KUVEMPU UNIVERSITY

Govt. of Karnataka, State Public University

Jnanasahyadri Campus, Shankaraghatta-577451, Shivamogga District, Karnataka

Supporting Documents pertaining to the following Metric:

3.4.5: Number of books and chapters in edited volumes published per teacher during the last five years.

3.4.5.1: Total Number of books and chapters in edited volumes published during the last five years.

3.4.5 Number of books and chapters in edited volumes published per teacher during the last five years							
Sl. No.	**Name of the teacher**	**Title of the book published**	**Title of the chapters published**	**Year of publication**	**ISBN number**	**Whether at the time of publication Affiliating Institution was same Yes/No**	**Name of the publisher**
2023-2024							
1	Syed Ashfaq Ahmed	Geospatial Technology to Support Communities and Policy: Pathways to Resiliency	Statistical Approach to Visualize the Seven-Decadal Rainfall Variation as Response to Climate Change in a Semiarid Region of Karnataka, India	2024	978-3-031-52560-5	Yes	Springer Nature Switzerland
2	DR.NAGARATNA K	SRUJAN	BHARATIYA SWATANTRATA ANDOLAN ME HINDI KAVIYON KA YOGADAN	2024	2320-0391	YES. HINDI VIBHAG KUVEMPU UNIVERSITY, SHANKARAGHATTA,	SOUMYA PRAKASHAN, VIJAYAPURA
3	DR.JAVEED SAAB MANIYAAR.	PADACHIHNA	SAMAKALIN HINDI NATAK ANDHAYUG ME ADHUNIK YUG BODH	2024	22311351	YES. HINDI VIBHAG KUVEMPU UNIVERSITY, SHANKARAGHATTA,	
4	Dr. Gajanana Prabhu B	Towards a better India: Social Research in Action	Affirming the potentiality of exercise as an intervention for dealing heart disease: A review.	2023	978-81-958711-0-0	Yes	Suvvi Publications, Shikaripura
5	Dr. Gajanana Prabhu B	Impact of National Education Policy on Sports Yoga and Wellness	Effectiveness of Music Intervention during Running.	2024	978-93-82694-60-1	Yes	Department of Physical Education, University College of Science, Tumkur University
6	Prof. Yogendra K	TRENDS AND INNOVATION IN HEALTH, NUTRITION, FOOD, AND CROP SECURITY"	An approach on azo dyes degradation by using nanoparticles as a sustainable choice for treating coloured wastewaster	2023	978-93-94958-94-4	Yes	Archers and Elevators Publishing House Bangalore, Karnataka, India
7							
8	Prof K R Manjunath	Management Accounting Strategic Applications and Practices	NA	2024	9788195744886	Yes	College Book House

9	Dr. Padmamma S	Digital Revolution: Moving towards Developing Smart Libraries: (NCDR-2024)	Digital Revolution: Moving towards Developing Smart Libraries: (NCDR-2024)	2024	9789385629419	Yes	DLISc, Kuvempu University
10	DR SHRISHAIL	LICHENS NATURAL INDICATORS	NA	2023	ISSN: 9789356076204	Yes	NANDA PUBLICATIONS
11	Dr. S Venkatesh	Beyond Boundries: Exploring the synergies of interdisciplinary	Environmental Accounting Practices in India	2024	13:978-81-966562-6-3	Yes	
12	Dr. S Venkatesh	Dynamics of Business Trends and transformations in Commerce & Mnagment	M- Banking Services	2024	978-93-5826-858-4	Yes	Ink of Knowledge Publisher
13	Prof. Syed Sanaulla	Urdu Ke Das Afsane	NA	2023		Yes	Nasheman Publishers
14	Prof. Syed Sanaulla	Aina-e-Sahafath	NA	2023		Yes	Nasheman Publishers
15	Dr. Asma Kousar	Urdu Ke Mukhtasar Drame	NA	2023		Yes	Nasheman Publishers
16	Dr. Nafees Fathima A.H	Urdu Ke Mukhtasar Drame	NA	2023		Yes	Nasheman Publishers
17	Dr. Namratha M	In the Shadow of Ram: A Translation of Visnu-hare and Treta ka Takur Inscriptions of the Gahadavalas at Ayodhya; Issues and Challenges	In the Shadow of Ram: A Translation of Visnu-hare and Treta ka Takur Inscriptions of the Gahadavalas at Ayodhya; Issues and Challenges	2023	978-93-83985-45-6.	Yes	Readworthy Press Incorporation
18	Dr. B. Thippeswamy	Anti - Mycotoxin Strategies for Food and Feed	Innovative Strategies in the Control of T-2 and HT-2 Toxins in Food and Feed	2024			John Willey & Sons Ltd.
19	Dr. Manjunatha K.R	Precepts in Management of Human Resources in Contemporary Business Units	NA	2024			Director of Prasaranga
20	Dr. Manjunatha K.R	Management Accounting Strategic Applications & Practices	NA	2024			College Book House
21	Dr. R. Hiremani Naik	Management of Finance in Panchayatraj Institutions	NA	2024			College Book House
22	Dr. S.S. Patil	Scholarly Research Journal for interdiciplenary Studies	NA	2023	2278-8808		
23	Dr. S.S. Patil	International Journals of Research and Analytical Reviews	Present Status of Internship Programme of Tumkur University Perceived by Students Teachers	2023	2348-1269		

24	Dr. Geetha C	Scholarly Research Journal for interdiciplenary Studies	Enhancing teaching skills in secondary education training (B.Ed) Students Through life Skill Package	2023	2319-4766		
25	Prof. Venkateshwaralu	Trends and Innovation in Health, Nutritation Food and Crop Security	NA	2023	978-93-94958-94-4		Archers and Elevators Publishing House, Bangalore
26	Dr. Shanmukha	Samaana Nagareeka Samhithe	NA	2023	9789-3100-0545-5		
27	Dr. Anjanappa B.H.	Towards a Better India: Social Research in Action	NA	2023	978-81-958711-0-0		Suvvi Publicatios

Sl. No.	Name of the teacher	Title of the book published	Title of the chapters published	Year of publication	ISBN number	Whether at the time of publication Affiliating Institution was same Yes/No	Name of the publisher
2022-2023							
28	Dr. Gajanana Prabhu B	Healthful living	NA	2022	978-93-92791-57-4	Yes	Friends Publication, Delhi
29	Dr. Gajanana Prabhu B	Concepts of Yoga and Fitness	NA	2022	978-1-4583-2010-0	Yes	Lulu Publications, U.S.
30	Dr. Ravindra Gouda S. M.	Advanced studies in multidisciplinary research	Attitude of headmasters of government and private high schools towards physical education	2022	978-93-92804-13-7	Yes	Bright Sky publications
31	Dr. S H Basavarajappa	Ecolsystem and Environmental Pollution	An Overview of Ambient Air Quality Changes, effects and Measures to Prevent Air Pollution with Reference to India	2022	978-93-88854-97-9	Yes	Discovery Publishing House Pvt. Ltd., New Delhi (India)
32	Dr. S H Basavarajappa	Biodiversiy of Our Mother Earth	Study on Avian Diversity of Hosanagara Region, Shimoga Karnataka.	2022	978-93-94779-42-6	Yes	Bharti Publications National Publisher for Higher Education
33	Prof K R Manjunath	Precepts in Management of Human Resources in Contemporary Business Units	NA	2022	978-93-83985-43-2	Yes	Prasaranga Kuvempu University
34	Dr. Padmamma S	Postmodern Feminist Paradigm	Postmodern Feminist Paradigm	2022	9788192326023	Yes	Kuvempu University, Shankaraghatta

35	Dr. B S Biradar	Advanced in Computing Communications and Informactics (Volume 3) Augmented Intelligence: Deep learning, Machine Learning, Cognitive Computing, Educational Data Mining	The Quantitative and Qualitative Assessment of Re-Search Conducted Using Computational Conducted Using Computational Intelligence for the Diagnosis or Treatment of COVID-19	2022	9789815040418	Yes	Bentham Books Imprint
36	Dr. B S Biradar	Biomedical Engineering Data Science for COVID-19 Volume two: Societal and Medical Perspective	Coronavirus: A scientometric study of world wide research publications	2022	978-0-323-90769-9	Yes	Academic Press: An imprint of Elsevier
37	SHRISHAIL, P SHIVAKUMAR SINGH	A BIODIVERSITY STUDY ON FORT FLORA OF HYDERABAD KARNATAKA, INDIA	NA	2022	ISSN: 978-620-0-25452-8	Yes	LAMBERTS PUBLICATIONS, GERMANY.
38	Dr.Santhoshkumar H S	FRONTIERS IN CURRENT ASPECTS OF ANTIMICROBIAL PEPTIDES FROM INSECTS AND THEIR THERAPEUTIC PERSPECTIVES	Futuristic Trends in Biotechnology,Volume 2, Book 26, Chapter 10	2022	ISSN/ISBN: 978-93-95632-83-6	Yes	IIP Proceedings
39	Dr.M.A. Shruthikirthi	Swasthya Sahyadri	Swasthya sahyadri-Special edition of Journal of veda samkruta academy	2022	2250-1711	Yes	Veda Samkrita Academy,Hegde
40	Dr.M.A. Shruthikirthi	Swasthya Sahyadri	Samskrutadalli heliruvante Aharadinda Swastyasamrakshane	2022	2250-1712	Yes	Veda Samkrita Academy,Hegde
41	Dr.Saviha N	Swasthya Sahyadri	Samskrita sahitye Swastyasamrakshanam;Tasya prastutata	2022	2250-1713	Yes	Veda Samkrita Academy,Hegde
42	Dr.Channakeshavaiah H.B	Swasthya Sahyadri	Ayurvedokta aharabyasa Kramagalu	2022	2250-1714	Yes	Veda Samkrita Academy,Hegde
43	Heddari Ravikumara	Swasthya Sahyadri	Bhagavadgiteyalli Swastyasamrakshane ondu nota	2022	2250-1715	Yes	Veda Samkrita Academy,Hegde
44	Dr.Shobha G bhat	Swasthya Sahyadri	Aarogya rakshaneyalli aasana mattu pranayamada patra	2022	2250-1716	Yes	Veda Samkrita Academy,Hegde
45	Dr.Bangaramma K	Swasthya Sahyadri	Samskrita sahityadalli Subhashita dwara Swastyasamrakshanam	2022	2250-1717	Yes	Veda Samkrita Academy,Hegde

46	Dr. S.S.Patil	Development of a Teaching Model Based on Buddhist Philosophy for +2 Science Students Towards including Human Values”	NA	2022	97893 8398 5395	Yes	Prasaranga Kuvempu University
47	J¸ï.dAiÀÄ²æÃ¤ªÁ¸À gÁªï	¸ÀÄjzÁªÉÇÃ vÁgÉUÀ¼ÀÄ	NA	2022	97893 8398 5401	Yes	Prasaranga Kuvempu University
48	¥ÉÆæ. gÉÃZÀ¯ï PÀÄjAiÀÄ£ï ¨Áj, qÁ. ¸ÀÄzsÁ, qÁ. £É°èPÀmÉÖ J¸ï. ¹zÉÝÃ±ï	±ÁAw£ÁzÀ zÉÃ¸Á¬Ä: ¸Á»vÀå - ªÀåQÛvÀé	NA	2022	97893 8398 5456	Yes	Prasaranga Kuvempu University
49	Dr. Geetha C	Awareness Towards Constitutional and Legal Provisions of Women Empowerment Among Undergraduate Girls	NA	2022	97893 8398 5418	Yes	Prasaranga Kuvempu University
50	Dr. Ravindranath N.Kadam	Poverty and Dalits in Karnataka	NA	2022	97893 8398 5388	Yes	Prasaranga Kuvempu University
51	Dr. Jagannath K. Dange	Casteism and Psychological Wellbeing	NA	2022	97893 8398 5272	Yes	Prasaranga Kuvempu University
52	Dr. Sathyaprakash M.R	Story of Upward Mobility	NA	2022	97893 8398 5296	Yes	Prasaranga Kuvempu University
53	ªÉÄÃn ªÀÄ°èPÁdÄð£À	¨sÁgÀvÀzÀ ¨sÁ¶PÀ ¸À¤ßªÉÃ±À:CA¨ÉÃqÀÌgï aAvÀ£ÉUÀ¼ÀÄ	NA	2022	97893 8398 5425	Yes	Prasaranga Kuvempu University
54	qÁ.ªÉÆÃºÀ£À ZÀAzÀæUÀÄwÛ	¨É¼ÀPÀÄ ¨É¼ÉzÀ PÀxÀ£À	NA	2022	97893 8398 5364	Yes	Prasaranga Kuvempu University
55	qÁ.ºÁ.ªÀÄ.£ÁUÀdÄð£À	HgÀAPÉAJ UÉ¯ÉAöAmï ¨Áæ°Àät, DvÀäPÀxÀ£ÀUÀ¼ÀÄ,CA¨ÉÃqÀÌgï aAvÀ£ÀUÀ¼ÀÄ	NA	2022	97893 8398 5340	Yes	Prasaranga Kuvempu University
56	Dr. Manjunath K.R	Application of Buddhism	NA	2022	97893 8398 5432	Yes	Prasaranga Kuvempu University
57	qÁ.J¸ï.JA.ªÀÄÄvÀÛAiÀÄå	qÁ.CA¨ÉÃqÀÌgï CªÀgÀ ¸ÀA¸ÀÌøw aAvÀ£É	NA	2022	97893 8398 5326	Yes	Prasaranga Kuvempu University
58	qÁ.¹.ZÀ£Àß¥Àà	PÉ£É ¥ÀzÀgÀ ªÀÄvÀÄÛ CAa£À ¥ÀzÀgÀzÀ bÉÃzÁvÀäPÀvÉ	NA	2022	97893 8398 5357	Yes	Prasaranga Kuvempu University

59	qÁ.f.PÉ.¥ÉæÃªÀÄ	qÁ.CA¨ÉÃqÀÌgï zsÀªÀÄð ªÀÄvÀÄÛ ªÀÄ»¼É	NA	2022	97893 8398 5333	Yes	Prasaranga Kuvempu University
60	qÁ.J£ï.PÉ.¥ÀzÀä£Á¨sÀ	ZÀ°¸ÀÄªÀ ©A§UÀ¼ÀÄ	NA	2022	97893 8398 5371	Yes	Prasaranga Kuvempu University
61	qÁ.£É°èPÀmÉÖ J¸ï. ¹zÉÝÃ±ï	CA¨ÉÃqÀÌgï ªÀÄvÀÄÛ CzsÁåvÀä	NA	2022	97893 8398 5289	Yes	Prasaranga Kuvempu University
62	Prof. Syed Sanaulla	Karwan-e-Adab	NA	2022		Yes	Nasheman Publishers
63	Prof. Syed Sanaulla	Das Mukhtasar Afsane	NA	2022		Yes	Nasheman Publishers
64	Prof. Syed Sanaulla	Pasbaan-e-Adab	NA	2022		Yes	Nasheman Publishers
65	Prof. Syed Sanaulla	Nishath-e-Adab	NA	2022		Yes	Nasheman Publishers
66	Prof. Syed Sanaulla	Gulshan-e-Adab	NA	2022		Yes	Nasheman Publishers
67	DR.NAGARATNA K	SNEH SRUJAN - STRI SASHAKTIKARAN	ADHUNIK HINDI SAHITYA ME STRI SASHAKTIKARAN	2023		YES. HINDI VIBHAG KUVEMPU UNIVERSITY, SHANKARAGHATTA,	AMAN PRAKASHAN, KANPUR
68	Dr. Rachel Bari	Violence, Subversion and Recovery: Women Writers from the Sub-continent and	NA	2022		Yes	Himalaya Publishing House, Delhi.
69	Dr. Rachel Bari	Shantinatha Desai Sahithya-Vyakthithva.	NA	2022	978-93-83985-45-6.	Yes	Prasaranga, Kuvempu University .
70	Dr. Rachel Bari	Suridavu Taregalu ; Translation of Polish Poems.	NA	2022	978-93-83985-40-1.	Yes	Prasaranga, Kuvempu University .
71	Dr. Namratha M	Dissimulation Narcissism and Schizophrenia: Symbolic narrative of late capitalism in Shobaa De's Novels (Epitome: International Journal of Multidisciplinary Research).	NA	2022	2395-6968	Yes	Dr. Pramod Ambadas Rao Pawar.
72	Dr. H.S Shrishail	A Biodiversity study on fort flora of Hydrabad	NA	**2022**	**978-620-0-25452-8**	Yes	Lambert Publisher
73	Dr. H.S Shrishail	Lichens , Natural Indicators	NA	2022	978-93-5607-620-4	Yes	Nanda Graphics
74	Dr. H.S .Santhosh Kumar	IIP Proceedings	Frontiers in current assepcts of antimicrobial peptides from insects and their therapeutic perspectives	2022	978-93-95632-83-6	Yes	Raja Ram Mohan Roy National Agency

75	Dr. H.S .Santhosh Kumar		Applied Aquatic and Terrestrial eco-biology			Yes	
76	Dr. S.S. Patil	Innovative Pedagogy and effictive teaching - Learning to Promote NEP 2020	NA	2020		Yes	Kumadvathi college of Education , Shikaripura
77	Dr. S.S. Patil	Vidyawanta	NA	2020	23199318	Yes	Harshawardhan Publications
78	Dr. S.S. Patil	Innovative ict based teaching, learning & Evaluation pedagogy in higher educationthrough open educational Resources (OERs)	NA	2020	23199318	Yes	
79	Dr. S.S. Patil	Emerging trends in teacher training and Development	NA			Yes	Mythri College of Education
80	Dr. S.S. Patil	International Journals of Research and Analytical Reviews	NA	2020	2349-5138	Yes	Atman Publishing Academy
81	Dr. S.S. Patil	Development of a Teaching Model Based on Buddhist Philosophy	2 Science Students towards inculating human values	2020		Yes	
82	Dr. S.S. Patil	Linear Programmed Instruction : A new trend for integral educational approach in developing the Yemeni Technical education and Vocational training	NA	2020	2348- 1269	Yes	
83	Dr. S.S. Patil	Journal of Emerging techologies and innovative Research	Effectiveness of intership Programme in secondary Teacher education course of Tumkur University perceived by teacher educators	2022	2348-5162	Yes	
84	Dr. S.S. Patil	International Journals of Multidiciplinary Educational Research	The Development and Validation of an Instructional design , 4F Model	2022	2277-7881	Yes	
85	Dr. S.S. Patil	The Emancipating Effect of Education	NA	2022	2348-1269	Yes	

86	Dr. S.S. Patil	Initiation of Government of India towards Enhancing Skills of Emplaybility among females	NA	2020	24-48-7861	Yes	
87	Dr. S.S. Patil	International Journals of creative Research thoughts (IJCRT)	A Study on Comparing the Skills of Employability among Postgraduate Students of Kuvempu University of Defferent Levels of Socio-Economic Status	2022	2320-2882	Yes	
88	Dr. Geetha C	International Journals of Research and Analytical Reviews	Self - Expression, Social Competence, adjustment and Academic Acheivment as predictors of obedience disobedience tendency among adolescents	2022	2320-2884	Yes	
89	Dr. Geetha C	International Journals of creative Research thoughts (IJCRT)	Psycho - Social correlates of obedience - disobedience Tendency among adolescents	2022	2320-2882	Yes	An International open access
90	Dr. Geetha C	International Journals of science and Research (IJSR)	Impact of Social Competence on obedience disobedience Tendency among Adolescents	2020	2319-7064	Yes	
91	Dr. Rachel Kurian Bari	Kuvempu : Poornadrushti	NA	2020	978-93-83985-23-4	Yes	Director of Prasaranga
92	Dr. Rachel Kurian Bari	Body, Mind of Other Poems	NA	2020	978-81-94-5657-2-7	Yes	Siganorina Publications
93	Dr. Rachel Kurian Bari	Shanthinata Desai (Sahitya-Vyaktithva)	NA	2022	978-93-83985-45-6	Yes	Director of Prasaranga
94	Dr. Nagya Naik B.H	P. Lankesh : Modren Kannada Dramatist	NA	2020	978-93-83985-31-9	Yes	Director of Prasaranga
95	Dr. B.V. Rama Prasad	Problems of Translating Kusumabale: Fitting Kannada Kerneles into English Shells	NA	2020		Yes	
96	Dr. Yogendra K		An Approach on azo dyes degradation by using nanoparticles as a sustainable choice for treating coloured wastewater	2022		Yes	

97	Dr. Basavaraj H.S	Ecosystem and Environmental Polluation	An overview of ambient Air Quality Changes, Effects and Meausers to prevent Air Polluation with Reference to india	2022	978-93-888854-97-9	Yes	
98	Dr. B.E. Kumara Swamy	Graphene and its Derivatives (Volume -2)	Water / West water Treatment and other Environmental Application	2022		Yes	
99	Dr. B.E. Kumara Swamy	Electrochemical and photocatalytic Applications of Zno Nanoparticles Syntheszied Using the Leaf Extract of Ricinus Communis	NA	2020		Yes	
100	Dr. B.E. Kumara Swamy	Graphene - Modified Carbon Microsurfaces in Voltametric Sensing Applications	NA	2018	9.78135E+12	Yes	Apple Academic Press
101	Dr. Sathish Kumar	Metaphors and symbolism used in P. Sheshadri's bettada Jeeva:A semiological Study	NA	2022		Yes	Lakecity Publishing
102	Dr. Sathish Kumar	Mass Media Research	NA	2021	978-93-5416-550-4	Yes	Sneha Enterprises Bangalore
103	Dr. Sathish Kumar	Madhyama Loka	NA	2021	978-93-5426-280-7	Yes	Bharath Publication
104	Dr. Sathish Kumar	Nudi Swarajya	NA	2022	978-81-956429-0-8	Yes	Akhila Bharatiya Sahitya Parishat
105	Dr. Sathya Prakash. M.R	Story of Upward Mobility - Aspirations of Dalit Students Through the Prism of Mass Media	NA	2022	978-93-83985-29-6	Yes	Director of Prasaranga
106	Dr. Sathya Prakash. M.R	The Social Media and Environment: Conservation Efforts in Relation to Biodiversity	NA	2022		Yes	
107	Dr. Sathya Prakash. M.R	MassMedia as a Critical Component in Facilitating Developmental Schemes Among the youth of SC and STs	NA	2022	978-93-5391-991-7	Yes	

108	Dr. Shivanada Kelaginamani	Veeramaheshwarara Pantha	NA	2022	819517789-1	Yes	Annapoorna Publishing House, Bangalore
109	Dr. Devidas G.B	Lichens , Natural Indicators	NA	2022	978-93-5607-620-4	Yes	
110	Dr. Chandrashekar K	Bharathada Rajakiya Chinthakarugalu	NA	2021	978-93-92046-28-5	Yes	Likhith Prakashana
111	Dr. Chandrashekar K	Karnataka Grama Swaraj Mattu Panchayat Raj	NA	2022	978-81-963406-2-9	Yes	Likhith Prakashana
112	Dr. Shanmukha	Bharathadalli Secularvada Mattu Adara Vimarshe	NA	2022		Yes	Vasantha Prakashana
113	Dr. G Prashanth Nayaka	Shodha mattu Arivu	NA	2022	978-93-86855-52-7	Yes	BJT Publications
Sl. No.	**Name of the teacher**	**Title of the book published**	**Title of the chapters published**	**Year of publication**	**ISBN number**	**Whether at the time of publication Affiliating Institution was same Yes/No**	**Name of the publisher**
2021-2022							
114	Syed Ashfaq Ahmed	Advances in Remote Sensing for Natural Resource Monitoring	Crop Water Requirements Analysis Using Geoinformatics Techniques in the Water-Scarce Semi-Arid Watershed	2021	###########	Yes	John Wiley & Sons, Ltd
115	Prof. Syed Sanaulla	Interview ka Fan Manviyath-o-Ifadiyath	NA	2021-22	978-93-82589-49-5		M.M. Publications New Delhi
116	DR.JAVEED SAAB MANIYAAR.	NAGAPHANI	HINDI SAHITYA PAR BOUDDH DHARMA KA PRABHAV	2021	2321-1504	YES. HINDI VIBHAG KUVEMPU UNIVERSITY, SHANKARAGHATTA,	
117	DR.JAVEED SAAB MANIYAAR.	NAGAPHANI	OMPRAKASH VALMIKI KI KAHANI ME DALIT VIMARSH	2021			

118	DR.JAVEED SAAB MANIYAAR.	LAKSHMIKANTH VARMAKRUT UPANYAS - MUNSHI RAYAZADA ME AITIHASIKATA	NA	2022	978-93-95288-85-9	YES. HINDI VIBHAG KUVEMPU UNIVERSITY, SHANKARAGHATTA,	VANYA PUBLICATIONS.
119	Dr. Gajanana Prabhu B	Revolution of technology, modern fitness trends, nutrition and challenges in physical education & sports	Technology Interventions in Sports Training and Injury Management	2021	978-93-5473-426-7	Yes	Department of Physical Education College of Horticulture, Munirabad, Koppal
120	Dr.Suresha M	Advanced Security Solutions for Multimedia	Deep learning approach for scenario-based abnormality detection	2021	ISBN: 978-0-7503-3735-9	yes	IOP science
121	Prof R Hiremani Naik	Management of Finance in Panchayatha Raj Institutions	NA	2021	9788195529827	Yes	College Book House
122	Dr Sumathi K		NA	2021		Yes	College Book House
123	DR SHRISHAIL	BASICS OF PLANT BIOTECHNOLOGY	NA	2021	**ISBN: 978-93-5473-370-3**	Yes	PARAMOUNT PUBLISHING HOUSE-NEW DELHI
124	DR SHRISHAIL	PHENOMENON IN ENVIRONMENTAL AND NANO SCIENCE	ANTIMICROBIAL ACTIVITY OF PETROLEUM ETHER AND ETHANOLIC EXTRACTS OF MATURE LEAVES OF *SOLANUM ELAEGNIFOLIUM* L.	2021	**ISBN: 978-9389996326**	Yes	JAYA PUBLISHING HOUSE, NEW DELHI-110089(INDIA)
125	PÀªÀÄ¯ÁPÀgÀ PÀqÀªÉ	CPÀÌ ¥ÀPÀÌzÀ ¥ÁvÀgÀVwÛ	NA	2021	97893 8398 5265	Yes	Prasaranga Kuvempu University
126	¥ÉÆæ. gÉÃZÀ¯ï PÀÄjAiÀÄ£ï ¨Áj, qÁ. ¸ÀÄzsÁ, qÁ. £É°èPÀmÉÖ J¸ï. ¹zÉÝÃ±ï	PÀÄªÉA¥ÀÄ ¥ÀÆtð zÀÈ¶Ö	NA	2021	97893 8398 5234	Yes	Prasaranga Kuvempu University
127	Prof. Rachel Bari	Teaching South Asia: Lierature and Identity	NA	2021	97893 8398 5258	Yes	Prasaranga Kuvempu University
128	¥ÉÆæ. f. ¥Àæ±ÁAvï £ÁAiÀÄPÀ	¸ÀªÉÇÃðzÀAiÀÄ	NA	2021	KUPTC 02	Yes	Prasaranga Kuvempu University
129	¥ÉÆæ. f. ¥Àæ±ÁAvï £ÁAiÀÄPÀ	¥ÀÆtðzÀÈ¶Ö 1	NA	2021	KUPTC 03	Yes	Prasaranga Kuvempu University

130	¥ÉÆæ. f. ¥Àæ±ÁAvï £ÁAiÀÄPÀ	¸ÀªÀÄ£ÀéAiÀÄ 1	NA	2021	KUPTC 04	Yes	Prasaranga Kuvempu University
131	¥ÉÆæ. f. ¥Àæ±ÁAvï £ÁAiÀÄPÀ	ªÀÄ£ÀÄdªÀÄvÀ 1	NA	2021	KUPTC 05	Yes	Prasaranga Kuvempu University
132	¥ÉÆæ. f. ¥Àæ±ÁAvï £ÁAiÀÄPÀ	«±Àé¥ÀxÀ 1	NA	2021	KUPTC 06	Yes	Prasaranga Kuvempu University
133	Dr. H.S Shrishail	Basics of Plant Biotechnology	NA	**2021**	**978-93-5473-370-3**	Yes	Paramount Publisher House
134	Dr. Shivanada Kelaginamani	Shodha Sahyadri Samshodaneyata Namma Payana	NA	2021	978-93-83-585-97-7	Yes	Annapoorna Publishing House, Bangalore
135	Dr. H. Shobharani	Analyzing Different HRM Practices in SMEs in Davanagere and Shivamogga	NA	2021		Yes	
136	Dr. H. Shobharani	Global Innovations for Sustainable Development	A Study on Problems and Prospects of Rural Entrepreneurship	2021		Yes	Himalaya Publishing House
137	Dr. Sudha	New Insights into Physical Science		2021	978-93-90768-98-l	Yes	
138	Dr. M.A. Shruthikirti	Secular Best Cultured Ambedkar	Shabdarnav International Journal of Multidisiplinay Research	2021	23955104	Yes	Samanvay Foundation
139	Dr. M.A. Shruthikirti	Nrusimhapur Anasya Vaishishtyam	Veidic Educational Research Society, Varanasi	2021	2349364x	Yes	Veidic Educational Research Society, Varanasi
140	Dr. Syed Sanaulla	Urdu Novel Aur Samji Masali	NA	2021	2149-3437	Yes	
141	Dr. Anjanappa B.H.	Karnataka Samudayagalu mattu Rajakarana	NA	2021	978--81-953397-1-6	Yes	Suvvi Publicatios

Sl. No.	Name of the teacher	Title of the book published	Title of the chapters published	Year of publication	ISBN number	Whether at the time of publication Affiliating Institution was same Yes/No	Name of the publisher
2020-2021							
142	Prof. Syed Sanaulla		**AASHNA LAMHOUN KA AKS**	**2020-21**	**978-93-90533-64-0**		**Education Publication House, New Delhi**

143	DR.NAGARATNA K	AYUDH	BHASHA SHIKSHAN KI SAMAJIK AVASHYAKATA	2020	ISSN.NO. - 2321-2160	NO,. SAHYADRI SCIENCE COLLEGE, SHIMOGA .	AYUDH PUBLICATIONS
144	DR.NAGARATNA K	RESEARCH JOURNEY	RAJENDRA AWASTHI KE KATHA SAHITYA ME ADIVASI SANSKRITI	2020	ISSN NO. - 2348-7143	NO,. SAHYADRI SCIENCE COLLEGE, SHIMOGA .	SWATIDHAN PUBLICATIONS
145	Dr. Gajanana Prabhu B	*Proceeding of the National conference on Postmodern Feminist Paradigm: Indian Experience and Strategies for Development*	Effects of Different Types of Physical Activities on Health of Women.	2020	978-81-923260-2-3	Yes	Women Study Centre, Kuvempu University
146	Dr. Prabhakar C J	Applications of Artificial Intelligence in Electrical Engineering	Comparative Study of Stereo Correspondence Techniques for Underwater Images	2020	ISBN13: 9781 799827184	yes	IGI Global Scientific
147	Dr Prabhakar C J	Applications of Advanced	Segmentation-Free Word Spotting in	2020	ISBN10: 1799	yes	IGI Global Scientific
148	Prof. J Narayana	Socio-ecomomic and eco-biological Dimensions in Resource use and Conservation	Carbon Sequestration Potential of Tress in Kuvempu university campus Forest Area, WesternGhats, Karnataka	2020	978-3-030-32463-6	Yes	Springer Nature Switzerland
149	DR.SHRISHAIL H C	NURSERY AND GARDENING	NA	2020	ISBN:978-620-2-81490-4	Yes	IMMORTAL PUBLICATIONS VIJAYAWADA, A.P.
150	DR. SHRISHAIL	MEDICINAL PLANTS OF INDIA IMPORTANCE AND CULTIVATION-	1 ABUTILON INDICUM P 2 CHRYSANTHEMUM CINERALIFOLIUM 3 TYLOPHORA INDICA	2020	**ISBN: 978-93-89996-32-6**	Yes	JAYA PUBLISHING HOUSE, NEW DELHI-110089(
151	¥ÉÆæ. f. ¥Àæ±ÁAvï £ÁAiÀÄPÀ	PÀ£ÀßqÀ bÀAzÀ¸ÀÄì	NA	2020	KUPTC 01	Yes	Prasaranga Kuvempu University
152	Dr.Shivayogeeswar Neelagund	Recent advances in hypospadias	NA	2020	**978-6200536808**	Yes	LAP Lambert Academic Publishing
153	Dr. Rachel Bari	Akkapakkada Padarangi: Translation of Polish poems into Kannada.	NA	2020		Yes	Prasaranga, Kuvempu University.
154	Dr. Rachel Bari	Kuvempu Poornadrushti	NA	2020	978-93-83985-23-4	Yes	Prasaranga, Kuvempu University.
155	Dr. Nagya Naik B.H	P. Lankesh: Modern Kannada Dramatist	NA	2020	978-93-83985-31-9	Yes	Prasaranga, Kuvempu University.

156	Dr. H.S Shrishail	Nursery and Gardening	NA	2020	**978-620-2-81490-4**	Yes	Dr. Shivakumar singh
157	Dr. J. Narayana	Carbon Sequstration Potential of Trees in Kuvempu University Campus Forest Area, Westran Ghats, Karnataka	NA	2020		Yes	
158	Dr. Prabhakar C.J.	Applications of Artificial Intelligence in Electrical Engineering	Comparative Study of Stereo Correspondence Techniques for Underwater Images	2020	978-1-7998-2718-4	Yes	
159	Dr. Prabhakar C.J.	Applications of Advanced Machine Intelligence in Computer	Segmentation - Free Word Spotting in Handwritten Documents Using Scale Space Co- HoG Feature Descriptors	2020	978-1-7998-2736	Yes	IGI Global is Prohibited
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164	Dr. H. Shobharani	Business Trends	Growth Performance of Service Sector in India: Issues and Challenges	2020	978-93-89947-06-9	Yes	Excel India Publishers
165	Dr. Syed Sanaulla	Insan Dost Shayar - Aleemulla Allem Bhadravati	NA	2020	978-93-90533-64-0	Yes	
166	Dr. Syed Sanaulla	Akhtar ul iman ki nazam: Ek Mutalaya	NA	2020	2321-1601	Yes	
167	Dr. Syed Sanaulla	Jadeed Ghazal ka mehr-e- Neem Roz- Khursheed Ahmed Jami	NA	2020	2321-16601	Yes	
168	Dr. Syed Sanaulla	Urdu ki Nayi Basti ka Bakamal Shayar - Kmal Azhar	NA	2020	2321-1601	Yes	

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2019-2020							
169	DR.NAGARATNA K	RESEARCH JOURNEY	PRAVASI MAHILA KATHAKARON KI KTHAON ME STRI SAMVEDANA	2019	ISSN NO.-2348 - 7143	YES. HINDI VIBHAG KUVEMPU UNIVERSITY, SHANKARAGHATTA,	SWATIDHAN PUBLICATIONS
170	DR.NAGARATNA K	RESEARCH JOURNEY	IKKISAVI SADI ME HINDI KA VAISHVIK PARIDRUSHYA	2019	ISSN NO.-2348 - 7143	YES. HINDI VIBHAG KUVEMPU UNIVERSITY, SHANKARAGHATTA,	SWATIDHAN PUBLICATIONS
171	DR.NAGARATNA K	REFLECTION OF EDUCATION IN LITERATURE	NA	2019	2276 _ 8721	YES. HINDI VIBHAG KUVEMPU UNIVERSITY, SHANKARAGHATTA,	ELECTRONIC INTERNATIONAL INTERDISCIPLINARY RESEARCH JOURNAL (EIIRJ)
172	DR.NAGARATNA K	SAMAKALIN SAHITYA ME STRI VIMARSH	KHAND KHAND AGNI - STRI KENDRIT ABHIVYAKTI	2019	97893-88011-70-9	YES. HINDI VIBHAG KUVEMPU UNIVERSITY, SHANKARAGHATTA,	SAHITYA SANCHAY , DELHI
173	DR.NAGARATNA K	PRAVASI HINDI SAHITYA - SAMVEDANA KE VIVIDH SANDARBH	PRAVASI HINDI SAHITYA TATHA STRI KATHAKAR	2019	973-93-88260-88-6	YES. HINDI VIBHAG KUVEMPU UNIVERSITY, SHANKARAGHATTA,	AMAN PRAKASHAN, KANPUR
174	DR.NAGARATNA K	SANT TATHA SHARAN SAHITYA KI PRASANGIKATA	SANT EVAM SHARANO KI DRISHTI ME DHARAM	2019	978-93-87559-93	YES. HINDI VIBHAG KUVEMPU UNIVERSITY, SHANKARAGHATTA,	ADHIKARAN PRAKASHAN,DELHI.
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176	DR.NAGARATNA K	HINDI SAHITYA-SAMAKALIN PRASHN -STRI AUR KISAN KE SANDARBH ME	HINDI KAVITAO ME KISAN	2019	978-93-88011-90-7	NO , SAHYADRI SCIENCE COLLEGE, SHIMOGA	SAHITYA SANCHAY , DELHI
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182	Dr. Gajanana Prabhu B	Arogyakara Jeevana	NA	2021	978-93-82986-00-3	Yes	Mallasajjana Prakashana, Dharwad
183	Dr. Gajanana Prabhu B	*Proceedings of National Conference on SOCIAL INNOVATION FOR AGEING POPULATION*	Assessment of physical fitness and its relationship with age and gender in elderly.	2019	978-81-928651-8-8	Yes	Kittel College, Dharwad
184	Dr. Gajanana Prabhu B	*Proceedings of International Conference on YOGA FOR HARMONY OF BODY AND MIND*	Association between school attendance and body composition in high school students	2019	978-81-934473-7-6	Yes	
185	Dr. Ravindra Gouda S. M.	Kabaddi	NA	2019	978-93-88269-49-0		Sports publications

186	Dr.Govindaraju & Dr.Syed Ashfaq Ahmed	Earth Resources Conservation and Management	NA	2019	978-81-946011-8-0	Yes	College Book House Bangalore
187	Dr. Padmamma S	Vidyunmana Parisarada Granthalayagalu	Sarvajanika Granthalayagala Sevegalu	2019	9789381979334	Yes	College Book House
188	Dr.Syed Ashfaq Ahmed	Emerging Trends in Earth Sciences	NA	2019	978-93-89116-31-1	Yes	Research India Publication
189	¥ÉÆæ. f. ¥Àæ±ÁAvï £ÁAiÀÄPÀ	¸Á»vÀå ¸ÀAUÁw 1	NA	2019	KUPTB 01	Yes	Prasaranga Kuvempu University
190	¥ÉÆæ. f. ¥Àæ±ÁAvï £ÁAiÀÄPÀ	¸Á»vÀå ¸ÀAUÁw 2	NA	2019	KUPTB 02	Yes	Prasaranga Kuvempu University
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194	¥ÉÆæ. f. ¥Àæ±ÁAvï £ÁAiÀÄPÀ	£ÀÄr «ºÁgÀ 2	NA	2019	KUPTB 06	Yes	Prasaranga Kuvempu University
195	¥ÉÆæ. f. ¥Àæ±ÁAvï £ÁAiÀÄPÀ	£ÀÄr «ºÁgÀ 3	NA	2019	KUPTB 07	Yes	Prasaranga Kuvempu University
196	¥ÉÆæ. f. ¥Àæ±ÁAvï £ÁAiÀÄPÀ	£ÀÄr «ºÁgÀ 4	NA	2019	KUPTB 08	Yes	Prasaranga Kuvempu University
197	¥ÉÆæ. f. ¥Àæ±ÁAvï £ÁAiÀÄPÀ	£ÀÄr ¸ÀA¨sÀæªÀÄ 3	NA	2019	KUPTB 09	Yes	Prasaranga Kuvempu University
198	¥ÉÆæ. f. ¥Àæ±ÁAvï £ÁAiÀÄPÀ	£ÀÄr ¸ÀA¨sÀæªÀÄ 4	NA	2019	KUPTB 10	Yes	Prasaranga Kuvempu University
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203	¥ÉÆæ. f. ¥Àæ±ÁAvï £ÁAiÀÄPÀ	PÀ£ÀßqÀ ¸ÉÆ®èjªÉÄ 1	NA	2019	KUPTB 15	Yes	Prasaranga Kuvempu University
204	¥ÉÆæ. f. ¥Àæ±ÁAvï £ÁAiÀÄPÀ	PÀ£ÀßqÀ ¸ÉÆ®èjªÉÄ 2	NA	2019	KUPTB 16	Yes	Prasaranga Kuvempu University

205	Rachel Bari (Ed)	Optional English	NA	2019	KUPTB 17	Yes	Prasaranga Kuvempu University
206	Rachel Bari (Ed)	Language in Use A Work Book	NA	2019	KUPTB 18	Yes	Prasaranga Kuvempu University
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208	Dr. Rachel Bari	*Body Mind and Other poems.*	NA	2019		Yes	Signorina Publications.
209	Dr. Namratha M	*Polyandry or Prostitution? The Regulation of Female Sexuality and Family loss in Modern India. Vision for an inclusive society: A Feminist Perspective.*	NA	2019	978-93-5299-472-4.	Yes	Center for Women's studies Bangalore University.
210	Dr. Anjanappa B.H.	Shivamogga Jilleya Mullugade Samudayada Sthitigatigalu	NA	2019	978-81-94637-67-7	yes	Dr. D.B. Nik Director, Shiggavi

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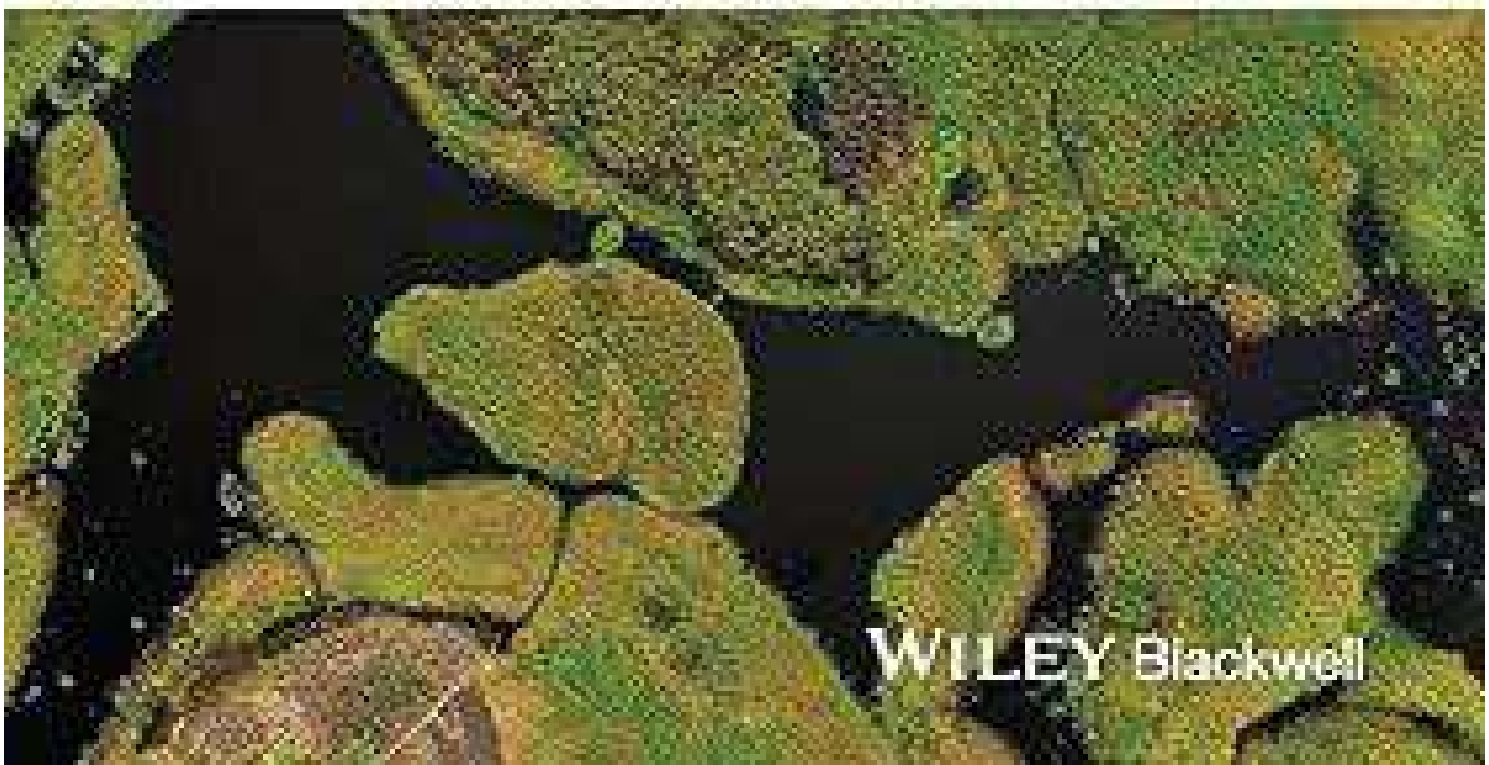

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Emerging Trends in Earth Sciences

Editors:
M.A. Mohammed Aslam
Syed Ashfaq Ahmed
Sulochana Shekhar
Ali Raza Moosvi

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ABOUT THE EDITORS

Prof. M.A. Mohammed Aslam is a Professor in Geology at Central University of Karnataka, India. Presently he is heading the Department of Geology and the holding the position of Dean, School of Earth Sciences at Central University of Karnataka. He is one of the efficient academicians, who demonstrated his capacity as an able academic administrator, renowned educationist and a committed scientist. His research interests include Remote Sensing and Hydrogeology related to water resources.

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Emerging Trends in Earth Sciences

CENTRAL UNIVERSITY OF KARNATAKA

School of Earth Sciences
Central University of Karnataka

Editors
M.A. Mohammed Aslam
Syed Ashfaq Ahmed
Sulochana Shekhar
Ali Raza Moosvi

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ABOUT THE EDITORS

Prof. M.A. Mohammed Aslam is a Professor in Geology at Central University of Karnataka, India. Presently he is heading the Department of Geology and the holding the position of Dean, School of Earth Sciences at Central University of Karnataka. He is one of the efficient academicians, who demonstrated his capacity as an able academic administrator, renowned educationist and a committed scientist. His research interests include Remote Sensing and Hydrogeology related to water resources.

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ಪ್ರೊ. ಕೆ. ಚಂದ್ರಶೇಖರ್

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ಬೋಗಾದಿ, ಮೈಸೂರು – 570026

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Bharathada Rajakiya Chinthakarugalu

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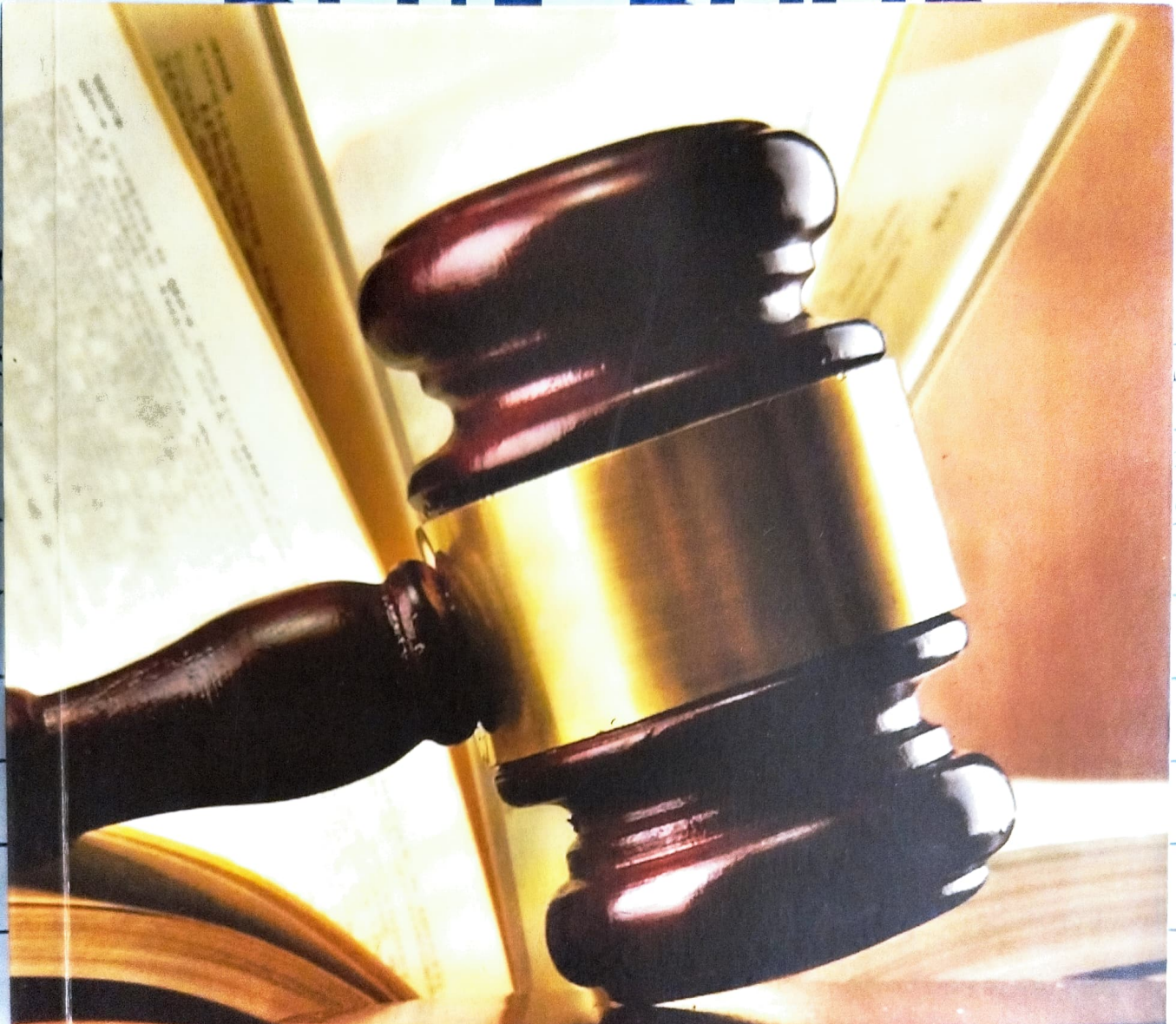

ಸಮಾನ ನಾಗರೀಕ ಸಂಹಿತೆ

ನೆನ್ನೆ-ಮೊನ್ನೆ

ಇಂದು-ನಾಳೆ

ಸಂಪಾದಕರು

ಪ್ರೊ. ಎಂ ಎಸ್ ಚೈತ್ರ

ಪ್ರೊ. ಎ ಷಣ್ಮುಖ

ಸಮನ್ವಿತ

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(ಕರ್ನಾಟಕದಲ್ಲಿ ಪ್ರಜಾಸತ್ತಾತ್ಮಕ ವಿಕೇಂದ್ರೀಕರಣ-ಪಂಚಾಯತ್ ರಾಜ್ ಸಂಸ್ಥೆಗಳ ಐತಿಹಾಸಿಕ ಹಿನ್ನಲೆ, ಪ್ರಸ್ತುತ ಪರಿಸ್ಥಿತಿ ಮತ್ತು ಭವಿಷ್ಯತ್ತಿನ ಸವಾಲುಗಳು)

ಡಾ. ಕೆ. ಚಂದ್ರಶೇಖರ್

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● ಡಾ. ಕೆ. ಚಂದ್ರಶೇಖರ್

ಭಾರತದ ರಾಜಕೀಯ ವ್ಯವಸ್ಥೆ

ಡಾ. ಕೆ. ಚಂದ್ರಶೇಖರ್

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ಸಾಯಿ ಸರಸ್ವತಿ ಶಾಲೆ ಹತ್ತಿರ, ಬೋಗಾದಿ ವಿಲೇಜ್
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ಪ್ರೊ. ಕೆ. ಚಂದ್ರಶೇಖರ್

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20. Faculty Publications (Research Papers) – 2018 to 2023 : 20

Name of the faculty	2018	2019	2020	2021	2022	2023	Total
Dr. M.A. Shruthikirti	04			02	02		08
Dr Savitha N	04				01		05
Dr. Kashinatha Shastry H V	04			01			05
Dr. Channakeshavaiah H B					01		01
Heddari Ravikumara					01		01

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19.1. **Dr. M.A. Shruthikirti**

19.1.1.Published papers in Impact Factor journals

Sl. No	Title of the Article	Name of the Referred/ Reputed /National/ International Journal	Publisher	ISSN Number	Publishing Year
1	Secular – Best Cultured - Ambedkar	Shabdarnav International Peer Reviewed Refereed Journal of Multidisciplinary Research	Samanvay Foundation	2395 - 5104	2021
2	Nrusimhapuranasya Vaishishtyam	Vedanjali International Peer Reviewed Refereed Journal of Multidisciplinary Research	Vaidic Educational Research Society, Varanasi	2349 – 364X	2021

19.1.2.Articles / Chapters published in Books

Sl. No	Title of the Article	Name of the Book	Publisher	ISBN Number	Publishing Year
1	Samskritadalli heliruvante Aharadinda Swasthyasamrakshane	Swasthya Sahyadri - Special Edition of Journal of Veda Samskrita Academy	Veda Samskrita Academy, Hegde	2250-1711	2022
2	Sarvajnana drishtiyalli Stree	Sarvajnana Vachanagalu: Tatvika Anusandhana	Usha Prakashana, Mysore	978-93-92051-31-9	2022

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19.1.3.Published Research papers in Conference Proceedings

Sl. No	Title of the Article	Name of the Referred/ Reputed/ Journal	Publisher	ISSN / ISBN Number	Publishing Year
1	Venisamharadalli Mahila Sabalikarna	Badalavaneya Hadiyalli Gramina Bharata	Janaspandana Trust(R), Shikaripura	978-81-932734-9-4	2018
2	Samskrita Sahityadalli Parisara Samrakshane	Samskrita Sugandhah	Sowmya Prakashana, Vijayapura	978-93-83813-34-6	2018
3	Rupakagalalli Mahilasamasyegalu mattu Sabalikarna	Samakalina Bharatiyasahitya: Vividha vimarshegalu	Amana Prakashana, Kanpur, U.P	978-93-86604-74-3	2018
4	Dampatyavannu kuritu Manuvina Vivechane	Issues & Challenges of Socialscience in the present scenario	GFGCW, Hassan	978-93-85629-49-5	2018

19.1.4.Attended National / International Workshops / Refresher Course / STC / FDP

Sl. No	Name of the course	Institution / Place	Duration
1	Short term course	Human Resource Development Centre University of Mysore Mysore	16.03.2018 to 22.03.2018
2	Two days National Workshop	Kuvempu University	8 & 9.01.2019
3	Four days National FDP on Impact of Covid 19 on Academics Workshop	SCC, Kuvempu University	21.07.2020 to 24.07.2020
4	1 week Short term course	Madhurai Kamaraj University & UGC, New Delhi	31.07.2020 to 05.08.2020

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5	1 week FDP	SJMCAS&C,IGNOU	05.08.2020 to 12.08.2020
6	5 days FDP	Kuvempu University	17-21.08.2020
7	1 week FDP	SJMCAS&C,IGNOU	25.08.2020 to 01.09.2020
8	15 days National FDP	MHRD PMMMNM on T&T & TLC, RC, & MNC, University of Delhi	01.09.2020 to 14.09.2020
9	1 week National FDP	SJMCAS&C,IGNOU	03.09.2020 to 10.09.2020
10	1 week Research Workshop	SAC, Shivamogga & Karnataka State Patragara Elakhe, Bengaluru	02.03.2021 to 08.03.2021
11	1 week Webinar	Karnataka University, Dharawad	21-27.06.2021
12	1 week International Workshop	GSF,A.P & Dept. of SLSJC for Women, A.P	21-27.06.2021

19.1.5.Edited Conference Proceedings

Sl. N	*Title of the Edited Conference*	*Editer*	Publisher	ISBN Number	Publishing Year
1	Swasthya Sahyadri - Special Edition of Journal of Veda Samskrita Academy	Dr.M.A. Shruthikirthi	Veda Samskrita Academy, Hegde	2250-1711	2022

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19.2. Kashinatha Shastry H.V

19.2.1. Published papers in journals

Sl. No	Title of the Article	Name of the Referred/ Reputed/National/ International Journal	Publisher	ISSN Number	Publishing Year
1	Bhagavadgiteyalli pratibodhitavada prakritika amshagalu	Journal of Literature in English	Dept. of Studies & Research in English GU, Gulbarga	0967-8262	2018
2	Bhashe & Samskriti	Inter National Journal of Academic Research	Editor: Dr. Haniyuru Chandre Gowda	23648 - 766	2021

19.2.2. Published Research papers in Conference Proceedings

Sl. No	Title of the Article	Name of the Referred/ Reputed/ Journal	Publisher	ISSN /ISBN Number	Publishing Year
1	Subhashitasahitya dalli Streepratinidhya	Badalavaneya Hadiyalli Gramina Bharata	Janaspandana Trust(R), Shikaripura	978-81-932734-9-4	2018
2	Bhaminivilasadalli Strivimarshe ondu avalokana	Samakalina Bharatiyasahitya: Vividha vimarshegalu	Amana Prakashana, Kanpur, U.P	978-93-86604-74-3	2018
3	Bhagavadgiteyalli Parisarasamraksh ane	Samskrita Sugandhah	Sowmya Prakashana, Vijayapura	978-93-85154-05-08	2018
4	Abhishekanataka	Fine Arts in	Nadakatti		2018

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	dalli Lalitakalegalu: Ondu Avalokana	Sanskrit & Prakrit Literature	Prakashana, Dharawad	978-93-83813-34-6	

*19.3.*Dr. Savitha N

19.3.1.Published papers in journals

Sl. No	Title of the Article	Name of the Referred/ Reputed/National/ International Journal	Publisher	ISSN Number	Publishing Year
1	Mandekal Ramashastri avara baduku-baraha	Journal of Veda Samskrita Academy	Veda Samskrita Academy, Hegde	2250-1711	2017

19.3.2. Articles/ Chapters published in Books

Sl. No	Title of the Article	Name of the Book	Publisher	ISBN Number	Publishing Year
1	Samskritasahitye Swasthyasamraksh anam; Tasya prastutata	Swasthya Sahyadri -Special Edition of Journal of Veda Samskrita Academy	Veda Samskrita Academy, Hegde	2250-1711	2022

19.3.3.Published Research papers in Conference Proceedings

Sl. No	Title of the Article	Name of the Referred/ Reputed/ Journal	Publisher	ISSN /ISBN Number	Publishing Year
1	Bhasana	Badalavaneya	Janaspandana	978-81-	2018

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	Madhyamavyayoga natakadalli Streesabalikarana	Hadiyalli Gramina Bharata	Trust(R), Shikaripura	932734-9-4	
2	Malavikagnimitranata-kadalli Natya hagu Sangitakalegalu	Fine Arts in Sanskrit & Prakrit Literature	Nadakatti Prakashana, Dharawad	978-93-85154-05-08	2018
3	Dharmashastra & Smritigalalli Vanijyavyavahara	Samskrita Sugandhah	Sowmya Prakashana, Vijayapura	978-93-83813-34-6	2018

19.4.Dr. Channakeshavaiah H B

19.4.1.Articles/ Chapters published in Books

Sl. No	Title of the Article	Name of the Book	Publisher	ISBN Number	Publishing Year
1	Ayuredokta aharaabhyasa kramagalu	Swasthya Sahyadri - Special Edition of Journal of Veda Samskrita Academy Edition)	Veda Samskrita Academy, Hegde	2250-1711	2022

19.4.2. Published Research papers in Conference Proceedings

Sl. No	Title of the Article	Name of the Referred/ Reputed/ Journal	Publisher	ISSN /ISBN Number	Publishing Year
1	Mrichchakatikanatakadalli Lalitakalegalu	Fine Arts in Sanskrit & Prakrit Literature	Nadakatti Prakashana, Dharawad	978-93-85154-05-08	2018
2	Bharatiyabhashegalige Samskritasahityada Koduge	Samskrita Sugandhah	Sowmya Prakashana, Vijayapura	978-93-83813-34-6	2018

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19.5.Heddari Ravikumar

19.5.1.Articles/ Chapters published in Books

Sl. No	Title of the Article	Name of the Book	Publisher	ISBN Number	Publishing Year
1	Bhagavadgiteyalli Swasthyasamrakshane ondu nota	Swasthya Sahyadri - Special Edition of Journal of Veda Samskrita Academy	Veda Samskrita Academy	2250-1711	2022

21.Citations – 2018 to 2023 :

22. Monographs -- Nil--

23.Chapter in Books: 03

Title of the book	Title of the paper	Year of publication	Name of the publisher	ISBN No/ ISSN No/ DOI No
Badalavaneya Hadiyalli Graminabharata	Venisamharadalli Mahilasabalikarana	2017-18	Ashwini Bidralli	978-81-932734-9-4
Badalavaneya Hadiyalli Graminabharata	Bhasana Madhyama vyayoganatakadalli Streesabalikarana	2017-18	Dr. Shekhar & Ashwini H Bidralli	978-81-932734-9-4

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Sarvajnana vachanagalu: Tatvika anusandhana	Sarvajnana drishtiyalli Stree	2022	Dr. Jayaramaya V	978-93-92051-31-9

24.Books Edited:01

Sl. No	*Title of the Edited Conference Proceedings*	*Editer*	Publisher	ISBN Number	Publishing Year
1	Swasthya Sahyadri - Special Edition of Journal of Veda Samskrita Academy	Dr.M.A. Shruthikirthi	Veda Samskrita Academy, Hegde	2250-1711	2022

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Secular – Best Cultured – Ambedkar

Dr. M.A. Shrutikeerthi*

In the History of India, social equality, justice, and different types of social reformation works are the important contributions of Ambedkar. During 19th Century itself he was the cause for social awareness, social resolutions. Many persons opine that for these sort of flow of things, the role model for him was Mahathma Jyothi Ba Phule. Phule out of their own knowledge he was prompted for social works, but Ambedar acquired it out of their deep rooted experience. He born and brought up in the family with rich culture where every day Ethics of Ramayana and other spiritual literatures reading. Ambedkar brought up as human being to live, having belief in Religion and Cultural educations which are very much essential aspects. For such personality having brought up with rich culture in their family, at every stage, they had to face to bitter disgraceful experience of untouchability. Probably, these bitter disgraceful experience, itself influenced and bestowed with psychological supports and physical strength. He became strong enough without adhering to any sort of disgrace he faced at every steps. Ambedkar achieved a lot just as an Idol which receive several Chrystal patting to become a venturous Statue.

Ambedkar was disrespected at every stage of learning, the same refusal was faced even at the time of learning Sanskrit. Towards Sanskrit he had lot of knowledge, which he was refused to taught. In spite of facing of several hurdles, the better personalities who without leaving the path, to complete the same, Ambedkar also mastery over it out of their own efforts having rich knowledge in Sanskrit. Dhananjaya Keer in their book[1] referred that he was waiting for the days when Goddess of Sanskrit, would appraise him a fan of Sanskrit.

Ambedkar who achieved his goal out of his own efforts, the public and important persons, tried to honor him, which was refused by him and devoted all his achievements for the welfare of the society. In the social field of works, he used to more prominence to education, he always used to more importance to the morality. He called for agitation to struggle against the illegality, out of his own self diffidence, he was respecting the women with utmost honesty.

Ambedkar was against to untouchability, except he expressed his opposition to Brahmanism, not for Brahmin. Ambedkar shown his dire force, he shown his thinking in a way that Gandhiji himself has not properly understood the consent of colourism – 'what is the nature of the Varna for which the Mahatma stands? Is it the Vedic conception as commonly understood and preached by Swami Dayananda Saraswati and his followers, the Arya Samajists? The essence of the Vedic conception of Varna is the pursuit of a calling which is appropriate to one's natural aptitude. The essence of the Mahatma's conception of Varna is the pursuit of ancestral calling irrespective of natural aptitude. What is the difference between Caste and Varna as understood by the Mahatma. I find none. As defined by the Mahatma, 'Varna' becomes merely a different name for Caste for the simple reason that it is the same, in essence-namely pursuit of ancestral calling. Far from making progress the Mahatma has suffered retrogression. By putting this interpretation upon the Vedic conception of Varna, he has really made ridiculous what was sublime. While I reject the Vedic Varnavyavastha for reasons given in the speech. I must admit that the Vedic theory of Varna as interpreted by Swamy Dayananda and some others is a sensible and inoffensive thing. It did not admit birth as a determining factor in fixing the place of an individual in society. It only recognized worth. The Mahatma's view of Varna not only makes non-sense of the Vedic Varna, but it makes it an abominable thing. Varna and Caste are two very different concepts. Varna is based on the principle of each according to his worth, while Caste is based on the principle of each according to his birth. The two are as distinct as chalk is from cheese. In fact, there is an artithesis between the two. If the Mahatma believes, as he does, in every one following his or her ancestral calling, then most certainly he is advocating the Caste system and that in calling

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प्रधान सम्पादक
डॉ० रामकेश्वर तिवारी

सह सम्पादक
श्री प्रसून मिश्र

प्रकाशन : वैदिक एजुकेशनल रिसर्च सोसाइटी, वाराणसी

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नृसिंहपुराणस्य वैशिष्ट्यम्

Dr. M. A. Shruthikirthi*

स्वेच्छाकेसरिणः स्वच्छस्वच्छायायासितेन्दवः।
त्रायन्तां वो मधुरिपोः प्रपन्नार्तिच्छिदो नखाः॥[१]

पुराणानां उद्देशः नीतिबोधनं, अपि च जनेषु देवताभक्तिः, पूजा, सदाचारः, निष्ठा एवं तीर्थक्षेत्रादि माहात्म्यं, सृष्टिविचारः, परंपरागत सूर्यचन्द्रादिवंशानां राज्ञः, ऋषीणां च इतिहासकथनं वैदिकधर्मस्य तत्त्वप्रचारः च एव।

इतिहास पुराणाभ्यां वेदं समुपबृंहयेत्।
बिभेत्यल्पश्रुताद्वेदो मामयं प्रहरिष्यति॥

पुराणलक्षणं : सर्गश्च –। – पञ्चलक्षणं।

अष्टादश पुराणानि : मद्वयं –। – प्रचक्षते।

–मत्स्यपुराणं, मार्कण्डेयपुराणं, भागवतपुराणं, भविष्यपुराणं, ब्रह्माण्डपुराणं, ब्रह्मवैवर्तपुराणं , ब्रह्म –पुराणं, वामनपुराणं, वराहपुराणं, विष्णुपुराणं, वायुपुराणं, अग्निपुराणं, नारदपुराणं, पद्मपुराणं, लिङ्ग –पुराणं, गरुडपुराणं, कूर्मपुराणं, स्कान्दपुराणञ्च एते अष्टादशपुराणानि।

'पुरा भवम्, इति पुराणम्'[२] इति व्युत्पत्तिरस्य। 'पुरापि नवम्' इत्यपि कथ्यते। आनन्दतीर्थ भाष्यानुसारेण – 'पुरं देहं अणति' इति पुराणम्। 'पुरा नीयते' इति पुराणम् इत्यपि वर्तते। प्रलयकाले शतकोटिग्रन्थपरिमितः पुराणराशिः दग्धे सति, महाविष्णुः चतुर्मुखाय उपदेशं कृतवान्। एते कालक्रमेण शिथिलानि अभवन् तदा महाविष्णुः एकैकमपि चतुर्युगस्य द्वापरे व्यासरूपेण अवतारं कृत्वा लक्षचतुष्टयपरिमितं कृतं इति पुराणेषु उल्लिखितं अस्ति।

निस्तारय तु लोकानां स्वयं नारायणः प्रभुः।
व्यासरूपेण कृतवान् पुराणानि महीतले॥[३]

अष्टादश महापुराणानि अपि गुणधर्मानुसारेण सात्त्विकादिवर्गेषु विभक्तं अस्ति।

सात्त्विकपुराणानि :

वैष्णवं नारदीयं च तथा भागवतं शुभम्।
गारुडं च तथा पाद्मं वाराहं शुभदर्शने।
सात्विकानि पुराणानि विज्ञेयानि शुभानि वै॥

राजसपुराणानि :

ब्रह्माण्डं ब्रह्मवैवर्तं मार्कण्डेयं तथैव च।
भविष्यं वामनं ब्राह्मं राजसानि निबोधत॥

तामसपुराणानि :

मात्स्यं कौर्मं तथा लैङ्गं शैवं स्कान्दं तथैव च।
आग्नेयञ्च षडेतानि तामसानि निबोधत॥

लक्षणे किञ्चिदूनः चेत् तदेव उपपुराणम्। उपपुराणानि अपि अष्टादशानि –

सनत्कुमारं प्रथमं नारसिंह ततः परम्।
नारदीयम् शिवं चैव दौर्वासमनुत्तमम्॥
कापिलं मानवं चैव तथा चौशनसं स्मृतम्।
वारुणं कालिकाख्यं च साम्बं नन्दिकृतं शुभम्॥
सौरं पाराशर प्रोक्तमादित्यं चेति विस्तरम्।
माहेश्वरं भागवतं वासिष्ठं च सविस्तरम्॥
इत्येते अष्टादश उपपुराणानि।

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॥ प्रारब्धमुत्तमजनाः न परित्यजन्ति ॥

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॥ सत्यं ज्ञानमनन्तम् ॥

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॥ स्वास्थ्यसह्याद्रिः ॥

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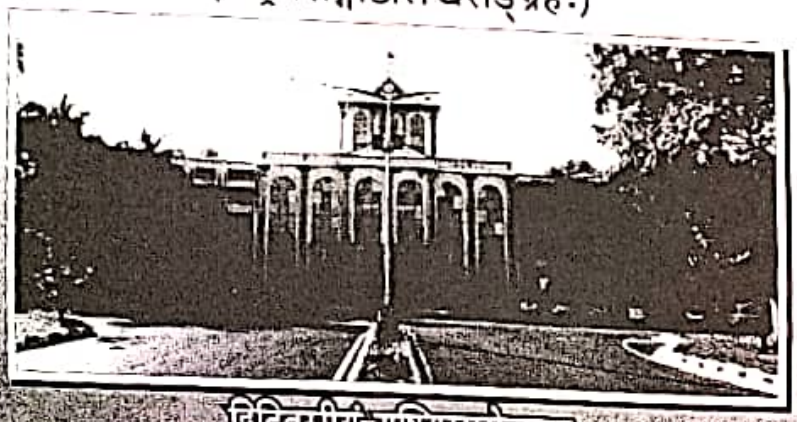

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ಪೀಠಿಕೆ:

ಪ್ರಾಚೀನ ಭಾರತವು ಸಾಮಾಜಿಕವಾಗಿ, ಸಾಂಸ್ಕೃತಿಕವಾಗಿ, ರಾಜಕೀಯವಾಗಿ, ಆರ್ಥಿಕವಾಗಿ ಒಟ್ಟಾರೆ ಎಲ್ಲಾ ರೀತಿಯಿಂದಲೂ ಸರ್ವಶ್ರೇಷ್ಠವಾಗಿತ್ತು. ಇದಕ್ಕೆಲ್ಲ ಮೂಲಕಾರಣ ನಮ್ಮ ಗೋಸಂಪತ್ತು ಮತ್ತು ಪ್ರಕೃತಿಯೇ ದೇವರೆಂದು ತಿಳಿದು ಶ್ರದ್ಧೆ, ಭಕ್ತಿಯಿಂದ ಗೌರವಯುತವಾಗಿ ಎಲ್ಲವನ್ನೂ, ಎಲ್ಲರನ್ನೂ ಕಾಣುವುದು. ಎಂದರೆ ಪ್ರಕೃತಿಯ ಪ್ರತಿಯೊಂದು ಭಾಗವನ್ನೂ ಒಂದಲ್ಲ ಒಂದು ಕಾರಣದಿಂದ – ಒಂದಲ್ಲ ಒಂದು ಸಂದರ್ಭದಲ್ಲಿ ದೇವರೆಂದು ತಿಳಿದು ಪೂಜ್ಯ ಭಾವನೆಯಿಂದ ಗೌರವಿಸಿ, ಪೂಜಿಸಿ ಕಾಪಾಡುವುದು. ಇದರಿಂದ ಗೀತೆಯಲ್ಲಿ ಹೇಳಿದಂತೆ 'परस्परं भावयन्तः श्रेयः परमवाप्स्यथ' ಎಂಬಂತೆ ಜೀವನವು ಸರಾಗವಾಗಿ ಸಾಗುತ್ತಿತ್ತು. ಭೂಮಿ–ತಾಯಿ, ಗೋ–ಮಾತೆ, ಹಾವು–ರೈತಸ್ನೇಹಿ–ನಾಗಪಂಚಮಿ ಹೀಗೆ ಹತ್ತು ಹಲವು ಸಂದರ್ಭದಲ್ಲಿ ದೇವರೆಂದು ತಿಳಿದು – ಬೆಳೆ ಬೆಳೆಯುವ ಮುಂಚೆ ಭೂತಾಯಿ ಪೂಜೆ, ನಂತರ ಗೋಮಾತೆಯ ಗೊಬ್ಬರದಿಂದ ಬೆಳೆ ಬಂದಾಗ ರಾಶಿಪೂಜೆ, ಪ್ರಥಮ ಅಡುಗೆಯ ಹಾಗೂ ಪ್ರತಿನಿತ್ಯದ ಅಡುಗೆಯ ಪದಾರ್ಥಗಳ ನೈವೇದ್ಯ – ಹೀಗೆ ಹಲವು. ಈ ಎಲ್ಲ ಅಂಶಗಳಿಂದ ತಿಳಿಯುವ ಅಂಶ – ಪ್ರಾಚೀನ ಭಾರತದಲ್ಲಿ ಅತ್ಯಂತ ಪೌಷ್ಟಿಕ ಆಹಾರದ ಸೇವನೆಯಾಗುತ್ತಿತ್ತು. ಏನೇ ಸಣ್ಣ–ಪುಟ್ಟ ದೈಹಿಕ ಸಮಸ್ಯೆಗಳಾದರೂ ಅಡುಗೆ ಮನೆಯ ವೈದ್ಯದಿಂದಲೇ ಗುಣಪಡಿಸಲಾಗುತ್ತಿತ್ತು. ದೊಡ್ಡ ದೊಡ್ಡ ತೊಂದರೆಗಳು ಅಪರೂಪ. ದೈಹಿಕ ತೊಂದರೆಗಳಾದಾಗ ತಡೆಯುವ ಶಕ್ತಿ ದೇಹಕ್ಕೆ ಪೌಷ್ಟಿಕ ಆಹಾರದಿಂದ ದೊರೆಯುತ್ತಿತ್ತು. ಹಾಗಾಗಿ ಭಾರತದ ಸಾಂಬಾರ ಪದಾರ್ಥಗಳಿಗೆ ಬೇಡಿಕೆ ಜಾಸ್ತಿ ಇತ್ತು. ಆರೋಗ್ಯದಿಂದ ಕೂಡಿದ್ದರಿಂದ ಇತರ ಎಲ್ಲಾ ಕ್ಷೇತ್ರಗಳಲ್ಲಿಯೂ ಭಾರತ ಶ್ರೇಷ್ಠವಾಗಿತ್ತು.

"ಅಪಿ ಕ್ರಿಯಾರ್ಥಂ ಸುಲಭಂ ಸಮಿತ್ಕುಶಂ। ಜಲಾನ್ಯಪಿ ಸ್ನಾನವಿಧಿ ಕ್ಷಮಾಣಿ ತೇ।
ಅಪಿ ಸ್ವಶಕ್ತ್ಯಾ ತಪಸಿ ಪ್ರವರ್ತಸೇ। ಶರೀರಮಾದ್ಯಂ ಖಲು ಧರ್ಮಸಾಧನಮ್" – ಕುಮಾರಸಂಭವಃ

ಇದು ಕಾಳಿದಾಸನ ಉಕ್ತಿ. ಸುಮಾರು ಕ್ರಿ.ಪೂ. 4ನೇ ಶತಮಾನದವನಿರಬಹುದೆಂದು ಚರ್ಚಿತನಾದ ಕಾಳಿದಾಸನಷ್ಟೇ ಅಲ್ಲದೇ ಆತನಿಗಿಂತಲೂ ಪೂರ್ವದಲ್ಲಿಯೇ, ಅಷ್ಟೇ ಏಕೆ ಸಂಸ್ಕೃತವಾಙ್ಮಯದ ಪ್ರಾರಂಭದ ಕಾಲ ಎನ್ನಬಹುದಾದ ವೇದಗಳ ಕಾಲದಿಂದಲೂ ಧರ್ಮಸಾಧನೆಗೆ ಪ್ರಥಮ ಪ್ರಾಶಸ್ತ್ಯವಿದ್ದಿತ್ತು. ಆ ಧರ್ಮಸಾಧನೆ ಸಾಧ್ಯವಾಗುವುದು ಶರೀರದಿಂದ ಮಾತ್ರ. ಅಂತಹ ಶರೀರದ ಸ್ವಾಸ್ಥ್ಯರಕ್ಷಣೆ ಅತ್ಯಂತ ಪ್ರಮುಖವಾದ ಕಾರಣ ಪ್ರಾಚೀನರು ಸ್ವಾಸ್ಥ್ಯರಕ್ಷಣೆ ಆಹಾರದ ವಿಷಯದಲ್ಲಿ ಅತ್ಯಂತ ಉನ್ನತ ಪ್ರಾಶಸ್ತ್ಯವನ್ನು ನೀಡಿದ್ದರು ಎನ್ನಬಹುದು. ಸಂಸ್ಕೃತಭಾಷೆಯಲ್ಲಿರುವ ಜ್ಞಾನಭಂಡಾರದ ಜ್ಞಾನವಿಲ್ಲದ ಅಜ್ಞಾನಿಗಳು ಮಾತ್ರ ಸಂಸ್ಕೃತ ಕೇವಲ ಧಾರ್ಮಿಕ ಭಾವನೆಗಳಿಗೆ ಸೀಮಿತವಾದ ಭಾಷೆ ಎಂದಿದ್ದಾರೆ. ಆದರೆ ವೇದಗಳಲ್ಲಿ, ಪುರಾಣವೇ ಮೊದಲಾದ ಎಲ್ಲಾ ಸಾಹಿತ್ಯ ಪ್ರಕಾರಗಳಲ್ಲಿಯೂ ಜ್ಞಾನರಾಶಿಯಿದ್ದು, ಶಾಂತ್ರಿಕತೆ, ವೈದ್ಯಶಾಸ್ತ್ರ, ವಾಸ್ತುಶಾಸ್ತ್ರ, ಯಂತ್ರ, ಲೋಹ, ರಸಾಯನ ಇತ್ಯಾದಿ ಶಾಸ್ತ್ರಗಳ ವೈವಿಧ್ಯತೆಯನ್ನು ಗಮನಿಸಿದರೆ "ಯಾವಿನ್ನ ತದಿನ್ನತ್ರ ಯನ್ನೇಹಾಸ್ತಿ ತನ್ನ ಕ್ವಚಿತ್" ಎಂದು ಘಂಟಾಘೋಷವಾಗಿ ಹೇಳಬಹುದೆನಿಸುತ್ತದೆ.

Galley Proof
20 November 2024 5:37 pm

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ಸರ್ವಜ್ಞನ ವಚನಗಳು: ತಾತ್ವಿಕ ಅನುಸಂಧಾನ

ಸಂಪಾದಕರು

ಡಾ. ಜಯರಾಮಯ್ಯ ವಿ.

ಸಹ ಸಂಪಾದಕರು

ಡಾ. ವಿಶ್ವನಾಥ ಹೆಚ್., ಡಾ. ಜೋಗಿನಕಟ್ಟೆ ಮಂಜುನಾಥ, ಡಾ. ಶಾಂತರಾಜು ಹೆಚ್.ವಿ.,
ಡಾ. ಮಹಾಂತೇಶ ಪಾಟೀಲ, ಡಾ. ಮಲ್ಲಿಕಾರ್ಜುನ ಕೆ., ಶ್ರೀ ರೂಪೇಶ್ ಕುಮಾರ್ ಆರ್.
ಡಾ. ವಿಜಯಕುಮಾರ್ ಹೆಚ್.ಜಿ., ಡಾ. ಭೀಮಾಶಂಕರ ಜೋಷಿ, ಡಾ. ಬಸವರಾಜ್ ಬಿ.

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20 November 2024 3:27 pm

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ಸರ್ವಜ್ಞನ ದೃಷ್ಟಿಯಲ್ಲಿ ಸ್ತ್ರೀ

– ಡಾ. ಶ್ರುತಕೀರ್ತಿ ಎಂ.ಎ.

'ಜನ್ಮನಾ ಜಾಯತೇ ಶೂದ್ರಃ, ಕರ್ಮಣಾ ದ್ವಿಜ ಉಚ್ಯತೇ' ಪ್ರತಿಯೊಬ್ಬನೂ ಏನೂ ಜ್ಞಾನವಿಲ್ಲದವರಾಗೇ ಜನಿಸುವುದು. ಅನಂತರ ಅವರವರ ಕೆಲಸದಿಂದ ಬಾಹ್ಮಣ್ಯಾದಿ ಜಾತಿಗಳು (ಪ್ರಸ್ತುತದಲ್ಲಿ ಬಳಸುವ ಬ್ರಾಹ್ಮಣಾದಿ ಜಾತಿಗಳಲ್ಲ– ಬ್ರಹ್ಮವಿದ್ಯೆಯನ್ನು ತಿಳಿದು, ಅಧ್ಯಾಚರಿಸಿ, ಬೋಧಿಸುವ ಬ್ರಾಹ್ಮಣಾದಿಗಳಿಗೆ ಇದು ವಾಚಕವಾಗುತ್ತದೆ) ನಿರ್ಧರಿಸಲ್ಪಡುತ್ತದೆ. ಹಾಗೇ ಸಾಮಾನ್ಯ ಪುಷ್ಪದತ್ತನಾಗಿ ಅನಂತರ ವರರುಚಿಯಾಗಿ ತದನಂತರ ಸರ್ವಜ್ಞನೆನಿಸಿಕೊಂಡ ಈ ಮಹಾ ದಾರ್ಶನಿಕನ ವಿಚಾರಧಾರೆಗಳ ಬಗ್ಗೆ ಹೇಳುವುದಕ್ಕಿಂತ 'ಸರ್ವಂ ಜಾನಾತಿ' – ಎನ್ನುವ ವಿಶೇಷಣ ನಿಜಕ್ಕೂ ಅನ್ವರ್ಥವೆನಿಸುತ್ತದೆ. ಸರ್ವಜ್ಞನ ದೇಶ–ಕಾಲ–ವ್ಯಕ್ತಿ ವಿಚಾರವಾಗಿ ಏನೇ ಊಹಾಪೋಹಗಳಿದ್ದರೂ, ಆತನ ಜ್ಞಾನದ ಬಗೆಗೆ ಮಾತ್ರ ವರಕವಿಯ ಹೇಳಿಕೆ ನಿತ್ಯಸತ್ಯವೆನಿಸುತ್ತದೆ – 'ಅವನ ಜಾತಿ – ಮಾನವಜಾತಿ, ಅವನ ಮತ – ದೇವಮತ, ಅವನ ಕಾಲ – ಸರ್ವಕಾಲ' (ಸರ್ವಜ್ಞ ಕವಿ 1941)[1]

ತ್ರಿಪದಿ ಚಕ್ರವರ್ತಿ ಎನಿಸುವ ಸರ್ವಜ್ಞನು 'ಆಡು ಮುಟ್ಟದ ಸೊಪ್ಪಿಲ್ಲ' ಎಂಬ ಗಾದೆಯನ್ನು ಬದಲಾಯಿಸಿ 'ಸರ್ವಜ್ಞ ಹೇಳದ ವಿಷಯವಿಲ್ಲ' ಎಂದು ಹೇಳಬಹುದೆನ್ನುವಷ್ಟು ವಿಷಯವ್ಯಾಪ್ತಿಯನ್ನು ಮೆರೆದಿದ್ದಾನೆ. ದಾರ್ಶನಿಕನೂ, ಆಸ್ತಿಕನೂ ಆದ ಈತ ಪರಮಶಿವಭಕ್ತ, ಪ್ರಾಯಶಃ ಇತ್ತೀಚಿನ ವರ್ಣಭೇದ ನೀತಿಯನ್ನು ವಿರೋಧಿಸುವ ಕೆಂಗಣ್ಣಿಗೆ ಇನ್ನೂ ಬಿದ್ದಿರಲಾರನೆಂದು ಕಾಣುತ್ತದೆ. ಏಕೆಂದರೆ ಇವನು ತ್ರಿಮೂರ್ತಿಗಳಿಗೇ ಬಣ್ಣವನ್ನು ಹೇಳಿ, ಧವಳ ವರ್ಣದ ಶಿವನನ್ನು ಪರಮಶ್ರೇಷ್ಠನೆಂದಿದ್ದಾನೆ.

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Third Session at 2 pm

President : Dr. Rajani H.
Asst. Prof. & HOD of Sanskrit, KAC, Dharwad

Convener : Dr. Shobha G. Bhat
G.L., Dept. of Sanskrit, S.A.C, Shivamogga

Scholars / Delegates Papers Presentation

Valedictory Function at 3.45 pm

Venue : F17, Sahyadri Arts College, Shivamogga

President : Smt. G. Anuradha, Registrar, Kuvempu University

Valedictory Speech: Dr. Gireeshchandra, Registrar, KSU, Bengaluru

Chief Guests : Prof. K. B. Dhananjaya
Principal, Sahyadri Arts College, Shivamogga

Special Invitees : Prof. Naveen Kumar S.K.
Evaluation Registrar, Kuvempu University
Prof. B.S. Biradar, Director- DDE, Kuvempu University
Prof. S.N. Yogish, Dean of Arts Faculty, Kuvempu University
Prof. G. Prashantha Nayaka
Director, School of Languages, Kuvempu University
Dr. Nagaraja Bhat, Holanagadde, Kumta
Prof. Vagdevi, Principal, S.S.C. Shivamogga
Prof. M.K. Veena, Principal, S.C & M.C. Shivamogga
Dr. M. Rangaswamy, Dr. C. Renukaradhya
Dr. M.B. Srinidhi, Sri T.V. Narasimhamurthy
Sri A.N. Vijayendra Rao

Co-ordinator, Staff, Research Scholars & Students
Dept. of P. G. Studies & Research in Sanskrit
Kuvempu University, Sahyadri College Campus
Shivamogga

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45 (1)

॥ प्रारब्धमुत्तमजनाः न परित्यजन्ति ॥

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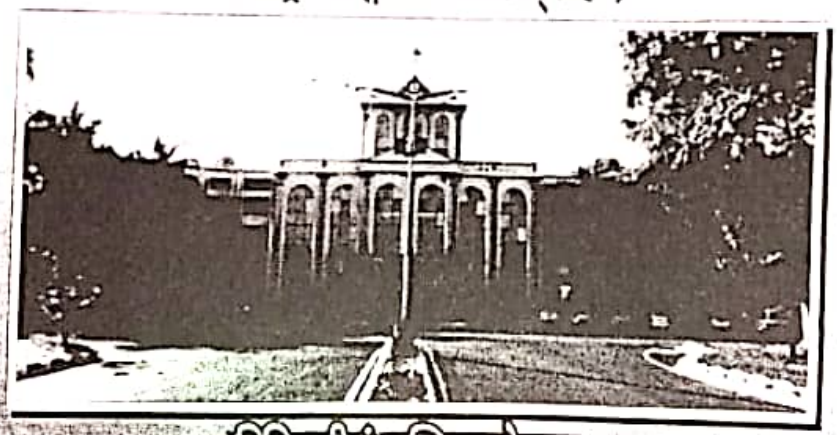
(राष्ट्रियसङ्गोष्ठीलेखसङ्ग्रहः)



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विषयः – संस्कृतसाहित्ये स्वास्थ्यरक्षणम् ; तस्य प्रस्तुतता

– प्रधानसम्पादिका –

डा. एम्. ए. श्रुतिकीर्ति

– सह-सम्पादकः –

डा. काशीनाथ शास्त्री हेच्. वि.

– प्रकाशनसंस्था –

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March. 15. 2022

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3.3.2.1.5.1(1)

ಡಾ. ಶೇಖರ್
ಅಶ್ವಿನಿ ಹೆಚ್. ಬಿದರಳ್ಳಿ

Galaxy A23
20 November 2024 3:30 pm

ಜನಸ್ಪಂದನ
Janaspandana

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ಸಂಪಾದಕರ ಮಾತು

ಜಗತ್ತಿನ ಜನಸಂಖ್ಯೆಯ ಸುಮಾರು ಅರ್ಧಭಾಗದಷ್ಟು ಜನರು ಗ್ರಾಮೀಣ ಪ್ರದೇಶಗಳಲ್ಲಿ ವಾಸಿಸುತ್ತಿದ್ದಾರೆ. ಅದರಲ್ಲೂ ಭಾರತದಂಥ ದೇಶದಲ್ಲಿ ಸುಮಾರು 83 ಕೋಟಿಗಿಂತಲೂ ಹೆಚ್ಚಿನವರು ಗ್ರಾಮಗಳಲ್ಲಿಯೇ ನೆಲಸಿದ್ದಾರೆ. ಈ ಕಾರಣಕ್ಕಾಗಿ ಭಾರತ ಹಳ್ಳಿಗಳ ದೇಶ, ಗ್ರಾಮಗಳ ಉದ್ಧಾರವಾಗದ ಹೊರತು ದೇಶದ ಉದ್ಧಾರ ಸಾಧ್ಯವಿಲ್ಲವೆಂಬ ಮಾತುಗಳು ಹುಟ್ಟಿಕೊಂಡಿವೆ. ಸುಮಾರು, ಐದು ಲಕ್ಷದ ಎಪ್ಪತ್ತೈದು ಸಾವಿರಕ್ಕಿಂತಲೂ ಹೆಚ್ಚಿನ ಹಳ್ಳಿಗಳು ಭಾರತದಲ್ಲಿರುವುದರಿಂದ ಈ ಮೇಲಿನ ಮಾತುಗಳು ಸಹಜವಾಗಿ ಕೇಳಿಬರುತ್ತವೆ. ಗ್ರಾಮೀಣ ಜನರು ಮುಗ್ಧರು, ಸರಳ ಜೀವಿಗಳು, ಸಾಂಪ್ರದಾಯಕತೆಗೆ ಶರಣ ಹೋದವರು ಎಂಬ ಸಿದ್ಧ ಚೌಕಟ್ಟಿನಲ್ಲಿಟ್ಟು ನೋಡುವ ಕಾಲವೊಂದಿತ್ತು. ಈ ಸಂಗತಿಗಳು ನಿಜವೇ ಆದರೂ ಪ್ರಸ್ತುತ ಸಂದರ್ಭದಲ್ಲಿ ಗ್ರಾಮೀಣ ಬದುಕಿನ ಬದಲಾವಣೆಗಳು ಮತ್ತು ಏರುಪೇರುಗಳನ್ನು ಕೂಡ ಗಮನಿಸುವುದು ಅಗತ್ಯ ಮತ್ತು ಅನಿವಾರ್ಯ.

ತಂತ್ರಜ್ಞಾನ, ಆಧುನೀಕರಣ, ನಗರೀಕರಣ, ಔದ್ಯೋಗೀಕರಣ, ಉದಾರೀಕರಣ, ಖಾಸಗೀಕರಣ, ಜಾಗತೀಕರಣದ ಪ್ರಭಾವಗಳಿಂದ ಗ್ರಾಮೀಣ ಭಾರತದ ಜನಜೀವನ ನಾನಾ ಆಯಾಮಗಳಲ್ಲಿ ತೀವ್ರತೆರನಾದ ಬದಲಾವಣೆ ಹೊಂದುತ್ತಿದೆ. ಈ ಪ್ರಕ್ರಿಯೆಯಿಂದಾಗಿ ಹಲವಾರು ಸಾಧಕ ಬಾಧಕಗಳು ಎದುರಾಗಿವೆ. ಸಾಂಸ್ಕೃತಿಕವಾಗಿ, ಸಾಮಾಜಿಕವಾಗಿ, ಧಾರ್ಮಿಕವಾಗಿ, ರಾಜಕೀಯವಾಗಿ ಹಳ್ಳಿಗಳು ನಮ್ಯತೆಯ ಹಾದಿಯಲ್ಲಿದ್ದಂತೆ ಮೇಲ್ನೋಟಕ್ಕೆ ಕಾಣಿಸಿದರೂ ಆಂತರ್ಯದಲ್ಲಿ ಜಾತೀಯತೆ, ಲಿಂಗತಾರತಮ್ಯ, ಅಸಮಾನತೆ ಮುಂತಾದ ವಿಷಯದಲ್ಲಿ ತನ್ನ ಜಿಗುಟುತನವನ್ನು ಕಳೆದುಕೊಂಡಿಲ್ಲ. ಕೈಗಾರೀಕರಣದ ಪ್ರಭಾವದಿಂದಾಗಿ ಹಳ್ಳಿಗಳು ತಮ್ಮ

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ವೇಣೀಸಂಹಾರದಲ್ಲಿ ಮಹಿಳಾ ಸಬಲೀಕರಣ–ಒಂದು ವಿಮರ್ಶೆ

ಡಾ.ಎಂ.ಎ.ಪ್ರತಿಕೀರ್ತಿ
ಅಧ್ಯಕ್ಷರು.ಸ್ನಾತಕೋತ್ತರ ಸಂಸ್ಕೃತ ಅಧ್ಯಯನ ವಿಭಾಗ.ಕುವೆಂಪು ವಿಶ್ವವಿದ್ಯಾಲಯ.ಸಹ್ಯಾದ್ರಿ ಕಾಲೇಜು ಆವರಣ.ಶಿವಮೊಗ್ಗ

ಪೀಠಿಕೆ :

- 'ವೇಣ್ಯಾಃ ಸಂಹಾರಃ ವೇಣೀಸಂಹಾರ:, ವೇಣೀಸಂಹಾರಮಧಿಕೃತ್ಯ ಕೃತಂ ನಾಟಕಮ್ – ವೇಣೀಸಂಹಾರಮ್'[1].
- 'ವೇಣ್ಯಾಃ ಸಂಹಾರಃ (ವರ್ಣ್ಯತೇ) ಯಸ್ಮಿನ್ ನಾಟಕೇ ತದ್ – ವೇಣೀ ಸಂಹಾರಮ್'[2].
- 'ವೇಣೀಸಂಹಾರಃ ಅಸ್ತಿ ಅಸ್ಯ ತತ್ ನಾಟಕಮ್ – ವೇಣೀಸಂಹಾರಮ್' ಎಂಬುದಾಗಿ ವ್ಯುತ್ಪತ್ತಿಗಳನ್ನು ಹೊಂದಿರುವ ಈ ನಾಟಕವು ಭಟ್ಟನಾರಾಯಣನ ಕೃತಿಯಾಗಿದೆ. ವೀರರಸವನ್ನು ಹೊಂದಿರುವ ಈ ನಾಟಕವು ಮಹಾಭಾರತದ ಕಥೆಯನ್ನು ಹೊಂದಿದ್ದು, ದ್ರೌಪದಿಯ ಶ್ರೀಮುಡಿಯ ಕಟ್ಟುವಿಕೆಯನ್ನು ಪ್ರಧಾನವಾಗಿ ಹೊಂದಿದೆ. ಅಧರ್ಮದ ಸಂಹಾರ : ಧರ್ಮದ ಪ್ರತಿಷ್ಠಾಪನೆಯ ಉದ್ದೇಶವನ್ನು ಹೊಂದಿದ್ದು, ಕರುಣ – ಶೃಂಗಾರಾದಿ ರಸಗಳು ಅಂಗಗಳಾಗಿ

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1. ಇದನ್ನು ನಾಟಕದೊಂದಿಗೆ ಅಭೇದೋಪಚಾರದಿಂದ ಒಂದಾಗಿ ತೆಗೆದುಕೊಳ್ಳಲಾಗಿದೆ
2. ವೇಣೀಸಂಹಾರಂ ಎಂಬುದು ನಾಟಕಂ ಎಂಬುದಕ್ಕೆ ವಿಶೇಷಣ

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ಹೊಂದಿಕೊಂಡು ಬಾಳಬೇಕೆಂಬುದು ಮನುವಿನ ಆಶಯವಾಗಿತ್ತು

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ಸಂಸ್ಕೃತ ಸಾಹಿತ್ಯದಲ್ಲಿ ಪರಿಸರ ಸಂರಕ್ಷಣೆ

• ಡಾ. ಎಂ. ಎ. ಶ್ರುತಿಕೀರ್ತಿ M.A.,Ph.D.,

ಪೀಠಿಕೆ

'ಪರಿ' ಉಪಸರ್ಗಪೂರ್ವಕ 'ಸೃ' ಧಾತುವಿನಿಂದ ನಿಷ್ಪನ್ನವಾದ ಪರಿಸರ ಎಂಬ ಶಬ್ದಕ್ಕೆ ಸಂಸ್ಕೃತದಲ್ಲಿ – ಗ್ರಾಮ, ನಗರ, ನದೀ ಪರ್ವತಗಳ ಸಮೀಪ ಪ್ರದೇಶ, ಅಥವಾ ವಿಧಿ, ಮೃತ್ಯು ಎಂದರ್ಥವಾಗುತ್ತದೆ. ಆದರೆ ಇಂದು ಈ ಶಬ್ದವನ್ನು ಪರ್ಯಾವರಣ ಶಬ್ದದ ಪರ್ಯಾಯವಾಗಿ ಉಪಯೋಗಿಸಲಾಗುತ್ತಿದೆ. ವ್ಯಕ್ತಿಯ ಆಂತರಿಕ ಮತ್ತು ಬಾಹ್ಯ ಅಭಿವೃದ್ಧಿಗಳ ಮೇಲೆ ಉಂಟಾಗುವ ಪರಿಣಾಮಕಾರಿಯಾದ ಪ್ರೇರಕಗಳ ಒಟ್ಟು ಮೌಲ್ಯವೇ ಪರಿಸ್ಥಿತಿ ಅಥವಾ ಪರಿಸರ. ಆದ್ದರಿಂದ ಆರೋಗ್ಯಪೂರ್ಣವಾದ ಮತ್ತು ಶಾಂತಿಯುತವಾದ ಜೀವನಕ್ಕಾಗಿ ಉತ್ತಮವಾದ ಮತ್ತು ಪ್ರಶಾಂತವಾದ ಪರಿಸರದ ಪ್ರಭಾವ ಅವಶ್ಯವಾಗಿ ಆಗುತ್ತದೆ. ಪರಿಸರದ ಕೇಂದ್ರವ್ಯಕ್ತಿ ಮನುಷ್ಯ. ಇಂದಿನ ಸಮಸ್ಯೆಗಳಿಗೆ ಮೂಲಕಾರಣನೂ ಆತನೇ. ಆದರೆ ಅವನ ಜೀವನವಾದರೋ ಇತರ ಪ್ರಾಣಿಗಳ ಆಧಾರದ ಮೇಲೆ ನಿರ್ಮಿತವಾಗಿದೆ. ಭೂಮಿಯ ಸಕಲ ಜೀವಿಗಳೂ ಪರಿಸರದ ಸಮತೋಲನದಲ್ಲಿ ನಿರ್ಣಾಯಕ ಪಾತ್ರವಹಿಸುತ್ತದೆ. ಮಾನವನು ತನ್ನ ಅವಶ್ಯಕತೆಗೋಸ್ಕರ ನೈಸರ್ಗಿಕ ಪರಿಸರ ವ್ಯವಸ್ಥೆಯನ್ನು ಬದಲಾಯಿಸುತ್ತಾ, ಇಂದು ಅತಿ ಗಂಭೀರ ಸಮಸ್ಯೆಯನ್ನು ನಿರ್ಮಿಸಿದ್ದಾನೆ. ಈ ಸಮಸ್ಯೆಗಳಿಗೆ ಪರಿಹಾರವೆಂದರೆ ಪರಿಸರ ಸಂರಕ್ಷಣೆಯಿಂದ ಮಾತ್ರ ಸಾಧ್ಯ.

ಲಕ್ಷಾಂತರ ವರ್ಷಗಳಲ್ಲಿ ನಿಧಾನವಾಗಿ ವಿಕಾಸವನ್ನು ಹೊಂದಿ ರೂಪಿಸಲ್ಪಟ್ಟ ವಿಶಿಷ್ಟ ಪರಿಸರ ವ್ಯವಸ್ಥೆಯೇ ಅರಣ್ಯಗಳು. ಋಷಿಮುನಿಗಳಿಗೆ ಮತ್ತು ಆದಿಮಾನವರಿಗೆ ಅಷ್ಟೇ ಅಲ್ಲದೆ, ಇಂದಿಗೂ ಕೂಡ ಕೆಲವು ಜನಾಂಗಗಳಿಗೆ ವಾಸಸ್ಥಾನ ಅರಣ್ಯಗಳೇ. ನಮ್ಮ ಭೂಮಿಯಲ್ಲಿ ಶೇಕಡಾ ೩೩ ಭಾಗ ಅರಣ್ಯಗಳಿರಬೇಕಿತ್ತು. ಆದರೆ ಇಂದು ಕೇವಲ ಶೇಕಡಾ ೧೧ ಭಾಗ ಅರಣ್ಯಗಳಿವೆ. ನಮ್ಮ ಪ್ರಾಚೀನರು ಅರಣ್ಯ ಮತ್ತು ಪರಿಸರದ ಮಹತ್ವವನ್ನು ಅರಿತು ಅದನ್ನೇ ದೇವಸ್ವರೂಪವೆಂದು ಭಾವಿಸಿದ್ದರು. ಇಂತಹ ಅರಣ್ಯದಲ್ಲಿಯೇ ಜ್ಞಾನ–ವಿಜ್ಞಾನಗಳ

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ಸಮಕಾಲೀನ ಭಾರತೀಯ ಸಾಹಿತ್ಯ : ವಿವಿಧ ವಿಮರ್ಶೆಗಳು

ಸಂಪುಟ–II

ಪ್ರಧಾನ ಸಂಪಾದಕರು

ಪ್ರೊ. ಎಸ್.ಕೆ. ಪವಾರ

ನಿರ್ದೇಶಕರು ಹಾಗೂ ವಿಭಾಗಾಧ್ಯಕ್ಷರು,
ಹಿಂದಿ ವಿಭಾಗ,
ಕರ್ನಾಟಕ ವಿಶ್ವವಿದ್ಯಾಲಯ, ಧಾರವಾಡ

ಸಹ ಸಂಪಾದಕರು

ಪ್ರೊ. ಪ್ರಭಾ ಭಟ್

ಡಾ. ಎಲ್.ಪಿ. ಲಮಾಣಿ

ಡಾ. ಶೀಲಾ ಚೌಗುಲೆ

ಡಾ. ನೀತಾ ದೌಲತಕರ

ಅಮನ ಪ್ರಕಾಶನ, ಕಾನಪುರ, (ಉ.ಪ್ರ)

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'ರೂಪಕ'ಗಳಲ್ಲಿ ಮಹಿಳಾ ಸಮಸ್ಯೆಗಳು ಮತ್ತು ಸಬಲೀಕರಣ

Dr.M.A.Shrutikeerthi

ಒಂದು ರೂಪಕ ಪ್ರಕಾರವಾದ 'ಪ್ರಕರಣ'ವಾಗಿರುವ ಶೂದ್ರಕನ ಮೃಚ್ಛಕಟಿಕ ಸುಖಾಂತವಾದರೂ ಇಂಥ ಪ್ರಕರಣದಲ್ಲಿ ದುರಂತ ಛಾಯೆಯ ಕವಿಯುವುದು. ಈ ಪ್ರಕರಣದಲ್ಲಿ ಎರಡು ಪ್ರೇಮಕಥೆಗಳೂ, ಒಂದು ರಾಜಕೀಯ ಕ್ರಾಂತಿಯೂ ಇದ್ದು, ಇತರ ಸಂಸ್ಕೃತ ನಾಟಕಗಳಂತೆ ಅತೀ ಮಾನುಷ (Super Natural) ಘಟನೆಗಳು ಇಲ್ಲಿಲ್ಲ. ಪ್ರಕರಣದಲ್ಲಿ ಬರುವ ಎಲ್ಲಾ ವ್ಯಕ್ತಿಗಳು ಅತಿ ಸಾಮಾನ್ಯರು. ಘಟನೆಗಳೂ ಸಾಮಾನ್ಯವಾಗಿದ್ದು, ಬಹುವಿಧದ ಘಟನೆಗಳಿಂದಲೂ, ಅನೇಕ ವ್ಯಕ್ತಿಗಳಿಂದಲೂ ಕೂಡಿದ ಈ ಕಥೆಯ ಸಂಕಲನವು ಬಹಳ ಕೌಶಲದಿಂದ ಕೂಡಿದೆ. ಇಲ್ಲಿ ಚಾರುದತ್ತ – ವಸಂತಸೇನೆಯರ ಪ್ರಣಯವು ಪ್ರಧಾನವಾಗಿದ್ದು, ಶರ್ವಿಳಕ – ಮದನಿಕೆಯರ ಪ್ರೇಮವು ಪೂರಕವಾಗಿದೆ. ಹಾಗೂ ಆರ್ಯಕ – ಪಾಲಕರ ರಾಜಕೀಯ ಘಟನೆಯು ಗೌಣವಾಗಿದೆ. ಮೊದಲ ಐದು ಅಂಕಗಳಲ್ಲಿ ಕಥೆಯ ಮುಖ್ಯ ಘಟನೆಗಳನ್ನು ತಂದು, ಕಲವು ಸಣ್ಣ ಘಟನೆಗಳನ್ನು ಸೇರಿಸಿ ಈ ಪ್ರಕರಣವನ್ನು ಶ್ರೀಮಂತಗೊಳಿಸಿದ್ದಾನೆ. ರಸವತ್ತಾದ ಅನೇಕ ಘಟನೆಗಳಿಂದಲೂ, ಚನ್ನವಾದ ಗುಣಗಳುಳ್ಳ ಹಲವು ವ್ಯಕ್ತಿಗಳಿಂದಲೂ ಕೂಡಿದ ಈ ಸುವಿಶಿಷ್ಟವಾದ ಪ್ರಕರಣವನ್ನು ಪ್ರೇಕ್ಷಕರಿಗೆ ಬೇಸರಿಸದೆ, ಸಂತೋಷಿಸುವಂತೆ ಬರೆದ ಶೂದ್ರಕನು ನಾಟ್ಯಶಾಸ್ತ್ರಕ್ಕೆ ವಿರುದ್ಧವಾದರೂ ಹಾಗೂ ಕೊಲೆಗಳ ದೃಶ್ಯವನ್ನು ರಂಗದ ಮೇಲೆ ತಂದಿದ್ದಾನೆ. ಪ್ರಾಯಶಃ ಅಂದಿನ ಕಾಲದ ಸುಸ್ಥಿತಿಯಲ್ಲಿದ್ದ ಬೌದ್ಧ ಧರ್ಮವನ್ನು ಚಿತ್ರಿಸಿದುದಲ್ಲದೆ, ಕೆಲವು ಅಪ್ರಸಿದ್ಧವಾದ ಪದಗಳನ್ನು ಪ್ರಯೋಗಿಸಿದ್ದಾನೆ. ಬ್ರಾಹ್ಮಣನು – ಶೂದ್ರಳನ್ನು ಅದರಲ್ಲಿಯೂ ವೇಶ್ಯೆಯಾದವಳನ್ನು ವಿವಾಹವಾಗುವುದು – ಕವಿಯ ಅತ್ಯಂತ ಶ್ರೇಷ್ಠವಾದ ಹಾಗೂ ಕ್ರಾಂತಿಕಾರಿ ಮನಸ್ಥಿತಿಗೆ ಉದಾಹರಣೆಯಾಗುತ್ತದೆ. 'ಮುದ್ರಾರಾಕ್ಷಸ'ದ ಕರ್ತೃವಾದ ವಿಶಾಖದತ್ತನು ತನ್ನ ನಾಟಕದಲ್ಲಿ ಈ ಪ್ರಕರಣದ ಹತ್ತನೆಯ ಅಂಕವನ್ನು ಅನುಸರಿಸುವುದು ಶೂದ್ರಕನ ಪ್ರಭಾವಕ್ಕೆ ಸಾಕ್ಷಿಯಾಗಿದೆ.

ಮಹಿಳಾ ಸಮಸ್ಯೆಗಳು – ಧೂತಾದೇವಿ

ಈ ಪ್ರಕರಣದಲ್ಲಿ ಬರುವ ವಸಂತ ಸೇನೆ, ಧೂತಾದೇವಿ ಹಾಗೂ ಮದನಿಕೆ ಇವರು ಪ್ರಮುಖ ಮಹಿಳಾ ಪಾತ್ರಗಳು. ಇವರಲ್ಲಿ ಧೂತಾದೇವಿಯು ಚಾರುದತ್ತನ ಧರ್ಮಪತ್ನಿ. ಪತಿವ್ರತೆಯಾದ ಈಕೆ ಅಂದಿನ ಕಾಲದಲ್ಲಿ ಭಾರತದಲ್ಲಿದ್ದಂತಹ ಸಂಪ್ರದಾಯದಂತೆ ಇರುವವಳು. ಕಷ್ಟವಾಗಲೀ, ಸುಖವಾಗಲೀ ಪತಿಯನ್ನು ಅನುಸರಿಸುವವಳು. ಪತಿಯ ಮಾನಾಪಮಾನಗಳೇ ತನ್ನದೂ ಎಂದು ಭಾವಿಸುವವಳೂ ಆದ ಅನುರೂಪಳಾದ ಸತಿಯು ತನ್ನ ಮನೆಯಲ್ಲಿ ಕಳ್ಳತನ ನಡೆದು, ವಸಂತಸೇನೆಯ ಒಡವೆಗಳು ಕಳುವಾದುದಕ್ಕೆ ವ್ಯಥೆಪಟ್ಟರೂ ಆಕೆ, ತನ್ನ ಪತಿಗೆ ಅಪಾಯವಾಗದಿದ್ದರಿಂದ ನೆಮ್ಮದಿ ಪಡೆಯುವಳು. ಹಾಗೂ ಆ ಒಡವೆಗಳಿಗೆ ಬದಲಾಗಿ ತನ್ನ ತವರಿನಲ್ಲಿ ಕೊಟ್ಟಿದ್ದ ರತ್ನಹಾರವನ್ನು ವಿದೂಷಕನ ಮೂಲಕ ವಸಂತಸೇನೆಗೆ ಕಳುಹಿಸಿಕೊಡುವಂತಹ ಸಾಧ್ವೀಮಣಿಯು. ಭಾರತೀಯ ಸಂಪ್ರದಾಯದಲ್ಲಿ ಹೆಣ್ಣಿಗಿರಬೇಕೆಂದು ಬಯಸುವ ಸಕಲ ಗುಣಗಣಾವ್ಯಕ್ತಳಾದ ಒಬ್ಬ ಮಹಿಳೆಯಾದ ಆಕೆಯ ಸಹನೆಗೆ, ಗುಣಗಳಿಗೆ ಪ್ರತಿಫಲವಾಗಿ ದೊರಕುವುದು ಒಬ್ಬ ಸವತಿ ! ಸವತಿ ಬಂದರೂ ಸಹನಾಮಯಿಯಾಗಿ ಅದನ್ನು ಒಪ್ಪಿಕೊಳ್ಳುವ ಆಕೆಯನ್ನು ಕಂಡು ಹೆಮ್ಮೆ ಪಟ್ಟುಕೊಳ್ಳಬೇಕೋ, ಅಥವಾ ಪತಿಯನ್ನು ಮತ್ತೊಬ್ಬಳೊಂದಿಗೆ ಹಂಚಿಕೊಳ್ಳಬೇಕಾಗಿ ಬಂದ ಅವಳ ದುರವಸ್ಥೆಗೆ ಅಥವಾ ಅಸಹಾಯಕತೆಗೆ ಮರುಗಬೇಕೋ ತಿಳಿಯದ ಪರಿಸ್ಥಿತಿ. ಆಕೆ ಪ್ರಾಯಶಃ ಧೈರ್ಯವಾಗಿ ಎದುರಿಸುವಂತಹ ಕಾಲಘಟ್ಟದಲ್ಲಿ ಇರದಿದ್ದುದರಿಂದಲೋ,

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ದಾಂಪತ್ಯವನ್ನು ಕುರಿತು ಮನುವಿನ ವಿವೇಚನೆ

ಮನುಷ್ಯನ ಜೀವನದಲ್ಲಿ ಬಾಲ್ಯ, ಯೌವನ, ಗೃಹಸ್ಥ ಮತ್ತು ವಾನಪ್ರಸ್ಥ – ಆಶ್ರಮಗಳು ಪೂರ್ವಪ್ರಸಿದ್ಧ. ಈ ಆಶ್ರಮಗಳಲ್ಲಿ ಗ್ರಹಸ್ಥಾಶ್ರಮವೇ ಶ್ರೇಷ್ಠ ಎಂದು ಮನು. ಏಕೆಂದರೆ – ಇತರ ಮೂರು ಆಶ್ರಮಗಳಲ್ಲಿರುವ ಎಲ್ಲಾ ವ್ಯಕ್ತಿಗಳನ್ನು ರಕ್ಷಿಸುವ, ಪೋಷಿಸುವ, ಜವಾಬ್ದಾರಿ ಗೃಹಸ್ಥನದು. ಸತಿ-ಪತಿಯರ ಸಂಬಂಧ ಕೇವಲ ದೈಹಿಕ ತೃಪ್ತಿಯ ಉದ್ದೇಶವಾಗಿರದೇ, ಸಾಮಾಜಿಕ, ನೈತಿಕ, ಆರ್ಥಿಕ ಇತ್ಯಾದಿ ಜವಾಬ್ದಾರಿಗಳನ್ನು ನಿರವೇರಿಸುವ ಧ್ಯೇಯೋದ್ದೇಶವನ್ನು ಹೊಂದಿರುವುದಾಗಿದೆ. ಆ ಕಾರಣದಿಂದಲೇ ಮನುವೂ ಕೂಡ ಈ ಸಂಬಂಧವನ್ನು ಜೀವನಕ್ಕೆ ಪೂರಕ ಎಂಬಂತೆ ನಿರೂಪಿಸಿದ್ದಾನೆ. ಸಮಾಜದ ಸರ್ವತೋಮುಖವಾದ ಆರೋಗ್ಯವನ್ನು ದೃಷ್ಟಿಯಲ್ಲಿರಿಸಿಕೊಂಡೇ ದಾಂಪತ್ಯವನ್ನು ಹೇಳಲಾಗಿದೆ. ಪತ್ನಿಯು ಪಾಲಿಸಬೇಕಾದ ಸ್ತ್ರೀಧರ್ಮಗಳನ್ನೂ, ಪುರುಷರ ಕರ್ತವ್ಯಗಳನ್ನು ಇಬ್ಬರೂ ಅಳವಡಿಸಿಕೊಂಡಾಗ ಮಾತ್ರ ಸಂಬಂಧ ಮಧುರವಾಗಿರುತ್ತದೆ. ಸತಿ-ಪತಿ ಪರಸ್ಪರ ಪರಿಪೂರಕರು, ಇಬ್ಬರೂ ಪರಸ್ಪರರನ್ನು ಗೌರವದಿಂದ ಕಾಣಬೇಕು. ಆಗ ಈ ಸಂಬಂಧ ಪವಿತ್ರವೂ, ಪ್ರಸನ್ನವೂ, ರಮಣೀಯವೂ ಆಗುತ್ತದೆ. ಇಬ್ಬರೂ ಒಂದೇ ಉದ್ದೇಶಕ್ಕಾಗಿ ದಾಂಪತ್ಯಜೀವನವನ್ನು ಪ್ರವೇಶಿಸಿರುತ್ತಾರೆ. ಗರ್ಭಧಾರಣೆಗಾಗಿ ಸ್ತ್ರೀಸೃಷ್ಟಿ, ಗರ್ಭೋತ್ಪತ್ತಿಗಾಗಿ ಪುರುಷ ಸೃಷ್ಟಿ. ಇವೆರಡೂ ಸೇರಿದರೆ ಮಾತ್ರ ಸಂತಾನ ಪ್ರಾಪ್ತಿ. ಇಲ್ಲಿ ಮೇಲು-ಕೀಳೆಂಬ ಭಾವನೆಗೆ ಅವಕಾಶವಿಲ್ಲ. ಪ್ರಕೃತಿಯು ಪ್ರತಿಯೊಂದು ಪ್ರಾಣಿ ವರ್ಗದಲ್ಲಿ ಹೆಣ್ಣು-ಗಂಡು ಎಂಬ ಎರಡು ಪ್ರಭೇದಗಳನ್ನು ಸೃಷ್ಟಿಸಿ ಅವರಲ್ಲಿ ಪರಸ್ಪರ ಆಕರ್ಷಣೆಯನ್ನಿಟ್ಟಿದೆ. ಇದು ಜಗತ್ತಿನ ಉಳಿವಿಗಾಗಿ ಪ್ರಕೃತಿ ಮಾಡಿದ ನಿಯಮ.

ಆರ್ಥಿಕ ಸ್ವಾತಂತ್ರ್ಯದಿಂದ ತನ್ನೆಲ್ಲ ಸಮಸ್ಯೆಗಳೂ ಪರಿಹಾರವಾಗುತ್ತದೆಂಬುದು ವ್ಯರ್ಥ ಚಿಂತನೆ. ಆದರೆ ಇದರಿಂದ ಇನ್ನೂ ಅನೇಕ ಹೊಸ ಸಮಸ್ಯೆಗಳು ಹುಟ್ಟಿಕೊಂಡಿವೆ. ಇದರಿಂದ ದುಷ್ಪರಿಣಾಮಗಳ ಉತ್ಪತ್ತಿಯಾಗಿ ಸಮಾಜದ ಆರೋಗ್ಯ ಹಾಳಾಗುತ್ತಿದೆ. ಮತ್ತೊಂದು ಆತಂಕವೆಂದರೆ ಕಾನೂನುಗಳ ದುರುಪಯೋಗ ಹಾಗೂ ಹೆಚ್ಚಾಗುತ್ತಿರುವ ಕೌಟುಂಬಿಕ ಕಲಹಗಳು. ಸಮಾಜದ ಹಿತದೃಷ್ಟಿಯಿಂದ ದಂಪತಿಗಳು ಸಾಮರಸ್ಯದಿಂದ ಜೀವಿಸುವುದನ್ನು ಕಲಿಯಬೇಕಾಗಿದೆ. ಪುರುಷ ಮೇಲೆ, ಸ್ತ್ರೀಯರು ಅಧೀನರು ಎಂಬ ಭಾವನೆಗಳಿಗೆ ಬಲಿಯಾಗದೇ, ಸಮಯೋಚಿತವಾದ ತೀರ್ಮಾನಗಳನ್ನು ತೆಗೆದುಕೊಳ್ಳುತ್ತಾ, ಹೊಂದಿಕೊಂಡು ಬಾಳಬೇಕೆಂಬುದು ಮನುವಿನ ಆಶಯವಾಗಿತ್ತು. ಎಲ್ಲಕ್ಕಿಂತ ಮುಖ್ಯವಾದ ಆಶಯ – ದಂಪತಿಗಳಲ್ಲಿ; ವ್ಯಕ್ತಿ -ವ್ಯಕ್ತಿಗಳಲ್ಲಿ ಹೊಂದಾಣಿಕೆ ಇರಬೇಕೆಂಬುದು ಈ ಸದಾಶಯ ಎಲ್ಲ ಕಾಲಕ್ಕೂ ಸಮಂಜಸವಷ್ಟೆ!?

Dr.M.A.Shrutikeerthi, M.A.,Ph.D.,

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"ಭಗವದ್ಗೀತೆಯಲ್ಲಿ ಪ್ರತಿಪೋಧಿತವಾದ ಪ್ರಾಕೃತಿಕಾಂಶಗಳು"

ಪಂ॥ ಎ. ಶಂಕರನಾರಾಯಣ ಭಟ್ಟ
ಸ್ನಾತಕೋತ್ತರ ಸಂಸ್ಕೃತ ಅಧ್ಯಯನ ವಿಭಾಗ
ಸಂಸ್ಕೃತ ವಿಭಾಗ,
ಕುವೆಂಪು ವಿಶ್ವವಿದ್ಯಾನಿಲಯ, ಕಾಮ್ಲಾ ನಿಲಯ,
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ಜಗನ್ನಿಯಮನವು ಹಲವು ಸಮಸ್ಯೆಗಳಿಗೆ ವೇದ, ಪುರಾಣ, ರಾಮಾಯಣ, ಮಹಾಭಾರತ ಸಂಸ್ಕೃತ ಗ್ರಂಥಕರ್ತರುಗಳು ಕಾಣಿಸಿ ಪರಿಹಾರೋಪಾಯಗಳನ್ನು ಮಹಾಭಾರತದಲ್ಲಿ ಬರುವ ಭಗವದ್ಗೀತೆಯಲ್ಲಿಯೂ ಹಲವಾರು ಸಮಸ್ಯೆಗಳಿಗೆ ಪರಿಹಾರಗಳಿವೆ.

ಜಗದ್ಗುರುವು ವಿಶ್ವದ ಏಕತೆಯ ಜೊತೆಗೆ ಸಾಮಾಜಿಕ, ಧಾರ್ಮಿಕ, ಪರಿಸರ ಸಮಸ್ಯೆಗಳನ್ನು ಮನಗಂಡು ಉನ್ನತ ಗುರಿ ಸಾಧನೆಯನ್ನು ಪ್ರತಿಪಾದಿಸಲು ಹೊರಟ ವಸ್ತು ವೀರೆಯೇ ಆಗಿದ್ದರೂ ಪ್ರತಿಪಾದನೆಯ ಸಮಯದಲ್ಲಿ ಒದಗಿಬರುವ ಅನೇಕ ಕಾರಣಗಳು ಸ್ಪಷ್ಟವಾಗಿಯೇ ವ್ಯಕ್ತವಾಗಿದ್ದನ್ನು ಕಾಣಬಹುದು.

ಪ್ರಸ್ತುತ ಜಗತ್ತಿನಲ್ಲಿ ಪರಿಸರ ಅಸಮತೋಲನದಿಂದ ಜಾಗತಿಕ ತಾಪಮಾನ (Global warming), ಅಂಟಾರ್ಟಿಕ ಖಂಡ, ಅತಿವೃಷ್ಟಿ-ಅನಾವೃಷ್ಟಿ, ಪ್ರಳಯಕಾಲ ಇತ್ಯಾದಿ ಪ್ರಾಕೃತಿಕ ಏರುಪೇರುಗಳು ಹೆಚ್ಚಾಗಿದ್ದು, ಇವುಗಳಿಗೆ ಎಷ್ಟೋವರ್ಷದಿಂದ ಪರಿಹಾರ ಚರ್ಚೆಗಳು ನಡೆಯುತ್ತಿರುವ ಈ ಸಂದರ್ಭದಲ್ಲಿ ಸಂಸ್ಕೃತ ಸಾಹಿತ್ಯದಲ್ಲಿಯೂ ಪರಿಸರವನ್ನು ಬಗ್ಗೆ ತಿಳುವಳಿಕೆ ಮೂಡಿಸುವ ಹಲವು ಅಂಶಗಳಿದ್ದು, ಇವುಗಳನ್ನು ತಿಳಿಯುವುದರ ಜೊತೆಗೆ ಅವುಗಳನ್ನು ಬಳಸಿದರೆ ಪ್ರಾಕೃತಿಕ ಅಸಮತೋಲನವನ್ನು ಸಲಬಹುದಾಗಿ ನಿಯಂತ್ರಿಸಬಹುದಾಗಿದೆ.

'ಪರಿಸರ' ಪದವು 'ಪರಿ' ಉಪಸರ್ಗವೂಡಗಿರುವ 'ಸೃ' ಧಾತುವಿನಿಂದ ನಿಷ್ಪನ್ನವಾಗಿ 'ಪರಿತಃ ಸರತಿ' ಎಂಬ ಅರ್ಥವನ್ನು ನೀಡುತ್ತದೆ. ಅಂದರೆ ನಮ್ಮ ಸುತ್ತ-ಮುತ್ತಲಿನ ಸಕಲ ಚರಾಚರ ವಸ್ತು, ಜೀವಿಗಳನ್ನೆಲ್ಲವನ್ನೂ ಒಟ್ಟಾಗಿ ಲಕ್ಷಣಾ 'ಪರಿಸರ'ವೆನ್ನಬಹುದಾಗಿದೆ.

ಈ ಪರಿಸರವು ಪ್ರವಾಹದಂತೆ ನಿತ್ಯನಿರಂತರವಾದುದ್ದು, ಇದು ಕಾಲದಿಂದ ಕಾಲಕ್ಕೆ ಬದಲಾಗುವುದೇ ಹೊರತು ನಾಶವಾಗದು.

"ಅವಿನಾಶಿತು ತದ್ವಿದ್ಧಿ ಯೇನ ಸರ್ವಮಿದಂ ತತಮ್ ।
ವಿನಾಶಮವ್ಯಯಸ್ಯಾಸ್ಯ ನ ಕಶ್ಚಿತ್ಕರ್ತುಮರ್ಹತಿ ॥" (ಸಾಂಖ್ಯಯೋಗ 2/17)

"ಈ ಸಂಪೂರ್ಣವಾದ ಜಗತ್ತು ಯಾವುದರಿಂದ ವ್ಯಾಪ್ತವಾಗಿಕೊಂಡಿರುವುದೋ ಅದನ್ನು ನೀನು ನಾಶರಹಿತವಾದುದೆಂದು ತಿಳಿ. ಈ ಅವಿನಾಶಿಯಾದುದನ್ನು ವಿನಾಶಮಾಡಲು ಯಾರೂ ಸಮರ್ಥರಿಲ್ಲ." ಎಂದು ಸ್ಪಷ್ಟವಾಗಿಯೂ ಸಹ ಹೇಳಿದೆ.

ಅದರೆ ಈ ಪರಿಸರದೊಳಗಿನ ಜೀವಿಗಳಿಗೆ ನಿರ್ದಿಷ್ಟ ಜೀವಿತಾವಧಿಯಿರುತ್ತದೆ. ಹಾಗಾಗಿ ಇವು ಹುಟ್ಟು ಸಾವುಗಳಿಗೆ ಒಳಗಾಗುತ್ತಲೇ ಇರುತ್ತವೆ. ಹುಟ್ಟು-ಸಾವಿನ ಮಧ್ಯದಲ್ಲಿ ಇವು ನಮಗೆ ಗೋಚರಿಸುತ್ತವೆ. ಭಗವದ್ಗೀತೆಯಲ್ಲಿ

"ಅವ್ಯಕ್ತಾದೀನಿ ಭೂತಾನಿ ವ್ಯಕ್ತಮಧ್ಯಾನಿ ಭಾರತ ।
ಅವ್ಯಕ್ತನಿಧನಾನ್ಯೇವ ತತ್ರ ಕಾ ಪರಿದೇವನಾ ॥" (ಸಾಂಖ್ಯಯೋಗ 2/28)

"ಎಲ್ಲ ಜೀವಿಗಳು ಎಲ್ಲಾ ಸ್ಥಾನಗಳೂ ಹುಟ್ಟುವ ಮುಂಚೆ ಅಗೋಚರವಾಗಿರುತ್ತವೆ. ಸತ್ತ ಬಳಿಕವು ಅಗೋಚರವಾಗಿರುತ್ತವೆ. ಈ ಹುಟ್ಟು-ಸಾವುಗಳ ನಡುವೆ ನಮಗೆ ಇವು ಗೋಚರವಾಗುವವು. ಇದಕ್ಕೆ ಏನೂ ಪರಿತಪಿಸಬೇಕಾಗಿಲ್ಲ" ಎಂದು ಕೃಷ್ಣನು ಅರ್ಜುನನಿಗೆ ಉಪದೇಶಿಸಿದ್ದಾನೆ. ಹೀಗೆ ಪರಿಸರದ ಪ್ರತಿಯೊಂದೂ ಹುಟ್ಟು-ಸಾವುಗಳಿಗೆ ಒಳಗಾಗಲೇ ಬೇಕು. ಇದು ಪ್ರಕೃತಿ ನಿಯಮ.

ಈ ಜೀವಿಗಳು ಬದುಕಿರುವಷ್ಟು ದಿನವೂ ಇವುಗಳ ಆಹಾರವನ್ನಾವಲಂಬಿಸಿಯೇ ಇರುವುದು ಸಾಮಾನ್ಯವಾದ ಸ್ಥಾನಗಳು ಮಲಿನವಾದ ಕೊನೆಯಲ್ಲಿ ಸಂತಾನೋತ್ಪತ್ತಿಗೆ ತೊಡಗುತ್ತವೆ ಕಾರಣ ಈ ಸಮಯದಲ್ಲಿ ಜೀವಿಗಳಿಗೆ ಆಹಾರ ದೊರೆಯುತ್ತದೆ. ಮಾಂಸಾಹಾರ ಹಾಗೂ ಇತರೆ ಪ್ರಾಣಿಗಳು ಈ ಸಂದರ್ಭದ ಕಾರಣದಿಂದ ಸಂತಾನೋತ್ಪತ್ತಿಗೆ ತೊಡಗುತ್ತವೆ. ಪಕ್ಷಿಗಳು ಮಳೆಗಾಲದ ಆರಂಭದಲ್ಲಿ ಸಂತಾನವನ್ನು ಹೊಂದುತ್ತವೆ

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3. 3. 9. 9. 1. 1 (3)

BHASHE MATTU SAMSKRUTI
Dr. H.V. Kashinath Shastry

ಭಾಷೆ ಮತ್ತು ಸಂಸ್ಕೃತಿ

ಡಾ. ಹೆಚ್.ವಿ. ಕಾಶೀನಾಥ ಶಾಸ್ತ್ರಿ
ಸಹಾಯಕ ಪ್ರಾಧ್ಯಾಪಕರು, ಸಂಸ್ಕೃತ ವಿಭಾಗ
ಎಸ್. ವಿ. ಎಸ್. ಮಹಾವಿದ್ಯಾಲಯ ಬಂಟ್ವಾಳ. ದ. ಕ. (ಮಂಗಳೂರು).

ಭಾಷೆ ಹಾಗೂ ಸಂಸ್ಕೃತಿ ಇವೆರಡಕ್ಕೂ ಅವಿನಾಭಾವ ಸಂಬಂಧವಿದೆ. ಮನುಷ್ಯ ತನ್ನ ಭಾವನೆಗಳನ್ನು ಪರಸ್ಪರ ವ್ಯಕ್ತಪಡಿಸಲು ಇರುವಂತಹ ಪರಿಣಾಮಕಾರಿ ಮಾಧ್ಯಮವೆಂದರೆ ಅದು ಭಾಷೆ. ಯಾವುದೇ ಒಂದು ಭಾಷೆ, ಭಾವನೆಗಳನ್ನು ವ್ಯಕ್ತಪಡಿಸುವುದರ ಜೊತೆಗೆ ಅದು ತನ್ನದೇ ಆದ ಸಂಸ್ಕೃತಿಯನ್ನೂ ಒಳಗೊಂಡಿರುತ್ತದೆ. ಭಾಷೆಯ ಕಾರಣದಿಂದಲೇ ಮನುಷ್ಯ ಪಶುಗಳಿಗಿಂತ ಭಿನ್ನವಾಗಿದ್ದಾನೆ. ವರ್ಣಗಳಿಂದ ಪದ, ಪದಗಳಿಂದ ವಾಕ್ಯ, ನಂತರ ಮಾತು, ಮಾತುಗಳ ಮೂಲಕ ಭಾವನೆಗಳ ವಿನಿಮಯ ಇದು ಭಾಷೆಯ ಸ್ವರೂಪ. ಇಂತಹ 'ಭಾಷೆಯೇ ಇಲ್ಲದೇ ಹೋಗಿದ್ದರೆ ವಿಶಾಲವಾದ ಮೂರು ಲೋಕಗಳು ಅಂಧಕಾರದಲ್ಲಿ ಮುಳುಗುತ್ತಿದ್ದವು' ಎಂದು ಮಹಾಕವಿ ದಂಡಿ ಈ ಕೆಳಗಿನಂತೆ ಹೇಳಿದ್ದಾನೆ. –

"ಇದಮಂಧತಮಃ ಕೃತ್ಸ್ನಂ ಜಾಯೇತ
ಭುವನತ್ರಯಮ್ ।
ಯದಿ ಶಬ್ದಾಹ್ವಯಂ ಜ್ಯೋತಿರಾಸಂಸಾರಂ
ನದೀಪ್ಯತೇ ॥"

ಸಾಹಿತ್ಯ ರಚನೆಗೂ ಪೂರ್ವದಲ್ಲಿ ಭಾಷೆಯ ಬಳಕೆಯಿತ್ತು. ಭಾಷೆಯ ಉಗಮದ ಅದೆಷ್ಟೋ ಶತಮಾನಗಳ ನಂತರ ಭಾಷೆಗೆ ಸಾಹಿತ್ಯದ ರೂಪ ಬಂದಿತ್ತೆಂದು ಭಾಷಾ ಶಾಸ್ತ್ರಜ್ಞರು ಅಭಿಪ್ರಾಯ ಪಡುತ್ತಾರೆ. ಪ್ರಸ್ತುತ ಪ್ರಪಂಚದ ಸಾಹಿತ್ಯಗಳಲ್ಲೇ ಅತ್ಯಂತ [illegible] ಸಾಹಿತ್ಯ ವೈದಿಕ ಸಾಹಿತ್ಯ. ಈ ಸಾಹಿತ್ಯದ ಕಾಲವನ್ನೇ ಇನ್ನೂ ಸ್ಪಷ್ಟವಾಗಿ ನಿರ್ಧರಿಸಲು ಸಾಧ್ಯವಾಗಿಲ್ಲ. ಕೆಲವೊಂದು ದಾಖಲೆಗಳ ಪ್ರಕಾರ ಕ್ರಿಪೂ.೫೦೦೦ ವರ್ಷಗಳಿಗೂ ಹಿಂದೆಯೇ ಇದು ರಚನೆಯಾಗಿದೆ ಎನ್ನಲಾಗುತ್ತದೆ. ಹಾಗೆಂದಮೇಲೆ ಭಾಷೆಯ ಉಗಮದ ಕಾಲವನ್ನು ನಿರ್ಧರಿಸುವ ಮಾತೆಲ್ಲಿ? ಇಂತಹ ಭಾಷೆಯು ಕಾಲಧರ್ಮ ಹಾಗೂ ಪ್ರದೇಶಧರ್ಮಗಳಿಗನುಗುಣವಾಗಿ ಹಲವು ಕವಲುಗಳಾಗಿ ಭಾಷೆಗಳ ಸಂಖ್ಯೆ ಹೆಚ್ಚಾಗುತ್ತಾ ಹೋದವು.

ಭಾಷಾ ಶಾಸ್ತ್ರಜ್ಞರ ಪ್ರಕಾರ ಅಧಿಕೃತವಾಗಿ ೩೦೦೦ ಭಾಷೆಗಳು ಪ್ರಪಂಚದಾದ್ಯಂತ ಪ್ರಸ್ತುತ ಬಳಕೆಯಲ್ಲಿವೆ. ಇವುಗಳನ್ನು ಪ್ರಮುಖವಾಗಿ ೨ ವಿಧಗಳಾಗಿ ವರ್ಗೀಕರಿಸಿ ಅಧ್ಯಯನ ಮಾಡಲಾಗಿದೆ. ಅವು –

೧. ಆಕೃತಿ ಮೂಲಕ ವರ್ಗೀಕರಣ,

೨. ಪಾರಿವಾರಿಕ ವರ್ಗೀಕರಣ.

ಮೇಲಿನ ಎರಡು ವಿಧಗಳಲ್ಲಿ ಮೊದಲ ನೆಯ ವಿಧವು ಹಲವು ದೋಷಗಳನ್ನು ಒಳಗೊಂಡಿರುವುದರಿಂದ ಎರಡನೆಯ ವಿಧದ ವರ್ಗೀಕರಣವೇ ಅತ್ಯಂತ ವೈಜ್ಞಾನಿಕವೆಂದು ಸಮ್ಮತವಾಗಿದೆ. ಈ ವರ್ಗೀಕರಣದಲ್ಲಿ ಸುಮಾರು ೧೮ ಭಾಷಾ ಪರಿವಾರಗಳನ್ನು ಗುರುತಿಸಲಾಗಿದೆ. ಅವು ಭಾರೋಪಿಯ (ಭಾರತೀಯ–ಯುರೋಪಿಯ) ಪರಿವಾರ [Indo-European Family], ದ್ರಾವಿಡ ಪರಿವಾರ [Dravidian Family], ಇತ್ಯಾದಿ.

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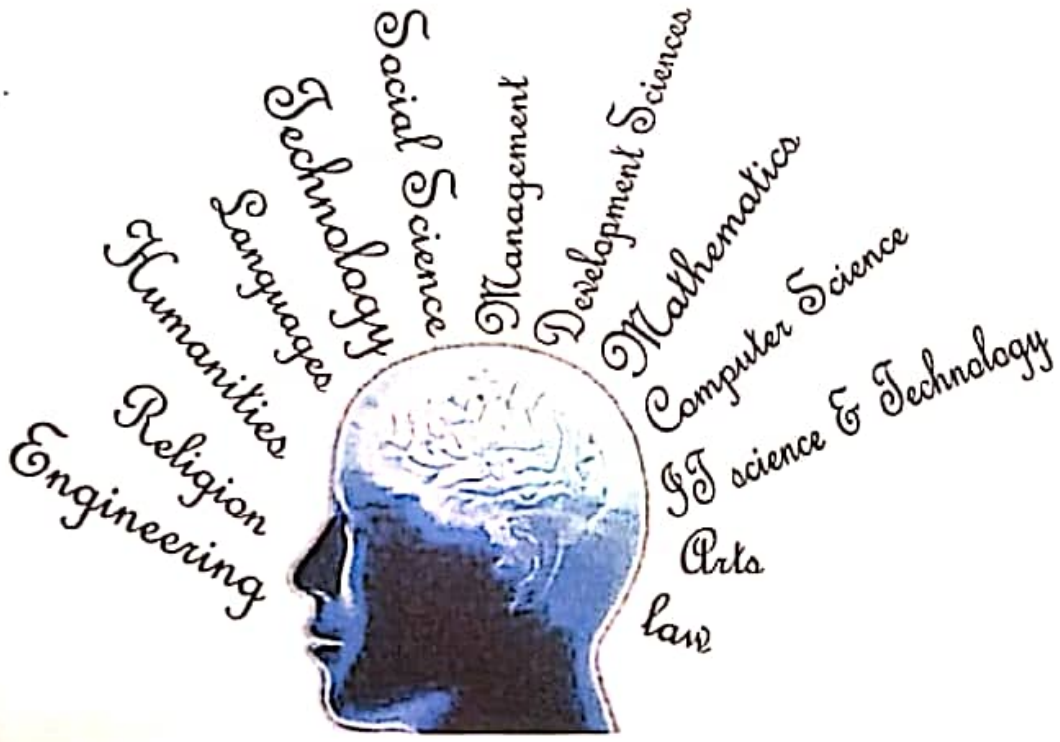

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ಡಾ. ಶೇಖರ್
ಅಶ್ವಿನಿ ಹೆಚ್. ಬಿದರಳ್ಳಿ

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ಹೆಚ್.ವಿ.ಕಾಶೀನಾಥ ಶಾಸ್ತ್ರಿ
ಉಪನ್ಯಾಸಕರು, ಸ್ನಾತಕೋತ್ತರ ಸಂಸ್ಕೃತ ಅಧ್ಯಯನ ವಿಭಾಗ, ಸಹ್ಯಾದ್ರಿ ಕಾಲೇಜು ಆವರಣ, ಕುವೆಂಪು ವಿಶ್ವವಿದ್ಯಾಲಯ, ಶಿವಮೊಗ್ಗ -577203

ಸಂಸ್ಕೃತ ಸಾಹಿತ್ಯದಲ್ಲಿ ಸುಭಾಷಿತಗಳಿಗೆ ಅದರದ್ದೇ ಆದ ಪ್ರಾಮುಖ್ಯತೆಯಿದೆ. ಇವುಗಳಲ್ಲಿ ಸಮಗ್ರ ಸಾಹಿತ್ಯದ ಸಾರ ಅಡಗಿದೆ. ಜೀವನಾನುಭವದ ಅಮೃತವಿದೆ. ಕನ್ನಡದಲ್ಲಿ ಗಾದೆಗಳಿಗೆ ಯಾವ ಪ್ರಾಮುಖ್ಯತೆಯಿದೆಯೋ ಅಷ್ಟೇ ಪ್ರಾಮುಖ್ಯತೆ ಸಂಸ್ಕೃತಕ್ಕಿದೆ ಎಂದರೆ ತಪ್ಪಾಗಲಾರದು. ಸುಭಾಷಿತಗಳು ಕಾಂತಾ ಸಮ್ಮಿತೆಯಂತೆ ಮನೋಜ್ಞವಾಗಿ ಸದ್ವಿಚಾರಗಳನ್ನು ಹರಿಯಬಿಡುತ್ತವೆ. ಸಂದರ್ಭಕ್ಕನುಗುಣವಾಗಿ ದೃಷ್ಟಾಂತಗಳ ಮೂಲಕ ತಿಳಿಸಬೇಕಾದ ವಿಷಯವನ್ನು ಮನಮುಟ್ಟುವಂತೆ ತಿಳಿಸುತ್ತವೆ. ಹಾಗಾಗಿಯೇ ಇವುಗಳನ್ನು ಸುಭಾಷಿತಗಳೆಂದು ಕರೆದಿರುವುದು ಔಚಿತ್ಯಪೂರ್ಣವಾಗಿದೆ. ಸುಭಾಷಿತವೆಂದರೆ ಒಳ್ಳೆಯ ಮಾತು ಎಂದರ್ಥ.

ಸುಭಾಷಿತಗಳು ಹೇಳದೇ ಇರುವ ವಿಚಾರಗಳೇ ಇಲ್ಲ. ನೀತಿ, ಶೃಂಗಾರ, ವೈರಾಗ್ಯ, ವಿಡಂಬನೆ, ಒಗಟು ಹೀಗೆ ಹತ್ತು ಹಲವು ವಿಚಾರಧಾರೆಗಳನ್ನು ಈ ಸಾಹಿತ್ಯದಲ್ಲಿ ಗಮನಿಸಬಹುದು. ಹಲವಾರು ಪುಟಗಳಲ್ಲಿ ಹೇಳುವ ವಿಚಾರಗಳನ್ನು ಒಂದೇ ಶ್ಲೋಕದಲ್ಲಿ ಛಂದೋಬದ್ಧವಾಗಿ ಹೇಳುವ ಕಲೆಯೇ ಸುಭಾಷಿತ. ಈ ಪ್ರಕಾರದಲ್ಲಿ ಸ್ತ್ರೀಯರ ಸಬಲೀಕರಣ, ಸ್ತ್ರೀಯರ ಪ್ರಾಮುಖ್ಯತೆ, ಮಹಿಳೆಯರ ಜವಾಬ್ದಾರಿ- ಕರ್ತವ್ಯಗಳ ಕುರಿತಾಗಿಯೂ ಹಲವಾರು ಶ್ಲೋಕಗಳು ಇವೆ. ಅವುಗಳಲ್ಲಿ ಕೆಲವೊಂದನ್ನು ಇಲ್ಲಿ ಚರ್ಚಿಸಲಾಗಿದೆ.

ಭಾಮಿನೀ ವಿಲಾಸದಲ್ಲಿ ಸ್ತ್ರೀ ವಿಮರ್ಶೆ: ಒಂದು ಅವಲೋಕನ

ಎಚ್.ವಿ. ಕಾಶಿನಾಥಶಾಸ್ತ್ರಿ

'ಭಾಮಿನೀ ವಿಲಾಸ'ವು ಪಂಡಿತ ಜಗನ್ನಾಥಕವಿಯ ಉತ್ಕೃಷ್ಟ ಕೃತಿಗಳಲ್ಲೊಂದೆಂದು ನಿರ್ವಿವಾದವಾದುದು. ಪಂಡಿತರಾಜನೆನಿಸಿದ ಜಗನ್ನಾಥನು ಮೂಲತಃ ತೆಲುಗಿನವನೂ ಈತ ದಿಲ್ಲಿಯ ದೊರೆಯಾದ ಷಹಜಹಾನನ ಆಶ್ರಯವನ್ನು ಪಡೆದಿದ್ದನೆಂಬುದು ಸರ್ವವಿದಿತ. ಈತನ ಸಾಹಿತ್ಯ ಕೃತಿಗಳೇ ಈತನನ್ನು ಪ್ರತಿನಿಧಿಸುವುದರಲ್ಲಿ ಯಾವ ಸಂಶಯವಿಲ್ಲ. ಈತನು ಪಾಂಡಿತ್ಯದಲ್ಲಿ ಎಷ್ಟು ಎತ್ತರದಲ್ಲಿದ್ದನೋ ಹಾಗೆಯೇ ವೈಯಕ್ತಿಕ ಜೀವನದಲ್ಲಿ ಅಷ್ಟೇ ಅಧಃಪತನಕ್ಕಿಳಿದದ್ದನ್ನು ತಿಳಿಯಬಹುದಾಗಿದೆ.

ತನ್ನ ಕಾವ್ಯಪ್ರತಿಭಾಶಕ್ತಿಯಿಂದ ದಿಲ್ಲೀಶ್ವರನಾದ ಷಹಜಹಾನನ ಆಸ್ಥಾನಾರೂಢನಾಗಿದ್ದ ಪಂಡಿತ ಜಗನ್ನಾಥನು ಆತನಿಗೆ ಪರಮಾಪ್ತನಾಗಿದ್ದನು. ಈ ಇಬ್ಬರೂ ಚದುರಂಗವನ್ನಾಡುವಾಗ ಷಹಜಹಾನನಿಗೆ ನೀರಡಿಕೆಯಾಗಿ ತನ್ನ ಲವಂಗಿಗೆ ನೀರನ್ನು ತರಲು ತಿಳಿಸಿದನು. ನೀರಿನ ಕಲಶದೊಂದಿಗೆ ಬಂದ ಲವಂಗಿಯನ್ನು ಕಂಡು ಜಗನ್ನಾಥನು ಮೋಹಗೊಂಡನು. ಆಕೆಯು ಖಾಲಿಯಾದ ಕಲಶವನ್ನು ತುಂಬಿಸಿಕೊಂಡು ಹಿಂದಿರುಗುತ್ತಿರುವಾಗ ಷಹಜಹಾನನು ಆಕೆಯನ್ನು ವರ್ಣಿಸೆಂದಾಗ ಜಗನ್ನಾಥನು–

ಸುಸ್ತನೀ ಮಸ್ತಕನ್ಯಸ್ತಕುಂಭಾ ಕುಸುಂಭಾರುಣಂ ಚಾರು ಚೇಲಂಧಧಾನಾ ।
ಲೋಕಸ್ಯ ಚೇತಃ ಪ್ರವೃತ್ತಿಂ ಗೃಹೀತ್ವಾ ಘಟೇ ನ್ಯಸ್ಯ ಯಾತೀವ ಭಾತಿ ॥

ಅಂದರೆ 'ಕೆಂಪು ಬಣ್ಣದ ಸುಂದರ ವಸ್ತ್ರವನ್ನುಟ್ಟು ಈ ಸುಸ್ತನಿಯು ಬರಿದಾದ ಎಲ್ಲ ಜನರ ಅಂತಃಕರಣಗಳನ್ನು ತುಂಬಿಕೊಂಡು ಹೋಗುತ್ತಿರುವಳೇನೋ' ಎನ್ನುತ್ತಾನೆ. ಈತನ ವರ್ಣನಾ ಕೌಶಲಕ್ಕೆ, ಕಾವ್ಯ ಪ್ರತಿಭೆಗೆ ಮನಸೋತ ಷಹಜಹಾನನು ನಿನಗೇನು ಬೇಕು ಕೇಳೆಂದಾಗ ಜಗನ್ನಾಥನು ಲವಂಗಿಯನ್ನೇ ಕೇಳುತ್ತಾನೆ. ಷಹಜಹಾನನು ಆತನಿಗೆ ಮುಸಲ್ಮಾನ ಧರ್ಮ ಸ್ವೀಕರಿಸುವ ಷರತ್ತಿಗೊಳಪಡಿಸಿ ಆಕೆಯನ್ನು ಕೊಡಮಾಡಿ ಕೊಡುತ್ತಾನೆ.

ಇಷ್ಟಪಟ್ಟ ಸ್ತ್ರೀಯನ್ನು ತನ್ನ ವಿದ್ವತ್ತಿನಿಂದ ತನ್ನದಾಗಿಸಿಕೊಂಡ ಜಗನ್ನಾಥನು ಈ ಮದುವೆಯಾಗಿದ್ದ 'ಭಾಮಿನಿ' ಎಂಬ ಹೆಸರಿನ ಹೆಂಡತಿಯನ್ನು ನೆನೆದು ಕೃತಿಯೇ 'ಭಾಮಿನೀ ವಿಲಾಸ' ಇದರಲ್ಲಿ ಒಬ್ಬ ಸ್ತ್ರೀಯ ತೊಳಲಾಟಗಳನ್ನು ಹೃದ್ಯಂಗಮವಾಗಿ ಚಿತ್ರಿಸಲಾಗಿದೆ. ಇದರಲ್ಲಿನ ವಿಷಯದ ಆಧಾರದ ಮೇಲೆ ಕವಿಯು ನಾಲ್ಕು ವಿಭಾಗಗಳಲ್ಲಿ ಕೃತಿಯನ್ನು ರಚಿಸಿದ್ದಾನೆ. ಅವು ಅನ್ಯೋಕ್ತಿ ವಿಲಾಸ, ಶೃಂಗಾರ ವಿಲಾಸ, ಕರುಣಾವಿಲಾಸ, ಶಾಂತವಿಲಾಸ ಎಂಬುದಾಗಿವೆ. ಪ್ರತಿಯೊಂದು ವಿಲಾಸದಲ್ಲಿಯೂ ಸ್ತ್ರೀಯ ಮನೋಧರ್ಮವನ್ನು ಹಾಗೂ ಆಕೆಯ ಹಾವಭಾವಗಳನ್ನು ಪದ್ಯಗಳೊಂದಿಗೆ ವಿದ್ವತ್ಪೂರ್ಣವಾಗಿ ವಿಮರ್ಶಿಸಿದ್ದಾನೆ.

ಲಬ್ಧಾ ಕೃಪಣಸ್ಯ ದಿತ್ಸಾ ವಿಮಾರ್ಗಗಾಯಾಶ್ಚ ರುಚಿಃ ಸ್ವಕಾಂತೇ ।
ಶಾಂತಿಃ ಕುಟಿಲಸ್ಯ ಮೈತ್ರೀ ವಿಧಾತೃಸೃಷ್ಟೌ ನ ಹಿ ದೃಷ್ಟಪೂರ್ವ ॥

ಇದು ಭಾಮಿನೀ ವಿಲಾಸದಲ್ಲಿನ ಅನ್ಯೋಕ್ತಿ ವಿಲಾಸದ ಶ್ಲೋಕವಾಗಿದೆ. ಇದರ ಅರ್ಥವನ್ನು ನೋಡುವುದಾದರೆ ಮೃತನಾದವನಲ್ಲಿ ಲಾಭದ ಇಚ್ಛೆಯು, ಜಿಪುಣನಲ್ಲಿ ದಾನದ ಇಚ್ಛೆಯು ಜಾರಿಣಿ ಸ್ತ್ರೀಯಲ್ಲಿ ಪತಿ ಪ್ರೇಮವು, ಸರ್ಪದಲ್ಲಿ ಶಾಂತಿಯು

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ಸಮಕಾಲೀನ ಭಾರತೀಯ ಸಾಹಿತ್ಯ : ವಿವಿಧ ವಿಮರ್ಶೆಗಳು

ಸಂಪುಟ–II

ಪ್ರಧಾನ ಸಂಪಾದಕರು

ಪ್ರೊ. ಎಸ್.ಕೆ. ಪವಾರ

ನಿರ್ದೇಶಕರು ಹಾಗೂ ವಿಭಾಗಾಧ್ಯಕ್ಷರು,
ಹಿಂದಿ ವಿಭಾಗ,
ಕರ್ನಾಟಕ ವಿಶ್ವವಿದ್ಯಾಲಯ, ಧಾರವಾಡ

ಸಹ ಸಂಪಾದಕರು

ಪ್ರೊ. ಪ್ರಭಾ ಭಟ್

ಡಾ. ಎಲ್.ಪಿ. ಲಮಾಣಿ

ಡಾ. ಶೀಲಾ ಚೌಗುಲೆ

ಡಾ. ನೀತಾ ದೌಲತಕರ

ಅಮನ ಪ್ರಕಾಶನ, ಕಾನಪುರ, (ಉ.ಪ್ರ)

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"ಭಗವದ್ಗೀತೆಯಲ್ಲಿನ ಪರಿಸರ ಸಂರಕ್ಷಣೆ"

• ಹೆಚ್. ವಿ. ಕಾಶೀನಾಥ ಶಾಸ್ತ್ರೀ

ಸಂಸ್ಕೃತ ಸಾಹಿತ್ಯವೆಂದರೆ ಉಳಿದ ಭಾಷಾ ಸಾಹಿತ್ಯಗಳಂತೆ ಕೇವಲ ಸಾಹಿತ್ಯಿಕ ಅಂಶಗಳಲ್ಲದೆ ಇದರಲ್ಲಿ ಧಾರ್ಮಿಕ, ಸಾಮಾಜಿಕ, ಸಾಂಸ್ಕೃತಿಕ, ವೈಚಾರಿಕ, ಪ್ರಾಕೃತಿಕ, ವೈಜ್ಞಾನಿಕ ಇತ್ಯಾದಿ ಹಲವಾರು ವಿಷಯಗಳ ಬೃಹತ್ ಸಂಗ್ರಹ. ಇಂದಿನ ಹಲವಾರು ಜ್ವಲಂತ ಸಮಸ್ಯೆಗಳಿಗೆ ಪ್ರಾಚೀನ ಸಾಹಿತ್ಯವೆಂದು ಕರೆಯಲ್ಪಡುವ ಇದರಲ್ಲಿ ಸಲಹೆ, ಸೂಚನೆ ಹಾಗೂ ಪರಿಹಾರೋಪಾಯಗಳನ್ನು ಕಾಣಬಹುದಾಗಿದೆ. ಅಂತೆಯೇ ಧರ್ಮಗ್ರಂಥವೆಂದು ಕರೆಯಲ್ಪಡುವ ಭಗವದ್ಗೀತೆಯಲ್ಲಿಯೂ ಕೂಡ ಹಲವಾರು ಸಮಸ್ಯೆಗಳಿಗೆ ಪರಿಹಾರಗಳಿದ್ದು, ಅದರಲ್ಲಿ ಪರಿಸರದ ಕುರಿತು ಸೂಕ್ಷ್ಮವಾಗಿ ವಿವೇಚಿಸಿರುವ ಅಂಶಗಳನ್ನು ಈ ಮುಂದಿನಂತೆ ವಿಶದೀಕರಿಸಲಾಗಿದೆ.

ಪ್ರಸ್ತುತ ಜಗತ್ತಿನಲ್ಲಿ ಪರಿಸರ ಅಸಮತೋಲನದಿಂದ ಜಾಗತಿಕ ತಾಪಮಾನ (Global warming), ಅಂತರ್ಜಲ ಕುಸಿತ, ಅತಿವೃಷ್ಟಿ-ಅನಾವೃಷ್ಟಿ, ಜಲಪ್ರಳಯ ಇತ್ಯಾದಿ ಪ್ರಾಕೃತಿಕ ವಿಕೋಪಗಳು ಹೆಚ್ಚುತ್ತಿದ್ದು, ಇವುಗಳ ತಡೆಗೆ ವಿಶ್ವದಾದ್ಯಂತ ಹಲವು ಚರ್ಚೆಗಳು ನಡೆಯುತ್ತಿರುವ ಈ ಸಂದರ್ಭದಲ್ಲಿ ಸಂಸ್ಕೃತ ಸಾಹಿತ್ಯದಲ್ಲಿಯೂ ಪರಿಸರದ ಬಗ್ಗೆ ತಿಳುವಳಿಕೆ ಮೂಡಿಸುವ ಹಲವು ಅಂಶಗಳಿದ್ದು, ಅವುಗಳನ್ನು ತಿಳಿಯುವುದರ ಜೊತೆಗೆ ಆಚರಣೆಗೆ ತಂದರೆ ಪ್ರಾಕೃತಿಕ ಅಸಮತೋಲನವನ್ನು ಸುಲಭವಾಗಿ ನಿಯಂತ್ರಿಸಬಹುದಾಗಿದೆ.

'ಪರಿಸರ' ಪದವು 'ಪರಿ' ಉಪಸರ್ಗಪೂರ್ವಕವಾದ 'ಸೃ' ಧಾತುವಿನಿಂದ ನಿಷ್ಪನ್ನವಾಗಿ 'ಪರಿತಃ ಸರತಿ' ಎಂಬ ಅರ್ಥದೊಂದಿಗೆ ನಿಷ್ಪನ್ನವಾದುದು. ಅಂದರೆ ನಮ್ಮ ಸುತ್ತ-ಮುತ್ತಲಿನ ಸಕಲ ಚರಾಚರ ವಸ್ತು, ಜೀವಿಗಳನ್ನೆಲ್ಲವನ್ನೂ ಒಟ್ಟಾಗಿ ಲಕ್ಷಣಯಾ 'ಪರಿಸರ'ಎನ್ನಬಹುದಾಗಿದೆ.

ಈ ಪರಿಸರವು ಪ್ರವಾಹದಂತೆ ನಿತ್ಯನಿರಂತರವಾದದ್ದು, ಇದು ಕಾಲದಿಂದ ಕಾಲಕ್ಕೆ ಬದಲಾಗುವುದೇ ಹೊರತು ನಾಶವಾಗುವುದಿಲ್ಲ.

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ಅಭಿಷೇಕನಾಟಕದಲ್ಲಿ ಲಲಿತಕಲೆಗಳು; ಒಂದು ಅವಲೋಕನ

– ಹೆಚ್.ವಿ.ಕಾಶೀನಾಥ ಶಾಸ್ತ್ರಿ

ಸಾಹಿತ್ಯಸಂಗೀತಕಲಾ ವಿಹೀನಃ ಸಾಕ್ಷಾತ್ ಪಶುಃ ಪುಚ್ಛವಿಶಾಣ ಹೀನಃ ।
ತೃಣನ್ನಖಾದನ್ನಪಿಜೀವಮಾನಃ ತದ್ಭಾಗಧೇಯಮ್ ಪರಮಂ ಪಶೂನಾಂ ॥

ಎಂಬ ಸುಭಾಷಿತವನ್ನು ನಾವು ಕೇಳಿಯೇ ಇರುತ್ತೇವೆ. ಅಂದರೆ 'ಸಾಹಿತ್ಯ, ಸಂಗೀತ, ಕಲೆಗಳ ಕುರಿತು ಆಸಕ್ತಿ ಇಲ್ಲದಿರುವವನು ಸಾಕ್ಷಾತ್ ಪಶುವೇ. ಆದರೆ ಈತನಿಗೆ ಬಾಲ, ಕೊಂಬುಗಳು ಇರುವುದಿಲ್ಲವಷ್ಟೇ ಹಾಗೂ ಈತನು ಹುಲ್ಲನ್ನು ತಿನ್ನದಿರುವುದು ಪಶುಗಳ ಭಾಗ್ಯವೇ ಆಗಿದೆ' ಎನ್ನಲಾಗಿದೆ. ಹಾಗಾಗಿ ನಮ್ಮ ಪ್ರಾಚೀನರು ಸಾಹಿತ್ಯ, ಸಂಗೀತ, ಲಲಿತಕಲೆಗಳಿಗೆ ಅತ್ಯಂತ ಪ್ರಾಮುಖ್ಯತೆಯನ್ನು ನೀಡಿದ್ದರು ಹಾಗೂ ತಮ್ಮ ಜೀವನದಲ್ಲಿ ಇವುಗಳನ್ನು ಅಳವಡಿಸಿಕೊಂಡಿದ್ದರು. ಇಂತಹ ಸಾಹಿತ್ಯ ಪ್ರಕಾರಗಳಲ್ಲಿ ನಾಟಕಾದಿ ದಶರೂಪಕಗಳೂ ಪ್ರಮುಖವಾದುದು. ಹಾಗಾಗಿಯೆ! ಮಹಾಕವಿ ಕಾಳಿದಾಸನು 'ನಾಟ್ಯಂಭಿನ್ನರುಚೇರ್ಜನಸ್ಯ ಬಹುಧಾಪ್ಯೇಕಂ ಸಮಾರಾಧನಮ್" ಎಂದಿದ್ದಾನೆ. ನಾಟಕವು ವಿಭಿನ್ನಾಭಿರುಚಿಯುಳ್ಳ, ಎಲ್ಲಾ ಮನೋಭಾವದವರನ್ನು ಆಕರ್ಷಿಸುವ ಏಕಮಾತ್ರ ಸಾಧನ. ಇದನ್ನು ಹೊರತು ಪಡಿಸಿ ಇನ್ನಾವುದೇ ಕಲೆಗಳಾಗಲೀ, ಸಾಹಿತ್ಯವಾಗಲೀ ಆಯಾಯ ವಿದ್ಯೆಗಳಲ್ಲಿ ಆಸಕ್ತಿ ಇರುವವರನ್ನು ಮಾತ್ರ ಆಕರ್ಷಿಸುತ್ತವೆಯೇ ಹೊರತು ಎಲ್ಲಾ ಮನೋಭಾವದವರನ್ನು ಆಕರ್ಷಿಸುವುದು ಕಷ್ಟ. ಹಾಗಾಗಿಯೇ ಸಂಸ್ಕೃತನಾಟಕಗಳು ಸಾರ್ವಕಾಲಿಕ ಜನಾನುರಾಗವನ್ನು ಸಂಪಾದಿಸಿರುವುದು. ಇವುಗಳ ಕಥಾವಸ್ತುಗಳು ಯಾವುದೇ ಹಿನ್ನಲೆಯನ್ನು ಹೊಂದಿದ್ದರೂ, ಅವು ಹಲವು ಲಲಿತಕಲೆಗಳ ಸಂಗಮ. ಇದರಲ್ಲಿ ಸಂಗೀತವಿದೆ, ಸಾಹಿತ್ಯವಿದೆ, ಅಭಿನಯವಿದೆ, ನೃತ್ಯವಿದೆ, ಸಂಭಾಷಣೆಯಿದೆ, ವೇಷ-ಭೂಷಣಗಳಿವೆ ಹೀಗೆ ಇದರ ವಿಶೇಷತೆಗಳು ಹಲವು. ಇಂತಹ ನಾಟಕಗಳ ಸಾಲಿಗೆ ಅಭೀಷೇಕ ನಾಟಕವು ಸೇರುತ್ತದೆ.

ಆರು ಅಂಕಗಳುಳ್ಳ ಭಾಸ ವಿರಚಿತವಾದ ಈ ನಾಟಕದ ಮೂಲವಸ್ತು ರಾಮಾಯಣಾಧಾರಿತವಾದುದೆಂದು ತಿಳಿದದ್ದೇ ಆಗಿದೆ. ರಾಮನ ಪಟ್ಟಾಭಿಷೇಕವನ್ನು ಉದ್ದೇಶವಾಗಿಟ್ಟುಕೊಂಡು ರಚಿತವಾದ ಈ ನಾಟಕವು ವೀರರಸ ಪ್ರಧಾನವಾದುದು. ನಾಟಕನಲ್ಲಿ ಹಲವಾರು ನಾಟ್ಯಶಾಸ್ತ್ರೀಯ ಅಂಶಗಳ ಜೊತೆಗೆ ಲಲಿತಕಲೆಗಳ ಕುರಿತಾದ ವಿಚಾರವೂ ಕೆಲವು ಕಡೆಗಳಲ್ಲಿ ಮೂಡಿಬಂದಿರುವುದನ್ನು ಪರಾಮರ್ಶಿಸಬಹುದಾಗಿದೆ.

ಚಿತ್ರಕಲೆ, ಸಂಗೀತ, ನೃತ್ಯ, ಇತ್ಯಾದಿ ಕಲೆಗಳನ್ನು ಲಲಿತಕಲೆಗಳೆಂದು ಗುರುತಿಸಲಾಗಿದೆ. ಪ್ರಾಚೀನ ಭಾರತೀಯರು ಪ್ರತಿಪಾದಿಸಿರುವ ಅರವತ್ನಾಲ್ಕು ಕಲೆಗಳೂ ಕೂಡ ಲಲಿತಕಲೆಗಳೇ ಆಗಿವೆ. ಇವು ವಿವಿಧ ಸಾಹಿತ್ಯ ಪ್ರಕಾರಗಳಲ್ಲಿ ಸಂದರ್ಭೋಚಿತವಾಗಿ ಬಳಸಲ್ಪಟ್ಟಿವೆ. ಪ್ರಸ್ತುತ 'ಅಭಿಷೇಕ' ನಾಟಕದಲ್ಲಿ ಪ್ರತಿಪಾದಿಸಿರುವ ಲಲಿತಕಲೆಗಳನ್ನು ಈ ಮುಂದಿನಂತೆ ಸ್ಥೂಲವಾಗಿ ಪರಿಮರ್ಶಿಸಲಾಗಿದೆ.

ದ್ವಿತೀಯಾಂಕದಲ್ಲಿ ಹನುಮಂತನು ಲಂಕೆಯನ್ನು ಪ್ರವೇಶಿಸಿದ ನಂತರ ರಾವಣನ ಲಂಕಾಪುರಿಯ ವಿನ್ಯಾಸವನ್ನು ಕಂಡು –

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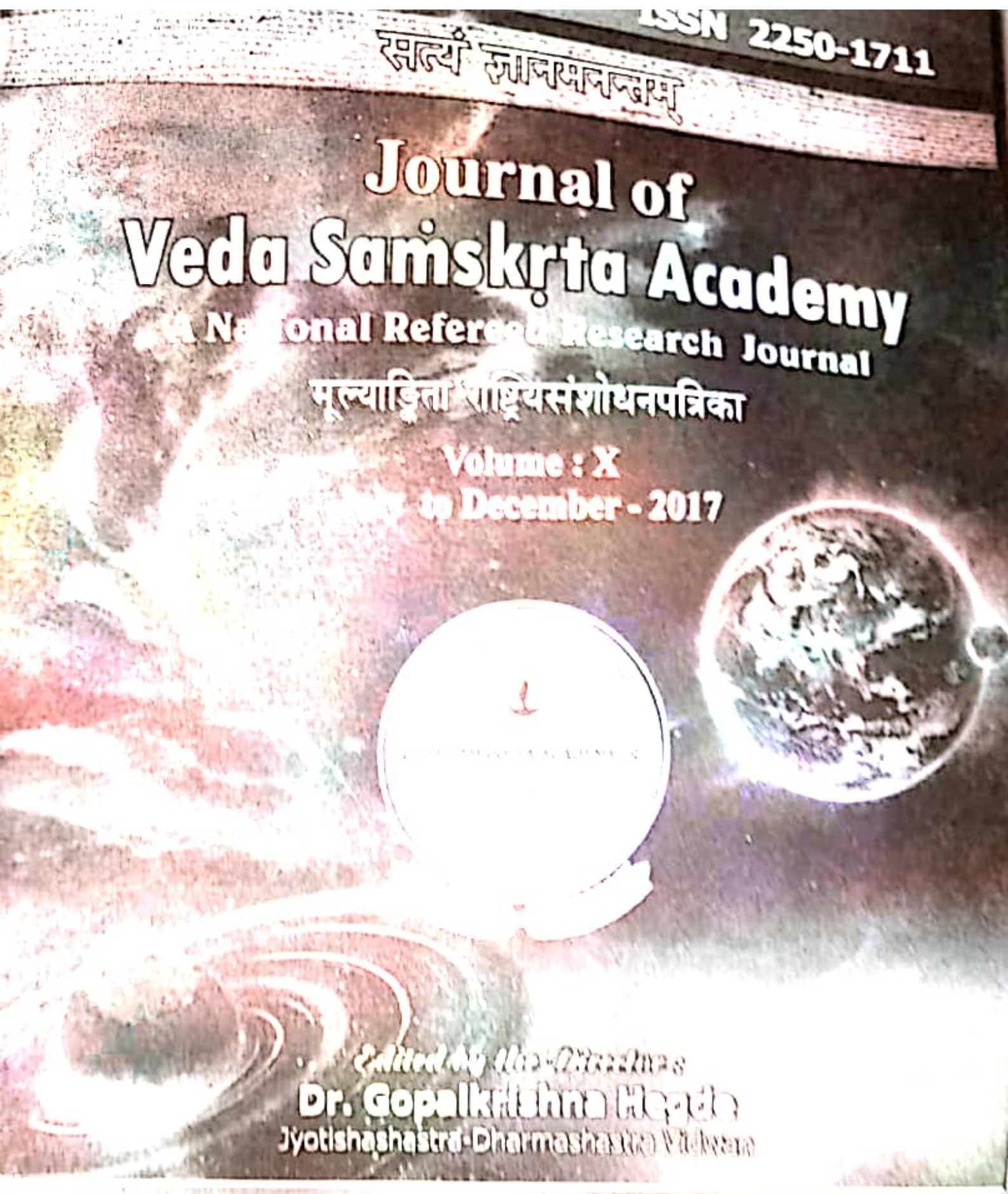

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ಮಂಡಿಕಲ್ ರಾಮಾಶಾಸ್ತ್ರಿಯವರ ಬದುಕು –ಬರಹ

–ಸವಿತಾ ಎನ್. (ಶಿವಮೊಗ್ಗ)•

ಸಾರಾಂಶ:– ಮಂಡಿಕಲ್ ಎಂಬ ಗ್ರಾಮವು ಈತನ ಜನ್ಮಭೂಮಿ. ಇದು ಕೋಲಾರ ಜಿಲ್ಲೆಯ ಚಿಕ್ಕಬಳ್ಳಾಪುರದ ತಾಲ್ಲೂಕಿಗೆ ಸೇರಿದೆ. ಈತನ ತಂದೆಯ ಹೆಸರು ವೆಂಕಟಸುಬ್ಬಾಶಾಸ್ತ್ರಿ ಎಂದು. ಅಜ್ಜನ ಹೆಸರು ಅಪ್ಪಾಸ್ವಾಮಿ ಜೋಯಿಸ. ಇವನದು ರಥಿತರಸಗೋತ್ರ ಎಂಬುದು. ಇದರಲ್ಲಿ ರಾಮಶಾಸ್ತ್ರಿಯವರ ಜೀವನ, ವಿದ್ಯಾಭ್ಯಾಸ, ಇವರಿಗೆ ಸಂದಿರುವ ಪ್ರಶಸ್ತಿಗಳು,

ಈತನ ಕಾಲ, ಗ್ರಂಥಗಳ ಬಗ್ಗೆ ಪರಿಚಯವಿದೆ. ಈತನು ನಾಲ್ಕು ಗ್ರಂಥಗಳನ್ನು ಪರಿಚಯಿಸಿದ್ದಾನೆ.

೧) ಆರ್ಯಧರ್ಮ ಪ್ರಕಾಶಿಕ
೨) ಭೈಮೀ ಪರಿಣಯಂ
೩) ಮೇಘಪ್ರತಿ ಸಂದೇಶಃ,
೪) ಕುಂಭಾಭಿಷೇಕ ಚಂಪೂ

ಆರ್ಯಧರ್ಮ ಪ್ರಕಾಶಿಕಾ ಇದು ಹೆಸರಿಗೆ ತಕ್ಕಂತೆ ಶ್ರುತಿಸ್ಮೃತಿಗಳ ಸಂಗ್ರಹರೂಪ. ಇದರಲ್ಲಿ ಪೂರ್ವಭಾಗ, ಉತ್ತರಭಾಗವೆಂದು ಎರಡು ಭಾಗಗಳು. ಇವುಗಳ ವಿವರಣೆಯನ್ನು ಇದರಲ್ಲಿ ವಿವರಿಸಲಾಗಿದೆ.

ಮಂಡಿಕಲ್ ರಾಮಾಶಾಸ್ತ್ರಿಯವರ ಬದುಕು –ಬರಹ

ಮಂಡಿಕಲ್ ಎಂಬ ಗ್ರಾಮವು ಈತನ ಜನ್ಮಭೂಮಿ. ಇದು ಕೋಲಾರ ಜಿಲ್ಲೆಯ ಚಿಕ್ಕಬಳ್ಳಾಪುರದ ತಾಲ್ಲೂಕಿಗೆ ಸೇರಿದೆ. ಈತನ ತಂದೆಯ ಹೆಸರು ವೆಂಕಟಸುಬ್ಬಾ ಶಾಸ್ತ್ರಿ ಎಂದು. ಅಜ್ಜನ ಹೆಸರು ಅಪ್ಪಾಸ್ವಾಮಿ ಜೋಯಿಸ. ಇವನದು "ರಥಿತರಸ ಗೋತ್ರ".

ರಥಿರಸಗೋತ್ರಸ್ಯ ರಾಮನಾಮಕವೇಧ್ಯಚಃ ।
ಸಂಮೋದಯತು ಚೇತಾಂಸಿ ಸಾಧು ವಾ ಸಾಧುವಾಸತಾಂ ॥
[ಕುಂಭಾಭಿಷೇಕ ಚಂಪೂ ಪುಟ ೩೬]

ಈತನು ಹುಟ್ಟಿದುದು ಕ್ರಿ.ಶ. ೧೮೪೪ ರಲ್ಲಿ. ಈತನು ಮೈಸೂರಿನಲ್ಲಿ ದ್ವಿವೇದಿಗಳ ಬಳಿಯಲ್ಲಿ ಋಗ್ವೇದ ಪಾಠಕ್ಕೆ ನಿಂತನು. ತನ್ನ ೧೬ನೆಯ ವರ್ಷದವರೆಗೆ ಋಗ್ವೇದವನ್ನು ಅಧ್ಯಾಯನ ಮಾಡಿ, ಪಿತೃವಿಯೋಗವಾದುದರಿಂದ ತನ್ನ ಊರಾದ ಮಂಡಿಕಲ್ ಎಂಬ ಗ್ರಾಮಕ್ಕೆ ಪುನಃ ಬಂದು ಆಗ ಅಲ್ಲಿ ಹೆಸರುಗೊಂಡಿದ್ದ ವೆಂಕಟ–

•(सविता एन्. महोदया शिवमोग्गनगरस्थस्य कुवेम्पु विश्वविद्यालयस्य निवृत्तप्रांशुपालानां डा. वि. एस्. महदेवय्य महाभागानां मार्गदर्शनेन "भासनु रामायणाधारित नाटकगळल्लि माडिकोंडिरुव बदलावणेगळु–ओंदु अध्ययन" इत्यस्मिन् विषये कुवेम्पुविश्वविद्यालये संशोधनकर्मणि रता ।)

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डा॰ सविता एन.
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यो वै तां ब्रह्मणो वेदाऽमृततेनाऽवृतां पुरम्
तस्मै ब्रह्मा च ब्रह्मश्च चक्षुः प्राणं प्रजां ददुः
तस्मिन् हिरण्ययेकोशे त्र्यरे त्रिप्रतिष्ठिते ।
तस्मिन् यदय क्ष मात्मन्वत् तद्वै ब्रह्मविदो विदुः ।

अथर्ववेद – १०–३० श्लोक

ब्रह्मचर्य, गृहस्थ, वानप्रस्थ, संन्यास ಒಟ್ಟು ನಾಲ್ಕು ಆಶ್ರಮಗಳಿವೆ. ಗೃಹಸ್ಥಾನಾಗುವುದಕ್ಕೆ ಮೊದಲು ಗುರುವಿನ ಜೊತೆಯಲ್ಲಿಯೇ ಇದ್ದು ವಿದ್ಯಾಭ್ಯಾಸಗಳನ್ನು ಮಾಡಬೇಕು. ಅಂತಹ ಸಂದರ್ಭದಲ್ಲಿ ಶರೀರ ಪೋಷಣೆಯು ಒಂದು ಕಾರ್ಯವಾಗಿರುತ್ತದೆ. ಎಲ್ಲಾ ವಿದ್ಯೆಗಳ ಪರಿಚಯವೂ ಅಂದರೆ ಗಣಿತ, ವಿಜ್ಞಾನಾಧಿಗಳ ಪರಿಜ್ಞಾನವಿರುವಂತೆ, ಕಾಮಶಾಸ್ತ್ರಾದಿಗಳ ಪರಿಚಯವೂ ಅತ್ಯವಶ್ಯಕವಾಗಿ ಆಗಿರಲೇಬೇಕು. ಜೊತೆಗೆ ಪ್ರಧಾನವಾಗಿ ಆರೋಗ್ಯ, ಸಂರಕ್ಷಣೆಗೆ ಬೇಕಾಗಿರುವಂತಹ ಆರ್ಯುವೃದ್ಧಿಗೆ ಅತ್ಯವಶ್ಯವಾದ ಆಯುರ್ವೇದದ ಅಧ್ಯಯನವು ಅತ್ಯವಶ್ಯವಾಗಿದೆ. ಏಕೆಂದರೆ ಶರೀರವು ಉಪೇಕ್ಷಣೀಯವೂ ಅಲ್ಲ, ಕ್ಷುದ್ರವೂ ಅಲ್ಲ. ಆದರೆ ಅದು ಧರ್ಮಕ್ಕೆ ಸಾಧನವಾದುದು. ನಮ್ಮ ಶರೀರದಲ್ಲಿ ವಾಕ್, ಪಾಣಿ, ಪಾದ, ಪಾಯು, ಉಪಸ್ಥಗಳೆಂಬ ಐದು ಕರ್ಮೇಂದ್ರಿಯಗಳೂ, ನೇತ್ರ, ತ್ವಕ್, ಜಿಹ್ವಾ, ಘ್ರಾಣ, ಶ್ರೋತ್ರಗಳೆಂಬ ಪಂಚ ಜ್ಞಾನೇಂದ್ರಿಗಳೂ, ಬಾಲ್ಯ, ಕೌಮಾರ, ಯೌವನ, ವಾರ್ಧಾಕ್ಯಗಳೆಂಬ ನಾಲ್ಕು ಅವಸ್ಥೆಗಳೂ, ಆಧಾರ, ಸ್ವಾಧಿಷ್ಠಾನ, ಮಣಿಪೂರಕ, ಅನಾಹತ, ವಿಶುದ್ಧಿ, ಆಜ್ಞಾ, ಶತದಳ ಸಹಸ್ರಾರಗಳೆಂಬ ಎಂಟು ಚಕ್ರಗಳೂ ಎರಡು ಕಿವಿಗಳು, ನೇತ್ರಗಳೆರಡು, ನಾಸಿಕರಂಧ್ರಗಳೆರೆಡು, ಬಾಯಿ, ಗುದ, ಶಿಶ್ನಗಳೆಂಬ ನವದ್ವಾರಗಳು ಮುಂತಾದವುಗಳಿದ್ದು ಇವೆಲ್ಲವುದರ ರಕ್ಷಣೆಯಿಂದ ಶರೀರವು ರಕ್ಷಣೆಯಾಗಬೇಕು. ಆದ್ದರಿಂದಲೇ ಶರೀರವನ್ನು 'ಒಂದು ದೇವನಗರು' ಎಂದು ಹೇಳಲಾಗಿದೆ. ಶರೀರವೆಂಬ ನಗರದ ರಕ್ಷಣೆಯಾದರೆ ರೋಗಾದಿ ಎಂಬ ಶತ್ರುಗಳಿಗೆ ಸೋಲಿಸಲು ಅಸಾಧ್ಯವಾಗುತ್ತದೆ.

अग्निर्वाग् भूत्वा मुखं प्रविशत् वायुः प्राणो भूत्वा नासिके प्रविशत् ।
आदित्यश्च चक्षुर्भूत्वाऽक्षिणि प्राविशत् चन्द्रमा मनो भूत्वा हृदयं प्राविशत् ।
आपो रेतो भूत्वा शिश्नं प्राविशन् । ऐतरेत उपनिषद् २ –४

ನಮ್ಮ ಶರೀರವನ್ನು ಮಂತ್ರ ಎರಡರಲ್ಲಿ ಹೇಳಲಾಗಿದೆ. ಅಂದರೆ ಶರೀರದಲ್ಲಿನ ಎಲ್ಲಾ ಅವಯವಗಳ ಮಹತ್ವವನ್ನು ಇದು ತೋರಿಸಿಕೊಡುತ್ತದೆ. ಈ ಮೇಲಿರುವ ಮಂತ್ರದಲ್ಲಿ ದೈವತ್ವದ ಸಂಬಂಧವನ್ನು ಹೇಳಲಾಗಿದೆ. ಮುಖದಲ್ಲಿ ಮಾತು, ನಾಸಿಕದಲ್ಲಿ ವಾಯು, ಕಣ್ಣುಗಳಲ್ಲಿ ತೇಜಸ್ಸು, ಮನಸ್ಸು ಹೃದಯಗಳಲ್ಲಿ, ಚಂದ್ರ ಹೀಗೆ ಆಯಾ ತತ್ವಗಳ ಉಪಸ್ಥಿತಿಯು ಇಂದ್ರಿಯಗಳಲ್ಲಿ ಇರುತ್ತವೆ. ಹೀಗೆ ಇವೆಲ್ಲವೂ ಕೂಡ ದೈವದತ್ತ ಮತ್ತು ದೈವಾಂಶವುಳ್ಳವುಗಳಾಗಿರುವುದರಿಂದ ಇವುಗಳನ್ನು ಹೊಂದಿರುವ ಶರೀರವೂ ಕೂಡ 'ದೇವನಗರಿ' ಎನಿಸಿದೆ. ಆದ್ದರಿಂದ ನಮ್ಮ ಶರೀರದ ಸಂರಕ್ಷಣೆಯು ಅತ್ಯವಶ್ಯಕವಾಗಿದೆ.

वाङ्म आसन्नसोः प्राणश्च क्ष्यक्षणोः शोत्रं कर्णयोः । अपलिताः केशा आशोण दन्ता बहु बाह्वोर्बलम् ।

अथर्ववेद – १९

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॥ प्रारब्धमुत्तमजनाः न परित्यजन्ति ॥

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॥ स्वास्थ्यसह्याद्रिः ॥

(राष्ट्रियसङ्गोष्ठीलेखसङ्ग्रहः)

द्विदिवसीयं राष्ट्रियसम्मेलनम्

विषयः – संस्कृतसाहित्ये स्वास्थ्यरक्षणम् ; तस्य प्रस्तुतता

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ಬದಲಾವಣೆಯ ಹಾದಿಯಲ್ಲಿ

ಶಾಂತಿಯ ಭಾರತ

ಡಾ. ಶೇಖರ್

ಅಶ್ವಿನಿ ಹೆಚ್. ಬಿದರಳ್ಳಿ

ಜನಸ್ಪಂದನ
Janaspandana

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ಭಾಸನ ಮಧ್ಯಮ ವ್ಯಾಯೋಗ ನಾಟಕದಲ್ಲಿ ಕಂಡುಬರುವ ಸ್ತ್ರೀ ಸಬಲೀಕರಣ

ಸವಿತಾ. ಎನ್

ಸಂಶೋಧನ ವಿದ್ಯಾರ್ಥಿ, ಸ್ನಾತಕೋತ್ತರ ಸಂಸ್ಕೃತ ಅಧ್ಯಯನ ಮತ್ತು ಸಂಶೋಧನಾ ವಿಭಾಗ, ಸಹ್ಯಾದ್ರಿ ಕಾಲೇಜ್, ಶಿವಮೊಗ್ಗ

ಸಂಸ್ಕೃತ ರೂಪಕಗಳ ಹೊಸ್ತಿಲಲ್ಲಿಯೇ ನಿಂತಿರುವಾತ ಭಾಸ. ನಮಗಿಂದು ದೊರಕಿರುವ ಕೃತಿಗಳನ್ನು ಬರೆದಿರುವ ಸಂಸ್ಕೃತ ನಾಟಕಕಾರರ ಉದ್ದ ಸಾಲಿನಲ್ಲಿ ಅವನೇ ಪ್ರಾಚೀನತಮ. ಪ್ರಾಚೀನ ಭಾರತದ ಕಾವ್ಯ ಕಲೆಯ ಸರ್ವ ಪ್ರಶಂಸಿತ ಮಹಾಕವಿ ಕಾಳಿದಾಸನಿಗಿಂತಲೂ ಅವನು ಹಿಂದಿನವನು. ಕಾಳಿದಾಸ ಭಾಸನನ್ನು ತನ್ನ ಹಿರಿಯ ಪೂರ್ವೀಕರ ನೆರವಿನಲ್ಲಿ ಪರಿಗಣಿಸುತ್ತಿದ್ದ. ಮತ್ತು ಭಾಸನಿಂದ ತನ್ನ ಸ್ಫೂರ್ತಿಯನ್ನು ಮತ್ತು ಬೆಳಕನ್ನು ಪಡೆದ. ಭಾರತದಲ್ಲಿ ನಾಟಕಕಲೆಯು ಅತ್ಯಂತ ಪ್ರಾಚೀನ ಅವಶೇಷಗಳಾಗಿ ನಿಂತಿವೆ. ಭಾಸನ ಉಪಲಬ್ಧ ನಾಟಕ ಕೃತಿಗಳು. ಅವುಗಳೆಂದರೆ,

1. ರಾಮಾಯಣಾಧಾರಿತ ನಾಟಕಗಳು:–
   1) ಅಭಿಷೇಕ ನಾಟಕ
   2) ಪ್ರತಿಮಾನಾಟಕ
   3) ಯಜ್ಞಫಲ
2. ಮಹಾಭಾರ ಆಧಾರಿತ ನಾಟಕಗಳು
   1) ದೂತವಾಕ್ಯ

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ಮಾಲವಿಕಾಗ್ನಿಮಿತ್ರ ನಾಟಕದಲ್ಲಿ ನಾಟ್ಯ ಹಾಗೂ ಸಂಗೀತ ಕಲೆಗಳು

– ಸವಿತಾ ಎನ್.

ಮಾಲವಿಕಾಗ್ನಿ ಮಿತ್ರ ವಿಕ್ರಮೋರ್ವಶಿಯ ಮತ್ತು ಅಭಿಜ್ಞಾನ ಶಾಕುಂತಲ.ಇವು ಕಾಳಿದಾಸನಿಂದ ರಚಿಸಲ್ಪಟ್ಟಿರುವ ಮೂರು ನಾಟಕಗಳಾಗಿವೆ. ಈ ಮೂರು ನಾಟಕಗಳಲ್ಲೂ ಶೃಂಗಾರರಸವೇ ಪ್ರಧಾನವಾಗಿರುತ್ತದೆ. ಈ ಮೂರು ನಾಟಕಗಳ ನಾಯಕರು ಧೀರೋದಾತ್ತ ನಾಯಕರೇ.ಆದರೂ ಸನ್ನಿವೇಶಗಳಲ್ಲೂ ಭಾವನೆಗಳಲ್ಲೂ ಪಾತ್ರಗಳ ಸ್ವರೂಪಗಳಲ್ಲೂ ಈ ನಾಟಕಗಳಲ್ಲಿ ಪರಸ್ಪರವಾಗಿಕಂಡು ಬರುವ ವೈವಿಧ್ಯಮವನ್ನು ಗಮನಿಸಿದರೆ ಕಾಳಿದಾಸ ಮಹಾಕವಿಯ ರೂಪಕರಚನಾ ಸಾಮಾರ್ಥ್ಯವನ್ನೇ ಎಷ್ಟು ಕೊಂಡಾಡಿದರೂ ಸಾಲದೆನ್ನಿಸುತ್ತದೆ. ಮಾಲವಿಕಾಗ್ನಿಮಿತ್ರವೆಂಬ ಹೆಸರು ಸೂಚಿಸುವಂತೆ ಈ ನಾಟಕವು ಮಾಲವಿಕೆಗೂ ಮತ್ತು ಅಗ್ನಿಮಿತ್ರನಿಗೂ ಸಂಬಂಧಪಟ್ಟ ನಾಟಕವಾಗಿದೆ. ಅವರಿಬ್ಬರಿಗೂ ಪ್ರಣಯವು ಅಂಕುರಿಸಿ ವೃದ್ಧಿ ಹೊಂದಿ ದಾಂಪತ್ಯದಲ್ಲಿ ಮುಕ್ತಾಯವಾಗುವುದೇ. ಈ ನಾಟಕದಕಥಾ ಸಾರಾಂಶವಾಗಿದೆ. ವಸ್ತು ನಿರ್ಮಾಣದಲ್ಲೂ ಪಾತ್ರರಚನೆಯಲ್ಲೂ ರಸಪೋಷಣೆಯಲ್ಲೂ ಕವಿಯ ಅಪ್ರತಿಮ ಕೌಶಲ್ಯವೂ ಮಹಾಪ್ರತಿಭೆಯೂ ಇಲ್ಲಿ ವ್ಯಕ್ತವಾಗಿದೆ. ಕಾಳಿದಾಸನೂ ಈ ನಾಟಕದಲ್ಲಿ ನಾಟ್ಯ.ಸಂಗೀತ ಕಲೆಗಳಿಗೆ ಎಷ್ಟು ಪ್ರಾಮುಖ್ಯತೆಯನ್ನು ನೀಡಿದ್ದಾನೆ ಎಂಬುದು ನಮಗೆ ತಿಳಿಯುತ್ತದೆ.

ಸಂಸ್ಕೃತ ಸಾಹಿತ್ಯದ ಮಹಾಕವಿಗಳಲ್ಲಿ ಹಾಗೂ ನಾಟಕಕಾರರಲ್ಲಿ ಕಾಳಿದಾಸನಿಗೆ ಅಗ್ರಸ್ಥಾನ ಪೌರ್ವಾತ್ಯ ಮತ್ತು ಪಾಶ್ಚಾತ್ಯ ವಿಮರ್ಶೆಗಳೆರೆಡರಿಂದಲೂ ಇದು ಸಿದ್ಧವಾಗಿದೆ. ಇದನ್ನು ಮಾರ್ವಿಕವಾಗಿ ಬಣ್ಣಿಸುವ ಸುಭಾಷಿತ ಬಂದಿದೆ.

ಪುರಾ ಕವೀನಾಂ ಗಣನಾ ಪ್ರಸಂಗೇ ಕನಿಷ್ಠಕಾಧಿಷ್ಠಿತ ಕಾಳಿದಾಸಃ
ಅಧ್ಯಾಪಿತತ್ತುಲ್ಯಾಕವರೇಭಾವಾದ ನಾಮಿಕಾ ಸಾರ್ಥವತಿ ಬಭೂವ॥

ಪ್ರಸಿದ್ಧವಾಗಿದ್ದ ಎಲ್ಲ ಸಾಹಿತ್ಯ ರೂಪಗಳಲ್ಲಿಯೂ ಕೃತಿ ನಿರ್ವಹಣೆಯಲ್ಲದೆಮಾತಿದ್ದಲ್ಲದೆ ಭಾವಕಾವ್ಯವೇ ಮುಂತಾದ ಹೊಸ ರೂಪಗಳನ್ನು ಸೃಷ್ಟಿ ಮಾಡಿದಕೀರ್ತಿ ಕಾಳಿದಾಸನದು. ಪಲವು ಸ್ತೋತ್ರಗಳು. ದುಷ್ಕರಯಮಕ ಬಂಧಾದಿಗಳು ಕಾಳಿದಾಸಕೃತವೆಂದು ಪ್ರತೀತಿಯಿದ್ದರೂ ವಿದ್ವಾಂಸರು ಕೆಳಗಿನ ಕೃತಿಗಳನ್ನು ಮಾತ್ರ ಕಾಳಿದಾಸ ಕೃತಿ ಎಂದು ಅಂಗೀಕರಿಸುತ್ತಾರೆ.

(ಅ) ನಾಟಕಗಳು:–
- (೧) ಮಾಳವಿಕಾಗ್ನಿ ಮಿತ್ರ
- (೨) ವಿಕ್ರಮೋರ್ವಶೀಯ
- (೩) ಅಭಿಜ್ಞಾನ ಶಾಕುಂತಲ

(ಆ) ಖಂಡ ಕಾವ್ಯಗಳು:–
- (೧) ಋತು ಸಂಹಾರ
- (೨) ಮೇಘದೂತ

(ಇ) ಮಹಾ ಕಾವ್ಯಗಳು:–
- (೧) ಕುಮಾರ ಸಂಭವ
- (೨) ರಘುವಂಶ

ರಾಜರಾಣಿಯರ ಜೀವನವೂ ಐತಿಹಾಸಿಕ ವಿಚಾರಗಳು ಪಕ್ಷ ಪ್ರತಿಪಕ್ಷಗಳ ಮೇಧಾಶಕ್ತಿ ಪ್ರದರ್ಶನವೂ ನಾಯಿಕೆಯ ನಾಟ್ಯಕೌಶಲ್ಯ ಪ್ರದರ್ಶನವೂ ಸಂವಿಧಾನದ ಅಂಗಗಳಾಗಿ ಮೇಳವಿಸಿರುವಂತೆ ರಚಿತವಾಗಿರುವ ಶ್ರೇಷ್ಠಕಲಾಕೃತಿಯಾಗಿರುವುದು ಮಾಲವಿಕಾಗ್ನಿಮಿತ್ರ ನಾಟಕದ ವೈಶಿಷ್ಟ್ಯ. ರಾಜಕೀಯ ವಿಚಾರ ಮತ್ತು ಪಕ್ಷ

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ಧರ್ಮಶಾಸ್ತ್ರ ಮತ್ತು ಸ್ಮೃತಿಗಳಲ್ಲಿ ವಾಣಿಜ್ಯ ವ್ಯವಹಾರ

• ಶ್ರೀಮತಿ ಸವಿತಾ ಎನ್.

ಸಾರಾಂಶ

ಭಾರತ ದೇಶದಲ್ಲಿ ಪುರಾತನ ಕಾಲದಿಂದಲೂ ವಾಣಿಜ್ಯ ಪ್ರಚಾರ ಕಂಡುಬರುತ್ತದೆ. ಇದಕ್ಕೆ ಆಕರ ಗ್ರಂಥಗಳಾಗಿ ವೇದೇತಿಹಾಸಗಳಲ್ಲಿ ಪ್ರಮಾಣವಾಗಿದೆ. ಋಗ್ವೇದದ ಸೂತ್ರವೊಂದರಲ್ಲಿ ಕ್ರಯ, ವಿಕ್ರಯದ ವಿಚಾರವೊಂದು ಬಂದಿದೆ. ವ್ಯಕ್ತಿಯೊಬ್ಬನು ಅಮೂಲ್ಯ ವಸ್ತುವನ್ನು ಅಲ್ಪಧನಕ್ಕೆ ಮಾರಿದ ನಂತರ ತನ್ನ ತಪ್ಪನ್ನು ಅರಿತು ಉಳಿದ ಮೌಲ್ಯವನ್ನು ಕೊಡುವಂತೆ ಆಗ್ರಹಿಸುತ್ತಾನೆ. ಕೊಂಡವನಾದರೋ ಕೊಂಡ ವಸ್ತುವನ್ನು ಹಿಂದಿರುಗಿಸುವುದಿಲ್ಲ. ಹಾಗೂ ಹೆಚ್ಚಿನ ಬೆಲೆಯನ್ನು ಕೊಡುವುದಿಲ್ಲ. ದಕ್ಷನಾಗಲೀ, ಅದಕ್ಷನಾಗಲೀ ಕೊಟ್ಟ ಬೆಲೆಗೆ ಹೊಂದಿಕೊಳ್ಳಬೇಕಾದುದು ನಿಯಮ. ಇದರಿಂದ ವಸ್ತುವಿನಿಮಯ ಪದ್ಧತಿಯು ಜಾರಿಯಲ್ಲಿತ್ತು ಎಂಬುದು ತಿಳಿಯುತ್ತದೆ. ಕೇವಲ ವೈಶ್ಯರಲ್ಲದೆ ಬ್ರಾಹ್ಮಣಾದಿ ವರ್ಗಗಳೂ ವಾಣಿಜ್ಯವನ್ನು ಸ್ವೀಕರಿಸಿದ್ದರು. ಲಾಭಸಂಪಾದನೆಗಾಗಿ ಕೆಲವು ಧೀರವರ್ತಕರು ಸಾಗರೋತ್ತರ ದೇಶಗಳಲೂ ಸಂಚರಿಸುತ್ತಿದ್ದರು. ಅಶ್ವಿನಿ ದೇವತೆಗಳಿಂದ ರಕ್ಷಿಸಲ್ಪಟ್ಟ ಭುಜ್ಯು ಎಂಬುವವನ ಆಖ್ಯಾನದಲ್ಲಿ ನೂರಾರು ಹುಟ್ಟುಗಳುಳ್ಳ ಉಲ್ಲೇಖವು ಋಗ್ವೇದದಲ್ಲಿ ಕಂಡುಬರುತ್ತದೆ. ಕನಿಕ್ರತ್ ಎಂಬ ಋಷಿಯು ದೇವಮಹಿಮೆಯಿಂದ ಪೂರ್ವ-ಪಶ್ಚಿಮ ಸಮುದ್ರಗಳಿಗೆ ಹೋಗುತ್ತಿದ್ದನು ಎಂಬ ಉಲ್ಲೇಖವೂ ಇದೆ.

ಕ್ರಯವಿಕ್ರಯಾತ್ಮಕ ವಾಣಿಜ್ಯವು ವೇದಕಾಲದಿಂದಲೇ ಆರಂಭವಾಗಿತ್ತು ಎನ್ನುವುದಕ್ಕೆ ಅವುಗಳಲ್ಲಿ ಕಂಡುಬರುವ ಪಣಿ [ಒಂದು ಜನಾಂಗ] ಪಣ್ಯ [ಸ್ಥಳೀಯ ಪದಾರ್ಥಗಳು] ಮೊದಲಾದ ವೃತ್ತಿ ಸೂಚಕ ಜನರ ಮಾಹಿತಿಯೂ ಅಧಿಕವಾಗಿದೆ. ಪಣಿಗಳೆಂಬ ಜನರು ಕಡುವಂಚಕರಾಗಿ ನಿರಪರಾಧಿ ಗ್ರಾಮಜನರನ್ನು ಮೋಸಗೊಳಿಸುತ್ತಿದ್ದರು. ಅವರ ದನಕರುಗಳನ್ನು ಅಪಹರಿಸುತ್ತಿದ್ದರು. ಈ ಪಣಿಗಳೇ ಭಾರತೀಯ ವಾಣಿಜ್ಯವನ್ನು ಸ್ವದೇಶ ಹಾಗೂ ಪರದೇಶಗಳಲ್ಲಿ ವಿಸ್ತರಿಸಿದ್ದರು. ಪಣಿಗಳಲ್ಲಿ ಸಭ್ಯನಾದ ಭುಜ್ಯು ಎಂಬ ಪ್ರಧಾನವರ್ತಕನಿದ್ದನು.

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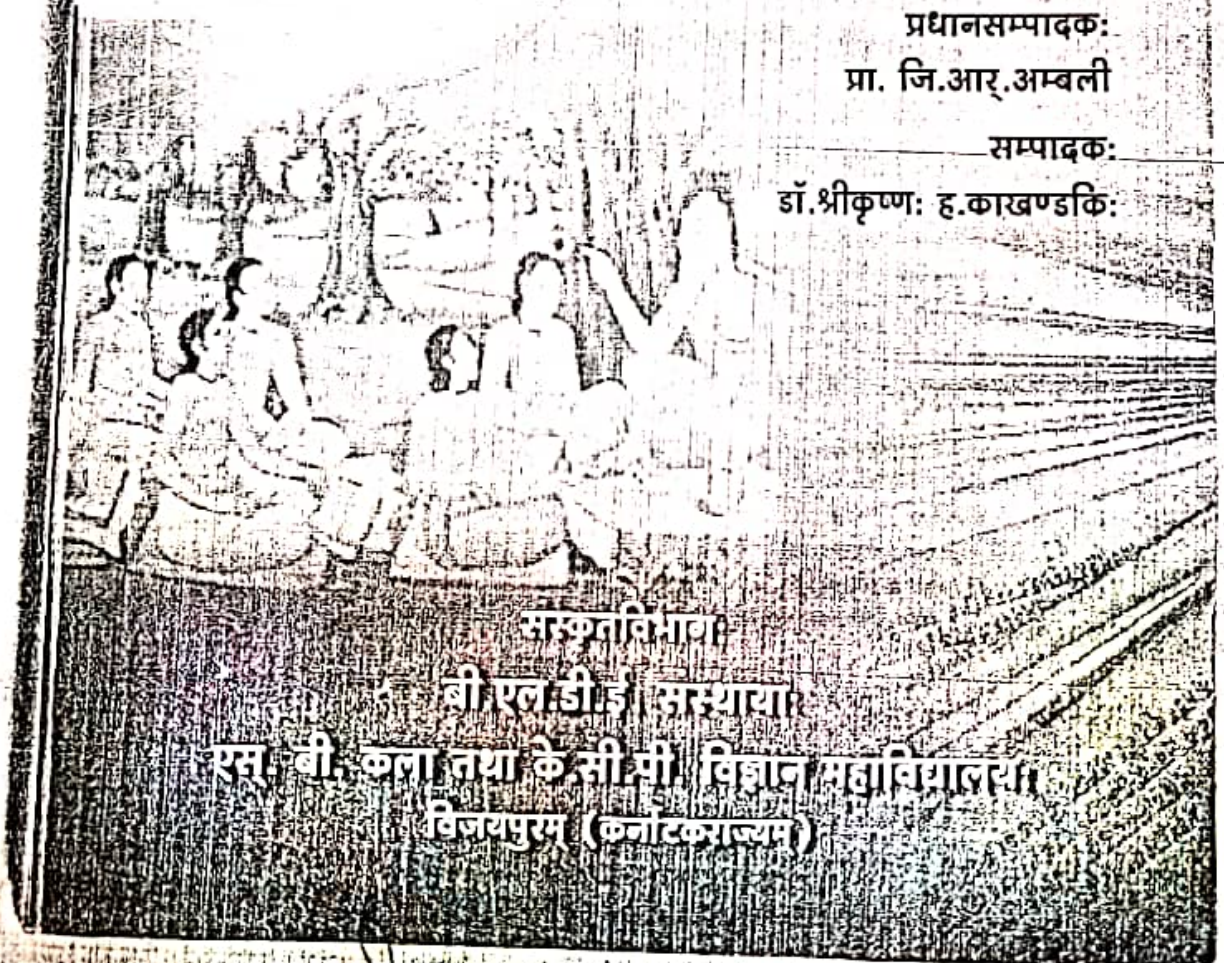
प्रा. जि.आर्.अम्बली

सम्पादकः
डॉ.श्रीकृष्णः ह.काखण्डकिः



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ಆಯುರ್ವೇದೋಕ್ತ ಆಹಾರ ಅಭ್ಯಾಸ ಕ್ರಮಗಳು

ಡಾ. ಚನ್ನಕೇಶವಯ್ಯ ಹೆಚ್.ಬಿ.
ಅತಿಥಿ ಉಪನ್ಯಾಸಕರು.
ಸಹ್ಯಾದ್ರಿ ಕಾಲೇಜ್ ಆವರಣ
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ಪೀಠಿಕೆ:

ಸಂಸ್ಕೃತ ಭಾಷೆಯು ದೇವವಾಣಿ 'ಗೀರ್ವಾಣಿ' 'ಸುರಭಾರತಿ' ಎಂಬ ಅಭಿದಾನಗಳು ಭಾಷೆಯ ಔಚಿತ್ಯಪೂರ್ಣವಾಗಿದೆ. ಜಗತ್ತಿನ ಅತ್ಯಂತ ಪ್ರಾಚೀನ ಗ್ರಂಥವೆಂದು ಪ್ರಸಿದ್ಧವಾಗಿರುವ ಋಗ್ವೇದದಲ್ಲಿ ಅನೇಕ ಗಿಡಮೂಲಿಕೆಗಳ ಬಗ್ಗೆ ಉಲ್ಲೇಖವಿದೆ.

ಆಯುರ್ವೇದಶಾಸ್ತ್ರವು ಋಗ್ವೇದಕ್ಕೆ ಸಂಬಂಧಿಸಿದ ಒಂದು ಉಪವೇದವಾಗಿದೆ. ಸಮಾಜದ ನಾಗರೀಕ ಜೀವನದಲ್ಲಿ ಮಾನವನಿಗೆ ದೀರ್ಘಾಯುವಾಗುವ ಸದಾ ಸಧೃಢವಾಗಿರುವ ಬಯಕೆ ಪ್ರಾರಂಭವಾಗಿದೆ. ಹಾಗಾಗಿಯೇ ಮಾನವನು ಆರೋಗ್ಯದ ಬಗ್ಗೆ ದೇಹದಾರ್ಢ್ಯತೆಯ ಬಗ್ಗೆ ನಿರಂತರವಾಗಿ ಆವಿಷ್ಕಾರಗಳನ್ನು ಹುಡುಕುತ್ತಲೇ ಇದ್ದಾನೆ.

ಒಟ್ಟಾರೆಯಾಗಿ ಪುರುಷಾರ್ಥ ಚತುಷ್ಟಾಯಗಳಾದ ಧರ್ಮ, ಅರ್ಥ, ಕಾಮ ಮತ್ತು ಮೋಕ್ಷಗಳನ್ನು ಹೊಂದುವುದೇ ಸರ್ವ ಮಾನರ ಪರಮೋಚ್ಚ ಗುರಿಯಾಗಿದೆ. ಆದರೆ, ಇವೆಲ್ಲವನ್ನು ಹೊಂದಬೇಕಾದಲ್ಲಿ ಇದನ್ನು ಸರಿಯಾಗಿ ಆಚರಿಸಲು ದೇಹದಾರ್ಢ್ಯದ ಅವಶ್ಯಕತೆ ಇದ್ದೇ ಇದೆ. ಸುಸ್ಥಿರ ಆರೋಗ್ಯಕ್ಕಾಗಿ ಆಯುರ್ವೇದಶಾಸ್ತ್ರದಲ್ಲಿ ಅನೇಕ ಸೂತ್ರಗಳನ್ನು ನೀಡಲಾಗಿದೆ. ಈ ಕಾರಣದಿಂದ ಅತ್ಯಂತ ಪುಣ್ಯಶಾಸ್ತ್ರವೆಂದು ಹೇಳಲ್ಪಟ್ಟ ಆಯುರ್ವೇದ ಶಾಸ್ತ್ರವು ಆದಿದೇವನೆಂದು ಪ್ರಸಿದ್ಧನಾದ ಬ್ರಹ್ಮನಿಂದ ಋಷಿಮುನಿಗಳವರೆಗೆ ಯಥಾವತ್ತಾಗಿ ಸಾಗಿ ಬಂದಿದೆ. ಮಾನವನ ಜೀವಿಗಳನ್ನು ಸೃಷ್ಟಿ ಮಾಡುವ ಪೂರ್ವದಲ್ಲಿಯೇ ಲಕ್ಷ ಶ್ಲೋಕಸಹಿತವಾದ ಆಯುರ್ವೇಧವನ್ನು ಬ್ರಹ್ಮನು ಸೃಷ್ಟಿಸಿದೆನೆಂಬ ಉಲ್ಲೇಖವು ಬರುತ್ತದೆ. ಸ್ವತಃ ಆದಿಶೇಷನೆ ಪತಂಜಲಿಯಾಗಿ ಅವತರಿಸಿ ಯೋಗಸೂತ್ರವನ್ನು ಮಹಾಭಾಷ್ಯವನ್ನು ಈ ಲೋಕಕ್ಕೆ ಕೊಡುವುದರೊಂದಿಗೆ 'ಚರಕ'ನೆಂಬ ಹೆಸರಿನಿಂದ ಅವತರಿಸಿ ಒಂದು ಚಿಕಿತ್ಸಾ ಶಾಸ್ತ್ರವನ್ನು ನೀಡಿದ್ದಾನೆ. ಕ್ಷೀರಸಾಗರದಿಂದ ಅವತರಿಸಿದ ಸ್ವತಃ ಧನ್ವಂತರಿಯೇ ಅಮೃತಕುಂಭದೊಂದಿಗೆ ಆಯುರ್ವೇದವು ವಾಜ್ಞಾಯವನ್ನು ಭೂ-ಲೋಕಕ್ಕೆ ತಂದಿದ್ದಾನೆ. ಇವೆಲ್ಲ ದೃಷ್ಟಾಂತಗಳು ಎಷ್ಟು ಪುಣ್ಯವು ಹಾಗೂ ಪ್ರಾಚೀನವೆಂಬುದನ್ನು ಸಾರುತ್ತದೆ. ಇಂದಿನ ಚಿಕಿತ್ಸಾಶಾಸ್ತ್ರಗಳು ಇಲ್ಲವೇ ವೈದ್ಯಶಾಸ್ತ್ರಗಳು ಬರೀ ದೇಹಪುಷ್ಟಿ ಹಾಗೂ ಶರೀರದ ಸರ್ವಾಂಗೀಣ ಬೆಳವಣಿಗೆಯ ಬಗ್ಗೆ ವಿಶೇಷ ಆಸಕ್ತಿ ತೋರಿದರೆ ಆಯುರ್ವೇದವು ದೇಹದ ಸಮಾತೋಲನದೊಂದಿಗೆ ಮನಸ್ವಾಸ್ಥದ ಬಗ್ಗೆಯೂ, ಆಧ್ಯಾತ್ಮದ ಬಗ್ಗೆಯೂ ಪ್ರತಿಯೊಂದು ಶ್ಲೋಕದಲ್ಲಿಯೂ ಚಿಂತನೆ ಮಾಡಿರುವುದನ್ನು ಕಾಣುತ್ತೇವೆ. ಏಕೆಂದರೆ ಮೂರು ಸಾವಿರ ವರ್ಷಗಳ ಹಿಂದೆಯೇ ಇಷ್ಟು ವೈಜ್ಞಾನಿಕ ಕೃತಿ ಹೇಗೆ ರಚಿಸಲ್ಪಟ್ಟಿತು ಎಂದು ಎಲ್ಲರೂ ಬೆರಗಾಗುವಂತೆ ಮಾಡಿದೆ. ಯಾವುದೇ ರೀತಿಯ (ಖುಜಜಿ ಇಜಿಜಿಜಿಳಿಣ) ತೊಂದರೆಯಿಲ್ಲದೇ ನಿರಂತರವಾಗಿ ಆರೋಗ್ಯವನ್ನು ನೀಡುವಲ್ಲಿ ಇದು ಕಾಮಧೇನು ಎನ್ನಿಸಿಕೊಂಡಿದೆ.

ಆಯುರ್ವೇದ ಶಾಸ್ತ್ರವು ಅವತರಣದಿಂದ ಆರಂಭಿಸಿ ವೈದ್ಯಕೀಯ ನೀತಿ ಸಂಹಿತೆ ಸ್ವಾಸ್ಥ್ಯ ರಕ್ಷಣೆಯಲ್ಲಿ ಆಹಾರ ಪದಾರ್ಥಗಳು ಪಾತ್ರ – ದೇಹದ ರೋಗ – ನಿರೋಧಕ ಶಕ್ತಿಯನ್ನು ಹೆಚ್ಚಿಸುವುದರಲ್ಲಿ ಬಹಳ ಪ್ರಮುಖ ಪಾತ್ರವನ್ನು ವಹಿಸಿದೆನ್ನಬಹುದು. ಪ್ರಸ್ತುತ ಆಯುರ್ವೇದೋಕ್ತಿ ಆಹಾರ ಅಭ್ಯಾಸ ರೂಡಿಸಿಕೊಳ್ಳುವುದರ ಮೂಲಕ ಕೆಲವು ವಿಚಾರಗಳನ್ನು ಈ ಸಂಶೋಧನ ಲೇಖನದ ಪ್ರಮುಖ ಅಂಶವಾಗಿರುತ್ತದೆ.

ಕಾರ್ಯ ವಿಧಾನ:

- ಹಿತಾಹಿತ ಆಹಾರಕ್ರಮದಿಂದ ಉಂಟಾಗುವ ಪರಿಣಾಮಗಳು:–

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एस्. बी. कला तथा के.सी.पी. विज्ञान महाविद्यालयः

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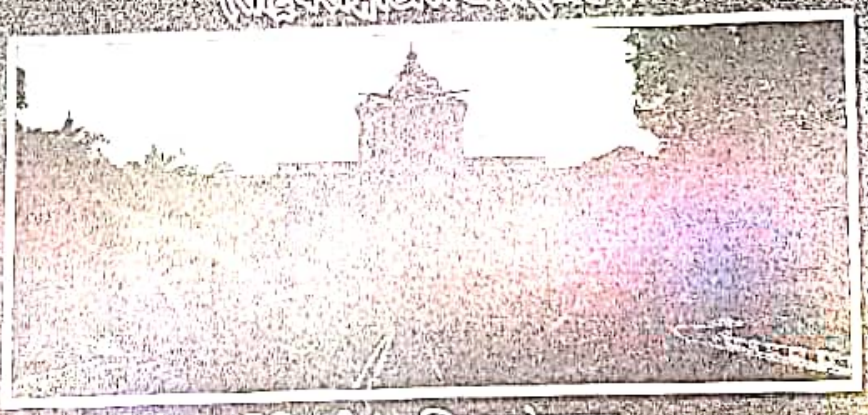

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ಭಗವದ್ಗೀತೆಯಲ್ಲಿ ಸ್ವಾಸ್ಥ್ಯ ಸಂರಕ್ಷಣೆ : ಒಂದು ನೋಟ

ಹೆದ್ದಾರಿ ರವಿಕುಮಾರ್
ಅತಿಥಿಉಪನ್ಯಾಸಕರು
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ಪೀಠಿಕೆ:

ಸ್ವಸ್ಥ ವ್ಯಕ್ತಿಯಿಂದ ಮಾತ್ರ ಸ್ವಾಸ್ಥ್ಯ ಸಮಾಜದಕಲ್ಪನೆ. ರಚನೆ ಸಾಧ್ಯ. ಅಂತಹ ಸ್ವಸ್ಥತೆಇಂದುಅತ್ಯವಶ್ಯಕ. ಸ್ವಸ್ಥ ವ್ಯಕ್ತಿಯ ಲಕ್ಷಣವನ್ನ ಹೇಳುವ ಪ್ರಾಚೀನ ಶ್ಲೋಕವೊಂದು ಹೀಗಿದೆ

समदोषः समाग्निश्च समधातुमलक्रियाः । प्रसन्नात्मेंन्द्रियमनः स्वस्थ इत्यभिधीयते ॥

ತ್ರಿದೋಷಗಳು (ವಾತ, ಪಿತ್ತ, ಕಫ) ಸಮಾನವಾಗಿ ಸ್ವಸ್ಥಾನದಲ್ಲಿಇರಬೇಕು. ಸಮಾಗ್ನಿ (ಮಂದ, ವಿಷಮ, ತೀಕ್ಷ್ಣ ಸಮ) ಇರಬೇಕು. ಸಪ್ತಧಾತುಗಳು (ರಸ, ರಕ್ತ, ಮಾಸ, ಮೇಧಸ್ಸು, ಅಸ್ಥಿ, ಮಜ್ಜ, ಶುಕ್ರ) ಮತ್ತು ಮಲ ಮೂತ್ರ, ದೆವರು ಇವುಗಳ ಕ್ರಿಯೆಗಳು ಸಮಾನವಾಗಿರಬೇಕು. ಮನಸ್ಸು, ಇಂದ್ರಿಯಗಳು ನಿರ್ಮಲವಾಗಿ ಇರಬೇಕು ಮತ್ತು ಪ್ರಸನ್ನಾತ್ಮನಾಗಿರಬೇಕು ಅಂಥವನನ್ನು ಸ್ವಸ್ಥ ಎನ್ನುತ್ತವೆ ಆಯುರ್ವೇದ. ಇಲ್ಲಿ ಆರೋಗ್ಯವಾಗಿರುವುದು ಎಂದರೆ ಬರೀದೈಹಿಕವಾಗಿರೋಗಮುಕ್ತವಾಗಿರುವುದುಎಂದಲ್ಲ. ದೈಹಿಕವಾಗಿ, ಮಾನಸೀಕವಾಗಿ, ಸಾಮಾಜಿಕವಾಗಿ ಕ್ರಿಯಾಶೀಲವಾಗಿ ಇರುವುದು ಎಂಬ ವಿಶ್ವಆರೋಗ್ಯ ಸಂಸ್ಥೆಯ ಆರೋಗ್ಯದ ವ್ಯಾಖ್ಯಾನವನ್ನ ಸ್ಮರಿಸಬಹುದು. ಒಟ್ಟಿನಲ್ಲಿ ಸ್ವಸ್ಥ ಎಂದು ಒಬ್ಬ ವ್ಯಕ್ತಿಯನ್ನ ಕರೆಯಬೇಕೆಂದರೆ ವ್ಯಕ್ತಿಯ ದೇಹ ಮತ್ತು ಮನಸ್ಸು ಆರೋಗ್ಯವಾಗಿರಬೇಕು ಮತ್ತುಆತ್ಮತೃಪ್ತನಾಗಿರಬೇಕುಎಂಬುದುಆಯುರ್ವೇದ ಮತ್ತುಆಧುನಿಕ ವೈದ್ಯ ವಿಜ್ಞಾನಎರಡೂಒಪ್ಪಿಕೊಂಡಿರುವ ಸತ್ಯ. ಈ ನಿಟ್ಟಿನಲ್ಲಿ ಭಗವದ್ಗೀತೆಯಲ್ಲ ಹೇಳಿರುವ ಸ್ವಸ್ಥ ವ್ಯಕ್ತಿಯ ಲಕ್ಷಣ ಹಾಗೂ ಸ್ವಾಸ್ಥ್ಯ ಸಂರಕ್ಷಣೆಗೆ ಹೇಳಿರುವ ವಿಚಾರಗಳೆಡೆಗೆ ದೃಷ್ಟಿ ಹರಿಸುವುದು ಈ ಲೇಖನದ ಮುಖ್ಯಉದ್ದೇಶ.

ವಿಷಯ ನಿರೂಪಣೆ: ಭಗವದ್ಗೀತೆಯಲ್ಲಿ ಹೇಳಿರುವ ಸ್ವಸ್ಥ ವ್ಯಕ್ತಿಯ ಲಕ್ಷಣ ಹಾಗೂ ಸ್ವಾಸ್ಥ್ಯ ಸಂರಕ್ಷಣೆಗೆ ಹೇಳಿರುವ ವಿಚಾರಗಳನ್ನ ನೋಡುವ ಮುನ್ನ ಭಗವದ್ಗೀತೆಯ ಬಗ್ಗೆ ಸ್ವಲ್ಪ ತಿಳಿದುಕೊಳ್ಳುವುದು ಅತ್ಯವಶ್ಯಕ. ಭಗವದ್ಗೀತೆ ಮಹಾಭಾರತದ ಭೀಷ್ಮ ಪರ್ವದಲ್ಲಿರುವೀ ಮಹಾಭಾರತದಉಜ್ವಲ ದೀಪಸ್ತಂಭದಂತೆ ಸ್ಥಿತವಾಗಿದೆ.

सर्वोपनिषदो गावो दोग्धा गोपालनंदनः ।
पार्थो वत्सः सुधीर्भोक्तादुग्धंगीतामृतं महत् ॥

ಎಲ್ಲಾ ಉಪನಿಷತ್ತುಗಳನ್ನೆ ಗೋವುಗಳನ್ನಾಗಿ ಮಾಡಿಕೊಂಡು, ಅರ್ಜುನನನ್ನು ಕರುವಾಗಿಸಿಕೊಂಡು ಪರಮಾತ್ಮ ಶ್ರೀಕೃಷ್ಣ ಹಾಲುಕರೆಯುವವನಾಗಿಗೀತೆಯೆಂಬಅಮೃತವನ್ನುಕರೆದಿದ್ದಾನೆ. ಇಲ್ಲಿಅರ್ಜುನ ನೆಪ ಮಾತ್ರ. ಅರ್ಜುನನನ್ನ ನಿಮಿತ್ತವಾಗಿಟ್ಟುಕೊಂಡುಒಬ್ಬ ವ್ಯಕ್ತಿತನ್ನಜೀವಿತದ ಹಾದಿಯಲ್ಲಿ ಬರಬಹುದಾದಎಲ್ಲ ಅಡಿತಡೆಗಳನ್ನ ಎದುರಿಸುವುದು ಹೇಗೆ ಎಂಬುದನ್ನ ಮತ್ತುಒಂದುಜೀವಿತಾವದಲ್ಲಿ ಮಾಡಬಹುದಾದ ಸಾಧನೆಗಳಿಗೆ ಅವನ ಮನಸ್ಸು ದೇಹಗಳನ್ನ ಹೇಗೆ ಅತ್ಯಂತ ಪರಿಣಾಮಕಾರಿಯಾಗಿ ಬಳಸಿಕೊಳ್ಳಬಹುದುಎಂದುದನ್ನ ಬಹಳ ಸರಳವಾಗಿ ಮತ್ತು ಸ್ಪಷ್ಟವಾಗಿ ಹೇಳಿದ್ದಾನೆ. ಭಗವದ್ಗೀತೆ ಬರೀಒಂದು ಭಾರತೀಯ ಸಾಂಪ್ರದಾಯಿಕಗ್ರಂಥ ಮಾತ್ರವಲ್ಲ. ಅದುದೇಶ ಭಾಷೆ ಕಾಲಗಳನ್ನ ಮೀರಿ ವ್ಯಕ್ತಿಗೆ ವ್ಯಕ್ತಿತ್ವ ರೂಪಿಸಿಕೊಳ್ಳಲು ಸಹಾಯಕವಾಗುವಕೈಪಿಡಿ. ಆದ್ದರಿಂದಲೇಆಚಾರ್ಯತ್ರಯರಿಂದ ಹಿಡಿದು ಸ್ವಾಮಿ ವಿವೇಕಾನಂದ, ಮಹಾತ್ಮಗಾಂಧೀಜಿಯಂತಹ ಭಾರತೀಯ ಶ್ರೇಷ್ಠ ವ್ಯಕ್ತಿಗಳಿಗೆ ಮತ್ತು ಮ್ಯಾಕ್ಸ್ ಮುಲ್ಲರ್‌ನಿಂದ ಹಿಡಿದು ಪಾವ್‌ಲೋಕೋಯ್ಲೋರಂತಹ ಪಾಶ್ಚಾತ್ಯ ವಿದ್ವಾಂಸರಾದಿಯಾಗಿ ಸಹಸ್ರಾರು ಸಾಧಕರಿಗೆ ಮೆಚ್ಚುಗೆಯಾಗಿದ್ದು, ಮಾರ್ಗದರ್ಶಿಯಾಗಿದ್ದು.

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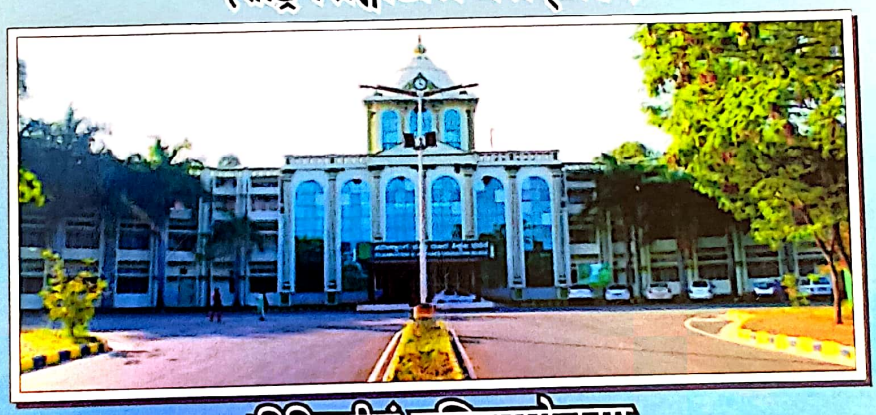

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ಧರ್ಮಾರ್ಥಕಾಮ ಮೋಕ್ಷಾಣಾಂ ಶರೀರಂ ಸಾಧನಂ ಚ ಯತ್ ।
ಮಹತಾ ತತ್ ಪ್ರಯತ್ನೇನ ಶರೀರಮಿಹ ಪಾಲಯೇತ್ ॥

ಲೋಕದಲ್ಲಿರುವ ಪ್ರತಿ ಮಾನವನೂ ಸುಖವನ್ನು ಬಯಸುತ್ತಾನೆ. ಸುಖಿಯಾಗಿ ಬಾಳುವ ವಿಧಾನವನ್ನು ಕಂಡುಹಿಡಿಯಲೂ ಬಹಳ ಪ್ರಯತ್ನಿಸುತ್ತಾನೆ. ಐಶ್ವರ್ಯ ಪ್ರಾಪ್ತಿಯು ಅಧಿಕವಾದಷ್ಟು ಸುಖಪ್ರಾಪ್ತಿಯೂ ಅಧಿಕವಾಗುವುದು ಎಂದು ಆತನ ನಂಬಿಕೆ. ಹೀಗೆ ಸುಖಾನ್ವೇಷ ಣೆಯ ಪ್ರಯತ್ನದಲ್ಲಿ ಆತನ ಮಾನಸಿಕ ಸ್ವಾಸ್ಥ್ಯವು ತಪ್ಪಿಹೋಗುತ್ತದೆ. ಈ ಮಾನಸಿಕ ಕ್ಷೋಭೆಯು ಸುಖಪ್ರಾಪ್ತಿಯ ಗಾಳಿಗೋಪುರವನ್ನು ಕೆಡವಿಬಿಟ್ಟು ಆತನನ್ನು ದುಃಖಕೂಪಕ್ಕೆ ತಳ್ಳುವುದು, ಜಗತ್ತಿನ ಅತಿ ದೊಡ್ಡ ಆಶ್ಚರ್ಯವೆಂದರೆ, ಬಹುಮಂದಿ ಜನರು ತಮ್ಮ ಮನಸ್ವಾಸ್ಥ್ಯದ ರಕ್ಷಣೆಗೆ ಏನೂ ಗಮನ ಕೊಡದೆ ಅದನ್ನು ಕಡೆಗಣಿಸುತ್ತಾರೆ.

ಪುನರ್ಮಿತ್ರಂ ಪುನರ್ವಿತ್ತಂ ಪುನರ್ಭಾರ್ಯಾ ಪುನರ್ಮಹೀ ।
ಏತತ್ಸರ್ವಂ ಪುನರ್ಲಭ್ಯಂ ನ ಶರೀರಂ ಪುನಃ ಪುನಃ ॥

ಸ್ಥಿರವಾದ ಮನಸ್ವಾಸ್ಥ್ಯವು ಮಾನವನಿಗೆ ಆತ್ಮತೃಪ್ತಿಯನ್ನುಂಟು ಮಾಡಿ ಸುಖಾರೋಗ್ಯಗಳನ್ನು ತಾನಾಗಿ ಒದಗಿಸುತ್ತದೆ. ಮನಸ್ವಾಸ್ಥ್ಯದಲ್ಲಿ ಯಾವತರದ ಕ್ಷೋಭೆಯಂಟಾದರೂ, ಅದು ದೇಹಾರೋಗ್ಯವನ್ನು ಕೆಡಿಸಿ, ರೋಗೋತ್ಪತ್ತಿಯನ್ನು ಮಾಡುವುದು. ಯೋಗಾಸನಗಳು ಹಾಗೂ ಪ್ರಾಣಾಯಾಮಗಳಿಂದ ದೇಹ ಮನಸ್ಸುಗಳ ಸ್ವಾಸ್ಥ್ಯವನ್ನು ಕಾಪಾಡಬಹುದು. ಮನಸ್ಸಿನ ಉದ್ವೇಗವು ದೇಹಾಂಗಗಳ ಕ್ರಿಯೆಗಳಿಗೆ ಆತಂಕವನ್ನುಂಟುಮಾಡುವುದೇ ರೋಗೋತ್ಪತ್ತಿಗೆ ಕಾರಣವೆನ್ನುವದು ಆಧುನಿಕ ವಿಚಾರವಾಗಿರುತ್ತದೆ.

ಪರಿಪೂರ್ಣವಾಗಿ ದೈಹಿಕ ಹಾಗೂ ಮಾನಸಿಕ ಸ್ವಾಸ್ಥ್ಯವನ್ನು ಹೊಂದಲು ಯೋಗವೇ ಪ್ರಾಯೋಗಿಕ ಸಾಧನವಾಗಿದೆ. ಯೋಗದಲ್ಲಿ ಎಂಟು ಹಂತಗಳಿವೆ. ಅವ ಯಾವುವೆಂದರೆ – (1) ಯಮ (2) ನಿಯಮ, (3) ಆಸನ, (4) ಪ್ರಾಣಾಯಾಮ, (5) ಪ್ರತ್ಯಾಹಾರ, (6) ಧ್ಯಾನ, (7) ಧಾರಣ ಮತ್ತು (8) ಸಮಾಧಿ ಇಲ್ಲಿ ಆಸನ ಪ್ರಾಣಾಯಾಮಗಳ ಕುರಿತು ಸ್ವಲ್ಪ ವಿವೇಚಿಸಲಾಗಿದೆ.

'ಸ್ಥಿರಂ ಸುಖಂ ಚ ಆಸನಂ'

ಆಸನ :

ಸ್ಥಿರವೂ ಸುಖಕರವೂ ಆದ ಯಾವುದೇ ತರದ ಅಂಗವಿನ್ಯಾಸವು ಆಸನವೆನಿಸುತ್ತದೆ. ಆರೋಗ್ಯಕರವಾದ ಒಂದು ಬಗೆಯ ದೈಹಿಕ ನಿಯಂತ್ರಣ, ಮುಖ್ಯವಾಗಿ ಇದು ದೇಹರೋಚಕ ಅಂಗವಿನ್ಯಾಸಗಳ ಚಟುವಟಿಕೆ ಒಳಗೊಂಡಿದೆ. (ದೇಹರೋಚಕವೆಂದರೆ ಬಲವರ್ಧಕ.) ಈ ಆಸನಗಳನ್ನು ಅನುದಿನವೂ ತಪ್ಪದೆ ಅಭ್ಯಸಿಸುವುದರಿಂದ ಮಾಂಸಖಂಡಗಳ, ರಕ್ತನಾಳಗಳ ಬಲವರ್ಧನೆಯಾಗಿ ಕ್ರಿಯೆ ವ್ಯವಸ್ಥಿತವಾಗುತ್ತವೆ. ಅಂಗಮೇಜಯತ್ವ ನಿರೋಧಿಸಲು ಸಾಧ್ಯವಾಗುವುದು. ಅಂಗಮ ಜಯತ್ವವು ದೇಹದಲ್ಲಿ ಪ್ರತಿದಿನ ಹಲವು ಬಾರಿ ಉಂಟಾದರೆ ಅದರಿಂದ ವಿಕ್ಷೇಪಗಳು ಅಂದರೆ ವ್ಯಾಧಿಗಳು ಉಂಟಾಗುತ್ತವೆ. ದೇಹರೋಚಕವು ವ್ಯತ್ಯಸ್ತಗೊಂಡಾಗ ಮಾಂಸಖಂಡಗಳ, ಗಂಧದ್ರವ ರಕ್ತ ಪರಿಚಲನೆಯ, ಶ್ವಾಸೋಛ್ವಾಸ ಕ್ರಿಯೆಗಳ ಯಥಾಕ್ರಮದಲ್ಲಿ ವ್ಯತ್ಯಾಸವುಂಟಾಗುವುದು. ಇದರಿಂದ ಮನಸ್ಸು ಹಾಗೂ ದೇಹವು ಬಳಲಿ ರೋಗ ಉತ್ಪನ್ನವಾಗುವುದು.

ಪ್ರಾಣಾಯಾಮ:

ಮನಸ್ಸು ದೇಹಗಳ ಹಿತವರ್ಧನೆಗೋಸುಗ ಕೈಗೊಳ್ಳುವ ನಿಯಂತ್ರಿತ ಶ್ವಾಸೋಛ್ವಾಸಗಳ ವಿಧಾನವೇ ಪ್ರಾಣಾಯಾಮ.

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॥ प्रारब्धमुत्तमजनाः न परित्यजन्ति ॥

SPECIAL VOLUME OF THE NATIONAL CONFERENCE

KUVEMPU UNIVERSITY

P.G. DEPARTMENT OF STUDIES AND RESEARCH IN SANSKRIT

SAHYADRI COLLEGE CAMPUS, SHIVAMOGGA

॥ सत्यं ज्ञानमनन्तम् ॥

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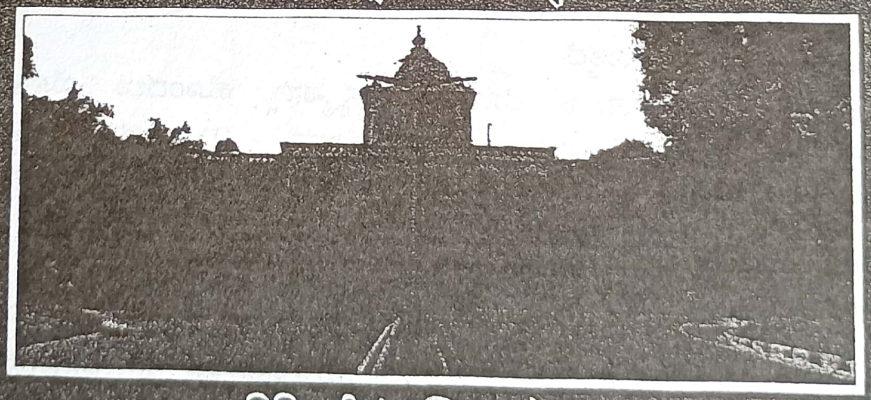
॥ स्वास्थ्यसह्याद्रिः ॥

(राष्ट्रियसङ्गोष्ठीलेखसङ्ग्रहः)



द्विदिवसीयं राष्ट्रियसम्मेलनम्

विषयः - संस्कृतसाहित्ये स्वास्थ्यरक्षणम् ; तस्य प्रस्तुतता

- प्रधानसम्पादिका -

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- सह-सम्पादकः -

डा. काशीनाथ शास्त्री हेच्. वि.

- प्रकाशनसंस्था -

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SANSKRIT AND SCIENCE

Dr Shobha.G.Bhat (Shimog)*
M.A., M Phil., Ph.D,

Introduction....

The foundation of Indian culture is based on the Sanskrit language. There is a misconception about the Sanskrit language that it is only a language for chanting mantras in temples or religious ceremonies. Most of the Sanskrit literature has nothing to do with religion, instead it deals with philosophy, law, science, literature, grammar, phonetics, interpretation etc. In fact, Sanskrit was the language of free thinkers, who questioned everything, and expressed the widest spectrum of thoughts on various subjects. In particular Sanskrit was the language of our scientists in ancient India.

Sanskrit was the language of our philosophers, scientists, mathematicians, poets and dramatists grammarians, jurists etc. In grammar Panini and Patanjali have no equals in the world, in astronomy and mathematics the works of Aryabhatta & Brahmagupta opened up new frontiers for mankind, as did the works of Charaka and Sushruta in medicine.

In philosophy Ashvaghosha, Kapila, Shankaracharya and so on., present the widest range of philosophical systems the world has ever seen, Jaimini's Mimansa Sutras laid the foundation of a whole system of rational interpretation of texts which was used not only in religion but also in law, philosophy etc. In literature, the contribution of Kalidasa and the epic of Valmiki and Vyasa are known all over the world. These and countless other Sanskrit works kept the light of learning ablaze in our country till modern times.

Sanskrit was considered as "Deva Bhasha", "Devavani "or the language of the Gods by ancient Indians. The word sanskrita, meaning "refined" or "purified," is the antonym of prakrita, meaning "natural," or "vulgar."

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*(डा. शोभा जि. भट्ट महाभागा शिवमोग्गनगरस्थस्य सह्याद्रिकलामहा-विद्यालयस्य स्नातकोत्तरसंस्कृतविभागे संस्कृत-उपन्यासिकारूपेण कार्यं कुर्वती आस्ते ।)

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ಕೌಂಡಭಟ್ಟರ ತರ್ಕ ಗ್ರಂಥಗಳು

ಡಾ. ಶೋಭಾ ಜಿ ಭಟ್ (ಶಿವಮೊಗ್ಗ)*

ಕೌಂಡಭಟ್ಟ (ಕ್ರಿ ಶ. ೧೬೨೫) :

ಕೌಂಡಭಟ್ಟರು ಕಾಶ್ಯಪಗೋತ್ರದ ಬಹುಋಚ ಶಾಖೆಗೆ ಸೇರಿದವರು. ಇವರ ಪೂರ್ವಜರು ಆಂಧ್ರಪ್ರದೇಶದಲ್ಲಿ ಕೃಷ್ಣಾ ನದಿಯ ದಂಡೆಯ ಮೇಲೆ ಇದ್ದ 'ಚಾರುಕೂರು' ಎಂಬ ಅಗ್ರಹಾರದಲ್ಲಿ ವಾಸಿಸುತ್ತಿದ್ದರು. ಅವರ ವಂಶದ ಹೆಸರು 'ಚೇರುಕೂರಿ' ವಂಶ. ಭಟ್ಟೋಜಿ ದೀಕ್ಷಿತರ ತಂದೆ ಲಕ್ಷ್ಮೀಧರರು ಕವಿಯೂ ಮತ್ತು ಮೀಮಾಂಸಾ ಶಾಸ್ತ್ರದ ವಿದ್ವಾಂಸರೂ ಆಗಿದ್ದರು. ಲಕ್ಷ್ಮೀಧರರು ವಿಜಯನಗರದ ರಾಜರ ಅರವೀಡು ವಂಶದ ತಿರುಮಲಾಚಾರ್ಯ ಎಂಬ ರಾಜನ ಆಸ್ಥಾನ ವಿದ್ವಾಂಸರಾಗಿದ್ದರು (ಕ್ರಿ.ಶ. ೧೫೭೦–೧೫೭೩). ಇವರು ಬಹುಕಾಲ ಗೃಹಸ್ಥರಾಗಿದ್ದು ಅನಂತರ ಸಂನ್ಯಾಸ ಸ್ವೀಕಾರ ಮಾಡಿ ರಮಾನಂದಾಶ್ರಮ ಎಂದು ಪ್ರಸಿದ್ಧರಾದರು. (ವೈಯಾಕರಣ ಭೂಷಣ ಸಾರ– ಡಾ. ಶ್ರೀಮತಿ ವನಿತಾ ರಾಮಸ್ವಾಮಿ. ಪೀಠಿಕೆ, ಪುಟ ೨೫)

ಇವರು ಷಡ್‌ಭಾಷಾಚಂದ್ರಿಕಾ, ಪ್ರಾಕೃತವ್ಯಾಕರಣಮ್, ಅನರ್ಘರಾಘವ ನಾಟಕಸ್ಯ ಇಷ್ಟಾರ್ಥಕಲ್ಪವಲ್ಲರೀವ್ಯಾಖ್ಯಾ, ಗೀತಗೋವಿಂದಕಾವ್ಯಕ್ಕೆ ಶ್ರುತಿರಂಜನೀ ವ್ಯಾಖ್ಯಾ, ಜಯದೇವನ ಪ್ರಸನ್ನರಾಘವ ಎಂಬ ಕಾವ್ಯಕ್ಕೆ ವ್ಯಾಖ್ಯಾನ ಮತ್ತು ನಳವರ್ಣನಕಾವ್ಯಮ್ ಎಂಬ ಗ್ರಂಥಗಳನ್ನು ರಚಿಸಿದ್ದಾರೆ.

ಇವರು ತಿರುಪತಿಯ ವೆಂಕಟೇಶನ ಭಕ್ತರು. ಇವರಿಗೆ ಭಟ್ಟೋಜಿ ದೀಕ್ಷಿತ, ರಂಗೋಜಿ ದೀಕ್ಷಿತ ಎಂಬ ಇಬ್ಬರು ಪುತ್ರರಿದ್ದರು. ಸಿದ್ಧಾಂತಕೌಮುದೀ ಎಂಬ ಸುಪ್ರಸಿದ್ಧ ಗ್ರಂಥವನ್ನು ಭಟ್ಟೋಜಿ ದೀಕ್ಷಿತರು ರಚಿಸಿದ್ದಾರೆ. ಇವರು ಪಾಣಿನಿಯ ವ್ಯಾಕರಣ ಗ್ರಂಥದಲ್ಲಿ ಅತ್ಯಂತ ನಿಷ್ಣಾತರು ಮತ್ತು ಅನೇಕ ಶಾಸ್ತ್ರಗಳಲ್ಲಿ ಪಾರಂಗತರು. ಭಟ್ಟೋಜಿ ದೀಕ್ಷಿತರು ಇಕ್ಕೇರಿಯಲ್ಲಿ ರಾಜ್ಯಭಾರ ಮಾಡುತ್ತಿದ್ದ (ಕ್ರಿ ಶ. ೧೬೪೨–೧೬೭೯) ಆಂಧ್ರದ ರಾಜಾ ಕೆಳದಿ ವೆಂಕಟಾದ್ರಿಯ ಆಸ್ಥಾನ ವಿದ್ವಂಸರಾಗಿದ್ದರು. ರಾಜನ ಪ್ರೋತ್ಸಾಹದಿಂದ 'ತತ್ತ್ವಕೌಸ್ತುಭ' ಎಂಬ ದಾರ್ಶನಿಕ ವ್ಯಾಕರಣ ಗ್ರಂಥವನ್ನು ರಚಿಸಿದರು. ಅದಲ್ಲದೇ ಇವರು ಇನ್ನೂ ಹಲವಾರು ಗ್ರಂಥಗಳನ್ನು ರಚಿಸಿದ್ದಾರೆ.

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*(डा. शोभा जि. भट्ट महाभागा शिवमोग्गनगरस्थस्य सह्याद्रि महाविद्यालयस्य स्नातकोत्तरसंस्कृतविभागे संस्कृत-उपन्यासिका रूपेण कार्यं कुर्वती आस्ते ।)

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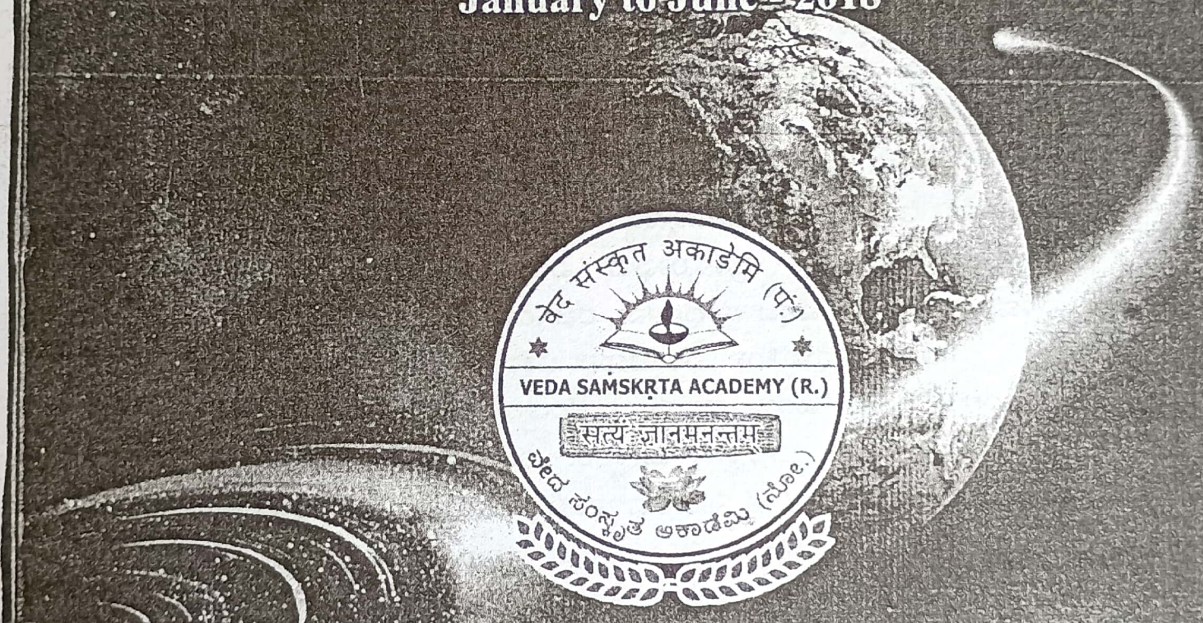

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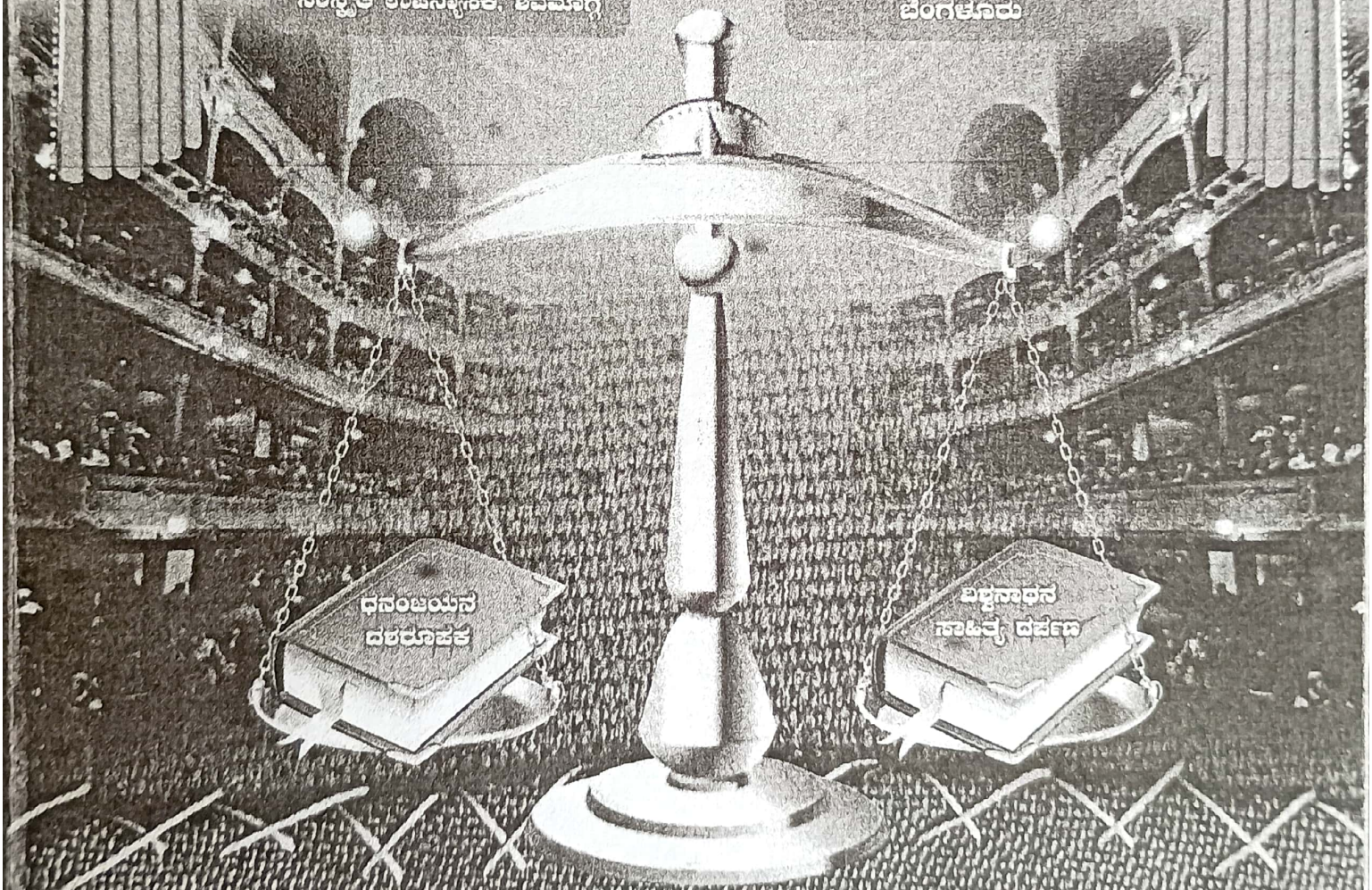
॥ ನಾಟ್ಯಂ ಭಿನ್ನರುಚೇರ್ಜನಸ್ಯ ಬಹುಧಾಪ್ಯೇಕಂ ಸಮಾರಾಧನಮ್ ॥

ಧನಂಜಯ ಹಾಗೂ ವಿಶ್ವನಾಥರ ನಾಟಕಲಕ್ಷಣಗಳ ತೌಲನಿಕ ಅಧ್ಯಯನ

ಸಂಶೋಧನಾಪ್ರಬಂಧ

ಸಂಪಾದಕರು :
ಡಾ. ಶೋಭಾ ಜಿ. ಭಟ್ಟ
ಸಂಸ್ಕೃತ ಉಪನ್ಯಾಸಕಿ, ಶಿವಮೊಗ್ಗ

ಆರ್ಥಿಕ ನೆರವು
ಕನ್ನಡ ಸಂಸ್ಕೃತಿ ಇಲಾಖೆ
ಬೆಂಗಳೂರು



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ಕುಮಟಾ, ಉತ್ತರಕನ್ನಡ, ಕರ್ನಾಟಕ

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ದಾಂಪತ್ಯವನ್ನು ಕುರಿತು ಮನುವಿನ ವಿವೇಚನೆ

ಮನುಷ್ಯನ ಜೀವನದಲ್ಲಿ ಬಾಲ್ಯ, ಯೌವನ, ಗೃಹಸ್ಥ ಮತ್ತು ವಾನಪ್ರಸ್ಥ – ಆಶ್ರಮಗಳು ಪೂರ್ವಪ್ರಸಿದ್ಧ. ಈ ಆಶ್ರಮಗಳಲ್ಲಿ ಗ್ರಹಸ್ಥಾಶ್ರಮವೇ ಶ್ರೇಷ್ಠ ಎಂದು ಮನು. ಏಕೆಂದರೆ – ಇತರ ಮೂರು ಆಶ್ರಮಗಳಲ್ಲಿರುವ ಎಲ್ಲಾ ವ್ಯಕ್ತಿಗಳನ್ನು ರಕ್ಷಿಸುವ, ಪೋಷಿಸುವ, ಜವಾಬ್ದಾರಿ ಗೃಹಸ್ಥನದು. ಸತಿ–ಪತಿಯರ ಸಂಬಂಧ ಕೇವಲ ದೈಹಿಕ ತೃಪ್ತಿಯ ಉದ್ದೇಶವಾಗಿರದೇ, ಸಾಮಾಜಿಕ, ನೈತಿಕ, ಆರ್ಥಿಕ ಇತ್ಯಾದಿ ಜವಾಬ್ದಾರಿಗಳನ್ನು ನೆರವೇರಿಸುವ ಧ್ಯೇಯೋದ್ದೇಶವನ್ನು ಹೊಂದಿರುವುದಾಗಿದೆ. ಆ ಕಾರಣದಿಂದಲೇ ಮನುವೂ ಕೂಡ ಈ ಸಂಬಂಧವನ್ನು ಜೀವನಕ್ಕೆ ಪೂರಕ ಎಂಬಂತೆ ನಿರೂಪಿಸಿದ್ದಾನೆ. ಸಮಾಜದ ಸರ್ವತೋಮುಖವಾದ ಆರೋಗ್ಯವನ್ನು ದೃಷ್ಟಿಯಲ್ಲಿರಿಸಿಕೊಂಡೇ ದಾಂಪತ್ಯವನ್ನು ಹೇಳಲಾಗಿದೆ. ಪತ್ನಿಯು ಪಾಲಿಸಬೇಕಾದ ಸ್ತ್ರೀಧರ್ಮಗಳನ್ನೂ, ಪುರುಷರ ಕರ್ತವ್ಯಗಳನ್ನು ಇಬ್ಬರೂ ಅಳವಡಿಸಿಕೊಂಡಾಗ ಮಾತ್ರ ಸಂಬಂಧ ಮಧುರವಾಗಿರುತ್ತದೆ. ಸತಿ–ಪತಿ ಪರಸ್ಪರ ಪರಿಪೂರಕರು, ಇಬ್ಬರೂ ಪರಸ್ಪರರನ್ನು ಗೌರವದಿಂದ ಕಾಣಬೇಕು. ಆಗ ಈ ಸಂಬಂಧ ಪವಿತ್ರವೂ, ಪ್ರಸನ್ನವೂ, ರಮಣೀಯವೂ ಆಗುತ್ತದೆ. ಇಬ್ಬರೂ ಒಂದೇ ಉದ್ದೇಶಕ್ಕಾಗಿ ದಾಂಪತ್ಯಜೀವನವನ್ನು ಪ್ರವೇಶಿಸಿರುತ್ತಾರೆ. ಗರ್ಭಧಾರಣೆಗಾಗಿ ಸ್ತ್ರೀಸೃಷ್ಟಿ, ಗರ್ಭೋತ್ಪತ್ತಿಗಾಗಿ ಪುರುಷ ಸೃಷ್ಟಿ. ಇವೆರೆಡೂ ಸೇರಿದರೆ ಮಾತ್ರ ಸಂತಾನ ಪ್ರಾಪ್ತಿ. ಇಲ್ಲಿ ಮೇಲು–ಕೀಳೆಂಬ ಭಾವನೆಗೆ ಅವಕಾಶವಿಲ್ಲ. ಪ್ರಕೃತಿಯು ಪ್ರತಿಯೊಂದು ಪ್ರಾಣಿ ವರ್ಗದಲ್ಲಿ ಹೆಣ್ಣು–ಗಂಡು ಎಂಬ ಎರಡು ಪ್ರಭೇದಗಳನ್ನು ಸೃಷ್ಟಿಸಿ ಅವರಲ್ಲಿ ಪರಸ್ಪರ ಆಕರ್ಷಣೆಯನ್ನಿಟ್ಟಿದೆ. ಇದು ಜಗತ್ತಿನ ಉಳಿವಿಗಾಗಿ ಪ್ರಕೃತಿ ಮಾಡಿದ ನಿಯಮ.

ಆರ್ಥಿಕ ಸ್ವಾತಂತ್ರ್ಯದಿಂದ ತನ್ನೆಲ್ಲ ಸಮಸ್ಯೆಗಳೂ ಪರಿಹಾರವಾಗುತ್ತದೆಂಬುದು ವ್ಯರ್ಥ ಚಿಂತನೆ. ಆದರೆ ಇದರಿಂದ ಇನ್ನೂ ಅನೇಕ ಹೊಸ ಸಮಸ್ಯೆಗಳು ಹುಟ್ಟಿಕೊಂಡಿವೆ. ಇದರಿಂದ ದುಷ್ಪ್ರಜೆಗಳ ಉತ್ಪತ್ತಿಯಾಗಿ ಸಮಾಜದ ಆರೋಗ್ಯ ಹಾಳಾಗುತ್ತಿದೆ. ಮತ್ತೊಂದು ಆತಂಕವೆಂದರೆ ಕಾನೂನುಗಳ ದುರುಪಯೋಗ ಹಾಗೂ ಹೆಚ್ಚಾಗುತ್ತಿರುವ ಕೌಟುಂಬಿಕ ಕಲಹಗಳು. ಸಮಾಜದ ಹಿತದೃಷ್ಟಿಯಿಂದ ದಂಪತಿಗಳು ಸಾಮರಸ್ಯದಿಂದ ಜೀವಿಸುವುದನ್ನು ಕಲಿಯಬೇಕಾಗಿದೆ. ಪುರುಷ ಮೇಲೆ, ಸ್ತ್ರೀಯರು ಅಧೀನರು ಎಂಬ ಭಾವನೆಗಳಿಗೆ ಬಲಿಯಾಗದೇ, ಸಮಯೋಚಿತವಾದ ತೀರ್ಮಾನಗಳನ್ನು ತೆಗೆದುಕೊಳ್ಳುತ್ತಾ, ಹೊಂದಿಕೊಂಡು ಬಾಳಬೇಕೆಂಬುದು ಮನುವಿನ ಆಶಯವಾಗಿತ್ತು. ಎಲ್ಲಕ್ಕಿಂತ ಮುಖ್ಯವಾದ ಆಶಯ – ದಂಪತಿಗಳಲ್ಲಿ; ವ್ಯಕ್ತಿ –ವ್ಯಕ್ತಿಗಳಲ್ಲಿ ಹೊಂದಾಣಿಕೆ ಇರಬೇಕೆಂಬುದು ಈ ಸದಾಶಯ ಎಲ್ಲ ಕಾಲಕ್ಕೂ ಸಮಂಜವಷ್ಟೆ!?

Dr.M.A.Shrutikeerthi, M.A.,Ph.D.,

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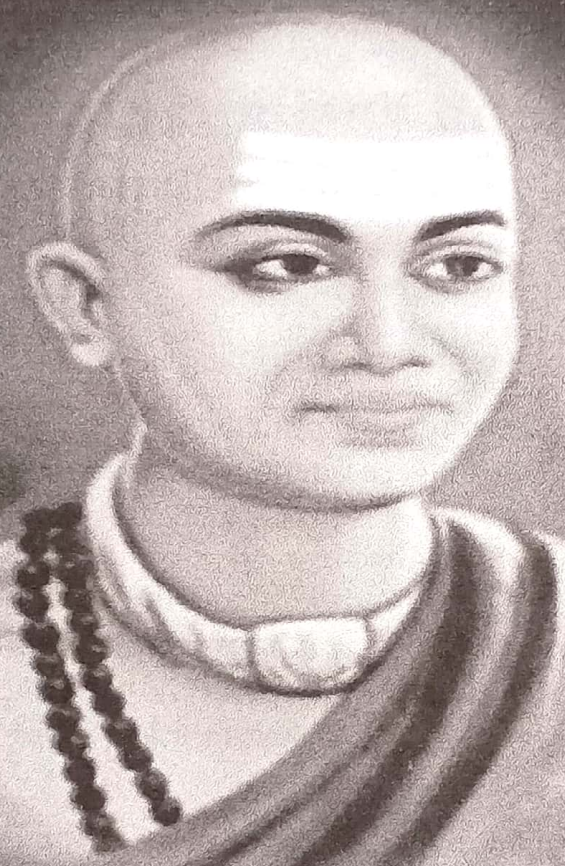
ಡಾ. ಜಯರಾಮಯ್ಯ ವಿ.



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ಸಂಸ್ಕೃತ ಸಾಹಿತ್ಯದಲ್ಲಿ ಸುಭಾಷಿತದ್ವಾರಾ ಸ್ವಾಸ್ಥ್ಯಸಂರಕ್ಷಣಮ್

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ಸಂಸ್ಕೃತ ಸಾಹಿತ್ಯದಲ್ಲಿ ಸುಭಾಷಿತಗಳ ಸ್ಥಾನ ಅನುಪಮವಾದುದು . ವೈದಿಕಗ್ರಂಥಗಳಷ್ಟು ಅಲ್ಲವಾದರೂ ರಾಮಾಯಣ.ಮಹಾಭಾರತ ಪುರಾಣಗಳು .ಪಂಚತಂತ್ರ.ಹಿತೋಪದೇಶ.ಇವೇ ಮೊದಲಾದ ಗ್ರಂಥಗಳಲ್ಲಿ ಸುಭಾಷಿತಗಳ ಸಂಗ್ರಹವನ್ನು ಕಾಣಬಹುದು

'ಸುಷ್ಠು ಭಾಷಿತಮ್ ಸುಭಾಷಿತಮ್ " ಸಂಸ್ಕೃತಕವಿಗಳು ಸದುಕ್ತಿಗಳನ್ನು ಆದಾರವಾಗಿಟ್ಟುಕೊಂಡು ಅನೇಕ ಸುಭಾಷಿತಗಳನ್ನ ರಚಿಸಿದ್ದಾರೆ ವಿದ್ಯಾಧರನ ಕವೀಂದ್ರ ವಚನ ಸಮುಚ್ಚಯ . ಶ್ರೀಧರದಾಸನ ಸದುಕ್ತಿ ಕರ್ಣಾಮೃತ ಬಿಲ್ಹಣನ ಸೂಕ್ತಿ ಮುಕ್ತಾವಲೀ.ಸಾಯಣ ಮಾಧವನ ಸುಭಾಷಿತ ಸುಧಾನಿಧಿಃ .ಭರ್ತೃಹರಿಯ ಸುಭಾಷಿತತ್ರಿಶತಿ .ಕಾಶಿನಾಥಶರ್ಮನ ಸುಭಾಷಿತ ರತ್ನಭಂಡಾರ ಇವೇ ಮೊದಲಾದ ಗ್ರಂಥಗಳು ಪ್ರಕಟಗೊಂಡಿವೆ.

ಸುಭಾಷಿತ ಎಂಬ ಹೇಳುವಂತೆ ಲೋಕಹಿತಕರವಾದ ಸ್ವಾಸ್ಥ್ಯ ಸಂರಕ್ಷಣೆಯ ವಿಷಯಗಳು ಸುಭಾಷಿತಗಳಲ್ಲಿ ಅಡಗಿರುತವೆ.ಇವುಗಳ ಅಧ್ಯಯನದಿಂದ ಮನಸ್ಸು ಉಲ್ಲಸಿತವಾಗುತ್ತ ಚಿತ್ತ ವಿವೇಕದ ಕಡೆಗೆ ಹೋಗುತದೆ .ಹೃದಯವು ವಿಕಸಿತವಾಗುತದೆ. ಮೂಢತೆಯನ್ನು ದೂರಿಕಸುತದೆ. ಅಜ್ಞಾನಿಗಳನ್ನ ಸುಜ್ಞಾನಿಗಳನ್ನಾ ಪರಿವರ್ತಿಸುತ್ತವೆ ಸುಭಾಷಿತಗಳು

ಹಾಗೆಯೇ ಸುಭಾಷಿತಗಳು ಅಜ್ಞಾನಿಗಳ ಮೂಢತನವನ್ನ ಕೋರಿಸುತ್ತದೆಯೇ ವಿನಃ ಸುಭಾಷಿತಗಳ ಅರ್ಥಹೀನತೆಯನ್ನಲ್ಲ. ಹೇಗೆ ಮನುಷ್ಯನು ಬೀವಿಸಲು ಅನ್ನ. ನೀರು.ವಾಯು ಅವಶ್ಯಕವಾಗಿರುತ್ತದೆಯೋ ಹಾಗೆಯೇ ಮನುಷ್ಯನ್ನನ್ನು ಸದೃಢಸ್ವಾಸ್ಥ್ಯನ್ನನ್ನಾಗಿಸಲು ಸುಭಾಷಿತಗಳ ರಸಸ್ವಾದವು ಅವಶ್ಯಕವಾಗಿರುತ್ತದೆ

न चोरहार्यं न च राज्यहार्यं न भ्रातृभाज्यं न च भारकारी ।
व्यये कृते वर्धते एव नित्यं विद्याधनं सर्वधनप्रधानम् ॥

ಇಲ್ಲಿ ವಿದ್ಯಾಧನವು ಎಲ್ಲ ತರಹದ ಸಂಪತ್ತುಗಳಲ್ಲಿ ಶೇಷ್ಠ ಧನವಾಗಿದೆ . ಇಲ್ಲಿ ವಿದ್ಯೆಯನ್ನು ಕದಿಯಲು ಸಾಧ್ಯವಿಲ್ಲ. ವ್ಯಯ ಮಾಡಿದಷ್ಟು ವರ್ಧಿಸುತ್ತದೆ ಆದ್ದರಿಂದ ವಿದ್ಯೆಯನ್ನು ಪಡೆಯುತ್ತಾ ಹೋಗುವವನು ವಿನಯವಂತನಾಗುತ್ತಾನೆ . **विद्या ददाति विनयम्**

ಮನುಷ್ಯ ಸದೃಢನ್ನನ್ನಾಗಲು ಮಾನಸಿಕವಾಗಿ . ಬೌದ್ಧಿಕವಾಗಿ. ಶಾರೀರಿಕವಾಗಿ ಸ್ವಾಸ್ಥ್ಯವನ್ನು ಕಾಪಾಡಿಕೊಂಡಿರಬೇಕಾಗುತದೆ.ಆಗ ಅವನು ಆರೋಗ್ಯವಂತನಾಗಿರುತ್ತಾನೆ . ಈ ಮೂರರಲ್ಲಿ ಒಂದು ವ್ಯತ್ಯಾಸವಾದರು ಆರೋಗ್ಯವಂತ ಪ್ರಜೆಯಾಗಲು ಸಾಧ್ಯವಿಲ್ಲ ಆಟ ಪಾಠಗಳಿಂದ ಬೌದ್ಧಿಕ .ಶಾರೀರಿಕ ಶಿಕ್ಷಣ ದೂರತರ ಮಾನಸಿಕವಾಗಿ ಇನ್ನಷ್ಟು ಬಲಿಷ್ಠರನ್ನಾಗಿ ಮಾಡಿಸಲ್ಲಿಕ್ಕೆ ಸುಭಾಷಿತಗಳು ಸಂಸ್ಕೃತಸಾಹಿತ್ಯದಲ್ಲಿ ಸ್ವಾಸ್ಥ್ಯಸಂರಕ್ಷಣೆ ಮಾಡುವುದರಲ್ಲಿ ಮಹತ್ವದ ಪಾತ್ರ ವಹಿಸಿವೆ.

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• ಬಂಗಾರಮ್ಮ ಕೆ.

ಪೀಠಿಕೆ :

ಭಾರತಸ್ಯ ಪ್ರತಿಷ್ಠೆ ದ್ವೇ 'ಸಂಸ್ಕೃತಂ ಸಂಸ್ಕೃತಿಃ ಚ' ಸಂಸ್ಕೃತ ಭಾಷೆ ವಿಶ್ವದಲ್ಲಿ ಅತಿ ಪ್ರಾಚೀನಕಾಲದಿಂದಲೂ ವ್ಯವಹರಣೀಯ ಪತ್ಯಮಾನ ಭಾಷೆಯಾಗಿದೆ. ಆ ಕಾರಣದಿಂದಲೇ ಸಂಸ್ಕೃತ ಭಾಷೆ ಮತ್ತು ಅದರ ಸಾಹಿತ್ಯ ಜಗತ್ತಿನಲ್ಲಿ ಮಹತ್ವ ಪಡೆದಿದೆ. ಆದ್ದರಿಂದ 'ಭಾರತಸ್ಯ ಪ್ರತಿಷ್ಠೇ ದ್ವೇ ಸಂಸ್ಕೃತಂ ಸಂಸ್ಕೃತಿಃಚ' ಎಂದು ಕರೆಯಲಾಗಿದೆ.

'ಸಂಸ್ಕೃತಿಃ ಸಂಸ್ಕೃತಾಶ್ರಿತಾ' ಎನ್ನಲಾಗಿದೆ. ಭಾರತೀಯ ಸಂಸ್ಕೃತಿ ಸಂಸ್ಕೃತ ಭಾಷೆಯಿಂದಲೇ ಗ್ರಥಿತವಾಗಿರುವುದು. ಪ್ರಾಚೀನ ಸಂಸ್ಕೃತ ಗ್ರಂಥಗಳಲ್ಲಿ ಇಂದಿಗೂ ಸಂಸ್ಕೃತಭಾಷೆ ವಿಶ್ವಮಾನವ ಕಲ್ಯಾಣಕ್ಕಾಗಿ ಮಾರ್ಗದರ್ಶಕವಾಗಿದೆ. ಆದ್ದರಿಂದ "ಸಂಸ್ಕೃತಭಾಷೆ ಮತ್ತು ಮಾನವೀಯ ಮೌಲ್ಯಗಳು" ಭಾರತೀಯ ಸಾಹಿತ್ಯದ ಅಂತರಾಷ್ಟ್ರೀಯ ನೆಲೆಯಲ್ಲಿ ದಿಕ್ಸೂಚಿಯಾಗಿದೆ.

ಸಂಸ್ಕೃತ ಭಾಷೆ ವಿಶ್ವದ ಅತ್ಯಂತ ಪ್ರಾಚೀನ ಭಾಷೆಯಲ್ಲಿ ಋಗ್ವೇದ ಅತ್ಯಂತ ಪ್ರಾಚೀನ ಗ್ರಂಥವೆಂದು ಅಂಗೀಕೃತವಾಗಿದೆ. ಸಂಸ್ಕೃತ ಭಾಷೆಯಿಂದ ಭಾರತದ ಪ್ರಾಚೀನತೆಯ ಪರಿಚಯವೂ ಆಗುತ್ತದೆ.

ಆಧ್ಯಾತ್ಮ ಜಗತ್ತಿನಲ್ಲಿ ಪಾಶ್ಚಾತ್ಯದಾರ್ಶನಿಕರಿಗೆ ದೈವೀ ತತ್ತ್ವಗಳ ವ್ಯಾಖ್ಯಾನ ವಿಸ್ತೃತವಾಗಿ ಭಾರತೀಯ ದರ್ಶನಗ್ರಂಥಗಳಲ್ಲಿ ದೊರಕಿವೆ. ಅಲ್ಲದೇ ಮಹತ್ವಪೂರ್ಣವಾಗಿರುವ ಅಧ್ಯಾತ್ಮಿಕ ಜ್ಞಾನದಿಂದ ಭಾರತವು ಜಗದ್ಗುರುವಾಗಿತ್ತು. ಇಂದಿಗೂ ವೈದೇಶಿಕರು ಸ್ವದೇಶಗಳಲ್ಲಿ ಅಧ್ಯಯನ ಮಾಡುತ್ತಲೇ ಇದ್ದಾರೆ. ಅಥವಾ ಭಾರತೀಯ ದರ್ಶನವನ್ನು ಅಧ್ಯಯನ ಮಾಡಲು ಭಾರತಕ್ಕೆ ಆಗಮಿಸುತ್ತಿದ್ದಾರೆ.

ಇಂದು ಭೌತಿಕ ಪ್ರಾಧಾನ್ಯತೆ ಇದ್ದರೂ ಕೂಡ ಭೌತಿಕವಾದದಿಂದ ಎಲ್ಲಾ ಮಾನವೀಯ ಸಮಸ್ಯೆಗಳ ನಿರಾಶೆಗಳ ಸಮಾಧಾನದ ಕೆಲವು ವಿಚಾರಗಳ

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ರಾಷ್ಟ್ರಮಟ್ಟದ ಬಹುಶಿಸ್ತೀಯ ವಿಚಾರ ಸಂಕಿರಣದಲ್ಲಿ ಮಂಡಿಸಿದ ಲೇಖನಗಳು

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संस्कृतभारत्याः पृष्ठभूमिः कर्नाटकम्

–श्रीमति बङ्गारम्मा के. (शिवमोग्ग)*

राष्ट्रस्य पुनर्निर्माणकार्यं कस्यचित् एकस्यैव सङ्घटनस्य कार्यं न । बहुभिः बहुषु क्षेत्रेषु कार्यं करणीयम् । संस्कृतक्षेत्रे अस्माभिः कार्यं क्रियते । आर्थिकक्षेत्रे, राजनैतिकक्षेत्रे, विधिक्षेत्रे, तत्त्वशास्त्रप्रबन्धविज्ञाने सङ्गणक–इतिहास–पुरातनत्वकला–विज्ञान–वास्तु–वैद्यकीयादिषु सर्वेषु अपि क्षेत्रेषु प्राचीनभारतस्यापि महत् गभीरं च चिन्तनं सर्वं संस्कृते एव अस्ति । अतः राष्ट्रस्य नवनिर्माणे संस्कृतस्य अर्थात् संस्कृतभारत्याः महत्त्वभूता भविष्यति । न केवलं भारतस्य नवनिर्माणे, अपि तु विश्वशान्तिस्थापने एव अस्ति ।

राष्ट्रजीवनस्य सर्वेषु क्षेत्रेषु संस्कृतस्य पुनः प्रतिष्ठापनम् अस्माकं कर्तव्यम् । संस्कृतसम्भाषणेन संस्कृतभाषासु पुनरुज्जीवनं भविष्यति । भाषा–पुनरुज्जीवने सांस्कृतिकपुनरुत्थानं भविष्यति । यतः भाषा संस्कृतिश्च अविभाज्ये परस्परं पूरके एकस्य नाणकस्य मुखद्वयभूते च । यतः शक्तिहीनस्य राष्ट्रस्य विचाराणां मान्यता कुत्रापि न भवति । भारतं शक्तं समृद्धं भवति चेदेव विश्वे तस्य स्थानम् । अतः वैभवोपेतस्य राष्ट्रस्य निर्माणमेव अनुसन्धानस्य मुख्योद्देशः ।

विविधासु सङ्घसंस्थासु कार्यस्य मूलाधारः सङ्घटनविश्लेषणम् । यथोऽति सङ्घटनमार्गाः, विभागाः, अध्यायाः के भवन्ति ? इत्यादि । तथैव सङ्घटनसमस्याः काः ? तेषां परिहाराः कथं विधास्याः ? विभिन्नविभागाणां कार्यनिर्वहणं कथम् ? तस्य सूचनाः के भवन्ति ? इत्यादि विषयेषु सङ्घटन–विश्लेषणं कर्तुं शक्यते । 1981 तमे आरब्धसंस्कृतभारती कर्णाटके महत्त्वपूर्णस्थानं वहति । सर्वस्य अपि सङ्घटनस्य, आन्दोलनस्य संस्थायाः वा

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*(श्रीमती बङ्गारम्मा के. महाभागा बेङ्गलूरु नगरस्थ कर्नाटकसंस्कृतविश्वविद्या - लयस्य भाषानिकायस्य सहायकप्राध्यापकानां डा॥ विनायः पि. महाभागानां मार्गदर्शनेन "कर्नाटके संस्कृतक्षेत्रे संस्कृतभारत्याः योगदानम्" इत्यस्मिन् विषये कर्नाटकसंस्कृतविश्व-विद्यालये संशोधनकर्मणि रता ।)

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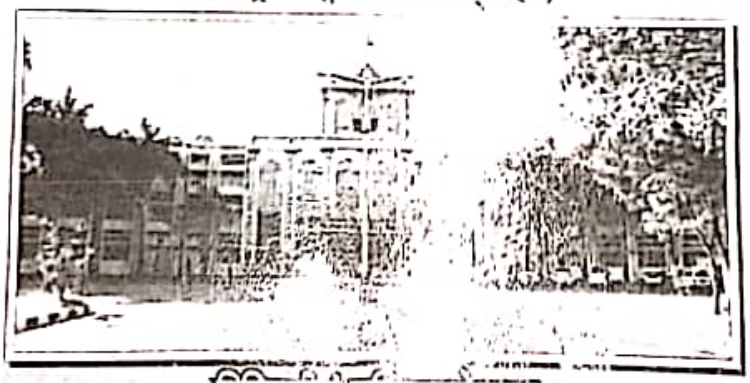
॥ स्वास्थ्यसहायादिः ॥

(राष्ट्रियसङ्गोष्ठीलेखसङ्ग्रहः)



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– सह-सम्पादकः –

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೦೪ ಸಂಸ್ಕೃತ ಸಾಹಿತ್ಯದಲ್ಲಿ ಮಹಿಳಾ ಸ್ಥಾನಮಾನ

■ ಬಂಗಾರಮ್ಮ ಕೆ.
ಉಪನ್ಯಾಸಕಿ
ಸಹ್ಯಾದ್ರಿ ವಾಣಿಜ್ಯ & ನಿರ್ವಹಣಾ ಕಾಲೇಜು
ಶಿವಮೊಗ್ಗ, ದೂ: 9481035861
Email.suvarnaguru9898@gmail.com

ತಾಯಿಯೇ ಮೊದಲ ಗುರು, ಮನೆಯೆ ಮೊದಲ ಪಾಠಶಾಲೆ ಜನನಿಯಿಂದ ಪಾಠ ಕಲಿತ ಜನರು ಧನ್ಯರು. ಭಾರತೀಯ ಮಹಿಳೆಗೆ ಅತ್ಯಂತ ಉನ್ನತ ಸ್ಥಾನಮಾನವನ್ನು ನಮ್ಮ ಪೂರ್ವಜರು ನೀಡಿದ್ದಾರೆ.

ಮನುವಾಣಿಯಂತೆ ಎಲ್ಲಿ ನಾರಿಯರನ್ನು ಗೌರವದಿಂದ ಕಾಣುತ್ತಾರೋ ಅಲ್ಲಿ ದೇವತೆಗಳು ನೆಲೆಸಿರುತ್ತಾರೆ. ಅದೇ ಮನು ಮಹಿಳೆಯರು ಆತ್ಮರಕ್ಷಣೆಯನ್ನು ಪಡೆಯಬೇಕೆಂಬ ದೃಷ್ಟಿಯಿಂದ ಮಹಿಳೆಗೆ 'ನಾ ಸ್ತ್ರೀ ಸ್ವಾತಂತ್ರ್ಯಮ್ ಅರ್ಹತಿ' ಎನ್ನುವನು. ಅಂದರೆ

ಪಿತಾ ರಕ್ಷತಿ ಕೌಮಾರೆ, ಭರ್ತಾ ರಕ್ಷತಿ ಯೌವನೆ ।
ರಕ್ಷಂತಿ ಸ್ಥವಿರೆ ಪುತ್ರ ನಾ ಸ್ತ್ರಿ ಸ್ವಾತಂತ್ರ್ಯಂ ಅರ್ಹತಿ ॥

ಭಾರತೀಯ ಮಹಿಳೆಯರು ಪರಮೋನ್ನತಿ ಮಾರ್ಗವನ್ನು ಪಡೆಯಬೇಕಾಗಿ ಧರ್ಮ, ಅರ್ಥ, ಕಾಮ & ಮೋಕ್ಷದ ದಾರಿಯಿಂದ ಹಾಗೂ ಪುರುಷ ನಾಲ್ಕು ಆಶ್ರಮದಲ್ಲಿ ಸಾಧನೆಗೈಯಬಹುದೆಂದು ಬ್ರಹ್ಮಚರ್ಯ, ಗೃಹಸ್ಥ, ವಾನಪ್ರಸ್ಥ, ಸನ್ಯಾಸತ್ವವನ್ನು ಪಡೆದು ಜೀವನ ಸಾರ್ಥಕತೆಯ ತೃಪ್ತ ಜೀವನ ನಡೆಸಿದ್ದಾರೆ. ಆ ಕಾರಣದಿಂದಲೇ ಭಾರತ ಜಗದ್ವಂದ್ಯವಾಗಿತ್ತು ಎನ್ನಬಹುದು.

ಭಾರತವನ್ನು ಮಾತೆ ಎಂದು ಗೌರವಿಸುತ್ತಾ 'ಭಾರತಮಾತೆ' ಎಂದು ಮಾನ್ಯತೆಯನ್ನು ನೀಡಿದ್ದಾರೆ. ಭಾರತದಲ್ಲಿ ಗಂಗಾಮಾತಾ, ಗೋಮಾತ, ಭೂಮಾತಾ ಇತ್ಯಾದಿ ಮಾತೃ ಸ್ವರೂಪಿಯಾಗಿ ಗೌರವಿಸಿ ಪೂಜಿಸುವ ದೃಶ್ಯವನ್ನು ಕಾಣುತ್ತಿದ್ದೇವೆ. ಹಾಗೆಯೇ

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प्रा. जि. आर्. अम्बली

सह सम्पादकः

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ಸಂಸ್ಕೃತ ಸಾಹಿತ್ಯದಲ್ಲಿ ಸುಭಾಷಿತಗಳ ಸ್ಥಾನ ಅನುಪಮವಾದುದು . ವೈದಿಕಗ್ರಂಥಗಳಷ್ಟು ಅಲ್ಲವಾದರೂ ರಾಮಾಯಣ,ಮಹಾಭಾರತ ಪುರಾಣಗಳು ,ಪಂಚತಂತ್ರ,ಹಿತೋಪದೇಶ,ಇವೇ ಮೊದಲಾದ ಗ್ರಂಥಗಳಲ್ಲಿ ಸುಭಾಷಿತಗಳ ಸಂಗ್ರಹವನ್ನು ಕಾಣಬಹುದು

'ಸುಷ್ಠು ಭಾಷಿತಮ್ ಸುಭಾಷಿತಮ್ " ಸಂಸ್ಕೃತಕವಿಗಳು ಸದುಕ್ತಿಗಳನ್ನು ಆಧಾರವಾಗಿಟ್ಟುಕೊಂಡು ಅನೇಕ ಸುಭಾಷಿತಗಳನ್ನ ರಚಿಸಿದ್ದಾರೆ ವಿದ್ಯಾಧರನ ಕವೀಂದ್ರ ವಚನ ಸಮುಚ್ಚಯ , ಶ್ರೀಧರದಾಸನ ಸದುಕ್ತಿ ಕರ್ಣಾಮೃತ ಬಿಲ್ಹಣನ ಸೂಕ್ತಿ ಮುಕ್ತಾವಲೀ,ಸಾಯಣ ಮಾಧವನ ಸುಭಾಷಿತ ಸುಧಾನಿಧಿ: ,ಭರ್ತೃಹರಿಯ ಸುಭಾಷಿತತ್ರಿಶತಿ ,ಕಾಶಿನಾಥಶರ್ಮನ ಸುಭಾಷಿತ ರತ್ನಭಂಡಾರ ಇವೇ ಮೊದಲಾದ ಗ್ರಂಥಗಳು ಪ್ರಕಟಗೊಂಡಿವೆ.

ಸುಭಾಷಿತ ಎಂಬ ಹೇಳುವಂತೆ ಲೋಕಹಿತಕರವಾದ ಸ್ವಾಸ್ಥ್ಯಸಂರಕ್ಷಣೆಯ ವಿಷಯಗಳು ಸುಭಾಷಿತಗಳಲ್ಲಿ ಅಡಗಿರುತವೆ.ಇವುಗಳ ಅಧ್ಯಯನದಿಂದ ಮನಸ್ಸು ಉಲ್ಲಸಿತವಾಗುತ್ತ ಚಿತ್ತ ವಿವೇಕದ ಕಡೆಗೆ ಹೋಗುತದೆ .ಹೃದಯವು ವಿಕಸಿತವಾಗುತದೆ. ಮೂಢತೆಯನ್ನು ದೂರಿಕಸುತದೆ. ಅಜ್ಞಾನಿಗಳನ್ನ ಸುಜ್ಞಾನಿಗಳನ್ನಾ ಪರಿವರ್ತಿಸುತ್ತವೆ ಸುಭಾಷಿತಗಳು

ಹಾಗೆಯೇ ಸುಭಾಷಿತಗಳು ಅಜ್ಞಾನಿಗಳ ಮೂಢತನವನ್ನ ತೊರಿಸುತ್ತದೆಯೇ ವಿನಃ ಸುಭಾಷಿತಗಳ ಅರ್ಥಹೀನತೆಯನ್ನಲ್ಲ. ಹೇಗೆ ಮನುಷ್ಯನು ಜೀವಿಸಲು ಅನ್ನ, ನೀರು,ವಾಯು ಅವಶ್ಯಕವಾಗಿರುತ್ತದೆಯೋ ಹಾಗೆಯೇ ಮನುಷ್ಯನ್ನನ್ನು ಸದೃಢಸ್ವಾಸ್ಥ್ಯನ್ನನ್ನಾಗಿಸಲು ಸುಭಾಷಿತಗಳ ರಸಸ್ವಾದವು ಅವಶ್ಯಕವಾಗಿರುತ್ತದೆ

न चोरहार्यं न च राज्यहार्यं न भ्रातृभाज्यं न च भारकारी ।
व्यये कृते वर्धते एव नित्यं विद्याधनं सर्वधनप्रधानम् ॥

ಇಲ್ಲಿ ವಿದ್ಯಾಧನವು ಎಲ್ಲ ತರಹದ ಸಂಪತ್ತುಗಳಲ್ಲಿ ಶ್ರೇಷ್ಠ ಧನವಾಗಿದೆ . ಇಲ್ಲಿ ವಿದ್ಯೆಯನ್ನು ಕದಿಯಲು ಸಾಧ್ಯವಿಲ್ಲ, ವ್ಯಯ ಮಾಡಿದಷ್ಟು ವರ್ಧಿಸುತ್ತದೆ ಆದ್ದರಿಂದ ವಿದ್ಯೆಯನ್ನು ಪಡೆಯುತ್ತಾ ಹೋಗುವವನು ವಿನಯವಂತನಾಗುತ್ತಾನೆ . **विद्या ददाति विनयम्**

ಮನುಷ್ಯ ಸದೃಢನ್ನನ್ನಾಗಲು ಮಾನಸಿಕವಾಗಿ . ಬೌದ್ಧಿಕವಾಗಿ, ಶಾರೀರಿಕವಾಗಿ ಸ್ವಾಸ್ಥ್ಯವನ್ನು ಕಾಪಾಡಿಕೊಂಡಿರಬೇಕಾಗುತದೆ.ಆಗ ಅವನು ಆರೋಗ್ಯವಂತನಾಗಿರುತ್ತಾನೆ . ಈ ಮೂರರಲ್ಲಿ ಒಂದು ವ್ಯತ್ಯಾಸವಾದರು ಆರೋಗ್ಯವಂತ ಪ್ರಜೆಯಾಗಲು ಸಾಧ್ಯವಿಲ್ಲ ಆಚ ಪಾರಗಳಿಂದ ಬೌದ್ಧಿಕ ,ಶಾರೀರಿಕ ಶಿಕ್ಷಣ ದೂರತರ ಮಾನಸಿಕವಾಗಿ ಇನ್ನಷ್ಟು ಬಲಿಷ್ಠರನ್ನಾಗಿ ಮಾಡಿಸಲ್ಲಿಕ್ಕೆ ಸುಭಾಷಿತಗಳು ಸಂಸ್ಕೃತಸಾಹಿತ್ಯದಲ್ಲಿ ಸ್ವಾಸ್ಥ್ಯಸಂರಕ್ಷಣೆ ಮಾಡುವುದರಲ್ಲಿ ಮಹತ್ವದ ಪಾತ್ರ ವಹಿಸಿವೆ.

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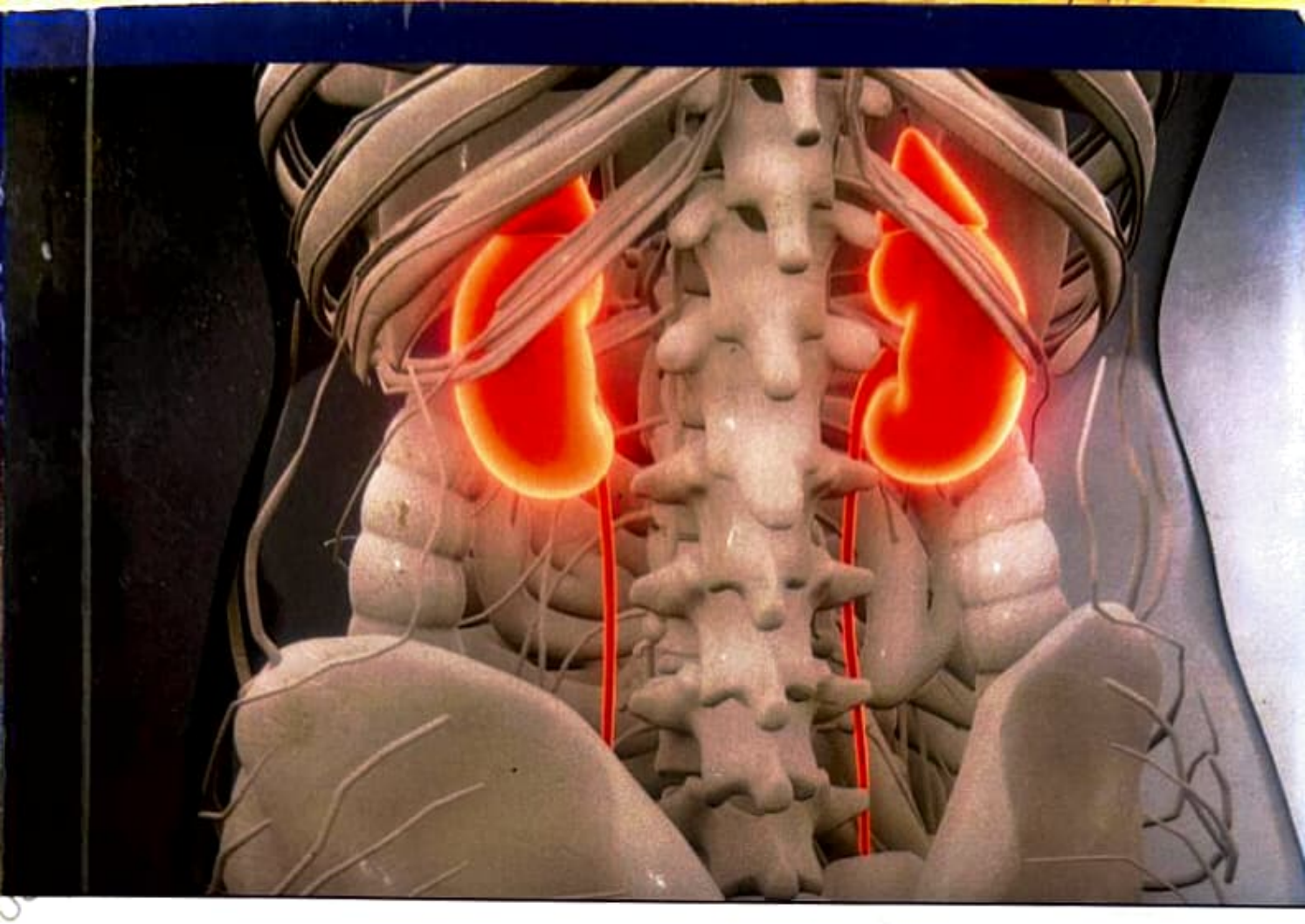

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FRONTIERS IN CURRENT ASPECTS OF ANTIMICROBIAL PEPTIDES FROM INSECTS AND THEIR THERAPEUTIC PERSPECTIVES

Abstract

The abuse of antibiotics leads to antibiotic resistance, a major clinical challenge. The demand for better antibiotics is growing in the era of rogue microbes with a sophisticated mechanism to evade the immune system and equipped with improved drug resistance mechanisms. The search and development of new antimicrobial compounds and the evolution of drug-resistant microbes is a cat and mouse game. Nevertheless, with the discovery of antimicrobial peptides (AMPs), new hope is emerging for effective combat against drug-evasive microbes. AMPs with a broad-spectrum antibacterial activity are expected to become the alternative antibiotics through the development of AMPs-based therapies. Antimicrobial peptides are short unique peptides of either basic or amphipathic character, having a length between 12 to 50 residues. They are predominantly found to be membrane proteins but also have few cytoplasmic targets. Nisin is the first AMP identified from bacteria found to kill other bacteria in a competitive, nutritional environment. Since then, the DRAMP database has reported 3791 antimicrobial peptides, including 431 from bacteria, 4 from archaea, 7 from protozoa, 6 from fungal, 824 from plants and 2519 from animals. They also possess other pharmacological activities besides antimicrobial activity, such as immune modulation, antiangiogenic, and wound healing activity. We review the historical developments in antimicrobial peptide drug discovery, their classification, mechanism of action, molecular biology and their application.

Keywords: Antimicrobial peptides (AMPs), Mechanism of action, Classification, AMP applications

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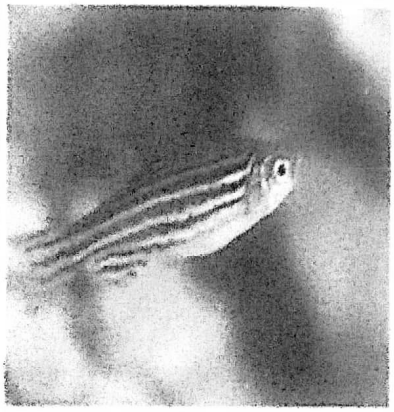

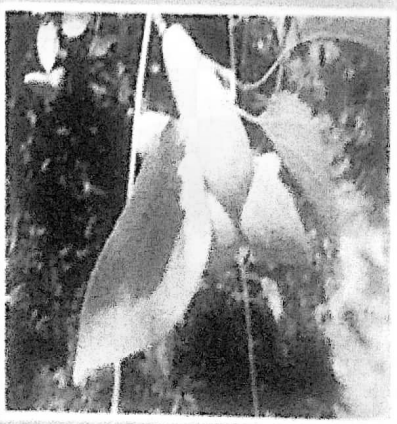

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Chapter 8

A Review on the Ecobiology of Fresh water fishes in the water bodies of Shivamogga, Chikmagalur and Hassan Districts, Karnataka

S. Thirumala * and K.Shankarmurthy **

* Assistant Professor, Department of Environmental Science, Government First Grade College & P.G. Center, Near Anubava Mantapa Davanagere-577004, Karnataka, India.

** Research and Teaching Assistant in Botany/Biotechnology, DDE, Kuvempu University, Shankaraghatta-577451, Karnataka, India.

Abstract

The biology of freshwater fishes in the water bodies of Shivamogga, Chikmagalur and Hassan districts are reviewed based on published literature. The biological aspects of fishes includes, length-weight relationship, relative condition factor, food & feeding habits, fecundity, age and growth, sex ratio and biochemical constituents.. The present review study is aimed at enhancing the knowledge regarding the biology of fishes and to enable the formulation of suitable management measures towards a rational exploitation and management in lentic water bodies.

Key Words: Biology, Fresh water fishes, Shivamogga, Chikmagalur and Hassan districts.

Introduction

Investigations on life-history patterns of important fishes of the reservoirs, habitat management etc., are need for restructuring fish populations and enhancing fisheries. The gradual erosion of commercial fish stocks due to overexploitation and alteration of the habitat is one reason and the other is more and more species coming under purview of culture, why the science fish biology came into existence (Royce, 1972). It is a well known fact that the knowledge on fish biology particularly on

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SWAMY VIVEKANANDA
VIDYA SAMSTHE (R), SHIKARIPURA

Innovative Pedagogy And Effective Teaching-Learning To Promote NEP-2020

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experiential learning process and that supports each student's academic program.

- Diversity. The program should introduce the student to participants in the larger world of all ages and nationalities and to a variety of opinions, ideas, and philosophies.
- Assessment and Evaluation. The student's progress and learning should be assessed based on learning outcomes, in other words, students should be able to articulate and apply what they have learned. The assessment process should be ongoing throughout the semester

Conclusion

Objectives of education are to prepare the individual for complete living. First law of life is self- preservation. A learner having sufficient knowledge of physiology, physical and chemical science, hygiene, anatomy etc., knows how this body can be kept in sound conditions. Secondly the knowledge of various sciences and arts helps human beings in securing food clothing and shelter. Thus by way of internship programmed both this views can be achieved and they are very much profitable to learners. Internship programmed reflects the proper balance between utilitarian and cultural aims of educations. And it gives the practical knowledge for the student teacher and it makes student teachers are very perfection and they will have live experience in their training so must conduct the internship programme effectively in teacher training programmes.

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❖ ❖ ❖

INTERNSHIP IN TEACHING

Mr. BALACHANDRA MADIWAL

Introduction :

Teaching is a process of understanding learners, planning, preparing, delivering lessons, evaluating the effectiveness of teaching-learning and reflecting upon different aspects of teaching for its implementation and improvement. IN this important profession called 'Teaching', preparation of teachers preparation

OPEN EDUCATIONAL RESOURCES IN TEACHING -LEARNING

Balachandra Madiwal & Prof. Patil S S
*Research Scholar, Department of Education Kuvempu University, Jnana Sahyadri Shankaragatta,
**Professor, Department of Education Kuvempu University, Jnana Sahyadri Shankaragatta.

Abstract :

Innovation viewed as the new idea of creative thoughts, is the application **of** better solutions that meet new requirements, which is uninvited previously. ICT referred as Information & Communication Technology which made the reaching path very easily with speed & can store content in large storage. Based on this teaching, learning & evaluation of pedagogical issues in Higher Education very relevant. It is a new arena, currently to access the content in Open, that is possible by Open Educational Recourses (OER) through synchronous and asynchronous mode in teaching.

Now a days the Education system world over is being enriched by various sources. The use of Open Educational Resources (OERs) holds great promises of improving the access to and the overall quality of education, especially for a developing country like India.

Open Educational Resources (OERs) are teaching, learning and research materials in any medium, digital or otherwise that reside in the public domain or have been released under an open license that permits no-cost access, use adaptation and distribution by others with no or limited restrictions.

Open Educational Resources are teaching and learning materials that are freely accessible, openly licensed text, media, and other digital assets that are useful for teaching, learning, and assessing as well as for research purposes. There is no universal usage of open file format in OER. It is available for everyone freely through online to use, whether you are an instructor, student, or self-learner

There was age of Gurukul, now it has been transferred to Google, which is the large source of Cobweb everything available in finger tips. During this pandemic whole World even in India reflected on Online teaching & learning. Whole educational pedagogy has been shaped & converted in to e-form, every child could get it in a single search easily. As compare to the teaching learning & evaluation primary users like teachers should be enable & mastery over ICT.

In higher education it is meant by under graduate (UG), post graduate (PG) & up to research & post doc. ICT plays a vital role. Digitalised world makes the traditional world moulded in a single umbrella called Globalisation. This avenue of accessing knowledge is possible by Open Educational Resources (OER) of no cost.

KEYWORDS: Innovation, ICT based Teaching, Learning & Evaluation pedagogy, Higher Education (HE). Open Educational Resources (OER)

INTRODUCTION

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INNOVATIVE ICT BASED TEACHING,LEARNING& EVALUATION PEDAGOGY IN HIGHER EDUCATIONTHROUGH OPEN EDUCATIONAL RESOURCES(OERs)

BALACHANDRA MADIWAL
Research Scholar, Department of Education
Kuvempu University

ABSTRACT

Innovation viewed as the new idea of creative thoughts, is the application of better solutions that meet new requirements, which is uninvited previously. ICT referred as Information & Communication Technology which made the reaching path very easily with speed & can store content in large storage. Based on this teaching, learning& evaluation of pedagogical issues in Higher Education very relevant. It is a new arena, currently to access the content in Open, that is possible by Open Educational Recourses (OER) through synchronous and asynchronous mode.

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Open Educational Resources (OERs) are teaching, learning and research materials in any medium digital or otherwise that reside in the public domain or have been released under an open license that permits no-cost access, use adaptation and distribution by others with no or limited restrictions. Since 2002, When the term open Educational Resource, to today, OER has increasingly been recognized by the international Community as an innovative tool for meeting the Challenges of Providing lifelong learning opportunities for Learners from diverse levels and modes of Education World Wide.

The term Open Educational Resources (OERs) was created at UNESCO's 2002 Forum on the impact of open Courseware of higher Education in developing Countries to describe a new global Phenomenon of openly sharing Educational Resources in 2002. This campaign to make freely adaptable content known as OER widely available has gathered momentum. Subsequently, a global community of OER producers has emerged and institutions are incorporating these resources into their teaching and learning strategies.

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Entrepreneurship Education

Balachandra Madiwal[1], Dr. Patil SS[2]
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ABSTRACT: *Entrepreneurship is the process of designing, launching and running a new business, which is often initially a small business. The people who create these businesses are called entrepreneurs. Entrepreneurship Education seeks to provide students with the knowledge, skills and motivation to encourage entrepreneurial success in a variety of settings. Variations of entrepreneurship education are offered at all levels of schooling from primary or secondary schools through graduate university programmes. Entrepreneurship Education has to mandate to equip the youth with financial knowledge and skill with, functional knowledge and skills to build up their character, attitude & vision.*

Keywords: *Entrepreneurship, Education, Teacher*

Meaning of Entrepreneurship

The meaning of entrepreneurship involves an entrepreneur who takes action to make a change in the world. Whether start-up entrepreneurs solve a problem that many struggle with each day, bring people together in a way no one has before, or build something revolutionary that advances society, they all have one thing in common action.

It's not some idea that's stuck in one's head. Entrepreneurs take the idea and execute on it. Entrepreneurship is about execution of ideas. Entrepreneurship has been described as the "capacity and willingness to develop, organize and manage a business venture along with any of its risks in order to make a profit". While definitions of entrepreneurship typically focus on the launching and running of businesses, due to the high risks involved in launching a start-up, a significant proportion of start-up businesses have to close due to "lack of funding, bad business decisions, an economic crisis, lack of market demand or a combination of all of these.

A broader definition of the term is sometimes used, especially in the field of economics. The concept of entreneurship has been successfully applied to the field of education. In this usage, an Entrepreneur is an entity which has the ability to find and act upon opportunities to translate inventions or technology into new products: "The entrepreneur is able to recognize the commercial potential of the invention and organize the capital, talent, and other resources that turn an invention into a commercially viable innovation." In this sense, the term "Entrepreneurship" also captures innovative activities on the part of established firms, in addition to similar activities on the part of new businesses.

Characteristics of Entrepreneurship

Ability to Take Risks

This is the first and foremost trait of entrepreneurship. Starting any business involves a considerable amount of risk of failure. Therefore, the courage and capacity to take the said risk are essential for an entrepreneur.

Innovation

In the world, where almost everything has been done, innovation is a priceless gift to have. Innovation basically means generating a new idea with which you can start a business and achieve a substantial amount of profits. Innovation can be in the form of a product, i.e., launching a product that no one is selling in the market. It can also be in the form of process, i.e., doing the same work in a more efficient and economical way.

An easy example of product innovation could be the launching of touch screen cell phones when the world was still using a keypad on cell phones.

Visionary

Every entrepreneur needs to be a visionary. Without a vision for the future of his venture, he or she would just be working aimlessly without reaching any point of success.

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MOOC PLATFORMS FOR ENHANCING OERS IN INDIAN HIGHER EDUCATION

***Balachandra Madiwal,** *Research Scholar, Department of Education Kuvempu University, Jnana Sahyadri, Shankaragatta, India*

****Dr. Patil S S,** *Professor, Department of Education Kuvempu University, Jnana Sahyadri Shankaragatta, India*

Abstract

Open Educational Resources (OERs) *are teaching, learning, and research materials available for free in any digital medium. They can be used, adapted, and distributed without restrictions. OERs include text, media, and other digital assets that are useful for teaching, learning, assessing, and research purposes. These resources are available online to anyone, whether an instructor, student, or self-learner. Although OERs do not use universal file formats, they provide an excellent way to access educational materials for free.*

E-learning is not just about technology. It encompasses various pedagogical and instructional strategies that create a comprehensive learning environment based on the Internet. In higher education, e-learning is widely used to support learning in academic programs. Open Educational Resources (OERs) are becoming a valuable alternative to improve access to high-quality educational content. Outstanding universities worldwide release these resources under open licenses. Combining both concepts can be an effective strategy to enhance the quality of curricula in higher education institutions, particularly in developing countries like India. It can help standardize the learning outcomes of international academic programs and reduce the cost associated with educational content development. This research aims to explore the potential of making OERs available in e-learning environments.

Massive open online course (MOOC) *is the most recent and prominent trends in higher education. MOOCs have witnessed tremendous growth with huge enrolment. India has initiated various projects such as NPTEL, IITBX, and* ***Study Webs of Active-Learning for Young Aspiring Minds (SWAYAM),*** *and many online platforms have been developed worldwide to provide online courses to encourage continuing education. This paper reveals the characteristics of MOOCs along with various online platforms around India. The author conveyed the growth of Indian MOOCs with the list of providers who develop and deliver online courses. The paper focussed on the possible challenges of MOOC implementation in India.*

Keywords: *Open Educational Resources (OERs), MOOC, SWAYAM, Online education, Learning & Evaluation pedagogy, Higher Education (HE).*

INTRODUCTION:

A **Massive Open Online Course (MOOC)** is a web-based platform that offers distance education opportunities to an unlimited number of students worldwide through some of the best institutes in the world. It was established in 2008 and gained popularity in 2012 as a popular learning tool. Many MOOCs have communities that facilitate interactive sessions and forums between students, professors, and teaching assistants (TAs), along with the study/course material and video lectures.

These are recent and prominent trends in higher education. They enable learners to access online educational multimedia materials and engage with vast numbers of other learners through social tools such as discussion forums (Liyanagunawardena et al., 2013). MOOC provide online structured course platforms, with pedagogical tools like glossaries, images, videos, and public repositories. Hundreds of courses have been offered through MOOC, with millions of registered users worldwide.

The roots of MOOCs can be traced back to the early 2000s (Zawacki, Richter & Naidu, 2016), but the year 2008 was when networked learning and MOOCs began to take shape. That year, Stephen Downes and George Siemens coined the term MOOCs to define connectivist learning on networks (Meltem Huri Baturay, 2015).

In 2011, some Stanford University professors developed educational videos and released them through open online platforms. The same year, Peter Norvig and Sebastian Thurn facilitated the Artificial Intelligence MOOC, which attracted 160,000 learners from 190 countries. In early 2012, independent platforms such as Coursera and Udacity were established; the former was initially paid, while the latter

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EMERGING TRENDS IN TEACHER TRAINING AND DEVELOPMENT

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Educational Institutions across the world have closed due to the COVID-19- a novel corona virus disease spreading across the globe, many countries have ordered closure of all educational institutions. Educational institutions have come to a functional standstill since they had to protect their students from viral exposures: most educational institutes have shifted to online learning platforms to keep the academic activities going. However, the questions about the preparedness, designing and effectiveness of e-learning are still not clearly understood, particularly for a developing country like India. According to UNESCO, by the end of April 2020. Total 186 countries have implemented nation-wide closures, affecting about 73.8% of the total enrolled learners (UNESCO, 202). So, these losses will have lasting impacts on the students and on each nation, unless they are effectively remediated. Suspension of face-to-face instruction in educational institutions during the COVID-19 pandemic has led to concerns about consequences for students learning. In this view the present book throws a light on "ALTERNATIVE TEACHING PRACTICES DURING PANDEMIC".

FOR AUTHOR U

T. Pradeep Kumar

Alternative Teaching Practices During Pandemic

Learning During Lockdown

Dr. T. Pradeep Kumar, Guest faculty, Department of Education, Bangalore university, Bangalore, Karnataka, India. Educational qualifications: M.A. (Eng), M.Ed. (4th Rank), M.Phil, UGC-NET, PGDELT, PGDHE, PGDCA, CIT (Srilanka), Ph.D, PDF (USA). Published 25 Books in India and Abroad (Canada, Germany). Published 100 Articles , Presented 75 Papers.

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"SELF-EXPRESSION, SOCIAL COMPETENCE, ADJUSTMENT AND ACADEMIC ACHIEVEMENT AS PREDICTORS OF OBEDIENCE-DISOBEDIENCE TENDENCY AMONG ADOLESCENTS"

[1]Pramod Kumar K S, Research Scholar, Department of Education. Kuvempu University, Shankaraghatta, Karnataka.

[2]Dr. Geetha C, Professor, Department of Education. Kuvempu University, Shankaraghatta, Karnataka.

ABSTRACT:

The problem to be investigated for the present study concerns with Predictors of Obedience-Disobedience Tendency Among Adolescents Secondary School Students in relation to their Self-Expression, Social Competence, Adjustment and Academic Achievement. the stratified sampling technique was applied by the investigator. The sample for this study consists of Level IX students from various secondary schools in the Shimoga District. Objective of the research is to study the difference in the contribution of predictor variables (Self Expression, Social Competence, Adjustment, Academic Achievement) in predicating the criterion variable (Obedience-Disobedience Tendency) of Secondary School Students. standardized tests are used for Self-Expression, Social Competence, Adjustment and Obedience-Disobedience Tendency factors and the investigator construct his own tools for Academic Achievement and Obedience-Disobedience Tendency tool was re-validated by the researcher.

Keywords: problem, *Academic, School, Tendency*

INTRODUCTION:

Obedience plays an important role in student's life. Obedience begins at infant age with the family until maturity. Children has to abide by the rules set down by the parents or grandparents (head of the family) where father or grandfather plays a major role. Disobey results into punishment. The best way to escape punishment is to judge situation before reacting. Obedience is a basic aspect of everybody's life. Even adults have to obey the rules set by the society. Obedience is an essential element of human society. Since childhood all of us are trained to practice obedience. But we must try to adopt obedience in a progressive manner.

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The individual that obeys the authority order to engage in accounting manipulation tends to experience cognitive dissonance and uncomfortable feeling after making the decision. As predicted by theory, individual that experience cognitive dissonance has an uncomfortable feeling. This research provides several theoretical and practical contributions. This research provides insight concerning the application of obedience theory in accounting studies by showing new evidence that supports obedience theory. The result of this result provides implication for accounting education and researcher concerning the effectiveness of education of ethics for accounting students. Accounting education is challenged to find out the way to cut a vicious cycle of destructive obedience to authority in organizations that involves accounting professionals. However, since Milgram's studies, the topic of disobedience has

Impact of e-learning on B.Ed. Teacher Trainee's Internship during Pandemic COVID-19.

Dr. Geetha C, Professor, P.G Department of Studies & Research in Education, Kuvempu University, Shankaraghatta

Nandini A, Research Scholar, Kuvempu University, Shankaraghatta, Shivamoga

Abstract:

An internship is the most important part of any teacher training program. Provides teachers with the necessary experience to familiarize themselves with school practice, including teaching, assessment, administration, office work, community involvement, student problem management, student support service.

Introduction:

FOR AUTHOR USE ONLY

Internship play a vital role in the B.Ed programme as the trainees can be trained practically by this but the question arises during the pandemic was Can it be ordered virtually? If so, why?

It can be answered in two ways:firstly, it can be organized in unfavourable situations where it is completely impossible to organize an internship at school in a practical way. We are now in a COVID 19 situation where the whole school is declared closed, but in several schools practical teaching has mostly continued. If it is possible to teach differently, why not practice at school?

Secondly, virtual internships can be considered when trying to improve teachers' technological skills. According to current trends, teachers teaching students should have technical skills to deliver education in a technology-based environment, such as online education. And we switched to online courses around the world.

During a pandemic, everyone's health and safety comes first and online education is only the best option during this time.

At first it was very comfortable and practical. The students do not have a school to practice the lesson. But in the long term, students, parents, even teachers are aware of the challenges of online courses, especially in terms of mental health. This article describes how the online learning environment affects B.Ed. students' internship and the difficulties encountered in applying the lessons in practice. In addition, B.Ed students can learn tips on how to overcome the challenges of online learning.

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"Psycho-Social Correlates of Obedience-Disobedience Tendency Among Adolescents"

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ABSTRACT:

The aim of this study was to find out the relationship of psychological factors like Self Expression, Social Competence, Adjustment, Academic Achievement with Obedience-Disobedience Tendency. The design adopted in the study was correlation. The design did not entail any experiment or the manipulation of any independent variable. Correlation method, to establish the relationship between two or more variables. the stratified sampling technique was employed by the investigator. The sample for this study is made up of Level IX students at various secondary schools in the Shimoga District. Main objective of the present investigation is To Study the Correlation between Obedience-Disobedience Tendency with Self-Expression, Social Competence, Adjustment and Academic Achievement of Secondary School Students. standardized tests are used for Self-Expression, Social Competence, Adjustment and Obedience-Disobedience Tendency factors and the investigator construct his own tools for Academic Achievement and Obedience-Disobedience Tendency tool was re-validated by the researcher.

Keywords: psychological, independent, sampling, academic.

INTRODUCTION:

School contributions to psychosocial well-being were evident in both school and social aspects of secondary schools. Pupils with higher levels of involvement in classroom activities consistently have higher levels of overall psychosocial well-being. During the review of the documentation on the social impact of secondary school, six themes were identified:

- Students perceive strong standards of compliance with academic rules,
- The focus on compliance and monitoring affects the quality of student/teacher relationships that tend to be role-bound and rigid,
- Social status pathways continue to focus on healthy competency

- The identification of peer groups has an impact on social relationships within the wider community as well as in the school environment,
- Impotence is felt following the authoritarian approach to decision making, and.
- The overall secondary school environment does not reinforce students' convictions of the Bill of Rights.

Obedience is essential in the personal as in the social life. Man is a social animal and in order to live in society, man must abide by certain rules, traditions, customs and conventions. If necessary, he should be willing to restrict his personal freedom to secure social life and repair his social behaviour. The things that blind society such as love, friendship, sharing, religion and culture are all bound by rules, and obeying these rules allows us to have a happy social life. On the other hand, those who break away from these social norms and want to build a society of their own without due respect for rules suffers a lot in life. Obedience, in human behavior, is a form of "social influence in which a person yields to explicit instructions or orders from an authority figure" Obedience is generally distinguished from compliance, which is behavior influenced by peers, and from conformity, which is behavior intended to match that of the majority. According to the context, obedience can be regarded as moral, immoral or amoral.

FACTORS AFFECTING OBEDIENCE -DISOBEDIENCE TENDENCY:

Brown (2008) defines self-expression as "the means by which one's personal characteristics are displayed; showing one's internal beliefs or character through external actions or changes." Addison (2009) defines self-expression as "the expression of one's individuality, generally by creative activities." Social competence is the ability to possess and use the ability to integrate thought, feelings and behaviour to achieve valued social tasks and results in the context and culture of the host. In a school setting, these tasks and outcomes would include accessing the school curriculum successfully, meeting associated personal, social and emotional needs, and developing transferable skills and attitudes of value beyond school. Psychological adjustment refers to the behavioural process by which humans and other animals balance their different needs or between their needs and the obstacles in their environments. An adjustment sequence starts when a need is felt and ends when the need is met. Academic achievement is the educational goal attained by a student, teacher or institution for a period of time. According to Bruce and Neville (1979) educational achievement is measured by standardized achievement test developed for school subjects. What this means is that Academic Achievement is measured in relation to what is attained at the end of a course, since it is the accomplishment of medium- or long-term objective of education.

REVIEW OF RELATED LITERATURE:

Stanley Milgram (1963) carried out an experimental study on behavioral study of obedience, this article describes a procedure for the study of destructive obedience in the laboratory. Jasvir Kaur (2014) Carried out a study on the obedient-disobedient tendency of teenagers in relation to their family environment. The study sought to determine the relationship between adolescents' obedient - disobedient tendency and their family environment. Kulwinder Singh (2017) Completed a study on the prevalence of obedient and disobedient tendencies among sports and non-sport individuals. The purpose of the study was to compare

the prevalence of obedient and disobedient tendency among sports and non-sport persons. Rajesh Devi (2019) Completed a study on the academic performance of upper secondary students in relation to obedient-disobedient behaviour. The present study was undertaken to examine academic achievement of Sr. Secondary students with respect to obedient-disobedient tendency. Viqar, Aasia (2012) A Conducted a study on A comparative study of academic stress emotional stability and parental attitude among students demonstrating obedient and disobedent trends. This study aims to explore school stress, emotional stability and parenting in students who exhibit obedient and disobedient tendencies. Niraimathi Kesavan, K. Malathi (2020) Conducted a study on obedience analysis in adolescents in Chennai, Southern India. With an increase in exposure to modern cultures, and a desire to develop an identity independent of their family, teenagers in the current generation demonstrate greater disobedience towards figures of authority, due to which they are less adherent to instructions given.

NEED AND IMPORTANCE OF THE STUDY:

This study seeks to better identify the educational Psycho-Social factors like, Self-Expression, Social Competence, Adjustment and Academic Achievement that play a direct role in students' Obedience-Disobedience Tendency. This study contributes to both educational policy and theory. It offers practitioners and high school policy-makers concerned about college-going and life- long educational attainment examples of the types of high school experiences that promote Obedient-Disobedient Tendency. Theoretically, this study advances the knowledge base of educational scholars by disentangling family and school influences on Obedience-Disobedience Tendency with Self-Expression, Social Competence, Adjustment and Academic Achievement and by offering some insight into when gender sub- groups, Locality and Type of School may merit a further disaggregated investigation of these relationships.

This problem will be researched for social development, because for social development, we need socially competent adolescents. Also, we need them to decrease increasing tendency of indiscipline. We need obedient adolescents for the good teaching learning atmosphere. It is only because of obedient adolescents that good teaching learning atmosphere is present in the educational institutions. We observe that if the Obedience tendency is present in the behavior of adolescents, then it is positively helpful in their better Self-Expression, Social Competence, Academic Achievement and Adjustment. Meaning thereby that Obedience tendency has had a good effect in the Self-Expression and Social Competence of adolescents. This is precisely the reason why the present study is undertaken to find out the Obedience-Disobedience Tendency of Secondary Schools students in relation to their Self-Expression, Social Competence, Academic Achievement and Adjustment. The results of the study will have far- reaching use for teachers in general and guidance counselors in particular. The results of the study would also enable to know the factors that affect or help the Obedience-Disobedience Tendency of students.

STATEMENT OF THE PROBLEM

"Psycho-Social Correlates of Obedience-Disobedience Tendency Among the Students of Secondary Schools of Shimoga District"

TECHNICAL TERMS USED IN THE STUDY:

- **Obedience and Disobedience:** Obedience and disobedience are antonyms, which denote two opposite types of behaviour. There are certain behaviour characteristics which are if possessed by a student is called obedient. In the absence of these characteristics, the student is called disobedient. Obedient students, generally, obey their teachers, elders, rules and regulations of school/college. They are disciplined and regular in school and home works. They keep themselves busy in classrooms in the absence of the teacher and attend regularly each period. Their performance in examination is satisfactory and they keep themselves away from mischiefs. In disobedient students, the characteristics oppo site to ones described above are found.
- **Self-Expression:** Self-Expression deals with various aspects of cognitive, motivational and personality development.
- **Social Competence:** Social Competence is the tendency acquired by the adolescents with regard to social interaction.
- **Adjustment:** Adjustment is process of finding and adopting modes of behaviour suitable to the environment or the changes in the environment.
- **Adolescents**: children who studies in secondary and senior secondary education, typically between the ages of 11-14 and 16-18.Adolescence is a transitional stage of physical and psychological human development that generally occurs during the period from puberty to legal adulthood . The period of adolescence is most closely associated with the teenage year.
- **Academic Achievement:** Academic Achievement is the educational goal that is achieved by students/adolescents achieves over a certain period. This is measured either by examinations or continuous assessments and the goal may differ from an individual or institution to another.

RESEARCH METHODOLOGY:

The descriptive survey method was used in the present investigation. The design adopted in the study was correlation. The design did not entail any experiment or the manipulation of any independent variable. Correlation method, to establish the relationship between two or more variables.

SAMPLING DESIGN:

In the present study Stratified sampling Technique was used by the researcher. The Sample Drawn for the present study consists of the students of IX standard in various High Schools in Shimoga District. A Stratified sampling of Six hundred and twenty-seven (N=627) was drawn from 17 clusters out of 168

educational clusters. among Six hundred and twenty-seven (N=627) students 324 (51.7%) were boys and 303 (48.3%) were girls.

OBJECTIVE OF THE STUDY:

- To Study the Correlation between Obedience-Disobedience Tendency with Self-Expression, Social Competence, Adjustment and Academic Achievement of Secondary School Students.

HYPOTHESES OF THE STUDY:

1. There is no significant Correlation between Obedient Disobedient Tendency and Self-Expression of secondary school Students.
2. There is no significant Correlation between Obedient Disobedient Tendency and Social Competence of secondary school Students.
3. There is no significant Correlation between Obedient Disobedient Tendency and Adjustment of secondary school Students.
4. There is no significant Correlation between Obedient Disobedient Tendency and Academic Achievement of secondary school Students.

TOOLS USED FOR THE STUDY:

The aim of this study was to find out the relationship of psychological factors like Self Expression, Social Competence, Adjustment, Academic Achievement with Obedience-Disobedience Tendency. Since standardized tests are used for Self-Expression, Social Competence, Adjustment and Obedience-Disobedience Tendency factors and the investigator construct his own tools for Academic Achievement and Obedience-Disobedience Tendency tool was re-validated by the researcher; the investigator made a careful selection of the available standardized tools which could be validly applied to the sample of students selected for study. All the tools selected were those that were developed for the use with pupils of secondary classes. Care was taken to assure that the tools had accepted levels of validity and reliability.

STATISTICAL TECHNIQUES USED:

The hypotheses were tested by analyzing data by applying appropriate descriptive and inferential statistics. Co-efficient of Correlation technique has been employed to verify hypotheses pertaining to correlational studies. It has been used to estimate the significance of the relationship between the two variables.

MAJOR FINDINGS:

- Positive high degree correlation (r=0.631) exists between Obedient Disobedient Tendency and Self-Expression among Secondary School Students. It can be interpreted that; Obedient Disobedient Tendency has dependence on Self-Expression. Therefore, Obedient Disobedient Tendency has significant effect on Self-Expression of secondary school Students. The students with Obedience Tendency do possess better Self-Expression.

- Positive high degree correlation(r=0.720) exists between Obedient Disobedient Tendency and Social Competence among Secondary School Students. It can be interpreted that; Obedient Disobedient Tendency has dependence on Social Competence. Therefore, Obedient Disobedient Tendency has significant effect on Social Competence of secondary school Students. The students with Good Obedience Tendency do possess better Social Competence.

- Positive high degree correlation(r=0.687) exists between Obedient Disobedient Tendency and Adjustment among Secondary School Students. It can be interpreted that; Obedient Disobedient Tendency has dependence on Adjustment. Therefore, Obedient Disobedient Tendency has significant effect on Adjustment of secondary school Students. That the students with Good Obedience Tendency do possess better Adjustment.

- Positive high degree correlation(r=0.717) exists between Obedient Disobedient Tendency and Academic Achievement among Secondary School Students. It can be interpreted that; Obedient Disobedient Tendency has dependence on Academic Achievement. Therefore, Obedient Disobedient Tendency has significant effect on Academic Achievement of secondary school Students. The students with Good Obedience Tendency do possess better Academic Achievement.

CONCLUSION:

The obedience-disobedience dynamic suggests that traditional family/institution standards, rules and regulations that are relevant in the current scenario from a psychosocial perspective must be respected. It will make sense for parents, teachers and other stakeholders to apply their wisdom to reinvent the educational practices of children. As indiscipline is the product of disobedience, we must set out practices that can help the child to behave well, follow preferred practices and maintain alertness. Our own behaviour should be a model, for acts speak louder than words. Adolescents exhibit moderate disobedient tendencies as a result of which parents and authoritarian figures can understand the changes that adolescence brings to individuals, and the conflict that occurs during this phase to effectively support and provide the resources needed to help adolescents identify and participate in society. Additional research can be conducted to better understand the reasons which influence and provoke disobedient tendencies in adolescents, and possible interventions that may reduce the incidence of disobedience in the teenage years.

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Impact of Social Competence on Obedience-Disobedience Tendency among Adolescents

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Abstract: ***The problem to be investigated for the present study concerns with Impact of Social Competence on Obedience-Disobedience Tendency among Adolescents. the stratified sampling technique was applied by the investigator. The sample for this study consists of Level IX students from various secondary schools in the Shimoga District. Objective of the research is to study the To Measure and Analysis the Different Levels of Obedient-Disobedience Tendency with Respect to Mean Scores and Levels of Social Competence Among Secondary Adolescents and To Find out the Correlation between Obedient-Disobedience Tendency and Social Competence of secondary school Students. standardized tests are used for Social Competence and Obedience-Disobedience Tendency and Obedience-Disobedience Tendency tool was re-validated by the researcher.***

Keywords: investigated, Adolescents, schools, Social

1. Introduction

Obedience-The tendency to disobedience is a way of expressing oneself. If obedience and integrity are found in the character of a teenager, then it is also observed that he/she will be smarter, respectful, obligated and socially accepted. On the other hand, a disobedience or anti-social adolescent will have difficulty being socially acceptable or adapting in society. It is further noted that the extent of obedience-disobedience tendency in its character determines the degree of his/his social competence. This is about being able to deal effectively with others. The more the measure of obedience in his character, the more positive will be his/her social competency. It will shed light on increasingly positive thoughts and a disobedience adolescent will be less socially competent and less expressive.

Social competence is the possession and use of the ability to integrate thought, feeling and behavior to accomplish social tasks and achieve valued outcomes in the context and culture of acceptance. In a school environment, these duties and outcomes would include successful access to the school curriculum, respond to the personal, social and emotional needs associated with them and develop transferable skills and attitudes that have value beyond school. In the words of Miller (2005) Social Competence is the condition of possessing the social, emotional and intellectual skills and behaviour needed to succeeded as a member of society. To use the terms of Blackblot (2007), it is the body of human interaction skills directly related to communication and the management of relationships with others within the social structure of an occupational setting.

2. Theoretical Framework of the Study

Obedience theory initially was formulated by Stanley Milgram through a series of experiments that was conducted since 1960s to 1970s (Milgram 1963, 1964, 1965a, 1965b, 1967, 1974). Obedience theory states that individuals under pressure of authority order would adhere to such order although it is contradicting to his attitude, beliefs, and values (Milgram (1974). Obedience theory can be used to explain why certain individuals easily performing unethical behavior in an organizational setting as well as in broader contexts such as social life. Broader than persuasion, social impact theory, as developed primarily by Bibb Latane (1981), forms the basis for an active line of inquiry today called dynamic social impact theory. Social impact means any of the number of changes that might occur in an individual (physiological, cognitive, emotional, or behavioural) due to the presence or action of others, who are real, imagined, or implied. Social impact theory proposes that the impact of any information source is a function of three factors: (i) the number of others who make up that source, (ii) their immediacy i.e., closeness, and their strength and (iii) salience or power

3. Need and Importance of the Study

Obedience and disobedience behavior is important in the context of the growing indiscipline in schools and colleges of the modern era. Students have a number of problems as adolescents. They are linked to the adjustment to the new environment and to the personality needs of the students. Adaptation and personality are in turn founded on self-expression and social competency. However, such a large phenomenon has been completely overlooked by researchers in India. Studies of Obedience disobedience are scarcely found within the Indian context. The study "Effect of Social Competence on Obedience-Tendency of Disobedience in Adolescents" is useful to discriminate obedience versus disobedience. It will enable the teachers, parents, guidance workers, counselors, psychologists and other social workers to collect useful information like behavior, maturity, habits, Self-Expression, Social Competence, Academic Achievement, and Adjustment especially in a class-room setting of Obedience and disobedience students which will be helpful in teaching and provide guidance and counseling to them.

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That problem will be studied for social development, because social development requires socially competent adolescents. So, we need them to decrease the increasing trend of indiscipline. We need Obedience young people for a good learning atmosphere. It is only thanks to Obedience teenagers that a good pedagogical atmosphere is present in educational establishments. We observe that if the tendency to obedience is present in adolescents' behaviour, then it is positively useful in their better self-expression, social competence, academic achievement and adjustment. This means that the trend toward obedience has had a good effect on the self-expression and social competence of adolescents. This issue was undertaken taking into account all of these issues. Having analysed the effects and reasons of the disobedience trend, this practice can be better managed. Through appropriate instruction, guidance and counselling, it can be controlled.

4. Statement of the Problem

Impact of Social Competence on Obedience-Disobedience Tendency among Adolescents

Technical terms used in the study

- Obedience and Disobedience: Obedience and disobedience are antonyms, which indicate two types of opposing behavior. There are certain behavioural traits that are so possessed by a student is called obedient. Without these characteristics, the student is said to be disobeying. Obedient students, by and large, obey their teachers, elders, school/college rules and regulations. They are disciplined and steady at school and at home working. They stay busy in the classroom in the absence of the teacher and attend regularly every period. Their examination performance is good and they stay clear of harm. Among the disobedient pupils, the features opposite to those described above are found.
- Social competence: Social competence is the trend acquired by adolescents as far as social interaction is concerned.

Research Method

Research in the field of obedience-disobedience trend has employed different study methods to invest different relations. The research method is also determined by the theory and purpose of the problem to be investigated. The problem to be investigated for the present study concerns with Predictors of Obedience-Disobedience Tendency Among Adolescents Secondary School Students in relation Social Competence. The descriptive survey method was used in the present investigation

Sampling design

In the present study, the stratified sampling technique was employed by the investigator. The sample for this study is made up of Level IX students at various secondary schools in the Shimoga District. A stratified sample of six hundred and twenty-seven (N=627) was based on 17 clusters out of 168 education clusters. out of 627 students (N=627), 324 (51.7%) were boys and 303 (48.3%) were girls.

Objectives of the study

- To Measure and Analysis the Different Levels of Obedient-Disobedience Tendency with Respect to Mean Scores and Levels of Social Competence Among Secondary Adolescents.
- To Find out the Correlation between Obedient-Disobedience Tendency and Social Competence of secondary school Students.

Hypothesis of the study

There is no Significant Correlation between Obedience-Disobedience Tendency and Social Competence of secondary school Students.

Tools used for the study

The aim of this study was to find out Impact of Social Competence on Obedience-Disobedience Tendency among Adolescents. Since standardized tests are used for Social Competence and Obedience-Disobedience Tendency and Obedience-Disobedience Tendency tool was re-validated by the researcher.

5. Analysis and Interpretation of the Data

Table: Mean and Standard Deviation of Social Competence at Different Levels of Obedience-Disobedience Tendency.

Obedience-Disobedience Tendency			Social Competence	
Levels	N	% of Total N	Mean	Std. Deviation
Obedience	220	35.0877%	199.0818	38.07422
Obedience-Disobedience	155	24.7208%	150.6387	23.82155
Disobedience	252	40.1913%	118.2937	40.27299
Total	627	100%	154.6364	50.26872

Table shows, the mean score and standard deviation (SD) of Social Competence secondary school students with different levels of Obedience Disobedience Tendency. The mean score and SD of Social Competence of secondary school students having Obedience Tendency (N=220) is 199.0818 and 38.07422 respectively. The mean score and SD of Social Competence of secondary school students having Obedience Disobedience Tendency (N=155) is 150.6387 and 23.82155 respectively. The mean score and SD of Social Competence of secondary school students having Disobedience Tendency (N=252) is 118.2937 and 40.27299 1respectively.

Table: Shows Distribution of frequencies and percentage between levels of Obedience-Disobedience Tendency and Levels of Social Competence

Obedience-Disobedience Tendency Levels		Social Competence Level			Total
		High	Moderate	Low	
Obedience	N	120	88	12	220
	%	19.1%	14.0%	1.9%	35.1%
Obedience-Disobedience	N	3	43	109	155
	%	0.5%	6.9%	17.4%	24.7%
Disobedience	N	16	10	226	252
	%	2.6%	1.6%	36.0%	40.2%
Total	N	139	141	347	627
	%	22.2%	22.5%	55.3%	100.0%

Table shows that 19.1%, 14.0% and 1.9% of the obedience students having high, moderate and low level of Social Competence respectively, and 0.5%, 6.9% and 17.4% of the

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Obedience-Disobedience students having high, moderate and low level of Social Competence respectively, and 2.6%, 1.6% and 36.0% of the Disobedience students having high, moderate and low level of Social Competence respectively.

Table: Coefficient of Correlation between Obedience-Disobedience Tendency and Social Competence of secondary school students.

		Social Competence
Obedience-Disobedience Tendency	Pearson Correlation	0.720612**
	Sig. (2-tailed)	.000
** Correlation is significant at the 0.01 level (2-tailed). [Total (N) =627]		

From the above table, we clearly noted that the obtained r-value is 0.720612, which is statistically significant at 0.01 level of significance. So, reject the null hypothesis and formulates the alternative hypothesis, i. e. "There is a significant Relationship between Obedience-Disobedience Tendency and Social Competence among Secondary School students". It means that Positive high degree correlation exists between Obedience-Disobedience Tendency and Social Competence among Secondary School Students. It can be interpreted that; Obedience Disobedience Tendency has dependence on Social Competence. Therefore, Obedience-Disobedience Tendency has significant effect on Social Competence of secondary school Students. Further, concluded that the students with Good Obedience Tendency do possess better Social Competence.

6. Major Findings of the Study

- 19.1%, 14.0% and 1.9% of the obedient students with a high, moderate and low level of social competence respectively, and 0.5%, 6.9% and 17.4% of students with high, moderate and low social competence, respectively, and 2.6%, 1.6% and 36.0% of disobedience students with high, moderate and low social competence respectively.
- Compare mean scores of social-competences with levels of trend towards obedience disobedience, Obedience students (M=199.0818) having high level social competence then obedience-disobedience (M=150.6387) and disobedience (M=118.2937) level of students.
- There is a good positive relationship (r=0.720612) between Obedience disobedience and social competence among adolescents. One may interpret that the Obedience-disobedience tendency depends upon social competence.
- Obedience-Disobedience tendency has a significant effect on high school students' social competence. Furthermore, concluded that students with a good tendency to obedience possess a better social competency.

7. Conclusion

The obedience-disobedience dynamic suggests that traditional family/institution standards, rules and regulations that are relevant in the current scenario from a psychosocial perspective must be respected. It will be sage for parents, teachers and other stakeholders to apply their wisdom to re-invent children's education and instruction practices. Since indiscipline is the result of a disobedient trend, we must prescribe practices that can help the child to behave well, follow the desired practices while maintaining its liveliness. Our own behaviour should be a model, for acts speak louder than words. Adolescents exhibit moderate disobedient tendencies as a result of which parents and authoritarian figures can understand the changes that adolescence brings to individuals, and the conflict that occurs during this phase to effectively support and provide the resources needed to help adolescents identify and participate in society. Additional research can be conducted to better understand the reasons which influence and provoke disobedient tendencies in adolescents, and possible interventions which may reduce the occurrence of disobedience in adolescence.

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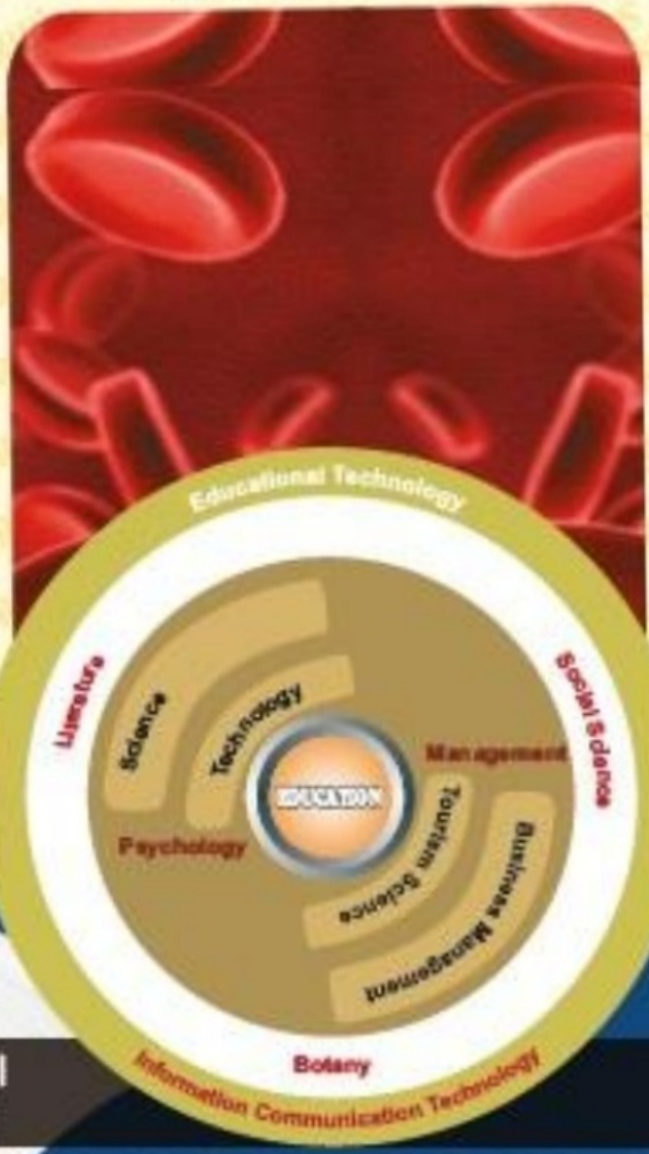

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ENHANCING TEACHING SKILLS IN SECONDARY EDUCATION TRAINING (B. ED) STUDENTS THROUGH LIFE SKILL PACKAGE

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Abstract

This conceptual article explores the integration of life skill packages into the training of Bachelor of Education (B.Ed.) students specializing in secondary education. Secondary education plays a pivotal role in shaping the future of students, making it imperative for educators to possess not only subject expertise but also essential life skills that enable them to be effective mentors and role models. This article delves into the significance of incorporating life skill packages within the B.Ed. curriculum, thereby equipping future educators with the tools to empower their students holistically. The article begins by discussing the evolving landscape of secondary education and the need for educators to adapt to the changing demands of the 21st century. It emphasizes that secondary education should not solely focus on academic content but also on the development of students' critical life skills, such as communication, problem-solving, emotional intelligence, and adaptability. Life skill packages encompass a range of skills, including digital literacy, interpersonal skills, stress management, and cultural competence, and are tailored to the specific needs of secondary education settings. The conceptual framework presented here underscores the potential benefits of this integration, including improved teacher-student relationships, enhanced classroom management, and increased student engagement. It also addresses potential challenges and barriers to implementing life skill packages, such as resource constraints and resistance to change, and offers strategies to overcome these obstacles. By enhancing the teaching skills of future educators in secondary education, we can better prepare them to inspire, motivate, and empower the next generation of students, ultimately contributing to a more competent and well-rounded society.

Keywords: *Life Skill Package, B.Ed. students, Teacher Training Programme, Secondary Education, and Teaching skills.*

Introduction:

Teacher education plays a pivotal role in shaping the future of our society by equipping educators with the knowledge and skills necessary to foster the growth and development of young minds. Secondary education, in particular, is a critical phase in a student's academic journey, where educators need to be well-prepared to address not only academic needs but also the holistic development of students. In this context, the incorporation of life skills into the training of Bachelor of Education (B.Ed) students is gaining prominence as it helps future educators become more effective and well-rounded mentors. This conceptual article delves into the importance of integrating life skill packages into the B. Ed curriculum to enhance the teaching skills of prospective secondary education teachers.

Understanding the Relevance of Life Skills in Education

Life skills are a set of abilities that enable individuals to effectively manage the challenges and demands of everyday life. These skills encompass various domains, including communication, critical thinking, problem-solving, emotional intelligence, teamwork, and decision-making, among others. In the context of teaching, these skills are invaluable. They not only aid teachers in becoming better communicators and mentors but also empower them to navigate the complexities of the classroom environment more successfully.

- **Effective Communication:** B.Ed. students need to learn how to communicate clearly and empathetically with their students, parents, and colleagues. Life skills training can help prospective educators improve their verbal and non-verbal communication, making them more relatable and approachable figures in the classroom.

- **Critical Thinking and Problem Solving:** Encouraging critical thinking and problem-solving skills in students is a fundamental aspect of education. B.Ed. students who are equipped with these skills can design engaging lesson plans, adapt to the diverse learning needs of their students, and address unexpected challenges with confidence.
- **Emotional Intelligence:** Life skills training can help future educators better understand and manage their emotions, a crucial aspect of maintaining a positive classroom environment. It also allows them to support the social and emotional growth of their students.
- **Teamwork and Collaboration:** Teachers often collaborate with other educators and stakeholders in the education process. Life skills such as teamwork and collaboration empower B.Ed. students to work effectively with their colleagues, fostering a more cooperative educational environment.
- **Decision-Making:** Educators regularly face decisions related to curriculum, discipline, and student support. Life skills training enhances their ability to make informed and ethical decisions, which ultimately benefit the students and the institution.

Adapting to the Changing Landscape of Secondary Education in the 21st Century:

The landscape of secondary education is undergoing significant changes in the 21st century, driven by technological advancements, shifts in societal needs, and evolving student expectations. Educators are facing a growing need to adapt to these changing demands to effectively prepare students for the challenges and opportunities of the modern world. Several key aspects of this evolving landscape and the corresponding need for adaptation:

1. **Technology Integration:**
   - **Digital Literacy:** With the proliferation of technology, students need to develop strong digital literacy skills to navigate the internet, use software applications, and critically evaluate online information. Educators must integrate technology into their teaching methods and curricula.
   - **Blended Learning:** The combination of in-person and online learning is becoming more prevalent. Teachers need to adapt to a blended learning environment, creating engaging and effective online materials while maintaining meaningful face-to-face interactions.
2. **Changing Curriculum:**
   - **21st Century Skills:** The curriculum needs to emphasize critical thinking, problem-solving, creativity, collaboration, communication, and adaptability. Educators should design lessons that encourage these skills to prepare students for a rapidly changing job market.
   - **STEM Education:** As technology becomes increasingly central to many industries, STEM (Science, Technology, Engineering, and Mathematics) education is gaining importance. Teachers must have the skills and resources to provide STEM-focused instruction.
3. **Personalized Learning:**
   - **Individualized Instruction:** Students have diverse learning needs and paces. Adaptive technologies and teaching strategies that cater to individual learning styles are crucial. Educators should be skilled in assessing and addressing these differences.
4. **Globalization and Cultural Competency:**
   - **Cultural Awareness:** In a globalized world, educators should promote cultural competency and global awareness. This includes addressing issues like diversity, equity, and inclusion. Teachers need to create inclusive classrooms that prepare students for the multicultural realities of the 21st century.

5. Assessment and Accountability:

- **Alternative Assessment Methods:** Standardized testing is being reevaluated in favor of more authentic, project-based, and performance-based assessments. Educators must adapt their assessment methods to measure 21st-century skills effectively.

6. Teacher Professional Development:

- **Continuous Learning:** Educators themselves must be lifelong learners. They need to stay updated on the latest pedagogical approaches, educational technologies, and research findings. Professional development opportunities are essential.

7. Environmental and Sustainability Education:

- **Climate Change Education:** Given the pressing issue of climate change, educators should integrate environmental and sustainability education into the curriculum. This helps students understand the global challenges they will face and how to address them.

8. Mental Health and Well-being:

- **Emotional Intelligence:** Teachers must be equipped to address students' mental health and well-being, as these issues have become increasingly prevalent. This includes fostering emotional intelligence and providing support where necessary.

9. Career and College Readiness:

- **Career Education:** Preparing students for post-secondary education and the workforce is a primary goal. Educators should provide guidance, career exploration opportunities, and real-world experiences to help students make informed decisions about their future.

10. Parent and Community Engagement:

- **Partnerships:** Collaboration with parents, local communities, and external organizations is becoming more important in education. Teachers should engage with these stakeholders to enhance the educational experience for students.

The evolving landscape of secondary education demands a shift in pedagogical approaches, curricular content, and the development of skills that are relevant to the 21st century. Educators play a central role in helping students adapt to these changes by being adaptable and proactive in their teaching methods, embracing technology, and continually seeking opportunities for professional growth. Ultimately, preparing students to thrive in the modern world requires educators to be responsive to the evolving needs of both their students and society at large.

Integration of Life Skill Packages in B. Ed Curriculum

To enhance the teaching skills of B. Ed students, it is imperative to integrate life skill packages into the curriculum. These packages can be developed in collaboration with experts in education, psychology, and counseling, ensuring a holistic approach to teacher development.

Incorporating Life Skills in Pedagogy: The teaching methodologies used in B.Ed. programs can be structured to include activities and exercises that promote the development of life skills. Case studies, role-playing, and reflective discussions are excellent strategies.

Interactive Workshops: Regular workshops on life skills can be conducted to help B. Ed students acquire these skills practically. These workshops can cover topics like conflict resolution, empathy building, and classroom management.

Mentoring and Counseling: Every B.Ed. student can benefit from personalized mentoring and counseling sessions to enhance their emotional intelligence and interpersonal skills.

Field Experience: Practical exposure to real classroom situations during internships and student teaching can provide an opportunity for B.Ed students to apply their life skills and knowledge.

The Impact of Integrating Life Skills in the B. Ed Curriculum: Incorporating life skill packages within the Bachelor of Education (B.Ed) curriculum can have profound implications for future educators and their ability to empower students holistically. Some reasons why this is significant:

Real-world Relevance: Life skills are essential for success in various aspects of life, including personal, professional, and social spheres. By including life skill packages in the B.Ed curriculum, future educators are equipped with skills that are directly applicable to the challenges students will face in the real world.

Comprehensive Education: Empowering students holistically involves more than just subject-specific knowledge. Life skills encompass a wide range of abilities, including communication, critical thinking, problem-solving, emotional intelligence, and adaptability. These skills are vital for personal growth and development.

Enhanced Teaching Effectiveness: Educators who possess life skills are better equipped to foster an environment where students can learn and thrive. Effective communication, conflict resolution, and emotional regulation, for example, can improve classroom dynamics and create a conducive learning atmosphere.

Personal Growth and Well-being: Teaching life skills can also contribute to the personal growth and well-being of educators. Educators who develop life skills are often more self-aware and better equipped to handle stress, leading to higher job satisfaction and reduced burnout rates.

Empowering Students: Life skills empower students to become independent, responsible, and socially competent individuals. These skills can help students set and achieve personal goals, make informed decisions, and navigate the complexities of the modern world.

Preparation for Future Careers: Many life skills are directly transferable to the workplace. By teaching these skills, educators prepare students for success in their future careers, where skills like problem-solving, teamwork, and adaptability are highly valued.

Social and Emotional Development: Life skills education can significantly contribute to students' social and emotional development. This is particularly important in an age where mental health issues and social challenges are prevalent among students. Educators with life skills training can better support students in these areas.

Lifelong Learning: By instilling the importance of life skills, educators can encourage students to be lifelong learners. They equip students with the tools to continue learning and adapting to new situations throughout their lives.

Alignment with 21st Century Skills: Life skills align with the 21st-century skills that are increasingly emphasized in modern education. These skills, including critical thinking, creativity, and adaptability, are essential for success in the information age.

Community and Societal Impact: Educators play a pivotal role in shaping the future of society. When they are equipped with life skills and integrate them into their teaching, they contribute to a more skilled, self-reliant, and socially responsible citizenry.

Incorporating life skill packages within the B, Ed curriculum is significant because it prepares future educators to empower students holistically, equipping them with the tools to succeed not only academically but also in various aspects of life. This approach recognizes the interconnectedness of personal and academic development and contributes to the overall well-being and success of both educators and their students.

Conclusion:

Incorporating life skill packages into the training of B. Ed students can significantly enhance their teaching skills and overall preparedness for the challenges of the modern classroom. This approach ensures that future educators are not just equipped with academic knowledge but also possess the essential life skills necessary to create a positive, nurturing, and effective learning environment for secondary education students. By emphasizing life skills, teacher education can evolve to meet the dynamic needs of contemporary students and prepare teachers to be the guiding lights of their academic journey.

This conceptual article argues that the integration of life skill packages in B.Ed programs holds promise in enhancing the teaching skills of future educators in secondary education. By equipping teachers with a broader skill set, it addresses the multifaceted challenges of the 21st-century classroom, ultimately improving the quality of education and fostering better-rounded, empathetic, and effective educators.

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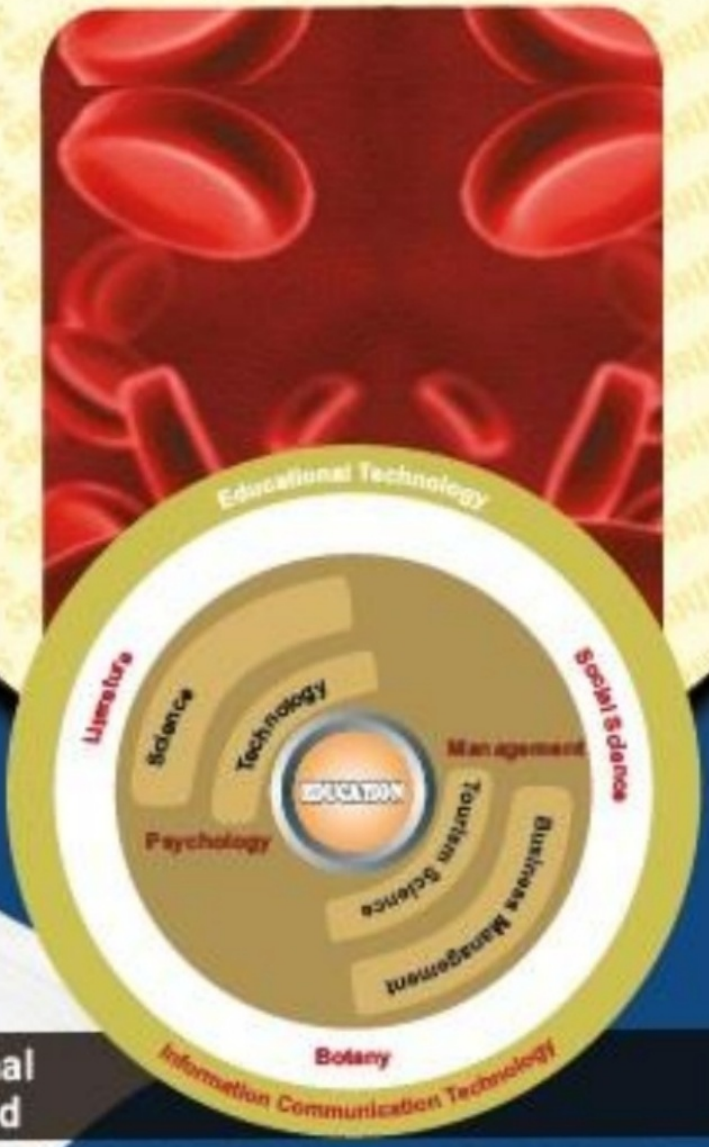

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EFFECTIVENESS OF TWO STAY - TWO STRAY LEARNING MODEL ON SELF-EFFICACY AMONG HIGHER SECONDARY STUDENTS

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Abstract

The researcher aims to determine the Effectiveness of Two Stay - Two Stray Learning Model on Self efficacy of 11th grade students of higher secondary school of Channarayapatna. The type of this research is a true-experimental design (Parallel group design). The population of this study was the 11th grade students of higher secondary school of Channarayapatna. The sample of this research consisted of two classes that were randomly selected, namely 11th -A grade as an experiment class and 11th - B as a control class. The research instrument used are self-prepared standardized tool consists of multiple-choice questions. Based on the results of the research, it was obtained that average score of the post-test in experimental class is ***122.1500*** *with standard deviation (s) is****7.58727*** *and after given the treatment, the average score of the post-test in control class is* ***117.5500*** *with standard deviation (s) is* ***11.80385****. According to the observation of the student self-efficacy carried out in two cycles, student self-efficacy is improved. Based on the results of two tail t-test for post-test data in experimental class and control class obtained t value is* ***2.344.***
Therefore, Ho is rejected and the otherwise Ha is accepted. Based on the results of this research, it can be concluded that the cooperative learning model with two stay two stray type enhance the self-efficacy among 11th grade students.

Introduction:

Learning is a "process that leads to change, which occurs as result of experience and increase the potential of improved performance and future learning". The difficulties of learning science are related to learner's tendency towards remembering science vocabulary and scientific names which are prominent parts of biological science education and to the methods by which science is customarily taught without regard to what is known about children's learning.

One aim of biological science teaching is to provide students with the optimum conditions for acquiring a grasp of concepts needed to interpret and predict natural phenomena and to solve problems. Thus, the concepts should have wide applicability. The level of understanding of these concepts and the extent of their applicability will of cores vary according to the age of the student and the type of instruction given.

The learning process will be effective when the teachers understand the learning model and their implications in a classroom situation. Teachers should choose the suitable learning model based on the competencies to improve self-efficacy.

Two Stay Two Stray is one of cooperative learning. Lie (2010:29) pointed out that cooperative learning is not same with learning in group. There are some basic elements of cooperative learning that different with dividing group inappropriately. The right procedures of cooperative learning will make the teacher manages the class more effectively.

Review of related literature:

The research studies conducted on Two Stay - Two Stray learning model, cooperative learning approach and its effects on psycho-social and other academic variables are discussed in this section.

1. **Yusri , Mantasiah , and Jufri (2018)** conducted research on The use of two stay two stray model in English teaching to increase student's learning outcome The purpose of this study was to determine whether the application of cooperative learning model two stay two stray can increase student's learning outcome in English learning. Data collection techniques used in this study consists of observation, tests and questionnaires. This study was conducted in two cycles, each cycle is carried

out two meetings. In preliminary tests, the average of learning outcome in pre-test is was 53, 73, the first cycle was 65.4 and in the second cycle was 77.93. From these results it can be concluded that the use of cooperative learning model two stay two stray can increase student's learning outcome in English learning.

2.**Sarfraz Aslam and Muhammad Shabbir Ali** study aimed to investigate the **effect of self-efficacy on students' achievement in science.** The case of secondary school science students' is examined to achieve this task. The study is based on Bandura's Theory of Self-Efficacy, which divides Academic, Social and Emotional self-efficacy in three categories. The Questionnaire 'Self-efficacy Questionnaire for Children (SEQ-C) developed by (Muris, 2001) was adapted in the present study to quantify secondary school students' and was administered to 811 students. The achievements of students in science subjects governed by their academic, social, and emotional self-efficacy were statistically examined to meet the research objectives. Findings revealed that secondary school students have a stronger academic and social self-efficacy. The need to assimilate content for developing emotional self-efficacy among students is highlighted. The study also discovered the significant impacts of parents' job status and the qualifications on children's self-efficacy.

3.**Dintje Fintje Pendong , Femmy H Rogahang (2018)** studied on Comparison of biological learning outcomes, using problem based instruction and two stay two stray model, on the subject of plant structure. Biology is a branch of natural science, the most dynamic. The phenomenon of life in living things, save a lot of interesting problems learned. Problem-based learning makes students centered in learning. Research has been conducted to compare students' learning outcomes by using two stay two stray model and problem-based instruction. The method used in this research is quasi experimental method (quasi-experimental research). From the results of research that has been obtained, it can be concluded that the learning type of problem-based instruction, the keep structure of plants is very effective for students. This model can train students to be independent and can solve biology especially related to the structure of plants, and train students to look at things in an integrated manner. Model of learning problem-based instruction, has a better learning outcomes, compared with the model of learning model two stay two stray.

4.**Adnan and abdol Atif (2018)** conducted a study on exploring the relationship between perceived self-efficacy and academic achievement among a sample of Jordanian secondary stage students and identifying the effect of gender and academic achievement on self-efficacy. To achieve the study aims, the researchers applied the perceived self-efficacy scale on (356) secondary stage students and collected information on students' gender and academic achievement. The results of the study showed that most students hold a moderate level of perceived self-efficacy score and significant effect of academic achievement on perceived self-efficacy in favor of higher achievement students.

5.**B.Indu, and Dr.Ranjit Kaur (2017)** studied the Self-efficacy of senior secondary school students with respect to demographic variables. For this purpose, 500 subjects (male and female) were selected randomly from senior secondary schools situated in four districts of Haryana. Self-efficacy questionnaire (SEQ) developed by Muris (2001) was used to measure the self-efficacy of the school students. Finding of the study indicates significant difference in government and private school students, urban and rural school students, science and arts stream students, male and female students. Age-wise no significant different was found in self-efficacy of different age groups

6.**Bhagat Pooja & Baliya J. N (2016)** conducted a study on self-efficacy and adjustment of secondary school students in relation to their gender and academic achievement. The study was conducted with a sample of 200 secondary school students studying in 9th class of Samba district of Jammu and Kashmir. Self-efficacy scale by Dr. G.P. Mathur and R. K. Bhatnagar and adjustment inventory by A.K.P. Sinha and R.P. Singh were used to collect the data. Result showed that

significant different was found in the adjustment of male and female secondary school students. Female students were found less adjusted than male students.

Theoretical framework:

Theoretical Perspectives on Co-operative Learning and self-efficacy

While there is a consensus among researchers about the positive effects of co-operative learning on student achievement, there remains a controversy about why and how they affect achievement and, most importantly, under what conditions they have these effects. Different groups of researchers investigating co-operative learning effects on achievement begin with different assumptions and conclude by explaining the effects of in terms that are substantially related.

In earlier work, Slavin (1995, 2009; Slavin, Hurley, and Chamberlain, 2001) identified Motivationalist, Social cohesion, Cognitive developmental and Cognitive-elaboration as the four major theoretical perspectives held by different researchers on the achievement effects of co-operative learning.

The Motivationalist perspective presumes that task motivation has the greatest impact on the learning process, and that the other processes (such as planning and helping) are driven by individuals' motivated self-interest. Motivationalist scholars focus especially on the reward or goal structure under which students operate. By contrast, the social cohesion perspective (also called "social interdependence theory") suggests that the effects of co-operative learning are largely dependent on the cohesiveness of the group. In this perspective, students help each other to learn because they care about the group and its members and come to derive the benefits of self-identity from group membership (Johnson and Johnson, 1989; 1999; Hogg, 1987).

The two cognitive perspectives focus on the interactions among groups of students, holding that these interactions themselves lead to better learning and thus better achievement. The cognitive developmentalists attribute these effects to processes outlined by scholars such as Piaget and Vygotsky.

The cognitive elaboration perspective instead asserts that learners must engage in some manner of 9 cognitive restructuring (elaboration) of new materials in order to learn them; co-operative learning is seen to facilitate that process.

A model of how co-operative learning might improve learning, adapted from Slavin (1995), is depicting the main components of group learning interaction and representing the functional relationships among the different theoretical approaches. The interdependent relationships among the components begins with a focus on group goals or incentives based on the individual learning of all group members. It assumes that motivation to learn and to encourage and help others to do so activates co-operative behaviors that will result in learning. This includes both task motivation and motivation to interact in the group. In this model, motivation to succeed leads directly to learning, and it also drives the behavior and attitudes that foster group cohesion, which in turn facilitates the types of group interactions - peer modelling, equilibration, and cognitive elaboration - that yield enhanced learning and academic achievement.

Cognitive-Developmental Theory

An early theory of cooperation is cognitive-developmental theory.

The cognitive developmental theories of cooperation include those of Piaget (1950), Vygotsky (1978), and Johnson and Johnson (1979, 2007, 2009a). To Jean Piaget (1950), cooperation is striving to attain common goals while coordinating one's own feelings and perspective with a consciousness of others' feelings and perspective. From Piaget and related theories comes the premise that when individuals co-operate on the environment, socio-cognitive conflict occurs that creates cognitive disequilibrium, which in turn stimulates perspective-taking ability and cognitive development. Cooperation in the Piagetian tradition is aimed at increasing a person's intellectual

development by forcing him or her to reach consensus with others who hold opposing points of view about the answer to the problem. A number of researchers have conducted studies on cooperation from the Piagetian point of view (e.g., Hayek, Toma, Oberle, & Butera, 2014).

Theories of Self Efficacy

Self-Efficacy

According to psychologist Albert Bandura, self-efficacy is our belief in our ability to succeed in certain situations. The concept plays a major role in Bandura's social learning theory, which focuses on how personality is shaped by social experience and observational learning.

a. Social cognitive theory

Psychologist Albert Bandura has defined self-efficacy as one's belief in one's ability to succeed in specific situations or accomplish a task. One's sense of self-efficacy can play a major role in how one approaches goals, tasks, and challenges.

The theory of self-efficacy lies at the centre of Bandura's social cognitive theory, which emphasizes the role of observational learning and social experience in the development of personality. The main concept in social cognitive theory is that an individual's actions and reactions, including social behaviours and cognitive processes, in almost every situation are influenced by the actions that individual has observed in others. Because self-efficacy is developed from external experiences and self-perception and is influential in determining the outcome of many events, it is an important aspect of social cognitive theory. Self-efficacy represents the personal perception of external social factors.

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b. social learning theory

Social Learning Theory, theorized by Albert Bandura, posits that people learn from one another, via observation, imitation, and modelling. The theory has often been called a bridge between behaviourist and cognitive learning theories because it encompasses attention, memory, and motivation.

People learn through observing others' behaviour, attitudes, and outcomes of those behaviours. "Most human behaviour is learned observationally through modelling: from observing others, one forms an idea of how new behaviours are performed, and on later occasions this coded information serves as a guide for action." (Bandura). Social learning theory explains human behaviour in terms of continuous reciprocal interaction between cognitive, behavioural, and environmental influences.

TWO STAY - TWO STRAY LEARNING MODEL OF COOPERATIVE LEARNING APPROACH:

- The synergy generated in Two Stay - Two Stray Learning cooperative settings generate more motivation than do individualistic, competitive environments. Integrative social groups are, in effect, more than the sum of their parts. The feelings of connectedness produce positive energy.
- The members of Two Stay - Two Stray Learning in cooperative groups learn from one another. Each learner has more helping hands than in a structure that generates isolation.
- Interacting with one another produces cognitive as well as social complexity, creating more intellectual activity that increases learning when contrasted with solitary study.
- Cooperation increases positive feelings toward one another, reducing alienation and loneliness, building relationships, and providing affirmative views of other people.
- Cooperation increases Attitude, Creativity and Efficacy not only through increased learning but through the feeling of being respected and cared for by the others in the environment.
- Students can respond to experience in tasks requiring cooperation by increasing their capacity to work productively together, hi other words, more the children are given the opportunity to work together, the better they get at it with benefit to their general social skills.

OBJECTIVE OF THE STUDY

The objectives are

1.To find out the Two Stay - Two Stray Learning have any influence on the Self-Efficacy of the learners.

HYPOTHESIS OF THE STUDY

Based on the above objectives the following hypotheses have been formulated.

1.There is no significant difference between the mean scores of post-test in the self-efficacy among the experimental and control group.

RESEARCH DESIGN:

In the present study, a true experimental design (parallel group design) will be use used in experimental situation in which it is possible for the researcher to assign subjects randomly to groups. Among randomized Control group, Pre-test - Post-test Design will be adopted for the present study.

E	O1	X	O2
C	O3	-	O4

Where:
E : Experimental class
C : Control class
O1 : Pre-test in experimental class
O2 : Pre-test in control class
X : Treatment for experimental class.
O3 : Post- test in experimental class
O4 : Post -test in control class

Sampling:

In the present study purposive sampling technique will be used. The sample for the present study consists of the 40 students for the experimental and 40 for the control group of Pre-University studying in Pre-University college in Channarayapatna taluk.

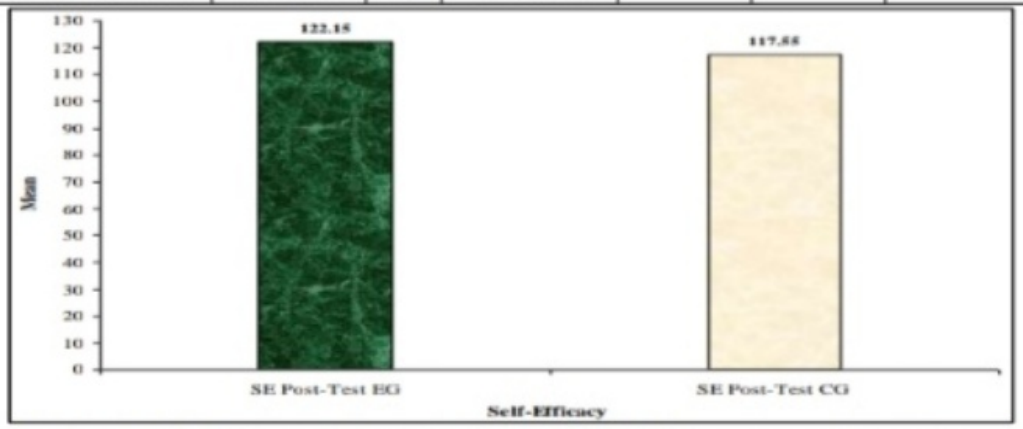
TOOL FOR THE STUDY:

Self-efficacy standardised tool prepared by the researcher aims at finding out the pre-treatment biological achievement and post-treatment self-efficacy of the control and experimental groups.

Result:

Table 4.12. Mean Scores of Post-Test Scores of Self-Efficacy among Experimental and Control Group

Self-Efficacy	Mean	N	Std. Deviation	Gain-score	t-Value	Significance (@0.05)
SE Post-Test EG	122.150	40	7.58727	4.60000	2.344	Significant
SE Post-Test CG	117.550	40	11.80385			



Graph 4.12. Mean Scores of Post-Test Scores of Self-Efficacy among Experimental and Control Group.

The above table and graph reveals that the obtained "t" value of 2.344 is more than the theoretical table value of 1.96 at the 0.05 level of significance. Hence the null hypothesis is rejected,

i.e., "There is no significant difference between the mean scores of post-test in the self-efficacy among the experimental and control group". An alternative hypothesis was formulated and accepted *i.e.,* "There is a significant difference between the mean scores of post-test scores of self-efficacy between the experimental and control groups," was formulated. From the mean values, it is evident that the effectiveness of the conventional method of teaching (control group, M = 117.5500) is lower than the experimental method of teaching (experimental group, mean = 122.1500) on self efficacy among higher secondary students.

Discussion:

it could be concluded that the use of Two-Stay Two-Stray there is a significant difference between the mean scores of pre-test and post-test in the academic achievement of biological science among the experimental group.

Discussions Regarding to the result of the data analysis above, the result showed that the obtained was 7.58727. It meant that the t- value was higher than t-critical with the degree of freedom (40) at the 0.05 level. It can be concluded that there was significance effect of using Two-Stay Two-Stray Technique in enhancing self-efficacy in biological science among the experimental group.

Therefore, the alternative hypothesis of this research which stated that the use of Two-Stay Two-Stray Technique is significant enhancing self-efficacy in biological science among the experimental group.

The first meeting with the control group, the researcher found that there were many students who kept silent during the teaching learning process. It was occurred because of the technique that is used to teach the control group students could not attract the students' participation and monotonous. Therefore, the researcher distinguished the treatment between two classes in order to see the effect of the treatment itself towards the student's writing achievement. After that, the researcher would see whether the technique was effective or not to be implemented. Because of the control group students did not accept the treatment, in this case Two-Stay Two-Stray Technique. As the result, only several students gave their participation and most of them still passive. During the second meeting, the researcher explained the material in more detail and the students showed their attention to the teacher and they had a better understanding about the material. After that, in the last meeting, the researcher asked the students to take achievement test. Even though in the pre-test most of them did not complete the test because they did not know what to write and run out of time. But, in the post-test they could write the Achievement test completely.

CONCLUSION AND SUGGESTIONS

Conclusion:

There is a significant effect cooperative learning model with two stay two stray type to the student's self-efficacy in biological science among 11th grade students of Channarayapatna.

SUGGESTIONS:

Based on the results of the research and discussion as well as conclusions, the authors would like to give suggestions to carry out further research to students at different levels of education units, and by taking a larger sample. Thus, this learning model is expected to be used as one of the important indicators in the preparation of the curriculum, especially in during classes that are even better in the future.

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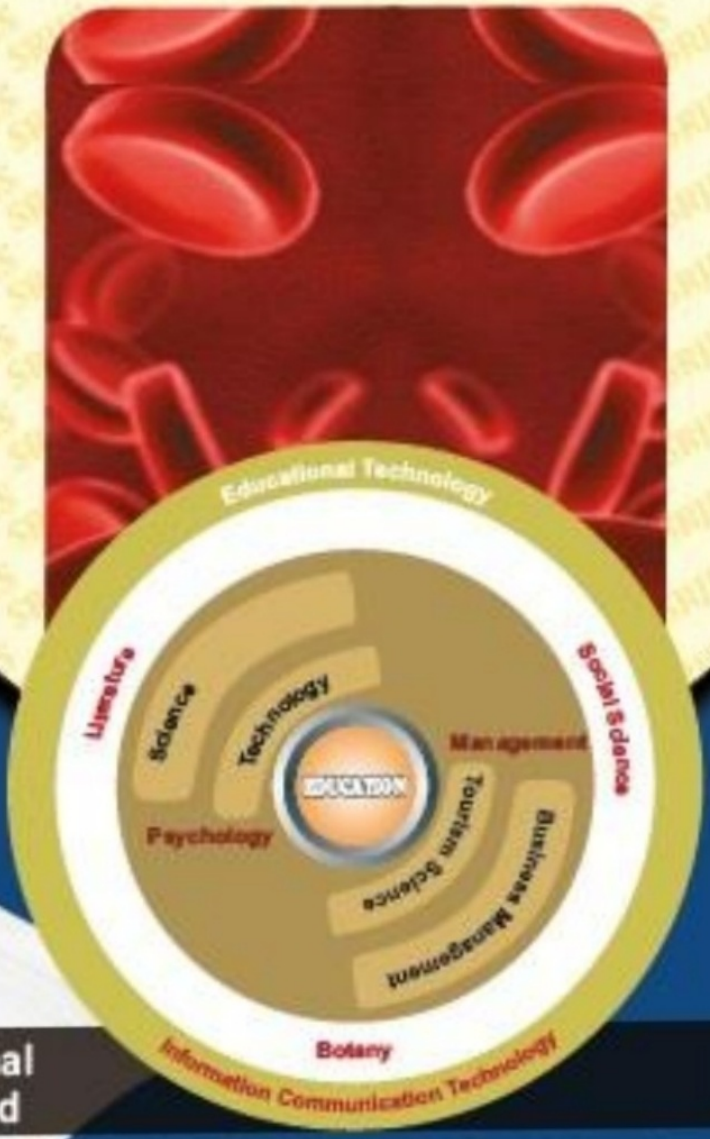

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STANDARDIZATION OF ACADEMIC PROCRASTINATION SCALE FOR TEACHER EDUCATION STUDENTS

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Abstract

Academic procrastination among students in teacher education programs is a critical and often overlooked issue. Academic procrastination is the practice of delaying or postponing academic responsibilities, such as studying for tests, writing papers, or working on projects, that must be fulfilled. It entails postponing or avoiding academic work, frequently as a result of a lack of enthusiasm, problems with time management, anxiety, or a preference for immediate reward over long-term academic success. Academic procrastination can have a negative impact on a student's performance and overall educational experience because it can result in hurried, poor work and increased stress. It is a common challenge for many students and is often a focus of research and interventions in the field of education and psychology.

So this study outlines the development and validation of Academic Procrastination Scale (APS) for assessing academic procrastination in students pursuing teacher education. The Academic Procrastination Scale for Teacher Education Students was developed and validated using data gathered from a varied sample of teacher education students, a study of pertinent literature, and an expert panel evaluation. The scale's structural validity and internal consistency were confirmed through reliability measures (Cronbach's Alpha method). By addressing procrastination in this specific context, the Academic Procrastination Scale offers a valuable tool for educators, researchers, and institutions to understand and mitigate Academic Procrastination, ultimately enhancing the academic and professional preparation of future educators.

Key words: *Academic Procrastination, Teacher Education, Student Teachers*

INTRODUCTION

"The act of delaying tasks in an academic setting without a valid reason."

Solomon and Rothblum (1984)

"A self-regulatory failure characterized by the inability to make a timely decision to act."

Ferrari (1992)

Academic Procrastination, or the tendency to put off doing academic work, is a problem that frequently arises and is widely regarded as impeding academic success and student progress. The negative effects of procrastination take on an especially major dimension in the field of teacher education, where the development of future educators is of fundamental importance. Understanding, evaluating, and reducing academic laziness in this particular academic cohort is crucial since teacher education students are charged with guiding the next generation of learners.

This study is a response to the growing understanding that teacher education students, who are positioned to serve as role models for future educators, must deal with procrastination tendencies that may impede their own academic progress and, as a result, their capacity to motivate and instruct the next generation. Although there is a thriving body of research on Academic Procrastination, a customized assessment method is required due to the unique difficulties that teacher education students encounter in their academic careers.

Researchers and educators can better understand the special difficulties teacher education students encounter by developing a specialized scale. These difficulties include balancing coursework, lesson planning, and classroom obligations. This tailored assessment technique makes it possible to quickly identify people who could struggle with Academic Procrastination, enabling the development of personalized support systems and interventions that might promote improved time management and teaching preparation practices.

The information from this scale can also be used to help build curricula for programs that prepare teachers. It can point out areas where students frequently put off work and offer important data for creating a more organized, interesting, and successful teacher training curriculum. The

ensuing insights may eventually result in educators who are better prepared and more productive, raising the standard of education as a whole.

In conclusion, a standardized Academic Procrastination Scale for students enrolled in teacher education programs is essential for improving future teachers' preparation and competence, which will ultimately improve the standard of instruction they provide.

LITERATURE REVIEW: Academic Procrastination, or the persistent postponement of academic assignments, has historically aroused the curiosity of educational and psychological researchers. It is a phenomenon that cuts across age, gender, and academic specialization lines. While there are many different definitions and conceptualizations of procrastination, there is general agreement that academic procrastination refers to the unreasonable delaying of assignments in spite of knowing that doing so will have negative effects (Steel, 2007; Tuckman, 1991). The complex interplay between human motivation, self-regulation, and affective states is explored in the theoretical and empirical underpinnings of this phenomenon.

The Temporal Motivation Theory (Steel, 2007) explains that tasks deemed less rewarding explain academic procrastination. Task aversion, self-control, and delay discounting are all covered under the procrastinating-decision paradigm (Tuckman, 1991). Self-Determination Theory and the Failure of Self-Regulation (Deci & Ryan, 1985) Procrastination is motivated by unpleasant emotions, according to the negative affect theory (Sirois & Pychyl, 2013). The complicated nature of procrastination is studied using these theories.

Academic Procrastination is common among many different groups and is linked to task aversion, perfectionism, low self-efficacy, and low self-esteem (Steel, 2007). It has an impact on academic success, mental health, and life pleasure. According to research, there are methods for overcoming procrastination, including goal-setting, time management, and cognitive-behavioral therapy (Rozental et al., 2018; Rozental et al., 2021).

Research and knowledge of academic procrastination have greatly benefited from the use of existing scales, including Lay's Procrastination Scale, Tuckman's Academic Procrastination Scale, and the General Procrastination Scale. They evaluate many facets of procrastination in academic and non-academic settings, which helps us comprehend this complicated habit.

SCALE DEVELOPMENT: Researcher created initial pools of 60 test items. The researcher himself looked through these things. The test's pool of items was then given to specialists for evaluation in terms of its validity, the degree of ambiguity in the language used, the length of the statement, and the suitability of the settings chosen. The researcher updated all of the things that needed revisions in response to their comments and recommendations. 43 items in all were kept from the test for the tryout. An English editor was tasked with modifying and finalizing the 43-item test.

Format of Statements and Response Pattern: The Academic Procrastination Scale (APS) for Teacher Education uses statements specific to teacher education in a Likert scale style. It allows for a thorough investigation of students' propensities for academic procrastination in this setting and offers an accurate and pertinent assessment. Participants are asked to rate each statement's degree of agreement or disagreement on a five-point Likert scale using the responses "Strongly Agree," "Agree," "Not Decided," "Disagree," and "Strongly Disagree."

Scoring Pattern: To measure academic procrastination tendencies, the "Analysis of Academic Procrastination Scale for Teacher Education Students" was being scored. Responses on the Likert scale are given numerical values, with "Strongly Agree" being assigned a score of 5, "Agree" being given a score of 4, "Not Decided" being given a score of 3, "Disagree" being given a score of 2, and "Strongly Disagree" being given a score of 1 for negative items and vice-versa for positive items. As a result, the maximum score of the test was 215 and the minimum score was 43. With the above guidelines evolved for scoring, the responses were scored and the total score of each respondent was arrived at.

ESTABLISHING VALIDITY: Each statement on the scale separately focuses on what it purports to assess and is connected to the study area. This supports the scale's apparent validity. Through 10 specialists, including a research guide, educational psychology experts, and senior teacher educator's recommendations researcher developed the content validity of the 'Academic Procrastination Scale for Teacher Education Students'. The experts concurred that the statements in the "Academic Procrastination Scale for Teacher Education Students" are pertinent and beneficial for gathering the

data, and some of the items and responses were amended and rewritten in light of their recommendations. The experts approved of the test items' and the scoring methods' relevancy. As a result, the tool's content validity was proven. This suggests that the 'Academic Procrastination Scale for Teacher Education Students' is thorough and pertinent.

ESTABLISHING RELIABILITY

Sampling: The researcher used a random selection method to choose students for the current study from a variety of Teacher Education Institutions. 121 students were chosen at random from the Kuvempu University-affiliated Teacher Education Institutions.

Try-out of the Tool: A selection from a pool of 43 items was made following the tryout. B.Ed. program student-teachers were required for this. In order to conduct the tryouts, student teachers of Mythri College of Education and Kuvempu Shatamanothsava Shikshana Mahavidyalaya in Shivamogga, Karnataka, were chosen. The sample for the tryout comprises 121 B.Ed. program student teachers. The goal of the test was explained to student-teachers during the try-out period. During the tryout, student-teachers were placed in a relaxed setting. The student-teachers were permitted to reply to the items at their own pace.

Cronbach's Alpha method: The most popular indicator of internal consistency (reliability) is Cronbach's alpha. It is most frequently used to check the reliability of a scale created from a number of Likert items in a survey or questionnaire. For this, the researcher used Cronbach's Alpha reliability calculation to determine the reliability of the 'Academic Procrastination Scale for Teacher Education Students'.

Table 1 showing item-wise Cronbach's Alpha value

Sl No	Items	Corrected Item-Total Correlation	Remark
1.	I complete and submit the assignments within the stipulated time.	-.004	Rejected
2.	I always finish my academic work given by the lecturers at the last minute.	.316	Accepted
3.	Sometimes I give up my practicum work in the middle.	.346	Accepted
4.	Preparing Teaching-Learning aids by me only delayed to preparation for the teaching lesson during the Internship.	.198	Rejected
5.	I am interested to attend Tutorial Classes to clarify my doubts.	-.004	Rejected
6.	I always attend every class on time.	.298	Rejected
7.	I participating in co-curricular activities make all my academics fall behind.	.413	Accepted
8.	Sometimes if I engaged in non-academic works, I keep aside the academic works.	.486	Accepted
9.	Any delaying I always attend the test/exams conducted by the college.	.107	Rejected
10.	I always delay the process of writing lesson plans.	.508	Accepted
11.	Delays in planning Micro Teaching Skills sometimes cause me to fall behind in skills practice.	.348	Accepted
12.	I do not understand the Micro Teaching concept well, so I slow up in writing Micro Teaching Plan.	.371	Accepted
13.	I am not completing other academic tasks due to the compulsory of attending the long termed Micro Teaching Skills session.	.534	Accepted
14.	Sometimes postponing encourages me to explore alternative methods or strategies for completing my practicum tasks.	.162	Rejected
15.	I believe that beginning lesson planning well in advance is essential for effective classroom instruction.	.236	Rejected

16.	Non-uniformity in doing practicum works of all the subjects will hinder the completion of my other academic activities.	.317	Accepted
17.	Sometimes I find myself holding up the planning and preparation phase of my internship tasks.	.572	Accepted
18.	I tend to delay in completing theory assignments when I focus on my internship responsibilities.	.630	Accepted
19.	Balancing the demands of theory classes and preparing for the internship program leads me to delays.	.524	Accepted
20.	I consistently start preparing for exams well in advance of the exam date.	.363	Accepted
21.	I delay the preparation for my internship program due to the short period available.	.616	Accepted
22.	I believe that the multiple tasks in the internship program negatively impact the quality of my performance and leads to postponement.	.633	Accepted
23.	I make late to complete tasks of the internship program due to the multiple tasks involved in that.	.662	Accepted
24.	The task of creating teaching and learning materials sometimes leads to delays in my lesson planning.	.579	Accepted
25.	I wait until the last moment to seek guidance on preparation of teaching and learning materials.	.317	Accepted
26.	I never postpone or delay my field work tasks.	.044	Accepted
27.	I postpone my reading and study tasks due to the demands of other curricular assignments.	.516	Accepted
28.	I tend to delay using technology in my teaching due to concerns about technical difficulties.	.495	Accepted
29.	I feel overwhelmed by the workload, causing me to delay in observing the lessons of pupil teacher during internship.	.610	Accepted
30.	I make late participating in collaborative projects due to non cooperation with the friends.	.474	Accepted
31.	I always start preparing for lesson teaching well in advance of the scheduled time.	.247	Rejected
32.	I tend to slow up studying for exams due to concerns about the difficulty of the study materials.	.617	Accepted
33.	I delay participating in the simulated teaching session due to problems with getting my lesson plans approved.	.666	Accepted
34.	I tend to hold up my academic responsibilities when I prioritize socially useful productive tasks.	.628	Accepted
35.	Attending CTC/NSS camps leads to delays in completing my other academic tasks.	.522	Accepted
36.	I make late to meet academic deadlines when I am attending for an educational tour.	.462	Accepted
37.	Balancing sports and other tasks can be challenging, leading to delays in meeting deadlines.	.475	Accepted
38.	I consistently manage my time well to participate in co-curricular activities without delaying my academic tasks.	.311	Accepted
39.	I detain other activities due to my participation in yoga and drama sessions.	.447	Accepted

40.	I tend to postpone writing content analysis of textbooks because; I do not understand the writing procedure.	.575	Accepted
41.	I tend to slow up academic activities due to the long preparation time taken for the seminar presentation.	.561	Accepted
42.	Balancing between theory and practical examinations sometimes results in delays in completing my other academic tasks.	.578	Accepted
43.	The guidance provided by my teaching staffs helps me stay organized and focused on my academic tasks without any delay.	.237	Rejected

Selection of Items: The task value had been calculated after determining the level of internal consistency among all sets of items using Cronbach's Alpha. Items with 'r' values below 0.30 were discarded. Anything less than 0.30 is considered a weak correlation for item analysis, according to De Vaus (2004). Out of the 43 items, 34 items with 'r' values larger than 0.30 were selected to create the final scale. 34 items in all were chosen for the test's final form as a result of the item analysis that was done for item selection. Scale reliability as a whole was **0.915.**

CONCULISION: The verified Academic Procrastination Scale is crucial since it offers a valid and reliable method for determining one's propensity for academic procrastination. This tool is useful in academic and research settings because it makes it possible to identify people who are at risk of procrastinating, assess the effectiveness of interventions and management techniques, and gain a deeper comprehension of the causes of this behavior. Its validity and reliability make it a dependable tool for educators, counselors, and researchers, ultimately assisting in the creation of focused interventions and regulations to enhance academic achievement, time management, and overall student success.

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ಲೇಖಕರ ಪರಿಚಯ

ಬಾಲ್ಯದಲ್ಲಿಯೆ ಶಿಕ್ಷಣದ ಬಗ್ಗೆ ಬಹುದೊಡ್ಡ ಕನಸನ್ನು ಕಟ್ಟಿಕೊಂಡ ನನಗೆ ಬೆನ್ನೆಲುಬಾಗಿ ನಿಂತದ್ದು ಚಿತ್ರದುರ್ಗ ಜಿಲ್ಲೆ. ಹೊಸದುರ್ಗ ತಾ. ಕೊಡಿಹಳ್ಳಿಯಲ್ಲಿರೋ ಏಏಬ ಕುಗ್ರಾಮದ ನನ್ನ ತಂದೆ ತಿಮ್ಮಪ್ಪ ಮತ್ತು ತಾಯಿ ದಿ. ಸಿದ್ದಮ್ಮ ಬಿ.ಎ. ಪದವಿಯನ್ನು ಚಿತ್ರದುರ್ಗ ನಗರದ ಮಹಾರಾಜ ಮದಕರಿನಾಯಕ ಪ್ರಥಮದರ್ಜೆ ಕಾಲೇಜಿನಲ್ಲಿ ಪಡೆದಿದ್ದು, ಬಿಇಡಿ, ಎಂಇಡಿ, ಎಂ.ಫಿಲ್. ಪದವಿಗಳನ್ನು ಕುವೆಂಪು ವಿಶ್ವ ವಿದ್ಯಾಲಯದಿಂದ ಪಡೆದಿದ್ದೇನೆ. ಕುವೆಂಪು ವಿಶ್ವವಿದ್ಯಾಲಯದಿಂದ ಪಿಹೆಚ್. ಡಿ. ಸಂಶೋಧನಾ ಪದವಿಯನ್ನು ನನ್ನ ನೆಚ್ಚಿನ ಗುರುಗಳಾದ ಡಾ. ಜಗನ್ನಾಥ ಕೆ. ಡಾಂಗೆಯವರ ಮಾರ್ಗದರ್ಶನದಲ್ಲಿ ಪಡೆದಿದ್ದೇನೆ. ಶ್ರೀಯುತರ ಮಾರ್ಗದರ್ಶನ ಸಂಶೋಧನೆಗಷ್ಟೆ ಸೀಮಿತವಾಗದೆ ನನ್ನ ವೃತ್ತಿ ಬದುಕಿಗೆ ಹಾಗೂ ನನ್ನ ಜೀವನಕ್ಕೂ ಬಹುದೊಡ್ಡ ಕೊಡುಗೆ. ಇವರ ಪಾದಸಂಪರ್ಕ ಶ್ರೇಯಾಕಾಂಕ್ಷಿತೆ ನನ್ನ ಅಧ್ಯಯನಕ್ಕೆ ವೃತ್ತಿಯದಕ್ಕೆ ಬಹುದೊಡ್ಡ ತಿರುವನ್ನು ತಂದುಕೊಟ್ಟಿದೆ. ಸಂಶೋಧನೆಗೆ ಮಾರ್ಗದರ್ಶನ ನೀಡಿದ ಗುರುಗಳೊಬ್ಬರ "ಕನ್ನಡ ಕೈಬರಹ ಮತ್ತು ವ್ಯಕ್ತಿತ್ವ ವಿಶ್ಲೇಷಣೆ" ಕೃತಿ ರಚನೆಯಲ್ಲಿ ತೊಡಗಿದ್ದೆ ಸಾರ್ಥಕವಾಗಿದೆನೆ. ನನ್ನ ವೃತ್ತಿ ಬದುಕಿಗೆ ನೆರಳ ನೆಲೆಯನ್ನು ಕಲ್ಪಿಸಿ ಕೊಟ್ಟರುವ ಚಿತ್ರದುರ್ಗ ನಗರದ ಶ್ರೀ ಸದ್ಗುರು ಕವೀಶಾನಂದ ಆಶ್ರಮದ ವಿದ್ಯಾಸಂಸ್ಥೆಗಳಾದ ಶ್ರೀ ಸದ್ಗುರು ಕವೀಶಾನಂದಸ್ವಾಮಿ ಶಿಕ್ಷಣ ತರಬೇತಿ ಸಂಸ್ಥೆಯಲ್ಲಿ ಉಪನ್ಯಾಸಕರಾಗಿ, ನಂತರ ಪ್ರಾಂಶುಪಾಲರಾಗಿ ಕಾರ್ಯ ನಿರ್ವಹಿಸುವುದಕ್ಕೆ ಅಭ್ಯುದಯವನ್ನು ಒದಗಿಸಿಕೊಟ್ಟಿದೆ, ಸುಮಾರು ಒಂದು ದಶಕದಿಂದ ಬೋಧನೆ ಮತ್ತು ಸಂಶೋಧನೆಯಲ್ಲಿ ತೊಡಗಿಸಿಕೊಂಡಿದ್ದು, ವಿವಿಧ ರಾಷ್ಟ್ರೀಯ, ಅಂತರಾಷ್ಟ್ರೀಯ, ರಾಜ್ಯಮಟ್ಟದ ಶಿಕ್ಷಣ ಸಮ್ಮೇಳನಗಳಲ್ಲಿ ಸುಮಾರು 30ಕ್ಕೂ ಹೆಚ್ಚು ಲೇಖನಗಳ ಮಂಡನೆ ಮಾಡಿದ್ದು, ರಾಷ್ಟ್ರೀಯ, ಅಂತರಾಷ್ಟ್ರೀಯ, ರಾಜ್ಯಮಟ್ಟದ ಹಾಗೂ ಪ್ರಾದೇಶಿಕ ನಿಯತಕಾಲಿಕೆಗಳಲ್ಲಿ 35 ಲೇಖನಗಳು ಪ್ರಕಟಗೊಂಡಿವೆ. ವಿವಿಧ ಸಂಶೋಧನಾ ಮತ್ತು ವೃತ್ತಿ ತರಬೇತಿ ಕಾರ್ಯಗಾರಗಳಲ್ಲಿ ನಿರಂತರವಾಗಿ ಪಾಲ್ಗೊಳ್ಳುತ್ತಿದ್ದೇನೆ. ನನ್ನ ಶಿಕ್ಷಣದ ಕನಸಿಗೆ ಆಕ್ಸ್ಫರ್ಡ್ ಮಾದರಿ ಸಮೂಲ ಹಾಗೂ ಪ್ರೋತ್ಸಾಹಿಸಿದ ಮನೆಯ ಎಲ್ಲ ಸದಸ್ಯರುಗಳಿಗೂ ಹೃದಯಪೂರ್ವಕವಾಗಿ ನಮಿಸುತ್ತೇನೆ. ವೃತ್ತಿ ಬದುಕಿಗೆ ಪ್ರೋತ್ಸಾಹಿಸುತ್ತಿರುವ ಸಹೋದ್ಯೋಗಿಗಳಿಗೂ, ಸ್ನೇಹಿತರಿಗೂ ಹಾಗೂ ಪ್ರೀತಿಯ ವಿದ್ಯಾರ್ಥಿ ಬಳಗಕ್ಕೂ ಧನ್ಯವಾದಗಳು.

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ಎಸ್.ಎಸ್.ಕೆ.ಎಸ್. ಶಿಕ್ಷಣ ಮಹಾವಿದ್ಯಾಲಯ
ಚಿತ್ರದುರ್ಗ

ಲೇಖಕರ ಪರಿಚಯ

ಶಿಕ್ಷಣ, ಸಾಮಾಜಿಕ ಸಮಾನತೆ, ಮತ್ತು ಮಹಿಳಾ ಸಬಲೀಕರಣಕ್ಕಾಗಿ ಸೇವೆ ಸಲ್ಲಿಸುತ್ತಿರುವ ಶಿಕ್ಷಣ ಕ್ಷೇತ್ರ ಉತ್ತಮ ವಾಗ್ಮಿ ತೀತಕ, ಬರಹಗಾರ, ಅಂಕಣಕಾರ, ವಿದ್ಯಾರ್ಥಿಗಳ ಅಚ್ಚು ಮೆಚ್ಚಿನ ಗುರುಗಳೆಂದೆ ಗುರುತಿಸಿಕೊಂಡಿರುವ ಡಾ.ಜಗನ್ನಾಥ ಕೆ. ಡಾಂಗೆ ಅವರು ಕುವೆಂಪು ವಿಶ್ವವಿದ್ಯಾಲಯದ ಸ್ನಾತಕೋತ್ತರ ಶಿಕ್ಷಣಶಾಸ್ತ್ರ ಅಧ್ಯಯನ ಮತ್ತು ಸಂಶೋಧನಾ ವಿಭಾಗದಲ್ಲಿ ಪ್ರಾಧ್ಯಾಪಕರಾಗಿ ಮತ್ತು ಡಾ. ಬಿ. ಆರ್. ಅಂಬೇಡ್ಕರ್ ಅಧ್ಯಯನ ಕೇಂದ್ರದ ನಿರ್ದೇಶಕರಾಗಿ, ವಿಶ್ವವಿದ್ಯಾ ನಿಲಯದ ಆಡಳ್ಳಿತ ಜಾಗೃತಿ ಕಾರ್ಯಕ್ರಮದ ಸಂಚಾಲಕರಾಗಿ, ಕಂಪ್ಯೂಟರ್ ಕಮಿಟಿಯ ಸದಸ್ಯರಾಗಿ, ಎನ್ಸಿ ಮತ್ತು ಎಸ್ಟಿ. ಕೋಶದ ಸದಸ್ಯರಾಗಿ, ಅಕಾಡೆಮಿಕ್ ಆಡ್ವೈಸರ್ ಕೌನ್ಸಿಲ್ ಸದಸ್ಯರಾಗಿ ಸೇವೆ ಸಲ್ಲಿಸಿರುವರು.

ಈಗಾಗಲೇ ಇವರು ಒಂಭತ್ತು ಪುಸ್ತಕಗಳನ್ನು ಪ್ರಕಟಿಸಿರುವರು. ಸಾಮಾಜಿಕ ಕಳಕಳಿ ಮತ್ತು ಸೂಕ್ಷ್ಮ ಮಾರ್ಗಸೂಚಿಗಳನ್ನೊಳಗೊಂಡ ಇವರ 60ಕ್ಕೂ ಹೆಚ್ಚು ಲೇಖನಗಳು ವಿವಿಧ ಪತ್ರಿಕೆಗಳಲ್ಲಿ ಪ್ರಕಟವಾಗಿರುತ್ತವೆ. ಅಂತರ್ಜಾಷ್ಟ್ರೀಯ, ರಾಷ್ಟ್ರ ಮತ್ತು ರಾಜ್ಯಮಟ್ಟದ ವಿವಿಧ ನಿಯತಕಾಲಿಕೆಗಳಲ್ಲಿ ಇವರ 200ಕ್ಕೂ ಹೆಚ್ಚು ಸಂಶೋಧನಾ ಮತ್ತು ಪರಿಕಲ್ಪನಾತ್ಮಕ ಲೇಖನಗಳು ಪ್ರಕಟವಾಗಿವೆ. ಪ್ರಥಮ ಬಾರಿಗೆ "ಯಶ್ವಿನ ಸಿದ್ಧಾಂತ" ಮತ್ತು "ಕೊಡುಗೆಯ ಸಿದ್ಧಾಂತ" ಗಳನ್ನು ಪ್ರತಿಪಾದಿಸಿದ್ದಾರೆ.

ಸರ್ಕಾರಿ ಕನ್ನಡ ಶಾಲೆಗಳ ಉಳಿವಿಗಾಗಿ ಸೂಕ್ತ ನಿಯಮ ರೂಪಿಸಲು ರಾಜ್ಯ ಸರ್ಕಾರಕ್ಕೆ ಮನವಿಯನ್ನು ಸಲ್ಲಿಸಿರುತ್ತಾರೆ. ದೇಶದ ಪ್ರತಿಷ್ಠಿತ ಮುಖ್ಯಮಂತ್ರಿಗಳ ಸುಧಾರಣೆ, ಸೂಕ್ಷ್ಮ ಆಯವ್ಯಯ ಬಡಾವಣೆ, ಪರಿಸರ ಉಳಿವು, ಹೆಣ್ಣು ಮಕ್ಕಳ ಸುರಕ್ಷತೆಗಾಗಿ (ಮಿಸಲಾಕಿ, ಸ್ಯಾನಿಟರಿ ನಿವೇದ), ಸಸ್ಯಕಿಯ ರಕ್ಷಣೆ ಯಂತಹ ಸಾಮಾಜಿಕ ವಿಷಯಗಳ ಕುರಿತು ರಾಜ್ಯ ಮತ್ತು ಕೇಂದ್ರ ಸರ್ಕಾರಗಳಿಗೆ ಸಲಹೆ – ಸೂಚನೆಗಳನ್ನು ನೀಡಿರುತ್ತಾರೆ. ವಿವಿಧ ಸಂಘ ಸಂಸ್ಥೆಗಳು ಏರ್ಪಡಿಸಿದ ಕಾರ್ಯಕ್ರಮಗಳಲ್ಲಿ ಸುಮಾರು 245 ವಿಶೇಷ ಉಪನ್ಯಾಸಗಳನ್ನು ನೀಡಿರುವರು.

ಕನ್ನಡ ಸಾಹಿತ್ಯ ಪರಿಷತ್ತಿನ ಸದಸ್ಯರಾಗಿದ್ದಾರೆ. ಇವರು ವಿವಿಧ ಸಂಘ ಸಂಸ್ಥೆಗಳ ಸಲಹಾ ಸಮಿತಿ ಸದಸ್ಯರಾಗಿರುವರು. ಪರಿಸರ ಜಾಗೃತಿ ಮತ್ತು ಸಂರಕ್ಷಣಾ ಕಾರ್ಯಕ್ರಮಗಳಲ್ಲಿ ಭಾಗವಹಿಸುತ್ತಿದ್ದು, ರಕ್ತ ನಿಧಿ ಕಾರ್ಯಕ್ರಮ, ಉಚಿತ ನೇತ್ರ ತಪಾಸಣಾ ಶಿಬಿರಗಳನ್ನು ಏರ್ಪಡಿಸಿರುವರು.

ಇವರು "ಉತ್ತಮ ಶಿಕ್ಷಕ" ಪ್ರಶಸ್ತಿಗೆ ಭಾಜನರಾಗಿರುವರು, 2018ನೆ ಸಾಲಿನ "ಡಾ.ಬಿ.ಆರ್.ಅಂಬೇಡ್ಕರ್ ರತ್ನ" ಪ್ರಶಸ್ತಿಯನ್ನು ಮತ್ತು 2019ನೆ ಸಾಲಿನ "ಭಾರತದ ಅರ್ಥ ನಾಗರಿಕ" ಪ್ರಶಸ್ತಿಯನ್ನು "ಕರ್ನಾಟಕ ಭೂಷಣ ಪ್ರಶಸ್ತಿ", ಮತ್ತು "ಕರ್ನಾಟಕ ಬಸವ ಜ್ಯೋತಿ" ಪ್ರಶಸ್ತಿಯನ್ನು ಪ್ರಯುಕ್ತರಿಗೆ ನೀಡಿ ಗೌರವಿಸಲಾಗಿದೆ.

"ಒಂದು ದೇಶ ಒಂದು ಶಿಕ್ಷಣ ವ್ಯವಸ್ಥೆ"ಮೂಲಕ ದೇಶದಲ್ಲಿ ಸಮಾನತೆ ಸಾಧಿಸುವುದು ಅವರ ಗುರಿ.

ಡಾ. ಜಗನ್ನಾಥ ಕೆ. ಡಾಂಗೆ

CBH

ಕಾಲೇಜ್ ಬುಕ್ ಹೌಸ್
ನಂ. 3, 1ನೇ ಮಹಡಿ, ಪಿ.ಎಂ. ಎಸ್. ಕಾಂಪ್ಲೆಕ್ಸ್,
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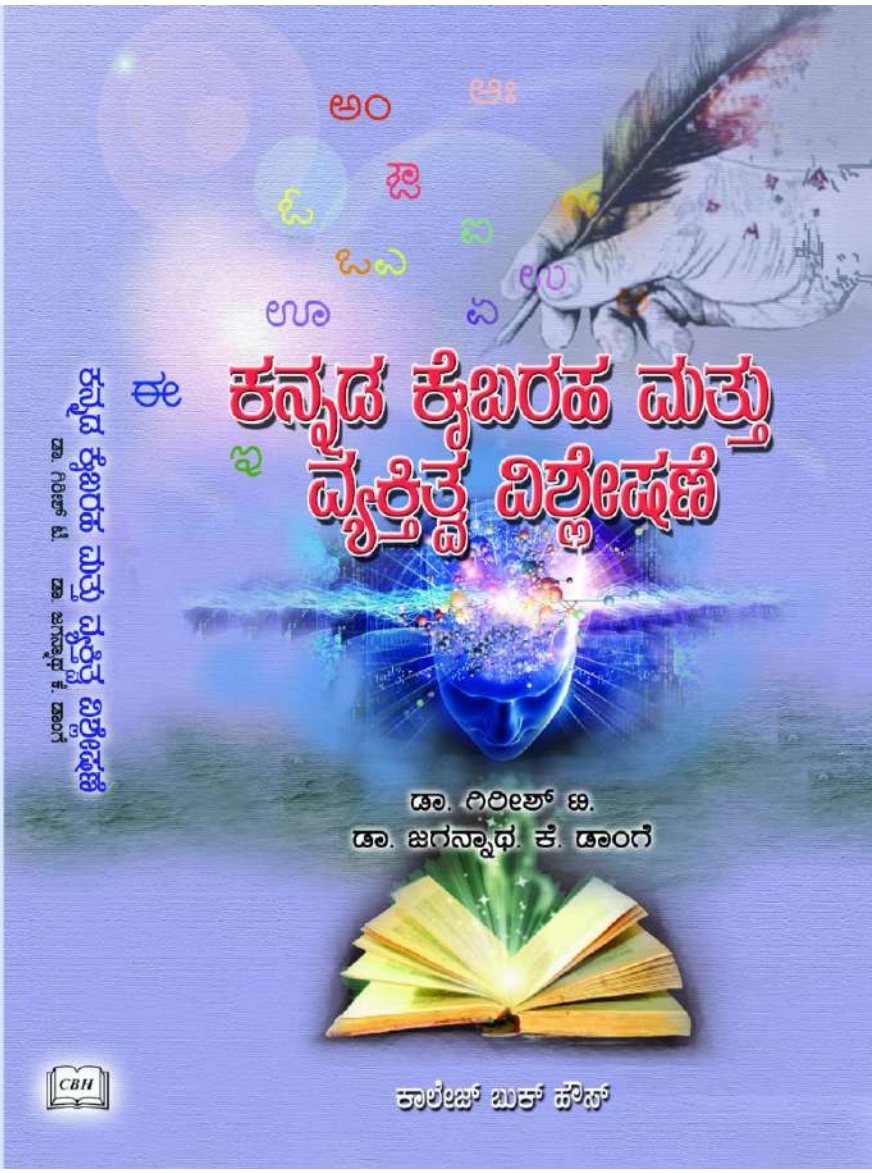

ಲೇಖಕರ ಪರಿಚಯ

ಶಿಕ್ಷಣ, ಸಾಮಾಜಿಕ ಸಮಾನತೆ, ಮತ್ತು ಮಹಿಳಾ ಸಬಲೀಕರಣಕ್ಕಾಗಿ ಸೇವೆ ಸಲ್ಲಿಸುತ್ತಿರುವ ಶಿಕ್ಷಣ ತಜ್ಞ, ಉತ್ತಮ ವಾಗ್ಮಿ, ಚಿಂತಕ, ಬರಹಗಾರ, ಆಂಕರ್ಜಾಕರ, ವಿದ್ಯಾರ್ಥಿಗಳ ಅಚ್ಚು ಮೆಚ್ಚಿನ ಗುರುಗಳೆಂದೆ ಗುರುತಿಸಿಕೊಂಡಿರುವ ಡಾ.ಜಗನ್ನಾಥ ಕೆ. ಡಾಂಗೆ ಅವರು ಕುವೆಂಪು ವಿಶ್ವವಿದ್ಯಾನಿಲಯದ ಸ್ನಾತಕೋತ್ತರ ಶಿಕ್ಷಣಶಾಸ್ತ್ರ ಅಧ್ಯಯನ ಮತ್ತು ಸಂಶೋಧನಾ ವಿಭಾಗದಲ್ಲಿ ಪ್ರಾಧ್ಯಾಪಕರಾಗಿ ಮತ್ತು ಡಾ. ಬಿ. ಆರ್. ಅಂಬೇಡ್ಕರ್ ಅಧ್ಯಯನ ಕೇಂದ್ರದ ನಿರ್ದೇಶಕರಾಗಿ, ವಿಶ್ವವಿದ್ಯಾನಿಲಯದ ಆರೋಗ್ಯ ಜಾಗೃತಿ ಕಾರ್ಯಕ್ರಮದ ಸಂಚಾಲಕರಾಗಿ, ಕುಲಪತಿ ಕೌನ್ಸಿಲ್ ಸಮಿತಿಯ ಸದಸ್ಯರಾಗಿ, ಎನ್ಸಿ ಮತ್ತು ಎಸ್ಟಿ. ಕೋಶದ ಸದಸ್ಯರಾಗಿ, ಆಕಾಡೆಮಿಕ್ ಅಫೈರ್ಸ್ ಕೌನ್ಸಿಲ್ ಸದಸ್ಯರಾಗಿ ಸೇವೆ ಸಲ್ಲಿಸಿದವರು.

ಆಗಾಗಲೇ ಇವರು ಒಂಭತ್ತು ಪುಸ್ತಕಗಳನ್ನು ಪ್ರಕಟಿಸಿದವರು. ಸಾಮಾಜಿಕ ಕಳಕಳಿ ಮತ್ತು ಸೂಕ್ಷ್ಮ ಮಾರ್ಗಸೂಚಿಗಳನ್ನೊಳಗೊಂಡ ಇವರ ೬೦ಕ್ಕೂ ಹೆಚ್ಚು ಲೇಖನಗಳು ವಿವಿಧ ಪತ್ರಿಕೆಗಳಲ್ಲಿ ಪ್ರಕಟವಾಗಿರುತ್ತವೆ. ಅಂತರರಾಷ್ಟ್ರೀಯ, ರಾಷ್ಟ್ರ ಮತ್ತು ರಾಜ್ಯಮಟ್ಟದ ವಿವಿಧ ನಿಯತಕಾಲಿಕೆಗಳಲ್ಲಿ ಇವರ ೨೦೦ಕ್ಕೂ ಹೆಚ್ಚು ಸಂಶೋಧನಾ ಮತ್ತು ವಿಶ್ಲೇಷಣಾತ್ಮಕ ಲೇಖನಗಳು ಪ್ರಕಟವಾಗಿವೆ. ಪ್ರಥಮ ಬಾರಿಗೆ "ಯಶಸ್ವಿನ ಸಿದ್ಧಾಂತ" ಮತ್ತು "ಕೊಡುಗೆಯ ಸಿದ್ಧಾಂತ" ಗಳನ್ನು ಪ್ರತಿಪಾದಿಸಿದ್ದಾರೆ.

ಸರ್ಕಾರಿ ಕನ್ನಡ ಶಾಲೆಗಳ ಉಳಿವಿಗಾಗಿ ಸೂಕ್ತ ನಿಯಮ ರೂಪಿಸಲು ರಾಜ್ಯ ಸರ್ಕಾರಕ್ಕೆ ಮನವಿಯನ್ನು ಸಲ್ಲಿಸಿರುತ್ತಾರೆ. ದೇಶದ ಪ್ರತಿಷ್ಠಿತ ಮ್ಯೂಸಿಯಂಗಳ ಸುಧಾರಣೆ, ಶೂನ್ಯ ಆದಾಯದ ಜನಾವಣೆ, ಪರಿಸರ ಉಳಿವು, ಹೆಣ್ಣು ಮಕ್ಕಳ ಸಬಲೀಕರಣ (ಮೀಸಲಾತಿ, ಕ್ಯಾಪ್ಟಾಕರ ನಿಷೇಧ), ಸಂಸ್ಕೃತಿಯ ರಕ್ಷಣೆಯಿಂತಹ ಸಾಕಷ್ಟು ವಿಷಯಗಳ ಕುರಿತು ರಾಜ್ಯ ಮತ್ತು ಕೇಂದ್ರ ಸರ್ಕಾರಗಳಿಗೆ ಸಲಹೆ – ಸೂಚನೆಗಳನ್ನು ನೀಡಿರುತ್ತಾರೆ. ವಿವಿಧ ಸಂಘ ಸಂಸ್ಥೆಗಳು ಏರ್ಪಡಿಸಿದ ಕಾರ್ಯಕ್ರಮಗಳಲ್ಲಿ ಸುಮಾರು ೨೮೫ ವಿಶೇಷ ಉಪನ್ಯಾಸಗಳನ್ನು ನೀಡಿರುವರು.

ಕನ್ನಡ ಸಾಹಿತ್ಯ ಪರಿಷತ್ತಿನ ಸದಸ್ಯತ್ವದೊಂದಿಗೆ ಇವರು ವಿವಿಧ ಸಂಘ ಸಂಸ್ಥೆಗಳ ಸಲಹಾ ಸಮಿತಿ ಸದಸ್ಯರಾಗಿರುವರು. ಪರಿಸರ ಜಾಗೃತಿ ಮತ್ತು ಸಂರಕ್ಷಣಾ ಕಾರ್ಯಕ್ರಮಗಳಲ್ಲಿ ಭಾಗವಹಿಸುತ್ತಿದ್ದು, ರಕ್ತ ನಿಧಿ ಕಾರ್ಯಕ್ರಮ, ಉಚಿತ ನೇತ್ರ ತಪಾಸಣಾ ಶಿಬಿರಗಳನ್ನು ಏರ್ಪಡಿಸಿರುವರು.

ಇವರು "ಉತ್ತಮ ಶಿಕ್ಷಕ" ಪ್ರಶಸ್ತಿಗೆ ಭಾಜನರಾಗಿರುವರು, ೨೦೧೮ನೆ ಸಾಲಿನ "ಡಾ.ಬಿ.ಆರ್.ಅಂಬೇಡ್ಕರ್ ರತ್ನ" ಪ್ರಶಸ್ತಿಯನ್ನು ಮತ್ತು ೨೦೧೯ನೆ ಸಾಲಿನ "ಭಾರತದ ಆದರ್ಶ ನಾಗರೀಕ" ಪ್ರಶಸ್ತಿಯನ್ನು,"ಕರ್ನಾಟಕ ಭೂಷಣ ಪ್ರಶಸ್ತಿ", ಮತ್ತು "ಕರ್ನಾಟಕ ಬಸವ ಜ್ಯೋತಿ" ಪ್ರಶಸ್ತಿಯನ್ನು ಶ್ರಿಯುತರಿಗೆ ನೀಡಿ ಗೌರವಿಸಲಾಗಿದೆ.

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Dr Mohan Kumar is a well-known teacher Educator and an inspiring Guide, pursued M.A. (History & Sociology) M.Ed., Ph.D. in Education and PGDHE and is presently working as the principal of NDRK College of Education, Hassan and put 28 years of teaching Experience. He has attended and delivered special talks in many workshops conferences and seminars. He has organized national and international seminars and authored Eight Books on Education. He is also published many articles in Journals and magazines. He is a recognized University guide and successfully guided M.Phil. and Ph.D. students in Education. He also acted as coordinator of 2 year B.Ed. curriculum coordination member Syndicate and Academic council member of Mysore University. He also served as District, State & National Teachers Award Committee Member. He is the President of JANA HITHA SABHA Forum. An organization for creating Educational, social, cultural and political awareness among the people.

Dr. Jagannath K. Dange Working for Education,Social Equality and Women empowerment is an Educationist, an excellent speaker, a great critique, writer and inspiring teacher. Pursued his M.Sc. (Psychology), M.A. (Sociology), M.Ed. and Ph.D. in Education. He was the member of curriculum development committee for Two year B.Ed. teacher-education programme constituted by Higher Education Council Karnataka and oriented the teacher - educators of the Karnataka state. His contribution includes a newly developed Theory of Contribution, Life Skills Model and Step Learning Experiences model. He has published Eleven books and developed Blended Learning Material for B.Ed. Course first time in India in collaboration with Common wealth of Learning Canada and also published Two Hundred and Seventy research and conceptual papers. He is working as International peer review committee member for Eleven International online journals. He was honored with Karnataka State "Dr B R Ambedkar rathna" award for 2018 and "Indian Ideal Citizen Award", "Karnataka Bhushana Award and Karnataka Basva Jyothi Award in 2019". His vision is to india must to have "One country one Education system" so that equality can be brought through Education system.

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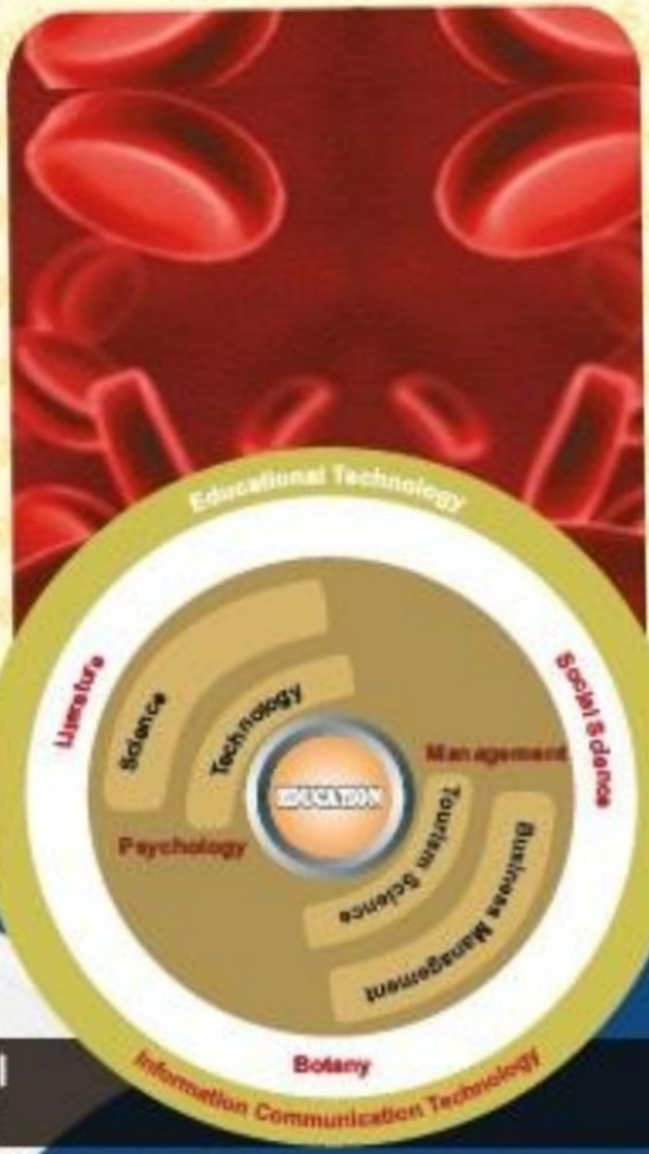

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ENHANCING TEACHING SKILLS IN SECONDARY EDUCATION TRAINING (B. ED) STUDENTS THROUGH LIFE SKILL PACKAGE

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Abstract

This conceptual article explores the integration of life skill packages into the training of Bachelor of Education (B.Ed.) students specializing in secondary education. Secondary education plays a pivotal role in shaping the future of students, making it imperative for educators to possess not only subject expertise but also essential life skills that enable them to be effective mentors and role models. This article delves into the significance of incorporating life skill packages within the B.Ed. curriculum, thereby equipping future educators with the tools to empower their students holistically. The article begins by discussing the evolving landscape of secondary education and the need for educators to adapt to the changing demands of the 21st century. It emphasizes that secondary education should not solely focus on academic content but also on the development of students' critical life skills, such as communication, problem-solving, emotional intelligence, and adaptability. Life skill packages encompass a range of skills, including digital literacy, interpersonal skills, stress management, and cultural competence, and are tailored to the specific needs of secondary education settings. The conceptual framework presented here underscores the potential benefits of this integration, including improved teacher-student relationships, enhanced classroom management, and increased student engagement. It also addresses potential challenges and barriers to implementing life skill packages, such as resource constraints and resistance to change, and offers strategies to overcome these obstacles. By enhancing the teaching skills of future educators in secondary education, we can better prepare them to inspire, motivate, and empower the next generation of students, ultimately contributing to a more competent and well-rounded society.

Keywords: *Life Skill Package, B.Ed. students, Teacher Training Programme, Secondary Education, and Teaching skills.*

Introduction:

Teacher education plays a pivotal role in shaping the future of our society by equipping educators with the knowledge and skills necessary to foster the growth and development of young minds. Secondary education, in particular, is a critical phase in a student's academic journey, where educators need to be well-prepared to address not only academic needs but also the holistic development of students. In this context, the incorporation of life skills into the training of Bachelor of Education (B.Ed) students is gaining prominence as it helps future educators become more effective and well-rounded mentors. This conceptual article delves into the importance of integrating life skill packages into the B. Ed curriculum to enhance the teaching skills of prospective secondary education teachers.

Understanding the Relevance of Life Skills in Education

Life skills are a set of abilities that enable individuals to effectively manage the challenges and demands of everyday life. These skills encompass various domains, including communication, critical thinking, problem-solving, emotional intelligence, teamwork, and decision-making, among others. In the context of teaching, these skills are invaluable. They not only aid teachers in becoming better communicators and mentors but also empower them to navigate the complexities of the classroom environment more successfully.

- **Effective Communication:** B.Ed. students need to learn how to communicate clearly and empathetically with their students, parents, and colleagues. Life skills training can help prospective educators improve their verbal and non-verbal communication, making them more relatable and approachable figures in the classroom.

- **Critical Thinking and Problem Solving:** Encouraging critical thinking and problem-solving skills in students is a fundamental aspect of education. B.Ed. students who are equipped with these skills can design engaging lesson plans, adapt to the diverse learning needs of their students, and address unexpected challenges with confidence.
- **Emotional Intelligence:** Life skills training can help future educators better understand and manage their emotions, a crucial aspect of maintaining a positive classroom environment. It also allows them to support the social and emotional growth of their students.
- **Teamwork and Collaboration:** Teachers often collaborate with other educators and stakeholders in the education process. Life skills such as teamwork and collaboration empower B.Ed. students to work effectively with their colleagues, fostering a more cooperative educational environment.
- **Decision-Making:** Educators regularly face decisions related to curriculum, discipline, and student support. Life skills training enhances their ability to make informed and ethical decisions, which ultimately benefit the students and the institution.

Adapting to the Changing Landscape of Secondary Education in the 21st Century:

The landscape of secondary education is undergoing significant changes in the 21st century, driven by technological advancements, shifts in societal needs, and evolving student expectations. Educators are facing a growing need to adapt to these changing demands to effectively prepare students for the challenges and opportunities of the modern world. Several key aspects of this evolving landscape and the corresponding need for adaptation:

1. **Technology Integration:**
   - **Digital Literacy:** With the proliferation of technology, students need to develop strong digital literacy skills to navigate the internet, use software applications, and critically evaluate online information. Educators must integrate technology into their teaching methods and curricula.
   - **Blended Learning:** The combination of in-person and online learning is becoming more prevalent. Teachers need to adapt to a blended learning environment, creating engaging and effective online materials while maintaining meaningful face-to-face interactions.
2. **Changing Curriculum:**
   - **21st Century Skills:** The curriculum needs to emphasize critical thinking, problem-solving, creativity, collaboration, communication, and adaptability. Educators should design lessons that encourage these skills to prepare students for a rapidly changing job market.
   - **STEM Education:** As technology becomes increasingly central to many industries, STEM (Science, Technology, Engineering, and Mathematics) education is gaining importance. Teachers must have the skills and resources to provide STEM-focused instruction.
3. **Personalized Learning:**
   - **Individualized Instruction:** Students have diverse learning needs and paces. Adaptive technologies and teaching strategies that cater to individual learning styles are crucial. Educators should be skilled in assessing and addressing these differences.
4. **Globalization and Cultural Competency:**
   - **Cultural Awareness:** In a globalized world, educators should promote cultural competency and global awareness. This includes addressing issues like diversity, equity, and inclusion. Teachers need to create inclusive classrooms that prepare students for the multicultural realities of the 21st century.

5. Assessment and Accountability:

- **Alternative Assessment Methods:** Standardized testing is being reevaluated in favor of more authentic, project-based, and performance-based assessments. Educators must adapt their assessment methods to measure 21st-century skills effectively.

6. Teacher Professional Development:

- **Continuous Learning:** Educators themselves must be lifelong learners. They need to stay updated on the latest pedagogical approaches, educational technologies, and research findings. Professional development opportunities are essential.

7. Environmental and Sustainability Education:

- **Climate Change Education:** Given the pressing issue of climate change, educators should integrate environmental and sustainability education into the curriculum. This helps students understand the global challenges they will face and how to address them.

8. Mental Health and Well-being:

- **Emotional Intelligence:** Teachers must be equipped to address students' mental health and well-being, as these issues have become increasingly prevalent. This includes fostering emotional intelligence and providing support where necessary.

9. Career and College Readiness:

- **Career Education:** Preparing students for post-secondary education and the workforce is a primary goal. Educators should provide guidance, career exploration opportunities, and real-world experiences to help students make informed decisions about their future.

10. Parent and Community Engagement:

- **Partnerships:** Collaboration with parents, local communities, and external organizations is becoming more important in education. Teachers should engage with these stakeholders to enhance the educational experience for students.

The evolving landscape of secondary education demands a shift in pedagogical approaches, curricular content, and the development of skills that are relevant to the 21st century. Educators play a central role in helping students adapt to these changes by being adaptable and proactive in their teaching methods, embracing technology, and continually seeking opportunities for professional growth. Ultimately, preparing students to thrive in the modern world requires educators to be responsive to the evolving needs of both their students and society at large.

Integration of Life Skill Packages in B. Ed Curriculum

To enhance the teaching skills of B. Ed students, it is imperative to integrate life skill packages into the curriculum. These packages can be developed in collaboration with experts in education, psychology, and counseling, ensuring a holistic approach to teacher development.

Incorporating Life Skills in Pedagogy: The teaching methodologies used in B.Ed. programs can be structured to include activities and exercises that promote the development of life skills. Case studies, role-playing, and reflective discussions are excellent strategies.

Interactive Workshops: Regular workshops on life skills can be conducted to help B. Ed students acquire these skills practically. These workshops can cover topics like conflict resolution, empathy building, and classroom management.

Mentoring and Counseling: Every B.Ed. student can benefit from personalized mentoring and counseling sessions to enhance their emotional intelligence and interpersonal skills.

Field Experience: Practical exposure to real classroom situations during internships and student teaching can provide an opportunity for B.Ed students to apply their life skills and knowledge.

The Impact of Integrating Life Skills in the B. Ed Curriculum: Incorporating life skill packages within the Bachelor of Education (B.Ed) curriculum can have profound implications for future educators and their ability to empower students holistically. Some reasons why this is significant:

Real-world Relevance: Life skills are essential for success in various aspects of life, including personal, professional, and social spheres. By including life skill packages in the B.Ed curriculum, future educators are equipped with skills that are directly applicable to the challenges students will face in the real world.

Comprehensive Education: Empowering students holistically involves more than just subject-specific knowledge. Life skills encompass a wide range of abilities, including communication, critical thinking, problem-solving, emotional intelligence, and adaptability. These skills are vital for personal growth and development.

Enhanced Teaching Effectiveness: Educators who possess life skills are better equipped to foster an environment where students can learn and thrive. Effective communication, conflict resolution, and emotional regulation, for example, can improve classroom dynamics and create a conducive learning atmosphere.

Personal Growth and Well-being: Teaching life skills can also contribute to the personal growth and well-being of educators. Educators who develop life skills are often more self-aware and better equipped to handle stress, leading to higher job satisfaction and reduced burnout rates.

Empowering Students: Life skills empower students to become independent, responsible, and socially competent individuals. These skills can help students set and achieve personal goals, make informed decisions, and navigate the complexities of the modern world.

Preparation for Future Careers: Many life skills are directly transferable to the workplace. By teaching these skills, educators prepare students for success in their future careers, where skills like problem-solving, teamwork, and adaptability are highly valued.

Social and Emotional Development: Life skills education can significantly contribute to students' social and emotional development. This is particularly important in an age where mental health issues and social challenges are prevalent among students. Educators with life skills training can better support students in these areas.

Lifelong Learning: By instilling the importance of life skills, educators can encourage students to be lifelong learners. They equip students with the tools to continue learning and adapting to new situations throughout their lives.

Alignment with 21st Century Skills: Life skills align with the 21st-century skills that are increasingly emphasized in modern education. These skills, including critical thinking, creativity, and adaptability, are essential for success in the information age.

Community and Societal Impact: Educators play a pivotal role in shaping the future of society. When they are equipped with life skills and integrate them into their teaching, they contribute to a more skilled, self-reliant, and socially responsible citizenry.

Incorporating life skill packages within the B, Ed curriculum is significant because it prepares future educators to empower students holistically, equipping them with the tools to succeed not only academically but also in various aspects of life. This approach recognizes the interconnectedness of personal and academic development and contributes to the overall well-being and success of both educators and their students.

Conclusion:

Incorporating life skill packages into the training of B. Ed students can significantly enhance their teaching skills and overall preparedness for the challenges of the modern classroom. This approach ensures that future educators are not just equipped with academic knowledge but also possess the essential life skills necessary to create a positive, nurturing, and effective learning environment for secondary education students. By emphasizing life skills, teacher education can evolve to meet the dynamic needs of contemporary students and prepare teachers to be the guiding lights of their academic journey.

This conceptual article argues that the integration of life skill packages in B.Ed programs holds promise in enhancing the teaching skills of future educators in secondary education. By equipping teachers with a broader skill set, it addresses the multifaceted challenges of the 21st-century classroom, ultimately improving the quality of education and fostering better-rounded, empathetic, and effective educators.

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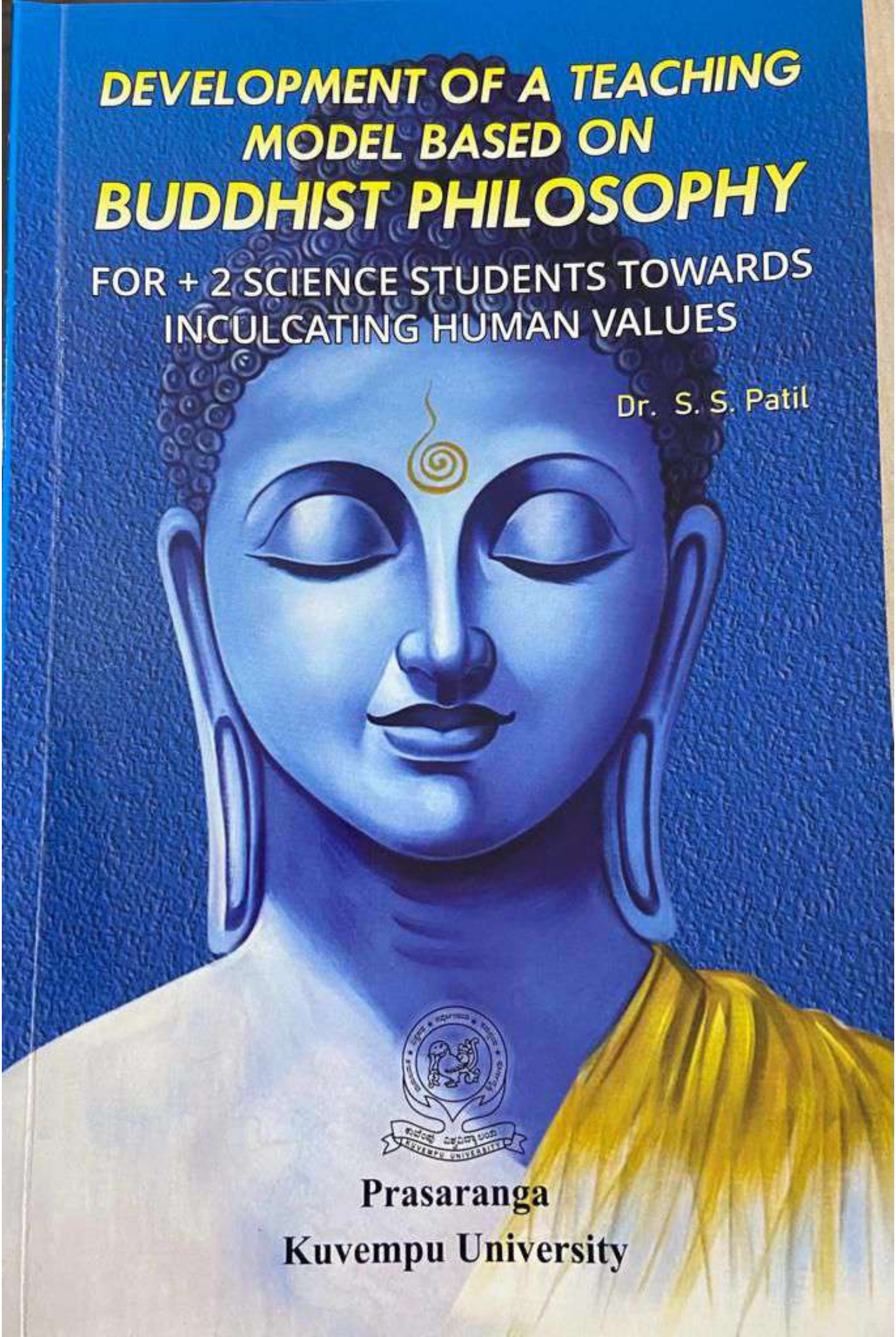
DEVELOPMENT OF A TEACHING MODEL BASED ON BUDDHIST PHILOSOPHY

FOR + 2 SCIENCE STUDENTS TOWARDS INCULCATING HUMAN VALUES

Dr. S. S. Patil



Prasaranga
Kuvempu University

Linear Programmed Instruction: A New Trend for Integral Educational Approach in Developing the Yemeni Technical Education and Vocational Training

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Abstract: Integral Innovative Approaches are examples of a 'non-traditional' educational intervention that uses new trends for improving the learning style. Using Linear Programmed Instruction at Technical Education and Vocational Training Institutions (TEVTIs) can help in fostering the development of technical education at Sana'a Community College (SCC). Students there receive binary education, thus, their academic achievement reflects the philosophy of TEVTIs which enhancing talent and creativity. So, this paper is an example of the impact of the new trends intervention on TEVTIs learners' academic achievement.

Index Terms - **Integral Education, Achievement, TEVT, Programmed Instructions.**

I. Introduction

The Yemeni government pays attention to Technical and Vocational Education; Community Colleges System (CCS) in particular. Several projects in the developing countries are supported by some international organizations like UNESCO and the World Bank with funds; the CCS is one of them. Such support aims to improve the capacity of Technical and Vocational Institutions (TVIs). Thus, the output of these programs can meet the needs of the labor market (Gervedink Nijhuis, Voogt, & Pieters, 2012).

Sana'a Community College (SCC) adopted the American Community College model. It has a new educational philosophy for those who successfully completed 12 years in high school. It started operating in 2001 to pace the fast-changing of the community and labor market needs with its new trend.

The main educational philosophy of SCC is to qualify the learners with professions and multiple-skills along with technical knowledge that paces the students' needs and meets the changes needs of the labor market. Additionally, it aligns the literacy of technology and vocational skills required for the market. Hence, it enables students to keep pace with the changes in the industry, business, and public sectors by promoting the integral teaching process and learning. So, learners can track the pathways for different skills and work chances in the market. English is taught at SCC for three continuous years as an essential foreign language but not as a designation major, thus, it plays an important role in the learners' educational and professional life. On the other hand, the curriculum designers at SCC do not have integral written policies to be followed. Alzubairy (2009) in the findings of his study which cited in (Albashiry et al) declares that the SCC curriculum needs some improvements by integrating new courses that address certain vocational skills. Employability skills and restructuring the student industrial internship should be given more attention. However, it was emphasized that hands-on-learning experiences are offered to the students in the college.

The teaching models used in vocational competencies cannot reflect their integral effectiveness unless the appropriateness, flexibility, and transferability are considered. Providing the markets with graduates with simple skills has become insufficient recently because the needs increased and went beyond that. The employers are tracing the graduates who are competent in using socio-cultural tools, digital technology, and communication tools. The lifelong learning process is further than a set of tools related to a certain point of time. It focuses on the ability to acquire and analyze skills permanently. Every part of the world is pacing towards the development economically, socially and technologically. Thus, education is like training, must contribute to these changes in the development. The individuals should be invested for the future; improving their knowledge and skills by training enables them to act with the engines of economic growth and social development. As a result, lots of opportunities will be created for a decent life.

II. Integral Education:

Lifelong learning is a number of strategies that urges people to discover their personal merits, for instance, not all learners find themselves behind the classroom desks; they find their interests in different workshops that foster their craft skills, manual skills...etc. which are sponsored by the Technical Education and Vocational Training Institutions (TEVTIs). Through continuous learning and integral training, individuals will master several skills and will get ready for working new and different occupations. Thus, this is exactly the pivotal idea of integral education. Consequently, the contribution of education at TEVTIs in any society is not limited to the markets' needs, it exceeds that. It invests the individuals through developing their personal merits and occupational skills. So, this would be reflected in their participation in social life and economic and that would increase their productivity and income.

Keeping pace with the changing face of vocational learning is one of the responsibilities for the practitioners who have to apply the integral educational approaches required in developing the teaching and learning process. As a step towards that, the researchers adapted the theoretical part of the first-level course syllabus at SCC to construct a Technical English Learning Package (TELP) by using Linear Programmed Instruction (LPI).

To practice profession anywhere, you have to acquire lifelong skills. There are eight key competencies in lifelong learning recommended by the European Parliament and Council: (1) Communication in the Mother Tongue; (2) Communication in Foreign Languages (3) Mathematical Competence and Basic Competence in Science and Technology, (4) Digital Competence, (5) Learning to

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ಪ್ರಶಿಕ್ಷಣ ಶಿಕ್ಷಣ ಸಂಸ್ಥೆಗಳಲ್ಲಿ ಬೋಧನೆಯ ಗುಣಮಟ್ಟವನ್ನು ಹೆಚ್ಚಿಸುವಲ್ಲಿ ಮುಕ್ತ ಶೈಕ್ಷಣಿಕ ಸಂಪನ್ಮೂಲಗಳ ಪಾತ್ರ
(OPEN EDUCATIONAL RESOUR CES-OERs)

ಬಾಲಚಂದ್ರ ಮಡಿವಾಳ್, ಸಂಶೋಧನಾರ್ಥಿ, ಶಿಕ್ಷಣ ವಿಭಾಗ, ಕುವೆಂಪು ವಿಶ್ವವಿದ್ಯಾಲಯ, ಶಂಕರಘಟ್ಟ
ಡಾ. ಎಸ್.ಎಸ್. ಪಾಟೀಲ್, ಪ್ರಾಧ್ಯಾಪಕರು, ಶಿಕ್ಷಣ ವಿಭಾಗ, ಕುವೆಂಪು ವಿಶ್ವವಿದ್ಯಾಲಯ, ಶಂಕರಘಟ್ಟ

ಸಾರಾಂಶ

ಮಲ್ಲಿಕಾರ್ಜುನ ಶಿಕ್ಷಣದ ಪ್ರತಿಯೊಂದು ಕ್ಷೇತ್ರದಲ್ಲೂ ಬದಲಾವಣೆಗಳು ಮತ್ತು ಮಾರ್ಪಾಡುಗಳು ಸಾಕಷ್ಟು ಸಾಮಾನ್ಯವಾಗಿವೆ. ಬೋಧನಾ-ಕಲಿಕೆಯಲ್ಲಿ ಸಮಕಾಲಿಕ (ಸಿಂಕ್ರೊನಸ್) ಮತ್ತು ಅಸಮಕಾಲಿಕ (ಅಸಿಂಕ್ರೊನೊಸ್) ವಿಧಾನಗಳ ಮೂಲಕ ಮುಕ್ತ ಶೈಕ್ಷಣಿಕ ಸಂಪನ್ಮೂಲಗಳ (Open Educational Resources -OERs) ಮುಖಾಂತರ ಮುಕ್ತವಾಗಿ ವಿಷಯವನ್ನು ಪ್ರವೇಶಿಸಲು ಇದು ಪ್ರಸ್ತುತ ಹೊಸ ರಂಗವಾಗಿದೆ. ಜಾಗತಿಕ ಸಾಂಕ್ರಾಮಿಕ ರೋಗದ ನಂತರ ಇಡೀ ಜಗತ್ತು ಭಾರತ ಸೇರಿದಂತೆ ಮಾಹಿತಿ ಮತ್ತು ಸಂವಹನ ತಂತ್ರಜ್ಞಾನ (ಐಸಿಟಿ) ಆಧಾರಿತ ಬೋಧನೆ ಮತ್ತು ಕಲಿಕೆಯಾಗಿ ಮಾರ್ಪಟ್ಟಿತು. ಇದು ಸಾಂಪ್ರದಾಯಿಕ ಪದ್ಧತಿಗೆ ಹೋಲಿಸಿದರೆ ಬಳಕೆದಾರರಿಗೆ ಸಮಯ, ಹಣ ಮತ್ತು ಶಕ್ತಿಯನ್ನು ಉಳಿಸುತ್ತದೆ. ಇದೇ ನಿಟ್ಟಿನಲ್ಲಿ ಈ ಲೇಖನವು ಮುಕ್ತ ಸಂಪನ್ಮೂಲಗಳ ಇತಿಹಾಸ, 5R ಚಟುವಟಿಕೆಗಳು, ಪ್ರಾಥಮಿಕ ಮತ್ತು ಪ್ರೌಢಶಾಲಾ ಶಿಕ್ಷಕರು ಮುಕ್ತ ಸಂಪನ್ಮೂಲಗಳನ್ನು ಬಳಕೆ ಮಾಡುವುದು, ಪ್ರಯೋಜನಗಳು, ಇತರೆ ಲಾಭಗಳು, ಶಿಕ್ಷಕರನ್ನು ಸಬಲೀಕರಣಗೊಳಿಸುವುದು ಒಳಗೊಂಡಿದ್ದು, ಪ್ರಸ್ತುತ ಶಿಕ್ಷಣ ವ್ಯವಸ್ಥೆಯಲ್ಲಿ ಮುಕ್ತ ಸಂಪನ್ಮೂಲಗಳು ಅತ್ಯಂತ ಮುಖ್ಯವಾಗಿ ತನ್ನ ಪಾತ್ರವನ್ನು ನಿರ್ವಹಿಸುತ್ತದೆ ಎಂಬುದನ್ನು ಸಾದರಪಡಿಸಲಾಗಿದೆ.

ಇತ್ತೀಚಿನ ದಿನಗಳಲ್ಲಿ ಪ್ರಪಂಚದಾದ್ಯಂತದ ಶಿಕ್ಷಣ ವ್ಯವಸ್ಥೆಯು ಮುಕ್ತ ಶೈಕ್ಷಣಿಕ ಸಂಪನ್ಮೂಲ (OERs)ಗಳಂತಹ ವಿವಿಧ ಮೂಲಗಳಿಂದ ಸಮೃದ್ಧವಾಗುತ್ತಿದೆ. ಶಿಕ್ಷಣದ ಒಟ್ಟಾರೆ ಗುಣಮಟ್ಟವನ್ನು ಸುಧಾರಿಸಲು, ವಿಶೇಷವಾಗಿ ಸ್ಥಳೀಯ ಬೆಳವಣಿಗೆಗೆ ಉತ್ತಮ ಭರವಸೆಗಳನ್ನು ಈ ಮೂಲಕ ನೀಡಲಾಗಿದೆ. ಹಿಂದೆ ಗುರುಕುಲ ಪದ್ಧತಿ ಇತ್ತು, ಈಗ ಅದು ಅಂತರ್ಜಾಲ ಸಂಪನ್ಮೂಲಗಳಿಗೆ ವರ್ಗಾಯಿತವಾಗಿದೆ. ಇದು ಬೆರಳ ತುದಿಯಲ್ಲಿ ಲಭ್ಯವಿರುವಅತೀದೊಡ್ಡ ಸಂಪನ್ಮೂಲಗಳ ಮೂಲವಾಗಿದ್ದು, ಸಂಪೂರ್ಣ ಶೈಕ್ಷಣಿಕ ಶಿಕ್ಷಣವನ್ನು ರೂಪಿಸಲಾಗಿದೆ ಮತ್ತು ಅದನ್ನು ವಿದ್ಯುನ್ಮಾನರೂಪ (ಇ-ಫಾರ್ಮ್)ಗೆ ಪರಿವರ್ತಿಸಲಾಗಿದೆ, ಪ್ರತಿ ಮಗುವೂ ಅದನ್ನು ಒಂದೇ ಹುಡುಕಾಟದಲ್ಲಿ ಸುಲಭವಾಗಿ ಪಡೆಯಬಹುದು. ಬೋಧನೆ, ಕಲಿಕೆ ಮತ್ತು ಮೌಲ್ಯಮಾಪನಕ್ಕೆ ಹೋಲಿಸಿದರೆ, ಶಿಕ್ಷಕರಂತಹ ಪ್ರಾಥಮಿಕ ಬಳಕೆದಾರರು ಹಾಜರಾಗಲು ಮತ್ತು ಐಸಿಟಿಯನ್ನು ಕರಗತ ಮಾಡಿಕೊಳ್ಳಲು ಸಕ್ರಿಯಗೊಳಿಸಬೇಕಾಗಿದೆ.

ಪ್ರಪಂಚದಾದ್ಯಂತ ಬೋಧನೆ ಮತ್ತು ಕಲಿಕೆಯನ್ನು ಅಗಾಧವಾಗಿ ಹೆಚ್ಚಿಸಲು ಮುಕ್ತ ಶೈಕ್ಷಣಿಕ ಸಂಪನ್ಮೂಲಗಳು (OERs) ಸಹಾಯ ಮಾಡುತ್ತವೆ. ಇವುಗಳು ಹೆಚ್ಚಾಗಿ, ಕಲಿಕಾ ಸಾಮಗ್ರಿಗಳು "ಉಚಿತ ಮತ್ತು ಮುಕ್ತ" ಪರಿಕಲ್ಪನೆಯಾಗಿ ಲಭ್ಯವಿದೆ, ಇದು ಅಭಿವೃದ್ಧಿಶೀಲ ರಾಷ್ಟ್ರಗಳಿಗೆ ಉತ್ತಮ ಪ್ರಯೋಜನವನ್ನು ಒದಗಿಸುತ್ತದೆ. ಅಲ್ಲಿ ಅನೇಕ ಕಲಿಯುವವರು ಪಠ್ಯಪುಸ್ತಕಗಳನ್ನು ಪಡೆಯಲು ಸಾಧ್ಯವಾಗದಿರಬಹುದು, ಅಲ್ಲಿ ತರಗತಿಗಳಿಗೆ ಪ್ರವೇಶವು ಸೀಮಿತವಾಗಿರಬಹುದು ಮತ್ತು ಶಿಕ್ಷಕರ ತರಬೇತಿ ಕಾರ್ಯಕ್ರಮಗಳ ಕೊರತೆಯು ಇರಬಹುದು. (UNESCO, 2014).

ಪ್ರಪಂಚದಾದ್ಯಂತ ಶಿಕ್ಷಣ ವ್ಯವಸ್ಥೆಯು ವಿವಿಧ ಮೂಲಗಳಿಂದ ಪುಷ್ಟೀಕರಿಸಲ್ಪಟ್ಟಿದೆ. ಮುಕ್ತ ಶೈಕ್ಷಣಿಕ ಸಂಪನ್ಮೂಲಗಳ (OER) ಬಳಕೆಯು ಎಲ್ಲ ಗುಣಮಟ್ಟದ ಪ್ರವೇಶವನ್ನು ಸುಧಾರಿಸುವ ಉತ್ತಮ ಭರವಸೆ ಹೊಂದಿದೆ. ವಿಶೇಷವಾಗಿ ಭಾರತದಂತಹ ಅಭಿವೃದ್ಧಿಶೀಲ ರಾಷ್ಟ್ರಕ್ಕೆ ಮುಕ್ತ ಶೈಕ್ಷಣಿಕ ಸಂಪನ್ಮೂಲಗಳು (OER) ಯಾವುದೇ ಮಾಧ್ಯಮದಲ್ಲಿ ಡಿಜಿಟಲ್ ಅಥವಾ ಸಾರ್ವಜನಿಕವಾಗಿ ಲಭ್ಯವಿರುವ ಅಥವಾ ಮುಕ್ತ ಪರವಾನಗಿ ಅಡಿಯಲ್ಲಿ ಬಿಡುಗಡೆ ಮಾಡಲಾದ ಬೋಧನೆ, ಕಲಿಕೆ ಮತ್ತು ಸಂಶೋಧನಾ ಸಾಮಗ್ರಿಗಳು ಯಾವುದೇ ಅಥವಾ ಮಿತಿಯಿಲ್ಲದ ಇತರರಿಂದ, ಯಾವುದೇ ವೆಚ್ಚದ ಪ್ರವೇಶ, ಬಳಕೆ, ರೂಪಾಂತರ ಮತ್ತು ವಿತರಣೆಯನ್ನು ಅನುಮತಿಸುತ್ತದೆ. 2002 ರಿಂದ ಶೈಕ್ಷಣಿಕ ಸಂಪನ್ಮೂಲಗಳನ್ನು ಗಮನಿಸಿದರೆ, ಇಂದಿನವರಗೆ (OER)ನ್ನು ವಿವಿಧ ಹಂತಗಳು ಮತ್ತು ವಿಶ್ವದಾದ್ಯಂತ ಶಿಕ್ಷಣದ ವಿಧಾನಗಳಿಂದ ಕಲಿಯುವವರಿಗೆ ಜೀವಮಾನದ ಕಲಿಕೆಯ ಅವಕಾಶಗಳನ್ನು ಒದಗಿಸುವ ಸವಾಲುಗಳನ್ನು ಎದುರಿಸಲು ಅಂತಾರಾಷ್ಟ್ರೀಯ ಸಮುದಾಯವು ನವೀನ ವಿಧಾನವಾಗಿ ಗುರುತಿಸಲ್ಪಟ್ಟಿದೆ. ಇದರ ಫಲವಾಗಿ 2002ರ ವೇದಿಕೆಯಲ್ಲಿ ಮುಕ್ತ ಶೈಕ್ಷಣಿಕ ಸಂಪನ್ಮೂಲ (OPEN EDUCATIONAL RESOURCES) ಎಂಬ ಪದವನ್ನು ರಚಿಸಲಾಗಿದೆ. ತರುವಾಯ ಈ ಸಂಪನ್ಮೂಲಗಳನ್ನು ಜಾಗತಿಕವಾಗಿ ವಿವಿಧ ಸಂಸ್ಥೆಗಳು ಬೋಧನೆ ಮತ್ತು ಕಲಿಕಾ ತಂತ್ರಗಳಲ್ಲಿ ಅಳವಡಿಸಿಕೊಳ್ಳುತ್ತಿವೆ.

ಪೀಠಿಕೆ

ಮುಕ್ತ ಶೈಕ್ಷಣಿಕ ಸಂಪನ್ಮೂಲಗಳೆಂದರೆ, ಅದು ಯಾವುದೇ ತರಹದ ಅಥವಾ ರೂಪದ ಬೋಧನೆಯಾಗಿದ್ದು, ಕಲಿಕೆ ಮತ್ತು ಸಂಶೋಧನೆಗೆ ಯಾವುದೇ ಮಾಧ್ಯಮಗಳಲ್ಲಿ ಅಥವಾ ನಿರ್ದಿಷ್ಟ ನಿರ್ಬಂಧಗಳಿಗೊಳಪಟ್ಟು ಸಾಮಗ್ರಿಗಳನ್ನು ಬಳಸಬಹುದಾದ, ಅಳವಡಿಸಬಹುದಾದ ಮತ್ತು ಹಂಚಿಕೆ ಮಾಡಬಹುದಾದ ವಿದ್ಯಾಮಾನಗಳನ್ನು ಒಳಗೊಂಡಿದೆ. OER- ಆಧಾರಿತ ಆನ್ಲೈನ್ ಕಲಿಕೆಯು ಕಲಿಕೆಯ ಇತ್ತೀಚಿನ ವಿಧಾನವಾಗಿದೆ. ಏಕೆಂದರೆ ಕಲಿಯುವವರು ಮತ್ತು ಶಿಕ್ಷಕರು ಶೈಕ್ಷಣಿಕ ಕೆಲಸಕ್ಕಾಗಿ ಹಕ್ಕು ಸ್ವಾಮ್ಯ-ಮುಕ್ತ ವಸ್ತುಗಳನ್ನು ಬಳಸುವ ಸ್ವಾತಂತ್ರ್ಯವನ್ನು ಪಡೆಯುತ್ತಾರೆ (ಕರುಣಾನಾಯಕ ಮತ್ತು ಇತರರು, 2016).

UNESCO ಮತ್ತು ಸ್ಲೋವೆನಿಯ ದೇಶದ ಜಂಟಿ ಸಹಾಭಾಗಿತ್ವದಲ್ಲಿ, ಲ್ಜಿನ ಶಿಕ್ಷಣ, ವಿಜ್ಞಾನ ಮತ್ತು ಕ್ರೀಡಾ ಸಚಿವಾಲಯ OER ಕ್ರಿಯಾಯೋಜನೆಯಲ್ಲಿ ಈ ಕೆಳಕಂಡ 5 ಶಿಫಾರಸ್ಸುಗಳನ್ನು ಒದಗಿಸುತ್ತದೆ.

1. ಮುಕ್ತ ಶೈಕ್ಷಣಿಕ ಸಂಪನ್ಮೂಲಗಳ (OERs) ಹುಡುಕಾಟ, ಮರುಬಳಕೆ, ರಚನೆ ಮತ್ತು ಹಂಚಿಕೆಯಲ್ಲಿ ಬಳಕೆದಾರರ ಸಾಮರ್ಥ್ಯವನ್ನು ನಿರ್ಮಿಸುವುದು.
2. ಭಾಷೆ ಮತ್ತು ಸಂಸ್ಕೃತಿ ಸಮಸ್ಯೆ ಅರಿತು, ಜ್ಞಾನವನ್ನು ವಿಸ್ತರಿಸುವುದು.
3. ಗುಣಮಟ್ಟದ OER ಗೆ ಅಂತರ್ಗತ ಮತ್ತು ಸಮಾನ ಪ್ರವೇಶವನ್ನು ಖಾತ್ರಿಪಡಿಸುವುದು.
4. ಸಮರ್ಥನೀಯ ಮಾದರಿಗಳನ್ನು ಅಭಿವೃದ್ಧಿಪಡಿಸುವುದು.

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Effectiveness of Internship Programme in Secondary Teacher Education Course of Tumkur University perceived by Teacher Educators

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Abstract: The aim of this investigation is to know the effectiveness of Internship Programme in Secondary Teacher Education Course of Tumkur University evaluated by teacher educators in relation to gender and type of college management. Descriptive survey method with quantitative approach was followed by the researcher. The sample for the present study consists of 80 teacher educators serving in B.Ed. Colleges affiliated to Tumkur University, Tumkur, Karnataka. Effectiveness Scale of Internship Programme in Teacher Education Course evaluated by Teacher Educators developed by the researcher (2021) was used to measure the effectiveness of internship programme in teacher education course. The collected data was analyzed and utilizing independent 't' test and the level of significance was fixed at 0.05 confidence level. The statistical outputs taken with the help of SPSS Package and MS Excel application to get results. The statistical results concluded that there was a significant difference in the effectiveness of Internship Programme evaluated by male and female teacher educators. The male teacher educators had more satisfied with effectiveness of internship programme when compared with female teacher educators. This may be due to male and female teacher educators have different expectations when it comes to evaluating the effectiveness of internship programs. Male educators may be more inclined to value technical competence or subject expertise, while female educators may prioritize qualities like empathy and communication skills. The result confirmed that there exists significant difference in the Effectiveness of Internship Programme of teacher educators evaluated by teacher educators serving in private aided and private unaided B.Ed. colleges. The teachers serving in unaided colleges had more satisfied with effectiveness of internship programme than teachers working in aided colleges. This may be due to work culture and environment of private unaided colleges may be more supportive of internship programs compared to private aided colleges. This could create a more positive and productive atmosphere for interns and teacher educators, which could lead to better outcomes and evaluations.

Index Terms – Effectiveness, Internship Programme, Secondary, Teacher Education, Educators.

I. INTRODUCTION

The importance of teacher internship programmes cannot be overemphasized, as they play a critical role in preparing future educators for the challenges of the profession. Internship programmes provide student teachers with practical opportunities to develop true understanding of the teaching profession and future prospects of working conditions in that profession. Through internship programmes, student teachers are able to gain firsthand experience in the classroom, work with experienced teachers, and learn effective teaching strategies and techniques. In addition to providing practical experience, internship programmes also help student teachers to bridge the gap between theory and practice. Student teachers are able to apply the theoretical knowledge gained in their courses to real-world teaching situations, and they are able to reflect on their experiences to refine their teaching skills and develop their own teaching philosophy.

Furthermore, internship programmes provide opportunities for student teachers to develop their professionalism and to understand the importance of lifelong learning. By working with experienced teachers, student teachers are able to develop a sense of responsibility and commitment to their profession. They are also able to learn about professional ethics, teamwork, and collaboration, which are essential for success in the teaching profession. The importance of teacher internship programmes cannot be overemphasized, as they provide student teachers with practical experience, help them to bridge the gap between theory and practice, and develop their professionalism. These programmes play a critical role in preparing future educators for the challenges of the profession, and they are essential for building a strong foundation for education in our society.

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Present Status of Internship Programme of Tumkur University perceived by Student Teachers

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Abstract: The purpose of this research is to know the present status of Internship Programme of Tumkur University perceived by student teachers in relation to type of college management. Descriptive survey method with quantitative approach was followed by the researcher. The sample for the present study consists of 240 student teachers educating in eight B.Ed. Colleges (4 aided and 4 unaided institutions) affiliated to Tumkur University, Tumkur, Karnataka. Effectiveness of Internship Programme Assessment Scale for Student Teachers developed by the researcher (2021) was used to measure the student teachers' perception about present status of internship programme of Tumkur University. The collected data was analyzed and utilizing independent 't' test and the level of significance was fixed at 0.05 confidence level. The statistical results concluded that there was a significant difference in the effectiveness of internship programme by improving personality & teaching competency development, gaining field experience, planning & administration abilities, lesson planning skills & techniques and overall skills of student teachers developed through internship programme in private aided and unaided colleges. The student teachers from unaided colleges had highly improved the skills through internship programme than student teachers from aided colleges of Tumkur University. The result indicates that internship program is a significant way to train the student teachers about real work and it gives them an opportunity to integrate theory and practice, plan and deliver lessons properly, critically analyzes their own and peers teaching styles and improve their performances on the light of feedback given by subject mentors and supervisors.

Index Terms - Present Status, Internship Programme, Student Teachers, Teacher Education.

I. INTRODUCTION

Teachers are an essential part of our society, and their role in shaping the future of individuals and communities cannot be overstated. They have a significant impact on students, and their work goes beyond just imparting knowledge and skills. A teacher's influence on students can last a lifetime, and they have the ability to shape the next generation of leaders and innovators. Teachers are responsible for building the foundation of knowledge and skills that students will use throughout their lives. They provide students with the necessary tools to think critically, solve problems, and communicate effectively. Teachers play a vital role in inspiring and motivating students to achieve their full potential. They provide a safe and nurturing environment where students can learn, grow, and develop. Teachers are also responsible for instilling important values in their students. They teach respect, empathy, and the importance of hard work and dedication. Teachers play a vital role in our society, and their impact cannot be overstated. They are responsible for building the foundation of knowledge and skills that students will use throughout their lives, inspiring and motivating them to achieve their full potential, and instilling important values that will shape the future of our communities. Teachers are truly the unsung heroes of our society, and we should all be grateful for their contributions.

1.1 Teacher Education : Meaning, Definition and Importance

Teacher education refers to the formal training and education provided to individuals who aspire to become teachers or to those who are already teaching in educational institutions. The training programs aim to equip teachers with the skills, knowledge, and attitudes they need to become effective educators in their chosen fields. According to Britannica, teacher education includes the structures, institutions, and processes by means of which individuals are prepared for work in preschool, kindergarten, elementary, and secondary institutions for children from the age of two or three to eighteen (Taylor, 2020). The profession of teaching is one of the largest in the world, with an estimated 80 million teachers worldwide, according to Britannica (Havighurst). The major significance of teacher education is focused upon the impairment of training to the teachers, with the primary goal of achieving the desired academic outcomes (Kapur, 2018).

Cover Page

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THE DEVELOPMENT AND VALIDATION OF AN INSTRUCTIONAL DESIGN, 4F MODEL

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Abstract

Language is one of the blessings bestowed upon the creatures which makes the transmitting ideas and information easier. However, learning a second language encounters many huddles. Among those hurdles, mastering the basic skills of the respective language, at times, is a herculean task indeed for the learners and teachers as well. A proper and conducive opportunity in second language learning will help improve and master the language along with its requisites like the language skills. This study was conducted to develop an instructional design model for helping the learners individually and collaboratively work to improve their second language, English, at the higher secondary level. This study analyzed and synthesized Bandura's Mediational processes in Observational Learning, ADDIE, Carl Rogers' Facilitation theory, Reinforcement theory of B.F Skinner, Social Learning of Lev Vygotsky to develop a theoretical base for the present study. Bramhawong and Vate-U-Lan's (2009) Seven step model to design an instructional model found to be more useful. The 4F model (Facilitation, Feel, Face, Feedback) was evaluated and validated by many experts in the respective field. The evaluation results showcased the appropriacy of the phases in the model to enhance the second language learning. The 4F Model may be helpful for the language teachers to scaffold the second language learning of their learners through this well-planned framework of the 4F Model.

Keywords: 4F Model, Instructional Design, Second Language Learning.

1.0.0 Introduction

Language learning is a conscious task that needs proper planning and monitoring from the sides of the learner as well as the teachers and other stakeholders. Second Language learning is, at present, taking a great role in, learning alongside language acquisition. In the Indian context, to uphold second language acquisition, it needs organized and well-planned classrooms in the educational sector.

Through this present study, the investigator is interested to develop a Models of Teaching, focusing mainly on the English language learning by the learners to learn the language like acquiring the language by consciously providing activities to make the learners unconsciously acquire the target language.

Developing the proposed Model was mainly after referring to the pieces of literature related to the same. This is carried out through two-step processes. Initially, different psychological as well as learning theories have been studied, analyzed and comprehended by the researcher. The Brahmawong and Vate-U-Lans'**(2009)** seven step model was referred to develop the 4F Model.

In the second step, the evaluation and validation by experts in the field of similar study was done and for this purpose, an evaluation form was prepared and sent to the experts. Linh & Suppesetseree's (2005) study was reviewed to get a clear picture of the processes behind the development of the Model.

2.0 Review of Literature

2.1.1 Bandura's Social Cognitive theory (1977, 1986)

A thorough study of different psychological theories of learning helped the investigator to filter some of the influential works of the educational psychologists. Albert Bandura, among such influential personalities influenced the researcher to focus her study on to the social learning (cognitive). Especially the mediational processes in the observational learning viz; Attention, Retention, Reproduction, and Reinforcement/motivation. These mediational processes occur between the stimuli and response **(McLeod, 2016).** Metacognition, Self- regulated learning and Attitude towards English Language are the major factors which facilitate English language learning. Reviewing the literature had given empirical and documental results on this behalf. Hence, in the present study, the investigator along with Bandura's mediational processes, includes these major elements to create effect on the same through the proposed 4F Model.

2.2 Instructional Design

Many ID Models have been developed to assist the development of instruction. Among those, ADDIE (Analyse, Design, Develop, Implement, and Evaluate) and SREO (Suppasetseree's Remedial English Online) were taken into consideration for the present model development.

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Effectiveness of Specially Designed 4F Model on enhancing Self-Regulated Learning of PU students

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Abstract : The present article provides a short introduction about self-regulatory learning and the findings of the study undertaken by the researcher. Self-regulated Learning is a psychological construct which helps one monitor, regulate and improvise him/herself. This is one of the major traits any learner should possess to reach the goal. This experimental study tried to see the enhancement of Self-regulated learning (SRL) through a specially designed 4F model on Pre-university students (Higher secondary stage). A pre-test post-test design was adopted for the present study. The major findings of the study revealed that the 4F model is effective in enhancing the SRL in the students.

IndexTerms **- 4F Model, Instructional Design, Self-regulated Learning**

I. Introduction

"Regard man as a mine rich in gems of inestimable value. Education can, alone, cause it to reveal its treasures and enable mankind to benefit there from" (Baha'u'llah, Gleanings from the Writings of Baha'u'llah).

"In an era of constant distractions in the form of portable phones, CD players, computers, and televisions for even young children, it is hardly surprising to discover that many students have not learned to self-regulate their academic studying very well" (Zimmerman,2002). The right Education alone can foster an ever-advancing society. A world of addiction should make way for a self-regulated learning, out of which the learners will definitely benefit and to transform a society and civilization. The greatest importance of self-regulated learning is that, it helps one to monitor, manage and adapt and accept the conditions in learning.

It is obvious that the technology is really a boon unless and until learners know to regulate the use of it in an era of technical advancement. In order to make the learners draw out the inner potentialities in them, deliberate attempt of understanding and efforts needs to be put from the part of the learner/s too. Thus, as Zimmerman rightly mentioned, the need and significance of the Self-regulation is of paramount importance. Self-regulation indeed is an ever-challenging skill that a learner needs to master. In the words of Zimmerman (1989), a stalwart in the area of Self-regulation researches, opines that Self-regulation helps one to be "metacognitively, motivationally, and behaviourally active participants in their own learning processes." Many researchers have found that Self-regulated learning transform a learner's pre-existing abilities into task related behaviours. Self-regulation is an aspect of learning which develops skills, habits to be effective learners and to make them to foster their life long learning.

Hence, the need of enhancing Self-regulated learning is a mandate in an era of distraction. This present study is an attempt to enhance the Self-regulated learning through a specially designed Instructional model-4F model: Facilitate, Feel, Face and Feedback.

The Instructional Design provides an "orientation to instruction, where all of the independent components function together in order to meet the targeted learning goals" (Seda Khadimally). 4F Model is an instructional design specially developed on the theory of Albert Bandura's Observational learning- the mediational processes involved in-Attention, retention, Reproduction and motivation/Reinforcement. The investigator through the help of 4F model tried to enhance the self-regulated learning of the students of Pre-University. 4F model specifically organizes the learning process so that the learners will develop their self-regulation in their learning.

II. Objectives of the Study

1) To study the effectiveness of Specially designed 4F model on Self-regulated learning of PU students
2) To study the effectiveness of Specially designed 4F model on Self-regulated learning among male and female students of PU College.
3) To compare the effectiveness of 4F model and Traditional teaching method on enhancing Self-regulated Learning of PU students.

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The Emancipating Effect of Education

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ABSTRACT

Education in its real sense is an emancipator of self and prejudices which successively unite the mankind. Hence, it demands reverence, respect, honour, devotion and dedication. It also expects high standard of culture and gentlemanliness. The turmoil in the world and the degradation of the countries are the result of lack of proper education. The recent education system creates person of intelligence but not person with humanity. This very reason made world just a Warfield than of brotherhood. The only panacea to these prevailing problems is nothing but the proper education. To emancipate the oppressed, education in proper sense should be spread to the whole humanity drop by drop. Now the world doesn't face much of illiteracy, but now the world is full of qualified illiterates with respect to manners and humanity. Thus, education should be for emancipating the inequality and to build a better world of tolerance, righteousness and understanding.

Keywords: *educative communication, effect of education, emancipation of the oppressed, panacea, unity of mankind,*

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INTRODUCTION

Education in its real sense is an emancipator of self and prejudices which successively unites the mankind. Hence it demands reverence, respect, honour, devotion and dedication. It also expects high standard of culture and gentlemanliness. The turmoil in the world and the degradation of the countries are the results of lack of proper education. The recent education system creates person of intelligence but not person with humanity. This very reason made world just a Warfield than of brotherhood [1]. The only panacea to these prevailing problems is nothing but the proper education. To emancipate the oppressed, education in proper sense should be spread to the whole humanity drop by drop. Now the world doesn't face much of illiteracy, but now the world is full of qualified illiterates with respect to manners and humanity. Thus, education should be for emancipating the inequality and to build a better world of tolerance, righteousness and understanding [2].

THE GRAVITY OF EDUCATION

Regard man as a mine rich in gems of inestimable value. Education can, alone, cause it to reveal its treasures and enable mankind to benefit there from.

Education should fulfil not only the intellectual considerations but also the ethical thoughtfulness to be a true citizen, for education is the rudimentary factor in shaping a true citizen. In today's young

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A Strategy Shift in Language Learning

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ABSTRACT: *The article throws light on to the need of a strategy or model shift in the English language learning. Years of study in the English language should make one to be fluent in English- the target language; but unfortunately, even the scholarly are lacking fluency in English language. A need for a better model still prevailing and it should evolve in order to cater to the needs of the students as well as the senior scholars. Imbibing and feeling the language through a thorough facilitation followed by 'facing' (practicing) and feedback help the students to learn and acquire the target language easily. A novel 4F Model (Facilitate, Feel, Face, Feedback), with proper psychological foundation, helps students to improve the language learning through conscious facilitation and Facing (practice) by teacher and students respectively.*

Keywords: *4F Model, Language learning, Strategy shift*

1. Introduction

Hitherto, no single method or model of language learning found to be a panacea for the lack of fluency in target language. Many researches had found out that a number of models are useful but only for certain improvement in language but not the overall improvement of language. As Stephen Krashen rightly said, language acquisition should be in a natural order (Natural Order Hypothesis) which is not emphasized in any schools or by any teachers. In this technological era, to move about without keeping abreast with current knowledge is shows lethargy. Majority of world discoveries and inventions and the creamy knowledge are recorded in English or those have been first translated to English for aiming the universality of those discoveries or innovations. Hence having English language competency is a must for today's world to be successful in life.

The language learning, nowadays, has become a more responsible task as language learning focuses on many aspects or criteria like pronunciation, grammar, supra-segmental features of the language and so on. But today's generation has failed to a greater extent in enhancing the language with all its necessary criteria. English has been considered as a foreign language, even after putting so much efforts to make L2 language, the efforts where not satisfactory and many students have failed to feel the language as of their own because of the linguistic and locality difference they belong to. The teachers have not been successful in facilitation of English language. This has led to a transitional situation which paves way to transact the language only in a superficial manner. Even for English medium students, the language is often felt to be foreign. The results of the study (Komba &John 2014) showed that even after seven years of study in the target language, the students are unable to master the L2 or they are unable to perform well in the ability test. Thus, the students have not been completely successful to imbibe the essence of the target language. These difficulties are giving rise to many psychological problems such as anxiety, tension, lack of confidence, stage fear, inhibition etc. But when people imbibe a language, it will produce from their heart than from their mouth as in the case of a mother- language.

Many a researchers came up with different strategies, methods, approaches or Models of language learning, but "there is no single macro-methodological approach that could claim to cover all relevant aspects of teaching and learning."(Funk, 2012). The incompetency or disinterest of the teachers as well as students are the sole reason behind the lack of language fluency in students. The focus was only on English as a subject than as a language, thus the emphasis was on and still is on the content of English Language Textbook than on the primal factors like fluency, thinking in target language and the basics of the concerned language. For such difficulties, a few researchers have suggested to recruit proficient English Teachers. (Komba &John 2014)

One of the main problems of language learning problem is, the students and teachers of the target language get a meagre exposure towards the target language. The opportunity which should make them fluent really makes them worry due to lack of fluency. Switching over to mother-language is the main barrier the students face when the try to learn the new language along with inhibition and shyness creates hesitation and these hurdles are more for them to overcome.

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Shift in teaching mathematics to induce interest in secondary schools

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Abstract: Teaching of mathematics is challenge to every teachers to Strenghten the basic knowledge. Mathematics has been taught in classroom is failed to get the desired results in basic concept understanding and also to induce interest in learning mathematics.NEP (2020) proposed the shift in content based learning to make learning meaningful and interesting.Multimodel mathematics teaching strategy(MMTS) is that which creates self learning ,makes learning meaningful , strengthen the basic concept and induce interest in learning mathematics for higher education.

Keywords: Multimodel mathematics teaching strategy(MMTS),Mathematics Interest scale.

Introduction: Mathematics is that gate and key to all science. Mathematician Hogben had commented that "Mathematics is the mirror of development." Mathematics is important in advancement of the countries by perfecting all science. one who is ignorant of maths cannot know the things in the world. Teaching of mathematics is challenge to every teachers to Strengthen the basic knowledge. Mathematics has been taught in classroom is failed to get the desired results in basic concept understanding and also to induce interest in learning mathematics in higher studies. National Education Commission (1964-66) suggested that, "Science and Mathematics should be taught on a compulsory basis to all pupils as a part of general education during the first ten years of schooling." National policy on Education (1986)

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ANALYSIS OF ACHIEVEMENT SCALE FOR THE SECONDARY SCHOOL STUDENTS

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Abstract: The present study was attempted to find the academic achievement of mathematics using multimodel mathematics teaching strategy. expeimental method was employed sample of 202 students were selected from rural and urban schools of Bhadravathi taluk.Two tools were used for data collections namely multimodel mathematics teaching strategy (MMTS) and mathematics achievement T-test is used to analyze the data. The result shows that there is a significant difference in the mean scores of the academic achievement of post test between the experimental group and the control group. This indicates that teaching of mathematics using multimodel mathematics teaching strategy has a significant impact on the student academic achievement.

key words: MMTS, Achievement Scale.

Introduction: In the modern world of teaching there are many in persistent pedagogical change in delivering content to the students. MMTS is one among these shifts; it has the potential to enhance achievement, interest and attitude towards subjects. Easy way to convey the teaching and learning process. It is a strategy developed by inclusion of different methods based on the situations, multimodel learning give opportunity to students think divergently, creatively and create interest in the subject. Multimodel learning reaps the maximum specified objection with expert teachers through integrating and collaborating teaching with active classroom events.

Every child is unique; learning capacity of each child is different due to individual difference. Facilitator has to take care while planning the teaching, it is a challenge to every teacher to tackle the students regarding their needs. Every teacher has certain plans and objectives to achieve after fruitful teaching, instructing, facilitating and assessments, it is a best way to tackle the problems in a scientific manner by inculcating the effective and successful practices of teaching and learning so, as to sustain specified standards in learning.

Need of the study: Multimodel is designed by merging learning approaches in their strategies to get better result in the learning objectives. Multimodel provides a structure that helps facilitators guides students in process of scaffold, categorizing, analyzing, comparing, describing relationships and making and making generalisation about a knowledge multimodal learning blending event based activities, face to face classroom, self based learning.This model enhance achievement and develops positive attitude towards mathematics.It helps the students to retain the concept for longer time and apply this knowledge in their routine work.

Objectives: The objectives of present study are

1. To study the effectiveness of multimodel Mathematics teaching strategy for 9 standard students of government Schools in terms of Academic Achievement in Mathematics.
2. To study the effectiveness of multimodel Mathematics teaching strategy for 9 standard students of Kannada and English medium students in terms of Academic Achievement in Mathematics.
3. To study the effectiveness of multimodel Mathematics teaching strategy for 9 standard students of urban and rural students in terms of Academic Achievement in Mathematics.
4. To study the difference in the effectiveness of multimodel Mathematics teaching strategy for 9 standard male and female students in terms of Academic Achievement in Mathematics

Hypothesis

Hypothesis 1: There is no significant difference between the mean scores of post test in the academic achievement of mathematics among the control and experimental groups.

Hypothesis 2: There is no significant difference between the mean score of academic achievement of mathematics among Kannada and English medium government schools of experimental group.

Hypothesis 3: There is no significant difference between the mean score of academic achievement of mathematics among urban and Rural type government schools of experimental group.

Methodology

The present study was experimental in nature. pretest and post test is conducted for both experimental and control group.MMTS is conducted for experimental group and traditional method of teaching for control group.

TEACHERS STANDARD PERFORMANCE AND CODE OF ETHICS IN TEACHING & PROFESSIONAL DEVELOPMENT

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Abstract

The vital role of teachers in shaping potential behaviour of students is great challenge for every teacher. For successful implementation of this challenging task, teachers must possess expected level of knowledge, skills and values. The Various concepts in education that emerged at different time will be resulted in desirable changes if those are understood and implemented in a systematic manner. The quality of education can be ensured only through improving the quality of teaching. Quality teaching and student learning are tightly interconnected and both have direct relationship to improving the quality of education. Teacher quality in education systems around the world, professional standards for teachers have been considering, developing and implementing globally in various forms. Teachers are being considered as an integral part of the solution to current deficits in education. These initiatives aim to raise the status of teaching as a profession and to provide stronger incentive for professional learning. It is essential to protect freedom to learn as well as to teach and to provide quality of education to the entire population. The largeness of work involved in professional teaching is increasing as well as the expectations. Teachers have to accept the responsibility to adhere to the highest ethical standards and should know about the teacher's performance standards. The purpose of this paper has identifies teaching standards of the knowledge, dispositions, and skills expected of effective teachers, explains what teachers should know, how they should perform, and the required outlook for effective and quality teaching. And also this paper is to discusses how teacher develops the teaching ethical standard professionalism within this purpose the definitions of profession, professional, professionalism, the code of ethics in teaching professionalism will be discussed.

Keywords: Teacher's Standard Performance, profession, professional, Professionalism, Code of Ethics

Introduction:

Now a day, all the newly formulated education policies are concentrated more specifically at the issue of "teacher quality" which means the ability of teachers or a teaching faculty to develop student learning outcome and actualise expected standards for teaching performance. The quality teaching requires considerable knowledge, skill, and ethics which should be developed as a teacher, and career progress. The induction process is designed for the new appointed teacher to offer new teachers a chance to support and guide teachers' professional development after being qualified into the status of a teacher. The No Child Left Behind Act also facilitates a formal definition concerning constituents of high-quality professional development and demands schools to report the percentage of their teaching faculty that really meet the law's definition of a "highly qualified teacher." The professional development should take the form of a "comprehensive, sustained, universal, and intensive approach to improving teachers' and principals' efficiency in elevating the academic achievement of learners." Therefore, both teacher's performance standards and code of ethics have got a crucial role in enhancing the quality of education as well as professional development of teachers.

Teachers' Performance Standards;

As per the justification of the Department for Education, the teaching standards were developed to "set a clear baseline of expectations for a) The professional practice, b) Conduct of teachers, and C) Defining the minimum level of practice that is expected from a teacher's. The teaching quality is the single most

ENTREPRENEURIAL SKILLS DEVELOPMENT IN EDUCATION

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Abstract

India has a demographic dividend which can serve not only our nation, but the need of the global economy provided the youth is equipped with entrepreneur skill. Employment is essential for good all-round development. The person who does not have a job is not treated fairly in the society . The person must have some honest position for his life maintenance. If a person has to do a job, he/she needs appropriate education and training with Skill development. Education is an important factor in determining the entrepreneurship orientation in everyone. Formal education is positively correlated with entrepreneurship. Entrepreneurship education is offered at all levels of education primary or secondary school through graduate university programmes. This Article focuses on the concept of Entrepreneurship skills, importance of skills, development of entrepreneurship & identifying the skills, recommend the suggestion to students & higher institution, needed by entrepreneurs to lead their work.

Key Words: Entrepreneurship, Skills, Education, Entrepreneurial,

Introduction:

Many considerable modifications and changes in the education systems have not been able to deal adequately with the problem faced by fresh graduate. The education that is provided to them should develop few skills and often generate attitudes and expectation among them. The curriculum should include educational strategies for promoting self -reliance among the young and provided them with knowledge and skills required for gainful employments. Many more directions are made such as the expansion of facilities for technical training, provision of vocational courses and setting of work experience as an integral part of the curriculum. Many countries have undertaken extensive experimentation in applying enterprise to the fields of education. Entrepreneurship is the focal point of the economic development and employment creation. Entrepreneurship awareness must be created in the minds of upcoming students right from the stage of secondary to higher education.

Entrepreneurship education in India has gained relevance in to-days context. Education in the area of entrepreneurship may help people to develop skills and knowledge and extremely important as it encourages innovation fosters job creation and improves global competitiveness. Nowadays, entrepreneurship is considered as a growth and development force of organizations and societies; therefore, world's great universities have

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Initiations of Government of India and Government of Karnataka towards Enhancing Employability among Students of Higher Education

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ABSTRACT: *India has one of the largest and diverse education systems in the world Education is the tool for ushering in change in orderly manner & has the responsibility for transferring human being into human resources. In particularly higher education is the main instrument for development & changes. Higher education equips young people with skills relevant for the workforce. It provides people in employment with skills to negotiate rapidly evolving career requirements. Thus, the nation creates an intellectual repository of human capital to meet the country's needs and shapes its future. This paper analyse the skilling efforts through higher education system, initiatives of Government of India and Government of Karnataka towards enhancing Employability among students of higher Education. Skills and training in universities and colleges under the University Grants Commission. The strategic framework for the Twelfth Plan for higher education identifies such a paradigmatic shift in the following critical areas related to expansion, equity, excellence, governance and financing including employability. The integration of skills in higher education under the National Skill Qualification Framework and incorporation of skills and ability enhancement courses through Choice Based Credit System for sustainable skill development is also advocated along with the full time undergraduate degree /postgraduate degree programmes and add on courses being offered through higher education .*

Keywords: *Employability, Skills, Higher Education, Initiatives*

1. Introduction

The primary role of higher education is to train student by enhancing their knowledge, skills attitudes and abilities to empower students as life -long critical and reflective learners. This is similar to the perspective of the skills, abilities that see concern for employability as supportive of good learning rather than opposition to it. They produce students as trained, manpower, required for profession, agriculture, Industry, administration, business services and all other sectors. The degree includes many skill, knowledge & abilities therefore student entering a college and securing degree with employability.

The important thing is which a university degree need necessary qualification for employment. Employability brings with it a shift in responsibility for career development, making the employ ultimately responsible for the investment and continuous development of student career. As such each person become increasingly aware of the importance of the learning and the role of the higher education institution and universities in this regard (Vander Heijden, boon, Vander, Klink & Miejs,2009). From these higher institutions come the future talent of a nation and many argue that it is the breeding ground for employability skill. Thus several initiations of Government of India and Karnataka taken towards Enhancing Employability among Students of Higher Education through agencies, policies & planning .

Employability

"A set of achievements, understandings and personal attributes that make an individual more likely to gain employment and be successful in their chosen occupations"
(Yorke and Knight)

Employability Skills

"Employability skills are those which support your ability to perform in the workplace, also known as transferable skills learned in one context which can be applied and further developed in other contexts and roles nontechnical skills, also known as "soft skills" (Australian Chamber of Commerce).

University Grants Commission Quality Mandate

All HEIs shall strive to achieve the following Objectives by 2022:
1. Improve the graduate outcomes for the students, so that at least 50% of them secure access to employment/self-employment or engage themselves in pursuit of higher education.

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"Initiations of Government of India towards Enhancing Skills of Employability among Females"

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Introduction:

In almost every country in the world, men are more likely to participate in employment than women. However, these gender differences in participation rates have been narrowing substantially in recent decades. Now days we have to be understanding about how and why these changes are taking place. Because of Feminism is a social movement and ideology that fights for the political, economic and social rights for women. Feminists believe that men and women are equal, and women deserve the same rights as men in society. Feminism is the view that all humans are

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ಡಾ. ಎಸ್. ಎಸ್. ಪಾಟೀಲ್, ಪ್ರಾಧ್ಯಾಪಕರು, ಸ್ನಾತಕೋತ್ತರ ಶಿಕ್ಷಣ ಶಾಸ್ತ್ರ ಅಧ್ಯಯನ ಮತ್ತು ಸಂಶೋಧನಾ ವಿಭಾಗ, ಕುವೆಂಪು ವಿಶ್ವವಿದ್ಯಾಲಯ, ಜ್ಞಾನ ಸಹ್ಯಾದ್ರಿ, ಶಂಕರಘಟ್ಟ-577451, ಶಿವಮೊಗ್ಗ, ಕರ್ನಾಟಕ.

ಸಾರಾಂಶ

"ಶಿಕ್ಷಣವೆಂದರೆ ಜೀವನ, ಜೀವನವೆಂದರೆ ಶಿಕ್ಷಣ" ದೇಶದ ಭವಿಷ್ಯವನ್ನು ಸೃಷ್ಟಿಸುವ ಮತ್ತು ಬದಲಾಯಿಸುವ ಶಕ್ತಿ ಶಿಕ್ಷಣದ್ದಾಗಿದೆ. ಸಶಕ್ತ ಭಾರತದ ಬೆನ್ನೆಲುಬು ಶಿಕ್ಷಿತ ಯುವಕರಾಗಿದ್ದಾರೆ. ಆಧುನಿಕ ಶಿಕ್ಷಣವು ಅನೇಕ ಸ್ಥಿತ್ಯಂತರಗಳನ್ನು ಹೊಂದಿ ಬಹು ಜಾಗ್ರತೆಯಾಗಿ ಬದಲಾವಣೆ ಹೊಂದಬೇಕಾಗಿದೆ. ಅದರಲ್ಲೂ ಉನ್ನತ ಶಿಕ್ಷಣವು ವಿದ್ಯಾರ್ಥಿಗಳಲ್ಲಿ ಜ್ಞಾನ, ಕೌಶಲ್ಯ, ವರ್ತನೆಗಳು, ಸಾಮರ್ಥ್ಯಗಳನ್ನು ಹೆಚ್ಚಿಸುವ ಮತ್ತು ವೃತ್ತಿ ಕೃಷಿ, ಉದ್ಯಮ, ಆಡಳಿತ, ವ್ಯಾಪಾರ ಸೇವೆಗಳು ಇತರ ಎಲ್ಲಾ ಕ್ಷೇತ್ರಗಳಿಗೆ ಅಗತ್ಯವಿರುವ ತರಬೇತಿ ಪಡೆದ ಮಾನವ ಶಕ್ತಿಯಾಗಿ ವಿದ್ಯಾರ್ಥಿಗಳನ್ನು ತಯಾರು ಮಾಡುವ ಸರ್ವತೋಮುಖ ಗುಣಮಟ್ಟದ ಅಭಿವೃದ್ಧಿಯಲ್ಲಿ ಪ್ರಮುಖ ಪಾತ್ರ ವಹಿಸುತ್ತದೆ. ಆದರೆ ಇಂದಿನ ದಿನಗಳಲ್ಲಿ ಶಿಕ್ಷಣ, ಯುವಜನತೆ ಮತ್ತು ಉದ್ಯೋಗ ಇವುಗಳ ನಡುವೆ ಅಗಾಧವಾದ ಅಸ್ಥಿರತೆಯನ್ನು ಕಾಣುತ್ತಿದ್ದೇವೆ. ಏಕೆಂದರೆ ಪ್ರತಿಯೊಬ್ಬ ವಿದ್ಯಾರ್ಥಿಯು ಪದವಿ ಪಡೆದ ನಂತರ ತನ್ನ ಜೀವನ ನಿರ್ವಹಣೆಗಾಗಿ ಉದ್ಯೋಗಕ್ಕಾಗಿ ಶ್ರಮಿಸುತ್ತಾನೆ. ಆದರೆ ಅನೇಕ ಪದವೀಧರರು ಉದ್ಯೋಗ ಪಡೆಯಲು ಸಾಧ್ಯವಾಗುತ್ತಿಲ್ಲ. ಕಲಾ, ವಾಣಿಜ್ಯ, ಮತ್ತು ವಿಜ್ಞಾನ ವಿಭಾಗದ ಪದವಿ, ಸ್ನಾತಕೋತ್ತರ ಪದವೀಧರರಲ್ಲಿ ಉದ್ಯೋಗವಕಾಶ, ಉದ್ಯೋಗ ಸಾಮರ್ಥ್ಯಗಳನ್ನು ಹೊಂದುವಲ್ಲಿ ಅಂತರವು ನಿರ್ಮಾಣವಾಗಿದೆ. ಉದ್ಯೋಗವಕಾಶದ ಹಿನ್ನಡೆಗೆ ಮುಖ್ಯ ಕಾರಣ ಉನ್ನತ ಶಿಕ್ಷಣ ಸಂಸ್ಥೆಗಳು ಪದವೀಧರರಿಗೆ ಹೆಚ್ಚಿನ ಪ್ರಮಾಣದಲ್ಲಿ ಉದ್ಯೋಗ ಕೌಶಲ್ಯಗಳ ಸಂಯೋಜನೆಯ ಪಠ್ಯ ಮತ್ತು ಸಹಪಠ್ಯ ಚಟುವಟಿಕೆಯ ವಿನ್ಯಾಸದ ರೂಪಕೆಯಲ್ಲಿ ಕೊರತೆಯನ್ನು ಹೊಂದಿದೆ. ಆದರಿಂದ ಪ್ರಸ್ತುತ ಲೇಖನವು ಉದ್ಯೋಗ ಸಾಮರ್ಥ್ಯ, ಉದ್ಯೋಗ ಕೌಶಲ್ಯಗಳ ಪ್ರಾಮುಖ್ಯತೆ, ಸ್ನಾತಕೋತ್ತರ ಪದವಿ ವಿಭಾಗಗಳ ನಡುವಿನ ಉದ್ಯೋಗ ಕೌಶಲ್ಯಗಳ ವಿಶ್ಲೇಷಣೆ ಮತ್ತು ಉದ್ಯೋಗ ಕೌಶಲ್ಯಗಳನ್ನು ಹೆಚ್ಚಿಸುವ ಕ್ರಮಗಳನ್ನು ವಿವರಿಸುವುದಾಗಿದೆ.

ಶಿಕ್ಷಣವು ಮಾನವನಲ್ಲಿ ಕ್ರಮಬದ್ಧವಾಗಿ ಬದಲಾವಣೆಯನ್ನು ತರುವ ಸಾಧನವಾಗಿದೆ. ಮಾನವನನ್ನು ಮಾನವ ಸಂಪನ್ಮೂಲಕ್ಕೆ ವರ್ಗಾಯಿಸುವ ಜವಾಬ್ದಾರಿಯನ್ನು ಹೊಂದಿದೆ. ಅದರಲ್ಲಿ ವಿಶೇಷವಾಗಿ ಉನ್ನತ ಶಿಕ್ಷಣವು ಅರಿವನ್ನು ಹೆಚ್ಚಿಸುವ, ಗ್ರಹಿಕೆಯನ್ನು, ಸೂಕ್ಷ್ಮತೆಯನ್ನು ತೀವ್ರಗೊಳಿಸುವ ಮೂಲಕ ವಿದ್ಯಾರ್ಥಿಗಳನ್ನು ಪ್ರಬುದ್ಧಗೊಳಿಸುತ್ತದೆ. ಉನ್ನತ ಶಿಕ್ಷಣವು ವಿದ್ಯಾರ್ಥಿಗಳಲ್ಲಿ ಜ್ಞಾನ, ಕೌಶಲ್ಯ, ವರ್ತನೆಗಳು, ಸಾಮರ್ಥ್ಯಗಳನ್ನು ಹೆಚ್ಚಿಸುವ ಮತ್ತು ವೃತ್ತಿ ಕೃಷಿ, ಉದ್ಯಮ, ಆಡಳಿತ, ವ್ಯಾಪಾರ ಸೇವೆಗಳು ಇತರ ಎಲ್ಲಾ ಕ್ಷೇತ್ರಗಳಿಗೆ ಅಗತ್ಯವಿರುವ ತರಬೇತಿ ಪಡೆದ ಮಾನವ ಶಕ್ತಿಯಾಗಿ ವಿದ್ಯಾರ್ಥಿಗಳನ್ನು ತಯಾರು ಮಾಡುವ ಸರ್ವತೋಮುಖ ಗುಣಮಟ್ಟದ ಅಭಿವೃದ್ಧಿಯಲ್ಲಿ ಪ್ರಮುಖ ಪಾತ್ರ ವಹಿಸುತ್ತದೆ. ವಿದ್ಯಾರ್ಥಿಗಳು ಕಾಲೇಜಿಗೆ ಪ್ರವೇಶ ಪಡೆದು ಉದ್ಯೋಗವಕಾಶಗಳೊಂದಿಗೆ ಪದವಿ ಪಡೆದು ಕೊಳ್ಳಬೇಕಾಗುತ್ತದೆ. ವಿದ್ಯಾರ್ಥಿಯನ್ನು ತನ್ನ ವೃತ್ತಿ ಜೀವನದ ರೂಪಕೆ ಮತ್ತು ನಿರಂತರ ಉದ್ಯೋಗ ಅಭಿವೃದ್ಧಿಗೆ ತಾನೇ ಜವಾಬ್ದಾರನಾಗಿರುವಂತೆ ಮಾಡುವುದು ಉನ್ನತ ಶಿಕ್ಷಣ ಸಂಸ್ಥೆ ಮತ್ತು ವಿಶ್ವವಿದ್ಯಾಲಯಗಳ ಪಾತ್ರ ಮಹತ್ವದ್ದಾಗಿದೆ.(ವಂಡರ್ ಹಿಡ್ಡನ್, ಬೂನ್,ವ್ಯಾಂಡರ್ ಕ್ಲಿಂಕ್ ಮತ್ತು ಮಿಜ್ 2009) ಉನ್ನತ ಶಿಕ್ಷಣ ಸಂಸ್ಥೆಗಳು ರಾಷ್ಟ್ರದ ಭವಿಷ್ಯದ ಪ್ರತಿಫಲಗಳು ರೂಪುಗೊಳ್ಳುತ್ತವೆ ಮತ್ತು ಉದ್ಯೋಗ ಕೌಶಲ್ಯಗಳ ವೃತ್ತಿಯ ನೆಲೆಯಾಗಿದೆ. ಎನ್ನುವುದು ಹಲವರ ಅಭಿಪ್ರಾಯವಾಗಿದೆ.ವಿಶ್ವದ ಅತ್ಯಂತ ಕಿರಿಯ ರಾಷ್ಟ್ರಗಳಲ್ಲೊಂದಾದ ಭಾರತವು ಒಟ್ಟು ಜನಸಂಖ್ಯೆಯ 55% ಕ್ಕಿಂತ ಹೆಚ್ಚು 25 ವರ್ಷಕ್ಕಿಂತ ಕಡಿಮೆ ವಯಸ್ಸಿನವರು ದೇಶದ ಯುವಕರು ಉದ್ಯೋಗ ಹೊಂದಲು ಉದ್ಯೋಗ ಕೌಶಲ್ಯಗಳು ಮತ್ತು ಜ್ಞಾನದ ಶಿಕ್ಷಣ ಮತ್ತು ತರಬೇತಿಯು ಅವಶ್ಯಕವಾಗಿದೆ. ಆದರೆ ಶೈಕ್ಷಣಿಕ ವ್ಯವಸ್ಥೆಯು ವಿದ್ಯಾರ್ಥಿಗಳಲ್ಲಿ ಹೆಚ್ಚಿನ ಪ್ರಮಾಣದಲ್ಲಿ ಉದ್ಯೋಗ ಕೌಶಲ್ಯಗಳ ಕೊರತೆಯನ್ನು ಹೊಂದಿದ್ದು ಇದು ಉನ್ನತ ಶಿಕ್ಷಣ ವ್ಯವಸ್ಥೆಯ ವಿಶ್ವಾಸನೀಯತೆಯನ್ನು ಗಣನೀಯವಾಗಿ ಕಡಿಮೆ ಮಾಡಿದೆ. ವಿದ್ಯಾರ್ಥಿಗಳಲ್ಲಿ ಉದ್ಯೋಗ ಸಾಮರ್ಥ್ಯವನ್ನು ಖಾತ್ರಿಪಡಿಸುವಲ್ಲಿ ಉನ್ನತಶಿಕ್ಷಣದ ಪಾತ್ರ ಪ್ರಶ್ನಾರ್ಹವಾಗಿದೆ. ಅನೇಕ ಪದವಿ ಮತ್ತು ಸ್ನಾತಕೋತ್ತರ ಪದವಿ ಪಡೆದ ವಿದ್ಯಾರ್ಥಿಗಳಿಗೆ ಆಯಾ ಕ್ಷೇತ್ರಗಳಲ್ಲಿ ಉದ್ಯೋಗವಕಾಶ ದೊರೆಯುತ್ತಿಲ್ಲ.

ಭಾರತದ ಇಂತಹ ಒಲವುಗಳು ಪ್ರಪಂಚದ ಬೇರೆ ಅನುಭವಗಳೊಂದಿಗೆ ಹೊಂದಿಕೆಯಾಗುತ್ತದೆ. (ಕಾರ್ನೋಯ್ 1987) ತನ್ನ ಅಧ್ಯಯನದಲ್ಲಿ ವಿಜ್ಞಾನ ಮತ್ತು ವಾಣಿಜ್ಯ ವಿಭಾಗಕ್ಕಿಂತ ಕಲಾ ವಿಭಾಗದ ಪದವೀಧರರು ಹೆಚ್ಚಿನ ನಿರುದ್ಯೋಗ ದರವನ್ನು ಹೊಂದಿದ್ದಾರೆಂದು ತೋರಿಬಿದ್ದಾರೆ. ವಿಜ್ಞಾನ ಮತು ವಾಣಿಜ್ಯ ವಿಭಾಗದ ಪದವಿಗೆ ಹೋಲಿಬಿದರೆ ಇಂಜನಿಯರ್ ಮತ್ತು ತಂತ್ರಜ್ಞಾನದ ವಿಷಧ ಮತ್ತು ಪಶುವೈದ್ಯಕೀಯ ವಿಜ್ಞಾನ ವಿಭಾಗಗಳು ವೇಗವಾಗಿ ಪ್ರವೇಶ ದಾಖಲಾತಿಯನ್ನು ಮತ್ತು ಉದ್ಯೋಗವನ್ನು ಹೊಂದುತ್ತಿವೆ. ಆದರೆ ಕಲೆ ವಿಜ್ಞಾನ ಮತ್ತು ವಾಣಿಜ್ಯ ನಿರ್ವಹಣೆಯ ವಿಷಯದ ಪದವಿ, ಸ್ನಾತಕೋತ್ತರ ಪದವಿ ವಿದ್ಯಾರ್ಥಿಗಳ ಉದ್ಯೋಗವಕಾಶಗಳು ಇಂಜನಿಯರ್ ಮತ್ತು ತಂತ್ರಜ್ಞಾನದ ಅರ್ಧದಷ್ಟು ಉದ್ಯೋಗ ಸಾಮರ್ಥ್ಯ ಬೆಳೆಯಲು ಸಾಧ್ಯವಾಗುತ್ತಿಲ್ಲ. ಅವರ ಮತ್ತೊಂದು ಅಧ್ಯಯನವೆಂದರೆ ವೃತ್ತಿಪರ ಅರ್ಹತೆ ಹೊಂದಿರುವ ವಿದ್ಯಾರ್ಥಿಗಳು ಹೆಚ್ಚಾಗಿ ಉನ್ನತ ಸಾಮಾಜಿಕ ಆರ್ಥಿಕ ಹಿನ್ನೆಲೆಯಿಂದ ಬಂದವರು. ಇಂದಿನ ಅದ್ದರಿಂದ ಇಂದಿನ ಸವಾಲಿನ ಶಿಕ್ಷಣ ಮತ್ತು ಆರ್ಥಿಕ ಪರಿಸ್ಥಿತಿ ಎಂದರೆ ಪದವೀಧರ ವಿದ್ಯಾರ್ಥಿಗಳು ಕೇವಲ ಶೈಕ್ಷಣಿಕ ಜ್ಞಾನವನ್ನು ತಿಳಿದುಕೊಳ್ಳುವುದು ಮಾತ್ರವಲ್ಲದೆ ಎಲ್ಲ ವಿದ್ಯಾರ್ಥಿಗಳು ತಮ್ಮ ಉದ್ಯೋಗದ ನಿರೀಕ್ಷೆಗಳನ್ನು ಹೆಚ್ಚಿಸುವ ಕೌಶಲ್ಯಗಳನ್ನು ಪಡೆಯಬೇಕು

ಉದ್ಯೋಗ ಸಾಮರ್ಥ್ಯ (Employability) : ಉದ್ಯೋಗ ಕೌಶಲ್ಯಗಳನ್ನು ಶಿಕ್ಷಣ, ತರಬೇತಿ, ಕೆಲಸದ ಅನುಭವ, ಆಸಕ್ತಿಗಳು ಮತ್ತು ಇತರೆ ಪಠ್ಯೇತರ ಚಟುವಟಿಕೆಗಳ ಸಮಯದಲ್ಲಿ ಅಭಿವೃದ್ಧಿಪಡಿಸಬಹುದಾದ ಸಾಮರ್ಥ್ಯಗಳು ಅಥವಾ ಸಾಮರ್ಥ್ಯದ ಶ್ರೇಣಿ ಎಂದು ವ್ಯಾಖ್ಯಾನಿಸಬಹುದು."ಉದ್ಯೋಗ ಸಾಮರ್ಥ್ಯ" ಪರಿಕಲ್ಪನೆಯನ್ನು ಉದ್ಯೋಗದೊಳಗೆ ಉದ್ಯೋಗ ಪ್ರಗತಿಯನ್ನು ಮತ್ತು ಉಳಿಸಿಕೊಳ್ಳುವ ವ್ಯಕ್ತಿಯ ಸಾಮರ್ಥ್ಯ ಎಂದು ವ್ಯಾಖ್ಯಾನಿಸಲಾಗಿದೆ. ವಿವಿಧ ರೀತಿಯ ಉದ್ಯೋಗಗಳು ವಿಭಿನ್ನ ಉದ್ಯೋಗದ ಸಾಮರ್ಥ್ಯಗಳನ್ನು ಹೊಂದಿವೆ ಎಂದು ಗುರುತಿಸಲಾಗಿದೆ. (ಬೆಲ್ಟ್ ಮತ್ತು ಇತರರು, 2010 : 1-5, ಯು.ಕೆ.ಸಿ.ಇ.ಎಸ್ 2010 : 23) ಸಾಮರ್ಥ್ಯ ಅಥವಾ ಉದ್ಯೋಗಿ

ENTREPRENEURIAL SKILLS DEVELOPMENT IN EDUCATION

V. Shilpa [1]
Dr. S.S. Patil [2]

Abstract

India has a demographic dividend which can serve not only our nation, but the need of the global economy provided the youth is equipped with entrepreneur skill. Employment is essential for good all-round development. The person who does not have a job is not treated fairly in the society . The person must have some honest position for his life maintenance. If a person has to do a job, he/she needs appropriate education and training with Skill development. Education is an important factor in determining the entrepreneurship orientation in everyone. Formal education is positively correlated with entrepreneurship. Entrepreneurship education is offered at all levels of education primary or secondary school through graduate university programmes. This Article focuses on the concept of Entrepreneurship skills, importance of skills, development of entrepreneurship & identifying the skills, recommend the suggestion to students & higher institution, needed by entrepreneurs to lead their work.

Key Words: Entrepreneurship, Skills, Education, Entrepreneurial,

Introduction:

Many considerable modifications and changes in the education systems have not been able to deal adequately with the problem faced by fresh graduate. The education that is provided to them should develop few skills and often generate attitudes and expectation among them. The curriculum should include educational strategies for promoting self -reliance among the young and provided them with knowledge and skills required for gainful employments. Many more directions are made such as the expansion of facilities for technical training, provision of vocational courses and setting of work experience as an integral part of the curriculum. Many countries have undertaken extensive experimentation in applying enterprise to the fields of education. Entrepreneurship is the focal point of the economic development and employment creation. Entrepreneurship awareness must be created in the minds of upcoming students right from the stage of secondary to higher education.

Entrepreneurship education in India has gained relevance in to-days context. Education in the area of entrepreneurship may help people to develop skills and knowledge and extremely important as it encourages innovation fosters job creation and improves global competitiveness. Nowadays, entrepreneurship is considered as a growth and development force of organizations and societies; therefore, world's great universities have

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Initiations of Government of India and Government of Karnataka towards Enhancing Employability among Students of Higher Education

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ABSTRACT: *India has one of the largest and diverse education systems in the world Education is the tool for ushering in change in orderly manner & has the responsibility for transferring human being into human resources. In particularly higher education is the main instrument for development & changes. Higher education equips young people with skills relevant for the workforce. It provides people in employment with skills to negotiate rapidly evolving career requirements. Thus, the nation creates an intellectual repository of human capital to meet the country's needs and shapes its future. This paper analyse the skilling efforts through higher education system, initiatives of Government of India and Government of Karnataka towards enhancing Employability among students of higher Education. Skills and training in universities and colleges under the University Grants Commission. The strategic framework for the Twelfth Plan for higher education identifies such a paradigmatic shift in the following critical areas related to expansion, equity, excellence, governance and financing including employability. The integration of skills in higher education under the National Skill Qualification Framework and incorporation of skills and ability enhancement courses through Choice Based Credit System for sustainable skill development is also advocated along with the full time undergraduate degree /postgraduate degree programmes and add on courses being offered through higher education .*

Keywords: *Employability, Skills, Higher Education, Initiatives*

1. Introduction

The primary role of higher education is to train student by enhancing their knowledge, skills attitudes and abilities to empower students as life -long critical and reflective learners. This is similar to the perspective of the skills, abilities that see concern for employability as supportive of good learning rather than opposition to it. They produce students as trained, manpower, required for profession, agriculture, Industry, administration, business services and all other sectors. The degree includes many skill, knowledge & abilities therefore student entering a college and securing degree with employability.

The important thing is which a university degree need necessary qualification for employment. Employability brings with it a shift in responsibility for career development, making the employ ultimately responsible for the investment and continuous development of student career. As such each person become increasingly aware of the importance of the learning and the role of the higher education institution and universities in this regard (Vander Heijden, boon, Vander, Klink & Miejs,2009). From these higher institutions come the future talent of a nation and many argue that it is the breeding ground for employability skill. Thus several initiations of Government of India and Karnataka taken towards Enhancing Employability among Students of Higher Education through agencies, policies & planning .

Employability

"A set of achievements, understandings and personal attributes that make an individual more likely to gain employment and be successful in their chosen occupations"
(Yorke and Knight)

Employability Skills

"Employability skills are those which support your ability to perform in the workplace, also known as transferable skills learned in one context which can be applied and further developed in other contexts and roles nontechnical skills, also known as "soft skills" (Australian Chamber of Commerce).

University Grants Commission Quality Mandate

All HEIs shall strive to achieve the following Objectives by 2022:
1. Improve the graduate outcomes for the students, so that at least 50% of them secure access to employment/self-employment or engage themselves in pursuit of higher education.

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"Initiations of Government of India towards Enhancing Skills of Employability among Females"

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Introduction:

In almost every country in the world, men are more likely to participate in employment than women. However, these gender differences in participation rates have been narrowing substantially in recent decades. Now days we have to be understanding about how and why these changes are taking place. Because of Feminism is a social movement and ideology that fights for the political, economic and social rights for women. Feminists believe that men and women are equal, and women deserve the same rights as men in society. Feminism is the view that all humans are

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ಕುವೆಂಪು ವಿಶ್ವವಿದ್ಯಾಲಯ ಸ್ನಾತಕೋತ್ತರ ಪದವಿ ವಿದ್ಯಾರ್ಥಿಗಳಲ್ಲಿನ ಉದ್ಯೋಗ ಕೌಶಲ್ಯಗಳ ಅಧ್ಯಯನ

ಶಿಲ್ಪ ವಿ., ಸಂಶೋಧನಾರ್ಥಿ, ಸ್ನಾತಕೋತ್ತರ ಶಿಕ್ಷಣ ಶಾಸ್ತ್ರ ಅಧ್ಯಯನ ಮತ್ತು ಸಂಶೋಧನಾ ವಿಭಾಗ, ಕುವೆಂಪು ವಿಶ್ವವಿದ್ಯಾಲಯ, ಜ್ಞಾನ ಸಹ್ಯಾದ್ರಿ, ಶಂಕರಘಟ್ಟ-577451, ಶಿವಮೊಗ್ಗ, ಕರ್ನಾಟಕ.

ಡಾ. ಎಸ್. ಎಸ್. ಪಾಟೀಲ್, ಪ್ರಾಧ್ಯಾಪಕರು, ಸ್ನಾತಕೋತ್ತರ ಶಿಕ್ಷಣ ಶಾಸ್ತ್ರ ಅಧ್ಯಯನ ಮತ್ತು ಸಂಶೋಧನಾ ವಿಭಾಗ, ಕುವೆಂಪು ವಿಶ್ವವಿದ್ಯಾಲಯ, ಜ್ಞಾನ ಸಹ್ಯಾದ್ರಿ, ಶಂಕರಘಟ್ಟ-577451, ಶಿವಮೊಗ್ಗ, ಕರ್ನಾಟಕ.

ಸಾರಾಂಶ

"ಶಿಕ್ಷಣವೆಂದರೆ ಜೀವನ, ಜೀವನವೆಂದರೆ ಶಿಕ್ಷಣ" ದೇಶದ ಭವಿಷ್ಯವನ್ನು ಸೃಷ್ಟಿಸುವ ಮತ್ತು ಬದಲಾಯಿಸುವ ಶಕ್ತಿ ಶಿಕ್ಷಣದ್ದಾಗಿದೆ. ಸಶಕ್ತ ಭಾರತದ ಬೆನ್ನೆಲುಬು ಶಿಕ್ಷಿತ ಯುವಕರಾಗಿದ್ದಾರೆ. ಆಧುನಿಕ ಶಿಕ್ಷಣವು ಅನೇಕ ಸ್ಥಿತ್ಯಂತರಗಳನ್ನು ಹೊಂದಿ ಬಹು ಜಾಗ್ರತೆಯಾಗಿ ಬದಲಾವಣೆ ಹೊಂದಬೇಕಾಗಿದೆ. ಅದರಲ್ಲೂ ಉನ್ನತ ಶಿಕ್ಷಣವು ವಿದ್ಯಾರ್ಥಿಗಳಲ್ಲಿ ಜ್ಞಾನ, ಕೌಶಲ್ಯ, ವರ್ತನೆಗಳು, ಸಾಮರ್ಥ್ಯಗಳನ್ನು ಹೆಚ್ಚಿಸುವ ಮತ್ತು ವೃತ್ತಿ ಕೃಷಿ, ಉದ್ಯಮ, ಆಡಳಿತ, ವ್ಯಾಪಾರ ಸೇವೆಗಳು ಇತರ ಎಲ್ಲಾ ಕ್ಷೇತ್ರಗಳಿಗೆ ಅಗತ್ಯವಿರುವ ತರಬೇತಿ ಪಡೆದ ಮಾನವ ಶಕ್ತಿಯಾಗಿ ವಿದ್ಯಾರ್ಥಿಗಳನ್ನು ತಯಾರು ಮಾಡುವ ಸರ್ವತೋಮುಖ ಗುಣಮಟ್ಟದ ಅಭಿವೃದ್ಧಿಯಲ್ಲಿ ಪ್ರಮುಖ ಪಾತ್ರ ವಹಿಸುತ್ತದೆ. ಆದರೆ ಇಂದಿನ ದಿನಗಳಲ್ಲಿ ಶಿಕ್ಷಣ, ಯುವಜನತೆ ಮತ್ತು ಉದ್ಯೋಗ ಇವುಗಳ ನಡುವೆ ಅಗಾಧವಾದ ಅಸ್ಥಿರತೆಯನ್ನು ಕಾಣುತ್ತಿದ್ದೇವೆ. ಏಕೆಂದರೆ ಪ್ರತಿಯೊಬ್ಬ ವಿದ್ಯಾರ್ಥಿಯು ಪದವಿ ಪಡೆದ ನಂತರ ತನ್ನ ಜೀವನ ನಿರ್ವಹಣೆಗಾಗಿ ಉದ್ಯೋಗಕ್ಕಾಗಿ ಶ್ರಮಿಸುತ್ತಾನೆ. ಆದರೆ ಅನೇಕ ಪದವೀಧರರು ಉದ್ಯೋಗ ಪಡೆಯಲು ಸಾಧ್ಯವಾಗುತ್ತಿಲ್ಲ. ಕಲಾ, ವಾಣಿಜ್ಯ, ಮತ್ತು ವಿಜ್ಞಾನ ವಿಭಾಗದ ಪದವಿ, ಸ್ನಾತಕೋತ್ತರ ಪದವೀಧರರಲ್ಲಿ ಉದ್ಯೋಗವಕಾಶ, ಉದ್ಯೋಗ ಸಾಮರ್ಥ್ಯಗಳನ್ನು ಹೊಂದುವಲ್ಲಿ ಅಂತರವು ನಿರ್ಮಾಣವಾಗಿದೆ. ಉದ್ಯೋಗವಕಾಶದ ಹಿನ್ನಡೆಗೆ ಮುಖ್ಯ ಕಾರಣ ಉನ್ನತ ಶಿಕ್ಷಣ ಸಂಸ್ಥೆಗಳು ಪದವೀಧರರಿಗೆ ಹೆಚ್ಚಿನ ಪ್ರಮಾಣದಲ್ಲಿ ಉದ್ಯೋಗ ಕೌಶಲ್ಯಗಳ ಸಂಯೋಜನೆಯ ಪಠ್ಯ ಮತ್ತು ಸಹಪಠ್ಯ ಚಟುವಟಿಕೆಯ ವಿನ್ಯಾಸದ ರೂಪಕೆಯಲ್ಲಿ ಕೊರತೆಯನ್ನು ಹೊಂದಿದೆ. ಆದರಿಂದ ಪ್ರಸ್ತುತ ಲೇಖನವು ಉದ್ಯೋಗ ಸಾಮರ್ಥ್ಯ, ಉದ್ಯೋಗ ಕೌಶಲ್ಯಗಳ ಪ್ರಾಮುಖ್ಯತೆ, ಸ್ನಾತಕೋತ್ತರ ಪದವಿ ವಿಭಾಗಗಳ ನಡುವಿನ ಉದ್ಯೋಗ ಕೌಶಲ್ಯಗಳ ವಿಶ್ಲೇಷಣೆ ಮತ್ತು ಉದ್ಯೋಗ ಕೌಶಲ್ಯಗಳನ್ನು ಹೆಚ್ಚಿಸುವ ಕ್ರಮಗಳನ್ನು ವಿವರಿಸುವುದಾಗಿದೆ.

ಶಿಕ್ಷಣವು ಮಾನವನಲ್ಲಿ ಕ್ರಮಬದ್ಧವಾಗಿ ಬದಲಾವಣೆಯನ್ನು ತರುವ ಸಾಧನವಾಗಿದೆ. ಮಾನವನನ್ನು ಮಾನವ ಸಂಪನ್ಮೂಲಕ್ಕೆ ವರ್ಗಾಯಿಸುವ ಜವಾಬ್ದಾರಿಯನ್ನು ಹೊಂದಿದೆ. ಅದರಲ್ಲಿ ವಿಶೇಷವಾಗಿ ಉನ್ನತ ಶಿಕ್ಷಣವು ಅರಿವನ್ನು ಹೆಚ್ಚಿಸುವ, ಗ್ರಹಿಕೆಯನ್ನು, ಸೂಕ್ಷ್ಮತೆಯನ್ನು ತೀವ್ರಗೊಳಿಸುವ ಮೂಲಕ ವಿದ್ಯಾರ್ಥಿಗಳನ್ನು ಪ್ರಬುದ್ಧಗೊಳಿಸುತ್ತದೆ. ಉನ್ನತ ಶಿಕ್ಷಣವು ವಿದ್ಯಾರ್ಥಿಗಳಲ್ಲಿ ಜ್ಞಾನ, ಕೌಶಲ್ಯ, ವರ್ತನೆಗಳು, ಸಾಮರ್ಥ್ಯಗಳನ್ನು ಹೆಚ್ಚಿಸುವ ಮತ್ತು ವೃತ್ತಿ ಕೃಷಿ, ಉದ್ಯಮ, ಆಡಳಿತ, ವ್ಯಾಪಾರ ಸೇವೆಗಳು ಇತರ ಎಲ್ಲಾ ಕ್ಷೇತ್ರಗಳಿಗೆ ಅಗತ್ಯವಿರುವ ತರಬೇತಿ ಪಡೆದ ಮಾನವ ಶಕ್ತಿಯಾಗಿ ವಿದ್ಯಾರ್ಥಿಗಳನ್ನು ತಯಾರು ಮಾಡುವ ಸರ್ವತೋಮುಖ ಗುಣಮಟ್ಟದ ಅಭಿವೃದ್ಧಿಯಲ್ಲಿ ಪ್ರಮುಖ ಪಾತ್ರ ವಹಿಸುತ್ತದೆ. ವಿದ್ಯಾರ್ಥಿಗಳು ಕಾಲೇಜಿಗೆ ಪ್ರವೇಶ ಪಡೆದು ಉದ್ಯೋಗವಕಾಶಗಳೊಂದಿಗೆ ಪದವಿ ಪಡೆದು ಕೊಳ್ಳಬೇಕಾಗುತ್ತದೆ. ವಿದ್ಯಾರ್ಥಿಯನ್ನು ತನ್ನ ವೃತ್ತಿ ಜೀವನದ ರೂಪಕೆ ಮತ್ತು ನಿರಂತರ ಉದ್ಯೋಗ ಅಭಿವೃದ್ಧಿಗೆ ತಾನೇ ಜವಾಬ್ದಾರನಾಗಿರುವಂತೆ ಮಾಡುವುದು ಉನ್ನತ ಶಿಕ್ಷಣ ಸಂಸ್ಥೆ ಮತ್ತು ವಿಶ್ವವಿದ್ಯಾಲಯಗಳ ಪಾತ್ರ ಮಹತ್ವದ್ದಾಗಿದೆ.(ವಂಡರ್ ಹಿಡ್ಡನ್, ಬೂನ್,ವ್ಯಾಂಡರ್ ಕ್ಲಿಂಕ್ ಮತ್ತು ಮಿಜ್ 2009) ಉನ್ನತ ಶಿಕ್ಷಣ ಸಂಸ್ಥೆಗಳು ರಾಷ್ಟ್ರದ ಭವಿಷ್ಯದ ಪ್ರತಿಫಲಗಳು ರೂಪುಗೊಳ್ಳುತ್ತವೆ ಮತ್ತು ಉದ್ಯೋಗ ಕೌಶಲ್ಯಗಳ ವೃತ್ತಿಯ ನೆಲೆಯಾಗಿದೆ. ಎನ್ನುವುದು ಹಲವರ ಅಭಿಪ್ರಾಯವಾಗಿದೆ.ವಿಶ್ವದ ಅತ್ಯಂತ ಕಿರಿಯ ರಾಷ್ಟ್ರಗಳಲ್ಲೊಂದಾದ ಭಾರತವು ಒಟ್ಟು ಜನಸಂಖ್ಯೆಯ 55% ಕ್ಕಿಂತ ಹೆಚ್ಚು 25 ವರ್ಷಕ್ಕಿಂತ ಕಡಿಮೆ ವಯಸ್ಸಿನವರು ದೇಶದ ಯುವಕರು ಉದ್ಯೋಗ ಹೊಂದಲು ಉದ್ಯೋಗ ಕೌಶಲ್ಯಗಳು ಮತ್ತು ಜ್ಞಾನದ ಶಿಕ್ಷಣ ಮತ್ತು ತರಬೇತಿಯು ಅವಶ್ಯಕವಾಗಿದೆ. ಆದರೆ ಶೈಕ್ಷಣಿಕ ವ್ಯವಸ್ಥೆಯು ವಿದ್ಯಾರ್ಥಿಗಳಲ್ಲಿ ಹೆಚ್ಚಿನ ಪ್ರಮಾಣದಲ್ಲಿ ಉದ್ಯೋಗ ಕೌಶಲ್ಯಗಳ ಕೊರತೆಯನ್ನು ಹೊಂದಿದ್ದು ಇದು ಉನ್ನತ ಶಿಕ್ಷಣ ವ್ಯವಸ್ಥೆಯ ವಿಶ್ವಾಸನೀಯತೆಯನ್ನು ಗಣನೀಯವಾಗಿ ಕಡಿಮೆ ಮಾಡಿದೆ. ವಿದ್ಯಾರ್ಥಿಗಳಲ್ಲಿ ಉದ್ಯೋಗ ಸಾಮರ್ಥ್ಯವನ್ನು ಖಾತ್ರಿಪಡಿಸುವಲ್ಲಿ ಉನ್ನತಶಿಕ್ಷಣದ ಪಾತ್ರ ಪ್ರಶ್ನಾರ್ಹವಾಗಿದೆ. ಅನೇಕ ಪದವಿ ಮತ್ತು ಸ್ನಾತಕೋತ್ತರ ಪದವಿ ಪಡೆದ ವಿದ್ಯಾರ್ಥಿಗಳಿಗೆ ಆಯಾ ಕ್ಷೇತ್ರಗಳಲ್ಲಿ ಉದ್ಯೋಗವಕಾಶ ದೊರೆಯುತ್ತಿಲ್ಲ.

ಭಾರತದ ಇಂತಹ ಒಲವುಗಳು ಪ್ರಪಂಚದ ಬೇರೆ ಅನುಭವಗಳೊಂದಿಗೆ ಹೊಂದಿಕೆಯಾಗುತ್ತದೆ. (ಕಾರ್ನೋಯ್ 1987) ತನ್ನ ಅಧ್ಯಯನದಲ್ಲಿ ವಿಜ್ಞಾನ ಮತ್ತು ವಾಣಿಜ್ಯ ವಿಭಾಗಕ್ಕಿಂತ ಕಲಾ ವಿಭಾಗದ ಪದವೀಧರರು ಹೆಚ್ಚಿನ ನಿರುದ್ಯೋಗ ದರವನ್ನು ಹೊಂದಿದ್ದಾರೆಂದು ತೋರಿಬಿದ್ದಾರೆ. ವಿಜ್ಞಾನ ಮತು ವಾಣಿಜ್ಯ ವಿಭಾಗದ ಪದವಿಗೆ ಹೋಲಿಬಿದರೆ ಇಂಜನಿಯರ್ ಮತ್ತು ತಂತ್ರಜ್ಞಾನದ ವಿಷಧ ಮತ್ತು ಪಶುವೈದ್ಯಕೀಯ ವಿಜ್ಞಾನ ವಿಭಾಗಗಳು ವೇಗವಾಗಿ ಪ್ರವೇಶ ದಾಖಲಾತಿಯನ್ನು ಮತ್ತು ಉದ್ಯೋಗವನ್ನು ಹೊಂದುತ್ತಿವೆ. ಆದರೆ ಕಲೆ ವಿಜ್ಞಾನ ಮತ್ತು ವಾಣಿಜ್ಯ ನಿರ್ವಹಣೆಯ ವಿಷಯದ ಪದವಿ, ಸ್ನಾತಕೋತ್ತರ ಪದವಿ ವಿದ್ಯಾರ್ಥಿಗಳ ಉದ್ಯೋಗವಕಾಶಗಳು ಇಂಜನಿಯರ್ ಮತ್ತು ತಂತ್ರಜ್ಞಾನದ ಅರ್ಧದಷ್ಟು ಉದ್ಯೋಗ ಸಾಮರ್ಥ್ಯ ಬೆಳೆಯಲು ಸಾಧ್ಯವಾಗುತ್ತಿಲ್ಲ. ಅವರ ಮತ್ತೊಂದು ಅಧ್ಯಯನವೆಂದರೆ ವೃತ್ತಿಪರ ಅರ್ಹತೆ ಹೊಂದಿರುವ ವಿದ್ಯಾರ್ಥಿಗಳು ಹೆಚ್ಚಾಗಿ ಉನ್ನತ ಸಾಮಾಜಿಕ ಆರ್ಥಿಕ ಹಿನ್ನೆಲೆಯಿಂದ ಬಂದವರು. ಇಂದಿನ ಅದ್ದರಿಂದ ಇಂದಿನ ಸವಾಲಿನ ಶಿಕ್ಷಣ ಮತ್ತು ಆರ್ಥಿಕ ಪರಿಸ್ಥಿತಿ ಎಂದರೆ ಪದವೀಧರ ವಿದ್ಯಾರ್ಥಿಗಳು ಕೇವಲ ಶೈಕ್ಷಣಿಕ ಜ್ಞಾನವನ್ನು ತಿಳಿದುಕೊಳ್ಳುವುದು ಮಾತ್ರವಲ್ಲದೆ ಎಲ್ಲ ವಿದ್ಯಾರ್ಥಿಗಳು ತಮ್ಮ ಉದ್ಯೋಗದ ನಿರೀಕ್ಷೆಗಳನ್ನು ಹೆಚ್ಚಿಸುವ ಕೌಶಲ್ಯಗಳನ್ನು ಪಡೆಯಬೇಕು

ಉದ್ಯೋಗ ಸಾಮರ್ಥ್ಯ (Employability) : ಉದ್ಯೋಗ ಕೌಶಲ್ಯಗಳನ್ನು ಶಿಕ್ಷಣ, ತರಬೇತಿ, ಕೆಲಸದ ಅನುಭವ, ಆಸಕ್ತಿಗಳು ಮತ್ತು ಇತರೆ ಪಠ್ಯೇತರ ಚಟುವಟಿಕೆಗಳ ಸಮಯದಲ್ಲಿ ಅಭಿವೃದ್ಧಿಪಡಿಸಬಹುದಾದ ಸಾಮರ್ಥ್ಯಗಳು ಅಥವಾ ಸಾಮರ್ಥ್ಯದ ಶ್ರೇಣಿ ಎಂದು ವ್ಯಾಖ್ಯಾನಿಸಬಹುದು."ಉದ್ಯೋಗ ಸಾಮರ್ಥ್ಯ" ಪರಿಕಲ್ಪನೆಯನ್ನು ಉದ್ಯೋಗದೊಳಗೆ ಉದ್ಯೋಗ ಪ್ರಗತಿಯನ್ನು ಮತ್ತು ಉಳಿಸಿಕೊಳ್ಳುವ ವ್ಯಕ್ತಿಯ ಸಾಮರ್ಥ್ಯ ಎಂದು ವ್ಯಾಖ್ಯಾನಿಸಲಾಗಿದೆ. ವಿವಿಧ ರೀತಿಯ ಉದ್ಯೋಗಗಳು ವಿಭಿನ್ನ ಉದ್ಯೋಗದ ಸಾಮರ್ಥ್ಯಗಳನ್ನು ಹೊಂದಿವೆ ಎಂದು ಗುರುತಿಸಲಾಗಿದೆ. (ಬೆಲ್ಟ್ ಮತ್ತು ಇತರರು, 2010 : 1-5, ಯು.ಕೆ.ಸಿ.ಇ.ಎಸ್ 2010 : 23) ಸಾಮರ್ಥ್ಯ ಅಥವಾ ಉದ್ಯೋಗಿ

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A STUDY ON IDENTIFYING THE PRESENCE OF SKILL-RELATED COMPONENTS OF EMPLOYABILITY IN THE POSTGRADUATE CURRICULA OF KUVEMPU UNIVERSITY.

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Abstract: *Higher Education institutions and Universities are dynamic spaces for personal development and intellectual exploration, we all live in a society where job attainment is often paramount to a person's overall well-being. Thus, for many students, the University is not only a place for development, but also a pathway to a better career and financial opportunities for themselves, their families and their communities. Consequently, for many students, pursuing higher education involves a cost-benefit analysis. The students need to think about how the universities are developing their employability because employability is strongly correlated with the growth ability of long-term professional and personal success. Therefore the University has established an initiative to ensure that each of its student engages with these aspects of Employability skills and has integrated it into the academic curriculum in all disciplines. Postgraduates have been admitted to the importance of employability and engaging in dynamic learning opportunities. This research paper explores ways to identify the presence of skill-related components of employability in selected postgraduate curricula of Kuvempu University as perceived by teachers of Postgraduate departments.*

Key Words: Skills, Employability, Curriculum, Postgraduates, Teachers, Higher Education.

Introduction:

Education plays an important role in creating change in a planned way and is tasked with converting people into human resources. Higher education is viewed as a civilizing and enlightening force that heightens consciousness, broadens horizons, deepens comprehension, sharpens perceptions, and intensifies

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"A STUDY ON COMPARING THE SKILLS OF EMPLOYABILITY AMONG POSTGRADUATE STUDENTS OF KUVEMPU UNIVERSITY OF DIFFERENT LEVELS OF SOCIO-ECONOMIC STATUS"

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2. DR.S.S.PATIL, Professor, Department of PG Studies and Research in Education, Kuvempu University, Jnana Sahyadri, Shankaraghatta, Shivamogga, Karnataka. India

Abstract : *Higher education provides the freedom to live life comfortably and on one's own terms. Nurturing and utilising human resources should be the top concern of any country that envisions its all-around development. The employability skills of students have been a matter of concern for all higher education institutions. Employability skills are a group of essential abilities that involve the development of a knowledge base, expertise level, and mindset and are increasingly necessary for success in the modern workplace. The thrust on making students employable is absolutely necessary for most institutions. India has a highly diverse demographic background in terms of socioeconomic, educational, and cultural status. The majority of postgraduate students are from various socio-economic backgrounds and locations. The socio-economic status of the family plays an important role in the development of the students. This research paper tries to find out the presence of a relationship between different levels, socio-economic status, and employability skills among postgraduate students of Kuvempu University.*

Keywords: Employability Skill, Socio-Economic Status, Higher Education, Postgraduates.

Introduction:

The Indian higher education system is one of the largest in the world. In terms of the 35.7 million students currently enrolled in universities and colleges. According to the National Employability Enhancement Mission (NEEM), the government has set a target to increase the gross enrolment ratio (GER) in higher education to 30% by the end of the year 2020. But the recent All India Survey on Higher Education (AISHE, P...

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Presented a paper on the topic "Significance Of learning Science at Elementary Education" in the Conference.

Prof. Jogan Shankar	Dr. Geetha. C	Dr. Jagannath K. Dange	Prof. S.S.Patil
Hon'ble Vice Chancellor, Kuvempu University	Organising Secretary	Organising Secretary	Conference Director

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Prof. M. S. Talawar
Programme Co-ordinator &
Centre Director, IUCTE, RIE, Mysuru

Prof. Y. Sreekanth
Principal, RIE, Mysuru.
Chairman, IUCTE

JSS Mahavidyapeetha, Mysuru

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Presented a paper on the topic 'Role of Print Media In Education' in the Conference.

Prof. Jogan Shankar	Dr. Geetha. C	Dr. Jagannath K. Dange	Prof. S.S.Patil
Hon'ble Vice Chancellor, Kuvempu University	Organising Secretary	Organising Secretary	Conference Director

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P.G. Department of Education, Kuvempu University has participated as a delegate/Rapporteur/Chairman for technical session/key note speaker/invited speaker of a plenary session/presented a paper in a two-day International Conference on "REACHING THE UNREACHED THROUGH EDUCATION" held on 15th and 16th March 2019 organized by Department of Education, Kuvempu University, Jnanasahyadri, Shankaraghatta-577451, Shivamogga Dist. Karnataka State. India.

Presented a paper on the topic Initiations of Government of India & Government of Karnataka towards Enhancing Employability among students of Higher Educations in the Conference.

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Topic "Achieving Academic Excellence Through YOGA Education."

(Dr. Kamakhya Kumar)
Organizing Chair

(Dr. L.N. Joshi)
Organizing Secretary

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Presented a paper on the topic "Developing a multimodel Mathematics Teaching Strategy for High School Students - An attempt" in the Conference.

Prof. Jogan Shankar	Dr. Geetha. C	Dr. Jagannath K. Dange	Prof. S.S.Patil
Hon'ble Vice Chancellor, Kuvempu University	Organising Secretary	Organising Secretary	Conference Director

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Presented a paper on the topic Entrepreneurship Education. in the Conference.

Prof. Jogan Shankar	Dr. Geetha. C	Dr. Jagannath K. Dange	Prof. S.S.Patil
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Professor & Dean, Dept. of Education, Kuvempu University, Shimoga has participated as a delegate/Rapporteur/Chairman for technical session/key note speaker/invited speaker of a plenary session/presented a paper in a two-day International Conference on "REACHING THE UNREACHED THROUGH EDUCATION" held on 15th and 16th March 2019 organized by Department of Education, Kuvempu University, Jnanasahyadri, Shankaraghatta-577451, Shivamogga Dist. Karnataka State. India.

Presented a paper on the topic A Strategy Shift in Language Learning in the Conference.

Prof. Jogan Shankar	Dr. Geetha. C	Dr. Jagannath K. Dange	Prof. S.S. Patil
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DEPARTMENT OF MANAGEMENT STUDIES

Letter of Appreciation

Dear **Prof. S.S. Patil, Vice Chancellor, Kuvempu University**

We express our sincere gratitude to you for being a Resource Person for the Two-Week Faculty Development Programme on **"Paradigm Shift in Higher Education Teaching : Vision 2030"**, organized by our Department from 8th to 19th July 2019 and for taking the technical session on the subject / topic: **Sustainable Education** on **08.07.2019**

We thank you for sharing your intellect & experience and appreciate your valuable support and contribution to our programme.

We look forward to your further support to our academic and developmental activities in future also.

Best regards.

D.K. Vikrama

Dr. Vikrama D.K.
Asst. Professor - MBA &
FDP Co-Ordinator

Srikant

Dr. C. Srikant
Director - MBA
FDP Convener

Hara

Dr. H.R. Mahadevaswamy
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JNNCE, Shivamogga

Al-Mahmood B.Ed. College

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Certificate of Appreciation

Presented to

Prof. S S Patil

Department of P.G Studies and Research in Education, Kuvempu University

In greatful appreciation of his valuable contribution as a resource person in One day State-Level Workshop on "Preparation of Balanced Question Paper for Two-Year B.Ed. Programme" held at Al-Mahmood B.Ed. College, Shivamogga- 577 202 Karnataka on 2nd June 2023.

Workshop Director

President

Organizing Secretary

Sri Taralabalu Jagadguru Education Society(R.), Sirigere

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Title of the Paper : Barriers and challenges in Inclusive Education in India with Special reference to Teacher Preparation

Dr. Santosh Kumar R.
Co-ordinator

Dr. K.T. Nagaraja Naik
Organising Secretary and Principal

Dr. H.V. Vamadevappa
Seminar Director

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Women's Study Centre

Kuvempu University

Women's Study Centre,

Jnana Sahyadri, Shankaraghatta - 577451

Certificate

This is to certify that

Sri/Smt/Mr/Ms/Dr/Prof Prof. S.S. Patil, Professor, Dept. of Education, KU

has participated/presented an invited paper/theme paper/ paper in National Conference on "Postmodern Feminist Paradigm : Indian Experience and Strategies for Development" held on 12th and 13th March, 2020 organized by Women's Study Centre, Kuvempu University, Jnana Sahyadri, Shankaraghatta - 577 451, Karnataka.

Prof. B.P Veerabhadrappa
Hon'ble Vice-Chancellor

Dr. S. Padmamma
Organising Secretary

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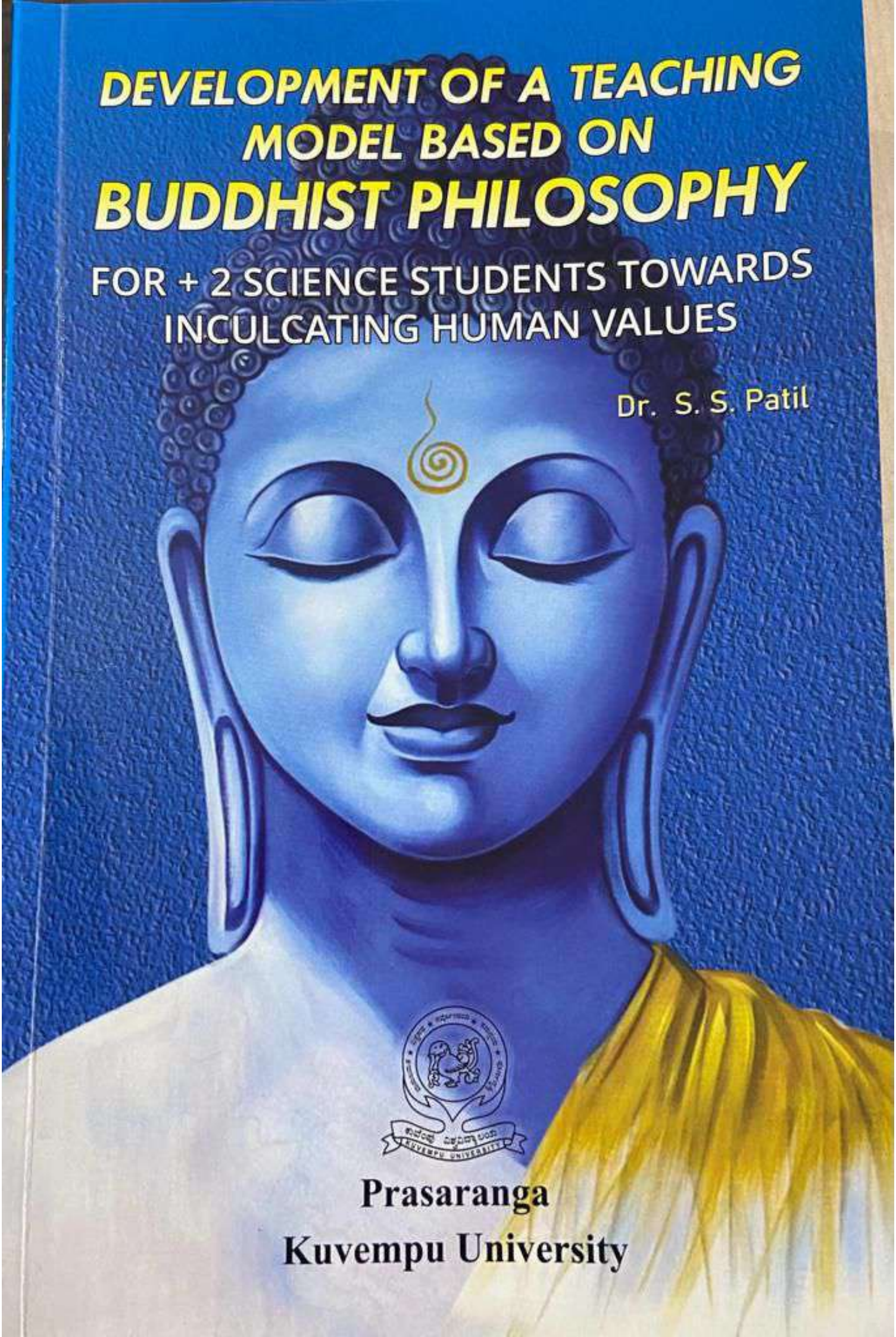
FOR + 2 SCIENCE STUDENTS TOWARDS INCULCATING HUMAN VALUES

Dr. S. S. Patil



Prasaranga
Kuvempu University

TEACHERS STANDARD PERFORMANCE AND CODE OF ETHICS IN TEACHING & PROFESSIONAL DEVELOPMENT

Mrs. Shilpa. V & Prof. S.S Patil

*Research Scholar, P.G. Department of Education, Kuvempu University, Shankaraghatta-577451 Email: **shilpav03@gmail.com**

**Professor, P.G. Department of Education, Kuvempu University, Shankaraghatta- 577451

Abstract

The vital role of teachers in shaping potential behaviour of students is great challenge for every teacher. For successful implementation of this challenging task, teachers must possess expected level of knowledge, skills and values. The Various concepts in education that emerged at different time will be resulted in desirable changes if those are understood and implemented in a systematic manner. The quality of education can be ensured only through improving the quality of teaching. Quality teaching and student learning are tightly interconnected and both have direct relationship to improving the quality of education. Teacher quality in education systems around the world, professional standards for teachers have been considering, developing and implementing globally in various forms. Teachers are being considered as an integral part of the solution to current deficits in education. These initiatives aim to raise the status of teaching as a profession and to provide stronger incentive for professional learning. It is essential to protect freedom to learn as well as to teach and to provide quality of education to the entire population. The largeness of work involved in professional teaching is increasing as well as the expectations. Teachers have to accept the responsibility to adhere to the highest ethical standards and should know about the teacher's performance standards. The purpose of this paper has identifies teaching standards of the knowledge, dispositions, and skills expected of effective teachers, explains what teachers should know, how they should perform, and the required outlook for effective and quality teaching. And also this paper is to discusses how teacher develops the teaching ethical standard professionalism within this purpose the definitions of profession, professional, professionalism, the code of ethics in teaching professionalism will be discussed.

Keywords: Teacher's Standard Performance, profession, professional, Professionalism, Code of Ethics

Introduction:

Now a day, all the newly formulated education policies are concentrated more specifically at the issue of "teacher quality" which means the ability of teachers or a teaching faculty to develop student learning outcome and actualise expected standards for teaching performance. The quality teaching requires considerable knowledge, skill, and ethics which should be developed as a teacher, and career progress. The induction process is designed for the new appointed teacher to offer new teachers a chance to support and guide teachers' professional development after being qualified into the status of a teacher. The No Child Left Behind Act also facilitates a formal definition concerning constituents of high-quality professional development and demands schools to report the percentage of their teaching faculty that really meet the law's definition of a "highly qualified teacher." The professional development should take the form of a "comprehensive, sustained, universal, and intensive approach to improving teachers' and principals' efficiency in elevating the academic achievement of learners." Therefore, both teacher's performance standards and code of ethics have got a crucial role in enhancing the quality of education as well as professional development of teachers.

Teachers' Performance Standards;

As per the justification of the Department for Education, the teaching standards were developed to "set a clear baseline of expectations for a) The professional practice, b) Conduct of teachers, and C) Defining the minimum level of practice that is expected from a teacher's. The teaching quality is the single most

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"Initiations of Government of India towards Enhancing Skills of Employability among Females"

Mrs. Shilpa V
Research Scholar
PG Department of Education , Kuvempu University

Dr. S.S. Patil
Professor
PG Department of Education, Kuvempu University

Introduction:

In almost every country in the world, men are more likely to participate in employment than women. However, these gender differences in participation rates have been narrowing substantially in recent decades. Now days we have to be understanding about how and why these changes are taking place. Because of Feminism is a social movement and ideology that fights for the political, economic and social rights for women. Feminists believe that men and women are equal, and women deserve the same rights as men in society. Feminism is the view that all humans are

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Innovative Pedagogy And Effective Teaching-Learning To Promote NEP-2020

Editors

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Ravi H

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Prof. A. Ramegowda , Professor and Chairman, Department of PG Studies and Research in Social Work and Sociology, Kuvempu University, is a personification of synthesis of sociology education. He has 39 years of teaching experience. Prof.A Ramegowda has played multiple roles and occupied sociology fraternity and his contribution towards the integrated and robust growth of PG Department of Social Work at Kuvempu University. He has held a variety of administrative positions at Kuvempu University, including that of Registrar. The Health and Education Development Association in Delhi presented him with the "Lifetime Education Achievement Award-2006." He also has a long list of publications to his name, including books, journal papers, and research assistance for both M.Phil. and Ph.D. students. He travelled to Sweden, Manchester, Paris, Malaysia, Singapore, Japan, and Thailand as part of his academic pursuits.

National Education Policy-2020

Dr. Dileep Kumar, Faculty, Department of Studies and Research in Social Work, Kuvempu University has decade of varied experience in Social Work education and extension activities and he was conducted Ph.D. under the guidance of Prof. Ramesh B. and Dr. Dileep Kumar has continues to strengthen social work education through his publication and application of Social Work knowledge in community level. He has a number of papers in national and international journals, as well as a chapter in an edited book. He has hosted various workshops and seminars, including a state-level social work camp in Karnataka, and he has remained committed to improve the lives of rural and disadvantaged students.

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A STUDY ON IDENTIFYING THE EXPERIENTIAL LEARNING ASPECTS OF TH EMPLOYABILITY SKILLS IN THE PRESENCE CURRICULUM OF POSTGRADUATE OI KUVEMPU UNIVERSITY

Dr. Shilpa. V, *Faculty Member, Department of PG Studies and Research in Education, Kuvempu University, Jnana Sahyadri, Shankaraghatta, Shivamogga, Karnataka. India.*
E Mail: shilpav03@gmail.com

Abstract

Higher education is the main instrument for development & change. The main role of higher education is to train students by improving their knowledge, skills, attitudes and capacities to empower students as critical and reflective learners for life and earning a degree with employability. According to the India Skills Report 2019, around 70% of the youth face problems in finding desirable jobs due to a lack of professional guidance and job readiness. Lack of employability skills is one of the many issues that discourage youth from exploring different career options. Moreover, with a few quality institutions, it is tough for many students to develop their skills during their regular degree program. Because of disables educational institutions to roll out expertise, they lack in the development of curriculums to lifelong learning systems which didn't allow professionals to always stay in touch with the new realities of the field. Therefore, higher education institutions need to improve the employability of their graduates, they have to focus on reducing the skill gap through improvements in the curriculum. Employability Curriculum is based on seven dimensions of employability: Academic Learning, Experiential Learning, Career Maturity, Professional Skills, Career Management, Meaningful Connections, and Global Perspective. The present study analyse the Employability Skills of Experiential Learning aspects in the discipline of Arts, Science and Commerce postgraduate curricula of Kuvempu University.

Keywords: *Employability Skill, Experiential Learning, Higher Education, Postgraduates.*

Introduction: In the 21st century, rapid technological and scientific innovation has fundamentally shifted the nature and structure of employment in developing countries, with a rise in the number of highly skilled professional, technical and managerial jobs. These changes have forever altered the demand for skills, which are crucial to translating creativity, curiosity and innovation into employment and economic growth. As a University, this presents a unique challenge – predominantly when allowing for the aim of 'giving students the best possible set of skills for their future, and the opportunity to draw from deep expertise outside their core discipline. However, the existing education system is heavily focused on theoretical learning and does not include employability skills as part of its regular curriculum. Hence preparing students for fast-paced change in the real world means constant, fast-paced changes to the education syllabus. Universities that allow for faster adaptation of the syllabus during the course, in order for students to remain at maximum employability at the end of the program. A large proportion of the products of the education system are found to lack employable skills. It has considerably reduced the credibility of the higher education system. The utility of higher education in assuring employment remains questionable. Many graduate and postgraduate students do not get jobs in their respective fields. There is a gap between skill requirements for entry-level graduate employment and those offered by higher education institutions. It is a responsibility of higher education institutions to produce graduates with employability skills. It can also give universities better access to information on employer demand for skills. Through curriculum giving students the opportunity to explore their career interests, internships, hands-on experience and other part-time work can also help students develop professional and transferable skills that are sought out by employers across all fields. Experiential learning is one of the aspects in the graduate employability curriculum.

Need and Importance of the Study: In higher educational institutions and colleges, it is found that only the amount of qualified students increases with the lower set of skills and abilities. The result is, that they are providing a substandard level of quality in higher education that leads to a supply of poor

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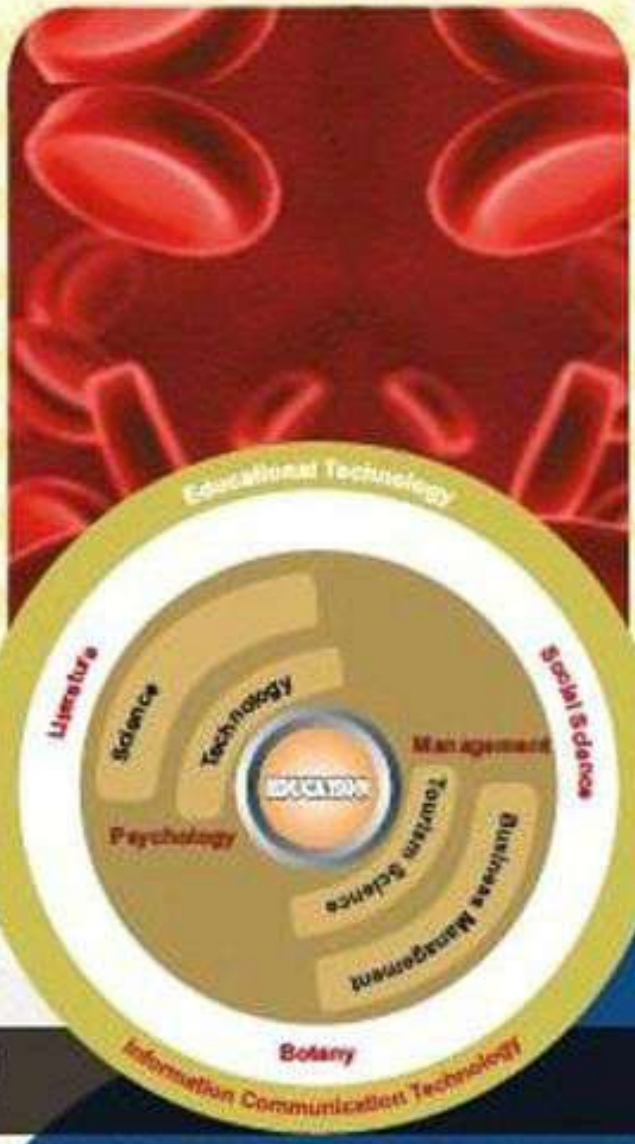

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Dr Mohan Kumar is a well-known teacher Educator and an inspiring Guide, pursued M.A. (History & Sociology) M.Ed., Ph.D. in Education and PGDHE and is presently working as the principal of NDRK College of Education Hassan and put 28 years of teaching Experience. He has attended and delivered special talks in many workshops, conferences and seminars. He has organized national and international seminars and authored Eight Books on Education. He is also published many articles in Journals and magazines. He is a recognized University guide and successfully guided M.Phil. and Ph.D. students in Education. He also acted as coordinator of 2 year B.Ed. curriculum coordination member Syndicate and Academic council member of Mysore University. He also served as District, State & National Teachers Award Committee Member. He is the President of JANA HITHA SABHA Forum. An organization for creating Educational, social, cultural and political awareness among the people.

Dr. Jagannath K. Dange Working for Education,Social Equality and Women empowerment is an Educationist, an excellent speaker, a great critique, writer and inspiring teacher. Pursued his M.Sc. (Psychology), M.A. (Sociology), M.Ed. and Ph.D. in Education. He was the member of curriculum development committee for Two year B.Ed. teacher-education programme constituted by Higher Education Council Karnataka and oriented the teacher - educators of the Karnataka state. His contribution includes a newly developed Theory of Contribution, Life Skills Model and Step Learning Experiences model. He has published Eleven books and developed Blended Learning Material for B.Ed. Course first time in India in collaboration with Common wealth of Learning Canada and also published Two Hundred and Seventy research and conceptual papers. He is working as International peer review committee member for Eleven International online journals. He was honored with Karnataka State "Dr.B.R.Ambedkar ratna" award for 2018 and "Indian Ideal Citizen Award", "Karnataka Bhushana Award and Karnataka Basva Jyothi Award in 2019". His vision is to india must to have "One country one Education system" so that equality can be brought through Education system.

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Quality improvement in TEACHER EDUCATION

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Innovative Pedagogy And Effective Teaching-Learning To Promote NEP-2020

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"Initiations of Government of India towards Enhancing Skills of Employability among Females"

Mrs. Shilpa V
Research Scholar
PG Department of Education , Kuvempu University

Dr. S.S. Patil
Professor
PG Department of Education, Kuvempu University

Introduction:

In almost every country in the world, men are more likely to participate in employment than women. However, these gender differences in participation rates have been narrowing substantially in recent decades. Now days we have to be understanding about how and why these changes are taking place. Because of Feminism is a social movement and ideology that fights for the political, economic and social rights for women. Feminists believe that men and women are equal, and women deserve the same rights as men in society. Feminism is the view that all humans are

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ENHANCEMET OF EMPLOYABILITY SKILLS THROUGH TWO YEARS B.ED PROGRAMME

Shilpa.V, Research Scholar, Department of P.G. Studies and Research in Education, Kuvempu University, Shankaraghatta, Shimoga.Shilpav03@gmail.com. Mob: 9481210678

Abstract:

The Teacher Education has a vital role in the development of the necessary skills among its student teacher to address the needs in the workplace because in our present institutions, degree is no longer enough to guarantee teacher educators satisfying future career. The rest are unable to get suitable employment due to the lack of employable skills. Teacher Educator is too an individual with special skills and abilities. A student teacher is someone equipped with relevant skills and abilities toinstruct a special training in teacher training institutes to obtain certificate to qualify him, to take up employment to teach in schools. Teacher education of the 21st century should focus on training teachers to be reflective in practice, be active in learning, innovative, employability skills. Teacher Education is vital for every teacher to work and live in an increasingly complex, rapidly changing global society are 21st century skills. A good quality curriculum may require an education system to change its definition of what constitutes a 'good' teacher, which may in turn have consequences for recruitment criteria, teacher placement, and teacher professional development. This article tries to explore how two years B.Ed. programme can enhance employability skills for 21st century teachers.

Key words: Teacher Education, Student-Teachers, Employability Skills.

Introduction:

Teaching is a noble profession of national building and teacher education is a professional course preparing 21st century teachers. Preparing one for the profession is difficult task and it involves action from multiple fronts and perspectives. Teachers are the backbone of society as they provide education to the future citizens of the country through their proper instructional activities and behavioural pattern. It is very essential that teacher must be effective to perform adequate behaviour to achieve teaching learning objectives. Teacher preparation is an activity that requires multidisciplinary perspectives and knowledge, the formation of dispositions and values, and the development of practice under the best mentors. Teacher training must be designed on the based in Indian values, ethos, knowledge, and traditions by incorporating technological advancement and pedagogical development attuned to the needs of the time.

TEACHERS STANDARD PERFORMANCE AND CODE OF ETHICS IN TEACHING & PROFESSIONAL DEVELOPMENT

Mrs. Shilpa. V & Prof. S.S Patil

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Abstract

The vital role of teachers in shaping potential behaviour of students is great challenge for every teacher. For successful implementation of this challenging task, teachers must possess expected level of knowledge, skills and values. The Various concepts in education that emerged at different time will be resulted in desirable changes if those are understood and implemented in a systematic manner. The quality of education can be ensured only through improving the quality of teaching. Quality teaching and student learning are tightly interconnected and both have direct relationship to improving the quality of education. Teacher quality in education systems around the world, professional standards for teachers have been considering, developing and implementing globally in various forms. Teachers are being considered as an integral part of the solution to current deficits in education. These initiatives aim to raise the status of teaching as a profession and to provide stronger incentive for professional learning. It is essential to protect freedom to learn as well as to teach and to provide quality of education to the entire population. The largeness of work involved in professional teaching is increasing as well as the expectations. Teachers have to accept the responsibility to adhere to the highest ethical standards and should know about the teacher's performance standards. The purpose of this paper has identifies teaching standards of the knowledge, dispositions, and skills expected of effective teachers, explains what teachers should know, how they should perform, and the required outlook for effective and quality teaching. And also this paper is to discusses how teacher develops the teaching ethical standard professionalism within this purpose the definitions of profession, professional, professionalism, the code of ethics in teaching professionalism will be discussed.

Keywords: Teacher's Standard Performance, profession, professional, Professionalism, Code of Ethics

Introduction:

Now a day, all the newly formulated education policies are concentrated more specifically at the issue of "teacher quality" which means the ability of teachers or a teaching faculty to develop student learning outcome and actualise expected standards for teaching performance. The quality teaching requires considerable knowledge, skill, and ethics which should be developed as a teacher, and career progress. The induction process is designed for the new appointed teacher to offer new teachers a chance to support and guide teachers' professional development after being qualified into the status of a teacher. The No Child Left Behind Act also facilitates a formal definition concerning constituents of high-quality professional development and demands schools to report the percentage of their teaching faculty that really meet the law's definition of a "highly qualified teacher." The professional development should take the form of a "comprehensive, sustained, universal, and intensive approach to improving teachers' and principals' efficiency in elevating the academic achievement of learners." Therefore, both teacher's performance standards and code of ethics have got a crucial role in enhancing the quality of education as well as professional development of teachers.

Teachers' Performance Standards;

As per the justification of the Department for Education, the teaching standards were developed to "set a clear baseline of expectations for a) The professional practice, b) Conduct of teachers, and C) Defining the minimum level of practice that is expected from a teacher's. The teaching quality is the single most

Prof. A. Ramegowda , Professor and Chairman, Department of PG Studies and Research in Social Work and Sociology, Kuvempu University, is a personification of synthesis of sociology education. He has 39 years of teaching experience. Prof.A Ramegowda has played multiple roles and occupied sociology fraternity and his contribution towards the integrated and robust growth of PG Department of Social Work at Kuvempu University. He has held a variety of administrative positions at Kuvempu University, including that of Registrar. The Health and Education Development Association in Delhi presented him with the "Lifetime Education Achievement Award-2006." He also has a long list of publications to his name, including books, journal papers, and research assistance for both M.Phil. and Ph.D. students. He travelled to Sweden, Manchester, Paris, Malaysia, Singapore, Japan, and Thailand as part of his academic pursuits.

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Dr. Dileep Kumar, Faculty, Department of Studies and Research in Social Work, Kuvempu University has decade of varied experience in Social Work education and extension activities and he was conducted Ph.D. under the guidance of Prof. Ramesh B. and Dr. Dileep Kumar has continues to strengthen social work education through his publication and application of Social Work knowledge in community level. He has a number of papers in national and international journals, as well as a chapter in an edited book. He has hosted various workshops and seminars, including a state-level social work camp in Karnataka, and he has remained committed to improve the lives of rural and disadvantaged students.

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A STUDY ON IDENTIFYING THE EXPERIENTIAL LEARNING ASPECTS OF TH EMPLOYABILITY SKILLS IN THE PRESENCE CURRICULUM OF POSTGRADUATE OI KUVEMPU UNIVERSITY

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Abstract

Higher education is the main instrument for development & change. The main role of higher education is to train students by improving their knowledge, skills, attitudes and capacities to empower students as critical and reflective learners for life and earning a degree with employability. According to the India Skills Report 2019, around 70% of the youth face problems in finding desirable jobs due to a lack of professional guidance and job readiness. Lack of employability skills is one of the many issues that discourage youth from exploring different career options. Moreover, with a few quality institutions, it is tough for many students to develop their skills during their regular degree program. Because of disables educational institutions to roll out expertise, they lack in the development of curriculums to lifelong learning systems which didn't allow professionals to always stay in touch with the new realities of the field. Therefore, higher education institutions need to improve the employability of their graduates, they have to focus on reducing the skill gap through improvements in the curriculum. Employability Curriculum is based on seven dimensions of employability: Academic Learning, Experiential Learning, Career Maturity, Professional Skills, Career Management, Meaningful Connections, and Global Perspective. The present study analyse the Employability Skills of Experiential Learning aspects in the discipline of Arts, Science and Commerce postgraduate curricula of Kuvempu University.

Keywords: *Employability Skill, Experiential Learning, Higher Education, Postgraduates.*

Introduction: In the 21st century, rapid technological and scientific innovation has fundamentally shifted the nature and structure of employment in developing countries, with a rise in the number of highly skilled professional, technical and managerial jobs. These changes have forever altered the demand for skills, which are crucial to translating creativity, curiosity and innovation into employment and economic growth. As a University, this presents a unique challenge – predominantly when allowing for the aim of 'giving students the best possible set of skills for their future, and the opportunity to draw from deep expertise outside their core discipline. However, the existing education system is heavily focused on theoretical learning and does not include employability skills as part of its regular curriculum. Hence preparing students for fast-paced change in the real world means constant, fast-paced changes to the education syllabus. Universities that allow for faster adaptation of the syllabus during the course, in order for students to remain at maximum employability at the end of the program. A large proportion of the products of the education system are found to lack employable skills. It has considerably reduced the credibility of the higher education system. The utility of higher education in assuring employment remains questionable. Many graduate and postgraduate students do not get jobs in their respective fields. There is a gap between skill requirements for entry-level graduate employment and those offered by higher education institutions. It is a responsibility of higher education institutions to produce graduates with employability skills. It can also give universities better access to information on employer demand for skills. Through curriculum giving students the opportunity to explore their career interests, internships, hands-on experience and other part-time work can also help students develop professional and transferable skills that are sought out by employers across all fields. Experiential learning is one of the aspects in the graduate employability curriculum.

Need and Importance of the Study: In higher educational institutions and colleges, it is found that only the amount of qualified students increases with the lower set of skills and abilities. The result is, that they are providing a substandard level of quality in higher education that leads to a supply of poor

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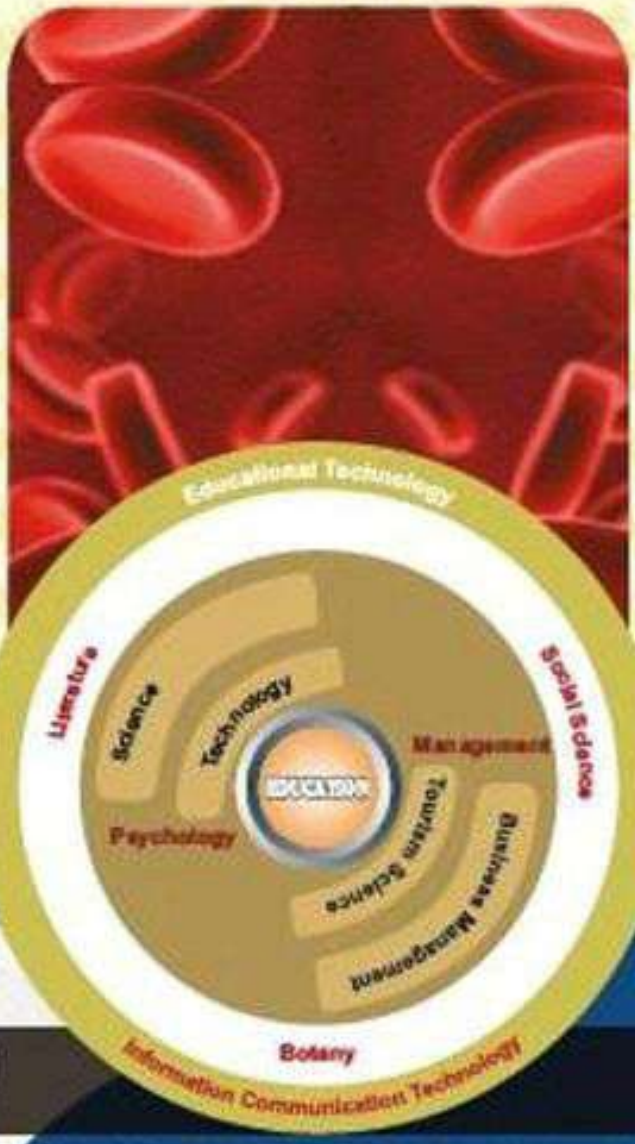

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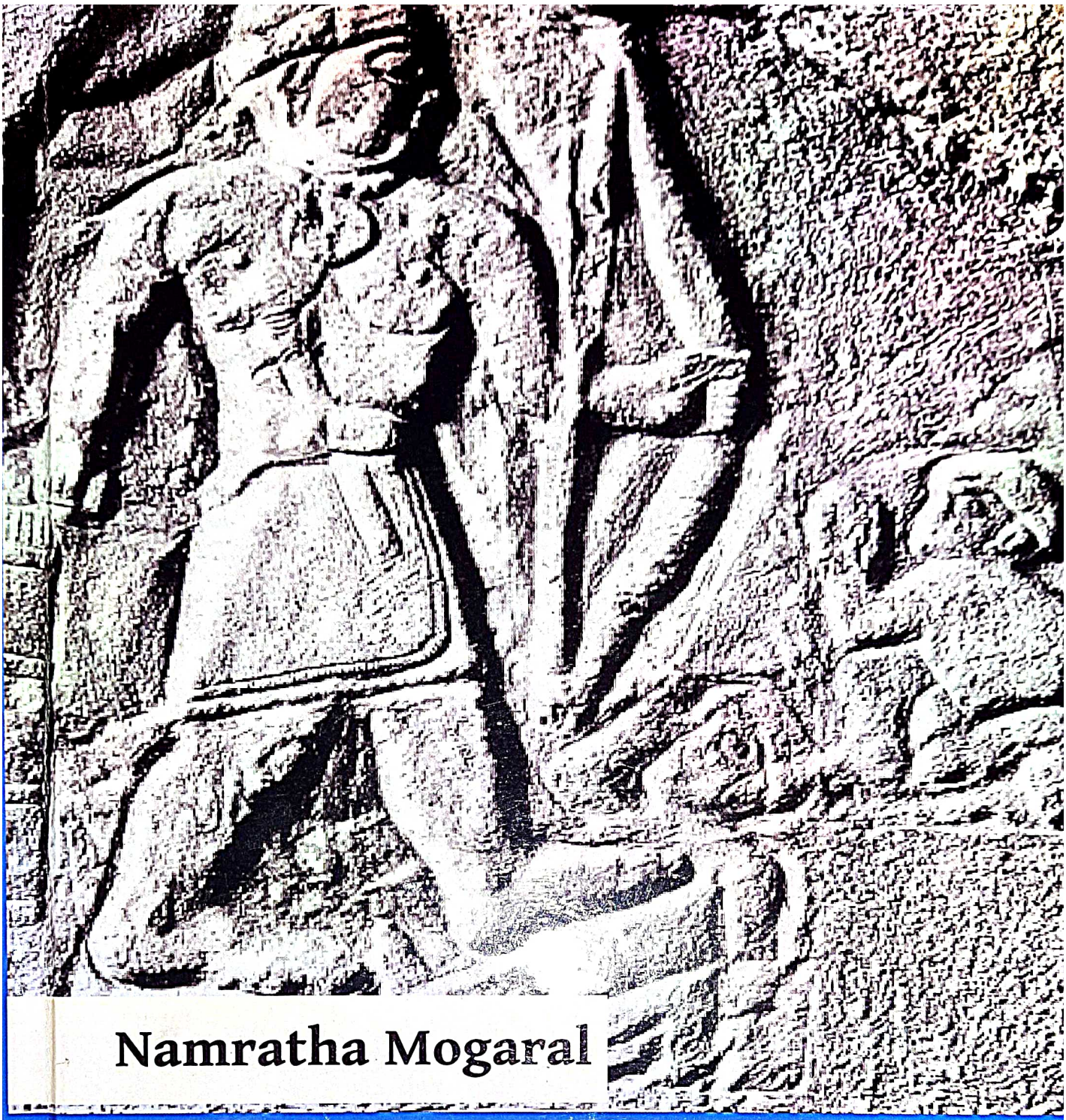

Namratha Mogaral

In the Shadow of Ram

A Translation of Visnu-Hare and Treta ka Takur Inscriptions of the Gahadavalas at Ayodhya : Issues and Challenges

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In the Shadow of Ram

A Translation of Visnu-Hare and Treta ka Takur Inscriptions of the Gahadavalas at Ayodhya : Issues and Challenges

This book argues that the inscription found in the now extinct Babri masjid should be named as Visnu-hare instead of Visnu-hari since this title does not refer to any god but to the three Gahadavala rajas who had it made. It also challenges that the Sanskrit phrase janma bhumi means Ram's birth place; instead it suggests that in this language jan means folk rather, referring to Ayodhya as land of folk. The Gahadavala temple there had been renovated from an earlier Chola temple at the spot. It was dedicated to goddess Sri Sundara Amman, the Telugu Jaina goddess of beauty & art and devadasi cult. And the so called Ram foot prints found there belonged to the Gahadavala heir Vallabha.

Further it proposes that the Gahadavala kings during the time of the inscription circa 10th century CE had become intermarried for three generations into the Ghaznavid and Suri-Shahi families who ruled Samarkhand and the Sindh provinces and formed an international elite. The Babri masjid dedicated to sambo shankara and a whole series of masjid- temple complexes at Kashi, Mathura, Prabhasa and elsewhere were the outcome of these interfaith marriages. During the time of the Gahadavala heir Vallabha, who took the title Prithviraj Chauhan Karpura and who had married none other than Padmavati the princess of Sri Lanka, the temples must have become extinct due to Bhakti ages' sectarian politics on the Hindu side, as all these temples had been dedicated to devadasi practice.

Namratha Mogaral teaches at Kuvempu University in Karnataka, India. This is her first book on epigraphy translation. Currently she is working on a translation of the edicts of Asoka.

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Translation: Theory in Practice

A Festschrift
In Honour of Emeritus Professor
Dr C. R. Yaravintelimath

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Problems of Translating *Kusumabale:* Fitting Kannada Kernels into English Shells

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Kusumabale by Devanoora Mahadeva is one of the most important works (novels) in Kannada literature. The reaction to this work has been varied. It has been praised for its linguistic complexity just as it has been considered as difficult and obscure. Some people have even said that it needs to be translated into Kannada first. Though the statement is ironic, it has to be accepted that *Kusumabale* has a rich texture that is not easy to comprehend at a single reading. The complexity is not just because of the use of a non-standard dialect that many readers are not familiar with. The complexity of *Kusumabale* is many layered.

Translating such a work is no easy task. This work has been translated into English by Susan Daniel in 2015. The responsibility of translating such a major, complex and iconic text has been well-borne by the translator. The passion and effort of the translator is clearly evident in every page of the translation. As the translator herself says, she was warned 'Don't venture' when she made known her desire to translate the work.

Translation is both an intellectual and emotional process. At the intellectual level, the translator has to make choices about finding equivalences for lexis, syntax, etc of the source text in the target text. She has to make choices about translating certain words for which there is no equivalence in the target text. The very title of the work poses this problem. Is it better to keep the

title as *Kusumabale* or translate it as 'the daughter of flower'? The translator has decided to retain the title of the source text. Then there is the question of syntax. As the translator has noted, English and Kannada are syntactically different languages. Further there will have to be choices made about translating cohesion. These are intellectual processes that need a painstaking effort.

On the other hand, translation is an emotional activity. The translator has to experience the source text not just read it, according to Daniel herself. For that the translator has had many reading sessions by people who could recite the work well. She has tried to let the work sink into her. The translator notes that *Kusumabale* has to be read aloud. To translate the rhythms of this orality into English poses many problems for the translator.

In this essay, I will try to develop one of the issues raised by the translator in her note to the translation. The issue has to do with sentence length and punctuation. For my purpose I will analyse the first section of the work called 'and so it was.' I will try to look at the choices made about the number of sentences and punctuations by comparing the target text with the source text.

As earlier noted English and Kannada have many differences in the way they organize experience into sentence structure. What can be said in one sentence in Kannada particularly with respect to literary translation may be found difficult to be translated as a single sentence in English. If we look at this particular section of *Kusumabale,* the source text has seven sentences. The translated text has ten sentences. Thus it has not been possible for the translator to show exact 'fidelity' (I am not saying that this is a defect of translation. I am merely noting the fact). But wherever the translator has to replace a single sentence in source text with two sentences in target text, the translator has begun the new sentence with words like 'and,' 'then,' 'also' and 'so too.' In other words, the cohesive links are

used at the very beginning to probably retain the feeling that a new sentence is a continuation of the old, to retain as much as possible the 'rhythm' of the target text which has lesser breaks provided by periods.

In terms of punctuation also we can see a difference between the source text and the target text. The role of punctuation is to mimic the spoken rhythm and they often occur in non-literary texts as an indicator of tone group or as an indicator of intonation. They are the spaces where a pause is intended. So in a text like *Kusumabale* which depends on the rhythms of orality, punctuation, or rather the absence of it can be very important. If we look at the first six sentences of the source text, we can see that, other than periods, there are only two punctuation marks, both commas. We find that the situation is entirely different in the target text.

The first sentence in the source text has one comma, whereas the first sentence in the target text has five. The second sentence has one comma in source text and in target text we have three. The third sentence in the source text has no commas. In the target text the third sentence has been divided into two sentences having one and two commas respectively. The fourth and fifth sentences in both the source text and target text have no commas, but they are very short sentences. The sixth sentence in the source text has no commas but in the target text we have three. Thus in this sample of six sentences, where we have two commas in the source text, we have fourteen commas in the target text. The translator talks about this translation being colon-ized, but it appears from this sample that it is 'comma' defied!

One of the effects of this is on the rhythm of *Kusumabale.* The source text has lesser pauses and periods. Even when you read it silently, it has an effect on the rhythm. There is a continuity which breaks down in the target text. In terms of sentences, this breaking down of continuity has been addressed to a certain extent by the use of explicit cohesive devices at the very beginning of sentences to indicate continuity. In terms of commas no such

compensation has been possible. So while translating from Kannada to English, the problem of punctuation is manifest. Whether this is inevitable or whether we can find a way to address this issue is for the translators to find out.

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ಕುವೆಂಪು : ಪೂರ್ಣದೃಷ್ಟಿ

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– ಡಾ. ಬಿ. ವಿ. ರಾಮಪ್ರಸಾದ್

ಪ್ರತಿ ಇಪ್ಪತ್ತು ಕಿಲೋಮೀಟರ್ಗಳಿಗೆ ಭಾಷೆ ಬದಲಾಗುತ್ತದೆ ಎಂದು ಹೇಳಲಾಗುತ್ತದೆ. ಕುವೆಂಪುರವರ ಮಲೆಗಳಲ್ಲಿ ಮದುಮಗಳು ನಡೆಯುವುದೆ ಸುಮಾರು ಐದು ಕಿಲೋಮೀಟರ್ ವ್ಯಾಪ್ತಿಯ ಸಣ್ಣ ಜಗತ್ತಿನಲ್ಲಿ (ಶಿಗಿ, ಬಾಲಸುಬ್ರಮಣ್ಯ). ಈ ಮಲೆನಾಡಿನ ಮೂಲೆಯ ಸಣ್ಣ ಜಗತ್ತಿನಲ್ಲೆ ಕಾಣುವ ಭಾಷಾವೈವಿಧ್ಯತೆ ಮತ್ತು ಕುವೆಂಪು ಅದನ್ನು ಬಳಸಿರುವ ರೀತಿ ಬೆರಗನ್ನು ಉಂಟು ಮಾಡುತ್ತದೆ. ಈ ಸಣ್ಣ ಲೋಕದಲ್ಲಿ ತುಳು, ಉರ್ದು, ಭಾಷೆಗಳಲ್ಲದೆ ಕನ್ನಡದ ಬೇರೆ ಬೇರೆ 'ಉಪಭಾಷೆ'ಗಳೂ ಇವೆ.

ಯಾವುದೆ ಒಂದು ಪ್ರದೇಶದಲ್ಲಿ ಭಾಷಾವೈವಿಧ್ಯತೆಯಿರುವುದು. ಭಾರತದಲ್ಲಂತೂ ಸಾಮಾನ್ಯ. ಬೇರೆ ಬೇರೆ ಭಾಷೆಗಳಲ್ಲದೆ ಒಂದೇ ಭಾಷೆಯ ಬೇರೆ ಬೇರೆ ಉಪಭಾಷೆಗಳೂ ಇರುತ್ತವೆ. ಇಲ್ಲಿ ಕನ್ನಡ ಅನ್ನುವ ಒಂದು ಭಾಷೆಯಿದೆ, ಹಾಗೂ ಅದಕ್ಕೆ ಕೆಲವು ಉಪಭಾಷೆಗಳಿವೆ ಎಂಬ ಅರ್ಥದಲ್ಲಿ ಉಪಭಾಷೆ ಅನ್ನುವ ಪದವನ್ನು ಬಳಸಿಲ್ಲ. ಕನ್ನಡದ ಎಲ್ಲಾ ಪ್ರಭೇದಗಳೂ, 'ಶಿಷ್ಟ ಭಾಷೆ' ಅನ್ನಿಸಿಕೊಂಡಿರುವ ಹಳೇ ಮೈಸೂರು ಕನ್ನಡವನ್ನು ಒಳಗೊಂಡಂತೆ, ಕನ್ನಡದ ಉಪಭಾಷೆಗಳು ಅನ್ನುವ ಅರ್ಥದಲ್ಲಿ ಬಳಸಿದ್ದೇನೆ. ಭಾಷೆಯಲ್ಲಿ ಪ್ರಾದೇಶಿಕ ಭಿನ್ನತೆಗಳು ಇದ್ದ ಹಾಗೇ ಸಾಮಾಜಿಕ, ಲಿಂಗಾಧಾರಿತ ಭಿನ್ನತೆಗಳೂ, ವಿಷಯಾಧಾರಿತ ಭಿನ್ನತೆಗಳೂ ಇರುತ್ತವೆ. ಯಾರು ಯಾವಾಗ ಯಾರ ಜೊತೆಗೆ ಯಾವ ವಿಷಯದ ಬಗ್ಗೆ ಮಾತಾಡುತ್ತಾರೆನ್ನುವುದು ಬಳಸುವ ಭಾಷೆ ಹೇಗಿರಬೇಕು ಅನ್ನುವುದನ್ನು ನಿರ್ಧರಿಸುತ್ತದೆ. ಯಾರು ಯಾವ ರೀತಿ ಮಾತಾಡಬಹುದು ಅನ್ನುವುದನ್ನೂ ಸಾಮಾಜಿಕ ರಚನೆಗಳು ನಿಯಂತ್ರಿಸುತ್ತವೆ. ಭಾಷಾಬಳಕೆಯ ಈ ಎಲ್ಲಾ ಸೂಕ್ಷ್ಮಗಳು ಮಲೆಗಳಲ್ಲಿ ಮದುಮಗಳುವಿನಲ್ಲಿ ಗೋಚರವಾಗುತ್ತವೆ.

ಇದರ ಅರ್ಥ ಮಲೆಗಳಲ್ಲಿ ಮದುಮಗಳು ಭಾಷಾಭಿನ್ನತೆಗಳನ್ನು ನಿಖರತೆಯಿಂದ ಹಾಗೂ ಸುಸಂಗತವಾಗಿ ಬಳಸುತ್ತದೆ ಎಂದಲ್ಲ. ಕಾದಂಬರಿಗಳಲ್ಲಿ ಭಾಷಾವೈವಿಧ್ಯತೆಯ ಬಳಕೆಯ ಬಗೆಗೆ ಅನೇಕ ಅಧ್ಯಯನಗಳಾಗಿವೆ. (ಗ್ರಂಥ ಋಣ ನೋಡಿ: ಕನ್ನಡದಲ್ಲಿ ಈ ರೀತಿಯ ಅಧ್ಯಯನಗಳು ಆಗಿರುವುದು ನನ್ನ ಓದಿನ ಮಿತಿಯಲ್ಲಿ ಕಂಡುಬಂದಿಲ್ಲ). ಕಾದಂಬರಿಗಳಲ್ಲಿ ಉಪಭಾಷೆಗಳನ್ನು ಬಳಸುವುದು ಪಾತ್ರ ಚಿತ್ರಣಕ್ಕೆ ಮೆರಗು ತರಲು, ಪಾತ್ರ ಪಾತ್ರಗಳ ನಡುವಿನ ಭಿನ್ನತೆಯನ್ನು ತೋರಲು ಅಥವಾ ಪಾತ್ರಗಳು ಯಾವ ಸಾಮಾಜಿಕ ಗುಂಪಿಗೆ ಸೇರುತ್ತವೆ ಅನ್ನುವುದನ್ನು ಸೂಚಿಸಲು ಆಗಿರಬಹುದು. ಹೀಗೆ ಕೆಲವು 'ಉಪಭಾಷೆ'ಗಳನ್ನು ಬಳಸಿದಾಗ ಭಾಷಾವಿಜ್ಞಾನದ ಅಧ್ಯಯನದ ಹಿನ್ನೆಲೆಯಲ್ಲಿ ಆ ಉಪಭಾಷೆಗಳು 'ನಿಖರ'ವಾಗಿರಬೇಕು ಎಂದು ಅಪೇಕ್ಷಿಸುವುದು ಸಾಧ್ಯವಿಲ್ಲ. ಪೇಜ್, ಕಾದಂಬರಿಕಾರರು ಉಪಭಾಷೆಯ ಭ್ರಮೆಯನ್ನು ಮಾತ್ರ ಸೃಷ್ಟಿಸುತ್ತಾರೆ, ಕಾದಂಬರಿಗಳಲ್ಲಿ ಕಾಣುವ ಭಾಷಾವೈವಿಧ್ಯತೆ ಲೇಖಕರು 'ಹುಟ್ಟುಹಾಕಿರುವ' ವೈವಿಧ್ಯತೆ ಅನ್ನುತ್ತಾನೆ. ಕಾದಂಬರಿಗಳಲ್ಲಿ ಬರುವ ಭಾಷಾವೈವಿಧ್ಯತೆ ಹೊರಗಿನ ಸಮಾಜದಿಂದ ಪ್ರೇರೇಪಿತವಾಗಿರುತ್ತದೆ ಅನ್ನುವುದೂ, ಅದನ್ನು ಕಾದಂಬರಿಕಾರರು ತಮ್ಮ ಕಾದಂಬರಿ ಪ್ರಪಂಚಕ್ಕೆ ಸೂಕ್ತವಾಗುವಂತೆ, ತಮ್ಮ ಉದ್ದೇಶಗಳಿಗೆ ಅನುಕೂಲವಾಗುವಂತೆ ಕಟ್ಟಿಕೊಂಡಿರುತ್ತಾರೆ ಅನ್ನುವುದೂ, ಎರಡೂ ನಿಜ.

ಅನೇಕ ಕಾದಂಬರಿಗಳಲ್ಲಿ ನಿರೂಪಣೆಯ ಭಾಷೆ ಹಾಗೂ ಪಾತ್ರಗಳು ಮಾತನಾಡುವ ಭಾಷೆಗಳಿಗೆ ಹೆಚ್ಚೇನು ವ್ಯತ್ಯಾಸಗಳು ಇರುವುದಿಲ್ಲ. ಕಾರಂತರ ಕುಡಿಯರ ಕೂಸು ಕಾದಂಬರಿ ಇದಕ್ಕೊಂದು ಉದಾಹರಣೆ. ಮೇಲ್ನೋಟಕ್ಕೆ ಕಾಣುವಂತೆ ಕುಡಿಯರ ಕೂಸುವಿನಲ್ಲಿ ನಿರೂಪಣೆಯ ಭಾಷೆಗೂ, ಕುಡಿಯರು ಮಾತನಾಡುವ ಭಾಷೆಗೂ, ಬೇರೆ ಬೇರೆ ಪಾತ್ರಗಳು ಮಾತನಾಡುವ ಭಾಷೆಗು ಅಷ್ಟೇನು ವ್ಯತ್ಯಾಸಗಳು ಕಂಡು ಬರುವುದಿಲ್ಲ. ಅಂದರೆ ಭಾಷಾವೈವಿಧ್ಯತೆ ಕುಡಿಯರ ಕೂಸು ಕಾದಂಬರಿಯ ವಿನ್ಯಾಸದ ಅಂಗವಲ್ಲ. (ಇದು ನನ್ನ ಮೇಲ್ನೋಟದ ಅನಿಸಿಕೆ: ಇದನ್ನು ಕಾರಂತರ ಕಾದಂಬರಿಗಳಿಗೆ ಸಾಮಾನ್ಯವಾಗಿ ಹೇಳಬಹುದು ಅನಿಸುತ್ತದೆ; ಭಾಷಾವೈವಿಧ್ಯತೆಗೆ ಸಂಬಂಧಿಸಿದಂತೆ ಸೂಕ್ಷ್ಮವಾದ ವ್ಯತ್ಯಾಸಗಳು ಕಾರಂತರ ಕಾದಂಬರಿಗಳಲ್ಲಿ ಇರುವುದನ್ನು ತೋರಿಸಿದರೆ ಈ ಅಭಿಪ್ರಾಯವನ್ನು ಬದಲಿಸಿಕೊಳ್ಳಬಹುದು; ಕುಡಿಯರ ಕೂಸು ಕಾದಂಬರಿಯನ್ನು ಒಂದು ಉದಾಹರಣೆಯಾಗಿ ಇಲ್ಲಿ ಬಳಸಿದ್ದೇನೆ). ಆದರೆ ಉಪಭಾಷೆಗಳನ್ನು ಯಥೇಚ್ಛವಾಗಿ ಉಪಯೋಗಿಸಿರುವ ಕಾದಂಬರಿಗಳಲ್ಲು ಉಪಭಾಷೆಗಳ ಬಳಕೆಯಲ್ಲಿ 'ನಿಖರತೆ'ಹಾಗೂ 'ಸುಸಂಗತತೆ' ಇರಲೇಬೇಕೆಂದಿಲ್ಲ. ಫರ್ಗೂಸನ್ರವರು ಇಲ್ಲಿ ಸಾಮಾಜಿಕ ಭಾಷಾವಿಜ್ಞಾನ ಮತ್ತು ಕಲ್ಪಿತ–ಕಥನ ಭಾಷಾವಿಜ್ಞಾನ ಅನ್ನುವ ವ್ಯತ್ಯಾಸದ ಅವಶ್ಯಕತೆಯನ್ನು ಹೇಳುತ್ತಾರೆ. ಕಾದಂಬರಿಗಳಲ್ಲಿನ ಭಾಷಾವೈವಿಧ್ಯತೆಯನ್ನು ಅಧ್ಯಯನ ಮಾಡಲು ಬಳಸಬೇಕಾಗಿರುವುದು ಕಲ್ಪಿತ–ಕಥನ ಭಾಷಾವಿಜ್ಞಾನವನ್ನು. ಕಾದಂಬರಿಯಲ್ಲಿ ಬಳಸಿರುವ ಭಾಷಾವೈವಿಧ್ಯತೆ ನಿಜವಾಗಿ ಸಮಾಜದಲ್ಲಿ ಬಳಕೆಯಲ್ಲಿರುವುದೋ, ಸಾಮಾಜಿಕ ಭಾಷಾವಿಜ್ಞಾನದ ಹಿನ್ನೆಲೆಯಲ್ಲಿ ಅದು ಸರಿಯಾಗಿರುವುದೋ, ಕಾದಂಬರಿ ಅದನ್ನು ಸುಸಂಗತವಾಗಿ (ಒಮ್ಮೆ ಉಪಭಾಷೆಯಲ್ಲಿ ಮಾತನಾಡುವ ಪಾತ್ರ ಯಾವಾಗಲೂ ಅದೇ ರೀತಿಯಲ್ಲಿ ಮಾತಾನಾಡುತ್ತದೋ,) ಹಾಗು ನಿಖರವಾಗಿ ಬಳಸುತ್ತದೆಯೊ ಅನ್ನುವ ಪ್ರಶ್ನೆಗಳು ಅಷ್ಟು ಮುಖ್ಯವಲ್ಲ. ಕಾದಂಬರಿಗಳಲ್ಲಿನ ಭಾಷೆ ಸಮಾಜದ ಭಾಷಾ ಬಳಕೆಯಿಂದ ಸಂಪೂರ್ಣ ಸ್ವತಂತ್ರವಾಗಿರುವುದಿಲ್ಲ ಅನ್ನುವುದು ನಿಜವಾದರೂ, ಅದು ಕಾದಂಬರಿಯ 'ವಿನ್ಯಾಸ'ದಲ್ಲಿ ಉಪಯೋಗವಾಗುವಂತೆ ಮಾರ್ಪಾಡು ಮಾಡಿಕೊಂಡಿರುವ ಒಂದು ರಚನೆ ಅನ್ನುವುದೂ ನಿಜ. ಹಾಗೆಯೆ ಕಾದಂಬರಿಗಳಲ್ಲಿ ಬೇರೆ ಬೇರೆ ಪಾತ್ರಗಳು ಮಾತನಾಡುವ ಭಾಷೆಗಳು ನಿರೂಪಣೆಯ ಭಾಷೆಯಲ್ಲಿ ಅಡಕವಾಗಿರುವುತ್ತವೆ ಹಾಗೂ ಆ ಭಾಷೆಯೊಂದಿಗೆ ಸಂವಾದ ನಡೆಸುತ್ತಿರುತ್ತವೆ.

ಮಲೆಗಳಲ್ಲಿ ಮದುಮಗಳು ವಿನಲ್ಲಿ ಬರುವ ಭಾಷಾವೈವಿಧ್ಯತೆಯನ್ನು ಮೂರು ಗುಂಪುಗಳಾಗಿ ನೋಡಬಹುದು. ಮೊದಲನೆಯ ಗುಂಪನ್ನು ನಾನು ಕಾದಂಬರಿಯ ಒಳವಲಯಕ್ಕೆ ಸೇರಿರುವುದು ಅನ್ನುತ್ತೇನೆ. ಇದರಲ್ಲಿ ಮಲೆನಾಡಿನ ಸಣ್ಣ ಪ್ರಪಂಚದ ವಿವಿಧ ಸಮುದಾಯಗಳು ಮಾತನಾಡುವ ಕನ್ನಡದ ಬೇರೆ ಬೇರೆ ಉಪಭಾಷೆಗಳು (ಸಾಮಾಜಿಕ ಉಪಭಾಷೆಗಳೂ ಸೇರಿದಂತೆ) ಸೇರುತ್ತವೆ. ಇನ್ನು ಈ ಕಾದಂಬರಿಯ ಭಾಷಾ ಪ್ರಪಂಚದ ಹೊರವಲಯದಲ್ಲಿ ತುಳು, ಉರ್ದು, ಮಲೆಯಾಳಿ ಭಾಷೆಗಳು ಇಣುಕುತ್ತಿವೆ. ಇವೆರಡರ ಜೊತೆಗೆ ಈ ಭಾಷೆಗಳು, ಉಪಭಾಷೆಗಳಿಗಿಂತ ಭಿನ್ನವಾದ, ಅವುಗಳ ಮೇಲೆ ಟಿಪ್ಪಣಿಯನ್ನು ಆಗಾಗ ಮಾಡುವ, ನಿರೂಪಣೆಯ ಭಾಷೆಯೂ ಇದೆ. ಅದನ್ನು ಆವರಣದ ಭಾಷೆ ಅನ್ನಬಹುದು.ಈ ನಿರೂಪಣೆಯ ಭಾಷೆ ಇತರ ಭಾಷಾಪ್ರಭೇದಗಳನ್ನು ಹೇಗೆ ಮಂಡಿಸುತ್ತದೆ ಅನ್ನುವುದು ಹಾಗೂ ನಿರೂಪಣೆಯ ಭಾಷೆ ಇತರ ಭಾಷೆಗಳೊಂದಿಗೆ ಹೊಂದಿರುವ 'ದೂರ' ಏನು ಅನ್ನುವುದು ಕುತೂಹಲಕಾರಿಯಾದ ವಿಷಯ.

ಕಾದಂಬರಿಯ ಹೊರವಲಯದ ಭಾಷೆಗಳಲ್ಲಿ ಮಲೆಯಾಳಿ, ಉರ್ದು ಹಾಗೂ ತುಳು ಇದ್ದಾವೆ. ಕಣ್ಣಾ ಪಂಡಿತರ ಹಾಗೂ ಮಲೆಯಾಳಿ ಮುಸಲ್ಮಾನರ ಕನ್ನಡವನ್ನು ಕಾದಂಬರಿ ಒತ್ತಿ ಒತ್ತಿ ವಿಡಂಬನಾತ್ಮಕವಾಗಿ ತೋರಿಸುತ್ತದೆ. 'ವಿದೇಶೀಯವಾದ ಕಾಕು ಸ್ವರ' (೨೭), 'ಅವರ

ವಿಲಕ್ಷಣವಾಗಿದ್ದ ದಕಾರ ತಕಾರಗಳ ಗಲಿಬಿಲಿಯ ಕನ್ನಡದ ಉಚ್ಚಾರಣೆ' (೨೯), (ಕಣ್ಣಾಪಂಡಿತರ ಬಗ್ಗೆ), 'ವಿದೇಶೀಯವಾದ ವಿರಳ ಶೈಲಿ' (೨೯), 'ಮಾಪಿಳ್ಳೆಯ ಕನ್ನಡದ ಕಾಕು ನುಡಿ' (೩೯೧ –'ಕರಿಮೀನ್ ಸಾಬ'ರ ಬಗ್ಗೆ) ಇತ್ಯಾದಿ. ಹೀಗೆ ವಿವರಣೆಗಳನ್ನು ಕೊಡುವುದರ ಮೂಲಕ ಕಾದಂಬರಿಯ ಭಾಷಿಕ ಪ್ರಪಂಚದ ಹೊರವಲಯಕ್ಕೆ ಇವರು ಸೇರಿರುವವರು ಅನ್ನುವುದನ್ನು ನಮಗೆ ನೆನಪಿಸುತ್ತಿರುತ್ತದೆ. ಕಣ್ಣಾಪಂಡಿತರು ಮಾತನಾಡಿದಾಗ ಆದಷ್ಟು ಮಟ್ಟಿಗೆ ಅವರ ಭಾಷೆಯನ್ನು ಬರಹದಲ್ಲೂ ಪ್ರತಿ ಬಿಂಬಿಸುತ್ತಾರೆ– 'ಏನೋ, ಕುತ್ತಿ, ಮತುಮೆಮಗನ ಹಾಗೆ ಬಟ್ಟೆಯುಟ್ಟು ಹೊರಟಿದ್ದೆಯಲ್ಲವೋ!' (೨೯), 'ಅತು ಅಗೆಯಿಸಿತ್ತಲ್ಲ, ಪಾತ್ರಿಗಳೆ. ರಾತ್ರಿಕಾಲತ್ತಲ್ಲಿ ಹಂತಿ ಉತ್ತಿತ್ತಲ್ಲಾ?' (೨೯೧), 'ಅತು ಮೊಲದ ಹಿಕ್ಕೆ ಅಲ್ಲವೋ' (೩೦೧), ಇತ್ಯಾದಿ. ಆದರೆ ಇಲ್ಲೂ ಕೂಡ ಕಾದಂಬರಿ ಪ್ರತಿ ಬಾರಿ ಕಣ್ಣಾಪಂಡಿತರು ಮಾತನಾಡಿದಾಗಲೂ, ಅವರ ಪ್ರತೀ ಪದದಲ್ಲೂ ಅವರ ಮಲೆಯಾಳಿ ಕನ್ನಡವನ್ನು ಪ್ರತಿಬಿಂಬಿಸುವುದಿಲ್ಲ. ಉದಾಹರಣೆಗೆ ಈ ಕೆಳಗಿನ ಮಾತುಗಳನ್ನು ನೋಡಬಹುದು– 'ಕಾಡು ಪ್ರಾಣಿಗಳೆ ಸೈ ಓದಲಿಕ್ಕೆ ಬರುವುದು ಎಂದು' (೨೯೨), 'ಜಟ್ಟಮ್ಮ ಹೆಗ್ಗಡತಿಯವರು ಏನಾದರೂ ಹೇಳಿದ್ದರೇನೋ?' (೩೧), 'ಹಸರು ಕಡ್ಡಿ ಕೆಲಸ ಮಾಡುತ್ತದ' (೩೧೭). ಅಂದರೆ ಒಬ್ಬ ಭಾಷಾವಿಜ್ಞಾನಿಯ ಹಾಗೆ ಕಾದಂಬರಿ ಕಣ್ಣಾಪಂಡಿತರ ಮಲೆಯಾಳೀ ಕನ್ನಡವನ್ನು ನಿಖರವಾಗಿ ಹಾಗೂ ಸುಸಂಗತವಾಗಿ ಬಳಸುವ ಉದ್ದೇಶವನ್ನು ಹೊಂದಿಲ್ಲ. ಎದ್ದು ಕಾಣುವ ಕೆಲವು ಆಂಶಗಳನ್ನು (ದ ಕಾರ, ತ ಕಾರ, ಕ ಕಾರ, ಗ ಕಾರ ಗಳ ಗಲಿಬಿಲಿಯ ಬಳಕೆ) ಮಾತ್ರ ಪ್ರತಿಬಿಂಬಿಸುತ್ತದೆ. ಅಲ್ಲೂ ಕೂಡ ಕಣ್ಣಾ ಪಂಡಿತರ ಪ್ರತೀ ವಾಕ್ಯದಲ್ಲೂ, ಪ್ರತಿ ಪದದಲ್ಲೂ, ಅವರ ಕನ್ನಡವನ್ನು ಯಥಾವತ್ತಾಗಿ ಹಾಗೂ ಒಂದೇ ರೀತಿಯಲ್ಲಿ ಬಳಸಬೇಕೆನ್ನುವ ಹಟ ಈ ಕಾದಂಬರಿಗಿಲ್ಲ. (ಕೆಲವು ಕಾದಂಬರಿಗಳಲ್ಲಿ ಯಥಾವತ್ತಾಗಿ ಹಾಗೂ ಸುಸಂಗತವಾಗಿ ಉಪಭಾಷೆಯನ್ನು ಬಳಸುವುದು ವಿನ್ಯಾಸದ ಅಂಗವಾಗಿರಬಹುದು). ಕೆಲವು ಎದ್ದು ಕಾಣುವ 'ಚಿಹ್ನೆ'ಗಳ ಮೂಲಕ ಅವರ ಮಾತಿನ ವೈಶಿಷ್ಟತೆಯನ್ನು ಸೂಚಿಸುವುದು, ಕಾದಂಬರಿ ಲೋಕದಲ್ಲಿ ಭಾಷೆಯ ಬಳಕೆಯ ದೃಷ್ಟಿಯಲ್ಲಿ ಅವರು ಹೇಗೆ ಬೇರೆ ಎಂದು ತೋರಿಸುವುದಷ್ಟೆ ಈ ಕಾದಂಬರಿಯ ಉದ್ದೇಶ.

ಇದೇ ಮಾತನ್ನು ಕಾದಂಬರಿಯಲ್ಲಿ ಬರುವ ಉರ್ದು, ತುಳು ಹಾಗೂ ಆ ಭಾಷಿಕರ ಕನ್ನಡದ ಬಗ್ಗೆಯೂ ಹೇಳಬಹುದು. ಕನ್ನಡ ಬಿಟ್ಟು ಬೇರೆ ಭಾಷೆಯಲ್ಲಿ ಸಂಭಾಷಣೆ ಇದ್ದಾಗ ಅದನ್ನು 'ತುಳುಭಾಷೆಯಲ್ಲಿ [ಹೇಳಿದರು], (೫೧), 'ತುಳುವಿನಲ್ಲಿಯೇ [ಉತ್ತರ ಕೊಟ್ಟರು], (೩೦೭), 'ಸಾಬರ ಮಾತಿನಲ್ಲೇ ಕೇಳಿದನು' (೩೭೪), ಎಂದು ಹೇಳಿ ಆ ಬೇರೆ ಭಾಷೆಯ ಮಾತನ್ನು ಕನ್ನಡದಲ್ಲಿ ನೀಡುತ್ತದೆ. ಅವರ ಕನ್ನಡದ ಬಗ್ಗೆ 'ತುಳು ಮಾತಾಡುವ ಗಟ್ಟದವರ ಕನ್ನಡದ ವಿರಳಾಕ್ಷರ ರೀತಿಯಲ್ಲಿ' (೧೪೩) ಅನ್ನುವ ರೀತಿಯ ವಿವರಣೆಗಳನ್ನೂ ನೀಡುತ್ತದೆ. ಅವರ ಕನ್ನಡವನ್ನು ಪ್ರತಿಬಿಂಬಿಸುವಾಗ (ನೇರವಾಗಿ ಸಂಭಾಷಣೆಯಲ್ಲಿ ಬಳಸುವಾಗ), ಎದ್ದು ಕಾಣುವ ಕೆಲವು ಲಕ್ಷಣಗಳನ್ನು ಬಳಸುತ್ತದೆ. ಬತ್ತೆ, ಹೋಪ, ಕಾಂಬುದಿಲ್ಲೇನು, (ಗಟ್ಟದ ಕೆಳಗಿನವರ ಕನ್ನಡದಲ್ಲಿ), ಸಲಾಂ, ಇತ್ಯಾದಿ ಉರ್ದು ಪದಗಳನ್ನು ಮುಸಲ್ಮಾನರ ಕನ್ನಡದಲ್ಲಿ ಬಳಸುತ್ತದೆ. ಆದರೆ ಈ ರೀತಿಯ 'ಅನುಕರಣೆ'ಯನ್ನು ಅವರ ಎಲ್ಲಾ ಮಾತುಗಳಲ್ಲೂ ಪ್ರತಿಬಿಂಬಿಸಲು ಪ್ರಯತ್ನಿಸುವುದಿಲ್ಲ. ಈ ಕಾದಂಬರಿಯ ವಿನ್ಯಾಸದಲ್ಲಿ ಇವರು ಮಲೆನಾಡಿನ ಭಾಷಾ ಲೋಕದ ಹೊರವಲಯದವರು ಎಂದು ಸೂಚಿಸಲು, ಅವರ ಭಿನ್ನತೆ ಮತ್ತು ವೈಶಿಷ್ಟತೆಯನ್ನು ಸೂಚಿಸಲು ಎಷ್ಟು ಬೇಕೊ ಅಷ್ಟರ ಮಟ್ಟಿಗೆ ಕೆಲವು 'ಚಿಹ್ನೆ' ಗಳನ್ನು ಬಳಸುತ್ತದೆ ಅಷ್ಟೆ.

ಇನ್ನು ಕಾದಂಬರಿಯ ಒಳವಲಯದ ಭಾಷೆ ಬಳಕೆಯಾದಾಗ ಅದರ ಬಗ್ಗೆ ವಿವರಣೆಯನ್ನು ನೀಡಿ ನಮ್ಮ ಗಮನವನ್ನು ಅದರ ಬಗ್ಗೆ ಸೆಳೆಯುವ ಅವಶ್ಯಕತೆಯನ್ನು ಕಾದಂಬರಿ ತೋರುವುದಿಲ್ಲ. ಮಲೆಗಳಲ್ಲಿ ಮದುಮಗಳುವಿನ ಒಳವಲಯದ ಭಾಷೆ ಅಂದರೆ ಈ ಕಾದಂಬರಿಯ ಬಹುತೇಕ ಕನ್ನಡ ಪಾತ್ರಗಳು ಮಾತಾಡುವ (೧೯ನೇ ಶತಮಾನದ ಕೊನೆಯ ದಿನಗಳ) ಮಲೆನಾಡಿನ ಭಾಷೆ. ಮಲೆನಾಡಿಗೇ ವಿಶಿಷ್ಟವಾಗಿರುವ ಪದಗಳು, ವಾಕ್ಯರಚನೆಗಳು, ನುಡಿಗಟ್ಟುಗಳು ಕಾದಂಬರಿಯಲ್ಲಿ ಬಹಳ ಸಹಜವಾಗಿ ಬರುತ್ತವೆ(ನೋ. ಗೌಡ). ಮೀನು ಕಡಿಯಾದು, ಘನಾಗಿ, ಸುಳ್ಳೋ–ಬದ್ದೋ, ತುಂಡು, 'ಹಳ್ಳದ ಹೆಣಾ ಕಾಯ್ತಾ', 'ಕಪ್ಪೆಗೋಲು' ಇತ್ಯಾದಿ ಬಳಕೆಗಳು ಯಾವುದೆ ವಿವರಣೆಯ ಅವಶ್ಯಕತೆ ಇಲ್ಲದೇ ಬರುತ್ತವೆ. ಈ ಒಳವಲಯದ ಭಾಷೆ ಆ ಜಾಗದ ಎಲ್ಲಾ ಸಮುದಾಯಗಳಿಗೂ ಸೇರಿರುವ ಸಮಷ್ಟಿಯಾಗಿದೆ. ಬೇರೆ ಬೇರೆ ಜನಾಂಗದವರು ಮಾತನಾಡುವ ಭಾಷೆಗಳಲ್ಲಿ ಕೆಲವು ವ್ಯತ್ಯಾಸಗಳಿದ್ದರು (ಮುಖ್ಯವಾಗಿ ಸಾಮಾಜಿಕ ಸ್ಥಾನವನ್ನು ಸೂಚಿಸುವ ಏಕವಚನ, ಬಹುವಚನಗಳ ಬಳಕೆಯಲ್ಲಿ, ಒಬ್ಬರನ್ನು ಇನ್ನೊಬ್ಬರು ಸಂಭೋದನೆ ಮಾಡುವಲ್ಲಿ, ಇತ್ಯಾದಿ), ಅವರೆಲ್ಲರಿಗೂ ಸಮಾನವಾಗಿರುವ ಪದಗಳು, ವಾಕ್ಯರಚನೆಗಳು, ಧ್ವನಿಮಾಗಳೂ ಇವೆ. ಇದನ್ನು ಕೆಲವು ಪದಗಳ ಉದಾಹರಣೆಗಳಿಂದ ತೋರಿಸಬಹುದು. ಗುತ್ತಿ ಮತ್ತು ಇತರ ದಲಿತರ ಮಾತಿನಲ್ಲಿ ಸಿಕ್ಕಬೈದು, ಸ್ವಲೂಪ, ಬೆಳ್ಳು, ಸುಲೂಬ, ಇಚಾರ, ಅಪಸಕುನಾ, ಮಜ್ಞಾನ, ಇತ್ಯಾದಿ ಬಳಕೆಗಳು ಕಂಡು ಬರುತ್ತವೆ. ಮೇಲ್ಜಾತಿಯವರಾದ ಒಕ್ಕಲಿಗರು, ಹಳೇಪೈಕದವದರು, ಇವರ ಮಾತಿನಲ್ಲೂ ಇದೇ ರೀತಿಯ ಪದಬಳಕೆ ಸಿಗುತ್ತದೆ. ಉದಾ: ಇರಬೈದು, ಪರಾಣ, ಪರಾಯ, ಪಸರ್ಂಗ, ಕಸಾಯ, ಲೋಟೀಸು, ರೂಲಿಸು, ಗಿರಾಸ್ತ, ಇತ್ಯಾದಿ. ಇಲ್ಲಿ ಇಂಗ್ಲಿಷ್ ಮೂಲದ ಮತ್ತು ಸಂಸ್ಕೃತ ಮೂಲದ ಪದಗಳನ್ನು ಕನ್ನಡೀಕರಿಸುವುದರಲ್ಲಿ, ಅಲ್ಪಪ್ರಾಣ, ಮಹಾಪ್ರಾಣಗಳ ಬಳಕೆಯಲ್ಲಿ, 'ಷ–ಸ' ಕಾರದ ಬಳಕೆಯಲ್ಲಿ, ವ್ಯಂಜನ ಗುಚ್ಛಗಳ ಬಳಕೆಯಲ್ಲಿ ಮೇಲುನೋಟಕ್ಕೆ ಕೆಲವು ಸಮಾನ ಅಂಶಗಳು ಕಾಣುತ್ತವೆ. ಈ ಒಳವಲಯದ ಭಾಷೆ, ಆವರಣದ ಭಾಷೆ ಹಾಗು ಕೆಲವೊಮ್ಮೆ ಮುಕುಂದಯ್ಯನ ಭಾಷೆಗಿಂತ, ಹಾಗೂ 'ಬ್ರಾಮಣೀಕರಣ'ಗೊಂಡಿರುವ ಶಂಕರಪ್ಪ ಹೆಗ್ಗಡೆಯವರ ಭಾಷೆಗಿಂತ ಬೇರೆಯಾಗಿದೆ. ಉದಾ: 'ಕಷಾಯ' 'ಸ್ತ್ರೀ ವ್ಯಕ್ತಿ' 'ಬೇಕಾಗಬಹುದು'(ನಿರೂಪಣೆಯ ಭಾಷೆ), ಮದ್ಯಾನ್ಹ, ಹುಷಾರು (ಮುಕುಂದಯ್ಯ), 'ಜೋಯಿಸರು, ನಿಮಿತ್ತ, ವೃತ, (ಶಂಕರಪ್ಪ ಹೆಗ್ಗಡೆ). ನಿರೂಪಣೆಯ ಭಾಷೆ ಈ ಒಳವಲಯದ ಭಾಷೆಯನ್ನು ಬಳಸಿದಾಗ ಅದನ್ನು ಕಂಸದಲ್ಲಿ ತೂರಿಸಿ (ಉದಾ: 'ಬರಾವು', 'ಡಾಕುದಾರನಂತೆ') ಈ ಒಳವಲಯದ ಭಾಷೆಗೂ ನಿರೂಪಣೆಯ ಭಾಷೆಗೂ ಇರುವ ದೂರವನ್ನು ತೋರಿಸುತ್ತದೆ. ಆದರೆ ಮುಕುಂದಯ್ಯ ಮತ್ತು ಶಂಕರಪ್ಪ ಹೆಗ್ಗಡೆಯವರು ಕೆಲವೊಮ್ಮೆ ಒಳವಲಯದ ಬಾಷೆಯ ಹಾಗೆ 'ಬರಬೈದು', 'ಸನ್ನೇಸಿ' ಅನ್ನುವ ರೀತಿಯ ಪದಗಳನ್ನು ಬಳಸುತ್ತಾರೆ. ಇಲ್ಲಿ ಮತ್ತೆ 'ನಿಖರತೆ' ಅಥವಾ 'ಸುಸಂಬದ್ದತೆ'ಯ ನಿರೀಕ್ಷೆಯನ್ನು ಮಾಡಬೇಕಿಲ್ಲ. ಈ ಕಾದಂಬರಿ ಜಗತ್ತಿನಲ್ಲಿ ಮುಕುಂದಯ್ಯ ಹಾಗೂ ಶಂಕ್ರಪ್ಪ ಹೆಗ್ಗಡೆಯವರು ಹೇಗೆ ವಿಶಿಷ್ಟ ಎಂದು ತೋರಿಸುವುದು ಇಲ್ಲಿ ಮುಖ್ಯವೆ ಹೊರತು ಭಾಷಾವಿಜ್ಞಾನಿಯ ಹಾಗೆ ಯಥಾವತ್ತಾಗಿ ಉಪಭಾಷೆಯನ್ನು ತನ್ನ ಎಲ್ಲಾ ಲಕ್ಷಣಗಳೊಂದಿಗೆ ವಿಶದೀಕರಿಸುವುದಲ್ಲ.

ಇನ್ನು ಸಾಮಾಜಿಕ ರಚನೆಯನ್ನು ಪ್ರತಿಫಲಿಸುವಂತ ಅನೇಕ ಉದಾಹರಣೆಗಳು ಕಾದಂಬರಿಯಲ್ಲಿ ಕಾಣುತ್ತವೆ. ಏಕವಚನ, ಬಹುವಚನಗಳ ಬಳಕೆಯ ಬಗ್ಗೆ ಈಗಾಗಲೆ ಸಾಕಷ್ಟು ಚರ್ಚೆಗಳಾಗಿವೆ. ವ್ಯಕ್ತಿಗಳನ್ನು 'ಹೆಸರಿಸುವುದು' ಮತ್ತು 'ಕರೆಯುವುದು' ಸಾಮಾಜಿಕವಾಗಿ ರೂಪುಗೊಂಡಿರುತ್ತವೆ. 'ಅಯ್ಯ' ಅನ್ನುವುದಕ್ಕೂ 'ಅಣ್ಣ' ಅನ್ನುವುದಕ್ಕೂ, 'ಎನೋ' ಅನ್ನುವುದಕ್ಕೂ, 'ಏನ್ರೋ'ಅನ್ನುವುದಕ್ಕೂ, 'ಅವನು, ಅವಳು, ಅವರು' ಅನ್ನುವುದಕ್ಕೂ, 'ಅದು' ಅನ್ನುವುದಕ್ಕೂ ಇರುವ ವ್ಯತ್ಯಾಸಗಳು ಜಾತಿ ಆಧಾರಿತ, ಲಿಂಗಾಧಾರಿತ ಶ್ರೇಣಿಕರಣದ ಸೂಚನೆಗಳಾಗಿವೆ. ಕಾದಂಬರಿ ಈ ರೀತಿ

ಭಾಷೆಯಲ್ಲಿ ಬಳಕೆಯಾಗಿರುವ ಶ್ರೇಣೀಕರಣದ ಬಗ್ಗೆ ಟಿಪ್ಪಣಿಯನ್ನು ಮಾಡುತ್ತದೆ. ಮಲೆಗಳಲ್ಲಿ ಮದುಮಗಳುವಿನಲ್ಲಿನ ಏಕವಚನ–ಬಹುವಚನದ ಬಗೆಗಿನ ಟಿಪ್ಪಣಿಯ ಬಗ್ಗೆ – ಮತ್ತು ಟಿಪ್ಪಣಿ ಇಲ್ಲದಿರುವ ಸಂದರ್ಭಗಳ – ಬಗ್ಗೆ ಸಾಕಷ್ಟು ಚರ್ಚೆಯಾಗಿರುದರಿಂದ ಅದರ ಬಗ್ಗೆ ಹೆಚ್ಚು ಹೇಳುವ ಅವಶ್ಯಕತೆಯಿಲ್ಲ. ಲಿಂಗಾಧಾರಿತ ಶ್ರೇಣೀಕರಣ ಭಾಷೆಯಲ್ಲಿ ವ್ಯಕ್ತವಾಗುವ ಬಗ್ಗೆಯೂ ಮಲೆಗಳಲ್ಲಿ ಮದುಮಗಳುವಿನಲ್ಲಿ ನೇರ ಟಿಪ್ಪಣಿ ಇದೆ. ಹೆಂಡತಿಯನ್ನು 'ಅದು' ಅಂದು ಕರೆಯುವ ಬಗ್ಗೆ ಹೇಳುವ ಈ ಮಾತುಗಳನ್ನು ಗಮನಿಸಬಹುದು– " ಅಧ್ಯಾರ್ಂಗಿ ಸೀತಮ್ಮನವರು ಗಂಡನ ಪಾಲಿಗೆ ಅದು ಆಗಿದ್ದರು. ಹಾಗೆ ಕರೆಯುವುದರಲ್ಲಿ ಯಾವ ಬುದ್ದಿಪೂರ್ವಕವಾದ ಇಲ್ಲವೆ ವೈಯುಕ್ತಿಕವಾದ ತಿರಸ್ಕಾರ ಭಾವವೂ ಇರುತ್ತಿರಲಿಲ್ಲ ನಿಜ. ಆದರೆ ಅದು ಸಾಮಾಜಿಕವಾದ ಸಮಷ್ಟಿರೂಪದ ಒಂದು ಕೀಳು ಭಾವನೆಯನ್ನು ಪ್ರತಿಬಿಂಬಿಸುತ್ತಿತ್ತು." (೯೧).

ಇನ್ನು ಕಾದಂಬರಿಯಲ್ಲಿ ಭಾಷೆಯ ಬಳಕೆಯಲ್ಲಿ ಕೆಲವು 'ಚಲನೆ'ಗಳು ಆಗುವುದರ ಬಗ್ಗೆ ನಿರೂಪಣೆ ನೇರವಾದ ಟಿಪ್ಪಣಿಗಳನ್ನು ಮಾಡುತ್ತದೆ. ಸಾಮಾನ್ಯವಾಗಿ ಒಳವಲಯದ ಭಾಷೆಯಲ್ಲಿ ಮಾತಾಡುವ ರಂಗಮ್ಮನವರು ಮೈಮೇಲೆ ಬಂದ ಹಾಗೆ ಆದ ಸಂದರ್ಭದಲ್ಲಿ 'ಸ್ವಚ್ಛವಾದ ಸಾಹಿತ್ಯ ಭಾಷೆಯಲ್ಲಿ' (೪೫೧) ದೇವರಲ್ಲಿ ಪ್ರಾರ್ಥಿಸುತ್ತಾರೆ. ಈ 'ಸ್ವಚ್ಛವಾದ' ಸಾಹಿತ್ಯದ ಭಾಷೆ ಕಾದಂಬರಿಯ ಆವರಣದ ಭಾಷೆಗೆ ಹತ್ತಿರವಾಗಿದೆ. ಇನ್ನು ಸನ್ಯಾಸಿ ಗಡ್ಡದಯ್ಯನವರು ಆಡುವ ಭಾಷೆ 'ಆಲಿಸುತ್ತಿರುವವರ ಯೋಗ್ಯತೆಗೆ ಮೀರಿ ಬಹು ಎತ್ತರದಲ್ಲಿಯೆ ಚರಿಸುವಂತಿತ್ತು' (೪೫೯), ಹಾಗೂ 'ಮುಕುಂದಯ್ಯನ ಭಾಷೆ ಸಾನಿಧ್ಯಪ್ರಭಾವದಿಂದ ಏರಿ ನಡೆಯುತ್ತಿತು'(೪೬೧). (ನೋ. ನಾರಾಯಣ, ೧೨೮: ಕಾನೂರು ಹೆಗ್ಗಡತಿಯಲ್ಲಿ ಭಾಷೆ 'ಏರುವುದು–ಇಳಿಯುವು'ದರ ಬಗ್ಗೆ). ಈ ಸಂದರ್ಭದಲ್ಲಿ ಮುಕುಂದಯ್ಯ ಬಳಸುವ ಭಾಷೆ ಆತ ಸಾಮಾನ್ಯವಾಗಿ ಬಳಸುವ ಭಾಷೆಗಿಂತಲೂ ಭಿನ್ನವಾಗಿತ್ತು ಅನ್ನುವ ಸೂಚನೆಯಿದೆ. ಮುಕುಂದಯ್ಯ ಸಾಮಾನ್ಯವಾಗಿ ಬಳಸುವ ಭಾಷೆಯೇ ಕಾದಂಬರಿಯ ಒಳವಲಯದ ಭಾಷೆಗಿಂತ ಕೆಲವು ವಿಷಯಗಳಲ್ಲಿ ಬೇರೆ ಅನ್ನುವುದನ್ನು ನಾವೂ ಈಗಾಗಲೆ ನೋಡಿದ್ದೇವೆ. ಆದರೆ 'ತಮ್ಮ ಅನುಗ್ರಹಕ್ಕೆ ಪಾತ್ರನಾಗಿ ನನ್ನ ಇಷ್ಟಾರ್ಥ ನೆರವೇರಿಸಿಕೊಳ್ಳುವುದಕ್ಕಾಗಿ ಬಂದೆ" (೪೬೧), "ತಮ್ಮ ಅಪ್ಪಣೆ ಹಾಗಿರುವುದಾದರೆ ಅದನ್ನು ತಪ್ಪದೆ ಪಾಲಿಸುತ್ತೇನೆ" (೪೬೨), ಈ ತರದ ಭಾಷೆ ಮುಕುಂದಯ್ಯ ಸಾಮಾನ್ಯವಾಗಿ ಬಳಸುವಂತದ್ದಲ್ಲ. ಈ ರೀತಿ 'ಉತ್ತಮ'ಭಾಷೆ ಬಗೆಗಿನ ಕಲ್ಪನೆ ಇಂಗ್ಲಿಷ್ ಸಾಹಿತ್ಯದಲ್ಲಿ ಡಿಕನ್ಸ್ ಕಾದಂಬರಿಗಳಲ್ಲಿ ಕಂಡುಬರುತ್ತದೆ ಎಂದು ಫರ್ಗೂಸನ್ ಹೇಳುತ್ತಾರೆ. ಕೆಲವು ಪಾತ್ರಗಳು 'ಉನ್ನತ' ಮಟ್ಟದವು ಎಂದು ತೋರಿಸಲು ಡಿಕನ್ಸ್ ಆ ಪಾತ್ರಗಳು 'ಶಿಷ್ಟ ಇಂಗ್ಲಿಷ್' ನಲ್ಲಿ ಮಾತಾಡುವ ಹಾಗೆ ಮಾಡುತ್ತಾನೆ ಎಂದು ಅವರು ಹೇಳುತ್ತಾರೆ. ಸಾಮಾನ್ಯವಾಗಿ ಒಂದು ಉಪಭಾಷೆಯಲ್ಲಿ ಮಾತಾಡುವ ಪಾತ್ರ, ಬೇರೆ ರೀತಿಯ ಭಾಷೆ ಬಳಸಿದಾಗ ಕಾದಂಬರಿ ಲೋಕದಲ್ಲಿ ಆ ಪಾತ್ರದಲ್ಲಿ ಬದಲಾವಣೆ ಆಗಿದೆ ಎಂದು ಸೂಚಿಸುವ ಪ್ರಯತ್ನವಿರಬಹುದು. ಯಾವುದು 'ಉನ್ನತ ಭಾಷೆ' ಅನ್ನುವ ಬಗೆಗಿನ ಕಲ್ಪನೆಗಳೂ ಇಲ್ಲಿ ಕೆಲಸ ಮಾಡಿರುತ್ತವೆ.

ಹೀಗೆ ಮಲೆಗಳಲ್ಲಿ ಮದುಮಗಳು ಅನೇಕ ರೀತಿಯ ಭಾಷಾವೈವಿಧ್ಯತೆಗಳನ್ನು ಸೂಚಿಸುತ್ತದೆ. ಕಾದಂಬರಿಯ ಹೊರವಲಯದಲ್ಲಿ ತುಳು, ಉರ್ದು, ಮಲೆಯಾಳಿ ಮತ್ತು ಈ ಮಾತೃಭಾಷೆಗಳನ್ನು ಆಡುವವರು ಮಾತಾಡುವ ಕನ್ನಡ ಇದೆ. ಇನ್ನು ಮಲೆನಾಡಿನ ಕನ್ನಡ ಈ ಕಾದಂಬರಿಯ ಒಳವಲಯದ ಭಾಷೆ. ಈ ಭಾಷೆ ಮಾತಾಡುವವರು ಹೇಗೆ ಸಾಮಾಜಿಕ, ಲಿಂಗಾಧಾರಿತ ವ್ಯವಸ್ಥೆಯನ್ನು ತಮ್ಮ ಮಾತುಗಳಲ್ಲಿ ಪ್ರತಿಫಲಿಸುತ್ತಾರೆ ಅನ್ನುವುದನ್ನು ಕಾದಂಬರಿ ತೋರಿಸುವುದಲ್ಲದೆ ಕೆಲವೊಮ್ಮೆ ನೇರವಾದ ಟಿಪ್ಪಣಿಯನ್ನೂ ಮಾಡುತ್ತದೆ. ಇನ್ನು ಕಾದಂಬರಿಯ ನಿರೂಪಣೆಯ

ಭಾಷೆ ಕಾದಂಬರಿಯ ಆವರಣದ ಭಾಷೆ. ಕೆಲವು ಒಳವಲಯದ ಜನರೂ 'ಮುಕುಂದಯ್ಯ, ಶಂಕ್ರಪ್ಪ ಹೆಗ್ಗಡೆ–ಈ ಭಾಷೆಯನ್ನು ಬಳಸುತ್ತಾರೆ. ಕಾದಂಬರಿಯ ಆತ್ಮದ ಭಾಷೆ ಒಳವಲಯದ ಭಾಷೆಯಾಗಿದ್ದರೂ, ಈ ಭಾಷೆಗಿಂತ ಭಿನ್ನವಾದ ಒಂದು 'ಉನ್ನತ'ವಾದ ಭಾಷೆ ಇದೆ ಅನ್ನುವ ಒಂದು ಕಲ್ಪನೆ ಕಾದಂಬರಿಯಲ್ಲಿ ಇದೆ. ಇವೆಲ್ಲವನ್ನೂ ಮಲೆಗಳಲ್ಲಿ ಮದುಮಗಳು ಕಾದಂಬರಿಯ ವಿನ್ಯಾಸದ ಅಂಗವಾಗಿ, ಆ ಕಾದಂಬರಿಯ ಜಗತ್ತನ್ನು ರೂಪಿಸುವ ಅಂಶಗಳಲ್ಲಿ ಒಂದಾಗಿ ನೋಡಬೇಕು. ಸಾಮಾಜಿಕಭಾಷಾವಿಜ್ಞಾನದ ದೃಷ್ಟಿಯಲ್ಲಿ ನಿಖರತೆ ಹಾಗೂ ಸುಸಂಬದ್ಧತೆಯ ನಿರೀಕ್ಷೆ ಮಾಡದೆ, ಕಾದಂಬರಿ ಜಗತ್ತನ್ನು ರೂಪಿಸುವಲ್ಲಿ ಈ ಭಾಷಾವೈವಿಧ್ಯ ಹೇಗೆ ಕೆಲಸ ಮಾಡುತ್ತದೆ ಅನ್ನುವುದರ ಬಗ್ಗೆ ಗಮನ ಕೊಡಬೇಕು.

ಇರುವಂತಿಗೆ

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'ಕ್ರೌಂಚ ಪಕ್ಷಿಗಳು' ಕತೆಯಲ್ಲಿ ಸಂಭಾಷಣೆಗಳ ನಿರೂಪಣೆ

✦ ಡಾ. ಬಿ.ವಿ. ರಾಮ್ ಪ್ರಸಾದ್

ಸಾಹಿತ್ಯದ ಭಾಷಾಶಾಸ್ತ್ರೀಯ ಅಧ್ಯಯನ ಇಪ್ಪತ್ತನೇ ಶತಮಾನದ ಆರಂಭದಲ್ಲಿ ವಾಕ್ಯಗಳ ವ್ಯಾಕರಣವನ್ನು ಆಧಾರವಾಗಿಟ್ಟುಕೊಂಡು ಸಾಹಿತ್ಯ ಕೃತಿಯ ರಚನೆಯ ಬಗ್ಗೆ ಗಮನ ಹರಿಸಿತ್ತು. ನಂತರದ ಭಾಷಾಶಾಸ್ತ್ರೀಯ ಬೆಳವಣಿಗೆಗಳ ಬೆನ್ನಲ್ಲಿ ವಾಕ್ಯಗಳ ವ್ಯಾಕರಣವನ್ನು ಮೀರಿದ ವಿನ್ಯಾಸಗಳನ್ನು ಸಾಹಿತ್ಯದಲ್ಲಿ ಕಾಣುವ ಪ್ರಯತ್ನಗಳು ನೆಡೆದವು. ಉದಾ– ಲಬೋವ್‌ನ ಮೌಖಿಕ ಕಥನಗಳ ಸಮಾಜಶಾಸ್ತ್ರೀಯ ಅಧ್ಯಯನ, ಭಾಷಾ ಪ್ರಯೋಗ ಸಂಗ್ರಹದ ಹಿನ್ನೆಲೆಯಲ್ಲಿ ಸಾಹಿತ್ಯದ ಅಧ್ಯಯನ, ವ್ಯಾವಹಾರಿಕ ಭಾಷಾಶಾಸ್ತ್ರದ ಹಿನ್ನೆಲೆಯಲ್ಲಿ ಸಾಹಿತ್ಯದ ಅಧ್ಯಯನ, ಸಂವಾದ ವಿಶ್ಲೇಷಣೆಯ ಹಿನ್ನೆಲೆಯಲ್ಲಿ ಸಾಹಿತ್ಯದ ಅಧ್ಯಯನ ಇತ್ಯಾದಿ. ಕಥನ ಸಾಹಿತ್ಯದಲ್ಲಿ ಸಂಭಾಷಣೆಗಳನ್ನು ವ್ಯಕ್ತಪಡಿಸುವಲ್ಲಿ ಲೇಖಕರಿಗೆ ಇರುವ ಆಯ್ಕೆಗಳಾವುದು, ಮತ್ತು ಅವುಗಳನ್ನು ಲೇಖಕರು ಹೇಗೆ ಬಳಸಿಕೊಳ್ಳುತ್ತಾರೆ ಅನ್ನುವುದರ ಅಧ್ಯಯನ ಈ ರೀತಿ ವಾಕ್ಯಗಳ ವ್ಯಾಕರಣವನ್ನು ಮೀರಿದ ಭಾಷಾಶಾಸ್ತ್ರದ ಹಿನ್ನೆಲೆಯಲ್ಲಿ ಸಾಹಿತ್ಯದ ಅಧ್ಯಯನಕ್ಕೆ ಒಂದು ಉದಾಹರಣೆ. ಈ ಪ್ರಬಂಧ ವೈದೇಹಿಯವರ ಕ್ರೌಂಚಪಕ್ಷಿಗಳು ಕತೆ ಆಶ್ಚಾರ್ಯಭಟ್ಟರು ಅನ್ನುವ ಪಾತ್ರದ ಸಂಭಾಷಣೆಗಳನ್ನು ವ್ಯಕ್ತಪಡಿಸುವುದಕ್ಕೆ ಯಾವ ಯಾವ ರೀತಿಯ ಆಯ್ಕೆಗಳನ್ನು ಮಾಡಿಕೊಳ್ಳುತ್ತದೆ ಎಂದು ತೋರಿಸುವ ಪ್ರಯತ್ನವನ್ನು ಮಾಡುತ್ತದೆ.

ಇಲ್ಲಿ ಕೆಲವು ಅಂಶಗಳನ್ನು ಗಮನದಲ್ಲಿರಿಸಿಕೊಳ್ಳಬೇಕು. ಮೊದಲನೆಯದು ಲೇಖಕ ತನ್ನ ಕೃತಿಯಲ್ಲಿ ಬಳಸುವ ಭಾಷೆಗೆ ಸಂಬಂಧಪಟ್ಟಂತೆ ಮಾಡುವ ಪ್ರತಿ ಆಯ್ಕೆಯೂ ಪ್ರಜ್ಞಾಪೂರ್ವಕವಾಗಿರಲೇಬೇಕು ಅಂದುಕೊಳ್ಳುವ ಅಗತ್ಯವಿಲ್ಲ. ಹಾಗೆಯೇ ಪ್ರತಿ ಆಯ್ಕೆಯೂ ಒಂದು ನಿರ್ದಿಷ್ಟ ಪರಿಣಾಮವನ್ನು ಬೀರಬೇಕು ಹಾಗೂ ಆ ಆಯ್ಕೆಯ ಬದಲು ಇನ್ನೊಂದು ಆಯ್ಕೆಯನ್ನು ಮಾಡಿದ್ದರೆ ಕೃತಿ ಒಟ್ಟಾರೆಯಾಗಿ ಬೇರೆಯದೇ ಆಗುತ್ತಿತ್ತು ಎಂದೂ ನೀರೀಕ್ಷಿಸಬೇಕಾಗಿಲ್ಲ. ಈ ಬಿಡಿ ಬಿಡಿ ಆಯ್ಕೆಗಳು ಒಟ್ಟಾರೆಯಾಗಿ – ಪ್ರಜ್ಞಾಪೂರ್ವಕವಾಗಿ ಅಥವಾ ಹಾಗಿಲ್ಲದೇ– ಒಂದು ವಿನ್ಯಾಸಕ್ಕೊಳಪಡುತ್ತವೆಯೇ ಅನ್ನುವುದನ್ನು ನೋಡುವುದು ಮುಖ್ಯ. ಈ ರೀತಿ ಭಾಷೆಯ ಬಳಕೆಯಲ್ಲಿ ಮಾಡುವ

ಆಯ್ಕೆಗಳು ಒಂದು ಸಾಹಿತ್ಯ ಕೃತಿಯಲ್ಲಿ ವಿನ್ಯಾಸಕೊಳಪಡುವುದನ್ನು ತೋರಿಸಲು ಸಾಧ್ಯವಾದರೆ ಭಾಷಾಶಾಸ್ತ್ರ ಹಾಗೂ ಸಾಹಿತ್ಯ ಎರಡಕ್ಕೂ ಲಾಭವಾಗುತ್ತದೆ. ಆದರೆ ಒಟ್ಟಾರೆ ವಿನ್ಯಾಸದ ಬಗೆಗೆ ಅನುಮಾನಗಳಿದ್ದರೂ ಬಿಡಿ ಬಿಡಿಯಾಗೆ ಸಾಹಿತ್ಯದಲ್ಲಿ – ಉದಾ– ಒಂದು ಸಣ್ಣ ಕತೆಯಲ್ಲಿ ಸಂಭಾಷಣೆಗಳನ್ನು ವ್ಯಕ್ತಪಡಿಸಿರುವ ರೀತಿಯಲ್ಲಿ– ವೈಶಿಷ್ಟಗಳೇನು ಅಂದು ಹೇಳಿದರೂ ಅದು ತೀರ ವ್ಯರ್ಥವಾದ ಕೆಲಸವೇನಲ್ಲ. ಈ ಪ್ರಬಂಧದಲ್ಲಿ ಮಾಡಿರುವ ಪ್ರಯತ್ನ ಸೀಮಿತವಾದುದು. ಒಂದು ಪಾತ್ರದ ಸಂಭಾಷಣೆಗಳನ್ನು ಕ್ರೌಂಚಪಕ್ಷಿಗಳು ಅನ್ನುವ ಕತೆ ಯಾವ ಯಾವ ರೀತಿಯಲ್ಲಿ ವ್ಯಕ್ತಪಡಿಸುತ್ತದೆ ಅನ್ನುವುದಕ್ಕೆ ಉದಾಹರಣೆಗಳನ್ನು ನೀಡುವ ಸೀಮಿತ ಪ್ರಯತ್ನವನ್ನು ಮಾತ್ರ ಇಲ್ಲಿ ಮಾಡಲಾಗಿದೆ.

ಕ್ರೌಂಚಪಕ್ಷಿಗಳು ದೇಶವಿಭಜನೆ ಸಂದರ್ಭದ ಬಗ್ಗೆ ಇರುವ ಕತೆ. ಈ ಕತೆ ಉರ್ದುವಿನಲ್ಲಿ ಪ್ರಸಿದ್ಧವಾಗಿರುವ ಲಾಜ್ವಂತಿ ಅನ್ನುವ ಕತೆಗೆ ಹೋಲುತ್ತದೆ. ಎರಡೂ ಕತೆಗಳು ದೇಶವಿಭಜನೆ ಸಂದರ್ಭದಲ್ಲಿ ಅಪಹರಣಕ್ಕೊಳಗಾದ ಮಹಿಳೆಯ ಬಗ್ಗೆ ಇವೆ. ಆದರೆ ಕ್ರೌಂಚಪಕ್ಷಿಗಳು ಕತೆಯ ವೈಶಿಷ್ಟವಿರುವುದು ವಿಭಜನೆಯ ಸಂದರ್ಭದ ಕತೆಗೆ ಆಧುನಿಕ ಕಾಲದ ಒಂದು ಚೌಕಟ್ಟನ್ನು ಕೂರಿಸಿರುವುದು. ಅಶ್ನಾರ್ಣ ಭಟ್ಟರ ಹೆಂಡತಿ ಲಕ್ಷಮ್ಮನವರು ದೇಶವಿಭಜನೆಯ ಸಂದಂರ್ಭದಲ್ಲಿ ಅಪಹರಣಕ್ಕೊಳಗಾಗುವುದು ಮತ್ತು ನಂತರ ಅಶ್ನಾರ್ಣ ಭಟ್ಟರು ನಿರಾಶ್ರಿತರ ಶಿಬಿರದಲ್ಲಿ ಸಿಕ್ಕುವ ತಮ್ಮ ಪತ್ನಿಯನ್ನು ಗುರುತಿಸಲು ತಿರಸ್ಕರಿಸುವುದು ಒಳ ಕತೆ. ಈ ಕತೆಯನ್ನು ಲಕ್ಷಮ್ಮ ಮತ್ತು ಅಶ್ನಾರ್ಣ ಭಟ್ಟರು ಬೇರೆ ಬೇರೆ ರೀತಿಯಲ್ಲಿ ನಮ್ಮ ಮುಂದಿಡುತ್ತಾರೆ. ಇವೆಲ್ಲವನ್ನೂ ನಮ್ಮ ಮುಂದೆ ಹೇಳುವುದು ಅರುಂಧತಿ ಅನ್ನುವ ಸಂಶೋಧಕಿ. ಆದರೆ ಕತೆ ಇರುವುದು ಪ್ರಥಮ ಪುರುಷ ನಿರೂಪಣೆಯಲ್ಲಿ. ಈ ಪ್ರಥಮ ಪುರುಷ ನಿರೂಪಣೆಯಲ್ಲೇ ಕತೆ ಬೇರೇ ಬೇರೇ ಪಾತ್ರಗಳ ದೃಷ್ಟಿಕೋನಗಳ ಮೂಲಕ ಘಟನೆಗಳನ್ನು ನಮ್ಮ ಮುಂದಿಡುತ್ತದೆ. ಒಂದು ಘಟನೆಯ ಬಗ್ಗೆ ವಿಭಿನ್ನ ದೃಷ್ಟಿಕೋನಗಳನ್ನು ಹಾಗೂ ವಿಭಿನ್ನ ನೆಲೆಯ ವ್ಯಾಖ್ಯಾನಗಳನ್ನು ಕ್ರೌಂಚಪಕ್ಷಿಗಳು ಕತೆ ಮಾಡುವ ಬಗೆ ಬಹಳ ವೈಶಿಷ್ಟ್ಯಪೂರ್ಣವಾಗಿದೆ.

ಒಬ್ಬರು ಹೇಳುವುದನ್ನು ಇನೊಬ್ಬರು ಹೇಳುವಾಗ ಎರಡು ಆಯ್ಕೆಗಳಿವೆ:

ಪ್ರತ್ಯಕ್ಷ ಭಾಷೆ: 'ನನಗೆ ಮದುವೆಯಾಗಲು ಇಷ್ಟವಿಲ್ಲ' ರವಿ ಹೇಳಿದನು.

ಪರೋಕ್ಷ ಭಾಷೆ: ಅವನಿಗೆ ಮದುವೆಯಾಗಲು ಇಷ್ಟವಿಲ್ಲ ಎಂದು ರವಿ ಹೇಳಿದನು.

ಇದಲ್ಲದೇ ಬೇರೆ ಆಯ್ಕೆಗಳೂ ಇವೆ. ಉದಾಹರಣೆಗೆ ಈ ಕೆಳಗಿನ ವಾಕ್ಯವನ್ನು ನೋಡಿ:

ತನಗೆ/ನನಗೆ ಮದುವೆಯಾಗಲು ಇಷ್ಟವಿಲ್ಲ, ರವಿ ಹೇಳಿದ.

ಸದ್ಯಕ್ಕೆ ಮೂರನೇ ಶೈಲಿಯನ್ನು ಮುಕ್ತ ಭಾಷೆ ಎಂದು ಕರೆಯೋಣ. ಪ್ರತ್ಯಕ್ಷ

ಭಾಷೆಯಲ್ಲಿ ಒಬ್ಬ (ರವಿ) ಹೇಳಿರುವುದನ್ನು ಇದ್ದ ಹಾಗೆಯೇ ಏನು ಬದಲಾವಣೆಯಿಲ್ಲದೇ ಹಾಗೂ ಉದ್ಧರಣ ಚಿಹ್ನೆಗಳನ್ನು ಬಳಸಿ ಹೇಳಲಾಗಿದೆ. ಪರೋಕ್ಷ ಭಾಷೆಯಲ್ಲಿ ರವಿ ಹೇಳಿದ್ದನ್ನು ಅದನ್ನು ವರದಿ ಮಾಡುತ್ತಿರುವವನ ದೃಷ್ಟಿಕೋನಕ್ಕೆ ತಕ್ಕ ಹಾಗೆ ಬದಲಾವಣೆಗಳನ್ನು ಮಾಡಿಕೊಂಡು ಹೇಳಲಾಗಿದೆ ಹಾಗೂ ಇಲ್ಲಿ ಉದ್ಧರಣ ಚಿಹ್ನೆಗಳ ಬಳಕೆಯಿಲ್ಲ. ಪರೋಕ್ಷ ಭಾಷೆಯಲ್ಲಿ ವರದಿ ಮಾಡುವವನ ಇರುವಿಕೆ ಹೆಚ್ಚು ಕಾಣುತ್ತದೆ, ಇದಕ್ಕೆ ಉದಾಹರಣೆಯಾಗಿ ಈ ಕೆಳಗಿನ ಕಲ್ಪಿತ ವಾಕ್ಯವನ್ನು ನೋಡಬಹುದು:

'ಇಲ್ಲಿ ಯಾವುದೇ ಸ್ಥಳವಿಲ್ಲ' ಎಂದು ರವಿ ಹೇಳಿದನು.

ಇದನ್ನು ವರದಿ ಮಾಡುವಾಗ ಎರಡು ಸಾಧ್ಯತೆಗಳಿವೆ:

1. ಇಲ್ಲಿ ಯಾವುದೇ ಸ್ಥಳವಿಲ್ಲ ಎಂದು ರವಿ ಹೇಳಿದನು.
2. ಅಲ್ಲಿ ಯಾವುದೇ ಸ್ಥಳವಿಲ್ಲ ಎಂದು ರವಿ ಹೇಳಿದನು.

ಇಲ್ಲಿ ಗಮನಿಸಬೇಕಾದಿದ್ದು ಸ್ಥಳಸೂಚಕ ಪದಗಳಲ್ಲಿ ಆಗಿರುವ ಬದಲಾವಣೆ. ಪ್ರತ್ಯಕ್ಷ ವಾಕ್ಯದಲ್ಲಿ ಇಲ್ಲಿ ಅನ್ನುವುದು ರವಿಯ ದೃಷ್ಟಿಕೋನದಿಂದ್ದರೆ, ಪರೋಕ್ಷ ವಾಕ್ಯಗಳಲ್ಲಿ 'ಇಲ್ಲಿ, ಅಲ್ಲಿ' ಅನ್ನುವ ಪದಗಳು ವರದಿ ಮಾಡುವವನ ದೃಷ್ಟಿಕೋನವನ್ನು ಮುನ್ನಲೆಗೆ ತರುತ್ತವೆ. ಹೀಗಾಗಿ ಪರೋಕ್ಷ ವಾಕ್ಯಗಳ ಬಳಕೆ ಕಥನ ಸಾಹಿತ್ಯದಲ್ಲಿ ನಿರೂಪಕನ ಇರುವಿಕೆಯನ್ನು ಬಲಪಡಿಸುತ್ತವೆ ಮತ್ತು ಪ್ರತ್ಯಕ್ಷ ವಾಕ್ಯಗಳ ಬಳಕೆ ನಿರೂಪಕನ ಇರುವಿಕೆಯನ್ನು ಕಡಿಮೆ ಮಾಡುತ್ತವೆ. ಆದರೆ ಮೇಲೆ ಉದಾಹರಿಸಿದ – ತನಗೆ/ನನಗೆ ಮದುವೆಯಾಗಲು ಇಷ್ಟವಿಲ್ಲ, ರವಿ ಹೇಳಿದ– ಅನ್ನುವ ವಾಕ್ಯ ವಿಶಿಷ್ಟವಾಗಿದೆ. ಇದು ಪರೋಕ್ಷ ವಾಕ್ಯದಂತೆ ಇದ್ದರೂ ರವಿಯೇ ತನ್ನ ವಿಚಾರವನ್ನು ಹೇಳಿದ ಹಾಗಿದೆ. ತನಗೆ/ನನಗೆ ಅನ್ನುವುದು ಅವನಿಗೆ ಅನ್ನುವುದಕ್ಕೆ ಹೋಲಿಸಿದರೆ ರವಿಯ ದೃಷ್ಟಿಕೋನಕ್ಕೆ ಹತ್ತಿರವಾಗಿದೆ. ಇಲ್ಲಿ ವರದಿಗಾರ ಇದ್ದರೂ ಇಲ್ಲದಂತೆ. ಈ ರೀತಿ ಪ್ರತ್ಯಕ್ಷ ಭಾಷೆಯ ಕೆಲವು ಲಕ್ಷಣಗಳನ್ನು ಒಳಗೊಂಡೂ ಪರೋಕ್ಷ ಭಾಷೆಯಾಗಿರುವ ಬಳಕೆಗಳನ್ನು 'ಮುಕ್ತ ಪರೋಕ್ಷ' ಭಾಷೆ ಎಂದು ಕರೆಯೋಣ. ಮುಕ್ತ ಪ್ರತ್ಯಕ್ಷ ಭಾಷೆಗೂ ಮುಕ್ತ ಪರೋಕ್ಷ ಭಾಷೆಗೂ ವ್ಯತ್ಯಾಸಗಳನ್ನು ತೋರಿಸಬಹುದಾದರೂ ನಮ್ಮ ಪ್ರಬಂಧದ ಉದ್ದೇಶಗಳಿಗೆ ಆ ವ್ಯತ್ಯಾಸಗಳನ್ನು ಕಡೆಗಣಿಸಬಹುದು.

ಈಗ ವೈದೇಹಿಯವರ ಕ್ರೌಂಚಪಕ್ಷಿಗಳು ಕತೆಯಲ್ಲಿ ಮಾತುಗಳನ್ನು ಹೇಗೆ ವ್ಯಕ್ತಪಡಿಸಲಾಗಿದೆ ಅನ್ನುವುದನ್ನು ನೋಡೋಣ. ಮೊದಲೇ ಹೇಳಿದಂತೆ ಈ ಕತೆ ಇರುವುದು ಪ್ರಥಮ ಪುರುಷ ನಿರೂಪಣೆಯಲ್ಲಿ. 'ಅರುಂಧತಿ, ಹೆಚ್ಚಿನ ಓದು ಸಂಶೋಧನೆ ಅಂತ ದೆಹಲಿಯಲ್ಲಿಯೇ ಇದ್ದವಳು, ಊರಿಗೆ ಬಂದಿದ್ದಳು...' ಎಂದು ಕತೆ ಪ್ರಾರಂಭವಾಗುತ್ತದೆ. ಈ ಪ್ರಥಮ ಪುರುಷ ನಿರೂಪಣೆ ಮೊದಲು ಅರುಂಧತಿಯ

ಮಾತುಗಳನ್ನು ಹೇಗೆ ವ್ಯಕ್ತಪಡಿಸುತ್ತದೆ ಅನ್ನುವುದನ್ನು ನೋಡೋಣ. ಕತೆಯ ಮೊದಲಿಗೇ ಅರುಂಧತಿಯ ಮಾತುಗಳನ್ನು– 'ಏನೋ ಒಂದು ವಿಶೇಷ ಹೇಳಲಿಕ್ಕಿದೆ. ಬನ್ನಿ ಎಲ್ಲರೂ. ಒಟ್ಟಿಗೆ ಕುಳಿತು ಕೇಳಬೇಕು. ತಪ್ಪಿಸಬೇಡಿ ಖಂಡಿತ'– ಅಂತ ಪ್ರತಿಯೊಬ್ಬರನ್ನೂ ಪ್ರತ್ಯೇಕ ಪ್ರತ್ಯೇಕವಾಗಿ ಕರೆದಳು(658)– ಎಂದು ಪ್ರತ್ಯಕ್ಷ ಭಾಷೆಯಲ್ಲಿ ಹೇಳಲಾಗಿದೆ. ನಂತರ ನೇರ ಪ್ರತ್ಯಕ್ಷ ಭಾಷೆಯಲ್ಲಿ,

'ಮಧ್ಯೆ ಯಾರೂ ಮಾತಾಡಬಾರದು, ಹ್ಞ ?'(658)

ಎಂದು ಅರುಂಧತಿಯ ಮಾತುಗಳನ್ನು ನೀಡಲಾಗಿದೆ. ನಂತರದ ಕತೆಯನ್ನು ಅರುಂಧತಿಯೇ ನಿರೂಪಕಿಯಾಗಿ ಇತರರಿಗೂ ನಮಗೂ ಹೇಳುತ್ತಾರೆ. ಈ ಅರುಂಧತಿಯ ಕತೆಯಲ್ಲಿ ಬರುವ ಎರಡು ಮುಖ್ಯ ಪಾತ್ರಗಳು ಅಶ್ನಾರ್ಣ ಭಟ್ಟರು ಮತ್ತು ಲಕ್ಷ್ಮಮ್ಮ. ಆದರೆ ಅಶ್ನಾರ್ಣ ಭಟ್ಟರು ಬೇರೆ ಬೇರೆ ಸಂದರ್ಭದಲ್ಲಿ ಆಡಿದ ಮಾತುಗಳನ್ನು ಕತೆ ನಮ್ಮ ಮುಂದಿಡುತ್ತದೆ. ಈ ಮಾತುಗಳನ್ನು ನಮ್ಮ ಮುಂದಿಡುವುದರಲ್ಲಿ ಕತೆ ಸಾಕಷ್ಟು ಸಂಕೀರ್ಣವಾದ ಆಯ್ಕೆಗಳನ್ನು ಮಾಡಿಕೊಳ್ಳುತ್ತದೆ.

ಅಶ್ನಾರ್ಣ ಭಟ್ಟರ ಬಗ್ಗೆ ಬರುವ ಕತೆ ಅರುಂಧತಿ ಹೇಳುವ ಹಾಗೆ ಮೇಲು ನೋಟಕ್ಕೆ ಕಾಣುತ್ತದೆ. ಆದರೆ ಆ ಕತೆಯಲ್ಲಿ ಬರುವ ಕೆಲವು ವಾಕ್ಯಗಳನ್ನು ನೋಡಿದರೆ ಅಶ್ನಾರ್ಣ ಭಟ್ಟರ ಕತೆಯನ್ನು ನಿರೂಪಿಸುವ ದೃಷ್ಟಿಕೋನ ಬಹಳ ಸಂಕೀರ್ಣವಾದುದು ಎಂದು ಗೊತ್ತಾಗುತ್ತದೆ. ಈ ಕೆಳಗಿನ ವಾಕ್ಯಗಳನ್ನು ನೋಡಿ:

"ಬಹಳ ಹಿಂದೆ ಯಾರೋ ಒಬ್ಬರು, ಹೆಸರು ಮರೆತುಹೋಗಿದೆ ಈಗ, ಬ್ರಹ್ಮಚಾರಿ ಅಂತ ಅಷ್ಟು ನೆನಪಿದೆ, ಉತ್ತರ ಭಾರತದ ಕಡೆ ಸಂಚಾರ ಹೊರಟಾಗ ಊರುಬದಿಯ ಅಡುಗೆ ಮಾಡುವವರೇ ಬೇಕು ಅಂತ ವಿಚಾರಿಸುತ್ತಿದ್ದರಂತೆ. ಅಶ್ನಾರ್ಣ ಭಟ್ಟರ ತಂದೆ ಸಣ್ಣಪ್ಪ ಭಟ್ಟರು ಮಗನನ್ನು ಆತನ ಜೊತೆ ಕಳಿಸಿಕೊಟ್ಟರಂತೆ. ಉತ್ತರ ಭಾರತ ಅಂದರೇನು ಆಗ, ಫಾರಿನ್ನೇ. ಕಳಿಸುವಾಗ ತಾಯಿ ಕಾತ್ಯಾಯಿನಿಯಮ್ಮ ಮೂರ್ಛೆ ಹೋಗುವಷ್ಟು ಅತ್ತರಂತೆ.

ಇದ್ದಾರೆ ಈಗಲೂ, ಶತಾಯುಷಿ. ಹೋಗಿ ಕೇಳಿ ಬೇಕಾದರೆ." (661)

ಇಲ್ಲಿ ಬರುವ ಅಂತೆ ಅನ್ನುವ ಪದದ ಪುನರಾವರ್ತನೆಯನ್ನು ಗಮನಿಸಿ. ಇದು ಒಟ್ಟಾರೆಯಾಗಿ ಎಲ್ಲರಿಗೂ ಗೊತ್ತಿರುವ ಕತೆ, ಯಾರೊಬ್ಬರಿಗೂ ನಿರ್ದಿಷ್ಟವಾಗಿ ತಿಳಿದಿರುವುದಲ್ಲ ಎಂಬಂತೆ ಇದೆ. ಹಾಗೆಯೇ 'ಇದ್ದಾರೆ ಈಗಲೂ, ಶತಾಯುಷಿ. ಹೋಗಿ ಕೇಳಿ ಬೇಕಾದರೆ' ಎಂದು ಅರುಂಧತಿ ಹೇಳುವುದು ಸಾಧ್ಯವಿಲ್ಲ. ಯಾಕೆಂದರೆ ಅರುಂಧತಿ ಈಗ ತಾನೆ ಊರಿಗೆ ಬಂದವಳು. ಹಾಗೆಯೇ

'ಹಾಗೆ ಮದುವೆಯಾಗಿ ಹೋದವರು ಮರಳಿ ಬಂದದ್ದು ಮಾತ್ರ, ಒಬ್ಬರೇ.

ಸ್ವಾತಂತ್ರ್ಯ ಸಿಕ್ಕಿ ಎರಡು ವರ್ಷ ಕಳೆದ ಮೇಲೆ.' (661)

ಈ ಮಾತುಗಳನ್ನು ಸಾಕಷ್ಟು ದೊಡ್ಡವರೇ– ಅರುಂಧತಿಗಿಂತ ಸಾಕಷ್ಟು ದೊಡ್ಡವರೇ ಹೇಳಲು ಸಾಧ್ಯ. ಆದರೆ ಈ ಕೆಳಗಿನ ಮಾತುಗಳನ್ನು ಗಮನಿಸಿ:

'ನಮಗವರು ಕೇವಲ ಅಡುಗೆ ಭಟ್ಟರೆ? ಛೆಛೆ, ಅಜ್ಜನಂತಿದ್ದರಲ್ಲ.' (662)

ಈ ಮಾತುಗಳನ್ನು ಅರುಂಧತಿಯ ಸಮಕಾಲೀನರು ಹೇಳಬಹುದು. ಅಂದರೆ ಅಶ್ವಾರ್ಣ ಭಟ್ಟರ ಕತೆಯನ್ನು ಒಂದು ನಿರ್ದಿಷ್ಟ ದೃಷ್ಟಿಕೋನದಿಂದ ಹೇಳಲಾಗಿಲ್ಲ. ಅವರ ಕತೆ ಒಟ್ಟಾರೆಯಾಗಿ ಇಡೀ ಊರಿನ ಜನರ ನೆನಪಿನೊಳಗಿಂದ ಬಂದ ಹಾಗಿದೆ. ಹಾಗಾಗಿ ಭಟ್ಟರ ಕತೆಯನ್ನು ಮತ್ತು ಭಟ್ಟರು ಹೇಳುವುದನ್ನು ನಮ್ಮ ಮುಂದಿಡುವುದು ಒಬ್ಬ ನಿರೂಪಕ ಅಲ್ಲ.

ಈಗ ಈ ರೀತಿಯ ನಿರೂಪಣೆ ಭಟ್ಟರ ಮಾತುಗಳನ್ನು ಹೇಗೆ ನಮ್ಮ ಮುಂದಿಡುತ್ತದೆ ಎಂದು ನೋಡೋಣ.

ಇಷ್ಟು ದಿನ ತನಗೆ ಪರದೇಶಿ ಯೋಗವಲ್ಲವೆ? ಇಲ್ಲವಾದರೆ ಊರು ಬಿಟ್ಟು ಅಷ್ಟು ದೂರ ಸಂಸಾರ ಹೂಡುವ ಅಗತ್ಯ ಇತ್ತೆ ತನಗೆ? ಈಗ ಸತ್ಯನಾಶವಾಗಿ ವಾಪಾಸು ಬಂದ ಹಾಗಾಯಿತಲ್ಲ ಅಂತ ಒಂದು ಕೊರಗುತ್ತಿದ್ದರು ಅಷ್ಟಿಷ್ಟಲ್ಲ... (661)

ಈ ಮಾತುಗಳು ಪರೋಕ್ಷ ಭಾಷೆಯಲ್ಲಿ ಇದ್ದರೂ, ನಿರೂಪಕ ಇಲ್ಲಿ ಅಷ್ಟು ಎದ್ದು ಕಾಣುತ್ತಿಲ್ಲ ಅನ್ನುವುದನ್ನು ಗಮನಿಸಿ. ಹಾಗೆಯೇ 'ಅವರಿಗೆ' ಅನ್ನುವ ಬದಲು 'ತನಗೆ' ಎಂಬ ಪದದ ಬಳಕೆಯನ್ನೂ ಗಮನಿಸಿ. ಈ ಕೆಳಗಿನ ವಾಕ್ಯಗಳಲ್ಲಿ ನಿರೂಪಕ ಪ್ರಾರಂಭದಲ್ಲಿ ಕಾಣುತ್ತಿದ್ದು (ತಾನೇ ವಹಿಸಿಕೊಂಡಿದ್ದರು) ನಂತರ 'ನಗುವರು' ಅನ್ನುವ ಪದದವರೆಗೆ ಭಟ್ಟರೇ ಹೇಳಿದ ಹಾಗೆ ಇದೆ. ಹಾಗಾಗಿ ಈ ಕೆಳಗಿನ ವಾಕ್ಯಗಳು ಮುಕ್ತ ಪರೋಕ್ಷ ಭಾಷೆಯಲ್ಲಿ ಇವೆ ಅನ್ನಬಹುದು.

ತಂದೆಯೂ ತೀರಿಕೊಂಡು ಅವರ ಖಾಯಂ ಮನೆಗಳ ವಿಶೇಷಗಟ್ಟಲೆ ಊಟದ ಜವಾಬ್ದಾರಿಯನ್ನೆಲ್ಲ ತಾನೇ ವಹಿಸಿಕೊಂಡಿದ್ದರು. ಕಾಶಿಯಲ್ಲಿ ಏನಾದರೂ ಬಿಟ್ಟುಬರಬೇಕಲ್ಲವೆ, ತಾನು ಪೌರೋಹಿತ್ಯವನ್ನು ಬಿಟ್ಟು ಬಂದೆ. ಇಷ್ಟಕ್ಕೂ ಪೌರೋಹಿತ್ಯವೇನು ಕಷ್ಟದ್ದಲ್ಲ, ಎರಡು ಗಣೇಶಾಯ ನಮಃ, ಶಿವಾಯ ನಮಃ, ಪ್ರದ್ಯುಮ್ನಾಯ ನಮಃ ಅಂತ ಜೋರಾಗಿ ಹೇಳಲು ಬಂದರೆ ಬೇಕಾದಷ್ಟಾಯಿತು. ಮತ್ತೆಲ್ಲ ಬಾಯೊಳಗೇ ಮಣಮಣ. ತಾನು ಸುಧಾರಿಸಿದೆನಲ್ಲ ಆ ಕೆಲಸವನ್ನೂ–ನಗುವರು. (661)

ಇಲ್ಲಿ ಕೊನೆಯಲ್ಲಿ 'ನಗುವರು' ಅನ್ನುವ ಪದ ಮತ್ತು 'ತಾನು' ಅನ್ನುವ ಪದ ಬಿಟ್ಟರೆ ಭಟ್ಟರೇ ನಿರೂಪಣೆ ಮಾಡಿರುವಂತಿದೆ.

ಈ ಕೆಳಗಿನ ಸಂಭಾಷಣೆಯನ್ನು ಗಮನಿಸೋಣ:

– ಭಟ್ಟರೇ, ನೀವು ಅಶ್ವಾರ್ಣ ಭಟ್ಟರು ಹೇಗೆ?

'ಅದು ಮಗೂ, ಲಕ್ಷ್ಮೀನಾರಾಯಣ ಅಂತ ನನ್ನ ಅಪ್ಪಯ್ಯ ಅಷ್ಟು ಚಂದದ ಹೆಸರಿಟ್ಟರೂ ಯಾರೋ ನಾಲಗೆ ಹೊಡಕದವರು ಅಶ್ನಾರ್ಣ ಮಾಡಿದರು. ಅದೇ ಬಿದ್ದು ಹೋಯ್ತು'

ಭಟ್ಟರೆ, ನಿಮಗೆ ಸಮೋಸ ಗೊತ್ತುಂಟ?

'ಹೋ, ಸಮೋಸಾ ಅಷ್ಟೇ ಅಲ್ಲ, ಮೋಸಾ ಸಾ ಗೊತ್ತು ...'

ಹಾಗಾದರೆ ಕಟ್ಲೆಟ್?

'ಅದಕ್ಕೇನು, ಕಟ್ಟಿದರೆ ಸರಿ ಬಿಟ್ಟರೆ ಸರಿ. ನೀನು ತಿನ್ನಬೇಕಾ? ಇವತ್ತು ಸಾಯಂಕಾಲವೇ ಮಾಡುವ. ಈಗ ಇಕ, ಇದೊಂದು ಕೆಲಸ ಮುಗಿಯಲಿ'.

ಭಟ್ಟರೆ, ಸೀತೆಯನ್ನು ರಾಮ ಯಾಕೆ ಕಾಡಿಗೆ ಕಳಿಸಿದ?

'ಅದೂ... ಯಾಕೆಂತ ಹೇಳುವುದಪ್ಪಾ... ಕ್ರೌಂಚಪಕ್ಷಿ ಸತ್ತ ಮೇಲೆ ಎಲ್ಲ ಅಷ್ಟೇ ಮಗೂ'

ತಪ್ಪಲ್ಲವೆ ಅದು?

'ತಪ್ಪೆಂದರೆ ತಪ್ಪು ಸರಿಯೆಂದರೆ ಸರಿ'.

ಹಾಗಲ್ಲ. ತಪ್ಪೋ ಸರಿಯೋ ಎರಡರಲ್ಲೊಂದು ಹೇಳಿ.

'ಶ್ರೀ ಹರೀ ನಾರಾ...ಯಣ ಗೋವಿಂದಾ... ನಾನು ತಪ್ಪು ಅಂದೆ ಅಂತಿಟ್ಟುಕೋ. ಶ್ರೀರಾಮಚಂದ್ರ ಸೀತಾಮಾತೆಯನ್ನು ವಾಪಾಸು ಕರೆಯುತ್ತಾನೋ, ಅವಳು ಬರುತ್ತಾಳೋ?'

ನೀವು ಸರಿ ಅಂದ ಹಾಗೆ ಇದು. ಹ್ಞೂ! ಯಂತ ಭಟ್ಟರೆ! (662)

ಇಲ್ಲಿ ಪ್ರಶ್ನೆಗಳು ಮುಕ್ತ ಪರೋಕ್ಷ ಭಾಷೆಯಲ್ಲಿ ಇವೆ. ಇಲ್ಲಿ ಪ್ರಶ್ನೆಗಳನ್ನು ಯಾರು ಕೇಳುತ್ತಿದಾರೆ ಅನ್ನುವುದನ್ನೂ ಹೇಳಲಾಗಿಲ್ಲ. ಇಡೀ ಒಂದು ಊರೇ ಭಟ್ಟರಿಗೆ ಪ್ರಶ್ನೆ ಕೇಳಿದ ಹಾಗೆ ಇದೆ. ಆದರೆ ಭಟ್ಟರ ಉತ್ತರಗಳು ಪ್ರತ್ಯಕ್ಷ ಭಾಷೆಯಲ್ಲಿ ಇವೆ. ಪ್ರಶ್ನೆ ಕೇಳುತ್ತಿರುವವರು ಒಬ್ಬ ವ್ಯಕ್ತಿಯಲ್ಲ, ಒಂದು ಸಮೂಹವೇ ಭಟ್ಟರಿಗೆ ಪ್ರಶ್ನೆ ಕೇಳುತ್ತಿದೆ. ಭಟ್ಟರು ಇಡೀ ಸಮೂಹಕ್ಕೆ ಉತ್ತರ ಕೊಡುತ್ತಿದ್ದಾರೆ. ಹಾಗೆಯೇ ಈ ಪ್ರಶ್ನೆ ಉತ್ತರಗಳ ಸರಮಾಲೆಯಲ್ಲಿ ನಿರೂಪಕ ಮಾಯವಾಗಿದ್ದಾನೆಂಬುದನ್ನು ಗಮನಿಸಿ. ಆದರೆ ಗಾಂಧೀಜಿಯವರ ಬಗ್ಗೆ ಭಟ್ಟರು ಮಾತನಾಡುವಾಗ ಅದನ್ನು ಪ್ರತ್ಯಕ್ಷ ಭಾಷೆಯಲ್ಲಿ ನೀಡುವುದಲ್ಲದೇ ನಿರೂಪಕನ ವಿವರಣೆಗಳೂ ಸೇರಿಕೊಂಡಿವೆ.

'ಗಾಂಧೀಜಿಯವರ ಭಾಷಣ ಇದೆ ಕಿವಿಯಾರೆ ಕೇಳಿದ್ದೆ ಗೊತ್ತೆ ಮಕ್ಕಳೆ? ಎಂತಹ ಮನುಷ್ಯ ಏನು ಕತೆ! ನೋಡಲಿಕ್ಕೆ ಮಾತ್ರ ನಮ್ಮ ಹಾಗೇ. ನಮ್ಮ ಹಾಗೇ. ನಮ್ಮ ಹಾಗೇ ಉಡುಗೆ ತೊಡುಗೆ ನಡಿಗೆ ಎಲ್ಲ. ಕೋಲು ತೆಗೆದು ಆ ಕೈಗೆ ಒಂದು ಸೌಟು ಕೊಟ್ಟು ಚಿತ್ರ ಬಿಡಿಸಿ ನೋಡಿ ಬೇಕಾದರೆ. ಅಡುಗೆಭಟ್ಟರೇ, ಥೇಟ! ಅಲ್ಲ, ಒಂದು ಲೆಕ್ಕದಲ್ಲಿ ಗಾಂಧೀಜಿ ನಮ್ಮ ದೇಶದ ದೊಡ್ಡ ಅಡುಗೆಭಟ್ಟ. ಯಾಕೆ ಕೇಳಿ' ಎನ್ನುತ್ತ ಗಾಂಧೀಜಿ ಅವರು ಅಡುಗೆ ಊಟ ಉಪಾಹಾರ ಪಥ್ಯದ ಕುರಿತು ಆಡಿದ ಮಾತುಗಳೆಂದು ಉದ್ಧರಿಸಿ 'ಪ್ಲೇಟು ಈಚೆ ಬೀಳುವುದು ಆಚೆ ಬಿತ್ತು, ಹಾಗಾಗಿ

ಅವರು ಕೇವಲ ಅಷ್ಟಕ್ಕೇ ನಿಲ್ಲದೆ ಮಹಾತ್ಮರಾದರು'– ಸಾರಿನಪುಡಿಗೆ ಹುರಿಯುತ್ತ, ತರಕಾರಿ ಹೆಚ್ಚುತ್ತ, ಅಕ್ಕಿ ತೊಳೆಯುತ್ತ ಪಾಕ ಕುದಿಸುತ್ತ ಮಹಾತ್ಮನನ್ನು ತನಗೆ ಕಂಡ ಪಾತ್ರೆಯಲ್ಲಿ ಹಾಕಿ ಮಗುಚುವರು. (662)

ಇಲ್ಲಿ 'ಎನ್ನುತ್ತ ಗಾಂಧೀಜಿ ಅವರು ಅಡುಗೆ ಊಟ ಉಪಾಹಾರ ಪಥ್ಯದ ಕುರಿತು ಆಡಿದ ಮಾತುಗಳೆಂದು ಉದ್ಧರಿಸಿ' ಮತ್ತು 'ಸಾರಿನಪುಡಿಗೆ ಹುರಿಯುತ್ತ, ತರಕಾರಿ ಹೆಚ್ಚುತ್ತ, ಅಕ್ಕಿ ತೊಳೆಯುತ್ತ ಪಾಕ ಕುದಿಸುತ್ತ ಮಹಾತ್ಮನನ್ನು ತನಗೆ ಕಂಡ ಪಾತ್ರೆಯಲ್ಲಿ ಹಾಕಿ ಮಗುಚುವರು' ಅನ್ನುವಾಗ ನಿರೂಪಕನ ಇರುವಿಕೆ ಕಾಣುತ್ತದೆ.

ಮತ್ತೆ ನಂತರ ಭಟ್ಟರು ತಮ್ಮ ಹಿಂದಿನ ಜೀವನದ ಬಗ್ಗೆ ಮಾತನಾಡಲಾರಂಭಿಸುತ್ತಾರೆ.

– ವಿಭಜನೆಯ ಗಲಭೆ ದೊಂಬಿಗಳನ್ನು ಮೊಹಲ್ಲಾದಲ್ಲಿ ತಾನು ಪ್ರತ್ಯಕ್ಷ ಕಂಡು ಅನುಭವಿಸಿದವನಲ್ಲವೆ. ಇಲ್ಲವಾದರೆ ತನಗೂ ಅವು ಉಳಿದೆಲ್ಲ ಸುದ್ದಿ ಸಮಾಚಾರಗಳಂತೆ ಪೇಪರಿನಲ್ಲಿ ಕೇಳುವ ಕಾಣುವ ಎಲ್ಲಿಯೋ ನಡೆದ ಗಲಾಟೆ ಮಾತ್ರವಾಗಿಯೇ ಉಳಿಯುತ್ತಿತ್ತೇನೋ. ಎಷ್ಟು ಬೆಚ್ಚಗೆ ಇದ್ದೆ ತಾನು. ಪೌರೋಹಿತ್ಯ ಅಡುಗೆ ಹೋಟೆಲು ಅಂತ ಹೆಂಡತಿಯೊಂದಿಗೆ ಒಪ್ಪವಾಗಿ ಸಂಸಾರ ಮಾಡಿಕೊಂಡು. ಇವತ್ತಿನ ದಿನ ಮರ್ಯಾದೆಯಲ್ಲಿ ಕಳೆಯಿತು, ದೇವರೇ, ನಾಳಿನ ದಿನವೂ ನಿನ್ನದೇ ಹೊಣೆ ಎಂದು ದೇವರ ಪಟಕ್ಕೆ ಎರಡು ಹೂಗು ಏರಿಸುತ್ತ. ಎಲ್ಲರೂ ಸ್ನೇಹಿತರೇ, ಎಲ್ಲರೂ ಭಟ್‌ಜೀ ಏಕ್‌ಚಾಯ್, ಭಟ್‌ಜೀ ಏಕ್ ದೋಸಾ, ಪೂರೀ, ರೋಟೀ, ಸಬ್ಜೀ, ಬಾಜೀ, ಭಟ್‌ಜೀ ಎನ್ನುತ್ತ ಪಟ್ಟಾಂಗ ಹೊಡೆದು ತಿಂದು ಕುಡಿದು ಹೋಗುವವರೇ... ಅತ್ತ ಇತ್ತ ಹರಡುತ್ತಿದ್ದ ಗಲಭೆಗಳ ಸಮಾಚಾರವನ್ನಂತೂ ಎಷ್ಟು ಸಲ ಚರ್ಚೆಮಾಡುತ್ತಿದ್ದೆವೋ. ಗಿರಾಕಿಗಳಿಗಂತೂ ಮಾತಾಡಲು ಅದು ಬಿಟ್ಟು ಬೇರೆ ಇಲ್ಲ. ಆದರೆ ಜ್ವಾಲೆ ತಮ್ಮ ಮೊಹಲ್ಲಾದಲ್ಲಿಯೂ ಹಬ್ಬಿ ಅಷ್ಟು ಶೀಘ್ರ ಸ್ವಾಹಾ ಮಾಡಿಬಿಡಬಹುದು ಅಂತ ಹನಿ ಸಂದೇಹ ಕೂಡಾ ಇರಲಿಲ್ಲವಲ್ಲ... ಯಾ ಅಲ್ಲಾಹ್... ನಾರಾಯಣಾ... (ನಮ್ಮನ್ನು ನಗಿಸಲೋ ತಾನು ಉತ್ತರ ದೇಶದಲ್ಲಿದ್ದು ಬಂದವ ಎಂಬ ಝೂಪು ತೋರಿಸಲೋ ವಾತಾವರಣದ ಬಿಗಿ ಸಡಿಲಿಸಿ ಉಸಿರು ತೆಗೆದುಕೊಳ್ಳಲೋ ಅಥವಾ ಸತ್ಯವಾಗಿಯೋ ಅಂತೂ ಭಟ್ಟರು ಆಗಾಗ ಈ ರೀತಿ ಉದ್ಗರಿಸುತ್ತಿದ್ದರು.) ಅಷ್ಟರವರೆಗೂ ಇವ ಹಿಂದೂ ಇವ ಮುಸ್ಲಿಮ ಇವ ಬೇರೆಯವ ಇವ ನಮ್ಮವ, ಈ ಬಡ ಬ್ರಾಹ್ಮಣ ದಕ್ಷಿಣ ದೇಶದವ– ಅಂತೇನೂ ಇರಲೇ ಇಲ್ಲವಲ್ಲ. ಅಷ್ಟು ಒಳ್ಳೇದರಲ್ಲಿ ಇರುವ ಹೊತ್ತಿಗೆ ಸಂದೇಹ ಹೇಗಾದರೂ ಬಂದೀತು? (663–664)

ಇಲ್ಲಿ ಕಂಸದಲ್ಲಿ ನಿರೂಪಕ ಇಣುಕಿದರೂ ಉಳಿದಂತೆ ಭಟ್ಟರೇ ಸಂಪೂರ್ಣವಾಗಿ ಮಾತನಾಡಿದಂತಿದೆ. ಈ ಕೆಳಗಿನ ವಾಕ್ಯಗಳನ್ನು ನೋಡಿದರೆ:

ಅನ್ನಪೂರ್ಣಮ್ಮನೇನು ತಡವರಿಸುವರೇ? 'ಹೋ. ಬರಲಿ ಬರಲಿ. ಅದೇನೋ ಹೇಳುತ್ತಾರಲ್ಲ, ಏನದು, ವೆಲ್ಸ್... ಕಮ್. (ಗಂಟಲಲ್ಲೇ ನಗೆ) ನಂಗೇನು? ಲಾಭ ನಿನ್ನ ಅಶ್ಶಾರ್ಣ ಭಟ್ಟರಿಗೇ. ಎರಡೆರಡು ಹೆಂಡಿರಾದರಲ್ಲ, ಸುಲ...ಭದಲ್ಲಿ.'

ಆದರೆ ಭಟ್ಟರಿಗೆ ನಗೆ ಬರದ ಹೊತ್ತದು. ಅದೇ ಮೊಹಲ್ಲಾದ ಸ್ವಲ್ಪ ಹೆಂಗಸರು ಹಾಗೆ ಮಾಯವಾದರೆ! ಯಾರು ಯಾರನ್ನು ಯಾಕೆ ಯಾವ ಕೋಮಿನವರು... ಕೇಳುವ ಹಾಗೆಯೇ ಇಲ್ಲ. ಎಂದ ಮೇಲೆ ದುಃಖ ತನಗೊಬ್ಬನಿಗೇ ಅಲ್ಲ, ತನ್ನೊಡನೆ ಎಷ್ಟು ಮಂದಿ! ಎಂಥಾ ಸ್ಥಿತಿ ಎಂದರೆ ಗಾಂಧಿ ಇಲ್ಲ ನೆಹರೂ ಇಲ್ಲ, ಯಾ...ರಿಲ್ಲ, ಅಂಥಾ ಸ್ಥಿತಿ. (666)

ಇಲ್ಲಿ ಅನ್ನಪೂರ್ಣಮ್ಮನವರ ಮಾತುಗಳನ್ನು ಪ್ರತ್ಯಕ್ಷ ಭಾಷೆಯಲ್ಲಿ ನೀಡಿದ್ದರೆ, ಭಟ್ಟರು ಹೇಳುವುದನ್ನು ಪರೋಕ್ಷ ಭಾಷೆಯಲ್ಲಿ ನೀಡಲಾಗಿದೆ. 'ಅದೇ ಮೋಹಲ್ಲಾದ' ಅನ್ನುವಲ್ಲಿಂದ ಪ್ರಾರಂಭವಾಗುವ ಭಟ್ಟರ ಮಾತುಗಳನ್ನು ಯಾವ ನಿರೂಪಕನೂ ವರದಿ ಮಾಡುವುದಿಲ್ಲ. ಭಟ್ಟರು ಇದನ್ನು ನೇರವಾಗಿ ನಮಗೇ ಹೇಳುತ್ತಿದ್ದಾರೆ. ಅಥವಾ ತಮಗೇ ತಾವೇ ಹೇಳಿಕೊಳ್ಳುತ್ತಿದ್ದಾರೆ.

ಒಟ್ಟಾರೆಯಾಗಿ ಈ ಕತೆಯಲ್ಲಿ ಆಶ್ಚಾರ್ಣ ಭಟ್ಟರ ಮಾತುಗಳನ್ನು ಪ್ರಥಮ ಪುರುಷ ನಿರೂಪಕ ಪ್ರತ್ಯಕ್ಷ ಭಾಷೆಯಲ್ಲಿ ಮತ್ತು ಮುಕ್ತ ಪರೋಕ್ಷ ಭಾಷೆಯಲ್ಲಿ ವ್ಯಕ್ತಪಡಿಸಿದ್ದಾನೆ. ಭಟ್ಟರು ಸಾರ್ವಜನಿಕ ವಿಷಯಗಳ ಬಗ್ಗೆ ಮಾತಾಡುವಾಗ (ಗಾಂಧೀಜಿಯ ಬಗ್ಗೆ ಮತ್ತು ರಾಮ, ಸೀತೆಯರ ಬಗ್ಗೆ) ಪ್ರತ್ಯಕ್ಷ ಭಾಷೆಯ ಬಳಕೆಯಾಗುತ್ತದೆ. ಆದರೆ ಭಟ್ಟರು ತಮ್ಮ ಅನುಭವಗಳ ಮಾತನಾಡುವಾಗ ಪರೋಕ್ಷ ಭಾಷೆಯ ಹಾಗೆ ಪ್ರಾರಂಭವಾದರೂ ನಂತರ ಭಟ್ಟರದೇ ಸ್ವಗತವಾಗಿ ಅದು ಮುಕ್ತ ಪರೋಕ್ಷ ಭಾಷೆಯಲ್ಲಿ ಹೇಳಲ್ಪಟ್ಟಿದೆ. ಮುಕ್ತ ಪರೋಕ್ಷ ಭಾಷೆಯ ಬಳಕೆ ನಿರೂಪಕನಿದ್ದೂ ನೇರವಾಗಿ ಭಟ್ಟರ ಮಾತುಗಳನ್ನು ನಮ್ಮ ಮುಂದಿಡುತ್ತದೆ. ಇದು ಭಟ್ಟರು ನೇರವಾಗಿ ನಮ್ಮೊಡನೆ ಮಾತನಾಡಿದ ಹಾಗೆ ಇದ್ದಂತೆಯೇ ಭಟ್ಟರು ತಮ್ಮೊಳಗೆ ತಾವೇ ಮಾತನಾಡಿದ ಭಾವನೆಯನ್ನೂ ನೀಡುತ್ತದೆ.

(ಈ ಲೇಖನದಲ್ಲಿ ಬಳಸಿರುವ ಕ್ರೌಂಚಪಕ್ಷಿಗಳು ಕತೆಯ ಭಾಗಗಳನ್ನು ಅಲೆಗಳಲ್ಲಿ ಅಂತರಂಗ, ವೈದೇಹಿ ಕತೆಗಳು 1979–2004, ಅಕ್ಷರ ಪ್ರಕಾಶನ, ಹೆಗ್ಗೋಡು, 2006 ರಿಂದ ತೆಗೆದುಕೊಳ್ಳಲಾಗಿದೆ.)

❖

೧೨. ದೇಸಾಯರ ಕಥಾ ಪ್ರಪಂಚ – ೮೮
– ಚ. ಸರ್ವಮಂಗಳ

೧೩. ಶಾಂತಿನಾಥರ ಪಾತ್ರಗಳ ಪಯಣ : ಪ್ರಕ್ಷುಬ್ಧತೆಯಿಂದ ಮಾಗುವಿಕೆಯೆಡೆಗೆ – ೯೮
– ಸುರೇಶ್ ನಾಗಲಮಡಿಕೆ

ಭಾಗ ೨ : ಸಣ್ಣಕಥೆ

೧೪. ಶಾಂತಿನಾಥ ದೇಸಾಯಿಯವರ ಕಥಾ ಸಾಹಿತ್ಯ: – ೧೦೭
ಸ್ತ್ರೀ ವಾದಿ ದೃಷ್ಟಿಯಿಂದ
– ಬಿ.ಎನ್. ಸುಮಿತ್ರಾಬಾಯಿ

೧೫. ಶಾಂತಿನಾಥ ದೇಸಾಯರ ಕಥೆಗಳಲ್ಲಿ ಸಾಹಿತ್ಯಿಕ ದರ್ಶನ – ೧೨೨
– ಕೆ. ಸತ್ಯನಾರಾಯಣ

೧೬. ವ್ಯಕ್ತಿ ಸ್ವಾತಂತ್ರ್ಯದ ಬಿಕ್ಕಟ್ಟುಗಳು: – ೧೩೨
ಶಾಂತಿನಾಥ ದೇಸಾಯರ ಕಥಾ ಸಾಹಿತ್ಯ
- ವಿವೇಕ ಶಾನಭಾಗ

೧೭. ನವ್ಯ ಚೌಕಟ್ಟಿನಿಂದಾಚೆಗೆ ಶಾಂತಿನಾಥ ದೇಸಾಯಿಯವರ ಜಗತ್ತು – ೧೩೮
– ಟಿ. ಅವಿನಾಶ್

೧೮. ದೇಸಾಯಿಯವರ ಕಥೆಗಳಲ್ಲಿ ಸಾಮಾಜಿಕ ಪಲ್ಲಟಗಳು – ೧೪೩
– ವಿಕಾಸ ಹೊಸಮನಿ

೧೯. ಶಾಂತಿನಾಥ ದೇಸಾಯರ 'ಶೋಭನೆಯ ಹಾದಿ': ಒಂದು ವಿಶ್ಲೇಷಣೆ – ೧೪೮
– ರಾಮಚಂದ್ರ ದೇವ

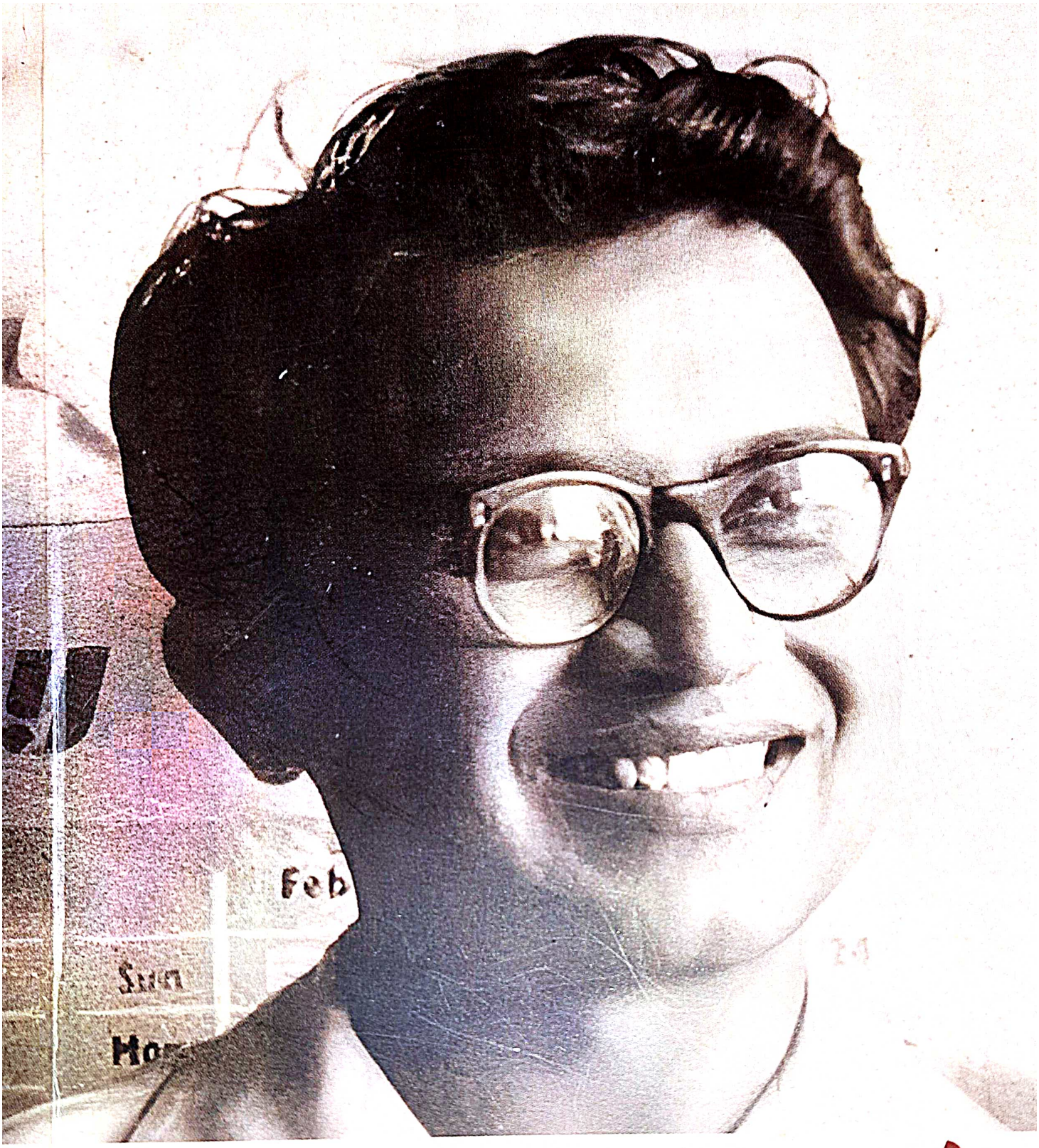
೨೦. ಶಾಂತಿನಾಥ ದೇಸಾಯಿಯವರ 'ಕ್ಷಿತಿಜ' ಮತ್ತು ನೇಮಿಚಂದ್ರರ – ೧೫೨
'ನೆನಪಿನಂಗಳದಲ್ಲಿ ನೂರು ಚಿತ್ತಾರ'
– ಬಿ.ವಿ. ರಾಮಪ್ರಸಾದ್

ಭಾಗ ೩ : ವಿಮರ್ಶೆ/ ಇಂಗ್ಲಿಷ್ ಬರಹಗಳು

೨೧. Apologist for Kannada Modernity: – ೧೬೧
Shanthinath Desai as Critic
– ರಾಜೇಂದ್ರ ಚೆನ್ನಿ

೨೨. ಶಾಂತಿನಾಥ ದೇಸಾಯರ 'ನವ್ಯ ಸಾಹಿತ್ಯ ದರ್ಶನ' – ೧೬೭
– ಪ್ರೀತಿ ಶುಭಚಂದ್ರ

೨೩. ಪಶ್ಚಿಮ-ಸಖ್ಯ: ಶಾಂತಿನಾಥ ದೇಸಾಯಿಯವರ ಇಂಗ್ಲಿಷ್ ಬರಹಗಳು – ೧೭೬
– ಎಂ.ಜಿ. ಹೆಗಡೆ



ಶಾಂತಿನಾಥ ದೇಸಾಯಿ

ಸಾಹಿತ್ಯ – ವ್ಯಕ್ತಿತ್ವ

ಪ್ರಸಾರಾಂಗ
ಕುವೆಂಪು ವಿಶ್ವವಿದ್ಯಾಲಯ

ಶಾಂತಿನಾಥ ದೇಸಾಯಿಯವರ 'ಕ್ಷಿತಿಜ' ಮತ್ತು ನೇಮಿಚಂದ್ರರ 'ನೆನಪಿನಂಗಳದಲ್ಲಿ ನೂರು ಚಿತ್ತಾರ'

– ಬಿ.ವಿ. ರಾಮಪ್ರಸಾದ್

ಯಾವುದೇ ಸಾಹಿತಿಯ ಯಾವುದೇ ಕೃತಿ ಸ್ವತಂತ್ರವಾಗಿ ನಮ್ಮೊಡನೆ ಸಂವಹಿಸ ಬಲ್ಲದ್ದಾಗಿರುತ್ತದೆ. ಆದರೆ ಸಾಹಿತ್ಯ ಲೋಕದಲ್ಲಿ ಕೆಲವೊಮ್ಮೆ ಉದ್ದೇಶಪೂರ್ವಕವಾಗಿ, ಕೆಲವೊಮ್ಮೆ ಆಕಸ್ಮಿಕ ಅನ್ನುವಂತೆ ಬೇರೆ ಬೇರೆ ಕಾಲಘಟ್ಟದಲ್ಲಿ ಬರೆದ ಕೃತಿಗಳು ಒಂದು ಇನ್ನೊಂದರ ಜೊತೆ ಮಾತನಾಡುತ್ತಿರುವ ಹಾಗೆ ಇರುತ್ತವೆ. ಒಂದರ ವಿಷಯ, ವಸ್ತು, ಆಶಯ, ಲಯಗಳು ಇನ್ನೊಂದರಲ್ಲಿ ಪ್ರತಿಧ್ವನಿಗೊಳ್ಳುವುದನ್ನು ನೋಡಿದಾಗ ಆಶ್ಚರ್ಯವಾಗುತ್ತದೆ. ಈ ರೀತಿಯ ಎರಡು ಕೃತಿಗಳನ್ನು ಒಟ್ಟಿಗೆ ಓದಿದಾಗ ಎರಡೂ ಕೃತಿಗಳು ಇನ್ನೂ ಹೆಚ್ಚು ಅರ್ಥಗರ್ಭಿತವಾಗುತ್ತವೆ. ಈ ನಿಟ್ಟಿನಲ್ಲಿ ಈ ಲೇಖನದಲ್ಲಿ ನೇಮಿಚಂದ್ರರ 'ನೆನಪಿನೊಳಗೊಂದು ಚಿತ್ತಾರ' ಕತೆಯನ್ನು ಶಾಂತಿನಾಥ ದೇಸಾಯಿಯವರ 'ಕ್ಷಿತಿಜ' ಕತೆಯ ಜೊತೆಗೆ ಓದುವ ಪ್ರಯತ್ನ ಮಾಡಲಾಗಿದೆ. ಈ ಲೇಖನದ ಉದ್ದೇಶ ಎರಡು ಕತೆಗಳ ನಡುವಿನ ಸಾಮ್ಯತೆ, ವ್ಯತ್ಯಾಸಗಳನ್ನು ಹೇಳುವುದಲ್ಲ, ಈ ಕತೆಗಳು ಹೇಗೆ ಒಂದು ಇನ್ನೊಂದರ ಜೊತೆ ಸೇರಿ ಒಂದು ರೀತಿಯ ಬೆರಗು ಮಾಡುವ ಸಾತತ್ಯವನ್ನು –ಬಹುಷಃ ಅನುದ್ದೇಶವಾಗಿ– ಸೃಷ್ಟಿ ಮಾಡುತ್ತವೆ ಎಂದು ನೋಡುವುದು.

'ಕ್ಷಿತಿಜ' ೧೯೭೧ ರಲ್ಲಿ ಪ್ರಕಟವಾದ ಕತಾಸಂಕಲನದ ಮೊದಲ ಕತೆ. ಇದರ ಕತಾನಾಯಕಿ ಮಂದಾಕಿನಿಗೆ ೨೮ ವರ್ಷ. ನೇಮಿಚಂದ್ರರ 'ನೆನಪಿನಂಗಳದಲ್ಲಿ ಚಿತ್ತಾರ' ಪ್ರಕಟವಾಗಿದ್ದು ಸರಿಯಾಗಿ ಕಾಲು ಶತಮಾನದ ನಂತರ–೧೯೯೬ರಲ್ಲಿ, ಇದರ ಕತಾನಾಯಕಿ ಅನಘಾ ೧೭ ವರುಷದ ಮಗಳ ತಾಯಿ. 'ಕ್ಷಿತಿಜ' ಕತೆಯ ಮಂದಾಕಿನಿ, ಕತೆಯ ಕಾಲಘಟ್ಟದ ನಂತರ ಮದುವೆಯಾಗಿದ್ದರೆ, 'ನೆನಪಿನಂಗಳದಲ್ಲಿ' ಪ್ರಕಟಗೊಳ್ಳುವ ಸಮಯಕ್ಕೆ ಬಹುಷಃ ಅವಳಿಗೆ ೧೭ ವರುಷದ ಮಗಳಿರುತ್ತಿದ್ದಳು. ಹೀಗೆ ಹೇಳುತ್ತಿರುವುದಕ್ಕೆ ಕಾರಣಗಳಿವೆ. ಮಂದಾಕಿನಿ ಎದುರಿಸುತ್ತಿರುವ ಸಮಸ್ಯೆಗಳಿಗೂ, ಅನಘಾ ಎದುರಿಸುತ್ತಿರುವ ಸಮಸ್ಯೆಗಳಿಗೂ ಒಂದು ಸಮಾನವಾದ ಚೌಕಟ್ಟಿದೆ. ಮೇಲು ನೋಟಕ್ಕೆ ಇಬ್ಬರೂ ಭಿನ್ನವಾದ ವ್ಯಕ್ತಿಗಳು ಅನ್ನಿಸಿದರೂ, ಕೆಲವೊಮ್ಮೆ ಮಂದಾಕಿನಿಯೇ ಹೆಚ್ಚು ಪ್ರೌಢಳಾಗಿ, ಬದಲಾಗಿ, ಜೀವನವನ್ನು ಬೇರೇ ರೀತಿಯಲ್ಲಿ ಅರ್ಥಮಾಡಿಕೊಂಡು ಅನಘಾ ಆಗಿಬಿಟ್ಟಿದ್ದಾಳೇನೋ ಅನಿಸುತ್ತದೆ. ಜೀವನದ ಉದ್ದೇಶ ಏನು. ಅನುಭವಿಸುವುದು–ಸಂಯಮ ಸಾಧಿಸುವುದು ಇವುಗಳ ನಡುವೆ ಸಮತೋಲನ ಕಂಡುಕೊಳ್ಳುವುದು ಹೇಗೆ, ನಾವು ಜೀವಿಸುವ ರೀತಿಯನ್ನು

ನಿರ್ದೇಶಿಸಬೇಕಾದವರು ಯಾರು – ಈ ಪ್ರಶ್ನೆಗಳನ್ನು ಎರಡೂ ಕತೆಗಳ ನಾಯಕಿಯರು ಹೆಣ್ಣಿನ ದೃಷ್ಟಿಕೋನದಲ್ಲಿ ಕೇಳಿಕೊಳ್ಳುತ್ತಿದ್ದಾರೆ. ಅವರುಗಳು ಇದಕ್ಕೆ ಕಂಡುಕೊಳ್ಳುವ ಉತ್ತರಗಳು, ಎದುರಿಸುವ ಗೊಂದಲಗಳು ಕೇವಲ ಇವರಿಬ್ಬರ ಭಿನ್ನ ವ್ಯಕ್ತಿತ್ವದ ಪ್ರತಿಫಲನವಲ್ಲ. ಮೊದಲೇ ಹೇಳಿದ ಹಾಗೆ, ಬದಲಾದ ಕಾಲಘಟ್ಟದಲ್ಲಿ ಮಂದಾಕಿನಿಯೇ ಅನಘಾ ಆಗಿರಬಹುದು ಅನ್ನುವ ಅನುಮಾನಗಳು ಈ ಕತೆಗಳನ್ನು ಓದಿದಾಗ ಮೂಡುತ್ತವೆ.

'ಕ್ಷಿತಿಜ' ಕತೆ ಪ್ರಥಮ ಪುರುಷ ನಿರೂಪಣೆಯಲ್ಲಿದ್ದರೂ ಕತಾನಾಯಕಿ ಮಂದಾಕಿನಿಯ ದೃಷ್ಟಿಕೋನದಲ್ಲೇ ಕತೆ ಮೂಡಿ ಬಂದಿದೆ. ಕತೆ ನಡೆಯುವುದು ಭಾರತದಿಂದ ಇಂಗ್ಲೆಂಡ್‌ಗೆ ಹೋಗುತ್ತಿರುವ ಒಂದು ಹಡಗಿನಲ್ಲಿ, ಮಂದಾಕಿನಿ ಒಂದು ಮಿಶನರಿ ಶಾಲೆಯಲ್ಲಿ ಕೆಲಸ ಮಾಡುತಿರುವ ಶಿಕ್ಷಕಿ. ಶಾಲೆಯವರು ಕೊಟ್ಟಿರುವ ಸ್ಕಾಲರ್‌ಶಿಪ್ ನೆರವಿನಿಂದ ಉನ್ನತ ಶಿಕ್ಷಣಕ್ಕೆ ಇಂಗ್ಲೆಂಡಿಗೆ ಹಡಗಿನಲ್ಲಿ ಪ್ರಯಾಣ ಮಾಡುತ್ತಿದ್ದಾಳೆ. ಒಂದು ಕಡೆ ಜವಾಬ್ದಾರಿಗಳನ್ನು ನಿಭಾಯಿಸಬೇಕಾದ ಒತ್ತಡ. ಕೆಲಸದಲ್ಲಿ ಉನ್ನತಿ ಸಾಧಿಸಬೇಕೆಂಬ ಬಯಕೆ, ಸಂಯಮ – ಸಂಕೋಚವೆನ್ನುವ ಮೌಲ್ಯಗಳ ಹಿಡಿತವಿದ್ದರೆ ಇನ್ನೊಂದೆಡೆ ಜೀವನದ ಅನುಭವಗಳನ್ನು ಕಳೆದುಕೊಂಡಿದ್ದೇನೇನೋ ಅನ್ನುವ ಭಯ, ವಯಸ್ಸಾಗಿಬಿಟ್ಟಿದೆ ಅನ್ನುವ ಅನುಮಾನ. ಜೀವನದ ಅನುಭವಗಳನ್ನು ಆಸ್ವಾದಿಸಬೇಕು ಅನ್ನುವ ಬಯಕೆಗಳಿವೆ. ಅವಳು ಒಂದಕ್ಕೊಂದು ವಿರುದ್ಧ ಇರುವ – ಸಂಯಮ – ಸ್ವಚ್ಛಂದತೆ, 'ನೈತಿಕ–ಅನೈತಿಕ', ಜವಾಬ್ದಾರಿಗಳು–ಆಸ್ವಾದನೆ'– ಮೌಲ್ಯಗಳ ನಡುವೆ ತೊಯ್ದಾಡುತ್ತಿದ್ದಾಳೆ. ಇಲ್ಲಿ ಮುಖ್ಯವಾದ ವಿಷಯ ಅಂದರೆ ಮಂದಾಕಿನಿ ಇವುಗಳನ್ನು ಪರಸ್ಪರ ವಿರುದ್ಧವಾದವುಗಳು ಅಂದು ಭಾವಿಸುತ್ತಾಳೆ. ಅಂದರೆ ಜೀವನವನ್ನು, ಅನುಭವಗಳನ್ನು ಆಸ್ವಾದಿಸುವುದಕ್ಕೆ ಜೀವನದ ಜವಾಬ್ದಾರಿಗಳು, ಕೆಲಸದಲ್ಲಿ ಉನ್ನತಿ ಸಾಧಿಸುವ ಬಯಕೆ ಇವು ಅಡ್ಡಿ ಉಂಟು ಮಾಡುತ್ತವೆ ಅಂದುಕೊಂಡಿದ್ದಾಳೆ. ಅವಳ ಈ ಮನೋಸ್ಥಿತಿಯನ್ನು ಅವಳ ಜೀವನದ ಅನಿವಾರ್ಯತೆಗಳು (ಅವಳು ತಾಯಿ ತಮ್ಮಂದಿರನ್ನು ನೋಡಿಕೊಳ್ಳುತ್ತಿದ್ದಾಳೆ), ಅವಳು ಭಾರತೀಯಳು ಅನ್ನುವುದು ("ಇಂಡಿಯನ್ನರಲ್ಲಿ ಬಹಳ ಜನರಿಗೆ ಜೀವನ ಉಪಭೋಗಿಸುವುದೇ ಗೊತ್ತಿಲ್ಲವೆಂದು ಕಾಣುತ್ತದೆ") ಮತ್ತು ಆಕೆ 'ಹೆಣ್ಣು' ಅನ್ನುವುದು ("ನಾನು ಇಂಡಿಯನ್ ಹೆಣ್ಣು, ಹಿಂದೂ ಹೆಂಗಸು –ನಾವು ಈಗ ತಾನೇ ಅಡಿಗೆ ಮನೆಯಿಂದ ಸ್ವಲ್ಪ ಹೊರಗೆ ಬಂದಿದ್ದೇವೆ") ಮೂರೂ ಸೇರಿ ರೂಪಿಸಿವೆ.

ಮಂದಾಕಿನಿಯದು ಸಂಕೋಚದ ಸ್ವಭಾವ. ಕತೆಯ ಒಂದು ಪಾತ್ರ ಹೇಳುವಂತೆ ಅವಳಲ್ಲಿ ಕಾಣುವುದು 'ಗಾಂಭೀರ್ಯ, ಏಕಾಕಿತನ, ಮುದುಡಿಕೊಳ್ಳುವ' ಪ್ರವೃತ್ತಿ. ಅವಳು ಕೆಲವೊಮ್ಮೆ ಈ ಸಂಯಮ ಅವಶ್ಯಕ ಅನ್ನುತ್ತಾಳೆ – "ಹಾಗೆ ನಿರ್ಬಂಧವಿಲ್ಲದೆ ಸ್ವೇಚ್ಛೆಯಾಗಿ ಬಿಟ್ಟರೆ ಜನರು ನಾಯಿಗಳಾಗುವರು". ಆದರೆ ಅವಳ ಒಳಮನಸ್ಸು ತೊಯ್ದಾಟದಲ್ಲಿದೆ. ಲೆಗ್ವಿ ಅನ್ನುವ ಫ್ರಾನ್ಸ್‌ನ ವ್ಯಕ್ತಿಯು ಅವಳ ಜೊತೆ ಆತ್ಮೀಯವಾಗಿ ನಡೆದುಕೊಂಡಾಗ "ಮಂದಾಳನ್ನು ಸಂಕೋಚದ ಜೊತೆ ಆನಂದವೂ ಕಂಕುಳಲ್ಲಿ ಕೈಯೆತ್ತಿ ಕುಣಿಸುತಿತ್ತು". ಯಾಕೆ ಈ ಫ್ರೆಂಚ್ ನಡುವಯಸ್ಸಿನ ಯುವಕನೊಂದಿಗೆ ಸ್ವಚ್ಛಂದವಾಗಿ ಮಾತನಾಡಬಾರದು ಅಂದುಕೊಳ್ಳುತ್ತಾಳೆ. "ಈ ಮೋಜನ್ನು ಈ ಅನುಭವವನ್ನು ನಾಚಿ, ಮುದುಡಿ,

ಸಂಕೋಚಪಟ್ಟು ಕಳೆದುಕೊಂಡು ಬಿಡುವುದೇ" ಅನ್ನುವ ಅನುಮಾನ ಕಾಡತೊಡಗುತ್ತದೆ. ಆದರೆ ಲೆಗ್ವಿಯ ಜೊತೆ ಡ್ಯಾನ್ಸ್ ಮಾಡುವಾಗ ಮಂದಾಕಿನಿಗೆ ಮೈ ಬಿಗಿ ಹಿಡಿಯದೇ ಇರಲು, ಸಡಿಲಿಸಲು, ಸಾಧ್ಯವೇ ಆಗುವುದಿಲ್ಲ. ಸ್ವಚ್ಛಂದತೆಯ ಕಡೆಗೆ ಎಷ್ಟೇ ತುಡಿತವಿದ್ದರೂ, ಸಂಕೋಚ, ಹೆದರಿಕೆ, ಸಂಯಮಗಳನ್ನು ಮೀರುವುದಕ್ಕೆ ಆಗುವುದಿಲ್ಲ. ಮಂದಾಕಿನಿಗೆ ಜೀವನದ ರಸವನ್ನು ಆಸ್ವಾದಿಸುವ "ನಾಲಿಗೆಯಿಲ್ಲ, ತುಟಿಗಳಿಲ್ಲ, ಕೈಗಳಿಲ್ಲ".

ಮಂದಾಕಿನಿಯ ಸಂಕೋಚ ಪ್ರವೃತ್ತಿಗೆ ಬರೀ ನೈತಿಕ-ಅನೈತಿಕಗಳ ಬಗೆಗಿನ ಅವಳ ಅಭಿಪ್ರಾಯಗಳಷ್ಟೇ ಕಾರಣವಲ್ಲ. ಅವಳು ಜೀವನದಲ್ಲಿ ನಿಭಾಯಿಸುತ್ತಿರುವ, ನಿಭಾಯಿಸಬೇಕಾದ ಜವಾಬ್ದಾರಿಗಳು ಜೀವನವನ್ನು ಅನುಭವಿಸಲು ತಡೆಗಳಾಗಿವೆ. ತನ್ನನ್ನು ಇಷ್ಟ ಪಟ್ಟು ಪ್ರೀತಿ ವ್ಯಕ್ತಪಡಿಸಿದವರು ಇದ್ದರೂ ಯಾವುದೇ ಸ್ಪಷ್ಟ ಹೆಜ್ಜೆ ಇಡಲಾಗದೇ ಮದುವೆ ಆಗದೇ ಉಳಿದಿದ್ದಾಳೆ. ತನ್ನ ತಾಯನ್ನೂ ತಮ್ಮಂದಿರನ್ನೂ ನೋಡಿಕೊಳ್ಳುವದರಲ್ಲಿ ಅವಳ ಜೀವನವೆಲ್ಲಾ ಕಳೆದು ಹೋಗಿದೆ. ಈಗ ಕೆಲಸ ಸಿಕ್ಕ ಮೇಲೆ "ಸರ್ವೀಸಿಗೆ ಲಗ್ನವಾದಂತೆ, ತಪ್ಪೇನಾಯಿತು", "ನಿಸ್ವಾರ್ಥ ಸೇವೆಗೆ ಇಡಿಯ ಜೀವನವನ್ನು ಮುಡಿಪಾಗಿಡುವದರಲ್ಲಿ ಒಂದು ಉನ್ನತ ಆನಂದವಿದೆಯಲ್ಲವೇ?", ಅಂದುಕೊಳ್ಳುತ್ತಾಳೆ. ಇಂಗ್ಲೆಂಡಿಗೆ ಹೋಗಿ, ತರಬೇತಿ ಪಡೆದು, ಮರಳಿ, ಒಂದು ಹೈಸ್ಕೂಲಿನ ಪ್ರಿನ್ಸಿಪಾಲಳಾದರೆ ಸಾಕು ಅನ್ನುವುದು ಅವಳ ಮಹತ್ವಾಕಾಂಕ್ಷೆ. ಈ ರೀತಿಯ ಜವಾಬ್ದಾರಿಗಳು ಅವಳು ಜೀವನವನ್ನು ಅನುಭವಿಸುವುದಕ್ಕೆ ಅಡ್ಡಿಯಾಗಿವೆ.

ಈ ರೀತಿಯ 'ಸಂಯಮ -ಸ್ವಚ್ಛಂದ'ಗಳ ತಾಕಲಾಟದಲ್ಲಿ ಮಂದಾಕಿನಿಯಲ್ಲಿ ಗೆಲ್ಲುವುದು ಸಂಯಮ, ಸಂಕೋಚಗಳೇ. ಈ ತಾಕಲಾಟಗಳನ್ನು ಸಮತೋಲನ ಮಾಡಲು ಆಗದಿರುವುದು ಮಂದಾಕಿನಿಯ ಸೋಲೇ, ಜೀವನದ ಆಸ್ವಾದನೆ ನೈತಿಕವಲ್ಲ ಅನ್ನುವ ಹಿಂಜರಿಕೆಯನ್ನು ಮಂದಾಕಿನಿ ದಾಟಲು ಆಗುವುದೇ ಇಲ್ಲ ಮತ್ತು ತನ್ನ ಗೊಂದಲಗಳನ್ನು ಪರಿಹರಿಸಿಕೊಳ್ಳಲು ಆಗುವುದೇ ಇಲ್ಲ.

'ನೆನಪಿನಂಗಳದಲ್ಲಿ ನೂರು ಚಿತ್ತಾರ' ಕತೆಯ ನಿರೂಪಕಿ ಅನಘಾ ಪರಿಹರಿಸಬೇಕಾಗಿರುವುದು ತನ್ನ ಹದಿನೇಳು ವಯಸ್ಸಿನ ಮಗಳ ಸಮಸ್ಯೆಗಳನ್ನು. ಅನಘಾ "ಡಾಕ್ಟರೇಟ್ ಡಿಗ್ರಿ ಪಡೆದು ದೊಡ್ಡ ಕಂಪನಿಯ ಹುದ್ದೆಯಲ್ಲಿ ಐದಂಕಿಯ ಸಂಬಳ" ಪಡೆಯುತ್ತಿರುವವಳು. ಅವಳ ಮಗಳು ಪ್ರೇಮ ವೈಫಲ್ಯದ ದು:ಖದಲ್ಲಿದ್ದಾಳೆ. ಗೊಂದಲಗಳಿರುವುದು ಮಗಳಿಗೆ, ಈ ಗೊಂದಲಗಳನ್ನು ಪರಿಹರಿಸಬೇಕಾಗಿರುವುದು ಅನಘಾ. ಸಾಕಷ್ಟು ಪ್ರೌಢ ರೀತಿಯಿಂದ ಮಗಳಿಗೆ 'ಸಲಹೆ' ಕೊಡುತ್ತಾಳೆ. ಈ ಸಲಹೆಯ ಭಾಗವಾಗಿ ಮಗಳನ್ನು ತನ್ನ ಹಿಂದಿನ ಪ್ರೇಮ ಪ್ರಕರಣಗಳ ಒಂದು 'ಪ್ಯಾಕೇಜ್ ಟೂರ್'ಗೆ ಕರೆದುಕೊಂಡು ಹೋಗುತ್ತಾಳೆ. ಇಲ್ಲಿ ಅನಘಾ ಮಗಳಿಗೆ ಹೇಳಿಕೊಡುವುದು ಸಂಯಮದ ನೀತಿಯನ್ನೇ. ಆದರೆ ಬಹುಷಃ ಇಪ್ಪತ್ತೊಂದನೇ ಶತಮಾನದಲ್ಲಿ (ಕತೆ ಪ್ರಕಟವಾದದ್ದು ೧೯೯೬ ರಲ್ಲಿ: ಇಪ್ಪತೊಂದನೇ ಶತಮಾನದ ಹೊಸ್ತಿಲಿನಲ್ಲಿ) ಹೆಣ್ಣಿನ ಸಂಯಮದ ಅರ್ಥ ಬದಲಾಗಿದೆ. ಈ ಕತೆಯಲ್ಲಿನ ಸಂಯಮದ ನೀತಿ ಹೆಣ್ಣು ತನ್ನ ಮೇಲೆ ತಾನೇ

ಹಾಕಿಕೊಳ್ಳಬೇಕಾದ ಸಂಯಮ ಮತ್ತು ಅನಘಾಳ ನೀತಿ ಸಂಯಮವನ್ನು ಅನುಭವದ ಎದುರಿಗೆ ಇಟ್ಟು ಎರಡರಲ್ಲಿ ಒಂದನ್ನು ಮಾತ್ರ ಆಯ್ಕೆ ಮಾಡಬೇಕು ಅನ್ನುವುದಿಲ್ಲ. ಎಲ್ಲಾ ಅನುಭವಗಳಿಗೆ ತೆರೆದುಕೊಂಡು ಯಾವುದೇ ಅನುಭವ ಅಂತಿಮವಲ್ಲ ಅನ್ನುವ ಅರಿವು ಮೂಡಿದ ಮೇಲೆ ಬರುವ ಸಂಯಮ ಇದು. ಹಾಗಾಗೇ ಅನಘಾ ಮಂದಾಕಿನಿಯ ಭವಿಷ್ಯ ಅನ್ನಬಹುದು, ಅಥವಾ ಮಂದಾಕಿನಿ ಅನಘಾಳ ಭೂತಕಾಲ ಅನ್ನಬಹುದು.

ಅನಘಾಳ ಹಿನ್ನೆಲೆಯೂ ಮಂದಾಕಿನಿಯದಿದ್ದಂತೆ ಮಧ್ಯಮವರ್ಗದ್ದೇ, ಅವಳ ತಂದೆ ತನ್ನ ಹೆಣ್ಣು ಮಕ್ಕಳನ್ನು ಓದಿಸಿದ್ದರೂ, ತನ್ನ ಮನೆಯಲ್ಲಿರುವ ಪಿತೃಪ್ರಭುತ್ವದ ಮಿತಿಗಳನ್ನು ಅನಘಾ ಎದುರಿಸಿದ್ದಾಳೆ. "ಹೆಂಗಸು ಅಂದ ಮೇಲೆ ಇದ್ದಿದ್ದೇ ತಾಪತ್ರಯ" ಅನ್ನುವ ಮಾತುಗಳನ್ನು ತನ್ನ ಅಮ್ಮನಿಂದ ಕೇಳಿಕೊಂಡೇ ಬೆಳೆದಿದ್ದಾಳೆ. ಆದರೆ ಅನಘಾಗೆ ತನ್ನ ಅಮ್ಮ, ಅಜ್ಜಿಯಂದಿರು 'ಪ್ರೇಮ' ಅನ್ನುವ ಅನುಭವವನ್ನು ಪಡೆದಿದ್ದವರೇ ಅನ್ನುವುದೂ ಗೊತ್ತು. ಈ ಅನುಭವ ಯೌವನದ ಹಾದಿಯಲ್ಲಿನ ಒಂದು ಭಾಗ ಮಾತ್ರ ಅನ್ನುವುದು ಅವಳ ಅರಿವು. 'ಅನುಭವ'ವನ್ನು ಸ್ವಲ್ಪ ಪಾಪದೃಷ್ಟಿಯಿಂದ, ಸ್ವಲ್ಪ ರೋಮಾಂಚನದಿಂದ, ಕಾತುರದಿಂದ ನೋಡುವ ಮಂದಾಕಿನಿಗಿಂತ ಅನಘಾ ಬೇರೆಯಾಗುವುದು ಇಲ್ಲಿ. ಈ ಅರಿವು ಮೂಡುವ ಹೊತ್ತಿಗೆ ಅನಘಾ ಮಂದಾಕಿನಿ ರೀತಿಯ ಗೊಂದಲ, ತಳಮಳಗಳನ್ನು ದಾಟಿ "ಅಡ್ಡಿ ಆತಂಕಗಳಾಚೆ ಜಿಗಿದು ನಿಶ್ಚಿತ ನಿರ್ಧಾರ" ವನ್ನು ತಲುಪಿದ್ದಾಳೆ ಅನ್ನುವುದನ್ನು ಗಮನಿಸಬೇಕು.

ಹೀಗಾಗಿ ಅನಘಾ ಜೀವನವನ್ನು 'ಅನುಭವಿಸುವುದು' ಅನ್ನುವುದನ್ನು ನೋಡುವ ರೀತಿ ಬೇರೆಯಾಗಿದೆ. ಅವಳು ತನ್ನ ಮಗಳು ಯೌವನದ ಸಹಜ ಅನುಭವಗಳನ್ನು ಪಡೆದುಕೊಳ್ಳುವುದನ್ನು ತಡೆಯುವ ಪ್ರಯತ್ನ ಮಾಡುವುದಿಲ್ಲ. ಅನಘಾಳ ಮಗಳೂ ಮಂದಾಕಿನಿಯಂತೆ ಅನುಭವಗಳಿಗೆ ಹೆದರಿ ಸಂಕೋಚ ಪಟ್ಟು ಮುದುಡುವವಳಲ್ಲ. ಹಾಗಾಗೇ ಅವಳಿಗೆ ಸಂಯಮದ ನೀತಿಯ ಅವಶ್ಯಕತೆಯಿದೆ. ಪ್ರೀತಿ, ಪ್ರೇಮ ಅನ್ನುವ 'ಅನುಭವ' ದ ನಿಗೂಢತೆಯನ್ನು ನಿವಾಳಿಸಿ, ಅದನ್ನು ಮುಚ್ಚಿರುವ ರಹಸ್ಯತೆಯ ಮುಸುಕನ್ನು ತೆಗೆದು ಹಾಕಿ, ಅದು 'ಸಾಮಾನ್ಯ' ವಾದದ್ದು ಎಂದು ಹೇಳುವ ಪ್ರಯತ್ನ ಮಾಡುತ್ತಿದ್ದಾಳೆ. ಇಲ್ಲಿ ಅನುಭವಿಸುವುದನ್ನು, ಜೀವನವನ್ನು ಅಸ್ವಾದಿಸುವುದನ್ನು ಅನಘಾ ತಡೆಯುವುದಿಲ್ಲ. ಪ್ರತೀ ಅನುಭವವನ್ನೂ 'ಇರಲಿ, ಇದೂ ಬೇಕಾದೀತು ಎಂದು ಅನುಭವದ ಬುಟ್ಟಿಗೆ' ಹಾಕಿಕೊಂಡು ಮುಂದುವರೆಯಬೇಕು ಅನ್ನುತ್ತಾಳೆ.

ಅನಘಾಗೆ ಇಲ್ಲಿ ನೈತಿಕ–ಅನೈತಿಕ ಅನ್ನುವ ದ್ವಂದ್ವ ಕಾಡುವುದೇ ಇಲ್ಲ, 'ಅನುಭವ' ಗಳನ್ನು ಸಾಮಾನ್ಯ ಅನ್ನುವಂತೆ 'ನೈತಿಕತೆ' ಯ ಬಗೆಗೂ ಬಹಳ ತಲೆ ಕೆಡಿಸಿಕೊಂಡು ಮಾತಾಡುವುದಿಲ್ಲ ಅನಘಾ. ಅವಳ ಮಗಳು ತಾನು ಮೈ ಒಬ್ಬನಿಗೆ ಮನಸ್ಸನ್ನು ಇನ್ನೊಬ್ಬನಿಗೆ ಕೊಟ್ಟರೆ ವ್ಯಭಿಚಾರ ಆಗತ್ತೆ ಅಂದಾಗ "ನೀನೇನು ಪಂಚ ಪತಿವ್ರತೆಯರ ಸಾಲಲ್ಲಿ ನಿಲ್ಲಹೊರಟಿದ್ದೀಯಾ? ಇಲ್ಲ, ಮರಳಲ್ಲಿ ಮಡಕೆ ಮಾಡಬೇಕೇ? ಕೌಶಿಕ ಮುನಿಯನ್ನು ನಿನ್ನ ಪಾತಿವ್ರತ್ಯದ ಬಲದಿಂದ ನಡುಗಿಸಬೇಕೇ?" ಅನ್ನುತ್ತಾಳೆ. ಅವಳ ಕಾಳಜಿ ಇರುವುದು

ನೈತಿಕತೆಯ ಬಗ್ಗೆ ಅಲ್ಲ. ಅವಳ ಆತಂಕ ಇರುವುದು ಎಲ್ಲಿ ಮಗಳು ತನ್ನ ತಂಗಿ, ಸ್ನೇಹಿತೆಯರಂತೆ ಜೀವನದ ಒಂದು ಗುರಿ ತಲುಪುವುದರ ಒಳಗೆ ಮೊದಲ ಹದಿಹರೆಯದ ಪ್ರೀತಿಯನ್ನೇ ಅಂತಿಮ ನಿಲ್ದಾಣ ಅಂದುಕೊಂಡು ಬಿಡುವಳೋ ಅಂದು.

ಮಂದಾಕಿನಿ ತನ್ನ ಜವಾಬ್ದಾರಿಗಳು ಜೀವನವನ್ನು ಆಸ್ವಾದಿಸುವುದಕ್ಕೆ ಅಡ್ಡಿ ಮಾಡಿವೆ ಅಂದುಕೊಂಡರೆ ಅನಘಾ ತನ್ನ ಮಗಳ ಅನುಭವ ಅವಳ ಜೀವನದ ಜವಾಬ್ದಾರಿಗಳಿಂದ ದೂರ ಮಾಡೀತು ಎಂದು ಹೆದರುತ್ತಿದ್ದಾಳೆ. ಅನಘಾಳ ತಂಗಿ ಪರೀಕ್ಷೆಯನ್ನೂ ಬರೆಯದೆ ಪ್ರೀತಿಸಿದವನ ಜೊತೆ ಓಡಿ ಹೋದವಳು. ಮದುವೆ ಆದ ಮೇಲೆ ಓದಲು ಅವಳಿಗೆ "ಹಟ, ಛಲ ಎರಡೂ ಇರಲಿಲ್ಲ". ತನ್ನ ಮಗಳೂ ಓದುವುದನ್ನು, ಓದಿ ತನ್ನಂತೆ ನೌಕರಿ ಪಡೆದುಕೊಳ್ಳುವುದನ್ನು ಬಿಟ್ಟು ಈ ಪ್ರೀತಿ ಅನ್ನುವ ಅನುಭವದ 'ಪ್ರಚಂಡ ಚಂಡ ಮಾರುತದಲ್ಲಿ' ಕೊಚ್ಚಿ ಹೋಗಬಾರದು ಅನ್ನುವ ಕಾಳಜಿ ಅನಘಾಗೆ, ಪ್ರೀತಿಸಿ ಮದುವೆ ಆಗಿ ಬಾಳುವುದಷ್ಟೇ ಜೀವನದ ಅಂತಿಮ ಗುರಿಯಲ್ಲ. ಅದಕ್ಕೂ ಮುಂಚೆ ನಿಭಾಯಿಸಬೇಕಾದ ಜವಾಬ್ದಾರಿಗಳಿವೆ. ಅನಘಾ ಈಗ ತನ್ನ ಗಂಡನಲ್ಲಿ 'ನಿಶ್ಚಿಂತ' ಪ್ರೀತಿಯನ್ನು ಪಡೆದು ಜೀವನದಲ್ಲಿ ಒಂದು ನಿಲ್ದಾಣವನ್ನು ತಲುಪಿ, ಮಗಳ ಓದು, ಗಂಡನ ಆರೋಗ್ಯ, ಮನೆ ಸಾಲ, ಇದರಲ್ಲಿ ಮುಳುಗಿದ್ದಾಳೆ. ತನ್ನ ಮಗಳು ಹೀಗೇ ಅನೇಕ ನಿಲ್ದಾಣಗಳನ್ನು ದಾಟಿ ತನ್ನ ಕೊನೆಯ ನಿಲ್ದಾಣವನ್ನು ಆರಿಸಿಕೊಳ್ಳಬೇಕು ಅನ್ನುವ 'ವ್ಯಾವಹಾರಿಕ' ಪ್ರಜ್ಞೆ ಅವಳದು.

ಅನಘಾಳಿಗೆ ಆತಂಕಗಳಿವೆ, ಆದರೆ ಗೊಂದಲಗಳಿಲ್ಲ. ಅನಘಾ ಹೇಳುವ ಸಂಯಮ ಸಮಾಜ ಹೆಣ್ಣಿನ ಮೇಲೆ ಹೇರಿರುವ ಸಂಯಮವಲ್ಲ, ಹೆಣ್ಣು ತಾನೇ ಆಯ್ಕೆ ಮಾಡಿ ಪಾಲಿಸಬೇಕಾದ ಸಂಯಮ. "ನಮ್ಮ ಹಣೆಯಲ್ಲಿ ಬರೆದಿರುವುದಕ್ಕಿಂತ, ನಾವು ಬರಕೊಂಡಿದ್ದು ಹೆಚ್ಚಿತ್ತು" ಅನ್ನುವ ಅನಘಾಗೆ ತನ್ನ ಮಗಳು ತನ್ನ ಜೀವನವನ್ನು ತಾನೇ ರೂಪಿಸಿಕೊಳ್ಳಬೇಕು ಅನ್ನುವುದು ಗೊತ್ತಿದೆ. ಇಲ್ಲಿ ಅನಘಾ ತನ್ನ ಮಗಳಿಂದ ಬಯಸುವುದು-ನೈತಿಕ, ಸಾಮಾಜಿಕ ಹಿನ್ನೆಲೆಗಳ ನಿಯಂತ್ರಣವಲ್ಲ, ಸ್ವ-ನಿಯಂತ್ರಣ.

ಮಂದಾಕಿನಿಗೆ ಅನುಭವದ ಬಗ್ಗೆ ಗುಪ್ತ ಬಯಕೆ, ಆದರೆ ಸಂಕೋಚ. ಜೀವನ ಆಸ್ವಾದಿಸಬೇಕೆಂಬ ಆಸೆ, ಅದಕ್ಕೆ ಅಡ್ಡಿ ಮಾಡುತ್ತಿರುವುದು ಅವಳ ಮುದುಡಿಕೊಳ್ಳುವ ಸ್ವಭಾವ; ಕತೆಯ ಕೊನೆಯವರೆಗೂ ಮಂದಾಕಿನಿಗೆ ಅನುಭವವನ್ನು ತೆರೆದ ಮನಸ್ಸಿನಿಂದ, ನಿಸ್ಸಂಕೋಚವಾಗಿ ಆಸ್ವಾದಿಸುವುದಕ್ಕೆ, ಮತ್ತು ಸಮಾಜ ರೂಪಿಸಿರುವ ಅವಳದೇ ಸ್ವಭಾವದ ನಿಯಂತ್ರಣಗಳಿಂದ ಹೊರಬರಲು ಆಗುವುದೇ ಇಲ್ಲ. ಅವಳ ಮನಸ್ಸಿನ ಮೂಲೆಯಲ್ಲಿ ನೈತಿಕ-ಅನೈತಿಕ ಅನ್ನುವ ಅನುಮಾನಗಳಿವೆ. ಜೊತೆಗೆ ತನ್ನ ಜೀವನದ ಉದ್ದೇಶ ಕೆಲಸದಲ್ಲಿ ಯಶಸ್ಸು ಪಡೆಯುವುದು ಅನ್ನುವ ಭಾವನೆಯೂ ಇದೆ. ತನ್ನನ್ನು ಅರಸಿ ಬಂದ ಗಂಡುಗಳನ್ನು ಮದುವೆಯಾಗದೇ ತಿರಸ್ಕರಿಸಿದೆ ಅನ್ನುವುದರ ಬಗ್ಗೆ ವಿಷಾದವೂ ಇದೆ. ಈ ತೊಳಲಾಟಗಳಲ್ಲಿರುವ ೨೮ ವರ್ಷದ ಯುವತಿ ಮಂದಾಕಿನಿ.

ಅನಘಾ ಹದಿಹರೆಯದ ಮಗಳಿರುವ ಮಧ್ಯವಯಸ್ಕೆ. ಈಗಾಗಲೇ ಕೆಲಸ ಪಡೆಯುವಲ್ಲೂ, ಮೆಚ್ಚಿದವನನ್ನು ಮದುವೆ ಆಗುವುದರಲ್ಲೂ ಯಶಸ್ಸನ್ನು ಪಡೆದಿರುವವಳು.

ಯಾವುದೇ ಅನುಭವವನ್ನು ಸಂಕೋಚದಿಂದ ಬಿಟ್ಟುಕೊಟ್ಟವಳಲ್ಲ. ಅನುಭವಗಳನ್ನು ತೆರೆದ ಮನಸ್ಸಿನಿಂದ ಸ್ವೀಕರಿಸಬಹುದು ಅನ್ನುತ್ತಲೇ ಆ ಅನುಭವಗಳೇ ಜೀವನದ ಪರಮ ಉದ್ದೇಶ ಅಲ್ಲ ಅನ್ನುವ ಅರಿವು ಹೊಂದಿರುವವಳು. ಹೆಣ್ಣಿಗೆ ಪ್ರೀತಿ-ಮದುವೆಗಳಾಚೆಗೂ ಆದ್ಯತೆಗಳಿವೆ ಅನ್ನುವುದನ್ನು ತನ್ನ ಮಗಳಿಗೆ ದಾಟಿಸಲು ಪ್ರಯತ್ನ ಪಡುತ್ತಿರುವವಳು. ಅವಳು ಸಂಸಾರದ ಬಂಧನದಲ್ಲಿ ಇದ್ದಾಳೆ. ಆದರೆ ಇದು ಅವಳೇ ಆಯ್ಕೆ ಮಾಡಿಕೊಂಡಿರುವವನ ಜೊತೆಗಿನ ಸಂಸಾರದ 'ನಿಶ್ಚಿಂತ ಪ್ರೀತಿ'. ಹೀಗೆಯೇ ತನ್ನ ಮಗಳು ಕೂಡ ಅನೇಕ ತಾತ್ಕಾಲಿಕ ನಿಲ್ದಾಣಗಳನ್ನು ಅನುಭವಿಸಿ, ಆಸ್ವಾದಿಸಿ, ಕೊನೆಗೊಮ್ಮೆ ನೆಮ್ಮದಿ ಕೊಡುವ ನಿಲ್ದಾಣವನ್ನು ತಲುಪಬೆಕು ಅನ್ನುವುದು ಅವಳ ಆಸೆ.

ಕಾಲು ಶತಮಾನದ ಅಂತರದಲ್ಲಿ ಪ್ರಕಟವಾಗಿರುವ ಈ ಕತೆಗಳ ಕತಾನಾಯಕಿಯರು ಎದುರಿಸುತ್ತಿರುವ ಪ್ರಶ್ನೆಗಳು ಒಂದೇ ಚೌಕಟ್ಟಿನಲ್ಲಿವೆ ಅನ್ನುವುದು ಸೋಜಿಗ ಉಂಟುಮಾಡುತ್ತದೆ. ಜೀವನದ ಉದ್ದೇಶ ಏನು, ಅನುಭವಿಸುವುದು-ಸಂಯಮ ಸಾಧಿಸುವುದು ಇವುಗಳ ನಡುವೆ ಸಮತೋಲನ ಕಂಡುಕೊಳ್ಳುವುದು ಹೇಗೆ, ನಾವು ಜೀವಿಸುವ ರೀತಿಯನ್ನು ನಿರ್ದೇಶಿಸಬೇಕಾದವರು ಯಾರು-ಈ ಪ್ರಶ್ನೆಗಳನ್ನು ಮಂದಾಕಿನಿ ಎದುರಿಸುವ ರೀತಿಗೂ, ಅನಘಾ ಎದುರಿಸುವ ರೀತಿಗೂ ವ್ಯತ್ಯಾಸಗಳಿವೆ ಅನ್ನುವುದು ನಿಜ. ಆದರೆ ಇದು ಎರಡು ಕತೆಗಳಲ್ಲಿರುವ ಎರಡು ನಾಯಕಿಯರ ವ್ಯಕ್ತಿತ್ವದ ನಡುವಿನ ವ್ಯತ್ಯಾಸಕ್ಕಿಂತ, ಇಬ್ಬರು ಕತೆಗಾರರು ಈ ಸಮಸ್ಯೆಗಳನ್ನು ಗ್ರಹಿಸಿರುವ ರೀತಿಯಲ್ಲಿನ ವ್ಯತ್ಯಾಸಕ್ಕಿಂತ, ಆಳವಾಗಿದ್ದು ಇರಬಹುದು. ಅನಘಾ ಇಪ್ಪತ್ತೊಂದನೆ ಶತಮಾನದ ಮಂದಾಕಿನಿ. ೨೫ ವರುಷಗಳ ಅಂತರದಲ್ಲಿ ಪ್ರಕಟವಾದ ಈ ಕತೆಗಳು ಈ ನಡುವ ಹೆಣ್ಣಿನ ಆದ್ಯತೆ, ಬಯಕೆ, ಆಕಾಂಕ್ಷೆಗಳನ್ನು ಪರಿಕಲ್ಪಿಸಿಕೊಂಡಿರುವುದಲ್ಲಿ ಆಗಿರುವ ಪಲ್ಲಟವನ್ನು ಸೂಚಿಸುತ್ತಿರಬಹುದೇ? 'ಕ್ಷಿತಿಜ' ಮತ್ತು 'ನೆನಪಿನಂಗಳದಲ್ಲಿ ಒಂದು ಚಿತ್ತಾರ' ಕತೆಗಳನ್ನು ಜೊತೆಗೆ ಓದಿದಾಗ ಕನ್ನಡ ಸಾಹಿತ್ಯ ಅನ್ನುವುದು ಬಿಡಿಬಿಡಿಯಾದ ಕೃತಿಗಳ ಸಂಗ್ರಹ ಅಷ್ಟೇ ಅಲ್ಲ, ಒಂದಕ್ಕೊಂದು ಪೋಣಿಸಿಕೊಳ್ಳುತ್ತಾ ಹೋಗುವ. ಬಿಡಿಬಿಡಿಯಾಗಿ ಮುಖ್ಯವಾಗಿದ್ದರೂ ಈ ಪೋಣನೆಯಲ್ಲಿ ಇನ್ನೂ ಅರ್ಥಪೂರ್ಣವಾಗುವ ಹೂಗುಚ್ಚದಂತೆ ಅನ್ನುವುದು ತಿಳಿಯುತ್ತದೆ.

* * * * *

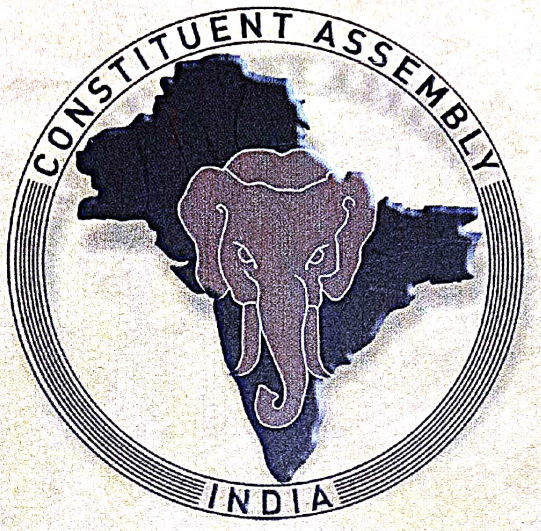
ಗ್ರಂಥ ಋಣ

೧. ಅಶೋಕ, ಟಿ.ಪಿ. (೨೦೨೧) "ದೇಸಾಯಿ ಕಥನ", ಅಭಿನವ ಪ್ರಕಾಶನ, ಬೆಂಗಳೂರು.

೨. ದೇಸಾಯಿ, ಶಾಂತಿನಾಥ (೨೦೦೧) "ಸಮಗ್ರ ಕಥೆಗಳು", ಸ್ವಪ್ನ ಬುಕ್ ಹೌಸ್, ಬೆಂಗಳೂರು.

೩. ನೇಮಿಚಂದ್ರ (೨೦೦೧) "ನೇಮಿಚಂದ್ರರ ಕಥೆಗಳು", 'ಅಂಕಿತ ಪುಸ್ತಕ', ಬೆಂಗಳೂರು.

ಕರ್ನಾಟಕ ಸರ್ಕಾರ



ಭಾರತದ ಸಂವಿಧಾನ ರಚನಾಸಭೆಯ ಚರ್ಚೆಗಳು (ನಡವಳಿಗಳು)

ಸಂಪುಟ ೬

ಕುವೆಂಪು ಭಾಷಾ ಭಾರತಿ ಪ್ರಾಧಿಕಾರ
ಬೆಂಗಳೂರು

Central Institute of English and Foreign Languages

Hyderabad - 500 007

This is to certify that

Mr. B. V. Rama Prasad

having completed the course of study prescribed by the Institute and having passed the examination and by thesis is hereby awarded the degree of

Doctor of Philosophy

in

Linguistics & Phonetics

Hyderabad (India)
Dated 29 June 2007

Registrar

Vice-Chancellor

CENTRAL INSTITUTE OF ENGLISH AND FOREIGN LANGUAGES
HYDERABAD 500 007

CIEFL/Acad./F.40/2007/ 1217 17th July 2007

NOTIFICATION

It is hereby notified that on the basis of the reports of the Examiners, the following participants who have submitted their theses have been declared eligible for the award of the Degree of **Doctor of Philosophy (Ph.D.) in English with effect from 29th June 2007.** The field of Study/ Supervisor/ Title of the thesis is mentioned against their names:

Name	Area	Supervisor	Title of the thesis
Ms Gauri Mishra	English Literature	Prof Mahasweta Sengupta	"Gender and Nationalism: A study of Partition Fiction and Cinema"
Mr B.V.Rama Prasad	Linguistics and Phonetics	Prof V.Prakasam	"Textual Coherence in Literary Narratives : An Analysis of Three Novels of the Whodunit Type of Detective Fiction"

By Order,

(T.A.V.Murthy)
Registrar i/c

To
Ms Gouri Mishra
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Mr B V Rama Prasad
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P.T.O.

ಅನುವಾದಕರು

ಶ್ರೀ ನಾಗ ಎಚ್.ಹುಬ್ಳಿ
ಶ್ರೀ ಬಿಳಿಗಿರಿ ವಾಸನ್
ಶ್ರೀ ಕೃಷ್ಣಮೂರ್ತಿ ಎಸ್.ಆರ್.
ಶ್ರೀ ಶಾಮರಾವ್ ಜೆ.ಎನ್.
ಶ್ರೀ ಕೃಷ್ಣಮಾಚಾರ್ ಸಿ.ಎನ್.
ಶ್ರೀ ರಾಮಪ್ರಸಾದ್ ಬಿ.ವಿ.
ಶ್ರೀ ಮಾಧವ ಐತಾಳ್
ಶ್ರೀ ನವೀನ್ ಕುಮಾರ್ ಎಚ್.ಸಿ.
ಶ್ರೀಮತಿ ಮೇಧಿನಿ
ಶ್ರೀಮತಿ ವಿನುತಾ

ಪರಿಷ್ಕರಣಕಾರರು

ಶ್ರೀ ಈಶ್ವರಚಂದ್ರ
ಶ್ರೀ ಕೃಷ್ಣಮಾಚಾರ್ ಸಿ.ಎನ್.
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E-BOOK

"TRENDS AND INNOVATION IN HEALTH, NUTRITION, FOOD, AND CROP SECURITY"

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Chapter 20

An approach on azo dyes degradation by using nanoparticles as a sustainable choice for treating coloured wastewater

Yogendra Kambalagere[1] and Narayanappa Madhusudhana[1]

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Abstract

Azo dyes released by the textile industries cause serious damage to the environment and organisms. The degradation of azo dyes is widely studied using photocatalytic process in presence of various nanoparticles. Different nanoparticles, were synthesized by solution combustion method using urea and acetamide as fuel. These nanoparticles were characterized by using X-ray diffraction (XRD) and Scanning Electron Micrograph (SEM) and were tested for the photocatalytic degradation of the selected azo dyes and the experiments were conducted by varying parameters such as catalyst concentration, pH and effect of light. The results demonstrated that photocatalysis can be used as a pre or post-treatment of textile wastewater. Further assessments of nanoparticle's efficacy in treating coloured wastewater is necessary.

Keywords — $CaZnO_2$, $CaAl_2O_4$, CaO, Decolourization, Nano particles, Photocatalyst,

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Introduction:

Textile effluents containing dyes is a serious challenge for water remediation in the current scenario. Dyes are used for the coloration of several materials such as textile fibers, cosmetics, paper, tannery, food, leather and pharmaceutical products [1]. These textile dyes are major water pollutants and cause serious environmental problems due to their high aromaticity, low biodegradability, toxicity, chemical stability and carcinogenic nature [2]. These dyes also reduce the light penetration which reduces the photosynthetic activity that causes a deficiency in dissolved O_2 content of the water [3]. Various approaches are applied for the remediation of these pollutants such as adsorption [4], nano-filtration [5], ozonation [6], coagulation [7], biodegradation [8] and phytoremediation [9] etc. These conventional approaches are expensive, destructive, difficult and transform pollutants into sludge [10].

Many researchers have worked on the photocatalytic degradation of dyes and colored effluents. The use of solar irradiation and use of UV radiation for the photocatalytic oxidation of organic contaminants in waste water is fast developing application. In fact, for removal of colour and reduction of chemical oxygen demand (COD) in industrial waste water, photocatalytic oxidation is the only environmentally benign, effective treatment available [11]. The main challenge for the textile industries today is modify production methods, so they are more ecologically friendly at a competitive price, by using safer dyes and chemicals and by reducing cost of effluent treatment/disposal. This article explores the results obtained

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An Overview of Ambient Air Quality Changes, Effects and Measures to Prevent Air Pollution with Reference to India

Lingaraju HG[1*]; Shankramma Kalikeri[2] and Basavarajappa SH[3]

ABSTRACT

The atmospheric composition has been steadily evolving for millions of years, but it is only in the last two to three hundred years, since the beginning of the industrial revolution that man has begun to impact this transition. Over the last 50 years, the trend has intensified as more countries have focused on rapid economic growth. This chapter discusses some of the major developments in local air quality and regional issues such as haze and acid rain, as well as regional exposures to global climate change and ozone layer depletion, as well as their consequences. There is also a review of the policies and action plans which are being implemented to resolve these concerns.

AIR POLLUTION

The accumulation of unwanted gaseous or solid substances in the atmosphere in concentrations which were harmful to environment and people's life is known as air pollution (1). Natural events for example volcanoes, which emit sulphur, dust, ash and other gases or wildfires, which

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Carbon Sequestration Potential of Trees in Kuvempu University Campus Forest Area, Western Ghats, Karnataka

Jogattappa Narayana, Shashidhar, Appaji Nanda and Malve Sathisha Savinaya

Abstract Assessing carbon sequestration by measuring above ground and below ground biomass with non destructive method is globally acknowledged. The studies from forest ecosystem have made a significant contribution in quantifying carbon stock. This type of study has now gaining importance in urban ecosystems. Most of the institutions and universities have natural forest and manmade plantations are now assessing carbon stocks in India and elsewhere. In the present study Kuvempu university campus which is a part of Central Western Ghats was assessed. The total area of the campus covers 326.21 acres with dry deciduous forest of Bhadra tiger reserve. A total of 5596 individuals were recorded with a carbon stock of 457.0 t ha^{-1} and the dominant *Terminalia paniculata* contributed a total of 13% of carbon stock. The storing capacity varies with species diversity, disturbance gradient and phenology. This pilot study has made an attempt in advertising the present area in global carbon stock assessment. Therefore, every educational institutions/universities can easily contribute to global CO_2 mitigation by restoring the native species in their campus and even it supports biodiversity and helps in future long term monitoring.

Keywords Biomass · Carbon stock · Trees · Diversity · Tropical forest · Dry deciduous forest · Western Ghats

1 Introduction

Global warming and associated climate change is negatively impacting humans and almost all ecosystems on the earth. The main cause of this change is rapid increase in greenhouse gases (Gupta and Bhatt 2019).

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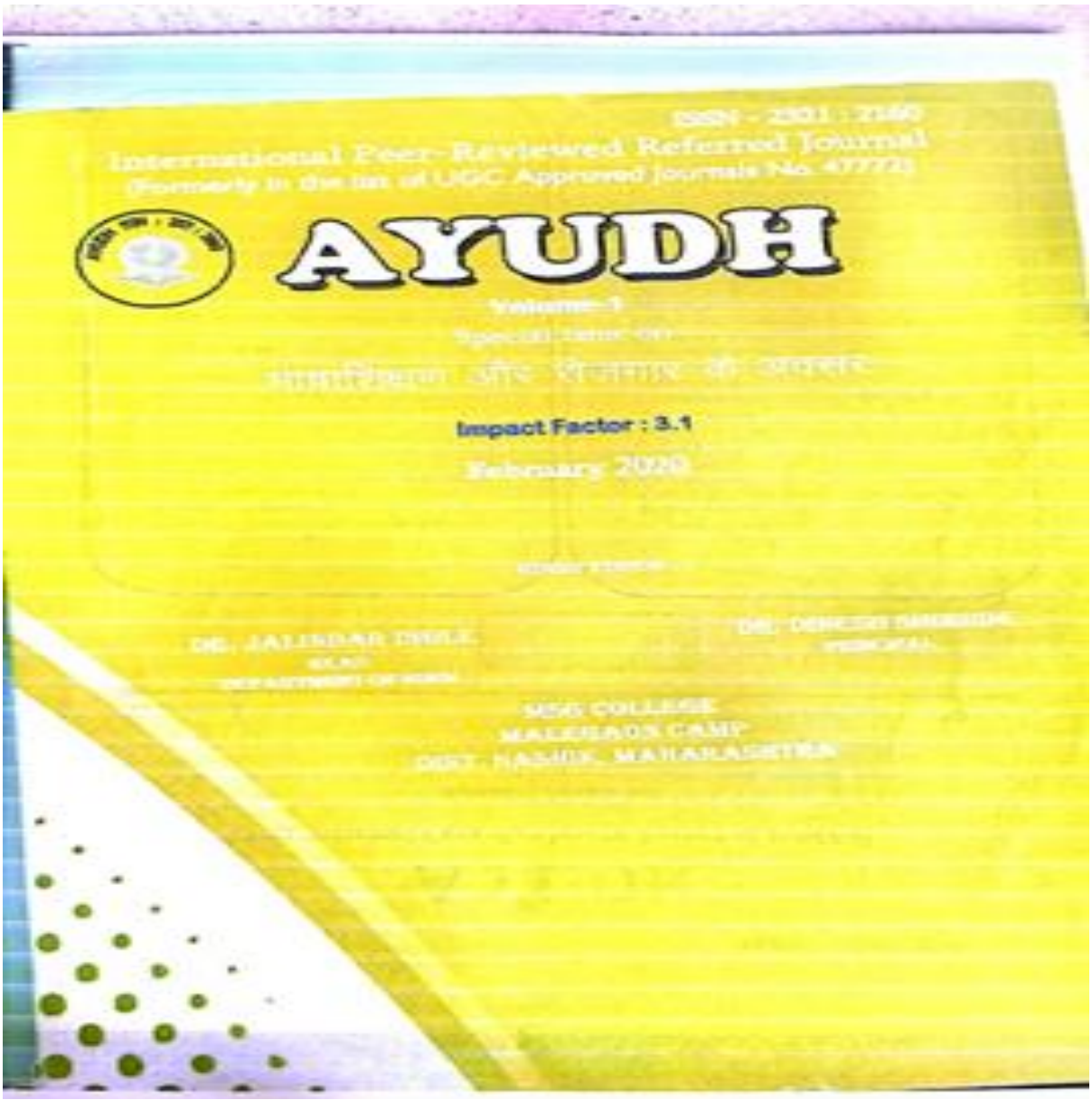

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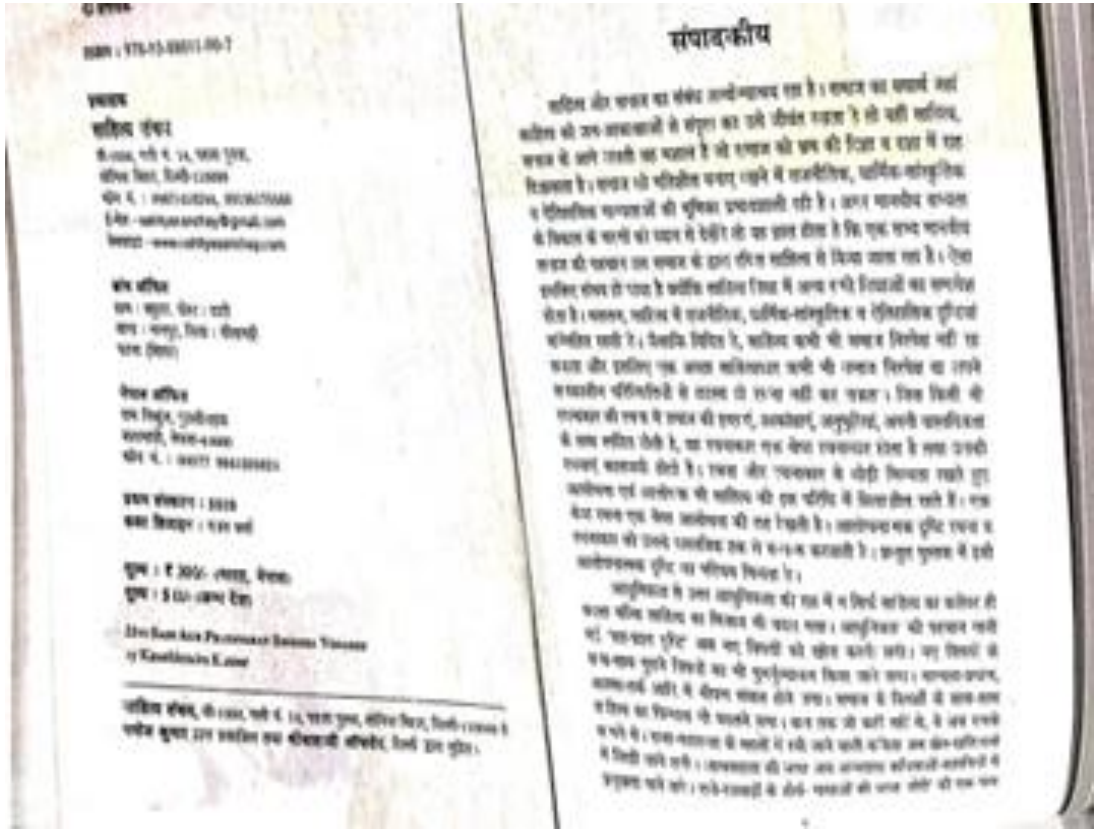

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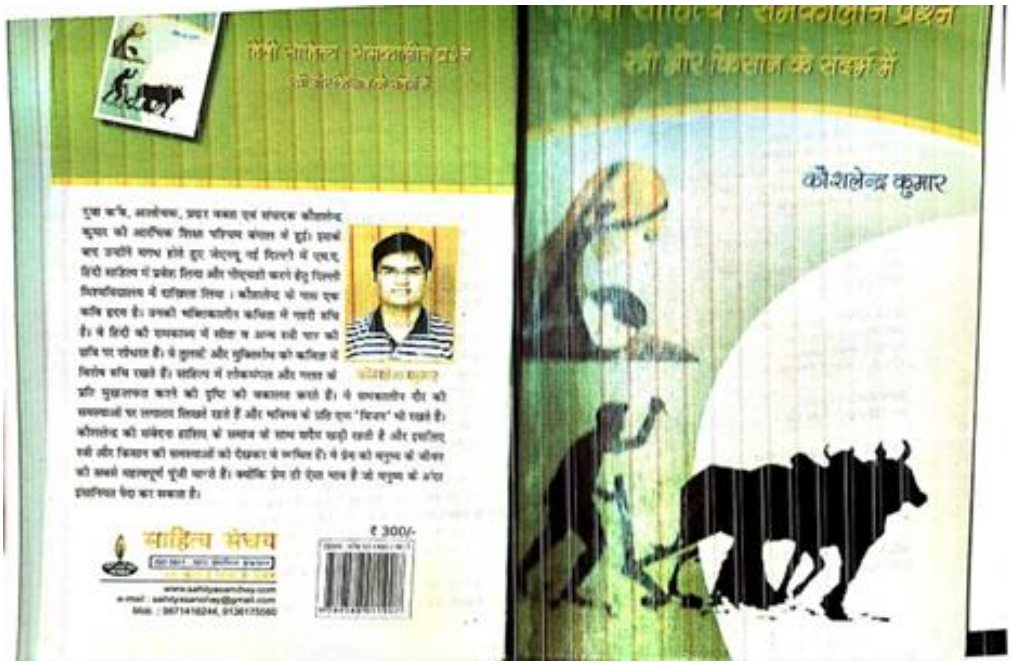
संपादकीय

साहित्य और कला का संबंध आनंदोन्मादक रहा है। कलाकार का उपजाव स्थल साहित्य की उन आवश्यकताओं से संपृक्त रहा उसे जीवंत स्वरूप दे सके यही साहित्य, कलाकार के आगे रहती रहा कलाकार है जो रचनाकार को कला की दिशा व दशा में एक दिशादाता है। कलाकार जो परिवेशीय परंपरा रहने में राजनीतिक, सामाजिक-सांस्कृतिक व ऐतिहासिक मान्यताओं की भूमिका प्रभावशाली रही है। अगर भारतीय कला के विकास के पन्नों को पलट के देखेंगे तो यह ज्ञात होता है कि एक समय भारतीय कलाकार की पहचान उस कलाकार के द्वारा रचित साहित्य से किया जाता रहा है। ऐसा इसलिए संभव हो पाया है क्योंकि साहित्य जिस में अपने समयी विचारों का समावेश होता है। कलाकार, साहित्य में राजनीतिक, सामाजिक-सांस्कृतिक व ऐतिहासिक दृष्टिकोण खोजता रहता है। वैचारिक विविधता है, साहित्य कभी भी कलाकार निर्मित नहीं रह सकता और इसलिए एक अच्छा साहित्यकार कभी भी कलाकार निर्मित या उसके कलात्मक परिणामितों से सहमत तो हो या नहीं पर पढ़कर। जिस किसी भी कलाकार की रचना में साहित्य की झलक, अभिव्यक्ति, अनुभूतियां, अपनी प्रासंगिकता के साथ मौजूद होती है, वह रचनाकार एक बेहतर रचनाकार होता है साथ उसकी रचनाएं कालजयी होती है। रचना और रचनाकार के बीच विचारों रहने हुए आलोचक एवं आलोचक भी साहित्य की एक परिधि में बिलकुल रहते हैं। एक बेहतर रचना एक बेहतर आलोचना की मांग रखती है। आलोचनात्मक दृष्टि रचना व रचनाकार को उनके प्रासंगिक संदर्भ में व्याख्या करवाती है। प्रस्तुत पुस्तक में इसी आलोचनात्मक दृष्टि का परिचय मिलता है।

आधुनिकता में उत्तर आधुनिकता की खोज में कितने साहित्य का आलोचन हो चुका पर्याप्त साहित्य का विकास भी चलता रहा। आधुनिकता की परिभाषा रहती थी 'सब-कुछ दृष्टि' जब कि विचारों को खोजा करती रहा। पर विचारों के सब-कुछ पुराने सिद्धांतों का भी पुनर्मूल्यांकन किया जाने लगा। सामाजिक-आर्थिक-राजनीतिक, जातीय में बौद्धिक संघर्ष होते रहा। कलाकार के विचारों के आधार-आधार के लिए का विकास भी चलते रहा। कला एवं जो कहीं नहीं थे, वे अब रचनाओं में भरे थे। एक महाकाव्य के पन्नों में रहे जाने वाली कहानियां अब छोटे-छोटे रूपों में लिखी जाने लगी। साहित्यकारों की अपना अपना आलोचना कौशलताओं-कलाकृतियों में प्रस्तुत करने लगे। एक-दूसरों के प्रति पाठकों को अपना अनेक भी एक नया



युवा कवि, आलोचक, प्रखर वक्ता एवं संपादक कौशलेन्द्र कुमार को आर्थिक विकास परिषद् बंगलुरु से दुई। इसके बाद उन्होंने सनद होते हुए जेएनयू नई दिल्ली में एम.ए. हिंदी साहित्य में प्रवेश लिया और पीएचडी करने हेतु दिल्ली विश्वविद्यालय में दाखिला लिया। कौशलेन्द्र जी पास एक कवि हृदय है। उनकी भौतिकवादीय कविता में गहरी दृष्टि है। वे हिंदी की समकालीन में सीमा व अन्य सभी पार की प्रति पर रोशनाई है। वे दुलहटे और सुविधाओं को कविता में विशेष दृष्टि रखते हैं। साहित्य में लोकपरंपरा और गहरा को प्रति मुखरलक्ष्य करने की दृष्टि को सकारात्मक करते हैं। वे समकालीन दौर की समस्याओं पर लगातार लिखते रहते हैं और भविष्य के प्रति एक 'विजन' भी रखते हैं। कौशलेन्द्र की सर्वेदना साहित्य के समाज को साथ जोड़ी रखती है और इसलिए स्त्री और किसान की समस्याओं को देखकर वे व्यथित हैं। वे प्रेम को मनुष्य के जीवन की सबसे महत्वपूर्ण पूंजी मानते हैं। क्योंकि प्रेम ही ऐसा भाव है जो मनुष्य को ऊपर इंसानियत पैदा कर सकता है।

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मानव सामाजिक है इसलिए यह सामाजिक प्राणी कहा है । मनुष्य का समाज के साथ अन्योन्याश्रित संबंध है । मनुष्य के सामाजिक जीवन की धुरिधार भाषा है । संस्कृत के प्रमुख वाक्यम होने के नाते भाषा मनुष्य के जीवन का अविभाज्य अंग बन गई है । समाज का उद्भव भाषा के आधार पर हुआ है । विविध समाज और भाषा एक दूसरे के पूरक बनकर सतत परिवर्तनशील रहे हैं । विविध समाज की संस्कृति, मान्यताएँ, व्यवहार आदि उस समाज की भाषा द्वारा अभिव्यक्ति होते हैं । समाज और भाषा एक दूसरे के पूरक बनकर सतत परिवर्तनशील रहे हैं । अगर भाषा नहीं होती तो मनुष्य की अभिव्यक्ति को पूर्णता नहीं मिलती । मनुष्य सोच सकता है और अपने विचारों को या अनुभवों को सही एवं सर्वमान्य रूप में दूसरों के सामने प्रस्तुत कर सकता है । यह सब उसे भाषा के माध्यम से ही करना पड़ता है । भाषा विज्ञान के अनुसार बोली भाषा की मूल स्थिति है । जब मनुष्य अपने विचारों को व्याकरण के नियमानुसार सही तरीके से बोलने और लिखने लगता है तब यह भाषा कहलाती है अर्थात बोली का परिष्कृत रूप ही भाषा कहलाती है अगर भाषा नहीं होती तो मनुष्य की अभिव्यक्ति को पूर्णता नहीं मिलती ।

संप्रेषण का प्रमुख माध्यम भाषा, व्यक्ति के सामाजिक जीवन प्रवेश की चाबी है । प्रत्येक जाति, पंथ धर्म के, क्षेत्र अपने ही सांस्कृतिक परिवेश की सीमा में जीवन करते हैं अपने ही व्यावहारिक भाषा अपनाते हैं । जब मनुष्य अपरिचित या दूरस्थ प्रदेश जाता है तो उसे सबसे बड़ी समस्या भाषा की आती है । वहाँ की भाषा सीखे बिना लोगों के साथ या उस समाज में वह संप्रेषण नहीं कर सकता ।

बी. एच् नेविस संप्रेषण के प्रकार बताते हैं

१] प्रत्यक्ष
२] अप्रत्यक्ष
३] लिखित
४] सांकेतिक

प्राचीन युग में प्रत्यक्ष एवं अप्रत्यक्ष प्रकार का ज्यादा प्रयोग होता था जैसे हाथ, पैर या अंगिक अभिनय या चित्र, आकार, संकेत या विविध प्रकार के संकेतों द्वारा संप्रेषण संभव था । लेकिन शिक्षण व्यवस्था के परावलंबन भाषा का विकास हुआ । आज के आधुनिक युग में तो लिखित और मौखिक या सांकेतिक संप्रेषण प्रमुख साधन बने हुए हैं ।

इस सबके मूल में भाषा का सही रूप से प्रयोग करना निहित है । स्पष्ट तथा सही भाषा का प्रयोग सबसे प्रभावशाली होता है । इसके लिए भाषा का सही ज्ञान आवश्यक है । और शिक्षण व्यवस्था में ही भाषा का सही ज्ञान एवं भाषा का सही प्रयोग करने की शिक्षा संभव है ।

वास्तव में यह सच कही गई है कि भाषा निर्बे अभिव्यक्ति का साधन है । लेकिन अब यह सवाल हमारे सामने है कि क्या भाषा निर्बे अभिव्यक्ति का साधन है या लिखे परीक्षा पास करने का व्यावसाय सीखने का पर्याय है ? अक्सर हमें ये देखने प्राप्तार्थ भाषा की व्याप्ति की सीमित दायरी है क्योंकि 'bAC'भाषा एक दुकान की पहचान होती है ।

इसिए जिन्तन मन्तुए भाषा वैज्ञानिक कहते हैं आप सोच है ? कहाँ से है? क्या करने है ? ऐसे सवालों के उत्तर और हमारे व्यक्तित्व का एक अंग भी हमारे बोलने के ढंग में छिपे होते हैं । जैसे ही हम बोलना शुरू करते हैं, सुननेवाले को बिना ज्यादा सोचे विचारे और बिना चाहे अपने बारे में कई बातों की झलक दे देते हैं । इस प्रकार हमारी भाषा हमारी पहचान का निशान होती है ।

भाषा के सामाजिक आयाम :-

जब बच्चे अपने परिवार के बड़ों से अपने परिवेश में भाषा सीखते हैं तो साथ अनजाने में ही उन्हें भी सीखते हैं कि समाज में भाषा का प्रयोग कैसे करना है । आवाज़ उतार के साथ किस भाव में व्यवहार करना

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महात्मा गाँधीजी ने कहा था। भारत का हृदय गाँवों में बसता है। गाँवों में ही हम सबके अन्नदाता किसान बसते हैं। इसीलिए गाँधीजी कहते थे गाँवों को उन्नति से ही भारत की उन्नती हो सकती है। उन्हीं पूर्व प्रधानमंत्री बीजेपी वाजपेयी अर्थात्जी ने जय जवान जय किसान का नारा देकर किसान को देश की रक्षा करनेवाले जवानों के समक्ष किया था।

किसान को हम देश के रीढ़ की हड्डी (मोलेरी) मानते हैं। लेकिन यह भी सच है कि स्वातंत्र्यपूर्व से ही उस रीढ़ की हड्डी को तोड़ने की कोशिश होती रही। पहले किसान हमारे अन्नदाता थे। पर उनके भारत पर आँग्रेजों ने हुकूमत शुरू की तब से वह किसान की हालत बद से बदतर होने लगी। क्योंकि अँग्रेज लोग जानते थे कि किसान ही इस देश का आँतपार है तो उन्होंने सबसे पहले इस आँतपार को ही निशाना बनाया। किसानों पर अत्याचार आक्रमण होते रहे। उनको जबरन गुलाम बनाने की पूरी तरह से कोशिश की गयी।

किसान का खान अपमान जरूर सम्पन्न जाने लगा किसानों पर फैसला लगान लगाने गये। अँग्रेजों का सोचना था कि आधार की चाबी में भारत जब तक स्वावलंबी होगा तब तक उस को नहीं झुका सकते। आपात ने पौधन में भी उनपर लगान सौंप दिया यह लगान के रूप में उनसे जबरदस्ती वसूल की गई। तब किसान किसान न रहे। गरीबी बढ़ती गई। आधार का उत्पादन कंट से गया। देश में हाहाकार मच गया। सामान्य जनता जब इसका विरोध करने लगी तो उनको भी दबाने की कोशिश की गई। 1857 की सिपाही विद्रोह की वजह यही थी कि किसानों पर अत्याचार अपनी चरम सीमा तक पहुँच गई थी।

किसानों की दुर्दशा पर समकालीन लेखक, कवि, लेखन, निर्माताओं ने भी अपनी भावनाओं को, अपनी सोच को अपने कलाशाधन से अभिव्यक्त किया है,

के बाद हिंदी भी एक नई भूमिका हमारे सामने आई है। लोकप्रचलित हिंदी का स्वभाव है, उसकी भूमिकाएँ है, जिसे यह छोड़ नहीं सकती और इसी का नतीजा है हिंदी का विकास। हिंदी वहीं ज्यादा फली-फूली है जहाँ लोकप्रचलित का असर है।

इस क्षेत्र में और ज्यादा काम करना बाकी है। हमारे यहाँ अनेक भाषाएँ है जिनको अपनाकर हिंदी को और भी समृद्ध किया जा सकता है। कई भारतीय भाषाएँ जैसे, राजस्थानी, गुजराती, बंगला, दक्षिण की भाषाएँ, उर्दू आदि से बहुत सारे शब्दों को अपना सकता है। विज्ञान व तकनीकी शब्दावली की दुरूहता दूर होते ही हिंदी अपने आप सर्वमान्य हो जाएगी। हमें इस समय हिंदी को विज्ञान और वाणिज्य की भाषा बनाने की दिशा में सार्थक कोशिश करना है। यह आशा करेंगे कि हिंदी शीघ्रातिशीघ्र विश्वभाषा बनने में सफल होगी।

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महात्मा गाँधीजी ने कहा था। भारत का हृदय गाँवों में बसता है। गाँवों में ही हम सबके अन्नदाता किसान बसते हैं। इसीलिए गाँधीजी कहते थे गाँवों को उन्नति से ही भारत की उन्नति हो सकती है। उसके पूर्व प्रधानमंत्री लालबहादुर शास्त्रीजी ने जय जवान जय किसान का नारा देकर किसान को देश की रक्षा करनेवाले जवानों के समक्ष खड़ा किया था।

किसान को हम देश के रीढ़ की हड्डी (धोलाई) कह सकते हैं। लेकिन यह भी सच है कि स्वातंत्र्यपूर्व से ही उस रीढ़ की हड्डी को तोड़ने की कोशिश होती रही। पहले किसान हमारे अन्नदाता थे। पर अंग्रेजी भारत पर आंग्लों की हुकूमत शुरू से पाई तब से वह किसान की हालत बद से बदतर होने लगी। क्योंकि आँग्ल लोग जानते थे कि किसान ही इस देश का आँतरिक है तो उन्होंने सबसे पहले इस अंतस्थल को ही विनाश चाहा। किसानों पर अत्याचार आक्रमण होते रहे। उनको जबरन गुलाम बनाने की पूरी तरह से कोशिश की गयी।

किसान पर कर अत्याचार जबरन लगाए गए। किसानों पर बेवजह लगान लगाते थे। अंग्रेजों का सोचना था कि आसान से चलाने में भारत जब तक स्वावलंबी रहेगा तब तक उस को नहीं झुका सकते। अगर वे चाहते थे तो उन्हों लगान खींच लिया पर लगान के रूप में उनसे जबरदस्ती वसूल की गई। तब किसान किसान न रहे। गरीबी बढ़ती गई। अन्नदाता का उत्पादन कंट से गया। देश में हाहाकार मच गया। साधारण जनता जब इसका विरोध करने लगी तो उनको भी दबाने की कोशिश की गई। 1857 की लिपाही विद्रोह की वजह यही थी कि किसानों पर अत्याचार अपनी चरम सीमा तक पहुँच गई थी।

किसानों की दुर्दशा पर समकालीन लेखक, कवि, लेखन, विचारकों ने भी अपनी भावनाओं को, अपनी सोच को अपने कलमाध्यम से अभिव्यक्त किया है,

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के बाद हिंदी की एक नई भूमिका हमारे सामने आई है। लोकशक्ति हिंदी का स्वभाव है, उसकी बुनियाद है, जिसे वह छोड़ नहीं सकती और इसी का नतीजा है हिंदी का विकास। हिंदी वहीं ज्यादा फली-फूली है जहाँ लोकशक्ति का असर है।

इस क्षेत्र में और ज्यादा काम करना बाकी है। हमारे यहाँ अनेक भाषाएँ हैं जिनको अपना कर हिंदी को और भी समृद्ध किया जा सकता है। कई भारतीय भाषाएँ जैसे, राजस्थानी, गुजराती, बंगला, दक्षिण की भाषाएँ, उर्दू आदि से बहुत सारे शब्दों को अपना सकता है। विज्ञान व तकनीकी शब्दावली की दुरूहता दूर होते ही हिंदी अपने आप सर्वमान्य हो जाएगी। हमें इस दिशा हिंदी को विज्ञान और वाणिज्य की भाषा बनाने की दिशा में सार्थक कोशिश करना है। यह आशा करेंगे कि हिंदी शीघ्रतातीव्र विश्वभाषा बनने में सफल होगी।

हिंदी विभाग
कुवेम्पु यूनिवर्सिटी संकुल घट
शिवमोग्गा।

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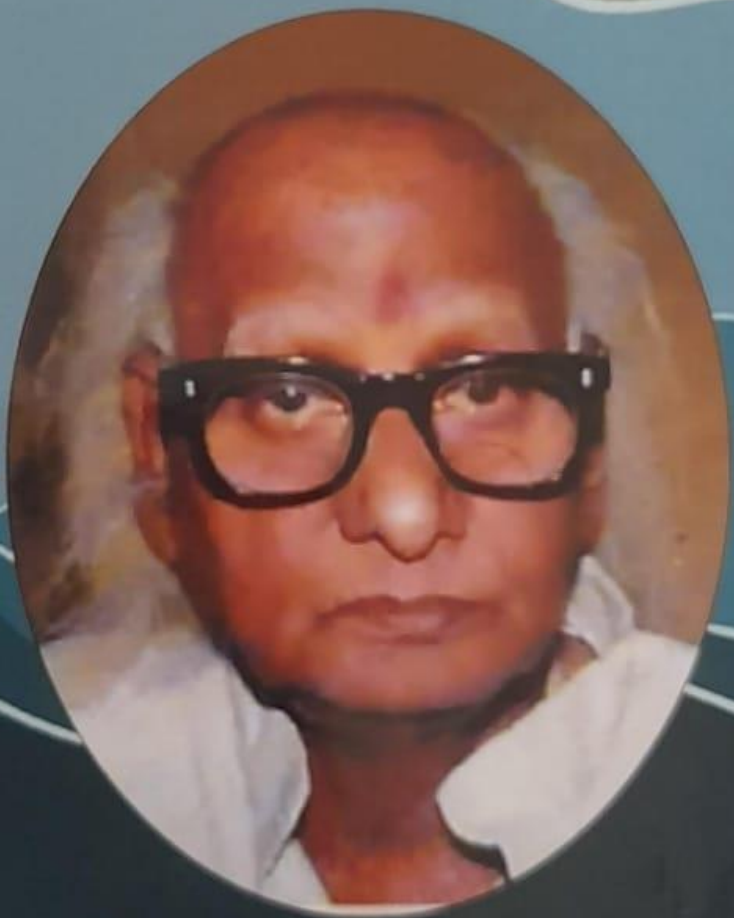

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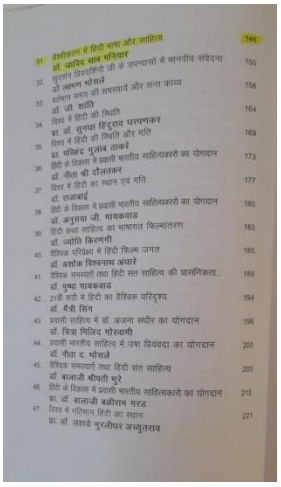

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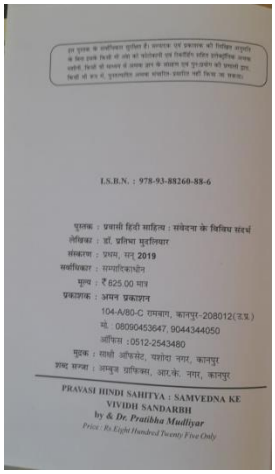

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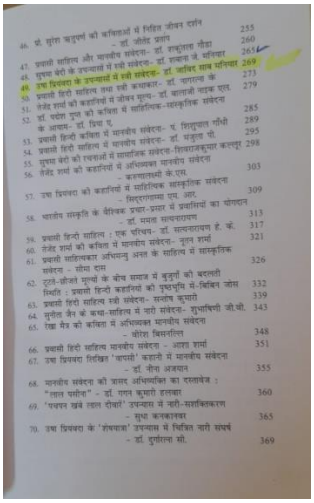

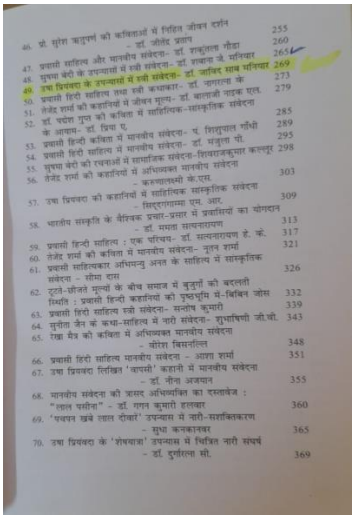

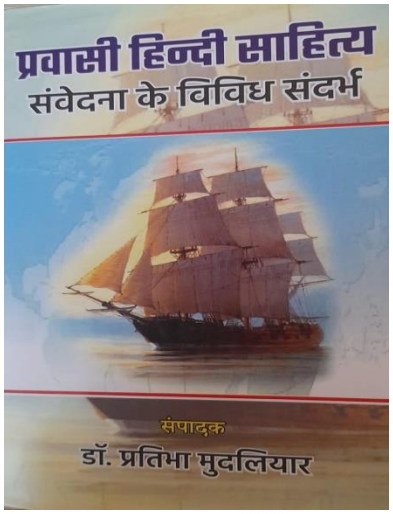

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Kaustubha Mohanty
S. Saran
B. E. Kumara Swamy
S. C. Sharma *Editors*

Graphene and its Derivatives (Volume 2)

Water/Wastewater Treatment and Other Environmental Applications

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Electrochemical and Photocatalytic Applications of ZnO Nanoparticles Synthesized Using the Leaf Extract of *Ricinus Communis*

Mamata C. Naik, Jyothi H. Kini, and B. E. Kumaraswamy

1 Introduction

Nanoparticles are the primary source of various nanostructured devices or materials; hence, they are considered to be the basic elements of nanotechnology [1]. Nanoparticles have gained worldwide importance due to their diverse optical, electronic, thermal, and catalytic properties [2]. Different methods such as precipitation method [3], sol–gel method [4], hydrothermal method [5], solvothermal method [6], and chemical vapor deposition method [7] are available for the synthesis of different sized ZnO nanoparticles. In particular, the plant-mediated synthesis of nanoparticles has represented a very promising route which could be an alternative to chemical and physical methods for the synthesis of nanoparticles.

CHAPTER 13

GRAPHENE-MODIFIED CARBON MICROSURFACES IN VOLTAMMETRIC SENSING APPLICATIONS

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ABSTRACT

Graphene is an interesting carbon material with unique redox properties. Graphene and its composites are promising candidates for fabricating current and next-generation electrochemical sensors. Since giving electric connections for graphene is difficult, usually, they are used to modify existing electrode materials. Graphene properties such as large active surface area, wide potential window, low detection limit, high stability and

Chapter

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Metaphors and symbolism used in P. Sheshadri's Bettada Jeeva: A semiological study

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Introduction

Cinema is a form of narrative with a sequence of scenes to tell the story to the audience. It contains all the aids like audio, visual, and drama wrapped with enjoyable shooting and narration techniques. Therefore cinema is considered one of the best pastimes for human beings. Cinema usually picks the stories from the society, which results in representing the past or present happenings in the society.

Cinema is an art that entertains, informs, and elevates us. Some critics do not accept cinema as art, but analytically it is a better and more powerful form than all other art forms. Cinema can connect with our subconscious mind, reflects our values, customs, styles, and life. This art form enlightens us and, at the same time, educates us. Cinema is the only art in history in which scientists' artists worked together and brought a revolution in the field of communication and entertainment.

Many directors take the help of metaphors and symbolism to tell the story instead of directly conveying the message to the audience. A metaphor is a figure of speech used to compare two things that are not alike but have something in common. In cinema, symbolism can be seen in many aspects like Colour, Camera angle, Music, Special effects, and much more. The study of these signs, codes and

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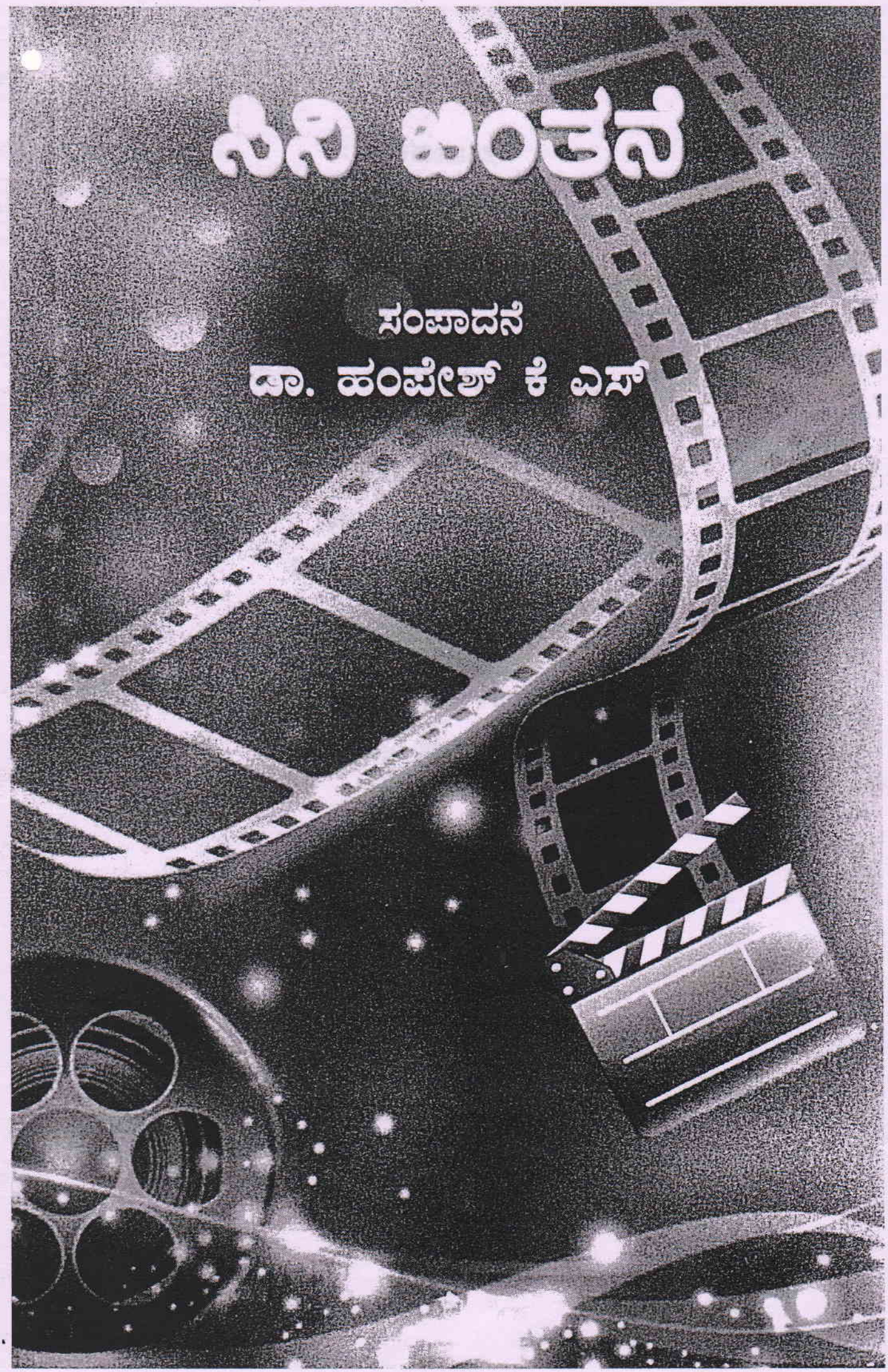

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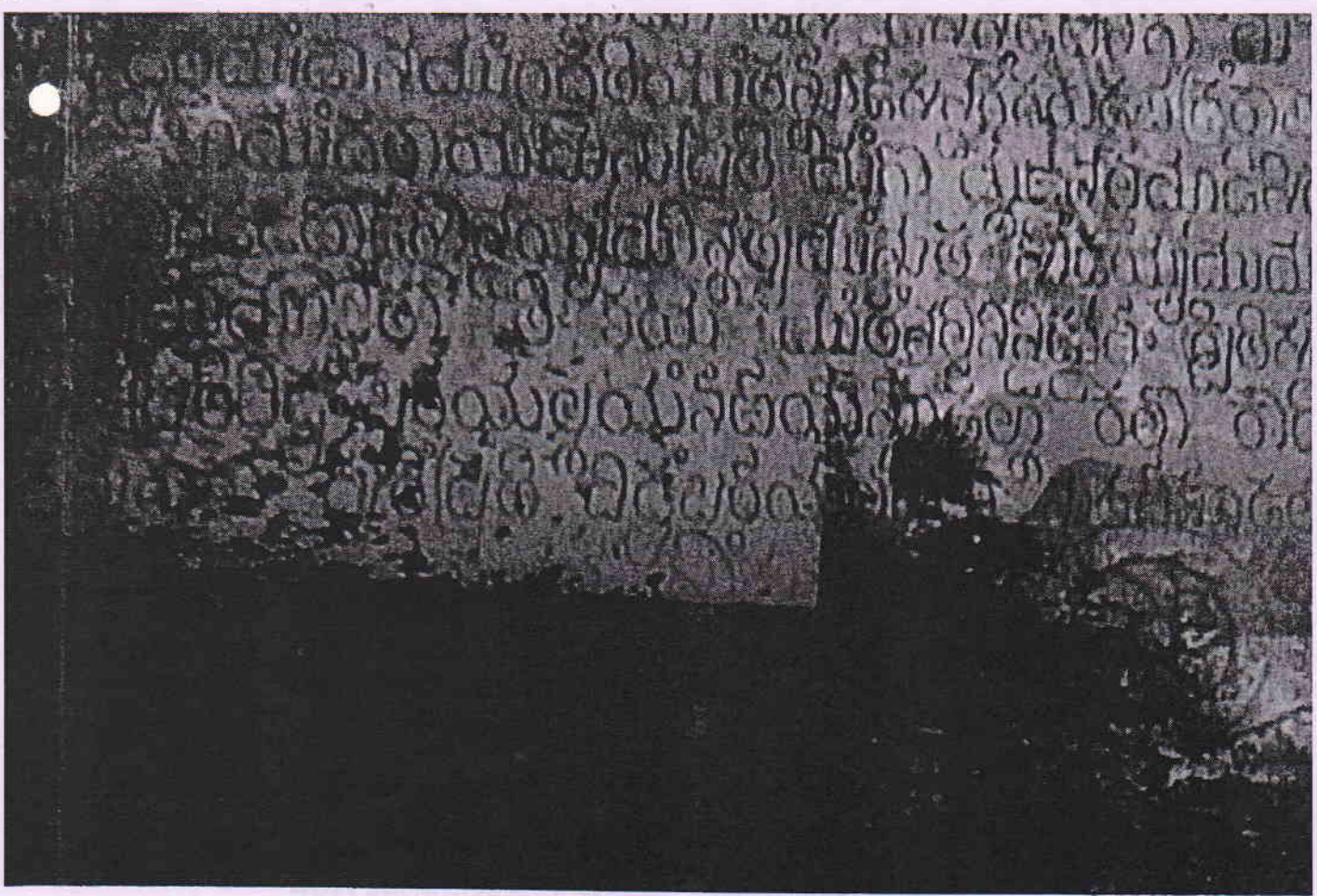

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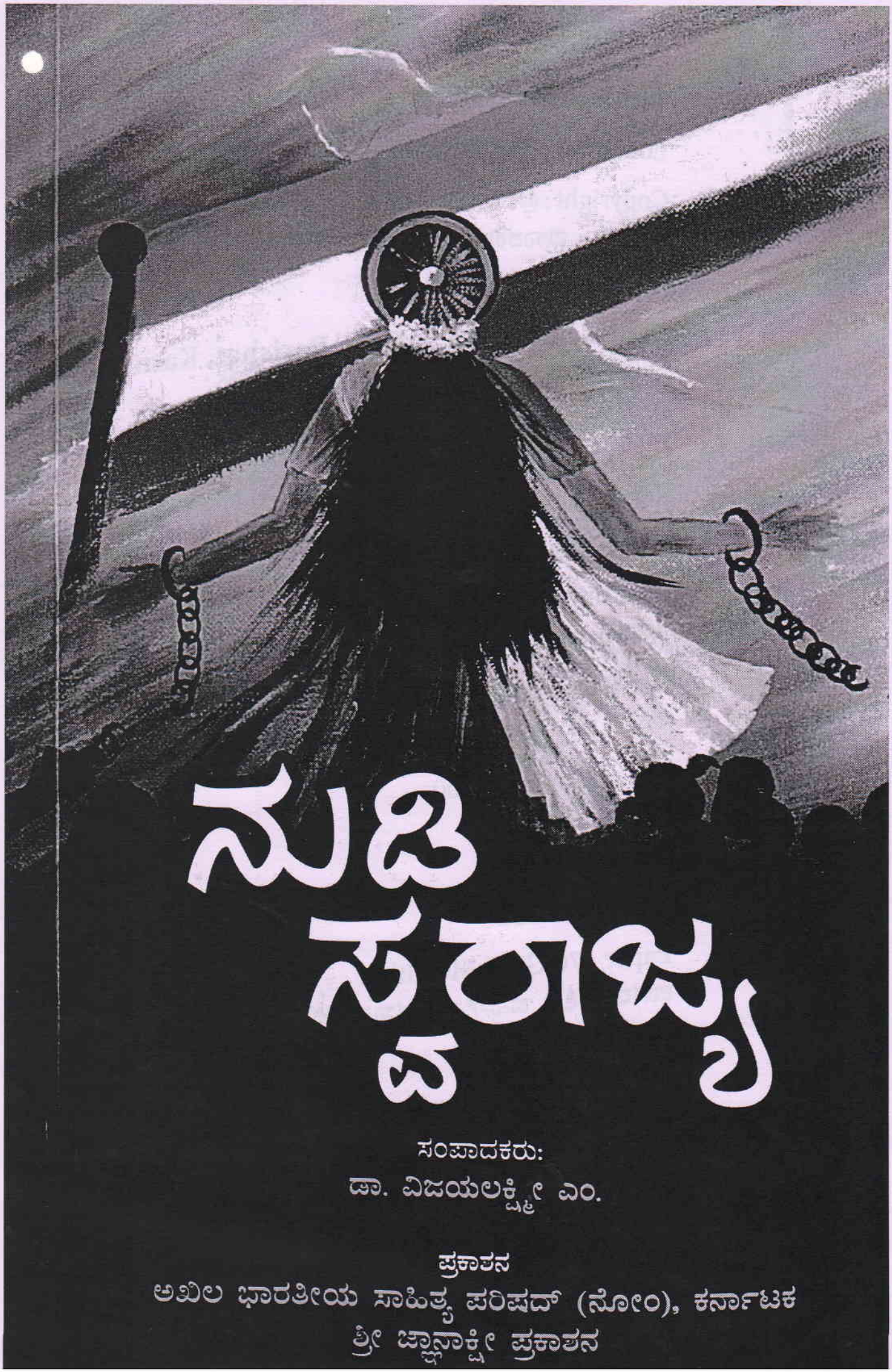

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STORY OF UPWARD MOBILITY

Aspirations of Dalit students through the prism of mass media

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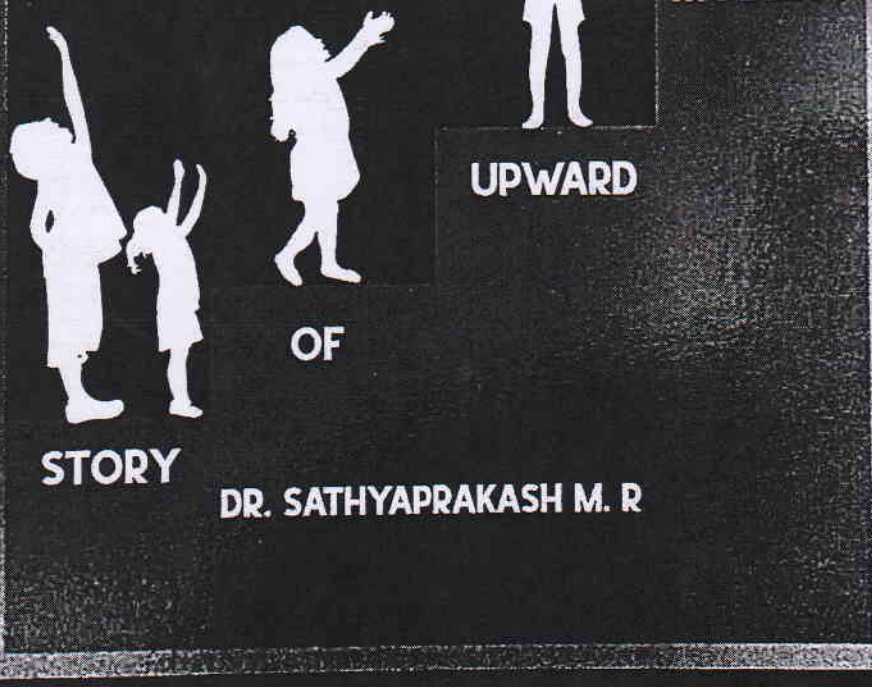

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THE SOCIAL MEDIA AND ENVIRONMENT: CONSERVATION EFFORTS IN RELATION TO BIODIVERSITY

Dr. Sathyaprakash M.R. and Mohan Kumar B.S.

INTRODUCTION

The coverage related to environment and biodiversity in mainstream media is more of event-based rather than proactive and ethical. Mass media, is presently, considered as an important supporting tool in the dissemination of information pertaining to ongoing environmental conservation activities. The strategic tool's concept includes the involvement of media right from its conception to the execution level. Other steps in the strategic process may involve arousing interest and creating awareness among the target audience to obtain desired results. Here media supports, supplements and enriches the particular campaign-goal that aims to address the issues of biodiversity. The concept of biodiversity could be defined as the biological diversity of all living organisms present on earth. It includes variety of plants, animals, and microorganisms at genetic, species, and ecosystem levels that are considered necessary for the smooth running of ecological services and crucial to the existence of living organisms on the earth.

THE INDIAN SCENARIO

India with only 2.4% of the world's land area, is one of the oldest human civilization centre on earth that participated in growing plants and domesticating animals to the benefit of humanity. India is also a mega diverse nation harboring 7-8% of all recorded species, including

over 45,000 species of plants and 91,000 species of animals. It is also one of the pioneer countries to enact the Biological Diversity Act in the year 2002, inconsonant with the principles made in the year 1992 at Rio Summit. India is losing its biodiversity at a rapid rate due to habitat destruction, climate change, invasive species, pollution, overpopulation of human, over-harvesting, changes within the aquatic environment and water flows, unsustainable use of natural resources, and inappropriate fire regimes.

Biodiversity balances the human existence while balancing co-existence of all animals and plants on earth. A slight shift in its ratio can skew this equilibrium between animals and plants, both intra-specific and inter-specific to their doom. A rich biodiversity is an indication of the wealth of the soil and its inhabitants. So biodiversity defines our survival on this earth. Unfortunately, common man has failed to understand the intricate balance between human existence and his surroundings, creating an irreparable damage leading to series of harmful reactions in the ecosystem. Thus, in the recent past, requiring a collective participation from all its inhabitants especially, we humans to restore the reducing the diversity of all animals and plants on earth. Our understanding and participation in the mutual coexistence of all animals and plants can avoid catastrophes occurring in the nature and thus, healing the earth. As with most environmental topics, education is one of the critical factors in achieving biodiversity conservation. Educating people about the benefits of biodiversity increase public awareness on the issue. This leads to active civic involvement, influencing people to lead a sustainable lifestyle, and eventually influencing the government to amend and take more measures to save the dwindling biodiversity.

SOCIAL MEDIA ROLE

Mass media's primary role in educating and bringing awareness on issues of biodiversity to public importance is recognized by global agencies such as UNESCO, WWF, and alike. Creating environmental awareness among the masses is aimed at obtaining their active

participation in conservation activities. Internet-based digital media is witnessing a massive upsurge around the world (53%). FICCI reported that India's digital media is documenting CAGR 24.9% growth from 2016, while print (5.7%) and television (9.8%) have plummeted considerably. India stands 2nd in the world's total internet user's number. It got second place in the annual growth of social media users with 31%. In contrast, the world average was 13% in 2017-18. Statista, an international statistical database, revealed that around 74% of Indian internet users are less than 35 years old. And 24.1 crore Indians are active social media users.

According to India's internet and mobile association (IAMAI), the number of internet users in India has reached 500 million in June 2018. It was 481 million in December 2017. Urban India, with an estimated population of millions, already has 295 million using the internet. Given that the total urban population is much lower than the total rural population, the urban, rural digital divide is actually more acute than what the penetration numbers portray. Therefore, future growth policies must focus on bridging the digital gap between urban and rural India today. The internet penetration level in urban India was 68% in December 2017 compared to 60% in December 2016.

In comparison, rural internet penetration had grown from 18% to 20% in 2017. While digital India is paving its way in rural India, the underlining digital gender gap persists. Digital literacy is, therefore, a key to ensure everyone stays informed, engaged, and safe online.

Social media allows ordinary citizens to share information and coordinate their activities on a precisely unknown level before the Internet it was hard and relatively costly in terms of time and resources to inform people about a perceived injustice and to organize them in collective action against it. The collapse of transaction costs makes it easier for people to get together so much easier than changing the world. Lance Bennett says that digitally networked action would do way with collective action problems because it follows a different logic of connective action. The social media now offers a new option

for collective action centered on the private transmission and sharing of political information.

Bennet and Segerberg thus offer a solution for the classical collective action problem not by providing a new mechanism for selective incentives out by providing a new logic of connective action built around digital media as organizing agents that supplement and possibly substitute the logic of collective actions. The emergence of the internet is thus embedded in more far-reaching social transformations. Mobile phones and modern networked communication and technological development that correspond to more general social changes associated with the emergence of the network society. The internet as a communication infrastructure becomes so crucial because it is the center of protest mobilization and social movements are forming by communicating messages of rage and hope.

Consequently, changes in the communication environment alter social movement chance to reach an audience and mobilize for protest. He points especially to the strong parallels between the viral logic of social movements and the mobilization processes in what he calls networked social movements. The internet and networked social movement share a specific culture of autonomy, the fundamental cultural matrix of contemporary societies. The internet would enable new forms of protest and protest organizations. The most prominent idea in this respect is that the web of digital communication technologies would allow leaderless movement. The recent Amazon fires and Australian forest flame is an example to awake and restore our senses and save our environment. The seriousness of loss of biodiversity and ozone depletion has called for global carbon neutrality by 2050 by several nations globally. India is yet take initiatives on such lines and collective participation of its people is still lacking intensely. The internet corresponds to the conflicts of the network society in understanding the issues of our surroundings and co existence of all organisms for our survival

and sustenance. The internet or social media offers a solution to collective action problems.

Conservation efforts

The data proved the scope of deploying social media in Biodiversity conservation. The study tries to examine the utilization of social media by Governmental and Non- Governmental biodiversity-related bodies and organizations. The active presence, participation and popularity (followers) of organizations in India's top six social networking sites is observed. The data is as below:

Social media user data on significant organizations involved in environmental conservation

Name of the organization	Social media site and number of followers					
	Twitter	FaceBook	LinkedIn	YouTube	WhatsApp	Instagram
WWF India	26,300+	1,80,000+	30,000+	-	Yes	21,300+
Greenpeace India (N)	26,400+	3,50,000+	-	22,000+	-	11,200+
TERI (N)	10,600+	33,000+	11,600+	4,500+	-	-
WTI (N)	14,000+	32000+	-	400+	-	4,200+
MEFCC (G)	41,400+	72,000+		-	-	-
CPCB (G)	1,200+	291+	-	-	-	-
NCBS (G)	6,800+	6,000+	400+	750+	-	-
ICFRE (G)	-	3,000+	-	-	-	-
KFD (G)	7,100+	17,000+	-	-	-	1,300+
KBB (G)	-	2,000+	-	-	-	-

Government v-s NGOs

There is poor performance concerning the usage of social media in reaching out and elevating awareness among people. Compared to Government organizations, NGOs are ahead in reaching people through these platforms. Principal Govt. bodies like National biodiversity authority, SACON, ZSI, BSI, etc., don't have accounts in social media. Besides WWF India, no other organization is offering WhatsApp, the most popular instant messaging app of India. The

newer designations and roles in government offices should address the social web needs. The realization of wider scope to reach people and bring in awareness on conservation through social web is immense.

Conclusion : India is a country of youth, who are spending on an avg. 2.5 hours-day on social media. The organizations must put serious effort to sensitize them and whole people by strategically using social media. Social media neither solve existing collective action problems, nor does their use by environmentalists indicate the emergence of new forms of activism specific to the network society. The social movements have quickly adopted social media into their toolbox of more traditional communication and media practice. The core activists have been seen as heavy-active users of political information- digital media but this does not mean that importance of traditional media has lost charm. Lack of knowledge about the changing role of specific digital communication technologies within one or several movements. These instances point out that social media and traditional media can compete with each other but cannot replace each other.

The multidimensional nature of social media has compelled scientists, cultural critics, marketing gurus, political commentators, and ordinary men to analyze them. With all its shortcomings, social media is occupying the position of the modern-day public sphere, as Habermas conceived. Agreed, there is a lack of technological infrastructure in third world countries leading to the phenomenon of the digital divide. The reach of the internet is another issue. However, the growth trend is on the upswing, leaving many people out of the sphere, rather than being inclusive. The stranglehold of big players like Facebook, Google, Microsoft, and the like bursts the illusion of social media being an independent public platform. These companies are not only the unabashed purveyors of personal information, but also sell them to companies, which in turn market their products based on such information.

Digital technologies have emerged as a catalyst for economic

growth and citizen empowerment across the globe. Ranging from interpersonal communication to that of organizational communication, ICT has been playing a vital role in connecting people, sharing information and knowledge. In an information society, access to information is key to overall progress, including individual development and position. The social disparity is also a significant concern in the information society, impacting media, literacy, and engagements in social, political, and educational aspects of life. It also influences online participation and collaboration of the general public in a virtual public sphere.

Digital platforms participating in awareness among people through social media can induce eco conscious to greatly trigger a social discussion and can bring in rapid results with mass cultivation of varied plants and bio diversity restoration. Unfortunately, it's disheartening to know several government initiatives are amputated in utilizing digital media. Social web portals can share success stories, R&D findings and allow discussions at a very affordable price and key in swift action. The opportunities to explore and reach out, bring in awareness is plenty for all the government and government supported non-governmental organizations alike. Social media can be a great tool to bring in awareness and conserve biodiversity for the future generations to reap the benefits, survive and sustain life on earth.

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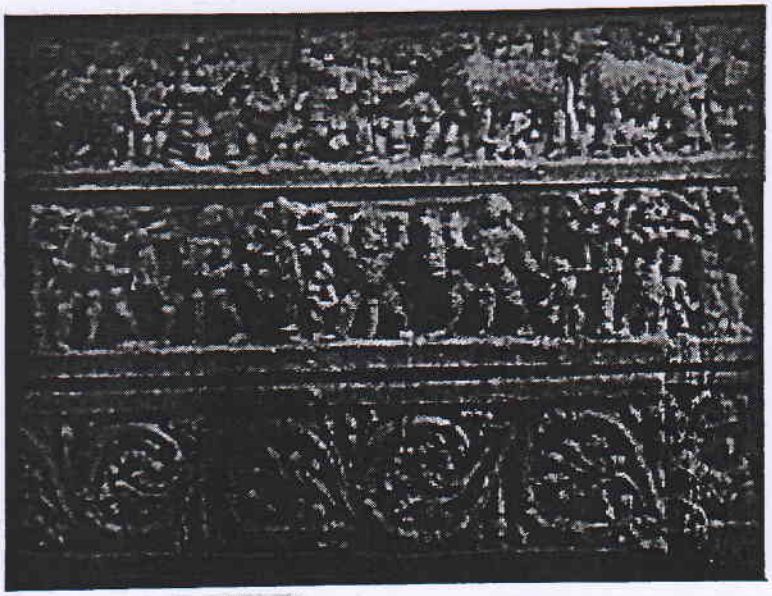
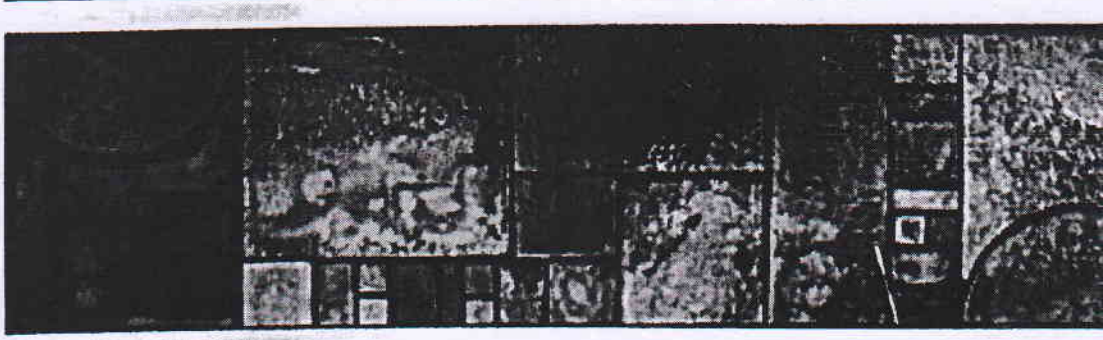
ಬಹುರೂಪಿ

ಬಹುಶಿಸ್ತೀಯ ಲೇಖನಗಳ ಸಂಗ್ರಹ





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Bunch of Multidisciplinary Articles in Kannada

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ಪರಿಸರ ಸಂರಕ್ಷಣಾ ಪ್ರಕ್ರಿಯೆಯಲ್ಲಿ ಸಂವಹನ ಸಾಧನವಾಗಿ ದಿನಪತ್ರಿಕೆಗಳು

ಡಾ. ಸತ್ಯಪ್ರಕಾಶ್ ಎಂ. ಆರ್. ಮತ್ತು ಮೋಹನ್ ಕುಮಾರ್ ಬಿ. ಎಸ್.

ಪ್ರಸ್ತಾವನೆ:

ಪರಿಸರ ಸಂರಕ್ಷಣೆ ಇಂದು ಜಗತ್ತನ್ನು ಕಾಡುತ್ತಿರುವ ಅತ್ಯಂತ ಪ್ರಮುಖ ವಿಚಾರವಾಗಿದೆ. ಕೋವಿಡ್-೧೯ರ ನಂತಹ ಹಿಂದೆಂದೂ ಕೇಳರಿಯದ ವೈರಸ್‌ಗಳು, ಹೊಸ ಬಗೆಯ ನೈಸರ್ಗಿಕ ವಿಕೋಪಗಳು, ಪರಿಸರಕ್ಕೆ ಸಂಬಂಧಿಸಿದ ಹೊಸ ರೀತಿಯ ವಿದ್ಯಮಾನಗಳು ಬೆಳಕಿಗೆ ಬರುತ್ತಿರುವುದರ ಜೊತೆಗೆ ವಾತಾವರಣದಲ್ಲಿ ಗುರುತರ ಬದಲಾವಣೆಗಳಾಗುತ್ತಿರುವುದು ನಿರ್ವಹಣೆಯ ದೃಷ್ಟಿಯಿಂದ ರಾಷ್ಟ್ರ ನಾಯಕರಿಗೆ ಸವಾಲಾಗಿ ಪರಿಣಮಿಸಿದೆ. ಇಂದು ಜಗತ್ತು ಹವಾಮಾನ ವೈಪರೀತ್ಯ, ಜಾಗತಿಕ ತಾಪಮಾನ ಏರಿಕೆಯಂತಹ ಗಂಭೀರ ಸಮಸ್ಯೆಗಳನ್ನು ಎದುರಿಸುತ್ತಿದೆ. ನಾಗರಿಕತೆಯ ಇತಿಹಾಸದಲ್ಲಿ ಅತ್ಯಂತ ಎಚ್ಚರಿಕೆಯಿಂದ ಹೆಜ್ಜೆಯಿಡಬೇಕಾದ ಸಂದರ್ಭ ಈಗ ಬಂದೊದಗಿದೆ. ಪರಿಸರ ಸಂರಕ್ಷಣೆಯ ಜೊತೆ ಜೊತೆಗೆ ಅಭಿವೃದ್ಧಿಯ ಚಟುವಟಿಕೆಗಳು ನಡೆಯುವಂತಹ ವಾತಾವರಣವನ್ನು ನಿರ್ಮಿಸಬೇಕಿದೆ. ಪರಿಸರ ಸಂರಕ್ಷಣೆ ಯಾವುದೇ ಯೋಜನೆಯು ನಿರ್ಣಾಯಕ ಅಂಶವಾಗಿ ಪರಿಗಣಿತವಾಗಬೇಕಿದೆ. ಅದು ಗಣಿಗಾರಿಕೆ ಇರಬಹುದು, ವಿಶೇಷ ಆರ್ಥಿಕ ವಲಯ ಸ್ಥಾಪನೆ ಇರಬಹುದು, ರಸ್ತೆಗಳು, ರೈಲು ಮಾರ್ಗಗಳು, ಕಾರ್ಖಾನೆಗಳು, ಉತ್ಪಾದನಾ ಘಟಕಗಳ ನಿರ್ಮಾಣ ಇರಬಹುದು, ಪರಿಸರಕ್ಕೆ ಸಂಬಂಧಿಸಿದ ಆಡಿಟಿಂಗ್ ಕಡ್ಡಾಯವಾಗಿ ಆಗಬೇಕು. ಇದು ಶಾಸನಾತ್ಮಕ ಸ್ವರೂಪ ಪಡೆದುಕೊಳ್ಳಬೇಕು. ಪರಿಸರ ಸಚಿವಾಲಯ ಮತ್ತು ಇಲಾಖೆ ದೇಶದ ಜೀವವೈವಿಧ್ಯತೆ, ಅರಣ್ಯ ಸಂಪತ್ತು ಮತ್ತು ನೈಸರ್ಗಿಕ ಸಂಪತ್ತನ್ನು ಉಳಿಸಿಕೊಂಡು, ಅಭಿವೃದ್ಧಿಗೆ ಪೂರಕವಾಗಿ ಕಾರ್ಯನಿರ್ವಹಿಸುವ ಅತ್ಯಂತ ಪ್ರಭಾವಿ ವೇದಿಕೆಯಾಗಬೇಕು. ರಾಷ್ಟ್ರ ನಿರ್ಮಾಣದ ಈ ರಾಚನಿಕ ಕಾರ್ಯದಲ್ಲಿ ದಿನಪತ್ರಿಕೆಗಳನ್ನೊಳಗೊಂಡಂತೆ, ಸಮೂಹ ಮಾಧ್ಯಮಗಳು ಕೂಡ ಕೈಜೋಡಿಸಬೇಕಿದೆ.

ಸಮೂಹ ಮಾಧ್ಯಮಗಳು ಇಂದು ಸರ್ವಾಂತರ್ಯಾಮಿ ಸ್ವರೂಪ ಪಡೆದುಕೊಂಡಿದೆ. ನಾವು ವಿಶ್ವದ ಯಾವುದೇ ಮೂಲೆಗೆ ಹೋದರೂ ಮಾಧ್ಯಮದ ಯಾವುದಾದರೊಂದು ರೂಪ ನಮಗೆ ಎದುರಾಗುತ್ತದೆ. ಜಾಗತೀಕರಣ ಪ್ರಕ್ರಿಯೆ ಆರಂಭವಾದ ಮೇಲಂತೂ ಸಮೂಹ ಮಾಧ್ಯಮಗಳ ವ್ಯಾಪ್ತಿ ಬೆಳೆಯುತ್ತಿರುವುದನ್ನು ನಾವೆಲ್ಲರೂ ಗಮನಿಸುತ್ತಾ ಬಂದಿದ್ದೇವೆ. ವಿಶ್ವದಾದ್ಯಂತ ಸಮೂಹ ಮಾಧ್ಯಮಗಳು

ಸಮಾನ ರೂಪದಲ್ಲಿ ವಿಸ್ತೃತವಾಗಿಲ್ಲವಾದರೂ, ಕನಿಷ್ಠಪಕ್ಷ ಇವುಗಳು ಅಸ್ತಿತ್ವದಲ್ಲಿರುವುದಂತೂ ಸತ್ಯ. ಸಮೂಹ ಮಾಧ್ಯಮಗಳು ಇಂದು ಸಮಾಜದ ಅನಿವಾರ್ಯ ಅವಶ್ಯಕತೆಯಾಗಿ ಬೆಳೆದು ನಿಂತಿದೆ. ಸಮೂಹ ಮಾಧ್ಯಮಗಳನ್ನು ಆವಲಂಬಿಸದ ಆಧುನಿಕ ಸಮಾಜವನ್ನು ಊಹಿಸಿಕೊಳ್ಳುವುದಕ್ಕೂ ಸಾಧ್ಯವಿಲ್ಲ. ಜ್ಞಾನ ಸಮಾಜ, ಜ್ಞಾನಾಧಾರಿತ ಆರ್ಥಿಕ ವ್ಯವಸ್ಥೆಯ ಪರವಾದ ವಿಚಾರಧಾರೆಗಳು ಪ್ರಭಾವಿ ವಲಯಗಳಲ್ಲಿ ಆಗಿಂದಾಗ್ಗೆ ಪ್ರಸ್ತಾಪವಾಗುವುದನ್ನು ನಾವು ಗಮನಿಸಿದ್ದೇವೆ. ಜ್ಞಾನಾಧಾರಿತ ಆರ್ಥಿಕವ್ಯವಸ್ಥೆಯನ್ನು ನಿರ್ಮಿಸುವ ನಿಟ್ಟಿನಲ್ಲಿ ಮಾಹಿತಿ ಮತ್ತು ಸಂವಹನ ತಂತ್ರಜ್ಞಾನಗಳ ಜೊತೆಗೆ ಸಮೂಹ ಮಾಧ್ಯಮಗಳು ಕೂಡ ಅವಶ್ಯಕ ಎಂಬುದನ್ನು ನಾವು ಮನಗಾಣಬೇಕಿದೆ. ಸಮೂಹ ಮಾಧ್ಯಮಗಳು ಕೇವಲ ಮನರಂಜನೆಗಷ್ಟೇ ಸೀಮಿತವಾಗದೆ, ಮಾಹಿತಿ ಮತ್ತು ಶಿಕ್ಷಣ ನೀಡುವ ಗುರುತರ ಜವಾಬ್ದಾರಿಯನ್ನು ನಿರ್ವಹಿಸಬೇಕಿದೆ. ತನ್ಮೂಲಕ ಪ್ರಜ್ಞಾವಂತ ಸಮಾಜವನ್ನು ಸೃಷ್ಟಿಸುವ ಹೊಣೆಗಾರಿಕೆಯನ್ನು ಕೂಡ ನಿಭಾಯಿಸಬೇಕಿದೆ.

ಸಮೂಹ ಮಾಧ್ಯಮಗಳನ್ನು, ಅದರಲ್ಲೂ ಮುಖ್ಯವಾಗಿ ಪತ್ರಿಕೆಗಳು ಮತ್ತು ಟೆಲಿವಿಷನ್ ಸುದ್ದಿವಾಹಿನಿಗಳನ್ನು ಪ್ರಜಾಪ್ರಭುತ್ವದ ನಾಲ್ಕನೆಯ ಅಂಗ, ಕಾವಲು ನಾಯಿ ಎಂದೆಲ್ಲಾ ಕರೆಯಲಾಗುತ್ತದೆ. ಪ್ರಜಾಪ್ರಭುತ್ವ ವ್ಯವಸ್ಥೆ ಸಮರ್ಪಕವಾಗಿ ಕಾರ್ಯನಿರ್ವಹಿಸುವ ನಿಟ್ಟಿನಲ್ಲಿ ಶಾಸಕಾಂಗ, ಕಾರ್ಯಾಂಗ ಮತ್ತು ನ್ಯಾಯಾಂಗದ ಜೊತೆಗೆ ಮಾಧ್ಯಮ ಕೂಡ ಜವಾಬ್ದಾರಿಯುತವಾದ ಪಾತ್ರವನ್ನು ವಹಿಸಬೇಕಿದೆ. 'ಮಾಧ್ಯಮವೇ ಸಂದೇಶ' ಎನ್ನುವಷ್ಟರ ಮಟ್ಟಿಗೆ ಪ್ರಭಾವ ಹೊಂದಿರುವ ಸಮೂಹ ಮಾಧ್ಯಮಗಳು ಆಧುನಿಕ ಸಮಾಜದಲ್ಲಿ ರಾಷ್ಟ್ರದ ಅಭಿವೃದ್ಧಿಗೆ ಅತ್ಯವಶ್ಯಕ.

ಯಾವ ರಾಷ್ಟ್ರ ಹೆಚ್ಚು ಹೆಚ್ಚು ಪತ್ರಿಕೆಗಳನ್ನು ಮತ್ತು ಇತರ ಸಂವಹನ ಸಾಧನಗಳನ್ನು ಹೊಂದಿದೆಯೋ ಅಂತಹ ರಾಷ್ಟ್ರ ಅಭಿವೃದ್ಧಿ ಪಥದತ್ತ ವಿಚಿತವಾಗಿ ಸಾಗುತ್ತಿದೆ ಎಂದು ವಿಶ್ಲೇಷಿಸಲಾಗುತ್ತದೆ. ಅಂದರೆ ಯಾವ ರಾಷ್ಟ್ರ ಉತ್ತಮವಾದ ಮಾಧ್ಯಮ ವ್ಯವಸ್ಥೆಯನ್ನು ಹೊಂದಿದೆಯೋ ಅಂತಹ ರಾಷ್ಟ್ರದ ಜನರ ಜೀವನಮಟ್ಟ ಕೂಡ ಉತ್ತಮವಾಗಿರುತ್ತದೆ ಎಂದೂ ಕೂಡ ತರ್ಕ ಮಂಡಿಸಲಾಗುತ್ತದೆ. ಸಮಾಜವನ್ನು ಕಾಡಿಸುತ್ತಿರುವ ಬಿಕ್ಕಟ್ಟುಗಳನ್ನು ಬಗೆಹರಿಸುವ ನಿಟ್ಟಿನಲ್ಲಿ ಮಾಧ್ಯಮಗಳು ಕೆಲವೊಮ್ಮೆ ಸುಧಾರಕನ ಪಾತ್ರವನ್ನು ಕೂಡ ನಿರ್ವಹಿಸಬೇಕಾಗುತ್ತದೆ. ಈ ನಿಟ್ಟಿನಲ್ಲಿ ಪತ್ರಿಕೆಗಳನ್ನು ಪರಿಸರ ಸಂರಕ್ಷಣೆಯ ವಿಷಯದಲ್ಲಿ ನಿರ್ಣಾಯಕವಾಗಿ ಬಳಸಿಕೊಳ್ಳುವುದರತ್ತ ಸಂಬಂಧಪಟ್ಟ ಸಂಘಸಂಸ್ಥೆಗಳು ಮತ್ತು ಇಲಾಖೆಗಳು ಗಮನಹರಿಸಬೇಕಾದ ಅನಿವಾರ್ಯತೆ ಈಗ ಸೃಷ್ಟಿಯಾಗಿದೆ.

ಪರಿಸರ ಸಂರಕ್ಷಣೆಯ ಅಗತ್ಯತೆ: ಕೈಗಾರೀಕರಣ ಆರಂಭವಾದ ದಿನದಿಂದ ಮಾನವನಿರ್ಮಿತ ಮಾಲಿನ್ಯದ ಪ್ರಮಾಣ ಹೆಚ್ಚುತ್ತಲೇ ಇದೆ. ಯಂತ್ರ, ವಾಹನ, ಕೈಗಾರಿಕೆಗಳಿಗೆ ಫಾಸಿಲ್ ಇಂಧನಗಳ ಬಳಕೆ ಅಧಿಕವಾಗಿದೆ. ಜನಸಂಖ್ಯೆ ಸ್ಫೋಟ, ವೈಭೋಗ ಜೀವನ ಶೈಲಿ, ದುಷ್ಪರಿಣಾಮಗಳಿಗೆ ಗಮನ ನೀಡದ ಅಭಿವೃದ್ಧಿ ಯೋಜನೆಗಳು, ಶಸ್ತ್ರಾಸ್ತ್ರಗಳ ಪ್ರಯೋಗ ಮುಂತಾದವುಗಳಿಂದ ಪರಿಸರದ

ಬಿಕ್ಕಟ್ಟುಗಳು ತಲೆದೋರುತ್ತಿವೆ. ಪ್ರಕೃತಿಯ ಮೇಲೆ ಮನುಷ್ಯ ಆಘಾತಗಳು ಹೆಚ್ಚಾಗುತ್ತಾ ಬಂದಂತೆ ನೂರಾರು ಸಮಸ್ಯೆಗಳು ಉದ್ಭವಿಸುತ್ತಿವೆ. ಅಲ್ಲದೇ ಪರಿಸರದ ಎಚ್ಚರಿಕೆಯ ಗಂಟೆ ಬಾರಿಸುತ್ತಿದೆ. ಯೋಗ್ಯವಾದ ಕುಡಿಯುವ ನೀರು ದೊರಕುವುದೇ ಅಪರೂಪವಾಗಿದೆ. ದೇಶದಲ್ಲಿ ಪ್ರಸ್ತುತ ಪ್ರತಿಶತ ಲಂಚದ ಸುಮಾರು ಹತ್ತು ದೊರಕುವುದೇ ತುತ್ತಾಗಿವೆ. ಅಂತರ್ಜಲ ಲಭ್ಯತೆ ಕಡಿಮೆಯಾಗಿದೆ. ನೀರಿಗಾಗಿ ಕುಡಿಯುವುದಕ್ಕೆ ನಡುವೆ, ನಗರಗಳ ನಡುವೆ, ರಾಜ್ಯಗಳ ನಡುವೆ, ರಾಷ್ಟ್ರಗಳ ನಡುವೆ ಜಗಳ ನಡೆಯುತ್ತಿದೆ. ಇರುವ ನೀರನ್ನು ಉಳಿಸಲು ಸ್ವಚ್ಛಗೊಳಿಸಲು, ದಕ್ಷವಾಗಿ ಬಳಸಲು ಜಾಗೃತಿಯ ಅಗತ್ಯವಿದೆ.

ಜಾಗತಿಕ ತಾಪಮಾನ ಏರಿಕೆ, ಆಮ್ಲಮಳೆ, ಓಜೋನ್ ಪದರ ಸವಕಳಿ ಮುಂತಾದ ಜಾಗತಿಕ ಪರಿಸರ ಅವಘಡಗಳನ್ನು ತಡೆಯುವ ನಿಟ್ಟಿನಲ್ಲಿ ಸರ್ಕಾರಗಳನ್ನು ಒತ್ತಾಯಿಸುವ ಕಾರ್ಯದಲ್ಲಿ ಪ್ರತಿ ವ್ಯಕ್ತಿಯೂ ಭಾಗವಹಿಸಬೇಕು. ಜ್ಞಾನ ವೈಯಕ್ತಿಕ ನೆಲೆಗಟ್ಟಿನಲ್ಲಿ ಆತ್ಮ ಸಾಕ್ಷಿಯಿಂದ ಕಾರ್ಯ ನಿರ್ವಹಿಸಬೇಕಾದರೆ ಸಾರ್ವಜನಿಕ ಜಾಗೃತಿಯೊಂದೇ ದಾರಿ. ಕೊಳ್ಳುಬಾಕ ಸಂಸ್ಕೃತಿ ಮತ್ತು ಬಳಸಿ, ಬಿಸಾಡಿರಿ ಪ್ರವೃತ್ತಿ ನಿಲ್ಲಬೇಕಾದರೆ ಪರಿಸರ ಪ್ರಜ್ಞೆ ಅಗತ್ಯ. ಪರಿಸರ ಸ್ನೇಹಿ ಜೀವನ ಶೈಲಿಯನ್ನು ಜನರು ರೂಢಿಸಿಕೊಳ್ಳುವುದಕ್ಕೆ ಜಾಗೃತಿಯ ಅಗತ್ಯತೆ ಇದೆ. ಪ್ಲಾಸ್ಟಿಕ್ ಬಳಕೆ ಕಡಿಮೆಯಾಗಬೇಕಾದರೆ, ತ್ಯಾಜ್ಯವಸ್ತುಗಳ ಪ್ರತ್ಯೇಕೀಕರಣ, ಸಾಣಿಗೆ ಮತ್ತು ಸೂಕ್ಷ್ಮ ವಿಲೇವಾರಿಗೂ ಸಾರ್ವಜನಿಕ ಜಾಗೃತಿಯೇ ಮೊದಲ ಹೆಜ್ಜೆ. ಅಸಂಪ್ರದಾಯಿಕ ಶಕ್ತಿ ಮೂಲಗಳ ಬಳಕೆಗೆ, ವಾಯು ಮಾಲಿನ್ಯದ ತಡೆಗೆ, ಅರಣ್ಯನಾಶ ತಪ್ಪಿಸುವುದಕ್ಕೆ, ವನ್ಯಜೀವಿಗಳ ರಕ್ಷಣೆಗೆ, ಕಳ್ಳಬೇಟೆ ನಿಲ್ಲುವುದಕ್ಕೆ ಮತ್ತು ವಿನಾಶದ ಆಂಚಲ್ಲಿರುವ ಜೀವಿಗಳನ್ನು ಸಂರಕ್ಷಿಸುವುದಕ್ಕೆ ಜನ ಜಾಗೃತಿಯ ಅಣತ್ಯವಿದೆ.

ಪರಿಸರ ಸಂರಕ್ಷಣೆಯ ಅಂತರಾಷ್ಟ್ರೀಯ ಆಯಾಮ: ಪರಿಸರ ಸಂರಕ್ಷಣೆಗೆ ಜನಜಾಗೃತಿಯ ಅಗತ್ಯವನ್ನು ಮನಗಂಡ ವಿಶ್ವಸಂಸ್ಥೆಯು ಹಲವಾರು ಅಂತಾರಾಷ್ಟ್ರೀಯ ಸಮಾವೇಶಗಳು, ಸಭೆಗಳು ಮತ್ತು ಕಾರ್ಯಾಗಾರಗಳನ್ನು ವಿರ್ಪಡಿಸುತ್ತಾ ಬಂದಿವೆ. ೧೯೭೨ರ ಜೂನ್ ತಿಂಗಳಿಂದ ಒಂದರವರೆಗೆ ಸ್ವಾಕ್‌ಹೋಂನಲ್ಲಿ ಅಂತಾರಾಷ್ಟ್ರೀಯ ಸಮ್ಮೇಳನವನ್ನು ವಿಶ್ವಸಂಸ್ಥೆ ಸಂಘಟಿಸಿತ್ತು. ಆಲ್ಲಿ ಮಾನವ ಪರಿಸರ ಮತ್ತು ಅಭಿವೃದ್ಧಿಯ ಬಗ್ಗೆ ಚರ್ಚೆಗಳು ನಡೆದವು. ಎಲ್ಲ ರಾಷ್ಟ್ರಗಳ ಜನರಲ್ಲಿ ಪರಿಸರದ ಬಗ್ಗೆ ಜನಜಾಗೃತಿ ಮೂಡಿಸಬೇಕೆಂಬುದು ಸರ್ವಸಮ್ಮತ ವಿಷಯವಾಗಿತ್ತು. ಅಂದಿನಿಂದ ಪರಿಸರದ ಜಾಗೃತಿ ಮೂಡಿಸಲು ಎಲ್ಲ ರಾಷ್ಟ್ರಗಳು ವಿವಿಧ ಕಾರ್ಯಕ್ರಮಗಳನ್ನು ಹಮ್ಮಿಕೊಳ್ಳುತ್ತಿವೆ. ಈ ಐತಿಹಾಸಿಕ ಸಮ್ಮೇಳನದ ನೆನಪಿಗಾಗಿ ಪ್ರತಿವರ್ಷ ಜೂನ್ ತಿಂಗಳಂದು ವಿಶ್ವ ಪರಿಸರ ದಿನಾಚರಣೆಯನ್ನು ಆಚರಿಸಲಾಗುತ್ತಿದೆ.

೧೯೯೨ರಲ್ಲಿ ಜೀವವೈವಿಧ್ಯದ ಬಗ್ಗೆ ಅಂತಾರಾಷ್ಟ್ರೀಯ ಭೂಶೃಂಗ ಸಭೆಯನ್ನು ಬ್ರೆಜಿಲ್ ರಾಜಧಾನಿಯಾದ ರಿಯೋ ಡಿ ಜನೈರೋದಲ್ಲಿ ಸಂಘಟಿಸಲಾಯಿತು. ೨೦೦೨ರಲ್ಲಿ ಸುಸ್ಥಿರ ಅಭಿವೃದ್ಧಿಯ ಬಗ್ಗೆ ಅಂತಾರಾಷ್ಟ್ರೀಯ ಸಮಾವೇಶವನ್ನು ದಕ್ಷಿಣ ಆಫ್ರಿಕಾದ ಜೋಹಾನ್ಸ್‌ಬರ್ಗ್‌ನಲ್ಲಿ ಸಂಘಟಿಸಲಾಯಿತು. ಇನ್ನು, ಪರಿಸರ ಜಾಗೃತಿ

ಮೂಡಿಸಲು ವ್ಯವಸ್ಥಿತ ಪರಿಸರ ಶಿಕ್ಷಣ ನೀಡಬೇಕೆಂಬುದು ಯುನೆಸ್ಕೋ ಸಂಸ್ಥೆ ಆಶಯವಾಗಿದೆ. ೧೯೭೫ರಲ್ಲಿ ಯುಗೊಸ್ಲೋವಿಯಾದ ಬೆಲ್‌ಗ್ರೇಡ್‌ನಲ್ಲಿ ಅಂತಾರಾಷ್ಟ್ರೀಯ ಸಮಾವೇಶವನ್ನು ಯುನೆಸ್ಕೋ ಸಂಘಟಿಸಿತ್ತು. ೧೯೭೭ರಲ್ಲಿ ಬಿಲಿಸಿಯಲ್ಲಿ ನಡೆದ ಪರಿಸರ ಶಿಕ್ಷಣದ ಸಮಾವೇಶವು ಕೆಲವು ಮಾರ್ಗದರ್ಶಿ ಸೂತ್ರಗಳನ್ನು ನೀಡಿತು. ಆ ಸೂತ್ರಗಳ ಪ್ರಕಾರ ಪರಿಸರ ಜಾಗೃತಿ ಮೂಡಿಸಲು ಶಿಕ್ಷಣ ನೀಡುವಾಗ ಪರಿಸರವನ್ನು ಸಮಗ್ರವಾಗಿ ಪರಿಗಣಿಸಬೇಕು. ಪರಿಸರ ಶಿಕ್ಷಣವು ಜೀವನ ಪರ್ಯಂತ ನಡೆಯುವ ನಿರಂತರ ಶಿಕ್ಷಣವಾಗಬೇಕು. ಇದು ಅಂತರ್ ಶಿಸ್ತುಗಳ ದೃಷ್ಟಿ ಹೊಂದಿರಬೇಕು. ಹಾಗೇ ಸ್ಥಳೀಯ, ರಾಷ್ಟ್ರೀಯ, ಪ್ರಾಂತೀಯ ಹಾಗೂ ಅಂತರಾಷ್ಟ್ರೀಯ ದೃಷ್ಟಿಕೋನದಿಂದ ಪರಿಶೀಲಿಸಬೇಕು. ಪ್ರಸ್ತುತವಿರುವ ಹಾಗೂ ಭವಿಷ್ಯದಲ್ಲಿ ಉಂಟಾಗಬುಹುದಾದ ಪರಿಸರ ಬಿಕ್ಕಟ್ಟುಗಳಿಗೆ ಗಮನ ನೀಡಬೇಕು.

ಸರ್ಕಾರದ ಪ್ರಯತ್ನಗಳು: ೧೯೮೬ರಿಂದ ಪರಿಸರ ಮತ್ತು ಅರಣ್ಯ ಸಚಿವಾಲಯವು ಪ್ರತಿ ವರ್ಷ ಹೊಸ ಘೋಷಣೆ ಅಡಿಯಲ್ಲಿ ರಾಷ್ಟ್ರೀಯ ಪರಿಸರ ಜಾಗೃತಿ ಆಂದೋಲನ ಎಂಬ ವಿನೂತನ ಕಾರ್ಯಕ್ರಮವನ್ನು ನಡೆಸುತ್ತಾ ಬಂದಿದೆ. ಕರ್ನಾಟಕದಲ್ಲಿ ಎನ್‌ಎಸಿ ಕಾರ್ಯಕ್ರಮಕ್ಕೆ ಸ್ಥಳೀಯ ಸಂಪನ್ಮೂಲ ಕೇಂದ್ರವನ್ನಾಗಿ ಸರ್ಕಾರೇತರ ಸಂಸ್ಥೆಯಾದ, ಕರ್ನಾಟಕ ರಾಜ್ಯ ವಿಜ್ಞಾನ ಪರಿಷತ್ತನ್ನು ಗುರುತಿಸಲಾಗಿದೆ. ವಿಜ್ಞಾನ ಪರಿಷತ್ತಿನ ಮೂಲಕ ಪ್ರತಿ ವರ್ಷ ೩೦೦-೪೦೦ ಸರ್ಕಾರೇತರ ಸಂಸ್ಥೆಗಳಿಗೆ ರಾಷ್ಟ್ರೀಯ ಜಾಗೃತಿ ಆಂದೋಲನದಲ್ಲಿ ಭಾಗವಹಿಸಲು ಅನುದಾನ ನೀಡಲಾಗುತ್ತಿದೆ. ಪ್ರತಿ ಸಂಸ್ಥೆಯು ನಿರ್ದಿಷ್ಟ ಜನರ ಗುಂಪಿಗೆ ಉಪನ್ಯಾಸ ಸಂವಾದ, ಚರ್ಚೆ, ಪ್ರದರ್ಶನ, ನಾಟಕ, ಬೊಂಬೆಯಾಟ, ಹಾಡು, ಮೆರವಣಿಗೆ, ಕರಪತ್ರ, ಭಿತ್ತಿಪತ್ರ ಮುಂತಾದವುಗಳ ಮೂಲಕ ಪರಿಸರ ಜಾಗೃತಿ ಮೂಡಿಸುತ್ತದೆ. ಪರಿಸರ ರಕ್ಷಣೆಗಾಗಿ ಯುವಕರನ್ನು ಒಗ್ಗೂಡಿಸಲು ಪರಿಸರ ಸಚಿವಾಲಯ ಇಕೋ ಕ್ಲಬ್‌ಗಳನ್ನು ರಚಿಸಿವೆ. ಪ್ರಸ್ತುತ ಇಕೋ ಕ್ಲಬ್‌ಗಳನ್ನು ರಾಷ್ಟ್ರೀಯ ಹಸಿರು ಪಡೆಯಲ್ಲಿ ವಿಲೀನಗೊಳಿಸಿದಲಾಗಿದೆ. ಪ್ರತಿ ಜಿಲ್ಲೆಯ ೧೫೦ ಶಾಲೆಗಳಲ್ಲಿ ಇಕೋ ಕ್ಲಬ್‌ಗಳನ್ನು ಆರಂಭಿಸುವ ಪ್ರಯತ್ನ ಮುಂದುವರೆದಿದೆ.

ನಾಗರಿಕ ಸಮಾಜದ ಪಾತ್ರ: ದಹಲಿಯ ಸೆಂಟರ್ ಫಾರ್ ಸೈನ್ಸ್ ಅಂಡ್ ಎನ್ವಿರಾನ್‌ಮೆಂಟ್ ಸಂಸ್ಥೆ ಪ್ರಕಟಿಸುತ್ತಿರುವ 'ಡೌನ್‌ಟು ಅರ್ಥ್' ಮತ್ತು 'ಗೋಬರ್ ಟೈಮ್ಸ್' ಹಾಗೂ ಪರಿಸರಕ್ಕೆ ಸಂಬಂಧಿಸಿದ ಸಂಶೋಧನೆ, ಪುಸ್ತಕಗಳು, ಸಿ.ಡಿ.ಗಳು, ಚಲನಚಿತ್ರಗಳು, ಪರಿಸರದ ಬಗ್ಗೆ ಸಾರ್ವಜನಿಕರಲ್ಲಿ ಜಾಗೃತಿ ಮೂಡಿಸಲು ಸಹಾಯಕವಾಗಿದೆ. ಮುಂಬೈನಲ್ಲಿರುವ ಬಾಂಬೆ ನ್ಯಾಚುರಲ್ ಹಿಸ್ಟರಿ ಸೊಸೈಟಿಯು ಭಾರತದ ಪಕ್ಷಿಗಳು, ಚಿಟ್ಟೆಗಳು, ಮುಂತಾದ ಜೀವಿಗಳ ಬಗ್ಗೆ ಸಂಶೋಧನಾ ಲೇಖನ, ವರದಿ, ಪುಸ್ತಕಗಳನ್ನು ಪ್ರಕಟಿಸುತ್ತಿದೆ. ನ್ಯಾಯವಾದಿ ಎಂ. ಸಿ ಮೆಹತಾರವರು ಸಾರ್ವಜನಿಕ ಹಿತಾಸಕ್ತಿ ಮೊಕದ್ದಮೆಯನ್ನು ಹಾಕುವ ಮೂಲಕ ಆಗ್ರಾ, ದಹಲಿಯ ಪರಿಸರ ಉತ್ತಮಪಡಿಸುವಲ್ಲಿ ಪ್ರಮುಖ ಪಾತ್ರ ವಹಿಸಿದ್ದಾರೆ. ನ್ಯಾಯಾಲಯಗಳು ಪರಿಸರಕ್ಕೆ ಪೂರಕವಾದ ತೀರ್ಮಾನಗಳನ್ನು ನೀಡಿದ್ದು ಜನರ ಅಭಿಪ್ರಾಯಗಳಿಗೆ

ಮುನ್ನಡೆ ದೊರೆತಂತಾಗಿದೆ. ಕೇರಳ, ತಮಿಳುನಾಡಿನಲ್ಲಿ ಸೈಲೆಂಟ್ ವ್ಯಾಲಿ ಅರಣ್ಯ ಪ್ರದೇಶದಲ್ಲಿ ಜಲವಿದ್ಯುತ್ ಸ್ಥಾವರಕ್ಕಾಗಿ ಆಣೆಕಟ್ಟನ್ನು ನಿರ್ಮಿಸುವುದನ್ನು ವಿರೋಧಿಸಿದ್ದು ಜಾಗೃತಿಯಲ್ಲಿ ಪ್ರಮುಖವಾದ ಮೈಲಿಗಲ್ಲು. ಪ್ಲಚ್ಚಿಮಡ ಆಂದೋಲನ, ಬೇಡ್ತಿ ಯೋಜನೆ ವಿರೋಧಿ ಚಳುವಳಿ, ಅಪ್ಪಿಕೋ ಚಳುವಳಿ ಕೂಡ ಪ್ರಮುಖವಾಗಿದೆ.

ಭಾರತೀಯ ವಿಜ್ಞಾನ ಕೇಂದ್ರದ ಪರಿಸರ ಅಧ್ಯಯನ ಕೇಂದ್ರವು ಜೀವವೈವಿಧ್ಯ ವರದಿ ತಯಾರಿಸಲು ಕೈಪಿಡಿ, ಶರಜೇತಿ, ಮಾರ್ಗದರ್ಶಿ ಸಿಡಿ, ಅಂತರ್ಜಾಲ ತಾಣಗಳನ್ನು ಸಿದ್ದಪಡಿಸಿದೆ. ಪ್ರೊ. ಮಾಧವ ಗಾಡ್ಗಿಲ್ ಮಾರ್ಗದರ್ಶನದಲ್ಲಿ ಪರಿಣಾಮಕಾರಿ ಜೀವವೈವಿಧ್ಯ ಅಧ್ಯಯನ ಮಾದರಿ ವಿಧಾನಗಳು ಹೊರಬರುತ್ತಿವೆ. ಯಲ್ಲಪ್ಪರೆಡ್ಡಿ ಅವರ ಪುಸ್ತಕ, ಉಪನ್ಯಾಸಗಳು ಸಾರ್ವಜನಿಕರಲ್ಲಿ ಪರಿಸರ ಜಾಗೃತಿಗೆ ಪ್ರೇರಣೆ ನೀಡುತ್ತಿವೆ. ಪಶ್ಚಿಮಘಟ್ಟ ಉಳಿಸಿ ಆಂದೋಲನ, ಶ್ರೀ ಪಡ್ರೆ ಅವರ ಮಳೆ ನೀರು ಸುಗ್ಗಿಯ ಚಳುವಳಿ, ಪಾಳೇಕರರ ಸಹಜ ಕೃಷಿ ಪದ್ಧತಿಗಳು ಜನಾನುರಾಗಿಯಾಗುತ್ತಿವೆ.

ಪರಿಸರ ಸಂರಕ್ಷಣೆ ಮತ್ತು ಪತ್ರಿಕೆಗಳು: ಜಗತ್ತಿನ ಯಾವುದೋ ಒಂದು ಮೂಲೆಯಲ್ಲಿ ಘಟಿಸಿದ ಘಟನೆಯನ್ನು ಕ್ಷಣಾರ್ಧದಲ್ಲಿ ಜಗತ್ತಿಗೆಲ್ಲಾ ತಿಳಿಸುವ ಸಾಮರ್ಥ್ಯ ಹೊಂದಿರುವ ಮಾಧ್ಯಮಕ್ಷೇತ್ರದಲ್ಲಿ ಪತ್ರಿಕೆಗಳು ಈಗಲೂ ತಮ್ಮ ಆಸ್ತಿತ್ವ ಉಳಿಸಿಕೊಂಡಿರುವುದು ವಿಶ್ವಾಸಾರ್ಹ ಸಂವಹನ ಮಾಧ್ಯಮವಾಗಿ ಮತ್ತು ಮಾಹಿತಿಯ ಮೂಲವಾಗಿ ಇವು ಎಷ್ಟರಮಟ್ಟಿಗಿನ ಪ್ರಾಮುಖ್ಯತೆ ಹೊಂದಿದೆ ಎಂಬುದನ್ನು ಸಾಬೀತುಪಡಿಸುತ್ತದೆ. ಪತ್ರಿಕೆಯು ಮನುಷ್ಯನ ಬುದ್ಧಿಶಕ್ತಿಯನ್ನು ಬೆಳಗಿಸುವ ಅತ್ಯುತ್ತಮ ಸಾಧನವಾಗಿದೆ ಮತ್ತು ಅವನನ್ನು ವಿಚಾರಶೀಲನ್ನಾಗಿ, ನೈತಿಕ ಹಾಗೂ ಸಾಮಾಜಿಕ ವ್ಯಕ್ತಿಯನ್ನಾಗಿ ರೂಪಿಸುವ ಪ್ರಮುಖ ಅಂಶವಾಗಿದೆ ಎನ್ನುತ್ತಾನೆ ಅಮೆರಿಕಾದ ಮಾಜಿ ಅಧ್ಯಕ್ಷ ಥಾಮಸ್ ಜೆಫರ್ಸನ್. ಪತ್ರಿಕೆಗಳನ್ನು ದೇಶ-ವಿದೇಶಗಳ ವಿಶ್ವಾಸಾರ್ಹ, ನಿಖರ ಮಾಹಿತಿ ಮೂಲವಾಗಿ ಬಳಸುತ್ತಿರುವುದು ಬಹುತೇಕ ಅಧ್ಯಯನಗಳಿಂದ ತಿಳಿದುಬಂದಿದೆ.

ಪತ್ರಿಕೆಗಳು ಪ್ರಕಟಿಸುವ ವಿಶ್ವಾಸಾರ್ಹ ಸುದ್ದಿ-ಮಾಹಿತಿ, ಮುಕ್ತ ಚರ್ಚೆಗಳು ಸಮಾಜವೊಂದು ಸರಿದಾರಿಯಲ್ಲಿ ನಡೆಯಲು ಸಹಾಯಕವಾಗುವ ಜೊತೆಗೆ ಯಾವುದೇ ಒಂದು ನಿರ್ದಿಷ್ಟ ವಿಚಾರವೊಂದರ ಬಗೆಗೆ ಬೌದ್ಧಿಕ ಆಂದೋಲನ ಸೃಷ್ಟಿಯಲು ಕೂಡ ಸಹಕಾರಿಯಾಗುತ್ತದೆ ಎಂದರೆ ತಪ್ಪಾಗಲಾರದು. ಹೀಗಾಗಿ ದಿನವಿಡೀ ನಡೆದ ಘಟನೆಗಳನ್ನು ಪ್ರಕಟಿಸುವ ವರ್ತಮಾನ ಪತ್ರಿಕೆಗಳು, ಸಾರ್ವಜನಿಕ ಸುದ್ದಿ ಪ್ರಸಾರದ ಕರ್ತವ್ಯ ಹಾಗೂ ಜ್ಞಾನಾಭಿವೃದ್ಧಿಯ ಒಂದು ಅವಶ್ಯ ಸಾಧನ. ಸಮಾಜದ ಸಂಘಟಿತ ಹಿತ ಕಾಯುವ ನಿಟ್ಟಿನಲ್ಲಿ ಪರಿಸರ ಸಂರಕ್ಷಣೆಯಂತಹ ಧ್ಯೇಯವನ್ನು ಮುನ್ನೆಲೆಗೆ ತಂದು ಕಾರ್ಯನಿರ್ವಹಿಸುವ ಜವಾಬ್ದಾರಿಯನ್ನು ಪತ್ರಿಕೆಗಳು ನಿರ್ವಹಿಸುತ್ತಾ ಬಂದಿವೆ. ಅದು ಪರಿಸರ ವಿಚಾರಗಳಿಗೆ ಸಂಬಂಧಪಟ್ಟ 'ಗ್ರಾಸ್ ರೂಟ್ಸ್,' 'ಅಡಿಕೆ ಪತ್ರಿಕೆ' ಇರಬಹುದು ಅಥವಾ ಮುಖ್ಯವಾಹಿನಿಯ ದೈನಿಕಗಳಿರಬಹುದು. ಪರಿಸರ ಸಂರಕ್ಷಣೆಯ ವಿಚಾರಗಳು ಸಾರ್ವಜನಿಕ

ವಲಯದಲ್ಲಿ ಜಾಲ್ತಿಯಲ್ಲಿರುವಂತೆ ವಾತಾವರಣ ಸೃಷ್ಟಿಸಿರುವ ಶ್ರೇಯ ಪತ್ರಿಕೆಗಳಿಗೆ ಸಲ್ಲಬೇಕು.

ಪತ್ರಿಕೆಗಳು ದಿನನಿತ್ಯದ ಆಗುಹೋಗುಗಳನ್ನು ನಿಷ್ಪಕ್ಷಪಾತವಾಗಿ ವರದಿ ಮಾಡುವ ಮೂಲಕ ಓದುಗರಿಗೆ ಸೂಕ್ತ ಮಾಹಿತಿಯನ್ನು ನೀಡುತ್ತದೆ. ಸುದ್ದಿಗಳ ಜೊತೆಗೆ ವಿಶೇಷ ವರದಿ, ತನಿಖಾ ಬರಹ, ಲೇಖನ, ಆಂಕಣ, ವಿಶ್ಲೇಷಣೆ ಹಾಗೂ ಪರ-ವಿರೋಧ ಚರ್ಚೆಗಳನ್ನು ಹುಟ್ಟುಹಾಕಿ, ಸಂಬಂಧಪಟ್ಟ ತಜ್ಞರ ಅಭಿಪ್ರಾಯಗಳನ್ನು ನೀಡಿ ಪರಿಸರ ಸಂರಕ್ಷಣೆ, ಆರ್ಥಿಕತೆ, ಪರಿಸರ ನೀತಿ, ಅಭಿವೃದ್ಧಿ ಮಾದರಿ, ಹೀಗೆ ಕ್ಲಿಷ್ಟಕರ ವಿಷಯಗಳ ಕುರಿತು ಜನರಲ್ಲಿ ಜಾಗೃತಿ ಮೂಡಿಸುತ್ತವೆ. ದೇಶ-ವಿದೇಶಗಳ ರಾಜಕೀಯ, ಕ್ರೀಡೆ, ಕಲೆ, ಸಾಹಿತ್ಯ, ಶಿಕ್ಷಣ, ಆರೋಗ್ಯ, ಪರಿಸರ, ವಾಣಿಜ್ಯ-ವ್ಯವಹಾರ, ವಿಜ್ಞಾನ-ತಂತ್ರಜ್ಞಾನ, ಸಾರಿಗೆ, ಹವಾಮಾನ, ಒಳಗೊಂಡಂತೆ ಹತ್ತು ಹಲವು ವಿಷಯಗಳ ಬೆಳವಣಿಗೆಗಳ ಬಗ್ಗೆ ಮಾಹಿತಿ ನೀಡುತ್ತಾ ಬರುತ್ತಿವೆ. ಪರಿಸರ ಸಂರಕ್ಷಣೆ, ಹವಾಮಾನ ವೈಪರೀತ್ಯ, ಜೀವವೈವಿಧ್ಯ ಕುರಿತು ರಾಚನಿಕ ಮಾಹಿತಿ ನೀಡುವಲ್ಲಿ ಕೂಡ ಪತ್ರಿಕೆಗಳು ಮಂಚೂಣಿಯ ಸ್ಥಾನದಲ್ಲಿವೆ.

ಪರಿಸರ ಜಾಗೃತಿ ಕುರಿತು ಹಲವಾರು ಲೇಖನಗಳನ್ನು ಮತ್ತು ವರದಿಗಳನ್ನು ಮುದ್ರಿವಾಹಿನಿಯ ಪತ್ರಿಕೆಗಳೂ ಪ್ರಕಟಿಸುತ್ತಾ ಬಂದಿವೆ. ಪರಿಸರಕ್ಕೆ ಸಂಬಂಧಿಸಿದ ವಿಷಯಗಳ ಉದ್ದೇಶ, ಜೀವ ವೈವಿಧ್ಯತೆಯ ರಕ್ಷಣೆ ಕುರಿತು ಶಿಕ್ಷಣ ಪಡೆಯುವುದು ಸಾರ್ವಜನಿಕ ಜಾಗೃತಿ ಬಗ್ಗೆ ಜನರನ್ನು ಸುಶಿಕ್ಷಿತರನ್ನಾಗಿಸುವುದು ಮತ್ತು ಭಾಗವಹಿಸುವಂತೆ ಜನರನ್ನು ಪ್ರೇರೇಪಿಸಿ ಸುಸ್ಥಿರವಾದ ಜೀವನ ಶೈಲಿ ಅಳವಡಿಸಿಕೊಳ್ಳಲು ಉತ್ತೇಜನ ನೀಡುವಂತಹ ಹಲವಾರು ವಿಚಾರಗಳ ಬಗ್ಗೆ ಬೆಳಕು ಚೆಲ್ಲುತ್ತಲಿವೆ. ಪರಿಸರ ಸಂರಕ್ಷಣೆಯಲ್ಲಿ ಪುಸ್ತಕಗಳ ಪಾತ್ರ ಕೂಡ ಬಹಳ ಮುಖ್ಯವೆನಿಸಿಕೊಳ್ಳುತ್ತದೆ. ೧೯೬೨ರಲ್ಲಿ ಪ್ರಕಟವಾದ ರೆಚೆಲ್ ಕಾರ್ಸನ್ ಅವರ ಸೈಲೆಂಟ್ ಸ್ಪ್ರಿಂಗ್ ಕೃತಿಯು ಅಮೇರಿಕಾದಲ್ಲಿ ಪರಿಸರ ಕುರಿತು ಕ್ರಾಂತಿಕಾರಿ ಚರ್ಚೆ ಹುಟ್ಟುಹಾಕಿತ್ತು. ಪುಸ್ತಕದ ಸುಮಾರು ೨೦ ಲಕ್ಷಕ್ಕಿಂತ ಹೆಚ್ಚಿನ ಪ್ರತಿಗಳು ಮಾರಾಟವಾಗಿತ್ತು ಎಂದರೆ ಪರಿಸರ ಸಂಬಂಧಿತ ವಿಚಾರದ ಮಹತ್ವ ಎಷ್ಟಿತ್ತೆಂದು ಊಹಿಸಿಕೊಳ್ಳಬಹುದು. ಮನುಷ್ಯ ಪರಿಸರವನ್ನು ವಿಷಯುಕ್ತಗೊಳಿಸಿದರೆ, ಅದಕ್ಕೆ ಪ್ರತಿಯಾಗಿ ಪರಿಸರವೂ ಮಾನವನಿಗೆ ವಿಷವನ್ನು ಉಣಿಸುತ್ತದೆ ಎಂಬ ಮೂಲ ಆಶಯವನ್ನು ಹೊಂದಿದ್ದ ಈ ಪುಸ್ತಕ ಡಿಡಿಟ ಬಳಕೆಯ ಅಪಾಯದ ಕುರಿತು ಅರಿವು ಮೂಡಿಸಿ ಅಮೆರಿಕದಲ್ಲಿ ಕ್ರಾಂತಿಯನ್ನೇ ಮಾಡಿತು. ಡಿಡಿಟ ಬಳಕೆಯಿಂದ ವನ್ಯಜೀವಿ, ಹಕ್ಕಿಗಳು ಜೇನು ನೊಣಗಳು, ಕೃಷಿ, ಪ್ರಾಣಿ ಮತ್ತು ಮಾನವನಿಗೆ ಹಾನಿಯಾಗಿದ್ದರ ಕುರಿತು ಅನೇಕ ನೈಜ ಸಮುದಾಯಗಳಿಂದ ಉದಾಹರಣೆಗಳ ಬಳಸಿಕೊಂಡು ಕಥೆಯನ್ನು ಹೆಣೆಯಲಾಗಿತ್ತು.

ಉಪಸಂಹಾರ

ಪರಿಸರ ಸಂರಕ್ಷಣೆ ಕುರಿತ ವಿವಿಧ ಆಯಾಮಗಳ ಬಗ್ಗೆ ಜಾಗತಿಕ ಮಟ್ಟದ ಸಾರ್ವಜನಿಕ ವಲಯದಲ್ಲಿ ಪ್ರಮುಖವಾಗಿ ಚರ್ಚೆಗೊಳಗಾಗುತ್ತಿರುವ ವಿಚಾರಗಳನ್ನು

ದೇಶದ ನಾಗರಿಕ ಸಮಾಜಕ್ಕೆ ತಲುಪಿಸುವ ಗುರುತರ ಜವಾಬ್ದಾರಿಯನ್ನು ಪತ್ರಿಕೆಗಳು ಮತ್ತು ನಿಯತಕಾಲಿಕೆಗಳು ಮಾಡುತ್ತಾ ಬಂದಿವೆ. ಯಾವುದೇ ಒಂದು ವಿಚಾರದ ಬಗ್ಗೆ ಅಭಿಪ್ರಾಯ ರೂಪಿಸಲು, ವೈಯಕ್ತಿಕ ಅಭಿಪ್ರಾಯಗಳು ಸಂಘಟಿತ ರೂಪ ಪಡೆಯಲು ಮತ್ತು ಆಂದೋಲನವಾಗಿ ರೂಪುಗೊಳ್ಳಲು ಪತ್ರಿಕೆಗಳ ಪಾತ್ರ ಪ್ರಮುಖವಾಗಿರುತ್ತದೆ. ಇನ್ನು ಸಮಕಾಲೀನ ಜಗತ್ತು ಮಾಹಿತಿಯ ಮೇಲೆ ಅವಲಂಬಿತವಾಗಿದೆ. ಲೀತಿಯ ಜನಪರ ಮತ್ತು ಜೀವಪರ ವಿಚಾರಗಳು ಮಾಧ್ಯಮಗಳಲ್ಲಿ, ಸಾಮಾಜಿಕ ಮಾಧ್ಯಮಗಳಲ್ಲಿ ಅತ್ಯಂತ ತ್ವರಿತವಾಗಿ ಮತ್ತು ವೇಗವಾಗಿ ಚರ್ಚೆಗೊಳಗಾಗುತ್ತವೆ. ಮಾಹಿತಿ ಯುಗದ ಸಮಕಾಲೀನ ಸಮಾಜದಲ್ಲಿ ಮಾಹಿತಿಯೇ ಸರ್ವಸ್ವವೂ ಆಗಿದ್ದು, ವ್ಯಕ್ತಿಯೊಬ್ಬರೂ ಯಾವುದೇ ಒಂದು ವಿಷಯದ ಕುರಿತಾದ ಮಾಹಿತಿ ಪಡೆಯಲು ತುಡಿಯುತ್ತಾರೆ ಮತ್ತು ಭಿನ್ನ ವಿಭಿನ್ನ ಮಾಧ್ಯಮಗಳಿಂದ ಮಾಹಿತಿಯನ್ನು ಪಡೆಯಲು ನಿರಂತರ ಶ್ರಮಿಸುತ್ತಾರೆ.

ಇಲ್ಲಿ ಮಾಹಿತಿಯ ಕೊರತೆಯಿಲ್ಲ, ಮಾಹಿತಿಯ ಮಹಾಪೂರವೇ ಇದೆ. ಆದರೆ, ಈ ಕಲಸು ಮೇಲೋಗರದಂತಿರುವ ಮಾಹಿತಿಗೆ ದಿಕ್ಕು ದೆಸೆ ತೋರಿಸುವ ಹೊಣೆಗಾರಿಕೆಯನ್ನು ಮತ್ತು ಮಾಹಿತಿಯನ್ನು ಸಮರ್ಪಕ ರೀತಿಯಲ್ಲಿ ಪ್ರಕ್ರಿಯೆಗೊಳಪಡಿಸುವ ಅತ್ಯಂತ ಕ್ಲಿಷ್ಟಕರ ಕಾರ್ಯವನ್ನು ಪತ್ರಿಕೆಗಳು ನಿರ್ವಹಿಸುತ್ತಲಿವೆ. ಈ ಹಿನ್ನೆಲೆಯಲ್ಲಿ ಯಾವುದೇ ಒಂದು ವಿಚಾರದ ಬಗ್ಗೆ ಹೆಚ್ಚು ಜಾಗೃತಿಯನ್ನು ಓದುಗರು ಹೊಂದಿದ್ದರೆ ಅದು ನಿರಂತರ ಓದುವಿಕೆಯ ಕಾರಣದಿಂದ ಎಂಬ ಅಂಶವನ್ನು ನೆನಪಿನಲ್ಲಿಡಬೇಕು. ಪತ್ರಿಕೆಗಳ ನಿರಂತರ ಓದುವಿಕೆಯು ಓದುಗರಲ್ಲಿ ಪರಿಸರ ಸಂರಕ್ಷಣೆ ಕುರಿತ ಪ್ರಚಲಿತ ವಿದ್ಯಮಾನಗಳ ಮೇಲಿನ ಜಾಗೃತಿಯನ್ನು ಮೂಡಿಸುವಲ್ಲಿ ಸಹಕಾರಿಯಾಗುತ್ತದೆ. ಎಲೆಕ್ಟ್ರಾನಿಕ್ ಹಾಗೂ ನವಮಾಧ್ಯಮಗಳು ವ್ಯಾಪಿಸಿರುವ ಪ್ರಸ್ತುತ ದಿನಮಾನಗಳಲ್ಲೂ ದಿನಪತ್ರಿಕೆಗಳು ತನ್ನ ನಿರಂತರ ಮತ್ತು ನಿಷ್ಠ ಓದುಗರಿಗೆ ಜನಪರ ವಿಚಾರಗಳ ಕುರಿತು ಜಾಗೃತಿಯನ್ನು ಮೂಡಿಸುವಲ್ಲಿ ನಿರಂತರವಾಗಿ ಶ್ರಮಿಸುತ್ತಿವೆ. ಈ ಹಿನ್ನೆಲೆಯಲ್ಲಿ ಪರಿಸರ ಸಂರಕ್ಷಣೆ, ಜೀವವೈವಿಧ್ಯತೆ, ಜಾಗತಿಕ ತಾಪಮಾನ ಬದಲಾವಣೆ, ಹವಾಮಾನ ವೈಪರೀತ್ಯ ಮತ್ತಿತರ ವಿಚಾರಗಳ ಬಗ್ಗೆ ಪ್ರಾದೇಶಿಕ ಹಂತದಿಂದ ಅಂತಾರಾಷ್ಟ್ರೀಯ ಮಟ್ಟದವರೆಗೆ ಸಮಗ್ರ ಮಾಹಿತಿ ನೀಡುವ ಪತ್ರಿಕೆಗಳನ್ನು ಪರಿಸರ ಸಂರಕ್ಷಣೆ ಕುರಿತು ಜಾಗೃತಿ ಮೂಡಿಸುವ ಪ್ರಮುಖ ಸಂವಹನ ಸಾಧನವಾಗಿ ಬಳಸುವತ್ತ ಸಂಬಂಧಪಟ್ಟ ಇಲಾಖೆಗಳು, ಸಂಘ-ಸಂಸ್ಥೆಗಳು ಗಂಭೀರವಾಗಿ ಚಿಂತಿಸಬೇಕಿದೆ.

ಸಂಸತ್ತಿನಲ್ಲಿ ಡಾ. ಬಾಬು ಜಗಜೀವನ್ ರಾಮ್ ಭಾಷಣಗಳು

ಸಂಪುಟ-1

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ಪ್ರಸಾರಾಂಗ

ಕುವೆಂಪು ವಿಶ್ವವಿದ್ಯಾಲಯ

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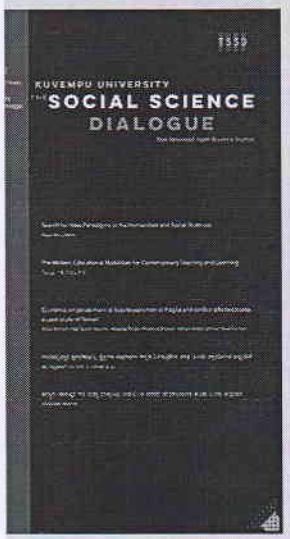

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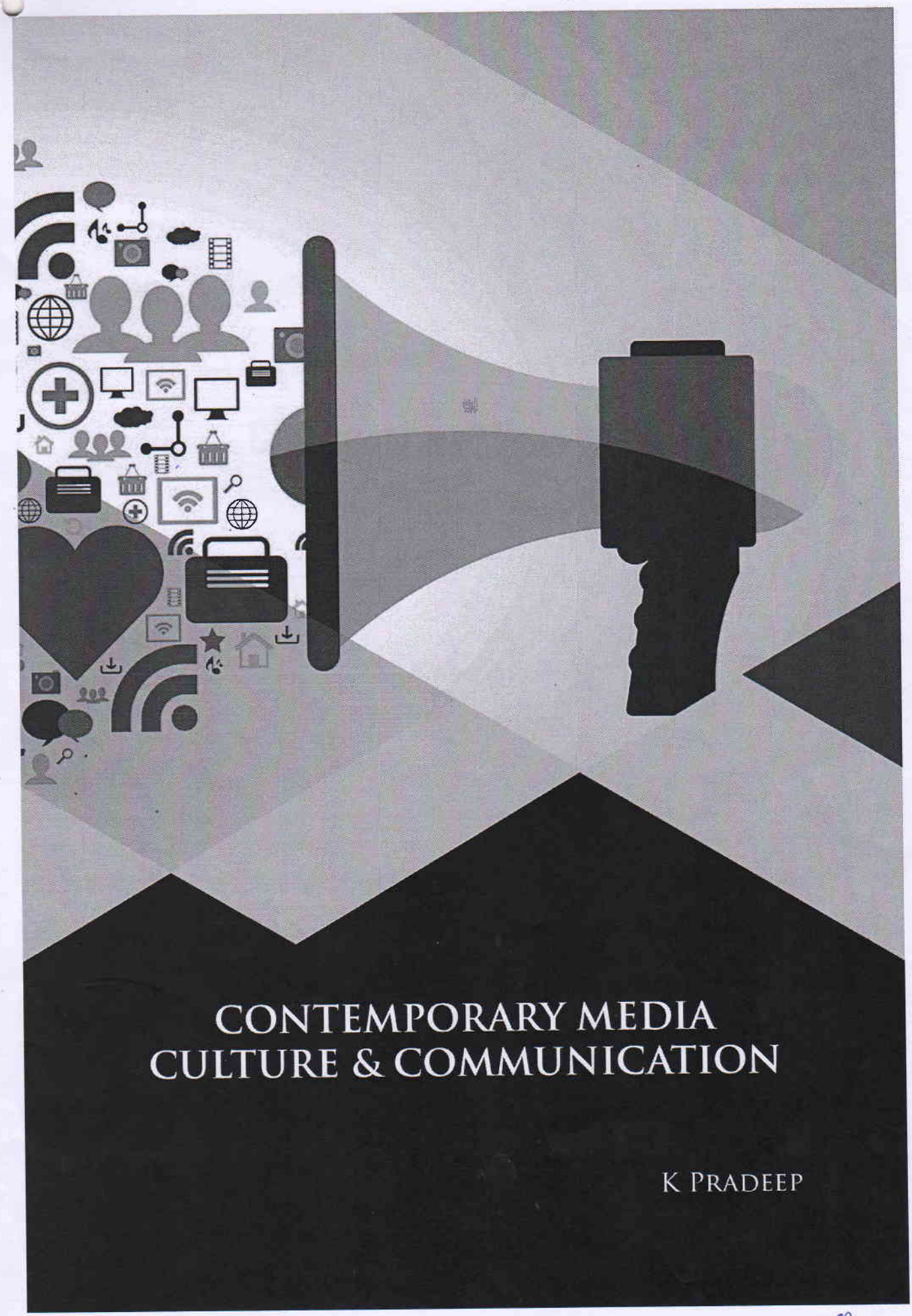

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Vinay G P and Sathyaprakash M R

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A newspaper is a daily or weekly publication printed on paper and issued regularly which carries news reports, articles, analyses, opinions about current happenings of a given society. Gutenberg's invention of movable printing press ushered in a revolution in the fields of publication and knowledge system in turn contributing to the growth of newspapers also. In 1702 the first daily newspaper *Daily Courant* was published from London. The late 18th century's industrial revolution brought structural transformations in western society where more and more common people started to read newspapers which began to unsettle the feudal system and eventually helped in creating a progressive democratic society. Philosopher John Milton defends the freedom of speech by saying that the freedom to know and debate are more important than other types of freedoms. Enlightenment scholar John Locke argues that, supply of credible information within society helps in creating conducive environment for public debates which in turn shapes the larger public opinion. Freedom to know and discuss are the salient features of powerful democracy, through which press performs its role as a watchdog of the society.

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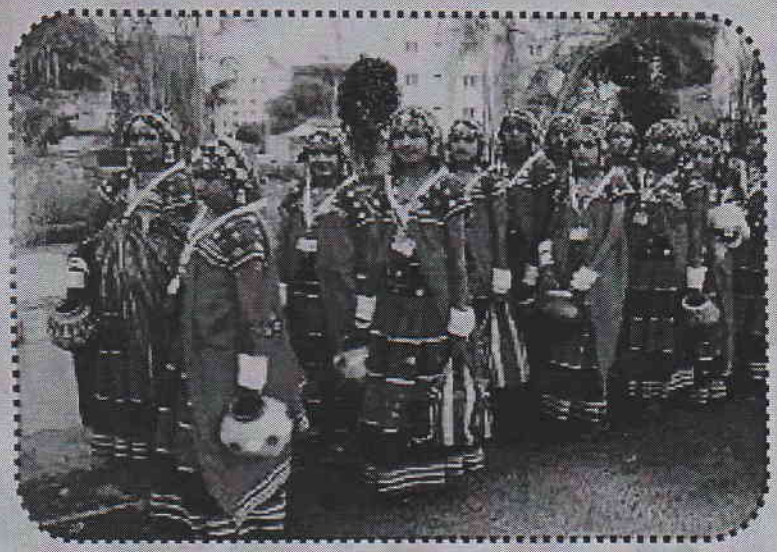

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Mass media as a Critical Component in Facilitating Developmental Schemes among the Youth of SC and STs

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Abstract: *Media is an indispensable source of information in the present day world. All kinds of Government decisions, developmental policies and programs are communicated to the masses with the use of different types of mass media platforms at various levels. In performing its primary functions of providing information and education to the audiences, mass media plays a significant role in influencing their decision making process and opinions. Media access and its active usage provides opportunities for underprivileged communities not only to be aware of the benefits of various welfare schemes but also provide possible gateways to get liberated from the clutches of underdevelopment. Hence the present paper tries to study the media access rate among the first generation students of SC & ST communities.*

Keywords: *Awareness, Content preference, Dalit community, Development, Media access, Media content, Mass Media, SC ST Student,*

I. Introduction

Today's ubiquitous media is an indispensable part of everyone's life. It satiates the curiosity of knowing the unknown by reporting continuously about the day to day happenings along with expanding the knowledge base of the audiences. It also influences the opinions and decision-making capabilities of individuals, thereby shaping the public opinion of the society at large. Media plays a decisive role in creating awareness on new laws, developmental policies and governmental decisions among its stakeholders. Communication that happens in several modes and levels through mass media can only develop comprehensive awareness about public policies and ensures the successful implementation.

American communication scientist, and sociologist Everett M. Rogers (1983) put forth an argument in his work diffusion of innovation as follows: any new idea, invention, device or practice has to pass through five stages to become available to all the members of a society. Awareness and interest are the driving factors of this process. Education, socio-economic sustainability plays vital role in making the societal members into innovators and early adopters.

In the post-modern society, education and knowledge gaining methods have grown beyond the traditional classroom education system. A comprehensive mass media platforms have begun to complement traditional modes of education. Print, electronic and the new communication technologies based news portals, open online courses, social media have created opportunities for self-learning. On some occasions media acts as a stand-alone factor in this process and in certain cases it can be a complimentary factor along with other information sources.

According to Brazilian philosopher and educationist Paulo Freire, *"Education either functions as an instrument which is used to facilitate integration of the younger generation into the logic of the present system and bring about conformity or it becomes the practice of freedom, the means of freedom, the means by which men and women deal critically and creatively with reality and discover how to participate in the transformation of their world"*. He also argues education must be practiced to provide freedom to people rather than for dominating them.

Keeping these factors in mind, it is important to understand the present status of Dalit communities who were exploited for centuries in caste Hindu India. Indian constitution drafted by Dr. B. R. Ambedkar offers equal opportunities in education and employment sector to all its citizens. Even after this Dalit communities couldn't get access to education for deacades. Ample number of first generation Dalit community members are joining mainstream by enrolling themselves to higher education. However, compared to its total population, very little number of second and third generation Dalit students are in the higher education.

If education is the panacea for all kinds of exploitation; awareness, knowledge and interests are the change agents which leads to new thoughts and inventions. Government policies, developmental schemes, community related developments and entertainment are continuously served by media to all sections of the society. With this background, this paper attempts to understand the media access, selection, and preferences of post graduate students of Dalit communities.

II. Methodology

The present study tries to portray the media awareness and usage among SC and ST students of Kuvempu University located 30 K.M. away from Shivamogga city. In the 2019-20 academic year the university main campus has accommodated around 2100 post graduate students in its 45 P.G. courses, in which strength of SC and ST students is 366 (230 boys & 136 girls). Similar enrolment ratio was observed in the past three years. The study has been carried out by using survey method where 120 respondents (80 boys and 40 girls corresponding to their proportions) were chosen based on simple random sampling method and

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provided by questionnaire. Study tried to replicate the universe by comprising the student's sample from arts, social science, commerce and science faculties. Later content analysis was used to categorize the responses for open ended questions. Topic related books, articles published in journals and popular magazines and the internet information were employed as a secondary source of information for the study.

Objective: To assess the media awareness and usage among post graduate students of SC & ST communities studying in Kuvempu University. **Specifically:**

- To understand the socio-economic status of the students' families.
- To know the accessing rate of different media by SC&ST students
- To find out the level of media awareness and usage among the SC&ST students.

Limitations of the study: The study analyzes the media awareness among SC and ST students of its main campus only. Due to limited time and resources, study excluded other two P.G. centers of the same university. To obtain clear understanding of the situation researcher must extend his study to all Dalit students of the university. Prospective researchers can also take up studies on impact of media usage among Dalit students. Government can conduct a large scale study by including Dalit students of U.G. and P.G. courses of the state to obtain multi-dimensional data on media awareness, usage, and impact of its media-based awareness campaigns.

III. Findings and Discussion

The present research tries to analyze the socio-economic status and media usage among SC and ST students, that took place during Oct 2018- Mar 2019. Questionnaire tool was effectively used to collect data pertaining to their families, parental occupation, income, social representation, media access, usage pattern etc., they are briefly discussed under the following subheads.

1. Socio-Economic Status

i. **Parental Occupation:** Most of the Students parents are involved in Agriculture and labor like low profile occupations. Based on parental occupation respondents are classified in the following manner; 58 respondents with 48.3 percent of respondents' parents are involved in agricultural occupation. While 52 respondents on average 43.33percent parents are carrying out labor work, some of them are in agricultural fields, only 8.33 percenti.e., 10 students were involved in other occupations like teaching, own business and government service.

ii. **Family income:** It's the important criterion in understanding the socio-economic condition of the respondents. 38 respondents which amounts to 31.66percent have a family income below 30 thousand rupees per annum. 46 respondents i.e. 38.33percent have income between 30 to 50 thousand rupees per annum. 28 respondents that amounts to 23.33percent of the total sample size, have income range between 50 to 1 lac rupees per annum. And only 08 respondents, a tiny 6.66percent have the family income above one lac per annum.

iii. **Family size:** 84 respondents i.e. 70 percent of the total sample size have revealed that they belong to bigger or joint families. Only 36 respondents with 30 percent proportion have said that they belong to small nuclear families. Around 70 percent of Dalit family'sincome range is below 50 thousand per annum where almost same proportionality of families belong to bigger and joint families. This may further increase their difficulty level.

2. Media Access Profile

Media accessibility information is crucial in understanding the awareness level of the respondents. In fact, media accessibility is the foundation or a necessary pre condition, through which awareness campaigns are carried out. Hence, it is very important to understand the media ownership among the respondents of this study.

Table 1. Print media subscription data

Media subscription	No	Percentage	No	Percentage	Total (%)
Newspapers	72	60%	48	40%	120 (100%)
More than one Newspaper	-	-	-	-	-
Magazines	32	26.66 %	88	73.33 %	120 (100%)
Journals	-	-	-	-	-

Source: Field survey

iv. **Newspaper and Magazines:** The below Table 1. indicates, 72 respondents at an average of 60% of the Dalit post graduate students having subscription to newspapers indicate that their families have understood the importance of being informed in the modern information society.

With regard to magazines, 32 respondents which is of 26.66 percent are subscribed to magazines like Sudha, Taranga, Spardhachaitrya, all in Kannada language at

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their home. This is significant information, which should be understood with a positive intent. More than the number, the willingness of the parents to invest on the magazines, weekly or others, is an upward media behavior on the part of the parents of these respondents. However, none of the respondents are subscribed to more than one newspaper and to any journal at home.

v. **Radio:** So far as the radio ownership is concerned, 96 respondents with an average of 80% own a radio set at home and only 24 respondents with an average of 20% do not have radio at home. Because of its low cost radio still available in the homes of these respondents despite the availability of new communication media. Most of the sample belong to rural areas hence they listen to Akashavani, Another important factor is that the most of the respondents' hail from rural areas, where private FM radio has very low or no presence at all.

Sl. No.	Type of TV	Number of respondents	Percentage	Total (%)
1.	Analog	46	38.33%	120 (100%)
2.	Digital	74	61.66%	
a.	Color	102	85%	120 (100%)
b.	Black & white	18	15%	
i.	Cable connection	100	83.33%	120 (100%)
ii.	DTH	20	16.66%	

Table 2. Television ownership profile of the respondents

Source: Field survey

This indicates Dalits belonging to lower income and carrying out jobs like agriculture are willing to spend their earnings on media technologies and electronic home appliances that are more affordable today than ever and to get influenced by the medium of information and entertainment. It's an upward swing from the people who are kept at the bottom of the social hierarchy.

vi. **New Media profile:** New media encompasses computers, smart phones, Internet and social media such social networking webs like LinkedIn, Face book, blogs and micro-blogs such as Twitter, video-sharing sites such as YouTube, Tik-Tok and others.

Table 3: New media ownership profile of the respondents

Sl. No	Type of new media	Number of respondents	Percentage
1.	I-pod or I-pad	32	26.66%
2.	Desktop or laptop	51	42.5%
3.	Internet connection to Desktop or laptop	15	12.5%
4.	Mobile phones	98	81.66%
5.	Data connection to mobile phones	88	73.33%

Source: Field survey

Proliferation of low-cost smart phones, aggressive competition and revolution in data plans of telecom companies have resulted in respondents owning mobile phones (many own smart phones) with an average of 80 percent and Out of this 73 percent of phones have data subscription. 40 percent of students are also equipped with either desktop or laptop with the help of either governmental assistance or educational loan. Quarter share of respondents spend money on gadgets like I-pod & I-pad which are meant for entertainment purpose.

3. Usage Pattern and awareness

vii. **Print- Reading habits and preferences:** The subscription figure stands at 72 with an average of 60% but per day readership is quite more at 80 with an average of 66.66%. The remaining 40% of the respondents do not read newspapers on a daily basis; however, they could be reading at their own convenient time and duration.

So far as the time spent on reading these newspapers are concerned, 60 respondents with an average of 50% devote more than 30 minutes per day to read newspapers. This is good majority given the readership figure of the respondents that stands at 66.66%. This indicates an upward trend among the respondents, who are willing to spend more time in updating themselves with the latest news and current affairs developing around the society. 12 respondents with an average of 10% devote 15 to 30 minutes in a day to read newspapers and 08 respondents with an average of 6.66% devote up to 15 minutes in a day to read newspapers. 40 respondents with an average of 33.33% do not read newspapers every day. However, this could also mean that these respondents would be reading newspapers as and when they find time and access to newspapers- may be on alternative days or twice in a week.

The day to day magazine readership among the respondents stands at 52 with an average of 43.33%. Among the total sample size 24 respondents with an average of 20% devote

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more than 30 minutes in a day to read magazines. This is also not a bad trend given the respondents' readership figure of magazines. 12 respondents with an average of 10% devote 15-30 minutes in a day to read magazines and 16 respondents with an average of 13.33% spend up to 15 minutes in a day to read magazines. 68 respondents with an average of 56.66% do not read magazines on a daily basis.

Interestingly Table 4 indicates, the prioritization of content categories as preferred by respondents indicates that education is the most preferred category, indicating a good trend that is followed by agriculture, sports, culture and environment, which goes on to dismantle the myth that students are not so serious about issues affecting the society.

Table 4: Newspapers and magazine content preferences of respondents

Type of content	Number of respondents	Percentage
Education	104	86.66%
Sports	88	73.33%
Agriculture	88	73.33%
Culture	80	66.66%
Environment	72	60%
Politics	64	53.33%
Commerce and Business	64	53.33%
Cinema	64	53.33%
Crime	64	53.33%
Health	48	40%
Religion	48	40%
Cartoons	48	40%
Fashion and life style	40	33.33%
Gender issues	32	26.66%
Astrology/ Vastu	32	26.66%

Source: Field survey

Least preferred categories are fashion and lifestyle, gender issues and astrology. The above data clearly brings home the fact that at least among young Dalit students, there is a positive trend towards understanding rational issues in comparison to conservative stories.

Table 5: Radio content preferences of respondents

Type of content	Number of respondents	Percentage
News	80	66.66%
Educational programs	80	66.66%
Agricultural programs	50	41.66%
Sports	50	41.66%
Talks	50	41.66%
Classical music	50	41.66%
Film songs	40	33.33%
Health programs	40	33.33%
Light music	40	33.33%
Folk songs	30	25%
Yuvavani	30	25%
Phone-in-programs	10	8.33%
Other	10	8.33%
Dramas	-	-

Source: Field survey

The above Table 5 indicates, the most preferred content category in radio by the 80 respondents with an average of 66.6 percent is news (current affairs) and educational programs. This is followed by agricultural programs, sports, talks and classical music.This is a positive trend given the socio-economic background of the respondents.This again indicates a leaning towards upward mobility at least in terms of thought process, tastes and preferences among the respondents.Prioritization of content preference indicates a similar trend witness in relation to newspapers and magazines.

viii. **Television – Viewing habits and preferences:** The table 6 reveals that, 43.33 percent of respondents (52) spend more than one hour in a day to watch television. According to George Gerbner these are '*light viewers*', so the chances of getting influenced are lesser. It tells that they may have been using it as an entertainment medium at their own convenient time.

Table 6. Respondent's time spending on Watching Television

Time duration	No. of Respondents	Percentage
Upto 30 min	32	26.66 %
30-60 min	36	30 %
60-90 min	22	18.33 %
More than 90 min	30	25

Table 7 reveals that, among the 120 respondents (100 %) watching Kannada news, 16 respondents are watching English news as well. This clearly brings home the point that the Dalit students are now attuned in familiarizing with the things happening around them. Among the 120 respondents 68 respondents are additionally watching general entertainment content in Kannada also.

IV. Conclusion

Media is an essential aspect of modern developmental process which is closely linked with state policies and acts as a facilitator in the process of social change. By the considerable percentage of subscription and usage pattern data it is quite clear that Dalit students have understood the importance of mass media in the present day world. Both mass and personal media are used to gather educational information and to be aware of current affairs through news along with entertainment content. Interestingly,

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younger generations are using these technologies in a responsible manner. But given the socio economic conditions of the families of the respondents it is heartening to know that they own television, computers, smart phones, and I-pods as well. Inferences drawn throughout the study indicates an aspiration shown by Dalit students towards upward mobility in terms of their choices, tastes and preferences. If this positive trend is encouraged and continued in a constructive manner, it may yield good results for the future of Dalit communities in this part of the country. Hence, the government agencies are well advised to treat mass media as a critical component in reaching out to Dalit students and communities at large in matters of policy implementation.

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ಶೋಧ ಸಂಕಥನ

(ಸಂಶೋಧನಾ ಲೇಖನಗಳ ಸಂಕಲನ)

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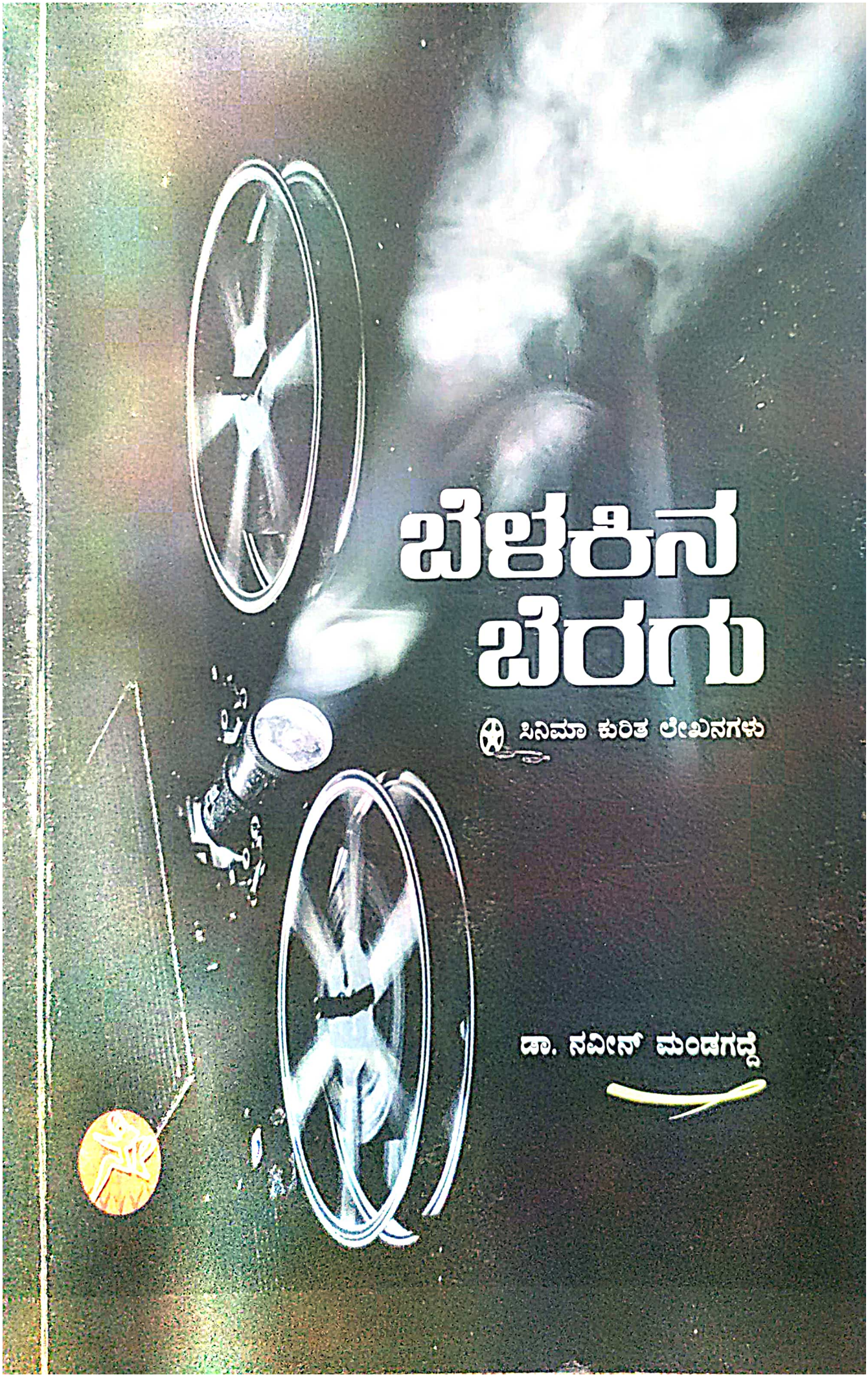
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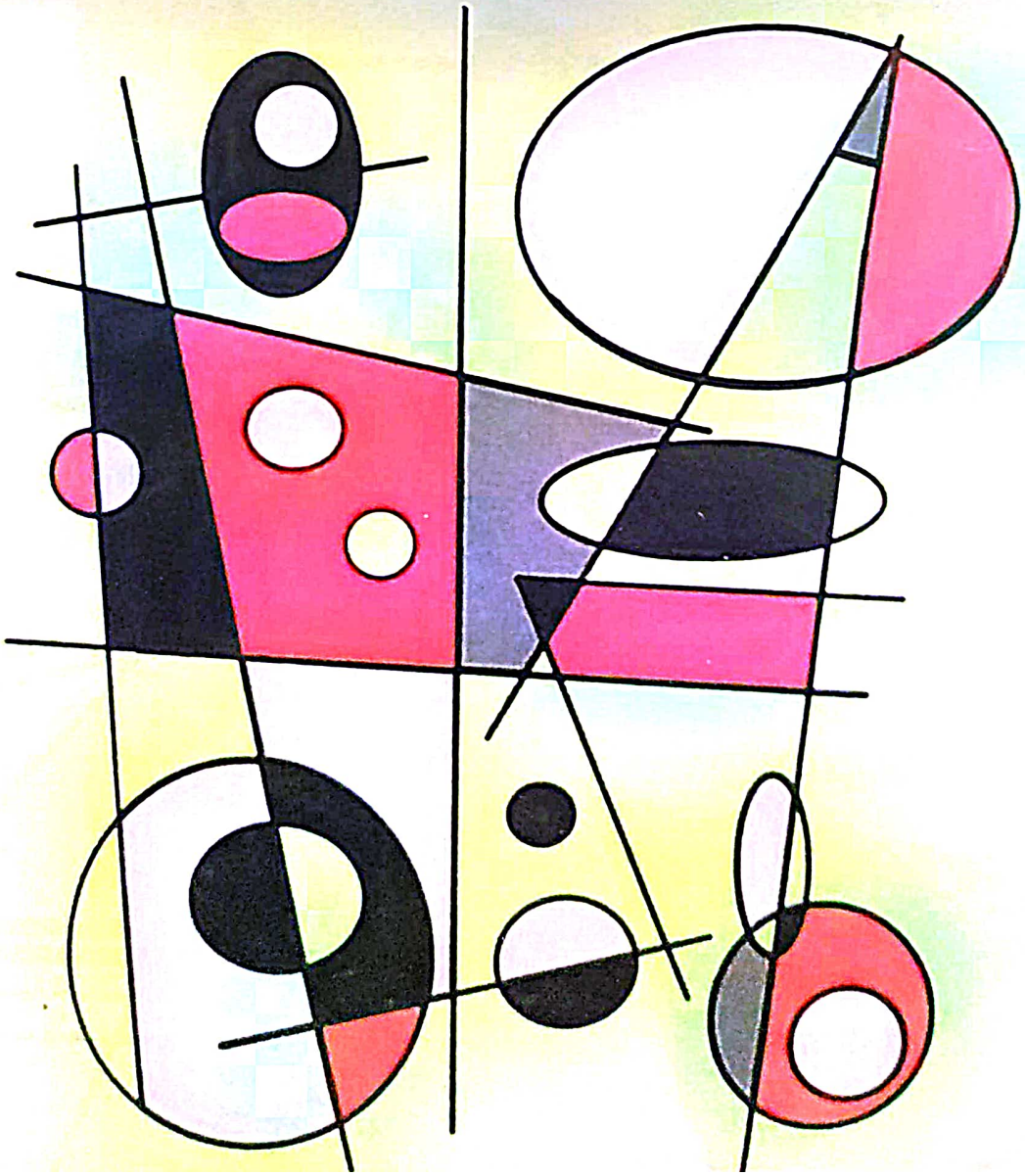

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ಶಿವಮೊಗ್ಗ – ೫೭೭ ೨೦೪, ದೂರವಾಣಿ : ೯೪೪೯೮೮೬೩೯೦

ಪುಸ್ತಕ ದೊರೆಯುವ ಸ್ಥಳ
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ಸಂಪುಟ ೩

ಎಡ್ಗರ್ ಥರ್ಸ್ಟನ್ | ಕೆ.ರಂಗಾಚಾರಿ

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ಡಾ. ಬಂಜಗೆರೆ ಜಯಪ್ರಕಾಶ

ಅನುವಾದ
ಜೆ.ಎನ್. ಶಾಮರಾವ್
ಭಾಸ್ಕರ್-ನವೀನ್

ಕುವೆಂಪು ಭಾಷಾ ಭಾರತಿ ಪ್ರಾಧಿಕಾರ
ಬೆಂಗಳೂರು ೫೬೦೦೫೬

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ಡಾ. ಮೋಹನ ಕುಂಟಾರ್
ಡಾ. ರಾಮಕೃಷ್ಣ ಮರಾಠೆ
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ರಿಜಿಸ್ಟ್ರಾರ್
ಶ್ರೀ ಈಶ್ವರ್ ಕು. ಮಿರ್ಜಿ

ಮುದ್ರಕರು
ರಾಜಾ ಪ್ರಿಂಟರ್ಸ್
ನಂ. ೨೦/೧, ೧ನೇ ಅಡ್ಡರಸ್ತೆ, ೩ನೇ ಮುಖ್ಯ ರಸ್ತೆ
ಪುಖ್‌ರಾಜ್ ಲೇಔಟ್, ಬನ್ನೇರುಘಟ್ಟ ರಸ್ತೆ
ಬೆಂಗಳೂರು-೫೬೦ ೦೩೦. ದೂ: ೦೮೦-೨೬೬೩೪೪೦೬

ವೀರಮಾಹೇಶ್ವರರ ಪಂಥ

ಡಾ.ಶಿವಾನಂದ ಕೆಳಗಿನಮನಿ

ಡಾ. ಸಿದ್ಧಲಿಂಗಯ್ಯ ಬಿ.ಎಂ.

ವೀರಮಹೇಶ್ವರರಲ್ಲಿ ಮೂಲಾಚಾರ್ಯರ ಶುಭನಾಮಗಳನ್ನು ತಳೆದ ಅನೇಕ ಆರಾಧ್ಯರು ಆಗಿಹೋಗಿರುತ್ತಾರೆ. ೧೨ನೇ ಶತಮಾನದಲ್ಲಿಯೂ ಸಹ ರೇವಣಸಿದ್ಧ, ಮರಳುಸಿದ್ಧ ಏಕೋ ರಾಮ ಮುಂತಾದ ಆಚಾರ್ಯರು ಆಗಿಹೋಗಿರುವರು. ಇವರು ಆ ಪೀಠಗಳ ಆಚಾರ್ಯ ಪರಂಪರೆಯವರಾಗಿದ್ದರೆಂದು ಹೇಳ ಬಹುದೇ ಹೊರತು ಅವರೇ ಮೂಲ ಆಚಾರ್ಯರೆಂದು ಭಾವಿಸು ವುದು ಸತ್ಯಕ್ಕೆ ದೂರವಾದ ಮಾತಾಗಬಹುದು. ೧೨ನೆಯ ಶತಮಾನದ ರೇವಣಸಿದ್ಧರು ಪೀಠದ ಮೂಲ ಆಚಾರ್ಯ ರೆಂಬುದು ಸ್ಪಷ್ಟ. ವಿವೇಚನೆಯಿಂದ ವೀರಶೈವ ಧರ್ಮವು ೧೨ನೆಯ ಶತಮಾನಕ್ಕಿಂತ ಪ್ರಾಚೀನ ಕಾಲದಿಂದ ಬೆಳೆಯುತ್ತ ಬಂದಿದೆಯೆಂಬುದೂ ಪಂಚಾಚಾರ್ಯರು ಈ ಸಿದ್ಧಾಂತವನ್ನು ಪ್ರತಿಷ್ಠಾಪಿಸುವ ಭಾಷ್ಯಗಳನ್ನು ಬರೆಯುತ್ತಾ ಬಂದು ಪೀಠಗಳ ಪರಂಪರೆಯನ್ನು ನಿರ್ಮಿಸಿದರೆಂದು ಸ್ಪಷ್ಟವಾಗುತ್ತದೆ.

ಅದ್ವೈತ ಕಲ್ಪನೆ ವೇದೋಪನಿಷತ್ತುಗಳಲ್ಲಿ ಕಂಡು ಬರುತ್ತವೆ. ನಾಗಾರ್ಜುನ, ಗೌಡಪಾದದಲ್ಲಿ ಅದು ಮೈದೋರುತ್ತದೆ. ಶಂಕರಾ ಚಾರ್ಯರು ಭಾಷ್ಯಾಗಳನ್ನು ಬರೆದು ಅದನ್ನು ಗಟ್ಟಿಗೊಳಿಸಿದರು. ಭಾಷ್ಯಗಳನ್ನು ಬರೆದು ವೀರಶೈವವನ್ನು ನಿರ್ಣಯಿಸಿ ಸಮಾಜದ ಆಧ್ಯಾತ್ಮಿಕ ಧಾರ್ಮಿಕ ಏಳ್ಗೆಗಾಗಿ ಪೀಠಗಳನ್ನು ಸ್ಥಾಪಿಸಿ ಪರಂಪರೆ ಯನ್ನು ಮುಂದುವರೆಸಿದ ವೀರಮಹೇಶ್ವರ ವೀರಶೈವ ಪ್ರತಿ ಷ್ಠಾಪಕರೆನಿಸಿದರು.

ಅನ್ನಪೂರ್ಣ ಪಬ್ಲಿಷಿಂಗ್ ಹೌಸ್
ನಂ : 176,12ನೇ ಕ್ರಾಸ್,
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ಮಣಿಹ ಮಂಥನ

ಡಾ.ಶಿವಾನಂದ ಕೆಳಗಿನಮನಿ

ಒಂದು : ಯಜಮಾನ ಸಂಸ್ಕೃತಿಯನ್ನು ಮಾನ್ಯ ಮಾಡಿ ಅದನ್ನು ಅನುಕರಣೆ ನಡೆಸಿರುವುದು. ಎರಡು : ಪರಸ್ಪರ ಹೋಲಿಕೆಯಲ್ಲಿ ದೇಸಿ ಸಂಸ್ಕೃತಿಯು ತನ್ನ ಅಂತಃಸತ್ವವನ್ನು ಪರಕೀಯ ಸಂಸ್ಕೃತಿಗೆ ಕಡಿಮೆ ಇಲ್ಲದಂತೆ ತೋರಿಸಿಕೊಳ್ಳುವ ಸಲುವಾಗಿ ವೈಭವೀಕರಿಸಿ ಕೊಂಡಿರುವುದು. ಪರಸಂಸ್ಕೃತಿಯ ಅನುಕರಣೆ ಮತ್ತು ಸಂಸ್ಕೃತಿಯ ವೈಭವೀಕರಣ ಈ ದ್ವಂದ್ವ ಭಾರತದಲ್ಲಿ ೧೯ನೆಯ ಶತಮಾನದ ಉದ್ದಕ್ಕೂ ಪ್ರಕಟ ಗೊಂಡಿದೆ. ಇದರಿಂದಾಗಿಯೇ 'ಪರಸ್ಪರ ಪ್ರಭಾವ' ಎನ್ನುವುದು ಕನ್ನಡ ಬರವಣಿಗೆಯ ಸಂದರ್ಭದಲ್ಲಿ ವ್ಯಾಪಕ ಬಹುಮುಖೀ ಹಾಗೂ ಅತ್ಯಂತ ಸಂಕೀರ್ಣ ಪ್ರಕ್ರಿಯೆಯಾಗಿದೆ. ಇದನ್ನು ಪರಿಪೂರ್ಣ ವಾಗಿ ಅರ್ಥೈಸಿಕೊಳ್ಳುವ ಸಲುವಾಗಿ 'ಉದಾರ ವಾದಿ ಸಾಂಸ್ಕೃತಿಕ ನೆಲೆ' ಎನ್ನುವ ವ್ಯಾಪಕ ಅರ್ಥ ವಿಂಗಡಣೆಯನ್ನು ಕಂಡು ಕೊಳ್ಳಲಾಗಿದೆ. ಅಲ್ಲದೆ ಸಾಂಸ್ಕೃತಿಕ ಅಧ್ಯಯನ ಹಾಗೂ ಸಾಹಿತ್ಯ ಅಧ್ಯಯನ ಇವೆರಡರ ನಡುವೆ ನಿರಂತರ ವಾದ ಕೊಡು-ಕೊಳುಗೆಗಳು ಇವೆ. ಈ ಕೂಡು-ಕೊಳುಗೆಯನ್ನು ಸಾಂಸ್ಕೃತಿಕ ಅಧ್ಯಯನವೇ ನಿರ್ದೇಶಿಸಿದೆ. ಕನ್ನಡದಲ್ಲಿ ಸೃಜನಶೀಲ ಕೃತಿಗಳಿಗೆ ಸಂಬಂಧಿಸಿ ದಂತೆ. ಕರ್ನಾಟಕದ ಸಾಂಸ್ಕೃತಿಕ ಸ್ಥಿತಿಯನ್ನು ಹಲವಾರು ವಿದ್ವಾಂಸರು ಚರ್ಚಿಸಿರುವುದು ವ್ಯಕ್ತವಾಗುತ್ತದೆ. ಅವರು ಚರ್ಚಿಸಿರುವ ಎಲ್ಲಾ ವಿವರಗಳನ್ನು ಮರು ಪ್ರಸ್ತಾಪಿಸಿದೆ. ಅವಶ್ಯಕವಾದ ಮಾಹಿತಿಗಳನ್ನು ಮಾತ್ರ 'ವಿಮರ್ಶಾತ್ಮಕ ಸಾಂಸ್ಕೃತಿಕ ನೆಲೆಯ' ನಿರ್ವಚನಕ್ಕೆ ಬಳಸಲಾಗಿದೆ.

– ಪ್ರಕಾಶಕರು

ಪ್ರಕಾಶಕರು
ಶ್ರೀ ಅನ್ನಪೂರ್ಣ ಪ್ರಕಾಶನ
#178, 12ನೇ ಮೈನ್, ಮಾಗಡಿ ಮುಖ್ಯ ರಸ್ತೆ
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ಮಹಿಳಾ ವಿಮರ್ಶಾ ಸಂಕಥನ

ಡಾ.ಶಿವಾನಂದ ಕೆಳಗಿನಮನಿ

ಭಾರತದ ಸ್ತ್ರೀ ಸಮೂಹ ಶತಮಾನಗಳ ಹಿಂದಿರುವುದು ಸ್ಪಷ್ಟವಾಯಿತು. ಸನಾತನ ಸಾಹಿತ್ಯಗಳು ಮಹಿಳೆಯನ್ನು 'ದೇವಿ' 'ಶಕ್ತಿ' ಸ್ವರೂಪಿಯನ್ನಾಗಿ ಮಾರ್ಪಡಿಸಿ ಮನುಷ್ಯಳಾಗಿ ಬದುಕುವ ಅವಕಾಶವನ್ನೇ ಕಸಿದುಕೊಂಡವು. ಭಾರತದ ಮಹಿಳೆ ಧಾರ್ಮಿಕ ಜೀವನದಲ್ಲಿ ಶೂದ್ರಳೂ ಗೃಹ ಜೀವನದಲ್ಲಿ ದಾಸಿಯೂ ಆಗಿ ಬಳಕೆ ಬಂದಳು. ಇಲ್ಲಿನ ಮಹಿಳೆ ಈ ಬಗೆಯ ಪ್ರತಿಮೆಗಳ ಸುಳಿಯಿಂದಾಗಿ ವಾಸ್ತವ ಜೀವನದಿಂದ ಬಹುದೂರ ಉಳಿಯುವುದು ಅನಿವಾರ್ಯವಾಗಿ, ತಮ್ಮ ಬದುಕಿನಲ್ಲಿ ಗಂಡು ಮಕ್ಕಳು ಮತ್ತು ಆಭರಣಗಳಲ್ಲಷ್ಟೇ ತೃಪ್ತಿ ಕಾಣುವಂತಾಗಿದೆ. ಮನೆಗಳಲ್ಲಿ ಗೃಹಕೃತ್ಯದ ವಸ್ತುಗಳಂತೆ ಇದ್ದು, ಶಿಕ್ಷಣದ ಸೋಂಕಿಲ್ಲದ ತನ್ನತನದ ಅರಿವಿಲ್ಲದ ಸ್ವವ್ಯಕ್ತಿತ್ವವಿಲ್ಲದ ಮಹಿಳೆಯರಲ್ಲಿ ಜಾಗೃತಿಯನ್ನು ಉಂಟು ಮಾಡುವುದು ಅನಿವಾರ್ಯವಾಗಿತ್ತು. ಆದರೆ ಇದು ಸುಲಭದ ಕಾರ್ಯವಾಗಿರಲಿಲ್ಲ. ರಾಜಸತ್ತೆಯು ಸಾರ್ವತ್ರಿಕ ಇಂಗ್ಲಿಷ್ ವಿದ್ಯಾಭ್ಯಾಸದ ಸೌಲಭ್ಯಗಳನ್ನು ದೇಶೀಯ ಹೆಣ್ಣು ಮಕ್ಕಳಿಗೂ ಒದಗುವಂತೆ ಮಾಡಿತು. ಆದರೆ ಸಾಂಪ್ರದಾಯಿಕವಾದ ಮನಸ್ಸುಗಳಿಗೆ ಮನೆತನಗಳಿಗೆ ಮಹಿಳೆ ಶಿಕ್ಷಣ ನೀಡುವುದು ಅಗೌರವದ ವಿಚಾರವಾಗಿತ್ತು. ಇಂಗ್ಲಿಷ್ ವಿದ್ಯಾಭ್ಯಾಸವನ್ನು ಪಡೆದ ದೇಸಿ ಯಜಮಾನ ಸಂಸ್ಕೃತಿಯೊಳಗೆ ಸ್ತ್ರೀಯರ ಶಿಕ್ಷಣಕ್ಕೆ, ಸುಧಾರಣೆಗಳಿಗೆ ಹೋರಾಟಗಳು ನಡೆದವು.

– ಪ್ರಕಾಶಕರು

ಶ್ರೀ ಅನ್ನಪೂರ್ಣ ಪಬ್ಲಿಷರ್ಸ್ ಅಂಡ್ ಡಿಸ್ಟ್ರಿಬ್ಯೂಟರ್ಸ್
ನಂ:೧೮೩, ಭಾರತೀಪುರ, ಸೋಂಪುರ ಹೋಬಳಿ
ಬಿಲ್ಲನಕೋಟೆ ಅಂಚೆ, ನೆಲಮಂಗಲತಾಲ್ಲೂಕು
ಬೆಂಗಳೂರು ಗ್ರಾ.ಜಿಲ್ಲೆ-೫೬೨೧೧೧

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ಡಾ. ಶಿವಾನಂದ ಕೆಳಗಿನಮನಿ

ಪಂಚಾನನ ಭಾಷ್ಯಪ್ರವೃತ್ತಿ

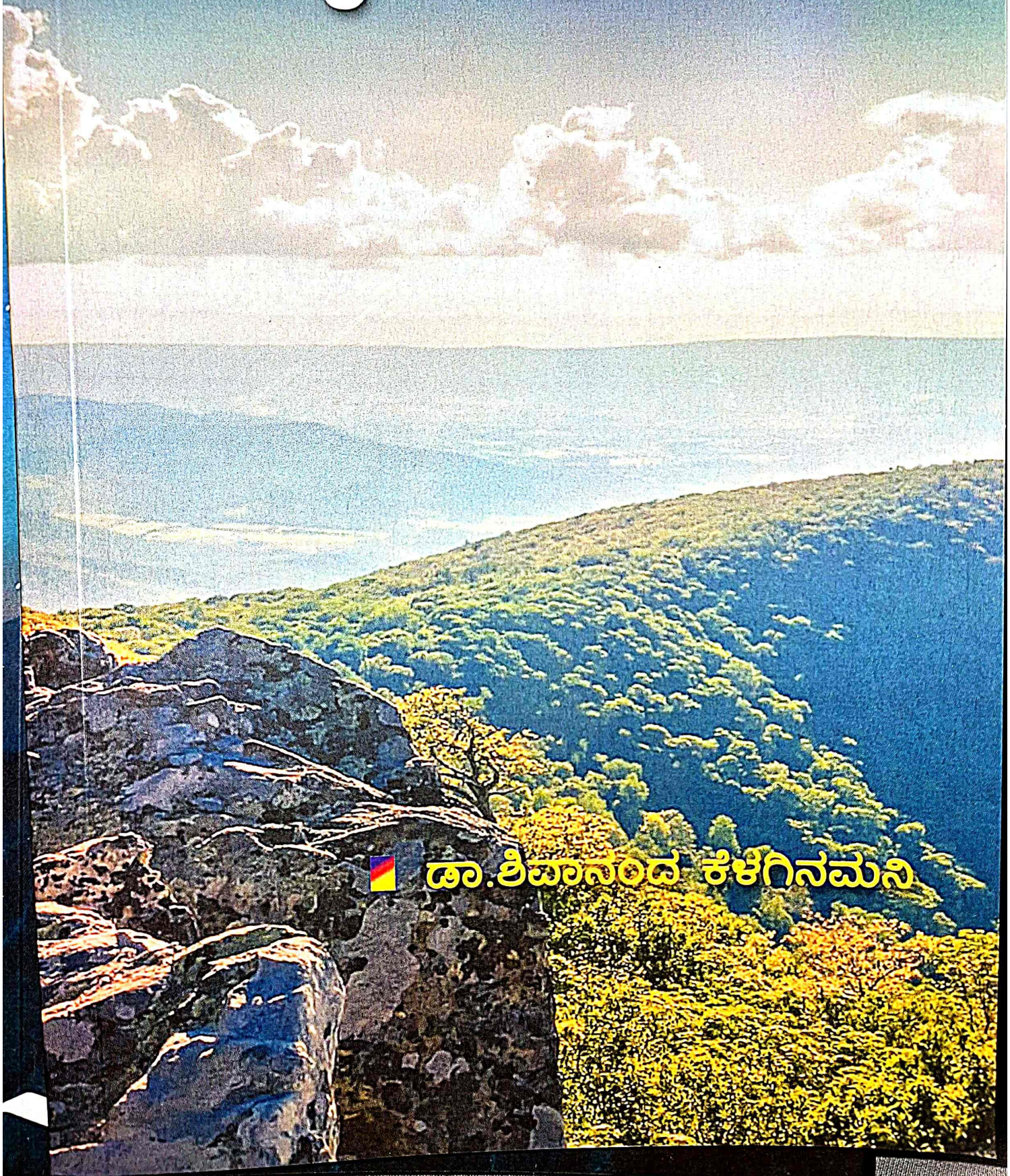
ಕಾಳಾಮುಖ, ಲಾಕುಳ, ಮಾಹೇಶ್ವರ ಪಂಥಗಳು ಹೆಚ್ಚು ಕಡಿಮೆ ಪ್ರಮಾಣದಿಂದ ಒಂದೇ ಇದ್ದಂತೆ ತೋರುವುದು. "ಸರ್ವದರ್ಶನ ಸಂಗ್ರಹ"ಕಾರರಾದ ಮಾಧವಾಚಾರ್ಯರು ನಕುಲೀಶ ಪಾಶುಪತವೆಂದು ಲಕುಲೀಶ ಮತ್ತು ಪಾಶುಪತಮತಗಳನ್ನು ಒಂದೇ ಹೆಸರಿನಿಂದ ಕರೆದು ಈ ಪಂಥದ ತತ್ತ್ವಗಳನ್ನು ಸಂಗ್ರಹಿಸುವರು. ಶಂಕರಾಚಾರ್ಯರು ತಮ್ಮ ಬ್ರಹ್ಮಸೂತ್ರದ ಶಾರೀರಕ ಭಾಷ್ಯದಲ್ಲಿ ಪಾಶುಪತರಿಗೆ ಮಹೇಶ್ವರರೆಂದು ಕರೆಯುವರು. ಮಾಧವಾಚಾರ್ಯರೂ ಕೂಡ ನಕುಲೀಶ ಪಾಶುಪತರಿಗೆ ಮಾಹೇಶ್ವರರೆಂದು ಕರೆದಿರುವರು. ಕಾಳಾಮುಖರೂ ಲಕುಲೀಶರೂ ಒಂದೇ ಎಂದು ಕನ್ನಡ ಶಿಲಾಶಾಸನಗಳನೇಕ ಸಾರುವವು. ಮಹಾಭಾರತದ ಶಾಂತಿ ಪರ್ವದಲ್ಲಿ ಪಾಶುಪತ ಧರ್ಮದ ಉಲ್ಲೇಖವಿದೆ. ನಕುಲೀಶ, ಲಕುಲೀಶ, ಲಾಕುಳ ಸಮಯ, ಲಾಕುಳವಾಗಮ ಮೊದಲಾದವು ಲಕುಲೀಶ ಅಥವಾ ಲಗುಲೀಶ ಪಂಥಕ್ಕೂ ಹೆಸರು. ವಾಯುಕೂರ್ಮ ಮತ್ತು ಲಿಂಗ ಪುರಾಣಗಳಲ್ಲಿ ಲಕುಲೀಶನ ಉತ್ಪತ್ತಿಯೂ ಪ್ರಶಸ್ತಿಯೂ ದೊರೆಯುವುದು. ಶಿಂಶಾಪ್ರಶಸ್ತಿ ಯಲ್ಲಿಯೂ ಇದೇ ವಿಷಯ ಬಂದಿದೆ.

–ಪ್ರಕಾಶಕರು

ಪ್ರಕಾಶಕರು
ಶ್ರೀ ಅನ್ನಪೂರ್ಣ ಪಬ್ಲಿಷರ್ಸ್ ಅಂಡ್ ಡಿಸ್ಟ್ರಿಬ್ಯೂಟರ್ಸ್
ನಂ : 133, ಭಾರತೀಪುರ, ಸೋಂಪುರ ಹೋಬಳಿ,
ಬಿಲ್ಲಿನಕೋಟೆ ಅಂಚೆ, ನೆಲಮಂಗಲ ತಾಲ್ಲೂಕು,
ಬೆಂಗಳೂರು ಗ್ರಾ.ಜಿಲ್ಲೆ – ೫೬೦೨೧೧

ISBN 819572357-8

ಸಾಹಿತ್ಯ ಮತ್ತು ಪಾತಳಿ



ಡಾ.ಶಿವಾನಂದ ಕೆಳಗಿನಮನಿ

ಒಂದು : ಯಜಮಾನ ಸಂಸ್ಕೃತಿಯನ್ನು ಮಾನ್ಯ ಮಾಡಿ ಅದನ್ನು ಅನುಕರಣೆ ನಡೆಸಿರುವುದು. ಎರಡು : ಪರಸ್ಪರ ಹೋಲಿಕೆಯಲ್ಲಿ ದೇಸಿ ಸಂಸ್ಕೃತಿಯು ತನ್ನ ಅಂತಃಸತ್ವವನ್ನು ಪರಕೀಯ ಸಂಸ್ಕೃತಿಗೆ ಕಡಿಮೆ ಇಲ್ಲದಂತೆ ತೋರಿಸಿಕೊಳ್ಳುವ ಸಲುವಾಗಿ ವೈಭವೀಕರಿಸಿ ಕೊಂಡಿರುವುದು. ಪರಸಂಸ್ಕೃತಿಯ ಅನುಕರಣೆ ಮತ್ತು ಸಂಸ್ಕೃತಿಯ ವೈಭವೀಕರಣ ಈ ದ್ವಂದ್ವ ಭಾರತದಲ್ಲಿ 19ನೆಯ ಶತಮಾನದ ಉದ್ದಕ್ಕೂ ಪ್ರಕಟಗೊಂಡಿದೆ. ಇದರಿಂದಾಗಿಯೇ 'ಪರಸ್ಪರ ಪ್ರಭಾವ' ಎನ್ನುವುದು ಕನ್ನಡ ಬರವಣಿಗೆಯ ಸಂದರ್ಭದಲ್ಲಿ ವ್ಯಾಪಕ ಬಹುಮುಖೀ ಹಾಗೂ ಅತ್ಯಂತ ಸಂಕೀರ್ಣ ಪ್ರಕ್ರಿಯೆಯಾಗಿದೆ. ಇದನ್ನು ಪರಿಪೂರ್ಣವಾಗಿ ಅರ್ಥೈಸಿಕೊಳ್ಳುವ ಸಲುವಾಗಿ 'ಉದಾರವಾದಿ ಸಾಂಸ್ಕೃತಿಕ ನೆಲೆ' ಎನ್ನುವ ವ್ಯಾಪಕ ಅರ್ಥ ವಿಂಗಡಣೆಯನ್ನು ಕಂಡುಕೊಳ್ಳಲಾಗಿದೆ. ಅಲ್ಲದೆ ಸಾಂಸ್ಕೃತಿಕ ಅಧ್ಯಯನ ಹಾಗೂ ಸಾಹಿತ್ಯ ಅಧ್ಯಯನ ಇವೆರಡರ ನಡುವೆ ನಿರಂತರವಾದ ಕೊಡು-ಕೊಳುಗೆಗಳು ಇವೆ. ಈ ಕೊಡು-ಕೊಳುಗೆಯನ್ನು ಸಾಂಸ್ಕೃತಿಕ ಅಧ್ಯಯನವೇ ನಿರ್ದೇಶಿಸಿದೆ. ಕನ್ನಡದಲ್ಲಿ ಸೃಜನಶೀಲ ಕೃತಿಗಳಿಗೆ ಸಂಬಂಧಿಸಿದಂತೆ. ಕರ್ನಾಟಕದ ಸಾಂಸ್ಕೃತಿಕ ಸ್ಥಿತಿಯನ್ನು ಹಲವಾರು ವಿದ್ವಾಂಸರು ಚರ್ಚಿಸಿರುವುದು ವ್ಯಕ್ತವಾಗುತ್ತದೆ. ಅವರು ಚರ್ಚಿಸಿರುವ ಎಲ್ಲಾ ವಿವರಗಳನ್ನು ಮರು ಪ್ರಸ್ತಾಪಿಸಿದೆ. ಅವಶ್ಯಕವಾದ ಮಾಹಿತಿಗಳನ್ನು ಮಾತ್ರ 'ವಿಮರ್ಶಾತ್ಮಕ ಸಾಂಸ್ಕೃತಿಕ ನೆಲೆಯ' ನಿರ್ವಚನಕ್ಕೆ ಬಳಸಲಾಗಿದೆ.

– ಪ್ರಕಾಶಕರು

ಪ್ರಕಾಶಕರು

ಶ್ರೀ ಅನ್ನಪೂರ್ಣ ಪ್ರಕಾಶನ

#176, 12ನೇ ಮುಖ್ಯರಸ್ತೆ, ಅಗ್ರಹಾರದಾಸರಹಳ್ಳಿ,
ಮಾಗಡಿ ಮುಖ್ಯರಸ್ತೆ, ಬೆಂಗಳೂರು – 560079

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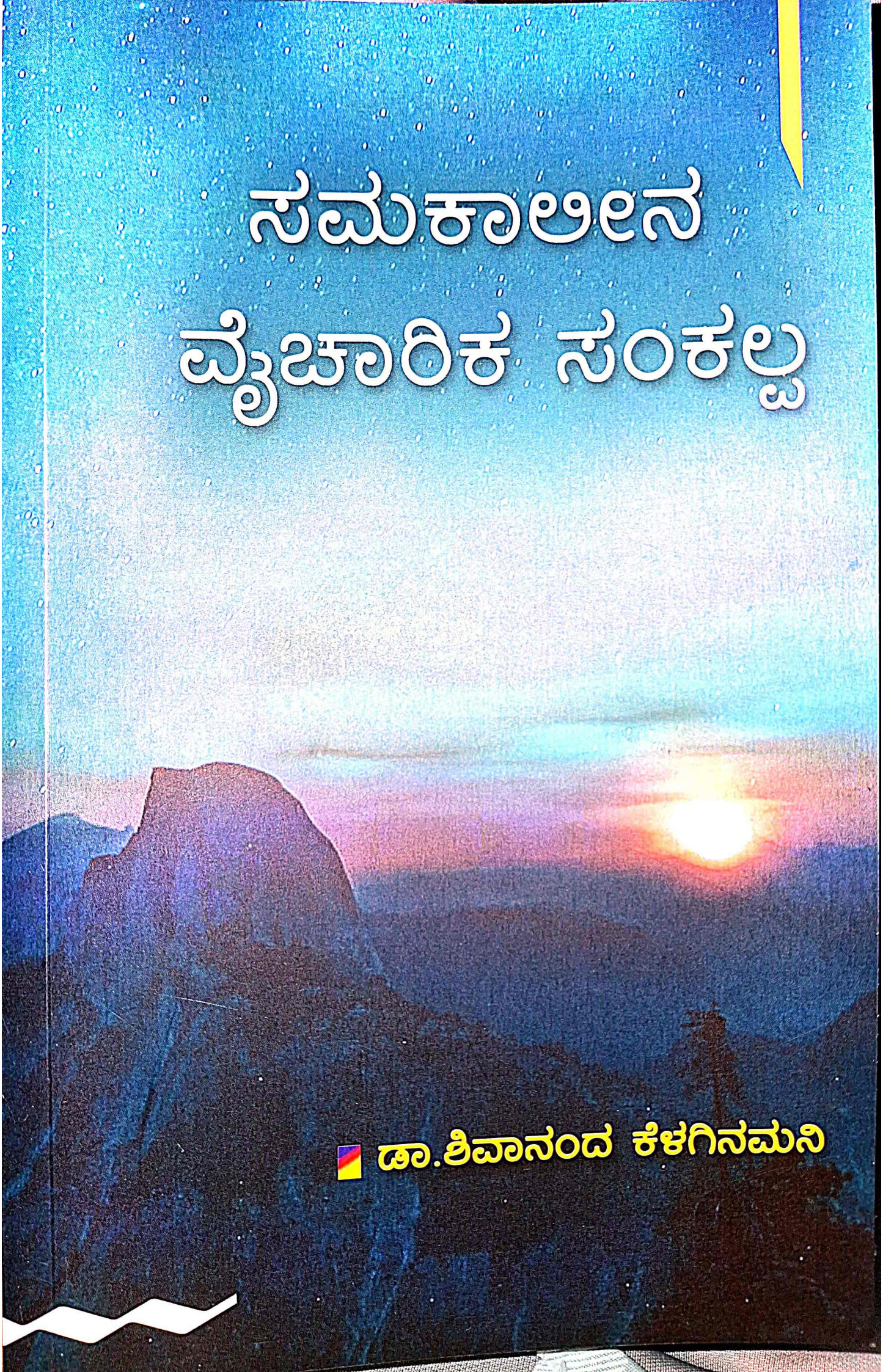
ಸಮಕಾಲೀನ ವೈಚಾರಿಕ ಸಂಕಲ್ಪ



ಡಾ.ಶಿವಾನಂದ ಕೆಳಗಿನಮನಿ

ಸಮಕಾಲೀನ ಕನ್ನಡ ಸಂಸ್ಕೃತಿ

ಒಂದು : ಯಜಮಾನ ಸಂಸ್ಕೃತಿಯನ್ನು ಮಾನ್ಯ ಮಾಡಿ ಅದನ್ನು ಅನುಕರಣೆ ನಡೆಸಿರುವುದು. ಎರಡು : ಪರಸ್ಪರ ಹೋಲಿಕೆಯಲ್ಲಿ ದೇಸಿ ಸಂಸ್ಕೃತಿಯು ತನ್ನ ಅಂತಃಸತ್ವವನ್ನು ಪರಕೀಯ ಸಂಸ್ಕೃತಿಗೆ ಕಡಿಮೆ ಇಲ್ಲದಂತೆ ತೋರಿಸಿಕೊಳ್ಳುವ ಸಲುವಾಗಿ ವೈಭವೀಕರಿಸಿ ಕೊಂಡಿರುವುದು. ಪರಸಂಸ್ಕೃತಿಯ ಅನುಕರಣೆ ಮತ್ತು ಸಂಸ್ಕೃತಿಯ ವೈಭವೀಕರಣ ಈ ದ್ವಂದ್ವ ಭಾರತದಲ್ಲಿ ೧೯ನೆಯ ಶತಮಾನದ ಉದ್ದಕ್ಕೂ ಪ್ರಕಟ ಗೊಂಡಿದೆ. ಇದರಿಂದಾಗಿಯೇ 'ಪರಸ್ಪರ ಪ್ರಭಾವ' ಎನ್ನುವುದು ಕನ್ನಡ ಬರವಣಿಗೆಯ ಸಂದರ್ಭದಲ್ಲಿ ವ್ಯಾಪಕ ಬಹುಮುಖೀ ಹಾಗೂ ಅತ್ಯಂತ ಸಂಕೀರ್ಣ ಪ್ರಕ್ರಿಯೆಯಾಗಿದೆ. ಇದನ್ನು ಪರಿಪೂರ್ಣ ವಾಗಿ ಅರ್ಥೈಸಿಕೊಳ್ಳುವ ಸಲುವಾಗಿ 'ಉದಾರ ವಾದಿ ಸಾಂಸ್ಕೃತಿಕ ನೆಲೆ' ಎನ್ನುವ ವ್ಯಾಪಕ ಅರ್ಥ ವಿಂಗಡಣೆಯನ್ನು ಕಂಡು ಕೊಳ್ಳಲಾಗಿದೆ. ಅಲ್ಲದೆ ಸಾಂಸ್ಕೃತಿಕ ಅಧ್ಯಯನ ಹಾಗೂ ಸಾಹಿತ್ಯ ಅಧ್ಯಯನ ಇವೆರಡರ ನಡುವೆ ನಿರಂತರ ವಾದ ಕೊಡು-ಕೊಳುಗೆಗಳು ಇವೆ. ಈ ಕೂಡು-ಕೊಳುಗೆ ಯನ್ನು ಸಾಂಸ್ಕೃತಿಕ ಅಧ್ಯಯನವೇ ನಿರ್ದೇಶಿಸಿದೆ. ಕನ್ನಡದಲ್ಲಿ ಸೃಜನಶೀಲ ಕೃತಿಗಳಿಗೆ ಸಂಬಂಧಿಸಿ ದಂತೆ. ಕರ್ನಾಟಕದ ಸಾಂಸ್ಕೃತಿಕ ಸ್ಥಿತಿಯನ್ನು ಹಲವಾರು ವಿದ್ವಾಂಸರು ಚರ್ಚಿಸಿರು ವುದು ವ್ಯಕ್ತವಾಗುತ್ತದೆ. ಅವರು ಚರ್ಚಿಸಿ ರುವ ಎಲ್ಲಾ ವಿವರಗಳನ್ನು ಮರು ಪ್ರಸ್ತಾಪಿಸಿದೆ. ಅವಶ್ಯಕವಾದ ಮಾಹಿತಿಗಳನ್ನು ಮಾತ್ರ 'ವಿಮರ್ಶಾತ್ಮಕ ಸಾಂಸ್ಕೃತಿಕ ನೆಲೆಯ' ನಿರ್ವಚನಕ್ಕೆ ಬಳಸಲಾಗಿದೆ.

– ಪ್ರಕಾಶಕರು

ಪ್ರಕಾಶಕರು
ಶ್ರೀ ಅನ್ನಪೂರ್ಣ ಪ್ರಕಾಶನ
ನಂ: 176, 12ನೇಕ್ರಾಸ್, ಅಗ್ರಹಾರದಾಸರಹಳ್ಳಿ,
ಮಾಗಡಿ ಮುಖ್ಯ ರಸ್ತೆ, ಬೆಂಗಳೂರು -560079

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ಸಕಾಲಿಕ ಸಂಕಥನ

(ವಿಮರ್ಶಾ ಲೇಖನಗಳು)

ಡಾ.ಶಿವಾನಂದ ಕೆಳಗಿನಮನಿ

ಬದುಕಿನ ಸಾಹಿತ್ಯ

ಸಾಹಿತ್ಯಿಕ ಚಿಂತನೆಯ ಮೂಲ ಆಶಯ ಕಲಾತ್ಮಕತೆ ಸಾರ್ವತ್ರಿಕತೆ ಬದ್ಧತೆಯ ಅಂಶಗಳು. ಇಂದು ಆ ವಿಚಾರ ಬದಲಾಗಿದೆ. ಸಾಹಿತ್ಯಿಕ ಪ್ರಜ್ಞೆ 'ಸಾಮಾಜಿಕ ಪ್ರಜ್ಞೆ'ಯಾಗಿ ಹೊಸ ವಿಧಾನವನ್ನು ಕಂಡುಕೊಳ್ಳಲು ಸಾಧ್ಯವಾಗಿದೆ. ಇಂದು ವಿಮರ್ಶೆ ಕೇವಲ ನಿರಾಕರಣೆ ಅಥವಾ ಸಮರ್ಥನೆಯಾಗಿ ಮಾತ್ರ ಉಳಿದಿಲ್ಲ. ಸಮಾಜವನ್ನು ರೂಪಿಸುವ ಮೌಲ್ಯಗಳು ಸಾಹಿತ್ಯವನ್ನು ರೂಪಿಸುವ ಉದ್ದೇಶವನ್ನು ಹೊಂದಿವೆ. ಹಾಗಾಗಿ ಕೃತಿ ಮತ್ತು ವಿಮರ್ಶೆ ಸಾಪೇಕ್ಷವಾದವುಗಳಾಗಿದ್ದು ಪರಸ್ಪರ ಮುಖಾಮುಖಿಯಾಗುತ್ತವೆ, ಮಾತಾಡುತ್ತವೆ, ಮೌನವನ್ನು ಪ್ರಶ್ನಿಸುತ್ತ, ಒಂದರೊಳಗೊಂದು ಬಿಂಬವಾಗಿ ಅನುಗಮನದ ತರ್ಕದ ದಾರಿಯಾಗಿ ಅಂತಿಮವಾಗಿ ಮನುಷ್ಯನ ಗತ್ರ ತಾರ್ಕಿಕ ಅನುಭವದ ಅರಿವಾಗಿ ವ್ಯಕ್ತವಾಗುತ್ತವೆ.

ಇಂಥ ಸಂವಾದಗಳ ನಡೆಸುವುದು ಸಾಧ್ಯವಾಗಿರುವುದು ಇಲ್ಲಿನ ಚಿಂತನ ಪರವಾದ ಲೇಖನಗಳ ಅಭಿವ್ಯಕ್ತಿ ಜಾಗತೀಕರಣದ ತೃತೀಯ ಜಗತ್ತಿನ ಕಡೆ ಪಾಲುತ್ತಿರುವ ಈ ಹೊತ್ತಿನಲ್ಲಿ ವ್ಯಾಪಾರೀಕೃತ ಮನೋಧರ್ಮಗಳು ಇಂದು ನಮ್ಮ ಬದುಕನ್ನು ತಲ್ಲಣಗೊಳಿಸುತ್ತಿವೆ. ನಿಯಂತ್ರಿಸುತ್ತಿವೆ. ನಾವೇ ನಮ್ಮ ತನವನ್ನು ಕಳೆದುಕೊಂಡು ಆರ್ಥಿಕ ರಾಜಕೀಯ ಭದ್ರತೆಯ ಹೆಸರಲ್ಲಿ ಬಲಿಷ್ಠರ ಅಡಿಯಾಳಾಗುತ್ತಿದ್ದೇವೆ. ಯಾಂತ್ರೀಕರಣ, ನಗರೀಕರಣ ಹೆಚ್ಚಾಗತೊಡಗಿ ವಿದ್ಯಾಭ್ಯಾಸ ಪಡೆದವರೆಲ್ಲ ಹಳ್ಳಿಗಳನ್ನು ತ್ಯಜಿಸಿ ಪಟ್ಟಣದ ಕಡೆಗೆ ವಲಸೆ ಹೋಗುತ್ತಿರುವ ಬದುಕಿನ ಕ್ರಮವನ್ನು ಜೀವನ ಕ್ರಮದೊಡನೆ ಹೋಲಿಸಿದಾಗ ಇಂದಿನ ಪರಿಸರದ ಪ್ರಭಾವ ಸಾಹಿತ್ಯಿಕ ಬರಹ ಮತ್ತು ಚಿಂತನೆಯ ಮೇಲು ಯಾವ ಪರಿಣಾಮ ಉಂಟು ಮಾಡಬಲ್ಲದು ಎಂಬ ಹಿನ್ನಲೆಯಲ್ಲಿ ನಮ್ಮ ಚಿಂತನೆ ಬರಹಗಳು ರೂಪ ಗೊಳ್ಳುತ್ತಿವೆ.

ಶ್ರೀ ಅನ್ನಪೂರ್ಣ ಪಬ್ಲಿಷರ್ಸ್ ಅಂಡ್ ಡಿಸ್ಟ್ರಿಬ್ಯೂಟರ್ಸ್
ನಂ:1ತ3, ಭಾರತೀಪುರ, ನೋಂಪುರ ಹೋಬಳಿ
ಬಿಲ್ಲನಕೋಟೆ ಅಂಚೆ, ನೆಲಮಂಗಲತಾಲ್ಲೂಕು
ಬೆಂಗಳೂರು ಗ್ರಾ.ಜಿಲ್ಲೆ-562111

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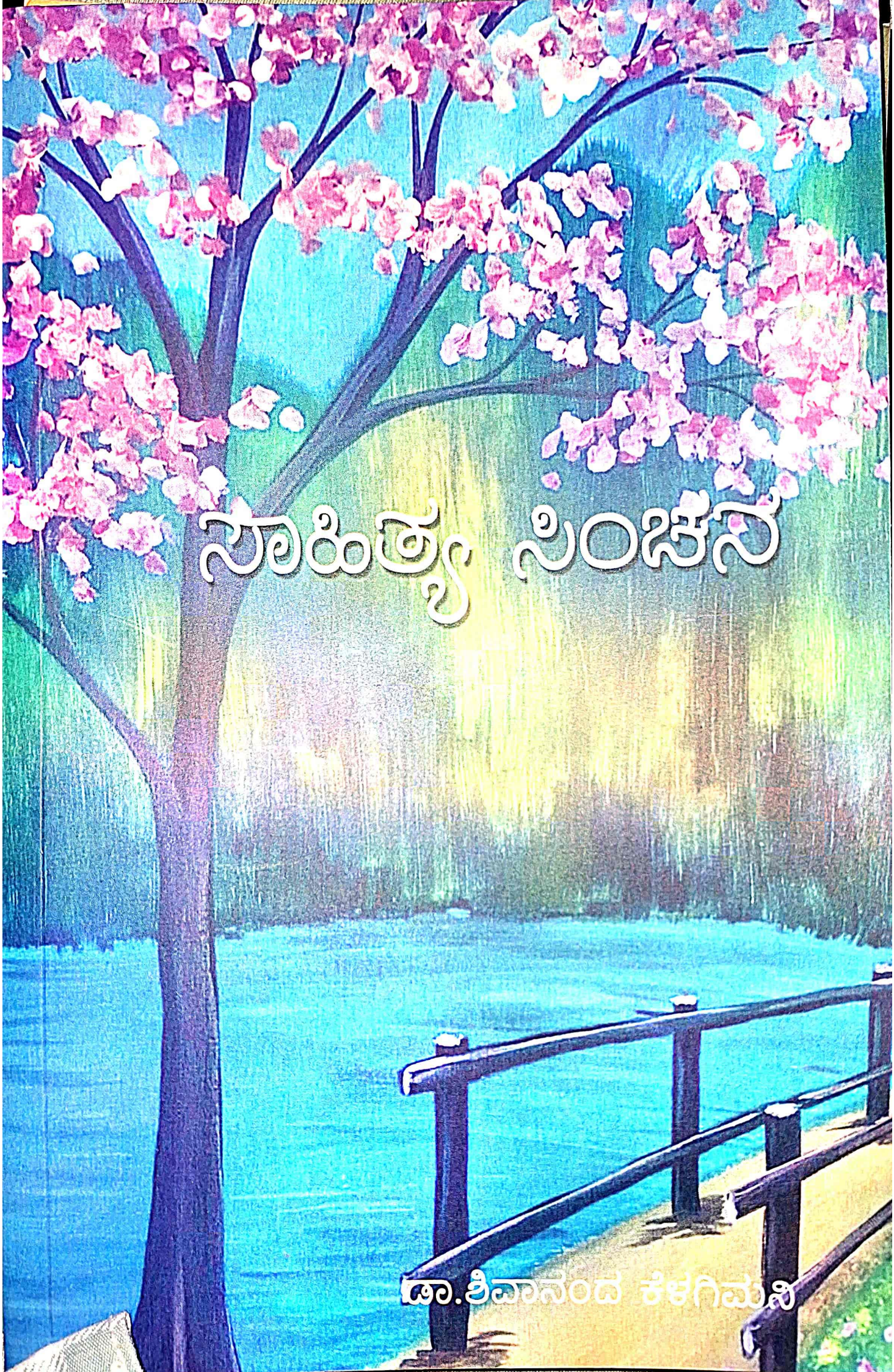
9 788194 763628

ಏಕಾಂಕ ಸಂಕಥನ

(ವಿಮರ್ಶಾ ಲೇಖನಗಳು)

ಡಾ.ಶಿವಾನಂದ ಕೆಳಗಿನಮನಿ


ಸಾಹಿತ್ಯ ಸಿಂಚನ
ಡಾ.ಶಿವಾನಂದ ಕೆಳಗಿಮನಿ

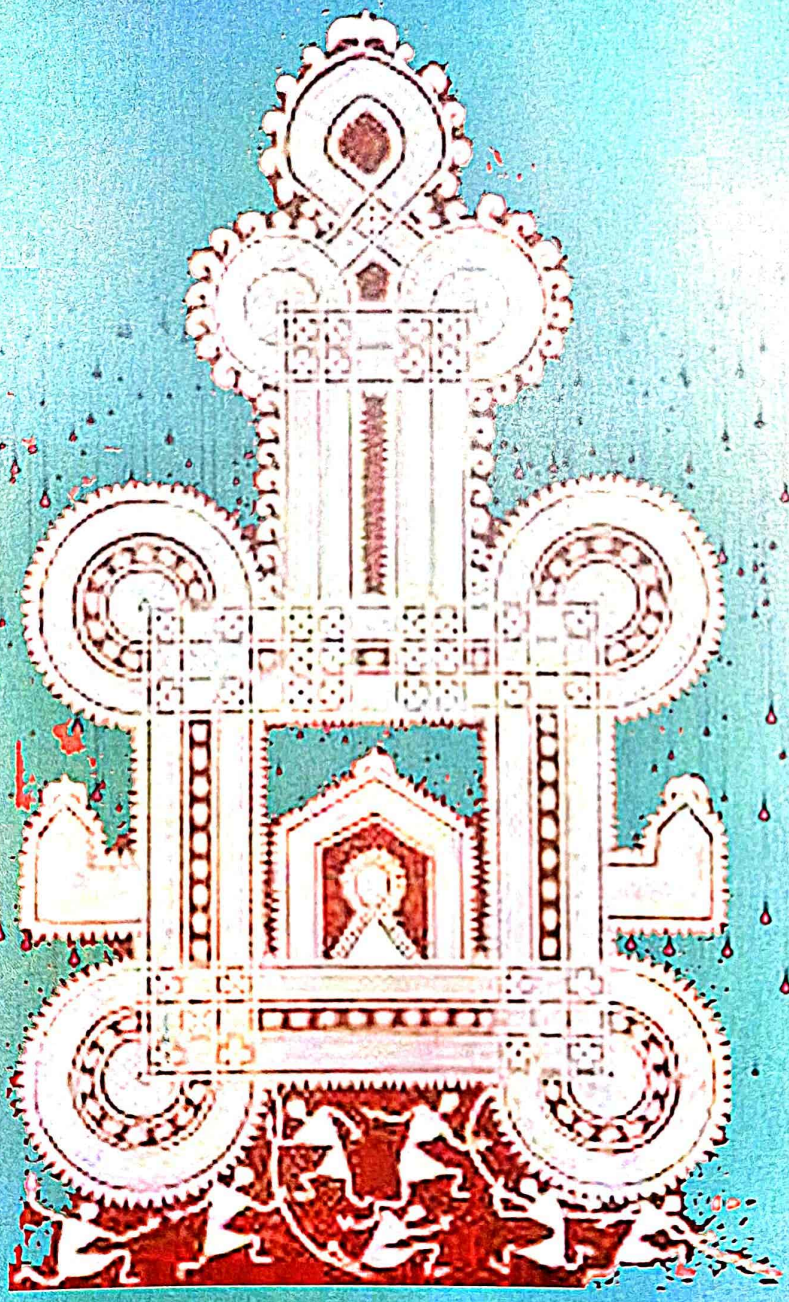
ಸಾಹಿತ್ಯಿಕ ಚಿಂತನೆಯ ಮೂಲ ಆಶಯ ಕಲಾತ್ಮಕತೆ ಸಾರ್ವತ್ರಿಕತೆ ಬದ್ಧತೆಯ ಅಂಶಗಳು. ಇಂದು ಆ ವಿಚಾರ ಬದಲಾಗಿದೆ. ಸಾಹಿತ್ಯಿಕ ಪ್ರಜ್ಞೆ 'ಸಾಮಾಜಿಕ ಪ್ರಜ್ಞೆ'ಯಾಗಿ ಹೊಸ ವಿಧಾನವನ್ನು ಕಂಡುಕೊಳ್ಳಲು ಸಾಧ್ಯವಾಗಿದೆ. ಇಂದು ವಿಮರ್ಶೆ ಕೇವಲ ನಿರಾಕರಣೆ ಅಥವಾ ಸಮರ್ಥನೆಯಾಗಿ ಮಾತ್ರ ಉಳಿದಿಲ್ಲ. ಸಮಾಜವನ್ನು ರೂಪಿಸುವ ಮೌಲ್ಯಗಳು ಸಾಹಿತ್ಯವನ್ನು ರೂಪಿಸುವ ಉದ್ದೇಶವನ್ನು ಹೊಂದಿವೆ. ಹಾಗಾಗಿ ಕೃತಿ ಮತ್ತು ವಿಮರ್ಶೆ ಸಾಪೇಕ್ಷವಾದವುಗಳಾಗಿದ್ದು ಪರಸ್ಪರ ಮುಖಾಮುಖಿಯಾಗುತ್ತವೆ, ಮಾತಾಡುತ್ತವೆ. ಮೌನವನ್ನು ಪ್ರಶ್ನಿಸುತ್ತ, ಒಂದರೊಳಗೊಂದು ಬಿಂಬವಾಗಿ ಅನುಗಮನದ ತರ್ಕದ ದಾರಿಯಾಗಿ ಅಂತಿಮವಾಗಿ ಮನುಷ್ಯನ ಗತಿ ತಾರ್ಕಿಕ ಅನುಭವದ ಅರಿವಾಗಿ ವ್ಯಕ್ತವಾಗುತ್ತವೆ.

ಇಂಥ ಸಂವಾದಗಳ ನೆಲೆಯಲ್ಲಿ ಸಾಧ್ಯವಾಗಿರುವುದು ಇಲ್ಲಿನ ಚಿಂತನ ಪರವಾದ ಲೇಖನಗಳ ಅಭಿವ್ಯಕ್ತಿ, ಜಾಗತೀಕರಣದ ತೃತೀಯ ಜಗತ್ತಿನ ಕಡೆ ವಾಲುತ್ತಿರುವ ಈ ಹೊತ್ತಿನಲ್ಲಿ ವ್ಯಾಪಾರೀಕೃತ ಮನೋಧರ್ಮಗಳು ಇಂದು ನಮ್ಮ ಬದುಕನ್ನು ತಲ್ಲಣಗೊಳಿಸುತ್ತಿವೆ, ನಿಯಂತ್ರಿಸುತ್ತಿವೆ. ನಾವೇ ನಮ್ಮ ತನವನ್ನು ಕಳೆದುಕೊಂಡು ಆರ್ಥಿಕ ರಾಜಕೀಯ ಭದ್ರತೆಯ ಹೆಸರಲ್ಲಿ ಬಲಿಷ್ಠರ ಅಡಿಯಾಳಾಗುತ್ತಿದ್ದೇವೆ. ಯಾಂತ್ರೀಕರಣ, ನಗರೀಕರಣ ಹೆಚ್ಚಾಗತೊಡಗಿ ವಿದ್ಯಾಭ್ಯಾಸ ಪಡೆದವರೆಲ್ಲ ಹಳ್ಳಿಗಳನ್ನು ತ್ಯಜಿಸಿ ಪಟ್ಟಣದ ಕಡೆಗೆ ವಲಸೆ ಹೋಗುತ್ತಿರುವ ಬದುಕಿನ ಕ್ರಮವನ್ನು ಜೀವನ ಕ್ರಮದೊಡನೆ ಹೋಲಿಸಿದಾಗ ಇಂದಿನ ಪರಿಸರದ ಪ್ರಭಾವ ಸಾಹಿತ್ಯಿಕ ಬರಹ ಮತ್ತು ಚಿಂತನೆಯ ಮೇಲು ಯಾವ ಪರಿಣಾಮ ಉಂಟುಮಾಡಬಲ್ಲದು ಎಂಬ ಹಿನ್ನಲೆಯಲ್ಲಿ ನಮ್ಮ ಚಿಂತನೆ ಬರಹಗಳು ರೂಪಗೊಳ್ಳುತ್ತಿವೆ.

– ಪ್ರಕಾಶಕರು

ಪ್ರಕಾಶಕರು
ಅನ್ನಪೂರ್ಣ ಪಬ್ಲಿಷಿಂಗ್ ಹೌಸ್
#176, 12ನೇ ಮುಖ್ಯರಸ್ತೆ, ಅಗ್ರಹಾರ ದಾಸರಹಳ್ಳಿ,
ಮಾಗಡಿ ಮುಖ್ಯರಸ್ತೆ, ಬೆಂಗಳೂರು - 560079

ಕೆಳವರ್ಗದ ವಚನಕಾರರ ಸಾಂಸ್ಕೃತಿಕ ಪ್ರತಿನಿಧೀಕರಣ



ಡಾ. ಶಿವಾನಂದ ಕೆಳಗಿನಮನಿ

ಜಾಗತೀಕರಣ ಮತ್ತು ಕನ್ನಡ ಸಾಂಸ್ಕೃತಿಕ ಅಧ್ಯಯನ

ಒಂದು : ಯಜಮಾನ ಸಂಸ್ಕೃತಿಯನ್ನು ಮಾನ್ಯ ಮಾಡಿ ಅದನ್ನು ಅನುಕರಣೆ ನಡೆಸಿರುವುದು. ಎರಡು : ಪರಸ್ಪರ ಹೋಲಿಕೆಯಲ್ಲಿ ದೇಸಿ ಸಂಸ್ಕೃತಿಯು ತನ್ನ ಅಂತಃಸತ್ವವನ್ನು ಪರಕೀಯ ಸಂಸ್ಕೃತಿಗೆ ಕಡಿಮೆ ಇಲ್ಲದಂತೆ ತೋರಿಸಿಕೊಳ್ಳುವ ಸಲುವಾಗಿ ವೈಭವೀಕರಿಸಿ ಕೊಂಡಿರುವುದು. ಪರಸಂಸ್ಕೃತಿಯ ಅನುಕರಣೆ ಮತ್ತು ಸಂಸ್ಕೃತಿಯ ವೈಭವೀಕರಣ ಈ ದ್ವಂದ್ವ ಭಾರತದಲ್ಲಿ 19ನೆಯ ಶತಮಾನದ ಉದ್ದಕ್ಕೂ ಪ್ರಕಟಗೊಂಡಿದೆ. ಇದರಿಂದಾಗಿಯೇ 'ಪರಸ್ಪರ ಪ್ರಭಾವ' ಎನ್ನುವುದು ಕನ್ನಡ ಬರವಣಿಗೆಯ ಸಂದರ್ಭದಲ್ಲಿ ವ್ಯಾಪಕ ಬಹುಮುಖೀ ಹಾಗೂ ಅತ್ಯಂತ ಸಂಕೀರ್ಣ ಪ್ರಕ್ರಿಯೆಯಾಗಿದೆ. ಇದನ್ನು ಪರಿಪೂರ್ಣವಾಗಿ ಅರ್ಥೈಸಿಕೊಳ್ಳುವ ಸಲುವಾಗಿ 'ಉದಾರ ವಾದಿ ಸಾಂಸ್ಕೃತಿಕ ನೆಲೆ' ಎನ್ನುವ ವ್ಯಾಪಕ ಅರ್ಥ ವಿಂಗಡಣೆಯನ್ನು ಕಂಡುಕೊಳ್ಳಲಾಗಿದೆ. ಅಲ್ಲದೆ ಸಾಂಸ್ಕೃತಿಕ ಅಧ್ಯಯನ ಹಾಗೂ ಸಾಹಿತ್ಯ ಅಧ್ಯಯನ ಇವೆರಡರ ನಡುವೆ ನಿರಂತರವಾದ ಕೊಡು ಕೊಳ್ಳುಕೆಗಳು ಇವೆ. ಈ ಕೊಡುಕೊಳ್ಳುಕೆಯನ್ನು ಸಾಂಸ್ಕೃತಿಕ ಅಧ್ಯಯನವೇ ನಿರ್ದೇಶಿಸಿದೆ. ಕನ್ನಡದಲ್ಲಿ ಸೃಜನಶೀಲ ಕೃತಿಗಳಿಗೆ ಸಂಬಂಧಿಸಿದಂತೆ. ಕರ್ನಾಟಕದ ಸಾಂಸ್ಕೃತಿಕ ಸ್ಥಿತಿಯನ್ನು ಹಲವಾರು ವಿದ್ವಾಂಸರು ಚರ್ಚಿಸಿರುವುದು ವ್ಯಕ್ತವಾಗು ತ್ತದೆ. ಅವರು ಚರ್ಚಿಸಿರುವ ಎಲ್ಲಾ ವಿವರಗಳನ್ನು ಮರುಪ್ರಸ್ತಾಪಿಸಿದೆ. ಅವಶ್ಯಕವಾದ ಮಾಹಿತಿಗಳನ್ನು ಮಾತ್ರ 'ವಿಮರ್ಶಾತ್ಮಕ ಸಾಂಸ್ಕೃತಿಕ ನೆಲೆಯ' ನಿರ್ವಚನಕ್ಕೆ ಬಳಸಲಾಗಿದೆ.

– ಪ್ರಕಾಶಕರು

ಪ್ರಕಾಶಕರು
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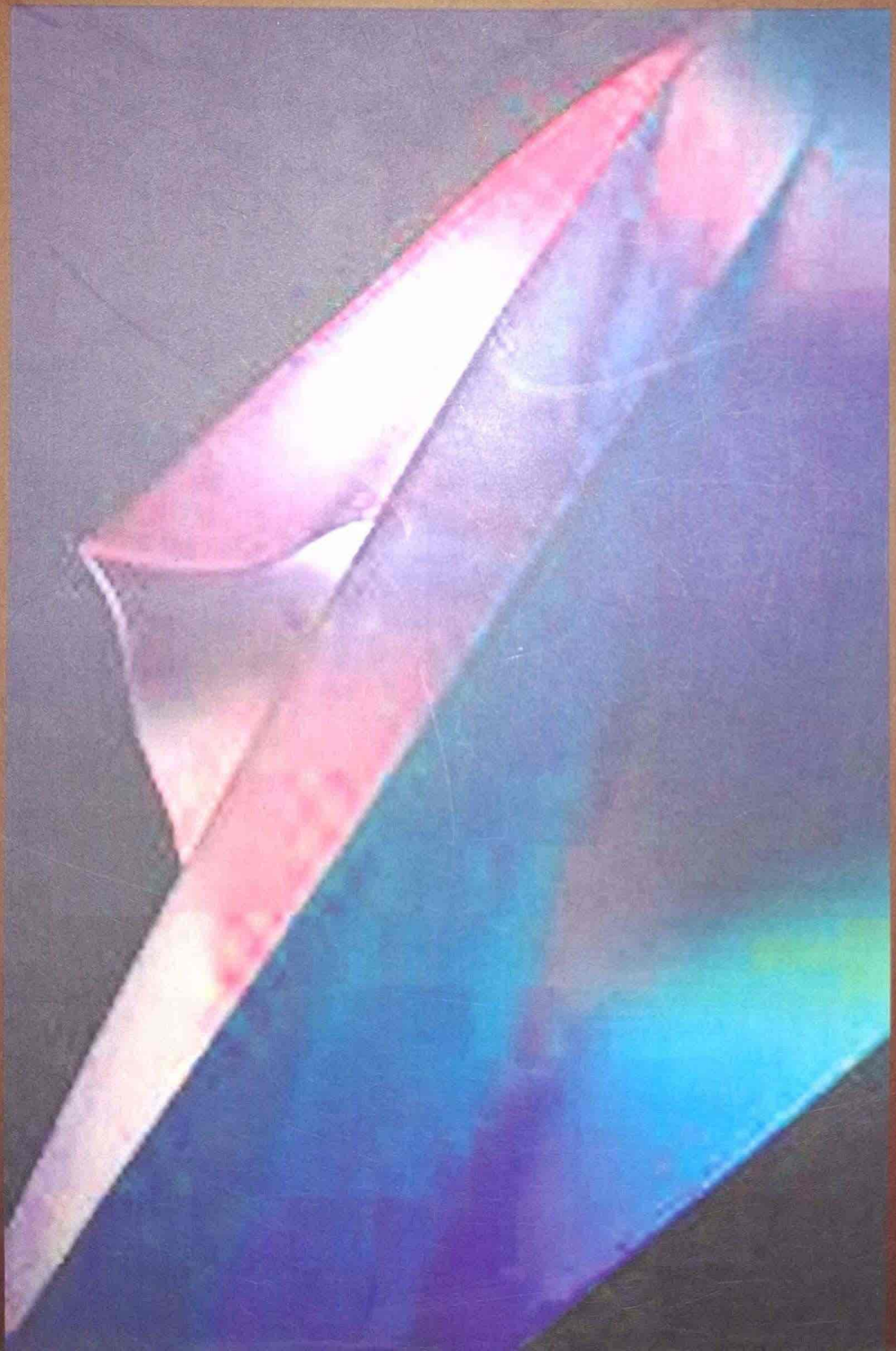
ಸಾಹಿತ್ಯ ಸಂಸ್ಕೃತಿ ಸಂಕಥನ

ಡಾ.ಶಿವಾನಂದ ಕೆಳಗಿನಮನಿ



ಒಂದು :ಯಜಮಾನ ಸಂಸ್ಕೃತಿಯನ್ನು ಮಾನ್ಯ ಮಾಡಿ ಅದನ್ನು ಅನುಕರಣೆ ನಡೆಸಿರುವುದು. ಎರಡು : ಪರಸ್ಪರ ಹೋಲಿಕೆಯಲ್ಲಿ ದೇಸಿ ಸಂಸ್ಕೃತಿಯು ತನ್ನ ಅಂತಃಸತ್ವವನ್ನು ಪರಕೀಯ ಸಂಸ್ಕೃತಿಗೆ ಕಡಿಮೆ ಇಲ್ಲದಂತೆ ತೋರಿಸಿಕೊಳ್ಳುವ ಸಲುವಾಗಿ ವೈಭವೀಕರಿಸಿ ಕೊಂಡಿರುವುದು. ಪರಸಂಸ್ಕೃತಿಯ ಅನುಕರಣೆ ಮತ್ತು ಸಂಸ್ಕೃತಿಯ ವೈಭವೀಕರಣ ಈ ದ್ವಂದ್ವ ಭಾರತದಲ್ಲಿ 19ನೆಯ ಶತಮಾನದ ಉದ್ದಕ್ಕೂ ಪ್ರಕಟಗೊಂಡಿದೆ. ಇದರಿಂದಾಗಿಯೇ 'ಪರಸ್ಪರ ಪ್ರಭಾವ' ಎನ್ನುವುದು ಕನ್ನಡ ಬರವಣಿಗೆಯ ಸಂದರ್ಭದಲ್ಲಿ ವ್ಯಾಪಕ ಬಹುಮುಖೀ ಹಾಗೂ ಅತ್ಯಂತ ಸಂಕೀರ್ಣ ಪ್ರಕ್ರಿಯೆಯಾಗಿದೆ. ಇದನ್ನು ಪರಿಪೂರ್ಣವಾಗಿ ಅರ್ಥೈಸಿಕೊಳ್ಳುವ ಸಲುವಾಗಿ 'ಉದಾರವಾದಿ ಸಾಂಸ್ಕೃತಿಕ ನೆಲೆ' ಎನ್ನುವ ವ್ಯಾಪಕ ಅರ್ಥ ವಿಂಗಡಣೆಯನ್ನು ಕಂಡುಕೊಳ್ಳಲಾಗಿದೆ. ಅಲ್ಲದೆ ಸಾಂಸ್ಕೃತಿಕ ಅಧ್ಯಯನ ಹಾಗೂ ಸಾಹಿತ್ಯ ಅಧ್ಯಯನ ಇವೆರಡರ ನಡುವೆ ನಿರಂತರವಾದ ಕೊಡು-ಕೊಳುಗೆಗಳು ಇವೆ. ಈ ಕೊಡು-ಕೊಳುಗೆಯನ್ನು ಸಾಂಸ್ಕೃತಿಕ ಅಧ್ಯಯನವೇ ನಿರ್ದೇಶಿಸಿದೆ. ಕನ್ನಡದಲ್ಲಿ ಸೃಜನಶೀಲ ಕೃತಿಗಳಿಗೆ ಸಂಬಂಧಿಸಿದಂತೆ. ಕರ್ನಾಟಕದ ಸಾಂಸ್ಕೃತಿಕ ಸ್ಥಿತಿಯನ್ನು ಹಲವಾರು ವಿದ್ವಾಂಸರು ಚರ್ಚಿಸಿರುವುದು ವ್ಯಕ್ತವಾಗುತ್ತದೆ. ಅವರು ಚರ್ಚಿಸಿರುವ ಎಲ್ಲಾ ವಿವರಗಳನ್ನು ಮರು ಪ್ರಸ್ತಾಪಿಸಿದೆ. ಅವಶ್ಯಕವಾದ ಮಾಹಿತಿಗಳನ್ನು ಮಾತ್ರ 'ವಿಮರ್ಶಾತ್ಮಕ ಸಾಂಸ್ಕೃತಿಕ ನೆಲೆಯ' ನಿರ್ವಚನಕ್ಕೆ ಬಳಸಲಾಗಿದೆ.

– ಪ್ರಕಾಶಕರು

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ಸಾಹಿತ್ಯ–ವ್ಯಕ್ತಿತ್ವ

ಪ್ರಸಾರಾಂಗ
ಕುವೆಂಪು ವಿಶ್ವವಿದ್ಯಾಲಯ

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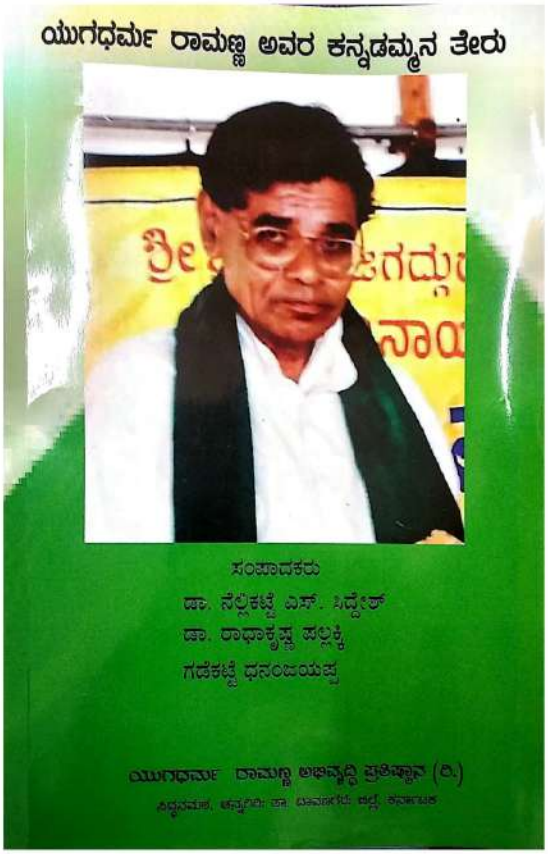

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ಯುಗಧರ್ಮ ರಾಮಣ್ಣ ಅವರ ನಿಶ್ಯಬ್ಧ

ಸಂಪಾದಕರು

ಡಾ. ನೆಲ್ಲಿಕಟ್ಟೆ ಎಸ್. ಸಿದ್ದೇಶ್

ಡಾ. ರಾಧಾಕೃಷ್ಣ ಪಲ್ಲಕ್ಕಿ

ಗಡೆಕಟ್ಟೆ ಧನಂಜಯಪ್ಪ

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3) ಸಂಪಾದಕರ ನುಡಿಗಳು

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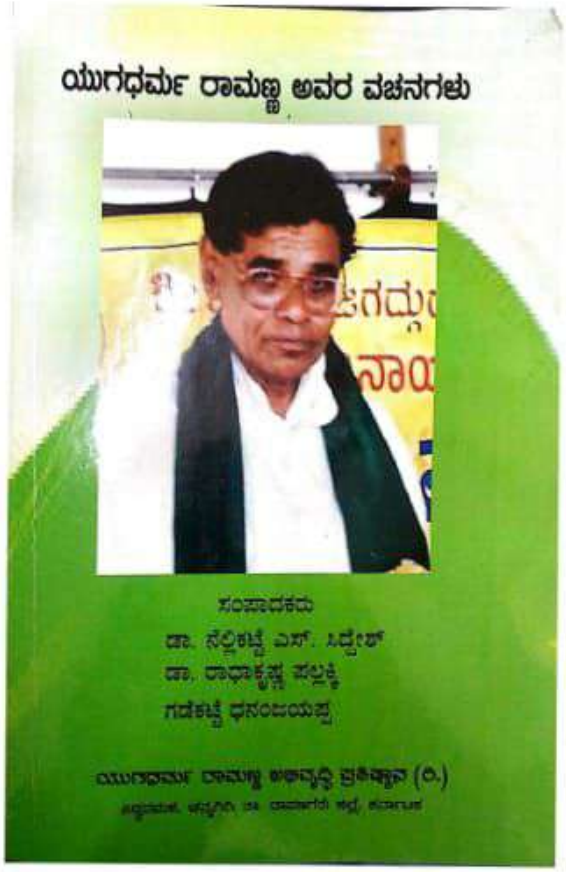

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3) ಸಂಪಾದಕರ ನುಡಿಗಳು

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5) ವಚನಗಳು

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ಡಾ.ಶಿವಾನಂದ ಕೆಳಗಿನಮನಿ

ಡಾ. ಸಿದ್ಧಲಿಂಗಯ್ಯ ಬಿ.ಎಂ.

ವೀರಮಹೇಶ್ವರರಲ್ಲಿ ಮೂಲಾಚಾರ್ಯರ ಶುಭನಾಮಗಳನ್ನು ತಳೆದ ಅನೇಕ ಆರಾಧ್ಯರು ಆಗಿಹೋಗಿರುತ್ತಾರೆ. ೧೨ನೇ ಶತಮಾನದಲ್ಲಿಯೂ ಸಹ ರೇವಣಸಿದ್ಧ, ಮರಳುಸಿದ್ಧ ಏಕೋ ರಾಮ ಮುಂತಾದ ಆಚಾರ್ಯರು ಆಗಿಹೋಗಿರುವರು. ಇವರು ಆ ಪೀಠಗಳ ಆಚಾರ್ಯ ಪರಂಪರೆಯವರಾಗಿದ್ದರೆಂದು ಹೇಳ ಬಹುದೇ ಹೊರತು ಅವರೇ ಮೂಲ ಆಚಾರ್ಯರೆಂದು ಭಾವಿಸು ವುದು ಸತ್ಯಕ್ಕೆ ದೂರವಾದ ಮಾತಾಗಬಹುದು. ೧೨ನೆಯ ಶತಮಾನದ ರೇವಣಸಿದ್ಧರು ಪೀಠದ ಮೂಲ ಆಚಾರ್ಯ ರೆಂಬುದು ಸ್ಪಷ್ಟ. ವಿವೇಚನೆಯಿಂದ ವೀರಶೈವ ಧರ್ಮವು ೧೨ನೆಯ ಶತಮಾನಕ್ಕಿಂತ ಪ್ರಾಚೀನ ಕಾಲದಿಂದ ಬೆಳೆಯುತ್ತ ಬಂದಿದೆಯೆಂಬುದೂ ಪಂಚಾಚಾರ್ಯರು ಈ ಸಿದ್ಧಾಂತವನ್ನು ಪ್ರತಿಷ್ಠಾಪಿಸುವ ಭಾಷ್ಯಗಳನ್ನು ಬರೆಯುತ್ತಾ ಬಂದು ಪೀಠಗಳ ಪರಂಪರೆಯನ್ನು ನಿರ್ಮಿಸಿದರೆಂದು ಸ್ಪಷ್ಟವಾಗುತ್ತದೆ.

ಅದ್ವೈತ ಕಲ್ಪನೆ ವೇದೋಪನಿಷತ್ತುಗಳಲ್ಲಿ ಕಂಡು ಬರುತ್ತವೆ. ನಾಗಾರ್ಜುನ, ಗೌಡಪಾದದಲ್ಲಿ ಅದು ಮೈದೋರುತ್ತದೆ. ಶಂಕರಾ ಚಾರ್ಯರು ಭಾಷ್ಯಾಗಳನ್ನು ಬರೆದು ಅದನ್ನು ಗಟ್ಟಿಗೊಳಿಸಿದರು. ಭಾಷ್ಯಗಳನ್ನು ಬರೆದು ವೀರಶೈವವನ್ನು ನಿರ್ಣಯಿಸಿ ಸಮಾಜದ ಆಧ್ಯಾತ್ಮಿಕ ಧಾರ್ಮಿಕ ಏಳ್ಗೆಗಾಗಿ ಪೀಠಗಳನ್ನು ಸ್ಥಾಪಿಸಿ ಪರಂಪರೆ ಯನ್ನು ಮುಂದುವರೆಸಿದ ವೀರಮಹೇಶ್ವರ ವೀರಶೈವ ಪ್ರತಿ ಷ್ಠಾಪಕರೆನಿಸಿದರು.

ಅನ್ನಪೂರ್ಣ ಪಬ್ಲಿಷಿಂಗ್ ಹೌಸ್
ನಂ : 176,12ನೇ ಕ್ರಾಸ್,
ಮಾಗಡಿ ಮುಖ್ಯ ರಸ್ತೆ,ಅಗ್ರಹಾರದಾಸರಹಳ್ಳಿ,
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ಮಣಿಹ ಮಂಥನ

ಡಾ.ಶಿವಾನಂದ ಕೆಳಗಿನಮನಿ

ಒಂದು : ಯಜಮಾನ ಸಂಸ್ಕೃತಿಯನ್ನು ಮಾನ್ಯ ಮಾಡಿ ಅದನ್ನು ಅನುಕರಣೆ ನಡೆಸಿರುವುದು. ಎರಡು : ಪರಸ್ಪರ ಹೋಲಿಕೆಯಲ್ಲಿ ದೇಸಿ ಸಂಸ್ಕೃತಿಯು ತನ್ನ ಅಂತಃಸತ್ವವನ್ನು ಪರಕೀಯ ಸಂಸ್ಕೃತಿಗೆ ಕಡಿಮೆ ಇಲ್ಲದಂತೆ ತೋರಿಸಿಕೊಳ್ಳುವ ಸಲುವಾಗಿ ವೈಭವೀಕರಿಸಿ ಕೊಂಡಿರುವುದು. ಪರಸಂಸ್ಕೃತಿಯ ಅನುಕರಣೆ ಮತ್ತು ಸಂಸ್ಕೃತಿಯ ವೈಭವೀಕರಣ ಈ ದ್ವಂದ್ವ ಭಾರತದಲ್ಲಿ ೧೯ನೆಯ ಶತಮಾನದ ಉದ್ದಕ್ಕೂ ಪ್ರಕಟ ಗೊಂಡಿದೆ. ಇದರಿಂದಾಗಿಯೇ 'ಪರಸ್ಪರ ಪ್ರಭಾವ' ಎನ್ನುವುದು ಕನ್ನಡ ಬರವಣಿಗೆಯ ಸಂದರ್ಭದಲ್ಲಿ ವ್ಯಾಪಕ ಬಹುಮುಖೀ ಹಾಗೂ ಅತ್ಯಂತ ಸಂಕೀರ್ಣ ಪ್ರಕ್ರಿಯೆಯಾಗಿದೆ. ಇದನ್ನು ಪರಿಪೂರ್ಣ ವಾಗಿ ಅರ್ಥೈಸಿಕೊಳ್ಳುವ ಸಲುವಾಗಿ 'ಉದಾರ ವಾದಿ ಸಾಂಸ್ಕೃತಿಕ ನೆಲೆ' ಎನ್ನುವ ವ್ಯಾಪಕ ಅರ್ಥ ವಿಂಗಡಣೆಯನ್ನು ಕಂಡು ಕೊಳ್ಳಲಾಗಿದೆ. ಅಲ್ಲದೆ ಸಾಂಸ್ಕೃತಿಕ ಅಧ್ಯಯನ ಹಾಗೂ ಸಾಹಿತ್ಯ ಅಧ್ಯಯನ ಇವೆರಡರ ನಡುವೆ ನಿರಂತರ ವಾದ ಕೊಡು-ಕೊಳುಗೆಗಳು ಇವೆ. ಈ ಕೂಡು-ಕೊಳುಗೆಯನ್ನು ಸಾಂಸ್ಕೃತಿಕ ಅಧ್ಯಯನವೇ ನಿರ್ದೇಶಿಸಿದೆ. ಕನ್ನಡದಲ್ಲಿ ಸೃಜನಶೀಲ ಕೃತಿಗಳಿಗೆ ಸಂಬಂಧಿಸಿ ದಂತೆ. ಕರ್ನಾಟಕದ ಸಾಂಸ್ಕೃತಿಕ ಸ್ಥಿತಿಯನ್ನು ಹಲವಾರು ವಿದ್ವಾಂಸರು ಚರ್ಚಿಸಿರುವುದು ವ್ಯಕ್ತವಾಗುತ್ತದೆ. ಅವರು ಚರ್ಚಿಸಿರುವ ಎಲ್ಲಾ ವಿವರಗಳನ್ನು ಮರು ಪ್ರಸ್ತಾಪಿಸಿದೆ. ಅವಶ್ಯಕವಾದ ಮಾಹಿತಿಗಳನ್ನು ಮಾತ್ರ 'ವಿಮರ್ಶಾತ್ಮಕ ಸಾಂಸ್ಕೃತಿಕ ನೆಲೆಯ' ನಿರ್ವಚನಕ್ಕೆ ಬಳಸಲಾಗಿದೆ.

– ಪ್ರಕಾಶಕರು

ಪ್ರಕಾಶಕರು
ಶ್ರೀ ಅನ್ನಪೂರ್ಣ ಪ್ರಕಾಶನ
#178, 12ನೇ ಮೈನ್, ಮಾಗಡಿ ಮುಖ್ಯ ರಸ್ತೆ
ಅಗ್ರಹಾರದಾಸರಹಳ್ಳಿ,ಬೆಂಗಳೂರು -560079

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ಮಹಿಳಾ ವಿಮರ್ಶಾ ಸಂಕಥನ

ಡಾ.ಶಿವಾನಂದ ಕೆಳಗಿನಮನಿ

ಭಾರತದ ಸ್ತ್ರೀ ಸಮೂಹ ಶತಮಾನಗಳ ಹಿಂದಿರುವುದು ಸ್ಪಷ್ಟವಾಯಿತು. ಸನಾತನ ಸಾಹಿತ್ಯಗಳು ಮಹಿಳೆಯನ್ನು 'ದೇವಿ' 'ಶಕ್ತಿ' ಸ್ವರೂಪಿಯನ್ನಾಗಿ ಮಾರ್ಪಡಿಸಿ ಮನುಷ್ಯಳಾಗಿ ಬದುಕುವ ಅವಕಾಶವನ್ನೇ ಕಸಿದುಕೊಂಡವು. ಭಾರತದ ಮಹಿಳೆ ಧಾರ್ಮಿಕ ಜೀವನದಲ್ಲಿ ಶೂದ್ರಳೂ ಗೃಹ ಜೀವನದಲ್ಲಿ ದಾಸಿಯೂ ಆಗಿ ಬಳಕೆ ಬಂದಳು. ಇಲ್ಲಿನ ಮಹಿಳೆ ಈ ಬಗೆಯ ಪ್ರತಿಮೆಗಳ ಸುಳಿಯಿಂದಾಗಿ ವಾಸ್ತವ ಜೀವನದಿಂದ ಬಹುದೂರ ಉಳಿಯುವುದು ಅನಿವಾರ್ಯವಾಗಿ, ತಮ್ಮ ಬದುಕಿನಲ್ಲಿ ಗಂಡು ಮಕ್ಕಳು ಮತ್ತು ಆಭರಣಗಳಲ್ಲಷ್ಟೇ ತೃಪ್ತಿ ಕಾಣುವಂತಾಗಿದೆ. ಮನೆಗಳಲ್ಲಿ ಗೃಹಕೃತ್ಯದ ವಸ್ತುಗಳಂತೆ ಇದ್ದು, ಶಿಕ್ಷಣದ ಸೋಂಕಿಲ್ಲದ ತನ್ನತನದ ಅರಿವಿಲ್ಲದ ಸ್ವವ್ಯಕ್ತಿತ್ವವಿಲ್ಲದ ಮಹಿಳೆಯರಲ್ಲಿ ಜಾಗೃತಿಯನ್ನು ಉಂಟು ಮಾಡುವುದು ಅನಿವಾರ್ಯವಾಗಿತ್ತು. ಆದರೆ ಇದು ಸುಲಭದ ಕಾರ್ಯವಾಗಿರಲಿಲ್ಲ. ರಾಜಸತ್ತೆಯು ಸಾರ್ವತ್ರಿಕ ಇಂಗ್ಲಿಷ್ ವಿದ್ಯಾಭ್ಯಾಸದ ಸೌಲಭ್ಯಗಳನ್ನು ದೇಶೀಯ ಹೆಣ್ಣು ಮಕ್ಕಳಿಗೂ ಒದಗುವಂತೆ ಮಾಡಿತು. ಆದರೆ ಸಾಂಪ್ರದಾಯಿಕವಾದ ಮನಸ್ಸುಗಳಿಗೆ ಮನೆತನಗಳಿಗೆ ಮಹಿಳೆ ಶಿಕ್ಷಣ ನೀಡುವುದು ಅಗೌರವದ ವಿಚಾರವಾಗಿತ್ತು. ಇಂಗ್ಲಿಷ್ ವಿದ್ಯಾಭ್ಯಾಸವನ್ನು ಪಡೆದ ದೇಸಿ ಯಜಮಾನ ಸಂಸ್ಕೃತಿಯೊಳಗೆ ಸ್ತ್ರೀಯರ ಶಿಕ್ಷಣಕ್ಕೆ, ಸುಧಾರಣೆಗಳಿಗೆ ಹೋರಾಟಗಳು ನಡೆದವು.

– ಪ್ರಕಾಶಕರು

ಶ್ರೀ ಅನ್ನಪೂರ್ಣ ಪಬ್ಲಿಷರ್ಸ್ ಅಂಡ್ ಡಿಸ್ಟ್ರಿಬ್ಯೂಟರ್ಸ್
ನಂ:೧೮೩, ಭಾರತೀಪುರ, ಸೋಂಪುರ ಹೋಬಳಿ
ಬಿಲ್ಲನಕೋಟೆ ಅಂಚೆ, ನೆಲಮಂಗಲತಾಲ್ಲೂಕು
ಬೆಂಗಳೂರು ಗ್ರಾ.ಜಿಲ್ಲೆ-೫೬೨೧೧೧

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ಕಾಳಮುಖ ವ್ಯಾಸಂಗ

ಡಾ. ಶಿವಾನಂದ ಕೆಳಗಿನಮನಿ

ಪಂಚಾನನ ಭಾಷ್ಯಪ್ರವೃತ್ತಿ

ಕಾಳಾಮುಖ, ಲಾಕುಳ, ಮಾಹೇಶ್ವರ ಪಂಥಗಳು ಹೆಚ್ಚು ಕಡಿಮೆ ಪ್ರಮಾಣದಿಂದ ಒಂದೇ ಇದ್ದಂತೆ ತೋರುವುದು. "ಸರ್ವದರ್ಶನ ಸಂಗ್ರಹ"ಕಾರರಾದ ಮಾಧವಾಚಾರ್ಯರು ನಕುಲೀಶ ಪಾಶುಪತವೆಂದು ಲಕುಲೀಶ ಮತ್ತು ಪಾಶುಪತಮತಗಳನ್ನು ಒಂದೇ ಹೆಸರಿನಿಂದ ಕರೆದು ಈ ಪಂಥದ ತತ್ತ್ವಗಳನ್ನು ಸಂಗ್ರಹಿಸುವರು. ಶಂಕರಾಚಾರ್ಯರು ತಮ್ಮ ಬ್ರಹ್ಮಸೂತ್ರದ ಶಾರೀರಕ ಭಾಷ್ಯದಲ್ಲಿ ಪಾಶುಪತರಿಗೆ ಮಹೇಶ್ವರರೆಂದು ಕರೆಯುವರು. ಮಾಧವಾಚಾರ್ಯರೂ ಕೂಡ ನಕುಲೀಶ ಪಾಶುಪತರಿಗೆ ಮಾಹೇಶ್ವರರೆಂದು ಕರೆದಿರುವರು. ಕಾಳಾಮುಖರೂ ಲಕುಲೀಶರೂ ಒಂದೇ ಎಂದು ಕನ್ನಡ ಶಿಲಾಶಾಸನಗಳನೇಕ ಸಾರುವವು. ಮಹಾಭಾರತದ ಶಾಂತಿ ಪರ್ವದಲ್ಲಿ ಪಾಶುಪತ ಧರ್ಮದ ಉಲ್ಲೇಖವಿದೆ. ನಕುಲೀಶ, ಲಕುಲೀಶ, ಲಾಕುಳ ಸಮಯ, ಲಾಕುಳವಾಗಮ ಮೊದಲಾದವು ಲಕುಲೀಶ ಅಥವಾ ಲಗುಲೀಶ ಪಂಥಕ್ಕೂ ಹೆಸರು. ವಾಯುಕೂರ್ಮ ಮತ್ತು ಲಿಂಗ ಪುರಾಣಗಳಲ್ಲಿ ಲಕುಲೀಶನ ಉತ್ಪತ್ತಿಯೂ ಪ್ರಶಸ್ತಿಯೂ ದೊರೆಯುವುದು. ಶಿಂಶಾಪ್ರಶಸ್ತಿ ಯಲ್ಲಿಯೂ ಇದೇ ವಿಷಯ ಬಂದಿದೆ.

–ಪ್ರಕಾಶಕರು

ಪ್ರಕಾಶಕರು
ಶ್ರೀ ಅನ್ನಪೂರ್ಣ ಪಬ್ಲಿಷರ್ಸ್ ಅಂಡ್ ಡಿಸ್ಟ್ರಿಬ್ಯೂಟರ್ಸ್
ನಂ : 133, ಭಾರತೀಪುರ, ಸೋಂಪುರ ಹೋಬಳಿ,
ಬಿಲ್ಲಿನಕೋಟೆ ಅಂಚೆ, ನೆಲಮಂಗಲ ತಾಲ್ಲೂಕು,
ಬೆಂಗಳೂರು ಗ್ರಾ.ಜಿಲ್ಲೆ – ೫೬೦೨೧೧

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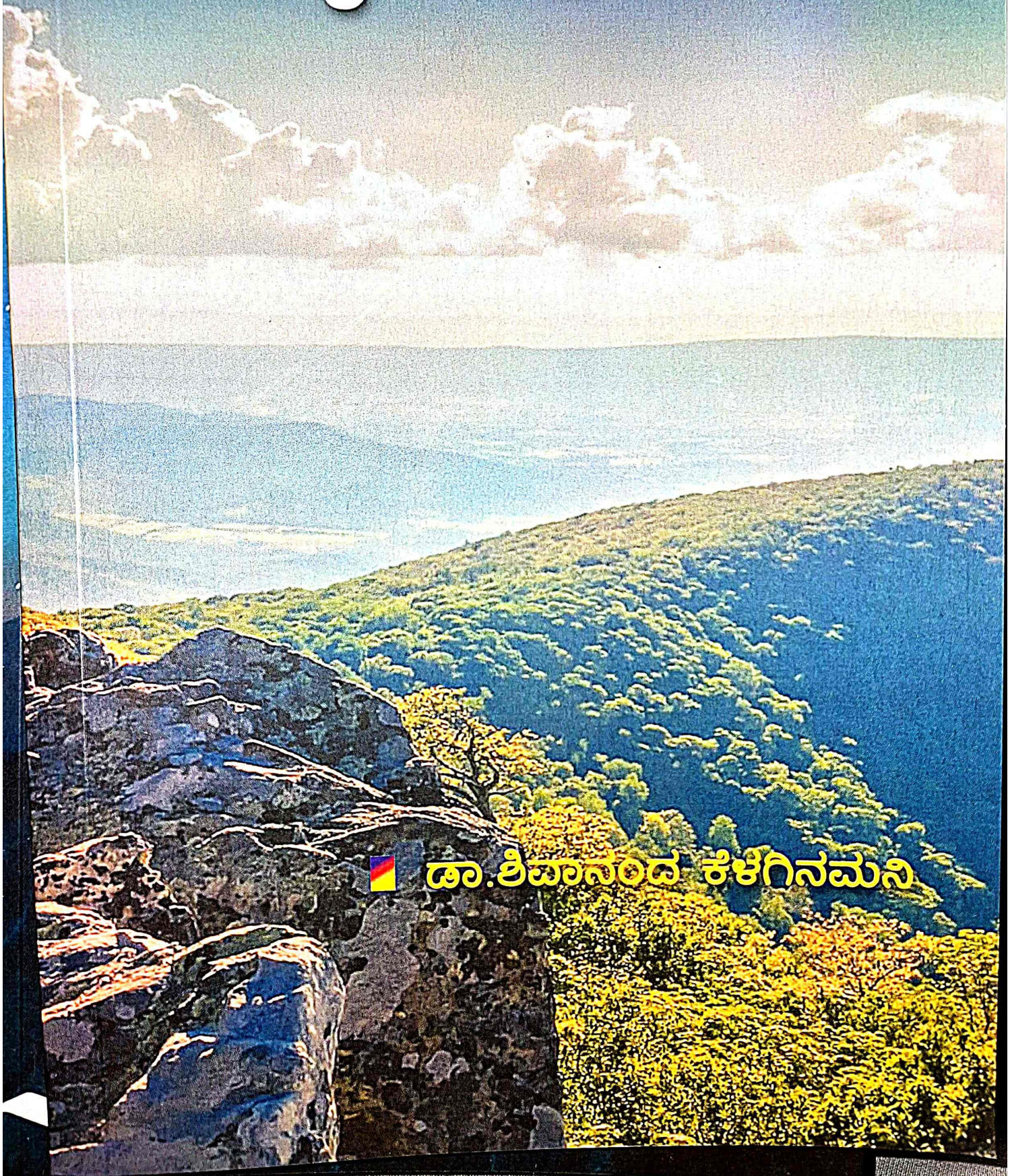
ಸಾಹಿತ್ಯ ಮತ್ತು ಪಾತಳಿ



ಡಾ.ಶಿವಾನಂದ ಕೆಳಗಿನಮನಿ

ಒಂದು : ಯಜಮಾನ ಸಂಸ್ಕೃತಿಯನ್ನು ಮಾನ್ಯ ಮಾಡಿ ಅದನ್ನು ಅನುಕರಣೆ ನಡೆಸಿರುವುದು. ಎರಡು : ಪರಸ್ಪರ ಹೋಲಿಕೆಯಲ್ಲಿ ದೇಸಿ ಸಂಸ್ಕೃತಿಯು ತನ್ನ ಅಂತಃಸತ್ವವನ್ನು ಪರಕೀಯ ಸಂಸ್ಕೃತಿಗೆ ಕಡಿಮೆ ಇಲ್ಲದಂತೆ ತೋರಿಸಿಕೊಳ್ಳುವ ಸಲುವಾಗಿ ವೈಭವೀಕರಿಸಿ ಕೊಂಡಿರುವುದು. ಪರಸಂಸ್ಕೃತಿಯ ಅನುಕರಣೆ ಮತ್ತು ಸಂಸ್ಕೃತಿಯ ವೈಭವೀಕರಣ ಈ ದ್ವಂದ್ವ ಭಾರತದಲ್ಲಿ 19ನೆಯ ಶತಮಾನದ ಉದ್ದಕ್ಕೂ ಪ್ರಕಟಗೊಂಡಿದೆ. ಇದರಿಂದಾಗಿಯೇ 'ಪರಸ್ಪರ ಪ್ರಭಾವ' ಎನ್ನುವುದು ಕನ್ನಡ ಬರವಣಿಗೆಯ ಸಂದರ್ಭದಲ್ಲಿ ವ್ಯಾಪಕ ಬಹುಮುಖೀ ಹಾಗೂ ಅತ್ಯಂತ ಸಂಕೀರ್ಣ ಪ್ರಕ್ರಿಯೆಯಾಗಿದೆ. ಇದನ್ನು ಪರಿಪೂರ್ಣವಾಗಿ ಅರ್ಥೈಸಿಕೊಳ್ಳುವ ಸಲುವಾಗಿ 'ಉದಾರವಾದಿ ಸಾಂಸ್ಕೃತಿಕ ನೆಲೆ' ಎನ್ನುವ ವ್ಯಾಪಕ ಅರ್ಥ ವಿಂಗಡಣೆಯನ್ನು ಕಂಡುಕೊಳ್ಳಲಾಗಿದೆ. ಅಲ್ಲದೆ ಸಾಂಸ್ಕೃತಿಕ ಅಧ್ಯಯನ ಹಾಗೂ ಸಾಹಿತ್ಯ ಅಧ್ಯಯನ ಇವೆರಡರ ನಡುವೆ ನಿರಂತರವಾದ ಕೊಡು-ಕೊಳುಗೆಗಳು ಇವೆ. ಈ ಕೊಡು-ಕೊಳುಗೆಯನ್ನು ಸಾಂಸ್ಕೃತಿಕ ಅಧ್ಯಯನವೇ ನಿರ್ದೇಶಿಸಿದೆ. ಕನ್ನಡದಲ್ಲಿ ಸೃಜನಶೀಲ ಕೃತಿಗಳಿಗೆ ಸಂಬಂಧಿಸಿದಂತೆ. ಕರ್ನಾಟಕದ ಸಾಂಸ್ಕೃತಿಕ ಸ್ಥಿತಿಯನ್ನು ಹಲವಾರು ವಿದ್ವಾಂಸರು ಚರ್ಚಿಸಿರುವುದು ವ್ಯಕ್ತವಾಗುತ್ತದೆ. ಅವರು ಚರ್ಚಿಸಿರುವ ಎಲ್ಲಾ ವಿವರಗಳನ್ನು ಮರು ಪ್ರಸ್ತಾಪಿಸಿದೆ. ಅವಶ್ಯಕವಾದ ಮಾಹಿತಿಗಳನ್ನು ಮಾತ್ರ 'ವಿಮರ್ಶಾತ್ಮಕ ಸಾಂಸ್ಕೃತಿಕ ನೆಲೆಯ' ನಿರ್ವಚನಕ್ಕೆ ಬಳಸಲಾಗಿದೆ.

– ಪ್ರಕಾಶಕರು

ಪ್ರಕಾಶಕರು

ಶ್ರೀ ಅನ್ನಪೂರ್ಣ ಪ್ರಕಾಶನ

#176, 12ನೇ ಮುಖ್ಯರಸ್ತೆ, ಅಗ್ರಹಾರದಾಸರಹಳ್ಳಿ,
ಮಾಗಡಿ ಮುಖ್ಯರಸ್ತೆ, ಬೆಂಗಳೂರು – 560079

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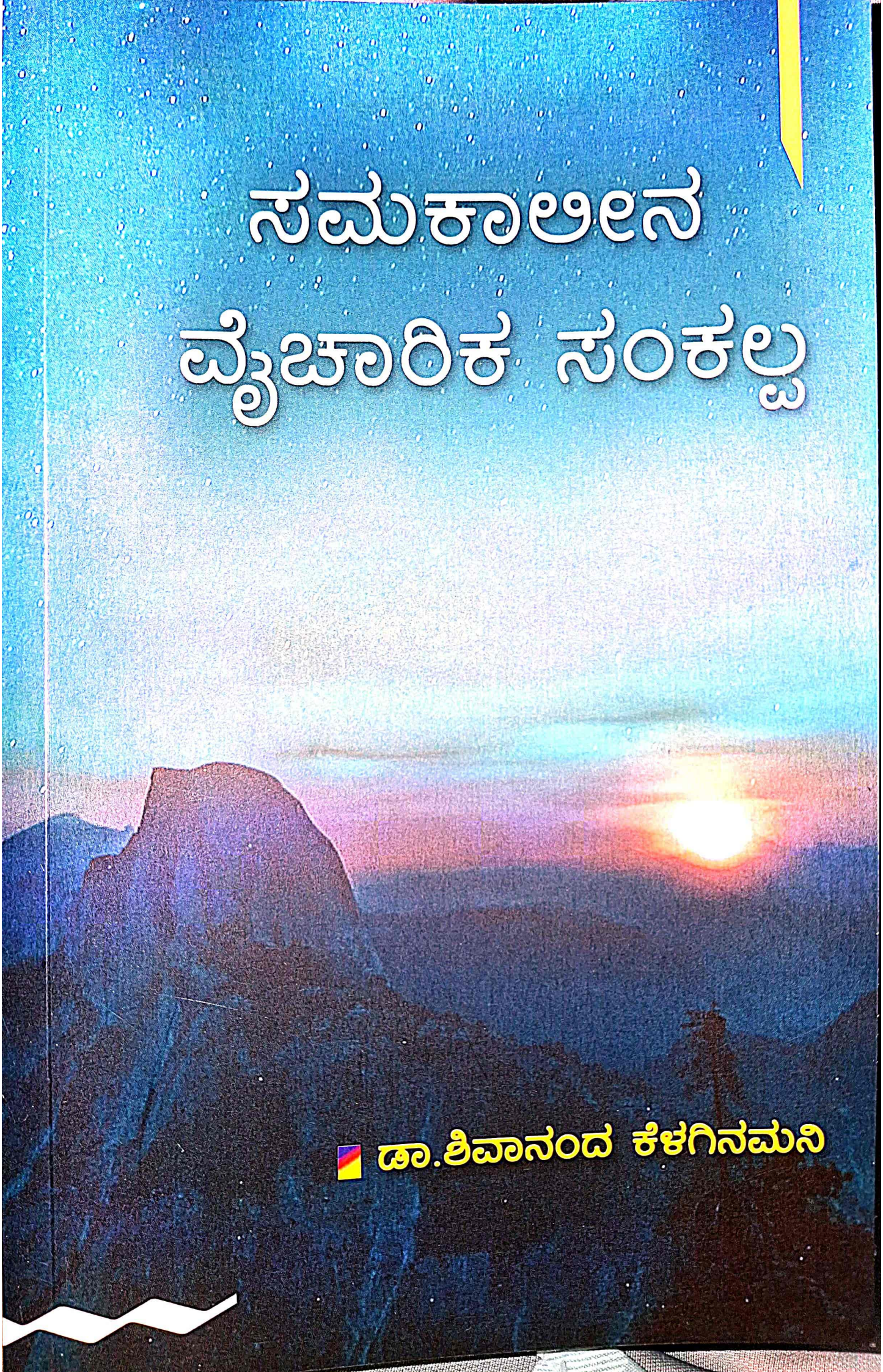
9 789382 095750 50

ಸಮಕಾಲೀನ ವೈಚಾರಿಕ ಸಂಕಲ್ಪ



ಡಾ.ಶಿವಾನಂದ ಕೆಳಗಿನಮನಿ

ಸಮಕಾಲೀನ ಕನ್ನಡ ಸಂಸ್ಕೃತಿ

ಒಂದು : ಯಜಮಾನ ಸಂಸ್ಕೃತಿಯನ್ನು ಮಾನ್ಯ ಮಾಡಿ ಅದನ್ನು ಅನುಕರಣೆ ನಡೆಸಿರುವುದು. ಎರಡು : ಪರಸ್ಪರ ಹೋಲಿಕೆಯಲ್ಲಿ ದೇಸಿ ಸಂಸ್ಕೃತಿಯು ತನ್ನ ಅಂತಃಸತ್ವವನ್ನು ಪರಕೀಯ ಸಂಸ್ಕೃತಿಗೆ ಕಡಿಮೆ ಇಲ್ಲದಂತೆ ತೋರಿಸಿಕೊಳ್ಳುವ ಸಲುವಾಗಿ ವೈಭವೀಕರಿಸಿ ಕೊಂಡಿರುವುದು. ಪರಸಂಸ್ಕೃತಿಯ ಅನುಕರಣೆ ಮತ್ತು ಸಂಸ್ಕೃತಿಯ ವೈಭವೀಕರಣ ಈ ದ್ವಂದ್ವ ಭಾರತದಲ್ಲಿ ೧೯ನೆಯ ಶತಮಾನದ ಉದ್ದಕ್ಕೂ ಪ್ರಕಟ ಗೊಂಡಿದೆ. ಇದರಿಂದಾಗಿಯೇ 'ಪರಸ್ಪರ ಪ್ರಭಾವ' ಎನ್ನುವುದು ಕನ್ನಡ ಬರವಣಿಗೆಯ ಸಂದರ್ಭದಲ್ಲಿ ವ್ಯಾಪಕ ಬಹುಮುಖೀ ಹಾಗೂ ಅತ್ಯಂತ ಸಂಕೀರ್ಣ ಪ್ರಕ್ರಿಯೆಯಾಗಿದೆ. ಇದನ್ನು ಪರಿಪೂರ್ಣ ವಾಗಿ ಅರ್ಥೈಸಿಕೊಳ್ಳುವ ಸಲುವಾಗಿ 'ಉದಾರ ವಾದಿ ಸಾಂಸ್ಕೃತಿಕ ನೆಲೆ' ಎನ್ನುವ ವ್ಯಾಪಕ ಅರ್ಥ ವಿಂಗಡಣೆಯನ್ನು ಕಂಡು ಕೊಳ್ಳಲಾಗಿದೆ. ಅಲ್ಲದೆ ಸಾಂಸ್ಕೃತಿಕ ಅಧ್ಯಯನ ಹಾಗೂ ಸಾಹಿತ್ಯ ಅಧ್ಯಯನ ಇವೆರಡರ ನಡುವೆ ನಿರಂತರ ವಾದ ಕೊಡು-ಕೊಳುಗೆಗಳು ಇವೆ. ಈ ಕೂಡು-ಕೊಳುಗೆ ಯನ್ನು ಸಾಂಸ್ಕೃತಿಕ ಅಧ್ಯಯನವೇ ನಿರ್ದೇಶಿಸಿದೆ. ಕನ್ನಡದಲ್ಲಿ ಸೃಜನಶೀಲ ಕೃತಿಗಳಿಗೆ ಸಂಬಂಧಿಸಿ ದಂತೆ. ಕರ್ನಾಟಕದ ಸಾಂಸ್ಕೃತಿಕ ಸ್ಥಿತಿಯನ್ನು ಹಲವಾರು ವಿದ್ವಾಂಸರು ಚರ್ಚಿಸಿರು ವುದು ವ್ಯಕ್ತವಾಗುತ್ತದೆ. ಅವರು ಚರ್ಚಿಸಿ ರುವ ಎಲ್ಲಾ ವಿವರಗಳನ್ನು ಮರು ಪ್ರಸ್ತಾಪಿಸಿದೆ. ಅವಶ್ಯಕವಾದ ಮಾಹಿತಿಗಳನ್ನು ಮಾತ್ರ 'ವಿಮರ್ಶಾತ್ಮಕ ಸಾಂಸ್ಕೃತಿಕ ನೆಲೆಯ' ನಿರ್ವಚನಕ್ಕೆ ಬಳಸಲಾಗಿದೆ.

– ಪ್ರಕಾಶಕರು

ಪ್ರಕಾಶಕರು
ಶ್ರೀ ಅನ್ನಪೂರ್ಣ ಪ್ರಕಾಶನ
ನಂ: 176, 12ನೇಕ್ರಾಸ್, ಅಗ್ರಹಾರದಾಸರಹಳ್ಳಿ,
ಮಾಗಡಿ ಮುಖ್ಯ ರಸ್ತೆ, ಬೆಂಗಳೂರು -560079

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ಸಕಾಲಿಕ ಸಂಕಥನ

(ವಿಮರ್ಶಾ ಲೇಖನಗಳು)

ಡಾ.ಶಿವಾನಂದ ಕೆಳಗಿನಮನಿ

ಬದುಕಿನ ಸಾಹಿತ್ಯ

ಸಾಹಿತ್ಯಿಕ ಚಿಂತನೆಯ ಮೂಲ ಆಶಯ ಕಲಾತ್ಮಕತೆ ಸಾರ್ವತ್ರಿಕತೆ ಬದ್ಧತೆಯ ಅಂಶಗಳು. ಇಂದು ಆ ವಿಚಾರ ಬದಲಾಗಿದೆ. ಸಾಹಿತ್ಯಿಕ ಪ್ರಜ್ಞೆ 'ಸಾಮಾಜಿಕ ಪ್ರಜ್ಞೆ'ಯಾಗಿ ಹೊಸ ವಿಧಾನವನ್ನು ಕಂಡುಕೊಳ್ಳಲು ಸಾಧ್ಯವಾಗಿದೆ. ಇಂದು ವಿಮರ್ಶೆ ಕೇವಲ ನಿರಾಕರಣೆ ಅಥವಾ ಸಮರ್ಥನೆಯಾಗಿ ಮಾತ್ರ ಉಳಿದಿಲ್ಲ. ಸಮಾಜವನ್ನು ರೂಪಿಸುವ ಮೌಲ್ಯಗಳು ಸಾಹಿತ್ಯವನ್ನು ರೂಪಿಸುವ ಉದ್ದೇಶವನ್ನು ಹೊಂದಿವೆ. ಹಾಗಾಗಿ ಕೃತಿ ಮತ್ತು ವಿಮರ್ಶೆ ಸಾಪೇಕ್ಷವಾದವುಗಳಾಗಿದ್ದು ಪರಸ್ಪರ ಮುಖಾಮುಖಿಯಾಗುತ್ತವೆ, ಮಾತಾಡುತ್ತವೆ, ಮೌನವನ್ನು ಪ್ರಶ್ನಿಸುತ್ತ, ಒಂದರೊಳಗೊಂದು ಬಿಂಬವಾಗಿ ಅನುಗಮನದ ತರ್ಕದ ದಾರಿಯಾಗಿ ಅಂತಿಮವಾಗಿ ಮನುಷ್ಯನ ಗತ್ರ ತಾರ್ಕಿಕ ಅನುಭವದ ಅರಿವಾಗಿ ವ್ಯಕ್ತವಾಗುತ್ತವೆ.

ಇಂಥ ಸಂವಾದಗಳ ನಡೆಸುವುದು ಸಾಧ್ಯವಾಗಿರುವುದು ಇಲ್ಲಿನ ಚಿಂತನ ಪರವಾದ ಲೇಖನಗಳ ಅಭಿವ್ಯಕ್ತಿ ಜಾಗತೀಕರಣದ ತೃತೀಯ ಜಗತ್ತಿನ ಕಡೆ ಪಾಲುತ್ತಿರುವ ಈ ಹೊತ್ತಿನಲ್ಲಿ ವ್ಯಾಪಾರೀಕೃತ ಮನೋಧರ್ಮಗಳು ಇಂದು ನಮ್ಮ ಬದುಕನ್ನು ತಲ್ಲಣಗೊಳಿಸುತ್ತಿವೆ. ನಿಯಂತ್ರಿಸುತ್ತಿವೆ. ನಾವೇ ನಮ್ಮ ತನವನ್ನು ಕಳೆದುಕೊಂಡು ಆರ್ಥಿಕ ರಾಜಕೀಯ ಭದ್ರತೆಯ ಹೆಸರಲ್ಲಿ ಬಲಿಷ್ಠರ ಅಡಿಯಾಳಾಗುತ್ತಿದ್ದೇವೆ. ಯಾಂತ್ರೀಕರಣ, ನಗರೀಕರಣ ಹೆಚ್ಚಾಗತೊಡಗಿ ವಿದ್ಯಾಭ್ಯಾಸ ಪಡೆದವರೆಲ್ಲ ಹಳ್ಳಿಗಳನ್ನು ತ್ಯಜಿಸಿ ಪಟ್ಟಣದ ಕಡೆಗೆ ವಲಸೆ ಹೋಗುತ್ತಿರುವ ಬದುಕಿನ ಕ್ರಮವನ್ನು ಜೀವನ ಕ್ರಮದೊಡನೆ ಹೋಲಿಸಿದಾಗ ಇಂದಿನ ಪರಿಸರದ ಪ್ರಭಾವ ಸಾಹಿತ್ಯಿಕ ಬರಹ ಮತ್ತು ಚಿಂತನೆಯ ಮೇಲು ಯಾವ ಪರಿಣಾಮ ಉಂಟು ಮಾಡಬಲ್ಲದು ಎಂಬ ಹಿನ್ನಲೆಯಲ್ಲಿ ನಮ್ಮ ಚಿಂತನೆ ಬರಹಗಳು ರೂಪ ಗೊಳ್ಳುತ್ತಿವೆ.

ಶ್ರೀ ಅನ್ನಪೂರ್ಣ ಪಬ್ಲಿಷರ್ಸ್ ಅಂಡ್ ಡಿಸ್ಟ್ರಿಬ್ಯೂಟರ್ಸ್
ನಂ:1ತ3, ಭಾರತೀಪುರ, ನೋಂಪುರ ಹೋಬಳಿ
ಬಿಲ್ಲನಕೋಟೆ ಅಂಚೆ, ನೆಲಮಂಗಲತಾಲ್ಲೂಕು
ಬೆಂಗಳೂರು ಗ್ರಾ.ಜಿಲ್ಲೆ-562111

ISBN 8194763628-2
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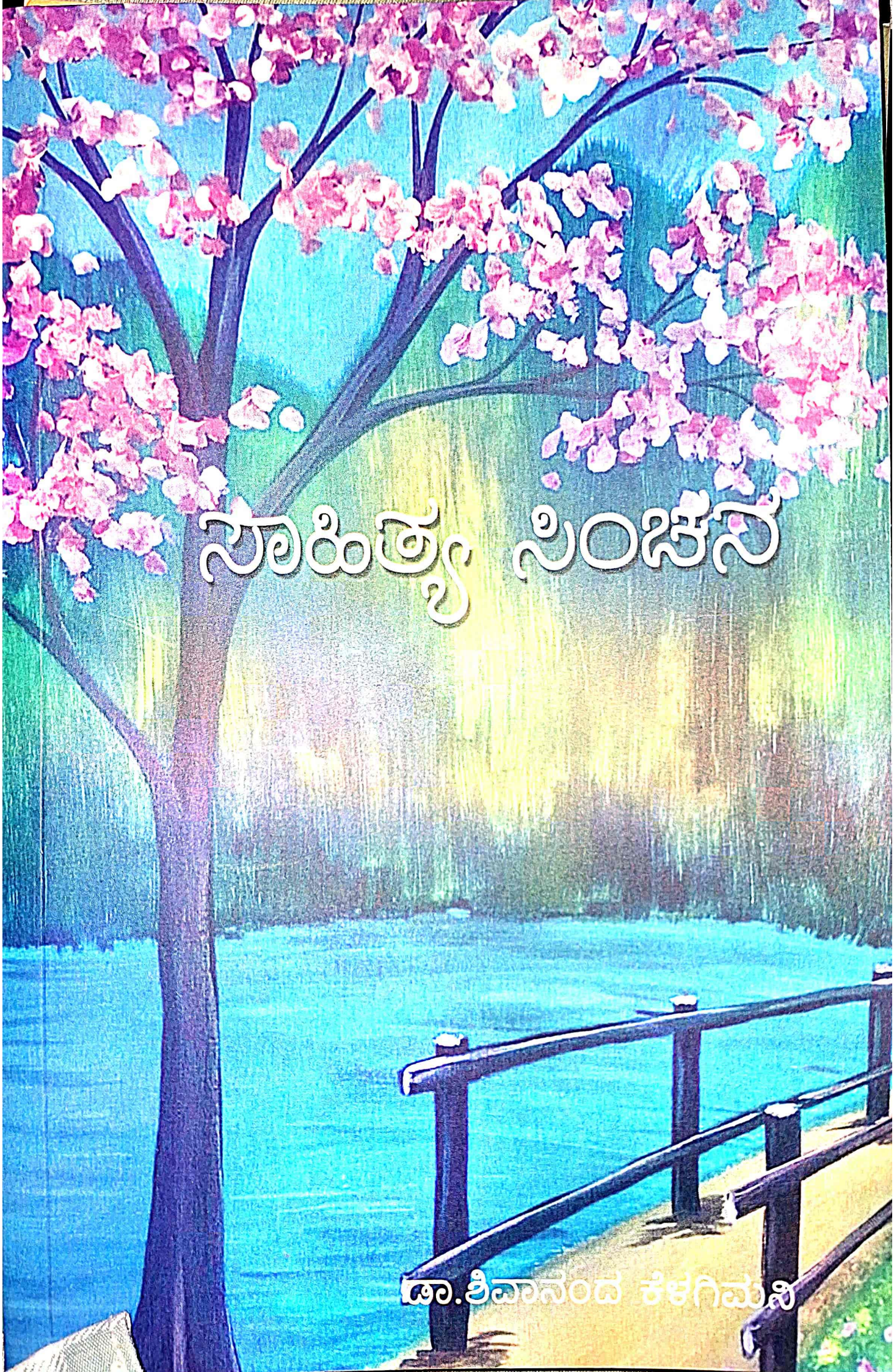
ಏಕಾಂಕ ಸಂಕಥನ

(ವಿಮರ್ಶಾ ಲೇಖನಗಳು)

ಡಾ.ಶಿವಾನಂದ ಕೆಳಗಿನಮನಿ


ಸಾಹಿತ್ಯ ಸಿಂಚನ
ಡಾ.ಶಿವಾನಂದ ಕೆಳಗಿಮನಿ

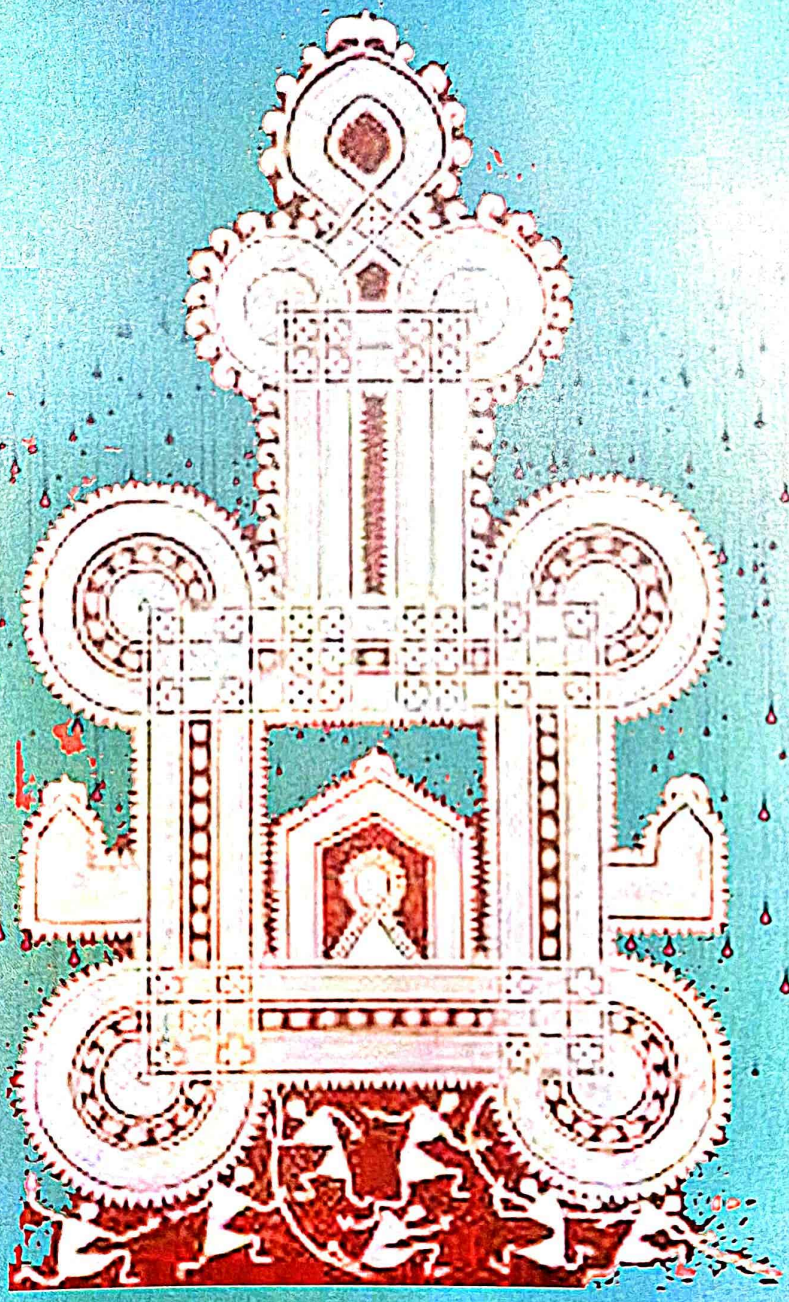
ಸಾಹಿತ್ಯಿಕ ಚಿಂತನೆಯ ಮೂಲ ಆಶಯ ಕಲಾತ್ಮಕತೆ ಸಾರ್ವತ್ರಿಕತೆ ಬದ್ಧತೆಯ ಅಂಶಗಳು. ಇಂದು ಆ ವಿಚಾರ ಬದಲಾಗಿದೆ. ಸಾಹಿತ್ಯಿಕ ಪ್ರಜ್ಞೆ 'ಸಾಮಾಜಿಕ ಪ್ರಜ್ಞೆ'ಯಾಗಿ ಹೊಸ ವಿಧಾನವನ್ನು ಕಂಡುಕೊಳ್ಳಲು ಸಾಧ್ಯವಾಗಿದೆ. ಇಂದು ವಿಮರ್ಶೆ ಕೇವಲ ನಿರಾಕರಣೆ ಅಥವಾ ಸಮರ್ಥನೆಯಾಗಿ ಮಾತ್ರ ಉಳಿದಿಲ್ಲ. ಸಮಾಜವನ್ನು ರೂಪಿಸುವ ಮೌಲ್ಯಗಳು ಸಾಹಿತ್ಯವನ್ನು ರೂಪಿಸುವ ಉದ್ದೇಶವನ್ನು ಹೊಂದಿವೆ. ಹಾಗಾಗಿ ಕೃತಿ ಮತ್ತು ವಿಮರ್ಶೆ ಸಾಪೇಕ್ಷವಾದವುಗಳಾಗಿದ್ದು ಪರಸ್ಪರ ಮುಖಾಮುಖಿಯಾಗುತ್ತವೆ, ಮಾತಾಡುತ್ತವೆ. ಮೌನವನ್ನು ಪ್ರಶ್ನಿಸುತ್ತ, ಒಂದರೊಳಗೊಂದು ಬಿಂಬವಾಗಿ ಅನುಗಮನದ ತರ್ಕದ ದಾರಿಯಾಗಿ ಅಂತಿಮವಾಗಿ ಮನುಷ್ಯನ ಗತಿ ತಾರ್ಕಿಕ ಅನುಭವದ ಅರಿವಾಗಿ ವ್ಯಕ್ತವಾಗುತ್ತವೆ.

ಇಂಥ ಸಂವಾದಗಳ ನೆಲೆಯಲ್ಲಿ ಸಾಧ್ಯವಾಗಿರುವುದು ಇಲ್ಲಿನ ಚಿಂತನ ಪರವಾದ ಲೇಖನಗಳ ಅಭಿವ್ಯಕ್ತಿ, ಜಾಗತೀಕರಣದ ತೃತೀಯ ಜಗತ್ತಿನ ಕಡೆ ವಾಲುತ್ತಿರುವ ಈ ಹೊತ್ತಿನಲ್ಲಿ ವ್ಯಾಪಾರೀಕೃತ ಮನೋಧರ್ಮಗಳು ಇಂದು ನಮ್ಮ ಬದುಕನ್ನು ತಲ್ಲಣಗೊಳಿಸುತ್ತಿವೆ, ನಿಯಂತ್ರಿಸುತ್ತಿವೆ. ನಾವೇ ನಮ್ಮ ತನವನ್ನು ಕಳೆದುಕೊಂಡು ಆರ್ಥಿಕ ರಾಜಕೀಯ ಭದ್ರತೆಯ ಹೆಸರಲ್ಲಿ ಬಲಿಷ್ಠರ ಅಡಿಯಾಳಾಗುತ್ತಿದ್ದೇವೆ. ಯಾಂತ್ರೀಕರಣ, ನಗರೀಕರಣ ಹೆಚ್ಚಾಗತೊಡಗಿ ವಿದ್ಯಾಭ್ಯಾಸ ಪಡೆದವರೆಲ್ಲ ಹಳ್ಳಿಗಳನ್ನು ತ್ಯಜಿಸಿ ಪಟ್ಟಣದ ಕಡೆಗೆ ವಲಸೆ ಹೋಗುತ್ತಿರುವ ಬದುಕಿನ ಕ್ರಮವನ್ನು ಜೀವನ ಕ್ರಮದೊಡನೆ ಹೋಲಿಸಿದಾಗ ಇಂದಿನ ಪರಿಸರದ ಪ್ರಭಾವ ಸಾಹಿತ್ಯಿಕ ಬರಹ ಮತ್ತು ಚಿಂತನೆಯ ಮೇಲು ಯಾವ ಪರಿಣಾಮ ಉಂಟುಮಾಡಬಲ್ಲದು ಎಂಬ ಹಿನ್ನಲೆಯಲ್ಲಿ ನಮ್ಮ ಚಿಂತನೆ ಬರಹಗಳು ರೂಪಗೊಳ್ಳುತ್ತಿವೆ.

– ಪ್ರಕಾಶಕರು

ಪ್ರಕಾಶಕರು
ಅನ್ನಪೂರ್ಣ ಪಬ್ಲಿಷಿಂಗ್ ಹೌಸ್
#176, 12ನೇ ಮುಖ್ಯರಸ್ತೆ, ಅಗ್ರಹಾರ ದಾಸರಹಳ್ಳಿ,
ಮಾಗಡಿ ಮುಖ್ಯರಸ್ತೆ, ಬೆಂಗಳೂರು - 560079

ಕೆಳವರ್ಗದ ವಚನಕಾರರ ಸಾಂಸ್ಕೃತಿಕ ಪ್ರತಿನಿಧೀಕರಣ



ಡಾ. ಶಿವಾನಂದ ಕೆಳಗಿನಮನಿ

ಜಾಗತೀಕರಣ ಮತ್ತು ಕನ್ನಡ ಸಾಂಸ್ಕೃತಿಕ ಅಧ್ಯಯನ

ಒಂದು : ಯಜಮಾನ ಸಂಸ್ಕೃತಿಯನ್ನು ಮಾನ್ಯ ಮಾಡಿ ಅದನ್ನು ಅನುಕರಣೆ ನಡೆಸಿರುವುದು. ಎರಡು : ಪರಸ್ಪರ ಹೋಲಿಕೆಯಲ್ಲಿ ದೇಸಿ ಸಂಸ್ಕೃತಿಯು ತನ್ನ ಅಂತಃಸತ್ವವನ್ನು ಪರಕೀಯ ಸಂಸ್ಕೃತಿಗೆ ಕಡಿಮೆ ಇಲ್ಲದಂತೆ ತೋರಿಸಿಕೊಳ್ಳುವ ಸಲುವಾಗಿ ವೈಭವೀಕರಿಸಿ ಕೊಂಡಿರುವುದು. ಪರಸಂಸ್ಕೃತಿಯ ಅನುಕರಣೆ ಮತ್ತು ಸಂಸ್ಕೃತಿಯ ವೈಭವೀಕರಣ ಈ ದ್ವಂದ್ವ ಭಾರತದಲ್ಲಿ 19ನೆಯ ಶತಮಾನದ ಉದ್ದಕ್ಕೂ ಪ್ರಕಟಗೊಂಡಿದೆ. ಇದರಿಂದಾಗಿಯೇ 'ಪರಸ್ಪರ ಪ್ರಭಾವ' ಎನ್ನುವುದು ಕನ್ನಡ ಬರವಣಿಗೆಯ ಸಂದರ್ಭದಲ್ಲಿ ವ್ಯಾಪಕ ಬಹುಮುಖೀ ಹಾಗೂ ಅತ್ಯಂತ ಸಂಕೀರ್ಣ ಪ್ರಕ್ರಿಯೆಯಾಗಿದೆ. ಇದನ್ನು ಪರಿಪೂರ್ಣವಾಗಿ ಅರ್ಥೈಸಿಕೊಳ್ಳುವ ಸಲುವಾಗಿ 'ಉದಾರ ವಾದಿ ಸಾಂಸ್ಕೃತಿಕ ನೆಲೆ' ಎನ್ನುವ ವ್ಯಾಪಕ ಅರ್ಥ ವಿಂಗಡಣೆಯನ್ನು ಕಂಡುಕೊಳ್ಳಲಾಗಿದೆ. ಅಲ್ಲದೆ ಸಾಂಸ್ಕೃತಿಕ ಅಧ್ಯಯನ ಹಾಗೂ ಸಾಹಿತ್ಯ ಅಧ್ಯಯನ ಇವೆರಡರ ನಡುವೆ ನಿರಂತರವಾದ ಕೊಡು ಕೊಳ್ಳುಕೆಗಳು ಇವೆ. ಈ ಕೊಡುಕೊಳ್ಳುಕೆಯನ್ನು ಸಾಂಸ್ಕೃತಿಕ ಅಧ್ಯಯನವೇ ನಿರ್ದೇಶಿಸಿದೆ. ಕನ್ನಡದಲ್ಲಿ ಸೃಜನಶೀಲ ಕೃತಿಗಳಿಗೆ ಸಂಬಂಧಿಸಿದಂತೆ. ಕರ್ನಾಟಕದ ಸಾಂಸ್ಕೃತಿಕ ಸ್ಥಿತಿಯನ್ನು ಹಲವಾರು ವಿದ್ವಾಂಸರು ಚರ್ಚಿಸಿರುವುದು ವ್ಯಕ್ತವಾಗು ತ್ತದೆ. ಅವರು ಚರ್ಚಿಸಿರುವ ಎಲ್ಲಾ ವಿವರಗಳನ್ನು ಮರುಪ್ರಸ್ತಾಪಿಸಿದೆ. ಅವಶ್ಯಕವಾದ ಮಾಹಿತಿಗಳನ್ನು ಮಾತ್ರ 'ವಿಮರ್ಶಾತ್ಮಕ ಸಾಂಸ್ಕೃತಿಕ ನೆಲೆಯ' ನಿರ್ವಚನಕ್ಕೆ ಬಳಸಲಾಗಿದೆ.

– ಪ್ರಕಾಶಕರು

ಪ್ರಕಾಶಕರು
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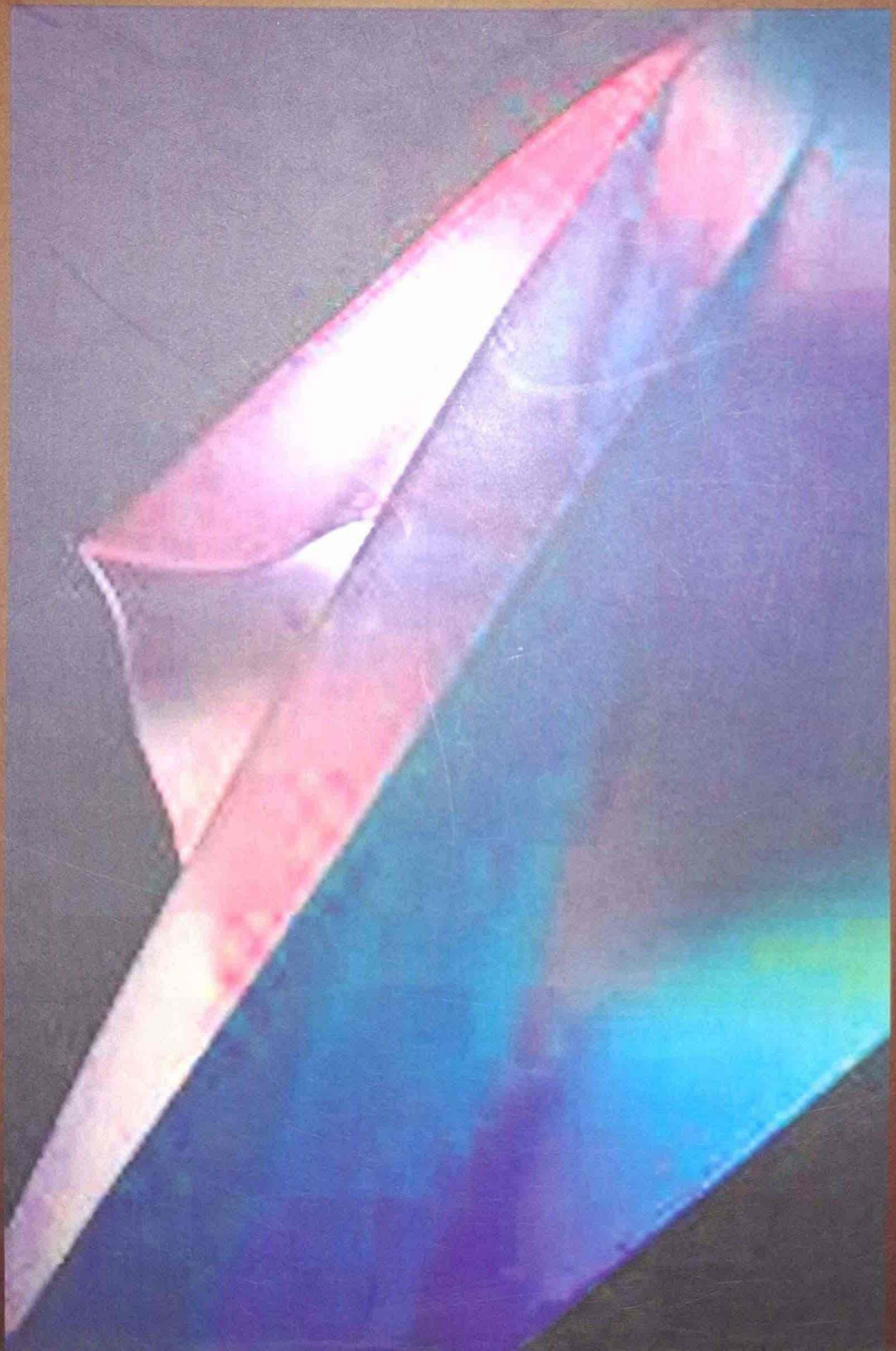
9 788195 864935 35

ಸಾಹಿತ್ಯ ಸಂಸ್ಕೃತಿ ಸಂಕಥನ

ಡಾ.ಶಿವಾನಂದ ಕೆಳಗಿನಮನಿ



ಒಂದು :ಯಜಮಾನ ಸಂಸ್ಕೃತಿಯನ್ನು ಮಾನ್ಯ ಮಾಡಿ ಅದನ್ನು ಅನುಕರಣೆ ನಡೆಸಿರುವುದು. ಎರಡು : ಪರಸ್ಪರ ಹೋಲಿಕೆಯಲ್ಲಿ ದೇಸಿ ಸಂಸ್ಕೃತಿಯು ತನ್ನ ಅಂತಃಸತ್ವವನ್ನು ಪರಕೀಯ ಸಂಸ್ಕೃತಿಗೆ ಕಡಿಮೆ ಇಲ್ಲದಂತೆ ತೋರಿಸಿಕೊಳ್ಳುವ ಸಲುವಾಗಿ ವೈಭವೀಕರಿಸಿ ಕೊಂಡಿರುವುದು. ಪರಸಂಸ್ಕೃತಿಯ ಅನುಕರಣೆ ಮತ್ತು ಸಂಸ್ಕೃತಿಯ ವೈಭವೀಕರಣ ಈ ದ್ವಂದ್ವ ಭಾರತದಲ್ಲಿ 19ನೆಯ ಶತಮಾನದ ಉದ್ದಕ್ಕೂ ಪ್ರಕಟಗೊಂಡಿದೆ. ಇದರಿಂದಾಗಿಯೇ 'ಪರಸ್ಪರ ಪ್ರಭಾವ' ಎನ್ನುವುದು ಕನ್ನಡ ಬರವಣಿಗೆಯ ಸಂದರ್ಭದಲ್ಲಿ ವ್ಯಾಪಕ ಬಹುಮುಖೀ ಹಾಗೂ ಅತ್ಯಂತ ಸಂಕೀರ್ಣ ಪ್ರಕ್ರಿಯೆಯಾಗಿದೆ. ಇದನ್ನು ಪರಿಪೂರ್ಣವಾಗಿ ಅರ್ಥೈಸಿಕೊಳ್ಳುವ ಸಲುವಾಗಿ 'ಉದಾರವಾದಿ ಸಾಂಸ್ಕೃತಿಕ ನೆಲೆ' ಎನ್ನುವ ವ್ಯಾಪಕ ಅರ್ಥ ವಿಂಗಡಣೆಯನ್ನು ಕಂಡುಕೊಳ್ಳಲಾಗಿದೆ. ಅಲ್ಲದೆ ಸಾಂಸ್ಕೃತಿಕ ಅಧ್ಯಯನ ಹಾಗೂ ಸಾಹಿತ್ಯ ಅಧ್ಯಯನ ಇವೆರಡರ ನಡುವೆ ನಿರಂತರವಾದ ಕೊಡು-ಕೊಳುಗೆಗಳು ಇವೆ. ಈ ಕೊಡು-ಕೊಳುಗೆಯನ್ನು ಸಾಂಸ್ಕೃತಿಕ ಅಧ್ಯಯನವೇ ನಿರ್ದೇಶಿಸಿದೆ. ಕನ್ನಡದಲ್ಲಿ ಸೃಜನಶೀಲ ಕೃತಿಗಳಿಗೆ ಸಂಬಂಧಿಸಿದಂತೆ. ಕರ್ನಾಟಕದ ಸಾಂಸ್ಕೃತಿಕ ಸ್ಥಿತಿಯನ್ನು ಹಲವಾರು ವಿದ್ವಾಂಸರು ಚರ್ಚಿಸಿರುವುದು ವ್ಯಕ್ತವಾಗುತ್ತದೆ. ಅವರು ಚರ್ಚಿಸಿರುವ ಎಲ್ಲಾ ವಿವರಗಳನ್ನು ಮರು ಪ್ರಸ್ತಾಪಿಸಿದೆ. ಅವಶ್ಯಕವಾದ ಮಾಹಿತಿಗಳನ್ನು ಮಾತ್ರ 'ವಿಮರ್ಶಾತ್ಮಕ ಸಾಂಸ್ಕೃತಿಕ ನೆಲೆಯ' ನಿರ್ವಚನಕ್ಕೆ ಬಳಸಲಾಗಿದೆ.

– ಪ್ರಕಾಶಕರು

ಪ್ರಕಾಶಕರು
ಶ್ರೀ ಅನ್ನಪೂರ್ಣ ಪ್ರಕಾಶನ
ನಂ: 176, 12ನೇಕ್ರಾಸ್, ಅಗ್ರಹಾರದಾಸರಹಳ್ಳಿ,
ಮಾಗಡಿ ಮುಖ್ಯ ರಸ್ತೆ, ಬೆಂಗಳೂರು -560079

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Anti-Mycotoxin Strategies for Food and Feed

Edited by
Deepa Nagaraju
Sreenivasa Marikunte Yanjarappa
Premila N. Achar
Angel Medina Vaya

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10

Innovative Strategies in the Control of T-2 and HT-2 Toxins in Food and Feed

Thippeswamy Basaiah, Ankita B. Nayak, and Sowmya H. Veeranna

Department of Post-Graduate Studies and Research in Microbiology Jnanasahyadri, Kuvempu University, Shivamogga, Karnataka, India

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Abstract

Mycotoxins are widespread pollutants of food and feed that are created by certain fungi and have an impact on the well-being and productivity of farm animals. Particularly intriguing are the naturally occurring, extremely poisonous type A trichothecene (T-2) toxin and its deacetylated counterpart, HT-2 toxin, which are readily broken down in both acidic and alkaline environments. High quantities of T-2 and HT2 mycotoxins, which can cause hemorrhages and impair immunological function, are produced by *Fusarium langsethiae* in grains. Due to the global cultivation of commercially necessary crops, this is a significant public health concern. A promising, efficient, and affordable method for reducing mycotoxigenic fungus and

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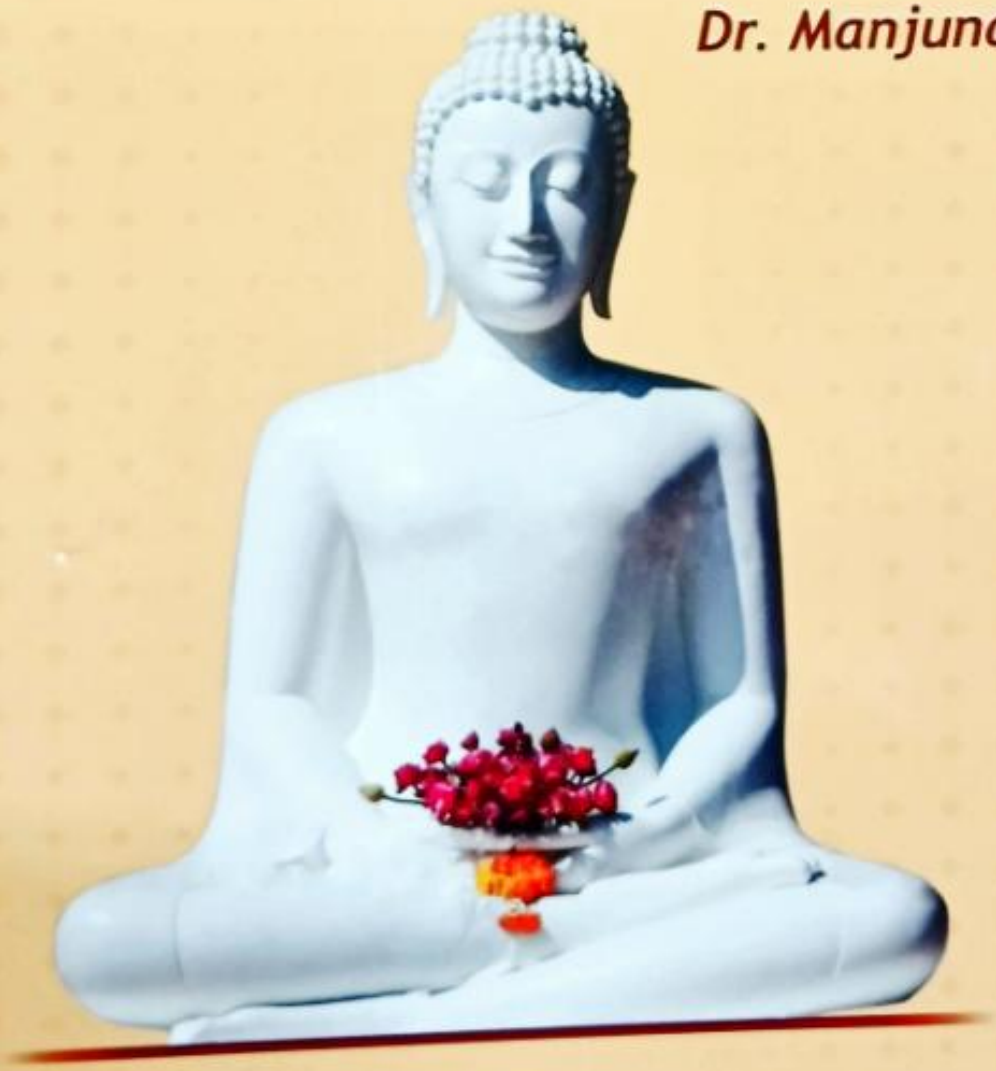
Precepts in Management of Human Resources in Contemporary Business Units

Dr. Manjunath K.R.



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management of finance in panchayatraj institutions

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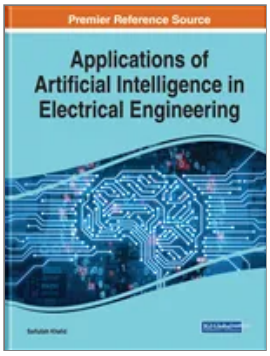

Comparative Study of Stereo Correspondence Techniques for Underwater Images

Prabhakar C. J.

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Abstract

The aim of the chapter is to provide an overview of the computer vision techniques involved in stereo correspondence of underwater images, which is one of the important steps in the 3D reconstruction of underwater objects and scenes. The author provide briefly the various categories of techniques for 3D reconstruction of objects. Also, the author provides steps involved in the 3D reconstruction of objects using stereo vision technique, particularly, more focused on stereo correspondence step and its techniques available in the literature. Further, they present some of the local and global stereo correspondence methods employed for underwater stereo images with simulation results. Finally, the author presents a visual comparison of local and global stereo correspondence techniques employed for underwater stereo images.

Chapter Preview

Top

Introduction

3D reconstruction is the process of capturing the shape and appearance of real objects. The form that this representation takes is very much defined by the methods and algorithms utilized. Any given reconstruction implementation is also explicitly tied to the available input data. Techniques and workflow vary significantly between different approaches, causing difficulties categorizing some developments; however, prior work from Seitz et al. (1998) has gone some way to creating a taxonomy of 3D reconstruction algorithms. The 3D reconstruction framework discussed within this section is loosely based on this work and specifically their categorization of the fundamental building blocks of such a system. Figure 1 shows the taxonomy of shape acquisition methods.

Figure 1. Short taxonomy of shape acquisition methods
978-1-7998-2718-4.ch013.f01(https://igiprodst.blob.core.windows.net:443/source-content/9781799827184_237832/978-1-7998-2718-4.ch013.f01.png?sv=2015-12-11&sr=c&sig=HNrs8b5kcEczDFZ9egscuzm1Z49CBEJu4yIWeAsygR0%3D&se=2020-05-04T17%3A26%3A10Z&sp=r)

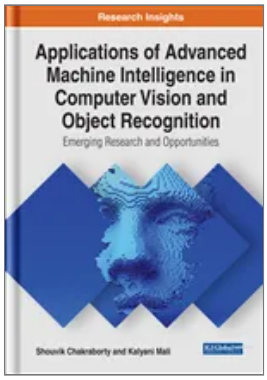
Top

Acquisition By Contact

Acquisition by contact is performed by touching the object surface on each relevant side with an ad-hoc instrument. These instruments are quite slow and cannot be used on some typology of objects. Moreover, they do not provide information on object appearance.

Acquisition Without Contact

Acquisition without contact is performed by indirect techniques based on a certain energy source. The returned signal is measured by the use of digital cameras or special sensors. In this class, optical and laser technologies are the most used. The optical technologies again can be divided into passive or active. The last one (called also active sensing systems) can acquire data very fast and accurately: these are the reasons why they are the most popular existing technologies.



Segmentation-Free Word Spotting in Handwritten Documents Using Scale Space Co-HoG Feature Descriptors

Prabhakar C. J.

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Abstract

In this chapter, the author present a segmentation-free-based word spotting method for handwritten documents using Scale Space co-occurrence histograms of oriented gradients (Co-HOG) feature descriptor. The chapter begin with introduction to word spotting, its challenges, and applications. It is followed by review of the existing techniques for word spotting in handwritten documents. The literature survey reveals that segmentation-based word spotting methods usually need a layout analysis step for word segmentation, and any segmentation errors can affect the subsequent word representations and matching steps. Hence, in order to overcome the drawbacks of segmentation-based methods, the author proposed segmentation-free word spotting using Scale Space Co-HOG feature descriptor. The proposed method is evaluated using mean Average Precision (mAP) through experimentation conducted on popular datasets such as GW and IAM. The performance of the proposed method is compared with existing state-of-the-segmentation and segmentation-free methods, and there is a considerable increase in accuracy.

Chapter Preview

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Introduction

There is a huge amount of information in libraries and institutions all over the world in the form of books, documents and in other conventional methods. We need to be digitized in order to preserve and for efficient searching and browsing of information for different applications. In order to create digital libraries, thousands of digitized documents have to be transcribed (George, N, et al., 2006). Optical Character Recognition (OCR) is first used to transcribe documents where image-based documents are converted into ASCII format through automatic recognition. The automatic recognition by OCR system achieves best performance for modern high-quality printed documents with simple layouts and known fonts. The performance of OCR is very poor for handwritten text due to various challenges posed by handwritten text such as unconstrained writing styles, open vocabulary and paper degradation such as stains, ancient fonts, and faded ink.

To overcome the aforementioned limitations of OCR, the Document Image Analysis (DIA) community has developed a technique called as word spotting. Word spotting is a technique for recognition and retrieval of words in any form of document images. Word spotting can be defined as process aimed at locating and retrieving a particular word from a document image collection. The main objective of word spotting systems is to propose methods that show high accuracy, high speed and work on any language with minimum preprocessing steps. A word spotting method requires a collection of documents/document corpus and an input element is a query word. The output of word spotting method is spotting and retrieval of documents or sub images that are similar to the query word. Figure 1 illustrates a general architecture of word spotting method where the whole procedure is divided in an offline and an online phase. In the offline stage, a set of features are extracted from either word images, or text lines or whole document pages which are then represented by feature vectors. In the online phase, a user formulates a query either by selecting an actual example from the collection or by typing an ASCII text word. Then matching process is applied to these representations in order to obtain a similarity score which yields a ranking list of results according to their similarity with the query.

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Chapter 13
Comparative Study of Stereo Correspondence Techniques for Underwater Images

Prabhakar C. J.
Kuvempu University, India

ABSTRACT

The aim of the chapter is to provide an overview of the computer vision techniques involved in stereo correspondence of underwater images, which is one of the important steps in the 3D reconstruction of underwater objects and scenes. The author provide briefly the various categories of techniques for 3D reconstruction of objects. Also, the author provides steps involved in the 3D reconstruction of objects using stereo vision technique, particularly, more focused on stereo correspondence step and its techniques available in the literature. Further, they present some of the local and global stereo correspondence methods employed for underwater stereo images with simulation results. Finally, the author presents a visual comparison of local and global stereo correspondence techniques employed for underwater stereo images.

INTRODUCTION

3D reconstruction is the process of capturing the shape and appearance of real objects. The form that this representation takes is very much defined by the methods and algorithms utilized. Any given reconstruction implementation is also explicitly tied to the available input data. Techniques and workflow vary significantly between different approaches, causing difficulties categorizing some developments; however, prior work from Seitz et al. (1998) has gone some way to creating a taxonomy of 3D reconstruction algorithms. The 3D reconstruction framework discussed within this section is loosely based on this work and specifically their categorization of the fundamental building blocks of such a system. Figure 1 shows the taxonomy of shape acquisition methods.

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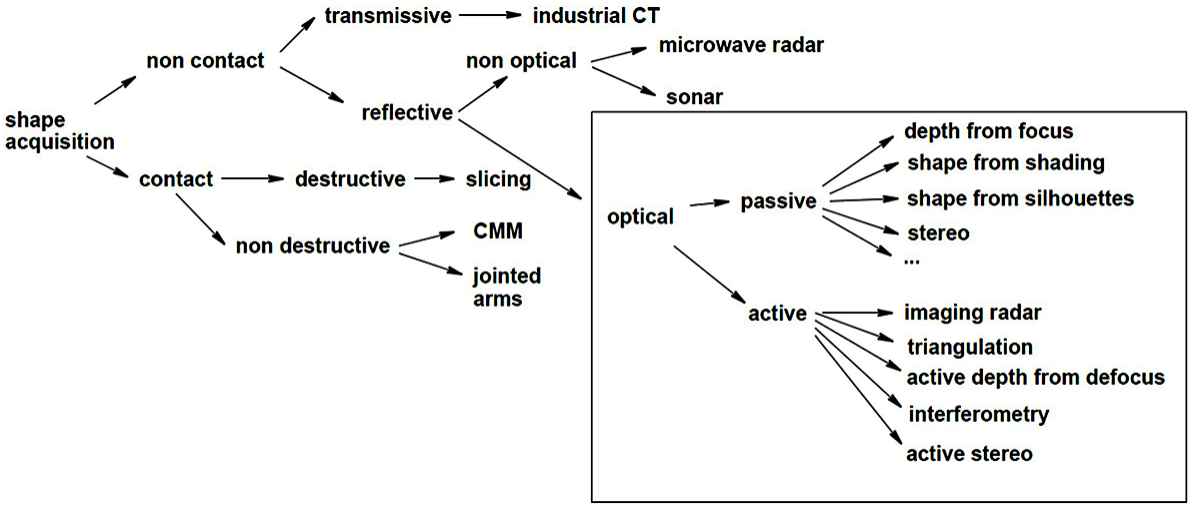
Figure 1. Short taxonomy of shape acquisition methods



ACQUISITION BY CONTACT

Acquisition by contact is performed by touching the object surface on each relevant side with an ad-hoc instrument. These instruments are quite slow and cannot be used on some typology of objects. Moreover, they do not provide information on object appearance.

Acquisition Without Contact

Acquisition without contact is performed by indirect techniques based on a certain energy source. The returned signal is measured by the use of digital cameras or special sensors. In this class, optical and laser technologies are the most used. The optical technologies again can be divided into passive or active. The last one (called also active sensing systems) can acquire data very fast and accurately: these are the reasons why they are the most popular existing technologies.

Active Optical Systems

Active optical systems are constituted by a source and a sensor, where the source emits a certain illuminant pattern, and the sensor acquires returned marks reflected by the object surface.

Passive Optical Systems

Passive optical systems are, in general, based (i) on the acquisition of many RGB images taken from various points, (ii) on the reconstruction of an object by contours and, (iii) on the integration of such contours for the reconstruction of the model 3D. These systems determine the object coordinates only by the use of the information contained in the acquired images (for example, photogrammetry and acquisition by silhouette). They are extremely economical, simple to use, and produce a complete model; on the contrary, the quality and accuracy of the produced model can be quite low.

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Chapter 9
Segmentation-Free Word Spotting in Handwritten Documents Using Scale Space Co-HoG Feature Descriptors

Prabhakar C. J.
Kuvempu University, India

ABSTRACT

In this chapter, the author present a segmentation-free-based word spotting method for handwritten documents using Scale Space co-occurrence histograms of oriented gradients (Co-HOG) feature descriptor. The chapter begin with introduction to word spotting, its challenges, and applications. It is followed by review of the existing techniques for word spotting in handwritten documents. The literature survey reveals that segmentation-based word spotting methods usually need a layout analysis step for word segmentation, and any segmentation errors can affect the subsequent word representations and matching steps. Hence, in order to overcome the drawbacks of segmentation-based methods, the author proposed segmentation-free word spotting using Scale Space Co-HOG feature descriptor. The proposed method is evaluated using mean Average Precision (mAP) through experimentation conducted on popular datasets such as GW and IAM. The performance of the proposed method is compared with existing state-of-the-segmentation and segmentation-free methods, and there is a considerable increase in accuracy.

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INTRODUCTION

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CHALLENGES POSED BY WORD SPOTTING PROBLEM

The word spotting in handwritten documents is not completely solved due to various challenges posed by handwritten documents and the challenges involved in handwritten documents are:

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Deep learning approach for scenario-based abnormality detection

Suresha, M. ; **Kuppa, S.** ; **Raghu Kumar, D. S.**

Chapter 11 discusses the application of deep learning for abnormality detection in videos. Two different stages are analyzed, in the first stage understanding and labeling video clips based on their semantic content is studied. In the second stage, videos are identified based on normal and abnormal behavior. The authors also provide a review on popular competition and benchmarks, which helps to evaluate the growth of this vibrant security domain.

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DYNAMICS OF BUSINESS

Trends and Transformations In Commerce and Management

- Vishal Verma
- Krishna Kumar Kanoujiya
- Dr. Pradeep Chaurasiya

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A Study On M - Banking Services With Special Reference To Shivamogga City

~ *Mr. Rudramuni P B*[1] *& Prof. S. Venkatesh*[2]

Abstract:

The present research paper attempted to examine the satisfaction level of customers towards M-Banking services in Shivamogga City. The relevant primary data was collected from respondents through a structured questionnaire. The current research is explorative cum descriptive in nature, on the other hand, the researcher employed a convenient sampling technique to collect the data from 112 sample respondents. Descriptive statistics and a chi-square test is used for data analysis purposes.

The study reveals that the majority of the respondents in the study area were satisfied with the M-Banking services. On the opposite side testing of the hypothesis shows that the satisfaction level of customers about mobile banking services provided by the banks is very high.

Keywords: *M- Banking, Internet Banking, Innovative Products, Banks*

Introduction:

Banks were considered the backbone of the financial system of any nation and played a vital role in the economic development of a nation. They act as intermediaries in channeling funds from surplus units to deficit units to the proper utilization of the funds. Banking has occupied an important position in our commercial world. India's banking system is a robust one and is classified into commercial banks and cooperative credit institutions. Commercial banks include scheduled commercial banks (SCBs) and non-scheduled commercial banks. SCBs are further classified into public sector banks (PSBs), private banks, foreign banks, and regional rural banks (RRBs). Co-operative credit institutions include the various co-operative banks.

The Concept:

Innovation represents the adoption of a new idea, process, product, or service, developed internally or acquired from the external environment. Innovative banking is been viewed as a cost reduction and convenient channel by the customer and banks. It saves time and there is no geographical boundaries to it, bank customer residing in India can have their bank transaction worldwide through information and communication technology. The innovative banking has changed drastically the way banking transactions and service delivery is carried out by the banks in India. Information and communication technology has transformed the product delivery channels of banks in such a way that they sell their banking products to

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customers by using the internet. Several innovative technologies include NEFT, RTGS, Online Marketing, ATM, Mobile banking, Fund transfer, etc.,

The Status:
In the Modern world innovation in banking products and services provides the country's economic development and it's GDP. Innovation is necessary for all banks to improve their business activities and maintain a good relationship with their customer. Every bank should give more priority to research and development activity for improving innovation in banking products and services. Currently bank offers innovative products and services to retain its existing customers as well as to attract new customers.

Statement Of the Problem:
In the modern world, the Banking industry is no longer confined to the physical branches. If a customer wishes to transfer the money, they need not to go a bank branch. Through the help of mobile banking and Internet banking, they can avail the banking services with a single click. These innovative banking services reduce time consumption. Innovative banking services have their own merits and demerits. Nowadays hackers can steal (tackle) banking information, which effects on the security of the banks and customers' details.

Research Gap:
An overview of literature states that a number of studies have been undertaken related to innovation in banking products and services in Karnataka, India and abroad. In India most of these studies were conducted by the central and state governments and private bodies. However, a few studies have been conducted in Karnataka that focused only on the awareness level, and utilization status of the respondents of services provided by the banks. However, there is no evidence that any of the earlier research has not studied the object and scope of the topic which is chosen in this present study. Therefore, keeping this in view, the present research has been taken up to study the current knowledge and awareness level of products and services to the customers and to find out the satisfaction level of the customers towards the new technology offered by the banks

Objective of the Study:
The primary objective of the study is to examine the Satisfaction of customers towards M-Banking Services offered by the bank.

Hypothesis Of the Study:
H_0: Satisfaction level among customers about Mobile banking services provided by the banks is very low.
H_1: Satisfaction level among customers about Mobile banking services provided by the banks is very high

Research Methodology:
The following section covers the research methodology of the present research paper. It includes research Design, source of data, sampling, and statistical tools and techniques.

Research Design:
The study is explorative cum descriptive in nature. It is exploratory in the sense that, earlier few studies have focused preferably on evaluating the performance of the banking sector towards innovations in their product and services. The present study is also descriptive because the researcher has attempted to describe the current scenario of the banking products and services, utilization status, and satisfaction level of customers towards services given by the banks, focusing on the customers in Shivamogga City.

Sources of Data:
The required information was collected from two important sources namely primary and secondary data.

a. **Collection of Primary data**
Primary data was collected from the bank customers who reside in Shivamogga district by distributing a well-structured questionnaire.
b. **Collection of Secondary data**
The secondary data was collected from various secondary data sources such as articles, magazines, policy documents, survey reports, journals, etc.,

Sampling:

- **Sample size**: A sample of 112 respondents has been considered for the present research.
- **Sampling techniques**: A convenient sampling technique was used to gather the primary data.

Statistical tools and techniques:
The collected information from various sources was analyzed and interpreted with the help of SPSS software. The Statistical analysis used percentages, tables, Chi-Square test, and Descriptive Statistics.

Result and Discussions

Table No. 1 –Satisfaction with technology usage in Mobile banking services

Sl. No.	Factors	Highly dissatisfied (%)	Dissatisfied (%)	Neutral (%)	Satisfied (%)	Highly satisfied (%)	Total
1.	Reward point status	7 (6.3)	9 (8.0)	31 (27.7)	45 (40.2)	20 (17.9)	112
2.	Prepaid Mobile Recharge	5 (4.5)	6 (5.4)	19 (17.0)	63 (56.3)	19 (17.0)	112
3.	SMS alerts	2 (1.8)	11 (9.8)	18 (16.1)	62 (55.4)	19 (17.0)	112

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4.	Transactio n Status	0 (0.0)	9 (8.0)	11 (9.8)	73 (65.2)	19 (17.0)	112
5.	Expensive	2 (1.8)	13 (11.6)	35 (31.3)	51 (45.5)	11 (9.8)	112

Source: Survey data

The above table analyzes the satisfaction of respondents concerning technology used in mobile banking services. The result shows that out of 112 respondents, 14.3% are not satisfied and 85.8% are satisfied with the reward given by mobile banking, 9.9% are not satisfied and 90.3% are satisfied with the prepaid mobile recharge facility, 11.6% are not satisfied and 88.5% are satisfied with the SMS alerts about specific information to the bank services/new products, 8.0% are not satisfied and 92.0% are satisfied with the transaction status in mobile banking,13.4% are not satisfied and 86.6% are satisfied with the cost incurred for the mobile banking service.

Testing of Hypothesis

H_0: "Satisfaction level among customers about Mobile banking services provided by the banks is very low"

H_1: "Satisfaction level among customers about Mobile banking services provided by the banks is very high"

Table No. 2. - Overall Satisfaction level among customers about Mobile banking services provided by the banks
One sample t test (n=112, df=111)

Variable	Mean	Mean Difference	Std. Deviation	Std. Error Mean	t	Sig. (2-tailed) *	Decision made (Null)
Satisfaction level among customers about mobile banking services	3.69	0.695	0.918	0.086	8.246	.000	**Rejected**
Test Value = 3, *at 95 percent Confidence Interval							

Source: SPSS output

The above table shows descriptive statistics for the variables "Satisfaction level among customers about mobile banking services", including the number of cases (112), mean (3.69), Standard deviation (0.918), and standard error (0.086). Along with descriptive statistics, the results show the significance test. The mean difference (0.695) is the difference between the observed sample mean (3.69) and the test value (3). The result of the t-test shows that t=8.246, with 111(n-1) degrees of freedom ("df"). The two-tailed *p*-value for this result is considered statistically insignificant if the *p*-value is more than the chosen alpha level (0.05).

In this case, the *p*-value is less than 0.05, so the result is considered statistically significant the null hypothesis is rejected and the alternative hypothesis is accepted. Thus, the satisfaction level of customers about mobile banking services provided by the banks is very high".

Conclusion:

The present study concluded that innovation in banking products and services gives more opportunities to the growth of the banking sector and also the country's economic development. The new technologies in the banking sector provide a greater number of job opportunities and it reduces the time and cost incurred for the transaction of the banks. It provides more knowledge about the new things adopted in the banking sector.

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BEYOND BOUNDARIES:

EXPLORING THE SYNERGIES OF INTERDISCIPLINARY RESEARCH

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18.Environmental Accounting Practices in India – A Perception Analysis

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Abstract

The present research paper focuses on perception analysis of Environmental Accounting Practices in India. The study is descriptive in nature, Convenient sampling technique adopted and Chi-square test has been adopted to test the research hypothesis. The study found that there is a significant relationship between education qualification and awareness with respect to environmental accounting.

Key words: Environment, Accounting, Green Accounting

Introduction

Environmental accounting is a broad phrase that refers to the dissemination of environmental performance data to stakeholders within as well as outside of an organization. These principles define environmental accounting as striving for equitable growth, preserving positive connections with the community, and promoting successful and effective preservation initiatives. With the rapid path of industrialization for financial and economic growth, the question has arisen. The issue of environmental responsibility in conjunction with sustainable

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growth has given rise to a fresh and active accounting profession known as environmental accounting. Environmental accounting, often known as green accounting, is a novel accounting method that captures the costs and benefits provided by the ecosystem as the primary business concern. Environmental accounting is another name for green accounting. Green accounting is also known as natural resource accounting.

Statement of the Problem

The environmental disaster is currently an international problem. The notion of equitable growth is slowly gaining traction in numerous nations around the globe, including India, where society recognizes the importance of environmental prerequisites for economic prosperity. Accounting is not just limited to the past record of monetary performance; it is today recognized as one of society's most significant functions. The environmental function of corporate sectors that are accountable for their economic actions on the environment is becoming increasingly clear. Business actions have social and ecological consequences in addition to monetary and manufacturing outcomes. There is no single method to present or interpret these difficulties.

Objectives of the Study

1) To identify the issues related to Environmental Accounting.
2) To Assess the level of knowledge regarding Environmental Accounting.

Hypothesis of the Study

1) H0: There is no significant relationship between educational qualification and theLevel of knowledge of

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respondents regarding Environmental Accounting.

H1: There is a significant relationship between educational qualification and theLevel of knowledge of respondents regarding Environmental Accounting.

Scope of the study

The present research investigation is limited to determining the degree of knowledge or awareness of environmental accounting. Graduates from commerce and Management programs such as B.com, M.com, MBA, and BBA, as well as pupils from professional programs such as CA, CS, and CMA, are taken into account for this purpose, in addition to faculty from the Commerce and Management departments at different institutions in Karnataka State.

Research Methodology

The current study is solely descriptive in nature, since it analyses and summarizes data on Environmental Accounting Practices in India. Study based on both primary and secondary data, primary data has been collected by distributing structured questionnaire and secondary data has been collected from books, journals and others. The researcher has employed convenient sampling technique to choose the 115-sample size. Simple percentage and chi-square statistical tests has been used.

Major issues related to Environmental Accounting

i. There is no universal accounting approach.
ii. It is impossible to compare two enterprises or countries if the accounting procedure is different, which is pretty evident.
iii. Input for Environmental Accounting is difficult to obtain since environmental costs and benefits are not clearly quantifiable.

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iv. Many businesses and governments, even large and well-managed ones, do not sufficiently measure energy and material usage, or the cost of inefficient material use, waste management, and other associated concerns. As a result, many organizations grossly underestimate the cost of poor environmental performance to their organization.

v. It primarily examines internal company costs and ignores societal costs.

vi. it is a lengthy process, completing with its assistance is difficult.

vii. Environmental Accounting is unable to operate alone, it must be integrated with financial accounting, which is a difficult task.

Results and Discussion

Table No. 1 Gender Wise Classification of the respondents

Gender		Frequency	Percentage
	Female	73	63.5
	Male	42	36.5
	Total	**115**	**100.0**

Source: Primary Data

The above table shows the gender-wise classification of the respondents. Among 115 respondents, 63.5% (73) are female 36.5% (42) are male. Hence, it can be said that most of the respondents are female.

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Table No. 2. Educational qualification wise classification of the respondents

Educational Qualification	Frequency	Percentage
B.com	37	32.2
BBA	8	7.0
M.com	29	25.2
MBA	29	25.2
CA/CS/CMA	9	7.8
Ph.D.	3	2.6
Total	**115**	**100.0**

Source: Primary Data

The above table shows the classification of the respondents based on their educational qualifications. Among 115 respondents, 37 (32.3%) are B.com graduates, 8 (7.0%) are BBA graduates, 29(25.2%) are M.com graduates, 29 (25.2%) are MBA graduates, 9 (7.8%) are from professionalcourses like CA/CS/CMA and remaining 3 (2.6%) are Ph.D. holders. Hence it can be concludedthat the majority of the respondents are B.com graduates.

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Table No. 3 Educational qualification and the level of knowledge of respondents about Environmental Accounting

Educational Qualifications		Level of knowledge			Total
		High	Medium	Low	
Qualification	B.com	2 (1.74%)	19 (16.52%)	16 13.91%	37 (32.17%)
	BBA	0 (0.00%)	7 (6.09%)	1 (0.87%)	8 (6.96%)
	M.com	3 (2.61%)	21 (18.26%)	5 (4.35%)	29 (25.22%)
	MBA	0 (0.00%)	21 (18.26%)	8 (6.96%)	29 (25.22%)
	CA/CS/CMA	5 (4.35%)	4 (3.48%)	0 (0.00%)	9 (7.82%)
	Ph.D.	2 (1.74%)	1 (0.87%)	0 (0.00%)	3 (2.61%)
Total		11 (9.56%)	74 (64.34%)	30 (26.08%)	115 (100%)

Source: Primary Data

The above table depicts the education qualification and level of knowledge of respondents about environmental accounting. The Majority of the B. Com (19), BBA (7), M. Com (21), MBA (21) graduates have medium Knowledge of environmental accounting, on the other hand, CA/CS/CMA (5) and Ph.D. (2) holders have high knowledge of environmental accounting.

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Testing of Hypothesis

Table No. 4 Chi-Square Test

Pearson Chi – Square	Calculated Chi – Square Value	Degree of Freedom	Table Value	Remarks
Educational Qualification	37.447	10	18.31	Rejected

Significant at 5% level

It is observed from the above table that the calculated chi-square value is 37.447 which is greaterthan the table value (18.31). The result is significant at 5% level. Hence the null hypothesis (H0)is rejected and the alternative hypothesis (H1) is accepted.

From the analysis, it can be concluded that there is a significant relationship between Educational Qualification and the level of knowledge of the respondents regarding Environmental Accounting.

Conclusion

To limit or reduce pollution, many countries are striving towards a sustainable economy, which means serving the requirements of the present generation without compromising the needs of future generations. In order to protect the environment, industries are currently focusing on manufacturing eco-friendly products and spending more on energy conservation measures. Furthermore, many developed countries have made significant progress in implementing environmental accounting, and it is now a mandated obligation under government regulatory standards. However, accounting for natural resources does not exist in India due to the lack of environmental accounting rules,

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and reporting of environmental information is also very low in industrialized countries. To address this, there is a critical requirement for the government, accounting professionals, non-governmental organizations (NGOs), or environmental organizations to take the lead in developing environmental standards, as well as periodic environmental regulations from proper regulatory organizations (central and state) for environmental protection activities and reporting and accounting of such information.

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AUGMENTED INTELLIGENCE:

DEEP LEARNING, MACHINE LEARNING, COGNITIVE COMPUTING, EDUCATIONAL DATA MINING

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Educational Data Mining

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PREFACE

Augmented intelligence is an alternate approach to artificial intelligence (AI), which emphasizes on AI's assistive role, underlining the fact that cognitive technology is intended to improve human intelligence instead of replacing it. It enhances human skills of reasoning in a robotic system or software, including expectancy, educational Mining, and problem solving, recollection & sequencing, and decision-making capabilities. With the collaboration of Machine Learning, Deep Learning and Cognitive Computing it can be highly implemented technologies in the near future. It can overcome the human limitations that hinder effective research. This AI layer complements knowledge workers' efforts and allows them to essentially automate or drastically reduce the time devoted to low-value tasks, while focusing more on higher impact issues. Augmented Intelligence can eliminate time-consuming tasks, freeing up teams to focus on higher value analysis.

There are many research problems which are NP-Complete. Being a research fellow, one has to provide an optimal solution to the hard-to-solve problems in different sectors of optimization problems. For such needs, this book will give helpful insight while identifying problem statements and then the idea to develop time-optimal strategies for such unresolved issues. This book is also helpful to write articles on various issues which involve Augmented Intelligence based on ML, DL, Cognitive Computing and its various applications in real life scenario. They can grab the opportunity from this book to devolve some new algorithms, models, patents based on Augmented Intelligence to design more robust, efficient, accurate models.

This book will be able to define the model which supports Knowledge Discovery, educational model design, self-learned system, logical reasoning, virtual learning, social network analysis, *etc*.

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CHAPTER 1

Integrating Educational Data Mining in Augmented Reality Virtual Learning Environment

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Abstract: Virtual learning environments have become an essential tool, incorporated in learning activities in educational institutions and individuals' homes, especially during the COVID-19 pandemic. Digital devices provide the platform for the learning environment, but learning sometimes becomes passive and boring. Augmented reality provides learners with the needed motivation, engagement, thereby boosting the learner's activity within the virtual learning environment. It augments the traditional learning materials with 3D objects, animations, audio and visual elements, which offer better interactivity for a rich learning experience.

This study aims to give an overview of the development of an augmented reality system to provide a virtual learning environment that delivers a more engaging and motivating lesson, story and experience. The study incorporates Scrum methodology, an agile software development practice that uses small increments called sprints to develop the virtual learning environment in several usable modules. The study also discusses the software tools, Blender and Unity 3D, to develop 3D models and the augmented reality modules for the virtual learning environment. The system uses image targets as markers to project 3D objects to augment the images from the traditional learning materials and offer a better visual experience. The development incorporates features of Educational Data Mining to optimise users' learning styles and learning experiences. This chapter will demonstrate augmented reality technologies to implement a virtual learning environment that will offer an interactive and engaging learning experience.

Keywords: Augmented Reality, Agile Development, Educational Data Mining, Virtual Learning Environment.

1.1. INTRODUCTION

The educational system has gone through several technological incorporations over the years. Educational institutions have transformed the teaching and learning process, resulting in progressive consequences [1].

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Despite its limitations, the traditional classroom remains an essential aspect of education. Both instructors and learners still value the face-to-face model of teaching.

Virtual learning environment have become an essential tool incorporated in learning activities in educational institutions and individuals' homes, especially during the COVID-19 pandemic. Schools were closed down, and the management of these institutions resorted to virtual class sessions to continue teaching when it did not seem like the pandemic would soon be over.

Some institutions utilised live teaching sessions; students log in to online video conferencing and collaborative systems to watch and listen to their instructors delivering lectures. These systems provide features for questions *via* chat or using the device's microphone, just like students raising hands to ask questions in class. Others instead use recorded class sessions (audio or video) and make them available online for students to watch online or download to their devices and watch offline. Such systems provide discussion forums to encourage peer discussions with the instructor to moderate the questions and comments posted.

Digital devices provide the platform for the learning environment, but learning sometimes becomes passive and boring. Students usually watch or listen to these sessions while getting distracted and find themselves doing other activities alongside. Augmented reality provides learners with the needed motivation, engagement, thereby boosting the learner's activity within the virtual learning environment. It augments the traditional learning materials with 3D objects, animations, audio and visual elements, which offer better interactivity for a rich teaching and learning experience for both instructors and learners.

1.2. VIRTUAL LEARNING ENVIRONMENTS (VLE)

Virtual learning environments usually comprise resources and tools used within a network-connected computer systems environment. A wired or wireless network shares information among the connected systems. The information includes text, image, video and audio files shared among various stakeholders in the virtual learning environments, running on the internet or an institutional intranet. Such networks also allow communication between students and their instructors within the virtual learning environments. The communication could be synchronous, occurring simultaneously from both nodes, or asynchronous, occurring at different times based on the time schedules of the users. Virtual learning environments provide the platform within the educational infrastructure to accommodate all these functionalities [2].

The educational sector has embraced virtual learning environments to promote information and content sharing and communication among students and instructors [1]. Studies have shown that peer interaction and collaborative learning activities are essential for a virtual learning environment in education. A virtual learning environment provides the platform for students to collaborate individually or in groups to learn and work on activities and projects without being physically around each other. Virtual learning environments deliver content in various formats and allow students to apply different strategies in the learning process. Students can use learning materials based on preference and suitability. They can revisit previous content and control the pace of learning at their convenience [2].

Learning environments come with a focus on the delivered content. Virtual learning environments are built-in with features, activities and content to support the engagement and interactivity of learners and create an immersed state within the VLE [3].

The development and implementation of a virtual learning environment should focus on its content and the presentation to the students. Students have varied learning styles; some prefer reading text, others listen to audio files, and others watch video demonstrations. A properly structured virtual learning environment will provide the necessary resources for students to access learning materials in the format they are convenient with, and they should have the option of switching between different formats of the same content [4].

Several studies have recommended features and functionalities that should be present in a virtual learning environment [4 - 7]. An implemented system might not have all these features (Fig. **1**) deployed. However, all of these have unique functionalities that will make a virtual learning environment provide an outstanding teaching and learning experience for both instructors and students and all other necessary stakeholders.

1.3. AUGMENTED REALITY (AR)

Augmented reality technology offers a richer augmentation to information by including virtual objects implanted into images; the virtual objects come in various forms – text, images, audio, video, animation, 3D models. Augmented reality gives an illusion of the objects within the same physical environment [8 - 10]. Augmented reality uses virtual objects displayed in a real-world physical environment to provide an enhanced experience.

Some studies on augmented reality evidence the enriched teaching and learning experience AR provides to its users [11].

CHAPTER 2

Brain and Computer Interface

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Abstract: Brain-computer interfaces (BCIs) are defined as the science and technology of devices and systems responding to neural processes in the brain that generate motor movements and to cognitive processes (*e.g*., memory) that modify motor movements. Advances in neuroscience, computational technology, component miniaturization, the biocompatibility of materials, and sensor technology have led to the much-improved feasibility of useful BCIs. Brain-Computer Interface can be developed by engineers, neuroscientists, physical scientists, and behavioral and social scientists as a team effort. A study on brain computers (BCI) discusses how the brain and external systems interact. In intrusive systems, electrodes are implanted in the cortex; in non-invasive systems, they are mounted on the scalp and use electroencephalography or electrocorticography to monitor neuronal activity. The BCI systems can be generally ranked based on the location of the electrodes used for detecting and measuring neurons in the brain. This WTEC report was intended to compile and reveal to government decision-makers and the scientific community the information on global developments and patterns in BCI research. The design of hardware, device architecture, functional electrical stimulation, non-invasive systems of communication, academic and industrial cognitive and emotional neuroprosthesis has been discussed in this chapter. The purpose of the present chapter is to review the current sensor technologies used for invasive and non-invasive BCI approaches throughout North America, Europe, and Asia. We have visited and/or interacted with key laboratories with expertise in these areas. Although not completely comprehensive, this chapter gives an overview of the major sensor technologies being developed for potential BCI applications.

Keywords: Cortex, CNS tissue, ECoG strips, Electrode cap, Electrocorticography, Emotional neuro-prostheses, EEG signals, Etching technique, Geometric electrodes, Invasive, Integrated chip, Micro-heater, Multi-electrodes, Non-invasive, Neurosurgical technology, Neuronal map, Polyimide microelectrode, Sensor technology, Sensor Technology, Silicon-based Electrodes.

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2.1. INTRODUCTION

This chapter offers a description of the sensors in the brain-computer interface technology (BCI) data set. We divide sensor technology into two fundamental categories for this chapter. First of all, we speak about "invasive" technologies, including brain implantation surgical techniques involving mostly the multi-electrode recording of microelectrode arrays inserted directly into the brain to test single-cell action potential. The key subject of this chapter is a big growth market for sensor technology [1]. We should point out that this technology has not been approved for the trials on human beings [2]. Furthermore, observations of subduing or epidural stripes of electrode arrays that monitor cortical potential [3], which is somewhat similar to EEG recordings on the skull surface, will be addressed, as this is the main use of these intrusive electrodes for human epilepsy surgery [4]. However, the development of other BCI applications may be improved. Secondly, the "nonspecific" technologies are discussed, involving mainly "Wet" silver (Ag) or gold (Au) multi-electrode EEG registration arrays of pull electrodes that are mounted on the surface of the crane to monitor EEG operation. These electrodes come from a variety of sources online, but relatively little development has occurred in this field [5]. We warn that "non-invasive," scalp-invasive, BCI-technology applications are often used acutely and can become more invasive for people at home or at work. Further advancement of technologies in this field will be addressed briefly.

2.2. WHAT IS BCI?

The term "BCI" has been popularized and was first published by UCLA professor Jacques Vidal. Vidal is well known in peer-reviewed arts as the scientist of BCIs [6]. A brain-computer interface is an effective communication interaction between the external device and the central nervous system, also known as a mind-machine interface [7], that circumvents the use of encapsulation. This travels through the cortex straight to the device instead of from the cortex to the finger on the keyboard by the musculoskeletal mechanism [8].

Brain interface devices shown in these times need deliberate thinking, although potential implementations will work smoothly [9]. sThe old method to BCI, which required the implantation of a mechanical device in the brain, and it seemed to monitor as a genetic component of the body, is being replaced by current, in-depth information on non-invasive BCI. BCIs are built to increase the sensory-motor or human cognitive processes, support them or restore them. This incorporates electrical engineering, information science, biomedical and neurosurgical technology [10].

2.3. BCI SENSOR WORLD OVERVIEW

The bulk of European BCI sciences include “non-invasive” sensor technology [11], *i.e*., multi-electrode recording from EEG electrode arrays on the skull floor [12, 13]. This sensor technology has seen very little development and needs to be greatly improved [14]. In Europe, several BCI sites are capable of delivering sensing devices, which may help advance the production of “invasive” sensor technology [15].

Brain-machine interfaces (BMI) [18], while they are designed to solve the same problem, are substantially different from BCIs, expressing the purpose of a subject in robotic orders [16]. BCI acts in a manner that is understood to equate with actions but is diffusing and unspecified with the macroscopic brain function (mostly EEG) [17]. BCI has already achieved progress and is ready for patients to use, building on accessible EEG research and machine learning techniques details [19, 20].

2.4. HISTORY OF IMPLANTABLE ELECTRODES

CNS history of implantation of electrodes dates back to Hess' early work with original feline implants in the 1930s' [21]. In the 1970s, however, implantable electrodes saw a more recent adaptation. The development of 50 μm tungsten microwire arrays was recorded by Selman and Bach in the early 1970s in the electrophysiological records and the early 1980ies by Chapin & Woodward (1986). In essence, many laboratories use this type of technology for more frequent single-unit recordings and many animal BCI applications. The accurate monitoring and functionality of individual wires for electrode recording sites are some of the difficulties with multi-wire arrays [22].

Wise and Angell developed the principle of the use of integrated chip (IC) technology to improve the microelectrodes from 1970 to 1975 [23]. In the next several years, various articles were written; Bement Standard wire electrode works were ground breaking in the 1980s, varying in diameter, with a duration exposed of up to 1 mm, from 13 to 200 μm [24]. Fig. (**2.1**) provides an illustration of a high-density array of embedded micro disk for recording up to 128 wires in spontaneously movement mice. Wire electrode is widely used by rats, primates, animals, and late monitoring purposes [25].

CHAPTER 3

Potential Use of Tree-based Tools for Chemometric Analysis of Infrared Spectra

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Abstract: One of the most elegant and versatile techniques of machine learning is the decision tree. The decision tree is a simple tool to predict and explain the relationship between the object and the target value, recursively partitioning the input space. Tree ensembles such as random forest and gradient boosting trees significantly improve the predictive power of supervised models based on tree weak predictors. In a random forest, the generalized error that is included in the model prediction is dependent on the correlation strength between the trees and the individual predictors' quality. The random selection of features in each node split is at the core of random forest, which makes it as effective as other complex machine learning techniques while having a lower computational cost, which is appealing in the analysis of large data matrices such as those generated by infrared spectroscopy because most analysts do not have computers with high processing capacity for implementing those complex models. Also, techniques based on the decision tree are more robust to noise, which is preferable for the analysis of trace level contaminants. In this chapter, we present the techniques based on decision trees and apply them to solve problems related to classification, regression, and feature selection in spectra obtained experimentally and provided by public repositories. Comparisons of the performance obtained with techniques based on the decision tree in relation to other chemometric tools are also performed.

Keywords: Analytical screening, ATR, CART, Chemometrics, Data mining, Discriminant analysis, Decision trees, Feature selection, FTIR, Gradient boosting machines, Machine learning, Non-parametric models, Non-Linearity, Neural Networks, NIR, Predictive models, Supervised learning, Random forest, Regression, Supervised learning, Validation.

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3.1. INTRODUCTION

The association of spectroscopy and multivariate calibration methods has enabled the analysis of complex spectra of multicomponent systems. Therefore, it has been used in a wide variety of regression methods [1]. The application of new pattern recognition algorithms, such as methods based on decision trees, has grown in recent years due to its advantages and ability to solve complex problems for the purposes of classification and calibration [2]. Decision tree models, capable of modeling linear and non-linear relationships, stand out among the various regression methods for being easy to understand, fast and non-parametric [1].

To improve the predictive performance of the decision tree, a large number of tree-based algorithms have been developed, such as decision forests [3]. The use of decision tree-based methods has become popular in a wide variety of areas [4], for example, food quality and authenticity, metabolomics and ecology [2].

The best-known decision tree method is the Classification and Regression Tree (CART). CART is a binary tree representation capable of describing the relationships between dependent (numerical or categorical) and independent variables with sufficient precision [5]. It is a supervised non-parametric technique used for the purposes of classification and regression [6]. CART is an algorithm used in local linear and non-linear adjustment with categorical (classification) or continuous (regression) variables. This algorithm is used in the random forest (RF) as a tree growth algorithm [1].

The decision forest method best known is the Random Forest (RF) [7]. RF consists of a group of unadjusted decision trees that grow by a bootstrap sampling of training data and random selection of variables [1]. RF has become popular due to the simplicity of training and adjustment parameters and due to the ability to deal with complex non-linear systems [8].

Gradient Boosted Trees (GBT) is another ensemble-based method used to reduce the error of 'weak' predictors as decision trees by repeatedly running and recalibrating the weights [9]. The GBT algorithm can be combined with several machine learning methods promoting an improvement in the accuracy of the prediction results. In addition, the GBT algorithm adds the advantages of having a low degree of overfitting and good generalization performance [10].

In this chapter, we presented some tree-based techniques as CART and random forest (for more details regarding other tools based on decision trees, the study of James *et al*. can be referred to [11]) and applied them to solve problems related to classification, regression and feature selection in FTIR spectra obtained

experimentally and provided by public repositories. The performance of the applied decision tree-based techniques was compared to the performance of other chemometric tools.

3.2. DECISION TREES (DT)

Typically used in classification operations, decision trees are elegant machine learning tools that are based on a decision model that express conditional control instructions. Decision trees generate rectangular subsets, A_j, recursively partitioning the data set, one X attribute at a time, making inferable decisions at each step. All trees start from a root node, from which all other nodes will originate. A node with outgoing edges is called a test or internal node. The rest, which originate from the branches and find their end, are called leaves or decision nodes. In operation, each internal node divides the attribute space into a predetermined number of sub-spaces, according to a discrete function. The number of branches varies according to the complexity of the tree.

Each internal node contains an attribute being tested, and, especially in the classification trees, each leaf represents a different class. Also, it is common for the leaves to have a vector of continuous values that informs the probability that the target value is predicted with certain accuracy [12]. The instances are, therefore, classified from the root to the leaves, as shown in Fig. (**3.1**).

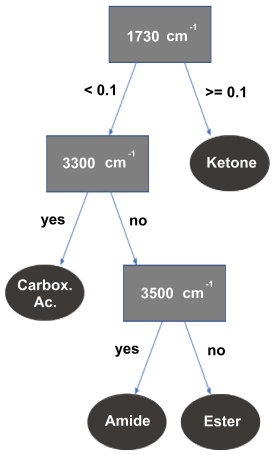

Fig. (3.1). Example of a decision tree using spectral information.

In Fig. (**3.1**), the internal nodes were represented by rectangles and the leaves by ellipses. The first internal node in the series is the root. It is interesting to note that

CHAPTER 4

Applications of Deep Learning in Medical Engineering

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Abstract: As a result of considerable breakthroughs in the field of artificial intelligence, deep learning has achieved exceptional success in resolving issues.This work brings forth a historical overview of deep learning and neural networks and further discusses its applications in the domain of medical engineerings - such as detection of brain tumours, sleep apnea, arrhythmia detection, *etc*.

One of the most important and mysterious organs of our body is the brain. Like any other organ, our brain may suffer from various life-threatening diseases like brain tumours which can be malignant or benign. Analysis of the brain MRI images by applying convolution neural networks or artificial neural networks can automate this process by classifying these images into various types of tumours. A faster and more effective method can be provided by this method for detecting the disease at a key stage from where recovery is possible.

Sleep apnea is a sleeping disorder involving irregular breathing. The brain detects a sudden decrease in the level of oxygen and sends a signal to wake the person up while he is sleeping. Cardiac arrhythmia refers to a group of conditions that causes the heart to beat irregularly, too slowly, or too quickly, *e.g*., atrial fibrillation. Deep learning along with bio-medical signal and audio processing techniques on respiratory sound datasets and ECG datasets have huge potential in the detection of these diseases. Deep learning outperforms the existing detection algorithms and a good amount of effort on feature engineering, augmentation techniques, and building effective filters can get a high accuracy result.

Keywords: Artificial intelligence, Artificial neural networks, Atrial fibrillation, Automation, Audio processing, Brain tumours, Bio-medical signal processing, Cardiac arrythmia, Convolution neural networks, Deep learning, ECG, EEG, Feature engineering, Machine learning, MRI imaging, Neural networks, Optimization, Signal processing, Signal analysis, Sleep apnea.

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4.1. HISTORICAL OVERVIEW OF DEEP LEARNING

4.1.1. Machine Learning

Machine learning can be defined as methods used to make a computer learn and automate various tasks without being explicitly programmed [1]. Tom Mitchell provides a modern definition of machine learning. "A computer program is said to learn from experience E with respect to some class of tasks T and performance measure P, if its performance at Tasks T, as measured by P, improves with experience E." These methods or algorithms work on the data, learn important features from that data, and then apply these learned features to make important decisions to new sets of data. For example, machine learning algorithms are used in online music streaming services or video streaming services to make a recommendation to its users based on the user's listening preferences.

In earlier days, when the penetration of internet in the society and the use of technology in everyday life was less, the amount of data generated was less, and the training of machine learning algorithms on such a small amount of data led to problems known as overfitting. Overfitting decreases the accuracy of machine learning algorithms as it performs poorly on test data. So, researchers, data scientists, and machine learning engineers would primarily focus on how to solve this problem of overfitting.

But with time, the size of datasets began to increase. Nowadays, several GBs of data can be found on various topics and the problem of overfitting began to disappear as the dimensionality of the data began to increase. But processing such a huge dataset using machine learning algorithms is not possible as the learning capacity gets saturated, which leads to underfitting. This happens because machine learning algorithms use shallow structures.

The deep neural networks used in deep learning algorithms have large learning capacities as they can handle a large number of parameters. When compared to machine learning techniques, the performance of deep learning owing to overfitting is either the same or worse. So, whenever the dataset is huge, the use of deep learning techniques is most suitable. They increase the learning capacity of the models as they have better optimization techniques and use large computational resources.

4.1.2. Neural Networks

A neural network is a web of neurons [2]. In biology, these are similar to the neurons present in the brains of any living organisms, while in computer science,

these are artificial neurons used to solve complex mathematical, statistical, or artificial intelligence problems. These artificial neurons mimic the working of the human brain. The deep learning algorithms use these deep neural networks, as shown in Fig. (**4.1**), to train the model.

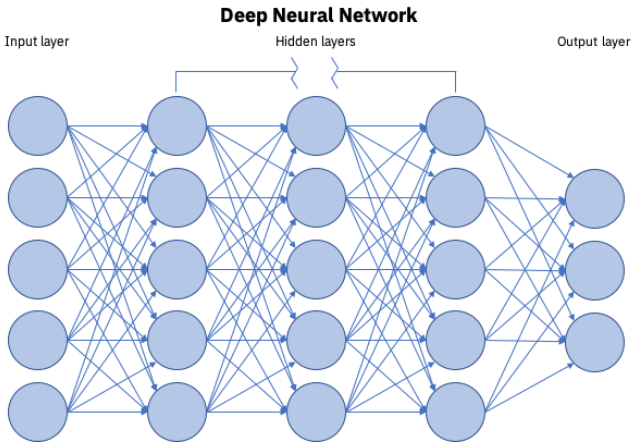

Fig. (4.1). Architecture of a Deep Neural Network.

Neural networks must include numerous layers, not just one or two, to answer difficult real-world artificial intelligence concerns.In Fig. **4.1**, the neurons are arranged in various layers, which are in turn connected to adjacent layers with some numerical weights. In feedforward operations, the neurons in each layer receive some signal and transfer it to the neurons in the adjacent layer after performing some mathematical calculations on the input and passing it through an activation function [3].

In each hidden neuron j, the weighted sum of input neurons is first calculated as in Equation 1a:

$$Net_j = \sum_{i=1}^{d} x_i w_{ji} + w_{j0} \quad \textbf{(1a)}$$

Where Net_j is the total activation value of the neuron, w_{ji} are the weights of connections between the input layer and the hidden layer, w_{j0} are the bias terms associated with each neuron, and x_i is the input value. This value is then passed through a special activation function like $y = g(Net_j)$, which is used to remove the linearity in the data. If the total activation value is greater than the threshold value of the activation function, then the value is transmitted to the next neuron; otherwise, it will not get transferred.

CHAPTER 5

Bankruptcy Prediction Model Using an Enhanced Boosting Classifier based on Sequential Backward Selector Technique

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Abstract: Corporate bankruptcy prediction is one of the most crucial issues that impact the economic field, both on the local and global scale. The primary purpose of bankruptcy prediction is to investigate the economic state of any corporation and evaluate its distress level. Several machine learning and deep learning models have been used to predict financial failure. However, there is still no technique that resolves all the problems faced in this field. As such, we propose a machine learning model that constitutes a feature selection phase and a classification phase to predict corporate bankruptcy. This technique combines the sequential backward selector (SBS) with AdaBoost and JRip algorithms. The first phase uses SBS to select the best subset of features for the training. The second phase trains the AdaBoost with the JRip classifier to predict each target class. This model is evaluated using the highly imbalanced Polish bankruptcy dataset. The comparative analysis of our model with other techniques proves the efficiency in predicting corporate bankruptcy with an average of 91% of the AUC metric.

Keywords: Bankruptcy prediction, Boosting technique, Classification, Feature selection, Polish bankruptcy dataset, Python, Rule-based classification, Two-stage method, Weka, Wrapper methods.

5.1. INTRODUCTION

The dilemma of predicting corporate bankruptcy aims to differentiate firms with a likelihood of distress from healthy corporations. It is a phenomenon that may be

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caused by unsuitable decision-making. It impacts the economic field on the local and global scale since it renders all institutions involved vulnerable. Thus, emerged the need for tools that allow monetary institutions to predict bankruptcy. This need heightened the interest of researchers and scientists in the field of corporate bankruptcy [1 - 5].

Many studies have proffered several solutions for financial failure prediction. These articles focused on the structure of the data, the features, and the target classes of samples to find a relationship between the characteristics and the target classes to perform the prediction [6]. These existing works are split into statistical methods and artificial intelligence techniques. The statistical models consist of using mathematical and statistical principals to formulate a relationship between variables in the data, such as Multivariate Discriminant Analysis (MDA) [7], Linear Discriminant Analysis (LDA) [8], and Quadratic Discriminant Analysis (QDA) [9]. But these methods fail to obtain valid hypotheses for individualistic features due to their presumptuousness for the multivariate normality, linear separability, and independence of the predictive variables [10]. The artificial intelligence methods aim to build models based on machine learning and deep learning algorithms like Decision Trees [11], Support Vector Machines [12], and Artificial Neural Networks [13]. These algorithms can build cognitive functions/pattern recognition based on high dimensional datasets. Subsequently, they do not make assumptions when dealing with data distribution [14]. Unfortunately, most of these algorithms are black-box models. They fail to accommodate the data imbalance problem, which is a common factor in bankruptcy datasets.

Recently, the use of ensemble methods demonstrated their ability to give relatively precise predictions for bankruptcy, specifically AdaBoost [15], Gradient Boosting [16], and eXtreme Gradient Boosting (XGBoost) [17]. The data imbalance phenomenon is a challenge when dealing with classification since the samples of one class outnumber those of the others, which creates fluctuations in the training sets. Since the ensemble methods use a set of classifiers instead of a single classifier that is capable of dealing with the imbalanced data [18], these methods are sensitive to noisy data and outliers.

In this context, we present a bankruptcy prediction model based on Adaptive Boosting (AdaBoost) algorithm. This algorithm is very apt at dealing with the data imbalance issue. It is also compatible with almost any learning algorithm, which allows for an expanse of experimentation. In our approach, we combined AdaBoost with the JRip algorithm. This novel approach was trained on the extracted data from the Sequential Backward Selection (SBS) technique.

The remainder of this paper follows this structure: Section 2 is a discussion of the related work concerning the bankruptcy prediction problem. Section 3 explains the proposed approach. Section 4 analyses the proposed method and conducts a comparison with other studied algorithms. Finally, section 5 provides a set of perspectives for future work.

5.2. RELATED WORK

Several algorithms have been proposed to predict company bankruptcy. The research splits into statistical and artificial intelligence techniques.

5.2.1. Statistical Techniques

Statistical methods use mathematical and statistical principles to formulate a relationship between variables and their significance in the data. The most popular statistical methods include LDA, MDA, QDA, LRA, and FA.

These techniques were the starter point in predicting corporate bankruptcy. Single Discriminant Analysis [19] and Multivariate Discriminant Analysis [20] were the earliest models used in this field. Although many criticized their inability to adjust to the variables and support their normality [21], statistical methods provided an interesting concept, which motivated researchers to invest more in them. Consequently, this leads to the introduction of the logit and probit model [22]. Still, this technique was also found to be flawed because of the high risk of the predictions falling outside the appropriate range of the classification. The focus then shifted to put more value in the data characteristics. Combining the logit and probit model and factor analysis model procured a solution that gave better results. The solution was eventually considered the most favourable one at the time for its high performance [23].

Statistical techniques are well versed when extracting relationships between variables. However, they are unable to adapt to high dimensional financial datasets. Nowadays, they are deemed ineffective in resolving the issue of corporate bankruptcy prediction.

5.2.2. Artificial Intelligent Techniques

Statistical methods need to work with structured data to predict bankruptcy [10]. Intelligent techniques, however, are successful in solving the problem, thanks to their ability to mould to the data and spontaneously extract knowledge to procure accurate models [24].

CHAPTER 6

Detecting Ballot Stuff Collusion Attack in Reputation System for Mobile Agents Security

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Abstract: A Mobile Agent (MA), when dispatched in a decentralized peer-to-peer (P2P) electronic community, is forced to do a transaction with unfamiliar hosts. Such unfamiliar hosts are malicious in nature and can tamper agent's code, state, and data. To solve integrity, confidentiality, availability, and authenticity threats from hosts, this paper proposes a soft security approach. Under this approach, a trust-based reputation model called MRep is proposed. The model considers first-hand information called Direct Reputation (DR) obtained from trust gathered through Source Host (SH). The model assumes SH to be a pre-trusted host that possesses past transaction experience from the destination host. The destination host (DH) is the target host with which the agent wishes to do a transaction in the future. Indirect Reputation (IDR) is obtained from recommenders having a past transactional history with the DH. A collusion attack takes place when these recommenders collaborate to give false recommendations about DH. Ballot Stuff and Bad Mouth collusion occur when recommenders collude to give a positive and negative rating to dishonest and honest DH, respectively. The methodology is based on Similarity Filtering (SF) that uses Euclidean Distance (ED) and single linkage clustering techniques. ED is calculated between consecutive recommender's past recommendation value called 'F-Score' and recommendation value given by SH for DH. Clustering merges recommenders into two clusters. Scatter plots give two clusters. One cluster contains recommenders that gave an exceptionally high or low rating to DH while the other cluster gave a rating close to the rating given by SH. Bernoulli's trial helps to know the effect of collusion on the Final Reputation (FR) of DH when the number of colluders increases and decreases in the system. The reputation errors are calculated and statistically verified using Binomial Probability Distribution. Validation graphs show that when the chance of collusion (p) is less than 0.5, the probability of reputation error p(x) decreases with an increase in the number of colluders(x). When p is equal to 0.5, p(x) first increases and then decreases with an increase in x and when p is greater than 0.5, p(x) increases with an increase in the number of colluders(x). We compare SF with Bayesian Filtering (BF), Outlier Filtering (OF), and No Filtering (NF) when 20%, 40%, 60%, and 80% collusion arises in the system. The proposed SF approach helps filter ballot stuff colluders. MRep gives less error in FR of DH, even when 80% collusion arises in the system.

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Keywords: Binomial probability distribution, Ballot stuff, Bad mouth, Collusion, Direct reputation, Euclidean Distance, Hosts, Indirect reputation, Mobile agents, P2P, Single-linkage clustering.

6.1. INTRODUCTION

P2P networks consist of some important properties that attracted many researchers to talk about trust and reputation issues. These issues help agents to find the trustworthiness of peers (hosts) before the actual transaction. Since each peer plays the role of both server and client, P2P networks do not require any central control [1]. Peers are also called hosts, where the actual execution of the agent takes place. Reputation-based systems collect facts about the properties of hosts, analyze them, aggregate facts about them, and finally disseminate these aggregated facts to all other hosts in the network [2]. Our earlier paper discussed how these systems could be used in mobile agent technology to secure mobile agents [3]. To ensure security, trust, and reputation-based systems are built where mobile agent finds the trustworthiness of the host's behavior before performing an actual transaction with them. In the earlier paper, the MRep model is proposed to determine the trustworthiness of the host with which mobile agent wants to pursue transaction [4]. Since all hosts are autonomous in nature, they can check each other's trustworthiness using social mechanisms of reputation. A reputation-based system collects facts about the properties of the host. It analyzes and aggregates the facts about it and finally disseminates these aggregated facts to all other hosts in the network [5]. In an e-commerce scenario, an agent is dispatched by the user in the network for selling or buying (transactional purpose) products. For this purpose, it performs possible negotiations with sellers (hosts). Since an agent has no past behavioral information, it carries a lot of suspicion and mistrust on hosts. An entity that trusts are called a trustor and an entity on which the trustor trusts is called the trustee. Our proposed MRep model consists of a trustor (agent) that collects feedback from recommending hosts (recommenders) to derive the reputation of the DH. The model considers recommendations from only those hosts that possess past transaction history with the DH. Recommendation reputation (rating) helps the mobile agent to predict the trustworthiness of the DH. Unfortunately, the recommendations given by recommenders or raters collaborate to give false ratings to make DH's reputation low or high in the market. These recommenders collude to act as if they are one single unit. Such recommenders are called colluders. These colluders keep the information about each host's transaction and recommendation history. Ballot stuff collusion occurs when recommenders collude to give a fake positive recommendation for non-reputable DH while bad-mouth collusion occurs when recommenders give fake negative recommendations for reputable DH [6]. Bad-mouth colluders not only give

negative ratings for the honest (reputable)host but also give fake positive ratings to each other. This results in severe damage to the system. Colluders damage the recommender's recommendation reputation of honest recommending hosts by spreading negative opinions about those hosts with whom they had not even performed transactions. Through such collusion activity, hosts create a conflict in DH transactional behaviors and its recommendation reputation values. Colluders prevent their recommendation reputation by sending honest recommendations for those hosts who agree to collude with them. Section two discusses the proposed reputation model in brief. Section three classifies related works and limitations. Section four explains the proposed similarity-based filtering (SF) methodology to detect colluders. Section five discusses experimental results of SF in ballot stuff and bad-mouth collusion. Section six envisages statistical simulation to show how FR increases and decreases with a probability of reputation error. Section seven shows error values in FR of DH. Section eight highlights comparative analysis and discussions. Section nine concludes the paper with future scopes.

6.2. TRUST BASED REPUTATION SYSTEM

Mobile agents are migrating programs that consist of code, data, and state [7]. In an e-commerce scenario, an agent on behalf of the user is left in the network for selling or buying products. Agent as a buyer carries no idea about host transaction behavior and performs possible negotiations with seller host because sellers are executing host platforms. Agent gets trapped by the execution environment of hosts because it does not carry the host's past behavioral information [8, 9]. An agent has to manage the risk while transacting with the host without its prior experience and true knowledge of the host's reputation. Hence, the need arises to develop strategies to establish trust for ensuring security by assessing the destination host's direct and indirect reputation [4]. The entity that trusts are called the trustor and an entity on which the trustor trusts is called the trustee. The model assumes the mobile agent as trustor and DH as trustee. Reputation systems signify soft security related to trust & reputation of interacting entities while hard security is related to authorizations and certifications of entities [10]. These systems consist of the trustor (agent) that collects feedback from the recommending hosts about the trustee. The feedback score given by recommending hosts is called recommenders. Recommenders give ratings for DH depending on their past transaction and recommendation history. Unfortunately, the feedback score (recommendation)given by recommenders or raters collaborate to give unfair ratings to declare DH's reputation low in the market. These recommenders collude to act as if they are one single unit. Such fake united recommenders are called colluders. Colluders keep information about each host's transaction and recommendation history. The paper aims to identify colluders,

CHAPTER 7

Crow Search Algorithm: A Systematic Review

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Abstract: Cognitive computing and Artificial Intelligence (AI) are Computer Science branches which aim to create machines and ingenious technologies that are capable of working and thinking like humans. Evolutionary computing is a subfield of AI that uses nature-inspired mechanisms (algorithms) and solves problems through processes that mimic the behavior of living organisms. Researchers have focused on several meta-heuristic algorithms, and the Crow Search Algorithm (CSA) is one of the recently developed algorithms dependent on the astute conduct of crows. CSA is a populace-based methodology. It works by storing excess food in hiding places and extracting the food when necessary. This algorithm has been used in different fields such as medical diagnoses, fractional optimization problems, and energy problems. Several modifications have been made to this algorithm, and the current research focuses on a systematic review of the applications of the crow search algorithm in the medical domain and the variants of CSA and its application in different engineering fields.

Keywords: Application of CSA, Crow search algorithm, Evolutionary algorithm, Medical diagnosis, Meta-heuristic algorithm, Variants of CSA.

7.1. INTRODUCTION

One of the most difficult concerns in recent decades has been diagnosing and addressing medical disorders. Cognitive Computing and Artificial intelligence techniques have revolutionized the sphere of diagnosing clinical problems and proposing treatments in addition to their primary ability to analyze over the past years. Algorithms focusing primarily on machine learning are among the first algorithms that were designed and used for analyzing medical data because they comprise many tools that are crucial in this field. One of the fundamental challenges in the health care system is to obtain an efficient utilization of

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expensive assets while maintaining or providing quality care. To enhance the product-ability in health care system, optimization is applied in each field, starting from activity scheduling to prediction of diseases. In optimization, the objective is to find the best solution among many alternative solutions or the properly adequate solution to a given problem. In daily life, everyone is dealing with optimization problems, *i.e*., finding the shortest route from home to the workplace subject to traffic constraints or organizing our agenda. Most human brains are appropriate in finding solutions to these everyday problems effectively because they are still solvable due to the limited dimension. Some problems, however, appear much larger in scale than computer algorithms are designed to handle. There are no efficient algorithms for these complex problems since the majority of such techniques are typically tailored to the problem at hand, and they seek to take full advantage of the particularities of this problem. Since they are always too greedy, they are usually stuck in a local optimum, and therefore fail to achieve the desired global optimum solution. To obtain the optimal global solution, several metaheuristic algorithms are proposed [1] which were found to be very efficient for solving very complex problems. Heuristics algorithms are designed to solve a particular problem without being able to generalize or refer to other related problems. In contrast, a meta-heuristic method stands for a higher-level heuristic in the context that it guides its design [2]. The meta-heuristic algorithms are broadly classified as single solution-based algorithms and population-based algorithms. In the first case, a random result is produced and enhanced until the optimal solution is found, whereas, in the second category, solutions are generated in a given search space and -try to improve until the optimal solution is achieved. However, the second category can find the global optimum, whereas the first category fails to do so. Therefore, researchers are motivated towards population-based algorithms. Thusly, we may use one of these approaches to develop a particular procedure to gauge an approximate answer for an optimization issue. In the area of global optimization, a large number of Meta-heuristic Algorithms (MA) such as Particle Swarm Optimization [3], Ant Colony Optimization [4], Bat algorithm [5], Artificial Bee Colony Optimization [6], Crow search Algorithm (CSA) [7] had been proposed over the years to solve complex engineering problems in a reasonable amount of time by harmonizing the exploration and exploitation criteria. The classification of meta-heuristic algorithms includes evolutionary-based algorithms, physics-based algorithms, and Swarm Intelligence algorithms. Swarm Intelligence (SI) is a part of the meta-heuristic, which is related to flocks that depend on the interaction between each other by following some basic instructions [8].

One of the meta-heuristic algorithms proposed by Askar Zadeh in 2016 is the Crow search algorithm; it relies upon analyzing the smart behaviors of crows through the potential of crows to conceal their food in protected locations and

chase other crows to obtain their food. It has been applied successfully to different science and engineering fields of optimization [9]. Nonetheless, the current and focused analysis of this algorithm is lacking in the literature. Furthermore, the CSA was no longer compared to new algorithms; since then, many new algorithms have been introduced. Experimenting with CSA on a wider variety of test functions and comparing it to modern and reliable algorithms would, therefore, further expose the use of the algorithm. As a result, the objective of this paper is to first study the principles of CSA in addition to its basic structure and features and secondly,provide a comprehensive and detailed review of the state of the art CSA algorithm. Thirdly, it offers various CSA applications, especially in the medical field. Finally, we conclude the paper by summing up the progress and evaluating future patterns in the study. These work will be of great assistance to researchers in further growth and implementation work in the area.

7.2. CROW SEARCH OPTIMIZATION

7.2.1. Overview of Crow Search Optimization

Optimization has played a very important role in several areas, not limiting to engineering problems. These problems consist of complex objective functions, various decision variables, and a huge set of constraints, which add complexity to an already complicated problem of optimization. Such constraints take the search from a conventional optimization methodology to a modern area of analysis, *i.e.*, swarm intelligence pioneered in the 1980s by Beni and Wang [6]. SI mimics the collective intellect of the living creature of nature [6]. Each new algorithm focuses on two features: first, finding solutions close to the actual optimal solution, thus reducing the gap between them, and second, finding the solution in the least possible time, and thus less search time. Several optimization algorithms have been proposed over the past years, as each has its own advantages and disadvantages. The crow search algorithm is a newly developed algorithm that imitates the social intelligence of crows and their way of collecting food. It is a metaheuristic algorithm inspired by crows' intelligent behaviors. Crows are among the wisest creatures in the world as shown in the mirror test [9]. There are numerous bits of proof indicating crows' astuteness. Crows can recollect faces, trade data with one another, take the nourishment and get it far from others by concealing the assortment of food sources [9]. They are clever criminals as they take additional consideration, for example, changing concealing spots from time to time so they can abstain from being casualties later on. Crows utilize a learned way to deal with concealing their nourishment and taking others' nourishment. In the subsequent sections, the features of CSA, the algorithmic structure of CSA, along with the Pseudocode and flowchart, are prearranged for understanding and implementation of CSA in different fields of optimization.

CHAPTER 8

The Quantitative and Qualitative Assessment of Re-Search Conducted Using Computational Intelligence for the Diagnosis or Treatment of COVID-19

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Abstract: The effect of the COVID-19 pandemic has prompted a large number of studies targeted at understanding, monitoring, and containing the disease. However, it is still unclear whether the studies performed so far have filled existing knowledge gaps. We used computational intelligence (CI)/Machine Learning (ML) technologies and alliance areas to analyse this massive amount of information at scale. This chapter assesses the scholarly progress and prominent research domains in the use of CI/ML technologies in COVID-19 research, focusing on the specific literature on computational intelligence and related fields that have been employed for "diagnosis and treatment" of COVID-19 patients.The "Web of Science" database was used to retrieve all existing and highly cited papers published up to November 2020. Based on bibliometric indicators, a search query ("Computational Intelligence or Neural Networks or Fuzzy Systems or Evolutionary Computation & Diagnosis or Treatment & Coronavirus or Corona Virus or COVID-19") was used to retrieve the data sets. The growth of research publications, elements of research activities, publication patterns, and research focus tendencies were computed using 'Biblioshiny' software and data visualization software 'VOS viewer.' Further, bibliometric/scientometrics techniques were incorporated to know the most productive countries, most preferred sources & their impact, three-field plot, and the most cited papers. This analysis provides a comprehensive overview of the "COVID-19" and CI-related research, helping researchers, policymakers, and practitioners better understand COVID-19 related CI

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research and its possible practical impact. Future CI / ML Studies should be committed to filling the gap between CI / ML research.

Keywords: Computational intelligence, Bibliometric study, China, Computational modelling, Corona virus, Coronavirus, COVID-19, Diagnosis, Diagnosis tools, Evolutionary computation, Fuzzy sets, Fuzzy systems, India, Machine learning, Neural networks, Pandemic, Scientometrics, Treatment, Visualization, Web of science.

8.1. INTRODUCTION, BACKGROUND, AND OVERVIEW

Because this infectious disorder (virus) used to be first recognized in the year 2019 December, it has emerged as a universal epidemic and takes induced infections in lots of people. As of July 2020, the 'coronavirus' dying toll exceeded 6,87,000 global, and the variety of infections and deaths continues to increase. The weekly decline trend of Europe and Southeast Asia has not been interrupted iduring the COVID-19 pandemic and new cases and deaths in the region, the largest contribution of the Americas region continue to be the same. However, when the number of cases is relatively low, new cases (15%) and deaths (15%) in Africa this month represent the highest prosperity. Eastern Mediterranean and Western Pacific also noted that new cases and deaths increase this month. Such a serious condition is directed to increased risk in global health care systems and immense harm in the world economic system [1]. To fight 'COVID-19', various nations remain working to nourish modern; and positive apparatuses to overaw this disaster. Managers, leaders of the enterprise, and scholars alike are dedicating ample sources and effort to reducing the consequences of this disease. A few months ago, several kinds of research and solutions for the fight towards 'COVID-19' were developed and utilized. For instance, speedy screening strategies, the use of various kinds of clinical information, along with 'X-rays,' 'Computed Tomography' (CT) scans, and necessary signs, have permitted a suitable diagnosis and virus observing. Using social media data, computer structures are being designed for risk profiling, affected person investigation, contact tracing, or propagation modelling.

The present research proposes that Computational Intelligence processes can also gain a comprehensive overview of human specialists in certain medical image diagnosis tasks, consisting of lung diseases [2 - 4]. Compared to other lung diseases, such as lung nodule detection [5, 6], tuberculosis diagnosis, and lung cancer screening [7] (Ardila *et al.*, 2019), isolating COVID-19 from special pneumonia has unique difficulty, *i.e.*, the high similarity of pneumonia of various kinds and massive variants in specific phases of the identical type. Therefore, an

emerging CI diagnosis algorithm particular to 'COVID-19' is necessary. The CI diagnosis algorithm also has the benefits of high efficiency, high repeatability, and effortless large-scale deployment.

For now, the combinations of computational intelligence mechanisms with numerous strategies and systems under numerous application circumstances may require exclusive types of computational intelligence techniques, consisting of 'records analytics ',computational modeling', high-speed computing, 'artificial intelligence'; and specifically it's the subfield of 'machine learning', several scientists have dedicated their efforts to growing structures of 'Computational Intelligence', especially for the fight towards 'COVID-19'. By mid-November 2020, over 118,883 scholarly articles have been published about COVID-19, SARS-CoV-2, nCOV-19, and other associated coronaviruses [8]. But these scholarly articles didn't study the significant issues in applying computational intelligence in detail to wrestle the 'COVID-19' pandemic. Hence, it would be crushing to refine and review research related to "Computational Intelligence" from such a massive number of articles. To consider the above perceptions, now is the time to scientifically categorize and analyse the present development of bibliometric study on CI.

8.2. RELATED STUDIES

Bibliometric analysis was performed by the faculty of different countries from Taiwan, South Africa, Nigeria, USA, and Malaysia [9] from a few disciplines to know approaches applied by machine learning in controlling coronavirus. A good volume of literature was referred to see the background work against the Coronavirus and machine learning applications. The different academic database was used for data collection (DBLP, ACM Digital Library, IEEExplore, Science Direct, Springer Link, PubMed, Scopus, and Web of Science) which stores prominent and peer-reviewed journal citations, abstracts, and publications. The keywords included for the study were *"deep learning and COVID-19", "convolutional neural networks and COVID-19", "artificial neural networks and COVID-19", "machine learning and COVID-19", "decision tree and COVID-19", "COVID-19 and diagnosis tool", "COVID-19 and decision support system"*. Each topic briefly discussed techniques and mechanized by summarizing the algorithm, performances, contribution, and benefit for controlling COVID-19. For analysis, 30 documents were selected for the study purely on machine learning applications; the top publication was performed on the implementation of CT Scans. Most of these algorithms were developed using convolutional neural networks on COVID-19 in majority of the publications published in 2020. Collaborative works dominated in machine learning, and the top productive country was China followed by the USA; the top coupling department was

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Ashish Khanna

Data Science for COVID-19

Volume Two: Societal and Medical Perspectives

Biomedical Engineering

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Coronavirus: a scientometric study of worldwide research publications

Mallikarjun Kappi[1], Sab M. Chaman[2], Balabhim Sankrappa Biradar[1], Vitthal T. Bagalkoti[3]

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1. Introduction

Since the outbreak of the coronavirus (CoV) in Wuhan Province in China, doctors, health organizations, and administrations across the globe have been stretched in response to the increasing incidence and distribution of the outbreak. CoVs are a large family of viruses that cause respiratory illness. CoV is related to the severe acute respiratory syndrome coronavirus (SARS-CoV) and the Middle East respiratory syndrome coronavirus (MERS-CoV). Historically, SARS-CoV entered the spotlight when it caused an epidemic in Hong Kong. Thereafter, China, Vietnam, Canada, Saudi Arabia, and other parts of the globe witnessed outbreaks of the virus. The main cause of SARS was identified as CoV [1–4]. The other form of CoV identified in 2013 as MERS-CoV is genetically related to humans [5,6]. However, CoV has been the subject of virology research since 1931 and was identified as a pathogen affecting both humans and animals [7]. The major symptoms of CoV and its variants are characterized by respiratory illness (pneumonia, bronchitis, etc.) and intestinal infections (gastroenteritis, diarrhea, etc.) in both humans and animals [7,8]. The origin of the current strain of CoV has been linked to bats in China [9] and camels (*Camelus dromedarius*) in the Middle East region [10].

In contemporary ages, bibliometric study has become popular, which applies literature metrology characteristics to measure the aid of an area of research, predicts exhaustive developments of research or hotspots in a certain field, and makes an important contribution to the prevention and treatment of diseases.

Descriptive analyses were conducted to evaluate the characteristics and types of documents, and the top 25 authors and journals involved in coronavirus disease 2019 (COVID-19)-related research and publications were identified. Also, coauthorship among all the authors in the bibliography was measured, and an evaluation of how many

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Coronavirus: a scientometric study of worldwide research publications

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of them were connected within documents authored or coauthored by individuals was performed. Additionally, the affiliating institutions and countries of the respective authors were mapped using a network analysis approach. This set of analyses allowed comparing the nature and magnitude of collaboration at the individual, institutional, and global degrees and analyzing how such collaboration impacted the information base on COVID-19. Additionally, keywords and texts in titles and abstracts within scientific documents had been identified and evaluated for the use of textual content-mining methods, and network analyses were conducted to assess the connectedness among those documents and related keywords. Furthermore, the co-occurrence of multiple authors, keywords, institutions, and countries, different thresholds were used to create visualizations of frequency distributions for each variable, whereas all entries within each variable were assessed for the same threshold to ensure equitable comparisons within respective fields of analyses. In addition, a multidimensional scaling approach was used to conduct a factorial analysis and construct a conceptual structure map depicting hierarchic relationships among knowledge areas within the research landscape of COVID-19.

Evaluation of research developments is executed through bibliometric techniques. Bibliometric methods aid in the measurement of the publication form on a given topic, journals, authors, institutions, and countries using statistical methods [11–13]. Research on SARS had been reported [14] and there has been international linkages of CoV research output [15–17], however there are no specific bibliometric analyses on CoV. Bibliometric studies related to SARS were stated through 2003, with no descriptive bibliometric research to be associated with CoV thereafter. The aim of this study is to present a bibliometric perspective of CoV research for the period 1989–2020 (32 years).

2. Methodology

The study was analyzed the research output of CoV for the period 1989–2020 on several parameters. The Web of Science (WoS) citation database has been used to retrieve the publications data for 32 years. These WoS database is maintained by Clarivate Analytics, which is the world's leading scientific citation search and analytical information platform. The study period 1989–2020 is selected, as the database is available. Search string used for the data retrieval is SU = (Corona virus) AND Timespan = 1989–2020. Database = SCSCI, A&HCI, this search criterion yielded 12,726 records. In addition MS Excel was used for the purpose of data analysis, and collaboration networks have been generated by using VOSviewer software [5,9,18,19].

These are the major bibliometric parameters established in other research publications [16,20]. The number of citations accumulated by the publication through February 22, 2020, was used to determine the impact factor (IF). The number citations received in the year of publication is denoted as TP, the number of citations in the year 2020 is denoted as C2020, and total citations (TC) are denoted as TC 2020. The qualitative parameter of an article's Hirsch index (h-index) [21] was obtained from the database for

the most productive authors and institutes. Citation analysis is 2 S. RAM, a tool for journal evaluation, and the evaluation is carried out based on its IF [10,18,22–31]. The IF is a yearly mean number of citations received by articles published in a journal during the past 2 years [32]. IFs of the journals were obtained from the 2018 Journal Citation Report (JCR) and denoted as IF2018; the research direction in a field can be assessed using bibliometric analysis. Authors provide keywords that are useful in determining the hot research areas [33–35]. Research trends using author keywords were analyzed using VOSviewer [10,18,24–27]. The collaboration network is defined from the authors' affiliations [10,18,24–30,36].

3. Analysis and results

3.1 Contribution of coronavirus publications by year

Data on the bibliographic records were collected from the online version of WoS related to CoV research publications from worldwide for the period of 1989–2020. A total of 12,726 publications were collected; Table 22.1 reveals the features of CoV research worldwide, with 12,726 papers and 361,839 citations. As per the WoS data the cumulative publications growth of CoV research had increased from 385 to 749. Highest number (782) of papers was published in the year 2004 and the least (76) number of publications was in the year 1989. In 1989, 76 articles were produced and received 2732 citations with 35.95 average citations per paper, and the highest h-index recorded in the year 2004 was only 90 (Figs. 22.1 and 22.2).

3.2 Forms of publication of coronavirus research

Table 22.2 illustrates the forms of publication of CoV research; these include articles, reviews, proceedings paper, editorial materials, meeting abstracts, letters, notes, news item, book chapters, etc. The study observed that there were a total of 12,726 publications in CoV research output from around the world. The majority of publications are published in journal articles, i.e., 10,358 (82.128%), followed by reviews, 1122 (8.896%), proceedings papers, 439 (3.481%); editorial materials, 357 (2.831%); meeting abstracts, 281 (2.228%); letters, 234 (1.855%); notes, 115 (0.912%); news items, 83 (0.658%); book chapters, 63 (0.5%); corrections, 54 (0.428%); and early access, 41 (0.325%); and less than five articles are published in reprint, three papers as correction addition. It was also observed from the data that more than 99% of articles were published in the English language.

3.3 Language-wise distribution of coronavirus research

Table 22.3 indicates that 97.407% (12,726 publications) of the worldwide publications in CoV were in the English language, followed by French, 87 (0.69%) papers; German, 81 (0.642%); Spanish, 36 (0.285%); Chinese, 31 (0.246%); Hungarian, 23 (0.182%); Polish,

Table 22.1 Contribution of coronavirus publications by year.

Year	TP	TC	ACP	h-index	% of 12,726
1989	76	2732	35.95	26	0.597
1990	96	4211	43.86	36	0.754
1991	158	8139	51.51	45	1.242
1992	149	7006	47.02	49	1.171
1993	155	6763	43.63	45	1.218
1994	148	5114	34.55	43	1.163
1995	175	7249	41.42	47	1.375
1996	148	4949	33.44	42	1.163
1997	168	6585	39.2	47	1.32
1998	198	6414	32.39	40	1.556
1999	158	6511	41.21	49	1.242
2000	145	6500	44.83	48	1.139
2001	215	6211	28.89	48	1.689
2002	144	5730	39.79	45	1.132
2003	385	30,020	77.97	75	3.025
2004	782	32,285	41.23	90	6.145
2005	726	30,363	41.82	84	5.705
2006	714	24,744	34.61	79	5.611
2007	563	20,647	36.54	72	4.424
2008	530	17,468	32.83	65	4.165
2009	473	14,984	31.75	61	3.717
2010	458	13,122	28.59	57	3.599
2011	410	11,245	27.36	53	3.222
2012	463	13,326	28.78	52	3.638
2013	617	19,138	30.97	68	4.848
2014	717	18,540	25.89	66	5.634
2015	697	12,826	18.43	50	5.477
2016	749	9479	12.64	39	5.886
2017	690	5751	8.33	29	5.422
2018	649	2907	4.48	18	5.100
2019	734	831	1.14	8	5.768
2020	236	49	0.41	3	1.854

TP, Total Publications; *TC,* Total Citations; *ACP*, Average Citations per Paper; *h-index,* Hirsch index.

16 (0.127%); Portuguese, 13 (0.103%); Russian, 10 (0.079%); Dutch and Turkish, 9 (0.071%); Italian, 4 (0.032%); Czech and Korean, 2 (0.016%); and less than 1% of papers were published in Greek, Japanese, and other languages.

3.4 Distribution of articles among subdisciplines

The CoV articles published during 1989–2020 were classified under 25 major subdisciplines (as defined by WoS citation database). Table 22.4 reveals the top 25 research areas of the world in the field of CoV. Virology accounted for the largest publications, i.e., 3993 (31.483%), followed by veterinary sciences, 1908 (15.044%) publications; infectious

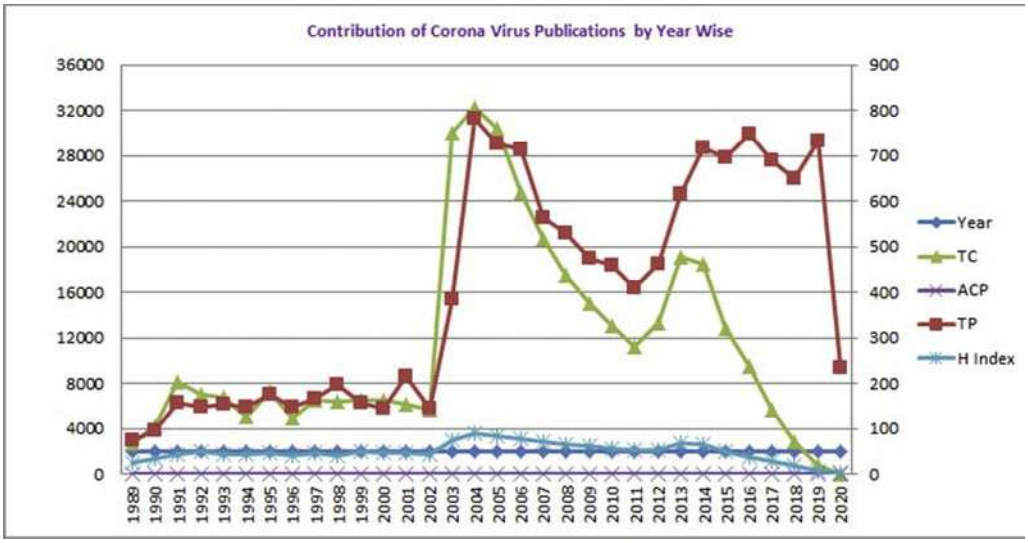

FIGURE 22.1 Contribution of Corona Virus Research Publications by Year Wise. *ACP*, Average Citations per Paper; *h-index*, Hirsch index; *TC*, Total Citations; *TP*, Total Publications.

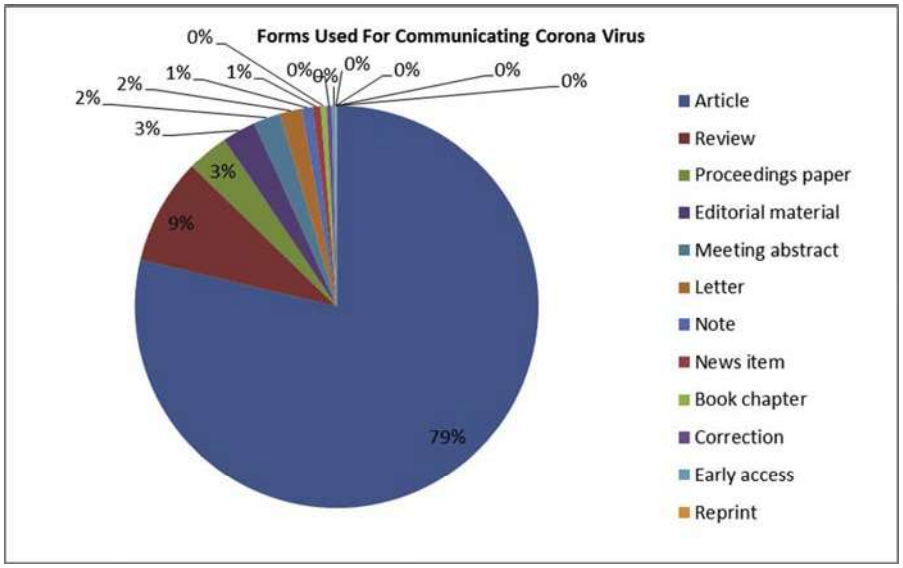

FIGURE 22.2 Forms Used For Communicating Corona Virus.

diseases, 1490 (11.784%) publications; immunology, 1477 (11.646%); microbiology, 1405 (11.078%); biochemistry and molecular biology, 1113 (8.776%); and biotechnology and applied microbiology, 718 (5.661%); multidisciplinary sciences, 581 (4.581%); medicine research experiment, 569 (4.486%) etc.

Table 22.2 Forms of publication of coronavirus research.

Document types	Publications	% of 12,726
Articles	10,358	82.128
Reviews	1122	8.896
Proceedings papers	439	3.481
Editorial materials	357	2.831
Meeting abstracts	281	2.228
Letters	234	1.855
Notes	115	0.912
News items	83	0.658
Book chapters	63	0.500
Corrections	54	0.428
Early access	41	0.325
Reprints	5	0.040
Correction additions	3	0.024
Data papers	1	0.008
Retracted publications	1	0.008

Table 22.3 Language-wise distribution of worldwide coronavirus research.

Languages	Publications	% of 12,726
English	12,285	97.407
French	87	0.69
German	81	0.642
Spanish	36	0.285
Chinese	31	0.246
Hungarian	23	0.182
Polish	16	0.127
Portuguese	13	0.103
Russian	10	0.079
Dutch	9	0.071
Turkish	9	0.071
Italian	4	0.032
Czech	2	0.016
Korean	2	0.016
Danish	1	0.008
Greek	1	0.008
Japanese	1	0.008
Slovenian	1	0.008
Welsh	1	0.008

Table 22.4 Distribution of articles among subdisciplines.

Web of Science categories	Publications	% of 12,683
Virology	3993	31.483
Veterinary Sciences	1908	15.044
Infectious Diseases	1490	11.748
Immunology	1477	11.646
Microbiology	1405	11.078
Biochemistry and Molecular biology	1113	8.776
Biotechnology and Applied microbiology	718	5.661
Multidisciplinary Sciences	581	4.581
Medicine Research experiment	569	4.486
Medicine general internal	436	3.438
Cell biology	412	3.248
Pharmacology pharmacy	409	3.225
Public environmental and occupational Health	373	2.941
Biochemical Research Methods	353	2.783
Biophysics	311	2.452
Genetics and heredity	220	1.735
Respiratory system	213	1.679
Chemistry, Medicinal	202	1.593
Pediatrics	176	1.388
Pathology	172	1.356
Biology	151	1.191
Chemistry, Multidisciplinary	138	1.088
Parasitology	133	1.049
Neurosciences	131	1.033
Agriculture and dairy Animal Science	109	0.859

3.5 The 25 major productive journals of coronavirus

Table 22.5 reveals the top productive sources preferred by the authors of the world in the field of CoV research. The *Journal of Virology* ranks first in terms of publications, i.e., 1130 publications with 8.96% of total publications, followed by *Virology*, 479 publications with 3.798%; *Advances in Experimental Medicine and Biology*, 246 publications with 1.951%; *Emerging Infectious Diseases*, 245 publications with 10,096 citations; *PLos One*, 239 publications with 4339 citations; *Archives of Virology*, 232 publications with 4428 citations; *Virus Research*, 231 publications with 5415 citations; *Veterinary Microbiology*, 190 publications with 3908 citations; *Viruses Basel*, 170 publications with 1940 citations; *Journal of Virological Methods*, 168 publications with 3100 citations; *Journal of Clinical Microbiology*, 137 publications with 7022 citations; *Antiviral Research*, 133 publications with 2605 citations; *Journal of Medical Virology*, 131 publications with 4326 citations; and *Proceedings of the National Academy of Sciences of the United States of America*, 122 publications with 12,867 citations.

Table 22.5 The 25 major productive journals of coronavirus research.

Source titles	TP	TC	ACP	h-index	% of 12,726
Journal of Virology	1130	55,178	48.83	104	8.96
Virology	479	18,088	37.76	66	3.80
Journal of General Virology	276	9820	35.58	54	2.19
Advances in Experimental Medicine and Biology	246	1539	6.23	15	1.95
Emerging Infectious Diseases	245	10,096	40.87	52	1.94
PLos One	239	4339	17.98	34	1.90
Archives of Virology	232	4428	19	37	1.84
Virus Research	231	5415	23.44	37	1.83
Veterinary Microbiology	190	3908	20.46	34	1.51
Viruses Basel	170	1940	11.41	24	1.35
Journal of Virological Methods	168	3100	18.34	29	1.33
Journal of Clinical Microbiology	137	7022	51.26	49	1.09
Antiviral Research	133	2605	19.59	28	1.06
Journal of Medical Virology	131	4326	32.77	37	1.04
Proceedings of the National Academy of Sciences of the USA	122	12,867	105.47	67	0.97
Journal of Infectious Diseases	119	4227	35.52	38	0.94
Journal of Clinical Virology	117	3066	26.21	33	0.93
Avian Diseases	115	2787	24.23	29	0.91
Vaccine	109	2560	23.49	29	0.86
Virology Journal	107	1966	18.37	25	0.85
Virus Genes	100	1984	19.84	24	0.79
Biochemical and Biophysical Research Communications	97	3426	35.69	35	0.77
Journal of Biological Chemistry	91	4850	53.3	43	0.72
Nidoviruses: Toward Control of SARS and Other Nidovirus Diseases	89	369	4.15	10	0.71
PLos Pathogens	87	4234	48.67	39	0.69

TP, Total Publications; *TC,* Total Citations; *ACP*, Average Citations per Paper; *h-index,* Hirsch index.

3.6 Organization-wise collaboration

Table 22.6 and Fig. 22.3 reveal the ranking of 25 top research organizations in the world based on their highest research articles. According to the WoS database the University of Hong Kong contributed the highest number of publications to the field, i.e., 517 publications with 28,869 citations, followed by the Chinese Academy of Sciences, 391 publications with 10,999 citations; the National Institutes of Health (NIH), USA, 312 publications with 16,051 citations; and in the 25th place is the University of London, 146 publications with 6606 citations.

Table 22.6 Organizational collaboration.

Sl No	Organizations enhanced	TP	TC	ACP	h-index	% of 12,726
1	University of Hong Kong	517	28,869	55.84	84	4.10
2	Chinese Academy of Sciences	391	10,999	28.13	55	3.10
3	National Institutes of Health (NIH), USA	312	16,051	51.45	69	2.47
4	University of California System	308	14,396	46.44	55	2.44
5	Utrecht University	304	15,301	50.33	67	2.41
6	University of North Carolina	260	9945	38.25	56	2.06
7	Centers for Disease Control Prevention, USA	252	12,638	49.95	51	2.00
8	Chinese University of Hong Kong	225	6292	27.96	44	1.78
9	University of North Carolina Chapel Hill	212	8375	39.5	54	1.68
10	University of Pennsylvania	200	6635	33.18	47	1.59
11	University of Texas System	200	6905	34.53	48	1.59
12	University of Iowa	198	6190	31.26	43	1.57
13	Consejo Superior De Investigaciones Cientificas (CSIC)	186	7787	38.97	48	1.48
14	Leiden University	185	11,483	62.07	56	1.47
15	NIH National Institute of Allergy Infectious Diseases (NIAID)	178	8605	48.34	52	1.41
16	University of Southern California	173	9107	52.64	55	1.37
17	Johns Hopkins University	172	4752	27.63	35	1.36
18	Chinese Academy of Agricultural Sciences	171	3022	17.67	26	1.36
19	Erasmus University Rotterdam	166	6335	37.93	40	1.32
20	University of Toronto	165	6302	37.96	40	1.31
21	Erasmus Medical Center	158	10,492	65.58	49	1.25
22	Ohio State University	155	4716	30.04	41	1.23
23	Centre National De La Recherche Scientifique (CNRS)	148	4429	29.53	39	1.17
24	Prince of Wales Hospital	148	4797	32.41	37	1.17
25	University of London	146	6606	44.94	42	1.16

TP, Total Publications; *TC*, Total Citations; *ACP*, Average Citations per Paper; *h-index*, Hirsch index.

3.7 Most productive authors in coronavirus research

Table 22.7 and Fig. 22.4 show the highly productive authors of CoV research output during the study period, their highest number of papers, irrespective of what is reflected in the WoS citation database. Yuen K.Y. contributed 212 (1.681%) publications, followed by Perlman S., 179 (1.419%); Baric R.S., 159 (1.261%); Drosten C., 147 (1.166%); Weiss S.R., 129 (1.023%); Woo P.C.Y., 128 (1.023%); etc.

3.8 International linkages of coronavirus research

The international distribution of articles is presented in Table 22.8, which gives the country-wise distribution of contributions. Out of the total 12,726 research articles, the

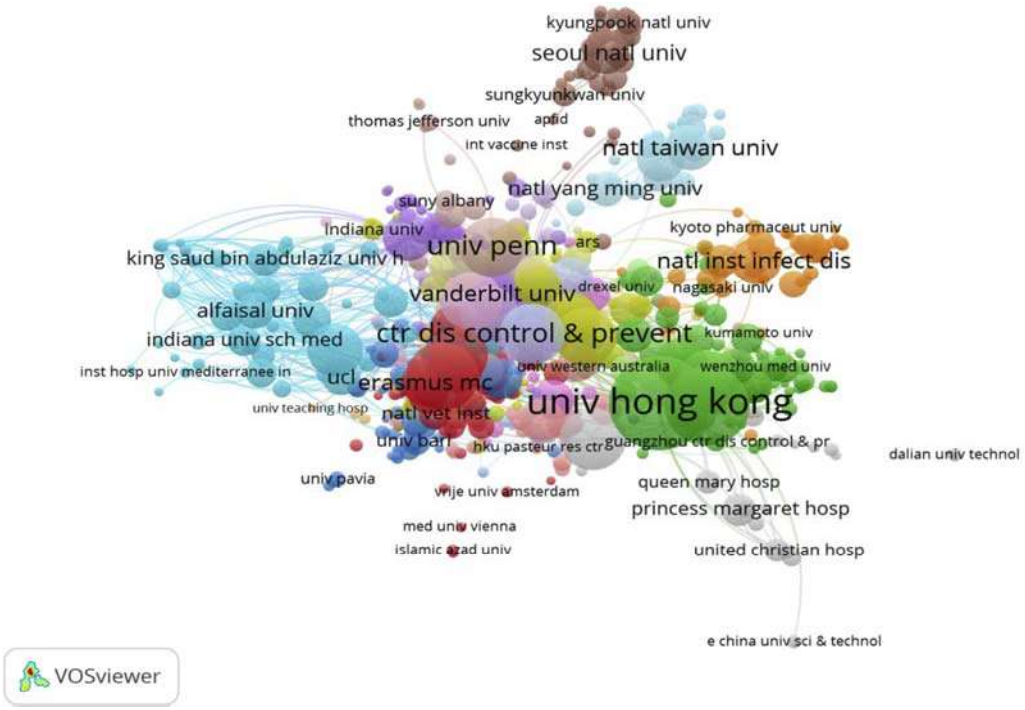

FIGURE 22.3 Organizational collaboration network.

United States contributed the highest number of research articles with 4524 publications with 35.871% share, followed by China, 2667 publications (21.147%); Germany, 882 publications (6.993%); England, 782 publications (6.2%); Netherlands, 728 publications (5.772%); Canada, 707 publications (5.606%); Japan, 586 publications (4.646%); and many countries contributed below 0.5% share, with India contributing 125 publications (0.991) during 1989–2020 (Fig. 22.5).

Table 22.9 reveals the rank list of top 25 highly funding institutions in the world based on their highest publications, citations, average citations per publication, and h-index. According to the WoS database, the United States Department of Health and Human Services contributed the highest publications to the field of CoV research, i.e., 2192 publications, followed by the NIH, USA, 2146 publications (17.016%); NIH National Institute of Allergy Infectious Diseases (NIAID), 1082; National Natural Science Foundation of China, 606 (4.805%); NIH National Institute of Neurological Disorders Stroke (NINDS), 276 (20,188%); Ministry of Education Culture Sports Science and Technology Japan MEXT, 161 (1.277%); European Union, 156 (1.237%); NIH National Institute of General Medical Sciences (NIGMS), 128 (1.015%); and NIH National Cancer Institute (NCI), 116 (0.92%).

Table 22.7 Most prolific authors in coronavirus research.

Authors	Number of Publications	% of 12,726
Yuen K.Y.	212	1.681
Perlman S.	179	1.419
Baric R.S.	159	1.261
Enjuanes L.	159	1.261
Drosten C.	147	1.166
Weiss S.R.	129	1.023
Woo P.C.Y.	128	1.015
Rottier P.I.M.	125	0.991
Chan Kh.	119	0.944
Lau S.K.P.	119	0.944
Memish Z.A.	110	0.872
Saif L.J.	110	0.872
Snijder E.J.	110	0.872
Holmes K.V.	99	0.785
Jiang S.B.	97	0.769
Peiris J.S.M.	97	0.769
Liu D.X.	92	0.729
Stohlman S.A.	88	0.698
Denison M.R.	85	0.674
Haagmans B.L.	83	0.658
Zhang Y.	83	0.658
Lai M.M.C.	82	0.65
Thiel V.	82	0.65
Taguchi F.	81	0.642
Talbot P.J.	78	0.618

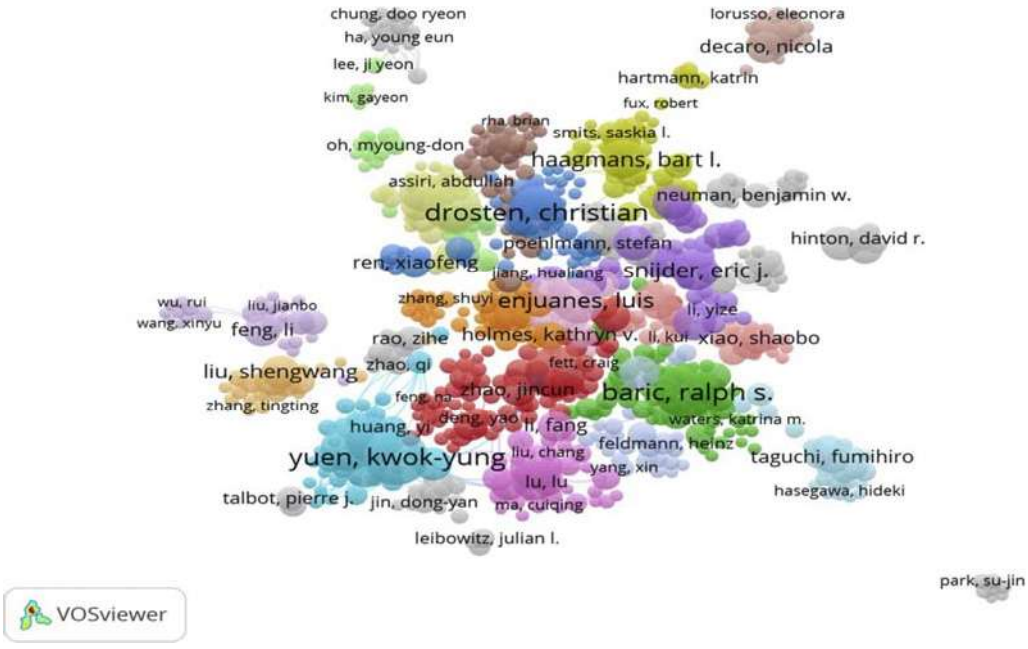

FIGURE 22.4 Authors coauthorship network.

Table 22.8 International linkages of coronavirus research.

Countries/regions	Number of publications	% of 12,726
The United States	4524	35.871
People's Republic of China	2667	21.147
Germany	882	6.993
England	782	6.2
Netherlands	728	5.772
Canada	707	5.606
Japan	586	4.646
France	567	4.496
South Korea	426	3.378
Saudi Arabia	409	3.243
Taiwan	403	3.195
Italy	361	2.862
Singapore	338	2.68
Australia	330	2.617
Spain	328	2.601
Switzerland	298	2.363
Brazil	217	1.721
Sweden	171	1.356
Belgium	160	1.269
Egypt	136	1.078
Scotland	126	0.999
India	125	0.991
Thailand	102	0.809
Poland	91	0.722
Turkey	90	0.714

4. Results and Findings

A total of 12,726 papers on CoV research published between 1989 and 2020 were retrieved from WoS database. The number of publications has gradually increased, and in 2004, a total of 782 papers were published, which was followed by a significant increase to 734 in 2019. It is indicated that this field has been attracting more attention since the current CoV outbreak. The increasing trend in the number of papers per year is illustrated in Table 22.1. The forms of publishing CoV research include articles published in the scholarly journals, conferences and seminar proceedings, reviews, editorial materials, book chapters, meeting abstracts, etc. The study observed a total of 12,726 publications in CoV research. The worldwide publications on CoV (COVID-19) have been primarily in the English language, followed by French with 87 (0.69%) papers, and there are 25 top

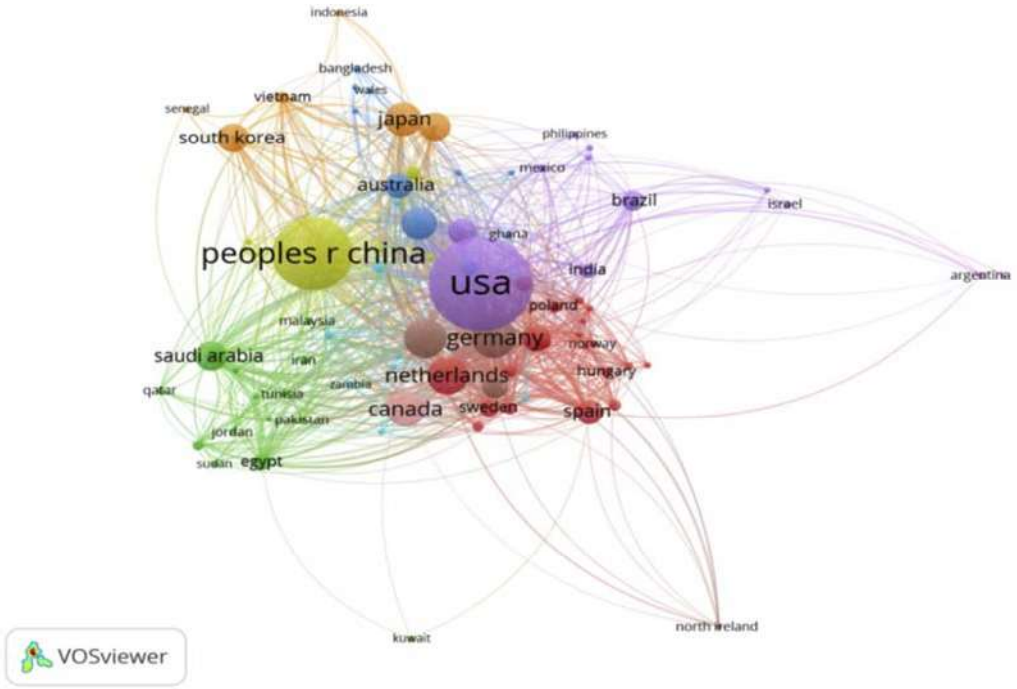

FIGURE 22.5 International collaboration network of coronavirus research.

research organizations in the world based on their highest research articles. According to the WoS database the University of Hong Kong contributed the highest number of publications to the field, i.e., 517 publications with 28,869 citations, followed by the Chinese Academy of Sciences with 391 publications with 10,999 citations and NIH, USA, with 312 publications.

Scientific studies perform a vital role in the prevention and control of an epidemic [1,14], which merits to be absolutely mobilized, deployed, and reinforced comprehensively to update our expertise knowledge and the connection among disease, humanity, and history [10,11,17,18,22–31,37]. In addition, scientific and technologic methodology and tactics need to be the pinnacle precedence in our steady fight against viruses and in getting us completely organized for prevention and control of an epidemic [2,38]. Many scientific research had been performed for CoV prevention and management, which lay the solid foundation for virus identification, vaccine improvement, formulation of prevention and control measures, and R&D of specific drugs [1,14,39]. In this regard, this chapter summarizes the scientific research publications after the epidemic outbreak and aims to provide reference and thinking for the path of medical studies on CoV in the future.

Table 22.9 Top 25 funding agencies in the field of coronavirus research.

Funding agencies	Publications	% of 12,726
United States Department of Health and Human Services	2192	17.38
INIH USA	2146	17.016
NIH National Institute of Allergy Infectious Diseases (NIAID)	1082	8.579
National Natural Science Foundation of China	606	4.805
NIH National Institute of Neurological Disorders Stroke (NINDS)	276	2.188
Ministry of Education Culture Sports Science and Technology Japan MEXT	161	1.277
European Union	156	1.237
NIH National Institute of General Medical Sciences (NIGMS)	156	1.237
German Research Foundation DFG	128	1.015
NIH National Cancer Institute (NCI)	116	0.92
United States Public Health Service	114	0.904
National Basic Research Program of China	112	0.888
National Key Research and Development Program of China	99	0.785
Medical Research Council, UK (MRC)	94	0.745
Wellcome Trust	94	0.745
NIH National Center for Research Resources (NCRR)	86	0.682
Japan Society for the Promotion of Science	83	0.658
European Commission Joint Research Centre	81	0.642
Biotechnology and Biological Sciences Research Council (BBSRC)	80	0.634
Netherlands Organization for Scientific Research NWO	75	0.595
National Science Council of Taiwan	72	0.571
National Council for Scientific and Technological Development CNPQ	66	0.523
Canadian Institutes of Health Research (CIHR)	64	0.507
Ministry of Science and Technology China	64	0.507
University of Hong Kong	64	0.507

NIH, National Institutes of Health.

5. Conclusion

Virology, epidemiology, medical features, laboratory examination, radiography, prognosis, and treatment are the research hotspots of CoV outbreak; these studies' findings play a vital role in the prevention and control of the epidemic spreading all around the world. With research on CoV nevertheless booming, new vaccine and effective medicinal drugs for CoV infection may be anticipated in the near future.

The results showed there is a direct relationship between the CoV outbreaks and the number of scientific publications in this area in the world. The quality of the researchers' productions in this area can be deliberated by scientific methods, and researchers' self-citation has affected their h-index. For healthcare researchers, policymakers, and planners, it is necessary to be aware of the results of scientific studies of strategic and vital research areas, such as CoV, to identify more appropriate therapeutic goals, make better decisions, and provide more effective solutions in the shortest time.

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This book explains how scientometrics can be used in understanding the research studies in chemical science and will assist chemical sciences in examining different aspects of the research performed in their field. this book provides a wealth of research ideas for further analysis, to strengthen the knowledge of the field, and to help digest research practices, research publications, research trends, and the quantitative analysis of scientific literature methods metrics, and statistical methods to evaluate the production and research impact, i.e., research articles, journals, authors, and institutions. The book will also be useful for well-established chemical science researchers interested in a reconceptualization of the field.

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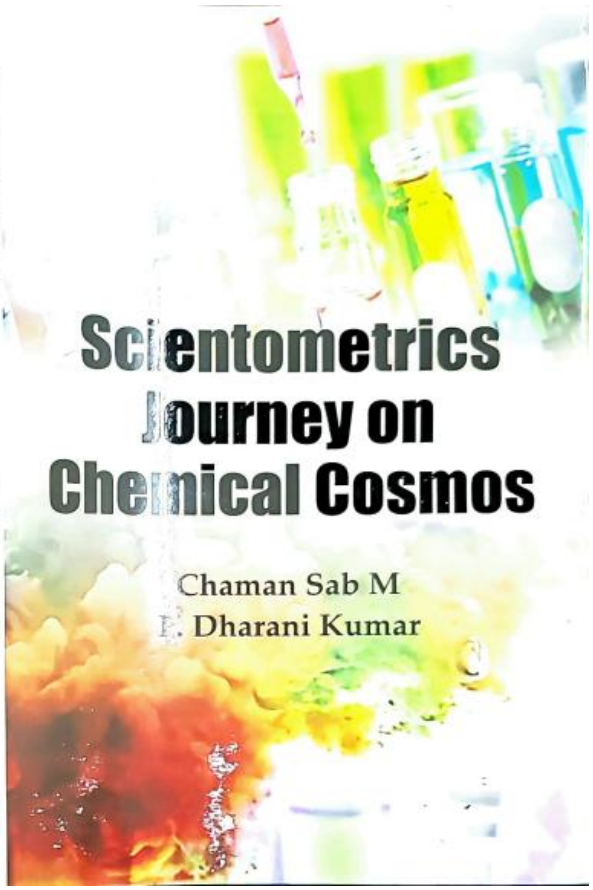

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CHAPTER - 1

INTRODUCTION

1.1. Introduction

Scientometrics is an application of quantitative methods in the history of science. It is also one of the techniques for documenting works of eminent scientists and researchers. Scientometrics is a discipline which analyses scientific publications to explore the structure and growth of science. The bibliometric / scientometric / informetric techniques used to analyze various quantitative or qualitative aspects of a publication. It is a scientific field that studies the evolution of science through some quantitative measures of scientific information, as the number of scientific articles published in a given period of time, their citation, impact, etc. The history of science and technology, philosophy of science and sociology of scientific knowledge are the related fields of scientometrics.

The term scientometrics is often used synonymously with bibliometrics that originated in Russia. It is the application of quantitative method to the history of science. Scientometrics is the science of measuring the science, which involves counting artifacts to the production & use of information and arriving at conclusions from the counts. Bibliometrics / Scientometrics research includes studies related to the scattering & growth of literature, author productivity, obsolescence of documents, distribution of scientific literature by country, by language, etc, which helps to monitor the growth pattern of research. India has a

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ಡಾ.ಎಸ್.ಪದ್ಮಮ್ಮ

ಕಾಲೇಜ್ ಬುಕ್ ಹೌಸ್

ವಿದ್ಯುನ್ಮಾನ ಪರಿಸರದ ಗ್ರಂಥಾಲಯಗಳು

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7. ಉಪಸಂಹಾರ
8. ಪರಾಮರ್ಶನಗಳು

1. ಪೀಠಿಕೆ

ಸಮಾಜದಲ್ಲಿ ಸಾರ್ವಜನಿಕ ಗ್ರಂಥಾಲಯವು ಶೈಕ್ಷಣಿಕ ಸಂಸ್ಥೆಯಾಗಿ ಕಾರ್ಯ ನಿರ್ವಹಿಸುತ್ತಾ ಎಲ್ಲಾ ಜನರಿಗಾಗಿ ತನ್ನ ಬಾಗಿಲನ್ನು ತೆರೆದಿರುತ್ತದೆ. ಇದು ಒಂದು ಸಂಸ್ಥೆಯಾಗಿ ಯಾವುದೇ ವಯಸ್ಸಿನ ಅಂತರವನ್ನು ಮತ್ತು ಪ್ರವೇಶಕ್ಕೆ ಬೇಡಿಕೆಗಳನ್ನು ಇಡದೆ ಮತ್ತು ಯಾವುದೇ ವಯಸ್ಸಿನ ವ್ಯಕ್ತಿಗಳು ಈ ಗ್ರಂಥಾಲಯಗಳಿಂದ ಮಾಹಿತಿಯ ಅನುಕೂಲವನ್ನು ಪಡೆದುಕೊಳ್ಳ ಬಹುದಾಗಿದೆ. ಇದು ಯಾವೊಬ್ಬ ವ್ಯಕ್ತಿಯ ಬೆಳವಣಿಗೆಗಾಗಿ ಇರದೆ, ಇಡೀ ಸಮಾಜದ ಜನತೆಗಾಗಿ ಇದೆ. ಸಾರ್ವಜನಿಕ ಗ್ರಂಥಾಲಯವನ್ನು ನೇರವಾಗಿ ಜನರ ವಿಶ್ವವಿದ್ಯಾನಿಲಯ ಎಂದು ಕರೆಯುತ್ತಾರೆ. ಈ ವಿಶ್ವವಿದ್ಯಾನಿಲಯದಲ್ಲಿ ಕಲಿಯುವ ಯಾವೊಬ್ಬ ಶೈಕ್ಷಣಿಕ ವ್ಯಕ್ತಿಯು ಅವರ ವೇಗ ಮತ್ತು ಶೈಕ್ಷಣಿಕ ಹಂತಕ್ಕೆ ಅನುಸಾರವಾಗಿ ಕಲಿಯಬಹುದು.

ಒಂದು ಕಡೆ ಬೆಂಜಮಿನ್ ಫ್ರಾಂಕಲಿನ್ ಹೇಳುತ್ತಾರೆ "ಸಾರ್ವಜನಿಕ ಗ್ರಂಥಾಲಯವು ಶೈಕ್ಷಣಿಕ ಸಂಸ್ಥೆಯಾಗಿ ಜ್ಞಾನದ ಪ್ರಸಾರವನ್ನು ಮಾಡುವ

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Growth Performance of Service Sector in India: Issues and Challenges

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ABSTRACT

In India Service sector is found the fastest growing sector than other sector, it plays a pivotal role in the boosting the economy by the way of higher contribution of GDP. It is evident from the statistical data that, the performance of service sector in the country was found increasing trend over the period like attracting foreign investment flows and contributed considerable export as well as employment opportunities. Even though faster growing and performance of this sector over the seventy year since independence, the contribution of employment is found a meager which was about only 25 per cent and it is facing several challenges. Hence the study focused on Growth Performance of Service Sector in India – Issues and Challenges. The objectives of the study are to study the performance of service sector and to assess the issues and challenges of service sector in India. The intended study is based on secondary sources of data gathered from various books, journals, articles, websites and related reports.

Keywords: *Service Sector, Growth, Performance, Issues and Challenges*

INTRODUCTION

In India service sector was the fastest growing sector than other sectors like agriculture and Industry; it plays a pivotal role in the inclusive development of the economy through backward and forward links to other sector and ensuring enhanced access to basic services at low prices to the needy and excluding segment of the society. It has also generating employment opportunities, enhancing human capital. It served as trade, hotel and restaurants, transport, storage and communication, financing, insurance, real estate, business service, community, social and personal service. The statistical data proved that, the contribution of service sector to the Gross Domestic Product was about 60 per cent at present, around now 55 per cent of total size of the economy and Gross Value Added growth and contributing two-thirds of total Foreign Direct Investment inflows into India and about 38 per cent of total exports. Of the total 33 states and UTs in the country more than 80 per cent of the gross value added in Delhi and Chandigarh.

However, data on Gross Value Added growth, high-frequency indicators and sect oral trends suggest a moderation in services sector activity during 2019-20. Bank credit to services sector, air passenger traffic and rail freight traffic has witnessed a deceleration, while foreign

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Analyzing Different HRM Practices in SMEs in Davanagere and Shivamogga

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Abstract

Strategic management is a popular form of management in current practice. Small and medium-sized organizations use it, and it is effective in every business environment. In SMEs, the implementation of these concepts is restrained. These constraints come about due to the increased operational management capabilities of these larger firms. The presentation of tasks tends to be mixed, such as verbal overwritten. Despite these drawbacks, having a competitive advantage and reducing expenses by introducing strategic management principles for SMEs helps boost employee motivation, cut delivery times, and better care for customers. The article explores how and to what degree SMEs adopt strategic management principles and whether they employ these principles to manage their businesses successfully. Strategic management is concerned with the creation and decision of a strategy. The majority of the sample SMEs made up a strategy. Nevertheless, a written plan was primarily produced by companies with more than 25 employees, and in very few cases was the strategy exclusively designed by companies with fewer employees. The method is less typically used in firms that specialize in woodwork activities. Conversely, firm owners in the service and trade industries—including transport—most frequently write down a plan, or create one, as well. Quality and stability were the characteristics most often checked, regardless of how many employees were in the organization or what type of business it was. In the sample, profit was the strategy that was least monitored. The study results indicate that over a third of the firms saw an improvement in results following strategic management principles, while more than a third experienced either little change or none at all. After introducing strategic management practices, 44% increased their decision-making and reduced costs. The findings discovered that just 8% of businesses positively impacted internal

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A Study on Problems and Prospects of Rural Entrepreneurship

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ABSTRACT

Rural development is very necessary to makeover the issues faced under below poverty line. Such transformation can be brought by enhancing entrepreneurship in rural areas. By the enhancement of entrepreneurship in rural areas the country can experience large portion of progress economically and the standard of living of rural people can be increased. However, the present study has been undertaken to analyze the problems and prospects of rural entrepreneurs. However, the present study has been carried out to analyze the problems and prospects of rural entrepreneurs. The study focuses towards the concept of rural entrepreneurship, to study the various types of rural entrepreneurship, to study the various problems and prospects of rural entrepreneurship. The data for the present study has been carried out from both primary and secondary sources. Primary data has been collected with the help of structured questionnaire by meeting 50 rural entrepreneurs in Hassan district. Secondary data has been collected by referring various articles journals, books, websites etc.

Keywords: *rural entrepreneurship, poverty, problems and prospects etc.*

I INTRODUCTION

In India major portion of population is under poverty even after independence and industrialization. Rural development is very essential to makeover the issues faced under below poverty line. Rural entrepreneurship plays a vital role in creating employment opportunities and increases the standard of living of people in rural areas. Rural entrepreneurship is contributing towards the development of agriculture and rural industries. By the enhancement of entrepreneurship in rural areas the country can experience large portion of progress economically and the standard of living of rural people can be increased. However, the present study has been undertaken to analyze the problems and prospects of rural entrepreneurs.

II LITERATURE REVIEW

- **A Mani, Dr G Murugesan (2019)** conducted a study on **"Problems and Prospects Of Rural Entrepreneurs In India".** The major objectives of the study were to find out the factors influencing rural entrepreneurship, to examine the problems of rural entrepreneurs, to recommend appropriate measures for the prospects of rural entrepreneurs. Data for the present study has been collected from both primary and secondary sources. Primary data has been collected with the help of structured questionnaire by meeting 110 business owners.
- **Deepa S R** conducted a study on **"Problems and Prospects Of Rural Entrepreneurship In India: A Case Study On Kollegal Taluk Chamarajanagara District, Karnataka".** The author explains that majority of the rural entrepreneurs are facing many challenges due to non availability of primary amenities in rural areas especially in developing countries like India. Rural entrepreneurs re facing issues like lack of education, insufficient technical and conceptual ability. the author concludes that economic development of a nation depends on the development of rural areas and also the standard to living of people in rural areas.
- **Ms Manpreet Kaur and Jagjeet Sinbgh Gill** conducted a study on **"A Review of Rural Entrepreneur Challenges in India".** The author conveys that there is a huge effect due to technological changes in

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41 A Study on Role of Insurance in Driving Growth of Small and Medium Enterprises

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ABSTRACT

Insurance acts as a catalyst in the growth of small and medium enterprises. Insurance provides protection to the small and medium enterprises such as theft, fire, accidents and other natural disorders. Small and medium enterprises will be facing more financial risk so that opting insurance into their business can balance the situation of occurrence of unexpected risk. However, the present study deals with role of insurance in driving growth of small and medium enterprises. The major objectives of the study are to study in detail about the impact of insurance on SME's, to assess the contribution of insurance companies to the growth of SME's, to study the factors affecting to the growth of SME's. The data for the present study has been collected from both primary and secondary sources. Primary data has been collected with the help of structured questionnaire by meeting 50 registered small and medium entrepreneurs in DIC Shivamogga.

Keywords: *Insurance, small and medium entrepreneurs, DIC etc*

INTRODUCTION

Insurance acts as a catalyst in the growth of small and medium enterprises. Opting insurance is a kind of obtaining security for their business because insurance provides compensation for the unexpected risk situations into the business. Insurance provides protection to the small and medium enterprises such as theft, fire, accidents and other natural disorders. In some situations small and medium enterprises fail to face the challenges and high proportion of risk into their business at a time. Small and medium enterprises will be facing more financial risk so that opting insurance into their business can balance the situation of occurrence of unexpected risk. However, the present study deals with role of insurance in driving growth of small and medium enterprises.

LITERATURE REVIEW

- **Thurumella Raanaiah, Dr N Ratan Kishor (2018)** conducted **A Study on Role of Insurance Sector In Indian Economy".** The present study focuses on examining the performance of insurance industry in India in terms of insurance penetration and density". The study is based on the secondary data which has been collected from the IRDA annual report. It was found that factors which affects the relationship between economic growth and insurance sector in the Indian economy.
- **Kavita Muttappa (2021)** conducted a study on **"Analysis of the role of insurance companies in driving growth of SME's in India"**. The present study focuses on to examine the major factors that affect the growth of SME's, to assess the contribution of insurance companies to the growth of SME's. In this study it was found that "the improvement in business skills increases the performance of SME's. However, insurance companies do not lower insurance rates and offer protection to SME's income statements.
- **Kudawashe Chodkufa & Norman Chiliya (July 2014)** conducted **"a study on the relationship between SME's and insurance providers in Nelson Mandela metropolitan area South Africa".** The present study focus on to determine which factors have the more influence and relationship creating between SME's and insurance providers, to investigate if having an insurance policy and have been approached by an insurance broker has an effect on the establishment of the business relationship between SME's upper steps and insurance providers. The data for the present study has been collected with the help of structured questionnaire by meeting owners of SME's.
- **Diara MD, Jadi, Norlida Abdul Manab, Sharulizam Ahamad** conducted a study on **"Insurance as a risk transfer mechanism in small and medium enterprises (SME's).** The present study focus on the aspects of

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2	**Lichens** ***Natural Indicators*** Nanda Publications	**Dr. Devidas G. B**	**ISBN:978-93-5607-620-4**

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Monogamy Inequality in Terms of Higher Powers of a Correlation Measure: An Analysis

A. R. Usha Devi[1,2], Sudha[2,3*] and P. J. Geetha[3]

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ABSTRACT

We begin with the basic notions of limited shareability of quantum correlations, the so-called monogamous nature of quantum states and outline how this feature is manifested through a monogamy inequality. Not all measures of quantum correlations are suitable for bringing out the restricted shareability of correlations in a quantum state. While measures of bipartite correlations such as concurrence, quantum discord do not satisfy monogamy inequality for all categories of correlated quantum states, their second powers are found to do. There has also been a proposition that all multiparty quantum states can be made monogamous by considering positive integral powers of any quantum correlation measure (Ann. Phys. 348, 297 (2014)). We focus on this proposition and analyze whether satisfying monogamy inequality in terms of higher powers of a correlation measure implies limited shareability of correlations.

Keywords: Monogamy inequality; higher powers; shareability; quantum correlations.

1. INTRODUCTION

Quantum correlations are an important resource for several quantum information processing tasks which are impossible in information processing using classically correlated states. One among the distinct properties of quantum correlations that separates it from classical correlations, is its restricted shareability. While classical correlations are infinitely shareable among the subsystems of a multipartite state having classical correlations, there is a limitation on the manner in which quantum correlations are distributed between the subsystems of a multipartite state possessing quantum correlations. For instance, in a multipartite system, entanglement of one subsystem with another limits its entanglement with the remaining part of the system. This unique feature of quantum entanglement is termed *monogamy of entanglement* [1] and has evoked a lot of interest [1-56] in the quantum information community. The importance of multipartite quantum states exhibiting monogamous nature is due to their applicability in quantum communication tasks such as secure quantum key distribution [4,24] and reliable quantum teleportation [55].

Monogamy relations [1,4,5] capture the trade-off between quantum correlations in the subsystems of a composite state and that in the whole state. The monogamy inequality with respect to a bipartite measure, say $\mathcal{Q}$, of quantum correlations is given by

$$\mathcal{Q}_{A:B} + \mathcal{Q}_{A:C} \leq \mathcal{Q}_{A:BC} \tag{1}$$

for a tripartite state ρ_{ABC}. Here $\mathcal{Q}_{A:B}$, $\mathcal{Q}_{A:C}$, $\mathcal{Q}_{A:BC}$ denote the correlations in the subsystems $\rho_{AB} = \mathrm{Tr}_C \rho_{ABC}$, $\rho_{AC} = \mathrm{Tr}_B \rho_{ABC}$ respectively and $\mathcal{Q}_{A:BC}$ gives the correlation between the subsystems A, BC of ρ_{ABC}. Notice that Eq. (1) with the subsystem A replaced with subsystems B or

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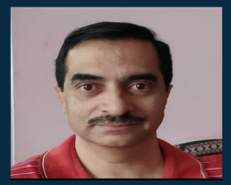

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ಸಂಚಿಕೆಯಲ್ಲಿ ಪ್ರಕಟವಾದ ಲೇಖನಗಳ ಹಕ್ಕು ಆಯಾ
. ಇಲ್ಲಿಯ ಲೇಖನಗಳಲ್ಲಿ ವ್ಯಕ್ತವಾಗುವ ಅಭಿಪ್ರಾಯಗಳು
ತ್ತವೆ. ಅವುಗಳು ಪತ್ರಿಕೆಯ ಅಭಿಪ್ರಾಯಗಳಾಗಿರಬೇಕೆಂದೇನಿಲ್ಲ.

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ಪ್ರಾಧ್ಯಾಪಕರು ಮತ್ತು ಅಧ್ಯಕ್ಷರು
ರಾಜ್ಯಶಾಸ್ತ್ರ ಅಧ್ಯಯನ ಮತ್ತು ಸಂಶೋಧನಾ ವಿಭಾಗ
ಕುವೆಂಪು ವಿಶ್ವವಿದ್ಯಾಲಯ, ಶಂಕರಘಟ್ಟ

ಪ್ಯಾಲೆಸ್ತೈನ್ ಎಂಬ ಪ್ರದೇಶವು ಸಹಸ್ರಾರು ವರ್ಷಗಳ ಇತಿಹಾಸ ಹೊಂದಿದ್ದು, ಪ್ಯಾಲೆಸ್ತೈನ್ ಮತ್ತು ಇಸ್ರೇಲಿಗರ ನಡುವಣ ಸಂಘರ್ಷದ ಕೇಂದ್ರ ಬಿಂದುವಾಗಿ ಗುರುತಿಸಲ್ಪಟ್ಟಿದೆ ಮತ್ತು ಈ ಪ್ರದೇಶ ಜಗತ್ತಿನ ಅತ್ಯಂತ ವಿವಾದಗ್ರಸ್ತ ಭೂಮಿ ಎಂದು ಪರಿಗಣಿಸಲ್ಪಟ್ಟಿದೆ. ಪ್ರಸ್ತುತ ಪ್ಯಾಲೇಸ್ತೈನ್ ವಿವಾದವು ಇಸ್ರೇಲಿನ ಯಹೂದಿಗಳು ಮತ್ತು ಪ್ಯಾಲೆಸ್ತೈನಿನ ಮುಸ್ಲಿಂರ ನಡುವಣ ಸಮಸ್ಯೆ ಎಂದು ತೋರಿದರೂ ಅದು ಕ್ರಿಶ್ಚಿಯನ್‌ರಿಗೂ ಸಂಬಂಧಿಸಿದೆ ಎಂಬುದನ್ನು ನಿರಾಕರಿಸಲಾಗದು.ಯಾವುದೇ ಸಮಸ್ಯೆಗೆ ಪರಿಹಾರ ಕಂಡುಕೊಳ್ಳುವ ಮೊದಲು ಆ ಸಮಸ್ಯೆಯನ್ನು ಅರ್ಥಮಾಡಿಕೊಳ್ಳುವುದು ಪೂರ್ವ ನಿಬಂದನೆಯಾಗುತ್ತದೆ.ಈ ಹಿನ್ನಲೆಯಲ್ಲಿ ಪ್ರಸ್ತುತ ಲೇಖನವು ಪ್ಯಾಲೆಸ್ತೈನ್ ವಿವಾದದ ಸ್ವರೂಪವನ್ನು ಸೂಕ್ತ ಚೌಕಟ್ಟಿನಡಿಯಲ್ಲಿ ಗುರುತಿಸಿ, ಅದು ಯಾವುದರ ಪರಿಣಾಮ ಎಂಬುದರ ಮೇಲೆ ಬೆಳಕು ಚೆಲ್ಲುತ್ತದೆ. ಅಂದರೆ, ಪ್ಯಾಲೆಸ್ತೈನಿನ ಅರಬ್ಬರು, ಇಸ್ರೇಲಿನ ಯಹೂದಿಗಳು ಮತ್ತು ಕ್ರಿಶ್ಚಿಯನ್ನರು ತಮ್ಮ ಗತಕಾಲ ಕುರಿತಾದ ಕಥೆಯನ್ನು ಚರಿತ್ರೆ ('ಗತಕಾಲದ ಯತಾವತ್ತಾದ ಚಿತ್ರಣ') ಎಂಬುದಾಗಿ ಒಪ್ಪಿಕೊಂಡುದದರ ಪರಿಣಾಮ. ಹಾಗೂ ಜನಾಂಗಗಳನ್ನು ಕುರಿತ ಕ್ರಶ್ಚಿಯನ್ ಥಿಯಾಲಜಿಯ ಧೋರಣೆ ಮತ್ತು ಇಂತಹ ಥಿಯಾಲಜಿಯ ಕಲ್ಪನೆಯಂದ ಹುಟ್ಟಿಕೊಂಡ ಸೆಕ್ಯುಲರ್ ಚಿಂತನೆಗಳ ಪರಿಣಾಮವೇ ಈ ಪ್ಯಾಲೆಸ್ತೈನ್ ವಿವಾದ ಎಂದು ಗುರುತಿಸುವ ಪ್ರಯತ್ನವನ್ನು ಈ ಲೇಖನವು ಮಾಡುತ್ತಿದೆ.

ಪ್ಯಾಲೆಸ್ತೈನಿನ ಅರಬ್ಬರು ಮತ್ತು ಇಸ್ರೇಲಿನ ಯಹೂದಿಗಳು (ಕ್ರಿಶ್ಚಿಯಾನಿಟಿಯವರೂ ಸಹ) ಅತ್ಯಂತ ಪವಿತ್ರವೆಂದು ಪರಿಗಣಿಸಿರುವ ಪ್ಯಾಲೆಸ್ತೈನಿನ ಸುಮಾರು ಮೂವತ್ತೈದು ಎಕರೆ ಇರುವ ಜೆರುಸಲೇಮ್ ಎಂಬ ಪ್ರದೇಶಕ್ಕಾಗಿ ಶತ-ಶತಮಾನಗಳಿಂದಲೂ ಜ್ಯೂಡಾಯಿಸಂ, ಇಸ್ಲಾಂ ಮತ್ತು ಕ್ರಿಶ್ಚಿಯಾನಿಟಿ ಎಂಬ ಸೆಮೆಟಿಕ್ ರಿಲಿಜಿಯನ್‌ಗಳು ರಕ್ತಸಿಕ್ತ ಸಂಘರ್ಷದಲ್ಲಿದ್ದಾರೆ. ಇದನ್ನು ಕುರಿತು ಸಾಕಷ್ಟು ಅಧ್ಯಯನಗಳು ನಡಿಯುತ್ತಿವೆ. ಆದಾಗ್ಯೂ ಈ ವಿವಾದವು ಬೋಧಿಸಿದವಾಗಿ ಯಾವುದರ ಪರಿಣಾಮ ಅಥವಾ ಇದರ ನೈಜ ಸ್ವರೂಪವೇನು ಎಂಬುದನ್ನು ಗುರುತಿಸುವಲ್ಲಿಯಾಗಲೀ, ಆ ಸಮಸ್ಯೆಯನ್ನು ಪರಿಹರಿಸುವಲ್ಲಿಯಾಗಲೀ ಯಶಸ್ವಿಯಾಗಿಲ್ಲ. ಆದ್ದರಿಂದಲೆ, ಈ ವಿವಾದದ ಇತ್ಯರ್ಥಕ್ಕೆ ಅನೇಕ ಸ್ಥಳೀಯ ಮತ್ತು ಜಾಗತಿಕ ಮಟ್ಟದ ಪ್ರಯತ್ನಗಳು ನಡೆದರೂ ಸಹ ಅವು ವಿಫಲ ಯತ್ನಗಳಾಗಿ ಪರಿಣಮಿಸಿ ವಿವಾದವು ಮುಂದುವರೆಯುತ್ತಿದೆ. ಈ ಅಂಶವು

ಪ್ಯಾಲೆಸ್ತೈನ್ ವಿವಾದವನ್ನು ಕುರಿತು ಪ್ರಚಲಿತದಲ್ಲಿರುವ ಅಧ್ಯಯನಗಳಿಗೆ ಪರ್ಯಾಯ ವಿವರಣೆಯ ಅಗತ್ಯತೆ ಇರುವುದನ್ನು ಸೂಚಿಸುತ್ತದೆ.

ಸಮಸ್ಯೆಯ ಗುರುತಿಸುವಿಕೆಯಲ್ಲಿನ ಗೊಂದಲಗಳು:

ಪ್ಯಾಲೆಸ್ತೈನಿನ ವಿವಾದವನ್ನು ಪ್ರಮುಖವಾಗಿ ಎರಡು ಆಯಾಮಗಳ ಮೂಲಕ ವಿವರಿಸುವ ಪ್ರಯತ್ನ ಮಾಡಲಾಗಿದೆ. ಮೊದಲನೆಯ ಆಯಾಮವನ್ನು ಗಮನಿಸುವುದಾದರೆ, 'ಪ್ಯಾಲೆಸ್ತೈನಿನ ಜೆರುಸಲೇಂ ಎಂಬ ಪವಿತ್ರ ಸ್ಥಳಕ್ಕಾಗಿ ಯಹೂದಿಗಳು ಮತ್ತು ಅರಬ್ ಮುಸ್ಲಿಂರ ನಡುವೆ ನಡೆಯುತ್ತಿರುವ ರಿಲಿಜಿಯಸ್ ಯುದ್ಧವಾಗಿದೆ'. ಎರಡನೆಯದು, ರಾಜಕೀಯ ಆಯಾಮ. ಇದರ ಪ್ರಕಾರ, 'ಇದೊಂದು ಪಶ್ಚಿಮ–ಏಷ್ಯಾದ ಪ್ರಾದೇಶಿಕ ಮಟ್ಟದಲ್ಲಿನ ಆರ್ಥಿಕ, ಸೈನಿಕ ಮತ್ತು ಭಯೋತ್ಪಾದನಾ ಅಂಶಗಳಿಂದಾಗಿ ನಡೆಯುತ್ತಿರುವ ಸಂಘರ್ಷ, ಎರಡು ರಾಷ್ಟ್ರಗಳ ರಾಷ್ಟ್ರೀಯ ಹಿತಾಸಕ್ತಿ ಕುರಿತಾದ ಸಂಘರ್ಷ ಹಾಗೂ ಜಾಗತಿಕ ರಾಜಕಾರಣದಲ್ಲಿ ಅತ್ಯಂತ ಪ್ರಬಲ ಶಕ್ತಿಗಳೆಂದು ಕೆರಯಲ್ಪಟ್ಟ ಕೆಲ ರಾಷ್ಟ್ರಗಳ (ರಾಜಕಾರಣ) ಹಸ್ತಕ್ಷೇಪದಿಂದಾಗಿ ಜಾಗತಿಕ ಸ್ವರೂಪ ಪಡೆದುಕೊಂಡಿರುವ ಸಂಘರ್ಷವಾಗಿದೆ' ಎಂಬಿತ್ಯಾದಿಯಾಗಿ ಅನೇಕ ಇತಿಹಾಸಕಾರರು ಮತ್ತು ಅಂತರರಾಷ್ಟ್ರೀಯ ಸಂಬಂಧಗಳ ಅಧ್ಯಯನಕಾರರು ಮತ್ತು ಸಂಶೋಧಕರು ವಿವರಿಸಿದ್ದಾರೆ. ಉದಾಹರಣೆಗೆ, ಪ್ಯಾಲೆಸ್ತೈನ್ ವಿವಾದವು ನೈಜವಾಗಿ ಪ್ಯಾಲೆಸ್ತೈನಿನ ಜೆರುಸಲೇಂ ಎಂಬ ಪವಿತ್ರ ಜಾಗಕ್ಕಾಗಿ ಮುಸ್ಲಿಂರು ಮತ್ತು ಯಹೂದಿಗಳ ನಡುವೆ ನಡೆಯುತ್ತಿರುವ 'ಧಾರ್ಮಿಕ' ಅಂಶದ ಪರಿಣಾಮವಾಗಿದೆ. ಆದರೆ 'ರಾಜಕಾರಣ' ಎಂಬ ಅಂಶವನ್ನು ಸಾಧನವನ್ನಾಗಿ ಬಳಸಿಕೊಳ್ಳಲಾಗುತ್ತಿದೆ. ಇನ್ನು ಕೆಲ ಚಿಂತಕರು ಅಭಿಪ್ರಾಯಪಡುವಂತೆ, "ಮೂಲಭೂತವಾಗಿ ಪ್ಯಾಲೆಸ್ತೈನ್ ವಿವಾದವು 'ರಾಜಕೀಯ'ದ ಪರಿಣಾಮ. ಆದರೆ ತಮ್ಮ ರಾಷ್ಟ್ರೀಯ ಹಿತಾಸಕ್ತಿಯನ್ನು ಸಾಧಿಸಲು ಇಸ್ರೇಲ್ ಮತ್ತು ಪ್ಯಾಲೆಸ್ತೈನ್ ರಾಷ್ಟ್ರಗಳು ಧರ್ಮವನ್ನು ಒಂದು ಸಾಧನವನ್ನಾಗಿ ಬಳಸಿಕೊಳ್ಳಲಾಗುತ್ತಿದೆ" (ಖಾನ್ ಅಸ್ಫಂದಿಯಾರ್, 2020) ಎಂದು ವಿವರಿಸಿದ್ದಾರೆ.

ಹಾಗೆಯೆ ಈ ಎರಡು ಆಯಾಮಗಳ ಜೊತೆಗೆ ಇನ್ನು ಕೆಲವು ಚಿಂತಕರ ಪ್ರಕಾರ, ಪ್ಯಾಲೆಸ್ತೈನ್ ವಿವಾದವು ಪ್ರಮುಖವಾಗಿ ಅಸ್ಮಿತೆಯ ಪ್ರಶ್ನೆಗೆ ಸಂಬಂಧಿಸಿದೆ. ಅಂದರೆ "ಈಗಿನ ಇಸ್ರೇಲ್ ಮತ್ತು ಪ್ಯಾಲೆಸ್ತೈನ್ ಮೊದಲು ಇಸ್ರೇಲ್ ಆಗಿದ್ದು, ಅದು ಯಹೂದಿಗಳ ಮೂಲ ನೆಲೆಯಾಗಿತ್ತು. ಕಾಲಾನಂತರ ಇದು ರೋಮನ್‌ರ ಆಳ್ವಿಕೆಗೊಳಪಟ್ಟು, ಚಕ್ರವರ್ತಿ ಹ್ಯಾಡ್ರಿಯನ್ ಇಸ್ರೇಲ್‌ನ್ನು ಯಹೂದಿಗಳ ಬದ್ದ ವೈರಿಗಳಾದ ಪ್ಯಾಲೆಸ್ತೆನಿಯನ್‌ರು ಮತ್ತು ಸಿರಿಯನ್‌ರಿಗೆ ನೀಡಿದನು. ತದನಂತರ ಯಹೂದಿಗಳ ಮೇಲೆ ಅತ್ಯಂತ ಕ್ರೂರ ದಾಳಿ ನಡೆಸಿದನು. ಹಾಗಾಗಿ ಯಹೂದಿಗಳು ಪ್ರಾಣ ರಕ್ಷಣೆಗಾಗಿ ಮಾತೃಭೂಮಿ ತ್ಯಜಿಸಿ ಜಗತ್ತಿನ ವಿವಿಧ ಭಾಗಗಳಲ್ಲಿ ಹಂಚಿಹೋದರು. ಆದರೆ ಒಂದು ನೆಲೆಯಿಲ್ಲದೆ ಪ್ರಪಂಚದ ಅನೇಕ ರಾಷ್ಟ್ರಗಳಲ್ಲಿ ನೆಲೆಸಿದ್ದ ಯಹೂದಿಗಳು ಬಹುತೇಕ ರಾಷ್ಟ್ರಗಳಲ್ಲಿ ವಿವಿಧ ರೀತಿಯ ಚಿತ್ರಹಿಂಸೆ, ದೌರ್ಜನ್ಯ, ನರಮೇದಗಳಿಗೆ ಗುರಿಯಾದರು" (ಶೆಟ್ಟಿ ಶ್ರೀಕಾಂತ, 2021). ಪರಿಣಾಮವಾಗಿ ಜಗತ್ತಿನಾದ್ಯಂತ ಚದುರಿ ಹೋಗಿದ್ದ ಯಹೂದಿಗಳು ತಮ್ಮ ಅಸ್ಮಿಯತೆಗಾಗಿ ಮಾತೃಭೂಮಿ ಪಡೆಯಲು ಹಿಂದಿರುಗಿ, ಪ್ಯಾಲೆಸ್ತೈನಿನಲ್ಲಿ ಇಸ್ರೇಲ್ ರಾಜ್ಯವನ್ನು ಸ್ಥಾಪಿದರು. ಹಾಗಾಗಿಯೇ ಇಸ್ರೇಲ್ ಮತ್ತು ಪ್ಯಾಲೆಸ್ತೆನಿಯನ್ನರ ಮದ್ಯೆ

ಚಿಂತನ ಬಯಲು

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ಚಿಂತನ ಬಯಲು

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ಪೀಠಿಕೆ

ಸ್ವಾತಂತ್ರ್ಯ ನಂತರ ಭಾರತೀಯ ಪ್ರಭುತ್ವವು ತನ್ನದೇ ಆದ ಸಂವಿಧಾನವನ್ನು ರಚಿಸಿಕೊಂಡಿತು. ಹಾಗೆ ಪ್ರಭುತ್ವವು ವ್ಯಕ್ತಿ ಮತ್ತು ಸಮುದಾಯಗಳ ನಡುವೆ ಜಾತಿ, ಧರ್ಮ, ಲಿಂಗ ಮತ್ತು ವರ್ಣ ಇವುಗಳ ಆಧಾರದ ಮೇಲೆ ತಾರತಮ್ಯ ಮಾಡದಂತೆ ತಡೆಯಲು ಸ್ವಾತಂತ್ರ್ಯ ಸಮಾನತೆ ಹಾಗೂ ಭ್ರಾತೃತ್ವದ ಆಧಾರದ ಮೇಲೆ ಎಲ್ಲಾ ಧಾರತೀಯರಿಗೆ ಮೂಲಭೂತ ಹಕ್ಕುಗಳನ್ನು ನೀಡಲಾಯಿತು. ಹಾಗೆ ಇವುಗಳ ರಕ್ಷಣೆಗೆ ಆಧುನಿಕ ನ್ಯಾಯಾಲಯಗಳನ್ನು ಮುಂದುವರಿಸಲು ಅಂದಿನ ರಾಜಕೀಯ ನೇತಾರರು ಹೆಚ್ಚು ಒಲವು ತೋರಿದರು. ಹಾಗೆ ಮುಂದುವರಿಸಲು ಭಾರತದ ಸಾಂಪ್ರದಾಯಿಕ ನ್ಯಾಯಿಕ ವ್ಯವಸ್ಥೆಯ ಬಗ್ಗೆ ಅವರಿಗಿದ್ದ ಅಸಮಧಾನವೇ ಕಾರಣ. ಪ್ರಾಚೀನ ಭಾರತದಲ್ಲಿ "ಧರ್ಮಶಾಸ್ತ್ರ"ಗಳು ಕಾನೂನು ಗ್ರಂಥಗಳಾಗಿದ್ದು, ಅಸಮಾನತೆಯಿಂದ ಕೂಡಿತ್ತು. ಅದರಲ್ಲೂ ಮನುವಿನ ಭ್ರಷ್ಟ ಕಾನೂನುಗಳು ಭಾರತದಲ್ಲಿ ಮಹಿಳೆಯರು ಮತ್ತು ಕೆಳಜಾತಿಗಳ ಶೋಷಣೆಗೆ ಕಾರಣವಾಗಿತ್ತು.ಕಾಲನಂತರದಲ್ಲಿ ಸ್ಥಳೀಯ ನ್ಯಾಯಿಕ ಸಂಸ್ಥೆಗಳು ನ್ಯಾಯ ನೀಡಲು ಮನುಶಾಸ್ತ್ರವನ್ನೇ ರೂಡಿ–ಸಂಪ್ರದಾಯದ ಹೆಸರಿನಲ್ಲಿ ಜಾರಿಗೊಳಿಸಿದ್ದು, ಅವುಗಳನ್ನಾಧರಿಸಿದ ತೀರ್ಮಾನಗಳು ಸ್ವಾಭಾವಿಕವಾಗಿಯೇ ಅನ್ಯಾಯಯುತವಾಗುತ್ತಿದ್ದವು ಎಂಬುದು ಸಂವಿಧಾನ ನಿರ್ಮಾತೃಗಳ ವಾದವಾಗಿತ್ತು.

ಸ್ವಾತಂತ್ರ್ಯ ಸಮಾನತೆ ಹಾಗೂ ಭ್ರಾತೃತ್ವ ತತ್ವಗಳನ್ನಾಧರಿಸಿ, ಹಿಂದೂ ಕಾನೂನುಗಳನ್ನು ಸುಧಾರಿಸುವ ಪ್ರಯತ್ನಕ್ಕೆ ಮುಂದಾದರು.ಆದರೆ ಧರ್ಮಶಾಸ್ತ್ರಗಳು ಪ್ರಾಚೀನ ಭಾರತದ ಕಾನೂನು ಗ್ರಂಥಗಳಾಗಿದ್ದವು ಎಂಬುದರ ಬಗ್ಗೆ ಅನುಮಾನ ಗಳಿದ್ದು, ಧರ್ಮಶಾಸ್ತ್ರಗಳನ್ನು ರಚಿಸಿದ ಧರ್ಮಶಾಸ್ತ್ರಕಾರರೇ ಅವುಗಳನ್ನು ಕಾನೂನು ಗ್ರಂಥವಾಗಿ ಮಾನ್ಯತೆ ಮಾಡಿರಲಿಲ್ಲ ಎಂಬುದು ಗಮನಾರ್ಹ ಸಂಗತಿ. ಹಾಗಾದರೆ, ಪ್ರಾಚೀನ ಕಾಲದಲ್ಲಿ ನ್ಯಾಯ ತೀರ್ಮಾನದ ಪಠ್ಯವಾಗಿ ಧರ್ಮಶಾಸ್ತ್ರಗಳನ್ನು ಬಳಸುತ್ತಿದ್ದರು ಎಂಬ ತೀರ್ಮಾನಕ್ಕೆ ಕಾರಣಗಳೇನು? ಹಾಗೂ ಪಠ್ಯಾಧಾರಿತ ನ್ಯಾಯತೀರ್ಮಾನವು ಪ್ರಾಚೀನ ಭಾರತದಲ್ಲಿ ಅನುಸರಿಸಲಾದ ಕ್ರಮವಾಗಿತ್ತೇ? ಈ ಕುರಿತ ಆಧುನಿಕ ಚಿಂತಕರ ನಿಲುವುಗಳು ಹಾಗೂ ಇತ್ತೀಚಿನ ಕೆಲವು ಚಿಂತನೆಗಳ ಮುಖಾಮುಖಿಯನ್ನು ಪ್ರಸ್ತುತ ಲೇಖನದಲ್ಲಿ ಮಾಡಲಾಗುವುದು.ಆ ಮೂಲಕ ಧರ್ಮಶಾಸ್ತ್ರಗಳು ಪ್ರಾಚೀನ ಭಾರತದ ಕಾನೂನು ಗ್ರಂಥಗಳೇ? ಎಂಬ ಪ್ರಶ್ನೆಯನ್ನು ಬಿಡಿಸಲಾಗುವುದು.

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ಅರುಹು ಕುರುಹು ವಿಶೇಷ ಸಂಚಿಕೆ

ಸಂಶೋಧನ ಸಾರ

ಸಾಹಿತ್ಯ ಸಂಸ್ಕೃತಿಯ ಶೋಧದಲ್ಲಿ

ಸಂಪುಟ : ೧೧ ಸಂಚಿಕೆ : ೪೪ ಏಪ್ರಿಲ್-ಜೂನ್ ೨೦೨೧

ಯುಜಿಸಿ ಕೇರ್ ಪಟ್ಟಿಯಲ್ಲಿರುವ ಕನ್ನಡ ತ್ರೈಮಾಸಿಕ ಪತ್ರಿಕೆ

ತಜ್ಞ ಪರಿಶೀಲಕರ ಸಮಿತಿ
PEER REVIEW COMMITTEE

ಡಾ. ಸಿ. ನಾಗಣ್ಣ
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ಗೌರವ ಸಂಪಾದಕರು
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ಹಾ ತಿ ರತ್ನ

ವಿನ್ಯಾಸ
ಹಾಲತಿ ಲೋಕೇಶ್

ತಾಂತ್ರಿಕ ಸಹಕಾರ
ವಿಮಲ್ ಹಾಲತಿ

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ಅರುಹು ಕುರುಹು, ತ್ರೈಮಾಸಿಕ ಪತ್ರಿಕೆ

#೧೦, 'ಬೆಳಕು', ಕುವೆಂಪು ರಸ್ತೆ, ಪೃಥ್ವಿ ಬಡಾವಣೆ, ದಟ್ಟಗಳ್ಳಿ ಪೋಸ್ಟ್ ಆಫೀಸ್ ಹಿಂಭಾಗ
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೪೨. ಅಸ್ಪೃಶ್ಯತೆ ಮತ್ತು ಜಾತಿವ್ಯವಸ್ಥೆ : ಪರ್ಯಾಯ ಅಧ್ಯಯನ / ೨೨೮
– ಡಾ ಶ್ರೀಧರ ಬಾರ್ಕಿ

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– ಡಾ ಅಪ್ಪಗೆರೆ ಸೋಮಶೇಖರ್

೪೪. ಭೂ ಹಂಚಿಕೆಯ ಅಸಮಾನತೆಯಿಂದಾಗಿ ಪರಿಶಿಷ್ಟ ಜಾತಿಗಳ ಅಭಿವೃದ್ಧಿಯ ಮೇಲಾಗುತ್ತಿರುವ ಪರಿಣಾಮಗಳು : ಒಂದು ಸಮಾಜಶಾಸ್ತ್ರೀಯ ವಿಶ್ಲೇಷಣೆ / ೨೪೧ – ಶಶಿಕುಮಾರ ಕೆ ಎನ್

೪೫. ಬಾಡಕಟ್ಟು ಸ್ಥಿತ್ಯಂತರಗಳು : ಒಂದು ಸಮಾಜಶಾಸ್ತ್ರೀಯ ವಿಶ್ಲೇಷಣೆ / ೨೪೭
– ಡಾ ಗಿರಿಧರ ಎಸ್

೪೬. ಆಸ್ತಮಾ ನಿವಾರಣೆಯಲ್ಲಿ ಪಫ್ ಕ್ರಿಯೆಗಳು : ಒಂದು ಅಧ್ಯಯನ / ೨೫೪
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– ಡಾ ಮಂಜುನಾಥ ಜಿ ಲಮಾಣಿ

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– ಬಸವರಾಜ ಮಾಲಿಪಾಟೀಲ್

೪೯. ಗ್ರಂಥಾಲಯಗಳಲ್ಲಿ ಮಾಹಿತಿ ಸಂಪನ್ಮನ ತಂತ್ರಜ್ಞಾನಗಳ ಪಾತ್ರ : ಒಂದು ಅಧ್ಯಯನ / ೨೭೧
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೫೧. ಶೈಕ್ಷಣಿಕ ಪ್ಲಾಟ್‌ಫಾರ್ಮ್‌ಗಳಿಗಾಗಿ ಜಾಹೀರಾತು ಪರಿಕಲ್ಪನೆಗಳು / ೨೮೩
– ಹೆಚ್ ಸಿ ಭವ್ಯ

೫೨. ಯುವಜನತೆಯ ಅವಲೋಕನದ ಮೂಲಕ ಕಾವ್ಯದ ಚರ್ಚೆ / ೨೯೧
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೫೩. ಕರ್ನಾಟಕದಲ್ಲಿ ಯುವ ರಾಜಕಾರಣದ ಪ್ರಸ್ತುತ ವಿದ್ಯಮಾನಗಳು : ಒಂದು ವಿಮರ್ಶಾತ್ಮಕ ಅಧ್ಯಯನ / ೨೯೮ – ಡಾ ದೀಕ್ಷಿತ್ ಕುಮಾರ್ ಎಂ

೫೪. ಪ್ರಧಾನಿ ಮೋದಿಯವರ ಸಾರ್ಕ್ ರಾಷ್ಟ್ರಗಳ ಭೇಟಿ ಮತ್ತು ಅದರ ಫಲಶ್ರುತಿಗಳ ಒಂದು ವಿಶ್ಲೇಷಣೆ / ೩೦೪
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ಸೆಕ್ಯುಲರಿಸಂ ಮತ್ತು ಹಿಂದೂ ರಾಷ್ಟ್ರೀಯವಾದ

ಸಂತೋಷ ಈ

ಭಾರತದಲ್ಲಿ ಸೆಕ್ಯುಲರಿಸಂ ಪರಿಕಲ್ಪನೆಯು ಮೂಲಾರ್ಥವನ್ನು ಕಳೆದುಕೊಂಡಿದೆ. ಸೆಕ್ಯುಲರ್‌ವಾದಿಗಳ ಪ್ರಕಾರ ಸೆಕ್ಯುಲರ್ ಪ್ರಭುತ್ವವು ಎಲ್ಲಾ ರಿಲಿಜನ್ನುಗಳನ್ನೂ ಸಮಭಾವ ದಿಂದ ನೋಡಬೇಕು ಎಂಬುದಾಗಿದೆ. ಸರ್ವಧರ್ಮ ಸಮಭಾವ ಎಂದರೆ ಸರ್ಕಾರ ದೇಶದ 'ಅಲ್ಪಸಂಖ್ಯಾತ'ರಾದ ಮುಸ್ಲಿಂ ಹಾಗೂ ಕ್ರೈಸ್ತ ರಿಲಿಜನ್ನುಗಳ ರಕ್ಷಣೆ ಮಾಡುವುದಾಗಿದೆ. ಅಂದರೆ ಬಹುಸಂಖ್ಯಾತ ಹಿಂದೂಗಳಿಂದ ಅವರನ್ನು ರಕ್ಷಿಸುವುದು ನಮ್ಮ ಸೆಕ್ಯುಲರ್ ನೀತಿಯ ಹೊಣೆ ಎಂಬುದಾಗಿ ಸೆಕ್ಯುಲರ್ ಗುಂಪು ಪ್ರತಿಪಾದಿಸುತ್ತದೆ ಹಾಗೂ ಅದೇ ಅಧಿಕೃತವಾದ ಸೆಕ್ಯುಲರಿಸಂ ಎಂಬುದಾಗಿ ಬಿಂಬಿಸುತ್ತದೆ. ಈ ಸೆಕ್ಯುಲರ್ ನೀತಿಯನ್ನು ವಿರೋಧಿಸುವ ಹಿಂದುತ್ವವಾದಿಗಳು ಈ ನೀತಿಯಿಂದಾಗಿ ಸರ್ಕಾರವು ಅಲ್ಪಸಂಖ್ಯಾತರನ್ನು ಓಲೈಸುತ್ತಿದೆ, ಬಹುಸಂಖ್ಯಾತರನ್ನು ಕಡೆಗಣಿಸುತ್ತಿದೆ, ಬದಲಾಗಿ ಹಿಂದೂ ಪ್ರಭುತ್ವ ಎಂಬುದು ಮೊದಲಿನಿಂದಲೂ ಸೆಕ್ಯುಲರೇ ಆಗಿದೆ. ಪ್ರಾಚೀನ ಕಾಲದಿಂದಲೂ ಹಿಂದೂ ಪ್ರಭುತ್ವ ಎಲ್ಲಾ ರಿಲಿಜನ್‌ಗಳನ್ನು ಸಮಾನವಾಗಿ ನೋಡಿವೆ. ಆದರೆ ಭಾರತದಲ್ಲಿ ಕ್ರಿಶ್ಚಿಯನ್ನರು ಮತ್ತು ಮುಸ್ಲಿಮರು ಮಾಡುತ್ತಿರುವ ಮತಾಂತರ ಅವು ಹಿಂದೂ ಧರ್ಮವನ್ನು ತಮಗೆ ಸಮಾನವಾಗಿ ಪರಿಗಣಿಸಿಲ್ಲ ಎಂಬುದಕ್ಕೆ ಸಾಕ್ಷಿಯಾಗಿದೆ. ಇವುಗಳ ಅಸಮಾನತೆಯ ನಡವಳಿಕೆಯೇ ಭಾರತದಲ್ಲಿ ರಿಲಿಜನ್ನುಗಳ ಸಂಘರ್ಷಕ್ಕೆ ಕಾರಣವಾಗಿದೆ. ಆದ್ದರಿಂದ ಭಾರತದಲ್ಲಿ ರಿಲಿಜನ್‌ಗಳ ನಡುವೆ ಸಂಘರ್ಷವಾಗದೆ ಶಾಂತಿಯನ್ನು ಕಾಪಾಡಲು ಇಸ್ಲಾಂ ಮತ್ತು ಕ್ರಿಶ್ಚಿಯಾನಿಟಿಗಳು 'ಭಾರತೀಕರಣ'ಗೊಳ್ಳಬೇಕು ಎನ್ನುತ್ತಾರೆ. ಅಂದರೆ ಅವರು 'ಹಿಂದೂ ರಾಷ್ಟ್ರೀಯವಾದದೊಳಗೆ ತಮ್ಮ ಅಸ್ಮಿತೆಯನ್ನು ಗುರುತಿಸಿಕೊಳ್ಳಬೇಕು ಎಂದು ವಾದಿಸುತ್ತಾರೆ. ಒಂದು ಕಡೆ ಹಿಂದೂ–ಮುಸ್ಲಿಮರ ಸಂಘರ್ಷವನ್ನು ಪರಿಹರಿಸುವ ನಿಟ್ಟಿನಲ್ಲಿ ರೂಪಗೊಂಡ ಸೆಕ್ಯುಲರಿಂಸನ ವಿಭಿನ್ನ ಮುಖಗಳು. ಮತ್ತೊಂದು ಕಡೆ ಅದನ್ನು ವಿರೋಧಿಸುವ ನಿಟ್ಟಿನಲ್ಲಿ ರೂಪಗೊಂಡ 'ಹಿಂದೂ ರಾಷ್ಟ್ರೀಯವಾದ'. ಇವೆರಡೂ ಭಾರತದಲ್ಲಿ ಸಂಘರ್ಷವನ್ನು ಹೆಚ್ಚಿಸುವ ಜೊತೆಗೆ ಭಾರತೀಯ ವಿಭಿನ್ನ ಸಂಪ್ರದಾಯಗಳ ನಾಶಕ್ಕೆ ತಮ್ಮದೇಯಾದ ಕೊಡುಗೆಯನ್ನು ಸಲ್ಲಿಸುತ್ತಿವೆ ಎಂಬುದೇ ಲೇಖನದ ವಾದ.

ಸೆಕ್ಯುಲರಿಸಂ ಮೂಲ ಧ್ಯೇಯ ಅಲ್ಪಸಂಖ್ಯಾತರ ರಕ್ಷಣೆ

ಭಾರತದಲ್ಲಿ ಸ್ವಾತಂತ್ರ್ಯ ಪೂರ್ವದಲ್ಲಿಯೇ ವಿವಿಧ ಪಂಥಗಳ ನಡುವೆ ಹಲವಾರು ಕಾರಣಗಳಿಗಾಗಿ ಘರ್ಷಣೆಗಳು ಸಂಭವಿಸಿದ್ದವು. ಸ್ವಾತಂತ್ರ್ಯ ಪಡೆದ ನಂತರವೂ ಸಹ ವಿವಿಧ ಸಮುದಾಯಗಳ ನಡುವೆ ಸಂಘರ್ಷಗಳು ನಡೆಯುತ್ತಲೇ ಇವೆ. ಅದರಲ್ಲೂ ಇತಿಹಾಸದುದ್ದಕ್ಕೂ ಹಿಂದೂ–ಮುಸ್ಲಿಂ ಸಮುದಾಯಗಳ ನಡುವಿನ ಸಂಘರ್ಷ ಜನರ

ಸಂತೋಷ ಈ, ಉಪನ್ಯಾಸಕರು, ರಾಜ್ಯಶಾಸ್ತ್ರ ಅಧ್ಯಯನ ಮತ್ತು ಸಂಶೋಧನ ವಿಭಾಗ, ಕುವೆಂಪು ವಿಶ್ವವಿದ್ಯಾನಿಲಯ, ಶಿವಮೊಗ್ಗ

ಪಂಚಾಯತಿಗಳಲ್ಲಾದ ಪಲ್ಲಟವನ್ನು ಪರಿಚಯಿಸಿದ ಧರ್ಮಪಾಲ್

■ ಡಾ. ಪ್ರವೀಣ್ ಟಿ.ಎಲ್.
■ ಡಾ. ವಿನುತಾ ಎಸ್. ಪಾಟೀಲ್

ಭಾರತ ಗ್ರಾಮಗಳ ದೇಶವಾದ್ದರಿಂದ ಗ್ರಾಮಗಳು ಅಭಿವೃದ್ಧಿ ಹೊಂದಿದ ಹೊರತು ದೇಶದ ಅಭಿವೃದ್ಧಿ ಸಾಧ್ಯವಿಲ್ಲ. ಗ್ರಾಮಗಳನ್ನು ಅಭಿವೃದ್ಧಿಗೊಳಿಸುವ ಆಶಯದ ಹಿನ್ನೆಲೆಯಲ್ಲಿ ಉದಿಸಿದುದು ಪಂಚಾಯತ್‌ರಾಜ್ ವ್ಯವಸ್ಥೆ. ಆಧುನಿಕ ಪಂಚಾಯತ್‌ರಾಜ್ ಸಂಸ್ಥೆಗಳ ರಚನೆ ಮತ್ತು ಕಾರ್ಯವೈಖರಿಯ ಬಗ್ಗೆ ಭಾರತದಲ್ಲಿ ಅಸಂಖ್ಯ ಅಧ್ಯಯನಗಳು ನಡೆದಿವೆ, ಈಗಲೂ ನಡೆಯುತ್ತಲೇ ಇವೆ. ಆ ಎಲ್ಲ ಅಧ್ಯಯನಗಳೂ ಈಗಿರುವ ಪಂಚಾಯತ್ ವ್ಯವಸ್ಥೆಯ ಮಿತಿಗಳನ್ನು ಗುರುತಿಸುವ ಪ್ರಯತ್ನವನ್ನು ಮಾಡಿವೆ. ಅದಕ್ಕೆ ಕಾರಣಗಳನ್ನೂ ಗುರುತಿಸುವಲ್ಲಿ ಯಶಸ್ವಿಯಾಗಿದ್ದು, ಕಾರಣಗಳೆಲ್ಲವೂ ಜನರ ಕೊರತೆಯನ್ನು ತೋರಿಸುವುದಕ್ಕೇ ಸೀಮಿತವಾಗಿವೆ ಎಂದರೆ ತಪ್ಪಾಗಲಾರದು. ಅಂದರೆ ಜನರ ಅನಕ್ಷರತೆ, ಅಸಹಕಾರ, ಜಾತಿಭಾವನೆ, ಭ್ರಷ್ಟಾಚಾರ ಇತ್ಯಾದಿಗಳನ್ನು ಸಾಮಾನ್ಯವಾಗಿ ಗುರುತಿಸುತ್ತಾರೆ. ಆದರೆ ಮದ್ರಾಸ್ ಪಂಚಾಯತ್ ವ್ಯವಸ್ಥೆಯನ್ನು ಆಳವಾಗಿ ಅಧ್ಯಯನಕ್ಕೊಳಪಡಿಸಿದ ಧರ್ಮಪಾಲ್, ವಿಭಿನ್ನವಾಗಿ ತಮ್ಮ ಆಲೋಚನೆಗಳನ್ನು ವ್ಯಕ್ತಪಡಿಸಿದ್ದಾರೆ. ಅವರ ಆಲೋಚನೆಗಳು ಪಂಚಾಯತ್ ಸಂಸ್ಥೆಗಳ ಮೇಲೆ ಬೆಳಕು ಚೆಲ್ಲುವ, ಹೊಸ ಸಿದ್ಧಾಂತಗಳನ್ನು ಬೆಳೆಸುವ ಪ್ರಯತ್ನಕ್ಕೆ ದಾರಿದೀಪವಾಗಲಿವೆ. ಈ ಅಂಶವನ್ನು ಪ್ರಸ್ತುತ ಲೇಖನವು ಸ್ಪಷ್ಟಪಡಿಸಲು ಯತ್ನಿಸುತ್ತದೆ.

ಪ್ರಸ್ತುತ ಪಂಚಾಯತಿಗಳು ಮತ್ತು ಅವುಗಳ ಮಿತಿಗಳು

ಪಂಚಾಯತ್‌ರಾಜ್ ಸಂಸ್ಥೆಯು ಭಾರತೀಯ ರಾಜಕೀಯ ವ್ಯವಸ್ಥೆಯ ಅವಿಭಾಜ್ಯ ಅಂಗವಾಗಿದೆ. ಆದರೆ ಸಂವಿಧಾನದ ಪ್ರಾರಂಭಿಕ ಕರಡು ರಚನೆಯಾದಾಗ, ಅವುಗಳಿಗೆ ಅವಕಾಶವನ್ನು ನೀಡಿರಲಿಲ್ಲ ಎಂಬುದೂ ಅಷ್ಟೇ ಸತ್ಯ. ಆದರೆ ಸಂವಿಧಾನ

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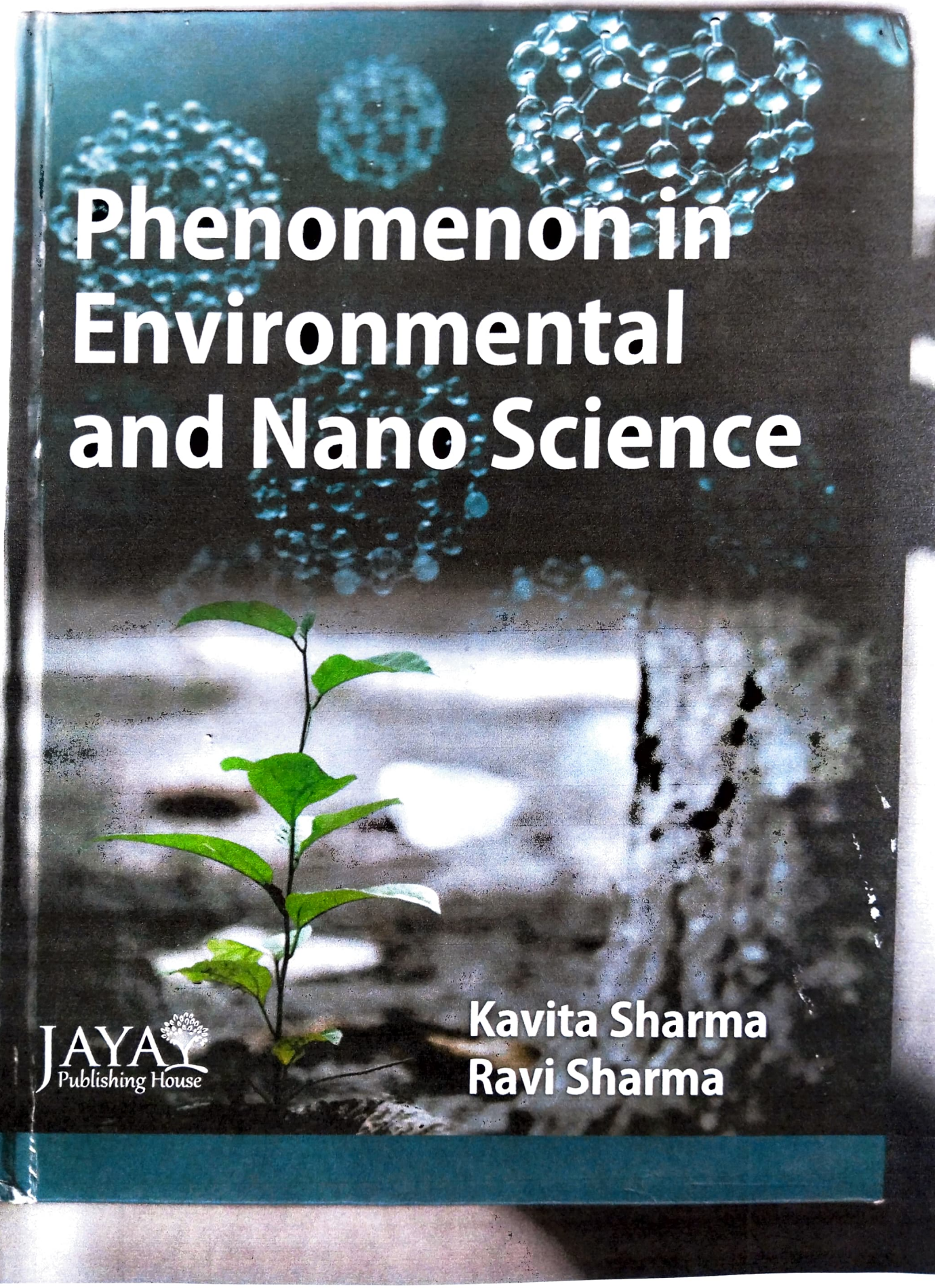

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3

ANTIMICROBIAL ACTIVITY OF PETROLEUM ETHER AND ETHANOLIC EXTRACTS OF MATURE LEAVES OF *SOLANUM ELAEAGNIFOLIUM* L.

P. Shivakumar Singh[1*], Dattu Singh[2], Vasavi Dathar[3] and H.C. Shrishail[4]

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Abstract

Antimicrobial activity of petroleum ether and ethanolic and successive soxhlet extract of mature leaves of *Solanum elaeagnifolium* (Solanaceae) was assessed against dermatophytic fungi explicitly, *Trichophyton rubrum, Trichophyton tonsurans, Trichophyton mentagrophytes, Microsporium gypseum, Candida albicans* and bacteria akin to, *Staphylococcus aureus, Pseudomonas aeruginosa, Bacillus subtilis* and *Escherichia coli.* The utmost activity was observed in interpolar ethanolic extract when compared to petroleum ether extract. The minimum inhibitory concentration, minimum fungicidal concentration and minimum bactericidal concentration were resolute against all the test strains. The present report grants a basis for the isolation and purification of anti-dermatophytic compounds from the olden leaves of *Solanum elaeagnifolium.*

Keywords: Antimicrobial activity, Ethanolic leaf extract, *Solanum elaeagnifolium,* Minimum Inhibitory Concentration, Minimum Fungicidal Concentration, Minimum Bactericidal Concentration

Chapter 10

Chrysanthemum cinerariaefolium (Pyrthrum) / *Tanacetum cinerariifolium*

P. Shivakumar Singh, GD. Yogashree and HC. Shrishail

1. Introduction

Chrysanthemum is a cosmopolitan genus, comprising about 300 species of herbs and under shrubs, among which a few yield the commercial insecticide known as Pyrethrum. Several species of Chrysanthemum are ornamental and grown in gardens for their large, showy, multicoloured flowers (Anon, 1992). Pyrethrum (*Chrysanthemum cinerariaefolium*) has been under cultivation around the world for nearly 150 years, with Kenya accounting for about 83% of the present world production (Bhat *et al.*, 1985). In India, it is cultivated on a large scale only in Kashmir, though successful trials of cultivation have been reported at Kullu, Palampur, May-urbhanj, Kumaun, Assam, Karnataka, Kerala and Kodai-kanal1. Its flowers yield an important insecticide, i.e. the pyrethrins. The pyrethrin content, being a quantitative character, always poses a problem before the breeders while selecting desired genotypes having high pyrethrin content (Pandita *et al.*,1989).

Chapter 28

Tylophora indica (Burm.F) Merill.

P. Shivakumar Singh, GD. Yogashree and HC. Shrishail

1. Introduction

Tylophora is a plant that grows in tropical parts of Asia, including India, Sri Lanka, Thailand, and Malaysia. While it did not originate there, it now also grows in Africa. In India it is mainly found in Assam, West Bengal, Orissa and Peninsular India. The name Tylophora comes from "tylos" meaning knot and "phoros" meaning bearing. *Tylophora indica* (Burm.F) Merill, commonly known as Indian antmool belongs to family Asclepiadaceae. *T. asthamatica* Wight &Arn. is the **Synonym. In English:** Emetic Swallow Wort, Indian or Country Ipecacuanha; **In Ayurvedic:** Antamuula, Muulini, Arkaparni; **Siddha/Tamil:** Nay Palai, Nangilaippiratti

The plant is perennial, small, slander, a twining or climbing herb tylophora is traditionally used as folk remedy in certain regions of India for the treatment of bronchial asthma, inflammation bronchitis, allergy, and dermatitis. Tylophora also seems to be a good remedy in traditional medicine as anti-psoriasis.

List of Publications of the Faculty

2021-2022

SL. No	Name	Title	Year	Name of the Publisher	ISBN/ISSN Number
1.	Prof. A Shanmukha.	"Palestine Vivada: Semitic Religiongala charitre"	2021	Chinthana Bayalu	ISSN:2278-2192
2.	Prof. A Shanmukha.	"Nagarika Asahakara chalavali mattu Bharatiya Sampradayagalu"	2021	Rashtrotthana Sahitya	-
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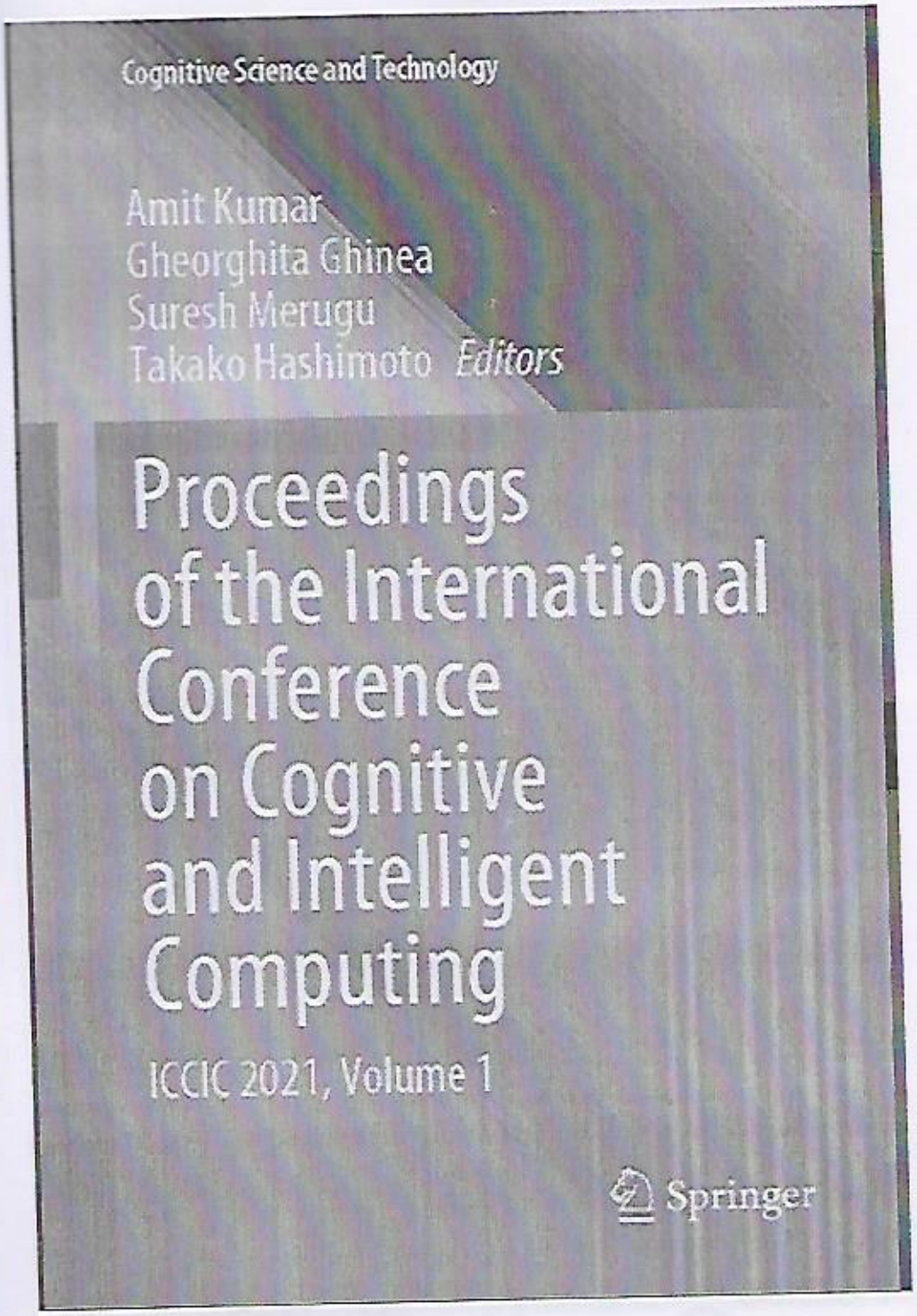

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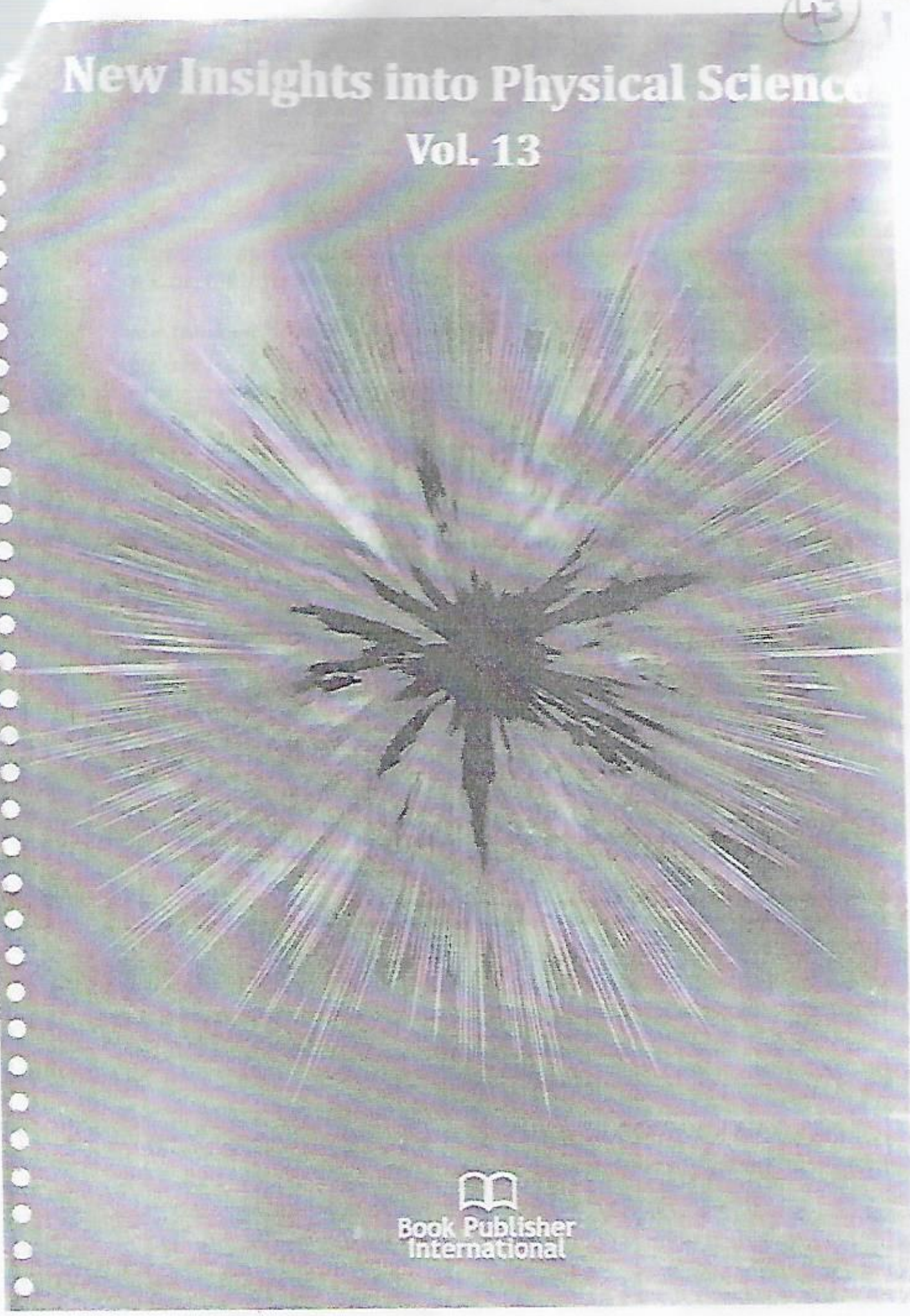

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Monogamy Inequality in Terms of Higher Powers of a Correlation Measure: An Analysis

A. R. Usha Devi[1,2], Sudha[2,3*] and P. J. Geetha[3]

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ABSTRACT

We begin with the basic notions of limited shareability of quantum correlations, the so-called monogamous nature of quantum states and outline how this feature is manifested through a monogamy inequality. Not all measures of quantum correlations are suitable for bringing out the restricted shareability of correlations in a quantum state. While measures of bipartite correlations such as concurrence, quantum discord do not satisfy monogamy inequality for all categories of correlated quantum states, their second powers are found to do. There has also been a proposition that all multiparty quantum states can be made monogamous by considering positive integral powers of any quantum correlation measure (Ann. Phys. 348, 297 (2014)). We focus on this proposition and analyze whether satisfying monogamy inequality in terms of higher powers of a correlation measure implies limited shareability of correlations.

Keywords: Monogamy inequality; higher powers; shareability; quantum correlations.

1. INTRODUCTION

Quantum correlations are an important resource for several quantum information processing tasks which are impossible in information processing using classically correlated states. One among the distinct properties of quantum correlations that separates it from classical correlations, is its restricted shareability. While classical correlations are infinitely shareable among the subsystems of a multipartite state having classical correlations, there is a limitation on the manner in which quantum correlations are distributed between the subsystems of a multipartite state possessing quantum correlations. For instance, in a multipartite system, entanglement of one subsystem with another limits its entanglement with the remaining part of the system. This unique feature of quantum entanglement is termed *monogamy of entanglement* [1] and has evoked a lot of interest [1-56] in the quantum information community. The importance of multipartite quantum states exhibiting monogamous nature is due to their applicability in quantum communication tasks such as secure quantum key distribution [4,24] and reliable quantum teleportation [55].

Monogamy relations [1,4,5] capture the trade-off between quantum correlations in the subsystems of a composite state and that in the whole state. The monogamy inequality with respect to a bipartite measure, say $\mathcal{Q}$, of quantum correlations is given by

$$\mathcal{Q}_{A:B} + \mathcal{Q}_{A:C} \leq \mathcal{Q}_{A:BC} \tag{1}$$

for a tripartite state ρ_{ABC}. Here $\mathcal{Q}_{A:B}$, $\mathcal{Q}_{A:C}$, $\mathcal{Q}_{A:BC}$ denote the correlations in the subsystems $\rho_{AB} = \mathrm{Tr}_C\, \rho_{ABC}$, $\rho_{AC} = \mathrm{Tr}_B\, \rho_{ABC}$ respectively and $\mathcal{Q}_{A:BC}$ gives the correlation between the subsystems A, BC of ρ_{ABC}. Notice that Eq. (1) with the subsystem A replaced with subsystems B or

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his fear that federalism may affect Indian economy in the future. He said that, the imperial system as a system of finance proved unequal to the strain imposed upon, the sound fiscal policies require the growing expenditure of the state and should be sustained from the growing wealth of the society. In identical manner, Dr. Ambedkar brought to bear his political sagacity and ambitions for India's economic development on the new policy for electric power. He had proposed that the state could have an obligation to plan the economic life of people on the lines which would lead to highest point of productivity without closing every avenue to private enterprise and also provide for the equitable distribution of wealth and also proposed state ownership of agriculture with a collectivized method of cultivation and a modified form of state socialism in the field of industry. It should be the obligation of state to supply capital necessary for agriculture as well as industry.

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AN EVALUATION OF DR. AMBEDKAR'S ECONOMIC THOUGHT ON PUBLIC FINANCE

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1.1 Introduction

Ambedkar was energetic person in Indian history. India remember him for all social, economical, political and religious efforts for upliftment of the lowest level of Indian society known as untouchables. He was contributed as an economist, sociologist, educationalist, journalist, Parliamentarian, editor, height of the human rights etc. He fights for not only social but also economical impartiality. Dr. Ambedkar wrote Administration and Finance of the East India Company and The Evolution of Provincial Finance in British India, – A Study in the Provincial Decentralization of Imperial Finance books represent his contribution to the field of public finance: the first one evaluating finances of the East India Company during the period, 1792 through 1858. The second book, represents a seminal contribution to the field of monetary economics. In this book Dr. Ambedkar examined the evolution of the Indian currency as a medium of exchange covering the period, 1800 to 1893 and discussed the problem of the choice of an appropriate currency system for India in the early 1920s. The third one analysing the evolution of the Centre- State financial relations in British India during the period, 1833 through 1921.

CONTRIBUTION OF INDIAN AGRICULTURE ... THE VIEWPOINT OF B.R. AMBEDKAR AND HIS ... ECONOMICS.

Dr. Chetan K, Department of Economics, Jnanasahyadri, Kuvempu University, Shankaraghatta. kchetan13@yahoo.com

Introduction:

India's Economic progress has been greatly influenced by agriculture. Nearly 55% of the nation's population is employed there. When it comes to reducing poverty and creating jobs, the Indian economy's agricultural sector is the most crucial. Even if the workforce employed in agriculture has seen just a slight reduction, from 54% in 1960–1961 to 18% in 2021–2022, the sector's percentage of national income has been falling. According to the needs of the country's economic development, the agriculture sector's conditions have not changed much.

Dalits make up a fairly large section of the population, and they are heavily involved in agriculture. Due to the semi-feudal structure, Indian agriculture is still inefficient and is characterized by uneven land distribution, low productivity, and a high prevalence of unemployment and poverty. After independence, several attempts were made to improve the agrarian structure, including the elimination of large intermediaries, the granting of ownership rights to tenants, the imposition of holdings ceilings to reduce skewed distribution of land, the organization of small and marginal holdings along cooperative lines, and the regulation of agricultural laborer wages. The agrarian structure has not significantly improved as a result of these initiatives. More or less, the correct kind of institutional arrangements determine whether agrarian

reforms and institutional changes are successful in fosteri... economic growth with social fairness. Therefore, a nu... institutional reforms were started by policymakers in an... free the peasants from the grip of semi-feudalism on the ... and to promote agricultural expansion on the other.

Ambedkar View On Economic Thought:

The first Indian to earn a doctorate in economics ... was Ambedkar. He played a significant part in the for... the Finance Commission of India and preferred gendu... for the advancement of the country. His perspective ... thinking were broad and enthusiastic about the future o... growth and development in India. His DSC thesis, "T... of Rupee, Its Origin and Solution," published in 1923, ... causes of the rupee's decline in value as well as solu... Indian economy. He advocated for income tax redu... underprivileged and depressed classes and opposed ... of income tax for these groups. Ambedkar oppo... system because it separated the Indian economy ... sections and contributed to inequity in the country. ... growth of the Indian economy economically and ... emphasized the necessity of public finance and fi... Ambedkar also provided explanations for why the ... under British control in India failed.

Agriculture and Land Reforms:

In India, Dr. Ambedkar made significant con... reform and agriculture. He said that ownershi... numbers of individuals are a serious issue for I... which has a number of drawbacks includin... resource utilization and cultivation, rising cost

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Dalits make up a fairly large section of the population, and they are heavily involved in agriculture. Due to the semi-feudal structure, Indian agriculture is still inefficient and is characterized by uneven land distribution, low productivity, and a high prevalence of unemployment and poverty. After independence, several attempts were made to improve the agrarian structure, including the elimination of large intermediaries, the granting of ownership rights to tenants, the imposition of holdings ceilings to reduce skewed distribution of land, the organization of small and marginal holdings along cooperative lines, and the regulation of agricultural laborer wages. The agrarian structure has not significantly improved as a result of these initiatives. More or less, the correct kind of institutional arrangements determine whether agrarian

reforms and institutional changes are successful in fostering rapid economic growth with social fairness. Therefore, a number of institutional reforms were started by policymakers in an effort to free the peasants from the grip of semi-feudalism on the one hand and to promote agricultural expansion on the other.

Ambedkar View On Economic Thought:

The first Indian to earn a doctorate in economics overseas was Ambedkar. He played a significant part in the formation of the Finance Commission of India and preferred gender equality for the advancement of the country. His perspective and way of thinking were broad and enthusiastic about the future of economic growth and development in India. His DSC thesis, "The Problem of Rupee, Its Origin and Solution," published in 1923, outlines the causes of the rupee's decline in value as well as solutions for the Indian economy. He advocated for income tax reductions for the underprivileged and depressed classes and opposed the inclusion of income tax for these groups. Ambedkar opposed the caste system because it separated the Indian economy into different sections and contributed to inequity in the country. For the equal growth of the Indian economy economically and politically, he emphasized the necessity of public finance and family planning. Ambedkar also provided explanations for why the public treasury under British control in India failed.

Agriculture and Land Reforms:

In India, Dr. Ambedkar made significant contributions to land reform and agriculture. He said that ownership of land by a few numbers of individuals are a serious issue for Indian agriculture, which has a number of drawbacks including challenges with resource utilization and cultivation, rising costs, low productivity,

CONTRIBUTION OF INDIAN ECONOMY – THE VIEWPOINT OF B.R. AMBEDKAR

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Dr. S.N Yogish**, Professor and Chairman, Department of Economics, Jnanasahyadri, Kuvempu University, Shankaraghatta.

Introduction:

Dr. Bhimrao Ramji Ambedkar was a prominent Indian political leader and an economist who campaigned for the rights of the socially disadvantaged and the marginalized people of India. He is considered as the architect of the modern Indian Constitution and is remembered for his immense contribution to the Indian economy. He was a driving force behind several economic reforms and was instrumental in establishing the progressive economic policies of the government. Dr. Ambedkar's contribution to the Indian economy has had a lasting impact and continues to shape the economy in the present day.

Dr. Ambedkar's contribution to the Indian economy can be divided into two parts:

The first part is his contribution to the development of the Indian Constitution. He was the main architect of the Constitution of India and was responsible for drafting the fundamental principles of the Indian economy. He was instrumental in introducing many progressive economic policies in the Constitution, such as the right to property and the right to work. He also ensured that the Constitution provided for the protection of the rights of the socially disadvantaged and the marginalized.

The second part of Dr. Ambedkar's contribution to the Indian economy was his efforts to uplift the economically backward classes of society. He was a strong advocate of the upliftment of the Scheduled Castes and the Scheduled Tribes. He introduced several welfare schemes to provide financial assistance to these communities, such as the Backward Classes Loan Scheme, the Scheduled Caste Loan Scheme and the Scheduled Tribe Loan Scheme. He also introduced the Minimum Wages Act to ensure that the workers in the informal sector were provided with a fair wage.

Dr. Ambedkar also played an important role in the development of the Indian banking system. He was the chairman of the All-India Banking Committee, which was formed in 1955 to examine the structure and functioning of the Indian banking system. The report of the committee laid down the foundations for the modern banking system in India. He also advocated for the establishment of the Reserve Bank of India (RBI) to regulate the banking system and ensure its stability.

India's journey for economic transition and development since independence (1947) is known for both successes and failures. Its economic policy is characterized by an active role of the state with public sector as a leading investor up to 1980: and qualitative changes in controls under MRTP Act to moderate bias against the private sector, and the Indian industry gearing up for up-gradation/ modernization: to take on the growing competition during 1980s. This resulted into improved. GDP growth of 4-6% over the decade, check on the burgeoning fiscal deficit and. initiating structural reforms meant to improve delivery systems and raise efficiency. levels. Interestingly, all along with the change in government in

understood throughout life cycle and used in the right context. Automation and understanding of metadata. Metadata management works on three levels. It is important to focus on the linkage between all three.

1. Terms: Common business language and definitions: sources are industry standards, policy manuals, contracts, reference guides and handbooks.
2. Attributes: Business resource specific, such as system or reports. Sources include data dictionaries, system documentation, data models-enterprise, conceptual and logical.
3. Elements: Data resource specific, such as database tables or reports. Sources include database catalogs, spreadsheets and data models-physical.

Implementing metadata management requires that metadata is captured, stored and governed consistently at all three levels. You also need enterprise level policy management to assure quality metadata at all levels.

8. Conclusion

Metadata Management brings about business value, thereby improving innovation, collaboration and helps to mitigate imminent risks. Metadata solutions like DQLabs. ai helps organizations to access high quality and trusted data, in order to ensure that they get accurate insights from their data for optimal business goals.

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*****

AN ECONOMIC ANALYSIS OF PINEAPPLE FRUIT IN INDIA

***Sagar D, ** Dr. S.N. Yogish** *Research scholar, Department of Economics, Kuvempu University. ** Professor, Department of Economics, Kuvempu University.

Introduction:

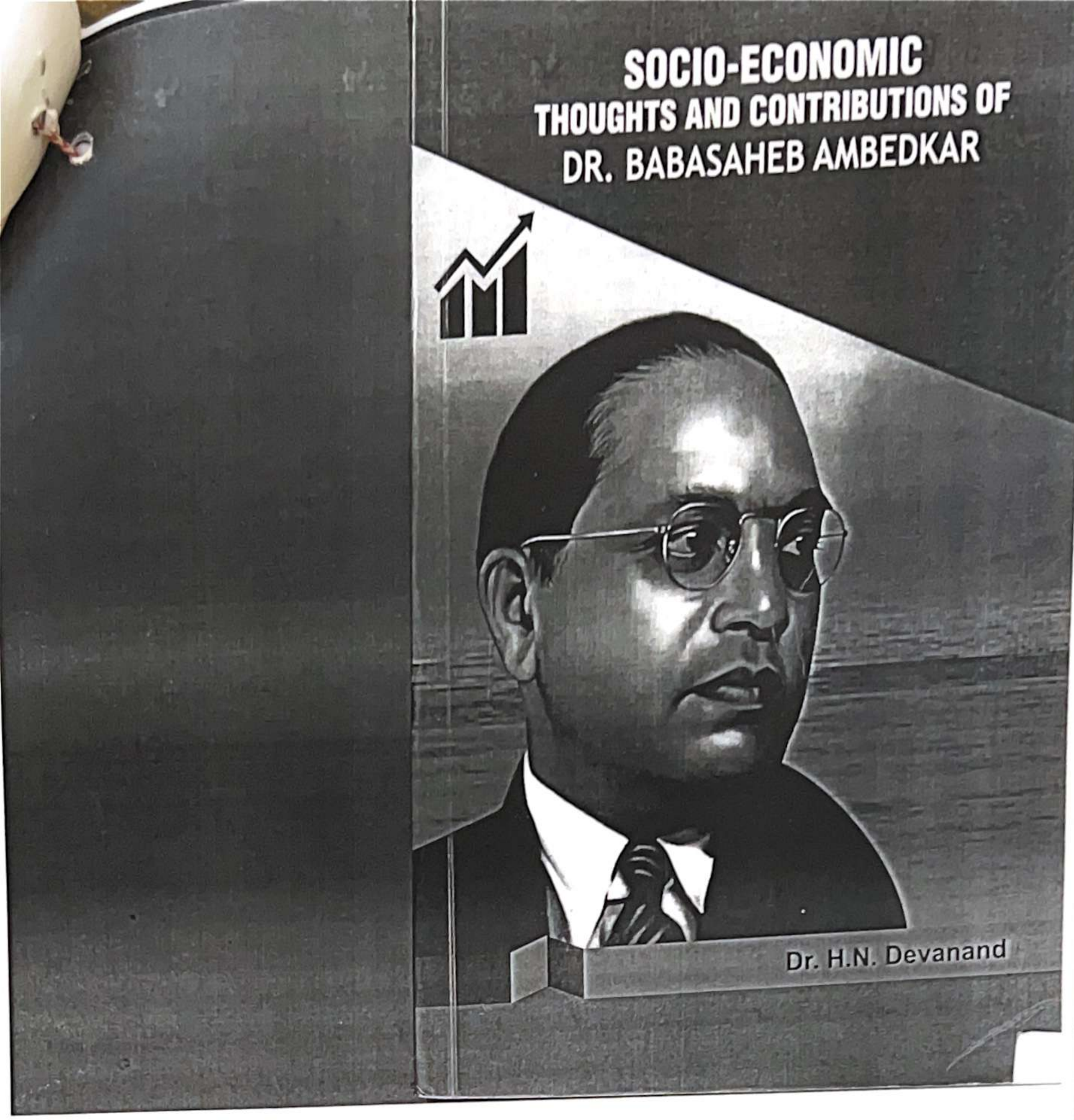
Horticultural products are traditionally thought to be a source of food security and a means of support for millions of small farmers in developing nations. Horticultural products anticipate rising demand globally as the world population is projected to reach 8 billion people by 2025. This rise in demand is primarily the result of income elasticity, and it is particularly present in developed and developing countries with high and middle-income levels. The main cause of the increase in demand is a change in lifestyle among the residents of these nations brought on by higher income levels, the desire for a well-balanced, healthy diet that includes more fruits and vegetables each day, as well as increased international travel and communication.

India is the sixth-largest producer of pineapple, providing 1571000 MT, or roughly 6.35% of the total production, to the global production of 24785762 MT (FAO, 2013). Several nations, including Thailand, the Philippines, China, Brazil, India, Nigeria, Costa Rica, Mexico, Indonesia, and Kenya, practise pineapple farming. It is now one of India's most important commercial fruit crops. The humid coastal regions of peninsular India and the hilly regions of north-eastern India are where it is grown. Large-scale production occurs in Meghalaya, Assam, Sikkim, West Bengal, Tripura, Mizoram, Karnataka, Goa, and Kerala, while smaller-scale production occurs in Maharashtra, Gujarat, Andhra Pradesh, Orissa, Bihar, Uttar Pradesh, and Tamil Nadu. Both in the domestic markets and the processing industry, there is a healthy demand for pineapple. India exports pineapple to the UK, Spain, Nepal, and the United Arab Emirates. Juice and canned slices make up the majority of exported goods.

The Pineapple Scenario:

One of the most widely grown and produced tropical fruit crops worldwide is the pineapple (Ananas comosus). The fruit's resemblance to a pinecone gave rise to the name pineapple (or pine in Spanish). The term ananas is derived from the Tupi word "anana," which means "good fruit." The stem of the fruit is referred to as comosus, which is tufted. The finest pineapple-producing regions are those having warm, consistent weather throughout the year. The world's tropical regions continue to be the sole source of current production.The world currently produces 23 MMT total, with about 80 different nations contributing to this

SOCIO-ECONOMIC THOUGHTS AND CONTRIBUTIONS OF DR. BABASAHEB AMBEDKAR



Dr. H.N. Devanand

Sangli-Miraj Dist.- 577 431

SOCIO-ECONOMIC THOUGHTS AND CONTRIBUTIONS OF DR. BABASAHEB AMBEDKAR

Dr. H.N. Devanand

CONTRIBUTION OF INDIAN AGRICULTURE – THE VIEWPOINT OF B.R. AMBEDKAR AND HIS ECONOMICS.

Dr. Chetan K, Department of Economics, Jnanasahyadri, Kuvempu University, Shankaraghatta. kchetan13@yahoo.com

Introduction:

India's Economic progress has been greatly influenced by agriculture. Nearly 55% of the nation's population is employed there. When it comes to reducing poverty and creating jobs, the Indian economy's agricultural sector is the most crucial. Even if the workforce employed in agriculture has seen just a slight reduction, from 54% in 1960–1961 to 18% in 2021–2022, the sector's percentage of national income has been falling. According to the needs of the country's economic development, the agriculture sector's conditions have not changed much.

Dalits make up a fairly large section of the population, and they are heavily involved in agriculture. Due to the semi-feudal structure, Indian agriculture is still inefficient and is characterized by uneven land distribution, low productivity, and a high prevalence of unemployment and poverty. After independence, several attempts were made to improve the agrarian structure, including the elimination of large intermediaries, the granting of ownership rights to tenants, the imposition of holdings ceilings to reduce skewed distribution of land, the organization of small and marginal holdings along cooperative lines, and the regulation of agricultural laborer wages. The agrarian structure has not significantly improved as a result of these initiatives. More or less, the correct kind of institutional arrangements determine whether agrarian reforms and institutional changes are successful in fostering rapid economic growth with social fairness. Therefore, a number of institutional reforms were started by policymakers in an effort to free the peasants from the grip of semi-feudalism on the one hand and to promote agricultural expansion on the other.

Ambedkar View On Economic Thought:

The first Indian to earn a doctorate in economics overseas was Ambedkar. He played a significant part in the formation of the Finance Commission of India and preferred gender equality for the advancement of the country. His perspective and way of thinking were broad and enthusiastic about the future of economic growth and development in India. His DSC thesis, "The Problem of Rupee, Its Origin and Solution," published in 1923, outlines the causes of the rupee's decline in value as well as solutions for the Indian economy. He advocated for income tax reductions for the underprivileged and depressed classes and opposed the inclusion of income tax for these groups. Ambedkar opposed the caste system because it separated the Indian economy into different sections and contributed to inequity in the country. For the equal growth of the Indian economy economically and politically, he emphasized the necessity of public finance and family planning. Ambedkar also provided explanations for why the public treasury under British control in India failed.

Agriculture and Land Reforms:

In India, Dr. Ambedkar made significant contributions to land reform and agriculture. He said that ownership of land by a few numbers of individuals are a serious issue for Indian agriculture, which has a number of drawbacks including challenges with resource utilization and cultivation, rising costs, low productivity,

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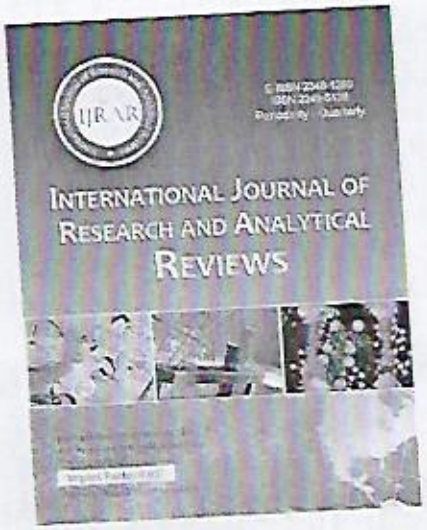

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Dr Mohan Kumar is a well-known teacher Educator and an inspiring Guide, pursued M.A. (History & Sociology) M.Ed., Ph.D. in Education and PGDHE and is presently working as the principal of NIMS College of Education, Mysuru and put 28 years of teaching Experience. He has attended and delivered special talks in many workshops, conferences and seminars. He has organized national and international seminars and published Eight Books on Education. He is also published many articles in Journals and magazines. He is a recognized University Guide and has awarded M.Phil and Ph.D students in Education. He also acted as coordinator of 2 year B.Ed. curriculum coordination member, Syndicate and Academic council member of Mysore University. He also served as District, State & National Teachers Award Committee Member. He is the President of JANA HITHA SABHA Forum. An organization for creating Educational, social, cultural and political awareness among the people.

Dr. Jagannath K. Dange Working for Education,Social Equality and Women empowerment is an Educationist, an excellent speaker, a great critique, writer and inspiring teacher. Pursued his M.Sc. (Psychology), M.A. (Sociology), M.Ed. and Ph.D. in Education. He was the member of curriculum development committee for Two year B.Ed. teacher-education programme constituted by Higher Education Council, Karnataka and oriented the teacher - educators of the Karnataka state. His contribution includes a newly developed Theory of Contribution, Life Skills Model and Step Learning Experiences model. He has published Eleven books and developed Blended Learning Material for B.Ed. Course first time in India in collaboration with Common wealth of Learning Canada and also published Two Hundred and Seventy research and conceptual papers. He is working as International peer review committee member for Eleven International online journals. He was honored with Karnataka State "Dr.B.R.Ambedkar Ratna" award for 2018 and "Indian Ideal Citizen Award", "Karnataka Bhushana Award and Karnataka Basva Jyothi Award in 2019". His vision is to india must to have "One country one Education system" so that equality can be brought through Education system.

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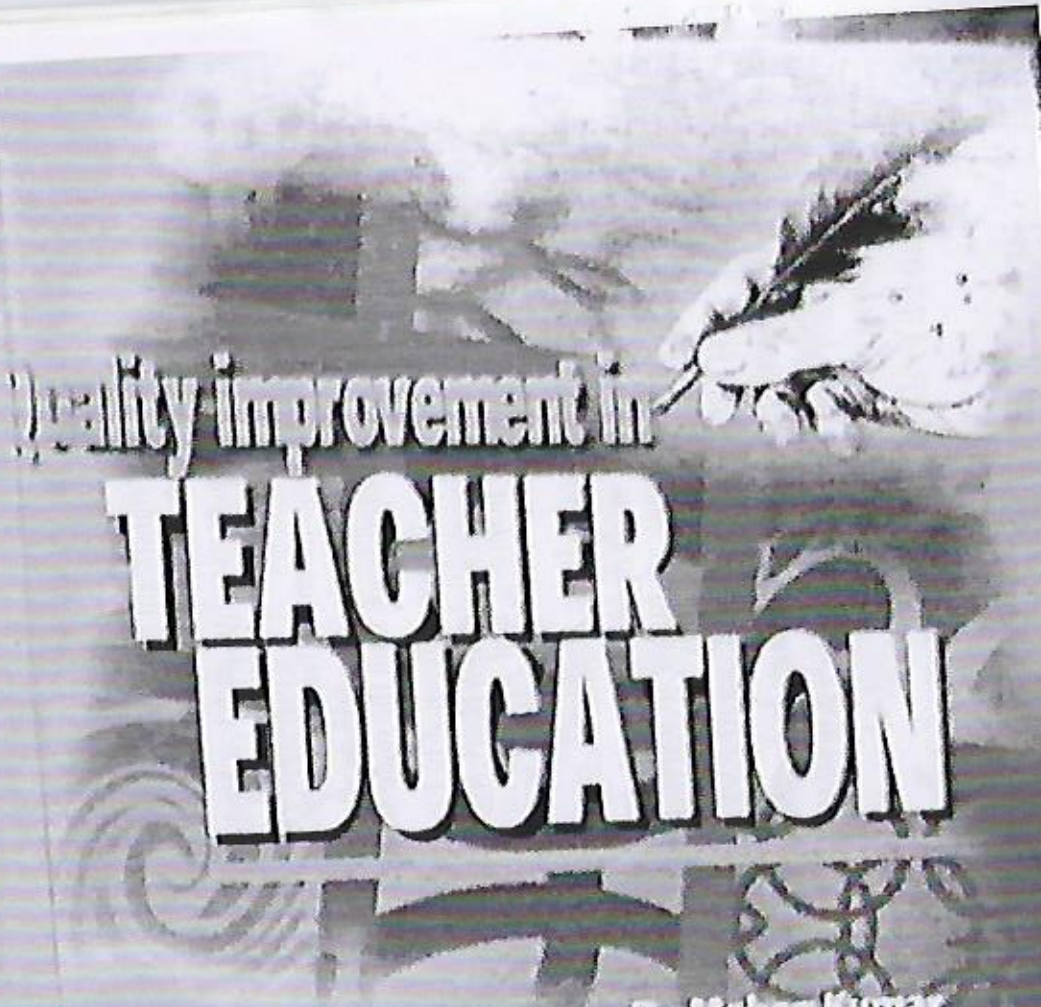

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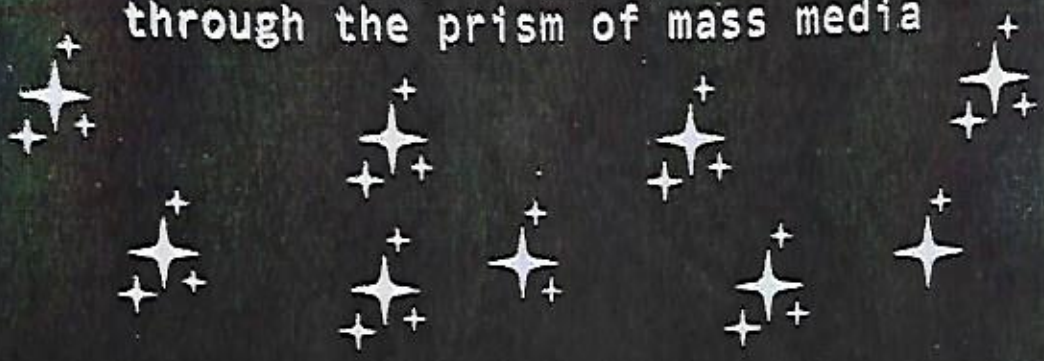
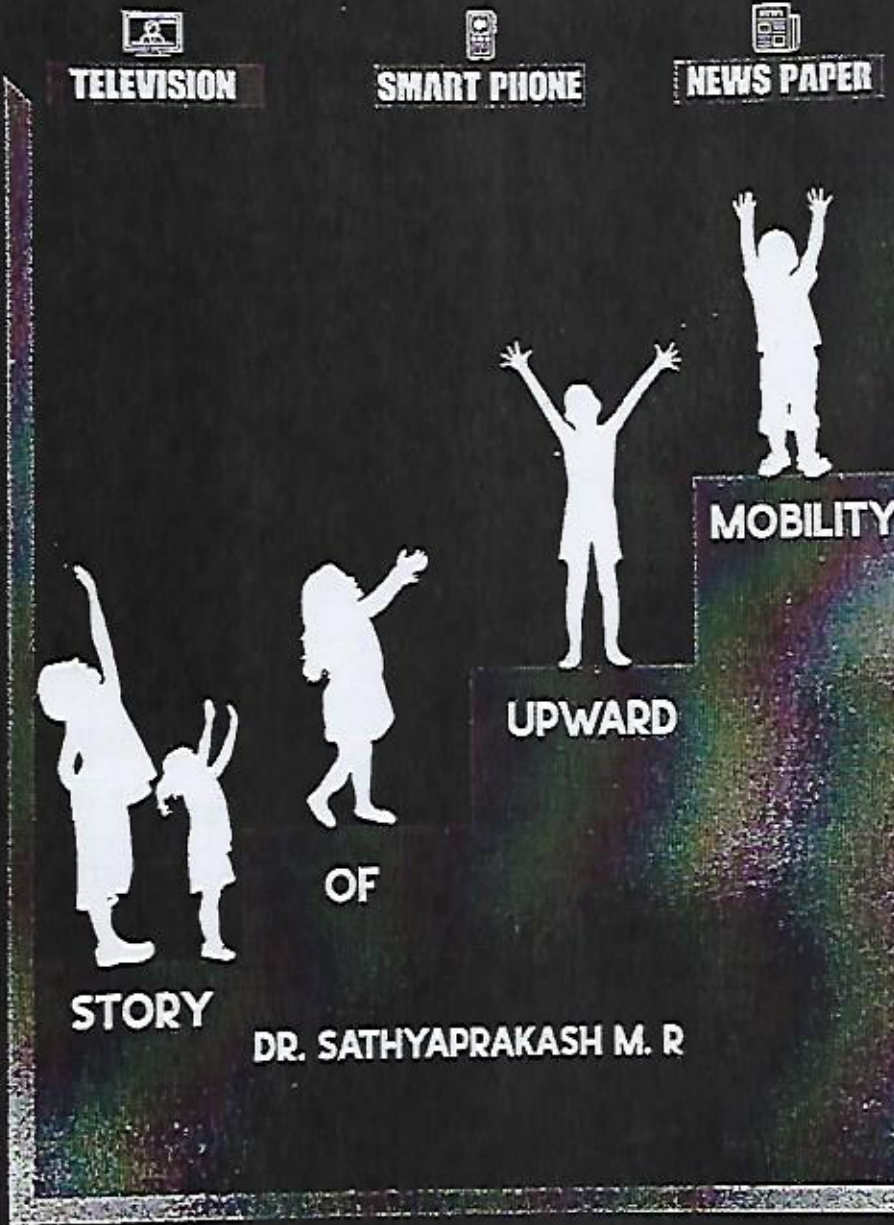
through the prism of mass media





PRASARANGA

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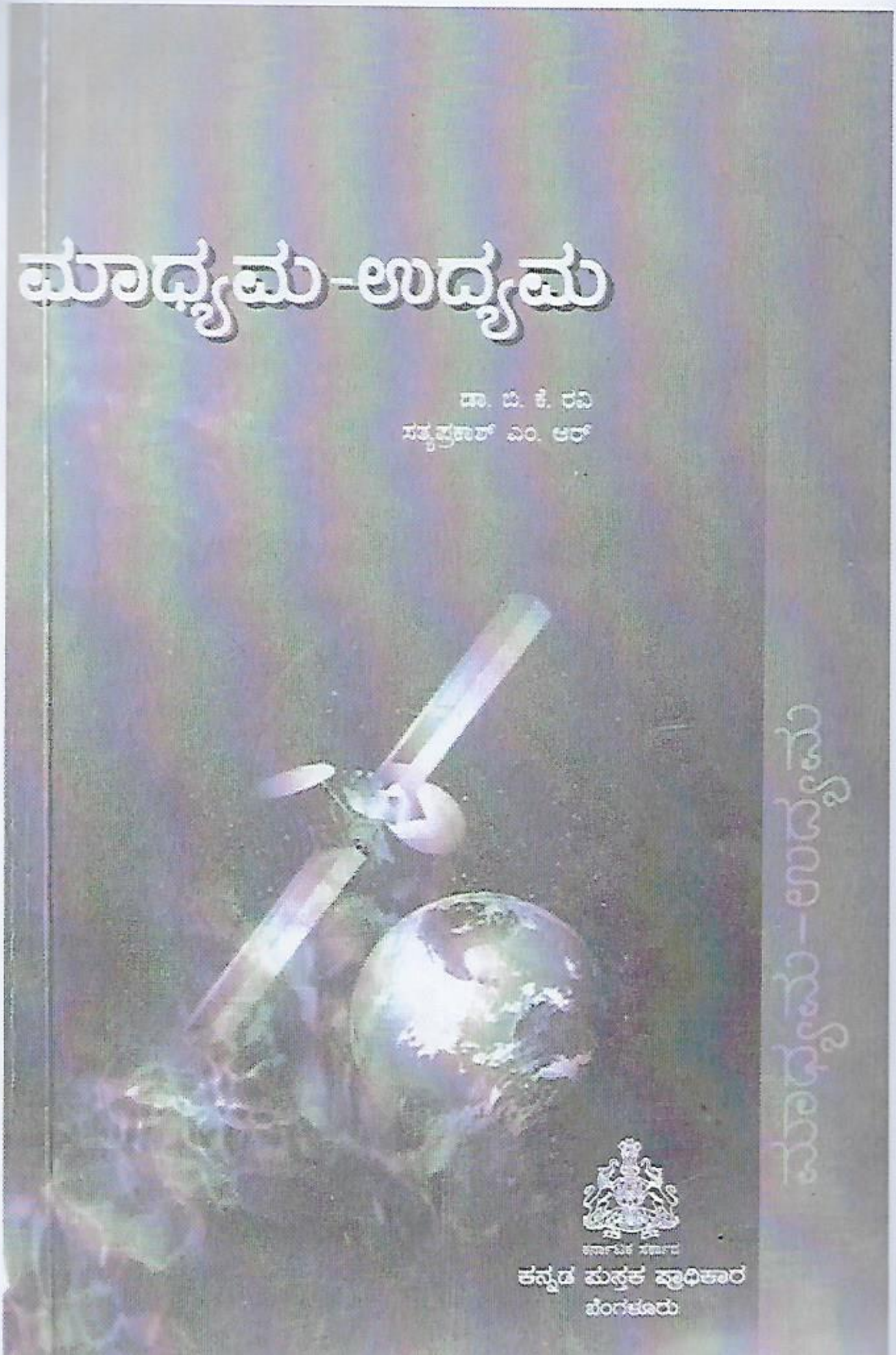

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12 CENTRE-STATE RELATIONS IN INDIA

*Prof. K Chandrashekhar

Introduction

Territorial integrity of the state is the basic feature of our national system in India. The states forming the federations wish to retain their identity structure in all the federations of the world, territorial integrity has undergone changes from time to time. The Britishers had left India by fragmenting the states. There was no uniformity in the administrative pattern. Hence the Political leadership had to face several challenges.. Consequently the territorial boundaries undergoing changes have become handy weapon for the Parliament.

Unlike the United States, India is not a purely federal state. Indian constitution has given a description about the legal and political relationship between the union and states. Our constitution has divided the powers between the union and the states. Judiciary supervises the division of powers. The constitution has divided the power between the two entities known as the centre and the state.

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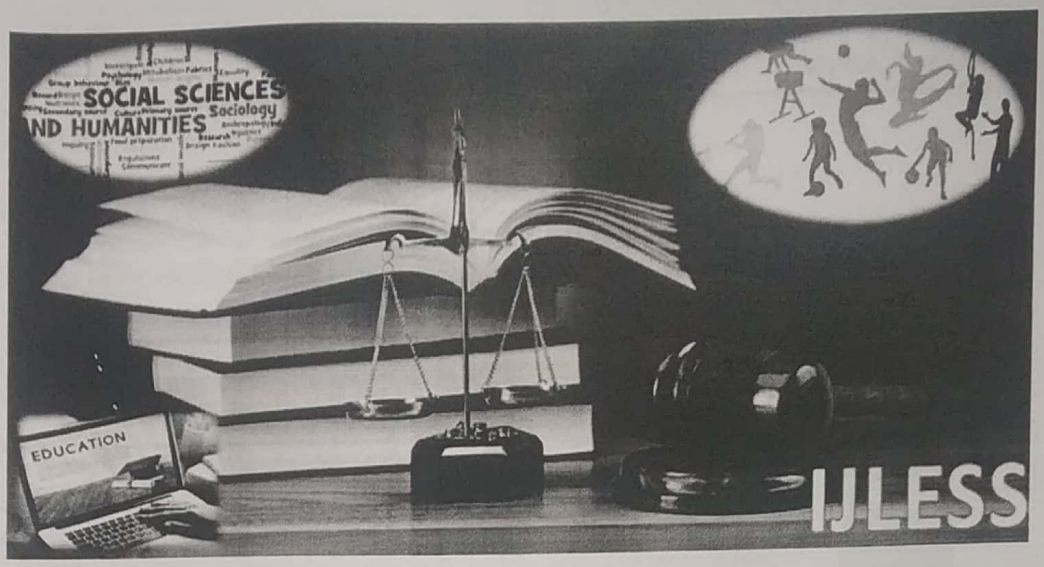

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Research Article

Indian Federalism at Crossroads

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DOI: 10.33329/ijless.8.1.7

ABSTRACT

The framers of the Indian Constitution were influenced by variety of factors while establishing federation. During the British period, the provinces were not independent sovereign entities. They were administered on unitary basis by the Governor General. Though the provinces were enjoying autonomy, they were responsible to the Governor General but not the Provincial Assemblies.

Federalism has today become an elastic concept and it is used widely and with differing emphasis. Expressions like Coercive federalism, dual federalism, Cooperative federalism etc have come to be used with increasing frequency. In this article the essential conditions for the federal form of government and certain other conditions for federal constitution have been discussed.

Federal system has its own features or characteristics. In Indian federal system, constitution is the supreme. Division of powers is an important feature of the constitution. But concurrent list is common for Central and State Government but in America there are only two lists. Hence Concurrent list leads to conflicts between Central and State Governments, and ultimately Central law will prevail over the State law. According to K C Wheare, our constitution is described as Quasi Federal- tight Union of constituent units. There are certain articles in the Indian constitution which go against federalism in India. Thus Indian federalism has challenges. It cannot be static because the balance will have to be struck between National and Sub-national needs and aspirations. India has been able to achieve this through constitutional amendments. Indian federalism is quite unique on account of multi ethnic and multi cultural plural societies.

Keywords: Union of the States, Geographical contiguity, Emergency provisions, Concurrent list, Quasi federal, Flexible constitution, Division of power, Integrated Judiciary System, All India Services, Residuary powers

1. Introduction

In the study of constitutional developments, the concept of federalism occupies a key position even after two hundred years of the application of the concept of federalism. No concrete definition has been formulated which is acceptable to all the people. The term federalism is unclear and controversial. However several political scientists have made efforts to define federalism. Generally the term is defined as an association of states. Following are the factors for Federal Union: (1)

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Constitutional Reforms in India

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Abstract

Recently Article 370 and 35A have been abrogated on 5th August 2019 and this is a greatest achievement in the growth of Indian Constitution. Special status given to Jammu and Kashmir has been repealed. Though the several amendments have been carried out to the constitution of India after its promulgation on 26th January 1950, the nine key words known as Sovereign – Socialist – Secular – Democratic – Republic – Justice – Liberty – Equality and Fraternity have not been properly defined in any one of the constitutional amendments. They have remained vague and ambiguous terms though preamble is regarded as one of the ingredients of the Basic Structure Theory. They have remained unanswered. The parliamentarians will have to contemplate on the above-mentioned key words of the Preamble. One more important grey area has been left out is the Codification of the privileges of members of parliament and members of State Legislatures. Whenever the controversies arise about the privileges and immunities, we look to British Constitution but British soil and Indian soil are quite different. Hence there is an urgent need for codification.

Key Words:*Preamble of the constitution, Electoral reforms, Corruption, Inner party democracy, Political failures, Economic failures*

Introduction:

The Constitution of India is a product of historical growth. It has slowly and steadily developed on the basis of several enactments, right from the year 1773 to 1947. The Constituent Assembly was elected for drafting the new Constitution of India. It met for the first time on 9th December 1946. After the deliberations spread over 2 year11months and 18days, the draft constitution was adapted by the Assembly on 26th November 1949.Constituent Assembly had been drawn from different seasoned politicians, eminent scholars, legal luminaries and members drawn from different parts of the Country. Thus, it was galaxy of top-ranking eminent personalities. Ultimately new constitution came into existence on 26th January 1950.

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ETHICS IN POLITICS-ADMINISTRATION AND BUSINESS

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http://doi.org/10.35409/IJBMER.2021.3262

ABSTRACT

In the public administration the civil servants are exercising their power of decision everyday in many ways. They delivered a wide range of services for the benefit of the people. They must possess higher ethical standard. They are accountable for any departure from the established ethical practice. Hence in Public Sector, Ethics must be understood an activity but not as a statute. Thus they have following obligations:

A. Obligations before the Constitution.
B. Obligations before the Law.
C. Obligations before the Nation and Country.
D. Obligations before the Democracy.
E. Obligations before Bureaucratic Organizations.
F. Obligations before Family and Friends.

Similarly there is ethics in corporate governance. The following are the ingredients:

a) Equitable treatment of share holders.
b) Interest of other state holders.
c) Role and responsibilities of the board.
d) Integrity and ethical behavior.
e) Disclosure and transparency.

Keyword: Ethics in politics and administration ,Ethics and morality ,Meta ethics ,Normative ethics ,Descriptive ethics ,Typologies of ethics ,Elements of ethical behaviors ,Ethical standards ,Code of conduct ,Business ethics and Positive rights and negative rights.

1. INTRODUCTION

Ethics is a requirement for human life. Without ethics our action would be treated as aimless. It may not be possible to achieve our goals with the possibility of success. Any mistake in our ethics will reduce our ability to achieve success in our efforts. Ethics seeks to solve our questions with human morality concepts like good or evil- right and wrong- virtue and vise - justice and crime. There is a continuous debate about the meanings of the term ethics in our academic community such has philosophy, logic and political science. Philosophy is conoerned with branch of ethics dealing with duty- moral obligation and moral commitment. Rights are legal, social and ethical principles of freedom. Rights are fundamental normative rules. They are fundamental to the civilization. They are established pillars of society and culture. There is a history of social conflicts regarding the origin and growth of rights. There is a connection between the rights and

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Review Article

ADMINISTRATIVE REFORMS IN INDIA

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ABSTRACT

The term Administrative Reforms is applied to improvements in Administrative and Governmental machinery. It is related to the idea of change in administration. It is a dynamic process relating to innovation and reorganization. During the past several decades after the attainment of independence, several attempts have been made to bring about Administrative Reforms. Several scholars and administrators have made attempts to bring about Administrative Reforms. The following are the techniques to bring about Administrative Reforms:

A. Research and Development
B. Training
C. Investigation
D. Coordination of Management Improvement Programs
E. Information and Publication

Thus in this article an attempt has been made for the analysis for Administrative Reforms.

Keywords: Organization, Management, Administrative Reforms, Delicensing, Automation, Refurbishing, Bridge Course, Operation Research

The term administrative reforms is used in our daily language interchangeably with administrative change and with administrative reorganization. But there are some slight differences between these words. Precise definition will have to be understood. Reorganization means restructuring the existing system in the light of modern needs depending upon the circumstances. Change stands for motivation to suit the Socio- economic environment.

A. Fredrick Riggs has defined "administrative development as growing capacity of administrative system to make choices."

B. According to Caiden "administrative reforms is the artificial inducement of administrative transformation against resistance."

C. According to Motntgomery "administrative reform is a political process designed to adjust the relationships between the bureaucracy and other elements in the society or within the bureaucracy itself in order to change the process of public services"(1)

Thus in the light of above mentioned definitions, administrative reforms applies improvement of executive machinery. It promotes openness, accountability, decentralization, public ethics, and

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Electoral Reforms in India

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Abstract: Our Election Commission has worked independently and impartially, as well as efficiently. The Election Commission has fulfilled all the constitutional obligations and has never tried to go beyond or overstep the limits of the constitution. It has also always worked within the framework of the constitution. During the last seven decades of its working, the Election Commission of India has acquired for itself a prestigious position in the constitutional set up of the country. Anybody having a grievance against a political party, candidate, Minister, or official can approach the commission for its redresal. A feeling has grown in the country that the Election Commission is the only suitable agency for the removal of their electoral grievances and can render the requisite help and guidance in all matters pertaining to elections. The Commission has been able to generate a sense of faith that the people can repose in its integrity.

Parliament has made a law to ensure free and fair elections and a very comprehensive system of elections has been developed in this country. The experiences of the last fifteenth General Elections have shown the merits and demerits of the system to the people. Several changes have since have been made in the system.

Keywords: Indian electoral system, **Electoral system maladies,** physical demarcation of Constituencies, Legal luminaries, **Electoral reforms before, O**pen ballot system, Representation of the People's act 1951, The accounts of election expenses, *Ban on defection,* **Free and fair elections**

Introduction:

To ensure free, fair and impartial elections, the constitution has establishes the election Commission, a body autonomous in character and free from political or executive influence. Before directly dealing with electoral reforms, it would be quite pertinent to describe the composition, powers and functions of Election Commission of India. The independence and integrity of Election Commission of India are most important in ensuring the free and fare elections in the country. The safe guards are embodied in Articles from 324 to 329 of the Indian Constitution as mentioned below.

a. Article 324 deals with Superintendence, direction and control of election to be vested in the election Commission.
b. Article 325 deals with- No person shall be discriminated on the grounds of religion, race, caste, creed place ,birth or sex.
c. Article 326 deals with Elections to the House of the People and to the Legislative Assemblies of states to be on the basis of adult suffrage.
d. Article 327deals with Power of Parliament to make provision with respect to elections to legislatures.
e. Article 328-- Power of legislature of a state to make provision with respect to election to such legislature.
f. Article 329 bars interference by courts in electoral matters relating to certain matters under the provisions of the Constitution.

Article 324 deals with

1. The superintendence, direction and control of the preparation of electoral rolls for the conduct of all elections, Parliament and Legislatures of every State and of Elections to the offices of the President and Vice President under the Constitution.
2. The election commission shall consist of Chief Election Commissioner and other members, as the president may determine from time to time. The Chief Election Commissioner and other member of Election Commissioners shall be appointed by the President. Their conditions of services shall be determined by the President.
3. The Chief Election Commissioner shall not be removed from his office except in the manner and on the grounds as a judge of a supreme court and the conditions of the service of chief election

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ROLE OF WOMEN IN RURAL HOUSING

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Abstract :

Women account for 48.5% of the total population of India according to 2011 census. Women play an eminent role in all the spheres of life. In the rural areas most of the work in construction of houses is done by women but under men's supervision. A well constructed houses would give maximum comfort not only to the women but also to the whole family and will go a long way in the maintenance of health by creating a conducive working and living environment for its residents.

The main aim of this paper is to find out the role of woman in rural housing.

Key words : Rural Housing, women, Construction

Introduction :

The main aim of this paper is to find out the role of women in rural housing. The major emphasis is thus to identify the various type of work performed by rural woman. The first part of the paper deals with rural housing. This section is an in depth study of the conditions of rural houses in India and Identification of those problems which are direct consequence of poorly designed and constructed houses. The second and also the most important part of the paper deals with the role of women in Rural Housing. Most of the physical labor required for house building is contributed by women but unfortunately the living quarts of women are poorly constructed as in relation to the well ventilated and spacious baithaks or in other words chaipal which are mainly the living quarters of men. In rural it is unheared of a women being asked of how her house is to be constructed and where her kitched should be women by making their male counter parts in understanding their needs and thereby designing the house to fulfill their requirements to the utmost.

Rural Housing :

India is an agricultural country most of the houses in the Rural areas are in a dilapidated condition. They need repair or reconstruction. Most of the houses. In the rural area are made up of Earth, straw. Thatches etc. and with no provision for lavatories or bathrooms. Kithcer is mostly in the corner of any room in the house or it

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Panchayati Raj in Karnataka State: An Overview

Deepak Kumar T.[1] and Dr. Uddagatti Venkatesh[2]

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Abstract: Karnataka is the eighth largest state in India in terms of geographical area and population. The state has carved a niche for itself through multi faceted accomplishments in all walks of life. Basava had heralded a new age of participatory democracy, social justice and empowerment of women in 12th century. He had promoted a large number of intellectuals and activists among women and weaker sections of society in Karnataka. The Karnataka's Caste Census (2017) contains the latest demographics of various caste and communities in the state. The report reveals that Scheduled Castes and Scheduled Tribes form the single biggest caste group in the state. The minority groups occupy the second position in the state in this regard. Karnataka state has implemented Panchayati Raj legislation in 1983 under the leadership of Ramakrishna Hegde and Nazir Sab to facilitate democratic decentralization and development administration at the grassroots level. The Panchayati Raj Act, 1993 had facilitated 33% of reservation to women in PRIs. In the present times, women enjoy about 50% of reservation in the PRIs. An overview of Panchayati Raj in Karnataka state is amplified in this article on the basis of qualitative research methodology.

Key Words: Panchayati Raj, Karnataka.

Article History

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Introduction

The British Government marked the beginning of modern local governments in 1784. Lord Ripon was responsible for the Mysore Local Boards Act of 1902 and a three tier local government system was created thereby. In the old state of Mysore, a three tier structure of

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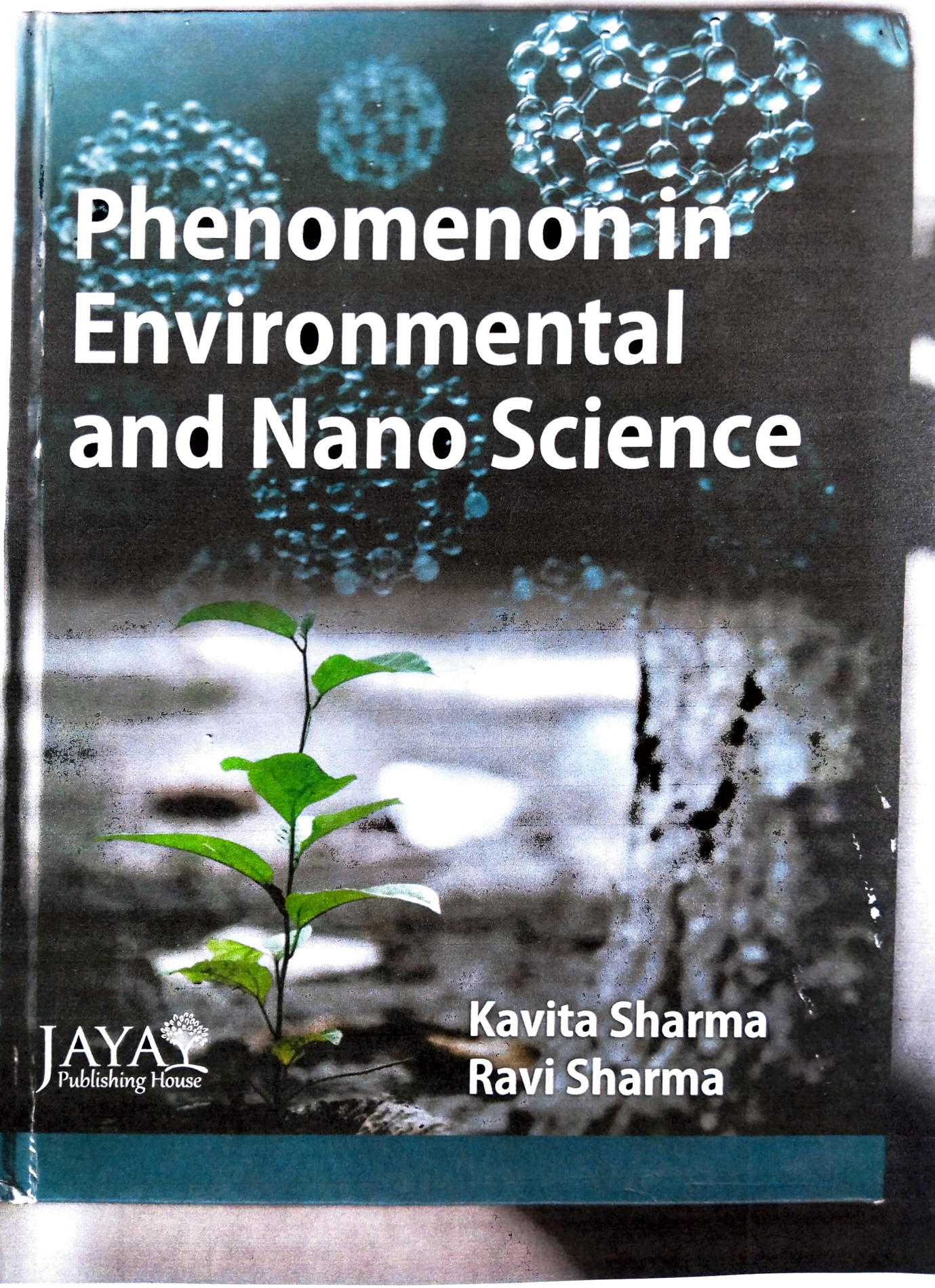

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ARAB SPRING IN YEMEN: CAUSES AND CONSEQUENCES

Adeb Abdulelah Abdulwahid Al-Tamimi*
Dr.Uddagatti Venkatesha**

ABSTRACT

Yemen occupies a strategic position in the Arab region with its national and international policies. It is one of the Arabic countries where its citizens demanded a regime change as a result of the Arab Spring in other countries. The Yemeni revolution continued as a peaceful protest until it faced an armed confrontation which led to the civil war and that continues even after eight years. Often the revolution takes a bloody turn leading to loss of lives which finally resulted in the ouster of the president Ali Abdullah Saleh. This research studied the results and the outcomes of the Arab spring in Yemen.

Keywords : Arab Spring, Revolution, Security, Military, Instability, Political Change.

Introduction :

The Arab revolutions (Arab Spring) is a large peaceful protest movement that began in Tunisia in 2010 with the self-immolation of Mohamed Bouazizi and the stepping down of the President Zine El-Abidine Ben Ali, and then spreading to many other Arab countries like Egypt, Libya, Syria, Sudan, Algeria and Yemen. It started as a reaction of people against poor living conditions, politieal and security restrictions and lack of fair elections (Al-Sakkaf, Nadia, 2011). This movement continues even when this research is conducted. The Spring of Yemen in 2011 was influenced by foreign countries, as they had a covert objective to keep the country under control for economic and security concerns. Foreign countries consider security of region as connected with security of Yemen (Al-Muthafri, 2011).

The successful Tunisian Revolution and flow of democratic ideas lead to the birth of Arab Spring in Yemen. Yemeni Youth began the protests in Sana'a in on January 27, 2011 as dissatisfaction against unemployment, economic slowdown, corruption and the government's intent to change the constitution.

The Movement of 2011 in Yemen :

Over 16,000 of the protesters mainly from Sana'a University called for the overthrow of the regime of President Ali Abdullah Saleh (Al-Muthafari, 2011). Protesters promised to challenge the government authority. On 2 February, Saleh announced he would not run for re-election in 2013 and that he would not pass on the power to his son (Howard, 2011). The protests soon spread to other parts. On 18 February, thousands of Yemenis took part in huge protests in Taiz, Sanaa and Aden. On March 11, protesters went out to the streets calling for freedom and for the change of the regime where three people were killed in the first clash with the military. More protests were held in other cities. On 18th March, 52 protesters in Sanaa were shot killed by the military snipers. The protest immediately received wide popular support. The later protests claimed thousands of Yemeni civilian lives (Laura, 2011).

On June 3, Saleh and many other top-ranking officials were injured and five people killed by bombing of the presidential mosque. Concerned about instability in the region, Yemen's neighbours and United States

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Chapter 10

Chrysanthemum cinerariaefolium (Pyrthrum) / *Tanacetum cinerariifolium*

P. Shivakumar Singh, GD. Yogashree and HC. Shrishail

1. Introduction

Chrysanthemum is a cosmopolitan genus, comprising about 300 species of herbs and under shrubs, among which a few yield the commercial insecticide known as Pyrethrum. Several species of Chrysanthemum are ornamental and grown in gardens for their large, showy, multicoloured flowers (Anon, 1992). Pyrethrum (*Chrysanthemum cinerariaefolium*) has been under cultivation around the world for nearly 150 years, with Kenya accounting for about 83% of the present world production (Bhat *et al.*, 1985). In India, it is cultivated on a large scale only in Kashmir, though successful trials of cultivation have been reported at Kullu, Palampur, May-urbhanj, Kumaun, Assam, Karnataka, Kerala and Kodai-kanal1. Its flowers yield an important insecticide, i.e. the pyrethrins. The pyrethrin content, being a quantitative character, always poses a problem before the breeders while selecting desired genotypes having high pyrethrin content (Pandita *et al.*,1989).

Chapter 28

Tylophora indica (Burm.F) Merill.

P. Shivakumar Singh, GD. Yogashree and HC. Shrishail

1. Introduction

Tylophora is a plant that grows in tropical parts of Asia, including India, Sri Lanka, Thailand, and Malaysia. While it did not originate there, it now also grows in Africa. In India it is mainly found in Assam, West Bengal, Orissa and Peninsular India. The name Tylophora comes from "tylos" meaning knot and "phoros" meaning bearing. *Tylophora indica* (Burm.F) Merill, commonly known as Indian antmool belongs to family Asclepiadaceae. *T. asthamatica* Wight &Arn. is the **Synonym. In English:** Emetic Swallow Wort, Indian or Country Ipecacuanha; **In Ayurvedic:** Antamuula, Muulini, Arkaparni; **Siddha/Tamil:** Nay Palai, Nangilaippiratti

The plant is perennial, small, slander, a twining or climbing herb tylophora is traditionally used as folk remedy in certain regions of India for the treatment of bronchial asthma, inflammation bronchitis, allergy, and dermatitis. Tylophora also seems to be a good remedy in traditional medicine as anti-psoriasis.

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ROLE OF EDUCATED RURAL YOUTH IN RURAL DEVELOPMENT

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Introduction

The identification of a country is its villages, town and cities in the reference of population. Cities are totally based on industries and villages are the symbol of agriculture and small industries. In this sequence town is just like a bridge between cities and villages. India, owing to her fertile soil, abundance of labour and considerable inherited agricultural skill, seems to be marked out by nature as a prosperous agricultural country. According to Yadav, R.S "According to census of India 2001, In the list of world Population India is at second position. In 1901 Indian population was 23.6 crore but in 2001it was 3,705. One side in 1901 the population of urban areas was 216 million and the population of rural areas was 213 million. On other side, in 2001 the population of urban areas was 286 million and the population of rural areas was 735 million.

In India about 60 % of population is lives in rural areas and is doing agriculture. Some village families are doing their traditional occupation that is shoe making, carpentering, sailing milk products through gaushalas, vegetable sailing etc., Actually, we should concentrate our mind on the villages of India to know the Indian tradition. Indian villages are very rich about their occupation. Besides farming, they have their own carpenter, blacksminths, shoe maker, cobbler, weaver, barber, sweeper, panch, parmeshwar, etc., All members of a villages do their jobs seriously and respectively.

Now a days, Indian rural society means villages are in the process of changing. Schools, Social service organizations, banks, communication centre, industries, etc. valuable firms are interested to enter in villages and they are doing so. In this situation, the traditional educational system, agricultural equipment, agricultural techniques, water

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The Main Factors of Yemeni Conflict: An Analysis

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Abstract

Yemen is an unsteady country with a long history of conflict and many complex issues that have led to the deterioration of the political, economic, and social situation. The conflict in its various stages began as an internal political struggle as a result of the people's grievances and the elite's competition for power and national wealth, in addition to other external factors. Hence, it is important to study the conflict factors in Yemen to understand the situation which in turn will help in providing solutions by decision-makers towards peace-making. Therefore, this study analyses the conflict factors in Yemen based on the political, economic, and social effects, in addition to the external interference effects. The research findings indicated that the conflict factors were not the only result of security or political issues but also presented by many socio-economic problems as well as external factors, which have affected of the country since its unification.

Keywords: Yemen conflict; conflict factors; centralization; marginalization; governance

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INTRODUCTION

Yemen is one of the countries located in the Arabian Peninsula, which is characterized by a long history of conflict and many complex issues during which it has gone through periods of peace and prosperity, but it has not lasted. The crisis was exacerbating and expanding from time to time. These circumstances generally led to the worsening of the security and political position there and also had an impact on the economic and social spheres.

Yemen is confronting a unique concourse of crises. A continuing civil war and several political and tribal conflicts in the North, a Southern secessionist movement, and the last of them is the Houthi coup against the government and thwarting the transitional period. Even under the rule of the former Yemeni President Saleh, the central authorities in Yemen have never been powerful. In addition, through a delicate balance between the military and security establishment, clergy, and the major tribes, he was able to maintain his power (Boucek, & Ottaway, 2010).

As one of the poorest Arab nations, Yemen is suffering from rapid population growth and one of the greatest growth rates in the world. But these high growth rates are more than the capacity of the state to meet its people's demands, which leads to more problems at the local level. Throughout history, Yemen, especially in the twentieth century, has faced many external endeavors

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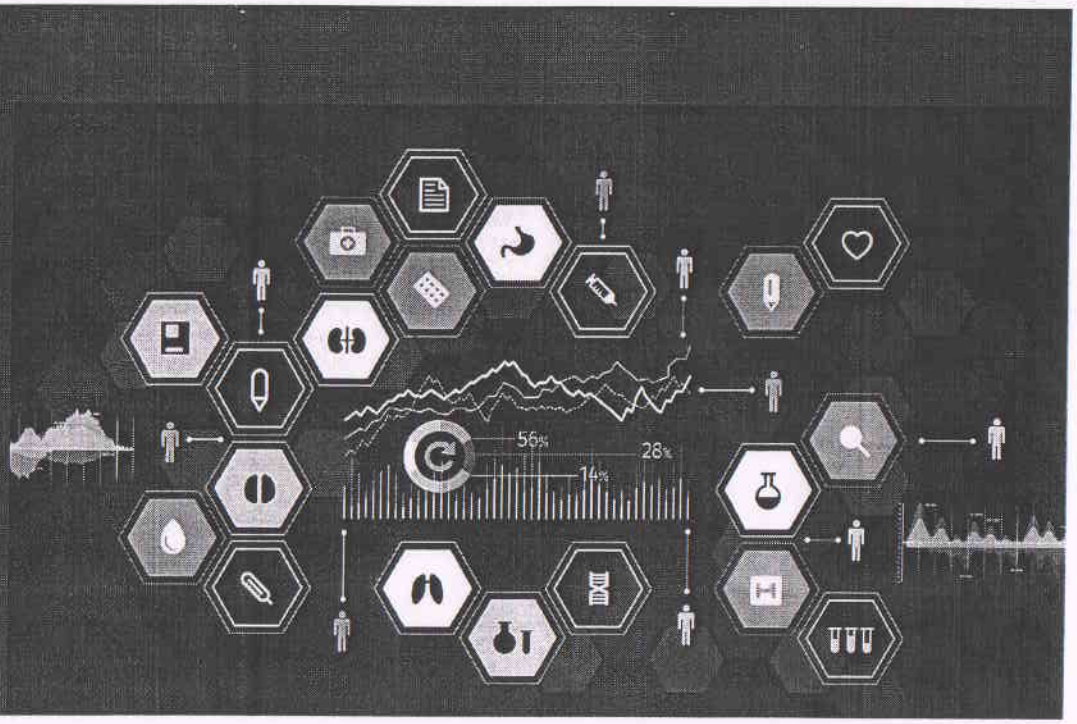
Biotechnology and nanotechnology are two of the 21st century's most promising technologies. Generally nanotechnology deals with developing materials, devices, or other structures possessing at least one dimension sized from 1 to 100 nanometers. Meanwhile, Biotechnology deals with metabolic and other physiological processes of biological subjects including microorganisms. Association of these two technologies, i.e. nanobiotechnology can play a vital role in developing and implementing many useful tools in the study of life. The term nanotechnology was first introduced by Tokyo Science University Professor Norio Taniguchi (Taniguchi, 1974). There were so many methods are employing for the synthesis of nanoparticles, among those chemical and physical synthesis are prominent. Nanoparticles act as very efficient support materials for enzyme immobilization, because of their ideal characteristics for balancing the key factors that determine biocatalysts efficiency, including specific surface area, mass transfer resistance, and effective enzyme loading.



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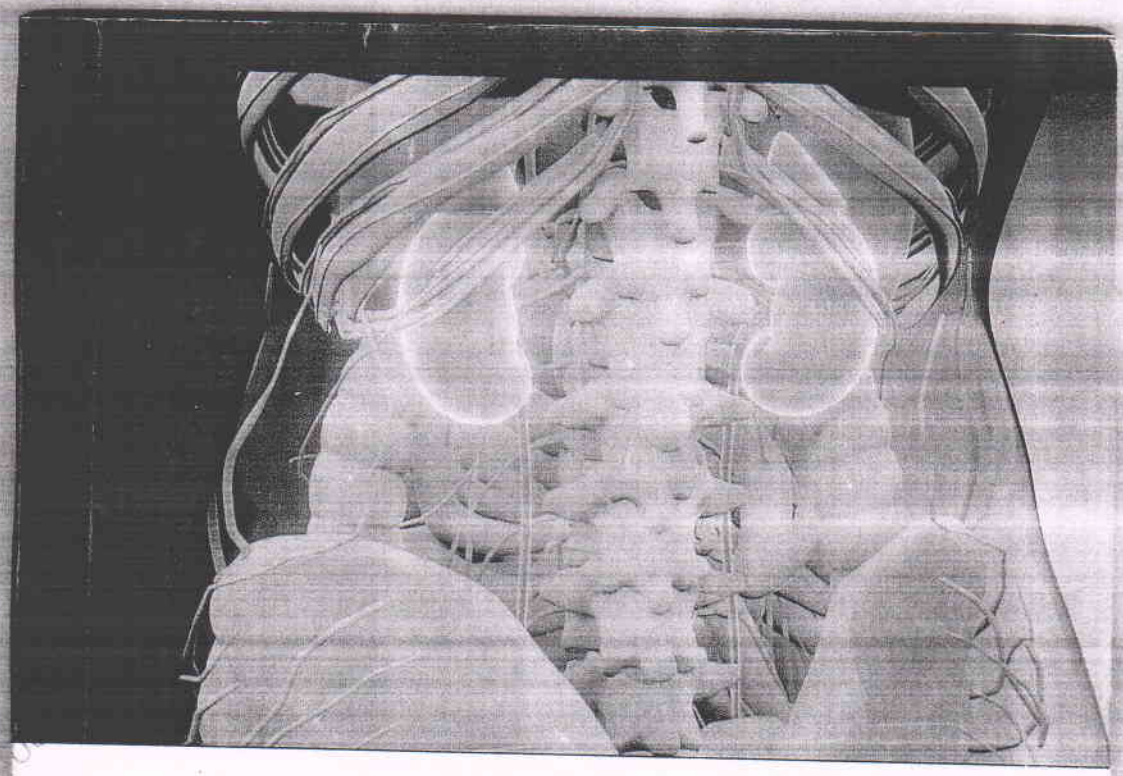

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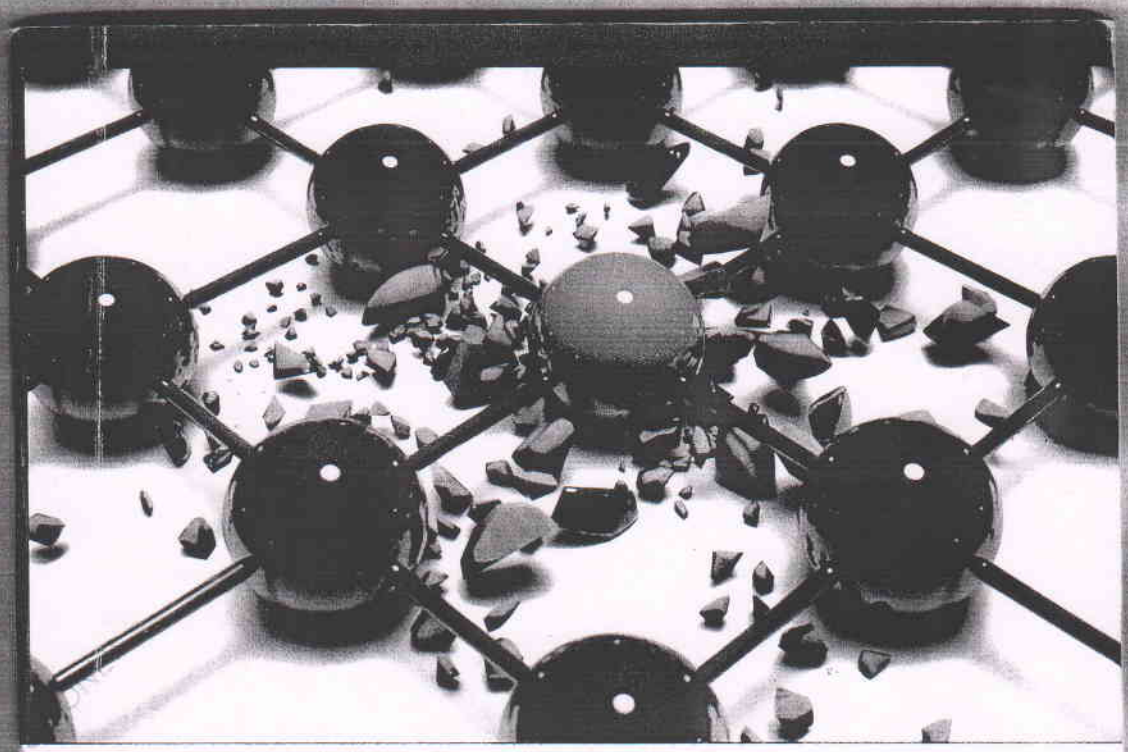

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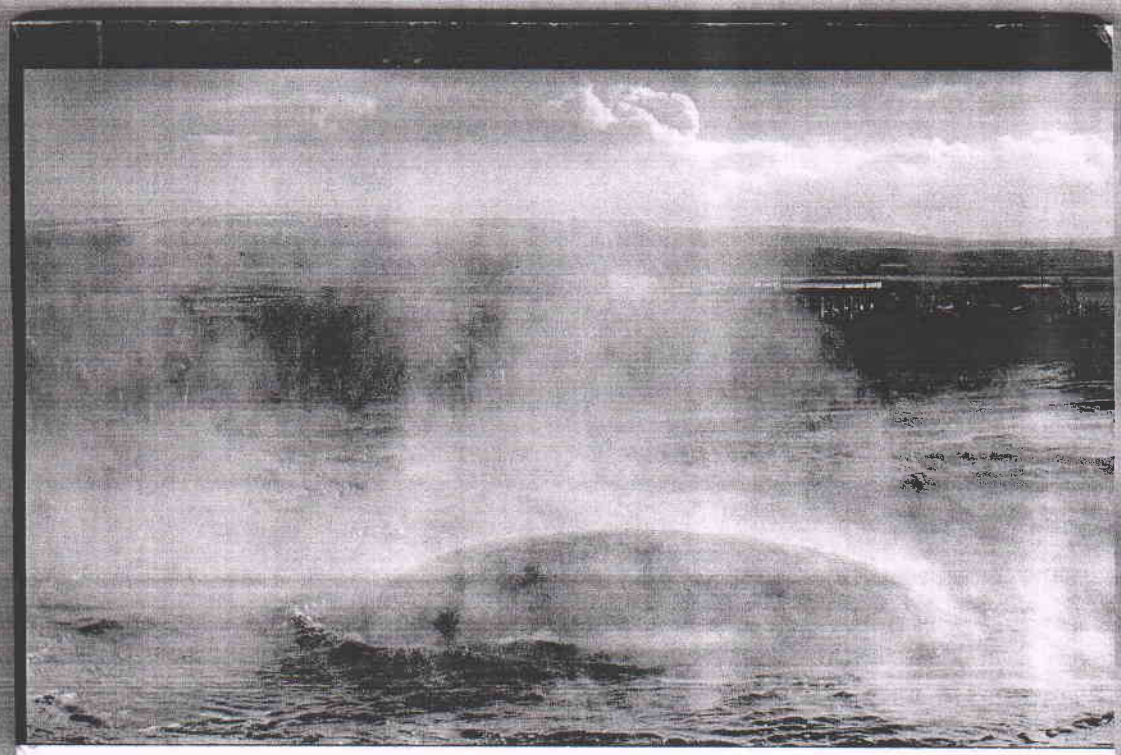

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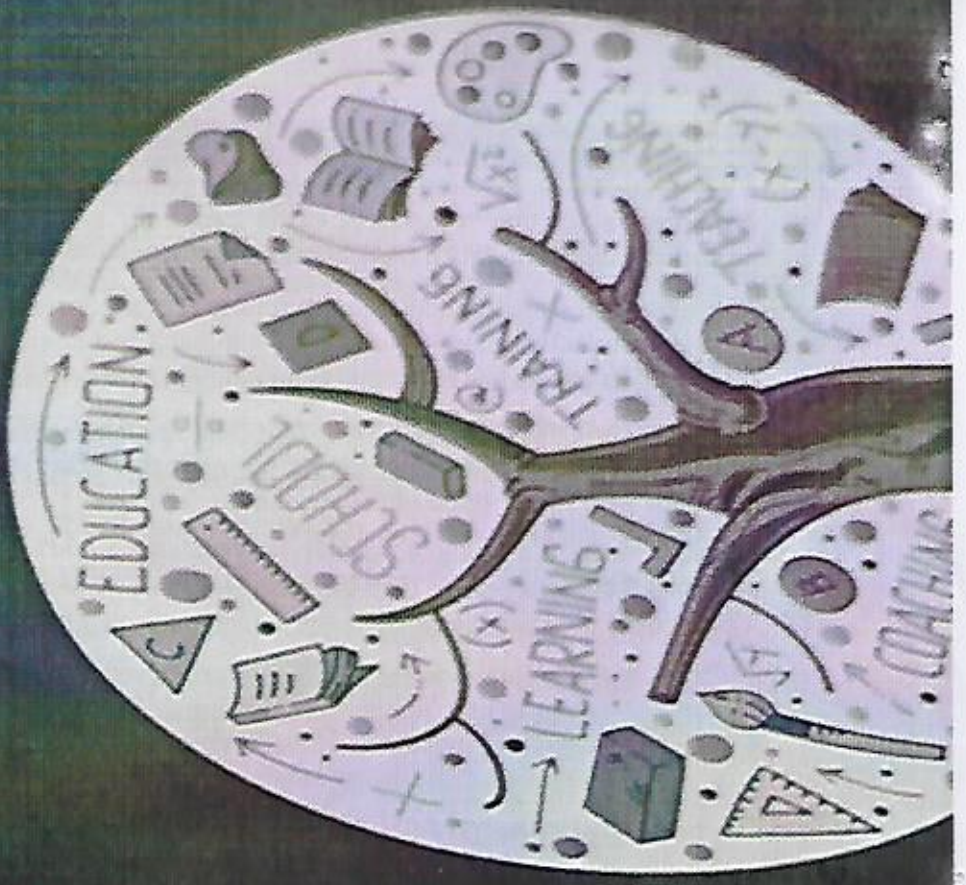

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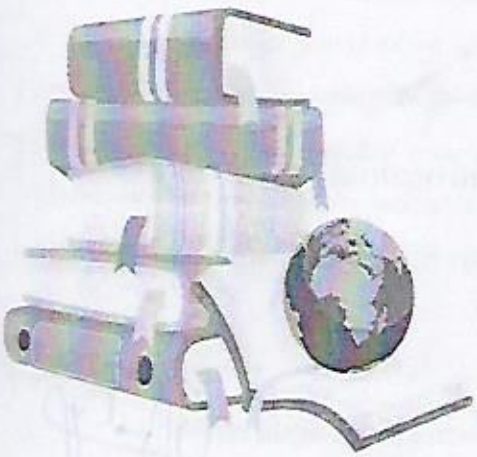

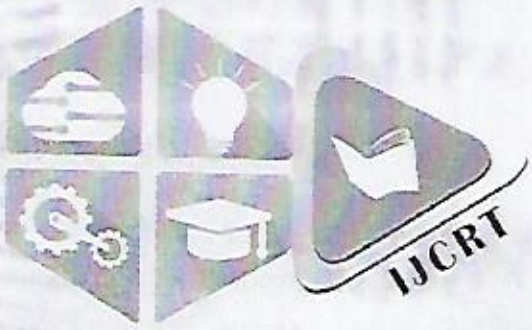

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ಪ್ರಾಧ್ಯಾಪಕರು, ರಾಜ್ಯಶಾಸ್ತ್ರ ವಿಭಾಗ, ಕುವೆಂಪು ವಿಶ್ವವಿದ್ಯಾಲಯ.

ಪೀಠಿಕೆ:

ಭಾಷಾ ರಾಜಕಾರಣ ಎನ್ನುವುದು ಇತ್ತೀಚಿನ ದಿನಗಳಲ್ಲಿ ಹೆಚ್ಚು ಚರ್ಚೆಯಾಗುತ್ತಿರುವ ವಿಷಯವಾಗಿದೆ. ಭಾಷೆಯಾಧಾರಿತವಾಗಿ ಪ್ರಾತಿನಿಧ್ಯವನ್ನು ಕೇಳುತ್ತಿರುವುದು, ಭಾಷೆಗ್ಳಾದರಿಸಿ ಸಂಘರ್ಷಗಳು ನಡೆಯುತ್ತಿರುವುದು ಇತ್ತೀಚಿಗೆ ಸಾಮಾನ್ಯವಾಗಿದೆ. ಪ್ರಸ್ತುತ ಇದು ಅಂತರರಾಜ್ಯ ವಿವಾದದ ಸ್ವರೂಪವನ್ನು ಪಡೆದುಕೊಳ್ಳುತ್ತಿದೆ. ಉದಾಹರಣೆಗೆ: ಕರ್ನಾಟಕ ಮತ್ತು ಕೇರಳದ ನಡುವಿನ ಕಾಸರಗೋಡು ವಿವಾದ, ಮಹಾರಾಷ್ಟ್ರ ಮತ್ತು ಕರ್ನಾಟಕದ ನಡುವಿನ ಬೆಳಗಾವಿ ಗಡಿ ವಿವಾದ, ಕರ್ನಾಟಕ ಮತ್ತು ತಮಿಳುನಾಡಿನ ನಡುವೆ ಕಾವೇರಿ ನದಿ ನೀರಿನ ಹಂಚಿಕೆಯ ವಿವಾದ. ಇವುಗಳು ಕೇವಲ ಗಡಿ, ನೀರಿನ ಸಮಸ್ಯೆಗಳಾಗಿ ಮಾತ್ರವೇ ಚರ್ಚೆಗೆ ಒಳಗಾಗುತ್ತಿಲ್ಲ. ಅವು ಭಾಷಾ ಸಂಘರ್ಷಗಳಾಗಿ ಬದಲಾಗಿರುವುದನ್ನು ನೋಡಬಹುದು. ಭಾಷಾಧಾರಿತ ರಾಜ್ಯಗಳ ನಡುವಿನ ವಿವಾದಗಳು ಭಾಷಾ ಸಂಘರ್ಷದ ರೂಪ ಪಡೆದಂತೆ, ನಂತರ ಅದು ಭಾಷೆಯ ಅಳಿವು ಉಳಿವಿನ ಪ್ರಶ್ನೆಯಾಗಿ ತಮ್ಮ ಭಾಷೆಯನ್ನು, ತಮ್ಮ ಭಾಷಿಕರನ್ನು ಕಾಪಾಡಬೇಕು ಎಂಬ ಭಾಷಾ ಹೋರಾಟಕ್ಕೆ ಪ್ರೇರಣೆಯಾಗುತ್ತಿದೆ. ಅದಕ್ಕಾಗಿ ಭಾಷೆಯ ರಕ್ಷಣೆಯ ಹೆಸರಿನಲ್ಲಿ ಹಲವು ಸಂಘಟನೆಗಳು ಹುಟ್ಟಿಕೊಂಡಿವೆ.

ಒಂದೆಡೆ, ಇಂತಹ ಸಂಘರ್ಷದ ಪ್ರವೃತ್ತಿಯಿದ್ದರೆ, ಮತ್ತೊಂದೆಡೆ, ಇದಕ್ಕೆ ವ್ಯತಿರಿಕ್ತವಾದ ವಾಸ್ತವಾಂಶಗಳು ವಿಭಿನ್ನ ಭಾಷಾ ಸಮುದಾಯಗಳ ನಡುವೆ ಕಂಡುಬರುತ್ತವೆ. ಸಾಮಾನ್ಯವಾಗಿ ಜನರು ಒಂದೇ ಊರಿನಲ್ಲಿ, ಒಂದೇ ಪ್ರದೇಶದಲ್ಲಿ, ವ್ಯವಹಾರಿಕವಾಗಿ ಒಂದಕ್ಕಿಂತ ಹೆಚ್ಚು ಭಾಷೆಗಳನ್ನು ಬಳಸುತ್ತಾ ಸಹಜೀವನ ನಡೆಸುವುದು ಸಾಧಾರಣವಾದ ಸಂಗತಿಯಾಗಿದೆ. ಅವರು ವಿಭಿನ್ನ ಭಾಷಿಕರಾಗಿರುವ ಕಾರಣಕ್ಕೇ ಸಂಘರ್ಷದಲ್ಲಿ ತೊಡಗಿರುವುದು ಕಾಣುವುದಿಲ್ಲ. ಹಾಗೆಯೇ ಇಲ್ಲಿನ ಸಂಪ್ರದಾಯಗಳು ಸಹ ಭಾಷೆಯ ಗಡಿಯನ್ನು ಮೀರಿ ಬೆಳೆದಿರುವುದು ಕಾಣುತ್ತದೆ. ಉದಾಹರಣೆಗೆ: ಅಯ್ಯಪ್ಪ ಸ್ವಾಮಿ, ತಿರುಪತಿ, ತಿರಿಡಿ, ಪಂಡರಾಪುರದ ವಿಠಲ ಮುಂತಾದ ದೇವಾಲಯಗಳು ಹಾಗೂ ಕನ್ನಡ-ಉರ್ದುವನ್ನು ಬೆಸೆಯುವ ಹಲವಾರು ದರ್ಗಾ ಸಂಪ್ರದಾಯಗಳನ್ನೂ ಗಮನಿಸಬಹುದು. ಒಂದೆಡೆ, ಬಹುಭಾಷಿಕ ಜನರ ಶಾಂತಿಯುತ ಸಹ ಜೀವನ ಇದೆ. ಹೀಗಿರುವಾಗ, ಗಡಿ ವಿವಾದಗಳು ಮತ್ತು ನದಿ ನೀರಿನ ಹಂಚಿಕೆಯ ವಿವಾದಗಳು ಭಾಷಾ ಸಂಘರ್ಷಗಳಾಗಿ ನಿರೂಪಣೆಗೊಳ್ಳುವುದಾದರು ಹೇಗೆ ಸಾಧ್ಯ ಎನ್ನುವ ಗೊಂದಲ ಉಂಟಾಗುತ್ತದೆ.

ಭಾಷಾವಾರು ಪ್ರಾಂತ್ಯಗಳ ರಚನೆ:

ಆಡಳಿತದ ಅನುಕೂಲಕ್ಕಾಗಿ 1956 ರಲ್ಲಿ ರಾಜ್ಯಗಳನ್ನು ಭಾಷೆಯ ಆಧಾರದ ಮೇಲೆ ವಿಂಗಡಣೆ ಮಾಡಲಾಯಿತು. ಉದಾಹರಣೆಗೆ: ಕನ್ನಡ ಮಾತನಾಡುವ ಜನಗಳನ್ನು ಒಳಗೊಂಡ ಮೈಸೂರು ರಾಜ್ಯವನ್ನು ಕರ್ನಾಟಕ ಎಂದು, ಇದೆ ರೀತಿಯಾಗಿ ತಮಿಳುನಾಡು, ಮಹಾರಾಷ್ಟ್ರ, ಕೇರಳ ಮತ್ತು ಆಂಧ್ರಪ್ರದೇಶವನ್ನು ರಚಿಸಲಾಯಿತು. ಕರ್ನಾಟಕದಲ್ಲಿ ಕೇವಲ ಕನ್ನಡ ಭಾಷೆಯನ್ನು ಮಾತನಾಡುವ ಜನರು ಮಾತ್ರ ಇರಲಿಲ್ಲ. ತಮಿಳು, ತೆಲುಗು, ಉರ್ದು, ಮಲೆಯಾಳ ಹೀಗೆ ಹಲವಾರು ಭಾಷೆಯನ್ನು ಮಾತನಾಡುವ ಜನರು ಇದ್ದರೂ ಕೂಡ ಅದು ಆಗ ಸಮಸ್ಯೆಯಾಗಿ ಕಾಣಲಿಲ್ಲ. ಅದೇ ರೀತಿಯಾಗಿ ತಮಿಳುನಾಡು, ಮಹಾರಾಷ್ಟ್ರ ಮತ್ತು ಆಂಧ್ರದಲ್ಲಿ ಕೂಡ ಹಲವು ಭಾಷೆಯನ್ನು ಮಾತನಾಡುವ ಜನರು ಇದ್ದರೂ ಸಹ ಅದು ಆಗ ಸಮಸ್ಯೆಯಾಗಿ ಕಾಣಲಿಲ್ಲ. ಆದರೆ ಇತ್ತೀಚಿಗೆ ಗಡಿ ವಿವಾದಗಳು ಮತ್ತು ನದಿ ನೀರಿನ ಹಂಚಿಕೆಯ ಸಮಸ್ಯೆಗಳು ಜನರು ಮಾತನಾಡುವ ಭಾಷೆಯ ಮೇಲೆ ಪ್ರಭಾವ ಬೀರಿ ಭಾಷಾಧಾರಿತ ಹೋರಾಟದ ರೂಪವನ್ನು ಪಡೆದುಕೊಳ್ಳುತ್ತಿವೆ. ಇಂದು

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ANALYSIS OF RURAL DEVELOPMENT IN INDIA

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ABSTRACT

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The Ministry of Rural Development in India is the apex body for formulating policies, regulations and programmes for the development of the rural sector. The rural areas are deprived of basic infrastructural facilities even after 73 years of national development. The rural masses are deprived of civic amenities, infrastructural facilities, educational opportunities, healthcare facilities, employment opportunities and other resources. The need for rural development is seldom questioned since India lives in the villages. Rural development has been the thrust area over the last 7 decades. The rural development projects basically aim at integrated rural development. The analysis of rural development programmes is furnished in this article based on qualitative research methodology.

KEYWORDS: *Rural Development, rural areas, Community Development, agricultural sector*

AN OVERVIEW OF RURAL DEVELOPMENT INITIATIVES IN INDIA

The Community Development Programme was implemented in India in 1952 under the First Five Year Plan to achieve the goal of self-reliance by increasing employment opportunities in the rural areas. The Minimum Package Programme was implemented under the Second Five Year Plan to boost agricultural sector and increase agricultural output through access to finance, technology and other resources in the 1960s.

The Drought Prone Area Development Programme was implemented in 1971 to develop the drought prone areas which primarily depend on rain fed cultivation. The Tribal Area Development Programme was launched in 1972 to improve the social and economic status of tribal people in the Fourth Five Year Plan. The Minimum Needs Programme was also implemented during this period to fulfill the basic needs of the rural masses. The Desert Development Programme was launched in 1977-78 to control desertification through afforestation, grassland development, water management and soil conservation.

Integrated Child Development Services programme was implemented in 1975 to provide food, pre-school education, and primary healthcare to children under 6 years of age and their mothers in the rural and tribal areas. The Hill Area Development Programme was implemented during the Fifth Five Year Plan to develop agriculture, horticulture and other sectors of the isolated rural and tribal communities.

The Development of Women and Children in Rural Areas programme was launched in India in 1982-83 to achieve the welfare and progress of women and children in India. The Indira Awaas Yojana was implemented to provide housing facilities to the deserving people. It was renamed as the Pradhan Mantri Gramin Awaas Yojana in 1985. The Million Wells Scheme was launched in 1988-1989 to provide open imitation wells free of cost to rural poor, small and marginal farmers representing the weaker sections of society.

In 1990s, several social security programmes such as National Social Assistance Program, National Old Age Pension Scheme, National Family Benefit Scheme, National Maternity Benefit Scheme and other programmes were implemented in the urban and rural areas to rehabilitate the disempowered citizens. National Social Assistance Programme was

AN ANALYSIS OF NEW DIMENSIONS IN WOMEN EMPOWERMENT: A STUDY

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Abstract : Empowerment of women is essentially the process of upliftment of economic, social and politica tus of women, the traditional under privileged ones, in the society. It involves the building up of a society herein in women can breathe without the fear of oppression, exploitation, apprehension, discrimination and the neral feeling of persecution which goes with being a woman in a traditionally male dominated structure. The sent paper deals with to analyse the socio-economic dimensions, political and educational dimensions of the men empowerment in national and world wide process. The paper also deal with role and measures of the men empowerment. The present paper it based on secondary sources of information.

Key words: Welfare, SHG, Empowerment, Education, Health, Education

INTRODUCTION

Empowerment of women is essentially the process of upliftment of economic, social and political status of men, the traditional under privileged ones, in the society. It involves the building up of a society wherein in men can breathe without the fear of oppression, exploitation, apprehension, discrimination and the general feeling of persecution which goes with being a woman in a traditionally male dominated structure.

The origins of the concept of empowerment go back to the civil rights movement in the USA in 1960. It then, ter interprets differently and filled with new meanings and is today used in such different sectors as business, cial work, development discourse and by advocates of very different political agendas. The different definitions the empowerment range between defining it as a largely individual process of taking control and responsibility one's life and situation, and defining it as a political process of granting human rights and social justice to a advantaged group of people. At the former end of the continuum, where empowerment is defined largely as an vidual process, empowerment can be used in the conservative political public speaking of freeing the rnment of responsibility for injustices and for granting social security. Instead, the argument makes individuals communities responsible for their own social security and welfare, without providing the necessary support and urces.The empowerment of women is located within the discourse and agenda of gender equality and is asingly being taken on the agenda of international development of organizations, perhaps more as a means to ve gender equality than as an end initself.

t the Social Summit in Copenhagen in 1993 and the International Conference on Population and lopment in Cairo 1994 Government committed themselves to the empowerment of women. This mitment was operationalised and formulated into a clear action plan at the Fourth World Conference on men in Beijing 1995 where Governments committed themselves to the "empowerment and advancement of men, including the right to freedom of thought, conscience, religion and belief, thus contributing to the moral, al, spiritual and intellectual needs of women and men, individually or in community with others and thereby suring them the possibility of realizing their full potential in society and shaping their lives in accordance their own aspirations".

Different Levels of Empowerment in line with most theorists on empowerment the one has to view owerment as taking place on different levels and that change on all levels is necessary if the empowerment of men is really to occur. We have to relate empowerment at three levels: empowerment of the individual, group, societal/ community- level and the interaction betweenthese.The individual level deals with individual n's abilities to take control over their lives, their perceptions about their own value and abilities, their s to identify a goal and work towards thisgoal.The group level deals with the collective action and sense of that woman experience together, in a group.

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Chapter 28

Tylophora indica (Burm.F) Merill.

P. Shivakumar Singh, GD. Yogashree and HC. Shrishail

1. Introduction

Tylophora is a plant that grows in tropical parts of Asia, including India, Sri Lanka, Thailand, and Malaysia. While it did not originate there, it now also grows in Africa. In India it is mainly found in Assam, West Bengal, Orissa and Peninsular India. The name Tylophora comes from "tylos" meaning knot and "phoros" meaning bearing. *Tylophora indica* (Burm.F) Merill, commonly known as Indian antmool belongs to family Asclepiadaceae. *T. asthamatica* Wight &Arn. is the **Synonym. In English:** Emetic Swallow Wort, Indian or Country Ipecacuanha; **In Ayurvedic:** Antamuula, Muulini, Arkaparni; **Siddha/Tamil:** Nay Palai, Nangilaippiratti

The plant is perennial, small, slander, a twining or climbing herb tylophora is traditionally used as folk remedy in certain regions of India for the treatment of bronchial asthma, inflammation bronchitis, allergy, and dermatitis. Tylophora also seems to be a good remedy in traditional medicine as anti-psoriasis.

List of Publications of the Faculty

2019-2020

SL. No	Name	Title	Year	Name of the Publisher	ISBN/ISSN Number
1.	Prof. A Shanmukha.	Pratinidika Prajaprabhutvada mitigalu Haghusavalugalu karnatakadalli Jathi Rajakiya ondu adyayana.	2019	K.L.E Society's	ISBN:978-93-5407-832-3
2.	Prof. A Shanmukha.	Antararajya Vivadhagalu matthu Bhasha Sangarsh.	2019	K.L.E Society's	ISBN:978-93-5407-832-3
3.	Prof. U. Venkatesha	"Political Dimensions of weaker sections welfare in local self government in India: A study"	2019	Journal of Social Science Research	ISSN: 2321-1091
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7.	Prof. U. Venkatesha	"Panchayat Raj System and Rural Development In Karnataka: An Overview"	2020		E-ISSN: 1936-7317
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ಭಾರತದಲ್ಲಿ ಸೆಕ್ಯುಲರ್‌ವಾದ ಮತ್ತು ಅದರ ವಿಮರ್ಶೆ

ಭಾರತದಲ್ಲಿ ಸೆಕ್ಯುಲರ್‌ವಾದ ಮತ್ತು ಅದರ ವಿಮರ್ಶೆ

ಕುವೆಂಪು ವಿಶ್ವವಿದ್ಯಾಲಯದ ಮತ್ತು ದಾವಣಗೆರೆ ವಿಶ್ವವಿದ್ಯಾಲಯದ ಸ್ನಾತಕೋತ್ತರ (ಎಂ.ಎ.) ರಾಜ್ಯಶಾಸ್ತ್ರ ಪಠ್ಯಕ್ರಮ ಹಾಗೂ ಕರ್ನಾಟಕ ರಾಜ್ಯದ ಎಲ್ಲ ವಿಶ್ವವಿದ್ಯಾಲಯಗಳ ಸ್ನಾತಕ (ಬಿ.ಎ.) ಪದವಿಯ ಪ್ರಥಮ ಸೆಮಿಸ್ಟರಿನ ರಾಜ್ಯಶಾಸ್ತ್ರ ಪಠ್ಯಕ್ರಮವನ್ನು ಕೇಂದ್ರವಾಗಿಟ್ಟುಕೊಂಡು ಈ ಕೃತಿಯನ್ನು ರಚಿಸಲಾಗಿದೆ.

ಎ. ಷಣ್ಮುಖ

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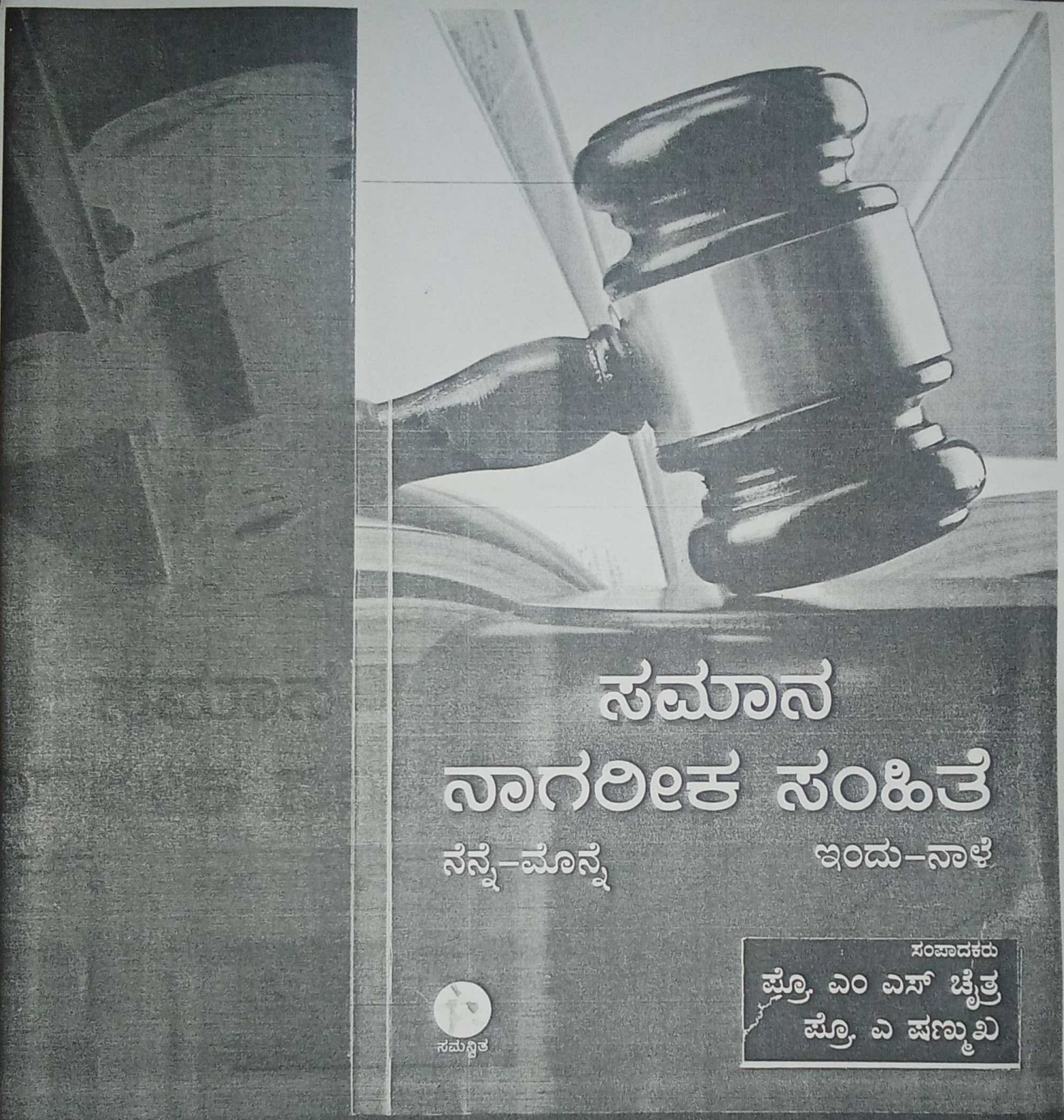

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ಸಮನ್ವಿತ

ಸಮಾನ ನಾಗರೀಕ ಸಂಹಿತೆ

ನಿನ್ನೆ–ಮೊನ್ನೆ ಇಂದು–ನಾಳೆ

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ಪ್ರೊ. ಎ ಷಣ್ಮುಖ

ಸಮನ್ವಿತ

ಬೆಂಗಳೂರು

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BASICS OF PLANT BIOTECHNOLOGY

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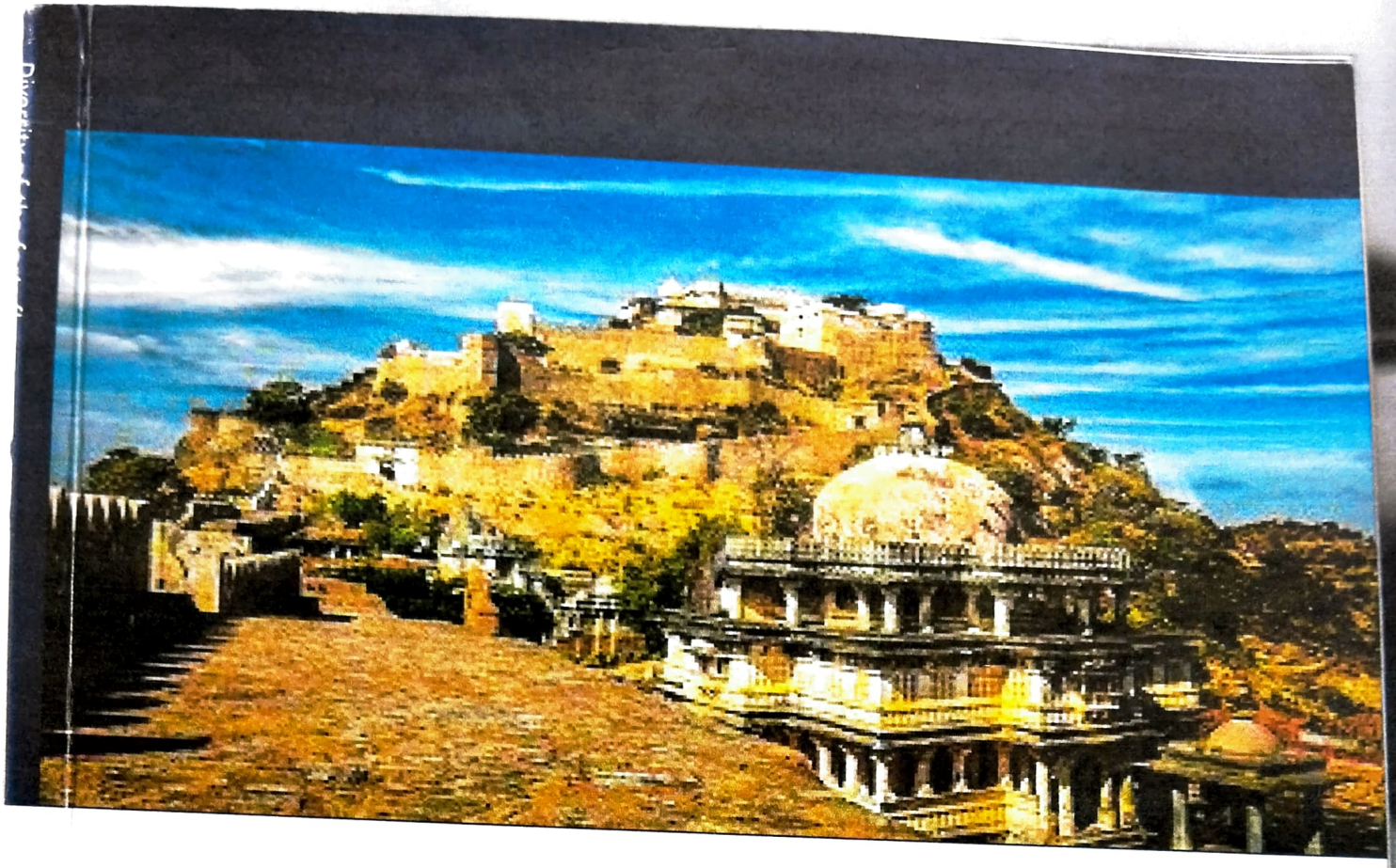
Dr. P. Prashant Kumar

2022



Shrishail Ch
Shivakumar singh P

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Documentation of plant diversity from the forts of Hyderabad Karnataka region, Karnataka state, India

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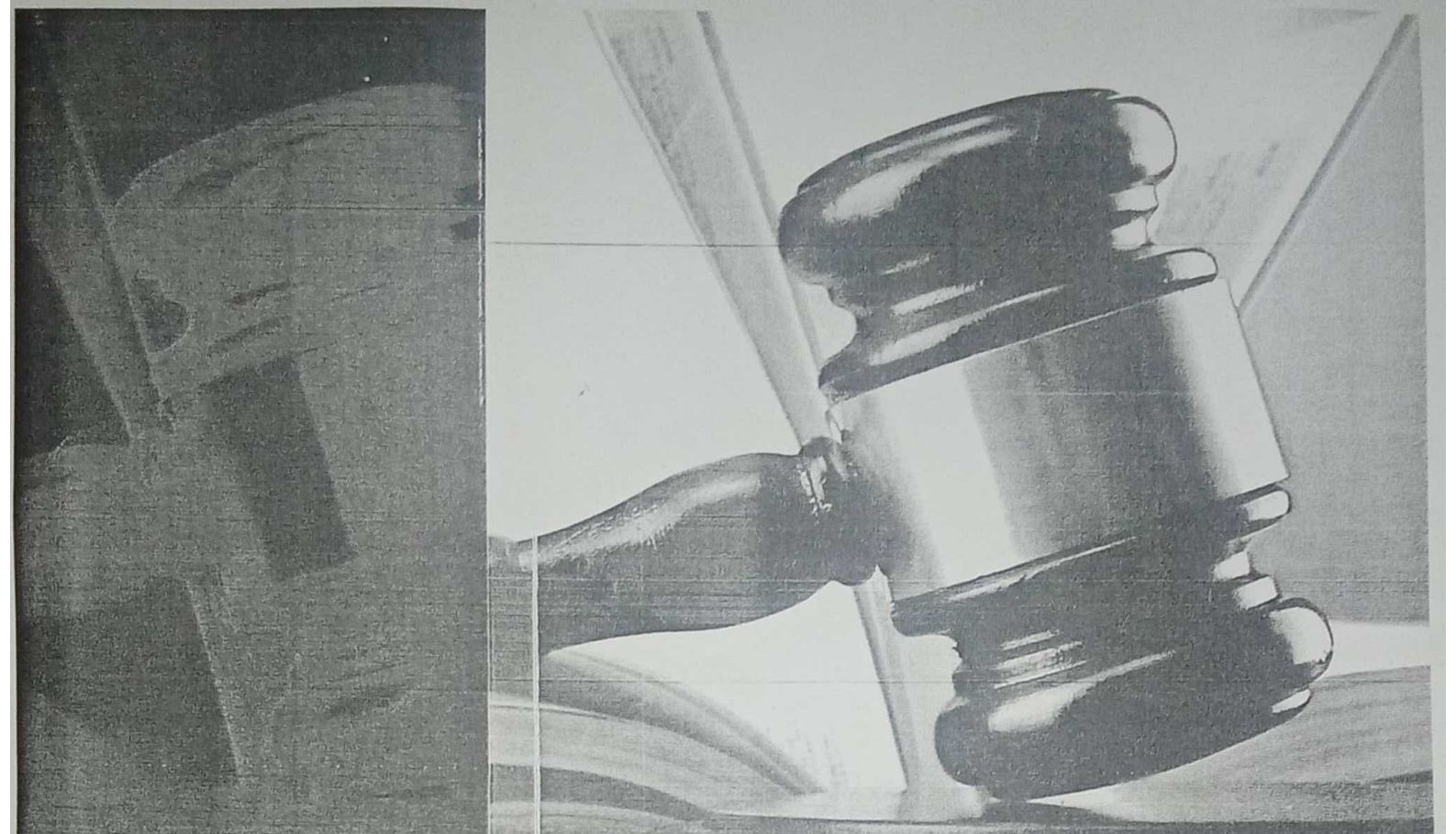

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ಪ್ರೊ. ಎಂ ಎಸ್ ಚೈತ್ರ
ಪ್ರೊ. ಎ ಷಣ್ಮುಖಿ

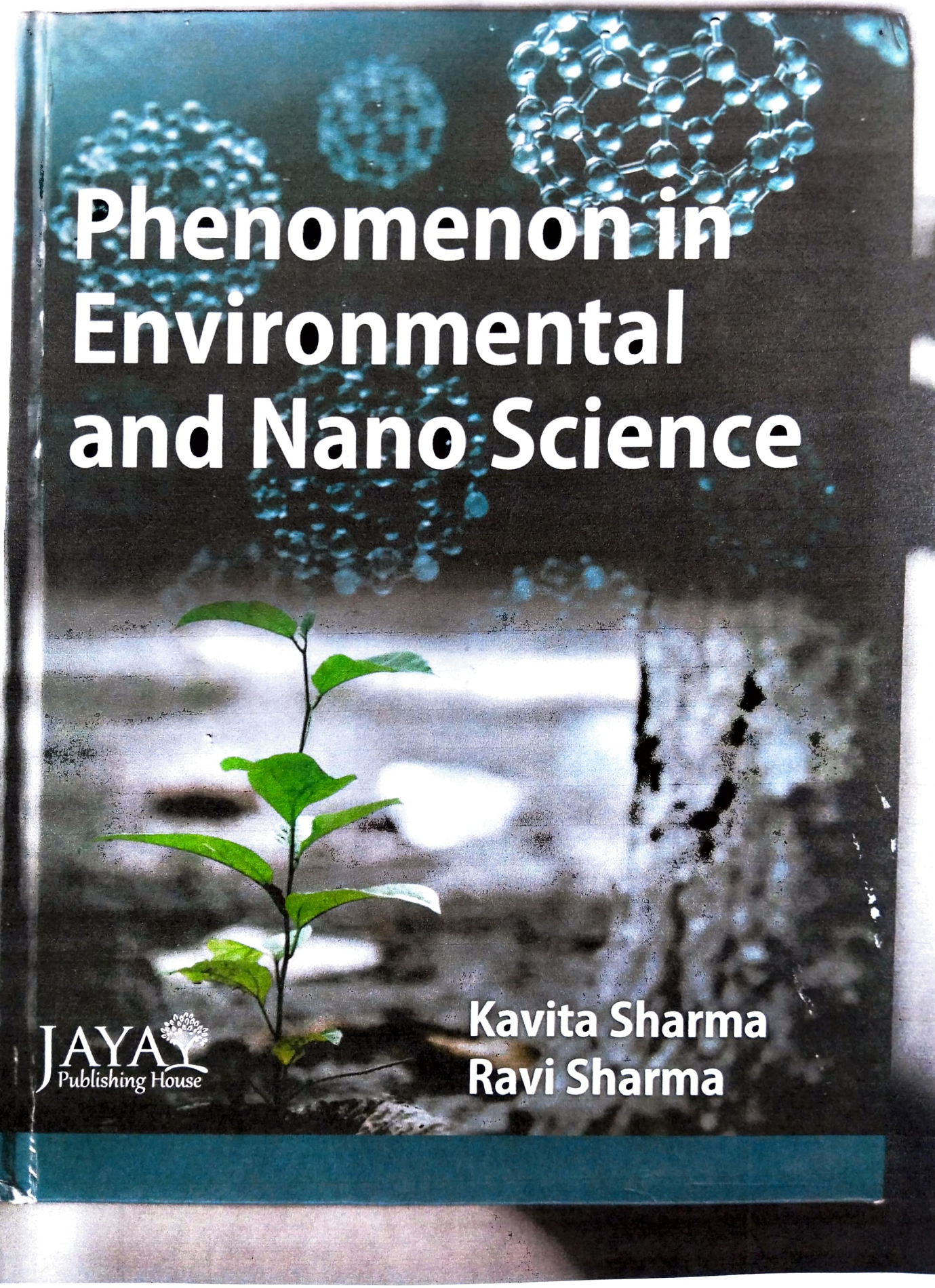
ಸಮನ್ವಿತ

ಅಧ್ಯಾಯ – 2

ವಸಾಹತುಶಾಹಿ ಆಳ್ವಿಕೆಯಲ್ಲಿ ವೈಯಕ್ತಿಕ ಕಾನೂನು

– ಪ್ರೊ. ಎ ಷಣ್ಮುಖ
ಡಾ. ವಿನುತ ಎಸ್ ಪಾಟೀಲ್

Review article.



Chapter 10

Chrysanthemum cinerariaefolium (Pyrthrum) / *Tanacetum cinerariifolium*

P. Shivakumar Singh, GD. Yogashree and HC. Shrishail

1. Introduction

Chrysanthemum is a cosmopolitan genus, comprising about 300 species of herbs and under shrubs, among which a few yield the commercial insecticide known as Pyrethrum. Several species of Chrysanthemum are ornamental and grown in gardens for their large, showy, multicoloured flowers (Anon, 1992). Pyrethrum (*Chrysanthemum cinerariaefolium*) has been under cultivation around the world for nearly 150 years, with Kenya accounting for about 83% of the present world production (Bhat *et al.*, 1985). In India, it is cultivated on a large scale only in Kashmir, though successful trials of cultivation have been reported at Kullu, Palampur, May-urbhanj, Kumaun, Assam, Karnataka, Kerala and Kodai-kanal1. Its flowers yield an important insecticide, i.e. the pyrethrins. The pyrethrin content, being a quantitative character, always poses a problem before the breeders while selecting desired genotypes having high pyrethrin content (Pandita *et al.*,1989).

Chapter 28

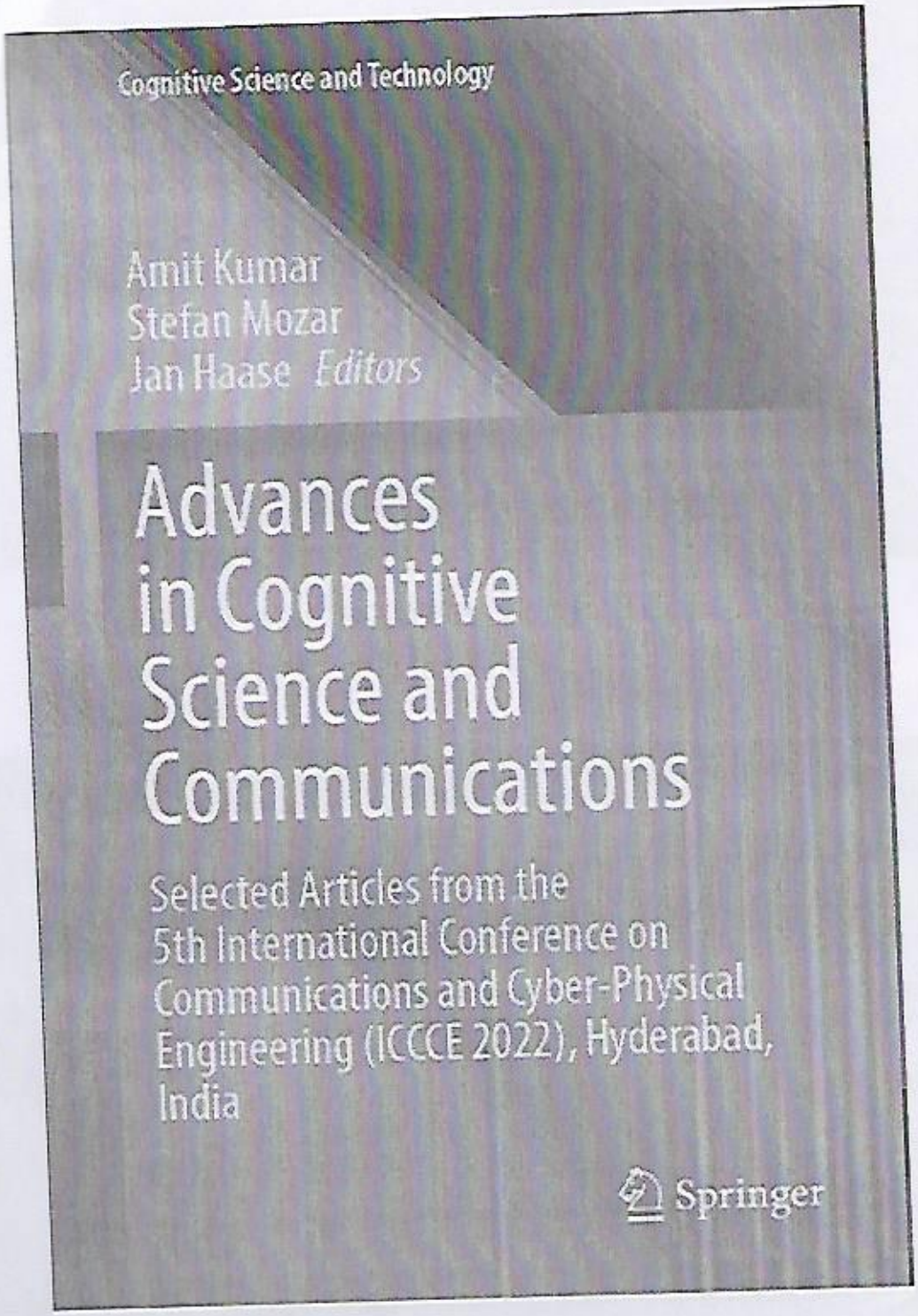
Tylophora indica (Burm.F) Merill.

P. Shivakumar Singh, GD. Yogashree and HC. Shrishail

1. Introduction

Tylophora is a plant that grows in tropical parts of Asia, including India, Sri Lanka, Thailand, and Malaysia. While it did not originate there, it now also grows in Africa. In India it is mainly found in Assam, West Bengal, Orissa and Peninsular India. The name Tylophora comes from "tylos" meaning knot and "phoros" meaning bearing. *Tylophora indica* (Burm.F) Merill, commonly known as Indian antmool belongs to family Asclepiadaceae. *T. asthamatica* Wight &Arn. is the **Synonym. In English:** Emetic Swallow Wort, Indian or Country Ipecacuanha; **In Ayurvedic:** Antamuula, Muulini, Arkaparni; **Siddha/Tamil:** Nay Palai, Nangilaippiratti

The plant is perennial, small, slander, a twining or climbing herb tylophora is traditionally used as folk remedy in certain regions of India for the treatment of bronchial asthma, inflammation bronchitis, allergy, and dermatitis. Tylophora also seems to be a good remedy in traditional medicine as anti-psoriasis.



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Mufti Mahmud · Jing He ·
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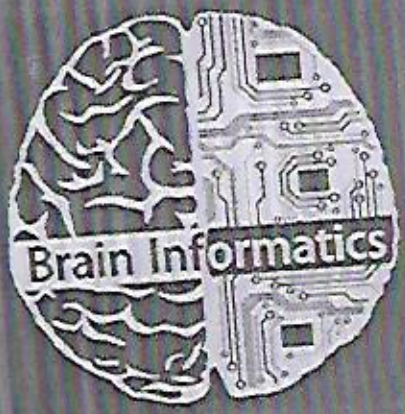
Proceedings



ಲೇಖಕರ ಪರಿಚಯ

ಾ, ಸಾಮಾಜಿಕ ಸಮಾನತೆ, ಮತ್ತು ಮಹಿಳಾ ಸಬಲೀಕರಣಕ್ಕಾಗಿ ಸೇವೆ ಸಲ್ಲಿಸುತ್ತಿರುವ ಲೇಖಕಿ ತಮ್ಮ ಉತ್ತಮ ಪಾತ್ರಿ.
ಬರಹಗಾರ, ಅಂಕಣಕಾರ, ವಿದ್ಯಾರ್ಥಿಗಳ ಅಚ್ಚು ಮೆಚ್ಚಿನ ಗುರುಗಳೆಂದೆ ಗುರುತಿಸಿಕೊಂಡಿರುವ ಡಾ.ಜಗನ್ನಾಥ ಕೆ.
ಅವರು ಖನೆಮಿ ವಿಶ್ವವಿದ್ಯಾಲಯದ ಸ್ನಾತಕೋತ್ತರ ಲೇಖಕಾಶಾಸ್ತ್ರ ಅಧ್ಯಯನ ಮತ್ತು ಸಂಶೋಧನಾ
ಲ್ಲಿ ಪ್ರಾಧ್ಯಾಪಕರಾಗಿ ಮತ್ತು ಡಾ. ಬಿ. ಆರ್. ಅಂಬೇಡ್ಕರ್ ಅಧ್ಯಯನ ಕೇಂದ್ರದ ನಿರ್ದೇಶಕರಾಗಿ, ವಿಶ್ವವಿದ್ಯಾ
ನ ಆರೋಗ್ಯ ಜಾಗೃತಿ ಕಾರ್ಯಕ್ರಮದ ಸಂಚಾಲಕರಾಗಿ, ಕರಿಯರ್ ಕೌನ್ಸಿಲ್ ಸಮಿತಿಯ ಸದಸ್ಯರಾಗಿ, ಎನ್ಸಿ ಮತ್ತು
ಕೋಶದ ಸದಸ್ಯರಾಗಿ, ಅಕಾಡೆಮಿಕ್ ಅಫೈರ್ಸ ಕೌನ್ಸಿಲ್ ಸದಸ್ಯರಾಗಿ ಸೇವೆ ಸಲ್ಲಿಸಿರುವರು.
ಲೇ ಇವರು ಒಂಭತ್ತು ಪುಸ್ತಕಗಳನ್ನು ಪ್ರಕಟಿಸಿರುವರು. ಸಾಮಾಜಿಕ ಕಳಕಳಿ ಮತ್ತು ಸೂಕ್ಷ್ಮ ಮಾರ್ಗದರ್ಶನಗಳನ್ನೊಳ
ಇವರ ೫೦ಕ್ಕೂ ಹೆಚ್ಚು ಲೇಖನಗಳು ವಿವಿಧ ಪತ್ರಿಕೆಗಳಲ್ಲಿ ಪ್ರಕಟವಾಗಿರುತ್ತವೆ. ಅಂತರರಾಷ್ಟ್ರೀಯ, ರಾಷ್ಟ್ರ ಮತ್ತು
ಿದ ವಿವಿಧ ನಿಯತಕಾಲಿಕೆಗಳಲ್ಲಿ ಇವರ ೨೦೦ಕ್ಕೂ ಹೆಚ್ಚು ಸಂಶೋಧನಾ ಮತ್ತು ಪರಿಷ್ಕೃತಾತ್ಮಕ ಲೇಖನಗಳು
ಗಿವೆ. ಪ್ರಥಮ ಬಾರಿಗೆ "ಯಿಲ್ಲಿನ ಸಿದ್ಧಾಂತ" ಮತ್ತು "ಕೊಮಗೆಯ ಸಿದ್ಧಾಂತ" ಗಳನ್ನು ಪ್ರತಿಪಾದಿಸಿದ್ದಾರೆ.
ರು ಕನ್ನಡ ಶಾಲೆಗಳ ಉಳಿವಿಗಾಗಿ ಸೂಕ್ತ ನಿಯಮ ರೂಪಿಸಲು ರಾಜ್ಯ ಸರ್ಕಾರಕ್ಕೆ ಮನವಿಯನ್ನು ಸಲ್ಲಿಸಿರುತ್ತಾರೆ.
ಪ್ರತಿಷ್ಠಿತ ಮ್ಯೂಸಿಯಂಗಳ ಸುಧಾರಣೆ, ಕೊನ್ನ ಆಯಿಸ್ಯೆಯ ಜೀವಾವಧಿ, ಪರಿಸರ ಉಳಿವು, ಹೆಣ್ಣು ಮಕ್ಕಳ
ರಣ (ಮೀಸಲಾತಿ, ಸ್ಥಾಪ್ಟಿಗಳ ನಿವಾರಣೆ). ಸಂಸ್ಕೃತಿಯ ರಕ್ಷಣೆಯಿಂತಹ ಸಾಕಷ್ಟು ವಿಷಯಗಳ ಕುರಿತು ರಾಜ್ಯ
ಕೇಂದ್ರ ಸರ್ಕಾರಗಳಿಗೆ ಸಲಹೆ – ಸೂಚನೆಗಳನ್ನು ನೀಡಿರುತ್ತಾರೆ. ವಿವಿಧ ಸಂಘ ಸಂಸ್ಥೆಗಳು ಏರ್ಪಡಿಸಿದ ಕಾರ್ಯ
ಲ್ಲಿ ಸುಮಾರು ೨೪೧ ವಿಶೇಷ ಉಪನ್ಯಾಸಗಳನ್ನು ನೀಡಿರುವರು.
ಸಾಹಿತ್ಯ ಪರಿಷತ್ತಿನ ಸದಸ್ಯತ್ವದೊಂದಿಗೆ ಇವರು ವಿವಿಧ ಸಂಘ ಸಂಸ್ಥೆಗಳ ಸಲಹಾ ಸಮಿತಿ ಸದಸ್ಯರಾಗಿರುವರು.
ಜಾಗೃತಿ ಮತ್ತು ಸಂರಕ್ಷಣಾ ಕಾರ್ಯಕ್ರಮಗಳಲ್ಲಿ ಭಾಗವಹಿಸುತ್ತಿದ್ದು, ರಕ್ತ ನಿಧಿ ಕಾರ್ಯಕ್ರಮ, ಉಚಿತ ನೇತ್ರ
ಾ ಶಿಬಿರಗಳನ್ನು ಏರ್ಪಡಿಸಿರುವರು.
"ಉತ್ತಮ ಶಿಕ್ಷಕ" ಪ್ರಶಸ್ತಿಗೆ ಭಾಜನರಾಗಿರುವರು, ೨೦೧೫ನೆ ಸಾಲಿನ "ಡಾ.ಬಿ.ಆರ್.ಅಂಬೇಡ್ಕರ ರತ್ನ" ಪ್ರಶಸ್ತಿಯನ್ನು
೨೦೧೯ನೆ ಸಾಲಿನ "ಭಾರತ ಆದರ್ಶ ಸಾಗರ" ಪ್ರಶಸ್ತಿಯನ್ನು,"ಕರ್ನಾಟಕ ಭೂಷಣ ಪ್ರಶಸ್ತಿ", ಮತ್ತು "ಕರ್ನಾಟಕ
ಜ್ಯೋತಿ" ಪ್ರಶಸ್ತಿಯನ್ನು ಶ್ರೀಮತಿಯವರಿಗೆ ನೀಡಿ ಗೌರವಿಸಲಾಗಿದೆ.
ಂದು ವೇಶ ಒಂದು ಶಿಕ್ಷಣ ವ್ಯವಸ್ಥೆ"ಮೂಲಕ ದೇಶದಲ್ಲಿ ಸಮಾನತೆ ಸಾಧಿಸುವುದು ಅವರ ಗುರಿ.

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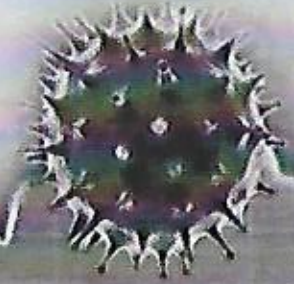

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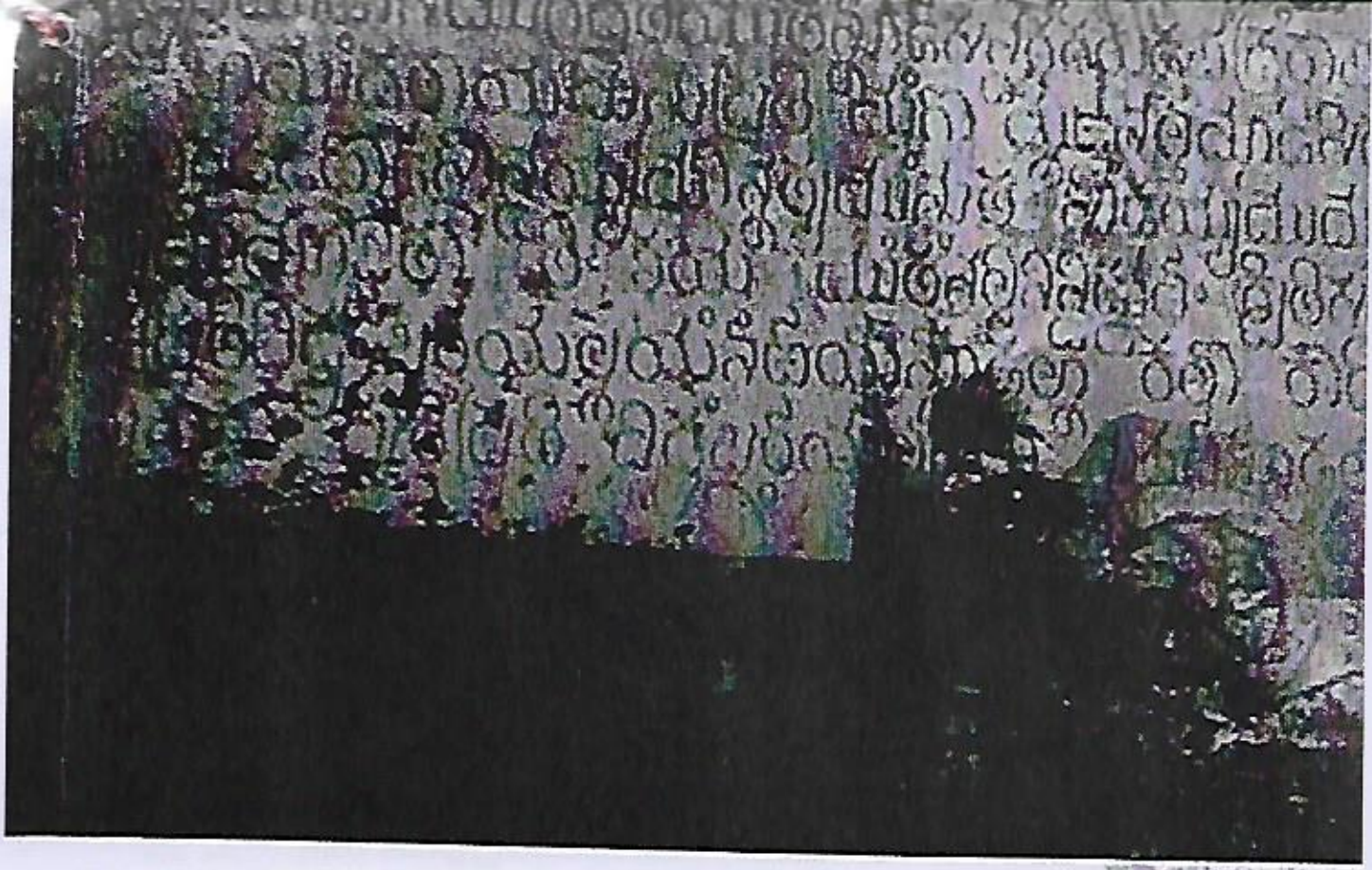

ಶೋಧ ಪರಂಪರೆ

ಪ್ರಧಾನ ಸಂಪಾದಕರು

ಪ್ರೊ.ಕೆ.ಕೇಶವಶರ್ಮ

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ಮಾಧ್ಯಮ ಲೋಕ

ಡಾ.ಸತೀಶ್ ಕುಮಾರ್ ಅಂಬಿಂಜೆ

Thermal Conductivity in the Boundary Layer of Non-Newtonian Fluid with Particle Suspension

Rudraswamy N.G., Ganeshkumar K.,
Krishnamurthy M.R., Gireesha B.J. and Venkatesh P.

Additional information is available at the end of the chapter

http://dx.doi.org/10.5772/intechopen.76345

Abstract

The present chapter is focused on studies concerned with three dimensional flow and heat transfer analysis of Carreau fluid with nanoparticle suspension. The heat transfer analysis in the boundary was carried out with the fluid flow over a stretching surface under the influence of nonlinear thermal radiation, mixed convection and convective boundary condition. Suitable similarity transformations are employed to reduce the governing partial differential equations into coupled nonlinear ordinary differential equations. The equations in non-linear form are then solved numerically using Runge-Kutta-Fehlberg fourth fifth-order method with the help of symbolic algebraic software MAPLE. The results so extracted are well tabulated and adequate discussions on the parameters affecting flow and heat transfer analysis were carried out with the help of plotted graphs.

Keywords: Carreau nano fluid, nonlinear thermal radiation, mixed convection, stretching sheet, convective boundary condition, numerical method

1. Introduction

Thermal radiation, the fundamental mechanism of heat transfer is an indispensable activity in rocket propulsion, plume dynamics, solar collector performance, materials processing, combustion systems, fire propagation and other industrial and technological processes at high temperatures. With the developments in computational dynamics, increasing attention has been diverted towards thermal convection flows with the significant radiative flux. Rayleigh initiated the theory of thermal convection, by deriving critical temperature gradient (Critical Rayleigh number). Importance of such radiations is intensified with absolute temperatures at

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Chapter 10

Nonlinear Radiative Heat Transfer of Cu-Water Nanoparticles over an Unsteady Rotating Flow under the Influence of Particle Shape

K. Ganesh Kumar, B.J. Gireesha and S. Manjunatha

Additional information is available at the end of the chapter

http://dx.doi.org/10.5772/intechopen.74807

Abstract

A 3D study on Cu-water rotating nanofluid over a permeable surface in the presence of nonlinear radiation is presented. Particle shape and thermophysical properties are considered in this study. The governing equations in partial forms are reduced to a system of nonlinear ordinary differential equations using suitable similarity transformations. An effective Runge-Kutta-Fehlberg fourth-fifth order method along with shooting technique is applied to attain the solution. The effects of flow parameters on the flow field and heat transfer characteristics were obtained and are tabulated. Useful discussions were carried out with the help of plotted graphs and tables. It is found that the rate of heat transfer is more enhanced in column-shaped nanoparticles when compared to tetrahedron- and sphere-shaped nanoparticles. Higher values of rotating parameter enhance the velocity profile and corresponding boundary layer thickness. It has quite the opposite behavior in angular velocity profile. Further, unsteady parameter increases the velocity profile and corresponding boundary layer thickness.

Keywords: particle shape effect, nonlinear radiation, Cu-water nanoparticles, unsteady rotating flow

1. Introduction

The interaction of thermal radiation has increased greatly during the last decade due to its importance in many practical applications. We know that the radiation effect is important under many isothermal and nonisothermal situations. If the entire system involving the polymer extrusion process is placed in a thermally controlled environment, then radiation

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1.	Prof. A Shanmukha	"Dharmpal Beautiful Tree: Vasahathu Purva Bhartiya Shikshana"	2022	Chinthana Bayalu	ISSN:2278-2192
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7

STUDY ON WETLANDS OF LAKKAVALI RANGE OF BHADRA WILDLIFE SANCTUARY, MID WESTERN GHAT REGION, KARNATAKA

H.T. RAGHAVENDRA GOWDA AND VIJAYA KUMARA

INTRODUCTION

The wetlands have varied ecological and economic functions. Wetlands in Lakkavalli range, Bhadra Wildlife Sanctuary, Chikmagalur, are shallow water bodies that remain flooded for a sufficiently long period of time during winter and spring. In the Lakkavalli range there were two types of wetlands (natural and man made). They vary from small waterholes hollowed out in rocks to almost permanent wetlands. They are usually inundated for at least 5-6 months every year. Some wetlands may hold water throughout the year, whereas others may remain dry for more than one season, depending on the amount of rainfall. Thus, they possess a significant variability of size, shape, depth, diversity among flora and fauna.

Wetlands are very common in Lakkavalli range of Bhadra Wildlife Sanctuary and are known by local names (Table-1). Wetlands are especially critical habitats for wildlife and exceed all other land types in wildlife productivity (Vaughn and Bowmaster, 1981; Cowardin and Golforth 1985; Payne, 1992). Wildlife species use wetlands on either a permanent or transitory basis for breeding, food, and shelter (Pandit and Poonekar, 1982; Rasmussen and Prather, 1985). Soils are complex mixtures of minerals, organic compounds and living organisms that interact continuously in response to natural and imposed biological chemical and physical forces. Soils are the natural bodies on which plant grows. Most soils are capable to some degree of adsorbing and detoxifying various pollutants to harmless levels through chemical and biochemical processes. The soil performs five essential functions of regulating water, sustaining animal and plant life, filtering potential pollutants, cycles nutrients and supporting structure.

Soil is a complex physico-biological system providing water, mineral salts, nutrients dissolved oxygen and anchorage to plants. The planktons study is very useful tool for the assessment of water quality in any type of waterbody and also contributes to an understanding of the basic nature and generally economy of the wetland. They have revealed tremendous scope for environmental management as soil conditioners, bioindicators, bioindicators

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Capter 16

Hydro-chemistry and Phytoplankton in Wetlands of Muthodi Range of Bhadra Wildlife Sanctury, mid Western Ghat Region, India

Vijaya Kumara and A.F. Pramod*

Department of Wildlife and Management, School of Biosciences, Kuvempu University, Jnana Sahyadri, Shankaraghatta 577 451

ABSTRACT

Systematic study has been carried out to evaluate physicochemical characteristics of Water and Phytoplankton in the selected wetlands in Muthodi Range of the Bhadra Wildlife sanctuary from May 2009 to April 2010. Three major wetlands which come across the temperate zone of the sanctuary *viz.*, Halgae Kere, Nagara Bavi and Thalabidrae kere have been selected for the study. Eighteen physico-chemical water quality parameters have been analyzed for pre, post and monsoon seasons. The obtained data analyzed with reference to BIS and WHO standards. The physico-chemical characters of water are well with in the permissible limit and the

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Diversity and Distribution of Avifauna in Bhadra Wild Life Sanctuary, India

M.N. Harisha and B.B. Hosetti

INTRODUCTION

Birds are among the best monitors of environmental changes and have been used to evaluate the environment throughout the history as "biomonitors and; the changes in their population, behavior patterns and reproductive ability have most often been used to examine the long term affects of habitat fragmentation. Hence, they are the good indicators of ecological status of any given ecosystem (Bilgrami, 1995). Forests attract a large number of avifauna because of the habitat suitability for most of them. This especially include the birds that are associated with the vegetation, and for most, the existence of trees is vital to their life cycle. Birds show different levels of interest to various stands depending on the age of the stands. The bird species composition is highly related to the forest vegetation structure. The diversity of birds, and in particular the native species, is positively correlated with increasing structural complexity of the vegetation. Also a seasonal change in species diversity of birds occurs in forests due to their foraging behaviour (Robertson and Hackwell, 1995). The present study was undertaken to assess the pattern of distribution and diversity of avifauna in the Westernghat, India.

STUDY AREA

Lakkavalli range forest encompasses an area of 229.65 sq km and is one of the largest range forest in the limits of Bhadra Wildlife Sanctuary spanning between 13°22' to 1347' N latitude; 75°29' to 75°45' E longitude (Map 1). Lakkavalli range forest is located 30 km south of Shimoga city with a varied type of vegetation encompassing dry mixed deciduous forest, moist mixed deciduous forest and sparsely spread semi-evergreen forest. Northern part of the forest range adjoins the Bhadra Reservoir. The terrain in the reserve is undulating with valleys surrounded by steep hills. Temperature within the sanctuary varies from 9° to 35° C and mean annual rainfall varies from 1200 to 2600 mm dominated by southwest monsoon during July to September. The study area has been divided into 6 line transects each measures up to 500 m in length and their width depending upon the vegetation pattern (20 m in plantation, 30 m in mixed forest patches).

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STUDIES ON ORNITHOLOGICAL DIVERSITY ON TWO FRESHWATER PONDS OF DHARWAD DISTRICT, KARNATAKA

M.N. HARISHA, S.N. HORAKERI AND K.L. NAIK

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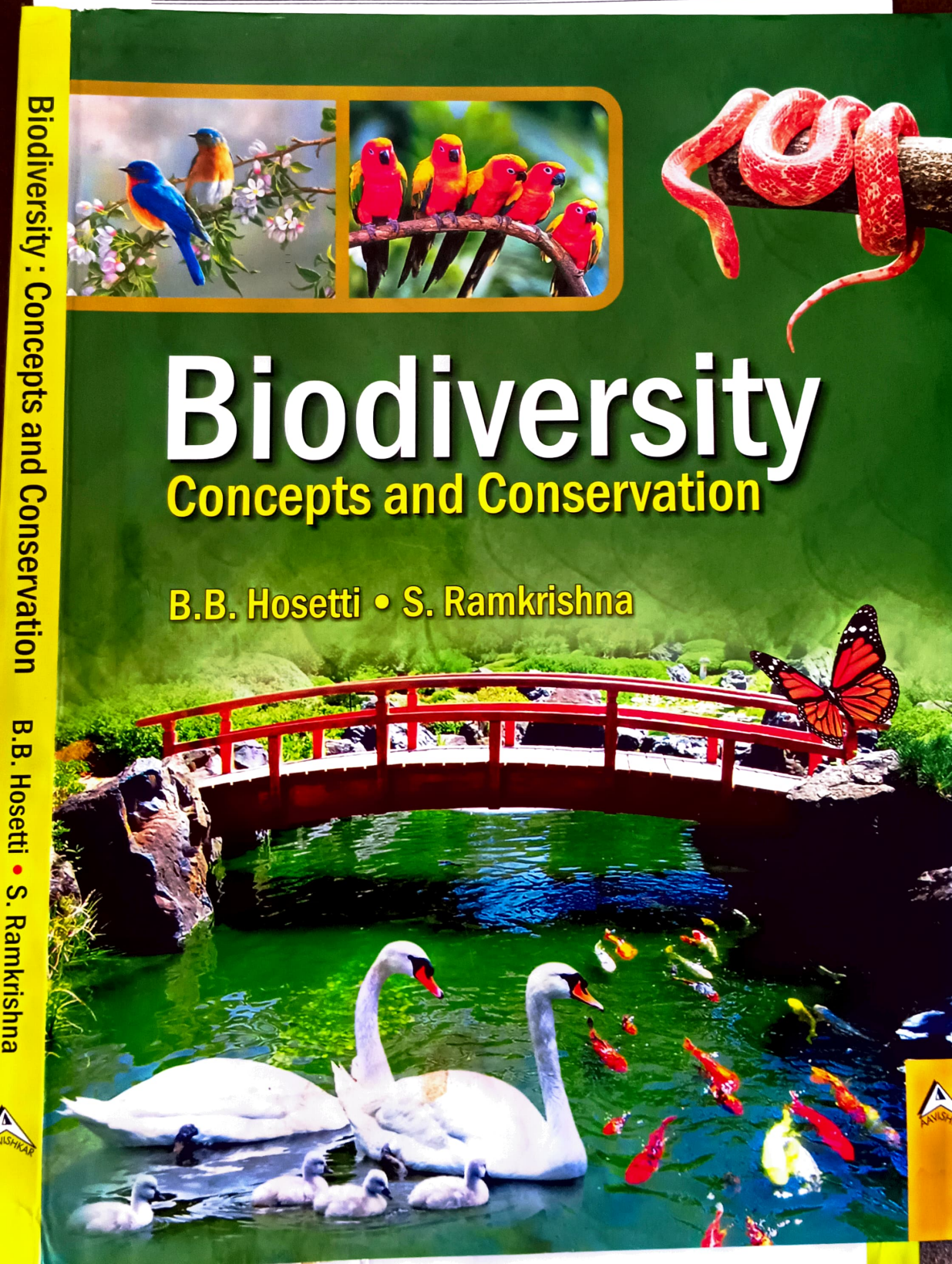
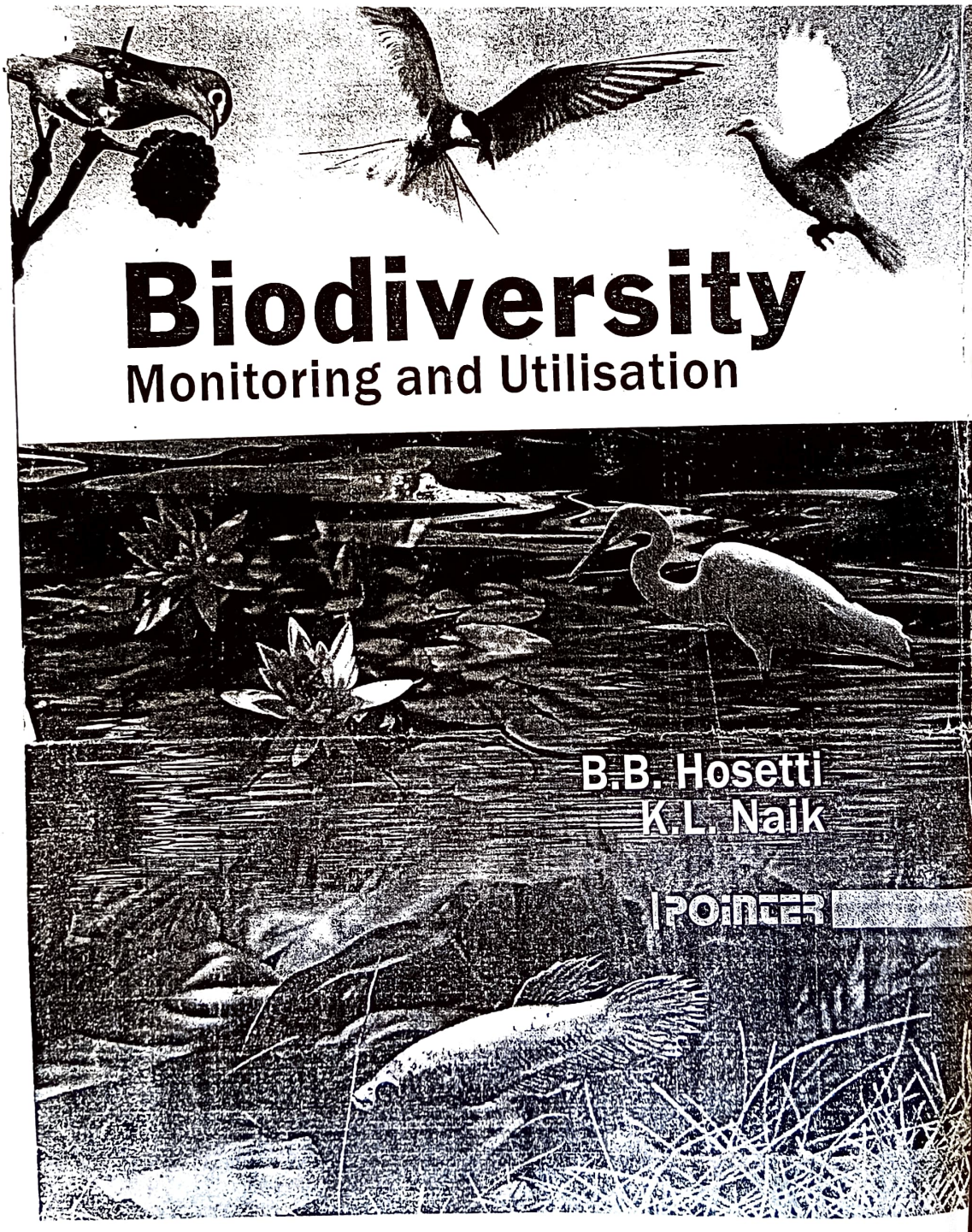
M.N. Harisha, S.N. Horakeri and K.L. Naik



Chapter 2

Floral Diversity of Daroji Sloth Bear Sanctuary, Hospet, Bellary District, Karnataka, India

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