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Issue 279 (A)

**Multidisciplinary Issue**

**Guest Editor :**

**Dr. M. N. Kharde**

Director,

Shirdi Sai Rural Institute's

Rahata, Tal- Rahata Dist- Ahmednagar

**Chief Editor :**

**Prof. S. V. Lahare,**

Principal,

Arts, Science and Commerce College,

Rahata. Tal- Rahata Dist- Ahmednagar

**Executive Editor : Dr. D. T. Satpute** (Librarian), ASC College, Rahata.

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## INDEX

No.	Title of the Paper	Author's Name	Page No.
01	Best Career Opportunities in Library & Information Science Discipline in India & Abroad	<b>Mr. Kishor Waghmare</b>	05
02	Increase in Patronage of Printed Fabrics “Ankara” as A Wearable Dress for Ceremonial Occasions	<b>Lasisi, L.A, Akinyemi, D.S, Kuforiji,E.S</b>	12
03	The Effects of Yogic Practices on Skill Variables of Women Hockey Players	<b>Dr Aparna Alva.N</b>	22
04	Mobile Technologies Applications for Libraries: Review of Literature	<b>Dr. Arjun Anandkar</b>	26
05	An Evaluation of Vriddhi Software with Special Reference to Library Module	<b>Dr. Arjun Anandkar</b>	32
06	Innovative Teaching Methods	<b>N. Angel Phelsy, Dr. A. Remila Jann</b>	39
07	Promoting Reflective Practices in Education Enhances Teaching-Learning among Educators in the 21st Century Classroom Settings	<b>Fr. Baiju Thomas</b>	42
08	A Comparative Study between India's New Education Policy 2020 & European Union's Education Policy	<b>Asst. Prof. Balasubramanya P. S.</b>	48
09	Wild Ethano-Botanical Medicinal Plants From Toranmal Plateau, Nandurbar District, Maharashtra	<b>Bankar V. V.</b>	53
10	Demographical and Economical Characteristics of Dev River Basin in Parner Tehsil of Ahmednagar District Using GIS	<b>Chandrakant Bansode</b>	60
11	Formation of Squatter Colonies and Its Distribution in West Bengal with Special Reference to Calcutta Metropolitan District (CMD)	<b>Sayantika Baral,Tuhin Ghosh</b>	65
12	Psychological Stress Induced Alterations in Physiology of Students During Examination	<b>Bhende A.M.</b>	69
13	Information Literacy Skill in Law Students : A Critical Study of Government Law College, Ramanagara	<b>Dr. Channankegowda</b>	74
14	E-Learning : Future Education	<b>Mr. Amol Chawande</b>	77
15	Big Data: Applications and Issues in Library and Information Centres	<b>Chowdappa V</b>	85
16	Studies on Water Quality Index of Mandohol Rservoir, Ahmednagar District, Maharashtra	<b>S. D. Dalavi, B. A. Pawar</b>	90
17	Blockchain Technology in Digital Marketing : Pros and Cons	<b>Mrs. Jayashree Darade</b>	96
18	Continuing Professional Development for College Librarian	<b>Adinath Darandale</b>	99
19	Integrating Information and Communication Technology with Academic Libraries	<b>Dr. Shivaji Darandale , Deepak Darandale</b>	105
20	Open Access Electronic Educational Resources	<b>Dr. D. T. Satpute</b>	107
21	Google Scholar : A Scientometric Study on H.K.E Society's S.L.N College of Engineering	<b>Devarajaiah H R, Ravikanth Patil</b>	112
22	Role of Mgnrega in the Northeastern States of India Amidst Covid-19	<b>Laishram Rebita Devi</b>	116
23	An Analysis of Sen's Critique of Rawls' Theory of Justice	<b>Suchitra Devi</b>	123
24	Larvicidal Activity of Some Plant Seeds Extract Against Anopheles Mosquito	<b>Kamal R. Dhakane</b>	127

<b>25</b>	Role of Social Networking Sites in Libraries and Information Services <b>Dr.Bhagwan Doke</b>	<b>132</b>
<b>26</b>	The Changing Role of Library with the Application of Web Resources and Its Services <b>Sandesh Dongare</b>	<b>136</b>
<b>27</b>	Impact of ICT on Arts, Science and Commerce College Faculty for Using Electronic Resources: A Survey <b>Mrs. Manisha Gaikwad</b>	<b>140</b>
<b>28</b>	Status of Rohingya Refugee in Bangladesh <b>Mrs. Gosha</b>	<b>145</b>
<b>29</b>	Content Evaluation of Department of Library and Information Science Web Portal <b>Mrs. Samruddhi Hawaldar</b>	<b>150</b>
<b>30</b>	Role of Standards in Special Libraries: A Comparative Study <b>Vishal Hawaldar, Prof (Dr) H. S. Waydande</b>	<b>160</b>
<b>31</b>	The Challenges of Cultural Diversity in India <b>Dr. Sunita Jadhav</b>	<b>166</b>
<b>32</b>	Content Analysis: An Overview <b>Vishal Vasant Jadhav</b>	<b>172</b>
<b>33</b>	Stress Management Among Women Employees in Private Colleges A Study of Haryana and Ncr <b>Komal Jindal</b>	<b>178</b>
<b>34</b>	Economic Reform Through Lpg in Indian Economy <b>Dr. V. Kalaiselvi</b>	<b>182</b>
<b>35</b>	Replenishing Ecological Damage of Tree Cutting By Reintroduction of Ficus Benghalensis Trees in Kolhapur City- A Keystone Species for Urban Environment <b>Umesh Kamat1 &amp; Sunil Penkar</b>	<b>193</b>
<b>36</b>	Human Right and Women <b>Mrs. Surekha kamble</b>	<b>197</b>
<b>37</b>	Innovative Practices in Mathematics Education <b>Mr. Gorakhanath Karadea</b>	<b>205</b>
<b>38</b>	Property Rights of Daughter in The Light of Hindu Succession (Amendment) Act, 2005: an Analytical Study <b>Dr. Waseem Ullah Khan Inayat Ullah Khan</b>	<b>208</b>
<b>39</b>	Issues and Challenges in E-Resource Management – An Overview. <b>Dr. V. V. Kharadea, Dr. S. R. Mandaleb, Dr. S. R. Mandaleb</b>	<b>213</b>
<b>40</b>	MOOCs, Online Courses and Open Education Resources <b>Mr. Kharjule Rakhamaji</b>	<b>217</b>

## **Best Career Opportunities in Library & Information Science Discipline in India & Abroad**

**Mr. Kishor M. Waghmare**

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### **Abstract :**

*Library science is a well-defined professional discipline that can be clearly differentiated from any of the vocational disciplines. The natural origination of professionalization of library science equally imply the same dynamics from the persons engaged in this profession as the impacts are of universal nature. The profession of librarianship envisages the further changes in the near future that demands the development of competency of the professionals in the global perspective, as the dynamics of evolution in work culture cannot be confined to a single discipline. The impacts are correlative to the other disciplines concerned. This also expects the education system to review the subject in the light of modernization*

**Keywords** – professionals, education, professionalism, library science, development.

### **I. Introduction :**

Librarianship is a distinct and distinguished profession in modern society. It is engaged in public service and plays an important role in national development. Librarianship today is termed as “Library and Information Profession” since the concept of librarianship has changed in view of the changing information needs of the society. For a long time there was dilemma whether librarianship is a profession or not. One of the views is that it is not a profession, it is believed to exist between a profession and a vocation. The medical and legal professions are ancient and hence accepted as professions from time unknown but it is not so in librarianship. Different opinions have been expressed by social scientists about librarianship being a profession.

### **II. Transformation of Library Science As A Profession :**

There is a profound change in theory and practice of library profession over the passage of time. The custodian librarian had to grow in to become a knowledge organiser and information transmitter. It is axiomatic that libraries and civilization go hand in hand. The concept of librarianship has been changing according to the demands of the society and the bewildering growth of the communication media. The whole history of librarianship indicates some broad landmarks, with different phases. The first phase of librarianship comprised of the “custodianship of the resources of knowledge”. From that stage it traversed to the contemporary roles of “knowledge manager” and “digital librarian”. Social institutions are affected by movements and changes in the society around them and the library is no exception. The media revolution, the computer and communication technology, the changing behaviour of user community and the increasing social responsibility of libraries have had a great impact on the LIS profession. The present librarian is vested with new responsibilities like managing information networks, and conducting online searches, managing digital preservation and development of digital libraries. The profession is more active and meaningful in the present day information world. Librarian acts as an advisor, interpreter and mediator for user's information needs. Thus the work performed by today's information professional, seems quite different and challenging in both forms and formats than in the past. Thus, this profession is gaining a new

identity. And professionals are now identified as webmasters, network administrators/managers, information literacy providers, information facilitators etc. This clearly demand the expertise of the librarians in the fields concerned III. **LIBRARIANSHIP AS A PROFESSION** With the industrial revolution and universalization of education, knowledge production had increased. The mechanism of communication, through print, non-print and electronic media and informal communication through invisible colleges has been duly institutionalised through the library. The academic institutions considered libraries as centres of knowledge activity. Further the establishment of British Museum (London), Bibliotheca Nationale (Paris) and the Library of Congress (Washington D.C) inspired for the development of public libraries and other types of libraries. The library legislation in UK that enacted Public Library Act also boosted the situation. Consequent to the increase in number of libraries and the librarians, associations were developed in USA (American Library Association) and UK (Library Association). The twentieth century witnessed the emergence of various professions and librarianship is one among them. Library science courses were offered by universities as graduate or post graduate programmes. Library science got its own knowledge base when codes like Cutter's 'Rules for a Dictionary Catalogue' and 'Dewey Decimal Classification' were developed to achieve standardization in the technical aspects of librarianship. Thus librarianship emerged as a profession from vocation. Many scholars and particularly S.R.Ranganathan contributed to the development of library profession in India by developing standard terminology, theoretical principles, library science education – from certificate to research level, and introducing specialisation and standardized practices. Library profession in India owes a lot to his contributions. As per Ranganathan, Librarianship is a noble profession. A librarian derives his joy by seeing the dawn of joy in the face of the readers who were helped in their search for the right information at the right time. In simple terms, library is a channel of communication and librarian is the mediator of communication. Librarianship is developed both as a science (body of knowledge) and an art (the skills). The motto of the library science profession is to meet the needs and demands of users. However the variety of sources is changing from print to digital; the services changing from traditional reference service to internet based services for online access. Librarianship today has an even more critical role to play in building up awareness among the members of the society and help them to adjust to changes in the information environment. IV. **THE EFFECTS ON PROFESSIONALISATION** The impacts of professionalisation in the field of library science can be viewed in two different ways. In the first place there is the changing role of librarian that has been evolved from just a custodian to digital librarian attending the intermediate stages of librarian, document officer, information officer and even scientist. The intraprofessional differentiation of librarian can be put in the second place accordingly. A. **The Changing Role of Librarian** 1) **Librarian** The traditional librarianship started shifting from material handling to information handling. In this process of transmission of knowledge, librarian stood as mediator between the originator (author) and the end user. With the bombarding generation of information termed "information explosion" and the need for the same growing in a big way, importance of librarianship has been realised among people in the society. It was during the postwar period that the responsibilities of the librarian changed drastically, because of rapid growth in book collection and new emphasis on the 'use' of library resources. The amount of literature published in every subject grew exponentially. In addition the growth and production of secondary sources also increased significantly. Hence it became very difficult to find out specific information from

this huge mass of information. Since the needs of the information seekers are varied, information is processed, preserved and disseminated according to the users' specific demands. In the process specialised services like documentation, current awareness, selective dissemination of information and translation etc. are provided. A person in charge of a library is called a librarian. Sometimes, he/she is also termed as library manager. 2) Documentation Officer With changing times, users expect specific information to be culled out from sources to be provided to them. This germinated the concept of documentation activities in libraries. Documentation centres have been set up to meet the requirements of specialised users in research organisations. As a documentation officer, the job of the documentalist is to collect, organise and disseminate the information from books, monographs, serial publications and non-print sources and provide information pin pointedly and precisely according to the users' requirements. Bibliographical, information consolidation and digest type of services are provided in documentation centres to serve specific needs of users. Documentation officer needs to be aware of the subject/area of interest of her/ his users. S/he should constantly update herself/himself in the ongoing developments in the field. S/he should have a good command over the language and skills of summarising, etc. Technology has enabled to provide these services more effectively and efficiently. 3) Information Officer and Scientist It is the responsibility of the library to build up collection of information in anticipation of future use. The increasing information and its increasing importance have led to the evolution of libraries into library and information centres. Identification of distinct user groups and developing suitable information services like providing access to the virtual collection through a website at anytime and anywhere is the responsibility of information scientist. As the use of information increases in the society, the importance of library and information centres also increases. This demands for special skills in information professionals to create, collect, communicate and consolidate the information on behalf of the clients. The speedy and radical explosion of information has greatly transformed the role of libraries and information centres. Thus, the change in the mission of librarianship has significant implication for the library profile in the twenty-first century. In this new environment library networks play major role in the process of global networking of information. Hence the scope of library becomes universal and the information specialist works as a disseminator of digital information, rather than the custodian of information. Moreover the emergence of information society transforming into knowledge society has increased the complexities of information accessibility, reliability and dependability. With the advent of internet, books and journals arranged on library shelves in traditional libraries are also getting into virtual shelves in electronic libraries, thereby enabling digital seamless remote access to information for all users. This has paved way for the emergence of concepts 'digital library' and 'digital librarian'. 4) Digital Librarian Digital libraries are e electronic libraries wherein all the collections in full text are in digital form and access to the collection is through networks. The very mission of digital libraries is to create new approaches to acquisition of resources, new storage and preservation, classification and cataloguing, intensive use of electronic systems and networks. Thus the present role of digital librarian extends his services far beyond physical boundaries. They provide innovative resources and services, and play an important role as digital librarian in connecting old graphic records, to machine readable forms, and create new records of text, graphics, and sounds and multimedia. They integrate all the memory institutions like libraries, archives, museums. Thus they have stemmed out of the traditional brand of gatekeepers of information, to



information gateways and information skill developers. In this scenario of transformation, change from the information custodian to information salesman passing through the information transmitter indicates the growth of information industry on the one hand and the proliferation of professional arenas on the other, as Swarupanandan comments. B. Intra-professional Differentiation Library professionals include among others library administrators, classifiers, indexers, cataloguers, reference librarians, and classificationists, teachers of library and information science, and thesaurus constructors. Others like librametrician, bibliometrician and bibliographer can also be included in this category. The library professionals can also be categorised according to the institution they serve, exempli gratia school librarian, college librarian, and university librarian. Categorisation is also possible according to the subject, i.e. medical librarian, law librarian, and so on.

1) Administrator of Library The head of a library is usually designated as chief librarian and his/her subordinates as deputy librarian, assistant librarian, etc. Sometimes, he/she is simply called a librarian, a library manager or a director. A library administrator is responsible for the administration of a library. S/he has to possess expertise in planning, organisation and management of various activities and services of a library and is considered to be a good source of information in these areas.

2) Classifier of Book A classifier generally classifies books following certain scheme of classification, say Dewey Decimal Classification. While classifying, first of all the classifier has to ascertain the subject the book is dealing with. For this purpose, he/she has to go through the title, contents, and sometimes even through the text and index of the book. This apart, many a time he/she is to consult reference books like dictionaries, encyclopaedias, gazetteers and who's who. This process helps him/her to learn the topography and ramifications of a number of subjects bit by bit. A classifier of a general library gradually becomes knowledgeable practically in all subjects. While classifying, sometimes he/she encounters books on subjects that do not figure in the classification schedule giving an indication that the subject may be new. Thus, the classifier becomes aware of a new subject much before its entry in a classification scheme, dictionary or an encyclopaedia. He/ She also comes to know about the word denoting the new subject. Thus, a classifier knows better than others about the books on new subjects that have entered a library because he/she has to spend more time on the book while deciding its class number. Needless to say, this process helps him/her to remember the book for a long time and turns him/her into a good source of information about books available in the library, the subjects in which the library is strong and weak.

3) Cataloguer of the Documents A cataloguer is one who catalogues documents following a catalogue code or a set of cataloguing rules. While cataloguing, a cataloguer gathers information about the title, author, collaborator, edition, imprint, collation, ISBN, price, etc. of the book. S/he also gathers information usually from the class number about the subject of the book. In the course of his/her work, a cataloguer gradually comes to know about the authors writing books, the subjects in which the library is becoming strong or weak, the publishers renowned for publishing books in particular subjects, etc. In these areas, the cataloguer becomes good source of information.

4) Classificationist A classificationist designs and builds up a scheme of classification on sound principles. There are two types of classificationists. a) General Classificationist builds a scheme of classification covering all subjects. b) Specialist Classificationist builds up a scheme on a particular subject, say education. A classificationist is an expert not only in the principles of classification but also in epistemology. S/he studies the origin, nature, growth, proliferation and limits of human

knowledge; does research as to how a new subject comes into being, how it proliferates into branches and sub branches, and how a particular subject decays. They also study the relationship of various subjects. The structuring of knowledge and fitting every component of knowledge in that structure also figure within the purview of their expertise. Expertise in all these areas makes them to be useful sources of information on different aspects of classification and knowledge. 5) Indexer of Sources The various types of indexes are being provided in documents to locate information using author's name, title of the document, key term, geographical name, chemical formula, etc. With the advent of computers, computer-aided subject indexes like KWIC, KWAC, and KWOC have also come into being requiring least human involvement. An indexer compiles indexes based on some principles, guidelines and tools. To aid indexers standard lists of subject headings, thesauri, etc. are being developed and updated from time to time. Indexing systems like PRECIS, POPSI and Chain Indexing have also emerged. Indexing does not always prove to be a simple job. In compiling some indexes like formula index in chemistry subject knowledge becomes an essential prerequisite. An indexer who has been continuously indexing for years knows how a subject is developing, proliferating into its various branches, and building up linkages with other subjects. S/he also becomes an expert in compiling and consulting indexes and using indexing tools like Library of Congress List of Subject Headings. Thesaurus of Engineering and Scientific Terms, etc. Such people prove to be highly useful in providing expert advice on indexing and solving various indexing problems. 6) Reference Librarian In response to the demand of users, a reference librarian has to consult more books and documents compared to other staff of the library. In this process s/he becomes more knowledgeable about the contents of books held in a library and provide answers to queries from unimaginable sources. Who's-who need not to provide the answer to search every time. The real time queries show that a reference librarian should be well read and well informed, person having a fair knowledge of information sources. 7) Library and Information Science Teacher They lecture classes in various courses of library and information science and many of them guide research students. They also write textbooks, course materials, etc. In developing countries like India, a library and information science teacher generally teaches more than one subject. However, specialisation is gradually setting in. In fact all library and information science teachers cannot teach bibliometrics or computer applications. Only specialist teachers have expertise to deal with the computational subjects. A teacher is not only an expert in the subject s/he teaches, but also knowledgeable in various methods of teaching, and courses and curricula of various universities and institutions teaching the subject. Many of the teachers suggest the research topics to the students. In some foreign universities, a teacher announces in advance the research topics in which s/he can guide the students for doing their project works. A student gets a very good opportunity to select the topic of own choice, as apposite side of the scene. 8) Thesaurus Designer A person who designs a thesaurus is called a thesaurus designer. This is a new group of professionals that emerged several decades ago especially with the advent of computers in the field of library and information science. Thesauri being developed for information retrieval purposes are different from Roget's Thesaurus. Designing and construction of these thesauri require specialised knowledge of thesaurus construction as well as the knowledge of the subject for which the thesaurus is designed. For deciding descriptors for the thought content of a particular document, and for its subsequent retrieval from a computerized database, a thesaurus provides immense help. A thesaurus constructor knows all the essential principles and methodologies of thesaurus

construction and thereby can guide or impart advice to others for the construction of a thesaurus.

9) Bibliographer Compilation of bibliographies is one of the important library activities. Many libraries of the world, especially special libraries provide bibliographical services to its users. While preparing a project report or pursuing research work, a student is also to compile bibliographies or look for already existing bibliography on that subject. Compilation of a bibliography is an interesting job and helps the compiler to go through numerous sources, some of which might be rare, uncommon, or totally new. Thus, the process of compiling a bibliography makes the compiler an expert about the various types of sources of information available on a particular topic and also about the methodology of compilation.

10) Librametrician An expert on librametrics is termed as a librametrician. The word 'librametrics' was coined by S R Ranganathan in late forties of twentieth century, elaborated in scope in later decades. Librametrics is a discipline that measures library activities, library collection, personnel, building, furniture, etc. Librametric studies quite often entail mathematical and statistical applications. Librametricians are the sources of information relating to quantitative studies of various library objects and activities.

11) Bibliometrician to Queries Like librametrics, it also deals with measurement or quantification and involves mathematical and statistical techniques. In this case, the objects of measurement are the documents and their contents. Bibliometricians study among others the growth of literature in a subject, scattering of literature of a subject in various types of documents, ranking of journals from various angles, ranking of authors of a subject depending on their output, active life of literature, obsolescence, and so on. They can easily find out the extent of use of various types of documents in a library, weak and strong areas in terms of collection of a library, rate of growth of a library, and so on. Bibliometric study has picked up quite well in our country. Bibliometricians has to provide answers to many queries relating to the ranking of periodicals in the world, important contributions being produced from a country, rate of growth of literature of a country, use of journals and other documents in a library, various indicators of periodicals like impact factor, immediacy index, and the list is not exhaustive.

12) Content Developer With the advent of Internet, engendered the idea of content development. It involves designing, creation, and deployment of the content in cyber space. Usually it includes text, sound, images, animation and provision for interaction. If one wants to develop a website for an institution, first of all one will have to think about the content of the website, that is, the information one does intend to place in the website for the institution. Normally, the content writer would like to include among others the following information about the institution, such as name, postal address, telephone no., telegraphic code, e-mail address, fax no., year of foundation, name of the head of the institution, names of various divisions and their respective heads, history, objectives, functions, achievements, special facilities available, library and the services being rendered by it, and publications. The textual matter relating to all these will have to be written by somebody and authenticated by the head or someone nominated by him/her. One may like to make the website colourful. Hence, one will also have to decide the colour of the various parts of the text. Also one has to decide the format, types of fonts, and the font size for various headings and other parts of writing. One can include pictures of your institution, various divisions and important personnel and so on. Taking care of all these, you will make the text ready. If one does want to include some speeches along with the sound, can be done. Some portion of the website can be animated. The provision for interaction can also be there. The person who has visited the website can be

requested to sign and give his/her opinion about the website. Many might give their opinion and some good suggestions whereby one can improve upon the website. Normally, a content developer is a computer professional and he/she possesses sound knowledge about the software packages available for content development. In many of the library science courses 'Content Development' has been included as one of the courses. A content developer also acts as an information source in as much as he/she can give advice about various facets of content development to the clientele. V. CONCLUSION The call for modernization is prevalent in every domain of life. And the field of library science is not an exception. The profession of librarianship is changing fast with the advent of new technologies like internet that led to the conception of innovative ways of learning and research. On the other hand, the new generation clientele are expecting better and more from the librarian. This put the profession of a librarian to the new tests of professionalisation that compelled her/him to get updated to be more professional. The role of a librarian is not confined to just a custodian of the books but s/he has to play a multidisciplinary role to cope up with demand of profession espoused. With the passage of time the demand of the profession is likely to be more challenging and more differential as compared to the present phase which is definitely more complex as compared to the past. It is expected from those who are in this profession to be competitive rather than critical of the domain undergoing changes that are inevitable. A well-equipped librarian can surely face the challenge imposed by the transition of professionalisation of library science from a vocational field. It will be truer to say that the assumption of being segregated to a particular field of expertise is not of use in the current ever transitory space but a professional ought to be as much dynamic as this field does demand to handle the effects of professionalisation competently.

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## **Increase in Patronage of Printed Fabrics “Ankara” as A Wearable Dress for Ceremonial Occasions**

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### **Abstract :**

*The centrality of cloth in the life of humans is rather incontestable. Clothing is the most basic necessities of life, such as food and shelter. It is, therefore, needful to human being as the daily need. Modern day Ankara prints, have been picking up steam amongst the young and the old. Today, Ankara can also be worn as tops on skirts or trousers for both men and women. Accessories like purses, hand bags and jewelleries are added to bring out the very best in the fashionista's looks. In addition, part of the decency that human being desires is provided by cloth. This paper is to focus on the accessibility of printed fabrics for ceremonial purposes. However, it appears that not many people understand cloth beyond being a wearing apparel. This work is carried out on increase in patronage of printed fabrics “Ankara as a wearable dress for ceremonial occasions like wedding, naming, burial ceremonial e.t.c.*

**Keywords:** Increase, patronage, printed African, Ankara and occasions

### **1.0 Introduction :**

Initially, during 19<sup>th</sup> century these fabrics were used to be hand-woven. Later, a Belgian printer developed a method of imprinting with the help of machines. However, the machine-made versions of African prints developed splits and imperfections. Later, developments being made to remove the imperfections of machine-made print fabrics are being introduced to the west-African markets both by Dutch and Europeans. Years, later this new way of printing and designs by Africans received eyes of many other country traders. Apart from giving a new, authentic look the African print fabric carry their own set of advantages over other types of fabrics. Let's look at few such add-ons that are making this fabric much famous irrespective of the country of production and sale,

That was a couple of years ago. All that has changed as our designers through a dint of hard work and persistence in spite of rejection put Ankara on Nigeria catwalk. Today, like the biblical rejected stone, the printed fabrics “Ankara” has become the cornerstone of fashion. The bright colors which was once a reason for rejection is now our strong point. Meanwhile, Africans are identified with brightness, vivacity, fun and life and these bright colors attest to that. With Ankara, there is no end to its possibilities. Ankara today, not only graces catwalks across the continent but also many red carpets.

### **1.1 Historical Development Of African Printed Fabric :**

Printed fabric is known by many names such as Dutch wax print, Real English wax, Veritable Java Print and many more. This fabric has become the epitome of our ‘Africanness’ but it has a diverse and complex history. The issue of the popularity of the fabric in Africa is debated. What is certain is that the fabric started off as an imitation of the Indonesian batik locally produced in Java. Through colonization by the Europeans and Dutch, the Fabric spread

through several continents. After being colonized by the Dutch, the Javanese Batik was introduced to Holland and other part of Europe but it did not gain popularity. This triggered textile industrialization as the Van Vlissingers established a company in 1894 which mass produced these fabrics in Europe. They are now known as today's Vlisco brand. There are various views on how the fabric entered the African market. Some are of the opinion that Dutch freighters on their ways to Indonesia from Europe dropped these textiles at different African ports. Regardless of how the Dutch print entered into Africa, it is here to stay. It found a more enthusiastic market in the Nigeria and later spread to other parts of West Africa.

With a new target base in Africa, Dutch textile industries made some changes to the motif designs to better suit the African market. Although this took more time and effort, we can see that it was worth it. The market grew even bigger. From mid-20th century, motifs of local leaders were manufactured so that people could buy in order to celebrate their leaders (so if you think your church material started today, think again). This continued as in the 1950s African head of States and Political leaders were used as design motifs. This integration into the African society has made them authentically African.

Until the 1960s, most wax sold in Africa was made in Europe. After colonization, things changed. The question of authenticity is yet to be answered. Can Ankara be called African print? Well, they cannot be compared to our Adire or Aso-Oke (that is left for weddings and special occasions). One thing is for sure. If we don't promote our own fabrics, they will ultimately fizzle out of existence. This doesn't mean we are expected to kick Dutch wax out of our continent; we have to just put our locally made fabric on the same playing field.

## **2.0 Methodology :**

The study used triangulation of qualitative and quantitative research methods to assess consumer needs and preference for African prints. This will involved the use of questionnaire and observation to come out with conclusive evidence to help in the assessment of consumer needs. This was done by designing questionnaire and observational checklists for the consumers and retailers of African prints to know the marketability and increase in production sales.

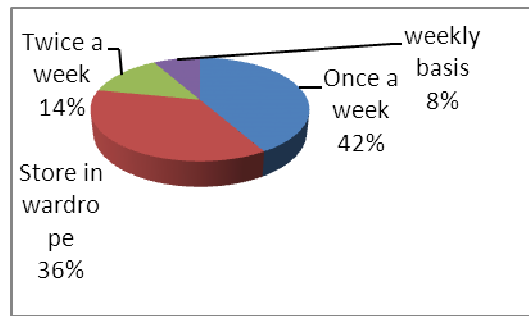
One hundred and fifty (150) copies of questionnaire were used to sample the opinion of the target market in Oshodi and idumota market, in Lagos, Nigeria. The aim of the questionnaire was to ascertain how consumers perceived the increase in purchase of African prints, the cultural significance that was associated with it, the messages that are conveyed with the fabrics, the price and colours used and the market for the product.

The research was conducted in markets where African Wax Prints are mostly sold to find out the opinions of respondents about the African print, the number of metres/ yardages that were sewn, the choice of consumers, colour preference, motifs and their arrangements, the market for the prints and how advertisement influenced the sale of the prints. The simple random sampling technique was in this regard to administer copies of the questionnaire to respondents from different ethnicities in the country to obtain good and accurate results.

## **Results and Discussion :**

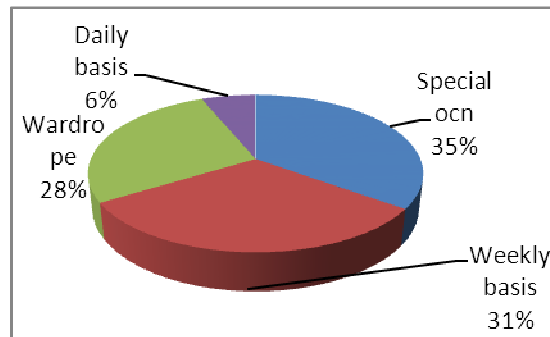
Using the descriptive analysis approach, the findings obtained from the questionnaire and observation were collated, synthesized and analysed using figures, charts, and tables as presented in the following sections of the paper. Categorization of the age groups of respondents Out of the

150 copies of questionnaire sent out, 125 representing 83.4% were retrieved from consumers with varied age group.



**Figure:1 : Categorization of the age groups of respondents**

Figure 1 shows the categorization of the various age groups who answered the questionnaire. It must be noted here that, the study focuses on the youth between the ages of 18-35 due to their characteristically unique traits and perception towards African prints.



The study also revealed that, all the 125 respondents owned at least one printed fabric and were able to identify African prints by the designs and the arrangements and their perception towards the pattern, textures and motifs on the fabric, the textures. With regard to how often the respondents wear printed cloth, varied opinions were given as shown in Fig. 2. Evidently, 65% of the respondents wore prints on special occasion, 28% wear it once a week, 25% stored their prints in their wardrobe, 22% used the print twice a week, with very insignificant number of 5% using the print daily.

## Literature Review :

### 2.0 The Beauty African Textiles

The creation of spectacular material using wax is not a new innovation. The method originated in Holland in the 1800's when a merchant, traveling to Java, saw the people wearing exotic clothing and brought a description of the wax process home. This Holland Wax Fabrics was then introduced to Africa in the 1900's, was instantly accepted, and has become the most widely used textile. Murray (1999) describes the weaving activities of women in Omu-Aran in Ilorin province as a craft done mainly to serve domestic needs.

Working on the theme of African culture and beliefs, the Dutch wax fabrics designed bold and enthralling patterns with predominating bright browns, yellows, and reds. This patterned fabric, now known as the African Wax Print, has received worldwide attention. As the African Dress Style of the nation, it is highly sought after by those in the upper class and are proudly worn as an indication of their sophistication and knowledge of the latest trends in African dress fashion and African fashion design.

To produce this material a wax-resistant dyeing technique is used. A design is drawn onto the material with hot wax after which it is dipped in the dye. The dye does not penetrate the wax. While, originally this was a long process that was done by hand, there are now machines which perform this operation. An additional benefit to the material prepared this way is that the pattern is printed on both sides of the material making it more versatile. This fabric is breathtaking to behold. Its outstanding beauty cannot be matched and has caught world-wide attention. Fashion shows, which display these amazing creations, are always filled capacity and have a huge number of sales. The outstanding designs are now being adapted to home and office decorating schemes as well where bright, striking colors are desired.

It requires a great deal of experience and technique to design this material. The designers involved are top of the line and continue to produce outstanding patterns, which appeal to their varied clientele. Many times, they travel to the various areas of Africa to learn about their myths and legends in order to incorporate them into the design elements of the material. The result is that many people can recognize the material as originating from their location. Perani and Wolff (1999) explained that African people have developed rich textile traditions and distinctive forms of dress to communicate and enhance cultural meanings. In any one cultural context, a particular type of cloth or dress item can be a visible sign, clearly signaling gender, social status and political office.

African women love to wear garments that represent their country and it become so popular and considered as national dress. Whether one is walking along the street or attending a special engagement, the wearer soon becomes the center of attraction to the general publics. The timeless beauty and quality of the fabric is apparent to anyone with or without knowledge of textiles design.

## **2.2 African Clothing and Designs**

Traditional African cloth may feature bright colours and geometric patterns. There is also cloth which is colored using traditional Indigo dye and created using delicate floral patterns. Traditional African Fabric was always hand-made and many cultures are still producing African fabrics by passing down techniques, patterns and colors that date back thousands of years. Some of these may have changed after exposure to other cultures. Often, men would do the weaving and women would be responsible for spinning and dyeing the thread. Tradition also dictated that the different stages of fabric making had different spiritual or religious significance.

Aremu (2002), tried to fill gaps in existing literature on Yoruba cloth weaving traditions by acknowledging Yoruba women as professional weavers on the broad loom. The actual manufacturing of the products is done by using a wax-resistant dyeing technique on the fabric. Hot wax is used to draw the design on the material, which is then dipped in dye and does not penetrate the material. They are not only well-designed, but are magnificent in color.

These are so outstanding that one has only to view someone wearing one of these items to immediately know it is made of Dutch Wax Fabrics. An African dress from this material, called African Print, is in great demand and worn by those on the higher end of the society. The bold pattern, together with strikingly bright colors, immediately catches the eye of viewers. Garments made from this material are creations of beauty that make a lasting impression on the viewer. Whether you want to find clothing for everyday wear or you are looking at putting together an outfit for an important occasion such as a wedding, learning about this particular style of dress and where to purchase authentic clothing items is important. No experience in the day to day



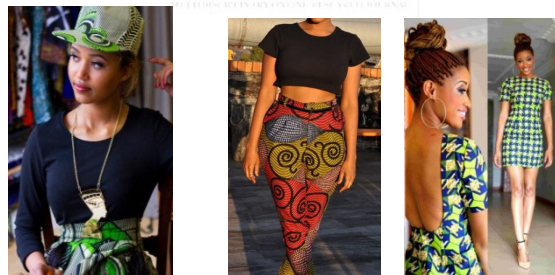
living practices is complete without the blessings of African Jewelry. Jewelry was a way to project a positive attitude toward the creator and the life you live. Most often it was a direct representation of their religious beliefs and the prophets of spiritualism.

There are several different types of African Fabric that is used to make African clothing. One of the most common African Fabrics used to make traditional clothing is Aso-oke fabric. This is hand loomed and may have beautiful geometric patterns worked into the fabric. Throughout Africa there is a continuing trend for locally woven traditional fabrics to be supervised by modern factory made cloth preferred for its bright colours, wash ability and ease of tailoring into western style. Gillow (2001)

Because it is hand loomed there are often variations in the patterns and no two pieces of fabric will be exactly alike. Other well-known kinds of cloth include Kente cloth and Kitenge. There are others which people may be familiar with depending on where in Africa they come from.

If you are getting married and are a woman, you may want to look at one of the African Wedding Dresses, the Ariya, a four piece outfit that is flowing and beautiful. Men can find special African wedding clothes as well. One traditional men's wedding outfit is the Agbada. It is also very comfortable and is made up of a very long shirt, trousers and a robe which is worn over the shirt.

This outfit is finished off with a hat or head covering. Again, African Outfits are available in Aso-oke or other traditional African textiles and are available in a wide variety of colours and patterns. You may also be interested in finding ways to combine traditional African clothing pieces with Western style clothes. You may want to think about having a shirt or a jacket made out of traditional fabrics that can look great when worn with Western style trousers or skirts. A head wrapping is also a fantastic way to pay tribute to tradition. See Plates below.



**Plates 1,2 and 3:** shows how Ankara fabrics has been turn to different uses of gowns, trousers, skirts and caps with the new trends in fashion.

**Source;** [www.google.com](http://www.google.com) year:2021



**Plate 4, 5 and 6:** the Ankara fabrics have been used to sew bags, making of shoes and umbrellas for domestic use.

**Source:** [www.google.com](http://www.google.com). Year:2021

### 2.3 African Clothes

Many people look at an outfit of traditional African clothes and may not realize the cultural importance that they have. There is a lot of history that is woven into garments made of traditional African textiles and the styles reflect thousands of years of cultural changes and the influence that other cultures have had on many different African tribes throughout the continent.

Many people have seen the cloth that African clothes are made of. Traditionally, the fabric is usually very brightly coloured and is a form of wearable art. The patterns and colors vary from one region to another and the techniques for spinning thread and weaving the fabric are handed down from generation to generation. Often women would be responsible for spinning thread and in many cultures it was actually the men that did the weaving of the fabric.

African clothes are usually loose fitting and very comfortable. An outfit may vary from region to region. In some areas, a long robe or dress may be worn by both men and women. They may also be influenced by the cultures from other countries which surround an area where a piece of clothing comes from. Full African outfits normally also include a head wrap or hat that varies from region to region.

If you are interested in purchasing African clothes, there are a number of different websites and stores that you can shop in. Online stores can be good because you have a larger selection of clothing patterns, styles and colors to choose from. You should decide whether you want to choose an outfit because of your own cultural heritage or whether you want to pick based on a style that you like.

### 2.4 African Dress

African Dress is clothing created by the African people who honor through celebration and grief. Ceremonies are the back bone of African traditions and the people live their lives by them. Ceremonies have interactions with dance, chanting, storytelling and a number of other activities to bond the people. They are honoring their history and a future that holds promise in harmony. See. Plates below

At the beginning stages of their evolution of clothing the Africans looked to the natural elements of their land. Their clothing primarily came from the food they ate. Nothing was left to waste and waste was deemed a curse to their creator. They utilized every piece of what they acquired and came to develop a quick understanding of how to define the multiple uses each item.

Eco friendly materials like bark and others plants were their first experience with the concept of material. However, the raw form proved to be too hard and needed to be pounded to make it flexible and pliable. Ceremonies are a time to connect with the spirit of life and ancestors through offerings. Some of those offerings are things like dance, chanting and storytelling. In short the offering is the unity of a people sharing life the same breathe. Other reasons to celebrate are weddings, new births and rites of passage; symbolizing the closing of one chapter and a beginning of another.

The leader of a tribe is expected to present a position of authority and wealth. While custom suits are appropriate costumes for some; the appropriate appeal within African tribes is a massive headdress adorned with feathers and shells or a crown. The rest of the attire would be vibrant and shocking. A spear and a shield are like pieces of jewelry used to solidify the attire.

It is common place for African to incorporate jewelry into their daily dress. Jewelry represents their religious belief system or their connection to the spiritual realm. Feathers, shells

and cloth are crafted into pieces of jewelry. It is an unspoken expectation and allows for an informal introduction into the lives of the people that surround you.

African infused clothing is a worldwide phenomenon that can be found in a variety of places within the world. Its universal appeal has made its way into main stream society and can be experienced in the design concepts of the most famous designers. Run way models appear to be happy to embrace the vibrancy of its signature appeal. Pop culture, traditional and a number of other fashion genres welcome the worldly appeal offered by the efforts of the African culture.



**Plates 7,8 and 9:** shows how Ankara fabrics has been used to sew Agbada and buba, gown missed with synthetic fibre and also the use Ankara fabric to tie head gears with the different styles with new trends in fashion.

**Source:** [www.google.com](http://www.google.com) year: 2021



**Plates 10 and 12:** shows how Ankara fabrics have been mixed with synthetics materials to sew t-shirts of different styles and gown.

**Source:** [www.google.com](http://www.google.com) year: 2021

### 3.0 Declines In Production On Traders And Designers And Manufacturers

The textile and garment industry has long featured a tug-of-war between traders and manufacturers. When domestic production was booming, the two sides were in a symbiotic relationship, but as soon as Nigerian-made fabrics became less competitive, traders switched to the cheaper imports. And they cannot be faulted for this. Few savvy businessmen would choose patriotism over profitability, and the ankara from China is cheaper and guarantees a higher mark-up. On the other hand, manufacturer associations and textile worker unions continue to push for protective measures to protect their livelihoods from external competition.

The recent ankara fashion revolution has introduced a new player onto the scene – Nigerian fashion designers. They welcome the removal of the ban as it gives them easier access to a wider variety of prints for the creation of new pieces. This could also boost the growth of the ankara ready-to-wear sector because designers can take advantage of cheaper avenues abroad to produce their designs for bulk domestic and international sale. The previous import restrictions presented the possibility that if these garments were made in other countries, there would be several hurdles to cross when trying to bring them back into the country.

### **African Print Fabrics And Their Numerous Uses**

- **Multiple uses:** There is wide variety of decoration items made with this fabric that are meant to unleash the beauty of your space. You can décor every room of your home with variety of hangings, table runners, bed sheets, curtains, cushions, mattress and many more. As emanations of particular culture and tradition this fabric brings in peace and warmth to the room. Many of the items made with this fabric are able to resemble your love for authenticity.
- **Special Printing method:** Unlike other printing methods used in case of regular textiles, the African print fabrics are made with special dyeing technique that not only beautifies the piece of cloth but also ensures perfection. The dye sublimation used in printing on this fabric leaves no traces of imperfections.
- **Durable and Economical:** This fabric has very long life and is assured of higher quality. The cost of any item made with this fabric is affordable to all sections of the society. The affordability with quality is the USP (unique selling proposition) of this fabric.  
Apart from the above mentioned advantages, the African fabrics are well known for their suitability to any culture. They are easily adoptable by any country as they can embed multiple cultures in their patterns. Now, as we know what are African print fabric and its wide array of uses, let's look at few authentic prints available:
- **African wax prints:** These are the most common printed fabrics available in different patterns and in variety of designs. Each design or print has been attached with a meaning in African local language and symbols emanate proverbs that are famous among local Africans. Htarget wax printing fabric is the top most famous fabric among African print fabrics. As its name implies the dresses made with it are known for their high quality and long durability.
- **Batik prints:** These are the second most desirable fabrics in many national and international markets of Africa and are known for their colorful imprints. This cloth is either sold in full piece or half piece depending on the customer's orders. The machines used in wax block printing made African fabrics more economical and indigenous. Despite the imperfections at the beginning of this technique batik printing has got international popularity for its supreme quality over other forms of printing.
- **Wax Block prints:** Under this design the fabric receives its share of beautification by wooden or metal blocks applied on the fabric. The blocks are pre-designed and tested and are immersed in colored wax before imprinting on the fabric. This method of printing is easier among all other types of printing and can be altered depending on the country of sale.
- **Spandex African prints:** This is the conventional fabric made with a material that is stretchable and is recommended highly for regular use. The spandex is a material that is elastic like rubber and interwoven of this material with any other material brings flexibility to apparels. This fabric is good for swim ware, sports and costumes as such events need flexible clothing.
- **African George Lace:** Apart from materials and unstitched or semi-stitched cloth, African lace is also world famous for its pretty design and colorful patterns. These laces come in different patterns and in colors along with blouse pieces that add grace to your sari or half sari.

The designs and patterns of African print fabric are unique combinations of perfection and authenticity. The right choice of color, design and printing gives you an aesthetic look and



styles your wardrobe with conventional collections. For those who are wishing to transform their look African print fabric is a variety that gives you wide choices within your range. There are many online platforms through which you can order a piece from anywhere around the world. The array of choices both in western and traditional wear attracted many eyebrows and are on the expedition of attracting many more.

#### **4.0 Recommendations :**

I would recommend the use of African fabric on daily basis because it is attractive and free in on the body unlike the usual corporate wears. Also undergraduate should promote the use of African fabric because even the foreign star like Beyonce, Alicia-keys, Fergie, Kelis still uses ankara for their videos. The use of African fabric should be promoted, starting from the undergraduate.

It is advised that students should experiment various methods with printing techniques which would be useful for interior decorations and fashion trends.

Also, the recognition of traditional motifs would help to increase the knowledge of representation of virtues in a cultural manner.

#### **5.0 Conclusion :**

The result of the findings shows that most people do appreciate the use of African fabrics instead of foreign fabric. They believe that garment made with African fabric can be used on a daily basis. They do not believe in wearing foreign fabric to a night party. They so much believe in wearing Ankara suit made from African print fabric instead of foreign fabric to an interview. They also prefer printed fabric because they think they can only get the best of their garment beauty from it.

The study finds that consumer preference for the prints have changed significantly due to dynamism in today's fashion trend and needs of consumers. Factors such as brand and quality, colour scheme, pattern size and layout, symbolism and cultural significance and adaptability of the print designs to different fashion styles, are the main driving forces that influence consumers to choose a print for specific need. It is recommended therefore that textile and fashion designers make concerted efforts to consider these factors as very expedient in their design process so as to satisfy the needs of their consumers to promote the prints both locally and internationally.

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## The Effects of Yogic Practices on Skill Variables of Women Hockey Players

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### Abstract :

*Yoga teaches the way to face complexities in life and holds the key for a better living. In this view the investigators have made an effort to find out the effect of asana on skill related variables of women college players of Hockey For this, achievement players were randomly assigned into two groups; one experimental and the other, control group. Each group consisted of 100 players, and were further divided into 50 each for experimental and control group. Experimental group practicing yoga asanas for a period of Six weeks while control group was not assigned. The analyses of data shows that yogic practices effectiveness in developing skill related variables.*

**Key word-** skill, control group, experimental group. Yogic practice

### Introduction:

Yoga has a history of 5000 years and is developed by Indians. One could achieve mind and body control through the practice of Yoga in the Yogasutra, by Pantanjali, gives vast knowledge of yogic practices. Many western Studies have shown that it can relieve the symptoms of several common and potentially life-threatening illnesses, fatigue, diabetes, asthma, and obesity

With the practice of asanas we become aware of what is, of what sensations exists right now in the body, and corresponding through that exist in the mind. This is becoming aware of what puts us in touch with emotions that many have been ignored or demined. The wonderful paradox of awareness is that when we become truly aware of what is, things begin to change. For no other reason than this, asana practice can be a wonderful antidote to the stores of modern life.

Yoga develops self confidence, level of anxiety and self-belief. All of these elements are pivotal to sporting excellence and peak performance. It plays a key role in cultivating mind control and concentration which helps a sports person to perform at their peak level.

### Methodology:

100 female players of college level were selected for the study. further equally divided in two 50 each for experimental and control group. Experimental group were practicing yoga asanas for a period of weeks while control group were not assigned anything. The analysis of data shows that yogi asanas effective to develop skills and performance. Hockey Dribbling Skill (25 Yard Straight Dribble Test) were tested in pre test and post test. The entire test were explained and demonstrated to the students by the investigators and further tests were implemented with the help of assistants.

Also the selection of asanas is based on the basic that all the parts of body should be involved in performing asanas.

**I. Standing postures:** 1.Vrikshasana 2.Thrikonasana 3.Chakrasana 4 Garudasana.

**II. Sitting postures** 1.Padmasana 2.Paschimottanasana. 3. Shashankasana. 4 Vajrasana5 Matsyasana

**III. Laying down postures**

1. Bhajangasana 2.Dhanurasana 3.Sarvangasana 4.Halasana 5.Savasana.Paschimottanasan

**IV. Pranayama** – (A)Ujjayipranayam, (B) Nadhishodhana or anuloma, viloma.

#### **V. Meditation.**

The six week yoga asanas for a period of 60-90 minutes duration was conducted in the morning on alternate days viz., Monday, Wednesday & Saturday for the experimental group, similarly group B, control group was asked to perform their regular physical training programme under the supervision of their coach.

#### **Result And Discussion:-**

The mean difference of each group for selected variables were tested for significance of difference by “t” test the difference of initial and final score was taken into account and the difference in the mean gain was tested by t test. And 0.5 sales were tested to find the significant difference. .

Table 1

*Statistical values of Performance of Hockey sub groups (HCG and HEG) in Dribbling Skill (25 Yard Straight Dribble Test)*

Sub Group	Test	N	Mean $\pm$ SD	“t” value	“p” value
Control	Pre	50	5.13 $\pm$ 0.06	0.59	0.560 <sup>NS</sup>
	Post	50	5.10 $\pm$ 0.06		
Experimental	Pre	50	5.18 $\pm$ 0.06	4.39	0.000 <sup>HS</sup>
	Post	50	4.95 $\pm$ 0.07		

*Note.* Values are given as Mean  $\pm$  SEM for groups of fifty subjects each. The level of significance is taken at 0.5 with df 49. The values are expressed in seconds.

Table 1 represents effects of yogic practice on the dribbling ability of hockey players. In the 25 yards dribbling test the performance of the experimental group (HEG) before the yoga programme was 5.18, the post-test score was 4.95 which is statistically highly significant with  $t=4.39$ ,  $P=0.000<0.01$  and in Control group (HCG), the pre- test score is 5.13 and post-test is 5.10 which is not significant with  $t = 0.59$ ,  $p=0.56 > 0.05$  (Figure 1).

It can be concluded that there is no change in the dribbling skills of Control group while the Experimental group shows highly significant difference for the test. So it can be concluded that the yogic practice influenced the experimental group to improve their dribbling skills for Hockey.

Therefore the  $H_0$  is rejected and  $H_1$  that yogic practices contribute to improvement in hockey dribbling skills of hockey players is accepted.



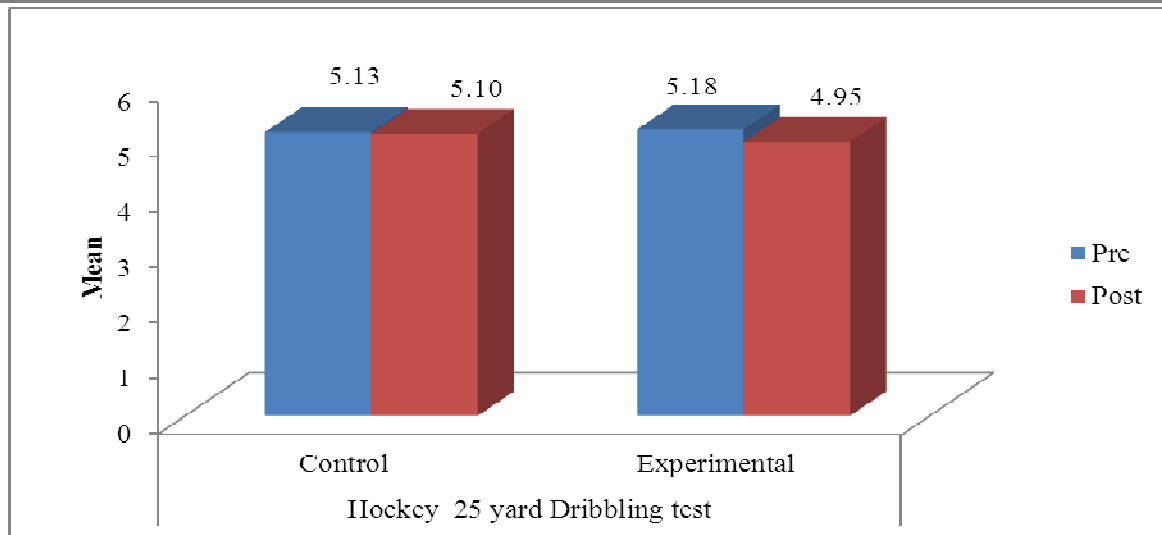


Figure 1. The Pre Test and Post Test performance of Hockey group in 25 Yard Straight Dribble Test

Table 1.1:

*Comparison of the effect of Yogic Practices on Hockey dribbling ability (25 Yard Straight Dribble Test) skill between the Control and Experimental Groups of Hockey.*

Test	Sub Groups	N	Mean $\pm$ SD	"z" value	"p" value
Pre - Post	HCG	50	0.03 $\pm$ 0.34	2.833	0.006 <sup>HS</sup>
	HEG	50	0.23 $\pm$ 0.37		

*Note.* Values are given as Mean  $\pm$  SD for groups of fifty subjects each. The level of significance is taken at 0.5.

As indicated in Table 1.1 among Hockey players, change in the Experimental group (0.23) is significantly higher in comparison to the Control group (0.03). At  $z = 2.833$ ,  $p = 0.006 > 0.05$ , there is significant difference in the effectiveness of Yoga practice on dribbling ability.

Table 1.1 represents the comparison of effects of yogic practices on the level of performance in 50 yards goal hit test in Hockey. HEG performance before the yoga practice was 3.14 and in post-test was 3.44 which is statistically significant with  $t = 2.32$ ,  $p = 0.025 < 0.05$  and in Control group, pre test score is 3.00 and in post-test 3.06 which is not significant with  $t = 0.444$ ,  $p = 0.659 > 0.05$ .

### Conclusion:

From the result of this study the investigators found yogic practicing group significantly improved on skill level after the six week of yogic practices. Finally it helps the Physical Education teachers to recommend suitable asanas for sportsmen to actively performing their play in the light of study undertaken.

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## **Mobile Technologies Applications for Libraries : Review of Literature**

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### **Abstract:**

*The mobile technology has revolutionized concept of information and communication. Mobile became part of human life. Everybody is using mobile because of its user friendly and time saving features. The mobile services is available at 24\*7. The mobile device is popular at every age group. Mobile technologies has no geographical restriction, it has mass access, and active user participation access management & quick feedback are some of good feature of mobile technology.*

*Library is part of human development, so library has to use concept of mobile technology in an effective ways with consideration of change in technological environment. It is found that, mobile technology helps us to provide library services in a better ways. Now a day's use of mobile technology became indispensable part of library services. Library services such as Alert or notification services, learning services, browsing services, personal space, access to e-resources, library guide, document supply, library virtual /Audio tours, reference service such as SMS, MMS, emails and QR Codes services are the examples to be provided by using mobile application for libraries. It is right times for libraries to adopt mobile technology facilities for providing better library services.*

**Keywords:** Mobile Technology, Mobile Application, Library services

### **Introduction:**

Literature review is an important aspect, which direct to know the history and development of subject. Dresselhaus & Shorde has rightly taken literature review from 1993 to 2010, regarding use of mobile technology in the libraries. Because of that it has decided to take review of literature for a period from 2012 -2021, so that to know the trends of students and teachers community regarding use of mobile technology in library services.

**(Dresselhaus & Shorde , 2012)** have conducted two surveys, first one is for student at Utah State University (USU) in Logan which offers an introductory plan that librarians may use to begin implanting mobile access to selected library databases and services, which helps them regarding use of mobile devices for academic activities in general and the students desires for access to library services and resources in particulars. A Second survey conducted with librarians, to know which libraries offer mobile access, their future plans for mobile implementations and the opinions about how mobile technologies may be useful to library patrons. At the last they outline steps that, librarians can take steps to “go Mobile”.

**(Li, 2013)** Mobile Internet applications and service innovations are changing people's way of life. At the same time, they are also changing the way that people communicate and access information. People who visited libraries to find specific information in the past are now able to find the same information online. As the spectrum of human need grows, the opportunities for librarians to meet these needs are also growing. Libraries will need to be designed to accommodate the changing needs of their users. Mobile library services can meet users' information needs in a fast-paced society.

(Malathay & Kantha , 2013) Libraries have always set an example in experimenting with new technology developments, whether it is automation or adopting other information and communication technologies to improve their services. This paper presents an outline of the application and use of developments in mobile telecommunication systems, web technologies (internet/intranet) and geographic systems like GPS/GPRS to provide ubiquitous, user-friendly, personalized and dynamic up to date information services to library users. This new technology will be of great help to libraries towards strengthening their relationship and providing enhanced user experience to existing users. Libraries may well reach out to the new/remote users who were considered unlikely to connect because of absence of a medium. This should be adopted in compliance with the information security policies and standards of the parent organization.

(Nowlan , 2013) The survey at the University of Regina found that, 95.4 percent students that responded to the survey had a smartphone and 75 percent of them used their mobile phone to Access the web. The survey indicated that the library catalogue was the most popular resource chosen to become mobile enabled.

(Saxena & Yadav , 2013) Digital Technology has provided faster access to information and it is also challenging the libraries to rethink and remodel their services by adopting the technological changes. Today mobile phones are becoming an integral part of everyday life and are changing the way one connects and interacts with the world. In this changing scenario, Mobile Technology will be of great help to libraries towards strengthening their relationship and providing enhanced user oriented services to existing users. Libraries may well reach out to the remote users who were considered unlikely to connect because of absence of a medium. The paper discusses on the need, advantages, drawbacks, barriers and solutions for propitious implementation of the mobile technology in libraries. It also explores the type of infrastructure required by the libraries for providing these services in libraries. At the last author conclude that, "By going mobile, a library takes a giant step toward becoming a round-the-clock service"

(Aharony, 2014) This study which is based on the Technological Acceptance Model (TAM), seeks to explore whether librarians and LIS students are familiar with the newest technological innovations and whether they are ready to accept them. The research was conducted in Israel during the first and second semesters of the 2012 academic year and considered two populations: librarians and LIS students. Researchers used two questionnaires to gather data: a personal details questionnaire, and a mobile technology questionnaire. On the whole, the current study supported the two core variables of the TAM (perceived ease of use and usefulness), as well as personal innovativeness that may predict librarians' and students' behavioral intention to use mobile services in the library.

(Akeriwa, Penzhorn, & Holmner, 2015) Libraries all over the world are utilizing the latest Information and Communication Technologies to assist in their objective of providing clients with effective and efficient services, as well as timely access to needed information. The implementation of social media and the use of mobile technologies for service delivery are trends that have, however, not yet been fully embraced by academic libraries in developing countries in sub-Saharan Africa. This article reports on a study aimed at investigating the possibility of using mobile technologies to implement social media based services to graduate students at the University for Development Studies Library in Ghana.

(Liu & Briggs , 2015)What is the current state of mobile services among academic libraries of the country's top 100 universities, and what are the best practices for librarians implementing



mobile services at the university level? Through in-depth website visits and survey questionnaires, the authors studied each of the top 100 universities' libraries' experiences with mobile services. Results showed that all of these libraries offered at least one mobile service, and the majority offered multiple services. The most common mobile services offered were mobile sites, text messaging services, e-books, and mobile access to databases and the catalog. In addition, chat/IM services, social media accounts and apps were very popular. Survey responses also indicated a trend towards responsive design for websites so that patrons can access the library's full site on any mobile device. Respondents recommend that libraries considering offering mobile services begin as soon as possible as patron demand for these services is expected to increase.

**(Vrana, 2015)** As technological devices become more present in education, more researchers and educators are looking into different aspects of technology enhanced learning. Most recently, focus in technology enhanced learning is put on use of mobile devices i.e. mobile learning or m-learning. Mobile learning promotes concept of anytime anywhere learning which is important for students who frequently change places of learning and need access to the learning material as they move from one place to another. Such concept of learning is possible because more and more students have some type of a mobile device and mobile devices are mostly cheap, portable and flexible, have no start-up time, and require virtually no maintenance. While the mobile technology seems to be very attractive to students and usable in the learning process, there are also problems which burden further development of mobile learning or at least they are not helping its development: technological problems and obsolescence, lack of digital content made for use on mobile devices, lack of training of proper use of mobile devices in the learning process etc. Most of these and similar problems could be overcome if universities put more effort in adoption of mobile technologies among students and teaching staff.

**(Potnis, Regenstreif, & Cortez, 2016)** This paper applies a *system analysis and design* perspective to analyze the experience and advice shared by librarians and IT professionals engaged in developing MAMW. This paper identifies key steps and precautions to take while developing MAMW for libraries. It also advises library and information science (LIS) graduate programs to equip their students with the specific skills and knowledge needed to develop and implement MAMW.

**(Madhusudhan & Dar , 2017)** Students these days are seen in campuses and other study environments bowing their heads to mobile devices to seek information. Studies show that students are heavy users of their hardware, spending an average of 19.6 hours per week using an electronic device. The purpose of this paper is to explore the mobile library services initiated and adopted by some prominent academic libraries for the easy mobilization of their existing services and also to assess how such services can be helpful to the user community. Moreover, the study raises awareness of the important mobile library services, some of them that are already in use in different Academic libraries and how the other services could help libraries to mobilize their information in fast and time bound manner that too without the constraints of space and time. The value of the study is to helping academic libraries to identify and embrace the mobile initiatives. With these mobile initiatives, libraries can provide a wide array of mobile services to the interested users.

**(Nisha & Munjal , 2019)** Due to ICT advancement, new technologies are emerging day by day and as the number of users of mobile phone is increasing day by day it influenced agricultural

libraries also. To meet the new information needs of users with new technology, there should be flexibility in library services and their policies. Mobile technologies are now become boon for the libraries, as network access become more reliable and affordable. Users prefer mobile devices to search their information. Libraries can give access of their services and collections via mobile phones easily. It is hoped that many more changes are expected within four to five years in the field of mobile technology and its application to libraries.

(Kari , 2020) The researcher conclude that both library users and professionals are aware of mobile technologies, ready to apply them in library services, and are influenced by perceived ease of usage and perceived usefulness. These results offer strong support for the Technology acceptance Model. The results also have implications on the delivery of library services in the 21st century library environment by implying that both library users and professionals will be willing to support any policy and programme aimed at promoting the application of mobile technologies in library practice and patronage. The basic contribution of this study is that it has offered empirical insights regarding the views of library users and professionals on library practice. This knowledge could guide policy advocacy monitoring and implementation. Based on the results of this study, it is recommended that libraries in Nigeria should fully integrate mobile technologies in their services and practice. It is also recommended that libraries should carry out studies that offer them insights into the mobile technologies preference of their target patrons so as to serve them better. Also, further studies are recommended to examine the level of implantation of mobile technologies in academic libraries in Nigeria. Finally, studies should be expanded to provide insight into the challenges against the implementation of mobile technologies in libraries in Nigeria. The practical and theoretical implications of the results have been explored.

(Obinyan, 2020) With the rapid advancement in technology in the last two decades, mainly because of the advent of the internet, the world no longer works the same. The advent of wireless networks and more recently mobile devices such as smart phones, tablets, etc. following the internet, contributed a lot their applicability in library's operations. As contained in extant literature, mobile devices have become a very important part of communication not only for telephone service users but also for the internet users. The two main reasons behind success of mobile technology is the benefits such as mobility and ubiquity served by mobile devices.

(Bondarenko & Hbranchak, 2021) The library mobile service is a natural stage in the development of library Internet services, which is evolving in the same direction as the key principles of the World Wide Web and aims to ensure human connection with the information, with other people, between devices and programs, between devices and applications, on the one hand, and people, on the other. Adaptation of Internet service to Smartphone technologies will ensure that in the future library service would meet the needs of worldwide and constant access to information through providing relevant information with the help of greater searching engine efficiency and reference services, which would allow talking about personalized service, user involvement in creating and disseminating new information.

### **What is Mobile Technology?**

In simple word mobile technology is technology that goes where users goes. Mobile is a portable device two-way communication devices. Mobile technology is exactly what the name implies - technology that is portable. Examples of mobile IT devices include:

- Laptop, tablets and netbook computers
- Smartphones
- Global positioning system (GPS) devices
- Wireless debit/credit card payment terminals

Portable devices use many different communications technologies, including:

- Wireless fidelity (Wi-Fi) - a type of wireless local area network technology
- Bluetooth - connects mobile devices wireless
- Data networking services for mobile phones - such as 3G, 4G and 5G wireless cellular technologies, global system for mobile communications (GSM) and general packet radio service (GPRS) data services
- Dial-up services - data networking services using modems and telephone lines
- Virtual private networks - secure access to a private network

These technologies enable us to network mobile devices, such as phones and laptops, to our offices or the internet while travelling or working from remote locations.

### **Advantages of mobile technology:**

The benefits of using mobile technology in business can lead to:

- Higher efficiency and productivity of staff
- Better quality and flexibility of service you offer your customers
- The ability to accept payments wirelessly
- Increased ability to communicate in and out of the workplace
- Greater access to modern apps and services
- Improved networking capabilities

### **Conclusion:**

With the advancement of information & communication technology, mobile technology has made great impact on the society. Mobile become so user friendly and popular amongst every age group particular in student community. The mobile technology and devices becoming cheap, portable and flexible device. Time has come to use the mobile technology in a library services because of its unique feature the use of anytime and anywhere, which will definitely meet user's information need in future. The demand for mobile technology service such as creation of mobile site, use of library catalog for searching of information resources, mobile learning etc. are possible because of mobile technology. The use of mobile application has increased day by days. Library has to use of mobile technology for the betterment of society and to provide library services in an effective ways. The trend for use mobile amongst student community is increasing day to day. The advantages of mobile technologies are high and effective for the betterment of library services.

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## **An Evaluation of Vriddhi Software with Special Reference to Library Module**

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### **Abstract:**

The Vriddhi Software is mainly ERP Software. It is useful to run college administrative activities along with library activities. The use of Vriddhi software along with library modules will helps librarian or library activity without too much involvement of software selection or to do separate allocation of budget for library software and to carry out library activities. It will share required patron data of the patrons and easily do the clearance of library dues.

The Vriddhi Software library module is useful for the automation of library activities. It is found that many features from the software are best such as user friendliness, portability, well-designed screen, minimal training, multi user and unlimited users access, Multilingual and multimedia support, training and supports, service after installation of software & cost of installation, flexibility, speed, up to date and easy to use software, report generating, field length of titles, OPAC etc. There is lot of scope for the improving in software such as use of use of existing standards such as MARC21, CCF, AACR2, LCSH and data export / import in ISO 2709 (MARC / CCF) format.

**Keywords:** Library Software, ILMS, Library Automation

### **Introduction:**

The Vriddhi is an Enterprise Resource Planning (ERP) system which integrates all data and processes of an educational institution into a unified system, process the information and make it available for retrieval in various report formats. It ensures flow of information in an MIS system to enable informed decision making. This is an ERP software, which consists of Administration Management Module, Admission Management Module, Student Management Module, Fees Management System, Library Module, Examination Module, HR and payroll System, Account & Finance Module, Fee Module & MIS Module etc. It also included presently learning Management System (LMS) in the system. The advantages of this ERP System are summarized as “This is automated system, which will minimize the human interventions it will brings more accuracy, efficiency and reliability. The software is cost effective, which help to avoid delays a hectic in inter department work. Single point data entry across all relevant departments which ensures data integrity and accuracy in various activities.”

The Vriddhi Software is a commercial Software developed by Vriddhi Software Solutions Private Ltd, Malegaon, Dist. Nashik (India) in 1989, presently it is in version 2.0 build on 260.9 Software. The company claim that, “ Vriddhi as its name suggest is not only software to but also a planning tool that will suggest you the best way to do the same task in a better way”. Presently 400+ colleges are using the software.

### **Objective of the Study:**

The following are the objectives of the study:

1. To evaluate the Vriddhi Software Library Module.
2. To find out the general and special features of Vriddhi Software library Module.
3. To compare in general library Software Keys with the Vriddhi Software Library Modules.

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4. To find out the improvement areas of Vriddhi Software Library Modules.

**Scope and limitation of Study:**

The present study particularly focused on the Vriddhi Software Library Module, though the present software is for total administration of a college or campus of educational institutions. Being a user of this software have right to evaluate and to suggest useful improvements in its development. The criteria selected for evaluating software are 1. Maintenance support, 2. User friendliness, 3. Documentation and 4. Flexibility of software etc.

**Research Methodology:**

The study listed the most common features which are available in any ILMS software. The criteria used for evaluation of software are available and Non-available items in the software only. Observation and practical use of the software methods are used for evaluation of the present software library module.

**Library Automation:**

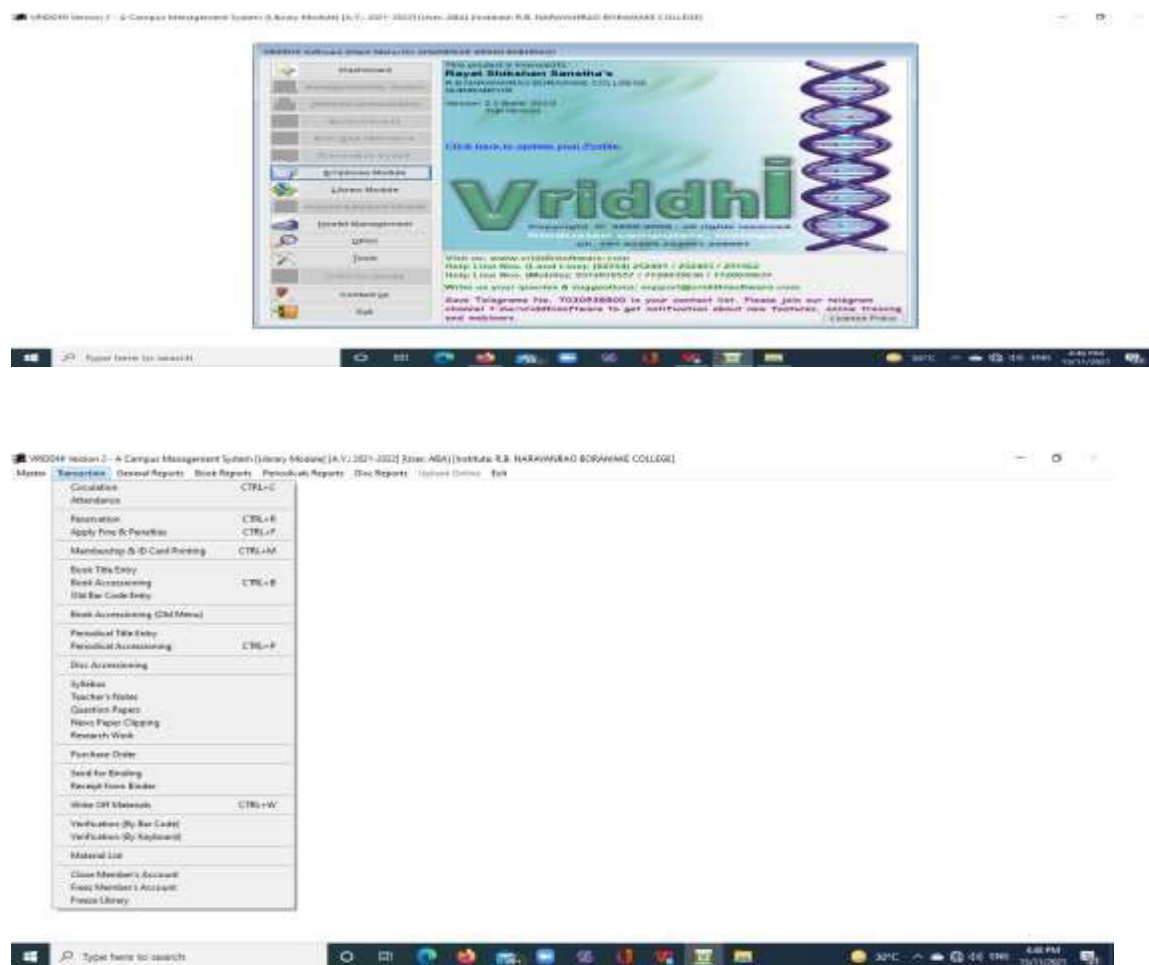
Library Automation Software is an application software that can perform day to day library activities through human interventions. For developing library automation software library housekeeping and information retrieval are the most essential activities which are taken into consideration for developing any software. (Allen , 1997) "Library Automation as the use of automatic and Semi-automatic data processing machines to perform such traditional activities as acquisitions, cataloging and circulation".

**Review of Literature on Library Software:**

The use of information and communication technology along with library software revolution the process of library management and library services. The housekeeping activity of libraries became suitable for using the library software. The administration of library activities run by various library software by the different libraries. It is found that Open source software & Commercial Software are available in the market. (Katkar, 2018) The critical Study of Library Management Software has rightly suggested that "Now in Indian market numbers of commercial library software are available for management of libraries. Developing agencies of the software are propagating about their functions and facilities. Library professionals while selecting software may confuse, after overlooking the range of available Software. So that the selection of library software is important issue. There is need of selection parameters to guide the library professionals for selection of appropriate library software as well as to design or modify the existing system". The parameter suggested by the researcher has applied for the Vriddhi Software Library Modules for modification and future development of the library modules. (Ahmad & Bakhshi, 2021) Virtua, Alice for Windows, SOUL, and LIBSYS are chosen for conducting micro evaluation of selected software features. A checklist comprising several parameters like operating systems, integration of modules; compatibility with international standards; Web-OPAC facility, etc. were highlights of the study. Virtua, with 308 out of 328 rating points, figured a top of the table with most sophisticated features and facilities followed by Alice for Windows with 247 points, LibSys with 228 points, and SOUL with 175 points. Virtua has been found with most modern facilities and compatibility to global standards; however SOUL has observed most used software in Indian libraries followed by LibSys. Since the study has covered popularly used software's; therefore, it is expected to serve as aiding tool for

librarians to select the package with advanced features to fulfill the emerging demands of techno-savvy users effectively.

### Vriddhi Software Screen Shot:



### Main Advantages of using Vriddhi Software Library Module:

1. This is campus ERP Software system, which is an integrated system. The software consist of Online Admission for Student, Examination Module, HR & Pay Roll Module , Library Module, Accounts and Finance , Hostel module, Fee Module and MIS etc.
2. The membership for patron are auto generated to library Module
3. Library Module is in built with this software.
4. Member ID for a student is Library No for a readers.
5. Transfer certificate did not generated without closing library account.
6. The librarian is free from Software maintenance back up restore activity. He can use the same time for library service in a better ways
7. This software help to save the cost on purchase of different software's for various activities in college.
8. The college administrative authority able to get MIS reports from single software.
9. For every Student & Staff will be provide unique ID through software. The PDF of I Card are generated from the software
10. The unique I D helps for the attendance of staff as well as student in the college gate or in library.

11. The software helps in time circulation of library resources to a patrons without wasting times in process of admission and library data handover etc.
12. Entry gate & library attendance through bar code system
13. Student background data are also available through software system.

**Advanced features of Vriddhi Software Library Module:**

1. It provide the facility of retro conversion
2. The network version of system support unlimited number of clients to be added to system without any additional cost.
3. It support customized report generation.
4. It support graphical user interface
5. It have sample database
6. It support to Multi Document Interface
7. It provide facility for union catalogue
8. It provide remote online help trough any desk.
9. It support to e-governance of institute
10. It support for OPAC as well as to WEB OPAC facility
11. It support bar code system
12. It provide multilingual screen display
13. It can use UNICODE support for multilingual facility
14. It support to handle e-documents
15. It give facility to export all kind of report into word or excel format
16. It provide support to prepare digital library
17. It offer customization for report printing

**The Parameters / Key Indicator for Selection of Library Software:**

SR No.	Key indicators for Selection of Software	No of Key indicator	Software Fulfil keys	Need improvement in No of Keys
1.	Acquisition Section	31	18	13
2.	Processing Section	27	14	13
3.	Circulation Section	44	39	05
4.	Periodical Section	18	14	04
5.	Reference Section	05	01	04
6.	Technical Features , Maintenance & Administration section	27	25	02
7.	OPAC /Search	60	27	33
8.	Advanced Features	40	33	07
9.	Customer Support	14	11	03
10.	Hardware & Software	01	01	Nil
11.	Operating System	01	01	Nil
12.	Costing	02	02	Nil
	<b>Total Keys</b>	<b>270</b>	<b>186</b>	<b>84</b>
		<b>100%</b>	<b>69%</b>	<b>31%</b>



### **Findings on Vriddhi Software Library Modules:**

1. It is found that overall the library modules satisfy 69% Key indicator for performance of the best software.
2. The Circulation section, Periodical section, Technical Features, Maintenance & Administration section, Advance features of software, customer supports, Hardware & software requirement, operating system & costing of library modules are found useful for functioning of library modules.
3. Mostly need improvement in acquisition section, processing section, reference section & particularly in OPAC /Search section.

### **Suggestions to Vriddhi Software library Modules:**

The following are the suggestion for improvement of Vriddhi Software Library Modules

#### **A) Acquisition Section:**

1. The facility to obtain recommendation from user
2. To develop separate database for recommendations received from users.
3. To provide facility for online purchasing of document through internet.
4. Facility order to be canceled.
5. Facility to register books received on an approval & date wise list of approved books to be generated.
6. To generate and send reminder in case of non-receipt of books / documents
7. Facility such as to take decision about cash payment, advance payment and handle direct invoice, adjustment invoice supplementary invoice etc. should be include.
8. To accept the funds as donations.
9. To accept refunds from the suppliers and add to budget databases.
10. The feedback to department about arrival of books must be generated and supply the same through email.
11. To maintain all the reports and statistics of the acquisition section.

#### **B) Processing Section:**

1. The data entry should include thesaurus
2. To develop system for automatically generate class number, if keyword / Subject is provided.
3. To maintain separate database for class numbers
4. To build global edit facility to edit bibliographic records.
5. To develop database for support to CCF & MARC format.
6. The facility to follow Anglo American Cataloging rules II (AACR II) / CCC for Cataloging and generate catalogue cards.
7. A printing support to cataloging of electronic documents, websites.
8. The facility such as to download bibliographic records of any material in MARC or any format from internet or CD ROM to use it in local database

#### **C) Circulation Section:**

1. Acceptance of part payment to the overdue charges
2. To generate receipt for part payments or full payment of overdue
3. The alert to lost library card / I Card if presented for circulation by other members.
4. The handling of overnight loan facility.

5. To keep track of inter library loan

D) Periodical Section:

1. To accept recommendations for periodical from users
2. To maintain the database of recommendations received from users
3. To remind for delay or non-receipt of the issue and generate reminders / claims
4. To provide facility to connect online journals

E) Reference Section:

1. To keep track of casual members
2. To keep track with different services like reprography, reference service etc.
3. To maintenance of the statistics for reference section.
4. To generate reading room leadings.

F) Technical Features, maintenance and Administrative Section:

1. Permit to create and maintain more than one databases.
2. The system must have ability to handle sub-fields.

G) OPAC / Search Section:

1. To provide advance search
2. To provide Boolean search, i.e. use of AND, OR, NOT, EX OR Operators.
3. It should permit to use more than one Boolean operators in single search.
4. It should provide phrase search
5. The creation of stop word file facility should include & list of stop words available for display.
6. Adjacency & proximity operator should be made available.
7. The user should able to specify left, right truncation and wild card character in a search.
8. The bibliographic record in ASCII, MARC, CCF format should be able to retrieve & downloading of the same.
9. The display of search terms must like thesaurus
10. To provide hyper link capability on subject, author fields.
11. Able to multilingual search on all clients.
12. The limit to display No. of records facility should be include.
13. The provision to select range of record for display is must. The facility such as No. of items to be display e.g. 1 to 50 etc.
14. The system should allow users to define the fields to be displayed.
15. The system should have classification schedule or subject list for subject search.
16. The system should support browsing of retrieval index files forward or backward.
17. The user should be easily to switch from one search to another.
18. The system should provide a list of accessible databases.
19. Provision for general help messages / tips about search strategies is essential.
20. Spell check facility should be available to users.
21. The system should be able to ignore punctuation entered by users when it is not required.
22. Provision to define or modify the fields to be indexed by library staff.
23. The user should able to reserve the document through OPAC.
24. The provision to provide patron self-checking.
25. Book recommendation through OPAC facility.

26. OPAC should be able to show details of books in process.
27. The system should be able to maintain search history.
28. The user should be able to save search history and re-execute the search again.
29. To maintain thesaurus in system
30. Notice / Messages to be displayed to readers through OPAC.
31. The facility to connect to different websites or databases through WEBOPAC.
32. The system should be able to display the cross references like SEE, SEE ALSO etc.

### **Conclusion:**

The use of library software for an organization of library activity is becoming essential nowadays. Many standard library Software such as open source software and commercial software are available in the market. The Vriddhi is an Enterprise Resource Planning (ERP) system which integrates all data and processes of an educational institution into a unified system. The library module is part of the Vriddhi Software System. The library module of software is useful for functioning of library activities in an effective way. It is found that it has got 186 point out of 270, but the library module of the software needs improvement as per the key indicator / parameter for library software.

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## **Innovative Teaching Methods**

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### **Abstract :**

*This articles aims to bring change in the normal teaching method by innovative teaching method. The purpose of this paper is to evaluate that innovative teaching method is a useful teaching method. The major problem faced by the teachers of this era is caused mainly due to the rise in growth of the digital learning process which lead all the students at as well as the teachers who teaches the students to an unstable learning process or methods. All the students today are cyber natives and they are grown with their major time spending with digital technologies. So teachers have to solve this drastic or serious situation the best way to handle this extreme situation is only achieved by having innovative teaching, methods as the innovative teaching methods contemplate the active student participation in learning methods. The teachers can also teach by including workshop, brainstorming, mind-mapping, presentations, written submissions, peer critiquing, lacteal/seminar and speed dating with more senior students and self reflection. As this are some most benefit methods of innovative teaching.*

### **Introduction :**

Innovative methods of teaching are methods of teaching that involve new ways of interaction between “teacher-student”, “teacher-student”, a certain innovation in practical activity in the process of mastering educational material. Today's learners are digital natives. They grew up with digital technologies. Teachers have to solve important issues related to the adaptation of the learning process towards students who have different learning styles and new requirements for teaching and learning. The biggest challenge for any teacher is to make each student to be attentive in the class, and transmit ideas effectively enough to create a lasting impression. As a teacher, to tackle this challenge effectively, they should implement innovative methods and ideas that make the classroom experience much more lovable for the students. Traditional classroom teaching methods are no longer effective to achieve current learning standards. Technological approaches alone can't provide students with deep and meaningful learning experience. But the combination of both can help an educational institution stand at the top. Any method using computers or modifying the existing conventional chalk-talk method are innovative if they ultimately serve the attainment of core objective of teaching.

### **Innovative Methods Of Teaching Strategies :**

- i. E-Textbooks E-textbooks offer the opportunity to enhance written text with hyperlinks
- ii. to additional resources, including other textbooks or readings, videos, audio feeds, and slide presentations (Murray and Pérez 2011; Talancon and Lieu 2012; Greenfield 2013; PR Newswire 2014).
- iii. E-Textbooks E-textbooks offer the opportunity to enhance written text with hyperlinks to additional resources, including other textbooks or readings, videos, audio feeds, and



slide presentations (Murray and Pérez 2011; Talancon and Lieu 2012; Greenfield 2013; PR Newswire 2014).

### **Benefits Of Innovative Teaching Methods :**

Some of the advantages of using new methods of teaching includes,

1. Innovative teaching methods are considered very effective learning tool as the active
2. student participation is a must.
3. Innovative methods lead to long-term knowledge retention.
4. These methods are very effective for students don't excel working solo.
5. These methods develop teamwork and interpersonal communication skills.

### **Difficulties Faced By The Teachers In Using Innovative Teaching Methods :**

1. One-way speaker communication with no active learner participation.
2. Difficult to maintain learners' interest.
3. Does not appear to be effective in changing a physician's performance.

### **Principles Of Good Teaching Practice :**

These activities included workshops, brainstorming, mind-mapping, presentations, written submissions, peer critiquing, lecture/seminar, and 'speed dating' with more senior students and self reflection.

The seven principles of good teaching practice is described by Chickering & Gamson (1999 p.76) as follows:

1. Encourages student-faculty contact
2. Encourages cooperation among students
3. Encourages active learning
4. Gives prompt feedback
5. Emphasises time on task
6. Communicates high expectations
7. Respects diverse talents and ways of learning.



### **Innovative Methods Of Teaching Strategies**

#### **1.E-Textbooks**

E-textbooks offer the opportunity to enhance written text with hyperlinks to additional resources, including other textbooks or readings, videos, audio feeds, and slide presentations (Murray and Pérez 2011; Talancon and Lieu 2012; Greenfield 2013; PR Newswire 2014).

Theoretically, e - textbooks could link students to real-world data sets or streaming sensor data and thereby empower students with data to explore graphical software packages, statistical tests, and other forms of data analysis. The goal of e - textbooks is to create a truly dynamic, interactive learning experience, in which students and teachers can simultaneously immerse themselves in the learning experience (Murray and Pérez 2011; Talancon and Lieu 2012; Greenfield 2013; PR Newswire 2014).

#### **2.Role Play**

Teaching through role-playing is a great way to make children step out of their comfort zone and develop their interpersonal skills. This method comes in handy, especially when you are teaching literature, history or current events. The role playing approach will help a student understand how the academic material will be relevant to his everyday tasks

### **3.Puzzles/paradoxes:**

An effective method of getting students to work out a solution. By forcing students to 'work it out' you increase the likelihood that they will be able to use the material effectively later on.

### **4. Classes outside the Classroom**

Some lessons are best learnt, when they are taught outside of the classroom. Organize field trips that are relevant to the lessons or just simply take students for a walk outside of the classroom. The children will find this fresh and exciting and will learn and remember the things taught faster. Role playing is most effective for students of almost any age group. You just need to customize depending on the age group. You can even use this method for teaching pre-schoolers; just make sure you keep it simple enough to capture their limited attention span

### **5.Brainstorm**

Make time for brainstorming sessions in your classrooms. These sessions are a great way to get the creative juices flowing. When you have multiple brains focusing on one single idea, you are sure to get numerous ideas and will also involve everyone into the discussion. These sessions will be a great platform for students to voice their thoughts without having to worry about right or wrong. Set some ground rules before you start. You can go for simple brainstorming or group brainstorming or paired brainstorming.

### **6.Classes Outside the Classroom**

Some lessons are best learnt, when they are taught outside of the classroom. Organize field trips that are relevant to the lessons or just simply take students for a walk outside of the classroom. Students will find this fresh and exciting. Without taking much effort, they will learn and remember what you teach them.

### **Conclusion :**

Innovative teaching method is a beneficial to the students of this generation. It make change in the students attitude towards learning by engage them towards learning and the innovative teaching method will change the digital non learning society into a learning society so without this innovative, teaching methods the teaching process in this generation.

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## **Promoting Reflective Practices in Education Enhances Teaching-Learning Among Educators in the 21<sup>st</sup> Century Classroom Settings**

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### **Abstract :**

*The contemporary study addresses promoting reflective practices in education to enhance teaching-learning among educators in 21<sup>st</sup>-century classroom settings. Reflective practise in education refers to looking back on one's efforts to engage in a lifelong learning process. We can achieve a goal or arrive at the desired outcome by using reflective practice in education in enhancing teaching-learning. To practise continuing professional development, experienced educators must keep an advancement record from the beginning of their training. To be a great educator, you must have the opportunity to reflect on what you do, why you're doing it, and how you can develop and expand your practice over time. There is some evidence to suggest that educators might benefit from reflective practice in education by thinking about and then assessing their work. Educators in the trenches have long preferred reflective practices to save time while still delivering quality education. By determining which reflective practises are today most effective for educators, we will improve students' long-term success and learning. There may be educational benefits for educators who employ reflective practice in the classroom, and this study may influence in-service professional development. The model was built and tested with the help of a survey. The most successful reflective practices were identified using teaching-learning to improve students' learning in the 21<sup>st</sup>-century classroom settings. The outcomes show that educators' reflective practice approaches positively impacts students' academic progress and visible academic abilities. To improve educators' reflective practices in education, specific endorsements have been given for future study boundaries. Policy proposals have been made based on the study's outcomes. Educator development has seen an increase in reflective activities, primarily those that promote expert and educational growth. Despite little evidence to back up their broad use, reflective practices have gained popularity in education, as investigated in this study. An additional practical investigation is required to fully incorporate modern education practices and explore the potential advantages of introducing reflective components into educators' reflective practices. There was no difference in terms of effort or capabilities between the groups who participated in the study. The author was able to integrate study shows educators want quick and easy access to programmes that teach them about reflective practices methods and help educators recognize their strengths in promoting reflective practices in education enhances teaching-learning among educators in the 21<sup>st</sup>-century classroom settings.*

**Key Words:** Reflective Practices in Education, Teaching-Learning, Educators, 21<sup>st</sup> Century, and Classroom Settings.

### **Introduction :**

In today's atmosphere, being an educator undoubtedly needs high dedication and deep commitment, as they encounter various challenges as a result of more severe social, political, and

cultural developments. Schools are often used by governing power to extend their sense of social order, primarily through programming, from a policy perspective. Educators can spend plenty of time generating procedural documents, spare time about their pedagogical new advancements. Several educational interventions, especially those that keep too tight pedagogically and extend learning obtained in the previous, may have unsafe practice—as a result, forcing educators into a "lockstep of conforming" (Britzman, 2003). In terms of the effectiveness of reflective practice, some educators may find it a time-consuming method that they avoid, not only because writing shortly after getting resources and experience is impractical, but because they may not want to relax and reflect on uncomfortable past knowledge. Educators are typically required to adhere to the nation's competent classroom practice, exams, and organizational tasks. Participation has become a key task, including for regulatory purposes, wherein textual administrative quality is strongly assessed notwithstanding the actual teaching-learning procedure in the classrooms. This usually generates conflicts between educators. Several studies have identified the significance of educators involved in the study (Borg, 2007, 2009; Brown & Flood, 2018), attempting to engage in reflective practice (Burhan-Horasanl & Ortaçtepe, 2016; Mann, 2005), and is becoming more study (Borg, 2007, 2009; Brown & Flood, 2018) self-sufficient in their classroom training as a professional (van Dinther, Dochy & Segers, 2015). Educators who learn and conduct studies are more likely to make education reforms that will enhance their pupils. The usefulness of education and the engagement of learners (Rahimi & Weisi, 2018; Walker, 2017). Reflective practice is a means for educators to improve their teaching-learning and attention, and it is an essential aspect of their professional growth. Educators get a deeper understanding of themselves, their profession, and their pupils when they use tools for self-exploration in 21<sup>st</sup>-century classroom settings.

### **The Concept of Reflection :**

Reflection is essential in teaching-learning because it allows students to consider situations from many angles. This research looks at mental functions in reflection, distinct types of reflection, the effectiveness of reflective educators, innovative instructional components, the benefit of a lifelong learner, layers of reflection, and reflective techniques. By introducing the notion of reflection into academic activities, educators can develop effective interventions that have a long-term effect on student achievement. The creation of reflection in teaching-learning is linked to John Dewey, who used the empirical method to analyze how people perceive and think. Dewey had a significant impact on education and how educators employ reflection to expand their individual and career perspectives. He defined reflection as "having to switch a subject out in mind and offering considerable and continual thinking, allowing us to act thoughtfully for thoughtful consideration." Careful, persistent, and rational reasoning are required for reflection" (Sweigard, 2007). In reflection, an individual's private experiences are reflected. Reflective learning recognizes the significance of a wide variety of events yet concentrates on the whole person. Reflection refers to both practical thinking and remembering. In our perspective, reflection takes place in a genuine atmosphere where educators must make choices regarding the events that arise. Reflecting on their actions and contrasting them to the actual results of their instruction in light of more formal concepts can help instructors become more aware of their fundamental beliefs, patterns, and ideas (Brookfield, 2000). Through this form of reflection, they expect to study education and about them as educators. Reflection and collaboration are intertwined in fostering career development in 21<sup>st</sup>-century classroom settings.



### **Reflective Practices in Education :**

The concept of reflective practise has become popular among students, professors, and those who educate educators in education. Tsangaridou & O'Sullivan (1997) define reflection in education as "the act of having thought regarding, assessing, trying to assess, or affecting intervening variables meanings, motivating factors, cultural beliefs, decisions, actions, or products by applying the techniques of achieving persons by fostering the growth of actually achieving persons by utilizing a variety of achieving persons by focusing on the process of achieving persons." "The conscious, constant, and purposeful review of any notion or purported resource of knowledge in light of evidence that supports it," according to the definition of reflection (Dewey, 1933). According to Schon (1983), a reflective education examines their conduct to come up with new ways to enhance their efficacy to enhance student' education. According to Farrell (2012), reflective practice allows educators to think logically about their instructional actions and identify problem areas and shortcomings to improve in the future. Many fundamental education systems claim to foster reflective practice, which is presently widely used in educator professional development. A simple description of reflective practice in education is when teachers review their instructional techniques to see what performs better for the students. Educators can gain some insights by evaluating what they are doing and using these self-critical evaluations to improve what they get another time they teach. Reflective thinking is crucial to good learning for both educators and students.

### **Reflective practices in Teaching-Learning :**

When educators engage in reflective teaching-learning, they set aside time to reflect on their pedagogical approaches, evaluate the relevance of their curriculum, evaluate teaching techniques, and make changes to improve pupils' learning. This method entails data collection, review, and the creation of a long-term strategy. Prior, though, then after a programme, reflective teaching-learning includes examining one's core views about teaching-learning and their conformity with pedagogical classroom experiences. Schon (1993) states that the meditative teaching-learning technique is a continual process in which students analyze their successes in applying the skills while being educated by specialists. It leads to the development of a person's character. Reflective teaching-learning involves using reflection tactics to interpret, assess, and convey knowledge to elicit a solution. The learning quality is a vital aspect of a circle that should be maintained to achieve excellent results.

### **Reflective Educators :**

Connecting educator thought, and practice necessitates a solid understanding of what, how, or why learning is enhanced and how this knowledge is used in their profession (Alexander, 2005; Mulder, Swaak, & Kessels, 2004). There is a lot of proof that suggests the efficacy and breadth of educator self-reflection, which comes from various sources (Day, 1997; Edwards et al., 2002). An educator's (episodic) memory (that is, latent knowledge that reflects experiences) includes (story-driven) recollection (Calderhead & Robson, 1991; Clark, 1988; Tobin & McRobbie, 1996). "Educators must be proactively required to set the aims and goals of their activity," says the reflective role of the teacher (Zeichner and Liston, 1996). Reflection is the process for instructional supervision, learning, and school engagement, and it's an essential aspect of educators' professional development. When student educators use tactics for participating in themselves, they have a greater understanding of themselves, their methods, and

their pupils. They build a solid foundation by regularly reflecting on their actions and skills in 21st-century classroom settings.

### **Benefits of Reflective Teaching-Learning :**

Reflective teaching benefits both educators and executives. Reflective teaching-learning can help educators improve their learning methods. Reflective practice includes learning lessons, completing self-assessments, analyzing improvements, decision-making, and increasing reasoning ability. Educators benefited from contemplative teaching-learning approaches in a variety of ways. This practice encourages you to plan, review, and enhance your lessons to improve your delivery models and have a better understanding of your topics as an educator. If you wish to enhance your teaching skills, reflective practice provide numerous benefits.

**Professional Development:** Professional advancement can be aided by reflective teaching-learning. You might have a lot of good handle of your abilities and weaknesses by engaging in the more extended inner-thinking activity. Reflective teaching-learning may help, as well as the benefits would both be immediate and long-term.

**Enhance your ability to think creatively:** Reflective teaching-learning methods can also be used to innovate and improve your instructional strategies. Reflective teaching and innovation go hand in hand. If you notice that your students' interest is waning, for example, you can use screen appears, virtual websites, and online applications to bolster your presentations and refocus their interest. The very same processes might be used to conduct exams and evaluations.

**Promote the Instructional Strategies:** Effective educators strive hard to learn all of their pupils' personalities while maintaining the security of their classrooms. They always get out of their way to ensure that everyone is on schedule. Reflective practice will provide, so each child gets the most out of their education. Both educators need passion to create a great learning environment.

**Enhance the relationship between educator and the student:** Relationships with pupils are valued by educators. You must build solid deep connections with your pupils if you genuinely want them to embrace your educational strategies. Reflective teaching strategies help us think of each kid as an individual learner with specific requirements.

**Make Learning More Meaningful and Vibrant:** To enhance and brighten up your classroom, you might use a range of reflective teaching techniques. We all want a vibrant classroom where children are engaged. If students are permitted to ask questions or comment on the topic, they are learning, and they are much more likely to succeed. As an educator, you have an excellent opportunity to discover more creative ideas from your pupils.

### **Conclusion :**

Reflective practise is a continual, dynamic environment of freely, altogether, and carefully addressing all forms of organizational activity. Reflective practice is a method for methodically analysing and assessing one's performance to develop new teaching methods. Every educator is unique, and many kids have more great perspectives about what we say and do. There are several different events in our classrooms, and educators will try to see themselves through into the mind-set of their students. There are several other worlds in our classrooms, and educators will try to see themselves through to the perspective of their students. Educators can obtain a more profound students' learning through reflective practice. Not simply as a common term, but as an educational philosopher who is conscious of learning goals, the goal of reflection is to be equipped for future events. As an outcome, students can fully incorporate their

information, making it relevant to them and thus valuable. In summary, reflective thinking is necessary for both instructors and students to learn efficiently. Educators have promoted reflective practice since Dewey's time to obtain meaning from the data to be observed and analysed more thoroughly. Reflective practice is essential for educators who came before them because it can help them learn and understand during their teacher training in classrooms and help them grow and thrive outside of their academic institutions in 21st-century classroom settings.

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## **A Comparative Study Between India's New Education Policy 2020 & European Union's Education Policy**

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### **Abstract:**

*This paper analyzes and compares the India's New Education Policy 2020 and European Union's Education Policy. The India's New Education Policy as well as European Union's Education policy is facing a new challenge in the Covid-19 pandemic Era. In India, the Education is one of the fundamental rights of citizens and it plays a pivotal role in the all-round development of the country. The study of India's New Education policy 2020 plays an important role to understand the policy aspects of the country in a better way. In the same way, the Education is also one of the fundamental rights of the citizens of most of the European Union countries. Therefore, most of the EU member countries perceive a need to increase the quality of their education, develop accessed to learning at all stages of life. From this study, it's clear that Life-long learning has become the basic point in EU's educational strategy. The study also includes the stages and forms of education and besides combines them. The study also focuses on the different educational policies of the European Union in compared to India's New Education Policy 2020. Over all, the goal of European Union Education Policy was to maintaining collaboration and integration among the members of the European Union within the framework of their common cultural values.*

**Key Words:** National Education Policy 2020, European Union, Higher Education, Technology, Covid-19, Values, Knowledge

### **Introduction:**

The Education plays an important role for the growth and development of the country. The Educated people are more than an asset to the development of the country. This made successive governments under different Prime Ministers gave utmost importance in investing more money and resources in the field of Education. The Education gives people knowledge, skill and technique to understand their rights and duties. It also gives new direction in the overall development of the country. It also gives knowledge about injustice, violence and corruption in the society. It differentiates human beings from animals. So, the study India's New Education Policy 2020 in compared to European Union's Education policy gives a detailed information to understand India's New education policy 2020 in a better way.

### **Objectives Of The Study:**

In the light of above, the proposed research aims to understand the following:

- To understand India's New Education Policy 2020 in compared with European Union's Education policy.
- To analyze India's New Education Policy 2020 and European Union's Education policy.
- Internal debate between India's New Education Policy 2020 and European Union's Education policy.

- Impact of Covid-19 on India's New Education Policy 2020 and European Union's Education policy.

### **Methodology:**

This work on “A Comparative Study between India's New Education Policy 2020 and European Union's Education Policy” is basically an analytical work. The proposed study will to a large extent rely on primary sources including official, Government documents and publications. The study also proposes to hold interviews with the concerned policy makers and discussions with the experts. The study will also critically examine the secondary sources available on the subject matter such as books, journals, periodicals magazines and tertiary sources such as newspapers.

### **Literature Review:**

Review of literature is an important stage of research as it provides the researcher an overview of what has been done, and what is being done. It also gives understanding the subject matter there exist sufficient number of studies that usefully serve as back ground reference material and which facilitates better understanding. It is focused and directed towards specific purpose. In this background, there exist several works pertaining to the subject matter of the research that could be usefully employed in the research to mention few-

**B.V.D.S. Sai Pawan Kumar and Dr. Komal Nagrani, (2020)**, in their work on *The Study of New Education Policy 2020 (International Journal of All Research Education and Scientific Methods (IJARESM), Vol. 10, Issue 10)* has analyzed the importance of Education in building a better society. Their study also explains the role of successive governments in implementing the Education policy and also highlights India's New Education policy 2020.

**Seda Chankaya, Onder Kutler and Esra Cebeci, (2015)**, in their work on *The Educational policy of European Union (Procedia-Social and Behavioral Sciences, 174, pp-886-893)* has analyzed the formation of European Educational policy and the historical development process of European Union. Their study also explains the different educational programmes of European Union during various periods.

### **Analysis And Findings:**

#### **India's New Education Policy 2020:**

After India's independence, many programmes and measures were introduced to increase the literary rates in the rural and urban areas. The successive Prime Ministers introduced various policies to enhance primary, Secondary and higher education standards in India. So, for the first time, Mrs. Indira Gandhi government introduced the National policy on Education in 1968. Again in 1986, during Rajiv Gandhi's period introduced the National Education policy. This was later modified during P.V. Narasimha Rao's period in 1992. Then the National curriculum framework for designing of NCERT text books was introduced in 2005.

In this scenario, with the aim to bring a revolution in the India's education system, the Narendra Modi government appointed a committee under the chairmanship of former ISRO Chief K. Kasturirangan to prepare a draft on National Education policy. The Committee submitted its first draft in 2018 to the Union government. The government then opened this draft for public suggestions and comments for two years. Finally, the Narendra Modi government gave approval to the New Education policy on July 29, 2020. Over all, India's New Education

Policy 2020 had the goal of remodeling the education system to meet the requirements of the 21<sup>st</sup> century India.

### **Features Of India's New Education Policy 2020:**

The main features of the India's New Education policy 2020 includes,

1. **Increased Budget Allocation-** According to the Union budget of 2020-21, India had allocated 4.6 % of its total GDP on education. This will greatly benefit in implementing India's New Education policy provisions.
2. **Increased GER and Equitable and Inclusive Education-** According to New Education policy, the government plans to achieve a Gross enrolment ratio of 50% by 2035 and promote a multi-disciplinary and inclusive education. It also aims to reduce the ratio of dropouts among students.
3. **Curriculum and Pedagogy in schools-** The New Education policy has introduced 12 years of schooling with three years of Anganwadi or pre-schooling and replace the 10 + 2 structure of school curricular with a 5 + 3 + 3 + 4 curricular structures.
4. **Undergraduate Education for 3 to 4 years-** Under the New Education policy, the undergraduate education course is extended from 3 to 4 years.
5. **Teachers Recruitment and Deployment-** Under this New Education policy, the Teachers are recruited and deployed through transparent process.
6. **Promotion of Indian languages-** The New Education Policy has emphasized mother tongue or local language or regional language as the medium of instruction at least till Grade 8.
7. **Transforming the Regular System of Higher Education-** According to New Education policy, the four institutional structures carrying out the functions of regulation, accreditation, and funding and academics standard settings will be set up as four independent verticals within one umbrella institution, the Higher Educational Commission of India.
8. **Technology Use and Integration-** Under this New Education policy, a dedicated unit for the purpose of orchestrating the building of digital infrastructure, digital content and capacity building will be created in the MHRD to look after the e-education needs of both school and higher education.
9. **Internationalization of education-** Under this New Education policy, India will be promoted as a global study destination providing premium education at affordable costs thereby helping to restore its role as a Vishwa Guru.
10. **Graded Autonomy among Institutions-** Under this New Education policy, the University definition will allow for a wide range of institutions ranging from research institutes to research teaching universities and the Autonomous degree offered by the Colleges.

### **European Union's Education Policy:**

The European Union was formed by the six European countries namely Germany, France, Italy, Belgium, Netherlands and the Luxembourg after the Second World War. This Union was established in order to set up an economic union between these six European countries. In the early period of its formation, the scope of the organization was restricted only to the Coal and Steel Sector and which was then extended to include the atomic energy research

and development through Eurotom and economic activities through European Economic Community, which was developed in 1957. Later, the assistance was stretched to large number of economic areas and gradually to foreign and security matters, impacting to Countries politics, economy, foreign policy and society.

The European Union's educational policies were emerged with the aim of carrying out internal market obligations, depending on economic justifications. Slowly the European Union started to give importance to educational policies to provide a cultural and social integration for achieving the aim of political and economic integration. The European Union's education policy was basically emerged from the social, political and economic factors. And the European Union considered Education as an important instrument to fulfill the demands of equality and justice in society.

The EU sees its education policy as a national activity and it also has the objective to facilitate community's other activities. It also believes that the education consolidates harmony among the citizens by supporting foreign education and exchange of students and teachers and empowering European Union's integration. It contributes in applying different policies on community, environment, unemployment, research and technological development etc.

### **Conclusion:**

Overall, the India's New Education Policy 2020 has a great vision to change the educational system in the country. The purpose of education is not only to add grades, years and certification but also to build a healthy society. In this direction, the National Education Policy 2020 makes this vision very clear in its agenda. The New Education Policy gave a clear message to the country in need of an education policy that is in accordance with the Indian values and at the same time this policy provides global standards to country's education system. The famous educational expert, Sen Gupta says that "this is a National Education Policy that offers Choice, Chance and Change". But, the biggest challenge to National Education Policy today in the era of Covid-19 epidemic was the implementation of the policy initiatives into practice. In this direction, the access, equity, quality, affordability and accountability are considered as the main pillars of National Education Policy. On the other hand, the European Union's Education policy has the goal to made Social and economic challenges coming with globalization. In this direction, the European Union aims since its inception to cooperate with the member countries in the field of education and to develop a constructive policy in this area. In compared to India's New Education Policy 2020, in the European Education policy there are some deficiencies in practice despite the number of people benefitting from the programme. However, by solving these the desired goals can be reached.

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## **Wild Ethano-Botanical Medicinal Plants From Toranmal Plateau, Nandurbar District, Maharashtra**

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### **Abstract:**

*The indigenous people of Toranmal region are using local plants for various purposes. They have traditional knowledge about plants and their utility for various purposes. The present work clearly indicates that the life of local people is dependent on the plants growing in nearby areas. The present explorations conducted in forest areas of Toranmal Plateau, Nandurbar district, Maharashtra provide the information about traditional plant uses of 48 plants species belonging to 26 angiospermic families. Majority of preparations are from leaves, stem and some are of underground parts like root, rhizome, tuber etc.*

**Keywords:** medicinal plants, traditional plants resources, Toranmal, Nandurbar, Maharashtra,

### **Introduction:**

Human beings, since the distant past always have been largely dependent on plant resources for their fundamental needs like food, medicine, fibre, fodder, shelter, etc. Formerly, they were directly dependent on plants. But as a result of modernization and with advancement of science and technology This dependence on plants as a direct source has been considerably reduced. However, the tribal's and other aboriginal people, who have traditionally lived in the forests, continue to remain completely dependent on plants for their survival. Living close to the nature, the people reside in the forests have assimilated unique knowledge with reference to plant utilization for different purposes through the course of their centuries old experience. Therefore, studies on useful plant resources of different localities may lead to find new information on unexploited natural resources and new uses of existing resources as sources of medicine.

### **Study Area:**

Toranmal plateau is a part of Nandurbar which is the newly constituted district in the state of Maharashtra. As much as 65% of the population of the district is tribal. Satpuda Mountain is a range of hills in central India. The range rises in eastern Gujarat state near the Arabian Sea coast, running east through the border of Maharashtra and Madhya Pradesh to the east till Chhattisgarh. Satpuda Range, range of hills, part of the Deccan plateau, western India. The hills stretch for some 560 miles (900 km) across the widest part of peninsular India, through Maharashtra and Madhya Pradesh states. The district can be divided into hilly tracts and undulating plain areas. The hillocks of Satpuda are flat-topped and plain. Highest elevation is recorded at Toranmal hills rising up to 3373 ft. with a lake on its top. Very small part of Narmada basin is towards the west. The name of Satpuda is given because of the seven folds forms the watershed between Narmada (north) Tapi (south) rivers.

Toranmal Plateau is one of the important plateaus in mid Satpuda in northern Maharashtra. This plateau forms a table land and summit covering about 41 Sq.Km. area at 1155-meter altitude (AMSL). It lies in western Satpuda Mountain which is a horst block between Narmada graben on north and Tapi in the south. Because of its scenic beauty it has a long historical background. The total plateau summit area covers 41 Sq. Km. and extend between 21

° 54' North to 21 ° 61' latitude and 74° 26' to 74 °34' East longitude. This is one of the best hill stations and famous tourist resort in North Western Maharashtra, (Anonymous, 2010).

### Methodology:

The data presented is based on personal interviews and observations of informants. The indigenous knowledge of local people regarding plants was gathered by intensive ethnobotanical explorations. The area visited annually for 4-5 times for covering different villages and hamlets of study area and each visit lasted for about 5-6 days. During the field investigation, for plant collection and documentation of data, the informant accompanied the author/s. Sometimes more than one informant was included in the team. Each use of the plant has been confirmed and verified during different visits to different localities in the region and even with the same informants on different occasions. The uses were considered valid if at least 2 informants had similar remarks about the uses of the plant. During the field work 2-3 voucher specimens of each useful plant and plant part used in medicine were collected and numbered. The voucher specimens were made mostly at flowering or fruiting stage according the standard methods (Jain & Rao, 1976). Their description, uses and other details were recorded in the field book and in ethnobotany data sheets, which is based on Jain (1995). Collected plant specimens were identified with the help of keys to families, genera and species provided in standard floras, Patil, (2003), Cooke (1958), Sharma *et al.* (1996), Singh *et al.* (2000 & 2001).

### Enumeration:

Altogether 48 plants used by natives for different purposes have been enumerated in the paper along with name of the family, local name, parts used and detailed preparation of formulation, dosage, mode of use, etc. has been given under uses.

#### 1. *Blumea eriantha* DC. Wight.

Use: Cut & injuries: Leaf paste is applied it acts as an antiseptic.

#### 2. *Alangium salvifolium* (L. f.)

Use: Cuts: Inner bark paste is applied for treating cuts.

#### 3. *Cryptolepis buchanani* R. Br

Use: External latex applied to cure cuts.

#### 4. *Gnidia glauca* (Fresen.)

Use: Cuts: Stem bark paste applied over cuts.

#### 5. *Tecoma stans* (L.)

Use: Cuts: Stem bark paste is applied over cuts and injuries.

#### 6. *Typha angustifolia* L.

Use: Inflorescence paste applied to stop bleeding

#### 7. *Clematis heynei* M.A.

Use: Cuts and minor injuries: Leaf extract used as poultice to treat wounds.

#### 8. *Luffa cylindrica* (L.)

Use: Cuts & Injuries: Leaf paste is applied thrice a day for 2-3 days

#### 9. *Cassia uniflora* Mill

Use: Cuts and injury: Leaf juice applied twice a day for 2-3 days.

#### 10. *Mallotus philippensis* (Lam.)

Use: Cuts & Wounds: Leaf paste applied twice a day till cure.

#### 11. *Colocasia esculenta* (L.)

Use: Cuts and injuries: Rhizome paste is applied

12. *Curcuma longa* L.

Use: Cuts and Injuries: Rhizome powder is applied to stop bleeding and as an antiseptic

13.. *Ocimum gratissimum* L.

Use: Cuts and injuries: Leaves crushed to prepare a paste of leaf juice is applied twice a day till cure

14. *Peristrophe paniculata* (Forssk.)

Use: Cuts and wounds: Leaf paste is applied twice a day until cure

15. *Cardiospermum halicacabum* L.

Use: Injuries and cuts: Leaves crushed and applied

16. *Justicia adhatoda* L.

Use: Injuries and cuts: Root paste is applied till cure

17. *Terminalia bellirica* (Gaertn.)

Use: Injuries due to burning: Paste of inner bark is applied for 7-8 days.

18. *Aegle marmelos* (L.)

Use: Dandruff: Unripe fruit pulp is applied over scalp and kept as it is for an hour then washed.

19. *Brassica juncea* (L.)

Use: Dandruff: Gentle warmed seed oil massaged overhead once or twice per week for a month.

20. *Millingtonia hortensis* L.

Use: Dandruff: Leaves crushed to paste and applied over scalp, kept it for half an hour then head washed. This can be done alternate day for 15 days

21. *Cleome viscosa* L.

Use: Diabetes: 2gm seeds taken twice a day to control diabetes

22. *Cucurbita maxima* Duch.

Use: Diabetes: One glass of fruit juice taken regularly early in the morning helps to control blood sugar.

23. *Momordica charantia* L.

Use: Diabetes: 30-40ml of fruits extract with pinch of salt and *Cuminum cyminum* seed powder taken orally twice a day for 10- 15 days.

24. *Catharanthus roseus* (L.)

Use: Diabetic: Leaf extract 20-30ml taken daily once for 15 days, act as an anti-diabetic

25. *Albizia procera* (Roxb.)

Use: Diarrhea: 20-30ml of stem bark extract given twice a day for 2 days.

26. *Dalbergia lanceolaria* L. f. ssp. *paniculata* (Roxb.)

Use: Diarrhea in children: 20 ml juice of stem bark given orally thrice for three days used in children loose motions.

27. *Murraya koenigii* (L.)

Use: Diarrhea: Half tea cup of leaf extract with pinch of salt taken twice a daily.

28. *Punica granatum* L.

Use: Diarrhea: Flowers paste with rice washed water made 10 gm pills taken one pill twice a day for three days.

29. *Woodfordia fruticosa* (L.)

Use: Diarrhea: 20-30 ml of root bark extract taken twice a day.

30. *Enicostema axillare* (Lam.)



Use: Diarrhoea: 20-30ml whole plant extract with pinch of salt is given twice a day for two days.

31. *Tamarindus indica* L.

Use: Diarrhoea: 30-40ml of leaf juice with a with honey twice a day for 2-3 days.

32. *Terminalia bellirica* (Gaertn.)

Use: Diarrhoea: Fruits burnt to ash, one tea spoon ash with pinch of salt taken with water twice a day until cure.

33. *Indigofera tinctoria* L.

Use: Dog bite: 20-15 ml leaf extract with pinch of turmeric powder taken twice a day for 2 days.

34. *Solanum anguivi* Lam

Use: Dog bite- 20-40 ml stem bark extract is given.

35. *Bixa orellana* L.

Use: Dysentery: 30-40ml of leaf extract with pinch of salt taken twice a day.

36. *Jasminum sambac* (L.)

Use: Dysentery: 20-30 ml tender leaf extract with sugar and taken twice a day for 2-3 days.

37. *Lawsonia inermis* L.

Use: Dysentery: 1gm of seed powder taken with water twice a day.

38. *Paracalyx scariosus* (Roxb.)

Use: Dysentery: 10-20 ml of root decoction given twice a day.

39. *Parthenium hysterophorus* L.

Use: Dysentery: 40-60 ml roots extract taken twice a day for two days.

40. *Psidium guajava* L.

Use: Dysentery: 20-30 ml extract of leaves taken twice a day for 3 days.

41. *Amaranthus spinosus* L.

Use: Dyspepsia: 25 ml decoction of whole plant taken for 10-15 days.

42. *Annona squamosa* L.

Use: Dyspepsia: 20-30ml of leaf extract taken orally twice a day for 3- 4 days.

43. *Clitoria ternatea* L.

Use: Dyspepsia: 20-30ml of root extract given after meal for 3 days.

44. *Kalanchoe pinnata* (Lam.)

Use: Dyspepsia: 20-30 ml leaf extract taken after meal for 3 days.

45. *Plumeria alba* L.

Use: Dyspepsia: 20-30 ml leaf extract taken after meals.

46. *Ziziphus rugosa* Lam

Use: Dyspepsia: Some fruits are eaten twice a day for 2-3 days

47. *Hygrophila schulli* (Buch. -Ham.)

Use: Dysuria: 1gm of root powder taken with 'toddy' once a day for 15 days.

48. *Ziziphus mauritiana* Lam

Use: Dysuria: One teacup extract of stem bark with some amount of sugar taken orally twice a day for 6-7 days.

### Result:

Total 48 angiosperm species used for treating different diseases of human being have been recorded. Out of the 48 plant species 17 species is used for cuts and injuries, 3 used for dandruff, 4 used for diabetes, 8 used for diarrhoea, 2 for dog bite, 6 for dysentery, 6 for dyspepsia, and 2 used for dysuria are recorded, Bankar V. V. & Sharma P. P. (2016).

Maximum number of species used for treating cuts and injuries, dandruff, diabetes, and dyspepsia diseases are from family cucurbitaceae which is followed by Fabaceae, Solanaceae, and Euphorbiaceae.

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**Table 1: List of plants with parts used and mode of administration**

Botanical Name	Family	Local Name	Parts Used	Mode Of Admini.
<b>CUTS &amp; INJURIES</b>				
<i>Blumea eriantha</i>	Asteraceae	<i>Nirmudi</i>	LF	E
<i>Alangium salvifolium</i>	Alangiaceae	<i>Ankul</i>	BK	E
<i>Cryptolepis buchanani</i>	Periplocaceae	<i>SetaKavali</i>	LATEX	E
<i>Gnidia glauca</i>	Thymelaeaceae	<i>Rametha</i>	BK	E
<i>Tecoma stans</i>	Bignoniaceae	<i>Ghanti-phool</i>	BK	E
<i>Typha angustifolia</i>	Typhaceae	<i>Pankanis</i>	FL	E
<i>Clematis heynei</i>	Ranunculaceae	<i>Morvel</i>	LF	E
<i>Luffa cylindrica</i>	Cucurbitaceae	<i>Gilke</i>	LF	E
<i>Cassia uniflora</i>	Fabaceae	<i>Takla</i>	LF	E
<i>Mallotus philippensis</i>	Euphorbiaceae	<i>Kumkum</i>	LF	O
<i>Colocasia esculenta</i>	Araceae	<i>Alu</i>	RH	E
<i>Curcuma longa</i>	Zingiberaceae	<i>Halad</i>	RH	E
<i>Ocimum gratissimum</i>	Lamiaceae	<i>Ram Tulas</i>	LF	E
<i>eristrophe paniculata</i>	Acanthaceae	<i>Aghedi</i>	LF	E
<i>Cardiospermum halicacabum</i>	Sapindaceae	<i>Kapalphodi</i>	LF	E
<i>Justicia adhatoda</i>	Acanthaceae	<i>Adulsa</i>	RT	E
<i>Terminalia bellirica</i>	Ombretaceae	<i>Behada</i>	BK	O
<b>DANDRUFF</b>				
<i>Aegle marmelos</i>	Rutaceae	<i>Bel</i>	FR	E
<i>Brassica juncea</i>	Brassicaceae	<i>Mohari</i>	SD	E
<i>Millingtonia hortensis</i>	Bignoniaceae	<i>Booch</i>	LF	E
<b>DIEBETES</b>				
<i>Cleome viscosa</i>	Capparaceae	<i>Pivalitilvan</i>	SD	O
<i>Cucurbita maxima</i>	Cucurbitaceae	<i>Dangar</i>	FR	O
<i>Momordica charantia</i>	Cucurbitaceae	<i>Karle</i>	FR	O
<i>Catharanthus roseus</i>	Apocynaceae	<i>Sadaphuli</i>	LF	O
<b>DIARRHOEA</b>				
<i>Albizia procera</i>	Fabaceae	<i>Pandhara-shiris</i>	BK	O
<i>Dalbergia lanceolaria ssp. Paniculata</i>	Fabaceae	<i>Phansi</i>	BK	O
<i>Murraya koenigii</i>	Rutaceae	<i>Kadipatta</i>	LF	O
<i>Punica granatum</i>	Punicaceae	<i>Dalimb</i>	FL	O
<i>Woodfordia fruticosa</i>	Lythraceae	<i>Dhayati</i>	BK	O
<i>Enicostema axillare</i>	Gentianaceae	<i>Nai</i>	WP	O
<i>Tamarindus indica</i>	Fabaceae	<i>Chinch</i>	LF	O
<i>Terminalia bellirica</i>	Ombretaceae	<i>Behada</i>	FR	O
<b>DOG BITE</b>				

<i>Indigofera tinctoria</i>	Fabaceae	<i>Nil</i>	LF	O
<i>Solanum anguivi</i>	Solanaceae	<i>Mothi ringani</i>	BK	O
<b>DYSENTERY</b>				
<i>Bixa orellana</i>	Bixaceae	<i>Shendri</i>	LF	O
<i>Jasminum sambac</i>	Oleaceae	<i>Mogra</i>	LF	O
<i>Lawsonia inermis</i>	Lythraceae	<i>Mehandi</i>	SD	O
<i>Paracalyx scariosus</i>	Fabaceae	<i>Ran ghevada</i>	RT	O
<i>Parthenium hysterophorus</i>	Asteraceae	<i>Gajar gavat</i>	RT	O
<i>Psidium guajava</i>	Myrtaceae	<i>Peru</i>	LF	O
<b>DYSPEPSIA</b>				
<i>Amaranthus spinosus</i>	Amaranthaceae	<i>Kateri-Math</i>	WP	O
<i>Annona squamosa</i>	Annonaceae	<i>Sitaphal</i>	LF	O
<i>Clitoria ternatea</i>	Fabaceae	<i>Gokarna</i>	RT	O
<i>Kalanchoe pinnata</i>	Crassulaceae	<i>Panphuti</i>	LF	O
<i>Plumeria alba</i>	Apocynaceae	<i>Pandhara chafa</i>	LF	O
<i>Ziziphus rugosa</i>	Rhamnaceae	<i>Toran</i>	FR	O
<b>DYSURIA</b>				
<i>Hygrophila schulli</i>	Acanthaceae	<i>Talimkhana</i>	RT	O
<i>Ziziphus mauritiana</i>	Rhamnaceae	<i>Bor</i>	BK	O

**Abbreviations:** -BK - Bark, FL – Flower, FR –Fruit, LF – Leaf, WP - Whole plant, SD - seed, RH - Rhizome, RT - Root, E - external applications, O - Oral

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## Demographical and Economical Characteristics of Dev River Basin in Parner Tehsil of Ahmednagar District Using GIS

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### Abstract :-

In present paper is attempt to Demographical and Economical Characterises of Dev River Basin in Parner Tehsil of Ahmednagar District Using GIS. The Dev river basin is one of the south flowing river and left bank tributary of Kukadi River. Dev river is originated at 913 meters mean above the sea level (MSL) near Vadagaon Darya village dev is a major left bank tributary of Kukadi river. The total length of Dev river channel is 26.3432 kms. from its origin to confluence of Kukadi river. The total area of the basin is 110.0245 Sq.km. and it falls in the Survey of India (SOI) Toposheet No, (47I/8, 47 J/5) for watershed boundary.

### Introduction :-

The study area includes the plateau region of the central part of Deccan plateau in Parner tehsil. The Kukadi is one of the main sub-streams of the Ghod River. Dev River is major sub-tributary of Kukadi River.

### Study area:-

The study area includes the plateau region of the central part of Deccan plateau in Parner tehsil. Study area is located at a latitudinal extent between  $18^{\circ}, 56', 58''$  N to  $19^{\circ}, 6', 53''$  N and a longitudinal extent between  $74^{\circ}, 15', 4''$  E to  $74^{\circ}, 24', 42''$  E. Delineation bas map preparation is on 1:50000 scale.

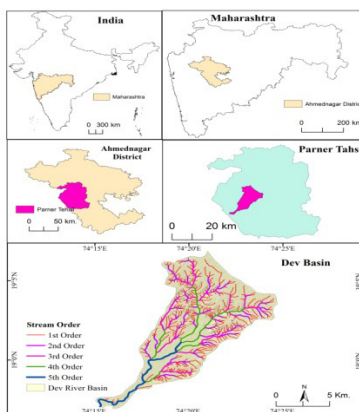


Fig. Location Map

**Objective:-** To study the Demographical and Economical Characterises in Dev River Basin.

### Methodology:-

The present study is based on the survey of India Topo-sheets (47 I/8, 47J/5) at 1:50000 scale map. It was scanned and georeferenced with appropriate projection parameters (Universal Transverse Mercator Projection, UTM, Zone 43 N and Datum GCS.WGS.1984). The survey of Indian Toposheet at the digitization work has been carried out for the entire analysis of the basin



using GIS Software (ArcGIS 10.1). Road, forest, Settlement, well, are digitized in Arc GIS software and preparation of the map. Contour interval of the Toposheets is 20 meter.

### **Settlement Pattern :-**

Population is mostly concentrated in rural settlements. In the study region there are 12 major Villages are present. Nighoj and Wadzire are two major market centres. The physiographical and agricultural practices of an area have as influence on the distribution pattern of settlements and they in turn affect the population distribution and density of the area. (Singh, 1994).

### **Transport and communication:-**

The transport network plays an important role in the interaction between the village, central places of the area and the agricultural market centre. The economic development of any region is depending on its transport network connecting it with other areas. In the study region, the road network is very well developed. Village roads are connected to other main roads in the study region.

The communication system is very well developed and 06 post offices and telegraph offices are present in the study region. Transportation facilities increase the mobility, facilitate trade expansion and commerce and minimize the difficulties of movement with the development of the modern transport system.

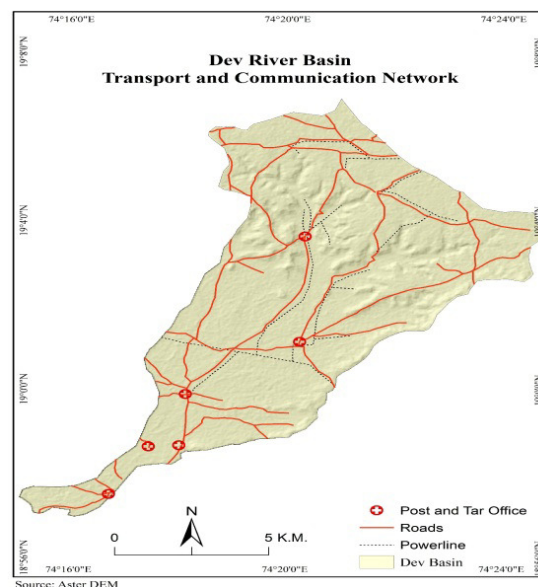


Fig: Transport and communication Map

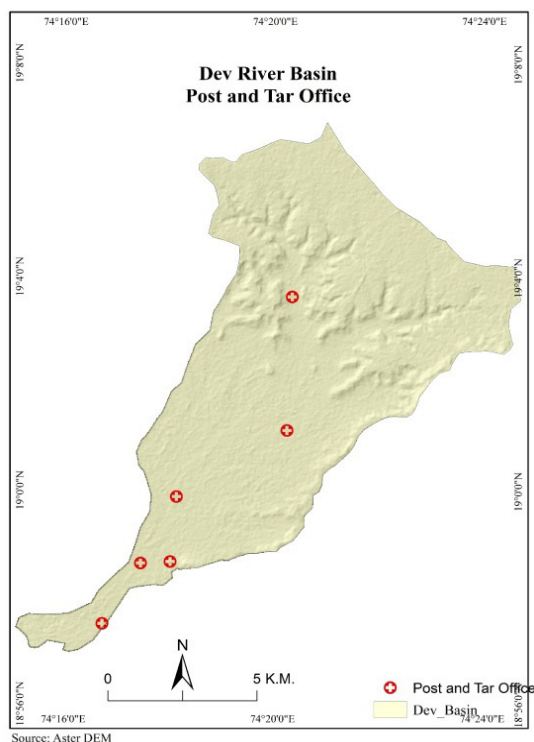


Fig. Communication Map

**Agro Based Industries:-**Sugarcane is agro –based industries in Devi bhoiare village. The agricultural is important occupation in study area .The uses of fertile lands, fertilizer and manures; Hybrid seeds have increased agricultural productivity.

**Agricultural and cropping Pattern: -**Agriculture is the most important occupation in the study region. The economy of the study area mainly depends on the agricultural pattern. Agricultural is more prosperous in the areas of the river basin. The cropping pattern depends upon the topography, relief, rainfall, climate, temperature, humidity and social-economic factors. In the study area the physical diversity is high and the cropping pattern is high diversified.

Bajra, Jawar, Wheat, Sugarcane, Potato are the important food crops in the study area .

**Irrigation Facilities:-**Irrigation plays an important role for agricultural developmental in this area. Now a day, sugarcane production is increased due to irrigation facilities. In present study region the main sources of irrigation are wells, tube wells, tanks . Irrigation sources of Dev basin are summarised as below.

#### Dev River Basin Irrigation Source

Sr.No.	Irrigation Source	Irrigation Sources in Numbers.
01	Well	94 well
02	Tanks	04 Permanent tanks

Source – Computed by Researcher.

In this study region the most important irrigation source is Well irrigation on both sides of the river banks.

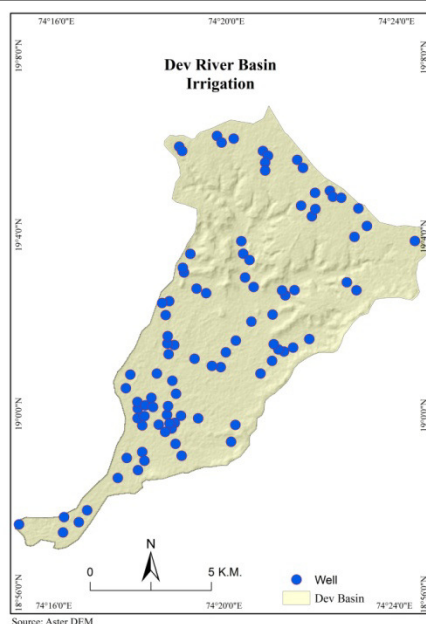


Fig. Irrigation Map

**Land use and Land Cover Pattern :-**The agricultural activity in the study region is very important because, the economy of this area depends on agriculture. In the Northern part of the study region the land under forest cover is more but in the Southern part of region the forest cover is less.

#### Occupational Structure:-

The occupational structure of any region is more important in economic life of the people. The working class population plays an important role in development of the region.

In present study about 70 present populations engaged in agricultural activity female labours are more because most of male population migrated to the Mumbai and Pune and any other part of the nations in search of jobs and opportunities.

**Conclusion:-**The study area includes the plateau region of the central part of Deccan plateau in Parner tehsil. Population is mostly concentrated in rural settlements. In the study region there are 12 major Villages are present. The communication system is very well developed and 06 post offices and telegraph offices are present in the study region. Most important irrigation source is Well irrigation on both sides of the river banks.

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## Formation of Squatter Colonies and Its Distribution in West Bengal with Special Reference to Calcutta Metropolitan District (CMD)

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### Abstract :

*Mobility is essential for human existence. Partition of India in 1947 created major changes in Indian History. The newly formed invisible international border results to a massive flow of refugee influx in West Bengal. There was a wave of Hindu migrants towards India and reverse flow of Muslim migration also occurred in a scalable number. The study is based on the Bengali Hindu refugee who entered in West Bengal after partition and self-settlement in West Bengal. This study highlights the settlement of East Pakistan Hindu refugees by their own efforts and struggle and how they distributed their colonies all over the Bengal. Several narratives and secondary data are used to construct the whole study and representation is done with the help of statistical tools. After declaration of partition when Bengali Hindu refugees started to migrate in West Bengal, the government decided to look after the matter. At that time group of refugees started to look after the matter by their own choices and forcefully occupied the vacated lands, houses. They are known as squatters and forcefully occupied colonies were named as squatter colonies. These squatters mainly confined at the bank of the Bhagirathi-Hugli River in a large number. Apart from that these squatters mainly chose southern region of the Bengal for their settlements. This occurred due to availability of large number of vacant and fertile lands.*

**Keywords:** Bengal Partition, Influx of Hindu Refugees, Squatter Colonies

### Introduction :

Partition of India in 1947 was one of most distinct incidents in Indian history. It was divided not only the geographical region of the country but also the community of the territory on the basis of their religion. The fragmented regions were Assam, Punjab and Bengal. The prime reason of this fragmentation was to contract two different territory based on the majority of the religion. For this reason Hindu dominated Bengal and Islam dominated Pakistan was created. A British province of Bengal was again divided on basis of religion in which eastern and western part was known as East Bengal and West Bengal respectively. The former one was incorporated with West Pakistan which was located 1000 mile apart from the main territory of East Bengal and later one was joined with India (Alexander et. al.2016). British provinces of Bengal got independence on 14 August 1947 but the planning of the power transformation was occurred in March 1946 when British Prime Minister announced the power transfer between the two leading political organisation of India. This news created a massive pogrom in both the regions in the name of The Direct Action Day and The Great Calcutta Killing. Around 10000 people were killed and 15000 were getting injured during these massacre ("SciencesPo" 2007). The reaction of these incidents creative a negative vibes among the East Pakistan Hindus and they became furious. Organised killing, looting, abduction, rapes, conversion of Hindus to Muslims became very common in those days (Sinha 2011). Gandhiji also took the matter seriously and reached Noakhali to control the violence. Despite of his presence at Noakhali violence continued in some places ("Noakhali Riots" n.d). Gandhiji witnessed the adverse



situation and advised the East Pakistan Hindus to leave the country or dissolve their life in East Pakistan (*The New York Times* 8 April, 1947). Nehru also uttered the same and console the East Pakistan Hindus if they left their country India government would provide them proper shelter (Bandhopadhyaya 1970). After receiving such consolation and experiencing the violence the East Pakistan Hindu refugees were decided to leave their country and entered in West Bengal in search for new life and hope. This study deals with the colony formation of East Pakistan refugees in and around the Bengal which were organised by them. There were absences of any kinds of the government support for their settlements.

### **Methodology :**

The study is based on the secondary sources. Various archival and published documents such as pre-partition census, newspaper reports, published books, and published articles are used to gather information. After collecting the information from the published sources, data are represented with the help of data representation tools.

### **Results and Discussion :**

The exodus of the Bengali Hindu refugees started after Noakhali and Tippera riots and it became massive after the declaration of partition. The oppressed and tortured Hindus started to cross the boundary and poured into nearest neighbour country. The refugees from Chittagong and Tripura district of East Pakistan chose Indian state Tripura for their destination. In the same way people from East Dinajpur and Rangpur entered West Dinajpur and Malda respectively (Dasgupta, 2016).

The influx of refugees which were started during Noakhali and Tippera riots, continued till 1971 at the time of Bangladesh Liberation War. Sometimes the refugee flow was increased and sometimes it became trickle down but the migration never stopped. The influx of refugees occurred through some phases. First phase of migration was started in 1946 during Noakhali and Tippera riots and at time refugees from economically well-established were crossing the border. The second phase of migration occurred in 1950 when widespread violence was observed in Khulna district of East Pakistan (Singh, 2003). This time mainly Namasudra community left their country as mental tortured and oppression was occurred on them. In these way refugees from different financial and social background were crossing the border. The first category of refugees belong to the well-off background and after reaching in West Bengal they purchased the vacant land or houses with own expenditure and started to live there. They did not depend on the government for their survival. Second group of refugees belonged to middle and lower-middle class family. They did not have enough financial stability to do the same as first category. They had self-respect and will power which led them to forcefully occupy the vacant lands and houses and started to live there. Third category belonged to the lower class family who were fully dependent on the government for their survival (Chakrabarty, 1999; Choudhury, 1983). Second category of migrants was known as squatters and their forcefully occupied lands or houses known as squatters' colonies. It was also assumed that insufficient numbers of the government camps led the squatters to vehemently occupy the houses which created major problems among the landowners. At that time land speculators also grabbed the opportunity and sold the land at higher prices (Amrita Bazar Patrika, 24 August 1947). As most of refugees were unable to purchase land they started to occupy to forcefully for their survival. One major incident was happened at Lower Circular Road where 80 refugee families forcefully occupied 50 flats as

they were unable to pay high rate of salami (Amrita Bazar Patrika, 14 October 1947). In this way many squatter colonies were formed around West Bengal such as Bijoygarh Colony at Jadavpur, Deshbandhunagar Colony at Sodpur, Bijohnagar Colony at Naihati, Chittaranjan Colony, Baghajatin Colony near Jadavpur, Mahesh Colony etc. It was stated that Deshbandhunagar was the first squatter colony established in West Bengal (Chakrabarty, 1999) but there was a controversy regarding the formation of first squatter colony. Bijaygarh Colony was established near Jadavpur in 1948 and the initiative was taken by Sri Santosh Kumar Dutta, a refugee leader from Faridpur region and Dhirendranath Roychoudhury, popularly known as Kalabhai. This colony was founded forcefully by the squatters so it was stated that this colony was the first squatter colony in West Bengal but it was also documented that the government gave the squatter leaders to form a colony there. But there was no written documentation regarding the permission (Bandhopadhyay, 1970).

Formation of illegal colonies created a major turmoil among the refugees and landowners. Finally government decided to look after the matter seriously by regularising the squatter colonies. The formations of the colonies were started in 1949 and most of them completed within 1950. The government surveyed the numbers were 133 in October 1950. Initially 3 colonies became regularised such as Bijohnagar Colony in Naihati, Desopriya Nagar Colony in North Calcutta and Jatin Das colony. Government regularise the squatter colonies after paying compensation to the landowners (Bandhopadhyay, 1970). After regularising the colonies government gave the squatters 'arpannama' (Choudhury 1983). 120 pre-1950s squatter colonies were investigated initially and among them 23 were finally regularised within 1956 (Renuka Roy, 13 March, 1956, Fourteenth Session, Assembly Proceedings, Vol. XIII, No. 3, PP. 151-158; Choudhury, 1983). Within 1964 all the pre 1950s except 5 were regularised ( Abha Maity, 21 August, 1964, Thirtynineth Session, Assembly Proceedings, Vol. XXXIX, No. 1, pp- 1414; Choudhury, 1983). Initially government decided to regularise all those colonies which were established within 1950 which also created major agitation among the refugees and government decided to provide land title to all those post-1950 squatter colonies (Choudhury, 1983).

Majority of the pre -1950s squatter colonies were established in and around the Kolkata and most of them were located both bank of the Bhagirathi-Hooghly River. Eastern bank of the river crowded with majority numbers of colonies than the western bank. It was assumed that due to erosional problem most of the squatters initially chose eastern bank for their settlement. There were 145 pre -1950s squatter colonies in Kolkata. Majority of the post-1950s' squatter colonies were confined in 24 Parganas and Kolkata district. Among them 123 colonies were founded within Calcutta Metropolitan District and majority of it located east bank of the Bhagirathi-Hooghly River (Choudhury, 1983). It was also documented that most of the squatter colonies were established in urban areas. After 1950s most of the vacant places became saturated in east bank which led to the formation of the squatter colonies at west bank (Choudhury, 1983).

Squatters' Colonies	No. of Urban Colonies		No. of Rural Colonies		Total East Bank Colonies	Total West Bank Colonies
	East Bank	West Bank	East Bank	West Bank		
<b>Pre- 1950</b>	82	2	33	2	115	4
<b>Post- 1950</b>	61	32	9	4	70	36

### Conclusion:

Partition of Bengal and its consequences created major changes in Indian social and economic sectors. Influx of Hindu refugees and their distribution all over the Bengal generated economic divisions among the refugees. Economically wealthy refugees were more privileged due to their ability to purchase lands. Lower and middle refugees were the sufferer as they did not accepted the government doles as well as unable to purchase new lands. These squatters changed the settlement pattern by forcefully occupying the vacant lands. Finally with the help of the government they finally received their regularised lands and started to live there.

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## **Psychological Stress Induced Alterations in Physiology of Students During Examination**

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### **Abstract :**

*Stress is the state resulting from pressure applied to an organism. Which can be caused in humans by external and internal demands called stressors .Stressors can be external and can originates from work and they can be internal initiated by self obligation and psychological strain. In the present study biochemical parameters such as serum cholesterol, triglycerides, total lipids and serum cortisol were estimated in twenty five (n=45) Engineering students of various branches their aged twenty to twenty two years in Wardha district of Maharashtra State (India) exposed to varying degree of examination stress were selected for experimentation purpose. Serum cholesterol, triglycerides, total lipids and serum cortisol exhibited a rise proportional to degree of examination stress .Values of all these parameters attained control level when the stress was over after examination. The rise in level of serum cholesterol, triglycerides and total lipids seems to be due the stress induced changes in cortisol levels at the time of examination in students, because cortisol was a major stress hormone.*

**Key words:** Examination stress, serum cholesterol, triglycerides, total lipids, serum cortisol.

### **Introduction :**

Anxiety or stress is something you have to go through during your examination preparation and hence students must know how to deal with this stress so that they can prepare well for the examination give their best on the day of examination .

Stress has become an inevitable companion of the present day in all walks of life, and is an extremely adaptive phenomenon in human beings, contributing to his/her survival, activities and performance (Pades and Homar 2006) .Academic examination stresses are reported to have a significant impact on the students well being (Loft et al, 2007), and are associated with changes in the mental and physical health such as increasing anxiety, increasing negative mood (Malarkey et al. 1995). During these period sleepless nights, loss. of appetite, rapid pulse, trembling hands are some of the typical manifestations of examination fear Normal sleep tends to fragment and shorten with the anticipation of forthcoming high demands (Akerstedt., 2006 and Akerstedt et al, 2007) .The examinations are important for as the results influence future. Professional career, social status and their self-esteem (Lazarus, 1966) for some students examinations are: stress inducing events(Folkman and Lazarus, 1985). The stress among students is expressed through its effects on learning (Yerkes, 1908). Although some students may face psychiatric problems like inability to i do school work and the fear of academic failure (Ellis, 1969), the influence of various forms of stress on. Cholesterol level is of increasing interest and importance today.

A number of investigators have found that cholesterol levels are appreciably higher during periods of stress than at other times (Friedmann., 1958 and Wertlake et al., 1958), Mental stress is one of the factors which have been casually linked with hypertension. The biochemical features reflecting the stress level in serum cholesterol and hypercholesteremia is now recognized as a major risk factor in coronary artery disease. There are, however few studies

establishing a relationship between mental stress and serum lipid profile. Examination of stress is quite a well documented fact. Therefore the present study aimed at investigating the changes in lipid level and serum cortisol level during examination stress in college going (Engineering ) students. Stress causing factors such as teachers quality , selection of course /faculty, participation in other activities, participation in household works, feeling of irritation , study time adequacy, concentration in studies ,parent satisfaction with educational performance of students ,Fear of any subject Satisfaction with education Availability of facilities , meeting parent expectations etc.

### **Materials and Methods :**

Twenty five (n=45 ) Engineering students of aged twenty years to twenty two years were selected for the study. They all belong to middle socio economic class of families. Each student was subjected to questionnaires (Pershad et. al, 1985) for scoring of quality of life and sample collection subsequently. The first set of sample was collected two month before the examination when students were busy in participating in college cultural programs which served as control. The second set of sample was drawn two days before the commencement of terminal examination and it serve as pre terminal. The third set of sample was drawn two days before professional examination and it serve as pre professional. The fourth set of sample was drawn after professional examination and it served as post professional examination sample. The level of stress was measured by various physiological parameters like serum cholesterol, serum triglycerides serum lipids and serum cortisol Serum cholesterol was estimated by the method of Ireland J. T. (1941), Serum Triglycerides was estimated by method of Fossati and Prencipe (1982) and total lipids were estimated by National Cholesterol Program NCEP (Friedwald et al. 1972). The cortisol was estimated by RIA method. The mean of the difference of the values obtained at four occasions were calculated and statistically analyzed by utilizing the paired student's t test.

### **Results and Discussion**

In the present study serum cholesterol, serum lipids, serum triglyceride and serum cortisol levels of 45 Engineering student were examined on four occasions (control, pre terminal, pre professional and post professional periods). In the present study it was found that the serum cholesterol, serum triglycerides, serum lipids and serum cortisol becomes significantly increased before pre terminal examination and exhibited a further increase before pre professional examination. The mean of difference of these values was highly significant ( $P < 0.001$ ). The increased levels of serum cholesterol, serum triglycerides, serum lipids and serum cortisol turned to control level after the examination stress was over (Table 1) However this difference in these physiological parameters between control and post professional values was not statistically significant ( $P > 0.05$ ). These rising levels returned to normal after examination stress was over (Post professional period,  $P > 0.05$ ). Similar findings were reported by Wertlake et al. (1958) and Pruessner et al., (2003), examination stress were associated with elevated basal cortisol level, which ultimately rise to serum cholesterol, serum triglycerides and total lipid levels. There was also evidence ( $p < 0.001$ ) to conclude that serum cortisol were significantly increased at the time of stress (Qureshi et al., 2009). Similar findings were reported by Friedmann et al., (1958) who stated that examination stress produces changes in serum



cholesterol and serum cortisol. There is also strong evidence that the effect of hormones on lipid metabolism has been implicated and claimed (Patterson et al., 1993).

Chronic stress can contribute to several harmful physiological events due to release of cortisol in response to stress (Ely, 1995; McEwen, 1980; Vicennati et al., 2002; Wallerius et al., 2003). In addition, high blood pressure, elevated lipids, and hyperglycemia with elevated glucose level had been linked to elevated cortisol level. Romero and Butler, (2007) stated that the primary steroids released in response to stressor are the glucocorticoids like cortisol and corticosterone. The classic effect of glucocorticoids increase blood glucose by converting protein to glycogen thereby indirectly increasing glycogen breakdown in glucose by Epinephrine and Nor epinephrine and by stimulating the catabolism of protein to form new glucose in a process called gluconeogenesis. The glucocorticoids reduce the uptake of blood glucose by target tissue resulting in higher blood glucose concentration available to tissues involved in responding to stress. Glucocorticoids do this by stimulating the internalization of glucose utilization, the sum of which across multiple target tissues results in higher blood glucose concentration. Tissues that need extra glucose in response to the stressor compensate for the glucocorticoids effect and essentially have preferential access to the increased pool of blood glucose. Our findings were also similar to these results.

The previous literature indicates that the cortisol levels are strongly affected by the stress. Anorexia nervosa may be associated with increase in cortisol level (Field et al., 2005). Cardiovascular disease remains the leading cause of death and disability in industrialized nations. Epidemiological data demonstrate that poor dietary choice, lack of exercise, smoking, obesity, stress and pollution all increased cardiovascular risk. Agarwal et al. (1997) investigated the effect of stress on TG Level and on Tc during stressed condition. The results indicate that serum Tg level significantly increased in stressed condition ( $p < 0.05$ ). The cause of rise in serum triglycerides levels may be due to peripheral lipolysis under the hormonal influence. The association of Tg, Tc and stress has been investigated in previous studies (Belic et al., 1998; Mancas et al., 2008; Fan et al 2010).

The incidence of coronary heart disease has shown an increase during past few years. Considerable evidence has now been accumulated indicating that rise in serum cholesterol and serum cortisol is closely linked with stress and this rise is a risk factor of coronary artery disease. Chronic stress can contribute to several harmful physiological events. There is also strong evidence that during Fasting, awakening, and psychosocial stress body releases cortisol (Ely 1995, Vicennati et al., 2002 and Wallerius et al., 2002). In addition high blood pressure, elevated lipids, and hyperglycemia elevated glucose have been linked to elevated cortisol levels (Andrews et al., 2002, Marieni et al., 2002).

Every person has his own optimal level of worry and anxiety, which helps him/ her to achieve the best results. The individual must learn how to control the stress and extra anxiety, stated that there is definite relationship between mental, emotional stress, serum cholesterol levels and serum cortisol level.

### **Suggestion and Recommendation :**

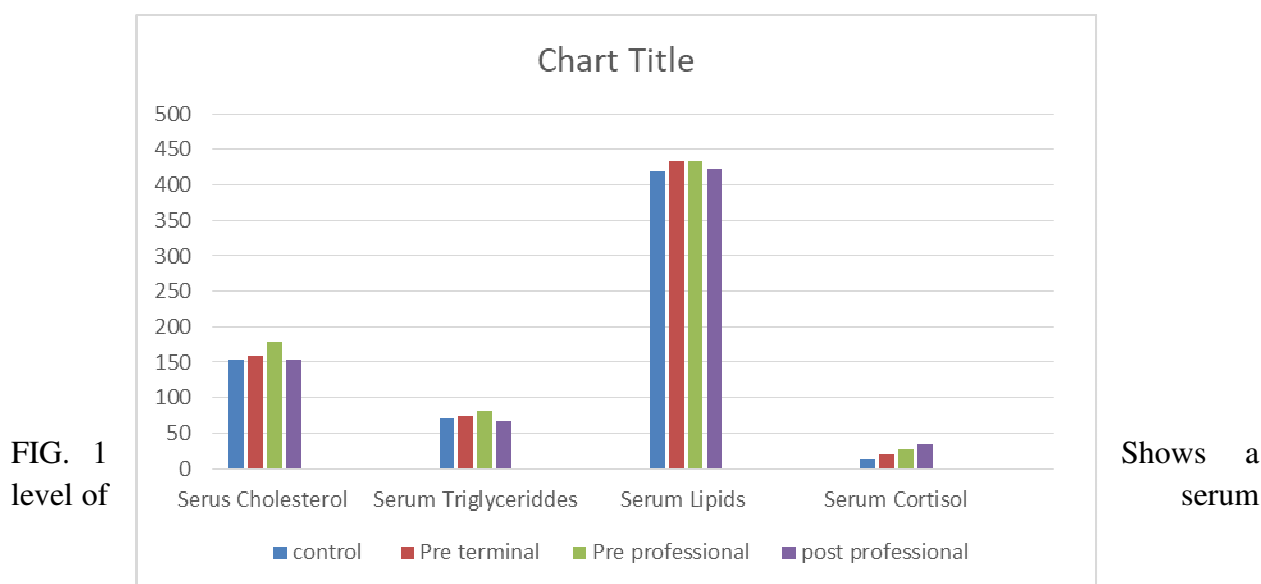
The approach of parents about their growing child should more friendly. The advice to the children of today is that they have the faith that they can lead a fruitful and happy life. It is important that they contribute something to the community. They should understand that stress is also the part of life and how we handle stress is what makes a successful. There is no place in

our system for creativity, learning ability or personality development. They should learn life and social skills in school or colleges how to cope with life, unfortunately it is not done.

Condition	Serum Cholesterol (mg/dl)	Serum Triglycerides (mg/dl)	Serum Lipids (mg/dl)	Serum Cortisol (mg/dl)
Control	153.82 ± 4.13	70.18 ± 9.69	419.24 ± 18.18	12.28 ± 95
Pre terminal	159.27 ± 5.46	74.26 ± 8.99	433.14 ± 19.16	19.72 ± 3.76
Pre professional	178.48 ± 6.08	81.07 ± 9.55	433.14 ± 19.16	26.82 ± 3.76
Post professional	152.89 ± 5.97	66.72 ± 9.95	422.34 ± 19.29	33.68 ± 4.98

Significant at P> 0.05, mean ± SD

**Table no. 1-** levels of serum cholesterol, triglycerides, lipids and serum of engineering student at different stress condition (n= 45).



cholesterol ,serum triglyceride ,serum lipids and serum cortisol was significantly higher in pre terminal and pre professional condition than control and post professional.

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## **Information Literacy Skill in Law Students: A Critical Study of Government Law College, Ramanagara**

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### **Abstract:**

*It is often said that the library is to a law student what the laboratory is to the scientist. Information Literacy competencies are a key factor in lifelong learning of law students. The main purpose of the law is to seek justice by solving both individual and social conflicts in society and thereby achieve peace, equality and freedom. In order to achieve this goal, the rules of law should be understood in order to be implemented and interpreted correctly. Due to the rapid changes and increase in technology and information, the concept of information literacy is becoming more crucial especially legal education. The aim of this paper is to examine briefly the level of legal information literacy skills in law students of government Law College, Ramanagara and proposed model for legal information literacy Programme at undergraduate level.*

**Keywords:** Legal information literacy, ICT skills, online resource,

### **Introduction:**

Information literacy is most commonly defined as the skills needed for a person to “be able to recognize when information is needed and have the ability to locate, evaluate, and use effectively the needed information”. The Internet, and developments in information technologies, is one of the greatest changes in the information arena since the invention of the printing press. Law students need to learn new skills to retrieve required information and facts which are very much needed. Changes in the legal profession require meeting fast developing social needs. Current legal information is needed to make correct legal decisions. As with all professions, access to print and electronic legal information, and the skills to use and evaluate these sources, requires legal information literacy skills. Providing these skills to law students is important to assure social justice, the mission of jurisprudence. The college library’s main responsibility is to provide its patrons with information sources in all formats, classified systematically. Providing access to many information resources in electronic form along with applications of increasing information resource usage, reference and user education services is now more important college libraries have always given seminars, presentations and workshops to their students on how to access information sources. These activities are useful; however, they are insufficient for law students who need to gain skills in information literacy in law through planned and scheduled courses. The present study considers the importance of information literacy and standards for information literacy in law at the undergraduate level in government Law College, Ramanagara. This paper make an attempt find out the level of information literacy skill The development of such competencies should take place in college level only especially during their undergraduate level education.

### **Objectives of the Study:**

In order to carry out the, following objectives were taken in to account:

- To examine the level of expertise with computers and computing skills.
- To survey the information literacy skill of the law students.

- To find out the information search skills of the law students at government law college, Ramanagara
- To ascertain the respondents opinion on the need for information literacy training programme

### Methodology of the study:

For the present study survey method has been adopted by the investigator, with comprises of administration of questionnaire, for knowing the opinion of the respondents in respect of information literacy pertaining to law resources and information communication skills.

In government Law College, Ramanagra researcher selects 40 students randomly and questionnaire was distributed to them and 36 questionnaires were returned by the respondents with over all response 90%. The collected data analysed and tabulated.

### Hypothesis Framed :

- The entire participant may not be well aware of source of Information pertaining to Law; and
- The entire participant may not be able to acquaint with Information communication technology.

### Scope and Limitation of the Study :

The scope of the present study is limited to the “Information literacy skills of Law students.

The study is limited to Government Law College, Ramangara.

### Findings:

The table 1 depicts all the 36 (100%) respondents aware of ICT; while only 25(69.44%) responds are working with computers. 21 (58.33%) respondents are using email services for communication, and same number of respondents 21 (58.33%) are use internet to browse information, only 4 (11.11%) respondents use internet to retrieve information pertaining for their curriculum study, 18 (50.00%) respondents often browse KSLU website for online question papers and other resources.

Table 1- Awareness about ICT		
ICT Skill	Number of respondents	%
Awareness about ICT	36	100.00
Working with computer	25	69.44
Email services	21	58.33
Internet browsing	21	58.33
Use of Internet for their curriculum study	04	11.11
KSLU website	18	50.00

### Source of Knowledge about availability of e-Resource

The respondents were asked regarding source knowledge about the availability of e-resource in their discipline and the result is shown in table 2. Hence the table depicts that 5(13.88%) respondents have the knowledge about availability Manupathra online which is one of the most popular e-Resource in legal field. 9 (25.00%) respondents aware of DOAJ and 7(19.44%) respondents have well aware of N-List.15 (41.66%) respondents knows about Supreme court cases and All India reporter. 14(38.88%) of respondents are familiar with Karnataka Law Journal.



<b>Table 2- Source of Knowledge about availability of e-Resources</b>		
Online Resources	Number of respondents	%
Manupatra online resources	5	13.88
DOAJ	9	25.00
N-List	7	19.44
Supreme court cases	15	41.66
All India Reporter	15	41.66
Karnataka Law Journal	14	38.88

### **Areas of Information literacy Programme Required:**

The respondents were asked about the areas of information literacy training programme. Table 3 depicts that 36(100.00%) of respondents need Information retrieval training, 30(83.33%) respondents requires Information searching techniques training, 28(77.77%) respondents demanded the workshop about institutional repositories, 35(97.22%) respondents request to conduct library orientation programme often and often, 15(41.66%) of respondents appeal to conduct computer training .

<b>Table 3- Areas of Information literacy Programme Required</b>		
Areas of Training	Number of respondents	%
Information retrieval training	36	100.00
Information searching techniques	30	83.33
Institutional repositories	28	77.77
Library orientation programme	35	97.22
Computer literacy programme	15	41.66

### **Conclusions and suggestions:**

The study reveals that the students who are studying in five year BA, LLB course are 100% aware of ICT, hypothesis of the study are satisfied as result of the study. comparatively highly high percentage (86%) respondents are unaware of online resource and almost half (50%) of respondents are not able to work in automated environment. To overcome these lacuna information literacy programmes should introduce very seriously in the beginning of the course and better to introduce one paper on information literacy for 1<sup>st</sup> year students.

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## **E-Learning : Future Education**

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### **Abstract:**

*The present paper discussed what is e-learning? and various types of e-learning. As e-learning is the future of education but it needs to do a lot of improvement in the field of e-learning because our country is a developing country and maximum students are not able to afford this type of learning method. After research, it will find out that students are ready to go with e-learning but still it needs to support in respect of financial and technical side in many areas.*

### **Introduction:**

#### **What is e-learning?**

E-learning is a computer-based educational tool or system that enables you to learn anywhere and at any time. Today e-learning is mostly delivered through the internet, although in the past it was delivered using a blend of computer-based methods like CD-ROM. E-learning offers the ability to share material in all kinds of digital formats.

E-Learning is defined in the National Training Information System as "Any learning that is assisted by information and communication technology. This mainly includes computer-based online learning, but also covers interactive CD-ROMS, videos, handheld computers, mobile phones, teleconference, and video conferencing".

Basically, there are two approaches of E-Learning namely synchronous and Asynchronous

#### **Synchronous:**

Synchronous events take place in real-time. Synchronous communication between two people requires them to both be present at a given time. Examples of synchronous activities are chat conversations and audio/video conferencing.

#### **Asynchronous:**

Asynchronous events are time-independent. A self-paced course is an example of asynchronous e-learning because online learning takes place at any time. E-mail or discussion forums are examples of asynchronous communication tools.

### **Advantage and disadvantage:**

#### **Advantages:**

There is a significant amount of content to be delivered to a large number of learners;

1. Learners come from geographically dispersed locations;
2. Learners have limited mobility;
3. Learners have limited daily time to devote to learning;
4. Learners do not have effective listening and reading skills;
5. Learners have at least basic computer and Internet skills;
6. Learners are required to develop homogeneous background knowledge on the topic;
7. Learners are highly motivated to learn and appreciate proceeding at their own pace;

8. Content must be reused for different learners' groups in the future;
9. Training aims to build cognitive skills rather than psychomotor skills;
10. The course addresses long-term rather than short-term training needs2;
11. There is a need to collect and track data.

#### **Disadvantage:**

1. Learners may feel a sense of isolation.
2. Health-related concern may arise due to maximum use of laptop, mobile
3. Some participants may be technologically challenged and are hesitant to participate in full.

#### **Future of E-learning in India:**

India has a major role to play in the international e-learning services industry. It is already one of the leading IT service provider countries, and it is now aiming to achieve the same position in IT-enabled services. The presence of world-class educational infrastructure and training professionals enables it to be one of the leading e-learning services providers in the world. On the domestic front, the government and private sectors have taken many e-learning initiatives. Though these initiatives have been met with a lot of enthusiasm and user acceptance, their commercial viability is still under consideration. The government has been taking some proactive measures in a regulatory and financial capacity to boost the e-learning environment in India.

#### **Objectives:**

1. To find out awareness among students about new trends in E-Learning
2. Views about online exams conducted by universities from students
3. To identify the techno-savvy students
4. To identify the students who have sufficient technical infrastructure
5. Opinion about future of teaching and learning process

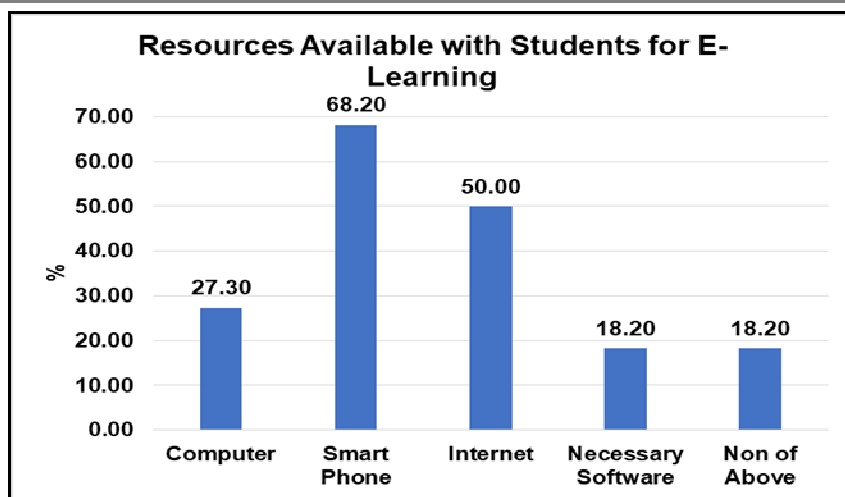
#### **Scope and Methodology:**

The survey method will be adopted for the present study. This study is based on the survey of students of Bachelor of Education (B.Ed.) in Sangamner city. The survey is a fact-finding study. It is a method of research involving the collection of data directly from the population or a sample at a particular time.

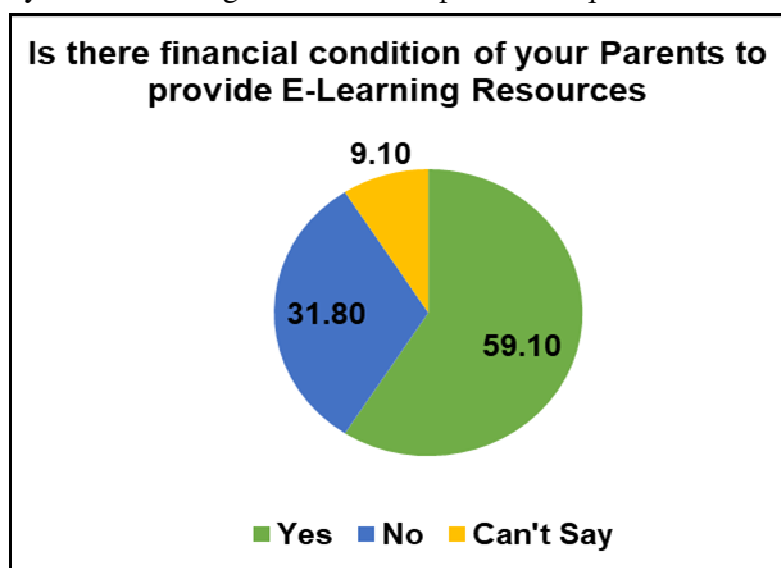
For the present study, the required data was collected through a structured questionnaire. The survey method was accepted with a questionnaire as a tool for gathering information. The questionnaire is prepared with the help of Google form and sent to various students studied in B.Ed. course at Sangamner city with the help of different academic What's App groups. In response to this, around 65 pieces of feedback were received.

#### **Findings and Discussion:**

The following is the discussion of findings received from the questionnaire from the respondent. There is a total of 11 questions are asked in the questionnaire. As said earlier the questionnaire was distributed through what's app in Google Form, the responses are from different B.Ed. colleges in Sangamner Dist. Ahmednagar.



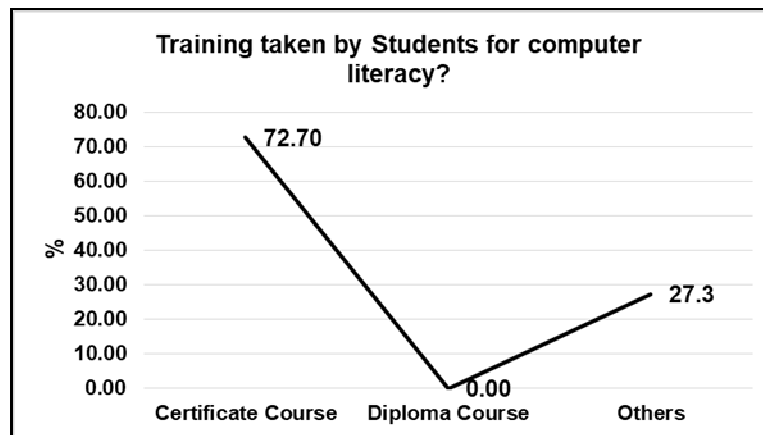
In response to the first question, 68.20% of students have a smartphone, and half of the students have an internet facility for E-Learning. This is a multiple-choice question



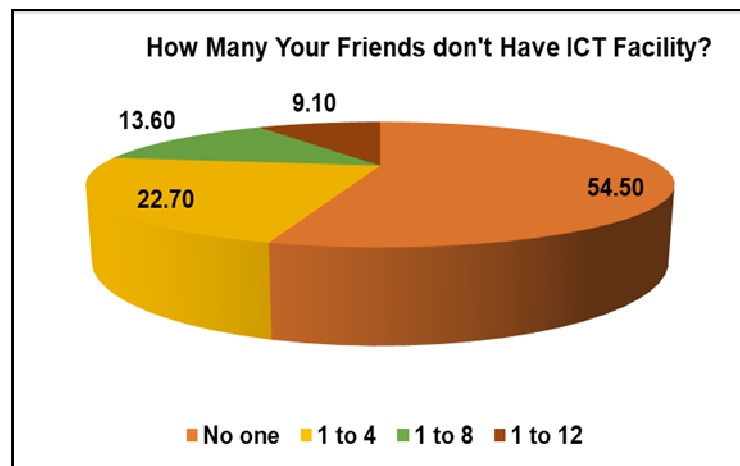
Here we can see that in the second question 59.10% of students' parent's financial condition is sufficient to provide E-Learning resources to their pupils. But near about 32% parents are not able to provide it which is also a considerable number.



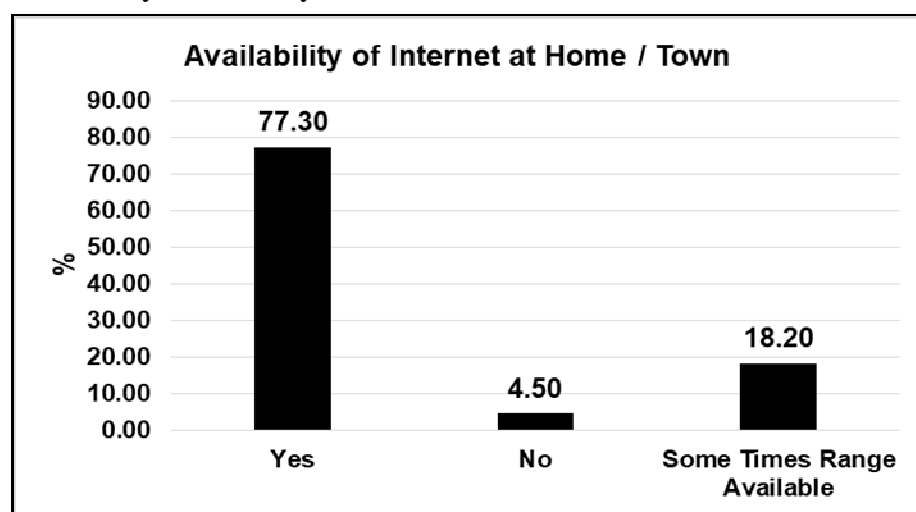
From the above question, it is clear that all students had taken training for computer literacy, which is a very good sign of future teacher because the future teacher must be a techno savvy teacher.



For getting computer literacy maximum number of students had taken certificate courses i.e. 72.70%, and 27.30% students had taken other courses no one had taken any diploma course.



When students ask about how many your friends don't have a smartphone, computer, internet, etc., 54.50% students respond that all have ICT facility, whereas 22.70% of students told 1 to 4 their friends don't have any ICT facility

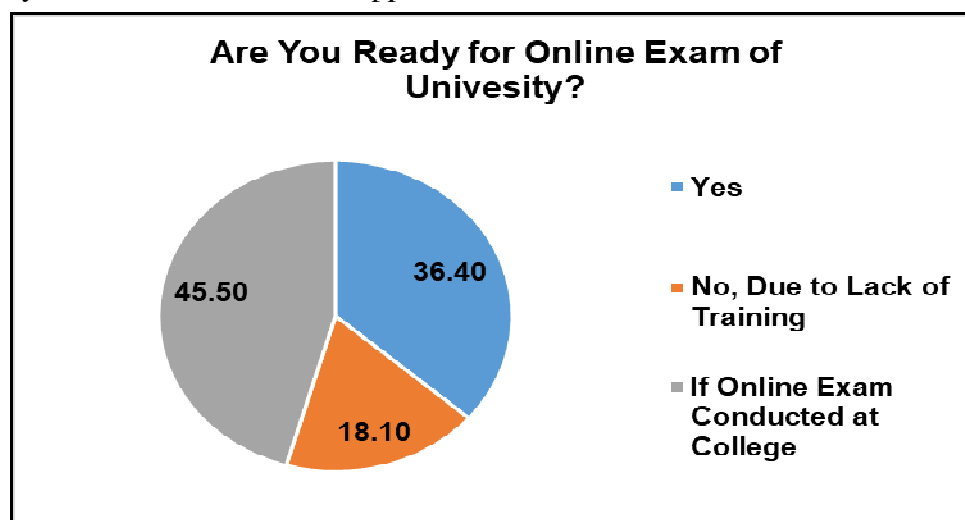




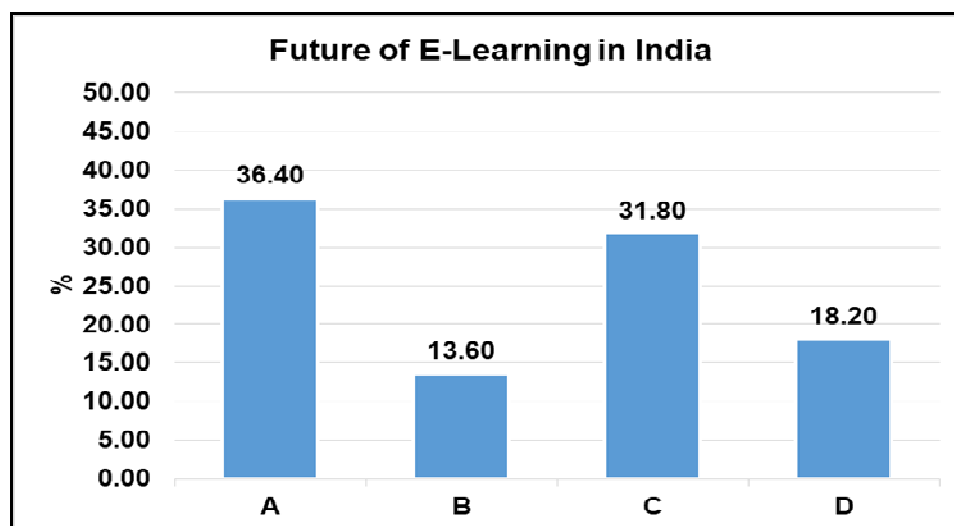
Internet is the backbone of any E-Learning facility. When students asked about the availability of the Internet at home or in town 77.30% respond that they have good internet connectivity, whereas 18.20% of students replied that they have fluctuating internet facilities and out of total students 4.50% of students don't have internet facility at their town.

<b>Awareness About Various Applications in E-Learning</b>		
<b>Sr. No.</b>	<b>Particulars</b>	<b>%</b>
1	Yes	22.70
2	No	9.10
3	A Little Bit	68.20

Though all students had computer literate still many students are not well aware of various E-Learning applications 68.20% of students have little but information about various E-Learning applications, 22.70% of students are well acquainted with these applications. 9.10% of students are not have any information about these applications.



When students ask about appearing online exam mode 45.50% students ready to appear online exam if it is conducted at college, 36.40% students are ready to appear the online exam at their home/town and 18.10% students are not ready to attend the online exam of university due to lack of training and sufficient infrastructure.



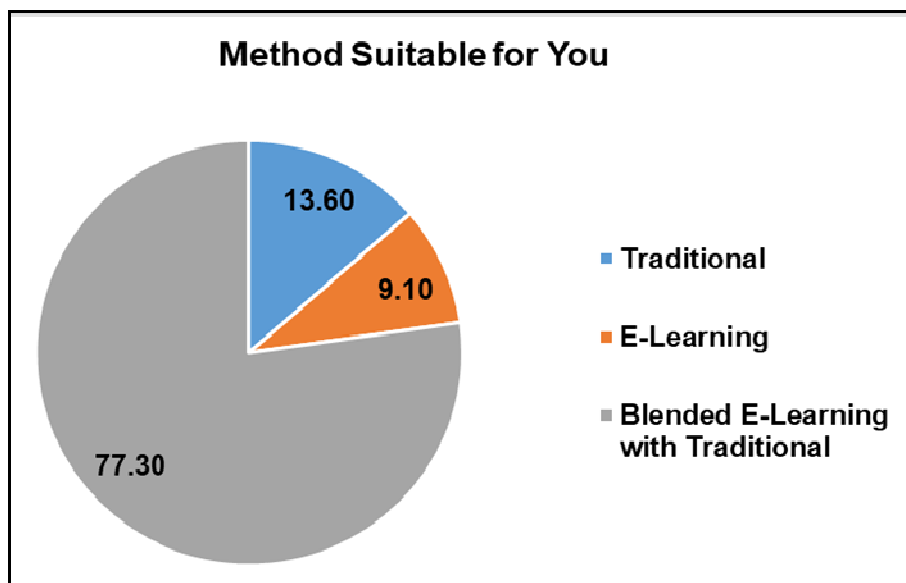
**A : With the exception of large cities, it is not yet widely used in most parts of India**

**B : It has started but it will take a long time to spread**

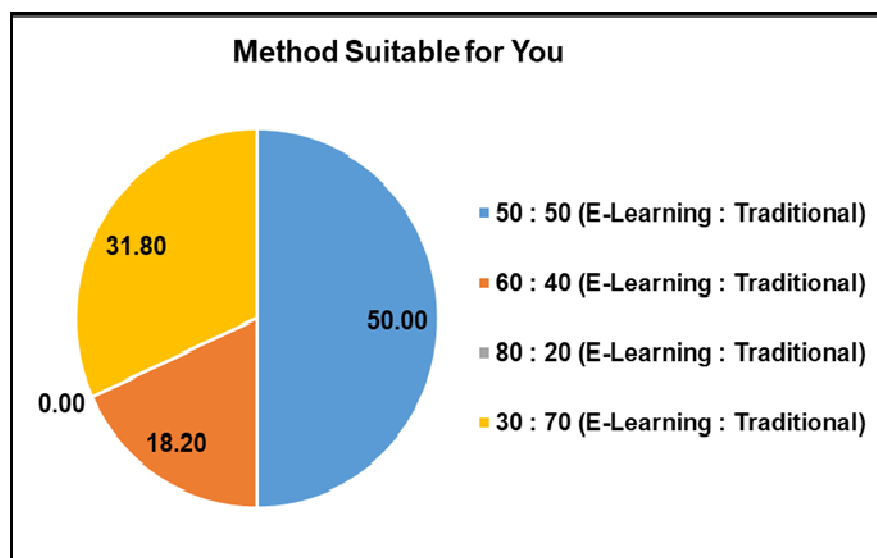
**C : The use of e-learning is very appropriate in a large area like India and soon we will see the use of e-learning all over India.**

**D : Not possible unless there is a large active participation of the government**

According to students' future of E-Learning in India is not clear yet, 36.40% of students feels that it is not widely used in India except in metro cities, while 31.80% of students had a different opinion, they thought that use of E-Learning is very appropriate in a large area like India and we will see in all over country soon. 18.20% students responded without active participation of government it will not possible.



Though students are computer literate and have sufficient knowledge about E-Learning still maximum of students go with blended E-Learning with traditional one.



Half of the students are comfortable with learning with the ratio 50:50 i.e. 50% E-Learning and 50% traditional learning, while 31.80% of students accept 30:70 ratio (30% E-Learning and 70% traditional) learning

### Conclusions and Suggestions:

1. In response to the first question as most of the students have a smartphone, Internet facilities. Maximum students can take E-Learning
2. As few parents are not able to give E-Learning facility to their pupil as a response of the second question and it is the considerable number so government, social organization need to contribute in this regards
3. In today's IT age students are very well aware of the importance of IT, so all students had undergone training in computer literacy
4. For getting computer literacy maximum number of students had taken certificate courses i.e. 72.70%, and 27.30% students had taken other courses no one had taken any diploma course.
5. After crosschecking about ICT facility available with students from their friend's maximum students accept that all their friends have ICT facility which is a good sign for the E-Learning
6. Internet is the backbone of any E-Learning facility. When students asked about the availability of the Internet at home or in town 77.30% respond that they have good internet connectivity, whereas 18.20% of students replied that they have fluctuating internet facilities and out of total students 4.50% of students don't have internet facility at their town.
7. Maximum students had little bit knowledge about E-Learning application, therefore, college should take training program about various E-Learning applications for their students.
8. Due to exam pressure or any other reason many students are not ready to appear in university exams online mode. The data of this questionnaire had been taken before the exam conducted by the university.
9. After taking information about the future of E-Learning in India, it is reviled that maximum students are favored the E-Learning concept. This is a very good sign for Sangamner as well as the rest part of the country.
10. More than 75% of students are recommended blended learning because to date they are familiar only with traditional learning, after spending some time in this mode students favorite E-Learning concept
11. As most of the students recommended blended learning they will accept 50:50 (E-Learning 50% : Traditional Learning 50%) for their teaching-learning process

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## **Big Data: Applications and Issues in Library and Information Centres**

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### **Abstract:**

*Libraries play an important role in the information age since they are storing and managing digital assets. The emergence of ICT has resulted in the information explosion that access to digital devices that make using the internet cheap, fast and easy. Availability of advanced technologies generated large amount of data by different people, organizations and researchers. The large amount of data and those data in library need to be transformed into information or knowledge which then be used by researchers and users. the availability of massive amount of digital data resulted to advances in data storage and analysis and also emergence of new and powerful analytics of big data their application in libraries.*

**Keywords:** Big data, Big data Application in libraries, Characteristics of Big data

### **Introduction:**

Now a day's data is very important thing without data nothing is possible. Big data is nothing about the simply data that expands the processing ability of conventional database system and the data is so large and moving very fast or does not fit in database architecture.

Big data is huge amount of digital data or information collect by the government, private companies, social websites and many firms around us. We use a wide variety of big data applications every day. Often without even thinking of as big data applications. Face book, Google, LinkedIn and Tweeter are just a few of the applications that use large amounts of data of data to give us insights and keep us entertained.

Big data is generally from various sources such as sensors, devices, video/audio, network, log files, transactional applications, web and social media whose size or type is beyond the ability of traditional relation databases to capture, manage and process the data. Big data when analysed allows users to make better and faster decisions

### **History of Big Data:**

The term "big data" refers to data that is so large, fast or complex that it's difficult or impossible to process using traditional methods. The act of accessing and storing large amounts of information for analytics has been around a long time. But the concept of big data gained momentum in the early 2000s when industry analyst Doug Laney articulated the now-mainstream definition of big data as the three V's:

### **What is Big Data:**

*Big Data* is a collection of data that is huge in volume, yet growing exponentially with time. It is a data with so large size and complexity that none of traditional data management tools can store it or process it efficiently. Big data is also a data but with huge size.

According to International Data Corporation(IDC): "Big data technologies describe a new generation of technologies and architecture designed to economically extract value from very large volumes of a wide variety of data enabling high velocity capture, discovery and/or analysis."



Big data is defined as a term for data sets that so large and complex that traditional data processing application are inadequate to do analysis, capture, store, data curation, sharing, transfer and so on.”

### **Characteristics of Big Data:**

Big data can be described by the following characteristics:

**VOLUME:** Big data is very huge in size, it is machine generated data produced in much larger quantities than non-traditional data depending on industry or discipline. This data is loosely defined data that cannot be stored or analysed by conventional hardware and software. Traditional software can handle megabyte and kilobyte sized data sets, while big data tools can handle terabyte and peta byte sized data sets.

**VELOCITY:** Velocity covers the speed in which data is created. It generally created by social media platforms where a large influx of opinions and relationship management record is created. It is in high frequency for example Twitter data, Post and likes on FB etc.

**VARIETY:** Refers to many types and sources of data that can be structured or unstructured. Earlier the data used to be stored in sources like spreadsheets and database which now may be available in different forms like emails, photos, videos, monitoring devices, PDF's, audio. Due to this variety of unstructured data creates problems for storage, mining and analysing of data.

**VALUE:** Refers to the source of big data. Whether it is reliable, accurate and complete. The electronic value of different data varies significantly. Typically, there is good information hidden amongst a larger body of non-traditional data; the challenges is identifying what is valuable and then transforming and extracting that data for analysis.

**VIABILITY:** With so many varieties in data and variables to consider it is important to access the viability of data in order to build an effective predictable model.

**VERACITY:** Big data generates a lot of data and a variety of data. However, the data must have quality and produce credible results that enable action to produce right decision making. The veracity determines the accuracy of the data.

### **Libraries in Big Data Era:**

Nowadays Libraries are offering online resources and services. Libraries are also using social media outlets Facebook an Instagram's to promo their services and programs. Librarians with the help of emerging technology and tools such analytics software are able to collect more online data, analyse them for adding value to their services. Thus Libraries can use big data to make better decisions regarding collection developments, updating public spaces and tracking the use of library materials (Bieraugel, Advance Learning Transforming Scholarship)

### **Big Data Applications in Libraries:**

Big data analytics could be applied in the following areas of the libraries such as

#### **Data-Driven for decision making:**

Data-Driven approach, which takes the data as the data as the basis, to make decision or recommendation, is a common method used in many areas. For example , it is used in the database design or software design. It is now the key approach for library big data. Based on the data, the decision could be more useful. For example, based on the patterns of use for materials should useful in optimize collection where budgets cuts are eminent. The library could use collaborative data mining techniques and text analytics on the past loan records and book bibliographies could enhance better search result and to make recommendations for the books .

At the end, this approach would improve the customer satisfaction by providing better service, and efficient usage of library resources.

### **Data standardization and Data modeling:**

The text strings recorded in the library holdings seem to be hard to decompose into data scheme so that the data structures could be modelled and a lot of information could be linked. Data schema is very useful to unify the data from various resources. For example, from a single work, like a research paper, or a book, the relationships from co-authors, citations, geo location, dates, named entities, subject classification, institution affiliations, publishers and historical circulation information could be easily extracted. In turn, those relationships, then could be connected to others works, etc

### **Demand Analysis:**

Based on the loan transaction customers borrow or search, it would help in forecasting library planning and acquisition of library collection that is demanded for users and optimize library collections where budgets are eminent.

### **Improve User Experience:**

Big data can able to track user's activity and store that data in large scale data storage. Those data can analyse and the result could then be used to potentially improve the overall users experience and user satisfaction of library services.

### **Library Data Visualization:**

Library data could be selected and visualized by tools such as Tableau dashboard, to present to users as users need. On the other hand, librarian in the university library could use data visualization to compare sections of the library collections, expenditures in those areas, with the number of majors in them. The possible unbalance in the collections, expenditures in those areas might be able to determine and then provide planning advice.

### **User Behaviour Study:**

As mentioned previously, the information of library collections could be mined through big data technology. On the other hand, it is possible to record and track library users activity and to store that data in large –scale data storage, and then conduct data analysis. The result could then be used to potentially improve the overall user experience, and user satisfactory of library services.

### **Issues with Big Data in Library:**

It is clear now that library contains big data which is valuable. However, the big data is different from the data in other fields such as hospitals, business, as mentioned above. Big data research in library is relatively new. Therefore, there might exit some issues or problems in the process of data transformation, curation, analysis, and presentation. At least the technology used in library big data might be different from that in other areas such as storage, software and personnel. There are some issues which are common to library big data research as listed below. Lack of technical personals Big data analytics means the process of examining large amount of data. The key issue is that data analysts need not only the skills of statistics and computer science, but also skills of domain knowledge and collaboration ability. Therefore, most of the LIS professional lack of technical skills and they face many difficulties to process and manage the information of big data. It is necessary to train the LIS professionals in all aspects and it

seems that short-course training might not be sufficient. Ability of Adopting Big data comes in various fields. However, Big data have many advantages a lot of companies' organizations, institutions are not ready to adopt it due to lack of technical personnel and it requires IT investments such as an analytics server, high –performance computing servers. In case of library and information centres, research of library big data is even much slower than that in other discipline. The key reasons is that the digital libraries tend to be self – contained organizational units and they are reluctant to adopt new technology such as big data budget issues Although more advantages of using big data analysis, adoption of this new technology requires the huge IT investment such as analytics servers, high- performance computing servers. Many organizations, intuitions and library and information centres have not had plan for investment in big data mainly due to budgetary issue. It seems that most of library administrations have not yet placed big data on the table of shrinking budgets as well.

**Technical Challenges:**

Big data process involves technical skills such as capturing, storing, processing and presenting data. Data in the library have different types and might be in various statues. Due to heterogeneous types and formats of research data, integrating them become a very tough job. For example, the challenge of integrating earth science data is obvious in geological library ,since data across multiple disciplines has been collected, managed, and document in very different ways .many types of research data are considerably less usable when they are in there raw state than after they have had filters or algorithms or other processing performed on them. Those work need budget to build tools and provide others support as well.

**Privacy:**

Big data is mining the data and discovering knowledge. There should be a privacy issue. On the other hand, new risks of system intrusions might arise due to the accessibility of a large amount of data. Data security issues have not been well considered for library big data research.

**Big data not for all organizations:**

It is Clear that the organizations that plan to use big data require allocating huge investment in IT infrastrucre and hired technical personnel. therefore, small library without enough budget support might need to share the resource with other organizations. on the other hand, big data is relative new and traditional analytic approach still dominates majority of organizations.

**Conclusion:**

The ability to collect, analyse, process and manage large amount of data will be a competitive advantages across all industries and institutions including library and information centres also . in this scenario library and information centres can think of advantages of big data applications and those technologies could be used in library. LIS professionals can play a crucial role in the universe of big data as they acquire new skills and education to manage big data sets. With the help of these powerful analysis which big data technologies certainly help libraries make more cost effective, innovative decisions or recommendations those users wish to have. these advanced technologies also offer LIS professional can look at the data in new ways thus adding value to different services and programmes.

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## Studies on Water Quality Index of Mandohol Rservoir, Ahmednagar District, Maharashtra

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### Abstract :

*The study assessed some physicochemical parameters and the overall water quality index (WQI) of the Mandohol reservoir during September 2020 to August 2021 to ascertain its suitability for purposes like drinking, irrigation, fishing, industrial use, etc. Water parameters viz., Temperature, electrical conductivity, total dissolved solids, pH, dissolved oxygen, total alkalinity, hardness, chloride, nitrate, nitrite, sulphate, phosphate, BOD and COD were assessed by using standard methods. The WQI for the reservoir was determined by Weighted Arithmetic Index method is 38.67068 (Grade- B). The mean observed values of studied parameters are less as compared with WHO, ICMR and BIS standards for drinking water quality indicate low level of water pollution and do not have eutrophication features. Reservoir water is suitable for the domestic, industrial and agricultural use including fish culture without any treatment but the proper treatment is required to use this water for drinking purpose.*

**Keyword's:** Eutrophication, Mandohol Reservoir, Water quality index, Weighted Arithmetic method.

### Introduction:

As a result of development in industrialization and urbanization, the need of freshwater has increased enormously. Simultaneously the release of domestic and industrial sewage, dumping of anthropogenic waste and encroachment are becoming the common serious problems of rivers, dams and wetlands. (Kumar and Sharma, 2014). With the increasing demand of freshwater sources around the world man has created new way of ensuring availability of freshwater resources by constructing dams on rivers (Ogbodo et al., 2020). A dam is an artificial barrier constructed on the river water for the purpose of domestic, irrigation, power generation and industrial water needs.

Mandohol reservoir is an anthropogenic water body constructed in the drought prone area of Parner tehsil. This reservoir is located (latitude 19°11'56"N and longitude 74°18'28"E) at Karjule Hareshwar in Parner taluka, Ahmednagar district, Maharashtra. It lies in the hilly region and is a rain fed freshwater body containing water throughout the year. The water of reservoir is supplied to nearby 73 villages through irrigation canal, pipelines and tankers. This dam is also a popular tourist destination because of attractive natural waterfalls. An uncontrolled tourist activities and non-biodegradable pollutants from nearby villages are altering the water quality. Hence, a regular monitoring of physico-chemical parameters was essential to determine status of water quality of this water body.

WQI was first developed by researcher Horton in the early 1970s, is a mathematical means of calculating a single value from multiple test results values (Horton, 1965). WQI is recommended by Central Pollution Control Board of the Govt. of India. It is the appropriate and



resourceful method for determining the water quality. WQI provides an extensive interpretation of the quality of water and its suitability for various purposes like drinking, irrigation, fishing, industrial use, etc. (Amadi, 2011).

Earlier studies on water quality index of different water bodies were determined by (Simoes et al., 2008; Yogendra & Puttaiah, 2008; Aware et al., 2013; Kumar et al., 2014; Ochuko et al., 2014; Pal et al., 2016; Dhare and Pondhe, 2017; Palit et al., 2018; Ogbodo et al., 2020). Present study aims to check and interpret the suitability of the dam water.

### **Materials and method :**

Monthly water samples of Madohol reservoir were collected from three different sites in the morning between 9.30 a.m. to 11.30 a.m. during September 2020 to August 2021. The clean plastic bottles were used for sampling and samples were immediately brought to the laboratory for analysis. The Temperature, pH, TDS and Electrical conductivity were recorded on the field by Eutech PCS Tester 35, multi-parameter Singapore. Other parameters viz., DO and BOD by modified Winkler's method, alkalinity by titrimetric method, hardness, calcium and magnesium by EDTA titrimetric Method, chloride by Mohr's titration method, nitrate, nitrite, phosphate and sulphates by spectrophotometer (Elico, SI 171 mini-Spec) and COD by open reflux method were analysed on the same day in the laboratory (Golterman *et al*, 1978; APHA., 2017).

The WQI has been calculated by using the standards of drinking water quality recommended by the World Health Organisation (WHO), Bureau of Indian Standards (BIS) and Indian Council for Medical Research (ICMR). The weighted arithmetic index method has been used for the calculation of WQI of the water body. WQI is calculated with the help of weighted arithmetic index method (Brown et al. 1972). Statistical analysis was done using Microsoft excel 2010.

Water quality index is calculated using the equation:

$$\text{WQI} = \frac{\sum Q_n W_n}{\sum W_n} \dots \dots \dots 1$$

The quality rating  $Q_n$  is calculated by equation:

$$Q_n = 100[(V_n - V_{i0}) / (S_n - V_{i0})] \dots \dots \dots 2$$

Where,  $V_n$  is the estimated observed value of the parameter,

$V_{i0}$  is the ideal value of parameter,

[ $V_{i0} = 0$ , except for pH ( $V_{i0} = 7$ ) and DO ( $V_{i0} = 14.6 \text{ mg/l}$ )],

$S_n$  is the standard permissible value for the  $n^{\text{th}}$  water quality parameter.

Unit weight ( $W_n$ ) is calculated using the formula:

$$W_n = k/S_n \dots \dots \dots 3$$

Where,  $K$  is the constant of proportionality calculated using the equation:

$$K = 1/(\sum 1/S_n) \dots \dots \dots 4$$

### **Results and Discussion:**

Water quality ratings as per weight arithmetic index method and possible use of water according to the level and grade is shown in the table 1. The comparison of mean observed values of physiochemical parameters and standard values prescribed by WHO, ICMR and BIS are compared along with their unit weight presented in table 2 and fig. 1. The calculation of WQI is shown in table 3.

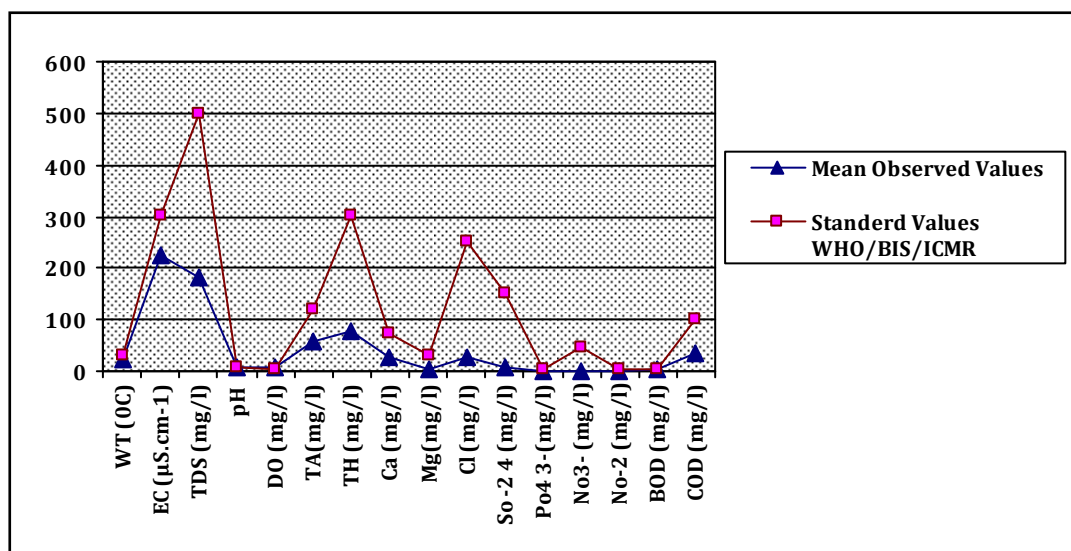
**Table: 1 Water Quality Ratings as per Weighted Arithmetic Water Quality Index Method.**

water quality index level	Grade	water quality status	Possible usage
0-25	A	Excellent	All-purpose like potable, industrial and agricultural.
26-50	B	Good	Domestic and agricultural.
51-75	C	Poor	Agricultural and industrial.
76-100	D	very poor	Agricultural.
>100	E	Unfit for drinking	Proper treatment required before use for drinking and fish culture.

**Table 2: Mean Physico-chemical Parameters of Mandohol reservoir during September 2020 to August 2021 and Standard with their unit weight (Palit et al., 2018; Ogbodo et al., 2020).**

Sr. No	Parameters	Recommended agency	Mean Observed values (Vn)	Standard Values (Sn)	Unit weight (Wn)
1.	Water temperature	WHO	23.48	30	0.027991
2.	Electrical conductivity	ICMR	226.05	300	0.002799
3.	Total dissolved solids	ICMR/BIS	181.85	500	0.001679
4.	pH	ICMR/BIS	8.51	8.5	0.098791
5.	Dissolved oxygen	ICMR/BIS	7.97	5	0.167945
6.	Total alkalinity	ICMR	58.62	120	0.006998
7.	Total hardness	ICMR/BIS	78.48	300	0.002799
8.	Calcium	ICMR/BIS	28.03	75	0.011196
9.	Magnesium	ICMR/BIS	4.38	30	0.027991
10.	Chloride	ICMR	28.61	250	0.003359
11.	Sulphate	ICMR/BIS	7.28	150	0.005598
12.	Phosphates	WHO	1.25	5	0.167945
13.	Nitrate	ICMR/BIS	0.57	45	0.018661
14.	Nitrite	WHO	0.034	3	0.279908
15.	BOD	ICMR	2.56	5	0.167945
16.	COD	WHO	35.09	100	0.008397

(All values except pH, Ec., and temp. are in Mg/l)



**Figure 1: Comparison of Mean Values of Physico- chemical Parameters of Mandohol reservoir with Standards.**

**Table 3: Calculation of water quality index of Mandohol reservoir during September 2020 to August 2021.**

Sr. No.	Parameters	Observed Value	Standard Values (Sn)	Unit weight (Wn)	Quality Rating Qn	WnQn
1.	Water temperature ( $^{\circ}\text{C}$ )	23.48	30	0.027991	78.26666667	2.190743
2.	Electrical Conductivity ( $\mu\text{S.cm}^{-1}$ )	226.05	300	0.002799	75.35	0.21091
3.	TDS	181.85	500	0.001679	36.37	0.061081
4.	pH	8.51	8.5	0.098791	100	9.879091
5.	Dissolved oxygen	7.97	5	0.167945	69	11.58817
6.	Total alkalinity	58.62	120	0.006998	48.85	0.341837
7.	Total hardness	78.48	300	0.002799	26.16	0.073224
8.	Calcium	28.03	75	0.011196	37.37333333	0.418443
9.	Magnesium	4.38	30	0.027991	14.6	0.408665
10.	Chloride	28.61	250	0.003359	11.444	0.038439
11.	Sulphate	7.28	150	0.005598	4.853333333	0.02717
12.	Phosphates	1.25	5	0.167945	25	4.198614
13.	Nitrate	0.57	45	0.018661	1.266666667	0.023637
14.	Nitrite	0.034	3	0.279908	1.133333333	0.317229
15.	BOD	2.56	5	0.167945	51.2	8.598761
16.	COD	35.09	100	0.008397	35.09	0.294659
				$\sum W_n=1$	$\sum Q_n = 615.9573333$	$\sum W_nQ_n = 38.67068$

**Water quality index WQI =  $\sum Q_n W_n / \sum W_n = 38.67068$**

Temperature of water influences the behavior of aquatic organisms by changing the solubility of gases and salts present in the water (Rajbongshi et al, 2016). In the present study, the temperature of reservoir water observed was  $23.48^{\circ}\text{C}$ , which is less than the standard value.

Electrical conductivity describes the electric current carrying capacity of the water sample. The higher value of EC indicates the high degree of waste disposal, household waste, and chemicals runoff from agriculture. Observed EC value for the water is  $226.05 (\mu\text{S.cm}^{-1})$  which is less than the standard value prescribed by ICMR ( $300 \mu\text{S.cm}^{-1}$ ) and BIS/WHO ( $250 \mu\text{S.cm}^{-1}$ ). It indicates low level of water pollution load. (Rajbongshi et al, 2016).

The total dissolved solids value was  $181.85 \text{ mg/l}$  which is too less than the values of standard prescribed by ICMR/BIS. It indicates low level TDS originates from natural sources, sewage, urban and agricultural runoff.

In the present study dissolved oxygen was  $7.97 \text{ mg/l}$  which changes according to the season. The DO values depend on many factors like temperature, pressure and time of sampling. Similar observations were recorded by Mondal *et al* (2017) and Pawar et al (2018).

Most aquatic organism including fishes can live in a wide range of alkalinity concentration. Mean observed value of total alkalinity was  $58.62 \text{ mg/l}$  which is low than that of the standard limit.

Hardness depends on the amount of calcium and magnesium present in the water. The values 28.3 and 4.38 mg/l shows low calcium and magnesium levels respectively in the water body that affect the total hardness value and that was 78.48 mg/l which is much lower than the standard value (300 mg/l).

Chloride is main parameter in assessing the water quality. In our study we mean observed value for chloride is 28.61 mg/l which indicate lower degree of organic pollution.

As compared to the standard the levels of Sulphate, Phosphate, Nitrate and Nitrite were observed during study were 7.28, 1.25, 0.57, 0.034 respectively showed that the water does not have eutrophication features as stated by Ogbodo et al. (2020).

Biochemical Oxygen Demand (BOD) indicates the quantity of food for bacteria found in water and provides an overall idea of the amount of biodegradable waste is present in the water. BOD value of water was 2.56 mg/l. BOD levels between 1.0 and 2.0 mg/l is considered clean; 3.0 mg/l fairly clean, 5.0 mg/l doubtful and 10.0 mg/l is bad and polluted (Rajbongshi et al, 2016).

The mean observed value for COD is 35.09 mg/l which is in the limit as per standard WHO value 100 mg/l.

The water quality index determined for the reservoir by taking yearly mean values of all stations for the study period was 38.67068, which indicates good water quality (Brown et al., 1970; Ogbodo et al., 2020). This value lies between 26-50 (grade B) it means the water of the Mandohol reservoir is suitable for the domestic, industrial and agricultural use including fish culture without any treatment but the proper treatment is required to use this water for drinking purpose.

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## **Blockchain Technology in Digital Marketing: Pros and Cons**

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### **Abstract:**

*Digital Marketing is marketing of products and services through digital means like website, videos, Images, Social Media, etc.*

*Blockchain is a way of storing information in a way that it cannot be modified. Blockchain is a special type of database.*

*Data is very important in the Digital Marketing and to store, analyze and store the data is very important. Blockchain technology can be used in Digital Marketing to make the marketing of product or services in efficient, transparent and in secure way. Blockchain is the way in which digital information is stored and distributed technically. It can improve digital marketing for the customers, benefiting businesses not to spend large amounts of money on digital campaigns and advertising. Consumers can own and sell their data directly to advertisers and marketers with this new technology.*

*The paper highlights the Pros and Cons of using Blockchain Technology in Digital Marketing.*

**Keywords:** Blockchain, Digital Marketing, Pros and Cons of Blockchain.

### **Introduction:**

A blockchain is a digital ledger that is spread and duplicated across the network system. It differs from a typical database with respect to storage of information; blockchains store data in blocks, these blocks are later chained together. When new data comes in it is entered into a fresh block. When the block is filled with data it is chained onto the previous block, which makes the data chained together in chronological order. It structures its data into blocks which are chained together. This makes it so that all blockchains are databases but not all databases are blockchains.[1] Digital Marketing deals with online marketing and Blockchain technology provides transparency, security, accessibility and unmonitored data flows. Blockchain technology returns the data to its respective users. Blockchain is forming a seamless communication between consumers and brands.[6]

### **Incorporating Blockchain Into Marketing Activities:**

Blockchain's initial purpose was for financial transactions. There are plenty of other applications. To maintain a competitive edge, digital marketers are interested in this technology. There are a few ways blockchain can help marketers such as:

Cloud Storage – Storing vast amounts of data that is accessible across devices and locations

Smart Contracts – Facilitating the process, authenticating information, and enforcing the terms

Fraud Finding and Prevention – Identifying users and validating goods to be exchanged

Data Gathering for Online Marketing – Verifying then translating data input by clients from a variety of sources

Data Control – Storing client data in a manageable and private way, and organizing customer information to ease targeted ad creation. [4]

Since blockchain operates on the basis of all information being transparent and verified by its users, companies can acquire data via markets that are authenticated and public, meaning that the privacy is the issue faced by major companies of late will not be a factor. Once marketers understand how to implement the technology in their data collection and usage systems, clients can be reassured that their data, money, and products are safely managed. Using blockchain is complying with their mandate of transparency and accountability, so committing to these values will become a competitive advantage that your customers will appreciate. Blockchain indicates innovation, and that's precisely why organizations using it will have a leg-up. It's really needed that people in all sectors have a grasp on what it is and why it's important because it will undoubtedly be a key component of our future lives.[4]

### **Pros Of Blockchain In Digital Marketing:**

#### **1.Eliminates the Middlemen:**

Blockchain technology eliminates the middlemen using smart contracts instead of paying a burden to the middlemen like Google, Facebook and so on.

Content is a necessary part of a business when it comes to marketing and promoting. This blockchain technology allows content creators like bloggers to get compensated directly from blockchain transactions rather than relying on the middlemen for this.[2]

#### **2.Improving Marketing and Digital Advertising Campaigns:**

It is possible to link merchants with marketers providing data transparency, clicks, and interactions, preventing fraud, and eliminating the middleman with Blockchain. The data from digital advertising campaigns can sometimes be inaccurate, so improvement can be difficult. Monitoring marketing campaigns in real-time is achievable with Blockchain for obtaining trustworthy metrics. Top brands such as Unilever are applying Blockchain for improving digital advertising efficiency successfully.[6]

#### **3.Increased Transparency & Accountability**

Since blockchain records are public, anyone can gain access not only to the records themselves, but can easily find out how information is being handled. Corporations who choose to use the technology for record keeping are sending a message to the public and shareholders that they are choosing to be transparent. Clients that you target for marketing purposes will know that your privacy policies are not just words on a page, but a deep commitment to corporate social responsibility.[4]

#### **4. Fraud Prevention**

A Blockchain network authorizes to record authenticated digital outlets and test verified advertising measures against the registry for preventing fraud. These measurements can be securely shared with only permitted stakeholders. There are probable areas such as digital advertising, bots, click farms, and ghost websites where fraud can happen. Involving a third party can increase the risk of data breaches and cybersecurity as well as human error. Major brands such as Toyota have been applying Blockchain applications in digital marketing for reducing fraud in its digital advertising campaigns. They have witnessed a cumulative 21% improvement in website visitor traffic.[6]

#### **5. Establishing Trust and Credibility**

Businesses prefer the reason Blockchain is because it can securely verify, store, and share data across several parties, gaining trust eventually. Blockchain has been really proven to be

helping in building trust in the past few years. It can be difficult for small businesses to make a mark in the market when there are already players existing in the industry. With Blockchain, business owners will be able to prove where their products are coming from and show the supply chain forging willingness among customers to buy from them.[6]

## **6. Strengthens Content Monetization**

Content is one of the most important components of a business when it comes to marketing. Solid content is necessary for promoting products and services. Blockchain allows consumers, bloggers, and streamers who create content regularly to get rewarded directly rather than the third-party content platforms, by providing a space to the advertisers, the social media giants make millions as the audiences observe them while visiting a website. Many platforms are eliminating third parties by rewarding users directly with crypto micropayments for content creation. For instance, content sharing platforms such as Steemit and PodMiners are applying Blockchain solutions and gaining rewards in the form of STEEM tokens and incentives.[6]

## **Cons Of Blockchain In Digital Marketing:**

### **1. No Regulation**

Whenever it comes to incorporating new technology into your digital marketing strategy, there are always risks involved. For blockchain, one of the major risks is the lack of regulation. While that's also one of blockchains biggest positives, it also makes for a concerning negative because your business is held much more accountable for any mistakes or data breaches that might occur.[3]

### **2. Not Economically Profitable**

The cost is quite high when it comes to implementing blockchain in digital marketing. Most of blockchain require a hyper ledger feature which is really hot in investing.[2]

### **3. Consumes too much Energy**

Blockchain technology consumes too much energy. By this, I mean mechanical and optical. The miner needs to oversee every problem and that requires a lot of energy. And it is not good when it comes to digital marketing.[2]

## **Conclusion:**

This paper has discussed the pros and cons of Blockchain Technology in Digital Marketing. The technology is still in improving phase with a lot of fields for different areas and is set to change the way of digital marketing. From the study above, it could be concluded that blockchain technology is really the future in digital marketing. But it comes with its own new problems which can be solved as every coin has two sides it also has some pros and cons as discussed.

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## Continuing Professional Development for College Librarian

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### Abstract:

*This article explains the concept of Continuing Professional Development. Librarianship is a profession and every profession need updating in its knowledge and skill. CPD is having numerous benefits that are explained in this paper. There are some barriers which hinder professional development that also discussed in this paper. Traditional way of CPD is little but difficult for working college librarian so the solution for it is the online resources. This article discussing about issues and opportunities regarding online resources.*

**Key Word:** Continuing Professional development, Professionalism, College Librarians

### Introduction:

Continuing Professional Development is continuing learning of professionals. The term is used to describe a variety of learning activities that professionals do for improve of skills, abilities and knowledge. Professional development is a activity which help professionals for improving capabilities and competencies of professionals.

“Professional development consists of all natural learning experiences and those conscious and planned activities which are intended to be of direct or indirect benefit to the individual, group or school ,which contribute ,through these ,to the quality of education in the classroom. It is the process by which, alone with others, teachers review, renew and extend their commitment as change agent to the moral purpose of teaching ; and by which they acquire and develop critically the knowledge, skills and emotional intelligence essential to good professional thinking, planning and practice with children ,young people and colleagues throughout each phase of their teaching lives.”(Day, 1999, P.4)

The term continuing professional development is used in 1857 by the university ‘University of Management and Technology’ in USA. Continuing Professional Development is formal and informal type of activity. CPD is not a process which complete in some stipulated period, it is continuously ongoing process.

Librarianship is a profession which serve for peoples. If librarians haven’t proper knowledge and skill how to provide better services of library to peoples then it is wastage of funds of library. Librarian should know new techniques for delivery of knowledge. His role in society is equal to teacher, if he is backward in knowledge and skill then, that society for who he serve is also remain backward.

### Objectives of Study:

- To understand Need of CPD in general
- To understand CPD for College Librarian
- To understand Benefit of CPD
- To know ways for College Librarian
- To understand online mode of CPD

### Literature Review:

1. **Ritchie, Ann & Genoni, P (1999).** Studied role of professional association in continuing professional development of librarian. The article mostly focuses on mentoring in professional association for professional development of librarian. The study revealed that due to mentoring activity of professional association librarian get advantage of professional development activity. Mentoring help in transmission of values among librarian.
2. **Rose,J. & Reynolds ,D.(2002).** Studied new approach of teachers continuing professional development. The study revealed that CPD is relevant and appropriate if the teachers they take their valuable time out of the classroom.CPD of teachers is not beneficial to teachers only but also indirectly to the pupils and their parents also.
3. **Kennedy,A (2005).** This study focuses on models of continuing professional development. The study concludes that teachers took interest more than previously in continuing professional development. Various models of CPD discussed in article.
4. **Wee,B , Shepardson ,D.&etal.(2007).** Studies insights and challenges in professional development.This study focuses on inquiry based model of teaching. The study suggests implementing scientific inquiry technique for professional development.
5. **Ai-Ling, Y. (2009).** Studies professional development for librarians. The study recommends continuing professional development for librarians. Various technological innovation occurs and which are accepted in library and information profession .So for adopting that new emerged technology, study said that CPD is very much important in maintain and upgrade knowledge and skill of librarian. The study gives examples professional development activities in U.K. Some associations in U.K. CPD for library professionals. But the CPD are of one-day or two-day and limited to professionals of that particular country.
6. **Collin, K. , Van der Heijden ,B. & etal (2012).** Studied concept continuing professional development. The study focuses on CPD in practice formal training courses and coaching and mentoring. The study shows that CPD is very much important in any profession. CPD help in improving professionals expertise, professional competence and individual well being.
7. **Moonasar, Anushie & Underwood,Peter G. (2018).** Studied opportunities in information and communication technology for continuing professional development for academic librarians. The study shows that though professionals are aware about importance of CPD and the impact of ICT on library resources and services, but they not keep it continue. The study concludes that CPD of college librarian is important for improving the quality of librarianship.

From the above study it is conclude that CPD activity is very much important for library professionals. But not a single study discuss on online resources of CPD. Study shows that college librarian well known about CPD ,its benefit but they not keep CPD continue ,reason behind that many library having solo person who perform all activities of library .So authorities of the college not always allow to college librarian for doing CPD by present there physically. Then what librarian will do? They can take CPD program online and enjoy their study.



**Research Method:**

The paper is used systematic review method. Content analysis of selected paper is done. Content analysis is done to find out answers of questions which are formulated while starting of review.

**Sampling:**

The purposive sampling method is used to select article for review process. While searching article certain keywords are take in to mind like Continuing Professional development, Professionalism, College Librarians

**Limitations of Study:**

The articles selected for review purpose are collected from online sources only. The articles are written on Continuing Professional development

**Need of CPD:**

“Taking in to account the speed of changes in librarianship, the practising librarian would need some kind of professional training after obtaining their formal education”(Horvat,2004)

Though working librarian completed his/her professional training in some school of library science. Though the life of degree which he/she acquire is forever, but the knowledge and skill what he/she acquired is not forever .Averagely after five year knowledge get updated and required skills are changed. UGC and AICTE, ICMR are the apex body of education in that particular field of education. These apex bodies make compulsory CPD to teachers and librarian. Without completed that particular CPD they are promoted through carrier advancement scheme i.e. CAS. So the professionals are needed to complete CPD.CPD ensures that professionals are up-to-date which help professionals to progress in their profession, they get senior post and advanced salary.CPD provide facility for college librarian to check their current knowledge and skill and up to date knowledge and skill which scarce in them.

Professionals like doctors, nurses, lawyers, chartered accountant, and teachers update their knowledge. These profession are for serving society, society trust them because society felt that these professionals having proper knowledge and skill to help them as per their profession. It is no doubt today that librarianship is profession or not? Librarianship is profession in all concern. Society trust librarian for proper information, reading material .As ways of providing information, management of library get updated, it is duty of each college librarian to update their knowledge and skill so that they properly serve their society .Dinosaurs were largest animals on earth, but they not alive because they not adjusted to changing environment. Like this if librarian do not adjust to this changing environment of digital technology and all that, will disappear. College, university, UGC or other funding agencies provide funds for library development. If librarian has no knowledge how to upgrade services and facilities of library, then how can they utilize funds in better way? So it is duty of every college librarian to update knowledge and skill and provide better service to users of library.

**Benefits of CPD:**

CPD provide benefits to us on three different layer i.e. personal benefits, organizational benefits and professional benefits.

**Personal benefits:**

If college librarian regularly engages in our professional development activity, it will give him immense pleasure. As he more involved in his job, he will want more learn. CPD

provide chance to college librarian for getting this pleasure. It will also improve the confidence of college librarian. As CPD make able college librarian to handle new emerged technologies .This results in less the stress and increase self-confidence of librarian and also self esteem get increase. It is human tendency what he learns, he loves it more and search new things among it. New ideas may emerged in his brain due to learning process.CPD provide us new idea he will provide his services more better way. Current era is skill era ,the candidate who posses more skill, more chance for career development.CPD provide confidence to college librarian for better services of library to users. Users get satisfy with services of librarian and they respect him more than before.

### **Organizational benefits:**

Any library not builds only by physical infrastructure equally or more important that is human resources. Best librarian is the valuable property of any library. CPD makes librarian best. This indirectly gives benefits to organization. Due CPD activity librarian get knowledge and skill and he become more productive for library. Librarian becomes leading examples for students and other teachers. CPD provide new knowledge and skill to librarian and this provide benefit to library that more users get attracted towards library. College can benefit of that for the promotional activity of college.

### **Professional benefits:**

CPD provide up to date knowledge and skill to librarian, this help to maintain standards in profession. Librarian can provide library services as per standards. Librarian gets advanced knowledge and skill by participating in CPD activities. As librarian provide better service to users, so they get confidence that library can fulfil their need of information and other library services.

### **Barrier to CPD:**

Though there are numerous benefits of CPD. But there are lot of barrier also, that barriers hinder to continuing professional development of college librarian. Lack of funds and resources is the major issue in India. It is not possible for any institution and university to develop CPD program without funds and resources. In western countries CPD programs are more as compare to India. For developing CPD program that level of experienced ,trained and skilled staff required but if there is scarcity of this staff in institution and university then how can develop CPD.? Fear and lack of confidence is psychological barrier for developing CPD program. If persons in institutions and university felt that they are no much competent in developing such CPD program they don't CPD program, though there is adequate funds available for CPD.

If librarian working in library having heavy work load then he/she will not take interest in participate in such professional development program. In most of library solo librarian work then how he participates in CPD, because serving to users is the first priority of any working librarian. If CPD program not available in local area or available programs are not tailored as per his/her need then also he/she not takes interest in participating such CPD program. Lack of IT resources and lack of skills of using those resources is also barrier in case of online resources. Many college librarians do not know what the knowledge and skill gap are. So they do not approach towards ongoing CPD program.

**Ways to CPD for College librarian:**

There are numerous way by using it college librarian can participate in CPD program. Orientation and Refresher program are easy way for CPD. UGC provide funds for these program .College librarians can go to any HRDC centre and complete this program. These programs are generally two or three week of period. Eminent personalities of subjects invited there for delivering lectures. Some assignments also have to complete during course. These assignments are for development of skill and knowledge which catch during course. Seminars, conference and workshop are also one of way of CPD for college librarian. Professional associations, universities and colleges organise these activities for professional improvements of staff. Participants actively participate in such activities, eminent speakers address the participant, participant can learn from other participant also. Some universities or institution organise certificate, degree level course for professional development of college librarian. The courses may be distance or regular mode. IGNOU one of the renowned university in India provides courses for working librarian through distance mode. Many College librarians completed the course like PGDLAN from IGNOU .Institutes like Bedekar College, Thane, Tata Institute of Social Sciences provide facility for such courses. Various online training programs now available for CPD. MOOCs course provide free or acquire nominal fee for such courses. Some organization organise professional development program for college librarian these are on the job training program. Some college librarian learn skills through self learning method ,by taking help of their friends,colleagues,or by using trial and error they learn new skills.

**Why online mode for CPD:**

Though there are various modes for continuing professional development activities, online mode is more convenient and effective way for professional development activities. College librarian can learn from experts across the world. No geographical boundaries are for online mode of learning. Online resources provide one to one or one to many broadcasts. Communication facility. College librarian can learn as per his/her convenient time and space. So it is very convenient for working college librarian. They can learn new knowledge and skill along with performing their duties in college.

Online resources provide facility of hypertext. Learner can directly go to the text what he/she want to study. Learner can see the video, read the text many times as per his/her understanding capacity. Learner can switch from data source to another data source just by one click. Online learning especially learning from MOOCs is very cost effective. MOOCs provide learning material free of cost or charge very small amount.

**Conclusion:**

CPD provide enormous opportunities to every professional for development in their respective subject of interest. CPD provide opportunities include both formal and informal learning. Every profession need to update knowledge and skill. Role of librarian change from custodian to digital librarian.CPD program help college librarian for maintain, enhance knowledge and skill levels. Librarianship is profession which need to update skill and knowledge for better services to its users. Any organization not enriched by its physical resources, but human resources is equally important. And human resources are enriched by continuing professional development, means indirectly CPD program enrich organization. There are some

barriers which hinder CPD .But now there is online way by using that professionals can update their skills and knowledge.

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## Integrating Information and Communication Technology with Academic Libraries

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### **Abstract-**

*The advancement of ICT has made a major influence on every field of life. ICT plays vital role in bringing changes in our society. With the introduction of Information Communication Technology in Libraries it is now possible for the libraries to provide right information at the right time in the right place and at the right cost. ICT breaks the geographical boundaries. ICT influence on core functions of libraries, Integrating ICT with libraries provide an opportunity for wide variety access of information across the boundaries.*

*Integration of ICT with academic libraries significance changes in various housekeeping activities of libraries like acquisition, accessioning, cataloguing, classification, circulation, Information retrieval, electronic document delivery etc. Information Communication Technology completely changed the library environment from traditional to modern. Libraries acquire e-resources to facilitate their users. This theoretical paper discusses the impact of integration of ICT with academic libraries.*

**Key Words :** Information Communication Technology, Academic Library, Electronic library, Information Technology, Library automation.

**Information Communication Technology:** ICT is the combination of computer and communication technology.

**Academic Libraries:** Academic Libraries are those which are concerned with educational system. The libraries which are attached to the academic institutions such as school, college and universities.

Information technology is the application of computer and other technologies to the acquisition, organization, storage, retrieval and dissemination of information.

### **Library services:**

**Alerting Services:** Alerting service is individual approach to the user. The success of alerting service depends on the personal relation between service and user. With the help of ICT libraries can immediately alert their users about new arrivals, new services of library.

**OPAC:** Online public access catalogue accessed via a computer terminal. Such catalogue allow any members of library to search the catalogue data base in order to see if the library holds specific title of document, to be informed of its location in the library and if the catalogue system linked to the circulation system, the enquirer be intimated whether the item is readily available or is on loan to other etc.

**Reference Service :** e-mail, subject gateway ,FAQ's are the tools for reference service. Ask –a – Librarian allows user to send a formatted enquiry to the reference librarian.

**Document delivery Service:** Different library networks like INFLIBNET, DELNET, CALIBNET developed union catalogue of journals and e-books holdings . These networks provide full database through consortia developed by them.

**Bibliographic Service :** Compilation of bibliographies, reading list can be provide to users with the help of ICT.



**E-Books and E-Journals:** E-Books and E-Journals published in digital form, is supplied to readers and users can read with particular software like acrobat-book reader. The availability and access to e-resources with the help of ICT is easy.

**Digital Library and Archives:** Digital libraries are the progression of electronic library. Digital library is 24 hrs and remote access facility with the help of ICT.

**Resource Sharing:** ICT develop networking and resource sharing at local level.

**Access to Internet:** Internet is the way for digital communication. The internet based resources and services such as e-mail, bulletin board, mailing list, electronic journals, digital databases provide massive access to worldwide.

**Usenet/News Groups :** Using Usenet the new reader software allow to post an article to any group for other to read.

**Electronic Database:** Most of Publisher provide access to their full text journals through their website or through electronic publishing platforms. ICT help in this context.

**Electronic Theses and Dissertation (ETD) :** A large number of universities have converted their Theses and Dissertation collection in digital form. Shodhganga and Shodhganga provide them to users with the help of ICT.

**Multimedia:** Multimedia is the combination of audio, video, images, graphics. Multimedia collect, store, organize, dissemination. Multimedia saves money and time of users. With the help of ICT multimedia accessed by users.

**Other ICT based user services:**

1. Web access to OPAC's
2. Electronic document delivery
3. Information delivery to user
4. Online instruction
5. Online readers advisory service
6. Interlibrary loan service



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## Open Access Electronic Educational Resources

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### Abstract :

*As India marches rapidly towards an ambitious agenda of economic and social advancement, one of the greatest challenges it faces is to provide extensive access to quality higher education opportunities. An evident and expanding Open Education Resources movement offers great promise for meeting this challenge through initiatives that make quality tools, content and practice widely available. Accordingly, India's National Knowledge Commission launched a process to explore and leverage these initiatives for adoption and adaptation, as well as to serve as a model for further indigenous efforts. This paper outlines issues and recommendations that address organizational considerations and infrastructure readiness as part of a systemic and sustainable strategy to make effective use of Open Educational Resources for scaling educational opportunity and excellence in the Indian context.*

**Keyword:** Open educational Recourses,

### Challenges to the Growing OER Movement :

Although the idea of OER is thriving at the moment, it is important also to look at some challenges that might stifle the further growth of the movement. In this paper three challenges will be touched upon: the lack of awareness among academics regarding copyright issues; how to assure quality in open content; and how to sustain OER initiatives in the longer run

### Introduction :

Open access textbooks (OATs) and open educational resources (OERs) are being lauded as affordable alternatives to costly print textbooks. OERs are born digital content made available for free or for a nominal fee in a range of formats, including textbooks, games, media, and instructional readings (Adamich, 2011, p. 10). OATs are freely available online (Christopher, 2008, p.13) and can be used in learning management systems (LMS) and accessed multiple times across various devices by an unlimited number of simultaneous users (Morris-Babb & Henderson, 2012, p. 151). OATs can be shared and its content mixed and repurposed by authors and users (Orange Grove, n.d.). Authors of OER materials maintain the rights to their work and use Creative Commons licensing terms or a similar type of agreement to share them.

This resource guide serves as gateway to various resources available under the Open Access Initiative. Open Access Resources are available in various forms and types such as e-journals, e-books, Electronic Theses & Dissertations, Directories, e-print archives, digital repositories, open education resources, search engines and blogs etc. All these resources are scholarly and useful to support our academic and research work and are available on the web. Most of these being free, can be accessed without any restrictions at the user end. Resources listed here are mainly on the web, except few, which are part of library collection. This resource guide, enable you to access at one point, a large number of national and

international scholarly resources and by no means is a comprehensive list, but serves as a useful starting point. We strive to add newer resources and keep the entire range of resource lists updated from time to time.

Since the concept of OER builds on the idea of reusing and repurposing materials, interoperability is a key issue. Learning resources need to be searchable across repositories and possible to download, integrate and adapt across platforms. Software applications developed at different points in time and by different developers should be able to operate together. Open standards makes this possible. The development of new standards is a specialised task which requires financial support

The OER movement has implications at many policy levels. Interoperability issues, such as harmonisation of copyright legislation and agreements on standards, are dealt with at the international level. A good knowledge base regarding the OER movement needs to be developed internationally, with awareness raising activities to make the concept of OER better known. Funding bodies on all levels are recommended to support these activities.

### **Open Educational Resources: the term:**

In 2002, UNESCO convened a group of academics, primarily from developing countries, to assess a new development – the OpenCourseWare initiative of the Massachusetts Institute of Technology (MIT). The Forum on the Impact of Open Courseware for Higher Education Institutions in Developing Countries coined the term 'Open Educational Resources',

### **Visions and goals:**

Although there is no comprehensive definition of OER there are many diverse goals for increased adoption and use of OERs. The Cape Town Open Education Declaration created a vision to promote open education as "Educators worldwide are developing a vast pool of educational resources on the Internet, open and free for all to use. These educators are creating a world where each and every person on earth can access and contribute to the sum of all human knowledge..." To realize this vision, three strategies have been proposed in order to increase the reach and impact of open educational resources.

- Encourage educators and learners to actively participate in the emerging open education movement. Creating and using open resources should be considered integral to education and should be supported and rewarded accordingly;
- Open educational resources should be freely shared through open licences which facilitate use, revision, translation, improvement and sharing by anyone. Resources should be published in formats that facilitate both use and editing, and that accommodate a diversity of technical platforms.
- Governments, school boards, colleges and universities should make open education a high priority. Ideally, taxpayer-funded educational resources should be open educational resources. Accreditation and adoption processes should give preference to open educational resources.

### **Use, users and producers of open educational resources**

Actually uses and produces all of the available OER. Of course, institution-based initiatives, such as the opencourseware programmes at different universities, use their own staff to produce their material and some, such as MIT, try to continuously learn who their users are. Overall, however, very little is known about the users and producers. To correct this deficiency,

the OECD project launched two webbased surveys during spring 2006, one targeting institutions and one aimed at individual teachers and researchers. The first received a very small number of answers, although over 1 800 e-mails were sent to universities in the 30 OECD member countries. The e-mails were sent to the rector/vicechancellor's office and the poor result may be a sign that OER is still mostly a grass-roots phenomenon, in which the managerial level of the institutions is not involved and is unaware of such activities in research groups or as initiatives by individual faculty members

### **Library Initiatives and Intervention:**

Historically an advocate for access to information and a key campus player in student learning, academic libraries are a natural partner in OER initiatives and a potentially powerful voice for more affordable learning resources. Libraries have long been providing access to learning materials through reserve collections and services (Massis, 2013). Miriam Deutch, a library faculty member at Brooklyn College, describes librarians as “eager allies” in the textbook affordability struggle as their involvement “reflects libraries’ enduring roles as crafters of academic collections” and preservers of resources (Scola, 2013). Metz-Wiseman (2012) affirms the crucial role that librarians play in providing access to textbooks by citing their knowledge of licensing issues, authentication methods, copyright provisions, evaluating sources, and student preferences. Peek (2012) points out that in many ways the textbook affordability crisis mirrors the journal crisis—a crisis that is all too familiar among librarians. Librarians responded to the journal crisis in a number of ways with some becoming involved with the open access movement. It is with this same concern with affordability and access to knowledge that librarians have become involved with OER initiatives.

### **Advocacy, Promotion, and Discovery:**

Several academic libraries are advocating for, promoting, and facilitating the discovery of OER materials. Scola (2013) writes that because librarians are consistently in contact with students and are aware of service issues and needs, such as long lines at reserve desks, it is not surprising that librarians have been addressing the textbook affordability crisis by advocating for more affordable learning materials and OERs. As well, the library's “advocacy role has largely been determined by the historic role of the library in the scholarly communication cycle—one of collecting, preserving, and brokering access to large quantities of scholarly information on behalf of an academic community”

### **Evaluation, Collection, Preservation and Access :**

Skilled in evaluating, collecting, preserving, and maintaining access to resources, academic libraries extend these skills and services to OER initiatives. Shireen Deboo, a district librarian at Seattle Community Colleges, worked with faculty to locate, develop, and curate open content for the Washington State Community and Technical College's Open Course Library (Deboo, 2013). The Open Course Library (OCL) is a state-wide project that aims to create 81 online college courses using open access materials (Deboo, 2013). Five librarians have been involved with the project. They have been tasked with finding open access textbooks and materials and determining the copyright status of non-open access content found on the web (Deboo, 2013). Librarians at the University of South Florida (USF) Libraries have been supporting USF's institutional repository, which includes open access textbooks. In her newly created position as associate university librarian for publishing at the University of Michigan

Library, Maria Bonn and the University of Michigan Library have been making faculty publications—for which faculty possess the copyright to—available in print and digitally (Bonn, 2011). Bonn and the library also support the university's open access repository known as Open. Michigan (<http://open.umich.edu>). Academic libraries are extending their skills in evaluating, collecting, preserving, and maintaining materials to OER collections. The open provision of educational resources, enabled by information and communication technologies, for consultation, use and adaptation by a community of users for noncommercial purposes.

### **Open educational practices :**

The OER movement has been successful in promoting the idea that knowledge is a public good—this has expanded the aspirations of organisations and individuals to publish OER. However, as yet, the potential of OER to transform practice has not been realised. There is a need for innovative forms of support for the creation and evaluation of OER, as well as an evolving empirical evidence base about the effectiveness of OER. Although no definite statistics are available, there has been a rapid expansion in the number of OER projects, the number of people involved, and the number of resources available. In January 2007, the OECD identified over 3000 open courseware courses available from over 300 universities worldwide. In repositories such as MERLOT, Connexions, OpenLearn, and others, there are hundreds of thousands of pieces of content or materials representing thousands of freely available learning hours (OECD, 2007). Although the dominant language so far is English, translation of resources, combined with a growing number of non-English OER projects, cater for greater language diversity and increased global use

### **Conclusion :**

Open educational resources projects can potentially expand access to learning for everyone, but most of all for non-traditional groups of students—and thus widen participation in higher education. They can be an efficient way of promoting lifelong learning, for both individuals and governments, and can bridge the gap between informal and formal learning. In this paper we have illustrated that the current movement of OER is on the verge of shifting focus from making resources available to establishing OEP to promote openness of learning architectures and transforming learning scenarios. The shift is characterised by a change of activities, an effective concept for incentives to innovate learning in (and of) organisations, demand for changed business models, and public funding schemes. It is now clear: —Giving knowledge for free|| (OECD, 2007) will have to be accompanied by changed learning models to encourage the uptake of open educational practices. We suggest a pathway to OEP that brings together the concept of open learning architectures and OER. Both elements can be gradually introduced to teaching and learning.

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## **Google Scholar : A Scientometric Study on H.K.E Society's S.L.N College of Engineering**

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### **Abstract:**

*This paper is a Scientometric analysis of the research publication productivity of the Faculty of H.K.E.Society's S.L.N College of Engineering, Raichur. Data for the study have been collected from the Google Scholar from beginning of 2016 to 2020. Google Scholar enables you to search specifically for scholarly literature, including peer reviewed papers, these, books, preprints, abstracts and technical reports from all broad areas of research. Use Google Scholar to find articles from a wide variety of academic publishers, professional societies, preprint repositories and universities, as well as scholarly articles available across the web and citation is very important criteria for measuring the quality of the articles.*

**Keywords :** Google Scholar. Citation, Impact Factor, h-Index, Scientometric

### **Introduction:**

Google Scholar is a freely accessible web search engine that indexes the full text or metadata of scholarly literature across an array of publishing formats and disciplines. Released in beta in November 2004, the Google Scholar index includes most peer-reviewed online academic journals and books, conference papers, theses and dissertations, preprints, abstracts, technical reports and other scholarly literature, including court opinions and patents. While Google does not publish the size of Google's scholar's database, third-party researchers estimated it to contain roughly 180 million documents as of December 2020 and an earlier statistical estimate published in PLOS ONE using a Mark and recapture method estimated approximately 80-90 % coverage of all articles published in English.

### **Features of Google Scholar:**

- Search all scholarly literature from one convenient place
- Explore related works, citations, authors and publications
- Locate the complete document through your library or on the web
- Keep up with recent developments in any area of research
- Check who's citing your publications. Create a public author profile

### **Advantages of using Google Scholar**

- Google scholar is still free and openly-accessible
- Google scholar provides access to unique content not in other search tools
- Google scholar is a handy tool to locate the open-access and grey literature
- Google scholar is a reliable tool to browse/access the academic literature
- Google Scholar allows for you to see articles related to the one that might interest you, how many times an article has been cited and by whom and provides citations for articles in a number of styles
- Google scholar allows you to save both citations and articles to read later

**Scientometric:**

The term Scientometrics is mainly used for the study of all aspects of the literature of Science and Technology. It includes all quantitative aspects of the science, communication in science and science policy. Scientometrics has typically been defined as the “ Quantitative study of Science and Technology ”. According to Brookes, “ The term Scientometries has become fruitful in science policy studies. The term has now established a significant role in the social sciences”. Distinguishing it with Bibliometrics he added further that “ Though the techniques of Scientometrics and Bibliometrics are closely similar their different roles are distinguished by their very different context. ”

**Objectives of the Study**

- To find out the year-wise research publication output of SLNCER
- To know the type of publication
- To examine the major areas and subjects of publication output
- To analyze the citation receipt of publications of SLNCER

**Methodology:**

Data on the research publication output of H.K.E.Society's S.L.N College of Eengineering were collected from google Scholar including all the years ( papers), i.e., from 2016 to 2020. Scholar, a product of Elsevier is the largest abstract and citation database of peer-reviewed literature , scientific journals, books and conference proceedings. It gives a comprehensive overview of the world's research output in the fields of science, technology, medicine, social science and arts and humanities. It offers the number of citations has received by published document. It has a facility to calculate h-index of authors and institutions. The keywords “ S.L.N College of Engineering” were used in the ‘ document’ search option and selecting the ‘ address’ category.

**Data Analysis and Interpretation****Table 1 : Year –Wise Output of Publications**

Year	Papers	Percentage (%)
2016	22	20.95
2017	21	20.00
2018	20	19.05
2019	20	19.05
2020	22	20.95
<b>Total</b>	<b>105</b>	<b>100</b>

Table 1 shows significant gradual increase of publication starting from 2016 from 22 publications and 2020 as the most productive year with 22 (20.95) publication followed by 2018 and 2019 (19.05 %) and with 21 (20.00) publications in the year 2017 respectively.

**Table 2 : Type of Source**

Source Type	Papers	Percentage (%)
Journal	16	40
Conference Proceedings	06	15
Book Series	08	20
Trade Publications	10	25
<b>Total</b>	<b>40</b>	<b>100</b>

Table 2 shows that the Faculty of SLNCER mostly published their research findings in the form of Journal (16 with 40 %) as the medium of publications. They have also presented their papers in 06 ( 15 %) Conference proceedings and 08 papers ( 20 %) in the Book Series. Other type that is Trade publications amount is ( 10 with 25 %).

**Table 3 : Subject Areas of Research : ( Top 10 Ranked )**

Rank	Name of the Subject	Papers
1	Information Technology	10
2	Management	10
3	Mechanical Engineering	09
4	Electronic and Communication Engineering	08
5	Computer Science	08
6	Electronic Engineering	07
7	Civil Engineering	05

Table 3 shows that the Faculty of SLNCER published 10 papers on the topic of ' Information Technology and management ' followed by 09 papers on ' Mechanical Engineering'. And other topics are followed as 08 Electrical and Communication Engineering and Computer Science, followed by 7 papers on Electronic Engineering and lastly 05 papers on Civil Engineering.

**Table 4 : Cited and Un-cited Papers**

Citations ( Received by Papers )	No. of Papers	Percentage ( %)
More than 50 citations	09	20.94
25 to 49 citations	09	20.94
10 to 24 citations	08	18.60
9 citations and less	10	23.25
Un-cited papers	07	16.27
<b>Total</b>	<b>43</b>	<b>100.00</b>

It is evident from table 4 that 9 (20.94 %) papers have received more than 50 citations and 8 (18.60 %) papers have received 25 to 49 citations, while 10 (23.25 %) papers have received citations and 10 (23.25 %) papers have received papers and 7 (16.27 %) have not received a single Citation.

### Findings

- 105 papers were published by the Faculty of SLNCER in the span of 5 years from 2016 to 2020. The highest number of 22 (20.95 %) papers could be traced in the year 2016 followed by 21 (20.00 %) , 20 (19.05 %), 20 (19.05 %) and 22 (20.95%) followed year 2017, 2018, 2019 and 2020 respectively.
- 16 (40 %) papers were published in Journals and 06 (15 %) papers were contributed in the Conference Proceedings
- 10 papers were published in the area of ' Information Technology and Management ' and 09 papers on ' Nano Science, Bio Technology and Mechanical Engineering'. 08 papers on ' Electrical and Communication Engineering and Computer Science. 07 papers on Electrical and Electronic Engineering and 05 papers on ' Electrical Instrumental Engineering and Civil Engineering.

- 09 papers have received more than 50 citations and 09 papers have received 25 to 49 citations, 08 papers have received and 10 papers received less than 9 citations and 07 papers have not received a single citations
- H Index of SLNCER is 17

### **Conclusions :**

Google Scholar has many even though it has some limitations and it can overcome by getting access to commercial database and also it can be provided Author ID concept for avoiding the name ambiguity problem.

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**ROLE OF MGNREGA IN THE NORTHEASTERN STATES OF INDIA AMIDST  
COVID-19**

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**ABSTRACT:**

The development of rural areas and the rural people has been the primary concern in the economic planning and development process of the country for its immense economic potentials. The Covid-19 pandemic has also severely hit the rural areas. The halt of the economic activities and informal industries in the urban areas has resulted in loss of rural income. The lack of alternative relief measures also forced the migrant workers to return back to their native villages which led to the severe problem of unemployment in the country. MGNREGA has become a lifeline of millions of workers during this economic distress caused by the pandemic particularly in N.E states and the country as a whole. The North-Eastern states which comprises of eight states and home to 45.58 million people (2011 census) has also severely affected by the pandemic because of the limited employment opportunities due to the low industrial development of the region. This study makes an attempt to analyze the performance of MGNREGA in the North Eastern States of India and amidst the Covid-19 pandemic based on secondary sources of data. During the pandemic (i.e. FY 2019-20 to 2020-21) the employment demanded has increased almost double by 14.6 % in the north eastern states and a sharp increase of all India average by 38.7%. It reflects that the programme plays an important role in augmenting job opportunities. Inspite of the various challenges and leakages associated with the programme, it is utmost important for the industrially backward states of the Northeast India that the respective state government should implement the programme in the true spirit of the Act with transparency and accountability.

**Keywords:** MGNREGA,Employment,Covid-19,Migrant Workers, Rural Development

**Introduction:**

Rural India which continued to remain neglected for centuries together has now come to be recognized for its immense economic potential. Nearly 90% of the geographical area of India are rural areas and about 70% of the population lives in rural areas. It is a major source of income and foodgrains for the economy as a whole which also provides the major source of employment to the increasing population of the country. Development of the country needs the development of the rural economy. Thus the development of rural areas and the rural people has been the primary concern in the economic planning and development process of the country. However, the rural people has been neglected for a long time. They have a peculiar problem of their own. Its most agricultural land remains undeveloped and provides only a low living base. There is also heavy population pressure on land due to the lack of alternative avenues of employment. Thus, unemployment,under-employment and disguise unemployment are the common features in the rural India. Abject poverty, subsistence level of wage rate, illiteracy and ignorance makes the

rural people more miserable. Some of the mislaid economic policies in the recent past have also excluded a majority of rural society from part taking in India's journey of development resulting in the sense of deprivation and dissatisfaction among a large percentage of people in the Indian villages.

The Covid-19 pandemic has also severely hit the rural areas. The risk of spread in rural areas is also increased due to a number of factors such as lack of awareness, nutrition and insufficient public health centers and sanitation facilities. The halt of the economic activities and informal industries in the urban areas has resulted in loss of rural income. The lack of alternative relief measures also forced the migrant workers to return back to their native villages. This has further increase the risk of spreading the virus in the rural areas (Mitra 2020). It has also led to the severe problem of unemployment problem in the country. Thus, it is of great challenge to the government to provide alternative employment opportunities to the rural people. In this backdrop, the two major saviors of the crisis is agriculture and MGNREGA. MGNREGA which was launched 15 years ago as a lifeline of the rural poor has once again proved during this Covid- 19 induced nationwide lockdown (Singh, S 2021). According to Nobel laureate Abhijit Banerjee, the government must ensure employment under MGNREGA. Increasing the number of workdays from 100 to 150 days under the government's flagship jobs scheme would be one of the most effective ways to help the poor recover from the Covid-19 pandemic's negative impact on the economy. The North-Eastern states which comprises of eight states and home to 45.58 million people (2011 census) has also severely affected by the pandemic because of the limited employment opportunities due to the low industrial development of the region. This study makes an attempt to analyze the performance of MGNREGA in the North Eastern States of India and amidst the Covid-19 pandemic. This study is based on various sources of secondary data such as research articles, journal and websites to address the objectives of the study.

### **MGNREGA and its Key Features:**

Mahatma Gandhi National Rural Employment Guarantee Act(MGNREGA) is a demand driven wage employment which provides for the enhancement of livelihood security of the households in rural areas of the country by providing atleast 100 days of guaranteed wage employment in every financial year to every household whose adult members volunteer to do unskilled manual work. It was launched in 2005 as a landmark legislation in the history of India. It is the first right based programme in India and the largest in the world in terms of its potential demand. It was a historic legislation based on two interlinked goals: ensuring livelihood security to rural residents by providing wage employment and using the programme to mobilize existing labour surplus in the countryside, to unleash productive forces and generate more economic growth in rural areas(Ghosh 2015).

The Act was notified in 200 most backward districts in its first phase of implementation with effect from 2<sup>nd</sup> Feb 2006. In 2007-08, it was extended to an additional 130 rural districts. Since 2008, MGNREGA has covered the entire country with the exception of district that has 100 percent urban population.

### **Objectives of MGNREGA:**

The mandate of MGNREGA is to enhance livelihood security of guaranteed wage employment in a financial year to every household whose adult members volunteer to do unskilled manual work. The objectives of the programme includes:

1. Ensuring a strong social safety net for the most vulnerable groups living in rural India by providing employment opportunities.
2. Livelihood security of the poor through creation of durable assets improved water scarcity, social conservation and higher land productivity.
3. Drought proofing and flood management.
4. Empowerment of the marginalized communities, especially women, scheduled castes and scheduled tribes, through the process of a rights – based legislation.
5. Deepening democracy at the grass roots by strengthening Panchayati Raj Institution and promoting decentralized and participatory planning.
6. Effecting greater transparency and accountability and in governance.

Thus, MGNREGA can be a powerful instrument for inclusive growth in rural India through its impact on social protection, livelihood security and democratic governance.

#### **Role of MGNREGA during Covid-19 Pandemic:**

According to the Union Ministry of Labour and Employment, more than 1.14 crore inter-state migrant workers returned to their home states in India during the nationwide lockdown amidst Covid-19 pandemic in 2020. As per the break-up of the data in returnees, Uttar Pradesh has the highest number of returnees among the Indian States and among the North-Eastern states, Assam has the highest number of returnees. There has been a steep rise in the unemployment rate from 6.5 % in November 2020 to 9.1% percent in December 2020 (CMIE). So, in order to provide more purchasing power in the hands of the poor and the marginalized, the budgetary allocation of MGNREGA needs to be increased. Besides, an urban employment programme to address the problems of the urban poor should be launched. (Ghatak & Sengupta, 2021)

Majority of the MGNREGA workers are landless and marginal farmers looking for livelihood opportunity in order to meet the basic needs of their families. Moreover, the large number of migrant workers which returned back to their native village has also worsened the scenario. In this condition, MGNREGA serves as a means to tackle the problems by providing employment and income. (Gautam & Mohanty 2020) MGNREGA spendings can also be reoriented to create micro-entrepreneurs out of the reverse migrating masons, electricians and others who can directly contribute to augmenting health and sanitization infrastructure in likely new normal in the rural areas. (Vasudeva, Singh & Gupta 2020)

A study conducted by Lokhande and Gundimeda (2021) to observe the effectiveness of MGNREGA in providing job opportunities and augment the income for rural workers and the returning seasonal migrants found that MGNREGA could provide relief to one-third i.e. 7.5 million seasonal migrant workers. It also provides works for around 23 days and augment income upto 28 % of income which they earn daily in the pre Covid-19 period. But, it could not address the issues of the remaining two-third of the seasonal migrants. This may be due to the over dependence on MGNREGA of the backward districts which are not able to generate adequate employment opportunities for its rural population.

#### **Performance of MGNREGA in the North-Eastern States of India:**

The North-eastern states of India has its own peculiar physical, economic and socio-cultural characteristics. This region consists of eight states viz. Arunachal Pradesh, Assam, Manipur, Meghalaya, Mizoram, Nagaland, Sikkim and Tripura. These regions are predominantly agrarian states and characterized with low industrial development, poor infrastructure and minimal gainful employment opportunities. It accounts 4% of the country's area but contributes less than

2% of the country's GDP. Apart from low level of economic development, these regions has the economic hurdles in the form of ethnic clash, insurgency and marginalization. Hence, these regions are heavily depend on the Central Government's assistance and grants. Hence, rural development initiatives such as MGNREGA becomes very important as a source of fund flow in the region. (Bose & Bhowmik, 2019) The importance of the programme is reflected on the Tables (1-5) as shown below which highlights the performance of the region in terms of number of Job cards issued, employment demanded and provided, person days generated and number of days availed employment for the period of 2018-19 to 2020-21.

**Employment Status of the N.E States (2018-19)**

**Table 1**

States	Cumulative No. of HHs issued Job cards	Employment Demanded		Employment Provided		Persondays Generated	HHs completed 100 days of Employment	Average days of employment provided per HHs
		HHs	Persons	HHs	Persons			
Arunachal Pradesh	2.29	1.69	1.81	1.59	1.69	68.65	292	42.95
Assam	46.5	19.2	28.2	17.4	24.6	532.5	18359	30.58
Manipur	5.67	5.28	5.98	5.13	5.7	117.3	16	22.88
Meghalaya	5.64	4.83	6.94	4.75	6.79	342.1	160908	71.97
Mizoram	1.92	1.94	2.06	1.94	2.005	179.1	79933	92.45
Nagaland	4.33	3.99	4.38	3.86	4.16	132.6	0	34.4
Sikkim	0.82	0.65	0.78	0.61	0.72	33.56	4668	54.29
Tripura	6.25	5.64	7.72	5.49	7.39	253.08	14982	46.07
Northeast	73.42	43.22	57.9	40.8	53.1	1658.9	279158	49.45
India	1334.6	587.6	911.8	562.6	777.2	26792.5	5257662	50.88

Source: [www.nrega.nic.in](http://www.nrega.nic.in)

**Employment Status of the N.E States (2019-20)**

**Table 2**

States	Cumulative No. of HHs issued Job cards(in lakhs)	Employment Demanded		Employment Provided		Persondays Generated (in lakhs)	HHs completed 100 days of Employment	Average days of employment provided per HHs
		HHs (in lakhs)	Persons (in lakhs)	HHs (in lakhs)	Persons (in lakhs)			
Arunachal Pradesh	2.44	1.84	1.91	1.77	1.83	85.99	412	48.63
Assam	50.04	21.58	32.19	19.28	27.71	623.08	29979	32.31
Manipur	5.72	5.47	6.08	5.41	5.90	234.07	856	43.23
Meghalaya	5.91	5.13	7.29	5.06	7.16	370.2	180536	73.23
Mizoram	2.01	2.04	2.09	2.04	2.09	192.5	157353	94.63
Nagaland	4.36	3.94	4.30	3.90	4.26	138.4	1	35.47
Sikkim	0.84	0.62	0.74	0.58	0.68	29.47	3550	50.97
Tripura	6.32	5.78	8.14	5.66	7.84	344.02	55381	60.78
Northeast	77.64	46.4	62.74	43.7	57.47	2017.73	428068	54.9
India	1407.2	616.5	933.9	548.2	788.4	26533.05	4060128	48.4



**Employment Status of the N.E States (2020-21)**

**Table 3**

States	Cumulative No. of HHs issued Job cards (in lakhs)	Employment Demanded		Employment Provided		Persondays Generated (in lakhs)	HHs completed 100 days of Employment	Average days of employment provided per HHs
		HHs (in lakhs)	Persons (in lakhs)	HHs (in lakhs)	Persons (in lakhs)			
Arunachal Pradesh	2.65	2.34	2.55	2.25	2.43	128.2	4186	56.75
Assam	5.04	27.18	40.1	25.12	35.77	913.14	71725	36.35
Manipur	5.84	5.52	6.22	5.47	6.04	330.8	4378	60.44
Meghalaya	6.13	5.43	7.65	5.36	7.52	383.7	174369	71.53
Mizoram	2.08	2.14	2.23	2.14	2.23	199.04	178771	92.94
Nagaland	4.48	3.96	4.23	3.92	4.19	180.12	48	45.91
Sikkim	0.86	0.67	0.81	0.65	0.77	37.34	6271	57.6
Tripura	6.43	5.94	8.57	5.86	8.33	437.2	115869	74.66
Northeast	35.51	53.18	72.36	50.8	67.3	2609.54	555617	62.02
India	1531.3	855.26	1332.6	755.31	1118.8	38916.9	7199743	51.52

Source: [www.nrega.nic.in](http://www.nrega.nic.in)

**Percentage Increase in Employment Demanded(HHs)**

**Table 4**

Years	2018-19	2019-20	% increased	2019-20	2020-21	% increased
Northeast	43.22	46.4	7.36	46.4	53.18	14.6
India	587.6	616.5	4.91	616.5	855.2	38.7

Source: [www.nrega.nic.in](http://www.nrega.nic.in) and own calculation

**Expenditure of MGNREGA in N.E States(2019-20 to 2020-21)**

**Table 5**

States	Total Expenditure (in Lakhs)	
	2019-20	2020-21
Arunachal Pradesh	15875.73	48544.06
Assam	147629.32	252526.98
Manipur	45547.62	105256.07
Meghalaya	109839.94	136713.24
Mizoram	51525.12	54921.95
Nagaland	39367.58	44287.09
Sikkim	9106.27	10762.21
Tripura	85746.88	106405.55
Northeast	504638.5	759417.2
India	68265.97(in Crores)	111443.42(in Crores)

Source: [www.nrega.nic.in](http://www.nrega.nic.in)

The employment demanded has increased by 7.2 % in the normal years ie (FY 2018-19 to 2019-20) for the north eastern states and 4.92 % for the country as whole. But during the pandemic (i.e.FY 2019-20 to 2020-21) the employment demanded has increased almost double by 14.6 % in the north eastern states and a sharp increase of all India by 38.7%. It reflects that the programme plays an important role in augmenting job opportunities. The cumulative number of households which issued job cards has reached 10.3 lakhs in the FY 2020-21 as compared to 9.7



lakhs in the FY 2019-20. In the FY 2020-21, around 9.07 lakhs( persons) and 6.7 lakhs (HHs) have demanded work out of which 8.4 lakhs(persons) and 6.4 lakhs(HHs) have provided job under the programme and in the FY 2019-20, around 7.8 lakhs(persons) and 5.8 lakhs(HHs) have demanded work out of which 7.1 lakhs(persons) and 5.4 lakhs(HHs) have provided job under this programme. Besides it, about 2609.54 lakhs(N.E) and 389.2 crores(All India) person days have been generated till 2020-21. A total of 71,99,743(All India) and 555617(N.E) households availed 100 days of employment in the year 2020-21. Among the eight states, Mizoram ranks first followed by Meghalaya and Tripura and Nagaland occupies the last with only 48 HHs which avails 100 days of employment.

The average days of employment provided in a year has also witnessed an increase from 54.9 days in the year 2019-20 to 62.02 days in the year 2020-21 which is higher than the all India average of 48.4 to 51.52 days. Among the eight states, Mizoram is the best performing state which provides 92.94 average days of employment in a financial year followed by Tripura and Meghalaya. For the year 2020-21, all the states of Northeast except Assam and Nagaland has crossed over the all India average of 51.52 average days of employment.

As per the information of MORD, Government allocates Rs. 73,000 in the current financial year 2021-22 which is 18.69 more in comparison to the 2020-21. The Govt. has also released Rs 46,750. 24 crores during the current financial year to State/UTs for the implementation of the Scheme. The State-wise total expenditure of MGNREGA is shown in Table 5 for the FY 2019-20 and 2020-21 which indicates significant increase in the total expenditure which comprises of wage and material components in the two consecutive financial year. Thus the Government gives the main thrust to MGNREGA to solve the problem of unemployment due to pandemic.

### **Conclusion and Suggestions:**

MGNREGA has become a lifeline of millions of workers during this economic distress caused by the pandemic particularly in N.E states and the country as a whole. It has proved to be an important tool to combat the crisis of unemployment and reverse migrants in the rural India. Though not design as a programme of women empowerment, MGNREGA has brought social and economic empowerment of rural women and the economically and socially weaker sections of the society. (Paliwal & N.N, 2021) In spite of the various challenges and leakages associated with the programme, it is utmost important for the industrially backward states of the Northeast India that the respective state government should implement the programme in the true spirit of the Act with transparency and accountability.

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## **An Analysis of Sen's Critique of Rawls' Theory of Justice**

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### **Abstract:**

*Justice has been an important concept in political theory. Political philosophers since the times of Plato have analyzed the concept of justice. In 20<sup>th</sup> century John Rawls has provided a theory of justice which has its followers as well as critics. Amartya Sen differs from Rawls' Theory of justice and has given an alternative approach which is called capability approach. The focus of capability approach is to enhance justice and remove injustice from the society. In his work idea of justice Sen criticized transcendental institutionalism. He held the view that mere emphasis on transcendental institutionalism does not ensure justice in the society. We need a perspective that is comparative rather than transcendental in nature. Sen focuses on realization approach and Nyaya based approach rather than Niti. He not only criticized Rawls' perspective but also gives an alternative theory of justice. In this paper an effort has been made to analyse Sen's critic of Rawls theory of Justice.*

**Key Words-** Capability Approach, Transcendental Institutionalism, The Idea of Justice, Primary Goods.

### **Introduction :**

Rawls theory of justice has revived the debate on justice in present time. Amartya Sen has provided criticism against Rawls theory of justice (1971). He wrote a book the idea of justice (2009). It has been written on Rawls theory of justice. Sen mentions that Rawls theory of justice has been "the most influential theory of justice in modern and political philosophy" (Sen 2009:59). He appreciates some points of Rawls theory of Justice and then criticizes this theory. For Sen, theory of justice should be based on capability approach rather than analyzing just institutions. He considers Rawls theory as transcendental in nature. Sen focused on capability approach. Sen stated that Rawls theory gives too much importance to perfection. His transcendental theory of justice is not useful in present scenario. There is a need of comparative perspective. Sen's theory of comparative approach is based on actual behavior that can address the real problem of societies. Sen believed that institutional approach cannot correct injustice in society for removing injustices comparative approach is required. In this article Sen's criticism of Rawls theory of justice will be assessed. These criticisms and his alternatives provide a different perspective on justice which is significant.

### **Transcendental and Comparative Approaches of Justice:**

Sen in his book differentiates between Transcendental and Comparative approaches of justice. John Rawls favored transcendental institutionalism that focuses on the best society. But Sen has given different opinion, Sen has tried to formulate a theory of justice that uses comparative approach rather than transcendental approach. Transcendental approach was favored by social contract tradition thinker Thomas Hobbes, John Locke, Rousseau, and Kant.

Sen criticizes social contract theories because they focus on transcendental institutionalism. Mainstream contract thinkers including Rawls and Kant, also try to know the required behavior

through transcendental approach. Sen discusses about two main types of theories which emerged in the era of enlightenment, one is transcendental institutionalism which is related with Hobbes, Locke, Rousseau, Kant, Dworkin, Rawls and Nozick the other is realization focused comparison that is related with Smith Condorcet, Bentham, Wollstonecraft, Marx, Mill and Kenneth Arrow (Meshelski:131). So, from this analysis it is clear that Sen put all social contract thinkers including Rawls in transcendental framework. According to Sen transcendental institutionalism has distinct features. Firstly, it focused on what it identifies as perfect justice rather than on relative comparisons of justice and injustice and secondly this approach emphasizes on setting the institution right for the purpose of achieving perfection. But it is least concerned with the actual society which could be outcome of transcendentalism (Sen, 2009, p.5,6). Thus, Sen insisted that the theory of justice should be based on comparative approach. Sen instead of searching for perfect societies proposed the idea of justice that will remove injustice from societies and enhance justice. According to Sen “a theory of justice that can serve as the basis of practical reasoning must include ways of judging how to reduce injustice and advance justice rather than aiming only at the characterization of perfectly just societies” (Sen quoted in Gilabert 2011:40). Sen mentions about the departure from the traditional theories of justice. This departure has two type of effects. The first talks about the comparative rather transcendental theory, second, focuses on the actual realization in the societies involved rather than only on institutions and rules (Sen 2009:9). Sen focused on the pluralistic conception of justice and rejects monistic conception. He argued that we should analysis people’s real behavioral tendencies and not only institutional arrangements. (Gilabert, 2011 :40) Sen criticizes Rawls Niti based approach as focus on the idea that just institution makes society just. (Maffettone 2011:120). Sen offers Nyaya based approach for understanding social reality.

### **Focus Actual Freedom and Criticism of Rawls’s Concept of Primary Good**

Rawls in his theory gives primacy to distribution of primary good. Sen argues that Rawls only talks about primary goods not about the actual freedom. According to Sen “Two persons holding some bundle of primary goods can have very different freedoms to pursue their respective conception of the goods. To judge equality or for what matter efficiency – in the means of freedom over any assessment of the extents of freedom and this can be a draw back in many contexts” (Sen 1995:8). Sen’s capability approach measures development on the basis of quality of life. Rawls theory of justice focused too much on primary goods and resource-based approach whereas Sen offers an alternative idea on justice based on capability approach. Sen in his book idea of justice argues that capability approach not only talk about what resource people have but this approach goes beyond from this analysis of resources and focuses on how capability approach influences human lives (Sen:1995 :253). Thus by focusing on this approach Sen meant that human lives are more important than resources Sen’s includes that we cannot judge human lives enter basis of income or resources they have. But must analysis the capabilities of people whether that are capable of using these resources or not. Sen differs between an arrangement - focused view of justice and a realization-focused understanding of justice. The arrangement focused view of justice is based on thought that justice should be considered in terms of certain organizational arrangement which means some regulations, rules and institutions etc. Rawls gives importance to arrangement focused approach. For Rawls “the basic structure is the primary subject of justice”(Rawls 1971:7).

Rawls favors transcendental approach whereas Sen supports realization focused approach criticizing Rawls transcendental institutionalism. Sen argued that it is not possible to identify just institution without making them dependent on the actual behavior of the people (Maffettano 2011 :122). Sen maintained that primary goods do not constitute freedom as such but are best seen as means to freedom. Capability should be the main basis not the primary goods the persons have (Sen 1995 :80).

### **Sen's Capability Approach**

Sen favored capability approach it represents the various combinations of functioning (being and doing) that the person can achieve capability and this can be seen as the persons freedom to live a kind of life or another. The relevance of persons capability to get his or wellbeing comes from to separate but related considerations first is the achieved functioning form a person's wellbeing and the capability to attain functioning. This type of freedom may have importance ethical and political analysis. The second relation between wellbeing and capability takes the achieved wellbeing is dependent on the capability to function (Sen 1995:40-41). Thus, Sen can be seen supporting the capability approach and gives importance to capability to function. Wellbeing is very important for Sen real opportunity matters to achieve freedom. Sen believed that we can have a strong sense of injustice on many grounds, and we cannot agree with only one particular basis for the diagnosis of justice (Sen 2009:2) .Sen gives importance to personal advantage rather than liberty and political rights. He stated that Economic needs are much important than personal liberties Rawls neglects these needs and gives priority to liberties and political rights Rawls theory of justice do not give importance to pursuit of social goals "including the removal of deprivation and destitution" (Sen 1999:63-64). Sen has argued that Rawls gives too much importance to liberty. He says that total priority of liberty is too extreme. Hunger, starvation and medical neglect or other important issues they must be given priority too. Unrestricted liberty can have negative impact so it is all right to give some kind of priority but not total priority. Amartya Sen stated that while judging the opportunities that people get through the means they possess Rawls do not think or give importance to variations (Sen 2009 :65).

### **Sen's Social Choice Theory as a Response to Transcendental Institutionalism of Rawls**

Sen stated that the focus of social choice theory is a comparative approach rather than transcendental approach. This comparative approach analyses the practical reasoning when decision is considered. Sen in his words "This relational, rather than transcendental framework concentrates on the practical reason behind what is to be chosen and which decisions should be taken, rather than speculating on what a perfectly just society would look like" (Sen 2009 :106). Social choice theory gives importance to individual interests, their performances and opinion. Sen criticizes the Rawls' conception of original position as it ignores the interpersonal inequalities. Sen argues that Rawls approach is different from Nash, Raffia, and Braithwaite. They all talk about interpersonal inequalities. But Rawls theory of justice, and his concept of fairness and justice does not focus on cooperative solution in a situated where bargaining problem arises .In this situation there are interpersonal inequalities of economic wealth, political power, and many like these, but Rawls' theory gives cooperative solution when there is a state of primordial equality.(Sen 1970:136). Sen further argues "maximin principle can be used also to order social states and based on social ordering" (Sen 1970 :137). Sen says that Rawls' original maximin principle presents a limited ordinal comparability and uses cardinal comparability Sens's criticism has taken the debate on justice further. He has provided a different approach to



think about justice. Ordinal comparability can solve the problem and can lead to the interpersonal comparisons which Rawls neglect (Meffettone 2011 : 126) Sen gives primacy to public reasoning in identifying the nature and resources of capability deprivation and inequity which is important to understand if we want to remove manifest injustices (Sen 2009 : 262).

### **Conclusion:**

It can be concluded that Sen's criticized Rawls views on justice and provided a different perspective on justice. He supported comparative approach and social choice theory instead of transcendental institutionalism. He gave priority to human diversity and pluralistic conception of justice rather than monastic theory of justice. He criticized Rawls' theory of justice on various grounds. He focused on actual realization rather than just institution and Nayaya based approach against the Niti based approach which was followed by John Rawls. Besides this Sen favored capability approach which gives importance to freedom rather than means to freedom. Sen's main focus is on how human lives can be improved and for this purpose he argued that removing injustices from societies should be our prime concern. We need to think beyond the theories of justice that are universal in nature and their concern is for perfect society. Sen's criticism of Rawls' theory of justice is significant. Although he appreciates Rawls' theory of justice for initiating the debate but at the same time, he raises some questions on his analysis of justice and gives his alternative approach based on capabilities.

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## **Larvicidal Activity of Some Plant Seeds Extract Against Anopheles Mosquito**

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### **Abstract-**

*Mosquitoes are considered as vectors for some of the most devastating diseases of human history (Malaria, dengue, filariasis, yellow fever and other vector-borne diseases). There are no vaccines available for malaria, dengue etc. Thus, the only means to control their incidence is to decrease the populations of mosquitoes that transmit them. In the present study seeds extract of plant Annona squamosa. Linn. family Annonaceae and Azadirachta indica (neem) is used to control Anopheles mosquito larvae and pupae. Larvae and pupae of mosquito were collected from local area in Sangamner and reared in the laboratory. The plant seeds are also collected from local area. Stock solutions were prepared and checked the toxic effect of seed extract on 3<sup>rd</sup> & 4<sup>th</sup> instar larvae and pupae of mosquitoes. The larval mortality was observed after 24 hrs. exposure in different concentrations in the laboratory. Stock solutions were prepared by crushing seeds without seed coat and powder is prepared. About 25 gms of powder was mixed in 100 ml of water and the concentrations of the extract used in the study were 0.1ml, 0.2 ml, 0.3 ml, 0.4 ml, 0.5 ml, per 100 ml of water. Results of the investigation showed that larvicidal activity was observed 24 hours after exposure. The LC<sub>50</sub> value for the larvicidal activity of Azadirachta indica was found to be least toxic than the other Annona squamosa against the larvae of Anopheles mosquito. Such findings are useful in promoting research aimed at the development of new agents for mosquito control based on bioactive natural chemical compounds from indigenous plant sources.*

**Key Words:** Anopheles Mosquito Larvae, Plant Seed Extract, Larvicidal activity

### **Introduction :**

Mosquitoes are vectors of many different disease agents around the world. Depending on the species, mosquitoes are vectors of protozoa (e.g Plasmodium species) that cause malaria, the nematode worms that cause filariasis (e.g Wuchereria brugia) and a large number of arboviruses (e.g yellow fever and dengue viruses) including two of great impact in the tropical and subtropical regions (i.e yellow fever and dengue viruses). Service (1990) recorded 2 million people primarily in tropical countries as being at risk from mosquito - borne diseases. Though, mosquito – borne diseases currently represent a greater health problem in tropical and subtropical climates, no part of the world is immune to this risk (Fradin and Day, 2002). Larvicidal bioassay was carried out as per standard WHO techniques in 500 ml glass beakers containing 250 ml of water. Late III or early IV instar mosquito larvae and pupae were used for various concentrations. Five different concentrations of each extract were tried out at a time. One control was kept with each set of experiment and mortality was recorded after 24 h. Two sets of experiments were conducted for each extract. Plant could be an alternative source for mosquito larvicides because they constitute a potential source of bioactive chemicals and generally free from harmful effects. Use of these botanical derivatives in mosquito control instead of synthetic insecticides could reduce the cost and environmental pollution

## Materials and Methods-

Anopheles larvae and pupae were collected from local region and reared in plastic trays in tap water. Other mosquito larvae were removed from water. All the larvae were handled with brush. Six beakers of equal sizes (500 ml ) were taken and labeled as control and treated. The dried seeds of *Azadirachta indica* (neem) and *Annona squamosa* were collected from local region and their seed coat were crushed and inner white part of seeds weighed and made its powder. Then each beaker containing 250 ml of water. 16 larvae were inserted in each beaker and concentrations. The treatments were replicated five times and each replicate contain one control.

Preparation of Plant Extracts Control trials were set up using – *Azadirachta indica* (neem) and *Annona squamosa*. Seeds of these plants were obtained in and around Sangamner, Maharashtra State, India. The seeds were transported to the laboratory for the extraction. The seeds were washed in tap water, shade-dried for 3 days and ground into fine powder. Ethanol extract was made by extraction of 50g of the powder in 1000 ml of ethanol using soxhlet apparatus. Stock solution was prepared by dissolving 25ml of the seed extract in 100ml of water and then making it up to 250 ml by mixing with distilled water in standard flask. The concentrations of the extract used in the study were 2.5 ml, 5 ml, 7.5 ml, 10 ml and 15 ml, in each beaker. The treatments were replicated five times and each replicate contain one control.

## Results-

**Table No. I**

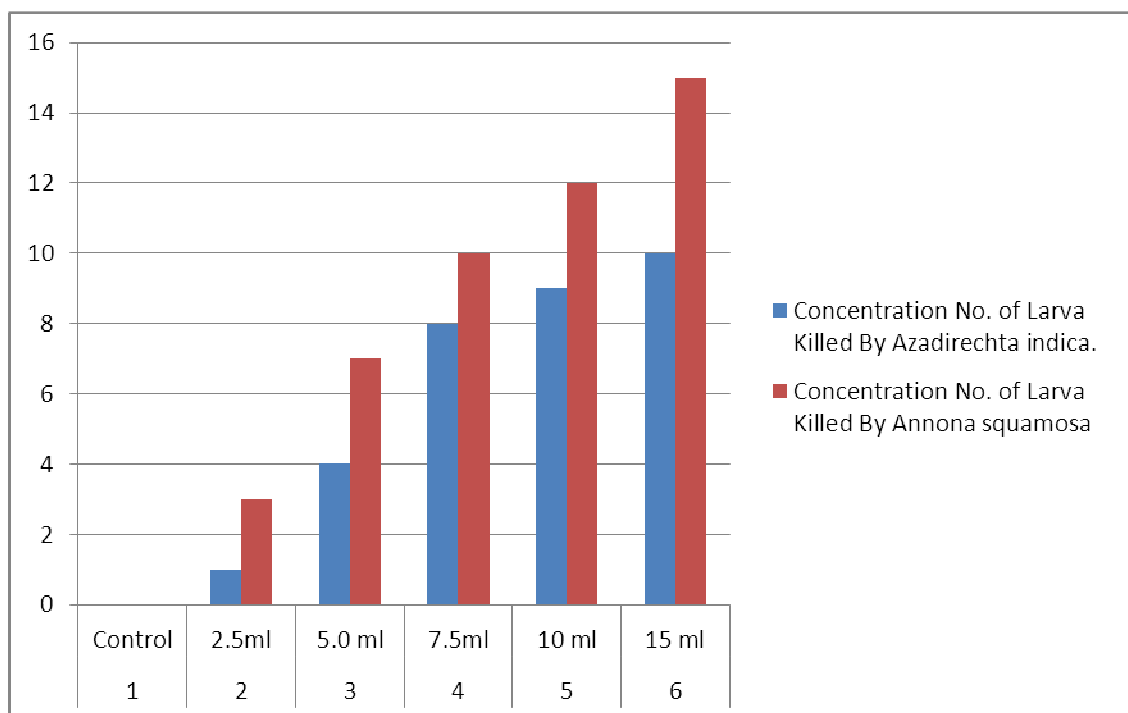
**Larvicidal effect of different concentration of *Annona squamosa* seed extract.**

S. No.	Concentration	Larvae	
		No. of Larva Killed	Survive
1	Control	00	16
2	2.5ml	03	13
3	5.0 ml	07	09
4	7.5ml	10	06
5	10 ml	12	04
6	15 ml	15	01

**Table No. 2**

**Larvicidal effect of different concentration of *Azadirachta indica* seed extract.**

Sr. no.	Concentration	Larvae	
		No. of Larva Killed	Survive
1	Control	00	16
2	2.5ml	01	15
3	5.0 ml	04	12
4	7.5ml	08	08
5	10 ml	09	07
6	15 ml	10	06



**Table No. 3**

Effect of Annona squamosa seed extract on pupae at different concentration

Sr. no.	Concentration	No. of pupae died	No. of pupae Survive
1	Control	00	16
2	2.5 ml	01	15
3	5.0 ml	02	14
4	7.5 ml	04	12
5	10 ml	08	08
6	15 ml	12	04

**Table No. 4**

The percent mortality of mosquito larvae to Annona squamosa seed extract

Sr. No.	Concentration	No. of dead larvae	% of Mortality
1	Control	00	00
2	2.5 ml	03	18.75
3	5.0 ml	07	43.75
4	7.5 ml	10	62.5
5	10 ml	12	75
6	15 ml	16	100

**Table No. 5**

The percent mortality of mosquito pupae Annona squamosa seed extract

Sr. no.	Concentration	No. of dead pupae	% Mortality
1	Control	00	00
2	2.5ml	01	6.25
3	5.0 ml	02	12.5
4	7.5ml	04	25
5	10 ml	08	50
6	15 ml	12	75

The concentrations applied to control larvae and pupae were 2.5ml, 5ml, 7.5ml, 10ml and 15 ml respectively. out of these concentrations, 15 ml was found to possess the effective larvicidal effect against *Anopheles* mosquito larvae. While the pupae of *Anopheles* mosquito shows less effect than larvae. The concentration required to control all pupae are 10ml & 15 ml . At 15 ml concentration they shows 75 % mortality. But larvae shows 100 % mortality at the same concentration of *Annona squamosa* seed extract. Neem extract shows less mortality than *Annona squamosa* seed extract.

It is observed that the seed extract of *Annona squamosa*, shows more larvicidal effect on the larvae and pupae of *Anopheles* than *Azadirachta indica*.

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## **Role of Social Networking Sites in Libraries and Information Services**

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### **Abstract :**

Social network is a platform to share, build and make relationships with the likeminded people or people having similar interests. The popularity and emerging trends of social networking is being used as a tool in every sphere of life. In all fields of work, there is a bit of social network applications. Library and Information service is using the different forms of social networking tools to maximizing its impact of services. Social network has created a new platform for library and information professionals to provide library services in an effective and innovative way. In this paper an attempt has been made to know about the application of social networking in different library and information services.

**Key Words :**Definition of Social Networking, Web 2.0 in Library, The Buzz Word Library 2.,Information Communication, Knowledge Organization, Knowledge Distribution.

### **Introduction :**

Social Networking also allows academics and students to interact on issues pertaining to course work. Students use this platform to share information among them. According to **Kaplan and Haenlein (2010)**, there are seven types of social networks: (1) Collaborative (for example, Wikipedia); (2) Blogs and micro blogs (for example, Twitter); (3) Social news networking sites (for example, Digg and Leakernet); (4) Content communities (for example, YouTube and DailyMotion); (5) Miscellaneous SN sites (for example, Facebook); (6) Virtual game worlds (for example, World of Warcraft); and (7) Virtual social worlds (for example, Second Life). Social network sites as web-based services that allow individuals to (1) construct a public or semi-public profile within a bounded system, (2) articulate a list of other users with whom they share a connection, and (3) view and traverse their list of connections and those made by others within the system (**Boyd, 2007**). The newly proposed Deleting Online Predators Act of 2006 states the term “commercial social networking website” means a commercially operated Internet Web site that allows users to create web pages or profiles that provide information about themselves and are available to other users; and offers a mechanism for communication with other users, such as a forum, chat room, email, or instant messenger (**Fitzpatrick, 2006**).

### **Definition :**

**Taylor-Smith & Lindner (2009)** stated that wikis, blogs, chat rooms, instant messengers, message boards and social bookmarking are technology applications that have been used to facilitate members' interaction, and thus, have been referred to as social networking tools.

### **Web 2.0 in Library :**

Web 2.0 is the collection of server-based solutions that have allowed the web to become a publishing platform (Abram, 2005). Instead of the traditional one-way form of web authoring, these solutions invite all Internet user to share, collaborate, and contribute in the process of website development. Web 2.0 is the network as platform, spanning all connected devices; Web 2.0 applications are those that make the most of the intrinsic advantages of that platform: delivering software as a continually-updated service that gets better the more people use it, consuming and remixing data from multiple sources, including individual users, while providing their own data and services in a form that allows remixing by others, creating network effects through an "architecture of participation," and going beyond the page metaphor of Web 1.0 to deliver rich user experiences(O'Reilly, 2005).

### **The Buzz Word Library 2.0 :**

Libraries and information centers can underscore the importance of Library 2.0 because it breaks the cycle of "plan, implement, and forget" that many services and plans suffer (Miller, 2005).Maness (2006) defined "Library 2.0" as "the application of interactive collaborative and multimedia web-based technologies to web-based library services and collections." It is the application and implication of web 2.0 principles and technologies in the field of library and information services.

### **Role of Social Networking in Libraries and Information Services :**

Social networking sites help library science professionals to chunk information with colleagues and students in the easiest way for digital library environment. Library professionals can use in three broad categories in the field of library science services. These are:

- Information Communication
- Knowledge Organization
- Knowledge Distribution

### **Information Communication :**

In this section library professionals can keep constant touch and effective interaction with professional colleagues and user community in online environment. The social networking tools that can be practiced by the library for the above mentioned purposes are:

**Facebook:** Facebook is most popular social media site frequented by students; it is librarian-friendly, with many applications like JSTOR search, World Cat, and much more. Librarians can interact with users to know their information need. Libraries try to link some of these specialized library applications to Facebook.

**Blogs:** By creating a blog, library staff will be able to disseminate information to lots of people at one time or share information on a particular subject or issue, and allow users to contribute to content. They can write articles, news on topical issues and expect an instant reaction from their users. The blogs are a powerful tool.

**Twitter:** A micro blogging application, to keep staff and patrons updated on daily activities, new arrival, and current content services of library updated collections. Librarians can use this platform to give users first hand information on the on-going current issues. Users can send Instant Messages on complaints or ask questions on a particular issue and get a feedback on the spot using twitter.

**LinkedIn:** This social networking site for professionals is a great way to get library patrons connected with the people that can help them find information. Librarians can use this platform to render specialized services such as Selective Dissemination of Information (SDI).

**MySpace:** In academic institutions where the students are; libraries have taken advantage of this site post,calendar, custom catalogue search tools, and blog features to improve their presence. It primarily has a social function allowing people to make friends, talk online and share resources.

**Ning:** Librarians can get connected with users, library associations, and more. The Library professionals can also use it to share information with many people at a time.

### **Knowledge Organization :**

Social software can help the professionals in Knowledge Organization environment for getting handy information which can be accessible with the social networking technologies. The below mentioned tools can be effectively in the field of library and information centers for support as:

**LibraryThing:** This social cataloging network is great for librarians, and you can catalog along with Amazon, the Library of Congress, and more than 200 other libraries around the world. You'll get recommendations and easy tagging as well.

**Netvibes:** In Netvibes' new Ginger beta, you can create a public page that can be viewed by anyone. You can use it to help guide patrons to helpful internet sources, news feeds, and more. It can be integrated with many of the tools mentioned here, like Flickr and library blogs

**Del.icio.us:** With this social bookmarking tool, you can create a custom directory for library patrons. Teach them to search by your tags, and it will be easy to find useful Internet research links.

**aNobii:** Social networking site like aNobii helps book lovers to share reviews and recommendations. It also prepare due date alerts, lending, and discussions.

**.Connotea:** Connotea is a great reference tool, allowing you to save and organize reference links and share them with others. They can be accessed from any computer and offer integration with lots of other tools.

**lib.rario.us:** Another social cataloguing site, you can put media such as books, CDs, and journals on display for easy access and tracking (Hupp, 2008)

### **Knowledge Distribution :**

Information sharing is the main part and crucial area where the library professionals should look seriously while considering and designing library activities in information age. Libraries main motto is right information to the right user at the right time in a right way.

**YouTube:** Library video and e-learning tutorials, events inaugural lectures, conferences, workshops and other video library services can be effectively promote and webcast through YouTube.

**Flickr:** Flickr is a image distribution tool is a great way to share new image collections. Library can share photo collection of workshops; conference and different programme that are organized within the campus. Librarians can use this tool to share and distribute new images of library collections. Cover page of new arrivals of both books and journals can be disseminated to users via Flickr.

**Wikipedia:** Wikipedia is an online encyclopaedia updated by users. You can use this tool to share your knowledge by editing, or simply point library patrons in the right direction. You can also host your library websites on wiki software like PBWiki.

**Digg:** Digg is a great way to find useful content that you wouldn't come across in traditional ways. Find stories here, then share them with others using Digg's blog function.

**Slide Share:** Encourage faculty, staff, and students to share their slideshow presentations for the greater community to access on Slide Share. It's a great way to disseminate information among research community to the field of research and development (R&D) activities.

**Community Walk:** Community Walk offers a geographical way to interpret text and events. You can use it for instruction, such as showing someone where to find a book, or walk them through a historical and geographical timeline.

### **Conclusion :**

Web 2.0 technologies help us in reaching to our users in a participatory way. Keeping in view that expectations of library users in the modern days are high, accordingly library professionals need to shift their focus to use these technological tools for better library services. In the digital era to meet the user needs and demands, library professionals have to acquire the requisite knowledge, skills and technique for providing the right Information to the user at the right time. It is found that Libraries are using emerging social networking services to cope with digital environment and to meet the information needs of the user in the 21 century. Libraries are using latest technology and social networking tools to meet user expectations. At the end, there should be a proper balance between traditional library services as well as modern library services to keep a balance to satisfy the both the types of users.

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## **The Changing Role of Library with the Application of Web Resources and Its Services**

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### **Abstract:**

*The growth and development of technology has changed the face of education today. The World Wide Web has rapidly become the most useful means of providing information resources. Library and information centers provide access to databases and electronic journal via the online catalogue and the web to the end users. The term e-learning is considered as substitute for online learning. Thus various web resources and services has changed the entire setup and functioning of the library, thus facilitating the users with access to vast and wide range of information.*

**Keywords:** Web Resources, Library Services, Internet Services, Electronic sources, Electronic services, Role of Librarian.

### **0. Introduction:**

In today's world technology has a crucial role to play technological advancement has its impact in all spheres of life and thus education as well. The process of teaching and learning has undergone a sea change, with the advent of various technologies coupled with globalization which has posed the challenge for the teaching fraternity. With the increasing impact of information technology on higher education, all those concerned with higher education today are attempting to grasp how information technology could help in modernizing the processes of teaching, research and learning. Internet has a major role to play in this context, facilitating access to wealth of knowledge, supporting academic and research activities.

The www produce a huge network of educational, governmental and commercial resources. The subscription of electronic journals by individuals and Institution has become the order of the day. The library and information centre provides access to database and electronic journal via the online catalogue and the Web to the end user. The library websites of the institutes play an important role in promoting and maximizing access and use of E-journals and databases. If a library's Web site acquires all the E-resources and links them with different options, it could be easily accessible by one and all.

### **1. Need For Web-Services:**

- a. Due to globalization of education, it is essential to bring teachers and students together at the same time. It is possible through e-learning.
- b. Educational Institutions wants enhancement in their competitiveness by training to manpower.
- c. Teachers and students want to enhance their learning opportunities.
- d. Widespread proliferation of Information Technology has enabled the Teachers and Students to have access to Internet.

### **2. Web Resources:**

All the research and academic institute are connected with net, facilitating numerous and diversified information resources around the world. This helps the library professionals

to offer net based services. Library professional need to develop better skills and technologies to retrieve the required information through the enormous data available on the net.

The advantages of Web resources are:

- a. International reach
- b. Speed of communication.
- c. Unlimited Capabilities.
- d. Reduced Cost.
- e. Convenience.
- f. Searchability.
- g. Linking.

Electronic books and journals satisfies the purpose as they are space saving provide powerful searching tools and facilities such as integrated text, hypertext text, hypertext links and multimedia that the printed books and journals cannot offer.

### **3. Role Of Libraries In Web – Learning**

Library resources and services are the backbone of any academic institution as a primary knowledge resource for study , teaching and research. Library has a positive role to play to collect , organize ,and disseminate learning web resources to complement the teaching and learning process.

#### **3.1 Web-based Instruction**

It is “hypermedia based instructional programme which utilize the attributes and resources of the World Wide Web to create a meaningful learning environment where learning is fostered and supported”.

#### **3.2 Virtual Learning**

“The educational process of learning over the Internet without having face-to-face contact is known as virtual learning. However, for some virtual learning may also include telelearning.

#### **3.3 Online Learning:**

It is synonymous to web-based learning where learning is fostered via the WWW only, in an Intranet and distance learning.

#### **3.4 E-Learning:**

The term e-learning which is widely accepted as a substitute for online learning and web based learning covers a wide set of applications and processes including computer based learning , virtual classroom and digital collaboration.

Several advantages are seen for web-enabled databases:

1. Global access to data that is in public domain. e.g. bibliographic, statistical. full text, image and multimedia databases.
2. Platform –independent access to data and information.
3. Dynamic updating of data ensuring that live data is available globally for use by decision makers, customers, vendors etc. This is becoming particularly important in the rapidly growing e-commerce sectors.
4. The fact that a single interface viz., Internet browser is all that is needed on the client machine to access databases across the internet , and

5. The possibility for developing and delivering interactive solution and for the collection of valuable feedback, reactions, analyses and user preferences for use in business and other decisions.

#### **4. WEB –SERVICES**

1. List of on-line Journals.
2. E-books list.
3. Maintaining the database of the important articles from different magazines / Journals.
4. OPAC : Search for the book, Journals and articles available in the library.
5. Addresses of Reference Libraries: Where one can find their pinpointed information/article.
6. List of websites which provides number of educational and other related active websites.
7. News on conference/Seminars.
8. CD's available in the library.
9. Library Security Deposit Rules.
10. Library News and Views: Information about the library and views of its users about the library.
11. List of Online and Printed Journals: Subscribed by the library for the current year as well as back volumes.
12. Archive of the Photographs (year wise): available in the library . To know more about its alumni.
13. Recent Additions to the library(New Arrivals)
14. Suggested Books/ Journals by the faculty members/students/users of that Particular library.

#### **5. Benefits of Web Resources:**

##### **5.1 To the Students**

1. Place to store history of development and growth.
2. Control over the information that is stored, displayed and accessed.
3. Can collaborate with anyone in the world.
4. As a tool to demonstrate their skills and competencies required by the employers.
5. It can serve as a streamlined applications by removing the need to fill out multiple applications or doing photocopies.
6. Developing the students ability to reflect to their experiences.
7. Helps in planning more effectively for career development.
8. If a students want to transfer, the ePortfolios data may ease the process of articulation with another institute or university.
9. Even after completion of the study having their work still available to them in a university-supported environment encourages in sustaining the relationship with their alma mater.

##### **5.2 To the Faculty**

1. Means of assessing students learning and preparing them for life long learning.

2. Tool to better manage, review, reflect and comment on student work.
3. Can use to built their own professional ePoerfolios to document successful teaching and accomplishment for promotion and tenure reviews, grants, publications, consulting and other professional development activities.
4. Means to share content with peers.
5. It helps in recalling students performance even after course completion. Say for example designing a letter of reference after some years.

### **5.3 To the Parents / Guardians**

1. As a tool to remain updated about academic progress of their dear and near ones.

## **6. Conclusion :**

Internet serves as an important tool in the world of information. Thus to utilize the internet resources to its maximum short term courses of workshops and training programmes should be conducted. This will help users to know various developments and searching techniques for accessing the desired information.

Information and Communication technology based promotional services supplemented by the traditional best practices will enhance of promoting web resources and services in the libraries. The library web pages are playing good role in promoting the web resources. If few more web interfaces are added in the library websites for enhanced functionalities , it will be encouraging to the end user and so that the ultimate goal of investment on web resources could be achieved.

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## **Impact of ICT on Arts, Science and Commerce College Faculty for Using Electronic Resources: A Survey**

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### **Abstract :**

*This study is an attempt to survey the ICT facility and use of e-resources available in Arts, Science and Commerce College, Indapur library. For this study descriptive research method is used and questionnaire is distributed online.*

**Keywords :** ICT facility, e-resources, digital library

### **Introduction:**

Role of libraries and librarians are changing in ICT. This era is informative era. In this era many libraries are accommodated with better facility for their patron. Now a day's user prefers e-material more than the print material. Therefore, libraries subscribe e-resources for their users. Arts, Science and Commerce College Library also subscribe e-resources under N-List for their users. Under N-List facility users can avail database, more than 3000 e-journals, and more than 1 lakh e-books. This survey studies the users demand, their problems, their views & requirements.

### **Review of Literature :**

Rajanikanta S.T., Ramesh C.P. 2018, attempt a study to observe infra facilities for accessing online journals. They observe that medical libraries need high bandwidth with adequate internet terminals.

Naik Lokesha, Kishore Kumar S. 2018, carried out a study for usage of e-resources and they observe that the awareness of using e-resources is high but its utilization is poor. So study recommends for training for better use of resources.

Razaand MM and Upadhyaye AK, 2006, suggested improvement for ICT facilities and more sessions for better usage of available resources.

It is observed that several studies are carried out on use of e-resources by students, research scholars. These studies observe more emphasis should be providing to develop infra to cope up with latest demand of ICT. Also libraries should provide alert services for better use of e-resources.

### **Scope of the Study :**

This study is limited to Arts Science and Commerce College, Indapur's Faculty only.

#### **Objectives of the Study :**

- To know about impact of the ICT on users
- To know usage of e-resources
- To know the awareness of the e-resources
- To know the problem of users for using e-resources
- To know the suggestions about e-resources

### **Methodology :**

For conducting this study descriptive research method is used. In this method closed structured questionnaire having multiple choice answers & in some question open ended



questions are included. A questionnaire is forms through Google Form and distributed to all faculty members online on whats app group and on personal number.

Data Analysis :

Table 1 - Gender

Category	Distributed			Received		
Students	Male	Female	Total	Male	Female	Total
				2	0	2
				4 %	0 %	100%

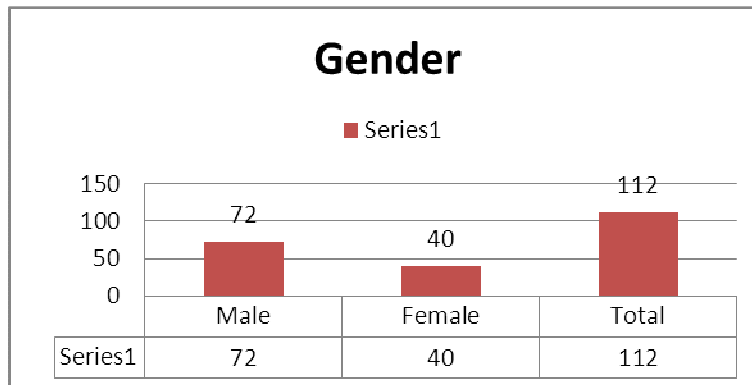


Table 1 show that out of 150 faculty 64 % of male faculty has given the responses whereas the 36% female faculty has given the answer of the questionnaire. A large number of faculty members are responded to this study.

Table 2 – Frequency to use e – resources

	Frequency to use e- resources		
1	Daily User	39	35%
2	2-3 times in week using e-resources	42	38%
3	Weekly using e-resources	21	19%
4	Once in month using e-resources	5	4%
5	Occasionally using e-resources	5	4%
		112	100%

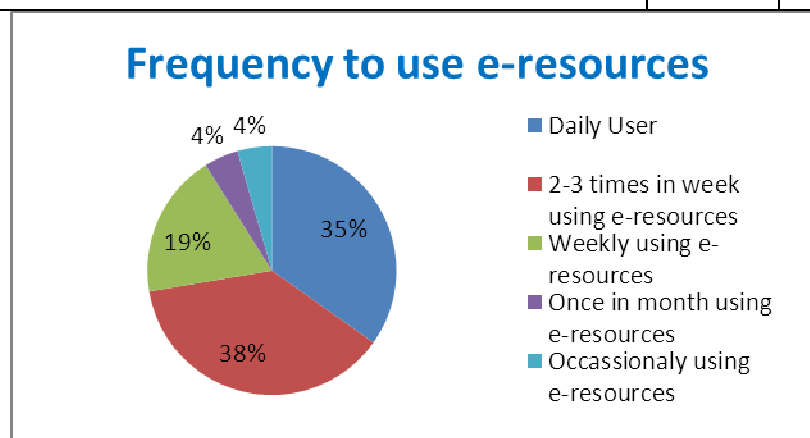


Table 2 shows 38 % faculty member is using e-resources 2-3 times in a week where as 35 % faculty member is using daily. 19% faculty member is using e-resources weekly. Very few

faculty members are using e-resources monthly & occasionally. Though maximum members are using electronic resources frequently action should take for training for remaining faculty.

Table 3 – Purpose to use e-resources

Purpose to use e-resources			
1	For Teaching	74	66%
2	For Research	27	24%
3	For Paper Writing	5	4%
4	For Community Development	4	4%
5	For Thesis Writing	2	2%
		112	100%

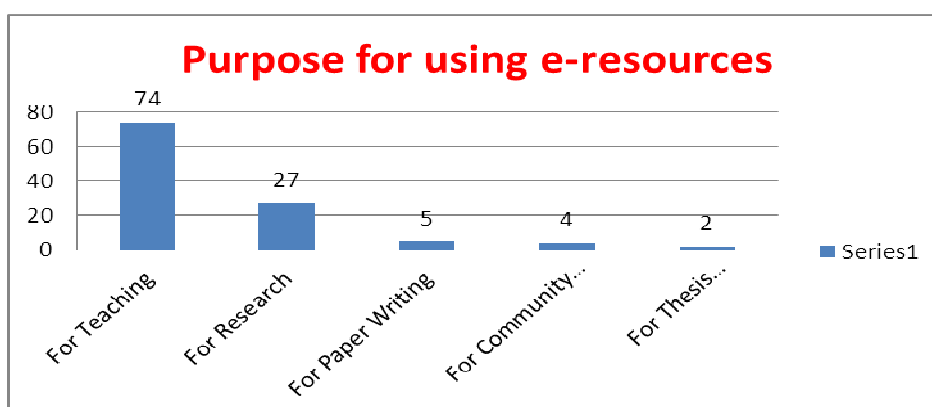


Table 3 shows that major number i.e. 66 % faculty member is using e-resources for teaching purpose next to this 24 % faculty member using e-resources for research purpose and 4% faculty using e-resources for paper presentations & community development respectively. These shows for teaching purpose more e-resources are used. Using resources for research and for preparing research papers more training should provide.

Table 4 – Problems in availing e-resources

Probles in availing e-resources			
1	Slow internet	59	53%
2	Low ICT facility	34	30%
3	Not Aware of e-resources	11	10%
4	Lack of Assistance	8	7%
		112	100%

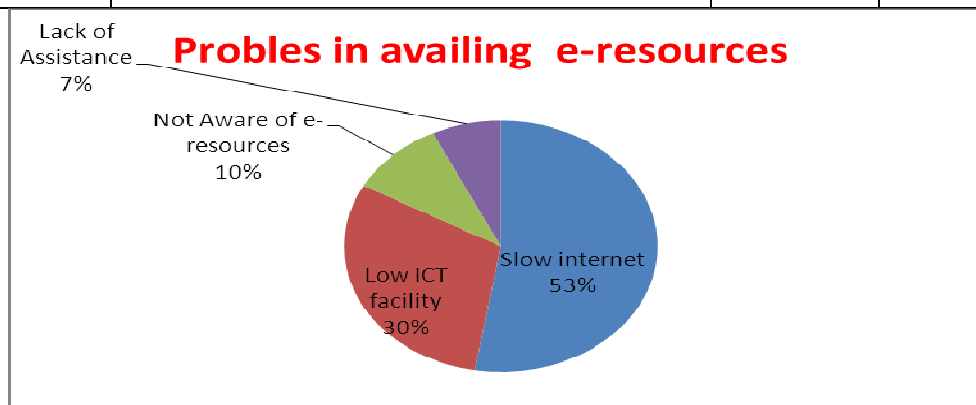


Table 4 shows that 53% of faculty member faced to slow internet in the institution below that 30 % faced with low ICT facility in the institution. 7% faculty member says they need assistance or training to use e-resources whereas 10 % faculty member is not aware of the e-resources available in the institution.

Table 5 – Satisfaction Level of available e-resources

	Satisfaction Level of users		
1	Satisfied	67	60%
2	Highly Satisfied	20	18%
3	Partially Satisfied	23	20%
4	Not Satisfied	2	2%
		112	100%

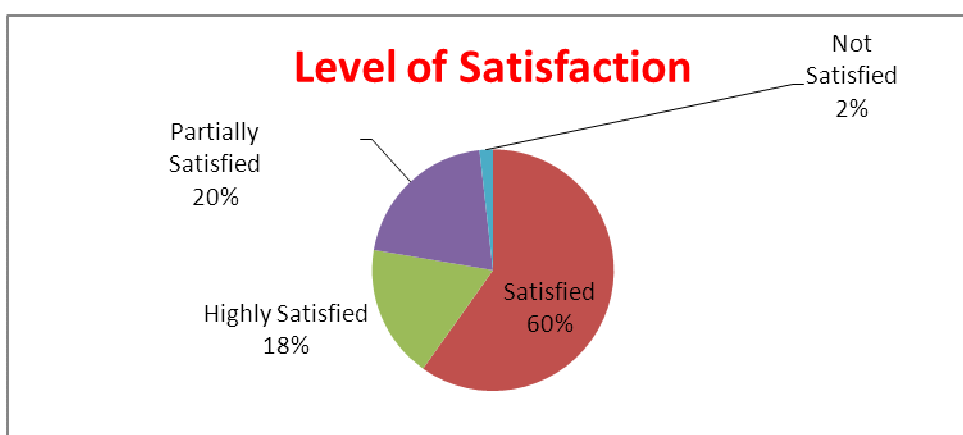


Table 5 shows 60 % faculty member is satisfied & 18 % faculty member is highly satisfied with e-resources. 20 % faculty member is partially satisfied where as 2 % faculty member is not satisfied with e-resources. It seems that more faculties are satisfied as compare to less satisfaction.

### Findings of the Study :

- Majority faculty member has responded this survey.
- A large number of faculty member are using e-resources regularly.
- Large numbers of faculty member are using e-resources for their teaching & research purpose.
- Many of the faculty members are not satisfied with internet speed & ICT facility.
- Large Number of the faculty members is satisfied with e-resources.

### Suggestions and conclusion:

Based on the findings of the study following suggestions are made to improve the better use of ICT resources by the faculty members of ASC College, Indapur.

- Need to improve ICT facility.
- More facilities should provide to procure more e-resources to attract more faculties towards e-resources.
- Efforts may be taken for effective and efficient campus network and their services.

Large faculty members are familiar with ICT facility & e-resources in spite of that emphasis have been taken on the training program and workshops for better usage of e-resources.

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## **Status of Rohingya Refugee in Bangladesh**

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### **Abstract :**

*Hundreds of thousands of Rohingya have fled to Bangladesh and live as refugees in overcrowded camps in locations prone to frequent natural disasters. Many of them are struggling to recover from traumatic experiences and to meet basic needs.*

*The Rohingya refugee crisis is caused by the Rohingya people having long faced violence and discrimination in Myanmar. Armed conflict escalated in August 2017 in Rakhine State, causing Rohingya to flee to nearby Bangladesh. U.N. Secretary-General António Guterres described the situation in September of that year as “the world’s fastest-developing refugee emergency and a humanitarian and human rights nightmare.”*

**Keywords** Rohingya, Rohingya refugee, Bangladesh

### **Introduction :**

In 2017, the U.N. High Commissioner for Refugees described the Rohingya refugee crisis as “the most urgent refugee emergency in the world.” Here are the facts you need to know:

- About 880,000 Rohingya live in the world’s largest and most densely populated refugee camp in southern Bangladesh.
- About 1.3 million people — both refugees and local community members — need humanitarian assistance.
- From April to November, heavy monsoon rains make life more perilous for refugees in the overcrowded camps.
- The Myanmar and Bangladesh governments continue to negotiate terms for the repatriation of Rohingya refugees to Myanmar. In the meantime, children in the camps need access to formal education, and parents deserve the right to earn a living to support their families.
- On March 22, 2021, a massive fire swept through the camps in Cox’s Bazar. The deadly blaze injured at least 500, with more than 400 missing, including children. Those without shelter now number 45,000.
- The Rohingya people are a mostly Muslim ethnic minority group in Myanmar. They represent about 1 million people among Myanmar’s total population of 52 million and live in the northern part of Rakhine State, which borders Bangladesh and India. As the Rohingya were not among the 135 officially recognized ethnic groups included in Myanmar’s 2014 census, they are not eligible for citizenship in Myanmar.
- Essentially stateless, without legal rights and protection, Rohingya children and families are vulnerable to human trafficking, child labor, child marriage, gender-based violence, and other forms of exploitation and abuse. Because Rohingya refugees are not allowed to work, they rely on aid from World Vision and other organizations.



### Objective Of The Study:

1. To study status of Rohingya refugee in Bangladesh.
2. To Study Refugees' Living Conditions in The Camps of Bangladesh.

### Refugees' Living Conditions In The Camps:

The World Food Programme provides all food, which is distributed by their partners, including World Vision.

- **Pray** for mothers, fathers, and children who struggle to survive as refugees — especially those affected by the recent fire: *Dear Lord, we pray for the families devastated by the blaze that destroyed shelters, food distribution sites, and clean water and sanitation facilities in Cox's Bazar. Help refugees affected find shelter, nourishment, and clean water. For the grieving hearts who have lost much in the fire, Heavenly Father, we ask for Your comfort and protection.*
- **Give** to World Vision's Refugee Children's Crisis Fund to help provide for their needs.
- After fleeing violence in Myanmar, Rohingya refugees are living in rudimentary conditions. With 40,000 people per square kilometer, the camps are one of the most crowded places on earth. Five family members or more live in cramped, 10-by-16-foot shelters with only one room. Up to 20 people share a single outdoor latrine. They must wait in line for water for washing, cooking, and bathing.
- During seasonal monsoon rains from April to November, refugees' makeshift shelters are at risk from floods and landslides, making living conditions worse.
- Given the hot, humid weather in southern Bangladesh and frequent windblown dust, respiratory infections are common among refugee children and adults. Acute watery diarrhea is another frequent ailment. It's especially dangerous in combination with malnutrition, which is widespread.

Refugees receive monthly food rations that include rice, lentils, and oil. Although the rations are nutritious, it's difficult to eat the same food day after day. About half of the refugee pRefugee children are at high risk of disease, including malnutrition, as well as physical abuse and violence. Here are some of the risks they face:

- **Disease outbreaks:** Children routinely suffer from communicable diseases such as diarrhea and respiratory infections, as well as conditions such as heat rash and head lice.
- **Lack of protection:** Across the camps, almost 540,000 children need protection. They face serious risks, including psychosocial distress, neglect, abuse, separation from caregivers, sexual violence, child marriage, child labor, and trafficking. Girls are particularly vulnerable.
- **Lack of access to formal education:** Nearly half of the 540,000 Rohingya children ages 3 to 14 don't have access to any formal education, which is restricted in the camps. This means children cannot sit for exams or pass a grade level. A reported 97% of all youth ages 14 to 24 also lack access to any form of education or vocational training.
- **Malnutrition:** Acute malnutrition among refugee children under age 5 has decreased since 2017, but remains at "serious" levels, according to the WHO. Levels of stunting remain at more than 30%. This means that children are smaller for their age and may never catch up.

For more information, read “Childhood Interrupted: Children’s Voices from the Rohingya Refugee Crisis,” a joint report from World Vision and other humanitarian organizations, based on consultation with children and mothers in Bangladesh refugee camps and host communities.

- population now receives e-voucher cards to buy meat and fresh produce from World Food Programme stores, but dietary diversity and balanced nutrition remain a challenge.
- The Rohingya also suffer from psychosocial stress made worse by overcrowded conditions.
- The Rohingya are a culturally conservative community. Women and teenage girls are expected to stay home and to be homemakers, not breadwinners. They lack control over household finances, and their dependence makes them vulnerable to assault, domestic violence, child marriage, exploitation, and trafficking.
- World Vision has served in Bangladesh since 1970, following the Great Bhola Cyclone that killed at least 300,000 people across the country. Today, World Vision’s work in Bangladesh reaches about 5 million children and adults.
- World Vision programs contribute to the well-being and empowerment of refugee and host communities. We also promote and protect their rights through our advocacy work with international, national, and local governments. Our goal is to protect the safety and dignity of refugees and advocate for their safe, dignified, and voluntary return to Myanmar.

### **History Of The Rohingya People:**

**1948:** After Burma’s independence from British rule, a Muslim rebellion erupts in Rakhine State, with people demanding equal rights and an autonomous area. The rebellion is eventually defeated.

**1962:** Military rule begins in Burma.

**1977 to 1978:** Some 200,000 ethnic Muslims identifying as Rohingya flee to refugee camps in Bangladesh.

**1982:** A new citizenship law identifies 135 national ethnic groups. It excludes the Rohingya, which effectively renders them stateless.

**1989 to 1991:** A military crackdown follows a popular uprising. Burma is renamed Myanmar. Another 250,000 refugees flee to Bangladesh.

**1992:** The Myanmar and Bangladesh governments agree to repatriate refugees. Hundreds of thousands of people return to Myanmar over several years.

**2003:** Two of 20 refugee camps remain in Bangladesh. U.N. studies show widespread malnutrition in the camps.

**2012:** Religious violence flares in Rakhine, leaving many people homeless. More than 100,000 people flee to Malaysia.

**2014:** In Myanmar’s first census in 30 years, the Rohingya are still not included as an ethnic group.

**2016:** A military crackdown follows an attack on a border post in which police officers were killed. During the crackdown, about 87,000 people fled to Bangladesh.

**2017:** Mass exodus from Myanmar

- **August:** Following Rohingya militia attacks on several police and army posts in Myanmar on August 25, state security forces launch a campaign of horrific violence and

terror targeting the Rohingya community. More than 700,000 Rohingya flee Myanmar. The cycle of mass displacement begins again, this time on an unprecedented scale.

- **September:** The U.N. refugee agency (UNHCR) declares the Rohingya refugee crisis a major emergency and scales up its response.
- **November:** Myanmar and Bangladesh agree to start repatriating refugees within the next two months. According to international law, repatriation should be voluntary by refugees only when conditions are safe.

#### **2018:** Little hope of return

- **January:** The agreed start date for repatriation passes without action.
- **April:** U.N. Security Council envoys visit Myanmar and Bangladesh to observe needs and conditions.
- **April through November:** Monsoon and cyclone seasons increase hazards for refugees living in makeshift shelters.
- **September:** The U.N. releases a report accusing the Myanmar military of atrocities against Rohingya Muslims.
- **November:** The Bangladesh and Myanmar governments offer refugees the chance to return to Myanmar. Not a single Rohingya accepts.

#### **2019:** Continued uncertainty

- Increased violence in Myanmar's Rakhine State leads to the displacement of 4,500 more Rohingya people. This casts doubt on the feasibility of refugees returning to Myanmar anytime soon.
- **December:** An International Court of Justice case accuses Myanmar of genocide of the Rohingya people.

#### **2020:** Coronavirus pandemic threats

- **April through November:** Living in makeshift shelters, refugees face an increased risk of COVID-19 infection during monsoon and cyclone seasons.
- **May:** The first case of COVID-19 is confirmed in the Rohingya refugee camps.
- **June:** Among 860,000 refugees, 29 cases are reported.

#### **2021:** Fire blazes as the coronavirus remains a concern

- **March 23:** A deadly fire rips through Cox's Bazar, destroying 10,000 shelters, World Vision food distribution sites, and clean water and sanitation facilities. World Vision immediately begins distributing emergency food supplies to families affected by the fire.

#### **World Vision programs**

- World Vision operates in all 34 Rohingya camps, providing aid for nearly 500,000 refugees through:
- **Child protections:** it strengthens child protection systems in families and communities by engaging children, parents, faith leaders, and government leaders in ending violence against children, including child marriage. it refer children in need to the right professional services in the camps.
- **Food security, livelihoods, and cash:** it distributes food and provide monthly fresh-food vouchers so families can buy eggs, fresh produce, and other food of their choice. We supply vouchers to pregnant women and breastfeeding mothers and support families to grow vegetables. World Vision is the World Food Programme's largest implementing partner.

- **Nutrition:** it help prevent and treat malnutrition in children under 5, as well as in pregnant and breastfeeding mothers. It support 1,500 children and 250 mothers monthly through supplementary and therapeutic feeding in our five centers.
- **Water, sanitation, and hygiene:** World Vision has installed deep wells, latrines, hand-washing stations, and bathing cubicles to benefit more than 200,000 refugees in 11 camps. We hold hygiene promotion sessions and support some 1,000 community WASH committees that manage and maintain facilities.

### **Conclusion :**

We have provided informal education for 3,840 children ages 3 to 14 in our 21 learning centers, in partnership with UNICEF. Adolescents ages 15 to 18 also benefited from training in vocational skills, as well as basic literacy and numeracy.

- At our Women's Peace Centers, women and girls have built supportive social safety nets while learning how to identify and protect themselves. We have also trained men and boys in gender-based violence awareness, equipping them to become champions for the women and girls in their families. Vocational training offered at the centers has empowered women economically and socially.
- The influx of hundreds of thousands of Rohingya profoundly affected local communities — already among the poorest in Bangladesh. The refugee population is now almost triple that of the host community. World Vision supports community savings groups and income-generating activities that help vulnerable men and women break the cycle of poverty. We recently launched a new child sponsorship program in the Ukhiya community focused on education, literacy, and nutrition, which will benefit 35,000 people.

### **Reference:**

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## **Content Evaluation of Department of Library and Information Science Web Portal**

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### **Abstract:**

*The aim of this paper is to study the contents of select web portals of the Department of Library and Information Science (DLIS) in Gujarat state. This study compares the contents available on these Universities DLIS web portal. The purpose of creating any web portal is to fulfill the objectives of the audience for which they came to visit the web portal. Internet users are techno-savvy and they will be able to figure out web portals easily. Most of the users will not take the time to figure out a portal that is not usable. The perspective to create a web portal should be clear to the audience. Prospective students often search through search engines to compare multiple university web portals to decide where to take admission and this is even more so while searching for professional degrees.*

**Keywords:** Department of Library and Information Science, Web portal, Evaluation

### **Introduction:**

The education for librarianship is conducted at various levels in the universities. Many local and regional associations, universities and their affiliated colleges/institutions conduct courses in LIS from certificate to PG and PG to research level. These agencies are always in need to revise the existing curriculum with a view to updating the contents and improving the quality of the courses. For this purpose, one has to be updated with the latest information. Nowadays all the educational institutes prefer to provide information through their web portals; end-users are also in quest of the latest information in an organized manner. In the 21<sup>st</sup> century, people are not physically visiting universities/institutions to search for information about the courses; in fact, they require information on their laptop, mobile, or on tabs. The Internet is supposed to be the best option for the new generation to get immediate and accurate detailed information at one click. In this context, web portals are the best source of information creation, generation, and dissemination as per need.

As per The Motive Web Design Glossary, “A web portal is a site (Often a system) that creates a single point of access to information collected from different sources.” The web portal offers information in an organized way; it is a structured approach to navigate information.

### **Web portal / Website:**

Website and Portal are distinct terms, but there exists a correlation between the two. The website and portal both have a web-based interface; a website is the collection of web pages whereas a portal act as a gateway to the world wide web and provides many services.

A web portal is a typical knowledge management system that delivers the facility for organizations or companies to build, share, interchange, and reuse knowledge. It is the private location on the internet retrieved through a unique URL (web address), and probably login id and



password. Web portal content is login protected and user-specific and its interface could be public and private.

### Evaluation:

Evaluation is a systematic and methodical way to assess credibility, reliability, and usefulness. It is based on criteria governed by a set of standards.

### Need of the Study:

The best tool available for familiarizing with the latest trends in LIS education and training is the web portals of those who impart LIS education. In this advance era, it is one of the most informative tools, useful for this purpose. The web portal is the first impression of the courses provided by the university will be seen by students or parents, and it is a primary communication tool of the departments. It is therefore essential to meet the requirements of users in the most efficient way.

### Scope of the study:

The main aspect of the present research is to evaluate LIS department web portals, those offering courses from Certificate to Ph.D. level. Therefore, the scope of the present study is limited to LIS departments. The study examines available department web portals. The geographical area of this study is limited to the universities available in Gujarat state who provide LIS education.

Sr. No.	Name of the University	Place	URL
1	Bhakta Kavi Narshinh Mehta University (BKNMU)	Junagadh	No
2	C.U. Shah University	Surendranagar	No
3	Central University of Gujarat	Gandhinagar	Yes
4	Dr. Babasaheb Ambedkar Open University	Ahmedabad	No
5	Gujarat University	Ahmedabad	Yes
6	Gujarat Vidyapith	Ahmedabad	Yes
7	Hemchandracharya North Gujarat University	Patan	Yes
8	Maharaja Krishnakumarsinji Bhavnagar University	Bhavnagar	Yes
9	Maharaja Sayajirao University of Baroda	Vadodara	Yes
10	Parul University	Vadodara	Yes
11	Sardar Patel University	Anand	Yes
12	Saurashtra University	Rajkot	Yes
13	Veer Narmad South Gujarat University	Surat	Yes

**Table 1 List of Department of LIS in Gujarat State**

### Objectives of the study

- To identify the prominent web portals of Gujarat Universities/Schools which provide LIS education.
- To describe the parameters and qualities of an effective web portal of LIS education.
- To examine educational contents, perspective, and design of the web portal.

### Research methodology:

In this study the researcher is using observation and self-evaluation methods to evaluate the content available on the DLIS web portal. After conducting literature review of different research articles, papers, books, journals and thesis databases, researcher identified some criteria to evaluate the contents of the department web portal.

### Data collection and analysis:

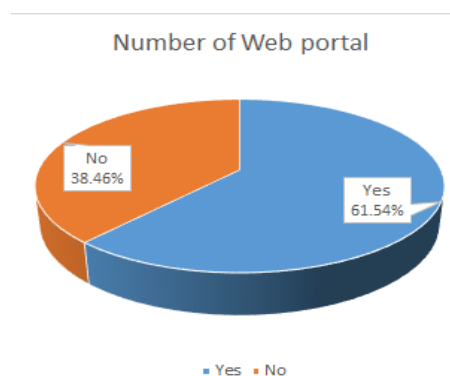
The data has been collected from observation methods and evaluated as per the self-evaluation criteria prepared by the researcher. These evaluation criteria have been prepared after studying different articles and papers available on Evaluation of web portal/website.

### DLIS Web portal

Response	Yes	No
Number of Web portal	8	5
Percentage	61.53%	38.46%

**Table 2 DLIS Web portal**

The above table and below pie chart depicts that in Gujarat state out of 13 universities only 8 universities have dedicated web portal 61.53% and 5 universities 38.46% still do not have dedicated web portal but some course related information is available on different pages of the universities website.



**Fig. 1 DLIS Web portal**

### Nomenclature of LIS department

The LIS departments have been given different names, the nomenclature to name the department is not uniform.

Nomenclature of LIS	Numbers	Percentage
School of Library & Information Science (SLIS)	1	7.69%

<b>Department of Library &amp; Information Science</b>	<b>8</b>	<b>61.53%</b>
Professional studies : Library Science	1	7.69%
Faculty of Library and Information Science	1	7.69%
Faculty of Arts & Humanities	1	7.69%
Not available	1	7.69%

**Table 3 Nomenclature of Library and information science**

Data presented in the above table presents the name of the LIS schools, department and faculty of LIS. 8 universities 61.53% are still using traditional way to call the LIS as DLIS, 1 private university running courses under Faculty of Arts & Humanities, and another private state university named it as Faculty of Library and Information Science, one more very popular vidyapeeth called it as Professional studies: Library Science, and 1 central university called it as School of Library & Information Science (SLIS). One university still has not given any name to the Library and information science section.

#### **Static/Dynamic**

<b>Web portal type</b>	<b>Numbers</b>	<b>Percentage</b>
<b>Static</b>	<b>6</b>	<b>46.15%</b>
<b>Dynamic</b>	<b>2</b>	<b>15.38%</b>
<b>Not Available</b>	<b>5</b>	<b>38.46%</b>

**Table 4 Web portal type**

The above table summarizes the types of web portal in terms of its design and contents. 6 departments of LIS are static web portal, only 2 DLIS web portal are dynamic web portal.

#### **Contents available on DLIS Web portal**

Sr. No.	DLIS Name	University	City	State	HOD	URL	Static	Dynamic	About	Facilities	Faculty	Courses offered /Academic program					Admission requireme nt/ Eligibility	Marks/ Credit	Student Intake	Student details	Placement /Career option	Projects/ Research	Publicatio n details	Gallery	News/ Events	Contact Us	Testimoni als	Online communication (Live Chat)	Quick links (Admission Enquiry/Apply Now)	Visitor count/Hits	Last updated on	Accessed on
1	NA	Bhaku Kavi Narsinh Mehta University (BKNU)	Junagadh	Gujarat	No	No	No	No	No	No	No	No	MLISc	Mphil	Ph.D	Diploma	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No	18-10-2021
2		Faculty of Arts & Humanities C.U. Shah University	Surendranagar	Gujarat	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No	18-10-2021
3		School of Library & Information Science (SLIS)	Central University of Gujarat	Gandhinagar	Gujarat	Yes	Yes	No	Yes	Yes	No	Yes	No	Yes	Yes	Yes	Credit	Yes	No	Yes	No	No	No	Yes	Yes	No	No	Yes	Yes	No	18-10-2021	
4		Department of Library and Information Science Dr. Babasaheb Ambedkar Open University	Ahmedabad	Gujarat	Yes	No	No	No	No	No	Yes	Yes	Yes	No	Yes	No	Yes	Yes	No	No	No	No	No	No	Yes	No	Yes	No	Yes	Yes	16-11-2021	
5		Department of Library & Information Science Gujarat University	Ahmedabad	Gujarat	Yes	Yes	Yes	No	Yes	No	No	No	Yes	No	No	No	No	No	Yes	No	No	No	Yes	No	No	No	No	No	No	No	No	20-10-2021
6		Professional studies: Library Science Gujarat Vidyapeeth	Ahmedabad	Gujarat	Yes	No	No	No	No	No	Yes	Yes	Yes	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No	20-10-2021
7		Department of Library & Information Science Hemchandra Acharya North Gujarat University	Patn	Gujarat	Yes	Yes	Yes	No	No	No	No	Yes	Yes	Yes	No	No	No	No	Yes	No	No	No	No	No	No	No	No	No	No	No	No	21-10-2021
8		Department of Library & Information Science Mahatma Krishna Kumar Bhavnagar University	Bhavnagar	Gujarat	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No	21-10-2021
9		Department of Library & Information Science Mahatma Jayprakash Narayan University of Baroda	Vadodara	Gujarat	Yes	Yes	Yes	No	Yes	No	Yes	No	No	No	No	No	No	No	No	No	No	No	No	Yes	Yes	No	No	No	No	No	No	21-10-2021
10		Faculty of Library and Information Science Parni University	Vadodara	Gujarat	No	Yes	No	Yes	Yes	No	No	Yes	Yes	No	No	No	Yes	Yes	No	No	Yes	No	No	No	Yes	Yes	Yes	Yes	Yes	No	No	21-10-2021
11		Department of Library & Information Science Sardar Patel University	Vallabh Vidyanagar	Gujarat	Yes	Yes	Yes	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	Yes	No	Yes	No	Yes	Yes	No	Yes	Yes	Yes	No	No	No	No	No	21-10-2021
12		Department of Library & Information Science Saurashtra University	Rajkot	Gujarat	Yes	Yes	Yes	No	Yes	No	Yes	Yes	Yes	No	Yes	No	No	No	No	No	No	No	No	Yes	Yes	No	No	No	No	No	No	21-10-2021
13		Department of Library & Information Science Veer Narmad South Gujarat University	Surat	Gujarat	Yes	Yes	Yes	No	No	No	Yes	Yes	Yes	No	No	No	Yes	No	Yes	No	No	No	No	No	Yes	No	No	No	No	Yes	Yes	21-10-2021

**Table 5 Contents available on DLIS Web portal**

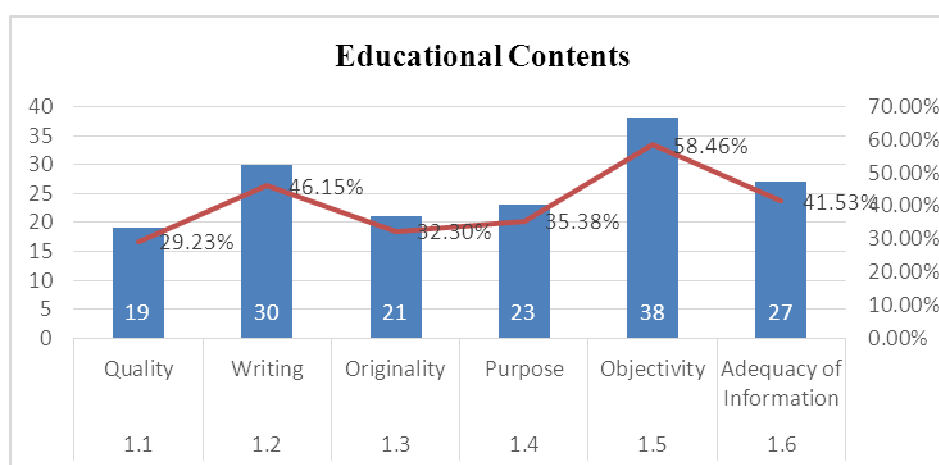
## Evaluation criteria

### 1. Educational contents

Educational contents of web portals include informative, interesting and relevant contents for end users. The writing, objectivity, and adequacy of information need to be updated and adequate in terms of different stakeholders that are using the web portals. The contents should be matching with stated curricular goals, aims, and objectives of the department of any educational institution. Adequate and descriptive content always impresses users towards the institution. Education provides us with knowledge and knowledge becomes wisdom, therefore accurate and adequate contents are important on any web portal.

Sr. No.	Educational Contents	Marks	Percentage
1.1	Quality	19	29.23%
1.2	Writing	30	46.15%
1.3	Originality	21	32.30%
1.4	Purpose	23	35.38%
1.5	Objectivity	38	58.46%
1.6	Adequacy of Information	27	41.53%

**Table 6 Educational contents**



**Fig 2 Educational Contents**

The data presented in the above table is the Educational contents of the web portal. The department's objectives should be clear and it should reach up to the end user, therefore the objectivity in this study gain 58.46% marks. Writing, purpose and adequacy of information obtained as more than 35.00% marks. Whereas quality and originality has obtained less than 35.00% marks. The Academic contents of the web portal should represent the quality of educational contents.

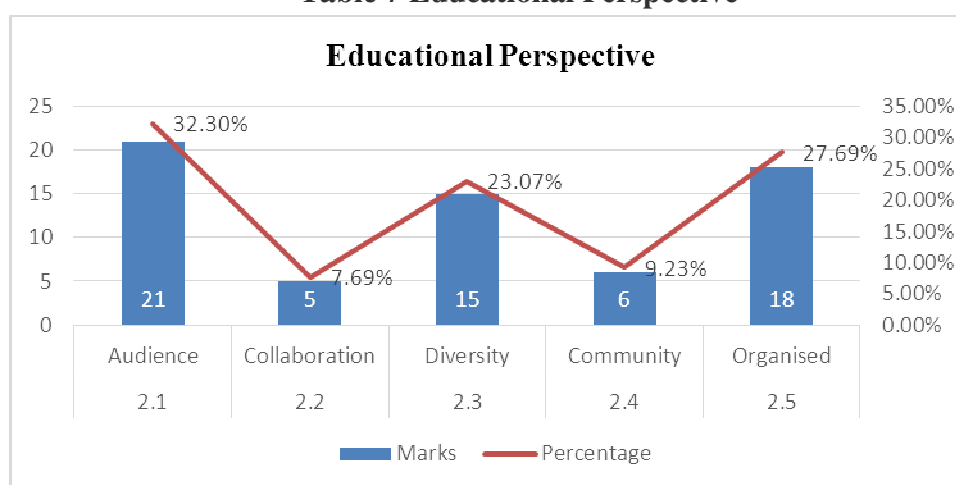
## 2. Educational Perspective

The educational perspective consists of the audience, the goal of creating a web portal, collaboration for employment details, Career advancement or job opening should be provided on the web portal. The DLIS needs to give access to research projects completed by the department as well as the research being done by the students. Due to the recent pandemic situation the world wide lockdown situation arose and education became online, therefore the department should provide different space on the web portal for teachers and students for their teaching and learning process. The department has to encourage students and teachers to create forums to discuss about the curriculum or subject, create blogs to improve writing skills and so on.



Sr. No.	Educational Perspective	Marks	Percentage
2.1	Audience	21	32.30%
2.2	Collaboration	5	7.69%
2.3	Diversity	15	23.07%
2.4	Community	6	9.23%
2.5	Organised	18	27.69%
2.6	Online teaching and learning	5	7.69%

**Table 7 Educational Perspective**



**Fig 3 Educational Perspective**

The data presented in the above table represents the educational perspective of the web portal of DLIS. 32.30% marks are scored by DLIS web portals for audience and 27.69% for organised information on the web portal. Generally, web portals should be interactive for online teaching and learning and give space for students in terms of writing and expressing their knowledge with the help of DLIS blogs. Table shows one web portal provides a chat box for students to communicate directly with the DLIS, which is the need of the present era.

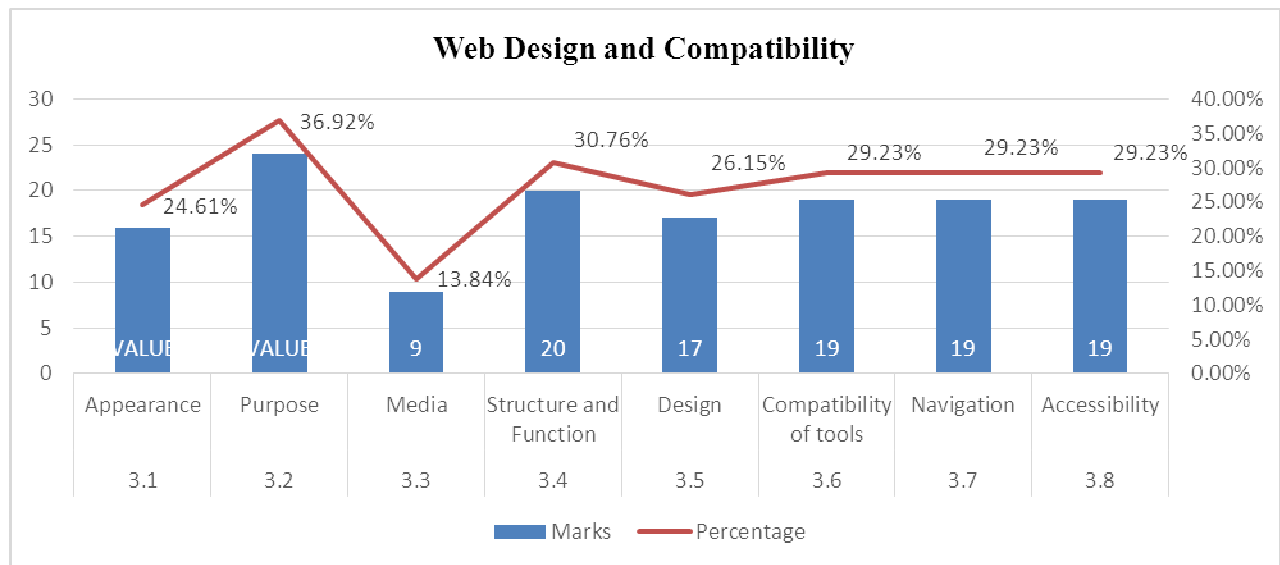
### 3. Web Design and Compatibility

Web portals should be developed with an attractive design, smart, compelling, and contain attractive content in order to attract more visitors to visit the web portal, and explore its links.

Sr. No.	Web Design and Compatibility	Marks	Percentage
3.1	Appearance	16	24.61%
3.2	Purpose	24	36.92%
3.3	Media	9	13.84%
3.4	Structure and Function	20	30.76%

3.5	Design	17	26.15%
3.6	Compatibility of tools	19	29.23%
3.7	Navigation	19	29.23%
3.8	Accessibility	19	29.23%

**Table 8 Web Design and Compatibility**



**Fig 4 Web Design and Compatibility**

Data presented in the above table shows that the purpose of creating the DLIS web portal is matched with the URL of the web portal and therefore gained 36.92% marks. 29.23% marks have been obtained by accessibility and navigation of the DLIS web portal. The 24.61% marks have been gained for appearance which is described as the web portal should be attractive and easy to read.

### Suggestions:

The Internet is now becoming an essential daily need. The day starts with a smartphone up to Laptop, PC, Tablet, Smart TV and ends with all this equipment. Each and every query we are searching online. The questions with the solutions are now available on the internet.

1. There are different features of web portals like user authentication (login and password), personalized content views (portlets); where user can modify the content displayed on the portal homepage to match specific interests, personalized navigation, e.g. quick links to frequently accessed information pages, directory-based information structure, community-building tools: chatrooms, blogs, bulletin boards, mailing lists, subject-specific search functionality, etc. All these functions need to be added in web portal to become user friendly and interactive.
2. UGC model curriculum of LIS, 2001 recommended that the Information professionals need to give attention to the suggestion referred by the information technology task force of Government of India about "Content Creation and Development". The information professionals expected to design and develop information products for the network

environment including on the web will be an added advantage. Information professionals not only refer to the information on web portals but also be able to create products and design the web technology to mount these on web for extensive use.

3. In the higher professional education sector, the trend is to offer academic information through web portals. The web portal is an interactive tool to provide information up to the end-user in a systematic manner. Therefore, how the search term is used, how the web portal becomes more searchable, how the search results are precise and accurate. All these answers depend on the standards used while creating a web portal or website.
4. The Academic tasks include the latest courses, admissions, access to learning systems, fees and payments, and other links of relevant information and sources, depending on a web portal. The users including administrative staff, faculty, parents, and students are finding details on the web and they want to connect with academicians quickly and authentically. Therefore, this is an unconditional need to create a standard web portal in terms of its use.
5. The web portal needs to be designed and developed in terms of Visually impaired users. Libraries are also creating separate spaces for blind students to provide access to information through modern technologies.
6. Web portal should be available in Bilingual. The benefit of bilingual web portals is to attract Regional level students as well as to attract international students too.
7. The Department of LIS should create e-learnings and under that, they should create web-based training for library professionals and then evaluate their learnings by creating an online questionnaire with some credits. The link to these training sessions should be available on the web portal with detailed instructions.

### Conclusion:

After doing research of 13 DLIS web portals, the researcher found that there is a lack of awareness of developing DLIS web portals and the library professionals are also not trained enough to develop such types of web portals. The web portal of any educational institute and its department should be user-centric. The design, content, and structure have to be appealing and user-friendly to attract users to the course. As per the evaluation and grading the Parul University's school of LIS gain highest marks in terms of all three criteria. Parul university web portal provides quick links, chat, testimonials for perspective students and the web portal is dynamic and attractive. The Parul university web portal only missed the Faculty information from the web portal.

#### Actual contents available on the DLIS Web portal



#### The contents user expects from the DLIS Web portal



Ref  
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## **Role of Standards in Special Libraries: A Comparative Study**

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### **Abstract:**

*Standards are published documents, which establish specifications and procedures to maintain reliability of the materials, products, methods and services used by various people. They are clearly written and documented information, backed by various national and international organizations and governments. Library and Information Science (LIS) also follows various types of standards and standardized processes, rules and guidelines to meet its day-to-day activities and various services, which allows them to save their time and manpower from avoiding duplication of work.*

**Key Words:** Standards; Guidelines, Special libraries;

### **Introduction:**

Libraries are part of every organization, libraries specialized in the field of one area or part of an area are called Special libraries. They are established for serving the special group of users like scientists, researchers, industrialists, lawyers, doctors, engineers etc. The collection of these libraries are also special in nature. If we look for the definition of Special libraries, it also states the same thing. As per the **American Library Association (ALA) glossary of library and Information Science** - special library is “a library established, supported and administered by a business firm, private corporation, association, government agency, or other special interest group of agency to meet the information needs of its members or staff in pursuing the goals of the organization. Scope of collections and services is limited to the subject interest of the host or parent organization.”

### **Need of the study:**

Standards serve as an indicator of current library services and as a guide indicating future planning actions. The standards are viable both as a consulting tool and as a basis for library planning and development. Library standards can serve many purposes. Most common to them is the reflection of goals whereby institutions provide impetus in the establishment, development, and improvement of libraries. They furnish criteria that can be used in connection with procedures for evaluation certification and accreditation. Library standards deal with levels of resources, services, procedures for planning, describe good practices including statistical basis for the application of standards.

### **Scope of the Study:**

The scope of this study is limited to the region of Mumbai. In this we will cover below special libraries.

- a. **Government Libraries**
- b. **Socio Economic Development Research libraries**



- c. Museum Libraries
- d. Corporate Libraries
- e. R&D Organization Libraries
- f. Medical Libraries
- g. Sports Libraries

**Aim of the Study:**

There are library standards available recommended by UGC, ISO and other national and international organizations, the aim of the study is to do an analysis, how special libraries are using these standards to their benefit and saving time, money and resource, also how it is helping them in smooth their functioning.

**Objective of the study:**

To achieve the aim of the research study, various objectives have to be fixed and observed to formulate the results. The objectives will be as under:

- To study the importance of standards.
- To review its applications in libraries.
- To analyze how the use of standards helping libraries to achieve their desired goal.

To test the above objectives, researchers have selected one library each from the above given list of special libraries.

Sr No	Name of the Libraries
1	Mumbai Metropolitan Region Development Authority (MMRDA) Library
2	Sir Dorabji Tata Memorial Library
3	Nehru Centre Library
4	The Housing Development Finance Corporation Limited (HDFC) Library
5	Scientific Information Resource Centre
6	GM Phadke Library
7	A A Jasdenwala Library

**Research Methodology:**

To make the detailed study of the standards available in the above special libraries, a descriptive research method is used. Survey method, which is a part of the descriptive research method, is used in some cases.

**Data Collection Tools:**

Questionnaires circulated among special libraries under study for collection of data. For the observation, the researcher has studied annual reports of special libraries under study for data validation.

**Data Analysis and Interpretation:**

The researcher has selected 7 special libraries of the Mumbai region. The systematic questionnaire was designed and circulated among special libraries under this study. The pilot

study was undertaken for the validation of questionnaires with selected special libraries. As per the suggestion and inputs given by them, the questionnaire was modified and finally it was circulated to 7 special libraries. After receiving the inputs from all the 7 special libraries, analysis was done based on the below major points.

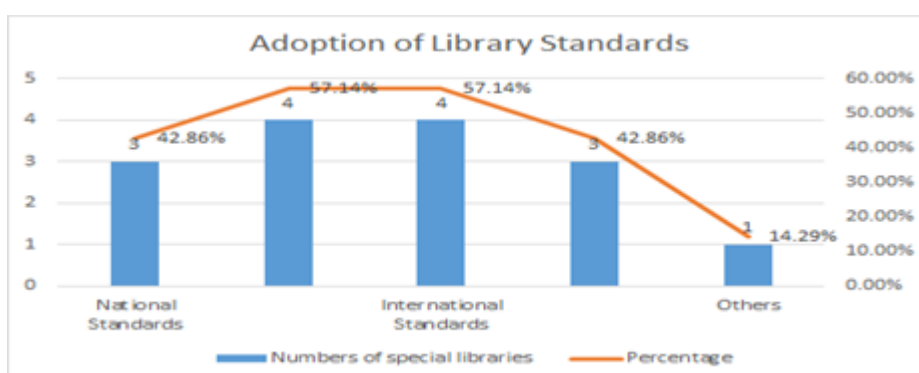
### **Adoption of National / International Standards:**

Data presented in the following table shows the adoption of national/international standards in their libraries.

Adoption of Library Standards	National Standards		International Standards		Others
	Yes	No	Yes	No	
Numbers of special libraries / Museums	3	4	4	3	1
Percentage	42.86%	57.14%	57.14%	42.86%	14.29%

Table 1

It is seen from Table 1 that the 3 libraries said that they follow both national standards, 4 libraries said they follow international standards in their libraries, whereas 1 library responded as it uses in-house policy instead of national standard. 3 libraries said they are not following any national or international standards.



Bar chart 1

It is seen from the above bar chart that 40% special libraries have adopted national standards, similarly 60% of special libraries have adopted international standards. One library that is 20% has opted for in house policy instead of any national standard.

### **Are library standards essential for in house operations**

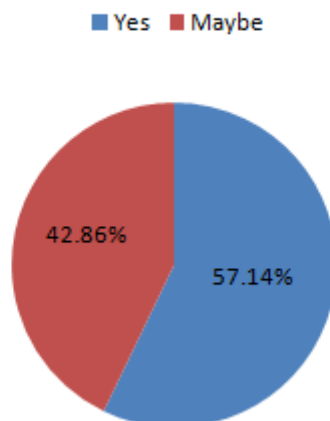
Data presented in the following table shows that library standards are essential or not for in-house operations of special libraries.

Library Standards for in house operations	Yes	Maybe
Number	4	3
Percentage	57.14%	42.86%

Table 2

It is observed from the above table that out of 7 special libraries 4 said standards are essential for in-house operations, whereas 3 special libraries are not confident about its application in library in-house activities.

### Library Standards for in house operations



Pie Chart 1

It is seen from the above pie chart that 43% special libraries use national/international standards/guidelines for in-house operations, whereas 57% are not sure about the standards and their use.

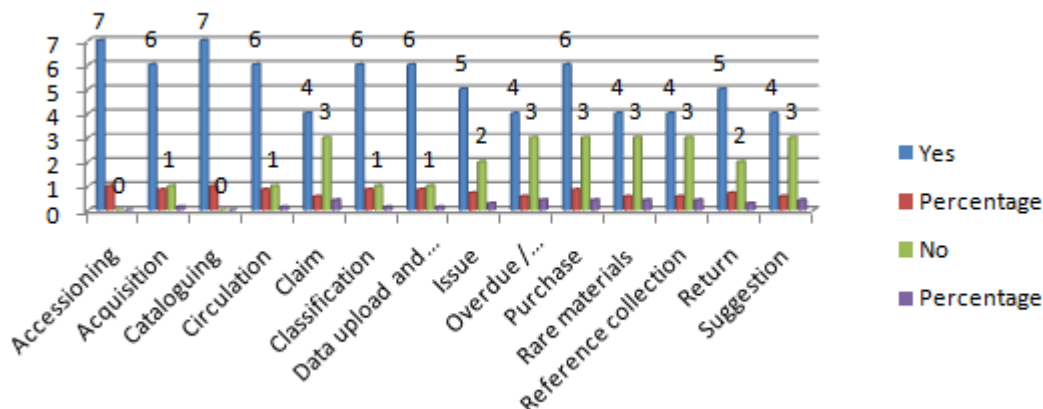
### Application of standards in Library Processes:

Data shown in the below table gives information about application of standards in library services of special libraries.

Library processes	Yes	Percentage	No	Percentage
Accessioning	7	100.00%	0	0.00%
Acquisition	6	85.71%	1	14.29%
Cataloguing	7	100.00%	0	0.00%
Circulation	6	85.71%	1	14.29%
Claim	4	57.14%	3	42.86%
Classification	6	85.71%	1	14.29%
Issue	5	71.43%	2	28.57%
Overdue / Outstanding	4	57.14%	3	42.86%
Purchase	6	85.71%	3	42.86%
Rare materials	4	57.14%	3	42.86%
Reference collection	4	57.14%	3	42.86%
Return	5	71.43%	2	28.57%
Suggestion	4	57.14%	3	42.86%

Table 3

From the above table, it has been seen that all the 7 special libraries use standards for Accessioning and Cataloguing purposes. Out of 7, 6 special libraries use standards for processing purposes of Acquisition, Circulation, Classification and Purchase.



Bar Chart 2

It is seen from the above bar chart that only 57.14% special libraries use standards and guidelines for the process of Claim, Overdue/Outstanding Rare materials, Reference collection and for suggestion.

#### Some of the findings are as follows

- ☐ It is seen from the above bar chart that 40% special libraries have adopted national standards, similarly 60% of special libraries have adopted international standards. 1 library (20%) has opted for in house policy instead of any national standard.
- ☐ It is seen from the above pie chart that 43% special libraries use national/international standards/guidelines for in-house operations, whereas 57% are not sure about the standards and their use.
- ☐ Majority of the special libraries use standardized processes in Cataloguing and Accessioning areas, while Claim, Overdue/Outstanding, Rare materials, Reference collection and for suggestion, are the less used areas from the standardized processes and guidelines perspective.

#### Some suggestions are as follows

- ☐ It is suggested that Special libraries need to apply either national or international standards which will add value added services to their R&D users.
- ☐ 3 special libraries said that they may use “in-house standards”, these are the special, R&D, government, and museum libraries. It is recommended that special libraries should apply certain in-house standards for providing quality services to its users.
- ☐ Special libraries should have standardized processes or guidelines for its processing activities, which will allow them to save their time and manpower from avoiding duplication of work.

#### Conclusion:

Use of library standards in libraries are very essential to have a standardized process to streamline its services. Based on the findings and observations, above suggestions are made to

enhance the use of standards in the special libraries. There are standards developed on national and international level for libraries, which gives the necessary guidance on how to implement the process in the libraries, but these are general guidelines, which will be of not much useful for special libraries as they are very special in its nature. Special libraries serve to the group of users with special interest in a single subject or a specific area of the subject, hence for special libraries there are as such no specific library standards. General library standards, guidelines, rules are available like cataloguing, classification, furniture, lighting, etc. are applicable to special libraries also. There is a need to develop, library standards from the point of view of the special libraries, which will be benchmark for all the special libraries across the globe.

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## **The Challenges of Cultural Diversity in India**

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### **Abstract:**

***“Diversity is the one true thing we have in common.***

***Celebrate it every day.”***

***-Anonymous***

*Diversity is a defining characteristic of modern society, yet there remains considerable debate over the benefits that it brings. The authors argue that positive psychological and behavioural outcomes will be observed only when social and cultural diversity is experienced in a way that challenges stereotypical expectations and that when this precondition is met, the experience has cognitive consequences that resonate across multiple domains. A model, rooted in social categorization theory and research, outlines the preconditions and processes through which people cognitively adapt to the experience of social and cultural diversity and the resulting cross-domain benefits that this brings. Evidence is drawn from a range of literatures to support this model, including work on biculturalism, minority influence, cognitive development, stereotype threat, work group productivity, creativity, and political ideology. The authors bring together a range of differing diversity experiences and explicitly draw parallels between programs of research that have focused on both perceiving others who are multicultural and being multicultural oneself. The findings from this integrative review suggest that experiencing diversity that challenges expectations may not only encourage greater tolerance but also have benefits beyond intergroup relations to varied aspects of psychological functioning.*

### **Introduction:**

The term 'diversity' emphasises differences rather than inequalities. When we say that India is a nation of great cultural diversity, we mean that there are many different types of social groups and communities living here. These are communities defined by cultural markers such as language, religion, sect, race or caste. When these diverse communities are also part of a larger entity like a nation, then difficulties may be created by competition or conflict between them. This is why cultural diversity can present tough challenges. The difficulties arise from the fact that cultural identities are very powerful – they can arouse intense passions and are often able to mobilise large numbers of people. Sometimes cultural differences are accompanied by economic and social inequalities, and this further complicates things. Measures to address the inequalities or injustices suffered by one community can provoke opposition from other communities. The situation is made worse when scarce resources – like river waters, jobs or government funds – have to be shared. If you read the newspapers regularly, or watch the news on television, you may often have had the depressing feeling that India has no future. There seem to be so many divisive forces hard at work tearing apart the unity and integrity of our country – communal riots, demands for regional autonomy, caste wars... You might have even felt upset that large sections of our population are not being patriotic and don't seem to feel as intensely for India as

you and your classmates do. But if you look at any book dealing with the history of modern India, or books dealing specifically with issues like communalism or regionalism (Brass 1974), you will realise that these problems are not new ones. Almost all the major 'divisive' problems of today have been there ever since Independence, or even earlier. But in spite of them India has not only survived as a nation, but is a stronger nation-state today.

### **Cultural Communities And The Nation-State:**

Before discussing the major challenges that diversity poses in India – issues such as regionalism, communalism and casteism – we need to understand the relationship between nation-states and cultural communities. Why is it so important for people to belong to communities based on cultural identities like a caste, ethnic group, region, or religion? Why is so much passion aroused when there is a perceived threat, insult, or injustice to one's community? Why do these passions pose problems for the nation-state?

Every human being needs a sense of stable identity to operate in this world. Questions like — Who am I? How am I different from others? How do others understand and comprehend me? What goals and aspirations should I have? – constantly crop up in our life right from childhood. We are able to answer many of these questions because of the way in which we are socialised, or taught how-to live-in society by our immediate families and our community in various senses. The socialisation process involves a continuous dialogue, negotiation and even struggle against significant others (those directly involved in our lives) like our parents, family, kin group and our community. Our community provides us the language (our mother tongue) and the cultural values through which we comprehend the world. It also anchors our self-identity. Community identity is based on birth and 'belonging' rather than on some form of acquired qualifications or 'accomplishment'. It is what we 'are' rather than what we have 'become'. We don't have to do anything to be born into a community – in fact, no one has any choice about which family or community or country they are born into. These kinds of identities are called 'ascriptive' – that is, they are determined by the accidents of birth and do not involve any choice on the part of the individuals concerned. It is an odd fact of social life that people feel a deep sense of security and satisfaction in belonging to communities in which their membership is entirely accidental. We often identify so strongly with communities we have done nothing to 'deserve' – passed no exam, demonstrated no skill or competence... This is very unlike belonging to, say, a profession or team. Doctors or architects have to pass exams and demonstrate their competence. Even in sports, a certain level of skill and performance are a necessary pre-condition for membership in a team. But our membership in our families or religious or regional communities is without preconditions, and yet it is total. In fact, most ascriptive identities are very hard to shake off; even if we choose to disown them, others may continue to identify us by those very markers of belonging.

### **Communities, Nations And Nation-States:**

At the simplest level, a nation is a sort of large-scale community – it is a community of communities. Members of a nation share the desire to be part of the same political collectively. This desire for political unity usually expresses itself as the aspiration to form a state. In its most general sense, the term state refers to an abstract entity consisting of a set of political-legal institutions claiming control over a particular geographical territory and the people living in it. In Max Weber's well-known definition, a state is a "body that successfully claims a monopoly of

legitimate force in a particular territory” (Weber 1970:78). A nation is a peculiar sort of community that is easy to describe but hard to define. We know and can describe many specific nations founded on the basis of common cultural, historical and political institutions like a shared religion, language, ethnicity, history or regional culture. But it is hard to come up with any defining features, any characteristics that a nation must possess. For every possible criterion there are exceptions and counter-examples. For example, there are many nations that do not share a single common language, religion, ethnicity and so on. On the other hand, there are many languages, religions or ethnicities that are shared across nations. But this does not lead to the formation of a single unified nation of, say, all English speakers or of all Buddhists. How, then, can we distinguish a nation from other kinds of communities, such as an ethnic group (based on common descent in addition to other commonalities of language or culture), a religious community, or a regionally defined community? Conceptually, there seems to be no hard distinction – any of the other types of community can one day form a nation. Conversely, no particular kind of community can be guaranteed to form a nation.

### **Cultural Diversity And The Indian Nation-State – An Overview :**

The Indian nation-state is socially and culturally one of the most diverse countries of the world. It has a population of about 1029 million people, currently the second largest – and soon to become the largest – national population in the world. These billion-plus people speak about 1,632 different languages and dialects. As many as eighteen of these languages have been officially recognised and placed under the 8th Schedule of the Constitution, thus guaranteeing their legal status. In terms of religion, about 80.5% of the population are Hindus, who in turn are regionally specific, plural in beliefs and practices, and divided by castes and languages. About 13.4% of the population are Muslims, which makes India the world's third largest Muslim country after Indonesia and Pakistan. The other major religious communities are Christians (2.3%), Sikhs (1.9%), Buddhists (0.8%) and Jains (0.4%). Because of India's huge population, these small percentages can also add up to large absolute numbers.

The Constitution declares the state to be a secular state, but religion, language and other such factors are not banished from the public sphere. In fact, these communities have been explicitly recognised by the state. By international standards, very strong constitutional protection is offered to minority religions. In general, India's problems have been more in the sphere of implementation and practice rather than laws or principles. But on the whole, India can be considered a good example of a 'state-nation' though it is not entirely free from the problems common to nation-states.

### **Regionalism In The Indian Context :**

Regionalism in India is rooted in India's diversity of languages, cultures, tribes, and religions. It is also encouraged by the geographical concentration of these identity markers in particular regions, and fuelled by a sense of regional deprivation. Indian federalism has been a means of accommodating these regional sentiments. (Bhattacharyya 2005). After Independence, initially the Indian state continued with the British-Indian arrangement dividing India into large provinces, also called 'presidencies. (Madras, Bombay, and Calcutta were the three major presidencies; incidentally, all three cities after which the presidencies were named have changed their names recently). These were large multi-ethnic and multilingual provincial states constituting the major political-administrative units of a semi-federal state called the Union of

India. For example, the old Bombay State (Continuation of the Bombay Presidency) was a multilingual state of Marathi, Gujarati, Kannada and Konkani speaking people. Similarly, the Madras State was constituted by Tamil, Telugu, Kannada and Malayalam speaking people. In addition to the presidencies and provinces directly administered by the British Indian government, there were also a large number of princely states and principalities all over India. The larger princely states included Mysore, Kashmir, and Baroda. But soon after the adoption of the Constitution, all these units of the colonial era had to be reorganised into ethno-linguistic States within the Indian union in response to strong popular agitations.

### **The Nation-State And Religion-Related Issues And Identities :**

Perhaps the most contentious of all aspects of cultural diversity are issues relating to religious communities and religion-based identities. These issues may be broadly divided into two related groups – the secularism–communalism set and the minority–majority set. Questions of secularism and communalism are about the state's relationship to religion and to political groupings that invoke religion as their primary identity. Questions about minorities and majorities involve decisions on how the state is to treat different religious, ethnic about the origins of your own State. When was it formed? What were the main criteria used to define it? – Was it language, ethnic/ tribal identity, regional deprivation, ecological difference or another criterion? How does this compare with other States within the Indian nation-state? Try to classify all the States of India in terms of the criteria for their formation. Are you aware of any current social movements that are demanding the creation of a State? Try to find out the criteria being used by these movements. [Check the Telengana and Vidarbha movements, and others in your region...] The Challenges of Cultural Diversity 129 or other communities that are unequal in terms of numbers and/or power (including social, economic and political power).

### **Minority Rights And Nation Building:**

In Indian nationalism, the dominant trend was marked by an inclusive and democratic vision. Inclusive because it recognised diversity and plurality. Democratic because it sought to do away with discrimination and exclusion and bring forth a just and equitable society. The term 'people' has not been seen in exclusive terms, as referring to any specific group defined by religion, ethnicity, race or caste. Ideas of humanism influenced Indian nationalists and the ugly aspects of exclusive nationalism were extensively commented upon by leading figures like Mahatma Gandhi and Rabindranath Tagore. To be effective, the ideas of inclusive nationalism had to be built into the Constitution. For, as already discussed (in section 6.1), there is a very strong tendency for the dominant group to assume that their culture or language or religion is synonymous with the nation state. However, for a strong and democratic nation, special constitutional provisions are required to ensure the rights of all groups and those of minority groups in particular. A brief discussion on the definition of minorities will enable us to appreciate the importance of safeguarding minority rights for a strong, united and democratic nation. The notion of minority groups is widely used in sociology and is more than a merely numerical distinction – it usually involves some sense of relative disadvantage. Thus, privileged minorities such as extremely wealthy people are not usually referred to as minorities; if they are, the term is qualified in some way, as in the phrase 'privileged minority'. When minority is used without qualification, it generally implies a relatively small but also disadvantaged group.



### **State And Civil Society:**

The state is indeed a very crucial institution when it comes to the management of cultural diversity in a nation. Although it claims to represent the nation, the state can also become somewhat independent of the nation and its people. To the extent that the state structure – the legislature, bureaucracy, judiciary, armed forces, police and other arms of the state – becomes insulated from the people, it also has the potential of turning authoritarian. An authoritarian state is the opposite of a democratic state. It is a state in which the people have no voice and those in power are not accountable to anyone. Authoritarian states often limit or abolish civil liberties like freedom of speech, freedom of the press, freedom of political activity, right to protection from wrongful use of authority, right to the due processes of the law, and so on. Apart from authoritarianism, there is also the possibility that state institutions become unable or unwilling to respond to the needs of the people because of corruption, inefficiency, or lack of resources. In short, there are many reasons why a state may not be all that it should be. Non-state actors and institutions become important in this context, for they can keep a watch on the state, protest against its injustices or supplement its efforts.

Civil society is the name given to the broad arena which lies beyond the private domain of the family, but outside the domain of both state and market. Civil society is the non-state and non-market part of the public domain in which individuals get together voluntarily to create institutions and organisations. It is the sphere of active citizenship: here, individuals take up social issues, try to influence the state or make demands on it, pursue their collective interests or seek support for a variety of causes. It consists of voluntary associations, organisations or institutions formed by groups of citizens. It includes political parties, media institutions, trade unions, non-governmental organisations (NGOs), religious organisations, and other kinds of collective entities. The main criteria for inclusion in civil society are that the organisation should not be state-controlled, and it should not be a purely commercial profit-making entity. Thus, Doordarshan is not part of civil society though private television channels are; a car manufacturing company is not part of civil society but the trade unions to which its workers belong are. Of course, these criteria allow for a lot of grey areas. For example, a newspaper may be run like a purely commercial enterprise, or an NGO may be supported by government funds.

### **Conclusion:**

The issues taken up are diverse, ranging from tribal struggles for land rights, devolution in urban governance, campaigns against rape and violence against women, rehabilitation of those displaced by dams and other developmental projects, fishermen's struggles against mechanised fishing, rehabilitation of hawkers and pavement dwellers, campaigns against slum demolitions and for housing rights, primary education reform, distribution of land to Dalits, and so on. Civil liberties organisations have been particularly important in keeping a watch on the state and forcing it to obey the law. The media, too, has taken an increasingly active role, specially its emergent visual and electronic segments. Among the most significant recent initiatives is the campaign for the Right to Information. Beginning with an agitation in rural Rajasthan for the release of information on government funds spent on village development, this effort grew into a nation-wide campaign. Despite the resistance of the bureaucracy, the government was forced to respond to the campaign and pass a new law formally acknowledging the citizens' right to information. Examples of this sort illustrate the crucial importance of civil society in ensuring that the state is accountable to the nation and its people.



By exploring different approaches of understanding cultural diversity, and the relationship culture and identity, cultural diversity is a vast pool where different (and sometimes contradictory) approaches toward it coexist together. There is no unconditionally good or bad, unconditionally effective or non- effective, approach of understanding and teaching about cultural diversity. Rather, it is a question of what kind of approach better fits a specific context and to what extent cultural diversity is understood or misunderstood in the context. By grasping the idiosyncrasy of a context, local understanding of cultural diversity, and the particular form(s) that cultural diversity takes and could take in the specific context, it could bring hope to the society to bring people from different cultures together and cooperate to solve the problems that all human beings are facing.

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## Content Analysis: An Overview

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### Abstract:

*Content examination is an exploration apparatus used to decide the presence of specific words, topics, or ideas inside some given subjective information (for example text). Utilizing content investigation, specialists can evaluate and dissect the presence, implications and connections of such certain words, subjects, or ideas. For instance, specialists can assess language utilized inside a news story to look for predisposition or inclination. Scientists would then be able to make derivations about the messages inside the messages, the writer(s), the crowd, and surprisingly the way of life and season of encompassing the message.*

**Keywords:** Coding, Research, interviews, Content, Analysis, systematic...etc

### Introduction:

. Wellsprings of information could be from interviews, open-finished inquiries, field research notes, discussions, or in a real sense any event of open language (like books, expositions, conversations, paper title texts, addresses, media, recorded reports). A solitary report might break down different types of text in its investigation. To examine the text utilizing content examination, the text should be coded, or separated, into sensible code classifications for investigation (for example "codes"). When the text is coded into code classifications, the codes would then be able to be additionally ordered into "code classes" to sum up information much further.

**Three different definition of content analysis are provided below.**

- 1: "Any technique for making inferences by systematically and objectively identifying special characteristics of messages." (from Holsti, 1968)
- 2: "An interpretive and naturalistic approach. It is both observational and narrative in nature and relies less on the experimental elements normally associated with scientific research (reliability, validity and generalizability) (from Ethnography, Observational Research, and Narrative Inquiry, 1994-2012).
- 3: "A research technique for the objective, systematic and quantitative description of the manifest content of communication." (from Berelson, 1952)

### Uses of Content Analysis:

- Identify the goals, concentration or correspondence patterns of an individual, gathering or organization
- Describe attitudinal and social reactions to correspondences
- Determine mental or passionate condition of people or gatherings

- Reveal worldwide contrasts in correspondence content
- Reveal designs in correspondence content
- Pre-test and work on a mediation or overview preceding dispatch
- Analyze center gathering meetings and open-finished inquiries to supplement quantitative information

### **Types of Content Analysis:**

There are two general kinds of content examination: reasonable investigation and social examination. Applied examination decides the presence and recurrence of ideas in a text. Social investigation fosters the theoretical examination further by looking at the connections among ideas in a text. Each kind of investigation might prompt various outcomes, ends, translations and implications.

### **Conceptual Analysis:**

Ordinarily individuals consider reasonable examination when they consider content investigation. In calculated investigation, an idea is picked for assessment and the examination includes evaluating and counting its quality. The primary objective is to look at the event of chose terms in the information. Terms might be unequivocal or certain. Unequivocal terms are not difficult to distinguish. Coding of verifiable terms is more convoluted: you need to choose the degree of suggestion and base decisions on subjectivity (issue for unwavering quality and legitimacy). In this way, coding of understood terms includes utilizing a word reference or context oriented interpretation rules or both.

To start a theoretical substance examination, first recognize the exploration address and pick an example or tests for investigation. Then, the text should be coded into sensible substance classes. This is essentially a course of particular decrease. By decreasing the text to classifications, the scientist can zero in on and code for explicit words or examples that illuminate the exploration question.

General steps for conducting a conceptual content analysis:

1. Choose the degree of examination: word, word sense, express, sentence, subjects
2. Choose the number of ideas to code for: foster pre-characterized or intelligent arrangement of classifications or ideas. Choose by the same token: A. to permit adaptability to add classes through the coding system, or B. to stay with the pre-characterized set of classifications.
  - Option A considers the presentation and investigation of new and significant material that could have huge ramifications to one's exploration question.
  - Option B permits the scientist to keep on track and inspect the information for explicit ideas.
3. Conclude whether to code for presence or recurrence of an idea. The choice changes the coding system.
  - When coding for the presence of an idea, the scientist would count an idea just a single time on the off chance that it showed up in some measure once in the information and regardless of how often it showed up.
  - When coding for the recurrence of an idea, the specialist would count the occasions an idea shows up in a text.
4. Decide on how you will distinguish among concepts:
  - Should text be coded precisely as they show up or coded as a similar when they show up in various structures? For instance, "risky" versus "peril". The point here is to make coding decides

with the goal that these word fragments are straightforwardly ordered in an intelligent manner. The standards could make these word fragments fall into a similar class, or maybe the guidelines can be formed with the goal that the analyst can recognize these word sections into discrete codes.

•What level of suggestion is to be permitted? Words that suggest the idea or words that expressly express the idea? For instance, "perilous" versus "the individual is alarming" versus "that individual could make hurt me". These word sections may not justify separate classes, due the verifiable importance of "perilous".

5. Foster principles for coding your texts. After choices of stages 1-4 are finished, a specialist can start creating rules for interpretation of text into codes. This will keep the coding system coordinated and reliable. The analyst can code for precisely what he/she needs to code. Legitimacy of the coding system is guaranteed when the specialist is steady and intelligible in their codes, implying that they keep their interpretation guidelines. In content investigation, complying by the interpretation rules is identical to legitimacy.

6. Choose how to manage unessential data: should this be disregarded (for example normal English words like "the" "and"), or used to reconsider the coding plan for the situation that it would add to the result of coding?

7. Code the text: This should be possible manually or by utilizing programming. By utilizing programming, scientists can include classes and have coding done consequently, rapidly and effectively, by the product program. When coding is finished the hard way, a scientist can perceive blunder undeniably more effectively (for example mistakes, incorrect spelling). In the case of utilizing PC coding, text could be cleaned of mistakes to incorporate every accessible datum. This choice of hand versus PC coding is generally significant for understood data where class readiness is fundamental for exact coding.

8. Investigate your outcomes: Draw ends and speculations where conceivable. Figure out how to manage superfluous, undesirable or unused text: reconsider, disregard, or rethink the coding plan. Decipher results cautiously as reasonable substance examination can just evaluate the data. Normally, general patterns and examples can be distinguished.

### **Relational Analysis:**

Social investigation starts like theoretical investigation, where an idea is picked for assessment. Be that as it may, the examination includes investigating the connections between ideas. Individual ideas are seen as having no inborn significance and rather the importance is a result of the connections among ideas.

To start a social substance investigation, first distinguish an examination address and pick an example or tests for examination. The exploration question should be centered so the idea types are not entirely clear and can be summed up. Then, select text for examination. Select text for examination cautiously by adjusting having sufficient data for a careful investigation so results are not restricted with having data that is too broad so the coding system turns out to be excessively difficult and weighty to supply significant and beneficial outcomes.

There are three subcategories of relational analysis to choose from prior to going on to the general steps.

1.Affect extraction: a passionate assessment of ideas express in a text. A test to this strategy is that feelings can differ across time, populaces, and space. Be that as it may, it very well may be viable at catching the passionate and mental condition of the speaker or essayist of the text.

2. Proximity investigation: an assessment of the co-event of express ideas in the text. Text is characterized as a series of words called a "window" that is checked for the co-event of ideas. The outcome is the production of a "idea lattice", or a gathering of interrelated co-happening ideas that would propose a general importance.

3. Cognitive planning: a perception method for either influence extraction or nearness investigation. Intellectual planning endeavors to make a model of the general importance of the message, for example, a realistic guide that addresses the connections between ideas.

### **General steps for conducting a relational content analysis:**

1. Decide the kind of investigation: Once the example has been chosen, the scientist needs to figure out what sorts of connections to inspect and the degree of examination: word, word sense, express, sentence, topics.
2. Decrease the text to classes and code for words or examples. A scientist can code for presence of implications or words.
3. Investigate the connection between ideas: when the words are coded, the text can be dissected for the accompanying:
  - Strength of relationship: degree to which at least two ideas are connected.
  - Sign of relationship: are ideas decidedly or contrarily identified with one another?
  - Direction of relationship: the kinds of relationship that classifications display. For instance, "X suggests Y" or "X happens before Y" or then again "in the event that X, Y" or on the other hand in case X is the essential inspiration of Y.
4. Code the connections: a distinction among reasonable and social examination is that the assertions or connections between ideas are coded.
5. Perform factual investigations: investigate contrasts or search for connections among the recognized factors during coding.
6. Guide out portrayals, for example, choice planning and mental models.

### **Reliability and Validity:**

Dependability: Because of the human instinct of analysts, coding blunders can never be wiped out however just limited. For the most part, 80% is a satisfactory edge for dependability. Three rules include the dependability of a substance examination:

1. Stability: the propensity for coders to reliably re-code similar information similarly throughout some undefined time frame.
2. Reproducibility: propensity for a gathering of coders to arrange classes enrollment similarly.
3. Accuracy: degree to which the order of text compares to a norm or standard measurably.

### **Validity: Three criteria comprise the validity of a content analysis:**

1. Closeness of classifications: this can be accomplished by using various classifiers to show up at an endless supply of every particular class. Utilizing different classifiers, an idea classification that might be an unequivocal variable can be widened to incorporate equivalents or implied factors.
2. Conclusions: What level of suggestion is admissible? Do ends accurately follow the information? Are results reasonable by different wonders? This turns out to be particularly tricky when utilizing PC programming for examination and recognizing equivalent words. For instance, "mine," differently indicates an individual pronoun, a touchy gadget, and a profound opening in the ground from which metal is extricated. Programming can get an exact count of that word's



event and recurrence, however not have the option to create a precise bookkeeping of the significance inborn in every specific use. This issue could lose one's outcomes and make any end invalid.

3.Generalizability of the outcomes to a hypothesis: subject to the reasonable meanings of idea classes, how not set in stone and how solid they are at estimating the thought one is trying to gauge. Generalizability matches dependability as quite a bit of it relies upon the three standards for unwavering quality.

#### **Advantages of Content Analysis:.**

- Directly looks at correspondence utilizing text
- Allows for both subjective and quantitative examination
- Provides significant verifiable and social experiences after some time
- Allows a closeness to information
- Coded type of the text can be measurably examined
- Unobtrusive method for dissecting connections
- Provides knowledge into complex models of human idea and language use
- When progressed admirably, is considered a somewhat "definite" research strategy
- Content examination is a promptly perceived and a modest exploration technique
- A all the more incredible asset when joined with other examination techniques like meetings, perception, and utilization of authentic records. It is extremely valuable for dissecting recorded material, particularly for reporting patterns over the long haul.

#### **Disadvantages of Content Analysis**

- Can be incredibly tedious
- Is subject to expanded mistake, especially when social investigation is utilized to accomplish a more elevated level of translation
- Is regularly without hypothetical base, or endeavors also generously to draw significant deductions about the connections and effects suggested in a review
- Is innately reductive, especially when managing complex texts
- Tends time after time to just comprise of word counts
- Often dismisses the setting that delivered the text, just as the situation after the text is created
- Can be hard to robotize or modernize

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## **Stress Management Among Women Employees in Private Colleges A Study of Haryana and Ncr**

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### **Abstract-**

*The aim of this paper is to seek attention on the stress (both physical and mental) that women of our society are facing while contributing to build a strong foundation for the nation (rendering teaching services in private colleges). In today's scenario, teachers play an indispensable role in Education sector and therein too, the role of women employees is of utmost importance. They pay a significant cost for rendering these services. Moreover their real cost is much more higher than their monetary cost. They bear a lot of exertion, pain and sacrifices. In fact they play multiple roles at multiple fields. So this paper studied about the stress being faced by the women employees in private colleges.*

**Keywords:** - Stress, Women, Colleges, Work, Stress Management

### **Introduction:**

Stress is the feeling of being overwhelmed or unable to cope with mental or emotional pressure. It is the adverse reaction people have to excessive pressure.

Stress can better be defined as “the adverse reaction people have to excessive pressure or other types of demand placed on them.” It is excessive or uncontrolled pressure which can lead to stress which undermines performance, can prove costly not only to the person who is facing it (here women faculty members in private colleges) but also to the organization and finally the society.

To some degree pressure can be beneficial, when it inspires motivation and commitment, but excessive pressure becomes stress which can lead to stress, then illness and even death.

### **Stress Vs. Depression:**

Stress is the kind of tension that arises from certain factors related to our reactions to daily life such as pressure of work in the work place, problems in the household and such other matters. On the other hand, Depression is a kind of change in the mood caused by biochemical imbalance. It is predominant, a result of lack of confidence, pessimism and such other negative factors.

### **Eustress And Distress:**

**EUSTRESS....** It is the positive aspect of stress. It is the stress of meeting deadlines and achieving the targets.

**DISTRESS....** It occurs when we feel insecure, inadequate, helpless or desperate as a result of too much pressure or tension.

### **Emotional Signs Of Stress:**

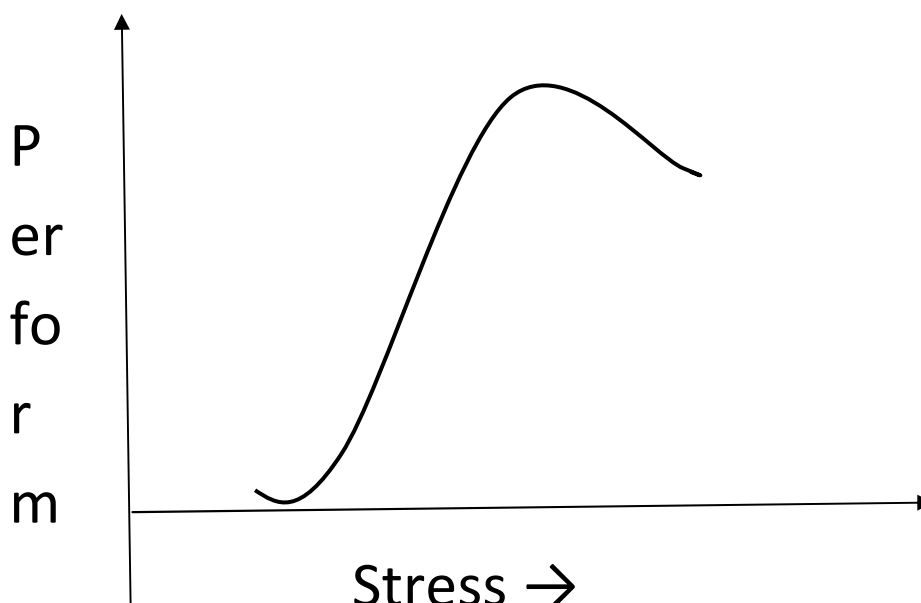
- Depression
- Anxiety
- Headache
- Difficulty in sleep
- Tiredness and feel of being less energetic
- Undereating or overeating and upset stomach

- Memory and concentration problems
- Compulsive Behavior
- Mood Swings
- Drug and alcohol misuse
- Increase in Breathing rates
- High Blood Pressure, Heart diseases
- Negative attitude
- Uncertain mindset
- Loss of confidence in one's own abilities
- Emotional Disturbance
- Show anger unnecessarily

**Stress Managers/Stress Busters/Relaxants:**

- Try to make someone Happy
- Laugh aloud or go for Laughing Therapy
- Listen soft vocal or instrumental music
- Take a bath or Splash in pool
- Try something creative of your choice
- Spend time in garden and have a walk on wet grass
- Enjoy fragrance of flowers and birds' chirping
- Plan an outing with your friends or loved ones
- Take a nap
- Cuddle up with your pet
- Can have an oil massage or acupuncture
- Do mindset Yoga or meditation
- Join any class of your choice like gym or any other hobby class of your choice
- Take light food like fruits, juice etc.
- Do not pay much attention to the persons whom you get negative vibes from
- Set realistic goals and expectations
- Have faith in yourself and almighty
- Accept failures also with equal zeal and enthusiasm and take them as a learning phase

**Relation Between Stress And Work Performance:**



When the stress is too little, the women employee does not try to extract out the fuller potential in herself. This situation doesn't provoke her to extract out hidden potential and talent lying in her.

As the stress increases regularly, employee is stimulated to cope with the forthcoming challenges and then the working efficiency is elevated with the stress level. On the other hand, when the stress level exceeds the employees' (here women faculty members) bearing limit, the negative effects of stress provoke and the working efficiency declines.

It is therefore very clear that too much or too little stress is definitely negative for employees' working efficiency, and for the work performance of entire private colleges and finally proves to be harmful for the entire Nation.

So, stress must be maintained to the proper extent to maximize the faculty's working efficiency.

### **Objectives Of The Study:**

- To study the relationship between stress and work performance of women faculties in private colleges
- To study various Stress Busters and Relaxants

### **Review Of Literature:**

Saho and Mishra conducted a research study on stress effects on working professionals in a degree college. It was found that stress plays both negative and positive effects on employees' performance as well as health. At times the employee gets emotionally weak but on the other hand it equally motivates him/her to work more efficiently and enthusiastically and enhance the skills which he or she possesses. So, there is a deep relationship between stress and performance. Karimi and Alipore investigated theoretically how 'locus of control' controls the success and failure of an individual. The study stated that organizations must reduce occupational stress to have an effective performance improvement as job stress is increasing globally in all countries as well as organizations. Locus of control can be effective tool to reduce workplace stress by job satisfaction and also increasing the quality of life.

Singh et.al., (2009) The study says that an attempt has been made to compare job satisfaction among Physical Education teachers working in different types of schools such as government, private and public schools in the state of Haryana. Data has been collected from 300 physical education teachers working. Out of these, the teachers working in govt. schools numbered 116 whereas from private and public-school category, 92 teachers were taken for the purpose of study. Results of the study shows that significant differences in job satisfaction existed among those three categories of the teachers. The study found that govt. school physical education teachers differed significantly from their counterparts in public schools. The study concludes that Physical education teachers working in govt. schools have the highest job satisfaction followed by private and public-school physical education teachers.

Hanston and Epperson studied various personality types and its effects on the behavior. They analyzed that woman experience higher level of anxiety as well as more work burden. Women suffer from anxiety and stress almost twice as men. They also face other issues such as maternity, menopause, gender roles etc.



### **Conclusion:**

This study seeks attention on the stress faced by the women employees in private colleges. Women employees are more prone to hormonal changes, problems related to maternity and menstrual cycles, and overall, they play significant roles both at home as well as colleges. So, stress occurred due to excessive workload may hamper their work efficiency as well as health. Therefore, it is suggested that regular exercise, positive attitude, mindset yoga and meditation must be included in one's normal routine to manage stress.

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## **Economic Reform Through Lpg in Indian Economy**

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### **Abstract :**

*This paper discuss the **Economic reforms have an important in Indian economy**. There are many changes in Indian economy, after adopted the policy of LPG. Developed nations show their interest in Indian market and try to invest in **Indian economy to achieve profit and for extend their market**. Therefore Indian economy comes on track which loose in decade of 1980's. Liberalization, Privatization and Globalization came in behaviour after the economic reforms. Foreign investors started the investment in many sectors. Many of the Public enterprise's power transfer to private sector. **Indian economy opened for all foreign investors and MNC's**. The **claims made during the beginning of reforms that it is going to bring about employment growth does not seem to be true after studying the data for the post reform period** With more than 90 per cent working in the unorganised sector and the employment opportunities declining there seem to be urgent requirement in the policy changes to revitalise employment generation in the economy. **Economic globalization: the integration of national economies into the international economy through trade, foreign direct investment, capital flows, migration, and the spread of technology**. In this context, government made some radical changes in its policies regarding foreign investment, trade, exchange rate, industries, banking, and fiscal affairs, etc. It also announced several new policies under the name, New Economic Reforms of India, which gave a new direction and dimension to the Indian economy. So LPG took us a long way from 1991 which has resultant in the advancement our country.*

**Key Words:** Economic globalization, Liberalization, Economic Reforms, Foreign direct investment, Privatization

### **Introduction:**

Economic reforms in India started on 24 July 1991. After independence in 1947, Indian adhered to socialist policies. Attempts were made to liberties the economy in 1966 and 1985. The first attempt was reversed in 1967. Thereafter a stronger version of socialism was adopted. The second major attempt was in 1985 by Prime Minister Rajiv Gandhi. **In 1991 after India faced a balance of payments crisis, it had to pledge 20 tonnes of gold to Union Bank of Switzerland and 47 tonnes to Bank of England as part of a bailout deal with the International monetary fund. In addition the IMF required India to undertake a series of structural economic reforms.** As a result of this requirement the government of P.V. Narasimha Rao and his finance minister Dr. Manmohan Singh started back through reforms, although they did not implement many of the reforms the IMF wanted. The new neo-liberal policies included opening for international trade and investment, deregulation initiation of Privatization, tax reforms, the inflation controlling measures. **The overall direction of liberalization has since remained the same irrespective of the ruling party, although no party has yet tried to take on powerful lobbies such as the trade union and farmers and reducing agricultural subsidies. The fruits of liberalization reached their peak in 2007, when India recorded its**

**highest GDP growth rate of 9%, with this India became the second fastest growing major economy in the world, next only to China.**

India's economic reforms surfaced, as it apparently failed to address employment growth, nutritional solutes in terms of food intake in calories and also export growth and there by leading to worsening level of current account deficit compared to the prior to the reform period. Privatization as a process that aims at reducing involvement of the state or the public sector in the nation's economic activities by shifting the divide between public sector and private sector in favour of letter has made considerable progress since the introduction of the new economic policy in 1991. The first dimension of Privatization namely, the fiscal dimension stems from the government's need to reduce the fiscal deficit. Privatization for efficiency is the second dimension. In a sense the efficiency dimension forms the cruse of privatization policy. **The third dimension of our impact analysis is on intersecting oral linkages which have to be addressed by a policy on privatization. The economic reforms ushered in a new era if liberalization as industrial licensing was abolished, role of public sector diluted, doors to foreign investment considerably opened, and numerous incentives and initiatives granted to the private sector to expand its business activities. The 1991 policy welcomed the thought of lower taxes, less red tape, less paperwork, more space to work and less government interference.**

### **Concepts:**

#### **Economic reforms :**

Economic reforms have an important impact on Indian economy. There are many changes in Indian economy, after adopted the policy of LPG. Liberalization, Privatization and Globalization came in behaviour after the economic reforms. Foreign investors started the investment in many sectors.

#### **Globalization:**

Globalization generally means integrating economy of our nation with the world economy. The economic changes initiated have had a dramatic effect on the overall growth of the economy. It also heralded the integration of the Indian economy into the global economy.

#### **Liberalisation:**

Economic liberalization means freedom to make economic decisions. In other words, the producers, owners or consumers of the factors of production are free to take their decisions in order to promote their interests. The Government of India announced the liberalization policy.

#### **Privatisation**

Privatisation refers to the participation of private entities in businesses and services and transfer of ownership from the public sector (or government) to the private sector as well.

#### **Review of literature:**

**Hensman, Rohini (2010)**, said that, globalization itself cannot be revered any more than industrial revolution could have been revered, but the politics of globalization constitutes terrain that can and must be contested by workers and unions if the world economy is to merge from deep crisis. Therefore a global strategy for labour would require that workers not oppose globalization but fight for their own politics, a politics based on global solidarity and democrat, to shape the process. There is no any alternative for Indian industries. It can be called surrender to globalization.

**Shanti Gamper-Rabindran Shreyasi (2004)**, in their study 'Environmental Impact of India's Trade' this paper is published, and researcher find out conclusion in paper that, she empirically analysed the relationship between trade liberalization and the environment in the Indian context. Trade liberalization in India systematically removed trade barriers and restrictions on FDI, post-1991. It is becoming free market and not sufficient task. While going through from this the trade liberalization measures has been pursued to promote economic growth in India, they have led to some potentially adverse environmental consequences.

**Dr. Sachin R. Agrawal (2013)**, opined that 'Impact of privatization in India – Relative advantages & Disadvantages and Future Prospects ahead' this research paper was published. He conclude that, privatization in generic terms refers to the process of transfer of ownership, can be of both permanent or long term lease in nature, of a once upon a time state-owned or public owned property to individuals or groups that intend to utilize it for private benefits and run the entity with the aim of profit maximization. In other words, it is a route from public or state ownership to private players or a group. From the other point of view, it is a strategy that provides advantages to a few at the price of many. However, this is always subjected to the circumstances involved. In this paper, the aim is to understand the major advantages and disadvantages of privatization in this country.

**Miss. S. S. Kulkarni (2013)**, observed the study of positive point of globalization in her research paper. But she could not give satisfactory work for globalization task in India. She highlighted only positive point that too for transaction. But she wishes sustainable development and comes her conclusion that, India accepted the policy of LPG in 1991. LPG period of economic reform had a tremendous impact on the 61 overall economic development of all economic factors. FDI created a competition among global investors which would ultimately ensure better and lower prices thus benefiting the people of the country. Enhanced social development expenditure cannot be sustained over a long period unless supported by an accelerated economic growth.

**VaghelaDhariniIshvarsinh (2014)**, in their paper entitled "New Economic Policies: Liberalization, Privatization, Globalization" made study on new economic policy of India under this descriptive study made on basis of secondary data he had given conceptual study of Liberalization, Privatization and Globalization concepts and advantages and disadvantages of those concepts.

#### **Objectives:**

- To revealed Economic Reform of LPG in Indian Economics.
- To examined the Positive impact of LPG policy reform on Indian Economy.
- To suggest measures of LPG and the Economic Reform Policy of India and improving Economic Growth.

#### **Research Methodology:**

For the completion of research paper has used Descriptive research method.

#### **Data collection:**

In this study the data has been collected from secondary sources.

#### **Secondary Data:**

Secondary data collected from the Books, Internet, magazines, Journals and different types of research papers etc.

### **Economic Reforms in India:**

Indian economy has witnessed a series of reforms, encompassing all major sectors of the economy (agriculture, industry, trade, foreign investment and technology, public sector, financial institutions and so on), it has marked a steady break from the past policy regime. The import substituting development strategy, hitherto nurtured by the Indian planning regime since 1951, was given up in favour of an export linked strategy. India could no more keep aloof from the rest of the world, particularly if technological advances occurring elsewhere were to be assimilated and adopted to India's own production requirements. **Finally, beginning April 1, 2000, all types of quantitative restrictions on imports nearly completely removed since April 1, 2001, exports and imports are now free of all restrictions. It is nonetheless important to emphasize that in the post- Independence history of India's economic life, the 1990s were a markedly different development decade where practically the whole of the old policy fabric that had doggedly endured itself since the beginning of the planning era in 1951, came under change. Foreign investment is now invited by all regions of India, in a wide range of areas, most significantly for removing the so-called infrastructural bottlenecks..**

The public sector is shedding its unproductive weight while the private sector, mature enough as it is believed to have grown by now, has entered some of those difficult and strategic areas that were once considered to be far beyond their investment capability. National priorities are now being worked out in terms of international market calculations, getting the prices right, both nationally and internationally is given out to be the infallible panacea for growth, employment and economic welfare. Exports and imports are now free of the regulations that were once taken to be a big hurdle in growth and trade expansion. Every sector of the Indian economy is now attuning itself to the changing economic environment.

Indian economy is now linked with the world outside, either through its direct involvement in international trade or through its indirect linkages with the export transactions of other sectors of the economy. The new policy regime is much important, and relevant, to farmers, industrialists, traders etc. It hardly needs to be emphasized that all categories of economic functionaries engaged in production and services sectors have to adjust to the changing technology-intensive investment, production, labour management and market requirements, dictated partly by compulsions of internal competitions and partly by international commercial pressure.

### **Economic Reforms Agriculture:**

A major criticism of the process of economic reforms is the neglect of agriculture the mainstay of livelihood of two-thirds of the population. Due to inadequate attention given to agriculture food grains production did not increase much. Even during 2004-05 and 2006-07, food grains production stagnated at around 2008-09 million tonnes. As a result food prices rose sharply. This created inflation and, thus, was one of the causes of poverty. The reform process has emphasised the growth of manufacturing and service sectors and thus neglected agriculture. As a result, agricultural growth has stagnated around 2% during the last decade. It was 2.1% during the Ninth Plan (1997-2002) and was estimated to be 2.3% during the Tenth Plan (2002-2007).

### **Economic Reforms and Industrial Growth:**

Economic reforms were mainly intended to remove the bottlenecks which acted as obstacles to industrial growth. The reform process dismantled the system of industrial licensing



which was considered to be a main roadblock to the progress of India's industrial economy, measured in terms of industrial growth and diversification. In spite of this, India's industrial sector took a back seat. Whereas, in the pre-reform period (1981-82 to 1990-91), the general index of industrial production recorded an annual average growth rate of 7.8%, the growth rate of industrial production slowed down to 6.7% during 1993-94 and 2004-05, which is generally identified as a period of wide-ranging reforms in the industrial sector.

### **Trends of Growth in Infrastructure:**

The growth rates were higher in the post-reform period than in the pre-reform period for acceleration in the production of cement was largely the result of introduction of dual pricing in case of cement introduced in 1982 with progressive reduction in the percentage of controlled cement, to eventually freeing cement prices from state control. This led to massive increase in the production capacity and output of sugar.

Similarly, the gradual easing of steel price control introduced since 1983 led to rise in output. All these measures, taken in the pre-reform period, helped to create an environment to these industries to raise their production capacity and output without any bottlenecks. Similarly, the gradual easing of steel price control introduced since 1983 led to rise in output. All these measures, taken in the pre-reform period, helped to create an environment to these industries to raise their production capacity and output without any bottlenecks.

### **India's Foreign Trade and BOP:**

During 1988-89 and 1990-91 the Government adopted a policy of export promotion. So, there was a shift of emphasis in trade policy in the second half of the 1980s. A very distressing aspect of this period is the steady decline in exports of net invisibles and the consequent fall in export earnings from invisibles. Economic reforms went in for a rapid globalisation of the Indian economy by reducing and or abolishing quantitative restrictions and also reducing tariff barriers which hindered trade. The reform measures were mainly directed toward boosting exports as well as to facilitate developments imports (mainly capital and intermediate goods) as also imports of some basic raw materials which were so vital for increasing industrial production.

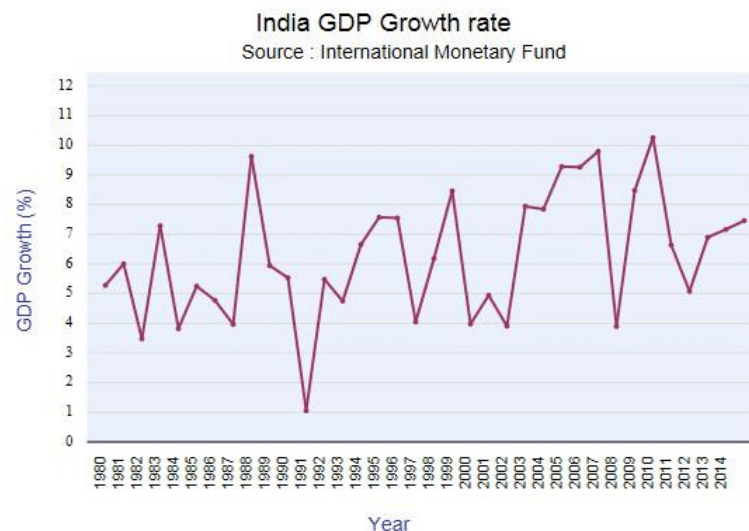
### **Reduction of Regional Disparities:**

The reform process initiated in 1991 has been emphasizing the use of the market forces, which naturally attract investment to regions which are more developed in terms of infrastructure both economic and financial. However, it did not pay any attention to the question of regional imbalance. The reform process helped the forward states much more than their backward counterparts and was responsible for widening regional disparities. More than two-thirds of investment proposals were concentrated in the forward states. A similar situation prevailed in terms of financial assistance disbursed by all-India financial institutions as well as SFCs. In short, the reform process has favoured the forward states in terms of approval of investment proposals as well as financial assistance. Consequently, the already better-off states are in a position to accelerate their growth process further.

### **Positive Impact of LPG on Indian Economy**

**1) Increase in GDP growth rate India's:** GDP growth rate is increased. During 1990-91 India's GDP growth rate was only 1.1% but after 1991 reforms due LPG policy India's GDP growth rate is increased year by year and in 2015 it was recorded 7.26 and in 2015-16 it is estimated to be 7.5% by IMF. Because of the Abolition of Industrial licensing, privatisation, advanced foreign technology and Reduction of taxes India's GDP is increased after 1991 reforms.

**Figure: 1**

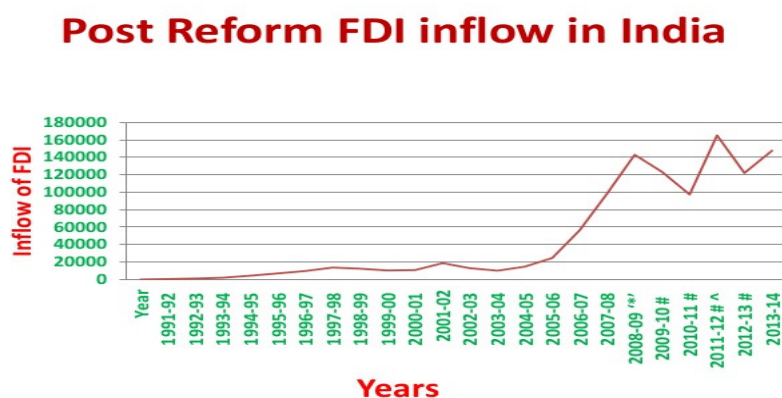


Source-<http://statisticstimes.com/economy/gdp-of-india.php>

### **Increase in Foreign Direct Investment (FDI)-**

India has already marked its presence as one of the fastest growing economies of the world. It has been ranked among the top 3 attractive destinations for inbound investments. Since 1991, the regulatory environment in terms of foreign investment has been consistently eased to make it investor-friendly. India has also firmly established itself as a lucrative foreign investment destination, with foreign capital inflows of over US\$ 31 billion in 2015 - surpassing the US and China. India has allowed 100% FDI in medical services, Telecom sector, and single brand retail etc. FDI cap increased in insurance & sub-activities from 26% to 49% and also in Private Sector Banking- Except branches or wholly owned subsidiaries (74%) FDI is allowed and in Public sector banking 20% FDI is allowed under Make in India scheme. In 1991 FDI inflow was 408 crores only but after India has made those reforms of Globalization and Privatization and free entry policy as a result FDI inflow in India was 106,693 Crores in 2015.

**Figure: 2**



Source: Dr.Megalomanias. "Foreign Direct Investment and Indian Economy" Slide share P- 13

**Table No.1 DIPP's financial year wise FDI Equity Inflows.**

Synod	Financial Years	Amount of FDI Inflow
1	2000-2001	10733
2	2001-2002	18654
3	2002-2003	12871
4	2003-2004	10064
5	2004-2005	14653
6	2005-2006	24584
7	2006-2007	56390
8	2007-2008	98642
9	2008-2009	142829
10	2009-2010	123120
11	2010-2011	97320
12	2011-2012	165146
13	2012-2013	121907
14	20013-2014	147518
	Total	1340231

**Source:**[http://dipp.nic.in/English/Publications/FDI\\_Statistics/FDI\\_Statistics.aspx](http://dipp.nic.in/English/Publications/FDI_Statistics/FDI_Statistics.aspx)

### **Unemployment rate is reduced**

In 1991 unemployment rate was 4.3% but after India adopted new LPG policy more employment is generated because of globalisation many new foreign companies came in India and due to liberalisation many new entrepreneurs have started new companies because of a abolition of Industrial licensing / Permit Raj so, employment is enervated, and due to which India's unemployment rate is reduced from 4.3% in 1991 to 3.6% in 2014.

**Tale: 2 Unemployment rate is reduced**

C	1	1	1	1	1	1	1	1	1	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
ou	9	9	9	9	9	9	9	9	9	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
nt	9	9	9	9	9	9	9	9	9	0	0	0	0	0	0	0	0	0	0	1	1	1	1	1
ry	1	2	3	4	5	6	7	8	9	0	1	2	3	4	5	6	7	8	9	0	1	2	3	4
In	4	4	4	3	4	4	4	4	4	4	4	3	3	4	4	3	4	3	3	3	3	3	3	3
di	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
a	3	2	3	7	0	0	2	1	4	3	0	3	9	9	4	3	7	1	9	5	5	6	6	6

**Source:**World Development Indicators,World Bank

4.Privatization has resulted into reduction of the government's financial and administrative burden

### **Employment Situation**

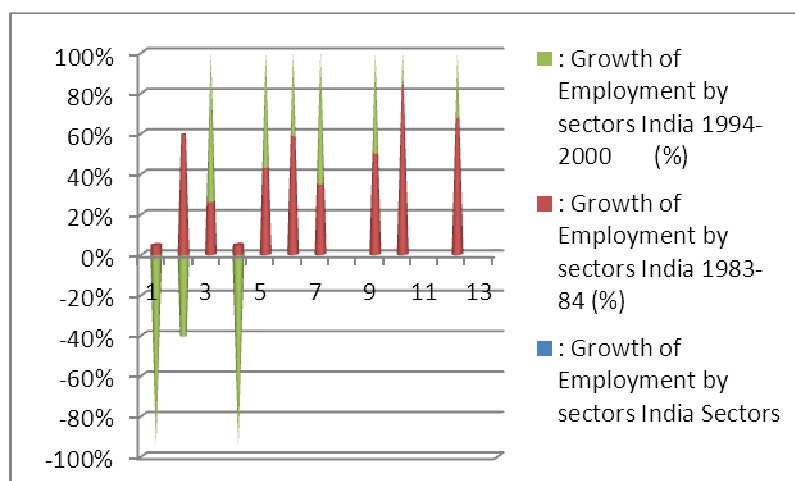
The rate of growth of employment which was of the order of 2.04 percent per year in 1983-84 declined to a low level of 0.98 percent during the period 1994-2000. This was largely a consequence of a negative growth rate of employment in agriculture which absorbed about 65 percent of total employed workers as also a sharp decline in community, social and personal services to 0.55 percent during 1994-2000 as against 2.90 percent during 1983-84.

**Table: 3 Growth of Employment by sectors India**

Sectors	1983-84 (%)	1994- 2000 (%)
<b>Agriculture</b>	<b>1.5%</b>	<b>-0.30</b>
Mining Quarrying	<b>4.16</b>	<b>-2.85</b>
<b>Manufacturing</b>	<b>2.14</b>	<b>6.04</b>
<b>Electricity gas &amp; water supply</b>	<b>4.50</b>	<b>-0.88</b>
<b>Construction.</b>	<b>5.32</b>	<b>7.09</b>
<b>Trade</b>	<b>7.15</b>	<b>5.04</b>
Transport, storage and communication	<b>3.24</b>	<b>6.04</b>
Financial services	<b>6.20</b>	<b>6.20</b>
Community & Personal services	<b>2.90</b>	<b>0.55</b>
<b>Total</b>	<b>2.04</b>	<b>0.98</b>

**Source:** Government of India, Planning Commission (2001) Report of the task place of employment opportunities.

**Figures: 3**



### Effect on Economic Reform:

Economic reforms have had negative effects on Indian agriculture. The post-reform period of 1990s has witnessed a distinctive trend on the farm front. This gets reflected in the deceleration in agricultural growth as well as in rural employment growth with slow reduction in poverty in India. This can be explained in terms of unfavourable initial conditions, viz., failure to implement land reforms effectively, low rate of saving and infrastructure deficiency.

The significant reduction in protection to domestic industry did result in an improvement in the terms of trade for agriculture which led to a significant rise in private investment. But because of continued decline in real public investment in irrigation research and extension and other rural infrastructure owing to reform induced erosion of tax revenues and compression in public expenditures, agriculture could not derive full benefit from macroeconomic reforms and globalisation especially because, there was hardly and slack in the pre-reforms period.

## **LPG and the Economic Reform Policy of India**

In 1991, the country experienced a balance of payments dilemma following the Gulf War and the downfall of the erstwhile Soviet Union. The country had to make a deposit of 47 tons of gold to the Bank of England and 20 tons to the Union Bank of Switzerland. This was necessary under a recovery pact with the IMF or International Monetary Fund. Furthermore, the International Monetary Fund necessitated India to assume a sequence of systematic economic reorganisations. Consequently, the then Prime Minister of the country, P V Narasimha Rao initiated ground breaking economic reforms. However, the Committee formed by Narasimha Rao did not put into operation a number of reforms which the International Monetary Fund looked for. Dr. Manmohan Singh, the present Prime Minister of India, was then the Finance Minister of the Government of India. He assisted Narasimha Rao and played a key role in implementing these reform policies.

### **Narasimha Rao Committee's Recommendations :**

- Bringing in the Security Regulations (Modified) and the SEBI Act of 1992 which rendered the legitimate power to the Securities Exchange Board of India to record and control all the mediators in the capital market.
- Doing away with the Controller of Capital matters in 1992 that determined the rates and number of stocks that companies were supposed to issue in the market.
- Launching of the National Stock Exchange in 1994 in the form of a computerised share buying and selling system which acted as a tool to influence the restructuring of the other stock exchanges in the country. By the year 1996, the National Stock Exchange surfaced as the biggest stock exchange in India.
- In 1992, the equity markets of the country were made available for investment through overseas corporate investors. The companies were allowed to raise funds from overseas markets through issuance of GDRs or Global Depository Receipts.
- Promoting FDI (Foreign Direct Investment) by means of raising the highest cap on the contribution of international capital in business ventures or partnerships to 51 per cent from 40 per cent. In high priority industries, 100 per cent international equity was allowed.
- Cutting down duties from a mean level of 85 per cent to 25 per cent, and withdrawing quantitative regulations. The rupee or the official Indian currency was turned into an exchangeable currency on trading account.
- Reorganisation of the methods for sanction of FDI in 35 sectors. The boundaries for international investment and involvement were demarcated.

### **Challenges:**

- i. The outsourcing of jobs to developing countries has resulted in loss of jobs in developed countries.
- ii. There is a greater threat of spread of communicable diseases.
- iii. There is an underlying threat of multinational corporations with immense power ruling the globe.
- iv. For smaller developing nations at the receiving end, it could indirectly lead to a subtle form of colonization.



v. The number of rural landless families increased from 35 % in 1987 to 45 % in 1999, further to 55% in 2005. The farmers are destined to die of starvation or suicide.

### **New Economic Policy**

After suffering a huge financial and economic crisis Rd. Man Mohan Singh brought a new policy which is known as Liberalization, Privatization and Globalization Policy (LPG Policy) also known as New Economic Policy, 1991 as it was a measure to come out of the crisis that was going on at that time.

- 1. Devaluation:** To solve the balance of payment problem Indian currency were devaluated by 18 to 19%.
- 2. Disinvestment:** To make the LPG model smooth many of the public sectors were sold to the private Sector.
- 3. Allowing Foreign Direct Investment (FDI):** FDI was allowed in a wide range of sectors such as Insurance (26%), defines industries (26%) etc.

### **Conclusion:**

- The reform process will not be able to achieve its socio-economic objectives because of excessive private participation in the economy and the private sector is solely guided by the objective of profit maximisation.
- No doubt the liberalisation process has reduced the role of public sector investment.
- But it has failed to fill the vacuum created by the withdrawal of public sector investment in infrastructure, more so in the backward states. Obviously, this calls for a review of the reform process and taking corrective measures.
- It has to be acknowledged the reforms process will not be able to achieve its socio-economic objective, because the private sector is merely concerned with profit motive.
- The three way fast lane of liberalisation, privatisation and globalisation (LPG) failed to make a dent on the problem of unemployment.
- The whole reform process makes at least one thing clear the market forces do not help the poor. Whereas the liberalization process has reduced the role of public sector investment, it has failed to fill the vacuum created by the withdrawal of public sector investment infrastructure, more especially in the backward states.
- India accounts for 30 percent of the world's software engineers but also 25 percent of the world's malnourished. So our challenge is to turn the newest discoveries into best weapons humanity has ever had to fight poverty.
- The challenge before us is to combine the Economics of growth with the Economics of equity and social justice we have no option but to walk on two legs.

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## **Replenishing ecological damage of tree cutting by reintroduction of *Ficus benghalensis* trees in Kolhapur city- A keystone species for Urban environment**

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### **Abstract:**

*The Integrated Road Development and Road Expansion Project implemented in Kolhapur city from 2008 to 2010 caused removal of many native indigenous trees along the city's main roads. Among the different species axed, the more significant were the native fig trees- *Ficus benghalensis* commonly known as the banyan or banyan fig. After completion of the four lane road project, new trees were planted by the authorities. However, native trees were largely excluded from the plantation program.*

*In the present work, attempts were made to replant *Ficus benghalensis* trees along city's main roads as a measure to replenish the environmental damage. The paper examines role of *Ficus benghalensis* trees as keystone species in urban environment and also discusses the significant benefits of replantation of these trees for replenishment of the environment of Kolhapur city after the road development.*

**Key words:** *Ficus benghalensis*, keystone species, road expansion

### **Introduction:**

*Ficus benghalensis* commonly known as the banyan or banyan fig is a tree native to the Indian Subcontinent. The tree is considered sacred in India, and temples are often built underneath. The large size of the tree's canopy, provides useful shade in hot climates. The trees have long life span and can live for centuries. Planting banyans in urban areas, thus can serve significant ecological benefits. These include- carbon sequestration, air pollution control and temperature regulation during summer. The tree is also regarded as a keystone species; since it is a key source of food, shelter and habitat to the biodiversity. It is observed that, as many as 33 different species of birds forage on banyan fruits (Dapke S. N. et.al 2014).

Today, the emission of greenhouse gases by vehicular traffic have caused mean temperatures to climb in many cities. The banyan trees in urban areas, due to their large evergreen canopy can absorb significant amount of the carbon dioxide-a greenhouse gas, thus keeping temperature levels in check and also reducing intensity of heat waves.

### **Banyan trees- Their sanctity and old relation with Kolhapur city:**

Banyan, the single species that has deserved sacred importance in many religious scriptures in the world. In Hindu mythology, the tree is called Kalpavriksha, the tree that provides fulfilment of wishes and other material gains.

Banyans, since they have very longer life span, they were primarily chosen by the British for roadside plantation in pre-independent era. In Kolhapur city, many of them were planted in during the empire of Chattrapati Shahu Maharaj during pre-independent era. A large continuous canopy of these trees can be seen along the Kolhapur- Panhala road. The Shivaji University to Shahu Naka road had similar such canopy but was cleared during the four lane project.

The historic journey of many of these old grown trees from past to present ended with the new four lane road.

### **Removal of *Ficus benghalensis* and other native trees in the Integrated Road Development Project in Kolhapur city, Maharashtra:**

The said road expansion and four lane road development project was undertaken by Kolhapur city Municipal Corporation in the year 2008. The contract of this project was given to the IRB Company. Under this project, all of the city's main connecting roads were proposed to be widened. The new four lane roads with a service road are set to replace earlier two lane roads. The project was completed in the year 2011.

The project was undertaken to ease traffic along city's main roads due to the vehicles entering into the city from Mumbai, Pune and Bangalore via the National highway No-4 and from Konkan and Goa via Gaganbawda and Radhanagari.

The four lane road project required removal of many roadside trees in the Kolhapur city which included native species as well as naturalised exotics. The trees that offered most ambience were the big trees- Banyan (*Ficus benghalensis*), Pimpal (*Ficus religiosa*), Ren tree (*Samanea saman*), Karanj (*Pongamia pinnata*) and Cassia (*Cassia siamea*).

**Table1: Tree species axed during the road project in Kolhapur city**

Sr.No.	Scientific Name	Local Name	Nativity
1	<i>Ficus benghalensis</i>	Vad	Indigenous
2	<i>Ficus religiosa</i>	Pimpal	Indigenous
3	<i>Azadirachta indica</i>	Neem	Indigenous
4	<i>Pongamia pinnata</i>	Karanj	Indigenous
5	<i>Samanea saman</i>	Ren tree	Exotic
6	<i>Cassia siamea</i>	Cassia	Exotic
7	<i>Millingtonia hortensis</i>	Cork tree	Exotic
8	<i>Peltophorum africanum</i>	Piwala Gulmohor	Exotic
9	<i>Parkia biglandulosa</i>	Parkia	Exotic
10	<i>Delonix regia</i>	Gulmohor	Exotic
11	<i>Jacaranda acutifolia</i>	Nilmohor	Exotic

The other trees who offered beautiful flowering were Cork tree (*Millingtonia hortensis*), Piwala Gulmohor (*Peltophorum africanum*), Parkia (*Parkia biglandulosa*), Gulmohor (*Delonix regia*) and Nilmohor (*Jacaranda acutifolia*).

Most banyan trees (*Ficus benghalensis*) were axed from the Shivaji University to Shahu Naka road. The Ren tree, *Cassia siamea* and Gulmohor being the abundant members, were axed from all other roads. Some banyans trees along Shahu Naka road were decided to be transplanted in Shivaji University campus area and at other open places.

#### **Impact of felling big trees in Kolhapur city:**

Removal of big trees, notably - Banyan (*Ficus benghalensis*), Pimpal (*Ficus religiosa*) and Ren tree (*Samanea saman*) posed most damage as it caused all shade along the city's main roads to disappear practically. It destroyed shelter of birds and caused hundreds of other wild creatures to go homeless. Many of the transplanted trees could not survive thereafter, because of inability of the trees to resist change or because of negligence of the worker staff.

#### **Fresh tree plantation by the authorities excluded *Ficus benghalensis* and other native trees:**

Following the construction of new four lane road, new trees were planted along city's roads by the IRB Company. The trees chiefly comprised three species - *Spathodia campanulata* (*Spathodia*), *Alstonia scholaris* (*Saptparni*) and *Bauhinia racemosa* (*Kanchan*). The trees were mainly selected for their fast growth.



**Table 2: Tree species planted by authorities after the road project**

Sr.No.	Scientific Name	Local Name	Nativity
1	<i>Spathodia campanulata</i>	Spathodia	Exotic
2	<i>Alstonia scholaris</i>	Saptparni	Exotic
3	<i>Bauhinia racemosa</i>	Apta/Kanchan	Indigenous

The big trees which offered most shade in the past were the *Ficus benghalensis* (banyan), *Ficus religiosa* (Pimpal), *Pongamia pinnata* (Karanj) and *Samanea saman* (Ren tree) were excluded from the plantation program.

**The present work of reintroduction of *Ficus benghalensis* trees along Kolhapur city's roads:**

In the present work, *Ficus benghalensis* (banyan) trees were planted in Kolhapur city at the sites where the tree had died or in the tree guards which were seen to be empty. The plantation work was carried out in the years 2017, 2018, 2019 and 2020. The sites were selected such that all of the city's main roads will get few Banyan trees. The table presents the statistics of the number of indigenous trees planted in Kolhapur city from 2017 to 2020.

**PLATE-I: Photographs of reintroduction of Banyan- *Ficus benghalensis* trees along Kolhapur city's main roads**

**PLATE-I: Photographs of reintroduction of Banyan- *Ficus benghalensis* trees along Kolhapur city's main roads**





**Plantation of mature 8 feet tall Ficus benghalensis trees along Kolhapur city's main roads (NCC Bhavan Road, Shivaji University road and Market Yard road). The trees were planted in tree guards which were empty from long time (Top Left- Umesh Kamat, Right- Sunil Penkar)**



**Table 3: Ficus benghalensis and other Native trees planted during present work in Kolhapur city from 2017 to 2020**

Sr.No.	Scientific Name	Local Name	Nativity	No. of saplings planted
1	<i>Ficus benghalensis</i>	Vad	Indigenous	26
2	<i>Ficus religiosa</i>	Pimpal	Indigenous	04
3	<i>Pongamia pinnata</i>	Karanj	Indigenous	12

All planted trees were watered regularly during weekends, holidays and vacations. The trees were pruned at intervals to assure straight upward growth and that the branches spreading evenly. All of the planted trees survived on account of regular care and monitoring.

### Conclusion:

It has been emphasized by the Supreme Court of India, that remediation of the damaged environment is part of sustainable development, and that necessary steps be taken to restore it back to normal. Since banyan trees support biodiversity, and have profound role in regulation of the local climate, the present work of planting banyan trees in Kolhapur city will surely help in replenishing the ecological damage. Large canopy of these trees in the future, will help in limiting the levels of the greenhouse gases and thus keeping temperature levels in check.

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## **Human Right and Women**

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### **Abstract:**

*Women's rights are the rights and entitlements claimed for women and girls worldwide. They formed the basis for the women's rights movement in the 19th century and the feminist movements during the 20th and 21st centuries. In some countries, these rights are institutionalized or supported by law, local custom, and behavior, whereas in others, they are ignored and suppressed. They differ from broader notions of human rights through claims of an inherent historical and traditional bias against the exercise of rights by women and girls, in favor of men and boys. Issues commonly associated with notions of women's rights include the right to bodily integrity and autonomy, to be free from sexual violence, to vote, to hold public office, to enter into legal contracts, to have equal rights in family law, to work, to fair wages or equal pay, to have reproductive rights, to own property, and to education. International human rights treaties prohibit discrimination on the basis of gender and also require States to ensure the protection and realization of women's rights in all areas – from property ownership and freedom from violence, to equal access to education and participation in government. Women are entitled to enjoy the same human rights and fundamental freedoms as other individuals. International human rights treaties require State parties to take proactive steps to ensure that women's human rights are respected by law and to eliminate discrimination, inequalities, and practices that negatively affect women's rights. Under international human rights law, women may also be entitled to specific additional rights such as those concerning reproductive healthcare. The Human Rights Council holds no fewer than three regular sessions a year, for a total of at least ten weeks. They take place in March (four weeks), June (three weeks) and September (three weeks). If one third of the Member States requests so, the Human Rights Council can decide at any time to hold a special session to address human rights violations and emergencies.*

**D. Keywords :** A. Human Rights, B. Women Rights, C. NGO'S and women, D. women organizations E. Gender Inequality

### **I-Women's rights:**

#### **A. Introduction:**

Women's rights are the rights and entitlements claimed for women and girls worldwide. They formed the basis for the women's rights movement in the 19th century and the feminist movements during the 20th and 21st centuries. In some countries, these rights are institutionalized or supported by law, local custom, and behavior, whereas in others, they are ignored and suppressed. They differ from broader notions of human rights through claims of an inherent historical and traditional bias against the exercise of rights by women and girls, in favor of men and boys. Issues commonly associated with notions of women's rights include the right to bodily integrity and autonomy, to be free from sexual violence, to vote, to hold public office, to

enter into legal contracts, to have equal rights in family law, to work, to fair wages or equal pay, to have reproductive rights, to own property, and to education.

## **II-Human rights**

### **B-United Nations convention**

Main article:

Convention on the Elimination of All Forms of Discrimination Against Women

Participation in the CEDAW

Signed and ratified

Acceded or succeeded

Unrecognized state, abiding by treaty                      Only signed

Non-signatory

The Universal Declaration of Human Rights, adopted in 1948, enshrines "the equal rights of men and women", and addressed both the equality and equity issues. In 1979, the United Nations General Assembly adopted the Convention on the Elimination of All Forms of Discrimination against Women (CEDAW) for legal implementation of the Declaration on the Elimination of Discrimination against Women. Described as an international bill of rights for women, it came into force on 3 September 1981. The UN member states that have not ratified the convention are Iran, Palau, Somalia, Sudan, Tonga, and the United States. Niue and the Vatican City, which are non-member states, have also not ratified it. The latest state to become a party to the convention is South Sudan, on 30 April 2015. The Convention defines discrimination against women in the following terms: Any distinction, exclusion or restriction made on the basis of sex which has the effect or purpose of impairing or nullifying the recognition, enjoyment or exercise by women, irrespective of their marital status, on a basis of equality of men and women, of human rights and fundamental freedoms in the political, economic, social, cultural, civil or any other field. It also establishes an agenda of action for putting an end to sex-based discrimination for which states ratifying the convention are required to enshrine gender equality into their domestic legislation, repeal all discriminatory provisions in their laws, and enact new provisions to guard against discrimination against women. They must also establish tribunals and public institutions to guarantee women effective protection against discrimination, and take steps to eliminate all forms of discrimination practiced against women by individuals, organizations, and enterprises.

### **III- NGO and NHRI Information**

Non-governmental organizations (NGOs) and national human rights institutions (NHRIs) can be accredited to participate in the Human Rights Council's sessions as Observers. They can address the Council during interactive discussions and debates thus highlighting human rights situations around the globe. NHRIs with "A" status accreditation, the GANHRI and regional coordinating bodies of NHRIs (speaking on behalf of its "A" status members) can:

- make an oral statement under all substantive agenda items of the Human Rights Council;
- participate through video messages in the HRC plenary debates, including during the adoption of the outcome of the UPR of the country by the Council, the interactive dialogue following the presentation of a country mission report by a special procedures mandate holder and panels or annual discussions;
- submit documents, which will be issued with UN document symbol;

- take separate seating in all sessions.

“A” status NHRIs are entitled to intervene immediately after their country during the interactive dialogue, following the presentation of that country mission report by a special procedure mandate holder and also immediately after the State under review at the adoption of the UPR report in plenary.

NGOs in consultative status with the United Nations Economic and Social Council (ECOSOC) can:

- attend and observe all proceedings of the Council with the exception of the Council deliberations under the Complaints Procedure;
- submit written statements to the Human Rights Council;
- make oral interventions to the Human Rights Council;
- participate in debates, interactive dialogues, panel discussions and informal meetings; and
- Organize “parallel events” on issues relevant to the work of the Human Rights Council.

#### **IV-Women’s rights are human rights!**

We are all entitled to human rights. These include the right to live free from violence and discrimination; to enjoy the highest attainable standard of physical and mental health; to be educated; to own property; to vote; and to earn an equal wage. But across the globe many women and girls still face discrimination on the basis of sex and gender. Gender inequality underpins many problems which disproportionately affect women and girls, such as domestic and sexual violence, lower pay, lack of access to education, and inadequate healthcare. For many years women’s rights movements have fought hard to address this inequality, campaigning to change laws or taking to the streets to demand their rights are respected. And new movements have flourished in the digital age, such as the Me Too campaign which highlights the prevalence of gender-based violence and sexual harassment. Through research, advocacy and campaigning, Amnesty International pressures the people in power to respect women’s rights. On this page we look at the history of women’s rights, what women’s rights actually are, and what Amnesty is doing.

#### **V-WHAT ARE WE FIGHTING FOR?**

What do we mean when we talk about women’s rights? What are we fighting for? Here are just some examples of the rights which activists throughout the centuries and today have been fighting for:

##### **C-Women’s Suffrage**

During the 19th and early 20th centuries people began to agitate for the right of women to vote. In 1893 New Zealand became the first country to give women the right to vote on a national level. This movement grew to spread all around the world, and thanks to the efforts of everyone involved in this struggle, today women’s suffrage is a right under the Convention on the Elimination of All Forms of Discrimination Against Women (1979).

However, despite these developments there are still many places around the world where it is very difficult for women to exercise this right. Take Syria for example, where women have been effectively cut off from political engagement, including the ongoing peace process. In Pakistan, although voting is a constitutional right, in some areas women have been effectively prohibited from voting due to powerful figures in their communities using patriarchal local customs to bar them from going to the polls. And in Afghanistan, authorities recently decided to



introduce mandatory photo screening at polling stations, making voting problematic for women in conservative areas, where most women cover their faces in public. Amnesty International campaigns for all women to be able to effectively participate in the political process.

### **D-Sexual and Reproductive Rights**

Everyone should be able to make decisions about their own body. Every woman and girl has sexual and reproductive rights. This means they are entitled to equal access to health services like contraception and safe abortions, to choose if, when, and who they marry, and to decide if they want to have children and if so how many, when and with who.

Women should be able to live without fear of gender-based violence, including rape and other sexual violence, female genital mutilation (FGM), forced marriage, forced pregnancy, forced abortion, or forced sterilization. But there's a long way to go until all women can enjoy these rights. For example, many women and girls around the world are still unable to access safe and legal abortions. In several countries, people who want or need to end pregnancies are often forced to make an impossible choice: put their lives at risk or go to jail. In Argentina, Amnesty International has campaigned alongside grassroots human rights defenders to change the country's strict abortion laws. There have been some major steps forward, but women and girls are still being harmed by laws which mean they cannot make choices about their own bodies. We have also campaigned successfully in Ireland and Northern Ireland, where abortion was recently decriminalized after many decades of lobbying by Amnesty and other rights groups. In Poland along with more than 200 human and women's rights organizations from across the globe, Amnesty has co-signed a joint statement protesting the 'Stop Abortion' bill. South Korea has recently seen major advances in sexual and reproductive rights after many years of campaigning by Amnesty and other groups, culminating in a ruling by South Korea's Constitutional Court that orders the government to decriminalize abortion in the country and reform the country's highly restrictive abortion laws by the end of 2020.

### **VI- Freedom of Movement**

Freedom of movement is the right to move around freely as we please – not just within the country we live in, but also to visit others. But many women face real challenges when it comes to this. They may not be allowed to have their own passports, or they might have to seek permission from a male guardian in order to travel.

For example, recently in Saudi Arabia there has been a successful campaign to allow women to drive, which had previously been banned for many decades. But despite this landmark gain, the authorities continue to persecute and detain many women's rights activists, simply for peacefully advocating for their rights.

### **VII-Feminism And Women's Rights**

When looking at women's rights it's helpful to have an understanding of feminism. At its core, feminism is the belief that women are entitled to political, economic, and social equality. Feminism is committed to ensuring women can fully enjoy their rights on an equal footing with men.

#### **Intersectional Feminism**

Intersectional feminism is the idea that all of the reasons someone might be discriminated against, including race, gender, sexual orientation, gender identity, economic class, and disability, among others, overlap and intersect with each other. One way of understanding this



would be to look at how this might apply in a real world setting, such as Dominica, where our research has shown that women sex workers, who are often people of colour, or transgender, or both, suffer torture and persecution by the police.

### **VIII- How Are Women's Rights Being Violated?**

Gender-based violence is when violent acts are committed against women and LGBTI people on the basis of their orientation, gender identity, or sex characteristics. Gender based violence happens to women and girls in disproportionate numbers. Women and girls in conflict are especially at risk from violence, and throughout history sexual violence has been used as a weapon of war. For example, we have documented how many women who fled attacks from Boko Haram in Nigeria have been subjected to sexual violence and rape by the Nigerian military. Globally, on average 30% of all women who have been in a relationship have experienced physical and/or sexual violence committed against them by their partner. Women are more likely to be victims of sexual assault including rape, and are more likely to be the victims of so-called "honour crimes". Violence against women is a major human rights violation. It is the responsibility of a state to protect women from gender-based violence – even domestic abuse behind closed doors.

#### **Sexual Violence and Harassment**

Sexual harassment means any unwelcome sexual behaviour. This could be physical conduct and advances, demanding or requesting sexual favours or using inappropriate sexual language. Sexual violence is when someone is physically sexually assaulted. Although men and boys can also be victims of sexual violence, it is women and girls who are overwhelmingly affected.

#### **Workplace Discrimination**

Often, women are the subject of gender based discrimination in the workplace. One way of illustrating this is to look at the gender pay gap. Equal pay for the same work is a human right, but time and again women are denied access to a fair and equal wage. Recent figures show that women currently earn roughly 77% of what men earn for the same work. This leads to a lifetime of financial disparity for women, prevents them from fully exercising independence, and means an increased risk of poverty in later life.

#### **Discrimination based on sexual orientation and gender identity**

In many countries around the world, women are denied their rights on the basis of sexual orientation, gender identity, or sex characteristics. Lesbian, bisexual, trans and intersex women and gender non-confirming people face violence, exclusion, harassment, and discrimination. Many are also subjected to extreme violence, including sexual violence or so called "corrective rape" and "honor killings."

### **IX-Women's Rights And International Law:**

The Convention on the Elimination of All Forms of Discrimination against Women (CEDAW) (1979) is a key international treaty addressing gender-based discrimination and providing specific protections for women's rights. The convention sets out an international bill of rights for women and girls, and defines what obligations states have make sure women can enjoy those rights. Over 180 states have ratified the convention.

### **X-Why Is It Important To Stand Up For Women's Rights?**

#### **Women's Rights are Human Rights**

It might seem like an obvious point, but we cannot have a free and equal society until everyone is free and equal. Until women enjoy the the same rights as men, this inequality is everyone's problem.

Protecting women's rights makes the world a better place

According to the UN, "gender equality and the empowerment of women and girls is not just a goal in itself, but a key to sustainable development, economic growth, and peace and security". Research has shown this to be the case – society gets better for everyone when women's rights are upheld and taken seriously.

We're stronger when we work together

Although grassroots movements have done so much to effect change, when everyone comes together to support women's rights we can be so much stronger. By working alongside individual activists and campaigners on the ground as well as running our own targeted campaigns, movements such as Amnesty International can form a formidable vanguard in the fight for women's rights.

Freedom from violence

Violence against women is, collectively, violent acts that are primarily or exclusively committed against women. The UN Declaration on the Elimination of Violence Against Women states, "violence against women is a manifestation of historically unequal power relations between men and women" and "violence against women is one of the crucial social mechanisms by which women are forced into a subordinate position compared with men." [180] The Council of Europe Convention on preventing and combating violence against women and domestic violence, also known as the Istanbul Convention, provides the following definition of violence against women: "violence against women" is understood as a violation of human rights and a form of discrimination against women and shall mean all acts of gender-based violence that result in, or are likely to result in, physical, sexual, psychological or economic harm or suffering to women, including threats of such acts, coercion or arbitrary deprivation of liberty, whether occurring in public or in private life". [237] Violence against women may be perpetrated by individuals, by groups, or by the State. It may occur in private or in public. Violence against women may be sexual violence, physical violence, psychological violence, socioeconomic violence. Some forms of violence against women have long cultural traditions: honor killings, dowry violence, female genital mutilation. Violence against women is considered by the World Health Organization "a major public health problem and a violation of women's human rights."

Family law

Under male dominated family law, women had few, if any, rights, being under the control of the husband or male relatives. Legal concepts that existed throughout the centuries, such as coverture, marital power, Head and Master laws, kept women under the strict control of their husbands. Restrictions from marriage laws also extended to public life, such as marriage bars. Practices such as dowry or bride price were, and still are to this day in some parts of the world, very common. Some countries continue to require to this day a male guardian for women, without whom women cannot exercise civil rights. Other harmful practices include marriage of young girls, often to much older men.

V. Introduction of Methodology:

A Short History of Human Rights

The belief that everyone, by virtue of her or his humanity, is entitled to certain human rights is fairly new. Its roots, however, lie in earlier tradition and documents of many cultures; it took the catalyst of World War II to propel human rights onto the global stage and into the global conscience. Throughout much of history, people acquired rights and responsibilities through their membership in a group – a family, indigenous nation, religion, class, community, or state. Most societies have had traditions similar to the "golden rule" of "Do unto others as you would have them do unto you." The Hindu Vedas, the Babylonian Code of Hammurabi, the Bible, the Quran (Koran), and the Analects of Confucius are five of the oldest written sources which address questions of people's duties, rights, and responsibilities. In addition, the Inca and Aztec codes of conduct and justice and an Iroquois Constitution were Native American sources that existed well before the 18th century. In fact, all societies, whether in oral or written tradition, have had systems of propriety and justice as well as ways of tending to the health and welfare of their members.

### **Precursors of 20th Century Human Rights Documents**

Documents asserting individual rights, such as the Magna Carta (1215), the English Bill of Rights (1689), the French Declaration on the Rights of Man and Citizen (1789), and the US Constitution and Bill of Rights (1791) are the written precursors to many of today's human rights documents. Yet many of these documents, when originally translated into policy, excluded women, people of color, and members of certain social, religious, economic, and political groups. Nevertheless, oppressed people throughout the world have drawn on the principles these documents express to support revolutions that assert the right to self-determination. Contemporary international human rights law and the establishment of the United Nations (UN) have important historical antecedents. Efforts in the 19th century to prohibit the slave trade and to limit the horrors of war are prime examples. In 1919, countries established the International Labor Organization (ILO) to oversee treaties protecting workers with respect to their rights, including their health and safety. Concern over the protection of certain minority groups was raised by the League of Nations at the end of the First World War. However, this organization for international peace and cooperation, created by the victorious European allies, never achieved its goals. The League floundered because the United States refused to join and because the League failed to prevent Japan's invasion of China and Manchuria (1931) and Italy's attack on Ethiopia (1935). It finally died with the onset of the Second World War (1939).

### **VIII. Conclusion:**

Protection of the human rights of women under international law Since the founding of the United Nations, equality between men and women has been among the most fundamental guarantees of human rights. Adopted in 1945, the Charter of the United Nations sets out as one of its goals "to reaffirm faith in fundamental human rights, in the dignity and worth of the human person, [and] in the equal rights of men and women". Furthermore, Article 1 of the Charter stipulates that one of the purposes of the United Nations is to promote respect for human rights and fundamental freedoms "without distinction as to race, sex, language or religion". This prohibition of discrimination based on sex is repeated in its Articles 13 (mandate of the General Assembly) and 55 (promotion of universal human rights). In 1948, the Universal Declaration of Human Rights was adopted. It, too, proclaimed the equal entitlements of women and men to the rights contained in it, "without distinction of any kind, such as ... sex, ...." In drafting the

Declaration, there was considerable discussion about the use of the term “all men” rather than a gender-neutral term.<sup>1</sup> The Declaration was eventually adopted using the terms “all human beings” and “everyone” in order to leave no doubt that the Universal Declaration was intended for everyone, men and women alike. A. INTERNATIONAL HUMAN RIGHTS INSTRUMENTS After the adoption of the Universal Declaration, the Commission on Human Rights began drafting two human rights treaties, the International Covenant on Civil and Political Rights and the International Covenant on Economic, Social and Cultural Rights. Together with the Universal Declaration, these make up the International Bill of Human Rights. The provisions of the two Covenants, as well as other human rights treaties, are legally binding on the States that ratify or accede to them. States that ratify these treaties periodically report to bodies of experts, which issue recommendations on the steps required to meet the obligations laid out in the treaties. These treaty-monitoring bodies also provide authoritative interpretations of the treaties and, if States have agreed, they also consider individual complaints of alleged violations.<sup>2</sup> Both Covenants use the same wording to prohibit discrimination based on, inter alia, sex (art. 2), as well as to ensure the equal right of men and women to the enjoyment of all rights contained in them (art. 3). The International Covenant on Civil and Political Rights guarantees, among other rights, the right to life, freedom from torture, freedom from slavery, the right to liberty and security of the person, rights relating to due process in criminal and legal proceedings, equality before the law, freedom of movement, freedom of thought, conscience and religion, freedom of association, rights relating to family life and children, rights relating to citizenship and political participation, and minority groups’ rights to their culture, religion and language. The International Covenant on Economic, Social and Cultural Rights guarantees, for instance, the right to work, the right to form trade unions, rights relating to marriage, maternity and child protection, the right to an adequate standard of living, the right to health, the right to education, and rights relating to culture and science.

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## **Innovative Practices in Mathematics Education**

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### **Abstract:**

*In the development of Science education system the education of Mathematics plays an important role. If we develop a Mathematics education, it will help in development of science education and development of science education will help in development of whole world. Therefore the basic development we have to do in Mathematics education. But we know that, Mathematics is a more abstract subject. To develop more interest in students and to do Mathematics education easy, we have to introduce new Innovative Practices in Mathematics Education.*

*In this paper we will discuss some new innovative practices in Mathematics education. Here we will see the actual innovative practice then the objective, procedure and finally benefits of it.*

**Keywords:** Innovative,, Practice, Science, Education.

### **1. Introduction:**

We know that, to destroy any nation there is no need of atom bomb, if we collapse the education system of the nation the nation will automatically get destroyed. To save our nation we have to increase quality of education system or we have to develop our education system. As we know that the science education plays an important role in development of world in technology. Also we know that the Mathematics is a queen of science. This means that there will be no development in science without Mathematics. Thus the developments in Mathematics are important.

To do developments in the field of Mathematics, we have to improve our Mathematics

education system. To develop Mathematics education, we have to introduce Innovative Practices in Mathematics Education, that means we have to introduce new techniques and new methods to teach Mathematics in classroom.

### **2. Today's Mathematics Education**

#### **2.1 Mathematics Education in India**

In most of the universities in India, Mathematics education given by Mathematics departments is quite confusing and no more useful in the future of the student. Students learn whatever Mathematics in his higher education, has no more use in his day to day life. So that students are very much confused about Mathematics education in higher education. They always ask, why we are learning Mathematics and what is its use in my future? This is because education system does not involve a practical education of Mathematics. That is why students are unaware about the use of Mathematics. Of course Mathematics is very powerful tool in development of science education, without Mathematics the development in Science is impossible.

#### **2.3 Mathematics Education in Developed Countries**

In developed countries like America and universities like University of Southern California, Harvard University, Stanford University..etc. Universities in England like University of Oxford,



University of Cambridge, University of London and University of Bristol.. etc. We observe the Mathematics education system in these universities. In these universities Mathematics education is practical based. In higher education system these universities implement different innovative practices in Mathematics so that students will get interest in learning Mathematics. The programmes which they offer at Master Degree level are like 1. Applied Mathematics and Statistics 2. Financial Mathematics etc.

### **3. Innovative Practices in Mathematics Education**

To develop Mathematics education in India, here we discuss some Innovative practices in Mathematics teaching and learning process.

#### **3.1 Blended Learning in Mathematics Education:**

Blended learning in Mathematics is a mixture of face to face practical learning and online learning environment. Blended learning in Mathematics is for individual learning, group learning and teachers scaffolding. Blended learning in Mathematics overcomes the drawbacks of teachers centered classroom session loaded with lectures. Blended learning in Mathematics will help in maintaining teacher- learner communication level and scope to autonomy in learning. Blended learning in Mathematics exposure to verity of digital learning resources like videos, web articles, graphics etc. Blended learning in Mathematics gives verity of learning experiences like group discussion, online activities and presentation.

#### **3.2 Models of Blended Learning in Mathematics Education**

We discuss in all four models of Blended Learning in Mathematics Education as:

1. Rotation Model for Mathematics Education.
2. Flex Model for Mathematics Education.
3. Self Blend for Model Mathematics Education.
4. Immersive Virtual Model for in Mathematics Education.

Now we discuss one by one in detail:

1. Rotation Model for Mathematics Education.

We make four types of Rotation Model in Mathematics Education as:

- (a) Station Rotation
- (b) Lab Rotation
- (c) Individual Rotation
- (d) Flipped Classroom

### **3 Innovative Practices In Mathematics Education**

- a) Station Rotation: In this type students rotate between different stations. That is some students work online, some students interact with the teachers in classroom, some students work in a group making discussion on Mathematics problems and their solutions and some students access non-digital material like textbook, reference book, notes of Mathematics curriculum etc.
- b) Lab Rotation Model: In this type students rotates between Mathematics Practical Laboratories. Here also some students work online and some students work offline.
- c) Individual Rotation: In this type teacher have to schedule and sequence for every individual student in different manner. Teacher can give a different mathematical problems to different students in different time bound. So that students can try individually to solve the problem on Mathematics. Thus students can perform different task term by term.

d) **Flipped Classroom:** In this type students have to utilize their classroom time for doing assignment on Mathematics, solving problems on Mathematics and completing the homework given by the teacher. Students first access the resources then perform tasks in the classroom mainly with group of two students.

2) **Flex Model:** This model gives complete flexibility to learners variety of learning experiences, own scheduled decided by every learner, individual needs targeted, teacher as guide by side.

3) **Self Blend Model:** Decision of blend by some learners, learning another Mathematics course online, Additional Mathematics course learning out of curriculum. Complete online Mathematics course on your own responsibility.

#### 4 **Conclusion:**

4) **Immersive Virtual Model:** In this model only few students will make face to face interaction planned by teachers. Here students can learn new concepts in Mathematics; teacher can give a solution of problems in details. Several quality resources, digital material, online learning experiences are planned, identified and developed. Learners come to the campus and Mathematics laboratories. Here teachers are facilitators, observers and provide scaffolding only if approached by learners.

#### **Roles of Teachers and Learners in Blended Mathematics Education:**

By providing different Mathematics resources to students, teachers became facilitators and student as active agent of change that is learner. Facilitators have to believe that learner can learn Mathematics from sources other than my voice. Learners have treasure of previous experience of Mathematics, knowledge of Mathematics and skills to solve problems in Mathematics. Learners learn better Mathematics if relevance is established and learner will involve in decision making situation.

#### 4. **Conclusion:**

Thus blended learning in Mathematics will provide a systematic Mathematics education to learner and so that learner can understand Mathematics in better manner and he will increase his thinking power also. As blended learning in Mathematics increases thinking power of learner, so that learner can make a research in mathematics which will be beneficial to society.

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## **Property Rights of Daughter in The Light of Hindu Succession (Amendment) Act, 2005: an Analytical Study**

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### **Introduction:**

The Hindu Succession Act, 1956 is a piece of document providing the rule of succession amongst Hindu. Before enactment of this Act, the Hindus were governed by two different sets of rules i.e. Mitakshara and Dayabhaga. Among Mitakshara the property of Hindu after his death were transferred by rule of survivorship to the survivor and not to the legal heirs, but among Dayabhaga the property of Hindu after his death directly transferred to his legal heirs by way of Succession. These two different sets of rules for Mitakshara and Dayabhaga has been abolished by the enactment of Hindu Succession Act, 1956 and after the enactment of this Act, person belonging to Mitakshara and Dayabhaga is equally bound by the provision of the Act of 1956. Hindu Succession Act, 1956 provides the provisions of intestate as well as testamentary succession. In Section 8 of the Hindu Succession Act, 1956, daughter is included in the list of Class I heirs and will get share in case of death of father but in Section 6 only son was included in the list of Coparcenary and daughter was not included as coparcener. With an aim to remove inequality, which exist in Section 6 of Hindu Succession Act, 1956, Amendment of 2005 came into effect. Hindu Succession Amendment Act, 2005 brings daughters under the umbrella of Coparcenary and has given all the rights as the son is having. After the enactment of Hindu Succession Amendment Act, 2005 both daughter and son are having equal rights in Coparcenary property and daughter is eligible to ask partition as well.

### **Aims and Objectives:**

1. To know the status of daughter after the enactment of Hindu Succession Amendment Act, 1956.
2. To know the status of daughter who got birth before the enactment of Hindu Succession Amendment Act, 1956.

### **Hypothesis:**

The provisions of Hindu Succession Amendment Act, 2005, regarding shares of daughter are still unclear.

### **Research Methodology:**

The researcher for conducting this research has adopted the doctrinal research Methodology and collected data from different books, Supreme Court and High Court judgments, the researcher has also collected data from the different website and digital platform.

### **Right of Daughter under Section 8 of Hindu Succession Act, 1956**

Section 8 of Hindu Succession Act, 1956<sup>1</sup> deals with the provisions regarding the rule of succession in case of male dying intestate. If a male Hindu dying intestate, his property if he left behind will go at first instance to Class I heirs, if not a single person from the list of Class I heirs is present then property will go to Class II heirs, in absence of Class I and Class II heirs property

<sup>1</sup> <https://egazette.nic.in/WriteReadData/1956/E-2173-1956-0038-99150.pdf>, last visited on 5<sup>th</sup> November 2021.

at third instance will go to Agnates and in the absence of Agnates to the Cognates. Daughter falls in the category of Class I heirs and in case of her father's death she will inherit the self-acquired property of father equal to the son. For instance, if father dies leaving behind two sons and two Daughters, the self-acquired property of father will be divided in four parts and each son and daughter will get  $\frac{1}{4}$  it means one part e.g. if the property is rupees one crore each son and daughter will get 25 lacs. As per Section 8 of Hindu Succession Act, 1956, daughter will get share only after the death of father and only in respect of self-acquired property of father, however in the lifetime of father before the enactment of Hindu Succession Amendment Act, 2005 she was having no right to claim any share or partition in respect of coparcenary property. No doubt Section 8 was giving equal right to son and daughter in the self-acquired property of father in case of his death, but in Section 6 only son was considered as coparcener and daughter was not supposed to be a coparcener and due to this reason, she was having no right to claim any share and partition in the lifetime of father in respect of coparcenary property. To remove this inequality the Amendment of 2005 took place and now daughter is also coming under the category of coparcener and being a coparcener, she is entitled to claim share even in the lifetime of father and claim partition as well. Now daughter is entitled to claim share and partition, even in the coparcenary property, as she became coparcener by virtue of 2005 amendment.

### **Right of Daughter under Section 15 of Hindu Succession Act, 1956**

As per Section 15 of Hindu Succession Act 1956,<sup>2</sup> if any female dies intestate and if she left behind any property, her property will be distributed amongst the legal heirs by this Section. The property of female intestate firstly goes to the sons, daughters and the husband. In absence of son, daughter and husband, the property of the female goes to the heirs of the husband and if there is no son, daughter, husband and heirs of the husband, her property will go to her father and mother. If the relatives discussed above are absent, property of intestate female go to the heirs of her father and lastly if the heirs of the father are also missing, the property will go to the heirs of mother. If we peruse the above provision of Section 15, daughter is included in the list of heirs and allotted the equal share with son in case of her mothers' death. Hindu Succession Amendment Act, 2005, makes daughter coparcener and provides equal share to daughter with son in self-acquired as well as coparcenary property of father.

### **Hindu Succession (Amendment) Act, 2005**

In Hindu Succession Act 1956, daughter was having right of share as a Class I heir, but she was not included in the list of coparceners, as per Section 6 of the Act only male member of the joint family could be a coparcener and being coparcener, they are entitled to have a share in the coparcenary property. To eliminate this inequality and to bring daughter in the list of coparcenary the amendment of 2005 has taken place.

The amended provisions of Section 6 provide that from the commencement of amendment of 2005, the daughter of the coparcener become coparcener along with the son. Whatever the rights son is having in the coparcenary property, after amendment daughter will also have the same rights. The amended Section imposed a liability on daughter in respect of coparcenary property, as the son is having. The amended clause C of sub section 1 of Section 6 has clearly deposed that coparcenary property alienated by way of partition or testamentary disposition before 20<sup>th</sup> December 2004 will be valid and no person will question it. Sub clause 2

<sup>2</sup> <https://egazette.nic.in/WriteReadData/1956/E-2173-1956-0038-99150.pdf>, last visited on 5<sup>th</sup> November 2021.

of Section 6 enable women to hold property absolutely and even she will be entitled to share the same by testamentary disposition. Amended sub clause 3 of Section 6 abolished the rule of survivorship and provides after the commencement of amendment of 2005 the property of coparcener belonging to Mitakshara Law will devolve by testamentary or intestate succession.

1) On and from the commencement of the Hindu Succession (Amendment) Act, 2005, in a Joint Hindu family governed by the Mitakshara law, the daughter of a coparcener shall, -

(a) by birth become a coparcener in her own right in the same manner as the son;

(b) have the same rights in the coparcenary property as she would have had if she had been a son;

(c) in this clause daughter is having the same liability in respect of Coparcenary property as that of a son and this clause provides that any alienation of Coparcenary property including partition or testamentary disposition taken place before 20<sup>th</sup> December 2004 will be valid and it cannot be questioned.

2) Any female receiving property by virtue of sub section 1 of Section 6 can hold property absolutely and she can dispose it by testamentary disposition.

3) This clause provides that if any Hindu dies after the commencement of the Hindu Succession (Amendment) Act, 2005, and if he belongs to Mitakshara Law, his interest in the property shall devolve by testamentary or intestate succession and not by survivorship and, -

(a) the daughter is allotted the same share as is allotted to a son;

(b) the share of the pre- deceased son or a pre- deceased daughter, as they would have got had they been alive at the time of partition, shall be allotted to the surviving child of such pre-deceased son or of such pre- deceased daughter; and

(c) the share of the pre- deceased child of a pre- deceased son or of a pre- deceased daughter, as such child would have got had he or she been alive at the time of the partition, shall be allotted to the child of such pre- deceased child of the pre- deceased son or a pre- deceased daughter, as the case may be.<sup>3</sup>

Explanation. - For the purposes of this sub- section, the interest of a Hindu MIT Akshara coparcener shall be deemed to be the share in the property that would have been allotted to him if a partition of the property had taken place immediately before his death, irrespective of whether he was entitled to claim partition or not.

### **Hindu Succession (Amendment) Act, 2005 and Judicial Decision**

#### **Prakash & Ors. v. Phulavati & Ors.**<sup>4</sup>

In this case the Apex court has delivered a judgment and opines that if the daughter wants to claim share in the coparcenary property as per the Amendment of 2005, then she and her father must be alive on the date of commencement of amendment of 2005 i.e. 9<sup>th</sup> September 2005. It clearly means that if the father of the coparcener died before 9<sup>th</sup> September 2005 and left living daughter, the living daughter is having no right to claim share from the coparcenary property of father, for getting share father and daughter must be alive on or after 9<sup>th</sup> September 2005. In this case the Supreme Court has given prospective effect to the amendment of 2005.

<sup>3</sup> [https://egazette.nic.in/WriteReadData/2005/E\\_45\\_2012\\_114.pdf](https://egazette.nic.in/WriteReadData/2005/E_45_2012_114.pdf), last visited on 8<sup>th</sup> November 2021.

<sup>4</sup> (2016) 2 SCC 36



**Danamma @ Suman Surpur & Anr. v. Amar & Ors.<sup>5</sup>**

In this case Mr. Gurulingappa Savadi and coparcener of Hindu joint family died in 2001 and at the time of his death he has left behind his widow, two sons i.e. Vijay and Arunkumar and two daughters i.e. Danamma and Mahananda. Amar son of Arunkumar filled a suit for partition and separate possession of coparcenary property in 2002. It was the contention of petitioner that daughters are having no right as they got birth prior to the enactment of Hindu Succession Act, 1956. When the partition suit was pending the Hindu Succession Amendment Act, 2005 came into force, which brings daughter under the umbrella of coparcenary and make the daughter equal to the son. By taking the benefit of amendment of 2005 Danamma filled a suit before the trial court and claim share as coparcener, but the same is rejected by the trial court and she has preferred appeal before High Court and High Court also upheld the decision of trial Court. Finally, Danamma brought the appeal before the Supreme Court and while dealing with appeal Supreme Court made it clear and passed the following judgment.

1. Daughter wish to get benefit of the amendment of 2005 should be alive on 9<sup>th</sup> September 2005.
2. Father need not be alive on 9<sup>th</sup> September 2005, for getting the benefit of Amendment of 2005.
3. The daughter can take benefit of amendment if the partition suit is pending before the court of law.
4. The daughter can even take the benefit of amendment if the preliminary decree of partition has been passed and final decree is awaited.

By virtue of above guidelines if the daughter wants to take the benefit of Amendment of 2005, either father should be alive on 9<sup>th</sup> September 2005 or the suit for partition should have been pending before the court of law at the time of passing of this amendment Act. The Supreme Court has left some questions unanswered even in this case, as what about the daughter who is alive on 9<sup>th</sup> September 2005, but the father died prior to 2005 and no suit for partition is pending.

**Vineeta Sharma v Rakesh Sharma<sup>6</sup>**

In this case the Supreme Court has resolved the confusion which was left in **Praksh and Others v. Phulavati and Others** and **Danamma @ Suman Surpur & Anr. v. Amar & Ors** and delivered a remarkable judgment in favour of daughters. As in Phulavati's case the supreme court has said that for getting the benefit of amended Section 6 of Hindu Succession Act the father and daughter both should be alive on 9<sup>th</sup> September 2005. In Danamma's case the supreme Court has said that if the suit for partition is pending at the time of Amendment of 2005, even if the father died earlier the daughter is entitled to get benefit of Amendment of 2005 but left the confusion regarding the status of daughter whose father died before the enactment of amendment of 2005. In the present case the supreme court resolved the same confusion and delivered a following judgment.

1. The supreme Court has given the retroactive effect to the provisions of Amendment of 2005.
2. The court further declared that the benefit of amended Section 6 will also be given to the living daughters of any coparceners.

<sup>5</sup> (2018) 3 SCC 343.

<sup>6</sup> (2020) – SCC ONLINE SC 641

3. Father need not be alive at the time of amendment, it means that if father died prior to the amendment of 2005, even in that situation daughter is entitled to get share in coparcenary property.
4. The existence of joint family property is a condition precedent for getting the benefit of Section 6.
5. The Court further declared that partition deed should be registered as per provision of Indian Registration Act, 1908.

In view of above judgment now it is clear that the amended provisions of Section 6 are having retrospective effect, and even if the daughter has taken birth prior to the amendment of 2005 and if she is alive at the time of amendment, she is entitled to get equal share as to the son.

### **Conclusion.**

After discussing all scenarios and amended provision of Section 6 it is concluded that the Amendment Act of 2005 is applicable to all the daughters irrespective of the fact that they have taken birth prior to the Amendment or after Amendment. But the condition is that the daughter should be alive at the time of Amendment and the joint family property must be in existence. If the property has already been disposed before the Amendment Act of 2005, the daughter is having no right in that property.

Conclusion against Hypothesis: Initially the amended provision of 2005 seems to be unclear as the Supreme Court decided in **Prakash & Ors. v. Phulavati & Ors.**<sup>7</sup> that if daughter wants to claim share in the coparcenary property, she and her father must be alive at the date of Amendment and has given prospective effect to the Amendment. The Supreme Court further led a confusion by delivering a judgment in **Danamma @ Suman Surpur & Ors v. Amar & Ors.**<sup>8</sup> and held that for getting the benefit of Amendment either father should be alive, or suit of partition should be pending before the court of law at the date of Amendment Act of 2005. But finally, the Supreme Court made the provision of Amendment Act of 2005 clear in **Vineeta Sharma v Rakesh Sharma**<sup>9</sup> and held that the Amended provision of 2005 is having retrospective effect and even if the daughter has taken birth prior to the Amendment is entitled to take the benefit of Amendment. In the wake of above discussion, the researcher concluded that the hypothesis of this research Article has been disproved.

### **Suggestion.**

1. After conducting this research, researcher has suggested that the Court should look after the strict implementation of the amended provisions of the Act of 2005.
2. The guidelines of the Supreme Court in Vineeta Sharma v. Rakesh Sharma should be followed by subordinates Court to make justice with the daughters.

<sup>7</sup> (2016) 2 SCC 36

<sup>8</sup> (2018) 3SCC 343

<sup>9</sup> (2020) – SCC ONLINE SC 641

## **Issues and Challenges in E-Resource Management – An Overview.**

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### **Abstract :**

*Libraries play an important role in the academic institution and it is the central component of the education system. Due to the rapid development of Information Communication Technology (ICT) the acquiring of information is gradually replaced by accessing of information through online. The collection of modern libraries is eco-friendly, time saving, cost saving, multi access, facility to access without physical presences in library and also changes the printed resources in the form of electronic resources. This paper discusses about the concept of e-resources, various types of e-resources, advantages and disadvantages in e-resources, issues and challenges in the-resources.*

**Keywords:** E-resources, E-books, ICT, Library, Internet.

### **Introduction:**

A library is the place which is used by the students to find books, read the current news from up-to-date newspapers and also for research to access or share information for the particular need. Due to the rapid developments in information technology, the libraries are transforming to eBooks, e-journals taking place of journals, digital manuscripts, and various other documents in electronic form as the information resources of a library. All these transformations demand the academic library professionals to shift from the traditional

library system to the digital libraries. The conversion of the traditional library collections to the digital library collections is the availability of information on the internet and it also plays an active role in order to serve the information to the society in a better way than before. Information is growing at a very high speed in each and every day.

### **Types of E-Resources:**

There are mainly two types of e-resources

#### **1. Online E-Resources:**

The online e-resources are those resources which are under the control of the central computer. E.g., E-journals, E-Books, E-Thesis and dissertation, E-Images, E-Music, E-Sound Collections, In-House database, E-References, E-Dictionaries, Virtual Newspapers and Encyclopedia.

#### **2. Offline E-Resources:**

The Offline e-resources are those resources which are not under the control of the central computer. E.g.

Offline mail, offline media playing, offline-dictionary, CD-ROM, offline browsing, subject guides.

### **Advantages of E-Resources:**

The following are the some of the advantages of e-resources. They are

- E-resources provide 24 X 7 access service.
- Multiaccess of e-resources is possible.
- It saves the time of the user.
- It allows various types of searching facilities.
- It can be downloaded instantly.
- It is more economic than the print version.
- It supports multimedia applications.
- It provides current information necessary for information work.

### **Disadvantages of E-Resources:**

The following are the some of the disadvantages of e-resources. They are

- Need proper ICT infrastructure for accessing e-resources.
- Skilled manpower s requires for managing e-resources.
- It requires copyright issues.
- Security problem.
- Initial high infrastructure cost is required.
- Renewal of e-resources is required.
- High- Internet speed is required for online e-resources.
- Need proper preservation policies.
- Lack of standards.

### **Issues and challenges in E-Resources:**

The adoption of the e-resources has made a great advantage over the library services for easy retrieval of required information within a short period of time. There is some of the challenges in offering the high level of the services to users. Some of the challenges facing with e-resources management are discussed below:

#### **A. Shortage of library funds:**

ICT demand more funds for its infrastructure and continuing services. Most of the libraries have inadequate fund for acquiring e-resources and so the users do not get their needy information at the right time. Therefore, shortage of library fund to establish and run the same is challenges were identified for implementation of the digital libraries.

#### **B. Technical infrastructure:**

In a digital information service system, infrastructure such as software, hardware, internet facilities and other physical equipment's are required to provide easier, faster and comprehensive access to information. Absence of stable technical network infrastructures in terms of servers, physical cabling and wireless access points are challenges were identified for implementation of the digital libraries.

#### **C. Lack of professional skills:**

Due to lack of management and technical skills, the academic library professionals are not able to handle the e-resources. Therefore, shortages of the professional skilled personnel who

can establish or run digital library are challenges were identified for implementation of the digital libraries.

**D. Online / virtual crimes and security:**

Web/cybercrimes have become a common threat on internet. To overcome this issue, compulsory Virus Proof procedures should be adopted while downloading e-information from any other system. To secure the system from viruses, the databases can be modified by hacker proof procedures. Separate login and password systems are to be compulsorily adapted to the Network systems. To overcome the above database security problems and issues, it is essential to install a database security software or firewall technology to protect the databases.

**E. Privacy / confidentiality:**

Maintaining privacy and confidentiality is another problem in accessing online information. To control pirating of software, copying or downloading all the contents of any e-resource at a time, right to obtain information and right to withhold or ban the access is essential and so there is a delicate challenge between privacy and rights to information. Protecting one network from another to maintain confidentiality of information is another problem in ——— securing databases on Internet and Intranet.

**F. Copyright issues:**

Large scale of piracy of software and plagiarism is an important issue that the present day the academic library professionals are facing in providing electronic/digital information service. The cost and timeliness in retrieving the information are also considered. When negotiating access with a publisher, the librarian must agree to certain restrictions on photocopying or distribution of electronic materials. The library is responsible for maintaining the awareness of all users about copyright issues.

**G. Collection of e-resources:**

Collecting the materials and making it available to all current and future users is another core value of librarianship. The challenge is for the librarian to contribute to establish realistic collection-development policies covering acquisition of and provision of access to electronic resources for users now and in the future.

A digitized collection means that libraries share the use of the collections with other institutions, not only locally, but also globally. It is the publisher who dictates how much access will be provided, which issues will be available, and how much that access will cost.

**H. Organizational structure:**

Technology has broken down the rigid hierarchical structure of the organizations which is another important issue in changing the roles of the librarian in the knowledge society. Far from emulating the organization of conventional libraries, the organization and structure of digital libraries, and the division of labour within them, are open to considerable experimentation.

**Conclusions:**

The Library system is one effective way in which the aims can be achieved by ensuring Knowledge of information technology. To handle and utilize the modern communication facilities library professionals should have the knowledge and skills regarding the technologies and communication channels and must get the proper training. The new digital ICT is not a single technology but a combination of hardware and software, multimedia and delivery systems.



As ICT advanced, the costs of hardware and software declined and the digital option became more attractive.

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## **MOOCs, Online Courses and Open Education Resources**

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### **Abstract:**

*Massive Open Online Courses (MOOCs) have emerged as one of the most potential tools in proffering quality education and massive training to a huge domain of audience worldwide. On one hand it reaches a global domain of learners, and on the other hand promulgates knowledge in an efficient digital platform, besides intertwining a huge network of students, scientists, professors, scholars, teachers and different stakeholders related to education. Despite intensified advantages and efficiency, people accessing MOOCs from the developing countries (especially India) do not count to a significant number. India being a promising abode of education too offers a prospective area to MOOCs for large scale implementation. But several factors and constraints like low digital literacy and lack of massive digital infrastructure hinder this process of extensive implementation of MOOCs. Even after all the prevalent constraints India leads the developing nations in terms of MOOCs enrollment. The authors have discussed some key issues of MOOCs especially in Higher Education system besides popularizing it extensively to utilize the potential education market of India to its fullest. The authors have also tried out to work with several possible way outs to extensive implementation in a virtual learning environment pertaining to an Indian perspective, besides viewing MOOCs as a route to ubiquitous learning.*

**Keywords:** MOOCs, Online Courses, Open Education, Resources

### **Introduction:**

Allow access to education and expertise that you otherwise might not have access to. Opportunity to connect, collaborate and learn with peers and colleagues internationally. Create connections and networks that you can maintain once the course ends. Learn digital skills. MOOCs can bring knowledge to students who may not have access otherwise, and be of use to learners who can't afford the costs of higher education. Non-traditional education realized through MOOCs is a useful form of online learning and can complement traditional university learning. A massive open online course (MOOC) is a model for delivering learning content online to any person who wants to take a course, with no limit on attendance. The term MOOC was coined to refer to a course developed by Stephen Downes and George Siemens entitled Connectives and Connectivity Knowledge in 2008. ... Thrun founded a company called Udacity in February 2012 which began to develop and offer MOOCs for free. Compared with the traditional courses, MOOC has intrinsic characteristics such as large scale, openness, networking, personalized and participation, which includes the online learning effectiveness, the mastery learning, the interactive cooperation and the learning mechanism of complex system self-organization core. The first MOOCs date back to 2008 with online courses by David Wiley, Utah State University, and Alex Course, University of Regina. Courses are flexible; you can start now and study at your own pace. Being able to register for free and many MOOCs are free certificate courses. Engage and feedback with your fellow learners. Deadlines are flexible according to your schedule

A massive open online course (MOOC) is a model for delivering learning content online to any person who wants to take a course, with no limit on attendance.

**Massive-** It should allow access to a very large number of students, much larger than a face- to-face class, or a traditional online course. In addition, the course should be prepared to accept changes the number of students in several orders of magnitude, for example, going from 1,000 to 100,000 students, without a major problem for operation.

**Open-**Open has several meanings in in MOOCs. On one hand, the course should be open to everyone and should not require some prerequisites such as possession of a qualification or a level of performance in earlier studies. On the other hand, the access to educational resources (videos, lecture notes) Should be free ( but other things, like being able to ask direct questions to the teacher, the correction of the activities, or obtaining a certificate at the end of the course may have an economic cost) Open. Is also often interpreted as it does not make use of a closed learning platform, but educational resources are hosted in different places like websites, blogs, wikis, or multimedia finally “open” is also often interpreted as the course makes extensive use of open content, and in turn, content generated by the course is also published open so it can be reused by others. This latter interpretation of “open” is the least fulfilled nowadays, as the most successful MOOCs are organized by companies, such as courser of Udacity, who have little interest in sharing their courses open.

**Online-** the course is done remotely via the internet and does not require physical attendance at a classroom. This feature is essential for anyone from anywhere in the world with an internet connection can participate in these courses.

**Course-** It should have some learning objectives to be achieved by students after certain activities within in a given period of time (therefore, it should have a beginning and an end). In addition, it should have some quizzes and exams to assess the knowledge acquired by students. And there should be some kind of interaction between students and teachers in every possible way (student-student and student- teacher).

**Classification of MOOCs** – At the beginning, the first MOOCs had a strong and deep collaborative philosophy (cMOOCs), but this philosophy has evolved to a commercial sense (xMOOCs) 1). **cMOOC-** A cMOOC emphasizes the connectives philosophy: it is a social platform for collaboratively sharing and building knowledge within a community of people. 2) **xMOOC-** An xMOOC relies on a more traditional model of education, based on lectures recorded in videos, and usually is well-financed.

**MOOC Movement in India** 2014 In July 2014, the first Indian MOOC on edX developed and targeted learners across the world. It witnessed massive success with attracting over 35,000 learners. 2015 IIT Bombay, Birla Institute of Technology and Science Pelini, IIM Bangalore, and Indian School of Business were launched MOOCs on edX and Coursera.

‘SWAYAM’ is a most recent and a comprehensive imitative taken by the government of India under Digital India mission the main objective to launch this platform is to serve the education at a very large scale and to reach the unreached learners to satisfy their educational needs. University Grant Commission in India has also notified in 2017 that MOOC courses are to be offered through SWAYAM. With increasing connectivity, initiatives like Digital India and more focus on online learning, it is the right time that our teacher education system should synchronize with the emerging trends.

**Emergence of SWAYAM** -The emergence of SWAYAM in India can be treated as the first platform which truly shares all the features of MOOCs. SWAYAM: The soft launch of “SWAYAM MOOCs” Platform was held on 15<sup>th</sup> August, 2016 and after completion of first phase of the Project, the Platform has been declared “go live” w.e.f. 16th November, 2016.

**Present Status and Expectations** – MHRD, Government of India has initiated the ‘SWAYAM’ portal to digitalize the education system and to reach the remote areas all over the India to achieve the objectives of education for all. SWAYAM is designed to achieve the three cardinal principals of education policy viz,. Access, Equity and quality. The courses hosted on SWAYAM are in 4 quadrants.

**Quadrant 1:** (e-tutorial) Video and Audio content in an organized form, Animation, Simulations, video Demonstrations, Virtual labs, etc.

**Quadrant 2:** (e-content) PDF, Text, e-Books, illustrations, video demonstrations, documents and interactive simulations wherever required.

**Quadrant 3:** (web resources) Related Links, Wikipedia Development of course, Open source content on Internet, Case Studies, books including e-books, research paper and journals, Anecdotal information, Historical Development of the subject Articles, etc.

**Quadrant 4:** (self-assessment) Problems and solutions, which could be in the form of multipole choice question, Fill in the blanks, Matching Questions, Short Answer Questions, Long Answer Questions, Quizzes, Assignments and solutions, Discussion forum topics and setting up the FAQs, Clarifications on general misconceptions.

A team of nine National Coordinators has been formed to produce and ensure quality teaching materials. This coordinating team is implementing the following program.

Table No 1

No.	Coordinators	National coordinators	Nature of courses
1.	AICTE	All India council for Technical Education	Self-paced and international courses
2.	NPTEL	National Programme on Technology Enhanced Learning	Engineering
3.	UGC	University Grants Commission	Non-technical post-graduate education
4.	CEC	Consortium for Educational Communication	Under-graduate education
5.	NCERT	National Council of Educational Research and Training	School education
6.	NIOS	National Institute of Open Schooling	School education
7.	IGNOU	Indira Gandhi National Open University	Out-of-school students
8.	IIMB	Indian Institute of Management, Bangalore	Management studies
9.	NITTTR	National Institute of Technical Teacher Training and Research	Teacher Training Programmes

School Education - NIOS, NCERT.

Out-of-School Education - IGNOU, NITTTR.

Under-Graduate Education - NPTEL, AICTE, CEC, IIMB.

Post- graduate - NPTEL.

A team of nine National Coordinators has been formed to produce and ensure quality teaching materials. Some of the coordinating institutes are also participating in the institutes.

Courses in the coordinating body, student participation, registration for the examination, number of students who have successfully passed the course are given in the table Belo.

Table No 2. (Date 24/07/2021)

No.	Coordinators	Partnering institutes	Completed Courses	Student Enrollment	Exam Registrations	Successful Certification
1.	AICTE	07	131	280628	12030	10233
2.	NPTEL	26	2471	12563084	1139494	83266
3.	UGC	133	263	284766	12310	9289
4.	CEC	19	587	1235001	14608	9691
5.	NCERT	08	112	234526	00	00
6.	NIOS	01	174	3132625	00	00
7.	IGNOU	03	111	226547	1908	1440
8.	IIMB	03	105	329250	4861	3383
9.	NITTTR	03	70	183997	1561	961

### Benefits of MOOCs (Massive Open Online Courses)

1. Offer a variety of subjects
2. *Let you test out your major before committing*
3. *Familiarize you with college-level learning before enrolling*
4. *Prepare you academically for college*
5. *Learn from peers around the world*
6. *They're open to everyone*
7. *MOOCs are available in different languages*
8. *Learn a language for FREE*
9. *Offer FREE AP exam preparation and courses*
10. *Help your college and scholarship applications stand out*
11. *Boost your job applications and career prospects*

### The Disadvantages of MOOCs (Massive Open Online Courses)

1. *Students are not interested in completing the course.*
2. Can't provide for personalized courseware and attention from a tutor.
3. It is difficult to keep track of students' assignments and involvement.
4. Learners with disabilities and a poor Internet connection can't use MOOCs.
5. Language can be a barrier while offering MOOCs.
6. **High attrition rates**
7. **Not meant for students with disabilities**
8. **No special attention**
9. **No requirements for signing up for the course**

### Conclusion:

In the present scenario, Massive open online courses (MOOCs) are being used globally at a large scale. MOOCs in India are in primitive stage. UGC has released guidelines for blending MOOCs with face to face education system, According to which “an institution can only allow up to 20% of the total courses being offered in a particular program me in a semester through the online learning courses provided through SWAYAM portal.” UGC has also rolled out the norms for full online programmers. There is a need to motivate established institutions to convert their



existing certificate and diploma programmers in to online courses as well as incentivize the efforts of your faculty members of university departments and colleges. Though, UGC has specified some provisions for it in new norms for carrier advancement and promotion. Short-term training programs can be conducted for the professors to develop the necessary ICT skills. Some MOOC courses can be developed to sensitize and train faculty members on self-platform. To implement and utilize a large number of MOOCs requires well-equipped institutional infrastructure.

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