

Tumbe

ISSN: 2581-8511

Group Of International Journals



Jan - Apl: 2018

Volume: 1

Issue: 1



Chief Editor
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GOVERNMENT FIRST GRADE COLLEGE,
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www.tumbe.org



Tumbe

Group of International Journals
A Multidisciplinary Journal

Volume-1

Issue-1

ISSN : 2581-8511

Publication Year: 2018

Pages: vii + 134+57+h

- i-vii Pages for Basic Information and Table of Content
- 1-134 Pages for Part-A : English Papers
- 1-57 Pages for Part-B : Other Indian Languages
- a-h Pages for Information about Journals and Editorials

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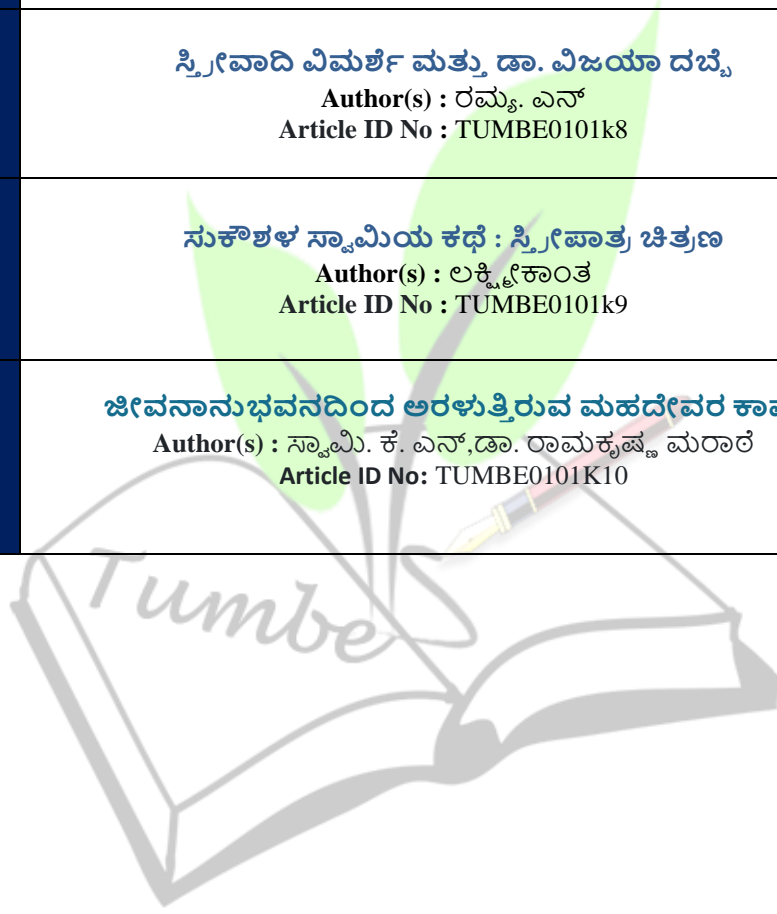
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Part A - English

Zero_ The amazing contribution of Indians

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Abstract

This pilot study of gathering the information on the amazing numerical digit Zero. Here in this paper evolution of tiny digit Zero and how the peoples were used in an ancient days. The contribution of great Mathematicians of various countries and how they used in the symbolized form of Zero with the evidence.

Introduction

Zero is a tiny and strange number and it is one of the greatest paradoxes of human thought. It means that both everything and nothing. It is a number and numerical digit used to represent numbers in numerals. It fulfills the prominent role in the many algebraic structures. Without zero, not only mathematics but all branches of sciences would have struggled for accurate and clearer definitions. As a digit, 0 is used as a placeholder in place value system. Without the invention of zero, the binary system and computer are not possible. It is a greatest invention on which every calculation depends. Even though zero is a tiny number but it can never be ignored and it holds the highest value today.

It is believed that, Babylon, the Mayans developed zero as a placeholder around A.D. 350 and used it to denote a placeholder in their elaborate calendar systems. Despite being highly skilled mathematicians, the Mayans never used zero in equations, however. Kaplan describes the Mayan invention of zero as the “most striking example of the zero being devised wholly from scratch.” concept wove its way down to India, but others give the Indians credit for developing zero independently.

1	𐎠	21	𐎠𐎠	41	𐎠𐎠𐎠
2	𐎡	22	𐎠𐎡	42	𐎠𐎡𐎠
3	𐎢	23	𐎠𐎢	43	𐎠𐎢𐎠
4	𐎣	24	𐎠𐎣	44	𐎠𐎣𐎠
5	𐎤	25	𐎠𐎤	45	𐎠𐎤𐎠
6	𐎥	26	𐎠𐎥	46	𐎠𐎥𐎠
7	𐎦	27	𐎠𐎦	47	𐎠𐎦𐎠
8	𐎧	28	𐎠𐎧	48	𐎠𐎧𐎠
9	𐎨	29	𐎠𐎨	49	𐎠𐎨𐎠
10	𐎩	30	𐎡	50	𐎠
11	𐎪	31	𐎠𐎪	51	𐎠𐎪
12	𐎫	32	𐎠𐎫	52	𐎠𐎫
13	𐎬	33	𐎠𐎬	53	𐎠𐎬
14	𐎭	34	𐎠𐎭	54	𐎠𐎭
15	𐎮	35	𐎠𐎮	55	𐎠𐎮
16	𐎯	36	𐎠𐎯	56	𐎠𐎯
17	𐎰	37	𐎠𐎰	57	𐎠𐎰
18	𐎱	38	𐎠𐎱	58	𐎠𐎱
19	𐎲	39	𐎠𐎲	59	𐎠𐎲
20	𐎳	40	𐎡		

0	1	2	3	4
	•	••	•••	••••
5	6	7	8	9
—	—•	—••	—•••	—••••
10	11	12	13	14
==	==•	==••	==•••	==••••
15	16	17	18	19
===	===•	===••	===•••	===••••
20	21	22	23	24
•	•	••	•••	••••
	•	••	•••	••••
25	26	27	28	29
—•	—•	—••	—•••	—••••

Figure 1: Ancient Babylon number system.

Figure 2: Ancient Mayans number system

The Sumerians' system passed through the Akkadian Empire to the Babylonians around 300 B.C. There, scholars agree, a symbol appeared that was clearly a placeholder — a way to tell 10 from 100 or to signify that in the number 2,025, there is no number in the hundreds column. Initially, the Babylonians left an empty space in their cuneiform number system, but when that became confusing, they added a symbol — double angled wedges — to represent the empty column. However, they never developed the idea of zero as a number.

The concept of zero first appeared in India around A.D. 458. Mathematical equations were spelled out or spoken in poetry or chants rather than symbols. Different words symbolized zero, or nothing, such as "void," "sky" or "space". The ancient Hindu symbol of circle with a dot in the middle known as bindu or bindhu, symbolizing the void and the negation of the self, was probably instrumental in the using of a circle as a representation of the concept of zero.

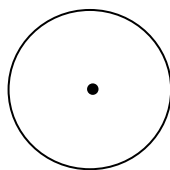


Figure 3: The ancient Hindu symbol of circle with a dot representation of the concept of zero.

The ancient Indian mathematician Aryabhata was aware of concept of Zero, as well as the use of large numbers up to 1018. In the place value system of Aryabhata's work, the zero concept was used, but he did not use a symbol for zero. The French mathematician Georges Ifrah argues that knowledge of zero was suggested in Aryabhata's place value system as a place holder for the powers of ten with null coefficients.

About Aryabhata

Aryabhata (475 A.D. – 550 A.D.) is the first well known Indian mathematician and astronomer. Born in Kerala, he completed his studies at the University of Nalanda at the age of 24 years. He wrote *Aryabhatiya* (499 A.D.) in the section Ganita (Calculations) of his astronomical treatise, he made the fundamental advance in finding the lengths of chords of circles, by using the half chord, rather than the full chord method used by Greek. He was the first to calculate the value of 'Pi' accurately to the fourth decimal point as 3.1416. (He gave it in the form that the approximate circumference of a circle of diameter 20000 is 62832). He also gave methods for extracting square roots, summing arithmetic series, solving indeterminate equations of the type $ax - by = c$, and also gave the table of Sines and gave the area of a triangle as "for a triangle, the result of a perpendicular with the half-side is the area". He also wrote a text book for astronomical calculations, *Aryabhatasiddhanta*. Even today, this data is used in preparing Hindu calendars (Panchangs). In recognition to his contributions to astronomy and mathematics, India's first satellite was named Aryabhata.



In 628, a Hindu astronomer and mathematician named Brahmagupta developed a symbol for zero — a dot underneath numbers. Brahmagupta's *BrahmaSphutaSiddhanta* is the first book that mentions Zero as a number. Hence Brahmagupta is considered the first to formulate the concept of zero. He gave rules of using Zero with negative and positive numbers.

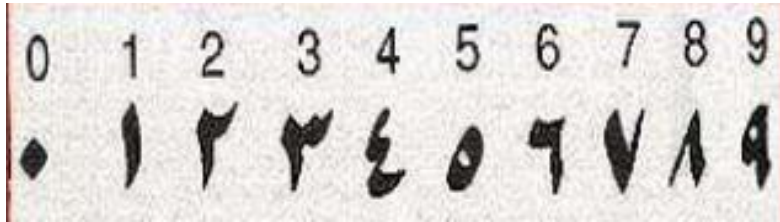


Figure 4: Numbers used by ancient Hindus with Zero

About Brahmagupta

Brahmagupta(598 A.D. – 670 A.D) a Hindu astronomer and mathematician, is best known for work performed while head of the Ujjain astronomical observatory, one of the leading centers for astronomical and mathematical research in ancient India. At this time, outstanding mathematicians such as *Varahamihira* had worked there and built up a strong school of mathematical astronomy. He was developed a number of important mathematical concepts, investigated the motions of planets and other celestial bodies and arrived at a fairly accurate estimate of the length of the terrestrial year. His most contributions are mentioned in his *BrahmaSphutaSiddhanta* (The opening of the universe) in 628. The work was written in 25 chapters. The second work of mathematics and astronomy was the *Khandakhadyaka* written in 665 when he was 65 years old. He was likely born in northwestern India and spent the majority of his life in the city of Bhinmal, in the Indian state of Rajasthan.



He also developed mathematical operations using zero, wrote rules for reaching zero through addition and subtraction, and the results of using zero in equations. This was the first time in the world that zero was recognized as a number of its own, as both an idea and a symbol.

According to Brahmagupta in his *BrahmaSphutaSiddhanta* definition for zero is “*Subtracting a number from itself results Zero*” .

He gave some properties to prove zero as a number, as follows:

*When zero is added to a number or subtracted from a number,
the number remains unchanged.*

A number multiplied by zero becomes zero.

He also gave arithmetical rules with positive (**fortune**) and negative (**debt**) numbers.

A debt minus zero is a debt.

A fortune minus zero is a fortune.

Zero minus zero is a zero.

A debt subtracted from zero is a fortune.

A fortune subtracted from zero is a debt.

The product of zero multiplied by a debt or fortune is zero.

The product of zero multiplied by zero is zero.

*The product or quotient of two fortunes is one fortune.
The product or quotient of two debts is one fortune.
The product or quotient of debt and a fortune is a debt.
The product or quotient of fortune and a debt is a debt.*

Throughout the dark ages, western mathematics was held back by the Roman's traditional number system. The first to think differently was Leonardo Fibonacci. He was a merchant's son, born in the Italian city of state Pisa, late in the twelfth century. In Pisa he studied the work of Euclid and other Greek mathematicians, when he was still a boy. He move to the North Africa and got an education in Arabic culture as he traveled around the Mediterranean to Constantinople, Egypt and Syria. He recognized that the Hindu-Arabic numbers then with the help of Indian mathematicians who developed a concept of Zero as a number with various proofs along with place value system in India. Later **Fibonacci** was so impressed with the easy of Hindu-Arabic numerals along with Zero that he wrote a book entitled **Liber abaci**. In his work, he recognized that the Hindu-Arabic numerals, the numerals we use today.

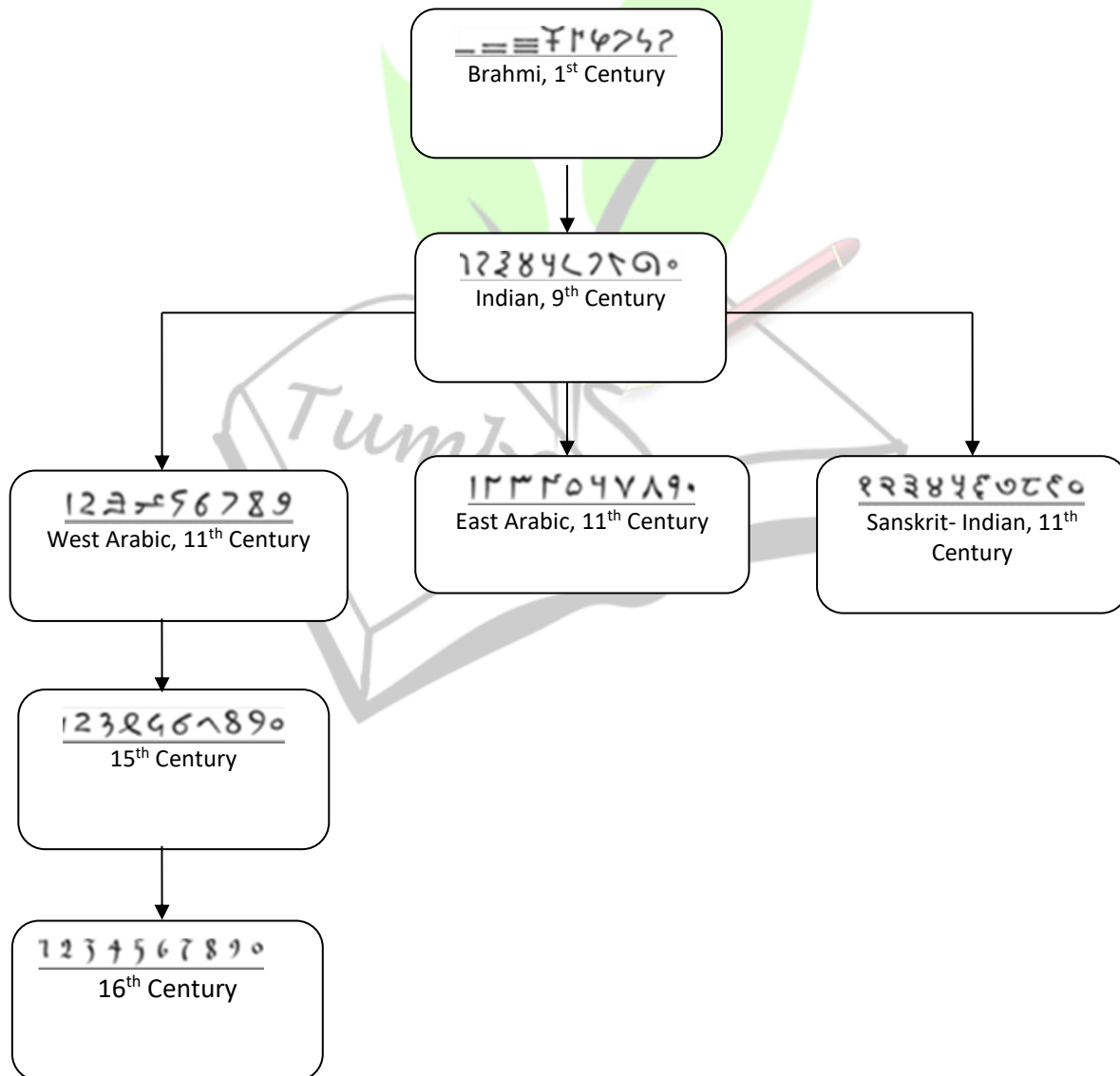


Figure 5: shows how zero evolved in number system.



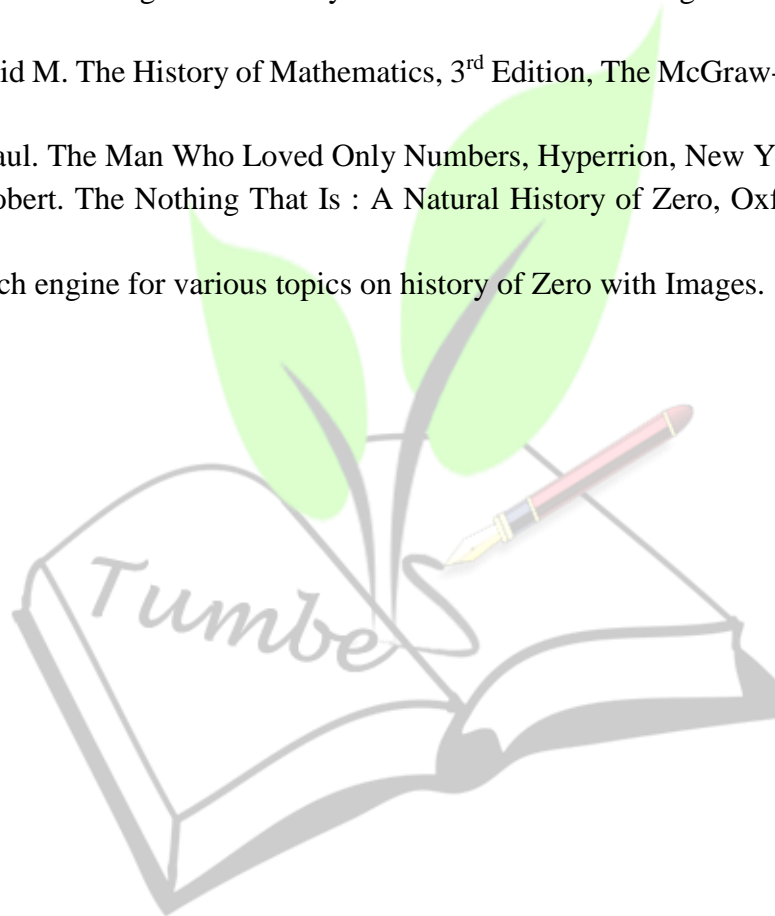
Conclusion

It is a greatest invention on which every calculation depends on Zero. Zero is a tiny number but it can never be ignored. So, the value of zero is well known today as it holds the highest value. So, hats off to those Indian mathematicians Aryabata and Brahmagupta.

“ZERO IS SUPPOSED TO BE NOTHING BUT WORKS WONDERS IF ON THE RIGHT SIDE.”

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Photometric properties of Sm³⁺ doped LaOF nanostructures prepared via green combustion route suitable for display and fingerprint applications

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Abstract

Samarium (Sm³⁺) doped LaOF nanostructures were prepared by green combustion synthesis using *Mimosa pudica* (M.P.) extract as fuel. The final product was well characterized by Powder X-ray diffraction (PXRD), Scanning electron microscopy (SEM), and Photoluminescence (PL) spectroscopy. The PXRD profiles confirm the tetragonal phase of the product. The morphology was studied in detail by varying the concentration of the fuel. The 4f-4f emission bands of Sm³⁺ ions were observed at 561, 607 and 653 nm ascribed to ⁵G_{5/2}→⁶H_J (J = 5/2, 7/2 and 9/2) transitions respectively under 406 nm (⁶H_{5/2}→⁴F_{5/2} + ⁴M_{7/2}) excitation. The results indicated that the obtained phosphors emit strong orange red colour useful for the fabrication of white light emitting diode. The green combustion route used was scalable to industrial applications for mass production as well as for lightning device applications in the field of advanced photonics and fingerprint applications in forensic science.

Keywords: Green combustion synthesis, Photoluminescence, Displays devices.

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1. Introduction

In recent years, rare earth activated phosphor materials have been attracting much attention based on their applications in various fields, such as plasma display panels (PDP), mercury free lamps, fluorescent lamps, cathode ray tubes, field emission displays (FEDs) and white light-emitting diodes (WLEDs) due to their potential luminescent properties such as high brightness, high efficiency, and long working time.[1–3] Among them, WLEDs and FEDs have gained abundant interest. Recently, Oxide phosphors for FEDs have gained much interest due to their better thermal and chemical stability and environmental friendliness compared with sulfides. The former has been recognized as one of the most promising technologies in the solidstate lighting industry due to their low electricity consumption by taking advantage of the conversion from direct electricity to light [4]. The latter has also been considered as one of the most promising next generation flat panel displays due to their potential to provide displays with thin panels, self-emission, wide viewing, quick response time, high brightness, high contrast ratio, light weight, and low power consumption[5]. Actually, phosphors with an ideally spherical shape, a narrow size distribution, and non-agglomeration are even more important, because ideally spherical phosphors will lead to low scattering of light, high packing densities, high brightness and high resolution. Therefore it is even more important to develop a method to control the size and distribution of LaOF based phosphors. Rare earth doped LaOF materials have been synthesized by modified pechini sol–gel technique, hydrothermal method, ultrasound sonochemical synthesis and solid-state reactions. From the various fabrications techniques mentioned above, combustion synthesis method proved to be advantageous because of the fast production of the powder, using relatively low temperature reactors, low cost, and the easy way to achieve high purity and single phase nano materials

[6].In the present work, we report samarium doped LaOF nanostructures prepared by combustion synthesis method using *Mimosa pudica*(*M.P.*) extract as fuel. To find the potential applicability of the synthesized LaOF nanophosphors the photometric properties (PL, CIE, CCT and color purity) were evaluated. The Samarium ion (Sm^{3+}) is well-known as an orange red emitting activator due to its $^5\text{G}_{5/2} \rightarrow ^6\text{H}_J$ ($J = 5/2, 7/2$ and $9/2$) transitions respectively under 406 nm ($^6\text{H}_{5/2} \rightarrow ^4\text{F}_{5/2} + ^4\text{M}_{7/2}$) excitation. Usually ranging from 500 nm for $J = 0$ to 750 nm for $J = 7/2$, with $^5\text{G}_{5/2} \rightarrow ^6\text{H}_{7/2}$ around 610–625 nm as the most prominent group). These emissions have found an important application in the lighting and display fields. Fingerprints (FPs) are universal investigative protocol for the recognizing of individuals and also conveying added records of the individual in forensic field.

2. Experimental

2.1. Synthesis

Sm^{3+} doped LaOF nanophosphors were prepared by combustion synthesis using reagent-grade samarium nitrate $\text{Sm}(\text{NO}_3)_3 \cdot 6\text{H}_2\text{O}$ (99.9%, Aldrich) and lanthanum nitrate $\text{La}(\text{NO}_3)_3 \cdot 6\text{H}_2\text{O}$ (99.9%, Aldrich) as oxidizers and *Mimosa pudica*(*M.P.*) extract as fuel. The corresponding metal nitrates, in a proper molar ratio, were dissolved in a minimum quantity of de-ionized water forming a homogeneous solution. Subsequently, the appropriate amount of *M.P.* (5-30 ml) was added to this solution and the mixture was continuously stirred at room temperature for ~ 5 min. Then, an aqueous solution of ammonium fluoride NH_4F (Sigma Aldrich) was added drop wise under constant stirring. Thereafter, the mixed solution was kept under constant stirring, at a room temperature, for ~10 min, to form a milky solution and placed in a furnace preheated at $500 \pm 10^\circ\text{C}$ for 15 min, until excess free water evaporated and spontaneous ignition occurred resulting in a fine powder product. Finally, the as-prepared powders were sintered at 700°C for 2 h in an air atmosphere for characterizations.

2.2 Characterization

Phase purity and crystallinity of nanostructures were measured using a powder X-ray diffractometer (PXRD, Shimadzu 7000). Scanning electron microscopy (SEM) measurements were performed on a Hitachi table top microscope (TM 3000). The Diffuse reflectance spectroscopy of the samples was recorded on spectrometer Perkin Elmer (Lambda-35). The Jobin Yvon Spectrofluorimeter Fluorolog-3 operational with 450 W Xenon lamp as an excitation source was used for photoluminescence (PL) measurement.

3. Results and Discussion

3.1. PXRD analysis

The PXRD patterns of pure and Sm^{3+} (1-11 mol %) doped LAOF were shown in Fig.1 (a). The results confirmed the tetragonal phase of LaOF: Sm^{3+} with JCPDS card no. 89-5168 having space group P4/nmm (No.129). The average crystallite size was estimated by using Debye – Scherrer's equation; and found to be in the range of 20 – 40 nm. The calculated values of crystalline size were summarized in **Table 1**.

$$D = \frac{0.9\lambda}{\beta \cos\theta} \quad \text{----- (1)}$$

Where: β ; full width at half maximum (FWHM in radian) caused by the crystallites, λ ; wavelength of the X-ray (1.542 Å), θ ; Bragg angle. The calculation of crystalline size and strain present within the prepared sample by W – H approach was given by the equation[7];

$$\beta \cos\theta = \varepsilon (4 \sin\theta) + \frac{\lambda}{D} \text{----- (2)}$$

Where, β ; FWHM of peaks in radians, ε ; the strain in the sample, D ; the crystalline size and θ ; Bragg's angle. The above equation gives a straight line between $4\sin\theta$ (X – axis) and $\beta\cos\theta$ (Y – axis) for LaOF: Sm³⁺ (Fig. 1(b)).

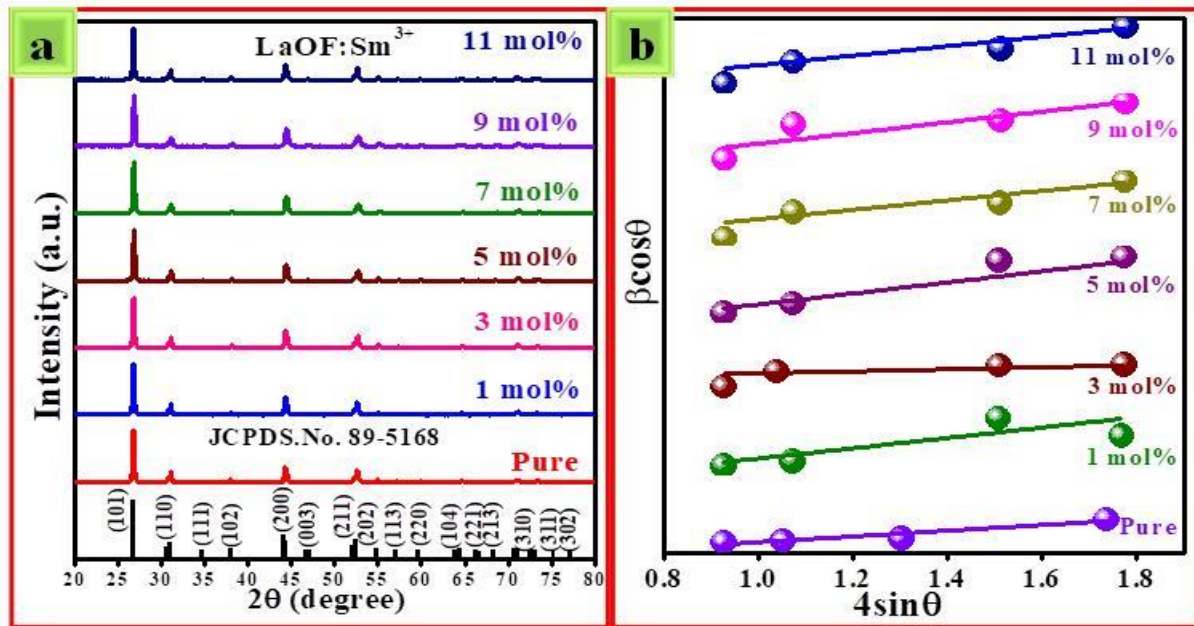


Fig. 1(a) PXRD patterns and (b) W-H plot of pure & Sm³⁺ (1-11 mol %) doped LaOF NSs.

The estimated crystallite size, stain and energy gap values are tabulated in Table 1.

Table.1 Estimated crystallite size, strain of Pure & Sm³⁺ (1- 11 mol %) doped LaOF: Sm³⁺ nano structures.

Sm ³⁺ (mol %)	Crystallite size (nm)		Strain ε x (10 ⁻³)
	Scherrer's	W-H	
undoped	38	40	1.25
1	32	38	1.30
3	30	36	1.32
5	26	30	1.36
7	23	27	1.39
9	20	22	1.42
11	19	21	1.45

3.2 Morphological analysis

Fig.2 (a-d) shows the SEM micrographs of LaOF: Sm³⁺ (3 mol %) NPs prepared with different concentrations of *Mimosa pudica*(*M.P.*) leaves extract (5-30 ml). It can be observed from the figure that at initial concentration (5 ml) of *M.P.* extract the particles were agglomerated with random shape and size ((Fig. 2(a)). As the *M.P.* concentration was increased to 10 ml these particles start to segregate with each other to form a flake like morphology (Fig.2b). Further increase in the *M.P.* concentration to 20 ml highly porous molecules with large voids was formed (Fig.2c). Finally an elongated dumbbell shaped structures were formed at 30 ml *M.P.* concentration (Fig.2d). The obtained result indicates that the morphology was highly influenced by the *M.P.* concentration.

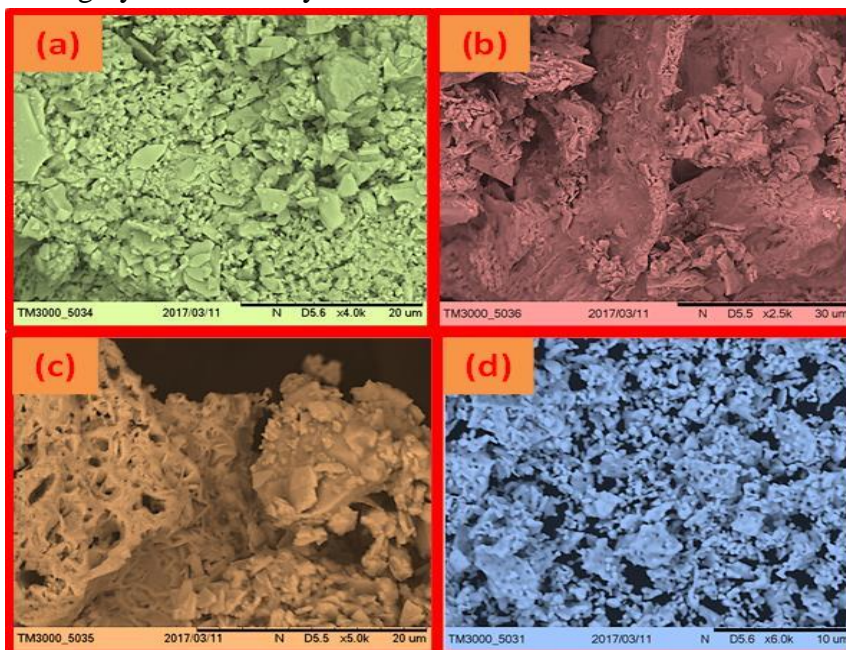


Fig.2 SEM micrographs of Sm³⁺ (3 mol%) doped LaOF NSs at different concentrations of *M.P.* (a) 5 ml, (b) 10 ml, (c) 20 ml and (d) 30 ml.

3.3. Photoluminescence (PL) studies

Fig.3(a) shows the PL excitation spectrum of Sm³⁺ (1-11 mol %) doped LaOF NSs monitored at 607 nm emission wavelength. The excitation spectrum shows the sharp peak at 406 nm corresponding to ⁶H_{5/2}→⁴F_{5/2}+⁴M_{7/2} transition. Fig. 3(b) shows the emission spectra recorded in the range of 500 – 750 nm at 406 nm excitation wavelength. The spectra exhibits strong emission peaks at 566, 653 and 708 nm and broad emission peak centered at about 607 nm. These emission bands characteristic of Sm³⁺ which corresponds to ⁴G_{5/2} → ⁶H_{5/2}, ⁴G_{5/2} → ⁶H_{9/2}, ⁴G_{5/2} → ⁶H_{11/2} and ⁴G_{5/2} → ⁴H_{7/2} transitions respectively[8]. The Commission International de l'Eclairage (CIE) 1931 x-y chromaticity diagram of LaOF:Sm³⁺ NSs (1-11 mol %) were presented in Fig.3(c) excited under 406 nm [9]. As shown in the inset of Fig.3(c) the CIE chromaticity coordinates were located in the orange-red region. To identify technical applicability of this orange red emission, correlated color temperature (CCT) was determined from CIE coordinates. Fig. 3(d) shows the CCT diagram of LaOF:Sm³⁺ NSs (1-11 mol%) excited under 406 nm. The CCT is a specification of the color appearance of the light emitted by a light source, relating its color to the color of light from a reference source when heated to particular temperature[10]. The correlated color temperature (CCT) was one of the essential parameter to know the color appearance of the light emitted by a light source with respect to a reference light source when heated up to a specific temperature, in Kelvin (K). CCT is estimated by transforming the (x, y) coordinates of the light source to (U₀, V₀) by using the equations 3 and 4, and by determining the temperature of the

closest point of the Planckian locus to the light source on the (U₀, V₀) uniform chromaticity diagram (Fig. 3(d));

$$U_0 = \frac{4x}{-2x + 12y + 3} \text{----- (3)}$$

$$V_0 = \frac{9y}{-2x + 12y + 3} \text{----- (4)}$$

Also, the quality of white light in terms of color correlated temperature (CCT) was given by McCamy empirical formula $CCT = -437n^3 + 3601n^2 - 6861n + 5514.31$ (theoretical) where $n = (x - x_c)/(y - y_c)$; the inverse slope line and chromaticity epicenter was at $x_c = 0.3320$ and $y_c = 0.1858$. Generally, a CCT value greater than 5000 K indicates the cold white light used for commercial lighting purpose [11]. In the present study, the CCT of LaOF: Sm³⁺ NSs (1-11 mol %) were found to be ~1817 K which was well within the range of vertical daylight. Thus it can be useful for artificial production of white light in illumination devices. In the present study, the estimated CIE co-ordinates (x, y), (U₀, V₀) and CCT values of LaOF: Sm³⁺ (1-11 mol %) NP was tabulated in Table 2. Thus present phosphor can be useful for artificial production of white light in illumination devices.

The Quantum efficiency (Q_E) of the optimized LaOF: Sm³⁺ (3 mol %) NP was estimated using the relation reported elsewhere [12]. The estimated value of Q_E was found to be ~ 86.12 %. Color purity (CP) of the prepared sample is also checked by using following relation [13];

$$\text{color purity} = \frac{\sqrt{(x_s - x_i)^2 + (y_s - y_i)^2}}{\sqrt{(x_d - x_i)^2 + (y_d - y_i)^2}} \times 100\% \text{----- (5)}$$

where (x_s, y_s) ; the coordinates of a sample point, (x_d, y_d) ; the coordinates of the dominant wavelength and (x_i, y_i) ; the coordinates of the illuminant point. The CP of the prepared samples were estimated and tabulated in Table 2. The CP of optimized sample was found to be ~ 83.5%, indicates that the prepared phosphor might be excellent materials for WLED applications.

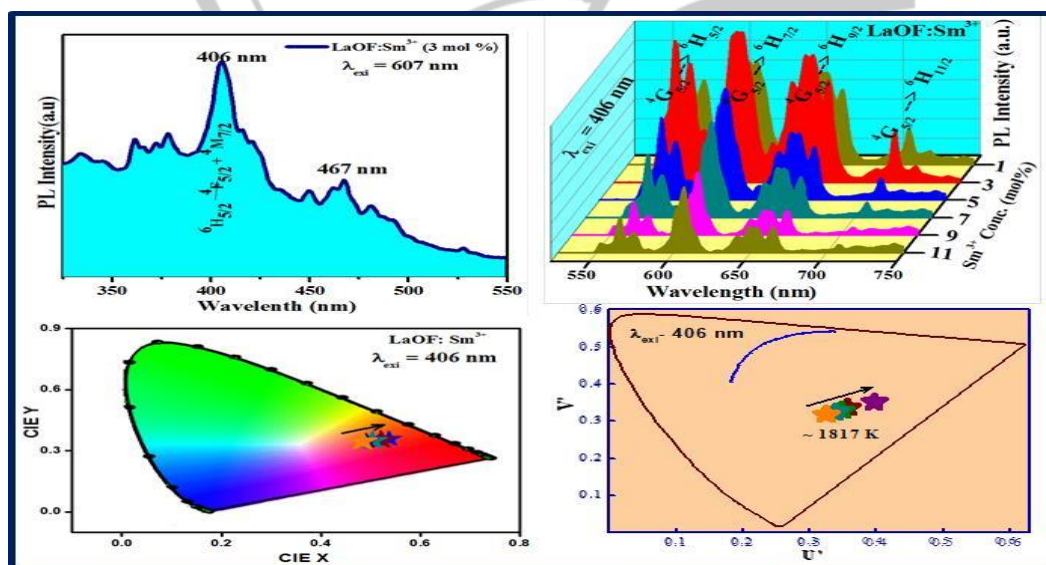


Fig.3(a) PL excitation (b) Emission spectra (c) CIE & (d) CCT diagram of LaOF: Sm³⁺ (1-11 mol %) NS.

Table.2 Photometric characteristics of Sm³⁺ (1- 11 mol %) doped LaOF nanostructures.

Sm ³⁺ (mol %)	CIE		CCT		CCT (K)	CRI (%)
	X	Y	U'	V'		
1	0.5235	0.3587	0.3231	0.5133	1762.12	85.03
3	0.5315	0.3525	0.3256	0.5112	1778.13	85.13
5	0.5225	0.3505	0.3210	0.5111	1792.03	83.24
7	0.5127	0.3492	0.3278	0.5057	1810.12	81.53
9	0.5016	0.3382	0.3162	0.5042	1846.42	80.42
11	0.4956	0.3345	0.3124	0.5026	1911.05	79.62

3.4.Fingerprint analysis

Fig.4. shows the finger print visualization on glass slide by using optimized LaOF:Sm³⁺ 3 mol% from powder dusting method. From the figure clear ridge details (Type I-III) can be seen without any ambiguity. The enlarged ridge details are presented in Fig.4. Further, unquestionably visualized level I (core), level II (bifurcation, bridge, ridge ending, crossover, island, enclosure, scar, eye and delta) and level III (sweat pores) by means of optimized LaOF: Sm³⁺ (3 mol %) labeling agent under normal light (Fig.4). The images clearly indicate that, the powder particles uniformly distributed on the ridges due to uniform sized particles with superior adhesive ability.

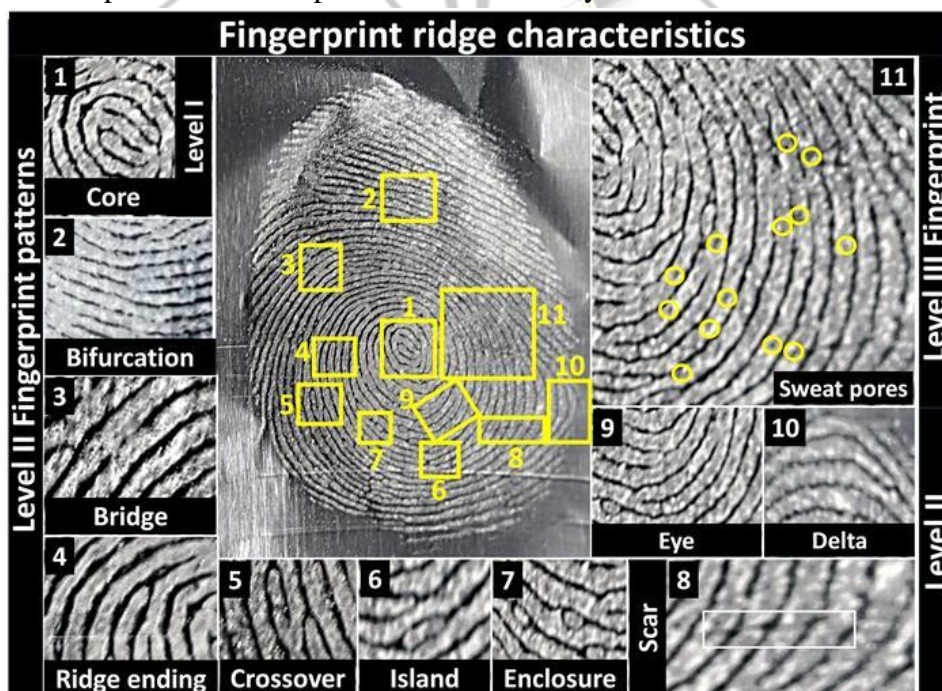


Fig.3. FPs visualized by using LaOF: Sm³⁺ (3 mol %) NP on aluminium foil under normal light of ridge patterns. (Highlighted parts clearly displayed the various ridge details).

4. Conclusions

Herein we have successfully synthesized LaOF: Sm³⁺ (1– 11mol %) nanophosphors via green combustion route using *Mimosa pudica*(M.P.) extract as fuel. Elongated dumbbell shaped structures were observed from SEM studies. The excellent orange red emission properties and the estimated CIE chromaticity co-ordinates (x, y) were very close to NTSC standard value and CCT was found to be 1817 K. Hence the optimized LaOF: Sm³⁺ (3 mol %)nanophosphors were potentially used as orange red emitting component in LEDs. The powder particles uniformly distributed on the ridges due to identical sized particles with superior adhesive ability.

Acknowledgment

Authors thank Prof. C.N.R. Rao Centre for Advanced Material Research for providing characterization facilities.

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COMPARATIVE EFFECT OF AEROBIC AND YOGIC PRACTICE ON SELECTED PHYSICAL, PHYSIOLOGICAL, PSYCHOLOGICAL AND ACADEMIC PERFORMANCE OF SPORTS MEN AND NON-SPORTS MEN OF TUMKUR UNIVERSITY

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Introduction:

Physical activity has a direct effect on well-being and health. To be fit and healthy we need to be physically active. Regular physical activity can help protect us from serious diseases like obesity and mental illness among students. The recent study reveals that 60% of the college going students suffers obese. Physical exercise, particularly continuous aerobic exercises such as running, cycling and swimming, has many cognitive benefits and effects on the brain include increases in neurotransmitter levels, improved oxygen and nutrient delivery. The effects of exercise on memory have important implications for improving students academic performance, maintaining mental abilities among students riding bicycle regularly is one of the best ways to tackle the health problems associated with a sedentary lifestyle.

Aerobics is a physical practice combines rhythmic aerobic practice with stretching and strength raining routines with the goal of improving all elements (flexibility, muscular strength and cardiovascular fitness) it is usually performed to music and may be practiced in a group setting led by an instructor, although it can be done solo and without musical equipment with the goal of preventing illness and promoting physical fitness, practitioners perform various routines comprising a number of difference dance like exercise formal aerobics classes are divided into different level of intensity and complexity.

Aerobics classes may allow participants to select their level of participation according to their fitness level. Physicalogies then term aerobic means the activities with oxygen gradual practice facilities oxygen and nutrients to the extremities and heart. So that demands of the body are satisfied. Muscles become stronger and more enduring whereas body becomes more agile and flexible by following over loading principles in aerobic dance and combination of other aerobic activities leads to favorable change in circular-respiratory system body composition and certain fitness factors. Research reports also revealed that aerobics training has favorable influence on psycho-hormonal developments.

Aerobic training is a non specific activity that improves physical and respiratory capacities. It is simple to carry out and includes jogging in place, knee ups, short kick, running, marching and so on. The aim of this study was to find out the effect of yoga aerobics on physical, physiological, psychological and academic performance among graduate level students in the present study the researches intended to find out the physical, physiological and psychological variable among and academic performance of sports men and non-sports men who have participated at Tumkur university and aged 18 above years.

1.1 Statement of the Research Problem :

“COMPARATIVE EFFECT OF AEROBIC AND YOGIC PRACTICE ON SELECTED PHYSICAL, PHYSIOLOGICAL PSYCHOLOGICAL AND ACADEMIC PERFORMANCE OF SPORTS MEN AND NON-SPORTS MEN OF TUMKUR UNIVERSITY”.

1.2 Delimitations :

1. The Study will be delimited to UG level students of Tumkur university, Karnataka State.
2. The study will be further delimited to subjects from UG level students who are Studying in UG level of Tumkur University.
3. The study will be delimited to physical, physiological and psychological and academic performance variables.
4. The study will be delimited to experimental method.

1.3 Limitations:

1. The students were from different social, cultural and economical status which was taken as a limitation for this proposed study.
2. Heredity and environmental factors which contribute to performance have not been controlled.
3. No effect would be made either to control or to assess the quality of the food ingested, life style, effect of metabolic functions as these are recognized as a limitation of this proposed study.
4. No other motivation technique will followed to asses selected physical, Physiological, psychological and performance variables.

1.4 Hypotheses

1. It will be hypothesized that there would be significant difference in the physical fitness, physiological, psychological and academic performance among UG level students after intervention of aerobic training.
2. It will be hypothesized that there would be significant difference in the physical fitness, physiological and academic performance among UG level students after intervention of yogic training.
3. It will be hypothesized that there would be significant difference in the physical fitness, physiological, psychological and academic performance among experiments groups.
4. It will be hypothesized that combined group had better effect in the physical fitness, physiological, psychological and academic performance than yoga and aerobic groups.

1.5 Significance of the study

1. The study may help the policy makers in educational department to implement the Motivational policy which benefits the pupils.
2. The study may help coaches and physical education teachers to understand health related physical fitness, physiological, psychological and academic performance among UG level students.
3. The study may help the coaches and physical education teachers to adopt different motivational techniques, means and methods to enhance health related physical fitness, motor fitness, psychological variables and academic performance among UG level students.

4. This finding of this might act as guide to the coaches, experts to select the players Who will be more suited or competent towards the particular game.
5. This study may help to the college administrators, teachers and coaches about the bicycle benefits.
6. The results of the study would be of great interest to physical educators, coaches and to the sports men and non sports men as they would be able to assess the physical, physiological and psychological variables for efficient performance.
7. The findings of the study would be of great value is designing and administering aerobic programs for those who need such attention.

1.6. Definition and Explanation of Terms

Physical Fitness

The components of physical fitness have a relationship with good health. The components are commonly defined as body composition, cardiovascular fitness, flexibility, muscular endurance and strength (Bouchard, Shepherd & Stephens 1994).

Fitness is that state which characteristics the degree to which a person is able to function. Fitness is an individual matter. It implies the ability of each person to live most effectively with has potential. Ability to function depends upon physical, mental, external social and spiritual components, of fitness all which are related to each other and are mutually inter-dependes .

Endurance: is the result of physiological capacity of the individual to stasis movement over a period of time the ability of the human body to maintain a certain level of energy production forms the physiological basis of endurance.

Strength : is the ability is muscle of muscle group to exert maximal force against a resistance. The ability to apply force and overcome resistance is an essential element of physical performance.

PHYSIOLOGICAL VARIABLES:

Physiological system are highly adaptable to exercise. Each task has major physiological components and fitness for the task require effective functioning of the appropriate system. Involvement in systematic programme of training bring above disables changes is the physical, physiological as psychological ability, which enhances the athletes' performance in his sports.

In the present study it was operationally defined as “ psychological variable can be pertained to the nervous system which is controlled by Human brain”.

Academic Achievement:

Knowledge attained or skills developed in the college and university college, subjects, usually designated by test scores or by marks assigned by teacher or by both.

The performance of pupil in the so called “ academic” subjects such as reading, arithmetic and history has contrasted with skills developed in such areas has industrial arts and physical education.

2. REVIEW OF RELATED LITERATURE :

A literature review is a body of text that aims to review the critical points of current knowledge including substantive findings as well as theoretical and methodological contributions to a particular topic. Literature reviews are secondary sources and as such, do not report any new or original experimental work. Monist often associated with academic oriented literature, such as a thesis, a literature review usually precedes a research proposal and results sections. Its ultimate goal is to bring the reader up to date with current literature on a topic and forms the basis for another goal, such as future research that may be needed in the area. A well-structured literature review is characterized by a logical flow of ideas: current and relevant references with consistent, appropriate referencing style: proper use of terminology: and an unbiased and comprehensive view of the previous research on the topic. Review of related literature decides, allowing the researcher to acquaint himself with current knowledge in the field or area in which he is going to conduct his research, serves the specific purposes. The researcher will be reviewing studies on health related physical fitness, psychological and academic performance of cycle beneficiaries and non-beneficiaries.

Awasare (July 2013) studied to find out the main purpose of the study was to see the effect of aerobics exercises on physical fitness and body composition of school boys. The selected 40 student were equally divided into two equal groups consisting 20 subjects in each group assigned in experimental and control groups.

3. METHODOLOGY

The selection of subjects, selection of variables, collection of data and the statistical procedures to be adopted for the data will be described.

3.1 Selection of Subjects :

80 UG level students each 20 group were selected as a sample of the study and they were arranged under the following four groups.

- | | |
|---------------------------|--|
| 1. Experimental Group-I | Underwent aerobic exercises |
| 2. Experimental Group-II | Underwent yogic practices |
| 3. Experimental Group-III | Underwent both aerobic and yogic practices |
| 4. Control Group-IV | Did not underwent any training. |

3.2 Selection of Variables :

The following variables will be selected as criterion and independent variables of the proposed study as these variables are found to be very important for excelling in competitive sports.

Independent Variable :

A. Intervention (Training)

Dependent Variables :

B. Physical Fitness Variables

1. Muscular Endurance- Bent Arm Hang/Curl Ups
2. Muscular strength
 - a) Static Grip Strength (Static Grip Test)
 - b) Abdominal Strength (Bent Knee Sit Ups)
 - c) Leg Strength (Standing Broad Jump)
3. Cardio Respiratory Fitness (1.5 Mile Distance Run test)
4. Body Composition
Skinfold measurements (Biceps, triceps, Sub scapular and Superiliac)
5. Flexibility (Sit and Reach Test)

C. Physiological Variables :

1. Resting Heart Rate
2. Expiratory Rate
3. Breath Holding Capacity

D. Academic Performance

Intervention (Training)

Yoga training consisted of warm up, breathing yogic practices generally consisted of 15 to 20 different positions, relaxation and meditation. Aerobic training included warm up and activities such as jogging, jumping, stationer aerobics, strength, flexibility, and cool down. All of exercises on training had specific principles such as intensity, frequency, time, specificity and overload. For combined group both aerobic and yogic practices were included. The control group did not underwent any training.

3.3 Collection of Data :

Standardized tests and training will be administered for collecting the data of the subjects personally by the investigator.

3.4 Statistical Procedure :

1. 't' test
2. One-way ANOVA

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STUDY ON WOMEN EMPOWERMENT THROUGH SHGs

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From the time immemorial women have been considered as a weaker section of the society and they were oppressed in several ways from enjoying the rights on a par with men. Among other things, women have been denied property rights, voting rights and right to work on a par with men for a very long period. As such, several special enactments have been passed to confer these rights on women. However, there is a gender discrimination in many countries, regions and communities which are unfavourable to women. The inherent nature of the society in general is to keep women away from active involvement in the participation of political affairs, economic affairs and social activities because women were considered resource less in terms of money. Material and managerial ability and as such women were incapable of managing trade and other activities.

Single woman cannot come out of the house due to social reasons and to be entrepreneurs. Women are in need of skill development managerial empowerment financial empowerment and leadership qualities. So, a social movement in the form of women self-help groups [Here after referred to as WSHGs] were sponsored and promoted by Government at the grass-root level. Banks have been directed by Government to provide financial assistance to WSHGs and Government departments have been directed to give technical and skill development assistance to WSHGs. The WSHGs and bank linkages Programme has emerged as the major micro-finance our country in recent years.

As the maximum number of women in a single WSHG should not exceed 20 and any number of WSHGs can be formed in a Village a Town, all women are given opportunities to join WSMGs in their choice in a group but not in more than one WSHG. Irrespective, of the caste creed, religion, colour, region, educational status, economic Status, social status, political affiliation and other discrimination, a woman can join a self help group. Nearly half of Indian Population is women and hence there are possibilities for laksh and lakhs or WSHGs. The role of these WSHGs in developing women will certainly develop India. Hence, it will be quite interesting to undertake a separate study to assess and examine the role of WSHGs in empowering women managerially, financially and socially.

WSHGs are a novel and innovative organizational set up in India for the women up liftment and welfare. All women in India are given chance to join any one of the WSHGs for training and development, so as to be prospective entrepreneurs and skilled workers. The WSHGs are promoted by the Government as if women in India may not be resourceful enough to be entrepreneurs. When the WSHGs arrange training facilities to carry out certain kind of work which are suitable for women in India, banks must arrange financial assistance to carry out manufacturing and trading activities, arranging marketing facilities while the Government will procure the products of WSHGs, arrange for enhancing the capacity of women in terms of leadership quality and arranging for the management of WSHGs by themselves so as to have administrative capability. As a social movement with Government support, WSHGs become more or less a part and parcel of the society.

The number of women in a single WSHG is small. All members may not be educated and may not have sufficient background to carry on tiny industries and trade. Under these circumstances, it is believed that WSHGs will enhance women empowerment managerially, financially, and socially. As the WSHGs are of recent origin and there is mushroom growth of WSHGs all over India, all the state Governments and Government of India are interested in organizing WSHGs with the objective that WSHGs will empower women. Therefore a need arises to re examine empirically whether the Government sponsored and public financial Institutions financial assistance supported WSHGs really empower women of India or not.

Table-1 - Sample Size

Taluk	Members	Sample (0.25%)	Actual Sample
Chitrdurga	43722	109	95
Hiriyur	24151	60	55
Chalkere	23536	59	55
Holalekere	41869	105	95
Total	133278	333	300

(Source: Primary data)

Significance of the study: Men and women are equal before the Constitution of India, Besides women are considered as a privileged class by means of several central and state legislations. In principle, all the political parties of India have agreed to give one-third exclusive reservation for women in political participation, one third reservation in admissions in educational institutions and job opportunities. The Karnataka state Government have passed an Act to give co-parcenary right in properties to women. Women are also a privileged class in obtaining financial assistances for starting industries with one per cent concessional rate of interest.

In Karnataka the women Development Board has been set up for the welfare of women. In spite of these arrangements, women are considered as a weaker section of the society as they are considered as if they are not resourceful financially, managerially and socially. Most women in rural areas of India are uneducated, poor, unskilled, non participatory in economic activity and non-involvement in the economic development of India with the inherent nature of accepting male domination and decision. Women are not allowed to act with economic independence, self-reliance and independent decision-making and thinking. The resourcelessness among the poor and uneducated women may be the cause for economic dependence. As such, a social movement by name WSHGs are promoted with the objectives of empowering women in the economic, managerial and social fields. Organization of WSHGs are a few years old and hence it may be considered significant by means of a separate study to examine the empowerment of women through WSHGs quantitatively and qualitatively by means of field-survey, research, analysis and interpretation.

Objectives

WSHGs are novel organizations at the grass root level to bring a socio-economic transformation to women of India. There is scope for every women to join WSHGs and to have empowerment economically, managerially, financially, socially and what not. As such, the objectives of the proposed study are to re-examine the empowerment of women by having joined the WSHGs.



1. To re-examine the rationale behind women empowerment,
2. To review the role of Government for the uplift of women,
3. To examine the role of WSHGs for the empowerment of women on principle and.
4. To examine empirically the empowerment of women managerially, financially and socially by having joined WSHGs.

Sampling Design

Proportionate stratified random sampling technique was adapted. In the study district there are four taluks and the respondents were taken from all the four taluks. The details of sample taken are shown in Table-1 for analysis. Convenient -sampling method was followed in taking samples from the taluks.

Around 0.25% of samples were considered for the study. On the first phase, a sample of 109 from Chitradurga, 60 from Hiriyur, 59 from Challakere and 105 from Holalekere were considered. However, the responses were got only from 95 respondents from Chitradurga 55 from Hiriyur, 55 from Challakere and 95 from Holalekere

Methodology

Statistical survey method of research was followed. The survey was conducted on the women self-help groups of Chitradurga district of Karnataka. The researcher visited every village of Chitradurga district. There are about 1400 villages in Chitradurga district and there are about 8156 WSHGs as on 2006 in Chitradurga district. From out of 8156 groups 300 respondents were chosen at random. The sample size is decided at the convenience of the researcher as the population size is larger. The researcher met the respondents with a Kannada [vernacular language] version of the question scheduled to the respondent to fill up the question schedule as per reply given by respondents. The statistical survey research was undertaken with a view to reach certain conclusions.

Data Collection and Analysis:

Both primary and secondary data were widely used. Secondary data were collected from the records of the Government of Karnataka Revenue Department, Social Welfare Department and district records. Savings details were also collected from the WSHGs. Primary data were collected with the help of a well structured interview schedule. First a pilot study was conducted and data were collected from 40 government officials, leaders of WSHGs and senior members of WSHGs.

Research Findings

1. Majority of the respondents are Hindus.
2. Respondents represent from all social groups.
3. Younger generation shows active participation.
4. Politicians were found to be interested in bringing members to WSHGs.
5. 70 per cent are stated to be economically dependent before joining WSHGs.
6. Most of the respondents are not allowed to take financial decisions in the family matters before joining WSHGs.
7. 71.05 per cent are empowered to take financial decisions in the family after joining WSHGs.
8. 69 per cent took training in WSHGs.
9. 65 per cent started business / profession on their own after the training in WSHGs.
10. 100 per cent of the respondents are under financial constraints before joining WSHGs.
11. 80 per cent of the members were -able to overcome the financial constraints after joining WSHGs.
12. 38 per cent of the respondents felt that the financial assistance of WSHGs was inadequate.
13. 74.07 per cent felt that the new profession gave them earnings.
14. 76 per cent felt



that the earnings after joining WSHGs was greater than earnings before. 15. 80 per cent of the respondents developed the art of interaction. 16. The respondents could influence the behaviour of family members, society members and members of the group. 17. Single largest group of respondents spent their income for family maintenance. 18. Most of the respondents became earning members. 19. Most members became politically affiliated. 20. 80 per cent of the respondent agreed that they were empowered and 21. 85 per cent of the respondents could solve their personal problems.

Suggestions

1. Even after having joined WSHGs forty per cent of the respondents felt that they were economically dependent. As such, a separate research may be under taken to examine the reasons for economic dependency of members of WSHGs. When the reasons for the economic dependency are known, it may be possible to assure economic independency to the members.
2. Even after having joined WSHGs twenty per cent of the members were under financial constraints to do business or profession. Therefore, measures may be taken by the WSHGs themselves in their weekly meeting asking the members about their financial constraints for doing business and the constraints may be avoided either from internal sources or from obtaining financial assistance from the public financial institutions.
3. The members of the WSHGs may be encouraged to do business from the skill developed through WSHGs.
4. Politicians were to be interested in bringing members to WSHGs and most members became politically affiliated. This is not a welcome move. Because, WSHGs will become outfits of political organizations. Further WSHGs may be brought under the domination of political parties. As such a moral suasion may be popularized by saying that WSHGs are non-political organization. Hence political interference to be avoided.

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Animal ethics and its role in student's project work forming a part of UG curriculum: an overview

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ABSTRACT

New curriculum incorporated for students at UG and PG levels of various institutions throughout India and the sixth UGC pay scales have accelerated scientific temper among learning and teaching fraternity alike. In science streams Simple dissertations have been extended to experimental research, which facilitate the faculty, without guide ship to publish papers for their API. Out of three main streams of science, Physical sciences need no bio-chemical tests and work on instruments for results or are simulated. However, most of the chemical sciences and biological sciences demand in-vivo or in-vitro studies. Common in-vivo studies performed in educational institutions are ulcer protective activity, immunomodulatory potential, anthelmintic, anti-diabetic, analgesic, antipyretic and diuretic. Most of the in-vitro studies are antibacterial, antifungal, antioxidant, anti-HIV and anticancer. With the insurgence of animal ethics, the in-vivo studies are hugely restricted to creamier parts of the institutions and industries in the nation, forcing the academicians to restrict their research to in-vitro. Antimicrobial studies however demand less sophistication but the other in-vitro studies are dearer. These lay heavy burden on project students which are sometimes compensated by alternative research based on survey. Rather than focusing the attention of students and faculty on need based research development for the society, volumes of scrap are increasing. In this paper focus has been laid on bringing out major hurdles in good research in government institutions and possible remedies.

Key words: *in-vivo*, *in-vitro*, experimental, survey

INTRODUCTION

Leading institution of India like IISc Offers Bachelor of Science (Research) programmes in all fields of science¹. This has instigated other universities to come up with UG curriculum with one major change. They have included project work in the final year of such programmes. However, this trend was in existence with the Post Graduate courses of all universities in the nation. Due to attractive opportunities of basic sciences and credible educational fees, most of the Government First grade colleges of India in general and Karnataka (3.04 lakhs)² in particular have been overcrowded with a minimum of 70-80 students per class during the year 2015-16. The student: permanent teaching faculty ratio is in doldrums. Out of 412 government colleges under the collegiate of Karnataka, 163 are science colleges with 47 science combinations and 28,650 students. Six colleges are NAAC accredited with 'A' Grade and 116 with 'B' Grade as on 15/09/2016. Accordingly 122 government colleges are fit to undertake research programmes. Each science student immaterial of the type of combination opted has to study three core subjects. A project work has to be compulsorily submitted in Life science and physical sciences. Hence, each student is forced to submit two/one project dissertation/thesis for

obtaining an undergraduate degree and one for post graduate degree (of all branches of science). The sixth UGC pay scale has set up a race among the teaching fraternity to acquire the required Performance Index, which in turn has invariably to be met by the students due to lack of Government institutions being recognized as research centers by the affiliated university and hence inability to obtain guidance. Shortage of time to complete the prescribed semester scheme of curriculum, money and experience has limited research. The significance of traditional knowledge in curing disease b) climate change and plant systematics (environmental science) etc. which actually had to be focused on need based research for the betterment of society.

EXISTING TREND OF RESEARCH PAPERS PRESENTED IN CONFERENCE/SEMINAR

India has been promoting basic science research to reach the goal put forth by Dr. Abdul Kalam by 2020. Many scientific funding agencies have released funds for project activities. The productivity of these projects is seen in the form of research papers and conference/seminar proceedings. The Government institutions/departments without such funding have also been performing research through student's projects at Undergraduate and Post Graduate levels. Due to abnormal ratio of student to teacher strength, small batches of students have been set at work with one particular topic. The otherwise usual experimental research of science has slowly drifted to data analysis. There are only a countable number of papers in conferences^{28,29,30} which address to the basic needs of the society like combating illness, alternative pesticides (due to pesticide residue problems), generation of more greener plants through tissue culture for reforestation, eradication of show plants engulfing water bodies, bio-energy, etc. Table 1 gives a detailed account of ten most prevalent diseases in India, available in vivo and in vitro tests and the allopathic treatment adopted with reports of drug resistance. Table -2 outlines the number of research articles published in by India in recent five years with respect to these ten prevalent ailments.

Table- 1: Table of frequently used drug for treatment of ten most frequently seen diseases in India and reports of drug resistance

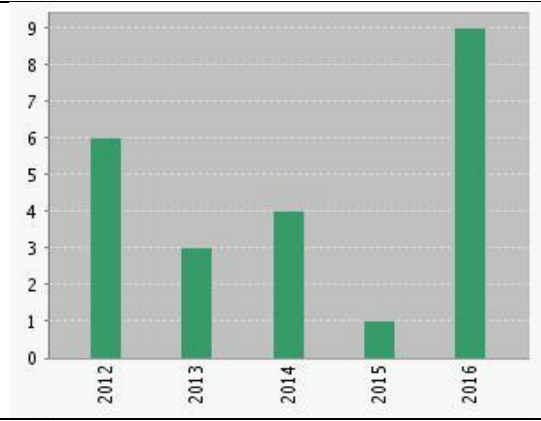
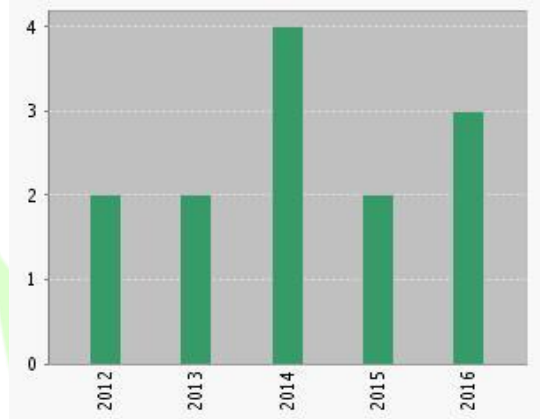
Sl. No.	ACTIVITY	<i>In-vivo</i>	<i>In-vitro</i>	Drug	Resistance
1	Analgesic	Mice	Trophoblasts (TRPV1, TRPA1)	Aspirin, Acetaminophen, magnesium salicylate, caffeine	8, 9, 10, 11
2	Anthelmintic	Earthworm, housefly worms	Worm eggs	Albendazole, Mebendazole etc.	3, 4, 5, 6
3	Antifertility		Rats	Novestrol, Northindrone, Norgestrel, Ethinyl estradiol	12, 13, 14
4	Antioxidant		DPPH, ABTS, FRAP, FOX, FTC, ACA	BHA (β -hydroxy acid), BHT (Butylated Hydroxy Toluene), Propyl gallates, EDTA, Vit-C/E, Polyphenols, carotenoids,	15

5	Antimalarial	mice	<i>P. falciparum</i> NF54,	Chloroquine	16, 17, 18, 19
6	Antimicrobial a) Antifungal b) Antibacterial		Microbes	a) Clotrimazole, Flucanazole, Miconazole, Ketoconazole b) Amoxicillin Doxycycline Ciprofloxacin	20, 21, 22, 23
7	Antiulcer	Rats/mice		Nizatidine, Sucralfate	---
8	Antiglycemic	Rats	BALB/c 3T3, HepG2, NIH3T3, and Bel7402 α -amylase inhibitory activity	Biguanides, Sulfonylurease, α -Glycosidase inhibitor, Thiazolidinediones	24, 25
9	Antiproliferative	Mice	Cell lines	Cholesterols Caffeine Trans-cinnamaldehyde	---
10	Anti HIV	Mice	C-X-C receptor 4 (CXCR4), C-C receptor 5 (CCR5) HIV-1 p24 Antigen kit	Tenofovir disoproxilfumarate, zidovudine	26, 27

Table – 2: Table of number of publications obtained from database of Web of Science in last five years

Sl. No.	Type of activity	Number of papers from 2012 - 2017	Total papers (India/World)												
1	Analgesic	<table border="1"> <caption>Data for Analgesic Papers (2012-2016)</caption> <thead> <tr> <th>Year</th> <th>Number of Papers</th> </tr> </thead> <tbody> <tr> <td>2012</td> <td>10</td> </tr> <tr> <td>2013</td> <td>5</td> </tr> <tr> <td>2014</td> <td>9</td> </tr> <tr> <td>2015</td> <td>11</td> </tr> <tr> <td>2016</td> <td>14</td> </tr> </tbody> </table>	Year	Number of Papers	2012	10	2013	5	2014	9	2015	11	2016	14	49/3943
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Year	Number of Papers														
2012	1														
2013	2														
2014	2														
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2016	4														

3	Antifertility	<table border="1"> <thead> <tr> <th>Year</th> <th>Count</th> </tr> </thead> <tbody> <tr><td>2012</td><td>2</td></tr> <tr><td>2013</td><td>3</td></tr> <tr><td>2014</td><td>1</td></tr> <tr><td>2015</td><td>2</td></tr> <tr><td>2016</td><td>1</td></tr> <tr><td>2017</td><td>1</td></tr> </tbody> </table>	Year	Count	2012	2	2013	3	2014	1	2015	2	2016	1	2017	1	10/85
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4	Antioxidant	<table border="1"> <thead> <tr> <th>Year</th> <th>Count</th> </tr> </thead> <tbody> <tr><td>2012</td><td>100</td></tr> <tr><td>2013</td><td>100</td></tr> <tr><td>2014</td><td>90</td></tr> <tr><td>2015</td><td>140</td></tr> <tr><td>2016</td><td>180</td></tr> <tr><td>2017</td><td>20</td></tr> </tbody> </table>	Year	Count	2012	100	2013	100	2014	90	2015	140	2016	180	2017	20	632/63090
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5	Antimalarial	<table border="1"> <thead> <tr> <th>Year</th> <th>Count</th> </tr> </thead> <tbody> <tr><td>2012</td><td>10</td></tr> <tr><td>2013</td><td>4</td></tr> <tr><td>2014</td><td>6</td></tr> <tr><td>2015</td><td>8</td></tr> <tr><td>2016</td><td>9</td></tr> <tr><td>2017</td><td>3</td></tr> </tbody> </table>	Year	Count	2012	10	2013	4	2014	6	2015	8	2016	9	2017	3	40/3179
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7	Antiulcer	<table border="1"> <thead> <tr> <th>Year</th> <th>Count</th> </tr> </thead> <tbody> <tr><td>2012</td><td>3</td></tr> <tr><td>2013</td><td>3</td></tr> <tr><td>2014</td><td>0</td></tr> <tr><td>2015</td><td>1</td></tr> <tr><td>2016</td><td>2</td></tr> </tbody> </table>	Year	Count	2012	3	2013	3	2014	0	2015	1	2016	2	9/376		
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8	Antiglycemic	NIL	NIL
9	Antiproliferative		23/7145
10	Anti HIV		13/2935

NEED OF THE HOUR

From tables 1 and 2 it is clear that not enough research is carried out to meet the needs of the society. Ailments requiring in-vivo studies with no alternative in vitro studies have been sacrificed and only cost efficient in vitro studies are performed e.g. antimicrobial. Few antioxidant studies are also performed, but these studies only favor the cosmetic industries and somehow slightly link the possible cancer cell generation. Most of the universities and their allied colleges perform in vivo studies on rats, but the ethical committees have only medical colleges registered under them for such experimentation³⁰.

Table-3: Table of estimate cost of the different in vitro and in vivo analysis

Sl.No.	Type	Cost (Rs)
1	Mice/ rat	60 – 100 / animal
2	Earthworm	60-100 / kg
3	Housefly worms	Not marketed
4	Human cell lines	30,000 – 70,000
5	Microbe culture	1,000 – 1,500/ pure culture
6	DPPH/FRAP	8,000- 15,000 / gram
KEY		Too costly and restricted to few medical institutions
		Cost effective

CONCLUSION

The following steps can be adopted to change the existing non good research practices

- 1) All Government institutions with NAAC A/B grading should be considered as research centers.
- 2) All Government institutions with science subjects should be given animal ethics clearance certificate.
- 3) More Government institutions should bridge the gap between the societal need and actual research by indulging into need based experimentation.
- 4) Collaborative work has to be extended.
- 5) Research work has to be taken up to complete the clinical trials with no room left for plagiarism of work by other researchers/countries.
- 6) UG students should have a syllabus with only dissertation work and not project, to increase quality of research worldwide. Education cannot be denied to a citizen and hence the student strength cannot be curtailed.

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DEMANETISATION AND ITS IMPACT ON THE FINANCIAL SYSTEM IN INDIA

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Abstract:

The Demonetization of Indian Currency is the major economic reform in India and it significantly influence on the economic development of our country. The Government of India announced that Rs 500 and Rs. 1000 denominated currency notes will cease to be legal tender. The move was targeted towards tackling black money, corruption and terrorism. In this paper, an attempt has been made to find impact of demonetization on Indian economy.

Keywords: Demonetization, Indian currency, Economic reform, black money, corruption.

Introduction

India is no new to demonetization because it has implemented first currency ban in 1946 and second time currency ban in 1978 and now we are talking about third time currency demonetized in 2016 by prime minister of India – Mr. Narendra Modi has addressed on 8 –November - 2016 and declared that use of all Rs.500 and Rs.1000 note—won't remain legal tender from post midnight and announced the issuance of new Rs.2000 notes. Due to ban of old currency whole country were stunned. This is a bold step taken by government for betterment of economy of a country.

Meaning of Demagnetization: Demonetization refers to the elimination of existing form of a particular currency from the circulation and replacement of new form of a Currency for the circulation in the Financial system of a country.

Demonetization is necessary whenever there is a change of national currency. The old unit of currency must be removed and substituted with a new currency unit. The currency was demonetized first time in 1946 and second time in 1978. On Nov. 2016 the currency is demonetized third time by the present Modi government. This is the bold step taken by the govt. for the betterment of the economy and country. In this paper I want to discuss the impact of recent demonetization on the Indian system had a great significant and immediate impact on the state of the Indian economy. In this paper, an attempt has been made to find impact of demonetization on the public. Samples of 100 respondents were randomly selected from Coimbatore District. It is found that four variables namely gender, age, annual income, occupation have significant association with the impact of demonetization. It also results that demonetization helps to destroy black money is the first ranking given by the respondents and it is followed by corruption, terrorism etc.

Review of Literature:

1. **Arpit Guru and Shruti Kahanijow (2010)** researcher analysed the black money income? Need for amendment in DTAA & ITEA and analysed that black money is spread everywhere in India up to a

large extent which continuously stashed towards abroad in a very large amount. The researcher also identified how black money had caused menaces in our economy and in what ways it is used.

2. **Sukanta Sarkar (2010)** conducted a study on the parallel economy in India: Causes, impacts & government initiatives in which the researcher focused on the existence of causes and impacts of black money in India. According to the study, the main reason behind the generation of black money is the Indian Political System i.e. Indian govt. just focused on making committees rather than to implement it. The study concludes that laws should be implemented properly to control black money in our economy.
3. **Tax Research Team (2016)** in their working paper stated in favour of demonetization Its main objective is to analyze the impact of demonetization on Indian economy.
4. **Ansari (1982)** examined the impact of real per capita GDP, the size of overseas trade and density of population on the tax revenue by making an inter country comparison. Data was collected for the period 1972 to 1976 from IMF publications, earlier studies and World Bank publications relating to 79 62 countries. The author employed regression analysis on the basis of two equations. In the first equation real per capita GDP and size of trade were taken as independent variables and tax revenue as dependent variable. In the second equation population factor was also included as independent variable to assess the impact of all three factors (GDP, size of overseas trade and density of population) on tax revenue. The study concluded that real gross domestic product and foreign trade were positively correlated with tax revenue, whereas density of population was negatively correlated with tax revenue.

Impacts of Demonetization on Indian Financial System:

1. Invalidation of 500 and 1000 notes threatens to push Asia's third largest economy into liquidity crisis.
2. Demonetization impacted severely as it led to cash crunch which will ultimately result in GDP growth crashing to 0.5% in the second half of financial year 2016-17 meaning hereby it would decelerate 0.5% down from 6.4% in the previous six months. Growth from October to December quarter it will show negative growth (as per reported by Ambit Capital, Mumbai based equity research firm).
3. Demonetization is not a big disaster like global banking sector crisis of 2007; but at the same time, it will act as a liquidity shock that disturbs economic activities.
4. Liquidity crunch (short term effect): liquidity shock means people are not able to get sufficient volume of popular denomination especially Rs 500. This currency unit is the favourable denomination in daily life. It constituted to nearly 49% of the previous currency supply in terms of value. Higher the time required to resupply Rs 500 notes, higher will be the duration of the liquidity crunch. Current reports indicate that all security printing press can print only 2000 million units of RS 500 notes by the end of this year. Nearly 16000 mnRs 500 notes were in circulation as on end March 2016. Some portion of this were filled by the new Rs 2000 notes. Towards end of March approximately 10000 mn units will be printed and replaced. All these indicate that currency crunch will be in our economy for the next four months.
5. Welfare loss for the currency using population: Most active segments of the population who constitute the 'base of the pyramid' uses currency to meet their transactions. The daily wage earners, other labourers, small traders etc. who reside out of the formal economy uses cash

frequently. These sections will lose income in the absence of liquid cash. Cash stringency will compel firms to reduce labour cost and thus reduces income to the poor working class.

6. There will be a trickle up effect of the liquidity chaos to the higher income people with time.
7. Consumption will be hit: When liquidity shortage strikes, it is consumption that is going to be adversely affected first. Consumption $\downarrow \rightarrow$ Production $\downarrow \rightarrow$ Employment $\downarrow \rightarrow$ Growth $\downarrow \rightarrow$ Tax revenue \downarrow
8. Loss of Growth momentum– India risks its position of being the fastest growing largest economy: reduced consumption, income, investment etc. may reduce India's GDP growth as the liquidity impact itself may last three -four months.
9. Impact on bank deposits and interest rate: Deposit in the short term may rise, but in the long term, its effect will come down. The savings with the banks are actually liquid cash people stored. It is difficult to assume that such ready cash once stored in their hands will be put into savings for a long term. They saved this money into banks just to convert the old notes into new notes. These are not voluntary savings aimed to get interest. It will be converted into active liquidity by the savers when full-fledged new currency supply take place. This means that new savings with banks is only transitory or short-term deposit. It may be encashed by the savers at the appropriate time. It is not necessary that demonetization will produce big savings in the banking system in the medium term. Most of the savings are obtained by biggie public sector banks like the SBI. They may reduce interest rate in the short/medium term. But they can't follow it in the long term.
10. Impact on black money: Only a small portion of black money is actually stored in the form of cash. Usually, black income is kept in the form of physical assets like gold, land, buildings etc. Hence the amount of black money countered by demonetization depend upon the amount of black money held in the form of cash and it will be smaller than expected. But more than anything else, demonetization has a big propaganda effect. People are now much convinced about the need to fight black income. such a nationwide awareness and urge will encourage government to come out with even strong measures.
11. Impact on counterfeit currency: the real impact will be on counterfeit/fake currency as its circulation will be checked after this exercise.
12. Disruption in Supply chain Management: "The entire supply chain has been broken," said by Somani, who employ 150 people across India from his base outside Mumbai, as his truck are abandoned with no money for fuel, workers won't stack goods for free of charge, and distributors can't pay up. Impact on supply chain of goods and services is dismantled which will further impact the production. Somani reported that they are cutting their production but if it goes for one or two months then they will badly suffer.
13. For bigger firms it has been more difficult to pay their employees. For construction sectors cash is the basic form in which payments are paid. ChandubhaiKothia, head of Gujarat based Shree Ganesh Chemicals complained that limit of 24000 cash withdrawal per week is not sufficient as payments of wages to workers and transports are to be done in cash.
14. Decrement in Income. India's vast services sector, which accounts for two-thirds of GDP, is worst hit. MotilalOswal Reported that earnings of autos, retail, consumer goods, cement, telecom, non-banking financial institutions will report downfall. Credit Suisse estimates that their more than 90 percent consumer purchases are made in cash and hence purchasing power is lessened which ultimately affects the earnings. Several eateries reported that crash in card swiping machines compelled them to refute to customers who did not have sufficient smaller denominations.

Demonetization of Currency - Merits and Demerits

- Demonetization of currency means discontinuity of the particular currency from circulation and replacing it with a new currency. In the current context it is the banning of the 500 and 1000 denomination currency notes as a legal tender.
- The government's stated objective behind the demonetization policy are as follows; first, it is an attempt to make India corruption free. Second it is done to curb black money, third to control escalating price rise, fourth to stop funds flow to illegal activity, fifth to make people accountable for every rupee they possess and pay income tax return. Finally, it is an attempt to make a cashless society and create a Digital India.
- There is a background to the current decision of demonetization of 500 and 1000 rupee notes. The government has taken few steps in this direction much before its November 8, 2016 announcement.
- As a first step the government had urged people to create bank accounts under Jan Dhan Yojana. They were asked to deposit all the money in their Jan Dhan accounts and do their future transaction through banking methods only.
- The second step that the government initiated was a tax declaration of the income and had given October 30, 2016 deadline for this purpose. Through this method, the government was able to mop up a huge amount of undeclared income.
- However, there were many who still hoarded the black money, and in order to tackle them; the government announced the demonetization of 500 and 1000 currency notes.
- The demonetization policy is being seen as a financial reform in the country but this decision is fraught with its own merits and demerits.

Merits of Demonetization:

1. The demonetization policy will help India to become corruption-free. Those indulging in taking bribe will refrain from corrupt practices as it will be hard for them to keep their unaccounted cash.
2. This move will help the government to track the black money.
3. Those individuals who have unaccounted cash are now required to show income and submit PAN for any valid financial transactions. The government can get income tax return for the income on which tax has not been paid.
4. The move will stop funding to the unlawful activities that are thriving due to unaccounted cash flow. Banning high-value currency will rein in criminal activities like terrorism etc.
5. The ban on high value currency will also curb the menace of money laundering. Now such activity can easily be tracked and income tax department can catch such people who are in the business of money laundering.
6. This move will stop the circulation of fake currency. Most of the fake currency put in circulation is of the high value notes and the banning of 500 and 1000 notes will eliminate the circulation of fake currency.
7. This move has generated interest among those people who had opened Jan Dhan accounts under the Prime Minister's Jan Dhan Yojana. They can now deposit their cash under this scheme and this money can be used for the developmental activity of the country.
8. The demonetization policy will force people to pay income tax returns. Most of the people who have been hiding their income are now forced to come forward to declare their income and pay tax on the same. Even though deposits up to Rs 2.5 lakh will not come under Income tax scrutiny, individuals are required to submit PAN for any deposit of above Rs 50,000 in cash. This will help the income tax department to track individuals with high denominations currency.

9. The ultimate objective is to make India a cashless society. All the monetary transaction has to be through the banking methods and individuals have to be accountable for each penny they possess. It is a giant step towards the dream of making a digital India. If these are the merits, there are demerits of this policy as well.

Demerits of Demonetization:

1. The announcement of the demonization of the currency has caused huge inconvenience to the people. They are running to the banks to exchange, deposit or withdraw notes. The sudden announcement has made the situation become chaotic. Tempers are running high among the masses as there is a delay in the circulation of new currency.
2. It has deeply affected business. Due to the cash crunch, the entire economy has been made to come to a standstill.
3. Many poor daily wage workers are left with no jobs and their daily income has stopped because employers are unable to pay their daily wage.
4. The government is finding it hard to implement this policy. It has to bear the cost of printing of the new currency notes. It is also finding it difficult to put new currency into circulation. The 2000 rupees note is a burden on the people as no one likes to do transaction with such high value currency. Some critics think it will only help people to use black money more easily in future.
5. Further, many people have clandestinely discarded the demonetized currency notes and this is a loss to the country's economy.

Conclusion: Economists are busy in listing out many more merits and demerit of this policy. The government is saying that there are only advantages of demonetization policy and this will be seen in the long term. Former Prime Minister Manmohan Singh who is a noted economist, former RBI governor and former Finance Minister of the country, dubs the demonetization move as an 'organized loot and legalized plunder'. However, if we compare the merits verses demerits, it will be safe to conclude that the former outweighs the latter. Even though there is suffering and agony among the masses right at the moment but the forecast is that its benefits will be seen in the long run. The government is taking all the necessary steps and actions to meet the currency demand and soon the trial and tribulations of the people will be over with the smooth flow of the new currency

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YOGA AS A PART OF UG CURRICULUM

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ABSTRACT

Yoga is an ancient science to strengthen the Physical and Mental ability. It was practicing since from 6000 years in India and currently close to 18 million people all around the world are enjoying its health care benefits. The popularity of yoga has been increasing rapidly across the globe because of its safety, affordability and ability to manage physical and mental disorders. Higher education involves young generation of the age group 18-25 years. Higher Education policies and Curriculum are trying to achieve their best in the field of teaching learning, research and extension activities, but due to modernization of the world, distraction among the younger generation is more. Actually they are living in a physically inactive world, hence they have to be motivated and accelerated by adopting Yoga as one of the subject in their curriculum.

Key words: Yoga, 18-25years, Higher education, Curriculum.

INTRODUCTION:

Education has many purposes; the important ones may be described as to acquire knowledge, skill, reasoning ability, systematic analysis of the concerned subject they study. Education has to help the student to understand the facts about the subject in broader sense. Education must help the students to know about the moral implication of action and choice they make. Education has to improve communication skills and to develop questioning ability. Education must develop good culture and habits among the young generation.

The aim of the education can be attained through curriculum. “Curriculum is all of the activities that are to be achieved for a certain period”. In the broader sense “the curriculum is a planned activity which is designed to implement a particular educational aim”. Set of such aims in terms of context; are what is to be taught?, how much and what amount of knowledge to be taught, what are the types of skills to be taught and which types of attitudes to be developed among the students for their well beingness.

Coming to Higher education curriculum, it is a dynamic curriculum with necessary addition and changes introduced from time to time by the universities with a prime objective to maintain updated curriculum and also providing their inputs to cater the needs of the students for their development. There is an increased pressure in higher education system to equip students with not only the expertise derived from traditionalist also to give students sufficient range of skills to empower them to play effective role in concerned jobs. The thrust of education is shifting to market based one, on the changing philosophy from idealism to pragmatism. The institution of higher education need to have clear understanding of what they are seeking to achieve through their curricular offerings, research and extension programmes.¹



Science and Technology helping us make our lives easier and comfortable. Because of the advancement in communication system, transportation facility etc., we stopped moving from place to place, it appears that the whole world is living in a physically inactive state. Students are busy with the mobiles, videogames, learning computers, in their leisure hours. Students are not interested in playing outdoor games and sports, all these facts make them restless, passive, indifferent, incurious, disinterested and rude. These attitudes of the students results in failure to reach the goal of the education.

Thus there is an urgent need to bring about a positive change in the present day students life styles by introducing certain aspects which help to make the youngsters humble, curious, to develop a growth mind set, obedient and peaceful. These factors can be achieved by introducing Yoga as one of the aspect in their curriculum.

Historical Importance of Yoga

Yogais an ancient practice, which improves the physical and mental health.²It helps to achieve the balance between individual personality and rest of the universe. In *Bhagavadgeetha* the yoga has been described as

Endowed with the wisdom of evenness of mind, one can cast off in this life both good deeds and evil deeds; therefore devote yourself to Yoga, skill in action is Yoga

The scientific research has shown that the relaxed state in Yoga is accompanied by changes in physiological parameters related to stress. The parameters include respiration and oxygen consumption, blood pressure and heart rate, brain function, blood flow, secretion of hormones, muscle tone, strength and flexibility and biological age.³The regular practice of Yoga reduces mental stress and improves the autonomic response leading to the prevention and management of cardiovascular diseases.⁴ Another study revealed that six week Yoga training improved thermoregulatory efficiency as measured by weight loss response.⁵The literature survey reveals that yoga is harmless, inexpensive and able to manage the chronic disorders.

Yoga can be introduced as one of the part of Physical education up to school level, from high school onwards higher levels of yoga can be adopted. In Universities and Colleges the advanced aspect of yoga in the form of training, treatment and research is to be introduced. It can be introduced as mind culture and as spiritual culture in colleges and at university level.

Recently a team of 500 doctors in United States of America made a research on Surya Namaskara and its benefits. Almost all the participants are of the opinion that yoga is one of the safest and inexpensive fitness regime, then why not for our students.

So, yoga must be a part of curriculum then it will become part of education. As students in pursuit of higher education have enhanced level of understanding, yoga must become part of pedagogy. It is at this level of education that an individual starts viewing “Big picture of Life”. A reformed body through yoga can bring harmony between body and mind and make a person complete in all respects. If we introduce yoga in curriculum of higher education of course there will be change in the attitude



of our youth which definitely improves the quality of our society and this holistic change definitely results in the progress of our nation.

With the above information I would like to suggest for implementing yoga in our undergraduate curriculum as one of the important subject.

CONCLUSION:

The purpose of education is not to produce mere scholars, technician and job hunters, but to produce human beings who have the capacity of understanding the life and collective problems. The regular practice of yoga reduces mental stress and improves the physical and mental health conditions which are useful to develop the personality in a positive way. Yoga is economical, affordable to all. Hence we suggest implementing yoga education in the curriculum to have strong, well-built, well cultured studentcommunityfor the betterment of our nation.

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Impact on Women Empowerment in MGNREGA : With Special Reference to Virupasamudra gram panchayat (Tumkur District)

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Abstract

The Mahatma Gandhi National Rural Employment Guarantee Act (MGNREGA), 2005, was notified on 7 September 2005. and it was renamed as the Mahatma Gandhi National Rural Employment Guarantee Act (MGNREGA) on 2nd October 2009. The MGNREGA has completed ten years since its inception in India". The mandate of the Act is to provide 100 days of guaranteed wage employment in a financial year (FY) to every rural household whose adult members volunteer to do unskilled manual work. The purpose of the study is to examine the women empowerment, issues and challenges and MGNREGA scheme's impact on women empowerment in India. The methods of the study is based on both primary and secondary data. The sample size for the study is 50 respondent from Virupasamudra Gram panchayat, Pavagada Taluk, Tumkur district of Karnataka state. A questionnaire is designed to determine the various factors of MGNREGA that have impact on women empowerment. Variables identified are education, person days, awareness of MGNREGA, bank accounting, decision making of implementation of programme, work site facilities, mode of wage payment. This paper gives a brief definition of what is the influence of women empowerment due to MGNREGA.

Keywords

MGNREGA, Rural Development, Women Employment, Issues, Challenges and Impact

INTRODUCTION

India is a country which attained independence in 1947, but the rural-urban divide and the rich-poor divide are still plaguing India. 68.84 per cent of the Indian population lives in villages. There are 6, 40,867 villages in India. According to 2011 census, the Populations of rural women who are literate are 58.8 per cent. (Census,2011) According to the 2007 Revision of World Urbanization Prospects by the United Nations, India would continue to have the largest rural population in the world until 2050. (Hindustan Times, 28.2.2008) There are several issues which are creating difficulties in the lives of Indians, like rising crimes against women, increasing poverty, corruption, nepotism, lack of transparency in the official functioning, 2 bureaucratic hassles, criminalization of politics, criminal-politician-bureaucratic entente etc. However, the common Indian citizen is striving to get two ends meet.

The rural women empowerment is critical for the development of the rural India in the present scenario. The women empowerment is necessary for the government to develop as Empowerment of women will balance the bureaucracy system. In the words of "empowering women is a precondition for creating a good nation, when women are empowered, society with stability is assured". The role of MGNREGA has positive impact on empowerment and generating of employment opportunity and women community participation. It aims at Ensuring social protection for the most vulnerable people living in rural India through providing employment opportunities, Ensuring livelihood security for the



poor through creation of durable assets, improved water security, soil conservation and higher land productivity, Strengthening drought-proofing and flood management in rural India, Aiding in the empowerment of the marginalised communities, especially women, Scheduled Castes (SCs) and Scheduled Tribes (STs), through the processes of a rights-based legislation, Strengthening decentralised, participatory planning through convergence of various anti-poverty and livelihoods initiatives, enhancing livelihood security by providing at least 100 days of guaranteed wage employment in a financial year to every rural household especially for women. Women participation has increased significantly and perceived it giving them a sense of independence and security. Country should be alerted with proper education and also they should be entrusted with all sorts of works as per their physical capability". Women are essential part of the world. They play important role in the improvement of the society as well as the country. If we express the definition of women in different dimension in the present scenario is actually different for different persons but there is an essential base that cannot change regardless of nationality, caste, color, profession etc.,. Empowerment of women refers to the influence of decision making of their own. The word "empower has proved to be as equal with the word women". "The present research paper takes a crucial look at the selected studies such as: women empowerment, issues, challenges and unraveling various impacts of MGNREGA in Virupasamudra Gram panchayat, Pavagada Taluk, Tumkur district of Karnataka state. The study focused on the impact of MGNREGA in terms of women perspective, particularly on socio - economic improvements and challenges faced by women.

WHAT IS WOMEN EMPOWERMENT?

Women empowerment is a socially unrestricting of the women about their making choices and performances that they are capable of doing. It is giving power to women to decide for their own lives or inculcating such abilities in them so that they can find their rightful place in the society. According to the United Nations, women's empowerment mainly has five components:

1. Generating women's sense of self-worth;
2. Women's right to have and to determine their choices;
3. Women's right to have access to equal opportunities and all kinds of resources;
4. Women's right to have the power to regulate and control their own lives, within and outside the home; and
5. Women's ability to contribute in creating a more just social and economic order

Historical background of MGNREGA (wage employment schemes)

After the independence of India in 1947, with the zeal and inspiration to transform India on the lines of developed Western countries, the Government of India initiated broader interventions in its socio-economic and political structures. Democracy, decentralization of power, globalization, equality in the socio-economic aspects of human life, secularism, development and socialist egalitarianism became features of Indian state. The Indian leaders, planners and intellectuals analyzed that following western model of development through industrialization will reduce the poverty related problems of India. It took time to get rid of the 'Urban Bias' to develop. "Early Congress governments focused on big-push industrialization at the cost of both anti-poverty policies and policies of trickle-down agricultural growth, while the focus shifted to the latter policies by the end of the 1960s" (Suraj Jacob: 2006:8). The limitations of the western model, gradually corrected to some extent. Indian government



felt essential need to strengthen village economy through rural development, through restructuring of agrarian relations, through redistribution of economic resources alongside different protective measures for village poor. Rural development programmes came in picture. Many research scholars, keeping the theories of wage employment in their mind they review that Rural development has traditionally been associated with agriculture, Government of India started to analyze scientifically and developed many strategies for the implementation of rural developmental programmes thus employment generation coupled with development of agriculture was focused in 1960s. The Community development Programme (CDP) was introduced on October 2, 1952. The main objective of the CDP was to secure total development of the material resources of the rural areas, to raise the level of the rural poor through number of associated programmes and to develop local leadership and self-governing institutions. It was the first extensive rural development programme of Independent India. With an objective of comprehensive development of rural society, CDP was launched but its main focus was neither poverty reduction nor reduction in economic inequality. Development of rural infrastructure, agriculture and the related matters was aimed at, was supported by some socio cultural aspects of development like health, education and so on. From 1959, CDP was finally withdrawn and in the final analysis largely it turned out to be a failed programme because of failure in analyzing the root cause of grass root level problems and absence of local self government.

The Government of India have developed some strategies about the relief of crises in situation. Thus, the weaker section oriented, area specific and agro-based programmes like – Intensive Agricultural Areas Development Programme (IAADP) 1969-70, Drought Prone Area Programme (DPAP) 1971-72, Hill Area Development Programme (HADP) 1973-74, Command Area Development Programme (CADP) 1974-75, Tribal Area Development Programme (TADP) and Integrated Rural Development Programme (IRDP) 1976-77 were introduced. The IRDP, which focused at a set of allied schemes, at assisting households below the poverty line with loans and subsidies for asset creation, training and infusion of technology. The IRDP was extended on a nationwide scale in 1980. Another set of programmes consisted of rural employment generation programmes based on a variety of public works. The beginning programmes of rural development were the National Rural Employment Programme (NREP) and the Rural Labour Employment Guarantee Programme (RLEGP). They have been subsequently consolidated into the Jawahar Rozgar Yojana (JRY). The Seventh (1985-90) and Eighth Plans (1992-97) have largely followed this approach for poverty alleviation. Concurrently, the minimum needs programme has been continued. Important developments during this period are the Constitutional amendments in 1992 to enable greater powers and financial resources being given to local bodies at the district, taluka and village levels. The second set of the programmes oriented to benefit rural sections, however, too could not benefit the lowest strata of the village population to the extent it was expected.

After examination of the PEPs, many a studies and views (e. g. Mahendra Dev's study, V. S. Page's views) have recommended that the better decision making at the village level and ensuring participation of the villagers in the planning and implementation of these programmes would produce positive effects. It is important to note that, the central government led wage employment scheme e.g. SGRY did incorporate the idea of democratic decentralization and participation of the village poor in planning and implementing the PEPs. The main early antecedents of SGRY were: the Food for Work (FFW) programme, which began in 1977; the National Rural Employment Programme (NREP), started in 1980; and the Rural Landless Guarantee Scheme (RLGS), initiated in 1983. In April 1989, NREP



and RLGS were amalgamated into the Jawahar Rozgar Yojana (JRY), and even the nominal work guarantee attached to the RLEGP was omitted. The emphasis was on creating community assets, notably roads and buildings. Under new arrangements, the district authorities (through the District Rural Development Agencies - DRDAs) are required to apply directly to the Rural Development Ministry in Delhi for JRY funding.

In 2001, the JGSY and EAS were merged into one scheme which is named as Sampoorna Gramin Rozgar Yojana (SGRY). This is the largest ever wage employment based PEP at all India level.

Indian National Congress and its alliance (UPA) came to power 2003. UPA comprised mainly the NCP and the left parties. 'Aam Admi' (common man) centred agenda called Common Minimum Programme was focused. Due to the pressure from the left parties, the right to work was ranked high, in this agenda. The newly formed UPA government, under the leadership of Prime Minister Dr. Manmohan Singh and Congress President, Sonia Gandhi declared National Rural Employment Guarantee Bill in 2004 from the continuous struggle of social workers, NGOs and other political parties. The National Rural Employment Guarantee Act (NREGA) was passed in September 2005 and provided right to employment to about 5.4 crore rural poor in India. In the first stage, 200 most backward districts of the country were selected for the National Rural Employment Guarantee Programme (NREGP or NREGS). This programme is recently renamed on 2nd October, 2009 as Mahatma Gandhi National Rural Employment Guarantee Programme(MGNREGA).

Progress and Achievements of MGNREGA in India

MGNREGS in India has been positive in ensuring livelihood for the deprived people in rural areas. During the year 2013-14, 3.8 crores household were given employment and a total of 135 crores person-days of employment have been produced. Out the 135 crore, 73.33 crore were for women, 21.09 crore for STs, and 31.53 crore for SCs. A total of 111 lakhs job were taken up of which 11.17 lakhs have been completed so far and remaining jobs are in progress. In the 1st phase of execution of NREGA 2006-07, 2.10 crore public got 100 days employment during the period. This comprises water harvesting and conservation 3.40 lakh, face-lift of traditional water bodies 96 thousand, provision of irrigation amenity 1.58 lakh, and small irrigation works 53 thousands, land growth 1.17 lakh, rural connectivity 2.03 lakh. Drought proofing nearly 1.13 lakh, flood control and safety 20 thousand. A budget delivery of Rs.12,000 crores has been made during financial year 2007-08, Rs.30,000 cores in 2008-09, Rs. 39,100 crores in 2009-10 and 40,100 crores in 2010-11 respectively for execution of the scheme (MoRD,2012). The apportionment of funds for 2011-12 financial years has been the government has allocated Rs.38,500 and 39,699 crores correspondingly for 2015-16 and 2016-17.

In the Virupsandra, gram panchayat has provided 12,296 man-day's. Out of these, 5768 (46.90 for women) were give wages in 2017-18.

Salient Features of the Act are summarized below:

1. Adult members of a rural household may apply for employment if they are willing to do unskilled manual work.
2. Such a household will have to apply for registration to the local Gram Panchayat, in writing, or orally.
3. The Gram Panchayat after due verification will issue a Job Card to the household as a whole. The Job Card will bear the photograph of all adult members of the household willing to work under NREGA. The Job Card with photograph is free of cost
4. A Job Card holding household may submit a written application for employment to the gram Panchayat, stating the time and duration for which work is sought. The minimum days of employment have to be fifteen.
5. The Gram Panchayat will issue a dated receipt of the written application for employment, against which the guarantee of providing employment within 15 days operates
6. Employment will be given within 15 days of application for work by an employment seeker.
7. If employment is not provided within 15 days, daily unemployment allowance, in cash has to be paid. Liability of payment of unemployment allowance is of the States.
8. At least one-third of persons to whom work is allotted work have to be women.
9. Wages are to be paid according to minimum wages as prescribed under the Minimum Wages Act 1948 for agricultural labourers in the State, unless the Centre notifies a wage rate which will not be less than Rs. 60/ per day
10. Disbursement of wages has to be done on weekly basis and not beyond a fortnight.
11. Panchayat Raj Institutions [PRIs] have a principal role in planning and implementation.
12. Each district has to prepare a shelf of projects. The selected works to provide employment are to be selected from the list of permissible works.

The different categories of permissible works are as follows:

- a. Water Conservation
- b. Drought Proofing (including plantation and afforestation)
- c. Flood Protection
- d. Land Development
- e. Minor Irrigation, horticulture and land development on the land of SC/ST/ -BPL/IAY and_ land reform beneficiaries_ Rural connectivity.

The shelf of projects has to be prepared on the basis of priority assigned by Gram Sabha. At least 50% of works have to be allotted to Gram Panchayats for execution. A 60:40 wage and material ratio has to be maintained. Contractors and use of labour displacing machinery is prohibited.

NREGA 2005: Report of the Second Year

- 13 Work should ordinarily be provided within 5 km radius of the village or else extra wages of 10% are payable.
- 14 Work site facilities such as crèche, drinking water, shade have to be provided
- 15 Social Audit has to be done by the Gram Sabha.
- 16 Grievance redressal mechanisms have to be put in place for ensuring a responsive implementation process.



- 17 All accounts and records relating to the Scheme are to be made available to any person desirous of obtaining a copy of such records, on demand and after paying a specified fee.

REVIEW OF LITERATURE

Jandu (2008) in the study carried out in four states-Chattisgarh, Madhya Pradesh, Orissa and Tamil Nadu found that women are able to perform their role in the families as contributors to family expenditure and participate in decision making in the family affairs. Ramesh & Kumar (2009) also, in their study, found that the MGNREGS playing a substantial role in empowering women economically and laying the basis for greater independence and self esteem. It has become as beacon of light in the empowerment of rural women and contributed substantially for improving their economic and social status.

Pankaj & Tankha (2010) analysed the empowerment effects of MGNREGA through field study and found that women's earning from MGNREGA was significant in the incomes of households. The survey also observed women participating in Grama sabhas. They concluded that the scheme has potential to empower women by providing work opportunities.

Pananda & Umar (2011) in a study field on the impact of MGNREGA in Assam found an improvement in the women's status.

Jean Dreze (2011) observed that MGNREGA has become tool for rural empowerment by providing 100 days employment per year per household, increased bargaining power of women and rural labor and provided independent earning opportunity to women for empowerment. The authors also found that 79 percent women collect their own wages and 68 percent keep wages with them.

Reetika Khera and Nandini Nayak (2011) in the elaborative study found that limited and irregular labor market, social barriers and working condition discouraged women's work participation. But, Local availability of work, government work, regulated working hours; less exploitative and dignified nature of work under MGNREGA have been main motivating factors for women to participate in works. MGNREGA helped avoiding hunger and migration, purchasing of medicines, payment for children education and repayment of debts and avoiding hazardous working conditions for majority of the women job seekers, the study found. They also found that social norms against women working outside the home, lack of child care facilities are major barriers for women's participation.

Sudha Narayanan (2011) stated that NREGA work was indispensable for survival of women. It enabled them in the same way as Reetika Khera and Nandini Nayak found. Jyoti Poonia (2012) in the paper "Critical study of MGNREGA: Impact and women's participation" confirmed that the scheme helped women to override their weak position in labor market and get alternative employment. S. Krishnan and DR. A. Balakrishnan in their paper "MGNREGA MARCHING TOWARDS ACHIEVING THE MILLENNIUM DEVELOPMENT GOALS-AN ANALYSIS" asserted that MGNREGA put money women earned directly in their hands without any middlemen, even their husbands were not have the rights to receive it. So the visible and invisible effects of MGNREGA on women are high, it facilitated an increase in the levels of savings of women. It alleviated their fear of hunger and poverty, the majority of women workers are now actively participating in the social activities. Their increased credit worthiness and social status facilitated a change in their attitudes towards life, work, friendship, economic independence and political leadership.

OBJECTIVES

The main objectives of the present paper are as follows:

1. To understand the socio economic conditions of women job seekers
2. To make appropriate suggestions for strengthening of the scheme on the basis of findings of the study.

METHODOLOGY

The study is based on primary as well as secondary sources data. Primary data was collected from interview scheduled. The area of study was Virupasamudra Gram panchayat, Pavagada Taluk, Tumkur district of Karnataka state. The Panchayat contain eight villages , 2869 Families and 3659 Job card holders were found in panchayat. Secondary data is collected from the www.nrga.in, MoRD, Karnataka at glance, Budget report of Karnataka, Annual report of RDPR, Books, related articles, journals, Tumkur human development report, official websites, etc. To analyze the collected data and for interpreting the results some specified statistical tools and techniques are used need fully to meet the requirement. The objectives of the study are : i) To understand the socio economic conditions of women job seekers ii)To make appropriate suggestions for strengthening of the scheme on the basis of findings of the study. The research methodology followed in this research was descriptive research. A simple random sampling technique is adopted in the paper to select the sample respondents. The source of data is the primary research done by conducting survey of the targeted individuals. The targeted sample size was 50 women respondents, from eight villages of Virupasamudra gram panchayat. All the respondents belonged to the Registered job card holders. The study is irrespective of caste and class.

SUMMARY OF FINDINGS

According to 2011 census, the women make up 48.6% of rural population in India. Hence there can be no progress unless their needs and interest are fully met. The recent studies analyzed that Empowerment would not hold any meaning unless they are made strong and alert and aware of their equal status in the society. There is much that the MGNREGA promises from the perspective of women's empowerment as well. The various impacts of MGNREGA on women are analyzed as follows:-

- a) Wage Employment:** In the financial year 2017-18, the Virupasamudra gram panchayat has provided 18.5% of man-day's. Out of these, 13% for women were given wages. If we raise the question of why the NREGA has provided employment for women in large scale. The reason is that 66% of women are awared of MGNREGA norms, Due to this reason the women are actively participating in the implementation of all stages in the schemes. Thus, the wage employment for women has increased to 16% compared to previous years.
- b) Delay of Wage payment:** According to MGNREGA Norms, Section 3 of the MGNREGA Act 2005 laid down that wages shall be paid to the MGNREGA workers within 15 days from the date of closure of the Muster Roll (MR). The Schedule of Act provides that the wages are to be paid to the workers through their savings account in the relevant banks or post offices, unless any relaxation is granted by the Ministry of Rural Development. Few years ago, in this panchayat the

wages were given after 2 years of completion of the work. In this, some of them has received but some of them are yet to receive the wages from the gram panchayat. In the recent past, in the Virupasamudra panchayat, 65% of the women are receiving the wage payment after 90-100 days of completion of the work. The Delay of wage payment is reducing compared to previous years because of their actively participating in the implementation of the scheme.

- c) **Consumption Smoothing:** In the previous years, the labourers were dependent on the seasonal agricultural wage (3 months). The low wages from the private sectors was not sufficient for labourers to lead their life. In spite of low wages, the private sector was not the 'right to work' and this wage was not secure. Inevitably, women's MGNREGA earnings are increasing their contribution to household income. From the survey it has been found, a large majority (72 per cent) of the respondents said that they spent wages earned at MGNREGA works on regular food and consumer goods. The increased income locally available through MGNREGA work, they felt, was helping ensure at least two regular meals a day. It could reduce infant malnutrition through positive effects on household's food security and infant feeding.
- d) **Lower Indebtedness:** In the previous years, the struggle for women Empowerment was very less due to lack of awareness and information. The indebtedness was also more in the previous years because of low wages and rate of low wage. Now a days, Women are developing empowered because of awareness. Due to rapid increase in the women empowerment MGNREGA has provided both work and wage. MGNREGA helps to reduce the burden of debt of the women worker to some extent. From the survey, 30 per cent of the respondents said that they had spent their wages on repaying small debts. It also helps them to keep themselves away from the clutches of local moneylenders. But the amount earned through MGNREGA is not sufficient to repay debt because each family has five to six members.
- e) **Worksite facilities :** According to MGNREGA Norms, Work site facilities such as crèche, drinking water, shade have to be provided at the place of work. The labourers did not know the concept of worksite facilities due to lack of awareness and less participating. So, labourers were not able to receive the Worksite facilities. In the recent past, water and shade are provided at the place of work in the the villages of Virupasamudra gram panchayat.
- f) NREGA norms says that Work should ordinarily be provided within 5 km radius of the village or else extra wages of 10% are payable. In the gram panchayat, labourers worked 5 km away from their village but 10% of extra wage is not provided by Gram panchayat.
- g) **Improved Healthcare:** Through the employment guarantee act, in the study areas, the health condition of the poor people in both rural and urban areas are improved. A large expenditure regularly met through MGNREGA wages is health care, with around 40 per cent of the respondents having spent earnings on this. Therefore the health condition of the selected areas are seen a lot of improvement after implementation of MGNREGA act. This act also provides medical facilities, drinking water facilities, fooding to the worker's children etc. during the working hours.

All this taken together seems to sketch out the beginnings of a marked shift from the previous role of women. While women's labor (farm and non-farm) has always been an essential component in

the functioning of rural households, it has been made invisible due to the absence of any monetary remuneration. By putting cash earnings in women's hands, MGNREGA has both increased and diversified the contributions that women

SUGGESTIONS

On the basis of the findings following suggestion can be made.

1. All eligible beneficiaries of the MGNREGS should be made fully aware of the provisions and objectives of the scheme. .
2. Appropriate measures are needed to ensure that women get equal remuneration on par with men for the same work.
3. Gram panchayat should be provided 100 days work to needed families and worksite facilities.
4. All community works must be selected through the gram sabhas
5. Panchayat raj should maintain the transparency up to pre project to post project

CONCLUSION

The National Rural Employment Guarantee Act (NREGA) was enacted in September 5, 2005. It came into force on February 2, 2006, and it was implemented in a phase manner. In Phase –I the programme was introduced in 200 most backward districts of the country. It was implemented in additional 130 districts in 2007-08 under phase- II, the scheme was extended to the remaining 274 rural districts of India from April 1, 2008 in phase- III. NREGA now covers all rural areas of the country. The NREGA has been renamed as MGNREGA in October 2, 2009. The MGNREGA provide at least 100 days of guaranteed wage employment to one rural household whose adult member in a financial year. At least 33% of the beneficiaries are to be women. MGNREGA focused on works related de-silting of tanks for water conservation, agriculture works like digging of vermin compost pits, building cattle sheds, land development, construction of rural connectivity roads, roads to farms, digging of wells, plantation work, building of water sheds etc can be taken under the scheme. It should also be recognized in the light of undesirable experiences and results in its implementation in the last 10 years period that a coordinated and scientific strategy is needed for desired results and their sustenance. Despite of the implementation of The Right Information Act (RTI) and transference act But question remain however, how long women are accommodated just in low paid manual labor just for the sake providing employment, why can't they be accommodated in other sectors, when there is scope, by educating, training in newly emerging production and services activities and by developing modern small scale industries in rural areas.

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GOODS AND SERVICE TAX AND ITS IMPACT ON INDIAN ECONOMY

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ABSTRACT

GST the biggest tax reform in India founded on the notion of “one nation, one market, one tax” is finally here. The moment that the Indian government was waiting for a decade has finally arrived. The single biggest indirect tax regime has kicked into force, dismantling all the inter-state barriers with respect to trade. The GST rollout, with a single stroke, has converted India into a unified market of 1.3 billion citizens. Fundamentally, the \$2.4-trillion economy is attempting to transform itself by doing away with the internal tariff barriers and subsuming central, state and local taxes into a unified GST.

The implementation of GST will have a far-reaching impact on almost all the aspects of the business operations in India. With more than 140 countries now adopting some form of GST, India has long been a stand-out exception.

GST is a value-added tax levied at all points in the supply chain, with credit allowed for any tax paid on input acquired for use in making the supply. It would apply to both goods and services in a comprehensive manner, with exemptions restricted to a minimum.

KEYWORDS: Goods and service tax, tax structure , Indian economy

INTRODUCTION

GST is an Indirect Tax which has replaced many Indirect Taxes in India. The Goods and Service Tax Act was passed in the Parliament on 29th March 2017. The Act came into effect on 1st July 2017.

MEANING: Goods and service tax law is a **comprehensive**, multi-stage, destination-based tax that is levied on every value addition.

In simple words, GST is an indirect tax levied on the supply of goods and services. GST Law has replaced many indirect tax laws that previously existed in India.

GST is one indirect tax for the **entire country**.

COMPONENTS OF GST: There are 3 taxes applicable under GST: CGST, SGST & IGST.

CGST: Collected by the Central Government on an intra-state sale (Eg: Within Maharashtra)

SGST: Collected by the State Government on an intra-state sale (Eg: Within Mahaashtra)

IGST: Collected by the Central Government for inter-state sale (Eg: Maharashtra to Tamil Nadu)

In most cases, the tax structure under the new regime will be as follows:

Transaction	New Regime	Old Regime	
Sale within the State	CGST + SGST	VAT + Central Excise/Service tax	Revenue will be shared equally between the Centre and the State



Sale to another State	IGST	Central Sales Tax + Excise/Service Tax	There will only be one type of tax (central) in case of inter-state sales. The Center will then share the IGST revenue based on the destination of goods.
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NEED FOR GST

1. The main reason behind introducing GST is to improve the economy of the nation.
2. VAT rates and regulations differ from state to state. And it has been observed that states often resort to slashing these rates for attracting investors. This results in loss of revenue for both the Central as well as State government.
3. GST brings in uniform tax laws across all the states spanning across diverse industries. Here, the taxes would be divided between the Central and State government based on a predefined and preapproved formula. In addition, it would become much easier to offer services and goods uniformly across the nation, since there won't be any additional state-levied tax
4. GST rollout missed several deadlines due to disagreement among many states over certain important issues on the new tax reform. However GST is scheduled for a nation-wide rollout on July 1st, 2017.

FEATURES OF GST

1. GST is one indirect tax for the entire nation, which will make India "one unified common market"
2. It will replace multiple taxes like VAT, CST, Excise Duty, Entry Tax, Octroi, LBT, Luxury Tax etc
3. There are three types of GST namely: a) SGST b) CGST c) IGST .
4. Tax Payers with an aggregate turnover in a financial year up [Rs. 20 Lakhs & Rs. 10 Lakhs for North Eastern States and Special Category States] would be exempted from tax.
5. GST slabs are pegged at 5%, 12%, 18% & 28%

IMPACTS OF GST ON INDIAN ECONOMY

1. **Elimination of Multiple Taxes:** The biggest benefit of GST is an elimination of multiple indirect taxes. All taxes that currently exist will not be in picture. This means current taxes like excise, octroi, sales tax, CENVAT, Service tax, turnover tax etc will not be applicable and all that will fall under common tax called as GST.
2. **Saving more Money:** For a common man, GST applicability means the elimination of double charging in the system. This will reduce the price of goods and services & help common man for saving more money.

It is expected that price of FMCG products, small cars, cinema tickets, electrical wires etc is expected to reduce.

3. **Ease of business:** GST will bring one country one tax concept. This will prevent unhealthy competition among states. It will be beneficial to do interstate business.
4. **Easy Tax Filing and Documentation:** For a businessman, GST will be a boon. No multiple taxes means compliance and documentation will be easy. Return filing, tax payment, and refund process will easy and hassle free.



5. **Cascading Effect reduction:** GST will be applicable at all stages from manufacturing to consumption. GST will provide tax credit benefit at every stage in chain. Today at every stage margin is added and tax is paid on whole amount, in GST you will have tax credit benefit and tax will be paid on margin amount only. It will reduce cascading effect of tax thereby reducing cost of product.
6. **More Employment:** As GST will reduce cost of product it is expected that demand of product will increase and to meet the demand, supply has to go up. The requirement of more supply will be addressed by only increasing employment.
7. **Increase in GDP:** As demand will grow naturally production will grow and hence it will increase gross domestic product. It is estimated that GDP will grow by 1-2% due to GST.
8. **Reduction in Tax Evasion:** GST is a single tax which will include various taxes, making the system efficient with very little chances of corruption and Tax Evasion.
9. **More Competitive Product:** As GST will address cascading effect of tax, inter-state tax, high logistics cost it will make manufacturing more competitive. This will bring advantage to businessman and consumer.
10. **Increase in Revenue:** GST will replace all 17 indirect taxes with single tax. Increase in product demand will ultimately increase tax revenue for state and central government. Goods and service tax is a boon for the Indian economy and the common man. It is a welcome step taken by the government.

CONCLUSION

Goods and service tax (GST) is a vast concept that simplifies the giant tax structure by supporting and enhancing the economic growth of a country. GST is a comprehensive tax levy on manufacturing, sale and consumption of goods and services at a national level To eliminate the cascading effects of production and distribution of goods and services and to eliminate the indirect taxation system in India.

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Future of Pillcam

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Introduction

First introduced more than 10 years ago, capsule endoscopy-CE has been a major technical innovation, directly influencing investigation and management of small bowel diseases.

Technology is swiftly progressing, supporting the broadening indications and clinical applications of capsule endoscopy.

The aim of technology is to produce products on a large scale for cheaper prices and increased quality. The present technologies have obtained a part of it, but the manufacturing technology is at the macro level. There is a device named as Diagnostic Imaging System that comes with the pill cam and consists of the batteries, lights, camera, and a transmitter. The wireless camera in the device can take thousands of high-quality images while passing through the full length of the small intestine. The normal pill camera is sized around 26 X 11 mm.

Pillcam has had tremendous success after its release because of its improved safety and accuracy. It is healthier than X-rays and radioactive tracing of stomach tumours. Currently, the pillcam video capsule has been used approximately 1.5 million times by more than 5,000 medical facilities in more than 75 countries. The new wireless capsule endoscopy has been established as the global standard for digestive diagnosis. Given Imaging, the pillcam company, has sold 221,300 capsules and reached an annual revenue of \$157.8 million.

Advantages of Pill Camera

- Biggest impact on the medical industry.
- Nanorobots can perform delicate surgeries.
- They can also change the physical appearance.
- They can slow or reverse the aging process.
- Used to shrink the size of components.
- Nano technology has the potential to have a positive effect on the Environment.

What are the risks?

Capsule enteroscopy is a safe procedure and is well tolerated by most patients. Less than 1 in 10 people have difficulty swallowing the capsule, which has a gel coating to help you swallow it. The main risk is retention of the capsule, which occurs in about 1 in a hundred people. The capsule becomes impeded by a stricture (narrowing) secondary to a tumour, [inflammation](#) or scarring from previous surgery. It is not dangerous in the short term, but you may require a surgical intervention to remove it. Obstruction may present as [bloating](#), [vomiting](#) or [pain](#). You should consult your doctor promptly if you experience these symptoms. In most cases the capsule will pass naturally from the body without any problems.



Although CE is generally considered a safe and straightforward procedure, there are a few limitations. CE is contraindicated in patients with swallowing disorders and known gastro-intestinal obstruction due to the risks of aspiration and retention of the capsule. Capsule retention is reported in up to 2% of procedures and risk factors include prolonged use of non-steroidal anti-inflammatory drugs, previous abdomino-pelvic irradiation and Crohn's disease (CD). Occasionally the capsule may be retained in the stomach as a consequence of gastro paresis; specifically designed "capsule delivery systems" are available to deliver the capsule directly into the small bowel in such circumstances. The concern with capsule retention is that it may lead to intestinal obstruction or perforation. In fact, it seems capsule retention is mostly asymptomatic and rarely causes obstruction. In some cases one can follow an expectant approach, although future magnetic resonance imaging (MRI) examinations are contraindicated. In most cases retrieval is eventually required and this can be done with medical, endoscopic or surgical methods. There is a theoretical risk of interference with permanent pacemakers, and implantable cardiac defibrillators by the radiofrequency of the capsule and data recorder, however several studies have failed to demonstrate interference with a wide range of cardiac devices Finally, CE reporting can be a time consuming exercise for gastroenterologists and despite its worthy diagnostic potential, CE currently has no biopsy or therapeutic capability.

Future improvements in pill cameras:

Technical improvements: Relentless technical progression has allowed considerable improvements to capsule endoscopes. Superior quality multi-element lenses and adaptive illumination allow a wider angle of view and enhanced picture clarity. Power management strategies have increased the duration and performance of capsule endoscopes and are imperative to facilitate other capsule technological advancements. The capsocam SV1 (Capso Vision Inc, Saratoga, United States) has four side-viewing (as opposed to end-viewing) lenses allowing a 360° panoramic view to improve mucosal visualisation. In the first study of this new capsule, 100% of small bowel examinations were complete. The duodenal papilla, identified in only 18%-43% of conventional CE due to its' angular position, was visualised in 70% of examinations using capsocam SV1.

Software and data analysis: Accurate reporting of a CE examination is time consuming and requires focussed attention since abnormalities may be evident in only a small number of frames. This has prompted attempts to produce software tools to enable a shorter capsule reading time while maintaining diagnostic accuracy. The Suspected Blood Indicator automatically highlights frames containing multiple red pixels as a marker of bleeding or vascular abnormalities. However, with a reported sensitivity of < 60% in the presence of active bleeding it cannot be recommended as anything more than a supportive tool Quick View allows time efficient capsule reading by selecting 2%-80% of frames (as set by the reader), producing a condensed video for review. Results are promising with excellent lesion detection rates and significantly shorter reading times. Fujinon intelligent chromo endoscopy enhances surface contrast in three specific wavelengths (red, green and blue) and appears to improve the definition and surface texture of small bowel lesions already detected with white light. Whether this actually influences detection rates or clinical outcomes still remains uncertain.

3-Dimensional reconstruction of the GI tract seems to assist diagnosis at conventional endoscopy by enhancing mucosal textural features and abnormalities. A version for small bowel CE using a software-enabled technique to convert a 2-D CE image to a 3-D representation has been trialled. It improved visualisation of a significant proportion of vascular lesions but, surprisingly, was less beneficial for



inflammatory and protruding lesions. Encouraging early results have also been reported from automated tumour recognition software algorithms such innovations are not isolated to small bowel CE. Ankri et al recently reported a new optical detection method specifically designed for colorectal cancer. The technique uses immune-conjugated gold nanorods to differentiate between normal and cancerous tissue and could be integrated into standard colon capsule endoscopy systems. Further research is required to define the utility of these advances in clinical practice.

Manoeuverability: The development of steerable capsules represents a major leap in the evolution of capsule technology. If the capsule motion through the gut was an active process, areas of interest could be inspected carefully, while interaction with the capsule could allow targeted biopsy or even drug delivery. Furthermore, a steerable capsule could overcome the problems encountered examining the capacious stomach allowing accurate pan-enteric examination to become a reality.

Remote manipulation: Swain et al[first reported this novel technology in 2010, using a modified Pillcam Colon with one camera replaced by magnets. The magnetically manoeuvrable capsule appeared to be easily manipulated in the oesophagus and stomach using a handheld external magnet. A second study found encouraging results with > 75% of gastric mucosa visualised in 7 out of 10 patients undergoing the examination and no adverse events reported.

Further studies using a magnetically steerable capsule with a magnetic guidance system similar to standard magnetic resonance imagers have been reported. In this case the capsule is manipulated using a joystick rather than a hand held paddle. Promising results were also achieved with all major areas of the stomach identified in > 85% of examinations. Comparison with conventional upper GI endoscopy was also encouraging with 58.3% of gastric lesions detected by both modalities, while 14 lesions were missed by MSCE and 31 lesions missed by OGD (that were seen on MSCE). The relative high cost of installing such a system is a major drawback to this technique.

Self-propelling capsules: Self-locomotion strategies using paddling, legs, fish-like movement and external magnets have been tried on *in vivo* models of the stomach and colon with some element of success. However, extensive work is required for these to become clinical reality. Most utilise internal actuation mechanisms to mobilise attached legs or paddles. An externally connected cable allows a continuous power supply, steering mechanisms and retrieval of data images.

Biopsy: Obtaining a tissue sample is the next logical step once the capsule can be accurately manoeuvred around a lesion and thus would prevent the need for a flexible endoscopy and biopsy when an abnormality is noted at CE reporting. The Nano-based capsule-Endoscopy with Molecular imaging and Optical biopsy (NEMO) project is a collaboration between academic and industry pioneers to produce a capsule with recognition, anchoring and bio-sensing capabilities to enable accurate pathology detection and diagnosis. Similarly the Versatile Endoscopic Capsule for gastrointestinal tumour Recognition and therapy (VECTOR) project, funded by the European Commission, is developing a mini-robot comprising sensors, controls, and a human-machine interface aiming to detect and intervene in early GI cancer. Other capsules using “micro-grippers” to fold and grab tissue samples are also being prototyped.

Targeted therapeutics: With the advent of real-time viewing and external manipulation the notion of targeted drug delivery becomes feasible. Potentially this could be applied to a number of clinical situations; localised application of steroid or immunomodulation for isolated CD for instance or targeted use of haemostatic spray to an actively bleeding lesion. One prototype can deliver an injection

of 1 ml of targeted medication while using a holding mechanism to resist movement by peristalsis. Whereas the ipill (Phillips Research, Eindhoven, The Netherlands) uses bowel transit time and pH sensors to gauge gut location before drug delivery and is being trialled in CD and colorectal cancer.

Conclusion:

Capsule endoscopy is now an invaluable tool for investigating the small bowel since it outperforms other investigation modalities while remaining acceptable to patients. Oesophageal, colon and potentially gastric capsule examination have some way to go in order to challenge their traditional investigational counterparts. Ultimately underlying these issues, the fact remains that intubational endoscopy is uncomfortable for patients and incurs risk. Despite having good patient tolerability and safety profiles capsule examination outside of the small bowel will need to match these conventional tests in both diagnostic yields and cost-effectiveness in order to compete. Technology is swiftly advancing and therefore if these standards can be met CE would have a clear advantage over conventional endoscopy particularly in the context of screening.

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DISCRETE FOURIER TRANSFORMATION

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Discrete Fourier transform

The Fourier transform is one of the most powerful methods of applied mathematics. Its finite dimensional analogue, the discrete Fourier transform, or DFT, is just as useful in scientific computing. The DFT allows direct algebraic solution of certain differential and integral equations. It is the basis of computations with time series data and for digital signal processing and control. It leads to computational methods that have an infinite order of accuracy (which is not the same as being exact). The drawback of DFT based methods is their geometric inflexibility. They can be hard to apply to data that are not sampled at uniformly spaced points. The multidimensional DFT is essentially a product of one dimensional DFTs. Therefore is it hard to apply DFT methods to problems in more than one dimension unless the computational domain has a simple shape. Even in one dimension, applying the DFT depends on boundary conditions.

At its core the DFT is an $N \times N$ unitary matrix that represents a change of basis. It would take N^2 multiplications and additions to calculate the DFT of a vector by direct matrix vector multiplication. The fast Fourier transform, or FFT, algorithm calculates the DFT in $2N \log_2(N)$ multiplications. For $N = 1024$, this is a reduction by a factor of 50.

The Fast Fourier transformation is modified form of the Discrete Fourier Transformation which minimizes the computational time so that the processing time will be minimum .As the results it is possible to obtain the better speech quality in short duration of time.

This paper focuses on the Fast Fourier transform which reduces the computation steps of discrete Fourier transform (DFT), discrete convolution, and, particularly, the fast algorithms to calculate them. These topics have been at the center of digital signal processing since its beginning, and new results in hardware, theory and applications continue to keep them important and exciting. As far as we can tell, Gauss was the first to propose the techniques that we now call the Fast Fourier transform (FFT) for calculating the co-efficient in a trigonometric expansion of an asteroid's orbit in 1805. However, it was the seminal paper by Cooley and Tukey in 1965 that caught the attention of the science and engineering community and, in a way, founded the discipline of digital signal processing (DSP).

The impact of the Cooley-Tukey FFT was enormous. Problems could be solved quickly that were not even considered a few years earlier. A flurry of research expanded the theory and developed excellent practical programs as well as opening new applications. In 1976, Winograd published a short paper that set a second flurry of research in motion. This was another type of algorithm that expanded the data lengths that could be transformed efficiently and reduced the number of multiplications required. The groundwork for this algorithm had be set earlier by Good and by Rader. In 1997 Frigo and Johnson developed a program they called the FFTW (fastest Fourier transform in the west) , which



is a composite of many of ideas in other algorithms as well as new results to give a robust, very fast system for general data lengths on a variety of computer and DSP architectures. This work won the 1999 Wilkinson Prize for Numerical Software.

It is hard to overemphasize the importance of the DFT, convolution, and fast algorithms. With a history that goes back to Gauss and a compilation of references on these topics that in 1995 resulted in over 2400 entries, the FFT may be the most important numerical algorithm in science, engineering, and applied mathematics. New theoretical results still are appearing, advances in computers and hardware continually restate the basic questions, and new applications open new areas for research. It is hoped that this book will provide the background, references, programs and incentive to encourage further research and results in this area as well as provide tools for practical applications.

The development of fast algorithms usually consists of using special properties of the algorithm of interest to remove redundant or unnecessary operations of a direct implementation.

Because of the periodicity, symmetries, and orthogonality of the basis functions and the special relationship with convolution, the discrete Fourier transform (DFT) has enormous capacity for improvement of its arithmetic efficiency. There are four main approaches to formulating efficient DFT algorithms. The first two break a DFT into multiple shorter ones. This is done in Multidimensional Index Mapping by using an index map and in Polynomial Description of Signals by polynomial reduction. The third is Factoring the Signal Processing Operators which factors the DFT operator (matrix) into sparse factors. The DFT as Convolution or Filtering develops a method which converts a prime-length DFT into cyclic convolution. Still another approach is interesting where, for certain cases, the evaluation of the DFT can be posed recursively as evaluating a DFT in terms of two half-length DFTs which are each in turn evaluated by a quarter-length DFT and so on. The very important computational complexity theorems of Winograd are stated and briefly discussed in Winograd's Short DFT Algorithms. The specific details and evaluations of the Cooley-Tukey FFT and Split-Radix FFT are given in The Cooley-Tukey Fast Fourier Transform Algorithm, and PFA and WFTA are covered in The Prime Factor and Winograd Fourier Transform Algorithms. A short discussion of high speed convolution is given in Convolution Algorithms, both for its own importance, and its theoretical connection to the DFT. We also present the chirp, Goertzel, QFT, NTT, SR-FFT, Approx FFT, Autogen, and programs to implement some of these. Ivan Selesnick gives a short introduction in Winograd's Short DFT Algorithms to using Winograd's techniques to give a highly structured development of short prime length FFTs and describes a program that will automatically write these programs. Markus Pueschel presents his "Algebraic Signal Processing" in DFT and FFT: An Algebraic View on describing the various FFT algorithms. And Steven Johnson describes the FFTW (Fastest Fourier Transform in the West) in Implementing FFTs in Practice

A powerful approach to the development of efficient algorithms is to break a large problem into multiple small ones. One method for doing this with both the DFT and convolution uses a linear change of index variables to map the original one-dimensional problem into a multi-dimensional problem. This approach provides a unified derivation of the Cooley-Tukey FFT, the prime factor algorithm (PFA) FFT, and the Winograd Fourier transform algorithm (WFTA) FFT. It can also be applied directly to convolution to break it down into multiple short convolutions that can be executed

faster than a direct implementation. It is often easy to translate an algorithm using index mapping into an efficient program.

The basic definition of the discrete Fourier transform (DFT)

$$C(K) = \sum_{n=0}^{N-1} x(n)W_N^{nk}$$

Where n, k and N are integers, $j = \sqrt{-1}$

If the N values of the transform are calculated from the N values of the data, x (n), it is easily seen that N² complex multiplications and approximately that same number of complex additions are required. One method for reducing this required arithmetic is to use an index mapping (a change of variables) to change the one-dimensional DFT into a two- or higher dimensional DFT. This is one of the ideas behind the very efficient Cooley-Tukey and Winograd algorithms. The purpose of index mapping is to change a large problem into several easier ones. This is sometimes called the "divide and conquer" approach but a more accurate description would be "organize and share" which explains the process.

An example of the Cooley-Tukey radix-4 FFT for a length-16 DFT uses the type-two map with K₁ = 4, K₂ = 1, K₃ = 1, K₄ = 4 giving

$$n = 4n_1 + n_2$$

$$k = k_1 + 4k_2$$

The residue reduction is not needed here since n does not exceed N as n₁ and n₂ take on their values. Since, in this example, the factors of N have a common factor, only one of the conditions can hold and, therefore, becomes

$$C(K_1, K_2) = C(K) = \sum_{n_2=0}^3 x(n)W_4^{n_1, k_1} W_{16}^{n_2 k_1} W_4^{n_2 k_2}$$

Where of $W_{16}^{k_1 k_3} = W_4$

This has the form of a two-dimensional DFT with an extra term W₁₆, called a twiddle factor. The inner sum over n₁ represents four length-4 DFTs, the W₁₆ term represents 16 complex multiplications, and the outer sum over n₂ represents another four length-4 DFTs.

This choice of the K_i uncouples the calculations since the first sum over n₁ for n₂ = 0 calculates the DFT of the first row of the data array x(n₁; n₂), and those data values are never needed in the succeeding row calculations. The row calculations are independent, and examination of the outer sum shows that the column calculations are likewise independent.

The left 4-by-4 array is the mapped input data, the center array has the rows transformed, and the right array is the DFT array. The row DFTs and the column DFTs are independent of each other.

The twiddle factors (TF) which are the center W are the multiplications which take place on the center array. This uncoupling feature reduces the amount of arithmetic required and allows the results of each row DFT to be written back over the input data locations, since that input row will not be needed again. This is called in-place calculation and it results in a large memory requirement savings.

The purpose of index mapping is to improve the arithmetic efficiency. For example a direct calculation of a length-16 DFT requires 16^2 or 256 real multiplications (recall, one complex multiplication requires 4 real multiplications and 2 real additions) and an uncoupled version requires 144. A direct calculation of a length-15 DFT requires 225 multiplications but with a type-two map only 135 and with a type-one map, 120. Recall one complex multiplication requires four real multiplications and two real additions. Algorithms of practical interest use short DFT's that require fewer than N^2 multiplications. For example, length-4 DFTs require no multiplications and, therefore, for the length-16 DFT, only the TFs(Transfer functions) must be calculated. That calculation uses 16 multiplications, many fewer than the 256 or 144 required for the direct or uncoupled calculation. The concept of using an index map can also be applied to convolution to convert a length $N = N_1 N_2$ one-dimensional cyclic convolution into a N_1 by N_2 two-dimensional cyclic convolution. There is no savings of arithmetic from the mapping alone as there is with the DFT, but savings can be obtained by using special short algorithms along each dimension.

The FFT as a Recursive Evaluation of the DFT:

It is possible to formulate the DFT so a length-N DFT can be calculated in terms of two length-($N/2$) DFTs. And, if $N = 2M$, each of those length-($N/2$) DFTs can be found interms of length-($N/4$) DFTs. This allows the DFT to be calculated by a recursive algorithm with M recursions, giving the familiar order $N \log(N)$ arithmetic complexity. Calculate the even indexed DFT values from by:

$$c(k) = \sum_{n=0}^{N-1} x(n)W_N^{2nk}$$

$$c(k) = \sum_{n=0}^{N-1} x(n)W_{N/2}^{nk}$$

$$c(k) = \sum_{n=0}^{N/2-1} x(n)W_N^{2nk} + \sum_{n=N/2}^{N-1} x(n)W_{N/2}^{nk}$$

And a similar argument gives the odd indexed values as:

$$c(k) = \sum_{n=0}^{N/2-1} \{x(n) + x(n + N/2)\}W_{N/2}^{nk}$$

Together, these are recursive DFT formulas expressing the length-N DFT of $x(n)$ in terms Of length- $N/2$ DFTs:

$$C(2k) = \text{DFT}_{N/2} \{x(n) + x(n+N/2)\}$$

$$C(2k+1) = \text{DFT}_{N/2} \{[x(n) - x(n+N/2)]\} W_N^n$$

This is a decimation-in-frequency" (DIF) version since it gives samples of the frequency domain representation in terms of blocks of the time domain signal.

A DIT version can be derived in the form:

$$C(k) = \text{DFT}_{N/2} \{x(2n)\} + W_N^k \text{DFT}_{N/2} \{x(2n+1)\}$$

$$C(k+N/2) = \text{DFT}_{N/2} \{x(2n)\} - W_N^k \text{DFT}_{N/2} \{x(2n+1)\}$$

Which gives blocks of the frequency domain from samples of the signal.

Similar recursive expressions can be developed for other radices and algorithms. Most recursive programs do not execute as efficiently as looped or straight code, but some can be very efficient.

The FFT is based on the complex DFT, a more sophisticated version of the real DFT discussed in the last four chapters. These transforms are named for the way each represents data, that is, using complex numbers or using real numbers. The term complex does not mean that this representation is difficult or complicated, but that a specific type of mathematics is used. Complex mathematics often is difficult and complicated, but that isn't where the complex DFT and provides the background needed to understand the details of the FFT algorithm. The

Since the FFT is an algorithm for calculating the complex DFT, it is important to understand how to transfer real DFT data into and out of the complex DFT format compares how the real DFT and the complex DFT store data. The real DFT transforms an N point time domain signal into two $N/2 + 1$ point frequency domain signals. The time domain signal is called just that will be the time domain signal. The two signals in the frequency domain are called the real part and the imaginary part, holding the amplitudes of the cosine waves and sine waves, respectively. This should be very familiar from past chapters. In comparison, the complex DFT transforms two N point.

In comparison, the complex DFT transforms two N point time domain signals into two N point frequency domain signals. The two time domain signals are called the real part and the imaginary part, just as are the frequency domain signals. In spite of their names, all of the values in these arrays are just ordinary numbers. (If you are familiar with complex numbers the j 's are not included in the array values are a part of the mathematics. the operator, $Im()$, returns a real number).

Calculating a real Inverse DFT using a complex Inverse DFT is slightly harder. This is because you need to insure that the negative frequencies are loaded in the proper format. Remember, points 0 through $N/2$ in the complex DFT are the same as in the real DFT, for both the real and the imaginary parts. For the real part, point $N/2 + 1$ is the same as point $N/2 - 1$, point $N/2 + 2$ is the same as point $N/2 - 2$, etc. This continues to point $N+1$ being the same as point 1. The same basic pattern is used for the imaginary part, except the sign is changed. That is, point $N/2 - 1$ is the negative of point $N/2 + 1$, point

$N/2 - 2$ is the negative of point $N/2 - 2$, etc. Notice that samples 0 and $N/2$ do not have a matching point in this duplication scheme. a guide to understanding this symmetry. In practice, you load the real DFT's frequency spectrum into samples 0 to $N/2$ of the complex DFT's arrays, and then use a subroutine to generate the negative frequencies between samples $N/2 + 1$ and $N - 1$. To check that the proper symmetry is present, after taking the inverse FFT, look at the imaginary part of the time domain. It will contain all zeros if everything is correct (except for a few parts-per million of noise, using single precision calculations).

The FFT is a complicated algorithm, and its details are usually left to those that specialize in such things. This section describes the general operation of the FFT, but skirts a key issue: the use of complex numbers. If background in complex mathematics, are known between the lines to understand the true nature of the algorithm. The details elude few scientists and engineers that use the FFT could write the program from scratch. In complex notation, the time and frequency domains each contain one signal made up of N complex points. Each of these complex points is composed of two numbers, the real part and the imaginary part. For example, when we talk about complex sample X , it refers to the combination of ReX and ImX . In other words, each complex variable holds two numbers. When two complex variables are multiplied, the four individual components must be combined to form the two components of the product. The following discussion on "How the FFT works" uses this jargon of complex notation. That is, the singular terms: signal, point, sample, and value, refer to the combination of the real part and the imaginary part. The FFT operates by decomposing an N point time domain signal into N time domain signals each composed of a single point. The second step is to calculate the N frequency spectra corresponding to these N time domain signals. Lastly, the N spectra are synthesized into a single frequency.

Another popular algorithm eliminates the wasted calculations associated with the imaginary part of the time domain being zero, and the frequency spectrum being symmetrical. In other words, the FFT is modified to calculate the real DFT, instead of the complex DFT. These algorithms are called the **real FFT** and the **real Inverse FFT** (or similar names). Expect them to be about 30% faster than the conventional FFT routines. There are two small disadvantages in using the real FFT. First, the code is about twice as long. Second, debugging these programs is slightly harder because it cannot be use symmetry as a check for proper operation. These algorithms force the imaginary part of the time domain to be zero, and the frequency domain to have left-right symmetry. For debugging, check that these programs produce the same output as the conventional FFT algorithms.

Now the key element a frequency spectrum composed of these two types of symmetry can be perfectly separated into the two component signals. This is achieved by the even/odd decomposition. In other words, two real DFT's can be calculated for the price of single FFT. One of the signals is placed in the real part of the time domain, and the other signal is placed in the imaginary part. After calculating the complex DFT (via the FFT, of course), the spectra are separated using the even/odd decomposition. When two or more signals need to be passed through the FFT, this technique reduces the execution time by about 40%. The improvement isn't a full factor of two because of the calculation time required for the even/odd decomposition. This is a relatively simple technique with few pitfalls, nothing like writing an FFT routine from Scratch. Consider that the FFT is to Digital Signal Processing

what the transistor is to electronics. It is a foundation of the technology; everyone in the field knows its characteristics and how to use it. However, only a small number of specialists really understand the details of the internal workings.

Applications:

Discrete Fourier Transform (FFT) has various applications in many fields.

- In the field of solutions for wave equations.
- In the field of remote sensing.
- In the field of Image reconstructions.
- In the field of complex solution.
- In the field of Error corrections in communication system.
- In the field of Audio signal processing.
- In the field of Video signal processing.
- In the field of Digital signal processing.
- In the field of real time Musical applications.
- In the field of Testing of Civil structures.

Conclusion:

Discrete Fourier Transformation (DFT) is complex process where the processing time is more .In order to overcome this disadvantage the fast Fourier transformation are preferred where a large quantity of Data are processed in short duration of time. Fast Fourier Transformation is a simplified form of Discrete Fourier Transformation

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Issues and challenges in Physical Education and sports

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Introduction

Physical Education is associated with health and wellbeing, as a primary site for student engagement in the development of knowledge and understanding of issues related to health. Consequently, researchers within the Physical Education Research Forum aim to better understand this position for PE and what it means for teaching, learning and student experience. Importantly, group members also aim to challenge this position for PE, question the extent to which PE and PE teachers should be responsible for developing students' physical health, and the extent to which current practice in PE can improve children and young people's social, emotional and mental health.

The importance of physical education has never been emphasised more than it is today. It is widely recognised that physical education (PE) and sports is relevant and important in developing an active and healthy lifestyle and the solution to rising obesity rates worldwide. Although in most countries, physical education is part of the school curriculum, lessons are not given, thus leading to a reduced experience of physical activity for children and youth. The practice of a physically active lifestyle in combination with healthy nutrition, however, needs to be started in early childhood. Therefore, ensuring that all children engage in regular physical activity is crucial, and the schools are the only place where all children can be reached. Quality Physical Education is the most effective and inclusive means of providing all children, whatever their ability/disability, sex, age, cultural, race/ethnicity, religious or social background, with the skills, attitudes, values, knowledge and understanding for lifelong participation in physical activity and sport and is the only school subject whose primary focus is on the body, physical activity, physical development and health

In 2015, UNESCO affirmed that the offering of physical education is declining all over the world, which increases the concern regarding public health and reinforces the importance of governments taking political measures to guarantee that PE is taught in schools' curricula. The World Health Organization (cited by UNESCO) states that levels of physical inactivity are rising and are responsible for increasing risk of diseases. The Organization explains that, for many people, the opportunities to do sport and exercise are not easily available, which makes it even more important to value PE in schools. Considering this situation, UNESCO recommends political measures to provide Quality Physical Education (QPE), which is defined according to the Association for Physical Education as:

'Planned, progressive, inclusive learning experience that forms part of the curriculum in early years, primary and secondary education. In this respect, QPE acts as the foundation for a lifelong engagement in physical activity and sport. The learning experience offered to children and young people through physical education lessons should be developmentally appropriate to help them acquire the psychomotor skills, cognitive understanding, and social and emotional skills they need to lead a physically active life'.

The study sought to gain the teachers' experiences on issues regarding curriculum, pedagogy and administration of PE challenges facing PE are similar across countries programmers in high schools. From these experiences the study identified best practice in school PE, the challenges faced by teachers and how these challenges are overcome.

Definition Of the terms

- Challenges:-difficulty in a job or understanding that is stimulating to one engaged in it.
- Curriculum:-All things which are planned and guided by the school whether it is carried on in group and individual inside or outside the school. Disciplinary problems- are deeds which are performed by students against the university's legislation.
- Education: - is planned, organized, designed, directed & evaluated process to be bringing a desired change on physical, mental, moral and emotional.
- Learning environment: - is a place in which teaching learning process takes place.
- Motivation: - Defined as a drive to do something.
- Physical education: - The term refers to a process of learning through physical activities designed to improve physical fitness, develop motor skills, knowledge and behaviour of healthy and active living, sportsmanship, and emotional intelligence.
- Pedagogy: - the practice that a teacher, together with a particular group of learners creates enacts and experiences.

It is noted that the amount of time dedicated to physical education has been diminished in the school curriculum throughout the world. Physical educators have failed to ensure that the linkage between their efforts in the classroom and the health and cognitive development of their students. The responsibility rests directly on the shoulders of physical educators to ensure that the importance of their subject matter is understood and embraced as a part of their schools' overall curriculum. Today, more than ever, the physical education curriculum needs to be linked to the overall well-being of children and youth as they matriculate through the curriculum. As has been noted, lessons learned at an early age carry into adult life. Furthermore, the importance of physical activity as a way of creating greater attentiveness in the classroom has not been recognized

The specific objectives of the study

- To find out the Challenges that affects physical education theoretical and practical class.
- To investigate the environment of teaching learning physical education and sport.
- To evaluate the current Curriculum of physical Education.
- To assess the attitude of school administration towards teaching learning of physical Education and sport.
- To provide basic solution and suggestions.

A key factor in building cooperative relationships is the importance of leadership that is willing to overcome issues related to territoriality, inertia, legal mandates, tradition, fear of the loss of power, feelings of ownership, the misunderstanding of programs, and others. Such cooperative activities improve the accessibility to programs and services, as well as areas and facilities. In this way, the talented students will be sponsored through different agencies to take part in different competitions. In

India specially where there is so much talent but due to lack of financial funds, many students lacks behind even being so talented. The co-operation from different agencies will help needy students to showcase their talent at different world level competitions. Thus, adequate training through well-defined curriculum as well as funding from different agencies is necessary to promote the PE and sports activities

Issues in Physical Education and Sport

- Gambling
- Drug Abuse
- Increasing Salaries
- Violence
- Burnout of young athletes
- Professionalization of collegiate athletics
- Racism
- Academic qualifications of athletes
- Emphasis on winning in youth sports
- Accountability of teachers
- Integrity of PE as a school subject



Problems with Planning and their Effects on the Quality of Physical Education Programs Physical education is such a unique field in schools, because it has many different aspects that need to be taken into consideration when running a physical education class. Students are not simply taught material from the curriculum and required to understand it, but physical education maintains a more interactive atmosphere with Students collaboratively learning, trying, creating, improvising, leading and following.

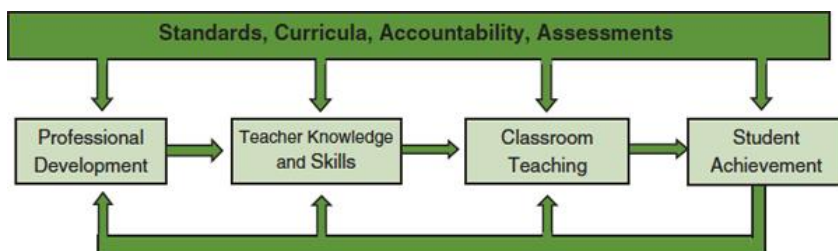
The students are expected to achieve outcomes such as understanding the knowledge presented in the curriculum, becoming competent in activities presented, and being able to apply those concepts to incorporate more physical activity and healthier lifestyle practices as they age. However, not all physical education programs in as planning, facilities and equipment, student populations,

Teachers will also be required to gain knowledge of contemporary, technology-based instructional strategies. Furthermore, teachers will need to gain a greater awareness of teaching strategies that support anytime, anywhere learning and leverage technological applications. Technology holds promise for the way that students learn and also for the way in which teachers teach. Physical and health educators are challenged to become more responsive to a technology-driven environment that provides enhanced opportunities for learners well beyond the walls of the traditional classroom setting. Technology thus can play vital role in generating the interest in physical education and sports activities.

Conclusion:

The current practices and present curriculum needs to be modified to generate interest of students in physical education and sports activities. The future challenges will mainly be the appropriate curriculum to be made and followed and to make available adequate funds from various organisations in order to support the needy but intelligent children so that they can only focus on their game without worrying about the funds. The technology will also play an important role in expanding and creating

the interest in physical activities. The importance of physical education and sports activities are being identified in today's world and efforts are being made to improve the situations so that more and more talent can be recognised.



The recreational PE teacher, who 'rolls the ball' and does not educate, is a regrettable reality that has not yet been overcome in the schools studied; it is clearly an unsustainable situation that must change. The researchers agree with

this view, but it is also necessary to consider the situation of stress and burnout experienced by teachers, which is a result of lack of support from the school and the government. Therefore, greater involvement of teachers in school decision-making and community participation must be encouraged, which are essential aspects to improve school participatory management.

It is believed that practice and challenges of Physical education teachers is one of the obstacle of teaching learning process and educational system without good condition of fulfil of proper availability it is doubtful to achieve the objectives. To assesses Various challenges that affects the teaching learning process of Physical education is paramount important to determine what teaching learning processed as satisfactory, who good the school system is, how good the individual teaches and administrations are that changes are brought, etc.

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FDI POLICY OF INDIA- RECENT REFORMS

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Abstract

Foreign Direct Investment (FDI) is considered as an engine of economic growth. Apart from being a critical driver of economic growth, foreign direct investment (FDI) is a major source of non-debt financial resource for the economic development of India. Foreign companies invest in India to take advantage of relatively lower wages, special investment privileges such as tax exemptions, etc. For a country where foreign investments are being made, it also means achieving technical know-how and generating employment. The Indian government's favorable policy regime and robust business environment have ensured that foreign capital keeps flowing into the country. The government has taken many initiatives in recent years such as relaxing FDI norms across sectors such as defense, PSU oil refineries, telecom, power exchanges, and stock exchanges among others and recently in Union cabinet it gave approval to a number of amendments in the FDI Policy. These are intended to liberalize and simplify the FDI policy so as to provide ease of doing business in the country.

Keywords: Capital, Industrial policy, Investments.

Introduction

One of the main debates in the nation's development was impact of Foreign Direct Investment in economic growth in the developing countries. Foreign direct investment has been an engine of economic growth in an increasingly globalized world economy, and has been one of the most important subjects in the study of international business. Foreign Direct Investment FDI can be explained as the investment which is being invested by an investor in foreign countries having interest to gain more market share in the international contest and having the economies of scale. Foreign direct investment is flowing of capital by an investor who buys a property/asset in another country to manage it. Foreign Direct Investment plays an important role in Indian industry and ensuring the competition of the Indian products in the world market. FDI might help to fill out the gap between the Indian industrial capacity and the continuous facilities.

FDI have three components:

1. New equity from the parent company to its branch in the host country;
2. Reinvested profits of the foreign company branch in the host country;
3. Short-term loans and long term loans from the parent company to its subsidiary in the host country.



What the Cabinet Decided?

Ahead of the Union Budget for next fiscal year, the Union Cabinet ("**Cabinet**") chaired by the Prime Minister Shri Narendra Modi met on January 10, 2018 to approve several amendments in the foreign direct investment policy of India ("**FDI Policy**"), which are expected to have a wide-ranging impact

The key reforms in the policy include:

1. FDI allowed in Single Brand Retail Trading ("**SBRT**") up to 100% under the automatic route.
2. FDI by foreign airlines allowed in M/s Air India Limited ("**Air India**") under approval route, provided substantial ownership and effective control continue to be vested in Indian national.
3. FIIs/FPIs to acquire shares in 'Power Exchanges' through primary market.
4. Real-estate broking service has been clarified not to constitute a real-estate business and hence, FDI in such services is permitted up to 100% under automatic route.
5. FDI into Investing Companies and Core Investment Companies to be allowed up to 100% under automatic route provided such activities are regulated by any financial sector regulator.
6. Issue of shares against non-cash considerations shall be permitted under automatic route in case of activities falling under automatic route.
7. Audit of the Indian investee company with foreign investment, by an international audit firm of its choice, must be carried out jointly with another audit firm which does not belong to the same network as the international audit firm.
8. The definition of 'Medical Devices' under the FDI Policy is not tied to the definition of 'Medical Devices' under the Drugs and Cosmetics Act, 1940 and the rules made there under.
9. Department of Industrial Policy & Promotion ("**DIPP**") to be the new competent authority for examining FDI proposals under automatic route from countries of concern i.e. Pakistan and Bangladesh.

These reforms are in continuation of the Government's endeavor to liberalize the existing foreign direct investment ("**FDI**") regime in India. Besides, it is expected to boost the FDI inflows and contribute to the growth of investment, income and employment in the country.

The changes announced are set out below, along with our analysis. The description below is based on the press release¹ issued by the Government of India. The fine print of the actual amendments (to be made to the FDI Policy and the Foreign Exchange Management (Transfer or Issue of Security by a Person Resident Outside India) Regulations, 2017 ("**TISPRO**"), which governs FDI in India) are still awaited.



1. FDI in SBRT (Single Brand Retail Trading) under automatic route

FDI limits for investment in SBRT under automatic route have been increased up to 100%, from the present 49%, subject to fulfillment of prescribed conditions. One of such conditions is that in respect of proposals involving foreign investments beyond 51%, sourcing of 30% of the value of goods purchased is to be from India, preferably from Micro, Small & Medium Enterprises (MSMEs), village and cottage industries, artisans and craftsmen, in all sectors. However, the proposed change to the FDI Policy would allow an SBRT entity to set off the mandatory sourcing requirement against its incremental sourcing of goods from India for global operations during initial five years (starting April 1 of that year) of opening the first store in India. The incremental sourcing for the purpose of set off shall be equal to the annual increase in the value of goods sourced from India for global operations (in INR terms), either directly or through their group companies

In other words, if the value of incremental sourcing is equivalent to the value of mandatory sourcing, then effectively there is zero local sourcing requirements for the SBRT entity during the initial five years. Post completion of the five years' period the SBRT entity shall be required to meet the mandatory 30% local sourcing norms directly towards its India operations on an annual basis.

Analysis: Relaxing the FDI norms for SBRT by allowing 100% FDI under automatic route is a welcome change and it will not only attract additional foreign capital into the country, but will also provide an impetus to the retail industry growth. FDI in SBRT is now expected to gain momentum due to the ease in the process of doing business and not being subject to regulatory scrutiny and approval process. Besides, the option to avail set off against the incremental sourcing is a positive step towards attracting big retail groups to enter into India. However, the revised norms may not appear as attractive for companies engaged in hi-tech segments, as they would be hard pressed to be meet the local sourcing requirements as well as avail of the other option of incremental sourcing of goods by their group companies. Unless these companies obtain an exemption from the Government from the local sourcing requirement based on the "state of the art" and "cutting-edge" technology involved in the manufacture of their products, they would find it very difficult to set-up shop in India under these norms.

Further, the aforementioned exemptions from local sourcing norms in case of "state of the art" and "cutting-edge" technology are granted on a case to case basis subject to recommendations to this effect by a committee under the chairmanship of the Secretary, Department of Industrial Policy & Promotion ("DIPP"). Even where they receive such an exemption, as per the current norms, this exemption would only be valid for 3 years post which they would still have to meet the local sourcing requirement. In view of the same, it is unlikely that these proposals will be viewed with increased enthusiasm by such foreign investors.

2. Foreign airlines can invest up to 49% in Air India

Currently foreign airlines are allowed to invest in the capital instruments of Indian companies, operating scheduled and non-scheduled air transport services, up to the limit of 49% of their paid-up capital, except in Air India, a Government owned scheduled air transport service. However, in the wake of ongoing divestment process, the Government has decided to relax the norms by allowing



foreign airlines to invest up to 49% under approval route, subject to the condition that total FDI in Air India shall not exceed 49% either directly or indirectly and its substantial ownership and effective control shall continue to be vested in Indian national.

Analysis: Allowing FDI up to 49% in Air India subject to abovementioned conditions shall bring the national airline at par with other carriers in which foreign investment was already permitted. In the time when the Government is working on the modalities for strategic divestment of Air India, the proposed change is expected to ease the process of divestment and attract more bidders for the airline. Further, it will not only allow other domestic carriers, jointly with foreign partners, to participate in the bidding process but, will help Air India to strengthen its financial and technical capabilities.

3. FIIs/FPIs investments in 'Power Exchanges'

Foreign investment in power exchanges by foreign institutional investors (FIIs) / foreign portfolio investors (FPIs) is currently allowed only through the secondary market. However, the Government has proposed to relax the FDI norms to allow FIIs/FPIs to be able to invest through primary market as well.

Analysis: The Government's decision to allow FPI/FIIs to invest in power exchanges through the primary market may have been a bit late for Indian Energy Exchange (which recently concluded its IPO), however it is a positive step towards growth of power exchanges in India. Besides, it has also opened new avenues for the power exchanges to raise capital from institutional investors by way of private placement or preferential allotment.

4. Real Estate Broking is not Real Estate Business

Government's clarification that real-estate broking services do not constitute real estate business and hence, FDI is permitted in such services up to 100% under automatic route was long overdue. The real estate industry, for a very long time had differing views and interpretations about the status of real-estate broking service. This clarification and subsequent change in FDI Policy shall provide the much needed clarity to the players in the real estate industry.

Analysis: The proposed change is expected to boost the segment by attracting large international brokerage companies to invest in India and set up their subsidiaries here. It will also be a source of encouragement for start-ups in the real estate industry that offer innovative broking products.

5. FDI in Investing Company

As per the extant FDI Policy, foreign investment into an Indian company, engaged only in the activity of investing in the capital of other Indian company/LLP (i.e. Investing Company) and/or in the core investing company ("CIC") is permitted up to 100% with prior government approval. However, in light of various representations received by the Government in this regard, it has been proposed to liberalize the policy for FDI into Investing Companies and CICs up to 100% under automatic route, provided they are regulated by any financial sector regulator in India. In cases where only part of the activity is regulated or where there is doubt regarding the regulatory oversight, foreign investment up



to 100% will be allowed under the approval route, subject to conditions including minimum capitalization requirement, as may be decided by the Government.

Analysis: The Government's attempt to align the policy regarding Investing Company and the Core Investing Companies with the provisions on other Financial Services is a positive step towards easing the process of doing business in India. However, practically while CIC may be regarded as regulated by the Reserve Bank of India but, it would difficult for Investing Companies to obtain registration of any financial regulator for seeking foreign investments under the automatic route, as Investing Companies are currently not required to be registered.

6. Issue of shares for non-cash consideration under automatic route

As per the current FDI policy, issue of equity shares against non-cash considerations like pre-incorporation expenses, import of machinery and others is permitted under government approval route. However, under the proposed law the Government has decided to allow issue of equity shares against non-cash considerations such as pre-incorporation expense, import of machinery etc. under the automatic route in case of sectors under the automatic route.

Analysis: It is yet another welcome step which would significantly reduce the transaction timeline by eliminating two to three months, that is the time consumed in obtaining the Government approval.

7. Joint audits by Indian investee companies receiving FDI

A new provision has been proposed to be introduced in the FDI Policy pertaining to joint audits of the investee company receiving foreign investments. It has been decided by the Government that wherever the foreign investor wishes to specify a particular auditor/audit firm having international network for the Indian investee company, then audit of such investee companies should be carried out as joint audit wherein one of the auditors should not be part of the same network. In other words, joint audits are now mandatory for Indian companies that receive foreign investments if an international investor insists on audit by a global firm, or its Indian affiliate.

Analysis: Prior to this change, the FDI Policy did not have any provisions in respect of specification of auditors that can be appointed by the Indian investee companies receiving foreign investments, which had resulted in a practice where the foreign investor and investee company would contractually agree to audit by Big Four firms or Indian firm that are part of their network. However, with the new law in place it is expected that there may be a decline in such practices and the local audit firms would get a fair opportunity to grow its business.

8. Revised definition of 'Medical Devices'

The definition of 'Medical Device' under the extant FDI Policy is subject to amendment to the Drugs and Cosmetic Act, 1940 ("**D & C Act**"). It has been decided that the said definition would no longer be subject to the amendment to D & C Act.

Analysis: This decision has been taken on a very timely basis in light of the extremely restrictive definition of "Medical Devices" in Medical Devices Rules, 2017 ("**New Medical Devices Rules**")



issued under the D & C Act that took effect of January 1, 2018. The New Medical Devices Rules define "Medical Devices" to presently cover only fifteen categories of medical devices that are regulated as drugs under D & C Act. Had the decision not been taken, it would have led to conflicting interpretation of definition of "Medical Devices". The decision restores the status quo whereby a wide range of items may be categorized as medical devices and a company engaged in its manufacture may attract FDI up to 100% under automatic route. The items include any instrument, apparatus, appliance, implant, material or other articles, whether used alone or in combination, plus any software tool, intended by its manufacturer to be used specially for human beings or animals for diagnosis, prevention, monitoring, treatment or alleviation of any disease or disorder.

9. FDI proposals from 'Countries of Concern'

Depending upon the nature of activity and its permissible route of investment, FDI from 'countries of concern' (i.e. Pakistan and Bangladesh) require security clearance from the relevant Administrative Ministries/Departments (in case investments permitted under the approval route) and the Ministry of Home Affairs ("MHA") (in case of investments permitted under the automatic route). However, to reduce the burden on MHA and to ease the process of approval, the Cabinet has approved the proposal to change the competent authority from MHA to DIPP for examining the FDI proposals from 'countries of concerns' under the automatic route. Where as the process for approval of FDI from 'countries of concern' in activities under approval route remains the same.

Conclusion

FDI being a major driver of economic growth and a source for non-debt, long-term finance for the economic development of the country, has been one of top priorities of the current Government. In the past two years, we have witnessed many reforms and new initiatives announced by Government across various sectors. One of the common features in most of the reforms has been the focus of the Government towards ease of doing business in India, which has led to India's improved position in the World Bank's report on Ease of Doing Business and earned India an enhanced sovereign rating by Moody's. Most of the proposals discussed above are along similar lines, it either eliminates an existing defect in the system or puts in place a newer innovative mechanism to make the process quicker than before. While India is already seen as one of the most attractive country for FDI, the above-said relaxations would further enhance the inflow of FDI into the country.

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Digital India Programme: Its Impacts and Importance

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Abstract

This programme has been launched by Prime minister Narendra Modi on 1st July 2015, towards “Making India Digital” an aim of transforming the country into a digitally empowered society and knowledge economy. It ensures that government services are available to citizens electronically and connect rural areas with high speed internet network and to improve the digital literacy huge job opportunities are to be created in the information technology sector and also corruption, which has been one of India’s major problems is set to take a back seat with high transparency due to this programme.

Key words: Digital literacy, Indian economy, Information technology

1. Introduction

India is a rapid growing economy in the world. The Indian economy is seventh largest economy in the world and third largest purchasing power parity after US and China. After 1990’s the entrance of technology in India and people were come to know the use of personal computer and gradually automation took every sector. But in a developing country like India the process of digital soundness has been slow and got a huge push to go digital when the demonetization shook every one, our prime minister have been taken various initiation in India such as make in India ,swatch Baharat abhiyan, digital India etc. But it was during this money crunch when people started recognizing the advantages of digital sound and now it benefit. During this time the online payment option have helped people to survive the cash crunch they faced and have also become the driving force for digital literacy and financial literacy.

Meaning

It is a programme to prepare India for electronically knowledge for future, it focus on transformation to technological central.

2. Objectives

1. To study the impact of digitalization on various sectors of Indian economy.
2. To understand the requirements of financial literacy.
3. The finding of the will identify the role of financial literacy and how their policies can be executed in the Indian economy.
4. To find out about the challenges, faced in the implementation of the programme.

3. Methodology

The methodology used in this research work is secondary data analysis. This paper covers digital India programme and impact of digitalization on Indian economy, only secondary data from some authentic government sources and news papers and reserve bank of India websites.

4. VISION OF DIGITAL INDIA:

1. Infrastructure as a utility to every citizen: high speed internet shall be made available by all grampanchayat, mobile and bank account would enable participating in digital and financial spare at individual level, easy access to service center their locating and safe and secure cyber space in the country.
2. Governance and services on demand: single window access to all persons availability of government services. In online and mobile platform and government services to be digitally transformed for improving of doing business and making financial transaction.
3. Digital empowerment of citizen: universal digital literary, all digital resources universally available on the cloud, services in Indian languages.

5. NINE PILLARS OF DIGITAL INDIA

1. E-governance –Reforming government through technology.
2. E-Kranti-electronic delivery of services.
3. Broad band high ways.
4. Universal access to phone.
5. Public internet access programme.
6. Information for all.
7. Electronic Manufacturing
8. Information Technology for jobs.
9. Early harvest programs.

6. HIGHLIGHTS OF THE PROGRESS IN DIGITAL INDIA

1. More than 12000 rural post office branches have been linked and soon payment banking would also become a reality for them.
2. The progressive policies & aggressive focus on make in India have played a significant role in the resurgence of the electronic manufacturing sectors.
3. The government also makes plan ‘digital village’ across the country by linking all schemes with technology. The ‘digital village’ would be powered by LED lighting, Solar Energy, Skill Development center & E-services like E-education and E-health.
4. Within Digital India you will have facility of digital locker where you can save all your documents and it can be assessed through any place via internet, so in short it avoids your difficult task and saves your precious time.
5. E-signature as the name suggest you can digitally sign your document through Aadhaar, E-kyc services

Advantages

1. Creation of digital infrasrture and manufacturing in native India and improves the quality of services
2. Digital empowerment of native Indian people
3. Delivery of all govt services electronically
4. A bank account for immediate benefits transfers of subsidies and payments with transparency
5. A mobile for world wide access to all services
6. It will help in decreasing documentation



7. Villages will get an opportunity to discover near things internet facilities
8. More employment in IT corporation
9. No corruption as IT official can track easily

Disadvantages

1. Hacking possess a threat to digital transaction
2. Govt employment might reduce which in turn lead to civil servants unrest
3. People will use free Wi-Fi just for time pass which is current scenario
4. Lack of knowledge about its use and benefits
5. Resistance to change people show during emergence of new technology
6. Building trust among the people for change is difficult

Recommendations

1. People should imparted with knowledge of factors which affects their savings and how they can maximize their savings and the facilities available for them to help to do so
2. People should also be made aware about the security of their personal information regarding their accounts of online frauds
3. Organization can guide their employees & make them literate regarding the financial aspects
4. For doing so they also need to have the knowledge bout programme & how to use the facilities provided by the government
5. The school & colleges can create awareness among the people of their locality

Conclusion

The initiative of the government of India in order to transform India into a digitally empowered society & a knowledge economy is an amazing initiative to transform all the government services is also good. If the government of India is successful implementing all policies of digital India campaign property then it will provide high pace growth to one economy as it focus on to provide high speed internet facility broadband highways information technology jobs all information available on online & cashless transaction & use of mobile phone universally

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BIO FACILITATED SYNTHESIS OF $Y_2O_3: Dy^{3+}$ NANOPHOSPHOR FOR LUMINESCENCE STUDIES

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1. INTRODUCTION

The nanostructures with unique morphology and ground-breaking properties were of great attention to Material scientists since the morphology of the nanostructures strongly depends on physical, chemical, optical, luminescence and catalytic properties. Yttrium oxide (Y_2O_3) received noteworthy attention in recent years due to its wide range of scientific and technological applications namely luminescent displays, photoelectric devices, optical communication, biological and chemical probes [1–2]. Yttrium oxide (Y_2O_3) is a multipurpose exciting material which exhibits interesting physical properties namely wide energy band gap (5.3eV), high dielectric constant (8-12), optically isotropic and refractive index of 1.91.

A low temperature combustion method was used for the synthesis of $Y_2O_3: Dy^{3+}$ (1mol %) using *Leucasasperagel* as fuel .The solution combustion method is of low cost and large-scale production, which does not need expensive raw materials and complex equipment.

2. SYNTHESIS OF $Y_2O_3: Dy^{3+}$ (1MOL %)NPS

The raw materials, used in the present studies were Yttrium nitrate ($Y(NO_3)_3 \cdot H_2O$, Aldrich), Dysprosium oxide (Dy_2O_3 , Merck Ltd.) were the sources of Y and Dy respectively and *Leucasasperagel* was used as fuel. *Leucasasperagel* (20 ml) was mixed carefully in 80 ml of double distilled water using a magnetic stirrer. For the synthesis of $Y_2O_3: Dy^{3+}$ (1 mol %), aqueous mixture of yttrium nitrate and dysprosium nitrate solution was subsequently added to the required amount of *Leucasasperagel* (10 ml) by constant stirring on a magnetic stirrer for ~10 min in cylindrical Pyrex dish. The dish was introduced into a furnace preheated at 400 ± 10 °C. The solution immediately started to boil and undergoes dehydration followed by decomposition of the metal nitrates. Lastly product obtained was grinded well to fine powder. The resultant products were calcinated at 750 °C for 3 h for better crystallinity.

3. RESULTS AND DISCUSSION

3.1 PXRD ANALYSIS

Fig. 1 show the PXRD patterns of $Y_2O_3: Dy^{3+}$ (1-11mol%) NPs. All diffraction peaks were well indexed to cubic Y_2O_3 with JCPDS No. 88-1040 [3]. As the Dy^{3+} concentration increases, the diffraction peaks broadens and shifts towards lower angle side. The broadening and shifting in (222) peak positions with increase in Dy^{3+} ions indicate a small variation in lattice constant. The intensity of (222) plane increases with increase in Dy^{3+} concentration upto 3 mol % and thereafter it decreases simplifying the degeneration of crystallinity at higher doping concentration and no characteristic peaks of any impurities were detected in the patterns, which indicates that all the samples have high phase purity. The crystallite size (D) of NPs were estimated using Scherrer's equation [4]. It is found be in the range of 19 - 30 nm.

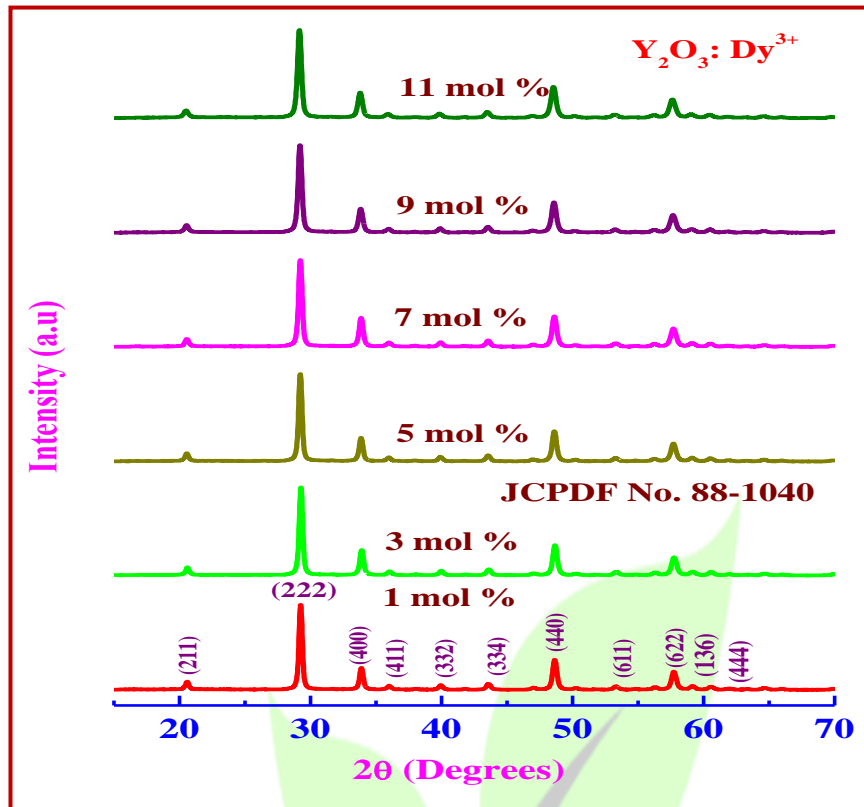


Fig.1 PXRD patterns of $Y_2O_3: Dy^{3+}$ (1-11mol%) NPs.

3.2 MORPHOLOGICAL STUDIES

Fig. 2. Shows the SEM picture of $Y_2O_3: Dy^{3+}$ (1mol %) NPs in the presence of 10 ml of *Leucasasperagel*. It was witnessed that a spherical flaky shaped morphology was observed[5].

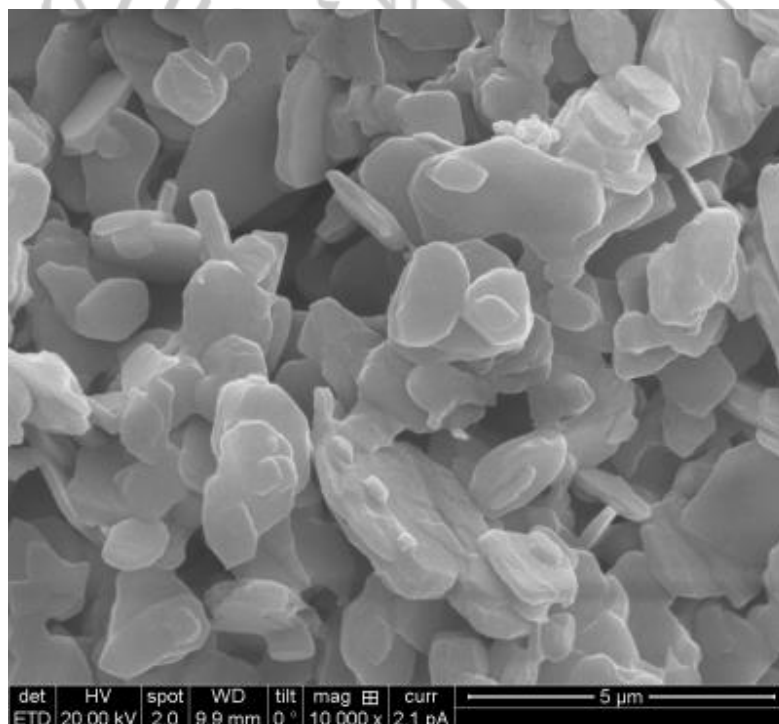


Fig.2 SEM image of $Y_2O_3: Dy^{3+}$ (1mol%) NPs.

3.3 PHOTOLUMINESCENCE STUDIES

The PL measurements were performed to verify how the morphology of Dy³⁺ ion doping on Y₂O₃ affects their emission properties. Fig. 3 presents the excitation spectrum of Y₂O₃: Dy³⁺ (1mol %) monitored at 576 nm. The excitation spectra in the range 300 – 550 nm consists of different excitation bands centered at 303 (⁶H_{15/2}→⁴D_{7/2}), 351 (⁶H_{15/2}→⁶P_{7/2}), 389 (⁶H_{15/2}→⁴M_{21/2}), 450 (⁶H_{15/2}→⁴J_{15/2}). The residual peaks 468, 482, 492 and 526 nm are agrees to 4*f*-4*f* transitions of Dy³⁺ ions.

A typical emission spectra of Y₂O₃: Dy³⁺ (1-11 mol %) NP prepared with green synthesis method under excitation wavelength of 351 is as shown in Fig. 3 (a). The emission spectra of Y₂O₃: Dy³⁺ (1-11 mol %) under 351 nm excitation presents sharp bands at blue region 486 (⁴F_{9/2}→⁶H_{15/2} transition), Yellow region 576, 582 (⁴F_{9/2}→⁶H_{13/2} transition) and red region 667 nm (⁴F_{9/2}→⁶H_{11/2} transition). From the figure, it is observed that the yellow emission was prominent compared to blue and red emission[6].

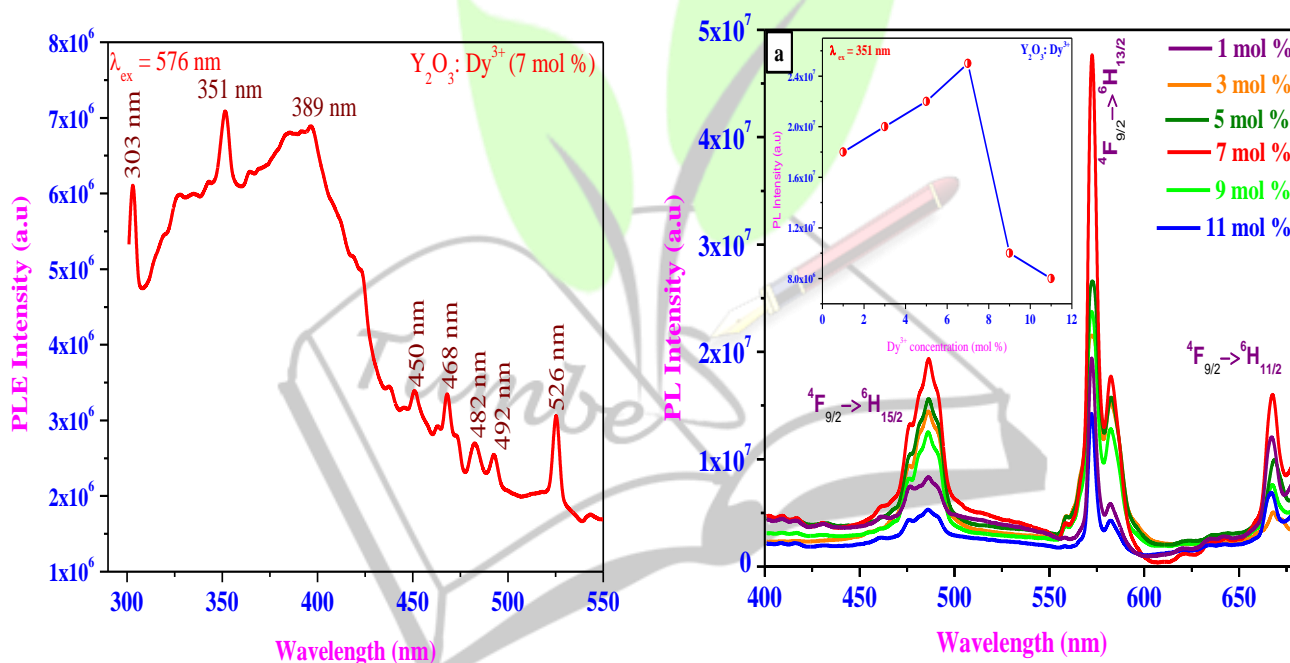


Fig. 3 The excitation spectrum of Y₂O₃: Dy³⁺ (1mol %) NP.**Fig. 3 (a)**The emission spectra of Y₂O₃: Dy³⁺ (1-11 mol %) under 351 nm.

The Commission Internationale de l'éclairage (CIE) coordinate of the NPs is calculated. It is found to be (0.32, 0.33) which is closed to that of the perfect white light. The emission of white light from this NP can be accredited to comparable intensities of Dy³⁺ emissions in the visible range of electromagnetic spectrum. Correlated color temperature (CCT) is determined from CIE coordinates and it is found to be 5525 K which corresponds to vertical day light. Fig. 4 (A-B) shows the CIE chromaticity and CCT diagram of Y₂O₃: Dy₃₊ (1-11 mol %) respectively[7].

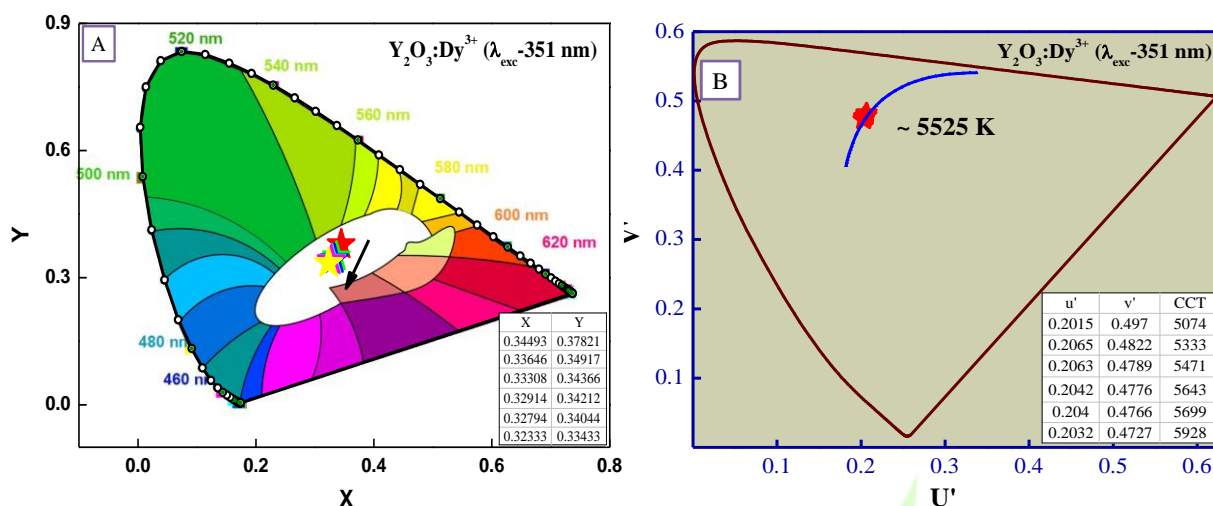


Fig. 4 (A-B) The CIE chromaticity and CCT diagram of $Y_2O_3: Dy^{3+}$ (1-11 mol %) respectively.

4.0 CONCLUSIONS

In instant, for the first time $Y_2O_3: Dy^{3+}$ (1mol %) NPs were synthesized by a shallow, ecological, inexpensive, bio-approach solution combustion route using *Leucasasperagel* as a fuel. The structural, optical, morphology and PL emissions are studied. Upon 351 nm excitation, $Y_2O_3: Dy^{3+}$ nanophosphor display an intense white emission with CIE co-ordinates (0.32, 0.33) and CCT (5525 K) which corresponds to vertical day light. Thus the present nanophosphor can serve as a potential candidate for WLEDs.

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The role of choice based credit system (CBCS) in enriching higher education in India.

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Abstract

The Indian higher education system is suffering from mediocrity – in students, in teachers, in curriculum and throughout the system. The students are able to succeed only in their core subjects. But today's employer needs multi-disciplinary knowledge to face challenges across the globe. As an attempt to transform the higher education system the University Grants Commission (UGC) has initiated the scheme of Choice Based Credit System (CBCS) which is followed globally for its range of benefits. The CBCS system provides alternatives to students in selecting specialization and open electives to enrich skills and competencies. This paper attempts to understand the scheme of CBCS and its role in uplifting the quality of higher education in India.

Keywords: CBCS, multi-disciplinary knowledge, open electives, UGC and Higher Education.

Statement of the problem

Indian system is not providing many alternatives to students in subject selection in main streams. This results in lack of multiple knowledge. So, students are failed in competitive examinations and concept based interviews. There is an immediate revise of Indian syllabus system to provide broad skills and competencies to students. Choice Based Credit System at graduation and post graduation is one of solution for this problem.

Objectives of the study

1. To study the deficiencies in the present curriculum in Indian system of syllabus.
2. To analyze the opportunities of CBCS system.
3. To provide suggestions regarding adoption of CBCS system.

Introduction

Indian education system has come a long way since independence. In its size and diversity, India has the third largest higher education system in the world, next only to China and the United States. Before Independence, access to higher education was very limited and restricted, with enrolment of less than a million students in 500 colleges and 20 universities. Post independence especially after globalization things got changed; there were many changes in country's economic, cultural, legal, social and technological aspects which had a great impact on the education system of the country.

There was a lot of diversity in the system and approaches practiced by universities and Higher Education Institutions (HEI's) in conducting examinations, evaluating and grading. Some universities and educational institutions used conventional system of evaluation performance of students based on the marks scored in the examination and some used the grading system and some used both. There

were also differences in curriculum, syllabus and teaching methodology. As a result employers were finding it difficult to understand the performance of students from different universities and there was lack of mobility also for students between universities and institutions. Hence, in an effort to bring equity, efficiency and excellence in higher education in Higher Education Institutions, University Grants Commission (UGC) has rolled out several programs.

The scheme of Choice Based Credit System (CBCS) instigated by UGC is believed to provide greater mobility to students across universities and institutions domestically as well as internationally. Apart from UGC, Union HRD ministry, and National Knowledge Commission (NKC) have recommended the system for enhancing the quality of higher education. About 23 central universities in India have already implemented CBCS and the president of India has recently urged the remaining universities to think about implementing CBCS from next academic year.

Methodology

As per the general understanding of the CBCS, this paper is based on secondary data and analyzed in the perspective of effectiveness of CBCS in improving the quality of higher education as compared with the conventional system of education in India. Content analysis method has been followed to appreciate the usefulness and effectiveness of CBCS in pervading quality in higher education. Various reports of UGC, research journals on higher education have been used for collection and analysis of the data.

About CBCS

CBCS operates on modular pattern based on module/units called “credits” wherein ‘credit’ defines the quantum of contents/syllabus prescribed for a course/paper and determines the minimum number of teaching-learning hours required. The system has lecture, tutorial and practical. Lecture ensures theoretical knowledge from the teacher, tutorials are designed to interaction between teacher and the students in which group discussions, case analysis and presentation by the students are done. It helps the students to gain teaching skills. Practical classes are done for computer and research based subjects to instill practical skills in students. Under the design of 'Choice Based Credit System (CBCS)' the curriculum has been divided into a three-tier structure.

1. **Hard Core Papers** - These are papers that the parent department decides as compulsory components for the learners aspiring for a degree in that discipline.
2. **Soft Core Papers** - These are papers allied to the learners. They are inter-disciplinary and application oriented. Learners are given options to choose from a list of Soft Core papers provided by both parent as well as other departments.
3. **Optional Papers/specialization** - These are papers the learners opt to choose according to their own preference from the main discipline as well as from other departments.
4. **Open electives** – These are papers to provide knowledge to students in other streams. For an example a commerce student can learn open elective from science, arts or even from engineering disciplines. This helps the students to gain knowledge in areas like music, journalism, economics etc.

CBCS permits students to

- Learn at their own pace.

- Choose subjects from a wide range of elective courses offered by the institutions.
- Undergo additional/value added courses and acquire more than the required number of credits, depending upon the learner's aptitude.
- Adopt an **interdisciplinary approach** in learning.
- Make best use of the expertise of faculty across the Institution besides the particular department faculty.
- Acquire knowledge, skill and attitude of learning outcomes through participatory teaching & learning and continuous evaluation process.

The Importance of CBCS

Choice-based credit system (CBCS) has many distinctive features:

- Improved learning opportunities,
- Ability to match students' scholastic needs and aspirations,
- Inter-institution transferability of students (following the completion of a semester),
- Part-completion of an academic programme in the institution of enrolment and part-completion in a specialized (and recognized) institution,
- Improvement in educational quality and excellence,
- Flexibility for working students to complete the programme over an extended period of time,
- Standardization and comparability of educational programmes across the country, etc.

The CBCS imminently fits into the emerging socio-economic milieu, and could effectively respond to the educational and occupational aspirations of the upcoming generations. In view of this, institutions of higher education in India would do well to invest through and resources into introducing CBCS. Aided by modern communication and information technology, CBCS has a high probability to be operationalised efficiently and effectively - elevating students, institutions and higher education system in the country to newer heights.

Steps to be Taken by Higher Education Institutions for Implementing CBCS

- Review of curricular contents (study papers, term papers, assignment, workshop-assignment, experiments etc.) of certificate, diploma, under-graduate, post-graduate, M. Phil. and Ph. D programmes.
- For the sake of clarity of faculty, students and examiners, all the curricular contents are specified, and sub-divided into units and, if need be, into sub-units, which are subsequently assigned numerical values and termed 'credits'.
- Faculty of the concerned 'Department' deliberates and decides on (a) core credits, and (b) elective or optional credits for different levels of academic programmes.
- Departmental faculty evaluates and decides on the relative Weight age of the core and elective credits.
- Decision on the 'total' credits to be earned (or completed) by students undergoing certificate, diploma, under-graduate, post-graduate, M. Phil. or Ph.D. programmes.
- Generally core credits would be unique to the programme and earning core credits would be essential
- For the completion of the programme and eventually certification.



- On the other hand, elective credits are likely to overlap with other programmes or disciplines of study (for example, languages, statistics computer application etc.).

The Role of CBCS

Choice Based Credit System is proved to be effective for student's overall progression. Firstly, many institutions have found that the learners are happy that they are able to receive a multi-disciplinary learning experience as seen from their feedback reports. The same is also true for the faculty members since they get varied experience of addressing learners from various disciplines. The learners who have studied under this system have reported superior performance in the various competitive examinations they have appeared. This multi faceted learning experience of the Choice Based Credit System, which has led to the holistic learning of the learners, has facilitated their scope for employment as seen from the recruitment records of organisations and the campus placement activities. There are many learners who have become first generation entrepreneurs after successful completion of their Degree Programme. The Extra Credit Papers provided under the Choice Based Credit System have also helped the learners who pursue higher education. They have experienced the edge over their fellow learners in their performance.

The Complications of CBCS

The scheme of CBCS might have had positive implications on the system of higher education and proved to be a successful one, but it is not free from complications. The greatest complication is that the authorities in the universities and institutions, the teaching personnel and the students who learn under CBCS scheme do not have complete understanding of the scheme. Some of the challenges of the CBCS scheme are as follows

- There is lack of clarity and knowledge about the scheme in the people involved in designing, implementing and following CBCS scheme.
- Some courses have become very popular and others are chosen by only a few. Institutions have come across problems in framing time table and assigning workload.
- Most Universities and higher education institutions have dearth of regular teachers, principals/directors and the required infrastructure for successful implementation of the CBCS scheme.
- Due to shortage of manpower, universities and institutions are finding it very difficult in conducting the examination twice a year and evaluating.
- Some universities and higher education institutions have clearly refused to implement CBCS because they believe their curriculum is far superior to CBCS scheme.

Findings and suggestions

- Indian curriculum is subject oriented and there is lack of activities based education. CBCS adoption at graduation and PG level is the solution for this problem.
- Hours based syllabus is existing in Non-CBCS system. Credit system is more effective.
- LTP model (Lecture, Tutorial & Practical) is the gift of CBCS system. It provides opportunity to students in building skills and competencies in their career.
- Hard core, soft core and open electives are choices to students. Main department decides about hard core subjects where as soft core subjects are choices available to students to have



specialization in main stream. As the name itself suggests open elective subjects provides opportunities to students to learn subjects beyond their main stream.

- The teachers and students do have complete knowledge of the CBCS system. To create more awareness about CBCS, enough workshops must be arranged.
- There is shortage of manpower, universities and institutions are finding it very difficult in conducting the examination twice a year and evaluating. The governments should take steps to appoint and train teachers.
- There is a need of review of curricular contents (study papers, term papers, assignment, workshop-assignment, experiments etc.) of certificate, diploma, under-graduate, post-graduate, M. Phil. and Ph. D programmes.
- Research based programmes articles writing for seminars and conferences publications must be focused.

Conclusion

CBCS is a solution to provide options to students to learn their interested subjects at their convenient time. It provides variety of subject's knowledge and competencies to students. But to be fruitful, more number of faculties must be trained and deputed to better adoption of CBCS. Students will be benefited in long run benefited by this system.

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A study on syllabus, for changing requirement of present business world with reference to Tumkur University

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Abstract

Each and every action taken by a person is based on how much knowledge he possess in the respective area of operation, in a day he may perform many actions based on his level of knowledge. So there is a greater importance to the knowledge. The knowledge can be gained through academic syllabus in schools, colleges & in universities and more practically through exposure to the practical experiments / environments. The knowledge which is gained through schools, colleges and in universities can be classified as Formal Education. And the knowledge which is gained outside through exposure to practical environment can be classified as Informal Education. The knowledge which we gained through universities is inadequate to meet the expectation of real world. There is a mismatch in the syllabus (as per university) and the practical applicability of it. So syllabus in the universities should be in the way that able to meet the requirements of present business world.

Introduction

In this paper we tried to explain how the syllabus plays a vital role in the development of students and also how it can serve to the present practical requirement. The capability of students is based on what they learnt in their formal education. Students will struggle if the syllabus is differ from the practical requirement. So there is a greater need to adopt the syllabus that can able to meet the requirements of changing present practical world. This study is based on the Tumkur University syllabus (commerce) and trying to find drawbacks and suggest the possible changes in the syllabus.

Drawbacks / limitations of syllabus

- 1. Corporate Accounting:** This subject contains chapters like amalgamation, absorption, external and internal reconstruction of companies and liquidation of companies. These activities are carried on usually at top level management.
- 2. Cost accounting:** It contains all outdated methods which is not practically applied anywhere in business organizations.
- 3. Principles of Management:** This subject is already studied by the students at PUC level itself.



- 4. Banking Law and Operations:** Both theory and operations are outdated since banking activities are almost computerized
- 5. Principles and Practice of Auditing:** It gives only theoretical idea, failure to give practical knowledge.

Suggestions:

1. Introduction of HRM
2. Introduction of GST.
3. Inculcate in the syllabus some case studies in the respective subjects.
4. Internal Assessment marks should be based on Report writing on various issues in respective subjects.
5. Practical application of computerized accounting subject with computer labs.

Conclusion

Eliminate outdated syllabus / subjects and introduce the subjects / syllabus which is suitable for present requirement, so that students can be made up as employable.

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2. Syllabus of CBCS http://tumkuruniversity.ac.in/index.php/?ug_syllabus

Women entrepreneurship in India

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Abstract

This conceptual paper indicates and emphasis the women entrepreneurs as the potentially emerging human resource in the 21st century. As the women entrepreneurship is gaining importance in India in the wake of economic liberalization and globalization. The policy and institutional framework for developing entrepreneurial skill, providing vocation education and training has widened the horizon for economic empowerment of women. However, women constitute only one third of the economic enterprises. This paper focuses on the problems, issues, challenges faced by women entrepreneurs, how to overcome from them and to analyse policies of Indian government for and problem faced by them while pursuing their business.



Fig-1: successful women entrepreneur of India

Introduction

Entrepreneurship refers to the act of setting up a new business or reviving an existing business so as to take advantages from new opportunities. An entrepreneur is a person who starts an enterprise. He is one of the most important inputs in the economic development of a country or of regions within the country. Economic, social, religious, cultural and psychological factors influence entrepreneurs to emerge in a society. In this context the role of women entrepreneurs in building the nation cannot be ignored. A women entrepreneur is a person who accept challenging role to meet her personal needs and

become economically independent. In the advanced countries of the world there is a phenomenal increase in the number of self employed women after the world war. In India their role is no less significant. Nearly 9% of total entrepreneurs in small industries are women entrepreneurs. State wise distribution shows a wide variation between different states. If Punjab accounts for 3%, Gujarat occupies the top position with 15%. The areas chosen by women are retail trade, restaurants, hotels, education, cultural, cleaning, insurance and manufacturing. Like various sector many women marked their contribution are kiran Majumdar chanda kochchar, Indira nooyi uma reddy, Ekta Kapoor, Indu jain and many more.

Basic problems of women entrepreneurs

- The basic problem or difficulty of a woman entrepreneur is that she is woman- this pertains to her responsibility towards facility, society and work. The problems faced women entrepreneurs are briefly analysed below:
- Access to start -up finance
- It is the greatest single issues faced by women entrepreneurs. As family members are not in favour of supporting their ladies to take up the business in which they have skills, naturally, they will be unwilling to support with the finance required for starting a business unit.
- Managing the working capital
- Working capital is required for maintaining finished stock o meet the market demand, for production, and for meeting marketing and other administrative expenses. Women entrepreneurs are not in a position to avail required finance, as family members in most of the cases do not support to raise heavy capital.
- Regarding marketing skills
- They have the problem of access to market as their marketing skills are weak compared to male entrepreneurs. Marketing skills, managing skills and technology skills have to be improved in female owned business
- Access to technology and adopt it in production process
- They cannot easily co-ordinate the production process- particularly with the ever-changing technology. Whilst many small business face difficulties for the finance that they need, organisations specialising in providing support for female entrepreneurs clearly feel that this is one area where their clients face greater difficulties than their male counterparts.
- Regarding administrative and regulatory requirements
- Micro enterprises of every experience these problems. It is because of the disproportionate effect of compliance costs on small companies compared with large firms. In spite of this, women entrepreneurs do not feel that it is a major issue. But still this is a factor to reckon with.
- Apart from this women entrepreneur is lack of confidence and less support from family members are also the problems that are presenting women successful entrepreneurs.

Promotion of women entrepreneurs: The problems of women entrepreneur discussed so far, provides some direction in which the supporting agencies, family and government have to work to solve their problems and promote them as successful entrepreneurs.

Since service sector is growing at a very faster rate in our country and still large majority of women live in semi- urban and rural areas, measures to be adopted to promote and continue women are:

- I. Establishing only small units
- II. Deciding the correct time of establishment
- III. Providing adequate financial assistance
- IV. Solving the problem of gender inequality.
- V. Coordinating the dual role of family and business
- VI. Imparting necessary training in financial managing, quality concept, availing proper technology etc and
- VII. Training to have patience and tolerance

These measures would attract more and more women to become entrepreneurs. Today the doors are wide open with unimaginable facilities in new domains, besides the traditional business. Only the number of female entrepreneurs should increase.

Associations promoting women entrepreneur

A brief analysis of various associations and agencies that are functioning at state and national levels to promote women entrepreneurs is made for reference.

A. Self-help groups (SHGs)

This is an association of small group of self-employed rural or urban women entrepreneurs who join together to take care of group welfare. The group with the help of financial institutions and other NGOs get their needs satisfied. This is a voluntary association. Each member contributes little amount to cover seed money. Rest will be taken care off by FIs and NGOs. Government also provides funds through FIs. In Karnataka “Stree Shakti” scheme of government of Karnataka is providing funds for women entrepreneurs through FIs for the last four years.

B. Federation of Indian women entrepreneurs

It provides various facilities through organising activities like conference, fairs, exhibitions, to provide greater exposure to women entrepreneurs in local, regional, national and global business environment and provide an access to various business opportunities available.

C. Women’s India trust

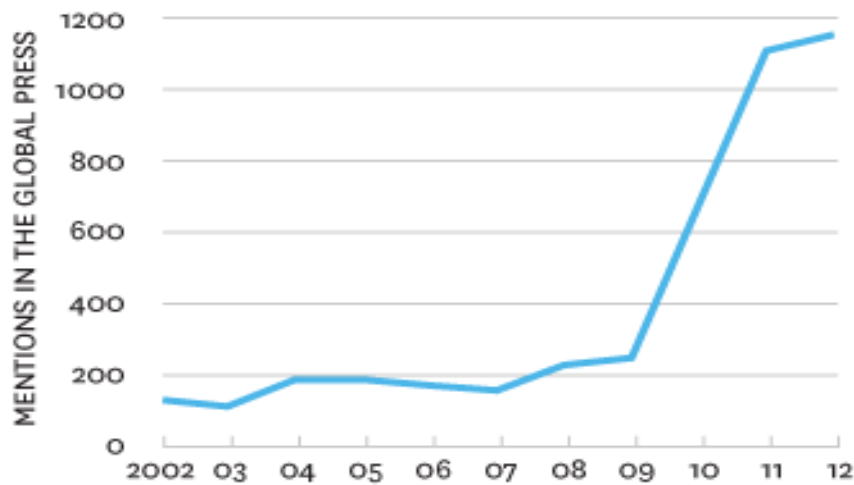
This trust was established in 1968. the trust working with vigour to instil self- reliance concepts in the minds of women. It also provides assistance to its members to secure finance from FIs. The trust act as an information system to provide information to aspiring women on business opportunities to them

D. SIDBI

Small industries development bank of India has introduced two special schemes for women- mahiladayamnidhi, mahilavikasnidhi. It has taken initiative to set up an informal channel for credit needs on self-terms giving special emphasis to women.

Apart from these SIDO, CWEI, NABARD, SEWA AWAKE also conduct various programs for development of women entrepreneurship in India.

WOMEN'S ENTREPRENEURSHIP IN THE GLOBAL PRESS
How often female entrepreneurs were mentioned in the global press.



SOURCE LEXIS-NEXIS GLOBAL, ASPEN NETWORK OF DEVELOPMENT ENTREPRENEURS, 2012

HBR.ORG

Fig no 2: women entrepreneurs in global press

Conclusion

It can be said that today we are in a better position wherein women participation in the field of entrepreneurship is increasing at a considerable rate. Efforts are being taken at the economy as brought promise of equality of opportunity in all spheres to the Indian women and laws guaranteed equal rights of participation in political process and equal opportunities and rights in education and employment were enacted. Because of the above-mentioned schemes women performing well in their entrepreneurship. This not only shows the impact of women entrepreneurs across the globe but highlights their contribution to the growth and well – being of their societies. women entrepreneurs provide income for their families, employment for their communities, and products services that bring new value to the world around them.

Acknowledgement

I hereby rendering thanks to my family who are supporting to do this work.

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Nano NiO catalyst: synthesis, characterization, and their application for the synthesis of substituted imidazoles

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ABSTRACT

Ongoing advances in nanotechnology research have established a variety of methods to synthesize nanoparticles (NPs) from a diverse range of materials, including metals, semiconductors, ceramics, metal oxides, polymers, etc. Depending upon their origin and synthesis methods, NPs possess unique physicochemical, structural and morphological characteristics, which are important in wide variety of applications concomitant to electronic, optoelectronic, optical, electrochemical, environment and biomedical fields. This work provides information about bio-synthesis method of NiO NPs characterization and its organic application. A highly efficient and new method for the nanoNiO catalyzed oxidative tandem cyclization of simple vinyl azides and benzylamines has been developed for the synthesis of substituted imidazoles. In this reaction, various substituted groups on vinyl azides and benzylamines proceed the desired imidazoles are obtained in a good yields.

INTRODUCTION

Nanoparticle having at least one measurements of the request of 100nm or less have pulled in significant fascination due to their abnormal and interesting properties, with different applications, over beneficiary mass partners [1,2]. As of now, an expansive number of physical, concoction, natural, and half and half methods are accessible to combine diverse sorts of nanoparticles [3,6]. Though physical and chemical methods are more popular for nanoparticle synthesis, the use of toxic compounds limits their applications. The development of safe eco-friendly methods for biogenetic production is now of more interest due to simplicity of the procedures and versatility [7,8]. Traditionally nanoparticles were produced only by physical and chemical methods. Some of the commonly used physical and chemical methods are ion sputtering, solvothermal synthesis, reduction and sol gel technique. Basically there are two approaches for nanoparticles synthesis namely the Bottom up approach and the Top down approach. Current research in biosynthesis of nanoparticles using plant extracts has opened a new era in fast and nontoxic methods for production of nanoparticles. Utilising plant extracts in the synthesis of nanoparticles has drawn more interest of researchers since it is single step biosynthesis. Plants are a superior option for synthesis of nanoparticle since natural capping agents are readily supplied by the plants. The production of gold and silver nanoparticles using Geranium extract [9], Aloe vera plant extracts [10], sundried Cinnamomum camphora and Azadiracta indica leaf extract has been explained [11-13]. Oxide nanoparticles can exhibit unique physical and chemical properties due to their limited size and a high density of corner or edge surface

sites. A decrease in the average size of an oxide particle does in fact change the magnitude of the band gap [14] with strong influence in the conductivity and chemical reactivity [15].

In this study, we have used simple nontoxic, ecofriendly method for the synthesis of Nickel oxide nanoparticles from Nickel nitrate using the leaf extracts of *Capsicum annum*. The leaf extracts act as stabilizing and capping agents in the synthesis of Nickel oxide nanoparticles. The obtained powders were characterised by XRD, SEM and Uv-vis.

Imidazoles and their derivatives are one of the important class of *N*-heterocyclic compounds broadly found in pharmaceutical compounds and natural products.[16-19] The increasing importance of substituted imidazoles in the current area of organic chemistry research for the development of new synthetic methods. Great progress have been achieved for the synthesis of the imidazole scaffolds in the earlier period[20,21]. There are various reaction systems, such as Lewis acids[22], base[23], and transitionmetalcatalyzed[24], reported for the construction of imidazole structures[25]. However, new and efficient synthetic approaches to substituted imidazoles are of continuous interest. Particularly, synthetic protocols to simple substituted imidazoles with benzyl amines are still limited[26].

The indole nucleus is a well-known heterocyclic moiety widely present in naturally occurring alkaloid-type products and synthetic molecules of interesting bioactivities[27-29]. While the imidazole, being a core unit in many biological systems[30] viz. Histidine, Histamine and Biotin, an active component in several pesticides[31] and drug molecules[32] and has attracted attention in recent years. Different substituted imidazoles show variable biological activities such as anti-inflammatory activity,[33] analgesic activity,[34] anti-allergic activity,[35] antibacterial,[36] antiepileptic,[37]antirheumatoid arthritis,[38] antiviral,[39] and anticancer activities[40].

2. Experimental Part

Preparation of leaf Extract

For the biosynthesis of Nickel oxide nanoparticles, the collected leaf of *Capsicum annum* was washed thoroughly with tap water to remove the dust and dirt particles and then washed with double distilled water. 20 g of each chopped leaves were added to conical flask containing 100 ml of double distilled water and stirred at 60 °C for 20 min on heating mantle. Then, the mixture was cooled for 15 min and the filtrate is separated using Whatman filter paper No. 1. The collected leaf concentrate (green color) was used for the biosynthesis of Nickel oxide nanoparticles.

Synthesis of Nickel oxide nanoparticles

10 ml of leaf *Capsicum annum* was added to the 90 ml of 5 mM NiNO₃ solution at ambient temperature and stirred continuously for 20 min using magnetic stirrer. The mixture is allowed for 24 h for bioreduction process. After 24 h green color of the mixture turned to dark brown color due to the formation of NiO NPs. The NiO NPs obtained from the solution was refined by continual centrifugation at 10,000 rotations per minute for 15 min using Remi cooling centrifuge C-24 .The obtained residual portion (NiO NPs) was cleaned using distilled water then dried and stored for further analysis.

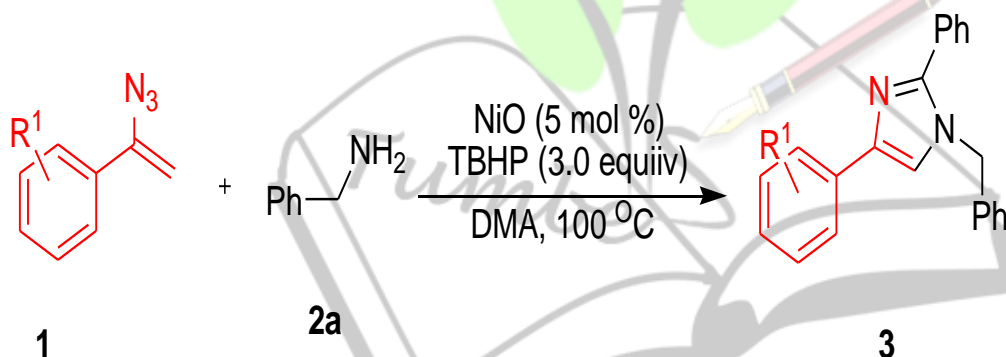
General procedure for synthesis of substituted imidazoles from vinyl azides and benzylamines employing NiO nano catalyst:

The (1-azidovinyl)benzene (1a, 0.5 mmol), phenylmethanamine (2a, 1.5 mmol), nanoNiO (0.025 mmol) and TBHP (1.5 mmol) were mixed in DMA (2 mL) and this mixture was at 120 °C for 12 h. The reaction mixture was cooled down to room temperature and then extracted with ethyl acetate (15 ml). The combined organic phase was dried over anhydrous Na₂SO₄. The solvent was evaporated in vacuo and the crude product was purified by column chromatography, eluting with petroleum ether/EtOAc (10:1) to afford the desired product of imidazoles (3aa). The synthesized compounds were confirmed by their ¹H NMR, ¹³C NMR studies.

The experiments were conducted for the reaction of vinyl azides and substituted benzylamines under optimized conditions, and the results were shown in Table 1. A series of substituted imidazoles were prepared efficiently by this method. As presented in Table S1, the reaction proceeded more efficiently in the systems of nanoNiO/TBHP. This result promoted us to investigate other oxidants for The scope and generality of this reaction were investigated and the results were illustrated in Table 1. A series of vinyl azides with electron

donating or withdrawing groups could react with benzylamine smoothly in the reaction and the desired substituted imidazoles could be efficiently obtained in moderate yields. As shown in Table 1, the reaction was not significantly affected by the nature of the groups in aromatic ring of vinyl azides. The position of substituents on the benzene ring had a slight impact on the reaction yields.

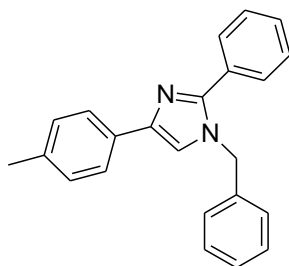
Table 1. The reaction of substituted vinyl azides and phenylmethanamine



Entry		R ¹	Product	Yields(%)
1	1a	H	3aa	70
2	1c	4-Me	3ca	74
3	1e	2,5-diMe	3ea	45
4	1g	2-Cl	3ga	74
5	1i	3-Cl	3ia	78
6	1k	4-Cl	3ka	56
7	1f	2-F	3fa	70

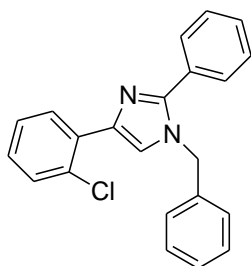
Spectral data of the selected compounds

1-benzyl-2-phenyl-4-(p-tolyl)-1H-imidazole (3ca):



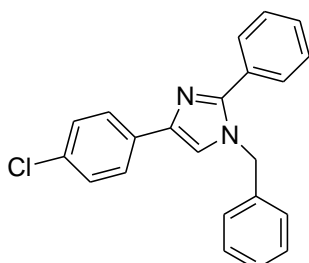
Yellow Solid, mp: 136-138 °C. ¹H NMR (400 MHz, CDCl₃, ppm): δ = 7.75-7.70 (m, 2 H), 7.60-7.56 (m, 2 H), 7.43-7.38 (m, 3 H), 7.37-7.26 (m, 3 H), 7.20-7.14 (m, 3 H), 7.15-7.14 (m, 2 H), 5.19 (s, 2 H), 2.34 (s, 3 H); ¹³C NMR (100 MHz, CDCl₃, ppm): δ = 148.49, 141.65, 136.97, 136.45, 131.29, 130.50, 129.30, 129.08, 129.00, 128.96, 128.64, 127.97, 126.69, 124.87, 116.44, 50.47, 21.27. HRMS calcd for C₂₃H₂₁N₂ [M+H]⁺ 325.1699; found: 325.1695.

1-benzyl-4-(2-chlorophenyl)-2-phenyl-1H-imidazole (3ga):



Yellow liquid. ¹H NMR (400 MHz, CDCl₃, ppm): δ = 8.36-8.34 (m, 1 H), 7.75 (s, 1 H), 7.61-7.59 (m, 2 H), 7.43-7.38 (m, 4 H), 7.36-7.29 (m, 4 H), 7.19-7.13 (m, 3 H), 5.27 (s, 2 H); ¹³C NMR (100 MHz, CDCl₃, ppm): δ = 147.75, 137.51, 136.86, 132.39, 130.79, 130.30, 130.14, 129.60, 129.04, 128.66, 127.90, 127.50, 126.80, 126.52, 121.65, 50.56. HRMS calcd for C₂₂H₁₈N₂ [M+H]⁺ 345.1153; found: 345.1147, 347.1113.

1-benzyl-4-(4-chlorophenyl)-2-phenyl-1H-imidazole (3ka):



Yellow Solid, mp: 126-128 °C. ¹H NMR (400 MHz, CDCl₃, ppm): δ = 7.76-7.74 (m, 2 H), 7.61-7.58 (m, 2 H), 7.42-7.41 (m, 3 H), 7.38-7.31 (m, 5 H), 7.22 (s, 1 H), 7.13-7.12 (m, 2 H), 5.20 (s, 2 H); ¹³C NMR (100 MHz, CDCl₃, ppm): δ = 148.82, 140.49, 136.70, 132.66, 132.31, 130.29, 129.16, 129.08, 129.02, 128.72, 128.68, 128.10, 126.73, 126.19, 116.98, 50.57. HRMS calcd for C₂₂H₁₈N₂ [M+H]⁺ 345.1152; found: 345.1146, 347.1117.

3. Characterization of NiO nanoparticles:

UV-visible assay

The formation of NiO NPs was noted by UV-visible spectrum (model Shimadzu UV) for its maximum absorbance v/s wavelength to confirm the formation of NiO NPs.

X-Ray diffraction analysis

The reduced NiO NPs powder was coated on a glass substrate and the X-ray diffraction measurement were carried out using a powder X-ray instrument (model PAN analytical BV) operating at 40 kV and 30 mA current. The output was recorded in the form of a graph with 2θ on x-axis and intensity on y-axis.

Scanning electron microscopy (SEM) assay

The particle size and their morphological distribution of the NiO NPs were assessed with scanning electron microscopy (SEM). A drop of aqueous solution containing purified Nickel oxide nanoparticles obtained after repetitive centrifugation was placed on the carbon-coated copper grids and dried under infrared lamp for characterization using TESCAN, VEGA3 LMU model scanning electron microscope at accelerating voltage of 30 kV.

4. Results and discussion:

UV-Vis-spectroscopy analysis

Bio-reduction of Ni ions present in the solution of NiNO_3 into silver nanoparticles by the phytocompounds present in the *Capsicum annum* plant leaf extract was studied using UV-visible spectroscopy. UV-visible spectrograph of NiO NPs solution was noted as a function of time by a quartz cuvette and water as reference. Highest absorbance peak was observed at 365 nm for *Capsicum annum* Fig. 1 [41], which indicates the formation of NiO NPs.

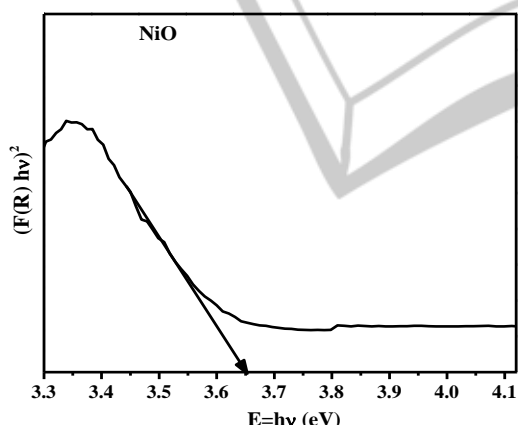


Fig. 1 UV-vis absorption spectra of NiO NPs.

X-ray diffraction analysis

X-ray diffraction pattern was recorded for the synthesized NiO NPs are shown in Fig. 2, which shows a number of Bragg reflections corresponding to (111) and (200) sets of lattice planes are observed.

Which may be indexed based on the structure of Ni. The diffraction peaks at $2\theta = 38^\circ$ and 44° were indexed obtained Nickel oxide (NiO) as per the Joint Committee on Powder Diffraction Standards (JCPDS) Card No. 47-1049 was matched with database. The XRD pattern thus clearly shows that the synthesized NiO NPs are crystalline in nature [42].

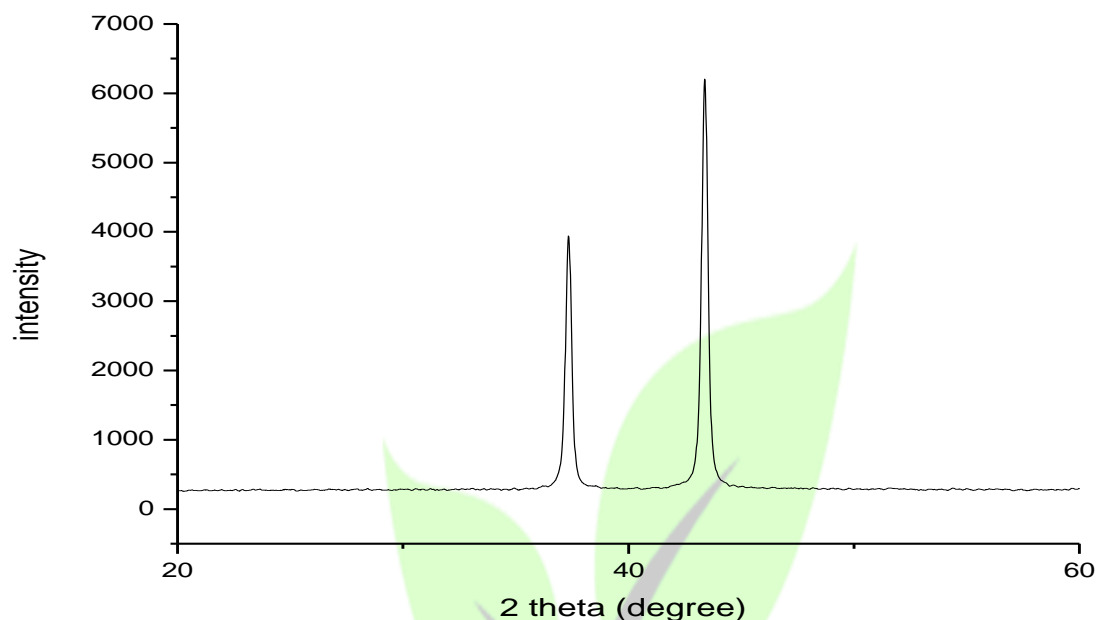


Fig. 2 XRD spectrum of NiO NPs.

Scanning electron microscopy analysis

The SEM has shown the uniform distribution of NiO NPs. The SEM images (Fig. 3) has shown separate NiO NPs as well as particle agglomeration. The results indicate that NiO nanoparticles are in spherical shape. We can observe that the particles are highly agglomerated and they are essentially a cluster of nanoparticles, respectively [43].

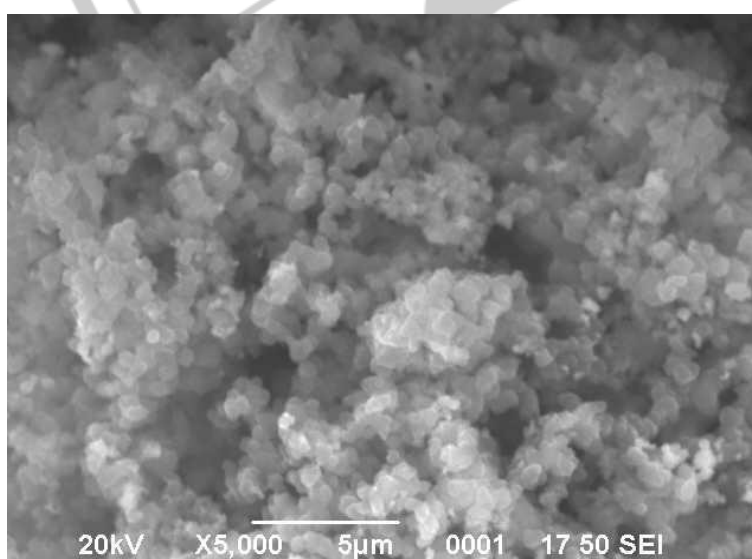


Fig. 3 SEM image of NiO NPs.



Conclusion

We have developed an efficient protocol for the construction of substituted imidazoles from vinyl azides and benzylamines under nano NiO catalytic reaction system. The nano NiO catalyst is expected to contribute to the development of environmentally benign methods and forms a part of the nanomaterial chemistry.

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POLITICAL EMPOWERMENT OF DEPRESSED CLASSES THROUGH PANCHAYATH RAJ INSTITUTIONS IN KARNATAKA

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Abstract

Panchayat Institutions are the vehicles of political empowerment of people at the grass root level for shaping their own destiny. A vast majority of people are living at the grassroots level in the rural and remote areas without any touch of modern day. A large section of such deprived people belong to Scheduled castes, Scheduled tribes and other Backward casts as also women in general at the grass root level.

Introduction

India lives in villages. There are more than 5.76 lakh villages in our country. Naturally the development of the country depends on the development of villages. Every village should be a self contained republic. Panchayath Raj Systems are called grassroots level of democracy which are given and provided to share power of the administration of the government by the common man at village level. The network of Panchayath Raj Institutions covers the length and breadth of the country today. The panchayath raj institutions declined because of lack of conceptual clarity, absence of political will and denial of national priority, lack of research, evaluation and feedback etc., 73rd Amendment Act has opened a new chapter in the history of rural local self governing institutions. The Amendment provides for a three tier panchayath system. That is Grama Panchayath, Taluk Panchayath and Zilla Panchayath.

The term development view at alleviating poverty, elimination of unemployment, reducing inequalities and increasing productivity as well as consumption and literacy level etc. An efficient system of local organisation is necessary for the development, improvement and welfare of the majority of the rural people. According to the Directive Principles of our Constitution, the state is required to secure equal pay for equal work for both men and women, right to work, to education and to public assistance in cases of unemployment, old age, sickness and disablement. This constitutional provision reflects the concern of the State to protect and promote the interests of weaker sections of the population. Weaker sections among industrial workers are those who are either unorganized or less privileged and whose economic and social needs call for special attention. We may include under this category, female labour, child labour, physically handicapped, contract labour, interstate migrant work men, casual labour, construction labour, bonded labour and agricultural labour that constitute a sizable segment of the workforce, both in formal and informal sections.

Article 41 of the constitution of India says that, "The state shall, within the limits of its economic capacity and development, make effective provision for securing the right to work, to education and to public assistance in cases of unemployment, old age, sickness and disablement in other cases of undeserved want". From the economic point of view, social security measures help a man to face the contingencies referred to above. When such contingencies arise, it is difficult for him either to work or to get work and support himself and his family. Social security thus provides a self balancing social insurance or assistance from public funds, or a proper combination of both.



Social security is a very comprehensive term and include in its schemes of social insurance and social assistance as well as some schemes of commercial insurance. Social insurance scheme protects an individual from falling to the depths of poverty and misery while social assistance is of the devices according, to which benefits are given as a legal right to workers who are eligible for such assistance.

The Constitution (73rd Amendment) Act, 1992 has added a new part IX consisting of 16 Articles and the Eleventh Schedule to the Constitution. The 73th Amendment envisages the Gram Sabha as the foundation of the Panchayat Raj System to perform functions and powers entrusted to it by the State Legislatures. The amendment provides for a three tier Panchayat Raj System at the village, intermediate and district levels. Article 243A provides that the Gram Sabha may exercise such power and perform such functions at the village level as the Legislature of a state may by law provide. The 73rd amendment thus envisages the Gram Sabha as the foundation of Panchayat Raj System. "Gram Sabha" means a body consisting of persons registered in the electoral rolls comprised within the area of Panchayat at the village level. In the Panchayat Raj System Gram Sabha is the only permanent unit. Duration of Panchayat i.e. Mukhiyas and other members of Panchayat continue for 5 years only from the date appointed for the first meeting, but the villagers do not change. Empowerment of Gram Sabha means strengthening of the Panchayat Raj Institution (PRIs). Success or failure of this system depends upon the strength of the Gram Sabha. The eleventh scheduled of the constitution created by the 73rd Amendment contains 29 subjects on which the Panchayats shall have administrative Control, Article 243H empowers State Legislature to make by law provision for imposing taxes etc. by the panchayat. Obviously these panchayats before imposing any levy or tax in the village would be required to get clearance from the respective Gram Sabha. Drafting and implementation of development plans for the uplift of the villages would be vested and monitored by the Gram Sabhas.

Panchayats have been the backbone of the Indian villages since the beginning of recorded history. Gandhiji, the father of the nation, in 1946 had aptly remarked that the Indian Independence must begin at the bottom and every village ought to be a Republic or Panchayat having powers. Gandhiji's dream has been translated into reality with the introduction of the three-tier Panchayati Raj system to ensure peoples participation in rural reconstruction. 73rd Amendment Act, 1992 marks a new era in the federal democratic set up of the country and provides constitutional status to the Panchayati Raj Institutions (PRIs). Consequent upon the enactment of the Act, almost all the States/UTs, except J&K, NCT Delhi and Uttaranchal have enacted their legislation. Moreover all the States/UTs except Arunachal Pradesh, NCT Delhi and Pondicherry, all other States/UTs have held elections. As a result, 2,32,278 Panchayats at village level; 6,022 Panchayats at intermediate level and 535 Panchayats at district level have been constituted in the country. These Panchayats are being manned by about 29.2 lakh elected representatives of Panchayats at all levels. This is the broadest representative base that exists in any country of the world Developed or underdeveloped. The main features of the 1992 Act are . (i) a three-tier system of Panchayati Raj for all States having population of over 20 lakh; (ii) Panchayat elections regularly every 5 years; (iii) reservation of seats for Scheduled Castes, Scheduled Tribes and women (not less than one-third of seats); (iv) appointment of State Finance Commission to make recommendations as regards the financial powers of the Panchayats and (v) constitution of District Planning Committees to prepare development plans for the district as a whole. As per the Constitution (73rd Amendment) Act, the Panchayati Raj Institutions have been endowed with such powers and authority as may be necessary to function as institutions of self-government and contains provisions of devolution of powers and responsibilities upon Panchayats at



the appropriate level with reference to (a) the preparation of plans for economic development and social justice; and (b) the implementation of such schemes for economic development.

Recognizing the importance of democratic institutions at the grass-roots level, Part IV of the Indian Constitution laid down in Article 40 of the Directive Principles of State Policy that the state would take steps to organize village panchayats and endow them with such powers and authority as might be necessary to enable them to function as units of self-government. The Panchayati Raj institutions became a state subject under the Constitution. The Balwant Rai Mehta Committee was appointed in 1957 to study the Community Development and National Extension Service programmes, especially from the point of view of assessing the extent of popular participation, and to recommend the creation of institutions through which such participation could be achieved. The Committee recommended the constitution of statutory elected local bodies with the necessary resources, power and authority devolved to them and a decentralized administrative system working under their control. It also recommended that the basic unit of democratic decentralization should be located at the block/samiti level.

The Committee envisaged directly elected panchayats for a village or group of villages, an executive body called Panchayat Samiti for a block with directly elected and co-opted members, and an advisory body called Zilla Parishad at the district level constituted mainly through ex-officio members from the lower tier and others with the district chief as Chairman. The National Development Council affirmed the objective of democratic decentralization. This was the genesis of the Panchayati Raj system and when ushering it in, Nehru described it as “the most revolutionary and historic step in the context of New India”.

In 1972, the Planning Commission advised the state governments to set up state planning boards as apex planning bodies with the Chief Minister as the Chairman and the Finance Minister, Planning Minister, and technical experts are representing various departments and disciplines as members. The plans envisaged the decentralization of the planning process to districts and ultimately to the block level. District planning bodies were constituted in all the states except Tripura and Arunachal Pradesh.

According to the information available, planning at block level has been entrusted to the Panchayati Raj bodies in West Bengal. Block level plans are being formulated in the state by block planning committees which are chaired by Sabhapatis of Panchayati Samitis. Thus, district plans and block plans and the schemes formulated for execution with the help of district plan funds are mainly implemented by the Panchayati Raj institutions, such as Zilla Parishads, Panchayat Samitis, Gram Panchayats, and other local bodies. In Karnataka, Zilla Parishads and Mandal Panchayats have been entrusted with the responsibility of formulating and implementing district development plans after these bodies were set up under the Zilla Parishads and Mandal Panchayats Act of 1983. The district planning committees function under the Zilla Parishad. In some other states, such as Gujarat and Maharashtra, the district and block level agencies have been involved in plan formulation for a longer time.

Statement of the Problem

Local leadership development has received new impetus because of the emphasis on the role of the ‘change agent’ who was expected to act as catalyst in the mobilisation of local manpower and resources and for bringing about development and social change in the rural population.



In India the majority of the population lives in the rural areas. As such, their backwardness would be retarding growth in other sectors and in the economy as a whole. The growth of towns and cities will be possible, it is backed by prosperity in rural areas. Rural backwardness is the major cause for the falling demand for most products.

On rural development the stress is also due to many constraints facing the rural areas, which generally suffer from inadequate infrastructural facilities and technological advancements. The rural areas are not well placed in terms of even minimum needs like safe drinking water, primary health and road transport. This apart, the rural population suffers from indigence, ignorance and illiteracy. Their traditional outlook towards development has been preventing them from taking full advantage of the incentives offered by the government. But with substantial exposure to media, both electronic and print media, the rural sector is moving towards self-reliance and economic independence. Also, the ownership of land and other assets has been heavily concentrated in the hands of a few. It is precisely for this reason that the benefits of rural development programmes failed to reach the rural population targeted for these benefits to the extent expected.

The process of economic development involves a shift from agricultural and allied activities to non-agricultural activities. It is however erroneous to believe that the increase in non-agricultural activity should be continued to towns and cities. After all, villages with growing non-agricultural activity will without doubt, become towns in course of time. What needs to be done is that non-agricultural activities in the rural areas need to be focussed upon and strengthened on priority basis. The rural areas remain impoverished with remunerative economic activities initiated to be carried out only in towns and cities. Rural development is a complex process. It can therefore be achieved only through concerted efforts on various fronts. Rural development can be possible if only there is proper balance between service-oriented programmes and development-oriented and self-reliant centred programmes. Hence, the present study will throw more light on this respect.

Reduction of rural poverty has been on the development agenda for more than 50 years. In the first three five year plans, the dominant thinking in the policy planning was that poverty could be effectively tackled through general growth process and benefit of growth will automatically trickle down to general poor masses. In the first five-year plan, the emphasis was placed on agriculture development, which shifted to industry in the next two five year plans. During this period, the emphasis, however, was laced on land reform, community development and co-operative movement, but no attempt was made to tackle poverty directly through various anti-poverty programmes. It was during the fourth five year plan, the focus shifted from growth oriented strategy to direct intervention to attack poverty.

A number of anti-poverty programmes, the government have been implementing which have failed due to irregularities in the identification of beneficiaries and assets; lack of co-ordination among the activities and agencies; a large incidence of leakages etc. The voluntary agencies can help in removing these deficiencies. Government of India provided favourable conditions for the decentralization of government through the 73rd Constitutional Amendment in 1993. One of the poverty alleviation strategies popularized by the PRIs in rural areas, as a part of rural development has been the delivery of micro-finance services through a group-based approach.

Panchayath Raj Institutions can ensure people's participation in the developmental process. They can ensure a mechanism of social control over the developmental bureaucracy. The PRIs can

seek, more easily than a government department, people's cooperation. People's participation can be ensuring only by genuine grassroots organizations and these alone can keep a watch on the delivery system. The PRIs are best suited to take up sensitive issues.

Objectives of the Study

The present study is based on the following objectives;

1. To study the evolution, aims and programmes of Panchayath Raj Institutions in the State of Karnataka
2. To assess the role and involvement of Panchayath Raj Institutions in the socio-economic and political development of weaker sections in Karnataka in general and in Mandya District in particular.
3. To evaluate the impact of PRIs programmes on production levels, asset creation levels, food security and standard of living of weaker sections of the society.
4. To ascertain whether PRIs programmes lead to employment generation, reduction in gender inequality and improving the status of women, who are the weakest section of the society in order to achieve the empowerment.
5. To suggest policy measures based on the findings of the study for the socio-political and economic development of weaker sections.

Hypotheses of the Study

The main hypotheses, have outlined to test the objectives of the study, are in the following manner.

1. The functioning of PRIs in Mandya District is note worthy.
2. All the developmental programmes which are implemented through PRIs have helped the development of depressed classes.
3. PRIs development programme approach is an effective strategy for extending financial services to the poor and other disadvantaged groups especially women.

Research Methodology

The present study is based on both secondary and primary data and a systematic random sampling method has been adopted for survey. The present study is an empirical investigation based on sample beneficiaries of panchayath raj institutions in Mandya district of Karnataka. The primary data will be collected from Mandya district.

The sample size is comprised of 230 beneficiaries from different categories, including male and female respondents in the Mandya district of Karnataka State, will be selected for field survey. To have further clarity, Graphs, pie-charts and diagrams will be worked out.

Sources of Data

For data collection a planned approach will be employed so that the facts that are near to reality and free from aberrations are elicited for impact evaluation. The data will be collected from primary



and secondary sources. The secondary data and information will be collected from the labour institute publications, and other governmental/ non-governmental organization publications. Secondary data will be collected and processed by some other agencies on the subject of financial institutions and agricultural advances. Some of the sources of secondary data are:

- various publications of central, state and local governments
- existing literature and data in websites
- various publications of national institutions like NABARD, RBI, NIRD, ISEC, and other agencies
- Indian Institute of Labour Economics Journal.
- Rural Development and Panchayath Raj Institution, GOK, Bangalore.
- other sources like books, magazines, newspapers, reports, articles, seminar papers published by universities and research institutions.

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“UG CURRICULUM ISSUES AND CHALLENGES”
Issues and Challenges in Management Education

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Abstract:

The business and management education could play a pivotal role in social uplift and triggering the entrepreneurial spirit in a society. The business schools face several challenges in terms of imparting quality education. External environmental forces and stakeholders continuously put pressure on the business schools to adapt the changes happening in the business world. The rapid trend of globalization and technological changes have made difficult for organizations to survive in the competitive world. As a result the importance of management education has increased many folds. Business executives need to update their skills due to sudden changes in the external environment. In order to meet the challenges of the future, the reform of the higher education could be unavoidable. The Education Institutions need to strive to achieve balance between the education cost and the quality. One of the major criticisms of MBA schools is the gap between theory and practice.

OBJECTIVE OF THE STUDY

1. Introduction
2. Importance of the theme
3. The new dimension for management education
4. Strategies to incorporate competitiveness in Indian business
5. Research issue
6. Challenges and drawbacks in management education
7. Overcoming challenges
8. Suggestions for universities
9. Conclusion

INTRODUCTION

Management education is considered as elitist as it attracts young men and women who are usually motivated by the positive consequences associated with management education. In India higher



education especially management education is witnessing an exponential growth in terms of number of institutes imparting management education which are usually termed as business school.

The management education plays an essential role in today's dynamic business environment. The rapid trend of globalization and technological changes have made it difficult for organizations to survive in the competitive world. As a result the importance of management education has been increased many folds. Business executives need to update their skills due to sudden changes in the external environment. Due to the increasingly complex nature of organization and businesses, there is a need that the business schools impart relevant, current, and cutting edge knowledge to the students.

This research also identifies some of the emerging areas in the business and management education. Given the significance of management education which is essential for today's organizations, the business as well as engineering schools should play a pivotal role in equipping our future managers with the emerging trends of management skills to face the challenges of dynamic business world. It studies the trends prevailing in management education in India, and tries to find out the implication of management education in India. Industry and individuals. Further it tries to study emerging issues of management education, and to find implementation of possible direction and policy towards improvements of management education in India.

IMPORTANCE OF THE THEME

The business and management education could play a pivotal role in social uplift and triggering the entrepreneurial spirit in a society. The business schools face several challenges in terms of imparting quality education. External environmental forces and stakeholders continuously put pressure on the business schools to adapt the changes happening in the business world. In order to meet the challenges of the future, the reform of the higher education could be unavoidable.

The education institutions need to strive to achieve balance between the education cost and the quality. The business schools also need to maintain their standard of excellence by paying attention to performance measurement. In order to maintain the quality education, it is pertinent for business schools to remain in close contact with the industry. One of the major criticisms of MBA schools is the gap between theory and practice.

History

Trained Managers are playing a vital role in the current economy; their Multi dimension skills are helpful to develop the organization. It is said that 20th Century belonged to the western while 21st Century is set to belong to Asia. India is the main player. Education is the crucial investment in development of a Country. The development of the country depends upon the quality of human resources. Management education can play a statutory role in the efficient functioning of the markets. The arrival of the global village and international inter dependence has brought both challenges and opportunities before the Indian Economy. The biggest challenge before us is how to protect the interest of retail business on which millions of families, depend directly and indirectly. It is a pleasant experience that India is able to achieve self-sufficiency in food production despite the fact that productivity levels in agricultural sector still continue to be very low.



Commerce Education

At present most of the major industries of the world are controlled and owned by the developed western countries. To overcome lack of Entrepreneurship it is imperative for us to promote Advanced Commercial Education in our country. Modern Business and Commerce Education cover diversified fields of education and research in Management, Finance, Marketing, Accounting and Commercial & Business Law. In industrialized countries, Commercial Education is organized on dynamic and systematic lines. Their experts are able to plan and design finances, establish and operate big factories in months while it takes years to do so. Un-fortunately in our country commerce was not given a fair chance as education or as profession. In past, we treated it inferior to Medicine and Engineering in every respect.

Importance of Management Education

Management education adds value to the existing qualifications. It helps students irrespective of their domains in graduation as it widens their knowledge base and encourages them to think differently. Management education enhances managerial and leadership skills by sharing of ideas, insights through healthy, meaningful and case study discussions. Having students with cross cultural backgrounds adds value to management education as there is probability of generating multiples ideas. Apart from providing requisite skills and abilities to get going smoothly at the corporate world, it provides an opportunity to network with others and promotes cross - cultural diversities. It helps in equipping the executives with competencies and capabilities to take on the corporate challenges with confidence. Now a days, we find there is growing demand for the programs in the domain of strategy and leadership development in MBA education

THE NEW DIMENSION FOR MANAGEMENT EDUCATION

The emergence of such a new dimension has already begun. Companies are feeling the need for global standards to benchmark human resources, and academics are encouraging the use of merit - based candidate selection systems. India's position as a lead contributor to the global IT human resources pool will need to be supported by the adoption of global standards for talent selection. At the time of independence, Indian economy was developing and hence we required bureaucratic management skills. However 50 years after independence, the Indian economy has become more mature and hence we requirement entrepreneurial management skills. Our management schools have failed to meet this challenge. Therefore there is a need to revamp our management education. Keeping in view the above facts and demand of the time, prospects of Commerce as Education and Profession seems very bright. To avail the advantage of this requirement, a lot of people have opened educational institutions to educate students in the field of Commerce and Management.

Growth of management education

In 1950, the Department of Commerce of the Andhra University Started the first M.B.A. programmed in India. In 1963, Indian Institute of Management, Ahmadabad was set up in collaboration with the Harvard Business School. The 1950s and 1960s witnessed the growth of commerce education and 1970 and 1980s witnessed the growth of Management Education in India. There has been a



tremendous growth of management institutes in our society. Every year about 14,000 students pass out of management schools. Keeping in mind the demand, the supply is very meager. Management courses have become 'Academic Courses' rather than 'Professional one'. Management Institutes, barring a few exceptions, have reduced to commerce colleges. There is an urgent need to restructure management education to meet new challenges of 21 Century. India has adopted domestic policies and institutions that have enabled people to take advantage of global markets and have thus sharply increased the share of trade in their GDP. India has been catching up with the rich ones –our annual growth rates increased from 1 percent in the 1960s to 5 percent in the 1990s. Now it is above 8%. Indians saw their wages rise, and the number of people in poverty declined.

New trends & issues in business and management education

• Role of B-schools

The business schools should focus on nitty- gritty of general management and also about a functional specialization so that the students can become jack of all trades and master of management. The Indian Business schools should reinvent themselves with changing times and redesign their academic curriculum for facing the current challenges in the business environment. The course curriculum should be designed to suit new perspectives for building managerial and leadership skills. The responsibility lies with business schools to do the needful in this regard.

• Role of Faculties:

The faculties should be from excellent academic background with an industry exposure. They should be a special breed of people driven by passion rather money. They need to inspire and motivate the students through right communication skills. They should preferably have industry experience in a reputed organization. It is desirable to have research experience in management along with consultancy and teaching experience. The present economic meltdown has thrown several challenges to business managers and leaders across the world. Everyone started blaming business schools for the present mess. Is it justified to blame them? If not, then who is responsible for the current global mess? Is it the business schools or faculties or students or parents or all to be blamed?

• Reforms and the Corporate Sector

The corporate sector constitutes a dominant part of industry. Financial sector reforms along with the development of the capital market are changing the structure of corporate financing. This has led to a separation of ownership and the management and has given rise to the issue of corporate governance, among others. Corporate governance essentially deals with the ways of governing the corporations so as to improve their financial performance.

• Management Education at Cross Roads

Management education is becoming increasingly important and the most sought after post-graduate degree among graduates. Any developing country for its economic and social development requires well qualified managers and administrators. Also, Industry requires competent managers all the times --in times of recession, to revive the economy; and in the times of growth, to frog-leap the competition. Management education, therefore, is ever -green with job opportunities. However, to what extent our management graduates are getting the right type of management education? Indian Industry Survey reports that only 15% of management graduates are employable and 85 %



unemployable. It is also found that management programs offered by many colleges and universities suffer from serious drawbacks and criticism.

- **In Business Process Management changes are needed and will be initiated concurrently**
- **Impact of Globalization on Business and Management Education**

The business sector in India is highly promising in the present scenario. Newer challenges, newer opportunities are day-by day in front of Indian industries, which are profitable and prospective. The fundamental scope of doing business in India is lying with its people. The huge population of India has created a large unsaturated market of consumers. This is one of the reasons why global companies are very much interested in doing business in India.

Let us glance through a few situations that has arisen in India post liberalization

1. Shifting of Agriculture workers to industry sector
2. Urbanization –People are shifting from rural to urban areas.
3. Opening up of trade market –export import boom.
4. Big open saturated market for products
5. A growing market for high quality and low price product
6. Gradual increase of organized retail chain.
7. Growing number of Merger and Acquisitions.
8. Lucid license policies for overseas Multinational Corporation.
9. High growth rate is showing economic prosperity in India.
10. Indian Market leaders going global.

STRATEGIES TO INCORPORATE COMPETITIVENESS IN INDIAN BUSINESS

1. Infrastructure improvement up to global standard
2. Development of transportation facilities so that least time is required to move from one place to another; it also reduces the carrying cost
3. Government initiatives to advertise opportunities in different field to attract both Foreign Direct Investment (FDI) and Foreign Portfolio Investment(FPI)
4. Linkage effect-adaptation of backward integration for saving cost and time with a look to improve supply chain
5. Unbalanced growth strategy to facilitate growth
6. Making direct link among educational institutes and business firms to provide direct industry interference in large scale with practical approach to students
7. Guild formation by the firms of specific industries to discuss, analyze about advantages, disadvantages, opportunities etc. different dimensions of that particular sector standing on a common platform
8. Co operation among domestic and foreign companies to explore new opportunities in several fields of operations
9. Technological up gradation in industries
10. Application of Just In Time(JIT) technique in business

Government initiatives to support competitiveness

1. Renew and modification of ex-im policy
2. A more comprehensive competitive policy



3. Removal of red-tape barriers
4. Increasing facilities in Special Economic Zones (SEZ) and also increasing numbers of SEZ giving ultimate priority
5. Inauguration of free information bureau to provide important up to date information regarding different fields of operations in all the states
6. Advertising opportunities (e.g.-tourism) in different sectors
7. Free riders prohibition
8. Facilitating mergers and acquisitions
9. Subsidizing areas of scarcity and finding alternative strategies for further development

RESEARCH ISSUE

1. To find the present situation of management education in India after financial turbulence of USA and the case like Satyam in India
2. To study the trends prevailing in management education in India.
3. To find out implication of management Education of India on Industry and individuals .
4. To study emerging issues of management education and its approach towards the development of curriculum needs of Industry
5. To find implementation of possible direction and policy towards improvement of management education in India.

CHALLENGES AND DRAWBACKS IN MANAGEMENT EDUCATION

Challenges

1. The current curriculum in management education does not teach students in facing the challenges in business environment.
2. How to manage uncertainty and complexity are not taught in business schools.
3. It merely teaches the concepts with case studies.
4. It does not focus on the challenges arising out of rapid growing technology and the challenges involved in running an enterprise.
5. Unfortunately, the best talent is going to industry where salaries are lucrative.
6. Those who come to academic area are the ones who could not be absorbed in the industry or those who come to this profession by chance or those who chose this career out of passion

Drawbacks

1. Insufficient availability of specialized experts and qualified faculty.
2. Lack of Industry based specializations.
3. Lower infrastructure.
4. Burden with heavy subjects.
5. Lack of necessary guidance to the students.
6. Lack of updated and industry based syllabus.
7. Lack of admissions in Management Research.
8. Lack of Inter-disciplinary approach.
9. Lack of specified authorities for quality research in management studies.
10. Insufficient Grants for research.
11. The courses remain too theoretical and do not equip students with the right Attitudes, Skills and Knowledge (ASK) required for them to be employable.



12. Students are not properly educated either to fit the industry requirements or to be entrepreneurial to start and grow up small and medium companies. Students only get a degree but not the industry-required qualifications.
13. Neither the institutions nor the students are clear as to what kind of “product specification” is achieved at the end of the two years of study i.e., the quality of students produced and their ASK levels.
14. More than 85% of the students who complete their MBA/PGDM are not industry ready.
15. Just as customers would like to know about the specifications and quality before buying any “product”, industry would also like to know and be assured of the product specification (Quality) of the Graduates it wants to hire

Overcoming Challenges:

1. Re-engineering of management education must be done.
2. Provide decent salaries and professional ambience to faculties.
3. Send the faculties regularly for training programs to update their skills and abilities.
4. Develop right mindset and attitude. Focus on quality of education not quantity.
5. There has to be interactive sessions for the students rather than mere preaching what is mentioned in the books
6. You cannot become a crack shot unless you lose some ammunition.
7. The students have to be exposed to the industry through interface so that they understand the practical problems in corporate world. This boosts more confidence among the students.
8. The project work should be contextual, relevant and should focus on the current scenarios.
9. MBA is a professional degree and it should train and groom the students to be true professionals to take on the challenges being faced in the business environment.
10. Make accreditation mandatory to ensure quality of education.
11. Take stringent action against the illegal and unauthorized MBA colleges.
12. Use online courses and other e-learning methods to increase training opportunities for field and local staff
13. Provide training in languages besides English
14. Ensure that training is provided even in emergency situations.

Suggestions for Universities

1. Restructuring the syllabi at UG and PG levels. Apart from the subject knowledge, soft skills like good writing skills, listening skills, presentation skills, interpersonal skills, leadership crisis management skills, problem solving skills etc., Must be made compulsory in view of its importance in the contemporary job market.
2. Provide facilities for industrial visits. Arrange Guest lectures from expert academicians and industry experienced people.
3. A detailed industry visit report based on the field visits should be made an integral part of the course.
4. Redesigning the teaching methods, as a deviation from traditional teaching methods.
5. The management colleges / schools are able to use innovative and practical teaching methods like management games, workshops and seminars, Mock interviews, proper presentations, individual assignments, field surveys and case studies etc.,



6. Control the study centers, UGC will take care of these centers, in some areas these centers are follow malpractices in examinations.
7. Work with agencies to design educational and training programs that meet the needs of the agencies
8. Develop multi - disciplinary curricula to prepare students for careers in humanitarian work
9. Encourage faculty and student exchanges
10. Consider establishing an academic association of humanitarian studies and/or a dedicated journal

CONCLUSION

"There is no need to reach high for the stars. They are already within you - just reach deep into yourself!" — Anonymous. There is failure in management education which is evident with the current economic downturn. The educational system failed to forecast the recession and failed to check the overheated economy. The four pillars for effective management education are industry experience, consultancy experience, research experience and teaching experience. When faculties possess these four areas of experience and expertise, then it ensures qualitative management education.

The present business education is broken and need to be reinvented with changing times. It is unfortunate that India with a billion plus population could not produce global leaders like Jack Welch, Peter F Drucker, Bill Gates, Michel Dell; It is time India took a relook at the methodology of management education. It is also the time Indian B - schools took stock of the situation and set their houses in order. The silver lining in the dark cloud of management education in India is the Indian School of Business (ISB) which is ranked as the 15th best Business School in the world surpassing other premier management institutions like IIMs. There is a strong need to focus management education globally (i.e. think globally but act locally). When the course content is customized based on the market needs then students will not face unemployability problem. Let us make Indian MBA on par with global standards. We need to get out of the mindset of being copycats. We need to reinvent ourselves as leaders from being followers. To sum up, it is vital to have holistic and integrated.

The problem with us is to imitate the western management education blindly. By the time we take best out of them, the content and curriculum gets outdated thus resulting into obsolescence. Let us be creative and innovative in preparation of curriculum and methodology of teaching. Management colleges may improve their services through various quality programs.

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Exploitation of women on the background of the partition: special reference to Amrita Pritam's "Pinjar"

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Abstract

In the Partition issue Politics plays a significant role by interpreting various ideologies according to the necessity of time, place in consideration of socio-cultural issues. In such partition process one or more prominent personality or political figure emphatically shapes the tale of the nation and masses too. I have chosen Amrith Pritam's "Pinjar" to exhibit the historical age 1947 and the condition of the society. This novel also highlights the question of women kidnapping and rape. The work is loudly spoken on element of hunger.

The core part of the paper explores the gendered violence and tried to delineate the wounded soul of women during the partition of India and Pakistan. The paper is an attempt to show the fissures that accompany processes of a gender identity formation during partition. The paper also portrays how the conflicts between families, communities, and nation are so often brutally played out on the identity of women. The paper critically explores the ways in which the destiny of the novel's protagonist eventually threatens the fate of women not only in India and Pakistan but worldwide.

Keywords: Gender identity, immigration, partition, family, communal conflict, male dominance, feminism.

Introduction

Partition is subjective in literature. Literature being a mirror of society reflects the realistic conditions of the contemporary period and partition of India into Indian and Pakistan. It was the most far reaching tragic event in South Asian history which ultimately delineated in various literatures. Many narrations try to look into the effect of traumatic incidents on men, women, communities, society and humanity as a whole. Writers provide us clear vision of particular time of year 1947. Partition literature is a multiple combination of historical painful memories of extra-ordinary human being. It is a fabric of secularism in the face of communalism. Almost all the novels cover a span of time going from the days of Partition of Pakistan and India. Thus all the novels deal with partition and partition trauma. It also talks about the independence of India and Pakistan then followed by massacre, rape, dacoit, loot, fire, mishaps, and many issues Related to sufferings of partition.

Amrita Pritam migrated to England during Partition of India. In Delhi, she lived independent. In that period, she faces many problems during the partition. She depicts here women's experiences of the partition. she herself a feminist. The famous writer and journalist Khushwant Singh had once told Amrita Pritam that the whole story of her life was so inconsequential and brief that it could be easily contained within the small space at the back of a revenue stamp. She remembered the joke and called her autobiography *Raseedi Ticket (The Revenue Stamp)*. This one incident probably sums up this prolific and ground-breaking writer's philosophy of life – "My work/my life will be my answer".



Pinjar is a short novel written in 1950 by Amrita Pritam. It is originally written in Punjabi. In 2009 Pinjar was translated by Khushwant Singh in English. The novel depicts the conditions and nature of the Indian society during the partition of India 1947. She was beautifully portrait the women life during the period of partition. The novel is told from the character Puro's viewpoint. This story is a unique glance at Indian partition. Pinjar portrays harrowing situation of women. It is a tale of human mistakes which exploit mans misfortunes. A number of cases happen during partition where girls committed suicide without their fault. There is often a brutally conflicts between families, communities and nations. The novel describes the male dominating nature of the society during that period and how women were bound to accept the decisions.

The Novel uses historical elements to set off a fictional tale that effectively demonstrates victim's reality. In the beginning of the novel we find that Puro's family is a happy family of two sisters and a brother. Puro is an obedient and ideal daughter. She unquestioningly accepts what her parent decision about her marriage. She started dreaming about the future with Ramchand, her prospective suitor. The turning point in the story arrives when Puro is abducted by Rashid, a Muslim boy who is forced for it, to avenge for the similar act committed by Puro's uncle. Poor tried to free from him, but could not get out of his embrace. This portrays how conflicts between families, communities and nation are so often brutally and mindlessly played out on the bodies and identities of women. Rashid does not rape Puro. But he kept her as home prison. After struggling a lot she manages to escape and run towards home. She reaches the village and fined the courtyard of her parent house. But her father told that there is no place for her in the family as she had been abducted which now puts her chastity and fidelity to question. Rejection from her own family made her to another form of violence.

Puro is devastated and returns to Rashid to lead a life which is akin to that of a skeleton. Puro's identity undergoes a drastic change. Rashid forces her for marriage; even he changes her into Hamida from Puro. She now has a new identity which she resists as she longs for her family and marriage to Ramchand. On the other hand Rashid is repentant for the crime of Puro's abduction and seeks redemption. He tries to provide love and care to Puro, but Puro is unrelenting as the wounds inflicted by Rashid are unforgivable. Puro as Hamida comes in contact with three females who were also the victim of gendered violence. All the three characters are treated merely as body, not as humans. Taro is suffering with some unknown disease and is disowned by her husband .Her husband has brought another woman to live with him and forces Taro to become a prostitute. Her illness and her husband's attitude towards her are unbearable she wants death to free her from the cage of life. She says to Puro,

“What can I tell you, when a girl is given away in marriage, God deprives her of her tongue, so that she may not complain. For full two years, I had to sell my body for a cup of pottage and few rags. I am like a whore, a prostitute.....there is no justice in the world, nor any God. He (her husband) can do what he likes. There is no God to stop him. God's fetter were me and only for my feet” (p.36-38). Amrita Pritam highlights that women are considered merely bodies nothing more than bodies and violation of women's bodies becomes the moral perversion of the community itself.

Puro meets is Kammo a motherless young girl, who is disowned by her father and she stays at her aunt's house. Kammo is illtreated and exploited by her aunt. Kammo sees Hamida as her mother figure but her aunt stops her to meet Hamida as Hamida is muslim. Hamida(Puro) realizes that the ultimate victims in all clashes are women,



“It was a sin to be alive in this world full of evil, thought Hamida, It was crime to be born a woman” (p.65).

Hamida use to see a mad woman in her street. Who was sexually assaulted and becomes pregnant. The woman was mad and was not even aware of the violence inflicted on her body and a child growing in her. It is a victim of heartless monster of a man. This incident aroused Hamida's pity. But it causes bad things with Hamida. When Muslim woman Hamida, decide care a Hindu child, she should face the hatred from Hindu. Here narrator draws the picture of communal hate between Hindu and Muslims again. The author shows the narrow mind of Indian society. The society has not interested in that child. But they were interested in religious differences of that innocent child.

The novel depicts the picture of homeless of human during partition, where millions of families were displaced. The partition resulting with innumerable women were kidnapped and raped. The novel also shows the Hindu-Muslim relations and their ancestral enmity issue. The novel shows that communal hatred was largely and deeply rooted in the minds of Hindu and Muslim. In the time of partition many people started migrating to India. At that time many women were kidnapped and raped by other community. Puro comes to know that few girls from the refugee camp were kidnapped, as Lajo Ramchand's sister is abducted by Muslim boy and kept her in his own house. Ramchand comes to Puro seeking her help to relieve Lajo. Puro convinces Rashid to help Lajo return back to her home. Puro depicts immense strength in the hour of crisis to help Lajo to escape from the clutches of her abductors. Hamida get an idea of Lajo's new look. She realize that Lajo become a victim of gang rape. Hamida want to press the Lajo's feet. But she stops Hamida and reply:
"Don't touch me! I am unclean!
Don't you see, I am a slut, a whore, a common tart.....?"(43)

The incident of partition of India rise communal discord. The Partition riots were caused the records of cruelty and unbelievable the horror of the cataclysmal onset. The world in the novel emerged from a simple past into a violent complex. The novelist presents realistic images of the violence which causes effect on individual and on the society. In the time of partition particular-people's daughter, sisters and wives were abducted and were forcibly held by strangers in their houses.

Then Hamida hand over Lajo to Ramchand in the refugee camp. The refugee camp where full of Hindus and Muslims who found themselves a institution similar to Puro's and Lajo's were finally allowed freedom and guarantees of safety. In the refugee camp Puro meets her brother. Puro's brother Trilok become happy that Puro finally returned. On the other hand, puro got to know that Ramchand married her younger sister. Trilok expected Puro that she should leave her husband and son and back to home. Puro became surprised to hear Trilok's word. Then Puro decides that she is where she belongs that is with Rashida. Puro's dedication for helping her save Lajo and for that Puro finds she can finally return his love Rashida.

Pinjar is a loaded comment on the threat that communalism has posted for women in the past, especially during the days of the post-Partition riots when violence became the order of the day and there was harsh damage caused by the erection of geographical and emotional barriers between the two communities the Hindus and the Muslims. Both communities had hitherto lived together in peace. Pinjar depicts the violence between the two communities. Pinjar shows this partition triggered off violence, bloodshed and displacement of people from their homes. This partition also portraits women were the worst sufferers and were victimized in different ways. Pinjar represent the social abuse during 1947.

Pinjar reflects the nasty aspect of un-human behavior. It shows the dark shadows of violence as well as silence behind panel. Pinjar is a tragic love story which the agony and hunger. It also presents pain of women and deprivation of love. Pinjar ruthlessly exposed man's false sense of superiority of gender. Almost all the female characters in the novel are victim of one or the other type of violence. They are oppressed by double yoke of patriarchy and dislocation.

Conclusion

In *Pinjar*, Amrita depicted the immense human tragedy through the lives of young Muslim, Sikh and Hindu women who were abducted, raped and killed. Several of these women were permanently separated from their families and those that were reconciled were not accepted and labelled 'tainted'.

Amrita Pritam through her women characters in the novel brings forth the fact that women have been the prime victims in every communal strife, riots and wars. As Dr Archana Sinha puts it, "It has been quite disturbing experience all over the world that any conflict, a war, civil strife, communal riots or disturbance women and children became the prime victims of violence. Children are orphaned and women are not only widowed but also become victim of rape and abduction" (p.43)

Pinjar aptly discuss the status of women during partition. It is reflection of new identity and traumatic time of women life. Narrator powerfully presents the account of mixture of women's agency and senseless violence of division. Pinjar represent the actual experience and women's life after rape or abduction. Amrita Pritam shows motivating factors behind the dark silence of partition. The novel shows that abducted women were lost purity and nationhood which become a very big question during separation. Pinjar also point out the feature of sacrifice, kindness and generosity. It shows suffering and the painful transformation issues in the novel.

Whether it was Puro or Hamida, Lajo, Taro, Kammo or the mad women or the naked women, woman becomes the 'other' not only during partition even today. That 'other' whose lives do not matter, whose voices are silenced, whose identities were subjugated and who remained at the periphery of power struggle and power equation and continue to be marginalized and displaced at the cost of the self. Pinjar thus gives a voice to this 'other' and their concerns of displacement, marginalization, dual identity and powerlessness.

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Curriculum of UG : issues and challenges

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Abstract:

Curriculum literally means syllabus or a course. Originally, curriculum was regarded as a track through which people ran to reach a goal. There are many courses in under graduation level in different Universities. Common are Social sciences, Life sciences, Commerce, Science Management. Interrelated subjects or combinations are prescribed by a University and a student should take any disciplines under which prescribed subjects. There is no system that identifies the skill of the student and based upon that which would suggest the course. What is the future of an adult who comes out with UG degree course with certificate? Why would a student want to take UG course? Is it to acquire knowledge/specialization or to get Job? Both are not possible now a days. Why? Because the prescribed syllabus of a University may not useful in acquire a job or it may not useful in acquire knowledge. Hence there are multiple issues for an average student for acquiring job or knowledge.

Introduction:

Curriculum is the subjects comprising a course of study in a school or college. Derived from Latin word "Currere" meaning is "to run" It is a runway (one runs to reach the goal) or a race course referring to the course of deeds and experiences through which children grow and mature in becoming adults for success in adult.

Originally, curriculum was regarded as a track through which people ran to reach a goal. The course or track always had a starting point, the runway and a goal, which was the end. This race is on, until the end of one's career. This concept is broad because as one runs the race. One is bound to gather, as lot of experiences which may be cognitive, Intellectual ability) affective (attitude, values, interest emotion, disposition) and psychomotor (acquisition of some manipulative skills, using the muscles to acquire some skills or perform some actions).

Curriculum can be taken to mean the instrument by means of which schools seek to translate hopes of the society in which they function into concrete reality (Offorma, 2006).

Syllabus

The course that provided with subjects is prescribed by the Universities and there is no chance to students to take their subjects of like. The syllabi also prescribed by the Universities that are inserted by the academicians of the University which they consider important and obviously it should contain their work. So it is changed from university to University. No one can study interdisciplinary subjects like Economics, computer science and commerce that are if in demand for obtain a particular job. All the system is formed based on the time Britisher's administered in India. Several new fields of subjects



emerged now that should combine with several courses. Even the syllabi should prepare in common in every University by that there is difference in studies.

The semester system application gets the syllabus narrow that within six months one should study and write the exam. This brings student's narrow knowledge. For example in Life Sciences Botany, zoology (traditional subjects) Biotechnology, biochemistry, biophysics (new subjects.) and so on are the subjects.

Quality and Quantity of Teachers

It is well known that the quality of a UG professor is estimated based on PhD, papers published. How many of the Professors get easy access to PhD guides? If yes, is he/she is able to conduct research work. Never! Because it is like keeping our legs in two different boats. Some body may complete PhD while doing work in college; he/she will not concentrate on neither in teaching nor in research and many of them depends on their students/helpers for conducting experiments/data collection or in some other related work. Is it considered that it is purely their work? How one can estimate the quality based on research work? Teacher should know better the students behavior, knowledge, capabilities, mentor the psychology of student in a cultured, gentle way so that they will approach society in a best way?

Quantity of teachers not measured in obesity, but the number. How many of the big colleges in Karnataka/India got full-fledged number of Professors (exception to big cities). In my college over all 3200 students from UG and 600 students from PG are admitted in 2017. For this crowd, only 13 Associate Professors, 35 assistant Professors and more than hundred and fifty guest lecturers are in work. How one can expect responsibilities from guest lecturers? (Because they are paid only based on their number of lectures/week) What is about the valuation work/ Employability of the students/welfare of student/moral values/ control? Are the guest lecturers involve in such activities?

Recommendations

- The following recommendations are proffered for effective implementation of curriculum:
- Teaching should be as practical as possible to expose the students to the realities of the profession.
- Universities should explore the possibility of introducing e-learning to accommodate many more students in that mode and reduce the unhealthy large class population seen in universities.
- What is taught, must reflect the demands of practice in the field, for the products to be functional. There is need for inclusion of ethics in the curriculum as a stand-alone course, taught by an interdisciplinary team from philosophy and respected subjects.



- The introduction of ethics in curriculum may require increase in the credit hours to accommodate the new course.
- Attitude is contagious and so the educators must abide by the subject ethics, as they are models to their products.
- Information and Communication Technology and other facilities should be provided to both teachers and students.
- Workshops should be organized for the teachers to expose them to new knowledge, skills and attitudes in accounting education.
- Information about the new equipment and processes should give in subjects with practical so that they can use the new approaches of research.
- Teaching facilities need advanced aids like LCD so that enhance easy learning
- Every student should know his/her abilities so that they used to reach their suitable job goals.
- Along with scholarships, students should get the training and access to obtain money for their self-employment.
- Trips to nature, industries, banks, Offices should conduct to see the different fields of work for selection.
- Quality of Professors not measure by their PhD, but their innovative work to improve the total quality of students.
- There should be a change in the exam system, because one can easily write the answers by approaching copy through friends, mobiles or any advanced equipment.
- Evaluation should be in such a way that a student must earn something life.

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QUALITATIVE PHYTOCHEMICAL ANALYSIS OF LEAVES AND STEM BARK OF SOLANUM PUBESCENS WILLD.

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Abstract

Solanum pubescens an important medicinal plant used in the treatment of malaria, Epilepsy, whooping cough and febrile convulsions. The identification of qualitative phytochemicals has become the important tool for knowing the active principles of different medicinal plants. *Solanum pubescens* is a wild shrub found in the forest and hilly areas of Chitradurga District of Karnataka State. It is commonly used by the local traditional practitioners for treating different diseases. The present work was aimed to know the preliminary phytochemical constituents of Ethyl acetate extracts of leaf and stem bark of *Solanum pubescens*. The present study shows the presence of carbohydrates, proteins, flavanoids, tannins, phenols, saponins, Betacyanin, quinones, resins, fixed oils and fats. This study helps us to know the antimicrobial and anti carcinogenic activity presumably play active role in treating diseases.

Key words: *Solanum pubescens*, phytochemical constituents, Chitradurga District.

1. Introduction

Plants are potent source of phytochemicals. Phytochemistry is mainly concerned with enormous varieties of secondary plant metabolites which are biosynthesized by plants. The beneficial physiological and therapeutic effects of plant materials typically result from the combinations at these secondary products present in the plants but only a small percentage have been investigated for its phytochemicals, only a fraction has undergone biological or pharmacological screening. *Solanum pubescens* is an annual erect wild shrub found in the forest and hilly areas of Chitradurga District of Karnataka State, commonly known as " Usti gida" in kannada, "Ushti chettu, Kasivuste" in telugu and "Kattusundal" in Tamil. Flowering and fruiting in the month from July-February. Plant is bitter in taste due to the presence of alkaloids. It is commonly used by the local traditional practitioners for treating different diseases like used in the treatment of headache, menstrual pain, rheumatoid arthritis, tuberculosis, ulcers etc (Sumalatha et al., 2013), it can also be used to treat whooping cough (Reddy et al.,2006). Pharmacological studies viz., Antidiabetic (Hemamalini K et al., 2012) Antidiarrheal activity (Hemamalini K et al., 2013), antinociceptive screening (Sumalatha et al., 2013), Anti inflammatory activity (Niyogi. P et al., 2012) antibacterial activity (Haseebur Rahman et al., 2014) Anticonvulsant and sedative effects ([Suvarchala Kiranmai. A et al., 2013](#)) in the treatment of Epilepsy and febrile convulsions.

Phytochemical screening of *Solanum pubescens* dried fruit material reveals the presence of carbohydrates, saponins, oils& fats, alkaloids and flavonoids (Haseebur Rahman et al., 2012). Methanolic leaves extract indicates the potency of alkaloid, glycoside, saponins, phenolic compounds, tanins, flavonoids (Ayyadurai et al., 2017). n-hexane extract of *Solanum pubescens* leaves shows the presence of Myricetin methyl ethers (Krishna kumari G.N et al., 1985). Phytochemical profiling of successive extracts of Fruit and stem bark revealed oils& fats, alkaloids, flavonoids, carbohydrates, saponins, coumarins and phenolics are present in different extracts. (Haseebur Rahman et al., 2014). The present study was aimed for qualitative phytochemical analysis of ethyl acetate extract of leaves and stem bark of *Solanum pubescens*. This study helps us to know and evaluate the antimicrobial and anti carcinogenic activity presumably play active role in treating diseases.

2. Materials and Methods

2.1 Morphological Characters:

Solanum pubescens is an annual erect shrub, grows up to 1.5 m tall, younger parts pubescent, older parts glabrous. Leaves simple with entire margin and pubescent with yellow hairs; petiole up to 5 cm long, flowers axillary, in loose racemose cymes, sepals 5, lanceolate, corolla purple, up to 2.5 cm across, lobes 5, stamens 5, filaments 2 mm long, stigma capitate, berry globose, red, seeds scaly.

2.2 Plant material collection and identification:

Solanum pubescens fresh plant parts were collected from the hilly areas of Chitradurga District, Karnataka State, India located at 13.95°N 76.62°E. The plant was confirmed by referring Phytographia(Gamble 1883) authenticated by Prof. K.C. Chandini, Dept. of Botany, I. D. S.G. Government College, Chikkamagaluru, Karnataka- State. The plant herbarium is deposited at Department of Botany, I. D. S.G. Government College, Chikkamagaluru, Karnataka.

2.3 Preparation of powder from plant parts:

The healthy plant leaves and stems were collected and thoroughly washed in distilled water and blotted. The leaves were shade dried for one week and stems for fifteen days. The dried leaves and stem bark were pulverized in a mixer, sieved with a fine mesh and used for study.

2.4 Soxhlet extraction:

The leaves and stem bark powder were subjected for consecutive extraction in a Soxhlet extractor by using Ethyl acetate solvent. The extracts were concentrated to dryness under reduced pressure in desiccators to yield dried extracts.

2.5 Qualitative Phytochemical analysis:

Ethyl acetate extracts of leaves and stem bark were used to analyse the different phytochemical constituents. The following methods employed to analyse the presence of phytochemicals.

Test for Carbohydrates - Molisch's Test (Sofowara. 1993): The extracts were treated with two drops of alcoholic α -naphthol solution in a test tube and two ml Conc. H_2SO_4 was added carefully along the

sides of the test tube. Formation of dull violet / red ring at the interphase indicates the presence of carbohydrates.

Test for Acids: To one ml of extract one ml of sodium bicarbonate solution was added. Formation of effervescence indicates the presence of acids.

Test for Betacyanins (Harborne, 1973): For two ml of plant extract, one ml of 2N NaOH was added and heated for 5 minutes at 100° C. Formation of yellow colour indicates the presence of betacyanin.

Test for Quinones (Evans, 1996): To one ml of extract, one ml of Conc. H₂SO₄ was added. Formation of red colour indicates the presence of quinones.

Test for Coumarins: A few drops of ammonia were added on a filter paper, for this, a drop of the extract was added and the paper was observed for fluorescence.

Test for Alkaloids - Mayer's Test (Fvans, 1997): The extracts were treated with Mayer's reagent (1.36 g mercuric chloride and 5 gms of potassium iodide were dissolved in 100 ml distilled H₂O). The formation of a yellow cream precipitate indicates the presence of alkaloids.

Test for Aminoacids - Ninhydrin Test (Yasuma and Ichikawa, 1953): To the extract 0.25% Ninhydrin reagent was added and boiled for a few minutes. Formation of blue colour indicates the presence of amino acids.

Test for Proteins (Brain and Turner, 2006) Biuret Test: Extracts were treated with one ml of 10% NaOH solution and heated. To this a drop of 0.7% CuSO₄ solution was added Formation of purplish violet colour indicates the presence of proteins.

Test for reducing sugars - Benedict's test (Tiwari, 2011; Sofowara, 1993): The extracts were treated with Benedict's reagent and heated on a water bath Formation of an orange red precipitate indicates the presence of reducing sugars.

Test for Fixed oils and Fats - Stain Test: Small quantities of the extracts were pressed between two filter papers. Formation of an oily stain on the filter paper indicates the presence of fixed oils and fits.

Test for Flavanoids- Ferric Chloride Test (Raman, 2006): The extract was treated with a few drops of FeCl₃ solution; Formation of a blackish red colour indicates the presence of flavanoids.

Test for Gums and Mucilages (Whistler and Bemiller, 1993): About 5 ml of the extract was slowly added to 5 ml of absolute alcohol under constant stirring. The appearance of precipitation indicates the presence of gums and mucilages.

Test for Steroids (Kokate, 1994): Two ml of acetic anhydride was added to 0.5 g ethanolic extract of each sample with two ml H₂SO₄. Change in colour from violet to blue or green indicates the presence of steroids.

Test for Tannins (Trease and Evans, 1989): To one ml of the solvent extract, few drops of 1% FeCl₃ solution were added. The appearance of a blue, black, green or blue green precipitate indicated the presence of tannins.

Test for Resins - Acetone- H₂O Test: The extracts were treated with acetone. A small amount of water was then added and shaken; appearance of turbidity indicates the presence of resins.

Test for Phlobatannins (Harborne, 1973): About two ml of aqueous extract was added to two ml of 1% HCl and the mixture was boiled. Deposition of a red precipitate was an evidence for the presence of phlobatannins.

Test for Terpenoids - Salkowski Test (Evans, 1997): To one ml of the solvent extract, two ml of chloroform was added. Then 3 ml of conc. H₂SO₄ was added carefully to form a layer. A reddish brown coloration of the interface indicated the presence of terpenoids.

Test for Phenols - Ferric Chloride Test (Mace, 1963): To one ml of solvent extracts, 3 ml of distilled H₂O was added. To this, a few drops of neutral 5% FeCl₃ solution was added. Formation of a dark green colour indicated the presence of phenolics.

Test for Saponins - Foam Test (Kumar, 2009): About two ml of distilled H₂O and one ml of solvent extract were mixed and shaken vigorously. Formation of a stable persistent froth indicated the presence of saponins.

Test for Cardiac glycosides - Keller-Killani Test (Sofowara, 1984): The extract was dissolved in glacial acetic acid containing traces of FeCl₃. The tube was then held at an angle of 45° and one ml of Conc. H₂SO₄ was added along the sides of the tube. Formation of a purple ring at the interface indicates the presence of cardiac glycosides.

Test for anthroquinones - Borntrager's Test (Sofowara, 1993; Harborne, 1998): Small portion of the extract was shaken well with 10 ml benzene and filtered. 5 ml of 10% ammonia solution was added to the filtrate and stirred. The production of a pink red or violet colour indicates the presence of free anthroquinones.

Test for volatile oils (Trease and Evans, 1989): To one ml of the extract, one ml of 90 % ethanol was added, followed by the addition of a few drops of FeCl₃ solution. Formation of a green colour indicates the presence of volatile oils in the given sample.

Test for Emodols: The dry extract was added to 25% ammonia solution. The formation of a cherry-red solution indicated the presence of emodols.

Test for starch (Harborne, 1998): To one ml of the extract 10 ml of saturated NaCl solution was added. It was then heated. After heating, starch reagent was added. Formation of a blue-purplish pink colour is a positive test for the presence of starch.

Test for fatty Acids (Ayoola, 2008): 0.5 ml of extract was mixed with 5 ml of ether. This mixture was allowed to evaporate on the filter paper and then the filter paper was dried. The appearance of transparency areas on filter paper indicates the presence of fatty acids.

3. Results and Discussion

The present study on qualitative phytochemical analysis of leaves and stem bark of *Solanum pubescens* revealed the presence of medicinally important bioactive compounds. The phytochemical

compounds in *Solanum pubescens* plant was evaluated in leaf and stem bark using Ethyl acetate solvent and results are shown in table - 1. Results indicated presents or absences in compounds of leaf extracts showed was present in high intensity followed by phenols, carbohydrates, betacyanins, proteins, fixed oils & fats, Flavanoids, tannins, resins and saponins. While the stem bark extract showed was present in intensity followed by resins, carbohydrates, betacyanins, quinones and proteins. Methanolic leaf extract showed the presence of alkaloids, glycosides, saponins, phenolic compounds, tannins, flavonoids (Ayyadurai et al., 2017) the ethyl acetate leaf extract showed the presence of carbohydrates, betacyanins, proteins and resins. Stem bark ethyl acetate extract showed the presence of alkaloids, flavonoids, tannins and phenols (Hasebur Rahman et al., 2014) Present study showed the presence of carbohydrate, betacyanin, quinones, proteins and resins. Furthermore studies needed in the *Solanum pubescens* plant to isolate and characterize the active compounds for standardization of herbal drugs are a matter of great concern.

Table No.1 Phytochemical Analysis of leaves and stem bark of *Solanum pubescens*

Sl. No	Tests/Chemical constituent	Ethyl acetate extract	
		Leaves extract	Stem bark extracts
1.	Carbohydrates	+ ve	+ ve
2.	Acids	- ve	- ve
3.	Betacyanins	- ve	+ ve
4.	Quinones	- ve	+ ve
5.	Coumarins	- ve	- ve
6.	Alkaloids	- ve	- ve
7.	Aminoacids	- ve	- ve
8.	Proteins	+ ve	+ ve
9.	Reducing sugar	- ve	- ve
10.	Fixed oils & fats	+ ve	- ve
11.	Flavanoids	+ ve	- ve
12.	Gums and mucilages	- ve	- ve
13.	Tannins	+ ve	- ve
14.	Resins	+ ve	+ ve
15.	Phlobatannins	- ve	- ve
16.	Terpenoids	- ve	- ve
17.	Phenols	+ ve	- ve
18.	Saponins	+ ve	- ve
19.	Cardiac glycosides	- ve	- ve
20.	Anthroquinones	- ve	- ve
21.	Volatile oils	- ve	- ve
22.	Emodols	- ve	- ve

(+ ve Present, -ve Absent)

4. Conclusion:

Qualitative phytochemical screening in ethyl acetate extracts of leaves and stem bark of *Solanum pubescens* has a potent source of phenols, resins, saponins, fixed oils & fats, proteins, carbohydrates, betacyanin and quinones. The results obtained in the study suggested that the identified

phytochemical compounds may be the bioactive constituents of the plant *Solanum pubescens* is a valuable medicinal deserve.

5. Acknowledgement:

The authors are thankful to P.G. Department of Botany, I. D. S. G. Government College, Chikkamagaluru, Karnataka, for providing the facilities for performing the work.

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A study of Identity, Partition, Religion and Diaspora in Bapsi Sidhwa's

'Ice Candy Man'

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Abstract

Cracking India or Ice Candy Man by Bapsi Sidhwa presents the brutal experiences of women and farmers during the violence of the sub continental partition in 1947. The paper intends to study the history of partition through the eyes of a young girl. Belonging to the Parsee diaspora in Colonial Lahore, the narrator brings a subaltern perspective to the history of partition.

The core part of the paper looks into the dilemma faced by diaspora during the creation of new nation states. It also focuses on the shift in identities among divergent groups in a society in the times of national unrest. The paper discusses the novel's portrayal of the physical and psychological agony inflicted by partition on the masses. The novel being a microscopic look at the history of partition, this paper tries to analyse the transformation in the narrator and her world having partition as a background.

Key words: Partition, identity, Diaspora, Indian politics, violence

The times of conflict always bring out the best in a few and the worst in most of the people in a society. The bonds which connect diverse groups together come under extreme strain resulting in a shift in identities. The partition of India in 1947 is such a terrible phenomenon which changed the lives of millions forever. This man made political disaster resulted in the massacre of around five million people, the abduction of more than one million women and the dislocation of more than a billion.

The diaspora or a migrated community, especially a minority faces a dilemma during unrest. They prefer either to be invisible or with the winning side. When nation states form among the religious lines such as Pakistan, their identity has to be as less assertive as possible to not be looked as a threat.

Partition of India saw violence in its utmost ugliness, especially on women. They were abducted, mutilated and killed. The survivors were ostracized by their families and society. Violence and retaliation has left numerous unhealed scars on India and Pakistan. It also shaped the identities of three countries in South Asia. According to Ayesha Jalal, a Pakistani historian, partition is "a defining moment that is neither beginning, nor end. Partition continues to influence how the peoples and states of post colonial South Asia envisage their past, present and future".



The novel *Ice Candy Man* by Bapsi Sidhwa gives a fictional account of partition narrated by an adolescent girl. The novel was first published in 1988. It is set in the 1940s when the history of India took a bloody turn which unleashed the utmost barbarity of humankind. The novel looks at the unpredictability of human behaviour, deflation in values and the destruction of sensibilities in a society during partition.

The narrator in *Ice Candy Man* is Lenny. She is triply marginalised by being a Parsee, a girl, a handicapped one at that. The reader can be almost deceived that the narrator is really an adolescent girl. The narration is as she sees them as a young girl. However she often shifts to a higher tone and provides her opinions and comments. We can assume that the adult Lenny is reliving her past in order to make sense of the events that took place. The story is not what an eight year old girl sees; it is what she remembers as an adult. As we know, memory can deceive us. To decide whether the narrator deliberately tries to prove that her story is 'true' is up to the reader.

Parsees are a minority in India. They fled Persia to escape the persecution by aggressive Islam conquerors. Industrious and intelligent, they prospered in the subcontinent but held on to their religious identity. Lenny, even though a sceptic in the matters of faith, experiences a kind of peacefulness while kneeling before the holy fire. She believes in God and prays for the well being of everyone. In times of conflict, Parsees choose the winning side. During the freedom struggle, most of the Parsees supported the British. Since they are a minority, they prefer security instead of turmoil. In the novel, people like Col. Barucha blame the British government in casual talking, but as a community, they favour the British. In the community meeting, which is described with a touch of humour by Sidhwa, Parsees wholeheartedly pray for the British. When the war is over, they are happy that the 'defector' Bose did not win. They even hold a 'Jashan' to celebrate the victory of the British.

The novel is a bildungsroman of sorts. Lenny goes through numerous experiences which make a great impression on her psyche and transforms her personality.

In the presence of Ayah and her admirers she learns about strange passions which hover around men and women. Ayah is like a lady bird. Her admirers woo her in their own different ways. This world of desire and passion awakens something in Lenny. She becomes aware of a different dimension of human relationships. "My nose inhales the fragrance of earth and grass and the other fragrance that distils insights" (19). In her plays and quarrels with her cousin. Lenny becomes more and more aware of her identity as a woman. Her curiosity about men increases. "I look about me with new eyes. The world is athrob with men" (219). This world of passions and desires is thrilling and attractive to her. The lion in the zoo is a symbol for animalistic passions inside people. The caged passions of her admirers just prowl around Ayah. But she tames them as a master. However, partition fills the veins of society with insanity. Once the riots start, the passions are unleashed and they show their barbaric side. The bond of trust, friendship and sympathy are broken. Ayah's admirers become her violators. Even a father figure like Imam Din becomes one of them.

The changes in the national level affects Lenny's small world. She perceives them as the conversations between her adult friends change gradually from a friendly talk to argument and finally to the level of deep hatred. Lenny watches helplessly as people cease to be individuals and become Hindus Muslims and Sikhs. They become one with faceless and mindless mobs.

Lenny witnesses religious identities getting more and more aggressive as the days go by. Politics and religion get prominence in their talks. In the beginning, Ayah succeeds in distracting them but slowly the friendly chats give way to heated arguments. Communities get very conscious about their identities in the testing times. Asserting one's own identity is a psychological response of stronger communities in the times of conflict. Ice candy man's comments on Sikhs that they are puppets in the hands of Hindu receives enrage Sher Singh. Finally when Ice Candy Man half confesses half boasts that he has killed Hindus and burnt their homes, the thin string of friendship that holds the group breaks down. It is evident in the words of the Gardener who finds it hard to believe people he call brothers are ready to kill him now. Lenny senses the animosity growing. Her nightmares about the lion and the siren symbolise the terrible events to follow.

The realization about religious differences comes very suddenly to Lenny. "One day everybody is themselves- and the next day they are Hindu, Muslim, Sikh, Christian. People shrink, dwindling into symbols" (93). Religious communities turn to their symbols more vigorously when they are threatened. It results in the othering of the 'enemy'. Ayah's worships, Imam Din and Yousuf's prayers which they neglected before are examples for that. However untouchables like Hari, Machoo and Papoo get confused. Hari tries to grow his bodhi to assert his Hindu identity but when the threat to his life is imminent, he converts to Islam. Another untouchable family becomes Christians. The difference between the dominant and the marginal in a society during partition is striking. While the former cling to his/her identity strongly the latter is ready to change it in order to survive.

The above point brings another aspect of partition to light. In the novel, the narrator recognises different interests wearing the mask of religion in order to profit from the situation. In Lahore, the Hindu moneylenders are looted and in Punjab the Muslim and Hindu landholders are evicted. Ice Candy Man turns into a monster because of his jealousy on the Masseur and to avenge the death of his family. The reaction of a hindu priest when the shadows of Yousuf and Lenny cross him plants a deep hatred in Yousuf. Ice Candy Man points out at different social and personal sins coming together to culminate in a tragedy.

The Ice candy man is a symbol of the age. The readers do not know who he really is. His identity is fluid, ever changing. He is a man of the seasons, changing with the times. He brings the news of the outside world to Ayah. Even though an admirer, his approach to Ayah is a little perverse and aggressive. Ironically, he uses the name of religion and nation to defend his crimes.

Major political events and figures of the time are seen as from a telescope. Lenny's world is very small. She perceives changes through the changes in her friends. This makes her narration a history from the point of view of a subaltern. However, the narration is not completely devoid of political stands. Gandhi is seen as a manipulator who led the country into a tragedy. "Gandhi visits Lahore, I'm surprised he exists. I almost thought he was a mythic figure"(85). The distance between Lenny's world and the outside world is very big. However the narrator points a finger of accusation towards Gandhi. She holds him responsible for the massacres that were about to follow.

In the eyes of the narrator Nehru is a charming politician who is favoured by the British while Jinnah is a straight forward lawyer turned statesman who somewhere could not compete with Nehru in pleasing them.



The birth of a new nation and the identity as its citizen cannot be fully comprehended by Lenny. She is struck by the sudden shift in her identity, thus changing her existence. To a child who can only understand physical changes, this seems strange. “I’m a Pakisthani, in a snap, just like that”. She struggles to imagine the division of a country. “Can one break a country? And what happens if they break it where our house is? Or crack it further upon Warris road? How will I ever get to godmother’s then?” (92). The absurdity of the cruel fate is sounded in the innocent question of villagers of Pir Pindo. When the Goorkha soldiers come to evict them, one of the villagers asks “what? Is Pakistan already there?”

Despite the gloom that settles on the story, a small ray of hope shines in Lenny’s world because of some women in Parsee community. They help the victims of partition and look for Ayah everywhere. The sympathy and bondage among women is emphasized in their portrayal. The women in Ice Candy Man are not just victims. Despite the unthinkable cruelty inflicted upon them, they spring back and try hard to heal the wounds of the time.

Ice Candy Man is the saga of sufferings seen by an adolescent. The ugly side of religious and geographical identities is revealed here. It is also about the transformation in the personality of Lenny who gets educated about the innermost desires and passions. She also becomes aware of the brutal instincts which lurk behind every common person. The novel brings forth the play of conflicting identities in the terrible phenomenon called partition. It points out at social differences, prejudices, economic interests, personal grudges, political and religious identities all coming together in the time of partition to fulfil their own ends through violence. The novel also looks at human values getting destroyed in the turmoil, but retains hope in the deeds of a few sensible people.

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ENGLISH FOR TEACHING AND COMMUNICATION IN MULTI-VERNACULAR CONTEXT OF INDIA: CHALLENGES AND SOLUTIONS

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ABSTRACT

English is the widely spoken language in the globe but its worth in India looks as very degrading. But it is really worthy one. Teaching and learning English is complex in Indian context.

The paper aims at some of the key objectives by creating awareness on the current issues, challenges that language teachers and learners have to face and resolving ideas for them. Several obstacles such as big number of students in a classroom, lack of motivation and confidence, inappropriate and impractical curriculum and above all incompetent tutor or teacher for teaching or train in communication skills make the overall process a futile thing. The need to reform teaching methodology in literature taken considered. Challenges before the teachers and solutions for them are also taken up.

KEY WORDS: Quality education, Communication enrichment, Teacher role in enriching communication.

INTRODUCTION

India is one of the foremost, prominent NATION in the globe. It bridged with other nations that could possible only through corresponding in English. That is how English language is global language and it is the only language accepted for corresponding.

Teaching English and English Communication have become real challenges from beginning of the history of English introduced in to our country. Both are always been challenge for teachers and the taught. Though language is the backbone of civilizations and cultures across the world, but still in our country we lamenting on the deterioration condition of English in schools and colleges.

Widely spoken, throughout the world English took over Indian languages with the coming of the colonial rule. Gradually it became part of the curriculum in academic institutes and language of communication of elites.

English as a medium of instruction, and the passport for worldly business, its economical perspective made a need to learn it effectively. One must seek growth and prosperity should have the power of English, Or else he would lag behind the advancement. Growing world expect good English and collaborative skills in each individual. English is the complete meal for Career Growth. It is the spinal cord for everyone to stand on their own knees.

English as a language is insufficiently developed in most of the students of schools and colleges especially government one. The irony is even after spending 12-16 crucial years of their life learning English from 1 to +6, most of the students remain tongue-tied and same heritage of functionally



illiterate learners in English is passed on to the colleges and most affected ones are the students of BA stream. Moreover, the higher authorities always expect good results and teachers are caught in the mire as whether to complete syllabus or improve the English language of the learners.

It is astonishing to note that the English language has won 'global status' or 'International Language', and all evidence suggests that the position of English as a global language is going to become stronger but we have to swallow this bitter pill that teaching spoken English to the Indian students has remained a major challenge to the language teachers for ages.

Moreover, the importance of teaching English in order to fulfill the ever growing demands of English language is also stressed. Current challenges before English teachers in present day ELT would also be taken up. The ways in which students can put their learning into practice in day-to-day use to fulfill their practical demands through effective communication skills, apart from that gaining command over English language would be also highlighted.

This paper deals with the current or contemporary status of English language teaching at college level. In the earlier days, English is just like a library language but now that notion has been challenged today. At present the challenges before the English language teachers in India are diverse and it is necessary for them to shape up accordingly to meet the demands of the day.

OBJECTIVES:

- The objective of teaching English in Indian context is to improve the basic skills of language (listening, speaking, reading and writing). It should not be 'producing bookworms' or 'language robots'.
- The next one is to focus on the graduation stream especially arts streams (Bachelor of Arts, Bachelor of Commerce) of mixed ability. Since most of the students focus on English not as a subject to 'learn and conceive' but as to 'passed one'; so the future will be dragged towards deep abyss.
- The foremost objective of teaching English should be to make the students learn language (in play way methods) in order to produce efficient communicators.
- The hesitation barrier or the phobia in the minds of learner about English language especially in Arts stream students should overcome so that real learning takes place.
- The current curriculum of English language of graduation stream do not meet the demands and requirements of the learners as whole teaching learning process is examination centered and degree driven.

CAUSES FOR LAG IN LEARNING ENGLISH

- Incompetent teachers: the foremost trouble we could find is incompetent teachers. They are either trained in old methodology or they never been upgraded in advanced techniques. Even the materials and methodology used in training programs are outdated. There is hardly any scope to improve intuitive and spontaneous knowledge of the language. A good teacher needs to renew themselves to remain alive and innovative.
- Over rely on teacher: there is dig has created in teaching learning process that students overly rely on the teachers. It becomes habit of spoon-feeding. Students are becoming deadlock

instead of trying themselves. Teacher must focus on giving positive encouragement and do not make them puppets.

- Lack of motivation: lack of motivation in students and as well as by the side of teacher also the reason for the lagging. Most of the students of their socio-economical conditions they neglect the language. Proper exposure and regular practice are not available to achieve fluency.
- Students are getting bored, inattentive in learning: the successful teaching and learning process, teacher must aware of the psychology of students that could help teachers to reach out the students. Teacher must try to relate the topic with their everyday tasks and experiences so that it becomes purposive, meaningful, joyful learning
- Hesitation towards English: teacher should encourage students' participation and concentration on sharing learning experience. English teaching as second language wants more patience and attentive planning. Teacher involvement and making teaching fun that leads students feel the ease learning.
- Influence of mother tongue: it is the major threat to learning and communicating in English. Proper and judicious use of mother tongue give immense results. Teacher must help the learner to learn English language as English language only, translation should be avoid but need when it necessary.
- Over- crowded classes: teacher can give attention when the size of the class is small one, 35-40 students in a classroom makes ease for the teacher and also to learners, teacher can reach out the individual and make them to participate in learning. If the size being large students become mum participants.
- Faulty examination system: the syllabus is created wholly from the exam point of view. The content does not focus on raising the level of communicating competence of the students, they never produce a single sentence without error in English. Our examination system makes students cramming robots rather than testing their analytical and creative skills.

THE HURDLES TOSTUDENTS IN THEIR COMMUNICATION

- Socio-cultural and financial background of the family
- Most of the parents are illiterate
- Rural students neighborhood are not exposed to the same type of facilities and motivation as the city-bred children had
- Objective of syllabus differ to the students of government schools and colleges than the international schools and colleges
- Negative thoughts such as fear of being judged, making mistakes, sensitiveness and shyness of rural students make them not communicate fluently
- Lack of confidence/ faith in himself/herself
- Lack of qualified and trained teachers, they lack phonological and morphological background

- Emphasis on mother tongue than the use of English language, they resort to translation method.

REMEDIES TO OVERCOME THE HURDLES

- It should be made compulsory for students to speak only in English in schools and colleges
- Reinforce them to prefer English than the local language speaking to develop English speaking skill
- Guide them to develop their vocabulary and go for regular reading English news-paper and books
- Students' articulation should be correct by the teachers
- Students should remember in his/her mind that learning and improving English communication skills is not really difficult task at all
- Help them to erase their negative thoughts such as fear of being judged, making mistakes, sensitiveness, shyness and inhibition
- Help them to be confident and have faith in themselves to overcome the hurdles in communicative skills
- They should join a communication skill center or should train themselves under the supervision of a good communicator of English language
- Provide them spoken English books that are published in both English and vernacular language that help them to grasp easily the rules and can converse in English within a short span of time
- They should try to speak in English with somebody for some time every day to get rid of fear and hesitation
- They should develop friendship with the people who are good at speaking and writing English language, spend the time with them and listen to them attentively
- There should be an additional period for English so that students learn this language properly
- Small language libraries of English books would be very helpful to the students and they must make use of it
- Use of Language labs would be very helpful in developing communication skills
- Make arrangement of the competitions like public speaking, group discussion and dialogues once in week
- There should be discussion session in every period of English class
- Watching English movies and programs, listen to English programs would help to develop pronunciation, also communication

Teachers' role in enriching communicative skills in the rural students

- Teachers must be qualified and well trained in phonology and morphology
- Teachers must have great interest in the teaching skills
- Teacher must inspire the students to communicate in English
- Teacher must conduct students- parents counseling session and explain them the advantages of universal spoken language
- Teachers must give them interesting and vocabulary developing tasks to the students



- Teacher must create the environment around the students which enables them to improve their communication skills
- Teacher should be a role model to the students in his accent, articulation and use of vocabulary

CONCLUSION

Teacher and learner are the two faces of the same coin as in teaching and learning process. The rapport with the both always remain strong for the growth and progress. As APJ ABDUL KALAM's words "winner don't do different things but they do things differently." Teachers don't need to teach new concepts everyday but can teach the same concept in an innovative way that which students will enjoy and learn. As the growing world witness horizon of the English usage and it suggest us that the fortune is wide if one could bear with English. Perhaps we had spent too much time in learning the rules and not enough on practicing its applicability in real life.

There is now need for reform in the subject matter of English language communication and teaching, and to redesign the curriculum according to the present requirements of the learner that should lay more emphasis on practical day-to-day English and appropriate teaching methods should be adopted at different level.

ACKNOWLEDGEMENT

I would like to express my deep gratitude and indebtedness to my guide, Prof. M B Sadashivaiah, who has been very supportive to complete this article in time.

The inspiring support extended by Mrs. Srivalli mam, assistant professor in SreeSiddaganga college of Arts, Science and commerce, Tumkur.

My special thanks for my dear friends who helped to complete this work. And I also be grateful to my dear mother for her best support.

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Part B - Indian Other Languages



ಕವಲು ದಾರಿಯಲ್ಲಿ - ಕರ್ನಾಟಕದ ದೃಶ್ಯಕಲೆಯ ಕರಿಕೃಷ್ಣಲಮ್

ಡಾ.ಶಶಿಕಲಾ ನಂದನಗೌಡ

ಪ್ರಾಧ್ಯಾಪಕರು

ಬಿಎಫ್‌ಎ ಅನ್ವಯಿಕ ಕಲೆ ವಿಭಾಗ

ತುಮಕೂರು ವಿಶ್ವವಿದ್ಯಾನಿಲಯ, ತುಮಕೂರು

ಭಾರತ ದೇಶವು ಅನೇಕ ಪ್ರತ್ಯೇಕವಾದ ವಿವಿಧ ಬಗೆಯ ಜನಜೀವನವನ್ನು ಹೊಂದಿದ ರಾಷ್ಟ್ರವಾಗಿದೆ. ಹಿಂದೂ, ಮುಸಲ್ಮಾನ, ಜೈನ, ಬೌದ್ಧ, ಪಾರಸಿ ಹಾಗೂ ಕ್ರಿಶ್ಚಿಯನ್ ಮೊದಲಾದ ಅನೇಕ ಧರ್ಮಗಳ ಆಶ್ರಯ ಸ್ಥಾನವಾಗಿರುವ ಭಾರತದ ಕಲಾ ಸಂಸ್ಕೃತಿಯು ಸುಮಾರು ಎರಡು ಸಾವಿರ ವರ್ಷಗಳಿಂದಲೂ ಚೇತೋಹಾರಿಯಾಗಿ ಬೆಳೆದು ಬಂದ ಮಹಾನ್ ಚರಿತ್ರೆಯಾಗಿದೆ. ನೆರೆಯ ಬರ್ಮಾ, ಸಿಲೋನ್, ಆಫ್ಘಾನಿಸ್ತಾನ, ಟಿಬೆಟ್, ಸಯಾಮ, ಇಂಡೋನೇಶಿಯ, ಇಂಡೋ-ಚೈನಾ ಮುಂತಾದ ದೇಶಗಳ ಕಲೆಯ ಮೇಲೆ ಭಾರತೀಯ ಕಲೆಯು ಪ್ರಭಾವ ಬೀರಿದೆ. ಇಲ್ಲವೆ ಈ ಎಲ್ಲಾ ದೇಶಗಳ ಕಲೆಯು ಭಾರತೀಯ ಕಲೆಯ ತಳಹದಿಯ ಮೇಲೆಯೇ ಬೆಳೆದು ಬಂದಿದೆ. ಭಾರತದಲ್ಲಿ ಅಸಂಖ್ಯವಾದ ದೇವಾಲಯಗಳು, ಅರಮನೆಗಳು, ಮಸೀದಿಗಳು, ಚರ್ಚ್‌ಗಳು, ಗುರುದ್ವಾರಗಳು ಮತ್ತು ವಿಜಯಸ್ಥಂಭಗಳೇ ಮೊದಲಾದವುಗಳ ಅವಶೇಷಗಳೂ ಸಾವಿರಕ್ಕೂ ಹೆಚ್ಚಾಗಿರುವ ಗುಹಾಂತರ ದೇವಾಲಯಗಳೂ ಇರುತ್ತವೆ. ಪ್ರಾಚೀನ ಕಾಲದ ಅನೇಕ ಅರಮನೆಗಳು, ದೇವಾಲಯಗಳು ಇಂದಿಗೂ ಬಳಕೆಯಲ್ಲಿರುತ್ತವೆ.

ಮೂರ್ತಿಶಿಲ್ಪಕಲೆಯು ಭಾರತದ ಮಹತ್ವಪೂರ್ಣ ಕಲೆಯಾಗಿದೆ. ದೇವಾಲಯಗಳ ಹೊರಮೈ ಹಾಗೂ ಒಳಮೈಗಳ ಮೇಲಿನ ಕೆತ್ತನೆಯ ಅಲಂಕಾರವು ನೋಡುಗನನ್ನು ವಿಸ್ಮಿತನನ್ನಾಗಿ ಮಾಡುತ್ತದೆ. ದೊಡ್ಡ ದೊಡ್ಡ ಬೆಟ್ಟಗಳನ್ನು ಕೊರೆದು ನಿರ್ಮಿಸಿದ ಗುಹಾಂತರ ದೇವಾಲಯಗಳ ಹೊರಮೈ, ಒಳಮೈಗಳ ಮೇಲಿನ ಕೆತ್ತನೆಯ ಉಬ್ಬು ಚಿತ್ರಕಲಾಕೃತಿಗಳು ದಂಗುಬಡಿಸುತ್ತವೆ. ತುಸು ಹೆಚ್ಚಾಗಿಯೇ ಕಂಡು ಬರುವ ಅಲಂಕಾರವು ಉದ್ದೇಶಪೂರ್ವಕವಾಗಿಯೇ ರಚಿತಗೊಂಡಿದೆ. ದೈವತ್ವದ ಭವ್ಯಕಲ್ಪನೆಗಳಿಂದ ಉದ್ರಿಕ್ತ ಭಕ್ತನಿಗೆ ಮನಃಶಾಂತಿಯನ್ನುಂಟು ಮಾಡುವುದೇ ಈ ಕಲಾಕೃತಿಗಳ ಉದ್ದೇಶವಾಗಿತ್ತು. ವಾಸ್ತುಶಿಲ್ಪ ಹಾಗೂ ಮೂರ್ತಿಶಿಲ್ಪ ಕಲೆಗಳಂತೆಯೇ ವರ್ಣಚಿತ್ರಕಲೆಯು ಸಹ ಮಹತ್ವಪೂರ್ಣ ಕಲೆಯಾಗಿಯೇ ಭಾರತದಲ್ಲಿ ಬೆಳೆದು ಬಂದಿದೆ. ದೇವಾಲಯಗಳ, ಅರಮನೆಗಳ, ಮಠಮಾನ್ಯಗಳ ಹಾಗೂ ಸಭಾಗೃಹಗಳ ಗೋಡೆಗಳನ್ನು ವರ್ಣಚಿತ್ರಗಳಿಂದ ಅಲಂಕರಿಸಲಾಗುತ್ತಿತ್ತಲ್ಲದೇ ಮೂರ್ತಿಶಿಲ್ಪಗಳನ್ನೂ ವರ್ಣಲೇಪನಗೊಳಿಸಿ ಅಂದಗೊಳಿಸಲಾಗುತ್ತಿತ್ತು. ಇಂಥ ವರ್ಣಚಿತ್ರಗಳು ಕ್ರಿ.ಪೂ.೧ನೇಯ ಶತಮಾನಕ್ಕಿಂತಲೂ ಹಿಂದಿನಿಂದಲೇ ಚಿತ್ರಿಸಲ್ಪಟ್ಟಿರುವುದನ್ನು ಭಾರತೀಯ ಚರಿತ್ರೆಯ ಮೂಲಕ ತಿಳಿದುಕೊಳ್ಳಬಹುದು. ಆಲವರ್ಣಗಳಿಂದ ಚಿತ್ರಿಸಲಾದ ಸೂಕ್ಷ್ಮಕಾರ ಅಥವಾ ಕಿರುವರ್ಣಚಿತ್ರಗಳುಳ್ಳ ಹಸ್ತಪ್ರತಿಗಳು, ಚಿತ್ರಸಂಗ್ರಹ ಪುಸ್ತಕಗಳಲ್ಲಿ ಅಂಟಿಸಲು ಚಿತ್ರವಾದ ಚಿತ್ರಗಳು ಮುಂತಾದ ಕಲಾಕೃತಿಗಳು ಭಾರತೀಯ ಚಿತ್ರಕಲಾ ಪ್ರಪಂಚದಲ್ಲಿ ಸಾಮಾನ್ಯವಾಗಿವೆ. ಹೀಗೆ ಬೆಳೆದು ಬಂದ ಭಾರತೀಯ ಸಂಸ್ಕೃತಿಯು ವಿವಿಧ ಘಟಕಗಳ ಸಂಸ್ಕೃತಿಯಾಗಿದೆ.

ಪ್ರಚೀನ ಸಾಂಸ್ಕೃತಿಕ ಮತ್ತು ಕ್ರಿಯಾತ್ಮಕ ಚಟುವಟಿಕೆಗಳು ಆಯಾ ಕಾಲಘಟ್ಟಗಳ ಕಲಾ ಸಂವೇಧನೆಗಳನ್ನು ಮತ್ತು ವಿಭಿನ್ನ ಆಯಾಮಗಳನ್ನು ಬಿಂಬಿಸುತ್ತವೆ. ಶಾಸನ, ಶಿಲ್ಪ, ಕಥಾನಕ ಶಿಲ್ಪ, ಭಿತ್ತಿಚಿತ್ರ, ಸ್ಮಾರಕ ಶಿಲ್ಪ ಇವುಗಳನ್ನು ವಿಭಿನ್ನ ದೃಷ್ಟಿಕೋನದಿಂದ ಕಳೆದ ಎರಡು ಶತಮಾನಗಳಿಂದಲೂ ನೂರಾರು ಜನ ವಿದ್ವಾಂಸರು ಅಧ್ಯಯನ ಮಾಡಲು ಪ್ರಯತ್ನಿಸಿದ್ದಾರೆ. ಪ್ರತಿಯೊಂದು ಹಂತದಲ್ಲಿಯೂ ಆಯಾ ಕಾಲಘಟ್ಟಗಳ ಕಲಾ ಚಟುವಟಿಕೆಗಳು ವಿಭಿನ್ನ ಅರ್ಥಗಳನ್ನು ಮತ್ತು ಸಂವೇಧನೆಗಳನ್ನು ಪ್ರಸ್ತುತಪಡಿಸಿವೆ. ಹೀಗಾಗಿ ಪ್ರಾಚೀನ ಕ್ರಿಯಾತ್ಮಕ ಚಟುವಟಿಕೆಗಳ ತಿಳುವಳಿಕೆ ಇಂದಿಗೂ ಪ್ರಸ್ತುತವಾಗಿದೆ. ನಾನು ಒಂದು ಕಲಾಕೃತಿಯನ್ನು ಎಷ್ಟು ಬಾರಿ ನೋಡುತ್ತೇವೆಯೋ, ಅಷ್ಟು ಸಾರಿ ಆ ಕಲಾಕೃತಿ ಒಂದು ಹೊಸ ಕ್ರಿಯಾತ್ಮಕತೆಯ ರೂಪವಾಗಿ ಕಂಡುಬರುತ್ತದೆ. ಈ ಮಾತನ್ನು ಎಲ್ಲಾ ಕಲಾ ಪ್ರಕಾರಗಳಿಗೂ ಅನ್ವಯಿಸಬಹುದಾಗಿದೆ. ಕಲಾಕೃತಿಯ ಅರ್ಥ, ವಿಶ್ಲೇಷಣೆ, ಅದರ ಪ್ರಾಮುಖ್ಯತೆ ಹಾಗೂ ಅದರ ತೌಲನಿಕ ಅಧ್ಯಯನ ಕಲಾಕೃತಿಯ ಸಂಪೂರ್ಣ ಅರ್ಥವನ್ನು ತಿಳಿಯುವ ಪ್ರಯತ್ನಕ್ಕೆ ಸಹಕಾರಿಯಾಗುತ್ತದೆ. ಕಾವ್ಯಾ, ನಾಟಕ ಮೊದಲಾದ ಪ್ರದರ್ಶನ ಕಲಾಕೃತಿಗಳ ಸೌಂದರ್ಯನುಭವ ಕುರಿತಂತೆ ಸೂಕ್ಷ್ಮವಾಗಿ ಮತ್ತು ಎಳೆ ಎಳೆಯಾಗಿ ಪ್ರಸ್ತಾಪಿಸಿದ್ದಾರೆ. ಆದುದರಿಂದ ದೃಶ್ಯ ಮತ್ತು ಪ್ರದರ್ಶನ ಕಲೆಗಳೆರಡೂ ಒಂದೇ ನಾಣ್ಯದ ಎರಡು ಮುಖಗಳಿದ್ದಂತೆ. ಆದರೂ ದೃಶ್ಯಕಲೆ ಮತ್ತು ಪ್ರದರ್ಶನ ಕಲೆಗಳ ಅರ್ಥ ವಿಶ್ಲೇಷಣೆ ಬೇರೆ ಬೇರೆಯೇ ಆಗಿದೆ. ಅವುಗಳನ್ನು ಸೌಂದರ್ಯಶಾಸ್ತ್ರದ ದೃಷ್ಟಿಯಿಂದ ನೋಡಿದಾಗ ಕೊಡುವ ಆನಂದವು ವಿಶಿಷ್ಟ ನೆಲೆಗಟ್ಟಿನದೇ ಆಗಿರುತ್ತದೆ. ದೃಶ್ಯಕಲೆಯ ಅರ್ಥ ಪರಿವ್ಯಾಪಿಯಲ್ಲಿಯೇ ಬರುವಂತಹ ವಿಭಿನ್ನ ಶಾಖೆಗಳಿವೆ. ಅವುಗಳಲ್ಲಿ ಸಾಮಾನ್ಯವಾಗಿ ಚಿತ್ರಕಲೆ, ಶಿಲ್ಪಕಲೆ, ಅನ್ವಯಕಲೆ, ಗ್ರಾಫಿಕ್ ಕಲೆ(ಮುದ್ರಣಕಲೆ) ಮತ್ತು ವಾಸ್ತು ಶಿಲ್ಪ ಮೊದಲಾದವುಗಳನ್ನು ಗುರುತಿಸಲಾಗುತ್ತದೆ.

ಭಾರತಖಂಡದ ಒಂದು ಅಂಗವಾದ ಕರ್ನಾಟಕ ಇತರ ಅಂಶಗಳಂತೆ ವಿದ್ಯಾಭ್ಯಾಸದ ವಿಚಾರದಲ್ಲಿಯೂ ಅದರ ಮಿತಿ ಮತ್ತು ವ್ಯಾಪ್ತಿಗಳನ್ನು ಅವಲಂಭಿಸಿ ಬೆಳೆದರೂ ತನ್ನದೇ ಆದ ವೈಶಿಷ್ಟ್ಯವನ್ನು ತೋರ್ಪಡಿಸಲು ಶಕ್ತವಾಯಿತು. ಪ್ರಾಚೀನ ಕರ್ನಾಟಕದ ವಿದ್ಯಾಭ್ಯಾಸದಲ್ಲಿ ಕಂಡು ಬರುವ ಒಂದು ಪ್ರಮುಖವಾದ ಅಂಶವೆಂದರೆ ಊರೂರುಗಳಲ್ಲಿ ಹಳ್ಳಿ ಹಳ್ಳಿಗಳಲ್ಲಿ ಅಗ್ರಹಾರಗಳೂ, ಮಠಗಳೂ, ಘಟಕಾಸ್ಥಾನಗಳೂ ನಿರ್ಮಾಣವಾಗಿ ವಿಧ್ಯೆಯನ್ನು ಸಾಧ್ಯವಾದಷ್ಟು ವ್ಯಾಪಕವನ್ನಾಗಿ ಮಾಡುವ ಪ್ರಯತ್ನ, ನಾಡಿನ ಆಧ್ಯಂತವೂ ದೊರಕುವ ನೂರಾರು ಶಾಸನಗಳು ಆ ಕಾಲದ ವಿದ್ಯಾಭ್ಯಾಸದ ಪದ್ಧತಿಯ ಪರಿಚಯಕ್ಕೆ ಕಿಟಕಿಗಳನ್ನು ತೆರೆಯುತ್ತವೆ. ನಮ್ಮ ರಾಜರು ಮತ್ತು ಮಹಾಜನಗಳೂ ವಿಧ್ಯೆಗೆ ಕೊಡುತ್ತಿದ್ದ ಉದಾರವಾದ ಪ್ರೋತ್ಸಾಹಕ್ಕೂ ನಿದರ್ಶನವಾಗಿವೆ. ಆ ವಿವರಗಳಿಗೆ ಹೋಗದೇ ಭಾರತೀಯ ಹಿನ್ನೆಲೆಯಲ್ಲಿ ಅತಿ ಸೂಲವಾಗಿ ಈ ಚಿತ್ರವನ್ನು ನಿರೂಪಿಸುವ ಪರಿಮಿತ ಪ್ರಯತ್ನ ಇಲ್ಲಿನದು.

ಜಗತ್ತಿನ ಅತ್ಯಂತ ಪ್ರಾಚೀನ ಗ್ರಂಥಗಳಲ್ಲಿ ಒಂದು ಋಗ್ವೇದ, ಭಾರತೀಯ ಜೀವನದ ಎಲ್ಲಾ ರಂಗಗಳ ಬೆಳವಣಿಗೆಗೂ ಅದೇ ಒಂದು ರೀತಿಯಲ್ಲಿ ತಳಹದಿ. ಈ ಮಾತು ವಿದ್ಯಾಭ್ಯಾಸಕ್ಕೆ ಇನ್ನೂ ಹೆಚ್ಚಾಗಿ ಅನ್ವಯಿಸುತ್ತದೆ. ಅದನ್ನು ಬಾಯಿಂದ ಬಾಯಿಗೆ ಕಲಿಯುತ್ತ ಬಂದ ರೀತಿಯೇ ನಮ್ಮ ವಿದ್ಯಾಭ್ಯಾಸದ ಪದ್ಧತಿಯ ಮೊದಲನೇಯ ಘಟ್ಟ ಎನ್ನಬಹುದು. ಅದಕ್ಕಿಂತ ಹಿಂದಿನದನ್ನು



ಕಾಣಲು ಈಗ ನಮಗೆ ಸರಿಯಾದ ಆಧಾರಗಳಿಲ್ಲ. ಒಂದು ವರ್ಣ, ಕೊನೆಗೆ ಶಬ್ದದ ಏರಿಳಿತವು ಕೂಡ ವ್ಯತ್ಯಾಸವಾಗದಂತೆ ಹೇಳಬೇಕೆಂಬ ನಿಯಮ ಕಡ್ಡಾಯವಾಯಿತು, ಮತ್ತು ಅದನ್ನು ಶಿಷ್ಯರಿಗೆ ಕಲಿಸುವ ಒಂದು ಪರಂಪರೆಯೇ ಬೆಳೆದು ಬಂದಿತು. ಮುಂದಿನ ವಿದ್ಯಾಭ್ಯಾಸ ಪದ್ಧತಿಗೆ ಇದೇ ತಳಹದಿಯಾಗಿರಬಹುದು. ಇದಕ್ಕನುಗುಣವಾಗಿ ಅವುಗಳನ್ನು ಕಲಿಸುವ ಪದ್ಧತಿಯಲ್ಲಿಯೂ ವಿಕಾಸ ತಲೆದೋರಿತು. ವಿದ್ಯಾಸಂಸ್ಥೆಗಳು ರೂಪುಗೊಂಡವು, ಮತ್ತು ಬೆಳೆಯುತ್ತಿರುವ ಜ್ಞಾನವನ್ನು ಕಲಿಸುವ ಕ್ರಮದಲ್ಲಿ ಒಂದು ವ್ಯವಸ್ಥೆಯನ್ನುಂಟು ಮಾಡುವ ಪ್ರಯತ್ನ ನಡೆಯಿತು. ಇಂತಹ ಅನೇಕ ವಿದ್ಯಾ ಸಂಸ್ಥೆಗಳು ಬೆಳೆದು ಬಂದಿರುವಂತೆ ಕಾಣುತ್ತದೆ. ಉಪನಿಷತ್ತುಗಳಿಗೆ ಬರುವ ವೇಳೆಗೆ ವಿದ್ಯಾಭ್ಯಾಸ ಪದ್ಧತಿ ಒಂದು ಘಟ್ಟವನ್ನು ಮುಟ್ಟಿತ್ತೆನ್ನಬಹುದು. ವಿದ್ಯಾಭ್ಯಾಸದ ಉದ್ದೇಶ ಮತ್ತು ವ್ಯಾಪ್ತಿಗಳನ್ನು ಕುರಿತು ಒಂದು ಸ್ಪಷ್ಟವಾದ ಕಲ್ಪನೆ ರೂಪುಗೊಂಡಿತ್ತು. ಅಧ್ಯಾತ್ಮಿಕ ತಲಹದಿಯ ಮೇಲೆ ಪ್ರಾರಂಭವಾದ ಧಾರ್ಮಿಕ ಶಿಕ್ಷಣವೇ ಆಗಿ ವಿದ್ಯಾಭ್ಯಾಸದ ಸರ್ವಸ್ವವಾಗಿತ್ತೆನ್ನಬಹುದು. ಗುರುಶಿಷ್ಯರ ಸಂಬಂಧ ಮತ್ತು ಗುರುಕುಲಗಳ ಕಲ್ಪನೆ ಆಗಲೇ ಬೆಳೆದು ಬಂದಿತ್ತು. ಗುರು, ಶಿಷ್ಯನನ್ನು ಬಳಿಗೆ ಕರೆದು ಉಪದೇಶಿಸುವ ರಹಸ್ಯ ವಿಧ್ಯೆಯ ಸಾರವೇ ಉಪನಿಷತ್ತುಗಳು. ಇದನ್ನು ಪಡೆಯುವ ಆಸಕ್ತಿಯುಳ್ಳವರೆಲ್ಲರೂ ಅದಕ್ಕೆ ಅಧಿಕರಿಗಳಾಗಿದ್ದರು. ಕೇವಲ ಒಂದು ವರ್ಣದವರಿಗೆ ಮಾತ್ರ ಅದು ಮೀಸಲೆಂಬ ಭಾವನೆ ಆನಂತರ ಬೆಳೆದು ಬಂದಿದ್ದು.

ಶಿಕ್ಷಣದಲ್ಲಿ ಪಠ್ಯಕ್ರಮಗಳು ಶೈಕ್ಷಣಿಕ ಪ್ರಕ್ರಿಯೆಯಲ್ಲಿ ಸಂಭವಿಸುವ ವಿದ್ಯಾರ್ಥಿ ಅನುಭವಗಳ ಸಂಪೂರ್ಣತೆ ಎಂದು ವ್ಯಾಪಕವಾಗಿ ವ್ಯಾಖ್ಯಾನಿಸಲಾಗಿದೆ. ಈ ಪದವು ಆಗಾಗ್ಗೆ ನಿರ್ದಿಷ್ಟವಾಗಿ ಸೂಚಿಸಲಾದ ಯೋಜನಾ ಅನುಕ್ರಮದ ಸೂಚನೆಯನ್ನು ಸೂಚಿಸುತ್ತದೆ. ಅಥವಾ ಶಿಕ್ಷಕನ ಅಥವಾ ಶಾಲೆಯ ಸೂಚನಾ ಗುರಿಗಳ ಆಧಾರದಲ್ಲಿ ವಿದ್ಯಾರ್ಥಿಯ ಅನುಭವಗಳ ದೃಷ್ಟಿಕೋನವನ್ನು ಸೂಚಿಸುತ್ತದೆ. ೨೦೦೩ ರ ಅಧ್ಯಯನದಲ್ಲಿ ರೈಸ್, ಲ್ಯಾಪಾನ್, ಹಾಲಿಡೇ ಮತ್ತು ವಾಸ್ಕನ್ ಕರಿಕ್ಯುಲಮ್ ಅನ್ನು ಕಲಿಸುವ ಗುರಿಗಳ ಗುಂಪಾಗಿ ವರ್ಗೀಕರಿಸಿದರು. ಇದು ಕೆ-೧೨ ಶಾಲಾ ಕಾರ್ಯಕ್ರಮದ ಉದ್ದಕ್ಕೂ ನಿರ್ದಿಷ್ಟವಾದ ಹಂತಗಳಲ್ಲಿ ಉದ್ದೇಶಿವ ಗಣಿತ ವಿಷಯ ಮತ್ತು ಪ್ರಕ್ರಿಯೆ ಗುರಿಗಳನ್ನು ವಿವರಿಸುತ್ತವೆ. ಶೈಕ್ಷಣಿಕ ಉದ್ದೇಶಗಳ ಸಾಧನೆಗಾಗಿ ಮೌಲ್ಯಮಾಪನ ಮಾಡಲು ಸೂಚನಾ ವಿಷಯ, ವಸ್ತುಗಳು, ಸಂಪನ್ಮೂಲಗಳು ಮತ್ತು ಪ್ರಕ್ರಿಯೆಗಳೊಂದಿಗೆ ವಿದ್ಯಾರ್ಥಿಗಳ ಯೋಜಿತ ಸಂವಹನವನ್ನು ಪಠ್ಯಕ್ರಮವು ಅಳವಡಿಸಿಕೊಳ್ಳಬಹುದು ಮತ್ತು ಪಠ್ಯಕ್ರಮವು ಹಲವಾರು ವಿಭಾಗಗಳಾಗಿ ವಿಭಜನೆಯಾಗುತ್ತದೆ, ಸ್ಪಷ್ಟವಾದ ಸೂಚ್ಯ (ಅಡಗಿದ ಸೇರಿದಂತೆ) ಹೊರತು ಪಡಿಸಿದ ಮತ್ತು ಹೆಚ್ಚುವರಿ ಪಠ್ಯಕ್ರಮ ಹಾಗೂ ಪಠ್ಯಕ್ರಮವನ್ನು ಬಿಗಿಯಾಗಿ ಪ್ರಮಾಣೀಕರಿಸಬಹುದು ಅಥವಾ ಉನ್ನತಮಟ್ಟದ ಭೋದಕ ಅಥವಾ ವಿದ್ಯಾರ್ಥಿ ಸ್ವಾಯತ್ತತೆಯನ್ನು ಒಳಗೊಂಡಿರಬಹುದು ಅನೇಕ ರಾಷ್ಟ್ರಗಳು ಪ್ರಾಥಮಿಕ ಮತ್ತು ದ್ವಿತೀಯಕ ಶಿಕ್ಷಣದಲ್ಲಿ ರಾಷ್ಟ್ರೀಯ ಪಠ್ಯಕ್ರಮವನ್ನು ಹೊಂದಿದೆ. ಉದಾಹರಣೆಗೆ ಯುನೈಟೆಡ್ ಕಿಂಗ್ಡಮ್ ರಾಷ್ಟ್ರೀಯ ಪಠ್ಯಕ್ರಮ, ಯುನೆಸ್ಕೋ ಇಂಟರ್‌ನ್ಯಾಶನಲ್ ಬ್ಯೂರೋ ಆಫ್ ಎದುಕೇಶನ್ ಪಠ್ಯಕ್ರಮ ಮತ್ತು ಅದರ ಅನುಷ್ಠಾನವನ್ನು ಪ್ರಪಂಚದಾದ್ಯಂತ ಅಧ್ಯಯನ ಮಾಡುವ ಪ್ರಾಥಮಿಕ ಉದ್ದೇಶವನ್ನು ಹೊಂದಿದೆ.

ಕಾವ್ಯದಲ್ಲಿ ವಿಶೇಷ ಬಗೆಯ ಶಬ್ದಗಳ ಜೋಡಣೆಯು “ರೀತಿ” ಅಥವಾ “ಶೈಲಿ” ಯಾದರೆ ದೃಶ್ಯಕಲೆಗಳಲ್ಲಿ ವಿಶೇಷ ಬಗೆಯಾದ ಮಾಧ್ಯಮದ ಬಳಕೆ, ತಂತ್ರಗಾರಿಗೆ ಮೈವಳಿಕೆ, ವಿನ್ಯಾಸಗಳಲ್ಲಿ ಕಲಾವಿದ ಉಂಟುಮಾಡುವ ಸ್ವಂತಿಕೆ ಇವುಗಳ ಶೈಲಿ ಅಥವಾ ರೀತಿಗಳಾಗುತ್ತವೆ. ದೃಶ್ಯಕಲೆಗಳು ಕಾವ್ಯಕ್ಕಿಂತ ಹೆಚ್ಚು ಸುಲಭವಾಗಿ ಲಕ್ಷಣದ ಹಿಡಿತಕ್ಕೆ ಸಿಗುವಂಥವುಗಳಾಗಿವೆ. ಏಕೆಂದರೆ, ದೃಶ್ಯಕಲೆಗಳು ಕಣ್ಣಿಗೆ ಗೋಚರಿಸುವಂಥವುಗಳಾಗಿವೆ. ಆದರೆ ಕಾವ್ಯ ಕಣ್ಣಿಗೆ ಗೋಚರಿಸುವಂಥಹದ್ದಲ್ಲ. ಅದು ಮನಸ್ಸಿಗೆ ಮಾತ್ರ ಗೋಚರಿಸುವಂಥಹದ್ದು. ಇದರಿಂದ ದೃಶ್ಯಕಲೆಗಳ ಲಕ್ಷಣಗಳನ್ನು ಕಾವ್ಯಕ್ಕಿಂತ ಸುಲಭವಾಗಿ ಸೂತ್ರದಲ್ಲಿ ಹಿಡಿದಿಡಬಹುದಾಗಿದೆ. ಆದರೆ, ದೃಶ್ಯಕಲೆಗಳು ವಿಜ್ಞಾನ ಅಥವಾ ಗಣಿತಗಳಂತೆ ಸಾರ್ವತ್ರಿಕವಾದ ನಿಖರ ಪರಿಣಾಮವನ್ನು ಇಲ್ಲವೇ ಉತ್ತರವನ್ನು ನೀಡುವಂಥವುಗಳಲ್ಲ. ಇವುಗಳು ತುಂಬಾ ವೈಯಕ್ತಿಕ, ಲೋಕೋ ವಿಭಿನ್ನ ರುಚಿ, ಯದ್ವಾವಂ ತದ್ವವತಿ, ದೃಷ್ಟಿಯಂತೆ ಸೃಷ್ಟಿ ಎಂಬೆಲ್ಲಾ ಉಕ್ತಿಗಳಂತೆ ಇವುಗಳನ್ನು ಒಂದು ಸೂತ್ರದ ವ್ಯಾಪ್ತಿಗೆ ಕಟ್ಟಿ ಹಾಕುವುದು ಕಷ್ಟದ ಕೆಲಸವಾಗುತ್ತದೆ. ಆದರೂ ಸಹ ಇದುವರೆವಿಗೂ ಬಂದಿರುವ ದೃಶ್ಯಕಲಾ ಪಂಥಗಳನ್ನು ಅವಲೋಕಿಸಿದಾಗ, ಅವುಗಳಲ್ಲಿಯ ಕೆಲವು ಸಾಮಾನ್ಯ ಗುಣಗಳನ್ನು ಮತ್ತು ದೋಷಗಳನ್ನು ಪರಾಮರ್ಶನ ಮಾಡಿದಾಗ ಇಂಥ ಲಕ್ಷಣಗಳನ್ನು ಸೂಲವಾಗಿ ಹೇಳುವ ಪ್ರಯತ್ನ ಮಾಡಬಹುದಾಗಿದೆ.

ಕರ್ನಾಟಕದಲ್ಲಿ ಕೆಲವು ವಿಶ್ವವಿದ್ಯಾಲಯಗಳಲ್ಲಿ ಯುಜಿಸಿ ನಿಯಮಾವಳಿಗಳನ್ನು ಪಾಲಿಸಿದರೆ, ಕನ್ನಡ ವಿ.ವಿ.ಯಲ್ಲಿ ಇನ್ನೊಂದು ತರಹದ ಸಮಸ್ಯೆಯನ್ನು ಪ್ರಾರಂಭಿಸಿತ್ತು. ಕವಲು ದಾರಿಯಲ್ಲಿ ಕೆಲವರು ತಮ್ಮ ಸ್ವಾರ್ಥಕ್ಕೆ ಸರ್ಕಾರಕ್ಕೆ ಸ್ಪಷ್ಟೀಕರಣ ನೀಡದೇ ದಿಕ್ಕು ತಪ್ಪಿಸಿದ್ದಾರೆ. ಇಂತಹವರಿಂದ ಎಲ್ಲರಿಗೂ ತೊಂದರೆಯಾಗಿದೆ. ಯುಜಿ ಪಠ್ಯಕ್ರಮ ಅಳವಡಿಸಿಕೊಂಡರೆ ಮತ್ತು ವಿಶ್ವವಿದ್ಯಾಲಯದಲ್ಲಿ ವಿದ್ಯಾರ್ಥಿಗಳಿಗೆ ಅಂಕಪಟ್ಟಿಗಳನ್ನು ನೀಡಿದರೆ ಅವರುಗಳಿಗೆ ಯುಜಿಸಿ ಸಂಬಳ ಸಿಗುತ್ತದೆ ಎಂಬ ದುರಾಸೆಯಿಂದ ಕರ್ನಾಟಕದಲ್ಲಿ ಗೊಂದಲ ಸೃಷ್ಟಿ ಮಾಡಿದ್ದಾರೆ. ಇದರ ಸಂಪೂರ್ಣ ಜವಾಬ್ದಾರಿ ಕನ್ನಡ ವಿಶ್ವವಿದ್ಯಾಲಯ ಹಂಪಿ, ಇವರು ನಡೆಸುವ ಚಿತ್ರಕಲಾ ಡಿಪ್ಲೋಮಾ ಶಿಕ್ಷಣ ವಿದ್ಯಾರ್ಥಿಗಳ ಜೀವನಕ್ಕೆ ಮಾರಕ. ರಾಜ್ಯದ ಎಲ್ಲಾ ಚಿತ್ರಕಲಾ ಶಾಲೆ/ಮಹಾವಿದ್ಯಾಲಯಗಳು, ಸರ್ಕಾರಿ ಆದೇಶ ಸಂಖ್ಯೆ ಇಡಿ:ಉ, ಕೆವಿವಿ ೨೦೦೩ ದಿನಾಂಕ:೧೬-೧೦-೨೦೦೩ ರಿಂದ ಕನ್ನಡ ವಿಶ್ವವಿದ್ಯಾಲಯ ಹಂಪಿ ಇವರ ಅಧೀನಕ್ಕೆ ಚಿತ್ರಕಲಾ ಶಿಕ್ಷಣದ ಡಿಪ್ಲೋಮಾ (ಟಿ.ಪಿ.ಇಸ್ಸಾರ್) ಪಠ್ಯಕ್ರಮಾನುಸಾರ ಶಿಕ್ಷಣ ನೀಡಿ ಪರೀಕ್ಷೆ ಹಾಗೂ ಅಂಕಪಟ್ಟಿ ಮತ್ತು ಪ್ರಮಾಣಪತ್ರ ನೀಡಲು ಉನ್ನತ ಶಿಕ್ಷಣ ಇಲಾಖೆ ಆದೇಶ ನೀಡಲಾಯಿತು. ಇದರನ್ವಯ ಕೆವಿವಿ ೨೦೦೩-೦೫ ರವರೆಗೆ ನಡೆಸಿಕೊಂಡು ಬಂದಿತು. ತದನಂತರ ಕನ್ನಡ ವಿಶ್ವವಿದ್ಯಾಲಯವು ಎಚ್ಚೆತ್ತುಕೊಂಡು ವಿಶ್ವವಿದ್ಯಾಲಯಗಳು ಇರುವುದು ಪದವಿ ಶಿಕ್ಷಣ ನೀಡುವ ಉದ್ದೇಶದಿಂದ ಅನೇಕ ಸಮಸ್ಯೆಗಳನ್ನು ಎದುರಿಸಿ ತದನಂತರ ರಾಜ್ಯಪಾಲರ ಕಚೇರಿ ಕ್ರಮಾಂಕ ಜಿಎಸ್-೪-೨೦೦೪, ದಿನಾಂಕ:೨೫-೦೮-೨೦೦೪ ಅನುಸಾರ ಬಿಎಫ್‌ಎ & ಬಿವಿಎ ಪದವಿ ಹಾಗೂ ಎಂಎಫ್‌ಎ/ಎಂವಿಎ ಸ್ನಾತಕೋತ್ತರ ಪದವಿ ನಡೆಸಲು ಅನುಶಾಸನ ಅನುಮೋದನೆ ಪಡೆದುಕೊಂಡು ಉನ್ನತ ಶಿಕ್ಷಣ ಇಲಾಖೆ ಕ್ರಮಾಂಕ:ಇಡಿ ೧೮ ಕೆವಿವಿ ೨೦೦೬, ದಿನಾಂಕ:೧೭-೧೧-೨೦೦೬ ಅನುಸಾರ ದಿನಾಂಕ:೨೧-೦೯-೨೦೦೬ ಕ್ಕೆ ಚಿತ್ರಕಲಾ ಶಾಲೆಗಳಿಗೆ ಸಂಬಂಧಿಸಿದಂತೆ ನಿಯಮಾವಳಿ ೨೦೦೬ ನ್ನು



ಅನುಬಂಧಿಸಲಾಯಿತು. ಅದರಂತೆ ೧ ರಿಂದ ೧೧ ಕಂಡಿಕೆಗಳನ್ನು ಒಪ್ಪಿ ಆದೇಶಿಸಲಾಯಿತು. ಕಂಡಿಕೆ ೧: ಈಗಿರುವ ಐದು ವರ್ಷಗಳ ಡಿಪ್ಲೋಮೋ ಶಿಕ್ಷಣವನ್ನು ೨೦೦೬-೦೭ ಕ್ಕೆ ಮಾತ್ರ ನಡೆಸುತ್ತದೆ. ೨೦೦೭-೦೮ ನೇ ಸಾಲಿನಿಂದ ಚಿತ್ರಕಲಾ ಶಾಲೆಗಳು ಬಿ.ಬಿ.ಎ. ಪದವಿ ಶಿಕ್ಷಣವನ್ನು ಆರಂಭಿಸಬೇಕು. ಇದು ಹಂತ ಹಂತವಾಗಿ ಮುಂದುವರೆಯುತ್ತದೆ. ಇದಕ್ಕೆ ಸಂಬಂಧಿಸಿದಂತೆ ಪಠ್ಯಕ್ರಮ, ಪಾಠ್ಯಗಳು, ಪರೀಕ್ಷಾ ವಿಧಾನ ಮುಂತಾದವುಗಳಿಗೆ ವಿಶ್ವವಿದ್ಯಾಲಯವು ಕ್ರಮ ತೆಗೆದುಕೊಳ್ಳುತ್ತದೆ ಎಂದು ತಿಳಿಸಲಾಯಿತು.

ಅದರನ್ವಯ ರಾಜ್ಯದ ಅನೇಕ ಚಿತ್ರಕಲಾ ಮಹಾವಿದ್ಯಾಲಯಗಳು ಪದವಿ ತರಗತಿಗಳನ್ನು ಪ್ರಾರಂಭಿಸಿದವು. ಪದವಿ ಶಿಕ್ಷಣ ಪಡೆದ ವಿದ್ಯಾರ್ಥಿಗಳಿಗೆ ಸ್ನಾತಕೋತ್ತರ, ಎಂ.ಫಿಲ್, ಪಿ.ಹೆಚ್.ಡಿ. ಗೆ ಅವಕಾಶ ಕಲ್ಪಿಸಲಾಯಿತು. ಉದ್ಯೋಗ ಸೃಷ್ಟಿಯಿಂದ ಸಾಮಾನ್ಯ ಕ್ಷೇತ್ರಗಳಲ್ಲಿ ವಿಶ್ವವಿದ್ಯಾಲಯಗಳಲ್ಲಿ, ಕೇಂದ್ರಿಯ ವಿದ್ಯಾಲಯ, ನವೋದಯ ಹಾಗೂ ವಿವಿಧ ರಾಜ್ಯಗಳಲ್ಲಿ ಚಿತ್ರಕಲಾ ಶಿಕ್ಷಕರಾಗಿ, ಕಲಾವಿದರಾಗಿ, ಗ್ರಾಫಿಕ್ ಡಿಸೈನರಾಗಿ ಕೆಲಸ ಮಾಡುವ ಯೋಗ ಒದಗಿ ಬಂದಿತು. ಕಳೆದ ೧೨ ವರ್ಷಗಳಿಂದ ಕವಿವಿ ಹಂಪಿ ಅನೇಕ ಚಿತ್ರಕಲಾ ಮಹಾವಿದ್ಯಾಲಯಗಳ ಮೂಲಕ ಇನ್ನು ೫ ವರ್ಷದ ಡಿಪ್ಲೋಮೋ ಶಿಕ್ಷಣವನ್ನು ನಡೆಸಿಕೊಂಡು ಬಂದಿರುತ್ತವೆ. ಈ ಶಿಕ್ಷಣ ಪಡೆದವರು ಯಾವುದೇ ಸರ್ಕಾರಿ ಉದ್ಯೋಗವಿಲ್ಲದೇ ಅವಕಾಶ ವಂಚಿತರಾಗಿರುತ್ತಾರೆ.

□ ಕವಿವಿ ಹಂಪಿ ಇವರು ೨೦೦೬ (ಕಂಡಿಕೆ-೧) ಆದೇಶದ ಬಗ್ಗೆ ಸೂಕ್ತ ಕ್ರಮ ವಹಿಸದೇ ಡಿಪ್ಲೋಮೋ ಶಿಕ್ಷಣ ನೀಡಿ ವಿದ್ಯಾರ್ಥಿಗಳ ಜೀವನಕ್ಕೆ ಮಾರಕವಾಗಿರುವುದು ಸತ್ಯದ ಸಂಗತಿ.

□ ಕವಿವಿ ಹಂಪಿ ಇನ್ನೊಂದು ಹೆಜ್ಜೆ ಮುಂದುವರೆದು ತನ್ನ ಕ್ಯಾಂಪಸ್‌ನಲ್ಲಿ ಎಟಿಸಿ, ಬಿಬಿಎಡಿ, (ಶಿಕ್ಷಕರ ತರಬೇತಿ ಕೋರ್ಸ್‌ಗಳು), ರಾಜ್ಯದ ಕೆಲವು ಕಲಾ ಮಹಾವಿದ್ಯಾಲಯಗಳಲ್ಲಿ ಎಟಿಸಿ ಪ್ರಾರಂಭ ಮಾಡಿ ತರಬೇತಿ ನೀಡಿ ಅನೇಕ ವಿದ್ಯಾರ್ಥಿಗಳ ಜೀವನವನ್ನು ಹಾಳು ಮಾಡಿದ ಕೀರ್ತಿ ಕನ್ನ ವಿಶ್ವವಿದ್ಯಾಲಯಕ್ಕೆ ಸಲ್ಲುತ್ತದೆ.

□ ದೇಶದಲ್ಲಿ ವೃತ್ತಿ ಶಿಕ್ಷಕರ (ಚಿತ್ರಕಲೆ, ಸಂಗೀತ, ಕ್ರಾಫ್ಟ್, ಯೋಗ, ನೃತ್ಯ, ನಾಟಕ ಇತ್ಯಾದಿ) ನೇಮಕಾತಿಗಾಗಿ ಎಲ್ಲಿಯೂ ಶಿಕ್ಷಕ ತರಬೇತಿ ಕೇಂದ್ರಗಳಿದ್ದ ಉದಾಹರಣೆಗಳಿಲ್ಲ.

□ ದೇಶದಲ್ಲಿ ಶಿಕ್ಷಕರ ತರಬೇತಿಗಾಗಿ ಓಚಿಣ್ಣಟಿಚಿಟ ಛಿಣ್ಣಟಿಚಿಟ ಷಿ ಇಜ್ಜಣಿಚಿಣ್ಣಟಿಚಿಟ ಖಜ್ಜಿಡಿಛಿ ಚಿಟಿಜ ಖಿಡಿಚಿಟಿಟಿ(ಪ್ರಾಥಮಿಕ ಮತ್ತು ಪ್ರೌಢ ಶಿಕ್ಷಣ) ಪ್ರತ್ಯೇಕ ವಿಭಾಗವೇ ಇರುತ್ತದೆ. ಓಅಇಖಖಿ ಮೂಲಕ ಪಠ್ಯಕ್ರಮ ಮಾನ್ಯತೆ ಪಡೆದಲ್ಲಿ ಅಥವಾ ಮಾನ್ಯತೆ ಪಡೆದ ಕೇಂದ್ರದಲ್ಲಿ ಮಾತ್ರ ಶಿಕ್ಷಕರ ತರಬೇತಿ ಶಿಕ್ಷಣಕ್ಕೆ ಅವಕಾಶ ಇರುತ್ತದೆ. ಇದನ್ನು ಯಾವುದೇ ಗಣನೆಗೆ ತೆಗೆದುಕೊಳ್ಳದೇ ಕವಿವಿ. ಹಂಪಿ, ಟಿಪಿಇಸ್ಸಾರ ಡಿಪ್ಲೋಮೊದ ಶಿಕ್ಷಕರ ತರಬೇತಿ ಮತ್ತು ಅಂಕಪಟ್ಟಿಗಳನ್ನು ನೀಡಿ ವಿದ್ಯಾರ್ಥಿಗಳ ಜೀವನದ ಮಾರಣ ಹೋಮ ಮಾಡಿರುವುದು ಬೆಳಕಿಗೆ ಬಂದಿರುತ್ತದೆ.

□ ಕವಿವಿಹಂಪಿ ಇಲ್ಲಿ ಟಿಪಿ ಇಸ್ಸಾರ ವರದಿಯ ಐದು ವರ್ಷಗಳ ಡಿಪ್ಲೋಮೋ ಶಿಕ್ಷಣವನ್ನು ಪೂರೈಸಿದರು ಯಾವುದೇ ಉದ್ಯೋಗ ಅವಕಾಶವಿರುವುದಿಲ್ಲ. ಉನ್ನತ ಶಿಕ್ಷಣ ಮಾಡಬೇಕಾದರೆ



ಪೋಸ್ಟ್ ಡಿಪ್ಲೋಮೋ ನಮ್ಮ ರಾಜ್ಯದಲ್ಲಿ ಇರುವುದಿಲ್ಲ. ಪೋಸ್ಟ್ ಡಿಪ್ಲೋಮೋ ಶಿಕ್ಷಣ ಪೂರೈಸಿದರೂ ಸ್ನಾತಕೋತ್ತರ ಪದವಿ ಸರಿಸಮಾನತೆಯಾಗುವುದಿಲ್ಲ.

□ ಇದಲ್ಲದರ ಹೊರತಾಗಿ ರಾಜ್ಯದಲ್ಲಿ ಐದು ವರ್ಷಗಳ ಚಿತ್ರಕಲಾ ಡಿಪ್ಲೋಮೋ ಶಿಕ್ಷಣವನ್ನು ಅನೇಕ ಕಲಾ ಶಾಲೆಗಳು ನಡೆಸಿಕೊಂಡು ಬಂದು ವಿದ್ಯಾರ್ಥಿಗಳ ಜೀವನದ ಜೊತೆ ಚೆಲ್ಲಾಟ ನಡೆಸಿ ಅವರ ಭವಿಷ್ಯಕ್ಕೆ ಮಾರಕರಾಗುತ್ತಿದ್ದಾರೆ.

□ ತಕ್ಷಣದಿಂದ ಕನ್ನಡ ವಿಶ್ವವಿದ್ಯಾಲಯ ಹಂಪಿ, ಕುಲಸಚಿವರು ಕುಲಪತಿಗಳು ಹಾಗೂ ಉನ್ನತ ಶಿಕ್ಷಣ ಇಲಾಖಾ ಕ್ರಮವಹಿಸಲು ಮನವಿ ಸಲ್ಲಿಸಿದೆ.

ತತ್ಸಮಾನ ಕೋರ್ಸ್‌ಗಳ ಬಗ್ಗೆ ಸರ್ಕಾರದ ಸ್ಪಷ್ಟೀಕರಣ; ಸರ್ಕಾರವು ದಿನಾಂಕ: ೦೧-೦೩-೨೦೧೮ ರಂದು ಅಧಿಕೃತವಾಗಿ ಆದೇಶ ಮತ್ತು ತತ್ಸಮಾನ ಕೋರ್ಸ್‌ಗಳ ಬಗ್ಗೆ ಸರ್ಕಾರದ ಸ್ಪಷ್ಟೀಕರಣ ಪತ್ರಿಕೆಯ ಮೂಲಕ ತಿಳಿಸಲಾಗಿದೆ. ಇದರನ್ವಯ ಕನ್ನಡ ವಿಶ್ವವಿದ್ಯಾಲಯದಲ್ಲಿ ಹಂಪಿ ಇಲ್ಲಿ ಚಿತ್ರಕಲಾ ಪದವಿ ಹಾಗೂ ಡಿಪ್ಲೋಮೋ ತರಗತಿಗಳನ್ನು ಎಸ್‌ಎಸ್‌ಎಲ್‌ಸಿ ನಂತರ ಎರಡು ವರ್ಷದ ಫೌಂಡೇಷನ್ ಹಾಗೂ ೩ ವರ್ಷದ ಡಿಪ್ಲೋಮೋ ಅಥವಾ ಪದವಿ ತರಗತಿಗಳನ್ನು ರಾಜ್ಯದ ಚಿತ್ರಕಲಾ ಶಾಲೆ/ಮಹಾವಿದ್ಯಾಲಯಗಳು ವಿದ್ಯಾರ್ಥಿಗಳಿಗೆ ಪ್ರವೇಶ ನೀಡುತ್ತವೆ. ಅದಲ್ಲದೇ ಕನ್ನಡ ವಿಶ್ವವಿದ್ಯಾಲಯ ಅಂಕಪಟ್ಟಿಯನ್ನು ನೀಡಿ ಕಳಿಸುತ್ತಿವೆ. ಇದರಿಂದ ವಿದ್ಯಾರ್ಥಿಗಳ ಭವಿಷ್ಯ ಡೋಲಾಯಮಾನವಾಗಿರುತ್ತದೆ. ಈ ಬಗ್ಗೆ ಕನ್ನಡ ವಿಶ್ವವಿದ್ಯಾಲಯದ ಅಧಿಕಾರಿಗಳಾಗಲಿ, ಚಿತ್ರಕಲಾ ಶಾಲೆಯ ಪ್ರಾಚಾರ್ಯರಾಗಲಿ ಇತ್ತಕಡೆ ಗಮನಹರಿಸದೇ ಇರುವುದರಿಂದ ಸಾರ್ವಜನಿಕರಿಗೆ ಮಾಹಿತಿಯನ್ನು ತಲುಪಿಸುವ ಉದ್ದೇಶ ಹೊಂದಲಾಗಿದೆ.

ಕನ್ನಡ ವಿಶ್ವವಿದ್ಯಾಲಯದಲ್ಲಿ ಚಿತ್ರಕಲಾ ಡಿಪ್ಲೋಮೋ ವಿಶೇಷ ಪರಿಣಿತಿ ೫ ವರ್ಷದ ತರಗತಿಗಳನ್ನು ರಾಜ್ಯದ ಚಿತ್ರಕಲಾ ಶಾಲೆಗಳು/ಕಾಲೇಜುಗಳು ವಿದ್ಯಾರ್ಥಿಗಳನ್ನು ಪ್ರವೇಶ ಪಡೆದು ಚಿತ್ರಕಲಾ ಶಿಕ್ಷಣ ನೀಡಿ ಅಂಕಪಟ್ಟಿಗಳನ್ನು ಕೊಟ್ಟು ಕಳಿಸುತ್ತಿವೆ. ೨೦೧೧-೦೨ ರಿಂದ ಜಾರಿಗೆ ಬಂದ ಟಿ.ಪಿ.ಇಸ್ಸಾರ ವರದಿಯ ಪಠ್ಯಕ್ರಮ ಇದಾಗಿರುತ್ತದೆ. ಭಾರತದ ಎಲ್ಲಾ ರಾಜ್ಯದಲ್ಲಿ ಯುಜಿಸಿ ನಿಯಮಾವಳಿ ಪ್ರಕಾರ ೪ ವರ್ಷದ ಪದವಿ ಶಿಕ್ಷಣದ ಪದ್ಧತಿ ಇರುತ್ತದೆ. ಆದರೆ ನಮ್ಮ ಕರ್ನಾಟಕದಲ್ಲಿ ಎಸ್‌ಎಸ್‌ಎಲ್‌ಸಿ ನಂತರ ೨ ವರ್ಷದ ಫೌಂಡೇಷನ್ ಹಾಗೂ ೩ ವರ್ಷದ ಚಿತ್ರಕಲಾ ಪದವಿ ಕೋರ್ಸ್ ವ್ಯಾಸಂಗ ಪೂರೈಸಲಾಗುತ್ತದೆ. ೨೦೧೨-೧೮ ಸಾಲಿನಿಂದ ಇಡಿ-೨೨೯-ಯುಆರ್‌ಸಿ-೨೦೧೨ ದಿನಾಂಕ:೨೯-೦೮-೨೦೧೨ ರ ಆದೇಶದ ಮೇರೆಗೆ ಹಾಗೂ ಯುಜಿಸಿಯ ಸಾರ್ವಜನಿಕ ಪ್ರಕಟಣೆಯ ನೋಟೀಸ್ ಸಂಖ್ಯೆ: ಎಫ್‌೧-೧/೨೦೧೨ ದಿನಾಂಕ:೨೪-೦೫-೨೦೧೨ ರಂತೆ ಬಿವಿಎ ಹಾಗೂ ಬಿಎಫ್‌ಎ ಪದವಿ ಪ್ರವೇಶ ಬಗ್ಗೆ ೧೦ + ೨ ನಂತರ ೪ ವರ್ಷದ ಕುರಿತು ಆದೇಶ ಇರುತ್ತದೆ. ಆದಾಗ್ಯೂ ಸಹ ಎಸ್‌ಎಸ್‌ಎಲ್‌ಸಿ ವಿದ್ಯಾರ್ಥಿಗಳನ್ನು ಪ್ರವೇಶ ಪಡೆದು ವಿದ್ಯಾರ್ಥಿಗಳಿಗೆ ಕನ್ನಡ ವಿಶ್ವವಿದ್ಯಾಲಯ ಹಂಪಿಯ ಅಧೀನ ಕಲಾಶಾಲೆಗಳು ಹಾಗೂ ಕರ್ನಾಟಕದಲ್ಲಿ ಎಲ್ಲಾ



ವಿಶ್ವವಿದ್ಯಾಲಯಗಳು ವಿದ್ಯಾರ್ಥಿಗಳ ಜೀವನಕ್ಕೆ ಪ್ರಸ್ತುತ ಮಾರಕವಾಗಿರುತ್ತಾರೆ. ಕಾರಣ ಪಿಯುಸಿ ಕಡ್ಡಾಯವಾಗಿ ಪಾಸಾದಲ್ಲಿ ಅಥವಾ ತತ್ಸಮಾನ ಕೋರ್ಸ್ ಹೊಂದದಲ್ಲಿ ಮಾತ್ರ ಪ್ರವೇಶ ಪಡೆದುಕೊಳ್ಳಬಹುದಾಗಿದೆ. ಈ ಬಗ್ಗೆ ಎಲ್ಲಾ ವಿಶ್ವವಿದ್ಯಾಲಯಗಳು ಚಿತ್ರಕಲಾ ಶಿಕ್ಷಣ ಹೋದಲ್ಲಿ ಮುಂದಿನ ದಿನಗಳಲ್ಲಿ ವಿದ್ಯಾರ್ಥಿಗಳ ಜೀವನಕ್ಕೆ ಪ್ರಸ್ತುತ ವಿಷಯ ಮಾರಕವಾಗುವುದರಲ್ಲಿ ಸಂಶಯವಿಲ್ಲ. ಎಲ್ಲಾ ವಿಶ್ವವಿದ್ಯಾಲಯಗಳು ಮುಂದಿನ ದಿನಗಳಲ್ಲಿ ಅಧ್ಯಾಪಕರ ನೇಮಕಾತಿ ಆದೇಶ ಹೊರಡಿಸುವಾಗ ಕನಿಷ್ಠ ಪದವಿ ಅಂಕಪಟ್ಟಿಗಳನ್ನು ಗಮನಹರಿಸಿ ನಂತರದಲ್ಲಿ ಸ್ನಾತಕೋತ್ತರ ಪದವಿ, ಪಿಹೆಚ್.ಡಿ, ಇತರೆ ಪದವಿಗಳನ್ನು ಗಮನಿಸಬೇಕು. ಇಲ್ಲದಿದ್ದರೆ ಗುಣಮಟ್ಟದ ಪದವಿ ಶಿಕ್ಷಣ ನೀಡಲು ಸಾಧ್ಯವಾಗುವುದಿಲ್ಲ. ಶ್ರಮದಿಂದ ಕಡ್ಡಾಯ ಪದವಿಯನ್ನು ಮುಗಿಸಿದವರಿಗೆ ವೃತ್ತಿಯಲ್ಲಿ ಅನ್ಯಾಯವಾಗುತ್ತಿದೆ. ಎಲ್ಲವನ್ನೂ ಸವಾಲುಗಳಾಗಿ ಸ್ವೀಕರಿಸಿಕೊಂಡು ಮುಂದಿನ ದಿನಗಳಲ್ಲಿ ಹೆಚ್ಚು ಇಡಬೇಕು ಹಾಗೂ ಉತ್ತಮ ಕಾರ್ಯ ಮಾಡಿದಂತಾಗುತ್ತದೆ. ಎಲ್ಲರ ಭವಿಷ್ಯ ಉಜ್ವಲವಾಗುತ್ತದೆ.

ಗ್ರಂಥಮುಖ:-

೧. ವಿ.ಟಿ.ಕಾಳೆ-ಚಿತ್ರಕಲಾ ದರ್ಪಣ-ಕರ್ನಾಟಕ ಲಲಿತಕಲಾ ಅಕಾಡೆಮಿ, ಬೆಂಗಳೂರು-೦೨.
೨. ಡಾ.ಲಕ್ಷ್ಮಣಸಿಂಗ್ ಆರ್.ರಾಧೋಡ್- ಕರ್ನಾಟಕದಲ್ಲಿ ಅನ್ವಯಕಲೆ ಐತಿಹಾಸಿಕ ದೃಷ್ಟಿಕೋನ.
೩. ಡಾ:ಹೆಚ್.ತಿಪ್ಪೇರುದ್ರಸ್ವಾಮಿ- ಕರ್ನಾಟಕ ಸಂಸ್ಕೃತಿಕ ಸಮೀಕ್ಷೆ-ಕೇಂದ್ರ ಸಾಹಿತ್ಯ ಅಕಾಡೆಮಿ ಪ್ರಶಸ್ತಿ ಪಡೆದ ಗ್ರಂಥ.
೪. ಗೂಗಲ್ - ವಿಕಿಪೀಡಿಯಾ.
೫. ಡಾ.ಡಿ.ಎ.ಉಪಾಧ್ಯ - ಭಾರತೀಯ ದೃಶ್ಯಕಲಾ ಸಿದ್ಧಾಂತ.
೬. ವಿಕಿ ಸುದ್ದಿಯೊಳಿ ಬೆಂಗಳೂರು ದಿನ ಪತ್ರಿಕೆಗಳು.
೭. ಕಛೇರಿ ಆದೇಶ ಪತ್ರಗಳು ಮತ್ತು ದಿನ ಪತ್ರಿಕೆಗಳು ಇತರೆ.



ಮೈಸೂರು ಸಂಸ್ಥಾನದಲ್ಲಿ ಬ್ರಾಹ್ಮಣೇತರ ಸಂಘಗಳ ಅಸ್ತಿತ್ವ ಮತ್ತು ಸ್ಥಾಪನೆಗೆ ಸಹಾಯಕವಾದ ಅಂಶಗಳ

ಅವಲೋಕನ

ಮಲ್ಲೇಶಪ್ಪ ಟಿ.ಎಸ್

ಸಹಾಯಕ ಪ್ರಾಧ್ಯಾಪಕರು, ಇತಿಹಾಸ ವಿಭಾಗ

ಸರ್ಕಾರಿ ಕಾಲೇಜು, ಬಿ.ಹೆಚ್. ರಸ್ತೆ, ತುಮಕೂರು – 572 102

ಪೀಠಿಕೆ:

ಸಂಘ-ಸಂಸ್ಥೆಗಳ ಅಧ್ಯಯನ ವೈವಿಧ್ಯಮಯ ದೃಷ್ಟಿಕೋನದಿಂದ ಕೂಡಿದೆ. ಸಂಘ-ಸಂಸ್ಥೆಗಳ ಕುರಿತಾಗಿ ಹಲವಾರು ವಿದ್ವಾಂಸರು ಸಂಶೋಧನೆ ಮಾಡಿರುತ್ತಾರೆ. ಸಂಘ-ಸಂಸ್ಥೆಗಳ ಅಸ್ತಿತ್ವವು ತನ್ನದೇ ಧ್ಯೇಯೋದ್ದೇಶಗಳನ್ನು ಹೊಂದಿರುತ್ತವೆ. ಪ್ರಮುಖವಾಗಿ ಸಾಮಾಜಿಕ, ಸಾಂಸ್ಕೃತಿಕ, ಧಾರ್ಮಿಕ, ರಾಜಕೀಯ, ಆರ್ಥಿಕ, ವ್ಯಾಪಾರ ಇಲ್ಲವೆ ಜಾತಿ ಸಂಬಂಧಿತ ಹಕ್ಕುಬಾಧ್ಯತೆಗಳಿಗಾಗಿ ಜನ್ಮತಾಳಿವೆ. ಮಾನವ ನಾಗರಿಕ ಬದುಕಿನೆಡೆಗೆ ಮುಂದಾದಾಗ ಪುಟ್ಟ ಸಂಘಟನೆಯಿಂದ ಜಾಗತಿಕ ಹಂತದವರೆಗೂ ಪರಿಣಾಮ ಬೀರುವ ಸಂಘಗಳು ಅಸ್ತಿತ್ವ ಪಡೆದಿವೆ. ಪ್ರತಿ ಸಂಘಟನೆಯ ಸದಸ್ಯರು ವೈಯಕ್ತಿಕ ಮತ್ತು ಸಮುದಾಯ ಅಭಿವೃದ್ಧಿ, ರಕ್ಷಣೆ, ಉತ್ತಮ ಸ್ಥಾನಮಾನದ ಆಸಕ್ತಿಯಡಿ ಸದಸ್ಯತ್ವ ಪಡೆಯುತ್ತಾರೆ. ಇಂದು ಸದಸ್ಯರ ಸಂಖ್ಯೆ ದ್ವಿಗುಣಗೊಳ್ಳುತ್ತಿದೆ. ಉದಾ: ವ್ಯಾಪಾರಿ ಸಂಘ, ರೈತ ಸಂಘ, ವಿದ್ಯಾರ್ಥಿ ಸಂಘ, ಅಲ್ಪ ಸಂಖ್ಯಾತ, ಜಾತಿ ಅಥವಾ ಸಮುದಾಯ ಆಧಾರಿತ ಸಂಘಗಳು ಇತ್ಯಾದಿ.¹

ಪ್ರಸ್ತುತ ಅಧ್ಯಯನವು ಜಾತಿ ಸಂಘಟನೆಗಳನ್ನು ಕುರಿತದ್ದಾಗಿದೆ. ಭಾರತವು ಜಾತಿ ಆಧಾರಿತ ಸಮಾಜದಿಂದ ಕೂಡಿದೆ. ಈ ದೇಶದಲ್ಲಿ ಸುಮಾರು 3500ಕ್ಕೂ ಮಿಕ್ಕ ಜಾತಿ ಬಾಂಧವರಿದ್ದಾರೆ. ಪ್ರತಿಯೊಂದು ಜಾತಿ ಸಮುದಾಯದಲ್ಲೂ ತಮ್ಮದೇ ಆದ ವಿಭಿನ್ನ ಸಂಪ್ರದಾಯ, ಆಚರಣೆ, ರೂಢಿಗಳನ್ನು ಮೈಗೂಡಿಸಿಕೊಂಡಿದ್ದಾರೆ. ಪರಂಪರಾನುಗತವಾಗಿ ವರ್ಣಾಶ್ರಮ ವ್ಯವಸ್ಥೆಯಿಂದ ಪ್ರಾರಂಭವಾಗಿ, ತಾವು ಮಾಡುವ ವೃತ್ತಿಯನ್ನಾಧರಿಸಿ ಜಾತಿ ಪಂಗಡಗಳಾಗಿ ರೂಪಾಂತರಗೊಂಡಿವೆ. 'ಜಾತಿ' ಎಂಬ ಪದ ಆಂಗ್ಲ ಅನುವಾದ 'ಕ್ಯಾಸ್ಟ್' ಪದದಿಂದ ಬಂದಿದ್ದು, ಕ್ಯಾಸ್ಟ್ ಪದ ಫೋರ್ಚುಗಲ್ ಭಾಷೆಯ 'ಕ್ಯಾಸ್ಟ್' ಮೂಲ ಪದವಾಗಿದೆ. 'ಕ್ಯಾಸ್ಟ್' ಎಂದರೆ ಪರಿಶುದ್ಧ ಜನಾಂಗ, ತಳಿ, ಅನುವಂಶೀಯತೆ ಎಂದು ತಿಳಿದುಬರುತ್ತದೆ.² ಜಾತಿ ಪದ್ಧತಿ ವಿಕಾಸಕ್ಕೆ ಕಾರಣಗಳೆಂದರೆ; ಅನುವಂಶೀಯ ಉದ್ಯೋಗಗಳು, ಪಿತೃಪಕ್ಷ ಆರಾಧನೆ, ಅನಕ್ಷರತೆ, ಜನಾಂಗೀಯತೆ, ಧರ್ಮ ತತ್ವಗಳ ಪ್ರಭಾವ, ಭೌಗೋಳಿಕ ಪ್ರತ್ಯೇಕತೆ, ಗ್ರಾಮೀಣ ಮೌಢ್ಯಚರಣೆಗಳು, ನಂಬಿಕೆಗಳು, ರಾಜರುಗಳ ಕಾನೂನುಗಳು, ಆಂತರಿಕ ವೈವಿಧ್ಯತೆ, ಪ್ರಾಚೀನ ಮಾದರಿಯ ಸಂಪರ್ಕ, ಚಿಂತನೆ, ಧರ್ಮಾಧಾರಿತ ಶಿಕ್ಷಣ ಇತ್ಯಾದಿಗಳಿಂದ ಹೆಮ್ಮರವಾಗಿ ಬೆಳೆದು ಜನ ಜೀವನದಲ್ಲಿ ಹಾಸುಹೊಕ್ಕಾಗಿವೆ.

ಭಾರತದಲ್ಲಿ ಹಲವು ಧರ್ಮಗಳ ಮತ್ತು ಜಾತಿಗಳ ಬಾಂಧವರು ಸಾಮಾಜಿಕ ಶ್ರೇಣಿಯಲ್ಲಿ ಮೇಲು ಕೀಳು ಬಾವನೆಯಿಂದಾಗಿ ಶೋಷಣೆಗೆ ತುತ್ತಾಗಿದ್ದಾರೆ. ಜಾತಿಯತೆ ಎಂಬುದು ಭಾರತೀಯ ಸಮಾಜದ ಪ್ರಮುಖ ಲಕ್ಷಣವಾಗಿದೆ. ಭೇದಭಾವ ರಹಿತ ಸಮಾಜ ಯಾವ ಕಾಲದಲ್ಲಿಯೂ ಕಾಣಲು ಸಾಧ್ಯವಿಲ್ಲ.³ ಭಾರತೀಯ ಸಮಾಜದಲ್ಲಿನ ಮೌಢ್ಯ ಕಂದಾಚಾರಗಳು ತಳ ಸಮುದಾಯವರನ್ನು ಗುಲಾಮರನ್ನಾಗಿ ಶೋಷಣೆಗೆ ಗುರಿ ಮಾಡಿದ ದಿನಗಳನ್ನು ಮರೆಯುವಂತಿಲ್ಲ. ಶೋಷಿತ ಸಮಾಜದಿಂದ ವಿಮುಕ್ತರಾಗಲು ಸಾಮಾಜಿಕ ನ್ಯಾಯ ಮತ್ತು ಮುಲಭೂತ ಹಕ್ಕುಗಳನ್ನು ಪಡೆಯಲು ಸಂಘರ್ಷ ಅನಿವಾರ್ಯವಾಯಿತು. ಈ ಹೋರಾಟದ ಹೆಜ್ಜೆ ಗುರುತು ಇಂದಿನದಲ್ಲ. ಶ್ರಿ.ಪೂ. 6ನೇ ಶತಮಾನದಲ್ಲಿ ಗೌತಮಬುದ್ಧ, ಮಹಾವೀರ, 8ನೇ ಶತಮಾನದಲ್ಲಿ ಶಂಕರಾಚಾರ್ಯರು, 12ನೇ ಶತಮಾನದ ಶಿವಶರಣರು, 13ನೇ ಶತಮಾನದ ದಾಸ ಶ್ರೇಷ್ಠರು ಹಿಂದುಳಿದ ಜನರನ್ನು ಜಾಗೃತಿ ಗೊಳಿಸುವ ಪ್ರಯತ್ನ ಮಾಡಿದರು.⁴

ಭಾರತೀಯ ಸಮಾಜದಲ್ಲಿ ಉನ್ನತ ಸ್ಥಾನವನ್ನು ಅಲಂಕರಿಸಿರುವ ವೈದ್ಯಕಶ್ರೇಷ್ಠ, ವರ್ಣಶ್ರೇಷ್ಠ, ದ್ವಿಜೋತ್ತಮರೆಂದು, ದೈವೀಪುರುಷರೆಂದು ಬಿಂಬಿತರಾಗಿರುವ ಬ್ರಾಹ್ಮಣರು, ಉನ್ನತ ಸ್ಥಾನಮಾನ ಅಧಿಕಾರ ಅಂತಸ್ತನ್ನು ಪಡೆದು ಸಮಯಾನುಸಾರ ಹೊಂದಿಕೊಳ್ಳುವ ಚಾಣಾಕ್ಯರಾಗಿದ್ದಾರೆ.⁵ ಬ್ರಾಹ್ಮಣರಲ್ಲದವರನ್ನು ಹಂತ ಹಂತವಾಗಿ, ತಮ್ಮ ಸೇವಕರಾಗಿ ಬಳಸಿಕೊಂಡರು. ಬ್ರಾಹ್ಮಣರು ಜನಸಂಖ್ಯೆಯಲ್ಲಿ 3.5ರಷ್ಟು ಉಳ್ಳವರಾಗಿದ್ದು, ಅಧಿಕಾರದಲ್ಲಿ ಶೇ.75ರಷ್ಟು ಅವಕಾಶಗಳಿಸಿಕೊಂಡಿದ್ದಾರೆ⁶ ಮತ್ತು ತಮ್ಮ ಪ್ರಭುತ್ವ ಸ್ಥಾಪಿಸಿದ್ದಾರೆ. ಈ ವ್ಯವಸ್ಥೆಯಿಂದ ಮೈಸೂರು ಸಂಸ್ಥಾನವು ಹೊರತಾಗಿಲ್ಲ. ಮೈಸೂರಿನ ಕಮಿಷನರ್ ಮಾರ್ಕೆಟ್‌ಬ್ಲಾಕ್ ತಿಳಿಸಿರುವಂತೆ ಬ್ರಾಹ್ಮಣರು ಪ್ರಾಬಲ್ಯತೆ ಹೊಂದಿದ್ದರು.⁷ ಬ್ರಾಹ್ಮಣ ಅಧಿಕಾರ, ಸ್ಥಾನಮಾನ, ಶೋಷಣೆಯ ವಿರುದ್ಧ ಜನಸಾಮಾನ್ಯರು ಜಾಗೃತರಾಗಿ ಸಂಘಟನೆಗೆ ಮುಂದಾದರು. ಬ್ರಾಹ್ಮಣೇತರರ ಜಾಗೃತಿಗೆ ಪ್ರೇರಕ ಅಂಶಗಳೆಂದರೆ⁸ ಪಾಶ್ಚಾತ್ಯರ ಶಿಕ್ಷಣ, ಸಾಹಿತ್ಯ, ಆಡಳಿತ ನೀತಿಗಳು, ಸಾರಿಗೆ ಸಂಪರ್ಕ, ಸಮಾಜ ಸುಧಾರಕರ ಪಾತ್ರ, ಸಂಪ್ರದಾಯ ವಿರೋಧಿ ಚಳುವಳಿಗಳು, ಸ್ಥಳೀಯರ ಆರ್ಥಿಕ ದುಸ್ಥಿತಿ, ನಿರುದ್ಯೋಗ, ಅನಕ್ಷರತೆ ಪ್ರಮುಖ ಕಾರಣವಾಗಿದ್ದವಲ್ಲದೆ. ಬ್ರಾಹ್ಮಣರಲ್ಲಿಂದ ಸ್ಮಾರ್ಥ, ವೈಷ್ಣವ, ನಂಬೂದರಿ, ಮಾದ್ವ ಬ್ರಾಹ್ಮಣ, ಶ್ರೀವೈಷ್ಣವ, ನಿಯೋಗಿ, ವಿಪ್ರವಿನೋದಿ, ಐಯ್ಯಂಗಾರ್ ಪಂಗಡಗಳು ಅಧಿಕಾರಕ್ಕಾಗಿ ತಮ್ಮಲ್ಲಿಯೇ ಸ್ಪರ್ಧೆಗಳಿದರು. ಈ ಬ್ರಾಹ್ಮರ ಪ್ರೈವಿಲಿಜಿ ಬ್ರಾಹ್ಮಣೇತರರ ಹೋರಾಟಕ್ಕೆ ಸ್ಫೂರ್ತಿಯಾಯಿತು.⁹

12ನೇ ಶತಮಾನದಲ್ಲಿ ಬಸವಣ್ಣನ ನೇತ್ರತ್ವದಲ್ಲಿ ಹುಟ್ಟಿಕೊಂಡ ಶರಣ ಚಳುವಳಿಯಲ್ಲಿ ಜಾತಿ ಪದ್ಧತಿ, ಪುರೋಹಿತಶಾಹಿಗಳ ವಿರುದ್ಧ ಬ್ರಾಹ್ಮಣೇತರರು ಒಟ್ಟುಗೂಡಿದರು. ಮೇಲುಕೀಳು ಎಂಬ ಕಂದಕ ಮುಚ್ಚಿದರು.¹⁰ ತಮ್ಮ ಅನುಭವವನ್ನು ಹಂಚಿಕೊಳ್ಳಲು ಬಸವೇಶ್ವರರು ಕಲ್ಯಾಣದಲ್ಲಿ ಅನುಭವ ಮಂಪಟ ಸ್ಥಾಪಿಸಿದರು. ಜಾತಿ, ವರ್ಗ ಲಿಂಗಭೇದವಿಲ್ಲದೆ ಎಲ್ಲರಿಗೂ ಅವಕಾಶ ಮಾಡಿಕೊಟ್ಟರು. ಕೆಳಸಮುದಾಯದ ಡೋಹರ ಕಕ್ಕಯ್ಯ, ಮಾದಾರ ಚನ್ನಯ್ಯ, ಮೇಧಾರ ಕೇತಯ್ಯ, ಅಂಬಿಗರ ಚೌಡಯ್ಯ, ಮಡಿವಾಳ ಮಾಚಯ್ಯ, ಸಮಗಾರ ಹರಳಯ್ಯ ಸೇರಿದರು. ಸ್ತ್ರೀಯರಿಗೂ ಸಾಮಾಜಿಕ ಸಮಾನತೆ ನೀಡುವ ಸಲುವಾಗಿ ಅನುಭವ ಮಂಟಪದಲ್ಲಿ ಅಕ್ಕಮಹಾದೇವಿ, ನೀಲಾಂಬಿಕೆ, ಗಂಗಾಬಿಕೆ, ಬಿಜ್ಜಳನ ಮಗಳು ಸಂಕವ್ವ, ಕಾಳವ್ವ, ಗೋಗ್ಗವ್ವ, ಲಿಂಗಮ್ಮ, ಸತ್ಯಕ್ಕ, ಆಯ್ದಕ್ಕಿ ಲಕ್ಕಮ್ಮ, ಅಮುಗೆ ರಾಯಮ್ಮ, ಕೊಟ್ಟಣದ ಸೋಮವ್ವ, ನೀಲಮ್ಮ, ಗಂಗಾಬಿಕೆ ಸೇರಿದಂತೆ ಬಹಳಷ್ಟು ಶರಣೆಯರಿಗೆ ಅವಕಾಶ ಮಾಡಿಕೊಟ್ಟರು.¹¹ ಚಳುವಳಿಯಿಂದ ಸ್ತ್ರೀಯರಿಗೆ ಕೇಂದ್ರ ಸಂಸ್ಥಾನಗಳಲ್ಲಿಯೂ ಅವಕಾಶ ಲಭ್ಯವಾಯಿತು ಮತ್ತು ಕಾಯಕದ ಮಹತ್ವವನ್ನು ಸಾರಿದರು. ಅಂತರ್‌ಜಾತಿ ವಿವಾಹ ಮಾಡಿಸುವ ಮೂಲಕ ಕೆಳ ವರ್ಗದ ಮನೆಯಲ್ಲಿ ಸಹಭೋಜನ ಮಾಡುವ ಮೂಲಕ ಜಾತಿ ವ್ಯವಸ್ಥೆಯ ವಿರುದ್ಧ ಕ್ರಾಂತಿಯ ಕಹಳೆ ಮೊಳಗಿಸಿದರು.¹²

ಕ್ರೈಸ್ತ ಮಿಷನರಿಗಳು ಇಂಗ್ಲಿಷ್ ಶಿಕ್ಷಣ, ಸಂಶೋಧನೆ, ಆರೋಗ್ಯ, ಸಮಾಜಸೇವೆ ಮೂಲಕ ಮೇಜರ್ ಜೆ ಆಡ್ಲರ್, ಫರ್ಡಿನಾಂಡ್ ಕಿಟಲ್, ಬಿ.ಎಲ್.ರೈಸ್, ಸೆಂಟ್‌ಪಾಲ್ ಮಿಷನರಿಗಳಾದ ಲಂಡನ್, ವೆಸ್ಲಿಯನ್, ಕ್ಯಾಥೊಲಿಕ್ ಸೇರಿದಂತೆ ಭಾರತೀಯನಿಗೆ ಉತ್ಕೃಷ್ಟ ಪ್ರಜ್ಞೆ ಮೂಡಿಸಿ ಶೋಷಣೆ, ದೌರ್ಜನ್ಯದ ವಿರುದ್ಧ ಹೋರಾಡುವ ಮತ್ತು ಹಕ್ಕುಬಾಧ್ಯತೆಗಳನ್ನು ಪಡೆಯುವ ಮಾರ್ಗಗಳನ್ನು ಸೂಚಿಸಿದರು. ಬ್ರಾಹ್ಮಣೇತರರು ಬ್ರಿಟಿಷರ ನೀತಿಯಿಂದ ಮೂಕರಾಗಿರುವವರು ಮಾತನಾಡಿದರು. ಅನಕ್ಷರಸ್ಥರು, ಬರಹ ಗೊತ್ತಿಲ್ಲದವರು ಬರವಣಿಗೆ ಮಾಡಿದರು. ಅಕ್ಷರಸ್ಥರಾದರು.¹³ ಸಾಮಾಜಿಕ ಸುಧಾರಣಾ ಆಂದೋಲನಗಳಿಂದಲೂ ಜಾಗೃತರಾದರು. ದಾಸ ಪಂಥಿಯರ ಚಳುವಳಿ, ಭೂದಾನ ಚಳುವಳಿ, ಪಾನವಿರೋಧ, ವಿಧವಾ ವಿವಾಹ, ಸತಿ ಸಹಗಮನ ಪದ್ಧತಿ ನಿಷೇಧ, ಮಹಿಳಾ ವಿಮೋಚನಾ ಚಳುವಳಿ ಸಾರ್ವಜನಿಕ ಸ್ಥಳಗಳಲ್ಲಿ ಸಮಾನತೆ ಕಾನೂನು ಕ್ರಮಗಳು, ಶಿಶು ಕಲ್ಯಾಣ ಕಾಯಿದೆಗಳು, ರಾಜರುಗಳಾದ ಸಾಹು ಮಹಾರಾಜ, ನಾಲ್ವಡಿ ಕೃಷ್ಣರಾಜ ಒಡೆಯರು, ದಿವಾನರಾದ ವಿ.ಪಿ. ಮಾದವರಾಜು, ಕಾಂತರಾಜ ಅರಸರ ಪ್ರೋತ್ಸಾಹದಿಂದ ಸುಧಾರಣೆಯತ್ತ ಹೆಜ್ಜೆ ಇಟ್ಟರು.¹⁴

ಮೈಸೂರು ಸಂಸ್ಥಾನದ ದಿವಾನರಾದ ಸಿ.ರಂಗಾಚಾರ್ ರವರು ಕೇಂದ್ರದಲ್ಲಿದ್ದಂತೆ ಸಾಮಾಜಿಕ ಸುಧಾರಣಾ ಶಾಸನಗಳನ್ನು ಮೈಸೂರಿನಲ್ಲೂ ಜಾರಿಗೆ ತಂದರು. ಪ್ರಜಾ ಪ್ರತಿನಿಧಿ ಸಭೆಯನ್ನು ಸ್ಥಾಪಿಸಿ ಬ್ರಾಹ್ಮಣೇತರ, ಅಕ್ಷರಸ್ಥ, ಜಮೀನುದಾರರು, ವ್ಯಾಪಾರಸ್ಥರಿಗೆ ಹಾಗೂ ಶೋಗಟಿಗರಿಗೆ ಸದಸ್ಯತ್ವ ನೀಡಿದರು. ಸದಸ್ಯತ್ವ ಪಡೆದ ಬ್ರಾಹ್ಮಣೇತರ ಮುಖಂಡರು ತಮ್ಮ ಸಮುದಾಯದ ಹಿತಾಸಕ್ತಿಗಾಗಿ ಸರ್ಕಾರದಲ್ಲಿ ಮನವಿ ಮಾಡಿಕೊಂಡು ಅಧಿಕಾರಸ್ಥರ ಗಮನ ಸೆಳೆದರು. ಪ್ರಜಾಪ್ರಭುತ್ವದ ಪ್ರಾರಂಭಿಕ ಸಂಸ್ಥೆಯಾದ ಪ್ರಜಾ ಪ್ರತಿನಿಧಿ ಸಭೆಯಲ್ಲಿ ಬಾಲ್ಯ ವಿವಾಹ ನಿಷೇಧ, ಹೆಣ್ಣು ಶಿಶುಹತ್ಯೆ, ಸ್ತ್ರೀಯರ ಶೋಷಣೆ ವಿರುದ್ಧ ಬ್ರಾಹ್ಮಣೇತರರು ಪ್ರತಿಧ್ವನಿಸಿದರು. ಪರಿಣಾಮವಾಗಿ 1891ರಲ್ಲಿ ಕಾಯ್ದೆ ಜಾರಿಗೆ ಬಂದಿತು.¹⁵

ಭಾರತದ ಧರ್ಮಸುಧಾರಕರುಗಳಾದ ಮಹರಾಷ್ಟ್ರದ ಜ್ಯೋತಿಬಾಪುಲೆ, ಬಿಹಾರ್‌ನಲ್ಲಿ ಯಾದವ್, ತಮಿಳುನಾಡಿನಲ್ಲಿ ಪೆರಿಯಾರ್, ಕೇರಳದ ನಾರಾಯಣಗುರು, ಆಂಧ್ರಪ್ರದೇಶದ ಮಹಾ ಸಂಘ ಬ್ರಾಹ್ಮಣರ ವಿರುದ್ಧ ಚಳುವಳಿ ಆರಂಭಿಸಿದರು. ಹಿಂದುಳಿದ ವರ್ಗಗಳು ಸ್ಪೂರ್ತಿ ಪಡೆದು ಮೈಸೂರು ಭಾಗದಲ್ಲೂ ಚಳುವಳಿಯಲ್ಲಿ ಪಾಲ್ಗೊಂಡರು¹⁶. ಗೋಖಲೆ ಸ್ಥಾಪಿಸಿದ ಸರ್ವೆಂಟ್ಸ್ ಆಫ್ ಇಂಡಿಯಾ, ಶೋಷಿತ ವರ್ಗದ ಪರವಾಗಿತ್ತು¹⁷. ಮದ್ರಾಸಿನ ಜಸ್ಟೀಸ್ ಪಾರ್ಟಿ, ಬ್ರಾಹ್ಮಣಶಾಹಿತ್ವದ ಉಳಿಗಮಾನ್ಯ ಪದ್ಧತಿ, ಮುಸ್ಲಿಮರಲ್ಲಿ ಮೂಡಿದ ಜಾಗೃತಿ, 1890ರಲ್ಲಿ ಸ್ವಾಮಿ ವಿವೇಕಾನಂದರು ಮೈಸೂರಿಗೆ ಭೇಟಿ ನೀಡಿ ಹಿಂದುಳಿದವರ ಪರ ಶ್ರಮಿಸುವಂತೆ ರಾಜರಿಗೆ ನೀಡಿದ ಸಲಹೆಗಳು ಬ್ರಾಹ್ಮಣೇತರರನ್ನು ಪ್ರಜ್ಞಾವಂತರನ್ನಾಗಿಸಿ ಅಧಿಕಾರ ಶಾಹಿಗಳ ವಿರುದ್ಧ ಹೋರಾಡಲು ಮತ್ತು ಪ್ರಸ್ತುತ ದಯನೀಯ ಸ್ಥಿತಿಗೆ ಕಾರಣ ಮತ್ತು ಪರಿಹಾರ ಕಂಡುಕೊಳ್ಳುವ ಪ್ರಯತ್ನಕ್ಕೆ ಮಾರ್ಗಸೂಚಿಗಳಾದವು. ಮೇಲ್ವರ್ಗದವರಿಂದ ನಡೆಯುತ್ತಿದ್ದ ಶೋಷಣೆ ನಿರಂತರ ದೌರ್ಜನ್ಯಗಳಿಂದ ಬಂಧಮುಕ್ತರಾಗಲು ಚಿಂತಿಸಿದರು.¹⁸ ಮೂಲ ಚಿಕಿತ್ಸೆ ಎಂದರೆ ಶಿಕ್ಷಣ ಎಂಬುದನ್ನು ಅರಿತು ಪಾಶ್ಚಿಮಾತ್ಯ ಮಾದರಿಯ ಶಿಕ್ಷಣವನ್ನು ತಮ್ಮ ಜನಸಮುದಾಯದವರಿಗೆ ದೊರಕಿಸಿಕೊಡಲು ಸನ್ನದ್ಧರಾದರು.

ಬ್ರಾಹ್ಮಣೇತರ ಸಮುದಾಯದ ಪ್ರಜ್ಞಾವಂತರು ಮತ್ತು ಸಮಾಜದ ಅಭಿಮಾನಿ ಸೇವಕರುಗಳು ಬ್ರಾಹ್ಮಣರ ಮಾದರಿಯಲ್ಲಿಯೇ ಉನ್ನತ ಸ್ಥಾನಮಾನ, ಶಿಕ್ಷಣ, ಸರ್ಕಾರಿ ಉದ್ಯೋಗ, ಪ್ರಜಾಪ್ರತಿನಿಧಿ ಸಭೆ, ನ್ಯಾಯ ವಿಧಾಯಕ ಮಂಡಳಿಗಳಲ್ಲಿ ಅವಕಾಶ ಪಡೆಯಲು ಅಧಿಕಾರಿ ಶಾಹಿಗಳ ಮೇಲೆ ಒತ್ತಡ ತಂದರು. ಅಧಿಕಾರ ರೂಢಿ ಮಹಾರಾಜರು ತಮ್ಮ ಅರಸೊತ್ತಿಗೆಯ ಅಧಿಕಾರದ ತಳಹದಿಯನ್ನು ಬಲಪಡಿಸಿಕೊಳ್ಳಲು ಬಹುಸಂಖ್ಯಾತ ವರ್ಗಗಳ ಜನರನ್ನು ಸಂತುಷ್ಟಗೊಳಿಸಲು ಆಸಕ್ತರಾದರು. ಜಾತಿ ಮುಖಂಡರು ತಮ್ಮಲ್ಲಿದ್ದ ಸಂಪತ್ತು ಮತ್ತು ಆತ್ಯಾಧುನಿಕ ಚಿಂತನೆಯಿಂದ ತಮ್ಮ ಸಮುದಾಯದ ಜನತೆಗೆ ಸವಲತ್ತುಗಳನ್ನು ಒದಗಿಸಲು ಸನ್ನದ್ಧರಾದರು. ಈ ವರ್ಗಗಳಲ್ಲಿ ಮೂಡಿದ ಜಾಗೃತಿಯು ಜಾತಿ ಸಂಘಗಳ ಸ್ಥಾಪನೆಗೆ ಕಾರಣವಾಯಿತು.¹⁹ ಭಾರತದ ಬೇರೆ ಬೇರೆ ಭಾಗಗಳಲ್ಲಿ 1900 ರಿಂದ ತೀವ್ರಗೊಂಡು ತಮ್ಮ ತಮ್ಮ ಹಕ್ಕುಗಳನ್ನು ಪಡೆಯಲಿಕ್ಕಾಗಿ ಚಳುವಳಿ ರೂಪದಲ್ಲಿ ಪರಿವರ್ತನೆ ಗೊಂಡಿತು. ಮೈಸೂರಿನಲ್ಲಿ ಈ ರೀತಿಯ ಪ್ರಯತ್ನಗಳು 1870 ರಿಂದ 1900ರ ಅವಧಿಯ ವಿದ್ಯಮಾನಗಳಲ್ಲಿ ಬ್ರಾಹ್ಮಣಶಾಹಿಯ ಪ್ರಾಭಲ್ಯತೆ ವಿರುದ್ಧ ತೀವ್ರ ಸ್ವರೂಪ ತಾಳಿದ್ದು, ಈ ಪ್ರಕ್ರಿಯೆಯಲ್ಲಿ ಹೆಚ್ಚಾಗಿ ಮದ್ಯಮ ಮತ್ತು ಮೇಲಿನ ಗುಂಪುಗಳು ಸಂಘಟಿತ ಪ್ರಯತ್ನ ಮಾಡಿದವು.²⁰

ಮೈಸೂರು ಸಂಸ್ಥಾನದ ಸಾಮಾಜಿಕ ಮತ್ತು ರಾಜಕೀಯ ಕ್ಷೇತ್ರದಲ್ಲಿ ಪ್ರಮುಖ ಪಾತ್ರವಹಿಸಿದ್ದ ಬ್ರಾಹ್ಮಣೇತರ ಗುಂಪುಗಳಲ್ಲಿ ಗುರುತಿಸಿಕೊಂಡವುಗಳೆಂದರೆ, ಒಕ್ಕಲಿಗ, ಲಿಂಗಾಯಿತ, ಮುಸ್ಲಿಂ ಮತ್ತು ಕುರುಬ ಸಮುದಾಯಗಳು.²¹ 1881, 1891, 1901ರ ಜನಗಣತಿಯ ನಂತರವೇ ಮೈಸೂರು ಸಮಾಜದಲ್ಲಿ ನಿರ್ದಿಷ್ಟವಾಗಿ ಒಕ್ಕಲಿಗ, ವೀರಶೈವ, ಕುರುಬ ಜಾತಿಗಳು ಸಾಮಾಜಿಕ ಘಟಕಗಳಾಗಿ ರಾಜಕೀಯ ರಂಗದಲ್ಲಿ ಚಲಿಸಲು ಆರಂಭಿಸಿದವು.²²

ಮೈಸೂರು ಮತ್ತು ಮದ್ರಾಸ್ ಬ್ರಾಹ್ಮಣರ ಹೋರಾಟ - ಟಿಪ್ಪು ಪೂರ್ಣಯ್ಯರನ್ನು ದಿವಾನರಾಗಿ ನೇಮಿಸಿಕೊಂಡಿದ್ದು, ಮುಮ್ಮಡಿ ಕೃಷ್ಣರಾಜರ ಕಾಲದಲ್ಲಿ ಬ್ರಾಹ್ಮಣರಿಗೆ ದಿವಾನ ಪದವಿ ಮತ್ತು ಬೂದತ್ತಿ ನೀಡುವುದನ್ನು ಮುಂದುವರಿಸಿದರು. ಈ

ವ್ಯವಸ್ಥೆ ಬ್ರಿಟಿಷರ ಕಾಲದಲ್ಲಿಯೂ ಮುಂದುವರೆಯಿತು. ಆದರೆ ಸ್ಥಳೀಯ ಮೈಸೂರು ಬ್ರಾಹ್ಮಣರಿಗಿಂತ ಮದ್ರಾಸ್ ಬ್ರಾಹ್ಮಣರಿಗೆ ಒಲವು ತೋರಿಸಲಾಯಿತು. ಬ್ರಿಟಿಷರಿಗೆ ಹೆಚ್ಚಿನ ಆದಾಯ ತಂದುಕೊಡುವ ವರ್ಗವಾಗಿತ್ತು.²³ ಕಾರಣ ಮದ್ರಾಸ್ ಬ್ರಾಹ್ಮಣರು ಪಾಶ್ಚಿಮಾತ್ಯ ತತ್ವಗಳಿಂದ ಮೊದಲು ಪ್ರಭಾವಿತರಾಗಿದ್ದರು. ಸಂಖ್ಯೆಯಲ್ಲಿ ಕಡಿಮೆ ಇದ್ದರೂ ಹೆಚ್ಚಿನ ಅಧಿಕಾರ, ಸ್ಥಾನ-ಮಾನ ಹೊಂದಿದ್ದರು. ಅದಕ್ಕೆ ಪೂರಕವೆಂದರೆ ಮೈಸೂರು ಸಿವಿಲ್ ಸರ್ವಿಸ್ ಪರಿಷ್ಕೆಯಲ್ಲಿ ಹೆಚ್ಚು ಅಂಕಗಳನ್ನು ಗಳಿಸಿ ಬ್ರಿಟಿಷರ ಪ್ರೆಸಿಡೆನ್ಸಿಯಲ್ಲಿ ಗೌರ್ನರ್‌ಗಳು ಜೊತೆಗೆ ಅವರ ಭಾಗಗಳಲ್ಲಿ ಸೇವೆಯನ್ನು ಸಲ್ಲಿಸಿ ಪ್ರಜ್ಞಾವಂತರಾಗಿದ್ದರಿಂದ ಮೈಸೂರು ಸಂಸ್ಥಾನಕ್ಕೂ ದಿವಾನರಾಗಿ ನೇಮಿಸಿದ್ದರು.

ಸಿವಿಲ್ ಪರಿಷ್ಕೆಯಲ್ಲಿ ಉತ್ತೀರ್ಣರಾದ ವಿವರವನ್ನು ಈ ಕೆಳಕಂಡ ಕೋಷ್ಟಕದಲ್ಲಿ ಕಂಡುಕೊಳ್ಳಬಹುದು.²⁴

ಸಂಸ್ಥಾನಗಳು	1892	1894	1897	1901	1906	1907	1908	1909
ಮೈಸೂರು	0	2	30	31	11	5	10	10
ಮದ್ರಾಸ್	25	17	8	9	12	6	15	4
ಅಲಹಾಬಾದ್	1	1	0	0	0	0	0	0
ಬಾಂಬೆ	1	0	1	0	0	0	0	0
ನಾಗಪುರ	0	1	0	0	0	0	0	0
ಬನಾರಸ್	0	2	0	0	0	0	0	0
ಹೈದ್ರಾಬಾದ್	0	0	1	0	0	0	0	0
ತಿರುವನಂತಪುರ	0	0	1	0	0	0	0	0
ಕೊಡಗು	0	0	0	1	0	0	0	0
ಪೂನ	0	0	0	1	0	0	0	0

ಅರ್ಹತೆ ಹೊಂದಿದ ಮತ್ತು ಮದ್ರಾಸ್ ಪ್ರೆಸಿಡೆನ್ಸಿಯಿಂದ ನೇಮಕಗೊಂಡ ಪ್ರಮುಖ ದಿವಾನರುಗಳೆಂದರೆ, ಸಿ.ರಂಗಾಚಾರ್, ಶೇಷಾದ್ರಿ ಐಯ್ಯರ್, ಆನಂದ ರಾಯರು, ಬಿ.ಪಿ. ಮಾದವರ ರಾಯರು ದಿವಾನರಾಗಿ ನೇಮಕಗೊಂಡರು. ಶೇಷಾದ್ರಿ ಐಯ್ಯರ್ ಪ್ರೌಢಶಾಲಾ ಶಿಕ್ಷಕನಿಂದ ದಿವಾನ ಹುದ್ದೆಯ ವರೆಗೂ ಮದ್ರಾಸ್ ಬ್ರಾಹ್ಮಣರನ್ನು ನೇಮಿಸಿದರು.²⁵ ಇದನ್ನು ವಿರೋಧಿಸಿದ ಮೈಸೂರು ಸಂಸ್ಥಾನದ ಬ್ರಾಹ್ಮಣರು ಮೈಸೂರು ಮೈಸೂರಿನವರಿಗಾಗಿ ಎಂಬ ಘೋಷಣೆಯೊಂದಿಗೆ ಹೋರಾಟಕ್ಕಿಳಿದರು. ಆದರೆ ಮದ್ರಾಸ್ ಬ್ರಾಹ್ಮಣರು ಮೈಸೂರು ಭಾರತೀಯರಿಗಾಗಿ ಎಂದು ಪ್ರತಿ ದಾಳಿ ಮಾಡಿದರು.²⁶ ಈ ಅವಧಿಯಲ್ಲಿ ಬ್ರಾಹ್ಮಣೇತರರು ಮತ್ತು ಮಹಾರಾಜರೂ ಸಹ ಸ್ಥಳೀಯ ಬ್ರಾಹ್ಮಣರ ಪರ ವಾದಿಸಿದರು. ಪಿ.ಎನ್. ಕೃಷ್ಣಮೂರ್ತಿರವರನ್ನು 1901ರಲ್ಲಿ ಬ್ರಿಟೀಷ್ ವೈಸರಾಯ್, ಲಾರ್ಡ್ ಕರ್ಜನ್‌ರವರ ಶಿಫಾರಸ್ಸಿನ ಮೇರೆಗೆ ದಿವಾನರಾಗಿ ನೇಮಕಗೊಂಡರು, ಮೈಸೂರಿನ ಬ್ರಾಹ್ಮಣರಾಗಿ ಅಧಿಕಾರಕ್ಕೆ ಬಂದರಾದರೂ ಹಿಂದುಳಿದ ವರ್ಗದವರ ಹಿತಾಸಕ್ತಿ ಕಾಪಾಡುವಲ್ಲಿ ನಿರಾಸಕ್ತರಾದರು. ನಂತರ ಬಂದ ವಿ.ಪಿ. ಮಾದವರಾವ್ ಹಿಂದುಳಿದವರ ಬೆಂಬಲಕ್ಕೆ ನಿಂತರು. ಪರಿಣಾಮವಾಗಿ ಬ್ರಾಹ್ಮಣೇತರರು ತಮ್ಮ ಹಕ್ಕುಗಳಿಗಾಗಿ ಸಾಂಘಿಕ ರೂಪದಲ್ಲಿ ಹೋರಾಟಕ್ಕಿಳಿದರು. ಮೈಸೂರು ಸಂಸ್ಥಾನದ ರಾಜರುಗಳು 1981ರ ನಂತರ ಆಡಳಿತ ರೂಢರಾಗಿ ಸೌಲಭ್ಯಗಳಿಂದ ವಂಚಿತರಾಗಿದ್ದ ಪಂಗಡಗಳಿಗೆ ಎಲ್ಲಾ ಕ್ಷೇತ್ರಗಳಲ್ಲಿಯೂ ಅವಕಾಶ ಕಲ್ಪಿಸಿಕೊಟ್ಟರು.²⁷ ರಾಜರುಗಳು ನೀಡಿದ ವಿಶೇಷ ಪ್ರೋತ್ಸಾಹದಿಂದ ಸಂಘಟಿತರಾದ ಬ್ರಾಹ್ಮಣೇತರರು ಸಾಮಾಜಿಕ ನ್ಯಾಯ ಮತ್ತು ಹಕ್ಕುಬಾಧ್ಯತೆಗಳಿಗಾಗಿ ಚಳುವಳಿಯಲ್ಲಿ ಧುಮುಕಿದರು.²⁸

ಬ್ರಾಹ್ಮಣೇತರರ ಸಂಘಗಳು:

ಬ್ರಾಹ್ಮಣೇತರರ ಜಾತಿಗಳ ಜನಸಮೂಹ ತಮ್ಮ ಸಮುದಾಯದವರ ಹಿತಾಸಕ್ತಿಗಾಗಿ ಸಂಘಟಿತರಾಗಲು ಮುಂದಾದರು. ಬ್ರಿಟೀಷರ ಆಳ್ವಿಕೆಯಲ್ಲಿ ಜಾತಿಯ ಸಾಂಪ್ರದಾಯಿಕ ಆಚರಣೆ ಕಡಿಮೆಯಾಗ ತೊಡಗಿದರು. ಅವರ ಸಂಕುಚಿತ ಶಕ್ತಿ ಹೆಚ್ಚು ತೊಡಗಿತು. ಒಂದು ಕಡೆ ಹಿಂದಿನ ಕಟ್ಟುಪಾಡುಗಳು ಮತ್ತು ನಿರ್ಬಂಧಗಳು ಶಿಥಿಲವಾಗುತ್ತಿದ್ದರೆ ಮತ್ತೊಂದು ಕಡೆ ಜಾತಿಯತೆಯ ಭಾವನೆ, ನಿಷ್ಠೆ, ಜಾತಿಯ ಏಕತೆ, ಜಾತಿ ಪ್ರೇಮ, ಜಾತಿ-ಜನಾಂಗದ ಬಗ್ಗೆ ಭಕ್ತಿ, ಅಭಿಮಾನ ಪ್ರಭಲವಾಗತೊಡಗಿದವು. ಈ ಪ್ರಯತ್ನ ಜಾತಿ ಸಂಘಟನೆಗಳ ಉದಯಕ್ಕೆ ನಾಂದಿಯಾಯಿತು.²⁹

ಈ ಮೇಲ್ಕಂಡ ಅಂಶಗಳಿಂದ ಸ್ಫೂರ್ತಿ ಪಡೆದ ನಾಯಕರು ಸಾಂಘಿಕ ಹೋರಾಟಕ್ಕಾಗಿ ನಿರ್ದಿಷ್ಟ ವೇದಿಕೆ ಸಿದ್ಧಪಡಿಸಿಕೊಂಡರು. 1904ರ 3ನೇ ರೆಗ್ಯುಲೇಷನ್ ಸರಕಾರದ ಸಂಘ-ಸಂಸ್ಥೆಗಳ ದಾಖಲಾತಿ ನಿಯಮದಡಿ ಸಂಘಗಳನ್ನು ಸ್ಥಾಪಿಸಿ ನೋಂದಣಿ ಮಾಡಿಸಿಕೊಂಡರು.³⁰

- ವೀರಶೈ ಮಹಾಸಭಾ, 1904
- ಮೈಸೂರು ಲಿಂಗಾಯತ ವಿದ್ಯಾನಿಧಿ ಸಂಘ, 1905(ಲಿಂಗಾಯತ ವಿದ್ಯಾಭಿವೃದ್ಧಿ ಸಂಘ, 1883, ಧಾರವಾಡ)
- ಒಕ್ಕಲಿಗರ ಸಂಘ, 1906
- ಬಂಟರ ಸಂಘ, 1908
- ಆದಿ ದ್ರಾವಿಡ ಅಭಿನವ ಸಂಘ, 1906 (ಆರ್. ಗೋಪಾಲಸ್ವಾಮಿ ಅಯ್ಯರ್)
- ಸೆಂಟ್ರಲ್ ಮಹಾಮಡನ್ ಅಸೋಸಿಯೇಷನ್, 1909
- ಮೊಘವೀರ ಸಂಘ, 1910
- ಹಿಂದೂ ದಲಿತ ಮಿಷನ್, 1913, ವಿ.ಎಸ್. ನರಸಿಂಗ ಐಯ್ಯಂಗಾರ್
- ಆರ್ಯ-ವೈಷ್ಯ ಮಹಾ ಸಭಾ, 1915
- ರೆಡ್ಡಿ ಶಿಕ್ಷಣ ಮತ್ತು ಸಾಮಾಜಿಕ ಒಕ್ಕೂಟ, 1916
- ಆದಿ ಜಾಂಬವ ಸಂಘ, 1920, ಜಸ್ಟೀಸ್ ಶಂಕರನಾರಾಯಣ ರಾವ್
- ಬಲಿಜ ಸಂಘ, 1920
- ಅಂಜುಮಾನ್ ಇಸ್ಲಾಮಿಕ್ ಸಂಘ, 1922
- ಕುರುಬರ ಸಂಘ, 1923, ನೀಲಿಗಿರಿ ಗಿರಿಯಪ್ಪ
- ದೇವಾಂಗ ಸಂಘ, 1924
- ಯಾದವರ ಸಂಘ, 1924, ಅಬ್ಬಯ್ಯನಾಯ್ಡು
- ತಿಗಳರ ಸಂಘ, 1924
- ಮರಾಠ ಸಂಘ, 1924
- ಮೈಸೂರು ಸಂಸ್ಥಾನದ ಕ್ರೈಸ್ತ ಸಂಘ, 1924
- ಬೆಸ್ತರ ಸಂಘ, 1926
- ಕಣಿಯರ ಸಂಘ, 1926
- ಗಾಣಿಗರ ಸಂಘ, 1926
- ಮೈಸೂರು ಸೀಮೆಯ ಲಂಬಾಣಿಗರ ಸಂಘ, 1927
- ಜ್ಯೋತಿ ನಗರ ವೈಶ್ಯ ಮಹಾಜನ ಸಂಘ, 1927



- ಈಡಿಗರ ಸಂಘ, 1927
- ಜೈನರ ಸಂಘ, 1927
- ದೀನಸೇವಾ ಸಂಘ, 1930
- ಜೈನರ ಸಂಘ
- ಕುಂಚಿಟಿಗರ ಸಂಘ, 1928, ಡಿ. ಬನುಮಯ್ಯ
- ದೊಂಬರ ಸಂಘ
- ಸಾದು ಸಮಾಜ ಸಂಘ
- ಬೌದ್ಧ ಧರ್ಮ ಸಂಘ
- ನಾನ್ ಬ್ರಾಹ್ಮಿನ್ ಲೀಗ್, ಸಿದ್ಧಪ್ಪ ಕಂಬಳಿ ಮುಂತಾದವು

1943-44ರ ವೇಳೆಗೆ 2407-ಸಹಕಾರಿ ಸಂಘ ಸಂಸ್ಥೆಗಳು ತಮ್ಮದೇ ಆದ ಧೈಯೋದ್ದೇಶಗಳಡಿಯಲ್ಲಿ ಮೈಸೂರು ಸರ್ಕಾರದ ಸಹಕಾರಿ ಇಲಾಖೆಯಲ್ಲಿ ನೋಂದಣಿಯಾಗಿವೆ. ಈ ಸಂಘಗಳಲ್ಲಿ 141 ಸಂಘಗಳು ವಿವಿಧ ಹಿಂದುಳಿದ ತುಳಿತಕ್ಕೊಳಗಾದ, ಶೋಷಿತ ಜನಸಮುದಾಯಕ್ಕೆ ಸೇರಿವೆ. 3843 ಸದಸ್ಯರು ಹಿಂದುಳಿದ ವಿವಿಧ ಸಂಘ-ಸಂಸ್ಥೆಗಳ ಸದಸ್ಯರಾಗಿರುತ್ತಾರೆ. ಒಟ್ಟು ಬಂಡವಾಳ 89,373ರೂಗಳನ್ನು ಹೊಂದಿದೆ. 12,348 ಭದ್ರತಾ ಹಣವಾಗಿ ಸರ್ಕಾರದಲ್ಲಿ ಜಮಾ ಮಾಡಿರುತ್ತಾರೆ.³¹

ಈ ಮೇಲಿನ ಸೂಚಿತ ಸಂಘಗಳು ತಮ್ಮ ಸಮುದಾಯಗಳ ಶ್ರೇಯೋಭಿವೃದ್ಧಿಗಾಗಿ ಕಾರ್ಯತತ್ಪರವಾಗಿವೆ. ಅಂದರೆ ಸರ್ಕಾರದ ಪ್ರಾತಿನಿಧಿಕ ಸಂಸ್ಥೆಗಳಾದ ಪ್ರಜಾಪ್ರತಿನಿಧಿ ಸಭೆ-1881, ನ್ಯಾಯ ವಿಧಾಯಕ ಸಭೆ-1907, ರಾಜಕೀಯ ಹಕ್ಕು ಬಾಧ್ಯತೆಗಳಿಗಾಗಿ ಸರ್ಕಾರಿ ನಿಗಮ, ಮಂಡಳಿ, ಇಲಾಖೆಗಳಲ್ಲಿ ಜಾತಿವಾರು ಮೀಸಲಾತಿಗಾಗಿ ಸರ್ಕಾರಿ ಉದ್ಯೋಗವಕಾಶಗಳಿಗಾಗಿ; ಶೈಕ್ಷಣಿಕ ಅವಕಾಶಗಳಿಗಾಗಿ; ಸಾಮಾಜಿಕ ನ್ಯಾಯ ಮತ್ತು ಸಮಾನ ಸ್ಥಾನಮಾನಗಳಿಗಾಗಿ; ನೈತಿಕ ಶ್ರೇಯೋಭಿವೃದ್ಧಿಗಾಗಿ ಎಲ್ಲಾ ಸಂಘಗಳು ಅಧಿಕಾರಶಾಹಿಗಳ ವಿರುದ್ಧ ಹೋರಾಟವನ್ನು ಆರಂಭಿಸಿದವು.

ಪ್ರಜಾಪ್ರತಿನಿಧಿ ಸಭೆ-1881, ರಂಗಾಚಾರ್ ರವರಿಂದ ಸ್ಥಾಪಿತವಾಯಿತು. ಈ ಸಭೆಗೆ ಜಮೀನ್ದಾರರು ಪ್ರತಿ ತಾಲೂಕಿನಿಂದ ಇಬ್ಬರು; 4 ಮಂದಿ ಗಣ್ಯ ವರ್ತಕರು ಸೇರಿದಂತೆ 144 ಮಂದಿ ಪ್ರತಿನಿಧಿಗಳು ವಿವಿಧ ಜಾತಿ ಪಂಗಡಗಳ ನಾಯಕರು ಕಾಲದಿಂದ ಕಾಲಕ್ಕೆ ನಡೆದ ವಿವಿಧ ಸಭೆಗಳಲ್ಲಿ ಪಾಲ್ಗೊಂಡು ಶಿಕ್ಷಣ, ಉದ್ಯೋಗ, ಇತರೆ ಕುಂದು-ಕೊರತೆಗಳನ್ನು ಸರ್ಕಾರದ ಅವಗಾಹನೆಗೆ ತಂದು ಸರ್ಕಾರದಿಂದ ಅನುಕೂಲಗಳನ್ನು ಪಡೆಯುವ ಪ್ರಯತ್ನ ಮಾಡಿದರು. ಎಲ್ಲಾ ಧರ್ಮೀಯರಿಗೂ ವಿದ್ಯಾಭ್ಯಾಸಕ್ಕಾಗಿ ಮಾಸಿಕ ರೂ.30/- ವಿದ್ಯಾರ್ಥಿ ವೇತನ ನೀಡಿದರು. ಆದಿ ದ್ರಾವಿಡ ಅಭಿನವ ಸಂಘದ ಆರ್. ಗೋಪಾಲಸ್ವಾಮಿ ಅಯ್ಯರ್ ರೂ.50,000/- ಅನುದಾನಕ್ಕಾಗಿ ಪ್ರಜಾಪ್ರತಿನಿಧಿ ಸಭೆಯಲ್ಲಿ ಒತ್ತಾಯಿಸಿದರು.³²

ನ್ಯಾಯವಿಧಾಯ ಸಭೆಯನ್ನು ವಿ.ಪಿ. ಮಾಧವರಾವ್ ದಿವಾನರ ಆಡಳಿತಾವಧಿಯಲ್ಲಿ 1907 ವಿಧಾನ ಪರಿಷತ್ ಪ್ರಾರಂಭಿಸಲಾಯಿತು. ವಿ.ಪಿ. ಮಾಧವರಾಯರು ಬ್ರಾಹ್ಮಣೇತರ ವರ್ಗಗಳನ್ನು ನಿರ್ಲಕ್ಷಿಸಿದ್ದ ದಿವಾನ್ ಕೃಷ್ಣಮೂರ್ತಿರವರ ನೀತಿಯನ್ನು ಸದುಪಯೋಗಪಡಿಸಿಕೊಳ್ಳಲು ಮುಂದಾದರು. ಹಿಂದುಳಿದವರಿಗೆ ಶಿಕ್ಷಣ, ಉದ್ಯೋಗ, ಸಾಮಾಜಿಕ ಸ್ಥಾನಮಾನ ಗಳಿಸಿಕೊಳ್ಳಲು ಮುಕ್ತ ಅವಕಾಶ ನೀಡಿದರು. ಪರಿಣಾಮವಾಗಿ ಜಾತಿವಾರು ನಾಯಕರುಗಳು ಸಂಘಗಳನ್ನು ಸ್ಥಾಪಿಸಿಕೊಂಡರು. 25 ಮಂದಿ ಸದಸ್ಯರನ್ನು ಹೊಂದಿತ್ತು. ಪ್ರಜ್ಞಾವಂತ ಮುಖಂಡರು ಸಾಂಘಿಕ ಪ್ರಯತ್ನದಿಂದ ಜಾತಿ ಸಂಘಟನೆಗಳ ಕಾರ್ಯಚಟುವಟಿಕೆಗಳ ಪರವಾಗಿ ವಾದ ಮಂಡಿಸಿದರು. ಉದಾಹರಣೆಗೆ ಎಂ.ಬಸವಯ್ಯ, ಹೆಚ್.ಚನ್ನಯ್ಯ, ಎಂ.ವೆಂಕಟಕೃಷ್ಣಯ್ಯ, ಡಿ.ಎಸ್.ಮಲ್ಲಪ್ಪ,

ಜಿ.ಪರಮಶಿವಯ್ಯ, ಶ್ರೀನಿವಾಸರಾವ್, ಹೆಚ್.ಕೆ.ವೀರಣ್ಣಗೌಡ, ಕೆ.ಪಿ. ಪುಟ್ಟಣ್ಣಶೆಟ್ಟಿ, ಡಿ.ವೆಂಕಟರಾಮಯ್ಯ, ಬಿ.ಕೆ.ಗರುಡಾಚಾರ್, ಅಬ್ದುಸ್‌ಖಾನ್, ಗುಲಾಮ್ ಮಹಮ್ಮದ್ ಕಲಾಮಿ, ಟಿ.ಮರಿಯಪ್ಪ, ಕೆ.ಸಿ. ರಡ್ಡಿ ಮುಂತಾದವರು.

ಜನಸಂಖ್ಯೆಗೆ ಅನುಗುಣವಾಗಿ ಶಿಕ್ಷಣ, ಉದ್ಯೋಗಾವಕಾಶ ಸೇರಿದಂತೆ ಇತರೆ ಉತ್ತಮ ಸೌಲಭ್ಯಗಳಿಗಾಗಿ ಬ್ರಾಹ್ಮಣೇತರರು ಸಂಘಟಿತರಾಗಿ ಅಧಿಕಾರಶಾಹಿಗಳ ವಿರುದ್ಧ ಹೋರಾಟವನ್ನು ಆರಂಭಿಸಿದರು. ಮೇಲ್ಕಂಡ ಸಂಘಗಳಿಗೆ ರಾಜರು, ದಿವಾನರು, ಅರಮನೆಯ ಅಧಿಕಾರಿಗಳು, ಯುವ ರಾಜರು ಸೇರಿದಂತೆ ಕರುಣಾಮಯಿಗಳು ಬೆಂಬಲಿಸಿದರು.³³ ಇವರುಗಳ ಬೆಂಬಲದಿಂದ ಬ್ರಾಹ್ಮಣೇತರರು ಗಿಟ್ಟಿಸಿಕೊಂಡು ಮತ್ತು ಪ್ರಗತಿಪತದತ್ತ ಸಾಗಿದ ವಿವರಗಳನ್ನು ಕೆಳಕಂಡ ಕೋಷ್ಟಕಗಳಿಂದ ತಿಳಿಯಬಹುದು.

ಜನಸಂಖ್ಯೆ ಆಧಾರದ ಮೇಲೆ ಪ್ರಮುಖ ಜಾತಿಗಳ ಬೆಳವಣಿಗೆಯನ್ನು ತಿಳಿಸುವ ಪ್ರಯತ್ನ ಮಾಡಲಾಗಿದೆ³⁴

ಜಾತಿ	1881	1891	1901	1911	1921	1931	1941	ಶೇಕಡಾವಾರು
ಬ್ರಾಹ್ಮಣ	182385	196200	190108	195000	216210	245000	252001	3.8%
ಲಿಂಗಾಯಿತ	469726	550997	671266	730740	715706	771840	781641	12.0%
ಒಕ್ಕಲಿಗ	1341849	1285601	1287270	1331640	1295866	1312439	1341730	20.4%
ಕುರುಬ	34768	328820	378430	403540	400530	431643	442341	6.7%
ಮುಸ್ಲಿಂ	123362	144560	162710	279341	291787	35489	402471	5.9%
ನಿಮ್ಮ ವರ್ಗಗಳು	760468	795990	879640	921940	932640	1002630	1030637	15.1%

ಈ ಮೇಲ್ಕಂಡ ಪಟ್ಟಿಯಿಂದ ತಿಳಿದುಬರುವುದೇನೆಂದರೆ, ಬ್ರಾಹ್ಮಣರು 3.8% ಕಡಿಮೆ ಜನಸಂಖ್ಯೆ ಇದ್ದು, ಒಕ್ಕಲಿಗರ ಪ್ರಮಾಣ 20.4% ಹೊಂದಿದ್ದು, ಮೈಸೂರು ಸಂಸ್ಥಾನದಲ್ಲಿ ಸರ್ಕಾರಿ ಸವಲತ್ತುಗಳನ್ನು ಪಡೆಯುವಲ್ಲಿ ಬ್ರಾಹ್ಮಣೇತರರೇ ವಂಚಿತರಾಗಿದ್ದು, ಎಲ್ಲಾ ಕ್ಷೇತ್ರಗಳಲ್ಲೂ ಬ್ರಾಹ್ಮಣರು ಹೊಂದಿರುವ ಪ್ರಾಬಲ್ಯವನ್ನು ಮುಂದಿನ ಅಂಕಿಅಂಶಗಳಿಂದ ತಿಳಿದುಕೊಳ್ಳಬಹುದು.

ಜನಸಂಖ್ಯೆಯಲ್ಲಿ 100ಕ್ಕೆ 96.2% ಇದ್ದರೂ ಸರ್ಕಾರಿ ಸೇವೆಯಲ್ಲಿ 10% ಅವಕಾಶವಿಲ್ಲದೆ ದೌರ್ಜನ್ಯಕ್ಕೆ ಶೋಷಣೆಗೆ ಒಳಗಾಗಿದ್ದರು. ಬ್ರಾಹ್ಮಣೇತರರು ಸರ್ಕಾರದ ಮೇಲೆ ಸಾಂಘಿಕವಾಗಿ ಹೋರಾಡಲು ಪ್ರಜಾಮಿತ್ರ ಮಂಡಳಿ ಪಕ್ಷ ಸ್ಥಾಪಿಸಿಕೊಂಡರು. ಮದ್ರಾಸ್ ಜಸ್ಟೀಸ್ ಪಾರ್ಟಿ ಮಾದರಿಯಲ್ಲಿ ರಾಜಕೀಯ ಪಕ್ಷ ಸ್ಥಾಪನೆಗೆ ರಾಜರ ಬೆಂಬಲವಿತ್ತು.³⁵ ಚೆನ್ನಯ್ಯ.ಹೆಚ್. ಇದರ- ಅಧ್ಯಕ್ಷರು, ಎಂ.ಬಸವಯ್ಯ-ಕಾರ್ಯದರ್ಶಿ, ಅಬ್ದುಸ್‌ ಖಾನ್, ಡಿ.ಬನುಮಯ್ಯ, ಎಂ.ಸುಬ್ಬಯ್ಯ ಕಾರ್ಯಕಾರಿ ಮಂಡಳಿ ಸದಸ್ಯರಾಗಿದ್ದರು. 1918 ಫೆಬ್ರವರಿ 17 ರಂದು ಚೆನ್ನಯ್ಯ ಅಧ್ಯಕ್ಷತೆಯಲ್ಲಿ ಸಭೆ ನಡೆಯಿತು. ಸಭೆಯ ತೀರ್ಮಾನದಂತೆ ಎಲ್ಲರಿಗೂ ಶಿಕ್ಷಣ, ಉದ್ಯೋಗಕ್ಕಾಗಿ ಸರ್ಕಾರದಲ್ಲಿ ಭಿನ್ನವತ್ತಳೆಯನ್ನು 1918 ಜೂನ್‌ನಲ್ಲಿ ರಾಜರಿಗೆ ಸಲ್ಲಿಸಿದರು. ಸರ್ಕಾರ ರೂ.1,00,000/- ಅನುದಾನ ನೀಡಿತು. ಶುಲ್ಕ ವಿನಾಯಿತಿ, ರಿಯಾಯಿತಿ, ವಿದ್ಯಾರ್ಥಿ ವೇತನ, ಸರ್ಕಾರಿ ಸೇವೆಯಲ್ಲಿ ಮೀಸಲಾತಿ ನೀಡುವ ಭರವಸೆ ನೀಡಿತು. ಹಿಂದುಳಿದ ವರ್ಗದ ನಾಯಕರಾದ ಸಿ.ಆರ್. ರೆಡ್ಡಿ, ಜನಸಾಮಾನ್ಯರು ಶಾಸಕಾಂಗದಲ್ಲಿ ಭಾಗವಹಿಸಬೇಕು, ಸರ್ಕಾರಿ ಸೇವೆಯಲ್ಲಿ ಪಾಲೊಳ್ಳಬೇಕು, “ಸರ್ಕಾರಿ ಕಛೇರಿ ಒಂದು ಅತ್ಯುನ್ನತ ಲಿವರ್” ಇದ್ದಾಗೆ. ಆದ್ದರಿಂದ ನಾವು ಇದರಲ್ಲಿ ಪಾಲನ್ನು ಪಡೆಯಬೇಕೆಂದು ತಿಳಿಸಿದರು³⁶. ಲಿಂಗಾಯಿತ-ಎಂ.ಬಸವಯ್ಯ, ಒಕ್ಕಲಿಗ-ಹೆಚ್.ಚೆನ್ನಯ್ಯ, ಮುಸ್ಲಿಂ- ಅಬ್ದುಸ್‌ಖಾನ್ ಒಟ್ಟುಗೂಡಿ ಪ್ರಜಾಮಿತ್ರ ಮಂಡಳಿ ಮುಖಾಂತರ ಹೋರಾಟ ಆರಂಭಿಸಿದರು. 1917ನೇ ನವೆಂಬರ್‌ನಲ್ಲಿ ಪ್ರಥಮ ಹಿಂದುಳಿದ ವರ್ಗಗಳ ಸಮ್ಮೇಳನವನ್ನು ಬೆಂಗಳೂರಿನಲ್ಲಿ ಆಯೋಜಿಸಲಾಯಿತು. ಜಸ್ಟೀಸ್ ಪಾರ್ಟಿಯ ಅಣ್ಣಸ್ವಾಮಿ ಮೊದಲಿಯಾರ್ ಅಧ್ಯಕ್ಷತೆ ವಹಿಸಿದ್ದರು, 30 ಜಾತಿಯಿಂದ 3000 ಪ್ರತಿನಿಧಿಗಳು ಪಾಲ್ಗೊಂಡಿದ್ದರು. ಡಿ.ಎಸ್.ಮಲ್ಲಪ್ಪ,

ಮಹಮದ್ ಇಮಾಮ್ ಸೇರಿದಂತೆ ಹಲವು ನಾಯಕರು ಗ್ರಾಮೀಣ ಹಂತದಿಂದ ಶಾಸಕಾಂಗ ಹಂತದವರೆಗೆ ಆಡಳಿತದ ಎಲ್ಲಾ ಹಂತಗಳಲ್ಲೂ ತಮ್ಮ ಪಾಲನ್ನು ಪಡೆಯಬೇಕೆಂದರು.³⁷

ಹಿಂದುಳಿದ ವರ್ಗದವರಿಗೆ ಯಾವ ಪ್ರಾತಿನಿಧ್ಯ, ಹೇಗೆ ಮತ್ತು ಯಾರಿಗೆ ಹಾಗೂ ಯಾವ ಆಧಾರದ ಮೇಲೆ ನೀಡಬೇಕೆನ್ನುವ ಬಗ್ಗೆ ಅಧ್ಯಯನ ಮಾಡಿ ವರದಿ ಪಡೆಯುವ ಸಲುವಾಗಿ ರಾಜ ನಾಲ್ವಡಿ ಕೃಷ್ಣರಾಜ ಒಡೆಯರು 1918 ಆಗಸ್ಟ್ 8 ರಂದು ಒಂದು ಸಮಿತಿ ರಚಿಸಿದರು.³⁸ ಆದರೆ ಸರ್.ಎಂ. ವಿಶ್ವೇಶ್ವರಯ್ಯ, ದಿವಾನರು ವಿರೋಧಿಸಿದರು ಮತ್ತು ವರದಿ ಜಾರಿಯಾಗದಂತೆ ಬ್ರಾಹ್ಮಣರು ಪ್ರಜಾಪ್ರತಿನಿಧಿ ಸಭೆಯಲ್ಲಿ ವಾದ ಮಂಡಿಸಿದರು. ವಿದ್ಯಾರ್ಹತೆ, ಹುದ್ದೆಗೆ ಅಗತ್ಯ ಎಂದು ಸರ್.ಎಂ.ವಿ. ರವರು ರಾಜರಲ್ಲಿ ಮನವಿ ಮಾಡಿದರು. ಈ ವಿಷಯವಾಗಿ ರಾಜರ ನಡವಳಿ ಮನಃಸ್ಥಾಪ ಉಂಟಾಗಿ ಸರ್.ಎಂ.ವಿ. ರವರು ದಿವಾನರ ಹುದ್ದೆಗೆ ರಾಜೀನಾಮೆ ನೀಡಿದರು.³⁹

ಜಾತಿ	1910		1918		1936		1942		1949	
	Gazette	Non-G	Gazette	Non-G	Gazette	Non-G	Gazette	Non-G	Gazette	Non-G
ಬ್ರಾಹ್ಮಣ	63	45.65	64.86	47.63	61.32	49.65	54.57	50.1	41.29	
	52.5									
ಕ್ರೈಸ್ತ	14.5	12.1	15.4	10.5	8.15	4.21	7.86	5.3	5.52	5.5
ಮುಸ್ಲಿಂ	4.0	7.5	4.32	10.00	7.24	11.41	7.5	12.5	6.79	
	13.5									
ಲಿಂಗಾಯಿತ	1.5	4.01	1.89	5.3	5.0	8.17	5.78	8.8	9.65	
	12.6									
ಒಕ್ಕಲಿಗ	1.01	3.03	1.08	3.9	2.52	5.14	3.82	7.2	8.42	
	9.5									
ಕುರುಬ	0.26	1.01	0.50	1.08	1.00	1.34	1.39	2.01	2.8	
	4.5									
ನಿಮ್ಮ ವರ್ಗ	-	1.00	-	2.00	0.13	2.58	0.25	5.1	0.40	
	6.00									

1918ರಲ್ಲಿ ಮೊದಲ ಬ್ರಾಹ್ಮಣೇತರ ದಿವಾನರಾಗಿ ಕಾಂತರಾಜ ಅರಸ್ ಅಧಿಕಾರಕ್ಕೆ ಬಂದರು. ರಾಜರು ನ್ಯಾಯಮೂತಿ ಲೆಸ್ಲಿ ಮಿಲ್ಲರ್ ಅಧ್ಯಕ್ಷತೆಯಲ್ಲಿ ವಿಚಾರಣೆಗಾಗಿ ವರದಿ ನೀಡಲು ಸಮಿತಿ ರಚಿಸಿದರು.⁴⁰ 1919ರಲ್ಲಿ ವರದಿ ಸಲ್ಲಿಸಿತು. ಈ ವರದಿಯ ನಂತರ ಮದ್ರಾಸ್ ಮತ್ತು ಮೈಸೂರಿನ ಬ್ರಾಹ್ಮಣರು ಒಟ್ಟುಗೂಡಿ ಪ್ರತ್ಯೇಕತಾ ಚಳುವಳಿಯನ್ನು ಕೈಬಿಟ್ಟರು.⁴¹ ಪಡೆದ ರಾಜರು ಈ ವರದಿಯಲ್ಲಿ ಬ್ರಾಹ್ಮಣರನ್ನು ಬಿಟ್ಟು ಉಳಿದ ಎಲ್ಲಾ ವರ್ಗದ ಜಾತಿ-ವರ್ಗದ ಜನರುಗಳೆಲ್ಲಾ ಹಿಂದುಳಿದವರೆಂದು ತಿಳಿಸಿತು.⁴² ಈ ವರ್ಗಗಳಿಗೆ ಶಿಕ್ಷಣ, ಸರ್ಕಾರಿ ಸೇವೆ, ಉದ್ಯೋಗದಲ್ಲಿ ಮೀಸಲು, ರಾಜಕೀಯ ಸ್ಥಾನಮಾನ ನೀಡಬೇಕೆಂದು ವರದಿಯಲ್ಲಿ ವ್ಯಾಖ್ಯಾನಿಸಿತ್ತು. ಕಾಂತರಾಜ ಅರಸ್ ರಾಜರ ಒಪ್ಪಿಗೆ ಮೇರೆಗೆ 1921, ಮೇ ತಿಂಗಳಿನಲ್ಲಿ ಜಾರಿ ಮಾಡಿದರು. ಕೇಂದ್ರ ನೇಮಕಾತಿ ಸಮಿತಿ ರಚಿಸಿ ಎಲ್ಲಾ ವರ್ಗದ ಅಭ್ಯರ್ಥಿಗಳಿಗೂ ಅವಕಾಶ ನೀಡಲು ಇಲಾಖೆಯ ಮುಖ್ಯಸ್ಥರುಗಳಿಗೆ ಆದೇಶ ನೀಡಿದರು. 1905ರ ಅವಧಿಯಲ್ಲಿ 97% ಸೇವಾ ಅವಕಾಶ ಗಿಟ್ಟಿಸಿಕೊಂಡಿದ್ದ ಬ್ರಾಹ್ಮಣ ವರ್ಗ ಜಾತಿ ಸಂಘಗಳು ಅಥವಾ ಬ್ರಾಹ್ಮಣೇತರ

ಸಂಘಗಳ ಕಾರ್ಯಚಟುವಟಿಕೆಗಳ ಪ್ರಭಾವದಿಂದ 1926ರ ವೇಳೆಗೆ 54%ಗೆ ಬ್ರಾಹ್ಮಣರ ಸ್ಥಾನಮಾನ ಕಡಿಮೆಯಾಯಿತು. ಅಂದರೆ ಬ್ರಾಹ್ಮಣರ ಪ್ರಾತಿನಿಧ್ಯ 13.5ರಷ್ಟು ಕಡಿಮೆಯಾಯಿತು.⁴³ ಸರ್ಕಾರಿ ಉದ್ಯೋಗದಲ್ಲಿ, ಬ್ರಾಹ್ಮಣ ಮತ್ತು ಬ್ರಾಹ್ಮಣೇತರ ಸಮುದಾಯದವರು ಗಳಿಸಿಕೊಂಡ ವಿವರವನ್ನು ಕೆಳಕಂಡ ಕೋಷ್ಟಕ ಮೂಲಕ ತಿಳಿಯಬಹುದು.⁴⁴

ಬ್ರಾಹ್ಮಣೇತರ ವರ್ಗಗಳಲ್ಲಿ ಲಿಂಗಾಯಿತರು 1949ರಲ್ಲಿ 9.65-ಗೆಜೆಟ್, 12.6-ನಾನ್ ಗೆಜೆಟ್ ಹುದ್ದೆಗಳನ್ನು, ಒಕ್ಕಲಿಗರು 8.42-ಗೆಜೆಟ್, 9.5-ನಾನ್‌ಗೆಜೆಟ್ ಹುದ್ದೆಗಳನ್ನು ಪಡೆದರು. ಶೋಷಿತ ವರ್ಗದವರಿಗೆ ಹೆಚ್ಚಿನ ಆದ್ಯತೆ ನೀಡಬೇಕೆಂದು ಮಹಾರಾಜರು ಶಿಫಾರಸ್ಸು ಮಾಡಿದ್ದರು. ಆದರೂ ಉದ್ದೇಶಿತ ಸ್ಥಾನ ಪಡೆಯಲು ಸಾಧ್ಯವಾಗಲಿಲ್ಲ. ಇದಕ್ಕೆ ಕಾರಣಗಳನ್ನು ಅವಲೋಕಿಸಿದಾಗ ಕಂಡುಬರುವುದೇನೆಂದರೆ, ದಲಿತ ವರ್ಗಗಳಲ್ಲಿನ ಅಸಂಘಟಿತ ಮೌನವೇ ಅವರ ಹೀನ ಸ್ಥಿತಿಗೆ ಕಾರಣ ಎನ್ನಬಹುದು.⁴⁵

ಶೈಕ್ಷಣಿಕ ಕ್ಷೇತ್ರದಲ್ಲಿ ಗಮನಿಸುವುದಾದರೆ ಪ್ರಾರಂಭದಲ್ಲಿ ಬ್ರಾಹ್ಮಣೇತರರಿಗೆ ವಿದ್ಯಾರ್ಜನೆಯ ಅವಕಾಶವಿರಲಿಲ್ಲ. ಧಾರ್ಮಿಕ ಶಿಕ್ಷಣ ರೂಢಿಯಲ್ಲಿದ್ದು, ಹಿಂದುಳಿದ ವರ್ಗದವರು ಅಧ್ಯಯನ ಮಾಡುವುದೇ ಅಪರಾಧ, ಶಾಪ ಎಂಬ ಭಾವನೆಯನ್ನು ರೂಢಿಸಿಕೊಂಡಿದ್ದರು. ಜನಸಂಖ್ಯೆಯಲ್ಲಿ 96.2% ಹೊಂದಿದ್ದರೂ ಶೈಕ್ಷಣಿಕ ಅವಕಾಶಗಳಿಲ್ಲದೆ ಸರ್ಕಾರಿ ಹುದ್ದೆ ಸಾಮಾಜಿಕ, ಆರ್ಥಿಕ ಅವಕಾಶಗಳಿಲ್ಲದೆ ಶೋಷಿತರಾಗಿದ್ದರು. ಬ್ರಿಟೀಷರು, ಕ್ರೈಸ್ತ ಮಿಷನರಿಗಳು, ಮಹಾರಾಜರು, ದಿವಾನರಾದ ಕಾಂತರಾಜ ಅರಸ್, ವಿ.ಪಿ. ಮಾದವರಾವ್, ಸರ್ ಎಂ.ವಿಶ್ವೇಶ್ವರಯ್ಯ, ಮಿರ್ಜಾ ಇಸ್ಮಾಯಿಲ್ ರವರುಗಳ ಅನುಕಂಪದಿಂದಾಗಿ ಶೈಕ್ಷಣಿಕ ಅವಕಾಶ ಲಭ್ಯವಾಯಿತು. 1871ರಲ್ಲಿ 5-ಸರ್ಕಾರಿ ಶಾಲೆಗಳು, 20-ಮದರಸ, 2-ಹೆಣ್ಣು ಮಕ್ಕಳ ಶಾಲೆ ಮುಸಲ್ಮಾನರಿಗೆ ಪ್ರಾರಂಭಿಸಲಾಯಿತು. ಎಲ್ಲ ಜಾತಿ ಸಮುದಾಯದವರಿಗೂ ಶಿಕ್ಷಣವನ್ನು ನೀಡಲು ಸರ್ಕಾರದವರು ಅವಕಾಶ ನೀಡಿದರು.⁴⁶ ಗ್ರಾಮೀಣ ಪ್ರದೇಶದಲ್ಲಿನ ವಿದ್ಯಾರ್ಥಿಗಳ ಅನುಕೂಲಕ್ಕಾಗಿ ಉಚಿತ ಶುಲ್ಕವಿನಾಯಿತಿ ವಿದ್ಯಾರ್ಥಿ ವೇತನ, ವಿದ್ಯಾರ್ಥಿ ನಿಲಯ ಸ್ಥಾಪನೆಗೆ ನೆರವು ಯೋಜನೆ ಜಾರಿಗೆ ಬಂದಿತು.⁴⁷ 1890ರ ವೇಳೆಗೆ ಪಂಚಮರಿಗಾಗಿ ಪ್ರತ್ಯೇಕ ಶಾಲೆ ಪ್ರಾರಂಭಿಸಿದರು. 1901ರ ವೇಳೆಗೆ 34 ಸರ್ಕಾರಿ, 31 ಅನುದಾನಿತ ಶಾಲೆಗಳನ್ನು ಪಂಚಮರಿಗೆ ಪ್ರಾರಂಭಿಸಿ ಶುಲ್ಕ ವಿನಾಯಿತಿ ನೀಡಲಾಯಿತು. 1913ರ ವೇಳೆಗೆ ನಿಮ್ಮ ವರ್ಗಗಳಿಗೆ ಉಚಿತವಾಗಿ ಬಟ್ಟೆ, ಪುಸ್ತಕ, ವಿದ್ಯಾರ್ಥಿ ವೇತನ, ಸ್ನೇಹಿತ ನೀಡಲಾಯಿತು.⁴⁸ ಆರಂಭದಿಂದ ಎಸ್.ಎಸ್.ಎಲ್.ಸಿ.ವರೆಗೂ ಉಚಿತ ನೀಡಲಾಯಿತು. 1917ರ ವೇಳೆಗೆ ಸರ್ಕಾರ ರೂ.15,000/-ಗಳ ಅನುದಾನವನ್ನು ಪಂಚಮರ ವಿದ್ಯಾಭ್ಯಾಸಕ್ಕೆ ಮೀಸಲಿಟ್ಟರು. ಪ್ರಜಾಪ್ರತಿನಿಧಿ ಸಭೆಯಲ್ಲಿ ಹಿಂದುಳಿದ ವರ್ಗಗಳ ನಾಯಕರು ಶುಲ್ಕ ವಿನಾಯಿತಿ, ರಿಯಾಯಿತಿಗಾಗಿ ಬೇಡಿಕೆ ಸಲ್ಲಿಸಿದರು. ಸರ್ಕಾರ 1917ರಲ್ಲಿ ರೂ.1,00,000/-ಗಳ ಅನುದಾನವನ್ನು ಹಿಂದುಳಿದವರ ವಿದ್ಯಾಭ್ಯಾಸಕ್ಕಾಗಿ ತೆಗೆದಿಟ್ಟರು. ಹಿಂದುಳಿದ ವರ್ಗದ ನಾಯಕರುಗಳು ಸರ್ಕಾರಿ ನೌಕರಿಯಲ್ಲಿ ಅವಕಾಶಕ್ಕಾಗಿ ಶಿಕ್ಷಣದ ಮಹತ್ವವಿದ್ದು, ಶಿಕ್ಷಣ ಸೌಲಭ್ಯವನ್ನು ಪಡೆಯಲು ಬೇಡಿಕೆ ಮುಂದಿಟ್ಟರು. ಪರಿಣಾಮವಾಗಿ ಮಿಲ್ಲರ್ ಸಮಿತಿ ತನ್ನ ವರದಿಯಲ್ಲಿ ಹಿಂದುಳಿದ ವರ್ಗದವರಿಗೆ ಹೆಚ್ಚಿನ ಅವಕಾಶ ನೀಡಲಾಯಿತು.

ಸರ್ಕಾರ ನೀಡಿದ ವಿಶೇಷ ಪ್ರೋತ್ಸಾಹದಿಂದಾಗಿ ಪ್ರಮುಖ ಜಾತಿಗಳಲ್ಲಿ ಶೈಕ್ಷಣಿಕ ಪ್ರಗತಿಯನ್ನು ಕಂಡುಕಂಡರು. ಈ ಕೆಳಕಂಡ ಕೋಷ್ಟಕದಿಂದ ಶೈಕ್ಷಣಿಕ ಪ್ರಗತಿಯನ್ನು ಮನವರಿಕೆ ಮಾಡಬಹುದು. ⁴⁹

ಅಕ್ಷರಸ್ಥರ ಸಂಖ್ಯೆ ಶೇಕಡಾವಾರು

ಜಾತಿ	1891	1905	1911	1921	1931	1941
ಬ್ರಾಹ್ಮಣ	67.1	68.0	70.5	70.7	78.3	87.1
ಲಿಂಗಾಯಿತ	10.0	10.2	15.6	24.0	33.9	36.2
ಒಕ್ಕಲಿಗ	3.0	4.0	6.2	7.4	12.2	15.2

ಮುಸ್ಲಿಂ 3.0 8.4 10.4 11.6 12.6 15.3

ಶೈಕ್ಷಣಿಕವಾಗಿ ಬ್ರಾಹ್ಮಣೇತರರಲ್ಲಿ ಲಿಂಗಾಯಿತ, ಒಕ್ಕಲಿಗ, ಮುಸ್ಲಿಂ ಸಮುದಾಯದವರು ಸರ್ಕಾರಿ ಸೌಲಭ್ಯಗಳನ್ನು ಸದುಪಯೋಗಪಡಿಸಿಕೊಡರು. ಹಿಂದುಳಿದ ವರ್ಗದವರಿಗೆ ನೀಡಿದ ಆದ್ಯತೆಯಿಂದ ಅಕ್ಷರಸ್ಥರ ಪ್ರಮಾಣ ಹೆಚ್ಚಾಯಿತು. 50

ಪ್ರೌಢ ಶಿಕ್ಷಣ ಮತ್ತು ಉನ್ನತ ಶಿಕ್ಷಣಗಳಲ್ಲಿ ಜಾತಿವಾರು ವಿದ್ಯಾರ್ಥಿಗಳು ಶೇಕಡಾವಾರು ಅಧ್ಯಯನ ವಿವರ ಈ ಕೆಳಗಿನ ಪಟ್ಟಿಯಿಂದ ತಿಳಿಯಬಹುದು.51

ವಿದ್ಯಾರ್ಥಿಗಳ ಸಂಖ್ಯೆ :

	1910	1941
ಬ್ರಾಹ್ಮಣರು -	3146	12000
ಬ್ರಾಹ್ಮಣೇತರರು -	210	4500
ಕ್ರೈಸ್ತರು -	131	1000
ಮುಸ್ಲಿಂರು -	126	2580
ಪಂಚಮರು -	35	541

ಈ ಕಿರು ಪತ್ರಿಕೆಯಲ್ಲಿ ಅಧಿಕಾರಶಾಹಿಗಳ ವಿರುದ್ಧ ವಿಮೋಚನೆಗಾಗಿ ಸಂಘಟಿತರಾದ ಪ್ರಜ್ಞಾವಂತ ನಾಯಕರುಗಳು ತಮ್ಮ ಸಮುದಾಯದ ಹಿತಾಸಕ್ತಿಗಾಗಿ ಒಟ್ಟುಗೂಡಿ ಶಿಕ್ಷಣ, ಸರ್ಕಾರಿ ಉದ್ಯೋಗ, ಉನ್ನತ ಸ್ಥಾನಮಾನಗಳಿಸಲು ನಡೆಸಿದ ಹೋರಾಟ ಪ್ರಯತ್ನವನ್ನು ಕ್ರೋಢೀಕೃತವಾಗಿ ತಿಳಿಸುವ ಪ್ರಯತ್ನ ಮಾಡಿರುತ್ತೇನೆ. ಬ್ರಾಹ್ಮಣೇತರ ಸಂಘಟನೆಗಳು ಪ್ರಾಭಲ್ಯಕ್ಕೆ ಬಂದು ಜನಸಮುದಾಯಕ್ಕೆ ಸೇವೆ ಸಲ್ಲಿಸಿದ ನಾಯಕರುಗಳನ್ನಾಗಲಿ, ಸಂಘ-ಸಂಸ್ಥೆಗಳನ್ನು ಪ್ರತ್ಯೇಕವಾಗಿ ತಿಳಿಸದೆ ಸಂಕ್ಷಿಪ್ತವಾಗಿ, ಹಿಡಿಯಾಗಿ ಪ್ರಸ್ತುತ ಪಡಿಸಲು ತೀರ್ಮಾನಿಸಿರುತ್ತೇನೆ.

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ಶಿವಶರಣರ ಮತ್ತು ಮಾನವೀಯ ಮೌಲ್ಯಗಳು

ಕರಿಬಸಣ್ಣ ಟಿ

ಕನ್ನಡ ವಿಭಾಗ, ಸರ್ಕಾರಿ ಪ್ರಥಮ ದರ್ಜೆ ಕಾಲೇಜು, ತುಮಕೂರು

ಸಾವಿರಾರು ವರ್ಷಗಳ ಇತಿಹಾಸವುಳ್ಳ ಕನ್ನಡ ಸಾಹಿತ್ಯದಲ್ಲಿ ಮಾನವೀಯ ಮೌಲ್ಯಗಳೇನು ಕೊರೆತೆಯಿಲ್ಲ. ಸಾಹಿತ್ಯವೆನ್ನುವುದೇ ಮಾನವೀಯ ಮೌಲ್ಯಗಳ ಆಗರವೆನ್ನಬಹುದು. ಸಾಹಿತ್ಯವು ಜನಸಮುದಾಯದ ಅನುಭವಗಳನ್ನು ಅರಗಿಸಿಕೊಂಡ ರಸಪಾಕವಾಗಿದೆ. ಮನುಷ್ಯನ ಬದುಕಿನ ಚರಿತ್ರೆಯೊಳಗೆ ನಡೆದ ಅನೇಕ ಸತ್ಯಾಸತ್ಯತೆಗಳ ತಳಹದಿಯ ಮೇಲೆ ಬೆಳಕು ಚೆಲ್ಲುವ ಅಕ್ಷರ ರೂಪಿಯಾದ ಚರಿತ್ರೆಯ ಮಾನವನು ನಡೆದುಕೊಂಡ ಘಟನಾವಳಿಗಳ ಚರಿತ್ರೆಯೇ ಮಾನವೀಯ ಇತಿಹಾಸವಾಗಿದೆ. ಮಾನವೀಯ ಮೌಲ್ಯಗಳು ಜನಸಮುದಾಯದಿಂದ ಸೃಷ್ಟಿಯಾಗಿ ಪ್ರಾಚೀನ ಕಾಲದಿಂದಲೂ ಪರಂಪರೆಯಿಂದ ಪರಂಪರೆಗೆ ಹರಿದು ಬಂದುದಾಗಿದೆ. ನಾಗರಿಕತೆ ಬೆಳೆದಂತೆಲ್ಲಾ ಮನುಷ್ಯ ಯಂತ್ರನಾಗರೀಕತೆಯ ಸುಳಿಗೆ ಸಿಲುಕಿ ಮಾನವೀಯ ಮೌಲ್ಯಗಳನ್ನು ಕಾಲಕಾಲಗಳಲ್ಲಿಯೂ ಗಾಳಿಗೆ ತೂರಿದ ಉದಾಹರಣೆಗಳು ತಮ್ಮ ಕಣ್ಮರೆಯಾದಿವೆ. ಆಗೆಯೇ ಇಂತಹ ಕಹಿ ಘಟನೆಗಳಿಂದ ಸಾಮಾನ್ಯ ಜನರ ಮೇಲಾಗುವ ಕೆಟ್ಟ ಪರಿಣಾಮಗಳನ್ನು ತಪ್ಪಿಸಲು ಆಗಾಗ ಬುದ್ಧಿ, ಬಸವ, ಗಾಂಧಿ, ಅಂಬೇಡ್ಕರ್, ಸ್ವಾಮಿ ವಿವೇಕಾನಂದ ಮುಂತಾದ ಮಹಾತ್ಮರು ಜನಿಸಿ ಸುಧಾರಿಸಿರುವುದನ್ನು ನೋಡಿದ್ದೇವೆ. ಬಹಳ ಮುಖ್ಯವಾಗಿ ಮೇಲೆ ಸೂಚಿಸಿರುವ ವಚನಗಳಲ್ಲಿ ಮಾನವೀಯ ಮೌಲ್ಯಗಳು ಎಂಬ ಶೀರ್ಷಿಕೆಯು ಹನ್ನೆರಡನೆಯ ಶತಮಾನಗಳಲ್ಲಿದ್ದ ಶಿವಶರಣರಿಂದ ರಚಿತವಾದ ವಚನಗಳಿಗೆ ಸಂಬಂಧಿಸಿದ ವಿಚಾರವಾಗಿದೆ.

ಮಧ್ಯಕಾಲೀನ ಕನ್ನಡ ಸಾಹಿತ್ಯದಲ್ಲಿ ವಿಶಿಷ್ಟ ನೆಲೆಯಿಂದ ಗುರುತಿಸಬಹುದಾದ ಸಾಹಿತ್ಯಗಳಲ್ಲಿ ವಿಭಿನ್ನವಾಗಿ ರಚಿತವಾಗಿರುವ ಸಾಹಿತ್ಯವೇ ವಚನ ಸಾಹಿತ್ಯವಾಗಿದೆ. ಹಾಡಿದರೆ ಹಾಡಿನ ರುಚಿ, ಕೇಳಿದರೆ ಗದ್ಯ ಬರಹದಂತೆ ಭಾಸವಾಗುವ ಪದ್ಯ ಮತ್ತು ಗದ್ಯಕ್ಕಿಂತ ವಿನೂತನವಾಗಿ ದಿನನಿತ್ಯದ ಜನಸಾಮಾನ್ಯರ ಅನುಭವಗಳನ್ನು ಸಾಹಿತ್ಯ ರೂಪದಲ್ಲಿ ಕಟ್ಟಿಕೊಟ್ಟ ಸಾಹಿತ್ಯವಾಗಿದೆ.

ವಚನಗಳಲ್ಲಿ ಕಂಡು ಬರುವ ವಿಶಿಷ್ಟ ಮೌಲ್ಯಗಳಲ್ಲಿ ಬಹುಶೇಕ ಮನುಷ್ಯ ನಡವಳಿಗಳು, ಬದುಕುವ ರೀತಿ, ನೀತಿ ಸಮಾಜದ ಅಂಕು-ಡೊಂಕು ಮುಂತಾದ ವಿಷಯಗಳ ಬಗ್ಗೆ ಚರ್ಚೆ ಮಾಡುತ್ತ ಮಾನವೀಯ ನೆಲೆಯಲ್ಲಿ ಹೇಗೆ ಬಗೆಹರಿಸಬಹುದನ್ನು ವಚನಗಳ ಉದಾಹರಣೆಯೊಂದಿಗೆ ಹೇಳುತ್ತಾರೆ. ಅನುಭವಗಳ ಮತ್ತು ಅನುಭಾವದ ಅಭಿವ್ಯಕ್ತಿ ಮಾಧ್ಯಮವನ್ನಾಗಿ ವಚನವನ್ನು ಜನಸಂಪರ್ಕ ಮಾಧ್ಯಮವನ್ನಾಗಿ ಮಾನವೀಯ ನೆಲೆಯಲ್ಲಿ ಬಳಸಿದ ಸಾಹಿತ್ಯವೇ ವಚನಸಾಹಿತ್ಯವಾಗಿದೆ.

ಯಾವ ಮನುಷ್ಯನು ತನ್ನ ಜೀವನದಲ್ಲಿ ಯಾವ ರೀತಿಯಾದ ಮೌಲ್ಯಗಳನ್ನು ಅನುಸರಿಸುತ್ತಾನೋ ಅದೇ ಅವನ ಲಕ್ಷಣವನ್ನು ತಿಳಿಸುತ್ತದೆ. ಈ ಮೌಲ್ಯಗಳು ತ್ರಿವಿಧವಾಗಿದೆ. ಅವುಗಳೆಂದರೆ

1. ಭೌತಿಕ
2. ಮಾನವಿಕ
3. ಸಾಂಸ್ಕೃತಿಕ ಅಥವಾ ಆಧ್ಯಾತ್ಮಿಕ ಎಂದು ಸಾಮಾನ್ಯವಾಗಿ ವಿವರಿಸಬಹುದು.



ಸಾಮಾನ್ಯವಾಗಿ ಆಧುನಿಕ ಜಗತ್ತಿನಲ್ಲಿ ಮೌಲ್ಯವೆಂದರೆ ಹಣದ ಮೂಲಕವೇ ನಿರ್ಧರಿಸಲು ಪ್ರಾರಂಭಿಸುತ್ತದೆ. ಎಲ್ಲವನ್ನೂ ನಾವು ಇಂದು ವ್ಯಾಪಾರಿ ಮನೋಭಾವದಿಂದಲೇ ನೋಡುತ್ತಿದ್ದೇವೆ. ಆದರೆ ವಚನಕಾರರ ದೃಷ್ಟಿಯಲ್ಲಿ ಮೌಲ್ಯಗಳನ್ನು ಹುಡುಕುತ್ತಾ ಹೊರಟರೇ ಇಡೀ ವಚನ ಸಾಹಿತ್ಯವೇ ಮಾನವೀಯ ಮೌಲ್ಯಗಳ ನೆಲೆಯಿಂದಲೇ ರಚಿತವಾದುದಾಗಿದೆ.

ವಚನಕಾರರು ಸಮಾಜದಲ್ಲಿದ್ದಂತಹ ರಾಜಪ್ರಭುತ್ವ, ಅಂಧಾನುಕರಣೆ, ಮೌಢ್ಯಗಳು, ಕಂದಾಚಾರಗಳು, ಲಿಂಗ-ತಾರತಮ್ಯ, ಸ್ತ್ರೀ ಅಸಮಾನತೆ, ವೃತ್ತಿ-ತಾರತಮ್ಯ, ವರ್ಗಭೇದ, ಭಾಷಾ ವೈಷಮ್ಯಗಳು ಹಲವು ದೈವಗಳ ಆರಾಧನೆ ಧರ್ಮ, ಧರ್ಮಗಳಲ್ಲಿದ್ದ ಕಚ್ಚಾಟ ಮುಂತಾದವುಗಳನ್ನು ಸರಿಪಡಿಸಲು ತಮ್ಮದೇ ಆದದಾಟಿಯಲ್ಲಿ ತಮಗನಿಸಿದನು ಹೇಳುತ್ತಾ ತಾವು ಮೊದಲು ಸುಧಾರಿಸಿಕೊಂಡರು. ಬಸವಣ್ಣನವರು ಈ ವಚನವೇ ನಮಗೆ ಸಾಕ್ಷಿಯಾಗಿ ನಿಲ್ಲುತ್ತದೆ.

“ಲೋಕದ ಡೊಂಕ ನೀವೇಕೆ ತಿದ್ದಿವಿರಿ?

ನಿಮ್ಮ ನಿಮ್ಮ ತನುವ ಸಂತ್ಯೆಸಿಕೊಳ್ಳಿ

ನಿಮ್ಮ ನಿಮ್ಮ ಮನವ ಸಂತ್ಯೆಸಿಕೊಳ್ಳಿ

ನೆರೆಮನೆಯ ದುಃಖಕ್ಕೆ ಅಳುವವರ

ಮೆಚ್ಚು ಕೂಡಲಸಂಗಮದೇವೆ!” ನೆಂದು ಸಮಾಜ ಸುಧಾರಿಸುವ ಮೊದಲು ತಮ್ಮನ್ನು ತಾವು

ಸುಧಾರಿಸಿಕೊಳ್ಳಬೇಕೆಂದು ಶಿವಶರಣರ ನಿಲುವನ್ನು ತೋಡಿಕೊಳ್ಳುತ್ತಾನೆ.

ವಚನಗಳನ್ನು ಸರಿ ಸುಮಾರು 270ಕ್ಕೂ ಹೆಚ್ಚು ವಚನಕಾರರು ವಚನ ರಚನೆಯಲ್ಲಿ ತೊಡಗುತ್ತಾರೆ. ಇದರಲ್ಲಿ ಸ್ತ್ರೀ ವಚನಗಾರ್ತಿಯರು 33ಕ್ಕೂ ಹೆಚ್ಚು ಶಿವಶರಣೆಯರು ವಚನಗಳನ್ನು ರಚಿಸಿದ್ದಾರೆ. ಇದರಲ್ಲಿ ಅಜ್ಞಾನತವಚನಕಾರ್ತಿಯ ಕೊಡುಗೆಯನ್ನು ನಾವುಗಳು ಮರೆಯುವಂತಿಲ್ಲ. ಈ ವಚನಕಾರರಲ್ಲಿ ಜಾತಿ, ಮೇಲು-ಕೀಳು, ಧರ್ಮತಾರತಮ್ಯ, ಕಾಯಕ ತಾರತಮ್ಯ, ಲಿಂಗ ತಾರತಮ್ಯಗಳಿಲ್ಲದ ರೀತಿಯಲ್ಲಿ ಬದುಕನ್ನು ಕಟ್ಟಿಕೊಂಡರು ಜೀವನವನ್ನು ಶರಣರು ಸಾಗಿಸಿದರು.

ಅಂದಿನ ಕಾಲಘಟದಲ್ಲಿದ್ದ ರಾಜಪ್ರಭುತ್ವ ಕಿರುಕುಳ, ಸಾಮಾನ್ಯ ಜನರನ್ನು ಮೂರನೆಯ ದರ್ಜೆಯವರಂತೆ ಕಾಣುವ ಪಂಡಿತಶಾಹಿವರ್ಗದವರು, ಸಾಮಾಜದಲ್ಲಿ ತುಂಬಿತುಳುಕುತ್ತಿದ್ದ ಮೂಢನಂಬಿಕೆಗಳು, ಆಚಾರ-ವಿಚಾರಗಳಲ್ಲಿ ಅಂಧಾನುಕರಣೆ ಇನ್ನೂ ಮುಂತಾದ ಸಾಮಾಜಿಕ ಪಿಡುಗುಗಳ ನಿವಾರಣೆಗಾಗಿ ಹುಟ್ಟಿಕೊಂಡ ಪ್ರಗತಿಪರವಾಗಿ ಆಲೋಚಿಸುವ ಮನುಷ್ಯನ ಜೀವನಕ್ರಮವನ್ನು ಮಾನವೀಯ ನೆಲೆಯಲ್ಲಿ ಸುಧಾರಿಸುವುದು. ಶೋಷಿತ ಸಮುದಾಯಗಳನ್ನು ಒಟ್ಟುಗೂಡಿಸಿ ಅವುಗಳನ್ನು ಸಮಾಜದ ಮುಖ್ಯವಾಹಿನಿಗೆ ತರುವುದು ಅವರ ಕನಸಾಗಿತ್ತು. ಹೀಗೆ ಹೊಸ ಸಮಾಜವನ್ನು ಕಟ್ಟುವಾಗ ಆ ನವ ಸಮಾಜಕ್ಕೆ ಬೇಕಾದ ಪರಿಕರಗಳನ್ನು ತಮ್ಮ ಬದುಕಿನಾಳದ ಅನುಭವದ ನೆಲೆಯಿಂದಲೇ ಕಂಡುಕೊಂಡರು. ಮನುಷ್ಯ ಸುಖ-ಶಾಂತಿಗಾಗಿ ಮಾನವೀಯ ಮೌಲ್ಯಗಳನ್ನು ಜನಸಾಮಾನ್ಯರಲ್ಲಿ ಭಿತ್ತಿ ತೊಡಗಿದರು. ಅದರ ಪರಿಣಾಮವಾಗಿ ಹನ್ನೆರಡನೆಯ ಶತಮಾನದಲ್ಲಿ ಮಾನವೀಯ ಮೌಲ್ಯಗಳ ಕ್ರಾಂತಿಯಾಯಿತು. ಆ ಮಾನವೀಯ ಮೌಲ್ಯಗಳನ್ನು ಈ ಕೆಳಕಂಡಂತೆ ಗುರುತಿಸಬಹುದು.

1. ದಯೆ
2. ಕರುಣೆ
3. ಅಹಿಂಸೆ

4. ಧರ್ಮ
5. ನೈತಿಕತೆ
6. ಸತ್ಯ
7. ವೈಯಕ್ತಿಕ ಮಾನವೀಯ ಮೌಲ್ಯ
8. ಭಕ್ತಿ
9. ಹಿತ-ಮಿತ-ಮೃದು ಭಾಷೆ
10. ಸಕಾರಾತ್ಮಕ ಮೌಲ್ಯ
11. ಸರಳ ಜೀವನ
12. ಅಂತರಂಗ-ಬಹಿರಂಗ ಶುದ್ಧಿ
13. ಸಾಂಸರಿಕ ಮೌಲ್ಯ
14. ಸಂಸ್ಕಾರ ಮೌಲ್ಯ
15. ಸ್ತ್ರೀಪರವಾದ ಮೌಲ್ಯಗಳು

• **ದಯೆ:** ಮನುಷ್ಯರಾಗುವುದು ನಮ್ಮ ನಡೆ-ನುಡಿಯನ್ನು ಹೇಗೆ ಬಳಸುವತ್ತೇವೆಂಬುದರ ಮೇಲೆ ನಿಂತಿರುತ್ತದೆ. ಸಕಲ ಜೀವರಾಶಿಗಳಲ್ಲಿ ದಯೆಯನ್ನು ತೋರುವುದು ಮಾನವೀಯ ಧರ್ಮವಾಗಿದೆ. ಈ ಹೇಳಿಕೆಗೆ ಸಾಕ್ಷಿ ಎಂಬಂತೆ ಬಸವಣ್ಣನವರ ವಚನವನ್ನು ಈ ಕೆಳಕಂಡಂತೆ ಉದಾಹರಿಸಬಹುದು

“ದಯವಿಲ್ಲದ ಧರ್ಮವಾವುದೇವುದಯ್ಯಾ?

ದಯವೇ ಬೇಕು ಸಕಲ ಪ್ರಾಣಿಗಳೆಲ್ಲರಲ್ಲಿಯೂ

ದಯವೇ ಧರ್ಮ ಮೂಲವಯ್ಯಾ

ಕೂಡಲ ಸಂಗಯ್ಯನಂತಲ್ಲದೊಲ್ಲನಯ್ಯಾ!”

ಶರಣರ ದೃಷ್ಟಿಯಲ್ಲಿ ಪ್ರಾಪಂಚಿಕ ಜೀವನದಲ್ಲಿ ಬರುವ ಸಕಲ ಪ್ರಾಣಿಗಳಲ್ಲೂ ಸಹ ಮನುಷ್ಯನಾದವನು ದಯೆಯನ್ನು ತೋರಿ ತಮ್ಮೊಂದಿಗೆ ಸಹಜೀವನ ನಡೆಸಿದಾಗ ಮಾತ್ರ ಮಾನವೀಯ ಬದುಕು ಸಹ್ಯವಾಗುತ್ತದೆನ್ನುತ್ತಾರೆ.

• **ಕರುಣೆ:** ಅಂದಿನ ಕಾಲದಲ್ಲಿ ವಚನಕಾರರು ಸಮಾಜದಲ್ಲಿ ನಡೆಸುತ್ತಿದ್ದ ಅಹಿತಕರ ಘಟನೆಗಳನ್ನು ಸರಿಪಡಿಸಲು ಹೊಸ ಮಾನ್ಯವನ್ನು ಕಂಡುಕೊಂಡು ಬದುಕಿನ ಪಾಠವನ್ನು ಬಿತ್ತಿದರು. ಈ ವಚನವು ಇದಕ್ಕೆ ಸಾಕ್ಷಿಯಾಗುತ್ತದೆ.

“ಎಲ್ಲವೂ ಎಲವೋ ಪಾಪಕರ್ಮದ ಮಾಡಿದವನೇ

ಎಲವೋ ಎಲೋ ಬ್ರಹ್ಮಹತ್ಯವ ಮಾಡಿದವನೇ

ಒಮ್ಮೆ ‘ಶರಣೆ’ನ್ನೆಲವೋ!

ಒಮ್ಮೆ ‘ಶರಣೆ’ ಎಂದರೆ ಪಾಪಕರ್ಮ ಓಡುವುದು

ಸರ್ವ ಪ್ರಾಯಶ್ಚಿತ್ತಕ್ಕೆ ಹೊನ್ನ ಪರ್ವತಂಗಳೈದವು



ಬರ್ವಂಗೆ ಶರಣೆನ್ನು ನಮ್ಮ ಕೂಡಲಸಂಗಮದೇವಂಗೆ"! ಎನ್ನುವ ವಚನವು ತಾವುಗಳು ತಪ್ಪುದಾರಿಯಲ್ಲಿ ನಡೆಯುತ್ತಿದ್ದರೆ. ತಿದ್ದಿಕೊಂಡು ಸರಿದಾರಿಯಲ್ಲಿ ನಡೆದರೆ ಬದುಕು ಹಸನಾಗುತ್ತದೆ. ಇಂತಹ ಸನ್ನಿವೇಶದಲ್ಲಿ ಕರುಣೆಯ ಮಾನವೀಯ ಮೌಲ್ಯವನ್ನು ಕಾಣಬಹುದು.

• **ಅಹಿಂಸೆ:** ಶರಣರು ಪ್ರತಿಪಾದಿಸಿದ ಬಹುಮುಖ್ಯವಾದ ಮಾನವೀಯ ಮೌಲ್ಯವೇ ಅಹಿಂಸೆ. ಹಿಂಸೆಯಿಂದ ಎನ್ನನ್ನು ಗೆಲ್ಲಲಾಗದು. ಆದ್ದರಿಂದ ತಮ್ಮ ಜೀವನದಲ್ಲಿ ಈ ಕೆಳಕಂಡ ಸಪ್ತ ಸೂತ್ರಗಳನ್ನು ಅಳವಡಿಸಿಕೊಂಡರೆ ಬದುಕು ಸುಲಭವಾಗುತ್ತದೆನ್ನುತ್ತಾರೆನ್ನುವುದು ಈ ವಚನವು ತಿಳಿಸುತ್ತದೆ.

“ ಕಳಬೇಡ ಕೊಲಬೇಡ ಹುಸಿಯ ನುಡಿಯಬೇಡ

ತನ್ನ ಬಣ್ಣಿಸಬೇಡ, ಇದಿರ ಹಳೆಯಲು ಬೇಡ

ಇದೇ ಅಂತರಂಗ ಶುದ್ಧಿ, ಇದೇ ಬಹಿರಂಗ ಶುದ್ಧಿ

ಇದೇ ನಮ್ಮ ಕೂಡಲಸಂಗಮದೇವರನೊಲಿಸುವ ಪರಿ” ಎನ್ನುವಲ್ಲಿ ಕೊಲೆ, ಸುಲಿಗೆ, ಸುಳ್ಳು, ಬೇರೆಯವರನ್ನು ಹಳೆಯವುದನ್ನು ತಿರಸ್ಕರಿಸಿ ತಮ್ಮ ಅಂತರಂಗ ಮತ್ತು ಬಹಿರಂಗ ಮಾನವೀಯ ಮೌಲ್ಯವನ್ನು ಎತ್ತಿಹಿಡಿಯುತ್ತಾರೆ.

• **ಧರ್ಮ ಮತ್ತು ನೈತಿಕತೆ :** ಧರ್ಮವು ಅಂಧಕಾರದಲ್ಲಿ ಮುಳುಗಿರುವವರಿಗೆ ಬೆಳಕನ್ನು ಕೊಡುವುದಾಗಿರಬೇಕೆ ಹೊರತು ಕತ್ತಲನ್ನಲ್ಲ ಎಂಬ ಭಾವನೆಯಿಂದ ಜಡ್ಡುಗಟ್ಟಿದ ಧರ್ಮಕ್ಕೆ ಸಮಾಜಮುಖಿಯಾದ ಹೊಸ ರೂಪವನ್ನು ಕೊಟ್ಟರು. ಧಾರ್ಮಿಕ ನೈತಿಕತೆಯನ್ನು ಪ್ರತಿಪಾದಿಸಲು ವಚನಗಳ ಮೂಲಕ ಮಾನವೀಯ ಮೌಲ್ಯಗಳನ್ನು ಬಿತ್ತುತ್ತಾರೆ.

• **ಸತ್ಯ ಮತ್ತು ವೈಯಕ್ತಿಕ ಮೌಲುಗಳು :** ನುಡಿದಂತೆ ನಡೆ-ನುಡಿದಂತೆ ನುಡಿ' ಎಂಬ ಸಿದ್ಧಾಂತದ ಅಡಿಯಲ್ಲಿ ಬದುಕಿತೋರಿದರು. ಸಿದ್ಧರಾಮನ ವಚನವು ಇದಕ್ಕೆ ಸಾಕ್ಷಿಯಾಗಿ ನಿಲ್ಲುತ್ತದೆ.

“ ನುಡಿದಂತೆ ನಡೆವ, ನಡೆದಂತೆ ನುಡಿವ,

ಸದ್ಭಕ್ತಿ ಸದಾಚಾರಯುಕ್ತ ಮಹಾತ್ಮರ ಪಾದವ ಹಿಡಿದು ಬದುಕಿಸಯ್ಯಾ” ಎನ್ನುವ ವಚನವು ನಮ್ಮ ಬದುಕಿನಲ್ಲಿ ಅಳವಡಿಸಿಕೊಳ್ಳುವ ಸತ್ಯವನ್ನು ಪ್ರತಿಪಾದಿಸುತ್ತದೆ.

ವೈಯಕ್ತಿಕ ಮೌಲ್ಯವು ವ್ಯಕ್ತಿಗಳಲ್ಲಿ ಸಕಾರಾತ್ಮವಾಗಿ ಸುಧಾರಿಸಿಕೊಳ್ಳಬೇಕೆಂದು ವಚನಕಾರರು ಈ ವಚನದಲ್ಲಿ ತಿಳಿಸುತ್ತಾರೆ.

“ಲೋಕದ ಡೊಂಕ ನೀವೇಕೆ ತಿದ್ದಿವಿರಿ?

ನಿಮ್ಮ ನಿಮ್ಮ ತನುವ ಸಂತೈಸಿಕೊಳ್ಳಿ

ನಿಮ್ಮ ನಿಮ್ಮ ಮನವ ಸಂತೈಸಿಕೊಳ್ಳಿ

ನೆರೆಮನೆಯ ದುಃಖಕ್ಕೆ ಅಳುವವರ

ಮೆಚ್ಚು ಕೂಡಲಸಂಗಮದೇವಂಗೆ"! ಎನ್ನುತ್ತಾ ವ್ಯಕ್ತಿ ಮೊದಲು ತನ್ನನ್ನು ತಾನು ಸುಧಾರಿಸಿಕೊಳ್ಳಬೇಕೆಂದು ಕರೆ ನೀಡಿರುತ್ತಾರೆ.

• **ಭಕ್ತಿ ಮತ್ತು ಹಿತ-ಮಿತ ಮೃದು ಭಾಷೆ :** ಅಂದಿನ ಕಾಲದಲ್ಲಿದ್ದ ದೇವರು-ಧರ್ಮಶಾಸ್ತ್ರ, ಪುರಾಣ, ವೇದ, ಉಪನಿಷತ್ತುಗಳ ಬಗ್ಗೆಗಿನ ಡಾಂಬಿಕ ನಿಲುವುಗಳನ್ನು ತಿರಸ್ಕರಿಸಿ ತಾವು ನಂಬದ ವಿಚಾರಗಳನ್ನು ತಿಳಿಸ ಹೊರಟರು. ಆ ಸಂದರ್ಭದಲ್ಲಿ

ಅಲ್ಲಮಪ್ರಭುಗಳು “ಭಕ್ತಿ ಎಂಬುದು ತೋರುಂಬಲಾಭ” ಎಂದು ಹೇಳುತ್ತಾ ಹುಸಿಭಕ್ತಿ ಆಗದೆ ನೈಜತೆಯ ಬದುಕಿನ ಕಡೆಗೆ ಗಮನ ಹರಿಸಬೇಕೆನ್ನುತ್ತಾರೆ.

- **ಸಕಾರಾತ್ಮಕ ಮೌಲ್ಯ :** ಜೀವನದಲ್ಲಿ ಎನನ್ನಾದರೂ ಸಾಧಿಸಬೇಕೆಂದರೆ ನಕಾರಾತ್ಮಕ ವಿಚಾರಗಳನ್ನು ಬದಿಗಿರಿಸಿ ಸಕಾರಾತ್ಮಕ ಮೌಲ್ಯಗಳನ್ನು ಅಳವಡಿಸಿಕೊಂಡು ಜೀವನಸಾಗಿಸಬೇಕೆಂದು ವಚನಕಾರರು ಬಯಸುತ್ತಾರೆ. ಅದರಂತೆ ಬದುಕನ್ನು ಸಾಗಿಸುತ್ತಾರೆ. ಇದಕ್ಕೆ ಉದಾಹರಣೆಯಾಗಿ ಬಸವಣ್ಣನವರ ವಚನ ತಿಳಿಸುತ್ತದೆ.

“ಹೊಯಿದವರೆನ್ನ ಹೊರೆದವರೆಂಬೆ, ಬಯಿದವರೆನ್ನ ಬಂಧುಗಳೆಂಬೆ,
ನಿಂದಿನಿದವರೆನ್ನ ತಂದತಾಯಿಗಳೆಂಬೆ, ಅಳಿಗೊಂಡವರೆನ್ನ ಆಳರೆಂಬೆ,
ಜರೆದವರೆನ್ನ ಜನ್ಮಬಂಧುಗಳೆಂಬೆ,
ಹೊಗಳಿದವರೆನ್ನ ಹೊನ್ನ ಕೂಲದಲಿಕ್ಕಿದರೆಂಬೆ, ಕೂಡಲಸಂಗಮದೇವಾ.”

ಎನ್ನುತ್ತಾ ಈ ಸಮಾಜದಲ್ಲಿ ಸಕಾರಾತ್ಮಕ ಮೌಲ್ಯಗಳನ್ನು ಅಳವಡಿಸಿಕೊಂಡು ಹೇಗೆ ಬದುಕಬೇಕೆಂಬುದನ್ನು ತಿಳಿಸುತ್ತಾರೆ.

- **ಸರಳ ಜೀವನ :** ವಚನಕಾರರು ಸರಳ ಜೀವನವನ್ನು ಪ್ರತಿಪಾದಿಸಿ ಅದರಂತೆ ಬದುಕಿ ತೋರಿಸಿದರು. ನಮಗಿರುವ ಸಂಪತ್ತು ತಮ್ಮ ಕುಟುಂಬಕ್ಕೆ ಎಷ್ಟು ಬೇಕೋ ಅಷ್ಟನ್ನು ಉಪಯೋಗಿಸಿ ಉಳಿದ ಸಂಪನ್ಮೂಲವನ್ನು ಮಠಕ್ಕೆ, ಸಮಾಜಕ್ಕೆ ಕೊಟ್ಟು ನಿಸ್ವಾರ್ಥವಾದ ಜೀವನ ನಡೆಸಿದರು. ಇದಕ್ಕೆ ಆಯ್ದಕ್ಕಿ ಲಕ್ಷ್ಮಮ್ಮನವರ ವಚನಗಳಲ್ಲಿ ಕಂಡು ಬರುವ “ಈಸಕ್ಕಿಯಾಸೆ ನಮಗೇಕಯ್ಯಾ” ಎನ್ನುವಲ್ಲಿ ನಮಗರಿವಾಗುತ್ತದೆ. ‘ಕರಿಯನಿತ್ತಡೆ ಒಲೆ, ಸಿರಿಯನಿತ್ತಡೆ ಒಲೆ, ಹಿರಿದಪ್ಪ ರಾರ್ಘುವನಿತ್ತಡೆ ಒಲೆ” “ ನಿಮ್ಮ ಶರಣರ ಸೊಳ್ಳುಡಿಯನೊಂದರೆಗಳಿಯುತ್ತದೆ ನಿಮ್ಮನಿತ್ತೆ ಕಾಣಾ ರಾಮನಾಥ”! ಎನ್ನುತ್ತಾ ಸರಳ ಜೀವನ ಮಾಡಲು ಶರಣರ ಹಿತನುಡಿಗಳು ಸಾಕೆಂದು ಹೇಳಿ ಮಾನವೀಯ ಮೌಲ್ಯಗಳನ್ನು ಸುಖಿಕರ ಬದುಕಿಗೆ ಬಿತ್ತುತ್ತಾರೆ.

ಅಂತರಂಗ-ಬಹಿರಂಗ ಮನಸ್ಸುಗಳು ಶುದ್ಧವಾಗಿದ್ದಾಗ ಮಾತ್ರ ನಮ್ಮ ಬದುಕು ಹಸನಾಗುತ್ತದೆಂಬುದನ್ನು ಹೇಳುತ್ತಾರೆ. ಸಾಂಸಾರಿಕ ಜೀವನವನ್ನು ಶಿವಶರಣರು ನಿರಾಕರಿಸುವುದಿಲ್ಲ. ಕೌಟುಂಬಿಕ ಜೀವನದಲ್ಲಿದ್ದುಕೊಂಡು ದೇವರಲ್ಲಿ ಭಕ್ತಿ ಸಮಾಜ ಸುಧಾರಣೆ ಕಾಯಕದಲ್ಲಿ ವೃತ್ತಿಪರತೆ ಮುಂತಾದವುಗಳನ್ನು ಸಾಧಿಸುತ್ತಾ ಹೋದರು. ಸತಿಪತಿಗಳೊಂದಾದ ಭಕ್ತಿ ಶಿವನಿಗೆ ಹಿತವಾಗಿರುವುದನ್ನು ಸ್ಮರಿಸಿ ನೈಜವಾದ ದಾಂಪತ್ಯ ಜೀವನ ನಡೆಸುತ್ತಾರೆ.

- **ಸಂಸ್ಕಾರ ಮೌಲ್ಯ :** ವಚನಗಳು ನಮ್ಮ ಬದುಕಿನ ಅನುಭವಗಳ ನೇರ ಅಭಿವ್ಯಕ್ತಿ ಕ್ರಮವಾದ್ದರಿಂದ ಬದುಕಿಗೆ ಹತ್ತಿರವಾದ ಜೀವನ ಮೌಲ್ಯವನ್ನು ಹೇಳುತ್ತವೆ. ಸಂಸ್ಕಾರ ಮೌಲ್ಯ ಎಂದರೆ ಹಿರಿಯರಿಗೆ, ಕಿರಿಯರಿಗೆ, ಗುರುಗಳಿಗೆ ತಮಗಿಂತ ಎಲ್ಲರಲ್ಲಿ ಸಾಧಿಸಿರುವ ಸಾಧಕರಿಗೆ ಮಾನವೀಯ ಮೌಲ್ಯಗಳನ್ನು ಹೇಗೆ ಕೊಡುತ್ತಾರೆಂಬುದನ್ನು ತಿಳಿಸುತ್ತದೆ. ಅತಿಥಿ ಸತ್ಕಾರವನು ಹೇಗೆ ಮಾಡಬೇಕೆಂಬುದನ್ನು ಈ ವಚನ ಹೇಳುತ್ತದೆ.

“ ಏನ ಬಂದಿರಿ, ಹದುಳವಿದ್ದೀರೆ” ಎಂದರೆ

ನಿಮ್ಮ ಮೈಸಿರಿ ಹಾರಿ ಹೋಹುದೆ?

“ಕುಳ್ಳರೆಂ” ದರೆ ನೆಲಕುಳಿ ಹೋಹುದೆ?

ಒಡನೆ ನುದಿರೆ, ಸಿರ ಹೊಟ್ಟೆ ಯೊಡವುದೆ?

ಕೊಡಲಿಲ್ಲದಿದ್ದರೊಂದ ಗುಣವಿಲ್ಲದಿದ್ದರಡೆ?

ಕೆಡಹಿ ಮೂಗ ಕೊಯ್ಯದೆ ಮಣ್ಣಿನೆ ಕೂಡಲಸಂಗಮದೇವನು”

ಮನೆಗೆ ಬರುವ ಅತಿಥಿಗಳನ್ನು ನಾವುಗಳು ಹೇಗೆ ನಡೆಸಿಕೊಳ್ಳಬೇಕೆಂಬುದನ್ನು ಚಿತ್ರಿಸುತ್ತದೆ.

- **ಸ್ತ್ರೀಪರವಾದ ಮಾನವೀಯ ಮೌಲ್ಯ :** ಸನಾತನ ಕಾಲದಲ್ಲಿದ್ದ ಮಹಿಳೆಯರ ಶೋಷಣೆಯನ್ನು ಖಂಡಿಸಿದ ವಚನ ಸಾಹಿತ್ಯವು ಮಹಿಳೆಯರ ಬಗೆಗಿನ ಹೊಸ ಹೊಸ ವಿಚಾರಗಳನ್ನು ಪ್ರತಿಪಾದಿಸಿ ಸ್ತ್ರೀಯರಿಗೆ ತನ್ನದೇ ಆದ ಸಮಾಜದಲ್ಲಿ ಸ್ಥಾನ-ಮಾನಗಳನ್ನು ಪಡೆದುಕೊಂಡರು. ಇದಕ್ಕೆ ಪೂರಕವಾಗಿ ಹೆಣ್ಣು ಹೆಣ್ಣಲ್ಲ, ಹೆಣ್ಣು ರಾಕ್ಷಸಿಯಲ್ಲ, ಹೆಣ್ಣು ಪ್ರತ್ಯಕ್ಷ ಕಪಿಲಿಸಿದ್ದಮಲ್ಲಿಕಾರ್ಜುನ ನೋಡಾ! ಎಂದು ಸಿದ್ಧರಾಮನ ತನ್ನ ವಚನದಲ್ಲಿ ಮಹಿಳೆಯರಿಗೆ ಕೊಡಬೇಕಾದ ಗೌರವವನ್ನು ಈ ರೀತಿ ಸೂಚಿಸಿದ್ದಾನೆ. ಹನ್ನೆರಡನೆಯ ಶತಮಾನದಲ್ಲಿ ಮೇಲ್ವರ್ಗ ಮತ್ತು ಕೆಳವರ್ಗಗಳೆಂದ ಸರ್ವ ಸಮಾನವಾಗಿ ವಚನಗಳನ್ನು ರಚಿಸಿ ಮಾನವೀಯ ಮೌಲ್ಯಗಳನ್ನು ಪ್ರತಿಪಾದಿಸಿದರು.

ಒಟ್ಟಾರೆ ಮಧ್ಯಕಾಲೀನ ಕನ್ನಡ ಸಾಹಿತ್ಯದ ಬೆಳೆಯಲ್ಲಿ ವಚನ ಸಾಹಿತ್ಯ ವಿಶಿಷ್ಟ ರೂಪವಾಗಿದೆ. ವಚನ ಕಾಲ ಘಟ್ಟವನ್ನು 'ವೈಚಾರಿಕತೆ' ವಚನ ಚಳುವಳಿ, ಧರ್ಮ ಸುಧಾರಣಾ ಚಳುವಳಿ, ಕಾಯಕ ಜೀವಿ ಚಳುವಳಿ ಎಂದು ನಾನಾ ಹೆಸರುಗಳಿಂದ ಕರೆದರೂ ನಾನು ಇಲ್ಲಿ ಮಾನವೀಯ ಮೌಲ್ಯಗಳ ಪ್ರತಿಪಾದನಾ ಚಳುವಳಿ ಎಂದೇ ಭಾವಿಸಿದ್ದೇನೆ. ಆದ್ದರಿಂದ ವಚನಕಾರರು ಬದುಕಿದ್ದು ಮಾನವೀಯ ಮೌಲ್ಯಗಳ ನೆಲೆಯಲ್ಲಿಯೇ ಹೊರತು ಬೇರೆ ವಿಷಯಗಳಿಂದಲ್ಲ ಎಂಬುದು ನನ್ನ ಅಭಿಪ್ರಾಯ.

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ಕವಿಬೇಂದ್ರೆ ಮತ್ತು ಉಪನಿಷತ್ತು

ಉಷಾ .ಜಿ.ಎನ್

ಬಸವೇಶ್ವರ B.Ed ಕಾಲೇಜು, ತಿಪಟೂರು

ಕನ್ನಡ ಸಾಹಿತ್ಯ ಪರಂಪರೆಯಲ್ಲಿ 'ವರಕವಿ' ಎಂದೇ ಖ್ಯಾತವಾಗಿರುವ ಕವಿ ಬೇಂದ್ರೆಯವರು ತಮ್ಮ ಕವನಸಂಕಲನಗಳ ಮೂಲಕ ಸಾಹಿತ್ಯ ಕ್ಷೇತ್ರದಲ್ಲಿ ಒಂದು ಹೊಸ ಮನ್ವಂತರವನ್ನು ಸೃಷ್ಟಿಸಿರುವುದನ್ನು ಕಾಣಬಹುದಾಗಿದೆ. ಈ ಹಿನ್ನೆಲೆಯಲ್ಲಿ ಅವರ ಈ ಕಾವ್ಯ ಸೃಷ್ಟಿಗೆ ಅನೇಕ ಅಂಶಗಳು ಕಾರಣಗಾಗಿವೆ. ಅವುಗಳೆಂದರೆ ಅವರು ಬೆಳೆದ ಧಾರವಾಡ ಮತ್ತು ಸುತ್ತಲಿನ ಸಾಧನಕೇರಿಯ ದೃಷ್ಟಿ ಅಂದಿನ ಕರ್ನಾಟಕದ ಜನತೆಯ ಸಾಮಾಜಿಕ ಸ್ಥಿತಿಗತಿ ಹಾಗೂ ಸ್ವಾತಂತ್ರ್ಯದ ಚಳುವಳಿಗಳು ಪ್ರಮುಖ ಪ್ರಭಾವ ಬೀರಿರುವುದನ್ನು ಗಮನಿಸಬಹುದಾಗಿದೆ. ಹೀಗಾಗಿ ಅವರ ಕಾವ್ಯ ಸೃಷ್ಟಿಯ ಸೃಜನಶೀಲತೆಗೆ ಸಂಬಂಧಿಸಿದಂತಹ ಪ್ರಭಾವವನ್ನು ನಾವು ಗುರುತಿಸುವುದಾದರೆ ಅದು ಪ್ರಮುಖವಾಗಿ ಕಂಡುಬರುವುದು ಉಪನಿಷತ್ತಿನ ಮೂಲಕ ಎಂಬುದು ಕಂಡುಬರುತ್ತದೆ.

ಈ ಹಿನ್ನೆಲೆಯಲ್ಲಿ ಗಮನಿಸಿದಾಗ ಬೇಂದ್ರೆಯವರಿಗೆ ಶ್ರೀ ಅರವಿಂದರು, ಸ್ವಾಮಿವಿವೇಕಾನಂದರು, ರಾಮಕೃಷ್ಣ ಪರಮಹಂಸ, ಸಚ್ಚಿದಾನಂದ ಮುಂತಾದವರ ಪ್ರಭಾವ ಹೇರಳವಾಗಿದ್ದು ಕನ್ನಡ ಸಾಹಿತ್ಯದಲ್ಲಿ ಬರುವ ಇವರ ಸಮಕಾಲೀನರಲ್ಲಿಯೂ ಕೂಡ ಈ ಅಂಶಗಳು ಕಂಡು ಬಂದರೂ ಸಹ ಅದು ಬೇಂದ್ರೆಯವರಲ್ಲಿ ಆಗಿರುವಷ್ಟು ಪ್ರಭಾವ ಬೇರೆ ಯಾವ ಕವಿಗಳ ಕಾವ್ಯಗಳಲ್ಲಿಯೂ ಸಹ ಒಡಮೂಡಿಲ್ಲ ಎಂದು ಹೇಳಬಹುದು. ಬೇರೆ ಕವಿಗಳಲ್ಲಿ ಈ ಉಪನಿಷತ್ತಿನ ಅಂಶಗಳು ಕಂಡು ಬಂದಿದ್ದರೂ ಸಹ ಅದು ಒಂದೋ ಅಥವಾ ಎರಡೋ ಕವನಗಳಿಗೆ ಸೀಮಿತವಾಗುತ್ತದೆ. ಆದರೆ ಇವರಲ್ಲಿ ಅದಕ್ಕೆ ವಿರುದ್ಧವೆಂಬಂತೆ ಇವರು ರಚಿಸಿರುವ ಕವಿತೆಗಳಲ್ಲಿ ಸ್ವಲ್ಪ ಪ್ರಮಾಣ ಮಾತ್ರ ಈ ಅಂಶದ ಸೋಗಿಗೆ ಒಳಗಾಗಿಲ್ಲದಿದ್ದರೂ ಸುಮಾರು ನೂರಕ್ಕೆ ಎಂಭತ್ತು ಭಾಗದ ಕವಿತೆಗಳೆಲ್ಲವೂ ಸಹ ಉಪನಿಷತ್ತಿನ ಮೂಲದಲ್ಲಿಯೇ ಇವೆ ಎಂಬುದು ಅವರ ಕವಿತೆಗಳನ್ನು ಆಳವಾಗಿ ಅಧ್ಯಯನ ಮಾಡುವುದರಿಂದ ಕಂಡುಬರುತ್ತದೆ ಅಂದರೆ ಬೇಂದ್ರೆ ಮತ್ತು ಉಪನಿಷತ್ತಿನ ಅಂಶಗಳ ನಡುವೆ ಅವಿನಾಭಾವ ಸಂಬಂಧವಿದ್ದರಿಂದಲೇ ಅವರು ತಮ್ಮ ಕಾವ್ಯದಲ್ಲಿ ಹೆಚ್ಚು ಹೆಚ್ಚು ಉಪನಿಷತ್ತು, ವೇದ, ಪುರಾಣಗಳ ಐತಿಹ್ಯಗಳ ಉದಾಹರಣೆಗೆ ಸಂಬಂಧಿಸಿದಂತೆ ತಮ್ಮ ಸೃಜನಶೀಲತೆಯನ್ನು ತೋರಿಸಿರುವುದು ಕಂಡುಬರುತ್ತದೆ.

ಒಟ್ಟಾರೆಯಾಗಿ ಈ ಮೇಲಿನ ಎಲ್ಲ ವಿಚಾರಧಾರೆಗಳನ್ನು ಗಮನಿಸಿದಾಗ ತಾವು ಒಬ್ಬ ಸಂತನಾಗಿದ್ದುಕೊಂಡು ತನ್ನ ಪ್ರತಿಭೆಯ ಯಾವುದಾದರೊಂದು ಮೂಲೆಯಲ್ಲಿ ಈ ಉಪನಿಷತ್ತಿನ ಅಂಶವನ್ನು ಸೇರಿಸಿರುವುದು ಕಂಡುಬರುತ್ತದೆ. ಈ ವಿಚಾರಧಾರೆ ಕೊನೆಕೊನೆಗೆ ಹೇಗೆ ಭಾಸವಾಗುತ್ತದೆ ಎಂದರೆ ಬೇಂದ್ರೆ ಮತ್ತು ಉಪನಿಷತ್ತಿನ ನಡುವೆ ಅವಿನಾಭಾವ ಸಂಬಂಧವಿರುವಂತೆ ಕಂಡುಬರುತ್ತದೆ.

ಹೀಗಾಗಿ ಬೇಂದ್ರೆಯವರ ಕಾವ್ಯದಲ್ಲಿನ ಉಪನಿಷತ್ತಿನ ಅಂಶಗಳನ್ನು ಅವರ ಕೆಲವೊಂದು ಕವಿತೆಗಳನ್ನು ಉದಾಹರಣೆ ನೀಡುವುದರೊಂದಿಗೆ ನೋಡುವುದು ಸಮಂಜಸವೆನಿಸುತ್ತದೆ. ಅಂತಹ ಕೆಲವು ಕವಿತೆಗಳು ಮುಂದಿನಂತಿವೆ.

ಬೇಂದ್ರೆ ಕಾವ್ಯದ ಮೊದಲ ಆಶಯದ ಸಾಲುಗಳಾದ

“ರಸವೇ ಜನನ

ವಿರಸ ಮರಣ

ಸಮರಸವೇ ಜೀವನ”

ಪ್ರಸ್ತುತ ಆಶಯದ ಸಾಲುಗಳಲ್ಲಿ ಅವರು ಜೀವನವೇ ತಮ್ಮ ಸರ್ವಸ್ವ ಆಸಕ್ತಿ ಆಕರ್ಷಣೆಯಾಗಿರುವಾಗ ಆ ಜೀವನ ಸಮವಾಗಿರಬೇಕೆಂಬುದೇ ಬೇಂದ್ರೆಯವರ ಜೀವನ ಸಂದೇಶ. ಅಂದರೆ ಅವರು ಈ ಸಾಲುಗಳನ್ನು ಉಪನಿಷತ್ತಿನ ಹಿನ್ನೆಲೆಯಲ್ಲಿ ಬರೆದು ಅರವಿಂದರ ದರ್ಶನವನ್ನು ಹೇಳುವುದರೊಂದಿಗೆ ತಮ್ಮ ತಾತ್ವಿಕತೆಯನ್ನು ಹೇಳಿ ಹೊರಟಿದ್ದಾರೆ. ಈ ಮಾತುಗಳ ವ್ಯಾಪ್ತಿ ಇಡೀ ಜಗತ್ತನ್ನೇ ವ್ಯಾಪಿಸಿದಂತಿದೆ. ಸಾಮರಸ್ಯದಿಂದ ಜೀವನ ಸವಿಯಾಗುತ್ತದೆ. ರಸ ಎಂದರೆ ಉಪನಿಷತ್ತಿನ ಹಿನ್ನೆಲೆಯಲ್ಲಿ ಆನಂದಸೃಷ್ಟಿ, ವಿರಸ ಎಂದರೆ ತದ್ವಿರುದ್ಧ, ಸಾವು ‘ರಸೋವೈಸಃ’ ಎಂಬಂತೆ ರಸವೇ ಬ್ರಹ್ಮ, ಸಹಜೀವನ ಹೊಂದಾಣಿಕೆ, ಪ್ರೇಮ ಬಂಧುತ್ವಗಳಿಂದ ಜೀವನದಲ್ಲಿ ಸಾಮರಸ್ಯ, ಸಹತ್ವ, ಸಹಕಾರಿತ್ವ, ಸಹೃದಯತ್ವ, ಸಮತ್ವಗಳು ಜೀವನದ ‘ಚಾತುರ್ಯ’ ವೆಂದು ಕರೆದಿರುವುದು ವೇದದಲ್ಲಿ ಬರುವ ಒಂದಂಶವೆಂದೇ ಹೇಳಬಹುದು. ಈ ಸಮರಸವೇ ಜೀವನ ಈಗ ಸುಭಾಷಿತವೆನಿಸಿದೆ. ಇದು ಬೇಂದ್ರೆಯವರ ಕಾವ್ಯ ತತ್ವದಲ್ಲಿ ಒಡಮೂಡುವ ಉಪನಿಷತ್ತಿನ ಮೂಲವಾಗಿದ್ದು ಸುಖ ದುಃಖಗಳಿಗೆ ಸಮನಾಗಿ ಸ್ಪಂದಿಸಿದ ಈ ಕವಿಯ ನೂರಾರು ಕವಿತೆಗಳು ಈ ರಸ-ವಿರಸದ, ವಿಷಾದ-ಉಲ್ಲಾಸದ ಉತ್ಕಟ ಅಭಿವ್ಯಕ್ತಿಗಳಾಗಿ ಪ್ರಸಿದ್ಧವಾಗಿವೆ.

‘ರಸೋವೈಸಃ’ ತತ್ವದ ಅನುಕರಣೆ ಬೇಂದ್ರೆಯವರದ್ದು ರಸದಿಂದಲೇ ಸಾಕ್ಷಾತ್ಕಾರ ಸಾಧಿಸುವ ಚತುರ್ಮುಖ ಸೌಂದರ್ಯೋಪಾಸನೆ ಬೇಂದ್ರೆಯವರದು ಶ್ರೀ ಅರವಿಂದರು ಆಂಗ್ಲ ಕವಿ ‘ಕೀಟ್ಸ್’ ವಿಮರ್ಶೆಯಲ್ಲಿ ನಿರ್ದೇಶಿಸಿರುವ ಬೇಂದ್ರೆಯವರು ಈ ನಾಲ್ಕೊಂದರ ದರ್ಶನ ತಮ್ಮ ಜೀವನಕ್ಕೆ ಚತುರ್ಮುಖವನ್ನು ಕೊಟ್ಟಿತು ಎಂದಿದ್ದಾರೆ. ಅಂದರೆ ಐಂದ್ರಿಕ ಸೌಂದರ್ಯ, ಬೌದ್ಧಿಕ ಸೌಂದರ್ಯ, ಕಾಲ್ಪನಿಕ ಸೌಂದರ್ಯ, ಆದರ್ಶ ಸೌಂದರ್ಯ ಎಂಬ ಚಾರುತ್ವದ ದರ್ಶನ ಅವರದಾಗಿತ್ತು. ಶ್ರೀ ಅರವಿಂದರ ಈ ದರ್ಶನವನ್ನು ಬೇಂದ್ರೆಯವರು ‘ನಾಲ್ವರಿ’ ಎಂದು ಕರೆದರು. ಅದು ಬೇಂದ್ರೆಯವರು ಕಟ್ಟಿದ ‘ಗೆಳೆಯರ ಗುಂಪಿನ’ ಆದರ್ಶವಾಯಿತು. ಈ ನಾಲ್ವರಿಯ ಚೆಲುವನ್ನು ಬೇಂದ್ರೆ ಹೊರಗಣ್ಣು, ಒಳಗಣ್ಣು, ತಿಳಿಗಣ್ಣು ಮತ್ತು ಹೊಳೆಗಣ್ಣು ಎಂದು ಕನ್ನಡಿಸಿದ್ದಾರೆ. ಶ್ರೀ ಅರವಿಂದರ ಈ ಚತುರ್ಮುಖ ಸೌಂದರ್ಯದ ಕಲ್ಪನೆ ಬೇಂದ್ರೆಯವರನ್ನು ವಿಶೇಷವಾಗಿ ಪ್ರಭಾವಿಸಿರುವುದು ಕಂಡುಬರುತ್ತದೆ. ಈ ಸೌಂದರ್ಯವನ್ನು ಕುರಿತ ಚಿಂತನೆ ಬೇಂದ್ರೆಯವರ ಕಾವ್ಯದುದ್ದಕ್ಕೂ ವ್ಯಾಪಿಸಿದೆ.

ಉದಾ: ‘ಸೌಂದರ್ಯವೆಂಬುದು ಕಣ್ಣಿನ ತುತ್ತಲ್ಲ

ಕಣ್ಣಿಗು ಕಣ್ಣಾಗಿ ಒಳಗಿಹುದು’.

ಎಂಬ ಕವಿತೆಯ ಸಾಲುಗಳಲ್ಲಿ ಬೇಂದ್ರೆಯವರ ದೃಷ್ಟಿಯಲ್ಲಿ ಪ್ರಕೃತಿ ಕೇವಲ ಸೌಂದರ್ಯದ ಸೃಷ್ಟಿದೃಷ್ಟಿಗಳಿಗೆ ಸೀಮಿತವಾಗದೆ ವಿಶಾಲಾರ್ಥ ಪಡೆಯುತ್ತದೆ. ಸತ್ಯದ ಮುದ್ರೆಯ ಜೊತೆಯಲ್ಲಿ ಸೌಂದರ್ಯದ ಸದ್ಭಾವವೂ ಕಾವ್ಯದಲ್ಲಿ ಬೆರೆತಿರಬೇಕು ಎಂದು ಅವರು ದೃಢವಾಗಿ ನಂಬಿದ್ದರು.

ಮುಂದುವರಿದು ಅವರು ಆನಂದ, ಸೌಂದರ್ಯವನ್ನು ಕುರಿತಂತೆ ‘ನಲ್’ ಎಂಬ ಪರಿಭಾಷೆಯನ್ನು ಬಳಸುತ್ತಾರೆ. ರಸ, ರಮಣೀಯತೆ, ಪ್ರೇಮ, ಆನಂದಗಳ ಚತುರ್ಮುಖನು ‘ಸಾಹಿತ್ಯವೇದ’ ದ ಆದಿಯೆಂದು ತಿಳಿದಿದ್ದರು. ಈ ನಾಲ್ಕು ರೂಪಗಳ ಸಮನ್ವಯಿತ ಏಕರೂಪವಾದ ‘ನಲ್’ ಎಂಬ ಆದಿಶಕ್ತಿಯ ದರ್ಶನದಿಂದಲೇ ಮಾನವ ಕವಿಯಾಗುವನು ಆನಂದ ವಾಗಾರ್ಥ



ಸಂಜ್ಞೆಗಳಿಂದ ವರ್ಣಿಸುವುದೇ ಕಾವ್ಯದ ಮಂತ್ರ ಈ ನಲ್ ಶಬ್ದವನ್ನು ಅವರ 'ಸಾಹಿತ್ಯದ ವಿರಾಟ್ ಸ್ವರೂಪದಲ್ಲಿ' ಮತ್ತುಷ್ಟು ವಿವರಿಸುವುದು ಕಂಡುಬರುತ್ತದೆ. ಅಂದರೆ ಅವರ ಪ್ರಕಾರ ಸೌಂದರ್ಯ ಮತ್ತು ಪ್ರತಿಭೆಗಳ ಅರಿವಿನ ಸಂಗಮವು ರಸವು ಈ ಮೂರಕ್ಕೂ ಆಧಾರವಾದದ್ದು ಸೃಷ್ಟಿ, ಸ್ಥಿತಿ, ಲಯಗಳಿಗೆ ಬ್ರಹ್ಮಭೂತ ಆನಂದ ಉಪನಿಷತ್ತು ವೇದಗಳಲ್ಲಿ ಮಧು ಶಬ್ದವನ್ನು ಹೀಗೆಯೇ ಬಳಸಿದುದುಂಟು ಎಂದು ಅವರು ಉಪನಿಷತ್ತಿನ ಹಿನ್ನೆಲೆಯಲ್ಲಿ ಸೌಂದರ್ಯದ ಅರ್ಥವ್ಯಾಪ್ತಿಯನ್ನು ಹಿಗ್ಗಿಸಿದ್ದಾರೆ.

ಬೇಂದ್ರೆಯವರ ಪ್ರಾರಂಭದ ಕವಿತೆಗಳಲ್ಲಿ ಒಂದಾದ 'ಬೆಳಗು' ಕೂಡ ಈ ಶೀರ್ಷಿಕೆಯಿಂದ ಹೊರಗುಳಿಯುವುದಿಲ್ಲ ಈ ಕವನ ಎಷ್ಟು ಬಾರಿ ಓದಿದರೂ ಅದರ ಹೊಸತನದ ಮೆರಗನ್ನು ಮಾಸಿಕೊಳ್ಳದ ಕವನ. ಅದರ ಬಗೆಗೆ ಈಗಾಗಲೇ ಸಾಕಷ್ಟು ವಿಮರ್ಶಕರು ಮಾತನಾಡಿದ್ದಾರೆ. ಆದರೆ 'ಮಾಸ್ತಿ'ಯವರು ಅದರಲ್ಲಿ ಬರುವ 'ಗಿಡಗಂಟೆಗಳ ಕೊರಳೊಳಗಿಂದ ಹಕ್ಕಿಗಳಾ ಹಾಡು' ಎಂಬ ಸಾಲನ್ನು ಎತ್ತಿಕೊಂಡು 'ಇಂಥ ಮಾತಿನಲ್ಲಿ ಮಿಗಿಲಾದ ಉಪನಿಷತ್ತಿನ ಒಂದಂಶವಾದ ಚಾತುರ್ಯ ಮಾತ್ರ ಇಲ್ಲ, ಬದಲಾಗಿ ಪ್ರಕೃತಿಯನ್ನು ಕುರಿತ ವಿಲಕ್ಷಣ ಭಾವನೆಯಿದೆ. ಚಾತುರ್ಯವೆಂದು ಕಾಣುವ ಈ ಉಕ್ತಿಭಂಗಿ ಭಾವನೆಯ ಫಲ ಈ ಭಾವನೆಯೇ ಬೇಂದ್ರೆಯವರ ಎಲ್ಲ ಕವಿತೆಯ ಬಲದ ಬೇರು' ಎಂದಿದ್ದಾರೆ.

ಈ 'ಬೆಳಗು' ಕವನ ಪಂಚೇಂದ್ರಿಯಗಳ ಮೂಲಕ ಬೆಳಗಾದ ಸಂವೇದನೆಯ ಅನುಭವವನ್ನು ಕಟ್ಟಿಕೊಡುವುದನ್ನು ಕಾಣಬಹುದಾದಾಗಿದೆ.

"ಮೂಡಲ ಮನೆಯ ಮುತ್ತಿನ ನೀರಿನ
ಎರಕಾವ ಹೊಯ್ಯಾ,
ನುಣ್ಣನ್ನೆರಕವ ಹೊಯ್ಯಾ,
ಬಾಗಿಲ ತೆರೆದು ಬೆಳಕೂ ಹರಿದೂ
ಜಗವೆಲ್ಲಾ ತೊಯ್ಯಾ,
ಹೋಯ್ಯೋ ಜಗವೆಲ್ಲಾ ತೊಯ್ಯಾ,
ರತ್ನದ ರಸದಾ ಕಾರಂಜಿಯೂ
ಪುಟ ಪುಟನೆ ಪುಟಿದು
ತಾನೇ ಪುಟ ಪುಟನೆ ಪುಟಿದು
ಎಲೆಗಳ ಮೇಲೆ ಹೂಗಳ ಒಳಗೆ
ಅಮೃತದ ಬಿಂದು
ಕಂಡವು ಅಮೃತದ ಬಿಂದು
ಯಾರಿರಿಸಿರುವರು ಮುಗಿಲ ಮೇಲಿಂದಿ
ಲ್ಲಿಗೆ ತಂದು
ಈಗ ಇಲ್ಲಿಂಗೇ ತಂದು

ಅಂದರೆ ಪ್ರಸ್ತುತ ಸಾಲುಗಳಲ್ಲಿ ಸೂರ್ಯೋದಯದ ಕ್ರಿಯೆಯನ್ನು ಮೂಡಲ ಮನೆಯ ಬಾಗಿಲು ತೆರೆಯಿತು ಎನ್ನುವುದರ ಮೂಲಕ ಪ್ರಾರಂಭಿಸುತ್ತಾರೆ. ಮುಂದಿನ ಕ್ರಿಯೆಗಳಿಗೆ ಆತ ಘ್ರಾಣ, ಶಬ್ದ, ದೃಶ್ಯ, ರುಚಿ, ಸ್ಪರ್ಶ ಪ್ರತಿಮೆಗಳನ್ನು ಬಳಸಿಕೊಳ್ಳುತ್ತಾ ಮುಂದುವರಿದು ಅವರು 'ರತ್ನದ ರಸದಾ ಕಾರಂಜಿಯೂ ಪುಟ ಪುಟನೆ ಪುಟಿದು ಎಂಬಲ್ಲಿ ದೃಶ್ಯ ಪ್ರತಿಮೆಯ ನಿರ್ಮಾಣವಾಗುತ್ತದೆ. ಮುಂದೆ ಇದು 'ಮಘಿಮಘಿಸುವಾ ಮುಗಿದು ಮೊಗ್ಗಿ' ಎಂಬಲ್ಲಿ ಘ್ರಾಣ ಪ್ರತಿಮೆಯಾಗಿ 'ಪಟಪಟನೇ ಒಡೆದು' ಎಂಬಲ್ಲಿ ಮೊಗ್ಗಿನ ಅರಳುವಿಕೆಯನ್ನು 'ಎಲೆಗಳ ಮೇಲೆ ಹೂಗಳ ಒಳಗೆ' ಎಂಬ ಸಾಲುಗಳಲ್ಲಿ ಶಬ್ದ

ಪ್ರತಿಮೆ ಉಂಟಾಗುತ್ತದೆ. ನಂತರ ಮುಂದುವರಿದು ಅವರು ಕವಿತೆಯ ಕೊನೆಯ ಸಾಲಾದ 'ಇದು ಬರೀ ಬೆಳಗಲ್ಲೋ ಅಣ್ಣ' ಎಂದು ಹೇಳುವಾಗ ಒಂದು ಉನ್ನತ ದರ್ಜೆಯ ಪ್ರಾಪ್ತವಾಗುತ್ತದೆ. ಈ ಎಲ್ಲಾ ಅಂಶಗಳು ಅವರ ಉಪನಿಷತ್ತಿನ ಮೂಲದಿಂದ ಬಂದವೆಂದೇ ಹೇಳಬಹುದು.

ಬೇಂದ್ರೆಯವರ ಉಪನಿಷತ್ತಿನ ಅಂಶದ ಬಗ್ಗೆ ತಿಳಿಸುವ ಮತ್ತೊಂದು ಕವಿತೆ ಎಂದರೆ ಅದು 'ಹೃದಯಸಮುದ್ರ' ಕವನ ಸಂಕಲನದ 'ಮಹಾಪ್ರಸ್ಥಾನ' ಆಗಿದೆ. ಶ್ರೀ ಅರವಿಂದರ ಮಹಾಪ್ರಸ್ಥಾನವನ್ನು ಕುರಿತು ಬರೆದ ಹದಿಮೂರು ನುಡಿಗಳ ಈ ಕವಿತೆ ಅರವಿಂದರ ಮರಣವನ್ನು ಕುರಿತು ಬರೆದ ಒಂದು ಶೋಕಗೀತವಲ್ಲ, ಶ್ರೀ ಅರವಿಂದರ ನಿಷ್ಕ್ರಮಣದ ಕೆಲವು ವಿವರಗಳು, ಅಲ್ಲದೆ ಅವರ ಜೀವನದ ಸಿದ್ಧಿ ಸಾಧನೆಗಳನ್ನು ಕುರಿತು ಕೆಲ ಮಾತುಗಳು ಈ ಕವಿತೆಯಲ್ಲಿ ಬಂದು ಅರವಿಂದರ ಮರಣ ಒಂದು ಐತಿಹಾಸಿಕ ಸಂಗತಿ ಎಂಬುದನ್ನು ಸ್ಥಿರಗೊಳಿಸುತ್ತದೆ. ಕವಿತೆಯ ದೃಷ್ಟಿಯಲ್ಲಿ ಅರವಿಂದರದು ಶರಣರ ಸಾವು ಅದರ ಸತ್ಯ ಐತಿಹಾಸಿಕತೆಯನ್ನು ಮೀರಿ ಬೆಳಗುವಂಥದು. ನವಜೀವನ ಸೃಷ್ಟಿ ಅರವಿಂದರ ಒಂದು ತತ್ವಜ್ಞಾನದ ಕನಸಾಗಿತ್ತು. ಆ ಕನಸು ನನಸಾಗುವುದು ಸ್ವರ್ಗದಲ್ಲಿ ಎಂಬ ಮಾತು ಆಕಾಶಗಂಗೆ ಕೈಲಾಸ ಜಾತ್ರೆಯಲ್ಲಿ ಅಭಿಷೇಕ ಮಾಡುವುದು. ವೇದಗಳ ಮಧುವಾಣಿ ಜೀನು ಹುಳುಗಳಂತೆ ರಾಣಿಯಾಗಿ ನಕ್ಷತ್ರಪುಂಜಗಳನ್ನು ಕರೆಯುವುದು ಆ ಮೇಲೆ "ಓಂಕಾರದೆಯೇ ರೈಂಕರಿಸಿದಂತೆ" ನವಜೀವ ರಾಶಿ ದೊರೆಯುವುದು ಎಂದಿದ್ದಾರೆ.

ನಂತರದ ನುಡಿಗಳಲ್ಲಿ ಅರ್ಜುನ ಮತ್ಸ್ಯಮಂತ್ರವನ್ನು ಬೇದಿಸಿದ ಘಟನೆಯ ಅರ್ಥ ಈ ಹೇಳಿಕೆಯ ತಳಹದಿಗೆ ಇದೆ. ಮೀನ ಯುಗದ ಅಂದರೆ ಈ ಯುಗ ಕಳೆದು ಕುಂಭಯುಗ ಪ್ರಾರಂಭವಾಗಲಿದೆ ಎಂದು ಶ್ರೀ ಅರವಿಂದರು ಭವಿಷ್ಯ ನುಡಿದಿದ್ದರಂತೆ ಎಂಬುದನ್ನು ಇಲ್ಲಿ ನೆನಪಿಗೆ ತಂದುಕೊಳ್ಳಬೇಕಾಗುತ್ತದೆ. 'ಸುರವ್ಯಾಧ ನಯನದಾದರ್ಶವಾದ ಮೃಗಶೀರ್ಷ ವೇದವಾಯು' ಅಂದರೆ ಮೃಗಶಿರ ನಕ್ಷತ್ರಪುಂಜದಲ್ಲಿ ವ್ಯಾಧ ನಕ್ಷತ್ರಕ್ಕೆ ಕಾಣುವುದು ಚಿಗರೆಯ ತಲೆಯೊಂದೇ ಅದರಾಚೆಗೆ ವ್ಯಾಧನ ಕಣ್ಣಿಗೆ ಕಾಣುವುದಿಲ್ಲ. ಒಮ್ಮೆ ಚಿಗರೆಯ ತಲೆ ಕಡಿಯಿತೆಂದರೆ, ಅವನು ಆಚೆಗೂ ನೋಡಬಹುದು ಈಗ ಅಂಥ ಸಮಯ ಬಂದಿತು ಎಂದರ್ಥ.

ಹೀಗೆ ಪ್ರಸ್ತುತ ಕವಿತೆ ಅವರ ಮೂಲ ಉಪನಿಷತ್ತಿನ ಅಂಶದ ಮುಖಾಂತರವೇ ಬೆಳೆದಿದೆ ಎನ್ನಬಹುದಾಗಿದೆ.

ಈ ವಿಷಯಕ್ಕೆ ಸಂಬಂಧಿಸಿದಂತೆ ಅವರ ಮತ್ತೊಂದು ಕವಿತೆಯಾದ "ಜೈತ್ಯಾಲಯ" ಕವನ ಸಂಕಲನದ 'ಸ್ವಪ್ನನೌಕೆ' ಒಂದಾಗಿದೆ. ಶ್ರೀ ಅರವಿಂದರ 'ಆಡೀಚಿಮ ಬಿಚಿಣ' ಎಂಬ ಚಿಕ್ಕ ಕವಿತೆಯ ಭಾವಾನುವಾದ ಈ ಕವಿತೆಯಾಗಿದೆ.

ಪ್ರಸ್ತುತ ಕವಿತೆಯಲ್ಲಿ ಭಕ್ತ ಮತ್ತು ಪರಮಾತ್ಮರ ಮಿಲನದ ವರ್ಣನೆಯಿದೆ. ಭಕ್ತನ ಜೀವ ಪರಮಾತ್ಮನ ಅನುಗ್ರಹಕ್ಕಾಗಿ ಹಂಬಲಿಸಿದರೆ ಮಾತ್ರ ಸಾಲದು; ಆ ಅನುಗ್ರಹವನ್ನು ಪಡೆಯುವ ಯೋಗ್ಯತೆಯನ್ನು ಬೆಳೆಸಿಕೊಳ್ಳಬೇಕು. ಅಲ್ಲದೇ ಭಕ್ತನ ಜೀವ ಪರಮಾತ್ಮನಿಂದ ಬಯಸುವುದಾದರೆ ಏನನ್ನು? ಪರಮಾತ್ಮನಿಗಿಂತ ಕಡಿಮೆಯಾದ ಯಾವ ವಸ್ತುವನ್ನು ಭಕ್ತನ ಜೀವ ಬಯಸಬಾರದು, ಬಯಸಿದರೆ ಬಯಕೆಯೇನೋ ತೃಪ್ತಿ ಹೊಂದಬಹುದು. ಆದರೆ ಸಮಯ ತಪ್ಪಿ ಹೋದ ಮೇಲೆ ದೇವರನ್ನು ತಿರುಗಿ ಪಡೆಯುವಂತಿಲ್ಲ ಮುಂದಿನ ಜೀವನವೆಲ್ಲಾ ಬರಡಾದಂತೆಯೇ ಎನ್ನುತ್ತಾರೆ.

ಕೊನೆಯ ನುಡಿಯಲ್ಲಿ ಜೀವದ ಬರಡುತನದ ವರ್ಣನೆಯಿದೆ. ಎರಡನೇಯ ನುಡಿಯಲ್ಲಿಯ ವಸಂತ ವೈಭವದ ಶ್ರೀಮಂತಿಕೆಗೆ ವಿರುದ್ಧವಾಗಿ ಇಲ್ಲಿ ಬಡತನದ ರಿಕ್ತತೆಯ ಪರಿಸ್ಥಿತಿಯ ಚಿತ್ರಣವಿದೆ. "ಜಗವೆಲ್ಲಾ ಬಯಲಿನ ಡೊಗರು" ಎಂದು ಭಾಸವಾಗುತ್ತದೆ. ಹಳೆಯ ಹಿಗ್ಗಿಗೆ ಚಿಗುರು ಮೂಡದಿದ್ದರೆ

ಅದು ಹೊಸದಾಗದಿದ್ದರೆ ಹಿಗ್ಗು ಹಿಗ್ಗಾಗಿ ತೋರುವುದಿಲ್ಲ. “ಆ ರುಕ್ಮಾಂಗದ ದೇವನ ಕನಸೂ ಬರಿದಾಗಿ | ಕನಸಿನ ಹಡಗಾ ಬರದಾಗಿ” ಈ ಕನಸಿನ ನೌಕೆ ಪ್ರತ್ಯಕ್ಷವಾಗಿ ಎದುರಿಗೆ ಬಂದಾಗ ಅದಕ್ಕೆ ಆ ಕನಸಿನ ಅನುಭವವೂ ಉಳಿಯುವುದಿಲ್ಲ.

ಹೀಗೆ ಕನಸನ್ನು ತಿಳಿಸುತ್ತಾ ದೇವರನ್ನು ಒಲಿಸಿಕೊಳ್ಳುವುದನ್ನು ಈ ಕವಿತೆಯಲ್ಲಿ ತಿಳಿಸಿದ್ದಾರೆ.

ಮುಂದುವರಿದು ಪ್ರಸ್ತುತ ಶೀರ್ಷಿಕೆಗೆ ನಾವು ಬೇಂದ್ರೆಯವರ ಕವಿತೆಗಳಲ್ಲಿ ಗಮನಿಸುವುದಾದರೆ ಅದು ‘ನಮನ’ ಕವನ ಸಂಕಲನದ ‘ನನ್ನದು ಈ ಕನ್ನಡ ನಾಡು’ ಪ್ರಸ್ತುತ ಕವಿತೆ ಕರ್ನಾಟಕದ ಏಕೀಕರಣದ ನಂತರವೂ ಸಹ ಕನ್ನಡದ ಸಾಂಸ್ಕೃತಿಕ ಐಕ್ಯ ಇನ್ನೂ ಆಗಬೇಕೆಂದು ಎಂಬುದನ್ನು ತಿಳಿಸುತ್ತದೆ. ಮೊದಲ ನುಡಿಯು ಜೈನದರ್ಶನವನ್ನು ನಿರೂಪಿಸಿದರೆ, ಎರಡನೆಯ ನುಡಿಯಲ್ಲಿ ವೀರಶೈವ ದರ್ಶನದ ಚಿತ್ರವಿದೆ, ಮೂರನೆಯ ನುಡಿಯಲ್ಲಿ ಭಾಗವತದರ್ಶನ ನಿರೂಪಿತವಾಗಿದೆ.

ಪ್ರಸ್ತುತ ಕವಿತೆಯಲ್ಲಿ ಬರುವ ಒಂದು ಸಾಲಾದ ‘ಇತಿಹಾಸ ವೇದ ಸಂಜ್ಞಾನ ಕಲ್ಪನೆ’ ಎಂಬುದು ವೇದ, ಪುರಾಣ, ಇತಿಹಾಸಗಳಲ್ಲಿ ಹೇಳಿದ್ದೆಲ್ಲಾ ‘ಸಂಜ್ಞಾನ ಕಲ್ಪನೆ’, ಪ್ರಜ್ಞೆಗಿಂತ ಮೇಲಿನ ಮಟ್ಟದಲ್ಲಿರುವುದು ಸಂಜ್ಞೆ ಅಥವಾ ಸಂಜ್ಞಾನ, ಸಮ್ಯಕ್‌ಜ್ಞಾನ ಎಂಬ ಒಂದು ಅರ್ಥ ಇದಕ್ಕಿದೆ. ಆದರೆ ಸಂಕೇತ, ಪ್ರತೀಕಗಳನ್ನು ಸೃಷ್ಟಿಸುವ ಪ್ರಜ್ಞೆ ಮತ್ತು ಕಲ್ಪನೆಗೆ ಸಂಜ್ಞಾ ಅಥವಾ ಸಂಜ್ಞಾನ ಎಂದು ಹೆಸರನ್ನು ಕೇಂದ್ರಬಹುದೇನೋ, ವೇದ ಉಪನಿಷತ್ತು, ಪುರಾಣಗಳು ಇವುಗಳಲ್ಲಿ ಅಡಗಿಕೊಂಡಿರುವ ಕಥಾಸಾಹಿತ್ಯ ಕೂಡ ಜ್ಞಾನದ ಪ್ರತೀಕಾತ್ಮಕವಾದ ನಿರೂಪಣೆಯಾಗಿದೆ. ವೇದ ಎಂದರೆ ಜ್ಞಾನ ಎಂಬ ನಿರ್ಣಯಕ್ಕೆ ಬೇಂದ್ರೆಯವರು ಎಂದೋ ಬಂದಿದ್ದರು. ಈ ಜ್ಞಾನ ನಮ್ಮ ತಿಳುವಳಿಕೆಗೆ ದುರ್ಭೇದ್ಯವಾದಾಗ ದುರ್ಗಮವಾಗಬಹುದು. ಆದ್ದರಿಂದ ನಾಲ್ಕು ಯುಗಗಳ ನಮ್ಮ ಕಾಲಮಾನ ಯಾಂತ್ರಿಕವಾಗಿರದೆ ಪ್ರತೀಕಾತ್ಮಕವಾಗಿದೆಯೆಂದು ತಿಳಿದರೆ ಬೇಂದ್ರೆಯವರ ‘ಕೃತಯುಗದ ಮಾರ್ಗ’ ಯಾವುದಿರಬಹುದೆಂದು ಗೊತ್ತಾಗಬಹುದು.

ಮುಂದಿನ ಸಾಲಾದ “ಭೌತಿಕ ತೇರು ಬೀಜವನೆ ತುಷವು ತಾಯಾಗಿ ಕಾಯಿರ್ದೆ” ಎಂಬ ಸಾಲಿನಲ್ಲಿ ಹೃದಯಜ್ಞಾನದವನ ಮಾತು ಋಷಿಗಳ ಸ್ಫೂರ್ತಿವಾಣಿಗೆ ಸಮ. ಹಾಗಾದಾಗ ಮಾತ್ರ ದೊಡ್ಡ ಕಾವ್ಯ ಹುಟ್ಟುತ್ತದೆ ಎಂದು ಹೇಳುತ್ತಾ ‘ಬೀಜವನೆ ತುಷವು ತಾಯಾಗಿ ಕಾಯಿರ್ದೆ’ ಎಂಬ ಮಾತು ವರ್ತಮಾನವು ಭವಿಷ್ಯಕ್ಕೆ ಹೊದಿಕೆಯಾಗಿರುವುದನ್ನು ಸೂಚಿಸುತ್ತದೆ.

ಬೇಂದ್ರೆಯವರ ಉಪನಿಷತ್ತಿನ ಹಿನ್ನೆಲೆಯಲ್ಲಿ ಬರೆದ ಇತರ ಕವಿತೆಗಳೆಂದರೆ ‘ಗಾಯತ್ರಿಸೂಕ್ತ’, ‘ಅಗ್ನಿಸೂಕ್ತ’, ‘ಗಂಗಾವತರಣ’, ‘ನೃಸಿಂಹಸ್ತೋತ್ರ’ಗಳು ಪ್ರಮುಖವಾದದ್ದು ಇವುಗಳಿಗೆ ಹೊಂದಿಕೊಂಡಂತೆ ಬರೆದ ಪದ್ಯ ‘ಮುಗಿಲಮಲ್ಲಿಗೆ’ ಕವನ ಸಂಕಲನದ ‘ಗಣಪಸ್ತುತಿ’ ಪ್ರಮುಖವಾಗಿದೆ.

ನಂತರದ ಪದ್ಯಗಳೆಂದರೆ ‘ನಾಕುತಂತಿ’ ಕವನ ಸಂಕಲನದ ‘ಮತ್ತೆ ಶ್ರಾವಣ’ ಕವಿತೆಯಲ್ಲಿ ಬರುವ ಹರಿ-ಹರರ ಕಲ್ಪನೆಯ ಸ್ಮಾರ್ತಮಾರ್ಗ ಪ್ರಮುಖವಾಗಿದೆ. ಇದೇ ಸಂಕಲನದಲ್ಲಿ ಬರುವ ‘ಪರಾ ಶರ ರೂಪಾ’ ಕವನವು ‘ಗಾಯತ್ರಿಸೂಕ್ತ’ದ ಹಿನ್ನೆಲೆಯಲ್ಲಿ ಬರೆದಿದ್ದು ಇದರಲ್ಲಿ ಬರುವ ‘ವಿಶ್ವಂ ಚರಂತೀ. . . ಸೂತ್ರಧಾರಾ’, ಮತ್ತು “ಮೂಲಾಧಾರಾ ಪರಾ . . . ಮಿಮರ್ಶಿನೀ” ಎಂಬ ಸಾಲುಗಳು ಉಪನಿಷತ್ತಿನಿಂದ ಬಂದವುಗಳಾಗಿವೆ.

ಮುಂದಿನ ಕವನಸಂಕಲನವಾದ ‘ತುಂಬಿತ್ತು ಹಾಲಗೆರಿ’ ಎಂಬ ಕವನವು ‘ಮರ್ಯಾದೆ’ ಎಂಬ ಕವನ ಸಂಕಲನದಲ್ಲಿ ಬಂದಿದ್ದು ಇದರಲ್ಲಿ ಬರುವ ಅನೇಕ ಸಾಲುಗಳು ‘ನಾಸತೋ ವಿದ್ಯತೇ ಭಾವೋ ನಾಭಾವೋ ಉದ್ಯತೇ ಸತಃ’ ಎಂಬ ಗೀತವಾಕ್ಯದ ಮೇಲೆ ರಚಿತವಾಗಿರುವಂತೆ ಕಂಡು ಬರುತ್ತವೆ.

“ಶ್ರೀಮಾತಾ” ಸಂಕಲನದಲ್ಲಿ ಬರುವ ‘ಕನಕ’ ಕವನವು ಸಹ ಒಂದಾಗಿದ್ದು ಇದರಲ್ಲಿ ಬರುವ ‘ಒಂದು ವೃಕ್ಷದ ಮೇಲೆ . . . ಇರುವ ತನಕ’ ಎಂಬ ಸಾಲು ‘ಮಂಡೂಕೋಪನಿಷತ್ತಿ’ನಿಂದ ಬಂದಿದ್ದಾಗಿದೆ. ಅಲ್ಲದೆ ಇದರಲ್ಲಿ ಬರುವ ‘ಎಲ್ಲರ ಏಕ ಸೂತ್ರಧಾರಿ. . . ನಮ್ಮ ತಲೆಗಾಯಿ’ ಎಂಬುದು ಶಂಕರಾಚಾರ್ಯರ ‘ಮಾಯಾವಾದ’ ದ ಹಿನ್ನೆಲೆಯಲ್ಲಿ ಬರೆದಿದ್ದಾಗಿದೆ. ನಂತರ ಪ್ರಸ್ತುತ ಸಂಕಲನದಲ್ಲೇ ಬರುವ ‘ಚಾತುರ್ಯದ ಬುದುಕು’ ಎಂಬ ಕವಿತೆಯಲ್ಲಿ ಬರುವ ‘ಪೃಥ್ವಿ ಚಂದ್ರಾ ಸೂರ್ಯ ಕೂಡಿ ಬಾಳಲಿ’ ಎಂಬ ಸಾಲು “ಸ್ವ-ಸ್ವಾಮಿ ಏಕರೇಖ” ಎಂದು “ನಭೋವಾಣಿ” ಯನ್ನು ತಿಳಿಸಿದ್ದಾರೆ.

ನಂತರ “ಇದು ನಭೋವಾಣಿ” ಸಂಕಲನದಲ್ಲಿ ಬರುವ ‘ಮಹಾನುಭಾವರ’ ಕವಿತೆಯು ಮತ್ತು ‘ದಶಾವತಾರದ ಕವಿತೆ’ಗಳಲ್ಲಿ ಬರುವ ‘ಕೂರ್ಮಾವತಾರ’ದಲ್ಲಿರುವ “ಪ್ರಾಣೋವೈಕರ್ಮಃ” ಎಂಬ ಮಾತು “ಶಢಪಢ ಬ್ರಾಹ್ಮಣ”ದ ಹಿನ್ನೆಲೆಯಲ್ಲಿ ರಚಿತವಾದವುಗಳಾಗಿವೆ.

ಮುಂದಿನ ಪದ್ಯಗಳಾದ ‘ಪರಾಕಿ’ ಮತ್ತು “ತಾ ಲೆಕ್ಕಣೀಕಿ ತಾದೌತಿ” ಸಂಕಲನದ ‘ಮೂಡಾ’ ಕವಿತೆಗಳು ಶಂಕರರ ‘ಮಾಯಾವಾದದ’ ಹಿನ್ನೆಲೆಯಲ್ಲಿ ರಚಿತವಾದವುಗಳಾಗಿವೆ. ನಂತರ ದಶಾವತಾರದ ಕವಿತೆಗಳಲ್ಲಿ ಬರುವ ವಾಮನ ಅವತಾರವೂ ಸಹ ಅಂದರೆ ಇದರಲ್ಲಿ ಬರುವ “ಮನದೊಳಗ್ಗ, ಮನೀವಾಮನೀ ತೇಜಾ” - “ಅಂಗುಷ್ಟ ಮಾತ್ರ ಪುರುಷನ ಉಪಾಸತೇ” ಎಂಬ ಸಾಲುಗಳು ಸಹ ಉಪನಿಷತ್ತಿನದು.

ಹೀಗೆ ಬೇಂದ್ರೆಯವರು ಕನ್ನಡದ ಎಲ್ಲ ಕವಿಗಳಿಗಿಂತಲೂ ಭಿನ್ನವೆಂಬಂತಹ ಕಾವ್ಯತ್ರಕಾರವನ್ನು ಕಟ್ಟಿ ಬೆಳೆಸಿದ ಒಬ್ಬ ಧೀಮಂತರ ಕವಿಯಾಗಿದ್ದಾರೆ. ಅಂದರೆ ಬೇರೆಲ್ಲಾ ಕವಿಗಳಿಗಿಂತಲೂ ಸಹ ಹೆಚ್ಚಿನ ಪ್ರಮಾಣದಲ್ಲಿ ವೇದ, ಪುರಾಣ ಹಾಗೂ ಉಪನಿಷತ್ತುಗಳ ಪ್ರಭಾವ ಅವರ ಮೇಲೆ ಆಗಿತ್ತು ಎಂಬುದು ಪ್ರಸ್ತುತ ಲೇಖನದ ಸ್ವಾರಸ್ಯವನ್ನು ಗಮನಿಸಿದರೆ ತಿಳಿಯುತ್ತದೆ.

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ಅನುಭಾವದ ದನಿ ಬದುಕಿಗೆ ಬನಿ

ಮಹದೇವ.ಆರ್

ಸಂಶೋಧನಾ ವಿದ್ಯಾರ್ಥಿ

ರೇವಾ ವಿಶ್ವವಿದ್ಯಾಲಯ

ಕಟ್ಟಿಗೇನಹಳ್ಳಿ, ಯಲಹಂಕ, ಬೆಂಗಳೂರು-64

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ಸಂಶೋಧನಾ ಮಾರ್ಗದರ್ಶಕರು

ರೇವಾ ವಿಶ್ವವಿದ್ಯಾಲಯಕಟ್ಟಿಗೇನಹಳ್ಳಿ, ಯಲಹಂಕ, ಬೆಂಗಳೂರು-64

ಮನುಷ್ಯ ಮೂಲತಃ ಪ್ರಾಣಿಗಳ ಸ್ವಭಾವದಿಂದ ಸ್ವಲ್ಪ ಭಿನ್ನವಾಗಿ ತನ್ನನ್ನು ಸಮಾಜವೆಂಬ ಪರಿಕಲ್ಪನೆಯಡಿ ಗುರುತಿಸಿಕೊಂಡಿದ್ದಾನೆ. ಪ್ರಾಣಿಗಳ ಅಭಿವ್ಯಕ್ತಿಗೆ, ಮನುಷ್ಯನ ಅಭಿವ್ಯಕ್ತಿಗೆ ದಕ್ಕಿದಷ್ಟು ವಿವಿಧ ಪರಿಕರಗಳಿಲ್ಲ. ಇಲ್ಲಿ ಭಾವನೆಗಳ ಭಿನ್ನ ಆಯಾಮಗಳು ಮನುಷ್ಯನನ್ನು ಭಿನ್ನವಾಗಿ, ವಿಶಿಷ್ಟವಾಗಿ ಬದುಕುವಂತೆ ಲೋಕದಲ್ಲಿ ಉಳಿಸಿವೆ. ಭಾವನೆಗಳ ಚೈತನ್ಯಮಯ ಶಕ್ತಿಯಿಂದಲೇ ಮನುಷ್ಯ ತನ್ನ ಬದುಕನ್ನು ಉತ್ತಮೀಕರಿಸಲು ರೂಪಿಸಿಕೊಂಡಿದ್ದಾನೆ, ಜೊತೆಗೆ ತಾನೇ ಬದುಕಲಾರದಷ್ಟು ಕಷ್ಟದ ಬದುಕನ್ನೂ ರೂಪಿಸಿಕೊಂಡಿದ್ದಾನೆ. ಅದನ್ನೇ ವಚನಕಾರರು 'ಆಚಾರವೇ ಸ್ವರ್ಗ ಅನಾಚಾರವೇ ನರಕ' ಎಂದಿದ್ದಾರೆ. ಉತ್ತಮ ನಡವಳಿಕೆಯ ಆಚಾರ ವಿಚಾರಗಳು ಸಮಾಜವನ್ನು ಉತ್ತಮಗೊಳಿಸಿದರೆ, ಮನುಷ್ಯ ತನ್ನ ಸುತ್ತಲೂ ಬದುಕುವ ಸ್ವರ್ಗೀಯ ಸಮಾನವಾದ ನೆಮ್ಮದಿಯಬದುಕನ್ನು ಸೃಷ್ಟಿಸಿಕೊಳ್ಳುತ್ತಾನೆ. ಆದರೆ ಅನೈತಿಕ, ವಿಶಿಷ್ಟಮನಸ್ಸಿನ ಸ್ವಾರ್ಥದ ಬದುಕು, ಸಂಕೀರ್ಣವಾದ ಸಂಕುಚಿತ ಮನೋಭಾವದಲ್ಲಿ ನರಕವಾಗುತ್ತದೆ. ಇಂತಹ ಸಂಕೀರ್ಣ ಮನಸ್ಸಿನ ಭಾವನೆಗಳನ್ನು ಹೋಗಲಾಡಿಸಲು ಕನ್ನಡದ ಅನೇಕ ತತ್ವಪದಕಾರರು, ಕವಿಗಳು, ದಾರ್ಶನಿಕರು ತಾವು ಬದುಕಿನಲ್ಲಿ ಕಂಡ ಅನುಭವಗಳನ್ನು ತಮ್ಮ ಬದುಕಿನಲ್ಲಿ ಅಳವಡಿಸಿಕೊಂಡು, ಪರಿಪಾಕಗೊಳಿಸಿ, ನುಡಿದಂತೆ ಬದುಕಿ ಅನುಭಾವದ ನಡೆಯನ್ನು ಅನುಭಾವದ ನುಡಿಯನ್ನು ನೀಡುವ ಮೂಲಕ ಅನುಭಾವ ಸಾಹಿತ್ಯವನ್ನು ರಚಿಸಿ ಕನ್ನಡ ಸಾಹಿತ್ಯವನ್ನು ಸಮೃದ್ಧಗೊಳಿಸಿದ್ದಾರೆ. ಇಂತಹ ಕನ್ನಡ ಸಾಹಿತ್ಯದ ಅನುಭಾವಿ ಕವಿಗಳಲ್ಲಿ ಬೇಂದ್ರೆ ಮತ್ತು ಮಧುರಚೆನ್ನರು ಅಗ್ರಪಂಕ್ತಿಯಲ್ಲಿ ನಿಲ್ಲುತ್ತಾರೆ.

ಹದಾ ಒಳಗಾ ಇಲ್ಲಾ ತಮ್ಮ

ಪದ ಹೊರಗಾ ಬರೋದಿಲ್ಲಾ

ಕದ ತೆರೆಯೋದಿಲ್ಲಾ ಅಂತಃಕರಣ

ಬೇಂದ್ರೆ. (1)

ಕವಿಯೊಬ್ಬನ ಅಂತಃಕರಣ ಮಾತ್ರವಲ್ಲ, ಪ್ರತಿಯೊಬ್ಬ ವ್ಯಕ್ತಿಯೂ ತನ್ನ ಮನಸ್ಸನ್ನು ಶುದ್ಧವಾಗಿಟ್ಟು ಕೊಂಡಲ್ಲಿ, ನೈತಿಕತೆಯನ್ನು ಕಾಪಾಡಿಕೊಂಡಲ್ಲಿ ಭಾವಶುದ್ಧವಾಗುತ್ತದೆ. ತನ್ನ ಸುತ್ತಲವರೊಡನೆ ವ್ಯವಹರಿಸುವ ಆತನ ಮಾತು, ಬದುಕಿನ ಬದ್ಧತೆ, ಭವಿಷ್ಯದ ಕಾಳಜಿ, ನಾಳಿನ ನಂಬಿಕೆಗಳು ಚಿಗುರೊಡೆಯುತ್ತವೆ. ಆಗ ವ್ಯಕ್ತಿ ವಿಶಿಷ್ಟನಾಗುವುದಿಲ್ಲ, ಹಂತಕನಾಗುವುದಿಲ್ಲ, ಆತ್ಮಹತ್ಯೆಗೂ ಪ್ರಯತ್ನಿಸುವುದಿಲ್ಲ. ಸಕಲ ಜೀವರಾಶಿಗಳಿಗೂ ಒಳಿತನ್ನು ಬಯಸುವ ಉತ್ತಮೀಕ ಆತನಲ್ಲಿ ನೆಲೆಸುತ್ತದೆ. ಇಂತಹ ಭಾವ ಹದಗೊಂಡಾಗ ಮಾತ್ರ ಅಂತಃಕರಣದ ಕದ ತೆರೆಯುತ್ತದೆ ಎಂಬುದು ಬೇಂದ್ರೆಯವರ ನಿಲುವು.

ಕನ್ನಡದ ನೆಲದಲ್ಲಿ ಬಾಳಿ ಬದುಕಿ ಹೋದ ಮತ್ತೊಬ್ಬ ಅನುಭಾವಿ ಕವಿ ಮಧುರಚೆನ್ನರ ಮೂಲ ಹೆಸರು 'ಹಲಸಂಗಿ ಚನ್ನಮಲ್ಲಪ್ಪ ಗಲಗಲಿ'. ಬಿಜಾಪುರ ಜಿಲ್ಲೆಯ ಹಲಸಂಗಿಯವರು. ಭಾವ ಶುದ್ಧತೆಯ ಬಗ್ಗೆ ಈ ರೀತಿ ಹೇಳಿದ್ದಾರೆ.

ಬುದ್ಧಿಯೇ ಬಾದಕವು ಬುದ್ಧಿಯೇ ಸಾಧಕವು
ಬುದ್ಧಿಯೇ ಮಾನವನ ಭಿತ್ತಿಯಯ್ಯ
ಬುದ್ಧಿಯಿಂದಲೆ ಭಾವ ಬೀಳುತ್ತೇಳುತ್ತ ಸಾಗಿ
ನಿಷ್ಠೆ ನಿಬ್ಬೆರಗಾಗಿ ನಿಲುವುದಯ್ಯಾ

- ಮಧುರಚೆನ್ನ (2)

ಕವಿ ಬದುಕಿನ ನಿಷ್ಠೆಯ ಬಗ್ಗೆ ಮಾತನಾಡುತ್ತಾ ಭಾವದ ಅಭಿವ್ಯಕ್ತಿ ಮನಸ್ಸಿನ ಅನುಭವದ ಮೇಲೆ ನಿರ್ಧಾರವಾಗುತ್ತದೆ, ಬುದ್ಧಿಯ ಕಾರಣದಿಂದ ಚರ್ಚೆ, ವಿಮರ್ಶೆ, ತರ್ಕಗಳ ಪರಿಣಾಮವಾಗಿ ಬುದ್ಧಿ ಭಾವದ ಭಿತ್ತಿಯಾಗಿರುತ್ತದೆ. ಹೀಗೆ ವಿವೇಚಿಸಿ ಒಪ್ಪಿಕೊಳ್ಳುವ ಭಾವ ತನ್ನ ಏಳು ಬೀಳುಗಳಲ್ಲಿ ಸಾಗಿ ಜೀವನ ನಿಷ್ಠೆಗೆ ಮಾತ್ರ ಅದು ಸೋಲುತ್ತದೆ. ಅಂದರೆ ಮಾನವ ತನ್ನ ಬದುಕಿನಲ್ಲಿ ತಾನು ನಂಬಿದ ತತ್ವ ಸಿದ್ಧಾಂತಗಳನ್ನು, ತರ್ಕಬದ್ಧವಾಗಿ ವಿವೇಚಿಸಿಯೂ, ಅವನ ಭಾವ ಮಾತ್ರ ಜೀವನಿಷ್ಠವಾದ ತಾತ್ವಿಕತೆಗೆ ಮಾತ್ರ ಬೆರಗುಗೊಂಡು ನೆಲೆಸುತ್ತದೆ ಎಂಬುದು ಇಲ್ಲಿ ಕವಿಯ ನಿಲುವು.

ಹೀಗೆ ಭಾವದ ಕುರಿತ ಚರ್ಚೆಯೇ ಮನಸ್ಸಿನ ನಿಯಂತ್ರಣದ ಕುರಿತ ಪಾರಿಭಾಷಿಕ ತಿಳುವಳಿಕೆಗೆ ಸ್ಪಂದನೆಯನ್ನು ನೀಡುತ್ತದೆ. ಏಕೆಂದರೆ ಈ ಜಗತ್ತು ಬರೀ ಭೌತಿಕ ವಸ್ತುಗಳಿಂದ ಮಾತ್ರ ಅಲಂಕರಿಸಲ್ಪಟ್ಟಿಲ್ಲ, ಮನಸ್ಸಿನಿಂದ ನಿಯಂತ್ರಿಸಲ್ಪಟ್ಟಿದೆ. ಎಲ್ಲಾ ಸಿದ್ಧಾಂತಗಳು, ಧರ್ಮಗಳು, ಬೋಧಿಸುವ ಆಚರಣೆಗಳು ಪಾಲನೆಯಾಗುವುದು ಜಡವಸ್ತುಗಳಿಂದ ಅಲ್ಲ, ಅದು ಚಾಲನೆಗೊಳ್ಳುವುದು ಪಾಲನೆಯಾಗುವುದು ಮನಸ್ಸಿನಿಂದ. ಇಂತಹ ಮನಸ್ಸಿನ ನಿಯಂತ್ರಣ ಮಾಡಬೇಕು. ಆಗ ಭೌತಿಕವಾಗಿ ವಾಸಿಸುವ ಎಲ್ಲಾ ಜಡ ಹಾಗೂ ಚೇತನಗಳ ನಿರ್ವಹಣೆಗೆ ಕಾರಣವಾಗಿರುವ ಅನಂತಶಕ್ತನನ್ನು ಅರಿಯುವುದು ಮಾನವನಿಗೆ ಸಾಧ್ಯವಾಗುತ್ತದೆ.

ಧ್ಯಾನ, ಧಾರಣೆಗಳಿಂದ, ಯೋಗ, ತತ್ವ ತಿಳುವಳಿಕೆಗಳಿಂದ ಮನುಷ್ಯನ ಭಾವ ಶುದ್ಧಗೊಳ್ಳುತ್ತದೆ. ಭವದ ಈ ಅನುಭವಗಳಿಂದ ಪ್ರೇರಿತವಾಗಿ ಭಾವಶುದ್ಧತೆಯಿಂದ ಪಡೆದುಕೊಂಡ ನೈತಿಕ ಎತ್ತರ, ವ್ಯಕ್ತಿಯನ್ನು ಅನುಭವದ ಚಿಂತನೆಗೆ ಒಡ್ಡುತ್ತದೆ. ಆತನ ಅನುಭವದ ಸಾತತ್ಯತೆಯ ಫಲವಾಗಿ ಉಂಟಾದ ಭಾವದ ಅನಾವರಣ ಆತನನ್ನು ಅನುಭಾವದ ಹಂತಕ್ಕೆ ಒಯ್ಯುತ್ತದೆ. ಉದಾ: 'ಮಾ ನಿಷಾದ' ಬೇಡನೆ ಕೊಲ್ಲಬೇಡ ನಿಲ್ಲು. ಎನ್ನುವ ಮಾತು ವಾಲ್ಮೀಕಿ ಮಹರ್ಷಿಯಲ್ಲಿ ಆ ಕ್ಷಣದಲ್ಲಿ ಉಂಟುಮಾಡಿದ ಭಾವ, ಉದ್ವೇಗದಿಂದ ಶಪಿಸಿದ್ದು, ದುಃಖ ಮತ್ತು ಕರುಣಾ ರಸಗಳ ಸ್ಥಾಯಿಯಾಗಿ ವರ್ತಿಸಿದ್ದು ಮನಸ್ಸು. ಈ ಮನಸ್ಸಿನಲ್ಲಿ ಮೂಡಿದ ಭಾವದಿಂದಾಗಿಯೇ ವಾಲ್ಮೀಕಿಗೆ ಒಂದು ಅದ್ಭುತ ಮಹಾಕಾವ್ಯವನ್ನು ಬರೆಯಲು ಪ್ರೇರಣೆಯಾಯಿತು. ಒಟ್ಟಾರೆಯಾಗಿ ವ್ಯಕ್ತಿಯೊಬ್ಬನಲ್ಲಿ ಉಂಟಾಗುವ ಅನುಭವದ ಸಾತತ್ಯ, ಇದರಿಂದ ವ್ಯಕ್ತಿ ತನ್ನ ಅನುಭವದಲ್ಲಿ ಕಂಡುಕೊಂಡ ಪೂರ್ಣದೃಷ್ಟಿ 'ಅನುಭಾವ'ವನ್ನು ತಂದುಕೊಡಬಲ್ಲದು.

'ಅನುಭಾವ' ಎಂಬ ಪದ 12ನೇ ಶತಮಾನದಲ್ಲಿ ಕನ್ನಡದ ನೆಲದಲ್ಲಿ 'ವಚನಕಾರರು' ತಮ್ಮ ಅನುಭವಾತ್ಮಕ ಚಿಂತನೆಗಳ ಚರ್ಚೆಗಳ ನಿಲುವುಗಳಿಗೆ ಕಂಡುಕೊಂಡ ಒಂದು ಪಾರಿಭಾಷಿಕ ಪದ.

ಅನುಭಾವ ಅನುಭಾವ ಎಂದೆಂಬಿರಿ
ಅನುಭಾವವೆಂಬುದು ನೆಲದ ಮರೆಯ ನಿಧಾನ ಕಾಣಿಭೋ !

ಅನುಭಾವವೆಂಬುದು ಶಿಶುಕಂಡ ಕನಸು ಕಾಣಿಭೋ !
ಅನುಭಾವವೆಂಬುದು ಅಂತರಂಗದ ರತ್ನ ಕಾಣಿಭೋ !
ಅನುಭಾವವೆಂಬುದು ರಚ್ಚೆಯ ಮಾತೆ
ಅನುಭಾವವೆಂಬುದು ಸಂತೆಯ ಸುದ್ದಿಯೇ
ಅನುಭಾವವೆಂಬುದು ಬೀದಿಯ ಪಸರವೇ
ಏನೆಂಬೆ ಹೇಳಾ ಮಹಾ ಘನವನು
ಆನೆಯ ಮಾನದೊಳಿಕ್ಕಿದಡಡಗುವುದೆ ದರ್ಪಣದೊಳಡಗುವುದಲ್ಲದೆ -

ಚನ್ನಬಸವಣ್ಣ (3)

ಶ್ರಮಸಂಸ್ಕೃತಿ ಹಿನ್ನೆಲೆಯ ಶರಣರ ಆಲೋಚನೆ ಅನುಭವದಿಂದ ಪಡೆದ ಬದುಕಿನ ಸಾತತ್ಯವನ್ನು ಗ್ರಹಿಸಿ ಸತ್ಯದ ಕಡೆ ತಮ್ಮ ತನುಮನವನ್ನು ತರಬೇತುಗೊಳಿಸಿಕೊಳ್ಳುವುದಾಗಿದೆ. ವಚನಕಾರರಾದ ಚನ್ನಬಸವಣ್ಣನವರು 'ಅನುಭಾವ' ಎನ್ನುವ ಪದ ನಮ್ಮ ದೃಷ್ಟಿಗೆ, ಕಣ್ಣಿನ ನೋಟಕ್ಕೆ ಕಾಣದೇಯಿರುವ ಭೂಮಿಯ ಚಲನೆಯು ಹೇಗೆ ಸದಾ ಚಲನೆಯ ಸ್ಥಿತಿಯಲ್ಲಿರುತ್ತದೆಯೋ ಹಾಗೆಯೇ ಅನುಭಾವ ಎನ್ನುವ ಪದ ಜನರ ನಡುವೆ ಚಾಲ್ತಿಯಲ್ಲಿದ್ದರೂ ಅದು ಅರಿವಿದ್ದವಗೆ, ಕಂಡುಕೊಂಡವಗೆ ಮಾತ್ರ ಗೋಚರವಾಗುವ ಭಾವಸ್ಥಿತಿ. ಹಾಗೂ ಜನನದ ನಂತರದಲ್ಲಿ ಶಿಶು ಭೌತಿಕಜಗತ್ತಿನ ಯಾವ ಪರಿವೆಯೂ ಇಲ್ಲದೆ, ಮಲಗಿರುವಾಗ ತನ್ನ ತುಟಿಯ ಚಲನೆಯ ಮೂಲಕ ನಗು ಸೂಸುತ್ತದೆ. ಜೊತೆಗೆ ಕಣ್ಣಿನ ಚಲನೆ ಮಗುವಿನ ಕನಸು ಕಾಣುತ್ತಿರುವ ರೀತಿಯನ್ನು ನಮಗೆ ಗೋಚರವಾಗಿಸುತ್ತದೆ. ಆದರೆ ಶಿಶು ಕಂಡ ಕನಸು ಶಿಶುವಿನ ಅನುಭವಕ್ಕೆ ಬರುತ್ತದೆಯೇ ಹೊರತು ಇತರರಿಗೆ ಅಲ್ಲ. ಅದನ್ನೇ ವಚನಕಾರರು ವರ್ಣಿಸಲಾಗದ, ಅಳತೆಗೆ ನಿಲುಕದ ಭಾವದ ಸ್ಥಿತಿಯನ್ನು 'ಅನುಭಾವ' ಎಂದು ಕರೆದಿದ್ದಾರೆ.

ಮನುಷ್ಯ ಭೌತಿಕವಾಗಿ ಬಾಹ್ಯ ಪ್ರಪಂಚದೊಟ್ಟಿಗೆ ವ್ಯವಹರಿಸಿದಾಗ್ಯೂ, ತನ್ನೊಳಗಿನ ಭಾವ ಪ್ರಪಂಚದ ಚಿಂತನ, ಧ್ಯಾನಗಳೊಡನೆ ಏಕಕಾಲದಲ್ಲಿ ಮುಖಾಮುಖಿಯಾಗುತ್ತಿರುತ್ತಾನೆ. ಇಂತಹ ಅಂತರಂಗದ ಪಾರಮಾರ್ಥಿಕ ಆಲೋಚನೆಗಳು ಮನುಷ್ಯನನ್ನು ಸರಳ ಜೀವಿಯಾಗಿಯೂ, ಸಂತನಂತೆಯೂ, ಉತ್ತಮ ಗುಣವುಳ್ಳವನಂತೆಯೂ ಬದುಕಿಸುತ್ತವೆ. ಈ ನೆಲದ ಬದುಕಿಗೆ ಜೀವಸೆಲೆಗಳ ಭಾವಾಭಿವ್ಯಕ್ತಿಯಾಗಿಯೂ ಕೂಡ ಲೋಕದ ಹಿತ ಬಯಸುತ್ತದೆ. ಅದು ಅಂತರಂಗದ ರತ್ನ ಎಂದು ಹೇಳಿದ್ದಾರೆ.

ಘನವಾದ ಮಹತ್ತಾದ ವಿಚಾರವನ್ನು ಬೀದಿಯಲ್ಲಿ ನಿಂತು ಹರಟುವಂತೆ ಆಡಲು ಬರುವುದಿಲ್ಲ. ಸಂತೆಯಲ್ಲಿ ಆಡಿದ ಯಾವ ಮಾತುಗಳು ಆ ಕ್ಷಣಕ್ಕೆ ಮಾತ್ರ ವ್ಯಾಪಾರದ ಮಾತುಗಳಾಗಿರುತ್ತವೋ ಹಾಗೆ ಆತುರಕ್ಕೆ, ಆಕ್ಷಣಕ್ಕೆ ಆಡಿದ ಮಾತುಗಳಂತೆ 'ಅನುಭಾವ'ವನ್ನು ಗುರುತಿಸಲಾಗದು. ಅನುಭಾವದ ವಿಚಾರವು ತಾತ್ವಿಕವೂ ಘನವೂ, ಘನವೂ ಆದದ್ದು. ಆದುದರಿಂದ 'ಆನೆಯಮಾನದೊಳಿಕ್ಕಿದೊಡಡಗುವುದೇ' ಎನ್ನುವ ಮಾತು ಇಲ್ಲಿ ಹೆಚ್ಚು ಪರಿಣಾಮಕಾರಿಯಾದ ರೂಪಕವಾಗಿದೆ. ದೊಡ್ಡ ದೊಡ್ಡ ಮಾತುಗಳಿಂದ ಅನುಭಾವದ ಮಹತ್ವನ್ನು ಅಳೆಯಲು ಸಾಧ್ಯವಿಲ್ಲ. ಹೇಗೆ ದರ್ಪಣದಲ್ಲಿ ರೂಪವನ್ನು ಪ್ರತಿಬಿಂಬಿಸಬಹುದೋ ಹಾಗೆ ನಿರ್ಮಲವಾದ, ಪಾರದರ್ಶಕವಾದ ನೈತಿಕ ಶುದ್ಧಿಯ ಮನಸ್ಸಿನಲ್ಲಿ 'ಅನುಭಾವ'ವನ್ನು ಪ್ರತಿಬಿಂಬಿಸಲು ಸಾಧ್ಯವಿದೆ ಎನ್ನುವುದು ಚನ್ನಬಸವಣ್ಣನವರ ನಿಲುವು. ಇದು ಸತ್ಯವೂ ಕೂಡಾ ಆಗಿದೆ.

ಅನುಭಾವ ಎಂಬ ಪದವನ್ನು ನಾವು ಗ್ರಹಿಸುವಾಗ ಕೆಲವರು ಮಾತ್ರ ಅನುಭಾವಿಗಳಾಗುತ್ತಾರೆ. ಅನುಭಾವಿಗಳಾಗುವುದಕ್ಕೆ ಸಂಸಾರ ಬಂಧನಗಳಿಂದ ಮುಕ್ತಿಹೊಂದಿ ಸನ್ಯಾಸಿಗಳು ಪಡೆಯುವ ಜ್ಞಾನ ಎಂದು ಹೆಚ್ಚಾಗಿ ಭಾವಿಸುತ್ತೇವೆ. ಅದು ಅಕ್ಷರಶಃ ತಪ್ಪು. ಏಕೆಂದರೆ ನಮಗೆ ನಮ್ಮ ನೆಲದ ಶರಣರ

ನಿದರ್ಶನಗಳು, ಯಾರು ಬೇಕಾದರೂ ಅನುಭಾವಿಗಳಾಗಬಹುದು, ಅದಕ್ಕೆ ಪರಿಶ್ರಮ ಮುಖ್ಯ ಎನ್ನುವುದನ್ನು ನಿರೂಪಿಸುತ್ತವೆ ಇದಕ್ಕೆ ಪೂರಕವಾಗಿ ಕನ್ನಡದ ಅನುಭಾವಿ ಪರಂಪರೆಯ ಕುರಿತಾಗಿ ತತ್ವಜ್ಞಾನಿ ಡಾ.ಆರ್.ಡಿ.ರಾನಡೆಯವರು ಬರೆದಿರುವ "ಕನ್ನಡ ಸಂತರ ಪರಮಾರ್ಥ ಪಥ" ಎನ್ನುವ ಗ್ರಂಥವು ಅನುಭಾವಿಗಳ ಲಕ್ಷಣದ ಕುರಿತು ಹೆಚ್ಚು ಮಾಹಿತಿಗಳನ್ನು ಒದಗಿಸುತ್ತದೆ.

"ಅನುಭಾವವು ಮಾನವತೆಯನ್ನು ಒಂದೂಗೂಡಿಸುವ ಆಧ್ಯಾತ್ಮಿಕ ಜೀವನದ ಒಂದು ಬಗೆ. ಅನಂತಶಕ್ತನನ್ನು ಕಂಡುಕೊಳ್ಳಲು ಸೂಚಿಸುವ ಸಾಧನಗಳನ್ನು ಬರಿ ಅರಿತುಕೊಂಡರೆ ಸಾಲದು, ಈ ದರ್ಶನಗಳ, ಧರ್ಮಗಳ ಹಿನ್ನೆಲೆಯನ್ನು ವಿಭಜಿಸುವುದೂ ಅವಶ್ಯಕ. ಅನುಭಾವ ಎನ್ನುವ ಪದ ಪ್ರತಿಭೆಯನ್ನು ಸೂಚಿಸುವ ಹಾಗೂ ಅದನ್ನು ಒಳಗೊಂಡ ಪಾರಮಾರ್ಥಿಕ ಜ್ಞಾನದ ಸಾಕ್ಷಾತ್ಕಾರದ ದರ್ಶನ. ಇಂತಹ ಪ್ರತಿಭಾಶಕ್ತಿ ಅಂತಃಪ್ರಜ್ಞೆಯಿಂದ ಬರುತ್ತದೆ. ಇಲ್ಲಿ ಬುದ್ಧಿ, ಭಾವನೆ, ಸಂಕಲ್ಪಶಕ್ತಿಗಳು ಬಹುಮುಖ್ಯವಾದವುಗಳು" ಎಂದು ಹೇಳಿದ್ದಾರೆ. ಈ ಪ್ರತಿಭಾಶಕ್ತಿಯನ್ನು ಅಕ್ಷರಸ್ಥರು, ಅನಕ್ಷರಸ್ಥರು ಎಂದು ವಿಭಜಿಸದೆ ಎಲ್ಲಾ ಮನುಷ್ಯರಲ್ಲೂ ಸಾಮಾನ್ಯವಾಗಿ ಕಾಣಬಹುದು. ಆದರೆ ಪ್ರತಿಭಾಶಕ್ತಿಯಿಂದ ಮುನ್ನಡೆಯುವ ಸಂಕಲ್ಪಶಕ್ತಿ ಮಾತ್ರ ವ್ಯಕ್ತಿ ತನ್ನ ಸ್ವಂತ ಶ್ರಮದಿಂದ ಪಡೆದುಕೊಳ್ಳಬೇಕಾಗುತ್ತದೆ ಎಂಬುದು ಇಲ್ಲಿ ಬಹಳ ಮುಖ್ಯವಾದ ಅಂಶ.

ಅನುಭಾವಿ ಎಂದರೆ ಯಾರು ? ಎನ್ನುವ ಪ್ರಶ್ನೆಯನ್ನು ಕೇಳಿಕೊಂಡಾಗ ಮೇಲ್ಕಂಡ ಎಲ್ಲಾ ದಾರ್ಶನಿಕರ ನಿರೂಪಣೆಗಳಿಂದ ನಮಗೆ ವೇದ್ಯವಾದರೂ ಅನುಭಾವಿ ಸರಳ ಜೀವಿಯಾಗಿರುತ್ತಾನೆ, ತಾನು ಪಡೆದ ಎಲ್ಲಾ ಜ್ಞಾನವನ್ನು ಸಮಾಜಕ್ಕೆ ನೀಡಿ ಸಮಾಜವನ್ನು ಸಮಾನತೆಯ ಮನುಷ್ಯತ್ವದ ನೆಲೆಬೀಡಾಗಿ ಮಾಡುವುದು ಆತನ ಉದ್ದೇಶವಾಗಿರುತ್ತದೆ. ಸಾಮಾನ್ಯನೂ ಅನುಭಾವಿಯ ಮಟ್ಟಕ್ಕೆ ತಲುಪಬಹುದು. ಸಾಮಾನ್ಯವ್ಯಕ್ತಿ ತನ್ನ ನಿತ್ಯದ ಬದುಕಿನಲ್ಲಿ ದುಃಖವಿದೆ, ಸುಖ ಬರುವುದೇಯಿಲ್ಲ ಎಂದು ಭಾವಿಸುವ ಅವಶ್ಯಕತೆಯಿಲ್ಲ ಎಂಬುದನ್ನು ಕವಿ 'ಮಧುರಚೆನ್ನರ' ದುಃಖವನ್ನು ಕುರಿತು " ದುಃಖವಿಲ್ಲದಿದ್ದರೆ ಮಾನವನ ಆತ್ಮೋನ್ನತಿಯೇ ಆಗುತ್ತಿರಲಿಲ್ಲ. ಸ್ವೇಚ್ಛಾಚಾರಿಯಾಗಬೇಕೆಂಬ ಮಾನವನ ಪ್ರಾಣಿತಃ ಸ್ವಭಾವವನ್ನು ದಮನಮಾಡಲಿಕ್ಕೆ, ದೋಷವನ್ನು ತಡೆಯಲಿಕ್ಕೆ ದುಃಖದ ಅವಶ್ಯಕತೆಯಿದೆ. ಆಯಾಸವಿಲ್ಲದ ಸುಖವನ್ನು ಬಯಸುವ, ಶ್ರಮವಿಲ್ಲದೆ ಅನ್ಯರ ಲಾಭವನ್ನು ಅಪಹರಿಸಿಕೊಂಡು ಬದುಕುವ ತಮೋಮಯ ಬದುಕನ್ನು ಅಡ್ಡಗಟ್ಟಿ, ಬದುಕಿಗೆ ಧೀರತೆಯನ್ನೂ ತೇಜಸ್ಸನ್ನೂ ತಂದುಕೊಡುವುದು ದುಃಖದ ಉದ್ದೇಶವಾಗಿದೆ. ದುಃಖದ ಹೊಡೆತದಿಂದ ಬದುಕು ಜರ್ಜರಿತವಾದಂತೆ ಕಾಣುವುದೇನೋ ನಿಜ, ಆದರೆ ಅದು ಮುಂದಿನ ಬಲದ ಬೀಜವಾಗಿದೆ. ಅಂತೆಯೇ ಮಾನವ ಜೀವನದ ಉನ್ನತಿಗಾಗಿಯೇ ಸೃಷ್ಟಿಯು ದುಃಖವೆಂಬ ಪರಮೋಪಾಯವನ್ನು ಯೋಚಿಸಿದೆ"(4) ಎಂದು ಹೇಳಿದ್ದಾರೆ.

ಅನುಭಾವಿಗಳ ಆಲೋಚನೆ ಈ ರೀತಿಯಾದದ್ದು. ಅನುಭಾವಿಗಳ ಭಾಷೆ ಕೂಡಾ ಅಂತ್ಯದಿಂದಲೇ ಆರಂಭವಾಗುವ ವಿಶಿಷ್ಟ ರೀತಿಯದು. ಮಧುರಚೆನ್ನರ ಅಂತಿಮ ಸಂಸ್ಕಾರದ ಸಂದರ್ಭದಲ್ಲಿ 'ಬೇಂದ್ರೆ'ಯವರು ಹೇಳಿದ್ದು "ಚನ್ನಮಲ್ಲಪ್ಪನನ್ನು ಹೂತಿಲ್ಲ ಬಿತ್ತಿದ್ದೇವೆ"- ಈ ಬಿತ್ತುವಿಕೆಯೇ ಅಧ್ಯಾತ್ಮ ಜೀವನದ ಉದ್ದೇಶ ಹಾಗೂ ಅನುಭಾವಿಗಳ ಧನಾತ್ಮಕ ಅಭಿವ್ಯಕ್ತಿ. ಸಾವು ಎನ್ನುವ ಶಬ್ದವನ್ನು ಅನುಭಾವಿಗಳು ತಮ್ಮ ಪರಿಭಾಷೆಯಲ್ಲಿ ಬಳಸುವ ರೀತಿಯನ್ನು ಗಮನಿಸಿದಾಗ 'ಶಿಶುನಾಳ ಶರೀಫರು' "ಬಿಡತೇನಿ ದೇಹ ಬಿಡತೇನಿ" ಎಂದು ಹೇಳುವ ಈ ಮಾತು ಹಾಗೂ ನಮ್ಮ ಜನಪದರಲ್ಲಿ "ಸಂತೆ ತೀರಿತು, ಕಂತೆ ಒಗೆದ" ಎನ್ನುವ ಮಾತು ಅನುಭಾವಿಗಳ ಭಾವನೆಗಳು ಎಂದೂ ಅಂತ್ಯವನ್ನು ಸೂಚಿಸುವುದೇಯಿಲ್ಲ ಎಂಬುದನ್ನು ಸೂಚಿಸುತ್ತವೆ. ಅನುಭಾವಿಗಳ ದೃಷ್ಟಿಯಲ್ಲಿ ಸಾವು ಎನ್ನುವುದು ಭೌತಿಕ ದೇಹದ ವಿಸರ್ಜನೆಯೇ ಹೊರತು ಆತ್ಮದ ಅಂತ್ಯವಲ್ಲ. ಅದು ಅಂತ್ಯವನ್ನುವ ಲೌಖಿಕ ಬದುಕಿನಿಂದಾಚೆಗೆ ವಾಸ್ತವದಲ್ಲಿ ಚಿಗುರಲ್ಪಟ್ಟ ಒಂದು ಭಾವದ ಸ್ಥಿತಿ. ಹೀಗೆ ಅನುಭಾವಿಗಳು ದೇವರು-ಧರ್ಮ ಹುಟ್ಟು-ಸಾವು ಎನ್ನುವ ಪದಗಳಿಗೆ ಹೊಸಹುಟ್ಟನ್ನು ನೀಡಿದವರು. ಕೆಲವೇ ಕೆಲವರ ಸ್ವತ್ತೆಂದು ಭಾವಿಸುವ ಪ್ರಕೃತಿಯ ಅನಂತಶಕ್ತಿಯನ್ನು ಎಲ್ಲರದೂ ಎಂದು ಪ್ರತಿಪಾದಿಸಿದವರು, ಈ ಜಗತ್ತಿನಲ್ಲಿ ನಾನು ಏನು ಅಲ್ಲ ಎಂದು ಬದುಕುವ ವ್ಯಕ್ತಿಗಳ ಕೀಳರಿಮೆಯನ್ನು ಹೋಗಲಾಡಿಸಿ ಆತ್ಮದ ಘನತೆಯನ್ನು ಸಾರಿದವರು ಅನುಭಾವಿಗಳು.

ಹೀಗೆ ಕನ್ನಡ ಸಾಹಿತ್ಯದಲ್ಲಿ ಅನುಭಾವಿ ಕವಿಗಳೆನಿಸಿಕೊಂಡ ಬೆಂದ್ರೆ ಮತ್ತು ಮಧುರಚೆನ್ನರ ಕಾವ್ಯಗಳು 'ಅನುಭಾವ ಸಾಹಿತ್ಯ'ದ ವಿಪುಲ ಆಗರಗಳಾಗಿವೆ. ಅನುಭಾವ ಎನ್ನುವ ಪದ, ಅನುಭಾವಿ ಎನ್ನುವ ವ್ಯಕ್ತಿತ್ವ, ಇಂದಿನ ಜಾಗತಿಕರಣದ ಬದುಕಿನಲ್ಲಿ ನಿರ್ಜೀವ ಭಾವನೆಗಳಲ್ಲಿ ಬದುಕುತ್ತಿರುವ ಜನರಿಗೆ ಸತ್ವಯುತವಾದ ಧೀರತೆಯ ಬದುಕನ್ನು ಸಾಮಾಜಿಕ ಸ್ವಾಸ್ಥ್ಯವನ್ನು ಕಾಪಾಡುವ ಮನುಷ್ಯನ ಬದುಕಿನ ನೈತಿಕ ಎತ್ತರವನ್ನು ಗಳಿಸಿಕೊಡುವ ಮಾರ್ಗವಾಗಿವೆ. ಇಂತಹ ವ್ಯಕ್ತಿತ್ವವನ್ನು ಕನ್ನಡದ ಶ್ರೇಷ್ಠ ಸಾಹಿತಿಗಳಾದ ಬೆಂದ್ರೆ ಮತ್ತು ಮಧುರಚೆನ್ನರ ಕಾವ್ಯದ ಓದು ನಮ್ಮ ಬದುಕಿಗೆ ಬನಿಕೊಡಬಲ್ಲದು ಎಂಬುದು ನನ್ನ ಸಂಶೋಧನೆಯಲ್ಲಿ ನಾನು ಕಂಡುಕೊಂಡ ಕಾಣ್ಕೆ.

ಸಂಖ್ಯಾ ಟಿಪ್ಪಣಿಗಳು

- [1] ಮರ್ಯಾದೆ, ದ.ರಾ.ಬೆಂದ್ರೆ : ಪುಟ-58.
- [2] ನನ್ನ ನಲ್ಲ , ಮಧುರಚೆನ್ನ : ಪುಟ-21.
- [3] ಅಂತರಂಗದ ರತ್ನ, ಗುರುಲಿಂಗ ಕಾಪಸೆ ಅಭಿನಂದನಾ ಗ್ರಂಥ : ಪುಟ-163.
- [4] ಆತ್ಮಶೋಧ, ಮಧುರಚೆನ್ನ : ಪುಟ - 216.

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ಹವಾಮಾನ ಬದಲಾವಣೆ ಮತ್ತು ಜಾಗತೀಕ ತಾಪಮಾನ CLIMATE CHANGE AND GLOBAL WARMING

ವಿಜಯ ಕುಮಾರ್. ಎಂ.ಸಿ.

ಸಹಾಯಕ ಪ್ರಾಧ್ಯಾಪಕರು, ರಾಜ್ಯಶಾಸ್ತ್ರವಿಭಾಗ
ಕ.ಪ್ರ.ದ.ಕಾಲೇಜು, ಶಿರಾಳಕೊಪ್ಪ.

ಪೀಠಿಕೆ

ಭೂಮಂಡಲದಲ್ಲಿ ಮಾನವನನ್ನೊಳಗೊಂಡಂತೆ ಸಕಲ ಪ್ರಾಣಿಗಳು ಜೀವಿಸುತ್ತಿರುವುದು ಪ್ರಕೃತಿದತ್ತವಾಗಿ ದೊರೆಯುವ ಗಾಳಿ, ನೀರು, ಆಹಾರಗಳ ಮೂಲಕ ಇದನ್ನೊಳಗೊಂಡ ಭೂಮಿ ಜಲಸಂಪತ್ತು, ಅರಣ್ಯಸಂಪತ್ತು, ಮತ್ಸ್ಯಸಂಪತ್ತು, ಖನಿಜಗಳು, ತೈಲ, ಹವಾಮಾನ, ವಾತಾವರಣ, ಪ್ರಾಣಿ, ಪಕ್ಷಿಗಳು ಮತ್ತು ಕೀಟಗಳು ಮೊದಲಾದವುಗಳನ್ನು ಹೊಂದಿದೆ. ಹಾಗೂ ಇವೆಲ್ಲವೂ ನಮ್ಮ ಸುತ್ತ ಮುತ್ತಲಿನ ವಾತಾವರಣದಲ್ಲಿ ಸಿಗುತ್ತದೆ. ಈ “ನಮ್ಮ ಸುತ್ತ ಮುತ್ತಲಿನ ವಾತಾವರಣವನ್ನೇ ಪರಿಸರ” ಎಂದು ಕರೆಯಲಾಗುತ್ತದೆ.

ನಾವೆಲ್ಲರೂ ಇಂದು ಸ್ಪರ್ಧಾತ್ಮಕ ಯುಗದಲ್ಲಿ ಬದುಕುತ್ತಿದ್ದೇವೆ, ವಿಶ್ವದ ಬಹುತೇಕ ರಾಷ್ಟ್ರಗಳು ಜಾಗತೀಕ ಮಟ್ಟದಲ್ಲಿ ತನ್ನನ್ನು ಆರ್ಥಿಕವಾಗಿ, ತಾಂತ್ರಿಕವಾಗಿ, ಮತ್ತು ಮಿಲಿಟರಿ ಕ್ಷೇತ್ರದಲ್ಲಿ ಸದೃಢ ಎಂದು ತೋರಿಸಿಕೊಳ್ಳುವ ನಿಟ್ಟಿನಲ್ಲಿ ಪರಿಸರದಲ್ಲಿ ಸಿಗುವ ಸಂಪನ್ಮೂಲಗಳನ್ನು ಬಳಕೆ ಮಾಡಿಕೊಳ್ಳುತ್ತಿವೆ, ಇದರ ಪರಿಣಾಮವಾಗಿ ವಾತಾವರಣದಲ್ಲಿ ಅನೇಕ ರೀತಿಯ ಬದಲಾವಣೆಗಳನ್ನು ಕಾಣುತ್ತಿದ್ದೇವೆ. ಈ ಬದಲಾವಣೆಗಳಲ್ಲಿ ಹವಾಮಾನ ಬದಲಾವಣೆಯೂ ಒಂದಾಗಿದ್ದು, ಇದರ ಪರಿಣಾಮವಾಗಿ ಭೂಮಿಯ ತಾಪಮಾನ ಹೆಚ್ಚಾಗಿ ಭೂಮಿ ಕುದಿಯುತ್ತಿದೆ.

ಹವಾಮಾನ ಬದಲಾವಣೆ ಎಂದರೆ “ಯಾವುದೇ ಒಂದು ನಿರ್ದಿಷ್ಟ ಸ್ಥಳದಲ್ಲಿ ಸರಾಸರಿ ಹವಾಮಾನವು ದೀರ್ಘಾವಧಿಯ ಬದಲಾವಣೆ ಸಂಭವಿಸುವಿಕೆಯನ್ನು ಹವಾಮಾನ ಬದಲಾವಣೆ” ಎಂದು ಕರೆಯಬಹುದಾಗಿದೆ. ಅಂದರೆ, ಶೀತ, ಅತೀಶೀತ, ಉಷ್ಣತೆ, ಅತೀಉಷ್ಣತೆ ಮುಂತಾದ ರೀತಿಯ ಬದಲಾವಣೆಯಾಗಿದೆ. ಹವಾಮಾನ ಬದಲಾವಣೆ ಎಂಬ ಪರಿಕಲ್ಪನೆಯು ತಾಪಮಾನದ ಹೆಚ್ಚಳ ಎಂಬ ಅರ್ಥದಲ್ಲಿಯೇ ಈಗ ಬಳಕೆಯಲ್ಲಿದೆ. ಒಂದು ವಿಶೇಷ ಜಾಗತೀಕ ಹವಾಮಾನವು 1880 ರಿಂದ 1980ರವರೆಗೆ 100 ವರ್ಷಗಳಲ್ಲಿ ಕೇವಲ 01 ಡಿಗ್ರಿ ಸೆಲ್ಸಿಯಸ್ ಏರಿದ್ದು, ನಂತರದ 20 ವರ್ಷಗಳಲ್ಲಿ 01.05 ಡಿಗ್ರಿ ಸೆಲ್ಸಿಯಸ್‌ನಷ್ಟು ಏರಿಕೆಯಾಗಿದೆ ಮತ್ತು 2016ರಲ್ಲಿ ದಾಖಲೆಯ ತಾಪಮಾನ ಏರಿಕೆಯಾಗಿದೆ ಎಂದು ಹವಾಮಾನ ಸಂಶೋಧನಾ ಘಟಕ ವರದಿ ಮಾಡಿದೆ.

ಕಾರಣಗಳು :-

ಹವಾಮಾನ ಬದಲಾವಣೆ ಅಥವಾ ಇತ್ತೀಚಿನ ವರ್ಷಗಳಲ್ಲಿ ತಾಪಮಾನದ ವಿಪರೀತ ಏರಿಕೆಗೆ ಪ್ರಮುಖ ಕಾರಣಗಳು ಈ ಕೆಳಗಿನಂತಿವೆ.

1. ಕೈಗಾರಿಕಾ ಪ್ರಗತಿ.

ಕೈಗಾರಿಕಾ ಪ್ರಗತಿಯಿಂದ ಇಂದು ಅತಿಯಾದ ಪ್ರಮಾಣದಲ್ಲಿ ಇಂದನ ಪ್ರಮಾಣದ ಬಳಕೆ ಮಾಡುತ್ತಿರುವುದು ಹವಾಮಾನದ ಬದಲಾವಣೆಗೆ ಕಾರಣವಾಗಿದೆ. ಇಂದು ವಿಶ್ವದಲ್ಲಿ ಸುಮಾರು 10



ಮಿಲಿಯನ್ ಕಾರ್ಖಾನೆಗಳನ್ನು ಕಾಣುತ್ತಿದ್ದೇವೆ. ಇವುಗಳು ವಿಸರ್ಜಿಸುತ್ತಿರುವ ಮಾಲಿನ್ಯಕಾರಕಗಳು ಪರಿಸರದಲ್ಲಿ ತಾಪಮಾನದ ಹೆಚ್ಚಳಕ್ಕೆ ಕಾರಣವಾಗುತ್ತಿದೆ.

2. ವಾಹನಗಳ ಹೆಚ್ಚಳ.

2010ರಲ್ಲಿ ಯು.ಎಸ್ ಅಧ್ಯಯನದ ಪ್ರಕಾರ 1015ಬಿಲಿಯನ್ ವಾಹನಗಳಿವೆ ಎಂದು ವರದಿ ಮಾಡಿದೆ. ಇವುಗಳು ಹೊರಸೂಸುವ ಹೊಗೆಯೂ ಸಹ ತಾಪಮಾನವನ್ನು ಹೆಚ್ಚಿಸುತ್ತಿದೆ. ಪ್ರತಿ ದಿನ ಭಾರತದಲ್ಲಿ 53,700 ವಾಹನಗಳು ನೋಂದಣಿಯಾಗುತ್ತಿವೆ.

3. ಸೂರ್ಯನ ಶಕ್ತಿಯಲ್ಲಿ ಬದಲಾವಣೆ:

ಇತ್ತೀಚಿನ ದಿನಗಳಲ್ಲಿ ಈ ಸಮಸ್ಯೆಯು ಹವಾಮಾನ ಬದಲಾವಣೆಯ ಕಾರಣಗಳಲ್ಲಿ ಒಂದಾಗಿದ್ದು ಯುರೋಪಿನಾದ್ಯಂತ ವಿಜ್ಞಾನಿಗಳು ಆಳವಾದ ಅಧ್ಯಯನದಲ್ಲಿ ತೊಡಗಿದ್ದು, ಜಾಗತಿಕ ತಾಪಮಾನದ ಹೆಚ್ಚಳಕ್ಕೆ ಪ್ರಮುಖ ಕಾರಣವಾಗಬಹುದೆಂದು ಊಹಿಸಿದ್ದಾರೆ.

4. ಆಧುನಿಕ ಜೀವನ ಶೈಲಿ.

ಆಧುನಿಕ ಜೀವನ ಶೈಲಿಯಿಂದಾಗಿ ಅಧಿಕ ಪ್ರಮಾಣದ ಇಂಧನವನ್ನು ಉರಿಸುವುದರಿಂದ ಇಂಗಾಲದ ಅಂಶವುಳ್ಳ ಹಲವು ರಾಸಾಯನಿಕ ವಸ್ತುಗಳು ವಾತಾವರಣವನ್ನು ಸೇರುತ್ತಿವೆ. ಅಲ್ಲದೇ ಅರಣ್ಯ ನಾಶವಾಗಿ ಮಳೆಗಾಲ ಕ್ಷೀಣಿಸುತ್ತಿದ್ದು ಇದು ಭೂಮಿಯ ತಾಪಮಾನದ ಹೆಚ್ಚಳಕ್ಕೆ ಕಾರಣವಾಗಿ ಹವಾಮಾನ ಬದಲಾಗುತ್ತಿದೆ.

5. ಭೂಮಿಯ ಶಕ್ತಿ ಕುಸಿಯುತ್ತಿರುವುದು:

ವಿಪರೀತ ಪ್ರಮಾಣದ ಅರಣ್ಯ ನಾಶದಿಂದಾಗಿ ಹಾಗೂ ಗಣಿಗಾರಿಕೆಯಿಂದಾಗಿ ಅಂತರ್ಜಲವನ್ನು ಮತ್ತು ತೇವಾಂಶವನ್ನು ಭೂಮಿಯು ಹಿಡಿದಿಟ್ಟುಕೊಳ್ಳಲು ಸಾಧ್ಯವಾಗುತ್ತಿಲ್ಲ. ಇಂದು ಮನುಷ್ಯನಿಗೆ 33% ರಷ್ಟು ಅರಣ್ಯದ ಅವಶ್ಯಕತೆಯಿದ್ದು ಪ್ರಸ್ತುತ 13% ರಷ್ಟು ಮಾತ್ರ ಅರಣ್ಯ ಉಳಿದಿದ್ದು 80% ರಷ್ಟು ಅರಣ್ಯ ನಾಶವಾಗಿದೆ. ಪ್ರತಿದಿನ 20,000 ಹೆಕ್ಟೇರ್ ಅರಣ್ಯ ನಾಶವಾಗುತ್ತಿದೆಯೆಂದು ವಿಶ್ವ ಸಂಪನ್ಮೂಲ ಸಂಸ್ಥೆಯು ತನ್ನ ವರದಿಯಲ್ಲಿ ತಿಳಿಸಿದೆ.

6. ದೈನಂದಿನ ಆರ್ಥಿಕ ಚಟುವಟಿಕೆಗಳ ಹೆಚ್ಚಳ:

ದೈನಂದಿನ ಆರ್ಥಿಕ ಚಟುವಟಿಕೆಗಳ ಹೆಚ್ಚಳದಿಂದಾಗಿ ವಿವಿಧ ರೀತಿಯ ಅನಿಲಗಳು ವಾತಾವರಣವನ್ನು ಸೇರುತ್ತಿವೆ. ಈ ಅನಿಲಗಳು ವಾತಾವರಣದಲ್ಲಿ ಸೂರ್ಯನ ಕಿರಣಗಳನ್ನು ಮತ್ತು ಭೂಮಿಯಿಂದ ಹೊರಹೋಗುವ ಶಾಖಾಂಶವನ್ನು ಹಿಡಿದಿಟ್ಟುಕೊಂಡು ಉಷ್ಣಾಂಶವನ್ನು ಹೆಚ್ಚಿಸುವುದರಿಂದ ತಾಪಮಾನದ ಏರಿಕೆಯಾಗುತ್ತಿದೆ. ಮತ್ತು ಓರ್ಯೂನ್ ಪದರದ ನಾಶಕ್ಕೆ ಕಾರಣವಾಗುತ್ತಿದೆ.

ಹವಾಮಾನ ಬದಲಾವಣೆಯಿಂದಾಗುವ ಗಂಭೀರ ದುಷ್ಪರಿಣಾಮಗಳು.

- ಮಾನವನ ಆರೋಗ್ಯದ ಮೇಲೆ ದುಷ್ಪರಿಣಾಮ.
- ಭೂಮಿಯ ಮೇಲೆ ಒತ್ತಡವುಂಟಾಗಿ ಗಾಳಿಯ ರಭಸ ಹೆಚ್ಚುತ್ತದೆ.
- ಋತುಚಕ್ರದ ಬದಲಾವಣೆ.
- ವ್ಯವಸಾಯದ ಮೇಲೆ ತೀವ್ರ ತರಹದ ದುಷ್ಪರಿಣಾಮ.

- ಭೂಮಿಯ ಮೇಲ್ಮೈ ಮತ್ತು ಆಂತರಿಕ ಜಲ ಬತ್ತಿಹೋಗುವುದು.
- ಸಮುದ್ರ ಮಟ್ಟ ಹೆಚ್ಚಾಗಿ ಪ್ರವಾಹ ಸಂಭವಿಸುವುದು.

ಜಾಗತಿಕ ತಾಪಮಾನ ಹೆಚ್ಚಳ

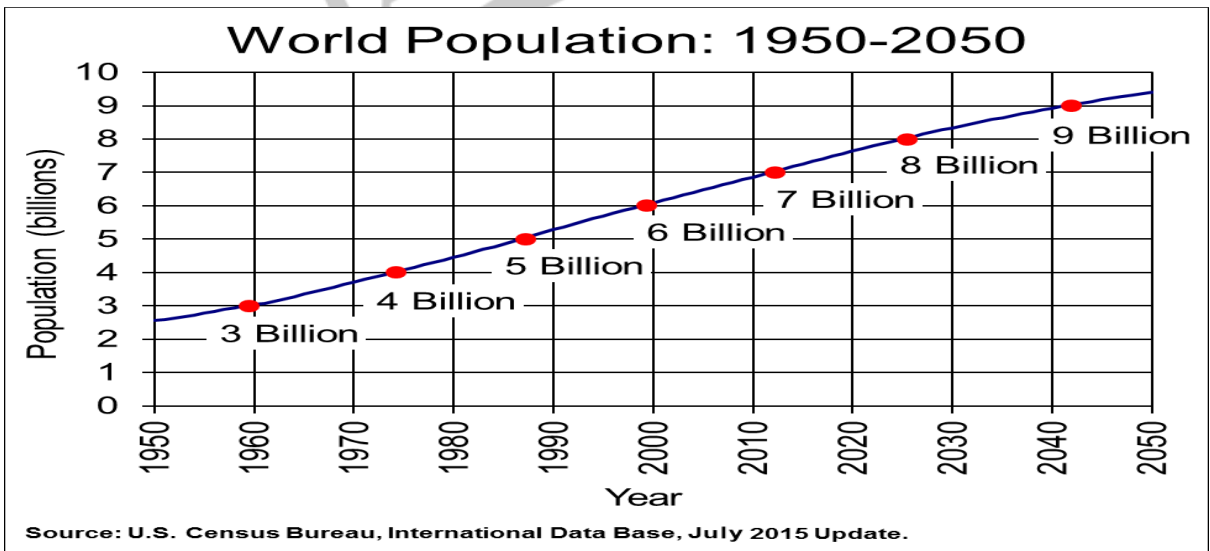
ಭೂಮಿಯು ಇಂದು ತಾಪದ ಹೆಚ್ಚಳದಿಂದ ಕುದಿಯುತ್ತಿದ್ದು ಜಗತ್ತಿನಾದ್ಯಂತ ಉಷ್ಣತೆಯು ಅಧಿಕಗೊಳ್ಳುತ್ತಿರುವುದರಿಂದ ಜೀವಪರಿಸ್ಥಿತಿಯ ಸಮತೋಲನ ತಪ್ಪುತ್ತಿದೆ. ಇದನ್ನು ಸ್ಥೂಲವಾಗಿ “ಜಾಗತಿಕ ತಾಪಮಾನ ಹೆಚ್ಚಳ” ಎಂದು ಕರೆಯಲಾಗುತ್ತಿದೆ. ಭೂಗ್ರಹವು ಸುಮಾರು 5 ಶತಕೋಟಿ ವರ್ಷಗಳಷ್ಟು ಹಳೆಯದಾಗಿದ್ದು, ಅದು ಮೂರುವರೆ ಶತಕೋಟಿ ವರ್ಷಗಳಿಂದ ವಿವಿಧ ರೀತಿಯ ಜೀವಿಗಳನ್ನು ತನ್ನ ಒಡಲಲ್ಲಿ ಪೋಷಿಸುತ್ತಿದೆ. ಈ ಅವಧಿಯಲ್ಲಿ ಭೂಮಿಯು ಅನೇಕ ರೀತಿಯ ಅವಗಡಗಳನ್ನು ಸಹಿಸಿಕೊಂಡಿದೆ. ಸಮುದ್ರದ ಮೂಲಕ ಬಾಂಬುಗಳ ದಾಳಿ, ಉಲ್ಕಾಪಾತಗಳು, ಪರ್ವತಗಳ ಮರು ರಚನೆ, ಕಾಂತಗುಣಗಳನ್ನು ಪ್ರದೇಶಗಳ ಏಕಾಏಕಿ ವರ್ಗಾವಣೆ ಮುಂತಾದವುಗಳು ಇಂತಹ ಅವಗಡಗಳಲ್ಲಿ ಸೇರಿವೆ.

ಮಾನವನು ಭೂಗ್ರಹದಲ್ಲಿ ನೆಲಸಿ ಸಂಪನ್ಮೂಲಗಳನ್ನು ಉಪಯೋಗಿಸಿಕೊಳ್ಳಲು ಪ್ರಾರಂಭಿಸಿದಂದಿನಿಂದ ಲಕ್ಷಾಂತರ ವರ್ಷಗಳಿಂದೀಚೆಗೆ ಪರಿಸರದಲ್ಲಿ ಗಣನೀಯವಾದ ಬದಲಾವಣೆಗಳು ಸಂಭವಿಸುತ್ತಲೇ ಇವೆ. ಭೂಮಿಯಲ್ಲಿ ಹಿಂದಿನ ಲಕ್ಷಾಂತರ ವರ್ಷಗಳಲ್ಲಿ ಜರುಗಿದ ಬದಲಾವಣೆಗಳಿಗಿಂತ ಈಗ ಸಂಭವಿಸುತ್ತಿರುವ ಬದಲಾವಣೆಗಳು ಹೇಗೆ ಭಿನ್ನವೆಂಬುದು ಮಹತ್ವದ ವಿಷಯವಾಗಿದೆ.

ಕಾರಣಗಳು:

1. ಜನಸಂಖ್ಯೆಯ ವಿಪರೀತ ಬೆಳವಣಿಗೆ.

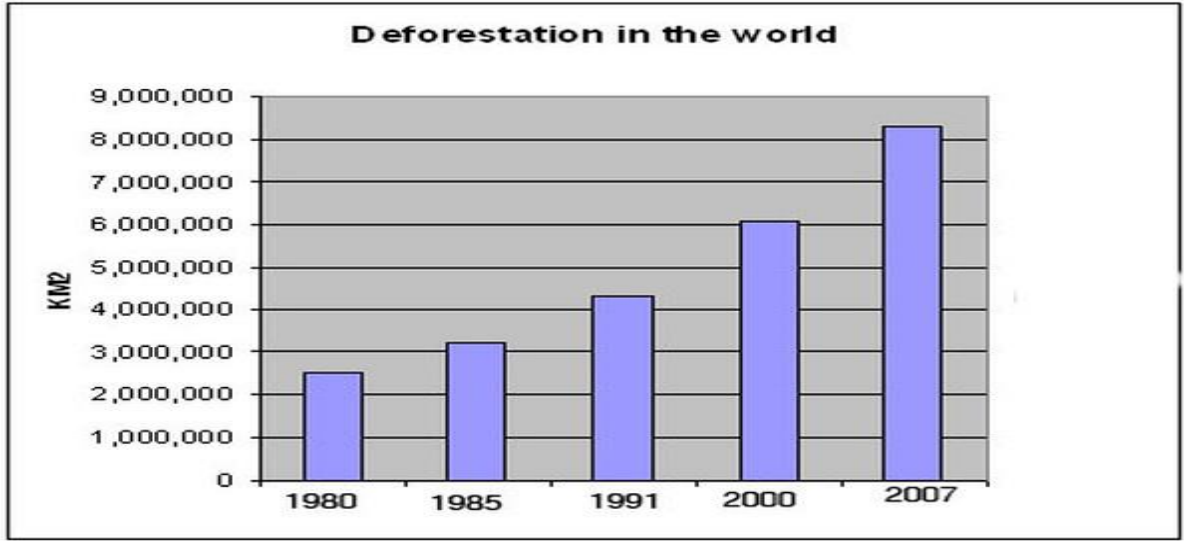
ಪ್ರಪಂಚದಲ್ಲಿ ಜನಸಂಖ್ಯೆಯು ವಿಪರೀತವಾಗಿ ಬೆಳೆಯುತ್ತಿದ್ದು, 1950 ರಿಂದ 1990ರ ಅವಧಿಯಲ್ಲಿ 2.5 ಶತಕೋಟಿಯಿಂದ 5 ಶತಕೋಟಿ ಬೆಳೆದಿದೆ. 2010ರಲ್ಲಿ 7 ಶತಕೋಟಿ ದಾಟಿದೆ, 21ನೇ ಶತಮಾನದ ಅಂತ್ಯಕ್ಕೆ 10 ಶತಕೋಟಿ ದಾಟುವುದು ಎಂದು ಅಂದಾಜಿಸಲಾಗಿದೆ. ಇದರಿಂದ ಭೂಮಿಯಲ್ಲಿರುವ ಸಂಪನ್ಮೂಲಗಳನ್ನು ವಿಪರೀತವಾಗಿ ಬಳಸುವುದರ ಮೂಲಕ ಜಾಗತಿಕ ತಾಪಮಾನಕ್ಕೆ ಕಾರಣವಾಗಿದೆ.



2. ಕೈಗಾರಿಕೀಕರಣ

ಕೈಗಾರಿಕೀಕರಣ ಮತ್ತು ಆರ್ಥಿಕ ಪ್ರಗತಿ ಸಾಧನೆಯ ಹಿನ್ನೆಲೆಯಲ್ಲಿ ನೈಸರ್ಗಿಕ ಸಂಪನ್ಮೂಲಗಳ ಕೊರತೆಯು ಸಂಭವಿಸಿದೆ. 1950 ರಲ್ಲಿ ಇಂಧನ ಬಳಕೆಯು 1.5 ದಶಲಕ್ಷ ಮೆಟ್ರಿಕ್ ಟನ್ ಗಳಿದ್ದು 1990 ರ ವೇಳೆಗೆ ಇಂಧನ ಬಳಕೆಯು ಸುಮಾರು 6.5 ಶತಕೋಟಿ ಮೆಟ್ರಿಕ್ ಟನ್ ಗಳಿಗೆ ಏರಿತು.

3. ಅರಣ್ಯನಾಶ ಇಂದು ಅರಣ್ಯನಾಶವು ವ್ಯಾಪಕವಾಗಿದ್ದು, ಶೇ 80 ರಷ್ಟು ಅರಣ್ಯ ನಾಶವಾಗಿದೆ. ಕಾಡುಗಳ ವಿನಾಶದೊಂದಿಗೆ ವನ್ಯಜೀವಿಗಳು ಅಳಿವಿನಂಚಿಗೆ ಸಾಗಿವೆ. ಇದರಿಂದ ಭೂ ಸವೆತ ಹೆಚ್ಚಾಗಿ ಭೂಮಿಯ ತಾಪವೂ ಅಧಿಕಗೊಳ್ಳುತ್ತಿದೆ.



4. ಭೂಮಿಯ ದುರ್ಬಳಕೆ ಭೂಮಿ, ನೀರು ಮತ್ತು ವಾತಾವರಣವನ್ನು ಮಾನವನು ಅಗಾಧವಾಗಿ ದುರ್ಬಳಕೆ ಮಾಡಿಕೊಳ್ಳುತ್ತಿದ್ದಾನೆ. ತ್ಯಾಜ್ಯ ವಸ್ತುಗಳನ್ನು ಭೂಮಿಯಲ್ಲಿ ರಾಶಿ ಹಾಕಲಾಗುತ್ತದೆ. ಮತ್ತು ಸುಡಲಾಗುತ್ತಿದೆ. ಹಾಗೂ ನೀರಿನೊಳಗೆ ಎಸೆಯಲಾಗುತ್ತಿದೆ. ಇದರಿಂದ ಭೂಮಿಯ ತಾಪಮಾನ ಹೆಚ್ಚುತ್ತಿದೆ.



5. ಸ್ವಯಂಯಾನ ವಾಹನಗಳಿಂದ ಬಳಕೆ

ಪ್ರಪಂಚದಾದ್ಯಂತ ಅಸ್ತಿತ್ವದಲ್ಲಿರುವ ಸುಮಾರು 650 ದಶಲಕ್ಷ ಸ್ವಯಂಯಾನ ವಾಹನಗಳು ಜಗತ್ತಿನ ಒಟ್ಟು ತೈಲದ ಉತ್ಪಾದನೆಯ ಮೂರನೇ ಒಂದು ಭಾಗದಷ್ಟು ಅನುಭೋಗಿಸುತ್ತಿವೆ. ಪ್ರತಿಯೊಂದು ಸ್ವಯಂಯಾನ ವಾಹನವು ಸರಾಸರಿಯಾಗಿ ಪ್ರತಿ ದಿವಸ 10 ರಿಂದ 12 ಲೀಟರ್ ಗಳ ಇಂಧನವನ್ನು ಬಳಸುತ್ತಿವೆಯೆಂದು ಅಂದಾಜು ಮಾಡಲಾಗಿದೆ. 2025 ರ ವೇಳೆಗೆ ಜಗತ್ತಿನಲ್ಲಿರುವ ವಾಹನಗಳ

ಸಂಖ್ಯೆಯು ಪ್ರಸ್ತುತ ಇರುವ ವಾಹನಗಳ ಸಂಖ್ಯೆಯ ಮೂರರಷ್ಟು ಹೆಚ್ಚಾಗುವುದೆಂದು ಅಂದಾಜಿಸಲಾಗಿದೆ.



ಹವಾಮಾನ ಬದಲಾವಣೆ ಮತ್ತು ಜಾಗತಿಕ ತಾಪಮಾನ ತಡೆಗಟ್ಟಲು ಕ್ರಮಗಳು

1. ಅರಣ್ಯ ಸಂರಕ್ಷಣೆ ಮತ್ತು ಕಾಡು ಬೆಳೆಸುವುದು.
2. ನದಿ, ಸರೋವರ ಮತ್ತು ಸಾಗರಗಳನ್ನು ಶುದ್ಧವಾಗಿಟ್ಟುಕೊಳ್ಳುವುದು.
3. ಪರಿಸರ ಸ್ನೇಹಿ ವಸ್ತುಗಳನ್ನು ಬಳಕೆಮಾಡುವುದು.
4. ಸ್ವಯಂ ವಾಹನ ಬಳಕೆ ಸಾಧ್ಯವಾದಷ್ಟು ಕಡಿಮೆ ಮಾಡುವುದು
5. ಸಾವಯವ ಕೃಷಿಗೆ ಉತ್ತೇಜನ.
6. ಅಣು ಪ್ರಯೋಗವನ್ನು ತಡೆಯುವುದು.
7. ಹೆಚ್ಚು ಮಾಲಿನ್ಯಕಾರಕ ಕೈಗಾರಿಕೆಗಳ ನಿಯಂತ್ರಣ.
8. ಮಳೆ ನೀರಿನ ಸಂರಕ್ಷಣೆ

ಉಪಸಂಹಾರ

ಹಿಂದೆ ಹವಾಮಾನ ಮತ್ತು ಭೂಮಂಡಲ ಕಾವೇರುವಿಕೆಯು ಹೆಚ್ಚಲು ಸಾವಿರಾರು ವರ್ಷಗಳು ಬೇಕಾಗಿತ್ತು. ಆದರೆ ಇಂದು ತಾಪಮಾನವು ಕೆಲವೇ ವರ್ಷಗಳಲ್ಲಿ ಹೆಚ್ಚಾಗುತ್ತಿರುವುದು ಭೂಮಂಡಲದ ಅಳಿವಿನ ಸೂಚನೆಯಾಗಿದೆ. ಇದನ್ನು ತಡೆಯುವುದರ ಮೂಲಕ ಮುಂದಿನ ಪೀಳಿಗೆಯನ್ನು ವಿನಾಶದಂಚಿನಿಂದ ಪಾರುಮಾಡುವ ಅಗತ್ಯವಿದೆ. ಅತಿಯಾಸೆ ಗತಿಗೇಡು ಎಂಬಂತೆ ಅತಿಯಾಸೆ ಬಿಟ್ಟು ಪರಿಸರ ಸಂರಕ್ಷಣೆಯ ಮೂಲಕ ಹವಾಮಾನ ಮತ್ತು ಭೂಮಂಡಲ ಕಾವೇರುವಿಕೆಯನ್ನು ತಡೆಯಲು ಎಲ್ಲರೂ ಇಂದೇ ಪಣತೊಡಬೇಕಿದೆ.

ಲಿಂಗಮ್ಮನ ವಚನಗಳಲ್ಲಿ ಸಾಹಿತ್ಯಕ ಅಂಶಗಳು

ಡಾ. ಕಾವ್ಯಶ್ರೀ. ಜಿ.

ಸಹಾಯಕ ಪ್ರಾಧ್ಯಾಪಕರು,
ಸರಕಾರಿ ಪ್ರಥಮ ದರ್ಜೆ ಮಹಿಳಾ ಕಾಲೇಜು,
ದಾವಣಗೆರೆ

Abstract

12ನೇ ಶತಮಾನದ ಶರಣರೆಲ್ಲರು ಸಾಹಿತ್ಯವನ್ನು ರಚಿಸಲು ಹೊರಟವರಲ್ಲ. ಅವರ ಉದ್ದೇಶ ಸಾಹಿತ್ಯ ರಚನೆಯಾಗಿರದೆ ಆತ್ಮೋನ್ನತಿ, ಸಾಮಾಜಿಕ ಕಾಳಜಿ ಆಗಿತ್ತು. ಹಾಗೆಯೇ ಅವರು ರಚಿಸಿದ್ದರೂ ವಚನಗಳು ಸಾಹಿತ್ಯ ರೂಪವನ್ನು ಪಡೆದುಕೊಂಡವು. ಲಿಂಗಮ್ಮನ ವಚನಗಳು ಕೂಡ ಇದಕ್ಕೆ ಹೊರತಲ್ಲ. ಭಾಷೆ, ತತ್ವ, ಉಪದೇಶ, ನಿರೂಪಣೆಯ ತಂತ್ರ ಬೆಡಗಿನಿಂದ ಕೂಡಿದೆ. ಭವಿಗಳನ್ನು ಟೀಕಿಸುವಲ್ಲಿ ಸರಳತೆ, ದೇಸಿ-ಸೊಗಡುತನ, ಕಂಡುಬರುತ್ತದೆ. ಮಕ್ಕಳಾಡುವ ಸಹಜ-ಮುಕ್ತ ಮನದ ಮಾತುಗಳೂ ಸೇರಿಕೊಂಡಿವೆ. 'ಇವೀಸು, ನಿಮಗೆ ಬಂದುದೇನಿರೋ, ಒಡಕ ಮಡಿಕೆ, ತಟತಟನೆ ತಾಗಿ, ಮಾತು ಬಾಯೊಳಗೆ, ನನ್ನ ಕೈಯಲ್ಲೊಂದು ಕಲ್ಲು ತೆಕ್ಕೊಂಡು, ತಳ್ಳಬಳ್ಳಿಯನೆ ಹರಿದು'; ಮೊದಲಾದವು ಅತಿ ಸರಳವಾಗಿ ಸ್ವಚ್ಛ ಮನಸ್ಸಿನಿಂದ ಹೊರಬಿದ್ದ ಮಾತುಗಳು ಎಂದೆನಿಸಿವೆ. ಇದರಂತೆ 'ಅಕ್ಕಿ ಧಳಿಸಿದಂತೆ, ಹಲ್ಲು ಸುಲಿದಂತೆ, ಕನ್ನಡಿಯ ನೋಡಿದಂತೆ, ಜಗದ ಜಂಗುಳಿಗಳೆತ್ತ ಬಲ್ಲರು, ಅಂಬಿಗ ಹರಿಗೋಲ ಹಾಕಿ ಬಲೆಯ ಬೀಸಿದಂತೆ, ಹರಿಗೋಲನೆ ಹರಿದು, ಹುಟ್ಟು ಮುರಿದು, ಕೋಡಗನ ಕೊರಳ ಮುರಿದು, ಇರುಹೆಯ ಗೂಡಿಗೆ ಕಿಚ್ಚನಿಕ್ಕಿ,'- ಎಂಬಂಥ ಶಬ್ದಗಳು ವಚನಗಳಲ್ಲಿ ಮೂಡಿವೆ. ಇವು ಅಚ್ಚಗನ್ನಡದ ಪದಗಳಾಗಿ ವಚನಗಳ ಸತ್ವಗುಣವನ್ನು ಹಿರಿದಾಗಿವೆ. ಲಿಂಗಮ್ಮ ಸಾಹಿತ್ಯ ಪ್ರದರ್ಶನಕ್ಕಾಗಿಯಾಗಲೀ ತನ್ನಲ್ಲಿಯ ವಿದ್ವತ್ತಿನ ವೈಖರಿಯನ್ನು ಮೆರೆಯುವಕ್ಕಾಗಲೀ ವಚನಗಳನ್ನು ರಚಿಸಲಿಲ್ಲ. ಅವಳ ಆಂತರ್ಯದ ಅನುಭಾವ ಹೃದಯ ತುಂಬಿ ವಚನಗಳ ಮೂಲಕ ಬಂದು ಅದನ್ನು ಹೊರಸೂಸಿವೆ. ಲಿಂಗಮ್ಮ ತನ್ನ ವಚನಗಳಲ್ಲಿ ಅಧ್ಯಾತ್ಮಿಕ ಜ್ಞಾನದೊಂದಿಗೆ ಲೌಕಿಕ ಅನುಭವವನ್ನು ಒಂದುಗೂಡಿಸುವಲ್ಲಿ, ತನ್ನ ಅಪ್ರತಿಮ ಪ್ರತಿಭೆಯ ಸೃಜನಶೀಲ ಮನಸ್ಸನ್ನು ದುಡಿಸಿಕೊಂಡಿದ್ದು ಕಂಡು ಬರುತ್ತದೆ.

Key Words: ಇರುಹೆಯ ಗೂಡು, ಕೋಡಗನ ಕೊರಳು, ನಿರಾಳಲಿಂಗ, ಬಟ್ಟೆಬಯಲು, ಬಯಲುದೇಹ, ಘನ, ಮಹಾಬೆಳಕು

Introduction

12ನೇ ಶತಮಾನದ ಶರಣರೆಲ್ಲರು ಸಾಹಿತ್ಯವನ್ನು ರಚಿಸಲು ಹೊರಟವರಲ್ಲ. ಅವರ ಉದ್ದೇಶ ಸಾಹಿತ್ಯ ರಚನೆಯಾಗಿರದೆ ಆತ್ಮೋನ್ನತಿ, ಸಾಮಾಜಿಕ ಕಾಳಜಿ ಆಗಿತ್ತು. ಹಾಗೆಯೇ ಅವರು ರಚಿಸಿದ್ದರೂ ವಚನಗಳು ಸಾಹಿತ್ಯ ರೂಪವನ್ನು ಪಡೆದುಕೊಂಡವು. ಸಾಹಿತ್ಯ ಮತ್ತು ಕಾವ್ಯದ ಗುಣಗಳೆರಡೂ ಕೆಲವು ವಚನಕಾರರ ವಚನಗಳಲ್ಲಿ ಬೆರೆತುಕೊಂಡದ್ದು ಕಂಡುಬರುತ್ತವೆ. ಇನ್ನಿತರ ವಚನಕಾರರಲ್ಲಿ ಅಲ್ಲಲ್ಲಿ ಅಲ್ಪ ಸ್ವಲ್ಪ ಕಾವ್ಯಾಂಶವನ್ನು ಗುರುತಿಸಿಕೊಳ್ಳಬಹುದು. ಹನ್ನೆರಡನೆಯ ಶತಮಾನದ ವಚನಕಾರ್ತಿಯರಲ್ಲಿ ಕನ್ನಡ ಸಾಹಿತ್ಯದ ಸತ್ವ ಗುರುತಿಸುವಲ್ಲಿ, ಅದನ್ನು ಬೆಸೆಯುವಲ್ಲಿ ಹಾಗೂ ಅದರ ದಿಕ್ಕನ್ನು ವ್ಯಾಪಿಸುವಲ್ಲಿ ಅತ್ಯಂತ ಮಹತ್ವದ ಪಾಲು ಇದೆ. ಇದಕ್ಕೆ ನಿದರ್ಶನವಾಗಿ ಅಕ್ಕಮಹಾದೇವಿ, ನೀಲಮ್ಮ, ಮುಕ್ತಾಯಿ, ಸತ್ಯಕ್ಕೆ ಮೊದಲಾದವರ ವಚನಗಳನ್ನು ಸಾಹಿತ್ಯಕವಾಗಿ ಪರಿಶೀಲಿಸಬಹುದು. ಹಡಪದ ಜಾತಿಗೆ ಸೇರಿದ ಲಿಂಗಮ್ಮನು ಸಹ ಅಂಥವರ ಸಾಲಿಗೆ ಸೇರಿದ್ದಾಳೆ.

ಸಾಹಿತ್ಯಕ ವ್ಯಾಖ್ಯಾನ ಪ್ರತಿಯೊಬ್ಬ ಮನುಷ್ಯನ ಬದುಕಿನ ಹಾಗೆಯೇ ಕಾಲ ಕಾಲಕ್ಕೆ ಬದಲಾಗುತ್ತಿರುತ್ತದೆ. ಇದನ್ನು ಹಲವು ರೀತಿಗಳಲ್ಲಿ ಗುರುತಿಸಿದರೂ ಇದು ಉಳಿಯುವಂಥದ್ದು. ಈ ದೃಷ್ಟಿಕೋನವನ್ನು ಇಟ್ಟುಕೊಂಡು ವಚನಕಾರ್ತಿಯರನ್ನು ಅವರ ಕಾಲ-ಪರಿಸರದ ಹಿನ್ನೆಲೆಯಲ್ಲಿ ಗುರುತಿಸಿದಾಗ ಅವರ ಸಾಧನೆಯ ಗರಿಮೆ ಅತ್ಯಂತ ಅಮೋಘವಾಗಿ ಕಾಣಿಸಿಕೊಳ್ಳುತ್ತದೆ.

ಲಿಂಗಮ್ಮನ ವಚನಗಳಲ್ಲಿ ಹೆಚ್ಚಾಗಿ ಗದ್ಯಾತ್ಮಕ ಗುಣಗಳನ್ನು ಕಾಣುತ್ತೇವೆ. ಹಾಗೆಯೇ ಆ ವಚನಗಳು ಹೆಚ್ಚಾಗಿ ತತ್ವ ಬೋಧನೆಯ ರಚನೆಗಳಾಗಿರುವುದರಿಂದ ಅಲ್ಲಿ ಕಾವ್ಯಾಂಶಗಳು ಕಡಿಮೆಯಾಗಿವೆ.

ಶಿವಶರಣೆಯರಲ್ಲಿ ಕಾವ್ಯದ ಪ್ರತಿಭೆ, ದರ್ಶನ, ಸಮನ್ವಯ ಹೇಳಬೇಕಾದುದು ಬೆಟ್ಟದಷ್ಟಿದ್ದರೂ ಭಾವ ನಿರ್ಭರಕ್ಕೆ ಶುದ್ಧ ಮುಗ್ಧತೆ ಅವರನ್ನು ಮೂಕರನ್ನಾಗಿ ಮಾಡಿದೆ. ಲಿಂಗಮ್ಮನಲ್ಲಿ ತತ್ವಬೋಧನೆಯೇ ಮುಖ್ಯವಾಗಿ ಕಂಡು ಬರುವುದರಿಂದ ಅವು ಕಾವ್ಯಾಂಶದಿಂದ ಸ್ವಲ್ಪ ದೂರವೇ ಉಳಿದಿವೆ. ಇವಳ ವಚನಗಳಲ್ಲಿ ಸರಳತೆ ಕಂಡುಬಂದರೂ ಕೆಲವು ಕಡೆ ಜನಪದ ಕಥಾ ವೈಖರಿಯ ದಾಟಿಯಿಂದ ಬಂದು ಬೆಡಗಿನ ಪರಿಭಾಷೆಯನ್ನು ಬಳಸಿಕೊಂಡು, ಇನ್ನಷ್ಟು ದೀರ್ಘವಾದ ರೂಪತಾಳಿವೆ. ಲಿಂಗಮ್ಮ ತನ್ನ ವಚನಗಳಲ್ಲಿ ನಿರಾಳಲಿಂಗ, ಬಟ್ಟಬಯಲು, ಬಯಲುದೇಹ, ಘನ, ಮಹಾಬೆಳಕು ಹೀಗೆ ಅನೇಕ ಪದಗಳನ್ನು ಹೆಚ್ಚಾಗಿ ಬಳಸಿದ್ದು ಕಂಡುಬರುತ್ತದೆ. "ಇವು ಶರಣತತ್ವ ಪರಿಭಾಷೆಯಲ್ಲಿ ಬಂದು ಅಧ್ಯಾತ್ಮಿಕ ಗಾಢತೆಯನ್ನು ಮೈಗೂಡಿಸಿಕೊಂಡು ಬಂದಿವೆ."

Review of Literature

ಲಿಂಗಮ್ಮ ಹಡಪದ ಜಾತಿಗೆ ಸೇರಿದ ಅಪ್ಪಣ್ಣನ ಪತ್ನಿ. ಹಿಂದುಳಿದ ವರ್ಗಕ್ಕೆ ಸೇರಿದ ಈ ದಂಪತಿಗಳು ಬಸವಣ್ಣನವರ ಪ್ರಭಾವಕ್ಕೆ ಒಳಗಾಗಿ ತಮ್ಮ ಜೀವನವನ್ನು ವಚನ ಚಳುವಳಿಗೆ ಮೀಸಲಾಗಿಟ್ಟವರು. ಅಪ್ಪಣ್ಣನಂತೂ ಬಸವಣ್ಣನವರ ಒಡನಾಡಿಯಾಗಿಯೇ ಕೊನೆವರೆಗೆ ಇದ್ದವನು. ಅಪ್ಪಣ್ಣಗೆ ತಕ್ಕ ಪತ್ನಿಯಾಗಿ ಲಿಂಗಮ್ಮನೂ ವಚನ ರಚಿಸಿದವಳು. ಇವರಿಬ್ಬರ ಕುರಿತಾಗಿ ಹಲವು ವಿದ್ವಾಂಸರು ಸಂಶೋಧನೆ ನಡೆಸಿದ್ದಾರೆ. ಡಾ. ವೀರಣ್ಣ ರಾಜೂರು ಅವರು ಕನ್ನಡ ಮತ್ತು ಸಂಸ್ಕೃತಿ ಇಲಾಖೆ ಪ್ರಕಟಿಸಿದ 'ಶಿವಶರಣೆಯರ ವಚನ ಸಂಪುಟ'ದಲ್ಲಿ ಲಿಂಗಮ್ಮನ ವಚನಗಳನ್ನು ಸಂಗ್ರಹಿಸಿ ಕೊಟ್ಟಿದ್ದಾರೆ. ಹೆಚ್.ಎಂ. ಬೀಳಗಿಯವರು 'ವಚನಕಾರ್ತಿಯರು' ಕೃತಿಯಲ್ಲಿ ಒಂದಿಷ್ಟು ಮಾಹಿತಿಯನ್ನು ನೀಡಿದ್ದಾರೆ. ಡಾ. ಮ.ನ. ಜವರಯ್ಯನವರು 'ದಲಿತ ವರ್ಗದ ಶರಣ ಶರಣೆಯರು' ಎಂಬ ಸಂಶೋಧನಾ ಕೃತಿಯಲ್ಲಿ ಹಡಪದ ಲಿಂಗಮ್ಮನ ವಚನಗಳ ಬಗ್ಗೆ ಮಾಹಿತಿ ಒದಗಿಸಿ ಕೊಟ್ಟಿದ್ದಾರೆ. ಶೈಲಜಾ ಉಡಚಣ ಅವರು ತಮ್ಮ 'ವಚನಗಳಲ್ಲಿ ಸತಿ ಪತಿ ಭಾವ' ಕೃತಿಯಲ್ಲಿ ಒಂದಿಷ್ಟು ವಿವರ ಒದಗಿಸಿದ್ದಾರೆ. ಅಲ್ಲದೆ ಅನೇಕ ಲೇಖಕರು ವಚನಕಾರರ ಬಗ್ಗೆ ಬರೆಯುವಾಗ ಹಡಪದ ಲಿಂಗಮ್ಮನ ಬಗ್ಗೆಯೂ ಉಲ್ಲೇಖಿಸಿದ್ದಾರೆ. ಪ್ರಸ್ತುತ ಲೇಖನವನ್ನು ಲಿಂಗಮ್ಮನ ವಚನಗಳಲ್ಲಿ ಸಾಹಿತ್ಯಕ ಅಂಶಗಳು ಹೇಗೆ ಸೇರಿಕೊಂಡು ಮಹತ್ವದ ಸ್ಥಾನ ಪಡೆದಿವೆ ಎಂಬ ಉದ್ದೇಶದಿಂದ ಸಿದ್ಧ ಪಡಿಸಲಾಗಿದೆ. ತೀರಾ ಹಿಂದುಳಿದ ವರ್ಗಕ್ಕೆ ಸೇರಿದ ಮಹಿಳೆಯಾಗಿದ್ದ ಲಿಂಗಮ್ಮನ ಸಾಹಿತ್ಯದ ಮೇಲ್ಮೈಯನ್ನು ಈ ಲೇಖನ ಶ್ಲಾಘಿಸುತ್ತದೆ.

ಸಾಧಾರಣವಾಗಿ ಲಿಂಗಮ್ಮನ ಎಲ್ಲ ವಚನಗಳು ನೀತಿ, ತತ್ವ, ಮೌಲ್ಯಗಳಿಗೆ ಸಂಬಂಧಿಸಿದ್ದಾಗಿವೆ. ಇನ್ನು ಕೆಲವು ಯೋಗದ ಪರಿಭಾಷೆಯನ್ನು ಬಳಸಿಕೊಂಡು ಅಧ್ಯಾತ್ಮಿಕ ವಿಚಾರವನ್ನು ಬಿತ್ತಿವೆ. ಅಲ್ಲಲ್ಲಿ ಸುಂದರ ಸಾದೃಶ್ಯಗಳನ್ನು ಹೊಂದಿದ ಉಪಮೆ, ರೂಪಕ, ಶಬ್ದಚಿತ್ರ, ಉಕ್ತಿಗಳು ಮತ್ತು ಅಚ್ಚುಗನ್ನಡದ ದೇಸಿಪದಗಳು ಮೂಡಿ ಬಂದಿವೆ. ಲಿಂಗಮ್ಮನ ವಚನಗಳು ಮತ್ತು ಮಂತ್ರಗೋಪ್ಯವನ್ನು ಗಮನಿಸಿದಾಗ ಅಲ್ಲಲ್ಲಿ ಬರುವ ಅರ್ಥಭರಿತವಾದ ಗಾದೆಗಳು, ಸಂಬೋಧನೆಯ ವೈಖರಿ ಹಾಗೂ ಸಂಭಾಷಣೆಯ ರೂಪದ ಪದಗಳು ಕಂಡುಬರುತ್ತವೆ. ಇವೆಲ್ಲವುಗಳನ್ನು ನೋಡಿದಾಗ ಲಿಂಗಮ್ಮನ ವಚನಗಳು "ಹಿರಿಯರ ಶರಣರ ಪ್ರಭಾವಕ್ಕೆ ಒಳಪಟ್ಟರೂ ತಮ್ಮ ಸ್ವಂತಿಕೆಯನ್ನು ಉಳಿಸಿ-ಬೆಳೆಸಿಕೊಂಡು ಆಕರ್ಷಕವೆನಿಸಿವೆ."¹ ಈ ರೀತಿಯಾಗಿ ವಚನಗಳು ಗಟ್ಟಿಗೊಂಡು ಗಾಂಭೀರ್ಯವನ್ನು ಪಡೆದುಕೊಂಡಿವೆ. ಅಲ್ಲಿ ಹೆಚ್ಚಾಗಿ ಸಂಬೋಧನೆಗಳು ಕಂಡುಬಂದಿವೆ. ಆ ಸಂಬಂಧವಾಚಕಗಳಲ್ಲಿ ಕೆಲವು ಈ ಕೆಳಗಿನಂತಿವೆ. 'ಅಣ್ಣಗಳಿರಾ ನೀವು ಕೇಳಿರೋ' ಅಯ್ಯಾ ಸಂದೇಹಿಗಳಿರಾ, ನೀವು ಕೇಳಿರೋ, ಕಳವಳಿಸಿ ಕಾತರಿಸುವ ಅಣ್ಣಗಳಿರಾ ನೀವು ಕೇಳಿರೋ ಹೇಳಿಹೆನು ಎಂಬ ಮಾತುಗಳಲ್ಲಿ ಲಿಂಗಮ್ಮನ ಆತ್ಮೀಯತೆ, ಕಾಳಜಿ ಹಾಗೂ ಸಹನಾಭಾವವನ್ನು ಅಳೆಯಲಾಗುತ್ತದೆ.

"ಜಲದೊಳಗಣ ಸೂರ್ಯನಂತೆ, ಮೋಡವಿಲ್ಲದ ಚಂದ್ರನಂತೆ, ಗಾಳಿ ಬೀಸದ ಜಲದಂತೆ, ಬೆಳಗಿನ ದರ್ಪಣದಂತೆ, ಬಂಡಿಯ ಮೇಗಣ ಹೆಳವನಂತೆ, ಹೊಸ್ತಿಲೊಳಗಿರಿಸಿದ ಜ್ಯೋತಿಯಂತೆ, ತಿಪ್ಪೆಯಂತಹ ಒಡಲೊಳಗೆ ಇಂಥ ವಾಕ್ಯಗಳು ಲಿಂಗಮ್ಮನ ಪರಿಸರದಿಂದ ಪ್ರೇರೇಪಿತಗೊಂಡು ಸಹಜ-ಸರಳ ಉಪಮೆಗಳೆಂದು ಕರೆಯಿಸಿಕೊಳ್ಳುತ್ತವೆ."

ಲಿಂಗಮ್ಮ ವಚನ ಸೂಕ್ತಿಗಳನ್ನು ಈ ಕೆಳಗಿನಂತೆ ನೋಡಬಹುದು.
ಅಂತರಂಗ ಬಹಿರಂಗ ಶುದ್ಧವಿಲ್ಲದೆ ನುಡಿವರು, ಸಂತೆಯ ಸೂಳೆಯರಂತೆ,
ನಿಶ್ಚಿಂತವಾದವಂಗೆ ಮತ್ತಾರ ಹಂಗುಟು?
ಘಟವೆಂಬ ಮರದೊಳಗೆ ಮನವೆಂಬ ಮರ ಹುಟ್ಟಿತ್ತು.
ಜನನವಾದವರಿಗೆ ಮರಣ ತಪ್ಪದು.
ತಾನು ತಾನಾದವಂಗೆ ಧ್ಯಾನದ ಹಂಗೇಕೋ?

- ಇಂಥ ಸೂಕ್ತಿಗಳಲ್ಲದೇ ಅರ್ಥವತ್ತಾಗಿ ಶ್ರೀಮಂತಿಕೆಯಿಂದ ಕೂಡಿದ ಕೆಲವು ವಾಕ್ಯಗಳು ಇಂತಿವೆ.
'ತಾನು ತಾನಾದ ಬಳಿಕ ಮಾನವರ ಹಂಗುಂಟೆ?
'ಮನವು ಮಹದಲ್ಲಿ ನಿಂದ ಬಳಿಕ'
'ಬೆಳಗ ಕಂಡವರಿಗೆ ಕತ್ತಲೆಯ ಹಂಗುಂಟೆ'
'ತನುವ ಮರೆದವಂಗೆ ಇನ್ನರಿಯಬೇಕೆಂಬ ಅರಹುಂಟೆ?'
'ಆಸೆಯನತಿಗಳೆಂದವಂಗೆ ರೋಷದ ಹಂಗೇಕೋ?'
'ಕಾಮನ ಸುಟ್ಟವಂಗೆ ಕಳವಳದ ಹಂಗೇಕೋ?'
'ನಡೆಗೆಟ್ಟವಂಗೆ ನುಡಿಯ ಹಂಗೇಕೋ?'

- ಎಂದು ಲಿಂಗಮ್ಮನು ಅಧಿಕಾರವಾಣಿಯಿಂದ ಹೇಳಿದ್ದಾಳೆ. "ಅಲ್ಲಲ್ಲಿ ಮಾತ್ರ ಸುಂದರ ಕಲ್ಪನೆ, ಮಾರ್ಮಿಕ ಶಬ್ದಚಿತ್ರಗಳು ಮಿಂಚಿ ಮಾಯವಾಗುತ್ತವೆ." ಲಿಂಗಮ್ಮ ತನ್ನ ವಚನಗಳಲ್ಲಿ ಸುಂದರ ಕಲ್ಪನೆಯೊಂದಿಗೆ ಒಡಮೂಡಿಸಿದ ಕೆಲವು ಮಾರ್ಮಿಕ ವಾಕ್ಯಗಳನ್ನು ಈ ರೀತಿಯಾಗಿ ಕಂಡುಕೊಳ್ಳಬಹುದು.

'ಕಿಚ್ಚಿನೊಳಗೆ ಬೆಂದ ಕಾಯಕ್ಕೆ ಅಚ್ಚುಗವುಂಟೆ?
'ಮುತ್ತು ಕಂಡವರು ಅಪ್ಪಿಕೊಂಡಬಲ್ಲರಲ್ಲದೆ ಬಿಚ್ಚಿ ಬಿಚ್ಚಿ ತೋರುವರೆ?'
'ಗೊತ್ತು ಕುಡವಂಗೆ ಅತ್ತಿತ್ತರಸಲುಂಟೆ?'

ಹೀಗೆ ಮೊದಲಾದ ಸಾಲುಗಳು ಸುಂದರ - ಸಹಜ ನಿದರ್ಶನಗಳೊಂದಿಗೆ ಮೂಡಿ ಬಂದಿವೆ. ಲಿಂಗಮ್ಮನ ಇನ್ನು ಕೆಲವು ವಚನಗಳಲ್ಲಿ ಧ್ವನಿಪೂರ್ಣ ಮಾತುಗಳು ಗಾದೆಯ ರೂಪದಲ್ಲಿ ಹೊರಹೊಮ್ಮಿವೆ.
'ಬಾಗಿಲ ಮುಂದೆ ಹಾಲ ಸಾಗರವಿದ್ದು ಒರತೆಯ ನೀರಿಗೆ ಹಾರಿದಂತೆ'
'ಬಂಡಿಯ ಮೇಗಣ ಹೆಳವನಂತೆ'
ಹೊಸ್ತಿಲೊಳಗಿರಿಸಿದ ಜ್ಯೋತಿಯಂತೆ

-ಮುಂತಾದವು ಕಂಡುಬರುತ್ತವೆ. ಇವುಗಳನ್ನೆಲ್ಲ ನೋಡಿದಾಗ ಲಿಂಗಮ್ಮನಲ್ಲಿದ್ದ ಜನಪದ ಮನಸ್ಸು ಕೆಲಸ ಮಾಡಿದ್ದು ಸ್ಪಷ್ಟವಾಗುತ್ತದೆ. ಅದರೊಂದಿಗೆ ಸಾಧಾರಣ ಒಬ್ಬ ಮಹಿಳೆ ಹಿಂದೆ ತನಗೊಂದೂ ಎಟುಕದಿದ್ದ, ಮಾತಾಡಲಾರದಿದ್ದ, ಅಧ್ಯಾತ್ಮಿಕ ಜ್ಞಾನದ ಅರಿವು ದೊರೆತಾಗ ಆಕೆಗೆ ಉಂಟಾಗುವ ಆಶ್ಚರ್ಯ, ಅನುಭವ, ದಿಗ್ಭ್ರಮೆಗಳೆಲ್ಲವನ್ನೂ ವಚನಗಳಲ್ಲಿ ಸ್ಪಷ್ಟವಾಗಿ, ಸರಳವಾಗಿ, ಅಭಿವ್ಯಕ್ತಪಡಿಸಲಾಗದ ಅನಿವಾರ್ಯತೆ ಕಂಡುಬರುತ್ತದೆ. ಇಂಥ ಸ್ಥಿತಿಯನ್ನು ನೋಡಿದಾಗ ಬಸವಣ್ಣನವರ ವಚನದ ಒಂದು ಸಾಲು ನೆನಪಿಗೆ ಬರುವಂತಿದೆ.

'ಮೂಕ ಕಂಡ ಕನಸಿನಂತಾಯಿತೆನ್ನ ಭಕ್ತಿ ;
ಗುಣವ ಹೇಳಬಾರದಾರಿಗೆಯೂ, ಕೇಳಲೆಂತೂ ಬಾರದು,

ಎನ್ನ ಹೇಗತನವ ಮಾಣಿಸು, ಕೂಡಲಸಂಗಮದೇವ'

ಬಸವಣ್ಣನವರ ಭಕ್ತಿಯ ಭಾವನೆ ಮತ್ತು ಲಿಂಗಮ್ಮನ ಭಕ್ತಿ ಭಾವನೆ ಈ ವಚನದಲ್ಲಿ ಒಂದಾಗಿದ್ದು ಗೋಚರವಾಗುತ್ತದೆ. ಅಷ್ಟಲ್ಲದೆ ಲಿಂಗಮ್ಮನಲ್ಲಿ ಇದನ್ನು ಬಹುಕಟ್ಟಿನಿಂದ ಪಾಲಿಸುವ, ಮುಕ್ತಿಯನ್ನು ಸಾಧಿಸುವ ಮಹತ್ವಾಕಾಂಕ್ಷೆಯು ವ್ಯಕ್ತವಾಗುತ್ತದೆ.

ಲಿಂಗಮ್ಮನ ವಚನ ಭಾಷೆ, ತತ್ವ, ಉಪದೇಶ, ನಿರೂಪಣೆಯ ತಂತ್ರ ಬೆಡಗಿನಿಂದ ಕೂಡಿದೆ. ಭವಿಗಳನ್ನು ಟೀಕಿಸುವಲ್ಲಿ ಸರಳತೆ, ದೇಸಿ-ಸೊಗಡುತನ, ಕಂಡುಬರುತ್ತದೆ. ಮಕ್ಕಳಾಡುವ ಸಹಜ-ಮುಕ್ತ ಮನದ ಮಾತುಗಳೂ ಸೇರಿಕೊಂಡಿವೆ. 'ಇವೀಸು, ನಿಮಗೆ ಬಂದುದೇನಿರೋ, ಒಡಕ ಮಡಿಕೆ, ತಟತಟನೆ ತಾಗಿ, ಮಾತು ಬಾಯೊಳಗೆ, ನನ್ನ ಕೈಯಲ್ಲೊಂದು ಕಲ್ಲು ತೆಕ್ಕೊಂಡು, ತಳ್ಳಬಳ್ಳಿಯನೆ ಹರಿದು'; ಮೊದಲಾದವು ಅತಿ ಸರಳವಾಗಿ ಸ್ವಚ್ಛ ಮನಸ್ಸಿನಿಂದ ಹೊರಬಿದ್ದ ಮಾತುಗಳು ಎಂದೆನಿಸಿವೆ. ಇದರಂತೆ 'ಅಕ್ಕಿ ಧಳಿಸಿದಂತೆ, ಹಲ್ಲ ಸುಲಿದಂತೆ, ಕನ್ನಡಿಯ ನೋಡಿದಂತೆ, ಜಗದ ಜಂಗುಳಿಗಳೆತ್ತ ಬಲ್ಲರು, ಅಂಬಿಗ ಹರಿಗೋಲ ಹಾಕಿ ಬಲೆಯ ಬೀಸಿದಂತೆ, ಹರಿಗೋಲನೆ ಹರಿದು, ಹುಟ್ಟು ಮುರಿದು, ಕೋಡಗನ ಕೊರಳ ಮುರಿದು, ಇರುಹೆಯ ಗೂಡಿಗೆ ಕಿಚ್ಚನಿಕ್ಕಿ,'- ಎಂಬಂಥ ಶಬ್ದಗಳು ವಚನಗಳಲ್ಲಿ ಮೂಡಿವೆ. ಇವು ಅಚ್ಚಗನ್ನಡದ ಪದಗಳಾಗಿ ವಚನಗಳ ಸತ್ವಗುಣವನ್ನು ಹಿರಿದಾಗಿಸಿವೆ. ಲಿಂಗಮ್ಮ ಸಾಹಿತ್ಯ ಪ್ರದರ್ಶನಕ್ಕಾಗಿಯಾಗಲೀ ತನ್ನಲ್ಲಿಯ ವಿದ್ವತ್ತಿನ ವೈಖರಿಯನ್ನು ಮೆರೆಯುವಕ್ಕಾಗಲೀ ವಚನಗಳನ್ನು ರಚಿಸಲಿಲ್ಲ. ಅವಳ ಆಂತರ್ಯದ ಅನುಭಾವ ಹೃದಯ ತುಂಬಿ ವಚನಗಳ ಮೂಲಕ ಬಂದು ಅದನ್ನು ಹೊರಸೂಸಿವೆ. ಲಿಂಗಮ್ಮ ತನ್ನ ವಚನಗಳಲ್ಲಿ ಅಧ್ಯಾತ್ಮಿಕ ಜ್ಞಾನದೊಂದಿಗೆ ಲೌಕಿಕ ಅನುಭವವನ್ನು ಒಂದುಗೂಡಿಸುವಲ್ಲಿ, ತನ್ನ ಅಪುತಿಮ ಪ್ರತಿಭೆಯ ಸೃಜನಶೀಲ ಮನಸ್ಸನ್ನು ದುಡಿಸಿಕೊಂಡಿದ್ದು ಕಂಡು ಬರುತ್ತದೆ. ಇಲ್ಲಿ ಲಿಂಗಮ್ಮನ ತಲೆ ಮತ್ತು ಮನಸ್ಸಿನ ಕಸರತ್ತುಗಳೆರಡು ಒಂದಾಗಿದ್ದನ್ನು ಗಮನಿಸಬಹುದು.

ಲಿಂಗಮ್ಮ ಅಧ್ಯಾತ್ಮಿಕತೆಯ ಮಾಣಿಕ್ಯವನ್ನು ಪಡೆದುಕೊಳ್ಳುವ ರೀತಿಯನ್ನು ಬಹಳ ಸ್ವಾರಸ್ಯಕರವಾಗಿ, ವ್ಯಾಪಾರಿಕ ಭಾಷೆಯನ್ನು ಬಳಸಿಕೊಂಡು ಅದು ಈ ಲೋಕದ ಜನರಿಗೆ ಅತಿಬೇಗನೆ ಅರ್ಥಮಾಡಿಕೊಳ್ಳುವ ದೃಷ್ಟಾಂತಗಳನ್ನು ನೀಡಿ ವಿವರಿಸಿದ್ದು ಈ ಕೆಳಗಿನ ವಚನದಲ್ಲಿ ಕಂಡುಬರುತ್ತದೆ.

ಕಾಣಬಾರದ ಕದಳಿಯಲೊಂದು ಮಾಣಿಕ ಹುಟ್ಟಿತ್ತು.
ಇದಾರಿಗೂ ಕಾಣಬಾರದು.
ಮಾರಿಹನೆಂದಡೆ ಮಾನವರಿಗೆ ಸಾಧ್ಯವಾಗದು.
ಸಾವಿರಕ್ಕೆ ಬೆಲೆಯಾಯಿತ್ತು.
ಆ ಬೆಲೆಯಾದ ಮಾಣಿಕ ನಮ್ಮ ಶಿವಶರಣರಿಗೆ ಸಾಧ್ಯವಾಯಿತ್ತು.
ಅವರು ಆ ಮಾಣಿಕವ ಹೇಗೆ ಬೆಲೆಮಾಡಿದರೆಂದಡೆ-
ಕಾಣಬಾರದ ಕದಳಿಯ ಹೊಕ್ಕು, ನೂನ ಕದಳಿಯ ದಾಂಟಿ,
ಜಲವ ಶೋಧಿಸಿ, ಮನವ ನಿಲಿಸಿ,
ತನುವಿನೊಳಗಣ ಅನುವ ನೋಡುವನ್ನಕ್ಕ, ಮಾಣಿಕ ಸಿಕ್ಕಿತ್ತು.
ಆ ಮಾಣಿಕವ ನೋಡಿದೆನೆಂದು ಜಗದ ಮನುಜರನೆ ಮರೆದು,
ತಾನುತಾನಾಗಿ ಜ್ಞಾನಜ್ಯೋತಿಯ ಬೆಳಗಿನೊಳಗೋಲಾಡಿ
ಸುಖಿಯಾದೆನಯ್ಯಾ, ಅಪ್ಪಣ್ಣಪ್ರಿಯ ಚೆನ್ನಬಸವಣ್ಣಾ!

ಇದರಲ್ಲಿ ಲಿಂಗಮ್ಮ ವ್ಯವಹಾರಿಕ ಭಾಷೆಯನ್ನು ಬಳಸಿಕೊಂಡು ಅದರಲ್ಲಿ ಸಾಹಿತ್ಯಕಅಂಶಗಳನ್ನು ತುಂಬಿ ಅಧ್ಯಾತ್ಮಿಕ ಸಾಧನೆಯ ತುತ್ತ ತುದಿ ಶಿಖರವಾದ ಮುಕ್ತಿಯ ಹಂತವನ್ನು ಚಿತ್ರಿಸಿದ್ದಾಳೆ. ಇಂಥ ವಚನಗಳಲ್ಲಿ ಬರುವ ದೇಸಿ ನುಡಿಗಳು, ಆಡು ಮಾತಿನ ಸೊಗಡು, ಶ್ರೀ ಸಾಮಾನ್ಯರಿಗೆ ತೀರ ಹತ್ತಿರವಾಗಿ ಅವರ ಹೃದಯ ಸೂರೆಗೊಳ್ಳುವಷ್ಟು ಆಪ್ತವಾಗಿ ಬಿಡುತ್ತವೆ. ಅವಳ ನೀತಿ ಬೋಧನೆ ಕತ್ತಿ ಮೊನೆಯಂತೆ ಹರಿತವಾದರೂ ಅವುಗಳ ಹಿಂದೆ ಸಹೃದಯತೆಯ

ಅಂತಃಕರುಣೆಯ ಲೇಪವಿರುವುದನ್ನು ಅಲ್ಲಗಳೆಯುವಂತಿಲ್ಲ. ಲಿಂಗಮ್ಮ ಬಳಸಿಕೊಂಡ ಭಾಷೆಯಲ್ಲಿ ಪಾಂಡಿತ್ಯದ ಕೊರತೆಯಿದ್ದರೂ ಪಕ್ವತೆ, ಪ್ರೌಢಿಮೆ, ಕೆಚ್ಚು ಸಾಕಷ್ಟು ಒಳಗೊಂಡಿದೆ. ಹಾಗೆಯೇ ಅಲ್ಲಲ್ಲಿ ಕಾವ್ಯಾಂಶದ ಮಿಂಚು ಹೊಳೆದಿದೆ. ಆದರೆ ತಾನು ಕಂಡುಂಡ ಶಿವಯೋಗದ, ಮಹಾಭವನ, ಶಿವಕೂಟದ ದರ್ಶನದ ಭವ್ಯತೆಯನ್ನು ಸರಳವಾಗಿ ವಚನಗಳಲ್ಲಿ ಹಿಡಿದಿಡುವಲ್ಲಿ ಅಷ್ಟಾಗಿ ಸಫಲವಾದಂತಿಲ್ಲ. ಲಿಂಗಮ್ಮನ ಕೆಲವು ವಚನಗಳಲ್ಲಿ ರೋಷ, ಪ್ರತಿಭಟನೆಯ ರೋಚ್ಚು, ಆವೇಶವು ವ್ಯಕ್ತವಾಗಿದೆ. 'ಹುಚ್ಚುಗೊಂಡು ತಿರುಗುವ ಕತ್ತೆ ಮನುಜರ', 'ಮನವ ಕದ್ದು ನುಡಿಯುವರು' - ಈ ಮೊದಲಾಗಿ ಭೇಡಿಸುವಲ್ಲಿ, ಟೀಕಿಸುವಲ್ಲಿ, ಲಿಂಗಮ್ಮನ ಭಾಷೆ ಚಾಟಿ ಏಟಿನಂತೆ ಕೆಲಸ ಮಾಡಿದೆ. ಹಾಗೆಂದು ಸಿಕ್ಕ ಸಿಕ್ಕ ಕಡೆಯೆಲ್ಲ ನಿಂದಿಸುವುದೇ ಅವಳ ಕೆಲಸವಾಗಿರಲಿಲ್ಲ. 'ಟೀಕಿಸುವುದು ಸುಲಭ, ಸುಧಾರಿಸುವುದು ಕಷ್ಟ, ಕೆಡಹುವುದು ಸುಲಭ, ಕಟ್ಟುವುದು ಕಠಿಣ' ಎಂಬ ತತ್ವವನ್ನು ಲಿಂಗಮ್ಮ ಸಹ ಅನುಸರಿಸಿದಂತಿದೆ.² ಅಲ್ಲಲ್ಲಿ ಬರುವ ಕೆಲವು ಒರಟು ಪದಗಳನ್ನು ಬಿಟ್ಟರೆ ಅವಳು ಪ್ರಯೋಗಿಸಿದ ಭಾಷೆ ತುಂಬಿದ ಹೊಳೆಯಂತೆ ಸಮಾಧಾನದಿಂದಲೇ ಹರಿದಿದೆ.

ಈ ರೀತಿಯಾಗಿ ಲಿಂಗಮ್ಮನ ಒಟ್ಟು ವಚನಗಳು ಉಳಿದ ಶಿವಶರಣೆಯರ ವಚನಗಳಂತೆಯೇ ಕಂಡರೂ ಅವುಗಳಲ್ಲಿ ತಮ್ಮದೇ ಆದ ವೈಶಿಷ್ಟ್ಯವಿದೆ. ಸಾತ್ವಿಕ ಧೈರ್ಯ, ನ್ಯಾಯ-ನೀತಿಗಳು ಲಿಂಗಮ್ಮನನ್ನು ಉಳಿದ ಶರಣೆಯರಿಗಿಂತ ವಿಭಿನ್ನವಾಗಿ ನಿಲ್ಲಿಸುತ್ತವೆ. ಲಿಂಗಮ್ಮ ಹೇಳಬೇಕಾದುದನ್ನು ಮುಚ್ಚು ಮರೆಯಿಲ್ಲದೆ ಬಿಚ್ಚು ನುಡಿಯಿಂದ, ಪೆಟ್ಟೊಂದು ತುಂಡೆರಡರಂತೆ ಹೇಳುವ ಮನೋಭಾವದವಳು. ಸಹೃದಯರು ಮೆಚ್ಚಿಕೊಳ್ಳಲೇಬೇಕಾದಂತಹ ಲಿಂಗಮ್ಮನ ಸಾತ್ವಿಕ ಕೋಪದ ವಿಶೇಷತೆಯನ್ನು ಇಲ್ಲಿ ಗಮನಿಸಲಾಗಿದೆ. ಈಕೆ ತನ್ನ ವೈಯಕ್ತಿಕ ಸಾಧನೆಗಾಗಿ ಮಾತ್ರ ಧ್ಯಾನ, ಪೂಜೆ, ಯೋಗಗಳಲ್ಲಿ ಮುಳುಗದೆ ತನ್ನ ಸುತ್ತ ಮುತ್ತಲಿನ ಜನಸಾಮಾನ್ಯರ ದಿನ ನಿತ್ಯದ ಸಮಸ್ಯೆ-ಸಂಕಟಗಳಿಗೆ, ಸುಖ-ದುಃಖಗಳಿಗೆ ಸ್ಪಂದಿಸಿ ಅದಕ್ಕೆ ಪರಿಹಾರೋಪಾಯಗಳನ್ನು ಸೂಚಿಸಿದ್ದಾಳೆ.

ತೀರ ಸಾಮಾನ್ಯ ಸ್ತರದಿಂದ ದಲಿತಲೋಕದಿಂದ ಎದ್ದು ಬಂದ ಸ್ತ್ರೀಯೊಬ್ಬಳು ಸಾಧಿಸಿದ ಈ ಅಧ್ಯಾತ್ಮಿಕ ಸಿದ್ಧಿ ವಿಸ್ಮಯವನ್ನು ಹುಟ್ಟಿಸುತ್ತದೆ. ಆಧ್ಯಾತ್ಮ ಎನ್ನುವುದು ಕೇವಲ ಮೇಲ್ವರ್ಗದ ವಿದ್ವಾಂಸರ ಗುತ್ತಿಗೆಯೇನಲ್ಲ ಎಂಬುದನ್ನು ಲಿಂಗಮ್ಮ ಸಾಧಿಸಿ ತೋರಿಸಿದ್ದಾಳೆ. ಇದರೊಂದಿಗೆ ಸಂಸ್ಕೃತವನ್ನೂ ಓದಿಕೊಂಡು ಇತರರಿಗೆ ಬೋಧಿಸುವ ಸಾಹಸ ಮರೆದ ಅಪ್ಪಣ್ಣಗಳ ರಾಣಿ ಲಿಂಗಮ್ಮ ನಿಜಕ್ಕೂ ಹಿರಿಯ ಶರಣೆಯಾಗಿ ಕಂಡುಬರುತ್ತಾಳೆ ಎನ್ನುವ ಪ್ರೌ. ಎಚ್.ಎಂ. ಬೀಳಗಿಯವರ ಮಾತು ಸತ್ಯಾಂಶದಿಂದ ಕೂಡಿದೆ.³ ಲಿಂಗಮ್ಮನ ವಚನಗಳು ಆಕೆಯ ವ್ಯಕ್ತಿತ್ವ, ಸ್ವತಂತ್ರದ ಅಭಿವ್ಯಕ್ತಿ, ಅಧ್ಯಾತ್ಮಿಕ ಪರಿಪಕ್ವತೆಯನ್ನು ಮೆರೆಯುತ್ತವೆ. ಇದು ಆಕೆಯ ಹಿರಿಮೆಯೆನ್ನಬಹುದು. ಲಿಂಗಮ್ಮನಂಥವರಿಗೆ ಅಧ್ಯಾತ್ಮ ಎಂಬುದು ಒಂದು ತೊಡಗುವಿಕೆಯೇ ಹೊರತು ಬೇಕಾದಾಗ ಇಟ್ಟು, ಬೇಡವಾದಾಗ ಬಿಚ್ಚಿ ಇಡುವ ತೊಡವು ಅಲ್ಲ ಎಂಬ ಡಾ. ಚಿದಾನಂದ ಮೂರ್ತಿಯವರ ಮಾತು ಒಪ್ಪುವಂಥದಾಗಿದೆ. ಆಕೆಯ ವಚನಗಳಲ್ಲಿ ಕಾವ್ಯ ಸೆಳಹು ಅಲ್ಲಲ್ಲಿ ಸುಳಿದಿದೆಯಾದರೂ ಪ್ರತಿಭೆಗಿಂತ ಪರಿಶ್ರಮದ ಸಫಲತೆಗೆ ತಲೆದೂಗಬೇಕು.

ಕೊನೆ ಟಿಪ್ಪಣಿಗಳು

- [1]. ಡಾ. ವೀರಣ್ಣ ರಾಜೂರು, 'ಶಿವಶರಣೆಯರ ವಚನ ಸಂಪುಟ', ಕನ್ನಡ ಮತ್ತು ಸಂಸ್ಕೃತಿ ಇಲಾಖೆ, ಬೆಂಗಳೂರು, 1993, ಪು. 46
- [2]. ಡಾ. ಕಾವ್ಯಶ್ರೀ ಜಿ., ಹಡಪದ ಲಿಂಗಮ್ಮನ ವಚನಗಳು, ಜ್ಯೋತಿ ಪ್ರಕಾಶನ, ಮೈಸೂರು, 2013, ಪು.123
- [3]. ಹೆಚ್.ಎಂ.ಬೀಳಗಿ (ವಚನಕಾರ್ತಿಯರು- 2 ಉಪನ್ಯಾಸ ಗ್ರಂಥಮಾಲೆ)

ಸ್ತ್ರೀವಾದಿ ವಿಮರ್ಶೆ ಮತ್ತು ಡಾ. ವಿಜಯಾ ದಬ್ಬೆ

ರಮ್ಯ. ಎನ್

ಸಂಶೋಧಕರು

ಭಾರತಿ ಸ್ನಾತಕೋತ್ತರ ಅಧ್ಯಯನ ಮತ್ತು ಸಂಶೋಧನಾ ಕೇಂದ್ರ
ಭಾರತಿ ಕಾಲೇಜು, ಭಾರತಿ ನಗರ.

ಕನ್ನಡದ ಪ್ರಮುಖ ಸ್ತ್ರೀವಾದಿ ಚಿಂತಕಿಯಾದ ಡಾ. ವಿಜಯಾ ದಬ್ಬೆಯವರು ವಿಮರ್ಶಾ ಕ್ಷೇತ್ರದಲ್ಲಿ ಹೊಸ ಸಾಧ್ಯತೆಯನ್ನು ಕಟ್ಟಿಕೊಟ್ಟವರು. ದಲಿತ ಬಂಡಾಯ ಕಾಲ ಘಟ್ಟದ ಪ್ರಾರಂಭದಲ್ಲಿ ವಿಮರ್ಶಾ ಕ್ಷೇತ್ರವನ್ನು ಪ್ರವೇಶಿಸಿದ ಇವರು ಸ್ತ್ರೀವಾದಿ ವಿಮರ್ಶೆಯ ಬಗೆಗೆ ಗಂಭೀರ ಚಿಂತನೆ ನಡೆಸಿದರು. ಸಾಮಾಜಿಕ ಚಳುವಳಿ ಹಾಗೂ ಬರಹಗಳನ್ನು ಪರಸ್ಪರ ಪೂರಕವಾಗಿ ದುಡಿಸಿಕೊಂಡ ಅವರು ಅವೆರಡರ ಆಯಾಮಗಳನ್ನು ವಿಸ್ತಾರಗೊಳಿಸಿದರು. ಸ್ತ್ರೀವಾದಿ ಆಲೋಚನೆ ಹಾಗೂ ಪ್ರತಿಭಟನಾತ್ಮಕ ಹೋರಾಟಗಳ ಮೂಲಕ ಬದುಕಿನ ಗುರಿಯನ್ನು ಖಚಿತಪಡಿಸಿಕೊಂಡು, ತಾವು ತೊಡಗಿಸಿಕೊಂಡ ಕ್ಷೇತ್ರದಲ್ಲಿ ಇಂದು ಇತಿಹಾಸದ ಪುಟಗಳನ್ನು ತೆರೆದು ನೋಡುವಂತಹ ಸಾಧನೆಯನ್ನು ಮಾಡಿದರು. ಸ್ತ್ರೀವಾದಿ ವಿಚಾರ ಧಾರೆಯನ್ನು ಒಳಗೊಂಡ ಪಠ್ಯಕ್ರಮಗಳು ಶೈಕ್ಷಣಿಕ ಕ್ಷೇತ್ರದಲ್ಲಿ ಅಷ್ಟಾಗಿ ಇರದಿದ್ದ ಕಾಲದಲ್ಲಿ ವಿಜಯಾ ಸ್ವಂತ ಆಸಕ್ತಿ ಹಾಗೂ ಪರಿಶ್ರಮದಿಂದ ತಮ್ಮದೇ ಆದ ವಿಶಿಷ್ಟ ಸ್ತ್ರೀವಾದಿ ಚಿಂತನಾ ಕ್ರಮವನ್ನು ತಮ್ಮ ಬದುಕಿನ ತಾತ್ವಿಕತೆಯಾಗಿ ರೂಢಿಸಿಕೊಂಡರು.

ಅವರ ಸೃಜನಶೀಲ ಹಾಗೂ ಸೃಜನೇತರ ಬರಹಗಳೆರಡರಲ್ಲೂ ವಿಶಿಷ್ಟ ಸ್ತ್ರೀವಾದಿ ದೃಷ್ಟಿಕೋನ ಎದ್ದು ಕಾಣುತ್ತದೆ. ಇತ್ತೀಚೆಗೆ ಕನ್ನಡದಲ್ಲಿ ಒಂದು ಸಾಮೂಹಿಕ ಸ್ವರೂಪ ಪಡೆಯುತ್ತಿರುವ ಸ್ತ್ರೀವಾದಿ ವಿಮರ್ಶೆಯ ಪಾರಿಭಾಷಿಕತೆಯನ್ನು ರೂಪಿಸುವಲ್ಲಿ ವಿಜಯಾರವರ ವಿಮರ್ಶಾ ಕೃತಿಗಳು ಪ್ರಮುಖವಾಗಿವೆ.

ಅಂಚಿಗೆ ತಳ್ಳಲ್ಪಟ್ಟ ಲೇಖಕಿಯರನ್ನು ಪರಿಚಯಿಸಿ, ವಿಮರ್ಶಿಸುವ ಪಾಯ ವಿಮರ್ಶೆಯ ಪ್ರತೀಕವಾಗಿ 'ಶ್ಯಾಮಲ ಸಂಚಯ', 'ಹಿತ್ಯುಷಿಣಿಯ ಹೆಜ್ಜೆಗಳು', ಹಾಗೂ 'ಸಾರ ಸರಸ್ವತಿ' ಸಂಪಾದಿತ ಕೃತಿಗಳಾಗಿ ಹೊರಬಂದಿವೆ. 'ನಾಗಚಂದ್ರ - ಒಂದು ಅಧ್ಯಯನ' ಅವರ ಪಿ.ಹೆಚ್.ಡಿ ಮಹಾ ಪ್ರಬಂಧವಾಗಿದ್ದು, ಅಲ್ಲಿ ನಾಗಚಂದ್ರನ ಸೀತೆಯ ಪಾತ್ರವನ್ನು ಸ್ತ್ರೀವಾದಿ ದೃಷ್ಟಿಕೋನದಿಂದ ಅರ್ಥೈಸಿದ್ದಾರೆ. ಸೀತಾ ಪರಿತ್ಯಾಗದ ನಂತರ ಸೀತೆಯ ಆಯ್ಕೆಯನ್ನು ಪಿತೃ ಪ್ರಾಧಾನ್ಯತೆಯ ನಿರಾಕರಣೆಯ ಸಂಕೇತವಾಗಿ ಅವರು ಕಾಣುತ್ತಾರೆ. ಮಂಡೋದರಿ ಪಾತ್ರದ ನೇತ್ರಾತ್ಮಕತೆಗೆ ಸ್ಪಷ್ಟೀಕರಣ ನೀಡುತ್ತಾರೆ.

'ಸಂಪ್ರತಿ', 'ನಾರಿ-ದಾರಿ-ದಿಗಂತ' ಹಾಗೂ ಮಹಿಳೆ-ಸಾಹಿತ್ಯ-ಸಮಾಜ ಕೃತಿಗಳು ಮಹಿಳಾ ಅಧ್ಯಯನದ ಗಂಭೀರ ಚಿಂತನೆಗಳನ್ನು ಒಳಗೊಂಡಿವೆ ಹಾಗೂ ಸಂಸ್ಕೃತಿಯನ್ನು ಪುನರ್ನಿರ್ಮಿಸುವ ಯತ್ನಗಳೂ ಸಹ ಇಲ್ಲಿವೆ. ಸಂಚಿ ಹೊನ್ನಮ್ಮ ಪತಿವ್ರತಾ ಶೀಲಳಾದ ಹೆಣ್ಣು ಬದುಕಿನ ಪ್ರತಿಕ್ಷಣಗಳನ್ನು ಪತಿಯ ಕುರಿತಂತೆಯೇ ಚಿಂತಿಸುತ್ತಾ ಕಳೆಯಬೇಕೆಂದು ಪತಿವ್ರತಾ ಧರ್ಮವನ್ನು ವೈಭವೀಕರಿಸುತ್ತಾಳೆ. 'ಹೊನ್ನಮ್ಮನ ಕಿವಿ ಮಾತಿಗೆ ಒಂದು ಪ್ರತಿಕ್ರಿಯೆ' ಎಂಬ ತಮ್ಮ ಲೇಖನದಲ್ಲಿ ವಿಜಯಾರವರು ಹೀಗೆ ಪ್ರತಿಕ್ರಿಯಿಸುತ್ತಾರೆ. "ಹೀಗಿರುವುದರಿಂದಲೇ ಮತ್ತು ಇಷ್ಟೇ ಆದುದರಿಂದಲೇ ಇಷ್ಟು ದೊಡ್ಡ ಪ್ರಮಾಣದ ವರ್ಗವೊಂದು ನಮ್ಮ ಒಟ್ಟು ಚರಿತ್ರೆಯಲ್ಲಿ ಉಳಿದ ಕ್ಷೇತ್ರಗಳಲ್ಲಿ ಹೆಚ್ಚು ಕಡಿಮೆ ನಿಷ್ಪ್ರಿಯವಾಗಿ ಉಳಿದಿದ್ದು ಪುರುಷನಿಗೆ ಈ ಜೀವನ ಅವನ ಜೀವನದ ಒಂದು ಭಾಗವಾದರೆ, ಸ್ತ್ರೀಯರಿಗೆ ಈ ಭಾಗವೇ ಸರ್ವಸ್ವವಾಗಬೇಕಂತೆ ಎಂದರೆ ಕೂಪ ಮಂಡೂಕಗಳಾಗಿಯೇ ಉಳಿಯಲು ಎಂಥ ಸುವರ್ಣಾವಕಾಶ!"

(ಹೊನ್ನಮ್ಮನ ಕವಿ ಮಾತಿಗೆ ಒಂದು ಪ್ರತಿಕ್ರಿಯೆ, 'ಸಂಪ್ರತಿ' ಪು.ಸಂ.53)

"ಕುವರನಾದೊಡೆ ಬಂದ ಗುಣವೇನದರಿಂದ ಕುವರಿಯಾದೊಡೆ ಬಂದ ಕುಂದೇನದರಿಂದ" ಎಂಬ ಸಂಪ್ರದಾಯದ ವಿರುದ್ಧವಾಗಿ ಬಂದ ಹೊನ್ನಮ್ಮನ ಮಾತುಗಳು ಸೀಮಿತ ಅರ್ಥದಲ್ಲಿ ಉಳಿದಿರುವುದನ್ನು ಗುರುತಿಸುತ್ತ ಹೆಣ್ಣು ಮಗುವನ್ನು ಚೆನ್ನಾಗಿ ಪಾಲನೆ ಮಾಡಬೇಕೆಂಬುದಾಗಿ ಹೇಳಿರುವ ಮಾತುಗಳು ಕೇವಲ ಬೇಡಿಕೆಯಷ್ಟೆ ಎಂಬುದಾಗಿ ಗ್ರಹಿಸುತ್ತಾರೆ. ಹೊನ್ನಮ್ಮನ ಜಾಡಿನಿಂದ ಬೇರೆಯಾಗಿ ನಿಂತು ಯೋಚಿಸಬೇಕಾದ ಅನಿವಾರ್ಯವನ್ನು ವಿಜಯಾರವರು ಮನಗಂಡಿದ್ದಾರೆ.

ವೈಧವ್ಯದ ಆಚರಣೆಯನ್ನು ವಿಜಯಾರವರು ಖಂಡಿಸುತ್ತಾರೆ. ವಿಶ್ವ ಸುಂದರಿ ಸ್ಪರ್ಧೆಯನ್ನು ಸಹ ಅವರು ತಮ್ಮ ಹಲವಾರು ಲೇಖನಗಳಲ್ಲಿ ಖಂಡಿಸುತ್ತಾ ಅದರ ಪರ್ಯಾಯವಾಗಿ ಹೀಗೆ ಆಲೋಚಿಸುತ್ತಾರೆ. "ಉದ್ಯಮಿಗಳು ಲಾಭಕ್ಕಾಗಿ ಮಾಡುವ ದೇಹದ ಈ ಅತಿರೇಕದ ವೈಭವೀಕರಣದ ದಾರಿಯನ್ನು ಬಿಟ್ಟು ನಮ್ಮ ಗಮನ ಬೇರೆಡೆ ಹರಿಯಬೇಕಾಗಿದೆ. ನಮ್ಮ ಸಮಾಜದ ಅತಿ ಸಾಮಾನ್ಯ ಮಹಿಳೆಯರ ಬದುಕಿನಲ್ಲಿಯೂ ಸೌಂದರ್ಯವಿದೆ. ಊಹಿಸಿಕೊಳ್ಳಲು ಕಷ್ಟವಾಗುವಂಥ ಸಮಸ್ಯೆ, ಸಂಕಟಗಳ ಮಧ್ಯದಿಂದಲೇ ಜನಬಲವಿಲ್ಲದೆ, ಧನಬಲವಿಲ್ಲದೆ ಈ ಸಾಮಾನ್ಯೆಯರು ತಮ್ಮ ಆತ್ಮ ಸ್ವರ್ಯದಿಂದ ಜೀವನ ಪರ್ಯಂತ ತೋರಿಸಿದ ಶ್ರದ್ಧೆ, ಪ್ರೀತಿ, ತಾಳ್ಮೆ, ಹೋರಾಟದಲ್ಲಿ ವಿಶ್ವ ಸೌಂದರ್ಯವಿದೆ. ಸೃಷ್ಟಿಯ ಚೆಲುವಿದೆ ಈ ಸೌಂದರ್ಯಕ್ಕೆ ನಮನ ಸಲ್ಲಬೇಕು". ಎಂಬ ಮಾತುಗಳಲ್ಲಿ ಸಂಸ್ಕೃತಿಯ ಪುನರ್ನಿರ್ಮಾಣದ ಆಶಯಗಳನ್ನು ಕಾಣಬಹುದು.

(ವಿಶ್ವ ಸುಂದರಿಗೆ ನಮನ, ನಾರಿದಾರಿ-ದಿಗಂತ ಪುಟ. 118)

ಯಾವುದೇ ಮಹಾನ್ ಪ್ರತಿಭೆಯಿಂದ ಮೂಡಿ ಬಂದ ಸಾಹಿತ್ಯ ಕೃತಿಯು ಜೀವಪರ ನಿಲುವುಗಳಿಂದ ಕೂಡಿರಬೇಕೆಂದು ಚಿಂತಿಸುತ್ತಾ ಮಾಸ್ತಿಯವರ 'ಚಿಕ್ಕಮಲ್ಲಮ್ಮ' ಕಥನ ಕವನವನ್ನು ವಿಶ್ಲೇಷಣೆಗೊಳಪಡಿಸುತ್ತಾರೆ. ಚಿಕ್ಕಮಲ್ಲಮ್ಮನನ್ನು ಅಪಹರಿಸಿ ಆಕೆಯ ಮೇಲೆ ಅತ್ಯಾಚಾರವೆಸಗಲಾಗುತ್ತದೆ. ಇದರಿಂದಾದ ಅವಮಾನವನ್ನು ಸಹಿಸಲಾರದೆ ಆಕೆ ಕೆಂಡಾರೋಹಣ ಮಾಡುತ್ತಾಳೆ. ಈ ರೀತಿಯಾಗಿ ನೈತಿಕ ಮೌಲ್ಯದ ಹೆಸರಿನಲ್ಲಿ ಆತ್ಮಾರ್ಪಣೆ ಮಾಡಿಕೊಳ್ಳುವ ಸಂದೇಶವನ್ನು ಬಿತ್ತುವ ಕೃತಿಯನ್ನು ಸ್ತ್ರೀವಾದಿ ಎಚ್ಚರದಿಂದ ನೋಡಿದಾಗ ಅದು ಜೀವ ದ್ವೇಷಿ ನಿಲುವು ಎಂಬುದಾಗಿದೆ. ಇದನ್ನು ಕುರಿತು ವಿಜಯಾ ದಬೈ "ಈ ಮಾದರಿಯನ್ನು ಲೇಖಕರು ಎಷ್ಟು ಸಂತಸ ಹೆಮ್ಮೆಯಿಂದ ಇಲ್ಲಿ ಎತ್ತಿ ಹಿಡಿದಿದ್ದಾರೆಂಬುದು ನಾಚಿಕೆಗೇಡಿನ ವಿಷಯ. ಇಂಥ ವಿಚಾರಗಳ ಲೇಖಕರು ನಮ್ಮ ಆಸ್ತಿಯಂತೂ ಆಗುವುದು ಬೇಡವೆಂದು ಒಳಮನಸ್ಸು ನುಡಿಯುತ್ತದೆ" ಎಂಬುದಾಗಿ ನೇರವಾಗಿ ಹೇಳುತ್ತಾರೆ. ಹೆಣ್ಣಿನ ಪಾವಿತ್ರಕ್ಕೆ ಈ ಕಥನ ಕವನದ ಮೂಲಕ ಮಾದರಿಯೊಂದನ್ನು ಕೆತ್ತಿದ ಮಾಸ್ತಿಯವರ ನಿಲುವು ಅಪಾಯಕಾರಿ ಎಂದು ನಿರ್ಭೀಡೆಯಿಂದ ಸಾರುತ್ತಾರೆ.

ನಮ್ಮ ಅನೇಕ ಕಾವ್ಯಗಳು ಹೆಣ್ಣಿನ ದೇಹದ ಸುತ್ತ ಸುತ್ತುತ್ತವೆ. ಶೃಂಗಾರ ಪ್ರಧಾನವಾದ ಕಾವ್ಯ ಪರಂಪರೆಯಲ್ಲಿ ಹೆಣ್ಣು ಏನಾಗಿ ಸೃಷ್ಟಿಯಾಗಿದ್ದಾಳೆ ಎಂಬುದನ್ನು ಸ್ತ್ರೀವಾದಿ ಪ್ರಜ್ಞೆಯಿಂದ ನೋಡಿದಾಗಲೇ ಆ ಸಾಹಿತ್ಯ ಪರಂಪರೆಯ ದೃಷ್ಟಿಕೋನದ ಮಿತಿಗಳು ತಿಳಿಯುತ್ತವೆ ಎನ್ನುತ್ತಾರೆ. ಹೆಣ್ಣನ್ನು ಹತೋಟಿಯಲ್ಲಿಡುವ ಉದ್ದೇಶದಿಂದ ಹಾಗೂ ಲೈಂಗಿಕತೆಯ ಮೇಲಿನ ನಿಯಂತ್ರಣಕ್ಕಾಗಿ ಪಾವಿತ್ರದ ಮಾದರಿಯನ್ನು ಹೆಂಗಸಿಗೆ ನೀಡಲಾಗಿದೆ. "ಪಾವಿತ್ರದ ಕಠಿಣ ಪರೀಕ್ಷೆಯನ್ನು ಸೀತೆಯ ಸಂಕೇತದಲ್ಲಿ ರೂಢಿಸಲಾಗಿದೆ. ಹೆಂಗಸಿಗೆ ಈ ಸಂಕೇತ ಸದಾ ಎಚ್ಚರದ ಗಂಟೆಯಾಗಿರಬೇಕೆಂದು ಸಂಸ್ಕೃತಿಯ ಅಪೇಕ್ಷೆ. ತಪ್ಪು ಮಾಡದ ಸೀತೆಯೇ ಆ ದುರಂತಕ್ಕೆ ಒಳಗಾದಳೆಂದು ತೋರುವುದರ ಹಿಂದೆ ಇರುವ ಬೆದರಿಕೆಯನ್ನು ಆಳವಾಗಿ ಹೆಂಗಸಿನ ಪ್ರಜ್ಞೆಯಲ್ಲಿ ಊರುವ ಉದ್ದೇಶ ಈ ಸಂಕೇತದ್ದು."

(ಸ್ತ್ರೀವಾದ ಮತ್ತು ಸ್ತ್ರೀವಾದ ವಿಮರ್ಶೆ, 'ಸಾಹಿತ್ಯ ವಿಮರ್ಶೆ' ಪುಟ ಸಂ. 178)

ಹನ್ನೆರಡನೆಯ ಶತಮಾನದ ವಚನ ಚಳುವಳಿಯ ಸಂದರ್ಭದಲ್ಲಿ ಸಾಮಾಜಿಕ, ಸಾಂಸ್ಕೃತಿಕ, ಆರ್ಥಿಕ ಹಾಗೂ ರಾಜಕೀಯ ಸಮಾನತೆಯು ಸ್ತ್ರೀಗೆ ದಕ್ಕಬೇಕೆಂಬ ಕಲ್ಪನೆ ಇರಲಿಲ್ಲ. ಆದರೆ ಆಧ್ಯಾತ್ಮಿಕ ಸಾಧನೆಗೆ ಪುರುಷನಂತೆ ಸ್ತ್ರೀಗೂ ಸಮಾನ ಅವಕಾಶವಿದೆ ಎಂದು ಒಪ್ಪಿಕೊಳ್ಳಲಾಗಿತ್ತು ಎನ್ನುತ್ತಾರೆ. "ಸಾಂಪ್ರದಾಯಿಕವಾದ ಹೆಣ್ಣಿನ ಪಾತ್ರ ಕ್ಷೇತ್ರ ಭಿನ್ನವಾದ ಪಾತ್ರವನ್ನು ಅಪೇಕ್ಷಿಸುವ ಸ್ಥಿತಿ ಹನ್ನೆರಡನೆಯ ಶತಮಾನದಲ್ಲಿ ಇರಲಿಲ್ಲ. ಸಂಸಾರದೊಂದಿಗೆ ಅಥವಾ ಸಂಸಾರವಿಲ್ಲದೆ ಆಧ್ಯಾತ್ಮಿಕ ಸಾಧನೆಗೆ ಅವಕಾಶ ಮಾತ್ರ ಆಗ ತೆರೆದಿತ್ತು."

(ವಚನಕಾರ್ತಿಯರು : ಒಂದು ವಿಮುಕ್ತಿಪರ ಚಿಂತನೆ, 'ಸ್ತ್ರೀವಾದಿ ಸಾಹಿತ್ಯ ವಿಮರ್ಶೆ'; ತೇಜಸ್ವಿನಿ ನಿರಂಜನ, ಸೀಮಂತಿನಿ ನಿರಂಜನ ಪುಟ ಸಂ 235)

ಶೂನ್ಯ ಸಂಪಾದನೆಗಳಲ್ಲಿ ಮಹಾದೇವಿಯಕ್ಕನ ಬದುಕು ನಿರೂಪಿಸಲ್ಪಟ್ಟ ರೀತಿಯನ್ನು ತೌಲನಿಕವಾಗಿ ವಿಜಯಾರವರು ವಿವೇಚಿಸುತ್ತಾರೆ. ಅಕ್ಕ ಮಹಾದೇವಿಯ ಮದುವೆಯ ಪ್ರಸಂಗ, ಕಿನ್ನರಿ ಬೊಮ್ಮಯ್ಯ ನಡೆಸಿದ ಪರೀಕ್ಷೆ ಅಲ್ಲಮನ ಪ್ರಶ್ನೆಗಳು ಇವೆಲ್ಲವೂ ಐತಿಹಾಸಿಕ ಸಂದರ್ಭದಲ್ಲಿ ಹೊಂದಿದ್ದ ಪುರುಷ ರಾಜಕಾರಣವನ್ನು ಪ್ರತಿಬಿಂಬಿಸುತ್ತವೆ. "ಅಕ್ಕನ ಸತ್ವ ಪರೀಕ್ಷೆ ಒತ್ತು ಕೊಟ್ಟಿರುವ ಈ ಸಂಪಾದನೆಗಳಲ್ಲಿನ ಪ್ರಸಂಗಗಳು ಮಹಿಳೆಯ ಹೊಸ ಕ್ಷೇತ್ರದಲ್ಲಿನ ಸ್ವಾಭಿಮಾನವಿಕೆಯ ಪ್ರಾರಂಭಿಕ ಪ್ರಯತ್ನಗಳು ನಡೆದ ಪರಿಸರವನ್ನು ನಮ್ಮ ಸಾಂಸ್ಕೃತಿಕ ಇತಿಹಾಸದಲ್ಲಿ ದಾಖಲಿಸುತ್ತವೆ" ಎಂಬ ನಿಲುವು ಅವರದು.

(ಅಕ್ಕಗಳ ಸಂಪಾದನೆಗಳು : ಒಂದು ಪರಿಶೀಲನೆ, 'ನಾರಿ:ದಾರಿ - ದಿಗಂತ' ಪುಟ - 90)

ಹೀಗೆ ಮಹಿಳಾ ಚಳುವಳಿಯ ಪ್ರಕ್ರಿಯೆಯ ಭಾಗವಾಗಿ ಹೊರ ಬಂದ ವಿಜಯಾ ದಬ್ಬೆಯವರ ವಿಮರ್ಶೆ ಸಾಮಾಜಿಕವಾಗಿ ತುಂಬಾ ಪ್ರಸ್ತುತವೆನಿಸುತ್ತವೆ. ದೇಸಿ ನೆಲೆಯ ಸ್ತ್ರೀವಾದಿ ಚಿಂತನೆ ರೂಪುಗೊಳ್ಳಬೇಕಾದ ಅನಿವಾರ್ಯವನ್ನು ಅವರ ವಿಮರ್ಶಾ ಪ್ರಜ್ಞೆ ಗುರಿಯಾಗಿಸಿಕೊಂಡಿದೆ. ಸ್ತ್ರೀಪರ ಹೋರಾಟಗಳಲ್ಲಿ ಸಕ್ರಿಯವಾಗಿ ಭಾಗವಹಿಸಿ, ಹೋರಾಟದ ತಾತ್ವಿಕತೆಯನ್ನು ಸಮಾಜದ ವಿವಿಧ ಸ್ತರಗಳಲ್ಲಿನ ಅಸಮಾನತೆಯನ್ನು ಗುರುತಿಸಿ ಅದನ್ನು ಪ್ರಶ್ನಿಸುವ ಮೂಲಕ ಕಂಡುಕೊಂಡ ಅವರು ನಾಡಿಗೆ ದೊರೆತ ವಿಶಿಷ್ಟ ಕಾಣಿಕೆಯಾಗಿದ್ದಾರೆ. ಸ್ತ್ರೀವಾದಿ ವಿಮರ್ಶಾ ಕ್ಷೇತ್ರಕ್ಕೆ ಅಮೂಲ್ಯ ಕಾಣಿಕೆಯನ್ನು ನೀಡಿದ ಅವರು ಇಂದು ನಮ್ಮೊಂದಿಗಿಲ್ಲ ಎನ್ನುವುದೇ ವಿಷಾದನೀಯ.

ಪರಾಮರ್ಶನ ಗ್ರಂಥಗಳು

1. ಸಾಹಿತ್ಯ ವಿಮರ್ಶೆ, ಸಂಪುಟ - 6 : ಸಂ.ಡಾ.ವಿಜಯ ಶ್ರೀ ಸಬರದ ಪ್ರಸಾರಾಂಗ, ಅಕ್ಕಮಹಾದೇವಿ ಮಹಿಳಾ ವಿಶ್ವವಿದ್ಯಾನಿಲಯ.
2. ಸ್ತ್ರೀವಾದಿ ಸಾಹಿತ್ಯ ವಿಮರ್ಶೆ, ಸಂ : ತೇಜಸ್ವಿನಿ ನಿರಂಜನ, ಸೀಮಂತಿನಿ ನಿರಂಜನ.



ಸುಕೌಶಲ ಸ್ವಾಮಿಯ ಕಥೆ : ಸ್ತ್ರೀಪಾತ್ರ ಚಿತ್ರಣ

ಲಕ್ಷ್ಮೀಕಾಂತ

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‘ಸುಕೌಶಲ ಸ್ವಾಮಿಯ ಕಥೆ’ಯು ಶಿವಕೋಟ್ಯಾಚಾರ್ಯನು ರಚಿಸಿದ ‘ವಡ್ಡಾರಾಧನೆ’ ಎಂಬ ಗದ್ಯಕೃತಿಯಲ್ಲಿನ ಎರಡನೆಯ ಕತೆಯಾಗಿದೆ. ಹಿಂದೂ ಧರ್ಮದಂತೆಯೇ ಜೈನ ಧರ್ಮದಲ್ಲಿಯೂ ಸಹ ಹೆಣ್ಣು ಶೋಷಣೆ ಹಾಗೂ ನಿರ್ಲಕ್ಷ್ಯಕ್ಕೆ ಒಳಗಾಗಿದ್ದಾಳೆ. ಆಕೆಯನ್ನು ಮನಸ್ಸಿರುವ ಒಂದು ಜೀವಿ ಎಂದು ಪರಿಗಣಿಸುವ ವಿಚಾರಕ್ಕಿಂತಲೂ ಹೆಚ್ಚಾಗಿ ಆಕೆಯನ್ನು ಒಂದು ವಸ್ತು ಅಥವಾ ಸರಕಿನೋಪಾದಿಯಾಗಿ ಪರಿಭಾವಿಸಿರುವುದು ಎಲ್ಲ ಧರ್ಮಗಳ ಸಾಹಿತ್ಯವನ್ನು ಪರಾಮರ್ಶಿಸಿದರೆ ನಮ್ಮ ಗಮನಕ್ಕೆ ಬರುತ್ತದೆ. ಅಂತೆಯೇ ಜೈನಧರ್ಮವು ಹೆಣ್ಣು ಮೋಕ್ಷಕ್ಕೆ ಅಥವಾ ಮುಕ್ತಿಗೆ ಅರ್ಹಳಲ್ಲ, ಒಂದು ವೇಳೆ ಆಕೆ ಮುಕ್ತಿಯನ್ನು ಪಡೆಯಬೇಕಾದರೆ ಮುಂದಿನ ಜನ್ಮದಲ್ಲಿ ಪುರುಷನಾಗಿ ಜನಿಸಿ ಮುಕ್ತಿಯನ್ನು ಪಡೆಯಬೇಕೆನ್ನುವ ಕಟ್ಟುಪಾಡುಗಳಿವೆ. ಈ ಎಲ್ಲ ನಿಯಮ ಕಟ್ಟುಪಾಡುಗಳ ನಡುವೆಯೇ ವಡ್ಡಾರಾಧನೆ ಸಂಕಲನದಲ್ಲಿನ ಸುಕೌಶಲ ಸ್ವಾಮಿಯ ಕಥೆಯಲ್ಲಿನ ಸುಕೌಶಲ ಸ್ವಾಮಿಯ ಕಥೆಯಲ್ಲಿನ ಸ್ತ್ರೀ ಪಾತ್ರ ಚಿತ್ರಣವನ್ನು ಗಮನಿಸಿದರೆ ಇಲ್ಲಿನ ಹೆಣ್ಣುಗಳಿಗೆ ಹಲವು ಅವಕಾಶಗಳು ಇರುವುದು ಕಂಡುಬರುತ್ತದೆ. ಜೊತೆಗೆ ಇದನ್ನು ಸ್ತ್ರೀಪರವಾದ ಹಾಗೂ ಸ್ತ್ರೀವಾದದ ಹಿನ್ನೆಲೆಯಲ್ಲಿಯೂ ಸಹ ಅಧ್ಯಯನಕ್ಕೆ ಒಳಗು ಮಾಡಬಹುದಾಗಿದೆ.

‘ಸುಕೌಶಲ ಸ್ವಾಮಿಯ ಕಥೆ’ಯ ಪ್ರಾರಂಭದಲ್ಲಿಯೇ ಸುರೂಪೆ ಮತ್ತು ನಾಗದತ್ತನ ಮಗಳಾದ ‘ಸುಕೇಶಿನಿ’ಯ ವಿವರಗಳನ್ನು ತಿಳಿಸುವಾಗ ಕಥೆಗಾರ ಆಕೆಯನ್ನು “ ನವಯೌವನೆ ದೇವಗಣಿಕೆಯನೆ ಪೋಲ್ವಳ್” ಎಂದು ವರ್ಣಿಸುತ್ತಾನೆ. ‘ಹೆಣ್ಣು ಎಲ್ಲಾ ಕೆಡುಕುಗಳಿಗೆ ಮೂಲ’ ಎಂಬ ಅಭಿಪ್ರಾಯವನ್ನು ವ್ಯಕ್ತಪಡಿಸಿದ ‘ಮಹಾಭಾರತ’ ಕೃತಿಯು ರಚನೆಯಾದ ನೆಲದಲ್ಲಿಯೆ ಹುಟ್ಟಿದ ವಡ್ಡಾರಾಧನೆ ಕೃತಿ ಮತ್ತು ಕೃತಿಕಾರ ಇಲ್ಲಿ ಹೆಣ್ಣು ಮಗಳೊಬ್ಬಳನ್ನು “ದೇವಗಣಿಕೆಯನೆ ಪೋಲ್ವಳ್” ಎಂದು ಹೇಳುವುದು ನಿಜಕ್ಕೂ ಸ್ತ್ರೀ ಪರವಾದ ಹಾಗೂ ಆರೋಗ್ಯಯುತವಾದ ಸಮಾಜ ನಿರ್ಮಾಣದ ಅಂಶಗಳನ್ನು ತಿಳಿಸುತ್ತದೆ.

ಇದರಂತೆಯೇ ಈಕೆ ಒಂದು ದಿನ ದೇವರನ್ನು ಅರ್ಚಿಸಲೆಂದು ಚೈತ್ಯಾಲಯಕ್ಕೆ ಹೋಗಿರುವಂತಹ ಸಂದರ್ಭದಲ್ಲಿ ಆ ಊರಿನ ರಾಜನಾದ ಗಂಧಭಾಜ ಮಹಾರಾಜನು ಈಕೆಯನ್ನು ನೋಡಿ, ಆಕೆಯ ರೂಪು, ಯೌವನಗಳಿಗೆ ಆಶ್ಚರ್ಯಪಟ್ಟು, ಆಕೆಯ ತಂದೆ ತಾಯಿಗಳಿಗೆ ಹೇಳಿ ಕಳುಹಿಸಿ ವಿಚಾರಿಸಿ ಅವಳನ್ನು ಮದುವೆಯಾಗುತ್ತಾನೆ. ಇಲ್ಲಿ ಗಮನಿಸಬೇಕಾದ ಅಂಶ ಸುಕೇಶಿನಿಗೆ

ಮದುವೆಯಾಗಲು ಮನಸ್ಕೂರ್ತಿಯಾಗಿ ಒಪ್ಪಿಗೆ ಇತ್ತೆ ?, ಅಥವಾ ಇರಲಿಲ್ಲವೆ ? ಎಂಬ ಅಂಶಗಳನ್ನು ಕಥೆಗಾರ ತಿಳಿಸಿಲ್ಲ. ಕಾರಣ ರಾಜನಾದವನು ಏನು ಆಜ್ಞಾಪಿಸುವನೋ ಅದರಂತೆ ಅವರಲ್ಲ ನಡೆಯುವವರಾಗಿದ್ದರೆಂಬುದು ತಿಳಿಯುತ್ತದೆ. ಅಲ್ಲದೆ ಹೆಣ್ಣನ್ನು ಒಂದು ಸರಕು ಮತ್ತು ಭೋಗದ ವಸ್ತು ಎಂಬಂತೆಯೇ ಪರಿಗ್ರಹಿಸಿರುವ ಸಾಂಪ್ರದಾಯಿಕ ದೃಷ್ಟಿಕೋನ ಕಂಡುಬರುತ್ತದೆ. ಇಲ್ಲಿ ಸುಕೇಶಿಯನ್ನು ಕಂಡ ತಕ್ಷಣವೇ ವಿವಾಹವಾಗಲು ಆಸೆಪಡುವ ರೀತಿಯು ಪಂಪಭಾರತದಲ್ಲಿ ಸತ್ಯವತಿಯನ್ನು ಕಂಡ ತಕ್ಷಣ “ಬಾ ಪೋಪಮ” ಎಂದು ಆಕೆಯ ಕೈಯನ್ನು ಹಿಡಿಯುವ ಶಂತನುವನ್ನು ನೆನಪಿಗೆ ತರುತ್ತದೆ.

ಕತೆಯಲ್ಲಿ “ಮಲಯ ಕೊಂಬುಗಳುಮಂ ಮುತ್ತುಗಳುಮಂ ಕೊಳ್ಳೆಂದು ಸುಕೇಶಿನಿಯ ಮುಂದೆ ತಂದಿಟ್ಟಾಗ ಸುಕೇಶಿಯುಂ ಹಾ ಮಲಯ ಸುಂದರಾ ಹಾ ಎನ್ನ ನಲ್ಲನೆ ಹಾ ಎನ್ನ ಮಲಯಸುಂದರನಪ್ಪ ಸ್ವಾಮಿಯೆಂದು ಪುಳಾಪಂಗೆಯ್ಯು ಎರಡು ಕೊಂಬುಗಳುಮಂ ತಳ್ಳಿಸಿಯಾದಮಾನುಂ ಬಿಗಿದಪ್ಪಿಕೊಂಡು ಸತ್ತಳು” ಎಂಬ ಈ ಸಾಲುಗಳನ್ನು ಗಮನಿಸಿದಾಗ ತನ್ನ ಹಿಂದಿನ ಜನ್ಮದಲ್ಲಿ ಪತಿಯಾಗಿದ್ದ ಮಲೆಯಸುಂದರನು ಈಗಿನ ಜನ್ಮದಲ್ಲಿ ಆನೆಯಾಗಿದ್ದು, ಅದು ಸತ್ತಾಗ ಆಕೆ ದುಃಖಪಡುವ ರೀತಿ ಆದರ್ಶ ಜೀವನ ಪ್ರೀತಿಯನ್ನು ನಮ್ಮ ಗಮನಕ್ಕೆ ತಂದುಕೊಡುತ್ತದೆ.

ಕತೆಯಲ್ಲಿ ಮುಂದುವರೆದು ಆರ್ಯನಂದಿಸೆಟ್ಟಿ ಮತ್ತು ಪರದಿಯವಿಧಿಯರ ಮಗಳಾದ ಸುಕೀರ್ತಿಯನ್ನು ಪ್ರಿಯದರ್ಶನನಿಗೆ ಕೊಟ್ಟು ಮದುವೆ ಮಾಡಲಾಗಿತ್ತು. ಒಮ್ಮೆ ಪ್ರಿಯದರ್ಶನನು ಕಾಳಿಂಗ ನಾಗವು ಕಚ್ಚಿ ಸತ್ತಾಗ ಸುಕೀರ್ತಿಯು ಸುರಿಗೆಯಿಂದ ತಾನಿರಿದುಕೊಂಡು ಸಾವನ್ನಪ್ಪುತ್ತಾಳೆ. ಇಲ್ಲಿ ಆದರ್ಶ ದಾಂಪತ್ಯ ಹಾಗೂ ಪ್ರೇಮದ ಉತ್ಕಟತೆಯ ಪರಂಪರಾಗತವಾದ ಕಲ್ಪನೆಗಳು ಇದ್ದರೂ ಆಕೆ ಮಾಡಿದ ತಪ್ಪಾದರೂ ಏನು?. ಹಿಂಸೆಯನ್ನು ವಿರೋಧಿಸುವ ಜೈನಧರ್ಮವು ಕೂಡ ಹಿಂದೂ ಧರ್ಮದಲ್ಲಿರುವ ಸತಿಸಹಗಮನ ಪದ್ಧತಿಯಂತಹ ಆತ್ಮಾರ್ಪಣಾ ಸನ್ನಿವೇಶಗಳಿಗೆ ಅವಕಾಶವನ್ನು ನೀಡುತ್ತೆ ? ಎಂಬಂತಹ ಪ್ರಶ್ನೆಗಳು ಮೂಡುತ್ತವೆ.

ಮುಂದುವರೆದು “ಮತ್ತೊಂದು ದಿವಸಂ ಶ್ರೀಧರಂ ಕುಬೇರಕಾಂತನೊಡನೆ ಮೃಗುಂದಿಯಾತನ ರತ್ನಕಂಬಳಮಂ ಪೊದೆದು ತನ್ನ ಮನೆಗೆ ಬಪ್ಪೊನ್ನಂ ಕಂಡು ಸವತಿಯೊಳಪ್ಪು ಶಂಕೆಯಿಂದಂ ಪ್ರಾಸಾದದ ಮೇಗಣಿಂದಂ ನೆಲಕ್ಕಿಕ್ಕಿ ಬಿಕ್ಕಿರ್ದೆಂದು ಸತ್ತೊಳ್” ಅಂದರೆ ಮತ್ತೊಂದು ದಿನ ಶ್ರೀಧರನು ಕುಬೇರಕಾಂತನೊಡನೆ ನಿದ್ರೆಮಾಡಿ ಅವನ ರತ್ನಕಂಬಳಿಯನ್ನು ಹೊದೆದುಕೊಂಡು ತನ್ನ ಮನೆಗೆ ಬಂದನು. ಅವನನ್ನು ಕುಬೇರಶ್ರೀ ಕಂಡು ತನ್ನ ಗಂಡ ಸವತಿಯಲ್ಲಿ ಆಸಕ್ತನಾಗಿರುವನು ಎಂಬ ಸಂಶಯದಿಂದ ಮೇಲುಪ್ಪರಿಗೆಯಿಂದ ಕೆಳ ನೆಲಕ್ಕೆ ಹಾರಿ ಬಿದ್ದು ಸತ್ತಳು. ಎಂಬ ಅಂಶವನ್ನು ಗಮನಿಸಿದಾಗ ಆ ಕಾಲದಲ್ಲಿನ ಹೆಣ್ಣುಗಳಲ್ಲಿನ ಸವತೀ ಮಾತ್ಸರ್ಯದ ಗುಣಗಳು ಹಾಗೂ ಅಂದಿನ ಸಮಾಜದಲ್ಲಿ ಬಹುಪತ್ನಿತ್ವ ವ್ಯವಸ್ಥೆ ಜಾರಿಯಲ್ಲಿದ್ದ ಸಂಗತಿಗಳು ತಿಳಿಯುತ್ತವೆ. ಹಾಗೆಯೇ

ಪ್ರತ್ಯಕ್ಷವಾಗಿ ಕಂಡರೂ ಪ್ರಮಾಣಿಸಿ ನೋಡದೆ ಪ್ರಾಣ ಕಳೆದುಕೊಳ್ಳುವ ಕುಬೇರಶ್ರೀಯಂತಹ ಹೆಣ್ಣು ಮಕ್ಕಳಿದ್ದದ್ದೂ ಸಹ ಇದರಿಂದ ತಿಳಿಯುತ್ತದೆ.

ಕಥೆಯಲ್ಲಿ ಮುಂದುವರೆದು ಮನೋಹರಿಯನ್ನು ಯಾರಿಗೆ ಕೊಟ್ಟು ಮದುವೆ ಮಾಡೋಣ ಎಂದು ಅತಿರಥ ಮಹಾರಾಜನು ಮಂತ್ರಿಗಳೊಂದಿಗೆ ಸಮಾಲೋಚಿಸಿದಾಗ ಕುಬೇರಕಾಂತನ ತಂದೆಯಾದ ವಿಜಯನೆಂಬ ಮಂತ್ರಿಯು ಉಳಿದ ಮಂತ್ರಿಗಳು ಹೇಳಿದ ಮದುಮಕ್ಕಳ ಹೆಸರುಗಳನ್ನು ತಿರಸ್ಕರಿಸಿ “ಕೂಸಿಗೆ ಸ್ವಯಂಬರಮಂ ಪಣ್ಣುವಂ ಸ್ವಯಂಬರದೊಳ್ ತನ್ನ ಭಾಗ್ಯದೊಳ್ ಮೆಚ್ಚಿದವರಂ ಕಯೊಳ್ಳೆಂದು ನುಡಿದೊಡರಸನು ಮಾತಿಗೆ ಒಡಂಬಟ್ಟು” ಸ್ವಯಂವರವನ್ನು ಏರ್ಪಡಿಸಿದನು. ಇಲ್ಲಿ ಮನೋಹರಿ ಯಾರನ್ನೂ ಮೆಚ್ಚದೆ “ದಾಂಟಿ ಪೋಗಿ ಕುಬೇರಕಾಂತಂಗೆ ಮಾಲೆಯಂ ಸೂಡಿದಾಗ” ಅರಸುಗಳೆಲ್ಲರು ಬಡವನಿಗೆ ಏನು ಅಲ್ಲದವನಿಗೆ ಮಾಲೆಯನ್ನು ಹಾಕಿದಳೆಂದು ಸಂಗ್ರಾಮದೊಳಗೆ ಯುದ್ಧಕ್ಕೆ ನಿಂತಾಗ ಸುವಮೃತ್ವಮೃತ್ಮಂ ಮೊದಲಾದವರು ಗೆದ್ದು ಮನೋಹರಿಯನ್ನು ಕುಬೇರಕಾಂತನಿಗೆ ವಿವಾಹ ಮಾಡಿಕೊಡಲಾಯಿತು. ಇಲ್ಲಿ ಹೆಣ್ಣು ತಾನು ಆಸೆ ಪಟ್ಟವನನ್ನು ಮದುವೆಯಾಗಲು ಅವಕಾಶವಿರುವುದು ಕಂಡುಬರುತ್ತದೆ. ಇಲ್ಲಿ ಗಮನಿಸಬೇಕಾದುದು ಈಕೆ ರಾಜನ ಮಗಳಾಗಿರುವ ಕಾರಣವಾಗಿ ಈಕೆಗೆ ತನ್ನ ಗಂಡನಾಗುವವನನ್ನು ಆಯ್ಕೆ ಮಾಡಲು ಅವಕಾಶವಿತ್ತೆಂಬುದು ತಿಳಿಯುತ್ತದೆ. ಆದರೆ ಸಾಮಾನ್ಯ ವರ್ಗದ ಹೆಣ್ಣುಗಳಿಗೆ ಈ ಆಯ್ಕೆಗಳಿದ್ದವೆ ಎಂಬುದು ಚರ್ಚಿಸುವಂತಹ ಸಂಗತಿ. ಏಕೆಂದರೆ ಸುಕೇಶಿನಿಯನ್ನು ಜಿನಾಲಯದಲ್ಲಿ ಕಂಡು ಆಕೆಯನ್ನು ಮದುವೆಯಾಗ ಬಯಸುವ ಗಂಧಭಾಜನ ರಾಜನ ಸಂದರ್ಭದಲ್ಲಿ ಸುಕೇಶಿಗೆ ಮನೋಹರಿಗಿದ್ದಂತಹ ಯಾವುದೇ ಸ್ವಾತಂತ್ರ್ಯಗಳಿಲ್ಲದೆ ಇರುವ ಅಂಶಗಳು ನಮ್ಮ ಗಮನಕ್ಕೆ ಬರುತ್ತದೆ.

ಈ ಕಥೆಯಲ್ಲಿನ ಪತಿ ಪತ್ನಿಯರು ಸುಖ ಸಂತೋಷಗಳಿಂದ ಕಾಲವನ್ನು ಕಳೆಯುವ ಚಿತ್ರಣವಿದೆ. ಸಿದ್ಧಾರ್ಥ ಮತ್ತು ಆತನ ಪತ್ನಿ ಶ್ರೀಕಾಂತೆಯರು “ಸಂಸಾರದ ಪೊಲ್ಲಮೆಯುಮನನಿತ್ಯತೆಯುಮಂ ಬಗೆದು ವೈರಾಗ್ಯಪರರಾಗಿ ಇವ್ವರುಂ ತಪಂ ಬಡುವ ಬುದ್ಧಿಯನೊಡೆಯರಾಗಿ” ಎಂಬ ಮಾತುಗಳನ್ನು ನೋಡಿದಾಗ ಇಲ್ಲಿ ಗಂಡಿನಂತೆ ಹೆಣ್ಣಿಗೂ ತಪವನ್ನು ಕೈಗೊಳ್ಳಲು ಸಮಾನ ಅವಕಾಶಗಳಿರುವುದು ಕಂಡುಬರುತ್ತದೆ. ಅಲ್ಲದೆ ಸಿದ್ಧಾರ್ಥನ ಹಿರಿಯ ಅರಸಿ ಜಯಾವತಿ ಎಂಬುವವಳು ಮಕ್ಕಳನ್ನು ಬೇಡಿ ದೇವರು ದೇವತೆಗಳನ್ನು ಪರಸಿ ಪೂಜಿಸುವ ಚಿತ್ರಣವಿದೆ.

ಜಯಾವತಿ ಗರ್ಭಿಣಿಯಾಗಿ ನೆಲಮಾಳಿಗೆಯೊಳಗೆ ಮಗನನ್ನು ಹೆತ್ತು ತಾನು ಮತ್ತು ದಾದಿ ಅಲ್ಲಿ ಕೆಲವು ಕಾಲವನ್ನು ಕಳೆಯುತ್ತಿರುತ್ತಾಳೆ. ಇವಳ ಸೇವೆ ಮಾಡುತ್ತಿದ್ದ ತೋರಾತು ಒಂದು ದಿನ ನೀರನ್ನು ತರಲು ಹೋದಲ್ಲಿ ಈಕೆಯ ಗೆಳತಿ ನಾಗಬೈಯೆಂಬಾಕೆ ಈಕೆಯನ್ನು ಕಂಡು ಹಲವು ದಿನಗಳಿಂದ ನಿನ್ನನ್ನು ಕಾಣಲಿಲ್ಲವಲ್ಲವೆಂದು ಕೇಳಿದಾಗ ತೋರಾತು ನೀನಾರಿಗೂ ಹೇಳಬಾರದು ಎಂದು ಹೇಳಿ ತನ್ನ ಒಡತಿ ಸಟ್ಟಿತಿ ಜಯಾವತಿ ಬೆಸಲೆಯಾಗಿರುವ ವಿಚಾರವನ್ನು ತಿಳಿಸಿ ಆಕೆ ಯಾರೂ ಅರಿಯಬಾರದೆಂದು ನೆಲಮನೆಯೊಳಗೆ ಅಡಗಿದ್ದಾಳೆಂದು ಹೇಳುತ್ತಾಳೆ. ಈ ಮಾತುಗಳು ಹೆಣ್ಣು ಮಕ್ಕಳಲ್ಲಿ ಗುಟ್ಟು ನಿಲ್ಲುವುದಿಲ್ಲವೆಂಬುದನ್ನು ತಿಳಿಸುತ್ತದೆ.

“ಸುಕೌಶಸ್ವಾಮಿಯಂ ಮೊಲೆಯೊಡುವ ದಾದಿ ಸುಬ್ರತೆಯೆಂಬೊಳ್ ಸುಮತಿಯೆಂಬೊಳೊಡುವ ದಾದಿ ನಂದೆಯೆಂಬೊಳಾಡಿಸುವ ದಾದಿ ಸುಪ್ರಭೆಯೆಂಬೊಳ್ ಮಜ್ಜನಂಬುಗಿಸುವ ದಾದಿ ಮೇಘಮಾಲೆಯೆಂಬೊಳ್ ಪಸದನಂಗೊಳಿಸುವ ದಾದಿ ಇಂತಯ್ಯರ್ ದಾದಿಯಕ್ಕುಳ್” ಈ ಸಾಲುಗಳನ್ನು ಪರಾಮರ್ಶಿಸಿದಾಗ ಇಲ್ಲಿ ಸುಕೌಶಳ ಸ್ವಾಮಿಯ ಲಾಲನೆ ಪಾಲನೆ

ದಾದಿಯದಾಗಿರುವುದು ಹಾಗೂ ರಾಣಿಯರ ಜೊತೆ ದಾದಿಯರೂ ಕೂಡ ಹಾಲೂಡುವ ತಾಯಿಯರಾಗುತ್ತಿದ್ದರೆಂಬುದಕ್ಕೆ ಇಲ್ಲಿ ಸುಕೌಶಲಸ್ವಾಮಿಗೆ ಮೊಲೆಯೂಡುವ ದಾದಿ ಸುಬ್ರತೆಯೆಂಬುವವಳ ವಿವರಗಳು ನಮಗೆ ಸಾಕ್ಷಿಯಾಗಿವೆ. ಅಲ್ಲದೆ ಅರಮನೆಯೊಳಗೆ ಸೇವೆ ಸಲ್ಲಿಸುತ್ತಿದ್ದ ಹೆಣ್ಣುಗಳ ಸ್ಥಿತಿ ಹೇಗಿತ್ತೆಂಬುದೂ ಸಹ ಇದರಿಂದ ನಮಗೆ ತಿಳಿಯುತ್ತದೆ.

ಕಥೆಯಲ್ಲಿ ಸುಕೌಶಲಸ್ವಾಮಿಗೆ 32 ಮಂದಿ ರಾಜಕುಮಾರಿಯರನ್ನು ಅತಿಶಯವಾದ ಲಾವಣ್ಯ, ಸೌಭಾಗ್ಯ, ಕಾಂತಿ, ಹಾವ, ಭಾವ, ವಿಲಾಸ, ವಿಭ್ರಮಗಳಿಂದ ಕೂಡಿದವರನ್ನು, ಕೇಳಿ ತಂದು ಒಂದೇ ಹಸೆಯಲ್ಲಿ (ಏಕಕಾಲದಲ್ಲಿ) ಜಯಾವತಿ ಮದುವೆ ಮಾಡಿಸುತ್ತಾಳೆ. ಜಯಾವತಿ ತನ್ನ ಮಗನಿಗೆ ಯಾವುದೇ ಕಾರಣಕ್ಕೂ ವೈರಾಗ್ಯದ ಕಡೆ ಮನಸ್ಸು ಬಂದು ತಪಸ್ವಿಯಾಗದಂತೆ ತಡೆಯಲು ಸದಾ ಸುಖದಲ್ಲಿ, ಭೋಗದಲ್ಲಿಯೇ ಆತ ಕಾಲ ಕಳೆಯುವಂತೆ ಮಾಡಲು ಈ ರೀತಿ ಮಾಡುತ್ತಾಳೆ. ಆದರೆ ಇಲ್ಲಿ ಗಮನಿಸಬೇಕಾದುದು ಅಂದು ಬಹು ಪತ್ನಿತ್ವ ಪದ್ಧತಿ ಜಾರಿಯಲ್ಲಿತ್ತು ಎಂಬುದು ಹಾಗೂ ಅಷ್ಟೂ ಹೆಣ್ಣು ಮಕ್ಕಳಿಗೆ ಸುಕೌಶಲಸ್ವಾಮಿಯನ್ನು ವಿವಾಹವಾಗಲು ಅವರಿಗೆ ಮನಸ್ಕೂರ್ತಿಯಾದ ಒಪ್ಪಿಗೆ ಇತ್ತೇ ? ಎಂಬುದು. ಜೊತೆಗೆ ಮುಂದೆ ಸುಕೌಶಲಸ್ವಾಮಿಯು ವೈರಾಗ್ಯಪರನಾಗಿ ತಪಸ್ಸಿಗೆ ಹೋಗುವಾಗ ಇವರೆಲ್ಲರನ್ನು ಬಿಟ್ಟು ಹೋಗುತ್ತಾನೆ. ಇಲ್ಲಿ ಇವರು ಮಾಡಿದ ತಪ್ಪುಗಳಾದರೂ ಏನು ? ಎಂಬುದು.

ಅಲ್ಲದೆ ಜಯಾವತಿಯು ತಾನು ಎಷ್ಟೇ ಬೇಡವೆಂದು ತಡೆದರೂ ಸಹ ಸುಕೌಶಲಸ್ವಾಮಿಯು ತಪಸ್ಸಿಗೆ ಹೋದಾಗ ತಾಯಿಯಾದ ಜಯಾವತಿಯು ಅತಿಯಾಗಿ ಕೋಪಗೊಳ್ಳುತ್ತಾಳೆ. ಜೈನ ಧರ್ಮವನ್ನು ನಿಂದಿಸುತ್ತಾಳೆ. ಕುಟಿಲವಾದ ಉಪದೇಶದಿಂದ ಆರ್ತಧ್ಯಾನದಲ್ಲಿ ಸತ್ತು ಮೊಗ್ಗುಳಗಿರಿ ಎಂಬ ಪರ್ವತದಲ್ಲಿ ಹೆಣ್ಣು ಹುಲಿಯಾಗಿ ಹುಟ್ಟುತ್ತಾಳೆ. ಇಲ್ಲಿ ಹೆಣ್ಣಿನ ಮನದ ಸಿಟ್ಟು ಹಾಗೂ ಸೇಡಿನ ಭಾವಗಳು ನಮಗೆ ತಿಳಿಯುತ್ತದೆ. ಹೆಣ್ಣು ಹುಲಿಯಾಗಿದ್ದ ಈಕೆ ತನ್ನ ಮಗನನ್ನೆ ತಿಂದ ತಪ್ಪಿಗೆ ಆ ಹೆಣ್ಣು ಹುಲಿ ಮನೋನಿಗ್ರಹಕ್ಕೆ ಒಳಗಾಗಿ ಬದುಕಿರುವವರೆಗೂ ಆಹಾರವನ್ನು ನಿವೃತ್ತಿಗೊಳಿಸಿ ಶುಭಕರವಾದ ಪರಿಣಾಮದಲ್ಲಿ ಕೂಡಿ, ಸತ್ತು ಸೌಧರ್ಮವೆಂಬ ಕಲ್ಪದಲ್ಲಿ ಹುಟ್ಟಿತು. ಇಲ್ಲಿ ಹುಲಿಯಂತಹ ಪ್ರಾಣಿಗೂ ಸಹ ತಪಸ್ಸನ್ನು ಕೈಗೊಳ್ಳಲು, ಉತ್ತಮ ಭವವನ್ನು ಹೊಂದಲು ಅವಕಾಶವಿರುವುದು ತಿಳಿಯುತ್ತದೆ.

ಇದರಂತೆ ಗಂದಭಾಜನನ ದೇವ ಸ್ತ್ರೀಯರಿಗೆ ಸಮಾನರಾದ ನೂರು ಮಂದಿ ರಾಣಿಯರು ಯಶೋಧರ ಕೇವಲಿಗಳನ್ನೇ ಗುರುಗಳನ್ನಾಗಿ ಮಾಡಿಕೊಂಡು ಪದ್ಮಾವತಿ ಕಂತಿಯರು ಮಾರ್ಗದರ್ಶನವಾಗುವ ಸನ್ಯಾಸಿನಿಯರಾಗಿರಲು ತಪಸ್ಸು ಮಾಡಿ ಸಮಾಧಿ ಮರಣದಿಂದ ಸತ್ತು ಸೌಧರ್ಮ ಮುಂತಾಗಿ ಇರತಕ್ಕ ದೇವಲೋಕದಲ್ಲಿ ಹುಟ್ಟಿದರು. ಹೀಗೆ ಇಲ್ಲಿನ ಹೆಣ್ಣುಗಳಿಗೆ ತಪಸ್ಸಿಗೆ ಅವಕಾಶವಿದ್ದು ಉತ್ತಮ ಭವಗಳನ್ನು ಪಡೆಯುವ ಸಂಗತಿಗಳಿವೆ.

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ಜೀವನಾನುಭವನದಿಂದ ಅರಳುತ್ತಿರುವ ಮಹದೇವರ ಕಾವ್ಯ

ಸ್ವಾಮಿ. ಕೆ. ಎನ್.

ಸಂಶೋಧಕರು, ಶಾಸ್ತ್ರೀಯ ಕನ್ನಡ ಭಾಷಾ ಅಧ್ಯಯನ ಸಂಸ್ಥೆ,
ರಾಣಿ ಚನ್ನಮ್ಮ ವಿಶ್ವವಿದ್ಯಾಲಯ, ಬೆಳಗಾವಿ.

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ಡಾ. ರಾಮಕೃಷ್ಣ ಮರಾಠೆ,

(ಸಂಶೋಧನಾ ಮಾರ್ಗದರ್ಶಕರು), ಕನ್ನಡ ಪ್ರಾಧ್ಯಾಪಕರು
ಬಿ.ಕೆ. ಕಾಲೇಜು, ಬೆಳಗಾವಿ.

ಒಂದು ಪದ ಕಾವ್ಯವಾಗುವ ಅನುಭವದ ದಾರಿಯಲ್ಲಿ ಸಾಂಸ್ಕೃತಿಕ ಸ್ವರೂಪವನ್ನು ಪಡೆಯುತ್ತಿರುತ್ತದೆ. ಪದವಾಗಿ ಅಷ್ಟೇ ಆ ಪದ ಕವಿಗೆ ಪರಿಚಯವಾಗುವುದಿಲ್ಲ, ಆ ಪದ ಕವಿಯ ಅನುಭವದ ಭಾಗವಾಗಿರುತ್ತದೆ. ಗುಣವಾಚಕಗಳಿಗಿಂತ ರೂಪಕದಲ್ಲಿ ಪದದ ಅರ್ಥಸಾಧ್ಯತೆಗಳು ಇಮ್ಮಡಿಗೊಳ್ಳುತ್ತಿರುತ್ತವೆ. "ಓ ನನ್ನ ಚೇತನ ಆಗು ನೀ ಅನಿಕೇತನ" ಎಂದಾಗ 'ಚೇತನ'ದ ಅರ್ಥವಂತಿಕೆ 'ಅನಿಕೇತನ'ದಲ್ಲಿ ಹರಳುಗಟ್ಟುತ್ತಿರುತ್ತದೆ. ಕವಿಯ ಅನುಭವದ ಭಾಗವಾಗದೇ ಬಳಕೆಯಾಗುವ ಪದ ವಿಶೇಷಣವಾಗಿಬಿಡುತ್ತದೆ. ಈ ಬಗ್ಗೆ ಕವಿ ಎಚ್ಚರಿಕೆಯಿಂದ ಇರಬೇಕು. 'ಜನಪದ'ರು ಕಟ್ಟಿದ್ದಲ್ಲ ಕಾವ್ಯವಾಗುವಲ್ಲಿ ಅವರ ಅನುಭವದ ವಿಸ್ತಾರತೆ ಮುಖ್ಯವಾಗುತ್ತದೆ. ಸತ್ಯಮಂಗಲ ಮಹದೇವ ಅವರ 'ಯಾರ ಹಂಗಿಲ್ಲ ಬೀಸುವಗಾಳಿಗೆ' ಕವನಸಂಕಲನವನ್ನು ಕವಿಯ ಜೀವನಾನುಭವದ ಹಿನ್ನೆಲೆಯಲ್ಲಿ ಚರ್ಚೆಗೆ ಎತ್ತಿಕೊಳ್ಳಲಾಗಿದೆ. ಅಂದರೆ ಕವಿ ತಾನು ಪಡೆದ ಜೀವನದ ಅನುಭವವನ್ನು ಕಾವ್ಯವಾಗಿಸುವ ಕ್ರಿಯೆಯಲ್ಲಿ ವಹಿಸಿರುವ ಶ್ರದ್ಧೆ ಅವರ ಲೋಕಾನುಭವವನ್ನು ಒಳಗೊಳ್ಳುತ್ತಿರುತ್ತದೆ. ಯಾವಾಗ ವಯಕ್ತಿಕ ಅನುಭವ ಲೋಕಾನುಭವವಾಗಿ ಅಭಿವ್ಯಕ್ತಿತವಾಗುತ್ತದೆ ಆಗ ಕಾವ್ಯ ಸಾರ್ವಕಾಲಿಕವಾಗುತ್ತದೆ. ಈ ಅನುಭವದ ಅಭಿವ್ಯಕ್ತಿಯ ದಾರಿಯಲ್ಲಿ ಅನೇಕ ತೊಡಕುಗಳು ಇಲ್ಲದಿಲ್ಲ. ಕವಿ ತಾನು ಅನುಭವಿಸಿದ್ದನ್ನು ಬರಹವಾಗಿಸುವಲ್ಲಿ ಭಾಷೆಯೇ ತೊಡಕಾಗಬಹುದು. ಇದರಿಂದ ಬಿಡುಗಡೆ ಹೊಂದುವ ತವಕದಲ್ಲಿ ಅನುಕರಣೆ ಸ್ವಂತಿಕೆಯನ್ನು ಕಳೆದುಬಿಡುವ ಅಪಾಯದಲ್ಲಿ ಕವಿ ಓದುಗನಿಗೆ ಎದುರಾಗುತ್ತಿರುತ್ತಾನೆ. ಕಾವ್ಯ ಸಾರ್ವಕಾಲಿಕವಾಗುವಲ್ಲಿ ಕವಿಯ ಸ್ವಂತಿಕೆ ಮುಖ್ಯ. ಇದನ್ನು 'ಶೈಲಿ'ಯ ಹಿನ್ನೆಲೆಯಲ್ಲಿ ಗ್ರಹಿಸಬಹುದು.

'ಯಾರ ಹಂಗಿಲ್ಲ ಬೀಸುವಗಾಳಿಗೆ' ಸಂಕಲನದ ಒಳಗೆ ಅನುಭವಜನ್ಯ ಕಾವ್ಯವನ್ನು ಕಾಣಬಹುದು.

"ಹುಳು ಗಾಣ ಹೊಡೆಯುತ್ತದೆ
ಮೌನ ಮುಕುಡಿನಲಿ"

ಇಲ್ಲಿ 'ಮುಕುಡು' ಒಂದು ಸಮುದಾಯದ ಜೀವನದ ಭಾಗವಾಗಿ ಬಳಕೆಯಾಗಿದೆ. ಹಕ್ಕಿ ಹಿಡಿಯಲು ಬಳಸುವ ಬೇಟೆಯ ಪರಿಕರವಾದ 'ಮುಕುಡು'ನ್ನು ಕವಿ ರೂಪಕವಾಗಿ ಮೌನದ ಜೊತೆಯಲ್ಲಿ ಸಂವಹನಗೊಳಿಸಿದ್ದಾರೆ. ಹಾರುವ ಹಕ್ಕಿಯನ್ನು ಮುಕುಡು ಹೇಗೆ ಬಂಧಿಸುತ್ತದೆಯೋ ಹಾಗೆ ಮೌನವೂ ಮನುಷ್ಯನ ಬಂಧನದ ಬಲೆಯಾಗಿ ಅಂತರಂಗದ ತೊಳಲಾಟವನ್ನು ಹೆಚ್ಚಿಸುತ್ತದೆ. ಈ ತೊಳಲಾಟದಲ್ಲಿ ಸೃಜನಶೀಲ ಮನಸ್ಸು ಕ್ರಿಯಾಶೀಲವಾದರೆ ಕಲಾಕೃತಿಯ ನಿರ್ಮಾಣ ಸಾಧ್ಯವಾಗುತ್ತದೆ.



"ಎಣಿಸುತ್ತಲೇ ಕಳೆದ ಇಪ್ಪತ್ತು ವರ್ಷ
ಅಂಗೈಗಳ ಗೆರೆ
ಅಂಗಾಲು ಒತ್ತಿದ ನಿನ್ನದೇ ನೆರಳಚ್ಚುಗಳ
ಹುಡುಕುತ್ತಾ"(ಇಬ್ಬನಿಯ ನಿಶಬ್ದದೊಳಗೆ)

ಶಾಸ್ತ್ರದ ಹೆಸರಿನಲ್ಲಿ ಅತಾರ್ಕಿಕವಾದ ಬದುಕಿನ/ ನಂಬಿಕೆಯ ಕ್ರಮವೊಂದನ್ನು ಹೇಳುವ ವರ್ಗ ಮತ್ತೊಂದು ವರ್ಗವನ್ನು ಶೋಷಿಸುತ್ತದೆ. ಬೌದ್ಧಿಕವಾದ ಈ ಶೋಷಣೆ ಮೇಲ್ಮೂಲಕ್ಕೆ ಶೋಷಣೆ ಅಂತ ಅನ್ನಿಸುವುದೇ ಇಲ್ಲ. "ಅಂಗಾಲು ಒತ್ತಿದ ನಿನ್ನದೇ ನೆರಳಚ್ಚುಗಳ ಹುಡುಕುತ್ತಾ" ಎನ್ನುವ ಕವಿಯ ಆಶಯದಲ್ಲಿ ಅಂತಹ ಬೌದ್ಧಿಕ ಶೋಷಣೆಯನ್ನು ಮೀರಿ ನಿಲ್ಲುವ ಎಚ್ಚರಿಕೆಯನ್ನು ಕಾಣಬಹುದು. ಇವತ್ತಿನ ಯಾವುದೇ ಸಮೂಹಮಾಧ್ಯಮಗಳನ್ನು ಗಮನಿಸಿದರೂ ಜ್ಯೋತಿಷ್ಯ, ಸರಳವಾಸ್ತುಗಳು ರಾರಾಜಿಸುತ್ತಿರುತ್ತವೆ. ಈ ವೈಜ್ಞಾನಿಕ ಯುಗದಲ್ಲಿ ಜ್ಯೋತಿಷ್ಯಶಾಸ್ತ್ರಗಳು ವೈಜ್ಞಾನಿಕತೆಯ ಮುಖವಾಡವನ್ನು ಹಾಕಿಕೊಂಡು ಲಾಡ್ಜ್‌ಗಳಲ್ಲಿ ಖಾಯಂ ವಾಸ್ತವ್ಯ ಹೂಡಿವೆ. ಇಂದಿನ ಸೃಜನಶೀಲ ಮನಸ್ಸುಗಳು ಈ ಸನಾತನ ಅಂಧಾಚಾರದ ಬಗ್ಗೆ ಜನಸಾಮಾನ್ಯರನ್ನು ಎಚ್ಚರಿಸುವ ಕೆಲಸವನ್ನು ಮಾಡಬೇಕಾಗಿದೆ.

ಮನುಷ್ಯ ಆಧುನಿಕನಾದಷ್ಟು ಪ್ರಜ್ಞಾಪೂರ್ವಕವಾಗಿಯೋ, ಅಪ್ರಜ್ಞಾಪೂರ್ವಕವಾಗಿಯೋ ತನ್ನ ಕುಲಸೀಮೆಯನ್ನು ಬಿಡುತ್ತಿರುತ್ತಾನೆ. ಆಧುನಿಕತೆಯ ಲಕ್ಷಣವೇ ಸನಾತನವಾದದ ಅವಜ್ಞೆಯಾಗಿದೆ. ಇದರಿಂದ ಬಿಡಿಸಿಕೊಂಡು ನಮ್ಮ ಅಸ್ತಿತ್ವವನ್ನು ನಾವು ಕಂಡುಕೊಳ್ಳಬೇಕಾಗಿದೆ. ಇದನ್ನು ಸತ್ಯಮಂಗಲ ಮಹದೇವ ನಿಚ್ಚಳವಾಗಿ ಮಾಡುತ್ತಿದ್ದಾರೆ. 'ಬಿದಿರ ದೇಹ ಸೀಳಿ....' ಕವಿತೆಯಲ್ಲಿ ಅಲೆಮಾರಿ ಜೀವನದ ಸಂಕಷ್ಟಗಳನ್ನು ಹೇಳಿಕೊಳ್ಳುವ ಮೂಲಕ ಮೇಲ್ವರ್ಗದ ಶೋಷಣೆಯನ್ನು ವಿರೋಧಿಸುತ್ತಾರೆ.

"ಕದ್ದಿದ್ದೇನೆ ನಿಮ್ಮ ಮನಸ್ಸುಗಳನ್ನು
ದೋಚಿದ್ದೇನೆ ನಿಮ್ಮ ಕನಸುಗಳನ್ನು
ಕನ್ನ ಹಾಕಲೆತ್ತಿಸಿದ್ದೇನೆ ಯುಗ ಯುಗಾಂತರಗಳಿಂದ
ನೀವು ಕಟ್ಟಿದ ಪಟ್ಟಕ್ಕೆ"(ಬಿದಿರ ದೇಹ ಸೀಳಿ)

ಕೊಡಮರೆಂದರೆ ಕಳ್ಳರೆಂದೇ ನೋಡುವ ಅತ್ಯಪ್ಪಿ ಮನಸ್ಸುಗಳಿಗೆ ಈ ಕವಿತೆ ರಚನಾತ್ಮಕ ಉತ್ತರವನ್ನೇ ನೀಡಿದೆ. ವರ್ತಮಾನದ ಸಮಾಜ ಗತಕಾಲದ ಕುಲಪ್ರಜ್ಞೆಯನ್ನು ಹಿಡಿದು ನಮ್ಮ ಬೆಳವಣಿಗೆಯ ಗತಿಯನ್ನು ನಿರ್ಧರಿಸುತ್ತಿರುತ್ತದೆ. ಅರಿವು ಕುಲದಿಂದ ಬರುವುದಲ್ಲ ಅದು ವ್ಯಕ್ತಿಗತವಾದದ್ದು. 'ಹೆಮ್ಮೆ ಇದೆ ನನಗೆ ನಾನು ಕೊರಮನೆಂದು' ಎನ್ನುವ ಮಹದೇವರ ವಿಶ್ವಾಸ ಅವರು ಅರಿವನ್ನು ಹೆಚ್ಚಿಸಿಕೊಂಡ ಸೂಚಕವಾಗಿದೆ.

ಬುದ್ಧ, ಬಸವ, ಅಂಬೇಡ್ಕರ್ ವ್ಯಕ್ತಿತ್ವಗಳು ನಮ್ಮ ಜ್ಞಾನವಲಯವನ್ನು ಪ್ರಭಾವಿಸಿರುವ 'ಇಂಟೆಲೆಕ್ಚುವಲ್ ಐಕಾನ್'ಗಳಾಗಿದ್ದಾರೆ. ಇವರ ನುಡಿ ಮತ್ತು ನಡೆ ನಮಗೆ ಆದರ್ಶಪ್ರಾಯವಾಗಿದೆ. ಬುದ್ಧ ಜ್ಞಾನದಾಹಿಯಾಗಿ ಸಾಮ್ರಾಜ್ಯವನ್ನು ತೊರೆದವನು. ಜಗದ ಅಂಧಕಾರಕ್ಕೆ ಅರಿವು ತರಲು ಹೊರಟವನು. ಇದನ್ನೇ ಬೇಂದ್ರೆಯವರು "ಬುದ್ಧ ಜಗವೆಲ್ಲ ಮಲಗಿರಲು ತಾನೊಬ್ಬನೇ ಎದ್ದ" ಎಂದಿದ್ದಾರೆ. ನಿಜ ಆ ಕಾಲಕ್ಕೆ ಬುದ್ಧನ ಜ್ಞಾನ ದಾಸೋಹ ಈ ಸಮಾಜಕ್ಕೆ ಅವಶ್ಯವಾಗಿತ್ತು. ಹೀಗೆ ಅಂಧಕಾರದ ಜಗತ್ತಿನಿಂದ ಎದ್ದು ಹೊರಡುವಾಗ ಬುದ್ಧನು ಒಂಟಿಮಾಡಿ ಹೋದ ಯಶೋಧರ ಮತ್ತು ರಾಹುಲರ ಹಪಹಪಿಕೆ ನಮ್ಮ ಜ್ಞಾನವಲಯವನ್ನು ಏಕೆ ಕಾಡುತ್ತಿಲ್ಲ? ಬಸವಣ್ಣನವರಾದರೂ ಅಷ್ಟೆ ಇಬ್ಬರು ಹೆಂಡತಿಯರನ್ನು ಕಟ್ಟಿಕೊಂಡು ಕ್ರಾಂತಿಕಾರಿಯಾದವರು. ಒಂದು ವೇಳೆ ನೀಲಾಂಬಿಕೆ

ಮತ್ತು ಗಂಗಾಬಿಕೆಯರ ಅನ್ಯೋನ್ಯತೆಯಲ್ಲಿ ಸಣ್ಣ ಬಿರುಕು ಮೂಡಿದರೂ ಬಸವಣ್ಣನವರು ಕಲ್ಯಾಣದ ಕಾರಣೀಪುರುಷರಾಗಲು ಸಾಧ್ಯವಾಗುತ್ತಿತ್ತೆ? ಬಸವಣ್ಣನವರು ಜಂಗಮ ವೇಷದಾರಿ ಶಿವನ ಶಯನದ ಸುಖಕ್ಕೆ ತನ್ನ ಹೆಂಡತಿಯನ್ನು ಆಕೆಯ ಅನುಮತಿ ಇಲ್ಲದೆ ಅನುಮೋದಿಸಿದ ಹಿಂದಿನ ಮನೋಧರ್ಮ? ಶರಣ ಸತಿ ಲಿಂಗ ಪತಿ ಭಾವದಲ್ಲಿ ಅರ್ಪಣಾ ಮನೋಭಾವವನ್ನು ತಿಳಿಸುತ್ತದೆ. ಆರಾಧನೆ ವಿಚಾರಪರತೆಯಿಂದ ಕೂಡಿರಬೇಕು. ಹೀಗೆ ಬುದ್ಧ ಮತ್ತು ಬಸವರು ತಮ್ಮ ವಿಚಾರ ಪ್ರಖರತೆಯ ನಡುವೆಯೂ ಹೆಣ್ಣಿನದ ದೃಷ್ಟಿಯಿಂದ ಪ್ರಶ್ನಾರ್ಹರಾಗಿದ್ದಾರೆ. ಹೊರಗಿನ ಸ್ತ್ರೀ ಸಮಾನತೆಯ ಬಗೆಗೆ ಚಿಂತಿಸುವುದಕ್ಕಿಂತಲೂ ತನ್ನ ಒಡನಾಟದ ಸ್ತ್ರೀ ಅಭಿವ್ಯಕ್ತಿಯನ್ನು ಗೌರವಿಸುವುದು ಮುಖ್ಯವಾಗುತ್ತದೆ. ಈ ವಿಚಾರದಲ್ಲಿ ಇವರು ಶಾಪಗ್ರಸ್ತರು. ಅಂಬೇಡ್ಕರ್ ಅವರ ಚಿಂತನೆ ಈ ನೆಲೆಯಿಂದ ಭಿನ್ನ ಮತ್ತು ಪ್ರಬುದ್ಧವಾದದ್ದು. ಅಸ್ಪೃಶ್ಯತೆಯ ಬಗ್ಗೆ ಚಿಂತಿಸಿದಷ್ಟೇ ಮಹಿಳಾ ಸ್ವಾತಂತ್ರ್ಯವನ್ನು ಚಿಂತಿಸಿದವರು ಮತ್ತು ಅನುಮೋದಿಸಿದವರು. 'ದ್ಯಾನವ ಕಸಿಮಾಡಿದ ಬುದ್ಧ' ಕವಿತೆ ಅದರ ಕಾವ್ಯಗುಣದಿಂದ ನಮ್ಮನ್ನು ತಲೆದೂಗುವಂತೆ ಮಾಡಿದರೂ ಸಹಸ್ರನಾಮಾವಳಿಯ ರೀತಿಯಲ್ಲಿದೆ. ತಥಾಗತ, ಸುಮನ, ಸಿದ್ಧಾರ್ಥ, ಶಾಕ್ಯಮುನಿ, ದೀಪಂಕರ, ಹೀಗೆ ವಿಶೇಷಣಗಳ ಸರಮಾಲೆಯನ್ನೇ ಈ ಕವಿತೆ ನೇಯುತ್ತದೆ. 'ಅಲೆಮಾರಿಗಳಿಗೂ ಅನ್ನವಾದ ಅಂಬೇಡ್ಕರ್' ಕವಿತೆಕೂಡ ವಿಶೇಷಣಗಳಿಂದ ಮುಕ್ತವಾಗಿಲ್ಲ. ವಿಶೇಷಣಗಳು ಅತಿಯಾದರೆ ಆ ಕವಿತೆ ಇಲ್ಲವೆ ಬರಹ ಜೀವನಾನುಭವದಿಂದ ದೂರ ಸರಿಯುತ್ತಿದೆ ಎಂಬುದು ವಿಮರ್ಶಕ ಪ್ರಜ್ಞೆಗೆ ಬರದೇ ಇರುವುದಿಲ್ಲ. ಈ ವಿಶೇಷಣಗಳ ನಡುವೆಯೂ

'ಹೂ ಕಟ್ಟುವ ಬೆರಳುಗಳಲ್ಲಿ
ಬಳಪ ಹಿಡಿಸಿ
ಅಲೆಯುವ ಮನಸ್ಸಿಗೆ ಆಲೋಚನೆ ಕಲಿಸಿ
ಕಾಣುವ ಕಣ್ಣಿಗೆ ಅಕ್ಷರವಾಗಿ

ಅನ್ನವಾಗಿದ್ದಾರೆ ಅಂಬೇಡ್ಕರ್' ಇಂತಹ ಅನುಭವ ಜನ್ಯ ಆಶಯವನ್ನು ಈ ಕವಿತೆಯಲ್ಲಿ ಕಾಣಬಹುದು.

ಕವಿ ಬಿದಿರಿನ ಬಗ್ಗೆ ಆಪ್ತತೆಯೊಂದನ್ನು ಬೆಳೆಸಿಕೊಂಡಿದ್ದಾರೆ. ಭಾರತದ ಸಂದರ್ಭದಲ್ಲಿ ಪ್ರತಿಯೊಬ್ಬ ಮನುಷ್ಯನೂ ಕೂಡ ಬಿದಿರಿನೊಟ್ಟಿಗಿನ ಸಂಬಂಧವನ್ನು ಹುಟ್ಟಿನಿಂದ ಸಾವಿನವರೆಗೆ ಬೆಸೆದುಕೊಂಡಿರುತ್ತಾನೆ. ಇದನ್ನೇ ಶಿಶುನಾಳ ಶರೀಫರು 'ಹುಟ್ಟುತ್ತ ಹುಲ್ಲಾದೆ ಬೆಳೆಯುತ್ತ ಮರವಾದೆ| ನೀನಾರಿಗಲ್ಲಾದವಳು ಬಿದಿರು ಬಿದಿರು ನೀನಾರಿಗಲ್ಲಾದವಳು' ಬಿದಿರು ಮತ್ತು ಮನುಷ್ಯನ ಸಂಬಂಧವನ್ನು ಕಟ್ಟಿಕೊಟ್ಟಿದ್ದಾರೆ. ಈ ಸಂಕಲನದಲ್ಲಿನ ಬಿದಿರಿನ ಬಗೆಗಿನ ಅಭಿವ್ಯಕ್ತಿಯನ್ನು ಪಟ್ಟಿಮಾಡುವುದಾದರೆ.....

1. ಉಸಿರು ಚಿಗುರೊಡೆದಂತೆ ನಾದವೇ ಮೈಮರೆತು ಹರಿದಂತೆ ಉರಿದ ಬಿದಿರ ಜೀವಗಳೇ (ಪದವಾಗುವ ಸೋಜಿಗವೇ)
2. ಬಿದಿರ ಕಳಲೆ ತಿಂದು ಉಸಿರಾಡಿದೆ (ಅಲೆಮಾರಿಗೂ ಅನ್ನವಾದ ಅಂಬೇಡ್ಕರ್)
3. ತೇವ ಕಾಣದ ತುಟಿಗಳು ಬಿದಿರ ಕೊಳವೆಯಲ್ಲಿ ಉಸಿರಾಡಿದಾಗ, ಆನಂದದಲ್ಲಿ ಬೀಗುತ್ತಿದ್ದಾರೆ. (ನಿಂತೆಯಿರಬೇಕೆನಿಸುತ್ತದೆ ಮಾತಿಲ್ಲದೆ)
4. ಬಿದಿರು ಬಾಯೊಳಗೆ ಕಳಲೆಯ ರಸವಾಗಿ ಹರಿದಾಡಿದಂಗೆ ನಾಡತುಂಬಾ ಹರಿದವರು ನನ್ನ ಜನ (ನನ್ನ ಕೇರಿಯ ಗೋಡೆಗಳ ಮೇಲೆ)
5. ಅಲೆಮಾರಿ ನಾನು ವಿಳಾಸವಿಲ್ಲದ ಬಿದಿರ ಕೊಳೆಯಂತೆ ರೂಪಾಂತರಗೊಂಡಿದ್ದೇನೆ ಬಿದಿರ ಗಣ್ಣಿನ ಚಿಗುರಾಗಿ (ಮುಕುಡ)
6. ಆದಿಮದ ಕಳ್ಳುಬಳ್ಳಿಗಳಿಂದ ಬಿದುರಿನ ಚಿತ್ರ ಬಿಡಿಸುತ್ತಲಿದ್ದಾರೆ

ಹೊಸತಿಗಾಗಿ ಉತ್ಸಾಹಿ ಕಲೆಗಾರರು (ಕರಗಿಸಿದ ನೀರಿಗೆ ಋಣ ನೀಡಿದ ಬಣ್ಣಗಳು)

7. ಬಿದಿರ ಬಸಿರೊಳಗೆ ಬದುಕಿನ ಪಾಠ ಕಲಿತೆ (ನೀ ತೊರೆದು ಹೋದ ನಿನ್ನ ನೆಲದಲ್ಲಿ)
8. ಕಳತೆ ಬಿದಿರಾಗುವ ಬಲಿತ ಭರವಸೆಯಲ್ಲಿ

ಆಕಾಶಕ್ಕೆ ಮುಖಮಾಡಿ (ಬೆಟ್ಟದ ಬಿದಿರವ್ವ)

ಇವುಗಳಲ್ಲಿ 'ಆದಿಮದ ಕಳ್ಳುಬಳ್ಳಿಗಳಿಂದ 'ಬಿದುರಿ'ನ ಚಿತ್ರ ಬಿಡಿಸುತ್ತಲಿದ್ದಾರೆ' ಎನ್ನುವ 'ಕರಗಿಸಿದ ನೀರಿಗೆ ಋಣ ನೀಡಿದ ಬಣ್ಣಗಳು' ಕವಿತೆಯ ಸಾಲುಗಳು ಕವಿಸಮಯಕ್ಕೆ ಸಾಕ್ಷಿಯಾಗಿವೆ. ಇಲ್ಲಿ 'ಬಿದಿರು' ಎಂಬುದಕ್ಕೆ ಬದಲಾಗಿ 'ಬಿದುರು' ರೂಪ ಬಳಕೆಯಾಗಿದೆ. ಬಿದುರು ಎಂದರೆ ಕೀಳು ಎನ್ನುವ ಅರ್ಥವಿದೆ. 'ಬಿದುರಿನ ಚಿತ್ರಬಿಡಿಸುತ್ತಿದ್ದಾರೆ' ಎಂದಾಗ ದಮನಿತರಿಂದ ಕಿತ್ತುಕೊಂಡಿದ್ದು, ಕಿತ್ತುಕೊಳ್ಳುತ್ತಿರುವ ಚಿತ್ರಬಿಡಿಸುತ್ತಿದ್ದಾರೆ ಎನ್ನುವ ಅರ್ಥ ಆದಿಮದ ಕಳ್ಳುಬಳ್ಳಿಗಳು ಚಿಗುರೊಡೆಯುತ್ತಿದ್ದಾರೆ ಎನ್ನುವ ಹರ್ಷಕ್ಕಿಂತ ಭಿನ್ನವಾದ ಈ ಸಮಾಜದ ಅವಕಾಶವಂಚಿತರ ಅಳಲನ್ನು ಕಟ್ಟಿಕೊಡುತ್ತದೆ.

ಮಹದೇವ ಅವರ ಇಲ್ಲಿನ ಅನೇಕ ಕವಿತೆಗಳನ್ನು ಓದುತ್ತಿರುವಾಗ ಶಿಶುನಾಳರು, ಲಂಕೇಶ್, ಎಲ್. ಹನುಂತಯ್ಯ, ಡಾ.ಸಿದ್ದಲಿಂಗಯ್ಯ ಇವರುಗಳು ದುತ್ತನೆ ಎದುರಾಗಿಬಿಡುತ್ತಾರೆ. ಇದನ್ನು ಕವಿಯ ಶ್ರೇಷ್ಠತೆ ಎನ್ನುವುದಕ್ಕಿಂತ ನ್ಯೂನತೆ ಎನ್ನಬಹುದು. ಎಚ್.ಎಲ್. ಪುಷ್ಪ ಅವರು ಈ ಕೃತಿಗೆ ಮುನ್ನುಡಿ ಬರೆಯುತ್ತಾ "ಮಹದೇವ ಅವರ ಕವಿತೆಗಳು ಮೂರನೇ ತಲೆಮಾರಿನ ಮತ್ತೊಬ್ಬ ಶಕ್ತಿಶಾಲಿ ಕವಿ ಎನ್.ಕೆ. ಹನುಮಂತಯ್ಯನವರ ನಂತರದ ಉತ್ತರದಾಯಿತ್ವ ಹೊಂದಿದ ಕವಿಯೆಂದೇ ನಾನು ಭಾವಿಸುತ್ತೇನೆ" ಎನ್ನುತ್ತಾರೆ. ಈ ಹೋಲಿಕೆ ಕವಿಯ ಸ್ವಂತಿಕೆಯನ್ನು ಮಸುಕಾಗಿಸುವಂತಹದ್ದು. ಮಹದೇವ ಅವರ ಕವಿತೆಗಳಿಗೆ ಅವರದೇ ಆದ ಅನುಭವ ಜನ್ಯವಾದ ಶಕ್ತಿಯಿದೆ. ಆದರೂ ಬೇರೊಂದರ ನೆಲೆಲಾಗಿ ಹಿಂಬಾಲಿಸುವುದಕ್ಕಿಂತ ತನ್ನದೇ ಹೊಸ ದಾರಿಯೊಂದನ್ನು ಕಂಡುಕೊಳ್ಳುವುದು ಉಳಿವಿನ ಪ್ರಶ್ನೆಯಾಗಿದೆ. ಕೆ.ಎಸ್.ನ ಅವರ 'ಇಡದಿರು ನನ್ನ ನಿನ್ನ ಸಿಂಹಾಸನದ ಮೇಲೆ' ಕವಿತೆ ನಮ್ಮೊಳಗಿರುವ ಭ್ರಮೆಯನ್ನು ಕಳಚುವ ವಾಸ್ತವತೆಯ ದರ್ಶನವನ್ನು ಮಾಡಿಸುವ ಕವಿತೆಯಾಗಿದೆ.

ಇನ್ನು ಕಾವ್ಯಭಾಷೆಯ ಬಗ್ಗೆ ಆಲೋಚಿಸುವಾಗ ನನಗೆ ಪಂಜೆಯವರ 'ಹಾವಿನ ಹಾಡು', 'ತೆಂಕಣಗಾಳಿಯಾಟ', ಪದ್ಯಗಳು ಅವುಗಳ ಶೈಲಿ ಮತ್ತು ಆಶಯದಿಂದ ಹೆಚ್ಚು ಆಪ್ತವಾಗುತ್ತವೆ. ಈ ಎರಡೂ ಆಶಯ ಪ್ರಧಾನವಾದ ಚಿಂತನೆಯಿಂದ ಸಹಜವಾಗಿಯೇ ಭಾಷೆಯನ್ನು ದುಡಿಸಿಕೊಂಡಿವೆ. ನಮ್ಮ ಗಮನ ಮಹದೇವ ಅವರು ತಮ್ಮ ಕಾವ್ಯದಲ್ಲಿ ಬಳಸುತ್ತಿರುವ ಭಾಷೆ ಯಾವುದೆಂಬುದರ ಕಡೆಗೂ ಹರಿಯುತ್ತದೆ. 'ಯಾರ ಹಂಗಿಲ್ಲ ಬೀಸುವ ಗಾಳಿಗೆ' ಎಂಬಲ್ಲೇ ಕವಿ ತನ್ನ ತನಕ್ಕೆ ತುಡಿಯುತ್ತಿರುವುದನ್ನು ಸೂಚಿಸುತ್ತದೆ. ಮತ್ತು ಪ್ರಭಾವದಿಂದ ಬಿಡಿಸಿಕೊಳ್ಳಲೆತ್ತಿಸುತ್ತಿರುವ ಪ್ರಯತ್ನದಲ್ಲೇ ಅದೇ ಪ್ರಭಾವದ ನೆಲೆಲಾಗಿರುವ ಛಾಯೆಯನ್ನು ಬಿಟ್ಟುಕೊಡುತ್ತದೆ. ಇಷ್ಟಾದರೂ ಇಲ್ಲಿ ಹಸಿವಿನ ಭಾಷೆಯಿದೆ, ಅವಮಾನಿತನ ಸ್ವಾಭಿಮಾನದ ಭಾಷೆಯಿದೆ, ತುಳಿತಕ್ಕೊಳಗಾದವನ ಪ್ರತಿರೋಧದ ಭಾಷೆಯಿದೆ, ಇವೆಲ್ಲಕ್ಕಿಂತ ಮಿಗಿಲಾಗಿ ಮನುಷ್ಯತ್ವವನ್ನು ಅರಸುವ ಮಾನವೀಯತೆಯ ಭಾಷೆಯಿದೆ. ಮಹದೇವ ಅವರು ತಮ್ಮ ಭಾಷೆಯನ್ನು ಮತ್ತಷ್ಟು ಪಳಗಿಸಿಕೊಳ್ಳಲಿ, ಆಮೂಲಕ ನೆಲೆಲಾಗುವುದರಿಂದಲೂ ತಪ್ಪಿಸಿಕೊಳ್ಳಲಿ



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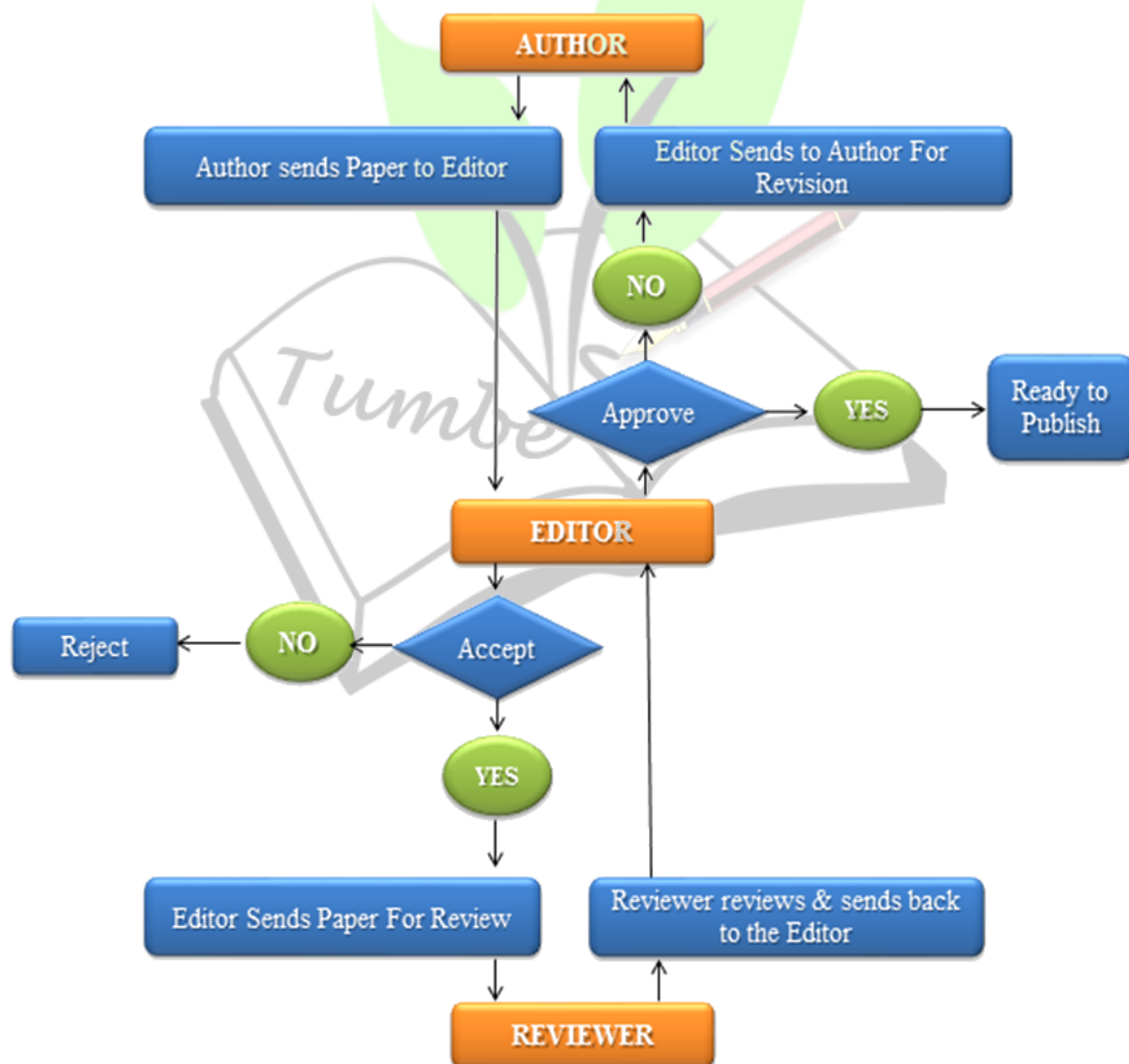
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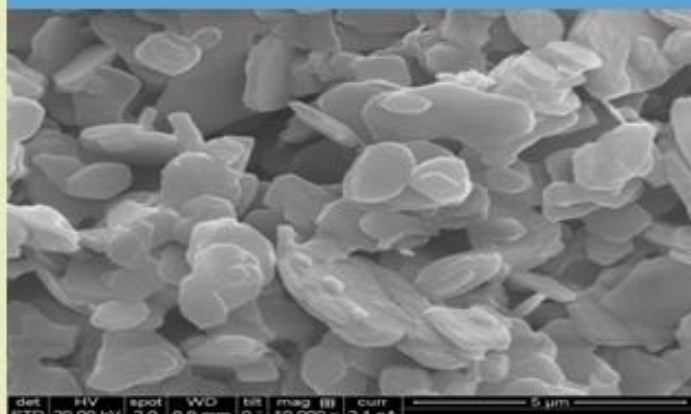
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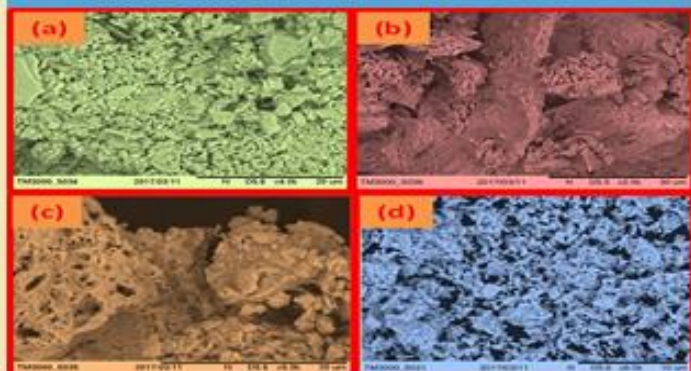
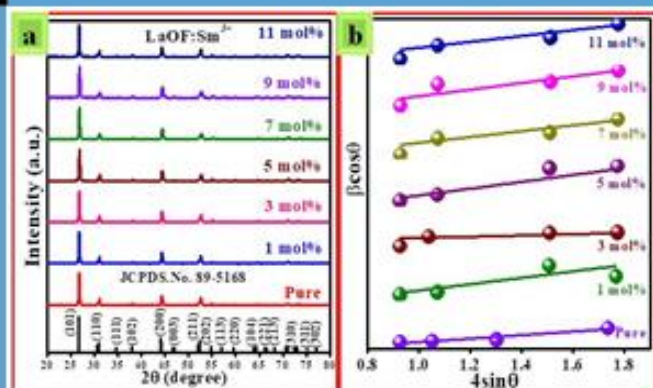


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