

# Tumbe

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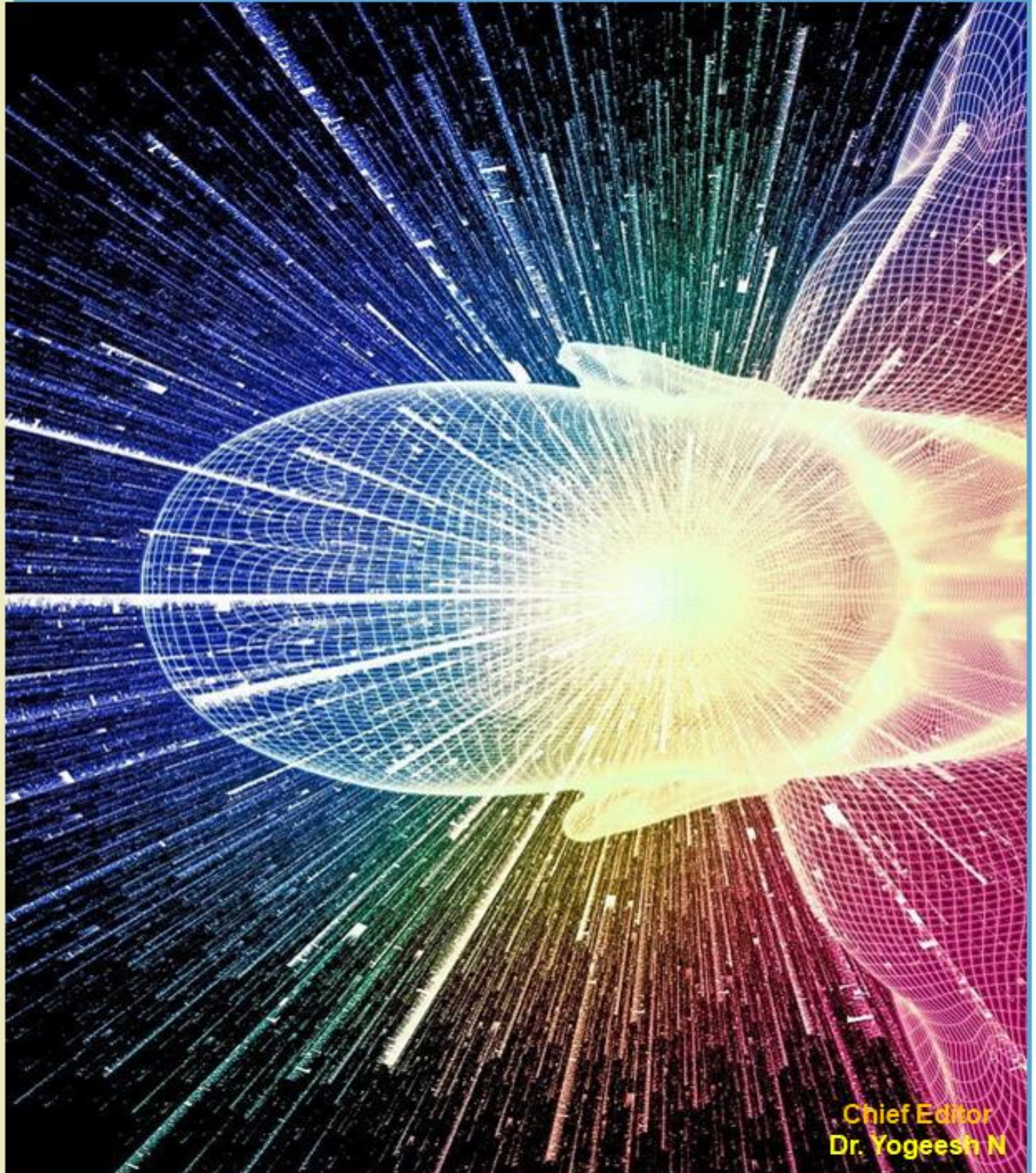
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## About Us

Government First Grade College, Tumkur a pioneer institution and centre of excellence in education, was established by the Government of Karnataka in the year 2011. The college has, slowly but surely, emerged as first Government First Grade College in Tumkur district. Our college of higher learning caters to the intellectual needs of the rural stake holders, and is committed to empowering them to deliver their best. The institution is thriving with 3500 students pursuing B.A, B.Com, B.Sc, BBM and BCA streams.

The college has vast campus with rich array of built-structures, and the educational edifice is enriched with highly qualified, experienced and passionate faculty members who have excelled in their own field of specialization through research and learning. The institution is blessed with committed administrative staff members, and above all, with the able leadership and great caliber of the Principal **Prof. Jagadeesh K S**.

The institution is striving in its mission to carve out nation builders out of enthusiastic students, and make them better citizens. Our institution is involving in various activities, and among them, the best being the initiation of a college magazine and a bouquet of online Journals under the name of TUMBE e-magazine and TUMBE Group of International Journals from academic year 2017-18 by the effort of **Dr. Yogesh N**, Chief Editor & Convener and team. TUMBE aims to cater to the needs of the students and researchers in their academic and intellectual prosperity.

**Tumbe Group of International Journal** is a publishing house devoted to the publication of high-quality research journals with multidisciplinary. It aims to publish research findings and critical perspectives of academicians, scholars, and professionals to advance and refine the understanding of the above disciplines. All the journals are peer-reviewed and invite innovative research from experts, addressing topical issues in their respective areas. The scope of the journals is interdisciplinary and promotes integration across disciplines. **Tumbe Group of International Journal** intends to serve the interests of academicians, professionals, research students, scholars and policymakers by disseminating information on pertinent issues in their interested areas to facilitate decision-making.

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- We accept submissions from anywhere in the world, but articles must be in English and other Indian Languages only. Articles must be previously unpublished. This includes blogs, online, and any print media.

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**Part A - English**





## **D.H. SHANKARAMURTHY'S CONTRIBUTIONS FOR THE REFORMATION OF HIGHER EDUCATION IN KARNATAKA**

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### **Abstract**

This Research paper highlights the importance and methods of higher education in India in general and Karnataka in particular. The researcher tries to analyze the accessibility of higher education for various segments in Rural Karnataka and also it discuss the major policies had been taken by Karnataka Government at the time of Sri D.H Shankarmurthy as the Minister of higher Education. At the suggestive part the Researcher suggested some of the important measures to be taken by the Government to enhance higher education in rural India in general and Rural Karnataka in particular. The Researcher used secondary data available several in books, journals, proceedings of Legislative Council of Karnataka.

**Keywords:** Higher Education, Rural area, Social justice, Rural Students, Educational institutions, Quality Assurance, GER.

### **According UGC**

Higher Education system in India has grown in a remarkable way, particularly in the post independence period and has to become one of the largest system of it's kind in the world. The System has many issues of concern at present like financing, management, access, equity and relevance. Higher Education as a powerful tool to build a knowledge based information society of the 21<sup>st</sup> century.

**Dr Radhakrishna:** Defines Education as the instrument for social, economic , cultural change, for social and National integration for increasing productivity Education should be properly utilized. "The importance of Education is not only in Knowledge and Skill, but it is to help us to live with others.

Objectives of the paper:

- 1) Historical background of higher education in Karnataka.
- 2) Contributions of D.H. Shankaramurthy as the minister of Higher Education.
- 3) Present status of Higher education in Karnataka.

Higher education is post secondary education third level or tertiary education in an optional final stage of formal learning that occurs after delivered at universities, academies, colleges. Higher



education is also available through certain college level institutions including vocational schools, Trade schools, degree colleges and universities. Higher education shall be made equally accessible to all on the basis of capacity by every appropriate means, and it particular by the progressive introduction of free education.

Higher education includes teaching, research, within the realm of teaching. It includes both the undergraduate level and post graduate level. India's higher education is the third largest in the world next to the United States and China. The main governing body at the tertiary level is the University Grant Commission which enforces its standard advises the Government and helps coordinate between the centre and state. As per the latest 2011 census about 8.15% (68 millions) of India's are graduates with union territories of Chandigarh (24.65% ) and Delhi 22.56% to topping the list. Indian higher education system has expanded at a fast pace by adding nearly 20,000 colleges and more than 8 million students in a decade from 2000-01 to 2010-11. 2016 India has 799 universities under that 44 Central universities and 540 State universities. 5 institutions established and functioning under the state Act and 75 institutions of National importance which include AIIMS, IIT'S and NIT's among others. Other institutions include 39071 colleges as Government Degree colleges including 1800 exclusive women's colleges functioning under these universities and Institutions as reported by the UGC in 2016.

The department of Higher Education MHRD is responsible for the overall development of the basic infrastructure of higher education sector both in terms of policy and planning under a planned development process. The department looks after expansion of access and qualitative improvement in the Higher education world class universities, colleges and other institutions.

### **THE ROLE OF HIGHER EDUCATION INSTITUTIONS IN INDIA:**

To provide opportunities of Higher education to socially deprived communities and remove disparities by promoting the inclusion of women minorities, rural and differently abled persons . To remove regional imbalances in access to higher education by setting up of institutions in unnerved and underserved area. To expand the Higher education sector in all modes of delivery to increase the Gross enrollment ration(GER) in Higher Education to 15% by 2011-12, 21% by 2016-17 and 30% by 2030 enhancement of Gross enrolment ratio by expanding access through all modes to improve the quality and to promote academic reforms, to setting up of new educational institutions, use of technology in Higher education.

### **HIGHER EDUCATION IN KARNATAKA**

In Karnataka given importance to Higher education to establish the new colleges and universities in the state and also given provision for establishment of private and deemed universities.

#### Universities in Karnataka

- |                        |      |
|------------------------|------|
| 1.State Universities   | - 28 |
| 2.Deemed Universities  | - 11 |
| 3.Private Universities | - 14 |
| 4.Central Universities | - 01 |



5.National importance Institutions - 04

In Karnataka establishment of colleges for not only traditional courses and also introduced the new Engineering, Medical, professional, Vocational, Agricultural and Nursing colleges. To improve the Higher learning in Karnataka, recently the Karnataka state Government had introduced universities in each district and also autonomous colleges for improvement of higher education and free education for Girls up to post graduation. 2017-18 onwards Karnataka Congress Government implemented distribution of laptops to the Degree students who have enrolled in Government First Grade Colleges.

Department of Collegiate education with its inception in the year 1960 has been striving to make quality higher education affordable and accessible to all sections of students. With a firm concern for the overall development of the students the department has been taking keen interest to see that students belonging to the most backward communities. Women and rural students are not deprived of the accessibility to tertiary education.

**Colleges**

1960 - 18

2006 -163

2007 -354

2014 -362

2016 – 412

The department manages planning, administration and funding of 412 Government and 321 private aided colleges across the state with the help of six regional offices located at Bangalore, Mysore, Mangalore, Shimoga, Dharwad and Gulbarga.

5400 working faculty and 2150 support and Administrative staff 3.04 lakh students, 1737 lakh Girls, 1310 lakh Boys.

149275 students in Arts stream

1,74,893 students in commerce and management stream,

28650 students in Science stream ,

625 students in law stream

11355 students in P.G. Courses.

7 UG Courses with 153 combinations of 61 subjects.

107 Arts combinations and 30 Arts subjects.

47 Science combinations and 30 science subjects.

**PG Courses in 10 subjects**

U.G.Courses		P.G.Courses	
BA	398	MA	61
B.COM	376	M.COM	43
BBM	295	M.SC	25
B.SC	269	MCA	01
BCA	27	MBA	04

**Enrollment in Higher Education in Karnataka**

	Male	Female	Total
All Categories	- 26.3	25.9	26
S C	- 19.3	18	18.7
S T	- 19.3	15	16

**Engineering colleges and other colleges**

	Engineering colleges	Polytechnic	other	Total
Govt	11	81	8	100
Private Aided	11	44	26	81
Private UnAided	202	171	49	498

Karnataka is the leading state Where we can notice ample Engineering and other Professional colleges. Karnataka is catering the higher education needs of the rest of the states. The following data shows these details below

**Targets for 2020**

	2008-	2020
Gross enrollment rate (Higher Education)	-----	12% - 25%
Propotion of accredited higher education institutes	---	30% 100%
Number of universities in Karnataka	-----	16 50

( based on National Knowledge Commission recommendations)

In 2006 D.H.ShankaraMurthy has occupied the position of a Cabinet Minister and held the prestigious portfolio of Higher education in Karnataka for tenure of 20 months. From pre independence 1947 to post independence i.e., 2007 there were only 156 Degree colleges. In 2007 he was instrumental in approving and starting of 184 Degree colleges thus bringing a radical change in



educational system in the state and streamlined the institutions to impart good education to the students. He has given important to research work in Higher Education. He has visited America and China Universities collaboration with state universities.

On 9<sup>th</sup> June 2008 he took the charge of State Planning Board ( an Apex Advisory body of the Government) by becoming the Deputy chairman of the Board. He monitored creation of a document of Karnataka Vision-2020

Which gives a new shape to the all round development of the state. Under the vision-2020 D.H.Shankaramurthy gave the importance to Higher education.

### **THRUST ON ENRICHING HIGHER EDUCATION**

It is essential that students in universities are exposed to various fields of study, such education will give them new perspectives and will influence the way they perceive issues. However, even with the availability of different causes of study, there would be little cross learning if not facilitated by the structure of programmes offered by the universities. To facilitate cross learning universities will be encouraged to shift from the existing 'plate-meal' approach where courses for each programme are fixed to a 'cafeteria' approach where students have opportunities to choose from a variety of courses under broad guidelines.

1. The Students should be given flexibility not only to choose courses within the universities but also to take up exchange programmes in national/international universities.
2. The state will work towards transforming its universities into centers of excellence.
3. The state will facilitate greater interaction between the industry and academia through creation of appropriate structural interface like industry-university councils.
4. The state will set up a knowledge network to connect all the university libraries and ensure that have access to relevant national and international publications.

### **FINDINGS /SUGGESTIONS FOR IMPROVING OF HIGHER EDUCATION**

1. Industry and academia connection : Industry and academia connect to ensure curriculum and skill in line with requirements.
2. Innovative practices : The new technologies offer vast opportunities for progress in all walks of life. It offers opportunities for economic growth, improved health, better service delivery, improved learning and socio-cultural advances.
3. Higher education develop strong democratic values among masses.
4. Quality of learning and teaching.
5. Student employability: Practical and industry oriented instead of traditional methods being employability is a very important aspect.
6. Maintain the proper guidelines for using the Government fund.
7. Higher education demands job friendly syllabus.
8. Make the Curriculum Dynamic not Dogmatic.

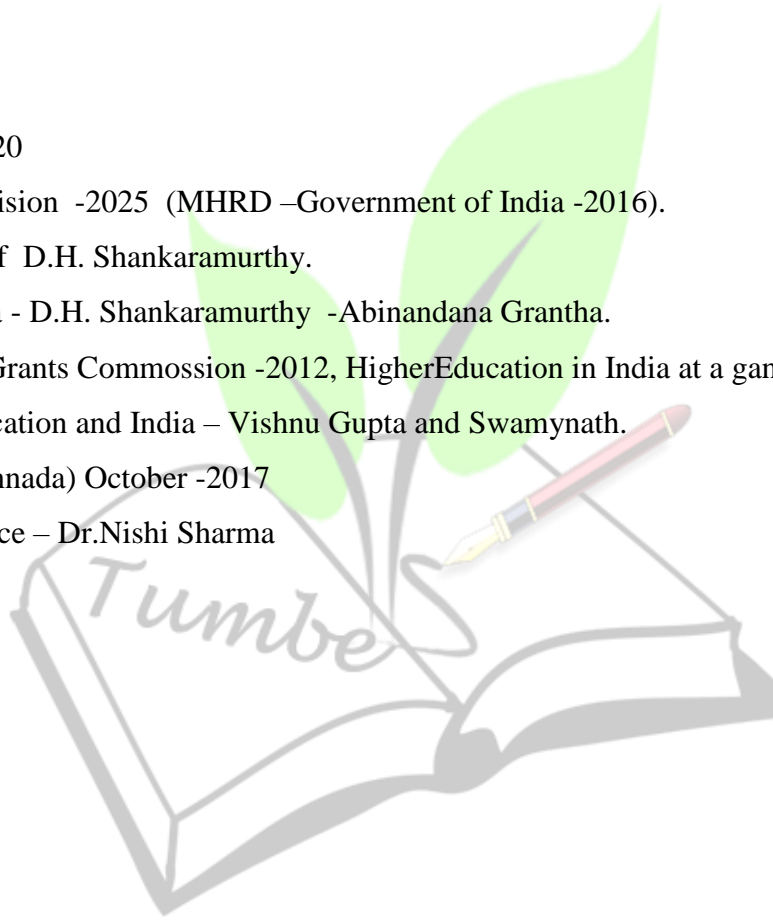


## Conclusion

The Karnataka Higher Education system had passed from various difficulties in the post Independence period. But still the India and Karnataka Higher education system has progressed well. There are several improvements in Higher Education Government implemented many programmes to improve the Higher learning. Higher Education in Karnataka struggling hard to meet the global standard, so for budget allocation to Higher Education is considerably less. In order to attain expected GER budget allocation has to be enhanced. Higher Education has to be made employment oriented, through the primary aim is focused, on knowledge seeking emphasis given to the vision of D.H. Shankaramurthy.

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## CHALANGES AND OPPURTUNITIES FOR SUSTAINABLE RURAL DEVELOPMENT IN INDIA

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### ABSTRACT

Rural India comprises more than 70 percent of the country's population, but its share in the total national income is less than 50 percent. This is because rural sector is characterised by low income levels, poor quality of life and a weak human capital base. Although India has grown economically faster, the performance in the reduction of poverty, unemployment and economic disparity has remained poor. The phenomenon of Rural Development is becoming more complex despite technological advancement, availability of recourses as well as continued efforts from the pre independence period. Rural Development has a long history in India. There are various approaches like philosophies, policies, programmes, enactments, methodologies, strategies, and experiments etc are to be studied and analysed to understand the Rural Development. Present paper highlights the points like history, analyses of challenges of Rural Development, suggestions and opportunities to gain self employment for the rural families in India.

### INTRODUCTION

A society can be classified as rural based on the criteria of lower population density, less social differentiation, less social and spatial mobility, slow rate of social change, etc. Agriculture would be the major occupation of rural area. Lifestyles in rural areas are different than those in urban areas, mainly because limited services are available. Government services like schools, fire departments, libraries etc may be distant, or unavailable. Utilities like water, sewer, street lighting, and garbage collection may not be present. Public transport is sometimes absent or very limited people use their own vehicles, walk or ride an animal.

Rural Development is a process of bringing change among rural community from the traditional way of living to progressive way of living. It is also expressed as a movement for progress. Rural development has always been an important issue in all discussions pertaining to economic development, especially of developing countries. In the developing countries rural mass comprise a substantial majority of the population. Although millions of rural people have escaped poverty as a result of rural development, a large majority of rural people continue to suffer from persistent poverty.

The socio-economic disparities between rural and urban areas are widening and creating tremendous pressure on the social and economic fabric of many developing economies. These factors tend to highlight the importance of rural development. The policy makers in most of the developing countries recognize this importance and have been implementing programs and measures to achieve rural development objectives. For India rural development has an integral part of nation's socio-



economic-political development. The problem is not merely one of development of rural areas but of the development of rural communities to dispel ignorance and poverty and create self-reliant and self-sustaining healthy modern little communities.

Rural development is a dynamic process, which is mainly concerned with the rural areas. These include agricultural growth, putting up of economic and social infrastructure, fair wages as also housing and house sites for the landless, village planning, public health, education and functional literacy, communication etc. Rural development is a national necessity and has considerable importance in India because, about three-fourth of India's population live in rural areas, thus rural development is needed to develop nation as whole. Nearly half of the country's national income is derived from agriculture, which is major occupation of rural India. Around seventy per cent of Indian population gets employment through agriculture. Bunks of raw materials for industries come from agriculture and rural sector. And growing disparity between the urban elite and the rural poor can lead to political instability.

Sustainable development is development that meets the needs of the present, without compromising the ability of future generations to meet their own needs. The history of sustainability traces human dominated ecological systems from the earliest civilizations to the present. This history is characterized by the increased regional success of a particular society, followed by crises that were either resolved, producing sustainability, or not, leading to declaim.

Rural development has never been a new concept for India because even in the famous epics and dramas like Ramayana and Mahabharata the instances of rural governance in terms of welfare of the people, justice to the people have been made. Gandhi was one of the biggest actor who has contributed towards the field of rural, his experiments as well as inspiring thoughts have always been the source of inspiration, for the actors involved in rural development. He states that "I know that the work [of making an ideal village] is as difficult as to make of India an ideal country. But, while it is possible for one man to fulfil his ambition with respect to a single village some day, one man's lifetime is too short to overtake the whole of India. But if one man can produce one ideal village, he will have provided a pattern not only for the whole country, but perhaps for the whole world."

In 1920 when Mahatma Gandhi entered to Indian public life rural development received popular support with the concept of Gram Swaraj, Swa Desi, Khadi, Safai, Shram Dan etc Mahatma Gandhi also designed a programme for rural development which included khadi, promotion of village industries, eradication of untouchability, provision of basic and adult education, prohibition, women's upliftment, and propagation of the national language. Gandhiji was translating these ideas into action at Warda in Sevagram. Along with the freedom movement the volunteers were engaged in rural reconstruction programmes all over the country.

Rabindranath Tagore set up Srinikiten Institute of Rural Reconstruction in 1921 with the aim of making the rural population self-reliant and self-respectful. This initiative is popularly known as Sriniketan Rural Reconstruction Programme. Tagore's experiment in small area of a few villages aimed at both economic as well as social development of the rural community. Government of India Act 1935, which conferred autonomy on the provinces in a sphere of activities which included, among others, all the ingredients of rural development. Kishan Sabha under the leadership of the Communist party worker Mrs. Godavri Parulekar in 1945 fought for Adivasis rights against landlords,





moneylenders and contractors. As a result, the Minimum Wages Act was brought under enforcement in Forties to safeguard the interests of Adivasis working for forest contractors and plantation owners.

It is found that whatever approaches, methodologies, priorities, strategies which are being adopted today for rural development are not new but are refined forms of inheritance of rural development practices of pasts. Wage employment, self employment, entrepreneurship, self -help, community mobilization, reconstruction, credit, voluntary effort, legal provisions, social actions, everything that we find today as part of rural development were there in past also.

Rural areas are facing major challenges today which arise mainly from globalisation, demographic change and the rural migration of young, well-trained people. Policies for rural areas aim to contribute to recognising and making use of strengths and opportunities. Liberalized trade regimes as well as more integrated and consumer driven agricultural and food markets are globalising rapidly and driving innovations, forcing farmers to adapt or lose out. Poor farmers do not have the capacity face the cut throat competition and hence they are bound to perish. Environmental concerns are also considered and integrated during the planning phase of programmes of measures to support rural areas. A large share of policies targeted at land use in rural areas serves to promote agro biodiversity and environmental measures in agriculture.

Access to services and infrastructure is generally available nationwide (drinking water supply, sewage treatment, mail, telecommunications, transport). The quality of these services, however, differs from region to region. One field which needs improvement is sewage treatment where, for economic reasons, the number of decentralised systems is growing. The call for nationwide access to broadband in the field of IT and telecommunications creates new challenges. Furthermore, employment opportunities are not always sufficiently available in rural regions.

The real scenario is that rural India is faced with multiple developmental challenges like rural peoples traditional way of thinking, poor understanding, lack of confidence, poor awareness, existence of unmet needs and personal ego. Low level of education to understand developmental efforts and new technology, Poor access to education, resulting in low literacy and unemployment of the youth. Education of girls was felt to be unnecessary in the past and this has seriously affected their quality of life. Illiteracy has also hindered their development due to lack of communication with the outside world. They are slow in adopting new practices, which are essential with the changing times Low literacy rate, particularly among women having adverse effect on their skills development, employment productivity, family welfare and education of their children.

Increasing population which causes severe pressure on natural resources and the environment. Depleting natural resources, resulting in insecurity of food and employment. Pollution of the environment and climate change, are causing shortage of clean drinking water and creating adverse impact on agricultural production. In agriculture field rural people come across Lack of expected awareness, knowledge, skill and attitude, Unavailability of inputs, Poor marketing facility, Small size of land holding, Division of land and Unwillingness to work and stay in rural areas.

Rural people also have Poor infrastructure facilities like water, electricity, transport, educational institutions, communication, health, storage facility etc. Poor health status due to lack of clean drinking water, hygiene, sanitation and drainage facilities, inadequate health care facilities,



leading to high child mortality and morbidity, loss of labour productivity, economic loss, indebtedness and poor quality of life. The rate of infant mortality in rural India is marginally higher than in the cities on account of poorer access to safe drinking water, sanitation and health care support. They also have Unfavourable economic condition to adopt high cost technology, Underprivileged rural industries, leadership among the hands of inactive and incompetent people, mollified interest of leaders and biased political will.

The administrative problems are also affecting the rural development, Earlier, majority of the programmes were planning based on top to bottom approach and were target oriented. But Political interference, Lack of motivation and interest, Unwillingness to work in rural area and improper utilization of budget are the major issues. Rural people also have binding of social and cultural problems like cultural norms and traditions and conflict within and between groups, castes, religions, regions, languages.

After independence government of India has taken major steps to develop rural India like Mahatma Gandhi Rural Employment Guarantee Schemes (MGNREGS), National Rural Livelihood Mission (NRLM), Integrated Water Development Programme (IWDP), Indira Awaas Yojana (IAY), National Rural Drinking Water Programme (NRDWP) and Nirmal Bharat Agyan (NBA) etc.

The first organized effort to solve the problem of rural India was made through the Community Development Programme in the year 1952 and National Extension Service in 1953. On the completion of first five years of the CDP, the planning Commission appointed a high-ranking study committee headed by Balwant Rai Mehta, Chief Minister of Gujarat. This team pointed out both positive results and inadequacies in the implementation of the programme. This committee recommended Panchayati Raj.

The study team made a significant recommendation with implementation of a programme. According to it there should be effective administrative decentralization for the implementation of the programme. The decentralized administration was to be placed under the control of selected and integrated local self-government system ordinarily of 3 levels bodies from village level to block level and then to district level. This democratic decentralized system was named as “Panchayat Raj”. The philosophy of Panchayat Raj is deeply steeped in tradition and culture of rural India and is by no means a new concept. Panchayati Raj Provided a system of self-governance at the village level. Panchayati Raj Institutions is the grass-roots units of self-government – have been declared as the vehicles of socio-economic transformation in rural India. Effective and meaningful functioning of these bodies would depend on active involvement, contribution and participation of its citizens both male and female. The aim of every village being a republic and panchayats having powers has been translated into reality with the introduction of the three-tier Panchayati Raj system to enlist people’s participation in rural reconstruction.

“Rural areas face several new opportunities and challenges which call for appropriate rural development policies and a more effective use of scarce financial resources.” After independence in all the five year plans for rural development many programs are introduced. Training of Rural Youth for Self Employment: TRYSEM was introduced to provide technical skills and to upgrade the traditional skills of rural youth belonging to families below the poverty line. Its aim was to enable the rural youth to take up self- employment ventures in different spheres across sectors by giving them assistance



under IRDP. Development of Women and Children in Rural Areas: DWACRS an exclusive scheme for women was launched in the IRDP, as a pilot project, in 50 districts. Under DWCRA, a group of women are granted assistance to take up viable economic activities with Rs. 15,000 as a one-time grant to be used as a revolving fund. Experiments in some States to form women's thrift and credit societies first, and then start them on economic work were successful. Rural Landless Employment Guarantee Programme (RLEGP): This was a totally centrally financed programme introduced in 1983. While most of the objectives and stipulations under this were similar to those of NREP, it was to be limited only to the landless, with guaranteed employment of 100 days. Moreover, there was earmarking of funds specifically for certain activities- 25 per cent for social forestry, 10 per cent for works benefitting only the Scheduled Castes/Scheduled Tribes and 20 per cent for housing under Indira Awaas Yojana (IAY). Jawahar Razgar Yojana (JRY): JRY was launched with the primary objective of the programme was generation of additional employment on productive works which would either be of sustained benefit to the poor' or contribute to the creation of rural infrastructure. During 9<sup>th</sup> five year plan Sub-schemes of TRYSEM, DWCRA, SITRA and GKY were merged into IRDP.

National Social Assistance Programme (NSAP): The National Social Assistance Programme (NSAP) came into effect from 15 th August, 1995. This programme had three components: namely (i) National Old Age Pension Scheme (NOAPS); (ii) National Family Benefit Scheme (NFBS); and (iii) National Maternity Benefit Scheme (NMBS) which are targeted at people living below the poverty line.

Self Employment Programmes: the coverage of beneficiaries in the Ninth Plan was considerably lower than the coverage under SGSY. The formation of self-help groups by itself contributes to the empowerment and economic well-being of the poor by improving their collective bargaining position. The Banks were involved in the planning and preparation of projects, identification of activity clusters, infrastructure planning as well as capacity building and choice of activity of the SHGs.

Guaranteed Wage Employment: Mahatma Gandhi National Rural Employment Guarantee Act: MGNREGA is introduced as one of the major step in the direction of inclusive growth. Workfare programmes have been important programme interventions in India and elsewhere in developing countries since long. These programmes typically provide unskilled workers with short-term employment on public works. They provide income transfers to poor households during periods when they suffer on account of absence of opportunities of employment.

## CONCLUSION

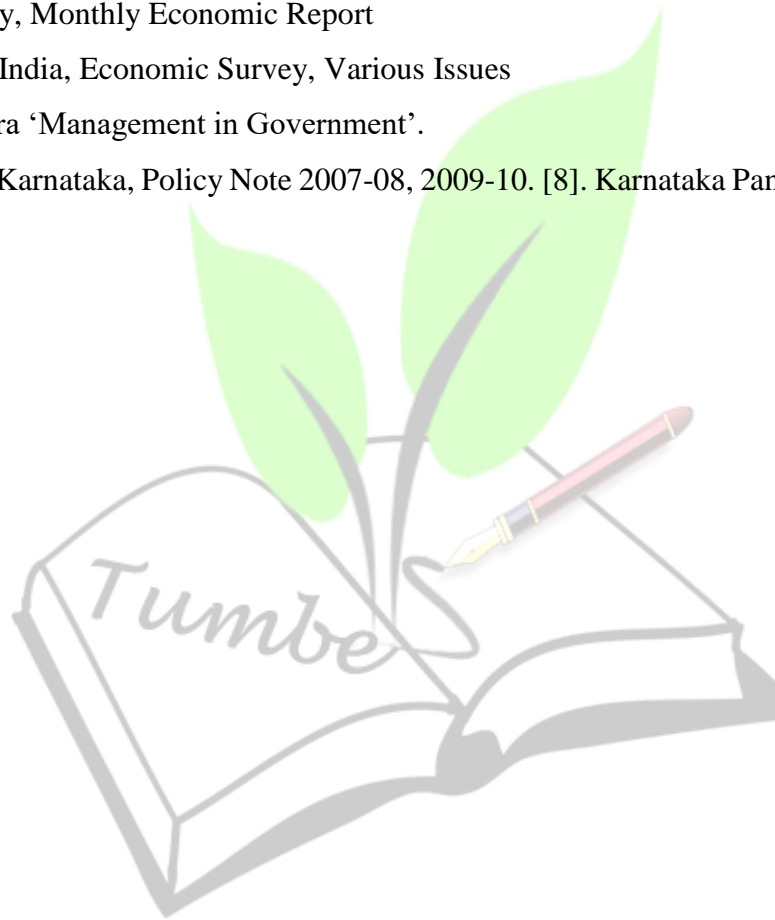
Rural development is not a charity programme and its objective is to raise the capacity of producing more crops, better crops, variety crops, greater output per unit of input and higher quality of output. It is concerned with creation of increased incentives for putting more efforts and investments for raising efficiency per worker. Therefore education, information, training, research, and application of research are within the range of rural development. After independence the rural development has taken shape of well planned professional shape from voluntary kind of approach. It has become government affair with taking place in planning by planning commission. A large number of rural



facilities have been built under various programmes over successive Plan periods. However, they have degenerated either due to their initial faulty design and construction, or lack of maintenance. Though government of India as taken several steps to solve the rural development problems, to get the 100 percent result each and every person should be educated.

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## A woman an inspiration to the generations of women

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### Abstract

Women play a vital role in this world. No one can expect a world without women. In a society or in a family, female plays a crucial role. In our Indian society many women have exhibited their works and talents and inspired many women in various domains. Sudha Murty is one such a great woman, who inspired and inspiring women through her works in different sectors and as well as a good orator.

### Introduction

Sudha Murty is one of prolific Indian women writer in English as well as Kannada. She is well known as a chairperson of Infosys Foundation. She is an inspiration to generations of women. She comes from a middle class family, acquired an engineering degree who is path breaker of those days. There are many writers in Indian English literature. Though she is a female writer, she does not write only about the issues related to the women.

She has written many books for children and wrote the instances of her life as they are inspiring lessons to the life. She have received many awards. R.K. Narayan Award for Literature, the Padma Shri in 2006, the Attimabbe Award from the Government of Karnataka for excellence in Kannada literature in 2011 and most recently, Lifetime Achievement Award at the crossword Book Awards in 2018 and also received seven honorary doctorates from universities of India.

She started her career as a development engineer and also taught computer science at Bangalore University colleges. She is also columnist for English and Kannada dailies, with twenty nine books and 200 titles to her credit. She is a philanthropist who has been helping in various sections of the Indian society through Infosys foundation. The wide range of her voluntary work involves in various sectors like education, health, empowerment of women, public hygiene, art, culture and poverty. From her childhood she learnt various things from her grandparents as she use to spend most of the time with them.

Sudha Muty's writing is a wonderful combination of old Indian and the new twentieth century Indian culture. Her works reflect a rare combination of philanthropic attitude and logical thoughts. Her works delve deep into the human mind with all its complexities. She is not a feminist in the sense who fights only for women's cause. Murty writes about both men and women struggling for their own existence in the life



There are three obvious influences on the writings of Sudha Murthy. Her writing and narrative style is very simple and lucid. Her fictional stories for children are influenced by epics and puranas, the subject matter influenced by socioeconomic and cultural features of Indian life. Her attitude and determination of her writing is influenced by her voluntary social services through Infosys Foundation. Sudha Murthy believed in the ancient values like love, affection, sacrifice, reverence, compassion, consideration, etc.

Her stories effect people and learn moral from them. In her book 'Here, There and Everywhere' she wrote the various instances that happened in her life and how they got influenced in her life. She learned values of life, that are imposed on her. In her tale of 'How to Beat the Boys', she determined to study engineering but was resisted by her all family members as engineering was only pursued by the man in all those days. However, she was supported by her father in pursuing an engineering degree. In the age of seventeen, she was very determined, against the gender discrimination, who was only female among 150 students in her class. The boys in the class troubled her, so that she would quit engineering. But she stood strong, both physically and mentally and acquired her degree.

In her story of 'Three Thousand Stitches' she described how she was received first by devadasi women, at first she was insulted by them and later on, they honored her with their heart. It also exhibits that the work of philanthropy is not so easy to be done. She also in that it is not necessary one to be rich, or have free time to do a work of philanthropy. If anyone want to do a social service, they should have attitude and determination towards fellow beings.

Her writings are mostly from her life experiences. She always boost up women. Even though she is not a feminist, she writes and says how a woman should be strong in all aspects of life. A woman should have self- confidence in her, all the above, education and economic independence. A woman's education is helpful to her to think about her future, but her confidence is helpful to lead her life. She also writes that a woman be able to face life and its realities and understand society.

She always encouraged the idea of self-reliance and confidence in women. She wrote in one of her tales that a woman should not be submissive to please others (in relationships) 'it is impossible to lead your life for others happiness'.

As a teacher, she also insists that apart from academics, it is very important to teach students the basic code of life. Murthy has always been compassionate, a good philanthropist, a writer, an orator and who takes many other roles been inspiring women since generations.

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## Structure of cyano, 1-carbethoxy-2-(3'methoxy-4'-hydroxy) phenyl ethylene

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### Abstract

The title compound [ $C_{13}H_{13}O_4N$ ] has been taken up for study as it shows non-linear optical (NLO) properties with an electron withdrawing group at one end and an electron donating group at the other, with an extended conjugation in between. The crystal structure has been determined at room temperature. Needle like crystals of the compound crystallizes in monoclinic system, space group  $P2_1/n$  with cell dimensions  $a = 10.646(3)\text{\AA}$ ,  $b = 9.351(4)\text{\AA}$ ,  $c = 12.647(5)\text{\AA}$ ,  $\beta = 97.13(3)^\circ$  and  $Z = 4$ . The structure was solved by direct method and refined by full-matrix least-squares method to a final  $R=0.046$  for 1993 observed reflections. The molecule on the whole is almost planar, the methoxy group makes a dihedral angle of  $0.7^\circ$  with planar phenyl ring. The carbethoxy moiety forms an extended planar zigzag chain with the neighboring atoms. The molecules are held by strong O-H...O, C-H...O and C-H...N inter- and intra- molecular hydrogen bonds.

**Key words** : Phenyl ethylene, X-ray crystallography

**Introduction:** Non-centrosymmetric aromatic compounds like 4-nitro-2-methyl aniline have been found useful to study their nonlinear optical [NLO] studies[1], 4-arylidene pyridenes with hydroxyl groups have also been reported as possible nonlinear optical materials. During the present investigation, the compound as a push-pull molecule with electron donating -OH and -OCH<sub>3</sub> groups of the phenyl ring and a two armed conjugated side chain possessing cyano(CN) and ester groups as electron withdrawing groups conjugated with arylidene moiety expected to exhibit NLO properties of Secondary Harmonic Generators (SHG) activity. In order to ascertain the stereochemical relationship of cyano and carbethoxy groups attached to C1 with the aromatic moiety of C2 and to discuss the role of O-H...O interaction in stabilizing the packing mode, the crystal structure of the title compound has been studied.

## Experimental

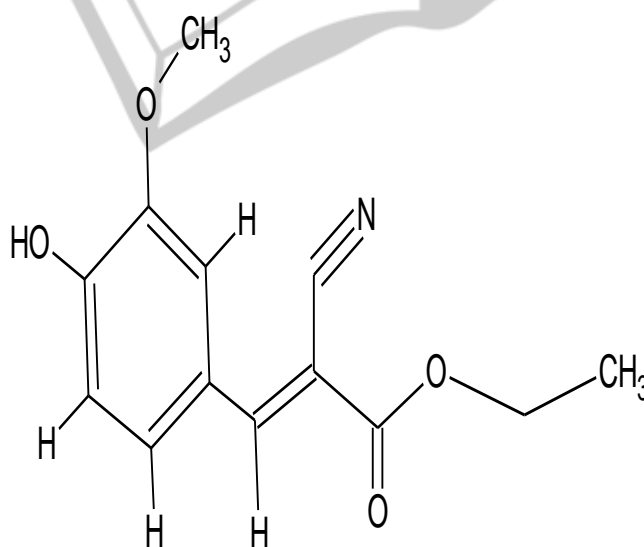
The title compound was obtained by the reaction of vanillin with ethyl cyanacetate using piperidine as catalyst. Equimolar quantities of the reactants were allowed to stand at ice bath temperature for three hours in presence of catalytic quantities of piperidine. The reaction mixture was worked up according to the literature method[2] and crystallized by slow evaporation technique using ethanol as solvent.

Intensity data were measured on Enraf-Nonius CAD4 diffractometer[3] with graphite-monochromatised, MoK $\alpha$  radiation, ( $\lambda=0.7107\text{\AA}$ ). The data was corrected for Lorentz and polarization factor[4]. The crystal data of the compound is given in Table 1. The structure was solved by direct method and refined by full-matrix least-squares method using SHELXL-97[5] program. Non-H atoms were refined with anisotropic thermal parameters. All hydrogen atoms have been geometrically fixed and refined for isotropic thermal parameters.

## Results and Discussion

The final positional and equivalent isotropic thermal parameters of non-hydrogen atoms are listed in Table 2. The anisotropic temperature factor for non-H atoms are presented Table 3. The bond lengths, bond angles and torsion angles are given in Table 4. The chemical diagram of the molecule is as shown in Figure 1. An ORTEP[6] plot of the molecule with 30% probability thermal ellipsoids, viewed down a-axis is shown in Figure 2.

Figure 1. Chemical diagram of the molecule





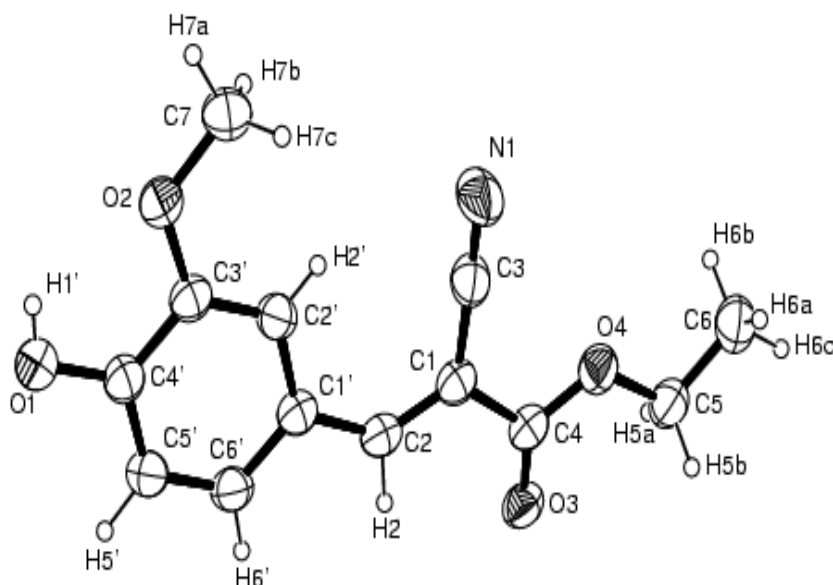


Figure 2. ORTEP plot of the molecule with 30% probability ellipsoids viewed down a-axis

The phenyl ring is planar with O1 and C2 atoms lying in the least square planes while O2 and C7 lying below the plane by  $0.016(3)^\circ$  and  $0.015(5)^\circ$  respectively. The bond lengths and bond angles in the phenyl ring are normal. The methoxy group at C3' is coplanar with the phenyl ring. The torsion angle C7-O2-C3'-C2' is  $-0.4(5)^\circ$ . The angle C2'-C3'-O2 is larger than the angle C4'-C3'-O2 by about  $10^\circ$ . This might be due to *cis* orientation of the O2-C7 bond and C2'-C3' bond about C3'-O2 bond which causes repulsion between the atoms C2' and C7 [7].

The two armed conjugated side chain poses a linear C-C = N[C1-C3≡N1 =  $178.6(4)^\circ$ ] chain and zig zag ester groups. The bonds C4-O3 =  $1.202(4)\text{\AA}$  and C3-N1 =  $1.136(5)\text{\AA}$  show distinct double and triple bond character respectively. The conformation of CH(CN)COOC<sub>2</sub>H<sub>5</sub> can be described by the torsion angles C1-C2-C1'-C2' is  $3.4(5)$  and C3-C1-C2-C1' is  $-1.5(6)$ . The torsion angle C4-O4-C5-C6 =  $174.1(3)$  indicates anti-peri planar relation between the carbonyl carbon and the methyl group. The mean planes of the ethyl carbonate group makes dihedral angle of  $6.30(1)^\circ$  with the mean plane of phenyl ring. The torsion angle C2-C1-C4-O3 is  $2.5(5)^\circ$ . The C=O bond is *syn* to the ester group about the C-O, the torsion angle C5-O4-C4-O3 is  $2.4(5)^\circ$ .

**Molecular packing:** The molecular packing of the molecule along b-axis is shown in Figure 3. The molecules are stabilized by intra- and inter- molecular hydrogen bondings. The oxygen atom O3 of the ester group makes a strong intra- molecular contacts while the hydrogen atom of the OH group

at C4' gives a strong inter- and intra- molecular hydrogen bondings. The hydrogen bondings are listed in Table 5.

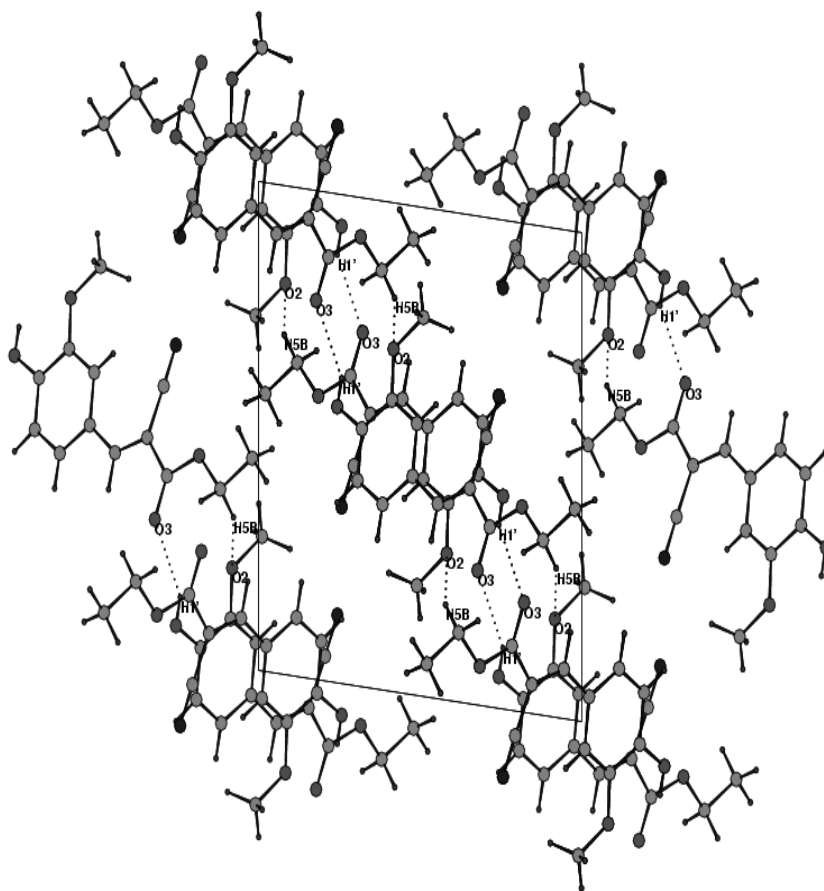


Figure 3. Packing diagram of the molecule viewed along b-axis

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Table 1 Crystal data for the title compound

Crystal morphology	Pale yellow, needle like
Chemical formula	C <sub>13</sub> H <sub>13</sub> O <sub>4</sub> N
Molecular weight	247.24
Crystal system	P2 <sub>1</sub> /n
Space group	monoclinic
Cell constants	a = 10.646(3)Å, b = 9.351(4)Å, c = 12.647(5)Å β = 97.13(3)°
Volume	1249.2(8) Å <sup>3</sup>
Number of formula unit Z	4
Density(calculated) D <sub>c</sub>	1.315 gm/cc
Density(measured) D <sub>m</sub>	1.297 gm/cc
Absorption coefficient μ(MoK <sub>α</sub> )	0.098 mm <sup>-1</sup>
Unique data measured	2447
Observed data with Fo>4σ(Fo)	1993
F(000)	520.00
R	0.046
Rw	0.108

Table 2. The final positional and equivalent isotropic thermal parameters(Å<sup>2</sup>) of non-hydrogen atoms with Estimated Standard Deviation (e.s.d.'s) in parentheses

Atom	x	y	z	Uiso
O1	-0.2567(3)	-0.5462(3)	1.0647(2)	0.0794(7)
O2	-0.0824(2)	-0.4130(3)	1.2009(2)	0.0747(7)
O3	0.1779(2)	0.0477(3)	0.7753(2)	0.0739(7)
O4	0.3157(2)	0.0988(3)	0.9198(2)	0.0728(7)
N1	0.2434(3)	-0.0658(4)	1.1386(3)	0.1005(1)
C1	0.1545(3)	-0.0640(3)	0.9401(2)	0.0624(8)
C2	0.0546(3)	-0.1432(4)	0.8990(2)	0.0629(8)
C3	0.2055(3)	-0.0646(4)	1.0506(3)	0.0725(9)
C4	0.2156(3)	0.0327(3)	0.8682(2)	0.0642(8)
C5	0.3807(4)	0.2010(5)	0.8582(3)	0.0769(9)
C6	0.4796(4)	0.2731(6)	0.9319(4)	0.0910(1)
C7	0.0100(4)	-0.3452(6)	1.2751(3)	0.0826(1)
C1'	-0.0234(3)	-0.2457(3)	0.9468(2)	0.0609(7)
C2'	-0.0097(3)	-0.2776(4)	1.0562(2)	0.0626(7)
C3'	-0.0872(3)	-0.3764(3)	1.0961(2)	0.0608(7)

C4'	-0.1804(3)	-0.4481(3)	1.0277(3)	0.0648(8)
C5'	-0.1937(3)	-0.4173(4)	0.9201(3)	0.0713(9)
C6'	-0.1165(3)	-0.3177(4)	0.8799(3)	0.0683(8)

Table 3. Anisotropic temperature factor ( $\text{\AA}^2$ ) for non-hydrogen atoms with e.s.d's in parentheses

Atom	$U_{11}$	$U_{22}$	$U_{33}$	$U_{23}$	$U_{13}$	$U_{12}$
O1	0.0840(2)	0.0862(2)	0.0703(2)	-0.0068(1)	0.0183(1)	-0.0186(1)
O2	0.0810(2)	0.0852(2)	0.0579(1)	0.0069(1)	0.0087(1)	-0.0130(1)
O3	0.0794(1)	0.0866(2)	0.0585(1)	0.0060(1)	0.0195(1)	0.0001(1)
O4	0.0720(1)	0.0804(2)	0.0677(1)	0.0080(1)	0.0148(1)	-0.0066(1)
N1	0.0980(2)	0.1250(3)	0.0717(2)	0.0205(2)	-0.0161(2)	-0.0290(2)
C1	0.0616(2)	0.0675(2)	0.0599(2)	0.0014(1)	0.0149(1)	0.0093(1)
C2	0.0665(2)	0.0711(2)	0.0525(2)	-0.0006(1)	0.0138(1)	0.0094(2)
C3	0.0643(2)	0.0810(2)	0.0720(2)	0.0112(2)	0.0059(2)	-0.0075(2)
C4	0.0649(2)	0.0685(2)	0.0618(2)	0.0009(1)	0.0185(1)	0.0064(1)
C5	0.0770(2)	0.0820(2)	0.0750(2)	0.0000(2)	0.0238(2)	-0.0052(2)
C6	0.0780(3)	0.1000(3)	0.0970(3)	0.0050(3)	0.0170(2)	-0.0120(2)
C7	0.0900(3)	0.0960(3)	0.0601(2)	0.0097(2)	-0.0001(2)	-0.0050(2)
C1'	0.0618(2)	0.0654(2)	0.0568(2)	-0.0001(1)	0.0120(1)	0.0057(1)
C2'	0.0630(2)	0.0655(2)	0.0587(2)	-0.0043(1)	0.0053(1)	-0.0002(1)
C3'	0.0610(2)	0.0652(2)	0.0575(2)	-0.0005(1)	0.0125(1)	0.0084(1)
C4'	0.0629(2)	0.0658(2)	0.0675(2)	-0.0073(1)	0.0156(1)	-0.0009(1)
C5'	0.0686(2)	0.0840(2)	0.0619(2)	-0.0117(2)	0.0085(2)	-0.0053(2)
C6'	0.0713(2)	0.0810(2)	0.0526(2)	-0.0045(1)	0.0093(1)	0.0017(2)

Table 4 Bond length ( $\text{\AA}$ ), bond angle ( $^\circ$ ) and torsion angle ( $^\circ$ ) for non-hydrogen atoms with e.s.d's in parentheses

Bond lengths					
O1-C4'	1.347(4)	O2-C3'	1.363(4)	O2-C7	1.422(5)
O3-C4	1.202(4)	O4-C4	1.330(4)	O4-C5	1.461(4)
N1-C3	1.136(4)	C1-C2	1.346(5)	C1-C3	1.435(5)
C1-C4	1.489(4)	C2-C1'	1.448(4)	C5-C6	1.479(6)
C1'-C6'	1.394(4)	C1'-C2'	1.406(4)	C2'-C3'	1.376(4)
C3'-C4'	1.403(4)	C4'-C5'	1.381(4)	C5'-C6'	1.380(5)

Bond angles			
C3'-O2-C7	118.0(3)	C4-O4-C5	116.5(3)
C2-C1-C3	124.0(3)	C2-C1-C4	118.9(3)
C3-C1-C4	117.1(3)	C1-C2-C1'	132.0(3)

N1-C3-C1	178.6(4)	O3-C4-O4	125.1(3)
O3-C4-C1	123.3(3)	O4-C4-C1	111.5(3)
O4-C5-C6	108.0(3)	C6'-C1'-C2'	118.3(3)
C6'-C1'-C2	117.9(3)	C2'-C1'-C2	123.8(3)
C3'-C2'-C1'	120.7(3)	O2-C3'-C2'	125.0(3)
O2-C3'-C4'	114.7(3)	C2'-C3'-C4'	120.3(3)
O1-C4'-C5'	119.4(3)	O1-C4'-C3'	121.5(3)
C5'-C4'-C3'	119.1(3)	C6'-C5'-C4'	120.7(3)
C5'-C6'-C1'	120.9(3)		

Torsion angles

C7-O2-C3'-C2'	-0.4(5)
C1-C2-C1'-C2'	3.4(5)
C3-C1-C2-C1'	-1.5(6)
C4-O4-C5-C6	174.1(3)
C2-C1-C4-O3	2.5(5)
C5-O4-C4-O3	2.4(5)

Table 5. Hydrogen bondings (Å, °)

D-H....A	D-H	H.....A	D.....A	D-H.....A
O1-H1'.....O2 <sup>i</sup>	0.751(47)	2.230(44)	2.678(04)	119.21(43)
C2-H2.....O3 <sup>i</sup>	0.977(32)	2.404(32)	2.804(04)	103.89(22)
C2'-H2'.....N1 <sup>i</sup>	0.885(28)	2.598(29)	3.402(05)	151.39(25)
O1-H1'.....O3 <sup>ii</sup>	0.751(47)	2.179(50)	2.835(04)	146.38(47)
C5-H5B.....O2 <sup>iii</sup>	0.975(43)	2.563(42)	3.399(05)	143.83(32)

Equivalent positions:

- (i)  $x, y, z$
- (ii)  $x-1/2, -y-1/2, +z+1/2$
- (iii)  $x+1/2, -y-1/2, +z-1/2$



## Socio Economic Women Empowerment

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*“You must remember that you were made so that the world might be graced with a brilliance that only You can display.” - Stalina Goodwin*

### Abstract

The concept of empowerment traces its history in the mid 17 th century with the legalistic meaning “ authority .” thereafter it began to be used with an infinite in a more general way meaning to power given to someone to do something. It refers to the process f gaining freedom and power to do. Women's empowerment is a process in which women gain greater share of control over Resources (material, human and intellectual like knowledge, information, ideas and Financial resources like money) and access to money and control over decision-making in the home, gain power in community, society and nation. .

Women have been relegated to secondary position despite the fact that they numerically constitute about half the world population today. From the early19 th century we find the debates and discussions about the dynamic nature of women’s fight for her empowerment, educational, social and economic equality, political participation rights, and to see women as human being.

Recent study by the world economic forum noted that no country has yet managed to eliminate the gap between the economic participation of women and men. Despite of this one thing is very sure that economic social relationship are getting ,Changed where gender, safety, welfare education rights, in which participation of women in policy making is sought.

**Keywords:** Empowerment, position of women, health and literacy.

### Introduction

Since from the older times, women have been treated as second rate citizens of all across the globe. The situation is almost the same everywhere-irrespective of the developed country or the developing country, caste, community, colour or creed a position which is comparable in many ways with that of racial minorities.

Social empowerment is understood as the process of developing a sense of autonomy and self confidence, and acting individually and collectively to change social relationships and the institutions and discourses that exclude poor people and keep them in poverty.



The biological fact of sex has created much difference between them. The aims and objectives, desires and aspirations, duties and responsibilities, dress styles and behavior patterns, roles and statuses of men and women are different. No where in the history of humanity men and women were treated alike and assigned statuses alike. Women have not been able to lead a life exactly on par with men in spite of their urge for equality. Women constitute almost 50% of world population as far as their social status is concerned, they are not treated as equal to men in all the places. The disabilities and inequalities between men and women have given rise to gender problems.

The Karnataka's directorate of economics and statistics in a sample survey of women group belonging to self-help groups financed under two government programmes asked the basic question of what empowerment refers to them?. The women members gave a variety of answers to this question. They offered several definitions of which many may be justified as the process of empowerment. In the context of poverty, women put the ability to improve their economic status on top followed by an improvement in their status in their families in terms of both greater respect and, more concretely enhanced participation in family decision making.

#### **Socio –Economic condition:**

The need for women's empowerment arises from the subordinate position they have been accorded for a long time. The empowerment has been felt as a tool to bring about changes in their socio-economic condition. It has been felt on the part of nation as well as individual that no society can progress till women, a major constituent of society, lag behind.

Empowerment of women needs to begin with her participation in different spheres of life. Education is a great determinant in this regard. To achieve empowerment women have to be educated to be aware of their rights and privileges in a modern society. It is education which can bring about awareness in them related to their social status, injustice and differentiation meted out to them. Besides, economic independence is a major factor which can contribute in empowering women. India in the very beginning realized this need.

In this direction, Dr. Ambedkar tried to break down the barriers in the way of advancement of women in India. He laid down the foundation of concrete and sincere efforts by codifying the Common Civil Code for the Hindus and the principle is capable of extension to other sections of the Indian society. Besides, he also made provision in the Constitution to ensure a dignified social status to women. He by codifying Hindu Law in respect of marriage, divorce and succession rationalized and restored the dignity of women.

The architect of Indian Constitution was of the opinion that unless and until women are empowered, nothing was going to bring about any change in their destiny. At that time, the women, in the name of sanskaras were tied up with the bondage of superstitions, which they had to carry till the last breath of their lives. They were considered just a matter of joy and a source of amusement. Of course, all the proverbs, and truism have been naked truth about the importance of women in India.

Amartya sen (1999) makes a strong case to see women as dynamic promoters of social transformation. Women when provided with education, employment and ownership rights will have a



powerful influence on their ability to control their environment and contribute to economic development.

### **Position of Women in India:**

In the God's own land, women even today are struggling to find her rightful place. From time immemorial Mother Goddesses were worshipped and at the same time in ancient India women were equated with Shudras and all basic fundamental rights were denied to both of them. The spiritual concept of ArdhaNarishwara where women was treated as half of men, while Dharma shastras especially Manuscript confined women status to that of slave. Manu opined that women should be always under the control and confinement of men. Hence women from birth till her marriage should be under the authority of father, when she was young, after the marriage under the authority of her husband and when she becomes old under the control of her son. The sixteen samskaras performed for men were equated with one samskara for a woman that is marriage. Women were treated as servant, slave, or to serve the purpose of procreation, in order to continue their lineage.

Some social scientists opine that the status of women in early Vedic times was equal to that of men in all respects hence she is also economically empowered. They justify it quoting the verses written by Ghosha, Lopamudra, and Apala in early Vedic times. They also points out to Sulabha discussing in the court and Droupadi of epic period questioning her husband.

Even today Sati, female infanticide is continued in different forms. The common women were not only denied the economic, social, and political rights but also human rights. Even today, majority of women in India as well as the world spends their whole life cultivating food, cooking the food, shopping for own household, raising children, caring for the elderly, sick and disabled cleaning the house, washing clothes, ironing, cleaning the vessels, hauling water. Beside all these works women have been treated as second rate citizens.

During the course of social development, the position of women also changed. When society was formed, patriarchy was established. Gradually, males became dominant in society. They were to write the codes for all times and obviously women were given a subordinate position. A prominent feature of hegemonic ideologies is the projection of the dominant viewpoint as universally true.

Various reformers from time to time have tried their best to empower the women. The important among them are Buddha, Basavanna, Raja Ram Mohan Ray, Iswar Chandra VidyaSagar, Swami Vivekananda, BR Ambedkar and Mahatma Gandiji. In political free India Dr.BR Ambedkar was pioneer in his efforts for emancipation of women.

The National commission for women was established by the act of parliament in 1990. The 73rd amendment to Constitutional Act, 1992, provides for reservation in elective posts for women. The act enabled to reserve the posts not less than one-third of total number of posts of Members and Chairpersons at all three tiers of Panchayati Raj Institutions i.e. Gram Panchayat, Taluk Panchayat and District Panchayat shall be reserved for women. The national policy for empowerment of women was also availed in 2001.

The Government of India has spent thousands of crores for the empowerment of women. The Ministry of Rural Development has special components for Women in its programmes. In these





programmes the funds are earmarked as "Women's Component" to ensure flow of adequate resources for the women development. The major Schemes, implemented by the Ministry of Rural Development which included the Women's Component, include the National Rural Employment guarantee programme, Swarnjayanti Gram SwarozgarYojana (SGSY), the Jawahar Gram SamridhiYojana (JGSY), the Indira AwasYojana (IAY), the National Social Assistance Programme (NSAP), National Rural Employment Guarantee Scheme,(NREGS),Mahila Mandal Protsahan Yojana (MMPY) to restructured.

But these programmes have a long way to go in achieving the desired objectives. Even today the majority of women are illiterates, without any economic or social freedom.

Long way to go!, Literacy is regarded as one of the important tool for the women empowerment. But unfortunately the women literacy is at least a decade behind whereas the literacy among the Dalit's women is two decades old. One in two women in general women is illiterates and two in three women among the Dalit's are illiterates. The following data helps us to understand the present condition of the women.

**Literacy in India:**

Year	Male	Female	Total
2001	75.2	53.7	64.84
2011	82.14	65.46	74.04

*Source: census report of India*

Women empowerment enables the economic, social, political and cultural development. The educated women will not only takes care of herself and her family, but of the community and nation too. They oversee the family health and diet and also preserve the environment and natural resources. The education and economic empowerment will also enable to lower fertility and infant mortality.

It was really a first step towards the recognition and empowerment of women in India. This gives a woman right to property, which undoubtedly strengthens her social position. Despite all these political measures, women's empowerment remains a distant dream in India. In fact, political empowerment is a key to development in this society. It is a must for an all- around development of women. It is the need of the hour to ensure her participation in the decision-making at home, in community and at the national level. It is for the fulfillment of this need that the Women's Reservation Bill was introduced in the Parliament by the Government. .

**Agriculture and Women:**

In India Nearly 70% of all farming activities are carried out by women often .The role of rural women in agriculture in developing countries is essential for ensuring food and nutrition security and eradicating hunger. Many rural women are not only food producers but they also have the primary responsibility for food distribution at the household level.

Work is generally more likely to be either unpaid or low-wage, informal, vulnerable, and to lack social protection.They are paid less and often exploited. Women should be given more training



and extension on various programmes like dairy, social forestry, poultry and fisheries, so that more women will become economically independent. Initiatives for measuring, reducing and redistributing the burden of unpaid work are essential both for recognizing and making more visible the agricultural and non-agricultural work of rural women and for increasing their access to all forms of paid employment.

### **Health:**

A good health plays a crucial role in the empowerment of women. But it largely depends on the economic and education empowerment of women. Many women still does not have the right to take decision on their own health and of her children and family size the infant mortality and maternal mortality is also very high. The birth of girl child is looked as contempt. The sex ratio though is better relatively at 945, more the nursing homes and city hospitals displaying the board that “Fetus test not done here Sex detention is Crime”; there will be more the abortions of female fetus. There is a long way to go as the selective abortions is more in so called urban based educated!

### **What needs to be done?**

Women should not just be treated as servants, cook and nurse to take care of men. Every man at his work place and home should respect the women; he comes across, as a human being. Some of the notable suggestions to give the boost to women empowerment are

- \* Support services for women child care facilities.
- \* Crèches at work place and education institution.
- \* Security and protection of health.
- \* Women to have control over decision making.
- \* Wages for women on par with men for the similar job.

### **Conclusion:**

Women in India are yet to be treated equal to men .they want their interests to be protected and problem to be solved .change in the attitudes of men towards them and expect greater freedom, better education an proper treatment and socio-economic environment free from all types of exploitation. Women’s empowerment is good for the economy and the environment.

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## **Role of Distance learning in the life of disadvantaged groups -A Conceptual**

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### **Abstract**

India enjoys a demographic dividend where more than 60 percent of its population is in the working age group. The youth bulge presents an opportunity for India to enhance its growth and also supply skilled manpower to the rest of the world. Distance learning is an excellent method of reaching the adult learner. It is much more flexible and student centered. Because of the competing priorities of work, home and school adult learners desire high degree of flexibility. The distance mode of education play an important role in meeting the need of such persons who are in great demand of education but cannot complete their education from the regular system of education. Due to certain personal reasons most of adults could not complete their education. Distance learning help the students who are not completed their studies and joined good organizations, in this challenging and competitive world. Distance mode helps them to get success in career. Distance learning is rapidly becoming an alternative to traditional classrooms. Students can benefit from the flexibility that comes with distance learning, and for students who don't have the time or money to attend traditional schools, distance learning can provide a path to higher education. The learners should be made capable of using their potential and capabilities for a happy and stress free life. For this they should be provided with an open and free environment at home as well as in the schools. Distance learning plays very important role in the life of people those who are in employment, women including adults who wish to upgrade their education or acquire knowledge and studies in various fields. So distance learning is more suitable to the disadvantaged groups who are not able to get education through regular learning.

**Key words:** Distance learning, regular learning, disadvantaged group, women and employees.

### **Introduction**

As per the 2011 census, more than 65% of India's total population is below the age of 35 years, and 44.2% of the youth population is living below the poverty line and deprived of higher education facilities. Distance learning is an excellent method of reaching the adult learner. It is much more flexible and student centered. Because of the competing priorities of work, home and school adult learners desire high degree of flexibility. The distance mode of education play an important role in meeting the need of such persons who are in great demand of education but cannot complete their education from the regular system of education. Due to certain personal reasons most of adults could not complete their education. Distance learning help the students who are not completed their studies and joined good organizations, in this challenging and competitive world. Distance mode helps them to get success in career. Distance learning is rapidly becoming an alternative to traditional classrooms. Students can benefit from the flexibility that comes with distance learning, and for students who don't have the time or money to attend traditional schools, distance learning can provide a path to higher education. So distance learning plays very important role in the life of disadvantaged people.



## Conceptual review

Distance learning is a mode of delivery of education to student who is not physically present in the class room. Students can obtain distance education through university correspondence courses, Open University and internet. Communication, teaching and learning all took place using printed materials sent through the postal mail. India is one developing country, in which a number of open universities have been established. Distance & Open Learning is a distinct approach to impart education to learners who are removed in space and / or time from the teachers or the teaching institution on account of economic and social consideration.

Students who are not in a position to study full-time due to work commitments, family priorities or financial reasons are able to consider studying from home. Distance learning encourages the disadvantaged and weaker sections to acquire essential skills, information and knowledge to cope with the demands of emerging new professions in a fast changing global society.

### Who is preferred distance learning?

In general the following categories of students preferred distance learning. They are:

- Age: most of the distance learning students are older in age as compared to students in classroom learning.
- Gender: distance learner students are predominantly female. Because they got marriage in early age and difficult to continue the education. After marriage they prefer distance learning.
- Employees: most of the distance learning students are employees. They continue their education through distance mode to help them advance in their career.
- Married persons: most of the married people are preferred distance learning.
- Lack of convenience: some of the students choose to take distance learning courses because of inconvenience. Sometimes location of their house is far away from the campus, they prefer distance learning.
- Graduate degree: most of the people prefer distance learning for graduate degree or certificate programme.

### Characteristics of distance learning students

- Control: they are within control as compared to students in campus based programmes.
- Self directedness: distance learning students are self directed able to manage their own learning and success in their courses.
- Personal characters: distance learning students are more intelligent, trusting, compulsive, self sufficient and emotionally stable.
- Relation to others: distance learning students also tend to have loss of a need to relate to others in the educational environment than on campus students.
- Motivation: distance learning students are motivated by the mode of instruction itself, due to lack of time and location constraints

### Distance learning and regular learning



- In case of distance learning, there is no need to attend the classes on daily basis. But in case of regular learning the student has to attend for the classes on a daily basis in the where he has joined to pursue a particular courses.
- Distance learning is benefitted to the job holders and for the persons who are engaged with other important activities. But regular learning is applicable to all adults
- Distance learning is cheaper than regular learning
- Distance learning is much more flexible than regular learning. Students who need to take other classes or work can do class work whenever they have a free moment. But in case of regular learning students are restricted to a regid schedule.
- There is no need to travel in case of distance learning. They need not want to spend money daily. But in case of regular learning students are daily sitting in the class room and want to spend money for transportation

### **Challenges of distance education in India**

- Feedback from the students or teachers are not possible
- Loss of student motivation due to lack of face to face contact with teachers
- Conduct of examinations and publishing of results should be done on a timely manner
- Delivery of study material in time to the students

### **Five important criteria to choose distance learning programme**

#### **Accreditation**

The first important point of distance learning programme has to be accredited by a recognized accreditation agency. Only accredited and nationally recognised distance learning programmes lead to an academic degree and are accepted. This agency investigates if the different subjects are combined and coordinated in a meaningful and sensible way that ensures academic standards as well as practical relevance of the study programme. The national recognition is usually done by the Ministry of Education or a similar authority.

#### **Flexibility**

One of the most important reasons for distance learning is the higher flexibility compared to a traditional -campus programme. At the time of selection of programme and university, student should see their convenience. Because some of the universities adopt orientation programme and workshops occasionally. Students should adjust their time according to their convenience. This is why distance learning enables you to combine your career with pursuing a degree more easily. However, there are various differences regarding the flexibility depending on which university and which distance learning programme the students can choose. Students should not underestimate that orientation programmes are often leading to high additional costs for travelling, accommodation and can take up a lot of time.

#### **Tuition fees**

While selecting different universities and programme tuition fee is one of the important matters. Distance learning programmes are usually a bit cheaper than campus programmes. But there



is an extra cost is required for study material or travelling and accommodation costs for orientation programmes. If the students has full time job, they should adjust their job from full time to part time. This gives more time to focus on studies but you have also to cope with a reduction of income. In combination with high tuition fees, that can quickly lead to financial problems. Some distance learning institutions recognized this issue and offer suitable financing options. It is worth to take those into account when deciding for the right distance learning programme.

### **Family support and service**

Personal support from family is one of the important factors while deciding the course and university. Most of the distance learners are female and employees. They should see the support of the family while selecting the programme. It decides their success or failure of their studies. The quality of personal assistance is a very important factor when choosing a distance learning programme and often decides about success or failure of studies.

### **Quality of Study material and the technology**

For distance learning education, the quality of the study material and the technology are more important than for classroom studies. The widespread use of computers and internet have made distance learning easier and faster. Online meeting software such as Adobe Connect has helped to facilitate distance learning courses.

### **Advantages and disadvantages of distance learning**

Every educational programme has its own merits and demerits. so distance learning has its own merits. They are:

**Flexible:** Distance learning is much more flexible than traditional styles of classroom education. In case of distance learning courses students can complete their course at anytime and anywhere. There is no need to sitting in classroom in whole day. If there is computer and internet facility, they can easily complete the course. Students who need to take other classes or work can do class work whenever they have a free moment instead of being restricted to a rigid schedule.

**Save time and money.** Taking a course online can be one way to cut down on the cost. Since students can often work from home to complete their class assignments, both time and money are saved in cutting travelling expenses from home to class.

**More opportunities:** distance learning helps the students to select variety of universities. Sometime students are far away from the colleges or they are not getting opportunities to study they can select any course and any colleges to complete their education. They can also find online courses or online schools. An online education provides the opportunity to study more subjects and reach out to programs that are not available in the immediate area.

**No classroom sitting:** Sitting in the classroom is not the best way for every student to learn. A student may learn better at his own pace and in a different format than traditional schooling options offer.

**Traveling:** A huge advantage to getting an online education is that there is no need to travel to and from class every single day. Someone who doesn't drive or want to spend money on the costs of public



transportation every single day will likely choose to get an online education over the traditional classroom.

**Helps to employees:** students can complete their course on their own schedule. It is much easier to complete distance learning courses while working than more traditional educational programs. job gives more income, experience and stability and completing course gives advancement in their job.

### **Distance learning disadvantages**

**Lack of face to face contact:** in classroom environment face to face contact is possible through more interactions, group discussions, chalk and talk methods. Students can clarify their doubt on spot. They can also develop their communication skill and questioning skill.

**Not suitable to all jobs:** In some job field online degree is not acceptable. Most of the institutions prefer regular learning courses.

**No interaction:** there is any interaction between the students and also with the faculty. The student should work own to understand the subjects and prepare for the examinations.

### **Role of distance learning in reducing the stress of the students**

Students face stress, having to cope up with demands of their studies. A person who has chosen career faces stress in his office life like never before due to the increasing demands made on his skills, efficiency etc. There is also a lurking fear in the minds of their work force on account of sweeping changes taking place in the economy due to globalization. During the past few years it has been observed that a large number of students coming to suicide. Present education system is focusing on passing of examinations and not developing skill among the students. It creates unnecessary stress among the students for passing the examination rather than giving them freedom to learn according to their convenience. The main focus of all the educational systems has been to get success in terms of passing examinations for getting certificate, degree or diploma within the rigid and fixed conditions. The main objectives of educational institutions to get 100% result. It creates more stress on students.

There are some other reasons also which leads to the stress among the learners, following are some of such reasons:

- The semester based education system and the time bound examination system are the main reasons of increasing stress and fear among the learners. The increasing peer pressure and uncertainty of career also add to the stressful conditions. Hardly any attention is given on life skill development to deal with such adverse situations.
- Apart from the existing system of education, another cause of stress among the students starts from home. Sometimes the negligent behavior of the parents and their high expectations of parents in terms of academic achievements prove to be the main cause.
- The increasing demand for family responsibility along with the studies also causes stress among the students.





- To meet the present competitive environment students make hard study. It gives stress to mind

### **Role of distance learning in reaching the women**

Women all over the world have been categorized under the disadvantaged groups of people. This is where education has been found to be useful as a liberating force and agent of social change especially in developing countries. Open and Distance Learning mode of education becomes imperative as an avenue for educating women within the functional framework of the general lifelong education process. Most of the secondary school leavers do not have access to universities, leaving many thousands without the chance to continue their education in the country. The newly introduced educational paradigm brought new kinds of education mode outside the conventional system in relation to everyday life for adults and young people alike who are on a job and cannot afford leaving their jobs for further educational advancement. Also, those who had earlier missed an opportunity acted as house wives and the women in purdah and also, those incarcerated by the outcomes of their offences and thereby kept in the prisons were provided with a second chance to acquire higher education. There are many groups of women who have been denied access to formal education because of one reason or the other. These examples include women who because of obedience and adherence to Islamic religion practice of purdah or as full time housewives or for other reasons have been denied education. These groups of women have immensely benefited from open and distance mode of educational system.

### **Conclusion**

Distance learning is rapidly becoming an alternative to traditional classrooms. Students can benefit from the flexibility that comes with distance learning, and for students who don't have the time or money to attend traditional schools, distance learning can provide a path to higher education. The learners should be made capable of using their potential and capabilities for a happy and stress free life. For this they should be provided with an open and free environment at home as well as in the schools. So distance learning is more suitable to the disadvantaged groups who are not able to get education through regular learning. Distance learning plays very important role in the life of people those who are in employment, women including adults who wish to upgrade their education or acquire knowledge and studies in various fields.

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## **The Challenges of Teaching and Learning about Psychology**

(Exploring the Abilities and Constraints of Adolescent Learners)

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### **Abstract**

In this paper, we describe the developmental status of College-going adolescent Psychology learners. We specifically examine the cognitive abilities of adolescent learners across five domains: adaptability, complex communication/social skills, non-routine problem-solving skills, self-management/self-development, and systems thinking. We then describe how Psychology educators can create social contexts that foster the emergence and development of these abilities. We conclude by providing research-based recommendations for Psychology educators.

**Keywords :** Challenges, Teaching , Learning , Psychology, cognitive abilities, adolescent.

### **Introduction**

The Psychology of education for adolescents is at an important crossroads. As the first decade , we are faced with enormous scientific challenges that the youth of today will have to confront. Psychology educators are facing a myriad of issues. Some of the complex issues in the field of science education include the availability of appropriate textbooks and classroom resources; the preparation and training of Psychology teachers (including both pre-service training and in-service professional development); political and religious opposition to cutting-edge Psychology instruction; the need to meet standards and to prepare students for standardized examinations; and the dramatically increasing use of the internet as a source of information. Given these and other issues, it is extremely important to understand, acknowledge, and build upon the abilities of adolescent learners, while at the same time tailoring instruction to address the unique challenges faced by this age group.

The field of psychology has much to contribute to education. There have been many important recent developments in the study of adolescent cognition and motivation, and this new knowledge has much to add to the enhancement of psychology education. Learning about psychology requires the coordination of a complex set of cognitive, affective, and motivational strategies and skills. Specifically, research from psychology can contribute greatly to our understanding of how adolescents acquire and process scientific knowledge; overcome misconceptions; learn the discourse of psychologists; learn to think and reason like psychologists; evaluate sources of psychological information; and reconcile personal beliefs (e.g., religious and political beliefs) with psychological content. The development that occurs in the cognitive, social, and physiological domains during adolescence is remarkable. Given these salient changes, it is important to note from the outset that adolescent psychological learning and instruction.

The fast tempo of knowledge generation in today's society requires that students be more adaptable in their thinking than ever before. The abilities and attitudes needed to adapt to the ever changing



landscape of scientific ideas are myriad and varied. They include abilities, beliefs, attitudes, dispositions, goals, and motives, all of which present unique challenges for the developing adolescent learner.

The skills and abilities, and perhaps even more important for the adolescent learner, adaptability requires the willingness to engage in the effortful thinking necessary to consider alternative points of view. Some students are dispositionally low in “need for cognition” (Cacioppo, Petty, Feinstein, & Jarvis, 1996). Key to understanding that ideas that are the subjects of change, rather than students’ personal identities is the development of an appreciation of the nature of scientific argumentation (Dushl & Osborne, 2002, Kuhn, 1993). Students differ in their willingness to engage in argumentation.

Most psychological investigations are conducted by groups of researchers; these diverse individuals must be able to communicate clearly and efficiently. In more often than not interdisciplinary teams must work together to advance knowledge. Research indicates that communication skills are extremely important in the field of psychology. Sternberg notes that creativity, which can lead to new scientific discoveries, involves intellectual abilities, knowledge, and motivation, as does problem solving. But, he posits that creativity also requires the disposition or preference for engaging in novel ways of thinking (Sternberg, 1999). He characterizes these dispositions as “thinking styles” (Sternberg, 1997). Thinking styles describes individual differences not in abilities, but in preferences for the use of our abilities.

There are a variety of terms that describe students' abilities to manage and regulate their behaviors. Self-regulation is probably the most commonly used term; selfregulation refers to the ability of students to control, regulate, and monitor their use of various learning strategies. There are several contemporary models of self-regulation which can be applied to science learning in adolescent populations.

Pintrich (2000) elaborated on four phases of self-regulation: (a) forethought, planning, and activation, (b) monitoring, (c) control, and (d) reaction and reflection. In a separate but related model, Zimmerman (2000, 2001) argues that self-regulation is comprised of (a) forethought, (b) performance/volitional control, and (c) self-reflection; these three processes operate in a cyclical manner, with the processes recurring again and again.

## **CREATING PSYCHOLOGY CLASSROOMS THAT SUPPORT THE EMERGENCE OF ADOLESCENTS’ COGNITIVE ABILITIES**

Much research in recent years has indicated that psychology classrooms can be created in ways that enhance the cognitive abilities of adolescents. Teachers can have profound effects on adolescents’ cognition and motivation as they attend to daily, routine issues. The specific decisions that science teachers make on a daily basis can affect a number of important educational outcomes. The types of instructional practices that teachers use affect how students learn in important ways. Teachers make choices everyday regarding (a) the types of tasks that they will use in class and for homework assignments; (b) the types of rewards that students can earn; (c) assessment procedures; (d) grouping arrangements (e.g., heterogeneous vs. homogeneous); (e) how much autonomy will be afforded to students; and (f) whether or not they will hold high expectations for all students .



Research from a goal orientation theory perspective explains the complex relations between the motivational climates created by teachers in classrooms, and students' cognitive functioning.

### **Assessment Practices**

The types of assessment practices that Psychology teachers employ are also related to the types of cognitive skills that adolescents use in classrooms. Given the current national focus on standards and the No Child Left Behind (NCLB) legislation, it isn't surprising that educators are more cognizant than ever about assessment of student learning. This legislation has had profound effects on how learning occurs in classrooms.

### **RECOMMENDATIONS FOR PSYCHOLOGY EDUCATORS**

From our perspective, there are number of constructive, affordable, and practical recommendations that emerge from an psychology perspective on adolescent learning in the sciences.

Specifically, we make the following seven recommendations which we list, then describe below:

1. Foster productive learning environments.
2. Promote active engagement based on connections to students' personal interests and career goals.
3. Develop requisite knowledge, skills, and dispositions necessary for Psychology literacy and to support Psychology career choices.
4. Capitalize on learning progressions by revisiting earlier content in more depth.
5. Promote an inquiry and problem-based learning approach to Psychological instruction.
6. Use assessments that focus on higher-order learning.
7. Provide professional development Psychology in-service and pre service teachers that includes adolescent development and motivation.

### **CONCLUSION**

In this paper, we have argued that adolescents have extraordinary cognitive abilities, and that these cognitive abilities need to be acknowledged and understood by psychology educators. We have attempted to integrate research from different domains of psychology, to demonstrate that psychology education can be tailored to the needs of adolescents. psychology educators must understand developmental processes. teachers need to understand not only how their students learn, they need to understand where their students came from (i.e., typical cognitive development of middle grade students), and where they are going (i.e., continued cognitive development during early adulthood). We contend that it is the intersection of teachers' knowledge about adolescent cognition and teachers' knowledge about creating effective classroom environments that will lead to enhanced scientific learning for adolescents.



Most important, we are at a critical point in terms of encouraging adolescents to consider careers in Psychology. Many American jobs are being shipped overseas to highly qualified individuals who are well trained in Psychology. Young women and minorities are under-represented in Psychology careers in the academy and in business and industry. We strongly argue that many of negative experiences associated with the learning of Psychology in college can be avoided if Psychology educators are cognizant of both the cognitive abilities of all adolescent learners, and the types of learning environments that are most conducive to fostering the use of these abilities.

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## SURGICAL STRIKE ON BLACK MONEY AND PRESENT INDIAN ECONOMY

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### Abstract

Demonetization can be said as a „Surgical Strike“ on Black Money, Terrorism, Fake Currency, Unorganized trading, Real Estate, Share market etc. on the other hand if we talk about the Indian industry on a broader way it can be categories in three parts Manufacturing sector, Service sector and Agriculture sector. After demonetization only Agriculture sector shows some positive improvement while if we talk about the manufacturing and service sector both were crashed down and these will affect the whole Indian market in 2017 also. Government initiatives like Income Declaration Scheme 2016, Black Money (Undisclosed Foreign Income and Assets) and Imposition of Tax Act 2015, Joint Declaration of AEOI between India and Switzerland to address black money etc. in redefining Indian economy are to be appreciate and these initiatives leaves their footsteps as part of history.

**Keywords:** Surgical strikes, demonetization, Indian economy, black money, counterfeit currency, corruption

### 1. INTRODUCTION

Surgical strikes are covert secret planned assaults over enemy targets, they are in like a war, A wars are a development of enmity, and are evident and declared. But, surgical strikes are secret and sudden. Similarly, the surgical strikes on corruption by the PM was a long and meticulous planning since 2years (in secrecy), but the implementation was surprising and on the enemy of the nation called corruption and black money and also counterfeits. Which are enemies of national economy and people.



In a shock and awe move, Prime Minister Narendra Modi announced withdrawal of 500 and 1,000 notes in a bid to check black money and cross-border monetary transactions of counterfeit currency.

“Notes of Rs.500 and Rs.1, 000 not valid from midnight November 8, 2016,” said Modi in a late-evening address to the nation, evoking strong reactions from the man on the street to his political opponents. Government took this step of demonetising the currency as a tool to fight against black money and corruption in Indian Economy



Demonetization is the act of changing the existing currency in another form. The old units should be retired and replaced by new currency. In other words demonetization means either introducing new notes or coins of the same currency or fully replacing the old currency with new currency. There is an one important thing exist on economics, which is demonetization, in which forms of payment is restored as legal tender. There are so many reasons, why governments demonetized their nation’s currency. Some reasons are like resisting inflation, resist corruption, and discourage a cash system in the country.

## 2. DEMONETISATION IN INDIA

The French were the first to use the word Demonetize, in the years between 1850 -1855. Since then many countries have used the word and the policy with immense restriction and discomfort, for it disrupts economics and population at large.

India has demonetized before: First time on 12 Jan 1946 (Saturday), second time on 16 Jan 1978 (Monday), Third time on 8th November 2016 (Tuesday).

**In the first time**, In 1934, Rs.500 and Rs.1000 notes were introduced and after four years in 1938, Rs.10, 000 notes were introduced. In 1946, the currency note of Rs.1, 000 and Rs.10, 000 were removed from circulation (both the notes were reintroduced in 1954 with an additional introduction of Rs.5, 000 currency). The ban really did not have much impact, as the currency of such higher denomination was not accessible to the common people. By the end of 1947, out of a total issue of Rs.143.97 crores of the high denomination notes, notes of the value of Rs. 134.9 crores were exchanged. Thus, notes worth only Rs. 9.07 crores were probably ‘demonetized’. There was no fool-proof administrative method by which a particular note brought by an individual could be proved as the life-savings of the hard-working man who presented it or established as the sordid gains of a blackmarketer. Another loophole was the exemption of the princely states from scrutiny or questioning



when such notes were presented by them. Hence, it was more of “conversion”, at varying rates of profits and losses than “demonetization”.

**In the Second time**, In the early 1970s, the Wanchoo committee, a direct tax inquiry committee set up by the Planning Commission of India, suggested demonetization as a measure to unearth and counter the spread of black money. The then Prime Minister of India, Morarji Desai announced the currency ban in 1978 by taking Rs.1000, Rs.5000 and Rs.10,000 out of circulation, which was 1.7 per cent of total notes in circulation i.e., Rs.1.46 billion accounting for about 0.1 per cent of GDP (Hari, 2017). The sole aim of the ban was to curb black money generation in the country. However, the public nature of the recommendation sparked black money hoarders to act fast and rid themselves of high denominations before the government was able to clamp down on them.

### Similarities in 1978 and 2016 ban

- The note ban by Morarji Desai and Narendra Modi aimed to drive away black money out of circulation in the economy. Hence, The High Denomination Bank Notes (Demonetization) Act, 1978 was implemented.
- Narendra Modi announced the currency ban in an address that was broadcasted across all news channels. Similarly, Desai announced the ban over the radio after which the banks were closed the following day.
- Both the affairs were kept confidential.

### Differences in the currency ban

- Unlike Modi, Desai didn't have the backing of the RBI Governor. The Governor I.G.Patel believed that the ban was implemented simply to immobilize the funds of the opposition party. Patel also believed that people never store black money in the form of currency for too long.
- The 1978 currency ban affected only the privileged few, while the 2016 ban had shaken the whole country

### 3. EXPERTS AND ECONOMISTS VIEWS ABOUT DEMONETIZATION IN INDIA.

1. **Amartya Sen** (Leading economist; Noble Laureate; recipient of the Bharat Ratna) According to Professor Amartya Sen said “that millions of innocent people have deprived from their money and being suffered to get their own money back”.
2. **Dr. Manmohan Singh** (Former Prime Minister; eminent economist; former RBI governor) According to the former prime minister Dr. Manmohan Singh said in Rajya Sabha that this demonetization is an organized loot. In his speech he said that, the way the scheme has been implemented will harm the agricultural sector in India, it will also harm the small scale industry and informal sectors of the economy. He also said that India's GDP can falls about 2 percentage point as a result of this note banned policy. Cooperative banks which serves the rural areas are non functional and has been prevented from cash. Former prime minister also said that this note banned policy is a monumental mismanagement.
3. **Kaushik Basu** (Leading economist; Senior VicePresident and Chief Economist at The World Bank) According to , Mr. .Kaushik Basu said that government of India made policy that any person who deposits money beyond the limit of 250000, have to pay huge penalty. This policy

created a new black market, in which large amount of illicit cash broken in to smaller parts and deposited by the members of team; which is a legal way of illegal activity. Mr., Basu said this move is hurting innocent people who has no illegal money but they have built up cash reserve over a long period of time.

4. **Arun Shourie** (Former economist at the World Bank; recipient of the Padma Bhushan and Union Minister) According to Indian express, Mr. Arun Shourie said in an interview with NDTV, that this note banned policy made by present Indian government is not poke on black money, because the owner of black money converted their money into tangible and intangible assets. The persons who have huge black money, they never keep money in cash, they never keep money under the mattress, or in gunny bags. They invested their black money in properties, jewelries, stock markets or in other assets.
5. **Arun Jaitley** (Current Finance Minister of India; Senior Advocate, Delhi High Court) According to Indain Express Mr. Arun Jaitley gives his opinion that the demonetization is good for economy, Indian banks were facing NPA problem since last many years, now banks will have more money to lend for many sectors of the economy.
6. **Arvind Virmani** (Leading economist; Former India's representative at IMF; Former Chief Economic Adviser, GOI) According to Arvind Virmani demonetization is a useful technique to solve the problem of black money, but he also said that it need the deeper study to check the effectiveness of demonetization. Immediate effects of demonetization is negative impact in retail trade in goods and services. Currency for everyday transaction have to be replace soon.
7. **Surjit Bhalla** (Chairman, Oxus Investments, a Delhi-based economic research/advisory firm; Former Professor at Delhi School of Economics; Previously worked at the World Bank) According to Mr. Surjeet Bhalla BJP government take a Courageous step, and the credit goes to our prime minister Mr. Narendra Modi. If this step would be successful then it will be biggest reform in india. This policy will silently create the money for the economy.

#### 4. IMPACT OF DEMONETISATION ON INDIAN ECONOMY

Demonetization technically is a liquidity shock; a sudden stop in terms of currency availability. It creates a situation where lack of currencies jams consumption, investment, production, employment etc. In this context, the exercise may produce following short term/long term/, consumption/investment, welfare/growth impacts on Indian economy. The intensity of demonetization effects clearly depends upon the duration of the liquidity shocks. Following are the main impacts.

- 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.
- **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 presses can print only 2000 million units of RS 500 notes by the end of this year. Nearly 16000 mn Rs 500 notes were in circulation as on end March 2016. Some portions 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.

- **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. There will be a trickle up effect of the liquidity chaos to the higher income people with time
- **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.
- **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 takes 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.
- **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.
- **Impact on counterfeit currency:** the real impact will be on counterfeit/fake currency as its circulation will be checked after this exercise.
- **GDP Growth:** India's economic growth in 2017-18 is estimated to drop to a four-year low of 6.5 per cent against the 7.1 per cent in 2016-17. This will be the lowest growth rate under the BJP government, which is largely attributed to the adverse impact of the goods and services tax (GST) and the prolonged effects of demonetization. Central Statistics Office (CSO) released the first Advance Estimate for India's GDP growth, which showed that the pace of agricultural expansion is expected to fall by more than half (from 4.9 per cent in the previous year to 2.1 per cent in FY18) due to the decline in kharif crop output year-on-year.

#### **Highlights from the Advance Estimate data:**

- The data also showed substantial rural distress as the agricultural output inflation rate as measured by GDP deflators, is expected to fall to 0.7 per cent against 4.1 per cent over this period. This development may set the direction of the budget, which is less than a month away
- The overall GDP growth rate is not only estimated to be lower than what was predicted by the Economic Survey in the range of 6.75-7.5 per cent, but is also just a tad bit higher than the 6.4 per cent registered in 2013-14
- However, it is much higher than the 5.5 per cent in 2012-13, a year known for policy paralysis. With the drop in the GDP growth, India might lose the tag of being the fastest growing large economy to China if the forecasts of the International Monetary Fund (IMF) come true. The IMF has projected that China will grow by 6.8 per cent in 2017. Growth in gross value added (GVA) is predicted to fall to under 6.1 per cent in Fiscal Year 2018, which is much lower than RBI's forecast of 6.7 per cent.

➤ **GST's impact on the economy**

- GST not only impacted manufacturing in the second quarter of fiscal year 2018 when it was rolled out, but also in the first quarter due to pre-implementation jitters
- GST also impacted the net taxes as these are projected to grow only 10.9 per cent in the current financial year against 12.8 per cent in the previous year

## 5. CONCLUSIONS

Demonetization is a general measure to mitigate the problems of black money and counterfeit notes, though there are specific measures to tackle the same menace. Demonetization is, usually, immediately or simultaneously followed by remonetisation, as there is no other way. The Government has already introduced new notes of Rs. 2,000 and Rs. 500 and likely to introduce notes of Rs. 1,000. It is everybody's wish that there should not be a situation for demonetization (of new notes) once again, in the near future. So, our efforts should be focussed in a big way towards popularising e-banking and e-commerce. However, no stone should be unturned in making e-banking fool proof as the security complacency in electronic transactions may be much more disastrous than the limitations of the hard currency. It is high time to take stock, evaluate options and implement all such relevant measures which may be of help in availing and sustaining the dividends of demonetisation for a long period to come and keep black money menace at bay.

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## **The quest for Identity among the Indian Diasporic novelists in the Post-Modern Indian literature**

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### **ABSTRACT**

The main aim of this paper is to focus light on the distinctive Indian quality of the Indian novels in English. According to this viewpoint, a truly Indian work, would be the arc which is about India or Indians,' presents an Indian point of view and has a style, which fits, well into the matrix of the Indian culture and way of life. To create an identity is a part of the essential business of artist, to arrive at, or even to contribute towards, a declaration of literary nationally. It is not essentially relevant to his concerns and may even infringe on the honesty of those concerned. A writer's quest for his identity, however is a meaningful pursuit and is fraught with serious implications. Unless he has a clear sense of his identity, the literary offshoot is bound to be superficial and arbitrary. It is very hard to establish the sense of identity of any people chiefly from its literature since most of the media, which form the culture of the mass of the people by-pass literature. The quest for identity in a country like India is socially oriented and less personal.

The quest for identity is a common and recurrent theme in Indo-English fiction, has taken two main directions: Philosophical and Sociological. The philosophical quest involves a web of dualisms from which the protagonist must disentangle his complex identity. For instance, search for identity through knowledge of self is the basis of R.K. Narayan's fiction. The sociological on the other hand involves the protagonist who is in search and trial for a space for his existence. The sense of Indian-ness finds an expression in Indo-English novels in certain other important ways. The regard for the past is the cornerstone of Indian culture. Among other feature associated with the unswerving devotion to the past, the most important is being faithful to one's cultural heritage and traditions and the reverence for age, which is in one's bones. Although modernity and tradition come into clash in many Indo-English novels, one can note the repeated affirmation and the value of the past in its re-discovery.

Alienation or rootless-ness also has become a very common theme in the English novel. The loss of identity leads to the problem of alienation.

A feel of loss of identity is a dreadful feeling that cuts one off from all kinds. One begins doubting one's identity. The dispossessed personality's search for identity is in fact, a commonplace theme in modern fiction. It is true in Indian fiction too, but with a difference. The difference lies in the novelists' quest that has peculiarly Indian immediacy.



In a statement made in 1979, Shyamala Narayan unwittingly predicted the advent of the new Indian novel in English; She observes:

“The Indian-English novel has a bright future. Great work can come from Malgaonkar’s pen, while Anita Desai or Arun Joshi can produce a psychological masterpiece. Neither R.K. Narayan nor Bhabani Bhattacharya or Mulk Raj Anand can be considered a spent force. And one cannot know what new talent is waiting in the wings to be discovered.”

The new talent turned out to be Salman Rushdie, who with his *Midnight’s Children* (1981) made a tremendous impact on a whole generation of writers both new and established.

Since then there has been a bursting forth of Indian novels like myriad flowers on a laburnum tree. This significant decade, came to be a gorgeous post-modernist novel era, governed by a subjective, relativist, scientific worldview and it represented skewed perceptions of socially alienated writers. It was however in line with the mainstream of twentieth-century thought. The novels of this era reflect and stand as samples which have come out with new forms and themes.

Many, Indian English novels of the 1980’s have the impression of *Midnight’s Children* –that is, they combine the post-modernist vision with the Indian oral narrative style.

These novels differed from the earlier novels that were characterized by solemnity and self consciousness. However, unlike the earlier ones they neither idealistic nor are sentimental. Politics (national and international) has been their most important theme of the novelists of the era, and the displaced, marginal modern men their favourite protagonists. The writing is brisk, vigorous, racy impressive. They express the deep urge of the protagonist to speak out, unfretted by restraints who virtually scream to be heard. The characters are cosmopolitan, de-regionalized citizens of the world. For example, *Rich like us, Midnight’s Children, Shame, The Golden Gate, The Circle of Reason, Yatra, Sunrise in Fiji, Days of the Turban, The Bubble*, etc. The new Indian novel which portrays the awareness is not the novel of exhaustion but is one of tremendous creativity, dynamism, hope and confidence. The 1980’s novels have a vast emotional, political, cultural, geographical and historical sweep. They seem to have the ability to face life in the harsh, to confront it unflinchingly and yet to laugh at the lighter side. They are different from the earlier novels of idealism. Here fantasy, magical realism, parody, humour take over and subvert unseemly reality. The individual has become the centre besides his sensibility and the provisional quality of life known to him. As against that, the protagonists of the novels say of Raja Rao and R.K. Narayan, had belonged to a securer world where eternal reality stood ultimately dominating the temporary vicissitudes of life. By contrast, the protagonists of the 1980’s Indian novel are insecure, anxious, tense, sceptical, and they are the people sitting on the edge of the world, waiting to be catapulted into plumb-less depths and declivities because of the tremendous power that reposes in twentieth century governments. The parallels between the life of the individual and history of nation are dovetailed in these novels. In novels such as *Clear Light of Day, The Circle of Reason, Plans for Departure, Yatra, Rich Like Us, English August, Shame, Midnight’ Children* and *Sunrise in Fiji* we can note such things.



The Indian novel, which showed concern with national or social problems in the 1960's were introspective, and the individual's quest for a personal meaning in life was the main theme in them. They differ in their approach and change - they reflect a recognizable change in the national sensibility, expression and literary form. Both periods are also characterized by tremendous literary creativity and it is all the more interesting to look at them from different aspects such as the economic, political and intellectual trends that prevailed in India during those years.

The more recent Indo-English fiction has been trying to give expression to the Indian experience of the modern predicament. In the more recent days there has been a group of writers who have got settled in a foreign land and yet writing on Indian ethos. They have been also looking at India as expatriates. This group of writers include David Dravidar, Rohinton Mistry, Mukul Kesavan, Salman Rushdie, Meenakshi Mukherjee, Upamanyu Chatterjee, Amitav Ghosh and a few others. They belong to what is called the group of Diaspora writers. Their protagonists are those having experienced differently.

Indian English literature is today undeniably one of the many modern Indian literatures. The difference between the other Indian literatures and branch is that other literatures have well defined communities of readers who speak those languages as their primary languages. The majority of readers of Indian English literature within India use English as their second language. The actual readership for Indian English literature within India is provided by those who use English as their secondary language, while for all other Indian literatures the readership is confined to the primary speakers of those languages.

On a global scale the position of literature in English is similar to the bilingual literatures in India. The bilingual literatures record a rapid enrichment of vocabulary and a remarkable syntactic flexibility. On the other hand, they continue to survive with anxiety of imminent breakdowns. English fears the American, Sanskrit feared the Apabhramsh languages. These literatures tend to grow more and more obsessed with theme of language itself. They thrive by a process of excess of social heterodoxy, though tolerant of linguistic hybridization. It is actually quite sad that writers as diverse in religion, culture, upbringing and politics as V.S. Naipaul, Salman Rushdie, Margaret Atwood and Patrick White should write on the same themes, though their linguistic styles are so different. It is also sad that the four writers named claim to engage in the theme of colonial victimization, none of them ever take up the cause of the really deprived people in their respective communities. A bilingual literature works through linguistic hybridization but faces a serious social exclusion. The trouble with Indian English literature is not that it is the literature of the minority but that it has been a literature of social exclusion.

The history of any literature, except those bilingual literatures mentioned above, will show that literature grows by assimilating many tributaries flowing from the margins to the centre. Sometimes the marginal occupies the centre-stage, and turns a regional class register of language into the dominant literary register. Such assimilation of marginal speech and concerns deepens the expressivity of a literature on the progressive frontline of social changes. On the other hand, the bilingual



literatures assimilate numerous language registers belonging exclusively to social advantaged classes from different geographical areas.

Twenty years ago one rarely spoke of Indian English fiction. Ten years ago, writers like Narayan, Raja Rao, Mulk Raj Anand, Manohar Malgaonkar and Kamala Markandaya were inducted to universities courses of English. In comparison, the quantity and variety of fiction published during the last ten years are impressive. About seventy-five novels that appeared during the last ten years have attracted comment whether in review criticism or more serious thought. Several writers published their novels during the span, which makes it possible to speak of a new generation of Indian English novel. Among those that came to prominence during this span are: Salman Rushdie, Amitav Ghosh, Upamanyu Chatterjee, Allan Sealy, Bapsy, Sidhwa, Shashi Deshpande, Rohinton Mistry, Pratap Sharma and Shashi Tharoor.

**It is possible to link the recent Indian English fiction to the following background factors:**

Nearly four decades after the Second World War, and after the decline of the British Empire, the present generation of Indian (and other) immigrants in English no longer suffer from a sense of black-inferiority; and this generation is politically alert and linguistically articulate about the minority cultures of contemporary Britain: Kureishi, Dhondhy, Rushie are the products of this new black freedom in England.

With Mrs. Thatcher's ascendancy in British politics, and the induction of a glamorous Diana in the royal family, in the early eighties there was a sudden nostalgia for the Raj. Books on all kinds of Indian subjects became commercially profitable for British publishers. The one unwritten condition for getting accepted for publication was that the fantasy picture of India forged by some three hundred years of hard British labour need not be upset. Gita Mehta's Raj and Nina Sibal's Yatra are end products of this trend.

The Canadian government decided to invest large amounts of producing Canadian multiculturalism as a subtle political solution to the vexed problem of Francophone Quebec. Multiculturalism has become a very big industry in Canada during the last decade. In this industry research grants, publishing subventions and literary prizes are generously distributed to all manner of ethnic and linguistic minorities. Bharati Mukherjee and Uma Parameswaran are products of this phenomenon. Had they continued to live in India, one wonders if they would have got the capital support for their creative expression. Perhaps, they would not have been noticed at all.

One of the major international movements of the last decade was the feminist-literary movement. There were a number of publishing houses, magazines and literary organizations devoted to women's literature in the Western world. The English-speaking Indian women found the new ideology of subversion very attractive. That they did feel so was in itself a desirable event; but since most of them have little interest in activism at the grass-root levels in Indian society, they found it liberating to imitate American and French feminisms and produce fiction giving their ego-graphs. Namita Gokhale's Paro and Shobha De's Socialite Evenings are examples of this imitative liberation. Shashi Deshpande and Jai Nimbkar are the more creative, and politically and culturally more alert feminists. The latter kind has a great future in India.



Earlier in the century nationalism was a great force in Indian literature. During the sixties and seventies, disillusionment about it set in, producing a literature of disillusionments. During the eighties nationalism was a dead theme. It was a decade of regionalism and sectarianism. Therefore two types of political fiction were produced: (i) works which made India their subject used subversive narrative forms and black humour (Shashi Tharoor, *The Great Indian Novel*; Anita Desai, *Clear Light of Day*), and (ii) novels emphasizing regional sub-cultural identity (Balraj Khanna, *A Nation of Fools*; Pratap Sharma, *The Day of the Turban* – both about Punjab: Rohinton Mistry and other Parsi writers – about a sub-culture).

The story tellers Rushdie, Amitav Ghosh, Shashi Tharoor, Nina Sibal, Gurucharan Das and Balraj Khanna seem to enjoy the speech-act with the excitement as the poets Jayanta Mahapatra, Vikram Seth and Dilip Chitre enjoy their poetic rhetoric. A similar love for speech is evident among the post-colonial critics like Gayatri Spivak, Homi Bhabha, Susie Tharu and Makarand Paranjape. However, this love for speech does not come from the discovery of communicative energy. In fact, in the post-colonial proliferation of language there is at work a kind of desperation which comes out of growing isolation; the linguistic displayed by the post-colonials is reminiscent of the compulsive story-telling by men surrounded by dark forests.

The three distinguishing features of the post-colonial Indian English literature originate in its peculiar sociology. Though English fiction has in India at present enough readers to make publishing of books possible and even profitable, English is still largely a second language of those who form the reading community. It is still largely a second language of those who form the reading community. It is still not a language that pervades all areas of the reading community's emotional and social life.

Thus, to sum up living in the West and using English almost like the mother tongue, they have been thoroughly exposed to significant modern western literary movements like Post modernism and Magic Realism. This enabled them to give an orientation to fiction. At the same time the best of them continue to have strong roots in India, so that they remain true to the tendered points of India and the West. The novelists of the time could become receptive and equipped to deal with social reality.

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## ROLE OF GRAMA PANCHAYATHS IN DECENTRALISATION AND RURAL DEVELOPMENT IN KARNATAKA

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### Abstract

The Karnataka Act 20 of 1985 contemplates among other things, the process of decentralization both in planning and effective implementation necessary for attaining national goals and objectives like increase in agricultural production, creation of more employment avenues, removal of poverty and illiteracy, bringing about all round improvement in the rural areas, and quality of life in the rural areas. What essentially distinguishes new set up from pre-existing institutions basically stems from the fact that the institutions under the new set up have been conceived to function/perform its duties by actively involving the people both in planning and execution of the schemes.

### Introduction

India being a country with a large number of villages and inhabited by a vast rural population, a strong need was felt to cater to the needs of the people residing in the remote interior villages. The Community Development Programme which began in 1952 was one such programme which aimed at improving the lot of the villages by ameliorating their socio-economic conditions and ushering an all round progress in the standard of living of the villagers.

Various committees namely the Balwanrai Mehra Committee, Ashok Mehta Committee, G.V.K.Rao Committee, L.M Singhvi Committee were set up and though each of these committees came up with their own recommendations to facilitate the creation of local self government and achieve democratic decentralization but unfortunately for various reasons they met with limited success.

However, the real turn around concerning the establishment of the local self government which in turn entailed the process of democratic decentralization got a fresh impetus when the then Prime Minister of India Sri Rajiv Gandhi evinced a keen interest in strengthening the institutions of grass roots democracy cutting across the length and breadth of the country. This essentially resulted in the passage of the Constitution 73<sup>rd</sup> and 74<sup>th</sup> Amendment Acts which gave a Constitutional status to the local bodies.

The importance of these amendments stems from the fact that atleast belatedly the Union Government and all the State Governments recognized the importance of holding a free and fair election periodical. Further State Finance Commission has also been created to provide finances for the regular conduct of elections to these bodies.

The panchayath raj movement in Karnataka has a history of its own. This can be traced to the Karnataka Act No.10 of 1959. Further the reorganization of the states done in 1959 added four other different sub-regions to the then Mysore State. The structure of panchayath raj as embodied



in the Karnataka village panchayats and local boards Act, 1959 was almost similar as identified by the Balwantra Mehta Committee except for two important aspects.

The committee on panchayat raj under the chairmanship of Sri Kondajji Basappa was constituted by the then Mysore State Government on 10<sup>th</sup> October, 1962, to make the panchayath raj institutions more efficient. Following the report of Kondajji Basappa Committee in 1963, a Bill was introduced in 1964 to establish a three-tier structure of rural self-government. But nothing emerged out of it as the state government did not show any willingness to undertake any such experiment.

It was only in 1983 that the Janata Government headed by Ramakrishna Hegde showed the political will to make a new experiment with the democratic decentralization in Karnataka. the Bill known as Karnataka Zilla Parishads, Taluk Panchayat Samithis, Mandal Panchayats and Nyaya Panchayats Act, 1983 was introduced in the state legislature in August, 1983. Finally, the Bill received the President's assent and became operational with effect from 14<sup>th</sup> August, 1985.

### **Importance of the Study**

The history of the efforts to create democratic institutions at the district and sub-district levels had been a history of hesitant and faltering steps and of an unresolved contradiction between the powerful forces of centralization and the yearning for decentralization. During a period of four decades, though several attempts were made to enact and implement democratic decentralization at the district and power levels, the efforts did not bear any fruit and the forces of centralization consistently won over those of decentralization. There are many paths to development. Different paths to development, nevertheless, converge in an assumption that improvement in living conditions are not brought about from above by some outside agency but by the people themselves taking an active part in their development. It is, therefore, generally agreed that if progress is to be achieved, it cannot be imposed from outside and must be based on small locally based and sustainable initiatives. The focus of current development efforts are, thus, heavily tilted in favour of building institutional capacity through participation and local self-reliance leading to empowerment.

Panchayath raj institution technique help us to understand the rural poor and appreciate their perceptions, their needs and aspirations and also involve them in a participatory manner making in panning and decision-making for the betterment of their quality of life . It is rightly said, "The people, for whom all the schemes are chalked out, had not been consulted either for diagnosis of the problem or for the prognosis of the schemes. The officials ought to learn a lot from the experience of the rural poor and this call for effective interact with them.

Panchayath raj institution approach has some merits. It promotes a community forum to study local problems and find out solutions for them. It also serves as catalyst for local and external elements to introduce positive change. In short, people's participation in the planning process enables the Government to have a better understanding of local problems.

For example, in the implementation of many anti-poverty programmes, assets have been provided without knowing the capacities/conditions of the beneficiaries. In some cases, the beneficiaries belonging to the low caste obtained superior breed of buffaloes. But, they failed to derive

any benefit from them, as they could not provide them the required dry and green fodder. Some of them are, therefore forced to sell them to higher caste big farmers. Likewise, though loans and subsidies are provided to dig open and bore wells, electricity is not provided for the pumps. Such costly mistakes could have been avoided, if only people's participation in rural development has been ensured. In the absence of this, even the data collected provided to be unreliable. People's participation is required not only to the construction of assets but also in their proper maintenance.

As result of strong public opinion, substantial changes were made in the bill by the select committee. A very much improved panchayath Act was introduced. The new act conformed to the mandatory provisions of the Constitution. Gram Sabhas were to be formed ward wise in the state of Karnataka in view of the large size of the panchayaths. They were to have a number of supervisory and monitoring powers relating to development activity, and were also to assist in the identification of beneficiaries as well as in mobilization of community efforts.

The village panchayat was bound to place a report before each gram sabha on the development schemes and the development activities to each year and those proposed for the next year, and the reasons for non-implementation of the recommendations of the gram sabhas would have to be explained by the president of the panchayath.

A more significant recent development has been the issue of an ordinance in February 1999 reducing the number of gram panchayts in the state to roughly half the present number. Under the ordinance, the population limits of a gram panchayath will be raised to 10,000 to 16000 as against the present 5000 to 7000. For the hilly areas, the minimum population will be 6,000 instead of 2,500. The reason advanced by the government for this change is that under the earlier pattern the gram panchayats were too small to be viable. They had limited financial resources and manpower and were not capable of becoming effective instruments of development. In this context the present study is very much needful.

## OBJECTIVES OF THE STUDY

The present study is based on the following objectives;

1. To examine the importance of gram panchayaths in the development of rural areas.
2. To study the performance of panchayath raj institutions in rural development in the state of Karnataka.
3. To evaluate the role of Gram Panchayaths in implementation of rural development programmes in Mysore district.
4. To examine the impact of rural development programmes implemented by the panchayath raj institutions on socio-economic development of the weaker sections in the study area.
5. To offer suggestions for the effective functioning of gram panchayaths in implementation of the programmes.

## Hypotheses

The following hypotheses have been framed in the study;

1. Gram Panchayaths played a significant role in the development of rural areas.
2. Rural development programmes implemented through grampanchayaths are positively affected on the weaker sections of the society.



## Methodology adopted for the Study

The study on is based on both primary and secondary source of data. The primary data will be collected from 400 respondents through field survey conducted in Mysore district. The respondents will be selected on simple random sampling basis. Simple techniques will be used to analyse the data.

The secondary data will be collected from the following sources;

- various publications of central, state and local governments,
- existing literature and data in websites
- various publications of national institutions like ISEC, NIRD
- other sources like books, magazines, newspapers, reports, articles, seminar papers published by universities and research institutions.
- Publications of IIM, Bangalore.
- Mysore District Zilla Panchayah
- DRDA Office
- District Statistical Office, Mysore.
- Gram Panchayaths in Mysore District.

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## MATERNAL COMPLICATIONS AS THE LEADING CAUSAL FACTOR FOR INFANT MORTALITY IN RURAL AREAS

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### INTRODUCTION

The death of a baby before his or her first birthday is called infant mortality. The infant mortality rate is an estimate of the number of infant deaths for every 1,000 live births. This rate is often used as an indicator to measure the health and well-being of a nation, because factors affecting the health of entire populations can also impact the mortality rate of infants. There are obvious differences in infant mortality by age, race, and ethnicity.

Annual child mortality rates in India have decreased between 1.7% and 2.3% in the last two decades. Still, the United Nations (UN) estimates that about 2.35 million (M) children died in India in 2012. This corresponds to over 20% of the world's under-five deaths, more than any other country. Large differences in overall child survival between India's diverse regions have been previously documented. However, there is no direct and nationally-representative measurement of the major causes of death among neonates (first month of life) and at ages 1-59 months, and it remains unknown how these causes of death vary across India's regions. In India Social preference for boys is strong, as noted by widespread selective abortion of female foetuses before birth and by lower immunization rates among girls. The consequences of boy preference on child mortality remain undocumented. Understanding the causes of child death may, therefore, help to guide the use of widely practicable interventions for neonatal and child survival.

### What are the Causes?

Fortunately, most new-borns grow and thrive. However, for every 1,000 babies that are born, six die during their first year. Most of these babies die as a result of—

- Birth defects
- Preterm birth (birth before 37 weeks gestation) and low birth weight
- Maternal complications of pregnancy
- Sudden Infant Death Syndrome (SIDS)
- Injuries (e.g., suffocation).

Pregnancy and childbirth have a huge effect on the health of women and their families. Pregnancy-related health outcomes are influenced by factors such as race, ethnicity, age, and income, but most importantly a woman's health. Pregnancy and childbirth have a huge effect on the health of women and their families. Pregnancy-related health outcomes are influenced by factors such as race, ethnicity, age, and income, but most importantly—a woman's health.



## COMPLICATION DURING PREGNANCY:

Complications of pregnancy are health problems that occur during pregnancy. They can involve the mother's health, the baby's health, or both. Some women have health problems that arise during pregnancy, and other women have health problems *before* they become pregnant that could lead to complications. It is very important for women to receive health care before and during pregnancy to decrease the risk of pregnancy complications.

The following are some common maternal health conditions or problems a woman may experience during pregnancy—

### **Anemia**

Anemia is having lower than the normal number of healthy red blood cells. Treating the underlying cause of the anemia will help restore the number of healthy red blood cells. Women with pregnancy related anemia may feel tired and weak. This can be helped by taking iron and folic acid supplements.

### **Urinary Tract Infections (UTI)**

A UTI is a bacterial infection in the urinary tract—

- Pain or burning when you use the bathroom.
- Fever, tiredness, or shakiness.
- An urge to use the bathroom often.
- Pressure in your lower belly.
- Urine that smells bad or looks cloudy or reddish.
- Nausea or back pain.

If you think you have a UTI, it is important to see your health care provider. He/she can tell if you have a UTI by testing a sample of your urine. Treatment with antibiotics to kill the infection will make it better, often in one or two days.

### **Mental Health Conditions**

Some women experience depression during or after pregnancy. Symptoms of depression are:

- A low or sad mood.
- Loss of interest in fun activities.
- Changes in appetite, sleep, and energy.
- Problems thinking, concentrating, and making decisions.
- Feelings of worthlessness, shame, or guilt.
- Thoughts that life is not worth living.

When many of these symptoms occur together and last for more than a week or two at a time, this is probably depression. Depression that persists during pregnancy can make it hard for a woman to care for herself and her unborn baby. Having depression before pregnancy also is a risk factor for postpartum depression. Getting treatment is important for both mother and baby.

### **Hypertension (High Blood Pressure)**

Chronic poorly-controlled high blood pressure before and during pregnancy puts a pregnant woman and her baby at risk for problems. It is associated with an increased risk for maternal complications such as preeclampsia, placental abruption (when the placenta separates from the wall of

the uterus), and gestational diabetes. These women also face a higher risk for poor birth outcomes such as preterm delivery, having an infant small for his/her gestational age, and infant death.

### **Gestational Diabetes Mellitus (GDM)**

GDM is diagnosed during pregnancy and can lead to pregnancy complications. GDM is when the body cannot effectively process sugars and starches (carbohydrates), leading to high sugar levels in the blood stream. Most women with GDM can control their blood sugar levels by following a healthy meal plan from their health care provider and getting regular physical activity. Some women also need insulin to keep blood sugar levels under control. Doing so is important because poorly controlled diabetes increases the risk of—

- Preeclampsia.
- Early delivery.
- Cesarean birth.
- Having a big baby, which can complicate delivery.
- Having a baby born with low blood sugar, breathing problems, and jaundice.

### **Obesity and Weight Gain**

Recent studies suggest that the heavier a woman is before she becomes pregnant, the greater her risk of pregnancy complications, including preeclampsia, GDM, stillbirth and cesarean delivery. Also, CDC research has shown that obesity during pregnancy is associated with increased use of health care and physician services, and longer hospital stays for delivery. Overweight and obese women who lose weight before pregnancy are likely to have healthier pregnancies.

### **Infections**

During pregnancy, your baby is protected from many illnesses, like the common cold or a passing stomach bug. But some infections can be harmful to you, your baby, or both. Easy steps, such as hand washing, and avoiding certain foods, can help protect you from some infections.

### **Hyperemesis Gravidarum**

Many women have some nausea or vomiting, or "morning sickness," particularly during the first 3 months of pregnancy. The cause of nausea and vomiting during pregnancy is believed to be rapidly rising blood levels of a hormone called HCG (human chorionic gonadotropin), which is released by the placenta. However, hyperemesis gravidarum occurs when there is severe, persistent nausea and vomiting during pregnancy—more extreme than "morning sickness." This can lead to weight loss and dehydration and may require intensive treatment.

### **Gestational Weight Gain**

Nearly 60% of women in the India enter pregnancy above a normal weight and less than 30% of women gain gestational weight within recommendations of the Institute of Medicine. Accurate, reliable, and valid measures of pre-pregnancy weight and height, as well as weight change during pregnancy, are needed to monitor trends and conduct research that will inform the development of interventions. Effective approaches are crucial to increase the percentage of women who enter pregnancy at a healthy weight, gain gestational weight within recommendations, and return to a healthy weight postpartum.





## Severe maternal morbidity in the India

Maternal morbidity includes physical and psychological conditions that result from or are aggravated by pregnancy and have an adverse effect on a woman's health. The most severe complications of pregnancy, generally referred to as severe maternal morbidity (SMM), affect more than 50,000 women in the India every year. Based on recent trends, this burden has been steadily increasing.

Rises in SMM are likely driven by a combination of factors, including increases in maternal age, pre-pregnancy obesity, pre-existing chronic medical conditions, and cesarean delivery. The consequences of the increasing SMM prevalence are wide-ranging and include higher health service use, higher direct medical costs, extended hospitalization stays, and long-term rehabilitation. The review of SMM cases provides an opportunity to identify points of intervention for quality improvements in maternal care. Tracking SMM will help monitor the effectiveness of such interventions.

### PREVENTION:

Good preconception health and health care means living a safe, healthy lifestyle and managing any current health conditions before getting pregnant. By taking action on health issues before pregnancy, many future problems for the mother and infant mortality can be prevented.

It is important for all women of reproductive age to adopt healthy behaviors such as—

- Taking folic acid.
- Maintaining a healthy diet and weight.
- Being physically active regularly.
- Quitting tobacco use.
- Not drinking excessive amounts of alcohol and using “street” drugs.
- Talking to your health care provider about screening and proper management of chronic diseases.
- Talking with your health care provider about taking any medications.
- Visiting your health care provider at the recommended scheduled time periods for your age and discuss if or when you are considering becoming pregnant.
- Using effective contraception correctly and consistently if sexually active, but wish to delay or avoid pregnancy.
- Preventing injuries and considering the safety of your home and family (e.g., wear seat belt, take CPR, install and test smoke alarms).

A healthy pregnancy begins before conception and continues with appropriate prenatal care and addressing problems if they arise.

Some women may be advised to give birth at special hospitals, especially if they may be at risk of delivering a very small or very sick baby. These hospitals have staff and equipment needed to provide high-level newborn life support and advanced medical services. Health care providers should use the prenatal period as a time to help parents prepare for potential problems that may require the use of Level III regional hospitals. This means providers should inform parents of the location of the nearest hospital before labor and delivery begins. This will help parents and other family members be prepared, especially if the hospital is a great distance from the family's home.



## Before Pregnancy

Make sure to talk to your doctor about health problems you have now or have had in the past. If you are receiving treatment for a health problem, your health care provider might want to change the way your health problem is managed. For example, some medicines used to treat health problems could be harmful if taken during pregnancy. At the same time, stopping medicines that you need could be more harmful than the risks posed should you become pregnant. In addition, be sure to discuss any problems you had in any previous pregnancy. If health problems are under control and you get good prenatal care, you are likely to have a normal, healthy baby.

## During Pregnancy

Pregnancy symptoms and complications can range from mild and annoying discomforts to severe, sometimes life-threatening, illnesses. Sometimes it can be difficult for a woman to determine which symptoms are normal and which are not. Problems during pregnancy may include physical and mental conditions that affect the health of the mother or the baby. These problems can be caused by or can be made worse by being pregnant. Many problems are mild and do not progress; however, when they do, they may harm the mother or her baby. Keep in mind that there are ways to manage problems that come up during pregnancy. Always contact your prenatal care provider if you have any concerns during your pregnancy.

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## ROLE OF ICT IN EDUCATION

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### Abstract

Today India is facing many challenges under Information and Communication revolution. The use of ICT in teaching is very essential for providing good education to the students. Those who do not know how to operate computers or to use will be considered as illiterate. The use of current and emerging technologies in day to day life, in teaching and learning context, the role of ICT in education is becoming more and more important and this will continued to grow and develop in future days. This paper attempts to highlight the requirement of ICT in education, obstacles, implementation and requirement of infrastructure and uses of ICT in education.

### Introduction

Over the past many years, one may observe the existence of a worldwide societal debate about the future of our societies and the potential implications for the goals and organization of our educational systems. The information has triggered off a whole set of wild speculations about the necessity of educational reforms that will allow future citizens to survive in an information society. The introduction of Computer Science as an academic subject adds a further layer of complication to the challenging landscape of IT infrastructure. Without the right support and information, IT infrastructure cannot deliver the processing power and networking facilities that students need for computer education. Many governments have, in the late 1990s, developed plans to intensify their investments regarding ICT in education. The sudden booms up of the Internet and worldwide web (WWW) have led to the adoption of objectives to equip all institutions with access to these facilities in a short period of time. ICT in education is an area which is in turmoil and in which many participants play a role. During the past decade a great deal of literature has been produced on the use of Information and Communication Technology. The ICT refers to the hardware, software, networks and media for the collection, storage, processing, transmission and presentation of information (voice, data, text, images), as well as related services describe the extent of the uses of ITCs in the following terms “Information and communication technologies (ICTs) are defined as technologies used to convey, manipulate and store data by electronic means. This can include e-mail, SMS text messaging, video chat, and online social media. It also includes all the different computing devices (e.g., laptop, desktops and smart phones) that carry out a wide range of communication and information functions. All these electronic tools constitute the “Information and communication technologies” (ICTs) and are used to convey, manipulate and store information. The variety of ICTs suggests that ICT go far beyond computers and the internet. Rural side of India still struggling to get the basic infrastructure and the equipment they need. Education may be enriched by integrating such technologies into traditional educational activities. The ICT never displace the relationship between teacher and the student which is very crucial to the learning and development process.



## Requirement of ICT in education

Students usually perform a number of tasks. A student must finish his homework, thesis, sharing material between students using ICT tools and applications. If a student is effective at communication with teachers and other students, his tasks will become much easier. There are many ICT tools and applications that a student can use sharing material with other students.

The ICT infrastructure and services need to support individual choice by offering a range of supported applications, services and access devices to enhance the learning experience at large. Institutions will need to ensure that users have the tools to meet their exact requirements and that the tools work together. Using ICT to support flexible working to enable an ICT infrastructure and services to support learners, educators, managers and administrators their needs to be inbuilt flexibility so that users have a range of ways and locations in which they can undertake their daily tasks. The user needs to have knowledge with confidence in the ICT infrastructure to deliver a fast and reliable service, regardless of the task in hand. Using ICT safely and securely by meeting the requirements in this document, schools and colleges will be able to ensure that all learners and staff have access to reliable systems whenever and wherever they want in a way that allows them to develop their skills and make use of technology safely. These requirements will amplify keeping data secure and will be protected.

## Obstacles

The act of integrating ICT into teaching and learning is complex issue and one can face number of difficulties. These types of difficulties know as obstacles. Obstacles defined as any condition that makes difficult to make progress or achieve desired objective.

1. Lack of teacher confidence- One of the obstacles that prevent teachers from using ICT in teaching is lack of confidence. Major obstacles are to use computers in class rooms claiming lack of skills preventing teacher to use ICT in teaching. The teacher chose pedagogical lack of teacher competence one of the strong obstacles to the integration of technologies into educators. The teachers fear of failure caused a lack of confidence and limitations of teachers in ICT knowledge make them feel anxious about using ICT in the class room thus, not confident to use ICT in their teaching. Teachers who are having less knowledge in area of ICT are afraid of entering class room, lack of confidence and experience with the technology demoralised teachers and motivation to use ICT.

2. Lack of teacher competence- This is another obstacle which directly related to teacher confidence. In developing countries teacher lacks technological competence is main cause of their non acceptance and non adoption of ICT. Lack of skills is also considered main factor preventing teachers from using ICT in teaching.

3. Negative attitudes- The teacher attitude and inheritance resists to change is serious obstacle. The teachers who are exposed to new technology of the computers are still having the opinion that the use of ICT has no benefits. This negative attitude realised to obstacle in ICT learning.

4. Lack of effective training- There were not enough training opportunities to the teachers in the use of ICT in the class room and the main problem with implementation of the new ICT was that insufficient in-service training programmes to the teachers. Lack of training in the digital literacy, lack of pedagogic and didactic training in how to use ICT in the class room and lack of training concerning the use of technologies in specific area where obstacles to use new technologies.

5. Lack of accessibility- The lack of access to resources including home access is another complex obstacle which discourage teacher from integrating new technologies.



6. Lack of computer and lack of adequate materials- It is a hindrance of ICT. Insufficient of computers, insufficient materials, insufficient number of software, insufficient internet accesses, oldness of computers, and scarcity of educational software in the institutions become great obstacles in successful implementation of ICT.

7. Lack of technical support- Without the good technical support in the class room one should not accept teachers to overcome the obstacles preventing them from using ICT.

### **Implementation and Requirement of Infrastructure**

The following features are essential in the ICT infrastructure and services of every institution. The institution's ICT infrastructure and services must be reliable. An unreliable infrastructure is likely to detract from the learning experience and obstruct the educator. It will become a frustration to learners, educators, managers and administrators alike if devices, applications and services cannot be relied upon. It is important that an institution ensures coherence by implementing ICT technologies that work together and fit with the overall ICT strategy. This coherence must be applied equally to devices and services running over the institution's infrastructure and to any connection that enables effective use of the National Education Network or the internet. Accessibility ICT literacy is fast becoming as essential a skill as literacy and numeracy, and it is natural to assume that given access to a computer anyone can gain the ICT skills they need for learning, leisure or employment. Unfortunately, this is not the case, as the number of ICT devices and applications has grown, so too have the ways in which they can be accessed. Collectively known as assistive technology all schools and institutions must make 'reasonable adjustments' to ensure that learners are not put at a disadvantage in using any facilities or resources including the use of ICT. Institutions need to enable full access and create fully accessible systems that meet the needs of all users. The cheapest solution may not always be the most cost effective when taking these into consideration. As technology changes, so will the institution's ICT needs, the needs of users and the institution's capacity to meet those needs with technology are also subject to change. Longer term planning, and consistent management and support, are also essential.

Longer term planning is essential to plan upgrades or enhancements to the institution's current infrastructure. The institution will be able to plan for improvements to its infrastructure led by educational requirements rather than focused on perceived technical requirements. Management and support Users need confidence that the ICT infrastructure and services will work reliably and consistently, allowing them to concentrate on their learning, educating or management and administration activities. There is a need to remove the inefficiencies of systems that do not work together. A lack of common technical standards in many cases has resulted in ad-hoc solutions being implemented by non-experts. In order to help meet and manage ICT requirements, where appropriate, such an approach could support the expressed desire to move towards support for teaching and learning.

### **Uses of ICT in education**

Modern developments in information and communication technologies provide exciting possibilities to enhance the quality of education. Interactive education software, open access digital libraries, and cheaper technology may facilitate new forms of interaction between students, teachers,



and education and enhance the quality of education by making it more accessible. Education may be enriched by integrating such technologies into traditional educational activities. However, it must be recognised that ITC may never displace the relationship between teacher and learner which is crucial to the learning and development process. ICT has the capacity to enhance the learning process and facilitate communications within education institutions and between educators and learners but it must be used in education institutions under the supervision of qualified well-trained professionals with the expertise in pedagogy and in education to ensure that its impact does not damage or undermine the learning process or the development of learners.

The use of ICTs in the educational system would not be able to solve the current problems in the educational system, but rather provide alternative solutions to the obstacles encountered in the conventional educational system. ICTs would be able to provide education and knowledge in a wider reach, even with a limited amount of resource, unlike conventional systems of education.

ICT has been employed in many education projects and research over the world. The education is a key factor of socio-economic development, the education system of developing countries must be aligned with modern technology. ICT can improve the quality of education and bring better outcomes by making information easily accessible to students, helping to gain knowledge and skill easily and making trainings more available for teachers.

## **Conclusion**

Effective training and usage of ICT in teaching is important since poor or improper usage and management of ICT in the classroom may result in underperformance in educational outcomes. The inefficient use of ICT assisted instruction wastes time that could have been used for learning content and developing skills. Some development strategies for requirement of ICT in learning are proposed by the institution must assist in support for ICT adaptation using both formal and informal methods to create a learning system. Education network site populated with relevant learning resources for curriculum purposes needs to be developed.

It is necessary for institution to enhance their ICT in order to participate effectively in the global information age. Institutions ought to seriously consider better ways of proving their worth and usefulness in providing a student centered, intellectually stimulating and technologically advanced teaching, learning and research environment through the use of ICT. Teaching staff should be supported to use innovative methods of teaching in their routine work. ICT training centres that fulfil training needs of students needs to be established. The management, academic staff and non-academic staff should understand the rationale behind using ICT, which is for themselves, for the faculties they



serve and the institution at large. Teams comprising of teachers, educational advisors, and library staff need to be developed which develop course-based education content.

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## Analysis of a Queuing system in an Organization (a case study of Bank, Gubbi)

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### Abstract:

After Demonetization queuing is the common activity of people in bank ATM to withdraw money. Bank ATMs would avoid losing their customers due to a long wait on the line. The bank initially provides one ATM in every branch but one ATM would not serve a purpose. This paper shows that the queuing theory used to solve this problem. I obtain the data from bank ATM in Gubbi, for the December month 2016 then derive the arrival rate, service rate, utilization rate, waiting time in the queue and the average number of customers in the queue based on the data using Little's theorem.

**Keywords:** Arrival rate, Little's theorem, Queuing system, Service rate, utilization rate.

### INTRODUCTION:

Queuing theory is the mathematical study of waiting lines, or queues [1]. In queuing theory a model is constructed so that queue lengths and waiting times can be predicted [1]. Queuing theory is generally considered a branch of operations research because the results are often used when making business decisions about the resources needed to provide service. Queuing theory started with research by Agner Krarup Erlang in 1903 when he created models to describe the Copenhagen telephone exchange [1]. The ideas have since seen applications including telecommunications, [2] traffic engineering, computing[3] and the design of factories, shops, offices and hospitals.[4][5]. Queuing theory optimizes the number of service facilities and adjusts the times of services [6]. Queuing theory is the study of queue or waiting lines. Some of the analysis that can be derived using queuing theory include the expected waiting time in the queue, the average time in the system, the expected queue length as well as the probability of the system to be in certain states, such as empty or full.

This paper uses queuing theory to study the waiting lines in SBM BANK ATM, at Gubbi taluk, Tumkur district, Karnataka state. The bank provides one ATM in every branch. In ATM, bank customers arrive randomly and the service time is also random. We use Little's theorem and M/M/I queuing model to derive the arrival rate, service rate, utilization rate, waiting time in the queue.

**QUEUING SYSTEM:** A queuing system can be completely described by

- i) the input or arrival pattern (customers)
- ii) the service mechanism (service pattern)
- iii) the queue discipline
- iv) customer's behavior

### Little's theorem



Little's theorem [4] describes the relationship between throughput rate (i.e. arrival & service rate), cycle time and work in process (i.e. number of customers/jobs in the system). The theorem states that the expected number of customers (N) for a system in steady state can be determined using the following equation:  $L = \lambda T$

Here  $\lambda$  is the average customer arrival rate and T is the average service time for a customer. Three fundamental relationships can be derived from Little's theorem [7].

- i. L increases if  $\lambda$  or T increases
- ii.  $\lambda$  increases if L increases or T decreases
- iii. T increases if L increases or  $\lambda$  decreases

**ATM Model (M/M/I queuing model):**

M/M/I queuing model means that the arrival and service time are exponentially distributed (Poisson process). For the analysis of the ATM M/M/I queuing model, the following variables will be investigated

$\lambda$ : The mean customer arrival rate

$\mu$ : The mean service rate

$$\rho = \frac{\lambda}{\mu} = \text{Utilization factor}$$

$P_0 = 1 - \rho =$  Probability of zero customer in the ATM

$P_n = P_0 \rho^n = (1 - \rho) \rho^n =$  The probability of having n customers in the ATM

$$L = \frac{\rho}{1 - \rho} = \text{The average number of customers in the ATM}$$

$L_q = L \times \rho =$  The average number of customers in the queue

$$W_q = \frac{L_q}{\lambda} = \text{The average waiting time}$$

$$W = \frac{L}{\lambda} = \text{The average time spent in the ATM, including the waiting time}$$

**Observation and Discussion:**

One month daily customer data by observation.

Day	WEEKE ND	WEEKDAYS					WEEKEN D
WEE K	SUNDAY	MOND AY	TUESD AY	WEDNESD AY	THURSD AY	FRIDA Y	SATURD AY
1 <sup>ST</sup>	300	201	193	165	156	131	251
2 <sup>ND</sup>	280	189	174	153	143	110	230
3 <sup>RD</sup>	263	174	155	132	125	95	200
4 <sup>TH</sup>	210	132	121	109	92	76	173
<b>TOTA L</b>	<b>1053</b>	<b>696</b>	<b>643</b>	<b>559</b>	<b>516</b>	<b>412</b>	<b>854</b>

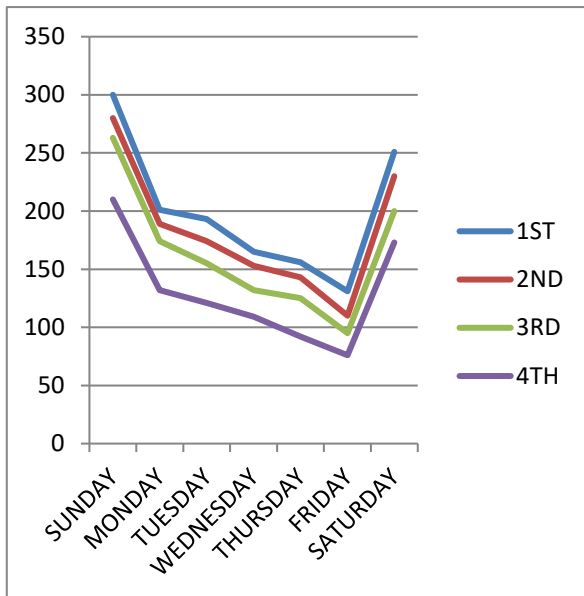


Figure-1

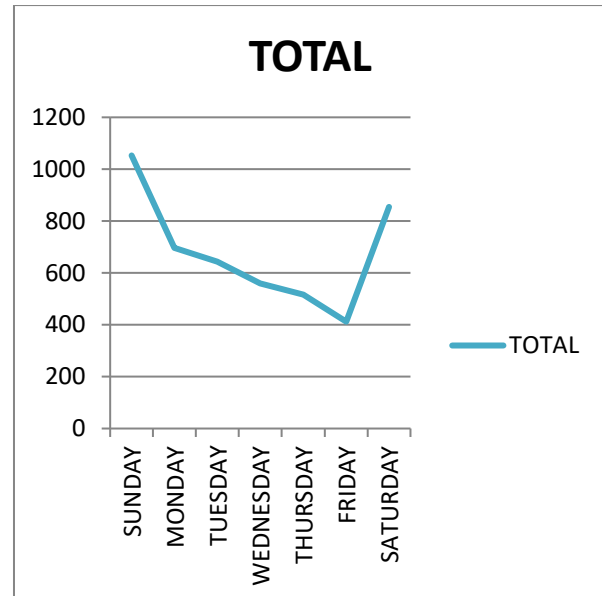


Figure-2

From the above figure –1, we observe that, the number of customers on Sundays is double the number of customers on Fridays during a month. The busiest period for the bank ATM is Saturday and Sundays. Also, we observed from the figure – 2 that, after Sunday, the number of customers start decreasing slowly as the week progresses. On Friday it is least and on Wednesday and Thursdays it stays slightly more than Fridays. On weekends the customers are more.

**Calculation:**

We investigate that, after Sunday, during first two days of a week, there are on average 60 people coming to the ATM in an hour time period of banking time. From this we can derive the arrival rate as:  $\lambda = \frac{60}{60} = 1\text{customer/minute(cpm)}$

We also found out from observation discussion with the guard that each customer spends 3 minutes on average in the ATM ( $W$ ), the queue length is around 4 people ( $L_q$ ) on average and the average waiting time is around 3.5 minutes i.e. 210 seconds. Theoretically, the average waiting time is,  $W_q = \frac{L_q}{\lambda} = \frac{4\text{customer}}{1\text{cpm}} = 4\text{ minutes} = 240\text{ seconds}$

Here, we can see that, the observed actual waiting time dose not differ by much when it is compared with the theoretical waiting time. We will calculate the average number of people in the ATM , $L = \lambda T = 1\text{cpm} \times 3\text{ minutes} = 3\text{ customers}$

Service rate ( $\mu$ ),  $\mu = \frac{\lambda(1+L)}{L} = \frac{1(1+3)}{3} = 1.33\text{ cpm}$

Utilization factor( $\rho$ ),  $\rho = \frac{\lambda}{\mu} = \frac{1\text{cpm}}{1.3\text{cpm}} = 0.77$

With the very high utilization rate of 0.77 , the probability of zero customers in the ATM is very small, that is  $P_0 = 1 - \rho = 1 - 0.77 = 0.23$

Probability of having n customers in the ATM is



$$P_n = (1 - \rho)\rho^n = (1 - 0.77)(0.77)^n = (0.23)(0.77)^n$$

We assume that impatient customers will start to balk when they see more than 5 people are already queuing for the ATM. We also assume that the maximum queue length that a patient customer can tolerate is 12 people. We can calculate the probability of 6 people in the system.

$$\text{Probability of customer going away} = P_{6-13} = \sum_{n=6}^{13} P_n = 0.1826 = 18.26\%$$

### Conclusion:

The evaluation of queuing system in an organization is necessary for the betterment of the establishment. This research paper has discussed the application of queuing theory to the Bank ATM. From the result I have obtained that, the rate at which customers arrive in the queuing system is 1 customer per minute and the service rate is 1.33 customers per minute. The probability of buffer flow if there are 5 or more customers in the queue is 12 out of 100 customers. The probability of buffer overflow is the probability that customers will run away, because may be they are impatient to wait in the queue. The constraints that were faced for the completion of this research were the inaccuracy of result since some of the data that I use was just based on assumption or approximation.

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## A STUDY ON PHYSICAL FITNESS AND MENTAL HEALTH OF DAVANGERE UNIVERSITY KHO-KHO PLAYER'S

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### Abstract

physical education is a Branch of Education and Physical Education are like two Face of a coin Education and physical education very Important for the Development of a Person and his ideas. Research is not a Thing or about Subject It is criticized analyzed and investigated Related to the New ideologies That involves in The Process of Bringing to light. We have conducted comparative Test in inter College Players of Davanagere university A Sample of 100 mal Players of age group 18 to 25 Years had taken in Rural and Urban Kho Kho Players in Their level of Physical Fitness and mental Health The Hypotheses Was Formulated on The Basis of assumption The statical This like 'T' test Was applied and PEI The physical efficiency index table No 3 and 9 Scoring For harward step test to analyze The Result to study clearly Rural Kho Kho Players have more Physical Fitness and mental ability Than the Urban Kho Kho Players.

### Introduction

Physical education scope is very wide. For the development of a person it is possible with physical education and sports department. A living thing on the earth to be healthy and for its development and amiability, to safeguard country's respect and status it is possible with physical education and sports department. In foreign countries and in our country physical education research have done and is also going on. Sports department is wide. Scientifically researches are necessary and promoting the research is very important.

The main objective of the research is to bring new subject to the light. Ultimately research aim is knowledge transmission. Not only bringing new subjects to the light but it is also about recalling the older subjects and getting better knowledge is known to be research. Research is main part of physical education. A person development will be not only with the education but also with physical education and sports activities. It is only known with the research work. Many physical education research works are done and going on which can be supported. Research means development of physical education, quality maintenance to achieve goals in sports department through the detective work.

The guidance needed for the development of sports department, technology, scientifically training method, training way, educationally to maintain the quality of physical education, the study of previous subject deeply and utilizing it for the development of sports department and contributing it for the society. In this way not only old, the new research made for physical education development authenticity.

Scientific research programs are also interesting, exciting, questionnaire and dangerous facts are involved. Many experts have expressed their own opinions. In research scholar we can observe

## HYPOTHESES

The would Be significant Difference Between The Urban Kho Kho Players and Rural Kho Kho Players and Rural Kho Kho Players in Their level of Physical Fitness and mental Health This Hypotheses was Formulated on The Basis of assumption of That in Contents of Rural Kho Kho Players has Been accepted to Perform at Their level best.

The true contest of urban Kho Kho player’s motor components conditioning will be less than the rural Kho Kho player’s.

## METHODOLOGY

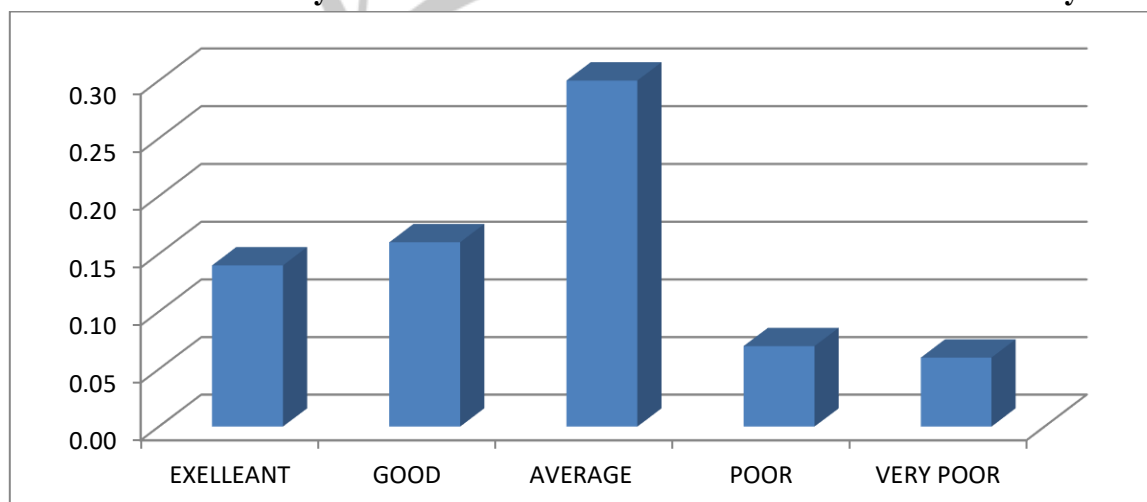
We have a comparative study of inter college Players of rural and urban Kho Kho Players about Mental health and Physical fitness. The test conducted is Measurement of Cardiovascular endurance test. An accurate Measurement of the heart rate is necessary if results form if test are to be Meaningful of have trouble on counting Your heart rate, the results Will not a accurate For this evaluation the Pulse Will be Counted for 30 Seconds counts While remaining seated Refrain from Talking and Unnecessary movement during Periods When heart rates are being counted these activities can influence You results.

The Step test is based on the Premise that for all sub Maximal work. The Person with a higher level of a cardiovascular fitness not will have a smaller increase in heart rate but also Will have a heart a heart rate that rate that returns to normal faster the task than it Would in a Person with a normal level.

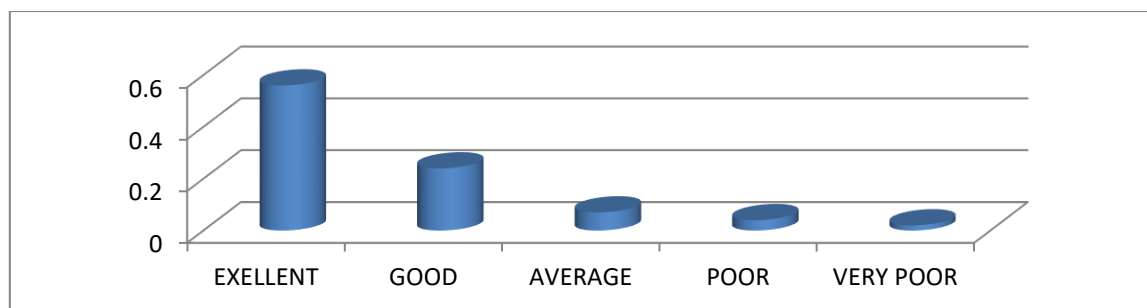
The Purpose of this test is to obtain immediate Knowledge of the level of cardiovascular efficiency.

Method do not Perform any activity before this test no Warm up is allowed. A 20 inch bench should be used for men. For Step iy to and down from its bench at the rate of 30 steps/ min the same foot must start the “set up” each time and an erect posture must be assumed. Continue the activity for a maximum of 5 minutes or unable to Maintain the set rate The heart rate is Counted of a 30 Second Period, Starting exactly, Minute after Completion of the last step i,e, form 1 to 1.5 Minutes after completion of the task table.

**Classification of Physical fitness and mental Health in Urban Kho Kho Players**



### Classification of Physical fitness and mental Health in Rural Kho Kho Players



### RESULT AND DISCUSSION

As We have conducted a comparative test in inter college Player's of Davangere University a Sample of 100 Male Players of age group 18-25 Years had taken in rural and urban Kho Kho Players for Physical fitness and its role in Mental health test. By doing this test if we get good result of heart rate in the motor components like speed, strength flexibility, coordination, endurance, body balance and agility will be more and if the result of the heart rate is less than the expected then the motor component strength will be less in urban Kho Kho Players. The Performance of Physical fitness and mental health of urban Kho Kho Player is 93% When compared both the average 0.6% Will be more in rural Kho Kho Players than in urban Kho Kho Players. Sports Man who have Physical fitness their Mental health is also good.

### CONCLUSION

In Davangere university inter collage Rural and Urban Kho Kho Players, there are some variation in the Motor components. Rural Kho Kho Players Have more strength 93% then Urban Kho Kho Players. Urban Kho Kho Players have Physical fitness Performance 87% that is 0.6% less than the Rural Kho Kho Players. The sports man having good Physical fitness have good mental health and the sports man having less Physical fitness Their will be some differences in mental health.

Research in physical education is crucially not limited to an area, it is much Widened, By the research in sports, scientifically changes are Possible with research with research works only. That helps the Players of the country to achieve victory in this way and we can also see development in training by the research is sports country's replete and status raises and more medals can be won Physical education is a part of education. But for the development research is very important. Manly Physical education research works have been done and are going on. To achieve a good Position in sports department, Physical education sports men should not be limited only to activities but much Priority should be given to research.

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## Perspectives on Tribal India : Approaches to Tribal Problems

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### Abstract

**India** has been rightly described as a ‘melting pot’ of race and tribes considering the enormity, magnitude and complexity of the problem it is really a very difficult task for the prehistorian and anthropologist to arrange people and cultures of India in the chronological sequence of their appearance on this sub continent. Fuchs (1973) rightly states that even their subsequent history well up to the Aryan invasion is surrounded in obscurity.

Though stone implements of prehistoric man have been found in various sites dating back to the lower Paleolithic period, so far no skeletal finds have been made of these earlier times. And the human fossil finds of later periods are too few and insignificant to enable use to draw any definite conclusion racial history of India in prehistoric times. But it has now become an established fact that the aboriginal tribes in India are. In most cases survivals from the later prehistoric groups some tribes may even have degenerated from a higher technological level due to adverse circumstances.

The modern state, whatever be its nature and types, has come to stay. It has become an extremely powerful engine to steer the so-called traditional society on the path of development following the frame work of western modernization. It is positively related to the development and multiplication of resources for the ‘nonfat of its people’ negatively related to the tribes.

**Key words:** perspective Tribal , tribal problems, social movement among tribes, tribal resource and modern state , genetics , indigenous, date-sharing, ethics.

### Introduction:

For thousands of years primitive tribes persisted in forest and hills without having more than casual contacts with the populations of the open plains and the centers of civilization. “Now and then Military campaign extending for a short spell into the vastness of tribal country would bring inhabitants temporarily to the notice of princes and chroniclers, but long periods there was frictionless co-existence between the tribal folks and Hindu caste society in the truest sense of the word” (Haimendorf, 1960). But the physical isolation of most the aboriginal tribes drew to an end when the modern means of communication like railways and roads were introduced nineteenth and early twentieth century coupled with the sudden growth of India’s population. This caused land hungry peasants of the plains to invade the sparsely populated tribal regions of middle and South India

The onslaught of moneylenders and traders from the plains played become with the tribes who as many examples show lost their economic independence and lot of land within a span of twenty to thirty years of their contact with the cunning and professional people of the plains. The plight of the poor and vulnerable India tribes has been surfacing from time to time for about hundred years or so. But after Independence they have been considered a ‘problem’ for government and there more advanced fellow citizens the administrators, anthropologists, Christian missionaries and social workers have viewed this ‘problem’ from different angles with different perceptively for the matter of convenience



these views and approaches may be divided into three categories. The discussion that follows this categorization rotates round the three views.

### Resources:

Resources for the tribes, as for any people but surely less than the consumerist modern ones, had ever been important and shall remain so howsoever scientific and technological developments might have taken place. We may talk of two types of resource. One is the natural type-food, clothing and shelter –that the tribal people had always been utilizing and consuming since millennia for their survival. All needs were met from direct or indirect consuming of natural resources. The other type is traditional wisdom, knowledge to cope up with nature for their (social) existence that has now been made obsolete and redundant; hence the need to master the art and craft of new techniques and methods.

Presently the tribal people are at grate disadvantage on both counts. Their natural resources are being usurped through devious ways and the modern education is deluding them for various reasons.

Till the advent of the consumer market tribal villages had their specific tracts of forest from where all he households had equal right and share in its wealth be it fuel wood, fodder timber fruit, herbs and other edibles.

### Conclusion:

It is inferred here that knowledge production academic literature, politics and the society are closely intertwined this situation has been vividly described in the foregoing review of the literature. At the specific micro level, knowledge production is centered on the educated class who has the scientific method and the theory with a firm foot on its own social and political reality. In this context, there is a growing consciousness among every tribe that their history, culture and narratives are vital part of their existence and political participation in the state.

This situation locates the numerically small ethnic groups who have culturally occupied a distinct territorial space, in a critical political space of negotiation or conflict. The ‘Komrem’ (Kom tribe) people ethnic mobilization is a specific case in point. Therefore , it becomes very crucial in the present day context to reposition the articulation of people to understand the socio-political processes of the state from a multi-ethnic, eco-existence frame.

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## Changing Dimensions of Banking Sector in India

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### ABSTRACT

The Indian Banking sector has been the fastest growing in the post liberalization period. The banking industry is undergoing a paradigm shift in scope, content, structure, functions and governance. The information and communication technology revolution were radically and perceptibly changing the operational environment of the banks. But along with this change the banking sector is pruned to multiple and concurrent challenges. Increased competition, rising customers' expectations and diminishing customers' loyalty. In such an environment Indian banking sector will have to equip itself to meet the challenges of competition from within the country as well as from abroad. While they more to meet these challenges, they have to ensure that their foundation remains sound and their attention is not distracted from principles of prudent banking. In this background, some of the major challenges and trends which are likely to emerge in future and the strategies to be adopted to combat with these challenges were being covered in this paper. This sort of development, no doubt, would strengthen the banking sector base in particular and Indian economy in general. In view of this, the paper makes an attempt to highlight the changing dimensions of banking sector in India, along with an emphasis on the challenges that the banking sector prone to face, to offer certain strategies for the growth and development of banking sector in India in future.

### Introduction

The service sector has been the fastest growing sector in the post liberalization Period. With the intensification of the pace of ongoing economic and financial sector reference for more liberalization and Globalization of the Indian economy, the Indian Banking industry is undergoing a paradigm shift in scope, content, structure, functions and governance. Their very character, composition, contour and chemistry is changing. The information and communication technology revolution is radically and perceptibly changing the operational environment of the banks. Banking sector is faced with multiple and concurrent challenges, increased competition, rising customer expectations and diminishing customer loyalty. In the complex and fast changing scenario, the only sustainable competitive advantage is to give the customers and optimum blend of technology and personalized service. Banks are in true with each

other far introducing sophisticated e-banking facilities to give the customer extra reach and convenience. Banking is the key sector of any economy. Its energy and vitality indicate the health and prosperity of any nation.

### **Objectives :**

The present paper makes an attempt to highlight the changing dimensions of banking sector, to focus on the state of banking sector in the post liberalization period, to make an emphasis on the challenges the sector is facing in India and offer to adopt certain strategies for the growth and development of banking sector in future.

### **Banking Sector in the Post-liberalization period.**

After liberalization the Indian banking industry was operating in a highly regulated and protected region. In the changing scenario of liberalization, it was realized that the banking sector would have to play a key role in the economic reforms process. Thus, the Narsimhan Committee was formed to recommend reforms in the banking sector with the objective of granting autonomy and flexibility to the banking industry and improving its efficiency and profitability.

The important reform measures recommended by the Narsimhan committee were ;

- ❖ Reduction in Statutory Liquidity Ratio (SLR)
- ❖ Reduction in CRR
- ❖ Reduction in priority sector lending
- ❖ Freeing of Interest rates on Deposits and Advances to promote competition in the financial sector.
- ❖ Capital Adequacy Norm.
- ❖ Access to capital markets.
- ❖ Prudential Accounting Norms.
- ❖ Competition through permission to private sector banks.

Most of the measures suggested by the committee have been accepted by the Government. Interest rates have been deregulated over a period of time, branch, licensing procedures have been liberalized and statutory liquidity ratio (SLR) and cash reserve ratio (CRR) have been reduced. The entry barriers for foreign banks and new private sector banks have been rationalized as part of the medium terms strategy to improve the financial and operational health of the banking system by introducing an element of competition into it. In 1994, SEBI for the first time notified regulations to bankers pertaining to public issue. Public sector banks are now allowed to access the capital market to raise funds, leading to a dilution in the shareholding of the govt. Another important dimension of the banking sector reforms was reduction of the non-performing assets. With introduction of securitization Act, 2012, a long felt need has been realized.

## Challenges before the Indian Banking Sector :

Major challenges which Indian banking sector are facing today and which are likely to be more poignant in the ensuing years in view of the irreversible process of the reforms and resultant verisimilitude of many players entering the banking sector are discussed.

### a. Problem of Pressure on Profitability :

The greatest challenge which Indian banking sector are facing in recent years arises out of pressure on their profitability. With continuous expansion in number of branches and manpower, thrust on social and rural banking, directed sectors lending maintenance of higher research ratios, waiver of loans under ARDR type concessions, repayment default by large industrial corporates and other borrowers, etc, had their telling impact on the profitability of the banks.

### b. Problem of Low productivity :

Another ferocious challenges which Indian banking sector are confronting is low productivity. The low productivity has been due to huge surplus manpower, absence of good work culture and absence of employees commitment to the organization.

### c. Problem of Non-performing Assets (NPA)

A Serious threat to the survival and success of Indian banking system is uncomfortably high level of non-performing assets. In its Report on Trend and progress of Banking of India, 20115-16, the RBI reported that gross NPAs as percentage of advances of PSBs was 4.4 percent as on March 31,2017 with a colossal amount of about Rs. 1,02000 crore being locked up. This might have recently recorded further increase due to default in repayment by the industrial units affected by the two-year old recession. This is much higher than the international level of below 5%

### d. Problems from customers :

In view of competitive forces, fast changing life style and values of customers who are now better informed, have a wide choice to choose from various banking and non banking intermediaries, become more demanding and their expectation in terms of products, delivery and price are increasing, the PSBs lacking in customers orientation are finding it difficult to even retain their highly valued customers what to talk of attracting the new client particularly when the foreign banks as also the new breed of private sector banks have embarked upon aggressive marketing programmes aiming at niche markets.

### e. Competition from Private Banks :

The commercial banks in India which enjoyed monopoly position until recently are facing perilous challenges particularly on quality, cost and flexibility fronts from the newly emerging players who by dint of their invigorating ambience and work culture supported by pragmatic leadership committed, courteous, affable and friend staff and modern ultra gadgets are offering excellent customer services and marking in roads in the business centers.

**f. Competition from MNCs :**

Globalization and integration of Indian financial market with world and the consequent entry of foreign players in domestic market has infused, in its wake, brutal competitive pressure on the Indian commercial banks. Foreign players endowed with robust capital adequacy, high quality assets, world-wide connectivity benefits of economies of scale and stupendous risk management skills are posing serious threats to the existing business of the Indian banks.

**g. Problem of Managing Dual of Ownership :**

**Managing duality of ownership is a peculiar problem which the PSBs have to encounter because of participation of private shareholders in their share capital. A public sector bank to survive and grow successfully is expected to operate according to the expectations of one of its principal shareholders. In the changed scenario, there would be two major groups of shareholders, viz., the Government of India and RBI on the one hand and the private shareholders, on the other. Since the expectations of these two categories of owners are not necessarily identical, the bankers will have to manage conflicting interests.**

**h. Problem of Managing Customers' Diverse Strata :**

Another very important challenge which PSBs are faced with is managing two ends of spectrum of banking services. PSBs, unlike their counterparts in the private sector as also the foreign banks have two faces ; a commercial side and non-commercial side, each having various strata. In a country like India with wide disparities in needs, standards and ways of living of the people in various regions, the bankers are expected to manage these different strata in its total expanse equally well without ignoring any of them or even performing one at the expense of the other.

**i. Challenge of qualitative changes in Banking paradigm :**

The greatest challenge which Indian banks are facing is to bring about change in the mindsets and attitude of the employees and inculcate. Bank employees in India as noted earlier, are highly cynical and less motivated with decreasing loyalty towards their work life. They are not very much concerned with their productivity and lack cost consciousness. Strong and militant trade unions resisting any organisational change and archaic approach of managing have also been the barriers to bank development.

**Evolving of strategies for the Growth and development of Banking Sector in future.**

Visualizing the scenario in the years ahead, success would crucially depend on strategically effective and intelligent management of marketing and customer relationships.

**1. Intensely competitive Market :**

The market has changed drastically and has become largely customer centric. The key to success in this changed competitive environment will be one's ability to reach the client at his door step and meet his requirements of product and services in a customized manner. This development is

indeed welcome as it has immense potential for growth of banking business in future but it has its own draw back as there could be adverse selection of customers.

## **2. Need-based Technology :**

Technology is increasingly finding its use in banking by way of convenience in product delivery and access, managing productivity and performance, product design adapting to market and customer needs and access to customer market. For the Indian Banking Sector, these developments are of significant interest in the future. The ability to access and share information will contribute in improving efficiency and value adding, moreover; focus on e-banking will open new business potential and opportunities for banking sector.

## **3. Consolidation through Mergers :**

Globalization has brought severe competitive pressures to bear on Indian banks, from international banks. In order to compete with these entities effectively, Indian commercial banks need to possess matching financial strength, as fair competition is possible only among equals. Size, therefore, assumes criticality even in these days of virtual banking. Mergers and acquisition, route provides a quick step forward in this direction offering opportunities to share synergies and reduce the cost of product development and delivery.

## **4. Customer Relationship Management :**

The process of relationship banking which has been ushered in on the Indian banking scenario would become sharper and wider spread. The competencies required from a banker in the future include expertise in information technology and functional knowledge. This would warrant that the banks have to be careful in selection of personnel as regards to their skills, as the requirement of job would be to take decisions based on risk-reward paradigm rather than process – based administration. The training and skills upgradation system is also required to be aligned to desired competencies.

## **5. Delivering Customer Delight :**

It is a method which can pro-actively monitor customer satisfaction, identifies the areas where most beneficial improvements can be implemented and suggest the uses of web to market measurable improvements to a wider audience. It is a revolutionary and cost effective approach to link customer satisfaction with internal improvements, performance and increased business. Delight results from exceeding the expectations of satisfied, customers. Meeting only current needs 'locks a firm into the present' but to move beyond the threshold of satisfaction, one must tap into the unmet or even to the domain of unimagined needs of the customer. Hence, the only key that can unlock the door to delight is new ways of thinking and working.

## **6. Imparting Good Governance :**

The road ahead for the banking industry will be entirely different from the track traversed hitherto. Banks will be compelled to concentrate more on how to improve performance with regard to capital adequacy, asset quality, management performance, earnings capacity, liquidity, and systems and controls, while capital adequacy, asset quality and profitability can be ascertained from balance sheet management, systems and controls will involve subjective evaluation.



### **7. Corporate Social Responsibility :**

Corporate Social Responsibility is the continuing commitment by business to achieve commercial success in ways that honour ethical values, address legal issues and contribute to economic development will improving the quality of experience of the workforce and their families as well as the local community and society at large.

### **8. Efficient Customer Service :**

In the future competitive pressures will become more intensified in the banking environment in India and the markets will get changed drastically, with the focus on being customer centric. The key to success in the changed environment will be the banks ability to reach the client at his door step and meet his requirements of product and services in a customized manner leading to customer delight and customer ecstasy.

### **9. Appropriate HR policies :**

It has become imperative that for meeting the challenges and opportunities in future, there will be great need for changes in mindset in the human resource available within the Bank. Training and Development in updating the skills is essential to face the emerging challenges. In a service industry like banking, human resources will occupy the pivotal part for making the bank services enduring. With the entry of new private banks and foreign banks, the system of hire – and – fire will become unavailable. Security and age old practices of conducting traditional banking will undergo revolutionary changes.

### **10. Management of NPAs :**

In future, the non performing assets will become the major causes of banks concern. Imbibing the credit management skills will become all the more important for improving the bottom line of the banking sector. It becomes essential to master the expertise for monitoring exposure levels, industry scenarios and timely action in respect of troubled industries. Skills of NPA management , which include working out negotiated settlements. Companies, constituting active settlement advisory committees, compromise, constituting active settlement advisory committees. Restructuring and rehabilitation, effective recourse to suitable legal remedies, etc., are to be supplemented with most suitable legal reforms by the banks to recover dues well in time so that the financial soundness of the banking sector will not be undermined.

### **11. Product Re-engineering strategy :**

The growth in disposable incomes, changing lifestyles, global changes and their impact on the economy will result in ever changing and diversified needs of the customers. Banks in future will have to understand the dynamic needs of a changing society through detailed market survey and structure innovative products so as to channelise the savings of the community and also to satisfy the credit requirements of various sectors of the economy.



## CONCLUSION

For a successful banking business management and analysis of large data and information play key roles in devising new strategies, products and services, with the cost of technology falling and their capacities increasing day-to-day, data warehousing has become affordable. Banks should set up their own intranets and extranets, which will be soon to both employees and customers, spread over wide geographic locations. We are in an era where technology is all-pervasive. However, in service like banking due care has to be taken while embracing technology and transforming traditional touch points to electronic ones, so that human touch with customers is not lost.

In the end, it can be rightly said that productivity and efficiency will be the watch words in the banking industry in the years ahead. Strategizing organizational effectiveness and operational efficiency will govern the survival and growth of profits changes in the mindset of the employees is imperative with the changing times. Continuous quest for skill upgradation at all levels, development of vision and mission and commitment are some of the aspects which required urgent attention by the banking sector in future.

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## Cashless Economy on Common Man in India

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### Abstract

The low literacy rates in rural India, along with the lack of infrastructure like internet access and power make things extremely difficult for people to adopt e-transaction route. The financial technology industry would be unwise to ignore the rise of mobile transaction services, person-to-person networks and the whole range of digital disruption in the payments arena from the likes of Bit coin, Apple Pay and PayPal that undoubtedly is putting pressure on cash. The present paper meets an attempt to know the awareness about smart phone and the use of smartphone in rural India. To Overcome from the problem of cashless services providing in rural India.

**Key words:** Cashless, Smart Phone, infrastructure, internet & networks etc.

### INTRODUCTION

Cash is like water a basic necessity without which survival is a Challenge .Nevertheless, cash use doesn't seem to be waning all that much, with around 85% of global payments still made using cash. One of the main reasons is that there is Nothing to truly compete with the flexibility of notes and coins. Of course, the digital era Is something to embrace, and new methods of payments will continue to be introduced. But Indians need to recognize the risks and benefits of different payment instruments, the risks associated with electronic payment instruments are far more diverse and severe. Recently lakhs of debit card data were stolen by hackers; the ability of Indian financial Institutions to protect the electronic currency came into question also an important reason why people favor cash. In a courageous move to combat black money and counter feat currency, Narendra Modi's government scrapped currency notes of INR 500 and INR 1000 denominations, which is seen as an un precedented measure, though a giant leap towards Curbing corruption and forged currency. The declaration created confusion across the spectrum, as these high-value notes from around 86% of total legal tender. However, the whole isometrics of moving from cash-driven economy to cashless economy has some how been assorted with demonetization that was aimed to extract liquidity from the system to un earth black money. Prime Minister Narendra Modi acknowledged the fact in

his monthly radio programme, 'Mann KiBaat' on Sunday that making the transition to cashless economy is challenging, and hence has urged the public to move to 'less cash' society. A report by Boston Consulting Group(BCG) and Google India revealed that last year around 75 percent of transactions in India were cash-based, while in developed nations such as the US, Japan, France,





Germany etc. it was around 2025 percent. The depletion in cash due to demonetisation has pushed digital and e- transactions to the fore front; e-banking, e-wallets, and other transaction apps becoming prevalent.

**STATEMENT OF THE PROBLEM:** A cash less economy is one in which all the transactions are done using cards or digital means. The circulation of physical currency is minimal. India uses too much cash for transactions. The number of currency notes in circulation Is also far higher than in other large economies. In this context recent trend have been changed, while revolution in the information technology in India. The researcher tries bridge the gap between awareness about the smart phone makes use of it in rural India.

**OBJECTIVES OF THE PAPER:**

- 1.To study the concept of cashlesse conomy.
2. To know The need for cash and challenges to go to digital.
- 3.To suggest for make use cashless.

**METHODOLOGY**

The present is mainly based on secondary data which is available in the papers, articles, journals and internet etc. Why Is Cash Required? The magnificence of cash is that-it just works; even in the isolated where abouts of India, where the government might not be present physically with its paraphernalia, its injunction runs in the form of legal tender that public uses for business on an everyday basis. A large informal economy that supports a major part of Indian population and their livelihoods also runs in cash. This is why Cash is yet King. The ground reality reveals, a majority of transactions in Kirana stores, the go-to shop for daily purchases in India are cash based transactions, because these are generally small ticket transactions. The customers, as well as Kirana store owners feel more comfortable in dealing with cash for small transactions, while these merchants also provide credit facility to customers. However, the governments drive to incentivize consumers and merchants alike to move to electronic modes of payments has not found many takers because our cash driven economy is fuelled through rampant corruption in society and black money. The modus operations for corruption are cash so unless we rid our society of corruption at all levels this will be a huge task. Imagine paying a corrupt official through your e-wallet it will never happen. Also another point to ponder on is why India has such less tax payers in a population of over 1.2 billion people. Is 98% of our population earning below 2.5 lakhs a year. This is one of the issues that needs to be addressed and hopefully with many more transaction moving electronic & records of the same being made available many more people should fall under the tax net be it small merchants, professionals etc. Will this segment of society adapt to electronic modes of payment so that the nation can benefit from a higher tax collection leading to better benefits to society at large? The challenge to go digital A major obstacle for the quick adoption of alternate mode of payments is mobile internet penetration, which is crucial because point-of-sale (PoS) terminal works over mobile internet connections, while banks have been charging money on card-based transactions, which is seen as a hurdle. The low literacy rates in rural India, along with the lack of infrastructure like internet access and Power make things extremely difficult for people to adopt e-transaction route. The financial safety over the digital payment channels is important for pushing the cashless economy idea. Imagine losing your credit cards or being the victim of digital hackers can lead to a whole host of Issues like denied payment, identity theft, account take over, fraudulent transactions and data



breaches. According to the digital security company Gemalto, more than 1 billion personal records were compromised in 2014. Cash is here to stay! Despite the numerous State endeavours, India has always been driven by cash; while electronic payments are seen restricted to a small size of the population, compared to the cash transactions. Considering the demographics of India, two-thirds of the population lives in rural areas, where farmers and poor people are still struggling to get their hands on their own money. As per data in July this year, 881 million transactions were made using debit cards at ATMs and PoS terminals. Out of these, 92 percent were cash withdrawals from ATMs. The sole purpose for cards in India is to withdraw cash. Changing this mind set will be an uphill task. The last few days have clearly shown that the country is highly underpenetrated as far as ATMs per million people and it's the ATM which will help the government fulfill its ambition of financial inclusion as the ATM will play a key role in the last mile towards customer fulfillment which is self-service 24\*7 which even a Business Correspondent or Micro ATM cannot do. Currently, there is a mix of cash and cashless transactions happening across the country, while many enablers are working towards turning the cashless economy dream into reality. We have taken big strides towards becoming a cashless economy; however it will take more than a generation to change the habit from cash to no cash transaction. Rushing the economy into a cashless state without proper planning and infrastructure will be disastrous and its consequences will be everlasting. A gradual move towards less-cash society as said by the Prime Minister is the right way forward. Also, important to note that if people start flocking to alternate currencies, governments could wind up losing much of their power to influence economic issues such as inflation and unemployment. The government can't set an interest rate for institutions lending in a currency it doesn't control.

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## Identifying the Challenges in Teaching Computer Science Courses Online

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### Abstract

In an attempt to provide educational opportunities for students who are working or who are located at a distance, many universities have developed wholly online distance education programs. These online courses use web technology as a distributed learning mechanism. However, online distance learning in Computer Science courses remains challenging for both teachers and students. Research has shown that there is a significant risk factor for online courses in Computer Science. Course developers and teachers need to be aware of the particular needs of Computer Science students when establishing online courses, if they wish to graduate successful and satisfied students. This paper aims to identify some of the challenges in teaching Computer Science topics online, and identify useful support strategies to enhance learning through the informed use of web-based elearning.

### INTRODUCTION

Over the last few years, web technology has been adopted to assist learners with real-time studying at a distance. Consequently, web delivery has grown rapidly and has been used as a vehicle for learning. The research of Kim, Bonk, and Zeng (2005) shows that elearning has become an increasingly important delivery format and may even dominate training in the near future'. A similar finding by Tanaka (2005) indicates that in the 1990s and the first half of this decade, people will be more focused on web-based elearning to improve their skills. However, for distance learning in the field of Computer Science, topics such as programming, database design and artificial intelligence (AI) remain challenging and require further development. Sheard, Macdonald, and Hagan (1997) found that computer programming courses are more difficult and time consuming than other courses for the majority of students. Deek and Espinosa (2005) believe that studying subjects such as programming languages are difficult because they have been designed without attention to human-computer interaction. Many Computer Science subjects are potentially highly technical in nature, which may be hard for students to learn independently in a fully online environment. Thus, the question that needs to be addressed is: how do we teach these Computer Science courses online? This paper aims to identify some of the challenges in teaching Computer Science topics online and identify useful support strategies to enhance learning through the informed use of web-based elearning.

### BACKGROUND

Distance learning became popular in the 1970s and 1980s, but was generally conducted via postal mail until relatively recently. The changing nature of teaching in distance education since the 1990s has been driven by developments in technology. This has meant a move from the delivery of print copies of the traditional 'chalk and talk' lecture, to computer based learning systems (LMS)



(McSporran & King, 2005). Since the mid to late 1990s, the World Wide Web has been used as a distributed learning mechanism, enhancing the digital learning environment to support online students. Using this delivery mode teachers can provide a range of resources such as discussion forums and chat, multimedia, videoconferencing, audio and electronic blackboards to communicate and teach their students (Lee, 2004).

These changes in distance education have developed in an attempt to provide easier access to educational opportunities for students who are located remotely from the university, who are working or who have other constraints/commitments such as families/young children. Kazmer and Haythornthwaite (2005, p.7) found that in the US \_in the academic year 2001-2, five million people took at least one course online, and three million were enrolled in online degree programs.‘ Distance education online has become a popular alternative to face-to-face instruction. While there have been strong indications that the promise of online delivery is not as revolutionary as first predicted (Werry, 2002), online courses are still popular with students and universities. The opportunities presented by emerging technologies to create quality, new learning environments that provide convenience for learners, who live a long way from the university and/or have to work at the same time, has been recognized by tertiary educational institutions worldwide. Therefore, investigating the challenges of teaching Computer Science topics in an online environment is critical for teachers and universities offering these courses using flexible delivery modes.

#### **WHY IS COMPUTER SCIENCE DIFFERENT?**

Computer Science courses such as programming, database development and artificial intelligence (AI), are more difficult to teach and learn than other courses in a wholly online environment (Linschner, 2002), because students are required to develop a range of technical and practical skills and conceptual understandings, in order to be able to apply this knowledge to different applications and workplace challenges. Research shows that students in programming courses have difficulty visualizing abstract concepts (McSporran & King, 2005). Emerging research on the use of learning objects to teach AI indicates that deep learning at conceptual, technical and practical levels only occurs when students have opportunities to visualize and engage practically with their programming. In this case an animated AI toolkit allows students to visualize how the underlying code translates into an animated game sequence via an animated display of the internal workings of their controllers, provided by the AI toolkit. \_Students can visualize and experience the results of their program on two levels: the programming in action and operationally as a finished product in the game‘ (Hingston, Combes & Masek, 2006).

Computer Science is recognized as an area of instruction that requires complex conceptual knowledge and understandings, and is potentially both highly technical and practical in nature. The understanding of essential abstract concepts that underpin the development of a \_programming mindset‘ present more challenges to teaching and learning than in other courses (Jehng & Chan, 1998). Students in Computer Science learning programming as a subject, must develop competence in several cognitive areas such as syntactic knowledge and conceptual knowledge (Linschner, 2002). They then need to develop strategies and utilize their problem-solving skills to creatively solve programming problems or to create new programs (Bayman & Mayer, 1998). McSporran and King (2005) maintain that cognitive development and the development of conceptual understandings rarely occurs in an isolated environment. Hence, studying Computer Science topics in an online environment is very



difficult for the students who may be studying in isolation. Programming languages have a highly technical syntax, with complex rules. Like all language learning, computer programming languages are difficult to learn and understand (Linschner, 2002). In their research, Deek and Espinosa (2005) found that most novice programmers find introductory programming courses frustrating and difficult to learn.

Research by McSporrán and King (2005) indicates that in online programming classes, students find it more difficult to understand complex concepts, technical knowledge and applications of the theory of programming to problem-solving exercises than on campus students, who have the benefit of face-to-face feedback from their teachers and peers. These findings are also supported by the work of Hentea, Shea & Pennington (2003) who showed that for technical subjects, teachers need to interact more with students, to assist them with problem-solving and to seek new sources of information to avoid limiting their capacity to apply theory to practice. Therefore, Computer Science students, particularly those working in programming subjects, are at significant risk when attempting an online course compared to traditional classroom students. Best practice teaching and learning in Computer Science subjects requires students to learn collaboratively in an interactive environment which mimics the workplace; to use a variety of technologies and learning tools; to participate in active learning to develop technical skills and knowledge; and to engage in conceptual discussions with their peers and teachers to become active problem-solvers (Yang & Liu, 2004).

Therefore, it can be concluded that Computer Science courses, particularly those which include programming units, are more challenging for students. To develop competence, students are required to acquire complex, conceptual understandings, while learning the highly technical components of a scripting language, which they then must practically implement to solve a programming problem and thus produce a program that works. In other areas of Computer Science, such as AI, students also must have an understanding of physics, fuzzy logic, evolutionary computation and artificial neural networks (Hingston, Combes & Masek, 2006). Even in a face-to-face teaching-learning environment, students find these units extremely challenging. In the online environment, where the student is physically isolated and where none of the body language and ready/immediate access to the teacher's knowledge at the point of need is available, teaching and learning becomes even more difficult.

## **CHALLENGES IN TEACHING AND LEARNING ONLINE**

### **Synchronous versus asynchronous communication**

The first challenge in teaching Computer Science topics online is the application of the theory and practice of classroom-based courses into the online environment. A major factor identified in the research on the online delivery of course materials, is the problem caused by a lack of interaction between the teacher and the student/s that is a feature of face-to-face classroom teaching (Hentea, Shea, & Pennington, 2003). For technical subjects in Computer Science such as computer programming, database design and AI, this lack of interaction is exacerbated. In Computer Science subjects, the teaching requires a high level of communication between students and the teacher. In the online environment where students may be located at a great distance and studying in isolation (for example, outback Australia), interaction may be synchronous (real time) or asynchronous (any time).

Asynchronous methods use collaborative tools that enable students to communicate with their teacher and their peers at any time. For example, email and discussion forums (bulletin boards) are both



asynchronous methods of communication. Email is used widely and is one of the simplest forms of asynchronous communication technology, and can be used for teacher-student communication and student-student exchanges. Discussion forums can also be used for distance education, and provide a centralized mechanism for discussion on specific course topics where everyone is included, as well as informal exchanges (Neal & Miller, 2005). Midkiff and DaSilva (2006) identified the benefits of using asynchronous communications as: flexibility for the users, the ability to engage with different text documents, and the sharing of file attachments. Another advantage of the asynchronous environment is that students can use it any time and any where. Students who opt to complete their studies online due to work or family commitments, often value this flexibility highly (Combes & Anderson, 2006). According to Goldsmith (2001) students tend to have different attitudes toward asynchronous communications. Most students report positively about the flexibility, the choice to manage their own time and learning space, and the facility for detailed feedback. The major negative aspect reported by students is lack of interaction.

Synchronous communication technologies provide opportunities for online students and teachers to interact in real time. These real-time technologies may include audio and video, text and chat room, electronic whiteboards and screen sharing. These technologies provide students with two-way, interactive communication (Ciocco, Toporski & Dorris, 2005). The benefit of a synchronous learning environment is that it provides immediate interaction and can mimic that immediate feedback loop that is provided in a face-to-face classroom. Gibson, Blackwell, & Hodgetts (1998) found that synchronous communication is an effective online communication tool. It allows the students to ask questions and get feedback in real time like the students in the on campus classroom. However, there are also some disadvantages to synchronous communications. Learners all need to log in at the same time as their teachers or peers (Sanders & Morrison-Shetlar, 2001), which is a problem when students are located in different international time zones and where working schedules or family commitments may create ‘attendance’ problems for online students. Synchronous communications also reduce the flexibility that is a feature of online learning. Some researchers recommend ‘keep your life simple and stick to asynchronous communication’ (Gibson, Blackwell, & Hodgetts, 1998, p.280).

So while asynchronous and synchronous communication technologies do provide opportunities for teacher-student and student-student interaction, they do not replace or effectively simulate the face-to-face environment. The most commonly used of these technologies (email, discussion forums and chat) still depend on using text as a means of communication. Communicating by text is an imperfect medium for communication when the participants do not have the added value of body language and intonation to guide understanding and meaning. While videoconferencing and streaming video help to alleviate this problem, many students who are studying remotely do not have ready access to fast bandwidths or the technology to enable them the use of these communications technologies easily. Students studying wholly online often experience increased levels of frustration, anxiety, lack confidence, feelings of isolation and a lack of connectedness (Combes & Anderson, 2006). For Computer Science students, where the interactive nature of the teaching and learning often determines whether students master technical and practical skills, and develop complex conceptual understandings, learning in an online environment dominated by text is very difficult. So while asynchronous and synchronous communications go part of the way towards solving some of these issues, they do not provide conclusive solutions to the problems of teacher/student and peer-to-peer interaction and immediate feedback that are features of the on campus experience.



## Teaching and learning online

Teaching Computer Science courses online also impacts on the students' learning styles. Research shows that while learning styles don't necessarily influence the ways students interact with media, the teacher or other learners, they do affect student satisfaction, particularly activities involving class discussions and group/team work (Benty-Marom, Saporta & Caspi, 2005). Learning environments, particularly those based around text as a delivery mode, may suit some students, but they do not cater for all learners. For example, an analysis of Sanders and Morrison-Shetlar's (2001) work shows that their students preferred to talk to people in person rather than communicate with them through the chat room on the Web. However, they were comfortable working with the content online. This result indicates that while students may be happy with using the online learning approach to access content, they do prefer to communicate face-to-face. These learners may have had a preference for learning using interaction and an auditory style, rather than in isolation and by abstract symbols or text.

Understanding the preferred learning styles of students and catering for all learning styles (abstract/text, auditory, visual and kinesthetic/tactile) is important for deep learning and student satisfaction. Research by Meisalo, Sutinen and Torvinen (2002) indicates that teaching-learning methods delivered in a virtual classroom impact on student success. They recommend a blend of methods be used to cater for all learning styles, both in the virtual and the online classroom. This is especially important in the online environment, where there is none of the face-to-face communication, audio and visual interaction. A number of researchers have also indicated that courses in an online environment are more challenging to manage, because the delivery method needs to offer strong support from teachers (Meisalo, Sutinen & Torvinen, 2002; Combes & Anderson, 2006). Students working online in isolation suffer from feelings of anxiety, lack of confidence and frustration. Major problems for students studying Computer Science courses online include lack of time, difficult exercises and a lack of consistent and constant support from teachers. Students prefer to study difficult Computer Science units face-to-face with their teacher, rather than via the Internet (Meisalo, Sutinen, & Torvinen, 2002).

While catering for learning styles is important in all teaching-learning environments, it is especially important in the online environment. Computer Science subjects require teachers to deliver information using a range of learning styles. Computer Science students must be able to master complex text, symbolic language and syntax; they need to be able to visualize solutions to problems and develop schematic designs for programming solutions; and they need to develop practical skills to input data, skim and scan code on a screen and write a program that works according to the specified requirements. Computer Science students may have a preferred learning style, but to become proficient in areas such as programming, database design and AI, they must also develop a range of skills across learning styles. While audio, text and visuals, including animation can be provided in the online environment, students still find this skill development very challenging.

## OTHER CHALLENGES

Another major issue when teaching online courses, is the large number of students in some online classes. Large student numbers increase the difficulty of keeping constant and consistent communication channels open with students. Teachers may not be able to provide the personalized support that is a feature of face-to-face classrooms to all students in large online classes. The nature of



the online environment means that students requiring immediate assistance to correct a misunderstanding may not receive it, especially where asynchronous communication is being used. Yang & Liu, (2004) reported that while learners think that online content is a very useful facility, they do not like using the virtual classroom as their main educational delivery mode, because they don't believe the online learning environment can effectively simulate or replace face-to-face communication and the interaction that group/team discussions provide. Students preferred to use an online learning environment as a guide and management tool for their study, and as a context where they can study in their own time rather than as a replacement for the classroom. Raymond et al. (2005) found that using asynchronous learning environments is not interactive enough, whereas the use of synchronous learning environments provided more interaction between students and professors. Synchronous and asynchronous communications are also time consuming for teachers and students, particularly in large classes where there may be many messages to read.

Other issues for students working in an online environment are problems with technology, ISP services and bandwidth (Combes & Anderson, 2006). Another issue involves the cost of learning online. Students require sophisticated equipment, robust access and a good knowledge of a range of software. Online courses also tend to shift the cost of printing course materials back onto the students, as everything is supplied electronically. While these issues are often beyond the scope of the lecturer, they often impact on student satisfaction, introduce frustration and affect student motivation to study or even continue the course (Combes & Anderson, 2006). For students studying Computer Science courses, these additional issues may become overwhelming. These findings are significant for course development and the management of online courses.

## **TEACHING COMPUTER SCIENCE ONLINE**

If we recognize that teaching some aspects of Computer Science is more challenging, especially in the online environment, then what do teachers and course developers need to consider when creating online units? Howell et al (2003) demonstrated that good education should provide a range of alternative tools and learning options to support students. This is particularly relevant in the virtual classroom where students are physically isolated and may only communicate with their teachers and peers via text. Therefore, the best practice, online delivery model should include a range of student resources, facilitator resources and facilitator support. These researchers maintain that student resources should include online course material, discussion groups, real time lectures, learning guidelines, textbooks and facilitator notes (Howell et al, 2003). If the technology allows, we could also include low bandwidth images and animated graphics, audio, web-based simulations and multimedia presentations to cater for the auditory and visual learners.

Some learners believe that they can express themselves more clearly with face-to-face communication (Goldsmith, 2001) even though they prefer the flexibility of asynchronous. In a wholly online environment, course developers should provide both asynchronous and synchronous communications to cater for everyone. Since working online is time consuming, it is important for teachers to monitor the amount of work required to complete online workshops that include a discussion or chat. In Computer Science units that require active learning and the development of technical and practical skills using hardware and a range of software, problem-solving and conceptual understandings; using both types of communications technology, will go some way towards replicating the face-to-face classroom experience. In courses which are wholly online, the course materials must





not only provide access to content, but they must also motivate students, support and enhance the learning experience. This is particularly relevant for online Computer Science courses.

Best practice online courses also provide elearning activities and tasks that are assessed in appropriate ways. Assessments should be authentic and reflect the current workplace (Alexander, 2001). Students need to receive prompt and useful feedback on their work, and the assessments should reflect the learning objectives of the course. While these recommendations are appropriate for all courses, they are particularly relevant to the virtual environment. Students who are online and isolated from the physical classroom, their teacher and peers, need to be clear about what they have to do to successfully pass the unit. This requires constant and consistent monitoring by the teacher and opportunities for teacher-student interaction.

## CONCLUSION

From the previous discussion it appears that learning Computer Science courses in an online environment does provide more challenges for the teacher and the student. Computer Science subjects, by their nature, involve complex conceptual understandings, the acquisition of basic knowledge, highly technical terms and problem-solving skills. Students also need to have proficiency in technical and practical skills with a range of hardware and software. Research evidence also indicates that before providing an online course, teachers should understand the learning styles of their prospective students, because learning styles influence student satisfaction with activities involving interactive learning and communication. Communication and collaborative learning play an important role in the online learning environment. Moreover, Computer Science courses must include strong collaborative learning opportunities between students, their peers and teachers to develop problem-solving skills and apply complex theory to practical applications.

Managing collaborative learning environments requires the teacher to provide a range of appropriate learning content/objects and delivery modes. The online environment should provide rich support, effective and alternative tools and a range of options designed to support student learning. Learning resources such as course materials, learning guidelines, course activities and facilitator support are essential components. The technologies for delivery should include synchronous and asynchronous communication to cater for all students. In situations where face-to-face are not possible, the inclusion of low bandwidth, simulations and animations will provide students with a more supportive learning environment. This is especially true in Computer Science where a demonstration of a practical application is often the best way to convey meaning for students. Issues such as cost, time management and the size of the class need to be addressed when providing courses online. Class size affects the capacity of the teacher to respond consistently and in a timely manner and to monitor student learning. Class size also affects the students who may have difficulty managing the volume of communication and materials provided for their study. Research has shown that there is a significant risk factor for online courses in Computer Science. Course developers and teachers need to be aware of the particular needs of Computer Science students when establishing online courses, if they wish to graduate successful and satisfied students.

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## Struggle for Survival: A Study of Bernard Malamud's *The Natural*

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### Abstract

The present paper has made an earnest attempt to analyse and highlight the human struggles in *The Natural*. It also deals with the dynamics of human relationships, inhuman conditions of modern life, family communication, or the lack of it, as an essential element in his fiction. In his fictional world Bernard Malamud deals with the most terrifying problem, which the contemporary man faces. Malamud, through his writings, expresses his moral concern regarding the threat of a man's identity by the inhuman conditions of modern life. He reveals this through his protagonist's struggles, weaknesses; insights and realizations, which eventually result in his moral integration. Hence he rises to the status of a successful protagonist. In short, Malamud has created a protagonist who seems fully human, who cannot be lightly satirized or made ridiculous, and who can take advantage of the full range of his intelligence and perceptions, who emerges from his ordeal as a compromised but nonetheless an honest man.

**Keywords:** Human Relationships, Human Struggles, Moral Concern, Inhuman Conditions.

Bernard Malamud is regarded as one of the most influential figures in Jewish

American literature, a movement that emerged in the early twentieth century and is known for its fusion of tragic and comic elements. He is endowed with all the above ingredients and his works stand testimony to his credential as a creative writer. He considers his writings to be a moral platform through which he expresses his longing to correct, to advocate and to advice the modern society. Every age has taught humanity some lesson or the other. In twentieth century Malamud has created the awareness and the need for universal brotherhood in the hearts of his readers. He is an optimist in an age of pessimism. According to him only through love, compassion and faith, the resurrection of moral values and the construction of a better society will be possible. He is a humanistic spokesman who insists on the values of responsibility, and compassion in a world, which is moving towards self-destruction. In his novels, Malamud has given priority to the value of human life and he has reinvented the meaning of human life.

Malamud's first novel, *The Natural*, is a tale of a baseball player Roy Hobbs. He comes to Chicago at the age of nineteen with an ambition of becoming a baseball player. Sam Simpson, a former baseball player, guided Roy but unfortunately Sam died on the way. The beauty of Harriet Bird, who travelled along with him, enamoured Roy. He willingly accepted the invitation of Harriet Bird and went to meet her. She shot Roy in his gut with her pistol. Roy is seriously wounded and his ambition of becoming a baseball player became a daydream. After fifteen years of suffering Roy re-entered the baseball team named 'The Knights' as a pitcher. After the death of the team's best hitter Bump Bailey, Roy became the leading player. After Roy's arrival their team accomplished many victories and laurels. As a player, Roy is a success but as an individual he always committed blunders. Roy is in love with Memo Paris but she is not interested in him. He encountered a slump in his career due to his disappointment in love. The selfless love of Iris Lemon saved Roy from anonymity. She taught him



the true meaning and value of suffering. Iris Lemon's love made Roy realize the value of his sportsmanship and the meaning of life. Memo Paris came back to Roy, obviously for his money.

During the crucial match for the season, Roy fell ill. Memo with the help of the match fixer Gus Sands and Judge Banner lured him to accept their bribe and compelled him to promise not to play in the match. Roy with the hope of marrying Memo decided to let down his numerous fans. During the match, Roy's misplaced ball hit Iris Lemon. Iris's love and compassion provided Roy the moral strength he required to break the illegal agreement. He returned to the field with the determination to win the game but he lost the match and thus failed to be a hero.

In Malamud's view, man can achieve moral growth through self-sacrificing love and suffering. As such his fiction is full of unending misery and suffering. The suffering of the Jews is to Malamud the stuff and substance of his art; from it he has fashioned works of surpassing beauty and integrity and a sure place among the best writers of his time. The harshness of suffering, the crushing burden of poverty, the separation of the Jew in a world of gentiles are the hallmarks of his fiction, like the fiction of any other post war Jewish American writer. In "Jewish Writers," Mark Schechner observes that "the horror of the recent past stands behind all post-war Jewish-American Fiction" (196).

Malamud in his novels radically deals with the oppressed, imbalanced, disintegrated men searching restlessly for individuality and moral integrity. His novels illustrate their protagonists involved in a battle against the destructive forces of their cultural and physical environments and eventually victimized by these evil forces. They struggle against the corrupting social and racial problems with a heroic determination and will, so as to defend their life and human attributes.

The principal characters of Malamud's novels are a baseball player, a grocery store assistant, an ex-drunkard turned college lecturer, a poor fixer man, an artist who is self-declared failure, a writer who is unable to finish his novel and a biographer. All of them have encountered disrespect in one way or the other. The Malamud character is harassed by his sense of having been selected for suffering. He is isolated, unsuccessful, unloved, slashed and tormented by situations and circumstances. As he comes out into the fictional world, his impression and behaviour exposes his unworldliness and inadequacy. The society into which he comes to pursue chances for a better life, of course, is doubtful of him and hinders his entry.

The setting and atmosphere to which the Malamud protagonist is exposed convey continually the feeling that man born into this world, is forever condemned to failure and that the surroundings prevail for him are terrific and pitiable by the very presence of their existence. In "Bernard Malamud: The Sadness of Goodness," Marcus Klein remarks;

The radiant artefacts of Malamud's fiction have been the shrouds and graves of Jews; rusty caftans and rusty black derbies, decrepit tenements, gloomy grocery stores smelling of poverty, of age and of inviolate failure the Jewish community which is traditionally denied the priority of existence, has been the constant condition of his sensibility. (247)

A typical Malamud character is separated from the society in which he lives by the clear fact of poverty. All his protagonists have an impoverished, pain stricken, humiliating past which robs them of human essence and identity. Roy of *The Natural* recalls his past like this: "After my grandma died, the old man damped me in one orphan home after the other, wherever he happened to be working..." He



mentions his mother as “‘A whore’. She spoiled my old man’s life. He is a good guy but died young” (174). Frank Alpine also has a humiliating, shameful past. He tells Morris Bober: “The week after I was born my mother is dead and buried never saw her face, not even a picture I was raised in an orphans’ home and when I was eight they farmed me out to a tough family. I ran away ten times, also from the next people I lived with” (30).

In *The Natural*, both Roy’s weakness and society’s corruption assist his ultimate tragedy. In “Victims in Motion: Bernard Malamud’s Sad and Bitter Clowns,” Ben Seigel says the novel probes “the comitragic paradoxes of modern existence” as reflected in the “progressive corruption of a basically honest professional athlete” (204). The novel not only challenges the question but also acts as a clue to the answer. It seems to suggest that in Roy’s moral deficiency talent and goodness cannot unite together forming an integrated self. Roy has turned up from an obscure village with extraordinary physical co-ordination, childlike ignorance and with firm belief that he would be the greatest player there ever is in the baseball. But Roy is unable to overcome his sensual weakness, which progressively prevents his career upliftment as a baseball hero.

Early in the novel, *The Natural*, we find Roy on his way to Chicago to make his career in baseball, which he wants to “hang on forever,” (10). He feels that he is “done for something very big” and that one day he would “break every record in the book for throwing and hitting” (31). On the train he accidentally meets Harriet Bird, “the silver eyed mermaid” with whom Roy feels impatient to have sex. She offers him sex, but not loves. Later we find that after reaching Chicago, when Roy goes to her hotel room to have sex with her, he meets with a strange incident. There he cannot fair well in his crucial test by Harriet because he does not apprehend the unavoidable link that associates all human beings. As a result, Harriet shoots him down with a silver bullet. This makes him suffer for fifteen years.

In the second part of the novel, “Batter up!” when Roy enters into the baseball world after fifteen years, he is not a morally developed fellow. He lacks mental maturity. In “A New Life’ in his ‘City of Words,’” Tony Tanner comments “the main focus of the book is on Roy’s personal moral failure” (324). He is egotistic and self-centred with strong desire for women, status, money and good food. According to Earl R. Wesserman, “*The Natural: Malamud’s World Ceres*,” Roy’s weak point is clearly fixed in his “selfish infantilism of spirit” (59). He is troubled by his own selfish, materialistic wants which he hopes to accomplish. Since Roy has never learnt anything from past experiences, he is destined to undergo suffering again.

In *The Natural*, Roy becomes “an archetype for all Malamud’s small heroes, who like their larger Greek and Shakespearean counterparts- fall victim to a tragic flaw aggravated by misfortune,”(204) Roy’s habit of ignoring his past life acts as the root cause of his inadequacy to cope with the present situation. As a direct consequence, the corrupt, degenerate, materialistic world fascinates him. At the age of thirty-two, Roy hopefully joins the team ‘New York Knights’ as an outfielder. Bump Baily declares the team as “the lousiest team in the world.” It is highly unconstituted, disunited team. The team’s promising player Bump Baily is a ‘practical joker’ who is not bothered about anyone, ever if it is his team’s manager Pop Fischer. Judge Goodwill Banner, the owner of the team, is an evil and crooked person, who works hard to send away Pop Fischer out of his job and “has by his sly ways forced all sorts of trades on us which make money all right but hurt the team” (60). Roy comes into this evil dominated atmosphere.



People like Judge Goodwill Banner, Gus Sands-the gambler and Memo Paris, whose only aim in life is to make money by any means, dominate the world of *The Natural*. The forces of evil work in the person are the Gus Sands, the Judge Goodwill Banner and Memo Paris and they never hesitate to cheat other innocent people for their own welfare. Roy falls after Memo Paris, the alluring woman of the American sensual world, who acts the role of ‘the destructive mother’. Wesserman views Roy’s pursuit of Memo as “the selfish attachment to the terrible mother that introverts and blocks the psychic energy that could flow outwardly from the mature hero and restore the world” (53). And Judge Goodwill Banner is an entirely corrupt man with no chance of liberation from wicked ways. He is utterly selfish, crooked and hard-hearted. He is the apt representative of a morally corrupt, degenerate America. He has got clear conviction that the society prefers things to people and that its materialistic, corrupt ideas justifies the change of people into things, objects to be utilized. During the stage of the hero’s assimilation into the society, the protagonist strives intensely to have socio economic triumph. Roy does hard work to become the greatest in baseball. Roy, who has undergone a series of failures, comes to a place where success of any kind is a distant probability.

Memo Paris, the money minded seductress obviously working for Judge Goodwill Banner is a wicked woman. Memo remains an attraction for Roy, and in his passionate pursuit of her, he over satisfies his appetite and crumples. The second lengthy meeting between Roy and the Judge happens in the hospital and Roy is compelled by the judge to deceive his team. The Judge allures Roy by means of Memo Paris. He also promises to pay Roy thirty-five thousand dollars to cheat his team against the Pirates. As Wesserman says “The Judge is the futility of all codes artificially imposed from without religion, the law, codified morality, golden maxims, and he is an illustration of how they can be hypocritically applied” (53). Yielding to the attractions of money and Memo Paris, Roy, in the beginning expresses readiness to betray his team because he is incapable of distinguishing between what is right and wrong. But eventually Roy develops moral sensibility, with the help of Iris Lemon and he beats the Judge and returns the money after his failure in the final try off. Roy took the envelope out of his pocket. He slapped the Judge’s wig and eyeshade off and showered the thousand dollar bills on his wormy head. The Judge made groans and pig squeals. With his foot Roy shoved the carcass off the table. He hit the floor with a crash and had a bowel movement in his pants. He lay moaning amid the betting slips and bills.

Roy’s inefficiency to come to terms with his past experiences and sufferings is the result of his denial of himself. Even though he has gone through bitter experiences, suffering has never taught him to like the right things in life. In the end we see Roy walking along the street with great loneliness and frustration thinking about the emptiness with which he has lived his life. “He thought, I never did learn anything out of my past life, now I live to suffer again” (222). What Roy does not understand is that life too is a game of opportunities and circumstances and that one have to make life better by maintaining appropriate relationship with others. He remains in a condition of ignorance, refuses Iris Lemon, his only possibility of redemption. He does not perceive that suffering is an assertion of oneness with other people - the partaking in other’s lives, thus redeeming their burden. It is the one possibility of love.

Here Malamud suggests that only when Roy loses his baseball life is he in a position to gain his new and more natural life with Iris and his child, which she carries, for Roy must suffer quite a bit and learn from his suffering before he can realize that if he tries to ignore his past, he will be destined to relive it. Hence *The Natural* reflects the theme that one should suffer in order to achieve meaning in



life. Suffering teaches us to want the right things at the right time. Suffering helps to develop moral discipline and mental balance necessary in life. Thus the novel acts as a clue to the nature of forces against which Malamud's later heroes must struggle and the ritual gestures by which they must preserve themselves.

Suffering pursues Malamud's heroes. They are redeemed and disciplined by it and as a result they become true human beings. He views suffering as a device for moral regeneration. It initiates the protagonist to grasp his social obligations and communal responsibilities. Suffering guides to self-knowledge and accomplishment of identity. Suffering promotes the integrity and humanness of individuals. His attitude towards suffering is mentioned in clear terms. "I am against it," he says, "but when it occurs why waste the experience?"(136) quoted by Sheldon J. Hershinow in Bernard Malamud. This is the reason all his novels earn their spirit from the unique experience of suffering. As such all his protagonists submit to extreme suffering, which is not always undertaken willingly.

In Malamud's fiction, the protagonist's individuality is established by his understanding of suffering. A Malamud protagonist is in the beginning an innocent, immature person. However at a certain stage in his life, he becomes sensitive to the holiness of life and this awareness directs him to strive for a new life. Suffering at this phase receives meaning. Suffering in Malamud is intended to liberate not only the sufferer but also for whom he suffers. The motif of worthwhile suffering as mentioned here suggests the quest for moral resolution and self realization.

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## IMPACT OF INTERNET ON ENGLISH LANGUAGE

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### Abstract

The advent of Internet and the advancement of Information Technology has brought about significant changes in our use of English Language Communication both in speech and writing. It has offered new ways for the people to communicate and share information of their social life. Technology has always been the driving force behind the evolution and change of language but more than any technology it is the internet since its existence which has made a tremendous impact on English language. The impact of internet is felt not only on English language but it has impacted our society in all walk of our social life, especially in the field of education, health, business and trade etc. They have been the largest contributors of globalization. The aim of this article is to view the impact and effect of internet on English language.

**Keywords:** Internet, Technology, Language.

**Introduction:** These two decades have been revolutionised by Information Technology and the Internet. Electronically mediated communications like W.W.W, Email chatting, social networking, YouTube, Twitter, virtual world, blogs, Face Book and instant messaging are new mediums and styles of language communications which have influenced the language and brought about radical changes in language use.

**Internet:** Internet is described as a means of connecting one computer to another anywhere in the world. It is used for sending and receiving all kinds of information. Internet was conceived by the Advanced Research Project Agency's (ARPA) of the American Department of Defence in 1969 to collaborate military research in business and government laboratories, later all the universities and other institutions of US got connected to it. It became so popular as to revolutionize the 21<sup>st</sup> Century world and acquired the name internet, now popularly known as 'the Net'. From then on it grew beyond people's expectation and enabled them to do things they could have never done or imagined two decades back.

### Why Does the Language change?

There are many reasons why language change. Language by and large is very closely associated with the advancement of science, Technology, cultural and economic development of the world. As new technologies, new products, and new experiences emerge, require for new vocabulary also emerges so language changes according to the needs of its speakers. In the process of the change and evolution of the language number of new words are created and sometimes many existing words fall out of use or they may even acquire new meanings. Earlier societal change and education had been the dominant factors for change of language. But today it is 'technology' which is making the greatest impact on language change. Regarding this change in the language, we find people expressing two contradicting views. There is one set of people who argue that the impact of technology on language





is so extreme, that it has in fact ‘dumbed it down’ while the other set of people argue saying that ‘if a language does not evolve it could be considered as almost a dead language or dying language.

### **Opinions of few experts on the impact of internet and technology on English language:**

- According to Eleanor Johnson a professor in English at Columbia university feels there is a great deal of misuse of language, “I think that text messaging has made students believe that its far more acceptable than it actually is, it just makes screaming atrocious spelling and grammatical errors’ she said.
- Johnson an English language teacher complains of her students using inaccurate words and using informal language in the place of formal language.
- Marke(2000) is of the opinion that the spread of information technology has resulted in the diffusion of English language through internet communication.
- Many cultural theorists, economists and political scientists are of the opinion that the internet and other related information technologies are causing disturbance to the traditional form of communication upon which the institutional and national cultures have been erected.
- According to Tilling and Fadel(35) “instructing young students in academic subjects like reading and writing is not enough in the present scenario, but they should also be instructed on other abilities like digital learning/e-learning and media awareness and usage”

### **David Crystal**

I would like to make special reference to David Crystal a British linguist (author of over 100 books) to what he says in his 2001’s “Language and the internet”. According to him – “language becomes a global language because of the power of the people who speak that language. It is nothing to do with the structure of the language, nothing to do with the spelling, grammar and pronunciation that make English an appealing language. He believes it is to do with power and by power he means the power of military, cultural, political, economic and power of science and technology which had and is influencing the change and evolution of language at different times. He also believes that technology always changes language, new style and new punctuation, telephone communication, broadcasting etc all are results of technology. The advent of internet he says brought changes in the language that nobody had expected to see language to be so diversified, and nobody was able to predict how many different technological variations there going to be of electronically mediated communications. – W.W.W, e-mail chatting, virtual world, blogging, FaceBook – social networking, YouTube, twittering each one of these has produced – a new kind of language – new style of languages and new mediums of language. He says the actual language itself has not changed much due to technological manifestation of English and no new patterns of grammar has entered English as a consequence of internet, he firmly believes the new vocabulary that has come into English language will not effect the millions of words the language has. Except for few novelty features, the English that we see on the computer screen is same as what we saw before coming of the internet. In fact language according to him has become expressively richer as a result of the internet”

### **The future of English?**

As we witness the rapid and alarming changes taking place in the language we begin to wonder, what would be the impact of changing world and rapid growth of information technology on our use of English language – Will the language be able to provide the same rich cultural resource the English language offers right now in the long run? Is English going to be, only a tool in managing the business

and the trade? Or will it be reduced to being used as mere vehicular language.? The following are few examples to show how words get redefined by technology/internet:

**Examples for a few words technology has redefined over a period of years**

	THEN	NOW
DRONE	An irritating noise/buzz/whir/vibrate around	Small pilotless aircrafts that whizz our heroes
CLOUD	Generally means water vapour floating stored In the atmosphere(sky) available	A model where data is maintained, and backed up remotely and more to its users over work
SPAM	A strange tinned meat product	Unwanted Emails or messages
BUG	Little creepy crawly insect that	Incorrect or unwanted pieces of code stop a program acting as it should
COOKIE	A delicious baked treat often with chocolate chips browse.	Small pieces of data sent from a web browser and stored while you
VIRUS	Something that made people sick which	virus is a destructive programme Spreads across the internet.
TROLL	A malicious creature from Norse harassing is used to refer to a person who behaves	Someone who takes pleasure by harassing others over internet, off late this word is used to refer to a person who behaves obnoxiously in real life

**Examples of some technological terms that are falling out of use**

**HARD DRIVE** – is replaced by SSD

**TAPE** – is replaced by record

**TWEEP/TWEEPLE** – is replaced by twitter

**WORLD WIDE WEB(WWW)** – is replaced by internet

**LOL** – once so popular Laughing Out Loud(LOL) hardly exists today.

**Impact--Internet slang language:**

Internet uses lot of slang words. Internet slang words originated as a form of short hand to save keystroke while typing. The origin of these slang words can be traced back to 1975 when Raphael Finkel of Stanford university published a collection of slang words known as Jargon file. This slang use of words has resulted in intentional misspelling and disembowelling. These slang words have become so popular that they have slowly paved their way into everyday speech especially in schools and colleges. The young children fail to distinguish between formal and informal language. Does Internet slang in a way leads to distortion and crippling of the language? It has also introduced a long list of incomprehensible abbreviations, acronyms(WYSIWYG-meaning what you see is what you get) and initialisms.(eg- shortened words that are quicker and easier to say such as ‘hi tech’ for high technology and ‘hi-fi’ for high-fidelity.

Big multinational companies have used internet slang in a positive way also to advertise their products, but it may not be convincing to say,internet slang saves time from writing long complex



sentences. Information technologies have introduced new forms of language like 'net speak' which do not follow any grammatic or syntactic rules of English.

### Conclusion

'Yes' technology through internet has influenced the language beyond our imagination but it would be wrong to assume the use of technology brings undesired changes in the language. As long as people continue to use internet Facebook, WhatsApp, text messages, twitter etc., internet slang continues to make its presence more prominent in our speech and writing. Since internet has so many advantage, it's impact on society whether good or bad need to be acknowledged and accepted. We can only hope that the digital communication would not distort or eradicate the traditional language. Internet is double edged it all depends on how carefully we use it.

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## WOMEN INTERPRENEURSHIP IN RURAL INDIA: ISSUES AND CHALLENGES

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### INTRODUCTION

Rural development is more than ever before linked to entrepreneurship. Institutions and individuals promoting rural development now see entrepreneurship as a strategic development intervention that could accelerate the rural development process. Furthermore, institutions and individuals seem to agree on the urgent need to promote rural enterprises: development agencies see rural entrepreneurship as an enormous employment potential; politicians see it as the key strategy to prevent rural unrest; farmers see it as an instrument for improving farm earnings; and women see it as an employment possibility near their homes which provides autonomy, independence and a reduced need for social support. To all these groups, however, entrepreneurship stands as a vehicle to improve the quality of life for individuals, families and communities and to sustain a healthy economy and environment.

The entrepreneurial orientations to rural development accepts entrepreneurship as the central force of economic growth and development, without it other factors of development will be wasted or frittered away. However, the acceptance of entrepreneurship as a central development force by itself will not lead to rural development and the advancement of rural enterprises. What is needed in addition is an environment enabling entrepreneurship in rural areas. The existence of such an environment largely depends on policies promoting rural entrepreneurship. The effectiveness of such policies in turn depends on a conceptual framework about entrepreneurship, i.e., What it is and where it comes from.

Women entrepreneurship development is an essential part of human resource development. The development of women entrepreneurship is very low in India, especially in the rural areas. Entrepreneurship amongst women has been a recent concern. Women has become aware of their existence their rights and their work situation. However, women of middle class are not too eager to alter their role in fear of social backlash. The progress is more visible among upper class families in urban cities.

This paper focuses on women entrepreneur. Any understanding of Indian women, of their identity, and especially of their role taking and breaking new paths, will be incomplete without a walk down the corridors of Indian history where women have lived and internalized various role models. The paper talks about the status of women entrepreneurs and the problems faced by them when they ventured out to carve their own niche in the competitive world of business environment.

The Indian company has been witnessing a drastic change since mid1991, with policies of economic liberalization, globalization and privatization potential. At present, women involvement in economic activities is marked by a low work participation rate, excessive concentration in the unorganized sector and employment in less skilled jobs.

Any strategy aimed at development will be lop-sided without involving women who constitute half of the world population. Evidence has unequivocally established that entrepreneurial spirit is not a male prerogative. Women entrepreneurship has gained momentum in the last three decades with the increase in the number of women enterprises and their substantive contribution to economic growth. The industrial performance of Asia-Pacific region propelled by foreign direct investment, technological innovations and manufactured exports has brought a wide range of economic and social opportunities to women entrepreneurs.

**Concept of Entrepreneur-** The word ‘entrepreneur’ derives from the French word “Entreprendre”(to undertake).in the early 16<sup>th</sup> Century it was applied to persons engaged in military expeditions, and extend to cover construction and civil engineering activities in the 17<sup>th</sup> century, but during the 18<sup>th</sup> century, the word ‘entrepreneur’ was used to refer to economic activities. Many authors have defines ‘entrepreneur’ differently. Generally, an entrepreneur is a person who combines capital and labour for production. According to Cantillion “entrepreneur is the agent who buys means of production at certain prices, in order to sell at prices that are certain at the moment at which he commits himself to his cost”.

According to P.F Drucker “he is one who always (1)searches for change (2) responds to it (3)exploits it as an opportunity.”

**Concept of Women Entrepreneur Enterprise-** “A small scale industrial unit or industry-related service or business or business enterprise, managed by one or more women entrepreneurs in a concern, in which they will individually or jointly have a share capital of not less than 51% as shareholders of the private limited company, members of co-operative society”.

### **The Importance of Women Entrepreneurs**

Women entrepreneurs encounters only one kind of all entrepreneurs. And as half the population on this planet is women there is an unnatural gap between genders. There is thus potential to enhance the level of women entrepreneurs. Women entrepreneurs have a massive potential which are yet to be unleashed. Not only to the innovation process. More women will provide per se entrepreneurs with a more diverse perspective. Solutions to market inequalities are not solved just by male entrepreneurs with male thinking innovation. Now women also brings in solutions to market inequalities and their innovations may not be seen as part of the diversity question. One good example here relates to user driven innovation. Where consumer needs are the key driver for innovation. In order to produce user driven innovation the agent needs to adapt the need from the consumer.

The results of that are bound to be different whereas the agents are a man or a woman Women entrepreneur’s can possibly lead to another kind of innovation. Women entrepreneurs are mainly employed in the service sector that is tourism, ICT, health, social services etc. A common factor is the great potential of these sectors. Together with creative and new ways of thinking innovation, involving the consumer and the gender gap the potential in promoting women entrepreneurs are obvious. Women entrepreneurship receives a great deal of attention in developed countries. They conclude that among

other changing mindsets, adapt policies to allow better family life and work balance by using specific instruments like tax regulation, allowances, leave provision etc. will promote women entrepreneurship. (Dawad, 2007).

### **Women Entrepreneurs in India**

Women owned businesses are highly increasing in the economies of almost all countries. The hidden entrepreneurial potentials of women have gradually been changing with the growing sensitivity to the role and economic status in the society.

Skill, knowledge and adaptability in business are the main reasons for women to emerge into business ventures. 'Women Entrepreneur' is a person who accepts challenging role to meet her personal needs and become economically independent. A strong desire to do something positive is an inbuilt quality of entrepreneurial women, who is capable of contributing values in both family and social life. With the advent of media, women are aware of their own traits, rights and also the work situations. The glass ceilings are shattered and women are found indulged in every line of business from pappad to power cables. The challenges and opportunities provided to the women of digital era are growing rapidly that the job seekers are turning into job creators. They are flourishing as designers, interior decorators, exporters, publishers, garment manufacturers and still exploring new avenues of economic participation. In India, although women constitute the majority of the total population, the entrepreneurial world is still a male dominated one.

Women in advanced nations are recognized and are more prominent in the business world. But the Indian women entrepreneurs are facing some major constraints like:

**(a) Lack of confidence**

In general, women lack confidence in their strength and competence. The family members and the society are reluctant to stand beside their entrepreneurial growth. To a certain extent, this situation is changing among Indian women and yet to face a tremendous change to increase the rate of growth in entrepreneurship.

**(b) Socio-cultural barriers**

Women's family and personal obligations are sometimes a great barrier for succeeding in business career. Only few women are able to manage both home and business efficiently, devoting enough time to perform all their responsibilities in priority.

**(c) Market –oriented risks**

Stiff competition in the market and lack of mobility of women make the dependence of women entrepreneurs on middleman indispensable. Many business women find it difficult to capture the market and make their products popular. They are not fully aware of the changing market conditions and hence can effectively utilize the services of media and internet.

**(d) Motivational factors**

Self motivation can be realized through a mind set for a successful business, attitude to take up risk and behavior towards the business society by shouldering the social responsibilities. Other factors are family support, Government policies, financial

assistance from public and private institutions and also the environment suitable for women to establish business units.

**(e) Knowledge in business administration**

Women must be educated and trained constantly to acquire the skills and knowledge in all the functional areas of business management. This can facilitate women to excel in decision making process and develop a good business network.

**(f) Awareness about the financial assistance**

Various institutions in the financial sector extend their maximum support in the form of incentives, loans, schemes etc. Even then every woman entrepreneur may not be aware of all the assistance provided by the institutions. So the sincere efforts taken towards women entrepreneurs may not reach the entrepreneurs in rural and backward areas.

**(g) Exposed to the training programs**

Training programs and workshops for every type of entrepreneur is available through the social and welfare associations, based on duration, skill and the purpose of the training program. Such programs are really useful to new, rural and young entrepreneurs who want to set up a small and medium scale unit on their own.

**(h) Identifying the available resources**

Women are hesitant to find out the access to cater their needs in the financial and marketing areas. In spite of the mushrooming growth of associations, institutions, and the schemes from the government side, women are not enterprising and dynamic to optimize the resources in the form of reserves, assets mankind or business volunteers.

## CONCLUSION

Independence brought promise of equality of opportunity in all sphere to the Indian women and laws guaranteeing for their equal rights of participation in political process and equal opportunities and rights in education and employment were enacted. But unfortunately, the Government sponsored development activities have benefited only a small section of women. The large majority of them are still unaffected by change and development activities have benefited only a small section of women i.e. the urban middle class women. The large majority of them are still unaffected by change and development. The reasons are well sighted in the discussion part of this article. It is hoped that the suggestions forwarded in the article will help the entrepreneurs in particular and policy planners in general to look into this problem and develop better schemes, developmental programmers and opportunities to the women folk to enter into more entrepreneurial ventures.

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## THROUGH EFFECTIVE TAX REFORMS

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### ABSTRACT

India stands out as a country with immense potential and opportunity given the current global environment. It is once again creating an interest and excitement in the global arena as hopes build for its reforms agenda to be carried forward. Industry expects tax reforms to be at a priority position in this agenda.

The Government has already embarked on the journey to deliver a litigation-free and a certain tax environment. It has taken positive steps to correct some of the policy and administrative decisions taken by the tax department in the last couple of years which resulted in immense uncertainty and angst among the taxpayers. The Budget 2014 also announced measures to improve the existing disputes minimization and resolution mechanisms.

### INTRODUCTION

The PM, Narendra Modi said, “The world is looking at Asia. I do not have to waste time to invite ..... I need to give the address..... I want to appeal all the people world over.....Come, Make In India. Sell anywhere but manufacture here.....”

The Make in India initiative was launched by Prime Minister in September 2014 as part of a wider set of nation-building initiatives. Devised to transform India into a global design and manufacturing hub, make in India was a timely response to a critical situation: by 2013, the much-hyped emerging markets bubble had burst, and India’s growth rate had fallen to its lowest level in a decade. The promise of the BRICS Nations (Brazil, Russia, India, China and South Africa) had faded, and India was tagged as one of the so-called ‘Fragile Five’. Global investors debated whether the world’s largest democracy was a risk or an opportunity. India’s 1.2 billion citizens questioned whether India was too big to succeed or too big to fail. India was on the brink of severe economic failure.

### THE MAKE IN INDIA VISION

Manufacturing currently contributes just over 15% to the national GDP. The aim of this campaign is to grow this to a 25% contribution as seen with other developing nations of Asia. In the process, the government expects to generate jobs, attract much foreign direct investment, and transform India into a manufacturing hub preferred around the globe.

The logo for the Make In India campaign is an elegant lion, inspired by the Ashoka Chakra and designed to represent India's success in all spheres. The campaign was dedicated by the Prime Minister to the eminent patriot, philosopher and political personality, Pandit Deen Dayal Upadhyaya who had been born on the same date in 1916.

Automobiles

Food Processing

Renewable Energy





Automobile Components	IT and BPM	Roads and highways
Aviation	Leather	Space
Biotechnology	Media and Entertainment	Textiles and garments
Chemicals	Mining	Thermal Power
Construction	Oil and Gas	Tourism and Hospitality
Defense manufacturing	Pharmaceuticals	Wellness
Electrical Machinery	Ports	
Electronic Systems	Railways	

## BENEFITS AND DISADVANTAGES OF MAKE IN INDIA

India is a country, rich in natural resources. Labour is aplenty and skilled labour is easily available given the high rates of unemployment among the educated class of the country. With Asia developing as the outsourcing hub of the world, India is soon becoming the preferred manufacturing destination of most investors across the globe. Mae in India is the Indian government's effort to harness this demand and boost the Indian economy. India ranks low on the "ease of doing business index". Labour laws in the country are still not conducive to the Make in India campaign. This is one of the universally noted disadvantages of manufacturing and investing in India. Why Companies were not manufacturing in India Make in India campaign is at loggerheads with the Make in China ideal that has gained momentum over the past decade. China is a major rival to India when it comes to the outsourcing, manufacturing, and services business. India's ailing infrastructure scenario and defunct logistics facilities make it difficult for the country to achieve an elite status as a manufacturing hub. The bureaucratic approach of former governments, lack of robust transport networks, and widespread corruption makes it difficult for manufacturers to achieve timely and adequate production. The Modi government has vowed to remove these hurdles and make the nation an ideal destination for investors to set up industries.

### Tax Structure In India

Taxes in India are levied by the Central Government and the state governments. Some minor taxes are also levied by the local authorities such as the Municipality.

The authority to levy a tax is derived from the Constitution of India which allocates the power to levy various taxes between the Central and the State. An important restriction on this power is Article 265 of the Constitution which states that "No tax shall be levied or collected except by the authority of law". Therefore, each tax levied or collected has to be backed by an accompanying law, passed either by the Parliament or the State Legislature.

We can hate the word tax as much as we want, but the fact is that we can't run away from it. There is little you can do in the world of business and finance without the word tax coming into the picture. Let's find out what drives the tax structure in India.



## Structure of the Taxation system in India

As we mentioned earlier, the power to levy tax has been allocated to the Central and the State Governments. It is important to know that the constitution also states that no authority of law can levy or collect taxes. So how does it work? For every tax, there needs to be an accompanying law that is passed in either the Parliament or the State Legislature. To enable smooth functioning of the taxation system, 3 lists have been put forward in Article 246 of the Indian Constitution.

- List I mentions the areas where only the Parliament can make laws
- List II mentions the areas where only the State Legislature can make laws
- List III mentions the areas where both the Parliament and the State Legislation can make laws

### What area of tax does the Central Government control?

The Central Government levies taxes which include direct taxes, income tax, corporate taxes, import and export duties, capital gains taxes and stamp duties on transactions in the stock exchange.

### What area of tax do the State Governments control?

The state governments levy taxes which include taxes on entry of goods in state territory, tolls, duties for agricultural income, tax on mineral rights, land revenue and more.

### TAX REFORMATION IN INDIA

Tax system in India is reformed with the recommendations of committees formed by the government of India in, 1991, the Government set up the Tax Reforms Committee under the Chairmanship of Raja J. Chelliah to examine the then tax structure of the country and suggest appropriate changes therein. In its report submitted to the Government in January 1993, it has made several recommendations for reforming India's tax structure.

The tax reform measures aimed at increasing resource mobilization, i.e., revenue buoyancy and removing anomalies and distortions in the country's tax structure through restructuring, simplification and rationalization of taxes; tax compliance both direct and indirect. Consequent upon reform measures one finds a rising trend in tax revenue-GDP ratio.

It is indeed true that the robust economic growth and improved performance mainly of the services and manufacturing sector- have helped to keep tax revenues buoyant during 2004-08. Further, higher growth in revenues relative to the growth in revenue expenditure resulted in a decline in revenue deficit to 1.9 p.c. of GDP in 2006-07 as against 4.4. p.c. in 2002-03. Same is true about fiscal deficit that declined to 3.4 p.c. in 2006-07 from 5.9 p.c. in 2002-03.

Thus, there has been a progress in fiscal correction. Along with these quantitative progress, we also see some sort of qualitative improvement in the realm of fiscal consolidation. This is reflected by the reduction in the proportion of revenue deficit to gross fiscal deficit. This gain needs to be consolidated further.

### Vijay Kelkar Committee (2002) Recommendations on Direct Taxes

Impetus to direct tax reforms in India, came with the recommendations of the Task Force on Direct & Indirect Taxes under the chairmanship of Vijay Kelkar in 2002. The main recommendations of this task force related to the direct taxes related to increasing the income tax exemption limit, rationalization of exemptions, abolition of long term capital gains tax, abolition of wealth tax etc.

### Recommendations of Tax Administration Reform Commission

A panel headed by Parthasarathi Shome recommended abolishing the post of revenue secretary as part of needed reforms in the tax administration. It also said the Central Board of Direct Taxes and the Central Board of Excise & Customs should be merged to achieve efficiencies.

“The present functions of the department of revenue should be allocated to the two Boards. This would empower the tax departments to carry out their assigned responsibilities efficiently,” the Tax Administration Reform Commission (TARC) said.

Instead of a revenue secretary who is an Indian Administrative Service officer, it suggested a governing council, headed by a chairperson of the two Boards, by rotation, and with participation from outside the government, to be set up at the apex level to oversee the functioning of the two Boards.

### The Summary of India’s Tax Reforms

Income Tax	<p>In 1973-74, there were 11 income tax slabs, ranging from 10 per cent to 85 per cent. With a surcharge of additional 15%, the implication of which is high earning individuals paying an effective tax of 97% of their incomes.</p> <p>The Wealth tax further makes a hole further hole in their pockets. As a result, people start evading taxes.</p> <p>The tax reforms of 1986-87 reduced the tax slabs from 8 to 4 and brought the marginal tax rate down from 60 to 50 percent.</p> <p>The major tax reforms took place in 1991-92 and 1996-97, lowering the marginal tax rate to 35 percent.</p> <p>The reforms further eliminated the Wealth tax.</p> <p>The Kelkar Task force recommendations for simplification of tax structure was accepted with certain modifications by Government in 2005-06.</p>
Corporation Tax	<p>The rate of taxation varied highly for different types of Corporations until Two decades ago.</p> <p>Tax effective rate of taxation for corporates was 45 to 65 percent.</p> <p>The tax reforms of 1991-92 and 1996-97 reduced the marginal tax rates to 40% and further to 35% respectively.</p> <p>The subsequent budgets have further reduced the marginal tax rates, and the tax rate currently stands at 30%, with a plan commitment to reduce it to 25% in the coming years.</p>
Custom Duty	<p>India followed an import substitution model after independence for its growth. The result of which is the need for saving foreign exchange reserve. As a result, India started levying high customs duties on its imports.</p> <p>Throughout the 1970s and 1980s, India had a very complex and regressive custom duty structure.</p> <p>India also maintains a huge negative list of imports along with quantitative restrictions.</p> <p>Things started to change post-1991 Crisis, and with liberalization and opening up of the Indian economy, the peak rates of customs duty were slashed from 300% to 30% in the successive budgets.</p>

	<p>The peak rate was further lowered after Setting up of the WTO and reduced to 25%, 20% and 12.5% in 2003-04, 2005-06 and 2006-07 respectively.</p> <p>The lower bound of current average customs duty is 10%.</p>
Excise Duty	<p>India's excise duty structure dis-incentivize the manufacturers. The Excise duty had a cascading effect (tax on tax) as the manufacturer gets no input credit (Tax already paid by him on the previous round of purchase). As a result, both production and manufacturing suffered heavily.</p> <p>To revamp India's manufacturing, GOI decided to make fundamental changes in Excise duty structure.</p> <p>As a first step, India introduced the MODVAT in 1986, which was further simplified and renamed as CENVAT in the year 2000.</p> <p>The CENVAT contained the provisions of input credit, if a manufacturer purchased an input for which duty has been paid, he could avail back the duty already paid by him as input credit.</p>
Sales Tax/VAT	<p>The indirect taxation enquiry committee was constituted in 1976 for suggesting reforms in India's indirect tax structure.</p> <p>The committee recommended the imposition of ad valorem type of tax due to their high-income elasticity. The committee further recommended that excise duty and sales tax should be replaced by a single commodity tax or VAT.</p> <p>The empowered committee of state finance ministers on June 2004, arrived at the broad consensus to introduce VAT from April 2005.</p> <p>As a result, the sales tax was replaced by VAT.</p>
Service Tax	<p>A key drawback of India's tax system was that it was discriminatory towards Goods. In India, except for a few services assigned to states such as entertainment, electricity no other service is assigned either to the centre or the states.</p> <p>The discrimination between goods and services when it comes to taxation violated the concept of neutrality of taxation. This is especially so when the services are more income elastic and consider to be a progressive form of taxation.</p> <p>To remove the biased ness towards services, the GOI introduced the service tax in 1994-95 initially on three services- telephone services, insurance and share broking. Since 1994-95, every year the service net has been widened.</p> <p>The government has over the years increased the service tax from 10% in 2012-13 to 15% in 2017-18.</p> <p>The Tax reforms committee of 1991, headed by Raja J Chelliah and Committee on Service taxation headed by M Govind Rao are all in favour of imposing the Service tax.</p> <p>The same is also recommended by Vijay Kelkar committee on direct and indirect taxes.</p>

India's biggest tax reform is now a reality. A comprehensive dual Goods and Services Tax (GST) has replaced the complex multiple indirect tax structure from 1 July 2017.

The concept of GST was visualized for the first time in 1999. On 8 August 2016, the Constitutional Amendment Bill for roll out of GST was passed by the Parliament, followed by ratification of the bill by more than 15 states and enactment of the bill in early September.

The GST Council consisting of representatives from the Central as well as state Government, met on several occasions and cleared –

- GST laws,
- GST Rules,
- Tax rate structure including Compensation Cess,
- Classification of goods and services into different rate slabs,
- Exemptions,
- Thresholds,
- Tax administration

On 12 April 2017, the Central Government enacted four GST Bills:

- Central GST (CGST)
- Integrated GST (IGST)
- Union Territory GST (UTGST)
- Bill to Compensate States

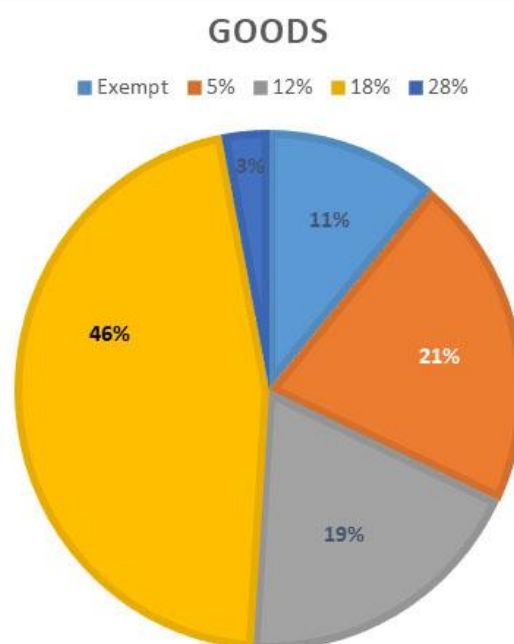
In a short span of time, all the states approved their State GST (SGST) laws. Union territories with legislature, i.e., Delhi & Puducherry, have adopted SGST Act and the balance 5 Union territories without legislatures have adopted UTGST Act.

The government has also notified GST rules, tax rates on goods and services, exemption list and categories of services on which reverse charge is applicable.

Till 31 March 2018, all registered persons have to file monthly return in form GSTR3B (containing summary of outward and inward supplies) by 20th of succeeding month.

The time period for filing Form GSTR-2 and GSTR-3 for the period July 2017 to March 2018 would be worked out by a Committee of Officers and hence the same is not required to be filed till such time.

Rate classification for goods



WHAT GST BRINGS WITH IT.



GST is expected to be a destination-based tax that should replace the current Central taxes and duties such as Excise Duty, Service Tax, Counter Vailing Duty (CVD), Special Additional Duty of Customs (SAD), central charges and cesses and local state taxes, i.e., Value Added Tax (VAT), Central Sales Tax (CST), Octroi, Entry Tax, Purchase Tax, Luxury Tax, Taxes on lottery, betting and gambling, state cesses and surcharges and Entertainment tax (other than the tax levied by the local bodies).

It will be a dual levy with State/Union territory GST and Central GST. Moreover, inter-state supplies would attract an Integrated GST, which would be the sum total of CGST and SGST/UTGST.

Petroleum products, i.e., petroleum crude, high speed diesel, motor spirit, aviation turbine fuel, natural gas will be brought under the ambit of GST from such date as may be notified by the Government on recommendation of the Council. Alcohol for human consumption has been kept outside the purview of GST.

GST has been envisaged as a more efficient tax system, neutral in its application and attractive in distribution. The advantages of GST are:

- Wider tax base, necessary for lowering the tax rates and eliminating classification disputes
- Elimination of multiplicity of taxes and their cascading effects
- Rationalization of tax structure and simplification of compliance procedures
- Harmonization of center and State tax administrations, which would reduce duplication and compliance costs
- Automation of compliance procedures to reduce errors and increase efficiency

**Destination principle**

The GST structure would follow the destination principle. Accordingly, imports would be subject to GST, while exports would be zero-rated. In the case of inter-State transactions within India, the State tax would apply in the State of destination as opposed to that of origin.

**Taxes to be subsumed**

FIVE reasons why GST is good for business

LESS IS MORE

The Goods and Service Tax came into effect from July 1, 2017. It subsumes eight taxes at the Central level and nine taxes at the State level.

**GLOBAL COMPETITIVENESS**

The one nation, one tax system is expected to improve India's competitiveness. Steps like a more transparent and comprehensive system of tax credits throughout the value-chain will reduce the cost of locally made goods and services.

**EASE OF DOING BUSINESS**

Uniform tax rates and structures across all States and Union Territories are expected to reduce multiplicity of taxes and compliance costs. There are four tax rates under GST: 5%, 12%, 18% and 28%. Exceptions include goods and services in the list of exempted items.

**COMPOSITION SCHEMES**

The composition scheme brings greater simplicity and reduces the cost of compliance for small businesses

**ONLINE PAYMENT OF TAXES** the value-chain will reduce the cost of locally made goods and services.

A key feature of GST is the existence of a robust IT system for online registration, payment and filing of taxes for easier compliance.



GST impact: Taiwanese multinational electronics contract manufacturing company Foxconn is reportedly planning to invest around Rs 32,000 crore.

#### HIGHLIGHTS FROM MAKE IN INDIA: SWEDEN 2017

India and Sweden have shared a long-standing relationship for over two decades. Mutual economic interests have always served as a key driver, though trade ties have been significantly enhanced in the last few years. Today, there are over 185 Swedish joint venture wholly owned subsidiaries in India.<sup>1</sup> Besides, the government's 'Make in India' initiative, which aims to invigorate the country's manufacturing sector and enhance India's global competitiveness, has led to an increasing number of Swedish investments in the country.

To further bolster the Indo-Swedish relationship and explore new areas of partnership, the Department of Industrial Policy and Promotion (DIPP) organised 'Make in India: Sweden 2017' at Stockholm from October 12-13, 2017. Several bilateral and business high-level meetings were held in the run-up to the event to discuss collaboration and investors' plans to establish or expand presence in India in spheres that go beyond the traditional – smart cities infrastructure, startups, healthcare and green energy.<sup>2</sup>

One of the most significant highlights was the second edition of the India-Sweden Business Leaders' Roundtable (ISBLRT), which was inaugurated by Sweden's Prime Minister, Mr. Stefan Lofven. The meeting focused on discussion of cooperation between the two countries and the progress achieved by four Joint Working Groups (Digitization, Smart Cities, Defence, and Skill Development).

#### FIVE PRODUCTS MADE BY SWEDISH COMPANIES IN INDIA

1. TETRA PAK (PACKAGING)
2. IKEA (FURNITURE)
3. HALDEX (SLACK ADJUSTERS)
4. ERICSSON (MOBILE PHONES)
5. ASTRAZENECA (PHARMACEUTICALS)

#### SWEDISH SOLUTIONS FOR INDIAN SMART CITIES

The Smart Cities Mission is a bold initiative by the Government of India, launched in June 2015. The Mission aims to create 100 Smart Cities, to "promote sustainable and inclusive cities that provide core infrastructure and give a decent quality of life to its citizens, a clean and sustainable environment and application of 'Smart' Solutions."

Smart Cities are built around the idea of sustainable living, and are meant to address challenges posed by rapid urbanization. Smart urban systems technologies will be vital to the success of this mission.

Core infrastructure elements in a Smart City would include: adequate water and electricity supply, proper sanitation, including solid waste management, efficient urban mobility and public transport, as well as affordable housing, IT connectivity and digitalization.

The Government also emphasizes good governance, especially e-Governance, sustainable environmental practices, health and education, as well as safety and security for all.

## SMART SOLUTIONS INCLUDE:

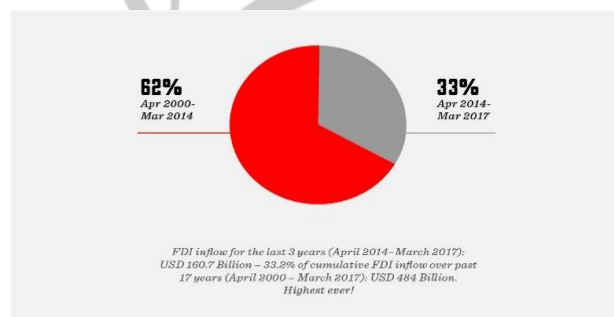
- Water management
- E-governance and citizen services
- Waste management
- Energy management
- Urban mobility

Technology will play a key role, for example to yield better public transportation, or to save energy by checking wastage and tracking judicious use of electricity. Sustainable options would include buildings with solar energy panels, to ensure the production of local power; rain water harvesting and more. Smart Cities are also meant to provide replicable models for other cities.

## FDI ROUNDUP

As a major national initiative to boost manufacturing and investment in India, Make in India has ushered multiple reforms in the sphere of Foreign Direct Investment (FDI), thus rendering positivity to the investment climate in India. The country has witnessed a substantial increase in FDI inflow with USD 161 Billion FDI received between April 2014 and March 2017. What stands out about this is that it accounts for 33.2% of cumulative FDI inflow in India since April 2000 until March 2017. Further, since the launch of Make in India, there has been a spectacular 62% growth in FDI equity inflow into the country.

As the Lion marches on with pride, the world is acknowledging its success. In 2017, India was ranked 8<sup>th</sup> in A.T. Kearney's FDI Confidence Index.<sup>1</sup> India was also ranked 1<sup>st</sup> among the world's most attractive investment destinations, 1<sup>st</sup> among 110 investment destinations polled globally, 1<sup>st</sup> among the world's best countries to invest in and a top destination for Greenfield FDI. In less than 3 years, Make in India has become a highly visible and credible brand, opening new doors for investment. All these rankings clearly reflect investor optimism in India's economic outlook. The Government has been making consistent efforts to make India an investor-friendly destination. From measures to improve ease of doing business to reforms under the FDI policy regime, all Government initiatives on this front have been acknowledged the world over.



## PARTNERS SINCE THE PAST:

### EVER-GROWING BUSINESS POSSIBILITIES FOR JAPAN IN INDIA

As two of the biggest democracies in the world, Japan and India share crucial values. Though the roots of their long-standing relationship lie in spiritualism, it is the evolution of their economic and strategic





ties over the years that have captivated the interest of the world. When Prime Minister Narendra Modi visited Japan in 2016, the PMs of both countries undertook a comprehensive review of the Special Strategic and Global Partnership as outlined in the ‘**India and Japan Vision 2025**’ set forth in December 2015. ‘Vision 2025’ aims to strengthen Indo – Japan relations by synergizing business partnerships, facilitating investments and creating an empowering environment in India for Japanese investments.

## **INDO-JAPANESE PARTNERSHIP: A HISTORICAL PERSPECTIVE**

Japan’s business relations with India go back over two generations. Before World War II, India was one of Japan’s significant trade partners, accounting for 10–15% of Japan’s foreign trade until 1937.

In 1957, Japan’s Prime Minister Nobusuke Kishi visited India and received a warm welcome. PM Kishi expressed gratitude by making India the first recipient of Japanese Official Development Assistance (ODA) to promote economic development and cement strategic ties between the two nations.<sup>1</sup>

## **INDO-JAPANESE BUSINESS COLLABORATION**

Japanese investments today have spread their wings beyond the traditional sectors to new ones such as infrastructure, information technology, food processing and agri-business. As of October 2016, there were 1,305<sup>2</sup> Japanese companies registered in India. As compared to 2013, there has been a growth of 13% in the number of Japanese establishments. Collaboration in certain key areas is summarised below:

### **AUTO-ALLIANCE**

In 1978, the first Japanese company to enter India was the Suzuki Motor Corporation. Under the leadership of its Chairman Osamu Suzuki, the company mass produced the popular Maruti 800 in India.<sup>3</sup> This micro-car went on to change the dynamics of the Indian car market. The cooperation in the automobile sector further continued with Honda, Toyota, Yamaha and Nissan setting base in the country.

Major Japanese automotive assemblers have identified India as a strong base for the production of small cars in their global strategy and have launched indigenously manufactured, cost-efficient cars specifically for other emerging markets.

The sales in automobiles, in India have witnessed a spike from USD 20 Billion to USD 30 Billion in the last five years (FY 2011-2016). The sector in India is predicted to reach a market size of USD 300 Billion in annual revenue by 2026. Furthermore, it is likely to generate 65 million additional jobs.

## **ELECTRONICS EQUATION**

Apart from the automobile sector, Japanese electronics companies like Sony and Panasonic started setting up their manufacturing units in India in the 1990s and were amongst the country’s foremost consumer electronics brands. AC maker Daikin invested USD 163.69 Million and Sony USD 100



Million in 2014, about half of it in smartphones. Panasonic announced that it would invest USD 300 Million to make LED TVs, washing machines and refrigerators in the country.<sup>4</sup>

## INFRASTRUCTURE INTEGRATION

On the infrastructure front, the two countries have agreed to collaborate on the USD 100 Billion Delhi–Mumbai Industrial Corridor (DMIC) project in 2006. The core focus of the DMIC project is the development of 24 investment regions, 8 smart cities, 5 power projects, 2 airports, 2 Mass Rapid Transportation Systems (MRTS) and 2 logistics hubs. The project agreement is in line with India's manufacturing policy, which aims to increase the share of manufacturing in GDP to 25% by 2025.<sup>5</sup> The programme has been conceptualised in partnership with the Government of Japan. The Japan Bank for International Cooperation (JBIC) had earlier collaborated on the first phase of the Delhi Metro. For the second and third phase as well, the Japan International Cooperation Agency (JICA) has provided support to India.

Additionally, the project for India's first bullet train, a 505-km line, which will run from Mumbai to Ahmedabad, will be completed by 2023. In a landmark move, Japan has offered to invest USD 15 Billion in the project.

## ENERGY EFFORT

With regard to the renewable energy sector, Japan's SoftBank, Taiwan's Foxconn and India's Bharti Enterprises have collaborated to set up 20 GW of solar and wind energy projects across India, with investments worth USD 20 Billion.

## INVESTMENTS STATISTICS

Japan ranks third, accounting for 8% of the total accumulated volume of Foreign Direct Investment (FDI) inflow into India from April 2014 to March 2017. Japanese FDI into India increased 62% from USD 2,614 Million in FY 2015-16 to USD 4,709 Million in FY 2016-17.<sup>6</sup>

With the launch of the Make in India campaign, there has been an increase in interest among Japanese investors. Japan has extended its support to the campaign by setting up a Make in India Fund, approximately worth USD 12 Billion.<sup>7</sup> In return for continued support from Japan, India has promised to devise a special package of incentives for attracting investments in & Japan Industrial Townships.<sup>8</sup> Japan wants to develop 12 Industrial Townships in India with world-class infrastructure facilities, plug-in- play factories and investment incentives for Japanese companies.<sup>9</sup>

## THE WAY AHEAD

The future seems bright for Japanese firms in India. India's demographic profile and positive economic outlook represent great opportunities for investment. Besides, the country's unrivalled youth population is contributing to India's consumption boom. India's Consumer Market is expected to reach USD 61 Billion by 2025 making it the third largest consumer economy globally.<sup>10</sup>



The Japanese Official Development Assistance (ODA) supports India's efforts for accelerated economic development, particularly in the power and transportation sector and environmental projects. The total bilateral trade between India and Japan was USD 14.5 Billion in FY 2015-16 and mutual economic cooperation between the two countries is poised for expansion in the next decade.

### **India falling behind China on tax reform**

GST is scheduled to replace a legion of overlapping indirect taxes, including: VAT, CENVAT; Service Tax; and Professional Tax. The current regime discourages cross state trade, and is holding back ambitions for India to grow its manufacturing base to rival China. Chinese VAT reforms since 2012 have boosted plans to return excess taxes to companies, and grow the internal consumer consumption.

### **China VAT reform**

Since the start of 2012, China has been undergoing a vast reform of its indirect tax regime. The includes replacing the antiquated sales tax, Business Tax, with a modern Value Added Tax regime based on OECD principles. You can read about the existing Chinese VAT and Chinese Business Tax systems here.

The reforms are a major change to the Chinese tax regime since both taxes account for 42% of the total Chinese tax receipts (VAT 27%; Business Tax 15%).

The underlying aim of the reform is a shift away of the Business Tax fiscal burden on corporates (5% to 3% rates) to VAT on consumers (3% to 17% rates). This will help boost the economy's growth, and give Chinese business a better global competition tax structure.

### **CRITISISM:**

The World Bank has quite rightly criticized the complicated goods and services tax (GST) introduced in India.

There are four rates—plus many items are exempt from the tax; there is a special rate for gold; key products such as petroleum, electricity and real estate are not under the GST regime; and there is also a cess. The top GST slab in India is the second highest in the world.

High GST rates are a problem because such indirect taxes are regressive. The complicated rate structure limits efficiency gains. It is good that the GST Council has been trying in its recent meetings to address these problems.

This newspaper has often argued that India should ideally have most economic activity taxed at a single rate, with a small list of essentials that attract no tax as well as a small list of demerit goods that should be taxed at a high rate. Additionally, the best way to bring down GST rates is by raising more direct taxes.

In other words, direct tax reforms are the key to lower indirect tax rates.

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## Cashless Economy - Opportunities and challenges in India

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### Abstract

The extreme digitalization over the past few years has almost affected every sphere of our lives. The most recent effects have been the move towards a cashless economy in India. Cashless India is a great mission launched by the Government led by Prime Minister Narendra Modi to reduce the dependency of Indian economy on cash and thereby reducing the threat of black or counterfeit money. This paper focuses on the steps taken by the Government to fulfill the dream to digital India, benefits citizens are deriving by digitalizing Indian economy such as, Emergence of E-commerce, Technological innovation in banking system and also challenges faced in achieving the goal of digital India. Hence, flexible, scalable and reliable technology will be critical to the future of payments in India as the market continues to experience incredible growth.

### Introduction

The drastic digitalization over the past few years has indeed affected almost every sphere of our lives. The concept of cashless economy is part of the Digital India program and its vision is focused on transforming India into a society which is digitally capable and where there is no cash lane, there is many powerful ways of development. As a result, in the near future, India is ready to be completely cashless or least paper transactions will be involved, substituted by more digital transactions with the help of internet banking, digital wallets, Point-of-Sale machines, credit and debit cards, etc.

### Objectives of the study

1. To understand the concept of digital India.
2. To illustrate the steps taken by the Government to fulfill the dream to digital India.
3. To analyze various benefits citizens are going to derive by digitalizing Indian economy.
4. To find out challenges being faced in achieving the goal of digital India.

### Methodology

This research work is primarily based on secondary data published in various journals and government reports. It is descriptive in nature. Data about digital India, initiatives taken by government of India to achieve success and the problems faced in implementing it have been mentioned.

### Innovations for cashless economy in India: Introspection

Growing at seven percent every year, India's economy is strong, but still heavily dependent on cash. India's cash-to-GDP ratio, at 12 percent, is among the highest in the world, and the massive



informal sector is shot through with leakages. Until last year, cash was used in 95 percent of all transactions in India. And many consumers did not have formal accounts.

But this scenario is rapidly changing as the government has been setting policies to speed the migration from cash to digital payments from demonetizing high denomination currency notes, to increasing competition in private sector finance, to setting up technology platforms as public goods that innovators can build upon.

Conceptually, the idea of harnessing the upside of the digital revolution-mobile payments, in particular while preserving the existing legal and regulatory set up is attractive to them. Practically, it can also offer significant cost savings, reduce operational and fraud risks in the current payments systems, and strengthen the ability to execute monetary policy.

### Statistics

In a year that will be remembered for note ban, with the withdrawal of 86% of the value of India's currency in circulation cashless payments increased 22%, indicating that Indians have been steadily accepting various digital payment modes. Money transfers using mobile banking and immediate payment system (IMPS) wherein money is transferred instantly using text messaging or online banking showed the highest increase over a year. Mobile banking transactions grew 175% while money transacted using mobile grew 369%. Digital payments touched Rs. 200,251.32 billion in May 2017 as compared to 176,001.51 billion in May 2016. According to Reserve Bank of India (RBI) data.

### Government of India, Initiatives:

Indian government is taking steps to promote digital transactions. On 8<sup>th</sup> December, 2016 Finance Minister Shri Arun Jaitley announced some benefits on using digital mode of transactions. One of the objectives of demonetization was the dream of digital India:

- In villages having population less than 10,000, Central government will extend financial support through NABARD by providing 2 POS devices each to such villages.
- On transactions of up to Rs. 2000 through credit or debit card service tax is exempt
- Transactions charges associated with digital payment shall not pass on to the customer and shall be borne by Central government departments and PSUs.
- Regional Rural Banks (RRBs) and Cooperative Banks will issue Rupay Kisan Card to kisan credit card holders.
- General or life insurance policy is bought or premium is paid online via PSUs website, 10% and 8% discount is allowed.
- With effect from January 1, 0.5% discount on monthly and seasonal suburban railway tickets purchased through digital mode.
- On purchase of petrol through credit /debit card, e-wallets or mobile wallet, one will get discount of 0.75%.
- Paying toll tax at toll plazas on National Highways through RFID card / Fast Tags attracts discount of 10%.
- If services like catering, accommodation, retiring rooms etc. are purchased through digital mode, the passenger will get discount of 5%
- Monthly rent by Public sector banks for POS terminal /micro ATMs/mobile POS shall not exceed Rs. 100 per month.



- Online purchase of railway tickets, accidental insurance coverage upto Rs. 10,00,000 shall be given.

### Opportunities:

- **Increasing use of Smart Phones:** Increasing use of smart phones significantly has transformed Indian banking from traditional branch based facilities to technologically driven mobile/internet based facility. India holds 4<sup>th</sup> rank across the globe in adoption of mobile banking facilities.

Availability of low cost smart phones with affordable internet data packs has increased the number of smart phone users in India. It is estimated to reach 279.24 million by 2017. Indian banks including public sector banks are committed to provide mobile banking facilities and all most all banks have their own m-wallets which are linked with their debit or credit cards. Volume of transactions through m-wallets rose from 50.31 million in to 241.72 million in May 2017, according to Reserve bank of India Estimates.

- **E-Commerce:** India's E-Commerce market is expected to grow from US \$38.5 billion as of 2017 to \$ 200 billion by 2026. Number of online buyers has increased to 90 million in last three years due to many factors such as strong value proposition offered by online merchants, proliferating payment platform, strengthening delivery channels, logistics, home delivery, 24\*7 active markets, increasing mobile & internet usage etc.
- **Increased use of Internet:** Internet usage in India is raising in last three years. A market research shows mobile internet users reached to 420 million by June 2017. And the proportion of data component rose by 20% within a short period of five years. Further launching of Reliance Jio and other telecom companies coming up with affordable data packs have motivated Indian customers to shift from traditional banking to net banking. Due to increasing internet usage Indian banks are continuously increasing their technological infrastructure to provide innovation, affordable, user friendly services to enhance consumer experiences and gain competitive advantages. Digital payments mechanisms such as RTGS, m-wallet, interbank & intra banking transactions are continuously gaining momentum.
- **Innovation in Indian Banking system :** Increasing net, mobile usage, overcrowded bank branches, need of 24x7 banking facilities with ease and convenience, increasing urbanization, organized retailing, raising education levels, raising income level, changing life style of Indian customers forced Indian banks to develop technological infrastructure for its customers. Indian banks are inclined to develop digital banking facilities at various levels form back – office processing, convergence, IT-enabled business process reengineering as well as communication with its customers in last few year. Indian banks currently devoting 15% of their spending on development of technological infrastructure.
- **Government Initiatives:** In last three years Narendra Modi lead government came up with innovative ideas and took several initiatives such as Pradhan Mantri Jan Dhan Yojna with a goal of opening bank account for every house hold in order to bring comprehensive financial inclusion in India. According to World Bank report a significant achievement was made by opening 175 million new bank accounts from 2011 to 2014 and this further increased to 255.1 million in November 2016. Under second round of Pradhan Mantri Jan Dhan Yojna 4, 90,000 were identified and allotted for coverage.
- **Urbanized population:** Urban population constitutes 33.136% of total population in 2016 in India. Increasing urbanization raising education level, increasing disposable income, changing



life style, increasing mobile and internet usage, shifting the Indian customers towards E-commerce proliferating digital transactions in India.

### Challenges:

Even though the government has been setting policies to speed the migration from cash to digital payments there are numbers of problems being faced while implementing the policy of turning India into a digital economy.

- Large part of Indian population does not even have accounts in bank.
- Poor internet connectivity in rural areas.
- People are still afraid of fraud due to lack of cyber security.
- Most of the people in India are unaware of benefits of transaction through digital mode.
- Lack of proper infrastructure in form of internet connections, ATM machines, POS machines etc.
- People don't know how to use their debit/credit cards, mobile wallets in e-commerce transactions.
- Big business men who have their interest in promoting cash transactions hinder the Promotion of digitalization of Indian economy.
- New schemes for promoting cashless transactions are not advertised properly.

### Conclusion

Digital India is a program to reshape the country into an empowered society and a knowledge economy by leveraging technology. Though the fact is clear that the digital internet payment is much easier and faster than keeping cash there are some risks also. Transformation of rural areas is the biggest challenge in front of Indian economy. Hence, the Government needs to do more to incentivize digital payments to encourage consumers, provide better digital infrastructure, increase bandwidth & also exempt any kind of transaction fee or service fee for next couple of years a flexible, scalable and reliable technology will be critical to the future payments in India.

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## CAUSES RESPONSIBLE FOR REGIONAL IMBALANCES IN INDIA.

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### Introduction

India is a vast plural country, full of diversities of religions, castes, languages, tribes, cultures, etc. A number of cultural and linguistic groups are concentrated in certain territorial segments, to which they are attached, emotionally and historically. As has been said that during colonial rule the administration was interested in economic exploitation of the country and not in its development; it encouraged various divisions based on religion, region, caste and language and did not pursue any plan or strategy for a balanced development of the country. These resulted in regional imbalances, and group identities. Subsequently, the independent India saw the rise of regionalism, linguism, separatism, etc. In this chapter we will read about the background, causes and nature of these phenomena and possible ways out to check them. All these are related and interconnected.

In a developing country like India some factors like geographical location, inadequate economic overheads like transport, labour, technology, etc., play a dominant role in the disparity of development. The spatial distribution of industries in India still reflects the strong colonial legacy of the British period. The land revenue system introduced by the British also accelerated rural poverty. Unlike the developed countries of the West, India has been unable to overcome the natural handicaps of mountainous terrain like the Himalayan belt and rugged plateau regions which have remained underdeveloped so far.

In independent India, the planning mechanism also accentuated disparity by strongly favouring already developed states. The Green Revolution started in the late 1960s, was successful only in Punjab, Haryana and western Uttar Pradesh, resulting in economic disparity among states and even within states. The ad hoc approach of the government in setting up industries in the backward regions of Bihar and Orissa, for instance, failed to generate a spillover effect in the rest of the region.

### Causes responsible for regional imbalances in India.

#### 1. Historical Factor:

Historically, regional imbalances in India started from its British regime. The British rulers as well as industrialists started to develop only those earmarked regions of the country which as per their own interest were possessing rich potential for prosperous manufacturing and trading activities.

British industrialists mostly preferred to concentrate their activities in two states like West Bengal and Maharashtra and more particularly to three metropolitan cities like Kolkata, Mumbai and Chennai. They concentrated all their industries in and around these cities neglecting the rest of the country to remain backward.

The land policy followed by the British frustrated the farmers to the maximum extent and also led to the growth of privileged class like zamindars and money lenders for the exploitation of the poor





farmers. In the absence of proper land reform measures and proper industrial policy, the country could not attain economic growth to a satisfactory level.

The uneven pattern of investment in industry as well as in economic overheads like transport and communication facilities, irrigation and power made by the British had resulted uneven growth of some areas, keeping the other areas totally neglected.

## **2. Geographical Factors:**

Geographical factors play an important role in the developmental activities of a developing economy. The difficult terrain surrounded by hills, rivers and dense forests leads to increase in the cost of administration, cost of developmental projects, besides making mobilization of resources particularly difficult.

Most of the Himalayan states of India, i.e., Himachal Pradesh. Northern Kashmir, the hill districts of Uttar Pradesh and Bihar, Arunachal Pradesh and other North-Eastern states, remained mostly backward due to its inaccessibility and other inherent difficulties.

Adverse climate and proneness to flood are also responsible factors for poor rate of economic development of different regions of the country as reflected by low agricultural productivity and lack of industrialization. Thus these natural factors have resulted uneven growth of different regions of India.

## **3. Locational Advantages:**

Locational advantages are playing an important role in determining the development strategy of a region. Due to some locational advantages, some regions are getting special favour in respect of site selections of various developmental projects.

While determining the location of iron and steel projects or refineries or any heavy industrial project, some technical factors included in the locational advantage are getting special considerations. Thus regional imbalances arise due to such locational advantages attached to some regions and the locational disadvantages attached to some other backward regions.

## **4. Inadequacy of Economic Overheads:**

Economic overheads like transport and communication facilities, power, technology, banking and insurance etc. are considered very important for the development of a particular region. Due to adequacy of such economic overheads, some regions are getting a special favour in respect of settlement of some developmental projects whereas due to inadequacy of such economic overheads, some regions of the country, viz., North-Eastern Region, Himachal Pradesh, Bihar etc. remained much backward as compared to other developed regions of the country. Moreover, new investment in the private sector has a general tendency to concentrate much on those regions having basic infrastructural facilities.

## **5. Failure of Planning Mechanism:**

Although balanced growth has been accepted as one of the major objectives of economic planning in India since the Second Plan onwards but it did not make much headway in achieving this object. Rather, in real sense, planning mechanisms has enlarged the disparity between the developed states and less developed states of the country.

In respect of allocating plan outlay relatively developed states get much favour than less developed states. From First Plan to the Seventh Plan, Punjab and Haryana have received the highest per capita plan outlay, all along. The other three states like Gujarat, Maharashtra and Madhya Pradesh have also received larger allocation of plan outlays in almost all the five year plans.

On the other hand, the backward states like Bihar, Assam, Orissa, Uttar Pradesh and Rajasthan have been receiving the smallest allocation of per capita plan outlay in almost all the plans. Due to such divergent trend, imbalance between the different states in India has been continuously widening, inspite of framing achievement of regional balance as one of the important objectives of economic planning in the country.

## **6. Marginalization of the Impact of Green Revolution to Certain Regions:**

In India, the green revolution has improved the agricultural sector to a considerable extent through the adoption of new agricultural strategy. But unfortunately the benefit of such new agricultural strategy has been marginalized to certain definite regions keeping the other regions totally untouched.

The Government has concentrated this new strategy to the heavily irrigated areas with the idea to use the scarce resources in the most productive manner and to maximize the production of food grains so as to solve the problem of food crisis. Thus the benefit of green revolution is very much restricted to the states like Punjab, Haryana and plain districts of Uttar Pradesh leaving the other states totally in the dark about the adoption of new agricultural strategy.

This has made the well-off farmers much better off, whereas the dry land farmers and non-farming rural population remained totally untouched. Thus in this way new agricultural strategy has aggravated regional imbalances due to its lack of all-embracing approach.

## **7. Lack of Growth of Ancillary Industries in Backward States:**

The Government of India has been following a decentralized approach for the development of backward regions through its investment programmes on public sector industrial enterprises located in backward areas like Rourkela, Barauni, Bhilai, Bongaigaon etc. But due to lack of growth of ancillary industries in these areas, all these areas remained backward in spite of huge investment made by the Centre.

## **8. Lack of Motivation on the Part of Backward States:**

Growing regional imbalance in India has also been resulted from lack of motivation on the part of the backward states for industrial development. While the developed states like Maharashtra.



Punjab, Haryana, Gujarat, Tamil Nadu etc. are trying to attain further industrial development, but the backward states have been showing their interest on political intrigues and manipulations instead of industrial development.

### 9. Political Instability:

Another important factor responsible for regional imbalance is the political instability prevailing in the backward regions of the country. Political instability in the form of unstable government, extremist violence, law and order problem etc. have been obstructing the flow of investments into these backward regions besides making flight of capital from these backward states. Thus this political instability prevailing in same backward regions of the country are standing as a hurdle in the path of economic development of these regions.

### Conclusion

Most of the government schemes suffer from a leakage of resources, as a result of which the funds allocated by the government spread thinly at the grassroot level. This has resulted in the failure of government-sponsored schemes. The backwardness of vast regions in the country remain unaltered.

The strategy of doling out money to states as part of the yearly plan allotment has resulted in an attitude of dependence among the states, the less developed states in particular. The subsidy given to states so far has not been channelised for further resource development or forward linkages.

Moreover, most of the area development programmes stressing on a few well-demarcated areas—the drought-prone, hilly, and tribal dominated—virtually ignore the backward areas which do not fall in the above categories.

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## R.K. Narayan and the role of money and sex

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### Abstract

Literature of any society in any language mirrors the native social construct based on the history. There is a very close relationship between literature and life. Hence literature is not only an outcome of life, but also is subject to the ideological upheavals which man experiences in society. Marxism is one such ideological force which has a defining impact upon literature. Our encounter with Marxism and its influence on literature begins with an interesting realization. The realization may be on men's experience of ideas, values and feelings in their societies at various times. The fact is that certain of those ideas, values and feelings are available to us only in literature. I propose to make this realization true through this paper. As a writer of common readers, R.K. Narayan sketches human relationship in his novels. Narayan being a versatile and seasoned novelist has written on different themes with different viewpoints. Still his novels retain the grounds of reality. He is very perfect in dealing with the theme of love, money, and sex and family. His technique is complex, original and unique. As a skilful writer he maintains the curiosity of the reader alive till the end.

**Key words:** Marxism, feminism, Marxist- feminism, psyche, social product and history.

The present paper focuses on R.K.Narayan's treatment of money and sex in his literary works from Marxist perspective. The name 'R.K. Narayan' itself brings the picture and aroma of Malgudi before the eyes of his readers in India and in foreign as well. R.K. Narayan is very famous writer in Indian English literature of the twentieth century. He is among the founding fathers of Indian English fiction. Along with Raja Rao and Mulk Raj Anand he not only inaugurated the novel form in Indian English literature but also defined its theme and characterization are concerned. R.K. Narayan belongs to the first generation of the Indian novelists writing in English. Of the brilliant trio in the firmament of Indian English fiction, the other two being Mulk Raj Anand and Raja Rao. Among them R.K. Narayan is regarded as one of the greatest of Indians writing in English. He is simply the novelist as novelist. He alone, has been included in the "Writers and their works" series published by the British Council, London. R. K. Narayan, now no more, but he is still alive in fictitious Malgudi. Narayan's contribution to the literary world of India and world literature is immense, it includes more than a dozen novels and several collections of short stories. Through his fruitful works only R.K. Narayan gets recognition as one of the most prominent novelists in the British Common Wealth. His craftsmanship and creation of fictitious town Malgudi for over a period of forty years have given him a devoted readership throughout the world.



R.K. Narayan has written fifteen novels and one hundred and fifty short stories. The setting of most of his novels is Malgudi with its simple people and their ways. R.K. Narayan stands as the most artistic of the Indian writers. According to him the sole purpose of his writing is to give aesthetic satisfaction, but not to use his art as a medium to serve some social purpose. To express his views Narayan uses simple and appropriate words. His language does not copy any other Indian Anglian novelists. To represent typical Indian Culture in its true color, Narayan has also used some symbols. But this should be kept in mind that his symbols like his language are also simple. Narayan is a good story teller, and so he says nothing less and seldom more. By the virtue of his aesthetic purpose he isolated from contemporary socio-political issues and explored the South Indian middle class milieu in his fiction. Moreover, he never gets tagged to any 'isms' pertaining to his literary works. But on can see variant theories in all most all his works because he re-writes day to experience and imagination of his own.

Narayan belonging to a middle class family, he knew it intimately. Narayan's heroes are average human beings and do not possess extra-ordinary capacities but due to their original state. They are controlled by the events and are helpless creatures tossed by their fortunes and desires. His women characters are either wedded partners, the typical Hindu house wives suffering throughout the life but always faithful to their homes and husbands or they are the glamorous charming seductress, the butterfly type of women who are often cause discord within the family. As a writer of common readers, he sketches human relationship in his novels. Narayan being a versatile and seasoned novelist has written on different themes with different viewpoints. Still his novels retain the grounds of reality. He is very perfect in dealing with the theme of love, money, and sex and family. His technique is complex, original and unique. As a skilful writer he maintains the curiosity of the reader alive till the end.

R.K. Narayan is considered the most idealized and one of the trios of Indian writing in English literature. He is a quick and shrewd observer. He is an enigmatic writer, who observes utmost objectivity. Narayan's portrayal and narration is realistic in physical detail and at the same time thoughtful suggestions. The main strength of Narayan lies in delineation of the urban middle class life in an imaginary south –Indian town, Malgudi. He started to create his fictions during the period of 1935 approximately. This was the period of great upheaval in political and social life in India. It was the turning point in the history of India, as the country was passing through a grueling state of affairs. There was a general feeling of frustration in Indian mass. The hopes and aspirations of the nationalists were trampled, as they had been exploited by British Government since ages.

Narayan's outlook is basically comic. It is comic in a broad sense, which enables him to craft all the bizarre events into a beautiful vision of life, in which every small event, every small acquaintance, however insignificant and absurd, it might seem, turns to out to have a meaningful role in the eternal scheme of things. Narayan's vision is shaped by a strong Indian sensibility and his position in Indian soul is center one. The Indian psyche accompanying with hopes and anxieties is the embodiment of his characters. He has tried to bridge the gulf between the two. Narayan concentrates his attention on the problems of modern age, money and sex. Humanity, morality and charity are the three remarkable features of human beings in the society, but they have been replaced by money, commerce and sex in the modern times. Materialistic advancement and industrial have influenced the life of Indians after independence. In the early novels, the novelist mirrors conflicts between tradition and modernity but money and sex have occupied the core place of subject matter in his middle novels.



Money and sex are the two strong and strange forces which influence and shape the life of people in the modern Malgudi locale. Money and sex are the two prominent components.

R.K. Narayan consciously and sensitively depicts the undercurrent of the era. His novels are realistic presentations of contemporary life, as they clearly exhibit novelists' deep awareness of existing people's social, political and economic life. His novels present before us a panorama of life. He portrays on the one hand rich money lenders and big business typhoons, on the other he draws nude and starving humanity, who depends on others for their daily meals. In his novels, there are politicians and social workers, idealists and hypocrites, exploiters and the oppressed ones. Most of his characters belong to middle class families, though there are a few from the lower class also. But it is definite that we come across the real human beings with their weaknesses and strong points alike. Thus, we can say that he has minutely observed all the sections of society. Like Marxists he analysis the social relations between men, in the way of materialistic life. He looks at the characters from the economic structure of society and definite forms of social consciousness. Some of his characters react in terms of psychological factors where an individual psychology is also a social product.

This Article intends to inspect the role and traits of money and sex in the selected works of R.K.Narayan. There is a very close relationship between literature and life. Hence literature is not only an outcome of life, but also is subject to the ideological upheavals which man experiences in society. Marxism was not designated as a method to study and analyze literature, but naturally its principles were applied to literature early on. In socialistic and communist country like Russia's literature stands as a means of production and at the same time literature was linked to the philosophical principles set down by Marx and Engels. It is true that Marxism provides a new way of reading and understanding literature. Karl Marx and Fredric Engels the promoters of Marxism also much interested and influenced by the literary works and literary personalities. In the later stages, feminism had asserted the shape of Marxist feminism. In this shape it questions the subordination and exploitation of women in capitalist societies. Marxist philosophy inspired feminist movement throughout the world. It was only a matter of time before the writers beyond the boundaries of western countries came under its influence. Against this backdrop, I propose to carry out a comprehensive study of influence of Marxism on R.K. Narayan's selected works. Marxism is one such ideological force which has a defining impact upon literature. Our encounter with Marxism and its influence on literature begins with an interesting realization. That realization is that the ideas, values and feelings are the experiences of the men in society at various times. Literature makes us to feel the same ideas, values and feelings in the books. I propose to make this realization true through my work.

Marxist literary criticism is a highly complex subject. The analyses of literature in terms of Marxist criticism are based on the historical conditions of the work. Moreover, the writer and literature need to be conscious of its own historical conditions. In this respect this paper aims to look in to the selected works of R.K .Narayan writes his memorial Malgudi novels. If we look at Indian social and historical background it is we can realize the society where our Indian writers, especially R. K.Narayan had crafted his writings. When India became independent in 1947 its constitutional aims included the granting of liberty, justice equality and fraternity to all. The women of India had played a key part in the nationalist movement through their widespread support for Mahatma Gandhi, their maintenance of the struggle through lobbies and strikes whilst their husbands went to prison, and their support of the struggle from within prison itself. They had an overwhelming claim to the rights they had fought for. Some constitutional changes were brought in to improve their lot and those of other oppressed groups:



the age of marriage was raised from twelve to fourteen for girls; the ban on widow remarriage was lifted. Sati (which was abolished by the British in the nineteenth century) was officially reviled and anyone aiding a widow to commit sati could be punished by death; dowries were abolished and untouchability was lifted. Unfortunately, Sati is still in practice in many parts of India. With all this Female infanticide and child marriage remain rife in rural India. Against this backdrop; I propose to carry out a comprehensive of influence of Marxism on R.K. Narayan's selected works.

Narayan concentrates his attention on the problems of modern age, money and sex. Humanity, morality and charity are the three remarkable features of human beings in the society, but they have been replaced by money, commerce and sex in the modern times. Materialistic advancement and industrial development have influenced Indian life after independence. In the early novels, the novelist mirrors conflicts between tradition and modernity but money and sex have occupied the core place of subject matter in his middle novels. Money and sex are the two strong and strange forces which influence and shape the life of people in the modern Malgudi locale. The womanhood is depicted as a struggle of tradition versus female. In this circumstance, this study briefs that R.K. Narayan is a feminist and at the same time all his characters get justice from his hand. Money and sex are the two prominent components in 'Mr. Sampath', money as the controlling force is the central focus in 'The Financial Expert', love in 'Waiting for Mahatma' and money and sex are the dominant factors that occupy the place in 'The Guide'. For the purpose of examining the role of sex in R.K. Narayan's writings, his collection of short stories, 'The Guide', 'The Financial Expert', 'Mr. Sampath', 'The Dark room' and 'Waiting for Mahatma' are mentioned.

Literature of any society in any language mirrors the native social construct based on the history. There is a very close relationship between literature and life. Hence literature is not only an outcome of life, but also is subject to the ideological upheavals which man experiences in society. Marxism is one such ideological force which has a defining impact upon literature. Our encounter with Marxism and its influence on literature begins with an interesting realization. The realization may be on men's experience of ideas, values and feelings in their societies at various times. The fact is that certain of those ideas, values and feelings are available to us only in literature. In the era of global village and scientific inventions many developments have changed the outlook of Marxist criticism. In the present scenario, Marxism has been shifted to a flexible system from a fixed system. The area of the study of Marxism has moved forward through dialectical confrontations with other forms of thought, such as psychoanalysis, structuralism, post structuralism and feminism. The break-up of the Soviet Union and fast changing gesture of the world due to global socio-economic reforms, Marxist criticism takes a new wing of arena to study. The fact is that even all these developments Marxism, still remains a force in modern critical theory and practice. In this era of global market and advanced life styles the Marxism is employed in cultural materialism. Marxism and advanced Marxist of the present day have reexamining the products of the society in whole.

As we take a short glance at the Marxist critics, the first major Marxist critic was George Lukas, A Hungarian. He was responsible for 'reflectionism'. His theory is depending on the kind of close reading of the given text. The purpose of close reading is to discover how characters and their relationships epitomize and reveal class conflict, the socioeconomic system, or politics of the time and place. Another important is the French philosopher Louis Althusser asserts that society and art can be



affected by the literature. The further result will be ending in revolution. His ideas are built on Antonio Gramsci's ideas and they are referred as 'production theory'. The economic depression of the 1930 in America was responsible for the establishment of Marxism a part of the American literary scene. Marxist interpretations and evaluations of society were stuff in the works of the Writers and critics. Along with this, a new kind of social and literary analysis was begun in the critical field. In the contemporary period Fredric Jameson and Terry Eagleton are the two best –known Marxist critics. Fredric uses Freudian ideas in his practice of Marxist criticism. Eagleton examines and presents his views against the dominance of the privileged class. In these days, Marxism approaches are with new dimensions in neo-colonialism and cultural analyses. The Marxism is employed in cultural materialism and analyses the literary works in terms of material. It includes Edward Sid, Michael Foucault Raymond Williams and Stuart Hall and others.

The moving force behind human history according to Karl Marx is its economic systems. So this is very essential to understand the material and historical circumstances and to explain any social or political context, any event or product in which they occur. Literary works are not author's own creation, but they are the outcome of his historical and individual placement in society. They are the outcome answers to a general history from his stand point in its own concrete terms. When the influence of Marxism on literature is analyzed, this single thread turns out to be the touchstone upon which the doctrine is appraised for what it is worth.

Modern Indian fiction has witnessed the growth of a feminist centered approach. For literature students and literary personalities it may be a major development. Feminine consciousness and sensibility are the project and interpretation of feminist or women centered approach. Feminism imagines that the world experience of the women is different from men and they write out of their different perspectives. Feminism in Indian fiction has not developed suddenly but it has developed slowly and steadily.

Feminism is a global and revolutionary ideology. This ideology is political because it is concerned with the issues related to power and its operations in all spheres of human engagement including family. The effective way of changing the power relations between men and women is possible thorough revision of gender roles. This was the main focus of feminism right from the beginning. The constructed nature of the gender is politicized by the feminism. Now a day the neutral references, descriptions and definitions have been gendered. The gendered representations of women and men have become massive issues.

In capitalist society women are the commodities put for sale. Marxist feminism supplies enough of justification for the subordination and exploitation of women. The Marxist feminists inquire the exclusion of women from the public sphere. They question the condition of women within the domestic sphere where they are reduced to the level of unpaid workers. According to them the capitalism did not subordinate the women because women were already subordinated in male dominated society of good old. The fact is that the capitalist mode would not result in the emancipation of women. Marxism failed to resolve the dilemma of women's dual labors. The views of Marx appeared to be achromatic and were sex-blind Marx was unsuccessful in recognizing special form of oppression of women within capitalist societies. Moreover, Marx did not analyze gender differences and gender ideologies. His use of the 'labor power' signifies his assumption of male labour force, not female





force. His approach to the definition of family was naturalistic and according to him home was the best place for women. Marx feels that the paid labor of women and children was a threat to male workers. Their labour was responsible to produce only cheap products. He did not oppose the custom of paying women less than men.

This kind of movement provided sufficient explanation for the subordination and exploitation of women in capitalist societies. This kind of movement gradually made a way to Marxist feminism. Marxist feminists questioned as to why Marxist philosophy inspired feminist movement throughout the world. Across the globe women started foregrounding issues both in terms of class and gender. Throughout twentieth century, the socialist critique inspired women novelists, theorists and scholars. Writers with socialist background reignited women's question after 1940s. Simone de Beauvoir in France, Doris Lessing in England and liberal feminist Betty Friedan all had strong roots in Communist or leftist movements. In India many female writers such as, Anitha Desai, Arundathi Roy, Sunithi Nam Josi, Githa Hariharan, Bharathi Mukkharji, Shobha De and others raise their voice against women oppression in society in terms of economic discrimination, also. I strongly believe that this is very hard to discuss the works of R.K. Narayan from the context of Marxist literary criticism analysis. Because R.K.Narayan records day to to-day incidents and characters of his own experiences and encounters. Moreover, he never seems to have been tagged with any theories.

Female and male characters in R. K. Narayaan's fiction are given an equal importance. There is no difference of a single hair breadth in the portrayal of both the genders. In his novels, Narayan depicts Indian life and sensibility in its pristine glory. He is essentially a writer of middle class characters of Malgudi, a place of his imagination in South India. He has given a wide gallery of both male and female characters in his writings His male characters are variety and his female characters are in par with them. The critics on R.K. Narayan are not taking artistic involvement with women seriously. They simply consider him a feminist. The fact is that R.K. Narayan also never proclaimed himself as a feminist. The most striking news in his fiction is that Narayan achieves one of the objectives of feministic movements, emancipation of women. He gives much importance to the full growth of women characters.

This paper can be concluding with the notion that there is a close relationship between literature and life. Hence literature is not only an outcome of life, but also is subject to the ideological upheavals which man experiences in society. Feminism is one such ideological force and a movement which has a defining impact upon literature and life. Our encounter with feminism and its influence on literature begins with a horrible deprivation and treatment—the plights, subjugation, atrocity and exploitation by patriarchy, hegemony and religion on women and their experience in societies at various times. I propose to create awareness in women folk through the study of the characters depicted in this author's novels and short stories. The proposed research focuses on the women characters depicted in the works of R.K. Narayan. It looks the women characters not only from feministic perspective, but on humanitarian ground. In his novels, Narayan depicts Indian life and sensibility in its pristine glory. He is essentially a writer of middle class characters of Malgudi, a place of his imagination in South India. He has given a wide gallery of both male and female characters in his writings.



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## **Anitha Desai and Kiran Desai- A generation gap in literary Approach**

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The major purpose of this study is to make an effort to look into the different perspectives in a generation gap with a special reference to the selected works of Anitha Desai and her daughter Kiran Desai. This effort needs a keen observation on Indian literary scenario for Indian women writers in English. The study restricts its limit to the study of world feminism, the effects of feminism in India and the writings under its shadow. As we literature of any nation by and large under goes a change according to the time required. It is obvious that the authors should have the knowledge of tradition and sense history of literature to prove their individual talent. The authors may write on the same subject, but with different perspective. For an author a rose should always be a mere flower, it may be a metaphor for something. The treatment of the subject depends on the time in which literary works is produced. Some authors may look the same subject in a different dimension in order to give natural justice. Moreover, the literature of any kind is a social product, nothing is exceptional for that. The characters and situations or events are being the resourceful elements of a particular work should have a motive to convey. The authors of such works take much effort and use their creative skill to make the works artistic and also realistic. In this regard it is very opt to begin the study from a brief look at Indian literature including Indian English literature.

In this modern times man is desirous to earn money at the cost of spiritual, ethical and moral considerations. Money, constant displacement and “somehow” win attitude has come to be termed as social engineering which marks the post modern life. Everyone attempts to make glorious life, a life befitted to corporate and luxury lifestyles. The enticing illusion engulfs him and reality tastes bitter to the man of this century. Human values and dignity are stampeded and trampled in the fast growing global village. Man has become craftier, selfish, and devious than ever before. Reality is no longer faithfully represented. These types of unbecoming traits are very abundant in the post-modern novels. Over the last sixty years, Indian women writers have explored the psychology and social roles of women with increasing depth. Authors have chosen the problems and issues faced by the women in men-dominated society as the main theme of their books. The authors of recent decades are combining the patriarchy mingled in all the spheres of life. Some writes about their home land with Diasporas and nostalgias. But the theme is same with subtle intricacies. A study of the portrayal of women characters immediately makes us aware of the major psychological and emotional cries that are created in the lives of women and the various changing social circumstances that surround them.

The main objective of this research thesis is to attempt feministic literary approach to the selected works of Anitha Desai and Kiran Desai who are in a generation gap. As we know the law of nature, one should accept and mould according to the time. In this research thesis I would like concentrate on different perspectives of these women writers in depicting women characters in their novels. We very well know that woman is brave and courageous by nature. She is not afraid of even if she is put in adverse circumstances. The women in the 1950s come under two categories. The first category is made up of those women who believe that woman’s place is in the home, in the kitchen, barefoot and



pregnant. The second category includes the women who have a more modern way of thinking. Traditionally, the work of women writers has been undervalued due to age old patriarchal assumptions about the superior worth of male experience.

The literary feminists Anitha Desai, Shobha De, Shashi Deshpande, Kamala Das, Manju Kapur, Bharthi Mukhrji, Kiran Desai with a group of other Indian feminists have tried to contextualize the women in their literary writings. Both the selected writers for this research article have rendered their literary ability to the plight and psyche of women in male dominated as well as materialistic society. I propose to concentrate on the selected works of these two female writers from different perspective keeping feminism with a generation gap in view. The thesis focuses on to see how feminism grafted into the works of Anitha Desai and Kiran Desai in different perspective. The present study has been carried out with the main objective of exploring how far feminist perspective with a generation gap influences the fictions of in Anitha Desai and Kiran Desai its full length.

Literature is a boon for human beings. Through literature, we can express our ideas, expressions and experiences directly or indirectly. The writers of the present study are Anitha Desai, the mother of one more writer here, Kiran Desai. They are lived the life of the same but with different perspectives. For Anitha Desai writing is a process of discovering the truth. She is more concerned with thought, emotion and sensation than action, experience and achievement. Anitha Desai is fond of working on the internal human psyche, especially the psyche of women. She lurks deeper into the unconscious layer of human psyche and reveals existential trauma of man. She writes the essentiality of human interaction as a way of self discourse. More often her protagonists appear mere pigmies in front of gigantic powers of the society of male and modernity. Her novel, 'Cry the Peacock' (1963) gives a tale of blunted human relationship being told by the protagonist, Maya. This is one of the examples how the female characters of Anitha Desai are. Her novels concentrate more on the psyche of women, familial relations, loveless marriages, neurotic sufferings and cries for affection.

Anitha Desai makes her own choice in portraying her women characters; they are always selected from the society where they have been subjugated by the injustice and also by psychological torments. She adds a new dimension to her fiction by taking up the cause of the neglected class of society aware of the real situation of women. Kiran Desai, the daughter of Anitha Desai very keenly deals with post-colonialism, globalization, multiculturalism, modernization, terrorism and the question of self-identity. Her novels tell about human dignity and loss of the same, the chaotic disturbances and at last the awakening to face reality. It is very evident that these authors have several fundamental differences in their perspectives, and their immense efforts in approaching the subject matter with elements of sensitivity.

Both the writers, the present research article discusses about have Indian heritage, with paradoxical elements. Here, the study looks at Anitha desai and Kiran Desai on the ground of different perspective in a generation gap with a special reference to their selected works. Some of their major novels were written when the authors were in the 35-40 age period, but the scenario of writing novels was entirely different. Anitha Desai, the novelist whose selective novels will be taken to discuss later, is the mother of another young writer Kiran Desai. Kiran Desai had inherited literary qualities from her mother, Anitha Desai. It truly assisted her to prove herself a prolific literary personality in the world. She gives much importance to incorporate real life narrators and events in her work. It makes

the reader to find themselves or real persons and situations from their own lives. She writes from the land abroad about India, Indians with the sense of nostalgia and Diaspora.

Kiran Desai, being a Diaspora writer utilizes her multi-location identity and her place 'home away from home' to unveil unperceivable hegemonic power structure and varicolored forms of power relations among the Indians both inside and outside the Indian domain. In her famous work 'The Inheritance of the loss' she talks about the same. She shows her resentment towards the very perception of 'nation' the social order as well, and idealizes and relegates the heterogeneous voices of the people from different strata, ethnic groups and religious sections of the society, under the frontage of modernization. This further substantiates her attempt to problematise the absolute narratives of Indian nation, history, culture and so on by excavating the insurgencies against Indian state. Kiran Desai poses the questions such as sense of loss, dispossession relocation, and identity crisis, lost identity, alienation, memory and nostalgia. Further she portrays the theme of cultural clashes, poverty, loneliness, immigration displacement and search for home. This novel opens with a teenage Indian girl .along with feministic approach many globalised concepts are used.

The women in Kiran Desai's novels ready themselves according to time and necessary requirement for development. The liberal western feminism the result of globalization and its issues leads to binary opposition and also to a self-representation of the European middleclass women superior, educated, and modern against the third world women as ignorant, poor, uneducated, traditional, domestic and victimized. One of the main characters, Sai, easily subjugated woman experiences the problems of identity, isolation and existential dilemmas. Desai has successfully attempted to portray two different parts of the world and have captured general but main concerns in the novel. She expresses important aspects of life, love, family and loss especially from the side of women in multiculturalism. In her first novel, 'Hullabaloo in the Guva Orchard' (1998) is beautifully crafted novel. In this novel we can see her wry exploration of the family and responsibility, and gentle comic satire. She makes her book an allegory and bitter-sweet reminder of the chaos of Indian women under the covers of history, religion, superstition, colonization and fanaticism. The deeper study of this novel reveals the pathos of familial misunderstanding, the ridiculousness of hero-worship and unpredictability of commercialism. Unlike her mother Anitha Desai, she is more interested in social and political turbulences. Kiran Desai manages to explore every contemporary international issue in her works. Unlike her mother she doesn't think of marrying or having children. For her marriage are a part of one's personality and one's life. Her multicultural educational background makes this research work to compare and contrast her works with her mother's works from different perspective in a generation gap.

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## ADVANTAGES AND DISADVANTAGES OF NETWORK TOPOLOGIES

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### Abstract

The geometrical arrangement of computer resources, remote devices and communication facilities is known as Network structure or Network topology.

A computer network is comprised of nodes and links, a node is the end point of any branch in a computer, a terminal device, workstation or interconnecting equipment facility.

A link is a communication path between two nodes. The terms “circuit” and “Channel” are frequently used as synonyms for the link.

There are different types of the topologies like bus, ring, tree, mesh etc. However, we will consider five basic network structures- topology.

**Keywords:** How topology use, Advantages, Disadvantages

### Introduction

Network Topology is the study of the arrangement or mapping of the various elements (links, nodes, etc.) of a computer network.

There are two ways of defining Network Topologies: The physical topology and the logical(or signal) topology.

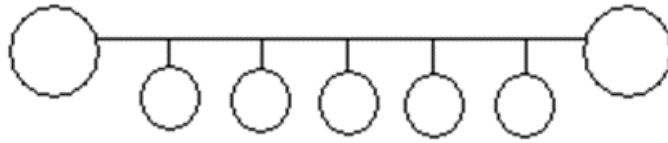
Physical Topology means the physical design of a network including the devices, location and cable installation. Logical Topology refers to the fact that how data actually transfers in a network as opposed to its design.

Some of the most common physical topologies are:

- Bus Topology
- Ring Topology
- Star Topology
- Mesh Topology
- Tree Topology

### I. Bus Topology:

This structure is very popular for local area networks. In this structure or topology, a single network cable runs in the building or campus and all nodes are linked along with this communication line with two endpoints called the bus or backbone as shown in figure.



**Advantages:**

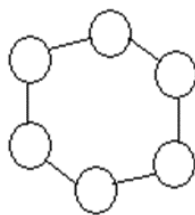
- Reliable in very small networks as well as easy to use and understand.
- Requires least amount of cable to connect the computers (nodes) together and therefore is less expensive than other cabling arrangements.
- It's easy to extend, two cables can be easily joined with a connector, making a longer cable for more computers to join the network.
- A repeater can also be used to extend a bus configuration.

**Disadvantages:**

- The entire network shuts down if there is a break in the main wire and it can be difficult to identify the problem if the network shuts down.
- Each connection between two cables weakens the electrical signal.
- The bus configuration can be difficult to find and can cause the whole networks to stop functioning.

**II. Ring Topology:**

This is yet another structure for local area networks (LAN). In this topology, the network cable passes from one node to another until all nodes are connected in the form of a loop or ring as shown in the figure.



**Advantages:**

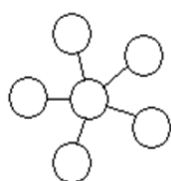
- Ring networks offer high performance for a small number of workstations or for larger networks where each station has a similar workload.
- Ring networks can span longer distances than other types of networks.
- Ring networks are easily extendable.
- Unlike Bus topology, there is no signal loss in Ring topology because the tokens are data packets that are re-generated at each node.

### Disadvantages:

- Relatively expensive and difficult to install
- Failure of one computer on the network can affect the whole network.
- It is difficult to find fault in a ring network.
- Adding or removing computers can disrupt the network.
- It is much slower than an Ethernet network under normal load.

### III. Star Topology:

Star topology is uses a central hub through which, all components are connected. In a Star topology, the central hub is the host computer, and at the end of each connection is a terminal as shown in figure.



### Advantages:

- It is more reliable (if one connection fails, it does not affect others)
- The center of a star network is a good place to diagnose network faults and if one computer fails whole network is not disturbed. Hub detects the fault and isolates the faulty computer.
- It is easy to replace, install or remove hosts or other devices, the problem can be easily detected
- It is easier to modify or add a new computer without disturbing the rest of the network by simply running a new line from the computer to the central location and plugging it to the hub.
- Use of multiple cable types in same network with a hub.
- It has good performance

### Disadvantages:

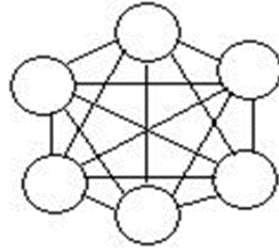
- It is expensive to install as it requires more cable, it costs more to cable a star network because all network cables must be pulled to one central point, requiring more cable length than other networking topologies.
- Central node dependency, if central hub fails, the whole network fails to operate.
- Many star networks require a device at the central point to rebroadcast or switch the network traffic.

### IV. Mesh Topology:

Devices are connected with many redundant interconnections between network nodes. In a well-connected topology, every node has a connection to every other node in the network. The cable requirements are high, but there are redundant paths built in.

Failure in one of the computers does not cause the network to break down, as they have alternative paths to other computers.





### Advantages:

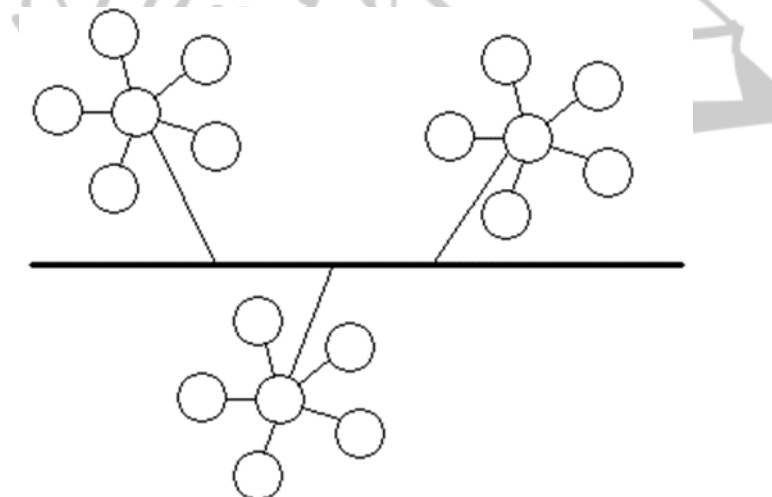
- Yield the greatest amount of redundancy in the event that one of the nodes fails where network traffic can be redirected to another node.
- Point-to-point link makes fault isolation easy.
- Privacy between computers is maintained as messages travel along dedicated path.
- Network problems are easier to diagnose.

### Disadvantages:

- The amount of cabling required is high.
- A large number of I/O (input/output) ports are required.

### V. Tree Topology:

The most common structure or topology known as Tree topology, Tree topology is a LAN topology in which only one route exists between any two nodes on the network. The pattern of connection resembles a tree in which all branches spring from one root.



### Advantages:

- Installation and configuration of network are easy.
- The addition of the secondary hub allows more devices to be attached to the central hub.
- Less expensive when compared to mesh topology.
- Faults in the network can be detected traces.



### Disadvantages:

- Failure in the central hub brings the entire network to a halt.
- More cabling is required when compared to the bus topology because each node is connected to the central hub.

### Conclusion:

In this paper we have to study the different types of the topologies like Bus Topology, Ring Topology, Star Topology, Mesh Topology and Tree Topology.

In this paper we have considered above five topology uses and its advantages and disadvantages that will study will help to know that which structure or topology is best for which organization or business. We have to study the topology and finally we have to find the fact that all topologies are alternate options for business like that Bus Topology is use full for small network but its some demerits so its alternate option is Ring Topology. So finally, we can say that all topologies have some extra and different feature are available from other topology and that features are making it special from other topology.

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## MASS MEDIA AS A POTENTIAL DISSEMINATOR OF POPULAR CULTURE

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### Abstract

It's inarguable. Mass Media perpetuates elements of popular culture. The current digital age ensures the required momentum of information flow in every possible direction. The linear narratives are playing second fiddle to highly volatile methods of communication in high voltage advertisements that is academically challenging to discern in Screen studies. Exploring how the production and proliferation of **desire**, which is collective in nature, is naively but surely augmented by the sponsored Advertisements on New media to re territorialize the capitalist would be both poetic and political. If Shakespeare had had any sense of global marketing and making his plays blockbusters, he might have given more catchy one-liner subtitles to all his tragedies, for instance, to Macbeth, 'Aesthetizing the Dark Sides of human nature in the Age of Enlightenment'. However, the changing dynamics of cultural practices in digital territory has redefined the commodified everything that can be sold for quicker consumption. Advertisements as a peculiarly interesting genre in New Media play a promotional role of endorsing commodity, service or concept. Visual narratives in Advertisements, which are largely commercial enterprises, do subtly reflect and sponsor the ideologies and vested interests of the stakeholders. The scholar here attempts to explore the concept of popular culture delineated on screen and unmask the politics of visual narratives that virtually schizophrenize the consumers.

**Keywords:** Popular Culture, Media, Advertisement, Desire, Ideology

Today's society is marked by the unprecedented development of communication and information resources. It is thus often denoted to as an age of information. In the last few decades we have branded our society with all kinds of different names – information society, knowledge society, networked society – thus highlighting the significance that information patterns and communication configurations have in our daily lives. Computer culture, virtual culture, cyber culture, e-culture, Internet culture, new media, convergence culture, digital culture are all relatively new terms that are being widely used in scientific and popular literature. Scholars from various disciplines have examined the impact of this new media on various social aspects of virtual space and its impact on the real sphere and they have changed their views on digital culture many times over a relatively short period of time.

The changes in media technology and its usage have to a large extent predisposed the conceptualization of media users and the communication modes that subsequently emerge. One of the undesirable effects of social media or network is that it leads to a sort of addiction. Spending countless



hours on the social sites can divert the focus and attention from a particular task. It is likely to lower the motivational level of the people, especially of the teenagers and students. They mainly rely on technology and the internet instead of learning the practical knowledge and expertise of the everyday life. Children can be seriously affected by these social networking sites if they excessively use them. Another downside of the social media is that the user shares too much information which may pose threats to them. Even with the tight security settings your personal information may leak on the social sites. Privacy has become an illusion in such a context.

Pyramidal hierarchy of various social institutions is troubled with the advent of hi speed internet access. Cultural edifice of a society is under constant flux and quicker transformation than ever before. Thanks to the universal media that has already made inroads into our nervous system. The study of Mass culture in this sense can be seen as a part of ideological conflict. A steady growth of academic interest in Mass Culture in particular and Cultural Studies in general is seen in the syllabi of various universities. Textual and visual consumption of mass culture has led to the moments of willing addiction to commercial memes which are circulating with a vengeance amidst us.

Digital culture is a new complex notion: today digital trends are increasingly interloping with the world of culture and arts, involving different aspects of convergence of cultures, media and information technologies, and influencing new forms of communication. The new possibilities created by ICT – global connectivity and the rise of networks – challenge our traditional ways of understanding culture, extending it to digital culture as well. Culture should be understood as an open and dynamic process that is based on interactive communication, and we cannot think of it as an enclosed system which makes up a ‘cultural mosaic’ with other similar or diverse cultural systems. The ICT and especially the Internet, has given these interrelations a new dimension, by changing our relation towards knowledge and knowledge society, by intensifying the flow of cultural goods and services. In contemporary society, the media have a crucial role in forming and shaping public opinion.

The social responsibility approach is a normative theory that stresses the role of the media in fostering citizens' participation in the definition of the public good and in creating a space where society uses deliberative processes to mediate between diverse interests. The social responsibility approach also corresponds to German philosopher Jürgen Habermas' vision of a public sphere where participants overcome their subjectively based views in favor of rationally motivated agreement. *The media are increasingly marketing themselves to a particular audience. To some degree, this specialization is driven by advertising. Advertising media specialists have sharpened their ability through survey research to identify particular target audiences.* One of the embodiments of this idea has been the development of the public service media model. Following this model, the media should be a factor for social cohesion and the integration of individuals, groups and communities without discrimination and social segregation. To this end, public service media should provide a forum for public discussion in which a broad spectrum of news and opinions is presented: They should reflecting diverse ideologies and beliefs while remaining impartial and independent and should not sacrifice quality for political or commercial reasons.

The implementation of normative ideals becomes more challenging in media environments where competition for audiences and revenue is growing as the number of digital media actors grows. However, finding new implementation models becomes increasingly important as network insularity and social fragmentation flourish along with digital communications. In line with 17th century thinker



John Milton's conceptualization of a free "marketplace of ideas", a plurality of media outlets is necessary to give voice to different interests from which citizens can make 'informed' choices. The liberal perspective also emphasizes the need to protect the independence of the media from state interference, as well as the watchdog function of the media vis-à-vis those who govern.

The study of Popular culture, which is being academized in recent years, has included media studies more seriously than ever before. In an act of familiarizing the product, the ads are also involved in subtly sustaining and strengthening the desirable quotient of the consumers which are likely to result in the production of certain cultural traits. However with less academically refined reading techniques, the scholar attempts to explore few such popular ads which are alleged to have involved in narrating the popular culture. Upper-case for words like Narrative, Popular and Culture is often used as signifiers of Complex notions in academia. Advertisements do commodify and marketize certain saleable concepts and commercialize products creating compulsive consumers.

Advertising has become a kind of socialization, subtly conditioning us to think, react and feel in specific ways. For instance, what's trendy or what's outdated and what's normal or what's not are being established through sponsored channels. The worst part is obviously to make us think what problems we should to worry about; like the requirement of the latest product or gadget to show off your loyal adherence to the happening contemporary stuff, desperate need for perfect white teeth to give a close up smile or the failure to attract the opposite sex in the absence of a single spray of deodorant.

Advertisement has come of age ever since the commercial ventures of businessmen are diversified and complicated. Even a cursory glance at older advertisements do reveal a great deal about the persisting stereotypes, vested interests of industrialists and the spirit of specific culture complex. Even aesthetic tastes seem to be vulnerable to alteration. For example, an avant garde technique such as surrealism of early 20<sup>th</sup> century is now effortlessly accepted in a mainstream advertisement. This can be seen in how few advertisements have become less verbal and more visual. However, another reason for this trend is the presence of mute button in remote which has apparently led to an increase amount of written language in TV ads.

Advertisements do popularize culture and popular culture finds a significant of mileage in the form of advertisements. Stereotypes of cultural constructions do find a creative space in advertisements. Fragrances are gendered. How ridiculous it is to believe that smells have different gender identities. Consumers do accept such notions without even questioning such typecasts. Icons of the given age facilitate in imparting such messages. One worrisome dimension of few ads is the usage of sexist images and remarks. Inaccurately portrayed ads have the dangers of misleading the viewers. Kids are the soft target for ads. Kids are likely to be subjected to commercial pressures in schools if they fail to buy/adhere to any in-thing/new concept in the market. Certain cultural traits and ideological elements are also sold besides the products.

If a product is to be commercially successful and socially acceptable, it must go well with the cultural milieu in which it is advertised. It is like the textual context, the sign must be a correct social construction of the customer/buyer. Furthermore, the machismo of the sign does not exist on its own, or simply within itself. Indeed, it is the same masculine, heterosexual overtones of the text itself, which also contribute to the reader's general perception of the advertisement and therefore the product. Back



in 2014, the soft drink industry funded a study that, coincidentally, concluded that diet soda is better for weight loss than water. These same companies are at it again, not only providing the backing for another study extolling the virtues of diet drinks, but also according to new reports directly paying money to the researchers involved. The study does disclose that it was funded, in part, by the International Life Sciences Institute — Europe, a group whose board of directors features not just a bunch of heavily credentialed academics, but also executives from Coca-Cola, Nestlé, PepsiCo, Mars, and Unilever. In fact, while there are some 19 people on the ILSI Europe board, three out of five of its officers are representing the food industry. Results are predictable in favor of Private companies.

Every once in a while, a really smart movie comes along that shows us just how stupid modern society is becoming. "**Idiocracy**" is precisely such a film. Filled with purposeful profanity. It actually drives the storyline. It is a brilliant parody. Idiocracy manages to depict around 90 minutes of entertaining commentary on just how stupid modern society has become today.

The storyline of Idiocracy goes like this. A career military desk jockey of average intelligence is cocooned in an experimental hibernation machine for 500 years. When he awakens, he finds himself in a world populated and run by complete idiots - the result of 500 years of reverse natural selection, where the stupid people fornicate the most, and the smart people stop having children. A tabloid quality, corporate-controlled world of idiot consumers whose thought processes are limited to the three-word phrases pounded into their heads by relentless advertising campaigns. Phrases like, "Money is good" or "Plants need electrolytes."

What's so great about Idiocracy is not merely how funny it is, but rather how **accurate** it is at constructing a future society extrapolated from the real trends of modern-day America. Today, for example, corporations have largely taken over control of the Food and Drug Administration. In Idiocracy, a Sports drink company simply buys the FDA and replaced the entire Food Guide Pyramid with sports drink ads. Water is no longer consumed at all in the Idiocracy world -- consumers have been taught that water is only for toilets -- and sports drink liquid is used to water the crops (which are mysteriously dying). This is much like modern medicine today, where doctors, sunscreen manufacturers and even the American Cancer Society insists that sunlight is bad for your health, and that what you really need are expensive prescription medications to solve your health problems. Or they think that "Restless Legs Syndrome" is some mysterious musculo-chemical disorder rather than simply a deficiency in dietary magnesium.

But the best part about Idiocracy is the creative use of language. It's loaded with profanity, but it's not gratuitous profanity. It actually has a purpose: it describes the linguistic framework into which all communication and thought processes have devolved. The most popular TV show, for example, is on the "Violence Channel." The court system operates as a name-calling contest where people are deemed guilty because they, "talk like fags" by using intelligent-sounding words.

This is actually not that far from the state of affairs today in the United States. Political elections are won on rehearsed sound bites and acting skills, TV news has devolved into a violence-dominated ratings game hosted by supermodels with surgically-enhanced lips, and the population is so drugged up on medication that they can't think straight, drive straight or even vote straight. In fact, Idiocracy is



quite optimistic about the future of western culture: it will only take a hundred years, not five hundred, to reach the level of extensive stupidity depicted in the film. We are almost a half-way there already.

The zombie-like consumerism depicted in *Idiocracy* is only a slight exaggeration of the behavior of consumers today who actually consume gallons of Gatorade, thinking it's good for them because it contains "electrolytes." (Gatorade is mostly just salt water with artificial coloring additives). Today's Sports drink should ring a bell of warning.

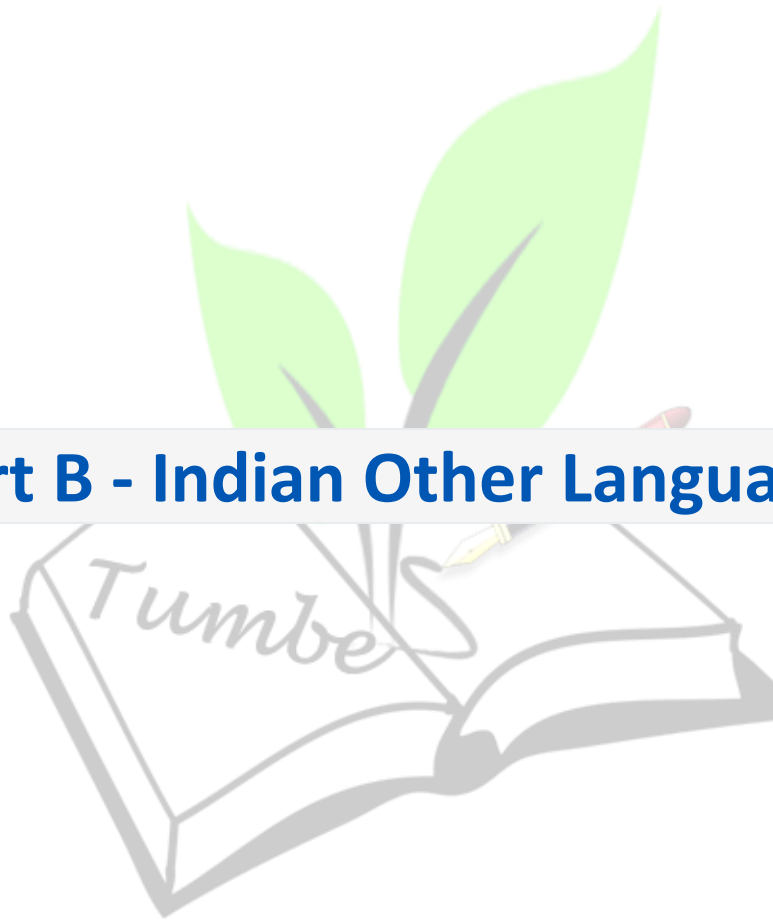
In fact, all one has to do is walk into any Wal-Greens store and get a full preview of the world shown in *Idiocracy*: The products are junk, most of the food is loaded with harmful additives and the medications are anchored at the back of the store to encourage consumers to buy more candy bars and soda while they pick up their medications for diabetes and heart disease. So who's stupid in society today? People who think vitamins are too expensive but pharmaceuticals are a bargain because they get a ten percent discount on some hare-brained Medicare plan. People who spend more on their credit cards to get more "miles" or "cash rewards," not realizing that the interest they pay on those cards far outweighs any such benefits. People who refinance their homes to pay their credit card debt, and then rack up new credit card debt, thinking their home is some kind of limitless cash-dispensing machines. Mike Judge has shown us the way our world really is by depicting a future world that might actually come to pass. Terry Crews, who gives an energetic and appropriately outrageous performance as President, warns of future disasters while the script of entire movie is shrewd and tight. *Idiocracy*, with a far more ambitious message may not be a movie for everyone, but critical thinkers who also have a sense of humour would undeniably cherish to watch it for critical insights.

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## Part B - Indian Other Languages







## 'ಕನ್ನಡ ಮಾಧ್ಯಮ ಅನುಷ್ಠಾನ: ಸಮಕಾಲೀನ ಸಮಸ್ಯೆ'

**ಡಾ. ಚಿಕ್ಕಣ್ಣ**

ಸಹಾಯಕ ಪ್ರಾಧ್ಯಾಪಕರು

ಇತಿಹಾಸ ಮತ್ತು ಪುರಾತತ್ವಶಾಸ್ತ್ರ, ಅಧ್ಯಯನ ಮತ್ತು ಸಂಶೋಧನಾ ವಿಭಾಗ ತುಮಕೂರು  
ವಿಶ್ವವಿದ್ಯಾನಿಲಯ, ತುಮಕೂರು.

**ಶ್ರೀಮತಿ ಜ್ಯೋತಿಲಕ್ಷ್ಮಿ. ಹೆಚ್**

ಸಹಾಯಕ ಪ್ರಾಧ್ಯಾಪಕರು

ಕನ್ನಡ ವಿಭಾಗ

ಸರ್ಕಾರಿ ಪ್ರಥಮ ದರ್ಜೆ ಕಾಲೇಜು ತುಮಕೂರು.

### ಪೀಠಿಕೆ:

ಕನ್ನಡಿಗರು ಕನ್ನಡ ನಾಡು ನುಡಿ ಸಂಸ್ಕೃತಿಗಾಗಿ ನಿರಂತರವಾಗಿ ಹೋರಾಟ ನಡೆಸಿದ್ದಾರೆ. ತಮ್ಮ ಸಮಗ್ರತೆಯನ್ನು ಕಾಪಾಡಲು ರಾಜಮನೆತನಗಳ ಆದಿಯಾಗಿ ಐತಿಹಾಸಿಕ ವೈಶಾಲ್ಯತೆ ಪಡೆಯಿತು. ವಸಾಹತು ಆಡಳಿತವನ್ನು ಮೆಟ್ಟಿನಿಂತು ಸ್ವಾತಂತ್ರ್ಯ ಚಳುವಳಿಯಲ್ಲಿ ಜಯಪಡೆದರು. ಭಾಷೆಯ ನೆಲೆಯಲ್ಲಿಯೇ ಏಕೀಕರಣಗೊಂಡರು. ಆದರೆ ಬೇರೆ ಬೇರೆ ಭಾಷೆಗಳು ಕನ್ನಡನಾಡಿನಲ್ಲಿ ನೆಲೆಯೂರಿ ಕನ್ನಡ ತನವನ್ನು ವಿನಾಶದ ಹಾದಿಗೆ ತಳ್ಳುತ್ತಿವೆ. ಕನ್ನಡಿಗರ ವಿಶಾಲ ಹೃದಯ, ಆತ್ಮಾಭಿಮಾನದ ಕೊರತೆಯಿಂದ ಕನ್ನಡ ಭಾಷೆಯನ್ನು ಶಿಕ್ಷಣ ಮತ್ತು ಆಡಳಿತದಲ್ಲಿ ಅನುಷ್ಠಾನಗೊಳಿಸಲು ನಿರಂತರ ಪ್ರಯತ್ನಗಳು. ನಡೆಯುತ್ತಿವೆ 1963ರಲ್ಲಿ ಕರ್ನಾಟಕ ರಾಜ್ಯ ಭಾಷಾ ಅಧಿನಿಯಮವು ಕರ್ನಾಟಕದಲ್ಲಿ ಕನ್ನಡ ಆಡಳಿತ ಭಾಷೆಯೆಂದು ಘೋಷಿಸಿತು. ಆಡಳಿತ, ಸಚಿವಾಲಯ, ನ್ಯಾಯಾಲಯ, ಕಛೇರಿಗಳಲ್ಲಿ ಕನ್ನಡದ ಬಳಕೆಗೆ ಒತ್ತಾಯ ಮತ್ತು ಆದೇಶಗಳನ್ನು ಮಾಡಲಾಯಿತು. ಕನ್ನಡದಲ್ಲಿಯೇ ಶಿಕ್ಷಣ ನೀಡಬೇಕೆಂದು ಗೋಕಾಕ್ ಚಳುವಳಿ (1982) ಡಾ.ಹೆಚ್.ನರಸಿಂಹಯ್ಯ (1993) ಸಮಿತಿ, ರಾಜರಾಮಣ್ಣ ಸಮಿತಿ, (1994) ಡಾ.ವಿ.ಎಸ್.ಆಚಾರ್ಯ ಸಮಿತಿಗಳ ವರದಿಗಳು ಶಿಪಾರಸ್ಸು ಮಾಡಿದರು. ಆದರೆ ಕನ್ನಡಿಗರಿಗೆ ಆತ್ಮಾಭಿಮಾನದ ಕೊರತೆಯಿಂದ, ಆಂಗ್ಲ ಭಾಷೆಯ ವ್ಯಾಮೋಹದಿಂದ, ಕನ್ನಡ ನಾಡಿನಲ್ಲಿಯೇ ಕನ್ನಡ ಭಾಷೆಯನ್ನು ಹುಡುಕುವ ಸ್ಥಿತಿಗೆ ತಲುಪುವಂತಾಗಿದೆ. ಕನ್ನಡ ಭಾಷೆಯನ್ನು ಆಡಳಿತ ಮತ್ತು ಶಿಕ್ಷಣ ಕ್ಷೇತ್ರಗಳಲ್ಲಿ ಅನುಷ್ಠಾನಗೊಳಿಸಲು ಹೋರಾಟಗಳು ನಡೆಯುತ್ತಿವೆ. ಆದರೂ ಪರಿಪೂರ್ಣವಾಗಿ ಅನುಷ್ಠಾನವಾಗಿಲ್ಲವೆಂಬುದರ ಚರ್ಚೆ ಈ ಪ್ರಬಂಧದ ಸಾರವಾಗಿದೆ.

“ಹೊಸದಾಗಿ ಕಟ್ಟಲ್ಪಟ್ಟ ಈ ಕರ್ನಾಟಕ ರಾಜ್ಯವು ಕೇವಲ ಜನತೆಯ ಜನತೆಗಾಗಿ ಕಟ್ಟಿದ ರಾಜ್ಯ. ಇದು ಅಹಿಂಸಾತ್ಮಕವಾಗಿ ಕಟ್ಟಲ್ಪಟ್ಟಿದ್ದು. ಜನತೆ ತನ್ನ ಕಲ್ಪನಾ ವಿಳಾಸದಿಂದ ಕಟ್ಟಿದ ರಾಜ್ಯ.



ಗತವೈಭವದ ಭಾವೀ ಯುಗ ಮುಗಿಯಿತು. ವೈಭವವು ಬರಬೇಕಾಗಿದೆ. ಅದನ್ನು ಈಗಿನ ಪೀಳಿಗೆಯವರು ತಮ್ಮ ಸ್ವಂತ ಪರಿಶ್ರಮದಿಂದ ತರಬೇಕಾಗಿದೆ” ಈಗ ಮೈಸೂರು ರಾಜ್ಯ ಎಂದು ಹೆಸರಿಸಲ್ಪಟ್ಟ ಕರ್ನಾಟಕ ರಾಜ್ಯವು ಆಯುಷ್ಯವಂತಾಗಲಿ, ಆರೋಗ್ಯವಂತವಾಗಲಿ, ಭಾಗ್ಯವಂತವಾಗಲಿ ಎಂದು ಹಾರೈಸುತ್ತೇನೆ”

ಕುಲಪುರೋಹಿತ ಆಲೂರು ವೆಂಕಟರಾಯರು:

ಕನ್ನಡನಾಡಿನ ಸರ್ವತೋಮುಖವಾದ ಅಭ್ಯುದಯಕ್ಕೆ ನಾವು ಕನ್ನಡಿಗರೆಲ್ಲರೂ ಒಂದಾಗಿ ದುಡಿಯೋಣ, ಕನ್ನಡಮ್ಮನ ಪವಿತ್ರ ಸೇವೆ ನಮ್ಮೆಲ್ಲರ ಹೊಣೆ. ಕನ್ನಡನಾಡಿನ ರಚನೆ ಭಾಷೆಯ ಆಧಾರದ ಮೇಲೆಯೇ ರಚನೆಗೊಂಡಿತು. ಕನ್ನಡಿಗರ ಭಾಷೆ, ಸಂಸ್ಕೃತಿ, ನೆಲ, ಜಲವು ಸಮಗ್ರ ಕನ್ನಡಿಗರನ್ನು ಒಗ್ಗೂಡಿಸಿತು.

ಭಾರತಕ್ಕೆ ಸ್ವಾತಂತ್ರ್ಯ ಬಂದು 67 ವರ್ಷ ತುಂಬಿದರೂ ಇನ್ನೂ ಪರಿಹಾರವಾಗದಿರುವ ಸಮಸ್ಯೆಗಳಲ್ಲಿ ಭಾಷಾ ಸಮಸ್ಯೆಯು ಒಂದು. ಕರ್ನಾಟಕದಲ್ಲಿ 177 ಕ್ಕೂ ಹೆಚ್ಚು ಮಾತೃಭಾಷೆಯುಳ್ಳ ಜನರು ನೆಲೆಸಿದ್ದಾರೆ. ಪ್ರತಿಯೊಂದು ಹಳ್ಳಿಯಲ್ಲೂ ಒಂದಕ್ಕಿಂತ ಹೆಚ್ಚು ಭಾಷೆಗಳನ್ನಾಡುವ ಜನರಿದ್ದಾರೆ. ಅಲ್ಲದೆ ಕರ್ನಾಟಕದ ಗಡಿ ರಾಜ್ಯಗಳಲ್ಲಿ ತಮಿಳು, ಮರಾಠಿ, ಕೊಂಕಣಿ, ತುಳು, ಮಲಯಾಳಂ, ತೆಲುಗು ಭಾಷೆಗಳನ್ನಾಡುವ ಜನರಿದ್ದಾರೆ, ಭಾಷಾವಾರು ಪ್ರಾಂತ್ಯ ರಚನೆಯಾಗಿದ್ದರೂ ಈ ಕರ್ನಾಟಕದಲ್ಲಿ ಬೇರೆ ಬೇರೆ ಭಾಷೆಗಳನ್ನು ಮಾತನಾಡುವ ಜನರಿದ್ದಾರೆ. 1950 ರಲ್ಲಿ ಅನುಷ್ಠಾನಕ್ಕೆ ಬಂದ ಸಂವಿಧಾನದಲ್ಲಿ 343 ರಿಂದ 347ರ ವರೆಗಿನ ವಿಧಿಗಳು ಅಧಿಕೃತ ಭಾಷೆಯ ಬಗೆಗೆ ಹೇಳುತ್ತವೆ. 1956ರಲ್ಲಿ ಭಾಷೆಗಳನ್ನು ಆಧರಿಸಿ ರಾಜ್ಯಗಳನ್ನು ವಿಂಗಡಿಸಲಾಯಿತು 1956ರ ನವೆಂಬರ 1 ರಂದು ಸಮಗ್ರ ಕರ್ನಾಟಕ ಉದಯವಾದರೂ ಮೈಸೂರು ರಾಜ್ಯವೆಂದು ಘೋಷಿಸಿತು 1973ರಲ್ಲಿ ಕರ್ನಾಟಕ ರಾಜ್ಯವೆಂದು ನಾಮಕರಣಗೊಂಡಿತು, 1963ರಲ್ಲಿ ಕರ್ನಾಟಕ ರಾಜ್ಯ ಭಾಷಾ ಅಧಿನಿಯಮದ ಪ್ರಕಾರ ಕರ್ನಾಟಕದ ಆಡಳಿತ ಭಾಷೆ ಕನ್ನಡವೆಂದು ಘೋಷಿಸಿತು ಸರ್ಕಾರ ಕಾರ್ಯಾಂಗದಿಂದ ಹಿಡಿದು ನ್ಯಾಯಾಂಗದವರೆಗೆ ಕನ್ನಡಬಳಕೆಗೆ ಆದೇಶಿಸಿತು.

ಭಾರತದ ಜನಸಂಖ್ಯೆಯಲ್ಲಿ ಕರ್ನಾಟಕದ ಜನಸಂಖ್ಯೆ ಶೇ.5.9 ಮಾತ್ರ ಭಾಷೆಯಾಗಿರುವವರ ಮಲಯಾಳಂ ಭಾಷೆಯವರು ಶೇ 8.5 % ಮತ್ತು ಮಹಾರಾಷ್ಟ್ರದಲ್ಲಿ ಕನ್ನಡ ಮಾತನಾಡುವವರ ಸಂಖ್ಯೆ ಜನಸಂಖ್ಯೆ ಶೇ.4 ಮಾತ್ರ ತಮಿಳುನಾಡಿನಲ್ಲಿ ತಮಿಳು ಮಾತೃಭಾಷೆಯೆಂದರೆ ಶೇ 81.5 ಕೇರಳದಲ್ಲಿ ಮರಾಠಿ ಭಾಷೆಯವರು ಶೇ.77 ಆದರೆ ಕರ್ನಾಟಕದಲ್ಲಿ ಭಾಷೆ ಶೇ 66 % ಉರ್ದು 9.%, ತೆಲುಗು 8.2%, ತಮಿಳು 3.4 % ಮರಾಠಿ 4 % ಮಲಯಾಳಂ 1.5% ಹಿಂದಿ 1.8 % ಇದಲ್ಲದೆ ತುಳು ಮತ್ತು ಕೊಂಕಣಿ ಮಾತನಾಡುವವರೂ ಹೆಚ್ಚಿನ ಸಂಖ್ಯೆಯಲ್ಲಿದ್ದಾರೆ, ಕರ್ನಾಟಕ ರಾಜ್ಯದಲ್ಲಿ ಕನ್ನಡ ಮಾತೃಭಾಷೆಯುಳ್ಳವರ ಸಂಖ್ಯೆ-1911-1931 ರವರೆಗೆ ಶೇ 63.03 ರಿಂದ ಶೇ 61.77 ಕ್ಕೆ ಕಡಿಮೆಯಾಗಿದೆ 1931-1971ರ ವರೆಗೆ ಶೇ 65.94% ಕ್ಕೆ ಅದೇ ರೀತಿ ಕನ್ನಡಿಗರ ಸಂಖ್ಯೆ ಬೆಂಗಳೂರಿನಲ್ಲಿ 1931 ರಲ್ಲಿ ಶೇ 23.7 % ಇದ್ದುದು 1971 ರಲ್ಲಿ ಶೇ 32.70 % ಆಯಿತು ಬೆಳಗಾವಿಯಲ್ಲಿ ಹಾಗೂ ರಾಜ್ಯದ ಕೆಲ ಪಟ್ಟಣಗಳಲ್ಲಿ ಕನ್ನಡಿಗರ ಸಂಖ್ಯೆ ಕಡಿಮೆಯಾಗುತ್ತಿದೆ.

ಕೇಂದ್ರ ಮತ್ತು ರಾಜ್ಯ ಸರ್ಕಾರ ರೂಪಿಸುವ ಭಾಷಾ ನೀತಿಯು ರಾಜ್ಯಭಾಷೆಗಳ ಕಾರ್ಯ ಪ್ರವೃತ್ತಿ ಮತ್ತು ಜಾರಿಗೊಳಿಸುವಲ್ಲಿ ವಿಫಲವಾಗಿದೆ ಆಡಳಿತ ಭಾಷೆಯ ಪ್ರಗತಿ ಕುಂಟಿತ ಗೊಂಡಿದೆ. ಪ್ರತಿ ರಾಜ್ಯದಲ್ಲಿಯೂ ಬೇರೆ ಬೇರೆ ಭಾಷೆ ಮಾತನಾಡುವ ಜನರಿದ್ದಾರೆ ಅದನ್ನು ಗಮನದಲ್ಲಿಟ್ಟುಕೊಂಡು ಅಧಿಕೃತ ಭಾಷಾ ನೀತಿ ರೂಪಿಸುವಲ್ಲಿ ಕೇಂದ್ರವು ವಿಫಲವಾಗಿದೆ.



### ಕರ್ನಾಟಕ ರಾಜ್ಯ ಭಾಷಾ ಅಧಿನಿಯಮ:1963

ಕರ್ನಾಟಕ ಏಕೀಕರಣದ ಏಳು ವರ್ಷಗಳ ನಂತರ 1963 ಅಕ್ಟೋಬರ್ 10ರಂದು ಜಾರಿಗೆ ಬಂತು. ಕನ್ನಡ ಭಾಷೆಯನ್ನು ಪೂರ್ಣವಾಗಿ ಜಾರಿಗೊಳಿಸುವ ಬಗ್ಗೆ ಅಧಿಕೃತ ಆಜ್ಞೆಯಾಯಿತು. ಕೇಂದ್ರ ಸರ್ಕಾರದ ಕಛೇರಿಗಳು, ಹೊರರಾಜ್ಯ ನ್ಯಾಯಾಲಯಗಳೊಡನೆ ನಡೆಸಬಹುದಾದ ಪತ್ರ ವ್ಯವಹಾರಗಳನ್ನು ಹೊರತು ಪಡಿಸಿ ಉಳಿದೆಲ್ಲ ಪತ್ರವ್ಯವಹಾರಗಳು ಕನ್ನಡದಲ್ಲಿರಬೇಕಾಗುತ್ತದೆ. ವಿಭಾಗ ಮತ್ತು ಜಿಲ್ಲೆಯಲ್ಲಿನ ಕಛೇರಿಗಳು ಕನ್ನಡವನ್ನು ನೂರಕ್ಕೆ ನೂರರಷ್ಟು ಜಾರಿಗೊಳಿಸಲು ಆದೇಶಿಸಿತು. ಆದರೂ ಸಚಿವಾಲಯ, ನ್ಯಾಯಾಲಯ, ಹಲವು ಕಛೇರಿಗಳಲ್ಲಿ ಕನ್ನಡಭಾಷೆಯ ಬಳಕೆ ಪೂರ್ಣವಾಗಿ ಅನುಷ್ಠಾನಗೊಳ್ಳಲಿಲ್ಲ ಈ ಅಧಿನಿಯಮದ ಪ್ರಮುಖಾಂಶಗಳು.

- ಕನ್ನಡದ ಅನುಷ್ಠಾನ ಸರ್ಕಾರ ಹೊರಡಿಸಿದ ಆದೇಶಗಳನ್ನು, ಸೂಚನೆಗಳನ್ನು ಕಟ್ಟುನಿಟ್ಟಾಗಿ ಪಾಲಿಸತಕ್ಕದ್ದು.
- ಕೇಂದ್ರ ಸರ್ಕಾರ ಹೊರರಾಜ್ಯ ಹಾಗೂ ನ್ಯಾಯಾಲಯಗಳೊಡನೆ ನಡೆಸಬಹುದಾದ ಪತ್ರವ್ಯವಹಾರಗಳನ್ನು ಹೊರತುಪಡಿಸಿ ನೂರಕ್ಕೆ ನೂರರಷ್ಟು ಕನ್ನಡದಲ್ಲಿರಬೇಕು.
- ಸರ್ಕಾರಿ ಆದೇಶಗಳ ಉಲ್ಲಂಘನೆ ಮತ್ತು ಭಾಷಾನೀತಿಯನ್ನು ಉಲ್ಲಂಘಿಸಿದರೆ ಶಿಸ್ತಿನಕ್ರಮ ಕೈಗೊಳ್ಳುವುದಾಗಿ ಎಚ್ಚರಿಸಿತು.
- ರಾಜ್ಯ ಸರ್ಕಾರದಿಂದ ರಚಿತವಾದ ಮತ್ತು ರಾಜ್ಯ ಸರ್ಕಾರದಿಂದ ಅನುದಾನ ಅಥವಾ ಆರ್ಥಿಕ ನೆರವು ಪಡೆಯುವ ಎಲ್ಲ ಉದ್ಯಮ, ಸಂಘ ಸಂಸ್ಥೆಗಳು ಸರ್ಕಾರದ ಆದೇಶ/ಸೂಚನೆಗಳು ಕಟ್ಟುನಿಟ್ಟಾಗಿ ಪಾಲಿಸಲು ಸೂಚಿಸಿತು.

### ತ್ರಿಭಾಷಾ ಸೂತ್ರ:-

ಕೇಂದ್ರ ಸರ್ಕಾರವು 1955ರಲ್ಲಿ 'ಅಧಿಕೃತ ಭಾಷಾ ಆಯೋಗ' ವನ್ನು ರಚಿಸಿತು. ಅದರಂತೆ 1965 ಜನವರಿ 25 ರಿಂದ ತ್ರಿಭಾಷಾ ಸೂತ್ರವನ್ನು ಘೋಷಿಸಿತು. ಕರ್ನಾಟಕದಲ್ಲಿ 'ಕನ್ನಡ' ಆಡಳಿತಭಾಷೆ ಇಂಗ್ಲಿಷ್ ಮತ್ತು ಹಿಂದಿ ಸಹಾಯಕ ಸ್ಥಾನದಲ್ಲಿ ಮುಂದುವರೆಯುವುದು ಕಡ್ಡಾಯವೆಂದು ಕಾಯಿದೆ ಜಾರಿಗೊಂಡಿತು. ಇದರಿಂದ ಆಯಾ ರಾಜ್ಯಗಳ ಪ್ರಾದೇಶಿಕ ಭಾಷೆಗಳಿಗೆ ಮಹತ್ವ ಬಂದಿತು. ಅಲ್ಲದೆ ಹಿಂದಿ ಮತ್ತು ಇಂಗ್ಲಿಷ್ ಕಲಿಯುವುದು ಉಚಿತ ಎಂದು ತೀರ್ಮಾನಿಸಲಾಯಿತು. ಹಿಂದಿಯನ್ನು ರಾಷ್ಟ್ರೀಯ ಭಾಷೆಯೆಂದು ಅಧಿಕೃತ ಭಾಷಾ ಆಯೋಗ ತೀರ್ಮಾನಿಸಿತು. ವಿಶ್ವವಿದ್ಯಾಲಯ, ನ್ಯಾಯಾಲಯಗಳಲ್ಲಿ ಹಿಂದಿಯ ಬಳಕೆಗೆ ಆದ್ಯತೆ ನೀಡಿತು ಆದರೆ ಹಿಂದಿಯೇತರ ರಾಜ್ಯಗಳು ಹಿಂದಿಯನ್ನು ವಿರೋಧಿಸಿದವು. ಭಾರತ ಒಂದು ಪ್ರಜಾಪ್ರಭುತ್ವ ರಾಷ್ಟ್ರವಾದ್ದರಿಂದ ಅಧಿಕೃತಭಾಷೆ ಯಾವುದು ಬೇಕು ಎಂಬುದನ್ನು ಜನರೇ ನಿರ್ಧರಿಸಬೇಕೆಂದು ಅಭಿಪ್ರಾಯಗಳು ಕೇಳಿಬಂದವು. ಶಿಕ್ಷಣ ನ್ಯಾಯಾಲಯ, ಆಡಳಿತದಲ್ಲಿ ನಡೆಯಬಹುದಾದ ಎಲ್ಲಾ ವ್ಯವಹಾರಗಳನ್ನು ಜನರು ತಿಳಿಯಲು ದ್ವಿಭಾಷಾಸೂತ್ರ, ತ್ರಿಭಾಷಾ ಸೂತ್ರಕ್ಕಿಂತ ಪರಿಣಾಮಕಾರಿಯಾಗಿರುತ್ತದೆ. ದ್ವಿಭಾಷಾ ಸೂತ್ರದಲ್ಲಿ ಎರಡು ಭಾಷೆ ಆಯ್ಕೆ ಮಾಡುವುದರಿಂದ ಹಿಂದಿ ಬೇಡವೆನ್ನುವವರಿಗೆ ಇಂಗ್ಲಿಷ್‌ನ ಆಯ್ಕೆಗೆ ಅವಕಾಶವಿರುತ್ತದೆ.



## ನ್ಯಾಯಾಲಯಗಳಲ್ಲಿ ಕನ್ನಡ ಭಾಷೆ:-

ಕನ್ನಡ ಭಾಷೆಯನ್ನು ನ್ಯಾಯಾಲಯಗಳಲ್ಲಿಯೂ ವಾದ ಮತ್ತು ತೀರ್ಪಿನ ಭಾಷೆಯಾಗಿರಬೇಕೆಂದು ಭಾಷಾ ನೀತಿಯನ್ನು ರೂಪಿಸಲಾಯಿತು 1974ರಲ್ಲಿ ಜುಡಿಷಿಯಲ್ ಮ್ಯಾಜಿಸ್ಟ್ರೇಟ್ ನ್ಯಾಯಾಲಯದ ವಾದ ಮತ್ತು ತೀರ್ಪಿನ ಭಾಷೆ ಕನ್ನಡದಲ್ಲೇ ಇರಬೇಕೆಂದು ತೀರ್ಮಾನಿಸಲಾಯಿತು. 1979ರಲ್ಲಿ ಸೆಷನ್ಸ್ ನ್ಯಾಯಾಲಯಗಳಲ್ಲಿ ಕನ್ನಡದಲ್ಲೇ ವ್ಯವಹರಿಸಬೇಕೆಂದು ಆದೇಶಿಸಲಾಯಿತು. 1979 ರಿಂದಲೇ ಉಚ್ಚ ನ್ಯಾಯಾಲಯದ ಪರಿಧಿಯಲ್ಲಿ ಬರುವ ಎಲ್ಲಾ ಸಿವಿಲ್ ನ್ಯಾಯಾಲಯಗಳ ಭಾಷೆ ಕನ್ನಡವೇ ಆಗಿರಬೇಕೆಂದು ಆದೇಶಿಸಲಾಯಿತು. 1980ರಲ್ಲಿ ಸಾರ್ವತ್ರಿಕವಾಗಿ ನ್ಯಾಯಾಲಯ ತೀರ್ಪಿನ ಭಾಷೆ ಕನ್ನಡವಾಗಿರಬೇಕೆಂದು ಅಂತಿಮ ಆಜ್ಞೆ ಹೊರಡಿಸಲಾಯಿತು.

## ಗೋಕಾಕ್ ಆಯೋಗ: 1982

ಕರ್ನಾಟಕದಲ್ಲಿ ಮಾತೃಭಾಷೆ ಕನ್ನಡದಲ್ಲಿ ಶಿಕ್ಷಣವನ್ನು ಅನುಷ್ಠಾನಗೊಳಿಸುವುದಕ್ಕೆ ಗೋಕಾಕ್ ಆಯೋಗದ ರಚನೆಯ ಮಹತ್ವದ ಸ್ಥಾನವನ್ನು ಹೊಂದಿದೆ. ಕನ್ನಡಕ್ಕೆ ಸಿಗಬೇಕಾದ ಸ್ಥಾನಮಾನ ಮತ್ತು ಶಿಕ್ಷಣದಲ್ಲಿ ಒಂದು ವ್ಯವಸ್ಥಿತ ಕ್ರಮವನ್ನು ಜಾರಿಗೆ ತರಲು ಶಿಕ್ಷಣ ತಜ್ಞರು ಒತ್ತಾಯಿಸಿದರು. 1979ರವರೆಗೂ ಪ್ರಾಥಮಿಕ ಶಾಲೆಗಳಲ್ಲಿ ಕನ್ನಡ ಭಾಷೆಯ ಕಲಿಕೆ ನಡೆಯುತ್ತಿತ್ತು. ವಿವಿಧ ಮಾಧ್ಯಮಗಳ ಪ್ರೌಢಶಾಲೆಗಳಲ್ಲಿ ಕನ್ನಡ, ಇಂಗ್ಲಿಷ್, ತಮಿಳು, ತೆಲುಗು, ಮರಾಠಿ ಮುಂತಾದ ಭಾಷೆಗಳ ಜೊತೆಗೆ ಸಂಸ್ಕೃತವು ಪ್ರಥಮ ಭಾಷೆಯಾಗಿತ್ತು. ಪ್ರಾಥಮಿಕ ಶಾಲೆಗಳಲ್ಲಿ ಸಂಸ್ಕೃತವನ್ನು ಕಲಿಯುವ ವ್ಯವಸ್ಥೆ ಇರದಿದ್ದರೂ ಪ್ರೌಢಶಾಲೆಗಳಲ್ಲಿ ಭಾಷೆಯನ್ನು ಮೊದಲ ಭಾಷೆಯಾಗಿ ಆರಿಸಿಕೊಂಡು ವಿದ್ಯಾರ್ಥಿಗಳಿಗೆ ಅಕ್ಷರಾಭ್ಯಾಸದಿಂದ ಶಿಕ್ಷಣ ಪ್ರಾರಂಭವಾಗುತ್ತಿತ್ತು ಅಧ್ಯಾಪಕರೂ ಸಹ ಅದನ್ನು ಪ್ರೋತ್ಸಾಹಿಸಿ ಹೆಚ್ಚು ಅಂಕಗಳನ್ನು ನೀಡುತ್ತಿದ್ದರು, ಇದರಿಂದ ಮಾತೃಭಾಷೆಗಿಂತ ಸಂಸ್ಕೃತ ಭಾಷೆಗೆ ಹೆಚ್ಚು ಒಲವು ಉಂಟಾಯಿತು. ಕನ್ನಡವನ್ನು ಮೊದಲ ಭಾಷೆಯಾಗಿ ಓದುವ ವಿದ್ಯಾರ್ಥಿಗಳ ಸಂಖ್ಯೆಯು ಗಣನೀಯವಾಗಿ ಕುಂಟಿತುಗೊಂಡಿತು ಕೇವಲ ಮೂರು ವರ್ಷ ಮಾತ್ರ ಓದಿದ ಸಂಸ್ಕೃತ ಭಾಷೆಗೆ ಪ್ರಥಮಸ್ಥಾನ ನೀಡಬಾರದೆಂದು, ಪ್ರಪಂಚದಲ್ಲಿ ಯಾರೂ ಮಾತನ್ನೇ ಆಡದ ಸಂಸ್ಕೃತವನ್ನು ಮೊದಲ ಸ್ಥಾನದಿಂದ ತೆಗೆಯಬೇಕೆಂದು ಶಿಕ್ಷಣ ತಜ್ಞರು ಒತ್ತಾಯಿಸಿದರು. ಇದರಿಂದ ಕನ್ನಡಕ್ಕೆ ಪ್ರಥಮ ಸ್ಥಾನ ಸಿಗಬೇಕೆಂದು ಕರ್ನಾಟಕ ಸರ್ಕಾರವು 1979ರ ಅಕ್ಟೋಬರ್‌ನಲ್ಲಿ ಆಜ್ಞೆಯನ್ನು ಹೊರಡಿಸಿತು ಅದರಂತೆ ಸಂಸ್ಕೃತವನ್ನು ತೃತೀಯ ಭಾಷೆಯಾಗಿ ಮಾತ್ರ ಓದಲು ಅವಕಾಶ ನೀಡಿತು. ಇದರಿಂದ ಬೇಸತ್ತು ಸಂಸ್ಕೃತವಾದಿಗಳು ಉಚ್ಚನ್ಯಾಯಾಲಯದಲ್ಲಿ ಅರ್ಜಿ ಸಲ್ಲಿಸಿದರು ವಿದಾನ ಮಂಡಲದ ಎರಡೂ ಸದನಗಳಲ್ಲಿ ಚರ್ಚೆ ನಡೆಸಿದರು ಅದಕ್ಕೆ ಅನುಗುಣವಾಗಿ ಸರ್ಕಾರವು ಕ್ರಮಾಂಕ ಇ.ಡಿ/13/ಎಸ್.ಒ.ಹೆಚ್/79 ದಿನಾಂಕ 5ನೇ ಜುಲೈ 1980ರಂದು ಆಜ್ಞೆಯನ್ನು ಹೊರಡಿಸಿ ಒಂದು ಸಮಿತಿಯನ್ನು ನೇಮಿಸಿತು. ಡಾ.ವಿ.ಕೃ ಗೋಕಾಕ್ ಇದರ ಅಧ್ಯಕ್ಷರು, ಜಿ.ನಾರಾಯಣ, ಎಸ್.ಕೆ.ರಾಮಚಂದ್ರರಾವ್, ತ.ಸು.ಶಾಮರಾವ್, ಕೆ.ಕೃಷ್ಣಮೂರ್ತಿ,

ಹೆಚ್.ಪಿ.ಮಲ್ಲೇದೇವರು ಈ ಸಮಿತಿಯ ಇತರ ಸದಸ್ಯರಾಗಿದ್ದರು. ಶಿಕ್ಷಣ ಇಲಾಖೆಯ ಅಡಿಷನಲ್ ಕಾರ್ಯದರ್ಶಿಯಾಗಿದ್ದ ಶ್ರೀ ಎಸ್.ಮಂಚಯ್ಯ ಈ ಸಮಿತಿಯ ಪದನಿಮಿತ್ತ ಕಾರ್ಯದರ್ಶಿಗಳಾಗಿ ನೇಮಕಗೊಂಡರು.

### ಸಮಿತಿಯ ಉದ್ದೇಶಗಳು:-

- ಸಂಸ್ಕೃತವು ಶಾಲಾ ಪಠ್ಯ ವಿಷಯಗಳಲ್ಲಿ ಅಭ್ಯಾಸದ ಒಂದು ವಿಷಯವಾಗಿ ಉಳಿಯಬೇಕೆ?
- ಹಾಗೆಯೇ ಉಳಿಯಬೇಕಾದರೆ ಕನ್ನಡಕ್ಕೆ ಪರ್ಯಾಯವಾಗದೇ ಅದನ್ನು ಉಳಿಸಿಕೊಳ್ಳುವುದು ಹೇಗೆ?
- ತ್ರಿಭಾಷಾ ಸೂತ್ರದಂತೆ ಕನ್ನಡವನ್ನು ಕಡ್ಡಾಯ ಮಾಡಿ ಮಿಕ್ಕ ಭಾಷೆಗಳಲ್ಲಿ ಯಾವುದಾದರೂ ಎರಡನ್ನು ಆರಿಸಿಕೊಳ್ಳುವ ಸ್ವಾತಂತ್ರ್ಯವನ್ನು ವಿದ್ಯಾರ್ಥಿಗಳಿಗೆ ಬಿಡುವುದು ಸೂಕ್ತವೇ.

ಈ ಅಂಶಗಳನ್ನು ಸಮಿತಿಯು ಪರಿಶೀಲಿಸಿ ಮೂರುತಿಂಗಳಲ್ಲಿ ಸರ್ಕಾರಕ್ಕೆ ವರದಿ ನೀಡಲು ತಿಳಿಸಿತು. ಸಮಿತಿಯು ರಾಜ್ಯಾದ್ಯಂತ ಸಂಚಾರ ಮಾಡುತ್ತಾ ಜನರ ಅಭಿಪ್ರಾಯ ಸಂಗ್ರಹಿಸಿ ಸಮಿತಿಯಲ್ಲಿ ಸಂಸ್ಕೃತ ಪರವಾದಿಗಳಿರುವರೆಂದು ಜನರು ಸಂಶಯಗೊಂಡು ಸಮಿತಿಯನ್ನು ಬಹಿಷ್ಕರಿಸಬೇಕು. ಎಂದು 'ಗೋಕಾಕ್ ಗೋಬ್ಯಾಕ್' ಮತ್ತು 'ಕನ್ನಡ ಉಳಿಸಿ' ಎಂಬ ಘೋಷಣೆಗಳನ್ನು ಕೂಗಿದರು. ಬೆಂಗಳೂರು, ಮೈಸೂರು, ದಾರವಾಡ ಮುಂತಾದೆಡೆ ಧರಣಿ, ಸತ್ಯಾಗ್ರಹ ನಡೆದವು. ಅಂತಿಮವಾಗಿ ಸಮಿತಿಯ ಸರ್ಕಾರಕ್ಕೆ ವರದಿಯನ್ನು ಸಲ್ಲಿಸಿತು.

### ವರದಿಯ ಶಿಪಾರಸ್ಸುಗಳು:-

1. ಪ್ರೌಢಶಾಲೆಗಳಲ್ಲಿ ಕನ್ನಡವನ್ನು ಏಕೈಕ ಪ್ರಥಮ ಭಾಷೆಯಾಗಿ ಭೋದಿಸಬೇಕು. ಅದಕ್ಕೆ 150 ಅಂಕಗಳನ್ನು ನಿಗದಿಗೊಳಿಸಿತು.
2. 100 ಅಂಕಗಳಿಗೆ ದ್ವಿತೀಯ ಭಾಷೆಯಾಗಿ ಇಂಗ್ಲೀಷ್, ಸಂಸ್ಕೃತ, ಉರ್ದು ಇತ್ಯಾದಿ ಭಾಷೆಗಳಿಗೆ ಆದ್ಯತೆ ನೀಡಿತು.
3. 50 ಅಂಕಗಳಿಗೆ ತೃತೀಯ ಭಾಷೆಯನ್ನು ಆಯ್ಕೆ ಮಾಡಿಕೊಳ್ಳುವ ಅವಕಾಶ ನೀಡಬೇಕು ಆದರೆ ಪರೀಕ್ಷೆ ಕಡ್ಡಾಯವಲ್ಲವೆಂದು ಶಿಪಾರಸ್ಸು ಮಾಡಿತು.

ಮೂರು ಭಾಷೆಗಳಿಗೂ ಪರೀಕ್ಷೆ ಕಡ್ಡಾಯವೆಂದು ಎಂಟನೇ ತರಗತಿಯಿಂದ ಕನ್ನಡ ಪ್ರಥಮ ಭಾಷೆಯಾಗಿ ಭೋದಿಸಬೇಕು ಕನ್ನಡೇತರ ಶಾಲೆಗಳಲ್ಲಿ ಮೂರನೇ ತರಗತಿಯಿಂದ ಕನ್ನಡವನ್ನು ಕಡ್ಡಾಯ ಭಾಷೆಯಾಗಿ ಕಲಿಸಬೇಕೆಂದು ಸಮಿತಿ ಸೂಚಿಸಿತು. ಅಂದಿನ ಮುಖ್ಯಮಂತ್ರ ಶ್ರೀ ಗುಂಡೂರಾವ್‌ರವರು ಸಭೆಯಲ್ಲಿ ವರದಿಯ ಶಿಪಾರಸ್ಸುಗಳನ್ನು ಯತಾವತ್ತಾಗಿ ಜಾರಿಗೆ ತರುವುದಾಗಿ ಘೋಷಿಸಿದರು. ಆದರೆ ವಿರೋಧಿ ಚಳುವಳಿ ಪ್ರಾರಂಭವಾಯಿತು. ಅಲ್ಪಸಂಖ್ಯಾತರಾದ ಮುಸ್ಲಿಂ ರೆಹಮಾನ್ ಖಾನ್ ನೇತೃತ್ವದಲ್ಲಿ ಉರ್ದು ಭಾಷೆಯ ಪರ ಹೋರಾಟಕ್ಕೆ ಇಳಿದರು ಮಾರ್ಚ್ 1982 ರಲ್ಲಿ ಕನ್ನಡ ಸಾಹಿತ್ಯ ಪರಿಷತ್ ಮತ್ತು ಇತರ ಕನ್ನಡ ಚಳುವಳಿಗಳು ಗೋಕಾಕ್ ವರದಿಯ ಪರವಾಗಿ ಹೋರಾಟಕ್ಕಿಳಿದವು. ಮೈಸೂರಿನಲ್ಲಿ ಡಾ|| ಯು.ಆರ್ ಅನಂತಮೂರ್ತಿ, ತಿಪ್ಪೇರುದ್ರಸ್ವಾಮಿ, ಮೈಸೂರಿನಲ್ಲಿ, ಸಂರಕ್ಷಣಾ ಸಮಿತಿಯ ಸದಸ್ಯರಾದ ಎಂ.ಚಿದಾನಂದಮೂರ್ತಿ ಬೆಂಗಳೂರಿನಲ್ಲಿ, ದಾರವಾಡದಲ್ಲಿ ಕನ್ನಡ ಕ್ರಿಯಾ ಸಮಿತಿಯ ಪರವಾಗಿ ಪಾಟೀಲ ಪುಟ್ಟಪ್ಪ ನೇತೃತ್ವದಲ್ಲಿ ಗೋಕಾಕ್



ವರದಿಯನ್ನು ಅನುಷ್ಠಾನಕ್ಕೆ ತರಲು ಒತ್ತಾಯಿಸಿ ಚಳುವಳಿಗಳಿದರು 1982ರ ಮೇ ನಲ್ಲಿ ಸಿನಿಮಾ ನಟರಾದ ಡಾ|| ರಾಜ್‌ಕುಮಾರ್, ವಿಷ್ಣುವರ್ಧನ್, ಲೋಕೇಶ್ ಪಂಡರೀಬಾಯಿ ಮುಂತಾದವರು ಗೋಕಕ್ ವರದಿ ಅನುಷ್ಠಾನಕ್ಕೆ ಹೋರಾಟಕ್ಕಿಳಿದರು. ಮುಖ್ಯಮಂತ್ರಿಗಳಾದ ಗುಂಡೂರಾವ್‌ರವರು ಜುಲೈ 4 ರಂದು ಹಲವು ನಾಯಕರೊಂದಿಗೆ ಚರ್ಚಿಸಿದ ನಂತರ 'ಗೋಕಕ್ ಬಾಷಾ ಸೂತ್ರವನ್ನು 20ನೇ ಜುಲೈ 1982ರಲ್ಲಿ ಅನುಷ್ಠಾನಕ್ಕೆ ತಂದರು. ಅದರ ಪ್ರಮುಖಾಂಶಗಳು

1. ಒಂದನೇ ತರಗತಿಯಿಂದ ಏಳನೇ ತರಗತಿಯವರೆಗೆ ಕನ್ನಡ ಕಡ್ಡಾಯ.
2. ಕನ್ನಡೇತರರಿಗೆ 3ನೇ ತರಗತಿಯಿಂದ ಕನ್ನಡ ಕಡ್ಡಾಯ
3. ಪ್ರೌಢ ಶಾಲೆಗಳಲ್ಲಿ 125 ಅಂಕಗಳ ಏಕೈಕ ಪ್ರಥಮ ಭಾಷೆ ಕನ್ನಡ, ಉಳಿದೆರಡು ಭಾಷೆಗಳಿಗೆ 100 ಅಂಕಗಳ ನಿಗದಿಮಾಡಿ ( ಕನ್ನಡವನ್ನು ಆಯ್ಕೆ ಮಾಡಿಕೊಳ್ಳಬಹುದು) ಮೂರು ಭಾಷೆಗಳ ತೇರ್ಗಡೆ ಕಡ್ಡಾಯ ಗೊಳಿಸಿತು.
4. ಸಂವಿಧಾನಬದ್ಧವಾಗಿ ಅಲ್ಪಸಂಖ್ಯಾತರಿಗೆ ರಕ್ಷಣೆ ನೀಡಲಾಗಿ. ಮೊದಲೆರಡು ಭಾಷೆಗಳಲ್ಲದೆ 3ನೇಯ ಭಾಷೆ ಸಂಸ್ಕೃತ, ಅರಾಬಿಕ್, ಪರ್ಷಿಯನ್, ಭಾಷೆಗಳನ್ನು ಆಯ್ಕೆ ಮಾಡಿಕೊಳ್ಳುವ ಅವಕಾಶವಿದೆ. ಅದರಂತೆ ಉಚ್ಚ ನ್ಯಾಯಾಲಯವು 19.6.1989ರಲ್ಲಿ ಆಜ್ಞೆಯನ್ನು ಹೊರಡಿಸಿದೆ.
5. ಸರ್ಕಾರವು ಅಲ್ಪಸಂಖ್ಯಾತರಿಗೆ 10 ವರ್ಷಗಳ ವರೆಗೆ 15 ಗ್ರೇಸ್ ಅಂಕಗಳನ್ನು ನೀಡಿತು ಅಲ್ಲದೆ ಹಿಂದಿ ಭಾಷೇತರರಿಗೂ 15 ಅಂಕಗಳ ರಿಯಾಯಿತಿ (ಗ್ರೇಸ್) ನೀಡಿತು.

### **ಡಾ.ಹೆಚ್.ನರಸಿಂಹಯ್ಯ ವರದಿ: 1993**

1998ರಲ್ಲಿ ಶಿಕ್ಷಣ ತಜ್ಞರಾದ ಡಾ.ಹೆಚ್. ನರಸಿಂಹಯ್ಯ ನವರ ಅಧ್ಯಕ್ಷತೆಯಲ್ಲಿ ಸಮಿತಿಯನ್ನು ರಚಿಸಲಾಯಿತು ಗೋಕಕ್ ವರದಿಯ ಅನುಷ್ಠಾನದಿಂದ ಕನ್ನಡಿಗರು ತೃಪ್ತರಾಗದ ಕಾರಣ 12 ವರ್ಷಗಳ ನಂತರ ಇದರ ಅವಶ್ಯಕತೆ ಕಂಡುಬಂದಿತು. ಕನ್ನಡ ಭಾಷೆಯು ಶಿಕ್ಷಣ ಮತ್ತು ಆಡಳಿತದಲ್ಲಿ ಅಭಿವೃದ್ಧಿ ಪಡಿಸುವುದು ಈ ಸಮಿತಿಯ ಉದ್ದೇಶವಾಗಿತ್ತು.

### **ಸಮಿತಿಯ ಶಿಫಾರಸ್ಸುಗಳು:-**

1. ಎಲ್ಲಾ ಭಾಷಿಕ ಅಲ್ಪಸಂಖ್ಯಾತರಿಗೂ 1ರಿಂದ 4ನೇ ತರಗತಿಯವರೆಗೆ ಕನ್ನಡ ಕಡ್ಡಾಯ 5ನೇ ತರಗತಿಯಿಂದ ತಮ್ಮ ಮಾತೃಭಾಷೆಯನ್ನು ಕಲಿಯಬಹುದು.
2. ಕರ್ನಾಟಕದ ಸರ್ಕಾರಿ ಹುದ್ದೆಗಳನ್ನು ಬಯಸುವವರು ಎಸ್.ಎಸ್.ಎಲ್.ಸಿ ವರೆಗೆ ಪ್ರಥಮ, ದ್ವಿತೀಯ, ತೃತೀಯ ಭಾಷೆಗಳಲ್ಲಿ ಯಾವುದರಲ್ಲಾದರೂ ಒಂದು ಭಾಷೆಯು ಕನ್ನಡ ಕಡ್ಡಾಯವಾಗಿ ಕಲಿತಿರಬೇಕು
3. ಎಸ್.ಎಸ್.ಎಲ್.ಸಿ ವರೆಗೆ ಬೇರೆ ಭಾಷೆಗಳಲ್ಲಿ ಕಲಿತವರು 7ನೇ ತರಗತಿಯ ಕನ್ನಡ ಪಠ್ಯದ ಪರೀಕ್ಷೆಯಲ್ಲಿ ಪಾಸಾಗಬೇಕು.
4. ದ್ವಿತೀಯ ಮತ್ತು ತೃತೀಯ ಭಾಷೆಯ ಪರೀಕ್ಷೆಗಳಲ್ಲಿ 100 ಕ್ಕೆ ಕನಿಷ್ಠ 30 ಅಂಕಗಳನ್ನು ಪಡೆದಿರಬೇಕು.



ಈ ವರದಿಯಲ್ಲಿ ಇಂಗ್ಲೀಷ್, ಉರ್ದು, ಹಿಂದಿ ಭಾಷೆ ಓದಿದವರು 7ನೇ ತರಗತಿಯ ಕನ್ನಡ ಪಠ್ಯ ಪಾಸಾದರೆ ಸರ್ಕಾರಿ ಹುದ್ದೆ ಸಿಗುವುದು ಎಂಬ ರಿಯಾಯಿತಿ ಸಿಕ್ಕಿದ್ದರಿಂದ ಅಲ್ಪಸಂಖ್ಯಾತರು ಸಹ ಈ ವರದಿಯನ್ನು ಟೀಕಿಸಲಿಲ್ಲ. ಸರ್ಕಾರ 1994ರಲ್ಲಿ ಈ ವರದಿಯನ್ನು ಅನುಷ್ಠಾನಕ್ಕೆ ತಂದಿತು.

### ಡಾ.ರಾಜ ರಾಮಣ್ಣ ವರದಿ:1994

ಪ್ರಾಥಮಿಕ ಶಿಕ್ಷಣವು ಕಡ್ಡಾಯ ಮತ್ತು ಉಚಿತವಾಗಿರಬೇಕೆಂದು ಉನ್ನತ ನ್ಯಾಯಾಲಯದ ಆದೇಶಕ್ಕೆ ಅನುಗುಣವಾಗಿ ಸರ್ಕಾರವು 1994ರಲ್ಲಿ ಡಾ.ರಾಜರಾಮಣ್ಣರವರ ಅಧ್ಯಕ್ಷತೆಯಲ್ಲಿ ಸಮಿತಿಯನ್ನು ನೇಮಿಸಿತು ಜಯಕುಮಾರ್ ಅಂಗೋಲ ಮತ್ತು ರಾದಿಕ, ಹೆತ್‌ಬುರ್ಗರ್ ಮುಂತಾದ 8 ಜನ ಸದಸ್ಯರನ್ನು ಈ ಸಮಿತಿ ಒಳಗೊಂಡಿತ್ತು.

### ವರದಿಯ ಶಿಪಾರಸ್ಸುಗಳು:

1. ಹಿಂದುಳಿದ ಮತ್ತು ಬುಡಕಟ್ಟು ಪ್ರದೇಶಗಳಲ್ಲಿ ಕನಿಷ್ಠ 15 ವಿದ್ಯಾರ್ಥಿಗಳಿಗೆ 1 ರಿಂದ 4ನೇ ತರಗತಿವರೆಗೆ ವಸತಿ ಶಾಲೆಗಳನ್ನು ಪ್ರಾರಂಭಿಸಬೇಕು.
2. ಶಾಲೆಗಳಲ್ಲಿ ಶುದ್ಧಕುಡಿಯುವ ನೀರು ಮತ್ತು ಶೌಚಾಲಯಗಳ, ವ್ಯವಸ್ಥೆ ಕಲ್ಪಿಸಬೇಕು, ಶಾಲಾ ಕಟ್ಟಡ ಮತ್ತು ಉತ್ತಮ ನಿರ್ವಹಣೆ ಇರಬೇಕು.
3. 15ರಿಂದ 20 ವಿದ್ಯಾರ್ಥಿಗಳಿಗೆ ಒಬ್ಬ ಶಿಕ್ಷಕಿರವಂತೆ ನೋಡಿಕೊಳ್ಳಬೇಕು ಶಾಲೆಯ ವ್ಯಾಪ್ತಿಯಲ್ಲಿಯೇ ಆಹಾರದಾನ್ಯಗಳ ತಯಾರಿಕೆಗೆ ಆದ್ಯತೆ ನೀಡಬೇಕು.
4. ಶಾಲೆಗಳಲ್ಲಿ ಹಾಜರಾತಿಯನ್ನು ಹೆಚ್ಚಿಸಲು ಅಂಗನವಾಡಿ ಕೇಂದ್ರಗಳಿಗೆ ಹೊಂದಿಕೊಂಡಂತಿರಬೇಕು.
5. ಪ್ರತಿ 500 ಜನಸಂಖ್ಯೆ ಹೊಂದಿರುವ ಪ್ರದೇಶಗಳಲ್ಲಿ ಒಂದು ಅಂಗನವಾಡಿ ಕೇಂದ್ರ ಪ್ರಾರಂಭಿಸಬೇಕು.
6. ಶಾಲೆಯನ್ನು ಅರ್ಧಕ್ಕೆ ಬಿಡುವ ವಿದ್ಯಾರ್ಥಿಗಳ ಬಗ್ಗೆ ಅಧಿಕಾರಿಗಳಿಗೆ ವರದಿ ಸಲ್ಲಿಸಬೇಕು.
7. ಪ್ರಾಂತೀಯ ಶಾಲಾ ಅಭಿವೃದ್ಧಿ ಮಂಡಲಿಗೆ (ಎಲ್.ಎಸ್.ಡಿ.ಸಿ) ಹೆಚ್ಚಿನ ಅಧಿಕಾರ ನೀಡಬೇಕು, ತಿಂಗಳಿಗೊಮ್ಮೆ ಸಭೆಯನ್ನು ನಡೆಸಬೇಕು.
8. ವಿದ್ಯಾರ್ಥಿಗಳಿಗೆ, ಪುಸ್ತಕ, ಬ್ಯಾಗ್, ಸಮವಸ್ತ್ರ, ಉಚಿತವಾಗಿ ನೀಡಬೇಕು.
9. ಪ್ರತಿ ಶಾಲೆಯಲ್ಲಿ ಗ್ರಂಥಾಲಯ, ಆಟದ ಮೈದಾನವನ್ನು ಕಲ್ಪಿಸಬೇಕು.

ಈ ವರದಿಯಂತೆ ಹಿಂದುಳಿದ ಪ್ರದೇಶಗಳಲ್ಲಿ ವಸತಿಶಾಲೆಗಳನ್ನು ಪ್ರಾರಂಭಿಸಲಾಯಿತು. ಆದರೆ ಅವುಗಳಿಗೆ ಬೇಕಾದ ಸೌಲಭ್ಯಗಳು ಮತ್ತು ಅವಶ್ಯಕತೆಗಳನ್ನು ಸರ್ಕಾರ ಪರಿಪೂರ್ಣವಾಗಿ ಒದಗಿಸಲಾಗಿಲ್ಲ.

### ಕನ್ನಡ ಮಾಧ್ಯಮ ಅನುಷ್ಠಾನ ವಿವಾದ:-

1982ರ ಗೋಕಾಕ್ ವರದಿಯನ್ನು ಆದರಿಸಿ ಸರ್ಕಾರ ದಿನಾಂಕ 20ನೇ ಜುಲೈ 1982ರಲ್ಲಿ ಆದೇಶ ಹೊರಡಿಸಿ ಪ್ರೌಢಶಾಲೆಗಳಲ್ಲಿ ಕನ್ನಡ ಪ್ರಥಮ ಭಾಷೆಯಾಗಿರಬೇಕೆಂದು ತಿಳಿಸಿತು. ಪ್ರಾಥಮಿಕ



ಶಾಲೆಗಳಲ್ಲಿ ಕನ್ನಡೇತರ ಶಾಲೆಗಳಲ್ಲೂ ಪ್ರಥಮ ವರ್ಷದಿಂದಲೇ ಕನ್ನಡ ಕಡ್ಡಾಯವೆಂದು ತಿಳಿಸಿತು. ಈ ಆದೇಶವನ್ನು ರಾಜ್ಯ ಉಚ್ಚ ನ್ಯಾಯಾಲಯದಲ್ಲಿ ಕೆಲವರು ಪ್ರಶ್ನಿಸಿದರು ಸಂವಿಧಾನದ ಅನುಚ್ಛೇದ 14 (1) ಮತ್ತು 30(1) ರ ವಿಧಿಗಳಂತೆ ಸರ್ಕಾರದ ಆದೇಶವನ್ನು ನ್ಯಾಯಾಲಯ ಅನುಜ್ಞಿತಗೊಳಿಸಿತು. ಇದರ ವಿರುದ್ಧವಾಗಿ ಸರ್ಕಾರವು ಸರ್ವೋಚ್ಚ ನ್ಯಾಯಾಲಯಕ್ಕೆ ಮನವಿ ಸಲ್ಲಿಸಿತು ಸರ್ಕಾರವು ಹಿಂದಿನಂತೆಯೇ 19ನೇ ಜೂನ್ 1986 ರಲ್ಲಿ 1ರಿಂದ 4ನೇ ತರಗತಿಯವರೆಗೆ ಮಾತೃಭಾಷೆ ಭೋದನಾ ಮಾದ್ಯಮವೆಂದು ಹೇಳಿತು. ಕನ್ನಡೇತರ ಶಾಲೆಗಳಲ್ಲಿ 3ನೇ ತರಗತಿಯಿಂದ ಕನ್ನಡವನ್ನು ಐಚ್ಛಿಕ ವಿಷಯವಾಗಿ ಬೋದನೆ ಮಾಡಬೇಬೇಕು ಪ್ರೌಢಶಾಲೆ ಹಂತದಲ್ಲಿ ಒಂದು ಭಾಷೆ ಕನ್ನಡ ಕಡ್ಡಾಯವೆಂದು ಆದೇಶಿಸಿತು.

ರಾಜ್ಯ ಸರ್ಕಾರವು 1987 88 ರಲ್ಲಿ ಆಂಗ್ಲ ಮಾದ್ಯಮ ಶಾಲೆಗಳನ್ನು ತೆರೆಯಬಾರದೆಂದು ತೀರ್ಮಾನಿಸಿತು. ಆದರೆ ಆಂಗ್ಲ ಮಾದ್ಯಮ ಶಾಲೆಗಳನ್ನು ತೆರೆದಿದ್ದ ಮಾಲಿಕರೆಲ್ಲರೂ ಸೇರಿ 19-06-1986ರ ಆದೇಶವನ್ನು ಪ್ರಶ್ನಿಸಿ ಸರ್ವೋಚ್ಚ ನ್ಯಾಯಾಲಯಕ್ಕೆ ಮನವಿಸಲ್ಲಿಸಿದರು. ನ್ಯಾಯಾಲಯವು 8ನೇ ಡಿಸೆಂಬರ್ 1989ರಂದು ತೀರ್ಪು ನೀಡಿ, ಸರ್ಕಾರದ ಆದೇಶದ ಸಿಂದುತ್ಪವನ್ನು ಎತ್ತಿ ಹಿಡಿಯಿತು. ಅಲ್ಲದೆ ಯಾವುದೇ ರಾಜ್ಯ ಭಾಷಾ ನೀತಿಯನ್ನು ಹೇಗೆ ರೂಪಿಸಬೇಕು ಮತ್ತು ಅದನ್ನು ಹೇಗೆ ಜಾರಿಗೊಳಿಸಬೇಕೆಂದು ಪ್ರತಿಯೊಂದು ರಾಜ್ಯಕ್ಕೂ ತಿಳಿದಿದೆ. ಇಂತಹ ಸಂಕೀರ್ಣ ವಿಚಾರಗಳಲ್ಲಿ ನ್ಯಾಯಾಲಯವು ಮದ್ಯಪ್ರವೇಶಿಸಬಾರದೆಂದು ಅಭಿಪ್ರಾಯಪಟ್ಟಿತು.

ರಾಜ್ಯದ ಉಚ್ಚ ನ್ಯಾಯಾಲಯದಲ್ಲಿ ಸರ್ಕಾರದ ಆದೇಶವನ್ನು ಪ್ರಶ್ನಿಸಲಾಯಿತು. ಅಲ್ಲದೆ 1989ಕ್ಕಿಂತ ಮೊದಲು ಪ್ರಾರಂಭವಾಗಿರುವ ಆಂಗ್ಲಮಾದ್ಯಮದ ಶಾಲೆಗಳಲ್ಲಿ ಕನ್ನಡ ಕಡ್ಡಾಯ ನೀತಿ ಕುರಿತು ತಡೆ ಆದೇಶ ತರಲಾಗಿತ್ತು. 1989ರ ನಂತರ ಪ್ರಾರಂಭವಾಗದ 1 ರಿಂದ 4 ನೇ ತರಗತಿಯವರೆಗಿನ ಪ್ರಾಥಮಿಕ ಶಾಲೆಗಳಲ್ಲಿ ಕನ್ನಡ ಕಡ್ಡಾಯ ಎನ್ನುವುದು ಸರ್ಕಾರದ ನೀತಿ. ಆದರೆ ಈ ನೀತಿ ಜಾರಿ ಆಗುವುದಕ್ಕೆ ಮೊದಲು ಪ್ರಾರಂಭವಾದ ಶಾಲೆಗಳಲ್ಲಿ ಆಂಗ್ಲಮಾದ್ಯಮ ಹಾಗೆಯೇ ಉಳಿದುಕೊಂಡು ಬಂದಿದೆ.

1994 ಮತ್ತು 2006 ರಲ್ಲಿ ಸರ್ಕಾರದ ಆದೇಶವನ್ನು ಆಂಗ್ಲ ಮಾದ್ಯಮ ಶಾಲೆಗಳು ಮಾನ್ಯ ಮಾಡಲಿಲ್ಲ. 7770 ಆಂಗ್ಲ ಮಾದ್ಯಮ ಪ್ರಾಥಮಿಕ ಶಾಲೆಗಳು ಅಧಿಕ ಶುಲ್ಕಗಳನ್ನು ವಸೂಲಿ ಮಾಡಿ ಶಿಕ್ಷಣವನ್ನು ವ್ಯಾಪಾರೀಕರಣ ಮಾಡತೊಡಗಿದವು 3000 ಕನ್ನಡ ಮಾದ್ಯಮ ಶಾಲೆಗಳು ಕನ್ನಡ ಮಾದ್ಯಮ ಭೋದನಾ ಪರವಾನಿಗಿಯನ್ನು ಪಡೆದು ಹಣದಾಸೆಗಾಗಿ ಆಂಗ್ಲ ಮಾದ್ಯಮವನ್ನು ಭೋದಿಸುತ್ತಿವೆ.

ಶಿಕ್ಷಣಮಂತ್ರಿ ಶ್ರೀ ಬಸವರಾಜ ಹೊರಟ್ಟಿರವರು 3000 ಶಾಲೆಗಳಿಗೆ ಸರ್ಕಾರಿ ಆದೇಶವನ್ನು ಹೊರಡಿಸಿ ಕನ್ನಡ ಮಾದ್ಯಮವನ್ನು ಪ್ರಾರಂಭಿಸಬೇಕೆಂದು ಆದೇಶಿಸಿದರು. 2006 ಆಗಸ್ಟ್‌ನಲ್ಲಿ 1420 ಶಾಲೆಗಳ ಪರವಾನಿಗಿಯನ್ನು ರದ್ದುಗೊಳಿಸಿದರು. ಆದರೆ ವಿದ್ಯಾರ್ಥಿಗಳ ಹಿತದೃಷ್ಟಿಯಿಂದ ಆ ಶಾಲೆಗಳು ಮುಂದುವರೆಯುತ್ತಿವೆ.

### **ಡಾ.ವಿ.ಎಸ್. ಆಚಾರ್ಯ ಸಮಿತಿ:- 2007**

ಕನ್ನಡ ಮಾದ್ಯಮ ಅನುಷ್ಠಾನದ ಸಮಸ್ಯೆಯು ನಿರಂತರವಾಗಿ ನ್ಯಾಯಾಲಯದಲ್ಲಿ ಮುಂದುವರೆಯುತ್ತಿರುವಾಗಲೇ ಸರ್ಕಾರವು ಡಾ.ವಿ.ಎಸ್ ಆಚಾರ್ಯ ಅಧ್ಯಕ್ಷತೆಯಲ್ಲಿ ಸಮಿತಿಯನ್ನು ನೇಮಿಸಿತು. ಇದರ ಪ್ರಮುಖ ಉದ್ದೇಶವೆಂದರೆ. ಕನ್ನಡ ಮಾದ್ಯಮ ಶಾಲೆಗಳ ಭವಿಷ್ಯವನ್ನು ನಿರ್ಧರಿಸುವುದೇ ಆಗಿತ್ತು.



ಸಮಿತಿಯು ವರದಿಯನ್ನು ನೀಡಿ ಆಂಗ್ಲ ಶಾಲೆಗಳ ಪರವಾನಗಿಯನ್ನು ರದ್ದುಗೊಳಿಸುವುದು ಮತ್ತು ದಂಡ ವಿಧಿಸುವುದು ಹಾಗೂ 2007ರ ನಂತರ ಕನ್ನಡ ಮಾಧ್ಯಮ ವಿದ್ಯಾರ್ಥಿಗಳಿಗೆ ಮಾತ್ರ ಪ್ರವೇಶ ನೀಡಬೇಕೆಂದು ಆದೇಶಿಸಲು ಶಿಪಾರಸ್ಸು ಮಾಡಿತು.

ಆಂಗ್ಲ ಶಾಲೆಗಳ ಮಾಲೀಕರು ಮತ್ತೊಮ್ಮೆ ಉಚ್ಚ ನ್ಯಾಯಾಲಯದಲ್ಲಿ ದಾವೆ ಹೂಡಿ ಸಂವಿಧಾನಿಕ ಹಕ್ಕಿನ ಅನ್ವಯ ಇಂಗ್ಲೀಷ್ ಮಾಧ್ಯಮ ಭೋದನೆಗೆ ಅವಕಾಶ ನೀಡಬೇಕೆಂದು ಕೇಳಿದವು. ಉಚ್ಚ ನ್ಯಾಯಾಲಯವು ತಡೆಯಾಜ್ಞೆ ನೀಡಿ ದಂಡ ವಸೂಲಿಯನ್ನು ತಡೆಯಿತು. ಹಾಗೆಯೇ ಸರ್ಕಾರದಿಂದ ಆದೇಶಿಸಲಾಗಿರುವ ಕನ್ನಡ ಮಾಧ್ಯಮದಲ್ಲಿ ಭೋದಿಸಬೇಕೆಂದು ಆದೇಶಿಸಿತು.

2008ರ ಏಪ್ರಿಲ್‌ನಲ್ಲಿ ಶಿಕ್ಷಣ ಇಲಾಖೆಯು ಪರವಾನಗಿ ರದ್ದಾದ ಶಾಲೆಗಳ ವಿವರವನ್ನು ದಿನ ಪತ್ರಿಕೆಗಳಲ್ಲಿ ಮುದ್ರಿಸಿತು. ಆ ಮೂಲಕ ಪೋಷಕರಿಗೆ ಪರವಾನಗಿ ರದ್ದಾದ ಶಾಲೆಗಳಿಗೆ ತಮ್ಮ ಮಕ್ಕಳನ್ನು ಸೇರಿಸಬಾರದೆಂದು ಮತ್ತು ಆ ಶಾಲೆಗಳ ವಿರುದ್ಧ ನ್ಯಾಯಾಂಗ ಪ್ರಕ್ರಿಯೆ ನಡೆಸಲಾಗುವುದೆಂದು ತಿಳಿಸಿದರು ಆದರೆ ಖಾಸಗಿ ಶಾಲೆಗಳು ತಮ್ಮ ಪ್ರವೇಶವನ್ನು ಪ್ರಾಂಭಿಸಿದವು. ಆದರೆ ಉಚ್ಚ ನ್ಯಾಯಾಲಯವು 14 ವರ್ಷಗಳ ನಂತರ 1ನೇ ಜುಲೈ 2008ರಂದು ತೀರ್ಪು ನೀಡಿತು.

### ಹೈಕೋರ್ಟ್ ತೀರ್ಪಿನ ಪ್ರಮುಖಾಂಶಗಳು:2008

ಆಂಗ್ಲ ಪ್ರಾಥಮಿಕ ಶಾಲೆಗಳ ಮಾಲೀಕರು ಉಚ್ಚ ನ್ಯಾಯಾಲಯದಲ್ಲಿ ನಿವೇದಿಸಿಕೊಳ್ಳುತ್ತಾ 1994ರಲ್ಲಿಯೇ ಪ್ರಾರಂಭವಾಗಿರುವ ಹಿನ್ನೆಲೆಯಲ್ಲಿ ನಮಗೆ ಆಂಗ್ಲ ಮಾಧ್ಯಮದಲ್ಲಿ ಭೋದಿಸಲು ಅವಕಾಶ ನೀಡಬೇಕೆಂದು ಕೇಳಿಕೊಂಡರು. ಅದಕ್ಕೆ ಅನುಗುಣವಾಗಿ ಉಚ್ಚ ನ್ಯಾಯಾಲಯವು ಜುಲೈ 2008 ರಂದು 14 ವರ್ಷಗಳ ನಂತರ ಈ ಕೆಳಕಂಡಂತೆ ತೀರ್ಪು ನೀಡಿತು.

1. ಸರ್ಕಾರಿ ಶಾಲೆಗಳಲ್ಲಿ 1 ರಿಂದ 5 ನೇ ತರಗತಿಗಳವರೆಗೆ ಕನ್ನಡ ಮಾಧ್ಯಮ ಭೋದನೆ ಕಡ್ಡಾಯ.
2. ಖಾಸಗಿ (ಉಚ್ಚ ನ್ಯಾಯಾಲಯದ ವಿಚಾರಣೆ) ಶಾಲೆಗಳಲ್ಲಿ ಕನ್ನಡ ಮಾಧ್ಯಮ ಕಡ್ಡಾಯವಲ್ಲ.
3. ಖಾಸಗಿ (ಉಚ್ಚ ನ್ಯಾಯಾಲಯದ ವಿಚಾರಣೆ) ಶಾಲೆಗಳಲ್ಲಿ ಒಂದನೇ ತರಗತಿಯಿಂದ ಕನ್ನಡ ಪಠ್ಯ ಬೋಧನೆ ಕಡ್ಡಾಯ ಆದರೆ ಬೇರೆ ವಿಷಯಗಳನ್ನು ಇಂಗ್ಲೀಷ್ ಮಾಧ್ಯಮದಲ್ಲಿ ಭೋದಿಸಬಹುದು.
4. ಸಂವಿಧಾನದ ಪರಿಚ್ಛೇದ 21 ರಂತೆ 6 ರಿಂದ 14ರ ವರೆಗಿನ ಮಕ್ಕಳ ಶಿಕ್ಷಣ ಮಾಧ್ಯಮವನ್ನು ಆಯ್ಕೆ ಮಾಡುವ ಹಕ್ಕು ಪೋಷಕರಿಗೆ ಇರುತ್ತದೆ. ಭೋದನೆಯು ವಿಧಿ 19 (1) ರಂತೆ ಒಂದು ವೈಯಕ್ತಿಕ ಉದ್ಯೋಗ. ಶಿಕ್ಷಣ ಸಂಸ್ಥೆಗಳು ತಮ್ಮ ಆಯ್ಕೆಗೆ ಅನುಗುಣವಾಗಿ ಶಿಕ್ಷಣ ನೀಡುವ ಹಕ್ಕು ಪಡೆದಿವೆ.
5. ಖಾಸಗಿ ಶಾಲೆಗಳಲ್ಲಿ ಮಾತೃಭಾಷೆ ಅಥವಾ ಪ್ರಾಂತೀಯ ಭಾಷೆಯಲ್ಲಿಯೇ ಬೋಧಿಸಬೇಕೆಂದು ಒತ್ತಾಯಿಸುವುದು ಅಸಂವಿಧಾನಿಕ.
6. ನ್ಯಾಯಾಲಯವು ಕನ್ನಡ ಮಾಧ್ಯಮ ಶಾಲೆಗಳಲ್ಲಿ ಇಂಗ್ಲೀಷ್ ವಿಷಯವನ್ನು ಬೋಧಿಸುವುದು, ಇಂಗ್ಲೀಷ್ ಮಾಧ್ಯಮ ಶಾಲೆಗಳಲ್ಲಿ ಕನ್ನಡ ವಿಷಯವನ್ನು ಬೋಧಿಸುವುದು. ಕಡ್ಡಾಯವೆಂದು ಒಪ್ಪುತ್ತದೆ.
7. ಪ್ರಸ್ತುತ ವರ್ಷಗಳಲ್ಲಿ ಕನ್ನಡ ಮಾಧ್ಯಮವನ್ನು ಹಿಂದಿಗಿಂತ ಹೆಚ್ಚಿಸಲಾಗುತ್ತಿದೆ ಅದು ಕನ್ನಡಿಗರ ಜವಾಬ್ದಾರಿ. ಕನ್ನಡಮಾಧ್ಯಮ ಶಾಲೆಗಳು ಮತ್ತಷ್ಟು ಪ್ರಾರಂಭಿಸಬೇಕಾಗಿದೆ. ಉತ್ತಮ



ಕನ್ನಡ ಶಿಕ್ಷಕರನ್ನು ನೇಮಿಸಬೇಕಾಗಿದೆ ಹಾಗೆಯೇ ಉತ್ತಮ ಭೋದನಾ ವಿದಾನಗಳನ್ನು ಅಳವಡಿಸಬೇಕಾಗಿದೆ.

8. ಕನ್ನಡ ಅಭಿವೃದ್ಧಿಗೆ ಎಲ್ಲಾ ಕಾನೂನುಗಳನ್ನು ಕನ್ನಡಕ್ಕೆ ಭಾಷಾಂತರ ಮಾಡಬೇಕು ಮತ್ತು ರಿಯಾಯಿತಿ ದರದಲ್ಲಿ ಮುದ್ರಣವಾಗಬೇಕು.

9. ಕನ್ನಡ ಭಾಷೆ ಮತ್ತು ಸಾಹಿತ್ಯವು ಅಭಿವೃದ್ಧಿಯಾಗಲು ಪರಿಣಿತ ಬರಹಗಾರರು ಕನ್ನಡ ಪುಸ್ತಕಗಳನ್ನು ಮುದ್ರಿಸಬೇಕು.

10. ವಿಜ್ಞಾನ, ತಂತ್ರಜ್ಞಾನ ಮತ್ತು ವೈದ್ಯಕೀಯ ಪಠ್ಯ ಪುಸ್ತಕಗಳು ಕನ್ನಡಕ್ಕೆ ಭಾಷಾಂತರವಾಗಬೇಕು.

11. ಸರ್ಕಾರವು ಯಾವುದೇ ಮಾದ್ಯಮದಲ್ಲಿ ಸರ್ಕಾರ ಅಥವಾ ಖಾಸಗಿ ಶಾಲೆಗಳಲ್ಲಿ ಶಿಕ್ಷಣವನ್ನು ಜಾರಿಗೊಳಿಸಬಹುದು ಆದರೆ ಜನತೆಯ ಮೂಲಭೂತ ಹಕ್ಕುಗಳ ಮೇಲೆ ಯಾವುದೇ ನಿರ್ಬಂಧ ಹೇರಬಾರದು.

12. ಸರ್ಕಾರವು ಶಿಕ್ಷಣ ಮಾದ್ಯಮವನ್ನು ಮಾತ್ರ ಭಾಷೆಯಲ್ಲಿಯೇ ಅಥವಾ ಪ್ರಾಂತೀಯ ಭಾಷೆಯಲ್ಲಿಯೇ ನೀಡಬೇಕೆಂದು ಒತ್ತಾಯಿಸುವಂತಿಲ್ಲ. ವಿದ್ಯಾರ್ಥಿಗಳೂ ಮತ್ತು ಪೋಷಕರು ಯಾವ ಶಿಕ್ಷಣ ಮಾದ್ಯಮವನ್ನು ಆಯ್ಕೆ ಮಾಡಿಕೊಳ್ಳಬೇಕೆಂಬ ಹಕ್ಕು ಅವರಿಗಿರುತ್ತದೆ.

13. ಭಾರತದೇಶ ಹಲವು ಪ್ರಾಂತೀಯ ಭಾಷೆಗಳನ್ನು ಹೊಂದಿದೆ. ಇಂಗ್ಲಿಷ್ ಭಾಷೆಯಿಲ್ಲವೆಂದರೆ ನೆರೆಯ ರಾಜ್ಯಗಳೊಂದಿಗೆ ಸಂಬಂಧ ಕಷ್ಟಕರವಾಗುತ್ತದೆ. ರಾಜ್ಯಗಳೊಂದಿಗಿನ ವ್ಯಾಪಾರ, ವಾಣಿಜ್ಯ ಹಾಗೂ ರಾಷ್ಟ್ರೀಯ ಐಕ್ಯತೆಗೆ ದಕ್ಕೆಬರುತ್ತದೆ. ಪೋಷಕರು ತಮ್ಮ ಮಕ್ಕಳು ತಮ್ಮ ಮಾತೃಭಾಷೆಯೊಂದಿಗೆ ಇಂಗ್ಲಿಷ್ ಭಾಷೆಯನ್ನು ಕಲಿಯಲು ಬಯಸಿದ್ದಾರೆ ಆದ್ದರಿಂದ ಅವರನ್ನು ಮಾತೃಭಾಷೆಯಲ್ಲಿಯೇ ಕಲಿಯಬೇಕೆಂದು ಒತ್ತಾಯಿಸಲು ಸರ್ಕಾರಕ್ಕೆ ಯಾವುದೇ ಹಕ್ಕಿಲ್ಲ.

14. ಇಂಗ್ಲಿಷ್ ಭಾಷೆಯನ್ನು ಕಲಿಯುವ ಮೂಲಕ ಪೋಷಕರು ಮತ್ತು ಮಕ್ಕಳು ಅಪರಾಧ ಮಾಡುತ್ತಿಲ್ಲ, ಇಂಗ್ಲಿಷ್ ಕಲಿಯುವುದು ಅನ್ಯಾಯವಲ್ಲ.

15. ಕನ್ನಡ ಒಂದು ಪ್ರಾದೇಶಿಕ ಭಾಷೆ ಇಂಗ್ಲಿಷ್ ಮಾದ್ಯಮ ಶಾಲೆಗಳಿಗೆ ಅದನ್ನು ಕಡ್ಡಾಯವಾಗಿ ಬೋಧಿಸಲು ಹೇಳಬೇಕು.

ಹೀಗೆ ನ್ಯಾಯಾಲಯವು ವಿದ್ಯಾರ್ಥಿಗಳ ಮತ್ತು ಪೋಷಕರ ಸಂವಿಧಾನಿಕ ಹಕ್ಕನ್ನು ಎತ್ತಿ ಹಿಡಿಯಿತು. ಜೊತೆಗೆ ಪ್ರಾದೇಶಿಕ ಭಾಷೆ ಕನ್ನಡವನ್ನು ಕಲಿಯಬೇಕು ಕಲಿಯುವಹಕ್ಕು ವಿದ್ಯಾರ್ಥಿ ಮತ್ತು ಪೋಷಕರದೆಂದು ತೀರ್ಪು ನೀಡಿತು. ಉಚ್ಚನ್ಯಾಯಾಲಯದ ತೀರ್ಪನ್ನು 2008 ಜುಲೈನಲ್ಲಿ ಸರ್ವೋಚ್ಚ ನ್ಯಾಯಾಲಯದಲ್ಲಿ ಅಂದಿನ ಮುಖ್ಯಮಂತ್ರಿ ಬಿ.ಎಸ್.ಯಡಿಯೂರಪ್ಪರವರು ಪ್ರಶ್ನಿಸಿದರು. ಸರ್ವೋಚ್ಚ ನ್ಯಾಯಾಲಯದ ನ್ಯಾಯಾದೀಶರಾದ ಕೆ.ಜಿ.ಬಾಲಕೃಷ್ಣನ್, ಸದಾಶಿವನ್ ಮತ್ತು ಟಿ.ಎಂ. ಪಾನಹಾಲ್‌ರವರು ತೀರ್ಪು ನೀಡಿದರು. "ತಂದೆ ತಾಯಿ ಮತ್ತು ಪೋಷಕರು ತಮ್ಮ ಮಕ್ಕಳ ಶಿಕ್ಷಣ ಮಾದ್ಯಮವನ್ನು ಆಯ್ಕೆ ಮಾಡಿಕೊಳ್ಳುವ ಹಕ್ಕು ಹೊಂದಿದ್ದಾರೆ" ಎಂದು ಉಚ್ಚ ನ್ಯಾಯಾಲಯದ ತೀರ್ಪನ್ನು ಎತ್ತಿಹಿಡಿಯಿತು.

ಕನ್ನಡ ಮಾದ್ಯಮ ಅನುಷ್ಠಾನದ ಸಮಸ್ಯೆ ಸರ್ವೋಚ್ಚ ನ್ಯಾಯಾಲಯದ ಮೂಲಕ ಬಗೆಹರಿಯಬಹುದೆಂಬ ಕ್ಷನಡಿಗರ ಕನಸ್ಸು ನನಸಾಗಲಿಲ್ಲ. ಪೋಷಕರ ಇಂಗ್ಲಿಷ್ ಮಾದ್ಯಮದ



ವ್ಯಾಮೋಹದಿಂದ ಕನ್ನಡ ಭಾಷೆ, ಕನ್ನಡ ಶಾಲೆಗಳು ತಮ್ಮ ಮಹತ್ವವನ್ನು ಕಳೆದುಕೊಳ್ಳುತ್ತಿವೆ ಕನ್ನಡಶಾಲೆಗಳು ಮುಚ್ಚಲ್ಪಡುತ್ತಿವೆ. ವಿದ್ಯಾರ್ಥಿಗಳ ಸಂಖ್ಯೆಗಣನೀಯವಾಗಿ ಕಡಿಮೆಯಾಗುತ್ತಿದೆ. ಕನ್ನಡ ಭಾಷಿಕರ ಸಂಖ್ಯೆ ಕಡಿಮೆಯಾಗುತ್ತಿದೆ. ಇದಕ್ಕೆ ಜನತೆ ತಮ್ಮ ಇಂಗ್ಲಿಷ್ ವ್ಯಾಮೋಹವನ್ನು ಬಿಡಬೇಕು. ಮಾತೃಭಾಷೆಗೆ ಪ್ರಥಮ ಆದ್ಯತೆ ನೀಡಬೇಕು. ಕನ್ನಡಭಾಷೆ, ಸಂಸ್ಕೃತಿಯನ್ನು ರಕ್ಷಿಸಬೇಕು. ಸರ್ಕಾರವು ರಾಜ್ಯದ ಕನ್ನಡಿಗರಿಗೆ ಎಲ್ಲಾ ಕ್ಷೇತ್ರಗಳಲ್ಲಿ ಪ್ರಥಮ ಪ್ರಾಶಸ್ತ್ಯ ನೀಡಬೇಕು. ಅಂತರ ರಾಷ್ಟ್ರೀಯ ಮಟ್ಟದಲ್ಲಿ ಕನ್ನಡ ಜನ, ಭಾಷೆ, ಸಂಸ್ಕೃತಿ ಸರ್ವಕಾಲಕ್ಕೂ ಗೆಲುವನ್ನು ಕಾಣಬೇಕು

### ಕನ್ನಡ ಭಾಷಾ ಅನುಷ್ಠಾನಕ್ಕೆ ಸಲಹೆಗಳು:-

- 1) ಕನ್ನಡ ಮಾತನಾಡಲು ಬಾರದ ಅಧಿಕಾರಿಗಳ ವಿರುದ್ಧ ಸೂಕ್ತಕ್ರಮ ಮತ್ತು ಸರ್ಕಾರ ಬೆದರಿಕೆಯ ಸುತ್ತೋಲೆಗಳನ್ನು ಹೊರಡಿಸಬೇಕು.
- 2) ಕರ್ನಾಟಕ ಸರ್ಕಾರದಲ್ಲಿನ ಶಾಸನಾತ್ಮಕವಾದ “ಭಾಷಾ ಅಭಿವೃದ್ಧಿ ಪ್ರಾಧಿಕಾರ” ಕನ್ನಡಭಾಷಾ ಅನುಷ್ಠಾನಕ್ಕೆ ಹೆಚ್ಚು ಕ್ರಿಯಾಶೀಲವಾಗಿ ಕೆಲಸ ಮಾಡಬೇಕಾಗಿದೆ.
- 3) ಸರ್ಕಾರದ ಎಲ್ಲಾ ಉನ್ನತ ಹುದ್ದೆಗಳಲ್ಲಿ ಕನ್ನಡಿಗರಿಗೆ ಪ್ರಥಮ ಪ್ರಾಶಸ್ತ್ಯ ನೀಡಲು ಸೂಕ್ತ ಕಾಯ್ದೆಯನ್ನು ಜಾರಿಗೊಳಿಸಬೇಕು.
- 4) ಇಂಗ್ಲಿಷ್ ವ್ಯಾಮೋಹ ನಿವಾರಿಸಲು ಸರ್ಕಾರದ ಎಲ್ಲಾ ಶಾಲೆಗಳಲ್ಲಿ ಪ್ರಾರಂಭಿಕ (ಒಂದನೇ ತರಗತಿಯಿಂದ) ಹಂತದಿಂದಲೇ ಇಂಗ್ಲಿಷ್ ಮಾಧ್ಯಮಕ್ಕೆ ಎರಡನೇ ಸ್ಥಾನವನ್ನು ನೀಡಬೇಕು. ಶಾಲೆಗಳ ಶಿಕ್ಷಕರ ಮತ್ತು ಪಠ್ಯ ಕ್ರಮದಲ್ಲಿ ರಾಷ್ಟ್ರೀಯ ಮಟ್ಟದ ಗುಣಮಟ್ಟ ಕಾಯ್ದುಕೊಳ್ಳಬೇಕು.
- 5) ಗ್ರಾಮೀಣಮಟ್ಟದ ಕನ್ನಡ ಶಾಲೆಗಳಲ್ಲಿ ವಿಜ್ಞಾನ, ತಂತ್ರಜ್ಞಾನ ( ಐ.ಟಿ.ಬಿ.ಟಿ) ಅಭಿವೃದ್ಧಿಗೊಳಿಸುವುದರ ಜೊತೆಗೆ ರಾಷ್ಟ್ರೀಯ ಮತ್ತು ಅಂತರರಾಷ್ಟ್ರೀಯ ಮಟ್ಟದ ಕಲಿಕೆಗೆ ಸರ್ಕಾರ ಆದ್ಯತೆ ನೀಡಬೇಕು.
- 6) ಸರ್ಕಾರ ಖಾಸಗಿ ಶಾಲೆ’ ಸಂಸ್ಥೆ’ ವಿಶ್ವವಿದ್ಯಾಲಯಗಳು ವಿಧಿಸಬಹುದಾದ ಶುಲ್ಕಗಳು ಸರ್ಕಾರ ಮತ್ತು ಖಾಸಗಿಯ ಸಂಸ್ಥೆಗಳಲ್ಲಿ ಏಕರೀತಿಯ ನೀತಿಯನ್ನು ರೂಪಿಸಬೇಕು.
- 7) ಪಠ್ಯಪುಸ್ತಕ, ಗ್ರಂಥಾಲಯ, ವಾಚನಾಲಯ, ಪ್ರಯೋಗಾಲಯ ಮತ್ತು ಸಂಶೋಧನಾ ಕೇಂದ್ರಗಳು ಪ್ರಾಥಮಿಕ ಹಂತದಿಂದ ವಿ.ವಿ ಹಂತದವರೆಗೂ ಅಭಿವೃದ್ಧಿ ಪಡಿಸಬೇಕು.
- 8) ಕನ್ನಡಿಗರು ಹೊರರಾಜ್ಯದ ಅನ್ಯಭಾಷಿಗರೊಂದಿಗೆ ಕನ್ನಡದಲ್ಲೇ ವ್ಯವಹರಿಸಬೇಕು ಕನ್ನಡ ಕಲಿಸಿ, ಕನ್ನಡ ಭಾಷಿಗರ ಸಂಖ್ಯೆಯನ್ನು ದ್ವಿಗುಣಗೊಳಿಸಬೇಕು.
- 9) ಕರ್ನಾಟಕ ಸರ್ಕಾರ ಪ್ರತಿಯೊಂದೂ ಕ್ಷೇತ್ರದಲ್ಲಿ ಕನ್ನಡಿಗರಿಗೆ ಪ್ರಥಮ ಆದ್ಯತೆ ನೀಡಿ ಕನ್ನಡ ಭಾಷೆಯ ಮಹತ್ವವನ್ನು ಉತ್ತುಂಗ ಶಿಖರಕ್ಕೆ ಏರಿಸಬೇಕು.



- 10) ಕನ್ನಡಭಾಷೆ, ನೆಲ, ಜಲ, ಸಂಸ್ಕೃತಿಯ ಬಗ್ಗೆ ಕನ್ನಡಿಗರು ಹೆಮ್ಮೆಪಡಬೇಕು ಅನ್ಯರಲ್ಲಿಯೂ ಆಶಾ ಭಾವನೆಯನ್ನು ಮೂಡಿಸಬೇಕು.
- 11) ಕನ್ನಡಪರ ಸಂಘಟನೆಗಳು ತಿಂಗಳಿಗೊಮ್ಮೆ ಕರ್ನಾಟಕದ ಐತಿಹಾಸಿಕ ಮನೆತನಗಳ, ಕಲೆ, ವಾಸ್ತುಶಿಲ್ಪ, ಸಂಸ್ಕೃತಿ, ಜನಪದ ಸಂಸ್ಕೃತಿ, ನಾಟಕ, ಕವಿಗೋಷ್ಠಿ, ನಾಡಹಬ್ಬಗಳು, ರಾಷ್ಟ್ರೀಯ ಹಬ್ಬಗಳು ಮುಂತಾದುವುಗಳ ಬಗ್ಗೆ ಸಮ್ಮೇಳನ, ವಿಚಾರಸಂಕೀರ್ಣ, ರಸಸಂಜೆ, ಮತ್ತು ಸಂಸ್ಕೃತಿಕ ಉತ್ಸವಗಳನ್ನು ಆಚರಿಸಿದರೆ ಕನ್ನಡಿಗರಲ್ಲಿ ನಾಡಿನ ಸಂಸ್ಕೃತಿ ಮತ್ತು ಅಭಿಮಾನವು ದ್ವಿಗುಣಗೊಳ್ಳುತ್ತದೆ.

### ಅಡಿ ಟಿಪ್ಪಣಿಗಳು ಮತ್ತು ಆಧಾರ ಗ್ರಂಥಗಳು.

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## ದೇಶದ ಪ್ರಗತಿಗೆ ಎಂತಹ ಶಿಕ್ಷಣ ಬೇಕು

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“ಒಂದು ದೇಶದ ಭವಿಷ್ಯ ಆ ದೇಶದ ಶಾಲಾ ಕಾಲೇಜುಗಳ ತರಗತಿ ಕೋಣೆಗಳಲ್ಲಿ ರೂಪುಗೊಳ್ಳುತ್ತದೆ”

ಎಂದು ಬಲವಾಗಿ ನಂಬಿದ್ದವರು, ನಮ್ಮ ಮಾಜಿ ರಾಷ್ಟ್ರಪತಿ ಮತ್ತು ಈ ದೇಶ ಕಂಡ ಮಹಾ ವಿಜ್ಞಾನಿ ಡಾ.ಎ.ಪಿ.ಜೆ.ಅಬ್ದುಲ್ ಕಲಾಂ ಅವರು. ಆ ಮಹಾನ್ ವ್ಯಕ್ತಿಯ ಮಾತು ಅಕ್ಷರಶಃ ನಿಜ. “ಬಿತ್ತಿದಂತೆ ಬೆಳೆ” ಅಥವಾ “ಯಥಾ ರಾಜ ತಥಾ ಪ್ರಜಾ” ಎನ್ನುವಂತೆ ಯುವಜನಾಂಗದ ನಡವಳಿಕೆ ಮತ್ತು ದೇಶದ ಭವಿಷ್ಯ ಖಂಡಿತವಾಗಿಯೂ ಅವರು ಪಡೆಯುವ ಶಿಕ್ಷಣದ ಮೇಲೆ ಅವಲಂಬಿತವಾಗಿದೆ. ಮಾನವನು ಯಾವುದರಿಂದ ವಿಕಾಸ ಹೊಂದುವನೋ ಅದುವೇ ಶಿಕ್ಷಣ ಎಂದು ಜ್ಞಾನಿಗಳು ಹೇಳುತ್ತಾರೆ. ಶಿಕ್ಷಣದಲ್ಲಿ ಪರಿವರ್ತನೆಯಾದರೆ ಮಾತ್ರ ದೇಶ ಅಭಿವೃದ್ಧಿಯಾಗಬಲ್ಲದು. ವಿವೇಕಾನಂದರು ಹೇಳುವಂತೆ, ಜೀವನವನ್ನು ನಿರ್ಮಾಣ ಮಾಡುವಂತಹ ,ಕೆಚ್ಚಿದೆಯ ವೀರರನ್ನು ತಯಾರಿಸುವ, ಶೀಲ ರೂಪುಗೊಳ್ಳುವ , ನಮ್ಮ ಸ್ವಂತ ಕಾಲ ಮೇಲೆ ನಾವು ನಿಂತುಕೊಳ್ಳುವುದನ್ನು ತಿಳಿಸುವ ಶಿಕ್ಷಣ ಪ್ರತಿಯೊಬ್ಬ ಪ್ರಜೆಗೂ ಸಿಗಬೇಕು. ಜೊತೆಗೆ ಮಾನವೀಯ ಮೌಲ್ಯಗಳಿಗೆ ಒತ್ತು ಕೊಡುವ ಮೌಲ್ಯಧಾರಿತ ಶಿಕ್ಷಣದಿಂದ ದೇಶ ಖಂಡಿತವಾಗಿಯೂ ಅಭಿವೃದ್ಧಿ ಪಥದತ್ತ ಸಾಗಬಲ್ಲದು. ಅಂತಹ ಶಿಕ್ಷಣ ಹೇಗಿರಬೇಕು ಎನ್ನುವುದನ್ನು ಈ ಪ್ರಬಂಧದಲ್ಲಿ ವಿವರಿಸಲಾಗಿದೆ.

ದೇಶದ ಪ್ರಗತಿಗೆ ಎಂತಹ ಶಿಕ್ಷಣ ಬೇಕು

“ಉತ್ತರದಲ್ಲಿ ಉತ್ತುಂಗ ಹಿಮವಂತೆ

ದಕ್ಷಿಣದ ತುದಿಯಲ್ಲಿ ಅಗಾಧ ಶರಧಿ

ತಾಯಿಯ ಶಿರದಲ್ಲಿ ಸದಾ ಹಿಮಸ್ಪರ್ಶ

ತಾಯಿಯ ಚರಣದಲ್ಲಿ ನೀಲ ಸಿಂಧುವಿನ ಜಲಸ್ಪರ್ಶ

ಒಂದೆಡೆ ದಟ್ಟ ಕಾಡು, ಇನ್ನೊಂದೆಡೆ ವಿಶಾಲ ನದಿ ಬಯಲು

ಒಂದು ಕಡೆ ಬಣಗುಡುವ ಮರುಭೂಮಿ

ಇನ್ನೊಂದೆಡೆ ಧುಮಿಸಿ ಧುಮಿಕ್ಕುವ ನದಿ

ಎತ್ತ ನೋಡಿದರೂ ಹಚ್ಚ ಹಸುರಿನ ಲೋಕ

ಬೆಟ್ಟ ಗುಡ್ಡಗಳ ಸಾಲು ಸಾಲು.....”

ಇದು ನಮ್ಮ ಭಾರತ..



ನಿಜ, ಕವಿಯ ಸುಂದರ ವರ್ಣನೆಯ ಈ ದೇಶದಲ್ಲಿ ಜನಿಸಿದ ನಾವು ಪುಣ್ಯವಂತರು.

ದೇಶದ ಇತಿಹಾಸವನ್ನು ಸುವರ್ಣಾಕ್ಷರದಲ್ಲಿ ಬರೆದಿಡಬೇಕಾದ ಸ್ವಾತಂತ್ರ್ಯದ ದಿನ ಬಂದು ಎಷ್ಟು ವರ್ಷಗಳು ಕಳೆದವು. ಒಬ್ಬ ವ್ಯಕ್ತಿಗಾದರೆ ಇದು ವೃದ್ಧಾಪ್ಯದ ಕಾಲ. ಆದರೆ ಭಾರತಕ್ಕಿದು ಯೌವನದ ಕಾಲ. ಜಗತ್ತಿನ ಯಾವ ದೇಶದಲ್ಲಿಯೂ ಇರದಷ್ಟು ಸಂಖ್ಯೆಯ ಯುವ ಜನಾಂಗ ನಮ್ಮಲ್ಲಿದೆ. “ನನಗೆ ನೂರು ಜನ ಇಚ್ಛಾಶಕ್ತಿಯುಳ್ಳ ಯುವಕರನ್ನು ಕೊಡಿ, ನಾನು ದೇಶದ ಇತಿಹಾಸವನ್ನೇ ಬದಲಾಯಿಸುತ್ತೇನೆ” ಎಂದು ಹೇಳಿದ ಸ್ವಾಮಿ ವಿವೇಕಾನಂದರು, ಒಂದು ದೇಶದ ಭವಿಷ್ಯ ಆ ದೇಶದ ಶಾಲಾ ಕಾಲೇಜುಗಳ ತರಗತಿ ಕೋಣೆಗಳಲ್ಲಿ ರೂಪುಗೊಳ್ಳುತ್ತದೆ ಎಂದು ಯುವಜನಾಂಗದ ಮೇಲೆ ಅಪಾರ ನಂಬಿಕೆಯನ್ನಿಟ್ಟು ಡಾಕ್ಟರ್ ಅಬ್ದುಲ್ ಕಲಾಂರಂಥ ನಾಯಕರ ನಂಬಿಕೆ, ಕನಸು, ಅದೆಷ್ಟರ ಮಟ್ಟಿಗೆ ನನಸಾಗುತ್ತಿದೆ ಎಂದು ನಾವು ಯೋಚಿಸಬೇಕಾಗಿದೆ. ಸ್ವಾತಂತ್ರ್ಯದ ನಂತರ ದಿನಗಳನ್ನು ಅವಲೋಕನ ಮಾಡಿದರೆ ಕಂಡು ಬರುವುದು ನಾವು ಸ್ವಾತಂತ್ರ್ಯವನ್ನು ಎರಡು ರೀತಿಯಲ್ಲಿ ಬಳಸಿಕೊಂಡಿದ್ದು. ಒಂದು ಸದುಪಯೋಗ ಪಡಿಸಿಕೊಂಡಿದ್ದು, ಇನ್ನೊಂದು ದುರುಪಯೋಗ ಪಡಿಸಿಕೊಂಡಿದ್ದು.

ಒಂದು ಕಡೆ ಜಗತ್ತಿನ ಇತರ ರಾಷ್ಟ್ರಗಳು ಹುಬ್ಬೇರಿಸುವ ರೀತಿಯಲ್ಲಿ ಈ ದೇಶ ಅಭಿವೃದ್ಧಿ ಕಂಡಿತು. ಸಂಪದ್ಭರಿತ ದೇಶದ ಮೇಲೆ ನಡೆದ ಚೀನಾ ಪಾಕಿಸ್ತಾನದ ಆಕ್ರಮಣವನ್ನು ಎದುರಿಸಿ ಕಾರ್ಗಿಲ್ ಯುದ್ಧದಲ್ಲಿ ಜಯಿಸಿ, ಶಿಕ್ಷಣ, ಆರೋಗ್ಯ, ವಿಜ್ಞಾನ, ತಂತ್ರಜ್ಞಾನ ಇತ್ಯಾದಿಗಳಲ್ಲಿ ಅಭಿವೃದ್ಧಿ ಸಾಧಿಸುತ್ತಾ ಅನೇಕ ವಿಷಯಗಳಲ್ಲಿ ನಂಬರ್ 1 ಸ್ಥಾನದಲ್ಲಿ ಭಾರತ ಮಿಂಚ ತೊಡಗಿದೆ. ಚಂದ್ರಯಾನ ಮಾಡಿದ ಪ್ರಪಂಚದ ಮೂರು ರಾಷ್ಟ್ರಗಳಲ್ಲಿ ಒಂದು ರಾಷ್ಟ್ರ ನಮ್ಮ ಭಾರತ ಸೂಪರ್ ಕಂಪ್ಯೂಟರ್‌ಗಳನ್ನು ತಯಾರು ಮಾಡಬಲ್ಲ ಐದು ರಾಷ್ಟ್ರಗಳಲ್ಲಿ ಒಂದು ರಾಷ್ಟ್ರ ನಮ್ಮ ಭಾರತ ಇವೆಲ್ಲವೂ ನಮಗೆ ಹೆಮ್ಮೆ ತರುವಂತ ವಿಷಯಗಳೇ.

ಇನ್ನೊಂದು ಕಡೆ ಸ್ವಾತಂತ್ರ್ಯವನ್ನು ದುರುಪಯೋಗ ಪಡಿಸಿಕೊಳ್ಳುತ್ತಾ ಸ್ವಾತಂತ್ರ್ಯವನ್ನು ಸ್ವೇಚ್ಛಾಚಾರವೆಂಬಂತೆ ಭಾವಿಸಿಕೊಂಡು ಮನಬಂದಂತೆ ವರ್ತಿಸಿದ ಪರಿಣಾಮ ಕೊಲೆ, ಅತ್ಯಾಚಾರ, ಭ್ರಷ್ಟಾಚಾರ, ಹಿಂಸೆ, ದರೋಡೆ ಪ್ರಕರಣಗಳು ಹೆಚ್ಚುತ್ತಲೇ ಇವೆ ದೇಶದಲ್ಲಿ ರೈತರ ಆತ್ಮಹತ್ಯೆ ಪ್ರಕರಣ ಹೆಚ್ಚಾಗುತ್ತಿದೆ. ರಾಜಕೀಯ ಗಬ್ಬೆದ್ದು ನಾರುತ್ತಾ ಇದೆ. ಮಹಿಳೆಯರು ಧೂಮಪಾನ, ಮದ್ಯಪಾನದಂಥ ಚಟಗಳಿಗೆ ಅಂಟಿಕೊಂಡಿದ್ದಾರೆ. ಬಡತನ, ನಿರುದ್ಯೋಗದ ಸಮಸ್ಯೆಗಳು ಸಾಮಾನ್ಯರನ್ನು ಕಾಡುತ್ತಿವೆ. ಒಬ್ಬರ ಜೀವ ಉಳಿಸಲು ಇರುವ ಸ್ವಾತಂತ್ರ್ಯವನ್ನು ಜೀವ ತೆಗೆಯಲು ಉಪಯೋಗಿಸಲಾಗುತ್ತಿದೆ. ಪರೋಪಕಾರದ ಬದಲು ಪರ ಪೀಡನೆ, ಕೋಮು ಸೌಹಾರ್ದತೆಯ ಬದಲು ಕೋಮು ಘರ್ಷಣೆಗೆ ಸ್ವಾತಂತ್ರ್ಯದ ದುರುಪಯೋಗವಾಗುತ್ತಿದೆ. ಹಿಂದೂ, ಮುಸ್ಲಿಂ, ವೈಷಮ್ಯ ಬೆಳೆಯುತ್ತಾ ಇದೆ. ಇನ್ನೊಬ್ಬರನ್ನು ತಿಳಿದು ಬದುಕಬೇಕಾದವರು ತಿಂದು ಬದುಕುತ್ತಿದ್ದಾರೆ. ಹಲವೆಡೆ ಬಿಗಿ ಪೆರಲೀಸ್ ಬಂದೋಬಸ್ತಲ್ಲಿ ಸಂಭ್ರಮದ ಸ್ವಾತಂತ್ರ್ಯದ ಹಬ್ಬವನ್ನು ಆಚರಿಸಲಾಗುತ್ತಿದೆ. ಭ್ರಷ್ಟಾಚಾರವೆಂಬ ರಾಕ್ಷಸನ ಅಟ್ಟಹಾಸ ಎಷ್ಟಿದೆ ಎಂಬುದಕ್ಕೆ ನಮ್ಮ ಭಾರತೀಯರ ಸ್ವಿಸ್ ಬ್ಯಾಂಕ್ ನಲ್ಲಿರುವ ಹಣವೇ ಸಾಕ್ಷಿ. ಹಾಗಾದರೆ ಈ ಸಮಸ್ಯೆಗಳಿಗೆಲ್ಲ ಏನು ಪರಿಹಾರ ? ಜನರ ಮನ ಪರಿವರ್ತನೆ ಮಾಡುವ ಮಾರ್ಗ ಯಾವುದು ? ಭಾಷಣಗಳಿಂದಲೇ ? ಲೇಖನಗಳಿಂದಲೇ ? ರಾಜಕಾರಣಿಗಳಿಂದಲೇ ? ಮಠಾಧೀಶರುಗಳಿಂದಲೇ ? ಚಿಂತಕರಿಂದಲೇ ? ಬುದ್ಧಿಜೀವಿಗಳಿಂದಲೇ ?

ಖಂಡಿತಾ ಅಲ್ಲ, ಇವೆಲ್ಲವೂ ಸಾಧ್ಯವಾಗುವುದು ಶಿಕ್ಷಣದಿಂದ ಮಾತ್ರ. ಹತ್ತನೇ ತರಗತಿಯ ನಂತರದ ಶಿಕ್ಷಣದಲ್ಲಿ, ಸಿಲಬಸ್ ನಲ್ಲಿ ನಿಗದಿಪಡಿಸಿರುವ ಈಗಿರುವ ಕೇವಲ ಪಠ್ಯಪುಸ್ತಕದ ಆರು ವಿಷಯಗಳ ಬೋಧನೆ ಜೊತೆಗೆ ಕಡ್ಡಾಯವಾಗಿ ಏಳನೇ ವಿಷಯವಾಗಿ ಮಾನವೀಯ ಮೌಲ್ಯಗಳನ್ನು



ಬೋಧಿಸುವ “ಮೌಲ್ಯಾಧಾರಿತ ಶಿಕ್ಷಣ” ವನ್ನು (Value Based Education) ಸೇರಿಸಿ ಎಲ್ಲ ವಿಷಯಗಳಂತೆ ಈ ವಿಷಯದಲ್ಲಿ ಪರಿಶೋಧನೆಯನ್ನು ನಡೆಸುವುದರ ಮೂಲಕ ಹಂತ ಹಂತವಾಗಿ ದೇಶದ ದೃಷ್ಟಿ, ಸಾಮಾಜಿಕ ಪಿಡುಗು ಹಾಗೂ ವಿವಿಧ ಜ್ವಲಂತ ಸಮಸ್ಯೆಗಳನ್ನು ನಿವಾರಿಸಿ ದೇಶವನ್ನು ಅಭಿವೃದ್ಧಿ ಪಡೆದತ್ತ ಸಾಗಿಸಲು ಸಾಧ್ಯ. ಈ ಏಳನೇ ವಿಷಯವನ್ನು ಬೋಧಿಸಲು ಸಮಯವನ್ನು ಸರಿದೂಗಿಸಲು ಉಳಿದ ಆರು ವಿಷಯಗಳ ಸಿಲಬಸ್ ಅನ್ನು ಕೊಂಚ ಕಡಿಮೆ ಮಾಡಿ ತಲಾ ಒಂದೊಂದು ಗಂಟೆ ಕಡಿಮೆ ಬೋಧಿಸಿ ಅಲ್ಲಿ ಉಳಿತಾಯವಾಗುವ ಆರು ಗಂಟೆಯ ಬೋಧನೆಯನ್ನು ಈ ವಿಷಯಕ್ಕೆ ಮೀಸಲಿಡಬೇಕು. ಪಿ.ಯು.ಸಿ. ಯಿಂದ ಪ್ರಾರಂಭಿಸಿ, ಮೆಡಿಕಲ್, ಇಂಜಿನಿಯರಿಂಗ್ ಪದವಿ ಅಥವಾ ಯಾವುದೇ ಕೋರ್ಸುಗಳಲ್ಲಿ ಈ ವಿಷಯವನ್ನು ನಿರಂತರವಾಗಿ ಎಲ್ಲಾ ಸೆಮಿಸ್ಟರ್‌ಗಳಲ್ಲಿ ಮಾತ್ರ ಭಾಷೆಯಲ್ಲೇ ಬೋಧಿಸಬೇಕು. ಹದಿಹರೆಯಕ್ಕೆ ಕಾಲಿಟ್ಟ ನಂತರ ಶಿಕ್ಷಣದ ಮೂಲಕ ನಿರಂತರವಾಗಿ ವಿದ್ಯಾರ್ಥಿಗಳಿಗೆ ನೀತಿ ಬೋಧನೆ ಮಾಡುತ್ತಾ ಅವರ ಮನಸ್ಸನ್ನು ಕಟ್ಟಿ ಹೋಗದಂತೆ, ಕಟ್ಟಿ ಯೋಚನೆ ಮಾಡದಂತೆ ಮೌಲ್ಯಾಧಾರಿತ ಶಿಕ್ಷಣವನ್ನು ಬೋಧಿಸಬೇಕು.

ಶಿಕ್ಷಣದಿಂದ ಮಾತ್ರ ದೇಶದ ಅಭಿವೃದ್ಧಿ ಸಾಧ್ಯ ಎಂದು ಅನೇಕ ಗಣ್ಯರು, ಲೇಖಕರು, ರಾಜಕಾರಣಿಗಳು, ಶಿಕ್ಷಣ ತಜ್ಞರು ತಮ್ಮ ಭಾಷಣದಲ್ಲಿ ಬರಹದಲ್ಲಿ ಹೇಳುತ್ತಲೇ ಬಂದಿದ್ದಾರೆ. ಆದರೆ ಅದು ಹೇಗೆ ಎಂದು ಹೇಳುವುದಾಗಲಿ ಅದನ್ನು ಕಾರ್ಯರೂಪಕ್ಕೆ ತರುವ ಕೆಲಸವಾಗಲಿ ಇನ್ನೂ ಆರಂಭವಾಗಿಲ್ಲ.

ಹಾಗಾದರೆ ಮೌಲ್ಯಾಧಾರಿತ ಶಿಕ್ಷಣವನ್ನೊಳಗೊಂಡ ವಿಷಯದಲ್ಲಿ ಯಾವ ಯಾವ ವಿಷಯಗಳನ್ನು ಬೋಧಿಸಬೇಕು ಮತ್ತು ಏಕೆ ಎಂದು ಪಟ್ಟಿ ಮಾಡಿದರೆ, ಮುಖ್ಯವಾಗಿ ಕಂಡು ಬರುವ ವಿಷಯಗಳು :

ಪ್ರತಿಯೊಬ್ಬ ಮನುಷ್ಯನು ನಾಲ್ಕು ರೀತಿಯ ಋಣ ಬಂಧನಕ್ಕೆ ಒಳಗಾಗಿರುತ್ತಾನೆ ಮಾತ್ರ ಋಣ, ಪಿತ್ಯಋಣ, ಗುರುವಿನ ಋಣ, ಭಗವಂತನ ಋಣ. ಅಂದರೆ ಇಂದಿನ ಹೆಚ್ಚಿನ ಯುವ ಜನಾಂಗಕ್ಕೆ ಮಾತಾ ಪಿತ್ಯ ಋಣವನ್ನು ತೀರಿಸುವ ಬದ್ಧತೆ ಇಲ್ಲ. “ನಾವು ಸುಂದರವಾಗಿದ್ದರೆ ಅದು ನಮ್ಮ ತಂದೆ ತಾಯಿ ನಮಗೆ ನೀಡಿದ ಉಡುಗೊರೆ ನಮ್ಮ ಜೀವನ ಸುಂದರವಾಗಿದ್ದರೆ ಅದು ನಮ್ಮ ತಂದೆ ತಾಯಿಗೆ ನಾವು ನೀಡುವ ಉಡುಗೊರೆ” ಎನ್ನುತ್ತಾರೆ ಬಲ್ಲವರು. ನಮ್ಮ ಜೀವನವನ್ನು ಸುಂದರವಾಗಿಸುವಾಗ ನಮ್ಮ ತಂದೆ ತಾಯಿಯ ಮನ ನೋಯಿಸದೆ ಇಳಿ ವಯಸ್ಸಿನಲ್ಲಿ ಚೆನ್ನಾಗಿ ನೋಡಿಕೊಳ್ಳುವುದು ಅಷ್ಟೇ ಮುಖ್ಯ. ಭೂಮಿಗಿಂತ ದೊಡ್ಡವಳು ತಾಯಿ, ಅಂತರಿಕ್ಷಕ್ಕಿಂತ ದೊಡ್ಡವನು ತಂದೆ. ಅಂತ ತಂದೆ ತಾಯಿಯ ಕಣ್ಣಲ್ಲಿ ಎರಡೆ ಸಲ ನೀರು ಬರುವುದಂತೆ. ಒಂದು ಮಗಳನ್ನು ಧಾರೆ ಎರೆದು ಕೊಡುವಾಗ, ಇನ್ನೊಂದು ಸ್ವಂತ ಮಗನಿಂದಲೇ ನಿರ್ಲಕ್ಷ್ಯಕ್ಕೊಳಗಾದಾಗ. ಒಂದು ತಾಯಿಯ ಮಡಿಲಲ್ಲಿ ಆರು ಜನ ಮಕ್ಕಳಿಗೆ ಜಾಗ ಇರುತ್ತದಂತೆ. ಆದರೆ ಆರು ಜನ ಮಕ್ಕಳ ಮನೆಯ ಅಂಗಳದಲ್ಲಿ ಒಬ್ಬ ತಾಯಿಗೆ ಜಾಗವಿಲ್ಲ ಎಂಬುದು ಕಲಿಯುಗದ ಕರೋರ ಸತ್ಯ. ಸಪ್ತ ಸಾಗರದಾಚೆ ಹಾಯಾಗಿ ಕಾಲ ಕಳೆಯುತ್ತಾ ತಂದೆ ತಾಯಿಯನ್ನು ವೃದ್ಧಾಶ್ರಮದಲ್ಲಿ, ಆನಾಥಾಶ್ರಮದಲ್ಲಿ ಬಿಡುವ ಯುವಜನಾಂಗದ ಸಂಖ್ಯೆಗೇನೂ ಕಡಿಮೆ ಇಲ್ಲ. ದುಡ್ಡು ಕೊಟ್ಟರೆ ಬೇಕಾದ್ದು ಸಿಗುತ್ತದೆ ಈ ಜಗದೊಳಗೆ, ಹಡೆದ ತಾಯಿಯ ಕಳಕೊಂಡ ಮ್ಯಾಲೆ ಮತ್ತೆ ಬರುವಳೇನು, 10 ದೇವರನ್ನು ಪೂಜಿಸುವ ಬದಲು ಹೆತ್ತ ತಂದೆ ತಾಯಿಯನ್ನು ಪೂಜಿಸು ಎಂದು ತಿಳಿಸಿ ಹೇಳುವ “ಮೊದಲ ಪಾಠ” ಈ ಮೌಲ್ಯಾಧಾರಿತ ಶಿಕ್ಷಣ ಎನ್ನುವ ವಿಷಯದಲ್ಲಿರಬೇಕು ಮಾತ್ರವಲ್ಲ ತಂದೆ ತಾಯಿಯನ್ನು ನಿರ್ಲಕ್ಷಿಸುವ ಮಕ್ಕಳು ಮುಂದೊಂದು ದಿನ ತಮ್ಮ ಸ್ವಂತ ಮಕ್ಕಳಿಂದ ನಿರ್ಲಕ್ಷ್ಯಕ್ಕೊಳಗಾದ ಕತೆಗಳನ್ನು ಉದಾಹರಣೆ ಸಮೇತ ಮನಮುಟ್ಟುವ ರೀತಿಯಲ್ಲಿ ವಿದ್ಯಾರ್ಥಿಗಳಿಗೆ ವಿವರಿಸಿ ತಾವೆಂದೂ ನಮ್ಮ ತಂದೆ ತಾಯಿಯರನ್ನು



ನಿರ್ಲಕ್ಷ್ಯಮಾಡುವು ಎನ್ನುವ ಪ್ರತಿಜ್ಞೆ ಮಾಡುವ ರೀತಿಯಲ್ಲಿ ಆ ವಿಷಯವನ್ನು ಶಿಕ್ಷಕರು ಬೋಧಿಸಬೇಕು.

ಇತ್ತೀಚಿನ ವರ್ಷಗಳಲ್ಲಿ ಪಾಶ್ಚಾತ್ಯ ಸಂಸ್ಕೃತಿ ನಮ್ಮ ಜನಾಂಗವನ್ನು ಆವರಿಸಿಕೊಂಡಿದೆ. ಆಧುನಿಕತೆಯ ಭರಾಟೆಯಲ್ಲಿ ಪಾಶ್ಚಾತ್ಯ ಸಂಗೀತದ ಅಬ್ಬರದ ನಡುವೆ ಹಿತಮಿತವಾದ ಭಾರತೀಯ ಸಂಗೀತವನ್ನು, ಭಾರತೀಯ ಸಂಸ್ಕೃತಿಯನ್ನು, ಇಂದಿನ ಯುವ ಜನಾಂಗ ಮರೆಯುತ್ತಿದೆ. ಅಸಭ್ಯವಾದ ಉಡುಪುಗಳನ್ನು ಧರಿಸುವುದು, ಹರಿದ ಜೀನ್ಸ್ ಪ್ಯಾಂಟ್, ಚಿತ್ರವಿಚಿತ್ರವಾದ ತಲೆಕೂದಲ ಸ್ಟೈಲ್‌ಗಳು, ತಲೆ ಬಿಚ್ಚಿ ಹಾಕಿಕೊಂಡು ಹಾಡುವ ಮಹಿಳಾ ಗಾಯಕರು, ಪಾಶ್ಚಾತ್ಯರನ್ನು ಅನುಸರಿಸುತ್ತಾ ಅವರದೇ ಮಾದರಿಯಲ್ಲಿ ಕೆಲವೊಂದು ದುಶ್ಚಟಗಳ ದಾಸರಾಗುವುದನ್ನು ನೋಡಿದಾಗ ನಿಜಕ್ಕೂ ಆತಂಕವಾಗುತ್ತದೆ. ಪರದೇಶಗಳು ನಮ್ಮ ದೇಶದ ಆತ್ಮವಾದ ಸಂಸ್ಕೃತಿಯನ್ನೇ ನಾಶ ಮಾಡಲು ಹೊರಟಿವೆ ಏನೋ ಎಂದು ಭಾಸವಾಗುತ್ತಿದೆ. ಒಂದು ದೇಶದ ಉನ್ನತಿ ಅಥವಾ ಅವನತಿ ಆ ದೇಶದ ಸಂಸ್ಕೃತಿಯನ್ನು ಅವಲಂಬಿಸಿದೆ ಎನ್ನುವ ವಿವೇಕಾನಂದರ ಮಾತನ್ನು, ಅನ್ಯ ಸಂಸ್ಕೃತಿಯನ್ನು ಪ್ರೀತಿಸು, ನಿನ್ನ ಸಂಸ್ಕೃತಿಯಲ್ಲಿ ಜೀವಿಸು ಎನ್ನುವ ಗಾಂಧೀಜಿಯ ಮಾತನ್ನು ಇಂದಿನ ವಿದ್ಯಾರ್ಥಿಗಳಿಗೆ ನೆನಪಿಸಿ ಭಾರತೀಯ ಸಂಸ್ಕೃತಿಯನ್ನು ಉಳಿಸಿ ಬೆಳೆಸುವ ಕೆಲಸ ನಮ್ಮ ಯುವಜನಾಂಗದಿಂದ ಆಗಬೇಕಾಗಿದೆ ಎಂದು ಮನದಟ್ಟು ಮಾಡಿಕೊಡುವ “ಎರಡನೇ ಪಾಠ” ಈ ಮೌಲ್ಯಾಧಾರಿತ ಶಿಕ್ಷಣದಲ್ಲೆರಬೇಕು.

ಹುಟ್ಟಿನಿಂದ ಸಾವಿನವರೆಗೆ ನಿರಂತರವಾಗಿ ಅನುಭವಗಳನ್ನು ಪಡೆಯುತ್ತಾ ಸಾಗುವುದೇ ಶಿಕ್ಷಣ ಮಾನವನು ಯಾವುದರಿಂದ ವಿಕಾಸಗೊಳ್ಳು<sup>1</sup> ನೋ, ಅದುವೇ ಶಿಕ್ಷಣ. ನಾವು ಎಷ್ಟು ಓದಿದ್ದೇವೆ ಎನ್ನುವುದು ಮುಖ್ಯವಲ್ಲ. ಆ ಓದು ನಮಗೆ ಎಷ್ಟು ಸಂಸ್ಕಾರ ಕಲಿಸಿದೆ ಎನ್ನುವುದು ಮುಖ್ಯ. ಇವತ್ತು ಬದುಕಲು ಆಹಾರ ಎಷ್ಟು ಮುಖ್ಯವೋ, ಆಹಾರಕ್ಕಾಗಿ ಮತ್ತು ಇನ್ನಿತರ ಮೂಲಭೂತ ಅವಶ್ಯಕತೆಗಳಿಗಾಗಿ ಒಂದಿಷ್ಟು ಸಂಪಾದನೆ ಮಾಡುವುದು ಅಷ್ಟೇ ಮುಖ್ಯ. ಮೊಬೈಲ್ ಕರೆನ್ನಿಗಾಗಿ ಆದರೂ ದುಡಿಯಲು ಚಿಕ್ಕ ಉದ್ಯೋಗಕ್ಕೆ ಸೇರುವ ಅನಿವಾರ್ಯತೆ ಇದೆ. ಇನ್ನೊಬ್ಬರಿಗೆ ಮೋಸ ವಂಚನೆ ಮಾಡಿಯಾದರೂ ಒಂದಿಷ್ಟು ಹಣ ಸಂಪಾದನೆ ಮಾಡಬೇಕು ಎಂದು ಯೋಚಿಸುವ ವ್ಯಕ್ತಿಗಳಿಗೆನು ಕಡಿಮೆ ಇಲ್ಲ. ಆದರೆ ಕೇವಲ ಹಣ ಸಂಪಾದನೆ ಮಾರ್ಗವನ್ನು ತಿಳಿಸಿಕೊಡುವ ಶಿಕ್ಷಣ ನಮಗೆ ಬೇಕಾಗಿಲ್ಲ. ಹಣವನ್ನು ಹೇಗೆ ಮತ್ತು ಎಷ್ಟು ಸಂಪಾದನೆ ಮಾಡಬೇಕು ಎನ್ನುವ ನ್ಯಾಯ ಮಾರ್ಗವನ್ನು ತಿಳಿಸುವ ಶಿಕ್ಷಣ ನಮಗೆ ಬೇಕು. ಅದಕ್ಕೆ ಪುರಂದರದಾಸರು “ಗೆಜ್ಜೆ ಕಾಲ್ಗಳ ದನಿಯ ಮಾಡುತ ಬಾರಮ್ಮ” ಎಂದು ಲಕ್ಷ್ಮಿಯನ್ನು ಕರೆದಿದ್ದಾರೆ. ಅಂದರೆ ಹಣ ಯಾವ ಮೂಲದಿಂದ ಬಂದಿದ್ದು ಎಂದು ಎಲ್ಲರಿಗೂ ಗೊತ್ತಾಗಬೇಕು.

“ಭೂಮಿಯೇ ಹಾಸಿಗೆ, ಗಗನವೆ ಹೊದಿಕೆ, ಕಣ್ಣುಂಬ ನಿದ್ನೆ ಬಡವನಿಗೆ 1

ಮತ್ತನೆ ಹಾಸಿಗೆ, ಸುಖದ ಸುಪ್ಪತ್ತಿಗೆ, ಬಾರದು ನಿದ್ನೆ ಧನಿಕನಿಗೆ” !

ಎನ್ನುವ ಪರಿಸ್ಥಿತಿಗೆ ಉದಾಹರಣೆಯಾಗಿರುವ ವ್ಯಕ್ತಿಗಳ ಕತೆಯನ್ನು ವಿವರಿಸಿ, ಕಷ್ಟಪಟ್ಟರೆ ಮೊದಲು ಬೆವರು ಸುರಿತದೆ, ನಂತರ ಹಣ ಸುರಿತದೆ, ವಂಚನೆ ಮಾಡಿದರೆ ಮೊದಲು ಹಣ ಸುರಿತ, ನಂತರ ಬೆವರು ಸುರಿತದೆ,

ವಂಚನೆಯಿಂದ ಗಳಿಸಿದ್ದು ಸಂಚಯಕ್ಕೆ ಬಾರದು ಎನ್ನುವಂತೆ ನ್ಯಾಯ ಮಾರ್ಗದಿಂದ ಗಳಿಸಿದ ಹಣ ಶಾಶ್ವತ, ಅನ್ಯಾಯದಿಂದ ಗಳಿಸಿದ ಹಣ ನಿದ್ನೆ ಕೆಡಿಸುವುದು ಖಂಡಿತ ಎನ್ನುವುದನ್ನು ಮನಮುಟ್ಟುವಂತೆ ವಿವರಿಸುವ, ಸುಲಭದಲ್ಲಿ ಹಣ ಮಾಡಬಹುದಾದ ಮಾರ್ಗಗಳ ಬಗ್ಗೆ ತಿಳಿಸುತ್ತೇವೆ





ಎನ್ನುವ ದಾರಿ ತಪ್ಪಿಸುವ ಜಾಹೀರಾತುಗಳಿಗೆ ಮರುಳಾಗದಂತೆ ಎಚ್ಚರಿಸುವ, ಭ್ರಷ್ಟಾಚಾರದ ಬಗ್ಗೆ ಜಾಗೃತಿ ಮೂಡಿಸುವ “ಮೂರನೇ ಪಾಠ” ಮೌಲ್ಯಾಧಾರಿತ ಶಿಕ್ಷಣದಲ್ಲಿರಬೇಕು.

“ಆಚಾರವಿಲ್ಲದ ನಾಲಗೆ, ನಿನ್ನ ನೀಚ ಬುದ್ಧಿಯ ಬಿಡು ನಾಲಗೆ” ಎಂದಿದ್ದಾರೆ ಪುರಂದರದಾಸರು.

ಸಂವಿಧಾನದಲ್ಲಿ ನೀಡಿದ ವಾಕ್ ಸ್ವಾತಂತ್ರ್ಯವನ್ನು ಜನ ಒಳ್ಳೆಯ ಮಾತುಗಳನ್ನಾಡುವ ಬದಲು ಪರನಿಂದನೆ, ಟೀಕೆಗೆ ಬಳಸಿಕೊಳ್ಳುತ್ತಿದ್ದಾರೆ. ಕಾಮ, ಕ್ರೋಧ, ಮೋಹ, ಲೋಭ, ಮದ ಮತ್ಸರಗಳೆಂಬ ಅರಿಷಡ್ವರ್ಗಗಳನ್ನು ಅಗತ್ಯಕ್ಕಿಂತ ಹೆಚ್ಚಾಗಿ ಇಟ್ಟುಕೊಂಡು, ಸಮಾಜದ ಸ್ವಾಸ್ಥ್ಯವನ್ನು ಕೆಡಿಸುತ್ತಾ ಅಹಂಕಾರದಿಂದ ಮೆರೆಯುವ ಜನ ಒಂದೆಡೆಯಾದರೆ, ಇನ್ನೊಬ್ಬರನ್ನು ತಿಳಿದು ಬದುಕುವ ಬದಲು ತಿಂದು ಬದುಕುವ, ತುಳಿದು ನಿಂದಿಸುವ ಇನ್ನೊಂದು ವರ್ಗ. ಸುಳ್ಳು, ಮೋಸ ವಂಚನೆಯಿಂದಲೇ ಜೀವನ ನಡೆಸುವ ಮತ್ತೊಂದು ವರ್ಗವನ್ನು ಕಾಣುತ್ತಿದ್ದೇವೆ ಮನುಷ್ಯ ಎಷ್ಟೇ ಎತ್ತರಕ್ಕೇರಿದರೂ ಅನ್ನ ತಿನ್ನಲು ತಲೆಬಾಗಲೇ ಬೇಕು ಎನ್ನುವ ಸತ್ಯವನ್ನು ಬೋಧಿಸಬೇಕಾಗಿದೆ. ಸತ್ಯ, ಅಹಿಂಸೆ, ಪರೋಪಕಾರ ಮುಂತಾದ ಮಾನವೀಯ ಮೌಲ್ಯಗಳನ್ನು ಬೆಳೆಸಿಕೊಂಡು ಹೋಗುವಂತೆ ತಿಳಿಸುವ, ಸತ್ಯವಂತರಿಗೆ ಜಯ ಎಂದು ಸಾರುವ, ಪ್ರಾಥಮಿಕ ಶಿಕ್ಷಣದಲ್ಲಿ ಕಲಿತು ಮರೆತು ಬಿಟ್ಟ ಪುಣ್ಯಕೋಟಿಯ ಕಥೆಯನ್ನು ಮತ್ತೆ ಮತ್ತೆ ನೆನಪಿಸಿ ಅಂತಹ ಸಾವಿರ ಕತೆಗಳ ಉದಾಹರಣೆಯನ್ನು ನೀತಿ ಸಮೇತ ಬೋಧಿಸುವ “ನಾಲ್ಕನೇ ಪಾಠ” ಮೌಲ್ಯಾಧಾರಿತ ಶಿಕ್ಷಣದಲ್ಲಿರಬೇಕು.

ಇಂದು ಭಾರತ ಎದುರಿಸುತ್ತಿರುವ ಅನೇಕ ಸಮಸ್ಯೆಗಳಲ್ಲಿ ಕೊಲೆ, ಅತ್ಯಾಚಾರ, ಭ್ರಷ್ಟಾಚಾರಗಳು ಎದ್ದು ಕಾಣುತ್ತವೆ. ಅಪರಾಧಿಗಳು ರಾಜಾರೋಷವಾಗಿ ಓಡಾಡಿಕೊಂಡು ಅಟ್ಟಹಾಸದಿಂದ ಮೆರೆದರೆ ನಿರಪರಾಧಿಗಳ ಮೇಲೆ ಆರೋಪ ಹೊರಿಸಲಾಗುತ್ತದೆ. ಭ್ರಷ್ಟರಿಗೆ ಶಿಕ್ಷೆ ಶಿಷ್ಟರಿಗೆ ರಕ್ಷೆ ಯಾಗುವ ಬದಲು ಭ್ರಷ್ಟರಿಗೆ ರಕ್ಷೆ ಶಿಷ್ಟರಿಗೆ ಶಿಕ್ಷೆಯಾಗುತ್ತಿದೆ. ಅಂತಹ ಅನ್ಯಾಯಗಳನ್ನು ಕಣ್ಣಾರೆ ಕಂಡ ವಿದ್ಯಾರ್ಥಿ ಏನು ಮಾಡಬೇಕು ? ಆಕ್ಸಿಡೆಂಟ್ ಮಾಡಿ ಪರಾರಿಯಾದ ವಾಹನ ಚಾಲಕನ ಬಗ್ಗೆ, ಕದ್ದು ಓಡಿಹೋದ ಕಳ್ಳನ ಬಗ್ಗೆ, ದೇಶದ್ರೋಹದ ಕೆಲಸ ಮಾಡುತ್ತಿರುವ ವ್ಯಕ್ತಿ ಬಗ್ಗೆಯಾಗಲಿ ಮಾಹಿತಿ ನೀಡಿ ಪೆರಲೀಸರಿಗೆ ಹೇಗೆ ಸಹಕರಿಸಬೇಕು, ಲಂಚ ಸ್ವೀಕರಿಸುವ ಅಧಿಕಾರಿಯೊಬ್ಬನನ್ನು ಹೇಗೆ ಉಪಾಯವಾಗಿ ಲೋಕಾಯುಕ್ತರ ಬಲೆಗೆ ಸಿಲುಕಿಸಬಹುದು ಎನ್ನುವುದನ್ನು ತಿಳಿಸುವ “ಐದನೇ ಪಾಠ” ಮೌಲ್ಯಾಧಾರಿತ ಶಿಕ್ಷಣದಲ್ಲಿರಬೇಕು.

ಜಾಗತೀಕರಣದ ಪ್ರಭಾವದಿಂದ ಇಂದಿನ ಯುವಜನಾಂಗ ವಿದೇಶೀ ವಸ್ತುಗಳ ವ್ಯಾಮೋಹಕ್ಕೆ ಬಿದ್ದು ಸ್ವದೇಶೀ ವಸ್ತುಗಳನ್ನು ತಿರಸ್ಕರಿಸುತ್ತಿದ್ದಾರೆ. ಝಣ ಝಣ ಝಣ ಕಾಂಚಣದಲ್ಲಿ ಅಮೇರಿಕಾದ ಲಾಂಛನದಲ್ಲಿ ಎನ್ನುವ ಜಾಗತೀಕರಣದ ಕುರಿತ ಹಾಡಿನಲ್ಲಿ ಅಶ್ವಥ್ ಅವರು ಹೇಳಿವಂತೆ ಅರಶಿನದ ಜಾಗವನ್ನು ಅಕ್ರಮಿಸಿದ್ದು ಫೇರ್ ಅಂಡ್ ಲವ್ಲಿ. ಹಾಗೆಯೇ ಅಮ್ಮ, ಅಜ್ಜಿ ಮಾಡುತ್ತಿದ್ದ ಚಕ್ಕುಲಿ, ಹಪ್ಪಳ, ಕೋಡುಬಳೆ ಇತ್ಯಾದಿಗಳ ಜಾಗವನ್ನು ಅಕ್ರಮಿಸಿದ್ದು ಲೇಸ್,ಕುರ್ ಕುರೆ, ಮ್ಯಾಗಿ, ಪಿಜ್ಜಾ, ಬರ್ಗರ್‌ಗಳು . ತಂಪು ಪಾನೀಯಗಳಾದ ಮಜ್ಜಿಗೆ ಎಳೆನೀರು, ಲಿಂಬೆ ಪಾನಕದ ಬದಲಿಗೆ ಯುವ ಸಮುದಾಯ ಅಪ್ಪಿಕೊಂಡದ್ದು ಪೆಪ್ಸಿ, ಕೋಕೊ ಕೋಲಾದಂತ ವಿಷಕಾರಿ ಪಾನೀಯಗಳನ್ನು. ಇಂತಹ ಆಹಾರ ಸೇವನೆಯಿಂದ ತಮ್ಮ ಆರೋಗ್ಯವನ್ನು ಕೆಡಿಸಿಕೊಳ್ಳುತ್ತಿರುವ ಯುವಜನಾಂಗಕ್ಕೆ ಶಿಕ್ಷಣದ



ಮೂಲಕ ಒಬ್ಬ ಗುರು, ಉದಾಹರಣೆಗಳ ಸಮೇತ ಆರೋಗ್ಯದ ಬಗ್ಗೆ ಜಾಗೃತಿ ಮೂಡಿಸಿ, ಮನ ಮುಟ್ಟುವ ರೀತಿ ತಿಳಿಸಿ ಎಚ್ಚರಿಸುವ “ಆರನೇ ಪಾಠ” ಮೌಲ್ಯಾಧಾರಿತ ಶಿಕ್ಷಣದಲ್ಲರಬೇಕು.

ಸಂಪದ್ವರಿತವಾದ ನಮ್ಮ ದೇಶ ಒಂದೆಡೆ ಅಭಿವೃದ್ಧಿ ಪಥದತ್ತ ಸಾಗುತ್ತಿದ್ದರೂ, ಇನ್ನೊಂದೆಡೆ ಯುವ ಶಕ್ತಿ ಪೇಲಿಲಾಗುತ್ತಿದ್ದು ಯುವಕರು ಅಡ್ಡದಾರಿ ಹಿಡಿಯುತ್ತಿದ್ದಾರೆ ಎನ್ನುವ ಕೂಗು ಕೇಳಿಸುತ್ತಿದೆ. ಇಂದು ಜಗತ್ತಿನ ಬಹುತೇಕ ಜನರು ಒಂದಲ್ಲ ಒಂದು ರೀತಿಯ ಒತ್ತಡದಿಂದ ಬದುಕುತ್ತಿದ್ದಾರೆ. ನಮಗೆ ಬರುವ ನೋವುಗಳು ದೇಹದ ಮೇಲೆ ಆಕ್ರಮಣ ಮಾಡಬಹುದು ಅಥವಾ ಮನಸ್ಸಿನ ಮೇಲೆ ಆಘಾತ ಮಾಡಬಹುದು. ಇದಕ್ಕೆಲ್ಲ ಪರಿಹಾರ ಇರುವುದು ಯೋಗದಲ್ಲಿ. ಮಾನವನಲ್ಲಿ ದೈವದತ್ತವಾಗಿ ಬಂದ ದೇಹದ ಒಳಗೆ ಇರುವ ಜ್ಞಾನ ಶಕ್ತಿ, ಇಚ್ಛಾಶಕ್ತಿ, ಕ್ರಿಯಾಶಕ್ತಿಗಳು ಸರಿಯಾಗಿ ಕೆಲಸ ನಿರ್ವಹಿಸುವಂತಾಗಲು ಯೋಗಾಸನ, ಪ್ರಾಣಾಯಾಮ, ಧ್ಯಾನದ ಅಗತ್ಯವಿದೆ ವಿವೇಕಾನಂದರು ತಮ್ಮ ಭಾಷಣಗಳಲ್ಲಿ ಯೋಗದ ವಿವಿಧ ಮಾರ್ಗಗಳ ಸಾಮರಸ್ಯವನ್ನು ಒತ್ತಿ ಹೇಳುತ್ತಾರೆ. ಕಬ್ಬಿಣದ ಮಾಂಸ ಖಂಡ, ಉಕ್ಕಿನ ನರಮಂಡಲ ಅಗಾಧ ಬುದ್ಧಿಶಕ್ತಿಯನ್ನು ಬೆಳೆಸಿಕೊಂಡು ಅಗೋ ನೋಡು ಗುಡ್ಡ ಎಂದರೆ ಗುಡ್ಡವನ್ನು ಪುಡಿಮಾಡುವ ಸಾಮರ್ಥ್ಯವಿರಬೇಕು ,ಇವೆಲ್ಲವೂ ಯೋಗದಿಂದ ಸಾಧ್ಯ ಎಂದು ಅವರು ಯುವಕರಿಗೆ ಕರೆ ಕೊಟ್ಟರು. ಉತ್ತಮ ಮಾನಸಿಕ ಮತ್ತು ದೈಹಿಕ ಆರೋಗ್ಯವನ್ನು ಕಾಪಾಡಿಕೊಳ್ಳಲು ತಾಳ್ಮೆ, ಸಹನೆ, ವಿನಯದಿಂದ ವರ್ತಿಸಲು ನೆರವಾಗುವ ಯೋಗಾಭ್ಯಾಸವನ್ನು ಮಾಡುವಂತೆ ಬೋಧಿಸುವ ಯೋಗ ಶಿಕ್ಷಣದ “ಏಳನೇ ಪಾಠ” ಮೌಲ್ಯಾಧಾರಿತ ಶಿಕ್ಷಣದಲ್ಲರಬೇಕು.

ಹಸಿರು ಭೂಮಿಗೆ ಬರುವಾಗ ಉಸಿರು ಮಾತ್ರ ಇದ್ದು ಹೆಸರಿಲ್ಲದ ನಾವು ಉಸಿರು ನಿಂತ ಮೇಲೆ ಹೆಸರಿರುವ ಹಾಗೆ ಬದುಕಬೇಕಾದರೆ ಉಸಿರಿರುವಾಗ ಜೀವನದಲ್ಲಿ ಏನಾದರೂ ಸಾಧನೆ ಮಾಡಬೇಕು. ಅಂತಹ ಸಾಧನೆ ಮಾಡಿದವರ ಪಟ್ಟಿಯಲ್ಲಿ ನಾವು ನೆನಪಿಡಬೇಕಾದದ್ದು ಕೊರವ ಚಳಿ ಮಳೆಯಲ್ಲಿ ತಮ್ಮ ಪ್ರಾಣ ಒತ್ತೆಯಿಟ್ಟು ತಮ್ಮ ಕುಟುಂಬದಿಂದ ದೂರವಿದ್ದು ನಾವು ನೆಮ್ಮದಿಯಿಂದ ನಿದ್ರೆ ಮಾಡಲು ಕಾರಣರಾಗಿರುವ ಗಡಿ ಕಾಯುತ್ತಿರುವ ನಮ್ಮ ವೀರ ಯೋಧರನ್ನು. ಉಸಿರು ಬಿಗಿ ಹಿಡಿದು ಉಸಿರು ಚೆಲ್ಲಿ ದೇಶ ಸೇವೆ ಮಾಡಿ ಹೊರಟು ಹೋದ ಅದೆಷ್ಟೋ ವೀರ ಯೋಧರಿಗೆ ನಮ್ಮ ಎರಡು ಹನಿ ಕಂಬನಿಯನ್ನು ಚೆಲ್ಲುವುದನ್ನು ಬಿಟ್ಟು ನಾವೇನೂ ಮಾಡುತ್ತಿಲ್ಲ. ಸಾವಿನ ಮುನ್ನೂಚನೆ ಸಿಕ್ಕ ವೀರ ಯೋಧನೊಬ್ಬ ತನ್ನ ಮಡದಿಗೆ ಬರೆದ “ನನ್ನ ನಿನ್ನೆಗಳೂ ನೀನೇ, ನನ್ನ ನಾಳೆಗಳೂ ನೀನೇ, ಎಂದೆಂದು ನೀನೇ ಸಖಿ” ಎನ್ನುವ ಪತ್ರದ ಸಾಲುಗಳನ್ನು ಓದುವಾಗ, ಒಬ್ಬ ಸೈನಿಕನಿಗೆ ಉಗ್ರಗಾಮಿಯೊಬ್ಬ ಮೈಬಣ್ಣ ನೀಲಿ ಕಟ್ಟುವವರಿಗೆ ಹೊಡೆದ ದೃಶ್ಯವನ್ನು ವಾಟ್ಸಪ್ ನಲ್ಲಿ ನೋಡಿದಾಗ, ಕರುಳು ಹಿಂಡಿದಂತಾಗಿ ಕಣ್ಣಿಂದ ನಾಲ್ಕು ಹನಿ ಜಾರುತ್ತದೆ.



ನಮ್ಮ ವಿದ್ಯಾರ್ಥಿಗಳು ಕೂಡ ಸಮಾಜಿಕ ಜಾಲತಾಣಗಳಲ್ಲಿ, ಕಾಲೇಜು ಸ್ಪರ್ಧೆಗಳಲ್ಲಿ, ಸೈನಿಕರ ದೇಶ ಪ್ರೇಮದ, ತ್ಯಾಗದ ಕುರಿತಾದ ಪ್ರಹಸನಗಳನ್ನು ಪ್ರಸ್ತುತಪಡಿಸಿ, ಸೈನಿಕನಿಗೊಂದು ನಮನ ಸಲ್ಲಿಸುತ್ತಾರೆ. ಆದರೆ ಹೀಗೆ ಮಾಡುವುದರಿಂದ ಅದು ಆ ವೇದಿಕೆಗಷ್ಟೇ ಸೀಮಿತವಾಗುತ್ತದೆ. ಇವತ್ತು ಸೆಲೆಬ್ರಿಟಿಗಳನ್ನು ದೇವರಂತೆ ಆರಾಧಿಸುವ, ದೇವಾಲಯ ಕಟ್ಟುವ ಜನರು ಅವರನ್ನು ಸಭೆ ಸಮಾರಂಭಗಳಿಗೆ ಆಹ್ವಾನಿಸಿ ಸಂಭ್ರಮಿಸುವ ಯುವಕರು ಆ ಪ್ರಾಮುಖ್ಯತೆಯನ್ನು ಒಬ್ಬ ಹಾಲಿ ಸೈನಿಕನಿಗಾಗಲಿ, ಮಾಜಿ ಯೋಧನಿಗಾಗಲಿ ನೀಡುತ್ತಿಲ್ಲ. ನಿಜವಾಗಿಯೂ ನಮಗೆ ಸೈನಿಕರ ಬಗ್ಗೆ ಪ್ರೀತಿ ಗೌರವವಿದ್ದರೆ ಹಾಲಿ, ಮಾಜಿ ಸೈನಿಕರನ್ನು ಸ್ವಾತಂತ್ರ್ಯ ದಿನಾಚರಣೆ, ಗಣರಾಜ್ಯೋತ್ಸವ, ಕಾಲೇಜು ವಾರ್ಷಿಕೋತ್ಸವ ಅಥವಾ ಇನ್ನಿತರ ಸಭೆ ಸಮಾರಂಭಗಳಿಗೆ ಆಹ್ವಾನಿಸಿ ಅವರಿಂದ ಕಾರ್ಯಕ್ರಮದ ಉದ್ಘಾಟನೆಯನ್ನು ನೆರವೇರಿಸಿ ಸನ್ಮಾನಿಸಬೇಕು. ತಮ್ಮ ಸುತ್ತಮುತ್ತಲೂ ವಯಸ್ಸಾದ ಮಾಜಿ ಸೈನಿಕರಿದ್ದರೆ, ಅವರ ಮನೆಗೆ ಹೋಗಿ ಅವರನ್ನು ಸನ್ಮಾನಿಸಿ ಗೌರವಿಸುವ ಕೆಲಸವಾಗಬೇಕು ಎಂದು ಮಾರ್ಗದರ್ಶನ ಮಾಡುವ.“ಎಂಟನೇ ಪಾಠ” ಮೌಲ್ಯಧಾರಿತ ಶಿಕ್ಷಣದಲ್ಲರಬೇಕು. ಹಾಗೆಯೇ ಇನ್ನಿತರ ಮಾನವೀಯ ಮೌಲ್ಯಗಳ ಬೋಧನೆ ಮುಂದಿನ ಪಾಠಗಳಲ್ಲರಬೇಕು....

ಒಟ್ಟಿನಲ್ಲಿ ಹೇಳುವುದಾದರೆ ಗುರು ಎನಿಸಿಕೊಂಡ ಜ್ಞಾನಿ, ಕೇವಲ ಪಠ್ಯಪುಸ್ತಕದಲ್ಲಿ ನಿಗದಿಪಡಿಸಿದ ವಿಷಯಗಳನ್ನು ಬೋಧಿಸುವ ಮೂಲಕ ಮಾತ್ರ ಒಬ್ಬ ವಿದ್ಯಾರ್ಥಿಯನ್ನು ಸತ್ಪ್ರಜೆಯನ್ನಾಗಿ ಮಾಡಲು ಸಾಧ್ಯವಿಲ್ಲ. ಎಲ್ಲ ಧರ್ಮದವರು ಅನ್ಯೋನ್ಯತೆಯಿಂದ, ಸೋದರತೆಯ ಮನೋಭಾವದಿಂದ, ಜಾತಿ, ಭಾಷೆ, ಧರ್ಮ ಎನ್ನುವ ಭೇದ ಭಾವವಿಲ್ಲದೇ ಅರಿಷಡ್ವರ್ಗಗಳನ್ನು ದೂರವಿರಿಸಿ, ದುಶ್ಚಟಗಳಿಗೆ ಬಲಿಯಾಗದೆ, ಶಿಸ್ತು ಪ್ರಾಮಾಣಿಕತೆ,ಪರೋಪಕಾರದಂತ ಮಾನವೀಯ ಗುಣಗಳನ್ನು ಬೆಳೆಸಿಕೊಂಡು ನಾವೆಲ್ಲರೂ ಭಾರತೀಯರು ಎನ್ನುವ ಸದ್ಭಾವನೆಯಿಂದ ಮುನ್ನುಗ್ಗಿ, ನಮಗೆ ಸಿಕ್ಕಿದ ಸ್ವಾತಂತ್ರ್ಯವನ್ನು ಸದುಪಯೋಗಪಡಿಸಿಕೊಳ್ಳುವ ಬಗೆಯನ್ನು ವಿವರಿಸುವ, ದೇಶದ ಪ್ರಗತಿಗೆ ಶ್ರಮಿಸಲು ಪೂರಕವಾಗುವ ಮೌಲ್ಯಧಾರಿತ ಶಿಕ್ಷಣ ದೇಶದ ಎಲ್ಲ ವಿ.ವಿ. ಗಳಲ್ಲಿ ಶೀಘ್ರವಾಗಿ ಜಾರಿಗೆ ಬರಬೇಕು.

ಶಿಕ್ಷೆ ಇಲ್ಲದ ಶಿಕ್ಷಣ ಸಿಹಿ ಇಲ್ಲದ ಕಬ್ಬಿನಂತೆ.

ಪುಕ್ಕಟೆ ಶಿಕ್ಷಣ ಅಕ್ಕರೆ ಇಲ್ಲದ ಸಕ್ಕರೆಯಂತೆ.

ಅನುಭವವಿಲ್ಲದ ಶಿಕ್ಷಣ ಪುಸ್ತಕ ಓದಿ ಈಜಲು ಕಲಿತಂತೆ.

ಖರೀದಿ ಮಾಡಿದ ಶಿಕ್ಷಣ ಕನ್ನಡಿಯೊಳಗಿನ ಗಂಟಿನಂತೆ.

ಕಾಪಿ ಹೊಡೆಸುವ ಶಿಕ್ಷಣ ಬೇಲಿಯೆ ಎದ್ದು ಹೊಲ ಮಂದಂತೆ.

ಗುರುವಿನ ಗುಲಾಮನಾಗಿ ಪಡೆದ ಮೌಲ್ಯಧಾರಿತ ಶಿಕ್ಷಣ

ಮನುಕುಲಕ್ಕೆ, ದೇಶದ ಪ್ರಗತಿಗೆ ಎಂದೆಂದು ಭೂಷಣ ..



## ಜಾನಪದ ಸಾಹಿತ್ಯದಲ್ಲಿ ಭಕ್ತಿ ಮತ್ತು ದೈವಾರಾಧನೆ

ಎಸ್.ಪಿ. ಅರುಣ,

ಸಹಾಯಕ ಪ್ರಾಧ್ಯಾಪಕರು,

ಸರ್ಕಾರಿ ಪ್ರಥಮ ದರ್ಜೆ ಕಾಲೇಜು, ತಿಪಟೂರು, ತುಮಕೂರು(ಜಿ).

ಭಾರತ ಮೂಲತಃ ಅಸಂಖ್ಯಾತವಾದ ಹಳ್ಳಿಗಳಿಂದ ಕೂಡಿದ ದೇಶ. ಇಂತಿಷ್ಟ ದೇಶದಲ್ಲಿ ಗ್ರಾಮೀಣರು ಕೃಷಿ ಅವಲಂಬಿತರು. ರೈತ ಕುಟುಂಬದ ಆಗು-ಹೋಗುಗಳ ವೃದ್ಧಿಗೆ ಯಾರೂ ಚಿಂತನೆ ಮಾಡದಿರುವ ಸನ್ನಿವೇಶಗಳಲ್ಲಿ ಉಸಿರು ಹಿಡಿದು ಬದುಕುತ್ತಿರುವ ಬಡರೈತ ಅಸಹಾಯಕನಾಗಿ ಮನದ ದುಃಖ, ಆಸೆ-ಆಕಾಂಕ್ಷೆಗಳ ಪೂರೈಕೆಗೆ ದೇವರಲ್ಲಿ ಮೊರೆಹೊಕ್ಕಿರುವುದು ಸಹಜವೇ ಸರಿ. ಹೀಗೆ ದೇವರಲ್ಲಿ ಇಟ್ಟ ಭಕ್ತಿ, ನಂಬಿಕೆಯಿಂದ ಅವರ ಬದುಕಿನಲ್ಲಿ ಒಂದಷ್ಟು ಋಷಿ ಮನಸ್ಸಿಗೆ ತುಸು ನೆಮ್ಮದಿ. ಅಂದರೆ ಅಂಬಲಿ ಉಂಡು, ಕಂಬಳಿ ಹೊದೆದು, ಅಂಬುಜಾಕ್ಷನ ನಂಬಿ ಸಂಸಾರ ಮಾಡಿದ ಈ ಜನ ತಮ್ಮ ಪ್ರತಿನಿತ್ಯ ತಮ್ಮ ಆರಾಧ್ಯದೇವರನ್ನು ಸ್ಮರಿಸುತ್ತ ಬಾಳಿನ ಕಹಿಮರೆತವರು.

ಜನಪದ ಸಾಹಿತ್ಯಕ್ಕೆ ಒಬ್ಬ ಕರ್ತೃಇಲ್ಲ. ಇದು ಸಾಮೂಹಿಕ ಸೃಷ್ಟಿ. ಸಮಷ್ಟಿ ಪ್ರಜ್ಞೆಯ ಅಭಿವ್ಯಕ್ತಿ. ಅನಕ್ಷರಸ್ಥ ಜನ ಸಮೂಹದ ನಡುವೆ ವಾಕ್ ಸಂಪ್ರದಾಯದ ಮೂಲಕ ಅರಿದು ಬಂದಿರುವ ಒಂದು ಸಾಹಿತ್ಯ ಪ್ರಕಾರ.

ಮೂಲತಃ ಹಳ್ಳಿಗಾಡಿನ ಜನರು ಕೃಷಿ ಅವಲಂಬಿತರು. ರೈತಬಾಂದವರು ಆಚಾರವಂತರು, ವ್ಯವಹಾರವಂತರು, ಸಂಪ್ರದಾಯಪ್ರಿಯರು. ತಮ್ಮ ಪೂರ್ವಿಕರು ತೋರಿದ ಹೆದ್ದಾರಿಯಲ್ಲಿ ಚಾಚುತಪ್ಪದೇ ನಡೆದು ಬಂದ ನಿಷ್ಠಾವಂತರು. ಇವರ ಬದುಕಿನಲ್ಲಿ ಅನಾದಿ-ಕಾಲದ ಕಂದಾಚಾರ, ಆಚಾರ-ವಿಚಾರ, ಹಬ್ಬ-ಹರಿದಿನ, ಹುಣ್ಣಿಮೆ-ಜಾತ್ರೆ, ಸುಗ್ಗಿ ಸೇರಿದಂತೆ ವಿವಿಧ ಸಂಪ್ರದಾಯಗಳನ್ನು ಅನುಸರಿಸುತ್ತ ಮುಂದಿನ ಪೀಳಿಗೆಗೂ ಉಳಿಸಿಕೊಂಡು ಬಂದಿದ್ದಾರೆ.

ಗ್ರಾಮೀಣರು ಪೂಜಿಸುವ ದೇವರುಗಳ ಸಂಖ್ಯೆ ದೊಡ್ಡದು. ಕನ್ನಡ ನಾಡಿನಲ್ಲಂತೂ ಇಂತಹ ದೇವರುಗಳ ಹೆಸರು ಬಹುಸಂಖ್ಯೆಯಲ್ಲಿ ದೊರೆಯುತ್ತವೆ. ಒಂದೊಂದು ಸಂಸಾರಕ್ಕೆ, ಮನೆತನಕ್ಕೆ, ಗ್ರಾಮಕ್ಕೆ, ಬುಡಕಟ್ಟಿಗೆ-ಮನೆದೇವರು, ಕುಲದೇವರು ಗ್ರಾಮದೇವರು ಅಥವಾ ಒಕ್ಕಲು ಎಂದು ವರ್ಗಗಳಾಗಿ ವಿಂಗಡಿಸುವವರು. ಈ ದೇವರುಗಳಿಗೆ ಹಬ್ಬ-ಹುಣ್ಣಿಮೆ, ಜಾತ್ರೆ-ಉತ್ಸವಗಳಲ್ಲಿ ವಿಶೇಷವಾದ ಪೂಜೆ ಪುನಸ್ಕಾರಗಳನ್ನು ವೈಭವದಿಂದ ಸಲ್ಲಿಸುತ್ತಾರೆ. ದೆವ್ವ, ಭೂತ, ಪಿಶಾಚಿ ಹಿಡಿದಾಗ ರೋಗಪೀಡಿತರಾದಾಗ ಬಾಲಗ್ರಹ ಇತ್ಯಾದಿ ಅನಿಷ್ಟಗಳು ಜೀವನದಲ್ಲಿ ಎದುರಾದಾಗಲೂ ಅವುಗಳ ಪರಿಹಾರಕ್ಕೆ ದೇವರಿಗೆ ಮುಡಿಪು ಕಟ್ಟುವುದು, ಪೂಜಿಸಲಿಸುವುದು ಮೊದಲಿನಿಂದಲೂ ರೂಢಿಯಲ್ಲಿದೆ. ಇಂದಿಗೂ ಇದರ ಪ್ರಭಾವ ಪ್ರತಿಯೊಂದು ಹಳ್ಳಿಹಳ್ಳಿಯ ಮೂಲೆಮೂಲೆಗಳಲ್ಲಿ ಎದ್ದು ಕಾಣುತ್ತವೆ. ಮದುವೆ, ಮನೆಕಟ್ಟುವಾಗ, ಭೂಮಿಕೊಳ್ಳುವಾಗ ಸೇರಿದಂತೆ ಕೆಲ ಮಹತ್ತರ ಕಾರ್ಯನಿರ್ವಹಣೆಗೆ ದೇವರ ಅಪ್ಪಣೆಯಿಲ್ಲದೇ ಒಂದು ಹೆಜ್ಜೆ ಕೂಡ ಮುಂದೆ ಇಡುವುದಿಲ್ಲ. ಮಳೆ ಬರದಾಗ, ಗ್ರಾಮಕ್ಕೆ ಫ್ಲೇಗ್, ಕಾಲರಾ ಇತ್ಯಾದಿ ಅಪಾಯ ಎದುರಾದಾಗಲೂ ಸಾಮೂಹಿಕವಾಗಿ ಗ್ರಾಮದೇವರಿಗೆ ವಿಶೇಷ ಪೂಜೆ, ಅರ್ಚನೆ ಮಾಡಿಸುವ ವಾಡಿಕೆಯುಂಟು. ಹೀಗೆ ತಮ್ಮ ಇಷ್ಟದೇವರನ್ನು ಆರಾಧಿಸುವುದು ವಾಡಿಕೆ. ಅವರ ದೈವಭಕ್ತಿಗೆ ಅವರು ಹಾಡಿರುವ ಮತ್ತು ಕಟ್ಟಿರುವ ಪದಗಳೇ ಸಾಕ್ಷಿ.

ಬೆಳಗಾಗ ನಾನೆದ್ದು, ಯಾರ್ಯಾರ ನನೆಯಲಿ

ಎಳ್ಳುಜೀರಿಗೆ ಬೆಳೆಯೋಳ ಭೂತಾಯಿ



ಎದೊಂದುಗಳಿಗೆ ನೆನೆದೇನು  
ಮೊದಲಲ್ಲಿ ನೆನೆದೇನು ಮದನ ಗೋವಿಂದನ  
ಹದಿನೆಂಟು ನಾಮದೊಡೆಯನ ನೆನೆದರೆ  
ಹೊತ್ತಿದ್ದ ಪಾಪ ಪರಿಹಾರ

ಮಾನವ ಕೋಟಿಯನ್ನು ಹೊತ್ತು ಸಾಕಿ, ಸಲಹಿ, ದೊಡ್ಡವರನ್ನಾಗಿ ಮಾಡಿ ತಮ್ಮ ಶ್ರೇಯಸ್ಸಿಗೆ ಕಾರಣವಾದ ಭೂತಾಯಿಯನ್ನು ಎಷ್ಟು ಬಗೆಯಲ್ಲಿ ಪ್ರಾರ್ಥಿಸಿದರೂ ಅವರ ಮನಸ್ಸಿಗೆ ತೃಪ್ತಿಯಿಲ್ಲ. ಹಳ್ಳಿಗರು ಭೂಮಿಗೆ ಕೊಟ್ಟ ಗೌರವ ಅಪಾರವಾದದ್ದು. ಇದರಿಂದ ವ್ಯಕ್ತವಾಗುವ ಅಂಶ ಒಂದು ಭೂತಾಯಿಯ ಕುರಿತು ಧ್ಯಾನಿಸಿದಾಗಲೇ ಅವರ ಕರ್ತವ್ಯದ ಜವಾಬ್ದಾರಿಯುತ ಹೊಣೆಯ ಅರಿವು ಕಾಣುತ್ತದೆ. ಬಾಳಿನ ಸರ್ವತೋಮುಖ ಉದ್ಧಾರಕ್ಕೆ, ಏಳಿಗೆ ಕಾರಣರದ ಹಲವು ದೇವರು, ತಂದೆ, ತಾಯಿ ಗುರು ಹಿರಿಯರನ್ನು ಸ್ಮರಿಸುವುದು ಜನಪದರಿಗೆ ಜೀವನದ ಒಂದು ಭಾಗವಾಗಿ ಬೆಳೆದುಬಂದಿದೆ.

ಭಗವಂತನಲ್ಲಿ ಜಾನಪದರು ಇಟ್ಟಿರುವ ಮುಗ್ಧ ನಂಬಿಕೆ, ತೋರುವ ಆಸಕ್ತಿ, ಶ್ರದ್ಧೆ, ಭಕ್ತಿ ನಿಷ್ಠೆಗಳಲ್ಲಿ ಕಿಂಚಿತ್ತು ಲೋಪವಿಲ್ಲ. ಏಕೆಂದರೆ ಅದು ಅವರ ಹೃದಯಾಂತರಾಳದಿಂದ ಒಡಮೂಡಿ ಬಂದಿರುವ ಅಮೂಲ್ಯ ರತ್ನಗಳಾಗಿವೆ. ಸಂಸಾರನೌಕೆಯಲ್ಲಿ ಅವರು ಪಡುವ ಪಾಡು ಕೊರಗುವ ಸಂಕಟ ಕೂಗು, ದಿನನತ್ಯದ ದುಡಿತ, ದೈಹಿಕಶ್ರಮ ಅಪಾರವಾದದ್ದು. ಹಾಗೆಯೇ ತಮ್ಮ ಹೃದಯದಲ್ಲಿ ಆಳವಾಗಿ ಬೇರುಬಿಟ್ಟ ಮಾನಸಿಕವೇದನೆ, ದೌರ್ಬಲ್ಯ, ಚಂಚಲತೆ ಕಳೆದುಕೊಳ್ಳುವುದಕ್ಕೆ ದೇವರ ಆಶ್ರಯ ಪಡೆಯುವುದು ಅವರಿಗೆ ಸರ್ವೇ ಸಾಮಾನ್ಯವಾಗಿದೆ. ತಮ್ಮ ಪ್ರಗತಿಗೆ ಪರಮಾತ್ಮನ ಕೃಪೆ ಸಂಪಾದಿಸಿದರೆ ಎಲ್ಲವೂ ಸುಗಮ ಎಂದು ನಂಬಿದ ಮುಗ್ಧ ಜನರಿವರು.

ದೇವರ ನೆನೆದರೆ ಸಾವ್ವುಟ್ಟ ನಮಗಿಲ್ಲ  
ಹಾವು ಕಚ್ಚಿದರೂ ವಿಷವಿಲ್ಲ! ಸರ್ಪನ  
ಹೆಡೆಯ ದಾಟಿದರೂ ಭಯವಿಲ್ಲ!!

ಮೂರು ಲೋಕಕ್ಕೂ ಒಡೆಯನಾದ ದೈವವನ್ನು ಸತತವಾಗಿ ಧ್ಯಾನಿಸುತ್ತಿದ್ದರೆ ಅವನು ಕೈಬಿಡುವುದಿಲ್ಲ. ಆಘಾತದಿಂದ ಕ್ಷಣಮಾತ್ರದಲ್ಲಿ ಪಾರಾಗಬಲ್ಲೆವೆಂಬ ಮುಗ್ಧತನ ಇವರದು. ನಂಬಿದ ದೇವರು ಭಕ್ತರ ಕೈ ಬಿಡುವುದಿಲ್ಲ ಎಂಬ ಭಾವ. ಮನಃಪೂರ್ವಕ ಸೇವೆಸಲ್ಲಿಸಿದ ಭಕ್ತನಿಗೆ ಹಾವು ಕಚ್ಚಿದರೂ ವಿಷವೇರುವುದಿಲ್ಲ, ಹೆಡೆದಾಟಿದರೂ ಭಯವಿಲ್ಲ ಎಂಬ ನಂಬಿಕೆ ಜನಪದರದು.

ಹೊತ್ತು ಮುಳುಗಿದರೇನು ಕತ್ತಲಾದರೇನು!  
ಅಪ್ಪ ನಿನ್ನ ಗುಡಿಗೆ ಬರುವೇನು! ಮಾದಯ್ಯ  
ಮುತ್ತಿನ ಬಾಗಿಲು ತೆರೆದಿರೂ!!

ಹೊತ್ತು ಅವರು ಸಾಧಿಸಿದ ಭಕ್ತಿ ನಿಷ್ಠೆಯಿಂದ ಕೂಡಿದ್ದು ತಮ್ಮ ಆಸೆ, ಆಕಾಂಕ್ಷೆಗಳ ಈಡೇರಿಕೆಗಳಿಗೆ ಕಷ್ಟ-ನಷ್ಟ, ನೋವು-ದುಃಖಗಳ ಪರಿಹಾರಕ್ಕೆ ಮಾದಯ್ಯನನ್ನು ಕಾಣಲು ಯಾವುದೇ ಸಮಯವಿಲ್ಲ. ಅನಿವಾರ್ಯವೆನಿಸಿದರೆ ಹಗಲೆಲ್ಲ ದುಡಿದು, ದಣಿದು ರಾತ್ರಿ ಮಬ್ಬುಗತ್ತಲಲ್ಲಿ ದೇವಸ್ಥಾನಕ್ಕೆ ಬಂದು ಪೂಜೆ ಸಲ್ಲಿಸುತ್ತೇವೆ ಎಂಬ ಆಪ್ತತೆ ಜನಪದರ ಗೀತೆಗಳಲ್ಲಿ ಅಭಿವ್ಯಕ್ತವಾಗುತ್ತದೆ.

ಹುಟ್ಟುವಾಗ ತರಲಿಲ್ಲ, ಹೋಗುವಾಗ ಒಯ್ಯಲಾರೆ  
ಸುಟ್ಟು ಸುಟ್ಟು ಸುಣ್ಣದರಳಾದೆ! ದೇಹವು  
ಕಷ್ಟವನು ಬಿಡಿಸೋ ಸೃಷ್ಟಿಗೊಡೆಯ!!

ಈ ಗೀತೆ ಜಾನಪದರ ಪ್ರಾಮಾಣಿಕತೆಗಿಡಿದ ಕನ್ನಡಿ. ಬರುವಾಗ ಬರಿ ಕೈಯಿಂದ ಬಂದೆ, ಹೋಗುವಾಗಲೂ ಅದೇ ರೀತಿ ನಿರ್ಗಮಿಸುವೆ. ಆದರೆ ಮಧ್ಯಂತರದಲ್ಲಿ ನನ್ನ ದೇಹ ಕಷ್ಟಕ್ಕೆ ಒಳಗಾಗಿ ಸುಟ್ಟ ಸುಣ್ಣ ಅರಳಿದಂತೆ ಹೈದಯ ದುಃಖದಿಂದ ಒಡೆದು, ಛಿದ್ರಿಡ್ರಿವಾಗಿರುವುದನ್ನು ಪಡೆಯಲಾರೆ. ಈ ಯಾತನೆಯಿಂದ ಕಾಪಾಡು ಗುರುವೇ ಎಂದು ಅಂಗಲಾಚಿದ್ದಾರೆ. ಅಂದಿನ ಜನತೆ ತಮ್ಮ ವಾಸ್ತವಜಗತ್ತಿನಲ್ಲಿ ಕಂಡುಂಡು ಅನುಭವಿಸಿದ ಚಿತ್ರ ಕೊಡುವಲ್ಲಿ ಅವರ ಪ್ರಾಮಾಣಿಕತನ ಎದ್ದು ಕಾಣುವುದು.

ಆರಲೆ ಮಾವಿನ ಬೇರಾಗಿ ಇರುವೋಳೆ  
ವಾಲಗದ ಸದ್ದಿಗೆ ಒದಗೋಳೆ! ಸರಸತಿಯೆ!  
ನಾಲಿಗೆ ತೊಡರ ಬಿಡಿಸಮ್ಮ.

ಮಾದಯ್ಯ ಬರುವಾಗ ಮಾಳೆಲ್ಲ ಘಮ್ತೆಂದೊ!  
ಮಾಳದಲಿ ಗರಿಕೆ ಚಿಗುರ್ಯಾವ! ಮಾದೇವ!  
ಮೂಡ್ಲಲ್ಲಿ ಮಳೆಯು ಸುರಿದಾವೊ!!

ಭಕ್ತಿಯ ಸುಧೆಯೊಂದಿದ ಇಂತಹ ಸಾವಿರ-ಸಾವಿರ ಜನಪದ ಗೀತೆಗಳು ಪಠ್ಯ ಪುಸ್ತಕಗಳಲ್ಲಿ, ಸಿನೇಮಾ, ಧ್ವನಿಸುರುಳಿಗಳಲ್ಲಿ ಮಾತ್ರವಲ್ಲದೇ ಜನರ ಮನಃ ಪಠಲದಲ್ಲಿ ಶಾಶ್ವತ ಸ್ಥಾನಗಳಿಸಿವೆ.

## ಉಪ ಸಂಹಾರ

ಜಾನಪದ ಗೀತೆಗಳ ಅಧ್ಯಯನದಿಂದ ಹಳ್ಳಿಗರ ಜೀವನದ ವಿವಿಧ ಏರಿಳಿತಗಳ ಮುಖಗಳ ಅನುಭವ ಸ್ಪಷ್ಟವಾಗಿ ತಿಳಿಯುತ್ತದೆ. ಮಾನವನ ಮೂಲಭೂತ ಆದರ್ಶ ಬಯಕೆಗಳು, ರಸಜೀವನದ ಅನುಭವಗಳು, ಕಷ್ಟ-ಕಾರ್ಪಣ್ಯಗಳು, ದುಃಖ-ದುಮ್ಮಾನ ಈ ಸಾಹಿತ್ಯದಲ್ಲಿ ಹಾಸುಹೊಕ್ಕಾಗಿದೆ. ಜೀವನದ ಪ್ರಾರಂಭದಿಂದ ಅಂತ್ಯದವರೆಗೆ ಸಂಸಾರದ ಸುಂಟರಗಾಳಿಗೆ ಸಿಕ್ಕು ಬಡಿದಾಡುತ್ತಿದ್ದ ಜನಪದ ಜನಾಂಗ ಕೊನೆಯಲ್ಲಿ ಬಯಸುವುದು ನೀತಿಬೋಧೆ ಮತ್ತು ಹೈದಯ ವಿಕಾಸ. ಪ್ರತಿ ವ್ಯಕ್ತಿಯ ಮನಸ್ಸು, ಹೈದಯ ಹದಗೊಂಡು ಸಂಸ್ಕಾರಹೊಂದಿದರೆ, ಆತ್ಮ ದೇವನಲ್ಲಿ ಐಕ್ಯವಾದರೆ ಸಾಕೆಂಬ ಭಾವನೆ ಅವರಲ್ಲಿ ನೆಲೆಸಿರುವುದು ತಿಳಿಯುತ್ತದೆ. ದೇವರನ್ನು ತಮ್ಮ ನಿತ್ಯಜೀವನದ ಸಾಂಸಾರಿಕ ವ್ಯವಹಾರದಲ್ಲಿ ಬೆರೆತು ಒಂದುಗೂಡಿದ ಗೆಲೆಯರಂತೆ ಆಧರಿಸುತ್ತಾರೆ. ಇದು ಜನಪದರು ದೇವರೊಟ್ಟಿಗೆ ಹೊಂದಿದ್ದ ಸಂಬಂಧ, ಸಲುಗೆ ಎಷ್ಟು ನಿಕಟ ಮತ್ತು ಆತ್ಮೀಯವಾದದ್ದು ಎಂಬುದನ್ನು ತೋರಿಸಿಕೊಡುತ್ತದೆ.

## ಆಧಾರ ಗ್ರಂಥಗಳು

1. ಮಲ್ಲಿಗೆ ಮೊಗ್ಗು ಸುರಿದಾವೆ ಚೈತ್ರಶ್ರೀ-93, ಚಿಕ್ಕಮಗಳೂರು ಜಿಲ್ಲೆಯ ಜನಪದ ಉತ್ಸವದ ಸ್ಮರಣ ಸಂಪುಟ, ಲಕ್ಕಪ್ಪ ಗೌಡ, ಬಸವರಾಜ ನೆಲ್ಲಿಸರ.
2. ಸಂವಹನ ಮಾಧ್ಯಮಗಳು, ಬಿ.ಎಸ್. ಚಂದ್ರಶೇಖರ್, ಪ್ರಸಾರಾಂಗ, ಕನ್ನಡ ವಿವಿ, ಹಂಪಿ
3. ವಿಜಯ ಕರ್ನಾಟಕ ದಿನ ಪತ್ರಿಕೆಯಲ್ಲಿ ಪ್ರಕಟಗೊಂಡ ಆಯ್ದು ಲೇಖನಗಳು



## ಭಾರತೀಯ ಲಿಪಿಗಳ ಹಿನ್ನೆಲೆಯಲ್ಲಿ ಕನ್ನಡ ಲಿಪಿಯ ಬೆಳವಣಿಗೆ

ಶ್ರೀಮತಿ. ಜೋತಿಲಕ್ಷ್ಮಿ. ಹೆಚ್

ಸಹಾಯಕ ಪ್ರಾಧ್ಯಾಪಕರು ಕನ್ನಡ ವಿಭಾಗ  
ಸರ್ಕಾರಿ ಪ್ರಥಮ ದರ್ಜೆ ಕಾಲೇಜು ತುಮಕೂರು.

ಭಾರತದಲ್ಲಿ ಬರವಣಿಗೆಯ ಕಲೆ ಬಹಳ ಪ್ರಾಚೀನ ಕಾಲದಿಂದಲೂ ಇತ್ತು ಎಂಬುದಕ್ಕೆ ಸಾಕಷ್ಟು ನಿದರ್ಶನಗಳು ದೊರೆತಿವೆ. ದಕ್ಷಿಣ ಭಾರತದ ಚರಿತ್ರೆ ಪೂರ್ವ ಅವಶೇಷಗಳಲ್ಲಿ ದೊರೆತ ಕುಡಿಕೆ-ಮಡಿಕೆಗಳು ಮತ್ತು ಹಲವು ಸಲಕರಣೆಗಳ ಮೇಲಿನ ನಾನಾ ಗುರುತುಗಳು, ಮಧ್ಯ ಇಂಡಿಯಾದ ಪೂರ್ವಭಾಗದ ಕೆಲವು ಸಮಸ್ಯಾತ್ಮಕ ಶಾಸನಗಳು ಇದಕ್ಕೆ ನಿದರ್ಶನವಾಗಿದೆ. ಒಂದು ವೇಳೆ ಇವುಗಳನ್ನು ಬಿಟ್ಟರೂ ಸಿಂಧೂ ನಾಗರಿಕತೆಯ ಜನ ಬಳಸುತ್ತಿದ್ದ ಲಿಪಿಯನ್ನು ನಾವು ಗಮನಿಸಬಹುದು. ಭಾರತದ ವಿಶಿಷ್ಟ ಲಕ್ಷಣಗಳನ್ನು ಅತಿ ಪ್ರಾಚೀನ ಸಂಸ್ಕೃತಿಯಾದ ಸಿಂಧೂ ನಾಗರಿಕತೆಯ ಅನೇಕ ಅವಶೇಷಗಳಲ್ಲಿ ಕೊರೆದಿರುವ ಮುದ್ರೆಗಳಿರುವುದು ಕಂಡುಬಂದಿದೆ. ಮುದ್ರೆಗಳ ಮೇಲಿನ ಸಂಕೇತಗಳನ್ನು ಪಟ್ಟಿ ಮಾಡಿ ಓದುವ ಪ್ರಯತ್ನಗಳು ನಡೆದಿದ್ದಾಗ್ಯೂ ದ್ವಿಭಾಷಾತ್ಮಕ ಪಾಠಗಳ ಅಲಭ್ಯತೆಯ ಕಾರಣ ಈ ಸಂಸ್ಕೃತಿಯ ಲಿಪಿಗಳನ್ನು ಇಂದಿಗೂ ಸಾರ್ಥಕವಾಗಿ ಗುರುತಿಸಲಾಗಿಲ್ಲ. ಈ ರೀತಿ ಚರಿತ್ರೆ ಪೂರ್ವಕಾಲದಿಂದಲೂ ಅನೇಕ ರೀತಿಯ ಬರವಣಿಗೆ ಸಂಕೇತಗಳಿದ್ದರೂ ಅವಿನ್ನೂ ರಹಸ್ಯವಾಗಿಯೇ ಉಳಿದಿವೆ.

ಸಿಂಧೂ ಸಂಸ್ಕೃತಿಯ ಮುದ್ರಿಕೆಗಳಲ್ಲಿರುವ ಲಿಪಿಗಳ ನಂತರ ಭಾರತದಲ್ಲಿ ಲಿಪಿಯ ಅಥವಾ ಬರವಣಿಗೆ ಅವಶೇಷಗಳು ದೊರಕುವುದು ಮೌರ್ಯರ ಕಾಲದಲ್ಲಿ ಕ್ರಿ.ಪೂ ಸು.300 ರಲ್ಲಿ ಈ ಎರಡು ಕಾಲಘಟ್ಟಗಳ ನಡುವಿನ ಅಂತರ ಬಹುದೊಡ್ಡದೇ ಆದರೂ ಈ ನಡುವಿನ ಕಾಲಘಟ್ಟದಲ್ಲಿ ಬರವಣಿಗೆಯ ಯಾವುದೇ ಅವಶೇಷಗಳೂ ದೊರೆತಿಲ್ಲ. ಮೌರ್ಯರ ಕಾಲದಲ್ಲಿ ನಮಗೆ ಕಂಡುಬರುವುದು ಬ್ರಾಹ್ಮೀ ಲಿಪಿ ಅಶೋಕನ ಪೂರ್ವ ಹಾಗೂ ಅಶೋಕನ ಶಾಸನಗಳಲ್ಲಿ ಅಂದಿನ ಆರ್ಯನ್ ಉಪಭಾಷೆಗಳನ್ನು ಬರೆದಿರುವ ಚೆನ್ನಾಗಿ ಬೆಳೆದ ಲಿಪಿ ಪದ್ಧತಿಯನ್ನು ಕಾಣುತ್ತೇವೆ. ಈ ಲಿಪಿ(ಬ್ರಾಹ್ಮೀ) ಸಮಗ್ರವಾದುದು ಮತ್ತು ಸ್ಪಷ್ಟವಾಗಿ ತಿಳಿದಿರುವ ವರ್ಣಮಾಲೆಯಾಗಿದೆ. ಭಾರತದ ಆರ್ಯನ್ ಭಾಷೆಗಳೊಂದಿಗೆ ಸಂಬಂಧ ಕಲ್ಪಿಸಬಹುದಾದ ಅತ್ಯಂತ ಪ್ರಾಚೀನ ವರ್ಣಮಾಲೆಯಾಗಿದೆ. ಹಳೆಯ ಶಾಸನಗಳಲ್ಲಿ ಬಳಕೆಯಾಗಿರುವ ಈ ಲಿಪಿಯ ಭಾಷೆ ಪ್ರಧಾನವಾಗಿ ಇಂಡೋ ಆರ್ಯನ್ ಅಥವಾ ಪ್ರಾಕೃತ. ಇತ್ತೀಚಿನ ಕೆಲವು ಮಾದರಿಗಳಲ್ಲಿ ಮಾತ್ರ ಸಂಸ್ಕೃತ ಭಾಷೆಯನ್ನು ಕಾಣುತ್ತೇವೆ. ಬ್ರಾಹ್ಮೀಲಿಪಿಯೇ ಭಾರತದ ರಾಷ್ಟ್ರ ಲಿಪಿ. ಇದು ಕ್ರಿ.ಪೂ 300 ರಿಂದ ನಮ್ಮ ಕಾಲದ ವರೆಗೆ ಅವಿಚ್ಛಿನ್ನವಾಗಿ ಬೆಳೆದುಬಂದಿರುವುದನ್ನು ಕಾಣಬಹುದಾಗಿದೆ.

ದೊರೆತಿರುವ ಆಧಾರಗಳಿಂದ ಪ್ರಾಚೀನ ಭಾರತದಲ್ಲಿ ಬರವಣಿಗೆಯಲ್ಲಿ ಬಳಕೆಯಲ್ಲಿದ್ದ ಲಿಪಿಗಳು ಪ್ರಧಾನವಾಗಿ ಮೂರು

1. ಸಿಂಧೂ ಲಿಪಿ
2. ಬ್ರಾಹ್ಮೀ ಲಿಪಿ
3. ಖರೋಷ್ಠಿ ಲಿಪಿ



ಸಿಂಧೂ ಸಂಸ್ಕೃತಿಯ ಜನರು ವ್ಯಾಪಾರ ವ್ಯವಹಾರದ ಲೆಕ್ಕಪತ್ರಗಳನ್ನು ಬರೆಯುತ್ತಿದ್ದರು ಎಂಬ ಅಂಶಕ್ಕೆ ಆಧಾರವಾಗಿ ಅನೇಕ ಬರವಣಿಗೆಯ ಚಿನ್ನೆಯನ್ನು ಮುದ್ರಿಕೆಗಳು ದೊರೆತಿವೆ. ಆದಾಗ್ಯೂ ಆ ಲಿಪಿಯನ್ನು ಸಮರ್ಥವಾಗಿ ಇಂದಿಗೂ ಓದಲಾಗಿಲ್ಲ.

ಮೌರ್ಯರ ಕಾಲದ ಕೆಲವು ಶತಮಾನಗಳಲ್ಲಿಯೇ ಮತ್ತೊಂದು ವರ್ಣಮಾನ ಬಳಕೆಯಲ್ಲಿತ್ತು. ಅದೇ ಖರೋಷ್ಠಿ ಲಿಪಿ ಈ ಖರೋಷ್ಠಿ ಲಿಪಿ ಭಾರತದ ವಾಯುವ್ಯ ಭಾಗದಲ್ಲಿ ಮಾತ್ರ ಬಳಕೆಯಲ್ಲಿತ್ತು. ಕೆಲವು ವಿಷಯಗಳಲ್ಲಿ ಇದು ಬ್ರಾಹ್ಮೀಗಿಂತಲೂ ಭಿನ್ನವಾಗಿತ್ತು. ಈ ಲಿಪಿಯನ್ನು ಬಲಗಡೆಯಿಂದ ಬರೆಯಲಾಗುತ್ತಿತ್ತು. ಅಲ್ಲದೆ ಈ ವರ್ಣಮಾಲೆಯಲ್ಲಿ ದೀರ್ಘಸ್ವರಗಳ ಸಂಕೇತವಿಲ್ಲ. ಪಂಜಾಬ್ ಮತ್ತು ವಾಯುವ್ಯ ಸರಹದ್ದಿನ ಭಾರತೀಯ ಉಪಭಾಷೆಗಳನ್ನು ಬರೆಯಲು ಖರೋಷ್ಠಿ ಲಿಪಿ ಪ್ರವರ್ಧಮಾನದಲ್ಲಿದ್ದರೂ ಅದು ಭಾರತ ದೇಶದಲ್ಲಿ ಬೇರೂರಲಿಲ್ಲ. ಕ್ರಿ.ಪೂ 3ನೇ ಶತಮಾನದಲ್ಲಿ ಖೋಟಾನಿಗೆ ವಲಸೆ ಹೋದ ಭಾರತೀಯರು ಅದನ್ನು ಅಲ್ಲಿಗೆ ತೆಗೆದುಕೊಂಡು ಹೋದರು. ಕ್ರಿ.ಪೂ 3ನೇ ಶತಮಾನದ ವೇಳೆಗೆ ಖರೋಷ್ಠಿ ಲಿಪಿ ಭಾರತದಲ್ಲಿ ನಾಶವಾಯಿತು.

ಆದರೆ ಬ್ರಾಹ್ಮೀಲಿಪಿ ಇನ್ನೂ ಉಳಿದು ಬಂದಿದೆ. ಬೃಹದ್ಭಾರತದ ಅನೇಕ ಎಡೆಗಳ ಲಿಪಿಗಳನ್ನೂ ಒಳಗೊಂಡು ಭಾರತ ದೇಶದ ಹಲವಾರು ಆಧುನಿಕ ಲಿಪಿಗಳು ಅದರಿಂದಲೇ ಜನ್ಯವಾದವುಗಳು ದೇವನಾಗರಿ, ಬಂಗಾಳಿ, ಅಸ್ಸಾಮಿ, ಮೈಥಿಲಿ, ನೇವಾರಿ, ಬರಿಯಾ, ಶಾರದಾ-ಗುರುಮುಖಿ, ಕೈಥಿ-ಗುಜರಾತಿ, ತೆಲುಗು-ಕನ್ನಡ, ತಮಿಳು-ಮಲಯಾಳಂ-ಗ್ರಂಥ-ಸಿಂಹಳಿ ಮತ್ತು ಟಿಬೆಟಿನ್, ಮಾನ್-ಬರ್ಮಿಸ್ತಾ, ಕಾಂಬೋಡಿಯಾ-ಸಯಾಮೀಸ್, ಚಾವನೀಸ್, ಬಲಿನೀಸ್, ಮತ್ತು ಇಂಡೋನೇಶಿಯಾದಲ್ಲಿರುವ ಅನೇಕ ಸಮೀಪ ಸಂಬಂಧದ ಲಿಪಿಗಳು ಅವುಗಳೆಲ್ಲವೂ ಬ್ರಾಹ್ಮೀಲಿಪಿಯ ರೂಪಾಂತರಗಳೇ ಆಗಿವೆ.

ಪ್ರಿನ್ಸೆಪ್ ಎಂಬ ಪಾಶ್ಚಿಮಾತ್ಯ ವಿದ್ವಾಂಸನ ಪರಿಶ್ರಮ ಪ್ರಯತ್ನಗಳಿಂದಾಗಿ ಬ್ರಾಹ್ಮೀಲಿಪಿಯ ಬೆಳವಣಿಗೆಯನ್ನು ಕುರಿತ ಇತಿಹಾಸ ಸ್ಪಷ್ಟವಾಯಿತು. ಆದರೆ ಇಂದಿಗೂ ಈ ಲಿಪಿ ಹೇಗೆ ಲಿಪಿರೂಪ ಹೊಂದಿತು ಎಂಬುದು ಅನಿಶ್ಚಿತವಾಗಿದೆ.

ಬ್ರಾಹ್ಮೀಯ ಮೂಲವನ್ನು ಕುರಿತು ಪೊನೀಷಿಯನ್, ದಕ್ಷಿಣ ಅರೇಬಿಯಾ, ಸೆಮೆಟಿಕ್ ಗಳಿಂದ ಬಂದಿರಬಹುದೆಂಬ ಅನೇಕ ಸಿದ್ಧಾಂತಗಳಿವೆ ಆದರೆ ಮಹೆಂಜದಾರೋ ಬರವಣಿಗೆಯ ಸಂಶೋಧನೆಯ ನಂತರ ಈ ಸಿದ್ಧಾಂತಗಳ ಮರು ವಿಮರ್ಶೆ ನಡೆಯಿತು. ಮಹೆಂಜದಾರೋ ಬರವಣಿಗೆಯಲ್ಲಿ ತೋರಿಬರುವ ಅನೇಕ ಸಂಕೇತಗಳು ಬ್ರಾಹ್ಮೀವರ್ಣಮಾಲೆಯ ಅಕ್ಷರಗಳನ್ನು ಹೋಲುತ್ತವೆ. ವ್ಯಂಜನಾಕ್ಷರಗಳೊಂದಿಗೆ ಸ್ವರಗಳನ್ನು ಕೂಡಿಸಿ ಬರೆಯುವ ಬ್ರಾಹ್ಮೀ ಕ್ರಮವು ಮಹೆಂಜದಾರೋ ಲಿಪಿಯಲ್ಲಿಯೂ ಕಂಡುಬರುತ್ತದೆ. ಈ ಅಂಶಗಳ ಆಧಾರದಿಂದ ವಿದ್ವಾಂಸರು ಬ್ರಾಹ್ಮೀ ವರ್ಣಮಾಲೆ ಸಿಂಧೂಲಿಪಿಯ ಇತ್ತೀಚಿನ ಹಂತದ ಒಂದು ರೂಪಾಂತರ ಎಂದು ಊಹಿಸಿದ್ದಾರೆ.

ಭಾರತದ ಅನೇಕ ಲಿಪಿಗಳ ಹುಟ್ಟಿಗೆ ಮಾತೃರೂಪ ಈ ಬ್ರಾಹ್ಮೀಲಿಪಿ ಕ್ರಿ.ಪೂ.ಸು 200 ರಲ್ಲಿ ಇದರ ಬಳಕೆಯಿಂದ ಭಾರತದಲ್ಲಿ ಲಿಪಿಯ ಬಳಕೆಯಿಂದ ಐಕ್ಯವಿದ್ದುದು ಕಂಡು ಬರುತ್ತದೆ. ವಾಯುವ್ಯದಲ್ಲಿ ಮಾತ್ರ ಸಮಗ್ರವಾಗಲುದಿದ್ದರೂ ಸಾಧಾರಣವಾಗಿ ಖರೋಷ್ಠಿಲಿಪಿ ಬಳಕೆಯಲ್ಲಿತ್ತು. ದಕ್ಷಿಣ ಭಾರತದಲ್ಲಿ ಬಳಸುತ್ತಿದ್ದ ಬ್ರಾಹ್ಮೀಯ ರೂಪದಲ್ಲಿ ವ್ಯಂಜನಾಂತರ್ಗತವಾದ 'ಅ' ಕಾರವನ್ನು ಪ್ರತ್ಯೇಕವಾದ ಚಿನ್ನೆಯಿಂದ ತೋರಿಸಲಾಗುತ್ತಿತ್ತು. ಕ್ರಮಕ್ರಮವಾಗಿ ಬ್ರಾಹ್ಮೀಯನ್ನು ಕ್ರಿ.ಶ ಒಂದು ಮತ್ತು ಎರಡನೆಯ ಶತಮಾನಗಳ ಕುಶಾನ ಲಿಪಿಗೆ ಮಾರ್ಪಡಿಸಲಾಗಿತ್ತು.





ಗುಪ್ತ ಚಕ್ರವರ್ತಿಗಳ ಕಾಲಕ್ಕೆ ಅದರಲ್ಲಿ ಎರಡು ವಿಧಾನಗಳೊಂಟಾದವು,

1. ಶಾಸನಗಳನ್ನು ಕೆತ್ತಲು ಬಳಸುವ ಒಂದು ಸ್ಥಾಯಿ ವಿಧಾನ.
2. ತಾಳೆಗರಿ, ಗಿಡದ ತೊಗಟೆ, ಚರ್ಮದ ಮೇಲೆ ಬರೆಯಲು ಬಳಸುವ ಶೀಘ್ರವಿಧಾನ.

ಕ್ರಮೇಣ ಬ್ರಾಹ್ಮೀಲಿಪಿಯಲ್ಲಿ ಉತ್ತರ ಮತ್ತು ದಕ್ಷಿಣದ ವ್ಯತ್ಯಾಸಗಳು ಸಾವಧಾನವಾಗಿ ತಲೆದೋರಿದವು. ಕೇಂದ್ರೀಕೃತವಾದ ವ್ಯವಸ್ಥೆಯ ಅಗತ್ಯವುಂಟಾದಾಗಲೆಲ್ಲ ಬ್ರಾಹ್ಮೀಲಿಪಿಯ ಪ್ರಾದೇಶಿಕ ಬಗೆಗಳು ತಾವೇ ತಾವಾಗಿ ಪ್ರಭಲಿಸಿ, ಅದೇ ವರ್ಣಮಾಲೆಯ ಪ್ರಾದೇಶಿಕ ರೂಪಗಳು ಉದಯವಾದವು. ಕ್ರಿ.ಶ. ಪ್ರಾರಂಭದಲ್ಲಿ ಗ್ರಾಂಥಿಕ ಬ್ರಾಹ್ಮೀಯನ್ನು ಮಧ್ಯ ಏಷ್ಯಾಕ್ಕೆ ಕೊಂಡೊಯ್ಯಲಾಯಿತು. ಇದು ಇಂಡೋ-ಚೀನಾ, ಇಂಡೋ-ನೇಶಿಯಾಗಳಿಗೂ ವ್ಯಾಪಿಸಿತು.

ಬ್ರಾಹ್ಮೀಲಿಪಿಯಿಂದ ಜನಿಸಿದ ಪ್ರಾಂತ್ಯಲಿಪಿಗಳ ಪ್ರಭೇದಗಳನ್ನು ಬೂಹ್ಲರ್ ಈ ರೀತಿ ಗುರ್ತಿಸಿದ್ದಾನೆ.

1. ಅಶೋಕನ ಉತ್ತರ ಲಿಪಿ-ದಕ್ಷಿಣ ಲಿಪಿ :-ಅಶೋಕನ ಶಾಸನಗಳು

- ಈ ಅಶೋಕನ ಲಿಪಿ ಸಮರ್ಪಕವಾಗಿಲ್ಲ ಆದರೂ ವ್ಯಂಜನಗಳಲ್ಲಿ ಅಕಾರ ಸನ್ನಿಹಿತವಾಗಿರುವುದು ಮತ್ತು ದೀರ್ಘಸ್ವರಗಳ ಚಿಹ್ನೆಗಳು ಕಂಡು ಬರುತ್ತವೆ.

2. ಪ್ರಾಚೀನ ಕಳಿಂಗ-ದ್ರಾವಿಡ ಕಳಿಂಗ :- ಆಂಧ್ರ ಪ್ರದೇಶದ ಪ್ರಾಚೀನ ಬ್ರಾಹ್ಮೀ ಶಾಸನಾಕ್ಷರಗಳನ್ನು ಬೂಹ್ಲರ್ ದ್ರಾವಿಡೀ ಎಂದು ಗುರುತಿಸಿದ್ದಾನೆ. ಈ ದ್ರಾವಿಡೀ ಲಿಪಿಯಲ್ಲಿ ದ ಧ ಬ ಅಕ್ಷರಗಳಿಗಿಂತಲೂ ಪ್ರಾಚೀನ ರೂಪದಲ್ಲಿರುವುದರಿಂದಲೂ ಈ ದ್ರಾವಿಡೀ ಲಿಪಿ ಕ್ರಿ.ಪೂ 5ನೆಯ ಶತಾಬ್ದದಲ್ಲಿಯೇ ಪ್ರತ್ಯೇಕವಾಯಿತೆಂದು ಬೂಹ್ಲರ್ ಹೇಳುವನು.

3. ಹಳೆಯ ಪಶ್ಚಿಮ ಅಥವಾ ಆಂಧ್ರಲಿಪಿ :-

ಈ ಲಿಪಿಯ ಲಕ್ಷಣವನ್ನು ಕ್ರಿ.ಪೂ 150 ರ ನಾಗನಿಕಾ ರಾಣಿಯ ನಾನಾಘಟ್ ಶಾಸನದಿಂದ ಗುರುತಿಸಬಹುದೆಂದು ಬೂಹ್ಲರ್ ಹೇಳಿದ್ದಾನೆ.

4. ಆಧುನಿಕ ಮೌರ್ಯ ಲಿಪಿ:-ಗ್ರೀಕೋ ಇಂಡಿಯನ್ ನಾಣ್ಯಗಳ ಮೇಲೆ ಕಂಡು ಬರುವ ಬ್ರಾಹ್ಮೀಲಿಪಿ.

5. ಶುಂಗ ಲಿಪಿ:- ಸಂಸ್ಕೃತ ಭಾಷೆಯಲ್ಲಿ ಬ್ರಾಹ್ಮೀ ಅಕ್ಷರಗಳಲ್ಲಿ ಬರೆದ ಈಶಪುರದ ಯೂಪಸ್ತಂಭದ ಶಾಸನ, ಕ್ರಿ.ಶ 150ರ ರುದ್ರದಾಮನ ಶಾಸನಗಳಲ್ಲಿ ಈ ಲಿಪಿಯ ಲಕ್ಷಣಗಳನ್ನು ಗುರುತಿಸಬಹುದು.

6. ಉತ್ತರ ಭಾರತದ ಲಿಪಿಗಳು:- ಮಧುರಾ ಶಾಸನಗಳು ಕುಷಾಣರ ಶಾಸನಗಳು ಹಾಗೂ ಶೋಡಾಸರ ಶಾಸನಗಳಿಂದ ಗುರುತಿಸಬಹುದಾಗಿದೆ.

7. ದಕ್ಷಿಣ ಭಾರತ ಲಿಪಿಗಳು:- ದಕ್ಷಿಣ ಭಾರತದ ಲಿಪಿಗಳ ಮೂಲ ರೂಪಗಳಲ್ಲಿ ಆರು ವಿಧಗಳನ್ನು ಗುರ್ತಿಸಬಹುದು.ಕ್ಷತ್ರಪ ರುದ್ರದಾಮನ ಶಾಸನ,ಪಶ್ಚಿಮ ದಕ್ಷಿಣಾಪಥದ ನಹಪಾಣ ಶಾಸನ, ಅಮರಾವತಿ ನಾಸಿಕದ ಶಾಸನಾಕ್ಷರಗಳು ಕುಡ ಮತ್ತು ಜುನ್ನಾರ್ ಶಾಸನಗಳು ಅಕ್ಷರಗಳು ದಕ್ಷಿಣ ಭಾರತ ಲಿಪಿಗಳ ಲಕ್ಷಣಗಳನ್ನು ಸ್ಪಷ್ಟಪಡಿಸುತ್ತವೆ.

ಕ್ರಿ.ಶ ನಾಲ್ಕನೆಯ ಶತಮಾನದಿಂದ ಭಾರತದಲ್ಲಿ ಬ್ರಾಹ್ಮೀಯಿಂದ ಹುಟ್ಟಿದ ಲಿಪಿಗಳನ್ನು ಪ್ರಧಾನವಾಗಿ

ಅ) ಔತ್ತರೇಯ

ಆ) ದಕ್ಷಿಣಾತ್ಯ

ಇ) ಬೃಹದಾಭರತ ಲಿಪಿಗಳೆಂದು ವರ್ಗೀಕರಿಸಿದ್ದಾರೆ.

ಅ) ಔತ್ತರೇಯ ಅಥವಾ ಉತ್ತರ ಲಿಪಿ :-

ಹರ್ಷನ ಕಾಲವಾದ ಮೇಲೆ ಈ ಬ್ರಾಹ್ಮೀ ಲಿಪಿ ಉತ್ತರ ಭಾರತದಲ್ಲಿ ಕ್ರಮ ಕ್ರಮವಾಗಿ ಮೂರು ಪ್ರಾದೇಶಿಕ ರೂಪಗಳನ್ನು ಪಡೆಯಿತು.

- ಶಾರದಾ ಅಥವಾ ವಾಯುವ್ಯ
- ಶ್ರೀ ಹರ್ಷ ಅಥವಾ ನೈಋತ್ಯ ಮತ್ತು ಪಶ್ಚಿಮ ಮಧ್ಯಪ್ರದೇಶ
- ಕುಟಿಲ ಅಥವಾ ಪೂರ್ವ

**ಅ> ಶಾರದಾ ಲಿಪಿ :-** ಪಶ್ಚಿಮ ಗುಪ್ತ ಲಿಪಿಯಿಂದ ಹುಟ್ಟಿದ ಈ ಲಿಪಿ ಕಾಶ್ಮೀರದಲ್ಲಿ 8ನೆಯ ಶಾಬ್ದದಲ್ಲಿ ಪ್ರಚಾರವಾಯಿತು. ಅತ್ಯಂತ ಪ್ರಾಚೀನ ಶಾಸನ ಕ್ರಿ.ಶ. 804 ನೆಯ ಇಸವಿಯದ್ದು ಪ್ರಾಚೀನ ಮಧ್ಯಕಾಲದ ಕಾಶ್ಮೀರದ ಸಂಸ್ಕೃತ ಹಸ್ತಪ್ರತಿಗಳು ಈ ಲಿಪಿಯಲ್ಲಿವೆ. 15ನೆಯ ಶತಮಾನದಲ್ಲಿ ಕಾಶ್ಮೀರದ ಜನರು ಹೆಚ್ಚು ಹೆಚ್ಚು ಇಸ್ಲಾಮಿಗೆ ಮತಾಂತರ ಹೊಂದಿದಾಗ ಈ ಶಾರದಾ ಲಿಪಿಯನ್ನು ಕೈಬಿಟ್ಟರು. ಈ ಲಿಪಿ ಕುಷಾಣರ ಅಕ್ಷರಗಳಂತೆ ಬಗ್ಗದೆ ಇವೆ. ಪ್ರತಿಯೊಂದಕ್ಷರಕ್ಕೂ ಹೆಸರನ್ನು ಕೊಟ್ಟಿರುವರು. ಉದಾ: ಅ= ಅಪಾ ಅ ಖ=ಖೊನಿಜಾ ಇತ್ಯಾದಿ ಶಾರದಕ್ಕೆ ಸಂಬಂಧಿಸಿದಂತೆ ಅನೇಕ ಸ್ಥಳೀಯ ಲಿಪಿಗಳು ಪಶ್ಚಿಮ ಹಿಮಾಲಯ ಹಿಂಧೂ ಸಂಸ್ಥಾನಗಳಾದ ಲಂಡಾ,ತಕ್ಕಿ,ಛಮೈಲಿ ಇವೇ ಮೊದಲಾದುವುಗಳಲ್ಲಿ ಬಳಕೆಯಲ್ಲಿದ್ದವು. ಸಿಕ್ಕರು ಪಂಜಾಬಿಯನ್ನು ಬರೆಯುವ ಗುರುಮುಖ ಲಿಪಿ ಶಾರದವನ್ನೇ ಅವಲಂಬಿಸಿದೆ. ಆದರೆ ಅದು ದೇವನಾಗರಿಯಿಂದ ವಿಶೇಷವಾಗಿ ಮಾರ್ಪಾಡಾಗಿದೆ.

**ಆ> ಶ್ರೀ ಹರ್ಷ ಮಾದರಿ :-** ಇದು ಗುಜರಾತ್ ಮತ್ತು ಪಶ್ಚಿಮ ಉತ್ತರ ಪ್ರದೇಶಗಳಲ್ಲಿ ಅಭಿವೃದ್ಧಿ ಪಡೆಯಿತು. ಇದರಿಂದ ಇಂದಿನ ದೇವನಾಗರಿ ನಮಗೆ ಲಭ್ಯವಾಗಿದೆ. ಕಳೆದ ಶತಮಾನದಲ್ಲಿ ಇದು ಸಂಸ್ಕೃತಕ್ಕೆ ಸಾರ್ವತ್ರಿಕ ಭಾರತೀಯ ಲಿಪಿಯಾಗಿದೆ. ಮತ್ತು ಇಂಡಿಯಾದ ಆಧುನಿಕ ಲಿಪಿಯ ಪ್ರತಿನಿಧಿಯಾಗಿ ತುಂಬ ಪ್ರಾಶಸ್ತ್ಯವನ್ನು ಪಡೆದಿದೆ. ಕೈಥಿ ಎಂಬ ದೇವನಾಗರಿಯ ಸಂಕ್ಷಿಪ್ತ ರೂಪ ಬಿಹಾರ್ ಮತ್ತು ಉತ್ತರ ಪ್ರದೇಶಗಳಲ್ಲಿ ಬಳಕೆಯಲ್ಲಿದೆ. ಅದೇ ರೀತಿಯಾದ ದೇವನಾಗರಿಯ ಸರಳ ರೂಪವೇ ಗುಜರಾತಿ ಎಂಬುದಾಗಿ ಬಳಕೆಗೆ ಬಂದಿದೆ. ಮರಾಠಿಯನ್ನು ಮೊದಲು, ಮೂಲತಹ ಬ್ರಾಹ್ಮೀಯ ದಕ್ಷಿಣಾ ಪಥದ ರೂಪಾಂತರವಾದ ಮೋಡಿಲಿಪಿಯಲ್ಲಿಯೇ ಬರೆಯಲಾಗುತ್ತಿತ್ತು. ಆದರೆ ಕಳೆದ 150 ವರ್ಷಗಳಲ್ಲಿ ವಾಸ್ತವಿಕವಾಗಿ ಅದರ ಸ್ಥಾನದಲ್ಲಿ ದೇವನಾಗರಿ ಬರುತ್ತದೆ. ಮರಾಠಿ ಮಾತನಾಡುವ ಪ್ರದೇಶಗಳಲ್ಲಿ ದೇವನಾಗರಿಯನ್ನು ಬಾಲವೋಧ ಎಂದು ಕರೆಯಲಾಗುತ್ತದೆ.

ಗುಜರಾತಿ ದೇವನಾಗರಿಯಿಂದ ಹುಟ್ಟಿದುದಾಗಿದೆ. ಅಲ್ಲದೆ ಅದರಲ್ಲಿ ವಣಿಯೋ, ಶರಾಫಿ ಎಂಬ ಭೇದಗಳಿವೆ ಬಿಹಾರಿಯಲ್ಲಿ ತಿಹ್ಹತಿ,ಬೋಜಪುರಿ ಮಗಹಿ ಎಂಬ ಭೇದಗಳಿವೆ. ಪೂರ್ವಹಿಂದಿಯಲ್ಲಿ ಮಹಾಜನಿ, ಮೋಡಿ, ಎಂಬ ಭೇದಗಳಿವೆ. ಕೊಂಕಣಿ ಮೊದಲು ದೇವನಾಗರಿಯಲ್ಲಿ ಬರೆಯುತ್ತಿದ್ದು ಈಚೆಗೆ ಕನ್ನಡ ಅಕ್ಷರಗಳನ್ನು ಉಪಯೋಗಿಸುವರು.

**ಇ> ಕುಟಿಲ :-** ಇತ್ತೀಚಿನ ಬ್ರಾಹ್ಮೀಯ ಕುಟಿಲ ರೂಪವು ಪೂರ್ವ ಉತ್ತರಪ್ರದೇಶ, ಬಿಹಾರ್, ನೇಪಾಳ, ಬಂಗಾಳ ಮತ್ತು ಒರಿಸ್ಸಾಗಳಲ್ಲಿ ಬಳಕೆಯಲ್ಲಿದೆ. ಕುಟಿಲದ ಮೈಥಿಲಿರೂಪ ಮತ್ತು ನೇವಾರಿ ರೂಪಗಳು ಇನ್ನೂ ಅಲ್ಪ ಸ್ವಲ್ಪ ಉಳಿದಿದ್ದರೂ, ಪೂರ್ವ ಉತ್ತರ ಪ್ರದೇಶ,ಬಿಹಾರ್ ಮತ್ತು ನೇಪಾಳಗಳಲ್ಲಿ ವಾಸ್ತವಿಕವಾಗಿ ದೇವನಾಗರಿ ಲಿಪಿ ಅದಕ್ಕೆ ಬದಲಾಗಿ ಬಂದಿದೆ. ಬಂಗಾಳ ಅಸ್ಸಾಮೀಸ್ ಮತ್ತು ಮೈಥಿಲಿಗಳು ನೈಜವಾಗಿ ಒಂದೇ ಲಿಪಿ, ಅದರ ಬೆಳವಣಿಗೆಯೇ ಒರಿಯಾ. ಕ್ರಿ.ಶ 7ನೆಯ ಶತಮಾನದ



ಸಿದ್ದೆ ಮಾತೃಕಾ ಲಿಪಿಯನ್ನು ಪ್ರಿನ್ಸಿಪಲ್ ಮತ್ತು ಪ್ರಿಂಟರ್ ಕುಟಿಲ ಲಿಪಿ ಎಂದು ಕರೆದಿದ್ದಾರೆ. ಬೂಹ್ಲರ್ ಇದನ್ನೇ ದೇವನಾಗರಿ ಎಂದು ಕರೆದಿದ್ದಾನೆ.

ದೇವನಾಗರಿ ಲಿಪಿ ಗುಪ್ತ ಲಿಪಿ ಸಿದ್ದೆಮಾತೃಕಾ ಮೂಲಕ ದೇವನಾಗರಿಯಾಯಿತು. ಲಲಿತ ವಿಸ್ತರದಲ್ಲಿ ನಾಗಲಿಪಿಯ ಉಲ್ಲೇಖವಿದೆ. ನಂದಿನಾಗರವು ದಕ್ಷಿಣ ಭಾರತದಲ್ಲಿ ಕ್ರಿ.ಶ 7-8ನೇ ಶತಾಬ್ದಿಯಲ್ಲಿಯೇ ಕಂಡುಬರುತ್ತದೆ. ಈಗಿನ ದೇವನಾಗರಿಯಲ್ಲಿ ಪ್ರತಿಯೊಂದು ವ್ಯಂಜನದಲ್ಲಿ 'ಅ' ಸನ್ನಿಹಿತವಾಗಿದ್ದರೂ ಪ್ರಪಂಚದಲ್ಲೆಲ್ಲ ಅತ್ಯುತ್ತಮ ಲಿಪಿಯಾಗಿದೆ. ಇದು ಸೆಮಿ-ಸಿಲಬರಿ ಲಿಪಿ 14 ಸ್ವರಗಳು, 34 ಮೂಲವ್ಯಂಜನಗಳು ಇವೆ.

### ಆ) ದಕ್ಷಿಣಾಧ್ಯ ಲಿಪಿ :-

ಕ್ರಿಸ್ತ ಪೂರ್ವದಲ್ಲಿ ಯಾವ ದ್ರಾವಿಡ ಭಾಷೆಯ ಬರವಣಿಗೆಯೂ ಕಂಡುಬಂದಿಲ್ಲ. ದಕ್ಷಿಣಾತ್ಯ ಲಿಪಿಗಳು ಕ್ರಿ.ಶ 4ನೇ ಶತಮಾನದಿಂದ ಕಂಡುಬರುವುವು. ಅಶೋಕನ ದಕ್ಷಿಣ ಬ್ರಾಹ್ಮೀಲಿಪಿಯಿಂದಲೇ ಅನೇಕ ರೂಪಾಂತರಗಳಾಗಿ ಅನೇಕ ಪ್ರಬೇಧಗಳಾಗಿವೆ.

ದಕ್ಷಿಣಾಧ್ಯ ಲಿಪಿಯಲ್ಲಿ ಎರಡು ಪ್ರಧಾನ ವರ್ಗಗಳು ಕಂಡುಬರುತ್ತವೆ.

ಅ) ಕನ್ನಡ-ತೆಲುಗು

ಆ) ತಮಿಳು-ಮಲಯಾಳಂ

ಅ> ಕನ್ನಡ-ತೆಲುಗು :- ತೆಲುಗು ಕನ್ನಡಗಳು ವಾಸ್ತವಿಕವಾಗಿ ದಕ್ಷಿಣ ಬ್ರಾಹ್ಮೀಯ ಒಂದೇ ರೂಪದ ಎರಡು ವಿಧಾನಗಳಾಗಿವೆ. ಬಗ್ನಲ್ ಈ ಲಿಪಿಯ ಅವಸ್ಥೆಗಳನ್ನು ನಾಲ್ಕು ವಿಧವಾಗಿ ತೋರಿಸಿದ್ದಾನೆ.

- ಕ್ರಿ.ಶ ನಾಲ್ಕನೇ ಶತಮಾನದ ವೆಂಗಿಲಿಪಿ
- ಕ್ರಿ.ಶ 5ನೇ ಶತಮಾನದಿಂದ ಪಶ್ಚಿಮ ಚಾಳುಕ್ಯ ಲಿಪಿ
- ಪೂರ್ವಚಾಳುಕ್ಯ
- ಮಧ್ಯ ಕಾಲ - ಕ್ರಿ.ಶ. 1000,1300

ಬೂಹ್ಲರ್ ಸಿದ್ಧಾಂತದಂತೆ

- ಪ್ರಾಚೀನ ಕದಂಬ ಮತ್ತು ಹಳೆಯ ಚಾಳುಕ್ಯ
- ಮಧ್ಯಕಾಲೀನ ಪೂರ್ವ ಮತ್ತು ಪಶ್ಚಿಮ ಬೇಧಗಳು ಕ್ರಿ.ಶ 650-950
- ಹಳಗನ್ನಡ-10ನೇ ಶತಮಾನದಲ್ಲಿ ಪಶ್ಚಿಮದಲ್ಲಿ, ವೆಂಗಿಯಲ್ಲಿ ಕಂಡುಬರುತ್ತದೆ.

ಆ> ತಮಿಳು-ಮಲಯಾಳಂ ಗ್ರಂಥ ಲಿಪಿ :-

ಕ್ರಿ.ಶ ಸು.500 ವೇಳೆಗೆ ತಮಿಳು ಭಾಷೆ ತನ್ನ ಧ್ವನಿ ಸಂಯೋಜನೆಯಲ್ಲಿ ಬಹುಮಟ್ಟಿಗೆ ಸರಳವಾಯಿತು. ಮತ್ತು ಆ ಕಾಲದಲ್ಲಿ ತಮಿಳಿನ ವ್ಯಾಕರಣ ಮತ್ತು ಭಾಷಾಧ್ಯಯನಕ್ಕೆ ಸಂಬಂಧಿಸಿದವರು ಇಂದಿನ ತಮಿಳು ವರ್ಣಮಾಲೆಯನ್ನು ಸರಳಗೊಳಿಸಿದರು. ಹೀಗಾಗಿ ಪ್ರತಿಯೊಂದು ವರ್ಗದಲ್ಲಿಯೂ ಎರಡು, ಮೂರು, ಮತ್ತು ನಾಲ್ಕನೆಯ ಅಕ್ಷರಗಳೂ. ಸಹಜವಾದ ವಿಷ್ಕಂಧಗಳೂ ಇಲ್ಲದೆ ಒಂದು ವಿಶಿಷ್ಟ ರೀತಿಯ ತಮಿಳಿನ ಬರವಣಿಗೆಯಿದೆ. ತಮಿಳರು ಸಂಸ್ಕೃತವನ್ನು ಬರೆಯಲು ಬ್ರಾಹ್ಮೀಯನ್ನೇ ಬಳಸಿದರು. ಮಲಯಾಳಂ ಇದೇ ತಮಿಳು ಗ್ರಂಥದ ವರ್ಗಕ್ಕೆ ಸೇರಿದ್ದು. ಈಗಿನ ಸಿಂಹಳ ವರ್ಣಮಾಲೆಯು ತಮಿಳರು ಆದ್ವಿಪಕ್ಕೆ ಕೊಂಡೊಯ್ದ ಗ್ರಂಥ ಲಿಪಿಯಿಂದ ಜನ್ಯವಾದುದು.

ಇ) ಬೃಹದ್ಭಾರತ ಲಿಪಿ :-

ಭಾರತೀಯ ಲಿಪಿಯ ಪ್ರಾಚ್ಯ ದೇಶಗಳಲ್ಲೂ ಹರಡಿ ರೂಪಾಂತರಗಳನ್ನು ಹೊಂದಿ ಅನೇಕ ಪ್ರಬೇಧಗಳು ಹುಟ್ಟಿಕೊಂಡಿವೆ. ಕಾಂಬೋಡಿಯಾದ ಕೋಣಲಿಪಿ, ಬರ್ಮಾಲಿಪಿ, ಇಂಡೋನೇಷಿಯಾ ಲಿಪಿ, ಥಾಯ್‌ಲ್ಯಾಂಡಿನ ಸಯಾಲಿಪಿ, ಪಶ್ಚಿಮ ಜಾವಾಲಿಪಿ, ಮುಂತಾದ ಲಿಪಿಗಳು ಹುಟ್ಟಿಕೊಂಡಿವೆ. ಟಿಬೆಟಿಯನ್ ರೂಪವೂ ಸಹ ಕಾಶ್ಮೀರದಲ್ಲಿ ಬಳಕೆಯಲ್ಲಿದ್ದ ವರ್ಣಮಾಲೆಯಿಂದ ಕ್ರಿ.ಶ 7ನೇ ಶತಮಾನದಲ್ಲಿ ಭಾರತದಿಂದಲೇ ಉದ್ಭವಿಸಿತು. ಇನ್ನೊಂದು ಹಳೆಯ ಮಣಿಪುರಿ ವರ್ಣಮಾಲೆ.

ಬ್ರಾಹ್ಮೀಯಿಂದ ಜನ್ಯವಾದ ಮೇಲೆ ಹೇಳಿದ ಲಿಪಿಗಳಲ್ಲದೆ ಪರ್ಸೋ ಅರೇಬಿಕ್ ಲಿಪಿಯನ್ನು ಇಂಡಿಯಾ ದೇಶದಲ್ಲಿ ಉರ್ದು, ಕಾಶ್ಮೀರಿ ಮತ್ತು ಸಿಂಧಿಗಳನ್ನು ಬರೆಯಲು ಬಳಸಲಾಗುತ್ತದೆ.

### ಕನ್ನಡ ಲಿಪಿಯ ಬೆಳವಣಿಗೆ (ತೆಲುಗು)

ಕನ್ನಡ ಮತ್ತು ತೆಲುಗು ಲಿಪಿಗಳು ದಕ್ಷಿಣ ಬ್ರಾಹ್ಮೀಯಿಂದ ಹುಟ್ಟಿದ ಲಿಪಿಗಳಾಗಿವೆ. ದಕ್ಷಿಣ ಬ್ರಾಹ್ಮೀಯಿಂದ ಹುಟ್ಟಿದ ಅಕ್ಷರಗಳನ್ನು ಶಾತವಾಹನರ ಸಾಮ್ರಾಜ್ಯದಲ್ಲೆಲ್ಲ ಕ್ರಿ.ಶ. ನಾಲ್ಕನೆಯ ಶತಮಾನದವರೆಗೆ ಕಾಣಬಹುದು. ಶಾತವಾಹನರ ಅನಂತರ ತೆಲುಗು ದೇಶದಲ್ಲಿ ಅಮರಾವತಿ ನಾಗಾರ್ಜುನ ಕೊಂಡ ಇತ್ಯಾದಿ ಭಾಗಗಳಲ್ಲಿ ಇಕ್ವಾಪು ವಂಶದವರೂ, ಕರ್ನಾಟಕದಲ್ಲಿ ಬನವಾಸಿ ಚಂದ್ರವಳ್ಳಿಗಳಲ್ಲಿ ಆಳುತ್ತಿದ್ದ ಚೂಟಿವಂಶದವರೂ ಪಲ್ಲವರೂ, ಕದಂಬರೂ 4ನೇಯ ಶತಮಾನದ ವರೆಗೆ ಒಂದೇ ರೀತಿಯಾದ ಬ್ರಾಹ್ಮೀ ಅಕ್ಷರಗಳನ್ನು ಪಯೋಗಿಸುತ್ತಿದ್ದರು. ಬನವಾಸಿಯ ನಾಗರಕಲ್ಲಿನ ಶಾಸನ, ಮಳವಳ್ಳಿ ಮತ್ತು ಚಂದ್ರವಳ್ಳಿ ಶಾಸನಗಳು ದಕ್ಷಿಣಾತ್ಯ ಗುಹಾಲಿಪಿಯನ್ನು ಅನುಸರಿಸಿವೆ. ಕಾಕುಸ್ಥವರ್ಮನ ಹಲ್ಮಿಡಿ ಮತ್ತು ತಾಳಗುಂದ ಶಾಸನಗಳು ಲಿಪಿಬೇಧಗಳನ್ನು ತೋರಿಸುತ್ತವೆ. ತಾಳಗುಂದದ ಶಾಸನದ ಕಾಲ ಕ್ರಿ.ಶ ಸು 455-70 ಈ ಶಾಸನದಲ್ಲಿ ಅಕ್ಷರಗಳು ದಕ್ಷಿಣಾತ್ಯದ ಬ್ರಾಹ್ಮೀಯ ಪೇಲಿಕಾಶಿರದ ಆಕಾರವಾಗಿದೆ. ಇದರ ನಂತರ ಬರೆಸಿದ ಹಲ್ಮಿಡಿ ಶಾಸನದಲ್ಲಿ ಪೇಲಿಕಾಶಿರ ಹೆಚ್ಚಾಗಿ ಕಂಡುಬರುವುದಿಲ್ಲ. ಇದೇ ಖಾಲದ ಪರುವಿ ಶಾಖೆಯ ಇಮ್ಮಡಿಮಾಧವನ ಪೆನುಕೊಂಡು ಶಾಸನಾಕ್ಷರಗಳಲ್ಲಿ ಪೇಟಿಖಾ ಶಿರವಿಲ್ಲ.

ಪಲ್ಲವರು ಕರ್ನಾಟಕದ ಸಾಡಾಹನಿಹಾರದಿಂದ ಕಂಚಿಗೆ ಹೋದಾಗ ಈ ಲಿಪಿಯನ್ನೇ ತೆಗೆದುಕೊಂಡು ಹೋಗಿ ಆಂಧ್ರ ತಮಿಳು ದೇಶಗಳಲ್ಲಿ ತಮ್ಮ ಪ್ರಾಕೃತ ಶಾಸನಗಳಿಂದ ಪ್ರಚಾರ ಮಾಡಿದರು. ಬನವಾಸಿಗೂ ಇಕ್ವಾಪು ರಾಜಧಾನಿಗೂ ಮತ್ತು ಕಂಚಿಗೂ ಸಂಬಂಧವಿತ್ತು ಮತ್ತು ಶ್ರವಣ ಬೆಳಗೊಳ ನಾನಾ ಭಾಗಗಳಿಂದ ಯಾತ್ರಿಕರನ್ನು ಆಕರ್ಷಿಸುತ್ತಿತ್ತು ಎಂಬುದು ಶಾಸನಗಳಿಂದ ತಿಳಿದು ಬರುತ್ತದೆ. ಆದ್ದರಿಂದ ಕನ್ನಡ ನಾಡಿನ ಲಿಪಿಯೇ ದಕ್ಷಿಣ ಭಾರತದಲ್ಲೆಲ್ಲ ಪ್ರಚಾರವಾಗಿದ್ದಿತ್ತೆಂದು ಹೇಳಬಹುದು.

ಹಲ್ಮಿಡಿ, ಶ್ರವಣ ಬೆಳಗೊಳ ಶಾಸನಗಳಲ್ಲಿ ಕಂಡು ಬರುವ ಪೂರ್ವದ ಹಳಗನ್ನಡ ಭಾಷೆಗೆ ದಕ್ಷಿಣದಲ್ಲಿ ಬೆಳೆದ ಬ್ರಾಹ್ಮೀ ಪ್ರಭೇದವನ್ನು ಉಪಯೋಗಿಸುತ್ತಿದ್ದರು. ಪಲ್ಲವ ಗ್ರಂಥಲಿಪಿ ಕ್ರಿ.ಶ 6ನೇ ಶತಮಾನದಿಂದ ಬೇರೆಯಾದಾಗ ಕನ್ನಡ ತೆಲುಗು ದೇಶದಲ್ಲಿ ಏಕ ರೂಪವಾದ ಲಿಪಿ ಕಂಡು ಬರುತ್ತದೆ.

ಒಂದನೆಯ ಪುಲಕೇಶಿಯ ಬಾದಾಮಿ ಶಾಸನ ಆರನೆಯ ಶತಮಾನದ ಮಧ್ಯಕಾಲೀನ ಲಿಪಿಗೆ ಉದಾಹರಣೆಯಾಗಿದೆ. 7ನೆಯ ಶತಮಾನದ ಆದಿಭಾಗದಲ್ಲಿ ಮಂಗಳೇಶನ ಬಾದಾಮಿ ಮತ್ತು ಮಹಾಕೂಟ ಶಾಸನಗಳು, ಇಮ್ಮಡಿ ಪುಲಕೇಶಿಯ ಐಹೊಳೆ ಶಾಸನ ಸ್ಪಷ್ಟವಾಗಿ ಕನ್ನಡ-ತೆಲುಗು ಅಕ್ಷರಗಳನ್ನು ತೋರಿಸುವುವೆಂದು ಹೇಳಬಹುದು.



ನೃಪತುಂಗನಿಗೆ ಹಿಂದಿನ ಪೂರ್ವದ ಹಳಗನ್ನಡ ಮತ್ತು ಹಳೆಯ ತೆಲುಗು ಶಾಸನಗಳಲ್ಲಿ ಕಂಡುಬರುವ ಬ್ರಾಹ್ಮೀ ಜನ್ಯ ಲಿಪಿಯ ಗುಣಿತಾಕ್ಷರ, ಸಂಯುಕ್ತಾಕ್ಷರಗಳ ಸ್ವರೂಪವನ್ನು ನಾವು ಗುರುತಿಸಬಹುದು.

- ಪ್ರಾಚೀನ ಹಳಗನ್ನಡ ಲಿಪಿಯ ಅಕ್ಷರಗಳಿಗೆ ತಲೆಕಟ್ಟಿ ಇಲ್ಲ.
- ಈಚೀಚೆಗೆ ಅಕ್ಷರಗಳ ಮೇಲ್ಗಡೆ ಸಣ್ಣ ಅಡ್ಡ ಗೀಟು ಕಾಣುತ್ತದೆ.
- ಅನುಸ್ವಾರವನ್ನು ಅನುನಾಸಿಕ ಸಹಿತ ಸಹಿತ ಬರೆಯುತ್ತಿದ್ದರು.
- ಅನುಸ್ವಾರವನ್ನು ಅಕ್ಷರದ ಮೇಲೆ ಚುಕ್ಕೆಯಿಂದ ಗುರ್ತಿಸುತ್ತಿದ್ದರು.
- ಸಜಾತಿಯ ಸಂಯುಕ್ತಾಕ್ಷರಗಳನ್ನು ಬರೆಯುವಾಗ ಅರ್ಕಾವತ್ತನ್ನು ಅಕ್ಷರದ ಮೇಲೆ ತೋರಿಸುತ್ತಿದ್ದರು.
- ರೇಫ್ ಸಂಯುಕ್ತಾಕ್ಷರಗಳನ್ನು ಬರೆಯುವಾಗ ಅರ್ಕಾವತ್ತನ್ನು ಅಕ್ಷರದ ಮೇಲೆ ತೋರಿಸುತ್ತಿದ್ದರು.
- ಜಿಹ್ವಾ ಮಾಲಿಯಕ್ಕೆ ವಜ್ರಾಕೃತಿ(x) ಉಪಾದ್ಯಾನೀಯಕ್ಕೆ (oo) ಗಜ ಕುಂಭಾಕೃತಿ ಚಿನ್ನೆಗಳನ್ನು ಉಪಯೋಗಿಸುತ್ತಿದ್ದರು.
- ಪೂರ್ವದ ಹಳಗನ್ನಡ ಮತ್ತು ತೆಲುಗಿನಲ್ಲಿ ಸಾಮಾನ್ಯವಾಗಿದ್ದ ಅಕ್ಷರಗಳನ್ನು ಈಗ ಒತ್ತಕ್ಷರಗಳಲ್ಲಿ ನೋಡಬಹುದು.
- ಕೆಲವು ಅಕ್ಷರ ಮತ್ತು ಒತ್ತುಗಳು ಹಿಂದೆ ಕನ್ನಡ ಮತ್ತು ತೆಲುಗಿಗೆ ಸಾಮಾನ್ಯವಾಗಿದ್ದರೂ 14ನೆಯ ಶತಮಾನದಿಂದ ಬೇರೆಯಾಗಿ ಕಂಡುಬರುತ್ತದೆ.
- ಸಂಸ್ಕೃತದಲ್ಲಿಲ್ಲದ ಕೆಲವು ಅಕ್ಷರಗಳಿಗೆ ಬೇರೆ ಸಂಜ್ಞೆಗಳಿವೆ. ಉದಾ : ಎ, ಒ, ಕುಳ, ಕ್ಷಳ.
- ಹರಿಹರ ಕೇಶಿರಾಜರು ಶಕಬರೇಫದ ವಿಷಯವಾಗಿ ಉಚ್ಚಾರಣೆಯ ಭೇದ, ಲಿಪಿ ಭೇದ ವೃತ್ತಿಯಿಂ ಚಾಕ್ಷುಷಂ ಪುರಾತನ ಮತದಿಂದ ಎಂದು ಧ್ವನಿಯಲ್ಲಿ ಏಕಾಕಾರವಾಗಿದ್ದರೂ ಕಣ್ಣಿಗೆ ಕಾಣಿಸುವ ಲಿಪಿ ಭೇದದಿಂದ ವಿವಿಧಾಕಾರವಾಗಿದ್ದವೆಂದು ಹೇಳಿದ್ದಾನೆ.

ಸುಮಾರು 7-8ನೇ ಶತಮಾನದವರೆಗೆ ಪ್ಲೀಟ್ ನಿರ್ಧರಿಸಿದ್ದಂತೆ ಶಿಲಾಶಾಸನಗಳನ್ನೇ ತೆಗೆದುಕೊಂಡರೂ ಪ್ರಾಂತಿಕ ವಿಭಾಗಗಳು ಕಂಡುಬರುತ್ತವೆ. ಕೆಲವು ಅಕ್ಷರಗಳನ್ನು ಆಧಾರವಾಗಿಟ್ಟುಕೊಂಡು ಪ್ಲೀಟ್ ತಲಕಾಡು ಗಂಗರ ಪ್ರಾಚೀನ ಶಾಸನಗಳನ್ನೆಲ್ಲ ಕೂಟ ಶಾಸನಗಳೆಂದು ತೀರ್ಮಾನಿಸಿದ್ದನು. ಅತ್ಯಂತ ಪ್ರಾಚೀನ ರೂಪಗಳಲ್ಲಿ ಫ, ಪ, ಫ, ಶ, ಸ ಗಳ ಮೇಲ್ಭಾಗಗಳು ತೆರೆದಿವೆ. ಮೂರು ಭಾಗವುಳ್ಳ 'ಯ' ಕೆಲವು ಸಮಯಗಳಲ್ಲಿ ಸುರುಳಿಯಾಗಿರುತ್ತದೆ. 'ಲ' ಅಕ್ಷರದ ಬಲ ಭಾಗದಲ್ಲಿ ದಂಡವು ಎಡಗಡೆಗಡ ಬಗ್ಗಿರುತ್ತದೆ. 'ಡ' ಅಕ್ಷರದ ಹಿಂಭಾಗ ಗುಂಡಾಗಿರುತ್ತದೆ. 'ಣ' ಸುರುಳಿಯಾಗಿರುವುದಿಲ್ಲ 'ತ' ಮತ್ತು 'ನ' ಕೆಲವು ಸಲ ಸುರುಳಿಯಾಗಿವೆ.

7-8ನೆಯ ಶತಮಾನದಿಂದ 12-13 ಶತಮಾನದವರೆಗೆ ಅ ಈಗಿನ ರೂಪವನ್ನು ಪಡೆಯಿತು. ದ ಅಕ್ಷರದ ಬಾಲ 9ನೇ ಶತಮಾನದಿಂದ ಮೇಲಕ್ಕೆ ಎದ್ದಿರುತ್ತದೆ. 'ಲ' ಬಹಳ ಸುರುಳಿಯಾಗುತ್ತದೆ. ಕೆಲವು ಸಮಯಗಳಲ್ಲಿ ವ್ಯಂಜನದ ಕೆಳಗೆ ಮಾತ್ರೆಯು ಕಂಡುಬರುತ್ತದೆ. ದಂಡರೂಪವಾದ ವಿರಾಮ ಚಿಹ್ನೆಗಳಿವೆ. ಸಂಯುಕ್ತಾಕ್ಷರಗಳಲ್ಲಿ ಎಡಗಡೆಗೆ ತಿರುಗಿದ ಸುರುಳಿ ಹೊಂದಿರುತ್ತವೆ. ಮೊದಲು ಬರುವ 'ಮ' ಮತ್ತು ಕೊನೆಯ 'ಮ್' ಸಣ್ಣಗಿರುತ್ತವೆ. ವಜ್ರಾಕೃತಿಯ ಉಪದ್ಯಾನೀಯ

(x) ಗಜಕುಂಭಾಕಾರದ ಜಿಹ್ವಾಮಾಲಿಯ(oo) ಕಂಡು ಬರುತ್ತದೆ.

ಅಕ್ಷರಗಳು ಬಲಗಡೆಗೆ ಬಗ್ಗಿರುತ್ತವೆ. ಅ ಈ ಓ ಅಕ್ಷರಗಳ ಮೇಲ್ಭಾಗಗಳಲ್ಲಿ ಚಿನ್ನೆಗಳಿವೆ. ರ ಅಕ್ಷರವನ್ನು ಮುಂದಿನ ವ್ಯಂಜನದ ಮೇಲೆ ಬರೆಯುವುದು ಕಂಡು ಬಂದಿದೆ. 'ಮ್' ಎಂಬುದಕ್ಕೆ ಬಿಂದುವನ್ನು ಉಪಯೋಗಿಸಿರುವರು.

ಸುಮಾರು 1,3000 ರ ರಿಂದ ಕನ್ನಡ-ತೆಲುಗು ಲಿಪಿಗಳು ಬೇರೆಬಾಳಲು ಆರಂಭಿಸಿದವು. 'ಚ' ಮೇಲ್ಭಾಗ ತೆರೆದಿರುತ್ತದೆ. 'ಭ' ಹಿಂದೆ ಎರಡು ಭಾಗವಾಗಿದ್ದು ಈ ಸೇರಿಸಲ್ಪಟ್ಟು ಸೇರಿದ ಸ್ಥಾನದಲ್ಲಿ ಕೆಳಗೆ ದಂಡವನ್ನು ಹೊಂದುವುದು. ಹಳೆಯ 'ಧ' ತಲಕಟ್ಟನ್ನು ಬಾಣಾಕಾರವಾಗಿ ಹೊಂದಿತ್ತು. ಈಗ ಅಡ್ಡ ಗೀಟಾಗುವುದು 'ಇ' 'ಈ' ಸುರುಳಿಯಾಗಿದ್ದು ಈ ಒಂದು ಬಾಲವನ್ನು ಹೊಂದಿವೆ. 'ಫ' ಎಂಬುದಕ್ಕೆ ಬಲಭಾಗದಲ್ಲಿ ಸುರುಳಿ ಇರುತ್ತದೆ. 'ಡ ಶ ಕ್ಷ ಗಳು ಹೀಗೆಯೆ ಸುರುಳಿಗಳನ್ನು ಹೊಂದುವುವು. 19ನೆಯ ಶತಮಾನದಲ್ಲಿ ಕಲ್ಲಚ್ಚು ಮುದ್ರಣ ಬಂದ ಮೇಲೆ ಕನ್ನಡ ಲಿಪಿ ಸ್ಪಷ್ಟವಾಗಿ ತೆಲುಗಿನಿಂದ ಪ್ರತ್ಯೇಕವಾಯಿತೆಂದು ಹೇಳಬಹುದು. ಸೀಸದ ಅಕ್ಷರಗಳನ್ನು ಉಪಯೋಗಿಸಿ ಮುದ್ರಣವನ್ನಾರಂಭಿಸಿದ ಮೇಲೆ ಈಗಿನ ಕನ್ನಡ ಲಿಪಿ ಬಂದಿತು.

### ಆಧಾರ ಗ್ರಂಥಗಳು:

1. ಡಾ.ಎಂ.ಚಿದಾನಂದ ಮೂರ್ತಿ (1965), ಡಿ.ವಿ.ಕೆ ಮೂರ್ತಿ-ಕೃಷ್ಣಮೂರ್ತಿ, ಭಾಷಾವಿಜ್ಞಾನದ ಮೂಲ ತತ್ವಗಳು, ಮೈಸೂರು.
2. ಎ.ವಿ.ನರಸಿಂಹಮೂರ್ತಿ,(1975) ಕನ್ನಡಲಿಪಿಯ ಉಗಮ ಮತ್ತು ವಿಕಾಸ, ಕನ್ನಡ ಅಧ್ಯಯನ ಸಂಸ್ಥೆ, ಮೈಸೂರು ವಿಶ್ವವಿದ್ಯಾಲಯ ಮೈಸೂರು.
3. ಶ್ರೀ ಎಂ.ಜಿ ಮಂಜುನಾಥ, (1999) ಶ್ರೀ ಜಿ.ಕೆ ದೇವರಾಜ ಸ್ವಾಮಿ, ಕನ್ನಡ ಲಿಪಿಶಾಸ್ತ್ರ, ಕನ್ನಡ ಸಾಹಿತ್ಯ ಪರಿಷತ್ತು, ಬೆಂಗಳೂರು.
4. ಡಾ.ಎಂ.ಎಂ ಕಲ್ಬುರ್ಗಿ, ಮಾರ್ಗ 1,2,3 ಸಂಪುಟ, ಸ್ವಪ್ನ ಬುಕ್ ಸ್ಟಾಲ್, ಗಾಂಧಿನಗರ ಬೆಂಗಳೂರು.
5. ಶ್ರೀ ತಿರುಮಲ ರಾಮಚಂದ್ರ, (1957), ಮನಲಿಪಿ ಪುಟ್ಟು, ಪೂರ್ವೋತ್ತರಾಲು(ತೆಲುಗು), ವಿಶಾಲಾಂಧ್ರ ಪ್ರಚುರಣಾಲಯಂ, ಬೆಜವಾಡ.
6. ವಿ.ಐ.ಸುಬ್ರಮಣ್ಯಂ(ಸಂ),(1997), ಡ್ರಾವಿಡಿಯನ್ ಎನ್‌ಸೈಕ್ಲೋಪೀಡಿಯಾ ಸಂ2, ಐ.ಎಸ್.ಡಿ.ಎಲ್,ತಿರುವನಂತಪುರಂ
7. ದೇವರಕೊಂಡಾರೆಡ್ಡಿ, ಅಶೋಕ್.ಎನ್ ಚಲವಾದಿ,(2009), ಲಿಪಿಯ ಹುಟ್ಟು ಮತ್ತು ಬೆಳವಣಿಗೆ ಕನ್ನಡ ಪುಸ್ತಕ ಪ್ರಾಧಿಕಾರ, ಕನ್ನಡ ಭವನ, ಬೆಂಗಳೂರು.
8. ಬಿ.ವಿ ಸುಬ್ರಾಯಪ್ಪ,(1987), ಇಂಡಸ್ ಸ್ಪೀಷ್ ವಲ್ಡ್ ಕಲ್ಚರ್, ಬಸವನ ಗುಡಿ, ಬೆಂಗಳೂರು.
9. ಡೇವಿಡ್ ಡಿವಿಂಜರ್, ಹಚಿನ್ ಸನ್ಸ್,(1949), ದಿ ಆಲ್ಪಾಬೇಟ್, ಲಂಡನ್ ಅಂಡ್ ನ್ಯೂಯಾರ್ಕ್.
10. ಡಾ.ಹೆಚ್.ಎಂ ಮಹೇಶ್ವರಯ್ಯ, ದ್ರಾವಿಡ ಭಾಷೆಯ ಲಿಪಿಗಳು(ಲೇಖನಿ),
11. ಡಾ.ಬಸವರಾಜ ಪೋಲಿಸಪಾಟೇಲ,(2003), "ಭಾಷಾ ಸಂಗಮ" (ಸಂ) ಕನ್ನಡ ಅಧ್ಯಯನ ಸಂಸ್ಥೆ, ಗುಲ್ಬರ್ಗಾ ವಿ.ವಿ. ಗುಲ್ಬರ್ಗಾ (ಪು) ಡಾ.ಸಂಗಮೇಶ ಸವದತ್ತಿ ಮಠ, ಅಭಿನಂದನ ಸಮಿತಿ, ಗುಲ್ಬರ್ಗಾ.



## ಕನ್ನಡ ಗಾದೆಗಳು – ಮನುಷ್ಯ ಸ್ವಭಾವದ ವಿಭಿನ್ನ ನೆಲೆಗಳು

ಡಾ.ಎಸ್. ಶಶಿರೇಖಾ

ಕನ್ನಡ ವಿಭಾಗ, ಸರ್ಕಾರಿ ಪ್ರಥಮ ದರ್ಜೆ ಕಾಲೇಜು, ತುಮಕೂರು

ಜನಪದ ಸಾಹಿತ್ಯದಲ್ಲಿ ಗಾದೆಗಳನ್ನು ವೇದಗಳಿಗೆ ಸಮವೆಂದೇ ಹೇಳುತ್ತಾರೆ. ಗಾದೆ ಪ್ರಚಲಿತವಿಲ್ಲದ ದೇಶವಿಲ್ಲ, ಗಾದೆಗಳಿಲ್ಲದ ಭಾಷೆಯಿಲ್ಲ, ಹಾಗೂ ಗಾದೆ ಬಳಸದ ಭಾಷಿಗನಿಲ್ಲವೆಂದೇ ಹೇಳಬಹುದು. ಗಾದೆ ಅನೇಕ ಶತಮಾನಗಳ ಜನರ ಬದುಕಿನ ಅನುಭವಗಳ ಪೂರ್ಣಫಲ. ಕಾಲಕಾಲಕ್ಕೆ ತಕ್ಕಂತೆ ಗಾದೆಗಳು ಮುಂದುವರೆಯುತ್ತವೆ, ಕೆಲವು ಹಾಗೇ ಸ್ವೀಕೃತವಾಗಿ ಬಳಸಲ್ಪಡುತ್ತವೆ, ಮತ್ತೆ ಕೆಲವು ಆಂಶಿಕ ಬದಲಾವಣೆಗೆ ಒಳಗಾಗಿ ಪ್ರಚಲಿತಗೊಳ್ಳುತ್ತವೆ. ದೇಶ, ಕಾಲ, ಭಾಷಿಕ ಸಂದರ್ಭಕ್ಕೆ ತಕ್ಕಂತೆ ಗಾದೆಗಳು ಹೊರಬರುತ್ತವೆ. “ಹತ್ತು ಕಟ್ಟುವ ಕಡೆ ಒಂದು ಮತ್ತು ಕಟ್ಟು” ಎನ್ನುವ ಗಾದೆಯಂತೆ ತಿಳಿಸಬೇಕಾದ ವಿಚಾರದಲ್ಲಿ ಮುತ್ತಿನಂತೆ ಒಂದೊಂದು ಗಾದೆಗಳು ಬಳಕೆಯಾಗಿ ವಿಚಾರಗಳನ್ನು ಸರಿಯಾಗಿ ಅರ್ಥಮಾಡಿಸುತ್ತವೆ. ಭಾಷಾ ಸಂವಹನದಲ್ಲಿ ಅಭಿಪ್ರಾಯ ವಿನಿಮಯದ ತುರ್ತಿನಲ್ಲಿ ಅನೇಕ ಗಾದೆಗಳು ಹೊರಬರುತ್ತವೆ. ಆದ್ದರಿಂದ ಗಾದೆಗಳನ್ನು ಜನಪದ ಅನುಭವಗಳ ಸಾರ ತುಂಬಿದ ಸಮುದ್ರದ ಒಂದೊಂದು ಪರಿಪೂರ್ಣ ಮುತ್ತೆಂದು ಪರಿಭಾವಿಸಬಹುದು.

ಗಾದೆಗಳು ಹುಟ್ಟಿದ ಮತ್ತು ಬಳಕೆಯಾಗುವ ಪರಿಸರ, ದೇಶ, ಮತ್ತು ಜನರ ಸಂಸ್ಕೃತಿಯ ದ್ಯೋತಕವಾದ ದಾಖಲೆಗಳೆಂದು ಗುರುತಿಸಬಹುದು. “ ಆಕಾರದಲ್ಲಿ ವಾಮನನಂತಿದ್ದರೂ ಅರ್ಥದಲ್ಲಿ ತ್ರವಿಕ್ರಮನಂತಿರುವ ಗಾದೆ ಜನಪದ ಜೀವನದ ಸಾರಸರ್ವಸ್ವವನ್ನೆಲ್ಲ ಭಟ್ಟಿ ರೂಪದಲ್ಲಿ ಒಳಗೊಂಡಿರುವ ರಸಘಟ್ಟಿ.”<sup>1</sup> ಎಂಬ ಪ್ರೊ. ಸುಧಾಕರ ಅವರ ಅಭಿಪ್ರಾಯವನ್ನು ಇಲ್ಲಿ ನೆನಪಿಸಿಕೊಳ್ಳಬಹುದು. ಜನರ ಮನಸ್ಸನ್ನು ಉತ್ತಮತೆಯ ಕಡೆಗೆ ಚಲಿಸುವಂತೆ ಮಾಡುವ ಶಕ್ತಿ ಗಾದೆಗಳಿಗಿದೆ. ಸಮಾಜದಲ್ಲಿ ನೀತಿಯುತ ಸೌಹಾರ್ದ ಬದುಕಿಗೆ ಗಾದೆಗಳು ಮಾರ್ಗದರ್ಶಿ ಸೂತ್ರಗಳೆನಿಸಿವೆ. ಸಂಸ್ಕೃತದ ಗಾಥಾ, ಪ್ರಾಕೃತದ ಗಾಹೆ ಶಬ್ದಗಳ ತದ್ಭವ ರೂಪವಾಗಿ ಕನ್ನಡದಲ್ಲಿ ‘ಗಾದೆ’ ಶಬ್ದ ರೂಪಗೊಂಡಿದೆ.

“ಸಂಸ್ಕೃತದ ಲೋಕೋಕ್ತಿ ಹಾಗೂ ಕನ್ನಡದ ನಾಣ್ಣುಡಿ ಗಾದೆಯ ಪ್ರಮುಖ ಲಕ್ಷಣವನ್ನು ಧ್ವನಿಸುವ ಸಮಂಜಸ ಶಬ್ದಗಳಾಗಿವೆ. ಏಕೆಂದರೆ ಲೋಕದಲ್ಲಿ ಪ್ರಚಲಿತವಾಗಿರುವ ಉಕ್ತಿ ನಾಡಿನಲ್ಲಿ ಬಳಕೆಯಲ್ಲಿರುವ ನುಡಿ ಎಂಬುವುಗಳಿಂದ ಸಾರ್ವಜನಿಕ ಅಂಗೀಕಾರದ ಮುದ್ರೆಬಿದ್ದು ಚಲಾವಣೆಯುಳ್ಳ ನಾಣ್ಯವೇ ಗಾದೆ.”<sup>2</sup> ಸಂಕ್ಷಿಪ್ತವಾದ ಗಂಭೀರ ಪ್ರಜ್ಞೆಯಿಂದ ರೂಪುಗೊಂಡಿರುವ ಗಾದೆಗಳು ಗ್ರಹಿಸಲು ಮತ್ತು ನೆನಪಿಟ್ಟುಕೊಂಡು ಬಳಸಲು ಅನುಕೂಲವೆನಿಸುವ ಚೌಕಟ್ಟು ಹೊಂದಿದ್ದು ಚುರುಕಾದ ಚಲನೆಯನ್ನು ಹೊಂದಿರುತ್ತವೆ. ಆದ್ದರಿಂದಲೇ ಲಾರ್ಡ್ ರಸೆಲ್ ‘ಹಲವರ ಜ್ಞಾನ ಮತ್ತು ಒಬ್ಬನ ವಿವೇಕವೇ ಗಾದೆ’ ಎಂದಿದ್ದಾನೆ. ಒಂದು ಸಮುದಾಯದ ಬುದ್ಧಿವಂತಿಕೆ ಅವರ ಜೀವನ ಅನುಭವಗಳು ಗಾದೆಗಳಲ್ಲಿ ಸ್ಪಷ್ಟವಾಗಿ ಮೂರ್ತಗೊಂಡಿವೆ. ಸಮುದಾಯದ ಸಂಸ್ಕೃತಿ ಮತ್ತು ಸಮಷ್ಟಿಪ್ರಜ್ಞೆಯ ಸಾಕ್ಷಿಯಾಗಿ ಗಾದೆಗಳು ಜನ ಸಮುದಾಯದ ಬದುಕನ್ನು ಬಿಂಬಿಸುತ್ತವೆ. ಗಾದೆಗಳ ರಚನಾ ವಿಧಾನ ವಿಶಿಷ್ಟವಾಗಿರುತ್ತದೆ. ಪ್ರಾಸಬದ್ಧವಾಗಿದ್ದು ನೆನಪಿಡಲು ಸುಲಭವಾಗಿರುತ್ತವೆ. ಆದ್ದರಿಂದಲೇ ಇವು ತಲೆಮಾರಿನಿಂದ ತಲೆಮಾರಿಗೆ, ಬಾಯಿಂದ ಬಾಯಿಗೆ ಹರಿದು ಬರುತ್ತವೆ. ಹೀಗೆ ಒಂದು ಪೀಳಿಗೆಯಿಂದ ಮತ್ತೊಂದು ಪೀಳಿಗೆಗೆ ಬಾಯಿಂದ ಬಾಯಿಗೆ ಬರುವಾಗ ಅನೇಕ ಮಾರ್ಪಾಡುಗಳನ್ನು ಹೊಂದುತ್ತಾ ಅರ್ಥಸ್ಪಷ್ಟತೆಯ ಕಡೆಗೆ ಬಂದು ನಿಲ್ಲುತ್ತವೆ.

ಗಾದೆಗಳು ಕಾಲಕ್ಕೆ ತಕ್ಕಂತೆ ಆಂಶಿಕ ಬದಲಾವಣೆಗೊಳ್ಳುತ್ತಾ ಹೊಸದನ್ನು ಸೇರ್ಪಡಿಸಿಕೊಂಡು ಬದಲಾದ ಪರಿಸರಕ್ಕೆ ತಕ್ಕಂತೆ ಕೆಲವನ್ನು ಬಿಟ್ಟುಕೊಂಡು ಮುಂದುವರೆಯುತ್ತವೆ. ಗಾದೆಗಳ ಸೃಷ್ಟಿ ನಿರಂತರ ಹಾಗೂ ಪ್ರಸ್ತುತವಾಗಿ ಸಾಗುತ್ತದೆ. ಆಧುನಿಕ ಸಂದರ್ಭದಲ್ಲಿ `` ಹೆಂಡ್ತಿ ಕರಕೊಂಡು ಬಟ್ಟೆ ಅಂಗಡಿಗೆ ಹೋಗ್ಬೇಡ'', ``ಮಕ್ಕಳನ್ನು ಕರಕೊಂಡು ಮದುವೆಗೆ ಹೋಗ್ಬೇಡ'', ``ಗಂಡನ್ನು ಕರಕೊಂಡು ಜಾತ್ರೆಗೆ ಹೋಗ್ಬೇಡ'' ಎಂಬ ಹೊಸ ಗಾದೆಗಳು ಸೃಷ್ಟಿಯಾಗಿವೆ. ಆಧುನಿಕ ಜಗತ್ತಿನಲ್ಲಿ ಹೊಂದಾಣಿಕೆ ಎಂಬುದು ಬಹಳ ಕಷ್ಟವಾದುದು. ಮನುಷ್ಯರ ಮನಸ್ಥಿತಿಗಳು ಬದಲಾಗಿವೆ. ಆದ ಕಾರಣ ಎಲ್ಲರೂ ಎಲ್ಲ ಕಡೆ ಬರಲು ಇಚ್ಛಿಸುವುದಿಲ್ಲ. ಗಂಡ, ಹೆಂಡತಿ, ಮಕ್ಕಳು ಈ ಮೂವರ ಅಭಿರುಚಿಗಳು ಬೇರೆ ಬೇರೆಯಾಗಿರುತ್ತವೆ. ಒಂದು ಮನಸ್ಥಿತಿಗೆ ತಂದು, ಒಂದು ಸೂತ್ರದಲ್ಲಿ ಎಲ್ಲರನ್ನೂ ಸೇರಿಸುವುದು ಕಷ್ಟ. ಅವರವರ ಅಭಿರುಚಿಯನ್ನು ತಿಳಿದುಕೊಂಡೇ ನಡೆದುಕೊಳ್ಳಬೇಕಾಗುತ್ತದೆ. ಈ ನಿಟ್ಟಿನಲ್ಲಿ ಆಧುನಿಕ ಜನರ ಅಭಿರುಚಿ, ವರ್ತನೆಗಳಿಗೆ ತಕ್ಕಂತೆ ಹೊಸ ಗಾದೆಗಳು ಸೃಷ್ಟಿಯಾಗಿವೆ. ಗಾದೆಗಳು ಮನುಷ್ಯ ಸ್ವಭಾವದ ವಿಭಿನ್ನ ನೆಲೆಗಳನ್ನು ತೋರಿಸುತ್ತದೆ. ಗಂಡು, ಹೆಣ್ಣು, ಯುವಕ, ಯುವತಿ, ಗಂಡ, ಹೆಂಡತಿ, ಮುದುಕ, ಮುದುಕಿ, ತಾಯಿ, ತಂದೆ, ಮಕ್ಕಳು, ಸೋದರ, ಸೋದರಿ, ಅಜ್ಜಿ, ಅಜ್ಜ, ಮೊಮ್ಮಕ್ಕಳು ಅತ್ತೆ, ಸೊಸೆ, ಮಾವ, ಅಳಿಯ, ಎಲ್ಲರ ಸ್ವಭಾವ ಮತ್ತು ವರ್ತನೆಗಳನ್ನು ಹಿನ್ನೆಲೆಯಾಗಿಟ್ಟುಕೊಂಡು ಗಾದೆಗಳು ರೂಪುಗೊಂಡಿವೆ.

ಹತ್ತು ಮಕ್ಕಳ ತಾಯಾದರೂ

ಸತ್ತ ಮಗನ ಮರೆಯುವುದಿಲ್ಲ

ತಾಯನದ ಮಹತ್ವ ತಿಳಿಸುವ ಈ ಗಾದೆ ಎಷ್ಟು ಜನಮಕ್ಕಳಿದ್ದರೂ ತಾಯಿಯ ಪ್ರೇಮ ಮಮಕಾರದಲ್ಲಿ ವ್ಯತ್ಯಾಸವು ಕಾಣುವುದಿಲ್ಲ. ಹೆತ್ತ ಮಗ ಸತ್ತರೂ ಉಳಿದಿರುವ ಮಕ್ಕಳಷ್ಟೇ ಪ್ರೀತಿ ಮನದಲ್ಲಿರುತ್ತದೆ ಎಂದು ತಿಳಿಸುತ್ತದೆ.

ಒಂದು ತಾಯಿಗೋಳಿ ಹತ್ತುಮರಿ ಸಾಕಬಲ್ಲದು

ಹತ್ತು ಮರಿ ಒಂದು ತಾಯಿಗೋಳಿ ಸಾಕಲಾರವು

ಈ ಗಾದೆಯಲ್ಲಿ ಕೋಳಿಯ ನಿರರ್ಶನವನ್ನು ಇಟ್ಟುಕೊಂಡು ಮನುಷ್ಯ ಮಾಡುವ ತಪ್ಪನ್ನು ತಿಳಿಸಲಾಗಿದೆ. ತಾಯಿ ಹೆತ್ತ ಎಲ್ಲ ಮಕ್ಕಳನ್ನು ಸಾಕುತ್ತಾಳೆ. ಅದೇ ಮಕ್ಕಳು ಒಬ್ಬ ತಾಯಿಯನ್ನು ಸಾಕಲು ನಿರಾಕರಿಸುವ ಪರಿಯನ್ನು ಇಲ್ಲಿ ವಿಡಂಬಿಸಿದೆ.

ಅಕ್ಕನ ಮಕ್ಕಳು ಅಂದ್ಲ ಏರೋ ಹೊತ್ತಿಗೆ

ಮತ್ತೊಂದು ಹೆಚ್ಚು ಗೌಡ ಚಾಕರಿ

ಈ ಗಾದೆಯಲ್ಲಿ ಹೆಣ್ಣನ್ನು ದುಡಿಸಿಕೊಳ್ಳುವ ಬಗೆ ಕಾಣಬಹುದು. ತಂಗಿಯ ಫಲವಿಲ್ಲದ ನಿರಂತರ ಚಾಕರಿಯ ಬಗ್ಗೆ ತಿಳಿಸಲಾಗಿದೆ. ದುಡಿವ ಹೆಂಗಸರ ನಿರರ್ಥಕ ಶ್ರಮವನ್ನು ಧ್ವನಿಸಲಾಗಿದೆ.

ಅಜ್ಜಿಗೆ ಅರಿವೆ ಚಿಂತೆ

ಮೊಮ್ಮಗಳಿಗೆ ಮದುವೆ ಚಿಂತೆ





ಅಜ್ಜಿ ಮತ್ತು ಮೊಮ್ಮಗಳನ್ನು ಇಟ್ಟುಕೊಂಡು ಮನುಷ್ಯನ ಆಸೆಗಳು, ಅದಕ್ಕಾಗಿ ಆತ ಪರಿತಪಿಸುವ ಪರಿ ತಿಳಿಸಲಾಗಿದೆ.

ಅಜ್ಜಿಗೆ ಮೊಮ್ಮಗಳು ಕೆಮ್ಮಲು ಕಲಿಸಿದ್ದುಂಗೆ

ಇಲ್ಲಿ ಅಜ್ಜಿ ಅನುಭವಿ, ಮೊಮ್ಮಗಳು ಕಲಿಸಿದಳು ಎಂಬುದರಲ್ಲಿ ಸಮಾಜದಲ್ಲಿ ಎಲ್ಲವೂ ಬಲ್ಲವೆಂದು ಬೀಗುವ ಮಂದಿಯ ಸ್ವಭಾವವನ್ನು ವಿಡಂಬಿಸಿದೆ.

ಇಟ್ಟೊಂಡೋಳು ಇರೋತನಕ

ಕಟ್ಟೊಂಡೋಳು ಕಡೆತನಕ

ಇಲ್ಲಿ ಸಮಾಜದಲ್ಲಿ ನಡವ ಅನೀತಿಯನ್ನು ತಡೆಯಲು ಹಾಗೂ ಹೆಂಡತಿಯನ್ನು ಬಿಟ್ಟು ಬೇರೊಂದು ಬಯಸುವ ವ್ಯಕ್ತಿಗೆ ವಾಸ್ತವದ ಅರಿವು ಮೂಡಿಸುವ ಪ್ರಯತ್ನವಿದೆ.

ಸಂತೆ ಸೂಳೆ ನೆಚ್ಚಿ

ಮನೆ ಹೆಂಡ್ರು ಬಿಟ್ಟು

ಇಲ್ಲಿ ನೀತಿಗೆಟ್ಟ ಸಂಸಾರಿಯ ನಿದರ್ಶನವಿಟ್ಟುಕೊಂಡು ಸಮಾಜವನ್ನು ತಿದ್ದುವ ಪ್ರಯತ್ನವಿದೆ.

ಕುಟುಕೊ ಮಳೆ ಬೇಡ

ಲೊಟಕೊ ಹೆಂಡ್ರು ಬೇಡ

ಮನೆಯಲ್ಲಿ ಹೆಣ್ಣು ಹೇಗಿರಬೇಕೆಂಬ ಸೂಚನೆ ಇದೆ. ಕುಟುಕುವ ಮಳೆಯಿಂದ ಆಗುವ ಪ್ರಯೋಜನಕ್ಕಿಂತ ಅನಾನುಕೂಲವೇ ಹೆಚ್ಚು. ಪ್ರೀತಿ ಇಲ್ಲದ ಲೊಟಕೊ ಹೆಂಡತಿ ಕೂಡ ಆಗಿಯೇ.. ಎಂಬ ಧ್ವನಿ ಇದೆ.

ಪಗಡೆ ಆಡಿ ಪಾಂಡವರು ಕೆಟ್ಟರು

ಕವಡೆ ಆಡಿ ಹೆಣ್ಣುಕಳು ಕೆಟ್ಟರು

ಇಸ್ಪೀಟಾಡಿ ಇದ್ದಬದೋರು ಕೆಟ್ಟರು

ಇದೊಂದು ಆಧುನಿಕ ಕಾಲಕ್ಕೆ ಬದಲಾಗಿರುವ ಗಾದೆ. ಚಟಗಳು ಮನುಷ್ಯನನ್ನು ಹಾಳು ಮಾಡುವ ಪರಿ ತಿಳಿಸಲಾಗಿದೆ.

ಅತ್ತೆ ಒಡೆದದ್ದು ಹಳೆ ಮಡಿಕೆ

ಸೊಸೆ ಒಡೆದದ್ದು ಹೊಸ ಮಡಿಕೆ

ಈ ಗಾದೆಯಲ್ಲಿ ಅತ್ತೆ ಮತ್ತು ಸೊಸೆಯ ಸ್ವಭಾವದ ಚಿತ್ರಣವಿದೆ. ಈ ಎರಡೂ ಮೇಲುನೋಟಕ್ಕೆ ವಿರುದ್ಧ ಸ್ವಭಾವಗಳೆನಿಸಿದರೂ ಇಬ್ಬರ ಗುಣ ಮತ್ತು ಕೆಲಸ ಒಂದೇ. ಇಬ್ಬರೂ ಒಡೆಯುವ ಪ್ರಕ್ರಿಯೆಯಲ್ಲಿರುತ್ತಾರೆ.



ಅಳಿಯನ ಅರಮನೇಲಿರೋದ್ದಿಂತ

ಮಗನ ಕಿರುಮನೇಲಿರದು ಲೇಸು

ಈ ಗಾದೆಯಲ್ಲಿ ಅಳಿಯ - ಮಗ, ಅರಮನೆ-ಕಿರುಮನೆ ಬಳಸಿ ಜೀವನಕ್ಕೆ ಬೇಕಾಗಿರುವ ನೆಮ್ಮದಿ, ಇರುವುದರಲ್ಲಿ ತೃಪ್ತಿ ಪಡಬೇಕೆಂಬುದನ್ನು ಹಾಗೂ ಸ್ವಾಭಿಮಾನವನ್ನು ತಿಳಿಸಲಾಗಿದೆ.

ಅಂಗಿ ಮೇಲಂಗಿ ತರವ?

ಹೆಂಡ್ತು ಮೇಲೆ ಸೂಳೆ ತರವ

ಈ ಗಾದೆಯಲ್ಲಿ ಸರಳ ಮಾತಿನಲ್ಲಿ ಪುರುಷನನ್ನು ತಿದ್ದುವ ಪ್ರಯತ್ನವಿದೆ. ಹೆಣ್ಣು ಸಹನಾಮಯಿ ಮಾತ್ರವಲ್ಲ, ಬುದ್ಧಿವಂತೆ ಎಂಬುದು ಸ್ಪಷ್ಟವಾಗುತ್ತದೆ.

ಮಾಡೋನಿಗೆ ಮಡಕೆ ಚಿಂತೆ

ಮಾಡದೋನಿಗೆ ಕುಡಿಕೆ ಚಿಂತೆ

ಕಷ್ಟಪಟ್ಟು ದುಡಿವವನಿಗೆ ಹಸಿವಾದಾಗ ಅನ್ನದ ನೆನಪಾಗುತ್ತದೆ. ಆತನ ಜೀವನ ಅಷ್ಟೇ ಸರಳ ಕೂಡ. ಆದರೆ ಶ್ರಮದ ಬೆಲೆ ತಿಳಿಯದವನು ಅನ್ಯ ಮೂಲಗಳ ಸಂಪತ್ತಿಗೆ ಆಸೆ ಮಾಡಿಕೊಂಡು ಬದುಕುತ್ತಾನೆ. ಇಲ್ಲಿ ಮನುಷ್ಯನ ಲೋಭ ಧ್ವನಿತವಾಗಿದೆ.

ಹೊರೆ ಕದ್ದೋನು ಜಾಕೊಂಡ

ಹಿಡಿ ಕದ್ದೋನು ಸಿಕ್ಕೊಂಡ

ಕದಿಯುವ ಆಲೋಚನೆ ಅಪಾಯಕಾರಿ, ಎಷ್ಟೇ ಚಿಕ್ಕದಾದರೂ ಕಳ್ಳತನ ಮಾಡಬಾರದೆಂದು ಎಚ್ಚರಿಸುವ ಈ ಗಾದೆ ಕಳ್ಳನ ಮೇಲಿರುವ ತೂಗು ಕತ್ತಿಯ ಬಗ್ಗೆ ತಿಳಿಸುತ್ತದೆ.

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## ಕಿರುತೆರೆ ಮಾಧ್ಯಮ ಒಂದು ಅವಲೋಕನ

ಶ್ರೀಮತಿ ಶಕುಂತಲ. ಸಿ.ವಿ.

ಸಹಾಯಕ ಪ್ರಾಧ್ಯಾಪಕರು,

ಶ್ರೀ ಸಿದ್ದಗಂಗಾ ಮಹಿಳಾ ಕಲಾ, ವಿಜ್ಞಾನ ಮತ್ತು ವಾಣಿಜ್ಯ ಕಾಲೇಜು, ತುಮಕೂರು

ದೂರದರ್ಶನ ಕೇವಲ ಮನರಂಜನೆಯ ಸಾಧನವಲ್ಲ, ದೃಶ್ಯ ಮಾಧ್ಯಮವೆಂಬ ಮಿತ ವಿವರಣೆಗೊಳಪಡುವ ಸ್ಥಿತಿಯಲ್ಲಿ ಇಲ್ಲವೇ ಇಲ್ಲ. ಜಗತ್ತಿನ ಮೂಲೆಮೂಲೆಯ ಸುದ್ದಿಗಳನ್ನು ಸ್ಪೋಟದಂತೆ ಕುಳಿತಲ್ಲಿಯೇ ಮನೆ ಮನೆಗೆ ಶರವೇಗದಲ್ಲಿ ತಲುಪಿಸುವ ಸಾಮಾಜಿಕ ಜವಾಬ್ದಾರಿಯನ್ನು ನಿರ್ವಹಿಸುತ್ತದೆ. ಸಮಾಜದ ಓರೆ-ಕೋರೆಗಳನ್ನು ತಿದ್ದುವ ಭ್ರಷ್ಟರಿಗೆ ಸಿಂಹಸ್ವಪ್ನವಾಗಿ ಕಾಡುವ ಲೈಂಗಿಕತೆಯ ಕಪಿಮುಷ್ಟಿಗೆ ಸಿಲುಕಿರುವ ಹೆಣ್ಣು ಮಕ್ಕಳಿಗೆ ದಾರಿದೀಪವಾಗಿ ಕೆಲಸ ನಿರ್ವಹಿಸುತ್ತವೆ. ಸಾಮಾಜಿಕ ಜವಾಬ್ದಾರಿ ಎಂದರೆ ಅದೊಂದು ಸರಳ ಮತ್ತು ಆಕರ್ಷಕ ನುಡಿಗಟ್ಟಲ್ಲ. ಎಲ್ಲಾ ವಲಯಗಳಲ್ಲೂ ಅನೇಕ ಸಮಸ್ಯೆಗಳು ಇದ್ದೇ ಇರುತ್ತವೆ.

ಜೀವಸಂಕುಲದ ಪ್ರತಿಯೊಂದು ಜೀವಿಯು ತನ್ನ ಬಯಕೆಗಳನ್ನು ತನ್ನದೇ ಸಂಕೇತದಲ್ಲಿ ವ್ಯಕ್ತಪಡಿಸುತ್ತದೆ. ಭಾವನೆಗಳನ್ನು ವಿನಿಮಯ ಮಾಡಿಕೊಳ್ಳಲು ಮಾಧ್ಯಮವಾಗಿ ಭಾಷೆ' ಯನ್ನು ಕಾಣಬಹುದು. ಮನುಷ್ಯನಿಗೆ ತನ್ನೆಲ್ಲ ವಿಚಾರಗಳನ್ನು ಹೇಳಲು, ಸಹಾಯ ಮಾಡಲು ಸಮೂಹ ಮಾಧ್ಯಮಗಳು" ಪ್ರಮುಖ ಪಾತ್ರವನ್ನು ವಹಿಸುತ್ತವೆ. ನಮ್ಮ ಸಂವಿಧಾನದ 4ನೇ ಅಂಗವಾಗಿ ಸಮೂಹ ಮಾಧ್ಯಮಗಳನ್ನು ಪರಿಗಣಿಸುವುದು ಗಮನಾರ್ಹ. ರೇಡಿಯೋ, ಪತ್ರಿಕೆ, ನಿಯತಕಾಲಿಕೆ, ದೂರದರ್ಶನ ಮುಂತಾದವು. ದೂರದರ್ಶನದ ಮುಖಾಂತರ ಜಗತ್ತಿನ ಯಾವುದೇ ಮೂಲೆಯಲ್ಲಿ ನಡೆಯುತ್ತಿರುವ ಘಟನೆಗಳನ್ನು ಕ್ಷಣಾರ್ಧದಲ್ಲಿ ಪಡೆಯಲು ಸಹಕಾರಿಯಾಗಿದೆ. ದೃಶ್ಯ ಹಾಗೂ ಶ್ರವ್ಯ ಎರಡೂ ಇರುವುದರಿಂದ ಪತ್ರಿಕೆಗಳಿಗಿಂತ ದೂರದರ್ಶನವು ಹೆಚ್ಚು ಜನಪ್ರಿಯತೆಯನ್ನು ಹೊಂದಿದೆ. ಹಾಗೆಯೇ ಪ್ರಸಾರ ಮಾಡುವ ವಿಷಯಗಳು ಸಾರ್ವತ್ರಿಕವಾಗಿರುತ್ತವೆ. ಯಾವುದೇ ಲಿಂಗ, ಜಾತಿ, ಧರ್ಮ, ಮತ ಭೇದವನ್ನು ಪರಿಗಣಿಸದೇ ಒಟ್ಟಾರೆ ಸಮುದಾಯವನ್ನು ಗಮನದಲ್ಲಿಟ್ಟುಕೊಂಡು ಕೆಲಸ ಮಾಡುತ್ತದೆ. ಕಾಲಕಾಲಕ್ಕೆ ತಂತ್ರಜ್ಞಾನವನ್ನು ಬಳಸಿಕೊಳ್ಳುವುದು ಅನಿವಾರ್ಯ. ಉನ್ನತ ಮೌಲ್ಯಗಳನ್ನು ಅಳವಡಿಸಿಕೊಂಡು ಕೋಟ್ಯಾಂತರ ಜನರ ಸಂಪರ್ಕ ಸಾಧನವಾಗಿದೆ.



ಕಿರುತೆರೆಯ ಇತ್ತೀಚಿನ ದಾರವಾಹಿಗಳಲ್ಲಿ ದ್ವೇಷ, ರೋಷ ವೇಷ ಹೆಚ್ಚಿಗೆ ಕಾಣಿಸುತ್ತಿವೆ. ಅತ್ತೆ-ಸೊಸೆ ಜಗಳ, ಅಕ್ಕ-ತಂಗಿ, ಗಂಡ-ಹೆಂಡತಿ, ಪ್ರೇಯಸಿ, ಬಾಸ್-ಕೆಲಸಗಾರ ಪ್ರತಿಯೊಬ್ಬರಲ್ಲೂ ವೈರಿಗಳ ಕಾಟ ಇವೇ ತುಂಬಿ ಹೋಗಿವೆ. ನಿಜವಾಗಿಯೂ ದಾರವಾಹಿಗಳನ್ನು ನಿಯಂತ್ರಿಸುವ ಅಸ್ತ, ಬೇಕಿದೆ. ಅನಗತ್ಯ ವೈಭವೀಕರಣ ಅಂದರೆ ಯಾರು ನಾಯಕ, ಕಳನಾಯಕ ಗೊತ್ತೆ ಆಗದಷ್ಟು ಗೊಂದಲಗಳು ಇವೆ. ಸಾಕಷ್ಟು ಪ್ರಮಾಣದಲ್ಲಿ ಪಾತ್ರದಾರಿಗಳು ಬದಲಾಗುವುದರಿಂದ ಮೆಗಾ ದಾರವಾಹಿಗಳಾಗಿರುವುದರಿಂದ ಸಂಕಷ್ಟ ತಪ್ಪಿದ್ದಲ್ಲ.

ದೂರದರ್ಶನ ಕೇಂದ್ರವು ರಾಷ್ಟ್ರೀಯ ಸುದ್ದಿವಾಹಿನಿಯಾಗಿದ್ದರಿಂದ ಜನರ ಆಶೋತ್ತರಗಳಿಗೆ ತಕ್ಕಂತೆ ಮೂಡಿಬಂದು ಕಾಲಾನುಸಾರ ಬದಲಾಗುತ್ತಿರುವುದು ವಿಶೇಷ. ಆನಂತರ ಖಾಸಗಿ ವಾಹಿನಿಗಳಿಗೆ ಅವಕಾಶ ನೀಡಿದ್ದರಿಂದ ನೂರಾರು ಚಾನಲ್‌ಗಳು ಬಂದಿವೆ. ಅವುಗಳಲ್ಲಿ ಸುವರ್ಣ, ರಿಝೀ ಕನ್ನಡ, ಉದಯ, ಕಲ್ಪರ್ಸ್, ಕಸ್ತೂರಿ, ಪಬ್ಲಿಕ್, ಸಮಯ ನ್ಯೂಸ್, ರಾಜ್ ಟಿ.ವಿ., ಟಿವಿ-9, ಈ ಟಿವಿ ಮುಖ್ಯವಾದವು.

ಖಾಸಗಿ ವಾಹಿನಿಯಲ್ಲಿ ಕಲೆ, ಸಾಹಿತ್ಯ, ಹಾಸ್ಯ, ಸಂಗೀತ, ನೃತ್ಯ, ದಾರವಾಹಿ, ಸಿನಿಮಾ, ನಾಟಕ, ಕ್ರೀಡೆ, ಮಾಹಿತಿ ಮುಂತಾದ ವೈವಿಧ್ಯಮಯ ಕಾರ್ಯಕ್ರಮಗಳನ್ನು ಬಿತ್ತರಿಸುತ್ತಿದ್ದರೂ ಪೈಪೋಟಿ ಸವಾಲುಗಳು ಸದಾ ಇದ್ದೇ ಇರುತ್ತದೆ. ಹಾಗೆಯೇ ಜನತೆಯ ಮನಸ್ಸಿನಲ್ಲಿ ಕಾರ್ಯಕ್ರಮ ಇಷ್ಟವಾದರೆ ಏಕೆ ಇಷ್ಟವಾಯಿತು, ಇಲ್ಲದಿದ್ದರೆ ಏಕೆ ಇಷ್ಟವಾಗಲಿಲ್ಲ ಎಂಬುದನ್ನು ದೂರದರ್ಶನವಾಹಿನಿಯು ಅರಿತುಕೊಂಡು ಸರಿಯಾದ ವೇಳಾಪಟ್ಟಿ ಕ್ಷಣ ಕ್ಷಣಕ್ಕೂ ಹೊಸ ಹೊಸ ಸುದ್ದಿಗಳನ್ನು ಬಿತ್ತರಿಸುತ್ತಾ, ಜನಮನ್ನಣೆ ಗಳಿಸಬೇಕು.

ಕಿರುತೆರೆಯನ್ನು ಮಾಯಾ ಪೆಟ್ಟಿಗೆ, ಸೋಮಾರಿಪೆಟ್ಟಿಗೆ ಎನ್ನುವವರೂ ಇದ್ದಾರೆ. ಇದರಲ್ಲಿ ಅನುಕೂಲತೆಗಳೂ ಇವೆ, ಅನಾನುಕೂಲತೆಗಳೂ ಇವೆ. ಇಂದು ಪ್ರತಿ ಮನೆಯಲ್ಲೂ ಸಹ ಟಿ.ವಿ. ಜನಪ್ರಿಯ ಮಾಧ್ಯಮವಾಗಿದ್ದು, ದಿನದ 24 ಗಂಟೆಗಳು, ವೈವಿಧ್ಯಮಯ ಕಾರ್ಯಕ್ರಮಗಳು ಪ್ರಸಾರವಾಗುತ್ತಲೇ ಇರುತ್ತವೆ. ಪ್ರಸ್ತುತ ಸಮಾಜದ ಮೇಲೆ ಕಿರುತೆರೆಯಲ್ಲಿ ಮೂಡಿಬರುವ ಧಾರವಾಹಿಗಳ ಪ್ರಭಾವ ಹೆಚ್ಚುತ್ತಿರುವುದು ಸರಿಯಷ್ಟೆ. ಕೆಲವು ಧಾರವಾಹಿಗಳ ಕಥೆಯಲ್ಲಿ ನೈತಿಕ ಮೌಲ್ಯಗಳು, ಆದರ್ಶಗಳು ಮಾನವೀಯ ಗುಣಗಳನ್ನು ಅರ್ಥಪೂರ್ಣವಾಗಿ ಬಿಂಬಿಸುವಂಥ ಕೆಲಸವನ್ನು ದೂರದರ್ಶನಗಳು ಮಾಡುತ್ತಿವೆ. ಉದಾಹರಣೆಗೆ ಈ.ಟಿ.ವಿ. ಯಲ್ಲಿ ಈಗಾಗಲೇ ಪ್ರಸಾರಗೊಂಡಿದ್ದ ಟಿ.ಎನ್. ಸೀತಾರಾಂರವರ ಮಾಯಾಮೃಗ, ಮನ್ವಂತರ, ಮುಕ್ತ ಮುಕ್ತ ಇವು ಸಮಾಜದಲ್ಲಿರುವ ಹಲವು ಮುಖಗಳನ್ನು ಪಾತ್ರಗಳ ಮೂಲಕ ತೋರಿಸುವ ಪ್ರಯತ್ನ ಬಹಳ



ವಿಶೇಷವೇ ಆಗಿದೆ. ಇಲ್ಲಿ ಸಮಾಜದ ಎರಡು ಮುಖಗಳನ್ನು, ಮೆಚ್ಚುಗೆಯನ್ನು ಅತ್ಯದ್ಭುತವಾಗಿ ವಿಶೇಷ ರೂಪದಿಂದ ತೋರ್ಪಡಿಸಿದ್ದಾರೆ. ಕೆಲವು ಧಾರವಾಹಿಗಳಲ್ಲಿ ಮನುಷ್ಯ ಸಮಾಜಕ್ಕೆ ಮಾರಕವಾದಂತಹ ದೃಶ್ಯಗಳನ್ನು ಹಾಗೂ ಯುವ ಜನತೆ ಹಲವು ದುಶ್ಚಟಗಳಿಗೆ ಗಳಗಾಗುವ ಅನೇಕ ರೀತಿಯ ಮಾರ್ಗಗಳನ್ನು ತೋರಿಸುವ ಕೆಲಸ ನಡೆಯುತ್ತಿದೆ. ಯುವಕರಲ್ಲಿ ನೈತಿಕ ಮಟ್ಟ ಕುಸಿಯಬಾರದು. ನಮ್ಮ ದೇಶದಲ್ಲಿ ಯುವಕರ ಸಂಖ್ಯೆ ಏನೂ ಕಡಿಮೆ ಇಲ್ಲ. ಇಂದಿನ ಯುವಕರೇ ಮುಂದಿನ ನಾಗರಿಕರು, ದೇಶ ಕಟ್ಟುವವರು, ಸದೃಢ, ಸುಶೀಲ, ವಿವೇಕಿಗಳಾದ ಯುವಜನತೆಯನ್ನು ಸೃಷ್ಟಿಸುವಂತೆ ಕಾರ್ಯಕ್ರಮಗಳು ಮೂಡಿಬರಬೇಕು.

ಕಿರುತೆರೆಯಲ್ಲಿ ಒಂದು ಪಾತ್ರ ನಿರ್ವಹಿಸುವುದು ಒಂದು ಸವಾಲೇ ಸರಿ. ತನ್ನ ಕಲಾ ಪ್ರತಿಭೆಯಿಂದ ಜನರ ಜನಸ್ಸನ್ನು ಸೆಳೆಯುವುದು ಬಹಳ ಕಷ್ಟದ ವಿಚಾರವಾಗಿದೆ. ಪಾತ್ರಕ್ಕೆ ನ್ಯಾಯ ಸಲ್ಲಿಸುವುದು ಅಗತ್ಯ ಹಾಗೂ ಅನಿವಾರ್ಯವಾಗಿರುತ್ತದೆ. ಕಿರುತೆರೆಯ ಪ್ರತಿಯೊಂದು ಪಾತ್ರಕ್ಕೂ ಹೋರಾಟ ಎಂಬುದು ಇದ್ದೇ ಇರುತ್ತದೆ. ವೃತ್ತಿ ಜೀವನ ಸ್ಥಿರವಾಗಿರದೇ ಅನಿಶ್ಚಿತತೆ ಕಾಡುತ್ತಿರುತ್ತದೆ.

ಹೆಣ್ಣಿನಲ್ಲಿ ಅನೇಕ ಮುಖಗಳಿದ್ದು, ಪ್ರತಿಬಾರಿ ಹಿತವಾದ ತಂಗಾಳಿಯಲ್ಲ, ಆಕೆ ಬಿರುಗಾಳಿಯಾದ ಉದಾಹರಣೆಗಳೂ ಇದೆ. ಜುಳುಜುಳು ನಿನಾದವೂ ಹೌದು, ಅಬ್ಬರದ ಅಲೆಯೂ ಹೌದು, ಹೆಣ್ಣು ಪೂಜ್ಯಳು ನಿಜ, ಕದಡಿದರೆ ಕಾಳಿಯು ಹೌದು. ಇವೆಲ್ಲ ಸಾರ್ವಕಾಲಿಕ ಸತ್ಯವನ್ನು ಕಿರುತೆರೆಯಲ್ಲಿ ಹಿಡಿದಿಡುತ್ತಾರೆ. ಮತ್ತೆ ಮತ್ತೆ ಪ್ರಶ್ನೆಯಾಗಿ ಕಾಡುತ್ತಲೇ ಇರುತ್ತಾರೆ. ಹೆಣ್ಣಿಗೆ ಹೆಣ್ಣೇ ಶತ್ರು ಎಂಬ ಮಾತು ಸತ್ಯವಾದಂತೆ ಕೆಲವುಸಲ ಗೋಚರಿಸುತ್ತದೆ. ಕಾಲಕ್ರಮೇಣ ಹೆಣ್ಣುಮಗಳ ಬುದ್ಧಿವಂತಿಕೆ, ಜಾಣ್ಮೆ, ತಾಳ್ಮೆ, ಸಹಾನುಭೂತಿ ಮನೋಭಾವ ಮನೆಯ ಎಲ್ಲಾ ಸದಸ್ಯರನ್ನು ಪ್ರೀತಿಯಿಂದ ಕಾಣುವ ಹೆಣ್ಣಿನ ಮನಸ್ಸು ಎಲ್ಲರಿಗೂ ಅಚ್ಚುಮೆಚ್ಚಾಗಿದೆ.

ಜಾಹಿರಾತು ಮಾಧ್ಯಮಗಳಿಗೆ ಯಾವುದೇ ವಸ್ತು, ಉತ್ಪನ್ನ, ವಿಚಾರ, ಆಲೋಚನೆ, ಸೇವಾ ಸೌಲಭ್ಯ, ಮಾರಾಟದ ವೃದ್ಧಿ, ಜಾಹಿರಾತಿನ ಪ್ರಮ ಉದ್ದೇಶ. ಆದರೆ ಇಂದು ದೂರದರ್ಶನವು ಅನೇಕ ಹಿಂಸಾತ್ಮಕ ಮತ್ತು ಆಕ್ರಮಣಕಾರಿ ವರ್ತನೆಗಳು ಸೂಕ್ಷ್ಮ ಮನಸ್ಸಿನ ಮಕ್ಕಳ ಮೇಲೆ ಕೆಟ್ಟ ಪರಿಣಾಮ ಬೀರುತ್ತಿದೆ. ಜಾಹಿರಾತ ಮಹಾ ಉದ್ಯಮವಾಗಿದ್ದು, ನೋಡಿದ ಜಾಹಿರಾತಿನಲ್ಲಿ ಇರುವುದೆಲ್ಲಾ ಬೇಕು ಎನ್ನುತ್ತಾರೆ. ಉದಾಹರಣೆಗೆ ಸೋಪು, ಶಾಂಪು, ಪೇಸ್, ಸಿಹಿ ತಿನಿಸುಗಳು ಇತ್ಯಾದಿ. ವಾರ್ಷಿಕವಾಗಿ ಆದಾಯವು ಕೋಟಿಗಟ್ಟಲೆ ವ್ಯವಹಾರ ನಡೆಸುತ್ತಿದೆ. ಜಾಹಿರಾತಿನ ಮೂಲಕ ಸ್ಪರ್ಧೆಗೆ ಒತ್ತು ನೀಡುತ್ತದೆ. ಜಾಹಿರಾತು ಮಾರಾಟ ವೆಚ್ಚವನ್ನು ತಗ್ಗಿಸುತ್ತದೆ, ಬೇಡಿಕೆಯನ್ನು ಹಿಗ್ಗಿಸುತ್ತದೆ. ಜಾಹಿರಾತು ಪತ್ರಿಕಾ ಸ್ವಾತಂತ್ರ್ಯವನ್ನು ಉತ್ತೇಜಿಸುತ್ತದೆ. ಇವು ಸಮಾಜದ ಅವಿಭಾಜ್ಯ ಅಂಗ.

ನ್ಯಾಷನಲ್ ಜಿಯಾಗ್ರಫಿ ಚಾನಲ್ ಮೂಲಕ ಬೇರೆ ಬೇರೆ ದೇಶದ ಅತ್ಯಂತ ವಿಶೇಷವಾದ ಹಲವು ಜೀವ ವೈವಿಧ್ಯದ, ಅಪರೂಪದ ದೃಶ್ಯ ಹಾಗೂ ಮಾಹಿತಿಗಳನ್ನು ಪಡೆಯಬಹುದು.



ಇತ್ತೀಚೆಗೆ ಜ್ಯೋತಿಷ್ಯ ಕಾರ್ಯಕ್ರಮಗಳು ಮೂಢನಂಬಿಕೆಗಳಿಗೆ ಪುಷ್ಟಿಕೊಡುವಂಥದಾಗಿದೆ. ಕ್ರೈಂ ಡೈರಿ, ವಾರಂಟ್ ಕಾರ್ಯಕ್ರಮಗಳು ನೋಡುಗರನ್ನು ಮುಜುಗರಕ್ಕೀಡುಮಾಡಿ ಸಮಾಜದ ಸ್ವಾಸ್ಥ್ಯ ಹದಗೆಡುತ್ತಿದೆಯೇನೋ ಎಂದು ಅನಿಸುತ್ತದೆ.

ರಿಯಾಲಿಟಿ ಷೋ ಇವು ನಮ್ಮವಲ್ಲ, ಪಾಶ್ಚಾತ್ಯರ ಕಲ್ಪನೆ. ಅಂದರೆ ನಿಜ ಸತ್ಯ ದೃಶ್ಯಗಳು. ಆದರೆ ಇಂದು ಕೆಟ್ಟಪರಿಣಾಮ ಬೀರುತ್ತಲಿವೆ ಎಂಬ ಕೂಗು ಕೇಳಿಬರುತ್ತದೆ. ಸಮಾಜ, ಶಾಲಾ ಮಕ್ಕಳ ಮೇಲೆ, ಪರೀಕ್ಷೆ ಮೇಲೆ, ಕುಟುಂಬಗಳ ಮೇಲೆ, ಆರೋಗ್ಯದ ಮೇಲೆ, ಭಾಷೆಯ ಮೇಲೆ, ಪ್ರತಿಭೆಯ ಮೇಲೆ, ಸ್ಪರ್ಧಿಗಳ ಮೇಲೆ ದುಷ್ಪರಿಣಾಮ ಬೀರುತ್ತಿವೆ. ಇದು ತಪ್ಪಿ ದೇಶದ ಅಭಿವೃದ್ಧಿಗೆ ಪೂರಕವಾದ ಕಾರ್ಯಕ್ರಮಗಳು ರೂಪಿಸಬೇಕು. ಟಿ.ಆರ್.ಪಿ. ಎಂಬುದು ಹೆಚ್ಚಿನ ಪ್ರೇಕ್ಷಕರನ್ನು ಹೊಂದಿದ್ದಾರೆ ಎಂಬುದನ್ನು ತಿಳಿಸುವ ಮಾನದಂಡ. ಇದಕ್ಕಾಗಿಯೇ ಮರುಪ್ರಸಾರ ಜಾಸ್ತಿ ಇದೆ. ಕಾರ್ಯಕ್ರಮಗಳ ಬಗೆಗೆ ಎಲ್ಲ ವರ್ಗಗಳಲ್ಲಿ ಅಪಸ್ವರ ಇದೆಯಾದರೂ ಪ್ರೇಕ್ಷಕರ ಈ ಮಾತುಗಳು ಪ್ರಸಾರಕರನ್ನು ತಲುಪುತ್ತಿಲ್ಲವೇ ?

ತಂತ್ರಜ್ಞಾನ ಮುಂದುವರಿದಂತೆ ಒಳ್ಳೆಯದು, ಕೆಟ್ಟದ್ದು ಎರಡೂ ಇದೆ. ಪ್ರತಿ ಮನೆಗೆ ಈ ಮಾಯಾಪೆಟ್ಟಿಗೆ ಬಂದು ಹಳ್ಳಿಯ ರೈತರಿಂದ ಹಿಡಿದು ಎಲ್ಲರೂ ಸೋಮಾರಿಗಳಾಗುತ್ತಿದ್ದಾರೆ. ಮಕ್ಕಳು ಗಂಟೆಗಟ್ಟಲೆ ಇದರ ಮುಂದೆ ಕೂತು ಮನರಂಜನೆ ಪಡೆಯುತ್ತಾ ಆಟ-ಪಾಠವೇ ಇಲ್ಲವಾಗಿದೆ. ಟಿ.ವಿ. ಮುಂದೆ ಕುಂತು ಕೂತು ಊಟ ಮಾಡುವುದರಿಂದ ಆಹಾರ ಸರಿಯಾಗಿ ಜಿಗಿದ ಜೀರ್ಣಕ್ರಿಯೆಯಲ್ಲಿ ಅವ್ಯವಸ್ಥೆಯಾಗಿ ಇನ್ನಿಲ್ಲದ ಖಾಯಿಲೆಗೆ ತುತ್ತಾಗುತ್ತಾರೆ. ಸಣ್ಣ ಮಕ್ಕಳಲ್ಲಿ, ದೊಡ್ಡವರಲ್ಲಿ ಕಣ್ಣಿನ ದೋಷ ಬೇಗನೆ ಕಾಣಿಸಿಕೊಳ್ಳುತ್ತದೆ. ಬೊಜ್ಜಿನ ಸಮಸ್ಯೆ ಉಂಟಾಗುತ್ತದೆ. ಕೆಲವು ದುರ್ಬಲ ಹೃದಯದವರು ಕ್ರಿಕೆಟ್, ಫುಟ್‌ಬಾಲ್ ಆಟವನ್ನು ನೋಡುವ ಸಂದರ್ಭದಲ್ಲಿ ಅತಿರೇಕಕ್ಕೆ ಹೋಗಿ ಹೃದಯಾಘಾತ ಸಂಭವಿಸುವುದೂ ಉಂಟು. ರಾತ್ರಿ ಹಬಳ ಹೊತ್ತು ಟಿವಿ ನೋಡಿ ಬೆಳಿಗ್ಗೆ ಬೇಗ ಏಳದೆ ದಿನನಿತ್ಯದ ಕೆಲಸವೆಲ್ಲ ಅಸ್ತವ್ಯಸ್ತವಾಗುವುದು. ಇತ್ತೀಚಿನ ಯುವಕರಂತೂ ದುಶ್ಚಟಗಳಿಗೆ ಬಲಿಯಾಗುತ್ತಿದ್ದು, ಕೊಲೆ, ಸುಲಿಗೆ, ಅತ್ಯಾಚಾರ ಮುಂತಾದ ಅಪರಾಧಗಳಿಗೆ ಮುಂದಾಗುತ್ತಿದ್ದಾರೆ. ಸಾಧಾರಣವಾಗಿ ದೃಶ್ಯ ಮಾಧ್ಯಮ ಅತ್ಯಂತ ಪರಿಣಾಮಕಾರಿಯಾದ ಮಾಧ್ಯಮವಾದ್ದರಿಂದ, ಸಮಾಜವನ್ನು ಮುನ್ನಡೆಸುವ ಮಾಧ್ಯಮವಾಗಬೇಕೇ ವಿನಃ ಬಾಧಕವಾಗಬಾರದು.

## ಮಾನವತಾವಾದಿ ಬಸವಣ್ಣ

### ಶಾಂತಕುಮಾರಿ.ಕೆ.

ಸಹಾಯಕ ಪ್ರಾಧ್ಯಾಪಕರು  
ಸರ್ಕಾರಿ ಪ್ರಥಮ ದರ್ಜೆ ಕಾಲೇಜು, ಕೊರಟಗೆರೆ

### ಪೀಠಿಕೆ:

ಬೌದ್ಧ,ಜೈನಧರ್ಮಗಳೂ ಈ ತತ್ವಗಳನ್ನು ಪ್ರತಿಪಾದಿಸಿವೆ. ಈ ವಚನದಲ್ಲಿರುವ ಏಳು ಸೂತ್ರಗಳನ್ನು ಪಾಲನೆ ಮಾಡಿದರೆ ಅಂತ ರಂಗ,ಬಹಿರಂಗಗಳು ಶುದ್ಧಿಯಾಗುತ್ತವೆ. ಇದು ಪರಮಾತ್ಮನನ್ನು ಒಲಿಸುವ ಸರಳ ದಾರಿ. ಸುಂದರವಾದ ಸರಳವಾದ ಮಹತ್ವದ ವಚನವಿದು. ಹಾಡಲು ಸೊಗಸಾಗಿದೆ. ನಿರಲಾಂಕಾರದಿಂದ ಕೂಡಿದ್ದರು, ಕಾವ್ಯದ ಯಾವ ಸೊಗಸುಗಳು ಇಲ್ಲದಿದ್ದರು ಇದು ವಿಶ್ವಮಾನ್ಯವಾದ ತತ್ವಗಳನ್ನು ಹೇಳುತ್ತದೆ. ಸರಳವಾಗಿ ಧರ್ಮತತ್ವಗಳನ್ನು ತಿಳಿಸುವ ಜಗದ್ವಂದ್ಯ ವಚನವಾಗಿದೆ. ಬಸವಣ್ಣನವರು ವಿಶ್ವಮಾನ್ಯರನ್ನಾಗಿ ಮಾಡಿರುವ ವಚನವಿದು. ದರ್ಮವನ್ನು ಇಷ್ಟು ಸರಳವಾಗಿ, ದೆವರನ್ನು ಒಲಿಸಿಕೊಳ್ಳುವ ದಾರಿಯನ್ನು ಸುಲಭವಾಗಿ ತಿಳಿಸಿಕೊಟ್ಟವರಾರೂ ಇಲ್ಲ. ಯಾವ ವಿಧಿ, ಕರ್ಮಾಚರಣೆ, ಪೂಜೆ,ಮಂತ್ರ,ತಂತ್ರ,ಯಜ್ಞ, ಹವನ, ಹೋಮ, ಯಾಗ, ಏನೊಂದೂ ಬೇಡ. ಇಲ್ಲಿರುವ ಸೂತ್ರಗಳನ್ನು ಪರಿಪಾಲಿಸಿದರೆ ಸಾಕು. ಪರಮಾತ್ಮ ಸುಲಭವಾಗಿ ದೊರೆಯುತ್ತಾನೆ.

### ಟಿಪ್ಪಣಿ:

ಕಳಬೇಡ ಕೋಳಬೇಡ ಹುಸಿಯ ನುಡಿಯಳು ಬೇಡ.

ಮುನಿಯಬೇಡ ಅನ್ಯರಿಗೆ ಅಸಯ್ಯ ಪಡಬೇಡ.

ತನ್ನ ಬಣ್ಣಿಸಬೇಡ ಇದಿರ ಹಳಿಯಲು ಬೇಡ.

ಇದೇ ಅಂತರಂಗಶುದ್ಧಿ ಇದೇ ಬಹಿರಂಗ ಶುದ್ಧಿ

ಇದೇ ಕೂಡುಸಂಗಮನೂಳಿಸುವ ಪರಿ.

ಪರಮಾತ್ಮನನ್ನು ಒಲಿಸಿಕೊಳ್ಳುವ ದಾರಿ ಯಾವುದು ಎಂಬುದನ್ನು ತುಂಬ ಸರಳವಾಗಿ ಈ ವಚನದಲ್ಲಿ ತಿಳಿಸಿದ್ದಾರೆ. ಅಂತರಂಗ ಬಹಿರಂಗಗಳನ್ನು ಪರಿಶುದ್ಧ ಇರಿಸಿಕೊಳ್ಳುವುದೇ ಪರಮಾತ್ಮನನ್ನು ಒಲಿಸಿಕೊಳ್ಳುವ ದಾರಿ. ಇದು ನೇರ ಯೋಗದ ದಾರಿ. ತುಂಬ ಅರ್ಥಗರ್ಭಿತವಾಗಿ ಈ ವಚನದಲ್ಲಿ ಹೇಳಿದ್ದಾರೆ. ಬೌದ್ಧ,ಜೈನಧರ್ಮಗಳೂ ಈ ತತ್ವಗಳನ್ನು ಪ್ರತಿಪಾದಿಸಿವೆ. ಈ ವಚನದಲ್ಲಿರುವ ಏಳು ಸೂತ್ರಗಳನ್ನು ಪಾಲನೆ ಮಾಡಿದರೆ ಅಂತ ರಂಗ,ಬಹಿರಂಗಗಳು ಶುದ್ಧಿಯಾಗುತ್ತವೆ. ಇದು ಪರಮಾತ್ಮನನ್ನು ಒಲಿಸುವ ಸರಳ ದಾರಿ. ಸುಂದರವಾದ ಸರಳವಾದ ಮಹತ್ವದ ವಚನವಿದು. ಹಾಡಲು ಸೊಗಸಾಗಿದೆ. ನಿರಲಾಂಕಾರದಿಂದ ಕೂಡಿದ್ದರು, ಕಾವ್ಯದ ಯಾವ ಸೊಗಸುಗಳು ಇಲ್ಲದಿದ್ದರು ಇದು ವಿಶ್ವಮಾನ್ಯವಾದ ತತ್ವಗಳನ್ನು ಹೇಳುತ್ತದೆ. ಸರಳವಾಗಿ



ಧರ್ಮತತ್ವಗಳನ್ನು ತಿಳಿಸುವ ಜಗದ್ವಂದ್ಯ ವಚನವಾಗಿದೆ. ಬಸವಣ್ಣನವರು ವಿಶ್ವಮಾನ್ಯರನ್ನಾಗಿ ಮಾಡಿರುವ ವಚನವಿದು. ದರ್ಮವನ್ನು ಇಷ್ಟು ಸರಳವಾಗಿ, ದೆವರನ್ನು ಒಲಿಸಿಕೊಳ್ಳುವ ದಾರಿಯನ್ನು ಸುಲಭವಾಗಿ ತಿಳಿಸಿಕೊಟ್ಟವರಾರು ಇಲ್ಲ. ಯಾವ ವಿಧಿ, ಕರ್ಮಾಚರಣೆ, ಪೂಜೆ, ಮಂತ್ರ, ತಂತ್ರ, ಯಜ್ಞ, ಹವನ, ಹೋಮ, ಯಾಗ, ಏನೊಂದೂ ಬೇಡ. ಇಲ್ಲಿರುವ ಸೂತ್ರಗಳನ್ನು ಪರಿಪಾಲಿಸಿದರೆ ಸಾಕು. ಪರಮಾತ್ಮ ಸುಲಭವಾಗಿ ದೊರೆಯುತ್ತಾನೆ.

ಕಳ್ಳತನಮಾಡಬೇಡ. ಇನ್ನೊಂದು ಜೀವನ ಜೀವ ತೆಗೆಯಬೇಡ. ಸುಳ್ಳು ಹೇಳಬೇಡ. ಕೋಪಿಸಬೇಡ. ಇನ್ನೊಬ್ಬರಿಗೆ ಅಸಹ್ಯಪಟ್ಟುಕೋಳ್ಳಬೇಡ. ನಿನ್ನನ್ನು ಹೊಗಳಿಕೊಳ್ಳಬೇಡ. ಎನ್ನಬರನ್ನು ಎದುರಿಗೆ ನಿಂದಿಸಿ, ತೆಗಳಬೇಡ. ಈ ಏಳು ಸೂತ್ರಗಳೆಂದರೆ. ಇಂತಹ ಸುಂದರ ವಚನ ಕೂಡ ಭಕ್ತಿಬಂಡಾರಿ ಕೇಶಿರಾಜರ ಕಂದವದ್ಯಗಳಿಂದ ಪ್ರಬಾವಿತವಾಗಿದೆ. ಹುಲಸು ತಿಂಬವನೆ ಹೊಲೆಯ, ಹೊಲತಿ ಶುದ್ಧ ನೀರ ಮಿಂದಂತಾಯಿತು.

ಹಾವಡಿಗನು ಮೂಕೂರತಿಯು ಶಕುನ ಒಲ್ಲೆಂಬ ಚದುರ ನೂಡ ಎಂದು ಇನ್ನೊಬ್ಬರಿಗೆ ಅಸಹ್ಯಪಟ್ಟು ಮೂದಲಿಸಿ ಮಾತಡಹಡಿದು ಏಕೆ ಎಂದು ಕೇಳಿದರೆ ಇವು ಅವಹೇಳನ ಮಡಲು ವಚನಗಳಲ್ಲ. ಅವು ಆಕಲದ ಸಂಭವದಲ್ಲಿ ಬಳಕೆಯಲ್ಲಿದ್ದ ವಿಚಾರಗಳು ಆದರು ಬಳಸಿದ್ದರೆ.

ಕಳಬೇಡ ಜೀವನದಲ್ಲಿ ಹುಟ್ಟಿದವರೆಲ್ಲ ಒಮ್ಮೆಯಾದರು ಕಳ್ಳತನ ಮಾಡಿಯೇ ಇರುತ್ತಾರೆ. ದೇಹ ಮತ್ತು ಅಜ್ಜನ ನಮ್ಮನ್ನು ಕಳ್ಳತನ ಮಾಡಲು ಪ್ರೇರಣೆ ನೀಡುತ್ತದೆ. ಇದನ್ನು ನಾವು ತುಂಬ ಎಚ್ಚರಿಕೆಯಿಂದ ಗೆಲ್ಲಬೇಕು. ತಿಳಿದು ಕಳ್ಳತನ ಮಾಡುವ ವಂಚನೆಮಾಡುವುದು ತಪ್ಪುಯೆಂದು ಯಾರಿಗೂ

ಅನಿಸಿಯೇಯಿಲ್ಲ. ಇದರಿಂದ ಅರ್ಥವೆವೆಸೆಯ ಮೇಲೆ ಕೆಟ್ಟಪರಿನಾಮಗಳಾಗುತ್ತಿವೆ.

ಕೊಲಬೇಡ ಒಂದು ಜೀವದ ಪ್ರಾಣ ತೆಗೆಯಬೇಡ. ಯಾರಿಗೂ ಜೀವಕೊಡುವ ಶಕ್ತಿ ಇಲ್ಲ, ಪ್ರಾಣತೆಗೆಯುವ ಹಕ್ಕು ಇಲ್ಲ. ಇದು ಎಲ್ಲಾ ಧರ್ಮಗಳು ಹೇಳುವ ವಿಚಾರ ಆದರು ಕೊಲೆ ಸುಲಿಗೆಗಳು ನಡದೇ ಇದೆ. ಇದನ್ನು ಅಜ್ಜನಿ ಮನುಷ್ಯ ನದೆಸಿಕೊಂಡು ಬದ್ಧಿದಾನೆ. ಜಗತ್ತಿನ ಎಲ್ಲಾ ಧರ್ಮಗಳು ಈ ವಿಚಾರನ್ನು ಅಹಿಂಸತತ್ವ ಪ್ರತಿಪಾದನೆಮಾಡಿವೆ.

ಹುಸಿಯ ನುಡಿಯಲು ಬೇಡ. ಸುಳ್ಳುಹೇಳಬೇಡ. ಇದನ್ನು ಮನೆಯಲ್ಲಿ ತಂದೆ ತಾಯಿಗಳು ಬಾಲ್ಯಕಾಲಕ್ಕೆ ಎಲ್ಲಮಕ್ಕಳಿಗೂ ಕಲಿಸಿಕೊಡುತ್ತಾರೆ. ಆದರೆ ಇದೆ ತಂದೆ ತಾಯಿಗಳೇ ಮಕ್ಕಳಿಂದ ಸುಳ್ಳು ಹೇಳಿಸುತ್ತಾರೆ. ತಂದೆ ತಾಯಿಗಳನ್ನು ಕೇಳಿಕೊಂಡು ಯಾರಾದರು ಮನೆಗೆ ಬಂದಾಗ, ದೂರವಾಣಿ ಕರೆ ಬಂದಾಗ ಅಪ್ಪ ಮನೆಯಲ್ಲಿ ಇಲ್ಲ. ಅಮ್ಮ ಮನೆಯಲ್ಲಿ ಇಲ್ಲೆಂದು ಹೇಳು. ಹೇಳಿಸುತ್ತಾರೆ. ಆ ಕಾಲ್ಕೆ ಮಕ್ಕಳಿಗೆ ಗೊಂದಲ. ಅಪ್ಪ ಯಾಕಪ್ಪ ಸುಳ್ಳು ಹೇಳಿಸ್ತೆ ಎಂದು ಕೇಳಿದರೆ ತಲೆಹರಟೆ ಸುಮ್ಮನೆ ಕೂಡಲು ಎಂದು ಅಮ್ಮಗದರುತ್ತಾಳೆ. ಇಲ್ಲಿಂದ ಮಕ್ಕಳಿಗೆ ಬದುಕಿನ ಬಗೆಗೆ ಗೊಂದಲ ಆರಂಭವಾಗುತ್ತದೆ. ಗಾಂಧೀಜೀಯವರು ಸತ್ಯವನ್ನು ಹೇಳಬೇಕು ಎನ್ನುವ ಸತ್ಯಹರಿಶ್ಚಂದ್ರನ ಕತೆಯಿಂದ ತರಗತಿಯಲ್ಲಿ ತಾವು ತಪ್ಪು ಕಣೋ ಸರಿ ಬರಿ ಎಂದು ಇನ್ನೊಬ್ಬರು ಹೇಳಿದರು ಅವರು ಕಾಪಿ ಮಾಡಿ ಹೆಚ್ಚು ಅಂಕಗಳಿ ಸಲು ಬಯಸಲಿಲ್ಲ. ಆದರೆ ಇಂದು ನಮ್ಮ





ಜೀವನದಲ್ಲಿ ಸುಳ್ಳು ಹೇಳಬೇಡ, ಸತ್ಯವನ್ನು ಹಳ್ಳ ಹಿಡಿ ಎನ್ನುವುದು ಕೇವಲ ಪುಸ್ತಕದ ವಿಷಯಕ್ಕೆ ಸೀಮಿತವಾಗಿರುವುದು ನಮ್ಮ ಜೀವನ ಹಳ್ಳ ಹಿಡಿ ಎನ್ನುವುದು ಸೂಚನೆಯಾಗಿದೆ.

ನಮ್ಮೆಲ್ಲರಲ್ಲಿ ಆಶೇ, ಸ್ವಾರ್ಥ, ಲೋಭಗಳು ಆಪಾರವಾಗಿ ತುಂಬಿವೆ. ಇವು ನಮ್ಮನ್ನು ಕೋಪಗೊಳ್ಳುವಂತೆ ಮಾಡುತ್ತವೆ. ಈ ಸಪ್ತ ಸೂತ್ರಗಳನ್ನು ಪಾಲನೆ ಮಾಡಬೇಕಾದರೆ ಮನುಷ್ಯ ತನ್ನ ಅಂತರಿದ್ರಿಯ, ಬಹಿರಿದ್ರಿಯಗಳ ಮೇಲೆ ಹತೋಟಿ ಸಾಧಿಸುವುದು ಬಹಳ ಮುಖ್ಯವಾಗಿದೆ. ಇದಕ್ಕೆ ಬಹಳ ಸಾಧನೆ ಬೇಕು. ಸುಲಭದಲ್ಲಿ ಇದು ಸಾಧ್ಯವಾಗುವಂಥದಲ್ಲ. ಅನ್ಯರಿಗೆ ಅಸಹ್ಯ ಪಡಬೇಡ. ಇದಂತೂ ನಮ್ಮೆಲ್ಲರನ್ನು ಬಹಳ ಪರಿಕ್ಷೆಗೆ ಒಡ್ಡುತ್ತದೆ. ಆಸ್ತಿಕನಿಗೆ ನಾಸ್ತಿಕನಲ್ಲಿ ನಾಸ್ತಿಕನಾಗಿ ನಿರೋಗಿಗೆ ರೋಗಿಯಲ್ಲಿ, ಒಂದು ಧರ್ಮದವನಿಗೆ ಇನ್ನೊಂದು ಧರ್ಮದಲ್ಲಿ ಜಿಗುಪ್ಸೆ ಅಸಹ್ಯ,

ಮೂದಲೆ, ತಾತ್ಸಾರ, ಅಸಹ್ಯ ಭಾವನೆಗಳು ತುಂಬಿ ತುಳುಕಾಡಿವೆ. ಇದು ಹೋಗಿ ಮನುಷ್ಯಮನುಷ್ಯರ ನಡುವೆ ಸಹನೆ ಸೈರಣೆ, ಪ್ರೀತಿ, ಸಾಮರಸ್ಯ

ಬೇಕು ಎಂದು ಹೇಳುತ್ತದೆ ಈ ವಚನ.

ತನ್ನ ಬಣ್ಣಿಸಬೇಡ. ತನ್ನನ್ನು ಹೊಗಳಿಕೊಳ್ಳಬೇಡ. ಹೊಗಳಿಕೊಳ್ಳದವರು ಲೋಕದಲ್ಲಿ ಯಾರಿದ್ದಾರೆ. ಹೊಗಳಿಕೆ ಎಲ್ಲರಿಗೂ ಪ್ರೀತಿ. ತೆಗಳಿಕೆ ನಿಜವಾಗಿದ್ದರೂ ಅದನ್ನು ತಿದ್ದಿಕೊಳ್ಳುವುದು ಯಾರಿಗೂ ಬೇಡ. ಹಾಗೆ ತೆಗಳಿದವನನ್ನು ನಾವೂ ತೆಗಳಿ ದೂರ ಇಡುತ್ತೇವೆ. ಈ ಆತ್ಮಪ್ರಶಂಸೆ ಕೂಡದು. ಮನುಷ್ಯನೇ ನೀನೇನು ದೊಡ್ಡವನಲ್ಲ. ಅದು ನಿನ್ನ ಸಾಧನೆಯೂ ಅಲ್ಲ. ಅದು ಇತರರ ಸಹಕಾರದಿಂದ ಇನ್ನೊಂದು ಅತೀತ ಶಕ್ತಿಯ ಪ್ರೇರಣೆಯಿಂದ ಆದುದು. ನಿನ್ನ ಹೆಚ್ಚುಗಾರಿಕೆಯೇನು ಬಂತು. ಈ ಸೃಷ್ಟಿಯಲ್ಲಿ ಒಂದು ಇರುವೆಯೂ ನಿನ್ನ ಮಾತು ಕೇಳುವುದಿಲ್ಲ. ಇದು ನಿನ್ನ ಮಿತಿ. ತಿಳಿದುಕೊಂಡು ತೆಪ್ಪಾಗಿರು.

ಇದಿರ ಹಳಿಯಲು ಬೇಡ. ಇನ್ನೊಬ್ಬರನ್ನು ನಿಂದಿಸಬೇಡ. ತೆಗಳಬೇಡ. ದೂಷಿಸಬೇಡ. ಇದರಿಂದ ನಮ್ಮ ಅಲ್ಪತನದ ಪರಿಚಯವಾಗುತ್ತದೆಯೇ ವಿನಾ ಮತ್ತೇನು ಆಗದು. ಇನ್ನೊಬ್ಬರನ್ನು ಮನ ನೋಯಿಸುವುದಾಗುತ್ತದೆ. ಇದರಿಂದ ಮೈಮನಸ್ಸುಗಳು ಬೆಳೆದು ವಿಪತ್ತಿಗೆ ಆಹ್ವಾನ ನೀಡಿದಂತಾಗುತ್ತದೆ. ನಾವು ಯಾವಾಗಲೂ ಹೊಗಳಬೇಕು. ಪ್ರಶಂಸಿಸಬೇಕು. ಅವರ ಒಳ್ಳೆಯ ಗುಣಗಳ ಬಗೆಗೆ ನಾಲ್ಕು ಒಳ್ಳೆಯ ಮಾತನಾಡಬೇಕು. ನಾವು ಯಾವಾಗಲೂ ಇನ್ನೊಬ್ಬರಲ್ಲಿ ಒಳ್ಳೆಯದನ್ನು ಗುರುತಿಸಬೇಕು. ಗೌರವಿಸಬೇಕು. ಇದರಿಂದ ನಮ್ಮ ಅಂತರಂಗಗಳು ಶುದ್ಧಿಯಾಗುತ್ತವೆ.

ಸಂಗಮದೇವರನ್ನು ಒಲಿಸಿಕೊಳ್ಳುವ ದಾರಿ ಯಾವುದು ಎಂದರೆ ಈ ಸಪ್ತಸೂತ್ರಗಳನ್ನು ಜೀವನದಲ್ಲಿ ಅಳವಡಿಸಿಕೊಳ್ಳುವುದೇ ಆಗಿದೆ. ಸಂಗಮದೇವರು ಸಕಲ ಜೀವಜಾಲದಲ್ಲಿ ಆತ್ಮಸ್ವರೂಪಿಯಾಗಿದ್ದಾನೆ. ಸಕಲ ಮಾನವರಲ್ಲಿ ಸಾಮರಸ್ಯದಿಂದ ಬದುಕುವ ದಾರಿಯೇ ಪರಮಾತ್ಮನನ್ನು ಒಲಿಸುವ ದಾರಿ. ಇದರಿಂದ ಸುಂದರ ಸಮಾಜದ ನಿರ್ಮಾಣವಾಗುತ್ತದೆ. ನಮ್ಮ ಒಳ್ಳೆಯ ವ್ಯಕ್ತಿತ್ವ ನಿರ್ಮಾಣವಾಗುತ್ತದೆ. ಈ ವಚನ ವ್ಯಕ್ತಿತ್ವ



ನಿರ್ಮಾಣದ ಪರಿಪೂರ್ಣ ವಚನ ಎಂದು ಹೇಳಬಹುದು. ಈಗ ವ್ಯಕ್ತಿತ್ವ ವಿಕಾಸದ ವಿಚಾರ ಬಹಳ ಪ್ರಸ್ತಾಪವಾಗತೊಡಗಿದೆ. ಇಂತಹ ವ್ಯಕ್ತಿತ್ವದ ವಿಕಾಸದ,ಪರಿಪೂರ್ಣ ದಾರಿಯನ್ನು ಈ ವಚನ ತುಂಬಾ ಸುಂದರವಾಗಿ ತಿಳಿಸಿಕೊಡುತ್ತದೆ. ಇದು ಕೇವಲ ಅನುಭಾವಿ ಜೀವಿಗಳಿಗೆ ಮಾತ್ರವಲ್ಲ ಇಂದಿನ ತರುಣ ಜನಾಂಗಕ್ಕೆ ಒಳ್ಳೆಯ ಮಾರ್ಗದರ್ಶನ ಸೂತ್ರಗಳನ್ನು ತಿಳಿಸಿಕೊಡುತ್ತದೆ. ನಮ್ಮ ಚಾರಿತ್ರ್ಯ ಶುದ್ಧ ಇರಿಸಿಕೊಳ್ಳುವ ಮತ್ತು ನಿರ್ಮಲತ್ವ ಸಾಧಿಸಿಕೊಂಡು ಜೀವನವನ್ನು ಸುಖ, ಸಮೃದ್ಧಿ ಮಾಡಿಕೊಳ್ಳುವ ದಾರಿಯನ್ನು ಈ ವಚನ ತುಂಬ ಸುಂದರವಾಗಿ ತಿಳಿಸಿದೆ. ಈ ವಚನ ಪ್ರತಿಪಾದಿಸುವ ಏಳು ಸಂಗತಿಗಳು ವಿಶ್ವಮಾನ್ಯವಾದ ಸಪ್ತಸೂತ್ರಗಳು. ಇಡಿ ವಿಶ್ವದ ಜನಸಮುದಾಯಕ್ಕೆ ಶ್ರೇಯಸ್ಸಿನ ದಾರಿಯನ್ನು ಈ ವಚನ ತುಂಬ ಸುಂದರವಾಗಿ ತಿಳಿಸಿದೆ.

ದೇವಲೋಕ ಮತ್ಸ್ಯಲೋಕ

ಎಂಬುದು ಬೇರಿಲ್ಲ ಕಾಣಿಭೋ.

ಸತ್ಯವ ನುಡಿವುದೇ ದೇವಲೋಕ.

ಮಿತ್ಯವ ನುಡಿವುದೇ ಮತ್ಸ್ಯಲೋಕ.

ಆಚಾರವೇ ಸ್ವರ್ಗ. ಅನಾಚಾರವೇ ನರಕ.

ಕೂಡಲಸಂಗಮದೇವಾ ನೀವೇ ಪ್ರಮಾಣ.

ದೇವರು ವಾಸಮಾಡುವ ಲೋಕ, ಮನುಷ್ಯರು ವಾಸ ಮಾಡುವ ಲೋಕ ಎಂಬುದು ಬೇರೆ ಎಲ್ಲಿಯೂ ಇಲ್ಲ. ಎಲ್ಲಿ ನಿಜ, ಸತ್ಯ ನುಡಿಯಲಾಗುವುದೋ ಅದೇ ದೇವ ಲೋಕ. ಸುಳ್ಳು ಹೇಳುವುದೇ ನರಕ. ಸುಳ್ಳಿನಿಂದ ಎಲ್ಲರಿಗೂ ನೋವಿದೆ. ಸಮಾಜದ ಹಿತಾಹಿತಗಳನ್ನು ನಿರ್ಧರಿಸುವುದೇ ಸತ್ಯ,ಮಿತ್ಯಗಳು. ಆದುದರಿಂದ ಸತ್ಯಕ್ಕೆ ಮಹತ್ವವಿದೆ. ಸನ್ನಡತೆಯು ವ್ಯಕ್ತಿಗೆ ಸಂತೋಷ ಉಂಟುಮಾಡುವುದು. ಇದೇ ಸ್ವರ್ಗ. ದುರ್ನಡತೆಯು ವ್ಯಕ್ತಿಗೆ ಸಮಾಜಕ್ಕೆ ಅಹಿತ,ಕೆಡುಕು,ನೋವು ಉಂಟು ಮಾಡುವುದು ಇದೇ ನರಕ. ಜ್ಞಾನದ ಮನಸ್ಸಿನ ಸುಖವೇ ಸ್ವರ್ಗ. ಅಜ್ಞಾನದ ಮನಸ್ಸಿನ ದುಖವೇ ನರಕ. ಇದಕ್ಕೆ ಪರಮಾತ್ಮ ಸಂಗಮದೇವರೇ ಸಾಕ್ಷಿ.

ತುಂಬ ಸರಳವಾದ ಮಹತ್ವದ ವಚನ. ಈ ದೇಶದಲ್ಲಿ ಇವತ್ತಿಗೂ ಒಂದು ವರ್ಗದ ಜನರು ಜನರಲ್ಲಿ ಅಜ್ಞಾನವನ್ನು, ಮೂಡನಂಬಿಕೆಗಳನ್ನು ಬೆಳೆಸುತ್ತ ಜಾತಿ ದ್ವೇಷ, ಉಚ್ಚ, ನೀಚ ಕುಲಗಳನ್ನು ಸೃಷ್ಟಿಸುತ್ತ ಜನರನ್ನು ವಿಭಾಗಿಸಿ ತನ್ನ ಸ್ವಾರ್ಥಕ್ಕೆ ಜನರನ್ನು ಅವಿದ್ಯೆಯಲ್ಲಿಟ್ಟು ಶೋಷಿಸುತ್ತಿದ್ದಾರೆ. ಇಂತಹ ಹಲವು ಸಮಸ್ಯೆಗಳನ್ನು ಧರ್ಮ, ಜಾತಿ ವಿದ್ಯೆ, ಅಧಿಕಾರದ ನೆಲೆಯಲ್ಲಿ ತಮ್ಮ ವಸಾಹತುಗಳನ್ನು ಸ್ಥಾಪಿಸಿಕೊಂಡಿದ್ದಾರೆ. ನಿನ್ನ ಈ ಸ್ಥಿತಿಗೆ ನೀನು ಮಾಡಿದ ಕರ್ಮವೇ ಕಾರಣ ಎಂದು ಸಬೂಬು ಹೇಳುತ್ತ ಅವಿದ್ಯಾವಂತರ ಮೇಲೆ ಇತರ ಸಮಾಜದ ಮೇಲೆ ಷಾರಿ ಮಾಡಿದ್ದಾರೆ. ಇಂತಹ ವ್ಯವಸ್ಥೆಗಳ ಸೋಗಲಾಡಿತನವನ್ನು ಈ ವಚನ ಜಾಲಾಡುತ್ತದೆ. ಇಂತಹ ಪಿತೂರಿಗಳ ವಿರುದ್ಧವೇ ಬೌದ್ಧ ಧರ್ಮ,ಜೈನಧರ್ಮ, ಲಿಂಗಾಯತ ಧರ್ಮಗಳು ಹುಟ್ಟಿಕೊಂಡವು. ಮನುಷ್ಯರ ನಡುವೆ ಪ್ರೀತಿ ಸಹೋದರತ್ವ ಮಾನವೀಯತೆ ದಯೆ ಇವುಗಳನ್ನು ಪಸರಿಸಿ



ಜೀವನವನ್ನು ಎಲ್ಲರೂ ಸುಂದರ ಆನಂದ ಬದುಕಬೇಕು ಎನ್ನುವ ಮಾನವ ಪ್ರೀತಿಯ ತಳಹದಿಯ ಮೇಲೆ ಈ ವಚನವನ್ನು ಬಸವಣ್ಣನವರು ಹೇಳಿದ್ದಾರೆ.

ದಯವಿಲ್ಲದ ಧರ್ಮವದೇವುದಯ್ಯಾ?

ದಯವೇ ಬೇಕು ಸಕಲ ಪ್ರಾಣಿಗಳೆಲ್ಲರಲ್ಲಿಯೂ.

ದಯವೇ ಧರ್ಮದ ಮೂಲವಯ್ಯಾ.

ಕೂಡಲಸಂಗಯ್ಯನಂತಲ್ಲದೊಲ್ಲನಯ್ಯಾ.

ದಯವಿಲ್ಲದಿರುವ ಧರ್ಮ ಯಾವುದು? ಸಕಲ ಪ್ರಾಣಿಗಳ ಬಗೆಗೂ ದಯೆ, ಕರುಣೆ, ಪ್ರೀತಿ ಬೇಕು. ದಯವೇ ಧರ್ಮದ ತಳಹದಿ. ಕೂಡಲಸಂಗಮದೇವರು ದಯವಿಲ್ಲದಿರುವ ಧರ್ಮವನ್ನು ಒಪ್ಪುವುದಿಲ್ಲ. ಮಾನ್ಯ ಮಾಡುವುದಿಲ್ಲ.

### ಉಪಸಂಹಾರ

ದಯೆಯಿಲ್ಲದ ಧರ್ಮವದು ಏವುದಯ್ಯಾ? ದಯವೇ ಬೇಕು ಸಕಲ ಪ್ರಾಣಿಗಳೆಲ್ಲರಲ್ಲಿ. ದಯವೇ ಧರ್ಮದ ಮೂಲವಯ್ಯಾ. ದಯೆಯಿಲ್ಲದಿರುವ ಧರ್ಮವು ಯಾವುದು? ಎಲ್ಲ ಪ್ರಾಣಿಗಳಲ್ಲಿಯೂ ದಯೆಯಿರಬೇಕು. ಮನುಷ್ಯ ರಾದಿಯಾಗಿಸಕಲ ಜೀವಜಾಲದಲ್ಲಿಯೂ ದಯೆ ಬೇಕು. ಧರ್ಮದ ತಳಹದಿಯೇ ದಯೆ. ಕೂಡಲಸಂಗಯ್ಯನಂತಲ್ಲದೊಲ್ಲನಯ್ಯಾ. ಕೂಡಲಸಂಗಮದೇವರು ಹಾಗಲ್ಲದೆ ಒಪ್ಪುವುದಿಲ್ಲ. ಕೂಡಲಸಂಗಮದೇವರು ದಯೆಯಿಲ್ಲದ ಧರ್ಮವನ್ನು ಮಾನ್ಯ ಮಾಡುವುದಿಲ್ಲ.

ತನಗೆ ಮುನಿವವರಿಗೆ ತಾ ಮುನಿಯಲೇಕಯ್ಯಾ?

ತನಗಾದ ಆಗೇನು?ಪರರಿಗಾದ ಚೇಗೇನು?

ತನುವಿನ ಕೋಪ ತನ್ನ ಹಿರಿಯತನದ ಕೇಡು.

ಮನದ ಕೋಪ ತನ್ನ ಅರಿವಿನ ಕೇಡು.

ಮನೆಯೊಳಗಣ ಕಿಚ್ಚು ಮನೆಯ ಸುಟ್ಟಲ್ಲದೆ

ನೆರೆಮನೆಯ ಸುಡದು ಕೂಡಲಸಂಗಮದೇವ.

### ಪರಾಮರ್ಶನ ಗ್ರಂಥಗಳು

1. ಬಸವಣ್ಣನವಚನಗಳು ಎಲ್ ಬಸವರಾಜು
2. ಬಸವಣ್ಣನವರ ಚರಿತ್ರೆ ಮತ್ತು ಸಂಸ್ಕೃತಿಯ ಶೋಧಗಳು



## ಶೈಕ್ಷಣಿಕ ಮನೋವಿಜ್ಞಾನದ ತಳಹದಿಯಲ್ಲಿ - ತರಗತಿಯ ನಾಯಕತ್ವ

**ಡಾ. ಯೋಗೀಶ್ ಎನ್**

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### ಪೀಠಿಕೆ

ಈಗಾಗಲೇ ನಮಗೆ ತಿಳಿದಿರುವಂತೆ ಒಂದು ಸಮೂಹದ ಕೇಂದ್ರಬಿಂದು ಆ ಸಮೂಹದ ನಾಯಕ. ತರಗತಿ ಸಮೂಹವನ್ನು ತೆಗೆದುಕೊಂಡರೆ ಒಂದು ತರಗತಿಯಲ್ಲಿ ನಿಜವಾದ ನಾಯಕ ಎಂದರೆ ಆ ತರಗತಿಯ ಶಿಕ್ಷಕ. ಸೌರವ್ಯೂಹದಲ್ಲಿ ಸೂರ್ಯನಿದ್ದಂತೆ. ತರಗತಿಯ ಕೇಂದ್ರಬಿಂದು ಶಿಕ್ಷಕ, ಇವನೇ ಆ ತರಗತಿಯ ನಿಜವಾದ ನಾಯಕ ಮತ್ತು ಆ ತರಗತಿಯಲ್ಲಿ ವಿದ್ಯಾರ್ಥಿ ನಾಯಕನೂ ಇರುತ್ತಾನೆ. ನಾಯಕತ್ವ ಎಂಬುದು ಮುಂದಾಳತ್ವ ಎಂಬ ಅರ್ಥವನ್ನು ಕಲ್ಪಿಸುತ್ತದೆ. ಎಲ್ಲರಿಗಿಂತ ಅಂದರೆ ಗುಂಪಿನ ಸದಸ್ಯರಲ್ಲಿ ಮುಂಚೂಣಿಯಲ್ಲಿರುವ ಸದಸ್ಯನೇ 'ನಾಯಕ' ನಾಯಕನಾದವನು ಸಹ ಆ ಗುಂಪಿನ ಯಾವುದೇ ಕಾರ್ಯ ಕಲಾಪಗಳನ್ನು ನಡೆಸಲು ನಾಯಕನು ಹೆಚ್ಚಿನ ಜವಾಬ್ದಾರಿಯನ್ನು ಮತ್ತು ಅಧಿಕಾರವನ್ನು ಹೊಂದಿರುತ್ತಾನೆ. ತೀರ್ಮಾನವು ನಾಯಕನನ್ನು ಅವಲಂಬಿಸಿರುತ್ತದೆ. ನಾಯಕನು ಕೆಲಸ ಕಾರ್ಯದಲ್ಲಿ ದಕ್ಷತೆಯನ್ನು ಹೆಚ್ಚಿಸುವುದರೊಂದಿಗೆ ನಿರ್ದೇಶನಗಳನ್ನು ನೀಡುತ್ತಾನೆ.

ಇದಲ್ಲದೆ ತರಗತಿಯಲ್ಲಿ ಇತರರಿಗೆ ಆದರ್ಶಪ್ರಾಯನಾಗಿದ್ದು, ಸ್ಪೂರ್ತಿ, ಮಾರ್ಗದರ್ಶನ ನೀಡಿ, ಅವಶ್ಯಕ ನಿಯಂತ್ರಣದೊಂದಿಗೆ ಗುರಿಯೆಡೆಗೆ ಸಾಗುವ ಸಿದ್ಧತೆ ಮತ್ತು ಸಾಮರ್ಥ್ಯ ಅಷ್ಟೇ ಅಲ್ಲದೆ ಸಮೂಹದ ಆಸಕ್ತ ಆಶೋತ್ತರಗಳನ್ನು ಅರ್ಥಮಾಡಿಕೊಳ್ಳಬಲ್ಲ ಯೋಗ್ಯತೆ ಹೊಂದಿರುವುದೇ ನಾಯಕತ್ವ. ಇಂತಹ ಗುಣಗಳನ್ನು ತರಗತಿಯ ನಿಜವಾದ ನಾಯಕನಾದ ಶಿಕ್ಷಕನು ಹೊಂದಿದ್ದು ಶಿಕ್ಷಕನು ವಿದ್ಯಾರ್ಥಿ ನಾಯಕರಲ್ಲಿ ಈ ರೀತಿಯ ಗುಣಲಕ್ಷಣಗಳನ್ನು ಬೆಳೆಸುವಲ್ಲಿ ಮಹತ್ವದ ಪಾತ್ರ ವಹಿಸಬೇಕು.

**ಕೋರಿಯವರು** ಹೀಗೆ ಹೇಳುತ್ತಾರೆ :

"ನಾಯಕನಾದವನು ತಾಳ್ಮೆ ಸಹನೆಯನ್ನು ಹೊಂದಿ ಅನುಕರಣೆ ಮಾಡುವಂತವರಿಗೆ ಒಳ್ಳೆಯದನ್ನು ಬಯಸುವ ಮತ್ತು ಗಂಭೀರ ವರ್ತನೆಯಿಂದ ಸಂಬಂಧಪಟ್ಟ ಕ್ಷೇತ್ರದಲ್ಲಿ ನಿಪುಣನಾಗಿರಬೇಕು".

### ಶಿಕ್ಷಕ ನಾಯಕತ್ವದ ವಿಧಗಳು

ಶಿಕ್ಷಕರು ಜ್ಞಾನ, ಶಕ್ತಿ, ಕೌಶಲ ಮತ್ತು ವಯಸ್ಸಿನಲ್ಲಿ ಮಕ್ಕಳಿಗಿಂತ ಉನ್ನತ ಮಟ್ಟದಲ್ಲಿರುವುದರಿಂದ ಅವರನ್ನು ನಾಯಕನೆಂದು ಒಪ್ಪಿಕೊಳ್ಳುತ್ತಾರೆ.

ವಿದ್ಯಾರ್ಥಿಗಳು ಸ್ವಯಂಪ್ರೇರಿತರಾಗಿ ಶಿಕ್ಷಕರ ನಿಯಂತ್ರಣಕ್ಕೆ ಒಳಪಟ್ಟು ಅವರ ನಿರ್ದೇಶನವನ್ನು ಅನುಸರಿಸುವರು ಅವರ ಅಧಿಕಾರವನ್ನು ಒಪ್ಪಿಕೊಳ್ಳುವರು ಶಿಕ್ಷಕ ನಾಯಕರಾಗಲಿ, ವಿದ್ಯಾರ್ಥಿ ನಾಯಕರಾಗಲಿ, ಸಮೂಹದ ಕಾರ್ಯವು ನಾಯಕರು ಯಾವ ವಿಧದ ನಿಯಂತ್ರಣ ಹೊಂದಿದ್ದಾರೆಂಬುದನ್ನು ಅವಲಂಬಿಸಿದೆ.

ಇಲ್ಲಿ ಮೂರು ವಿಧದ ನಾಯಕತ್ವವನ್ನು ಹೆಸರಿಸಲಾಗಿದೆ.

### 1. ಸರ್ವಾಧಿಕಾರಿ ನಾಯಕತ್ವ

ಸರ್ವಾಧಿಕಾರಿ ನಾಯಕರು ತಮ್ಮ ವಿಧಾನದಲ್ಲಿ ಆಧಿಕಾರ ಶಾಹಿ ಮನೋಭಾವ ತೋರುತ್ತಾರೆ. ಸಮೂಹದ ಎಲ್ಲಾ ನಿರ್ಣಯಗಳನ್ನು ಅವರೇ ತೆಗೆದುಕೊಳ್ಳುತ್ತಾರೆ. ಇತರ ಸದಸ್ಯರಿಗೆ ಕೆಲಸಕಾರ್ಯಗಳಲ್ಲಿ ಇವರೇ ನಿರ್ದೇಶನ ನೀಡುತ್ತಾರೆವರೆತು ಆ ಸದಸ್ಯರ ನಿರ್ಣಯ ತೆಗೆದುಕೊಳ್ಳಲು ಸ್ವಲ್ಪವೂ ಸ್ವಾತಂತ್ರ್ಯ ನೀಡುವುದಿಲ್ಲ. ಶಿಕ್ಷಕರು ಸರ್ವಾಧಿಕಾರಿಗಳಾದರೆ ತರಗತಿಯಲ್ಲಿ ಭಯದ ವಾತಾವರಣ ಉಂಟಾಗಿ ಮಕ್ಕಳು ಪ್ರಶ್ನೆ ಕೇಳಲು ಅಥವಾ ತಮ್ಮ ಭಾವನೆಯನ್ನು ಹಂಚಿಕೊಳ್ಳಲು ಹಿಂಜರಿಯುತ್ತಾರೆ. ಇಂತಹ ವಾತಾವರಣವು ಕಲಿಕಾ ಸನ್ನಿವೇಶಕ್ಕೆ ಸಹಕಾರಿಯಾಗುವುದಿಲ್ಲ.

### 2. ಪ್ರಜಾಸತ್ತಾತ್ಮಕ ನಾಯಕತ್ವ

ಪ್ರಜಾಸತ್ತಾತ್ಮಕ ನಾಯಕತ್ವ ಉತ್ತಮ ನಾಯಕತ್ವ ಏಕೆಂದರೆ ಇವರು ಮನಸ್ಸು ವಿಶಾಲವಾಗಿದ್ದು ಇವರು ಎಲ್ಲರ ಭಾವನೆ ಮತ್ತು ವಿಚಾರಗಳಿಗೆ ಮನ್ನಣೆ ನೀಡುತ್ತಾರೆ. ಈ ನಾಯಕರು ತಮ್ಮ ಸ್ವ-ಇಚ್ಛೆಯಿಂದ ಕೆಲಸ ಮಾಡುವುದಕ್ಕಿಂತ ನಿರ್ಧಾರಗಳನ್ನು ಸದಸ್ಯರ ಬಹುಮತದಿಂದ ಮಾಡುತ್ತಾರೆ. ಮತ್ತು ಎಲ್ಲಾ ಸದಸ್ಯರಿಗೂ ಮನ್ನಣೆ ನೀಡುತ್ತಾರೆ ಇದರಿಂದ ಪ್ರತೀ ಸದಸ್ಯರು ಆ ಸಮೂಹಕ್ಕೆ ಮುಖ್ಯ ಎನಿಸುತ್ತದೆ. ಇಂತಹ ಶಿಕ್ಷಕನು ತರಗತಿಯಲ್ಲಿ ಮುಕ್ತ ವಾತಾವರಣ ನಿರ್ಮಾಣ ಮಾಡುವಲ್ಲಿ ಯಶಸ್ವಿಯಾಗುತ್ತಾನೆ. ಆಗ ಸಮೂಹದಲ್ಲಿ ಕ್ರಿಯೆ ಮತ್ತು ಪ್ರಕ್ರಿಯೆಯಿಂದ ಕೂಡಿದ್ದ ಕ್ರಿಯಾಶೀಲವಾಗಿರುತ್ತದೆ.

ಆದ್ದರಿಂದ ಸಮೂಹದ ಸದಸ್ಯರಲ್ಲರೂ ತಮ್ಮ ಸ್ವ-ಇಚ್ಛೆಯಿಂದ ಆ ನಾಯಕನಿಗೆ ಬದ್ಧರಾಗಿರುತ್ತಾರೆ.

### 3. ತಟಸ್ಥ ಧೋರಣೆಯ ನಾಯಕತ್ವ

ಈ ರೀತಿಯ ಶಿಕ್ಷಕರು ವಿದ್ಯಾರ್ಥಿಗಳಿಗೆ ಸಂಪೂರ್ಣ ಸ್ವಾತಂತ್ರ್ಯ ನೀಡುವರು. ಯಾವುದೇ ಸನ್ನಿವೇಶದಲ್ಲೂ ಮಾರ್ಗದರ್ಶಿಸುವುದಿಲ್ಲ. ಸಲಹೆಯೂ ನೀಡುವುದಿಲ್ಲ. ಇವರು ಸಮೂಹದ ಮೇಲೆ ಯಾವ ರೀತಿಯ ಶಿಸ್ತನ್ನು ಹೇರದೆ ತಟಸ್ಥವಾಗಿರುತ್ತಾರೆ. ಹಾಗೂ ಯಾವುದೇ ವಿದ್ಯಾರ್ಥಿಯ ವರ್ತನೆ ಸರಿಯಿಲ್ಲದಿದ್ದರೂ ಅವನ್ನು ನಿಯಂತ್ರಿಸುವುದಿಲ್ಲ. ಇವರು ಇರುವಿಕೆ ಇಲ್ಲದ ರೀತಿಯಲ್ಲಿ ಮಕ್ಕಳು ವರ್ತಿಸುತ್ತಿರುತ್ತಾರೆ. ಇಂತವರನ್ನು ಕಂಡರೆ ವಿದ್ಯಾರ್ಥಿಗಳು ಗೌರವಿಸುವುದಿಲ್ಲ. ಇಂತಹ ನಾಯಕರಿಂದ ಆ ಸಮೂಹವು ತನ್ನ ಅಸ್ತಿತ್ವವನ್ನು ಕಳೆದುಕೊಳ್ಳುತ್ತಾ ಬರುತ್ತದೆ.

ಈ ಮೇಲೆ ಚರ್ಚಿಸಿದ ಮೂರು ವಿಧದ ನಾಯಕರಲ್ಲಿ ಪ್ರಜಾಸತ್ತಾತ್ಮಕ ರೀತಿಯ ನಾಯಕರು ಅತ್ಯುತ್ತಮವಾದ ನಾಯಕರು. ಇಂತಹ ಶಿಕ್ಷಕರು ತರಗತಿಯಲ್ಲಿ ಧನಾತ್ಮಕ ವಾತಾವರಣ ಸೃಷ್ಟಿಸಿ ಆ ಸಮೂಹದ ಕಲಿಕಾ ಮಟ್ಟವನ್ನು ಹೆಚ್ಚಿಸುತ್ತಾರೆ. ಇದರಿಂದ ಸಮೂಹದಲ್ಲಿ ಉತ್ತಮ ಅಂತರಕ್ರಿಯೆ ಏರ್ಪಟ್ಟು ಆ ಸಮೂಹ ಹೆಚ್ಚು ಕ್ರಿಯಾಶೀಲವಾಗಿರುತ್ತದೆ. ಇಂತಹ ಶಿಕ್ಷಕರಿಗೆ ಉತ್ತಮ ಸಮೂಹ ಮತ್ತು ನಾಯಕರನ್ನು ಸೃಷ್ಟಿಸುವ ಸಾಮರ್ಥ್ಯವಿರುತ್ತದೆ.



ದೇ.ಜವರೇಗೌಡರು ಹೇಳುತ್ತಾರೆ "ತನ್ನತನವನ್ನು ಬೆಳೆಸಿಕೊಂಡು ವಿಚಾರಾಲೋಚನೆ ಪ್ರಯೋಗ, ಸಂಶೋಧನೆ, ವಿಕ್ಷಣಗಳಿಂದ ಜ್ಞಾನದ ದಿಗಂತವನ್ನು ವಿಸ್ತರಿಸುತ್ತಾ, ವಿದ್ಯಾರ್ಥಿಗಳಿಗೆ ಸ್ಪೂರ್ತಿದಾಯಕವಾಗಿ ವಿದ್ಯಾರ್ಥಿಗಳ ಜೈತನ್ಯ ಹಿರಿದಾಗಿಸುತ್ತಾ ತನ್ನ ಶೀಲವಂತಿಕೆಯಿಂದ ವಿದ್ಯಾರ್ಥಿಗಳಲ್ಲಿ ನೈತಿಕ ಜಾಗೃತಿಯನ್ನುಂಟುಮಾಡುವವನೇ ಉತ್ತಮ ಆದರ್ಶ ಶಿಕ್ಷಕ".

ಈ ಎಲ್ಲಾ ತರಹದ ಗುಣಗಳನ್ನು ಹೊಂದಿರುವ ಪ್ರಜಾಸತ್ತಾತ್ಮಕ ನಾಯಕತ್ವ ನಿರ್ವಹಿಸುವ ಶಿಕ್ಷಕನನ್ನು ನಾವು ಸಫಲ ಶಿಕ್ಷಕ ಎನ್ನುತ್ತೇವೆ.

### ಸಫಲ ಶಿಕ್ಷಕರ ಗುಣಲಕ್ಷಣಗಳು

1. ತಾನು ಬೋಧಿಸುವ ವಿಷಯದಲ್ಲಿ ಸಂಪೂರ್ಣ ಪಾಂಡಿತ್ಯ ಹೊಂದಿರಬೇಕು.
2. ಹೊಸ ವಿಷಯಗಳನ್ನು ತಿಳಿಯಲು ನಿರಂತರ ಅಭ್ಯಾಸದಲ್ಲಿ ತೊಡಗಿರಬೇಕು.
3. ಬೋಧನಾ ತಂತ್ರಗಳು ಮತ್ತು ಪದ್ಧತಿಗಳನ್ನು ಅಳವಡಿಸುವ ಜ್ಞಾನವಿರಬೇಕು.
4. ಅವರ ವೃತ್ತಿಯ ಸಂಪೂರ್ಣ ತರಬೇತಿ ಹೊಂದಿರಬೇಕು.
5. ಮನೋವಿಜ್ಞಾನದ ಮಹತ್ವವನ್ನು ಅರಿತು ಅಳವಡಿಸಿಕೊಂಡಿರಬೇಕು.
6. ತಾನು ಬೋಧಿಸುವ ವಿಷಯಕ್ಕೆ ಅನುಗುಣವಾದ ಪೂರ್ವ ಸಿದ್ಧತೆ ಮಾಡಿಕೊಂಡಿರಬೇಕು.
7. ಆತ ತನ್ನ ಆರೋಗ್ಯವನ್ನು ಸಮತೋಲನದಲ್ಲಿಟ್ಟುಕೊಂಡಿರಬೇಕು.
8. ಮಾದರಿ ವ್ಯಕ್ತಿತ್ವ ಹೊಂದಿದ್ದು ಎಲ್ಲರಿಗೂ ಆಶಾದಾಯಕವಾಗಿರಬೇಕು.
9. ಸಮಾಜದಲ್ಲಿ ಉತ್ತಮ ಸ್ಥಾನ ಹೊಂದಿದ್ದು ಸಮಾಜ ಸೇವೆಯಲ್ಲಿ ನಿರತರಾಗಿರಬೇಕು.
10. ಇವರು ಸದಾ ಉತ್ಸಾಹದಿಂದಿರಬೇಕು ಮತ್ತು ಅರ್ಪಣಾ ಮನೋಭಾವವಿರಬೇಕು.
11. ತನ್ನ ಸುತ್ತಲಿನ ಸಮಾಜದಲ್ಲಿ ಸಹಕಾರ ಮತ್ತು ಪ್ರೀತಿಗೆ ಮಾದರಿಯಾಗಿರಬೇಕು.
12. ಹಾಸ್ಯ ಪ್ರವೃತ್ತಿ ಹೊಂದಿದ್ದು ತನ್ನ ಸುತ್ತಲಿನ ವಾತಾವರಣವನ್ನು ಉಲ್ಲಾಸಭರಿತವಾಗಿರಬೇಕು.
13. ದೇಶಭಕ್ತಿ, ತಾಳ್ಮೆ ಮತ್ತು ಧೈರ್ಯ ಹೊಂದಿದವರಾಗಿರಬೇಕು.
14. ನಿಷ್ಪಕ್ಷಪಾತದಿಂದ ಎಲ್ಲರೂ ಒಂದೇ ಎಂಬ ಮನೋಭಾವ ಹೊಂದಿರಬೇಕು.
15. ಇವರು ಉತ್ತಮ , ಸರಳ ಮತ್ತು ಶುಭ್ರ ಉಡುಪುಗಳನ್ನು ಧರಿಸುತ್ತಿರಬೇಕು.
16. ಇವರಲ್ಲಿ ಸುಸಂಸ್ಕೃತತೆ, ದಯೆ, ಶಾಂತಿ, ಕ್ಷಮೆ, ಸತ್ಯ, ಅಹಿಂಸೆ ಮುಂತಾದ ಗುಣಗಳಿರಬೇಕು.
17. ಸಂಶೋಧನಾ ಪ್ರೌಢತ್ವ ಹೊಂದಿದವರಾಗಿರಬೇಕು.
18. ಇವರು ಉತ್ತಮ ಸಮಯ ಪಾಲಕರಾಗಿರಬೇಕು , ಸಮಯ ಪ್ರಜ್ಞೆಯಿರಬೇಕು.
19. ಇವರು ಪಠ್ಯೇತರ ವಿಷಯಗಳಲ್ಲಿ ಜ್ಞಾನ ಮತ್ತು ಆಸಕ್ತಿ ಹೊಂದಿದವರಾಗಿರಬೇಕು.
20. ಇವರಲ್ಲಿ ಉತ್ತಮ ವಾಕ್ಚಾತುರ್ಯ ಮತ್ತು ಸುಸಂಸ್ಕೃತ ಭಾಷೆಯನ್ನು ಹೊಂದಿದ್ದು ಸೃಜನ ಶೀಲರಾಗಿರಬೇಕು.

## ಉತ್ತಮ ಶಿಕ್ಷಕ ನಾಯಕರಲ್ಲಿರಬೇಕಾದ ಗುಣಲಕ್ಷಣಗಳು

1. ಭೌದಿಕ ಶ್ರೇಷ್ಠತೆ ಇರಬೇಕು.
2. ಸ್ನೇಹಪರವಾಗಿರಬೇಕು.
3. ಬಹಿರ್ಮುಖತೆ ಇರಬೇಕು.
4. ಆಶಾವಾಧಿಗಳಾಗಿರಬೇಕು.
5. ನಂಬಲರ್ಹರಾಗಿರಬೇಕು.
6. ಆತ್ಮವಿಶ್ವಾಸವುಳ್ಳವರಾಗಿರಬೇಕು.
7. ಸಚ್ಚಾರಿತ್ರ್ಯ ಉಳ್ಳವರಾಗಿದ್ದು, ಇತರರಿಗೆ ಮಾದರಿಯಾಗಿರಬೇಕು.
8. ತಾನು ಕಲಿಸುವ ವಿಷಯದ ಮೇಲೆ ಪ್ರಭುತ್ವ ಹೊಂದಿರಬೇಕು.
9. ಸಂವಹನ ಸಾಮರ್ಥ್ಯಹೊಂದಿದ್ದು, ವಿದ್ಯಾರ್ಥಿಗಳನ್ನು ಇದರಡೆ ಉತ್ತೇಜಿಸಬೇಕು.
10. ನಿಯಂತ್ರಿಸುವ ಮತ್ತು ಆಜ್ಞಾಪಿಸುವ ಸಾಮರ್ಥ್ಯಹೊಂದಿದ್ದು ಸ್ವತಹ ನಿರ್ಧಾರಗಳನ್ನು ಕೈಗೊಳ್ಳುವಂತಿರಬೇಕು.
11. ಸಂಘ ಜೀವಿಯಾಗಿದ್ದು ಸಹೋದ್ಯೋಗಿಗಳನ್ನು ಮತ್ತಿತರರೊಂದಿಗೆ ಹೊಂದಿಕೊಳ್ಳುವಂತಿರಬೇಕು.
12. ಸಂವೇಗಾತ್ಮಕ ಸ್ಥಿರತೆ ಹೊಂದಿರಬೇಕು.
13. ಉತ್ತಮ ಸಮಯ ಪಾಲಕರಾಗಿದ್ದು ಶಿಸ್ತು ಮತ್ತು ಸದೃಢತೆಯಿಂದ ಕೂಡಿರಬೇಕು
14. ಪ್ರಜಾಸತ್ತಾತ್ಮಕ ಧೋರಣೆ ಹೊಂದಿರಬೇಕು.

## ತೀರ್ಮಾನ

ಶಿಕ್ಷಕ ಉತ್ತಮ ಸಂಬಂಧವನ್ನು ಹೊಂದಿದಾಗ ಮಾತ್ರ ಮಕ್ಕಳ ಕಲಿಕಾ ಮಟ್ಟ ಹೆಚ್ಚುತ್ತದೆ. ಒಂದು ಶಾಲೆಯನ್ನು ತೆಗೆದುಕೊಂಡರೆ ಅದು ಸಮೂಹದ ಎಲ್ಲಾ ಗುಣಲಕ್ಷಣಗಳನ್ನು ಹೊಂದಿದೆ ಆದ್ದರಿಂದ ಶಾಲೆ ತರಗತಿಯನ್ನೂ ಮನೋವೈಜ್ಞಾನಿಕ ಸಮೂಹ ಎನ್ನಬಹುದು. ಶಾಲೆಯು ಒಂದು ಸಂಕ್ಷಿಪ್ತಸಮಾಜ, ಜಗತ್ತಿನ ಆದರ್ಶಗಳ ಸಾರ ಸಂಗ್ರಹ, ಪಡಿಯಚ್ಚು, ಪ್ರತಿಮೆಯಾಗಿರುವುದರಿಂದ ಸಮೂಹದ ತತ್ವಗಳನ್ನು ತರಗತಿ ಮತ್ತು ಶಾಲೆಗೆ ಅನ್ವಯಿಸಬೇಕು. ಆದ್ದರಿಂದ ಶಾಲೆಯು ವೈಯಕ್ತಿಕ ವರ್ತನೆಯಿಂದ ವೆತ್ಯಾಸವಾಗಿ ಸಮಾಜಿಕ ಸಮೂಹವಾಗಿ ವರ್ತಿಸುತ್ತದೆ.

ಎಲ್ಲಾ ಶಿಕ್ಷಕರೂ ಉತ್ತಮ ಸಫಲ ಶಿಕ್ಷಕರಾಗುವುದಿಲ್ಲ. ಅದರಲ್ಲಿ ವಿವಿಧ ರೀತಿಯ ಶಿಕ್ಷಕರು ಇರುತ್ತಾರೆ. ಕೆಲವರು ಸರ್ವಾಧಿಕಾರಿ ಧೋರಣೆ ಹೊಂದಿದ್ದು ಇನ್ನೂ ಕೆಲವರು ತಟಸ್ಥ ಧೋರಣೆ ಹೊಂದಿರುತ್ತಾರೆ. ಆದ್ದರಿಂದ ಎಲ್ಲರೂ ಉತ್ತಮ ಶಿಕ್ಷಕರಾಗಬೇಕಾದರೆ ಈ ಮೇಲಿನ ಎಲ್ಲಾ



ಆಂಶಗಳನ್ನು ಬೆಳೆಸಿಕೊಳ್ಳಬೇಕು. ಆಗ ತಮ್ಮಿಂದ ಹೊರ ಬರುವ ವಿದ್ಯಾರ್ಥಿಗಳು ಉತ್ತಮ ದೇಶಕಟ್ಟುವಲ್ಲಿ ಯಶಸ್ವಿಯಾಗುತ್ತಾರೆ. ಏಕೆಂದರೆ ಉತ್ತಮ ಪ್ರಜೆಗಳ ನಿರ್ಮಾಣಕರ್ತರು ಶಿಕ್ಷಕರು ಅದಕ್ಕೆ ಈ ರೀತಿ ಹೇಳುತ್ತಾರೆ

**“Teacher is not a king but he is a king maker”.**

ಅಂದರೆ

**“ ಶಿಕ್ಷಕರು ಸ್ವತಹ ರಾಜರಲ್ಲ ಆದರೆ ಇವರು ರಾಜರನ್ನು ಸೃಷ್ಟಿಸುವ ಶಕ್ತಿ”**

ಎಂದು ಶ್ರೇಷ್ಠ ಮತ್ತು ಪೂಜ್ಯಸ್ಥಾನಕ್ಕೆ ಕೂರಿಸಿದ್ದೇವೆ.

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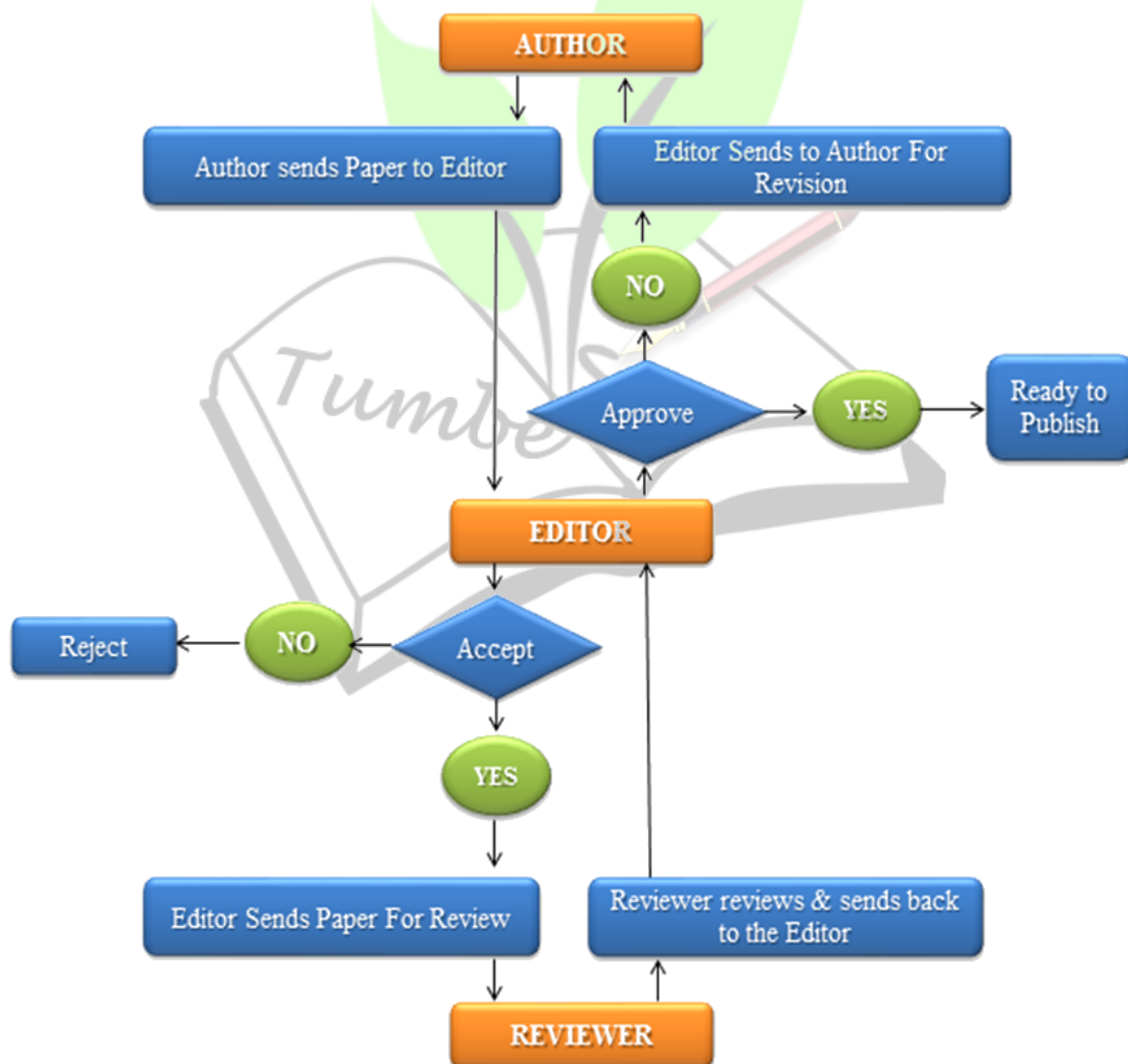


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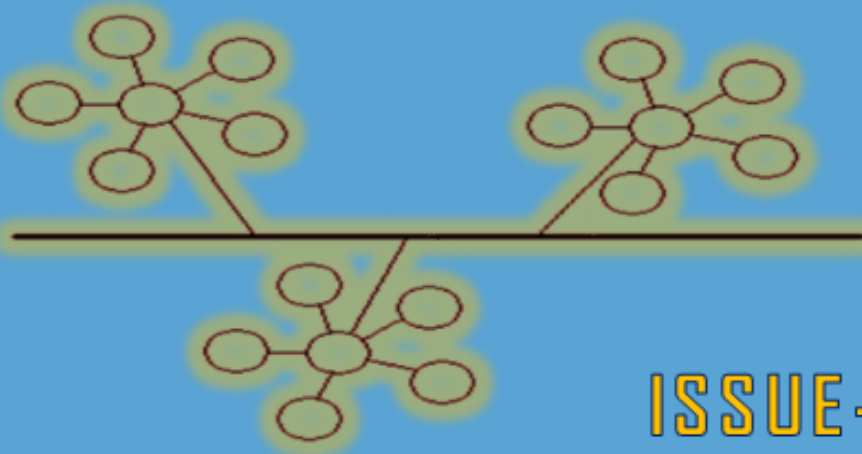
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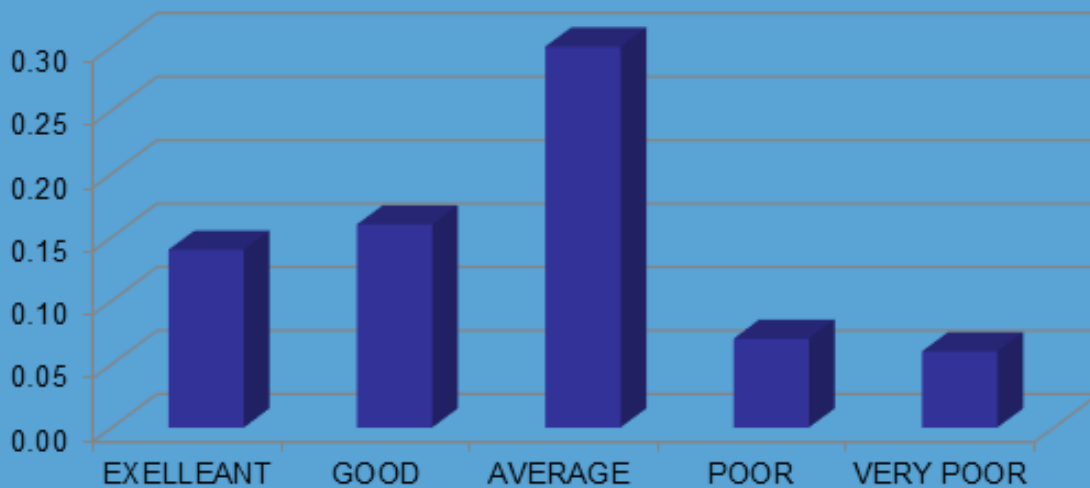


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