव-नव विषयवस्तुसँ मैथिली नाट्य साहित्यक भण्डार भरैत रहलैथ।

आधुनिक मैथिली नाट्य साहित्यमे पारम्परिक लीकसँ हटि क' नूतनताकें स्थापित करबाक यदि किनको श्रेय जाइत अछि त' ओ छथि नाटककार द्वय सुधांशु 'शेखर' चौधरी आ महेन्द्र मलंगिया। हिनका दुनूसँ पूर्वक आधुनिक मैथिली नाट्यमे नाट्यक कथावस्तु प्रायः ख्यात भेटैत अछि आ नाटक पर संस्कृत नाटकक प्रत्यक्ष प्रभाव देखना जाइत अछि। हालांकि महेन्द्र मलंगियाक नाट्य प्रस्तुतिमे सेहो संस्कृत नाटकक आचरण अभरैत अछि जखन कि शेखर जीक नाटक एकदम नव रूपमे दर्शक धरि पहुँचैत अछि। परन्तु जखन नाट्यक कथावस्तुक बात अबैत अछि तखन दुनू नाटककार मैथिली नाट्य साहित्यकें एकटा नव दिशा प्रदान कएलनि जे प्राचीन नाट्य परम्परासँ एकदम फराक अछि।

सुधांशु 'शेखर' चौधरी

सुधांशु 'शेखर' चौधरी साहित्यक विशिष्ट व्यक्ति छलाह कारण जे ओ नाटककार, कथाकार, उपन्यासकार, निबन्धकार, कवि ओ सम्पादक अर्थात् सम्पूर्ण साहित्यकार छलाह। विभिन्न आयाम आ कोनो पक्ष दुर्बल नहि ई शेखरजीक साहित्यिक विशिष्टता छल। हिनक साहित्यिक विलक्षणताक पाछाँ हिनक पारिवारिक पृष्ठभूमिकें सेहो मानल जा सकैत अछि कारण जे हिनक पितामह, पिता ओ पिती लोकनि ख्यातिलब्ध रहैथ जाहि परम्पराकें ई आर आगू बढौलनि। हिनक जन्म 3 नवम्बर 1920 ई०कें दरभंगाक मिसरटोला महल्लामे भेल छलनि। हिनक साहित्यिक यात्रा हिन्दी साहित्यसँ आरम्भ भेल छल जे आगाँ सुमन जीसँ प्रेरणा ग्रहण कए आ मातृभाषाक प्रति अनुराग हिनका मैथिली

साहित्यमे सृजन हेतु प्रेरित कएलकनि। बहुविधामे रचना कएनिहार शेखरजी स्वयंकेँ नाटककार मानैत छलाह। मैथिली नाट्य साहित्यमे हिनक उपस्थिति 'भफाइत चाहक जिनगी'सँ होइत अछि। 1974ई० मे एहि नाटकक पहिल मंचन चेतना समिति, पटना द्वारा आयोजित विद्यापति-समृति पर्वक अवसर पर भेल जे 1975ई०मे पोथीक रूपमे प्रकाशित भेल।

कथावस्तु ओ शिल्प

शेखरजी भफाइत चाहक जिनगी(1975), लेटाइत आँचर(1976), पहिल साँझ(1982) आ लगक दूरी(1992) मे प्रकाशित भेल। हिनक चारू नाटकक आधुनिक मैथिली नाट्य साहित्यक प्रतिनिधि नाटकक रूपमे प्रख्यात अछि। 'भफाइत चाहक जिनगी' नाटकमे नाटककार आजुक समाजमे व्याप्त जीवनक समस्या ओ संघर्षक चित्रण कएलनि अछि जकर केन्द्रमे बेरोजगारीक समस्याकेँ राखल गेल अछि। एहि नाटकमे जतए एक दिस बेरोजगारी समस्याक रूपमे ठाढ़ अछि त' दोसर दिस नायक ओहि समस्याकेँ चुनौतिक रूपमे लैत छथि आ स्वरोजगार लेल नव पीढ़ीकेँ संदेश द' रहल छथि । शेखरजी विषयवस्तुकेँ नव कलेवर आ फलेवर देवामे निपुण रचनाकार छथि। 'लेटाइत आँचर'मे जतए केन्द्रमे दहेजक दुष्परिणाम अछि त' मूल कथाकेँ संगहि पारिवारिक विघटनक समस्याक सेहो चित्र अभरैत अछि। जेनेरेशन गैपकेँ रेखांकित करैत हिनक तेसर नाटक 'पहिल साँझ' अछि जाहिमे पिता-पुत्रक मध्य वा कहल जा सकैत अछि जे दू पीढ़ीक मध्य जे वैचारिक भेद उत्पन्न भ' जाइत छैक, ओहि अवस्थामे दुनू पीढ़ीक अन्तर्द्वन्द्वक यथार्थ चित्रण हिनक एहि नाटकमे देखना जाइत अछि। जखन कि 'लगक दूरी' एकटा अवकाश प्राप्त शिक्षकक कथा अछि जे साहित्यानुरागी छथि। भरल-पूरल परिवार छनि मुदा समय-चक्रक संग आ बदलैत सरोकारक मध्य कोना लोक एकाकी भ' जाइत अछि तकर हृदय स्पर्शी अभिव्यक्ति एहि नाटकमे भेल अछि। सुधांशु 'शेखर' चौधरीक नाटकक कथावस्तुमे मध्यम वर्गीय अथवा निम्न मध्यम वर्गीय परिवारक समस्या ओ चुनौतिकेँ, ओकर जीवनक द्वन्द्वक चित्रकेँ प्रस्तुत कएल गेल अछि। शेखरजीक नाटक पारंपरिक संस्कृत नाटकसँ नितान्त भिन्न, हिनक नाटकक शिल्प 'यूनिटी ट्रायो' जकरा स्वयं नाटककार एक कालखंडी नाटक कहने छथि, सम्प्रति मैथिलीमे नव नाट्य-प्रयोग छल। नाटक 'भफाइत चाहक जिनगी'क प्रसंगमे डा० प्रेम शंकर सिंहक कहब छनि - "एकर मंचीय कौशलक प्रसंगमे हमर मन्तव्य अछि जे भफाइत चाहक जिनगी एकहि सेट पर प्रारम्भ होइत अछि आ ओही पर समाप्त भ' जाइछ जे मैथिली रंगमंच हेतु सर्वथा अभिनव प्रयोग थिक।"² शेखरजी 'पहिल साँझ'क नाट्य-सन्दर्भमे स्वीकारने छथि जे हिनक दोसर नाटक 'लेटाइत आँचर'क नाट्य-शिल्प वएह अछि जे 'भफाइत चाहक जिनगी'क आ 'पहिल साँझ'क नाट्य-शिल्पक सन्दर्भमे कहैत छथि- "प्रस्तुत नाटक 'पहिल साँझ' उपर्युक्त दुनू नाटकक नाट्य-शिल्पक विकसित रूप थिक।"¹ जखन कि 'लगक दूरी' नाटक फ़्लैश-बैक शैलीमे लिखल गेल तीनू नाटकक शिल्पसँ भिन्न अछि।

पात्र ओ परिवेश

हिनक कथामे प्रायः खलपात्रक अभाव रहैत अछि । हिनक कथाक खलपात्र परिस्थिति जन्य होइत अछि। हमरा जनैत हिनक पात्र प्रायः साभ्रान्त घरक होइत अछि जकर आर्थिक स्थिति बहुत सुदृढ़ त' नहि मुदा जेना-तेना नोकरी आदि पर घर चलैत अछि। हिनक पात्र सामान्य नोकरिहारा वर्गक प्रतिनिधित्व करैत प्रतीत होइत अछि। शेखरजीक नाटकक पात्र पढ़ल-लिखल रहैत अछि। उदाहरणस्वरूप 'भफाइत चाहक जिनगी'क नायक महेश, 'लेटाइत आँचर'क मोदनाथ, 'पहिल साँझ'क उदयकान्त वा 'लगक दूरी'क मास्टर साहेब सभ बेस पढ़ल-लिखल छथि जे मध्यम वर्गीय वा निम्न मध्यमवर्गीय परिवारक प्रतिनिधित्व करैत छथि। शेखरजीक चारू नाटकमे जे परिवेश अभरैत अछि प्रायः शहरक। हालाँकि पात्रक जड़ि गामसँ जुड़ल रहैत छनि मुदा मंच पर शहरीये परिवेश देखना जाइत अछि। हिनक पात्र नोकरी लेल शहरमे स्वयंकेँ स्थापित करबाक प्रयत्नमे देखना जाइत अछि। दोसर शब्दमे कहल जा सकैत अछि जे शेखरजीक नाटकक पात्र शहरीकरणक पक्षधर रहैत अछि अथवा शहरी होएबाक जद्दोजहदमे लागल रहैत अछि।

महेन्द्र मलंगिया :-

आधुनिक मैथिली नाट्य साहित्यमे पौराणिक ओ धार्मिक पृष्ठभूमिकेँ कथावस्तुपर आधारित नाटक रचनाक प्रवृत्ति छल मुदा महेन्द्र मलंगिया एहि बनल-बनाएल खाकाकेँ तोड़ैत सामाजिक समस्याकेँ यथार्थक धरातल पर प्रतिष्ठित

कएनिहार अग्रिम पाँतिक नाटककार छथि । हिनक वास्तविक नाम महेन्द्र झा अछि आ अपन गामक नामकें उपनामक रूपें प्रयोग करैत छथि । महेन्द्र मलंगियाक जन्म 20 जनवरी 1946 ई०मे मधुबनी जिलाक मलंगिया गाममे भेलनि । आधुनिक मैथिली नाट्य साहित्यमे महेन्द्र मलंगियाक लोकप्रियता जगजाहिर अछि । डॉ० अविनाश चन्द्र मिश्र महेन्द्र मलंगियाक सन्दर्भमे कहैत छथि -“ महेन्द्र मलंगिया मैथिली नाट्य जगत केर ‘स्टार’ नाटककार छथि ।”² ओना तऽ मलंगियाजीक एकहि व्यक्तित्वमे साहित्यकार, नाटककार, एकांकीकार, निर्देशक, आदि समाहित अछि, मुदा 14 गोट नाटक, 20टा एकांकी, आ 11 टा रेडियो नाटकक रचयिताक नाम नाटककारक रूपमे प्रख्यात अछि। मैथिली नाटककारक रूपमे 1970 ई०मे ‘लक्ष्मण रेखा खण्डित’ हिनक पहिल नाटक प्रकाशित भेल छल।

कथावस्तु :-

मलंगियाजीक नाटकक कथावस्तु प्रायः निम्न ओ शोषित वर्गक कथा अछि संगहि सामाजिक कुरीति पर सेहो आघात करैत देखना जाइत छथि। हिनक नाटक शोषित-वंचित वर्गक प्रतिनिधित्व करैत अछि। हिनक पहिल नाटक ‘लक्ष्मण रेखा खण्डित’ मैथिल समाज लेल एकटा क्रांतिकारी संदेश लऽ कऽ आएल। एहि नाटकक कथावस्तुक केन्द्रमे कम बयसमे भेल विधवाक समस्याकें उजागर कएल अछि आ संगहि ओकर पुनर्विवाहक माध्यमे क्रांतिकारी परिवर्तनक संकेत देल गेल अछि, जे तत्कालीन समाज लेल एकदम मान्य धाराक विपरित छल। हिनक दोसर नाटक अछि ‘एक कमल नोर मे’, जकर प्रकाशन 1971 ई०मे भेल। ई एकटा समस्यामूलक नाटक अछि। एहि नाटकमे स्त्रीक सामाजिक अधोदशाक चित्रण कएल गेल अछि, जे कोना नारीकें संतानोत्पत्तिक साधन मात्र मानि लेल गेल अछि। ‘जुआएल कनकनी’मे एकटा अबलाक मनःस्थितिक चित्रण कएल गेल अछि जे अपन घरमे अपन लोकक बीचो सुरक्षित नहि अछि। अंतिम पाँतिक लोकक बारहो मास कोना आसे पर बीतैत अछि मुदा कोनो ओकरा जीवनमे परिवर्तन नहि होइत छैक तकर सुन्दर चित्रण ‘ओकरा अंगनाक बारहमासा’मे देखबामे अबैत। डॉ० दुर्गानाथ झा ‘श्रीश’ एहि नाटकक सन्दर्भमे अपन पोथी ‘मैथिली साहित्यक इतिहास’मे लिखैत छथि- “ओकरा आंगनक बारहमासा श्री महेन्द्रक अपेक्षाकृत अधिक सफल लघुनाटिका थीक जे अंकमे नहि, मात्र बारह दृश्यमे बाँटल अछि । एहि मध्य नाटककार कातिकसँ लए प्रत्येक मासक एक-एकटा दृश्यकें अंकित कए एकटा दीन-हीन निम्नजातीय परिवारक करुण कथा प्रस्तुत करैत छथि ।”³ ‘काठक लोक’ अत्यधिक प्रसिद्ध यथार्थवादी नाटक अछि जाहिमे दू धारा सत्य-असत्यक मध्य संघर्ष चलैत रहैत छैक जाहिमे सत्य सताओल त’ जाइत अछि मुदा ओकर सदैव विजय होइत छैक, एहि संदेशक ई नाटक सम्पन्न होइत अछि। ‘गाम नहि सुतैए’ संघर्षपूर्ण समाजक कथा कहैत अछि जाहिमे बढ़ैत बेरोजगारीक कारण समाजमे जे विकृति पनपि रहल अछि आ ओहि विकृतिक आगिमे नेता सभ अपन स्वार्थक रोटी सेकैत देखल जाइत अछि एहि समसामयिक चित्रकें नाटकमे प्रस्तुत कएल गेल अछि। राजनीतिक आ सामाजिक समस्या ओ भ्रष्टाचारकें पृष्ठभूमि पर लिखल गेल ‘पूस जाइ की माघ जाइ’ नाटकमे एकटा परित्यक्ता नवविवाहित स्त्रीक दयनीय अवस्थाक सफल ओ प्रभावपूर्ण चित्रण कएल गेल अछि । मिथिलाक लोकनायक राजा सलहेसक गाथाकें अपन नाटकक कथावस्तु विषय बना लोकनाट्यक रचना मलंगियाजीक एकटा फराक आयाम देखबामे अबैत अछि। जखन कि ‘ओरिजनल काम’क माध्यमे पिता-पुत्रक मध्य जेनेरेशन-गैप आ जीवनक प्रति आस्था ओ संघर्षक पलायनवाद पर विजय केर संकेत देखबामे अबैत अछि। मिथिलाक सर्वाधिक प्रसिद्ध पात्र गोनू झा जनिक अगणित खिस्सा मैथिल समाजमे प्रचलित अछि जाहिमे प्रायः हुनक छवि चलाक ओ धूर्तक देखाओल गेल अछि। मुदा मलंगियाजी एहि भ्रांतिकें खण्डित करैत ‘छूतहा घैल’ नाटकक रचना कएने छथि जाहिमे गोनू झा समाजमे स्त्रीक दशा देखि ओकर सशक्तिकरणक प्रेरणास्रोतक रूपमे देखना जाइत छथि। एहि तरहें एहि नाटकमे मलंगियाजी गोनू झा सन सर्वप्रिय पात्रसँ हास्यक माध्यमे नारी सशक्तिकरणक चर्च करैत छथि। मलंगियाजी अपना नाटकमे समसामयिक समस्याकें प्रमुखतासँ रखैत छथि। ‘ओ खाली मूँह देखै छै’ दहेज सन विभत्स सामाजिक कुप्रथाकें अपन नाटकक कथावस्तु बनाए महेन्द्र मलंगिया एकगोट मार्मिक ओ हृदयविदारक चित्र प्रस्तुत कएने छथि । ई आम दहेज नाटकसँ फराक एकटा विशिष्ट स्थान रखैत अछि। मलंगियाजीक नाटक प्रायः सबसँ अन्तिम पाँतिक लोकक कथा रहैत अछि तकरे परिणाम अछि ‘कमला कातक राम, लक्ष्मण ओ सीता’। अतियथार्थवादी नाटक अछि जाहिमे अनुसूचितजातिक परिवारक अभाव, उत्पीड़न, सामाजिक शोषण आदिकें प्रमुखतासँ राखल गेल अछि । एहि नाटकक मूल कथ्य सामाजिक विषमता अछि। प्रायः वंचित ओ शोषित वर्गक

बात कहए वला मलंगियाजी राजस्थानी लोककथा पर आधारित सामान्य मध्यमवर्गीय परिवार जाहिमे पत्नी, पति पर हावी होमए चाहैत अछि आ पति पारिवारिक संघर्षसँ बचबाक हेतु पत्नीक हर बात स्वीकार करैत रहैत अछि, एकगोट नाटकक रचना कएअलनि 'हाय रे हमर घरवाली', जे हास्यक चासनीमे बोरल अछि। व्यंग्यात्मक ओ प्रतीकात्मक रूपमे लिखल गेल नाटक 'खिच्चड़ि'क माध्यमसँ मलंगिया जीक दृष्टि भारतीय समाजक सूक्ष्म निरीक्षण करैत देखना जाइत अछि। विभिन्न समुदाय आ विभिन्न जातिमे विभाजित अनेकतामे एकताक देश भारतक ओहि समस्याक दिस ध्यान आकृष्ट कएल गेल अछि जाहिमे विभिन्न समुदाय, जाति वा क्षेत्रक लोकक मध्य वैमनष्यता देखबामे अबैत अछि । साधारणो बात पैघ समस्याक रूप लऽ लैत अछि जे देश वा समाजक प्रगति लेल बाधक अछि।

एहि तरहें स्पष्ट देखबामे अबैत अछि जे अद्यावधि मलंगियाजी रचित चौदह गोट नाटकक कथावस्तु कोनो एक सीमामे नहि बान्हल अछि अपितु समाजक विभिन्न समस्याकें जगियार करैत अछि आ ओकर निदान दिस सेहो संकेत करैत अछि। एकटा बात जे हमरा हिनक कथावस्तुक मादे लगैत अछि जे हिनक कथा प्रायः शोषित-वंचित वर्गक अछि, अपवाद स्वरूप 'एक कमल नोर', 'हाय रे हमर घरवाली' आ 'खिच्चड़ि' अछि जकर कथावस्तु थोड़ेक भिन्न अछि।

पात्र ओ परिवेश :-

मलंगियाजीक नाटकक परिवेश पूर्णतया गमैया रहैत अछि। हिनक नाटकमे मिथिलाक गामक चित्र सजीव देखना जाइत अछि। हिनक नाटकक प्रायः पात्र अशिक्षित ओ शोषित वर्गक प्रतिनिधित्व करैत अछि। हिनक नाटकमे धनाढ्य वर्ग प्रायः सामन्तवादी प्रवृत्तिकें रहैत अछि, जे खलपात्रक काज करैत अछि। 'ओकरा अंगनाक बारहमासा' निम्नवर्गक समाजक एना जकाँ देखबामे अबैत अछि। निम्नवर्गीय परिवार जाहि परिवेश, पीड़ा, संत्रास, अपमान, भय ओ अनिश्चिततामे अपन जीवन यापन करैत अछि तकर सचित्र वर्णन कएल गेल अछि। तहिना हिनक आनो नाटकमे गामक प्रमुखता देखबामे अबैत अछि। रोजगार लेल शहरक चर्च होइतो अछि त' ओ प्रत्यक्ष नहि होइत अछि। मलंगियाजीक पात्र शहरीकरण दिस प्रवृत्त नहि होइत अछि, अपितु कोनो पात्र जँ शहर जाइतो अछि तऽ विवशतावश जीविकोपार्जन मात्र लेल। दृष्टांत स्वरूप 'ओकरा आंगनक बारहमासा'मे जखन एकटा पात्र गाममे काज नहि भेटला पर कहैत अछि- 'एही सभ लागी हम सरभिस बला नोकरी करऽ चाहै छी।'⁴ जाहि पर प्रसंग आगू बढैत अछि ओ पात्र पुनि कहैत अछि- 'सरभिस बला नोकरी टौनमे तकतै, गाममे नइँ।'⁵ एहि तरहें देखबामे अबैत अछि जे मलंगियाजीक पात्र गामसँ पलायन तखन करैत अछि जखन ओकरा परिवार लेल दुनू साँझक भोजन जुटाएब कठिन भऽ जाइत अछि। हिनक नाटकक पात्र ओ परिवेश पर उदय चंद्र झा 'विनोद'क मन्तव्य छनि- 'निस्संदेह महेन्द्र मलंगिया मिथिलाक प्रबल प्रवक्ता छथि। बदलैत गामक कथा बड़ मात्सर्यक संग अकृत्रिम भाषामे कहैत छथि। लोक कथा-गाथाक विलक्षण आलय लैत ई बहुतरास कहलनि अछि जाहिमे परदाक टाट नहि परंपराक ठाठमे गछाइलि स्त्री अछि, भगतासँ भाव करबैत कारनी अछि, अज्ञानताक सिक्कड़िमे बान्हल समाज अछि, व्यवस्थाक गोल-माल मे फटेहाल जनता अछि। मजूरक आंगन, गिरहतक दलान, चोरक अड्डा, माइक स्थान, गामक डिहबार, एवं शंख-श्रृंगार सब हिनका देखल छनि। अदना लोकक विपन्नता हिनका भीजल छनि, गामक लोकक अंधविश्वास हिनका गमल छनि, गरीबक शोषण हिनका अखरैत छनि तथा गोन्ू झा सन पंडितराज के धूर्तराज कहब हिनका नामंजूर छनि।'⁶

एहि तरहें कहल जा सकैत अछि जे मलंगियाजीक प्रायः नाटकक परिवेश ओ पात्र गामक अछि, सेहो मिथिलाक गामक। मिथिलाक ओहि सुदूर देहातक परिवेश अछि जकरा लग कोनो हाल-रोजगारक साधन नहि छैक, खेतो-पथार छैक तऽ भगवानेक आसपर। हिनक कथा ओहि गामक अछि जाहि गामक लोकक मुख्य रोजगार छैक भूखसँ लड़ब आ शोषणसँ हारब नियति छैक, अशिक्षा जकर ओढ़ना-बिछौना छैक ।

निष्कर्ष :

एहि तरहें देखल जा सकैत अछि जे आधुनिक मैथिली नाट्य साहित्यमे पारम्परिक नाट्य लेखनक प्रारूपसँ फराक दू गोट विशिष्ट धारा देखबामे अबैत अछि जाहिमे सम्प्रति कोनो तरहक साम्य नहि अभरैत अछि, आ ओहि धाराक प्रतिनिधित्व नाटककार सुधांशु 'शेखर' चौधरी आ महेन्द्र मलंगिया छथि। ओना विषयवस्तुक आधार पर यदि देखल जाय तऽ सुधांशु 'शेखर' चौधरीक 'लेटाइत आँचर' आ महेन्द्र मलंगियाक 'ओ खाली मुह देखै छै' मे विषयक समानता

तऽ अभरैत अछि, जाहिमे मुख्य कथावस्तु दहेज अछि आ ओकर कू-प्रभाव देखाओल गेल अछि। मुदा दुनू नाटकक ट्रीटमेंट एकदम भिन्न अछि। एकर अतिरिक्त शेखरजीक 'भफाड़त चाहक जिनगी' आ मलंगिया जीक 'गाम नहि सूतैए' मे बेरोजगारीक समस्या देखाओल गेल अछि जाहिमे सेहो मात्र विषयेटामे साम्यता भेटैत अछि आन कोनो मेल नहि खाइत अछि। एहि दुनू प्रतिनिधि नाटककारक विषयवस्तु, पात्र ओ परिवेशमे जे साम्यता नहि देखबामे अबैत अछि सम्भवतः हमरा जनैत ओहि पर नाटककार द्वयक अपन- अपन परिवेशक पूर्ण प्रभाव परल अछि। अस्तु एहि दुनू नाटककारक अपन-अपन कथा, अपन-अपन शैली मैथिली नाट्य साहित्यक अमूल्य धरोहर अछि जे मैथिली नाट्य साहित्यकें पथप्रदर्शन कए रहल अछि।

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²चौधरी, सुधांशु 'शेखर', पहिल साँझ, प्रकाशक-मैथिली अकादमी पटना,

³झा, प्रकाश (संपादक), महेन्द्र मलंगिया : जीवन एवं सृजन, मैलोरंग, दिल्ली, 2015, पृ०-11 |

⁴झा, दुर्गानाथ 'श्रीश'

⁵महेन्द्र मलंगिया, ओकरा आंगनक बारहमासा, प्रकाशक-चेतना समिति, पटना, पृष्ठ-10 |

⁶महेन्द्र मलंगिया, ओकरा आंगनक बारहमासा, प्रकाशक-चेतना समिति, पटना, पृष्ठ-11 |

⁷झा, प्रकाश (सं०), महेन्द्र मलंगिया : जीवन एवं सृजन, प्रकाशन- मैलोरंग, दिल्ली, पृष्ठ-127

Topic

“Teacher Effectiveness of Higher Secondary Grade Teachers”

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Corresponding Author

Dr. S ANDAL

Assistant Professor

Department of Educational

Planning and Administration

Tamil Nadu Teachers Education

University, Chennai

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Abstract

Teaching is the noblest profession for, it involves the cultivation of selfless love and sharing and showering that love. He is the architect of happy homes, prosperous communities and peaceful nations. The present study was undertaken by the investigator to study the significance of the difference in Teacher effectiveness among higher secondary grade teachers based on the selected demographic variables namely gender, years of experience, computer skills, management type. For this purpose the Teacher Effectiveness scale constructed by Sujatha Mishra (2010) was used for data collection. The sample consists of 100 higher secondary grade teachers from different higher secondary schools in Cuddalore District of Tamil Nadu, India by adopting random sampling technique. The findings of the study revealed that there is a significant difference in teacher effectiveness among higher secondary grade teachers with regard to gender, years of experience, and computer skills. Also it is found that higher secondary teachers of demographic groups namely male, above 10 years of experience and known computer skills are relatively higher in their teacher effectiveness than their counterparts.

Key words: Teacher effectiveness, gender, years of experience, computer skills, management type.

1. Significance of the study

Teacher effectiveness is the measure of success of teacher in carrying out institutional and other specified duties demanded by the nature of his /her position. Teachers are the nature role models to the younger generation. Today’s teachers are required to be more effective and true to their profession. Teachers are made not born. They are trained to learn the fundamentals of teaching methodologies with the help of new teaching technology, so that they may prove to be effective teachers in the society after their training programme. Hence it is very important that teachers should be highly effective in their profession. There is no doubt that teacher is the source of motivation and so there is a need to study the Teacher Effectiveness the teachers who are being groomed to be the future nation builders. It also caters to the achievement of students. Hence the investigator is intended to study the teacher effectiveness of higher secondary grade teachers in Cuddalore District of Tamil Nadu, India.

2. Review of Literature

Amadi, E.c. & Allagoa, I.C. (2017) showed that age, educational qualification, and years of teaching experience had significant influence on teachers’ classroom management effectiveness, though, gender and educational discipline of teachers had significant influence on their class room management effectiveness. Halder, U.K. & Roy, R.R., (2018) in their study, found positive correlations among job satisfaction and teacher effectiveness and its various aspect of Teacher Effectiveness are significantly and positively interrelated. In another study, they (Halder, U.K. & Roy, R.R., 2018) revealed similar result for the interrelation among the teacher adjustment and teacher effectiveness and its various aspects namely, personal aspect, professional aspect, intellectual aspect, strategies aspect and social aspect of Teacher Effectiveness. Elizabeth Block, et-al (2012) studied “The importance of Teacher Effectiveness”. The study revealed that the current challenge and future challenge for implementation of best practices will be closely aligned with the roles of school leaders in promoting professional development along with informal and formal professional development by teachers and other stakeholders. Andreia Ramona Lupascu etal (2014) studied “Characteristics of Effective Teachers”. The research investigated the perception of personal and professional characteristics of teachers among high school students. The teenage pupils appreciate different traits of teachers like: calm, tolerance, presence of sense of humour, a well prepared teacher, it seems to be exactly what they need at this confusing age. The study revealed that when desired or undesired traits are known, through a self –assessment every teacher can identify what in his own behaviour, communication or presence in class is wrong or right. Every teacher can make changes by oneself for the manner of thinking, acting and teaching. The effective teacher touches the lives of students. Effective teacher is the result of three components: ability, personality and knowledge (Anderson, 2004). It is very important as a teacher to develop, to become effective in the work. The behaviour of an ineffective teacher has a deleterious effect on the work of others and damages the school’s reputation (Jones, Jenkin and Lord, 2006).

3. Objectives of the study

1. To find out the significant difference in teacher effectiveness among higher secondary grade teachers with regard to gender.

2. To find out the significant difference in teacher effectiveness among higher secondary grade teachers with regard to years of experience.
3. To find out the significant difference in teacher effectiveness among higher secondary grade teachers with regard to computer skills.
4. To find out the significant difference in teacher effectiveness among higher secondary grade teachers with regard to management type.

4. Hypotheses of the study

1. There is no significant difference in teacher effectiveness among higher secondary grade teachers with regard to gender.
2. There is no significant difference in teacher effectiveness among higher secondary grade teachers with regard to years of experience.
3. There is no significant difference in teacher effectiveness among higher secondary grade teachers with regard to computer skills.
4. There is no significant difference in teacher effectiveness among higher secondary grade teachers with regard to management type.

5. Methodology

In the present study the investigator followed normative survey method. random sampling technique was adopted to select the subjects for the present study and about 100 higher secondary grade teachers from different schools in Cuddalore District were included as sample to collect the data. Teacher Effectiveness scale constructed by Sujatha Mishra (2010) was used for data collection. The collected data was subjected to differential analysis. This study is confined to only the higher secondary grade teachers working in government and private schools in Cuddalore District of Tamil Nadu, India.

6. Analysis and Interpretation of Data

In order to study the significance of the difference in teacher effectiveness among higher secondary grade teachers the Teacher Effectiveness scale constructed by Sujatha Mishra (2010) was used to collect the data for 100 higher secondary grade teachers working in government and private schools. The collected data were subjected to differential analysis. Independent sample 't' test was calculated to test the hypotheses based on the selected demographic variables namely gender, years of experience, computer skills and management type. The results of the findings are being tabulated below for further interpretation.

Hypothesis 1:

There is no significant difference in teacher effectiveness between higher secondary grade teachers with regard to gender.

Table 1. Independent sample 't' test for teacher effectiveness Scores based on gender between male and female higher secondary grade teachers

	Sub samples	N	Mean	SD	't' Value	Level of Significance at 0.05 level
Gender	Male	54	188.02	10.64	3.27	Significant
	Female	46	185.84	10.02		

From the above table-1,

With regard to gender, the calculated 't' value is found to be 3.27; which is higher than the table value at 0.05 level of significance. Hence, the framed hypothesis 1 is rejected and it is concluded that there is significant difference between male and female higher secondary grade teachers in their teacher effectiveness.

Hypothesis 2: There is no significant difference in teacher effectiveness among higher secondary grade teachers with regard to years of experience

Table 2. Independent sample 't' test for teacher effectiveness Scores based on years of experience between below and above 10 years of experience of higher secondary grade teachers

	Sub samples	N	Mean	SD	't' Value	Level of Significance at 0.05 level
Experience	Below 10 years	58	181.84	19.02	2.48	Significant
	Above 10 years	52	186.02	20.64		

From the above table,

With regard to Refresher courses, the calculated 't' value is found to be 2.48; which is higher than the table value. Hence, the framed hypothesis 2 is rejected and it is concluded that there is significant difference in teacher effectiveness between the higher secondary grade teachers having below 10 years and above 10 years of experience.

Hypothesis 3: There is no significant difference in teacher effectiveness among higher secondary grade teachers with regard to computer skills between known and unknown computer skills

Table 3. Independent sample 't' test for teacher effectiveness Scores based on computer skills between known and unknown higher secondary grade teachers

	Sub samples	N	Mean	SD	't' Value	Level of Significance at 0.05 level
Computer Skills	Known	36	187.35	19.31	2.12	Significant
	Unknown	64	184.03	19.22		

From the above table,

With regard to computer skills, the calculated 't' value is found to be 2.12; which is higher than the table value. Hence, the framed hypothesis 3 is rejected and it is concluded that there is a significant difference in teacher effectiveness among higher secondary grade teachers between known and unknown computer skills.

Hypothesis 4: There is no significant difference in teacher effectiveness among higher secondary grade teachers with regard to management type.

Table 4. Independent sample 't' test for teacher effectiveness Scores based on management type between government and private higher secondary grade teachers

	Sub samples	N	Mean	SD	't' Value	Level of Significance at 0.05 level
Management Type	Government	50	186.82	20.63	0.54	Not Significant
	Private	50	187.21	20.27		

From the above table,

With regard to management type, the calculated 't' value is found to be 0.54; which is not higher than the table value. Hence, the framed hypothesis 4 is rejected and it is concluded that there is no significant difference in teacher effectiveness between government and private school higher secondary grade teachers.

While comparing the mean scores of the subsample groups from the above tables, it is also inferred that,

- i. Male Higher secondary grade teachers are relatively higher in their level of teacher effectiveness than their counterparts.
- ii. Higher secondary grade teachers with above 10 years of experience are relatively higher in their level of teacher effectiveness.
- iii. Higher secondary grade teachers with known computer skills are relatively higher in their level of teacher effectiveness.

7. Major Findings of the study

- i. There is a significant difference in teacher effectiveness among higher secondary grade teachers with regard to gender.
- ii. There is a significant difference in teacher effectiveness among higher secondary grade teachers with regard to years of experience.
- iii. There is a significant difference in teacher effectiveness among higher secondary grade teachers with regard to computer skills.
- iv. There is no significant difference in teacher effectiveness among higher secondary grade teachers with regard to management type.
- v. Male Higher secondary grade teachers are relatively higher in their level of teacher effectiveness than their counterparts.
- vi. Higher secondary grade teachers with above 10 years of experience are relatively higher in their level of teacher effectiveness.
- vii. Higher secondary grade teachers with known computer skills are relatively higher in their level of teacher effectiveness.

8. Conclusion

An effective teacher can avoid devaluing messages may make decisions to motivate the students and can overcome the pitfalls of excessive authoritarianism and permissiveness (Gordon, 2012). In a study conducted in 2003, Koutsoulis (Scriver, 2009) found that students listed the qualities of effective teachers, features such as: friendly, forgiveness, respect, compassion, fairness, attitude comprehension. Walker (2008) identifies twelve characteristics of effective teacher needed for students to behave appropriately and acquire the information received. The present study was undertaken by the investigator to study the significance of the difference in Teacher effectiveness among higher secondary grade teachers based on the selected demographic variables namely gender, experience, computer skills and management type. The findings of the study revealed that there is a significant difference in teacher effectiveness among higher secondary grade teachers with regard to Gender, Experience and computer skills. Also it is found that there is no significant difference in teacher effectiveness among higher secondary grade teachers with regard to Management type.

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