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# Vishwawarana National Research Journal

Vol. II, No. 2, July, 2015 ISSN No. 2394-8809

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# ROLE OF WORKING ORGANIZATIONS IN PROMOTION OF INFORMATION LITERACY INITIATIVES IN INDIA

01

\* Prakash Bhairu Bilawar

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## Abstract:

Information is organized data which has meaning to initiate the task that is knowledge. It is a vital and basic resource for learning and creativity actions. Information Literacy is a learning phenomenon to acquire such knowledge. There are different types of organizations working at national and international level functioning for strengthening of information literacy and its programs to prove the motto 'information for all'. The present paper highlights on the initiatives undertaken by disparate organizations for promotion of information literacy programs in India and enlist the organizations operating at international level.

**Keywords:** Information Literacy, Organizations, Associations, Government etc.

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## 1. Introduction:

Traditionally literacy is the ability to read and write. "Literacy is a mode of behaviors, which enables individuals and group together, analyze and apply written information to function in society" (Khan and Naika, 2010). Information literacy is not just a tool for selecting and finding desired information but also analyzing, applying means and methods and communication of information with critical thinking.

## 2. Definition:

According to Doyle (1992) information literacy "as an individual's ability to; recognize a need for information; identify and locate appropriate information sources; know how to gain access to the information contained in those sources; evaluate the quality of information obtained; organize the information; and use the information effectively."

## 3. List of organizations working at national/international level for promotion of Information Literacy:

Many contributions were made from different organization/institutions/universities for promotion of information literacy throughout the world. Few of them are:

- i. American Association of Higher Education (AAHE)
  - ii. American Association of School Librarians (AASL)
  - iii. American Library Association (ALA)
  - iv. Association of College and Research Libraries (ACRL)
  - v. Association for Educational Communication and Technology (AECT)
  - vi. British Library Development Studies (BLDS)
  - vii. Chartered Institute of Library and Information Professionals (CILIP)
  - viii. Educational Testing Service (ETS)
  - ix. Information Society of Technology in Education (ISTE)
- 

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- x. International Federations of Library Associations and Institutions (IFLA)
- xi. International Technology Education Association (ITEA)
- xii. National Commission on Libraries and Information Science (NLIS)
- xiii. National Forum on Information Literacy (NFIL)
- xiv. United Nations Educational, Scientific and Cultural Organization (UNESCO)
- xv. Project Information Literacy (PIL)

Apart from the defined role of working organization, there must be national forum on Information Literacy Learning Strategy to endorse Information Literacy as a hub of -

- Individual Empowerment and continuing education
- Depiction of a variety of e-resources, useful to bridge digital divide
- Plan of action towards electronic information literate Society

Further for promotion and wide spread network of information literacy, UNESCO is celebrating 'United Nations Literacy Decade (2003-2012)' by its contemporary programs like 'Education for All Program' (EFAP) and the 'Information for All Program (IFAP)'.

#### **4. Initiatives taken in India for promotion of Information Literacy:**

Research institutes, Universities, IITs and International organization like UNESCO etc has taken a fruitful collaborative initiatives for restoring roots of information literacy widely and creates awareness of information literacy amongst their stakeholders called to be 'a great deal of help'.

Few of the initiatives taken in India by various organizations/agencies/schools and institutions for promoting information literacy/e-information literacy are discussed below-

- i. "Saakshar Bharat Mission 2012" a version of 'National Literacy Mission Authority (NLMA) launched by Government of India for promoting education literacy for adults in all states corroborating with SLMA (State Literacy Mission Authority) in each state, districts, block and gram panchayats of the state. Every year '8<sup>th</sup> September' this day was observed as 'International Literacy Day';  
"Web Based Planning and Monitoring Information System (WePMIS) is a web based interactive tool for planning, monitoring and impact analysis to facilitate smooth implementation of Saakshar Bharat Scheme" (Bose, 2010);
- ii. In this line, "National Institute of Information Technology (NIIT) took the initiatives to launch World Literacy Day (WLD) since 2001 on December 2<sup>nd</sup> every year to reduce digital divide" (Senthilkumaran, 2011);
- iii. Formation of National Knowledge Commission (NKC) in 2005 and National Knowledge Network (NKN) in 2010 for mounting 21<sup>st</sup> Century India into knowledge society;
- iv. In line with ERNET (Educational Research Network), EDUSAT India's first dedicated education satellite was launched in 2004. Similarly Vidya Vahini an IT-enabled education project in 2002 and development of open distance network- National Open and Distance Learners Library and Information Network (NODLINET) gives a new dimension towards information needs of distance learners;
- v. "During next two decades, various functional organizations and movements like *Gram Shiksha Mohim* (Village Education Campaign), *Farmers Training and Functional Literacy Project (FTFLP)*, *Churha Mandals*, *Mahila Mandals*, *Krishi Vigyan Kendras*, *Shramik Vidyapeeth*, *Nehru Yuvak Kendra*, *Satellite Television Experiment (SITE)* and family and child welfare projects were set up". (Abraham and Dubey, 2013);

- vi. Role played by publishers and producers of electronic foundations, in consultation with academic bodies, library/professional associations working at regional, state, national level, societies and national/library networks in encouraging information literacy amongst intellectual masses by the ways of conference, seminars, trainings, workshops, proceedings etc. for information literacy movement at the national and international level.  
e.g. In the 51<sup>st</sup> conference of ILA (Indian Library Association) held on 2005, recommends to form National Information Literacy Mission and a Information Literacy Task Force;
- vii. In Maharashtra, as per the directives of Joint Board of Vice Chancellor (JBVC), during the met of Librarians of the Universities in the state it was decided to include Information Literacy component in each course of the LIS curriculum;
- viii. Agricultural college and university libraries in India offer teaching course on information skills component in their curriculum of PG and UG courses (credit/elective/short course pattern). The first effort in this direction was taken by Indira Gandhi Krishi Vishvidhalaya, Raipur in 1970;
- ix. Academic Staff College approved by University Grants Commission (UGC) conducting regular orientation/refresher course for teachers and librarians to learn in accessing the information. UGC developed the course content of such programs based on ICT mode;
- x. Arrangement of program on 'literature search' initiated by National Informatics Center (NIC);
- xi. Organizations like National Council of Educational Research and Training (NCERT) / State Council of Educational Research and Training (SCERT) of each state conduct regular orientation/refresher courses for the school librarians regarding awareness and use of information literacy;
- xii. The major initiatives has been taken by Navodaya Vidyalayas in which VI<sup>th</sup> and XII<sup>th</sup> class students has to prepare a project report using information resources and IT (Information Technology) to enable learning process;
- xiii. Akshaya e-literacy program of Kerala state and Maharashtra Knowledge Corporation Ltd. (MKCL) of Maharashtra state initiated Maharashtra state-Certificate in Information Technology (MS-CIT) course to strengthen IT literacy program/course;
- xiv. " IIT-Kanpur has developed Brihaspati, an open source e-learning platform" (Jain, 2011);
- xv. Establishment of "the national documentation centers like National Institution of Science Communication and Information Resources (NISCAIR) and National Social Science Documentation Centre (NASSDOC) play a significant role in orienting library and information science professionals of the country to acquire the skills of access to information" (Baskaran, 2011) Apart from that, Developing Library Network (DELNET), Documentation Research and Training Centre (DRTC) and many such government agencies playing a significant role in orienting professionals by conducting IT training programs by delivering the skills of access and retrieval of information on regular basis;
- xvi. In 1984, Government of India initiated a Project - Computer Literacy And Studies on Schools (CLASS). "Under this project, the computer literacy has become compulsory for Class XI and XII. It was a step towards e-information literacy in Indian environment" (Ramana, 2005);
- xvii. Development of e-resource consortia's like Information and Library Network (INFLIBNET) –Infonet Digital Library Consortium, Indian National Digital Library in Engineering Sciences and Technology (INDEST) consortia, Council of Scientific and Industrial Research (CSIR) consortia etc;
- xviii. Launching of 'Rashtriya Computer Literacy Drive' (RCLD) to make India 100% computer literate. (RCLD, 2011);
- xix. IT policies designed and adopted by various states for efficient use of e-information.

### 5. Projected (Suggested) Initiatives:

- i. Formation of Indian Information Literacy Standards in line with international standards like Australian Information Literacy Standards;
- ii. "All state governments should take initiative to set up State Forum/ Council to mobilize information literacy program in their states;
- iii. Information Literacy policy initiative must be taken in the context of education policy formulation particular in India" (Senthilkumaran, 2011).
- iv. Design of a separate paper on information literacy at UG/PG level by UGC;
- v. Opening of Community Library and Information Centers (CLIC) at rural areas etc.

### 6. Conclusion:

The objectives of information literacy are common to all disciplines, to all learning scenarios and all levels of education. Information literacy is lifelong learning activity and information literacy working organizations can serve as a media's for endorsement of such lifelong information which is best suited for one and all to widen their academic and research endeavors.

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## RAVINDRANATH TAGORE'S VIEWS ON EDUCATION

02

\* Santosh Kundlik Jadhav

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### Abstract

Rabindranath Tagore was primarily an educationist rather than a political thinker. He put emphasis on 'naturalism' for framing educational model. According to him, freedom is the basic guiding force for inculcating interest within a student who will derive inspiration from nature to pursue any branch of knowledge he likes. Tagore's education marked a novel blending of the ideas of the East and West. The spiritualism of Indian philosophy and progressive outlook of Western people were blended together to give rise to an educational philosophy. Tagore, with boldness and firmness rejected a book centered education for students. To him it is not just to confine the mind of boys and girls to text books only. It will kill the natural instincts of a student and make him bookish. It will kill his creative skill.

Tagore wanted to implement freedom in the field of education. With that objective, he started Shantiniketan, Sriniketan and Bramhachari Ashram. According to Tagore, teaching should be practical and real not artificial and theoretical. Tagore also much attached great importance to the fine arts in his educational curriculum. To him, game, dance, music, drama, painting etc. should form a part of educational process. Students should take active part in these finer aspects of human life for these are very essential to enrich soul. The present research paper attempts to explore Tagore's educational philosophy.

### Key words:

Spiritualism, naturalism, Natural circumstances, book-centered education, freedom, Teaching- learning process, curriculum.

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### Introduction:

Rabindranath Tagore, the first Asian Nobel Laureate, was born in 1861 in Bengal. His family was especially known for Socio – religious and cultural innovations which helped to shape his Educational philosophy. He had thirteen brothers and sisters within the joint family. They were mathematicians, journalists, novelists, musicians and artists. The social and cultural atmosphere of his family gave him dynamic open model of education. His experiences at Jorasanko provided him the importance of freedom in education. He also realized the importance of the arts in the development of empathy and sensitivity and the necessity for an intimate relationship with one's cultural and natural environment.

As an educationist, Tagore dedicated his life to his educational institution 'Shantiniketan'. He also started university known as 'Visva – Bharti' and a rural education centre known as 'Sri-Niketan'. He focused on 'naturalism' for framing educational model. In his view, freedom is the basic guiding force for inculcating interest within students who will derive inspiration from nature to pursue any branch of knowledge. He has explained his views on education in detail.

### Education in the Company of Nature:

According to Tagore, nature is the best teacher to a pupil. Nature will provide the students with necessary situation to seek knowledge. It is the guiding force to inculcate the spring of learning in the mind of

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students to pursue the education they like. It shapes students character. Tagore believed in engaging classes in open air under the trees. Students should be encouraged to follow the life cycles of insets, birds and plants. Class schedules are made flexible for special attention to natural phenomenon. In his essay 'A Poet's School', he throws light on the importance of an empathetic sense of interconnectedness with the surrounding world. In his view, sympathy is superior to knowledge, as it makes man powerful but fullness is attained by sympathy. The primary aim of education is not to give information but to make life in harmony with all existence. In this concern Tagore aptly says, "We rob the child of his earth to teach him geography, of language to teach him grammar . His hunger is for Epic, but he is supplied with chronicles of facts and dates."<sup>1</sup>

In this way, he criticizes the contemporary education system and asks to make a drastic change in it.

### **The Importance of Fine Arts in Education:**

Rabindranth Tagore grants important place to fine arts in his educational curriculum. Game, dance, music, drama, painting etc. play a vital role in the process of education. It is therefore students, according to Tagore, should actively participate in these finer aspects of human life in order to enrich soul.

Rabindranath Tagore wrote many dramas at Shantiniketan and the students took active part in both the performing and production sides. The students were encouraged to follow their own ideas in painting and drawing and to draw inspiration from the many visiting artists and writers. Moreover, students at Shantiniketan were encouraged to create their own publications and put out several illustrated magazines. Without music and the fine arts, according to Tagore a nation lacks its highest means of national self expression and the people remain inarticulate. Tagore revived folk dances and introduced dance forms from other parts of India, such as Manipuri , Kathak and Kathakali. He also supported modern dance.

Rabindranath Tagore's vision of culture was not static one but one that advocated new cultural fusions and he fought for a world where multiple voices were encouraged to interact with one another and to reconcile differences within an overriding commitment to peace and mutual interconnectedness. Tagore was one of the first in India to argue for human educational system that was in touch with the environment and aimed at overall development of the personality and Shantiniketan became a model for vernacular instruction and the development of Bengali text books. The establishment of Visva – Bharati and Sri – nikanetan led to pioneering efforts in man directions.

### **Practical Education:**

Tagore laid emphasis, on the practicality of education. According to him, teaching should be practical and real not artificial and theoretical. He rejected book – centered education as it confines the mind of students to text books only. It kills the natural instincts of students and make them bookish and restricts them from their creative skills. Therefore, students should be freed from the book – centered education. Rejecting the book – centered education, Tagore accepted practical based education because such education increases the creative skill within the learners. Such creativity can bring perfection in learning process and the students can achieve mastery in their concern fields.

### **Freedom in Education :**

Tagore wanted every human being to live and reason in freedom. He implemented freedom in the field of education. He opened Shantiniketan, Sri- Niketan and Bramachari Ashram keeping this object in mind . He gave free choice to students to develop their interest in any field they like. He expresses the idea of freedom in the *Gitanjali* :

“ Where the mind is without fear  
and the head is held high;  
Where knowledge is free;  
Where the world has not been  
broken up into fragments

by narrow domestic walls;  
Where the clear stream of reason  
has not last its way into the  
dreary desert sand of dead habit ,  
Into that heaven of freedom,  
My father , let my country awake.”

Not only education, but also Tagore’s philosophy about politics and culture, nationalism and internationalism, tradition and modernity, can be studied in the light of freedom . To him, education should be after the heart of man . He explained freedom in three categorized ways i.e. freedom of heart , freedom of intellect and freedom of will. Education imparted in a natural way can fulfill these three freedoms.

### **Education for Rural Reconstruction:**

As a keen observer of the manners and customs, ideas and beliefs and socio - economic condition of contemporary India, Tagore was very much aware of the rural poverty. In order to remove this poverty, he asked students to take practical training imparted in different crafts that will make them skilled artisans in their field. They can remove the poverty of rural India by applying their education helping thereby in the process of rural reconstruction.

### **Conclusion :**

As one of the earliest Indian educators, Rabindranath Tagore speaks about practical based education, freedom in education and the role of fine arts in education . He also expresses his views about rural reconstruction through skill based education. He started Shantiniketan, Sri – Niketan and Bramchari Ashram keeping these objects in mind. His educational model has a unique sensitivity and aptness for education with multi – racial, multi – lingual and multi – cultural situations.

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## WATER LOGGING AND SALINITY ALONG WARANA RIVER

03

\* Milind Balkrishan kulkarni

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### ABSTRACT

Irrigation has acquired increasing importance in agriculture the world over. India has made rapid strides in creating irrigation potential since independence. However in a zeal to create more and more irrigation potential, adequate attention was not given to drainage aspects. This resulted in water logging and salinity problems in many irrigation commands.

In the Warana region, after introduction of lift irrigation, signs of water logging and soil salinity were noticed. The major reason behind this is over irrigation. The paper attempts to assess the damage along parts of Warana river and suggest remedial measures.

**Keywords-** Irrigation, Potential, Water logging ,Soil salinity Drainage, Remedial measures

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### INTRODUCTION

An area may be defined as water logged when the water table rises to an extent that the soil pores in the root zone of a crop become saturated resulting in restriction of the normal circulation of air, decline in level of oxygen and increase in level of carbon dioxide. Thus, even as the extent of problem of water logging and soil salinity keep on increasing, there is absolutely no attempt to find suitable remedies for this. Millions of hectares of precious land resource is going waste due to the negligence of both the authorities and the farmers. When irrigation is applied to dry land, it wets the soil which soon gets saturated as more water is supplied. At this stage, a part of water is absorbed by soil particles and the rest is present in soil pores from which air is driven out. A stage is reached where water table is held so tightly by soil particles that the plant roots are unable to absorb it.

### CAUSES AND EFFECTS OF WATER LOGGING

Though there are many causes of the area becoming water logged, following are some major causes,

- I) Over and intensive irrigation
- II) Seepage of water from adjoining high lands and canals
- III) Inadequate natural and surface drainage
- IV) Excessive rains and submergence due to floods

The effects of water logging are Reduction in the crop yield, Affects normal cultivation cycle, Increase in salinity etc.

### SOIL SALINITY

Salinity is a major threat to irrigated agriculture because many of the soils and irrigated water contain significant amount of dissolved salts. The high concentration of soluble salts limit crop production because of total osmotic effect. The main effects of salinity on plants are slow and insufficient germination of seeds, stunted growth, small leaves, stems, bluish green leaf colour etc.

### METHODOLOGY

The area selected for the study lies between Longitudes 74.0 -74.15 and Latitudes 16.45-17.0. The Warana river forms the boundry between Kolhapur and Sangli districts. A major earthen dam (34 TMC) was constructed

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in the upper reaches of the river. Water is intermittently released in the river which again is stored in six Kolhapur type (KT) weirs placed at regular intervals along the river, giving a perennial flow to the river. The stretch of 1 to 1.5 km on either side of the river is selected for the study as this region is fed by the river since last 30 years and the effects of water logging can be prominently seen in this region. The major objective of the study was to get a rough estimate of the extent of Water logged and saline lands. Extensive field work was undertaken and samples of soil were collected to know the moisture content and other soil properties. Eight villages fall in the selected study area. Only those locations where the effects of water logging and salinity are prominent were considered. A sheet was prepared to note the details such as Name of the owner, Survey or Gat No., Type of soil, Type of irrigation (Well/Bore well/Lift), Approximate water logged area in acres, Nature of water logging (Seasonal/Perennial), Topography, Any remedial measures adopted etc.

Following table (Table No.1) shows the summary of the data collected from various locations.

Table No.1-Summary of the data collected.

Sl.No.	Name of village	No. of irrigation schemes	Catchment area(Acres)	Area affected (Guntha)	% of water logging
1	Kodoli	2	360	940	6.52
2	Deovadi	1	220	152	3.48
3	Thanapude	2	240	252	2.62
4	Mangale	3	840	72	0.75
5	Kakhe	2	360	5	0.03
6	Ladewadi	1	180	15	2.84
7	Chikurde	4	720	765	2.73
8	Mohare	1	120	440	9.16

The study reveals that about 2641 Guntha (66 acres) of land has been affected due to Water logging and salinity. This amounts to 2.64% of the study area.

#### REMEDIAL MEASURES

The conventional measures are tree plantation and providing suitable drainage. In irrigated areas drainage systems can be installed to control water table level and salinity in the root zone. Various types of drainage systems such as Surface drainage, subsurface drainage, secondary drainage treatment, bio drainage etc. prove effective to control salinity and accumulation of water. Plantation of deep rooted trees also helps to some extent.

#### CONCLUSION

Though irrigation has substantially increased the crop yield and uplifted the economic, social, and cultural status of farmers, the ill effects of excessive and continued irrigation are devastating.

The study area was classified into three categories as fully water logged, partially water logged and unaffected area. About 2.64 % area is fully affected while another 15 % area is partially affected. However parts of the unaffected area also slowly showing eminent signs such as decreased crop yield, seasonal water logging etc. The fully waterlogged area is the one which can not be recuperated by any remedial measure. The partially waterlogged area needs urgent remedial measures to prevent it from going waste.

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## “STUDIES ON ECONOMICAL IMPORTANT AGRICULTURE CROP PESTS FROM WARANA REGION”

04

\* A. R. Bhusnar<sup>1</sup>, R. A. Ghanawat<sup>2</sup>, N. C. Mohite<sup>3</sup> and P. B. Mohite<sup>4</sup>

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### ABSTRACT

Warana region is situated at Western Ghat region. It is one of the well established agriculture region of Kolhapur district, were produced Sugarcane, Rice, Wheat, Maize and several vegetables. But crop pests is a major problem in Warana region, this region is high humid region so growth rate of pest is very high. Were reported White fly, Mealy bugs, Aphid, Grasshoppers, Moths, Pumpkin beetle, leaf hoppers and bugs as major pests. Total 13 agricultural economic important crop pests are reported from Warana region. All these pests are high destructive and well adapted in climatic condition and cropping patterns of Warana region. These pests damage crop above economic level as well as they transfer and invite many diseases to crop.

**Key word:** Warana, Pests, Crop, Agriculture.

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### INTRODUCTION

Insect pests cause enormous loss to direct and indirect invasion on various plant parts. There are many insects are present in the farm. But all of them do not damage below economic level, few of them (key pest) may cause Sevier damage. A pest is any organism that spreads disease, causes destruction. Sucking insect pests (Whitefly, Aphids and Mealy bugs) are of the major importance. These insect pests not only reduce the vigor of the plant by sucking the sap but transmit diseases and affect photosynthesis as well. (Marimuthu et al. 1981). Among various sucking insect pests, whitefly is the most serious pest It sucks cell sap from the lower side of the leaves and secretes honeydews on which sooty mold develops, which interferes with plant photosynthesis, ultimately reducing the yield. Whitefly adults transmit viral diseases (Buttler and Henneberry, 1994). Aphids are the serious pests infesting more than 80 host plants. The continues use of insecticides to control aphid pests lead to adverse effect on naturally biological control against. Mealy bugs are cell sap sucking insects and some species cause severe damage to a wide range of vegetables, horticulture and field crops. Gram pod borer, Yellow tail, Olender howk moth all these pests larval stage is causative stage they voraciously feed no several plant leaves and fruits cause Sevier economic loss. Beetles, Bugs, hoppers young stage as well as adult stage damage the crop above economic level. Great efforts and lots of money spend yearly to control pests. Though many options are available for the management of these insect pests, farmers used synthetic chemicals because of their quick knock down effect with or without knowing the ill effects of these chemicals. However, farmer education for the safe and in time use of the insecticides is very important. Following scientist contributed to research on Indian crop pest pests. Candele (1903), Tillyard (1917 & 1928), Ford (1923), Mansour (1927), Snodgrass (1927, 1928 & 1935), Brunet (1967), Holloway (1977), Rajamany (1993), Ramamurthy and Ghai (1993), Sathe & Bhosale (2001), Sathe & Margaj (2001), Sathe & shinde (2008), Sathe (2008 & 2009) etc. studied different aspects of insect from different parts of the world.

### MATERIALS AND METHODS

Insect pests have been collected from various agricultural fields from Warana region, during August. 2014 to March 2015 by using insect collecting net at 7 days interval during morning and evening hours. For identification, observation have been made on taxonomical features with the help of compound microscope and hand lens and photographed with the help camera cannon Company. Some species of insect pests were reared in laboratory for lifecycle studies. Identification of insect pests was made up consulting literature by Munz (1919),

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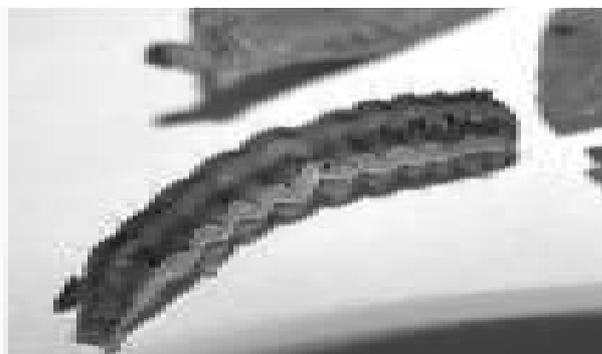
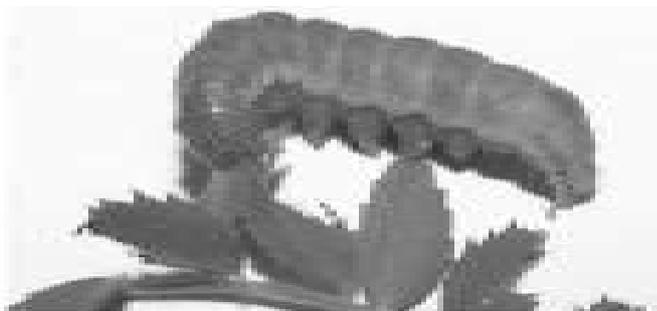
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Garman (1927), Fraser (1933), Graham (1933), Brodskii (1935), Little (1972), Mani (1994), Sathe & Pandharbale (2008), Sathe & Shinde (2008) etc.

### RESULTS



**Gram pod borer (Lepidoptera:Noctudae) *Helicoverpa armigera* L. Fig.No. : 1**

It is a Polyphagous pest. Eggs are yellowish, dome shaped and 0.4-0.5 mm. newly emerged larvae are yellowish, older may be of different colours, depending upon the food they consume. Full grown caterpillars are 42-47 mm long with whitish and dark longitudinal stripes. Adults are medium sized. Forewing is light yellow in males and brown in females. On the apical margin of forewings light black band are visible and a black spot appears on the upper side of the wing. This pest is more active in moths October to April. The moth mostly appears in October, to lay yellowish- white egg on the under surface of leaves, shoots, stems, or in the soil, within 4-6 days the female lay up to 100-150 eggs. The eggs hatch in 4-6 days. The larvae feed on young leaves during night. The full-grown in 4-6 weeks and then pupation takes place in soil. The pupal stage is 13-15 days. The life cycle is completed in 7 to 10 weeks. Damage is caused by the larva, it feeds on the several plant parts i.e. foliage, flowers and fruits. Mostly small green fruits are preferred, Single larva can destroy many fruits. The high rate of damage is during summer. The pest will be controlled by spraying one acre  $\frac{1}{2}$  lit. of Endosulphan, by using Trichogramma, handpicking etc.



**Yellow-tail moth (Lepidoptera : Lymantriidae) *Euproctis similis* (Fuessly, 1775) Fig.No : 2**

It is mostly feeding on trees and shrubs. The abdomen of the Yellow-tail is white with a tuft of yellowish hairs on the tip. It is distributed in Europe and Asia except extreme northern areas, east to Japan. Caterpillar is black with white patches on body, black head and long whitish hairs. The dorsal stripe is longitudinally crossed by a black line. It shows a black hairy on the rear side of the head, near segments 4 and 5. Adult moth wing span is 30 to 38 mm, females are slightly larger than males. The moths are nocturnal and they mate during the night. The female 500 to 600 light green eggs laid in clusters on the underside of leaves. The eggs hatch in 8-13 days and during the first two stages, tiny caterpillars feed gregariously, but afterwards they spread widely for search of food. They grow to maturity through 7 stages, within 4-6 weeks. When full grown, the larva goes to pupa. The pupal stage lasts 1-2 week. The moths live for about a week. Single generation possible in year. This pest will be controlled by spraying melathion, methyl parathion, dimethoat, methyl demeton, posphamidon etc.



**Oleander hawk moth (Lepidoptera:Sphingidae) *Daphnis* sp. Fig. No: 3**

This pest is distributed over Europe, Africa and Asia. This species is mainly found in the southern Mediterranean region, North Africa and the Middle East. It is a polyphagous pest. It is colourful. Hawk-moth is one of the most widely distributed Sphingidae species in the world. Adults of this attractive moth have decorated forewings, displaying a mixture of olive greens, covered with small pink and white patches. They also have a pale streak on the tip of each forewing. The abdomen of the oleander hawk-moth is green. This species rests with its abdomen curled upwards and can be distinguished from similar species by its large size and the white tip on its rear. Newly hatched oleander hawk-moth larvae are 2.5-4mm in length, bright yellow, and have a black, elongated horn on the rear of the body. As they get older, the larvae become green to brown with a large blue-and-white eyespot near the head and a yellow horn on the rear. The spiracles on the sides of the body are black. Older oleander hawk-moth larvae measure around 7.5 to 8.5 cm. in length. Just before pupation, the oleander hawk-moth larva becomes browner in colour. The pupa of this species measures around 5.5 to 7.5 cm in length, and is light brown with black spots and a black line down the middle. Wingspan: 8 - 12 cm. The oleander hawk-moth lays eggs individually on both sides of host leaves. The light green eggs are around 1.5mm in diameter and hatch in about 5 to 10 days. The caterpillars of this species pupate in the loose soil. Adult oleander hawk-moths can be observed in flight from May to September, or sometimes to October, although they rest during the day. The pest can be controlled by hand-picking the larvae in the initial stage of attack and also by ploughing up the soil in winter. Carbaril and endosalphan can be used.



**Pumpkin beetle (Coleoptera : Chrysomelidae) *Raphidopaipa* sp. Fig.No: 4**

It is widely distributed in Asia, Europe and Africa. It is a serious pest of vegetables such as, pumpkin, cucumber and melon. Full grown, they measure about 12 mm in length and 3.5 mm across to mesothorax. They are creamy white with a slightly darker oval shield at the back. They are oblong and 5.6 mm long. Their dorsal body surface is bluish and the ventral surface is black. Their life-span is up to 60-85 days, they lay about 300 oval yellow eggs singly or in batches of 8-9 in moist soil near the base of the plants. The eggs hatch in 6-12 days and the grubs remain below the soil surface feeding on roots and underground stems. They are full-grown in 13-15 days and pupate in thick-walled earthen chambers in the soil, at a depth of about 20-25 cm. The pupal stage is 7-17. The life cycle is completed in 20-30 days and the pest breeds five times from March to October. The beetles are very destructive to cucurbitaceous vegetables. The grubs damage the plants by feeding on roots, underground

stems and sometime into the fruits near the soil. The beetles damage the flowers and foliage by biting holes into them. It can be controlled by Dusting of carbaril up to two to three weeks after germination and further followed by two sprays or by poison bite containing melathion or Rogar.



**Rice grasshopper (Orthoptera:Acrididae) *Heroglyphus banian* Fabricius Fig.No : 5**

This species widely distributed in India. In India Panjab, Uttarparadesh, Gujarat, Madhya Pradesh, and Maharashtra found with high population. The adults are 40-50 cm long, and are shining greenish yellow, having yellowish with many reddish brown spot in the early stage, but become greenish as they grow older. Mostly feeding on Rice, sugarcane, Maize, wheat, different grasses etc. The *Heroglyphus banian* has one generation in a year and pass the winter and dray part of summer in the egg stage. The eggs are found in the soil and they hatch in June or in early July, a first shower of mansoon emergence are found, the newly emerged nymphs starts feeding actively and completes their development in seven stages, within 3 weeks. The adults are seen feeding voraciously during August and September. When they are two months old, they mate. The female starts laying eggs by inserting her abdomen in the soil. The eggs are laid 5-8cm deep in pods each containing 30-40eggs. The egg laying continues from September to November and the adults die soon after, sometimes in winter. The greatest amount of damage is caused during August and September when both adults and nymphs feed on paddy and other crops, cause defoliation. After harvesting the crop do the deep plouging and digging the soil. Use BHC powder, Spray Rogor for control.



**Sugarcane leafhopper (Hemiptera:Fulgoridae) *Pyrilla perpusilla* Walker Fig.No : 06**

Pyrilla or the sugarcane leafhopper is distributed throughout India and appears occasionally as a destructive pest of sugarcane in Pakistan, Punjab, Haryana and Rajasthan, Gujrat. It damage succulent varieties of sugarcane with broad leaves are preferred by this pest. Owing to the loss of cell –sap, the leaves turn pale – yellow. Even the canes dry up and die when the attack is very severe.

A nymph is pale yellow or white 10-15mm long, and has two white prominent feather-like filaments at the tail end of it's body. The adult, equally active, is about 20 mm long and has a straw- coloured body with dark patches or spots on the wings, At the front end it has a snout –like prolongation and prominent red eyes. The insect breeds throughout the year, migrating from one crop to another for fresh food. The adults lay 300 to 536 eggs in clusters on the underside of leaves during the summer and within the leaf-sheaths during winter.

The eggs hatch in 8-10 days in summer and in about 3-4 weeks during November or December. The nymphs grow to maturity through 5 stages within 8 weeks in summer and in 5-6 months in winter. The adults live 27-52 days in the summer and 18-20 weeks in the winter, in all, 3 to 4 generations are completed in a year. it can be controlled by Burning the stuff after harvesting the crops. Dusting 1 kg. BHC powder / acker.



**Bug (Hemiptera: Plataspididae) *Coptosoma* sp. Fig.No : 7**

It is distributed in Sri Lanka, India, China, Indonesia, Malaysia etc. *Coptosoma sp.* is small insect measuring about 4-5 mm with greenish wings and green body. Both adults and nymph cause damage to many plants by sucking cell sap and the infested leaves turn yellowish brown and dry up. It is feeding on Ture, cow pea, soybean etc. The pest appears during July and remaining active up to September. The adult female bugs lay eggs mainly on the upper surface of leaves of the host plants. The eggs are inserted slantingly into plant tissue leaving the opercula exposed, which appear like white or brown dots. The eggs hatch in 5 to 7 days and young nymphs moult five times during nymphal period of two to three weeks. Then they become adult. It can be controlled by the eggs are parasitizing by trichogramma sp. Using. BHC powder.



**Dusky cotton bug (Hemiptera : Lygacidae) *Oxycarenus laetus* Kirby Fig. No : 8**

This is a minor pest of cotton in India. Beside cotton it also feed on okra, hollyhock and other malvaceous weeds. It is a polyphagous pest. The adults are 4-5 mm in length, brown and have Smokey transparent wings. The young nymphs have a bulgy abdomen and as they grow older, they resemble the adult, except for being smaller and having prominent wing pads instead of wings. The insect is active practically through out the year, but during winter, only adults are found in the unginned cotton. The cigar –shaped eggs are laid in the spring on cotton during the monsoon. Initially, they are whitish and finally becoming light pink before hatching. The eggs are usually laid in the lint of half opened bolls either single or in small cluster of 3 to 18 each. The egg stage lasts 5 – 10 days and the nymphs on emerging pass through seven stages. Completing the development of 31 – 40 days. The life cycle last 36 – 40 days. The nymphs and adult suck the sap form immature seed, where upon these seed may not ripen may loose colour and may remain light in weight. The adults found on the cotton are crushed in the ginning factories, thus stoning the lint and lowering it's market value. The most effective insecticides are carbaril, lime sulphur or endosalfan. Because of the frequent use these insecticides in a locality a dusky bug will be properly control.



**Painted bug (Hemiptera: Pentatomidae) *Bagrada sp.* Fig.No : 9**

The painted bug is a serious pest of cruciferous crops. It is widely distributed in Burma , Srilanka , India , Irak , Arebia and east Africa beside cruciferous crops it has also been observed feeding on rice sugercane and coffee. The full grown nymphs are about 4 mm long and 2.66 mm broad. The adult bugs are 3.71 mm long and 3.33 mm broad. They are sub-ovate black and have a number of orange or brownish spots. The painted bug is active form March to December and during this period all the stages can be seen. It passes the winter months of January and February in the adult stage and under heaps of dried oilseed plant laying in the fields. These bug lay oval pale yellow egg singly or in groups of 3 – 8 on leaves stalks pods and sometime on the soil. Egg may be 37 – 102 eggs in it's life span of 3 – 4 weeks . The egg hatch in 3 – 5 days during summer and in 20 days during December. The nymphs develop fully in five stages and transform themselves into adults in 10 – 22 days during the summer and in 25 – 34 days during the winter. The entire life cycle is completed in 19 – 54 days and it passes through generation in a year. Both nymph and adult suck cell- sap form the leaves and developing pods which gradually dry up. The nymph and adult bug also excrete a sort of resinous material which spoils the pods.

Lime sulphur or endosalphan or wetttable sulphur can be mixed with these sprays for controlling the bug.



**Mealy bugs (Hemiptera : Coccidae) *Saccharicoccus* sp. Fig.No : 10**

Mealy bugs are seen in cluster at the basal nodes of canes and are exposed when a leaf sheath is removed. Nymphs and the wingless female adults cause damage by sucking the cell-sap. They are inert pink insect having a round sac-like, segmented body covered completely with a white mealy powder. The size, even among full grown females measure about 5 mm in length and 2.5 mm in width. The males whose only function is to fertilize the female are sluggish having only one pair of wings and are short lived. The pest breed practically throughout the year. The eggs are yellowish smooth measure 0.35 mm in length & 0.16 mm in width. Smaller crawlers emerge and tiny young ones are transparent, pink & very active. As the canes grow taller, the older bugs remain at the lower end & the crawlers reach the higher nodes. The nymphs feed voraciously & pass through six stages before they are full grown in 2-3 weeks. The life of a full grown winged female is approximately 3.5 days, the entire life cycle is completes in about a month during Summer. The pest completes several generations in a years. The bugs suck large quantities of sap from the canes and before them by their mealy secretions and honeydew. A sooty mould develops on these secretions giving a blackish appearance to the canes. It can be controlled by application of carbofuron or phorate granules is more effective against mealy bugs.



**Mustard Aphid (Hemiptera : Aphididae) *Lipahis* sp. Fig. No. : 11**

The mustard aphid is distributed world wide and is a serious pest of cruciferous. The damage is caused by nymphs and adults, which are louse-like pale greenish insects, They are seen feeding in large numbers, often covering the entire surface of flower-buds, shoots, pods etc. This insect is most abundant from December to March when it infests various cruciferous oilseeds and vegetables. Females give birth to 26 – 133 nymphs. They grow very fast and are full fed in 7- 10 days about 45 generations are completed in a year cloudy and cold weather is a favorable for the multiplication of this pest.

Both the nymphs and adults suck the cell-sap form leaves, stems, inflorescence or the developing pods. Due to the very high population of the pest, the vitality of plant is greatly reduced. The flowers fail to form pods and the developing pods do not produce healthy seeds the yield of on infested crop is reduced to one- fourth. For controlling the aphid use selective pesticides. They should applied at proper intervals. The safer insecticide includes menazon, fenitrothion and endosalphan.



**White fly (Hemiptera :Aleyrodidae) *Aleurolobus borodensis* Maaskell Fig. No. : 12**

The white fly is found throughout the Indian subcontinent and is major pest in India. Damage is caused by the nymphs which suck the cell- sap from the leaves the grown up nymphs are about 3 mm long. They are black and have a silvery grey waxy coating on the body the adult are small, delicate, pale-yellow insect about 3 mm long, and their small size and brief life they are not easily noticed in the field. The pest breeds practically throughout the year except during winter when there are mostly nymphs and pupae present. The female lays 60-65 creamy white conical eggs which are glued to the surface of the leaves. The eggs are found in groups of 15-20 arranged, in a single life, within a couple of hours the eggs turn black and hatch in 8-10 days. On emergence the young nymphs are pale yellow and they move away from the egg – shell to kind a suitable place for feeding by the intention of their piercing mouthparts. Their development in 25-30 days after passing through 4 instars the pupal stage lasts 10-11 days and the adults, on emergence live only 24-48 hours. The insect completes 9 generations in a year and in March- they migrate from the old to the new sugarcane plants. Only the nymphs cause damage by sucking the cell sap. Yellow streaks appear on the attacked leaves. Sugar recovery is reduced by about 15-25 percent. A black mould develops on the honeydew excreted by the pest and interferes with proper functioning of the leaves and renders them unfit as fodder. This pest can be controlled by spraying endosulfan or malathion+ DDT during September- October. The spraying of these pesticides should also be carried out during April after fruit settings.



**Bihar hairy caterpillar (Lepidoptera : Arctiidae) *Spilosoma obliqua* Walker Fig.No. : 13**

It is widely distributed in India, it is very serious in Bihar, Madhya Pradesh, Utter Pradesh and the Punjab as a polyphagous pest, Damage is caused by full grown caterpillars which measure 40-45 mm in length and are profusely covered with long grayish hair. The moth measures about 50mm across the wing spread. The head, thorax and underside of the body are dull yellow. The antennae and eyes are black. The pest breeds from March to April and again from July to November. Adults emerge from the over wintering, larvae in march. The moths are nocturnal and they mate during the night. The female lays 400-700 light green, spherical eggs in clusters on the under side of leaves. The eggs hatch in 8-13 days and during the first two stages, the tiny caterpillars feed gregariously, but after wards they disperse widely in search of food. They grow to maturity through 7 stages, within 4-8 weeks. When full-grown, the larva spins a loose silken cocoon in which pupation takes in the soil. The pupal stage lasts 1-2 weeks in the active period and the moths live for about a week. The life cycle is completed in 6-12 weeks and the pest passes through 3 or 4 broods in a year. It can controlled by young caterpillars killing easily by dusting the infested crop with BHC 10 per cent, malathion 5 per cent or by spraying it with methyl parathion 0.04 per cent. When they are full grown, it is difficult to kill them and very high doses of the pesticides a

## DISCUSSIONS

Pradhan, 1992. Recorded Insect pests of crops, he recorded about 35 insect crop pest from India with their biology. Sathe and Bhoje, 2000. Worked on biological pest control and Described Taxonomy of Braconid species, Biological control potential and aspects of Biological control. Sathe and Bhosale, 2001. Worked on insect pest predators, they described 19 Coccinellid species. In addition, biology, predator pray relationship, pest predator index and biocontrol programmes designed with predators in India. Nair, 2007. Studied the tropical forest insect pests, he described ecology of insect in the forest environment, insect pests in natural forests, insect pest in plantation, insect pests in stored timber, population dynamics, insect pests in plantation and management of tropical forest insect pests. Navarajan Paul 2007. Worked on Indian insect pests and their management, he

studied insect pest of rice, pests of wheat and barley, pests of millets, pests of sugarcane, pests of oilseeds, pests fiber crops, pests of pulses, pest of tuber crops, pest of citrus crops, pests of Cole crops and pest of fruit trees. Sigh and Sharama.2014. Described agriculturally important insects diversity in Kharif and Rabi crops of talwandi sabo, Punjab. Were 19 insect pests identified from kharif crops whereas 13 insect pests were recorded from rabi crops. The 5 bio control agents and 2 ant species were recorded from agriculture field. He concluded Hemiptera and Lepidoptera are having maximum number of insect pests causing major damage to both kharif and rabi crops. In present work total 13 agricultural insect pests are reported with their biology and control strategies.

### CONCLUSIONS

Total 13 agricultural economic important crop pests are reported from Warana region. All these pests are high destructive and well adapted in climatic condition and cropping patterns of Warana region. These are reported as pest on different agricultural crops i.e. Sugarcane, Maize, Jawar different vegetables, mustard and rice. These pests damage crop above economic level as well as they transfer and invite many diseases to crop.

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## **E-LEARNING AND INFORMATION LITERACY IN LIBRARY AND INFORMATION SCIENCE**

**05**

**\* Ashok Tukaram Lad**

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### **ABSTRACT**

This paper discusses on the best practices doing to create the information literacy and awareness about E-Learning through demonstration in the classes, arranging the Webinar and Workshops online and personally delivered lectures by the outside delegates to the students and staff at our Library. Also one hour practical in the college time-table for students to coming in the library and utilizing the e-resources in the Digital Library. Also they are utilizing the same at their laboratory with the help of Local Area Network. Our educational campus is connected with Wi-Fi connectivity, so, our students are utilizing the e-resources after the college hours also. This paper covers the meaning, importance, history and many specific aspects of information literacy. It outlines the functioning of National Forum on Information Literacy. It also describes evolution of the economy, being an effect of education and global information literacy. The main objective of the information literacy is to understand the wants and needs of the E-Learning of the library users. The information literacy about how to develop E-Learning? is very important to create the awareness among the library users day by day.

**Keywords:** E-Learning, E-Resources, Information literacy and Library Users.

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### **INTRODUCTION**

The development of e-learning is changing education, in many ways making learning more flexible and more tailored to individual needs. E-learning is and will continue to, change the role of librarians and information professionals. E-learning has arisen from the information and communication technological revolution and like other forms of technology; it is undoubtedly facilitating change across the education sector. Libraries have always been an integral part of learning, helping learners find, evaluate and exploit resources. Therefore it is unsurprising that changes in education are being felt in the library profession. With an increasing number of digital resources, librarians have a crucial role in navigating learners through the complex digital information environment. Information professionals in the education sectors in particular, are also becoming important members of an expanding team of learning support staff. Meanwhile within the library profession itself there is a marked interest in the set up and delivery of information literacy programmes, as librarians seek to capitalize on their unique role as educators.

### **Objectives**

1. To create the awareness among the library users.
2. To increase the utilization the e-resources like e-books ,e-journals etc.
3. To literate and motivate the users through demonstration through orientation programmes, Webinars, Online workshops and Open lectures by the outside experts.

### **BACKGROUND**

“The term e-learning covers a wide set of applications and processes including computer-based learning, web-based learning, virtual classroom, and digital collaboration.

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However, the term e-learning is becoming widely accepted as a substitute for online learning and web-based learning.

The web today is used in three different ways by educational institutions:

1. Web integrated in the classroom teaching, that works as supplement to the face -to-face teaching;
2. Web used as a 'mixed mode' approach to complement face-to-face, normally called 'blended e-learning' ; and
3. Web used independently for teaching and learning as replacement for face-to-face teaching.

This paper provides an overview of recent developments and research within the learning support and information literacy field. It provides practical examples of initiatives that librarians can become involved in. The wider concept of 'e-literacy' is discussed to identify the skills that both learners and teachers require to fully exploit e-learning. Information literacy initiatives in the UK are somewhat behind the US and Australia in terms of achieving widespread recognition for librarians as educators and raising the profile of information literacy. Therefore, developments from these two countries are particular useful.

## **MAIN FOCUS OF THE CHAPTER**

### **Issues, Controversies, and Problems**

There can be no doubt that the library profession has changed enormously in the last five to ten years. While the profession has always been evolving, adapting to new technologies, new media, and the ever-changing needs of users, more recently these changes have accelerated to match rapid developments in information and communication technologies. The Internet has dramatically increased the range of information available and the way in which it is delivered. It is hardly believable that the first web browser technology was only invented ten years ago. Similarly, e-mail, something taken for granted by many today, was unknown outside of Higher Education as little as ten years ago. As a library student in the early 1990s students were taught about developments such as 'Gophers' and used telnet connections to connect to other universities online catalogues. Such technologies seem primitive and outdated today since the rise of the World Wide Web and broadband connectivity. It is difficult to imagine what developments the future will bring, nevertheless the library profession will need to embrace these changes and move with the times to meet the needs of users.

As the technology changes, so the skills that librarians need as professionals must evolve. Information and communication technologies have changed the expectations and demands of library users and the skills and training that the users need has also evolved. In higher education particularly, but also across the sectors, librarians are increasingly seen as being part of a wider group of learning support staff, which includes IT specialists, learning technologists, web editors and other staff. During the 1990s many libraries went through convergence with IT departments, however we are now starting to see the development of truly hybrid teams.

### **Information literacy and the 'Access Paradox'**

Information literacy has its roots in library user education, where librarians inducted new users about the services offered by the library and taught them something about finding and evaluating information. With the rise of the Internet and web technology there can be no doubting that access to information has improved. Nevertheless, to assume that because information is available on the web, people will have the skills and knowledge to find, access and use it effectively is naive. As Laurillard said:

It is as absurd to try and solve the problems of education by giving people access to information as it would be to solve the housing problem by giving people access to bricks' (Diana Laurillard, THES, 2002)

The increasing amount of information available on the Internet has given rise to what has been called by some librarians as 'the Google generation'. Students are frequently using the popular search engine Google as their first port of call when searching for all types of information on the Internet, rather than using subscription databases and quality information resources. There are countless examples from librarians throughout the world, who are battling to counter this belief that everything can be found through one search engine.

### **Definitions of information literacy**

It is useful to first define information literacy for the purposes of this chapter. The concept has been defined in numerous ways by authors in the field, but it is generally understood to include the following skills:

- Knowledge of information resources in one's subject
- Ability to construct effective search strategies
- Ability to critically appraise information sources
- Ability to use information sources appropriately, cite and create references

### **Information Literacy standards**

In many aspects of information literacy education the USA and Australia are both more advanced than the UK, in particular with established information literacy standards. They both also have greater standardization in the delivery of information literacy programmes and of information literacy being incorporated into the curriculum at all education levels. In the UK, while information skills feature within the National Curriculum for pre-16 education, within the Further and Higher Education sectors a strategic approach to information skills training to students is yet to be established.

### **E-literacy and E-learning**

Many librarians will be familiar with the term 'information literacy' but e-literacy is a relatively new term emanating from the Universities of Glasgow. Glasgow Caledonian and Strathclyde in Scotland. Martin (2003) argues that:

The notion of e-literacy is based on the assumption that there are skills, awarenesses and understandings which will enable individuals firstly to survive and secondly to be more effective, in their e-encounters.

He goes on to define e-literacy as being comprises of computer, information, media, moral and media illiteracies. The conference attracts IT support providers, librarians, educationists, educators, researchers and policymakers. In many ways these e-literacy skills are more relevant to librarians involved in e-learning initiatives than simply considering information literacy in isolation.

### **E-Literacy / Information Literacy for Academic Staff**

Much of the work on information literacy has concentrated on skills and education for students or learner, however, a crucial area must be the information literacy levels of staff who are responsible for the development and implementation of e-learning.

Developing information literacy skills, or e-literacy skills, is essential for academic and other support staff to be able to fully engage and exploit library resources in the e-learning system. Engaging with academic staff to develop their own skills also makes them more likely to see the value of building these skills into their courses for students. Building on information literacy programmes offered to students, library staff will need to play an important role in delivering this type of e-literacy education to staff. E-literacy skills for staff might include knowledge of the range of resources available in the digital library, such as which journal titles are available in electronic format. But it would also include teaching a member of staff to build an online reading list and add stable links to electronic journal articles. E-literacy also involves knowledge about copyright, and licensing arrangements for electronic resources.. Nevertheless, library staff will increasingly be called upon to offer guidance in this area, through a variety of means such as:

- One to one training and support for guidance on specific issues
- Group training sessions for more routine problems such as setting up an online reading list, or learning to use the digital library
- Documentation (printed and web based) that staff can consult on a need to know basis

### **Librarians as teachers**

In the past of the graduates entering into the library and information profession, few would say immediately that they were drawn to librarianship to teach. Yet teaching is something that many librarians routinely undertake, through a variety of means. As computers became widespread throughout organisations, increasingly librarians

have needed to teach using computers. This started out as teaching users skills such as searching the online library catalogue, however, it very soon extended to teaching end users to search online databases, formulate Internet search strategies and use a variety of subject specific databases and electronic resources.

Another important issue is the need to embed information literacy skills into the curriculum as early as possible. The lack of professional librarians in many primary and secondary schools is a key problem. One way of tackling this is for teachers to recognize the important role of the librarians.

### **The need for continuing professional development**

Continuing professional development has always been important in the library profession, with numerous training courses and conferences in which practitioners and researchers can share experience and learn new skills. In the UK, US and Australia the professional bodies supporting librarians and information professionals all play an important role in continuing professional development. In the UK, a group of librarians have recently set up an Information Literacy sub-group of the Chartered Institute of Library and Information Professionals (CILIP), with a cross-sector remit. Similarly the American Libraries Association (ALA) has a AASL/ACRL Interdivisional Committee on Information Literacy. Groups such as these allow librarians working on information literacy to build networks of support and enable them to share experiences.

### **Education Opportunities for librarians**

Many information literacy programmes also tend to focus on specific tools and databases, rather than teaching principles and the underlying theories. One way to shift this emphasis is to ensure librarians are involved in the development of all new courses from the outset. Where possible information literacy should be embedded into the curriculum, and delivered jointly by faculty members and library staff.

Librarians might also consider gaining formal qualifications in the education or learning technology field. Numerous accredited courses are available, with an increasing number of postgraduate qualifications in learning technology and e-learning.

### **Extending your Network**

Networking between librarians has always been well established, with high levels of participation. However, arguably librarians now need to consider extending their network beyond the library profession and getting involved in other external groups.

### **Practical approaches**

This concludes with a summary of a number of practical ways that librarians can become involved in e-learning through information literacy programmes and the development of online tutorials.

### **Developing online tutorials**

One of the most common initiatives being developed by librarians are self-paced online tutorials available from the library website. These are designed to allow students to learn topics as and when they require the knowledge at a time and place convenient to them. However a major criticism of these packages is they can be badly designed and structured with little interactive features that engage the learner. It is often difficult to obtain feedback

### **Advantages of web-based tutorials**

Materials made available from the library website can be used by any library user. They are particularly valuable for generic sessions, such as a virtual tour of the library, where library visitors as well as members of the institution may wish to use the tutorial. You may consider making the package available on the web but password protecting it, or making it available via an Intranet so that only authorized users, in the case of a university, this would be registered students and staff, can access it.

### **Disadvantages of web-based tutorials**

Web-based tutorials are not without problems, in particular:

- They need a lot of work to develop, and to update, particularly if produced using flat HTML pages. Consider using a VLE or a content management system for ease of updating;

- They often require detailed knowledge of web design, educational technology;
- It can difficult to make them interactive.

### **Using the virtual learning environment**

An alternative to making information literacy materials available on the web is to use the virtual learning environment software. Materials can be embedded into existing subject based courses or a separate information literacy module can be made available to students. The advantages of using the virtual learning environment is that the course will be easier to set up and not require specialist web design skills. The virtual learning environment also has a number of inherent tools that can be utilised to make the course interactive. The availability and usability of these tools will vary depending on the VLE software being used, but generally will include online assessment tools, communication tools, such as bulletin boards or online chat rooms, the facility to subject online assignments and tracking facilities.

### **Using the VLE for staff development**

Another area of significant interest to librarians currently is using the VLE for staff development. Staff development in academic libraries is often well developed and includes programmes of training that often run throughout the year. As new electronic resources or system become available, or procedures and processes evolve, so the need for staff development in most libraries is constant. Early on, a number of libraries realized the valuable role the VLE can play as a vehicle for staff development. Similar to it's value for off campus students, the VLE allows staff to access staff development resources at a time and place convenient to them. In many institutions using the VLE for staff development also provides a useful way of ensuring library staff are familiar with the software that students are using.

### **Conclusion**

This paper has discussed how e-learning is changing the role of information professionals and offering them new opportunities to capitalise on their expertise. Through the delivery of information literacy programmes, which are both timely and integrated, partnerships with teaching and learning support staff can be strengthened. Librarians need to work with new groups of professionals, they need to develop new skills, in particular teaching skills, which enable them to deliver these programmes where appropriate, using technology. E-learning is offering exciting and new possibilities which the library profession need to reach out and seize. The key to success is to get out of the library, build partnerships with teachers and learning technologists and infiltrate their networks.

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## DEFAMATION OF CHHATRAPATI SAMBHAJI IN MARATHI LITERATURE

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\* Manjushri Pawar

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### ABSTRACT

For the last two centuries, the Marathi literature has been developing in many directions and fields. The Marathi Historical Literature is one of its progressive and prosperous fields. The glorious period of Shivaji, the founder of Maratha Power in India and Sambhaji, his son and successor, have been the epicenter of the most of the Marathi historical literary works for the last hundred years. Between the two, Sambhaji has, more than his father, attracted the attention of Marathi literati, thanks to his dramatic life and its tragic end. Again another reason for the increasing interest of the Marathi writers in Sambhaji was his bravery and dare-devil acts for which no Maratha Raja, except Shivaji, could equal his achievements. It was Sambhaji who fought with the Mughals, the Siddis, the English and the Portuguese one and same time for the protection of the Maratha State and eventually laid his life for noble cause of Maratha Independence. He did not surrender to the Mughal Emperor Aurangzeb while he was tortured inhumanly to death in the Mughal camp. Sambhaji was a cultured prince who had composed some books on spirituality and political science and that too in Hindi and Sanskrit.

However, the Marathi literati instead of presenting Sambhaji image as a brave and cultured prince had painted him in their works as a debauched person and irresponsible king.

However, the Marathi literati were not to be held wholly responsible for the kind of literature they produced. Because their works were primarily based on the works of the Maratha historians who in their turn based their works on the Marathi Bakhars (Historical accounts loosely written). This paper tries to go to the very roots of the defamation of Sambhaji in the Marathi literature and show how the Marathi literati borrowed the distorted image of Sambhaji from the Bakhars. They found it more convenient to dramatize the defamation of the Maratha king. The paper also deals with the research done in the later half of the 19<sup>th</sup> century and its consequent result in improving the image of Sambhaji in the Marathi literature. In the end, the theory of 'New Historicism' has been applied while analysing the defamation of Sambhaji in the Marathi literature and modern research with its impact on later Marathi literary works such as dramas and novels.

**Key Words** :- historical fact ; Spirituality; Marathi Literature; Aggression; Physical atrocities.

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History is a story of mankind mainly based on historical sources which include historical documents and accounts of historical events. However, a historian, while constructing the past, has to take into account the contemporary traditions and customs, myths and folklore, arts and literature etc. When a historian presents his work to society, the latter in its turn reflects it in various forms of literature. Generally this role is played by an articulate class of society. In other words, historical literature is a reflection of contemporary established history.

### EVENTFUL LIFE OF SAMBHAJI

Historical fictional literature is one of the rich provinces of Marathi. We find that lives of great heroes of Maratha History e.g. Shivaji the Great, his son Sambhaji, his daughter in law Tarabai, Peshwa, Bajirao I, Peshwa Madhavrao I and Mahadji Sindhia provided Marathi writers the themes for composing various forms of Fictional Literature, Especially, the lives of Shivaji the Great and Sambhaji were the main epicenter of their inspiration as they contain the most dramatic events of the Maratha History. It is interesting to note that between these

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Maratha heroes, Sambhaji was fortunate to have scores of Marathi Writers on his side and still he continues to be their main attraction. So far more than 60 dramas and more than 15 novels have been written on the life of Sambhaji. Sambhaji has surpassed his father in this respect. Of course it is because of his eventful life and his tragic end at the hands of Emperor Aurangzeb. Moreover, it should also be noted that no Maratha king except his father could stand to him in the respect of bravery and heroism in Maratha History.

Sambhaji's life as an heir-apparent and as a king was full of stormy events which led to many controversies in his lifetime. Those controversies should have ended with his cruel and unfortunate death; but that didn't happen. They continued to haunt him even after his death till the date. Many a myth was also created in the due course and added to his life-story which made it colorful and enigmatic.

### **THE MARTYR KING OF THE MARATHAS**

In fact Sambhaji was a cultured and brave Prince. He was well-versed in Sanskrit and had composed work on Hindu Polity and metaphysics in Sanskrit and Braj respectively. For ascertaining his rightful claim to the Maratha throne, Sambhaji had to fight with treacherous Maratha ministers and other officials who had sided with his younger brother Rajaram and stepmother Soyarabai. However, no sooner did he succeed in tiding over the situation and established peace and order in the State, than he had to face the Mughal invasion led by the Emperor Aurangzeb himself with his mighty army. At the Mughal instigation the English, the Siddhis and the Portuguese on the west coast started harassing his subjects and grabbing his territory. Hence he was facing aggression on his state from almost all the directions and fighting them out with the best of his sources and ability. He has entrusted the internal administration with his queen Yesubai in whom he has reposed full confidence and faith. He fearlessly and bravely fought with the enemies for nine long years and foiled every attempt of the Emperor to crush the Maratha Power. Thus he protected and preserved Shivaji's Swarajya till his end.

Unfortunately Sambhaji was captured unaware in south Konkan by Mughal General Shaik Nizam who produced him in the court of Aurangzeb. He was asked to surrender with all his forts and treasures in exchange of his life. However, Sambhaji spiritedly and stoutly refused to comply with Aurangzeb's demands. Consequently he had to undergo terrible physical atrocities in the Mughal camp. Eventually he was cruelly put to death, his body was cut to pieces and his head paraded as a trophy in the towns of Deccan. Thus Chhatrapati Sambhaji became the first martyr king of Maharashtra.

### **DISTORTED PICTURE OF SAMBHAJI**

Despite his historical fact, Sambhaji was painted by Marathi writer's as a dissipated and debauched King who destroyed his kingdom on account of his irresponsible behavior. They said that his excessive indulgence in sex, alcoholism and violence caused his downfall. However the Marathi writers are not to be solely blamed for the distorted picture of Sambhaji in their literature as they had based their works solely on the historical works of renowned historians like Grant Duff, Justice Ranade and G. S. Sardesai. All these historians based their work mainly on Marathi Bakhars, namely Sabhasad Bakhari and Chitnis Bakhari. Bakhari is a historical account loosely written, without applying any scientific methods of history writing to it. If at all somebody is to be blamed for the distortion of Sambhaji's image, it is: be these authors of Bakhars.

Historical Marathi literature on Sambhaji could be divided into two parts. In the first part, the distorted picture of Sambhaji was presented. In the second part research on Sambhaji's life, especially in the post independence period, improved upon the said image and consequently bright image of Sambhaji was reflected in the Marathi literature. However, here we are mainly dealing with the first part, which remained the prime cause of Sambhaji defamation's in the literature.

As already stated that it was the Marathi Bakhars that obliged the Maratha historians to project a distorted picture of the Maratha King, it becomes imperative to see how the authors of Bakhars painted Sambhaji's picture. First comes the Sabhasad Bakhari.

### **SABHASAD BAKHAR**

This Bakhari was written in 1697 by Krishnaji Anant Sabhasad, courtier of Chhatrapati Rajaram at Jinji fort in Karnataka. Sabhasad was his partisan and had accompanied him into Karnataka. While narrating the

account of Sambhaji's reign, Sabhasad has made Shivaji on his deathbed to make predictions about his sons i.e. Sambhaji and Rajaram. The words Sabhasad puts in the mouth of Shivaji are, "My elder son Sambhaji would not protect the state. He is an immature fellow. He would kill the Brahmins and put Maratha Sardars to death. He would indulge in adultery and would recklessly spend the state treasures. He would lose kingdom and eventually fall victim to treachery. Only when Rajaram would begin to rule he would recover the lost kingdom."

So, it is evident that being a partisan of Rajaram, Sabhasad had slandered Sambhaji and that too in the words of Shivaji. Simply in order to brighten the image of his master 'Rajaram'. Otherwise how could Shivaji foresee that Sambhaji would fall victim to treachery of his own people? And a father, as wise as Shivaji, is not likely to slaughter his own son's image before the others.

### **CHITNIS BAKHAR**

Malhar Ramrao Chitnis, a hereditary servant of Satara Chhatrapati, wrote his Bakbar in 1811. While narrating the account of Sambhaji's activities, Chitnis has not only followed the prejudices and charges of Sabhasad but also added some fictitious stories to Sambhaji's life. One of such stories is that Sambhaji raped beautiful Bahmin lady who had come to the Palace at Raigad for some religious function. In fact Sambhaji was in South Konkan and not at Raigad when this episode is said to have taken place. Another equally fantasy rumored was that Sambhaji on his coming to Raigad in 1680 put his stepmother Soyarabai to death by smothering her in wall. In fact she had been alive till October 1681, almost for more than a year, after this so called episode.

Again according to Chitnis, when Sambhaji was produced before the Mughal Emperor, he was asked by latter to embrace Islam to save his life. Chitnis further tells that Sambhaji bluntly told the Emperor that he would accept Islam if he would give his daughter in marriage to him, This is really a flight of imagination of Chitnis. No contemporary record, even the eye-witness historians do not mention such a dialogue between two.

One more example of distortion of history by Chitnis could be cited. The Shirkes, the near relations of Sambhaji, revolted against him. Sambhaji defeated the rebels who soon joined Mughals. Chitnis tells us that Sambhaji in fit of rage beheaded almost all the Shirkes and used term "Shirkan" for such an act of violence. However, history reveals that Sambhaji had not massacred the Shirkes, but only put them to flight<sup>9</sup>

Malhar Ramrao Chitnis presented such a distorted picture of Sambhaji in his Bakhar, only because his great great grand father Balaji Aawaji Chitnis was put to death at the orders of Sambhaji. Malhar Ramrao, it seems, was still smarting under so-called injustice done to his family. Incidentally, it may be mentioned that Sambhaji has punished Balaji Aawaji for his involvement in a plot of latter's deposition. Thus Balaji was guilty of treason.

### **SAMBHAJI PRESENTED BY HISTORIANS**

The first and famous historian of the Maratha history is Grant Duff. He wrote a comprehensive history of the Marathas in three volumes. Duff's Sambhaji is rapist, cruel, extravagant and addicted fellow. Grant Duff is followed by Justice M. G. Ranade, a renowned native historian of the Maratha History. He has discarded many a hypothesis of Duff but his verdict about Sambhaji is not different from that of Duff. Ranade writes, "The ministers at Raigad knew that Sambhaji was unfitted, by his characters and habits, to carry on the task which Shivaji had begun..... The cruel use he made of his success indicated his utter unfitness to be the leader of the nation. He killed his own step mother by starvation..... His excessive indulgence in drinking and debauchery soon unnerved him .....Sambhaji threw away a splendid opportunity presented by one of the Emperor's son..... It is useless to enter into a detailed account of Sambhaji's reign, for Sambhaji never can be said to have ruled the country"

The third great historian of the Maratha is G. S. Sardesai. He too describes Sambhaji as a cruel and debauched fellow and irresponsible and shortsighted king.

So it is evident that the comments of these noted historians are mainly based on the Bakhars which provide the necessary backdrop to the historical dramas, novels and poems in Marathi. Let us examine the literary works in Marathi, produced the theme of Sambhaji's life.

## MARATHI DRAMA

The first ever play on Sambhaji “Gunotkarsha” was written in 1885 by Vasudeoshastri Khare, a researcher of Maratha History. He was followed by Nath Madhav and Ram Ganesh Gadkari, the renowned litterateurs in Marathi. Of these three, Gadkari’s play ‘Rajsanyas’ received wide popularity in Marathi. It has been considered as one of the milestones in the Marathi drama.

Gadkari points out the main undercurrent of Rajsanyas, stating that negligence of public responsibility by a person at the helm of affairs of state is the prime cause of its ruin. Gadkari has further raised a question why should Sambhaji suffer and himself given answer saying that he must suffer because he has deviated from Rajdharma —duty of a king. It is root cause of his whole tragedy. To Gadkari Sambhaji was irresponsible and unworthy king and a wicked and adulterous person. Tulsi, the daughter of Hiroji Farjand is the heroine of Sambhaji. Gadkari portrays Sambhaji, indulging in the drinking alcohol and debauchery in the company of Tulsi. Sambhaji even lured away a wife of one Daulatrao and keep her as his mistress. Naturally, Daulatrao turns into enemy and seeks to take revenge upon Sambhaji.

At the end, Gadkari’s Sambhaji seems to be completely remorseful and self slandering. He calls himself debauched and an offender of massacre and matricide. He is horrified for crimes and sins he had committed. Gadkari was a very talented dramatist. However he did not spare a single line in praise of Sambhaji for his dignified and spirited behavior at Aurangzeb’s court and his courageous and fearless encounter with his cruel death.

V. L. Aundhakar wrote ‘Bebandshahi’ (An Anarchy) on life of Sambhaji which itself connotes that Sambhaji’s reign was nothing but a rule of anarchy. The author himself has noted that historian Sardesai’s ‘Riyasat’ and novelist H. N. Apte’s novels are main sources for the play. He has copied almost all the vices of Gadkari’s Sambhaji who indulges in sex and violence throughout his reign. Aundhakar’s Sambhaji kills Soyarabai, the queen of Maharashtra, trampled the conspirators under the feet of elephant and beheaded those who opposed his tantrums and cruel acts. In addition to Tulsa, Aundhakar has added one more heroine Chandravati to the harem of alcoholic and debauched Sambhaji.

Here Sambhaji considers himself as an ignoramus person. At the end, he faces death not as a proud Maratha king, but as a remorseful person who was feeling highly guilty for his cruel and irresponsible deeds.

Thus the Sambhaji of both the noted Marathi dramatists is not a worthy son of the illustrious father, but a rogue and vicious king of Maharashtra, who ruined the Maratha state, so laboriously founded by Shivaji. To them, he was not a hero but an anti-hero. However, both dramatists reigned over the hearts of the Marathi people who are basically lover of both history and drama. They accepted vicious Sambhaji as a historically true figure and nevertheless they loved him only because he did not bend before the Emperor Aurangzeb and begged to spare his life.

Much water has been flown down the river Krishna and Godawari since the days of ‘Rajsanyas’ and ‘Bebandshahi’. In 1960’s a new era ushered in with a rise of young dramatist Vasant Kanetkar on the horizon of Marathi literature. He wrote two dramas on Sambhaji, first ‘Raigadla Jehva Jaag Yete’ (When Raigad gets awakened) in 1962 and ‘Ithe Oshalala Mrutyu’ (Death stood abashed here) in 1968. In the first play, Sambhaji is a crowned prince and in the second crowned king.

In the first play, ‘Raigadla...’ Kanetkar seems to be under the spell of old generation historians i.e. Duff-Ranade-Sardesai, Kanetkar has made reference to the historian Bendrey’s work on Sambhaji in his introduction but seems to have somewhat neglected his theory of Sambhaji’s character assassination by the Brahmin ministers of Shivaji. Kanetkar’s Sambhaji in his prime of youth gets attracted to young singer lady and in highly exited mood offered her a precious necklace. And when the father accosted the son, the latter innocently exclaims, “So, what! It was befitting a prince. Had you been in my place, what else you would have offered to her!”

Kanetkar had skillfully utilized the stories of Sambhaji’s misbehavior with a Brahmin lady at Raigad as told by Malhar Ramrao Chitnis and that of Sambhaji’s midnight visits to his lover at the fort of Raigad who was daughter of Shivaji’s senior minister as told by Muhammad Zuberi. But Kanetkar’s Shivaji seems to be in confused state of mind and refuses to hold his son guilty for his adultery in absence of any solid evidence.

Thus in his play 'Raigala...' Kanetkar has portrayed Sambhaji as loving son and equally loving brother and husband. He is also a good prince endowed with the best qualities such as possessing loving and magnanimous heart. However, at the same time he suffers from many complexes. He is highly susceptible to any kind of criticism and opposition. The author has tried to analyze the dogmatic personality of Prince Sambhaji with the help of human Psychology.

Kanetkar's second play 'Ithe Oshalala Mrutyu' is considered as a master-piece of Marathi drama. He has fully utilized the modern research on Sambhaji and given full justice to his personality and achievements. Most of the major episodes pertaining to Sambhaji in this play have historical bearings. However, Kanetkar could not resist the temptation of showing Sambhaji in Mughal captivity remorseful of his past sins, especially his act of kidnapping a Brahmin lady. Except this lone episode; there is nothing to defame Sambhaji in this play. Sambhaji here though betrayed by his ministers and near relations, is brave and spirited hero of the Marathas in their war of Independence. His stature as a king and as a man raises sky high when he boldly faces the cruel Emperor and eventually embraces a terrible death.

In comparison with the Marathi drama, the other forms of literature like novel and poetry had been less popular and played minor role in influencing the social life of Maharashtra and the minds of the people. The first of the historical novels on Sarnbhaji, 'Chhatrapati Sambhaji Maharaj', was written by N. W. Bapat. The novel, though styled as historical piece of literature, has very little to do with history. It is full of unhistorical straddles such as love-affair between Samhhaji and Roshan Aara, the fictitious daughter of Aurangzeb and imprisonment of Sambhaji at Raigad by Ganoji Shirke, his brother in law.

The second famous historical novelist Nath Madhav wrote his novel 'Swarajyavaril Sankat' (Catastrophe befallen the Swarajya) in 1923. The novel is nothing but bundle of fictitious stories with little or no relevance to history.

The same is true with the two novels on Sambhaji written by another Marathi

writer Manmohan Natu (1965 & 1970) We need not go into their details. However, it should be noted that like the Marathi plays all these novels also portrays Sambhaji as an addict, alcoholic and debauched.

#### **MARATHI POETRY**

There is no notable independent poetical composition on Sarnbhaji in Marathi, except the one by Narayan Murlidhar Gupte, nicknames 'Bee'. He had composed a lengthy poem of 137 lines on a tragic end of one Kamala, a fictitious heroine of Sambhaji. The poet has written a special explanatory note in the beginning of his poem in which he says, "This Kamala episode took place at the end of Shivaji's reign. There was one Maratha Sardar surnamed Thorat who had very beautiful daughter named Kamala. Sambhaji was young chivalrous prince. While on the hunting expedition, he used to stay at the residence of Thorat. The sexist Sambhaji got attracted towards Kamala who was lured by him. Sambhaji took her away to Shivneri fort. But there she soon realized that she had been cheated by him. As a result, the frustrated Kamala committed suicide by jumping down from the bastion".

At the end of the poem, the poet says, "The bastion, from which Kamala jumped down, has been called by the people as the 'Kamala Bastion' since then. The people, both men and women, sing the ballad in the praise of Kamala even today."

It should be noted here that no such Kamala Bastion exists at Shivneri. It cannot exist, because basically, Kamala is product of imagination of the Poet.

Thus the root cause of defamation of Sambhaji in Marathi literature was the defamation wrought by the Marathi Bakhars. The Marathi historians were profoundly influenced by these Bakhars and the Marathi litterateurs, as already stated, copied the image of Sambhaji provided by the historians. Though the litterateurs are not to be wholly blamed for the defamation, they could not be fully exonerated form the charges of distortion of history. Because it was they who for the sake of dramatization, created romantic stories of Sambhaji's love-affairs with many a heroine like Talsa, Kamala, Godawari etc. Image of their Sambhaji was almost a carbon copy of that of Sambhaji supplied by the Bakhar writers or the historians. Moreover, this image was more devastating that of the Bakhar writers.

### **A NEW TREND**

However, a new trend, as noted earlier, had been set in with a publication of – ‘Chhatrapatu Sambhaji Maharaj’- a biography of Sambhaji by a historian V. S. Bendre- (1960). His research endeavor for nearly four decades brought forth a new Sambhaji with a changed historical perspective. Bendre exonerated Sambhaji from almost every charge leveled by the Bakhar writers and the earlier historians, on the basis of the study of historical sources. Bendre’s Sambhaji was a brave fighter and chivalrous Prince as well as dutiful king who waged a constant war with the internal and external enemies for nine long years and eventually laid his life for the protection of Hindavi Swarajya.

Bendre’s image of Sambhaji was supported by a versatile writer and historian Setu Madhavrao Pagadi in his book “Hindvi Swarajya Aani Mogal”-(1966). Pagadi hailed Sambhaji as a man of courage and conviction and a brave king who relentlessly fought with the Mughals, the Siddhis and the Portuguese at one and the same time and courageously faced a death in the Mughal Camp. Pagadi says that Sambhaji;s superme sacrifice made him immortal in the annals of the Marathas. The later historians Dr. Kamal Gokhale and Dr. Jaysingrao Pawar followed the suit. Dr. Gokhale in her ‘Shivputra Sambhaji’ (1971) and Dr. Pawar in his “Chhatrapati Sambhaji Smarak Granth” (Commemorative volume of Chh. Sambhaji, 1990) mode further efforts to brighten the image of Sambhaji as a great Chhatrapati, second to Shivaji only. All these works of modern historians do have their unavoidable impact on Marathi literature, especially the Marathi novels. Two such famous novels have been hailed as landmarks of modern historical literature in Marathi. These are “Chhava” by Shivaji Sawant and “Sambhaji” by Vishwas Patil. Both the authors unanimously agree that the earlier generation of historians have done great injustice to Sambhaji and they intend to present a fair and historically true image of Sambhaji. It cannot be said that they are to a greater extent successful in their endeavor. Sambhaji in their novels does have his heroines. But that does not impair his personality. On the other hand they have utilized their affairs to romanticize and glorify the life of Sambhaji. They have protected the image of Sambhaji as an ideal king and worthy son of Shivaji the Great. To them he was a great soldier, a spirited Maratha and martyr to the cause of freedom.

### **A THEORY OF NEW HISTORICISM**

It is said that literature is a product of the contemporary time. It is true with historical literature also. In pre-independence period, Sambhaji was projected as a proud Hindu king who laid his life for the sake of Hindu religion. He was hailed as ‘Dharmveer Sambhaji’ i.e. the Champion of Hindusim. In post-Independence period, especially since 1960’s, Sambhaji has been portrayed as the protector of Maratha State and champion of freedom of the sons of the land. It should be noted here that except followers of Hindutva, nobody in Maharashtra calls Sambhaji as ‘Dharmveer’. Secular literati of society hailed him as a defender of motherland and martyr to the cause of freedom of his people. Of course the post-independence era of nationalism, freedom and secularism has its natural impact on the making of such thought process both rational and national. A theory of ‘New Historicism’ could safely be applied to such thought process.

New Historicism evaluates how the historical literature is influenced by the time in which it was produced. It also examines the social sphere in which the author of such literature moved, psychological background and educational and cultural environment that may have influenced the personality of the author In order words, all the historical literature can be said to be subjective and bias. Commenting on the New Historicism, F.G.Robinson, a critic, says that the New Historicists have resisted identifying their approaches with a single methodology, for they believe that history and culture most be described as constantly changing constructuions.

If we apply this theory of historicism to the image of Sambhaji in different periods, we find that his image goes on changing from time to time, such as from Dharmveer Sambhaji to Swatantryaveer Sambhaji. In future, some new historical source material come to light, his image would get transformed into some new form. We do not know what form it would take. But at present we can safely conclude that the days of debauched and defamed Sambhaji are over and a new bright image of brave and spirited Sambhaji has risen on the horizon of the Marathi literature today. Such is journey of Sambhaji from land of defamation and disdain to that of fame and glory.

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## WOMEN LABOUR IN INDIA

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### Abstract:

The women labour is an important segment of the labour force in india. Labour force is gradually increasing in the labour market. In this research paper we study main and marginal workers, cultivators, agriculture labour, household industry and other worker including factory workers, plantation workers, those in trade, commerce, business, transport, mining, construction, political or social work, all government servants, municipal employees, teachers, priests, entertainment artists, etc. In fact, all persons who work in any field of economic activity other than cultivation, agriculture labour or household industry were covered in this category.

Women labour force was increased in the labour market. Ratio of female labour was lower as compared to male labour. Highest female labour was engaged in agriculture sector and lower in household industry. Woman participation rate has increased in India.

**Key words:** Labour force, Main and Marginal worker, Cultivators, Household Industry, Participation Rate, etc.

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### 1. Introduction:

The women labour constitutes an important segment of the labour force in India and their participation in the labour force is gradually increasing in the labour market. Wage work in India, as elsewhere, in a number of fields is sharply differentiated along sexual lines. There are only a few occupations, which are exclusive preserve of either men or women. Even, when men and women work in the same industry, one can find clear distinction between men's and women's work. The present issue of women labour in India rests on the premise that there were pertinent job related differences between men and women which could be identified by the statistical tables presented in this research paper.

### 2. Research Objectives:

1. To study the women workers census in India.
2. To study the women workers participation rate in India.
3. To analyze women workers distribution of work, workers trend in India.

### 3. Methodology:

The whole research paper is based on descriptive arguments, statistical data, case studies, comparative study and analytical logic developed through the understandings from various research papers, reports, books, journals, newspapers and online data bases.

### 4. Important Concepts:

Following are some of the important 'Concepts' used in this research paper which would help understand the tables presented in this issue.

Workers were mainly classified as main and marginal workers on the basis of their work. Those workers who had worked for the major part of the year were termed as main workers. Major part of the year meant six months (183 days) or more. Those who had not worked for the major part of the year (i.e. those who had worked for less than 6 months or less than 183 days in a year) were termed as marginal workers. A person was considered

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working as cultivator if he or she was engaged either as employer, single worker or family worker in the cultivation of land owned or held from Government or from private person or institution for payment in money, or in kind or on the basis of sharing of crops. Cultivation also included supervision or direction of cultivation. A person who had given out his/her land to another person or persons for cultivation for money, kind or share of crop and who did not even supervise or direct the cultivation of land, was not treated as cultivator. Similarly, a person working on another person's land for wages, either in cash or in kind or a combination of both, (agricultural labour) was not treated as cultivator. A person who worked on another person's land for wages in money, kind or share of crop was regarded as an 'agricultural labour'.

Household Industry was defined as an industry conducted by the head of the household himself or herself and/or by the members of the household at home or within the village in rural areas and only within the precincts of the house where the householder lives in urban areas. The larger proportion of workers in household industry consists of members of the household including the head. This industry does not run on the scale of registered factory. Household industry relates to production, processing, servicing, repairing or making and selling (but not merely selling) of goods. All workers i.e., those who had been engaged in some economic activity during the year preceding numeration and who were not cultivators or agricultural labour's or household industry workers were termed as "other workers" (OW). The type of workers that came under this category included factory workers, plantation workers, those in trade, commerce, business, transport, mining, construction, political or social work, all government servants, municipal employees, teachers, priests, entertainment artists, etc. In fact, all persons who work in any field of economic activity other than cultivation, agriculture labour or household industry were covered in this category.

## 5. Data Analysis:

### 5.1 Total workers in India:

Table No-1

Total workers in India Census- 2011

Population/ Workers	Persons		
		Male	Female
Population	Total	1,21,05,69,573	58,74,47,730
Workers		48,17,43,311	14,98,77,381
Percentage of Workers		39.79	25.51
Population	Rural	83,34,63,448	40,58,30,805
Workers		34,85,97,535	12,18,34,467
Percentage of Workers		41.83	30.02
Population	Urban	37,71,06,125	18,16,16,925
Workers		13,31,45,776	2,80,42,914
Percentage of Workers		35.31	15.44

Source – Report of Labour Bureau Ministry of Labour & Employment Government of India (Year 2012-2013).

Table no- 1 reveals that workers constituted 39.79 per cent of total population whereas the ratio of female workers was 25.51 per cent. The ratio of total workers in rural areas was 41.83 per cent whereas in urban areas the ratio of total worker was found to be 35.31 per cent. The ratio of female workers in the rural areas was 30.02 per cent whereas in the urban areas it was 15.44 per cent respectively.

## 5.2 Distribution of workers:

**Table No- 2**

Sex-wise distribution of workers and percentage of cultivators, agricultural labour, workers in household industry and other workers of India –2011 census

Male/Female/Total	Total Workers	Percentage to Total Workers			
		Cultivators	Agricultural Labour	Household Industry	Other Workers
Male	331865930	24.92	18.56	2.95	47.20
Female	149877381	24.01	55.21	5.71	29.18
Total	481743311	24.64	29.96	3.81	41.60

Source – Report of Labour Bureau Ministry of Labour & Employment Government of India (Year 2012-2013).

Above table no - 2 reveals that at an all-India level cultivators, Agricultural Labour, Household Industry and other Workers constituted 24.64 percent, 29.96 percent, 3.81 per cent and 41.60 per cent of total workers respectively. Among male workers, Other Workers Constituted a major proportion i.e. 47.20 per cent of total workers. Similarly among female workers, Agricultural labour constituted a major proportion i.e. 55.21 per cent of total workers. At the State and Union Territory level, Himachal Pradesh has the highest percentage of cultivators i.e. 57.93 among total workers. Bihar has the highest 52.83 per cent Agricultural labour among total workers. Manipur has the highest 7.72 per cent of workers engaged in Household Industry whereas Lakshadweep has the highest 98.59 percent other workers.

## 5.3 Percentage of Total Female Population:

**Table No - 3**

Percentage of female main workers to total female population under broad categories - 1981 to 2011

Census Year	Percentage to Total Female Population				
	Female Main Workers	Cultivators	Agricultural Labour	Household Industry	Other Workers
1981	13.99	4.65	6.46	0.64	2.24
1991	15.93	5.51	7.05	0.55	2.82
2001	14.68	5.11	4.51	0.95	4.11
2011	25.5	24.0	41.1	5.7	29.2

Source – Report of Labour Bureau Ministry of Labour & Employment Government of India (Year 2012-2013).

Above table no -3 shows Percentage of female main workers to total female population under broad categories - 1981 to 2011. Percentage of female under all categories of workers has increased in 2011 as compared to 1981, 1991 and 2001.

#### 5. 4 Work Participation rate:

Table No. – 4

Work participation rate by sex in India (1971-2011)

Year	Total/ Rural/Urban	Persons	Males	Female
1971	Total	33.08	52.61	12.11
	Rural	34.03	53.62	13.42
	Urban	29.34	48.82	6.68
1981	Total	36.70	52.62	19.67
	Rural	38.79	53.77	23.06
	Urban	29.99	49.06	8.31
1991	Total	37.50	51.61	22.27
	Rural	40.09	52.58	26.79
	Urban	30.16	48.92	9.19
2001	Total	39.10	51.68	25.63
	Rural	41.75	52.11	30.79
	Urban	32.25	50.60	11.88
2011	Total	39.8	53.3	25.5
	Rural	41.8	53.0	30.0
	Urban	35.3	53.8	15.4

Source – Report of Labour Bureau Ministry of Labour & Employment Government of India (Year 2012-2013).

Above table no - 4 shows works participation rates by sex from 1971 to 2011 in India. Female participation rate has 12.11 percent in 1971. In 2011 though female work participation rate (25.5 percent) has increased over time yet it is far less than the male work participation rate (53.3 percent).

#### 5.5 State and Union Territories Rank:

Table No- 5

States and Union territories ranked according to the female work participation rate 2001 and 2011.

Sr. No.	State/ Union Territories	Female WorkParticipation Rate (in percent)		Rank in	
		2001	2011	2001	2011
1.	Himachal Pradesh	43.7	44.8	2	1
2.	Nagaland	38.1	44.7	7	2
3.	Chhattisgarh	40	39.7	3	3
4.	Sikkim	38.6	39.6	6	4
5.	Manipur	39	38.6	4	5
6.	Mizoram	47.5	36.2	1	6
7.	Andhra Pradesh	35.1	36.2	10	7

8.	Arunachal Pradesh	36.5	35.4	8	8
9.	Rajasthan	33.5	35.1	11	9
10.	Meghalaya	35.1	32.7	9	10
11.	Madhya Pradesh	33.2	32.6	12	11
12.	Karnataka	32	31.9	13	12
13.	Tamil Nadu	31.5	31.8	14	13
14.	Maharashtra	30.8	31.1	15	14
15.	Jharkhand	26.4	29.1	19	15
16.	Orissa	24.7	27.2	20	16
17.	Uttarakhand	27.3	26.7	17	17
18.	Dadra & Nagar Haveli	38.7	25.3	5	18
19.	Tripura	21.1	23.6	23	19
20.	Gujarat	27.9	23.4	16	20
21.	Assam	20.7	22.5	24	21
22.	Goa	22.4	21.9	22	22
23.	Jammu & Kashmir	22.5	19.1	21	23
24.	Bihar	18.8	19.1	26	24
25.	Kerala	15.4	18.2	32	25
26.	West-Bengal	18.3	18.1	28	26
27.	Haryana	27.2	17.8	18	27
28.	Andaman & Nicobar islands	16.6	17.8	30	28
29.	Pondicherry	17.2	17.6	29	29
30.	Uttar Pradesh	16.5	16.7	31	30
31.	Chandigarh	14.2	16	33	31
32.	Daman & Diu	18.6	14.9	27	32
33.	Punjab	19.1	13.9	25	33
34.	Lakshadweep	7.3	11	35	34
35.	Delhi	9.4	10.6	34	35

Source – Report of Labour Bureau Ministry of Labour & Employment Government of India (Year 2012-2013).

Above table no - 5 reveals that the states and union territories ranked according to the female work participation rate 2001 and 2011. The State of Himachal Pradesh had highest female work participation rate (44.8 percent) whereas Delhi had the lowest female work participation rate (10.6 percent). Maharashtra had 31.1 percent participation rate. All India level worker participation rate has increased in 2011 as compared to year 2001.

## 6. Major Findings:

1. Ratio of female worker was lower as compared to male worker.
2. Percentage of rural female worker was highest.
3. Highest female worker in agriculture sector.
4. Lowest female worker engaged in household industry.
5. Percentage of female under all categories of worker has increased in 2011 as compared to 1981, 1991 & 2001.
6. Female work participation rate has increased over time.
7. Himachal Pradesh had highest female work participation rate.
8. Delhi had the lowest female work participation rate.
9. All India level average work participation rate has increased in 2011 as compared to year 2001.

## 7. Conclusion:

The women labour constitutes an important segment of the labour force in India. Woman participation in the labour force is gradually increased in the labour market. Ratio of female workers was lower as compared to male worker. Percentage of rural female worker was highest as compared to urban and total female worker population. Highest female worker was engaged in agriculture sector and lowest in household industry. All India level average work participation rate has increased in 2011 as compared to year 2001.

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## CELOCIA ARGENTIA AQUEOUS LEAVES EXTRACT MEDIATED SYNTHESIS OF SILVER NANOPARTICLE AND ESTIMATING ITS ANTIMICROBIAL ACTIVITY AGAINST SELECTED HUMAN PATHOGENS

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**Abstract:** The present study demonstrates an eco-friendly and low cost protocol for the synthesis of silver nanoparticles by using *Celocia argentia* (Lin.) aqueous leaves extract. Synthesized silver nanoparticles were confirmed by gradual change in colour from colourless to dark brown. The complete reduction of Ag<sup>+</sup> ion was confirmed by showing surface plasmon resonance band at 448 nm in UV-Visible spectroscopy. X-ray diffraction analysis indicated that the silver nanoparticles were crystalline in nature with face center cubic geometry. Electron dispersive X-ray analysis gave strong signal of the silver at 3 KeV and scanning electron microscopy showed the formation of silver nanoparticles with an average of 55 to 65 nm. Biosynthesized silver nanoparticles were showed effective antimicrobial activity against selected human pathogens.

**Key words:** *Celocia argentia*, crystalline silver nanoparticles, biosynthesis, antimicrobial activity

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### Introduction

Nanotechnology is emerging field of science which involves synthesis and development of various nanomaterials. It is the principally attractive area of research, related with synthesis of nanoparticles of variable sizes, shapes, chemical compositions, controlled dispersity and their possible application for human being benefits. Synthesis of metal nanoparticles with different size range and their self-assembly is considered important due to their potential applications in sensor technology [1], biological labeling [2], electronic [3], optical devices [4], catalytic [5], treatment of some cancers [6], etc. Among the metal nanoparticles the noble metal nanoparticles such as gold, silver and platinum are widely applied in medicinal field [7]. Particularly silver nanoparticles with different size range and their self-assembly is considered important due to their potential applications such as bactericidal [8], antifungal [9], larvicidal [10], acaricidal [11], pediculocidal [12], antiparasitic [13], etc.

Various techniques including chemical and physical means have been developed to synthesize silver nanoparticles, such as photochemical [14], chemical reduction [15], microwave assisted synthesis [16], fungus [17] and recently via green chemistry route [18].

Unfortunately many of the reported nanoparticle synthesis involved the use of hazardous chemicals, low material conversions, high energy requirements, difficult and wasteful purifications. Hence there is a growing need to develop environmentally friendly process for nanoparticles synthesis without using toxic chemicals and methods. Biosynthetic methods for nanoparticle synthesis using plant extracts are the favorite methods of green, eco-friendly production of nanoparticles and exploited to a vast extent because the plants are widely distributed, easily available, safe to handle and with a range of metabolites.

In this paper, we report biosynthesis of AgNPs by using aqueous extract of *Celocia argentia* (Lin.) leaves at room temperature. Further it was extensively characterized by different analytical techniques and their antimicrobial activity was evaluated against various pathogenic bacteria.

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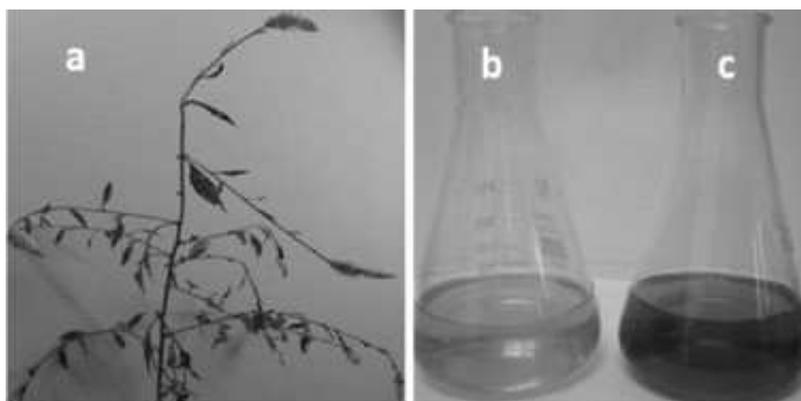
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## Materials and Methods:

### Materials

All the chemicals used were of analytical grade and obtained from Sigma-Aldrich. Fresh, green and mature leaves of *Celocia argentia* plant were collected from “University campus, Shivaji University, Kolhapur”(MS, India) and the taxonomic identification was made in Department of Botany, Shivaji University, Kolhapur (MS, India). The voucher specimen was numbered and kept in our research laboratory for further reference. All solutions were freshly prepared using double distilled water and kept in dark at room temperature for reduction of silver ions.



**Fig. 1** a) *Celocia argentia* plant b) aqueous extract *Celocia argentia* leaves c) Silver nanosuspension

### Preparation of Aqueous Extract of *Celocia argentia* Leaves

Fresh, green clean leaves of *Celocia argentia* were air dried and kept in the hot air oven at 60 °C for 24 h. The dried leaves were ground to a fine powder and 2 g of powder was taken in 500 mL Erlenmeyer flask containing 50 mL double distilled water. The resulting mixture was then boiled for 30 minutes and filtered through Whatman filter paper no. 41. This concentrated aqueous extract (30-35 mL) was kept in refrigerator for further use.

### General procedure for AgNPs synthesis

For the synthesis of AgNPs, 5 mL aqueous extract of *Celocia argentia* leaves was taken and diluted to 25 mL by double distilled water. This diluted extract then added drop wise in 25 mL of silver nitrate solution (1 mM) at room temperature with constant stirring for 5 hours. The resulting brown solution was centrifuged at 14,000 rpm for 20 minutes and then washed with distilled water (3x10 mL). The solid obtained was dried under vacuum and used for further study.

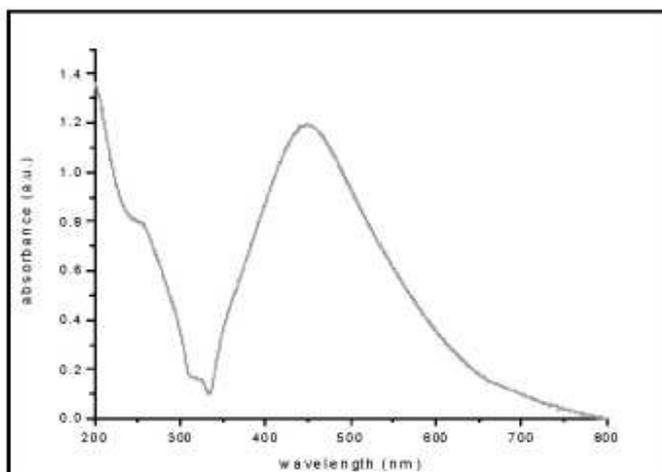
### Characterization methods and instruments

Synthesized AgNPs were characterized by UV-visible spectroscopy, X-ray diffraction (XRD), Scanning electron microscopy (SEM) and energy dispersive X-ray spectrometry (EDS). The UV-visible spectra were recorded over 200-800 nm range with UV-3600 PC UV-VIS NIR Spectrophotometer (Shimadzu). While XRD patterns were recorded on Bruker AXS model D-8, (10 to 70°range, scan rate = 1° min<sup>-1</sup>) equipped with a monochromator and Ni-filtered Cu K $\alpha$  radiation. SEM was performed using a HITACHI S-4800 instrument to study the morphology of silver nanoparticles. The EDS was carried out on a DX-700HS spectrometer.

### Result and Discussion

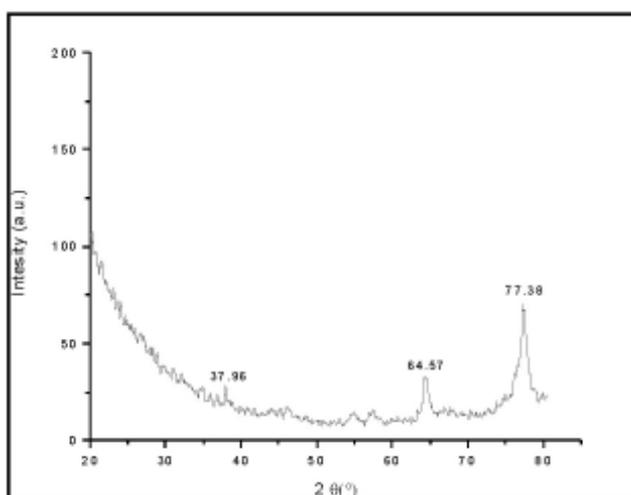
Figure 2 shows the UV-Visible spectra of silver nanoparticle aqueous suspension. The bioreduction of silver ion in solution was monitored by using UV-Visible spectrometer. The colour change of the solution from pale yellow to dark brown arises due to the surface plasmon resonance. This phenomenon is due to the free electron present in the metal nanoparticles [19]. The strong surface plasmon resonance band observed at 448 nm

in UV-Visible spectra and broadening of the peak indicated that the silver nanoparticles are polydispersed. The single maxima in the graph indicated that there was complete reduction of the silver ion to silver nanoparticles.



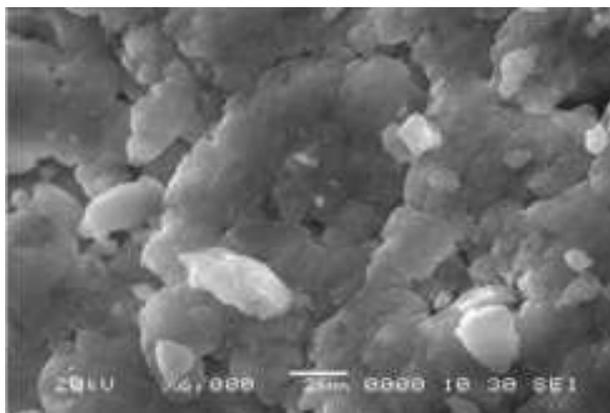
**Fig. 2** UV-visible absorption spectra of AgNPs suspension

Figure 3 shows XRD pattern of biosynthesized AgNPs. All the high-intensity reflections in this sample at  $37.96^\circ$ ,  $64.57^\circ$  and  $77.38^\circ$  are corresponding to 111, 220 and 311 Bragg's reflection based on the fcc structure. These are in good agreement with earlier reported values [JCPDS file no. 04-0783]. The full width at half maximum (FWHM) values measured for 311 plane of reflection was used with the Debye–Scherrer's equation  $d = 0.9 \lambda / \Delta 2\theta \cos \theta$ . The average size of the nanoparticles was estimated as 59 nm.



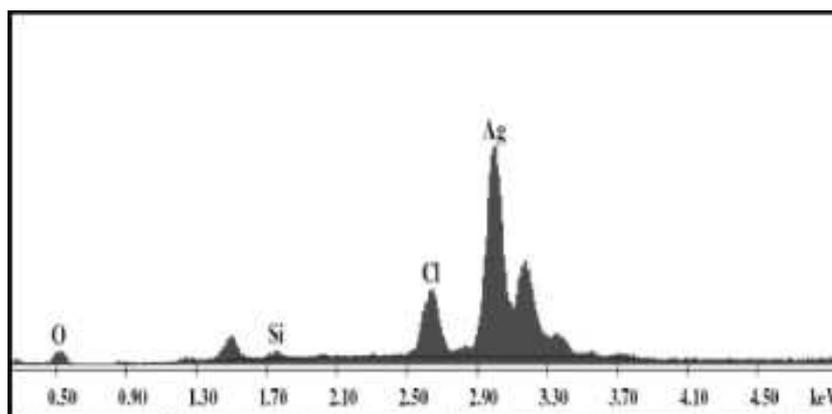
**Fig. 3** X-ray diffraction patterns of AgNPs synthesized by aqueous extract of *Cilocia argentia* leaves

Biosynthesized AgNPs by *Cilocia argentia* were scanned using SEM, showed less aggregated particles with cubic in shape (figure 4). It was shown that relatively cubic AgNPs were formed with diameter of 55 to 65 nm in range. AgNPs were assembled on to the surface due to the interactions such as hydrogen bonding, Vanderwaals force of attraction and electrostatic interactions between the bio-organic capping molecules bound to the AgNPs.



**Fig. 4** SEM images of AgNPs synthesized by aqueous extract of *Cilocia argentia* leaves

The purity of the biosynthesized AgNPs was examined by EDS (fig. 5) combined with FE-SEM. The EDS spectrum revealed a strong signal for silver. Other peaks corresponding to Si, O and Cl were also observed, most likely because of the borosilicate glass on which the sample was coated for FE-SEM.



**Fig 5** EDS spectrum of AgNPs synthesized by aqueous extract of *Cilocia argentia* leaves

### Antimicrobial Studies

Biosynthesized AgNPs was studied for its antimicrobial activity against pathogenic bacteria by using antibiotic sensitive assay of paper disc method with a well size of 5mm diameter and 0.05 mg/mL of samples. The synthesized AgNPs were highly effective in their antimicrobial activity against *Staphylococcus aureus*, *Bacillus cereus* and *Escherichia coli* than antibiotics. Chloromphenical of 0.5 mg/mL concentration was used as a control antimicrobial agent. The synthesized AgNPs showed inhibition zone against all the studied bacteria and maximum zone of inhibition was found to be 16 mm in *Bacillus cereus* and minimum of 10 mm in *Pseudomonas aeruginosa* as shown in **Table 1**.

**Table 1** The antimicrobial activity of biosynthesized AgNPs

Name of the bacterial species	Zone of Inhibition (mm)	
	Ag nanoparticle (0.05 mg/mL)	Reference drug (0.5 mg/mL)
<i>Bacillus cereus</i>	16	19
<i>Pseudomonas aeruginosa</i>	10	22
<i>Klebsiella pneumonia</i>	14	22
<i>Staphylococcus aureus</i>	13	16
<i>Escherichia coli</i>	16	15

### Conclusion

We have demonstrated the use of a natural, renewable, non-toxic and low-cost aqueous leaves extract of *Cilicia argentia* as a bioreducing agent for effective synthesis of AgNPs at room temperature. The UV-visible, XRD, SEM and EDS analysis strongly suggested the formation of elemental AgNPs instead of silver oxide. The average particle size is found to be 59 nm with cubic in shape. The biosynthesized AgNPs showed effective antimicrobial activity against selected human pathogens than routine antibiotic drug.

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## वृद्धांची वंचितता : ए सामाजिक समस्या विशेष संदर्भ मातोश्री वृद्धाश्रम, कोल्हापूर

09

\* मीना देविदास गायकवाड

प्रस्तावना :

आंतरराष्ट्रीय पातळीवर वृद्धांच्या समस्येचा विचार १९८९ मध्ये झाला. १ ऑक्टोबर हा दिवस संपूर्ण जगात 'वृद्धदिन' म्हणून पाळला जातो. वृद्धाश्रम ही समकालीन युगातील जगभरातील गंभीर समस्या आहे. भारताची ऐतिहासिक परंपरेच्या परिप्रेक्षातून पाहिले तर ही अधिक गंभीर समस्या आहे. आज केवळ शहरी भागातच नाही तर ग्रामीण भागापर्यंत या समस्येचे लोण पसरले आहे. प्रस्तुत शोधनिबंधातून ही वेळ भारतात का आली याची समाजशास्त्रीय चिकित्सा करून त्यावर काही उपाय सुचविण्याचा प्रयत्न केला आहे.

वृद्धत्व ही मानवी जीवनातील अंतिम अटळ आणि सार्वत्रिक स्वरूपाची घटना आहे. "भारत राष्ट्रांपेक्षा विकसित राष्ट्रांमध्ये वृद्धांची लोकसंख्या अधिक आहे."

वृद्धाश्रम ऐतिहासिक पार्श्वभूमी :

पाश्चात्य राष्ट्रातून १५ व्या शतकापासूनच वृद्धाश्रम या अनुषंगाने वृद्धांची समस्या आढळून येते. भारताच्या संदर्भात चिकित्सा करता २० व्या शतकापासून वृद्धाश्रम आढळून येऊ लागले आहे. भारताचा इतिहास पाहता अनुभव संपन्न वृद्धांना कुटूंबात, समाजात मानाचे स्थान होते. वैदिक कालखंडात अस्तित्वात असलेल्या आश्रम व्यवस्थेत वानप्रस्थाश्रम या आयुष्याच्या तिसऱ्या अवस्थेत सांगितल्या गेलेल्या आश्रम व्यवस्थेतून तर आपल्या तरुण मुलांना वनात राहून जीवन विषयक मार्गदर्शन करण्याची अपेक्षा स्पष्ट केली गेली होती. तर परंपरागत ग्रामपंचायतीत अनुभव संपन्न वृद्धांना पंचायतीत मानाचे आदराचे स्थान असे. घरात वृद्धांचा एक प्रकारचा दबादबा असे पण काळाच्या ओघात परिस्थिती बदलत गेली. सामाजिक परिवर्तन प्रक्रिया औद्योगिकीकरण, आधुनिकीकरण, जागतिकीकरण यामुळे संपूर्ण समाजात संरचनात्मक आणि कार्यात्मक बदल होऊन रुढी, परंपरा, जीवनविषयक दृष्टीकोन या सर्वात कमालीचे बदल झाले. घरातील सून, मुलगा नोकरी करीत असल्याने विभक्त कुटूंब पद्धती रुजू लागली. आज तर DINK Family ही संकल्पना मोठमोठ्या शहरातून रुढ होऊ लागली. DINK म्हणजे Double Income no Kids.... या प्रकारामुळे वृद्ध म्हणजे घरातील अडगळ अशा स्वरूपात गणली जाऊ लागली. त्यातच पाश्चात्य संस्कृतीचा प्रभाव वाढू लागला. या सान्या प्रकारातून वृद्धाश्रम ही संकल्पना भारतात रुढ होऊ लागली. प्रस्तुत शोधनिबंधात अशाच कोल्हापूरातील वृद्धाश्रमाचा समाजशास्त्रीय अभ्यास करून वृद्धांची वंचितता स्पष्ट करण्याचा प्रयत्न केला आहे.

राजन या अभ्यासकाने २०१० मध्ये भारतीय वृद्धांच्या लोकसंख्येच्या वाढत्या कलाबद्दल २१०१ पर्यंतचा वर्तवलेला अंदाज पुढील तक्त्यात दर्शविण्यात आला आहे.

भारतातील वृद्धांची दशकानुसार लोकसंख्या (१९६१ ते २१०१)

इ.स.	६० वर्षे		७० वर्षे		८० वर्षे	
	मिलीयनमध्ये	टक्केवारी	मिलीयनमध्ये	टक्केवारी	मिलीयनमध्ये	टक्केवारी
१९९१	२५.०	५.६%	९.०	२.०%	२.०	०.६%
१७७१	३३.०	६.०%	११.०	२.१%	३.०	०.६%

प्रा. मीना देविदास गायकवाड

समाजशास्त्र विभाग प्रमुख

यशवंतराव चव्हाण वारणा महाविद्यालय, वारणानगर, ता. पन्हाळा, जि. कोल्हापूर

१७८१	४३.०	६.५%	१५.०	२.३%	४.०	०.६%
१७९१	५७.०	६.८%	२१.०	२.५%	६.०	०.८%
२००१	७६.८	७.५%	२९.४	२.९%	८.९	०.८%
२०११	९५.५	८.९%	४२.४	३.५%	१०.९	०.९%
२०२१	१३३.०	९.९%	५२.४	३.९%	१५.८	१.२%
२०३१	१८४.१	१२.६%	७४.८	५.१%	१९.७	१.३%
२०४१	२३३.३	१५.३%	१०४.४	६.८%	२८.८	१.८%
२०५१	२९८.२	१९.१%	१३१.३	८.३%	४०.५	२.५%
२०६१	३४६.५	२२.४%	१७१.६	११.०%	५१.६	३.२%
२०७१	३७७.२	२४.५%	१९५.५	१२.९%	६९.८	४.५%
२०८१	४२२.३	२६.९%	२१२.७	१४.९%	७७.६	५.३%
२०९१	४६३.६	२८७%	२४७.८	१६.९%	७८.८	६.९%
२१०१	५०४.७	३०.९%	२७३.०	१७.२%	१०५.५	७.९%

Source : Irudaya Rajan S. (March, 2010)

वरील तक्त्यावरून हे स्पष्ट होते की ६०+ वृद्धी लोकसंख्या १९६१ मध्ये ५.६ होती ती २०११ मध्ये ८.१, २१०१ मध्ये ३०.९% होईल. ७०+ वयाची लोकसंख्या १९६१ मध्ये २%, २०११ मध्ये ३.५%, २१०१ मध्ये १७.२% होईल तर ८०+ वयोगटातील लोकसंख्या १९६१ मध्ये ०.६% असणारी २१०१ मध्ये ७.९% होईल. म्हणजे वृद्धांची लोकसंख्या वाढतच जाईल. म्हणूनच या समस्येला अध्ययन करून यावर उपाय शोधणे आवश्यक आहे. नवनवीन शोध, परदेशात बदललेली जीवनशैली, व्यक्ति स्वातंत्र्याचा अतिरेक अशी अनेक कारणे वृद्धांच्या समस्येला कारणीभूत आहेत.

उद्दिष्ट्ये :

- १) भारतातील वृद्धांच्या समस्या समाजशास्त्रीय दृष्टीकोनातून समजून घेणे.
- २) मातोश्री वृद्धाश्रमातील जेष्ठ नागरिक/वृद्धांची कौटुंबिक पार्श्वभूती समजून घेणे.
- ३) तेथील वृद्ध/जेष्ठ नागरिकांची शैक्षणिक आणि मानसिक स्थिती अभ्यासणे.

अभ्यास पद्धती :

प्रस्तुत शोधनिबंध प्राथमिक व दुय्यम साधन सामुग्रीवर आधारित आहे. आशय विश्लेषण पद्धतीचा अवलंब केला गेला आहे. समग्र व नमुना निवड मातोश्री वृद्धाश्रमात १९० वृद्ध होते त्यापैकी २५ उत्तरदात्यांची 'स्नोबॉल' या तंत्राने निवड करून अनुसूची भरून घेऊन त्यावर प्रक्रियन करून निष्कर्ष काढले आहेत.

गृहितक :

दिवसेदिवस वृद्धांच्या समस्या वाढत आहेत. जागतिकीकरणाच्या प्रभावामुळे पूर्वीपेक्षा त्यांच्या वाट्याला एकलकोंडेपणा येऊन वंचितता वाढत आहे.

मातोश्री वृद्धाश्रम ऐतिहासिक पार्श्वभूती :

'वृद्ध सेवा हीच ईश्वर सेवा' ही ब्रीद घेऊन १९९५ पासून मातोश्री वृद्धाश्रम कार्यरत आहे. शिवाजी पाटोळे यांनी कोल्हापूर, आर. के. नगर येथे वृद्धाश्रम स्थापन केले. येथे निराधार वृद्धांसाठी जनरल रुम्स आहेत. त्यांना निःशुल्क सेवा दिली जाते. आर्थिकदृष्ट्या सक्षम असेही वृद्ध येथे आहेत. त्यांना दरमहा रु. ५०००/- इतके शुल्क घेऊन सेवा दिली जाते. त्यांना वेगळ्या

स्वतंत्र खोल्या आहेत. या वृद्धाश्रमात वृद्धांच्या मनोरंजनाच्या, आरोग्याच्या व मंदीर वगैरेच्या सोयी आहेत. भजन, कीर्तन, वाचन हे कार्यक्रम चालतात. शिवाजी पाटोळे यांचे संपूर्ण कुटुंब येथे सक्रिय सहभागी आहे.

अनुसूचीतून मिळालेल्या तथ्याच्या विश्लेषणावरून निष्कर्ष काढले आहेत.

तथ्यांचे विश्लेषण :

सारणी क्र. १

उत्तरदात्यांची जातीनुसार विभागणी

अ.नं.	जात	वारंवारिता	शेकडा प्रमाण
१	मराठा	१५	६०%
२	गुजराती	०२	८%
३	लिंगायत	०२	८%
४	साळी	०१	४%
५	सोनार	०१	४%
६	ब्राह्मण	०२	८%
७	पारधी	०२	८%
	एकूण	२५	१००%

सारणी नं. १ वरून असे दिसून येते की, मातोश्री वृद्धाश्रमात विविध जातीचे वृद्ध आहेत. निवडलेल्या नमुन्यात सर्वाधिक म्हणजे ६०% मराठी जातीचे वृद्ध आहेत. कोल्हापूरत मराठा जातीचे प्रमाण अधिक आहे, पण मराठा जाती बरोबरच गुजराती, लिंगायत साळी सोनार, बाह्मण, पारधी या जातीचे वृद्धही आढळले, म्हणजे सर्व जातीच्या कुटुंबाशी संबंधित ही समस्या आहे हे येथे स्पष्ट होते.

सारणी क्र. २

लिंगानुसार उत्तरदात्यांची विभागणी

अ.नं.	जात	वारंवारिता	शेकडा प्रमाण
१	स्त्री	१०	४०%
२	पुरुष	१५	६०%
	एकूण	२५	१००%

स्त्री बॉल तंत्राने नमुना निवडल्याने नमुना निवडीपूर्वी नमुन्यात किती स्त्री आणि किती पुरुष असतील हे निश्चित नव्हते. निवडलेल्या नमुन्यात एकूण १० म्हणजे ४०% स्त्रिया व १५ म्हणजे ६०% पुरुष होते. याचा अर्थ वृद्ध स्त्री आणि पुरुष असे दोन्ही प्रकारचे वृद्ध तेथे आहेत व स्त्री आणि पुरुष दोघात आढळणारी ही समस्या आहे.

सारणी क्र. ३

उत्तरदात्यांची शैक्षणिक पातळी दर्शविणारी सारणी

अ.नं.	शिक्षण	वारंवारिता	शेकडा प्रमाण
१.	अशिक्षित	०३	१२%
२.	५ वी ते १० वी	१०	४०%
३.	१२ वी पर्यंत	०७	२८%

४.	पदवी	०४	१६%
५.	पदव्युत्तर	०१	०४%
	एकूण	२५	१००%

निवडलेल्या नमुन्याची शिक्षणानुसार/शैक्षणिक गुणवत्तेनुसार विभागणी केली असता सर्वाधिक ४०% जणांचे ५ वी ते १० वी पर्यंत शिक्षण झाले होते. सर्वात कमी म्हणजे ४% लोकांचे पदव्युत्तर शिक्षण झाले होते. १२ वी पर्यंत २८% वृद्ध शिकलेले होते. १२% अशिक्षित होते. याचा अर्थ शिकलेले - न शिकलेले सगळ्यांच्याच वाट्याला येणारी ही समस्या ठरू शकते.

कोणत्या प्रकारच्या कुटुंबातून हे उत्तरदाते येथे आले आहेत. याचा शोध घेण्यासाठी तशा प्रकारच्या प्रश्नातून ही माहिती मिळवली. त्यातून खालील आकडेवारी मिळाली.

सारणी क्र. ४

कुटुंबाच्या प्रकारानुसार विभागणी

अ.नं.	कुटुंब प्रकार	वारंवारिता	शेकडा प्रमाण
१.	संयुक्त कुटुंब पद्धती	०६	२४%
२.	विभक्त कुटुंब पद्धती	१५	६०%
३.	निराधार	०४	१६%
	एकूण	२५	१००%

सारणी क्र. ४ मध्ये कोणता कुटुंब प्रकार वृद्धांच्या समस्यांना किंवा वृद्धांना वृद्धाश्रमात ठेवण्यास कारणीभूत ठरतो याचा शोध घेण्याचा प्रयत्न केला असता विभक्त कुटुंब पद्धतीतील वृद्ध मोठ्या प्रमाणात मातोश्री वृद्धाश्रमात आढळले. ६०% वृद्ध विभक्त कुटुंब पद्धतीतील होते. २४% संयुक्त कुटुंब पद्धतीतील होते तर १६% वृद्ध निराधार होते. ज्यांना घरच नव्हते. विभक्त कुटुंब पद्धती वृद्धांच्या समस्येला कारणीभूत असण्यास महत्त्वाचा घटक येथे अधोरेखित होतो.

सारणी क्र. ५

वृद्धांना घरी जाण्याच्या इच्छेवरून विभागणी

अ.नं.	घरी जाण्याची इच्छा	वारंवारिता	शेकडा प्रमाण
१.	आहे	०९	३६%
२.	नाही	१२	४८%
३.	बेघर	०४	१६%
	एकूण	२५	१००%

वृद्धांना घरी जाण्याची इच्छा होते का यावरून ज्यावेळी माहिती प्राप्त केली त्यावेळी जास्तीत जास्त म्हणजे ४८% उत्तरदात्यांनी घरी जाण्याबद्दल नापसंती दाखवली. ही बाब या समस्येचे गंभीर स्वरूप प्रतीत करते. कारण आल्या घरी जाण्याची, घरच्या सदस्यांसोबत राहण्याची, प्रत्येकाची स्वाभाविक इच्छा असते. पण अधिकाधिक जणांनी नकारात्मक उत्तर दिले. म्हणजेच घरातून मिळणारी वागणूक योग्य नाही असा अर्थ निघतो. १६% उत्तरदाते तर बेघर होते. अशारितीने वरील प्राप्त झालेल्या तथ्यातून काही निरीक्षणे व निष्कर्ष नोंदविली आहेत.

निरिक्षणे - निष्कर्ष - उपाय :

ज्या वृद्धाची मुलाखत घेतली त्यांनी उत्तरे दिली पण काही वृद्ध त्यांच्या खोलीकडे गेल्यावरही ओरडत होती. म्हणजे मनाने अत्यंत हळवे झालेले वृद्धही येथे पहावयास मिळाले. जागतिकीकरणाच्या प्रक्रियेमुळे, व्यक्ति स्वातंत्र्याचा अतिरेक होत आहे.

बदललेली जीवनशैली डिक कुटुंब पद्धती यामुळे वृद्धाश्रमासारख्या पर्यायी संस्थेची गरज प्रकर्षाने जाणवू लागली. समाज संरचना आणि कार्यात बदल झाल्याने पूर्वी मान सन्मानाने स्थान असणाऱ्या कुटुंबातून वृद्ध म्हणजे अडगळ वाटत आहे. म्हणूनच आपले कर्तव्य आपण चोख बजावतो. या अर्विर्भावात मुले-सुना, आई-वडील (सासू-सासऱ्यांना) वृद्धाश्रमात आणून ठेवतात व सहलीला आल्याप्रमाणे सुट्टीचा दिवस वृद्धाश्रमात घालवितात. मायेचा ओलावा त्यात नसतो. ४८ उत्तरदात्यांनी घरी जाण्याची इच्छा नाही असे सांगितले. या उत्तरावरूनच आज कुटुंबव्यवस्था धोक्यात आल्याचे स्पष्ट होते. प्राथमिक सामाजिक संबंधाच्या भक्कम पायावरच समाजाची रचना मजबूत होते. विघटन घडत नाही. आज कुटुंबासारखी मुलभूत संस्थाच डळमळीत झाली आहे. कुटुंबातील वृद्धांकडूनही तडजोड केली जात नाही. त्यांनीही आग्रही भूमिका न घेता तडजोडीची भूमिका घेणे आवश्यक आहे. म्हणूनच घरातील तरुण आणि वृद्ध दोन्ही घटकांना समुपदेशनाची आवश्यकता असे जाणवते. बदलत्या जीवन शैलीत कुटुंब संस्था ही मुलभूत संस्था प्रभावी राहण्यासाठी परंपरा आणि आधुनिकता यांचा योग्य समतोल साधून हा प्रश्न सोडवणे शक्य आहे. मुले आणि वृद्ध दोघांनीही तडजोडीची भूमिका घ्यायला हवी. पुर्नसामाजीकरण यंत्रणा गतिमान कराव्यात. शाळा पातळीपासून पालकांना सांभाळण्याच्या नैतिक जबाबदारीचे भान विद्यार्थ्यांवर बिंबवणे समाजाच्या सुस्थितीसाठी आवश्यक आहे. वृद्धांना वृद्धाश्रमात पाठविण्यापेक्षा एखाद्या व्यक्तीची पैसे देऊन सेवा करण्यासाठी नेमणूक केल्यास वृद्धांचे पण हाल होणार नाहीत व घरात राहिल्याचा आनंदही त्यांना मिळेल. व्यक्तितगत विघटन, कौटुंबिक विघटन, सामाजिक विघटन टळून समाज विकासाला चालना मिळेल.

वृद्धांसाठी १ एप्रिल, २००८ च्या सुधारित योजनेनुसार विविध कल्याणात्मक असणाऱ्या उपाययोजना थोडक्यात खालीलप्रमाणे - ज्याचाही लाभ घेऊन वृद्धांच्या समस्यांची गंभीरता कमी होण्यास हातभार लागू शकेल.

- \* कलम १२५ नुसार पालकांची काळजी घेणे आवश्यक आहे अन्यथा १९७६ च्या नियमानुसार फौजदारी दखलपत्र गुन्हा ठरतो.
- \* हिंदू दत्तक विधान कायदानुसार १९५६ प्रमाणे वयोवृद्ध व्यक्तीची काळजी घेणे प्रत्येक मुलाचे कर्तव्य आहे.
- \* राज्य घटनेच्या कलम ४१ नुसार शासनाने वयोवृद्धांच्या कल्याणासाठी आवश्यक ते प्रयत्न करावे असाही उपाय शासनाने करण्यासाठीचा आहे.

वृद्धांना आर्थिक सवलतीही देऊ केल्या आहेत त्या पुढीलप्रमाणे -

- \* महाराष्ट्र शासनाने जेष्ठ नागरिकांना व्यवसाय करातून सूट दिली आहे.
- \* सार्वजनिक क्षेत्रातील व सहकारी बँक जेष्ठ नागरिकांना जास्त दराने ठेवीवर व्याज देते.

वैद्यकिय सोयी सुविधा पुढीलप्रमाणे -

- \* केंद्र शासनाप्रमाणे राज्य सरकार व सहकारी संस्था निवृत्त जेष्ठ नागरिकाला वैद्यकिय सुविधा मोफत पुरवितात.
- \* जनरल इन्शुरन्स कंपनी ७० वर्षे वयाच्या जेष्ठ नागरिकांना ५ लाखापर्यंत वैद्यकिय विमा संरक्षण पुरविते.
- \* वृद्धांसाठी HOT Line -१२९ आहे.

यासारख्या विविध योजनांचा लाभ देखील घेऊन वृद्धांच्या समस्येची तीव्रता कमी करता येते. शेवटी इतकेच भारतीय माणूस कुटुंबप्रेमी आणि समाजप्रेमी आहे. त्याच्यासाठी पर्यायी आधार व्यवस्था हाच पुनर्वसनासाठी उत्तम मार्ग आहे-वृद्धाश्रम नाही.

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## ग्रामीण साहित्याचा नवा टप्पा : गावठाण (कृष्णात खोत)

10

\* सर्जेराव सदाशिव जाधव

साधारणपणे १९८० नंतरच्या साहित्यास समकालीन साहित्य असे मानण्यात येते. म्हणजेच १९५०-६० मध्ये जन्मलेल्या आणि ऐंशीनंतर लिहू लागलेल्या पिढीचे साहित्य म्हणजे समकालीन साहित्य होय. साहित्यात समाजाच्या बदलत्या स्थिती-गतीचे साद-पडसाद पडत असतात. हे साद-पडसाद आशय-अभिव्यक्तीच्या अंगाने विविध प्रकारे व्यक्त केले जातात आणि त्यातूनच कथनात्मक, काव्यात्मक आणि नाट्यात्मक अशा स्वरूपाच्या साहित्यप्रकारांचा जन्म होतो. त्यापैकी 'कादंबरी' या कथनात्मक साहित्य प्रकाराने समकालीन जीवनाच्या अनुभवावर आपल्या भोवतालच्या नाना प्रकारच्या संघर्षावर लेखन करून मराठी किंबहुना भारतीय साहित्यामध्ये मोठी भर घातलेली आपल्याला दिसते. कादंबरी हा वाङ्मयप्रकार इंग्रजी राजवटीत जन्मास आला. 'महाराष्ट्र भाषेचा कोश' (१८२९) या ग्रंथात 'कादंबरी' या शब्दाचा अर्थ 'एक कल्पित कथा' असा दिला आहे. यावरून सौ. कुसुमावती देशपांडे यांनी 'एका विशिष्ट तऱ्हेच्या कल्पित कथेला कादंबरी हे नाव मराठीमध्ये बऱ्याच आधीपासून रुढ असावे' असा तर्क काढला आहे.

मराठी कादंबरीची वाटचाल हरिकेशवजी यांच्या 'यात्रिक क्रमण' या भाषांतरित कादंबरीने सुरु झाली. पण मराठीत स्वतंत्र अशा कादंबरीचा पाया बाबा पद्मनजी यांच्या 'यमुना पर्यटन' (१८५७) या कादंबरीने घातला. वस्तुस्थितीचे दर्शन घडविण्याचा प्रयत्न करणाऱ्या कादंबरीने पुढे 'मुक्तामाला', 'रत्नप्रभा' आणि 'मंजुघोषा' यांच्या रूपाने अद्भूतरम्य रूप धारण केले. या अद्भूतरम्य प्रवाहाला रा. भि. गुंजीकरांच्या 'मोचनगड' या ऐतिहासिक कादंबरीचा प्रवाह येऊन मिळाला. अद्भूतरम्यतेचे जग फार काळ टिकले नाही. कारण रेनॉल्डस्, मेडोज, टेलर, स्कॉट या पाश्चात्य कादंबरीकारांचे आदर्श डोळ्यासमोर ठेऊन काही साहित्यकार उदयास आले. त्यामध्ये हरिभाऊंचा उल्लेख अग्रस्थानी करता येईल. हरिभाऊंनी आपल्या 'मधली स्थिती' (१८८५) या कादंबरीत पुण्यातील समाजजीवनाची अनेक चित्रे रेखाटली. याद्वारे कादंबरीलेखनाचा नवा संकेत रुढ होऊ लागला. या संकेताला अनुसरून हरिभाऊंनी 'पण लक्षात कोण घेतो?' या कादंबरीद्वारे श्रेष्ठ कादंबरी लेखनाचा एक आदर्श वाचकांसमोर उभा केला. सांसारिक, सामाजिक, विनोदी आणि ऐतिहासिक अशी कादंबरींची अनेक रूपे मांडून 'बजाघात' ही शोकात्म कादंबरी लिहिली व या क्षेत्राचा निरोप घेतला. समकालीनावर हरिभाऊंचा मोठा प्रभाव पडला. पण हा प्रभाव फार काळ टिकला नाही. कादंबरी निराळ्या वळणाने प्रवास करू लागली. तिच्यात तंत्रविषयक जाणीव निर्माण होऊन तरुण स्त्री-पुरुषांच्या स्वप्नाळू वृत्तीची भूक भागविण्याची स्वप्नरंजनात्मकता तिने स्वीकारली. यामध्ये फडके-खांडेकरांच्या कादंबरीविश्वाचा उल्लेख करता येईल.

फडके-खांडेकर युगातील कादंबरीचे स्वप्नरंजनात्मक वळणही फार काळ स्थिरावले नाही. र. वा. दिघेंच्या 'पाणकळा' (१९४०) आणि मर्ढेकरांच्या 'रात्रीचा दिवस' (१९४२) या कादंबऱ्यांनी मराठी कादंबरीच्या विकासाच्या नव्या दिशा निश्चित केल्या. या दिशेने अनेक लेखक लिहू लागले. यातूनच पुढे स्वातंत्र्योत्तर मराठी कादंबरी उदयास आली. या कादंबरीमध्ये ग्रामीण, दलित, स्त्रीवादी, जनवादी आणि आदिवासी असे प्रवाह नव्याने उदयास आले. या प्रवाहांपैकी ग्रामीण प्रवाहामधील कृष्णात खोत यांची 'गावठाण' ही समकालीन कादंबरी होय.

**मराठी ग्रामीण कादंबरी :** 'ग्रामीण' हे साहित्यातील अभिव्यक्त आशयाचे वर्णनात्मक विशेषण आहे. मराठी साहित्यात वास्तववादाचे अवतरण घडविणारा आणि सामाजिक स्थित्यंतराशी संवाद राखणारा असा हा ग्रामीण साहित्य प्रवाह आहे. या प्रवाहाची एक धारा ग्रामीण कादंबरीतून वाहते आहे. या धारेमध्ये ग्रामीणतेचे मुखस्थान ह. ना. आपटे यांच्या 'काळ तर मोठा कठीण आला' या कथेत सापडते. पुढे धुनधारी यांची 'पिराजी पाटील' सारखी कादंबरी ग्रामीण जीवनाला स्पर्श करताना

प्रा. सर्जेराव सदाशिव जाधव

मराठी विभाग प्रमुख

यशवंतराव चव्हाण वारणा महाविद्यालय,

वारणानगर

दिसते. या धारेत र. वा. दिघे आणि ग. ल. ठोकळ यांनी सक्षमपणे प्रवास केला. याच प्रवासवाटेवर श्री. ना. पेंडसे आणि गो. नि. दांडेकर चालू लागले. या प्रवाहात फुलेंनी 'शेतकऱ्यांचा आसूड' उगारून शोषकांची अस्मिता जागृत केली. अशा सकस लेखनामुळे ग्रामीण साहित्याचे क्षेत्र झपाट्याने विस्तारत गेले. या ग्रामीण कादंबरी विस्तारीकरणाची शंकर पाटील 'टारफुला' (१९६४), रणजित देसाई 'माझा गाव' (१९६०) आणि हमीद दलवाई 'इंधन' (१९६५) अशी पहिली पिढी उदयास आली. ग्रामीण कादंबरीच्या दुसऱ्या पिढीमध्ये रा. र. बोराडे 'पाचोळा' (१९७१), ना. धों. महानोर 'गांधारी' (१९७३), आणि आनंद यादव 'गोतावळा' (१९७४) इ. लेखकांचा समावेश होतो. महादेव मोरे आणि चंद्रकुमार नलगे यांचाही या प्रवाहात समावेश करता येईल.

१९८१ ते २०१० पर्यंतचा मराठी ग्रामीण कादंबरीचा कालखंड हा प्रगतीचा कालखंड मानला जातो. ग्रामीण वास्तवाचे सूक्ष्म भान व्यक्त करताना कादंबरीचा आशय आणि रुपबंधाच्या शक्यता अधिकाधिक अजमावणारे कादंबरीकार या काळात दिसून येतात. या कादंबरीकारांच्या पिढीला तिसरी पिढी मानता येईल. त्यामध्ये रंगनाथ पटारे 'रथ', बाबाराव मुसळे 'हाल्या हाल्या दूध दे', 'पखाल', 'वारूळ', आनंद पाटील 'कागद आणि सावली', पुरुषोत्तम बोरकर 'मेड इन इंडिया', वासुदेव मुलाटे 'विषवृक्षाच्या मुळ्या', रवींद्र शोभणे 'कोंडी', शेषराव मोहिते 'असं जगणं तोलाचं', 'धूळपेरणी', सदानंद देशमुख 'तहान', 'बारोमास', रमेश अंधारे 'पागोटा', दिलीप भावसार 'गोबड', मधू मंगेश कर्णिक 'संधिकाल', आणि भारत काळे यांची 'ऐसे कुणबी भूपाल' इ. चा उल्लेख करता येईल.

एकविसाव्या शतकाच्या पहिल्या दशकात मराठी कादंबरीने विविधस्तरीय जगण्याचा आलेख मांडला. खाजगीकरण, उदारीकरण, जागतिकीकरण यांनी केलेले आक्रमण, अस्मानी - सुलतानी संकटे, दुष्काळ, शेतकऱ्यांच्या आत्महत्या इ. विषय केंद्रस्थानी आले. सदानंद देशमुख, रवींद्र शोभणे, कृष्णात खोत, बाबाराव मुसळे, प्रवीण बांदेकर, महेंद्र कदम, अनिल सपकाळ, अशोक पवार, आनंद विंगकर, रामराव झुंजारे, इसादास भडके, सीताराम सावंत इ. लेखकांनी समकालीन ग्रामीण जीवन कवेत घेण्याचा प्रयत्न केला. त्यामध्ये अतिशय महत्त्वाचे ग्रामीण साहित्यकार म्हणून कृष्णात खोत यांचा उल्लेख करता येईल.

ग्रामीण साहित्यिक ज्या प्रदेशात जगला, लहानाचा मोठा झाला, जी माणसं त्यांने जवळून अनुभवली, जिथला निसर्ग त्याने मनात साठवला. या संबंध परिसराला तिथल्या गावगाड्यासह, रंगगंधासह, त्यातल्या जीवनाट्यासह जिवंत करण्याचे काम तो करत असतो. हे कार्य अतिशय यशस्वीपणे साधले ते कृष्णात खोत या ग्रामीण साहित्यिकाने. पन्हाळगाडाच्या पायथ्याशी असलेल्या 'निकमवाडी' या छोट्याशा खेडेगावात कृष्णात खोत यांचे लहानपण गेले. आजही अनेक कारणांनी त्या भूमिशी त्यांचे अतूट नाते आहे. या खेडेगावचा व परिसराचा गंध त्यांच्या 'गावठाण' या कादंबरीत सर्वत्र भरून राहिला आहे. 'गावठाण' ही कृष्णात खोत यांची पहिलीच कादंबरी. प्रथम ती मौजच्या २००१ च्या दिवाळी अंकातून प्रसिध्द झाली. मौज प्रकाशनने ती २००५ मध्ये पुस्तकरूपाने प्रसिध्द केली. अल्पावधीतच या कादंबरीची दुसरी आवृत्ती २००७ मध्ये प्रसिध्द झाली. त्यानंतर त्यांच्या 'रौंदाळा', 'झडझिंबड' आणि 'धूळमाती' या कादंबऱ्या प्रसिध्द झाल्या. पण 'गावठाण' या कादंबरीने कृष्णात खोत यांचे ग्रामीण साहित्यातील महत्त्वाचे स्थान निश्चित केले, त्यांना लोकप्रियता मिळवून दिली.

**गावठाण चे मध्यवर्ती कथासूत्र :** गावगाड्याच्या बाहेर असणारी पण गावच्या मालकीची अशी मोकळी पडसर जागा म्हणजे 'गावठाण'. त्या भूमिला 'गायारान' असेही म्हटले जाते. अया गायारानाशी भावविख जुळलेल्या एक अल्लड पोराची ही कहाणी. आनंदी ही या कादंबरीची नायिका आहे. या नायिकेचे लेखकाने चित्रित केलेले संघर्षमय जीवन अखंड भारतीय स्त्री जीवनाचे प्रतिनिधीत्व करताना दिसते. खेड्यातील कोंडिबा नावाच्या सामान्य शेतकऱ्याची परकरी पोर या गावठाणात गायरं-म्हसरं राखत असते. त्या निमित्ताने तिचे नाते या गावपांढरीशी दृढ झालेले असते. आनंदीच्या संपूर्ण आयुष्यात घडणाऱ्या सहलसुलभ व नैसर्गिक घटनांचा पट मांडताना ही कादंबरी आपोआपच दोन टप्प्यात विभागली जाते. (भारतीय स्त्रीच्या आयुष्यातील माहेर आणि सासर हे दोन टप्पे) १०६ पृष्ठांची ही छोटेखानी कादंबरी आनंदी माहेर जीवनासाठी ४८ आणि सासरजीवनासाठी ५८ पृष्ठे खर्ची घालते. या दोन्ही टप्प्यात जीवनक्रमण करणाऱ्या आनंदीचा आईवडिलांच्या छत्र-छायेखाली, गावठाणावरील तांबुजाईच्या श्रध्देखाली, गायी गुरांच्या, पशूपक्षांच्या, मैत्रिणींच्या मायेखाली राहणारी अल्लड मुलगी ते लग्नानंतर व्यवहारी प्रौढ भूमिकेत वावरणारी पोक्त स्त्री असा प्रवास आहे. या प्रवासात तिचे मूळ रोपटे शेवटी मात्र कलम केल्याप्रमाणे खुरटत, खंगत गेलेले दिसते. आनंदीच्या आयुष्यातील संघर्ष व संकटांची मालिका वाचताना वाचकाला 'धग' ची कौतिक, 'पाचोळा' मधील पार्वती आणि 'भुजंग' मधील जनाई डोळ्यासमोर येत असल्या तरी आनंदीएवढा संघर्ष यांच्या वाट्याला आला नाही हे वास्तवही शेवटी जाणवायला लागते.

**आनंदीच्या आयुष्याचा पहिला टप्पा :** कृष्णात खोतांनी आनंदीचे लग्नापूर्वीचे आयुष्य अतिशय संयम-सरळ व अकृत्रिमपणे मांडले आहे. आनंदी ही कोल्हापूरजवळील पन्हाळा परिसरातील वातावरणात लहानाची मोठी होते. त्या गावातील अनेक संस्कार त्या परकरी पोरीने ग्रहण केलेले असतात. ते संस्कार तिच्या मनावर आयुष्यभर परिणाम करीत राहतात. गायरं-म्हसरं राखत राखत तिचे गावपांढरीशी नाते दृढ होते. सखी-रंगीच्या निरागस रूपात तिचे निसर्गरूपी हळवे स्नेहबंध मिसळून जातात. तांबुजाईची देवी गुराढोरांच्यावर राखण ठेवते अशी गावची श्रद्धा असते. तशी तिचीही आहे. गायरं-म्हसरं राखत तिचा गावठाणाशी एक सांस्कृतिक अनुबंध जुळून येतो. पायात काटा घुसल्यानंतर आपल्या गुडघ्यावर टाच घेऊन काटा काढणारी सखी, हाडुदाला वणवा लागल्यावर पशुपक्ष्यांची घरटी जळल्याने व्यथित होणाऱ्या मैत्रिणी, गायीला विनाकारण मारले तरी फारशी प्रतिक्रिया व्यक्त न करणारी आनंदी, इथे आनंदीचे सोशिक रूप दिसते. शेळ्या-पालवे, टिक्की म्हैस, खिलारी गाय, रेडा, कूत्रा, मांजर यांच्यावर जीवापाड प्रेम करणारी आनंदी, माणसांच्या वेदनाही मनोमन जाणते. पावसाच्या तडाख्यात ज्याची मळणी घावली त्या गोंदूबाबाची तिला दया येते, जीवाला जीव देणाऱ्या सखीचे लग्न ठरल्यानंतर हवालदिल होणारी आनंदी, स्वतःच्या लग्नासाठी दावणीचा रेडा विकावा लागला म्हणून गोठ्यात जाऊन रडणारी आनंदी, आपण आता दुसऱ्या घरी जाणार हे या मुक्या जनावरांना कळेल काय ? अस म्हणत भांबावणारी आनंदी, खरच ढोरं सोताचा जीव गहाण ठेवत्यात माणसासाठी, गाव म्हणीत न्हाईत की सगं सोयरं म्हणीत न्हाईत. त्याच रेड्याने केलं हुत नि म्हसीनबी असे म्हणून हळहळणारी आनंदी, गायीचा पाडा व पाडी यांच्या संभोगाचे निरागस, संयमी भाषेत वर्णन करणारी आनंदी, या प्राणीसंभोगावर मोठे भाष्य करताना आनंदी माणसाच्या सभ्यतेची व निसर्गातील पवित्र नैसर्गिकपणाची तुलना करताना म्हणते. 'माणसांच्यात सारी नाती, जनावरांच्यात तसं काय न्हाई. सारी नाती हायत खरं, यळंपुरती, त्याच बेस हाय. नवऱ्यान बायकूसंग भांडलं म्हणाय नकं, का बायकू पळून गेली म्हणाय नकं, वर्सात कवातरी येळंपुरतं एक जागी आलं की जगाय रिकामी जाली. त्याचं त्याचं खायचं नि ज्येचं त्याचं न्हायचं. लय भारी जनावारांच. इचार केला, खरं, तसं हुनार न्हाई, लगीन हुनार, नवरा, पोरं, सारं वाट्याला येणारं.' (पृष्ठ ३१) आनंदीने आपली आई, दादा, थोरला भाऊ आण्णा मैत्रिणी, गायीगुरे, कुत्री मांजरे, शेजार-पाजार, पै-पाव्हणे यांच्यासह तिने जोपासलेला स्नेह सजीव सेंद्रियत्व निर्माण करतो. म्हसरं राखता राखता, शेतात कष्टाची कामे करता-करता ती मोठी होते आणि पुढे आयुष्याच्या दुसऱ्या टप्प्यावर हेच गावठाण बदलताना आढळते.

**आनंदीच्या आयुष्याचा दुसरा टप्पा :** सर्वसामान्य भारतीय स्त्रीच्या वाट्याला येणारे लौकिक जीवन आनंदीच्याही वाट्याला आलं पण ते अनेक खाचखळ्याने भरलेले होते. परकरी पोर आनंदी न्हाती झाली आणि नदीच्याच्या गावातील बाळासाहेबांशी लग्न करून तिने संसाराचा सारीपाट मांडला. आट्यापाट्याच्या खेळात आणि संसाराच्या सारीपाटातील जमीन अस्मानाचे अंतर तिला जाणवायला लागले. एकत्र असणाऱ्या कुटुंबात तिचा नवरा घरचा कारभारी असतो. सुरुवातीची चार-पाच वर्षे बरी जातात. पण त्यातही आर्थिक ओढाताण, कुटुंबाच्या वाढलेल्या अपेक्षा, एकत्र कुटुंबात होणारे समज-गैरसमज व त्यातून वाट्याला येणारा अपमान, भावनांचा कोंडमारा, कष्टाचे वेगळे काम यातून तिचा जीवनप्रवास सुरुच असतो. एका पाठोपाठ एक अशा दोन मुली होतात आणि तिच्या छळवादाला प्रारंभ होतो. घरातील सासू, सासरा, जावा, तिचा नवरा ही सर्व मंडळी तिच्याकडे वेगळ्याच दृष्टीने पाहतात. एकापेक्षा अधिक मुलींना जन्म देऊन आनंदीने कुटुंबाच्या डोक्यावर भारच चढवला असे बोलायला लागतात. ही सर्व परिस्थिती आनंदीच्या भोवती तटबंदी उभी करते. मुलगा झाल्यावर मात्र एक कवडसा ही तटबंदी भेदण्याचा प्रयत्न करतो. पण तोही शेवटी निष्प्रभ होतो. आनंदीचा नवरा आजारी पडतो. त्याच्या हृदयाच्या झडपा खराब होतात. औषधोपचार किंवा ऑपरेशन करण्यासाठी त्याच्याजवळ पैसे नसतात. त्यातच घरचे भाऊ, वडील त्याला वेगळे काढतात. औषधालाही पैसे पुरत नाहीत. घरात धान्याचा कण नाही. आनंदीचा प्रपंचाशी आणि तिच्या नवऱ्याचा दुर्धर आजाराशी संघर्ष सुरु होतो. या संघर्षात काही अंशी आनंदी जिंकते पण तिचा नवरा मात्र सपशेल हारतो. दवाखान्यात दाखवायला गेल्यावर त्याचा मृत्यु होतो आणि आनंदीवर आभाळ कोसळते. कोंड्यामांड्याची भाकरी खाऊन बालपण काढलेल्या आनंदीच्या जीवनात दारिद्र्य पाचवीलाच पूजले होते. कमालीच्या दारिद्र्यात ती मोठ्या जिद्दीने संसाराचा पल्ला गाठते. म्हशीच्या दुधाच्या पैशावर, शेतीतून मिळणाऱ्या तुटपूज्या उत्पन्नावर संसाराचा गाडा चालवित असते. येणाऱ्या संकटावर मात करीत एकेका मुलीचे ती लग्न करते. एकातून मोकळी होते तोपर्यंत दुसरे संकट आवासून उभे राहते. संसार खर्चाचा भार पेलणाऱ्या म्हशीला दसरू पाटलानं दगड मारला आणि आनंदीच्या संसाराचा कणाच मोडला. तरी ती घाबरली नाही. आलेल्या परिस्थितीला धैर्याने तोंड देणं हा भारतीय स्त्रीचा स्वाभिमान आहे. तो आनंदीमध्ये होता.

संकटाशी दोन हात करत पुढे जाते. तिचा मुलगा सूर्यकांत आजारी पडतो. त्यालाही औषधोपचार करते, त्यालाही त्याच्या वडीलांचा आजार झाला आहे हे समजल्यावर ती हतबल होते. तिच्या तोंडून तिरस्काराचा स्वर बाहेर पडला, 'बिचारा जातानं बी च्या बी नि कीडच्या कीड ठेवून गेला.' (पृष्ठ १०६)

आनंदीच्या अशा जीवनक्रमाबरोबरच एका मोठ्या तपशीलाला ही कादंबरी कवेत घेताना दिसते. आनंदी या व्यक्तिरेखेबरोबर या कादंबरीत अनेक वैविध्यपूर्ण पातळीवर जगणाऱ्या व्यक्तिरेखा वाचकाच्या मनाचा ठाव घेतात. या व्यक्तिरेखांचा संदर्भ येताच वाचकाला आपला भूतकाळ आठवायला लागतो. अरे! अशी माणसं आपल्याही अवतीभवती होती. ही तर माझ्या चांगल्या परिचयाची आहेत. शेतीतील कामं संपल्यावर उन्हाळ्यात गुन्हाळ्याच्या कामावर जाणारा कोंडिबा त्याला आपलाच कोणीतरी वाटतो. घरची जबाबदारी सांभाळत सांभाळत बहिणीच्या संसाराला हातभार लावणारा आण्णा त्याला आसपास दिसतो. नारुआबा, गोंदूआबा सारखी माणसं त्याला आपल्याच गावातील वाटायला लागतात. अशी जिवंत पात्रे त्यांच्या सहजसुलभ बोलीबरोबरच या कादंबरीत येताना दिसतात. या मानवी व्यक्तिरेखांबरोबरच शेतकऱ्यांभोवती असणारा पाळीव प्राण्यांचा गोतावळा ही त्याच्या मनात घर करून राहतो. ग्रामीण परिसरातील काही अलिखित संकेतही वारंवार वाचकाच्या नजरेस पडतात. त्यामध्ये पडलेला दात गरोदर स्त्रीच्या घरावर टाकला तर दात परत येतोय, 'ब्याच्या भाताला ऊब देऊन चालत नाही ते बाद होतंय', 'मानूस नावाच्या जातीवर ईस्वास ठेवूनच माणूस मरतोय' अशा काही संकेतांचा उल्लेख करता येईल. अशा एका वैविध्यपूर्ण ग्रामीण प्रादेशिक परिघात राहून तिथल्या अनेकविध घटनाप्रसंग त्यांच्याच बोलीत, उपमा प्रतिमांमध्ये रेखाटण्यात लेखक कमालीचा यशस्वी झालेला आहे. कारण त्या त्या भूप्रदेशातील जीवन-जाणिवे, राहणीमानाचा स्तर, रुढी, परंपरा, कृषीनिष्ठ व्यवस्थेतील माणसांचे अखिल निसर्गसृष्टीशी असलेले बांधिलपण एका वस्तूनिष्ठ पातळीवर उभे करावयाचे असेल तर कथनामध्ये प्रथमपुरुषी निवेदनाचा वापर करावा लागतो आणि लेखकांनी या कादंबरीत तो केलेला आहे. स्त्रीसुलभ प्रतिक्रिया, हेवे-दावे, वेदना-सांत्वन, श्रद्धाळूपण, समर्पण, संयत-संयमी सोशिकपण मांडल्यामुळे गावठाणाला देशीय प्रादेशिकत्वाचे वास्तव वजन प्राप्त झाले आहे. आपण जे भोगले ते आपल्या मुलाच्या वाट्याला येऊ नये अशी प्रामाणिक तळमळ कादंबरीच्या शेवटी दिसते.

कृष्णात खोतांच्या 'गावठाण' या कादंबरीने वास्तवाला भिडण्याचा प्रयत्न केल्यामुळे पन्हाळा परिसरातील ग्रामीण वास्तवाचे बहुपेडी आणि गुंतागुंतीचे चित्र वाचकांसमोर उभे राहिले आहे. या कादंबरीमध्ये आनंदीच्या आयुष्याची झालेली ससेहोलपट संकटांच्या मालिका उभ्या केल्यामुळे होत आहे हे वाचकाला जाणवत असले तरी त्या परिसरातील ग्रामीण वास्तवाला अनेक पातळ्यांवर खेचण्यासाठीच लेखकाने संकटाच्या साखळ्या जोडल्या आहेत हे ही त्याला आपोआपच मान्य होते. या कादंबरीतील आनंदी या व्यक्तिरेखेभोवती कादंबरीचा पट विणला जात असताना इतर व्यक्तिरेखांची लेखकाने रंगवलेली शब्दचित्रेही जिवंत झाली आहेत. ग्राम परिघात जगत असताना बहुतांशी माणसांना दारिद्र्यात जगावे लागते. पावसावर आधारलेल्या शेतीतील उत्पन्नातून वर्षभराचा उदरनिर्वाह होत नाही म्हणून त्याला उन्हाळभर गुन्हाळघरावर काम करावे लागते, आयुष्यभर कष्ट करूनही पोट भरण्याशिवाय ही माणसे फारसे काही गाठीला साठवू शकत नाहीत. बेताच्या परिस्थितीत राहूनही सण-वार, उत्सव, पै-पाहुणा, रीती-रिवाज, आपल्या कुवतीप्रमाणे साजरे करतात. आर्थिक परिस्थिती पाहूनच जीवनातील चढ-उताराचे निर्णय घेतात, यांच्या गोतावळ्यात असणारे पशु-पक्षी, गुरं-ढोरं, शेरडं-मेंढरं यांच्या उपयोगाला येतात इ. गोष्टी सांभाळत सांभाळत कष्टानेच यांचा दिवस सुरू होतो आणि कष्टानेच तो संपतो. गावठाणाच्या माध्यमातून वाचकाला या सर्व सेंद्रिय भावनांचा उलगडा होतो यातच या कादंबरीचे श्रेष्ठत्व सामावलेले आहे.

ग्रामीण कादंबरीच्या इतिहासामध्ये आतापर्यंत ग्रामीण साहित्याचा आणि त्यामध्ये आलेल्या जीवन जाणिवेचा विचार केला तर एका समृद्ध आणि अस्सल ग्रामीण भाषेत गावठाण मध्ये आलेला गावगाडा वाचकाला ग्रामपरिघाचे अत्यंतिक दर्शन घडवतो. म्हणून समकालीन ग्रामीण साहित्यामध्ये 'गावठाण' ही कादंबरी एक महत्वाचा टप्पा मानता येईल.

संदर्भ :

१. खोत, कृष्णात ( २००७ ) : गावठाण, मुंबई, मौज प्रकाशन.
२. पाटील तानाजी राजू (२०१०) मराठी कादंबरीची समीक्षा, पुणे, साकेत प्रकाशन.
३. डॉ. थोरात हरिश्चंद्र (२००८) कादंबरी विषयी, पुणे, स्नेहवर्धन प्रकाशन.