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An International Open Access, Peer-reviewed, Refereed Journal

E-ISSN: 2348-1269, P-ISSN: 2349-5138

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Is hereby awarding this certificate to

Mr. Mallikarjun Konade

In recognition of the publication of the paper entitled

THE IMPACT OF MERGERS AND ACQUISITIONS ON CORPORATE SOCIAL RESPONSIBILITY

Published In IJRARR (www.ijsr.in) UGC Approved - Journal No : 43602 & 7.17 Impact Factor

Volume 9 Issue 2 May 2022, Date of Publication: 24-May-2022

PAPER ID : IJRARR22B3852
Registration ID : 264198



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INTERNATIONAL JOURNAL OF RESEARCH AND ANALYTICAL REVIEWS | IJRAR

An International Scholarly, Open Access, Multi-disciplinary, Indexed Journal

Website: www.ijsr.in | Email: editor@ijsr.in | ESTD: 2014

IJRAR | E-ISSN: 2348-1269, P-ISSN: 2349-5138



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THE IMPACT OF MERGERS AND ACQUISITIONS ON CORPORATE SOCIAL RESPONSIBILITY

*Mr. Mallikarjun Konade, Assistant Professor of Commerce, Shri G R Gandhi Arts, Shri Y A Patil
Commerce and Shri M F Doshi Science Degree College, Indi.

Abstract:

This study aim is to analyse the Impact of Mergers and Acquisitions on Corporate Social Responsibility. Mergers and acquisitions (M&A) are becoming increasingly common in the corporate world, but they can have significant impacts on corporate social responsibility (CSR) initiatives. This abstract will examine the impact of M&A on CSR and highlight the challenges and opportunities that arise from these transactions. M&A can provide companies with new opportunities to improve their CSR programs. By combining resources and expertise, merging companies may be better equipped to tackle complex social and environmental challenges, and to develop more ambitious and impactful CSR initiatives. Additionally, M&A can help companies expand their CSR footprint by providing access to new markets or geographies, allowing them to engage with new stakeholders and to address new sustainability challenges.

However, M&A can also present challenges for CSR initiatives. Merging companies may have conflicting CSR priorities or cultural norms, which can lead to challenges in aligning their CSR strategies. Moreover, M&A can divert attention and resources away from ongoing CSR initiatives, particularly during the integration phase when companies may be focused on cost-cutting and streamlining operations. Furthermore, M&A can impact the stakeholders involved, such as employees, suppliers, customers, and the wider community. If not managed well, M&A can lead to negative impacts on these stakeholders, such as layoffs, reduced social and environmental investment, or a lack of transparency and accountability. To ensure that M&A has a positive impact on CSR, companies must take steps to minimize negative impacts and maximize positive outcomes for their stakeholders and the environment. This includes prioritizing CSR considerations in the due diligence process, developing a clear integration plan that includes CSR initiatives, and engaging with stakeholders to communicate the company's commitment to CSR and address any concerns or challenges that may arise during the M&A process. M&A can have a significant impact on CSR initiatives, presenting both challenges and opportunities. To ensure that M&A has a positive

impact on CSR, companies must prioritize CSR considerations in the M&A process and take steps to minimize negative impacts and maximize positive outcomes for their stakeholders and the environment. By doing so, companies can create value for their stakeholders, enhance their reputation and brand value, and contribute to a more sustainable and responsible business environment.

Keywords: Impact, Mergers and Acquisitions, Corporate Social Responsibility etc.

INTRODUCTION:

Mergers and acquisitions (M&A) are increasingly common in the corporate world as companies seek to expand their reach, capabilities, and market share. However, these transactions can have significant impacts on corporate social responsibility (CSR) initiatives, which are becoming increasingly important for companies to demonstrate their commitment to sustainable and responsible business practices. On the one hand, M&A can provide companies with new opportunities to improve their CSR programs. For example, by combining resources and expertise, merging companies may be better equipped to tackle complex social and environmental challenges, and to develop more ambitious and impactful CSR initiatives. Additionally, M&A can help companies expand their CSR footprint by providing access to new markets or geographies, allowing them to engage with new stakeholders and to address new sustainability challenges. M&A can also present challenges for CSR initiatives. For instance, merging companies may have conflicting CSR priorities or cultural norms, which can lead to challenges in aligning their CSR strategies. Moreover, M&A can divert attention and resources away from ongoing CSR initiatives, particularly during the integration phase when companies may be focused on cost-cutting and streamlining operations.

Furthermore, M&A can impact the stakeholders involved, such as employees, suppliers, customers, and the wider community. If not managed well, M&A can lead to negative impacts on these stakeholders, such as layoffs, reduced social and environmental investment, or a lack of transparency and accountability. Overall, the impact of M&A on CSR depends on a range of factors, including the specific companies involved, their respective CSR programs, and the broader context in which the M&A takes place. To ensure that M&A has a positive impact on CSR, companies must take steps to minimize negative impacts and maximize positive outcomes for their stakeholders and the environment.

OBJECTIVE OF THE STUDY:

To analyse the Impact of Mergers and Acquisitions on Corporate Social Responsibility.

RESEARCH METHODOLOGY:

This study is based on secondary sources of data such as articles, books, websites, journals, and research papers.

IMPACT OF MERGERS AND ACQUISITIONS ON CORPORATE SOCIAL RESPONSIBILITY:

POSITIVE IMPACTS OF M&A ON CSR:

1. **Access to new markets:** Merging companies may have complementary CSR programs that can be applied to new markets or geographies, expanding the company's CSR footprint.
2. **Alignment of CSR objectives:** M&A can provide an opportunity for companies to align their CSR objectives, consolidate efforts and create synergies, and avoid duplication.
3. **Enhanced reputation and brand value:** M&A can provide companies with an opportunity to showcase their commitment to CSR and sustainability, which can enhance their reputation and brand value.
4. **Enhanced transparency and reporting:** Merging companies can improve their CSR reporting and transparency, demonstrating their commitment to stakeholders and helping to build trust and credibility.
5. **Greater diversity and inclusion:** M&A can bring together companies with different backgrounds and perspectives, leading to a more diverse and inclusive CSR approach.
6. **Improved innovation and R&D:** M&A can bring together companies with complementary strengths and expertise, leading to greater innovation and more effective CSR solutions.
7. **Increased efficiency and cost savings:** Merging companies may be able to achieve greater efficiency and cost savings, which can free up resources for investment in CSR initiatives.
8. **Increased opportunities for partnerships and collaborations:** Merging companies can form new partnerships and collaborations with stakeholders, such as non-governmental organizations and other industry partners, to enhance the impact of their CSR initiatives.
9. **Increased resources for CSR initiatives:** Merging companies may bring additional resources and capabilities to support CSR initiatives, enabling companies to invest in more impactful and innovative programs.
10. **Increased scale:** M&A can provide companies with greater resources, capabilities, and reach, allowing them to take on more ambitious CSR initiatives and have a greater impact.
11. **Increased stakeholder engagement:** M&A can provide companies with new channels for engaging with stakeholders and integrating their perspectives into CSR strategies.
12. **Shared knowledge and best practices:** Merging companies can share their CSR practices and experiences, providing opportunities for cross-learning and improvement.

NEGATIVE IMPACTS OF M&A ON CSR:

1. **Conflicting CSR priorities and culture:** Merging companies may have different CSR priorities and cultural norms, leading to potential conflicts and difficulty in implementing a coherent CSR strategy.
2. **Conflicting values:** Merging companies may have different CSR priorities and values, leading to conflicts and challenges in aligning their CSR strategies.
3. **Disruption of ongoing CSR initiatives:** M&A can disrupt ongoing CSR initiatives and programs, leading to delays or even abandonment of planned activities.
4. **Financial constraints:** M&A can involve significant financial costs, which can impact a company's ability to invest in CSR initiatives in the short term.
5. **Inadequate integration planning:** Inadequate planning and integration can lead to disruptions or delays in ongoing CSR initiatives, or even derail planned programs.
6. **Increased complexity and bureaucracy:** Merging companies may face challenges in integrating their CSR programs due to increased bureaucracy and complexity, leading to delays and inefficiencies.
7. **Lack of transparency and accountability:** Merging companies may face challenges in ensuring transparency and accountability in their CSR initiatives, particularly if they operate in different regulatory environments or have different reporting standards.
8. **Loss of key talent:** Merging companies may experience a loss of key talent, particularly in areas related to CSR, which can hinder the implementation and management of CSR initiatives.
9. **Negative impact on employees and communities:** M&A can lead to layoffs and other changes that may negatively impact the communities and stakeholders that the company serves.
10. **Reduced focus on CSR:** M&A can distract companies from their CSR goals and initiatives, as they may need to prioritize integration and cost-cutting efforts.
11. **Reduced stakeholder trust and confidence:** M&A can lead to reduced stakeholder trust and confidence, particularly if the merger is perceived as a threat to the company's CSR commitments.
12. **Unforeseen legal and regulatory risks:** Merging companies may face unforeseen legal and regulatory risks related to their CSR programs, particularly if they operate in different jurisdictions or have different reporting requirements.

CONCLUSION:

Mergers and acquisitions (M&A) can have significant impacts on corporate social responsibility (CSR) initiatives. While M&A can provide new opportunities to improve CSR programs, it can also present challenges, such as conflicting CSR priorities, reduced investment, and a lack of transparency and accountability. Therefore, companies must take steps to ensure that M&A has a positive impact on CSR. To achieve this, companies must prioritize CSR considerations in the due diligence process, develop a clear integration plan that includes CSR initiatives, and engage with stakeholders to communicate the company's commitment to CSR and address any concerns or challenges that may arise during the M&A process. Additionally, companies must monitor and assess the impact of the merger on CSR initiatives over time, adjust their CSR strategy accordingly, and ensure that they continue to invest in CSR initiatives despite any financial constraints that may result from the M&A.

Moreover, companies must prioritize the well-being and needs of their stakeholders, including employees, suppliers, customers, and the wider community, and strive to minimize any negative impacts that may result from the M&A. Ultimately, companies that prioritize CSR in the M&A process can create value for their stakeholders, enhance their reputation and brand value, and contribute to a more sustainable and responsible business environment.

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Published In IJRAR (www.ijsr.org) UGC Approved - Journal No : 43602 & 7.17 Impact Factor

Volume 10 Issue 1 March 2023, Date of Publication: 24-March-2023



PAPER ID : IJRAR23A3073

Registration ID : 264200

UGC and ISSN Approved - Scholarly open access journals, Peer-reviewed, and Refereed Journals, Impact factor 7.17 (Calculate by google scholar and Semantic Scholar | AI-Powered Research Tool). Multidisciplinary, Monthly Journal

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Website: www.ijsr.org | Email: editor@ijsr.org | ESTD: 2014

Manuscript Submission Website: www.ijsr.org | Email: editor@ijsr.org

IJRAR | E-ISSN: 2348-1269, P-ISSN: 2349-5138

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THE RELATIONSHIP BETWEEN CORPORATE GOVERNANCE AND STOCK MARKET PERFORMANCE

***Mr. Mallikarjun Konade, Assistant Professor of Commerce, Shri G R Gandhi Arts, Shri Y A Patil
Commerce and Shri M F Doshi Science Degree College, Indi.**

Abstract:

This paper explores the relationship between corporate governance and stock market performance. Corporate governance is the set of rules, practices, and processes by which a company is directed and controlled. The aim of corporate governance is to balance the interests of a company's stakeholders, such as shareholders, management, and the community, and to promote transparency, accountability, and ethical behavior. . Good corporate governance helps to promote the long-term success of a company and to protect the interests of its stakeholders. Stock market performance is an important indicator of a company's financial health, as it reflects investors' confidence in the company's future prospects. Companies with good corporate governance practices tend to have better stock market performance than those with poor governance practices. There are several reasons for this relationship.

There is a relationship between corporate governance and stock market performance. Companies with good corporate governance tend to have better stock market performance because they are more likely to have effective management, transparent financial reporting, and accountability to shareholders. These companies are also more likely to attract investment from institutional investors, who tend to favor companies with good governance practices. On the other hand, companies with poor governance practices tend to have weaker stock market performance because they are more likely to experience corporate scandals, financial fraud, and other governance-related issues that can damage their reputation and erode investor confidence. These companies are also more likely to face regulatory sanctions and legal actions, which can have a negative impact on their stock price.

Overall, the relationship between corporate governance and stock market performance is complex and multifaceted. While good governance practices can help to promote the long-term success of a company and to protect the interests of its stakeholders, they are not a guarantee of strong stock market performance. Other factors, such as economic conditions, market trends, and company-specific factors, can also influence stock market performance.

INTRODUCTION:

Corporate governance refers to the set of rules, practices, and processes by which a company is directed and controlled. It includes the distribution of rights and responsibilities among different stakeholders, such as shareholders, management, and the board of directors, and aims to promote transparency, accountability, and ethical behavior. Good corporate governance is essential for the long-term success of a company and for protecting the interests of its stakeholders. One of the ways in which corporate governance can impact a company's performance is through its effect on the stock market. Stock market performance is an important indicator of a company's financial health, as it reflects investors' confidence in the company's future prospects. Companies with good corporate governance practices tend to have better stock market performance than those with poor governance practices. There are several reasons for this relationship.

Firstly, companies with good governance practices are more likely to have effective management, which can make better decisions, manage risks more effectively, and allocate resources efficiently. Effective management can enhance the company's performance, which can translate into higher stock prices. Secondly, companies with good governance practices are more likely to have transparent financial reporting, which enhances investor confidence and reduces the risk of financial fraud or other governance-related issues. Investors are more likely to invest in companies that have transparent financial reporting, which can contribute to higher stock prices. Thirdly, companies with good governance practices are more likely to be accountable to shareholders, which can help to align their interests with those of the company. This can lead to better decision-making and a long-term focus, which can contribute to better stock market performance over time.

Overall, the relationship between corporate governance and stock market performance is complex and multifaceted. While good governance practices can help to promote the long-term success of a company and to protect the interests of its stakeholders, they are not a guarantee of strong stock market performance. Other factors, such as economic conditions, market trends, and company-specific factors, can also influence stock market performance. However, companies that prioritize good governance practices are more likely to perform well in the stock market and to create value for their shareholders over the long term.

OBJECTIVE OF THE STUDY:

This paper explores the relationship between corporate governance and stock market performance.

RESEARCH METHODOLOGY:

This study is based on secondary sources of data such as articles, books, websites, journals, and research papers.

RELATIONSHIP BETWEEN CORPORATE GOVERNANCE AND STOCK MARKET PERFORMANCE:

- Board diversity: Board diversity is an important aspect of corporate governance that can affect stock market performance. Studies have shown that companies with more diverse boards, in terms of gender, ethnicity, and professional backgrounds, are more likely to make better decisions and perform better in the stock market.
- Companies with effective management tend to have better stock market performance.
- Companies with good governance practices are more likely to have a long-term orientation, which can contribute to better stock market performance over time.
- Companies with good governance practices may have lower capital costs, which can contribute to better stock market performance.
- Companies with strong risk management practices tend to have better stock market performance.
- Companies with weak governance practices may also face regulatory sanctions and legal actions, which can have a negative impact on their stock price.
- Company culture: Company culture is also an important aspect of corporate governance that can affect stock market performance. Companies with strong cultures that prioritize ethics and integrity are more likely to create long-term value and generate positive returns for shareholders.
- Corporate social responsibility (CSR): CSR is an important aspect of corporate governance that can contribute to better stock market performance. Companies that prioritize CSR and take into account their social and environmental impact are more likely to create long-term value and generate positive returns for shareholders.
- Effective internal controls and auditing can enhance investor confidence and contribute to better stock market performance.
- Environmental, social, and governance (ESG) factors: In recent years, there has been increasing recognition of the importance of ESG factors in corporate governance and their impact on stock market performance. Companies that prioritize ESG factors, such as environmental sustainability and social responsibility, are more likely to create long-term value and generate positive returns for shareholders.
- Ethical business practices, such as anti-bribery and anti-corruption policies, can enhance a company's reputation and contribute to better stock market performance.
- Executive compensation: One aspect of corporate governance that can affect stock market performance is executive compensation. Poorly designed executive compensation plans that incentivize short-term gain rather than long-term value creation can harm a company's performance and lead to decreased shareholder returns. On the other hand, well-designed compensation plans that reward executives for long-term value creation can improve stock market performance.
- Good corporate governance practices are associated with better stock market performance.
- Institutional investors: Institutional investors, such as pension funds and mutual funds, play a significant role in corporate governance and can influence stock market performance. Institutional

investors with large ownership stakes have the power to vote on important corporate decisions, they can use their influence to promote good governance practices that contribute to long-term value creation.

- Poor governance practices, such as corporate scandals and financial fraud, can damage a company's reputation and erode investor confidence, leading to weaker stock market performance.
- Regulatory environment: The regulatory environment can also affect the relationship between corporate governance and stock market performance. Countries with stronger regulatory frameworks that promote good governance practices are more likely to have companies with better stock market performance. Conversely, weaker regulatory frameworks can lead to poor governance practices and weaker stock market performance.
- Risk management: Effective risk management is another aspect of corporate governance that can contribute to better stock market performance. Companies that have robust risk management practices are better able to anticipate and mitigate risks, which can help to preserve shareholder value.
- Shareholder activism: Shareholder activism, which refers to the active involvement of shareholders in the decision-making of a company, can also affect stock market performance. Activist shareholders can use their influence to push for changes in governance practices that contribute to long-term value creation, which can benefit both the company and its shareholders.
- Stakeholder engagement: Engaging with stakeholders, including employees, customers, and communities, can also contribute to better stock market performance. Companies that prioritize stakeholder engagement and take into account their diverse interests are more likely to create long-term value and generate positive returns for shareholders.
- The quality of a company's financial reporting is an important governance factor that can contribute to better stock market performance.
- The relationship between corporate governance and stock market performance is complex and multifaceted, and other factors such as economic conditions, market trends, and company-specific factors can also influence stock market performance.
- Transparency and accountability to shareholders are important aspects of good corporate governance and can contribute to better stock market performance.

CONCLUSION:

In conclusion, the relationship between corporate governance and stock market performance is an important topic that has gained increasing attention from both academics and practitioners. This paper has discussed how good corporate governance practices can contribute to better stock market performance through several mechanisms, such as effective management, transparent financial reporting, and shareholder accountability. However, it is important to note that corporate governance is just one of the many factors that can influence stock market performance, and the relationship is complex and multifaceted.

The role of corporate governance in promoting better stock market performance is increasingly recognized by investors, regulators, and policymakers. Many countries have implemented reforms aimed at improving corporate governance practices, such as enhancing board independence, strengthening shareholder rights, and increasing transparency and disclosure requirements. These reforms have been motivated by the recognition that good corporate governance practices can contribute to long-term value creation, which benefits both companies and their stakeholders.

However, there are also challenges associated with improving corporate governance practices, such as the lack of incentives for companies to adopt good governance practices, the difficulty of measuring the effectiveness of governance practices, and the potential for conflicts of interest among different stakeholders. Addressing these challenges requires a comprehensive approach that involves multiple stakeholders, including regulators, investors, and companies themselves.

In addition, it is important to recognize that the relationship between corporate governance and stock market performance is not uniform across all companies and industries. The effectiveness of governance practices may depend on the specific characteristics of the company, such as its size, ownership structure, and industry, as well as the broader economic and institutional context in which it operates. Thus, companies should tailor their governance practices to their specific needs and circumstances, rather than adopting a one-size-fits-all approach. Overall, the relationship between corporate governance and stock market performance is an important area of research and practice that will continue to evolve as new challenges and opportunities arise. Companies that prioritize good governance practices are more likely to create long-term value for their stakeholders and to perform well in the stock market. Investors, regulators, and policymakers should continue to promote and support good governance practices as a means of promoting sustainable economic growth and development.

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ISSN: 2454 – 7905

SJIF Impact Factor: 7 . 479

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Vol. I ISSUE - LXV Year – 8 July 2022

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FACTORS AFFECTING STUDENT CONFIDENCE IN ENGLISH SPEAKING CLASSES

Dr. C. S. BIRADAR

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ABSTRACT:

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

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

1. INTRODUCTION

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

STATEMENT OF THE PROBLEM

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

RESEARCH OBJECTIVES AND QUESTION

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

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

SIGNIFICANCE OF THE STUDY

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

METHOD OF RESEARCH

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

LITERATURE REVIEW

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

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

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

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

FACTORS AFFECTING CONFIDENCE IN SPEAKING CLASSES

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

ENGLISH BACKGROUND KNOWLEDGE

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

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

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

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

AFFECTIVE FACTORS

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

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

TOPICAL KNOWLEDGE

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

CLASSROOM ENVIRONMENT

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

ROLE OF TEACHERS

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

FEEDBACK

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

RESULTS

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

DISCUSSION

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

CONCLUSION

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

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VOLUME C

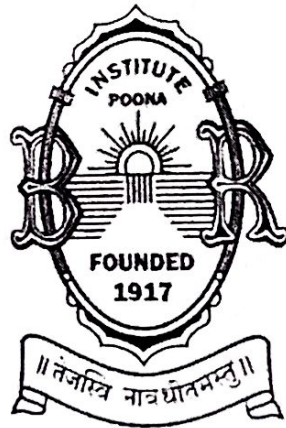
Annals of the Bhandarkar Oriental Research Institute 2023

EDITED BY

S.S. Bahulkar

Managing Editor: Shreenand L. Bapat

Shilpa Sumant



PUNE

Published by Maitreyee Deshpande, MA, PhD, at the
Bhandarkar Oriental Research Institute, Pune - 411004

2023

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**A STUDY ON CULTURAL DIFFERENCES' INFLUENCES ON THE
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LITERATURE**

Dr. C.S. Biradar

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ABSTRACT

The makers of English and American writing will incorporate specific social foundations into their artistic works, and the writer's contemplations and perspectives are additionally profoundly affected by English and American culture. Subsequently, while interpreting English and American writing, the interpreter should consider the distinctions between Chinese and Western societies and precisely decipher the items with social contrasts so that individuals can have a more profound comprehension of the first works. By breaking down the impact of social contrasts in the interpretation of English and American writing, this paper talks about the interpretation techniques for scholarly works under various social foundations, to give reference to the interpretation of English and American abstract works from here on out.

Keywords: Social Contrasts; English and American Writing; Interpretation

INTRODUCTION

With the quick advancement of the world economy, social trade between various nations and locales is extending. As is known to all, the set of experiences, customs, human geology, etc of various nations are altogether different, so it is inescapable for them to have various societies. Social contrasts are a major deterrent in the interpretation of English and American writing. China's Important public social offices ought to give high consideration to the interpretation of boundaries brought about by such social differences. From one perspective, they ought to advance the trade and combination of Chinese and Western societies, and then again, they ought to go to comparing lengths to interpret English and American scholarly attempts to limit the effect of social contrasts.

The Meaning of the Interpretation of English and American Writing:

English is perhaps the most well-known language on the planet, and its significance is undeniable. The financial and social trades and collaboration between various nations and areas can't be isolated from English. The interpretation of English and American writing is a significant window for us to comprehend Western culture, which is helpful for the correspondence between various societies. First and foremost, with the persistent advancement of monetary globalization, exchange between various nations is increasingly successive, and culture is additionally spreading.

The interpretation of English and American scholarly works is a significant type of correspondence between various societies and assumes a specific part in advancing financial and exchange trades between countries. Also, understanding English and American abstract works assists us with better grasping Western culture and civilization. Somewhat, it is likewise conceivable to acquaint progressed Western culture with consistently advance the



improvement of our own way of life, structure a social arrangement of the new time, and advance the steady restoration of social industry, in order to compensate for the weaknesses of our country in a few social fields and cause it to foster in a superior course. Advancing the ceaseless advancement and improvement of Chinese culture and advancing the correspondence between Chinese and Western civilizations are the principal purposes behind the presentation of English and American writing. English and American writing is an unfamiliar culture.

Retaining an incredibly unfamiliar culture can draw on one another's assets and grow the advancement field of our way of life then again. Subsequently, the interpretation of English and American writing assumes a significant part in working on China's social framework and advancing the enhanced advancement of world culture.

OBJECTIVES

1. To perceive the interpretation techniques for scholarly works under various social foundations.

RESEARCH METHOD

The evaluation study's request interaction is of an enlightening kind. To accomplish the ongoing objectives for the continuous request, the information is organized in view of optional rules, and the assessment is completely wrapped up. The proceeding with the survey has alluded to various explorations and concentrates on capital market hold gathering. The wellsprings of data have been acquired from research articles on associated subjects. This exposition just purposes optional information.

The fundamental impact of social contrasts on the interpretation of English and American writing:

1. **Contrasts in values:** People are the main animals with thinking capacity in nature. Our qualities are framed by our perspectives on things, in actuality, or things that exist impartially in nature. Various nations and districts have various perspectives on the world because of various living climates, customs, and social foundations. All things considered, western societies are individual-focused and advocate individual chivalry. Such qualities empower them to make movies and television programs that completely show individual valor, like Batman and Spiderman. Particularly "The elderly person and the ocean" is reflected sharply and clearly. Be that as it may, in Chinese culture, aggregate interests are more underlined, and individual interests ought to be deserted in the event of struggles between individual interests and aggregate interests, like the five heroes of Langya Mountain. The contrast between Chinese and Western qualities is the most troublesome aspect of the interpretation of English and American writing.
2. **Contrasts in customs:** Geological climate as a characteristic line has delivered different country and culture. Chinese and Western different regular habitat likewise unavoidably brings forth various societies and customs, according to the viewpoint of humankind, individuals' mental capacity is something similar, simply some more unambiguous will go on the other gender, the distinction of living in the common habitat causes various ethnicities to have various perspectives about exactly the same thing. The contrast between Chinese and Western traditions is a significant element affecting the interpretation of English and American writing.



- 3. The distinction in thinking mode:** The distinction between physical and geological climate not just influences the development of customs and propensities, yet additionally causes China and the West to have various perspectives. During the time spent on scholarly interpretation, the thinking mode assumes an unequivocal part, so we should focus on the distinction between Chinese and Western reasoning modes. Language is the articulation type of individuals' reasoning. Various perspectives decide various methods of language articulation. Since old times, China has been pushing Confucian thoughts, for example, kindness, honorableness, respectability, astuteness and dependability, dedication, dutiful devotion, and honesty, which have impacted our perspective for millennia. Notwithstanding, the Western perspective accentuates rationale and joins significance to the investigation of the substance of things. In the interpretation of English and American abstract works, we ought to focus on the distinction in the perspective between the East and the West, and join Chinese Confucianism and Taoism culture and thought with Western culture, so Chinese per users can comprehend this distinction well.

Strategies and techniques for interpretation of English and American writing under social contrasts:

- 1. The powerful handle of shoptalk and expressions ordinarily utilized in England and the US:** Under the novel verifiable and social foundation of our country, numerous one-of-a-kind figures of speech, xiehouyu, and authentic suggestions have been shaped, so there are likewise numerous special shoptalk and idioms in Western culture. It is absolutely unfeasible to decipher this shoptalk and expressions in a real sense on the grounds that their genuine importance is frequently conflicting with the exacting significance. For instance, when you decipher the sentence "Let George makes it happen", it just signifies "Let George make it happen". In any case, what it truly implies is that what the speaker says when he doesn't have the foggiest idea what to do, doesn't have anything to do with strict significance. It very well may be seen that, while deciphering English and American scholarly works, having an extensive comprehension of shoptalk and colloquialism is fundamental. Any other way, the creator's genuine goal can't be surely known.
- 2. Handle the suggested importance of words behind English and American culture:** There are countless poly semous words in both Chinese words and English words. A word in English might have various implications in various sentences, which should be perceived by the specific situation. A few words, impacted by various societies, have both positive and negative implications. Subsequently, interpreters ought to precisely pass judgment on the importance of words as indicated by the unique situation. A few words have both positive and negative implications. Rebuke, for instance, when utilized as a positive word, hardens somebody up. At the point when utilized as a slanderous term, it means to rebuff or stifle. Words like this have different implications and feelings. At the point when you experience such words in interpretation, you ought to decide which meaning depends on the different setting or the particular significance of the sentence.
- 3. Reinforce the authority of words and expressions connected with English and American culture:** Scholarly works mirror the set of experiences and culture of a nation, and the makers of artistic works will undoubtedly state a few words and expressions connected with culture. This advances higher necessities for interpreters.



who ought to have a profound comprehension of these words and sentences with unique social implications and verifiable foundation prior to deciphering. Like Damon and Pythias in English, are frequently utilized together for communicating the importance of "life and demise", such utilization in English and American writing is a typical peculiarity, when the interpreter in the interpretation should precisely get a handle on the significance of these exceptional words and sentences, or on the other hand on the off chance that the interpretation isn't exact or is mistaken, will impact the impact of the entire interpretation.

4. **Focus on the compelling mix of English and American writing and Chinese jargon:** The reason for deciphering English and American writing is to cause our per users to grasp the way of life of these nations and to serve our per users. In this manner, interpreters ought to grasp both Western culture and Chinese cultures and join the two societies. For example, the sentence "Truth can be stranger than fiction" ought to be converted into a Chinese saying as per Chinese perusing propensity as opposed to simply making an interpretation of it as indicated by its exacting importance. It tends to be seen that the interpretation shouldn't just assess the impact of English and American society on the significance of words, yet in addition focus on the distinctions between Chinese culture and English and American culture, which would make the article more readable.

CONCLUSION

From the above conversation, it very well may be seen that social distinctions are the principal factors influencing the interpretation of English and American abstract works. There are significant contrasts between China and the West in values, customs, and perspectives, which are trying to get a handle on and decipher English and American writing precisely. In this way, in the interpretation of English and American writing, a blend of interpretation techniques ought to be taken on, like taming interpretation, foreignization interpretation, setting interpretation, etc.[4]. In various settings, a few words have various implications. During the time spent interpreting, it is important to join the unique situation and take on different interpretation techniques to decipher words and sentences with exceptional social implications, so Chinese perusers can more readily grasp the first works. In the interpretation of English and American writing, from one perspective, the first works ought to be held as far as possible, and then again, Chinese culture ought to be coordinated into them to cause them to have Chinese qualities. Exclusively by planning these two viewpoints could we at any point give better social pleasure to Chinese perusers?

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ABSTRACT

In the present scenario Self-help groups are India's most powerful avenue for incubating and empowering women to move from subsistence to sustainability. Women empowerment is the important factor for the uniform growth of a nation. On this aspect the self help group plays a predominant role in deciding the women empowerment in the rural areas. SHG promotes the socioeconomic strength to the weaker and marginal section of the community and thereby promoting the uniform growth of the nation. Efforts are made in this article to understand the SHG, functioning of SHG and activities covered under SHG in Karnataka state.

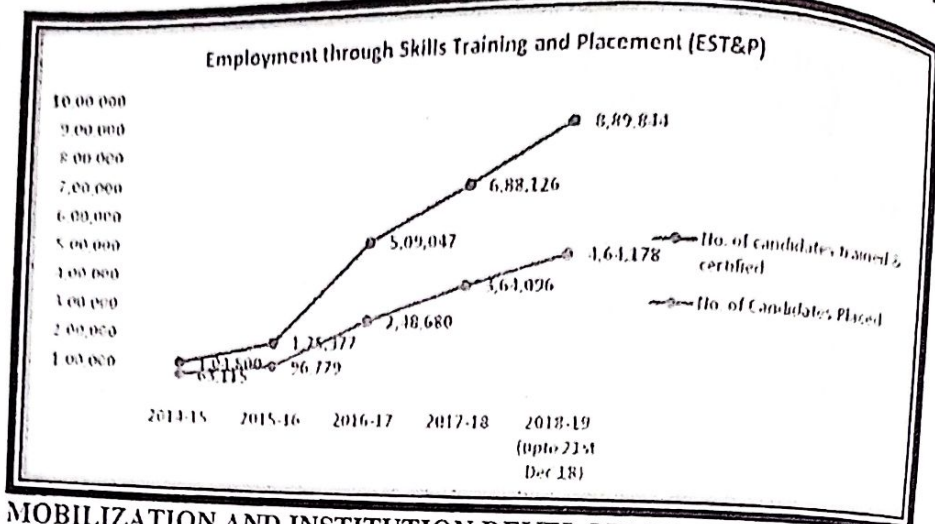
Key words: SHG, Women empowerment, rural area.

INTRODUCTION

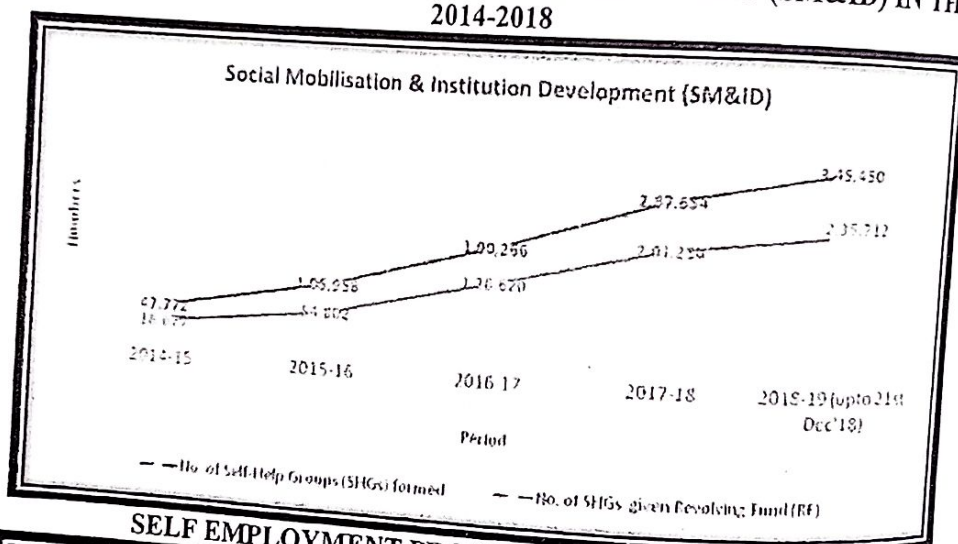
In the present global scenario Self Help Group is playing a very important role in the process of financial inclusion and women empowerment. It is a small group formed by 10 to 25 members of the same locality in the same village area, and who come together to solve their problems and social issues and they eradicate poverty is through mobilizing their financial resources of the individual savings, the urban areas people knows about the problems and the schemes of the government but in rural area peoples having excess awareness of the SHGs. Besides the comparison on urban women and rural women have limited access to all kinds of resources such as education, financial support, transportation, training, availability of current information etc., but have more hidden talents, which have to be brought into light, and providing marketing knowledge and financial dealing activities shall provided by the government. The NGO's and the NABARD gives various skill training programmers are taking while the members and improves these self -power while the members, which provides the saving opportunities to women to cope up their problems of daily life, SHGs rural women to improve their decision making within the family and as well in the society.

SELF HELP GROUPS IN INDIA

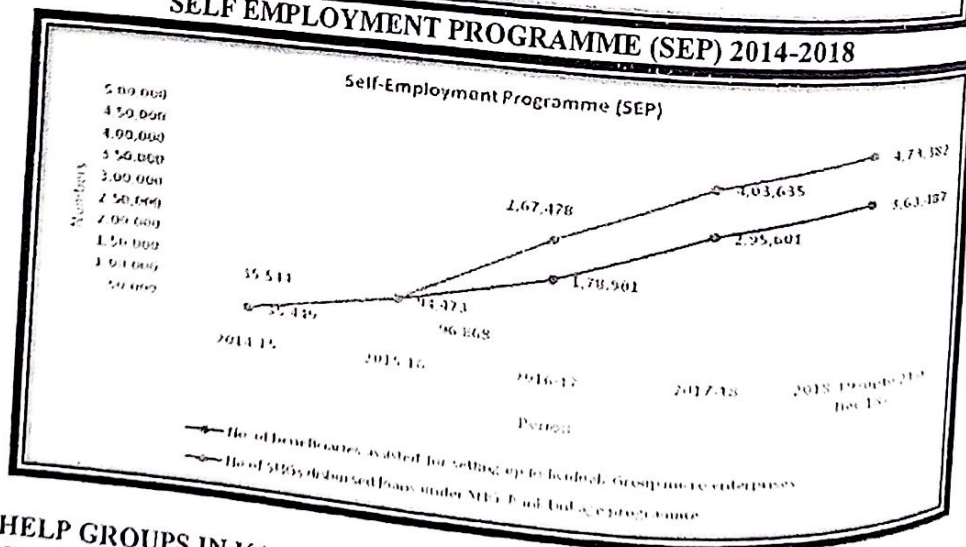
The present global scenario In India, the first Self Help Group (SHG) emerged in 1985, with the initiative of the Mysore Resettlement and Development Agency (MYRADA), a nongovernmental organization (NGO) for promotion of self-help affinity groups; watershed, water and waste land management; forestry; community management of sanitation and drinking water, housing and habitat; improvement of primary school education; technical skills for School dropouts; microenterprise generation; preventive health care and HIV/AIDS prevention program. By 1986, there were 300 SHGs in MYRADA's projects. A SHG is a group of about 10 to 20 poor women or men, from a similar class and region, forming a savings and credit organization by pooling financial resources in order to extend loans to the members at low interest with far fewer procedural hassles. 'Savings first' is the prime ethic of SHG. The National Bank for Agriculture and Rural Development (NABARD), Reserve Bank of India (RBI), leading NGOs, and multilateral agencies like the International Fund for Agricultural Development, included SHG as strategic component to mitigate poverty by incorporating this approach in their annual plans since the emergence of SHGs. NABARD initiated an action research project in 1989 where grants were provided to other NGOs for initiating SHGs. In 1990, RBI accepted the SHG strategy as an alternative credit model and NABARD launched the SHG-Bank Linkage Programme in 1992 to lend directly to SHGs for capacity building and innovation, to create an enabling environment.



SOCIAL MOBILIZATION AND INSTITUTION DEVELOPMENT (SM&ID) IN THE YEAR 2014-2018



SELF EMPLOYMENT PROGRAMME (SEP) 2014-2018



SELF HELP GROUPS IN KARNATAKA

The economy of Karnataka is essentially an agrarian and rural economy. It accounts for 50 per cent of workforce of the State. In addition it supports other economic activities such as industries.

transport, trade and commerce, etc. The rural economy supplies food articles and home-made products to non-farm sector. The agriculture in Karnataka has many problems like low productivity, existence of unemployment and under employment, lack of storage and marketing facilities, insufficient credit, and transport amenities. Further, the pace of agriculture, rural and urban development is very much dependent on marketing of the produce of different products of rural and urban people. The history of SHG promotion started with NGOs taking the lead in the mid-1980 and passing on to NABARD by the end of 1980s. After the SHG- Bank Linkage Programme was launched in 1991-92; the very first loans to SHGs in the country were given in Kolar district of Karnataka by the Vysya bank, Bangarpet branch to Venkateshwara Mahila Sangha of Muduguli on December 9th, 1991 and by Corporation bank, Andersonpet branch to Saraswathi Mahila Sangha of Badaluriki on January 30, 1992.

NABARD up-scaled the programme in Karnataka by initiating a series of measures that included training of NGO and bank staff, convening a regular meetings of all intervening agencies, analyzing reports and providing feedback for changes in operational systems to make them more user-friendly, and launching the first RRB (Regional Rural Bank), the Cauvery Gramina Bank of Mysore district, as an SHGs promoting institution (1994-95)10. In the 1990s, International Fund for Agricultural Development (IFAD) with World Bank collaboration and in partnership with the Government of India along six State Governments, including Karnataka, launched a similar programme titled Swashakti. This skill and knowledge encouraged Karnataka to launch a statewide programme called Stree Shakti (Women's power) based on the SHG strategy. Together, the initiatives of various stakeholders, (the government, NGOs, Banks) and others increased SHG coverage in Karnataka significantly. At recent estimates, 40,295 Anganwadi workers (Department of Women and Child Development), 561 NGOs, 8 Regional Rural Banks, 20 District Central Cooperative Banks and many Commercial Banks are engaged in SHG promotion. Together they are estimated to have facilitated the creation nearly to 1, 65,000 SHGs in Karnataka.

GOVERNMENT SCHEMES IN KARNATAKA

STREESHAKTHI SCHEME

The program was launched during 2000-01 and it is being implemented throughout the state to empower women and make them self reliant. Streeshakthi Groups are formed to inculcate the savings habit in the members empowering the women economically. About 15 to 20 women members who are from below poverty line families, landless agricultural laborers, SC/ST women join together. Streeshakthi Groups are formed through Anaganwadi workers .

Aims and Objectives: -

- To strengthen the process of economic development of rural women and create a conducive environment for social change.
- To form self help group based on thrift and credit principles which builds self reliance and enable women to have greater access and control over resources.
- To increase the income levels of rural women by engaging them in; Income generating activities and creating financial stability.
- To provide opportunities to the members of the groups to avail the benefits of other departmental schemes by converging the services of various departments and lending institutions to ensure women's access to credit financing.

KARNATAKA KAYAKA YOJANA

The Chief Minister of Karnataka has introduced a zero interest (interest-free)/ subsidised loan scheme for women Self-Help Groups (SHGs) in the state. The State Government provides loan up to Rs. 10 lakh to SHGs from cooperative banks. Karnataka Kayaka Yojana declared by the Chief Minister in the state budget 2018-19, focuses on empowering women in the State to create more job opportunities. The scheme is one of the many people and social security schemes that the State

position to associate with the group due to the shift of their place of residence. Moreover, there is no unity among women members owing to personal reasons.

6. Weak Financial Management:

It is also found that in certain units the return from the business is not properly invested further in the Units and the funds diverted for other personal and domestic purposes like marriage, construction of house etc.

7. Inadequate Financial Assistance:

It is found that in most of the SHGs, the financial assistance provided to them by the agencies concerned is not adequate to meet their actual requirements. The financial authorities are not giving adequate subsidy to meet even the labour cost requirements.

SUGGESTIONS TO MINIMIZE THE PROBLEMS FACED BY SHGS:

1. In order to solve the various problems relating to marketing of SHGs, the state level organizations should extend the activities throughout the state instead of limiting its operations in a particular area.
2. Various SHGs functioning in a particular panchayat area can form a co-operative society. This society may be entrusted with the task of marketing the products of different SHGs under a common brand name. Further, the society can undertake sales promotion activities and procure rare raw materials for the benefits of member SHGs.
3. Information about locally available materials and their varied uses should be disseminated to SHGs. Proper encouragement and training should be given to them to make innovative products by using these materials. In order to have a knowledge base about the availability of materials, in panchayat levels, surveys can be conducted under the auspices of local authorities.
4. Non-Government Organisations (NGOs) can play a significant role in empowering women entrepreneurs by providing basic education, motivation training, and financial help and so on.
5. All the members in the SHGs may not have the same caliber and expertise. NGOs can identify the inefficient members of the group and can impart proper training to them in order to make them competent. For this purpose, short term training programmes can be arranged at the panchayat level.
6. Frequent awareness camps can be organised by the Rural Development department authorities to create awareness about the different schemes of assistance available to the participants in the SHGs.
7. In the emerging changes in the values and attitudes of the members of the SHGs is a clear manifestation of socio-economic empowerment interventions yielding relatively quicker results. The socio-economic programmes reinforce each other and promote all-round development of the children, the women, the households and the communities.
8. Lastly, arrangements may be made by the financial institutions for providing adequate financial assistance to the SHGs strictly on the basis of their actual performance without any discrimination of caste, politics etc

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Rabindra Bharati Journal of Philosophy

Peer Reviewed Refereed Journal

ISSN: 0973-0087

UGC Care Listed Journal

CERTIFICATE OF PUBLICATION

This is to certify that the article entitled

SCOPE, CHALLENGES AND ROLE OF MANAGEMENT INSTITUTES IN PROMOTING ENTREPRENEURSHIP EDUCATION

Authored By

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Published in

Rabindra Bharati Journal of Philosophy

Vol-XXXIV, June 2023

Impact factor: 5.4



RABINDRA BHARATI UNIVERSITY
NAAC ACCREDITED WITH GRADE 'A' IN 2016

SCOPE, CHALLENGES AND ROLE OF MANAGEMENT INSTITUTES IN PROMOTING ENTREPRENEURSHIP EDUCATION

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ABSTRACT

Education is an important factor in determining the entrepreneurial orientation in individuals. Formal education is positively correlated with entrepreneurship. Education and training can have definite role in enhancing entrepreneurship in the context of a developing country like India by enlarging the pool of entrepreneurs. During liberalization, which started in India in 1991, India exerted greater effort to promote and nurture entrepreneurship. Attempts at various levels have taken place to directly or indirectly promote entrepreneurship. During the recent past there has been a growing debate about how well educational systems especially management institutes prepare young management graduates for Entrepreneurship. In the present scenario this debate becomes even more relevant. Should B-Schools lay special emphasis on entrepreneur education in their curriculum? If yes than what is scope of this education and what opportunity will it raise? These are some questions which need to be given serious thought.

Unfortunately, the present entrepreneurship education in India just concentrates on related courses. Moreover, the so called entrepreneurship courses are similar to the general business courses. But general business management education has no significant influence on entrepreneurial propensity. There is a demand for education programs specifically designed to expand students' knowledge and experience in entrepreneurship. The contents and teaching methods have to be differentiated between entrepreneurship and traditional business courses.

This paper attempts to explain the evolution of entrepreneurship education in India. It then discusses the importance and role of entrepreneurship in Indian economy. It further discusses the challenges with regard to the role of educational programs and the delivery systems for disseminating these entrepreneurship education programs. This paper tries to explain the role of Management Institutes in shaping and nurturing of future entrepreneurs in India. It also discusses whether the current curriculum taught in Management Institutes meets the requirements of budding entrepreneurs. Moreover, this paper discusses the steps that should be taken by Management Institutes towards promotion of entrepreneurship education.

Keywords: Innovation; Risk-Taking; Decision-Making; Entrepreneurship Education.

INTRODUCTION

Entrepreneurship is a multi-faceted phenomenon. In simple words, we define an entrepreneur as "an individual who establishes and manages a business for profit and growth." Entrepreneurs do entrepreneurship. Entrepreneurship is more than mere creation of business. It is a dynamic process of vision, change, and creation. It requires an application of energy and passion towards the creation and implementation of new ideas and creative solutions. Entrepreneurs are people who turn dreams to reality. They supply goods and services, which increase the standard of living of the entire population substantially. They are wealth creators. This self-created wealth insulates the economy from recession and helps strengthen local economy. Global downturns will not affect the economy, as much as it would have in other circumstances. According to 'Special Report: A Global Perspective on Entrepreneurship Education and Training', GEM, 2008, Entrepreneurship education is defined in broad terms as the building of knowledge and skills for the purpose of entrepreneurship generally, as part of recognized education programs at primary, secondary or tertiary-level educational institutions.

seen as the fundamental mechanism for attaining sustainable economic development and societal progress.

RESEARCH OBJECTIVES

1. To study the evolution of entrepreneurship education in India.
2. To study the significance of entrepreneurs in Indian economy.
3. To study the importance of entrepreneurship education for budding entrepreneurs.
4. To study the challenges faced by entrepreneurship education in India.
5. To discuss the role of Management Institutes in development and promotion of entrepreneurship education.
6. To suggest measures for developing entrepreneurship education in India.

RESEARCH METHODOLOGY

This paper is basically theoretical and exploratory background. It is based on information obtained from secondary sources. The secondary source was collected about the different journals, research papers, articles, Magazines and websites etc.

ENTREPRENEURSHIP EDUCATION IN INDIA

India has a pioneering status among developing countries for its early start on a variety of entrepreneurship education programs. For the most part, entrepreneurship education in post-independence India has been focused on measures designed to encourage self-employment and founding of Small and Medium Enterprises (SMEs). The Industrial Policy Resolution of 1956 has, for instance, a very strong emphasis on the SME sector.

As the economy transitioned from being primarily agrarian into one that has significant contribution from other sectors, it was felt that the most pressing requirement was education that would enable need-based entrepreneurs to make forays into these emerging sectors. Consequently, in the 1960s and 70s, entrepreneurship education was almost exclusively delivered in the form of training programs, offered by institutions under the aegis of State and Central Governments, and by financial institutions receiving support from the Government.

The past two decades have witnessed the entry of industry associations, NGOs, consultants and voluntary organizations into the entrepreneurship education space. In general, this time period saw the strengthening of the entrepreneurial ecosystem, with the establishment of modes of education that were not training based. Examples of such modes include:

1. Mentoring pools like TIE, and networking events
2. Entrepreneurship Development Cells (NSTEDB, AICTE, UGC)
3. Incubators at various institutions such as:
 - (i) Technology Business Incubators (NSTEDB, at over 30 educational institutions)
 - (ii) Engineering colleges (IITs, NITs, leading private colleges)
 - (iii) Management schools (ISB, IIMs, and leading private schools)

IMPORTANCE AND ROLE OF ENTREPRENEURS IN INDIAN ECONOMY

The Government has announced various programmes like Make in India, Digital India and Skill India. Entrepreneurs realize the tremendous demand for goods abroad and help to market the surplus. They help to make the Indian market export competitive and at the same time, they make the 'Made in India' brand more acceptable. The surplus stock, which would have been otherwise rotting in the government storehouse, can be exported, thus serving to earn foreign exchange. The government gets rid of the excess stock while the exporter earns revenue, leading to a win-win situation. If India wants

to be a developed country, the government should realize that only entrepreneurs can help it to grow at the desired rate. The government should frame its policies to nurture and promote budding entrepreneurs. So, there is a need for Indians to venture out into the world of entrepreneurship, build intellectual property and create wealth, which hopefully will find its way back into the system to fund more start-ups. India may be becoming a hotbed of innovation as an increasing share of global Research and development shifts here. But Indians are still not making the shift to entrepreneurship and aiming to build the next Microsoft's, Cisco's and Google's. We seem to be content working for them. India needs Entrepreneurs. Together, the new entrepreneurs will inspire the next generation. That will be the real coming of age of Indian technology and entrepreneurship. To do this, the government needs to focus on Entrepreneurship education to create a pool of trained and highly skilled entrepreneurs. Entrepreneurship education needs to gain firm ground to change the face of the economy. It is only under such a scenario that we would witness a longer queue of job providers than job seekers. And our efforts would surely show us productive and efficient youth, par excellence. The diagram below provides a summary of the various aspects of entrepreneurship education:

CHALLENGES FACED BY ENTREPRENEURSHIP EDUCATION IN INDIA

The significant challenges faced by entrepreneurship education in India are given below:

1. **Cultural barriers:** Entrepreneurship can develop only in a society in which cultural norms permit variability in the choice of paths of life. Unfortunately, the Indian culture consists of a network of benefits that in many ways run counter to entrepreneurship. For example, Indians believe that being passive and content with the status quo is healthier for the inner soul than striving to improve one's situation. They believe that peace of mind can be achieved from spiritual calm rather than from materialism. People in India are more sensitive to emotional affinity in the workplace than to work and productivity. An entrepreneur needs to work around the clock and this has kept some people away from their own start-ups.
2. **Incomplete Entrepreneurship Education :** A survey done by the Entrepreneurship Development Institute, India (EDII) in 2003 shows that young people are afraid to start their own business because they are not confident, not capable, and lack knowledge in starting a business. Many people have the opportunity to change jobs or become an entrepreneur if they are properly trained. The students in India are not confident with the traditional education they receive in the university.
3. **Lack of a standard framework:** Entrepreneurship education is widely spread, has diverse forms and has a large number of stakeholders. But the overall state of affairs is a confused one, one that lacks broad vision, goals, and systematic planning. The lack of a standard framework is a big challenge to the development of entrepreneurship education in India.
4. **Dependence on government:** Higher degree of dependence on government is another challenge before entrepreneurship education in India. Insufficient private-sector participation and lack of sustainable business models in the entrepreneurship education act as barriers to its development in India.

ROLE OF MANAGEMENT INSTITUTES IN DEVELOPING ENTREPRENEURSHIP EDUCATION IN INDIA

The Management Institutes are the most appropriate nursery of shaping and developing management graduates for entrepreneurship who possess integrity and ethical standards, a deep sense of social responsibility, a commitment to the up-liftment of their communities, understand protection and sustainability of the environment, and the improvement of the people's quality of life. .

To promote and develop entrepreneurship education, some Management Institutes are starting entrepreneur education in their course structure. And most of the management institutes are providing the electives in their course structure by which students will give their interest in that field and open their own enterprise. Courses in entrepreneurship at management institutes are the core activity of

Entrepreneurship Education in India. A number of management institutes offer courses in entrepreneurship. For instance, NMIMS conducts a two-year, fulltime program on family business management. Most of the courses cover the legal and managerial aspects of entrepreneurship. But the motivational aspect taught at NMIMS is equally important, since it creates an aspiration and improves confidence levels. This program has equipped students with the skills, knowledge, and mind-set to run their family business.

The Indian School of Business (ISB) at Hyderabad is affiliated to non-profit organization Wadhvani Foundation committed to promoting entrepreneurship. ISB, Hyderabad provides a start in developing outstanding entrepreneurial leaders. ISB's program is designed primarily to prepare managers to respond to the challenges of rapidly changing business environments. Within an environment of intellectual vibrancy, there are more than 500 students who graduate each year after studying entrepreneurship, strategy and the impact of technology on commerce. They spend time developing their own projects, while utilizing state-of-the-art communications technology to interact with members of industry and experts worldwide.

National Institute of Industrial Engineering (NITIE) is one of the college in India which took the initiative first in starting entrepreneur education. There is also NCSE (Nation center for student enterprise) where the main purpose is to help the student to open their firm and encourage the students to think of the future of entrepreneurship.

SUGGESTIONS FOR DEVELOPING ENTREPRENEURSHIP EDUCATION

Although the wave of promoting entrepreneurship education has started in B-Schools, much more needs to be done in entrepreneurship education so that it can play a significant role in the growth of Indian economy. The following is a list of proposed measures to be taken for development of entrepreneurship education in India:

1. Refining Techniques of Entrepreneurship Education: Entrepreneurship education is different from a typical business education. Business entry is a fundamentally different activity from managing a business. The B-Schools must address the equivocal nature of business entry through entrepreneurship education. To this end, the B-Schools must include skill-building courses in negotiation, leadership, new product development, creative thinking and exposure to technology innovation. They should also focus on creating an awareness of entrepreneur career options; sources of venture capital; idea protection; ambiguity tolerance.
2. Selecting suitable candidates: Since not everyone has the potential to become an entrepreneur, the proper identification and selection of potential entrepreneurs is the first step in the entrepreneurship education. The B-Schools should select those with high entrepreneurial potentials through particularly designed procedures. Tests, group discussions, and interviews may be used in the selection of entrepreneurs.
3. Selecting the eligible faculty: The B-Schools should carefully select the entrepreneurship education teaching staff. In theory, a lecturer of entrepreneurship education, first of all, must be a successful or experienced entrepreneur. A qualified entrepreneurship education teacher should also have some entrepreneurial practices especially in risk taking and opportunity perceiving as well as entrepreneurial qualities such as good communications skills. Otherwise, teaching quality cannot be guaranteed. The B-Schools must develop capacities of faculty members involved in teaching entrepreneurship at school and college levels and creating awareness through orientation Programmes.
4. Sharing of experience: The B-Schools must act as a forum to bring scholars from across the country to share their views related to entrepreneurship that have contemporary relevance and interest. Entrepreneurs learn from experience - theirs and that of others. Much of the success of Indians in Silicon Valley is attributed to the experience, sharing and support that members have extended to young entrepreneurs. They should create a strong network of entrepreneurs and managers that entrepreneurs could draw on for advice and support.

5. Promoting collaborations: The B-schools must explore possibilities of striking collaborations with national and International institutions for joint researches, courses and exchange programmes for widening the scope and boundaries as also launching new courses including Doctoral Programmes.
6. Encourage research: The B-Schools should take steps to encourage research in entrepreneurship through fellowship support and also undertake joint research projects with Indian and overseas universities and institutions.
7. These steps will slowly but surely bring a remarkable change in the area of entrepreneurship education in India which will, in turn, start showing positive impact and significant contribution in the long cherished Indian dream of becoming a developed nation. But all these steps will not culminate in a happy ending without the government support and help. Indian government needs to give more focus on promotion of entrepreneurship and entrepreneurship education. We can take lessons from China.
8. Establishing Entrepreneurship Universities. MHRD has to establish professional Universities of Entrepreneurship in India.

CONCLUSION

Management Institutes have a significant role to play in the growth of India as a nation because they are the breeding grounds for future entrepreneurs. They have the potential to develop not only winning personal qualities but also provide an opportunity to create employment for self and for others. Entrepreneurship, self-employment and enterprise creation provide a solution to the crises of both unemployment and under-employment. The Management Institutes help in increasing knowledge base, by identifying opportunities, and by pointing out ways to overcome barriers imposed by ones environment. They have a definite role in enhancing entrepreneurship by enlarging the pool of entrepreneurs in society. Therefore, the Ministry of Human Resources Department (MHRD) should focus to promote and develop entrepreneurial education in India.

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ಅಭಿಜಾತ ಕನ್ನಡ

ವಿದ್ವಾನ್ ಮಂಡಳಿಯಿಂದ ಪರಿಶೀಲನಗೊಂಡಿರುವ
ದ್ವೈಮಾಸಿಕ ಸಂಶೋಧನಾ ಪತ್ರಿಕೆ

ABHIJATA KANNADA

Peer Reviewed Referred Journal ISSN : 2347-4017

ರೆಫರೀಡ್ ಜರ್ನಲ್

ಮಾರ್ಚ್-ಏಪ್ರಿಲ್-2023, ಸಂಪುಟ-9, ಸಂಚಿಕೆ-2
MARCH-APRIL-2023, VOLUME-9, ISSUE-2

ಪ್ರಧಾನ ಸಂಪಾದಕರು
ಪ್ರೊ. ಎಸ್. ಎಂ. ಗಂಗಾಧರಯ್ಯ



೧೮. ಚೆನ್ನವೀರ ಕಣವಿಯವರ 'ಜೀವಧ್ವನಿ' ಕವನಸಂಕಲನ :
ಒಂದು ವಿಶ್ಲೇಷಣೆ

❖

ಶ್ರೀಶೈಲ

'ಸಮನ್ವಯ ಕವಿ' ಎಂದು ಹೆಸರಾಗಿರುವ ಚೆನ್ನವೀರಕಣವಿಯವರು ನವೋದಯ, ನವ್ಯ ಮತ್ತು ನವ್ಯೋತ್ತರ ಸಾಹಿತ್ಯದ ಸಂದರ್ಭಗಳಲ್ಲೂ ಕವಿತೆಗಳನ್ನು ರಚಿಸಿದ್ದಾರೆ. ಚೆನ್ನವೀರ ಕಣವಿಯವರ ಕಾವ್ಯದ ಧ್ವನಿಯೇ ಮುಖ್ಯವಾಗಿ ಜೀವಧ್ವನಿಯಾಗಿ ಪ್ರಕಾಶಗೊಂಡಿದೆ. ಅವರ ಜೀವಧ್ವನಿ ಕವನ ಸಂಕಲನವು ಮೊದಲ ಬಾರಿಗೆ ೧೯೮೦ರಲ್ಲಿ ಪ್ರಕಟವಾಗಿದ್ದು, ೪೦ ಕವಿತೆಗಳನ್ನು ಒಳಗೊಂಡಿದೆ. ಈ ಕವನ ಸಂಕಲನಕ್ಕೆ ೧೯೮೧ ರಲ್ಲಿ ಕೇಂದ್ರ ಸಾಹಿತ್ಯ ಅಕಾಡೆಮಿ ಪ್ರಶಸ್ತಿ ಲಭಿಸಿದೆ. ಇದರಲ್ಲಿ ಗ್ರಾಮೀಣ ಸಂಸ್ಕೃತಿಯ ಸೊಗಡು, ನಿಸರ್ಗಪ್ರೇಮ, ಕನ್ನಡಪ್ರೇಮ, ಬದುಕಿನ ಗುರಿತಾದ ಗಾಢಶ್ರದ್ಧೆ, ಸಮದರ್ಶಿತ್ವದ ನಿಲುವುಗಳು ಮೈದಾಳಿವೆ. ಕಣವಿಯವರ ಕವಿತೆಗಳಲ್ಲಿ ಕಲ್ಪನಾ ಸೌಂದರ್ಯ, ಭಾವನಾ ಸೌಂದರ್ಯಗಳ ವೈಶಿಷ್ಟ್ಯತೆಯನ್ನು ಕಾಣಬಹುದಾಗಿದೆ. ಕವಿ ಪ್ರೀತಿ ಮತ್ತು ವಾತ್ಸಲ್ಯದ ಮೂಲಕ ಪ್ರಕೃತಿಯ ಬೆರಗನ್ನು ತಮ್ಮ ಕವಿತೆಗಳಲ್ಲಿ ತುಂಬಿಕೊಟ್ಟಿದ್ದಾರೆ. ಈ ಕವನ ಸಂಕಲನದ ಮೊದಲ ಕವಿತೆ 'ಸಾವಿರದ ಸತ್ಯ' ಮತ್ತು ಕೊನೆಯ ಕವಿತೆ 'ನೀಲಪಕ್ಷ' ಇವು ಇಡೀ ಕವನ ಸಂಕಲನವನ್ನು ಒಂದು ಬಂಧದಲ್ಲಿ ಜೋಡಿಸಿಟ್ಟಿವೆ.

'ಜೀವಧ್ವನಿ' ಸಂಕಲನದಲ್ಲಿನ 'ಸಾವಿರದ ಸತ್ಯ' ಕವಿತೆಯು ಕಳೆದು ಉಳಿದ, ಸಾವೇ ಇರದ ಸತ್ಯವನ್ನು ಅನಾವರಣಗೊಳಿಸುತ್ತದೆ. "ಮಂಜಿನೊಳಗಿಂದ ಹೊರಬಿದ್ದ ಮುಂಜಾವು, ಮಧ್ಯಾಹ್ನ ಏರುವ ಕಾವು- ಇಳಿದು ಕುಂಟುತ್ತ ಜಾರುವ ಸಂಜೆ- ಸಾವಿರದ ಸತ್ಯ: ಒರೆಗಳಚಿದಲಗು. ಹಗಲೆಲ್ಲ ತೊಗಲ ಬಾವಲಿ ಹಿಂದು ತಲೆ-ಕೆಳಗು. ನುಂಗಬೇಕಾದದ್ದು

ಶ್ರೀಶೈಲ : ಸಹಾಯಕ ಪ್ರಾಧ್ಯಾಪಕರು, ಕನ್ನಡ ವಿಭಾಗ, ಶ್ರೀ ಜಿ.ಆರ್. ಜಿ. ಕಲಾ, ಶ್ರೀ ವೈ.ವಿ.ಪಿ.ವಾಣಿಜ್ಯ ಮತ್ತು ಶ್ರೀ ಎಂ.ಎಫ್. ದೋಷಿ ವಿಜ್ಞಾನ ಪದವಿ ಮಹಾವಿದ್ಯಾಲಯ, ಇಂಡಿ- ೫೮೬೨೦೬ ವಿಜಯಪುರ ಜಿಲ್ಲೆ

ಕಹಿ ಗುಳಿಗೆ-ಸಿಕ್ಕು ನೀರಿನ ಸುಳಿಗೆ, ಮುಳುಗಿ ಎದ್ದಂತೆ ಗುಳ್ಳಿ; ಕೊನೆಯ ಗಳಿಗೆ.” (ಕಣವಿ ಸಮಗ್ರ ಕಾವ್ಯ ಪು.೩೬೯) ಎನ್ನುವ ಕವಿಬದುಕಿನ ವಾಸ್ತವವನ್ನು, ಕಾಲಮಾನದ ಸಹಜ ಪರಿವರ್ತನೆಯನ್ನು ಪ್ರಸ್ತಾಪಿಸುತ್ತಾರೆ. ‘ಅಲ್ಲ, ಮಾತ್ವೇಳತೀನಿ’ ಕವಿತೆ ಸಭೆಯೊಂದರಲ್ಲಿ ಚಪ್ಪಲಿ ತೂರಿದ ಪ್ರಸಂಗದ ಮೂಲಕ ವೈನೋದಿಕವಾಗಿ ಮುಂದುವರೆದು ಸಮಾಜದಲ್ಲಿ ನಡೆಯುವ ಜನತೆಯ ವೈರುಧ್ಯ ವರ್ತನೆಗಳ ಮೇಲೆ ಬೆಳಕು ಚೆಲ್ಲುತ್ತದೆ. ‘ಹುಲ್ಲು’ ಕವಿತೆಯ ಸಾಲುಗಳು ಸಹೃದಯರನ್ನು ಬೆರಗಾಗಿಸುತ್ತವೆ. ಇವರ ಕವಿತೆಗಳಲ್ಲಿ ಹಸಿರು ಹುಲ್ಲು ಸಹ ಮಕಮಲ್ಲಾಗುತ್ತದೆ. ಹುಲ್ಲೆಸಳು ಮತ್ತು ಹನಿಗಳ ಮೂಲಕ ಆರತಿಯನ್ನು ಬೆಳಗುತ್ತದೆ. ಆಗ ರಮ್ಯವಾದ ಒಂದು ಲೋಕವೇ ತೆರೆದುಕೊಳ್ಳುತ್ತದೆ. “ಈ ಜುಲೈ ತಿಂಗಳ ಜಿಟಿ ಜಿಟಿ ಮಳೆ-ಗಟಗಟ ಕುಡಿದು ಧುತ್ತೆಂದು ಬೆಳೆದು ನಿಂತಿದೆ ಹುಲ್ಲು. ಎಲ್ಲಾದರೂ ಸ್ವಲ್ಪ ಪಡುವು ಸಿಕ್ಕರೆ ನಾಕು: ಸಿಮೆಂಟು ಗೋಡೆಯ ಬಿರುಕು, ಟಾರು ಬೀದಿಯ ಒಡಕು-ಎಂಥ ಇಕ್ಕಟ್ಟಿನಲ್ಲು ಹೊರಬರುತ್ತದೆ ತುರಾಯಿ ಹಚ್ಚಿಕೊಂಡು.” (ಕಣವಿ ಸಮಗ್ರ ಕಾವ್ಯ ಪು. ೩೭೧). ಇಲ್ಲಿ ಕವಿಯ ಕಲ್ಪನೆಯ ದೃಶ್ಯವು ಲೋಕ ಶಕ್ತಿಯನ್ನು ಅಂತರಂಗದಲ್ಲಿ ಪಡೆದು, ಒಂದು ವಿಶಿಷ್ಟ ಚಿಂತನೆಯ ನೆಲೆಗೆ ಸಹೃದಯರನ್ನು ತೆಗೆದುಕೊಂಡು ಹೋಗುತ್ತದೆ.

“ಮಳೆಗೆ ಹುಲ್ಲು ಮೊಳೆಯುವದು ಮೂಲ ಪ್ರವೃತ್ತಿ. ನಿಸರ್ಗ
ಕಳೆ ತೆಗೆದು ಬಿತ್ತಿ ಬೆಳೆಯುವದು ನಾಗರಿಕ ಮಾರ್ಗ
ಮರಭೂಮಿಯ ಮಾತು ಬೇರೆ; ಅಲ್ಲಿ ಮಳೆಯೂ ಇಲ್ಲ
ಆದರೂ ದೂರ ಅಲ್ಲೊಂದು ಓಯಾಸಿಸ್ಸು ಉಂಟಲ್ಲ ಮಾರಾಯರೆ
ಅದಕ್ಕೆ ಅಲ್ಲಿ ಒಂಟೆ ಮಲಗಿ ಮೆಲುಕಾಡಿಸುವದು”

‘ಹುಲ್ಲು’ ಕವಿತೆಯು (ಕಣವಿ ಸಮಗ್ರ ಕಾವ್ಯ ಪು.೩೭೧) ನಿಸರ್ಗ ಮತ್ತು ಮಾನವನ ಒಡನಾಟದ ಕುರಿತು ಬೆಳಕು ಚೆಲ್ಲುತ್ತದೆ. ಪ್ರಕೃತಿಯ ಕೂಸಾದ ಮಾನವನು, ತನ್ನ ಬುದ್ಧಿವಂತಿಕೆಯಿಂದ ನಾಗರಿಕತೆಯನ್ನು ಮೈಗೂಡಿಸಿಕೊಂಡು, ಉತ್ತಿ, ಬಿತ್ತಿ, ಕಳೆತೆಗೆದು, ಸುಳಿದೆಗೆದು ಬೆಳೆಬೆಳೆಯುವಂತೆ ಮಾಡಬಲ್ಲವನಾಗಿದ್ದಾನೆ. ಅಂತರಂಗದ ಬೇಸಾಯದಿಂದ ಮಾನವ ಪರಿಶುದ್ಧನಾಗಿ, ಲೋಕಹಿತಕ್ಕೆ ಬುದ್ಧನಾಗಬಲ್ಲನು. ಕೆಲವು ಸಲ ಬರೀ ಮರೀಚಿಕೆಯ ನೋಟವನ್ನು ಕಾಣುತ್ತ ಮುಂದುವರೆಯುತ್ತಾನೆ. ಎಲ್ಲೋ ದೂರದಲ್ಲಿ ಮೂಡುವಂತಹ ಮೋಡಗಳನ್ನು ನೋಡಿ ಬಿತ್ತನೆಯ ಕಾರ್ಯವನ್ನು ರೈತ ಮಾಡುವನು. ಆದರೆ ಮೋಡದಾಟಿ ಹೊಯಿತ್ತೆಂದರೆ ಮುಂದೆ ಯಾವ ಕಾರ್ಯವನ್ನು ಮಾಡದೇ ತಲೆಯ ಮೇಲೆ ಕೈಯನ್ನು ಹೊತ್ತು ಕುಳಿತುಕೊಳ್ಳುವನು. ಇಲ್ಲಿ ಕವಿಯು ಮಾನವನನ್ನು ಒಂಟೆಗೆ ಹೋಲಿಸುವ ಮೂಲಕ ನೀರು ಇದೆ ಎಂದು ಭಾವಿಸುವಂತಹ ಒಂಟೆಯು ನೀರಿಲ್ಲದಿದ್ದಾಗ ಬರೀ ಬಾಯಿಯನ್ನು ಬಡೆಯುವುದು, ಒಣಗಿದ ತುಟಿಗಳ ಮೇಲೆ ನಾಲಿಗೆಯನ್ನು ಸವರಿದಂತಾಗುವುದು ಎನ್ನುತ್ತಾರೆ. ಪ್ರತಿಯೊಂದು ವಿಷಯದಲ್ಲಿಯೂ ಮಾನವ ನಿಸರ್ಗಕ್ಕೆ ಮಾರಕವಾಗಿ ತನ್ನ ಕಾರ್ಯ-ಚಟುವಟಿಕೆಯನ್ನು ಮಾಡುವನು ಎಂದು ಪ್ರಸ್ತಾಪಿಸುತ್ತಾರೆ. ಆದರೂ ಮರುಭೂಮಿಯಲ್ಲಿನ ಓಯಾಸಿಸ್ಸು ಭರವಸೆಯ ಬೆಳಕಾಗಿ ಗೋಚರಿಸುತ್ತದೆ.

ಮಧ್ಯದಲ್ಲಿ ನಿಂತು ಅವರ ಎಲ್ಲ ನೋವುಗಳನ್ನು ಅರಿತು-ಅನುಭವಿಸಿ ಬರೆಯುವುದು ಈ ನೋವುಗಳಿಗಿಂತ ಕಾಣಬಹುದಾಗಿದೆ.

'ಇಳಿದ ಬೆಲೆ', 'ಒಂದು ವ(ಂ)ಚನ', 'ಒಣ ನಿಗ್ಗರ', 'ಸಾಧನೆ' ಕವಿತೆಗಳು ಮಾನವ ಬದುಕಿ ಎಚ್ಚಿನ ಮನೋವ್ಯಾಸಾರಗಳನ್ನು ಪ್ರಸ್ತುತಪಡಿಸುತ್ತವೆ. 'ಆದರೂ ನೆನಪು' ಕವಿತೆಯು ಮಹಾತ್ಮ ಗಾಂಧೀಜಿ ಅವರ ವ್ಯಕ್ತಿತ್ವವು 'ಶಬ್ದಗಳಿಗೆ ಸಿಲುಕದೆ, ಅರ್ಥಕ್ಕೂ ನಿಲುಕದೆ ಬರಿಯ ಧ್ವನಿಯಾಗಿ' ಬಿಟ್ಟಿರುವ ಸಂಗತಿಯನ್ನು ಪ್ರಸ್ತಾಪಿಸುತ್ತಲೇ, ಅವರು ತಂದುಕೊಟ್ಟಿರುವ ಸ್ವಾತಂತ್ರ್ಯವನ್ನು ಯಾರೋ ಕಸಿದು ತಮ್ಮ ಕಿವಿಗೆ ತುಂಬಿಕೊಳ್ಳುತ್ತಿರುವಂತೆ ಭಾಸವಾಗುವ ಬಗೆಯನ್ನು ತಿಳಿಸುತ್ತದೆ. 'ನೆನಪು' ಕವಿತೆಯು ದಿನದಿನದ ವೈವಿಧ್ಯಮಯ ಬದುಕಿನ ರೀತಿ-ನೀತಿಯನ್ನು ದಾಖಲಿಸುತ್ತದೆ. 'ನಮ್ಮ ಮನುವಿನ ಕಥೆ' ಕವಿತೆಯು ನಾಯಿಮರಿಯೊಂದರ ಕುರಿತಾಗಿದೆ. 'ಎದ್ದೀರಾ? ನೀವು ಎದ್ದೀರಾ!' ಕವಿತೆಯು ಪ್ರಭುತ್ವದ ದ್ವಿಮುಖಿ ನೀತಿಯನ್ನು ಪರಿಚಯಿಸುತ್ತದೆ. 'ಧ್ವನಿ-ದನಿ' ಕವಿತೆಯು ಮುಂಜಾವಿನ ಹಕ್ಕಿಗಳ ದನಿಯನ್ನು, ತಾಯಿ-ಮಕ್ಕಳ ಉಲಿಯನ್ನು, ರೈಲಿನ ಕೂಗನ್ನು, ಬಂಡಿಯ ಗಿಲಕ ಗಿಲಕ ದನಿಯನ್ನು, ಟಾಂಗಾದ ಟಕಕ್ ಟಕಕು ನಾದವನ್ನು, ಗುಬ್ಬಿ ಗುಟುಕನ್ನು, ಮೇಷ್ಟ್ರು ಗಣಿತ, ಸೂಜಿಗಳ ಕ್ಷಣಿತ, ದನದ ಕೊರಳ ಕಿಂಕಿಣಿ, ಕರುವಿನಂಬಾ ದನಿಯನ್ನು ಲೋಕಾಂತದಲ್ಲಿ ಪ್ರಕಟಿಸುತ್ತದೆ.

“ಮಲಗಿ ಓದುತ್ತ ಕಾದಂಬರಿಯ ಪುಟ ಪುಟ ದನಿ

ತಲ್ಲೀನ ಕುಳಿತ ಗಾಯಕನ ಹಿಂದೆ ಮಾಯಕದ ತಂಬೂರಿ

ನರನರವ ಮೀಟಿ ಹೊರಡಿಸುವ ಜೀವಧ್ವನಿ” (ಕಣವಿ ಸಮಗ್ರ ಕಾವ್ಯ - ಪು.31೮)

ಕವಿ 'ಧ್ವನಿ-ದನಿ' ಕವಿತೆಯಲ್ಲಿ ಜೀವನದ ತಿರುವುಗಳನ್ನು, ಬದುಕಿನ ಅನುಭವಗಳನ್ನು ನಿತ್ಯ ಸೂತನವಾಗಿರುವಂತೆ 'ಜೀವಧ್ವನಿ'ಯ ಮೂಲಕ ಸಾಕ್ಷಿಕರಿಸಿದ್ದಾರೆ. ಜೀವಧ್ವನಿಯಲ್ಲಿ ಎಷ್ಟೊಂದು ಧ್ವನಿ ತರಂಗಗಳಿವೆ ಎಂದರೆ ಒಂದು ಪ್ರಶಾಂತವಾದ ಸರೋವರದಲ್ಲಿ ಒಂದು ಕಲ್ಲು ಬಿದ್ದರೆ ಮೂಡುವಂತಹ ತರಂಗಗಳಂತೆ ಮತ್ತೆ ಮತ್ತೆ ದಡವನ್ನು ತಲುಪಿ ಅವುಗಳ ವ್ಯಾಪ್ತಿ ಹಿರಿದಾಗುತ್ತ ಸಾಗುತ್ತದೆ. ಕವಿಯ ಮನಸ್ಸು ಕೂಡಾ ಅದೇ ತೆರನಾದಂತಹದು. ಯಾವುದೋ ಒಂದು ವಿಚಾರ ವಸ್ತು ಮೂಡಿದಾಗ ಅದರ ಹಿಂದೆ ಹಲವಾರು ರೀತಿಯಾದ ತರಂಗಗಳು ಮೂಡುತ್ತವೆ. ಕೆಲವು ತರಂಗಗಳು ಆಹ್ಲಾದವನ್ನು ಉಂಟು ಮಾಡಿದರೆ, ಇನ್ನು ಕೆಲವು ತರಂಗಗಳು ವಿಸ್ಮಯವನ್ನು ಉಂಟು ಮಾಡುತ್ತವೆ. ಕಣವಿಯರ ಮನಸ್ಸು ಯಾವಾಗಲೂ ಸಾಕ್ಷಾತ್ಕಾರದ ಕಡೆಗೆ ಮಿಡಿಯುವಂತಹದಾಗಿದೆ ಎಂಬುದನ್ನು ಅವರ ಕವಿತೆಗಳು ತಿಳಿಸುತ್ತವೆ. ಅವರ ಕಾವ್ಯದ ವಸ್ತು ವೈವಿಧ್ಯತೆಯು ಅದರ ಸುತ್ತಲಿನ ವರ್ತುಗಳನ್ನು ಅನೇಕ ರೀತಿಯಾಗಿ ಹೊರಹೊಮ್ಮುವಂತೆ ಮಾಡಿದೆ. ಮನುಷ್ಯನ ಮನಸಿನ ಅಂತರಂಗ ಮತ್ತು ಬಹಿರಂಗವನ್ನು ತೋರ್ಪಡಿಸುವ ಮೂಲಕ

ಈ 'ಬೆಳುವಲದ ಬಾಗಿಲ' ಕವಿತೆಯು ಅದರ ಇನ್ನೊಂದು ಮುಖವನ್ನು ತೋರಿಸುತ್ತದೆ. ಬಯಲು ಸೀಮೆಯ ಬಿರು ಬಿಸಿಲಿಗೆ ಕಷ್ಟಾದ ಏರೆ ಭೂಮಿಯು ಬಿರುಕು ಬಿಟ್ಟು ಕೂಡ ಕಷ್ಟವಾದ ತರಹ ಕಾಣುತ್ತದೆ. ಹಿಂಗಾರು ಮಳೆಯಾದರೆ ಸಾಕು ಚಳಿಗಾಲದಲ್ಲಿ ಬಿಳುವ ಇಬ್ಬನಿಯ ಹನಿಯಿಂದ ಬೆಳೆಯು ರೈತನ ಕೈ ಸೇರುತ್ತದೆ. ಜೋಳ, ಗೋಧಿ, ಕಡಲೆ, ಕುಸುಬೆ ಬೆಳೆಗಳು ಕಡಿಮೆ ಮಳೆಯಾದರೂ ಅನ್ನದಾತನ ಕೈಹಿಡಿಯುತ್ತವೆ. ಆದರೆ ಒಮ್ಮೊಮ್ಮೆ ಹಿಂಗಾರು ಮಳೆಯು ಸರಿಯಾದ ಸಮಯದಲ್ಲಿ ಆಗದೇ ರೈತರೊಂದಿಗೆ ಕಣ್ಣುಮುಚ್ಚಾಲೆಯ ಆಟವಾಡುತ್ತದೆ. ಆಗ ರೈತ ಮುಗಿಲಿನ ಕಡೆಗೆ ತನ್ನ ಮುಖವಿಟ್ಟು ನೋಡುತ್ತ. ಹಸಿದ ಹೊಟ್ಟೆಗೆ ತನ್ನಿರಿಸಿ ಪಟ್ಟಿಯನ್ನು ಕಟ್ಟಿಕೊಳ್ಳಬೇಕಾದ ಪಸ್ತಂಗವು ಬರುತ್ತದೆ. ಅದೇ ದುಡಿಮೆಗೊಂದು ಸುಖ, ದುಃಖಕ್ಕೆ ಕಾರಣವಾಗಿ ನೋವು-ನಲಿವಿನ ಜೀವಕಾವ್ಯ.

ಚೆನ್ನವೀರ ಕಣವಿಯವರ ಅಬ್ಬರವಿಲ್ಲದ ಸುಮಧುರ ಕವಿತೆಗಳು ನಾದದ ಸೊಬಗಿಗೆ ಒತ್ತು ನೀಡುತ್ತವೆ. ಜೀವನ ಪ್ರೀತಿಯನ್ನು, ಬದುಕಿನ ಶ್ರದ್ಧೆಯನ್ನು ಎತ್ತಿ ತೋರಿಸುತ್ತವೆ. ಕಣವಿಯವರ ಕವಿತೆಗಳು ಸಮಕಾಲೀನ ಪ್ರಜ್ಞೆಯನ್ನು ಬಿಂಬಿಸುತ್ತವೆ. ಕವಿಯದು ಯಾವುದಕ್ಕೂ ಹೊಂದಿಕೊಳ್ಳದೇ, ಒಪ್ಪಿಕೊಳ್ಳದೇ ಎಲ್ಲದಕ್ಕೂ ಸ್ಪಂದಿಸುವಂತಹ ಮನೋಧರ್ಮವನ್ನು ಕಾಣುತ್ತವೆ. ಕಣವಿಯವರ ಕಾವ್ಯ ಬದುಕಿನ ಜೀವನ ಶೈಲಿಯನ್ನು ನೋಡಿದಾಗ ಕವಿಯ ಮನಸ್ಸು ಎಲ್ಲವನ್ನು ಸ್ವೀಕರಿಸುವ, ಪ್ರತಿಸ್ಪಂದಿಸುವ ಮನೋಭಾವವನ್ನು ಮೈಗೂಡಿಸಿಕೊಂಡಿರುವುದರಿಂದ ಕಣವಿಯವರನ್ನು 'ಸಮನ್ವಯ' ಕವಿಯೆಂದು ಗುರುತಿಸಲಾಗುತ್ತದೆ. ಅವರ ಕವಿತೆಗಳು ನಿಸರ್ಗಪ್ರೀತಿ, ಜಿಟಿಜಿಟಿ ಮಳೆ, ಭೂಮಿ, ಸಹನೆ, ವಾತ್ಸಲ್ಯ ಇಂಥ ಮಾನವ ಜೀವನದ ವಿಷಯಗಳನ್ನು ಪಸ್ತುತ ಪಡಿಸುತ್ತವೆ. ಕನ್ನಡ-ಕರ್ನಾಟಕದ ಐಸಿರಿಯನ್ನು, ಕಲೆಯ ಸೊಬಗನ್ನು ಸಾರುತ್ತವೆ. ಜೊತೆಗೆ ಗಣ್ಯವ್ಯಕ್ತಿಗಳ ವ್ಯಕ್ತಿಚಿತ್ರಣದ ದರ್ಶನವನ್ನು ಈ 'ಜೀವದ್ದನಿ' ಕವನ ಸಂಕಲನದ ಕವಿತೆಗಳು ಮಾಡಿಸುತ್ತವೆ. ಕಾಲದೇಶವನ್ನು ಮೀರಿದ ಶಾಶ್ವತ ಸುಖದಾನಂದದ ಕಡೆಗೆ, ಸತ್ಯ ಸಾಕ್ಷಾತ್ಕಾರದ ಕಡೆಗೆ ಮಾನವ ಸಾಗುವ ಸುಮಾರ್ಗವನ್ನು ಕವಿ ಕಣವಿ ಅವರ ಕವಿತೆಗಳು ಬೋಧಿಸುತ್ತವೆ.

ಗ್ರಂಥಸೂಚಿ

೧. ಚೆನ್ನವೀರ ಕಣವಿ, ಕಣವಿ ಸಮಗ್ರ ಕಾವ್ಯ (ಕವಿತೆಗಳು ೧೯೬೯-೨೦೧೮), ಸಂವಹನ, ಮೈಸೂರು ಮುದ್ರಣ - ೨೦೧೮
೨. ಗುಂಡಣ್ಣ ಕಲಬುರ್ಗಿ, ಕಣವಿ ಮತ್ತು ಆಧುನಿಕ ಕಾವ್ಯ ಪರಂಪರೆ, ಸೌಜನ್ಯ ಪ್ರಕಾಶನ, ಮೂಡಲಗಿ, ೨೦೦೦.
೩. ಗುರುಲಿಂಗ ಕಾಪಸೆ, ಚೆನ್ನವೀರ ಕಣವಿ, ನವಕರ್ನಾಟಕ ಪ್ರಕಾಶನ, ಬೆಂಗಳೂರು, ೨೦೧೨.
೪. ಆನಂದ ಝಂಜರವಾಡ, ಕನ್ನಡ ಕಾವ್ಯ, ಕರ್ನಾಟಕ ಸಾಹಿತ್ಯ ಅಕಾಡೆಮಿ, ಬೆಂಗಳೂರು, ೨೦೨೧

ISSN-2347-4017 ಜನವರಿ-ಫೆಬ್ರವರಿ 2023 ಸಂಪುಟ-9 ಸಂಚಿಕೆ-1

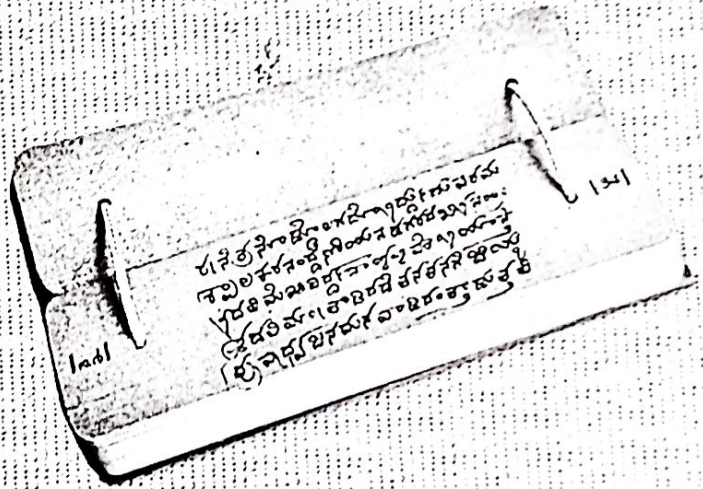


ಅಭಿಜಾತ ಕನ್ನಡ

ವಿದ್ವತ್ ಮಂಡಳಿಯಿಂದ ಪರಿಶೀಲನೆಗೊಂಡಿರುವ
ದ್ವೈಮಾಸಿಕ ಸಂಶೋಧನಾ ಪತ್ರಿಕೆ

ABHIJATA KANNADA

Peer Reviewed - Refereed Journal ISSN : 2347-4017
Vol - 09, Issue - 01, January - February - 2023



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೨೫. ನವೋನಯ ಕಥನಕವನಗಳು : ಪ್ರೀತಿ, ಹಾಸ್ಯ ಹಾಗೂ ವಿಡಂಬನೆಯ
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೩೧. ಆನಂದಕಂದರ 'ಅಶಾಂತಿಪರ್ವ' ಕಾದಂಬರಿಯಲ್ಲಿ ದೇಸೀಯತೆಯ
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೩೨. ಆಧುನಿಕ ಕನ್ನಡ ಸಾಹಿತ್ಯ ಮತ್ತು ಭೂಮಿಯ ಪ್ರಶ್ನೆ / ೨೦೦

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೩೩. ಬೆಲ್‌ಹುಕ್ಸ್ - ಸ್ತ್ರೀವಾದ : ಅಂಚಿನಿಂದ ಕೇಂದ್ರದಡೆಗೆ / ೨೦೬

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❖

ಶ್ರೀಶೈಲ

ಕುವೆಂಪು ಕಾದಂಬರಿಗಳು ಪ್ರಧಾನವಾಗಿ ಕವಿಕೃತ ಕೃತಿಗಳಾಗಿವೆ. ಆ ದೃಷ್ಟಿಯಿಂದ ಅವು ವಿಶಿಷ್ಟವೂ ಆಗುವುದು ಸಹಜ. ಕುವೆಂಪು ಅವರ 'ಮಲೆಗಳಲ್ಲಿ ಮದುಮಗಳು' ಕಾದಂಬರಿ ಸುತ್ತಣ ಸದ್ಯ ಸಮಾಜವನ್ನು ಕುರಿತದ್ದಲ್ಲ. ಈಗಾಗಲೇ ಕಣ್ಮರೆಯಾಗಿರುವ ಮಲೆನಾಡಿನ ಸಮಗ್ರ ಜೀವನದ ಒಂದು ಭಾಗವಾಗಿದೆ. ಮಲೆನಾಡಿನ ಗ್ರಾಮೀಣ ಜೀವನವನ್ನು ಇಷ್ಟೊಂದು ಸಮೃದ್ಧವಾಗಿ ಸಮಗ್ರವಾಗಿ ಕಾದಂಬರಿಯಲ್ಲಿ ಹಿಡಿದಿಟ್ಟಿರುವ ಲೇಖಕರು ವಿರಳವೆಂದೇ ಹೇಳಬೇಕು. ಈ ಕಾದಂಬರಿಯಲ್ಲಿ ಕಥೆಯಿದ್ದರೂ ಕಥನ ತಂತ್ರಕ್ಕೆ ಅಷ್ಟೊಂದು ಮಹತ್ವವಿಲ್ಲ, ಕಥನ ತಂತ್ರದ ಹಿಂದಿನತತ್ವವನ್ನು 'ಕಾನೂರು ಹೆಗ್ಗಡತಿ' ಒಪ್ಪಿಕೊಳ್ಳುವಂತೆ 'ಮಲೆಗಳಲ್ಲಿ ಮದುಮಗಳು' ಒಪ್ಪುವುದಿಲ್ಲ. ಕುವೆಂಪು ಅವರ ಎರಡು ಕಾದಂಬರಿಗಳು ಅವರ ಸೃಷ್ಟಿಶೀಲ ಪ್ರತಿಭೆಯ ಅತ್ಯುತ್ತಮ ಅಭಿವ್ಯಕ್ತಿಗಳು, ವಸ್ತುವಿನ ಅಗಾಧವಾದ ಹರಹು, ಉನ್ನತವಾದ ಜೀವನ ಪ್ರೀತಿ, ವರ್ಣನೆಗಳ ಗಾಢತೆ, ನಾಟಕೀಯತೆ, ಪಾತ್ರ ಸೃಷ್ಟಿಯ ಶಕ್ತಿಪೂರ್ಣತೆ ಇವುಗಳನ್ನು ಎಲ್ಲರೂ ಮೆಚ್ಚಿಕೊಂಡಿದ್ದಾರೆ. ಕೆಲವು ವಿಮರ್ಶಕರ ದೃಷ್ಟಿಯಲ್ಲಿ ಕುವೆಂಪು ಅವರ ಕಾದಂಬರಿಗಳು ಹಲವಾರು ದೃಷ್ಟಿಯಲ್ಲಿ ಅತ್ಯುನ್ನತ ಕಲೆಗಾರಿಕೆಯ ಹೊಳಹುಗಳನ್ನು ತೋರಿಸಿದರೂ ಅವು ಕಲಾಕೃತಿಗಳಾಗಿ ಪಡೆಯುವ ಯಶಸ್ಸು ಕಡಿಮೆಯಾಗಿದೆ. ಎರಡೂ ಕಾದಂಬರಿಗಳ ಬಂಧದ ಶಿಥಿಲತೆಯ ಬಗ್ಗೆ ಹಾಗೂ ಕೆಲವು ಘಟನೆಗಳ ಬಗ್ಗೆ ಪಾತ್ರಗಳ ನ್ಯೂನತೆಗಳ ಬಗ್ಗೆ ವಿಮರ್ಶೆ ಹೆಚ್ಚು ಆಸಕ್ತಿ ತೋರಿದೆ. ಆದ್ದರಿಂದಲೇ ಅವರ ಕಾದಂಬರಿಗಳ ವಿಮರ್ಶೆಯಲ್ಲಿ ವಸ್ತುಬಂಧ ಮತ್ತು ಜೀವನದೃಷ್ಟಿ ಇವುಗಳನ್ನು ಬೇರ್ಪಡಿಸಿ

ಶ್ರೀಶೈಲ : ಸಹಾಯಕ ಪ್ರಾಧ್ಯಾಪಕರು, ಕನ್ನಡ ವಿಭಾಗ, ಕಲಾ, ವಾಣಿಜ್ಯ ಹಾಗೂ ವಿಜ್ಞಾನ ಪದವಿ ಮಹಾವಿದ್ಯಾಲಯ, ಇಂಡಿ - ೫೮೬ ೨೦೯

ನೋಡುವುದು ತಪ್ಪಾಗುತ್ತದೆ. ಒಂದು ಸಾಂಸ್ಕೃತಿಕ ಸಂದರ್ಭದಲ್ಲಿ ಹುಟ್ಟಿದ ಕಾದಂಬರಿ ಪ್ರಕಾರವನ್ನು ನಾವು ವಿಮರ್ಶಿಸುವಾಗ ಕಾದಂಬರಿಯ ಬಂಧ, ರೂಪದ ಬಗ್ಗೆ ತೆರೆದ ಮನಸ್ಸಿನ ಧೋರಣೆಗಳನ್ನು ಇಟ್ಟುಕೊಳ್ಳಬೇಕಾಗುತ್ತದೆ. ಕನ್ನಡ ಕಾದಂಬರಿ ಪ್ರಕಾರಕ್ಕೆ ಬೃಹತ್ ಕೃತಿಗಳನ್ನು ನೀಡಿದ ಕೀರ್ತಿ ಕುವೆಂಪು ಅವರದು. ಒಂದು ಮಹತ್ವದ ಕೃತಿ ರಚನೆಗೊಂಡಾಗ ಆ ಕೃತಿಯನ್ನು ಈಗಾಗಲೇ ಸಿದ್ಧವಾಗಿರುವ ವಿಮರ್ಶನಾ ಮಾನದಂಡಗಳಿಂದ ಅಳೆಯುವುದು ಸಾಧುವಲ್ಲ. ವಿಮರ್ಶಾ ಕ್ರಮ ಕೃತಿಯ ಒಳಗಿರುವ ಸತ್ವವನ್ನು ಅವಲಂಬಿಸಿರಬೇಕೆ ವಿನಃ ಹೊರಗಿನಿಂದ ತಂದು ಹೇರಿವಂತಾಗಬಾರದು. 'ಮಲೆಗಳಲ್ಲಿ ಮದುಮಗಳು' ಕೃತಿ ರಚನೆಯ ವೇಳೆಗಾಗಲೇ ಕುವೆಂಪು ದೃಷ್ಟಿ ಧೋರಣೆಗಳು ಬಂಧದ ದೃಷ್ಟಿಯಿಂದ ಭಿನ್ನವಾಗಿದ್ದವು. ಸಹಜವಾಗಿಯೇ ಈ ವಿಷಯ ಆಶ್ಚರ್ಯವನ್ನು ಮೂಡಿಸುತ್ತದೆ.

ಈ ಕಾದಂಬರಿಗೆ ವಿಷಯ ಯಾವುದು, ಯಾವ ಆಶಯವನ್ನು ಓದುಗರಿಗೆ ತಿಳಿಸಬೇಕೆಂದು ಇಷ್ಟೊಂದು ಸುದೀರ್ಘವಾದ ದೃಶ್ಯವಳಿಯನ್ನು ಕಾದಂಬರಿಕಾರರು ಯೋಚಿಸಿಕೊಂಡಿದ್ದಾರೆ. ಯಾವ ಉದ್ದೇಶ ಇಲ್ಲಿಯ ಬರಹಕ್ಕೆ ಪ್ರೇರಣೆಯಾಗಿದೆ ಎಂಬ ಪ್ರಶ್ನೆಗಳು ಸಹಜವಾಗಿ ಓದುಗರಿಗೆ ಹುಟ್ಟುತ್ತವೆ. ಲೇಖಕನ ದೃಷ್ಟಿ ಅಸ್ಪಷ್ಟವಾಗಿಯಾದರೂ ಮನಸ್ಸಿನ ಹಿನ್ನೆಲೆಯಲ್ಲಿ ಅವುಗಳ ಯೋಜನೆಯಲ್ಲಿ ಕೆಲಸ ಮಾಡಿಯೇ ಇರುತ್ತದೆ. ಬಹುಶಃ ಅದಿಲ್ಲದೆ ಯಾವ ಕಾದಂಬರಿಯ ಯೋಜನೆ ಸಿದ್ಧಿಸಲಾರದು. 'ಮಲೆಗಳಲ್ಲಿ ಮದುಮಗಳು'ವಿನಲ್ಲಿ ಬರುವ ಎಲ್ಲಾ ಕಥಾ ಭಾಗಗಳು ಒಳಗೊಂಡ ವೈವಿಧ್ಯ ಪೂರ್ಣವಾದ ಜೀವನಾನುಭವವನ್ನು ಅವುಗಳಲ್ಲಿ ವ್ಯವಹರಿಸುವ ಪಾತ್ರಗಳ ನಡುವಿನ ಸಂಬಂಧಗಳನ್ನು ಹಾಗೆಯೇ ನಡೆದ ಘಟನೆಗಳಿಗೆ ಅವರು ತೋರುವ ಪ್ರತಿಕ್ರಿಯೆಗಳನ್ನು ಗಮನದಲ್ಲಿರಿಸಿಕೊಂಡು 'ಮಲೆಗಳಲ್ಲಿ ಮದುಮಗಳು' ಕಾದಂಬರಿಯ ಒಟ್ಟು ಆಶಯ ಯಾವುದು ಎಂಬ ಪ್ರಶ್ನೆಗೆ ಉತ್ತರಿಸಬೇಕಾಗುತ್ತದೆ. ಹೆಣ್ಣು ಗಂಡುಗಳ ನಡುವಿನ ಸಂಬಂಧದ ಕೆಲವು ಪರಿಗಳನ್ನು ನಿರರ್ಶಕ ಸಾಧನಗಳನ್ನಾಗಿ ಬಳಸಿಕೊಂಡು ಮನುಷ್ಯ ಜೀವನದ ವ್ಯಾಪಾರಗಳನ್ನು ಇನ್ನೂ ಹೆಚ್ಚು ವ್ಯಾಪಕವಾದ ಅನ್ವೇಷಕ ದೃಷ್ಟಿಯಿಂದ ಕಾಣುವ ಪ್ರಯತ್ನವನ್ನು ಈ ಕಾದಂಬರಿ ಮಾಡುತ್ತದೆ' ಎಂದು ವಿ.ಎಂ.ಇನಾಂದಾರ್ ಹೇಳಿದ್ದಾರೆ. ಹೆಣ್ಣು-ಗಂಡುಗಳ ಸಂಬಂಧಗಳು ಕಾದಂಬರಿಯಲ್ಲಿ ಕೆಲಮಟ್ಟಿಗಿನ ಪ್ರಾಮುಖ್ಯವನ್ನು ಪಡೆಯುತ್ತವಾದರೂ ಅದನ್ನು ನಿರೂಪಿಸುವುದೇ ಅದರ ಮುಖ್ಯೋದ್ದೇಶವೆಂದು ಅನಿಸುವುದಿಲ್ಲ, ಹೊರ ಸಂಪರ್ಕಗಳಿಲ್ಲದ ಬೇರೆ ಹವ್ಯಾಸಗಳನ್ನು ತಿಳಿಯದ ಪರ್ವತಾರಣ್ಯ ಪ್ರದೇಶದ ಕೊಂಪೆಗಳಲ್ಲಿ ವಾಸವಾಗಿರುವ ಜನಗಳಲ್ಲಿ ಈ ಪ್ರವೃತ್ತಿ ಎದ್ದು ಕಾಣುವುದು ಸ್ವಾಭಾವಿಕವೆ.

'ಮಲೆಗಳಲ್ಲಿ ಮದುಮಗಳು' ಒಂದೇ ಕಥೆಯನ್ನು ಹೇಳುವುದಿಲ್ಲ, ಬೇರೆ ಬೇರೆ ಊರುಗಳಲ್ಲಿಯ ಬೇರೆ ಬೇರೆ ಮನೆತನಗಳಿಗೆ ಸೇರಿದ, ಬೇರೆ ಬೇರೆಯವರ ಕಥೆಗಳು

ಸಮಕಾಲೀನವಾಗಿ ನಡೆಯುತ್ತವೆ. ಅಲ್ಲಿಯ ಸಂಪ್ರದಾಯ, ಆಚಾರ-ವಿಚಾರಗಳು, ರೀತಿ-ನೀತಿಗಳು, ಶ್ರೀಮಂತ-ಜನವರ ಒಡನಾಟಗಳು ಕಂಡು ಬರುತ್ತವೆ. ಊರುಗಳಾದರೂ ಹತ್ತಿರವಾಗಿವೆ, ಮನೆತನಗಳು ಒಂದಕ್ಕೊಂದು ಸಂಬಂಧಪುಳ್ಳವಾದ್ದರಿಂದ ಎಲ್ಲಾ ಕಥೆಗಳು ಸಮನಾಂತರವಾಗಿಯಾದರೂ ಒಂದರೊಡನೆ ಇನ್ನೊಂದು ಹೆಣೆದು ಬಿಡುತ್ತವೆ. ಆದ್ದರಿಂದ ನಾವು ಕಂಡುಕೊಳ್ಳಬೇಕಾಗಿದ್ದ ಅರ್ಥಪಂತಿಕೆ ಈ ಎಲ್ಲಾ ಕಥೆಗಳಲ್ಲಿ ಅಡಕನಾಗಿರುವ ಅನುಭವಗಳಿಂದ ಸ್ಮರಿಸಬೇಕಾದದ್ದು. ಈ ಕಾದಂಬರಿಯಲ್ಲಿ ಬರುವ ಕಥೆಗಳನ್ನೆಲ್ಲ ನಾವು ಇಲ್ಲಿ ಎವರಿಸಬೇಕಾಗಿಲ್ಲವಾದರೂ ಮುಖ್ಯವಾಗಿ ಕಥೆಗಳು ಯಾವ ವಿಷಯಕ್ಕೆ ಸಂಬಂಧಿಸಿದಂತೆ ಅವುಗಳಲ್ಲಿಯ ಮುಖ್ಯಾಂಶಗಳು ಯಾವುವು ಎನ್ನುವುದನ್ನು ವಿಶ್ಲೇಷಣೆಯ ಅನುಕೂಲಕ್ಕಾಗಿಯಾದರೂ ನಾವು ಗುರುತು ವಾಕಿಕೊಳ್ಳಬೇಕಾಗುತ್ತದೆ. ಕಾದಂಬರಿಯಲ್ಲಿಯ ಕೆಲವು ಮುಖ್ಯ ಪಾತ್ರಗಳ ಸುತ್ತ ಬಿಡಿದ ಕಥೆಗಳು ಕಾದಂಬರಿಯ ಒಟ್ಟು ರಚನೆಯಲ್ಲಿ ಸೇರಿಕೊಂಡಿವೆ. ಆ ಪಾತ್ರಗಳೆಂದರೆ ಸಿಂಬಾವಿ ಭರಮೈ ಹೆಗ್ಗಡೆ, ಸಿಂಬಾವಿ ಹೊಲೆಯರ ಗುತ್ತಿ, ಹಳೆಮನೆ ತಿಮ್ಮಪ್ಪ ಹೆಗ್ಗಡೆ, ಕೋಣೂರು ಮುಕುಂದಯ್ಯ, ಕೋಣೂರು ಐತ, ಪೀಂಚಲು, ಬೆಟ್ಟಳ್ಳಿ ದೇವಯ್ಯಗೌಡ, ಕಾವೇರಿ, ಹೂವಳ್ಳಿ ವೆಂಕಟಣ್ಣ ನಾಯಕ, ಹೂವಳ್ಳಿ ಚೆನ್ನಮ್ಮ, ಹಳೆಮನೆ ಸುಬ್ಬಣ್ಣ ಹೆಗ್ಗಡೆ, ಈ ಎಲ್ಲಾ ಪಾತ್ರಗಳ ಕಥೆಗಳು ಹೆಚ್ಚು ಕಡಿಮೆ ಸರಿಸಮವಾಗಿ ಕಾದಂಬರಿ ಉದ್ದಕ್ಕೂ ಹೆಣೆದುಕೊಂಡಿದ್ದರೂ ಗುತ್ತಿ-ತಿಮ್ಮಿ, ಮುಕುಂದಯ್ಯ ಚೆನ್ನಮ್ಮ ಮತ್ತು ಐತ-ಪೀಂಚಲು ಇವರ ಕಥೆಗಳೇ ಅಲ್ಲದೆ ಪ್ರಮುಖವಾಗಿ ಮುಕುಂದಯ್ಯ, ದೇವಯ್ಯಗೌಡ, ಜೀವರತ್ನಯ್ಯ ಮುಂತಾದವರು ಯಾವ ರೀತಿಯಲ್ಲಿ ತಮ್ಮದೇ ಆದ ಬಯಕೆಗಳನ್ನು ಈಡೇರಿಸಿಕೊಳ್ಳಲು ಪ್ರಯತ್ನಿಸಿ ಯಾವ ರೀತಿ ಜನರ ಮುಂದೆ ಅಪಮಾನಕ್ಕೆ ಒಳಗಾಗುತ್ತಾರೆ ಹಾಗೂ ಮತಾಂತರ ಮಾಡಲು ಹೊರಟಾಗ ಯಾವ ರೀತಿ ವಿಫಲತೆಯನ್ನು ಹೊಂದುತ್ತಾರೆ ಎಂಬುದು ಕೂಡ ವೈಚಾರಿಕ ದೃಷ್ಟಿಯಿಂದ ಪ್ರಾಮುಖ್ಯವನ್ನು ಪಡೆಯುತ್ತವೆ. ಈ ಎಲ್ಲಾ ಕಥೆಗಳ ಸಂಪ್ರದಾಯ, ಆಚಾರ, ವಿಚಾರವನ್ನು ಕಾದಂಬರಿಯಲ್ಲಿ ಕಾಣಬಹುದು.

ಮಲೆನಾಡಿನ ಒಂದು ಭಾಗ ಕಾದಂಬರಿಗೆ ಕ್ರಿಯಾ ರಂಗವಾಗಿದೆ. ಕಾದಂಬರಿ ಉದ್ದಕ್ಕೂ ಅದರ ವರ್ಣನೆಗಳು ಬರುತ್ತವೆ. ನಿಖರವಾದ ಅರಣ್ಯ ಪ್ರದೇಶಗಳ ದುರ್ಗಮವಾದ ಬೆಟ್ಟದ ದಾರಿಗಳು ಮಳೆಗಾಳಿಯ ಭೀಕರ ಪ್ರಕೋಪಗಳು ವನ್ಯ ಪರಿಸರದ ನೂರಾರು ವಿವರಗಳು ಕಾದಂಬರಿ ಯುದ್ದಕ್ಕೂ ಸಿಗುತ್ತವೆ. ನಿಜವಾದ ಅರ್ಥದಲ್ಲಿ 'ಮಲೆಗಳಲ್ಲಿ ಮದುಮಗಳು' ಕಾದಂಬರಿಯ ಹೆಸರಿನಲ್ಲಿಯೇ ಸ್ಥಾನವನ್ನು ಪಡೆಯುತ್ತದೆ. ಇಲ್ಲಿನ ಮಾನವ ಮನೋವ್ಯಾಪಾರ ಅವೈಚಾರಿಕತೆ ಮತ್ತು ಅವೈಜ್ಞಾನಿಕತೆ ಅಜ್ಞಾನತಿಮಿರಾವೃತವಾದ ದರಿದ್ರ ರಾಷ್ಟ್ರಗಳಲ್ಲಿ ಕಂಡು ಬರುವ ಭಯಂಕರ ಪಿಡುಗುಗಳೆಂಬುದೂ, ಶೋಷಕ ವರ್ಗದ ದುರಾಚಾರಗಳಿಗೆ ಅವು ಮೆಟ್ಟಿಲುಗಳೆಂಬುದು

'ಮಲೆಗಳಲ್ಲಿ ಮದುಮದುಮ'ಗಳು ಕಾದಂಬರಿಯಲ್ಲಿ ಕಾಣುತ್ತೇವೆ. ಇಲ್ಲಿ ಕುವೆಂಪು ವೈಚಾರಿಕ ತಳಹದಿಯಲ್ಲಿ ವಿವರಿಸಿರುವುದನ್ನು ನಾವು ಕಾಣಬಹುದು. ದೇವರು, ಧರ್ಮ, ಪಾಪ, ಪುಣ್ಯ, ಸ್ವರ್ಗ, ನರಕ ಇತ್ಯಾದಿ ಆಧ್ಯಾತ್ಮಿಕ ವೇಷದಿಂದ ಜನರನ್ನು ಪಾರು ಮಾಡಿ ಜನರನ್ನು ನಿಜವಾದ ಉಪನಿಷತ್ ಪ್ರಣೀತವಾದ ವೇದಾಂತದ ಅಧ್ಯಾತ್ಮ ರಕ್ತಿಯೆಡೆಗೆ ಅವರನ್ನು ಕರೆದೊಯ್ಯಬೇಕೆಂಬುದೇ ಕುವೆಂಪು ಅವರ ಜೀವನದ ಗುರಿಗಳಲ್ಲಿ ಒಂದಾಗಿತ್ತು ಎನ್ನಬಹುದು.

ಒಟ್ಟಿನಲ್ಲಿ ಕುವೆಂಪು ಅವರ ಜೀವನದಂತೆಯೇ ಅವರ ಸಾಹಿತ್ಯದಲ್ಲಿಯೂ ಈ ಮೌಲ್ಯತ್ರಯಗಳು ದಟ್ಟವಾಗಿ ವ್ಯಾಪಿಸಿಕೊಂಡಿವೆಯೆಂದೇ ಹೇಳಬಹುದು. ವೈಚಾರಿಕತೆಯೇ ಅವರ ಬಾಳಿನ ಉಸಿರು, ವೈಜ್ಞಾನಿಕತೆಯೇ ಅವರ ಜೀವನ ವಿಧಾನ, ಆಧ್ಯಾತ್ಮಿಕತೆಯೇ ಅವರ ಬದುಕಿನ ಗುರಿ, ಈ ಮೂರು ಗುಣಗಳು ಬಾಲ್ಯದಿಂದಲೇ ಅವರ ಬದುಕಿನ ಪ್ರಧಾನ ಭಾಗವಾಗಿ ಅವರ ಉಸಿರಿನ ಉಸಿರಾಗಿ ಅವರ ಸಕಲ ಸಾಹಸೋದ್ಯಮಗಳ ನೆಲೆ ಬೆಲೆಗಳಾಗಿ ಅವರ ಬಾಳಿಗೆ ಆಸರೆಯಾಗಿ ಅವರ ಸಹಜ ಧರ್ಮಗಳೆಂಬಂತೆ ಉಳಿದು ಬಂದಿವೆಂಬ ಸಂಗತಿ ಸ್ಥೂಲವೂ ಸಂಕ್ಷೇಪವೂ ಆದ ಮೇಲಣ ವ್ಯಾಖ್ಯಾನದಿಂದ ವೇದ್ಯವಾಗದಿರದು. ಈ ನಿಟ್ಟಿನಲ್ಲಿ ಕುವೆಂಪು ಅವರು 'ಮಲೆಗಳಲ್ಲಿ ಮದುಮದುಮ' ಕಾದಂಬರಿಯಲ್ಲಿ ವೈಚಾರಿಕತೆಯ ನೆಲೆಗಟ್ಟನ್ನು ಸಾಂದರ್ಭಿಕವಾಗಿ ತಿಳಿಸಿರುವುದನ್ನು ನಾವು ಕಾಣಬಹುದಾಗಿದೆ.

ಪರಾಮರ್ಶನ ಗ್ರಂಥಗಳು

೧. ಕುವೆಂಪು, ಮಲೆಗಳಲ್ಲಿ ಮದುಮದುಮಗಳು, ಉದಯರವಿ ಪ್ರಕಾಶನ, ಮೈಸೂರು, ೨೦೦೪.
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ISSN 2229-4929

Akshar Wangmay

Special Issue-V, Volume-III

March 2022

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Women in Teaching Profession

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Abstract:-

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

Introduction:-

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

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

Overview – Women In The Teaching profession In India:-

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

Variations In Proportions Of Female Teachers In Different States

Proportions of female teachers vary enormously in different states.

They can be separated into 3 groups :

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

The Two States – Kerala and Rajasthan:-

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

Extent of Female Representation Among Teachers

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

Urban and Rural Areas

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

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

Government and Private Schools

The Proportions of female teachers is higher in private schools. The all-India proportion of female teachers in government schools (39%) in 2007-08 is substantially lower than in aided and unaided schools (53%), according to DISE 2008-09.

Teacher training and Teacher Recruitment Targeted Strategies

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

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

Conclusion:

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

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B.Aadhar' International Peer-Reviewed Indexed Research Journal



Impact Factor -(SJIF) -8.575.

Issue NO, 358 (CCCLVIII) H

ISSN :
2278-9308
August,
2022

Impact Factor – 8.575

ISSN – 2278-9308

B.Aadhar

Peer-Reviewed & Referred Indexed
Multidisciplinary International Research Journal

August,-2022

ISSUE No- (CCCLVIII) 358- H

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Cooperative Societies Progress In Five Year Plans

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INTRODUCTION:

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

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

COOPERATIVE MOVEMENT IN INDIA:

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



OBJECTIVES OF THE STUDY:

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

RESEARCH METHODOLOGY:

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

PROGRESS OF COOPERATIVE SOCIETIES IN FIVE YEAR PLANES:

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

The First Five Year Plan (1951-56):

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

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

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

The Third Five Year Plan (1961-1969):

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



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

The Fourth Five Year Plan (1969-1974):

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

The Fifth Five Year Plan (1974-1979)

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

The Sixth Five Year Plan (1979-1985)

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

The Seventh Five Year Plan (1985-1990)

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

The Eighth Five Year Plan (1992-1997)

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

Conclusion:

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



Rural Development During Colonial Period

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INTRODUCTION:

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

OBJECTIVES OF THE STUDY:

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

RESEARCH METHODOLOGY:

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

Rural Development during Colonial Period:

Efforts by the British Rulers:

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

Rural Reconstruction Programme (1890) in Boroda:

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

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

Scheme of Rural Reconstruction (1903):

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



industries. Through these institutions an effort was made to organize people into groups. When people come together, there is bound to happen something. This something happening is contributing for development. Through Cooperative Banks, society was served with financial support, which was very essential for bringing changes. Even today financial support is a key element of ensuring development. The latest examples of financial support for the weaker sections of society include Pradhan Mantri Jan Dhan Yojana, Life insurance schemes just paying Rs.1.00 per month etc.

Servants of Indian Society (1905)

The person who brought to and taught political life to Gandhiji was Gopal Krishna Gokhale. He was also having concern for introducing developmental initiatives in rural areas. The servants of Indian Society was funded by Gopala Krishna Kokale as a political society at Poona. It laid strong emphasis on socio-economic and educational activities. Later Kokale started training centres in Madras State (Chennai), United Province and Central Province (Madhya Pradesh) and published booklets on the basic education and labour problems, etc. The training centres in villages imparted training on agriculture and cottage industries. There is organic relationship between the agriculture and cottage industries in villages. Cottage industries support agriculture by providing implements and other inputs. In turn agriculture provides raw materials to cottage industries. Hence, all development thinkers emphasized on development of small scale and cottage industries. Compared to other nations, India is having maximum number of people dependent on agriculture. Hence, the issues become more pertinent in this regard. Village should be the centre of development, otherwise there will be imbalanced growth in the nation. It happened to majority of extent. Now the institutions are opening their eyes and making all possible efforts to provide urban facilities in rural areas.

Economic Conference of Mysore (1914-18)

This was launched by Dr. M.S. Visweswarya as the Divan of Mysore state. It was planned to have an overall development of the locality. Agriculture was given priority in the scheme. Various committees were formed with officials of district and taluk to survey the needs and formulate plans for implementation. The committee used to survey the needs and prioritise the problems for addressing. The main aim of the programme was to achieve the all-round progress of rural areas by giving emphasis on agriculture development.

The Gurgaon Experiment (1920)

The Village Development Programme was started by F.L. Brayne, a Britisher, appointed as Deputy Commissioner, in Gurgaon district of Punjab and Haryana. He emphasised on the dignity of labour and self-help. For the first time, he appointed 'Village Guide' to act as link between the programme and villagers. The village guides were trained to provide basic services to the villagers on health and agriculture production. The role of school teacher as a motivator in the village to create awareness about various development programmes was also visualised under this programme. The programmes did not succeed to yield good results because it was perceived by the villagers as imposed upon them. There was no participation of the villagers in the programme. There was lack of interest and the programme did not make much head way after the transfer of Brayne from Punjab. However, the programme again gained momentum when Bryane was posted in 1933 as Commissioner of Rural Reconstruction in Punjab.

Marthandam Attempt (1921)

This programme was started by Dr. Spencer Hatch in 1921 at Marthandam (place nearer to Kanyakumari in Tamil Nadu) with the help of YMCA (Young Man Christian Association). The main objectives of this project were five-fold, namely, mental, spiritual, physical, economic and social development. The importance was given in the programme from the very beginning not to depend on Government assistance rather on self-help and self-reliance. Rural Reconstruction Centre at Marthandam had demonstration units having activities on honey production, cottage industries, livestock, poultry, seed production, etc for giving training to local people. The programme through YMCA facilitated the marketing of rural products through cooperative organisations. Different clubs like egg selling club, honey club, seed club, weaver's club were organised under this programme. The programme successfully changed the attitude of the rural people on their dependence on Government for their welfare. It created desire among the people to change their situation through mutual cooperation and self-help.

**Sriniketan Rural Reconstruction Programme (1921)**

The Poet Rabindranath Tagore set up an Ashram at Shantiniketan (West Bengal), a peaceful place away from Calcutta. He started his rural development activities with L.K. Elmhirst from his institute of reconstruction with objectives of to improve village situations and developing interest among youth in rural development works. The institute of rural reconstruction conducted several demonstrations on farmers' holding on improved agricultural practices, established a dairy and poultry to supply milk, eggs, better animals and birds to the farmers for breeding. The programme emphasized on helping villagers to develop agriculture, livestock, formation of cooperatives and improving village sanitation. His programme was limited to only 8 villages of his Zamindari and yielded very little result.

Sevagram Project (1923)

This project was started by the Father of Nation, Mahatma Gandhi in 1923 but it had really started in 1920 as All India Spinners' Association. His project was based on the principles of "Truth and Non-violence". He promoted village industries, adult education, removal of untouchability, rural sanitation, etc for all round development in the village life. The objectives of the project were to provide service to the underprivileged section of the society for self-dependency. The main activities of the project were organisation of training centre for cottage industries, prohibition, removal of untouchability, stressing women education and basic education and preaching and practicing of communal unity. Gandhiji believed in a philosophy of life which would achieve the welfare of all people (Sarvodaya).

Rural Reconstruction Programme in India (1932)

The project was started by V.T. Krishnamachari in Boroda state in 1932. The programme aimed at developing a will to live better and to develop capacity for self dignity and self reliance. The programme mainly included the activities like digging of water wells, distribution of agriculture inputs and establishment cooperatives, panchayats, etc. The rural reconstruction centre established in 1932 worked in a group of villages round Kosamba (in Navsari District). The basic concern of the programme was that how to provide work to the people during lean agriculture period. Millions of people who remained unemployed during that period were provided various vocational skills for earning income from other than agricultural activities.

Indian Village Service (1945)

This was a mission project and was operated in U.P. districts in 1948 under the direction of Dr.W.H. Wiser. The objectives of the programme were to develop good individuals, volunteer leaders and local institutions to work together for development of their own village. For creation of awareness of the different government programmes, various means like personal contact, demonstration, group discussion, informal meetings, use of visual aids etc. were used.

Conclusion:

The early rural development efforts had two distinct approaches. First, there were attempts by some benevolent and philanthropist persons and private agencies in a very limited areas and scale to improve the rural life. Second, attempts were made at government level to initiate some projects to solve the pressing problems in agriculture. When these experiments were conducted, colonial rule was existing and large mass of people were depending on agriculture whose purchasing power was very low. There was inadequate attention to agriculture, lack of application of science and technologies, lack of understanding about the farming system of different regions of the country, lack of viable farmers' organisations, etc.

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Impact Factor-8.575 (SJIF)

ISSN-2278-9308

B.Aadhar

Single Blind Peer-Reviewed & Refereed Indexed

Multidisciplinary International Research Journal

SOCIAL REFORMERS IN INDIA

February -2023

ISSUE No- (CCCXCVII) 397-D



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Role Of Information Technology In Rural Social Development In India

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INTRODUCTION:

Strengthening, Modernization and development of rural India is a crucial question, today. If rural economy can not be upgraded as required, the upgradation of whole country has no meaning. Prime Minister Shri Narandra Modi has called a social mission with a vision of poverty less India till 2030. But, to save nearly 8.35 crore families from the demon of poverty is a difficult task to handle. Prime Minister has initiated to take necessary help of information technology in this task. The rapid development of agricultural and rural areas can be sustained with the reach of information in remote villages and towns of the country through information technology. Without the sustainable development of remote rural areas, the socio-economic development of the country is impossible. In today's world, information technology is being used in a easy manner in every area of human life. This technology is playing a chief role in the development and scope of education, health, infrastructure, trade, industry, commerce and marketing services etc. In this way, information technology revolution has transformed the vision, understanding and status of human life. The commerce and trade activities are the one where information technology has contributed a lot. Information technology has helped to diversify the localised trade and commerce beyond the boundaries in the shape of e-commerce. Financial literacy and Financial inclusion are another big models of developmental pursuits of Indian economy. Information technology, hereto, has played a catalytic role in bringing more population under the banner of financial literacy as well as financial inclusion. In the areas of education, information technology, again played a marvelous role as it made the access easy and simply. MOOCs, e-pathshala and other platforms are providing easy patterns to educate remote and geographically weak area masses, too.

This way, by the implementation of information technology in such crucial areas where the development was stagnant, the condition of Indian Villages has improved over the years. Not alone, the inclusive development is initiated and achieved but also the progress and failure report has also started to reach government in due course of time. Therefore, a lot of wrong assumptions about rural life has started to improvise. New generation of employment, easy education, speedy infrastructural development, change in market, agro-innovations, decrease in corruption, prosperous rural life and other such changes have come due to information technology. These change not only upgraded the life urban but also the life rural areas. Rural Areas in India need development more significantly rather than urban areas. Because, any plan or policy without the upgradation of rural areas is absolutely null and void. Government schemes such as Deendayal Upadhyaya Gram Jyoti Yojana (for rural electrification), Pradhan Mantri Gram Sadak Yojana, Rurban Mission are focused on rural development. Effective implementation of these schemes would depend on the efficiency of our administrative machinery at ground level, but one more factor that can make or mar the government efforts is availability of right technology for rural needs. So, the present scenario forced the authors to conduct a research on "Role of Information Technology in the rural development of rural karnataka."

REVIEW OF LITERATURE

The Information technology industry is one of the most important subjects of the new India. It has created a last long impact on the development and other aspects of growth. A brief and latest review of available literature is executed here to know, to define and to explain different aspects of present research subject i.e., role of information technology in rural development. It's main purpose is to fill the gap in research by following and quoting the methods, objectives and limitations of available empirical research studies. Therefore, keeping in mind the main subject of this research work, the related literature is reviewed as under-



Atul D et.al. (2016) conveyed that Information and communication Technology (ICT) is the combination of three magic revolutionary words, 'Information', 'Communication' and 'Technology'. 'Information' is disseminating and promoted using 'Communication' and transmitted through 'Technology'. The term 'Information and Communication Technologies' (ICT) can be used to embrace a multitude of standalone media, including telephone, television, video, tele text, voice information systems and fax, as well as those requiring the use of a personal computer fitted with a modem. The latter can include direct dial-up services such as electronic banking, file exchange and closed information services.

Patel, Amrit (2014) is of the view that with the process of liberalization, privatization and globalization, India's economy has been witnessing metamorphic transformation. As it is evident now that share of agriculture had phenomenally declined to 13.7 per cent with 1.8 per cent agricultural growth rate in 2012-13. Despite slower growth rate of agriculture due to a plethora of factors/ reasons India's agriculture has made significant performance viz. [i] India ranks the first in the world in the production of milk, pulses, jute and jute-like fibres and second in rice, wheat, sugarcane, groundnut, vegetables, fruit and cotton production. [ii] Fruits, vegetables, meat and fibre accounted for 38 per cent of the total produce by weight in 2000 and 45 per cent by 2010. However, while the quality of the products and the productivity of field crops, fruits, vegetables, milk, eggs, meat, fish per unit of area and resources are very low their wastages are substantially high which the nation cannot afford. Agriculture today is far more integrated with the macro economy and no longer 'rural only' in orientation. Accordingly, in the context of the changing rural employment scenario from farm to non-farm sector, the Government's policy initiatives may now have to prioritize development of secondary and tertiary sectors of rural economy, though not at the cost of farm sector which has and will even have its unique place and role in country's economy in the years to come. Government in a public-private partnership mode will need to evolve policy and develop programs that can progressively move rural population from farm to non-farm sector. Following are the broad-based areas under farm and non-farm sector which have unfathomable potential to generate rural employment.

Singh, K.M. & Singh, Pushpa (2018) write in their paper that the National Alliance for Mission 2007 and the Common Service Centre Scheme to establish telecenters country-wide in India are clear examples of the government's dedication to enhance rural access. Ensuring sustainability is a major challenge. Cost-sharing arrangements between local stakeholders, such as health centers, farmers' organizations, schools and local government bodies are taking place. Also, payments for local services can generate revenues to sustain tele-centers. Price information projects in India report that farmers are willing to pay for price information from the gains made through access to it. Rural information center, also provide a learning environment for farmer groups on the use of Digital technology but also on jointly solving problems in their livelihoods.

Jayade, K.G et al. (2014) published an article entitled as "Study of Information Communication Technology in Agriculture in Vidarbha Region of Maharashtra State of India." and concluded that ICT has improved the economic condition of the farmers in Vidarbha Region of Maharashtra state; ICT is advanced tools to disseminate the modern agricultural knowledge to the farmers and it plays an important role for the development of economy by enhancing the effectiveness of agricultural market, productivity and competitiveness in Vidarbha region of Maharashtra state. ICT and Mobile technology not only improved the package of practices but also improved the agriculture through knowledge dissemination by e-agriculture but also reduced the gap among agricultural scientists, extension worker and farmers.

The present review of literature shows that none of the research paper is able to reflect a comprehensive picture of the subject of this paper. There are papers, reports and books but a less is written about future possibilities and challenges of information technology in the development of rural India. The main challenge is the reach of information technology to the person living below poverty line.

OBJECTIVES OF THE STUDY

Thus, this paper focuses on the role of information technology in rural development in India. Its main aim is to explore the application of information technology in rural development. Based upon above discussion, the objectives of this paper are listed as below



1. To study the role of information technology in agricultural development.
2. To study the role of information technology in animal and dairy development
3. To study the role of information technology in rural people welfare.
4. To study the role of information technology in rural educational development
5. To study the role of information technology in rural health-issues development

METHODOLOGY

The present paper is based on secondary data as an empirical study. The secondary data is collected from websites, various national and international journals, articles, publications, conference papers, reports.

RESULTS AND DISCUSSION:

ICT APPLICATIONS FOR RURAL DEVELOPMENT

The above discussion takes towards a discussion that arouses a dire need for information technology based rural development of India. Information technology is proving to be a successful method to reduce the gaps in inclusive development of rural masses as well as urban population. Poverty is a product of improper employment opportunities. Information technology on a side increasing the teaching and learning index among rural masses and on the other side, it is opening up new employment opportunities. The amalgam of both education improvement and employment opportunities is providing multiply platforms to eradicate poverty in a phased manner.

Information technology in agricultural development:

One of the challenges for farmers in rural India is their lack of access to market information. This creates an imbalance in bargaining power with buyers. Other than market information, a farmer needs to know about weather on a day to day basis, about new technologies and various government schemes for farmer welfare. Up till now in India among various media, radio, television, literature and newspapers are certainly most utilized by the extension workers to transfer agricultural technology to the huge illiterate and literate segments of the rural populace. Through Information technology exact information can be cater to the farmer quickly. The information- technology applications are-

1. **SRIJAN** (self-Reliant Initiatives through Joint Action) in Madhya Pradesh, India. It is an Agricultural smart application. It aims at monitoring Soya beans production. This app resulted in increased productivity, profitability and efficiency.
2. **Jayalaxmi Agrotech** : This application updates farmers crop specific information by means of Audio/Visual tools. It works without internet with information in regional languages.
3. **M-ARD** : Information were being provided in regional languages as per the user choice. This application provide farmers crop specific information like, weather information, nearest market places, agricultural market prices, government services and extension services.
4. **M-AGRI** (IKSL, IFFCO, GSMA), **M-Krishi** : It is an agricultural smart application. It also provides information in regional languages to the farmers like pest control, crop pattern, soil type, weather information, nearest market places, current market prices and so on.

Information technology in animal and dairy development:

'White Revolution' is a policy for rural India. This emphasise upon the Animal and dairy development. There are four major programmes that ensures information technology based initiatives as given under.

1. **Pashudhan Sanjeevani**: It is a programme that works on telephone calls and through internet. It gives an opportunity to receive various ailment, husbandry and dietary treatments at the doorstep of the farmer or at the point where animals are living.
2. **Nakul Swasthya Patra** : It is a 'health card' that can help the dairy farmer to keep a record of his livestock, as well as ready information on the age and dates on which he should get his animals vaccinated and inseminated. The card would keep track of the veterinarian who has given the medicine, vaccination, artificial insemination and genetic background of the bull or semen used.
3. **National Genomics Centre**: Many concepts of genetics and breeding could be encouraged to develop dairy sector. Another area for IT application in dairying can be automatic milking systems which are computer controlled standalone systems that milk the dairy cattle without human labour involved.

**Information technology in rural people welfare:**

Every year, government spends billionson the welfare of the poor. As around two-third of the total population and large number of the poor reside in rural areas, most of these welfare schemes are targeted at the rural populations. Use of information technology can improve the efficacy of these schemes, plug leakages and eradicate corruption. Some examples are described as follows

1. Pradhan Mantri Fasal Bima Yojana: A farmer will have to send the photo of his damaged crop to authorities on net. Then the government will also access damage through satellite imagery of the field. After that insurance claim will be directly transferred to farmers' account. Thus, delays and corruption in payment of claims would not be there. This scheme has the potential to change the way farmers' look at crop insurance.
2. Pradhan Mantri Krishi Sinchai Yojana: IT can be used here also for Smart Agriculture by measuring soil moisture through and then automatically supplying water through drip irrigation.
3. Public Distribution System : Corruption can be restricted by connecting the ration shop through internet and using biometric authentication system of beneficiary.
4. Direct Benefit Transfers: The government is trying to give subsidy directly in the bank account of the beneficiary. This has effectively stopped black marketing of subsidized LPG cylinders.

Information technology in rural health- issues development:

Healthcare is the right of every individual but lack of quality infrastructure, dearth of qualified medical functionaries, and non-access to basic medicines makes it difficult for the poor to access Medicare. There are few Primary Health Centres in villages, remote rural areas. This can be solved effectively through Telemedicine in which a doctor sitting in a city can interact with the patient in the remote village and prescribe medication. This is not only cheap but also convenient and less time consuming. Also apps like 'Mera Doctor' are launched by private sector which offers WhatsApp-like chat sessions between patients and licensed doctors to answer questions. Government has also adopted ICT in health by issuing biometric smartcards to the beneficiaries under Rastriya Swasthya Bima Suraksha Yojana.

CONCLUSION

Information technology has immense potential. If it is made available to all, it can bridge gap between BPL and APL masses. The main stress is only to develop such mechanism that may generate self-reliant, economic, user friendly and large impact information technology system. Now, India is rich enough in information technology. It has sufficient members of learning and training centers, supportive technology providers and manufactures. The information technology dissemination, awareness and literacy are the main challenges. The government has to take constructive steps with social servants so that a strong base can be raised quickly.

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Human Rights: Concept And Ambit

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INTRODUCTION:

The concept of human rights has occupied social workers, educators, philosophers, lowers and politicians for ages. The proposition that all individuals who inhabit planet earth share inherent privileges and rights has great attraction. The commonality among all who reside on the planet regardless of country or nationality aims to bring individuals closer together than might otherwise be the case. After all if some who lives in the United States acknowledges that some one living in Russia or China has same right to a safe non violent environment this link can lead to better cooperation in resolving key issues affecting human existence.

Ofcourse human rights cover domestic as well as international circumstances. Unless individuals, communities, corporations, government and other groups recognize human rights at home, promotion of human rights on a broader level appears meaningless or at best superficial. The most appropriate place to begin the study and application of human rights lies within persons own environment. Only after the individual entity or group thoroughly understands human rights in a local sense can human rights be expanded to a broader spectrum of circumstances.

What are human rights?

To begin any study of human rights the initial and obvious question arises what are human rights? Without coherent response to this questions, no further study or understanding of human rights can occur. Unfortunately many individuals, specially politicians blithely employ the words human rights. For instance American politicians frequently criticize china for its human rights violations with little explanation as to the nature of those violence. One may wonder what violations? What specific acts perpetrated by china run a foul of human rights? Why are those acts violation of human rights? Who defines human rights? Such general statements create confusion.

Human rights are not limited to political ideals, meaning domestic elections, freedom of speech and religion and other rights typically associated with the American political system. Human rights encompass a wide variety of political, economic and social field. The basic human rights are non derogable and non negotiable. The common theme emerging from various theories is that a minimum absolute or core postulate of any just and universal system of rights must include some recognition of the value of individual freedom or autonomy.

Human rights are not the gift or bounty of any political sovereign through legislation but are rights inherent in human existence. The purpose of any law dealing with these rights is merely to recognize, to regulate their existence and to provide for their enforcement. These rights are considered to be universal indivisible and interdependent.

Historical background of Human Rights:

The universal declaration of human rights did not arise from a vacuum. Early civilization produces religious codes that established standards of conduct for fairly homogeneous group within limited territorial jurisdiction. By requiring people to treat fellow human with dignity and help, provide for each others needs. Many religions are precursors to human rights. In various decrees. Judaism Christianity, Buddhism and Islam all stress what would now be called human rights. These religions emphasize the necessity of fairness from political authorities and in the distribution of economic resources to those in need.

Since ancient times philosophers have written about equality and justice. These great thinkers including Plato, Socrates, more than two thousand years ago explained realm of basic inalienable rights of man. The Romans developed the "Twelve Table" which stress the necessity for a people trail, the presentation of evidence and proof and illegality of bribery in judicial proceedings.

In 1215, a corner stone of human rights came in to existence when English Nobles, Bishops and Archbishops forced the then reigning king John to end the abuses against his subjects. The

...promoting human rights individually and collectively. U.N. charter was followed by UDHR in 1948, which deals with number of rights such as political rights, social and cultural rights, women's rights, rights of child, racial discrimination and genocide etc.

CONSTITUTION OF INDIA AND HUMAN RIGHTS:

The core values of our constitutional philosophy indicated in the preamble are dignity of the individual, unity and integrity of the nation. The constitution respected human rights by number of articles. The fundamental rights under

part - III include Right to equality, Right to liberty, Right against exploitation, Right to Religion, Cultural and Educational Rights and Right to Constitutional Remedies. There is protection of individuals against violation of their human rights. Even under part -IV there are number of provisions dealing with economic and social rights like right to equal pay for equal works, right to health, right of the child, right to public assistance in case of old age, sickness, unemployment and disability, right to just humane condition of work, maternity rights, right to free and compulsory education for children. Etc.,

The protection of human rights Act - 1993 was enacted for better protection of the human rights.

Linkage between Human Right and Human Developments:

Emphasis on human dignity is laid not only in the UN charter, the UDHR and other covenants, development of the human personality is also made through number of steps, Empowerment of the people through human development is the aim of human rights. Economics of knowledge is the methodology of improving governance through human development must be linked with human rights.

Major Human Rights:

Major human rights are social rights, political rights, economic rights, cultural rights, Right to self determination, Right to work, Right to enjoy just fundamental conditions of work, Right to trade unions, Right to social security, Right to adequate standard of living, Right to education, Freedom from torture, cruelty, inhumanity, Right to enjoy benefits of social progress, Right to life and security, Freedom from slavery, Right to movement, Freedom from discrimination, Right to procession etc.

Conclusion:

In conclusion it may be said that the nature and scope of human rights cover vast area of human life. They are nothing but rights of men and women. These rights include natural rights, fundamental rights, legal rights, constitutional rights and interpretative rights by the courts. The human rights are universal, eternal, legally sanctioned, inherent, based on natural law, only for human beings, inter dependent, inalienable, irrevocable, equal to all, democratic and international. The above analysis reveals the nature and scope of Human rights. It can be concluded with the statement of "Amnesty International" that "human rights to belong to every one or they are guaranteed to no one."

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THE IMPACT OF HRM PRACTICES ON EMPLOYEE ENGAGEMENT AND PERFORMANCE

***Mr. Mallikarjun Konade, Assistant Professor of Commerce, Shri G R Gandhi Arts, Shri Y A Patil Commerce and Shri M F Doshi Science Degree College, Indi.**

Abstract:

This paper explores the impact of Human Resource Management (HRM) practices on employee engagement and performance. Employee engagement and performance are critical factors for the success of any organization, and effective HRM practices can help create a positive work environment where employees feel valued, supported, and motivated to perform well. The paper provides an overview of various HRM practices that can impact employee engagement and performance, including effective communication, health and wellness programs, workload management, continuous learning opportunities, a positive work environment, employee involvement in decision-making processes, employee benefits, talent management, and employee recognition. The paper also reviews the current literature on the topic and provides practical recommendations for organizations looking to improve employee engagement and performance through effective HRM practices. The importance of effective HRM practices in talent management is discussed in detail. Attracting and retaining top talent is crucial for the success of any organization, and HRM practices that prioritize employee development and growth can help create a workforce that is highly skilled, motivated, and committed to the organization's success. The current literature on the topic confirms the importance of HRM practices in promoting employee engagement and performance. Studies have shown that effective HRM practices are associated with improved employee engagement, increased job satisfaction, and higher levels of performance. Additionally, organizations that prioritize employee engagement and performance through HRM practices are more likely to achieve their goals and objectives. Practical recommendations for organizations looking to improve employee engagement and performance through effective HRM practices include assessing their current HRM practices, identifying areas for improvement, and implementing effective HRM practices that prioritize employee engagement and performance. Employee engagement surveys can also be used to gather feedback and identify areas for improvement.

Keywords: Impact, HRM Practices, Employee Engagement, Performance etc.

INTRODUCTION:

Employee engagement and performance are crucial factors for the success of any organization. A highly engaged and motivated workforce can lead to improved performance, increased productivity, and reduced turnover, resulting in significant benefits for the organization. On the other hand, disengaged and unmotivated employees can have a negative impact on the organization's success, leading to decreased productivity, increased absenteeism, and turnover. Human Resource Management (HRM) practices play a critical role in shaping employee engagement and performance. HRM is responsible for managing the organization's most important asset, its employees. Effective HRM practices can help create a positive work environment where employees feel valued, supported, and motivated to perform well.

HRM practices that promote employee engagement and performance include effective communication, health and wellness programs, workload management, continuous learning opportunities, a positive work environment, employee involvement in decision-making processes, and employee benefits. These practices can help create a culture of trust, support, and collaboration, which can lead to increased employee engagement and improved performance. Effective HRM practices also play a role in talent management, including attracting and retaining top talent. By implementing HRM practices that prioritize employee development and growth, organizations can create a workforce that is highly skilled, motivated, and committed to the organization's success.

In today's highly competitive and rapidly changing business environment, HRM practices that prioritize employee engagement and performance have become even more critical. Organizations must constantly adapt to changing market conditions and customer needs, and having a highly engaged and motivated workforce is key to achieving success. Therefore, the purpose of this paper is to explore the impact of HRM practices on employee engagement and performance. The paper provides an overview of the various HRM practices that can impact engagement and performance and discuss their importance. Additionally, the paper reviews the current literature on the topic and provides practical recommendations for organizations looking to improve employee engagement and performance through effective HRM practices.

OBJECTIVE OF THE STUDY:

To explore the impact of HRM Practices on Employee Engagement and Performance.

RESEARCH METHODOLOGY:

This study is based on secondary sources of data such as articles, books, websites, journals, and research papers.

IMPACT OF HRM PRACTICES ON EMPLOYEE ENGAGEMENT AND PERFORMANCE:

- ❖ **Communication:** Effective communication is crucial for employee engagement and performance. HRM practices that prioritize open and transparent communication can create a positive work environment where employees feel informed, engaged, and motivated. Regular communication and feedback from managers and leaders can also help employees understand their role in achieving the organization's goals, leading to improved performance.
- ❖ **Continuous learning:** HRM practices that prioritize continuous learning can improve engagement and performance. Organizations that provide opportunities for employees to learn and develop new skills are more likely to have employees who feel challenged and motivated to succeed. This can lead to improved performance and career advancement opportunities, resulting in increased employee engagement.
- ❖ **Diversity and inclusion:** HRM practices that prioritize diversity and inclusion can improve employee engagement and performance. Organizations that foster a diverse and inclusive work environment are more likely to attract and retain talented employees from a variety of backgrounds, resulting in a more engaged and high-performing workforce.
- ❖ **Diversity, equity, and inclusion training:** HRM practices that provide training on diversity, equity, and inclusion can improve employee engagement and performance. Training can help employees understand the importance of diversity and inclusion, leading to a more positive work environment where employees feel valued and supported.
- ❖ **Employee benefits:** HRM practices that provide employee benefits, such as health insurance, retirement plans, and paid time off, can improve employee engagement and performance. Employees who have access to benefits that support their well-being and financial security are more likely to feel valued and satisfied with their job, leading to improved performance.
- ❖ **Employee empowerment:** HRM practices that empower employees to make decisions and take ownership of their work can improve engagement and performance. Empowered employees are more likely to be motivated to succeed and take pride in their work.
- ❖ **Employee engagement surveys:** HRM practices that use employee engagement surveys can improve engagement and performance. Surveys can provide valuable feedback on employee satisfaction, motivation, and areas for improvement, allowing organizations to make necessary changes to improve employee engagement and performance.
- ❖ **Employee involvement:** HRM practices that involve employees in decision-making processes and encourage their participation can improve engagement and performance. Employees who feel that they have a say in how their work is done are more likely to feel invested in their work and committed to the organization's goals.
- ❖ **Employee recognition:** HRM practices that provide employee recognition, such as employee of the month awards or public recognition for accomplishments, can improve engagement and

performance. Employees who feel that their work is appreciated and valued are more likely to feel motivated to continue performing well.

- ❖ **Health and wellness:** HRM practices that prioritize employee health and wellness can improve engagement and performance. Organizations that provide access to wellness programs, mental health support, and health insurance can create a positive work environment where employees feel supported and valued.
- ❖ **Incentives:** HRM practices that provide incentives, such as bonuses or commission, for high performance can improve engagement and performance. Employees who are rewarded for their performance are more likely to be motivated to continue performing well and to achieve the organization's goals.
- ❖ **Job design:** HRM practices that focus on effective job design can improve employee engagement and performance. Employees who have a clear understanding of their job duties and expectations are more likely to feel confident and capable in their work, leading to improved performance.
- ❖ **Leadership and management:** HRM practices that focus on developing effective leaders and managers can improve employee engagement and performance. Managers who are able to communicate effectively, provide feedback, and support their employees are more likely to create a positive work environment where employees feel motivated and engaged.
- ❖ **Performance feedback:** HRM practices that provide regular feedback on employee performance can improve engagement and performance. Employees who receive constructive feedback and recognition for their work are more likely to feel motivated to continue performing well.
- ❖ **Recognition and rewards:** HRM practices that provide recognition and rewards for employees who perform well can improve engagement and performance. Employees who feel that their contributions are valued and appreciated are more likely to be motivated to continue performing well.
- ❖ **Recruitment and selection:** The recruitment and selection process is the first step in creating an engaged and high-performing workforce. HRM practices that prioritize hiring candidates who fit with the organization's culture and values, have the necessary skills and experience, and are motivated to succeed can result in employees who are more engaged and perform better.
- ❖ **Talent management:** HRM practices that prioritize talent management can improve engagement and performance. Organizations that identify and develop top talent are more likely to have a high-performing workforce, leading to increased organizational success.
- ❖ **Work environment:** The work environment can also have a significant impact on employee engagement and performance. HRM practices that prioritize creating a positive work environment, such as a safe and comfortable physical workspace, can improve engagement and performance. Additionally, providing access to necessary tools and resources can improve employee productivity and satisfaction.

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- ❖ **Work-life balance:** HRM practices that promote work-life balance, such as flexible working arrangements, can improve employee engagement and performance. Employees who are able to balance their work and personal responsibilities are more likely to be satisfied with their job and less likely to experience burnout.
- ❖ **Workload management:** HRM practices that effectively manage employee workloads can improve engagement and performance. Overloading employees with work can lead to stress and burnout, while providing manageable workloads and realistic deadlines can lead to improved performance and job satisfaction.

CONCLUSION:

HRM practices have a significant impact on employee engagement and performance. Organizations that prioritize employee engagement and performance through effective HRM practices are more likely to have a highly motivated and productive workforce, resulting in increased organizational success. Through this paper, researcher explored various HRM practices that can impact employee engagement and performance, including effective communication, health and wellness programs, workload management, continuous learning opportunities, a positive work environment, employee involvement in decision-making processes, employee benefits, talent management, and employee recognition. Each of these practices can contribute to creating a positive work environment that promotes employee engagement and performance. The importance of effective HRM practices in talent management cannot be overstated. Attracting and retaining top talent is crucial for the success of any organization, and HRM practices that prioritize employee development and growth can help create a workforce that is highly skilled, motivated, and committed to the organization's success.

The current literature on the topic confirms the importance of HRM practices in promoting employee engagement and performance. Studies have shown that effective HRM practices are associated with improved employee engagement, increased job satisfaction, and higher levels of performance. Additionally, organizations that prioritize employee engagement and performance through HRM practices are more likely to achieve their goals and objectives. In practical terms, organizations looking to improve employee engagement and performance can take several steps. These include assessing their current HRM practices, identifying areas for improvement, and implementing effective HRM practices that prioritize employee engagement and performance. Organizations can also use employee engagement surveys to gather feedback and identify areas for improvement.

HRM practices play a critical role in shaping employee engagement and performance. By implementing effective HRM practices that prioritize employee engagement and performance, organizations can create a positive work environment that promotes employee satisfaction, productivity, and commitment to the organization's success. This, in turn, can lead to increased organizational success, improved financial performance, and a competitive advantage in the marketplace.

HRM IN THE DIGITAL AGE: THE IMPACT OF TECHNOLOGY ON HRM PRACTICES

*Mr. Mallikarjun Konade, Assistant Professor of Commerce, Shri G R Gandhi Arts, Shri Y A Patil Commerce and Shri M F Doshi Science Degree College, Indi.

Abstract:

This paper explores the impact of technology on HRM practices and examines how HR departments have adapted to the changing digital landscape. The rise of technology has revolutionized the way HR departments operate, making them more efficient, effective, and strategic. One of the most significant impacts of technology on HRM practices has been in recruitment and talent management. Companies can use applicant tracking systems (ATS) and job boards to manage job postings, resumes, and applications. They can also use social media platforms and AI-based algorithms to identify potential candidates. Technology has also transformed performance management. Online performance management systems can track employee performance, set goals, provide feedback, and generate performance reports. This makes it easier for managers to provide feedback to employees, identify areas for improvement, and align employee performance with organizational goals. Learning and development have also been transformed by technology. Online learning platforms, such as Udemy and LinkedIn Learning, have made it possible for employees to learn new skills and acquire knowledge at their own pace. This has allowed HR departments to provide training and development opportunities to employees more efficiently, leading to better employee engagement and retention.

However, it is important to recognize that technology is not a panacea for all HR challenges. HR departments need to find a balance between leveraging technology and maintaining the human touch that is essential for creating a positive employee experience. Organizations must also recognize the importance of privacy and security in the use of technology in HRM practices. Technology has had a profound impact on HRM practices, providing HR departments with new tools and methods to improve recruitment, performance management, employee engagement, learning and development, and other key functions. By embracing technology and staying up-to-date with the latest trends, HR departments can help their organizations thrive in the digital age. However, it is important for HR departments to find a balance between technology and the human touch and to prioritize data security and privacy.

Keywords: HRM, Digital Age, Impact, Technology, HRM Practices.

INTRODUCTION:

The digital age has brought about a significant shift in the way businesses operate and has had a profound impact on all aspects of organizational management. One area that has been particularly affected is human resource management (HRM). The rise of technology has revolutionized the way HR departments operate, making them more efficient, effective, and strategic. Technology has enabled HR departments to automate many of their processes, such as recruitment, performance management, and benefits administration. By doing so, HR staff can free up time to focus on more strategic tasks, such as talent management, employee engagement, and development. Additionally, technology has provided HR departments with new tools and methods to achieve their goals and improve business outcomes. One of the most significant impacts of technology on HRM practices has been in recruitment and talent management. In the past, HR departments had to rely on traditional methods, such as newspaper ads, job fairs, and employee referrals, to attract candidates. Today, companies can use applicant tracking systems (ATS) and job boards to manage job postings, resumes, and applications. They can also use social media platforms and AI-based algorithms to identify potential candidates.

Performance management is another area where technology has had a significant impact. Online performance management systems can track employee performance, set goals, provide feedback, and generate performance reports. This makes it easier for managers to provide feedback to employees, identify areas for improvement, and align employee performance with organizational goals. Learning and development have also been transformed by technology. Online learning platforms, such as Udemy and LinkedIn Learning, have made it possible for employees to learn new skills and acquire knowledge at their own pace. This has allowed HR departments to provide training and development opportunities to employees more efficiently, leading to better employee engagement and retention. Employee engagement has also been positively impacted by technology. Companies can use internal social media platforms, such as Slack and Yammer, to foster collaboration and communication among employees. This can help employees feel more connected to their colleagues and the organization as a whole. HR analytics is another area where technology has had a significant impact. HR analytics tools can help companies identify trends and patterns in employee behavior, performance, and turnover. This information can be used to develop proactive solutions to potential problems and make better decisions that positively impact the organization's bottom line.

Technology has had a profound impact on HRM practices, providing HR departments with new tools and methods to improve recruitment, performance management, employee engagement, learning and development, and other key functions. By embracing technology and staying up-to-date with the latest trends, HR departments can help their organizations thrive in the digital age. While technology cannot replace the importance of human interaction and empathy, it can be a valuable tool in helping HR departments achieve their goals and create a positive impact on the organization.

OBJECTIVE OF THE STUDY:

This paper explores the impact of technology on HRM practices.

RESEARCH METHODOLOGY:

This study is based on secondary sources of data such as articles, books, websites, journals, and research papers.

IMPACT OF TECHNOLOGY ON HRM PRACTICES:

The digital age has revolutionized the way businesses operate, and HRM practices have been no exception. Technology has had a profound impact on HRM practices, making them more efficient, effective, and strategic. Here are some ways technology has impacted HRM practices:

- 1. Automation:** Technology has made it possible to automate many HR processes, such as onboarding, benefits administration, and compliance tracking. Automation not only saves time and reduces errors but also frees up HR staff to focus on more strategic tasks.
- 2. Chatbots:** Chatbots can be used to improve HR communication with employees. Chatbots can provide employees with instant access to information and support, such as answers to common HR questions or updates on their benefits.
- 3. Data Management:** Technology has made it easier for HR departments to manage employee data. HR information systems (HRIS) can store employee records, track attendance, manage payroll, and generate reports. This not only saves time but also reduces errors and ensures compliance with legal and regulatory requirements.
- 4. Diversity and Inclusion:** Technology can help HR departments foster diversity and inclusion in the workplace. AI-based algorithms can help eliminate unconscious bias in recruitment and performance management. Online training modules can also help raise awareness and promote a culture of diversity and inclusion.
- 5. Employee Engagement:** Technology has enabled companies to improve employee engagement by providing them with easy access to information and communication channels. Companies can use internal social media platforms, such as Slack and Yammer, to foster collaboration and communication among employees.
- 6. Employee Wellness:** Technology has also enabled HR departments to focus on employee wellness. Wearable devices, such as fitness trackers, can be integrated into wellness programs to monitor employee health and wellness. Mental health apps and online counseling services can also be used to support employee well-being.

CONCLUSION:

In conclusion, the impact of technology on HRM practices cannot be overstated. Technology has revolutionized the way HR departments operate, making them more efficient, effective, and strategic. By embracing technology, HR departments have been able to automate many processes, improve recruitment and talent management, enhance performance management, provide better learning and development opportunities, and improve employee engagement. Furthermore, technology has enabled HR departments to gather and analyze data that can be used to make better decisions, create more effective HR policies, and positively impact the organization's bottom line. However, while technology has brought about many benefits to HRM practices, it is important to recognize that it is not a panacea for all HR challenges.

Technology can help automate tasks and provide data-driven insights, but it cannot replace the importance of human interaction, empathy, and understanding. As such, HR departments need to find a balance between leveraging technology and maintaining the human touch that is essential for creating a positive employee experience. Moreover, it is important for HR departments to stay up-to-date with the latest technology trends and best practices. The digital landscape is constantly evolving, and HR departments need to be agile and adaptable to remain relevant and effective. HR departments should invest in training and development programs to help their staff stay current on the latest technologies and learn how to leverage them effectively.

Organizations must recognize the importance of privacy and security in the use of technology in HRM practices. HR departments are responsible for collecting and managing sensitive employee data and they must ensure that this data is protected and used appropriately. Organizations should invest in robust data protection and cybersecurity measures and ensure that their HR staffs are trained in best practices for data security and privacy. Technology has transformed HRM practices, providing HR departments with new tools and methods to improve their processes, decision-making, and overall effectiveness. By embracing technology and staying current on the latest trends, HR departments can create a positive impact on the organization, improve employee experience, and achieve their goals in the digital age.

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