



VSPM Academy of Higher Education, Nagpur's

Jawaharlal Nehru Arts, Commerce & Science College, Wadi, Nagpur



Research Publications

2020-2021

INDEX

Title of paper	Name of authors	Department	Name of Journal	Year of publication	ISBN/ISSN Number
1) E-Learning and E-Content Development: Present and Future Predicament5152-5160	DR. (Mrs.) A. K. Deshmukh	English	International Journal of Creative Thoughts Peer-reviewed Refereed Journal	July 2020	ISSN:2320-2882 Impact factor 7.97
2) A Study of Media and Woman Empowerment: Pre-Independence to Modern India155-159	DR. (Mrs.) A. K. Deshmukh	English	International Journal of Research Culture Society , Peer-Reviewed, Referred, Indexed Research Journal	Sept. 2020	ISSN (O): 2456-6683, Impact Factor 6.719
3) Future of Education in India: A Review 75-81	DR. (Mrs.) A. K. Deshmukh	English	Research Journey International E Research Journal Peer-Reviewed, Referred, Indexed Research Journal	Nov. 2020	E-ISSN – 2348-7143 Impact Factor 6.625
4) ICT Enabled English language Teaching-learning in Rural India73-79	DR. (Mrs.) A. K. Deshmukh	English	Research Journey International E-Research Journal, Peer-Reviewed, Referred, Indexed Research Journal	March 2021	E-ISSN – 2348-7143, Impact Factor 6.625
5) Indian Culture and Hinduism “ A study of Jim Corbett’s work	DR. (Mrs.) A. K. Deshmukh	English	National Knowledge Resonance peer Reviewed (SJIF)	May 2021	Impact factor-8.072
6) Technology Integration and Innovative techniques in English Language Teaching (Pg. 106 -116)	Dr. (Mrs.) L. V. Phate	English	SA Sambodhi (UGC Care Journal)Vol-43, No.- 03 (IV)	July-Sept. (2020)	ISSN: 2249-6661
7) Role and Impact of Information and Communication Technology on the Future of Education (Pg. 82-87)	Dr. (Mrs.) L. V. Phate	English	Research Journal	Nov. 2020	ISSN – 2348-7143 Impact Factor – 6.625
8) Benefits, Barriers and Difficulties of Implementing ICT in Education and Innovations in English Language Teaching (Pg.134-140)	Dr. (Mrs.) L. V. Phate	English	Research Journal	March 2021	ISSN-2348-7143 Impact Factor – 6.625
9) In Pursuit of Self: A Feminist Reading of Githa Hariharan's Fugitive Histories(Pg. 52-56)	Dr. (Mrs.) L. V. Phate	English	Knowledge Resonance	May 2021	ISSN: 2231-1629 Impact Factor8.072
10) From community Identity to single self : A study of Bama’s sangati	Dr. N. R. Petkar	English	Journal of Research and Development, A Multidisciplinary	December 2020	ISSN-2230-9578

			International , Refereed Journal (Peer Reviewed)	Volume 10, Issue 13	Impact factor 5.13
11) Development of blue emitting phosphors of Diphenylquionial (DPQ) group for OLED (pp-44-46)	Dr. G. D. Zade	Physics	International Journal of Advanced research in science, communication & Technology ,	March 2021 VOL. 3, Issue 2,	ISSN-2581-9429 Impact factor 4.891
12) Influence of Electrostatic field Exposure on Blood Glucose Hepatic Glycogen and Liver Cholesterol in Lizard (<i>Calotes versicolor</i>)	Dr. (Miss) M. M. Bhatkulkar	Zoology	International Journal of Science, Technology and Management.	April 2021	ISSN (O) 2394-1537
13) Prevalence and clinical profile of thalassaemia in sindhi community of Amravati	Dr. A. U. Deore	Zoology	International Indexed refereed peer reviewed interdisciplinary, multilingual, multisubject Research Journal , Volume VI, Issue-XI	Nov. 2020	ISSN-2395-759x
14) Prevalence and clinical profile of thalassaemia in sindhi community of Amravati	Dr. A. U. Deore	Zoology	International Interdisciplinary research journal	Nov. 2020	ISSN 2395-759X
15) Environmental mycology of Industrial area. Vidyawarta. MAH.	Dr. M. N. Bhajbhuj	Botany	Peered Reviewed Res. Journal Issue 34.0 (IIJIF) Pp. 169-174	May 2020	Impact factor 7.014
16) Studies on mycoflora associated with seeds of <i>Sesamum indicum</i> L. from Nagpur District.	Dr. M. N. Bhajbhuj	Botany	Int. Journal for Innovative Res, in Multidisciplinary Field, 6(11) : 126-130.	2020	ISSN : 2455-0620 Impact factor 6.719
17) Metabolite effect of <i>Alternaria alternata</i> (Fr.) Keisler on seedling emergence of <i>Hordeum vulgare</i> L.	Dr. M. N. Bhajbhuj	Botany	Int. Res. Jour of Sci. & Engg. 8(6) : 219-226	Dec. 2020	ISSN 2322-0015. Impact factor 6.70
18) Variation in aeromycoflora of Seminary Hills, Nagpur (M. S.) India.	Dr. M. N. Bhajbhuj	Botany	International Journal of Life Sciences 8(4) : 726-730	Dec. 2020	ISSN: 2320-964x I. F. - 6.58
19) Studies on diversity of Seed Borne Fungal Flora of <i>Vigna unguiculata</i> (L.) Walp from Nagpur Region.	Dr. M. N. Bhajbhuj	Botany	International Journal of Life Sciences 8(4)	Dec. 2020	ISSN: 2320-7817 Impact factor- 6.58
20) Studies on Diversity of Aeromycoflora over vegetable growing field under irrigation in Rabi season.	Dr. M. N. Bhajbhuj	Botany	International Adv. Res. Jourin Science, Engg. & Technol., 8(1) : 1-7	Jan. 2021	

21) Potential of metabolites from culture filtrate of <i>Alternaria padwickii</i> (G) Ellis against <i>Oryza sativa</i> L.	Dr. M. N. Bhajbhujje	Botany	International Journal of Life Sciences, 9(1) : 84-90	March 2021	
22) Effect of Aerobic Dance on Cardiovascular Parameters of Female Obese Adults	Dr. S. S. Khadse	Physical Education	UGC care Journal Studies in Indian Place Names, ISSN-	March 2020	ISSN- 2394-3114
23) A Comparative studies of movement time of Nagpur and Amravati Soccer players	Dr. S. S. Khadse	Physical Education	International Journal of physical education, Health and Sports Sciences	March 2020	ISSN-2279-0306 I. F.- 0.641
24) Beneficial Effects of Meditation and yoga in sports	Dr. S. S. Khadse	Physical Education	International Journal research in multidisciplinary field A peer Reviewed, Referred Indexed Journal	July 2020	ISSN- 2455-0620 Impact factor 6.497
25) संत साहित्यातील एकनाथांचे भारुदांचे वेगळे पण	Dr. (Mrs.) K. S. Borkar	Marathi	Multidisciplinary International Research Journal, Peer Reviewed Indexed (B. Aadhar)	Oct. 2020	ISSN- 2278-9308 Impact factor 7.675
26) मराठी साहित्यातील ग्रामीण विनोदी कथा	Dr. (Mrs.) K. S. Borkar	Marathi	International Research Fellow Association's Research Journal ,	Oct. 2020	ISSN- 2348-7143 Impact factor- 6.625,
27) Impact of Covid-19 on Indian Agriculture sector	Dr. (Mrs.) N. H. Kamble	Commerce	UPA National peer Reviewed Interdisciplinary E-Journal	June 2020	ISSN – 2455-4375
28) Skill based commerce education for employment	Dr. (Mrs.) N. H. Kamble	Commerce	EPRA International Journal of multidisciplinary Research	Nov. 2020 Impact	ISSN-2455-3662 Impact factor- 1.188
29) Recent trends in modes of banking services in Indian scenario	Dr. (Mrs.) N. H. Kamble	Commerce	Ayushi International Interdisciplinary Research Journal	Oct. 2020	ISSN-2349-638X
30) Rural development through Entrepreneur Development	Dr. S. K. Shembekar	Commerce	GE- International Journal of Management Research Volume 8, Issue 12	December 2020	ISSN-2321-1709 Impact factor- 5.779
31) Implications of climate change on the Agricultural production and demand supply	Dr. S. K. Shembekar	Commerce	DOGO Rangsang Research Journal (UGC Care Group I	July 2020	ISSN 2347-7180

			Journal) Volume 10, Issue 07 No. 3		
32) Effect of reverse migration on different industries	<i>Dr. S. S. Tekade</i>	<i>Commerce</i>	International Journal of Management, IT & Engineering	March 2021	ISSN 2249-0558
33) Role of corporate social responsibility in the rural development in india.	<i>Dr. S. S. Tekade</i>	<i>Commerce</i>	International Research Journal of Management and Commerce	March 2021	ISSN 2348-9766
34) FRW Viscus modified chaplygin gas cosmology with inhomogeneous equation of state	Dr. N. V. Gharad	Physics	International Journal of advanced research in science, communication & technology	October 2020	ISSN- 2581-9429



INTERNATIONAL JOURNAL OF CREATIVE RESEARCH THOUGHTS (IJCRT)

An International Open Access, Peer-reviewed, Refereed Journal

E-learning and E-Content Development: Present and Future Predicament

Dr. Archana Kiran Deshmukh
Assistant Professor, Dept. of English
Jawaharlal Nehru Arts, Commerce and Science College,
Wadi, Nagpur, 440023 (M.S.)

Abstract

The rapid development in technology and science opened incredible possibilities of new technologically embedded teaching learning. The debate on the effectiveness of E-content is still vibrant because of the importance of human presence in learning process is considered essential. The relevance, effectiveness and technological advances in E-learning and E-content development predict the future of E-learning. The revolution in computation has lead to machine learning and artificial intelligence wherein computers can perform functions without human intervention. Academia and computer scientist should work together to develop smart interactive models of E-learning and E-content that will prepare the future techno savvy generation. Educational organizations need to focus on creating an environment of learning which involve substantial adaptation of technology with the true essence of human presence. The future of education lies in the adoption of technology that enhances not only machine learning but also the learning machine called human.

Keywords: E-learning, Effectiveness, E-content development, Four-Quadrants

Introduction

The National Policy on Education in India (1986), specially laid emphasis on computerization of teaching learning process. The rapid development in the computer technology, together with the use of computers by the teachers, paved way for the introduction of computers in teaching and learning. India in recent times witnessed a growth in the demands of personal computers as *The Economic Times* states 'the Indian personal computer market has shown tremendous growth and as per International Data Corporation (IDC) Worldwide Quarterly Personal Computing Device Tracker, India shipped 3.1 million units in early 2020.' After the nineties, computers started making a mark in the education sector, however in recent times its impact has manifold with the rapid growth of technology and introduction of many educational tools and applications. The world is preparing for fourth industrial revolution called 'Industry 4.0.' The human intervention is getting minimize as 'Internet of the Things' and 'Data Analysis' with the application of artificial intelligence seems to be the future of human existence. In the current scenario of Covid-19 pandemic, E-

learning has emerged as one of the significant modes of communication of knowledge. The Covid-19 pandemic has enhanced pedagogical significance of E-learning through internet. Online E-learning has acquired the status of "new normal" of teaching learning. During lockdowns the traditional classroom teaching is replaced by e-learning and related online teaching methods. Internet, computer and virtual classroom suddenly became central and opened incredible possibilities of new technologically embedded teaching learning. Despite the fanfare and enthusiasm for various technological innovations, it had very little impact on mainstream higher education not until the emergence of covid-19. Present paper is an attempt to analyse and study the various dimensions of the role of E-learning and E-content in the background of modern technological setting and try to investigate its relevance in present and future educational panorama.

Methodology

This study is based on Primary and Secondary sources. Published research papers in various journals, articles of newspapers, books and real life observations from the academics are used as secondary sources. A comprehensive analysis of the available literature was undertaken by using both printed and internet sources

Literature Review

"Web-based learning has become commonplace in education and can take many forms, from massive open online courses (MOOCs) to virtual learning environment (VLE) and learning management system (LMS)." (Zhu Mushtaq Hussain, Wenhao, Wu Zhang, and Syed Muhammad Raza Abidi 21) . A research study conducted at British University Egypt finds that the higher educational sector has changed due to increased use of E-learning. According to findings, "...there has been a rise of about 12-14 percent annually in enrolment for online learning over a five year period: 2004-2009 after secondary education" (M. Samir Abou El-Seoud, Islam A.T.F. Taj-Eddin, Naglaa Seddiek, Mahmoud M. El-Khouly, Ann Nossei 20) Shah B. highlights the inventions in science and technology is all encompassing and has increased the pedagogical potentials of modern technology which have "...forced us to consider fundamental changes in our education system." (349-351). E-learning can be defined as the use of electronic content that include text, picture representation, graphics, animatronics, audio and video with the use of computer, mobile phones and internet. It enables transfer of knowledge and skills to a large number of learners. E-Learning is the use of Information and Communication Technology (ICT) to deliver information for education where instructors and learners are separated by distance, time, or both in order to enhance the learner's learning experience and performance (Keller et al., 2007; Tarhini et al., 2016) The European Commission (2001) describes, E-Learning as the use of new multimedia technologies and the internet to increase learning quality by easing access to facilities and services as well as distant exchanges and collaboration. V. Nedeva and Em. Dimova defines E-learning as "...essentially the network-enabled transfer of skills and knowledge." (22) E-content can comprise of all the above mentioned elements or any one of it, which is displayed offline or online and is transferable. While defining E-learning Diana Oblinger and Brian Hawkins states that the "...definition has morphed from a fully-online course to the use of technology to deliver some or all of a

course.”(14-15). Dr. N Nachimuthu precisely defines the principal elements as content created with the use of electronic media with the “combination of sounds, images and e-content requires huge amounts of creativity both at ‘information’ level as well as the ‘technology’ level”(78-80) V. Nedeva , Em. Dimova convey that the “...American Society for Training and Development defines e-learning as a broad set of applications and processes which include web-based learning, computer-based learning, virtual classrooms, and digital contents. E-learning design needs to be student centered. Noesgaard S. S. and Ørngreen R. while explaining the effectiveness of e-learning concludes that “Motivation to learn and engage with the E-Learning solution is key to effectiveness, especially when effectiveness is defined as the time spent using the product...” (286) and further adds that “It was found that support and resources, the individuals’ motivation and prior experience and interaction between the artifact and the individuals that use it all influence effectiveness” (280) The effectiveness of E-learning can be measured from the fact that beyond formal training and through delivery of information it improve the performance. Paula Elizabeth Sanderson brings out the benefits of E-learning like, “...cost-effectiveness, enhanced responsiveness to change, consistency, timely content, flexible accessibility, and providing customer value.”(186)

E-learning can provide consistent guidance and knowledge acquisition proficiently. Course group assignments can be programmed and planned around individual and specialized requirements. A well designed E-content can cater to the needs of different learner groups and offers learning material based on level of knowledge. V. Nedeva and Em. Dimova points out those learners “...can accommodate to different learning styles using different activities.”(22) This can be achieved by adopting different teaching and learning styles. March J Rosenberge conceptualised the term “learning architect” and emphasized the necessity of amalgamation of “training and knowledge management” (117). He defines ‘learning architecture’ as “the design, sequencing, and integration of all electronic and non-electronic components of learning to derive optimum improvement in competence and performance (118) E-learning platforms are more efficiently used by instructors and professionals because e-content provides a choice of time. The basic requirements are computer and internet. From psychology point of view e-learning certainly enhances personal confidence and level of awareness as learners get an opportunity to learn and manage digital tools and gadgets. With the help of online laboratories, models and visuals, it provides experience and improves the understanding of intricate subjects. Studies show that, “...traditional administrative approaches can ensure no more than 5% of success, even by introducing quality management. 95% quality of education can be reached by using information technologies.” (V. Nedeva & Em. Dimova 28)

Analysis

Effectiveness of E-learning

E-learning has revolutionised modern pedagogy by digitalization which has brought remarkable transformation in the modus operandi of the way E-content is available, accessed, utilised, and distributed. It has destroyed the conventional time setup of learning and even adult learners and professionals can utilize it as per their availability of time. The debate on the effectiveness of E-content is still vibrant because of the importance of human presence in learning process is considered essential. However, with the growing influence of technology, the academia in recent times has realized the pedagogical relevance of E-learning and the need of E-content development. In the last decade, books are being replaced by tablets and smart phones and there is unprecedented surge in the market of E-learning tools, systems and gadgets. Even Government of India has introduced MOOCS through online portals like Swayam and E-Pathshala. Traditional classroom teaching generally adopt merged methods to cater to the needs of all types of learners. However in E-learning a learner can decide the relevant material or portion of syllabus he needs to focus on and helps to generate and communicate new exercise, strategy, conception, and thoughts in formal and informal education. The current covid-19 pandemic has revealed that online E-learning is also cost effective. It helps to reduce infrastructure, travelling and other institute level expenses. It confirms that higher numbers of learners are incorporated in the educational process who achieves success. Active participation of the learner helps to evolve their own learning techniques and personalized standards of E-learning.

E- Learning promotes self learning of the study material. This develops the ability to learn and understand a topic thoroughly and enhance the aptitude to instantaneously relate the comprehension in practice in real life situations. In totality, the application of the newest online tools and applications in the education process makes it more engaging and vibrant. Self motivation and self-assurance in using technology is vital for the successful implementation of E-learning. In order to "maximize the ICT potential in their learning process, students need to be supported with their digital enhanced learning."(25 M. Samir Abou El-Seoud 1, Islam A.T.F, Taj-Eddin1, Naglaa Seddiek1, Mahmoud M. El-Khouly, Ann Nosseir) Lack of technological knowledge and limited access to any Web-based equipment can create obstructions. Availability of proper internet connection is integral for active participation of learners. Apart from these technical issues E-learning may not create desired effect in certain areas due to lack of familiar set up of a conventional classroom. For successful implementation of learning process E-learning should be goal oriented. On the learner's part, self motivation, discipline and commitment is required for focus learning. The biggest challenge is creating encouraging learning environment on the learner's side and defining a pre-planned strategy for the desired completion of the course.

Limitations to E-learning

E-learning on individual level can be demanding. Student themselves can be a constraint to E-learning. Lack of concentration and motivation may make E-learning a difficult task. A learner needs to imbibe proper study habits and a routine schedule. There are chances that a learner may fall behind and lack response initiative. In the conventional set up students are used to familiar routine of attending an institute and classes. In E-learning there is lack of face to face interaction hence it requires more enhanced participation of the learner. However, the recent web-based tools and applications are very user friendly and provide more facilities of interaction through chat box raise a question or even live interaction through video conferencing. The covid 19 pandemic has suddenly opened many avenues of technological advances that can be utilised to make academic instructions more effective and interesting. Sometimes communication with the teacher through email can also be helpful. Learning has to be self-driven and self-directed. E-content can be interactive and flexible to adapt to the demands of the learner. E-learning cannot substitute the role of a teacher but as Fox Alice (2020) analyses that, "Studies by American scientists show that the results of distance learning are not inferior or even superior to traditional forms of education."

E-content Development

E-learning has initiated the creation of relevant E-content which lives up to the specific requirements of teaching learning module. Today the E-learning platforms are developing at a brisk rate and e-content is becoming more affluent and more interactive. Developing E-content began as an appealing proposal but has now become precedence for the instructors as well as the institutes. Shell Waggener categorically remarks that, "Faculty can evaluate the various benefits, challenges, and pedagogical impacts of these new models and can provide a structured approach to document the evolution of the technologies over time and the use of new types of e-content as it is incorporated into courses in innovative ways".

Web and mobile based interactive e-content can be created to upgrade the basic skill enhancement by using multimedia. The fundamental essentials of E-content development are the easy availability and access, peer group interaction along with the environment of conventional classroom teaching. E-content development design and approach depends on the previous knowledge level of the students and the expected course outcome. Planning of E-content requires analysing the technical and subject proficiency, stimulus, literacy, language aptitude, learning approach of the learners. E-content starts with the design of the content in detail and then comes the implementation. E-content Development requires Four-Quadrant approach. SWAYAM (Study Webs of Active-Learning for Young Aspiring Minds) by Government of India through MOOCS has defined E-content in Four-quadrant approach.

Four Quadrant Approach

1. **E-Tutorial:** It shall content Video and audio in an organized form. In order to enhance comprehension; animation, simulation, video demonstration and virtual labs may be used along with the transcription of the video. Video and audio lecture or presentations, animation and films help to develop the listening comprehension and at the same time visual instruction will help to retain the acquired knowledge. There are some excellent e-tools and applications available online that can be used for the purpose of recording a video tutorial or an audio recording. *Screencast-O-Matic* aids video creation and provides facilities like zoom, add text and images. Your video lecture can be edited and can add automated captioning. This tool provides easy facility of sharing the edited video. The tools like *Free-cam* facilitate creating professional video lessons and e-learning presentations with excellent editing features. Video can be easily uploaded on YouTube. *Canva* is another platform that helps to create presentations, posters and other visual substance. It can be operated on web and mobile. *Clean PNG* helps to use transparent background images and illustrations to highlight the main theme of the presentation. Audacity is another interesting web easy to use tool for editing audio lectures. *Lexis* creates new audio recordings presentations and also edits audio files. This tool can be used to record lectures. The *AZ Screen recorder* is a mobile based tool and can be used to record explanation to power point presentations. Augmented reality is a technology which helps to create interactive experience, where objects residing in real world are enhanced by computer generated perceptual information, including audio and visuals.

2. **E-Content:** The second quadrant contains instructional material , e-books, illustrations, case study, presentations, web resources, Open source content on Internet, video, Research papers, journals, anecdotal information, Historical development of subject, articles etc. It contains Text in electronic form.

3. **Discussion Forum:** Discussion forum is most essential for raising doubts and clarifying them by course co-coordinator. Discussion encourages communication between the teacher and learners and provides a platform to contribute to new opinion and ideas. It instigates deeper understanding of a concept. Discussion leads to sharing of ideas and promotes joint learning. This quadrant can be helpful for enhancing communication skills too.

4. **Assessment:** This is essential to judge the course outcome. A great amount of practice is required in order to gain proficiency in language skills and this can be achieved by assigning Problems and solutions, MCQ, Fill in the blanks, matching questions, SAQ, LAQ, Quiz, Assignments, Clarification on general misconception etc.

Conclusion

The relevance, effectiveness and technological advances in E-learning and E-content development predict the future of E-learning. Time is significant and humanity has designated a steady ascending graph of technological advances. What started merely as oral instruction, education today has crossed many milestones. Scientific way of existence with the help of modern gadgets has tremendous impact on education system as a whole. The whole world is web connected

and every individual as a social group is connected with every other individual as a social group. The internet connectivity has changed this universe in a global village. There are predictions that the days may not be far away when a single gadget like computer or a mobile phone will replicate the conventional academic institutes as a medium of pedagogical instruction.

The revolution in computation has lead to machine learning and artificial intelligence wherein computers can perform functions without human intervention. In 2016, Hong Kong-based Company *Hanson Robotics* introduced first humanoid named *Sophia*. She is an example of latest working range of artificial intelligence and is evolving and improving every week. 'The National' in a news coverage states that the aim of developing Sophia is to serve in healthcare, customer service, therapy and education." The Economic Times reports that, Sophia does all this using social intelligence, which is a domain between human intelligence and artificial intelligence (AI)...Children can engage with robots while learning to play or doing their homework, for example, in a more human-like manner as compared to other screen-based devices like laptops and smart phones. Perhaps robots like Sophia will evolve and implement E-learning and E-content development in the near future with the use of artificial intelligence. Academia and computer scientist should work together to develop smart interactive models of E-learning and E-content that will prepare the future techno savvy generation. It has become imperative for the teachers to adapt and equip themselves with the new responsibilities and skills introduced by internet 4.00. Perhaps blended learning, with an amalgamation of the teacher presence and the use of technology is a better option to provide education and instruction to the generation 4.00. Educational organizations need to focus on creating an environment of learning which involve substantial adaptation of technology with the true essence of human presence. The future of education lies in the adoption of technology that enhances not only machine learning but also the learning machine called human.

Work Cited

1. Callan, V. J., Bowman, K., & Framework, A. F. L. (2010). Sustaining E-Learning Innovations: A Review of the Evidence and Future Directions: Final Report, November
2. Fox A., "What Are the Advantages and Disadvantages That Distance Education CanOfferYou?"<https://elearningindustry.com/advantages-and-disadvantages-distance-education-offer>
3. Garrison, D. R. (2011). *E-Learning in the 21st Century: A Framework for Research and Practice*. Taylor & Francis
4. Gutierrez K. (2013 July 02) "Six Key Ingredients of Learner-centered e-Learning Courses"
2.<https://www.shiftelearning.com/blog/bid/301962/Six-Key-Ingredients-of-Learner-centered-eLearning-Courses>

5. "India's PC market up 15.8% on year in Q2: IDC India". The Economic Times, November 15, 2019. Retrieved 10/07/2020
https://economictimes.indiatimes.com/tech/hardware/indias-pc-market-up-15-8-on-year-in-q2-idc-india/articleshow/72070507.cms?utm_source=contentofinterest&utm_medium=text&utm_campaign=cppst
6. Keller, C., Hrastinski, S., & Carlsson, S. A. (2007). Students' Acceptance of E-Learning Environments: A Comparative Study in Sweden and Lithuania. *International Business*, 395-406.
7. M. Samir Abou El-Seoud , Islam A.T.F. Taj-Eddin , Naglaa Seddiek, Mahmoud M. El-Khouly , Ann Nosseir , "E-Learning and Students' Motivation: A Research Study on the Effect of E-Learning on Higher Education" <http://dx.doi.org/10.3991/ijet.v9i4.34651> British University in Egypt-BUE, Cairo, Egypt, 2 Helwan University, Cairo, Egypt) <https://online-journals.org/index.php/i-jet/article/view/3465/3211>
8. "Meeting Sophia the Robot, the surprised Saudi citizen. *The National*. November 09, 2017. Retrieved on July 10,2020. <https://www.thenational.ae/business/technology/meeting-sophia-the-robot-the-surprised-saudi-citizen-1.674404>
9. M. Samir Abou El-Seoud, Islam A.T.F. Taj-Eddin, Naglaa Seddiek, Mahmoud M. El-Khouly, Ann Nosseir. (2014) "E-Learning and Students' Motivation: A Research Study on the Effect of E-Learning on Higher Education" , *International Journal of Emerging Technologies in Learning* , vol.9, No 4, p.20.[file:///C:/Users/user/Downloads/3465-13059-1-PB%20\(1\).pdf](file:///C:/Users/user/Downloads/3465-13059-1-PB%20(1).pdf)
10. Nachimuthu N. (2012), "Need Of E-Content Developments In Education", *Education Today, An International Journal of Education & Humanities*, APH pub, New Delhi, ISSN: 2229-5755, Vol. 03., No.02., July-Dec p.72-80
11. Nedeva V. & Dimova Em. (2010) "Some Advantages Of E-Learning In English Language Training," *Trakia Journal of Sciences*, Vol. 8, Suppl. 3, pp 21-28, Copyright © 2009 Trakia University, ISSN 1313-7069 (print) ISSN 1313-3551 (online)
12. Noesgaard S. & Ørngreen R.(2015) "The Effectiveness of E-Learning: An Explorative and Integrative Review of the Definitions, Methodologies and Factors that Promote e-Learning Effectiveness" *The Electronic Journal of eLearning*, ISSN 1479-4403 278 ©ACP, Volume 13 Issue 4, p.278-290, www.ejel.org
13. Oblinger D & Hawkins B.(2005 July/August) "The Myth about E-Learning" *EDUCAUSE Review*, vol. 40, no. 4 (): p.14-15

14. Rosenberg M.(2001) *E-Learning: strategies for delivering knowledge in the digital age*, New York, NY: McGraw-Hill Companies, Inc.,343 pages, ISBN: 0-07-136268-1
15. Sanderson P. (2001 October 21) "E-Learning: strategies for delivering knowledge in the digital age," Book review, *Internet and Higher Education* 5 (2002) p.185 – 188, Marc J. Rosenberg (2001). New York, NY: McGraw-Hill Companies, Inc., 343 pages, ISBN: 0-07-136268-1,p. 186
16. Shah, B.(1989 September)"Computer education in India" *Int Rev Educ* 35, p.349- 351
<https://doi.org/10.1007/BF00598946>
17. The European Commission. (2001) "The eLearning Action Plan: Designing tomorrow's education"
<http://www.elearningeuropa.info>
18. Waggener S.(2012)"E-content: Opportunity and Risks", <https://er.educause.edu/articles/2012/9/econtent-opportunity-and-risk>
19. "World's first robot citizen attends conference in India; makers reveal Sophia can draw now". *The Economic Times*. October 17, 2019. Retrieved on July 10, 2020
<https://economictimes.indiatimes.com/magazines/panache/worlds-first-robot-citizen-attends-conference-in-india-makers-reveal-sophia-can-draw-now/articleshow>
20. Zhu Mushtaq Hussain, Wenhao, Wu Zhang, Syed Muhammad RazaAbidi.(2018)"Student Engagement Predictions in an e-Learning System and Their Impact on StudentCourseAssessmentScores",*Computational Intelligence and Neuroscience* ,Volume 2018 |ArticleID 6347186 , p.21 | <https://doi.org/10.1155/2018/6347186>

INTERNATIONAL JOURNAL OF RESEARCH CULTURE SOCIETY

ISSN (O) : 2456-6683

Monthly Peer-Reviewed, Referred, Indexed Research Journal

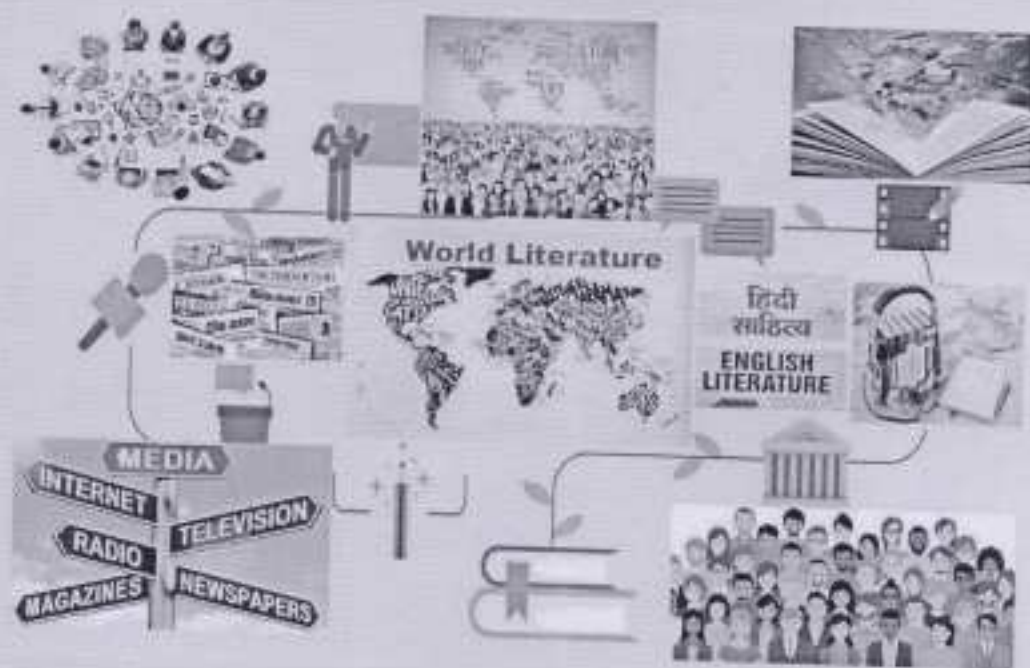
Internationally approved Journal with Global Indexing

Scientific Journal Impact Factor: 5.743 & ResearchBib Impact Factor: 5.245

International Conference on 'Literature, Society & the Global Media'

26th & 27th September, 2020

Conference Proceedings Issue : 19



RESEARCH CULTURE SOCIETY & PUBLICATION

Email: editorijrcs@gmail.com

Web Email: editor@ijrcs.org

WWW.IJRCS.ORG



INTERNATIONAL
CONFERENCE
ON
LITERATURE, SOCIETY &
THE GLOBAL MEDIA

(ICLSGM – 2020)

The Managing Editor:

Dr. Chirag M. Patel

(Research Culture Society & Publication – IJRCS)

Jointly Organized By :

**Agra College, Agra, Uttar Pradesh, India.
Sabaragamuwa University of Sri Lanka, Sri Lanka and
'Research Culture Society'.**

ICLSGM018	'Green' Ethic and Ecological Concerns: Literature, Media and the Ecological Quagmire - SUNITA SINHA	92-96
ICLSGM019	Literature and Media the mirror of our society - CASSIANA WILLIAM	97-99
ICLSGM020	Colonial Remnants: A Study of Baldwin's <i>What the Body Remembers</i> - Mehak Bhola	100-102
ICLSGM021	Cultural Identity and Diaspora in Kazuo Ishiguro's "A Pale View of Hills" - Manohar M.	103-108
ICLSGM022	Changing Dimensions of Literature and Ideologies: A Reading of Mahasweta Devi's <i>Mother of 1084</i> - DR. ANIRBAN SAHU	109-112
ICLSGM023	Interdisciplinary Changes of Conceptual Flow: New Empowerment of Female Existence and Achievement in Literature and Media - AMIT SARKAR	113-117
ICLSGM024	Study of relation between Culture & Religion by including Caste, Race in India. - BALKAR SINGH	118-123
ICLSGM025	The role of literature & media in Dalit discourses - Chitanya, Dr. Raja Ambethkar M.	124-127
ICLSGM026	Identifying the 'Other': A Comparative Study of Mahasweta Devi's <i>Mother of 1084</i> and Neel Mukherjee's <i>The Lives of Others</i> - Rajdeep Guha	128-133
ICLSGM027	A Study on the Impact of Social Media on Education among the University Students in South Goa Melosha Auroliana Gomes	134-139
ICLSGM028	Philosophy goes to the Movies: Empiricism and the Bollywood film <i>Ankhon Dekhi</i> - Kuldeep Singh	140-142
ICLSGM029	Journalism, Indian Nationalism and Freedom Movement: An Appraisal of Historical Perspectives - KARTICK CHANDRA BARMAN	143-146
ICLSGM030	Social Media and Arab Spring - The Politics of Dissent - Chitra Tracy Johnson	147-149
ICLSGM031	Disabled Individuals in American Literature - SURESH G. GANGOTRI	150-154
ICLSGM032	A Study of Media and Women Empowerment: Pre-Independence to Modern India - Dr. Archana Kiran Deshmukh	155-159
ICLSGM033	African-American Folktales: The Architecture and Talisman for Black People - Riya Kumari	160-165
ICLSGM034	IMPACT OF SOCIAL AND ELECTRONIC MEDIA ON EDUCATION - Chittaranjandas V. Devulkar	166-169
ICLSGM035	Media Marketing of the Godman in Michael Petroni's <i>Messiah</i> - SUSANNA MARIAN CORREYA	170-171
ICLSGM036	Cultural Values & Humanity - Dr.Asha Madhukarrao Dharaskar - Bhavsar	172-175
ICLSGM037	Empirical Ratiocination of Patriarchal Dominance: Shashi Deshpande's in-depth Study for Women in <i>That Long Silence</i> - Puspita Panda	176-180
ICLSGM038	Changing trends of Censorship in the age of Social Media - PALLAVI BOKOTIAL	181-185
ICLSGM039	Impact of Electronic Media on Education: A Review - Antonette Riana C.	186-188

**International Conference On
Literature, Society & the Global Media**
26 & 27 September, 2020

Jointly organized by : Agra College, Agra, Uttar Pradesh, India.
Sabaragamuwa University of Sri Lanka, Sri Lanka and 'Research Culture Society'.

**A Study of Media and Women Empowerment: Pre-Independence to
Modern India**

Dr. Archana Kiran Deshmukh

Assistant professor

Dept. of English, Jawaharlal Nehru arts, commerce and Science College,
Wadi, Nagpur Maharashtra

Email - archanakirandeshmukh@gmail.com

Abstract: Media has become an integral part of human existence. Internet connectivity has converted the world in a global village. The question arises as to what extent both print and electronic media projects women and their issues. Media has played a very important role in the progression of women and exercises enormous influence. The beginning of Indian press was distinctly a part of national freedom struggle however, along with this one major subject also pioneered through the medium of print media and that was the issues concern with women and their rights. Pre-Independence print media highlighted two major aspects of women's struggle, their up-gradation from the present pathetic state of affairs and education. The passage from pre to post Independence is marked by a major shift in focus and objectives. With the advent of globalization and growing importance of consumerism media shifted the focus from basic agenda of social cause to earning more profits from advertisements. Women became an object of beauty and sexuality. Globalisation and consumerism has created a new popular culture which is leading women to a path which has no definite ends. The need of the hour is that media need to adopt certain self regulating system and try to follow a set of principles to adhere to and balance the demands of commerce and work ethics.

Keywords: Media, Women, Social reforms, Globalisation.

Introduction:

The most recurring phenomena of the present world is that human life is media driven and controlled psychologically, politically and economically by the various forms in which media manifest itself. The economical reforms and open market in 1990s enhanced capitalistic thinking and had a profound impact on the mindset of consumers and has drastically changed the human perspective of looking and understanding of life. The effects of globalisation and new economic reforms are very much evident in India through the rapidly increasing web of media platforms. The field of journalism also has undergone a radical change in its approach towards the very basic principals it adhered to in the past. The increasing involvement of corporates and MNC investment in world media has changed the perspective of every aspect and component of Indian culture. Today media is commerce driven. The Report of the 1st Conference of the Council of Europe Network of National Focal Points on Gender Equality states that, "Over the past 20 years, the media have become powerful and central actors in constructing and making sense of local and global social affairs. As institutions, they shape cultural and social attitudes, impact on politics and public policy, and even influence journalism" (5)

Media has become an integral part of human existence. We carry media literally in our hand through mobile phones. Internet connectivity has converted this world in a global village. One doesn't need the television for media exposure. Media lives and exists with us in every moment of our life. Media moulds encourage and direct an individual's profession, choices and objectives of life. The impact of what's up, face book and other end number of social media is threefold. The present study analyses the role of media in empowerment of women in the Indian context.

Methodology: This study is based on Primary and Secondary sources. Published research papers in various

journals, articles of newspapers, magazines and books are used as secondary sources. A comprehensive analysis of the available literature was undertaken by using both printed and internet sources.

Media and women

The question arises as to what extent both prints and electronic media projects women and their issues. Any issue is best understood when we analyse its past and try to figure out the possible future implications as D. Mishra says, "It has been widely recognized that media can play a substantial role in promoting and disseminating information and key players in the social and economical development of women" (Volume 3.) Media has played a very important role in the progression of women and exercises enormous influence in a democratic system. It has always contributed towards women-related issues and the depiction of women as G.N. Ray significantly points out that:

"Communication is extremely important for women's development and mass media play significant role. It is to be noted that growth of women's education and their entry into employment has contributed to the growth of media. In all spheres of life whether for controlling population growth, spread of literacy or improving quality of life for vast masses, women have crucial role to play.... In today's world, print and electronic media play a vital role in effectively conveying message that needs to be conveyed." (3)

Pre-Independence Print Media

During the British rule, Indian newspaper came into existence and played an important role in the national freedom struggle. Balgangadhar Tilak, the first national leader in India's freedom struggle started two newspapers: *Kesari* in Marathi, and *Mahratta* in English with the help of Gopal Agarkar and Vishnushastri Chiplunkar. These newspaper and weekly were published at the national and regional level and contributed immensely in the freedom movement. A. Shekhawat rightly points out that:

"The prime motives to start the Newspapers in Indian languages were to promote the feeling of patriotism and to encourage social reforms also because the society was occupied with lots of prejudices, orthodoxies and social evils like sati pratha, child marriage, caste discrimination, idol worship, animal sacrifice and other narrow beliefs." (1)

If we look at the history of media before independence then we see that it was only in the form of print media. The history and advent of Indian press in India also initiated a social platform for a shared social order. The beginning of Indian press was markedly a part of national freedom movement, wherein a number of freedom political leaders started voicing their views and demands of freedom through written expression. However along with this one major subject also pioneered through the medium of print media and that was the issues concern with women and their rights. The initial print media advocated women as an ideal wife and glorified the motherhood. If we go through the pages of some print media of pre-independence era then one striking reality can be marked that the issues of women were presented with up teen seriousness. Raja Rammohan Roy, one of the pioneers in revolutionizing the cause of women's freedom established Brahmosamaj for the up-liftment of women and also published a magazine for women as Shekhawat A. points out:

"Raja Ramunohan Roy, who is considered the founder of revolutionary Indian press, recognized the power of newspaper and used it as a vehicle for propagating his liberal ideas and eradicating the social evils prevailing in the Indian society. He introduced Sambad Kaumudini in Bengali in 1821 and published articles promoting woman education, social betterment and awakening and development of scientific outlook." (1)

Bhartendu Harishchandra in 1874 started the first women's magazine named '*Balabodhi*'. '*Grihalaksmi*' edited by Gopala Devi was another magazine for women. *Streedarpan* was edited by Rameswari Nehru which advocated education, equality and nationalism. This magazine also discussed the crucial issues of women education, child marriage and equality and profoundly created an impact on the women's mindset as Kamlesh Mohan points out:

"with the emergence of women as rudimentary intelligentsia, in the early twentieth century there was a qualitative change in approach to the ongoing search for new women - Brahmo, Arya, Sikh and Muslim with special focus on the refashioning of their self image and world-view in keeping with the demands of the colonial milieu and the material need of urban middle class and the initiative was started by magazines like *Streedarpan* and nineteenth century reformist." (762-770)

The Women's Indian Association was founded at Adayar, Madras, in 1917 by Annie Besant to liberate women from the deplorable condition women suffered in socio-economic and political matters during the 19th and the early 20th century. The Association later developed into a potent force to fight against illiteracy, child marriage, the Devadasi system and other, social ill. They published a magazine named *Streedharma* and

encouraged women to participate in national movement and also highlighted the other issues of women as Pande Rekha in a special issue on Indian Feminism points out:

"All the social reformers shared the belief common to many parts of the world in the nineteenth century that no society could progress if its women were backward. To the reformers, the position of Indian women, as it was in the nineteenth century abysmally low and hence their efforts were directed at an overall improvement in the status of women through legislation, political action and propagation of education." (6)

During this period a number of social organizations and societies emerged on the scene with a motive of national as well as social reforms: Bramha samaj, Arya Samaj, Ramkrishna Mission and Theosophical society. Prominent political leaders like Mahatma Gandhi, Balgangadhar Tilak, Arbindo Ghosh and Lala Lajpat Rai realized the strength of press and utilized it in the cause of national freedom struggle as well as social reforms. It is strikingly evident that the role of print media in national and social reforms is intermingled and progressed collaboratively. *Indian Opinion*, *Young India*, *Harijan*, *Navjivan*, *Satyagraha* was the medium of print media that Mahatma Gandhi utilized to eradicate social evils from Indian society along with the national cause of freedom struggle. Women played a major role in India's freedom struggle. Political leaders in freedom struggle highlighted that national freedom is impossible if women are not free in India. Freedom was unachievable without support of women. Children of uneducated women will never strive for freedom and unfortunately will remain in the darkness of slavery.

The movement of women's freedom started with the notion to educate them in order to make them better homemakers but latter on it was associated with the national freedom struggle. The thought was put forward in a number of print media of the time that if women are educated then they will have a better sense of right and wrong and in order will pass this on the children and future citizens of India who will bear the torch of freedom struggle.

The issues related to women in India were considered very crucial and thinkers and writers of the time wrote about it with dignity and seriousness. It was through the print media the demand was raised for the freedom of women not only for their sake but for the freedom of whole society. It is evident that freedom struggle of women progressed with the national freedom struggle.

Pre-Independence print media highlighted two major aspects of women's struggle, their up-gradation from the present pathetic state of affairs and equal freedom and education were the major issues discussed in print media. Bhartendu in *Balabodhi* highlighted the issue of women's education. He noticeably pleaded for equal rights of education for women not only for the national cause but also for a congenial relationship between husband and wife. Articles written on women's issues definitely provided potency to the movement of women in pre-independent India through media. In Maharashtra Jyotiba and Savitibai Fule pioneered the women's struggle for identity and started the first school for girls in Poona. It was a revolutionary move and created a stir in the imagination and thinking process of the men and women of the era and prompted a number of literary expressions in contemporary magazines and newspapers.

In 1918 *Streedarpan* published an article written by Satybhakt in four issues from January to April. The title of the article was, "Prachin Bharat Mein Streeyonke Adhikar". This article created a swirl in the present conservative Indian society and in a way worked as a torch bearer to women's struggle of freedom. The magazines *Maryada* and *Saraswati* wrote about women's right to education and also published a notice asking for lady teachers in 1917 whereas the October issue of 1918 of *Streedarpan* wrote about the history of women's suffragette. The journey of the print media in pre-independent India exhibits how these magazines discussed about the issues of dowry, child marriage and widow marriage. They raised the voice of the most suppressed section of the Indian society and gradually moved towards the global status and achievements of women. A major part of contributors in these magazines were women who found a platform to express their thoughts, feelings and emotions and created a foundation for women writers in India.

Post Independence Media

The passage from pre to post Independence is marked by a major shift in focus and objectives. After independence till 1970's, the print media transfer their focus from independence struggle to nurturing and protecting democratic values of the new born nation. New exposure to education and new values initiated a thinking process in the minds of women but at the same time they were also struggling against the traditional orthodox prejudices. The print media continued to highlight various issues related to women like education, self-dependence, freedom and equality. Print media till then had realized the importance of the half population of the nation. Even major newspapers also kept a special page secured and dedicated to women. The issues of women empowerment, awareness, and freedom along with their difficulties were discussed in the print media.

Women started working and issues regarding workplace, domestic pressure, and stress all were being discussed prominently. These reforms in the life of women also initiated a variety of literature expression in the form of fiction, biography and stories in regional and national languages. A few examples are: Mahadevi Varma, Krishna Sobati, Amrita Pritam and a host of others. Real life stories of women achievers, their stories and interviews were printed on full pages. News about women achievers ignited a desire to freedom and to excel in young girls and homemakers. 1975 to 1985 was United Nation's international women's decade. The focus of this initiative was to highlight the issues that influence women and their life status and it reflected in the Indian media of the time.

During 1990's the focus of print media shifted from gender issues to exploitation of women. The society started witnessing more discrimination towards women. Maya Tyagi rape case, Shabano case, Rupkuwar sati case are a few examples. Press created a social movement while projecting these cases. Somehow the focus of media shifted toward reporting crimes against women which no doubt sensationalized the crimes but also, "...in a very subtle manner it also perpetuated the stereotyped image of woman as a householder and an inconsequential entity in the traditional value system." (Ray G.N. 6) Aarushi murder case in Delhi is an example of how media sensationalises the cases. What is expected from media is a positive and sensitive approach while projecting issues about women.

Globalisation and Indian Media

Till mid 90's Indian media precariously highlighted the issues of women. However, with the advent of globalization in India and the commercialization and growing importance of consumerism shifted the focus of media from basic agenda of social cause to earning more profits from advertisements. N. Ram in suggests, "There is a strong sense that 'the news industry is no longer in control of its own future' (Rosenstiel & Mitchell 2011) and that it is technology companies like Google and the social media that lead the way and look set to hegemonize the public space that once belonged to the news media." (10-13) Globalisation severely affected the functioning of print media. Commerce and explosion of open economy initiated a commercial model of media which work only to earn profit and advertisements of multinational. Today media is consumer driven. Women are no longer human entities but consumers. The multinationals dictate the terms of not only their advertisements but also other print material that will enhance their marketing strategies and company's profit.

It has been widely recognized that media can play a substantial role in promoting and disseminating information and are key players in the social and economic development of women. The commercial model of print is sailing the beauty and sexuality of women like a product. The consumer based culture of multinational media has entered our national media. The materialistic approach has shattered Indian traditional cultural notions. Here women is projected mostly on physical level and has pushed towards an extreme idealistic perfection of beauty which has severely created an impact on the mindset of women as well as male consumers as Media and the image of women Council of Europe in November 2013 issue points out that, "Media's treatment of women and their reproduction of female stereotypes are linked to violence against women in everyday life. Stereotypes and sexist representation affect women as citizens and violate their human rights." (3)

Media creates a psychological impact on the mindset of women. The stress to look young and beautiful even at the age of 50 promotes women to spend and hence create new opportunities of growth for consumer market. G.N. Ray rightly points out that, "This portrayal of women in media has led the National Commission for Women to recommend amendment in the Indecent Representation of Women (Prohibition Act), 1986. The NCW wants to include new technologies like MMS and the electronic media and some which were left outside the ambit of the Act like posters and TV serials which perpetuate stereotypes of women." (9)

Conclusion

The pre-independent media was more influential and observed ethics and adhered to the social cause they were devoted to and contributed substantially in the reformation movement of Indian women. The modern woman owes a lot to the initiatives taken by pre-independence print media in providing them a status of an equal human being, opportunities of education and political rights. The capitalistic target of loss and profit is very demanding emotionally, physically and economically for a woman. The media has totally changed the very social outlook of women. The young generation leads a virtual life wherein a woman is projected only as an object of entertainment and pleasure. This has severely affected the safety of women as we witness an increase in crime against women. Globalisation and consumerism has created a new popular culture which will adversely destroy our tradition and culture and is leading women to a path which has no definite ends. The

need of the hour is that media need to adopt certain self regulating system and try to follow a set of principles to adhere to and balance the demands of commerce and work ethics.

Works cited

1. Sangari K, & Vaid S., Recasting Women Essay in Colonial History, Zubaan, kali for women 1989, ISBN 9789383074624
2. MEDIA AND THE IMAGE OF WOMEN, Report of the 1st Conference of the Council of Europe Network of National Focal Points on Gender Equality, file:///C:/Users/user/Downloads/196513GBR_Media%20and%20the%20image%20of%20women.pdf
3. Mishra D. "Portrayal Of Women In Media" Journal of Higher Education and Research. Volume 3, 2015
https://www.researchgate.net/publication/284431132_PORTRAYAL_OF_WOMEN_IN_MEDIA
4. Ray G.N, Women And Media,
<https://www.caluniv.ac.in/global-media-journal/Documents/D.1.%20WOMEN%20AND%20MEDIA%20JUSTICE%20%20%20%20%20G%20N%20ROY.pdf>
5. Shekhawat A., "Indian Print Media Industry- Historical Perspective
http://14.139.116.20:8080/jspui/bitstream/10603/20156/7/07_chapter%201.pdf
6. Mohan K. "Image of Women in StreeDarpan (1909-1928)." *Proceedings of the Indian History Congress*, vol. 52, 1991, pp. 762-770.
JSTOR, www.jstor.org/stable/44142699. Accessed 4 June 2020.
7. PANDE R. "Mapping the Terrain of Activism in The Feminist and The Women's Movement in India", Labrys, etudes féministes/Estudos Feministas, Special Issue on Indian Feminism, 2015
8. N. Ram, "The Changing Role of the News Media in Contemporary India" Contemporary India Section, Indian History Congress 72nd Session Punjabi University, Patiala 10-13 December 2011,
https://www.thehindu.com/multimedia/archive/00863/Contemporary_India_863821a.pdf
9. Media and the image of women, © Council of Europe, November 2013 printed at the Council of Europe, https://rm.coe.int/1680590587_p3

INTERNATIONAL RESEARCH FELLOWS ASSOCIATION'S
RESEARCH JOURNEY

International E-Research Journal

PEER REFREED & INDEXED JOURNAL

March 2021

Special Issue 261(A)

**Use of ICT in Teaching - Learning
 Opportunities and Challenges**



Guest Editor of the Issue :-

Dr. P. D. Hudekar
 Act. Principal
 Vidarbha Mahavidyalaya, Buldana
 Dist - Buldana [M.S.] INDIA

Executive Editor of the Issue :-

Prof. Sangita K. Pawar
 Vidarbha Mahavidyalaya, Buldana

Chief Editor : Dr. Dhanraj T. Dhangar

Co Editors of the Issue :-

Prof. Vaibhao G. Vaghmare
 Prof. M. T. Jamalwar
 Prof. S. H. Dandade
 Prof. N. D. Raut
 Prof. L. F. Shirale
 Prof. S. V. Kalne
 Shri. S. G. Pande



This Journal is indexed in :

- Scientific Journal Impact Factor (SJIF)
- Cosmos Impact Factor (CIF)
- Global Impact Factor (GIF)
- International Impact Factor Services (IIFS)

For Details Visit To : www.researchjourney.net

SWATIDHAN PUBLICATIONS

**अनुक्रमणिका**

अ.क्र.	शीर्षक	लेखक/लेखिका	पृष्ठ क्र.
1	Information Communication and Technology (ICT) Integration in Teacher Education: A Necessity for Sustainable Educational Growth	Dr.G.V. Sreenivasamurthy	13
2	ICT in Sports and Physical Education	Dr. Sangita Khadse	20
3	Need of Innovations in ICT Teaching Learning Process	Dr. Hari Kale	22
4	E-Resources, Concepts and Use : An Overview	Dr. Harshal Nimbhorkar	26
5	Role of ICT in Home Economics : Enhancement in Teaching and Learning	Ms. Pratibha S. Katkar	30
6	Emphasis on ICT / Digital Technology in National Education Policy 2020	Dr. Durga Pande	34
7	Application of ICT in Academic Library : An Overview	Dr. Pranali Pete	40
8	Use of ICT in World of Sports : Development in Physical Education	Dr. Balasaheb Paul	45
9	Need of Library Automation in Current Era: A Study	Prof. Swapnil Dandade	50
10	Use of Internet in Language Acquisition	Pundlik Nalinde	53
11	Role of Information and Communication Technologies (ICT) in Physical Education and Sports	Prof. Sunil B. Chordiya	57
12	Use of RFID Technology In Libraries	Dr. Prashant Pagade	61
13	Use of E-Learning in Teacher Education Institutions	Mrs. Sharmila Kerkar	64
14	Usage of ICT Based Library Services.	Dr. Dattatray Dhumale	70
15	ICT Enabled English Language Teaching-Learning in Rural India	Dr. Archana Deshmukh	73
16	A Study of Various Parameters of ICT and Teaching Aids used in the Higher Education in Gadchiroli District	Ganesh Dandekar	80
17	Impact of ICT in Higher Education in India	Dr. Pawan Naik	85
18	Role of ICT in Quality Enhancement in Higher Education in India	Dr. Archana Patki (Kahale)	90
19	IT and Teaching	Dr. Mahesh Joshi	95
20	Role and Significance of ICT in Rural Higher Education	Dr. Dadarao Upase	97
21	Impact and Suitability of Use of Information Technology with Reference to Physical Education in the Context of Pandemic of Covid-19	Dr. Pratap Chauhan	100
22	Suitability of ICT in Teaching Learning Process	Dr. Bhavesh Bhuptani	104
23	Innovations in Physical Education and Sports: Technological Tools Developing Sports	Dr. Devendra Gawande	107
24	Information and Communication Technology Uses in Teaching - Learning: with Respect to Opportunities and Challenges	Dr. Umesh Rathi	111
25	Technology in Physical Education and Sports	Sanjay Kale	116
26	Use of IT in Education	Dr. D. S. Wankhade	120
27	Social Media as Modern Tool	Dr. R. G. Suralkar	123
28	Expressionistic Technique in Tennessee Williams' 'The Glass Menagerie'	B. W. Somatkar	126
29	Use of ICT in Developing Academic Libraries	Dr. Sanjay Shenmare	129



ICT Enabled English Language Teaching-Learning in Rural India

Dr. Archana Kiran Deshmukh,

Assistant Professor,

Jawaharlal Nehru Arts, Commerce and Science College, Wadi, Nagpur,

archanakirandeshmukh@gmail.com,

Mo :- 9922658885

Abstract:

This paper is an attempt to analyse the scope and need of ICT embedded English language teaching-learning in rural India. As a member of global community, it is obligatory for India to provide universal education to the learners from rural area in order to bring them at par with the national and international market requirements. The current scientific pedagogical innovations have a constructive influence on the teaching and learning of English language due to accessibility to the study resources through various online ICT tools in hard and soft form. Foreign language learning involves a great deal of sensory organs, especially ear and eyes whereas conventional language teaching methods fail to activate the curiosity of the learners from rural area because they learn English as a second language. The ICT embedded Teaching - learning of English language has gained inordinate importance for both instructor and learner, to define, prepare, present and retrieve the learning resources and can be accessed anytime. The availability of E-content save time and can improve the delivery and teaching goal effectively in rural area and promotes critical intelligent and improved collective learning which imparts high self-esteem and effective achievement of program outcome. The academic, social and infrastructural barriers in English language learning in rural area can be successfully removed with the use of ICT enabled English language teaching-learning as it promotes self-learning and advances the language aptitude to learn and understand a topic thoroughly and improve the ability to promptly connect the knowledge to real life situations.

Keywords: ICT, English language teaching, rural India, E-learning

Introduction

The Information and Communication technology has created great impact on every sphere of human existence. Almost all divisions whether monetary or non-monetary, has realized the influence of ICT in their routine businesses. Scientific and technological innovations have immensely contributed in the approaches and methods of comprehension of almost every human endeavour including teaching-learning. The speedy growth in technology and science unlocked unbelievable potentials of new scientifically entrenched academic scenario. With the advent of twentieth century, computers created a major impact on the education sector and in recent times it has manifold with the speedy evolution of technology and primer of many instructive tools and applications. The pandemic of Covid-19 has heightened educational implication of E-learning through internet. E-learning has attained the position of "new normal" of academic scenario. The educationist predicts replacement of the traditional classroom by e-learning and associated online teaching approaches. The covid-19 suddenly opened unbelievable potentials of new technologically embedded teaching learning wherein Internet, computer and virtual classroom became essential. Till before pandemic, the amplification and eagerness for numerous technological revolutions had scanty influence on conventional higher. However, the present scenario witnessed an increased and visible involvement and influence of technology embedded teaching -learning in education system as well as of an individual. Modern era has witnessed a



cumulative practice of ICT tools in teaching-learning process in all subject area including languages. The educationalists have documented dynamic use and part of technology as significant reserve for teaching of languages which induce an autonomous as well as collective learning atmosphere. This study analyses the scope and need of ICT embedded English language teaching-learning in rural India.

Methodology:

This study is based on Primary and Secondary sources. Published research papers in various journals, articles of newspapers, magazines and books are used as secondary sources. A comprehensive analysis of the available literature was undertaken by using both printed and internet sources.

Literature Review:

Pulkit Agarwal and Taiba Ahmad (2015) observed that, for the improvement in quality, the present education system will require large additional resources with respect to population growth, need for modernization and with limited nature of resources will need more efforts, more financial support and more motivation.

Keller et al., 2007; Tarhini et al., (2016) E-Learning is the use of Information and Communication Technology (ICT) to deliver information for education where instructors and learners are separated by distance, time, or both in order to enhance the learner's learning experience and performance.

K G Suresh (2020) technology will play a critical role not only in the creation and dissemination of educational content but also in the assessment of students. Artificial Intelligence will help in making learning more adaptive and personalized.

Prinzessinnadia (2013) ICT has been publicized as potentially powerful enabling tools for educational change and reform. The computers play significant role in the learning process especially in learning language. ICT help to facilitate the teacher to teach the students in the classroom. Many kinds of application that they use in the classroom improved and enhanced the better lesson.

N. Shalini Jayanthi and R. Vijay Kumar (2016) the use of ICTs in language teaching has countless benefits. The development in the use of ICT, like language lab, videos, satellite broadcast, video-conferencing and web seminars have supported the richness and quality of education both on and off campus.

Md. Shakil Akhtar (2016) ICT has a lot of things to offer to both teachers and students for the enhancement of their vocabulary and improvement of English language skills. It is necessary to use modern approaches and tools of ICT (Information and Communication Technology) to develop better understanding and acquisition of basic skills i.e., LSRW (Listening, Speaking, Reading and Writing) of English language.

S. Ammanni and U. Aparanjani (2016) English and ICT have become essential tools for a number of non-datum and emotions of everyday life. English language has become a global language because of its numerous functions and preferences over several other languages over the globe. English has become the window to the world.

B. Madhavi Latha (2014) The growing use of ICT in blended language learning environments has changed the face of language learning and teaching in a beneficial way and will continue to do so in future with further technological developments.



Azlin Zainal (2012) Effective integration of ICT in English language teaching classrooms depends on a host of factors. One of the important factors is teachers' knowledge and skills in using ICT in class.

Robinson Joseph Samuel and Zaitun Abu Bakar (2006) The utilization and integration of ICT tools can indeed assist students in acquiring English Language competency as well as enhance the quality of their learning experience.

Challenges of English language Teaching in Rural India

India is the youngest nation in the world and more than fifty percent of the population resides in rural India. As a member of global community, it is obligatory to provide universal education to the learners from rural area in order to bring them at par with the national and international market requirements. However, the major issue of concern is that the modern pedagogical inventions are yet reclusive from the rural education sector. English has become the global language in modern world of hyper-connectivity. In the era of multi-culturalism, English is undoubtedly the language of foremost corporates of the world. Market projects in varied extents and has implemented English as the language of communication in order to boost communication and performance as Graddol D remarks (66) "Economic growth means that more jobs require English, the expansion of education means that English is needed by more people for study; and for growing...English is the means of commercial communication, whether spoken or written. It is indispensable not only to get jobs but also to sustain it. The work ethos of a company circles around interactive communication between personnel. English is again the language of contemporary computer technology and acquaintance with computers is crucial at the access level as well as in job as it necessitates higher levels of knowledge of newest scientific discoveries. The feasibility of modern corporate world is not workable without English language but the situation in rural India is not very promising as far the use and knowledge of English is concerned. The reasons are numerous: under-performance of teachers is a major concern as many are appointed on temporary basis and are inadequately paid. Paying capacity of parents in rural area also impact the standards of teaching -learning hence learners are exposed to old fashioned English language teaching methods. Many teachers in rural area are not acquainted with new methods of English language teaching and restore to translation method in vernacular languages. A number of teachers themselves are not fluent in English communication. The learners fail to understand the basic structure of language, vocabulary and usages. Conventional teaching -learning methods fail to impart expected outcome in rural area due to limited facilities, lack of awareness among parents and traditional teaching methods. Low confidence level is also one of the main reasons for poor communication skill.

Traditional methods of teaching English involves lecture method wherein the instructor mostly utilise dispersing the simplified version of the text, grammar rules and mostly lay emphasis on learning the text-based answers by rote. This method fails to evolve basic language skills of the learner i.e., reading, writing, listening and speaking. Teachers of English in rural area lack proper training and teach English as a subject and not as a skill-based language. Social constraints also contribute to the difficulty of both the instructor and the learner. First generation learners face various social barriers in language acquisition as their parents and family surrounding does not provide a learning conducive environment. Absence of sincerity and commitment on the part of learner create hurdles for the instructors. However, the instructors as



well as pupils must be effectively prepared to make use of ICT tools for effective and active enactments of the curriculum of English language.

E-Learning and Use of Digital Technology

E-learning or ICT embedded teaching learning involves the process to communicate, develop and demonstrate the learning material and information by electronic means through online, computer-based software's, mobile phones and language learning applications. E-learning has transformed contemporary education by digitalization and amazing revolution in the way technological teaching-learning is obtainable, retrieved, applied, and disseminated. It has demolished the conservative period format of learning and can be utilized as per availability of time. The debate on the effectiveness of E-learning is still lively because of the status of human existence in learning procedure is considered indispensable. However, with the increasing impact of technology, the educators have comprehended the academic significance and need of E-learning. Technology if used creatively can positively affect the education sector. Information and communication technology creates perceptible influence on the teaching-learning methods through its lively, collaborative and appealing study material which accommodates to the requirements of group and individual learning necessities.

ICT tools and applications for English Language Teaching-Learning

ICT can modify the approach of learners not only in obtaining and learning the English language but also for acceptance of contemporary technologies as tools in lifelong learning process. The current scientific pedagogical innovations have a constructive influence on the teaching and learning of English language due to accessibility to the study resources through various online ICT tools in hard and soft form. These teaching tools positively influence the mindset of the students and make them feel more positive, motivated by using computer-based instruction and provide prospects to practice the language without fear. English language competency can open new avenues of career and job opportunities. English language needs to be taught not as a subject but as a skill. Learners in rural India possess enormous capabilities but the difference lies in the accessibility of value education. In rural scenario, with inadequate infrastructure and social learning barriers the traditional methods of teaching like blackboard or lecture method fails to give expected learning outcome. The basic four language skills: reading, writing, listening and speaking can be attained with the help of more modern technological tools and software. Foreign language learning involves a great deal of sensory organs, especially ear and eyes whereas conventional language teaching methods fail to activate the curiosity of the learners from rural area because they learn English as a second language. ICT tools can be divided in two categories off-line and online tools. Following are a few offline teaching tools that can be effectively used to for the teaching-learning of English language.

Overhead projectors

Overhead projectors can be used to display learning data and is accessible to a large number of learners concurrently. Grammar based power point presentations; videos of stories enhance the English language learning.

Language laboratory

English language learning becomes exciting and motivating when learning is performed through audio and visual aids with the support of a software assistance. Language



labs permit learners to practice the language with a diversity of grammar, pronunciation and language activities and trainings on the computer as well as mobiles. Learning happens in an organized system, in an actual setting and visual way that involves a learner in the language learning atmosphere and endorses language practice. A number of language laboratory software are mobile friendly and can be accessed from home on a mobile phone.

Radio and Television

In rural setup radio and television can be used for the purpose of instruction and teaching English language through audio and visual programs like storytelling, drama, dialogues and presentations on grammar usages.

Online Tools and applications

Internet of the things has reached to many rural parts of India. A large part of the world is connected through internet and has opened new avenues of online teaching-learning. Educationist with the help of technologists have invented a number of English language learning tools and applications that are self-governed and operated with its own artificial intelligence. English language learning can be interesting for rural students if done through these online applications.

Duolingo

One of the most popular language applications, it provides an opportunity and exposure to English language learning through play-way methods and add to your vocabulary and grammar knowledge.

Quiz your English

Developed by Cambridge Assessment English, this is one of the best applications to test the level of English language knowledge and grammar and vocabulary.

Learn English British Council

This application gives a thorough exposure to learning grammar rules and usages. Starting from the basics this application leads you to advance levels of grammar exercises.

Grammarly

Grammarly apart from spelling check also highlights grammar mistakes and also gives an explanation. This application is ideal for improving the writing skills of learners.

Hello Talk

This application gives a real experience in communicative English as a learner actually talk with English language learners from all over the world.

Udemy

This site offers some good courses to English language learner which can be accessed through the main website of Udemy.

BBC English Learning

This program offers exercises of English language learning on vocabulary, grammar and pronunciation activities through News.

MOOCS/ Coursera

The COVID-19 pandemic has unexpectedly unlocked numerous paths of scientific applications that can be employed to make academic directives operative and stimulating.



Massive online open access platform (MOOCS) has created E-content to adapt to the demands of the learner. Online platforms like Swayam and Coursera offers a number of English languages learning online courses that can be accessed by learners from rural environment. Present period witnesses rapid growth of E-learning platforms and e-content is becoming more comfortable and communicative.

Mobile Applications

Digital gadgets like Mobile Phones, Laptops, and Tablets are accessible to a majority of population even in rural India and have attained the status of great significance in teaching and learning and have made English language learning easier. A variety of mobile applications offer diverse formats of learning English like quizzes, games, dictionaries and test.

Conclusion:

The ICT embedded Teaching -learning of English language has gained inordinate importance to both instructors and learners to define, prepare, present and retrieve the learning resources and can be accessed anytime. The availability of E-content save time and can improve the delivery and teaching goal effectively in rural area and promotes critical intelligent and improved collective learning which imparts high self-esteem and effective achievement of program outcome.

The educationist in current periods have comprehended the academic significance of ICT embedded English language teaching-learning in rural as well as urban area. The future is not far away when books will be substituted by educational gadgets and online e-learning platforms. Rural area may lag behind in infrastructural facilities but as a social and national responsibility rural learners needs to be provided with latest technological support to make English language learning an exciting journey. The Government of India's initiatives like Swayam and E-Pathshala are directed in the pursuit of academic development of rural students.

The academic, social and infrastructural barriers in English language learning in rural area can be successfully removed with the use of ICT enabled English language teaching-learning as it promotes self-learning and advances the language aptitude to learn and understand a topic thoroughly and improve the ability to promptly connect the knowledge to real life situations. In totality, the application of the newest online tools and applications makes it more engaging and vibrant. 21st century is a period of technology and operative practice of ICT tools in English language teaching- learning is not only significant but the need of hour.

References:

- 1) Azlin Zainal (2012) ESL teachers' use of ICT in teaching English literature: An analysis of teachers' TPCK, *Procedia - Social and Behavioral Sciences* 34 (2012) 234 – 237, <https://www.sciencedirect.com/science/article/pii/S1877042812003527>
- 2) B. Madhavi Latha (2014) Blending ICT into Language Learning and Teaching, *International Journal of English and Literature (IJEL)*, Vol. 4, Issue 2, Apr 2014, page 1-8 <http://www.tjprc.org/publishpapers/-1392787578-1.%20English%20IJEL%20BLENDING%20ICT.full.pdf>
- 3) Graddol D, (2010) *English Next India: The Future of English in India*. New Delhi: British Council, 4. www.britishcouncil.org



- 4) K G Suresh (2020) Education Sector: Digital is The Future Post Coronavirus, <https://www.outlookindia.com/website/story/opinion-education-sector-digital-is-the-future-post-coronavirus/350212>
- 5) Keller, C., Hrastinski, S., & Carlsson, S. A. (2007). Students' Acceptance of E-Learning Environments: A Comparative Study in Sweden and Lithuania. *International Business*, 395-406.
- 6) Md. Shakil Akhtar (2016) Role of ICT in the Enhancement of English Language Skills among the Learners, *Journal of Technology for ELT*, Volume 6 Number 2 (April 2016) <https://sites.google.com/site/journaloftechnologyforelt/archive/volume-6-no/2-role-of-ict-in-the-enhancement-of-english-language-skills-among-the-learners>
- 7) N. Shalini Jayanthi and R. Vijay Kumar (2016), Use Of Ict In English Language Teaching And Learning, *Veda's Journal Of English Language And Literature (JOELL)*, Vol.3, Spl. Issue 2, 2016, page 34-38 <http://joell.in/wp-content/uploads/2016/03/34-38Use-of-ICT-in-English-Language-Teaching.pdf>
- 8) Prinzessinnadia (2013) Ict In English Language Teaching And Learning <https://prinzessinnadia.wordpress.com/2013/02/01/ict-in-english-language-teaching-and-learning/>
- 9) Pulkit Agarwal and Taiba Ahmad (2015) Higher Education in India Present Scenario and Future Prospects, <http://www.inventivepublication.com/Documents/20170907141507136.2.%20Nov%202015.pdf>
- 10) Robinson Joseph Samuel and Zaitun Abu Bakar (2006) The utilization and integration of ICT tools, *International Journal of Education and Development using Information and Communication Technology (IJEDICT)*, 2006, Vol. 2, Issue 2, pp. 4-14.
- 11) S. Ammanni and U. Aparanjini (2016), The Role of ICT in English Language Teaching and Learning, *International Journal of Scientific & Engineering Research*, Volume 7, Issue 7, July-2016, page 1-7 <https://www.ijser.org/researchpaper/THE-ROLE-OF-ICT-IN-ENGLISH-LANGUAGE-TEACHING-AND-LEARNING.pdf>

SPECIAL ISSUE

ISSN : 2231-1629

KNOWLEDGE RESONANCE

**A HALF YEARLY PEER
REVIEWED RESEARCH JOURNAL**

(Evaluated in the SJIF Journal Masters List Evaluating
Process with Impact Factor of 5.072 for Year 2021)

**VASANTRAO NAIK GOVERNMENT INSTITUTE
OF ARTS AND SOCIAL SCIENCES, NAGPUR**

**Postgraduate Department of English
Organized**

TWO DAY NATIONAL WEBINAR DEPICTION OF INDIA IN ENGLISH LITERATURE

28 and 29 May 2021

IN COLLABORATION WITH

**RAJKUMAR KEWALRAMANI MAHILA MAHAVIDYALAYA, NAGPUR
DR. M. K. UMATHE COLLEGE, NAGPUR
BHIWAPUR MAHAVIDYALAYA, BHIWAPUR**

EDITORIAL BOARD OF SPECIAL ISSUE

CHIEF EDITORS

Dr. Urnila Dabir
Principal
RKMMV, Nagpur

Dr. D.V. Naik
Principal-Dr. M. K. Umathe
College, Nagpur

Dr. Joti George
Principal
Bhiwapur MV, Bhiwapur

Dr. Kapil Singhal
Head, Dept. of English,
VNGIASS, Nagpur

EDITORS

Dr. Somnath Barure
Dept. of English
VNGIASS, Nagpur

Dr. Vinata Virgandham
Bhiwapur MV,
Bhiwapur

Dr. Vaishali Meshram
Dr. M. K. Umathe
College, Nagpur

Dr. Harish Tapadia
Dept. of English,
VNGIASS, Nagpur

ASSOCIATE EDITORS

Dr. Sameer Nam
Dr. M. K. Umathe College,
Nagpur

Dr. Madhavi Mohari
RKMMV, Nagpur

Mr. Govind Rathod
VNGIASS, Nagpur

Mr. Shekhar Vagpute
VNGIASS, Nagpur

Mr. Sureshwar Wasekar
Bhiwapur MV, Bhiwapur

CONTENTS

Sr. No.	Topic	Page No.
1.	Indian Ethos as Reflected in the Works of British Writers Dr. Jyoti Patil	01
2.	Partitioned Identity in Mahesh Dattani's Final Solutions Dr. Urmila Dabir	05
3.	All about Cats and Mice: Trauma and Testimony in Art Spiegelman's Maus Dr. Prantik Banerjee	07
4.	Emotional and Intellectual Oscillation in Chitra Banerjee's Queen of Dreams Dr. Sonia Singh Kushwah	11
5.	Science, Technology and Supernatural Elements in Chetan Bhagat's One Night @ the Call Centre Dr. Shitalkumar G. Gaikwad	15
6.	Themes of rebellion and independence in A House for Mr. Biswas Dr. Dnyanesh Nalk	18
7.	Poetry Reciting Nation (India): A Reading of Select Poems of Jayant Mahapatra Dr. Somnath Barure	22
8.	SOCIAL MORALITY IN GODAAN Dr. Vinita Virgandham	26
9.	Plight of Parsi Community and Indian Nationalism in Rohinton Mistry's Such a Long Journey Someshwar Vinodrao Wasekar Dr. Anuradha D. Kherdekar	29
10.	DEPICTION OF INDIA IN JAYANTA MAHAPATRA'S POETRY Dr. Abhinandan. G. Pakhmode	32
11.	Multiculturalism -Social Cohesion and Conflict in Mistry's Fiction Abdul Shamim Kapil Singhel	35
12.	Expatriate Sensibility in Bharti Mukherjee's The Tiger's Daughter Dr. Alka Bansal	40
13.	INDIAN DIASPORIC WRITINGS AND POST 9/11 WORLD: RESPONSES DECODED Sulok Birendrasingh Raghuvanshi	43
14.	Sudha Murty's Dollar Bahu: A Literary Panopticon of Indian Values Shekhar B. Vispute Dr. Bhupendra N. Kesur	46
15.	Use of Narratives in Amitav Ghosh's The Calcutta Chromosome Dr. Aji Ravikant Jachak	50
16.	In Pursuit of Self: A Feminist Reading of Githa Hariharan's Fugitive Histories Dr. Leena V. Phate	52
17.	Portrayal of Indian Values in select works of Sudha Murthy Dr. G.R. Hashmi	57
18.	Manju Kapur's Difficult Daughters: A Chronicle of Discovery and Resurrection Dr. Manish R. Chakravarty	60

Sr. No.	Topic	Page No.
19.	A Critical Study of Patrilineal Family Set-up in Manju Kapur's Home Dr. Renuka L.Roy	63
20.	Indian Elements in the Works of Sir Arthur Conan Doyle Dr. Shafiulla Alim Khan	67
21.	Girish Karnad's Plays: A Reworking of Mythology and Folklores Dr. Pragyasa Harshendu Upadhyaya	69
22.	Shashi Deshpande's That Long Silence: A Quest for Selfhood Dr. Vandana Bhagdikar	72
23.	Communal Conflicts in Mahesh Dattani's Final Solutions Dr. Rameshchandra F. Agrawal	75
24.	Inventive Portrayals of India's Partition in Indian literature Dr. Veena Ilame	78
25.	Indira Gandhi as a Prototype of Duryodhana in The Mahabharata: A Close Peep into Shashi Tharoor's The Great Indian Novel Dr. Rajkumar B. Bhairam	82
26.	Fiction as Custodian of Facts: Courtesan Literature and Depiction of an India Secreted by Bourgeois Squeamishness Shirin Badar	87
27.	Indian Culture and Hinduism: A Study of Jim Corbett's Work Dr. Archana K. Deshmukh	91
28.	Depiction of Typical Pre-Independence Indian Market in Sarojini Naidu's Poem 'In the Bazaars of Hyderabad' Dr. Sawan Giridhar Dharmपुरiwar	95
29.	Rabindranath Tagore and the English Language Dr. Priti Singh	97
30.	Study of Double Consciousness in Jhumpa Lahiri's The Namesake Dr. Meenakshi V. Wasnik	100
31.	Tragedy of an Idealistic Father in Vijay Tendulkar's Play Kanyadaan Dr. Harish G. Tapadia	104
32.	Understanding the Self of Enlightened Feminists Dr. Manjusha Y. Dhoble	108
33.	Identity Crisis in Jhumpa Lahiri's The Namesake Dr. Kanchan Joshi	111
34.	Mistress: A Saga of Misery and Dislocation Dr. Anup V. Gumble	114
35.	Existentialism in Arun Joshi's the Foreigner Dr. Madhuri Phule	117
36.	Kaleidoscopic Representation of the Human Ties in Mahesh Elkunchwar's Old Stone Mansion Anol Ghumade, Dr. Pranjali Kane	120

Indian Culture and Hinduism: A Study of Jim Corbett's Work

Dr. Archana K. Deshmukh

Assistant Professor of English,
Jawaharlal Nehru Arts, Commerce & Science College
Wadi, Nagpur. (MS)

HHH

Abstract

Jim Corbett's exposure to Indian culture and Hinduism left a lasting impression on him which finds expression in his writing. He goes to the fundamental spirituality and philosophy of Hindu religion; observed and followed the basic concept of Hinduism. He completely surrenders to the religious spirit of the Indian legends with a sense of devotion. He believed and observed the mysticism of Hindu religion and presents India with the touch of a master, artistically depicting the rich culture of an ancient civilization.

Keywords: Indian writing in English, Indian Culture, Hinduism, Spirituality, Colonial

Human subsistence depends to a great extent on religious ideas as an organized assembly of a system of culture and views that relate to human existence. "Religion and the attitude to religion has been a strong strand in fiction, for religion intrudes into every sphere of life: learning, worship, rituals, birth, marriage and death, as well as the workplace, the social system, and the caste attitudes." (Jindal 252) Ethnicities and cultural heritage create cultural identity of a society. The colonists' excluded ethnic identity of the innate civilization. The imperial description of Indian culture has a strong tone of foreignness and peculiarity, yet it is an important part of colonial fascination. The unique ethnicity and social design attracted and engaged the non-native imperials, but a partial insolence did not give them a rational perception of the Indian culture. Rudyard Kipling, E.M. Forster and Jim Corbett through their work presents a different image of imperialistic writers. Rudyard Kipling's response to India is divided in two approaches. On one hand, he reinforced the cause of kingdom, and the other was devoted to the unfamiliar and multifaceted Indian culture. Maria Couto points out that, "Kipling's art creates an enthralling adventure story with loveable and credible Indian characters while endorsing imperial rule Kipling's sense of being at home in India merges with his imperial rule" (81). E.M. Forster's was an intermediate phase, from colonial to post-colonial. Indian freedom movement became more hostile and writers like E.M. Forster sensed the ineffectiveness of Kingdom. A passage

to India is actually a passage to post-colonial period. Born and brought up in India, among the local Hindus, Jim Corbett assimilated an in-depth knowledge of Hinduism and its spirituality. Corbett house sternly followed the Christian beliefs but his adventures kept him busy and gave an exposure to Hindu religion. As a child, he listened the Hindu mythological stories from the native servants and villagers. Jim Corbett differs from Kipling and Forster in their perception of Hindu religion. Panwar analyses the different colonial approaches towards Hinduism and Islam: "Forster was typical of many British India hands that preferred Muslims because the monotheistic concept of Islam can be easily understood by a European. Whereas, Hinduism with its variations and diversity seems diffuse and far too complicated" (71). Depiction of native culture by the imperials has always been a debated issue and being a domiciled Englishman, Corbett's exposure to Indian culture and Hinduism left a lasting impression on him which finds expression in his writing. This paper is a descriptive work and is an attempt to answer the question: how and to what extent Indian culture and Hinduism is portrayed in the various stories written by Jim Corbett.

Methodology: This study is based on Primary and Secondary sources. Published research papers in various journals, articles of newspapers, books and real-life observations from the academics are used as secondary sources. A comprehensive analysis of the available literature was undertaken by using both printed and internet sources.

In the tradition of adventure stories and prose writing on wild life, Jim Corbett arises as the most famous writer of shikar literature. His popularity is simply confirmed from the fact that his books are still sold worldwide. The fact that *The Man-Eaters of Kumaon* is translated into many languages of the world put a stamp on his extraordinary popularity. These books form a separate literary category: a jungle version of detective fiction that convey an explicit message of nature conservation and artistically delineates the various shades of prevalent Indian society. Jim Corbett absorbed detail information of all the rituals and customs of Hindu religion. He was a regular visitor to Naini-Devi

temple situated on the bank of Naini Lake and always offered prayers at numerous temples. He transcends the image of a coloniser, who gets lost in the flamboyant ceremonial perception of native culture. He goes to the fundamental spirituality and philosophy of Hindu religion and silently observed and followed the basic concept of Hinduism: the more you suffer in this life the better for next birth. The present world is a maya, an illusion and the real life is the life-after-death. When Hindus take pilgrimage to the holy shrine of Badrinath on foot, they undergo tremendous amount of physical strain as he points out:

Times there will be a many, when, gasping for breath, you toil up the face of steep mountain on feet torn and bleeding when you will question whether the prospective reward you seek is worth the present price you pay in suffering; but being a good Hindu, you will toil on, comforting yourself with the thought that merit is not gained without suffering, and the greater the suffering in this world, the greater the reward in the next. (Corbett, The Jim Corbett Omnibus 431-32)

The imperial writers presented inherent Indian culture with a sense of strangeness and unfamiliarity. They failed to reach to the philosophy of Hinduism. On the contrary Jim Corbett presents a perfect picture of a good Hindu and his belief in the Hindu philosophy promoting suffering in this material and illusionary world and the rewards it seeks in the next world. Martin Booth, the biographer points that "He understood the basis of the religion and the philosophy of the Indian hill folk and was to become more familiar with and sympathetic to Hinduism than ever he was to Christianity. Hinduism was deep rooted in his heart and mind" (20). He shows a deep insight in the mindset of country folks and remarks that especially the poor folks are fatalist and very superstitious. They are God fearing and surrenders everything to God. They attribute every occurrence in their life to God and can go to any extent. In the story "Mothi" he observes, how people suffer under the burden of certain religious beliefs. He brings out their vulnerability of common man under the burden of certain customs. Mothi accidentally committed the greatest crime as a Hindu can. He killed a cow. He went to Haridwar for the atonement of the sin and got punished with a penance. The description has an undertone of skepticism when he highlights futility of such religious traditions and brings out the susceptibility of a poor man, who with a little bit of practical approach could have resolved the circumstances.

In The Temple Tiger and More Man-eaters of Kumaon, he

comments on the status of superstition in the region of Himalayas. The scarcely populated region certainly has a stronghold of superstition on the mindset of people. The arresting factor is that the educated people also have their own superstitions. He distinguishes between the native people's perception of superstition and the beliefs of the educated ones in the following passage: "The dividing line between the superstition of simple uneducated people who live on high mountains, and the beliefs of sophisticated educated people who live at lesser heights, is so faint that it is difficult to determine where the one ends and the other begins. (Corbett, The Jim Corbett Omnibus 243) All his life, he adhered to his own superstitions, a phenomenon common to many hunters of his time. He always first killed a snake before hunting a man-eater. In India, especially in Hindu religion, Himalayas have many religious connotations. He does not doubt the supernatural or mystical qualities established in the surrounding environment. He writes about the legend of the sacred Choti Kailash and the myth surrounding the mountain with great conviction in the following lines, "The gods do not favour the killing of birds or beast on this sacred hill of Choti Kailash.... (Corbett, The Second Jim Corbett omnibus 10).

Jim Corbett completely surrenders to the religious spirit of the legend with a sense of devotion. He believed and observed the mysticism of Hindu religion. Jim Corbett is still a legend in the Kumaon region for his hunting skills in shooting man-eaters. People of the region believed that he was blessed with supernatural power, which protected him during his expeditions. He was called a white Sadhu: a saint who could fight with the evil spirit in the form of a man-eater because he had the blessings of God. The Himalayan folk considered a man-eater as an evil spirit as is evident in the following lines, "... for it is not tiger but an evil spirit, who, when it craves for human flesh and blood, takes on for a little while the semblance of a tiger. (Corbett, The Jim Corbett Omnibus 77). According to Hinduism, saints are celibate. They spent their life amidst nature and are humanistic in their behavior. Jim Corbett remained a bachelor all his life, spent most of his time amidst nature and risked his own life to save the people. As the legend goes, he possessed certain supernatural powers hence he was able to hunt the twelve man-eaters. "But they say you are a Sadhu, sahib, and the spirit that guard sadhus are more powerful than the evil spirit." (Corbett, The Jim Corbett Omnibus 77) It was a common belief in the Garhwal region that man-eaters are some sort of an evil spirit, which was beyond the power of a bullet shot. This belief is expressed in the words of the packman in The Man-eating Leopard of Rudraprayag

"The evil spirit that is responsible for all the human deaths in this area is not an animal, as you think it is, that can be killed by ball or shot..." (Corbett, *The Jim Corbett Omnibus* 444) The picture of India that emerges from Jim Corbett's writing is certainly of a country that seems to still struggle in the darkness of superstition. However, the feature that differentiates him from the bearing of a coloniser is the fact that he himself is a part of the events. His tone is neither satirical nor strange. His perspective of India is marked by a tone of familiarity. He projects India and the Indians with persuasion and at certain points become one of them.

Indian Mythology

The great Indian epics of Ramayana and Mahabharata consist of moral, spiritual and ethical value system. They characterise Indian mode of life and a view of personal and social structure. These epics represent an outline of ancient Indian culture and traditions which are still being supported by Indians. They give us intellectual and spiritual strength and dignity in difficult times. Religion has always been the life force of Indians. Jim Corbett's observations of the great epics of Mahabharata, Skanda-Purana and other aspects of Indian culture are not deliberate pondering of a colonial attraction towards the mystical Indian culture. He writes about the Nanda-Kot which has reference to Mahabharata and Pancha-chuli as the five cooking places used by the Pandavas while on their way to Kailash in Tibet. His familiarity of Hindu mythology is ostensible in the description of the lake situated in Nainital as he writes, "Hindu legend, however, give the credit of the lake to three sages, Atri, Pulastya and Pulaha.... dug a hole at the foot of the hill and siphoned water into it from Mansorowara, the sacred lake in Tibet." (Corbett, *The Second Jim Corbett Omnibus* 7). The description of Hindu mythology is honest and sincere with no element of irony. He went beyond the superficial aspects to understand the deeper philosophy of Indian life. He tried to understand the various dimensions in the concept of Hinduism and the life of a Hindu as he writes in "The Champawat Man-eater": "Pitifully little as these remains were, they would suffice for the cremation ceremony which would ensure the ashes of the high-caste woman reaching mother Ganges." (Corbett, *The Jim Corbett Omnibus* 22) In the above quotation, the remark 'Mother Ganges' is typically Indian. The Hindus consider the Ganges River as their mother, which will wash all the sins and will carry them to the heaven after death. Jim Corbett's descriptions of Indian culture and religion are quite authentic. He retains authenticity as he produces the scene with minute details, which may sound irrelevant, but are crucial in an Indian context.

Kenneth Anderson: A Comparison

Kenneth Anderson is also a prominent writer of shikar literature. The image of India that emerges from Anderson's work is similar to Jim Corbett's perception. He too laments at the fatalist nature of poor Indians, who suffers at the will of fate. He is more vocal about the current issues of Independent India and the changing world of the poor Indians. Anderson is more interested in occult and supernatural. He elaborates the occult in Indian society, especially the southern India with elaborate diagrams, mantras and detailed proceedings of the rituals of black magic. He elaborates as to how superstition has surpassed all boundaries of religion and has intermingled. Jim Corbett writes about the supernatural elements prevalent in the Indian society, but he does not elaborate it. He simply mentions and leaves it to the readers to decide its credibility.

Nature and adventure are an important theme in Jim Corbett's work, but he doesn't stop here. He reaches out at the nucleus of Indian spirituality, absorbs it and observes in his life. He covers India with the touch of a master artistically depicting the rich culture of an ancient civilization and provides credibility to Indian custom and traditions, whereas Anderson seems to add information about the occult to impart a zest to his writing. He spent his life amongst the Indians and shows a deep insight into their mindset, their beliefs and superstitions.

Culture and traditions create cultural identity of a society. The colonial description of Indian culture has a strong tone of unfamiliarity and strangeness, yet it is an important part of colonial fascination. The colonial literature expresses an unusual blend of appreciation and irrelevance for the native culture. The colonials were fascinated by the glorious Indian culture however this delighted experience of a new and captivating culture is dented by a sense of ethnic dominance. Jim Corbett's writing is a collection of wildlife stories, which carry a memorandum of environment conservation to the world. His work can be viewed as non-fictional narratives of his own jungle adventures. The quality that distinguishes Jim Corbett from other colonial writers is the cultural identity he gives to the natives. The colonial attitude to downcast the Indian customs and traditions is absent in his writing, rather he presents Indian culture with the conviction of a native. Jim Corbett, no doubt, is an adventure writer of hunting stories, but details of India, her culture, society and people add new dimensions to his work. He presents India in all her vibrant colours: the spirituality of Hinduism, social fabric, the village-life and the people of India. He understood the native culture in

totality. He exhibits respect for Indian heritage that retained some of its ancient glory and of which he himself is a part. He absorbed the essence of this nation with sensitivity and depth of understanding.

Works Cited

1. Booth, M. *Curjett Sahib: A life of Jim Corbett*. New Delhi, India: Oxford University Press. 1990. print.
2. Corbett, Jim. *The Jim Corbett Omnibus*. 19th ed. New Delhi, India: Oxford University Press. 2005. print.
3. —. *The Second Jim Corbett omnibus*. 17th ed. New Delhi, India: Oxford University Press. 2005. Print.
4. Costa, Maria. (2009). "Rudyard Kipling." *A History of Indian Literature in English*. Ed. A. Mehrotra. New York, Palgrave Macmillan. 2009. 81. Print.
5. Jindal, M. (2015). "Religious Influence on Indian Literature" *Journal of Emerging Technologies and Innovative Research*, Volume 2, Issue 8 August 2015. <http://www.jetir.org/papers/JETIR1701040.pdf>
6. Penuar, P. (2000). *India In the Work of Kipling, Forster and Naipaul: Postcolonial Revaluations*. Delhi India: Pencraft International.

Technology Integration and Innovative techniques in English Language Teaching

Dr. Leena V. Phate
Asst. Prof. & Head, Dept. of English,
Jawaharlal Nehru Arts, Commerce & Science College Wadi,
Nagpur, Maharashtra, India
leenaphate@29gmail.com

Abstract

Language as a means of communication has always been subject to several influences like social, environmental, regional and many more. In the present-days language as a means of communication influences technology, social media sites and digital platforms. There are a limited number of colleges using the Learning Management System for teaching, assessment and evaluation. They use innovative methods for teaching English like role play, storytelling, online assignment and quiz, audio-video presentation, group discussion etc. A new paradigm for teaching English is needed to increase the creativity and active participation of students. There is a shift from a teacher-centred approach to a student-centred approach. This transition is more effective in the learning process through technology and innovative teaching methods. The teachers have adopted numerous methods of teaching English in India includes old and new. In this precept, it is high time to have a holistic approach to teaching and learning English with the help of both old and new methods. The perfect combination of traditional and modern methods may bring innovations in the process. The paper focuses on the use of technology in English class, innovation in English language teaching, new trends of teaching English and advantages of technology in improving language skills.

Key words: Technology, Innovation, Technique, Integration, Blended Learning, Learning Management System

Introduction

India is the land where people use different languages and dialects for writing and speaking. However, English itself is preferred in everyday use, though slightly differs from the native languages. The English language affects international communication activities. So, most of the Universities imparts education through English medium at UG and PG levels. In this respect, teaching and learning English has become an essential strategy in modern India. Indeed, a teacher has to improve and update knowledge of innovative techniques to meet the needs of the present scenario. With the advent of the globalization, India is

marching towards excellence day by day in every possible way. Numerous innovative methods and strategies may prove beneficial for the betterment of students. The future of the students depends on the efforts made by the teachers.

Today the students are digitally savvy. They are growing up with digital technologies, like a computer, laptop, internet, smartphones etc. The teachers have a great responsibility to adapt to the different learning style of students. Today the task for any teacher is to make students attentive in the class. To tackle the challenges, the teacher has to adopt modern technology and innovative techniques to make the class experience interesting for the students.

Traditional teaching methods are no longer impressive, and the technical approach alone cannot provide a meaningful learning experience to the students. We need blended learning because the old traditional approach will only become attractive and impressive when there is technological integration. ICT has made tremendous innovations in the field of teaching and learning.

Definition of Technology:

Technology has been defined by many scholars. It is defined "as the entities, both material and immaterial, created by the application of mental and physical effort in order to achieve some value. In this usage, technology refers to tools and machines that may be used to solve real-world problems" (Wikipedia). W. Brian Arthur defines technology in a similarly broad way as "a means to fulfil a human purpose." According to ISMAN (2012) technology is the practical use of knowledge particularly in a specific area and is a way of doing a task especially using technical processes, methods, or knowledge. He further states "Human's use of technology involves not only machines (e.g., computer hardware) and instruments, but also includes structured relations with other humans, machines, and the environment. In short, technology is more than a collection of machines and devices" (ISMAN, 2012).

Definition of Technology Integration:

Technology integration is defined as "the use of technology to enhance and support the educational environment. Technology integration in the classroom can also support classroom instruction by creating opportunities for students to complete assignments on the computer rather than with normal pencil and paper" (Wikipedia). Different researchers have defined technology integration, according to Pourhosein Gilakjani (2017) it is defined in terms

of how teachers use technology to perform familiar activities more effectively and how this usage can reshape these activities. Dockstader (2008) defines the integration of technology as the use of technology to improve the educational environment and supports classroom instruction by providing opportunities for learners to complete assignments on a computer rather than a regular pen and paper.

Use of Technology in English Language Class

Technology is an effective means for both teachers and students. They must use educational technology as an important part of their teaching and learning process. Teachers should initiate and adopt the use of technology to support the course so that students are encouraged to use the technology in learning their language skills. (Murphy, DePasquale, & McNamara, 2003). Students participation and concentration increase through technology. It results in student's cooperation which is one of the important tools for learning. Through the discussion forums in learning management systems, students cooperatively work together and solve each other's doubts and query. They learn from each other by reading their peers' work.

The use of computer technology, along with educational technology improves the performance of the teacher and the students learning in the class. EdTech helps teachers to fulfil students' educational needs. ICT enables teachers and students to collaborate with global societies and expand opportunities for their learning. The benefits of technology depend totally on the teacher's application of it in their language class.

The use of technology in English class will enhance the teaching environment. It is more effective than traditional lecture-based teaching. According to Susikaran (2013) "Chalk and Talk teaching method is not enough to teach English effectively. We should change our teaching ideas and recognize its impersonal attribute as one kind of teaching method. Thus, we can utilize modern education technology reasonably to fulfil the target of college English teaching". A blended learning, offline and online teaching will help the students the most. The teachers will have to overcome the barriers of e-Learning and apply technology as a useful medium of instruction for their students. They are not computer experts, but the teachers will have to show a positive attitude towards e-learning and integrate technology into the teaching process.

The use of technology has significantly changed English teaching methods. Technology integration makes teaching-learning innovative and more creative in terms of

progression. In traditional classrooms, teachers use blackboard or whiteboard for instruction and stand in front of students and give a lecture. These methods have considerably changed due to the rapid development of technology. The usage of multimedia texts in classrooms and language laboratory assists students to become familiar with vocabulary and language structures. The multimedia enhances student's linguistic knowledge and offers them different study materials.

According to Dawson, Cavanaugh, and Ritzhaupt (2008), the application of technology creates a learning atmosphere which is student-centric rather than teacher-centric. It brings positive changes, as the use of computer technology makes the language class more active. Here the students are responsible for their learning. The independent use of technologies motivates students to acquire responsible behaviour and gives them self-direction. Arifah (2014) believes that the use of the internet increases learners' motivation. The use of multimedia in teaching supports the students to understand the subject with interest and grow their knowledge. The students can learn with self-pace with the use of technology in the process of learning through using computer and internet. Apart from this, when learners learn with technology, it develops their thinking skills. So, we can conclude that the right blend of multimedia and teaching methodology is essential to draw a student's interest in English language learning.

Innovation in English Language Teaching

India is a land where different languages and dialects are in use for writing and speaking. Most of the universities impart education through English medium at U.G. and P.G. level. In this respect, teaching and learning English has become an essential strategy in modern India. In the last ten years, English language teaching has observed a tremendous change. And the teacher has to improve and update knowledge of innovative techniques to meet the needs of the present scenario. Many careers options which were regarded insignificant are gaining importance at present such as communication skills, soft skills, technical skills, interpersonal skills, ICT literacy etc. To develop these skills, new trends in the teaching-learning process of the English language has to change for advancement. Numerous innovative methods and strategies may prove beneficial for the betterment of students.

Modern trends of teaching English

1. **Digital platforms:** A Digital platform is a set of computer applications that facilitate the education, development and distribution of courses through the internet. It has emerged as one of the best measures to help the students of all ages and all backgrounds. Government of India has provided following e-learning platforms where students can learn English language:

- i. Swayam
- ii. NPTEL
- iii. Curriculum classes
- iv. Diksha
- v. E-skill India
- vi. National Digital Library of India
- vii. E-Pathshala
- viii. E-PG Pathshala
- ix. Sakshat
- x. E-kalpa

Like government of India, there are many digital platforms for e-learning created by other countries.

Learning management systems (LMS) are platforms for teachers to manage and organize online courses. There are many learning management systems to help teachers and students to create a space in which teachers and learners can connect, ask questions to enhance learning, host classes on the cloud and create different types of assessments. The best learning management systems are:

Canvas: Through open, usable, cloud-based technologies, Canvas enables easy integration of the content, tools, and services that teachers need and students want.

Blackboard: It is a flexible learning platform that allows teachers to spread online learning, increase student's engagement and optimize learning outcomes.

Google Classroom: Google Classroom is a product, developed by Google, especially for educational institutions managing a virtual classroom. It is a structured tool that assists the teachers in managing their coursework and establishing communication with the students. Using the google classroom, the teachers can easily share their course material with the students.

Edmodo: Edmodo is an educational technology company which offers a platform for distance learning. Here the teachers share contents, distribute quizzes, assignment and manage communication with students, colleagues and parents.

Moodle: Since 2001 Moodle empowered teachers to create and manage course online. It has innovative features like a calendar and a gradebook. Moodle is based on plugins. Plugins are flexible tool set. There are hundreds of plugins for different kinds of content.

Schoology: Schoology is a virtual learning environment for educational institutions. It allows the teachers to design and develop a course and manage the online classroom. In Schoology, the teachers can give assignments and message students. Schoology also provides attendance records and online grade book. In it, the teacher can conduct test and quizzes. There is also a feature of homework drop boxes.

2. **Open Educational Resources (OER):** The William and Flora Hewlett Foundation provides the following definition of open educational resources: "OER are the teaching, learning and research resources that reside in the public domain or have been released under an intellectual property license that permits their free use and repurposing by others. Open educational resources include full courses, course materials, modules, textbooks, streaming videos, tests, software and any other tools, materials, or techniques used to support access to knowledge" There are different websites which provide open education resources. The most commonly used OER is Wikipedia, students and teachers can use the content of Wikipedia freely. Another OER, Project Gutenberg has more than 60 thousand free e-books. MIT Open Courseware have full courses online. Open.edu and cnx.org are websites of OER where e-books, videos, All the different OER are available on oerworldmap.com. There is again one more site pitt.libguides.com where students get links of open access books, online courses, multimedia and access to a large repository.

OERS are of great significance to English teachers and students.

- OERS have freedom of access to all
- Teachers can use OER to prepare their course content. It has freedom from proprietary systems and corporations.
- OERS Saves time and efforts of the teacher for content development.
- Co-creation empowers more collaboration and creativity.
- It shares the development costs among institution.
- It contributes to the local and global community.
- The resources which were previously available to few people are accessible to all.
- Students can access the material at lowers costs.

3. **Online corpora:** A corpus is a collection of texts. Corpora is a plural term of the word corpus' which refers to electronic authentic language databases. This database is available via the internet or as software installed in the computers. Online Corpora is

available for studying linguistic structures. Some of the tools that are available to the analysis of texts are

- i. Linguae
- ii. Vocabulary Profilers
- iii. Toeic Word Lists
- iv. New General Service List and Academic Word List.

4. **Online Continuous Professional Development:** With the help of the internet, teachers may connect with other teachers to acquire knowledge. It makes a difference in their lives and in the lives of those they teach. Professional Development Courses are available online, some of them charge a fee to enrol, and some are free.

Smartphones have enabled teachers and students to access the internet and a variety of apps. Use a cell phone for teaching English. There are near about 15 impressive YouTube channels for teaching and learning English.

5. **Video Conferencing:** Video conferencing continues to be a highly efficient way of inviting visitors into classrooms and for enabling learners to collaborate with distance learning. There are many advantages of video conferencing. Firstly, the students learn from the native speakers of the English language. There is a cultural exchange between the student and the speaker. Secondly, Experts of the English language come to virtual classrooms for direct teaching. There are many free apps available for video conferencing, such as Skype, ooVoo, iChat and FaceTime or Flash Meeting.

6. **Digital Game-Based Learning:**

Game-based learning involves the use of computer and internet. They are designed to produce learning outcomes. There are some user-friendly and fun online platforms for teaching the English language. The English teachers can incorporate the right tools and techniques to make the classes enjoyable for students. These online digital platforms can help students to master their language skills. When we discuss innovations in English Language Teaching, following digital platforms come to our minds.

Kahoot!

Kahoot! is used as educational technology in schools and institutions. It is a game-based learning platform. The teachers can create quizzes based on grammar and vocabulary with the help of Kahoot!

In the discussion forums, the teachers and students can easily communicate via posting comments. Each new material posted is notified to the students. Attachments can be made to announcements and posts to share content like YouTube Videos and files from Google Drive.

The rubric is a feature in LMS to create a formative assessment for the students which involves performance as well as feedback. The teacher sets parameters to judge the submission of the students. It also helps the students to know the grading system while writing an assignment because he has the rubrics in front of him. The student is aware of the scorecard and the aspects on which he is judged before he submits the assignment. Even the rubrics benefits the teacher while evaluating the submission.

Advantages of Technology in Improving Language Skills

Integrating technology, online platforms and various ICT tools into modern blended English Language teaching is very important in the present scenario. It not only has advantages but it is essential in the present COVID-19 scenario. English learning is effective when it is integrated with educational technology.

- Education technology is the best complementary tool for English teachers in the classroom.
- Technology can develop better teacher-student relationships.
- Digital learning platform is motivating and stimulating for the students.
- New technology promotes creativity and allows students to be participative.
- Digital technology in English classes creates a unique experience both for the teacher and the students.
- Digital technology enhances productivity and improves the performance of the teacher.
- With digital platforms, voice recording and analysis tools ease in managing and monitoring student progress
- The e-learning platforms having inbuilt administrative features which helps in the reduction of much administrative work to a great extent.
- There are many user-friendly tools and applications beneficial for teachers for designing and developing of e-content.
- Teachers can conduct various learning activities simultaneously and can scale up to meet the requirement of numbers of students depending on the platform used.

- Unlike traditional classroom teaching, with technology, students can access the content an unlimited number of times, whenever he wants with ease. It provides individual learning prospects for all English language students.
- It helps in developing English language proficiency through social media.
- The students & teachers will develop wider life-skills such as resilience, adaptability, collaboration, communication, empathy, creativity and emotional intelligence, etc.
- It also helps them in acquiring the various technical skills required for using the available information and communication technology tools and online resource material.

Hennessy (2005) asserts that ICT acts as a motivating factor for teachers and learners to work in new ways. Students become more independent and teachers feel that they should urge and support their learners to act and think autonomously. Eaton (2010) expressed that computer-based communication is a useful and convenient feature for language learning. Computer-supported discussion and argument have more participation than face to-face discussion. Peregoy and Boyle (2012) carried a study on use of technology in improving students reading and writing skills. The results of this study show that with the assistance of technology tools the student can learn fast, more effectively. The finding of the study also indicate that the technology tools are user friendly and it enhances reading and writing skills of the students.

Conclusion:

The technology integration and use of innovative techniques in English language learning depend on the attitude of the teacher towards it. Teachers should agree to the usefulness and benefits of technology in enhancing students learning. The teachers should get facility and training for using technology in language teaching. The appropriate use of technology and innovative techniques solves the learning problems. The modern technology plays a significant role in language learning as it motivates the students to learn with their own pace, students become self-independent, and it provides good interaction with the teacher. Technology improves a student's language skills because it develops their creativity. English language learning is now enjoyable and exciting with the use of technology integration and innovative techniques. Though this is a student-centric initiative, it is beneficial for the teachers too. There are skill enhancement and exposure to technology and collaboration.

References:

Arifah, A. (2014). Study on the use of technology in ELT classroom: Teachers' perspective. M.A. Thesis, Department of English and Humanities, BRAC University, Dhaka, Bangladesh.

Dawson, K., Cavanaugh, C., & Ritzhaupt, A. (2008). Florida's EETT Leveraging Laptops Initiative and its impact on teaching practices. *Journal of Research on Technology in Education*, 41(2), 143-159. <https://doi.org/10.1080/15391523.2008.10782526>

Eaton, S. E. (2010). Global trends in language learning in the twenty-first century. Calgary, Canada: Onate Press. <https://files.eric.ed.gov/fulltext/ED510276.pdf>

Hennessy, S. (2005). *Emerging teacher strategies for supporting*. Cambridge, UK: University of Cambridge.

IŞMAN, A. (2012). Technology and technique: An educational perspective. *TOJET: The Turkish Online Journal of Educational Technology*, 11(2), 207-213. tojet.net/articles/v11i2/11222.pdf

Murphy, K., DePasquale, R. & McNamara, E. (2003). Meaningful Connections: Using Technology in Primary Classrooms. *Young Children*, 58(6), 12-18. Retrieved July 31, 2020 from <https://www.learntechlib.org/p/101494/>.

Susikaran, R. S. A. (2013). The use of multimedia in English language teaching. *Journal of Technology for ELT*, 3(2). <https://sites.google.com/site/journaloftechnologyforelt/archive/3-2-april-2013/1-the-use-of-multimedia-in-english-language-teaching>

Peregoy, S., & Boyle, O. (2012). *Reading, writing and learning in ESL: A resource book for teachers*. New York: Allyn & Bacon.

Understanding OER <https://courses.lumenlearning.com/suny-oercommunitycourseunderstandingoer/chapter/defining-oer/>

https://en.wikipedia.org/wiki/Technology_integration

<https://en.wikipedia.org/wiki/Technology>

<https://studylib.es/doc/8844869/the-use-of-technology>

INTERNATIONAL RESEARCH FELLOWS ASSOCIATION'S

RESEARCH JOURNEY

International E-Research Journal

PEER REFREED & INDEXED JOURNAL

November 2020 Special Issue 256

**The New Normal : Evolving Scenario in
Bussiness & Economy**

Guest Editor -
Dr. Amishi Arora,
Director, CIBMRD, Nagpur

Executive Editors :
Dr. Ajay Talvelkar,
Asst. Professor, CIBMRD, Nagpur

Asst. Professor, CIBMRD, Nagpur

Chief Editor : Dr. Dhanraj T. Dhangar



This Journal is indexed in :

- Scientific Journal Impact Factor (SJIF)
- Cosmoc Impact Factor (CIF)
- Global Impact Factor (GIF)
- International Impact Factor Services (IIFS)

Role And Impact of Information and Communication Technology on the Future of Education

Dr. Leena V. Phate

Asst. Prof. & Head, Dept. of English,
Jawaharlal Nehru Arts, Commerce & Science College Wadi,
Nagpur, Maharashtra, India
leenaphate@29gmail.com

Abstract:

In the last two decades, information technology has rapidly changed the way people communicate. The practice of ICT in education enhances value in teaching and learning. It also increases the effectiveness of the teaching and learning process, and add a new dimension to the learning process that did not exist earlier. ICT is also a substantial motivational aspect of students' learning. It supports students' engagement with collaborative learning.

This paper is an attempt to explore the possible changes we will observe in education as ICT acts as an influential mediator to change many of the conventional teaching-learning practices. In particular, the paper will explore the impact both current and emerging information and communication technologies will have on the future of education.

Keywords: ICT, ICT tools, learners, communication, technologies, pedagogy, digital, online

Introduction:

Information and Communication Technologies (ICTs) is a broader term for Information Technology (IT). It refers to all the technology used for communication, like the internet, computers, radio communication, cell phones, video-conferencing, software, social networking, and many other media applications and services. They enable the users to access, retrieve, store, communicate and deploy information in a digital form. According to UNESCO (2002) "ICT is a scientific, technological and engineering discipline and management technique used in handling information, its application and association with social, economic and cultural matters".

We are now in the information age era, as it gives instant access to knowledge. It is also known as computer age or digital age. Information and Communications Technology (ICT) plays important role in various sectors, especially in the education sector. It is also very significant in our day to day life. The absence of appropriate information at the right time results in low productivity. Inadequate ICT facilities also result in low-quality research works and a waste of time to collect information to conduct research. The information age has now transformed the way young people communicate, seek assistance, access material and learn. Young people are an online population as they access and communicate through a variety of means such as computers, TV and mobile phones etc.

Need and Significance of the study:

After the breakdown of COVID 19 pandemic, our educational functioning has been adversely affected. The present scenario of the classroom has changed. The schools and colleges are opened after the end of the lockdown but the students are confined to their homes. All the classes are conducted in online mode. There is a huge technological gap between the progress of the society and instructional activities of the teacher in the classroom. Technology has



revolutionized the society but the teaching and learning activities at schools and colleges have remained far away from the technology, except few schools, colleges and universities. In India, teachers impart knowledge in conventional method, it is a teacher centric mode. But today ICT has shifted the focus to student centric education. Students learn from various sources, and use ICT tools & Multimedia for the same. Since March 2020 till date teaching and learning and evaluation is done in online mode. So, the present study has great need and significance because this study shows the significant roles and impact of ICT in the future of education.

Objective of the study:

The objective of the present study is –

To find out the roles and impact of ICT on the future of education.

Research Methodology:

Educational institutions across India are passing through a transformation period due to outbreak of COVID 19 pandemic. To meet the growing social and commercial need of stakeholder's, many free E learning platforms are initiated by government of India to support and achieve the demand of technology based, futuristic and carrier-oriented education. Most of the policies and initiatives of the government focused on the enrolment of the students for the courses in the higher education and establishment of new institution. And lacked efforts to bring technology, innovative pedagogy to bring qualitative reforms in the institutions. This present article is undertaking to

- To study and understand the role of information and communication technology (ICT) in the future of education.
- To study and examine the impact of ICT in promoting modern educational tools and techniques in education and its overall effect.

The research paper is based on secondary data. The approach adopted in this paper is a balance of qualitative and quantities methods. The analysis emphases on the assessment of ICT strategies and theories based on the literature of earlier research work. Due to the problems in obtaining information from the primary sources, the present paper is based on secondary data resources. The data is mainly collected from government sources, books, journals, articles, research papers, etc. A literature survey is conducted to analyse the research work of renowned researchers and thinkers. After critical study and appropriate analysis, the conclusion is scientifically arranged to explain the role and impact of ICT in the future of education.

Literature Review:

A literature review is one of the most significant parts of all research activities as it gives scope, reasons and dimensions to study the research problem. It also helps to make a comparative analysis of past and present to envisage future. Academicians, researchers, and scholars across the world carried out considerable researches to find out the direct connection between ICT use and learners. They all highlighted the explanations of the prevailing time complexities and prepared the way for future research. Some researchers tried to explain the role of technologies in classroom teaching, according to some researcher's technology adds value in education, few researchers explored the influence of computer use in education. Presently, researcher's focus on the impact of the internet on education, e-Learning, online academic activities, digital devices, use of social media, wikis, blog, Facebook, ResearchGate, linked in,

etc. Among these researchers, some completely approve that ICT is playing a positive role in education, some believe that it has both advantages and disadvantages. The purpose of this research is to broaden the previous study.

McLuhan speaks about "Global village" in "Understanding Media: The Extensions of Man" 1964 and his quote "The new electronic independence re-creates the world in the image of a global village" became reality in today's living. Globalization and ICT together can be used to access global knowledge and communicate with other people. According to Dawson, Cavanaugh, and Ritzhaupt (2008), the application of technology creates a learning atmosphere which is student-centric rather than teacher-centric. It brings positive changes, as the use of computer technology makes the language class more active. Here the students are responsible for their learning. The independent use of technologies motivates students to acquire responsible behaviour and gives them self-direction. Arifah (2014) believes that the use of the internet increases learners' motivation. The use of multimedia in teaching supports the students to understand the subject with interest and grow their knowledge. The students can learn with self-space with the use of technology in the process of learning through using computer and internet. Apart from this, when learners learn with technology, it develops their thinking skills. So, we can conclude that the right blend of multimedia and teaching methodology is essential to draw a student's interest. Peregoy and Boyle (2012) carried a study on the use of technology in improving students reading and writing skills. The results of this study show that with the assistance of technology tools the student can learn fast, more effectively. The finding of the study also indicates that the technology tools are user friendly and it enhances the reading and writing skills of the students. Hennessy (2005) asserts that ICT acts as a motivating factor for teachers and learners to work in new ways. Students become independent and teachers feel that they should urge and support their learners to act and think autonomously. Eaton (2010) expressed that computer-based communication is a useful and convenient feature for language learning. Computer-supported discussion and argument have more participation than a face-to-face discussion. Swati Desai (2010) claims that the role of ICT in changing teacher-centred learning to skill-based learning and found that role of ICT in education is recurrent and inevitable. Keengwe and Georguna (2013) argued that a combination of technology into education meets the need of the young generation presently attending universities. They further said that technology should not drive instruction, but should rather be integrated into the course as technology is not a replacement for good instruction. Tello (2007) argues present situation shows us that access to ICT is a major prerequisite for involvement in a technological society. Barak (2017) from his work, found out how teachers include web-based technologies and their insights of cloud pedagogy. He concluded that cloud pedagogy framework facilitates both students and teachers, individually and collaboratively. Learners and instructors use synchronous and asynchronous learning.

Research Questions:

In this article we focus on three research questions: What is the role of ICT in the future of education; What is the impact of ICT in the future of education and how is ICT contributing to the future development of education?

Question 1 What is the role of ICT in education?

In traditional classroom teaching, the focus was on the content, and the emphasis was on the textbook-based teaching method. Now with the advancement of ICT, students are not restricted to textbook and classroom teaching. With the assistance of a computer, internet and EdTech tools, students can access information from various sources of learning. ICT provides a variety of educational services and medium like online learning, distance learning, e-Learning etc.

ICT plays a significant role in the way students are learning. There is a shift from teacher-centred learning to student-centred learning and content-centred curricula to a competency-based curriculum. ICT facilitates modern learning and encourages students to take charge of their learning process.

The role of ICT is to give equal opportunity to seek knowledge. Unlike classroom teaching, with online learning, students can access the content an unlimited number of times, whenever he wants with ease. ICT tools permit students to learn with their own pace and time. There are flexibility and freedom, so, they can go through the contents as many times as they like. It also provides a learning opportunity to significantly more learners, who were earlier, occupied with other commitments. Online learning is convenient and also saves learners time, money and efforts to travel.

ICT has developed a variety of tools and software in which we can collect and disseminate educational information. The development in ICT has promoted distance learning and also increased technical literacy.

Question 2 What is the impact of ICT in education?

Ron Oliver in his research paper 'The Role of ICT in Higher Education for the 21st Century: ICT as a Change Agent for Education' concludes that "Extrapolating current activities and practices, the continued use and development of ICTs within education will have a strong impact on:

- What is learned;
- How it is learned;
- When and where learning takes place;
- Who is learning and who is teaching." (Ron Oliver, 2002)

Question 3 How is ICT contributing to the future development of education?

Technology has significantly expanded access to education and gave opportunities for learners to acquire knowledge. Besides, all the information we need is now available online. Learners can consult and take advice from experts from online forums, learn from the case study and begin self-study.

In the middle age, only a few upper-class people had access to books and got the opportunity of an education. Today we have digital libraries, e-books, e-journals, online courses, and massive information is accessible at hand through the internet.

In conventional teaching, the teacher is the only source of knowledge and information. With the advent of ICT, the role of a teacher is shifting to that of the guide. Now students are taking responsibility for their learning by making use of technology for gathering technology. The colleges and universities are redesigning the curriculum and courses to foster interactive and collaborative learning. In future, the educational technology will help the teachers to go beyond the text-based teaching; teach and engage the learners in other innovative ways.

ICT and Future of Education:

- Both learner and instructors will make use of social media to express thoughts, and ideas interactively. Learners will follow the educators, influencers, and learn from their posts.
- Technology will help learners to be more responsible. They will take care of their valuable devices and improve the ability of decision making.
- The virtual Laboratory, online videos and models will stimulate the learners and help the teachers to explain the complex topics with demonstrations.
- ICT give hundreds of online educational programs, where learners participate through skype, hangouts etc. The learner will be exposed to the culture of other country and learn language lessons from a native speaker who is residing in a foreign land.
- Teachers with the use of technology will collect the real-time assessment from the students. The collected data will inform the teachers about the weak areas of the learners.
- ICT will enhance the teaching-learning process and bring flexibility and encourage online learning.
- Advancement in ICT will reduce the cost of accessing education as everything is available online.
- In the coming ten years, students will enjoy the freedom to choose their way of learning.

Conclusion:

The acceptance and use of ICTs in education have a positive impact on teaching, learning, assessment and research. ICT can enhance the teaching-learning process and enable broader access to education. In addition, ICT will increase flexibility so that learners can access the lectures with self-pace, irrespective of geographical barriers. It can have a great impact on the teaching and learning process. It would offer a new environment and motivation for teachers and learners. Similarly, the wider availability of e-content, videos, LMS, best course material, good online platforms can enhance teaching and improve the academic performance of the students. The overall literature recommends that there should be successful ICT integration in education. Higher education systems have expanded in the past few decades to increase quality education. The rapid developments in ICT have also helped to drive the higher education sector to aid the students and teachers better. Today, ICT tools and applications provide many opportunities and choices to the students and institutes to create competitive spirit among the students. ICTs, in their role as tools added to pedagogical models, can become valuable resources for learning and for equipping students with appropriate personal and professional skills for a country's development (Prieto, Quiñones, Ramírez, Fuentes, Labrada, Pérez & Montero, 2011).

Acknowledgements:

The author would like to acknowledge all the authors of articles cited in the paper.

Bibliography:

- Arifah, A. (2014). Study on the use of technology in ELT classroom: Teachers' perspective. M.A. Thesis. Department of English and Humanities, BRAC University, Dhaka, Bangladesh.
- Barak M (2007) Transitions from traditional to ICT-enhanced learning environments in undergraduate chemistry courses. *Comp & Educ* 48 (1):3043. Doi:10. 1016 /j. compedu. 2004.11.004



- Dawson, K., Cavanaugh, C., & Ritzhaupt, A. (2008). Florida's EETT Leveraging Laptops Initiative and its impact on teaching practices. *Journal of Research on Technology in Education*, 41(2), 143-159. <https://doi.org/10.1080/15391523.2008.10782526>
- Eaton, S. E. (2010). *Global trends in language learning in the twenty-first century*. Calgary, Canada: Onate Press. <https://files.eric.ed.gov/fulltext/ED510276.pdf>
- Hennessy, S. (2005). *Emerging teacher strategies for supporting*. Cambridge, UK: University of Cambridge.
- Keengwe, J. & Gergina, D., 2013, 'Supporting digital natives to learn effectively with technology tools', *International Journal of Information and Communication Technology Education* 9(1), 51-59. <https://doi.org/10.4018/jicte.2013010105>
- Mc Luhan, M. 1964, "*Understanding Media: The Extensions of Man*" Published by McGraw-Hill.
- Oliver, Ron (2002) 'The role of ICT in higher education for the 21st century: ICT as a change agent for education'. Research Gate 2002
- Peregoy, S., & Boyle, O. (2012). *Reading, writing and learning in ESL: A resource book for teachers*. New York: Allyn & Bacon.
- Prieto, et al. (2011). Impacto de las tecnologías de la información y las comunicaciones en la educación y nuevos paradigmas del enfoque educativo. *Educación Médica Superior*, 25(1), 95-102.
- Swati Desai (2010), Role of Information Communication Technology in education, 4th National Conference: INDIACom-2010, Computing for Nation Development, swati.desai99@gmail.com
- Tello, E. (2007). Las tecnologías de la información y comunicaciones (TIC) y la brecha digital: su impacto en la sociedad de México. *RUSC, Universities and Knowledge Society Journal*, 4 (2), 1-8.
- UNESCO (2002). *Information and Communication Technologies in Teacher Education, A Planning Guide*. Paris: UNESCO.

Biofuels: A Prospective Renewable Energy Source

Himanshi Bakshi

BSc III Biotechnology (Honours)
GGDSD College, Sector 32, Chandigarh
himanshi17march@gmail.com

Abstract:

In the present global scenario, strategies to improve fuel security and mitigate climate change is the need of the hour. Fossil fuels are major contributors of environmental degradation which leads us to look over biofuel as an alternative fuel source. The present study intends to explore the types and trends of biofuel production along with its raw material in terms of feedstock. It was found that the biomass holds on an average nearly 73% of the total renewable energy sources. An analysis of the production of liquid biofuels in the period of 2000-2017 suggested that growth of ethanol was 64% and that of biodiesel was only 17%. As far as feedstock for biofuels in Asian countries is concerned sugarcane and corn were predominant. The Government of India must possess ambitious plans to promote biofuels production for both domestic consumption and export.

Keywords: Biofuels, sustainability, clean fuel, renewable energy, biomass

'There is growing interest in biofuels in many developing countries as a means of 'modernizing' biomass use and providing greater access to clean liquid fuels while helping to address energy costs, energy security and global warming concerns associated with petroleum fuels'.
UNCTAD (2008 P. vii)

Introduction:

According to the International Energy Agency's report "World Energy Outlook 2007", the worldwide energy demand would be 50 % higher in 2030 than that of today. Worldwide several countries have undergone rapid expansion in all types of technology that rely on non renewable energy. Bioenergy is the largest renewable energy source globally. Unlike other renewable energy sources, biomass can be converted directly into liquid fuels, called "biofuels," to help meet transportation fuel needs. Biomass-based fuels such as bioethanol and biodiesel are a sustainable replacement of fossil oil in the transport sector. These are usually blended with petroleum fuels but are capable of being utilized on their own. In fact in 1826, the internal combustion engines of cars were designed to run on blends of turpentine and ethanol. Ethanol has a higher octane level than gasoline and has approximately 65% of the energy provided by an equivalent amount of gasoline. Improves fuel combustion and performance. Whereas biodiesel has about 90% of the energy content of conventional diesel and helps to achieve complete fuel combustion as it has higher oxygen content. These fuels are efficient fuels having significantly better lubricating properties and are cost effective, cleaner fuels.

Review of literature:

Ulgati (2001) mentioned biofuel as a "green" alternative to fossil fuels. He critically evaluated the system-based case study of biofuel production from maize or corn (*Zea mays* L.). He opined that biofuels can contribute to optimization of energy and bring about a balance of agricultural, livestock, or industrial production systems at an appropriate scale. Barnes (2006)

INTERNATIONAL RESEARCH FELLOWS ASSOCIATION'S
RESEARCH JOURNEY
 International E-Research Journal

PEER REFREED & INDEXED JOURNAL

March 2021

Special Issue 261(A)

**Use of ICT in Teaching - Learning
 Opportunities and Challenges**



Guest Editor of the Issue :-

Dr. P. D. Hudekar

Act. Principal

Vidarbha Mahavidyalaya, Buldana

Dist - Buldana [M.S.] INDIA

Executive Editor of the Issue :-

Prof. Sangita K. Pawar

Vidarbha Mahavidyalaya, Buldana

Chief Editor : Dr. Dhanraj T. Dhangar

Co Editors of the Issue :-

Prof. Vaibhao G. Vaghmare

Prof. M. T. Jamaiwar

Prof. S. H. Dandade

Prof. N. D. Raut

Prof. L. F. Shirale

Prof. S. V. Kalne

Shri. S. G. Pande



This Journal is indexed in :

- Scientific Journal Impact Factor (SJIF)
- Cosmos Impact Factor (CIF)
- Global Impact Factor (GIF)
- International Impact Factor Services (IIFS)



30	Benefits, Barriers and Difficulties of Implementing ICT in Education and Innovations in English Language Teaching	Dr. Leena Phate	134
31	Use of ICT in Physical Education and Sports	Mr. Abhay Chandekar	141
32	Role and Significance of Information and Communication Technology in Higher Education	Mr. Vijay Rahangdale	144
33	Application of Web 2.0 Technology in Library Services	Sudhakar Tare	150
34	Rise in Use of ICT in Education in COVID Pandemic Era	Anil Kumar	154
35	Comparative Study of Knowledge of ICT between Physical Education and Education Students of Sant Gadge Baba Amravati University, Amravati	Dr. Ravijet Gawande	159
36	Application of Information and Communication Technology in the World of Learning	Dr. T. G. Nagabhushana	162
37	Adopting Information Communication Technology in Academic Libraries : Special Reference to Government First Grade College Libraries	Sunanda B.	165
38	Challenges and Opportunities of ICT Enabled Teaching-Learning in Rural and Sub-Urban Area	Rahul Ingle	168
39	Teaching English Poetry with Mobile Applications	Dr. S. S. Shukla	171
40	The use of ICT in Sports and Physical Education	Shankar Rao, Devraj	175
41	Role of Information Communication Technology (ICT) in Sports: Technological Innovation in Modern Era	Prof. Pradeep Shende	181
42	Comparison of Challenges and Opportunities of ICT Enable Learning Process between Rural and Urban Professional Students	Prof. Ashish Barde	186
43	The use of ICT in Education: A Comparison of Traditional Pedagogy and Emerging Pedagogy Enabled By ICT'S	Dr. Vibha Katey	191
44	The Application of ICT in English Language Teaching and Learning	Dr. Sandeep Katole	195
45	Use of ICT in Teaching English Language	Prof. Pandurang Athwale	198
46	Use of New Technology in Teaching and Learning in Social Sciences	Dr. Madhukar Wadate	201
47	Virtual Teaching and Learning Pedagogies Beget Reach to Home Approach and Everlasting Impacts	Dr. Rajesh Ade	204
48	The Role and Impact of ICT in Higher Education : A Smart Classroom with Smart Education	Prof. Anshumati Pendokhare	207
49	Changing the Role of Library with Impact of Information Communication Technology	Dr. Shubhangi Ingole	214
50	Role of Social Media in Library Services During Lockdown Due to Covid-19 Pandemic	Mrs. Jyoti Rakte	217
51	A Review on Importance of Smart Phone Applications in Sports, Health and Physical Education	Mr. Apurba Pal	223
52	Influence of Two Variations of Circuit Training on Speed of Movement, Strength Endurance and Explosive Strength of Softball Players	Dr. Chandrashekhar Kadu	226
53	Use of Information and Communication Technology by Players	Dr. Harish Kale	230
54	India's Initiative in E-Learning	Vaibhao Waghmare	237
55	Use of ICT in Teaching Learning	Dr. Bhagwan Garude	241
56	ICT and It's Application in the Library	Shekhar Dixit	243
57	Teaching of Commerce with ICT : A Novel Approach	Dr. Mahesh Gaikwad	249



Benefits, Barriers and Difficulties of Implementing ICT in Education and Innovations in English Language Teaching

Dr. Leena V. Phate

Asst. Prof. & Head, Dept. of English,
Jawaharlal Nehru Arts, Commerce & Science College Wadi,
Nagpur, Maharashtra, India
leenaphate29@gmail.com

Abstract:

This article examines the benefits and difficulties of implementing ICT in education. The benefits of ICT for students and teachers are examined in detail. Barriers of innovation in teaching and learning process, barriers of e-learning faced by learners, teachers and trainers are discussed. The difficulties in implementing ICT in education are also expounded upon. Some of the innovations in English language teaching are reviewed. In the conclusion, some of the facets that need to be developed in future are specified, including the development of subject-specific ICT-based resources and e-learning platforms, training the teachers for implementing ICT, encouraging teachers in the use of ICT and developing life skills required for 21st century in students and teachers.

Introduction:

Recently, the development of ICT gradually changes the conventional teaching methodology. In the COVID Pandemic, classroom interaction is substituted by online teaching. The traditional white or blackboard is also changed by digital platforms and interactive whiteboard. The books or printed resources are getting replaced by online resources.

Benefits of ICT for Students:

Improves student's engagement

ICT make teaching and learning process more engaging. Technology integration into the classroom provides teachers with to use of new pedagogy and innovation in the teaching process. Learning becomes more fun and enjoyable for the students when teachers deliver through gamification, use online resources and arrange virtual field trips. Due to the use of technology in the teaching process, active participation of the students has increased the learning process also.

Improves knowledge retention

Technology has encouraged student's active participation in the learning process, resulting in knowledge retention. Benjamin Franklin rightly says "Tell me and I forget. Teach me and I remember. Involve me and I learn." Different ICT tools and educational apps which are best for the students have used which in turn increase student's retention of the knowledge.

Accommodates everyone's needs

Students who are working part-time or full time can take advantage of e-learning. Office goers and housewives can also take online courses at the time that suits them. It has been observed that people choose to learn at weekends or in evening times, depending on their availability and comfort. Unlike traditional classroom teaching, with online learning, students can access the content an unlimited number of times, whenever he wants with ease. Lessons start



quickly and also wrapped up in a single learning session. This enables the teaching-learning process to easily roll out within a few weeks, or sometimes even days.

ICT Encourages collaboration

ICT encourages collaboration with different institutes, teachers and students. Students collaborate with different teachers and students in different online activities. For instance, students collaborate with others on different educational platforms and discussion forums and exchange their ideas and documents in their virtual learning environments. Technology integration can encourage collaboration with students of other school and another country.

Students and teachers can learn useful life skills through technology

Use of technology in the classroom, develop skills of both teachers and students which are essential in the 21st century. Life skills such as problem-solving, critical thinking, communication skills, leadership and improving motivation and productivity. Technology also develops practical skills such as presentation skill, internet surfing, email writing and online etiquette. These are very significant life skills that are developed through technology.

Benefits for teachers

Teachers use different educational apps and online resources to enhance the conventional ways of teaching. Students are more participative and engaged when technology is incorporated into teaching. Online presentation, grading software and the LMS and online assessments save a lot of time and efforts for the teacher.

1. Technology enhances productivity and improves the performance of the teacher
2. With e-learning tools, it is easy to monitor the progress of the learners
3. The e-learning platforms having inbuilt administrative features which helps in the reduction of much administrative work to a great extent.
4. There are many user-friendly tools and applications beneficial for teachers for designing and developing of e-content.
5. Teachers can conduct various learning activities simultaneously and can scale up to meet the requirement of n numbers of learners depending on the platform used.

Barriers of Innovation in Teaching and Learning Process:

David Carless (2012) in his article 'Innovation in Language Teaching and Learning' has broadly explained barriers of innovation in teaching and learning process into three categories: teacher-related, system-related and school-related. Speaking about teacher-related barriers, David Carless asserts that teachers have a negative attitude regarding innovations. They are not ready to accept the change and are emotionally attached to the traditional and existing teaching-learning practices. With the existing values and beliefs, the teachers find the change threatening. There are numerous system-related barriers like lack of communication and trust between change agents and frontline implementers, lack of resources and support by the institution to implement innovation, insufficient professional development of the teachers. David Carless further adds that there is "failure to bridge the gap between rhetoric and reality; cynicism engendered by previous failed attempts at innovation; failure to align a pedagogic innovation with the requirements of high-stakes examinations" (2012). The school-related barriers include lack of interest and support for innovations, prevailing traditional forces within the educational institutes, insufficient



ICT resources, lack of understanding from the management of the institution, students find it difficult to adapt to the innovative practices of the teachers.

Markee, N (1997) in the book 'Managing Curricular Innovation', make a distinction between primary innovations and secondary innovations. According to Markee, primary innovations mean changes made in the teaching material. Where else, secondary innovations mean institutional changes which support the primary innovation. He elaborates that the main reason for lack of success in implementing change is a failure to promote secondary resources. Wedell (2009) has maintained that we should keep people and contexts at the core of the innovation process. Carless in his 'Planning for educational change: Putting people and their contexts first' (2011) argues on "contextually grounded approaches" to pedagogic innovation. A significant idea is that innovations need to be structured in ways which are approachable to all the stakeholders. In the same way, innovations should be respectful of both local classroom realities and wider national cultures.

Barriers of e-learning faced by learners

1. **Insufficient Resources:** Many learners don't have adequate resources required for e-learning. Like smartphones, laptops, desktop, high-speed internet connection with them to go through online learning.
2. **Inadequate Support:** Then there are learners who require the support of teacher throughout the eLearning experience. They may not be comfortable using the Learning Management System on their own. Even the support of family members is required, for providing the learning environment similar to the one available in a traditional classroom, also family members support is required for minimising the distractions and allowing the learner to devote uninterrupted learning time for achieving the set objectives.
3. **Limited Technical Experience:** Some online learners may be hesitant to leap into eLearning because they lack the required technical experience.
4. **Challenging eLearning Material:** Some learners, with low intelligence, find e-learning material challenging. Leading to frustration and dropouts.
5. **Short Attention Span:** Learners having a short attention span finds it difficult to remain focused for a long time
6. **Habit of Procrastination:** learners with the habit of procrastination – keep postponing things which lead to lagging behind in scheduled learning process.
7. **Lack of Motivation and Negative Attitude towards e-learning:** all those with inadequate motivation and inappropriate attitude find eLearning boring and difficult. They are not ready to accept it as a better form of learning.

Barriers of eLearning for Teachers and Trainers

1. Many teachers have a negative attitude towards e-learning.
2. They also lack the motivation to adopt the new trend.
3. Teachers with the habit of procrastination – keep postponing things which leads to lagging behind in the implementation of the scheduled learning process.
4. Some teachers have inadequate technical skills and find it difficult to engage the class even with a simple audio/video aid.
5. Many teachers lack the accessibility and have inadequate knowledge and insufficient hands-on experience about the various essential applications of educational technology.



6. In e-learning, the teacher has to play the role of facilitator more than in traditional classroom teaching.
7. And lastly, the teachers with inadequate multiple intelligence find it difficult to connect and interact fruitfully with the learners.

Difficulties in Implementing ICT in Education:

Though there are many benefits of e-learning, it has some difficulties in implementing. These difficulties depend on teacher's willingness, institutes support and finance.

1. The cost of ICT tools is enormous. The schools and colleges have to provide all the facilities to the teachers like internet facility, computers, software's, Learning Management System. The institutes have to arrange training for the teachers.
2. Teachers have a negative attitude towards new technology. Many teachers refuse to use ICT as they do not have confidence in implementing new technology in the teaching and learning process and find it stressful.
3. Teachers cannot control academic dishonesty. They find it difficult to monitor whether the students cheat or not, plagiarize or not during the online examination.
4. The school experience difficulty in maintaining standardisation to integrate the eLearning with the old hardware and software structure and reach the previous standards.
5. The schools and colleges have to keep a check on the students when they provide internet facility to them. Some software filters have to be used to keep the students away from the pornographic sites.

The success of the implementation of ICT in class depends on the teacher. Teachers perception of integration of ICT in the class decides its effectiveness. Becta (2004, pp. 1-29) has pointed out some problems in executing ICT in some developed countries, like the UK, USA, Australia, Canada, Netherlands, and Hong Kong. He concludes some teachers in these countries object to use ICT. The first reason according to Becta is that the teachers are not confident to use new technology in front of the students. They are afraid of failure to operate the machine or technological glitches. Secondly, the teachers are technophobic, they feel incompetent to use the new technology. The teachers are not interested to train themselves as they know their institute will not give them sufficient technological support that is needed.

Innovations in English Language Teaching:

Technology nowadays plays a very important part of language learning. There are many advantages of technology and innovations in language learning. It creates independent students, who are self-motivated, have active participation, engages in collaborative learning and gets a good result. There are many innovations in English Language teaching.

Digital Learning Platforms:

A digital learning platform is a piece of software intended to support the teaching-learning process. They include Learning Management System, Learning Content Management System and Virtual Learning Environments. Digital learning platforms have the capacity to be an effective learning tool for English language learning at many different levels of education. When we discuss innovations in English language teaching, digital platforms such as Facebook, Edmodo, Moodle Cloud, Schoology and Google Classroom come to our minds. Discussion forum, assessment tools, synchronous and asynchronous learning, and online classes create a bond between teachers and students.



Online Corpora:

A corpus is a collection of texts. Corpora is a plural term of the word corpus. It refers to electronic authentic language databases. This database is available via the internet or as software installed in the computers. Online Corpora is available for studying linguistic structures. Some of the tools that are available for the analysis of texts are

- i. Linguae
- ii. Vocabulary Profilers
- iii. Toeic Word Lists
- iv. New General Service List and Academic Word List.

Online Continuous Professional Development:

With the help of the internet, teachers may connect with other teachers to acquire knowledge. UGC sponsored Faculty Development Programmes, Faculty Induction Programmes and Refresher Courses are available online. Professional Development Courses are available online, some of them charge a fee to enrol, and some are free.

Smartphones have enabled teachers and students to access the internet and a variety of apps. Use a cell phone for teaching English. There are near about 15 impressive YouTube channels for teaching and learning English.

Mobile Learning:

The development of smartphones has enabled us to access the internet and use apps. The students can learn new words using dictionary option on mobile phones and enrich their vocabulary. They may verify the spelling pronunciation and usage of a specific word. They can even use SMS to send queries to teachers and get their doubts cleared. There are about 15 YouTube channels for teaching and learning English.

Communicating with People Online:

Skype, Zoom, Google Meet, Teams are some of the most used tools to communicate with people outside the classroom.

Video Conferencing:

Video conferencing continues to be a highly efficient way of inviting visitors into classrooms and enabling learners to collaborate with distance learning. There are many advantages of video conferencing. Firstly, the students learn from the native speakers of the English language. There is a cultural exchange between the student and the speaker. Secondly, Experts in the English language come to virtual classrooms for direct teaching. There are many free apps available for video conferencing, such as Skype, ooVoo, iChat and FaceTime or Flash Meeting.

Digital Game Based Learning:

Game-based learning involves the use of computer and internet. They are designed to produce learning outcomes. There are some user-friendly and fun online platforms for teaching the English language. English teachers can incorporate the right tools and techniques to make classes enjoyable for students. These online digital platforms can help students to master their language skills. The following digital platforms Kahoot, Lyrics Training, Quizlet, Storybird, GoNoodle can be used to develop motivation and competitive spirit among the students.



Technology in Assessment:

There are many web tools available, free of cost to supports assessment through assignments and quizzes: Google Classroom, Moodle, edx, Edmodo and many other, provides a beautifully designed evaluation framework. They provide a platform to create, distribute and grade digital assignments. Students can view the assigned work and can edit their copy and submit. For this, LMS provides integration with Google Drive, a student can upload the assignment from google drive. Teachers can then grade the submission of the students and return along with comments. Grade sheet shows Students' progress after the submission of assignments, quizzes and questions.

In the discussion forums, the teachers and students can easily communicate via posting comments. Each new material the teacher posts, a message is received by the students.

The rubric is a feature in LMS to create a formative assessment for the students which involves performance as well as feedback. The teacher sets parameters to judge the submission of the students. It also helps the students to know the grading system while writing an assignment because he has the rubrics in front of him. The student is aware of the scorecard and the aspects on which he is judged before he submits the assignment. Even the rubrics benefits the teacher while evaluating the submission.

Conclusion:

There are many benefits and difficulties in implementing ICT in schools and colleges. Each institute has its own difficulties and barriers depending upon the infrastructure and the management. To successfully implement ICT in schools and college need lot of time, energy and money. The management and teachers should have positive belief towards implementing ICT in teaching. The teachers should develop e-content of all the subjects. Subject specific ICT-based resources and e-learning platforms need to be developed. The management should encourage and train the teachers for implementing of ICT in teaching and provide the necessary ICT tools. The use of ICT in education will develop life skills required for 21st century in students and teachers.

References:

- Arifah, A. (2014). Study on the use of technology in ELT classroom: Teachers' perspective. M.A. Thesis, Department of English and Humanities, BRAC University, Dhaka, Bangladesh.
- Becta, (2004, pp.1-29). British Educational Communications and Technology Agency. A review of the research literature on barriers to the uptake of ICT by teachers. Retrieved from <http://www.becta.org.uk>.
- Carless, D. (2011). From testing to productive student learning: Implementing formative assessment in Confucian-heritage settings. New York, NY: Routledge.
- Dawson, K., Cavanaugh, C., & Ritzhaupt, A. (2008). Florida's EETT Leveraging Laptops Initiative and its impact on teaching practices. *Journal of Research on Technology in Education*, 41(2), 143-159. <https://doi.org/10.1080/15391523.2008.10782526>
- Eaton, S. E. (2010). Global trends in language learning in the twenty-first century. Calgary, Canada: Onate Press. <https://files.eric.ed.gov/fulltext/ED510276.pdf>
- Hennessy, S. (2005). Emerging teacher strategies for supporting. Cambridge, UK: University of Cambridge.



- İŞMAN, A. (2012). Technology and technique: An educational perspective. TOJET: The Turkish Online Journal of Educational Technology, 11(2), 207-213.
<https://www.tojet.net/articles/v11i2/11222.pdf>
- Markee, N. (1997). Managing curricular innovation. Cambridge, England: Cambridge University Press.
- Murphy, K., DePasquale, R. & McNamara, E. (2003). Meaningful Connections: Using Technology in Primary Classrooms. Young Children, 58(6), 12-18. Retrieved July 31, 2020 from <https://www.learnlib.org/p/101494/>.
- Susikaran, R. S. A. (2013). The use of multimedia in English language teaching. Journal of Technology for ELT, 3(2).
<https://sites.google.com/site/journaloftechnologyforelt/archive/3-2-april-2013/1-the-use-of-multimedia-in-english-language-teaching>
- Peregoy, S., & Boyle, O. (2012). Reading, writing and learning in ESL: A resource book for teachers. New York: Allyn & Bacon.
- Understanding OER
<https://courses.lumenlearning.com/any-oercommunitycourseunderstandingoer/chapter/defining-oer/>
- Wedell, M. (2009). Planning for educational change: Putting people and their contexts first. London, England: Continuum.
- https://en.wikipedia.org/wiki/Technology_integration
- <https://en.wikipedia.org/wiki/Technology>
- <https://studylib.es/doc/8844869/the-use-of-technology>
- https://www.researchgate.net/publication/310042924_Innovation_in_Language_Teaching_and_Learning

RESEARCH JOURNEY

SPECIAL ISSUE

ISSN : 2231-1629

**KNOWLEDGE
RESONANCE****A HALF YEARLY PEER
REVIEWED REASERCH JOURNAL**(Evaluated in the SJIF Journal Masters List Evaluating
Process with Impact Factor of 8.072 for Year 2021)**VASANTRAO NAIK GOVERNMENT INSTITUTE
OF ARTS AND SOCIAL SCIENCES, NAGPUR****Postgraduate Department of English
Organized****TWO DAY NATIONAL WEBINAR
DEPICTION OF INDIA IN ENGLISH LITERATURE****28 and 29 May 2021****IN COLLABORATION WITH****RAJKUMAR KEWALRAMANI MAHILA MAHAVIDYALAYA, NAGPUR
DR. M. K. UMATHE COLLEGE, NAGPUR
BHIWAPUR MAHAVIDYALAYA, BHIWAPUR****EDITORIAL BOARD OF SPECIAL ISSUE****CHIEF EDITORS****Dr. Urmila Dabir**
Principal
RKMMV, Nagpur**Dr. D.V. Naik**
Principal Dr. M. K. Umathe
College, Nagpur**Dr. Jobi George**
Principal
Bhiwapur MV, Bhiwapur**Dr. Kapil Singhel**
Head, Dept. of English,
VNGIASS, Nagpur**EDITORS****Dr. Sonnath Barure**
Dept. of English
VNGIASS, Nagpur**Dr. Vinita Virgandham**
Bhiwapur MV,
Bhiwapur**Dr. Vaishali Meshram**
Dr. M. K. Umathe
College, Nagpur**Dr. Harish Tapadia**
Dept. of English,
VNGIASS, Nagpur**ASSOCIATE EDITORS****Dr. Sameer Naik**
Dr. M. K. Umathe College,
Nagpur**Dr. Madhavi Mohari**
RKMMV, Nagpur**Mr. Govind Rathod**
VNGIASS, Nagpur**Mr. Shekhar Vispute**
VNGIASS, Nagpur**Mr. Someshwar Wasekar**
Bhiwapur MV, Bhiwapur

CONTENTS

Sr. No.	Topic	Page No.
1.	Indian Ethos as Reflected in the Works of British Writers Dr. Jyoti Patil	01
2.	Partitioned Identity in Mahesh Dattani's Final Solutions Dr. Urmila Dabir	05
3.	All about Cats and Mice: Trauma and Testimony in Art Spiegelman's Maus Dr. Prantik Banerjee	07
4.	Emotional and Intellectual Oscillation in Chitra Banerjee's Queen of Dreams Dr. Sonia Singh Kushwah	11
5.	Science, Technology and Supernatural Elements in Chetan Bhagat's One Night @ the Call Centre Dr. Shitalkumar G. Gaikwad	15
6.	Themes of rebellion and independence in A House for Mr. Biswas Dr. Dnyanesh Naik	18
7.	Poetry Reciting Nation (India): A Reading of Select Poems of Jayant Mahapatra Dr. Somnath Barure	22
8.	SOCIAL MORALITY IN GODAAN Dr. Vinita Virgandham	26
9.	Plight of Parsi Community and Indian Nationalism in Rohinton Mistry's Such a Long Journey Someshwar Vinodrao Wasekar Dr. Anuradha D. Kherdekar	29
10.	DEPICTION OF INDIA IN JAYANTA MAHAPATRA'S POETRY Dr. Abhinandan G. Pakhmode	32
11.	Multiculturalism -Social Cohesion and Conflict in Mistry's Fiction Abdul Shamim, Kapil Singhel	35
12.	Expatriate Sensibility in Bharti Mukherjee's The Tiger's Daughter Dr. Alka Bansal	40
13.	INDIAN DIASPORIC WRITINGS AND POST 9/11 WORLD: RESPONSES DECODED Sulok Birendrasingh Raghuwanshi	43
14.	Sudha Murty's Dollar Bahu: A Literary Panopticon of Indian Values Shekhar B. Vispute Dr. Bhupendra N. Kesur	46
15.	Use of Narratives in Amitav Ghosh's The Calcutta Chromosome Dr. Ajit Ravikant Jachak	50
16.	In Pursuit of Self: A Feminist Reading of Githa Hariharan's Fugitive Histories Dr. Leena V. Phate	52
17.	Portrayal of Indian Values in select works of Sudha Murthy Dr. G. R. Hashmi	57
18.	Manju Kapur's Difficult Daughters: A Chronicle of Discovery and Resurrection Dr. Manish R. Chakravarty	60

In Pursuit of Self: A Feminist Reading of Githa Hariharan's Fugitive Histories

Dr. Leena V. Phate

Asst. Prof. & Head, Dept. of English,
Jawaharlal Nehru Arts, Commerce & Science College Wadi,
Nagpur, Maharashtra, India

HHH

Abstract

Githa Hariharan's novels convey an understanding of universal feminist consciousness. She embodies a critical understanding of the communal, social, cultural and gendered difficulties that her female characters had to go through in their pursuit of self. Together with oppression Githa Hariharan thoughtfully depicts the determined quest of the female characters to style a valuable reality for themselves. In the light of these arguments, the present paper is an attempt to examine and probe the way Hariharan's women characters challenge the conventional roles and identity imposed on them by the male-controlled social order as they attempt to recreate a modern self-identity for them. For this purpose, her novel Fugitive Histories is thoroughly studied in this paper.

Keywords: Feminist consciousness, oppression, conventional, patriarchy, quest self-identity

As a woman's freedom movement feminist ideology is committed to undermine the established structure of the patriarchal standard and liberate women from the restraints of chauvinist images and oppression and silencing by the male-controlled society. Simultaneously Feminism also aims at the all-around liberation of women. Emphasizing the "all-around liberation" Gerda Lerner in her book *The Creation of Patriarchy* states that, "It (feminism) is not always a movement, for it can be a level of consciousness, a stance, an attitude, as well as the basis for organized effort" (Lerner, 237). Sushila Singh in her piece of writing "Recent Trend in Feminist Thought: A Tour de Horizon" perceives that "As a philosophy of life, it seeks to discover and change the more subtle and deep-seated causes of women's oppression. It is a concept of 'raising of the consciousness of an entire culture' (Singh, 22). This awareness of being dominated and disregarded by the patriarchal social order and of challenging the false identity which reduces women to a state of invisibility is the feminist consciousness.

The feminist consciousness directed to the rise of feminist literary works which not only question woman's subordination and subjugation in society but also to narrow-minded, orthodox representation of women in mainstream literature. The modern woman does not want

to be conventional anymore. She wants her fair place together with her male counterpart. According to Shantha Krishnaswamy, "The Indian woman picks up enough courage to raise her head and ask a few awkward and pertinent questions." (Krishnaswamy, 8)

Githa Hariharan is a present-day feminist writer. She has captured the interest of many critics and readers. Many research articles, reviews and full-length studies have been published on her novels. Hariharan has created a place for her internationally with her first novel *The Thousand Faces of Night* (1992) and won the prestigious Commonwealth Writers' Prize for the best first novel in 1993. Her work grows out of her feminism and other social and political convictions. She is obsessed with the problems of women in particular. Her protagonists do not follow the passive role allocated to them by tradition in society. They think, feel and act finding out their ways of life.

Fugitive Histories (2009) is the novel by Githa Hariharan based on the sensitive Godhra communal riots and their outcome. Godhra is a city in the state of Gujarat, India which disgracefully became part of all Indian newspapers on February 28, 2002. *Fugitive Histories* is a journey of three Indian women of different generation in three different cities. It reveals the life of Mala in Mumbai, Sara in Delhi and Yasmin in Ahmedabad. Mala, Sara and Yasmin are caught in the anguish and hatred of their past and suffer an identity crisis in the troubled times of violence and religious hatred. They are trying to release themselves courageously with hopes and dreams. Mala, a Hindu Brahmin married Asad, a Muslim, have two children Sara and Samar. Mala have faith in the philosophy of humanism and not in other discriminations that exist in society. After the death of her husband wants to know what she is without Asad. Sara is in dilemma whether to continue the job in Mumbai or to go to Gujarat and write a script for Nita's documentary about the victims of the 2002 Gujarat riots. Sara does not know what it means to be half Hindu and half Muslim, as her mother is a Hindu and her father, a Muslim. Yasmin, the riot-affected girl wants her life back as it was before the riots.

Set in the background of post-2002, the novel is divided

into three sections, titled Missing Persons, Crossing Borders and Funeral Rites. The first part introduces all the major characters and their lives. The second part talk about Sara's meeting with Yasmin and the suffering of other victims of the riots. And in the third part of the novel, Sara, Mala and Yasmin make an effort to understand, accept and deal with life and they ultimately find their lost self. Heinz Lichtenstein points out that identity is a human necessity. He says, "loss of identity is a specifically human danger, and maintenance of identity a specifically human necessity." (Lichtenstein, 78) According to American-German psychologist, Erik Erikson identity means a "mutual relation in that it connotes both a persistent sameness within oneself (selfsameness) and a persistent sharing of some kind of essential character with others" (Erikson, 109). He has established the theory of psychosocial development of an individual in his Identity and the Life Cycle. He is also recognized for coining the term 'identity crisis.'

Mala

Malathi, Mala for short is Sara's mother. Mala, a South Indian Brahmin is married to Asad, a secular Muslim. She is entirely reliant on him. When the novel begins, Mala is in her empty home after her husband Asad's death. She wants to identify what she is without Asad. She feels estranged, and lonely after Asad's demise. Mala's home in Delhi is empty. She is left with sketches of her husband and their memories together. Githa Hariharan has used the sketches made by Azad to reveal the character and psyche of Mala and to show glimpses of her life.

Mala becomes emotional at the point of recollecting her childhood memories. When she was of the tender age of twelve years, she wanted to live an independent life and fulfil all her desires and wishes. But Mala since she is a girl is not allowed to climb a tree and ride a bicycle like her cousins in the village. She is deprived of complete freedom. Mala does not want to be dominated by male supervision as other ladies of the house. She remembers her childhood days in the village and finds that it was not less than a prison for her. Mala was not happy with her Brahmin identity; she sees different treatment given to a boy and a girl in her house. The childhood incidence created a sense of inferiority complex in Mala for being a girl. Child, "Being her seemed to mean being inept, her fear of failure even before she had failed. Failure tasted like a chalky peanut or an overripe orange that spurted rotten-sour juice into her mouth" (FH, 14).

Mala's childhood ambition was to be one of those fearless and joyous children. She stared at them secretly, enthusiastically from distance. "What she wanted was to

find a place to be in or a thing to do that would set her free from her family, her home and school in the city, her annual summer home in the village" (FH, 14). The novelist through Mala's childhood depicts how a woman's desires are suppressed from her childhood itself. A boy and a girl child are treated differently in a patriarchal society.

Mala feels alienated when she realizes that things will never change even after her growing up into an adult. She starts facing an identity crisis as she does not want to see herself framed into a particular patriarchal set-up like Bala. She feels that she could never have an individual identity in the orthodox atmosphere of the family. She could only live and die as Mala- a pure Tamil Brahmin as the post-lunch conversation of the family only made her realize that she belongs to a specific Brahmin class that is entirely diverse from other religions.

Mala dreams of her own life with freedom of her choice. "She wanted was to be set free from herself what she wanted was to be someone else" (FH, 15). This thought makes her depressed because she is aware of the fact that "she can never be someone else" (FH, 17). She has a vague belief that after death she'll be reborn and fulfil her desire to climb trees and ride a bicycle.

Mala has a strong relationship with her grandmother. Their names Bala and Mala are glued together with the rhyme" (FH, 18). They share an unspoken secret. Only Bala, her grandmother is not against her marriage with Azad.

Susie Tharu and K Lalita in *In Women Writing in India Vol. 1*, explicate that both men and women writers in their literary texts play an important role in the growth of the communal mode of thinking. The tension, hatred is perceived in the novel when Mala, chooses Asad as her life partner, who does not fit into the framework of a son-in-law. When she talks of the marriage to her parents, they lament it saying, "You are killing us! You'll marry this man, this foreigner, and you'll be lost to us, you'll kill us!" (FH, 69). She marries him disobeying all the marriage traditions and customs. She boldly and vigorously violates social conventions to marry Azad and finally elopes with him to Mumbai.

Soon after their marriage, Mala starts facing difficulties as she belongs to a Hindu family. The culture of a Muslim family is entirely different from a Tamil speaking Brahmin family. The secular identity is transformed into a religious one. When Mala gives birth to a baby boy many difficulties are involved in naming him. Azad's mother suggested that the boy would be called Ahmed and Mala's mother decided to name him Rama or Krishna and even preferred

Ramakrishna "a double dose to help compensate for his half-and-half parentage" (FH, 31). But Mala and Asad want to choose a common name for him. So, they name him 'Samar'. Mala's mother wants to perform the naming ritual and to invite all her relatives but that is also rejected by Asad. When a woman steps into a new house, she is deprived of her liking, individuality and even to name her son/ daughter. Mala's mother states, "First you come up with a strange name. We've never heard before then you don't want a naming ceremony. What do you think this boy is going to live in a world all by himself" (FH, 32)?

Mala sometimes feels rejected by her husband when he enters a depressed but artistically productive state after the 2002 Gujarat massacres. Asad turns out to be very secretive particularly regarding what he is doing in the studio. After the death of Asad Mala goes through his sketches and comes to see the grounds because he gave way to the internal chaos that had shaken all that he believed and loved. All of a sudden, she realizes the causes why his inner colours had washed out and his sketchbook is unfilled.

Now after Asad's death, suddenly Mala feels the pain of rejection by society or at times she even feels that heartbroken Asad (due to riots) had also rejected her. She feels so because she does not have any religious identity, which is generally demanded when a person wants to adjust in society according to cultural categorization. Every night she tries to sleep but in vain. Asad does not let her sleep. She feels broken without Asad. Daily after coming back from work, she hesitates to enter her bedroom. She only finds comfort outside her bedroom, where Asad's memories cannot haunt her.

At the end of the novel, Mala takes the palette, knife and one of the paintbrush Asad used in his last years and drops them in the pond. She has the desire to throw obstinate paintings also. But she cannot carry out a funeral rite of the paintings like the knife and the paintbrush. Mala threw palette and brush as they were no longer of any use. By dumping them forever, she pays a last tribute to Asad and decides to manage her life without Asad by keeping his ideas alive. Mala walks back in dark and the stars shine on Mala as if they have something to say. The novel ends with hope.

Mala learns to live life after the death of her husband. The novelist has portrayed the character of Mala from her childhood to her adulthood. She has successfully shown development in her character. Mala, an introverted and submissive girl advance to become a bold, confident, sensible and supportive wife and mother.

Sara

Sara Zaidi, another major character is born to a Hindu mother and a Muslim father. She is the daughter of Mala and Asad. She faces an identity crisis in the novel. "I have Muslim relatives and Hindu relatives. I'm neither" (FH, 167). This question arises since people are cast into rigid religious moulds. Sara struggles to free herself from these concepts. Now and then she is confused, "sometimes I think I'm Indian" (FH, 167). Sara attributes her identity to nationality to get over her dilemma. Further, her pursuit finds comfort with the self when she says to herself, "But most of the time I'm just Sara" (FH, 167). This confirms that individuality triumphs over nationality. Sara forms her distinctiveness.

Sara is a social worker and an aspiring documentary filmmaker working with an NGO named 'Sangam' in Bombay. She is a sensible and contented youth and a humble employee. Nira her roommate redirects her to go to Ahmedabad to witness the problem of the Muslim's there. She grabs the opportunity to go to Ahmedabad on a script-writing on the Muslim families affected by the Gujarat riots.

Sara loves and is in a relationship with a man called Rajat Shaw. His father is a Christian and his mother a Hindu. Rajat also lives in Mumbai and Sara after the day's hectic schedule visits him. Sara is a self-made, loving and carefree girl. But after marriage husband's name becomes the suffix to the wife's name. When the thought of changing her name comes to her mind, Sara's views hesitate, "...drop the Zaidi (Asad's family name), she could be Vaidyanathan like her mother, or Shaw like her boyfriend. Sara Zaidi could become Sara Vaidyanathan, take a break from one half of herself and try out the other. Or she could leave herself behind entirely, turn into Sara Shaw." (FH, 39-40) She defeats this problem by calling herself "I'm Just Sara" (FH, 167). Sara's thoughts are mature but still, she suffers from an identity crisis. She is under a religious conflict and thinks about whether she is a Muslim or a Hindu. Sara is in a dilemma as she does not belong to one religion.

Sara is a dutiful daughter of Asad and is inspired by his ideals of life. She is very near to her father and his death makes her sorrowful. She realizes the fact that Hindu-Muslim riots were mainly responsible for Asad's unfortunate death.

Sara realizes that visiting Ahmedabad is important as she needs to rediscover herself. She is nurtured as an Indian by her parents. After the Gujarat riots, it becomes unbearable for Sara to believe that people can suffer as

they are Hindus and Muslims. She does not want to meet and interview the 'Muslim Indians'. She remembers Asad, saying that there is nothing in a name. But now Sara considers that a name can change one's destiny. She agrees to go to Ahmadabad along with Nina to visit the immigrants from Gujarat. She wants to find out if Asad's vision is still alive and a person can live by only being a human.

In Ahmadabad Nita and Sara goes to meet the dislocated Muslim victims. Among them, Yasmin, a victim of the Gujarat riots has a deep impact on Sara. She plays a crucial part in the thoughts of Sara. Sara is psychologically involved with this girl who has lost her brother and home. After witnessing Yasmin's efforts to live up to the various difficulties, Sara realizes that she cannot bear the heaviness of representation. It complicates Sara's attempt to write the script and her own identity.

Sara after spending a week in Ahmadabad return to Delhi by train. On the train, an old couple shares a delicious breakfast with Sara. During the conversation, the man asks Sara about her cast and origin. Here Sara again finds it difficult to give a definite answer. She replies that she is half-Hindu and half-Muslim. Suddenly the couple who was actively involved chatting and sharing food with Sara, step back. Sara at this point recalls her father's words, "Don't be ashamed of who you are and don't be ashamed of who you're not" (180). She decides to be her parents' daughter, a secular. She chooses to be an Indian and a human being first. Sara made her position quite clear; she will neither think about what she is nor concentrate on what she is.

Sara disables anxiety, fear and tension. She selects her role as a woman and regains her identity. She encourages Yasmin to take higher education and also gives strength to Mala. She understands that by only being a woman she can firmly stand without a particular name, caste and religion. When Sara reaches Delhi, she tells her mother about her experience and awareness of her new self. Sara very proudly tells her mother that "Yes, I'm beginning to realize how lucky I am. How glad I am that I'm a hybrid" (FH, 184).

Sara is a round and complex character, which develops and finds her identity. She gets a solution to her dilemma and the courage to face difficulties in her life. She renews her faith in her parents' ideas and her own. "It's always been like this. Riots happens, and then people forget. Life carries on. People carry on" (FH, 233).

Yasmin

Yasmin is one of the victims of the 2002 riots in Gujarat.

She is an innocent girl of seventeen years with a heart-shaped face. She lives with her father and mother. Yasmin has lost her brother, who was a science student during the riots. She has to move to a new and safer place with her family and hopes to survive. Her father lost the house and a big shop in the riots. He is now trying to establish a new business to earn a livelihood. Her mother is a housewife and helps other woman and sells the skirts she has stitched and embroidered.

Yasmin is a big fan of Shabana Azami and believes that she would come and save her. She wants to meet Shabana in Mumbai. "She's seen all her pictures, she thinks Shabana Azmi will come and save her from here" (FH, 111). She is preparing for the board exam. Yasmin is in the last year of school and after completing her school desires to go to college. She is determined to get an education to make her future bright and to compensate for the loss of her brother Akbar. The novelist has portrayed Yasmin as a very courageous and optimistic girl. She loves her parents and wants to do something for them. She wants to pass the exam this year because her mother is working hard and her father falls sick. She aspires to go to college and get a job to support the family. Her brother is missing and she would like to play the role of a daughter and son. She wants to shut the mouth of people who tell her Ammi and Abba not to send her to school.

Despite multiple burdens, Yasmin is trying hard to overcome all the challenges. She is doing everything all alone. She helps Ammi with the household work. She also has the pressure of passing the exam as she does not want to lose the opportunity of going to college. Notwithstanding the injustice done to her and many others like her, Yasmin believes god to help. She takes care of herself and has made many promises to Ammi, Abba and Akbar though he is not with them. "The promises she has made to herself are the worst of all, they are huge as airy balloons, but they're made of such fine glass that they can break without being touched. Keeping a promise sometimes means breaking the promise you made to yourself. This is a strange and troubling thought" (FH, 119).

Yasmin is a fighter and has learned to take care of her parents and herself. She has learnt to be careful, "it means avoiding an empty road but also a crowd. It means not going where it's dark or where there may be policemen" (FH, 122-123). The words and expressions that nowadays exist in Yasmin's ears and head, harassing her all the time are: "careful, alert, guarding against, taking care, anything can happen" (FH, 123). She believes that being careful in life is more difficult than the board exam.

Githa Hariharan, through the character of Yasmin, portrays the dilemma of many Muslim individuals who were required to leave their homes forcefully. There is a lot of pressure and uncertainty to disown one's native place. On the loudspeakers, people proclaim "Go to Pakistan! Go back to Pakistan!" (157). It shows that Muslims have become convicts in their own city. Yasmin is going through an identity crisis. She wants to be recognized as an individual and not as a Muslim. Yasmin understands that she has to take care of her safety as she is a Muslim. She finds that there are nearly few good people left in the world. People with tilaks on their forehead and Trishul in their hand haunt her. Yasmin can no more trust people, as she has seen them with hockey sticks, rod, swords, and pipes with her open eyes and also in her dreams. But ultimately, Yasmin gradually accepts the adversity and comes to terms with life. She learns to handle and overcome all the difficulties in her life.

All the three Ammi, Abba and Yasmin herself sit together hand in hand in silence. Yasmin closes her eyes so she can save this moment forever. She has suffered mental and physical pain but still strives to fulfil her dreams instead of lamenting over the past. The support Yasmin gets from Sara, her mother and father and also from her dead brother help her to get her lost confidence and her true self back.

Thus, Githa Hariharan attempts to highlight the female characters individual place in this society. The experiences of female characters with men in their lives and their reactions to those surroundings are well treated by Githa Hariharan. She also exhibits their quest for identity. This has been represented as, "Women, who refuse to accept the prevalent codes, question the injustice, assert to seek fulfilment, are grouped under the title of non-conformists." (Bai 43) The female characters struggle hard to defeat psychological obstacles for example personality disorder, self-consciousness, hesitancy, timidity, insecurity and fearfulness. They also overcome social barriers such as orthodox beliefs and prejudiced religious views. And try to achieve freedom and individuality. The novel also emphasises traumatized religious identities in general. Through the accurate portrayal of all the characters, Githa Hariharan asserts that all humans are linked with one another. The novel shows that everyone's life is connected in this world. The action leads to a chain of reaction that affects the lives of people either directly or indirectly.

The novel *Fugitive Histories* resolves the fight of women for their identities which are challenged by religion, caste, nationality and violence. The novel deals with the problems of identity on the individual plane as well as on

the universal plane. Confrontation of these ideologies is evident in the comeback of the characters of Githa Hariharan in *Fugitive Histories*. Mala challenges the religious norms of marriage and marries Asad. Sara lives with Rajat Shaw which shows a live-in relationship against the traditional arrange marriage. They both love and live and do not think of marriage. Mala shapes her identity as a teacher where else Sara as a scriptwriter for documentary films. Yasmin overcomes all the obstacles and regains the lost confidence and her true self.

Works Cited

1. Bai, K. Maan. *Women's Voices*. New Delhi: Prestige Books, 1996. Print.
2. Blawat, M. "Feminism and the Family in the Fiction of Sharifi Deshpande, Githa Hariharan and Manjula Padmanabhan". *Desert in Bloom*. Penicraft International, 2004.
3. Erikson, Erik. *Identity and the Life Cycle*. New York: International Universities Press, 1959. p.109.
4. Hariharan Githa. *Fugitive Histories*. New Delhi: Penguin Books India (p) Ltd., 2009.
5. Krishnaswamy, Shanthi. *The Women in Indian Fiction in English*. New Delhi: Ashish Publishing House, 1984. Print.
6. Kumaraswami, N and Joseph, S. (2018) "Identity Crisis in the Novels of Githa Hariharan". *Review of Research, IGC Approved Journal No. 48514, ISSN: 2249-894X*
7. Lerner, Gerda. *The Creation of Patriarchy*. New York: OUP, 1986. 237. Print.
8. Lichtenstein, Heinz. *The Dilemma of Human Identity*. New York, 1977. p. 78
9. Navarro, Teresa. *Antonia (2003) The Fiction of Arundhati Roy and Githa Hariharan: Another World is Possible*. Penguin.
10. Prabhakar, Sarita. (2011) *Fiction and Society: Narrativization of Realities in the Novels of Sharifi Deshpande and Githa Hariharan*. Raviat Publications.
11. Singh, Sushila. (ed). "Recent Trends in Feminist Thought - A tour de Horizon". *Feminism and Recent Fiction*. New Delhi: Prestige Books, 1991. Print.
12. Thara, Susie and K Lafite. eds. *Women Writing in India*. Vol.2. OUP: New Delhi, 1995. p. 74.
13. Singh, Jyoti. *Indian Women Novelists: A Feminist Psychoanalytical Study*. Jaipur: Raviat Publication, 2004.
14. Trika, Pradeep. ed. "A New Voice in the Indian Fiction: Githa Hariharan." *Indian Women Novelists*. R. K. Dhanoo. Set III Vol.6 -New Delhi, Creative Books, 1995.
15. Khan, A.G. and Khan, M.Q. "Thousand Faces of Night: An Epic 'Cap Bulied?'. *Changing Faces of Women in Indian Writing in English*. New Delhi: Creative Books, 1995.



IJARSCT

Impact Factor: 4.819

Scientific Journal Impact Factor

www.sjifactor.com

International Journal of Advanced Research in Science, Communication and Technology (IJARSCT)

ISSN No. : 2581-9429

A Multidisciplinary Double Blind Peer-Reviewed Refereed Monthly Journal



Volume 3, Issue 2, March 2021



Crossref

DOI: 10.48175/568

www.doi.org

www.ijarsct.in

Development of Blue Emitting Organic Phosphors of Diphenylquinone (DPQ) Group for OLED

G. D. Zade

Department of Physics

Jawahar Lal Nehru Arts, Commerce & Science College, Wadi, Nagpur, 440023, India

Abstract: A series of blue emitting organic phosphors and its derivatives with different combinations were synthesized in an argon atmosphere at 1400°C by Friedlander Condensation method and were tested chemically for its solubility in acidic and basic and emitting blue color under UV. The structural changes take place in DPQ on organic phosphor. The structural, optical and chemical properties of all the derivatives of diphenylquinone (DPQ) were studied from various characterizations. It shows the stability of characterized organic polymers. The physical and chemical study shows more effectiveness with large applications to emit blue light for organic display system.

Keyword: Friedlander Condensation method, Synthesis, Characterization, Solid state lighting

I. INTRODUCTION

Organic polymers are promising materials used as an active layer in optoelectronic devices [1-7] such as the field effect transistors [8], light emitting diodes [9] and photovoltaic cells [10]. Most organic semiconductors are based on π -conjugated molecules ranging in size from small molecules to polymers. Important advantages of using organic materials rather than inorganic semiconductors are the relatively low production and processing costs, flexibility and light weight.

Organic semiconductors can often be processed from solution, using techniques such as spin coating or ink-jet printing. Some examples of typical organic conjugated polymers such as poly (para-phenylene) (PPP) [13], poly(para-phenylene vinylene) (PPV) [14], poly(para-phenylene ethynylene) (PPE) [15,16] and polythiophene (PT) [17-19]. In display applications, it is essential to develop highly efficient and reliable device in all three primary colors (RGB). However, the luminous efficiency of blue and red OLED's still needs to be improved [20]. Color purity and stability of blue color remains a challenge.

Over the last three decades, poly (quinoline) has become the subject of intense research as electroluminescent materials for organic light-emitting diodes (OLEDs) thanks to their superior physical properties such as high electron mobility, photo luminescent efficiency, and stability. Electro active and blue light-emitting diphenylquinone (DPQ) was synthesized in nearly quantitative yield by a single modification of polystyrene. It emits blue light in neutral solution and thin solid films.

II. EXPERIMENTAL

The synthesis of organic phosphor materials diphenylquinone (DPQ) and its derivatives is done by the method of Friedlander Condensation technique. In present work, diphenylquinone and its three derivatives were synthesized by taking various combinations. All the materials taken are of A. R. Grade with high purity. Various combinations for the phosphor materials are summarized in TABLE-1.

Table-1

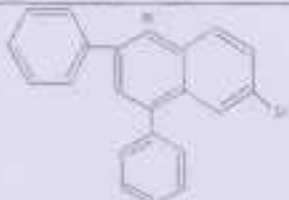
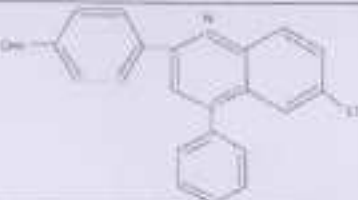

S. No.	Organic phosphor material	Combination for the synthesis	Quantity
1	Methyl diphenylquinone (M-DPQ)	a. 2-Amino, 5-Chlorobenzophenone. b. P-Methyl Acetophenone	2 gm. 2 gm.

		c. Diphenyl Phosphate (DPP)	2 gm
		d. m - Cresol	3 ml
2	Chlorine Methyl diphnylquoline (Cl-M-DPQ)	a. 2-Amino, benzo phenone.	2 gm
		b. P-Methyl Acetophenon	2 gm
		c. Diphenyl Phosphate (DPP)	2 gm
		d. m - Cresol	3 ml
3	Chlorine Methoxy diphnylquoline (Cl-MO-DPQ)	a. 2-Amino, 5- Chlorobenzo phenone.	2 gm
		b. 4-Methoxy Acetophenon	2 gm
		c. Diphenyl Phosphate (DPP)	2 gm
		d. m - Cresol	3 ml

Blue emitting organic phosphors Methyl diphnylquoline (M-DPQ), Chlorine Methyl diphnylquoline (Cl-M-DPQ) and Chlorine Methoxy diphnylquoline (Cl-MO-DPQ) with different combinations were synthesized in an argon atmosphere at 90°C for one hour and then at 140°C for four hours under Argon atmosphere in oil bath. After five hours, three neck flasks were kept outside the oil bath for cooling up to 24 hours. Two layers were seen after shaking and adding dichloromethane and sodium chloride with proper proportion.

All the organic phosphors were purified and converted into a crystalline powder by applying proper method explained in Friedlander Condensation method [21] with the help of dichloromethane (DCM), 10% NaOH solution, distilled water, MgSO₄ and hexane. Solubility of all the phosphors was tested in acidic acid, formic acid, tetrahydrofuran (THF), chloroform, etc. The organic phosphors were tested for their color of emission under UV and it shows blue color emission. It confirms that these phosphors are useful for organic light emitting diodes (OLED) and also for flat panel display. The structure of all the organic phosphors with their various parameters are summarized in Table-2

Table-2

S. No.	Organic phosphor material	Structure	Emission (nm)	Excitation (nm)
1	Methyl diphnylquoline (M-DPQ)		406	370
2	Chlorine Methyl diphnylquoline (Cl-M-DPQ)		442	365
3	Chlorine Methoxy diphnylquoline (Cl-MO-DPQ)		440	365

III. RESULT AND DISCUSSION

The derivatives of organic phosphor materials diphnylquoline (DPQ) is synthesized by the method of Friedlander Condensation technique with proper combinations. After purification of the product a crystalline solid material was

obtained in the form of powder. Whether The product obtained is soluble or not can be confirmed by using various chemicals such as acidic acid, formic acid, tetrahydrofuran (THF), chloroform, distilled water, etc. It is found that the synthesized organic phosphors are better soluble in various chemicals for blue emission under UV.

The physical, optical and chemical properties were studied by taking various characterizations such as, absorption spectra, PL spectra by spectrometer, X-Ray diffraction spectra, FTIR spectra, TGA and SDTA. The PL spectra show better emission in the range of 406 to 442 nm with the excitation range 365 to 370 nm. TGA and SDTA curve shows that the synthesized product is stable up to the range of 239°C with melting temperature at 1240°C, 130 °C and 137°C respectively. Other parameters like decomposition temperature, activation energy also studies from the spectra's and the curves of synthesized phosphors.

Hence, the synthesized phosphors are used for the emission of blue color light in organic light emitting diodes. All the three organic products show better results with reference to optical, physical and chemical properties for the applications in the field of flat panel display technology.

IV. CONCLUSION

We synthesized a novel series of blue emitting diphenylquinoiline and its derivative in nearly quantitatively yield. These organic phosphors were synthesized by attaching chlorine methoxy and methyl to the main chain of DPQ organic phosphors. They show strong emission in blue color under UV source in different solvents showing excellent solubility in acidic and basic media. The result of all phosphors regarding structural conformation, thermal stability, optical and chemical properties shows expected results. All the polymers M-DPQ, Cl-M-DPQ and Cl-MO-DPQ are blue emitting materials in various solvents. Hence, DPQ complexes have a great potential as blue emitter for OLED applications. Although there are some challenges in the field, the future for OLED's looks bright. The luminescent properties of these materials become thus of great interest for fundamental and applied research.

REFERENCES

- [1]. Mikroyannidis J.A., Suresh, P., Sharma G. D., Synth. Mat. 2010,160,932.
- [2]. Chauhan V., Yunus M., Sankara Ramakrishnan N., Adv. Mat. Lett., 2010,1,225.
- [3]. Goyal R. K., Damkale S.R., Mulik U.P., Negi Y. S., Dodge J. W., Aiyer R. C., Adv. Mat. Let. 2010,1,264
- [4]. Shukla S. K., Bharadvaja A., Tiwari A., Parashar G. C., Adv. Mat. Let. 2010, 1,129.
- [5]. Zade G. D., Dhoble S. J., Raut S. B., Pote R. B., Journal of Modern Physics, 2011, 2, 1523.
- [6]. Kalyani N. T., Dhoble S. J., Pote R. B., Adv. Mat. Lett, 2011, 2, 65.
- [7]. Raut S. B., Dhoble S. J., Atram R. G., Synth. Mat., 2011,161,391.
- [8]. Facchetti A, Mter. Today, 2007, 10, 28.
- [9]. Gledhill as. B., Scott B, Gregg B. A., J. Mater Res. 2005, 20, 3167.
- [10]. Spanggaard H., Krebs F. C., Sol. En. Mat. Sol. Cells 2004, 83, 125.
- [11]. Wong, W. Y., Guo, Y., Ho C., Ij. Inorg. And Organometal. Poly. And Mat. 2009, 19, 46.
- [12]. Baumgartner T. I., Inorg and Organometal. Poly. And Mat. 2005, 15, 389.
- [13]. Lee C. H., Kang G.W., Joon J.W., Song W. J. and Seoul C., (ELSEVIER) Science Direct, 2000, 363, 3006.
- [14]. Rebecca B. Breitenkamp and Gregory N., Tew, Macromolecules, 2004,37,1163.
- [15]. Kim J. S., Mchugh S. K., Swager T. M., Macromolecules, 1999,32,1500.
- [16]. Halkyard C. E., Rampey M. E., Kloppenburg L., Martinez S. L., Macromolecules,1998, 31, 8655.
- [17]. McCullough R. D., Lowe R. D., Jayaraman M., Anderson D. I., Org. Chem. 1993, 39, 58, 904.
- [18]. Bjornholm T., Greve D. R., Reitzel N., Hassenkam T., Kjaer K., Howes P.B., Larsen N. B., Bogelund J., Jayaraman M., Ewhank P.C., J. American Chemical Society,1998, 120, 7643.
- [19]. Wang H. Q., Zhang Y. Q., Wang G. X., Shan D. S., Gongneng Gaofenzi, Xuehan,2000,13,393.
- [20]. Kang G. W., Lee C. H., Seoul C. Inha University, Incheon, Korea, Proc., EL, 2000, P- 44, 231.
- [21]. M. M. Yawalkar, G. B. Nair, G. D. Zade, S. J. Dhoble, Material Chemistry and Physics, 2017, 189,136-145.

Lambert Publication's



IJARSCT

International Journal of Advanced Research in Science, Communication and Technology (IJARSCT)

ISSN No. : 2581-9429



INDEX  COPERNICUS
INTERNATIONAL



Scientific Journal Impact Factor

Impact Factor: 4.819

Scientific Journal Impact Factor
www.sjifactor.com

 Google
Scholar

 Crossref

Lambert Publication's

www.ijarsct.co.in

7972611953

doi

INTERNATIONAL JOURNAL OF ADVANCED RESEARCH IN
SCIENCE, COMMUNICATION AND TECHNOLOGY



IJARST

CERTIFICATE
OF PUBLICATION

INTERNATIONAL STANDARD
SERIAL NUMBER
ISSN NO: 2581-9429

THIS IS TO CERTIFY THAT

G. D. Zade

Jawaharlal Nehru Art's, Commerce & Science College Wadi, Nagpur-440023, India

HAS PUBLISHED A RESEARCH PAPER ENTITLED

**Development of Blue Emitting Organic Phosphors of Diphenylquinoxaline (DPQ) Group for OLED
IN IJARST, VOLUME 3, ISSUE 2, MARCH 2021**

Certificate No: 032021-A087
www.ijarst.co.in




Crossref

DOI: 10.48175/IJARST-854
www.doi.org

www.crossref.org




Editor-in-Chief

www.sjifactor.com



International Journal of Advanced Research in Science, Communication and Technology

A Multi-disciplinary Double Blind Peer-Reviewed Refereed Monthly Journal

ISSN On
2581-9

Menu

News Cast:

Authors can receive DOI for Research Article (CrossRef). | SJIF 4.819 | Minimum F

Convert your Dissertation, Thesis,
Project and Notes into a Book



Increase your API
with new ISBN



Volume 3, Issue 2, March 2021

Call for Papers

Digital Payment: A Case Study with Respect to India

Dr. Pradipta Mukhopadhyay

Independent Researcher

Abstract **Full-Text** DOI: 10.48175/IJARSCT-851

Resourceful Investigation of Malnutrition with Machine Learning Using CNN Procedure

Prasad Dhole, Dr. Yogesh Kumar Sharma and Dr. Prashant Kumbharkar

JJT University, Jhunjhuna, Rajasthan and JSPM Institute, Pune, Maharashtra, India

Abstract **Full-Text** DOI: 10.48175/IJARSCT-855

An Evaluation of E-Learning Sources used in Higher Education in Covid Pandemic Period

Amrita Prakash and Dr. Kishan Lal

Bundelkhand University, Jhansi, U.P. and BBN College, Shyampur, Mainana, Jhunjhuna

Abstract **Full-Text** DOI: 10.48175/IJARSCT-856

Review on Buildings Health Monitoring System by Using Hybrid Data Optimization Based on
Machine Learning Algorithm

Shweta D Shenmare

Tulsi Ramji Gokwad Patil College of Engineering and Technology, Nagpur, India

Abstract **Full-Text** DOI: 10.48175/IJARSCT-857

Seismic Assessment of RC Frame Building with Different Location of Flag Wall

Gor Shreya Anilkumar and Jigar Zala

SAL Institute of Technology and Engineering Research, Ahmedabad, India

Abstract **Full-Text** DOI: 10.48175/IJARSCT-862

Significance of Green Marketing

Dr. S. Tephilish Vasantham

The American College, Madurai

Abstract **Full-Text**

Role of Museums in Education

Jahangeer, Abdurrahman K and Mohammad Nooruddin Ansari

Aligarh Muslim University, Aligarh

Abstract **Full-Text** DOI: 10.48175/IJARSCT-863

Development of Blue Emitting Organic Phosphors of Diphenylquinoxaline (DPQ) Group for OLED

G. D. Zade

Jawahar Lal Nehru Arts, Commerce & Science College Wadi, Nagpur, 440023, India

Abstract **Full-Text** DOI: 10.48175/IJARSCT-854

Estimation of Oxalate Ions of Sweet Potato and Tomato Fruits in Different Phases

A. A. Dandekar, R. P. Gite, A. M. Adhikari, S. G. Virkar, V. K. Jangale, V. M. Arhale, R. M. Gite, K. R. Adhikari

Volume 3, Issue 1, March 2021

Paper Submission is Open

Authors Notification: Within 1

Publication in Progress

Downloads

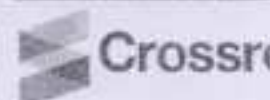
Paper Format

Copyright Format

ijarscted@gmail.com

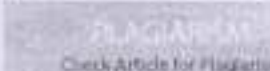
Publish Only Original Co

DOI Checker



Impact Factor 4.81

Search ISSN



Submit Your Paper

Search ISBN



Scientific Journal Impact

79726119



SPECIAL ISSUE

ISSN : 2231-1629

**KNOWLEDGE
RESONANCE****A HALF YEARLY PEER
REVIEWED REASERCH JOURNAL**(Evaluated in the SJIF Journal Masters List Evaluating
Process with Impact Factor of 8.072 for Year 2021)**VASANTRAO NAIK GOVERNMENT INSTITUTE
OF ARTS AND SOCIAL SCIENCES, NAGPUR****Postgraduate Department of English
Organized****TWO DAY NATIONAL WEBINAR
DEPICTION OF INDIA IN ENGLISH LITERATURE****28 and 29 May 2021****IN COLLABORATION WITH****RAJKUMAR KEWALRAMANI MAHILA MAHAVIDYALAYA, NAGPUR
DR. M. K. UMATHE COLLEGE, NAGPUR
BHIWAPUR MAHAVIDYALAYA, BHIWAPUR****EDITORIAL BOARD OF SPECIAL ISSUE****CHIEF EDITORS****Dr. Urmila Dabir**
Principal
RKMMV, Nagpur**Dr. D.V. Naik**
Principal Dr. M. K. Umathe
College, Nagpur**Dr. Jobi George**
Principal
Bhiwapur MV, Bhiwapur**Dr. Kapil Singhel**
Head, Dept. of English,
VNGIASS, Nagpur**EDITORS****Dr. Sonawath Barure**
Dept. of English
VNGIASS, Nagpur**Dr. Vinita Virgandham**
Bhiwapur MV,
Bhiwapur**Dr. Vaishali Meshram**
Dr. M. K. Umathe
College, Nagpur**Dr. Harish Tapadia**
Dept. of English,
VNGIASS, Nagpur**ASSOCIATE EDITORS****Dr. Sameer Naik**
Dr. M. K. Umathe College,
Nagpur**Dr. Madhavi Mohari**
RKMMV, Nagpur**Mr. Govind Rathod**
VNGIASS, Nagpur**Mr. Shekhar Vispute**
VNGIASS, Nagpur**Mr. Someshwar Wasekar**
Bhiwapur MV, Bhiwapur

CONTENTS

Sr. No.	Topic	Page No.
1.	Indian Ethos as Reflected in the Works of British Writers Dr. Jyoti Patil	01
2.	Partitioned Identity in Mahesh Dattani's Final Solutions Dr. Urmila Dabir	05
3.	All about Cats and Mice: Trauma and Testimony in Art Spiegelman's Maus Dr. Prantik Banerjee	07
4.	Emotional and Intellectual Oscillation in Chitra Banerjee's Queen of Dreams Dr. Sonia Singh Kushwah	11
5.	Science, Technology and Supernatural Elements in Chetan Bhagat's One Night @ the Call Centre Dr. Shitalkumar G. Gaikwad	15
6.	Themes of rebellion and independence in A House for Mr. Biswas Dr. Dnyanesh Naik	18
7.	Poetry Reciting Nation (India): A Reading of Select Poems of Jayant Mahapatra Dr. Somnath Barure	22
8.	SOCIAL MORALITY IN GODAAN Dr. Vinita Virgandham	26
9.	Plight of Parsi Community and Indian Nationalism in Rohinton Mistry's Such a Long Journey Someshwar Vinodrao Wasekar Dr. Anuradha D. Kherdekar	29
10.	DEPICTION OF INDIA IN JAYANTA MAHAPATRA'S POETRY Dr. Abhinandan G. Pakhmode	32
11.	Multiculturalism -Social Cohesion and Conflict in Mistry's Fiction Abdul Shamim. Kapil Singhel	35
12.	Expatriate Sensibility in Bharti Mukherjee's The Tiger's Daughter Dr. Alka Bansal	40
13.	INDIAN DIASPORIC WRITINGS AND POST 9/11 WORLD: RESPONSES DECODED Sulok Birendrasingh Raghuwanshi	43
14.	Sudha Murty's Dollar Bahu: A Literary Panopticon of Indian Values Shekhar B. Vispute Dr. Bhupendra N. Kesur	46
15.	Use of Narratives in Amitav Ghosh's The Calcutta Chromosome Dr. Ajit Ravikant Jachak	50
16.	In Pursuit of Self: A Feminist Reading of Githa Hariharan's Fugitive Histories Dr. Leena V. Phate	52
17.	Portrayal of Indian Values in select works of Sudha Murthy Dr. G. R. Hashmi	57
18.	Manju Kapur's Difficult Daughters: A Chronicle of Discovery and Resurrection Dr. Manish R. Chakravarty	60

In Pursuit of Self: A Feminist Reading of Githa Hariharan's Fugitive Histories

Dr. Leena V. Phate

Asst. Prof. & Head, Dept. of English,
Jawaharlal Nehru Arts, Commerce & Science College Wadi,
Nagpur, Maharashtra, India

HHH

Abstract

Githa Hariharan's novels convey an understanding of universal feminist consciousness. She embodies a critical understanding of the communal, social, cultural and gendered difficulties that her female characters had to go through in their pursuit of self. Together with oppression Githa Hariharan thoughtfully depicts the determined quest of the female characters to style a valuable reality for themselves. In the light of these arguments, the present paper is an attempt to examine and probe the way Hariharan's women characters challenge the conventional roles and identity imposed on them by the male-controlled social order as they attempt to recreate a modern self-identity for them. For this purpose, her novel Fugitive Histories is thoroughly studied in this paper.

Keywords: Feminist consciousness, oppression, conventional, patriarchy, quest self-identity

As a woman's freedom movement feminist ideology is committed to undermine the established structure of the patriarchal standard and liberate women from the restraints of chauvinist images and oppression and silencing by the male-controlled society. Simultaneously Feminism also aims at the all-around liberation of women. Emphasizing the "all-around liberation" Gerda Lerner in her book *The Creation of Patriarchy* states that, "It (feminism) is not always a movement, for it can be a level of consciousness, a stance, an attitude, as well as the basis for organized effort" (Lerner, 237). Sushila Singh in her piece of writing "Recent Trend in Feminist Thought: A Tour de Horizon" perceives that "As a philosophy of life, it seeks to discover and change the more subtle and deep-seated causes of women's oppression. It is a concept of 'raising of the consciousness of an entire culture' (Singh, 22). This awareness of being dominated and disregarded by the patriarchal social order and of challenging the false identity which reduces women to a state of invisibility is the feminist consciousness.

The feminist consciousness directed to the rise of feminist literary works which not only question woman's subordination and subjugation in society but also to narrow-minded, orthodox representation of women in mainstream literature. The modern woman does not want

to be conventional anymore. She wants her fair place together with her male counterpart. According to Shantha Krishnaswamy, "The Indian woman picks up enough courage to raise her head and ask a few awkward and pertinent questions." (Krishnaswamy, 8)

Githa Hariharan is a present-day feminist writer. She has captured the interest of many critics and readers. Many research articles, reviews and full-length studies have been published on her novels. Hariharan has created a place for her internationally with her first novel *The Thousand Faces of Night* (1992) and won the prestigious Commonwealth Writers' Prize for the best first novel in 1993. Her work grows out of her feminism and other social and political convictions. She is obsessed with the problems of women in particular. Her protagonists do not follow the passive role allocated to them by tradition in society. They think, feel and act finding out their ways of life.

Fugitive Histories (2009) is the novel by Githa Hariharan based on the sensitive Godhra communal riots and their outcome. Godhra is a city in the state of Gujarat, India which disgracefully became part of all Indian newspapers on February 28, 2002. *Fugitive Histories* is a journey of three Indian women of different generation in three different cities. It reveals the life of Mala in Mumbai, Sara in Delhi and Yasmin in Ahmedabad. Mala, Sara and Yasmin are caught in the anguish and hatred of their past and suffer an identity crisis in the troubled times of violence and religious hatred. They are trying to release themselves courageously with hopes and dreams. Mala, a Hindu Brahmin married Asad, a Muslim, have two children Sara and Samar. Mala have faith in the philosophy of humanism and not in other discriminations that exist in society. After the death of her husband wants to know what she is without Asad. Sara is in dilemma whether to continue the job in Mumbai or to go to Gujarat and write a script for Nita's documentary about the victims of the 2002 Gujarat riots. Sara does not know what it means to be half Hindu and half Muslim, as her mother is a Hindu and her father, a Muslim. Yasmin, the riot-affected girl wants her life back as it was before the riots.

Set in the background of post-2002, the novel is divided

into three sections, titled Missing Persons, Crossing Borders and Funeral Rites. The first part introduces all the major characters and their lives. The second part talk about Sara's meeting with Yasmin and the suffering of other victims of the riots. And in the third part of the novel, Sara, Mala and Yasmin make an effort to understand, accept and deal with life and they ultimately find their lost self. Heinz Lichtenstein points out that identity is a human necessity. He says, "loss of identity is a specifically human danger, and maintenance of identity a specifically human necessity." (Lichtenstein, 78) According to American-German psychologist, Erik Erikson identity means a "mutual relation in that it connotes both a persistent sameness within oneself (selfsameness) and a persistent sharing of some kind of essential character with others" (Erikson, 109). He has established the theory of psychosocial development of an individual in his Identity and the Life Cycle. He is also recognized for coining the term 'identity crisis.'

Mala

Malathi, Mala for short is Sara's mother. Mala, a South Indian Brahmin is married to Asad, a secular Muslim. She is entirely reliant on him. When the novel begins, Mala is in her empty home after her husband Asad's death. She wants to identify what she is without Asad. She feels estranged, and lonely after Asad's demise. Mala's home in Delhi is empty. She is left with sketches of her husband and their memories together. Githa Hariharan has used the sketches made by Azad to reveal the character and psyche of Mala and to show glimpses of her life.

Mala becomes emotional at the point of recollecting her childhood memories. When she was of the tender age of twelve years, she wanted to live an independent life and fulfil all her desires and wishes. But Mala since she is a girl is not allowed to climb a tree and ride a bicycle like her cousins in the village. She is deprived of complete freedom. Mala does not want to be dominated by male supervision as other ladies of the house. She remembers her childhood days in the village and finds that it was not less than a prison for her. Mala was not happy with her Brahmin identity; she sees different treatment given to a boy and a girl in her house. The childhood incidence created a sense of inferiority complex in Mala for being a girl. Child, "Being her seemed to mean being inept, her fear of failure even before she had failed. Failure tasted like a chalky peanut or an overripe orange that spurted rotten-sour juice into her mouth" (FH, 14).

Mala's childhood ambition was to be one of those fearless and joyous children. She stared at them secretly, enthusiastically from distance. "What she wanted was to

find a place to be in or a thing to do that would set her free from her family, her home and school in the city, her annual summer home in the village" (FH, 14). The novelist through Mala's childhood depicts how a woman's desires are suppressed from her childhood itself. A boy and a girl child are treated differently in a patriarchal society.

Mala feels alienated when she realizes that things will never change even after her growing up into an adult. She starts facing an identity crisis as she does not want to see herself framed into a particular patriarchal set-up like Bala. She feels that she could never have an individual identity in the orthodox atmosphere of the family. She could only live and die as Mala- a pure Tamil Brahmin as the post-lunch conversation of the family only made her realize that she belongs to a specific Brahmin class that is entirely diverse from other religions.

Mala dreams of her own life with freedom of her choice. "She wanted was to be set free from herself what she wanted was to be someone else" (FH, 15). This thought makes her depressed because she is aware of the fact that "she can never be someone else" (FH, 17). She has a vague belief that after death she'll be reborn and fulfil her desire to climb trees and ride a bicycle.

Mala has a strong relationship with her grandmother. Their names Bala and Mala are glued together with the rhyme" (FH, 18). They share an unspoken secret. Only Bala, her grandmother is not against her marriage with Azad.

Susie Tharu and K Lalita in *In Women Writing in India Vol. 1*, explicate that both men and women writers in their literary texts play an important role in the growth of the communal mode of thinking. The tension, hatred is perceived in the novel when Mala, chooses Asad as her life partner, who does not fit into the framework of a son-in-law. When she talks of the marriage to her parents, they lament it saying, "You are killing us! You'll marry this man, this foreigner, and you'll be lost to us, you'll kill us!" (FH, 69). She marries him disobeying all the marriage traditions and customs. She boldly and vigorously violates social conventions to marry Azad and finally elopes with him to Mumbai.

Soon after their marriage, Mala starts facing difficulties as she belongs to a Hindu family. The culture of a Muslim family is entirely different from a Tamil speaking Brahmin family. The secular identity is transformed into a religious one. When Mala gives birth to a baby boy many difficulties are involved in naming him. Azad's mother suggested that the boy would be called Ahmed and Mala's mother decided to name him Rama or Krishna and even preferred

Ramakrishna "a double dose to help compensate for his half-and-half parentage" (FH, 31). But Mala and Asad want to choose a common name for him. So, they name him 'Samar'. Mala's mother wants to perform the naming ritual and to invite all her relatives but that is also rejected by Asad. When a woman steps into a new house, she is deprived of her liking, individuality and even to name her son/ daughter. Mala's mother states, "First you come up with a strange name. We've never heard before then you don't want a naming ceremony. What do you think this boy is going to live in a world all by himself" (FH, 32)?

Mala sometimes feels rejected by her husband when he enters a depressed but artistically productive state after the 2002 Gujarat massacres. Asad turns out to be very secretive particularly regarding what he is doing in the studio. After the death of Asad Mala goes through his sketches and comes to see the grounds because he gave way to the internal chaos that had shaken all that he believed and loved. All of a sudden, she realizes the causes why his inner colours had washed out and his sketchbook is unfilled.

Now after Asad's death, suddenly Mala feels the pain of rejection by society or at times she even feels that heartbroken Asad (due to riots) had also rejected her. She feels so because she does not have any religious identity, which is generally demanded when a person wants to adjust in society according to cultural categorization. Every night she tries to sleep but in vain. Asad does not let her sleep. She feels broken without Asad. Daily after coming back from work, she hesitates to enter her bedroom. She only finds comfort outside her bedroom, where Asad's memories cannot haunt her.

At the end of the novel, Mala takes the palette, knife and one of the paintbrush Asad used in his last years and drops them in the pond. She has the desire to throw obstinate paintings also. But she cannot carry out a funeral rite of the paintings like the knife and the paintbrush. Mala threw palette and brush as they were no longer of any use. By dumping them forever, she pays a last tribute to Asad and decides to manage her life without Asad by keeping his ideas alive. Mala walks back in dark and the stars shine on Mala as if they have something to say. The novel ends with hope.

Mala learns to live life after the death of her husband. The novelist has portrayed the character of Mala from her childhood to her adulthood. She has successfully shown development in her character. Mala, an introverted and submissive girl advance to become a bold, confident, sensible and supportive wife and mother.

Sara

Sara Zaidi, another major character is born to a Hindu mother and a Muslim father. She is the daughter of Mala and Asad. She faces an identity crisis in the novel. "I have Muslim relatives and Hindu relatives. I'm neither" (FH, 167). This question arises since people are cast into rigid religious moulds. Sara struggles to free herself from these concepts. Now and then she is confused, "sometimes I think I'm Indian" (FH, 167). Sara attributes her identity to nationality to get over her dilemma. Further, her pursuit finds comfort with the self when she says to herself, "But most of the time I'm just Sara" (FH, 167). This confirms that individuality triumphs over nationality. Sara forms her distinctiveness.

Sara is a social worker and an aspiring documentary filmmaker working with an NGO named 'Sangam' in Bombay. She is a sensible and contented youth and a humble employee. Nira her roommate redirects her to go to Ahmedabad to witness the problem of the Muslim's there. She grabs the opportunity to go to Ahmedabad on a script-writing on the Muslim families affected by the Gujarat riots.

Sara loves and is in a relationship with a man called Rajat Shaw. His father is a Christian and his mother a Hindu. Rajat also lives in Mumbai and Sara after the day's hectic schedule visits him. Sara is a self-made, loving and carefree girl. But after marriage husband's name becomes the suffix to the wife's name. When the thought of changing her name comes to her mind, Sara's views hesitate, "...drop the Zaidi (Asad's family name), she could be Vaidyanathan like her mother, or Shaw like her boyfriend. Sara Zaidi could become Sara Vaidyanathan, take a break from one half of herself and try out the other. Or she could leave herself behind entirely, turn into Sara Shaw." (FH, 39-40) She defeats this problem by calling herself "I'm just Sara" (FH, 167). Sara's thoughts are mature but still, she suffers from an identity crisis. She is under a religious conflict and thinks about whether she is a Muslim or a Hindu. Sara is in a dilemma as she does not belong to one religion.

Sara is a dutiful daughter of Asad and is inspired by his ideals of life. She is very near to her father and his death makes her sorrowful. She realizes the fact that Hindu-Muslim riots were mainly responsible for Asad's unfortunate death.

Sara realizes that visiting Ahmedabad is important as she needs to rediscover herself. She is nurtured as an Indian by her parents. After the Gujarat riots, it becomes unbearable for Sara to believe that people can suffer as

they are Hindus and Muslims. She does not want to meet and interview the 'Muslim Indians'. She remembers Asad, saying that there is nothing in a name. But now Sara considers that a name can change one's destiny. She agrees to go to Ahmadabad along with Nina to visit the immigrants from Gujarat. She wants to find out if Asad's vision is still alive and a person can live by only being a human.

In Ahmadabad Nita and Sara goes to meet the dislocated Muslim victims. Among them, Yasmin, a victim of the Gujarat riots has a deep impact on Sara. She plays a crucial part in the thoughts of Sara. Sara is psychologically involved with this girl who has lost her brother and home. After witnessing Yasmin's efforts to live up to the various difficulties, Sara realizes that she cannot bear the heaviness of representation. It complicates Sara's attempt to write the script and her own identity.

Sara after spending a week in Ahmadabad return to Delhi by train. On the train, an old couple shares a delicious breakfast with Sara. During the conversation, the man asks Sara about her cast and origin. Here Sara again finds it difficult to give a definite answer. She replies that she is half-Hindu and half-Muslim. Suddenly the couple who was actively involved chatting and sharing food with Sara, step back. Sara at this point recalls her father's words, "Don't be ashamed of who you are and don't be ashamed of who you're not" (180). She decides to be her parents' daughter, a secular. She chooses to be an Indian and a human being first. Sara made her position quite clear; she will neither think about what she is nor concentrate on what she is.

Sara disables anxiety, fear and tension. She selects her role as a woman and regains her identity. She encourages Yasmin to take higher education and also gives strength to Mala. She understands that by only being a woman she can firmly stand without a particular name, caste and religion. When Sara reaches Delhi, she tells her mother about her experience and awareness of her new self. Sara very proudly tells her mother that "Yes, I'm beginning to realize how lucky I am. How glad I am that I'm a hybrid" (FH, 184).

Sara is a round and complex character, which develops and finds her identity. She gets a solution to her dilemma and the courage to face difficulties in her life. She renews her faith in her parents' ideas and her own. "It's always been like this. Riots happens, and then people forget. Life carries on. People carry on" (FH, 233).

Yasmin

Yasmin is one of the victims of the 2002 riots in Gujarat.

She is an innocent girl of seventeen years with a heart-shaped face. She lives with her father and mother. Yasmin has lost her brother, who was a science student during the riots. She has to move to a new and safer place with her family and hopes to survive. Her father lost the house and a big shop in the riots. He is now trying to establish a new business to earn a livelihood. Her mother is a housewife and helps other woman and sells the skirts she has stitched and embroidered.

Yasmin is a big fan of Shabana Azami and believes that she would come and save her. She wants to meet Shabana in Mumbai. "She's seen all her pictures, she thinks Shabana Azmi will come and save her from here" (FH, 111). She is preparing for the board exam. Yasmin is in the last year of school and after completing her school desires to go to college. She is determined to get an education to make her future bright and to compensate for the loss of her brother Akbar. The novelist has portrayed Yasmin as a very courageous and optimistic girl. She loves her parents and wants to do something for them. She wants to pass the exam this year because her mother is working hard and her father falls sick. She aspires to go to college and get a job to support the family. Her brother is missing and she would like to play the role of a daughter and son. She wants to shut the mouth of people who tell her Ammi and Abba not to send her to school.

Despite multiple burdens, Yasmin is trying hard to overcome all the challenges. She is doing everything all alone. She helps Ammi with the household work. She also has the pressure of passing the exam as she does not want to lose the opportunity of going to college. Notwithstanding the injustice done to her and many others like her, Yasmin believes god to help. She takes care of herself and has made many promises to Ammi, Abba and Akbar though he is not with them. "The promises she has made to herself are the worst of all, they are huge as airy balloons, but they're made of such fine glass that they can break without being touched. Keeping a promise sometimes means breaking the promise you made to yourself. This is a strange and troubling thought" (FH, 119).

Yasmin is a fighter and has learned to take care of her parents and herself. She has learnt to be careful, "it means avoiding an empty road but also a crowd. It means not going where it's dark or where there may be policemen" (FH, 122-123). The words and expressions that nowadays exist in Yasmin's ears and head, harassing her all the time are: "careful, alert, guarding against, taking care, anything can happen" (FH, 123). She believes that being careful in life is more difficult than the board exam.

Githa Hariharan, through the character of Yasmin, portrays the dilemma of many Muslim individuals who were required to leave their homes forcefully. There is a lot of pressure and uncertainty to disown one's native place. On the loudspeakers, people proclaim "Go to Pakistan! Go back to Pakistan!" (157). It shows that Muslims have become convicts in their own city. Yasmin is going through an identity crisis. She wants to be recognized as an individual and not as a Muslim. Yasmin understands that she has to take care of her safety as she is a Muslim. She finds that there are nearly few good people left in the world. People with tilaks on their forehead and Trishul in their hand haunt her. Yasmin can no more trust people, as she has seen them with hockey sticks, rod, swords, and pipes with her open eyes and also in her dreams. But ultimately, Yasmin gradually accepts the adversity and comes to terms with life. She learns to handle and overcome all the difficulties in her life.

All the three Ammi, Abba and Yasmin herself sit together hand in hand in silence. Yasmin closes her eyes so she can save this moment forever. She has suffered mental and physical pain but still strives to fulfil her dreams instead of lamenting over the past. The support Yasmin gets from Sara, her mother and father and also from her dead brother help her to get her lost confidence and her true self back.

Thus, Githa Hariharan attempts to highlight the female characters individual place in this society. The experiences of female characters with men in their lives and their reactions to those surroundings are well treated by Githa Hariharan. She also exhibits their quest for identity. This has been represented as, "Women, who refuse to accept the prevalent codes, question the injustice, assert to seek fulfilment, are grouped under the title of non-conformists." (Bai 43) The female characters struggle hard to defeat psychological obstacles for example personality disorder, self-consciousness, hesitancy, timidity, insecurity and fearfulness. They also overcome social barriers such as orthodox beliefs and prejudiced religious views. And try to achieve freedom and individuality. The novel also emphasises traumatized religious identities in general. Through the accurate portrayal of all the characters, Githa Hariharan asserts that all humans are linked with one another. The novel shows that everyone's life is connected in this world. The action leads to a chain of reaction that affects the lives of people either directly or indirectly.

The novel *Fugitive Histories* resolves the fight of women for their identities which are challenged by religion, caste, nationality and violence. The novel deals with the problems of identity on the individual plane as well as on

the universal plane. Confrontation of these ideologies is evident in the comeback of the characters of Githa Hariharan in *Fugitive Histories*. Mala challenges the religious norms of marriage and marries Asad. Sara lives with Rajat Shaw which shows a live-in relationship against the traditional arrange marriage. They both love and live and do not think of marriage. Mala shapes her identity as a teacher where else Sara as a scriptwriter for documentary films. Yasmin overcomes all the obstacles and regains the lost confidence and her true self.

Works Cited

1. Bai, K. Maan. *Women's Voices*. New Delhi: Prestige Books, 1996. Print.
2. Blawat, M. "Feminism and the Family in the Fiction of Sharifi Deshpande, Githa Hariharan and Manjula Padmanabhan". *Desert in Bloom*. Penicraft International, 2004.
3. Erikson, Erik. *Identity and the Life Cycle*. New York: International Universities Press, 1959. p.109.
4. Hariharan Githa. *Fugitive Histories*. New Delhi: Penguin Books India (p) Ltd., 2009.
5. Krishnaswamy, Shanthi. *The Women in Indian Fiction in English*. New Delhi: Ashish Publishing House, 1984. Print.
6. Kumaraswami, N and Joseph, S. (2018) "Identity Crisis in the Novels of Githa Hariharan". *Review of Research, IGC Approved Journal No. 48514, ISSN: 2249-894X*
7. Lerner, Gerda. *The Creation of Patriarchy*. New York: OUP, 1986. 237. Print.
8. Lichtenstein, Heinz. *The Dilemma of Human Identity*. New York, 1977. p. 78.
9. Navarro, Teresa. *Antonia (2003) The Fiction of Arundhati Roy and Githa Hariharan: Another World is Possible*. Penguin.
10. Prabhakar, Sarita. (2011) *Fiction and Society: Narrativization of Realities in the Novels of Sharifi Deshpande and Githa Hariharan*. Rupa Publications.
11. Singh, Sushila. (ed). "Recent Trends in Feminist Thought - A tour de Horizon". *Feminism and Recent Fiction*. New Delhi: Prestige Books, 1991. Print.
12. Thara, Susie and K Lafita. eds. *Women Writing in India*. Vol.2. OUP: New Delhi, 1995. p. 74.
13. Singh, Jyoti. *Indian Women Novelists: A Feminist Psychoanalytical Study*. Jaipur: Rupa Publication, 2004.
14. Trika, Pradeep. ed. "A New Voice in the Indian Fiction: Githa Hariharan." *Indian Women Novelists*. R. K. Dhanoo. Set III Vol.6 -New Delhi, Creative Books, 1995.
15. Khan, A.G. and Khan, M.Q. "Thousand Faces of Night: An Epic 'Cap Bulied?'. *Changing Faces of Women in Indian Writing in English*. New Delhi: Creative Books, 1995.

5. PREVALENCE AND CLINICAL PROFILE OF THALASSAEMIA IN SINDHI COMMUNITY OF AMRAVATI

Arun U. Deore

Associate Professor,
 Jawaharlal Nehru College,
 Nagpur.

Abstract

To present study has been undertaken to assess the prevalence of Beta thalassaemia trait (β TT) in Sindhi community of Amravati City and its association with some epidemiological factors like age at menarche in females, past history of diagnosis and treatment of anaemia and the current haemoglobin concentration. The present cross-sectional study was undertaken among 392, young, unmarried apparently healthy, unrelated (by blood) Sindhi individuals. Blood samples were processed for Beta thalassaemia trait (β TT) using two stage approaches. Two screening tests namely Naked Eye Single Tube Red Cell Osmotic Fragility Test (NESTROFT) and RBC indices including Mean Corpuscular Volume (MCV) were performed on all samples and those positive for either one or both screening tests were further investigated for HbA2 level estimation by Haemoglobin electrophoresis on Cellulose acetate paper. HbA2 level of $> 4.5\%$ was taken as confirmatory of β TT. The prevalence of β TT in Sindhis of Amravati was found to be 16.81% . No significant association was found between β TT & a delayed age at menarche, however a significantly higher number of trait carrier females had past history of diagnosis and treatment of anaemia while a significantly higher number of both male and female trait carriers had current haemoglobin concentration in anaemic range.

Key words: Beta thalassaemia trait, Epidemiology, Sindhis, Amravati

Introduction

Sindhi people are migrated to India from Sindh province of Pakistan at the time of partition. The high frequency of around 5-15 % of trait carriers has been reported among them. Such a high prevalence necessarily draws a public health concern¹. The prospective prevention incorporates identification of individuals carrying Beta thalassaemia trait and counseling them about mate selection and prenatal diagnosis, so as to defer birth of a child with major disease². Secondly many trait carriers have mild to moderate anaemia, which is as iron deficiency anaemia and treated with iron that is absolutely unnecessary as well as harmful. For above reasons, trait carriers are needed to be detected and as majority of carriers are asymptomatic, population survey

for mass screening of blood is best to identify them. Thus a strong case could be made for this study, which comprised of knowing prevalence of β TT in high risk Sindhi community of Amravati city.

Materials and Methods

The present cross-sectional study was undertaken in Sindhi community in Amravati city. The inclusion criteria for participants were based on WHO guidelines for a study of a genetic character like Beta thalassaemia, suggesting that participants should be apparently healthy, unrelated by blood, young individuals either unmarried or if married, should be planning to have children. Thus unmarried and married individuals (both partners) of 10 years & above age group were included in the study on a voluntary basis. A pilot study was carried out in the form of a camp arranged in a randomly selected Sindhi locality, to estimate the approximate prevalence of β TT for calculating sample size for the final study. The prevalence of β TT in pilot investigation came out to be 18.75 %. A total of 392 Sindhi individuals including 334 unmarried school & college students of both sexes and 58 (29 couples) married individuals planning to have children were finally included. Camps were arranged in various Sindhi localities including schools and colleges with Sindhi students with the help of voluntary leaders. Blood samples were collected in vials and the pretested formats were filled with questions about completed age at menarche & past haematologic history of diagnosis and treatment of anaemia. In the laboratory, initially two screening tests were carried out on each sample namely Naked Eye Single Tube Red Cell Osmotic Fragility Test (NESTROFT) using 0.36 % saline³ & red cell indices including Mean Corpuscular Volume (MCV) using a particle counter⁴. The samples positive in either one or both screening tests (NESTROFT - cloudy saline solution in test tube & MCV < 79 fl) were further processed for HbA2 level estimation by Haemoglobin electrophoresis on Cellulose acetate paper at pH 8.9. A HbA2 level > 4.5% (as per our laboratory standard) was considered to be confirmatory of Beta thalassaemia.

Results

The overall prevalence of Beta thalassaemia trait in Sindhis of Amravati was found to be 15.56% (61/ 392) with no difference between males (29;7.39%) and females (32;8.16 %). It was observed that out of 29 married couples who were studied, 7 (24.13%) couples had either husband or wife as carrier of Beta-thalassaemia trait, while in 2 (6.89%) couples both partners were found to be carrier of β TT (Table 1). It was observed that out of total 186 females, 97 had not attained menarche, of whom 13 (13.40%) carried Beta-

thalassaemia trait. On comparison of age at attainment of menarche between females with Beta thalassaemia trait and normal females, no statistically significant difference was found. Thus in the current study the difference in age at menarche between females with β TT and normal females was not appreciated as shown by Table 2. Of the 31 Beta-thalassaemia trait males, 3 (9.67%) and of 175 normal males, 13 (7.54%) had past history of diagnosis of anemia by means of hemoglobin estimation. Similarly, past history of treatment for anemia with iron was present in 3 (9.67%) of 31 Beta-thalassaemia trait subjects and in 12 (6.91%) of 175 normal males, i.e. 27 (12.7%) had been at sometime in past diagnosed as anemic by means of hemoglobin estimation. Similarly, a significantly more number of Beta-thalassaemia trait females i.e. 10 (22.7%) as compared to normal females i.e. 24 (11.3%) had been in past treated for anemia with iron. Thus, Beta

Table 1: Beta thalassaemia trait in couples (n=29)

Individual / Partners	Beta thalassaemia trait
No (%)	
Husband only	4 (13.79)
Wife only	3 (10.34)
Both husband and wife	2 (6.89)
Total	9 (31.03)

Thalassaemia trait females were significantly more likely to have a past hematologic history of diagnosis and treatment for anaemia with iron as compared to normal females however this was not the case with Beta thalassaemia trait males. On comparison of proportion of non-anemics and anemics in males with Beta-thalassaemia trait and normal males, a significantly more number of Beta-thalassaemia trait males had anemia as compared to normal males. Similar results are found in females.

Table 2: Distribution of female study subjects according to age at menarche and Beta thalassaemia trait (n=186)

Age at menarche (Years)	Total subjects	Beta thalassaemia trait No (%)
Not attained	78	11 (14.1)
11	07	00 (0.0)
12	15	03 (20)
13	41	07 (17.07)
14	32	11 (34.37)
15	10	03 (30)
16	03	01 (33.33)
Total	186	36 (19.35)

Early menarche (<13 years) Vs normal (13-15 years)

Vs late menarche (>15 years): $\chi^2 = 4.86$, $df = 2$, $p > 0.05$

Discussion

The previous findings revealed that overall frequency of Beta-thalassaemia in general population is 4.6% (ICMR 1993) but a high frequency of 5-15% is reported in Gujratis, Punjabis, Sindhis and Bengalis. It is estimated that there are 25 million subjects with Beta-thalassaemia trait and about 8000 – 10,000 children with major disease are born in India every year¹. Sindhis are reported to carry a high frequency of Beta-thalassaemia. The high prevalence of Beta thalassaemia trait in Sindhis found in this study confirms with high frequencies reported earlier by many investigators namely Manghani (7.7%)³, Jain (5.6%)⁷ and Sukumaran (12.2%)⁸. Of 29 couples, two couples with both partners being carriers of β TT were at risk of producing a major child while seven couples with single partner as carrier could transmit the defective gene in its heterozygous form (carrier state) to their offspring. Prenatal diagnosis usually prevents birth of second child with major disorder in a family having an already affected child. On the other hand premarital counseling can altogether prevent birth of such a child. Thus premarital screening and mate selection should always be preferred. However, individuals from high risk communities, having married without knowing about thalassaemia can both very well undergo blood test for β TT before planning for children.

In order to study whether Beta-thalassaemia trait state influences age at attainment of menarche, female study subjects were asked about their age at menarche in completed years. Considering the comparable socioeconomic status of all female subjects, the influence of living conditions and food habits on age at attainment of menarche was considered equal in Beta thalassaemia trait females and normal females. Contrary to K.K. Bhattacharya et al⁹ who found in their study in Bengali women a significantly higher mean menarcheal age in trait females than normal females, in the current study the difference in age at menarche between trait females and normal females was not appreciated.

Although non-anemics and anemics in males and females with Beta-thalassaemia trait and normal males and females, a significantly more number of subjects with Beta-thalassaemia trait had anemia as compared to normal males and females. Similar findings were reported by earlier studies also^{10, 11}. However, in the present study reported past history of diagnosis of anemia by means of Hb estimation was considered. In such situations bias may creep in because normal adult Hbg carriers might ignore such history/investigation.

In the current study, a significant number of both male and female trait subjects were anaemic and almost 25% of trait females were misdiagnosed as having iron deficiency anaemia and were treated with iron, which is not only ineffective but also harmful. Thus physicians should have a suspicion of β TT in cases with abnormal RBC indices and HbA2 estimation should be requested for.

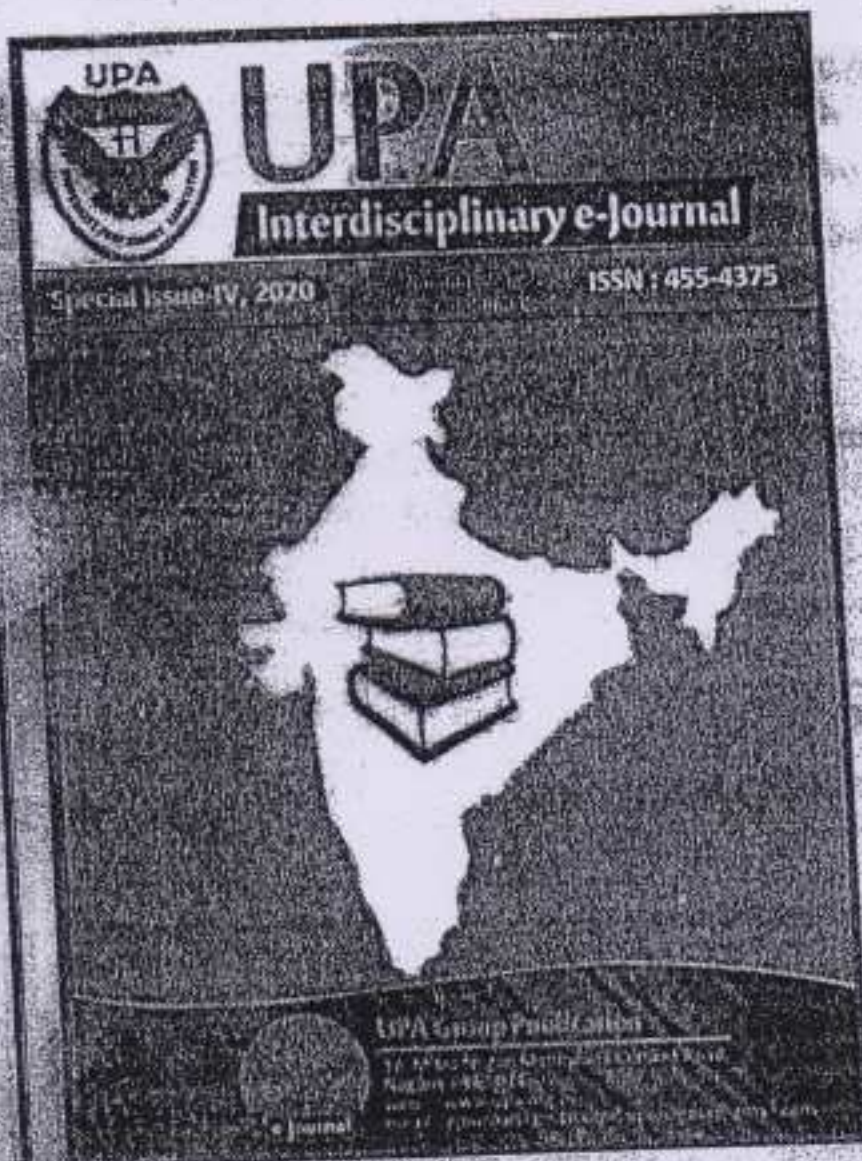
In earlier studies on population screening for β TT, 3 stage approach (All samples for NESTROFT, NESTROFT positives for MCV and those with low MCV for Hb electrophoresis) was followed. However, Manglani (1997)3 found that NESTROFT with MCV together proved to be a 100 % sensitive screening test. So in the current study we followed 2 stage method with NESTROFT + MCV as screening test and samples positive in either one or both tests were processed for HbA2 estimation by electrophoresis in order not to miss a single trait carrier. High level of receptivity by families in this study is noteworthy, probably because screening was preceded by distribution of pamphlets for beforehand awareness about Beta thalassaemia. The present study demonstrates feasibility and potential benefits of a community based education and screening programmes followed by counseling for Beta thalassaemia for the all high risk communities including Sindhis.

References

1. Colah RB. Strategies for prevention of thalassaemia and haemoglobinopathies. *J Assoc Physicians of India* 1994; 42: 810-874.
2. Mehta BC, Gandhi S, Mehta JB, Kamath P. Naked eye single tube red cell osmotic fragility test for Beta thalassaemia: Population Survey. *Indian J Hematology* 1988; 6: 187-190.
3. Manglani M, Lokeshwar MR, Vani VG, Bhatia N, Mhaskar V. NESTROFT – An effective screening test for Beta thalassaemia trait. *Indian Pediatrics* 1997; 34: 702-707.
4. Madan N. Red cell indices in beta thalassaemia trait and iron deficiency. *Indian J Med Res* 1982; 719-725.
5. Briere RO, Golias T, Batsakis JG. Rapid quantitative and qualitative haemoglobin fractionation: Cellulose acetate electrophoresis. *Am J Clin Pathol* 1965; 44: 695-701.
6. Hamilton SR, Miller ME, Jessop M, Charache S. Comparison of microchromatography and electrophoresis with elution for HbA2 quantitation. *Am J Clin Pathol* 1979; 71(4): 388-395.
7. Jain RC. Prevalence of abnormal hemoglobin, thalassaemia and G6PD deficiency among the hospital population of Udaipur, Rajasthan. *Indian J Med Res* 1984; 80: 332-338.

8. Sukumaran PK and Master HR. The distribution of abnormal hemoglobin in the Indian population. Human population genetics in India: Reprint from proceedings of first annual conference of Indian Society of Human Genetics, February 1974.
9. Bhattacharya KK, Das NK, Sarkar JM, Ghosh AK. A note on relationship between menarcheal age and Beta thalassaemia trait. J Morph Anthropol 1982; 73: 59-61.
10. Knox-Macaulay HHM, Weatherall DJ, Clegg JB, Pembrey ME. Thalassaemia in the British. British Medical Journal 1973; 3: 150-155.
11. Mishra RC, Basu AK, Mitra SS. Haematological findings in Beta thalassaemia trait. J Asso Phys of India 1975; 23: 743-745.

SPECIAL ISSUE - IV : JUNE - 2020



CHIEF EDITOR
Dr. Anil Dodewar

EDITORS
Prof. Akash Bele

EXECUTIVE EDITOR
Dr. Ishwar Wagh

PUBLISHED BY :
UPA Group Publication In
Association with University
Professors' Association. 38,
Mitra Nagar, Manewada
Cement Road, Nagpur-24.

CORPORATE OFFICE:
38, Mitra Nagar, Manewada
Cement Road, Nagpur-24.

PUBLICATION :
The UPA Interdisciplinary e-
journal is published
Bi-annually.

© All Rights Reserved.
The views expressed in this
publication are purely
personal judgments of the
authors and do not reflect the
views of Journal or the body
under whose auspices the
journal is Published.

For downloading the Issue, Click the link given below
http://upa.org.in/ejournal_sp_iv
Visit : www.upa.org.in

Share your valuable feedback at
upanagpur@gmail.com
upajournal@gmail.com

UPA National Peer-Reviewed Interdisciplinary e-Journal



Published By
UPA Group Publication
In Association With
Smt. Rajkamal Tidke Mahavidyalaya, Mouda
Bar, Sheshrao Wankhede Arts & Commerce College
Khaparkheda
June-2020



IMPACT OF COVID-19 ON INDIAN AGRICULTURE SECTOR

Dr. Nabha Kamble

Associate Professor

Department of Commerce

Jawaharlala Neharu Arts Commerce
and Science College,

Wadi, Nagpur

Abstract : The rapidly developing situation with COVID-19 is posing challenges throughout the country by causing a significant downturn in the general economy particularly the agriculture sector. It has disrupted many activities in agriculture and supply chains because of lockdown that resulted to a non-fear of spread of Virus, non-availability of labor, transportation facility and market. Further the Prices have declined for almost all crops; still consumers are ready to pay. This paper analyses the impact of COVID-19 on Indian Agriculture sector and come out with the various measures to be taken for the survival of Agriculture in the Country.

Keywords: COVID-19, general economy, agriculture sector, supply chains, Prices

Introduction : The present pandemic of COVID19 has affected all walks of life all over the world. Protecting the people affected as well as ensuring the functioning of the economy has been the priority of nations. As the Corona virus attack created an unprecedented situation in the country, but in this challenging times the Indian Agriculture has affected and farm households across the country has also facing the problems. Small and marginal farmers has been badly affected because they are unable to continue working their on land, earn reasonable product prices for their crops, and problems in gaining access to markets for purchase or sale. Globally, agriculture

sector has been hit hard due to labor shortages. Which may disrupt harvests fruits and vegetables. Further a large number of transporters are not able to work and because of supply chain problems the farmer either destroy the farm or has to sell crop at a cheaper price than minimum price.

Impact on Agriculture : Supply-chain: The first most visible impact of COVID-19 is on the agricultural supply-chain. Though the government has allows trucks to carry groceries, fruits, and cereals, a large number of transporters has not yet receive the permits. This has resulted to an increase of time gap for the farm produce to reach the market. There is also impact on the demand side because of the shutdown of restaurants and tourism sector. In this case the farmers have to sell the produce at the cheaper price which is still not affordable to the farmers.

Delay in sowing and harvesting of crops: It is also fact that due to lockdown many shops related to agriculture activities has been shut down like seeds, tractors, ~~pesticides~~ support, medicines for crop protection etc. though the government has allowed to open the agriculture activities related shop to remain open but due to transportation problems the inventory stock of the shops has been reduced and selling at the higher prices.

Job cuts in the agricultural sector: It is a fact that millions of labours are depend upon the agriculture works and most of them are from the rural area itself. Further most of them are landless agricultural labour. Though the government is trying to provide the help to the farmers but those who are landless workers are facing problems for the survival. **Shutdown of exports:** India is a country who exports various crops but all the major ports has been locked and huge number of stock is with the traders and farmers which they cannot export.

MSME & SME's: many Small industries are depends upon the agriculture produce and MSME and SMEs are also shut their operation. It is having the complete impact on the right from procuring raw material, production and supply of finished goods. Due to this the workers and employee lost their job resulting in a financial instability etc.

Weak Consumption : in this pandemic situation most of the people and families reduced the spending and the extra consumption thereby resulting to a weak consumption. The primary focus of the people after lockdown is towards securing the jobs and getting their business run smoothly.

The Post Lockdown situation : This is a hard time for all including government to fight with the novel COVID-19 as a top priority, importantly to focus on the rural regions because it play a important role in bringing the consumption trend and economy back on track. The government started to provide the relief package for the farmers, reduced the burden of EMI's for next three months, and increased the daily wages of MGNREGA workers, all are these are necessary for the support to get back on track.

The government at local level has also active in supporting the farmers at grassroots level for ensuring that the farmers get the agri-inputs and logistic support to send the produce to the market. In order to smoothen this at pan India level the government should develop the policy and promote the e-commerce companies in rural area which will help in reducing the time gap and increasing effectiveness for a better yield.

Reforms in Agriculture Sector amid COVID-19 Lockdown : The government of India has come up with the reform in the agriculture sector. The main focus of the reform is agriculture marketing, institutional credit and freeing various restrictions. The government is trying to maintain the country's farm sector for smooth functioning. The government is trying to enhancement of productivity and reduction in input costs with focused on making strategic, Concessional credit flow, special Kisan Credit Card, ensuring fairest return to farmers. Along with this the government has also encourage the use of technology in the agriculture sector to make farmers more competitive in the global value chain.

Conclusion : The COVID-19 presented an unprecedented challenge for the country in its entire span, though the governments at central and state level responded positively but every sector of the economy has been disrupted. It is a challenge in the future to scale up the important sectors and the labour force. Revival of each sector needs policy and planning at

micro level while addressing the issue at national level. The important sector like agriculture and health should be most priorities and should make it more self-sufficient. It is also important that, public participation is necessary to reduce the effect and growth of the country. There is a greater need of developing a diverse local agriculture network that can help urban areas to create a more resilient food system for the people.

References

- <https://www.giar.org/news-events/news/containing-covid19-impacts-on-indian-agriculture/>
- <https://www.financialexpress.com/brandwagon/how-covid-19-is-impacting-the-rural-market/1940102/>
- <https://www.thehindubusinessline.com/economy/agri-business/icar-assessing-impact-of-covid-19-lockdown-on-agriculture-allied-sectors/article31262156.ece>
- <https://www.ifpri.org/blog/addressing-covid-19-impacts-agriculture-food-security-and-livelihoods-india>
- <https://thewire.in/agriculture/reinventing-agriculture-in-the-time-of-covid-19>
- <https://www.agritecture.com/blog/2020/3/23/6-impacts-of-covid-19-on-agriculture>
- <https://www.ndtv.com/india-news/coronavirus-india-pm-narendra-modi-discusses-reforms-in-agriculture-sector-amid-covid-19-lockdown-2222259>
- <https://www.financialexpress.com/brandwagon/how-covid-19-is-impacting-the-rural-market/1940102/>

ISSN (Online): 2455-3662
DOI: 10.36713/epra2013



**EPRA International Journal of
MULTIDISCIPLINARY RESEARCH
(IJMR)**

Monthly, Peer Reviewed (Refereed) & Indexed International Journal

Volume-6 Issue-11 November 2020



Chief Editor
Dr. A. Singaraj, M.A., M.Phil., Ph.D.

Managing Editor
Mrs. M. Joseylin Immaculate Ruba

Editorial Advisors

1. Dr. Yi-Lin Yu, Ph.D.
Associate Professor,
Department of Advertising & Public Relations,
Fu Jen Catholic University,
Taipei, Taiwan.
2. Dr. G. Badri Narayanan, Ph.D.
Research Economist,
Center for Global Trade Analysis,
Purdue University,
West Lafayette,
Indiana, USA.
3. Dr. Gajendra Naidu, J., M.Com., LL.M., M.B.A., Ph.D. MHRM
Professor & Head,
Faculty of Finance, Botho University,
Gaborone Campus, Botho Education Park,
Kgale Gaborone, Botswana.
4. Dr. Ahmed Sebihi
Associate Professor
Islamic Culture and Social Sciences (ICSS),
Department of General Education (DGE),
Gulf Medical University (GMU), UAE.
5. Dr. Pradeep Kumar Choudhury,
Assistant Professor,
Institute for Studies in Industrial Development,
An ICSSR Research Institute,
New Delhi-110070, India.
6. Dr. Sumita Bharat Goyal
Assistant Professor,
Department of Commerce,
Central University of Rajasthan,
Bandar Sindri, Dist-Ajmer,
Rajasthan, India
7. Dr. C. Muniyandi, M.Sc., M. Phil., Ph.D.,
Assistant Professor,
Department of Econometrics,
School of Economics,
Madurai Kamaraj University,
Madurai-625021, Tamil Nadu, India.
8. Dr. B. Ravi Kumar,
Assistant Professor
Department of GBEP,
Sree Vidyanikethan Engineering College,
A.Rangampet, Tirupati,
Andhra Pradesh, India
9. Dr. Gyanendra Awasthi, M.Sc., Ph.D., NET
Associate Professor & HOD
Department of Biochemistry,
Dolphin (PG) Institute of Biomedical & Natural Sciences,
Dehradun, Uttarakhand, India.
10. Dr. D.K. Awasthi, M.Sc., Ph.D.
Associate Professor
Department of Chemistry, Sri J.N.P.G. College,
Charhagh, Lucknow.

ISSN (Online) : 2455 - 3662

SJIF Impact Factor : 7.032

ISI I.F. Value : 1.188

DOI : 10.36713/epra2013

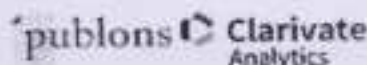


EPRA International Journal of
**Multidisciplinary
Research**

Monthly Peer Reviewed & Indexed
International Online Journal

Volume: 6 Issue: 11 November 2020

Indexed By:



Published By : EPRA Publishing

CC License





SKILL BASED COMMERCE EDUCATION FOR EMPLOYMENT

Dr. Nabha Kamble

Associate Professor,
J.N. College, Wadi,
Nagpur

ABSTRACT

The growth of the any country is dependent upon the skilled workforce. In order to achieve sustain economic growth fresh commerce graduate should enable to get an employment opportunity for their sustain livelihood. For that a healthy environment of developing entrepreneurial and employment enhancement skill among the commerce graduate and making them employable and responsible citizens is crucial in this age. In this way commerce education can contribute to inclusive growth and sustainability of the country. Hence, an efforts is made in this paper, to highlight how commerce education can be useful in the creation of the sustain employment opportunities to fresh commerce graduates

KEYWORDS: commerce education, skilled workforce, sustain economic growth, employment opportunity

INTRODUCTION

The dynamically changing business environment demanding specialized and skill workforce. Similarly in order to achieve sustain economic growth the country is needed skill workforce, that they should enable to get an employment opportunity for their sustain livelihood. Therefore this has force higher education sectors of the country to redesign the curricula so that the need of dynamically changing environment and economic scenario shall be catered.

In India there are number of colleges and university offering commerce education like B.Com, M.Com, etc. The percentage of graduate in commerce in every year is increasing. The question is that how many of them get employment opportunity. The traditional commerce education has lost its vision and does not know whether employability of students or in-depth research in business problem is its focus. Though commerce education was started in 1886 over and hundreds and thirty seven years ago in India, still this discipline is facing countless problems that have direct bearing not only on the students career but also on the functioning of the business world [1]

Less than 10% of the three million-odd graduates in arts, science and commerce streams each year have employability skills and there is a need to

bring in skill-based quality education to improve employment chances [2]

Inclusive growth and Sustainable Development

Since independence, India is striving for the all round socio-economic development of the country. there are many five years plan, annual budget that cater specific issue in each plan. But in today's era many region of the country and people are not getting benefits of the economic growth. Cores of people of the country are facing problems like malnutrition, poverty, poor health, not getting proper food, clean water etc. therefore the gap between poor and rich is increasing. In order to bring such people in the growth process, the 12th five year plan of GOI is focusing on the Inclusive Growth and Sustainable Development. The aim of the plan is to provide better livelihood to these people so that they can be benefited with the economic growth.

In this scenario the role of commerce education is that how commerce education is useful to provide an improved livelihood to the people at the bottom of the pyramid by empowering them to find how commerce education can be leverage for sustainable inclusive growth. In this respect commerce education can provide sustain employment and business opportunity to the commerce graduate. Report of National Audit Office, UK Says that One way to increase the sustainability of employment is to help people improve



their skills, so that they can progress from short-term, entry-level jobs to better jobs.

REVIEW OF LITERATURE

Erasmus S. Kaijage (n.d.) the paper discusses findings from a tracer study of B.Com graduates of the Faculty of Commerce and Management of the University of Dar es Salaam. Findings about the level and type of technical knowledge and skills required of graduates in the job market are related to the faculty curriculum. The paper further discusses employers' evaluation of the knowledge and skills of graduates. The paper conclude that although knowledge and skills imparted by the Faculty were found to be relevant in the job market, there was a need to restructure the faculty programme in order to rationalize the extent of generalization as against specialization, streamline existing courses, include more relevant courses and address the needs of the emerging private sector.

Gurvinder Kaur Gurcharan Singh and Sharan Kaur Garib Singh (2008) The main aim of this study was to identify the perception of employers concerning the employability skills needed in the job market and graduates' perception of the employability skills that they currently possessed. Eleven variables that make up employability skills based on past research were examined in this study. However, only seven factors, which were the result of factor analysis, were considered. Data were collected through two different sets of questionnaires intended to gauge employers' and graduates' perceptions, respectively. The results of this study revealed that employers preferred to hire graduates from public universities. Moreover, graduates and employers placed similar importance in terms of the ranking of employability skills, where both employers and graduates perceived the order of importance of employability skills to be the same. However, there was a difference between employers' and graduates' perception for all seven employability factors, where employers rated graduates much lower in terms of mean rank. The results of this study also suggest that younger employers tend to be more favorable to graduates' employability skills. The higher the job position of the employer within the organization, the higher are the expectations of graduates. Finally, recommendations were also included in this study.

As cited in Isaac, I. J. (2007) any form of education which focuses on equipping the individual with managerial skills to enable him holds a job or survive in an occupation is termed Business Education. Business Education according to Asipon (2003) as cited in Isaac (2007) is the training for the acquisition in business skills occupation.

Organizations across the public, private and voluntary sectors are now looking for graduates who can help them adapt their policies and practices to meet these sustainability objectives, making sustainability literacy a growing area of employability skills, with an increasing number of environmental management roles throughout all sectors. Robinson, Keele (2008)

Marcus Grant, (2009) The aim of this project was to explore the productive alignment of academic and work-related sustainability literacy and competencies to enhance student employability. The anticipated and realized outcomes also included raised awareness of issues of sustainability literacy amongst academic staff and University careers staff. Central to the project have been focus group discussions with academic teaching staff and University careers staff. The study has identified several issues for further development. These are to: assist with enhanced sustainability literacy for students; strengthen links to employability in the environmental industries, sustainable development and voluntary sector; and help to ensure that students are enabled to understand and contribute to the social and environmental responsibilities of potential future employers

SKILL BASED COMMERCE EDUCATION

The present system of commerce education does not equip the students either for taking up jobs requiring knowledge of general subject or job that demand knowledge of technical or specialized nature. 'Jack of all trades, master of none' is very much true for commerce students. Even time has come when a commerce graduate is not even being accepted as a qualified book-keeper. Consequently, he finds himself in a 'no mans land' neither a generalist nor a specialist. The main reason of priority of commerce education is that we have allowed commerce education to be content based rather than skilled and practice oriented which is capitalized by our other counterparts in business education.^[1]

According to McKinsey Global Institute survey results, "India produces 360,000 engineering graduates, 600,000 graduates in arts/science/commerce." And only 25% of engineering graduates and 10% of other graduates are employable.

American Society for Training and Development (ASTD) identified a benchmark of six skill categories important to employability.^[2] These are:

- Basic competency (reading, writing, computation)
- Communication (speaking, listening)
- Adaptability (problem solving, creative thinking)



- Developmental (self-esteem, motivation and goal setting, career planning)
- Group Effectiveness (interpersonal, teamwork, negotiation)
- Influencing (understanding organization culture, sharing leadership)

In order to get a sustain employment opportunity; the syllabus of the commerce education should be restructure so that after completion of the course they get an employment and business opportunity.

In today's business environment there are mainly three skills required to commerce graduate as demanding by business world from commerce graduate:

- Finance and Accounting
- Marketing
- Analysis

So, the syllabus of the commerce education should restructure by keeping the demand of business world. The based should be the strong knowledge and usage of Information Technology. There is a growing demand for accountant and finance professional in the all the field of business but due to lack of practical application of the knowledge of the student they don't get job. Hence there is a need to make it practical and include accounting software and excel application in the syllabus.

The second is Marketing, this is most important for any organization. But the syllabus of the Marketing subject fails to equip the students to develop marketing skill among the students. Therefore there is a need to include practical aspect of marketing, internship and usage of information technology and its tools in the new age marketing.

The third is Analytical Skill; the demand for data analyst is much in all fields. Therefore there is a need to equip the students with the application of statistics in all the subject of commerce and the usage of IT like SPSS, Excel in the Data Analysis.

Further there are various other sectors like Export, Finance, Tourism, Construction, Retail, Agriculture, Banking, Law, Telecoms, Energy, ITC, Dairy, Manufacturing, etc. the universities should develop the industry oriented degree courses, so that student develop the sector specific skill also.

The commerce and business management fraternity should think on the how colleges and universities should develop and integrate employability skills into their programs of study, how they teach employability skills, how they should assess students' employability skills and what action in this regard the colleges and university are taking for students to get sustain employment opportunity.

CONCLUSION

Proper planning is required to upgrade, modernized and diversified the structure and curriculum of liberal commerce education in all colleges and university across Indian state. For this teacher's mindset has to be changed and apart from books we should bring different practical problems of real business world to the classroom^[7]. Further a healthy environment of deloping enterpreneurial and employment enhancement among the commerce graduate and making them employable and responsible citizens is crucial in this age. In this way commerce education can contribute to inclusive growth and sustainability of the country.

REFERENCES

1. Govardhan Mehta, chairman of executive committee of National Assessment and Accreditation Council (NAAC). Impart skill-based education, NAAC panel chief tells varieties Sunday, Jan 15, 2012 14:54 IST Place: Pune Agency: DNA <http://www.dnaindia.com/academy/1637855-reports-impart-skill-based-education-naac-panel-chief-tells-varieties>
2. Dr. M. Deo, Presidential Address on "Inspection on Commerce Education a Road Ahead" at 65th All India Commerce Conference held at KPB Hinduja College, Mumbai during 9-11 November 2012
3. Prof. M.S. Rao, (2010) Employability Skills" <http://profmr.blogspot.in/2010/04/employability-skills-profmr.html>
4. Erasmus S. Kajage () Knowledge and Skills of B.Com Graduates of the Faculty of Commerce and Management, University of Don in Judism in the Job Market <http://www.alphatrade.com.mx/bitstream/handle/123456789/40767/10.1.1.130.2646.pdf?sequence=1>
5. Gurvinder Kaur Gurcharan Singh and Sharon Kaur Garib Singh (2008) Malaysian Graduate Employability Skill UNITAR E-JOURNAL Vol. 4, No. 1, January 2008 http://www.world-education.com/teapshots/albums/userpics/Gurvinder_MalaysianGraduate_1_4
6. Isaac, I. J. (2007), Business Education Reforms and Accounting Education for National Development, Nigerian Journal of Vocational Teacher Education Vol.9 (1) Nov.
7. Robinson, Keele (2008) Growing Business, Employability and Sustainability, http://www.heacademy.ac.uk/projects/detail-and-keele_employability
8. Marcus Grant, (2009) Education for Sustainable Development and Employability, http://www.heacademy.ac.uk/assets/documents/sust-employability/see_employability_final.pdf
9. <http://www.nao.org.uk/report/sustainable-employment-supporting-people-to-stay-in-work-and-advance/>

Recent Trends in Modes of Banking Services in Indian Scenario

Dr. Nabha Kamble

Associate Professor,

Department of Commerce,

Jawaharal Nehru Arts, Commerce and Science College,

Wadi, Nagpur

Abstract:

The banking industry in India has seen the unprecedented changes in the overall operation of the bank and the way of delivering the banking services to high user and to unbanked area. With the advancement in the information technology, there has been a constant innovation in the banking system, which resulted in the Digitization of all banking system and evolving innovations like, Payment Bank, Small finance bank, touch banking and mobile app based banking. This paper aims to highlight the recent trends in modes of banking in the Indian banking system.

Keywords: banking, banking services, information technology, innovation, Digitization, touch banking, Mobile app based Banking.

Introduction:

The changing business environment with increased in the competition in the Financial Market and the growing professionalism and numbers of financial transaction among the people in the ordinary course of business has forced the banking organization both public, private and co-operative to bring the banking at the doorstep of the people. In the process of providing easy banking to high user and to those with unbanked, the banks adopting the use of technology so that their customer base will increase and stay in the competition.

With the advancement in the technology and the increased in the need of the information technology by the people banks has adopted various technologies in their overall banking system. It has not only brought the changes in their operation but also to providing the efficient and effective services to the customer. Now the any one can access banking at anywhere and anytime.

The following diagram shows the development in the banking:



Review of Literature:

Sanjay Kumar Dhanwani (2013) "Recent Trends in Indian Banking Industry" The banking industry has experienced a series of significant transformations in the last few decades. Among the most important of them is the change in the type of organizations that dominate the landscape. Since the eighties, banks have increased the scope and scale of their activities and several banks have become very large institutions with a presence in multiple regions of the country.

Asma Mobarek (2007) "E-Banking Practices and Customer Satisfaction - A Case Study in Botswana" Banks' external environment, including

globalization and deregulations, have made the banks highly competitive. Banks find it difficult to compete on price, and need to look at other ways to retain customers. As customers become more sophisticated, it becomes banks essential to consider the use of

Technology to respond to their continuously changing requirements. After conducting this research, it is clearly seen that delivery channels are lacking in meeting the demands of the customer by not making them aware of e-banking and using obsolete or not too up-to-date technology.

Abey Francis (2012) "Recent Trends in Indian Banking Sector" There has been considerable innovation and diversification in the business of major commercial banks. Some of them have engaged in the areas of consumer credit, credit cards, merchant banking, leasing, mutual funds etc. A few banks have already set up subsidiaries for merchant banking, leasing and mutual funds and many more are in the process of doing so. Some banks have commenced factoring business.

Megha Jain and G. S. Popli (2012) Role of Information Technology in the Development of Banking Sector in India. Liberalization and Information Technology has attracted many foreign banks to India, thereby opening up new markets, new products and efficient delivery channels for the Banking industry. In the development of Indian Economy, Banking sector plays a very important and crucial role. With the use of technology there had been an increase in penetration, productivity and efficiency. It has not only increased the cost effectiveness but also has helped in making small value transactions viable. It also enhances choices, creates new markets, and improves productivity and efficiency. It has been noticed that financial markets have turned into a buyer's markets in India.

Khan f. (2019) the focus of the current study is the deposit and credit activity within the SFB segment. The current study does an empirical analysis of last six financial quarters – since the launch of SFBs, using a LM repeated measures model to draw out emerging trends in terms of banking services to poor states (LIS/NES).

Jyoti Jagwani (2019) Small Finance banks are solving the basic financial problems and providing 75% of their loans to priority sector comprising of agriculture, small enterprise and low

income group. This paper analysis the role of small finance bank in Indian economy also analyses the AU bank. This study tries to measure the challenges faced by Small finance bank.

PralhadRathod and others (2017) Payment Banks are a part of a special category of banks which are authorized to offer a limited range of services to its customers, which include providing remittances and receiving payments. With the entry of payment banks, the process of shifting money from bank accounts to wallets will become truly seamless, and thus it is extremely possible that many customers may open payment bank accounts in addition to their regular bank accounts

Recent Trends:

In the process of evolution of the Banking in India there was a whole process based on the paper based, with the increased in the volume of the transaction there has been a constant used of machines. With the evolution of the Computers in the eighties banks was a major used of the computers in recording all the banking transaction. As and when the advancement in the computers and evolution in the internet technology there was a significant development in the electronic banking where in all majority of the transaction was done electronically. With this there has grown the user of ATM.

Electronic Funds Transfer (EFT) Mobile Banking also known as M-Banking, mbanking, SMS Banking etc were the major changed in the banking sector and due to which there is a constant growth in the number of customer.

After year 2011, SBI launched the concept of Green Banking where in all the transaction done through only ATM card. Recently some bank introduced the touch Banking by which a customer can done banking by self in the bank through touching and pressing the various buttons available on the touch screen in the bank.

Financial services are the various Banking and Non-banking services offered by financial institution. The nature of financial market in technological era has now been diverse and dynamic. Further with the advancement in the information technology has widened the scope of reach financial services. The growing usage of mobile phones particularly smart phones by the vast number of population of the country enabling the financial

service providers to design the strategy to tap the market at large level and ensure the financial inclusion of the non-banked population. Mobile application is one such part of information technology tools commonly used by financial institutions to offer wide range of financial services to their customers. The financial services using mobiles application includes mobile payments, loan disbursement and payers, bill pay or account information etc.

In the Union Budget 2014-2015 presented on July 10, 2014, the Hon'ble Finance Minister announced that:

"After making suitable changes to current framework, a structure will be put in place for continuous authorization of universal banks in the private sector in the current financial year. RBI will create a framework for licensing small banks and other differentiated banks. Differentiated banks serving niche interests, local area banks, payment banks etc. are contemplated to meet credit and remittance needs of small businesses, unorganized sector, low income households, farmers and migrant work force".

Payment Banks:

The payments bank will be set up as a differentiated bank and shall confine its activities to further the objectives for which it is set up. Therefore, the payments bank would be permitted to set up its own outlets such as branches, Automated Teller Machines (ATMs), Business Correspondents (BCs), etc. to undertake only certain restricted activities permitted to banks under the Banking Regulation Act, 1949. The payment banks shall only accept demand deposits i.e. current deposits and savings bank deposits from individuals, small businesses and other entities, as permitted. The Payment Banks can issue ATM / Debit Cards. However Payments banks, cannot issue credit cards.

Active Payment Banks in India

1. Airtel Payments Bank
2. India Post Payments Bank
3. Fino Payments Bank
4. Jio Payments Bank^[1]
5. Paytm Payments Bank
6. NSDL Payments Bank^[2]

Small Finance Banks

The objectives of setting up of small finance banks will be for furthering financial inclusion by (i) provision of savings vehicles primarily to unserved and underserved sections of the population, and (ii) supply of credit to small business units; small and marginal farmers; micro and small industries; and other unorganised sector entities, through high technology-low cost operations. The small finance bank, in furtherance of the objectives for which it is set up, shall primarily undertake basic banking activities of acceptance of deposits and lending to unserved and underserved sections including small business units, small and marginal farmers, micro and small industries and unorganised sector entities. It can also undertake other non-risk sharing simple financial services activities, not requiring any commitment of own fund, such as distribution of mutual fund units, insurance products, pension products, etc. with the prior approval of the RBI and after complying with the requirements of the sectoral regulator for such products. The small finance bank can also become a Category II Authorised Dealer in foreign exchange business for its clients' requirements. It cannot set up subsidiaries to undertake non-banking financial services activities.

Active Small Finance Banks in India

- Ujjivan Financial Services Pvt Ltd
- Janalakshmi Financial Services Pvt Ltd
- Equitas Holdings Pvt Ltd
- Au Financiers India Ltd
- Capital Local Area Bank Ltd
- Disha Microfin Pvt Ltd
- Disha Microfin Pvt Ltd
- Utkarsh Microfinance Pvt Ltd
- Suryoday Microfinance Pvt Ltd

Mobile App Based Banking:

Recently massive changes in Banking has seen right from RTGS, NEFT, Electronic Clearing Service, Point of Sale (POS) etc. further, with amendment in the Negotiable Instrument act, the

form of cheque has also been changed from paper cheque to e-cheque which is truncated. In the second decade of the twenty-first century, there is a growing usage of Smartphones with various technological applications included in it. Considering the overwhelming use of mobile application, the Banks, other financial and non-institutions started taking advantage of so called Mobile applications and accordingly designed the Application user friendly. The term refers to delivering of banking services to the customer of Banks through the use of Mobile application. The main feature of Mobile Banking is Convenience, Speed, Flexibility and Security etc. Right from Paytm, BHIM UPI, Google pay to Individual Banks Mobile Application. All these application are freely download and work in a smooth manner. This is the stage where Banking can happened anytime and anywhere covering almost all Financial and non-financial transactions. Another aspect of Mobile Banking application is Mobile Wallet that enables the customer to purchase things they want online without using credit card facility.

Conclusion:

With the use of technology there had been an increase in penetration, productivity, and efficiency. It has not only increased the cost effectiveness but also has helped in making small value transactions viable. The major challenge to the banks is to give access to the unbanked area. If these changes continue then all will be covered in the banking and true picture of the finance and economy will be appeared.

Banks in India are the major driving force in the Economy and catalyst of Social development. The Banks have been given the major responsibility of financial inclusion. Information technology and Digitization of Banking system has already proved successful in tapping the unbanked market. Many more innovation in the Banking system with the help of Digitization has been taking place. The future of the Indian Banks lies with how it will be Digital Banks that will ensure accessibility of banking services to all and in what manner. It is no doubt disruptive technology and innovative product will definitely develop by the banks for the vast number of unbanked population of the country as they have

already been done, the challenges also lies with the nature of product, process and its utility. That means the Banks has to change itself completely in new form. This will make them to loss their individual identity and interconnected with the other banks and future probable expectation of customer towards Banking with any Bank with the having account of any Bank. The fintech and techfin type companies have also been poses greater challenges to the traditional branch banking system.

References:

1. Sanjay Kumar Dhanwani (2013) "Recent Trends In Indian Banking Industry" http://www.abhinavjournal.com/images/Commerce_&_Management/Mar13/8.pdf
2. Abey Francis (2012) "Recent Trends in Indian Banking Sector" <http://www.mbaknol.com/business-finance/recent-trends-in-indian-banking-sector/>
3. Asma Mobarek (2007) "E-Banking Practices and Customer Satisfaction - A Case Study in Botswana" Banks http://papers.ssrn.com/sol3/papers.cfm?abstract_id=1011112
4. S.B. Verma ; E- Banking and Development of Banks, Deep & Deep Publications, New Delhi ,2008
5. Megha Jain AND G. S. Popli (2012) Role of Information Technology in the Development of Banking Sector in India http://papers.ssrn.com/sol3/papers.cfm?abstract_id=2151162
6. Jyoti Jagwani (2019) Inspira-Journal of Commerce, Economics & Computer Science (JCECS), Volume 05, No. 03, July-September, 2019, PP. 254-258, <https://www.inspirajournals.com/uploads/Issues/17789092.pdf>
7. Khan Firdaus Masarrat Rashid (2019) "Banking For The Poor: A GLM Study On Small Finance Banks In India", International Journal of Emerging Technologies and Innovative Research (www.jetir.org), ISSN:2349-5162, Vol.6, Issue 6, page no.630-636, June 2019, Available <http://www.jetir.org/papers/IJETIR19067016.pdf>
8. PralhadRathod and others (2017) Customer Awareness on Payment Banks, the latest IT-enabled Indian Banks connecting people - An Empirical Study <http://www.ijert.org/papers/IJERT170113.pdf>

9. Presentation on PAYMENT BANKS AND SMALL FINANCE BANKS by CS Rupali Kulshrestha of Vinod Kothari & Company
10. <https://vikaspedia.in/social-welfare/financial-inclusion/financial-literacy/small-finance-banks>
11. <https://economictimes.indiatimes.com/definition/payments-banks>
12. <https://economictimes.indiatimes.com/definition/percentage-point>
13. https://en.wikipedia.org/wiki/Small_finance_bank
14. https://en.wikipedia.org/wiki/Payments_bank
15. https://en.wikipedia.org/wiki/Reserve_Bank_of_India
16. https://en.wikipedia.org/wiki/List_of_banks_in_India



Association of Academic Researchers and Faculties (AARF)

Website-www.aarf.asia, Email id : editoraarf@gmail.com

Certificate of Publication

This is to certify that

Dr. Subhash K. Shembekar



Impact factor

Has published a paper entitled

Rural-Development Through Entrepreneur Development

Volume 8, Issue 12, December 2020 in

GE- International Journal of Management Research

ISSN(O): (2321-1709)

Managing Editor

An International, Peer Reviewed and Refereed Journal



Rural Development through Entrepreneur Development

Dr. Subhash K. Shembekar

Jawaharlal Nehru Arts, Commerce and Science College

Wadi, Nagpur

Abstract :

Indian villages are not developed since long. The Rural development is now connected to entrepreneurship. Entrepreneurship Development is a vital driver of economic growth, productivity, innovation, and job creation, and as a key aspect of economic dynamism. This paper focuses on the role of entrepreneurship development in the rural development.

Keywords : rural development, entrepreneurship, urbanization

Introduction :

Most of the rural areas around the world face economic challenges, due to their peripheral locations and also because of their declining economies. With the emergence of globalization and urbanization, many people who lived in rural areas before, have decided to move to urban centers, either for the updated infrastructure that cities have, or in exploration of the employment opportunities that industries in cities offer. This means that majority of rural regions and towns are facing migration and decline.

One response to the deterioration of traditional rural industries, such as agriculture and mining, has been the emergence of tourism orientated entrepreneurial activities. Certainly, many people indigenous to rural areas see tourism as a chance for them to stay and live in their region or town, without reducing their standard of living.

The motives of the entrepreneurs in rural areas are numerous; meaning that not all of them become entrepreneurs because they are concerned about unemployment. Moreover many entrepreneurs see rural tourism as an opportunity to live a confident lifestyle, and many even move from urban areas to rural areas looking for the opportunity to develop ideas and fulfill their dreams.

The main purpose of this paper is to examine the role of entrepreneurs in rural development, and moreover, to investigate how the 'entrepreneur' impacts on the rural environment, in order to define the entrepreneurs' role in the rural development.

Entrepreneurship in rural areas is becoming a unique blend of resources, either inside or outside of agriculture. This can be achieved by spreading the base of a farm business to include all the non-agricultural uses that available resources can be put to or through any key changes in land use or level of production other than those related solely to agriculture. Thus, a rural entrepreneur is someone who is prepared to stay in the rural area and contribute to the formation of local wealth. Moreover the economic goals of an entrepreneur and the social goals of rural development are more strongly interlinked than in urban areas and relatively has great impact on a rural community.

Rural entrepreneurship infers entrepreneurship emerging in rural areas. There is a increasing need for rural entrepreneurs because industrial units undertaken by rural entrepreneurs are providing much employment to men than machines. Institutions and individuals endorsing rural development now see entrepreneurship as a strategic development intervention that could accelerate the rural development process.

Rural Scenario in India :

Most of the villages in India are still living with the agricultural production. The villagers are not focusing on the agro based allied businesses. There are least processing units of agro products. The youngsters are doing traditional farming or migrating for job. This scenario is now changing or need to change with the entrepreneurship development.

In recent years, Rural area have acquired significance in countries like India, as the overall growth of the economy has resulted into substantial increase in purchasing power of rural communities. On account of green revolution in India, the rural areas are consuming a large amount of industrial and urban manufactured products. The rural markets in India have growing in size, range and sophistication in recent times. Under the changing social-

economic scenario, the rural markets have great potentialities in India and offer bright prospects and attractions to the companies. The rural market is the new driving force of the "Indian Consumption Story". With only 31.16% of the Indian population living in the urban area and 68.84% residing in the villages. (Census 2011), it is only the matter of time before rural India takes its rightful place in the Indian growth story. Businesses are looking for novel opportunities and avenues as a result of saturation in urban markets. The villages which were once inconsequential are now getting the attention of entrepreneurship.

Entrepreneurship Development :

Entrepreneurship development is the means of enhancing the knowledge and skill of entrepreneurs through several classroom coaching and programs, and training. The main point of the development process is to strengthen and increase the number of entrepreneurs.

This entrepreneur development process helps new firms or ventures get better in achieving their goals, improve business and the nation's economy. Another essential factor of this process is to improve the capacity to manage, develop, and build a business enterprise keeping in mind the risks related to it.

In simple words, the entrepreneurship development process is about supporting entrepreneurs to advance their skills with the help of training and coaching classes. It encourages them to make better judgments and take a sensible decision for all business activities.

Process of Entrepreneurship Development

The below-mentioned steps will illustrate how to build an effective entrepreneurship development program for an entrepreneur to organize and launch the new ventures.

- **Discover** – Any new process begins with fresh ideas and objectives, wherein the entrepreneur recognizes and analyzes business possibilities. The analyzing of opportunities is a risky task, and an entrepreneur looks out for inputs from other persons, including channel partners, employees, technical people, consumers, etc. to reach an ideal business opportunity.
- **Evaluation** – The evaluation of an opportunity can be done by asking several questions to oneself. For instance, questions like whether it is worth taking a chance and investing in the idea, will it attract the consumer, what are the competitive advantages and the risk linked with it are asked. A reasonable and sensible

entrepreneur will also analyze his skills and whether it matches his entrepreneurial objectives or not.

- **Developing a plan** – After the identification of an opportunity, an entrepreneur has to build a complete business plan. It is the most important step for new business as it sets a standard and the assessment criteria and sees if a company is working towards the set goals.
- **Resources** – The next step in the process of entrepreneurial development is resourcing. Here, the entrepreneur recognizes the source of finance and from where the human resource can be managed. In this step, the entrepreneur also tries to find investors for his new business.
- **Managing the company** – After the hiring process and funds are raised now its time to start the operation to accomplish the desired goals. All the entrepreneur will decide on the management structure that will be assigned to resolve the operational problems whenever it occurs.
- **Harvesting** – The last step in this process is harvesting, where an entrepreneur determines the future growth and development of the business. Here, real-time development is compared with the projected growth, and then the business security or the extension is initiated accordingly.

Importance of entrepreneurship are;

1. Growth of Entrepreneurship.
2. Creation of job opportunities.
3. Innovation.
4. Impact on community development.
5. The consequence of business failure.
6. Political and economic integration of outsiders.
7. Spawns entrepreneurship.
8. Enhances the standard of living.
9. Promotes research and development.

Role of Entrepreneurship Development in the Rural Development

Entrepreneurship in rural areas is finding a unique blend of resources, either inside or outside of agriculture. This can be achieved by widening the base of a farm business to include all the non-agricultural uses that available resources can be put to or through any major changes in land use or level of production other than those related solely to agriculture. Thus, a rural entrepreneur is someone who is prepared to stay in the rural area and contribute to the creation of local wealth. Moreover the economic goals of an entrepreneur and the social goals of rural development are more strongly interlinked than in urban areas and relatively has large impact on a rural community (Nandanwar, 2011). Rural entrepreneurship implies entrepreneurship emerging in rural areas. There is a growing need for rural entrepreneurs because industrial units undertaken by rural entrepreneurs are providing much employment to men than machines. Institutions and individuals promoting rural development now see entrepreneurship as a strategic development intervention that could accelerate the rural development process (Saxena, 2012).

There are several reasons for the increasing interest in entrepreneurship in rural regions and communities. First and foremost, the traditional approaches of recruitment and retention are just not working for most places, and leaders are looking for viable alternatives. Second, there is a growing body of evidence from the Global Entrepreneurship Monitor, prepared annually by Babson College and the London School of Economics, on the critical role that entrepreneurs and small businesses play in driving local and national economies. Third, the structure of rural economies is essentially composed of small enterprises, which are responsible for most of the job growth and the innovation, and in any event, small businesses represent an appropriate scale of activity for most rural economies (Dabson, 2005). Dabson has identified four principal components of a successful entrepreneurship development strategy that are: there has to be a community culture of support for entrepreneurs, the strategy has to be entrepreneur-focused, a systems orientation has to be central to the strategy, and make available funding for innovative financing models.

Rural entrepreneurs have successfully diversified into or started new businesses in markets as diverse as agro-food, crafts, recycling, leisure and health. Diversification into non-agricultural uses of available resources such as catering for tourists, blacksmithing, carpentry, spinning, etc. also fit into rural entrepreneurship

The rural markets in India represent a significant opportunity for continued growth of the mobile industry, and for the economic health of the country as a whole. However, the research indicates that operators must overcome significant challenges in providing mobile coverage profitably to the rural population. These challenges include an acute shortage of

technical infrastructure across rural India, which slows the pace of mobile expansion and makes it more expensive; Diverse cultures, educational standards and technical knowledge in rural areas; Frequent power shortages across India, and the more rugged environmental conditions in rural areas. The research also found that the perspectives of mobile industry executives about the needs of rural customers differed significantly from that of the opinions expressed by some of those customers themselves when enquired about the rationales for making buying decisions. While it matched considerably in regard to barriers to mobile take-up in rural India.

Conclusion :

Entrepreneurship plays a significant role in rural economic development such as improvement in the standard of living, creation of employment opportunities, easing of poverty, utilization of local resources and reduction of rural-urban migration. Specifically, rural entrepreneurship is an important implementer of economic development especially in the rural areas. Entrepreneurship as a tactical development intervention that could accelerate the rural development process. It seems to be a consensus on the urgent need to promote rural enterprises and see entrepreneurship as a tool to progress the quality of life for individuals, families and communities and to withstand a healthy economy and environment. Rural entrepreneurship is not only an significant means of improving the socio-economic wellbeing of people in the rural areas with low capital cost and rising the real income of the people, but also essential to the development of agriculture and industries to stand-in economic growth in any nation. It is recommended that rural entrepreneurship can be encouraged and promoted through the provision of incentives to rural entrepreneurs in the form of tax relief and concession for some years. Also the Infrastructure in rural areas should be developed and maintained.

References

- Adejumo, G. (2001). Indigenous entrepreneurship development in Nigeria: Characteristics, problems and prospects. *Advances in Management Journal*, 2(1): 112 – 122
- Ansari, B., Mirdamadi, S., Zand, A. and Arfaee, M. (2013). Sustainable entrepreneurship in rural areas. *Research Journal of Environmental and Earth Sciences*, 5(1): 26 - 31.
- Nandanwar, K.P. (2011); Role of Rural Entrepreneurship in Rural Development; *International Referred Research Journal*; March 2011 Vol.II *ISSUE-26

Chakravarty, E. (2013); The Rural Women Entrepreneurial Edge; IOSR Journal Of Humanities And Social Science (IOSR-JHSS) Volume 10, Issue 1 (Mar. - Apr. 2013), PP 33-36

Choudhary, Anshu. (2018). ROLE OF ENTREPRENEURSHIP IN RURAL DEVELOPMENT.

Sharma Achla, Entrepreneurship as a Tool for Rural Development, Global Journal of Management and Business Studies, ISSN 2248-9878 Volume 3, Number 3 (2013), pp. 319-322, <http://www.ripublication.com/gjmbs.htm>

<https://www.iiedunote.com/importance-of-entrepreneurship>

www.wikipedia.org

Implications of Climate Change on the Agricultural Production and Demand-Supply

Dr. Subhash K. Shembekar
Jawaharlal Nehru Arts, Commerce and Science College
Wadi, Nagpur

Abstract

The agricultural productivity decreases with an increase in annual average temperature in most of the crops. The adverse impact of climate change on agricultural production specifies food security threat to small and marginal farming households and adversely affected due to climatic fluctuations. This paper focuses on the impact of climate change on the agriculture sector.

Keywords : climate, environment, demand-supply

Introduction :

Weather is the condition of the atmosphere at a particular place and time. It is characterized by parameters such as temperature, humidity, rain and wind. Climate is the long term pattern of weather conditions for a given area. Climate change refers to a significant variation in either the mean state of the climate or its variability, persisting for an extended period. India is home to extraordinary variation of climatic regions, ranging from tropical in the south to temperate and alpine in the Himalayan north, where elevated regions receive sustained winter snowfall. The nation's climate is sturdily influenced by the Himalayas and the Thar Desert. Four major climatic groupings dominate into which fall seven climatic zones which are defined on the basis of temperature and precipitation.

Currently we are able to secure food supplies under these varying conditions. All climate models predict that there will be more extreme weather conditions, with more droughts, heavy rainfall and storms in agricultural production regions.

Climate change is the supreme important global environmental challenge facing humanity with implications for natural ecosystems, agriculture & health. The perusal of general circulation models (GCM's) on climate change indicate that rising levels of greenhouse gases (GHGs) are likely to increase the global average surface temperature by 1.5-4.5°C over the next 100 years. The difference of average temperature between the last ice age and present climate is 6°C. This will raise sea-levels, shift climate zones pole ward, decrease soil moisture and storms. Global warming is predicted to affect agricultural production.

Food Consumption in India

In India, average food consumption at present is 550 g per capita per day, whereas in China and USA are 980 and 2850 g, respectively. The country faces major challenges to increase its food production to the tune of 300 mt by 2020 in order to feed its evergrowing population which is likely to reach 1.30 billion by the year 2020. To meet the demand for food from this increased population, the country's farmers need to produce 50% more grain by 2020.

Impact Temperature on Agriculture

Some predict positive impacts on agriculture from climate change comparable increased temperatures and higher carbon dioxide levels. Increased concentrations of CO₂ may boost crop productivity, only where humidity is not a constraint. Higher levels of CO₂ can excite photosynthesis in certain plants (30-100 per cent). Experimental explanations confirm that when plants absorb more carbon grow bigger and more quickly. This is mainly true for C3 plants (so called because the product of their first biochemical reactions during photosynthesis has three carbon atoms). Increased CO₂ tends to suppress photo-respiration in these plants, making them added water-efficient. The response of C4 plants would not be as dramatic. C3 plants correspond to mid-latitude food staples like wheat, rice and soy bean whereas C4 plants resemble to low-altitude crops like maize, sorghum & sugarcane. The impact on yields of low-latitude crops is further difficult to predict while the mid-latitude yields may be reduced by 10-30 per cent due to increased summer dryness. The effects of an increase in carbon dioxide would be complex on C3 crops (such as wheat) than on C4 crops (such as maize), because the former is more susceptible to carbon dioxide shortage. Moreover, the protein content of the grain decreases under joint increases of temperature and CO₂. For rice, the amylase content of the grain-a major factor of cooking quality-is increased under elevated CO₂. With wheat, elevated CO₂ reduces the protein content of grain and flour by 9-13%. Concentrations of Fe and Zn which are significant for human nutrition would be lower.

A 10-15% increase in rainy season precipitation in many regions, a simultaneous precipitation decline of 5-25% in drought-prone central India and a sharp decline in winter rainfall in northern India are also projected. This infers changes in output of winter wheat and mustard crops in northwestern India. A decrease in number of rainy days (5-15 days on an average) is expected over much of India, along with an increase in heavy rainfall days in the monsoon season (Indian Institute of Tropical Meteorology, Ministry of Earth Sciences, Government of India). These changes are expected to increase the vulnerability of Indian agriculture. This is particularly imperative in India, where agriculture is highly sensitive to monsoon variability as 65% of the cropped area is rain-fed. Changes in temperature and precipitation could

have a noteworthy impact on more than 350 million people who are dependent on rain-fed agriculture.

IPCC and Climate Change Mitigation

The Intergovernmental Panel on Climate Change (IPCC), an international body of over 3000 experts, indicates that rice and wheat production of India will drop significantly because of climate change. A 1.5°C rise and two mm increase in precipitation could result in a decline in rice yields by 3-15 per cent. According to IPCC's Third Assessment Report (TAR), "The importance of climate change impacts on grain and forage quality emerges from new research." In its Fourth Assessment Report (AR4), published in 2007, the IPCC projects that, without further action to reduce GHG emissions, the global average surface temperature is likely to rise by a further 1.8-4.0°C this century, and by up to 6.4°C in the worst case scenario. The eventual impact of loss of food grain production would be to use hard currency to increase food imports. Food insecurity and malnutrition will affect the overall health status of millions of people, with implications for infant mortality in large number. Increased human intrusion in modern technology based agriculture has resulted in decrease in diversity at all levels in agro ecosystem.

The serious climate change risk to the Indian economy and its people is the increased intensity, frequency and geographical coverage of drought. Higher temperatures, augmented evapo-transpiration and decreased winter precipitation may bring about more droughts. The possibility of winter drought will increase in certain areas. Climate change is expected to upsurge the severity of flooding in many Indian river basins, especially those of the Godavari and Mahanadi along the eastern coast. The third most important risk is that of cyclonic storms, storm surge and coastal inundation. A sea surface temperature rise of 2-4°C, as anticipated in the Indian ocean over the century, is expected to induce a 10-20 percent increase in cyclone intensity (National Disaster Management Authority, Government of India). The 1999 Odisha super-cyclone killed more than 10,000 people and devastated buildings across 10 coastal and 6 inland districts. This tragedy was due to the combination of storm surge, cyclonic winds and coastal flooding. The cyclone dumped heavy heavy rain over southeast India, causing record breaking flooding in the low-lying areas. The storm surge was 26 feet (8 meters), struck the coast of Odisha, traveling up to 20 km inland. 17,110 km² (6,600 mi²) of crops were destroyed, and an additional 90 million trees were either uprooted or had snapped.

The climate change mitigation generally involves reductions in human emissions of GHGs which can be achieved by increasing the capacity of carbon sinks. Use of renewable energy and nuclear energy and expanding forests are the mitigating priorities. Prof. Sir Nicholas Stern in his review predicts that living conditions and livelihood opportunities of millions of people may be affected by climatic variability

and hence biodiversity loss. Stern also forecasts that sea level rise could cause major displacement of people from coastal areas. Climate change stresses an international response, based on a shared understanding of long term goals and agreement on frameworks for action.

Impact on the Production

India has 16% of the world population, but only 4% of the world water resources. Agriculture is dependent on climate, since temperature, sunlight and water are the main drivers of crop growth. While some aspects of climate change such as longer growing season and warmer temperatures may bring benefits in crop growth and yield, there will also be a range of adverse impacts due to reduced water availability and more frequent extreme weather conditions. These impacts may have agricultural activities at significant risk. Climate change has caused significant damage to our present crop profile and threatens to bring even more serious consequences in the future (WHO, 1992). Wheat yields are predicted to fall by 5-10% with every increase of 1°C and overall crop yields could decrease up to 30% in South Asia by the mid-21st century. India could experience a 40% deterioration in agricultural productivity by the 2080s. Rise in temperatures will touch wheat growing regions, placing hundreds of millions of people at the brink of chronic hunger.

Rainfall in India has a direct relationship with the monsoons which initiate from the Indian and Arabian Seas. A heater climate will accelerate the hydrologic cycle, altering rainfall, magnitude and timing of run-off. Warm air holds more moisture and it will result in an increase in evaporation of surface moisture. Climate change has a straight impact on crop evapotranspiration (ET). In parched regions of Rajasthan state an increase of 14.8 per cent in total ET demand has been projected with increase in temperature. The study further indicates that even a marginal increase in ET demand due to global warming would have a larger impact on the fragile water resources of arid zone ecosystem of Rajasthan. Therefore, change in climate will affect the soil moisture, groundwater recharge, and frequency of flood or drought, and finally groundwater level in different areas. Effect of climate change will affect water cycle. In addition, rise in sea level will increase the risk of permanent or seasonal saline intrusion into ground water and rivers which will have an impact on quality of water and its possible use of domestic, agricultural and industrial uses. Climate change will have many effects on agriculture.

Conclusion

The effect of climate change influences on many façades; one of the important significances is bringing about changes in the quality and quantity water resources and crop productivity. The India's many regions is highly sensitive to climate change. Agriculture sector is the most prone sector as it will have a direct attitude on the living of 1.2 billion people. India has set a target of having greenhouse gas releases

by 2050. There is an crucial need for coordinated efforts to strengthen the research to assess the impact of climate change on agriculture, forests, animal husbandry, aquatic life and other living beings. Climate change is predictable to affect the demand and supply of food products in India. The climate change impacts on the production so as the demand and supply.

It is projected that India needs 320 MT of food grains by the year 2025. For a country like India, sustainable agricultural development is vital not only to meet the food demands, but also for poverty reduction through economic growth by creating employment chances in non-agricultural rural sectors.

It is possible that weather change may force the pace of rural-urban migration (rurbanisation) over the next few decades. The current farming crisis in rural India could be catalyzed by climate change into a migratory rout, driven by greater monsoon variability, endemic drought, flooding and resource conflict.

The role of Science & Technology has important impact on the agriculture. Proper type of technologies and policies are required to strengthen the capacity of communities to cope effectively with both climatic variability and changes. Following points can reduce adverse impacts of climate change :

- development in forecasting & early warning systems
- starting hazard & vulnerability mapping
- supplementing public awareness
- generating community-based forest management and afforestation projects
- development in irrigation

References :

- Burgess R, O Deschenes, D Donaldson and M Greenstone (2017), "Weather, climate change and death in India", working paper, London School of Economics.
- Government of India (2018), 'Economic Survey of India, 2017-18'
- Pathak H, PK Aggarwal, and SD Singh (2009), 'Climate change impact, adaptation and mitigation in agriculture: methodology for assessment and applications', Indian Agricultural Research Institute, New Delhi.
- Senapati1Manas Ranjan, , Behera Bhagirathi, Mishra3Sruti Ranjan, Impact of Climate Change on Indian Agriculture & Its Mitigating Priorities, American Journal of Environmental Protection, 2013 1 (4), pp 109-111., <http://pubs.sciepub.com/env/1/4/5/index.html>

- Subramanian A. (2017). 'Transforming Indian agriculture. By loving some agriculture less and the rest more', Lecture at National Academy of Agricultural Sciences.
- <https://www.downtoearth.org.in/news/agriculture/climate-change-causes-about-1-5-per-cent-loss-in-india-s-gdp-57883>
- <https://www.ideasforindia.in/topics/agriculture/climate-change-and-indian-agriculture.html>
- <http://pubs.sciepub.com/env/1/4/6/index.html>
- https://www.dni.gov/files/documents/climate2030_india.pdf

Effect of Reverse Migration on Different Industries

Dr. Sanjay S. Tekade

Associate Professor

Department of Commerce

Jawaharlal Nehru Arts, Commerce and Science College,

Wadi, Nagpur - 440023

Abstract :

Migration is a multifaceted phenomenon influenced by economic, social, political, geographical and environmental factors. Migration is an important element of human history, where people have been moving from one place to another in search of livelihood. With the emergence of COVID-19 pandemic situation in India and entire world; the economy slows down with the decreasing growth rates of GDP and growing unemployment rates. Majority of workers migrated towards their home state of home town. Due to this reverse migration majority of industries faced numerous problems. This paper focuses on the effect of reverse migration on different industries.

Keywords :reverse migration, industries, economy, pandemic

Introduction :

The initiation of the lockdown generated widespread panic among migrants across India's major cities and states of destination, kicking off intensive attempts to return predominantly to rural hometowns in the states of origin. From the scale of the tried migration, it is evident that the government did not account for India's enormous magnitude of internal migrants, with the four-hour notice preceding the first lockdown taking migrant workers by surprise. The shutdown of commercial activities effectually cut off the primary source of income for many of these labour migrants, leaving them with little or no resources to ride out a twenty-one-day lockdown period which was likely to be the first among a number of successive nationwide lockdowns.

According to the 2011 Census, there were 450 million internal migrants in India by the 'Place of Last Residence' metric, thus accounting 37.7 per cent of the total population. Based on census trends, it is estimated about 600 million internal migrants in 2020. Among this, one-third are interstate and inter-district migrants which accounts to 200 million, and within this 200 million, two-thirds are projected to be migrant workers that roughly constitute 140 million.

In all, these numbers are enormous. If we have do micro analysis, we find that most internal migrants in India are short-distance intra-district migrants, with almost 62 per cent according to the 2011 Census.

Significant numbers of migrant workers are temporary or seasonal migrants, with 21 out of every 1000 migrants confidential as a temporary or seasonal migrants in 2007-08. They show that the bulk of these migrants also hail from marginalised sections of the country and from among the lower-income lower groups. A number of these migrants are also intricate in employment in the informal sector, making them some of the most vulnerable working groups, which more exclude them from social security benefits and even basic rights at the workplace.

Pandemic Situation

The coronavirus outbreak came to light on December 31, 2019 when China informed the World Health Organisation of a cluster of cases of pneumonia of an unknown cause in Wuhan City in Hubei Province. Subsequently the disease spread to more Provinces in China, and to the rest of the world. The WHO has now declared it a pandemic. The virus has been named SARS-CoV-2 and the disease is now called COVID-19.

More than 1.7 million people died. Around 80 million people are known to have contracted the virus, though the actual number is likely much higher. Children became orphans, grandparents were lost and partners bereaved as loved ones died alone in hospital, bedside visits considered too dangerous to risk.

This is a pandemic experience that's unique in the lifetime of every single person on Earth," says Sten Vermund, infectious disease epidemiologist and dean of Yale School of Public Health. "Hardly any of us haven't been touched by it."

Businesses closed. Schools and colleges shut. Live sport was cancelled. Commercial airline travel saw its most violent contraction in history. Shops, clubs, bars and restaurants closed. Spain's lockdown was so severe that children couldn't leave home. People were suddenly trapped, cheek by jowl in tiny apartments for weeks on end.

Those who could, worked from home. Zoom calls replaced meetings, business travel and parties. Those whose jobs were not transferrable were often sacked or forced to risk their health and work regardless.

Reverse Migration

The imposition of the lockdown as a measure to contain the exponential development of the COVID-19 pandemic has hit the unskilled and semi-skilled migratory labourers the most. In the last few weeks, we have all been witness to harrowing, nerve-wrenching and bone chilling images of the migration of these marginal and "invisible" drivers of the informal economy of urban India. Indian highways deflated of most vehicles were lined with bedraggled, poor pedestrians, many carrying all their worldly belongings in bundles on top of their heads walking to their home villages, hundreds or thousands of miles away across states.

Migrant workers returning to native places in COVID-19 times were the host for urban to rural show of cases as the migrant-receiving states witnessed over five times increase in the number of districts having a more noteworthy concentration of COVID-19 cases from 1 May to 31 May 2020. There is an urgent need for the skill mapping of the migrant workforce and making social security schemes to protect them under any socio-economic or health emergency.

Impact of Reverse Migration on the Different Industries

An unparalleled large-scale reverse migration of labour triggered by the nationwide lockdown, that saw millions of workers travel across state borders, has put some of the Indian economy's major sectors at risk. Manufacturing, mining, retail and wholesale trade and friendliness have some of the highest dependence on migrant workers from other states, according to an analysis by India Ratings & Research. The impact will be further aggravated for medium and small enterprises that rely more on migrant workers than large corporates.

India imposed an sudden nationwide lockdown to curb the spread of Covid-19 that brought economic activities to a grinding halt. The lockdown, which was then extended twice, hit number of daily wage earners and migrant labourers who were left without jobs and income. Penniless and stranded, workers left cities for their villages on foot or bicycles, cramped in trucks and later by trains.

The result: a labour crisis which might hit capacity utilisation for several firms, India Ratings said. Manufacturing is the clear victim with its high reliance on migrants. The industry employs over 60 lakh migrant workers from other states more than any other

sector, India Ratings said. Also, almost half of the manufacturing sector's output comes from MSMEs and contributes 8% to the country to the country's GDP.

"The sector might keep opposite labour shortage in the near term if labourers do not return to their workplace by Q2 FY21," India Ratings said. "This will lead to an increase in labour wages in the near term, which may erode MSMEs' profits."

Sectors where migrant workers from other states form most of the labour force



Another sector impacted harshly due to reverse migration, according to India Ratings, is logistics. The scarcity of trucks and workers for warehouses has led to lower capacity utilisation of ports affecting India's external trade, it said.

Construction sector widely expected to be impacted severely from reverse migration. And while, construction activity has been hit due to local limitations, India Ratings said the sector's dependency on workers from other states is relatively lower. The sector depend on more on intra-state migrants.

Most Impacted States

Maharashtra, Delhi and Gujarat has receive the largest number of migrant workers in India—most of them from Uttar Pradesh and Bihar. Companies in these regions are probably suffer more than the likes of Andhra Pradesh or Chhattisgarh where only a small portion of the work force is from outside the state, India Ratings estimated.

The impact of reverse migration is more pronounced in Maharashtra and Gujarat due to the huge presence of heavy labour-dependent sectors such as manufacturing and construction.

A quarter of Maharashtra's uncultured value-added product comes from manufacturing. The figure is much higher at over 48% for Gujarat. Manufacturing units in these states employment a total of over 22 lakh migrant workers, highlighting the challenge firms face due to reverse migration.

States with Biggest Invasion of Migrant Workers



Impact on Corporates India Ratings has estimated that in the near term, corporates with manufacturing facilities concentrated in states with a high-migrant dependency will face higher costs and face pressure on its operating margins. Employers may also choose to offer incentives beyond just wages to woo labour back, leading to further costs.

Companies that have manufacturing facilities in multiple states are better hedged against the labour scarcity, India Ratings said. The impact on such companies will be limited to the share of revenue they get from facilities in states that depend more on migrant labour.

Conclusion

The present migrant crisis due to COVID-19 pandemic, requires accurate data on internal migrants which would render visibility to the invisible yet pervasive categories of labourers. Many migrants remain omitted from various governmental schemes due to their 'neither here, nor there' status. This should be done in arrangement to the intent-impact gap analysis of such schemes. At this juncture, it is grave to revisit NCEUS recommendations and effectively implement them without diluting the specificities. It is also essential to form a migrant collective for better voice and political agency of migrants. The recent surge in COVID-19 positive cases and subsequent lockdown imposed by numerous states are preventing the return of migrant labourers to their workplace, though such measures are necessary to control the outbreak. Moreover, a protracted

disruption will even dampen migrant labourers' sentiments. The manufacturing sector will be at the forefront of the disruption particularly micro, small & medium enterprises in Maharashtra and Delhi.

References

- Agnihotri, Indu, Indrani Mazumdar, and N. Neetha. 2012. *Gender and migration: Negotiating rights, a women's movement perspective*. Delhi: Centre for Women's Development Studies.
- Awasthi, Prashasti. 2020. Shramik Trains witnessed 80 deaths onboard. *The Hindu Business Line*. <https://www.thehindubusinessline.com/news/shramik-trains-witnessed-80-deaths-onboard/article31708831.ece#>.
- Bhatt, Wasudha. 2009. The gender dimension of migration in India: The politics of contemporary space in Orissa and Rajasthan. *Development in Practice* 19(1): 87-93.
- Chandrasekhar, S., M. Naik, and S.N. Roy. 2017. On the importance of triangulating data sets to examine Indians on the move. *Economic and Political Weekly* 52(47): 60-68.
- Gupta, Surojit. 2020. 30% of migrants will not return to cities: Irudaya Rajan. *Times of India*. <https://timesofindia.indiatimes.com/india/30-of-migrants-will-not-return-to-cities-irudaya-rajan/articleshow/76126701.cms>.
- Keshri, Kunal, and R.B. Bhagat. 2013. Socioeconomic determinants of temporary labour migration in India: A regional analysis. *Asian Population Studies* 9(2): 175-195.
- Srivastava, R., and R. Sutradhar. 2016. Labour migration to the construction sector in India and its impact on rural poverty. *Indian Journal of Human Development* 10(1): 27-48. <https://link.springer.com/article/10.1007/s41027-020-00293-8>
- <https://www.bloombergquint.com/economy-finance/if-indias-migrant-workers-dont-return-it-spells-trouble-for-these-sectors>
- <https://www.thehindu.com/news/cities/Hyderabad/exodus-of-migrants-to-leave-industries-in-a-spot/article31528254.ece>
- <https://www.thehindu.com/topic/coronavirus/>
- <https://www.livemint.com/news/india/covid-pandemic-and-lockdown-how-2020-changed-the-world-11609063620518.html>
- <https://www.epw.in/journal/2020/32-33/commentary/reverse-migration-labourers-amidst-covid-19.html>



Role of Corporate Social Responsibility in the Rural Development in India

Dr. Sanjay S. Tekade

Associate Professor

Department of Commerce

Jawaharlal Nehru Arts, Commerce and Science College,

Wadi, Nagpur - 440023

Abstract

In a corporatesetups, there are many stakeholders, one of them are business houses or organisations. These business houses contribute ominously to its pool that affect their internal stakeholders and support the initiatives of the company openhandedly. In India companies like Reliance and Tata are practicing Corporate Social Responsibility (CSR) for decades, long before CSR become a popular base. There are numerous areas where companies have played a key role in addressing issues of education, health, environment and livings through their statements of CSR throughout the country. Business sector identify, promote and practice effective policies and practices to achieve triple bottom line. Majority oforganisations design and implementation of CSR initiatives in rural area which covers the entire community. Thispaperaims at studying the role of CSR in the rural development in India.

Keywords : CSR, rural development, community

Introduction

The majority of the poor in India, people living in villages and towns are in a state of neglect and underdevelopment with the poor people. The problems of starvation, ignorance, poor health, high mortality and illiteracy are graver in rural areas than in urban areas. Not only due to lack of resources but also because of the defects in our planning investment process and model. India has the potential to encounter these challenges in rural areas. However, the government efforts may not be adequate to provide basic services to its citizens. It is increasingly recognized that progress and welfare of society is not only the responsibility of government but many other stakeholders must be involved to attain the development goal. The corporate sector has a vital role to play in safeguarding that the private investment flows in these rural areas that have been left out of the development process till date and work for sustainable development of rural areas in general.

The meaning of CSR is two folded. First, it presents an ethics an organization should exercise for its internal as well as external employees. On the other hand, it means that the obligation of an organization for the environment and the society in which it operates. CSR is considered as a mean or a medium by which companies give somewhat back to society. Its mission is to offer innovative solutions for the social and environmental challenges. But the challenge for business and professional community is to identify urgencies and areas of CSR interventions that are important in the context of rural development sector. Therefore, it is essential to study and understand business, how companies are using their CSR initiatives or what is the impact of social responsibility actions in the socioeconomic development of the rural population.

Corporate Social Responsibility

The study shows that all the corporations presented themselves as they have the CSR policies and also practices CSR. A great number of companies reflect their CSR philosophy or social, environmental and ethical objectives & their mission, vision documents, organizational policy and plans. However, even if surveyed firms have CSR policies and objectives but there was not at all relationship between the agenda of the company and the Millennium Development Goals (MDGs). The companies espousing CSR initiatives for rural development in India. Education is the priority for several companies which were taken, followed by health and improving standards of livelihoods. About 50% of respondents take CSR initiatives in the infrastructure sector & 57% in the environment which comprises events like tree planting, the awareness creations among the masses on the environmental issues, etc. It is also surprising that even if the central govt. & the State govt. have different departments for education and health sector, these two are the priority issues for the firms and are often under the banner of CSR in both public and private companies in India.

The whole of CSR can be best understood by three words: 'corporate,' 'social,' and 'responsibility.' In extensive terms, CSR relates to responsibilities corporations have towards society within which they are based and operate, not denying the fact that the purview of CSR goes much beyond this. CSR is comprehended differently by different people. Some observe it to be a commitment of a company to manage its various roles in society, as producer, employer, customer and citizen in a responsible manner while for others it is synonymous to Corporate Responsibility (CR) or Corporate Citizenship or Social Action Programme (SAP). The term has also been started to relate up with Triple Bottom Line Reporting (TBL) which essentially measures an enterprise's performance against economic, social and environmental indicators.

According to the Philip Kotler and Nancy Lee (2005) define CSR as "a commitment to progress community wellbeing through discretionary business practices and contributions of corporate resources" whereas Mallen Baker refers to CSR as "a way corporations manage the business processes to produce an overall positive impact on society."

Trends in CSR:

From Charity to Responsibility An insight into the history of CSR reveals that till 1990s it was solely dominated by the idea of philanthropy. Considering CSR as an act of philanthropy, businesses often restricted themselves to one time financial grant and did not commit their resources for such projects. Furthermore, businesses never kept the stakeholder in mind while planning for such initiatives, thereby reducing the effectiveness and efficiency of CSR initiatives. However, over the last few years, the concept of CSR has been changing. There has been anseeming transition from giving as an obligation or charity to giving as a strategy or responsibility. Review of the case studies and work done on CSR by corporations in India suggests that the CSR is slowly moving away from charity and dependence and starting to build on authorisation and partnership.

Conceptualisation:

Currently corporates are treating CSR as a separate entity and devote attention to it. Most of the corporates have a vision and mission statements often at the corporate level or sometimes at the CSR level that drive their CSR initiative. Negotiations are made to choose specific issues and initiatives. It has been experiential that the areas they choose somewhere relate to their core values. Corporations today are increasingly sensitive about their social role. The corporations not only concentrate on how they will situation their product or how they will sell it but also they have a social strategy because they have started feeling that brands are built not only around good quality of the product; but also around emotions and values that people attribute to those products.

Today, CSR has been understood in terms of accountability where corporates are feeling that they are responsible for the impact their actions have on several stakeholders. They feel that the basic motive of CSR today is to increase the company's overall impact on the society and stakeholders.

Implementation:

Moving away from the traditional approach, corporates rather than following top to bottom mechanism are increasingly bearing stakeholders' perspectives in mind, thereby considering CSR as a comprehensive set of policies, practices and programmes that are integrated throughout the business operations. It can thus be inferred that radical transformation is happening with CSR practices across India. The changes happened at conceptual level where charity oriented approach is now being seen as a stakeholder oriented approach and at implementation level where other important resources except finance are being dedicated. Several innovative programmes in thematic areas of public health, education, environment, microfinance and related areas are being developed. These programmes are developed behaviour in mind the local cultural context and the needs of people. Apart from devoting funds, expertise in terms of knowledge and human resource is also allocated for successful implementation of these programmes. In a growing number of companies these processes are encouraged and rewarded by top management. The implementation of programmes through a skilled resource makes a real difference in the community that has been chosen for implementation.

Rural Development

Rural development is significant not only for the majority of the population residing in a rural area but the growth of rural activities is necessary to stimulate the speed of general economic expansion of the nation.

Rural development is pretended to be conspicuous importance in the country today than in the olden days in the process of the evolution of the nation. It is a strategy annoying to obtain improved rural creation and productivity, higher socio-economic equality, and ambition, stability in social and economic development.

The primitive task is to reduction the famine roughly about 70% of the rural population, implement sufficient and healthy food. Later, serve fair equipment of clothing and footwear, a clean environment and house, medical attention, entertaining provision, education, transport, and communication.

Rural development usually narrates to the method of enhancing the quality of life and financial well-being of an individual precisely living in populated and remote areas.

Conventionally rural development is centred on the misuse of land-intensive natural resources such as forestry and agriculture. But today, cumulative urbanisation and change in global production, networks have transformed the nature of rural areas.

Today, rural development still remains the core of the complete development of the country. It has become more than two-thirds of the country's people is reliant on on agriculture for their livelihood and one-third of rural India is still below the poverty line. Consequently, it is important for the government to be productive and provide enough facility to upgrade their standard of living.

Rural development is a complete term that essences on the action taken for the development of rural areas improve the village economy. However, few areas that demand more focused consideration and new initiatives are.

- Education
- Public Health and Sanitation
- Women Empowerment
- Infrastructure Development (e.g. electricity, irrigation, etc.)
- Facilities for agriculture extension and research
- Availability of Credit
- Employment opportunity

Role of CSR in the Rural Development

Corporates are operated in rural area for gaining profit but they are equally responsible towards the society and its betterment. The current opportunity of huge funding in the form of social investment by corporate houses under the new law a change can be made if proper investment policy envisaged under UNO charter of "Millennium development goals" is obeyed to. Social investments in rural areas can be in the form of agricultural system progression and related livelihood; Community development etc. Agriculture which is the back bone of rural development needs a lot of sustenance to increase the farm income. Social investments in terms of generating knowledge parks for updating the knowledge on improved agricultural practices and farming of high value crops will enhance farm income and on-farm employment. The other significant area for social investments is to establish small scale industries and village based industries which can employ major rural population in both in season and no season for improving the income. Social investments in the area of information and skill development will improve the produces and profits with more rural livelihoods. Information technology can be effectively employed to provide the services in rural areas. Health which is seen as guide of development needs an effective delivery system. Social investments can also be done in health sector by founding rural health care units, conducting health camps to prevent major diseases. Information booths can be established by training the rural youth for delivering numerous services at the rural level. Training rural women in value addition to the farm produce and by creating market avenues will help in addressing gender issues in rural areas. Aimproved infrastructure in rural areas can build the rural economy making easy access to all the available services. Social investments in formation of infrastructure help in providing urban amenities in rural area and also, prevent the urban migration in search of livelihood. At last, in rural area there are numerous factors which hinder the development of rural area and its progress. Hence, proper planning and government's policy necessity to be framed and legal policies should be made in response to Social investment.

The impact of social responsibility programs in the rural poor The impact of CSR programs resulted in a sample of 12 leading companies in India have been classified in five areas: livelihood, health, education, environment and infrastructure. Livelihoods: The Grameen-LABS is a program implemented by Dr.Reddy ' Foundation in collaboration with rural development Department, GOI is to provide livelihood to around 35,000 youths in the rural India between the age of 18-25 years in 7 states of India. Consequences of livelihood support programs by Bharat Petroleum show that SHG members are in the stable income group with INR 2,000 p.m. and members of the International Journal of Scientific and Research Publications, Volume 5, Issue 10, October 2015 4 ISSN 2250-3153 www.ijsrp.org banana plantations and poultry are working to earn extra income of INR 7000-8000 p.a.

Health: Majority of companies organize a series of health camps to create health awareness and education on health on numerous issues such as vaccination, blood donation, water purification pills, condom distribution etc. Till 2007-08, SAIL conducted 267 health camps

for the benefit of over 4.5 lakh people. In Lanjigarh (Orissa) Vedanta Aluminium Ltd. covers 53 villages with 32,000 inhabitants, providing free medicine, treatment and referral service their mobile units. Tata Family Health Initiatives Foundation (TSFIF) has established "Lifeline Express" Wheeled Hospital has helped more than 50,000 patients in Jharkhand, Orissa and Chhatisgarh. Education: Aditya Birla Group provided education to 62,000 children living near the plants by running 26 formal schools. SAIL preserves approximately 138 schools in outlying areas of SAIL plants/units in the country where more than 80,000 children receive education (Kumar 2008). Asian Paints establishment of "Shree GattuVidyalaya", a school providing education to 25,000 children from class I to X, by this effort formal education have reached to rural areas and helped the children there. Similarly, Satyam Computers have developed 170 modern schools benefiting 40,000 rural children. Schools "Project Smiles" with the support of Coca-Cola India Inc. was started and completed in 20 schools. It left its influence on the lives of approximately 10,000 children. Environment: Towards Sustainable Development and management of natural resource, numerous companies have been working on tree plantation, watershed management, and waste management, wind farms etc; for example, SAIL has planted 13.5 million trees in and around the SAIL plants or mines till date. Watershed Development Programme by Ambuja Cement Ltd has covered 9,000 hectares in the last few years. Sustainable water management endures to lead the priority list of Coca-Cola India Inc. So far, the company water initiatives have improved the lives of more than 1,40,000 people & raise awareness on the vital importance of water conservation among the millions of people. Infrastructure: Of the 12 companies plotted only six companies offer different infrastructures facilities such as construction and road development, connection of electricity, water, sanitation, schools, health Center, community, etc. Welfare Lupin Human welfare and Research Foundation started the scheme "ApnaGaonApnaKam". This scheme covered 38,000 villages in Rajasthan and almost all areas have the school buildings, potable water, ponds, connecting roads, community centers, and electricity. SAIL has participated in the construction and repair of 33 km of pucca roads per year, providing nearly two lakh people in 435 villages to access to the current infrastructure each year. In Andhra Pradesh in collaboration with Hyderabad Urban Development Agency, local rural communities and NGOs, Coca-Cola India has aided 16 thousand people of "SaroorNayar" to restore existing "check-dam" the water catchment areas.

Conclusion

Corporate Social responsibility is considered as a significant activity issue of Indian companies, regardless of size, sector, objective of the company, the location of the company. Corporate Social Responsibility is not a trend or a passing trend, it is a business domineering that many Indian companies are either beginning to contemplate about or are engaging with in one way or another. While some of these initiatives may be considered as corporate citizenship by some organisations, there basic message and purpose is the same. A positively implemented CSR strategy calls for aligning these initiatives with business objectives and corporate values thereby integrating corporate responsibility across the business functions and enhancing business reputation. The challenge for us is to apply central business principles to make CSR sharper, smarter, and focused on what really matters. The rural population is predominantly engaged in agriculture and completely dependent on rainfall based irrigation. Companies identify and addresses the critical needs of each village selected as part of the CSR initiatives. There are numerous interventions designed in consultation with the village community and other stakeholders. The initiatives are designed on the basis of needs and openness of rural areas. These CSR activities done by majority of the organisations are helpful to the rural area which leads to the rural empowerment. CSR initiatives accepted

by the Indian companies for rural development have a positive consequence and impact on the overall development of society and business.

References

- Boli and Hartsuikar, Theory of Corporate Social Responsibility: Its evolutionary path and the road ahead, 2001.
- Chaudhri and Wang, 2007. Communicating CSR on the Internet A Case Study of the Top 100 Information Technology Companies in India, Management Communication Quarterly, 21(2): 232-247
- KPMG International Survey of Corporate Responsibility Reporting, 2005
- Maon, F., A. Lindgreen and V. Swaen, 2009. 'Designing and implementing Corporate Social Responsibility: An integrative framework grounded F in theory and practice', Journal of Business Ethics, web.
- Patel J.R., RESEARCH HUB – International Multidisciplinary Research Journal, RHIMRJ, ISSN: 2349-7637 (Online), Volume-1, Issue-2, September 2014
- Pradhan, Dr & Ranjan, Dr. (2010). Corporate Social Responsibility In Rural Development Sector: Evidences From India. School of Doctoral Studies Journal.
- Vastradmath.Namita, The Role of Corporate Social Responsibility for an Inclusive Growth in the Society, International Journal of Scientific and Research Publications, Volume 5, Issue 10, October 2015, ISSN 2250-3153
- <https://www.unglobalcompact.org/>
- <https://byjus.com/commerce/meaning-of-rural-development/>
- <https://thecsrjournal.in/funding-rural-development-top-india-companies/>
- <https://csrbox.org/Top-Rural-Development-csr-projects-in-india>
- [https://www.lkouniv.ac.in/site/writereaddata/siteContent/202004261306373777sandhya_yada v SW CSR in Rural Development.pdf](https://www.lkouniv.ac.in/site/writereaddata/siteContent/202004261306373777sandhya_yada%20v%20SW%20CSR%20in%20Rural%20Development.pdf)