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3.3.3 Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during AY 2017-18

Sl. No.	Name of the teacher	Title of the book/chapters published	Title of the paper	Title of the proceedings of the conference	Name of the conference	National / International	Year of publication	ISBN/ISSN number of the pro
60	Dr. R. M. Patil	Nil	Technology and Teaching-Learning of English Language	Aayushi International Interdisciplinary Research Journal (AIIRJ)	International Conference on Recent Trends in Science and Technology ICRTST 2018	Insternational	2017-18	ISSN 2349-638x
61	Dr. V. R. Shekhawat	Emerging Library and Information science and technologies	Total Quality Management in Mahatma Phule Agricultural University Rahuri, Maharashtra	Emerging Library and Information science and technologies	National Conference	National	2017-18	ISBN : 97 8-93 -5230 -199 -7
62	Dr. D. S. Rangacharya	Nil	Ricardoche Khandvishyak vichar	Dhanartha	Marathi Aarthashastra Parishad 41 National Conference	National	2017-18	978-93-87129-10-8
63	Dr. A. D. Chauhan	Social Anthropology	NA	NA	NA	National	2017-18	978-93-82664-72-7
64	R. J. Lote & Dr. A. D. Chauhan	Introduction of Sociology : 1	NA	NA	NA	National	2017-18	978-81-934470-9-3
65	R. J. Lote & Dr. A. D. Chauhan	Introduction of Sociology : 2	NA	NA	NA	National	2017-18	978-81-934678-6-2
66	Mr. V. Bute	Introduction to environment	NA	NA	NA	National	2017-18	ISBN-978-93-82588 60-3
67	Dr. V. Parhate & U. Wasnik	Text Book of Chemistry Practical B.Sc.I Sem I and II	NA	NA	NA	National	2017-18	978-81-933884-5-7

68	M. M. Rathore, V. V. Parhate, P. R. Rajput		Manavadhikar aur paryavaran pradushan	National Seminar on global human society and human rights	NA	National	2017-18	ISBN:978-93-84021-59-7
69	M. M. Rathore, T.S.Bante	Nil	synthesis and environmental sustainable development via microscale	International Conference	International Conference	International	2017-18	NA
70	M. U. Ghurde	Nil	Phytochemical screening and Thin layer chromatography of Crude extract of Sauromatum venosum (Ait.)Schott. Tuber	Multidisciplinary International conference on Green Earth: A Panoramic View.	Multidisciplinary International conference on Green Earth: A Panoramic View.	International	2017-18	ISBN:978-81-923628-5-4
71	M. U. Ghurde	Nil	In vitro Cytotoxic Activity of Aqueous Corm Extract of Sauromatum venosum against Human Pancreatic Carcinoma Cell Line(MIAPACA-2)	International Conference on Recent Trends in Science and Technology	International Conference on Recent Trends in Science and Technology	International	2017-18	ISSN 2349-638x
72	L.P.KHALID	Nil	Phytochemical Analysis of leaf and stem extract of seven bamboo species from Amravati District.	UGC and DST sponsored International conference on Resent trends in Science and Technology.	UGC and DST sponsored International conference on Resent trends in Science and Technology.	International	2017-18	ISSN 2349-638x
73	Dr. S. B. Kadu	Information Technology and Business Data Processing,	0	0	0	National	2017-18	ISBN-978-93-86011-90-9

74	Dr. P.S. Yenkar	Nil	Attaining Good Governance in Higher Education Institution through Technology	A National Seminar on Revised Accreditation Framework and Institutional Preparation: An Overview, pg 85-91,ISBN:978-93-84021-93-1	A National Seminar on Revised Accreditation Framework and Institutional Preparation: An Overview, pg 85-91,ISBN:978-93-84021-93-1	National	2017-18	ISBN:978-93-84021-93-1
75	Dr. P.S. Yenkar	Nil	Conquering Anglophobia: Some Remedies	3 rd National Teachers' Congress, MIT-world Peace University, Pune, Compendium, ISBN:978-93-88441-67-4, pg 209-213	3 rd National Teachers' Congress, MIT-world Peace University, Pune, Compendium, ISBN:978-93-88441-67-4, pg 209-213	National	2017-18	ISBN:978-93-88441-67
76	Dr. P.S. Yenkar	Nil	The Plight of a Woman delineated in Mahashweta Devi's 'Draupadi'	One-Day Inter-Disciplinary National Research Conference 2017 on 'Women: Image & Reality'pg 3-4, ISBN:978-81-89839-99-4	One-Day Inter-Disciplinary National Research Conference 2017 on 'Women: Image & Reality'pg 3-4, ISBN:978-81-89839-99-4	National	2017-18	ISBN:978-81-89839-99-4
77	Prof. V. P.Shekokar	Nil	Information Communicatio Technology and Listening Skill	Internatinal Conference on Recent Trends in Science and Technology	Internatinal Conference on Recent Trends in Science and Technology	International	2017-18	ISSN -2349-61

78	Dr. V. R. Shekhawat	Revamping of Academic Libraries for Next Generation	Role of Librarian in 21st Century	Revamping of Academic Libraries for Next Generation	National Conference	National	2017-18	ISBN: 978-93-88544-06-1
79	Dr. D. S. Wankhade	Nil	Gender Inequality in Family	New man International journal of multidisciplinary Studies National conference on Gender Isonomy: A social Onus- 2018 (GISO-2018)	A National conference on Gender Isonomy: A Societal onus 2018	National	2017-18	2348-1390

TECHNOLOGY AND TEACHING-LEARNING OF ENGLISH LANGUAGE

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ABSTRACT

We are living today in the age of technology. As far as teaching and learning of English language is concerned, those traditional methods and tools have become outdated now. In the wake of globalization and wide spread of technological innovations we have a lot to choose from the world of technology to make our teaching and learning process smarter, effective and interesting from learners' and teachers' point of view. We have smart technological gadgets like Smartphones, Radio, TV, CD Roms, Computers, C.A.L.L., the Internet, Electronic Dictionaries, Email, Blogs and Audio Cassettes, Power Point, Videos, DVD's, VCD's and innumerable apps available easily. The last two decades have witnessed a revolution due to onset of technology, and has changed the dynamics of various walks of life, and has also influenced the society at large and the nature of interactions of the masses among themselves. This rapid rise and growth of technology has offered a better pattern to explore the new teaching models. As a result technology has been playing a very important role in teaching and learning of English language. In this paper efforts have been made to analyze the necessity of use of technology to make teaching and learning of English language innovative, effective and interesting. It also brings out the problems faced by the users while dealing with these technological gadgets. It also aims to make English teachers aware of the strategies to be adopted to use technology in an effective manner.

Keywords: English Language teaching, Multimedia Technology, Advantages, Disadvantages, Optimization, Strategies.

INTRODUCTION

English language has a special importance as it is the language of the world. It enjoys a high prestige in our country because it is spoken by the British, the ruling class of the past. In spite of the fall of British power all over the world, English language has not lost its glamour and use throughout the globe even today. Rather it has become the necessity of everyone of us due to the wide spread of internet and computer technology in all walks of life. English language has been used as a medium of instruction and as a part of curriculum in the countries where English is studied as a second language. As the number of English language learners has been increasing, technology supported new methods of teaching and learning have been devised. New teaching tools and materials in the form of audio-visual aids viz. LCDs, DLPs, interactive boards, smart phones, etc. have been introduced in the system. It is true that these technological gadgets have proven their utility in replacing the traditional methods of teaching and learning process.

The changed circumstances assign new challenges and duties on the modern teachers. The traditional ways of English teaching has been drastically

changed with the remarkable entry of technology. Technology provides so many options as making teaching interesting and also making it more productive in terms of improvements. Technology is the most significant driver of both social and linguistic change. Graddol: (1997:16) states that "technology lies at the heart of the globalization process; affecting education work and culture. At present the role and status of English is that it is the language of social context, political, sociocultural, business, education, industries, media, library, communication across borders, and key subject in curriculum and language of imparting education". It is also a crucial determinant for university entrance and processing high paid jobs in the commercial sector. Considering the huge quantity of English learners in India, technology driven teaching methods have been implemented to test the effectiveness of the teaching process. One method involves multimedia in ELT in order to create English contexts. This helps students to get involved and learn according to their interests. It has been tested effectively and is widely accepted for teaching of English in modern world. Technology is utilized for the betterment of modern styles; it satisfies both visual and auditory

senses of the students. Many more aspects of language learning which used to be vague and obscure for understanding now have become easy with the advent of technology.

As the use of English has increased in popularity so has the need for qualified teachers to instruct students in the language. It is true that there are teachers who use 'cutting edge' technology, but the majority of teachers still teach in the traditional manner. None of these traditional manners are bad or damaging the students. In fact, till date they are proving to be useful also. However, there are many more opportunities for students to gain confidence practice and extend themselves, especially for ESL students who learn the language for more than just fun. For them to keep pace with ELT and gain more confidence they have to stride into the world of multimedia technology. In country like India where huge amount of students taking education with meager infrastructural resources seem to be very challenging to make use of such advance technological tools in the schools and colleges.

21st century is the age of globalization and is important to grasp on various foreign languages and English language comes first English Language Teaching has been with us for many years and its significance continues to grow, fuelled, by the spread of ICT. Graddol's study (2000) suggests that in the year 2000 there were about a billion English learners- but a decade later the numbers got doubled. The forecast points to a surge in English learning, which has peaked in 2010. The same study indicates that over 80% of information stored on the internet is in English. For the first time there are more Non-Native than Native users of the language and diversity of context in terms of learners, age, nationality, learning background, etc. has become a defining characteristic of ELT today. With the rapid development of science and technology, the emerging and developing of multimedia technology and its application to teaching, featuring audio, visual, animation effects comes into full play in English classrooms and sets a favorable platform for reform and exploration on English teaching model in the new era. It's proved that multimedia technology plays a positive role in promoting activities and initiatives of students and teaching effect in English class. Technological innovations have gone hand-in-hand with the growth of English and are changing the way in which we communicate. It is fair to assert that the growth of the internet has facilitated the growth of the English language and that this has occurred at

a time when computers are no longer the exclusive domains of the dedicated few, but rather available to many. With this there has been a very significant proliferation of literature regarding the use of technology in teaching English language. Mostly these writings unequivocally accept technology as the most essential part in teaching. In a sense, a tendency to emphasize on inevitable role of technology in pedagogy to the extent of obliterating human part of teacher by technology part has been very dominant. And as a result if we neglect or ignore technological developments they will continue and perhaps we will never be able to catch up, irrespective of our discipline or branch. For this reason it is important for language teachers to be aware of the latest and best equipment and to have a full knowledge of what is available in any given situation. Teachers can use Multimedia Technology to give more colorful, stimulating lectures so that the learners need not have to imagine the abstract conditions of language learning, the connection between the words and object link. Due to technology, sensing arbitrary nature of language has become convenient to some extent. There are many techniques applicable in various degrees to language learning situation. Some are useful for testing and distance education, and some for teaching business English, spoken English, reading, listening or interpreting. The teaching principle should be to appreciate new technologies in the areas and functions where they provide something decisively new useful and never let machines takeover the role of the teacher or limit functions where more traditional ways are superior. There are various reasons why all language learners and teachers must know how to make use of the new technology. Here we also need to emphasize that the new technologies develop and disseminate so quickly that we cannot avoid their attraction and influence in any form.

Nowadays, the stereotyped traditional teaching methods and environment are unpopular while multimedia technology featuring audio-visual animation effects naturally and humanely makes us more access to information besides, with such characteristics as abundant-information and crossing time and space, multimedia technology offers a sense of reality and functions very well, which greatly cultivates students' interest and motivation in study and their involvement in class activities.

Traditional teaching has hampered students' capacity to comprehend certain language and also

understanding to structure, meaning and function of the language, and makes the students passive recipients of knowledge, so it is hard to achieve the target of communication. With teachers' instructions leading students' thought patterns and motivating students' emotions, the multimedia technology seeks integration of teaching and learning and provides the students greater incentives. The PPT courseware activate students' thinking; the visual and vivid courseware can help them to transform English learning into capacity cultivation. And such in-class activities as group discussion, subject discussion, and debates can also offer more opportunities for communication among students and between teachers and students. So multimedia technology teaching has uniquely inspired students' positive thinking and communication skills in social practice.

The multimedia courseware can offer the students abundant information; more plentiful than textbooks, and help them to get of displays vivid cultural background, rich content and true-to-life language materials, which are much natural and closer to life. Not only could learners improve their listening ability, but also learn the western culture. Grasping information through various channels can equip; the students with knowledge and bring about information-sharing among students and make them actively participate in class discussion and communication.

Multimedia teachings enrich teaching content and make the best of class time and break the "teacher-centered" teaching pattern and fundamentally improve class efficiency. Due to large classes it is difficult for the students to have speaking communication. The utilization of multimedia sound lab materializes the individualized and co-operative teaching. The traditional teaching model mainly emphasized on teachers' instruction, and the information provided is limited due to traditional classes. On the contrary, multimedia technology goes beyond time and space, creates more vivid, visual, authentic environment for English learning, stimulates students' initiatives and economizes class time meanwhile increases class information.

Multimedia teaching stresses the role of students, and enhances the importance of "interaction" between teachers and students. A major feature of multimedia teaching is to train and improve students' ability to listen and speak, and to develop their communicative competence. During this process, the teacher's role as a facilitator is

particularly prominent. Using multimedia in context creation creates a good platform for the exchange between teachers and students, while at the same time providing a language environment that improves on the traditional classroom teaching model. In this way, teachers in the classroom no longer blindly input information and force students to receive it in a passive way.

Multimedia teaching creates a context for language teaching. This method makes the class lively and interesting, as well as optimizing the organization of the class. Multimedia has its own features such as visibility and liveliness. During the process of multimedia English teaching, sounds and pictures can be set together, which enhances the initiative of both teachers and students. When using multimedia software, teachers can use pictures and images to enrich the content of classes, and also imagine different contexts in the process of producing teaching courseware. Students in the class can use multimedia to understand the class in a clear way. Through the whole interactive process, it is apparent that using multimedia in ELT is effective in nurturing students' interest in learning English, as well as enhancing teachers' interest in English teaching. As Zhang (2006:111) points out through Multimedia and network technology we can offer students not only rich sources of authentic learning materials, but also an attractive and a friendly interface, vivid pictures and pleasant sounds, which to a large extent overcomes the lack of authentic language environment and arouses students' interest in learning English.

Besides, Multimedia being very useful, we cannot ignore its side effects as well. Application of multimedia technology is an assisting instrument to achieve the projected teaching effect. While if totally dependent on, multimedia devices during teaching, the teachers may be turned into slaves to the multimedia and cannot play the leading role in teaching. It is observed in practice that a lot of teachers are active in multimedia technology application but not proficient enough to handle it confidently. In class, they are standing by the computer and students are fixing their attention only on the screen, and therefore, there is no eye contact between teachers and students.. The trend of modern information and technology teaching appears to the extremity regardless of the essence of the traditional teaching. And hence, the notion of Creative Education is to be fully comprehended that modern educational techniques serves an assisting instrument rather than a target: and that

should not dominate class. They are substitutes to effective teaching and learning.

English language and English analysis by the teachers are effective in conveying knowledge to the students from English pronunciation to comprehension, improving students' English thought patterns and oral expression, Whereas, the introduction of multimedia technology featuring audio, visual, textual effect fully meets audio and visual requirements of the students and enhance their interest, but it also results in lack of communication between teachers and students, replacement of teachers' voice by computer sound, and teachers' analysis by visual image and students have a few chances for speaking communication. With the favorable atmosphere by the mutual communication between teachers and students fading away, and sound and image of multimedia affecting students' initiative to think and speak, English class turns to course ware show and students are made viewers rather than the participants of class activities.

Some teachers take the computer screen as the blackboard. They have input exercises, questions, answers and teaching plans into the computer and display them piece by piece, without taking down anything on the blackboard or even the title of a lesson. It is known that teachers are supposed to simulate situations based on teaching and guide the students to communicate in English. Beside traditional writing on blackboard is concise and teachers can make adjustment and amendment to it if necessary. Furthermore, experienced teachers know well that a perfect courseware is an ideal project in mind, and that in practice, they need to enrich the content on the blackboard with emerging of new question raised by the students.

Some teachers tend to entirely depend on multimedia teaching. While, it should be noticed that although multimedia has its unique advantages in teaching, the characteristics functions of other forms of teaching instruments are still incomparable. For example, the recorder still plays a role in broadcasting listening material. So

teachers are supposed to choose appropriate media and instrument based on the requirements of teaching and integrate multimedia instrument with traditional one and fully perform their merits, rather than merely in pursuit of trendy method.

CONCLUSION

"Ideally, the purpose of both the traditional and computer-assisted cooperative language learning classrooms is to provide a space in which the facilitation of learning, and learning itself, can take place" (Shi, 2008: 76). It is true that one of the ultimate goals of multimedia language teaching is to promote students' motivation and learning interest, which can be a practical way to get them involved in the language learning. Context creation of ELT should be based on the openness and accessibility of the teaching materials and information. During the process of optimizing the multimedia English teaching, students are not too dependent on their mother tongue, but will be motivated and guided to communicate with each other. Concerning the development of technology, we believe that in future, the use of multimedia English teaching will be further developed. The process of English learning will be more student-centered but less time-consuming. Therefore, it promises that the teaching quality will be improved and students' applied English skills can be effectively cultivated, meaning that students' communicative competence will be further developed. In conclusion, it is believed that this process can fully improve students' ideation and practical language skills, which is helpful and useful to ensure and fulfill an effective result of teaching and learning. Barring a few problem areas multimedia technology can be used effectively in classrooms of ELT with proper computer knowledge on the part of teachers, overcoming the financial problems in setting up the state-of-the-art infrastructure and sophisticated equipment, tools and not allowing the teachers to become dry like that of machines

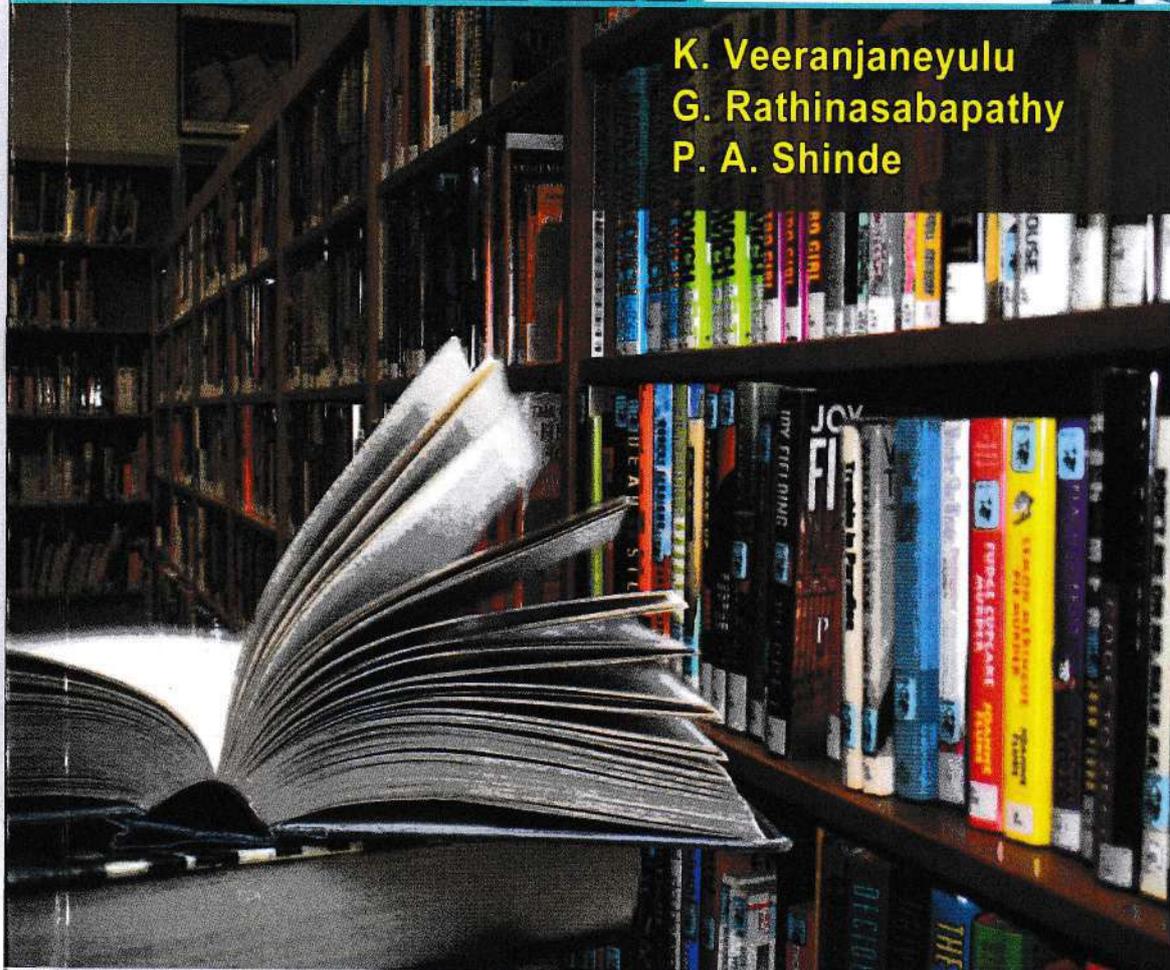
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Emerging Library & Information Science and Technologies



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TOTAL QUALITY MANAGEMENT IN MAHATMA PHULE AGRICULTURAL UNIVERSITY RAHURI, MAHARASHTRA

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ABSTRACT

This research paper aims to bring about the use of total quality management techniques in managing the most essential of support systems to any educational institutions, the libraries which pool up and arrange knowledge materials so as to be able to be used whenever needed. The research paper reflects use of the following six attributes, which are Reliability, Responsiveness, Assurance, Access, Communication, Tangible and aims to put forth the benefits of use of Total Quality Management methods in getting better results making the path easy for overall development of libraries.

Keywords: Total Quality Management, Agricultural University, Reliability, Responsiveness, Assurance, Access, Communication, Tangible.

Introduction

Since formation the State of Maharashtra has undoubtedly provided leadership at the national level in matters of economic growth and development. Moreover it has tried to retain the participation of agriculture and provided much needed research and development facilities by not only creating Agricultural universities which are spread across the state in a balanced manner but taken them above record keeping and paper work to actually empower them to serve the purpose of transformation of conventional farming and agro practices into modern globalised one.

Total Quality Management is not just a concept, rather an attitude that deals and touches every function, eliminating non-conformances with required objectives, identifying more suitable ways of handling and controlling operations so as to achieve desired results. India walks a new

path to glory and being the only third world developing country which still relies on agriculture as its major source of national income a lot has to be done. But, not only at the top level but also at every juncture right from educating the next generation agro community members but also doing it in such a way that they are able to cope with the changes in the international environment.

Objectives of the study

1. To study the essence of TQM for library and information services.
2. To measure the users satisfaction using the different attributes of TQM.

Scope and Limitation

The present research work was limited to the user of Mahatma Phule Agricultural University, Rahuri, Dist. Ahmadnagar

Methodology

In order to satisfy the qualitative and quantitative information required for this research, the researcher selected 150 respondents of Mahatma Phule Agricultural University, Rahuri, Dist. Ahmadnagar consisting of 100 students & 50 teachers. A standard structured questionnaire was designed to collect the required information where five point Likert type scale was used.

To study the performance of Mahatma Phule Krushi Vidyapith on different attributes with regard to total quality management, the data was obtained on six attributes namely reliability, responsiveness, assurance; access, Communication, Tangibles & the respondents were asked to give their opinions on each attributes in the manner of 5 points scale.

Results and Discussion

The score obtained for each point of the attributes were tabulated as following:

Notes: The scoring pattern adopted by the researcher is as follows:

Option: a	b	c	d	e	
Score:	5	4	3	2	1

Note: 's' denotes for students, and 't' denotes for teachers is as follows:

1. Reliability:

Table 1 Scores of Reliability

R12	s1	t1	s2	t2	s3	t3	s4	t4	s5	t5	total
1	12	8	74	31	7	5	4	4	3	2	150
2	18	7	52	27	8	7	17	5	5	4	150
3	36	16	46	23	10	4	4	5	4	2	150
4	19	13	58	24	10	6	8	5	5	2	150
5	35	13	40	26	9	7	10	4	6	0	150
6	9	5	60	19	30	18	0	5	1	3	150
7	27	12	25	13	31	10	13	10	4	5	150
8	20	9	39	13	30	14	2	7	9	7	150
9	11	5	49	21	23	13	11	6	6	5	150
10	12	9	64	25	16	9	5	5	3	2	150
11	13	6	40	30	12	8	12	4	23	2	150
12	4	1	30	20	36	12	5	12	25	5	150
Total	216	104	577	272	222	113	91	72	94	39	1800

From the table 1, it was observed that, to study whether there is any similarity or discrepancy between the opinions of teachers & students with respect to scoring, calculated correlation co-efficient for each opinion. This co-relation between the opinion of teachers & students for each score is as follows:

Table 2 Correlation of Students & Teachers

Score	5	4	3	2	1
correl	0.89383	0.55771	0.82484	- 0.0142	0.18699

From the table 2, it was observed that for the score 5, 4 & 3, there is consistency (positive co-relation between the opinions of teachers & students). For score 2, there is a negative co-efficient of co-relation (-0.014), which indicates that, there is a difference between the opinions of teachers & students. As for as score 1 is concerned, no such conclusions can be drawn as the corresponding co-efficient of co-relation is very small (0.187).

With respect to the total Scores for the reliability, researchers calculated total scores for teachers & students separately & also calculated the means of scores. The total score is calculated with the help of following formula:

Total

The

Total

Me:
teacher
student

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2. Res

R12
1
2
3
4
5
6
7
8
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10
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Total score for teacher = 5 x 104 + 4 x 272 + 3 x 113 + 2 x 72 + 1 x 39 = 2130

The total score for the student is also obtained in the same manner.

Total score for student = 5 x 216 + 4 x 577 + 3 x 222 + 2 x 91 + 1 x 94 = 4330

Mean score for teachers = total score for teachers/ total number of teachers & the same formula is used for calculating mean score for students. The total and means scores for teachers & students obtained as:

Table 3 Means score of Students & Teachers

Respondents	Total Score	Mean Score
Teachers	2130	42.6
Students	4330	43.3

From the table 3, it was observed that, there is no significant difference between the mean score of teachers & students. The scores are so matching that no need of statistical tests for the same is needed.

2. Responsive:

Table 4 Scores of Responsive

R12	s1	t1	s2	t2	s3	t3	s4	t4	s5	t5	total
1	58	22	28	17	7	5	4	4	3	2	150
2	59	23	21	14	11	6	5	5	4	2	150
3	13	6	72	26	5	4	5	7	5	7	150
4	39	13	41	24	8	5	5	3	7	5	150
5	32	16	55	19	7	7	4	5	2	3	150
6	47	16	48	14	4	8	1	6	0	6	150
7	17	7	62	28	12	9	6	4	3	2	150
8	13	6	61	29	11	9	7	2	8	4	150
9	10	5	62	30	14	7	6	3	8	5	150
10	12	8	42	24	32	10	8	4	6	4	150
11	11	7	26	14	27	9	16	9	20	11	150
12	19	9	42	27	8	6	6	2	25	6	150
Total	330	138	560	266	146	85	73	54	91	57	1800

From the table 4 it was observed that, to study whether there is any similarity or discrepancy between the opinions of teachers & students with respect to scoring, calculated correlation co-efficient for each

5	total
	150
	150
	150
	150
	150
	150
	150
	150
	150
	150
9	1800

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opinion. This co-relation between the opinion of teachers & students for each score is as follows:

Table 5 Correlation of Students & Teachers

Score	5	4	3	2	1
correl	0.9538	0.68199	0.77885	0.6373	0.838848348

From the table 5, it was observed that for the score 5, 4 & 3 there is consistency (positive co-relation between the opinions of teachers & students).

$$\text{Total score for teacher} = 5 \times 138 + 4 \times 266 + 3 \times 85 + 2 \times 54 + 1 \times 57 = 2174$$

The total score for the student is also obtained in the same manner.

$$\text{Total score for student} = 5 \times 330 + 4 \times 560 + 3 \times 146 + 2 \times 73 + 1 \times 91 = 4565$$

Then the mean of scores for teachers is obtained as:

Table 6 Means score of Students & Teachers

Respondents	Total Score	Mean Score
Teachers	2174	43.48
Students	4565	45.65

From the table 6, it was observed that, there is no significant difference between the mean score of teachers & students. The scores are so matching that no need of statistical tests for the same is needed.

3. Assurance

Table 7 Scores of Assurance

A6	s1	t1	s2	t2	s3	t3	s4	t4	s5	t5	Total
1	80	35	6	4	5	4	4	4	5	3	150
2	51	27	29	13	8	5	6	3	6	2	150
3	29	18	55	20	7	5	6	4	3	3	150
4	42	18	42	16	6	6	7	6	3	4	150
5	56	25	28	13	4	3	6	6	6	3	150
6	55	25	27	15	6	2	8	4	4	4	150
Total	313	148	187	81	36	25	37	27	27	19	900

Total C

The table no. discrepancy by scoring we can relation between follows:

Score	5
correl	0.9

From the consistency (students). For 0.674), which teachers & s can be draw small (0.184)

Total score

The total **Total score**

From the difference is so matching

4. Access

A5	s1
1	28
2	26

The table no. 7, depicts that to study whether there is any similarity or discrepancy between the opinions of teachers & students with respect to scoring we calculated correlation co-efficient for each opinion. This correlation between the opinion of teachers & students for each score is as follows:

Table 8 Correlation of Student & Teachers

Score	5	4	3	2	1
correl	0.94632	0.95494	0.48038	0.18429	-0.674617195

From the table 8, it was observed that for the score 5, 4 & 3 there is consistency (positive co-relation between the opinions of teachers & students). For score 1, there is a negative co-efficient of co-relation (-0.674), which indicates that, there is a difference between the opinions of teachers & students. As for as score 2 is concerned, no such conclusions can be drawn as the corresponding co-efficient of co-relation is very small (0.184).

$$\text{Total score for teacher} = 5 \times 148 + 4 \times 81 + 3 \times 25 + 2 \times 27 + 1 \times 19 = 1212$$

The total score for the student is also obtained in the same manner.

$$\text{Total score for student} = 5 \times 313 + 4 \times 187 + 3 \times 36 + 2 \times 37 + 1 \times 27 = 2522$$

Table 9 Mean score of Students & Teachers

Respondents	Total Score	Mean Score
Teachers	1212	24.24
Students	2522	25.27

From the table 9, it was observed that, there is no significant difference between the mean score of teachers & students. The scores are so matching that no need of statistical tests for the same is needed.

4. Access

Table 10 Scores of Access

A5	s1	t1	s2	t2	s3	t3	s4	t4	s5	t5	Total
1	28	12	49	22	10	5	8	6	5	5	150
2	26	13	44	24	17	4	8	5	5	4	150

3	12	6	51	20	16	12	13	8	8	4	150
4	20	11	58	23	8	5	6	6	8	5	150
5	18	10	24	12	18	8	18	12	22	8	150
Total	104	52	226	101	69	34	53	37	48	26	750

From the above table no. 10, it was observed that, to study whether there is any similarity or discrepancy between the opinions of teachers & students with respect to scoring, calculated correlation co-efficient for each opinion. This co-relation between the opinion of teachers & students for each score is as follows:

Table 11 Scores of Access

Score	5	4	3	2	1
correl	0.92836	0.84997	0.42172	0.95046	0.931030404

From the table 11 , it was observed that for the score 5, 4 & 3 there is consistency (positive co-relation between the opinions of teachers & students

$$\text{Total score for teacher} = 5 \times 52 + 4 \times 101 + 3 \times 34 + 2 \times 37 + 1 \times 26 = 866$$

The total score for the student is also obtained in the same manner.

$$\text{Total score for student} = 5 \times 164 + 4 \times 226 + 3 \times 69 + 2 \times 53 + 1 \times 48 = 1785$$

Table 12 Correlation of Students & Teachers

Respondents	Total Score	Mean Score
Teachers	866	18
Students	1785	17.51

From the table 12, it was observed that, there is no significant difference between the mean score of teachers & students. The scores are so matching that no need of statistical tests for the same is needed.

5. Communication

Table 13 Scores of Communication

C6	s1	t1	s2	t2	s3	t3	s4	t4	s5	t5	Total
1	42	17	38	21	6	4	5	5	9	3	150
2	49	24	21	9	8	5	14	8	8	4	150

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3	15	12	57	23	10	6	9	5	9	4	150
4	25	12	43	23	17	8	8	4	7	3	150
5	17	12	49	19	15	9	8	5	11	5	150
6	39	19	27	13	16	11	11	3	7	4	150
Total	187	96	235	108	72	43	55	30	51	23	900

From the table no.13, to study whether there is any similarity or discrepancy between the opinions of teachers & students with respect to scoring, calculated correlation co-efficient for each opinion. This correlation between the opinion of teachers & students for each score is as follows:

Table 14 Scores of Communication

Score	5	4	3	2	1
correl.	0.92621	0.87278	0.90513	0.16918	0.613155021

From the table no. 14, it was observed that for the score 5, 4, 3 & 1 there is consistency (positive co-relation between the opinions of teachers & students).

As for as score 2 is concerned, no such conclusions can be drawn as the corresponding co-efficient of co-relation is very small (0.169).

$$\text{Total score for teacher} = 5 \times 96 + 4 \times 108 + 3 \times 43 + 2 \times 30 + 1 \times 23 = 1124$$

The total score for the student is also obtained in the same manner.

$$\text{Total score for student} = 5 \times 187 + 4 \times 235 + 3 \times 72 + 2 \times 55 + 1 \times 51 = 2252$$

Then the mean of scores for teachers is obtained as:

Table 15 Means score of Students & Teachers

Respondents	Total Score	Mean Score
Teachers	1124	22.48
Students	2252	22.15

From the table 15, it was observed that, there is no significant difference between the mean score of teachers & students. The scores are so matching that no need of statistical tests for the same is needed.

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6. Tangibles

Table 16 Scores of Tangibles

T15	s1	t1	s2	t2	s3	t3	s4	t4	s5	t5	Total
1	37	14	34	20	9	5	10	7	10	4	150
2	22	13	56	23	7	6	8	4	7	4	150
3	18	12	52	21	12	6	11	6	7	5	150
4	37	18	34	19	17	9	12	3	0	1	150
5	17	14	45	16	16	8	12	7	10	5	150
6	16	9	29	17	30	13	16	8	9	3	150
7	14	11	36	14	27	14	15	9	8	2	150
8	14	10	32	18	23	8	18	8	13	6	150
9	14	13	18	9	11	8	37	13	20	7	150
10	17	8	26	15	18	8	22	9	17	10	150
11	10	6	21	14	29	11	21	10	19	9	150
12	22	13	22	11	34	17	10	4	12	5	150
13	10	6	24	14	17	8	9	4	40	18	150
14	20	7	58	27	10	6	7	5	5	5	150
15	19	10	27	19	32	10	14	5	8	6	150
Total	287	164	514	257	292	137	222	102	185	90	2250

From the table 16, it was observed that, to study whether there is any similarity or discrepancy between the opinions of teachers & students with respect to scoring, calculated correlation co-efficient for each opinion. This co-relation between the opinion of teachers & students for each score is as follows:

Table 17 Scores of Tangibles

Score	5	4	3	2	1
correl.	0.57245	0.83358	0.86976	0.90242	0.922728639

From the table 17, it was observed that for the score 5, 4, 3, 2 & 1 there is consistency (positive co-relation between the opinions of teachers & students).

$$\text{Total score for teacher} = 5 \times 164 + 4 \times 257 + 3 \times 137 + 2 \times 102 + 1 \times 90 \\ = 2553$$

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"Indexing and Abstracting Service", "Photo Copying Services" "Library Orientation Services" and "Information Literacy Programme"

With the reference of the second attribute i.e. "Responsiveness", the researcher concludes that majority of the respondents got the latest and current published books in their subject area "very promptly i.e. within 3 minutes". Majority of them expected that, the books should be re-shelved "within a day", as the inter library system in satisfying the information required by the users is "Effective" and are "Satisfied", about the behaviour of the library staff while providing them OPAC service and "Satisfied", about the availability of current newspapers and periodicals on the periodicals display shelves. The researcher further concluded that, the majority of the respondents are "Fairly Satisfied" about "Registration of User", "Duration of Books", "Compilation of reading list for users", "Prompt Bindery Services", "SDI Selection" and the "Answering user queries" provided to them by their concerning library.

With the reference of the Third attribute i.e. "Assurance", the researcher concludes that the behaviour of the concerning library staff found very calm and co-operative while providing the relevant information from the collections to the users. The library staff always takes personal interest whenever any user approaches them for any requirement. Thus, majority of the respondents are very satisfied about the "quality based services" by their library at the same time, they are familiar with the C.D ROM Database /Online Database system.

The Fourth attribute i.e. "Access", found facts that the concerning library staff is "Always" available at the reference desk, photocopier machines available in sufficient quantity. The researcher further observed it that, majority of the respondents are not required to wait for using use the computer terminal for accessing OPAC, Online Database, E-books, E- Journals, etc at any time. Working hours of the library are convenient to the majority of the respondents, and they are not required to wait in the long queues at circulations counter.

Reference to the Fifth attribute i.e. "Communication", the researcher concludes that majority of the respondents are aware about the facilities and services available in the library and they learnt about its uses from the "Orientation of the Library". The researcher further observed it that; majority of the respondents got "OPAC user manuals", and "CD-ROM Database/ Online Database user manual" easily and regularly. "E-learning modules available" are helpful to them to use library resources effectively and efficiently.

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Sixth attribute i.e. "Tangible"; the researcher concludes that majority of the respondents are "Very Satisfied" about the "Sitting Arrangements", "Maintenance of Lighting and Temperature in the Library", at the same time, all the staff members as well as the users have the cognizance to keep and maintain "Sufficient Silence" within the campus particularly in the library hall. The researcher further observed it that; majority of the respondents was satisfied towards the "Adequate spaces of the library but majority of them were dissatisfied about its Comfortably. At the same time, majority of them are dissatisfied about the various tangible facilities provided to them by their concerning library, as most of them are "Inadequate". Thus, majority of them did not felt comfortable while using these facilities and services provided to them as per their requirements by their concerning library.

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मनुष्याणाम् वृत्तीरर्थः।



स्मरणिका

मराठी अर्थशास्त्र परिषद ४१ वे राष्ट्रीय अधिवेशन
दि. ३, ४ आणि ५ नोव्हेंबर २०१७

संपादक

डॉ. नामदेव लक्ष्मण चव्हाण

सहसंपादक

प्रा. मनोहर सुरवाडे

आयोजक



स्थापना - १९६१

तापी परिसर विद्या मंडळ, फैजपूर संचलित

धनाजी नाना महाविद्यालय, फैजपूर जि. जळगाव (महाराष्ट्र)

रिकाडो यांचे आर्थिक सिद्धांत

देवेंद्र शिवदास रंगाचार्य,
अर्थशास्त्र विभाग प्रमुख,
विद्याभारती महाविद्यालय, कॅम्प, जि. अमरावती.

सनातनवादी संप्रदायामध्ये डेव्हिड रिकाडो यांनी त्यांच्या आर्थिक विचारांच्या आधारे अॅडम स्मिथ नंतर महत्वपूर्ण स्थान प्राप्त केले होते. विशेषत त्यांचे विभाजन विषयक विश्लेषण आणि आंतरराष्ट्रीय व्यापारा संबंधीचे विचार विशेष मान्यता पावले.

जीवन परिचय -

डेव्हिड रिकाडो यांचा जन्म १७७२ मध्ये लंडन येथे झाला. वयाच्या १४ व्या वर्षी त्यांच्या वडीलांनी रिकाडो यांना व्यवसायात आणले. १७९१ मध्ये रिकाडो यांनी एका ख्रिश्चन मुलीशी विवाह केला. ते स्वतः ज्यू होते. ख्रिश्चन मुलीशी विवाह केल्यामुळे त्यांच्यात कौटुंबिक कलह निर्माण झाला. ते वडीलांपासून वेगळे झाले. स्वतंत्र व्यवसाय सुरू केला. १८०९ मध्ये लंडन मधील अति श्रीमंतामध्ये त्यांची गणना व्हावी इतकी संपत्ती त्यांनी प्राप्त केली. ते मोठे जमिनदार होते. एवढेच नव्हे तर संसद सदस्यही झाले. १८१४ नंतर वयाच्या ४२ व्या वर्षी त्यांनी व्यवसायातून निवृत्ती घेतली आणि संपूर्ण वेळ अर्थशास्त्राच्या अभ्यासासाठी देण्याचे ठरविले.

१८१७ मध्ये त्यांचा 'The Principles of Political Economy and Taxation' हा ग्रंथ प्रकाशित झाला. या ग्रंथात रिकाडो यांनी विस्तृत आर्थिक विश्लेषण केलेले असून अर्थशास्त्रातील अनेक विषयांचा त्यांनी सखोल परामर्श घेतलेला आहे. रिकाडो यांनी त्यांच्या आयुष्यात अनेक संस्थांना मोठमोठ्या रकमेच्या देणग्या देऊन सामाजिक उत्तरदायित्वाची भूमिका पार पाडली. १८२३ मध्ये वयाच्या ५१ व्या वर्षी रिकाडो यांचा मृत्यु झाला.

रिकाडो यांचा मूल्य सिद्धांत -

डेव्हिड रिकाडोने 'The Principles of Political Economy and Taxation' या ग्रंथात मूल्य विषयक विचार मांडून आर्थिक विचारांच्या इतिहासात फार मोलाची भर घातली आहे. रिकाडोच्या मूल्यसिद्धांताला 'श्रममूल्य विषयक सिद्धांत' असेही म्हणतात, कारण रिकाडोचे प्रस्तुत सिद्धांतात वस्तूचे मूल्य केवळ श्रमावरून कसे ठरते याचे विवेचन केले आहे. रिकाडोने आपला मूल्य सिद्धांत हा अॅडम स्मिथच्या मूल्य सिद्धांताप्रमाणेच मांडण्याचा प्रयत्न केले आहे. रिकाडोने श्रमाला महत्व देऊन मूल्य सिद्धांताचा विकास केला आहे.

अॅडम स्मिथने वस्तूचे मूल्य श्रमावरून ठरते ही बाब फक्त समाजाच्या प्राथमिक अवस्थेत खरी आहे असे सांगून समाजाच्या प्रगत अवस्थेत वस्तूचे मूल्य उत्पादन खर्चावरून ठरते असे प्रतिपादन केले होते परंतु रिकाडोने समाजाच्या कोणत्याही अवस्थेत वस्तूचे मूल्य हे केवळ श्रमावरूनच ठरते असे प्रतिपादन केले.

वरिल प्रमाणे श्रममूल्य सिद्धांतात काही दूरस्त्या केल्यावर श्रमावरून वस्तूचे मूल्य ठरते याविषयी सांशक बनला. वस्तूचे मूल्य श्रमावरून ठरते या भूमिकेपासून आपण ढळतो याची रिकाडोला जाणीव झाली. शेवटी रिकाडो आपल्या श्रममूल्य सिद्धांताच्या बाबतीत पार गोंधळून गेला. वस्तूचे मूल्य कशा वरून ठरते ? याचे निश्चित व समाधान कारक उत्तर त्याला मिळेना. म्हणून या विषयी आणखी काही प्रयत्न करण्याऐवजी त्याने आपला मित्र मॅक्यूलक याला पत्राद्वारे असे कळविले की, 'वस्तूचे मूल्य कसे ठरते याविषयी मी जी तत्वे मांडली आहेत, त्यामूळे माझे समाधान झालेले नाही. माझी अशी इच्छा आहे की, एखाद्या समर्थ लेखणीने ही जबाबदारी उचलावी.'

रिकाडोचा तुलनात्मक खर्च लाभाचा सिद्धांत -

रिकाडो यांनी १८१७ या वर्षी आपल्या 'The Principles of Political Economy and Taxation' या ग्रंथातील 'On Foreign Trade' या सातव्या प्रकरणात हा सिद्धांत मांडला.



रिकाडोंच्या मते देशामधील आंतरराष्ट्रीय व्यापाराचा पाया तुलनात्मक खर्च लाभ हा आहे. त्यांच्या मते इतर घटक सारखे असतील तर देशाचा कल विशेषीकरण करून निर्यातीचा असेल. तुलनात्मक खर्च लाभ हा वस्तुचे उत्पादन फायदेशिर होत असेल तर मिळतो व ते उत्पादन केले जाते. देश आयात करित असलेल्या वस्तुंच्या बाबतीत कमी तुलनात्मक खर्च फायदेशिर ठरतो. समजा दोन देशापैकी एक देश असा आहे की, जो सर्वच वस्तुंच्या उत्पादनात दुसऱ्या देशापेक्षा अधिक कार्यक्षम आहे. अशा परिस्थितीत देखील विशिष्ट वस्तुंच्या उत्पादनात विशेषीकरण करून दोन्ही देशांना उत्पादन व्ययातील तौलनिक फरकाच्या आधारे व्यापार लाभदायक होऊ शकतो, हे रिकाडोंने दाखवून दिले.

रिकाडोंचा खंड सिद्धांताविषयी आर्थिक विचार -

रिकाडों यांना त्यांच्या खंड सिद्धांतामुळे अमाप प्रसिद्धी लाभली. इंग्लंड मध्ये या काळात अन्नधान्याच्या किंमती खुप वाढत होत्या. अन्नधान्याच्या किंमती वाढण्याचे कारण म्हणजे जमीनदार जास्तीत जास्त खंड घेत आहेत असा प्रचार सर्वत्र झाला. रिकाडोंला धान्याच्या किंमती वाढण्याशी जमीनदाराचा काही संबंध नाही हे मत पटत नव्हते. उलट धान्याच्या किंमती वाढल्यामुळे जमीनदारांना अधिक खंड मिळत आहे असे रिकाडों यांचे मत बनले. याची अर्थशास्त्रीय मीमांसा करण्यासाठी रिकाडों यांनी त्यांचा खंड सिद्धांत मांडला.

रिकाडों यांच्या आर्थिक विचारांचे मुल्यमापन -

रिकाडों यांनी आर्थिक विचारांच्या इतिहासामध्ये स्वतःचा वैचारिक ठसा उमटविला. अल्पवयात व्यवसायात विशेषत शेअर बाजारात प्रचंड यश संपादन केल्यामुळे त्यांच्या आर्थिक विचारांना व्यवहार बादाची जोड होती. रिकाडों यांच्या विश्लेषणात व्यावहारिकता मोठ्या प्रमाणात आढळते. दुसरी महत्वाची बाब म्हणजे काही बाबतीत रिकाडों यांचे विचार अँडम स्मिथ यांच्या पेक्षा प्रगत होते. आंतरराष्ट्रीय व्यापाराच्या क्षेत्रात रिकाडों यांनी मांडलेला तुलनात्मक परिव्ययाचा सिद्धांत हा अर्थशास्त्राला दिलेली देणगी ठरावा इतका महत्वाचा वाटतो. या सिद्धांतामध्ये आधुनिक अर्थशास्त्रज्ञांनी सुधारणा करूनही त्याची मध्यवर्ती कल्पना कायम आहे. तसेच या सिद्धांताचे श्रेष्ठत्व या अर्थशास्त्रज्ञांनी निर्विवाद मान्य केले.

आर्थिक विकासाचा मीमांसा करतांना रिकाडों यांचे विवेचन व विश्लेषण पद्धती या दोन्ही बाबीची अर्थशास्त्राने दखल घेतली. स्थूल विवेचन पद्धतीचा वापर यासाठी रिकाडों यांनी केला. आर्थिक विकासात सर्वच उत्पादन घटकाचे योगदान महत्त्वपूर्ण असते; परंतु संघटक (भांडवलदार) हा घटक विशेष महत्वाचा असून भांडवल संचयातील संघटकाची भूमिका लक्षणीय असते, ही रिकाडों यांनी विशद केलेली वस्तुस्थिती आजही तेवढीच उपयुक्त वाटते.

रिकाडों यांचा खंड सिद्धांत त्या काळात विशेष चर्चेचा विषय ठरला. ज्याचा रिकाडों यांच्या नंतर अनेक अर्थशास्त्रज्ञांनी त्यांच्या नंतर अनेक अर्थशास्त्रज्ञांनी त्यांच्या विश्लेषणासाठी आधार म्हणून उपयोग केला. एवढेच नाही नंतर खंडाचे नंतरच्या काळात अर्थशास्त्रज्ञांनी जे विविध सिद्धांत मांडले, त्यांना रिकाडों यांच्या सिद्धांताची प्रेरणा होती.

रिकाडों यांच्या संदर्भातून अर्थशास्त्रात जीड व रिस्ट म्हणतात. रिकाडों हे अँडम स्मिथ नंतर अर्थशास्त्रातील सर्वश्रेष्ठ नाव होय.

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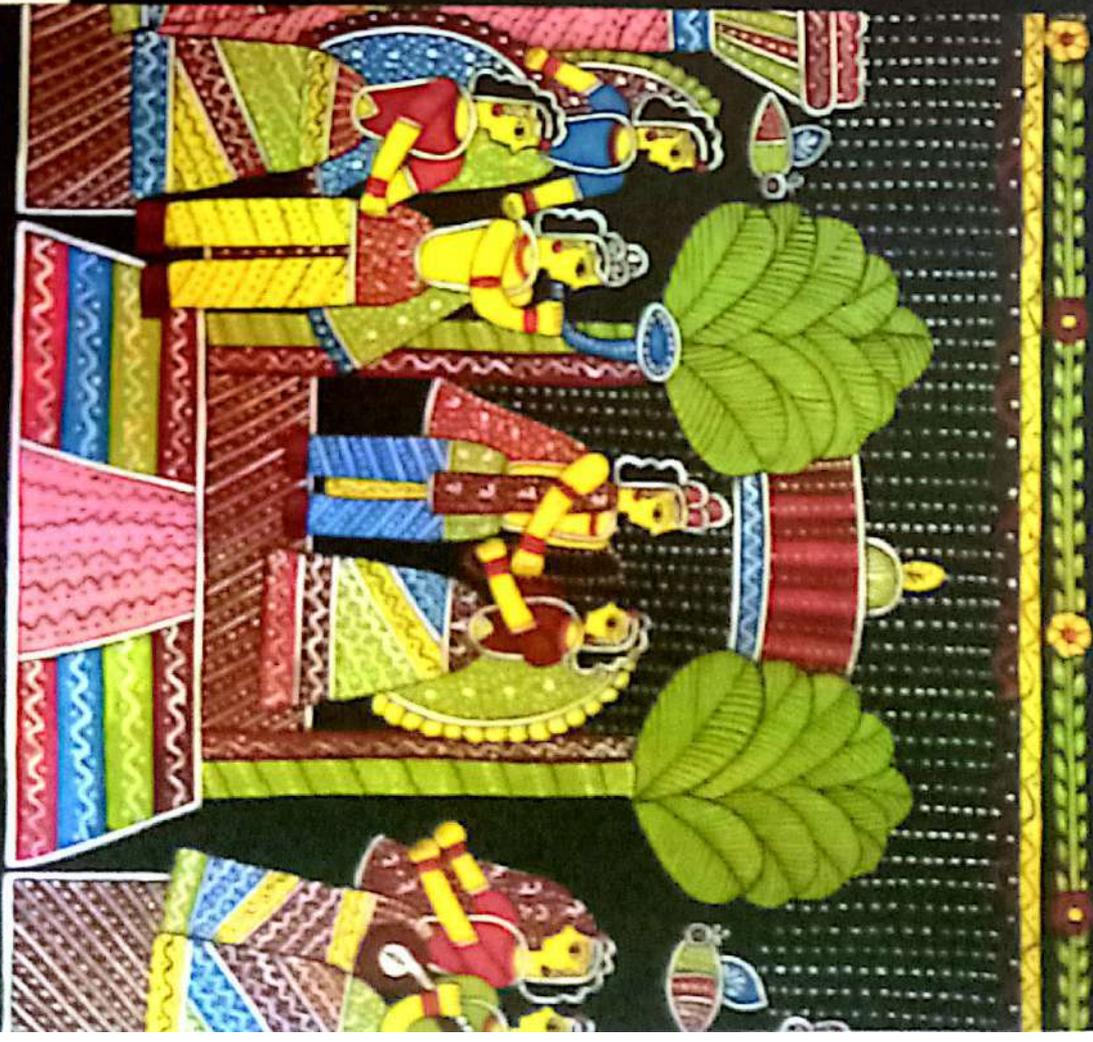
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(SOCIAL ANTHROPOLOGY)



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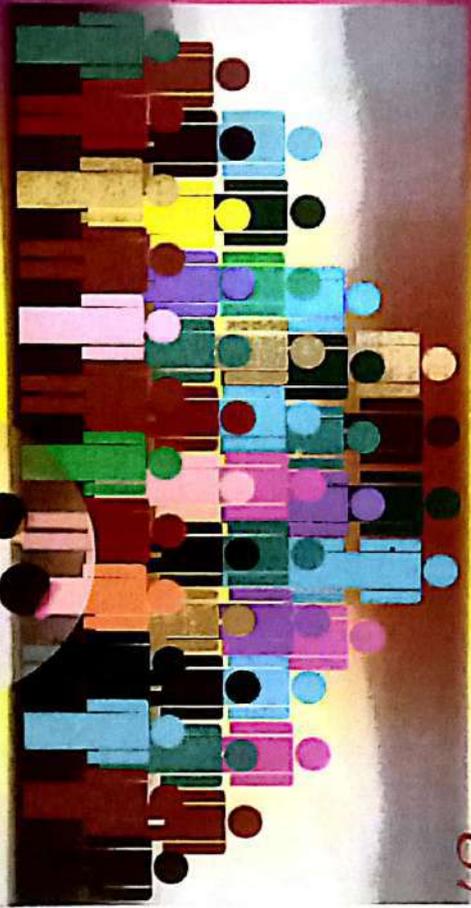
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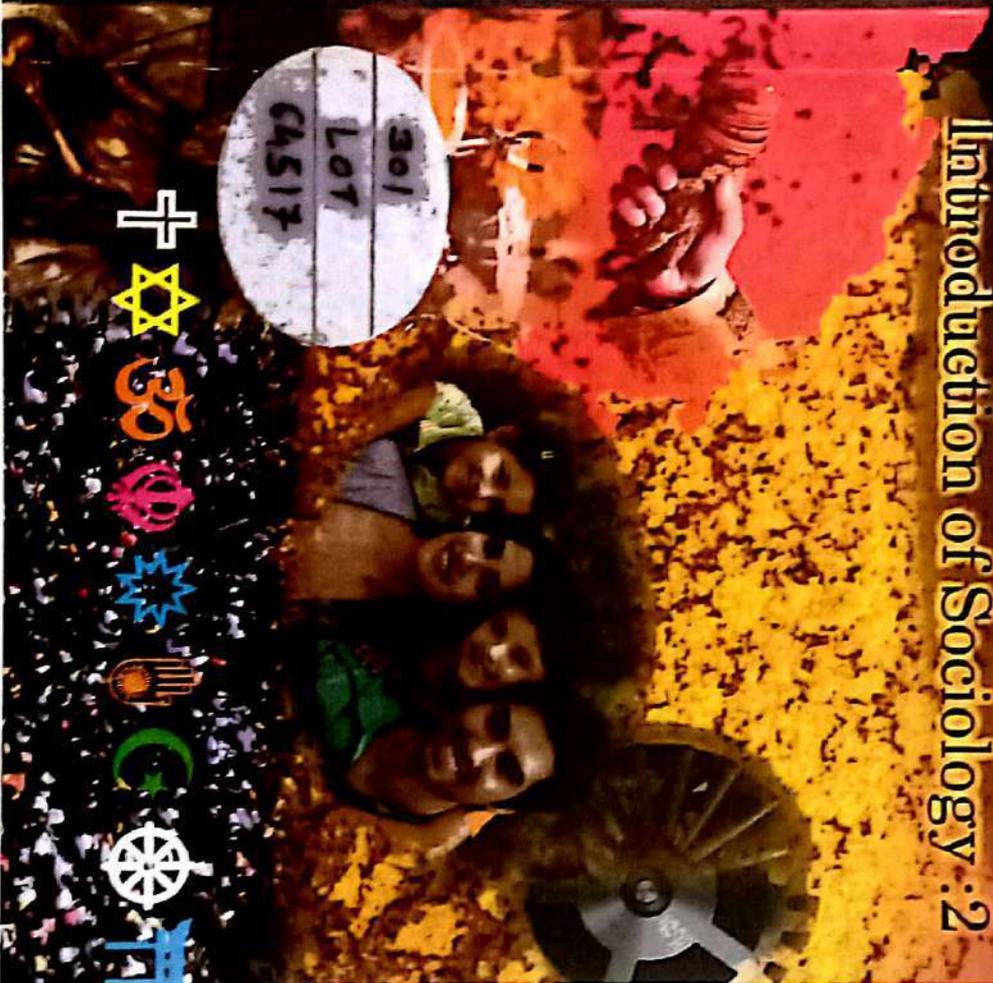


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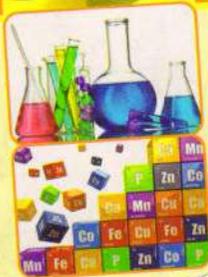
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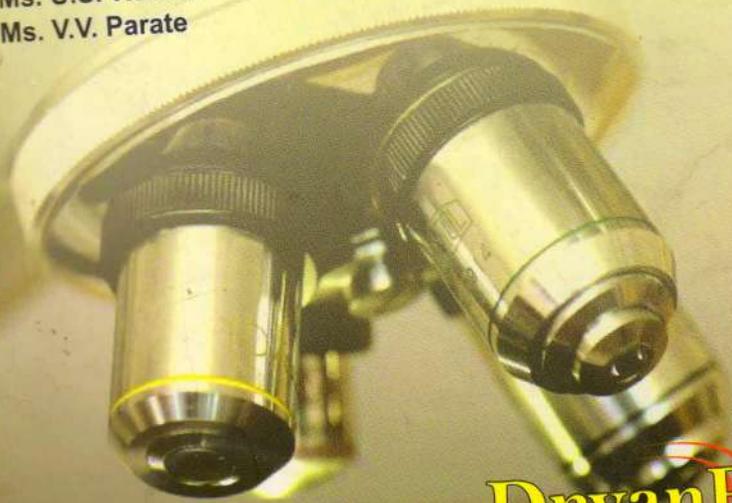


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विद्याभारती महाविद्यालय, अमरावती

उपसंहार : १२ वीं सदी में इंग्लैण्ड की जनता राजा जॉन लॉक की निरंकुशता, शासन की मनमानी से त्रस्त थी, फलस्वरूप मैग्नाकार्टा नाम का एक समझौता सन १२१५ ई. में वहाँ की जनता, पादरियों एवं शासन वर्ग में हुआ।

अन्तर्राष्ट्रीय मंच पर मानवाधिकारों की घोषणा : २६ जून, १९४५ को संयुक्त राष्ट्र संघ की मानवाधिकारों की घोषणा अन्तर्राष्ट्रीय मंच पर स्वीकृति की दिशा में एक महत्वपूर्ण मोड़ था। संसार के सभी देश मानवीय गरिमा, समानता एवं विश्वबन्धुत्व की दिशा में एक होकर मिलकर कार्य करने का संकल्प लेते हैं। संयुक्त राष्ट्र संघ की स्थापना के तीन वर्ष बाद १० दिसम्बर, १९४८ को महासभा ने मानवाधिकारों के सम्बन्ध में अन्तर्राष्ट्रीय घोषणा की। इस घोषणा का प्रथम अनुच्छेद इस तथ्य को स्पष्ट करता है कि प्रत्येक स्वतन्त्र पैदा हुआ है और वह समान अधिकार तथा सम्मान का अधिकारी है। मानवाधिकारों की घोषणा के बाद नये-नये अधिकारों की कल्पना की गई और उनके पालन के लिए अन्तर्राष्ट्रीय मंचों से गुहार भी लगाई है।

मानव अस्तित्व : वर्तमान में मानव के लिये सर्वाधिक खतरा उसके अस्तित्व का ही हो गया है। वह अपनी असीमित महत्वाकांक्षाओं की पूर्ति हेतु सामाजिक बन्धनों को तोड़ने लगा, जिससे समाज से अव्यवस्था का जन्म हुआ। स्वतंत्रता मानव का जन्मसिद्ध अधिकार है। कोई भी व्यक्ति के स्वतंत्रता के अधिकार का अतिक्रमण नहीं कर सकता। मानवाधिकार और पर्यावरण प्रदूषण

सदी के सबसे बड़े खतरे की ओर हम आपका ध्यान केन्द्रीत करते हैं। वह है 'पर्यावरण प्रदूषण' जो विश्व में मानवाधिकारों के लिये ही नहीं वरन् मानव-जीवन के लिये भी घातक बनता जा रहा है। पर्यावरण प्रदूषण आज किसी एक देश की नहीं, पूरी दुनिया के लिये गम्भीर समस्या बन गया है।

संयुक्त राष्ट्र संघ का एक अधिवेशन 'स्टॉक होम' में सन १९४२ ई. को हुआ था। इस अधिवेशन में पर्यावरण प्रदूषण को मानव-जीवन के लिये 'भयंकर खतरा' मानते हुए इसे रोकने के उपायों पर विचार किया गया था। अधिवेशन के बाद जो घोषणा पत्र जारी किया गया था, उसमें उल्लेख किया गया।

(१) मानव को स्वतंत्रता, समानता एवं जीवन के लिये अनुकूल

परिस्थितियों की उपलब्धता के साथ-साथ जीवित रहने का मौलिक अधिकार प्राप्त है। जिवित रहने के लिये उसको ऐसे वातावरण की आवश्यकता है जिसमें बीमारियों से मुक्त रह सके।

(२) पर्यावरण प्रदूषण मानव-जीवन के लिये खतरा बनता जा रहा है। इस स्थिति में प्रत्येक व्यक्ति का दायित्व है कि वह वर्तमान तथा भविष्य में पैदा होने वाली पीढ़ियों के लिये पर्यावरण को प्रदूषित होने से बचाये, साथ ही उसे सुधारने का प्रयास भी करें। संयुक्त राष्ट्र संघ ने जून, १९६२ में रियो-डी जेनेरो में 'पर्यावरण और उसका विकास' विषय पर एक सम्मेलन आयोजित किया। इस सम्मेलन को 'पृथ्वी शिखर सम्मेलन' (एरीीह डीगाली) का नाम दिया गया था। इस सम्मेलन में विश्व के १७० देशों ने भाग लिया और यह घोषणा की थी कि वह अपने-अपने देशों के पर्यावरण की सुरक्षा के लिये जरूरी व प्रभावी कदम उठावेंगे। 'रियो-डी जेनेरो सम्मेलन' में निम्नलिखित घोषणा की गई -

१) पर्यावरण सुरक्षा को मानव और उनके विकास की प्रक्रिया के लिये अनिवार्य स्वीकार किया जाना चाहिये, क्योंकि इन दोनों को अलग-अलग करके नहीं देखा जा सकता।

२) इसी समाज में मानव समाज के उचित विकास हेतु 'एजेण्डा २१' शीर्षक से कार्य योजना पारित की गई। इस योजना में गरीबी और शोषण पर आधारित उपभोक्ता संस्कृति, अन्तर्राष्ट्रीय व्यापार तथा ग्रामीण कृषि विकास के लिये सहयोग के अतिरिक्त, पर्यावरण सुरक्षा, समुद्र, धरती एवं पर्वतों की स्वच्छता, रासायनिक विष की समाप्ति, रेडीओधर्मी कचरे से बचाव तथा वनों की रक्षा से सम्बन्धित अनेक कार्य योजनायें तैयार की गई थी।

हमारा भारत भी उन देशों में से एक था, जिन्होंने उक्त सम्मेलनों में भाग लिया था। भारत ने भी 'स्टॉक होम' सम्मेलन के घोषणा पत्र पर हस्ताक्षर किये थे और पर्यावरण की समस्या पर अपनी गम्भीर चिंता जताई थी। इसी का सुपरिणाम था कि भारत ने अपनी चौथी पंचवर्षीय योजना के अन्तर्गत पर्यावरण प्रदूषण के प्रति अपनी चिंता प्रकट की थी। अभिलेख में कहा गया था कि धरती की उत्पादन क्षमता सुरक्षित रखने, जलवायु तथा पशु-पक्षियों को प्रदूषण से बचाये रखने के लिये प्रत्येक व्यक्ति जिम्मेदार है। यदी खतरा होते हुए वातावरण की ओर ध्यान न दिया गया तो आनेवाली

पीढियाँ स्वस्थ वातावरण में साँस नहीं ले सकेंगी।

भारतीय संविधान के 'अनुच्छेद-२१' में भी जहाँ नागरिकों के मौलिक अधिकारों का वर्णन किया गया है। उसमें स्पष्ट है कि देश के सभी नागरिकों को ऐसे वातावरण में रहने का अधिकार है, जिसमें रोगों और संक्रमणों का खतरा न हो।

भारतीय संविधान के 'अनुच्छेद-४७' में ये निर्देश है कि नागरिकों के जीवन स्तर को उँचा उठाया जाये। नागरिकों के जीवन स्तर में सुधार करना राज्य तथा सरकार के प्राथमिक कर्तव्यों में शामिल है।

भारतीय संविधान के 'अनुच्छेद-४०अ' में ४२ वाँ संशोधन : इस संशोधन में कहा गया है कि पर्यावरण में सुधार और उसकी रक्षा करना सरकार का कर्तव्य है। वनों तथा वन्य जंतुओं को सुरक्षित रखना भी राज्य की जिम्मेदारी में शामिल माना गया है। इस संविधान संशोधन में कहा गया है कि भारतीय नागरिकों का भी यह कर्तव्य है कि वे वनों, जंगलों, झिलों, नदियों, पशुओं सहित सम्पूर्ण प्राकृतिक पर्यावरण की सुरक्षा करें और इसमें सुधार लाने में सहयोग दें। इस संविधान संशोधन ने केन्द्र सरकार तथा राज्य सरकारों को यह अधिकार प्रदान किया है कि वे पर्यावरण की सुरक्षा के लिये कानून बना सकती हैं तथा प्रशासनिक तंत्र को इस कार्य के लिये प्रयोग कर सकती हैं।

राष्ट्रीय मानवाधिकार आयोग के अध्यक्ष श्री.रंगनाथ मिश्र के कथन से यह स्पष्ट हो जाता है कि पर्यावरण पर मानवाधिकार आयोग दखल देने का अधिकारी है।

प्रदूषण और वायुमण्डल की समस्या आयोग के अधिकार क्षेत्र में आती है इसलिये उसे पर्यावरण सम्बन्धी नियमों के उल्लंघन में हस्तक्षेप करने का पूरा अधिकार है।

मनुष्य के चहुँमुखी विकास में पर्यावरण का प्रमुख योगदान है। मनुष्य को प्रकृति पदत और स्वतःनिर्मित दोनों वस्तुओं के उपयोग में जो 'संतुलन' बनाये रखना चाहिये, उसका क्षय हो रहा है। उसमें अपने अधिकार क्षेत्र को विस्तृत भी किया है। वह पृथ्वी के साथ-साथ आकाश, पाताल, वायुमण्डल, नक्षत्र में भी अपनी घुसपैठ कर रहा है। इस सब उठापटक का ही नतीजा यह है कि आज प्रदूषण की समस्या उत्पन्न हो गयी है। जल, वायु और ध्वनि प्रदूषण की समस्या किसी स्थान, राज्य, राष्ट्र की नहीं वरन् सम्पूर्ण भूमण्डल की समस्या बन गई है।

निष्कर्ष : अन्त में यही कहा जा सकता है जहाँ एक ओर भारतीय संविधान प्रत्येक भारतीय को मौलिक अधिकार प्रदान करता है, वहाँ दूसरी ओर हमारे संविधान में मौलिक कर्तव्य भी दिये गये हैं। एक तरफ जब हम मानवाधिकारों को लेकर अपने मौलिक अधिकारों के हनन की बात करते हैं। इस प्रकार इस सारगर्भित युक्ति 'मानवाधिकार व पर्यावरण प्रदूषण' में नागरिकों के अधिकार व कर्तव्य छुपे हुए हैं।

महिलाओं के मुलभूत एवं सामाजिक अधिकारों में मानवाधिकार की भूमिका

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संपूर्ण विश्व समाज में जैसे जैसे प्रजातन्त्र के प्रति आस्था बलवती होती गई वैसे ही विश्व समुदाय में मानव अधिकारों के प्रति चेतना भी जागृत होने लगी। संचार और सूचना तकनीकी की क्रान्ति ने ज्योंही विश्व की दूरियों को कम किया और विश्व परिवार की भावना का निर्माण हुआ, वैसे ही व्यक्ति की सर्वांगीण उन्नति में मानव अधिकारों की महत्ती भूमिका को विशेष महत्व प्राप्त होने लगा। तभी प्रजातन्त्र को चुनौतियाँ भी मिलने लगी। बहुत से देशों में आवश्यक परिस्थितियों के अभाव में प्रजातन्त्र चरमराने लगा, वही कही स्थानों पर निरंकुश सत्ता तंत्रों ने व्यक्ति को हाथ का हस्तक बना नारकीय जीवन जीने को मजबूर कर दिया। ऐसे में मानव अधिकार सम्बन्धी विचारधारा सशक्त रूप से विश्वव्यापी प्रभाव के रूप में सामने आयी, बल्कि इस विचारधारा के व्यवहार में प्रभावी ढंग से लागू करने हेतु गम्भीर प्रयास होने लगे।

मानवाधिकारों को विश्व समुदाय में जिस महत्व से देखा जा रहा है, उसी प्रकार शांति और सुरक्षा दृष्टि से विश्व समाज का ध्यान संयुक्त राष्ट्रसंघ की ओर है। संयुक्त राष्ट्रसंघ शांति सुरक्षा, सामाजिक एवं आर्थिक उत्थान, जीवन स्तर उँचा करने के प्रयासों व समाज को प्रगतिशील बनाने के और मानव अधिकारों को उपलब्ध कराने के महत्वपूर्ण उद्देश्यों से कटिबद्ध है। आधुनिक युग संविधानवाद और प्रजातंत्र का युग है तथा प्रत्येक प्रगतिशील और सम्य राज्य अपने नागरिकों को कुछ न कुछ अधिकार प्रदान करता है जिनका उपयोग वे वैधानिक सीमाओं में रहकर करते हैं।

व्यक्ती और राज्य के आपसी सम्बन्धों की समस्या सदैव से ही बहुत अधिक जटिल रही है और वर्तमान समय की प्रजातंत्रीय व्यवस्था में इस समस्या ने विशेष महत्व प्राप्त कर लिया है। यदि एक ओर शांति तथा व्यवस्था बनाए रखने के



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for Sustainable Environment”**

SYNTHESIS OF ENVIRONMENTAL SUSTAINABLE DEVELOPMENT VIA MICROSCALE

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ABSTRACT

Micro-sensing and chemical analytical systems also use a microreactor and provide new opportunities to analyze a small amount of chemical substances rapidly and efficiently for safety detection and security, In the industry, green chemistry is mainly to reduce/eliminate the use and generation of hazardous substances in manufacturing process for preventing harm to the environment. We have synthesize organic and physical practical by both traditional as well as microscale. on microscale technique the chance of an accident is much less when using small amounts of reagents. We observe that on microscale practical it performs on less reaction time, less bi products, more product. time consuming,low waste of chemicals, low environmental pollutions.Microscale method more superior on traditional method.

INTRODUCTION

Microscale chemistry (often referred to as small-scale chemistry, in German: Chemie im Mikromaßstab) is an analytical method and also a teaching method widely used at school and at university levels, working with small quantities of chemical substances. While much of traditional chemistry teaching centers on multi-gramme preparations, milligrammes of substances are sufficient for microscale chemistry. In universities, modern and expensive lab glassware is used and modern methods for detection and characterization of the produced substances are very common. In schools and in many countries of the Southern hemisphere, small-scale working takes place with low-cost and even no-cost material. There has always been a place for small-scale working

in qualitative analysis, but the new developments can encompass much of chemistry a student is likely to meet.

Micro-sensing and chemical analytical systems also use a microreactor and provide new opportunities to analyze a small amount of chemical substances rapidly and efficiently for safety detection and security¹. Various micron scale particle separation techniques have evolved in last decade and many state-of-art equipments have been designed to cater to specialized applications². In the 1980s, the microscale chemical experiment (MCE) has begun developing in three agencies (Bowdoin College, Merrimack College, and Brown University) of the United States. It started in organic chemistry experiments originally, and spread to the general chemistry, inorganic chemistry, analytical chemistry, and environmental chemistry experiments. The MCE refers to the use of miniaturize instrument and equipment devices. The MCE is a good way to achieve the concept of green chemistry. In the industry, green chemistry is mainly to reduce/eliminate the use and generation of hazardous substances in manufacturing process for preventing harm to the environment.³ Microscale chemistry is a safe, fast and economical way to do laboratory experiments. It is a laboratory-based, environmentally safe and pollution prevention approach accomplished by using miniature glassware and significantly reduced amounts of chemicals (Singh et al., 1999) without a compromise in analytical precision or accuracy (Tallmadge et al., 2004). It can also be used as a tool to innovate (Cooper et al., 1995).⁴

- i. Reduction in the use of chemical and promoting waste reduction at the source;
- ii. Vastly improved laboratory safety by better air quality, least exposure to toxic chemicals, no fire and explosion hazards and no spills and accidents;
- iii. Reduces laboratory cost sharply;
- iv. Shorter experiment time required;
- v. Excellent laboratory manipulative techniques can be implemented;
- vi. Lowers glass breakage cost;
- vii. Saves storage space;
- viii. Improves laboratory skills, and
- ix. Provides clean and productive environment.

EXPERIMENTAL

We have synthesize organic and physical practical by both traditional as well as microscale also. we carry out physical practical to find out degree of dissociation constant of acetic acid & monochloroacetic acid by conductometrically, to Determine equivalence conductance of strong electrolytes at several

concentration & verifications of debye-Huckel onsagar principle conductometrically, Determination of strength of strong & weak acid in given mixture conductometrically, organic practical such as preparation of Benzanilide from benzophenone, preparation of P-nitroaniline from acetanilide .on microscale technique the chance of an accident is much less when using small amounts of reagents. Chemical exposure is lower so the risk from unknown toxicity and unexpected allergic reaction is greatly decreased. Cost of Chemicals By using small amounts of reagents, the cost of chemicals per student is much less. With the large number of students taking organic chemistry, reactions that would be too costly to perform on large scale can now be done on microscale. Waste Disposal The small quantities of chemicals used in microscale experiments result in less waste to dispose of and thus decreased cost of waste disposal.

Sr.No.	Name of the Experiment	Chemiacals		Cost	
		Traditional	Microscale	Traditional	Microscale
1	To find out degree of dissociation constant of actic acid & monochloroacetic acid by conductometrically	200 ml salt solution	20 ml salt solution	For kcl: 1gm- 0.70rp For NaCl: 1gm- 0.146rp	For kcl: 5gm- 0.35rp For NaCl: 0.5gm- 0.073rp
2	Determiation of strength of strong & weak acid in given mixture conductometrically	H ₂ SO ₄ & CH ₃ COOH 200 ml salt solution	20 ml salt solution	1gm-0.3rp	0.5gm- 0.15rp
3	preparation of Benzanilide from benzophenone,	1gm	0.5gm	1gm- 1.58rp	0.5gm- 0.79rp
4	preparation of P-nitroaniline from acetanilide	1gm	0.5gm	1gm-1.4rp	0.5gm- 0.7rp

CONCLUSIONS

In conclusion, the present paper describes the synthesized of organic as well as physical practical performed by both method traditional as well as microscale. we observe that on microscale practical it performs on less reaction time, less bi products, more product. time consuming, low waste of chemicals, low environmental pollutions. Microscale method more superior on traditional method.

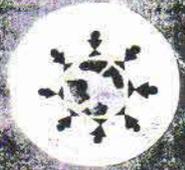
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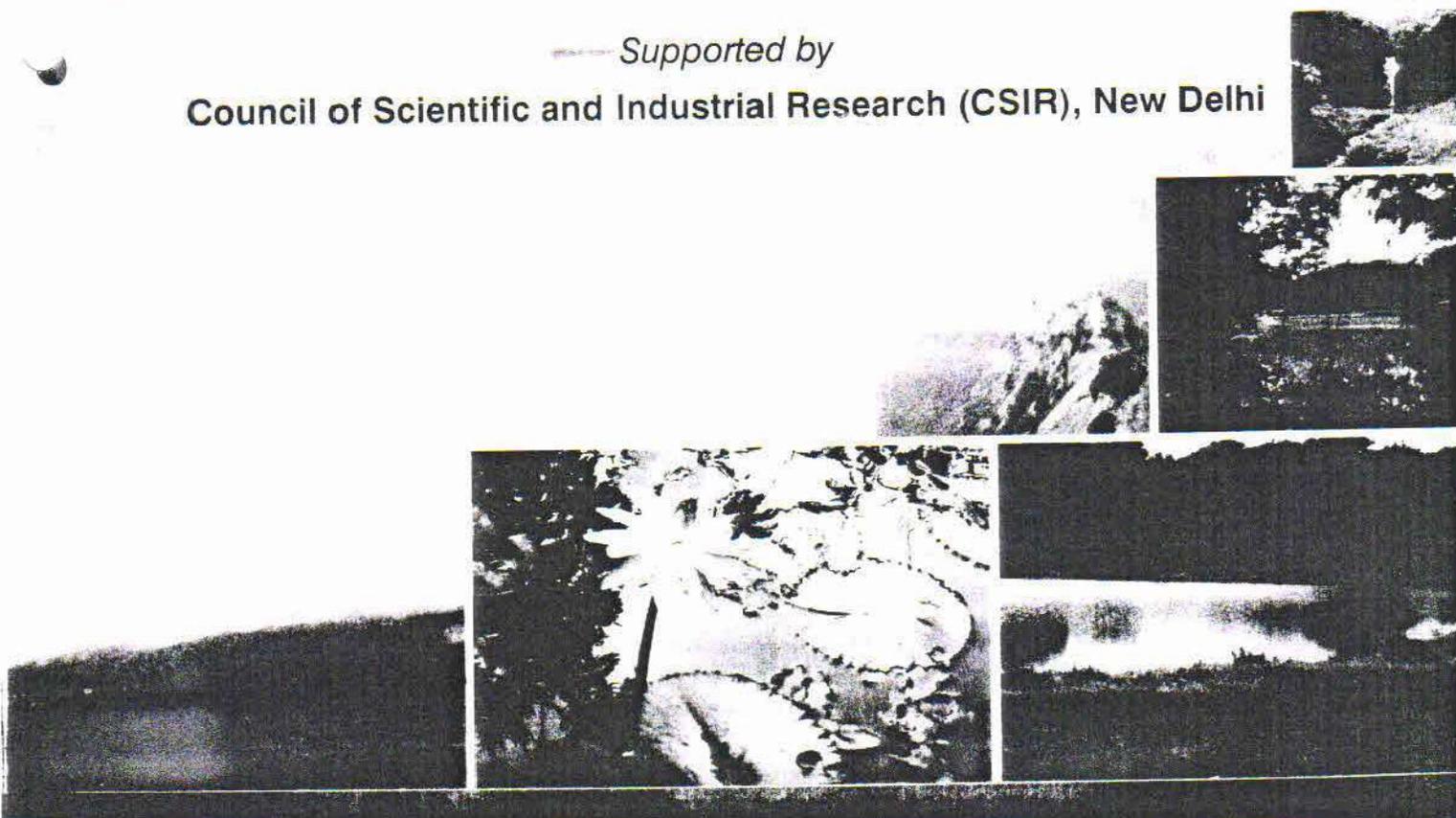
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petroleum ether, chloroform, acetone and distilled water solvents were used for the phytochemical screening. All the plants were studied on the basis of qualitative (preliminary) and quantitative analysis. The tests were performed by using the standard methods described by Raman, 2006 and Khandelwal, 2007 and Carbohydrate, protein, phenol were estimated following (Thimmaiah, 2002), alkaloid, flavonoid, saponin (Krishnah, 2009).

Thin layer chromatographic (TLC) analysis: Quantified extract of alkaloid and flavonoid was subjected to TLC studies. 20×20 cm TLC plate precoated with silica gel 60GF254 (Merk, India) was used. Then the plate was marked with the pencil softly 1.5 cm far from the both bottom and top. Glass capillaries were used to spot the sample on the TLC plate on the pencil marked bottom line, allow each spot to dry completely before applying the next with the help of hair dryer. Repeat the application of drops until the marks are dark coloured. Then the solvents Toulene : Methanol (86:14) for alkaloid and Toulene: Ethyl acetate: Formic acid (50:40:10) for flavonoid was taken about 20ml in the chamber. The spots were visualized by exposure of the plates to Dragendorff's reagent for alkaloid and Ammonium hydroxide for flavonoid. Different bands were observed and corresponding Rf values are determined.

Results and Discussion

Yield Extract (%): The tuber extracts of *Sauromatum* were weighed and the amount obtained from petroleum ether, chloroform, acetone and aqueous extract of tuber are 0.9gm, 0.5gm, 1.0gm and 8.9 gm. respectively. The percentage of yield was calculated and presented in table-1.

Preliminary Phytochemical Screening: In the present study, primary and secondary metabolites were qualitatively and quantitatively analyzed using tuber of *Sauromatum*. The presence and absence of the phytoconstituents in the various extracts of tuber are listed in the Table 2. The various extracts of tuber have revealed the presence of carbohydrate, protein and amino acids, cardiac glycosides, alkaloids, flavonoids, phenolics and tannins, steroids, triterpenoids and terpenoids (Table 2). The results showed that that almost all the phytoconstituents are present in aqueous extract except sterols. Carbohydrates, Protein and amino acids which constitute the major edible part of the plant were found to be present in all the four extracts. Along with the primary metabolites, the secondary metabolites and other phytochemical constituents of medicinal plants account for their medicinal value. Plants containing glycosides used as cardioactive drugs used in the treatment of congestive heart failure and cardiac arrhythmia (Bhandary *et al.*, 2012), found to present only in acetone and aqueous extracts of tuber absent in rest of the extracts. Alkaloids are one of the diverse groups of secondary metabolites found to have antimicrobial

activity by inhibiting DNA topoisomerase (Ranjith kumar *et al.*, 2010), also shows cytotoxic activity (Nobori, *et al.*, 1994) indicated the presence in all the four extracts. Flavonoids and tannins are the phenolic compounds were found to be present in the extracts, it might be responsible for the potent antioxidant capacity of *Sauromatum* (Robards *et al.*, 1999) and show strong anticancer activities (Yadav and Agrawala, 2011; Bhandary *et al.*, 2012). Phenolic compounds were found to be present only in aqueous and acetone extract and tannins were found to present dominantly in all extracts except chloroform. Steroids has shown the strong presence in non-polar solvent i.e. petroleum ether and chloroform and absent in polar solvents i.e. acetone and aqueous extract. Saponin showed the positive results only in aqueous and acetone extracts. Terpenoids were present in all the four extracts. The quantitative estimation of primary and secondary metabolites in *Sauromatum* tuber revealed that the percentage of carbohydrate content was found high (55.49%), followed by Protein (16.48%) whereas the percentage of other secondary metabolites like alkaloids were found to be 14.9±0.83g/100g, flavonoids 3.73±0.05g/100g and saponin 27.6±0.90g/100g. High carbohydrate and protein content in tuber might be considered as very good source of energy and value aided food. Saponins found to be present in acetone and aqueous extract which are known for formation of foams in aqueous solutions, haemolytic activity, cholesterol binding properties and bitterness (Sodipo *et al.*, 2000; Okwu, 2004). Flavonoids are known to remove LDL from blood by increasing the LDL, the presence of high saponins might play a role in the cardioprotective potential of the plant (Bhandari *et al.*, 2012). The quantitative analysis showed maximum quantity of saponin, alkaloids and flavonoids in tuber.

TLC Profiling: Rf. values obtained from thin layer chromatographic analysis are listed in the Table 4. For TLC study of alkaloid extract of tuber solvent system Toulene:Methanol (86:14) was used and 6 spots were visible and the Rf values were 0.22,0.26,0.30,0.33,0.43 and 0.61 respectively. Whereas, for flavonoid extract the solvent system Toulene: Ethyl acetate: Formic acid (50:40:10) was used and it showed two spots with Rf. values were 0.14 and 0.21 respectively (Table 4 and Plate 1).

Conclusions

The present study showed the presence of medicinally important bioactive compounds in various extracts of *Sauromatum venosum* tuber which may be contribute medicinal as well as physiological properties to the plant studied. TLC analysis of the phytochemicals showed the good sensitivity and separation of alkaloids and flavonoids from mixture. Therefore the extract from the tuber could be seen as a good source for useful drugs. These findings may also lead to the further isolation, purification,

Table 2: Preliminary phytochemical analysis of *Sauromatum venosum* Schott. Tuber

Plant constituents	Tests	Tuber extract			
		PE	CH	AC	AQ
Carbohydrates	Fehlings Test	-	+	-	+
	Benedict's Test	-	+	-	+
Cardiac Glycosides	Killer-Killiani Test	+	-	+	+
Anthraquinone	Modified Borntrager's	-	-	+	+
Protein & amino acids	Ninhydrin Test	-	-	-	+
	Xanthophorin Test	+	+	+	+
Alkaloids	Dragendorff's Test	+	+	+	+
	Wagners Test	+	+	+	+
Flavonoids	Shinoda Test	-	-	-	+
	Lead Acetate Test	+	+	+	+
Phenolics & Tannins	Ferric Chloride Test	-	-	+	+
	Lead Acetate Test	+	-	+	+
Phytosterols	Salkowaski Test	+	+	-	-
Triterpenoids	Liebermann-Burchards test	++	+	+	+
Saponin	Foam test	-	-	+	+
Terpenoids	Terpenoids test	++	+	+	+

PE- Petroleum ether; CH-Chloroform; AC-Acetone; AQ-Aqueous+ -Presence; --Absence

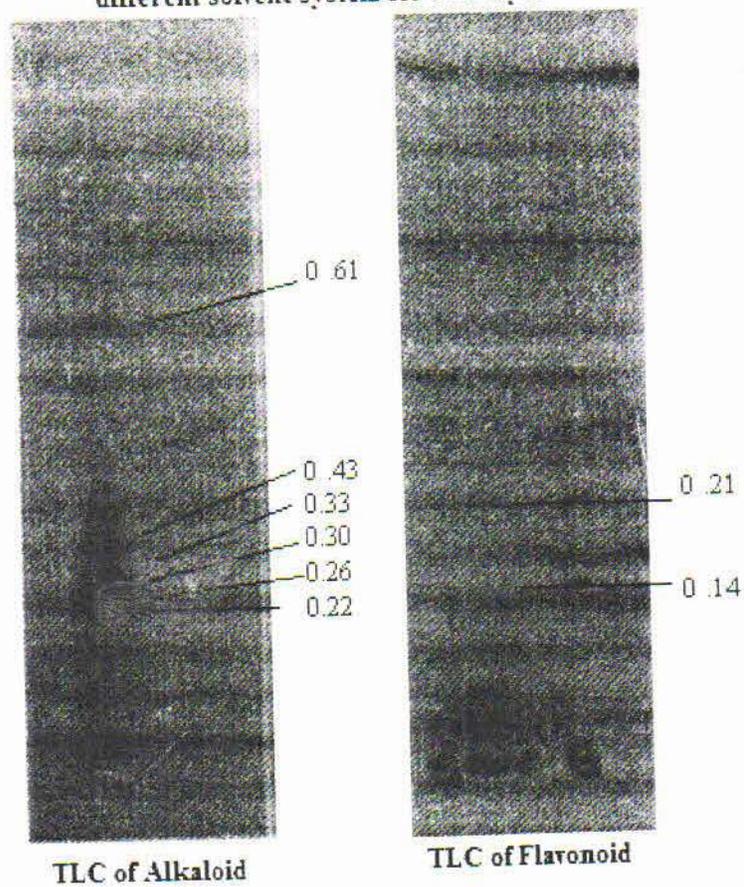
Table 3: Quantitative Phytochemical analysis of *Sauromatum venosum* Schott.

Sr. No.	Phytochemicals	Corm
1	Carbohydrate (%)	55.49
2	Proteins (%)	16.48
3	Alkaloids (g/100 gm)	14.9±0.83
4	Flavonoids(g/100gm)	3.73±0.05
5	Saponin (g/100 gm)	27.6±0.90

Where results are depicted as mean ± SD of three determinants

Table 4: Phytochemical analysis of tuber by Thin Layer Chromatography

Sr. No.	Chemical name	Solvent system	Plant part	No. of Spots	R _f values	Spray Reagent
1	Alkaloid	Toulene: Methanol	Tuber	6	0.22	Dragendorff's reagent
					0.26	
					0.30	
					0.33	
					0.43	
					0.61	
2	Flavonoid	Toulene: Ethyl acetate: Formic acid	Tuber	2	0.14	Ammonium
					0.21	Hydroxide

Photo plate 1: Separation of compounds by using different solvent system for thin layer

characterization of the active compounds using chromatographic and spectroscopic techniques responsible for the activity of this plant.

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Table 1: The percentage of yield of different extracts of *Sauromatum venosum* tuber

Sr. No.	Solvent	Color and Nature of extract	Yield of the extract (in gm)	Percentage of yield (%w/w)
1	Petroleum ether	Yellow & sticky	0.9	1.46
2	Chloroform	Light yellow & powdery	0.5	2.72
3	Acetone	Light yellow & sticky	1.0	5.10
4	Aqueous	Yellow & dry	8.9	26.56

(Nabi Shah et al., 2014). It is a shade loving plant and found in Melghat region of Amravati District. It's corm is a condensed form of rhizome consist of solid, stout, fleshy underground stem. It contains heavy deposits of food material. Plants are reputed to be capable of neutralizing the action of snake venom and their antivenom activity has been related to certain chemical compounds identified in the plants (Pereira et al., 1994). In folk medicines, the tuber is used as stimulating poultice in snake bite. It is reported to contain the constituents like lectins with potent mitogenic and in vitro antiproliferative activity (SinghBains et al., 2005), Dimethyl sulphides, p-caryophyllene, indole, ammonia, trimethylamine, primary amines (Shinwari and Khan, 2000; Muhammad *et al.*, 2011). Despite the widespread use, however no scientific assessment for anticancer effect has been conducted. Considering the recognition and consumption, the present study was undertaken to evaluate the cytotoxic potential of aqueous extract of *Sauromatum venosum* corm in the inhibition of cell proliferation by using MTT assay.

MATERIALS AND METHODS

Materials

Selection and Collection of Plant: The corms of *Sauromatum venosum* were collected from Melghat region of Amravati District in the month of June to September (Fig.1 &2).

Identification and Authentification of plants: The plants were further identified with the help of standard floras (Sharma et al., 1996; Dhore, 2002) and authenticated by Taxonomist Dr. S.P.Rothe Professor and Head Department of Botany, ShriShivaji Science College, Akola.



Fig.1. *Sauromatum venosum* (Ait.) Schott.-



Plant Fig.2. *Sauromatum venosum*- Corm

Methods

Preparation of aqueous extract (Soxhlet method): Soxhlet method was used for the aqueous extraction of crude compounds. Initially corms were thoroughly washed under running tap water to remove the surface pollutants, air dried under shade and powdered by the help of mechanical process. The powdered material was used for the extraction of crude compound by Soxhlet method (Sadashivam and Manikam, 1996). The obtained crude extract was used for further analysis.

In-vitro evaluation of cytotoxicity by MTT assay
The Human Pancreatic Carcinoma cell (Mia PaCa) was procured from the National Centre for Cell Sciences (NCCS), Pune, and Maharashtra, grown in Dulbecco's Minimum Essential Medium (GIBCO by Life Technologies) which contained 10% fetal bovine serum (GIBCO by Life Technologies). All cells were maintained at 37°C, 5% CO₂, 95% air. Cells were used in experiments during the linear phase of growth (fig.3). The cytotoxic activity was measured using MTT (3-(4,5 dimethylthiazol- 2-yl)-2,5-diphenyltetrazolium bromide) assay [Berridge MV]. Briefly, 2 X 10⁴ cells/well were seeded in 96-well microtiter plates. Cells were treated with various working concentrations (10 – 50 µg/ml) of aqueous extract of corm and standard anticancer drug i.e. 5-Fluorouracil (5-FU) (10 – 50 µg/ml) for 48 hours. At the end of incubation period, the medium was replaced by 150 µl fresh medium and 50 µl MTT (1mg/mL) was added to each well, followed by an incubation period for a further 4 hours at 37°C. Later, 150 µl of DMSO was added to each well for solubilization of the formazan products. Absorbance was taken at 630 nm using a Bio-Tek microplate reader. The percent cell cytotoxicity was calculated by using the following formula.

$$\% \text{ Cytotoxicity} = \frac{(\text{Absorbance of control sample} - \text{Absorbance of treated sample})}{\text{Absorbance of control sample}} \times 100$$

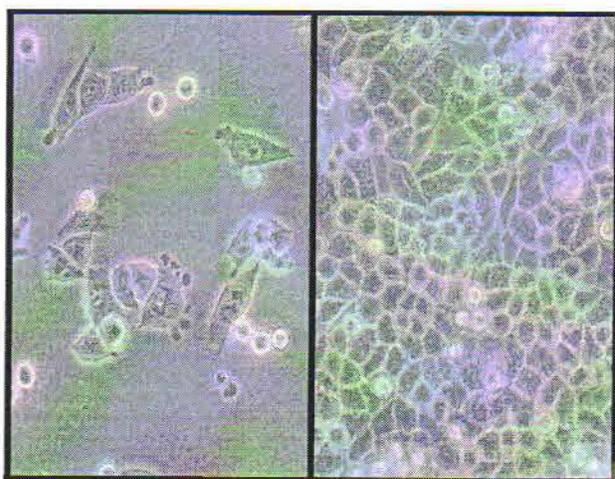


Fig.3 - MIA PaCa-2 Cell line

Statistical Analysis

Statistical Analysis: The results are presented as means ± SD of three independent experiments. Statistical differences among means were determined by one way ANOVA. Differences were considered significant at $p < 0.05$. The IC₅₀ values were calculated using Graph Pad Prism 5.0 (Graph Pad Software Inc., San Diego, CA). Every experiment included a set of negative controls

(untreated cultures) and positive control treated with 5-Fluorouracil (Standard anticancer drug).

RESULTS AND DISCUSSIONS

The aqueous extract of *Sauromatum* corm was tested in vitro for its potential human cancer cell growth inhibitory effect on MIA paca-2 cancer cell line using MTT assay, a non radioactive, fast and economical assay widely used to quantify cell viability and proliferation. The cytotoxicity assay is based on the capacity of mitochondria succinate dehydrogenase enzymes in living cells to reduce the yellow water soluble substrate tetrazolium salt 3-(4,5 dimethyl thiazol-2-yl)-2-5-diphenyl tetrazolium bromide (MTT) into a blue colored i.e. formazan crystals which is measured spectrophotometrically (Masters, 2000; Mosmann, 1983). Since reduction of MTT can only occur in metabolically active cells, the level of activity is a measure of the viability of the cells. The number of cells was found to be proportional to the extent of formazan production by the cells used (Francis and Rita, 1986).

Table 1. Determination of cytotoxic activity of 5-FU (Standard)

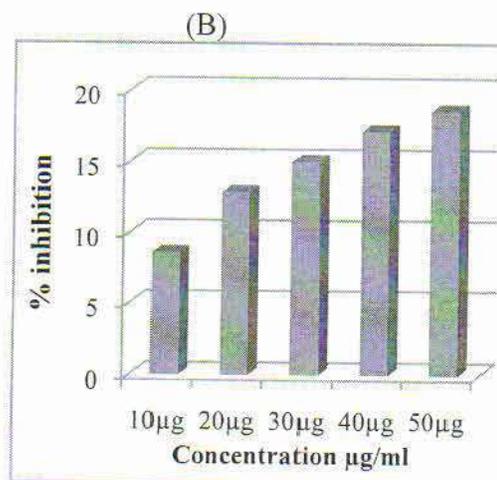
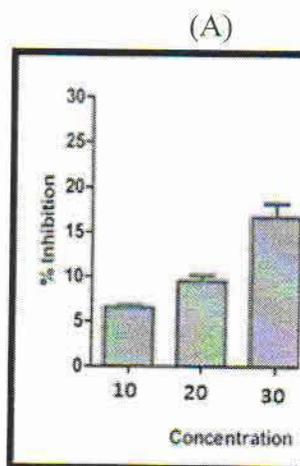
Sample	Concentration(µg/ml)	Absorbance	% inhibition	IC 50
5-Fluouracil	Control	0.471	0	25.90± 0.68
	10	0.268	43.02±1.00	
	20	0.255	45.78± 0.10	
	30	0.230	51.02±0.36	
	40	0.191	59.37± 0.72	
	50	0.183	61.07± 0.52	

Table 2. Determination of cytotoxic activity of aqueous extract of *Sauromatumvenosum* corm by MTT assay.

Sample	Concentration(µg/ml)	Absorbance	% inhibition	IC 50
Aqueous extract of corm	Control	0.140	0	190.56 ± 13.97
	10	0.126	9.76± 1.09	
	20	0.120	13.80± 0.80	
	30	0.118	15.47 ±0.82	
	40	0.115	17.61± 0.82	
	50	0.113	18.80± 0.41	

Fig.4: Cytotoxic effect of aqueous extract of *Saromatumvenosum* corm on MIA PaCa-2 cells. Cell inhibition was evaluated by using MTT assay and (A) 5-FU as standard (positive control) (B). Aqueous extract of *Saromatumvenosum*

corm. Data are presented as the mean ± SD (for each group; n = 3). Statistical significance between untreated and treated cells was determined using two-way ANOVA where $p < 0.05$



The results for cell growth inhibition by the aqueous extract of *Sauromatum venosum* against Miapaca-2 cell lines for various concentrations is shown in Table 1 & 2 and graphically represented in fig. 4. In the present study MIA paca-2 cells showed growth inhibition in a dose dependent manner when treated with aqueous extract at concentrations ranging from 10-50µg/ml (Table 2 & Fig.4B). The percentage of dead cells for each concentration was found to be 9.76, 13.80, 15.47, 17.61 and 18.80. The 50% cytotoxic effect (IC₅₀) of aqueous extract of *Sauromatum corm* was found to be $190.56 \pm 13.97 \mu\text{g/ml}$. The IC₅₀ for the 5-FU standard control was found to be $25.9 \pm 0.68 \mu\text{g/ml}$.

In the last few decades, human cancer cell lines have aggregated an accessible, easily usable set of biological model to examine cancer biology (Green, 2003). The utility of cell lines acquired from tumor allows the investigation of tumor cells in a simplified and controlled environment (Arya et al., 2011). MTT proliferation assay was carried out to determine the growth rate of cells. In this study, the aqueous extract of *Sauromatum venosum* have indicated moderately significant growth inhibition on Miapaca-2 cell line. The aqueous extract treatment on Miapaca-2 cells lines showed moderately significant decrease in growth rate

compared with control. The qualitative phytochemical analysis of aqueous extract of *Sauromatum venosum* corm detected the presence of carbohydrate and glycosides, protein and amino acids, alkaloids, phenolic compounds & flavonoids, phytosterols, saponins and terpenoids (Ghurde and Malode, 2018) which could be responsible for this activity. Flavonoids have been found to possess antimutagenic and anti malignant effects (Masmaan, 1983). Moreover it has protective effect against cancer by their effect on signal transduction in cell proliferation and angiogenesis.

CONCLUSION

The present study revealed that the aqueous extract of *Sauromatum corm* was found to be cytotoxic towards human pancreatic cancer cell line in MTT assay and the concentration required for 50% cell death was found to be $190.56 \pm 13.97 \mu\text{g/ml}$ may be due to the bioactive compounds. Hence present study shows the positive efficacy of *S. venosum* corm for cytotoxicity towards MIA PaCa-2 cells thus suggesting the potential therapeutic agent in pancreatic cancer treatment in future after animal experimentation.

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PHYTOCHEMICAL ANALYSIS OF LEAF AND STEM EXTRACTS OF SEVEN BAMBOO SPECIES FROM AMRAVATI DISTRICT (MS).

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ABSTRACT

Bamboo is fast growing plant in the world. In the present study seven species of bamboo plants were selected for phytochemical studied, selected plants were *Bambusa bambos*, *Bambusa affinis*, *Bambusa multiplex*, *Bambusa vulgaris*, *Bambusa cacharensis*, *Bambusa longispiculata* and *Dinochloa andamanica*. Quantitative phytochemical analysis was revealed that the present of phytochemicals like alkaloid, flavonoid and saponin out of seven species *B. longispiculata* contain high amount of alkaloid and flavonoid in leaf 0.98mg and 0.21 mg and stem showing 1.15mg and 0.24mg and saponin was second major compound in *B. multiplex*, leaf having 0.78mg and *Bambusa bambos* stem showing 0.88 mg saponin.

Key words: Bamboo species, phytochemical screening, quantitative analysis.

INTRODUCTION

Bamboo is the longest grass as well as faster growing plant in the world, some varieties grows at the rate of 5 cm per hour to 1.5 meters in a day⁽¹⁾. Bamboo is the name of given altogether 1575 species⁽²⁾ of perennial evergreen plants that belongs to the subfamily Bambusoideae of the true grass family Poaceae (Gramineae)⁽³⁾. Major species of bamboo is found in Asia Pacific and South America but much less in Africa⁽⁴⁾. India has abundant resources and species diversity of bamboo. India is a home for about 136 local and exotic species that grow naturally and under cultivation⁽⁵⁾. About 25% of bamboo species of the world are found in India and distributed widely in almost all states.

In Indian scenario, world Health organization (WHO) estimates about 70-80% of Indians depend on Indian system of medicine like unani, siddha and ayurveda⁽⁶⁾. Roots of this plant are used for preparation of an ointment which is said to be a folk remedy for cirrhosis and hard tumors, especially tumors of the abdomen, liver, spleen and stomach⁽⁷⁾. Bamboo extracts is widely used for medical purposes such as antioxidants, antifungal and antimicrobial^(8,9,10). Bamboo is a versatile plant because it can be used for various life needs. Studies on bamboo leaves showed activity of bioactive compound in the leaves with a main content of phenolic acid in the form of flavonoid that had antioxidants capabilities⁽¹¹⁾. A number of studies of bamboo have yielded information about the chemical constituents, but

no systematic evaluation has been carried out, so it is difficult to determine which of the identified compound might be among the primary active constituents⁽¹²⁾. Bamboo fabric is a natural textile that has been growing in popularity in recent years, both for its quality and its environmental friendliness⁽¹³⁾.

In the present study we selected the some species of bamboo because of their nature and medicinal use.

MATERIAL AND METHODS:

1. Collection and identification of plant material

Fresh plant parts of Bamboo species were collected from the Bamboo Garden located in Amravati region during the month of January. The collected plant materials were identified by Saleem Sir Forest Officer of bamboo garden, Amravati and from the of book of standard flora such as "Bamboos of India" by Dr. Shitalakshmi and "Bambuseae of British India" by Gmelin^(14,15). Fresh plant parts were washed, shade dried and then fine powder formed by using grinder and stored in air tight bottle for phytochemical quantification analysis.

2. Crude quantification of the major phytoconstituents

The crude quantification of major phytochemicals were done by using precipitation method. Each samples were analyzed in triplicates like alkaloids, flavonoids and saponin phytochemical analysis were carried out in the present study.

1) Alkaloid:

3 gm of sample was weighted in 250 ml beaker and 200 ml 10 % acetic acid in ethanol was added and covered to stand for about 4 hrs. This was filtered and extract was concentrated using water bath to 1/4th of original volume. Concentrated Ammonium hydroxide was added drop wise to the extract till its complete precipitation. The whole solution was allowed to settle and precipitate was collected and weighed ^(16,17).

2) Flavonoids:

10 gm of sample was extracted repeatedly in 100 ml of 80% aqueous methanol at room temperature. The whole solution was filtered through Whatman paper no. 42. The filtrate then transferred to a crucible and evaporated to dryness over a water bath and weighed ⁽¹⁸⁾.

3) Saponin:

10 gm of plant powder was taken in 200 ml 20% ethanol to make a suspension. This suspension was heated for about 4 hrs over hot water bath with continuous stirring. The mixture was filtered and the residue was re-extracted with 200ml 20% ethanol. The combined extract was reduced to 1/10th of the original volumes. The concentrate was taken into 250 ml separating funnel, to this added 20 ml diethyl ether and shaken vigorously. The aqueous layer was recovered while the ether layer was discarded. This purification process was repeated for 2-3 times. Then 60ml n-butanol was added to it. The combined solution was then washed twice with 10ml 5% aqueous sodium. The remnant was heated in a water bath for complete evaporation and dried. This dried content was calculated as saponin percentage in a sample ⁽¹⁹⁾.

Table No.1: Quantitative Analysis for Alkaloid ,flavonoid and Saponin:

S.No	Name of Species	Alkaloid		Flavanoid		Saponin	
		Leaf	Stem	Leaf	Stem	Leaf	Stem
1	<i>Bambusa bambos</i>	1.07mg	0.96mg	0.16mg	0.17mg	0.21mg	0.88 mg
2	<i>Bambusa affinis</i>	0.29mg	0.87mg	0.14mg	0.22mg	0.03mg	0.71 mg
3	<i>Bambusa multiplex</i>	0.96mg	1.15mg	0.20mg	0.08mg	0.78mg	0.59 mg
4	<i>Bambusa vulgaris</i>	0.97mg	0.92mg	0.19mg	0.21mg	0.21mg	0.72 mg
5	<i>Bambusa cacharensis</i>	0.92mg	0.97mg	0.12mg	0.19mg	0.38mg	0.70 mg
6	<i>Bambusa longispiculata</i>	0.98mg	1.15mg	0.21mg	0.24mg	0.26mg	0.83 mg
7	<i>Dinochloa andamanica</i>	0.94mg	1.26mg	0.18mg	0.19mg	0.40mg	0.71 mg

Figure:1

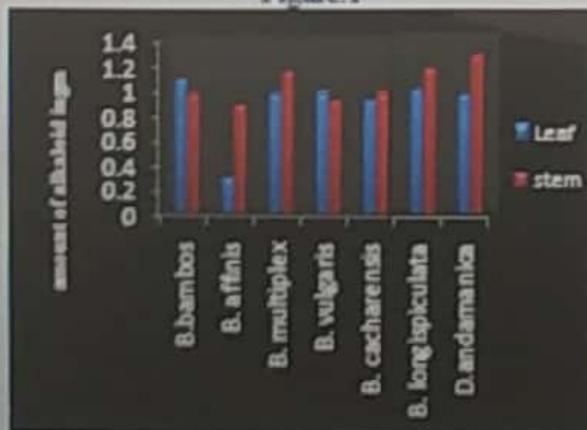


Figure:2

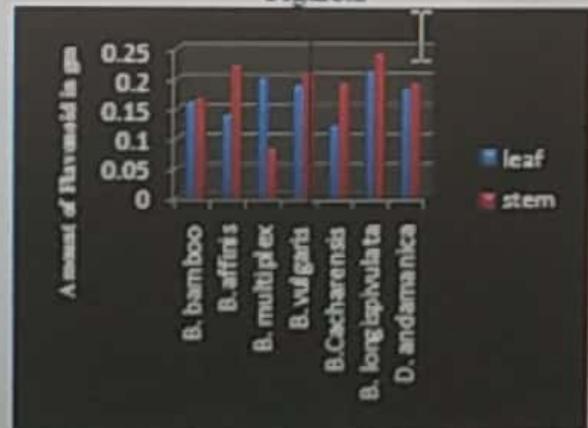


Figure-3

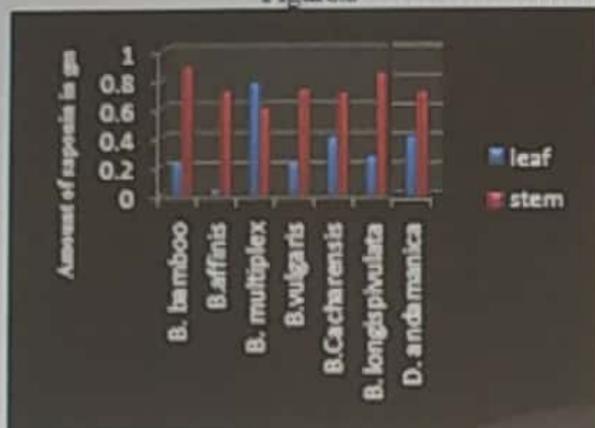


figure: 1,2&3 showing the amount of phytochemical compounds like alkaloid, flavonoids and saponin present in selected bamboo species.

RESULT

The screening analysis was performed in order to identify various secondary metabolites which are present in selected species using precipitation method. The analysis revealed the presence of alkaloids, saponins, flavonoids in the extracts. Phytochemical quantitative analysis of seven species of bamboo presented in the Table 1. The phytochemical analysis of Bamboo species showed that the leaf and stem are rich in alkaloid, flavonoid and saponin. The quantitative analysis revealed that the leaf is rich source of alkaloid, out of seven species *Bambusa longispiculata* showed high amount of alkaloid 0.98mg in leaf and 1.15mg in stem, after that *Bambusa vulgaris*

showed alkaloid in leaf and stem 0.97mg and 0.92mg and *Bambusa multiplex* having 0.96mg and 1.15mg in leaf and stem. After alkaloid, saponin was second major secondary metabolites in *B. bamboo*, leaf showed that 0.88mg followed by *B. longispiculata* 0.83mg in stem. Flavonoid observed in high amount in *Bambusa affinis* 0.22mg in stem followed by *Bambusa multiplex* 0.20mg in leaf and *Bambusa vulgaris* 0.21mg, but as compare to the alkaloid and saponin the concentration of flavonoid was less.

DISCUSSION

Bamboo is a large woody grasses that belongs to family Poaceae (Gramineae). Bamboo shoots are used as a good source of dietary fiber, low in fat and calories for human being⁽²⁰⁾ in the present study of phytochemical analysis revealed that the presence of alkaloid, flavonoids and saponin in selected plant species,⁽²¹⁾ observed that all the samples indicated the presence of coumarins, cynogenic glycosides and general glycosides; nearly all indicating the presence of saponins, apart from *Bambusa vulgaris*, flavonoid, tannins and polyphenols are present in the other two species. Saponin was second major components observed in *B. bamboo* according to⁽²²⁾ saponins are highly toxic to ectotherms because of their haemolytic properties.

CONCLUSION

From the study of Bamboo species it can be concluded that the phytochemicals present in leaf and stem of selected species having great importance for medicinal purposes.

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The way of Light

Attaining Good Governance in Higher Education Institution through Technology

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Abstract:

Higher Education plays a pivotal role in nation building. It is one of the most powerful means to create knowledge based society. Historically, India was knowledge centre in the world attracting pupil from Europe and South East Asia by its well established universities like Nalanda and Takshashila which were the centres of disciplines such as Mathematics, Physics, Astronomy, Numerology, Economics and Philosophy. But in the course of time India lost its glory in higher education for well-known historical and political reasons especially, due to foreign evasions. Recently, higher education imparted through the universities in India is facing challenges in terms of quality and access. There has been a constant transformation in HE in India. There has been an expansion of education in all spheres of knowledge. Today's competitive world demands good quality education. In other words it needs good academic environment, teaching – learning process, research facilities, healthy campus life, digitalized classrooms, support services, infrastructure, modernization or digitalization of library, updating of library books, journals and reference material in the form of database. Hence improving the quality of education and campus life is the major concern of HE. As everyone knows quality of a nation depends upon the quality of its citizens and quality of citizens in turn depends on the quality of their education. In order to compete with the world economy, India needs to develop quality manpower with modern outlook.

The present paper discusses the necessity and role of E Governance in higher education. Benefits of e-Governance to various stakeholders of higher education and Key Challenges of implanting e-Governance in higher education are also briefly discussed. The paper concludes with the suggestions & recommendations for attaining good governance in higher education institution through technology

1. Introduction:

The 21st Century has witnessed tremendous advancements in technology which has led to far-reaching developments in administrative system. Cost-effective technology combined with the flexibility in learning and administrative activities is essential to enhance efficiency. Computers can be used extensively for educational administration. There are some of the areas where computers can be used for effective educational administration (Ben-Zion Barta et. al. 1995):

- General Administration
- Pay Roll and Financial Accounting
- Administration of Student Data
- Inventory Management
- Personnel Records Maintenance
- Library System

Information and Communication Technology (ICT) plays a vital role in supporting powerful, efficient management and administration in education sector. It is specified that technology can be used right from student administration to various resource administration in an education institution (Christiana Maki 2008).

Moreover many studies revealed the need for ICT integration into administrative activities of higher education institutions. The various ways of introducing technology in education institution administration are the following (Caroline Salerno 2009):

- Sending e-mail notices and agendas to staff, rather than printing and distributing them
- Submission of lesson plans through e-mail
- Foster technology growth by asking parents to write e-mail addresses on medical forms.
- Insist that all teachers create a class Web page
- Attend technology conferences to see what other colleges are doing, what other teachers are doing to integrate technology, and what principals are doing to encourage the use of technology in their schools and classrooms.
- Admissions through web-enabled services.
- All day-to-day activities of the institution (General Administration)
- Staff administration
- Single Window System for students.

2. Role of Higher Education in Society:

Higher education is generally understood to cover teaching, research and extension. If critically analyze the different concept of higher education it can list the various roles higher education plays in the society. Higher education is the source or feeder system in all walks of life and therefore supplies the much-needed human resources in management, planning, design, teaching, and research. Scientific and technological advancement and economic growth of a country are as dependent on the higher education system as they are on the working class. Development of indigenous technology and capabilities in agriculture, food security and other industrial areas are possible because of our world-class higher education infrastructure. Higher education also provides opportunities for lifelong learning, allowing people to upgrade their knowledge and skills from time to time based on the societal needs.

3. Necessity of e-Governance in Higher Education:

If the quality of our higher education system has to be improved to make these institutes really world class, then there is no alternative to the introduction of e-governance in this sphere at the fastest possible pace. Implementation of e-governance in technical and vocational institutes will enable their effective & real time monitoring by Government/the regulatory bodies & other stakeholders their own managements, parents of the students & the society, thereby forcing them to maintain quality & become more responsible. E-governance process brings transparency in the system, so e-governance initiatives in the field of higher education will help reduce the corruption up to a large extent. The introduction of e-governance in higher education is one such concept that can empower the governing bodies to administer the progress of the education plan in the whole country and serves various stakeholders in a much better ways. E-Governance is becoming a global phenomenon that is increasingly attracting the attention of community citizens including politicians, economists, decision and policy makers amongst others (Naheed et al., 2009).

3.1 Role of e-Governance in Higher Education

We are living in constantly rising new era of digital world. ICT and e-Governance has an impact on nearly every aspect of our lives – from working to socializing, learning to playing. The digital age has transformed the way youthful people communicate, network, seek help, access information and learn. We must know that three billion young populations all over the world are now on-line and access information through a variety of means such as Cell Phones, Tablets, Laptops or Computers and through TV.

As technology becomes more and more implanted now-a-days in our culture, we must provide our learners with relevant and contemporary experiences that allow them successfully to engage with modern technology and prepare them for life after education. In general, educators, researchers and policy makers all will agree on the potential of ICT and for administration through e-Governance which has a significant and positive impact on higher education.

3.2 Benefits of e-Governance in Higher Education:

E-Governance offers various benefits and advantages for the government, corporate sector and society. E-Governance helps better delivery of academic services to citizens, improved interactions with business and industry, citizen including student, faculties" empowerment through access to information, or more efficient administrative management. The benefits of e-governance in an educational sector are improved efficiency, increase in transparency and accountability of educational administrative activities convenient and faster access to services, and lower costs for administrative services. It streamlines internal operations and improves performance of educational departments while helping all sections of educational stakeholders to avail e-governance.

The multi-faceted benefits of e-governance can be summarised in a tabular form as shown below:

Benefits of e-Governance to the various stakeholders of higher education

Stakeholders of Higher Education	Benefits of e-Governance to stakeholders
1) University	<ul style="list-style-type: none"> a. Centralized information access from anywhere. b. Monitoring academic performance of colleges c. Increase in student enrolment ratio. d. Provide quality e-services, e-participation. e. Increase transparency. f. Introduction of innovative teaching tools (Video Conferencing, Live Demo etc.) g. Improved decision making, Private Public Participation. h. Less corruption, less paper work. i. Reduction of load on campus administration. j. On schedule, hassle free cycle from admission to result. k. Optimized and re-engineering process. l. Lifelong electronic data for instant retrieval.
2) Students	<ul style="list-style-type: none"> a. Increase participation in education affairs. b. Better access to information and quality services for student. c. Personalized login and Password for each student. d. Substantial saving in time, cost and efforts. e. Better Job opportunities and career advancement opportunities for good students. f. Social connectivity for collaboration. g. Students can access virtual lectures and webinars. h. Students can solve their problems on-line like- examination queries, result verification etc. i. Students can submit their feedbacks to university. j. Improve means of education not only urban but rural student as well.
3) Colleges	<ul style="list-style-type: none"> a. Improved Quality of service to students. b. Transparency in operations.

	<ul style="list-style-type: none"> c. Increased efficiency of faculties and of administration processes. d. Data can be accessed easily. e. Integrated e-Governance in education sector. f. Saving of hidden operational cost. g. Instant statistical report generation. h. Students' data can be captured at source. i. Helpful for NBA or NAAC accreditation.
4) Faculties	<ul style="list-style-type: none"> a. To know the latest syllabi. b. Communication to the business community for syllabi development. c. On-line appointment of examination. d. Minimum faculties can set on line examination paper. e. Sharing new concepts and ideas with faculties and business community. f. To get on line help for certain topics with experts. g. Improve quality of services from Universities. h. To get latest GR and Notification from Universities.
5) Sanshas / Institutions	<ul style="list-style-type: none"> a. On-line connectivity's for various Governments agencies. b. To get latest GR. c. On-line connectivity for all colleges within organization (Extranet). d. To know up-to-date admission Status College wise, course wise. e. To know the present status of staff at various department. f. Improving services to people and students. g. Staff attendance. h. Grievance Handling.
6) Government / other statutory bodies	<ul style="list-style-type: none"> a. Simplicity, efficiency and accountability in the government functioning. b. Online feedback system. c. Centralized system of checking and monitoring. d. To know the latest trends of education. e. To know the present enrollment for higher education. f. To know the University wise, college wise, Course wise enrollment status. g. To know the geographical, gender wise enrollment status. h. To know the scholarship budget for the financial year. i. Fund utilization and budget allocation. j. To get University, Staff and Student progress in terms of global scenario. k. Make future plan for higher education.
7) Industry or Business	<ul style="list-style-type: none"> a. Improved interactions with business and education. b. To get quality and skilled employee. c. Set syllabus as per industry needs. d. Helps for better industry related research. e. Recruitment with good performing colleges / Institutes.
8) Overall education system	<ul style="list-style-type: none"> a. Long term impact on organization goals. b. Improve education system. c. Empowerment of faculties, students and encouragement of their participation in governance.

(Courtesy: [shodhgyan.inflibnet.ac.in/jspui/bitstream/10603/198980/1714- Role of e-Governance in Higher Education](http://shodhgyan.inflibnet.ac.in/jspui/bitstream/10603/198980/1714-Role%20of%20e-Governance%20in%20Higher%20Education))

3.3 Key Challenges of implanting e-Governance in higher education:

1. *Less Bureaucracy* - As digital information can move rapidly from liable office to another, without the need to wait for paper documents.
2. *Cyber Crime* - Despite the efforts of government agencies to ensure the safety of citizens; personal data, e-governance websites are still liable to attack from hackers.
3. *Infrastructure Cost* - An efficient e-Governance system requires all stakeholders or at least the vast majority to have access to the Internet. Therefore, Internet-enabled devices are essential to connect to government websites. In addition, universities / institutions need advanced servers and security systems to cope with vast amount of information and complex cyber threats. All these requirements constitute a costly investment.
4. *Inaccessibility* - An e-Governance site that provides web based access and support often does not offer the potential to reach many users including those who live in the remote areas, have low literacy levels and exist on poverty line income.
5. *Lack of Human interaction between Students and Staff* - They will miss out on the discussion and instructor feedback that characterized for credit classes and that makes such classes useful and valuable.
6. *Technological Issues* - Some students may have trouble using e-Governance, if they have slow or erratic internet connection. Others may not have infrastructure as well they are not able to afford it. Students in urban and remote areas find it very difficult to access these facilities.
7. *Language and/or Cultural Barriers* - Although efforts are being made to make websites available in multiple languages, many are only available in English, limiting their usefulness to Non-English knowledge stakeholders. Additionally, not all resources are culturally appropriate for all stakeholders.

4. Suggestions and Recommendations:

The online methods enable more effective education and offer significant advantages over traditional services.

Provide E Services - After the implementation e-governance, we improve the delivery of services to students, faculty by providing services like enrolment, examination, result, feedback, requests for documents, requests for certificates, issuing admit cards and ID cards, employment etc.. The system provide timely alert to colleges through SMS /Emails. E-governance in education provides new ways of communicating to the students, imparting education and organizing and delivering information and services.

Improved education system - E-governance in education sectors allows use of information and communication technologies with the aim of improving education, improve information, service delivery, encourage student participation in the decision making process, making administration transparent and effective and give universities a new channel of educational unemployment. Also, the system can obtain feedback from industry and students to modify course curriculum if deemed appropriate by the authorities. This will allow all the lesser performing colleges to reduce the gap with better performing institutes. It will be help in the betterment of the higher education in the country and increase the number of employable students.

Innovative Teaching Tools - The new technologies offer vast opportunities for progress in all walks of life with the introduction of new technological initiatives the structure of higher educational institutions has changed. The changing role of lecturers, the changeable learning environment and the design of e-

Learning facilities all contribute to a potentially more flexible organizational structure of higher education in rural area. The future delivery of education will be based through eLearning technology providing lecturers with superior teaching tools. This has been possible by technological implementation based environments such as bulletin boards, virtual lectures and e Libraries and video conferencing. In e learning environment can support communication with classmates and lecturers.

Private Public Participation – almost all e-government projects have found it convenient to involve different private agencies for different tasks through public-private-partnership (PPP) arrangements. These tasks include design and development of application software, population of data and content in the regional language, procurement and installation of networking and computer systems, deployment of software and delivery of services.

Centralized Information - E-Governance has provided electronic information infrastructure to simplify service delivery, reduce duplication, and improve the level and speed of service at a lower cost. The centralized information approach of e-Governance keeps all information at one place in electronic form. This approach of making information secure prevents it against any theft or leakage.

Use of intranet - Intranet-based training provides a low cost and knock-on savings, is that it can be a virtual two-way system, with students connected to mentors and teachers receiving real-time feedback and support. Managers with employees scattered among sites and locations, particularly if they are so far flung that they are in different areas, need a cheap and effective way to communicate them. ICT is already proven as the way to access knowledge based information from anywhere to anytime but a limitation of the university that they can't communicate with other colleges.

With the help of above benefits and suggestions it is possible to design a system that is student centric and can provide a variety of services—informative, interactive, and transactional and integrated system across the entire spectrum of the education sector. Central Universities, State Universities, Autonomous Institute, Deemed and Private universities and affiliated colleges will enter the data and caters the need of MIS of regulating and coordinating bodies. Users can tap the system and find out the related information needed. The higher education coordinating and regulating bodies could obtain the reports on various issues about future planning like budget, demand of courses etc.

5. Conclusion:

In this 21st century, for our survival and development, we need an education system which would be suitable to our existing personal, professional and social situations. Hence the nature of our existing higher education system needs to be transformed into a better and distinct one than the previous education system. In this context, the planning for efficient administration of higher educational institutions, to achieve the world class standard it is necessary to have an improved collaboration and access to information available in all the parts of the world. It is possible only by introducing IT in Educational Sector with e-governancemechanism. The e-governance is needed for smooth information flow, best practice database and enhanced capacity for information analysis etc. It requires completely new infrastructure, procedures, policies and working skills for producing and collecting online information. With the advent of ICT, electronic governance is an emerging trend to re-invent the way the Higher Education system works. This can be a new model of governance. Such a comprehensive and integrated system can also enable authorities to analyze the performance of one of the best performing institutes and compare it with other Institutes of Higher Education to identify the gaps and bridge them efficiently in order to bring uniformity in the smooth functioning of Higher Education. Through e-governance we can improve the quality of higher education system in India. E-governance can create the

transparency between the universities, colleges and students. According to Nobel Prize winner and ex-president of South Africa, Nelson Mandela "Education is the most powerful weapon we can use to change the world".

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CONQUERING ANGLOPHOBIA: SOME REMEDIES

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ABSTRACT:

In this modern era, English has become a universal language that is widely spread and spoken by many people across the world. It has been accepted as the official language. The world is shrinking fast into a global village and English has become the most important language for India as for other countries. It has emerged as an important component in all spheres of human life; politics, press, advertising, broadcasting, transport, Information Communication Technology & Science. With the sophistication that has developed in Science & Technology, it has come to hold preponderant position amongst languages in the world. Consequently, the demand of English has been far-reaching almost in all the fields like politics, international relations, media, communication, travels and education.

Etymologically, Anglophobia means the hatred or fear of England and anything English. A large majority of students suffer from Anglophobia. There is a great need for finding cure or remedy for the Anglophobia, here in simple words, the fear of English Language. This research paper proposes to throw light upon some feasible remedies to acquire a comfortable level to communicate in English. It deals with the effective methods which can be employed in teaching English to the students for their enhancement in language proficiencies.

Keywords: *Anglophobia, Communicating through English, Fear of English*

Introduction:

The advancements in the field of science and technology have shown an instant impact on the language. There has been a dramatic enhancement in the expository material available in the English language. Access to new knowledge is possible only through English. The English language has been an important medium of the press for nearly 400 years. Literary reviews, hobby journal reviews, children story books, scholarly journals etc., are published primarily in English. Unfortunately it is seen that the students, to a large extent and the teachers to some extent are not able to communicate comfortably or effortlessly in the existing scenario. It is said, "If a language makes you a Human being, knowing more languages makes you Superhuman." The motive to learn any language is to communicate efficiently. Any communication is impossible if one doesn't get a chance to communicate with the people. "Though human society has progressed with remarkable speed, the use of language for communication is still not free from ignorance, prejudice and superstition". It is natural that the demand for communication is high in this ever-changing world. Language plays an important role in communication and English is

"Compendium"

no doubt the foremost and most important tool of communication in every field all over the world. Individually every man should strive hard to acquire good communication skills in English which is the most important prerequisite to excel in one's life, at personal level as well as professional level.

Status of Students in Rural and Urban Areas

In comparison to the rural, urban students get an opportunity to learn through lot of modules. They have a wider exposure of learning English through diverse methods. Specialized training programmes are available in the urban schools to improve the students' LSRW skills, whereas the rural students get limited exposure to improve their English language skills. The language training provided in rural schools, is purely theoretical and bookish. English is taught considering only examination point of view. Hence, even after learning English since an early age of education or entry level, students are hesitant to communicate in English language. To some extent same is applicable to urban students also. Many of them are good in English but when it comes to communicate in English hesitation prevails among students. It is high time to motivate the students, right from their school by creating an awareness regarding the importance of English language. It is necessary that the teachers who teach English in rural areas should be trained enough and should have an open approach to prepare the students in language skills. The available resources should be completely tapped so as to provide an encouraging atmosphere for learning and practicing the language. Today, conventional teaching methods are being replaced with modern techniques which rely hugely upon media resources. Teaching English with the help of such modern techniques fosters a positive attitude among the rural students to learn the language which would enable them to meet the demands of the day in a creative way.

Problems faced by the rural students:

To begin with, the first and the foremost factor is the Socio-Cultural background and financial conditions of the family. Most of the illiterate or less educated parents are not able to guide their wards as educated and cosmopolitan parents can do. Therefore, the students' growths towards education require parental supervision and guidance. The illiterate or less educated parents are unaware of the importance of education so they do not understand the value of communication skills which plays a crucial role in their ward's career. The children from rural areas who attend the school in their nearby city areas are not much exposed to the same type of facilities and motivated as the urban children.

In cities, the children get motivated through two ways: Instrumental and Integrative motivation. Learning a language only for rewards is instrumental motivation, on the other hand integrative motivation includes the urge to be part of the community which is so strong that drives the child to pick up the language with perfection. Regarding the syllabus, the most important point is in most of the schools English is taught as any other subject. One should not forget the fact that it is a language and not any theoretical subject with its own concepts based on theories. The importance of English as a communicative tool is not realized. So the existing methods followed

at rural schools are not enough to train the students to communicate effectively in English. There is a departure from conventional teaching which was mostly teacher centred. One has to adopt a learner-centred approach.

The students belonging to rural area are not given the required training to develop their LSRW skills at different stages of learning. These students somehow manage to pass in the examinations at their X or XII levels but when they take up professional courses at the later stage, they face a lot of difficulties. Since they are not good enough to communicate in English, they miss many opportunities. Their *Anglophobia* does not allow them to move on comfortably in their professional life and ultimately they fail to fulfil their aspirations. As there is an increase in the ratio of rural students preferring for professional courses, the above facts should be considered and those students should be trained to meet the need of the hour.

Challenges of teaching English Language in the rural areas:

Need of competent teachers:

One of the problems of teaching language in rural areas is the unavailability of competent teachers. Most of the schools employ teachers for teaching English subject and that too without training. Therefore there is a need of regular B.Ed., D.Ed colleges where teacher training courses are offered, proper training should be provided, so that they would be able to teach English in more methodical or systematic way to the students in rural areas. There are some institutions which provide training to the English teachers, but still, a serious attitude towards improving standard of English couldn't set in.

Need of suitable teaching aids and materials:

Teaching a language requires good teaching material, work books, hand books for teachers, audio-visual material like charts, pictures, radio, computers & TV. Unfortunately, teachers and students are not benefited with these materials and therefore teaching has become monotonous and tedious activity due to lack of insufficient teaching aids and material for learning language. It is an irony of the situation that today we live in an Information Communication Technology (ICT) world but the ICT tools have not yet been devised and used so effectively as expected. Even though the government has been initiating to provide digitalised classrooms & teaching aids, the internet connectivity and regular power supply refrains the effective use of these technologies.

Need of exposure to the language:

This is yet another problem faced in teaching and learning English language all over. English language is getting taught with translation method. Only convent students are privileged of having such environment and getting command over English language and being presentable. The learners get little or no exposure to the language outside the classroom. So, there is little scope for the learners to learn the language beyond a certain limit. As a consequences, the entire burden of teaching the language falls on the teacher. Only CBSE, ICSE Board students are seen to be benefited of such exposure.

"Compendium"**Large Number of students in Classes:**

Large number of students in a class has become a severe problem in the Indian classrooms for years. Classrooms are diverse in socio-economic, cultural and geographical levels. There's no extra special time or attention paid for the weak student. There's no scope for individual attention and thereby no proper intellectual growth seen among students.

Lack of Practical Sessions:

The numbers of periods allotted to English are specifically theory sessions. Which need to cut down and few practical sessions need to be added for more practical exposure to make them comfortable and more used to with the language.

Suggestions:

It must be remembered that language is not just a means of communication. It is also a vehicle of culture of the community that speaks the language.

- I) The teacher must be trained systematically as per the needs of that language. The basic requirements of the students to acquire English language must be researched, studied and analysed first.
- II) The teaching process be reformed or modified to achieve the targets of the learners. The curriculum from the basic to advanced levels be framed catering to the needs of the learners at every level.
- III) The overall process of language learning at an early stage be made more entertaining so that the learners will develop interest in the process. The number of students in language class be reduced so that every learner will get an opportunity to practice and develop LSRW skills at their own pace. Ideally speaking the class should consist of 20-25 students so that the teacher can attend each student personally.
- IV) The class should be conducted in more participative and inclusive manner. Exercise in loud reading, effective group discussion, personal interviews, role-playing, telephonic conversations, extempore, paper reading, paper presentation, elocution competition, quiz, debate, mock interviews, seminars etc. should be incorporated in in the process of teaching learning.
- V) There should be an optimum use of ICT tools. The use of audio-visual aids in teaching-learning of language makes the whole process not only effective but also entertaining. Screening of films, cartoon shows, documentaries, classical films, sci-fi films occasionally will have a positive impact upon the learners.
- VI) Teachers should widen their teaching resources by referring to ICT tools such as MOOC, Swayam or educational programmes on you-tubes and other e-resources available on Internet today.
- VII) Language laboratory can also be one of the effective measures to make teaching, learning and evaluative process more result oriented.

Conclusion:

The purpose of education today is not just making students literate but add rationale thinking, making him more knowledgeable and self-sufficient. When there is a willingness to change, there is a hope for progress in any field. Creativity and

innovations be developed and appreciated as they benefit both teachers and students. As Albert Einstein once said, "I never teach my pupils. I provide the conditions in which they can learn". So let us make sincere attempts to evolve or create conducive conditions for the learners in such a manner that they will never develop Anglophobia in life.

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The Plight of a Woman delineated in Mahasweta Devi's "Draupadi"

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Abstract: Mahasweta Devi basically belongs to the Reformer's Family. Being a social activist Mahasweta Devi wrote about the lives of ordinary men, women, particularly Adivasi (tribal) people like the Santhals, Lodhas, Shabars, and Mundas, and other topics of social and political relevance. In "Draupadi", the story is set in a realistically delineated forest background in Southern Bengal. Draupadi Mejhen is the name of the central character who was brutally raped in police custody. Despite the torment, she resists against the male dominance and faces the ordeal boldly. This research paper is an attempt to reveal the misery and plight of the Dalit women depicted by Mahasweta Devi.

Introduction

Mahasweta Devi was born in Dhaka (now in Bangladesh) in 1926. Like Devi herself, her family members were both literary and civic-minded; her grandparents had taken part in Rammohan Roy's movement that promoted Western education and social reform in India. Devi's father was a well-known Bengali writer whose stories address slum life, and her mother was a writer and social worker who promoted literacy among underprivileged children. As a child, Devi studied at Shantiniketan, a school founded by Rabindranath Tagore. After finishing her Master of Arts in English at Calcutta University, Devi began teaching and working as a journalist. Mahasweta Devi, always wrote for deprived section of people. She was a loving daughter, a clerk, a lecturer, a journalist, an editor, a novelist, a dramatist and above all an ardent social activist. Her stories brought to the surface not only the plight of the completely ignored tribal people, but also articulated the oppression of women in the society. Being a social activist Mahasweta Devi wrote about the lives

of ordinary men, women, particularly Adivasi (tribal) people like the Santhals, Lodhas, Shabars, and Mundas, and other topics of social and political relevance. She also had spent many years crusading for the rights of the tribal. Devi as a writer handled many forms such as short story, short fiction, novel, drama, essay and article. Her short fiction "Draupadi" is primarily the story of a Santhal tribal woman raped by men in power. This is the story of a woman who was tortured sexually in police custody. The purpose of presenting this research paper is to show how a woman is being tortured as a subaltern.

Woman as a subaltern:

Mahasweta Devi has been considered to be a spokesperson of tribal and dalit communities. Devi is also concerned with the peripheral existence of women of Bengal within social, political and economic nexus. Woman has always been dominated by man, be it in matters of socio-economic issues, and cultural rights. She is victim of a wicked sexual politics. Simon de Beauvoir wrote in the introduction to her famous book "The Second Sex", "Woman is defined and differentiated with reference to man and not man with reference to woman; she is the incidental, the inessential as opposed to the essential. He is the Subject. He is the Absolute - she is the Other". Woman is the "Other", that is, she does not have primacy in society, politics, culture, and not even on her own self. The value of woman is judged in accordance with men - woman only makes sense when placed against man. Woman is traditionally considered to be inferior to man; she is emotional, unintelligent, and vulnerable. Woman is customarily taught to find her fulfilment in relation with man where she is but slave to his desires.

Draupadi as a Woman:

"Draupadi" as a text first appeared in *Agnigarbha* ("Womb of Fire"), a collection of loosely connected, short political narratives. Later on it was translated by Gayatri Spivak in 1981. In "Draupadi", the story is set in a realistically delineated forest background in Northern Bengal. Draupadi Meihen is the name of the central character. Dopdi (Draupadi) Meihen is a tribal woman who is twenty-seven years old. She is a wife of Dulna Majhi in the story. Draupadi is a tribal re-incarnation of mythical Draupadi from Mahabharata. The tale of Draupadi is a tale of 'rape-murder-lockup torture' in police custody. It expresses the torturing experience of Santal tribe. As a tribal she cannot pronounce her own Sanskrit name Draupadi. She cannot pronounce even her name because of the underprivileged background. The tale exposes the dalit feminist consciousness in its initial exposition itself: "What's this, a tribal called Dopdi? The list of names I brought has nothing like it! How can anyone have an unlisted name?" Dopdi and Dulna are married couple, active workers in Naxalbari movement and fights for their prime necessities. After Dulna's murder, Draupadi is brutally molested by the policemen in their attempts to extract information about the fugitives. Senanayak, the army chief torments Dopdi (Draupadi). she was brutally raped in police custody. Her character in a story explicitly and implicitly is a subaltern itself. Her status in custody becomes even more subordinated as a woman.

Draupadi as a symbol of struggle:

Draupadi has to face so much torture but she come up as symbol of struggle. She refuses to accept old man dominated social norms. She was offered a piece of cloth to hide her shame after multiple-rape on her chastity throughout the night. Draupadi pours down the water, tears the cloth to pieces and refuses to cover herself up with the male-defined notions. According to Spivak, the effectiveness of Draupadi's resistance is not the refusal to act, but the redefinition of construction of "sexual honour" of a woman when she comes out naked and confronts Senanayak. Unlike the mythological Draupadi, Dopdi challenges the brutalizer. Instead of la-

menting at the loss of the supposed "respectability", she goes forward to question the masculinity of her "maker". As a counter-offense, she tears her clothes and makes herself naked as a figure of refusal in front of Police authorities, displaying her crushed body. As Draupadi's revenge excerpts: "What's the use of clothes? You can strip me, but how can you clothe me again? Are you a man?" (37). She looks around and says, there isn't a man here that I should be ashamed. I will not let you put my cloth on me. What more can you do? This is the sardonic reality of India whose futile promise of an integrated nation, equality and justice are fully exposed in this story.

Conclusion:

Mahasweta Devi's stories deal with the lower stratum of life in Bengal. Her stories bear the mark of her acute sensibility to history because she feels that a historical sense is essential for Literature. Her famous story "Draupadi" manifests the oppression on the tribal Santali community through the persona of Dopdi Meihen, who resembles the Draupadi of Mahabharata bearing the brunt of oppression of men around her. The life of the tribal Dopdi and the mythic Draupadi of the Mahabharata as both seem to have struggled for their legitimate rights, snatched by the establishment throughout their life.

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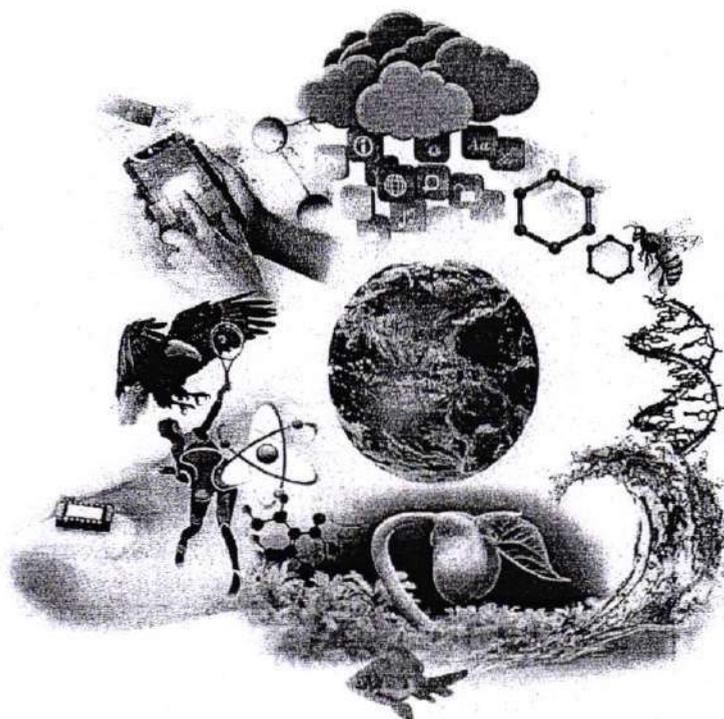
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INFORMATION COMMUNICATION TECHNOLOGY AND LISTENING SKILL

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ABSTRACT

In this digital era using technology in teaching and learning English is not a novelty. ICT is being used in teaching and learning of languages. This is also proved very fruitful. The rapid development of multimedia and other technological devices and social media (Facebook, skype and whatsapp) has change the way of learning and teaching languages in the world today. Tradition methods have been replaced by the new advanced ICT tools. The four basic skills of the language, listening, and reading writing and speaking is being teach and learn with the help of these technological devices. In this paper I have tried to discuss the important available resources on internet for improving listening skill.

Key word: facebook, internet, ICT, multimedia and technology

INTRODUCTION

It is really important to have good communication skills in English language. English is one of the most essential languages in the world now. It has played key role in the process of knowledge explosion. Most of the students are eager to have a good communication skill in English. It is essential to teach English and develop English language skills for better earning and learning. Teaching English for communication began to play a significant role all over the world, and the importance of teaching listening increased.

English language teaching and learning has become compulsory in our educational system. As the advent of Information Communication Technology in every field of life, English language teaching and learning is no exception. ICT is being used in English language teaching and learning widely. Listening, Speaking, Reading and Writing are the basic skills of language. Listening had a significant place in second and foreign language learning. Studies conducted on listening in the field of second and foreign language learning revealed that listening is one of the most difficult skills for language learners (Goh, 2000; Guo & Wills, 2006).

The best way to learn English is through listening, though considered a conventional method. In this paper I have tried to find out the importance of ICT while improvise listening skill. Due the rapid change in the technology, the traditional methods of teaching and learning English are also changing with the advent of the Information Communication Technology.

Teaching English for communication began to play a significant role all over the world and the importance of teaching listening greater than before. The skill of listening when practiced appropriately, leads to the improvement of a person's capability to communicate efficiently.

ICT BASED RESOURCES FOR DEVELOPING LISTENING SKILL

The Conventional classroom teaching and learning can be replaced by new information communication technology. Recently English language teaching and learning has undergone tremendous changes due to ICT. The use of Internet has brought many changes in teaching and learning English. Language teachers should keep themselves updated of the current trends among the student community and prepare them for the challenges of the future. Given the importance of listening in language learning and teaching it is crucial to give learners chance to develop and improve their listening skills. ICT is of enormous use in teaching and learning of English language. It provides teachers and students lots of creative and practical ideas to create a learner-friendly environment. Although "technology is not a panacea that can replace language teachers and face-to-face classrooms, it is something that can be used to enhance language learning" (Sharma & Barrett, 2007).

These resources provide highly motivational activities for the learners. Learners today have high hope when it comes to technology. One of the main characteristic of this technology is that the

learner can use it at his own place and time. It could give him/her chance to practicing listening regularly and become effective listener. Teachers and learners become independent learner as they can access authentic websites which provides lots of material for practicing listening. While they use material for listening, they could evaluate and select audio/video as per their requirement.

THE WORLD WIDE WEB

World Wide Web has become unavoidable in teaching and learning of English with advent of the new technology. There are a number of websites on English language teaching and learning which may be used in a class room as well as outside the class. They help in improving one's speaking and listening skills. Number of Articles, Journals and newsletters are available on these websites. Audio and video lessons, television and radio broadcasts, including news and documentaries, and music videos are now at our fingertips through internet. There are numerous web sites specially dedicated to learning English as a second language. In addition to this, new generations of internet tools are available such as Skype, podcasts, online webcasts and live conferences etc. Moreover, social networks create multiple opportunities for authentic communication.

PODCASTS AND VIDEOS

Podcasts are audio recordings which a user can subscribe to and download to his/her computer or portable listening device such as an MP3 player (Barber, 2007). Learners can download or listen online to the podcasts and videos on the smart phones at their leisure. Most of the audio files and podcasts are often accompanied by comprehension exercises and transcripts. Depending on the level of the learner the teacher can assign activities also. Podcasts are also becoming more popular with English learners, with the ability to listen anytime, anywhere, and English language podcasts are a great way to improve our listening skills. The most important benefits of online audio and video start with the range of material in terms of subject matter, accent of the speaker, and length. Video podcasts are also known as Vod casts or Pod Clips. Here are some important podcast web sites:

1. BBC Podcasts <http://www.bbc.co.uk/podcasts>
2. ESL Listening: Podcasts
<http://iteslj.org/links/ESL/Listening/Podcasts/>
3. English Feed
<http://www.podcastdirectory.com/podcasts/7538>
4. ELT Podcast <http://www.eltpodcast.com/>
5. Elementary Podcasts
<http://learnenglish.britishcouncil.org/en/elementary-podcasts>
6. Professional Podcasts
<http://learnenglish.britishcouncil.org/en/professionals-podcasts>
7. Splendid Speaking Podcasts
<http://www.podcastdirectory.com/podcasts/21609>

APPS AND ONLINE SOURCES ON SMART PHONES

Learners can also download apps on to their smart phones like British Council's Learn English Podcasts. The learners can listen to the audio files anytime and anywhere. These smart phones have many facilities such as MP3 player and video player. Smart Phones have many apps which allow the learner to learn English pronunciation from its most basic level. The Pronunciation App helps the student to study, practise and play with pronunciation wherever he/she is. This application provides Interactive Phonemic Charts for British English and American English. We can hear a sound, or tap and hold to hear the sound and an example word. The learner can explore the pronunciation from basic level to improve his accent and also has the recording facility where he can record his pronunciation and compare it with the actual one. The learner can listen to any number of conversations.

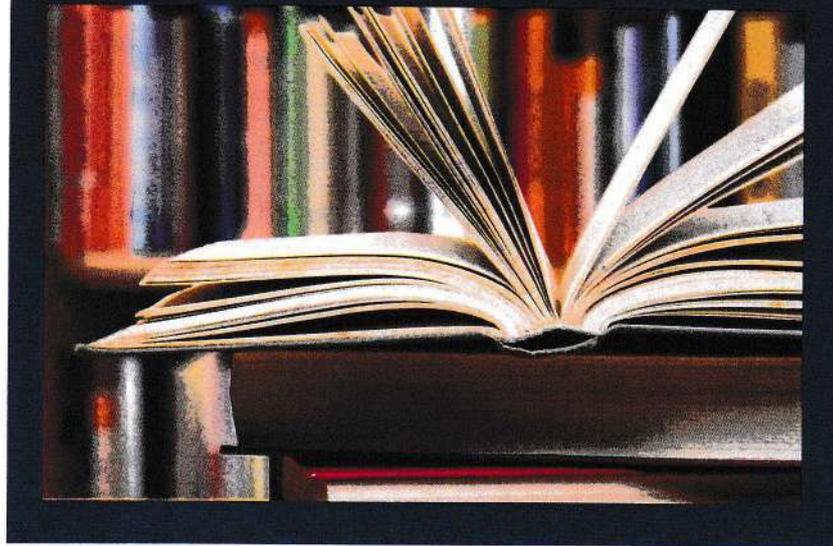
CONCLUSION

With the proper use of technology, learning can be made more active, motivating, and learner-centred, especially with such internet-based resources as audio-video, podcasts, and video clip tools. Listening is one of the most important skills in learning English as second language. There are numerous software available to improve the language learning skills.

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Revamping of
Academic Libraries
for Next Generation

Editors

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Role of Librarian in 21st Century

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Abstract

Today, the walls of a library are giving way to digital environments to establish the links with information and virtual. Information is a valuable resource. The traditional libraries should be transformed into hybrid libraries focused on providing information collected in the form of books and electronic sources to survive and to meet the need of end users. This paper describes the role of librarian in libraries, which have collection in form of e- books, digital documents and various databases and common access to the internet. Modern libraries are creating the society of knowledge. The librarians are constantly open to any changes in their field and eager to improve their skills and knowledge.

Introduction

Information Technology is rapidly changing the whole world and creating new challenges and opportunities. The Global changes particularly in digital environment/ ICT have had an impact on the functioning of libraries. The development in ICT has changed the user expectations from the libraries in many ways. In this age of information, the LIS plays not only just an important learning supporting function but the library itself is emerging as a site of learning sometimes more important than even the class-room. The library and Information services of higher education institutions play a central role in enhancing the quality of academic and research environment. The digital environment has changed the functions and duties of LIS Professionals; they are not only to extend assistance to users in searching information in a place called library but also to provide services and instruction regardless of place, time or format. Now librarian is an information provider, Website designer, Database developer, Services provider, Collection developer, Consortia manager, Information consultant, content manager and so on.

Information Society

The information age has arrived and modern society is commonly referred to as the "Information Society". Still, this term does not have a commonly accepted interpretation. Information society is described by the modern researchers as "the society in which the information is intensely used in economic, social, cultural, and political life it is a society with abundant means of communication and of information processing, the society being the basis for serving as a major part of the national income and ensuring the source of income for majority of the population. This information society, the popularity of the internet and electronic mass media is spreading very fast. The use of internet and e-resources created a new type of society and the analog technology has been abandoned in favors of digital technology within a couple of year. This new society is also referred to as the digital, Web, Internet or computer society. Information is the most sought-after and valuable merchandise in the society. It becomes indispensable for one social and professionals' development to keep up with information constantly, to gain and use it in practice, due to changes taking place in the modern world.

Changing Libraries

The user expects from the libraries to deliver high quality, comprehensive, user-friendly new generation services. As the world advances, the library must also evolve and redesign their activities in order to deliver highly quality, need based, and value added services according to the expectations of today's library user. The concept of library has been described by several different terms such as automated library, computerized library, digital library, electronic library, virtual library, library without walls and internet library.

Why Are Librarians For Change?

The explosion of information, the movement away from the use of textbooks the increased concern for learning styles, advances in instructional and information technologies, advocacy for cooperative learning and collaborative teaching are factors that increase the complexity in planning for instruction. These factors bring a need for teamwork with a librarian. There is no one better able to bring about change a librarian working in partnership with administration, staff and students. Faculties have to attempt to include curriculum integration, resources-based learning, new evaluation practices and technology into

their daily teaching. Faculties cannot implement such changes without support comes through collaborative processes. Librarians can contribute to this process by drawing on knowledge and skills gained in implementing library programs. They are in good position to nurture collaborative working relationships among staff, across the grades and the curriculum.

What Should The 21st Century Librarian Be Like

21st century libraries heap new task upon a librarian. Modern librarians are crucial now for not only their high level of expertise, but also for being able to associate with the modern individuals personality. A 21st century librarian must be modern, with acquiring psychological, Praxeological, social and professional capabilities. A modern librarian is open to innovations and change. He/ She has an eager and interested attitude towards solutions because of the fast-paced, constantly evolving nature of changes in libraries. A modern librarian, can develop modern characteristics throughout ones professional career even after many years of work, one does not need to be young to be modern. A librarian must be aware of technological developments and be proficient in new technologies. Librarians play a role of psychologists, because they challenged to distinguish the users need appropriately and help the user specify them. A modern librarian should also be qualified in terms of sources of information and using them, not to mention keeping up with constantly changing information sources. A librarian should also be equipped with general knowledge, to enable him to be conversant in a multimedia subjects. The current model librarian's university training is direct towards improvement in the scope of scientific information. Staff-improvement and training.

Role of Librarian in Information Society

Technology is changing the nature of libraries and librarians and it continues to exert a major influence on the strategic direction of libraries in society. Librarians are important as a professional group and their role is not limited to passing books. Modern library staff works towards winning new readers, similar to commercial organizations winning customers. Readers may or may not to be aware of their information needs. The role of librarian consists in comforting the users inland supporting them so that they can overcome their own fears about being in the library. The knowledge of psychology pertaining to customer services is extremely important in the process of the librarian's in-service training.

Librarians must be computer literate and knowledge about Internet to fully participate in the planning, design and implementation of future library services. The way, librarian goes about their work and the tools that they use have changed in the decade. Today librarian plays many roles in order to accomplish these goals-as a teacher, as a curriculum leader, as a instructional leader, as a information specialist, as a collaborator. Followings are roles of librarian.

1. Information Specialist - Librarian possesses a unique knowledge of breadth and depth of information resources in various subjects specialist. By facilitating access to information finding it, analyzing, synthesizing and packing-librarians, would move to beginning of the information production cycle, playing a more substantial role in the information creation possess?

2. Knowledge Manager - The librarian should have following types of knowledge.

- Knowledge about the emerging library trends and technologies
- Knowledge about library information sources, products and services.
- Knowledge about where these sources stored and what is its use.
- What is current usage of these sources and how to increase its uses?
- Knowledge about users including teaching staff and researcher and who is using their information sources

3. Librarian in E-Trends - The librarian purchases different types and varieties of electronics publication. Taking in view their nature and characteristics and for all this library need the must have special skill which includes knowledge in the fields of computer, networking, digital sources, web sites and organization of data.

4. Marketing Officer - Librarian will have to bring the user and the information together which can be successfully done by the marketing of information products and services. Today there are many ways to put marketing program by keeping on-line bulletin boards and displaying the new acquisition on the internet.

5. Information Literacy and librarian - Information literacy is the ability to recognize the need for information and to identify, locate, access, evaluate and effectively use the information to address and help resolve personal, job related or broader social issues and problems.

6. Librarian as a Manager - Libraries are the centers for information, librarians should acquire management skills, so that the interpersonal relationship should be maintained.

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Conclusion

Libraries and librarian can play a critical role both in making their users information literate and bridge the digital divide that exists at local, regional or national levels. In the changed environment, the librarian's role has to shift from that of information locator to that of an information evaluator and instructor in the use and evaluation of information sources. Librarians are compelled to update their knowledge & IT skills in advanced IT environment. It implies the fact that man can only develop after have been acquired an ideal education. In addition, it is the result of IT that the role of librarian was totally changed.

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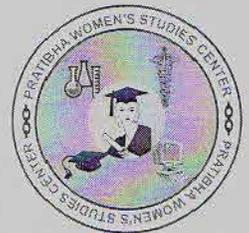
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Gender Inequality in Family

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In this research paper I would like to demonstrate that achieving a greater equality in terms of reconciliation of professional and family life requires policies that not only introduce changes in labour market patterns, but also within the private sphere of family. This is to say, the reconceptualization of women's and men's roles cannot be achieved without the political will descending from above and common social agreement emanating from below. Further along the paper, I am going to complement the theoretical arguments with some practical examples from the European context in order to discuss to what extent family policies enhance or diminish equality between men and women.

Demographic Changes – Towards New Family Patterns : One of numerous attributes of the post industrial era could be defined in terms of feminist claims for gender equality. Indeed, women demands have been part of policy arena in most post- industrial countries. As individuals, women firstly demanded the detachment from their traditional roles of housewives. Later on, due to demographic changes such as low fertility, women's issues became one of the top priorities on political agenda. This time, however, women reclaimed their rights not only as workers, but also as mothers. This political turn shouldn't be regarded as nostalgia for the male breadwinner model. In effect, though conditions of labour market and economic hardship put women under pressure in terms of making a trade- off between having a family and pursuing a professional career. Subsequently, since a large proportion of women opted for stability-employment rather than precariousness – providing free care, the fertility rate has started dropping rapidly. Since the society's reproduction buttresses future state's economy, it remains highly questionable if national policies, originally purported to tackle gender inequality, are not more likely to be driven by political preoccupation of deleterious consequences of low fertility on productivity, profitability and competitive nature of a country. The fact that until today most of the political effort to eradicate gender equality concentrated on labour market adjustment rather than finding real answers in the core of the problem in family patterns confirms the hypothesis of governments hypocrisy.

From the theoretical perspective : Although welfare regimes have been more or less successful in equalizing men and women in the labour market, the fact that women still perform the bulk of domestic work gives evidence about the ineffectiveness of these policies in terms of gender equity. In the theoretical field, scholar's positions

toward the relationship between family and gender have been rather convergent.

According to Daly and Lewis (2000) the relationship between family and state has used to be defined in terms of level of contribution of individual to the labour market. Taking this criterion as a universal measure of human's contribution, the non- remunerated care giving activities would be therefore omitted since their social value would be considered as negligible. Although this definition would probably more likely correspond to the definition traditional society of industrial to the private sphere of family, while stressing the duties of men as the bread winners and therefore, the only actors in the public sphere. In tandem with the disproportional relationship between men and women, Lewis (2002 : 332), for instance, highlights the unequal relationship between women and labour market. She contends that women are only taken into account when working, whereas women that stay at home and care for children have not being recognized as legitimate enough to the contribution to the society. This is to say that despite the fact that female participation on the labour market increased steadily during the last twenty years, no considerable change has been achieved at the household level, where the majority of domestic task, including cleaning and child rearing activities, continues to be performed by women (Lewis, 2002).

On a similar note, Fraser (1994) tries to define the post- industrial welfare regimes through two models. The 'universal caregiver model' (1994:593) assumes men and women as autonomous individuals and aims to attain the gender equity through other guarantee of equal opportunities and equal treatment in the labour market. The other one – 'Caregiver party model' (1994:593) – aims to reach gender equity through the support of informal care and generous caregiver allowances. However, because both models are in some aspect discriminating, they fail to alter the gendered conditions of employment and reproduction and therefore, to respond to women's demands. Fraser thus deems that gender equity can only be achieved through the dismantlement of 'gender opposition between breadwinning and care giving' (Fraser, 1994:611). In other words, the key to achieving gender equity in a postindustrial welfare state is to make women's current patterns the norm' (Ibid.). Fraser's universal caregiver approach considers childcare responsibilities as the alpha omega of persistent gender inequalities of current welfare systems.

Peter McDonald (2002) suggests that in societies where women are treated as autonomous individuals in education and labour market, but a inferior being in other social male – dominated institutions, they are more likely to opt to not to have children this argument would reinforce his hypothesis that low fertility rate in industrialized countries is most probably due to a persistent gender inequalities since the women willingness to have children didn't change. Surveys such as those conducted by McDonald have Fraser place the issue of childcare at the centre of recent policy making interest.

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