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# CONCEPT

*MULTIDISCIPLINARY PEER REVIEWED JOURNAL*



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Smt. Maniben M.P. Shah Women's College of Arts & Commerce  
Shri M.P. Shah Junior College of Arts & Commerce for Women  
Smt. Kamalaben Gambhirchand Shah Depts. of Management Studies & Mass Media

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Chief Editor  
**Dr Archana Patki**

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## From the Principal's desk

I am delighted that we have brought out the new issue of our college in house research journal Concept, with eight research papers written by in-house faculty members and two by colleagues from other colleges.

This issue reflects how scholarly dialogue has, over time, turned multidisciplinary, for Concept comprises of research papers by faculty members belonging to different disciplines and research papers written in more than one language. One can also observe that faculty members are gradually becoming more prolific in their research output.

I am sure the research papers in this issue will definitely contribute to the ongoing academic discourse and make valuable contribution in producing new knowledge. I am very happy to declare the release of the next volume of Concept and hand it over to academicians.

Wishing all the best to our team.

**Dr Archana Patki**  
Principal



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# **Investigating the Relationship between School Teacher Motivation and Educational Outcomes in Greater Mumbai: A Quantitative Analysis**

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## **ABSTRACT**

Motivation has been used to encourage teachers as well as students themselves to increase students' academic performance. Although research on motivation is extensive, few researchers have examined teachers' perceptions of teacher motivation and its impact on student achievement. The sampling frame comprises of school teachers working in schools situated in the geographic region of Greater Mumbai from which a sample is drawn. This study aims to comprehensively examine the relationship between teacher motivation and educational outcomes through a quantitative analysis gathered from 61 sample respondents. By employing a small-scale dataset and statistical models, the aim is to identify key factors influencing teacher motivation and their impact on job performance and student achievements. The findings will contribute valuable insights for policymakers and educators in fostering a motivated teaching workforce to enhance overall educational outcomes.

**KEY-WORDS:** *Motivation, School Teachers, Job Performance, Student Outcome.*

## **[I] INTRODUCTION**

According to William G. Scout, "Motivation means a process of stimulating people to action to accomplish desired goals". Measuring school teachers' work motivation involves assessing their levels of enthusiasm, dedication, and commitment towards their professional responsibilities. This can be achieved through various methods such as surveys, interviews, and observation, focusing on aspects like job satisfaction, personal growth, work environment, and professional development. By understanding teachers' motivation, educational institutions can create supportive environments and implement effective strategies to enhance job performance and student outcomes.

## **[II] REVIEW OF LITERATURE**

The literature review involves an extensive study of research publications, books and other documents related to the defined problem. A literature review is a survey of scholarly sources on the select topic. It provides an overview of current knowledge, allowing to identify relevant theories, methods, and gaps in the existing research that can be applied to the research topic. The purpose of this literature review is to critically examine over two decades of research concerned with the study. In the present study the analysis of literature takes the following two forms:

[A] Studies from within India, and

[B] Studies from International Level.

The analysis has been arranged in descending order of their publication.

## **[A] Studies from within India**

### **1. Review from the Study of Nes Boru**

In the study of Nes Boru entitled “Factor Affecting Teacher-Motivation” published in International Journal of Instruction, October 2018, ISSN: 1308-1470, the research aimed to delve into the various internal and external factors influencing the motivation of teachers. The study focused on teachers selected based on performance criteria from specialized institutions known as science art schools, which cater to gifted students. Adopting a qualitative research approach, the study utilized a case study method and gathered data through semi-structured interviews. The collected data underwent content analysis. The research identified two main themes with seven sub-themes. The first theme, ‘Internal motivation resources’, encompassed subthemes such as ‘immaterial aims’, ‘success’, and ‘personal characteristics’. The second theme, ‘External motivation sources’ included subthemes like ‘students’, ‘national education policies’, ‘school principals’, and ‘colleagues’. The findings highlighted that teachers were primarily motivated by success, conducive working conditions, students’ enthusiasm for learning, autonomy, and consistent and fair implementation of project-based educational approaches.

### **2. Review from the Study of Aina Appova**

In the study of Aina Appova entitled “Teachers’ Motivation to Learn: Implications for Supporting Professional Growth” published in March 2017 in Professional Development in Education, the research delves into the motivations behind teachers’ desires to learn, aligning with the evolving research in the field. This qualitative study is rooted in the convergence of



four primary research areas: policy, educational psychology, andragogy, and professional development. The study reveals that teachers' dissatisfaction with their teaching methods and their students' learning outcomes serve as primary motivators for professional learning. Teachers often internalize idealized images of 'perfect' teaching and educators, continuously measuring their own performance against these benchmarks. This perceived gap in their teaching practices drives them to pursue further professional development to enhance their skills. The research also highlights potential shortcomings in current professional development requirements. It suggests that the emphasis on the quantity rather than the quality of professional learning opportunities can deter teachers from engaging in meaningful professional development activities. Additionally, the lack of financial resources and stipends available to teachers for professional development outside their contractual hours further hampers their motivation. This absence of support can lead teachers to question their district's genuine commitment and appreciation towards their professional growth. The study concludes by proposing specific recommendations for professional development and calls for further exploration of teachers' motivation to learn, both as a research topic and a theoretical construct.

### **3. Review from the Study of Ronald Abraham, Stuart Shirrell, Harlan Downs-Tepper, Varun Chakravarthy**

The study by Ronald Abraham, Stuart Shirrell, Harlan Downs-Tepper, Varun Chakravarthy entitled "Quantitative Assessment of Teacher Motivation, Classroom Practices, and Student Learning" published in November 2015 in IDinsight - Data, Decision and Development provides an overview of the baseline survey conducted as part of an impact evaluation by IDinsight for STIR Education in Delhi and Uttar Pradesh, India. The research is financially supported by a grant from the World Bank's Strategic Impact Evaluation Fund (SIEF). STIR Education collaborates with teachers from low-cost private and government schools to enhance student learning. The organization aims to empower teachers to become change agents, fostering innovation to address classroom challenges. This study evaluates the effectiveness of STIR's motivational, pedagogically neutral, teacher-centric approach on student learning outcomes. The research design includes two three-armed randomized control trials, examining the impact of STIR's model across 180 Affordable Private Schools in Delhi and 270 government schools in the Rae Bareilly and Varanasi districts of Uttar Pradesh. Initiated in early 2015, the study is spanned two academic years. Concurrently, the study assessed two variations of STIR's model across the aforementioned contexts. The baseline

survey encompassed the evaluation of teacher motivation levels, student learning levels, classroom activities of both teachers and students, verbal interactions between them, and the quality of teaching content. Beyond validating the randomized evaluation design, the insights from this report aimed to identify ground-level challenges, assisting STIR in pinpointing and addressing critical areas for improvement.

#### **4. Review from the Study of G. Arumugasamy**

The study by G. Arumugasamy entitled “A Study on Motivation and Job Satisfaction of Higher Secondary School Teachers” published in 2012 in Indian Journal of Education and Information Management, delves into the intrinsic motivational factors perceived as significant by science teachers in the realm of teaching. The study further investigates how these perceptions vary based on factors such as gender, marital status, grade level taught, teaching experience, and geographical location of the workplace. Utilizing a sample size of 351 science teachers, a comprehensive instrument comprising 27 items across three scales (enjoyment, satisfaction, and self-actualization) was developed and validated. The key findings are that all participating teachers unanimously recognized intrinsic variables as “important” and “very important” for their motivation to teach. Enjoyment emerged as the most pivotal factor influencing their motivation to teach science. Female teachers prioritized enjoyment and satisfaction factors more than their male counterparts. Teachers specializing in either lower or upper secondary levels viewed enjoyment as a more significant motivational factor compared to those teaching across both levels.

#### **5. Review from the Study of Vimala Ramachandran, Madhumita Pal, Sharada Jain, Sunil Shekar, Jitendra Sharma**

The study by Vimala Ramachandran, Madhumita Pal, Sharada Jain, Sunil Shekar, Jitendra Sharma entitled “Teacher Motivation in India” published in February 2005 in academia.edu reports that the trajectory of the Indian education system has evolved significantly since the 1950s. Initially perceived as a privilege for the affluent, the system underwent democratisation, making education accessible to all. Despite the increase in the number of schools during the 1960s, both government and private, a shift was observed with the affluent preferring private institutions. This led to a prevailing perception that government primary schools primarily catered to the underprivileged, setting the stage for the existing challenges of teacher motivation and accountability.

#### **[B] Studies from International Level**

### **1. Review from the Study of Cyril Fernandes, Concordia University (Oregon)**

The study by Cyril Fernandes entitled “The Relationship between Teacher Communication, Teacher Credibility, Student Motivation, and Academic Achievement in India” published in 2019 in Search.proquest.com delves into the intricate relationship between teacher communication, teacher credibility, student motivation, and academic achievement within the context of Indian educational settings, predominantly employing the lecture method of instruction. The study aimed to elucidate how effective teacher communication influences teacher credibility and subsequently impacts student motivation and academic performance. The key findings are, a significant correlation was observed between effective teacher communication and both teacher credibility and student motivation. Students emphasized the importance of their perception of the teacher, indicating that good communicators were more likable and could capture student interest effectively. Conversely, ineffective communication led students to perceive teachers as incompetent, resulting in diminished interest in the subject and the class. Surprisingly, no significant correlation was found between teacher communication or student motivation and academic achievement.

### **2. Review from the Study of Dennis Offei Kwakye, C. K. Tedam University of Technology and Applied Sciences, Ghana**

Dennis Offei Kwakye in the publication entitled “Contribution of Intrinsic and Extrinsic Factors to Teacher Motivation”, published in International Education Studies and Sustainability in the year 2022 has observed that teachers feel their work is becoming increasingly stressful and their status is falling leading to less job satisfaction with a concomitant loss in motivation. This study sought to find out in quantitative terms, the amount of motivation that the intrinsic and extrinsic socio-economic factors make to teacher motivation. The research design employed for this research is quasi-experimental. Two thousand and ninety-eight (2,098) teachers were selected from the Upper East Region of Ghana. Both quantitative and qualitative data was collected. The results showed that intrinsic and extrinsic socio-economic factors do motivate teachers in the execution of their work. However, not a strong association exist between teacher motivation and the intrinsic and extrinsic socio-economic variables.

### **3. Review from the Study of Sheena Mae T. Comighud, Foundation University Philippines**

Sheena Mae T. Comighud in the publication entitled “Motivation in Relation to Teachers' Performance” published in International Journal of Scientific and Research Publications, Volume 10, Issue 4, April 2020, used the descriptive-correlational method to determine the level of motivation in relation to teachers’ performance. The quantitative data were gathered from 89 teachers of District 6, Bayawan City Division, Negros Oriental for SY 2018-2019. Also, the researcher conducted a survey questionnaire. Descriptive-correlational method was used in this study. The statistical tools used in the analysis of the data were percentage, mean, weighted mean, and spearman rank correlation coefficient. The study found out that the level of motivation as perceived by the teachers was “very high” in terms of the following aspects: (a) existence needs; (b) relatedness; and (c) growth needs which are studied as per Alderfer’s ERG theory.

#### **4. Review from the Study of Josphat Kagema, Karatina University, Kenya**

A review of research work on teacher motivation published by Josphat Kagema in the publication entitled “The School Curriculum and its’ Influence on Teacher Motivation in Curriculum Implementation in Kenya”, 2018, indicates decreasing levels of motivation among secondary school teachers ultimately leading to minimal achievements of the projected Kenya’s Vision 2030. This study examined the school curriculum as a determinant of secondary school teacher motivation in Kenya in curriculum implementation. The research adopted a survey study design, adopting mixed methods research approach with an aim of fortifying and converging both quantitative and qualitative data. The respondents were sampled from 46 secondary schools located in Nyeri and Kirinyaga counties of Kenya. The findings of this study inform curriculum planners, education leadership and policy makers on the school curriculum as a core determinant of teacher motivation in secondary schools that influence curriculum implementation in Kenya.

#### **5. Review from the Study of Shafiwu Adinan Bahahudeen, University for Development Studies, Ghana**

Shafiwu Adinan Bahahudeen in the publication entitled “Analysis of Teachers Motivation on the Overall Performance of Public Basic School in the Wa Municipaly” published in Journal of Education and Practice, Vol.5, No.30, 2014, the aim of this phenomenological study is to analyse how teachers motivation affect the performance of students at the basic level and to perceived the effects of teacher motivation on student achievement over the past five (5) years in the Wa Municipality, job satisfaction influence on teacher motivation, Maslow’s hierarchy of needs and Herzberg’s two factor theory serves as

the conceptual framework. The sample unit involved twenty – five (25) public basic schools in the Wa Municipality and the personnel from the GES, with views of 100 respondents (teachers) in the sampling unit; the composition of the respondents was sampled from twenty (20) randomly selected schools from the sampled eight (8) circuits in the municipality were interviewed. All relevant statements were coded, categorized, and grouped into cluster of themes. All participants reported that teacher motivation affected student achievement and they believed it played a role in their student’s achievement however, despite this motivation there have being fluctuations in performance of student in the municipality over the past five (5) years. Findings provide Municipal and community stakeholders with an understanding of teacher motivation on student’s performance, the implications for positive social change include improving teacher motivation, which may lead to improved student academic achievement.

### **[III] STATEMENT OF PROBLEM**

The statement of the problem for the study “Investigating the Relationship between School Teacher Motivation and Educational Outcomes: A Quantitative Analysis” could be framed as follows: Despite the significant role teachers play in shaping students’ lives and academic achievements, there is a lack of comprehensive understanding regarding the factors that influence teachers’ work motivation. This lack of clarity poses challenges in devising effective strategies to enhance teacher performance, satisfaction, and student outcomes. Thus, the primary objective of this study is to investigate the relationship between teacher motivation and its impact on job performance, satisfaction, and educational outcomes, aiming to provide valuable insights for educators, policymakers, and researchers.

### **[IV] SCOPE AND DELIMITATIONS**

The scope of the study “Investigating the Relationship between School Teacher Motivation and Educational Outcomes: A Quantitative Analysis” would involve examining the relationship between teacher motivation and various factors such as job performance, satisfaction, and student outcomes. It may include identifying key motivational factors, employing suitable measurement tools, and analyzing data to draw conclusions. The study’s delimitations could involve specific aspects like focusing on a particular geographic region of Greater Mumbai, or limiting the sample size to 61. Additionally, the study might exclude other potential influences on teacher motivation, such as administrative support, classroom resources, or teacher training programs.

## **[V] AIMS AND OBJECTIVES OF THE STUDY**

1. To identify key factors affecting school teachers' work motivation, enabling policymakers and administrators to address these factors effectively.
2. To analyze the relationship between teacher motivation and various aspects, such as job satisfaction, performance, and student outcomes.
3. To provide valuable recommendations for creating a supportive and motivational work environment for teachers, ultimately improving the overall quality of education.

## **[VI] HYPOTHESIS OF THE STUDY**

Null Hypothesis (Ho): There is no significant correlation between the levels of motivation among school teachers and their job performance, satisfaction, or the educational outcomes of their students.

Alternative Hypothesis (Ha): There is a significant correlation between the levels of motivation among school teachers and their job performance, satisfaction, or the educational outcomes of their students.

## **[VII] RESEARCH METHODOLOGY**

Descriptive survey method is used in the study as the study is an attempt to find out the relationship between teacher effectiveness, work motivation and job satisfaction at the school level.

## **[VIII] SAMPLE**

A sample may be defined as a selected number of units from a population to represent it. In the present study, random sampling technique was used for selecting the sample. The sample of the study consists of 61 teachers from schools in the geographical region of Greater Mumbai. The schools were classified into Government, Government Aided, and Private schools.

## **[IX] TOOL**

The 'Work Motivation Inventory' borrowed from psychology containing a series of statements regarding work motivation is used in order to gather the data from the sample respondents using web-based questionnaire.

## **[X] DATA COLLECTION**

A web-based structured questionnaire is distributed to the sample of school teachers teaching in Government, Government Aided, and Private schools. The participation in this survey by the target respondents is completely voluntary and they being informed that all of their responses would be kept confidential and it would only be used for statistical purposes and will be reported only in aggregated form.

## [XI] DATA ANALYSIS AND INTERPRETATION

The data collected was analysed by using measures of central tendency as the statistical technique. Statistical Package for Social Sciences (SPSS) was used for analysis of the data. Mode is best statistical tool for nominal data whereas if the variable is ordinal the median is the best measure of central tendency because it provides more information about the sample than the mode does. The analysis of primary data is sub-divided into two sections, Section-I deals with analysis of demographic profile of the sample respondents whereas Section-II deals with analysis of data gathered through ‘Work Motivation Inventory’.

### SECTION - I: Demographic Profile of the Sample Respondents

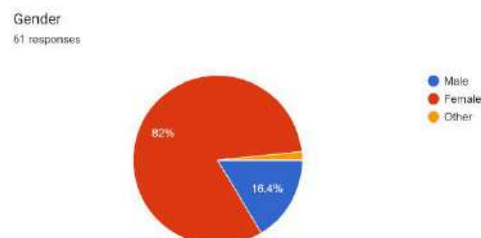
#### 11.1 Gender

**Table 1: Gender-wise Analysis of the Sample Respondents**

Parameter	Frequency	Percentage (%)
Male	10	16.40
Female	50	82.00
Prefer not to say	01	1.60
Total	61	100.00

(Source: Primary Data Analysis, 2024)

**Chart 1: Gender-wise Analysis of the Sample Respondents**



(Source: Primary Data Analysis, 2024)

#### 11.1.1 Interpretation

Analysis of Table 1 and Chart 1 indicates that 82% (50 Respondents) are female, 16.4% (10 Respondents) are male and 1.60% (1 Respondent) is in ‘Prefer not to say’ category. The modal class is female category of respondents which has the highest frequency.

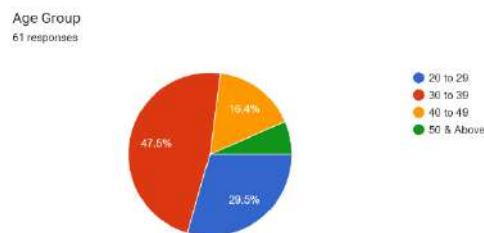
## 11.2 Age Group

**Table 2: Age-wise Analysis of the Sample Respondents**

Age-Group	Frequency	Percentage (%)
20 to 29	18	29.50
30 to 39	29	47.50
40 to 49	10	16.40
50 & Above	04	06.60
Total	61	100.00

(Source: Primary Data Analysis, 2024)

**Chart 2: Age-wise Analysis of the Sample Respondents**



(Source: Primary Data Analysis, 2024)

### 11.2.1 Interpretation

Analysis of Table 2 and Chart 2 indicates that 47.5% (29 Respondents) are from the age group of 30 to 39 years, 29.5% (18 Respondents) are from the age group of 20 to 29 years, 16.4% (10 Respondents) are from the age group of 40 to 49 years, and 6.6% (4 Respondents) are from the age group of 50 years and above. The modal class is the age group of 30 to 39 years which has the highest frequency.

## 11.3 Highest Educational Qualification attained in the Branch of "Education"

**Table 3: Education-wise Analysis of the Sample Respondents**

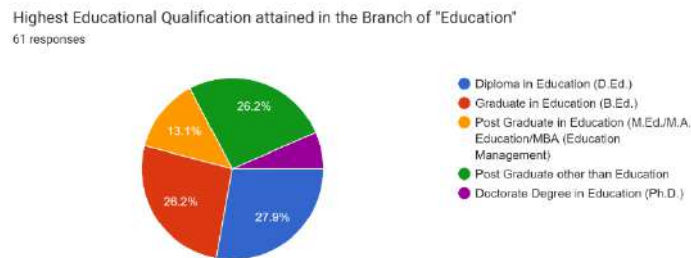
Parameter	Frequency	Percentage (%)
Diploma in Education (D.Ed.)	17	27.90



Graduate in Education (B.Ed.)	16	26.20
Post Graduate in Education (M.Ed./M.A. Education/ MBA (Education Management))	08	13.10
Post Graduate Degree other than Education	16	26.20
Doctorate Degree in Education (Ph.D.)	04	06.60
Total	61	100.00

(Source: Primary Data Analysis, 2024)

**Chart 3: Education-wise Analysis of the Sample Respondents**



(Source: Primary Data Analysis, 2024)

### 11.3.1 Interpretation

Analysis of Table 3 and Chart 3 indicates that 27.9% (17 Respondents) are D.Ed. qualified, 26.2% (16 Respondents) are B.Ed. qualified, and the same number is having Post Graduate Degree other than Education, and only 13.1% (8 Respondents) are having Post Graduate in Education. It is noteworthy to observe that 6.6% (4 Respondents) are having Ph.D. degree. The modal class is D.Ed. qualified respondents which has the highest frequency.

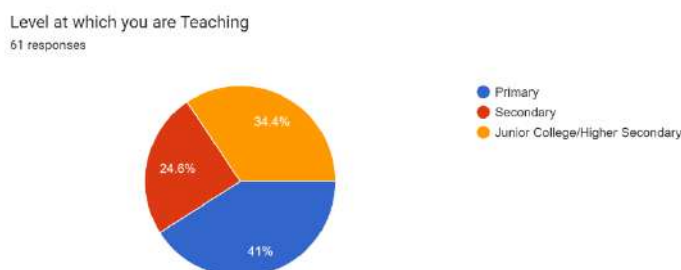
### 11.4 Level at which you are Teaching

**Table 4: Analysis of Sample Respondents on the basis of Level at which they are Teaching**

Parameter	Frequency	Percentage (%)
Primary	25	41.00
Secondary	15	24.60
Junior College/Higher Secondary	21	34.40
Total	61	100.00

(Source: Primary Data Analysis, 2024)

**Chart 4: Analysis of Sample Respondents on the basis of Level at which they are Teaching**



*(Source: Primary Data Analysis, 2024)*

#### 11.4.1 Interpretation

Analysis of Table 4 and Chart 4 indicates that 41% (25 Respondents) are teaching at primary school level, 34.4% (21 Respondents) are teaching at higher secondary level, and 24.6% (15 Respondents) are teaching at the secondary level. The modal class is respondents teaching at primary school level which has the highest frequency.

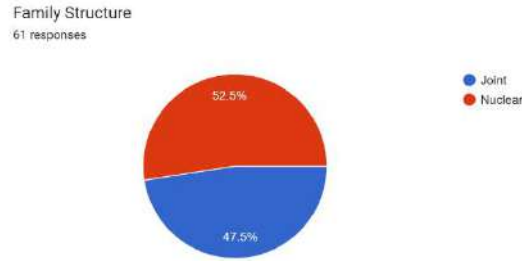
#### 11.5 Family Structure

**Table 5: Analysis of Sample Respondents on the basis of Family Structure**

Parameter	Frequency	Percentage (%)
Joint	29	47.50
Nuclear	32	52.50
Total	61	100.00

*(Source: Primary Data Analysis, 2024)*

**Chart 5: Analysis of Sample Respondents on the basis of Family Structure**



(Source: Primary Data Analysis, 2024)

### 11.5.1 Interpretation

Analysis of Table 5 and Chart 5 indicates that 52.5% (32 Respondents) belong to nuclear family and the remaining 47.5% (29 Respondents) belong to joint family set-up. The family structure reflects the support system received at home so that they can devote more time at workplace. The modal class is respondents belonging to the nuclear family set-up which has the highest frequency.

### 11.6 Type of Institution in which you are teaching

**Table 6: Analysis of Sample Respondents on the basis of Type of Institution in which Teaching**

Parameter	Frequency	Percentage (%)
Government	01	01.60
Government Aided	09	14.80
Unaided	51	83.60
Total	61	100.00

(Source: Primary Data Analysis, 2024)

**Chart 6: Analysis of Sample Respondents on the basis of Type of Institution in which Teaching**



(Source: Primary Data Analysis, 2024)

### 11.6.1 Interpretation

Analysis of Table 6 and Chart 6 indicates that 83.6% (51 Respondents) are teaching in unaided schools, 14.8% (9 Respondents) are teaching in Government Aided Schools, and only 1.6% (1 Respondent) is teaching in Government School. The modal class is respondents teaching in unaided schools which has the highest frequency.

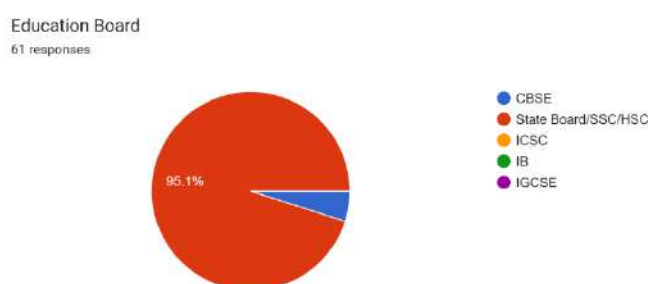
### 11.7 Education Board

**Table 7: Analysis of Sample Respondents on the basis of Education Board in which Teaching**

Parameter	Frequency	Percentage (%)
CBSE	03	04.90
State Board/SSC/HSC	58	95.10
ICSC	--	--
IB	--	--
IGCSE	--	--
Total	61	100.00

(Source: Primary Data Analysis, 2024)

**Chart 7: Analysis of Sample Respondents on the basis of Education Board in which Teaching**



(Source: Primary Data Analysis, 2024)

#### 11.7.1 Interpretation

Analysis of Table 7 and Chart 7 indicates that 95.1% (58 Respondents) are teaching in schools affiliated to Maharashtra State Board of Education, and 4.9% (3 Respondents) are teaching in schools affiliated to CBSE. The modal class is respondents teaching in schools affiliated to Maharashtra State Board of Education which has the highest frequency.

## SECTION - II: Analysis of 'Work Motivation Inventory'

### 11.8 'Work Motivation Inventory'

**Table 8: Analysis of Responses of Sample Respondents on ‘Work Motivation Inventory’**

No .	Items/ Statement	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree	Total	Median = 31
1	I am getting handsome salary packages.	9 (14.8%)	16 (26.2%)	10 (16.4%)	25 (41%)	1 (1.6%)	61 (100%)	Undecided
2	The salary I am getting is commensurate with the job I am performing.	7 (11.5%)	14 (23%)	11 (18%)	28 (45.9%)	1 (1.6%)	61 (100%)	Undecided
3	Good salary is the main motivation for me.	5 (8.2%)	11 (18%)	5 (8.2%)	31 (50.8%)	9 (14.8%)	61 (100%)	Agree
4	I am satisfied with my current salary.	6 (9.8%)	19 (31.1%)	10 (16.4%)	25 (41%)	1 (1.6%)	61 (100%)	Undecided
5	Bonus improves my performance .	2 (3.3%)	9 (14.8%)	4 (6.6%)	37 (60.7%)	9 (14.8%)	61 (100%)	Agree
6	All tasks to be accomplished by me are associated with bonuses and incentives.	12 (19.7%)	22 (36.1%)	9 (14.8%)	17 (27.9%)	1 (1.6%)	61 (100%)	Disagree
7	In the organization bonus scheme is satisfactory.	3 (4.9%)	11 (18%)	14 (23%)	30 (49.2%)	3 (4.9%)	61 (100%)	Agree
8	Money	6	19	7	24	5	61	Undecided

	motivates me to exert more effort in my work.	(9.8%)	(31.1%)	(11.5%)	(39.3%)	(8.2%)	(100%)	d
9	Attractive benefit packages will boost my motivation to work hard.	2 (3.3%)	7 (11.5%)	4 (6.6%)	36 (59%)	12 (19.7%)	61 (100%)	Agree
10	If current School organization increases your job responsibility with increase in pay scale, you will accept it.	0 (0%)	1 (1.6%)	6 (9.8%)	41 (67.2%)	13 (21.3%)	61 (100%)	Agree
11	Promotion opportunities motivate me to do higher performance .	0 (0%)	2 (3.3%)	4 (6.6%)	23 (37.7%)	32 (52.5%)	61 (100%)	Strongly Agree
12	There are opportunities for promotion in my school organization.	0 (0%)	10 (16.4%)	11 (18%)	33 (54.1%)	7 (11.5%)	61 (100%)	Agree
13	Promotion purely depends on Teachers performance .	2 (3.3%)	5 (8.2%)	3 (4.9%)	31 (50.8%)	20 (32.8%)	61 (100%)	Agree
14	Promotion opportunities are equally	3 (4.9%)	14 (23%)	9 (14.8%)	30 (49.2%)	5 (8.2%)	61 (100%)	Agree

	distributed in my organization.				)		)	
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15	A positive working environment is important for me to perform well on my job.	0 (0%)	1 (1.6%)	2 (3.3%)	27 (44.3%)	31 (50.8%)	61 (100%)	Strongly Agree
16	I am satisfied with working environment in my school organization.	1 (1.6%)	4 (6.6%)	5 (8.2%)	33 (54.1%)	18 (29.5%)	61 (100%)	Agree
17	I have enough teaching equipment to perform my teaching duties effectively.	0 (0%)	3 (4.9%)	3 (4.9%)	32 (52.5%)	23 (37.7%)	61 (100%)	Agree
18	Working environment matters a lot in increasing my performance.	0 (0%)	1 (1.6%)	1 (1.6%)	37 (60.7%)	22 (36.1%)	61 (100%)	Agree
19	Motivation enhances my capabilities.	1 (1.6%)	0 (0%)	1 (1.6%)	36 (59%)	23 (37.7%)	61 (100%)	Agree
20	Motivation should be encouraged in all organizations.	0 (0%)	1 (1.6%)	1 (1.6%)	31 (50.8%)	28 (45.9%)	61 (100%)	Agree
21	I feel motivated when my colleagues appreciate me.	2 (3.3%)	1 (1.6%)	1 (1.6%)	34 (55.7%)	23 (37.7%)	61 (100%)	Agree
22	The expectations of others in me make me feel motivated.	0 (0%)	3 (4.9%)	5 (8.2%)	42 (68.9%)	11 (18%)	61 (100%)	Agree



23	Incentive, promotion and working environment motivate me.	0 (0%)	3 (4.9%)	4 (6.6%)	41 (67.2%)	13 (21.3%)	61 (100%)	Agree
24	Financial incentives motivate me more than non-financial incentives.	2 (3.3%)	11 (18%)	18 (29.5%)	25 (41%)	5 (8.2%)	61 (100%)	Undecided
25	I am satisfied with the lunch break, rest breaks and leaves given in the organization.	5 (8.2%)	6 (9.8%)	6 (9.8%)	37 (60.7%)	7 (11.5%)	61 (100%)	Agree
26	Good working conditions are provided in the organization.	0 (0%)	4 (6.6%)	5 (8.2%)	42 (68.9%)	10 (16.4%)	61 (100%)	Agree
27	I feel secured in this job.	0 (0%)	5 (8.2%)	8 (13.1%)	38 (62.3%)	10 (16.4%)	61 (100%)	Agree
28	Welfare facilities provided to the teachers by the institution are satisfactory.	0 (0%)	6 (9.8%)	9 (14.8%)	43 (70.5%)	3 (4.9%)	61 (100%)	Agree
29	Teachers get appreciation and rewards if the desired work/targets are accomplished.	0 (0%)	7 (11.5%)	5 (8.2%)	42 (68.9%)	7 (11.5%)	61 (100%)	Agree
30	Organization organizes counseling	1 (1.6%)	10 (16.4%)	10 (16.4%)	33 (54.1%)	7 (11.5%)	61 (100%)	Agree

	programs for the teachers regularly.		)	)	)		)	
31	Teachers in the school share their experience and help each other.	0 (0%)	2 (3.3%)	3 (4.9%)	42 (68.9%)	14 (23%)	61 (100%)	Agree
32	My institution recognizes and acknowledges my work.	1 (1.6%)	5 (8.2%)	3 (4.9%)	44 (72.1%)	8 (13.1%)	61 (100%)	Agree
33	I am free to choose my own method of teaching.	0 (0%)	6 (9.8%)	1 (1.6%)	38 (62.3%)	16 (26.2%)	61 (100%)	Agree
34	Working relationship in my institution are good.	1 (1.6%)	3 (4.9%)	4 (6.6%)	39 (63.9%)	14 (23%)	61 (100%)	Agree
35	I have lot of opportunities to learn and develop.	0 (0%)	3 (4.9%)	3 (4.9%)	41 (67.2%)	14 (23%)	61 (100%)	Agree
36	Members of the family motivate me to do my work.	0 (0%)	0 (0%)	4 (6.6%)	34 (55.7%)	23 (37.7%)	61 (100%)	Agree
37	I do not have other commitments which involve me fully in my job.	0 (0%)	8 (13.1%)	10 (16.4%)	38 (62.3%)	5 (8.2%)	61 (100%)	Agree
38	In my family I have all the facilities to update my knowledge which make me do this job	1 (1.6%)	3 (4.9%)	3 (4.9%)	41 (67.2%)	13 (21.3%)	61 (100%)	Agree

	successfully.							
39	I am hale and healthy which motivate me to work well.	0 (0%)	2 (3.3%)	4 (6.6%)	45 (73.8%)	10 (16.4%)	61 (100%)	Agree
40	Meditation classes that are provided to the teachers by the institution are satisfactory.	3 (4.9%)	15 (24.6%)	13 (21.3%)	25 (41%)	5 (8.2%)	61 (100%)	Undecided
41	Society gives a special respect to the teachers which induces me to select this job.	2 (3.3%)	4 (6.6%)	3 (4.9%)	32 (52.5%)	20 (32.8%)	61 (100%)	Agree
42	Government provides lots of facilities for the teachers.	12 (19.7%)	16 (26.2%)	14 (23%)	16 (26.2%)	3 (4.9%)	61 (100%)	Undecided
43	I motivate myself to work hard.	1 (1.6%)	1 (1.6%)	1 (1.6%)	24 (39.3%)	34 (55.7%)	61 (100%)	Strongly Agree
44	When I was a student my school teachers inspired me to choose this profession.	2 (3.3%)	11 (18%)	8 (13.1%)	29 (47.5%)	11 (18%)	61 (100%)	Agree
45	I want to create a knowledgeable society.	0 (0%)	0 (0%)	2 (3.3%)	35 (57.4%)	24 (39.3%)	61 (100%)	Agree
46	I want my job to be more challenging.	2 (3.3%)	5 (8.2%)	8 (13.1%)	36 (59%)	10 (16.4%)	61 (100%)	Agree
4	I am happy with the	0	6	7	37	11	61	Agree

7	professional development opportunities offered in my job.	(0%)	(9.8%)	(11.5%)	(60.7%)	(18%)	(100%)	
48	My students' achievement motivates me to carry on teaching.	0 (0%)	1 (1.6%)	2 (3.3%)	31 (50.8%)	27 (44.3%)	61 (100%)	Agree
49	I am fully satisfied with my profession as a teacher.	0 (0%)	5 (8.2%)	2 (3.3%)	27 (44.3%)	27 (44.3%)	61 (100%)	Agree
50	I work in a reputable organization.	0 (0%)	0 (0%)	3 (4.9%)	36 (59%)	22 (36.1%)	61 (100%)	Agree
51	I have a good relationship with my colleagues.	1 (1.6%)	2 (3.3%)	1 (1.6%)	32 (52.5%)	25 (41%)	61 (100%)	Agree
52	I know my teaching is effective in helping my students to learn their subjects well.	0 (0%)	1 (1.6%)	1 (1.6%)	31 (50.8%)	28 (45.9%)	61 (100%)	Agree
53	I would like to receive more feedback about my teaching from my superior.	1 (1.6%)	2 (3.3%)	2 (3.3%)	34 (55.7%)	22 (36.1%)	61 (100%)	Agree
54	I investigate my students learning needs.	1 (1.6%)	0 (0%)	2 (3.3%)	40 (65.6%)	18 (29.5%)	61 (100%)	Agree
55	I make myself available to my students outside class	0 (0%)	1 (1.6%)	3 (4.9%)	36 (59%)	21 (34.4%)	61 (100%)	Agree

	time, and I motivate myself to help the students.							
56	Students give immediate feedback to me, which motivate me to improve my teaching.	0 (0%)	4 (6.6%)	4 (6.6%)	38 (62.3%)	15 (24.6%)	61 (100%)	Agree
57	My colleagues teach me how to use self-motivating strategies.	0 (0%)	8 (13.1%)	5 (8.2%)	42 (68.9%)	6 (9.8%)	61 (100%)	Agree
58	Every year our institution conducts a get together programme which makes the teachers to share with each other.	0 (0%)	6 (9.8%)	7 (11.5%)	32 (52.5%)	16 (26.2%)	61 (100%)	Agree
59	My parents motivate me to be a good teacher.	1 (1.6%)	5 (8.2%)	5 (8.2%)	24 (39.3%)	26 (42.6%)	61 (100%)	Agree
60	I want my work to be more enjoyable.	1 (1.6%)	0 (0%)	2 (3.3%)	29 (47.5%)	29 (47.5%)	61 (100%)	Agree

(Source: Primary Data Analysis, 2024)

### 11.8.1 Interpretation of Data

The analysis of the data in Table 8 reveals the following:

1. The 'Work Motivation Inventory' has sixty (60) statements for which the respondents are required to respond using a five-point Likert Scale ranging from Strongly Disagree, Disagree, Undecided, Agree, and Strongly Agree.

2. There is no statement with the median as ‘Strongly Disagree’.
3. There is only one statement “All tasks to be accomplished by me are associated with bonuses and incentives” with the median ‘Disagree’, reflecting intrinsic motivation as the act of doing something without any obvious external rewards.
4. There are seven statements with the median ‘Undecided’. They are as follows:
  - (i) I am getting handsome salary packages.
  - (ii) The salary I am getting is commensurate with the job I am performing.
  - (iii) I am satisfied with my current salary.
  - (iv) Money motivates me to exert more effort in my work.
  - (v) Financial incentives motivate me more than non-financial incentives.
  - (vi) Meditation classes that are provided to the teachers by the institution are satisfactory.
  - (vii) Government provides lots of facilities for the teachers.
5. It is indicating that the responses are not on the side of ‘Strongly Disagree/Disagree’ reflecting the mid-way path adopted while cautiously responding to the survey questionnaire. Since the responses are not ‘Strongly Disagree/Disagree’ hence it can be considered as being on the other side of ‘Strongly Disagree/Disagree’ which is ‘Agree’.
6. Out of the sixty (60) statements in the ‘Work Motivation Inventory’ 49 statements are having the median as ‘Agree’.
7. There are three statements with the median ‘Strongly Agree’. They are as follows:
  - (i) Promotion opportunities motivate me to do higher performance.
  - (ii) A positive working environment is important for me to perform well on my job.
  - (iii) I motivate myself to work hard.

## **[XII] RESULT AND DISCUSSION**

Based on the aforementioned analysis and interpretation of data the researcher has failed to reject the ‘Null Hypothesis’ “there is no significant difference between the levels of motivation among school teachers and their job performance, satisfaction, or the educational outcomes of their students”. Hence the inference can be drawn that there is no significant difference between the levels of motivation among school teachers, on the basis of different categories, and their job performance, satisfaction, or the educational outcomes of their students.

Motivation is key to job performance of teachers. This research explored the various issues of motivation for the teachers in school education institution. This is quantitative research which has been conducted in the first quarter of the calendar year 2024 in the geographical region of Greater Mumbai. The primary data has been collected through web-based survey questionnaire. The findings have shown that although compensation and benefits are important factors in competitive market environment but some intangibles motivators like job design, workload, work environment, feedback, recognition and empowerment or participation in decision making and opportunities for professional growth are also the potential factors for motivating teachers in school education.

### **[XIII] CONCLUSION**

Motivation is an aspect of management that requires human behavior to be manipulated in order to harmonize an individual employee's goals to the goals of the organization. Well-motivated employees are those who work along clearly defined goals and who take action which will result in these goals being met. Employees who manage to motivate themselves seek, find and carry out work that satisfies their needs. However, majority of employees need to be motivated by the management through pay, praise, promotion, transfer, training and development in order to improve their performance. Teachers are employees who need to be well motivated to improve their performance.

The present study gives insights to educational thinkers, policy makers, psychologists and others who are concerned with the sphere of education. Teacher effectiveness plays a key role in uplifting the standard of education in our country. As Kothari Commission a.k.a. National Education Commission 1964-65 had pointed out, that, "Destiny of India is being shaped in her classroom". Hence, the various factors of teacher effectiveness such as work motivation and job satisfaction should be assessed thoroughly, since they have direct impact on teacher effectiveness.

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# “Artificial Intelligence Effect on Employment”

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## **Abstract**

Today's global era is characterized by a rapidly evolving digital landscape. The most important issue in the digital world is artificial intelligence (AI) and its influence on jobs. AI seeks to improve efficiency and precision in processes that previously required human intervention. From data analysis to complicated industrial processes, AI technologies are increasingly capable of performing complex tasks with surprising precision and speed. This advancement has raised fears that AI would be able to relieve human labor from the boredom and constraints of repetitive work in the near future. Imagine a world without monotonous data entry and basic customer service interactions. Historically, every industrial revolution has had a positive impact on both the economy and human wellbeing. As a result of their hostile attitude towards AI, individuals can instead concentrate on tasks that need creativity, empathy, strategic thinking, and interpersonal skills—all of which are unique to humans and cannot be simply copied by computers. In this approach, AI does not just replace professions.

**Key words:** Artificial Intelligence, Employment, Skill, Creativity, Replacement

## **Introduction**

In today's rapidly evolving digital landscape, the issue of artificial intelligence (AI) and its influence on jobs is more important than ever. AI aims to improve efficiency and precision in tasks that previously required human intervention, from data analysis to intricate industrial processes, AI technologies are becoming capable of handling complex jobs with astounding precision and speed. This change represents a significant potential to relieve human labor from the boredom and constraints of repetitive jobs. Imagine a world free of tedious data entry and fundamental customer service interactions. Individuals may instead focus on tasks that demand creativity, empathy, strategic thinking, and interpersonal skills, all of which are unique to humans and cannot be simply copied by robots. In this approach, AI doesn't merely

replace professions; it augments them, encouraging us to reach our greatest potential and develop talents that actually distinguish us from robots.

**A chronological overview of the development of artificial intelligence (AI) and its capabilities:** For the first time, humanity has succeeded in creating a new sentient being with distinct analytical capabilities using AI. Following the invention of electricity during the Second Industrial Revolution, and the subsequent development and production of complex and highly capable semiconductors (microchips), humans advanced from analyzing data in its most basic form (i.e. binary information) to designing and employing the most complex analytical algorithms by the end of the Fourth Industrial Revolution. Today, with the introduction of Generative Pre-trained Transformers (GPTs), it is feasible to automatically analyze complex data and queries in the smallest amount of time. The latest generation of AI technologies can handle a wide variety of information and data in written, spoken, and visual formats. By analyzing graphic data, AI can now identify people and objects accurately and with marginal error.

### **Two perspectives: AI as a possible threat and a tool for boosting human welfare**

There are two prominent viewpoints on the substantive philosophy of AI. The gloomiest viewpoint holds that the improvement of these technologies, together with significant development of quantum processing hardware, signals the advent of a new entity. In a fairly bleak scenario, this new organism or species, with informational and analytical processing power superior to that of humans, is viewed as a potential danger to human control on Earth, possibly resulting to humanity's extinction.

In the early phases of the rise of such a superhuman creature, industrial and service robots would replace human labor in production, putting the created money in the hands of capital owners. **Daron Acemoglu and Simon Johnson's** latest book, 'Power and Progress: Our Thousand-Year Struggle Over Technology and Prosperity', describes this type of modern technology deployment as 'so-so automation', with limited widespread benefits for human society. If democratic and popular control over these powerful technological instruments is not maintained, there is a greater chance that AI may triumph over humans, as AI has never been subject to the control of social forces since its conception. This scenario has been represented in numerous comic books since the introduction of computers during the Third Industrial Revolution. On the other hand, from an extremely optimistic standpoint, by entrusting the power of inclusive institutions to society and consistently developing regulations to govern the market for the production and consumption of these technologies,

humanity can make the best use of them to improve human welfare. Acemoglu and Johnson criticize this optimistic view, known as the 'productivity bandwagon', which holds that technological innovation leads to increased overall productivity and higher salaries in the lower deciles of the income distribution. Despite the disruptive impact of new technologies in displacing many old employments, this viewpoint believes that these technologies can play a beneficial and increasingly substantial role in improving society welfare via two distinct pathways. This technology is controlled by a wealthy minority made up of persons in charge of extractive governmental institutions in non-democratic countries and owners of 'superstar' and revisionist firms in democratic countries. By utilizing these technological capabilities, these minorities may readily facilitate the process of surveillance, control, and repression of society as they see fit, resulting in a rise in authoritarian authority by rulers or superstar businesses in these two sorts of governments. In democratic democracies, the control of superstar

Indeed, today's cutting-edge AI technologies have the potential to replace a considerable chunk of simple and routine occupations (e.g., customer service responses, order and data entry), as well as some aspects of assembly and manufacturing lines across several industries. In addition to replacing many professions, AI has created new employment positions and tasks. Richard Baldwin made an important point at the 2023 World Economic Forum when he said, 'AI won't take your job; it's someone using AI that will.'

At the same time, it's vital to recall that all professions in information and communication technology (ICT) developed in the decades following WWII, with the arrival of the Third Industrial Revolution. In 2021, employment in the ICT sector represented 3.7% of total employment in OECD countries. As a result, as a second positive channel, AI technology has the potential to improve welfare more effectively, not only by creating new jobs and tasks with higher wages than existing ones, but also by increasing productivity in other industries and increasing total demand.

### **AI as a tool to boost human welfare**

During Britain's First Industrial Revolution (1760-1840), when steam power began to supplant horse-drawn transportation in 1825, the Austro-Hungarian Empire abstained from establishing railways for fear of a mutiny by horse and carriage owners. However, greater productivity in railway transportation throughout the British Empire resulted in considerable increases in agricultural product production and exports, as well as textile and industrial items. This, in turn, resulted in faster development and expansion of national income and

aggregate demand, eventually resulting to greater employment than the Austro-Hungarian Empire. Thus, the first positive channel via which new and dynamic technologies can contribute to society welfare is an increase in aggregate demand caused by increased productivity.

AI technologies may evaluate massive volumes of data in creative industries such as music, art, and writing to suggest combinations and ideas that may not be evident to human producers, thereby broadening the possibilities of creativity. For example, AI can recommend chord progressions to musicians or plot ideas to writers, who can then utilize their particular creative abilities to bring these ideas to life in ways that resonate with humans.

AI is altering traditional data analysis tasks by automating routine large dataset processing. This enables data analysts to move beyond basic data processing to more strategic decision-making. Instead of simply reporting data, analysts may now understand complicated datasets, provide deeper insights, and influence important business or policy choices. This move increases their worth to organizations and broadens their work responsibilities by including them in more high-level, consequential duties.

### **Jobs augmented by artificial intelligence**

As depict a future in which AI plays an essential part in our professions, it is useful to study specific examples of how intelligent computers are augmenting various jobs. These examples not only demonstrate AI's ability to boost productivity and creativity, but also the shift toward more meaningful and human-centric professions.

In the healthcare industry, AI is changing the way diagnoses are made. AI-powered imaging technologies, for example, can scan hundreds of medical photos to find anomalies such as cancers faster and more accurately than even the most qualified radiologists. This does not replace doctors, but rather expands their capabilities, allowing them to focus on patient care and complex medical issues requiring human judgment.

AI is altering the educational landscape by offering tailored learning experiences. Intelligent tutoring systems may adjust to each student's unique learning rate and style, providing individualized educational materials and exercises. This enables teachers to concentrate on conducting in-depth discussions, mentoring students, and devising novel teaching tactics that no AI can mimic.

In manufacturing, AI-powered robots collaborate with human workers to complete physically difficult or hazardous tasks. These robots can move large objects and operate in hazardous

environments, lowering occupational injuries and improving overall safety. Meanwhile, human workers can focus on quality control, machinery maintenance, and other critical thinking jobs that require sophisticated human perception.

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### **The Transition Challenge**

However, integrating AI into the workforce is not without its challenges. Many jobs, particularly those that require routine or predictable tasks, are at significant risk of automation. This includes tasks like data entry, supermarket checkout, taxi driving, and many others that employ millions of people globally.

Furthermore, if more entry-level jobs are mechanized, possibilities for on-the-job training, which has traditionally functioned as a springboard for professional advancement, may decline. This could result in a void in which new entrants to the job market fail to get the first experience that used to come with these positions.

The transition is the tricky part. As AI advances, workers will be displaced, and not everyone is prepared for this change. The idea is to prepare individuals for this transformation by providing them with the necessary skills and support to navigate a more computerized employment market. This requires major investment in education and training programs, as well as regulations that assist workers throughout career transitions.

### **Preparing For AI Shift**

Educational systems and business training programs must shift their attention to develop soft skills such as problem solving, critical thinking, leadership, creativity, and emotional intelligence. These are the abilities that will be most useful in an AI-driven workplace. Furthermore, there is a need for lifelong learning frameworks that allow people to constantly upgrade their abilities and remain relevant in their fields as the demand for technical expertise changes.

Governments and organizations should also consider providing safety nets for people whose occupations are most vulnerable to automation. This could include retraining subsidies, unemployment benefits, and counseling services to aid workers in transitioning to new positions and sectors

### **The Future of Work**

Despite these hurdles, integrating AI into the job market offers a bright picture for the future of employment. As monotonous and repetitive jobs are automated, work may become more meaningful and gratifying, with an emphasis on areas that truly demand human intellect and creativity.

This transition may also result in higher job satisfaction and well-being as workers take on responsibilities that are more in line with their individual skills and interests. Furthermore, with AI handling more of the everyday workload, people may have more flexible working arrangements, perhaps leading to a better work-life balance.

The route to an AI-augmented future is filled with complications and problems, especially in terms of job effect. However, with careful planning and deliberate investment in human capital, we can leverage AI's promise to create a workforce that is both more efficient and more human.

Artificial intelligence (AI) has swiftly advanced, becoming an essential component of many sectors and transforming how we live and work. However, the growing use of AI has raised controversy regarding its influence on jobs. Is AI a threat, displacing occupations and causing unemployment, or is it a catalyst for new opportunities, producing jobs we never imagined?

However, history demonstrates that technology breakthroughs, despite early job displacements, frequently result in the establishment of new, more specialized roles. Adapting to these changes and learning the requisite skills are critical for being relevant in an ever-changing job environment.

On the other hand, proponents of AI claim that it can create jobs rather than eliminate them. AI has the potential to boost productivity and efficiency across industries, creating new jobs that demand human intelligence, creativity, and emotional intelligence—areas where machines now fall short.

AI system development and maintenance, for example, necessitate the expertise of data scientists, machine learning specialists, and artificial intelligence experts. As industries implement AI, the demand for professionals in these disciplines grows. Furthermore, AI can enhance human talents, allowing workers to focus on more sophisticated and important jobs while delegating routine duties to robots.

### **Emerging job trends in the age of artificial intelligence:**

As artificial intelligence continues to enter numerous industries, the employment landscape is undergoing significant change. Instead of simply replacing employment, AI is changing current ones and creating new and unexpected opportunities. Here are some major developments that demonstrate the subtle impact of AI on employment:

- 1. Automation and Job Redefinition:** AI can automate mundane and repetitive jobs, but it can also cause employment responsibilities to be redefined. Employees are partnering with AI systems to improve productivity and efficiency.
- 2. New Skill Demands:** AI integration requires a workforce with new competencies. Jobs are being generated in data science, machine learning, and AI development, indicating a need for knowledge in managing, maintaining, and expanding AI systems.
- 3. AI is a productivity Booster:** AI can boost productivity by allowing humans to focus on higher-order tasks such as creativity, critical thinking, and emotional intelligence. Rather than replacing humans, AI serves as a tool to enhance human talents, resulting in a more dynamic and productive work-force.
- 4. Industry Dynamics Shift:** As AI grows more pervasive, traditional sectors are seeing changes. For example, manufacturing is evolving with the introduction of smart factories, creating opportunities in AI-powered production and maintenance.
- 5. AI-Powered Entrepreneurship:** With the democratization of AI technologies, entrepreneurs can explore new business prospects. Startups are growing in areas such as AI consultancy, AI solution customization for specialized markets, and AI-driven breakthroughs, all of which promote economic growth and employment creation.

6. **Job Quality vs. Quantity:** The emphasis is changing from the number of jobs to the quality of employment. AI has the potential to improve job quality by automating routine tasks, allowing employees to focus on more meaningful and rewarding work.
7. **Reskilling and Continuous Learning:** As AI evolves, it's important to prioritize lifelong learning and skill development. Organizations and individuals that invest in reskilling projects can adapt to changing job markets, assuring long-term employability.
8. **Addressing Ethical Considerations:** As AI algorithms influence hiring and other decision-making processes, ethical considerations become increasingly important. Employment processes must be clear, fair, and responsible, with continual attempts to eliminate prejudices and promote inclusivity.

Researcher has examine many models and found that Investment in ICT assets (such as computers and digital infrastructures) does not appear to have a substantial impact on wages and pay. However, as digital capital's percentage of total capital grows as a result of the digitization process, overall demand has increased. This, in turn, has increased the demand for labour. Finally, the growth in demand has increased the aggregate income of the workforce and, subsequently, the level of welfare in those countries, thereby validating the 'productivity bandwagon' theory.

## **Conclusion**

The impact of AI on employment is a complex and dynamic topic. While it is true that certain employment may be automated, history shows that technical developments provide new opportunities and businesses. The goal is to educate, reskill, and embrace an adaptable mindset, rather than dreading job displacement, individuals and societies must prepare for the changing landscape by utilizing AI to create a future in which humans and machines collaborate to achieve legendary levels of invention and production.

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# Perceived Social Support and Academic Stress among First- and Non-First- Generation Female College Students

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## Abstract

First Generation Learners face multiple challenges which affect their academic performance. The lack of access to resources which are available to Non First Generation Learners (NFGL) makes it difficult for them to mitigate the journey which affects their output. The current study aimed at understanding these differences. The study tried to find the differences in Perceived Social Support, Academic Self Efficacy and Academic Stress experienced by First Generation Learners and Non First Generation Learners. The sample included college students identifying as females between the age of 18 to 22 years. The data was gathered using standardised questionnaires like the Social Provisions Scale, and the Perceived Academic Scale. The mean differences between the two groups of first generation learners (FGL) and non first generation learners (NFGL) were analysed using t test. The results were insignificant. The results were discussed in light of the need of higher education institutions to acknowledge the challenges faced by first generation learners.

*Keywords: First Generation Learners, Social Support, Academic Stress*

## Introduction

Colleges are concerned with the incoming students and their assimilation in the academic culture. It is of vital importance to address the differing characteristics of students for appropriate adjustment to the social systems available in college. One major student characteristic that has been researched and needs further exploration with respect to Indian colleges is the First- and Second-Generation Learners. The term 'first generation learners' (FGL) refers to the learners who are the first ones in their entire family to pursue education. However, in the current proposed paper, First-generation Higher Education learners refers to learners who are first in their family to pursue higher education. The Non first generation learners (NFGL) refer to those students whose parents or siblings have higher education Degrees or Diplomas.

The first-generation learners can face a multitude of academic, psychological, socio-economic and cultural challenges. First generation college students (FGCS) also often have educational backgrounds that do not provide an adequate foundation of course work and academic skills to ready them for the expectations of college classes (Bedsworth, Colby & Doctor, 2006). Factors impacting the persistence and success of students include parents' educational background, encouragement from significant others, previous academic preparation, socioeconomic status and resultant cultural capital. Among the challenges faced by first-generational women learners is lack of support from family and academic staff, lack of role models within immediate circles, lack of resources and lack of social and cultural capital. This inadvertently affects the self-efficacy of the learner and thereby increasing the stress experienced by them.

### **1.1 Perceived Social Support**

Perceived social support is an important aspect of adjusting to higher education, especially university education. Perception of support from family and peers helps in maintaining student wellbeing. There is also a need for different systems of support networks within university education to establish academic and social adjustment in students (Awang et al., 2014). Perceived social support is the individual's perception of the available social resources which may provide them emotional and moral support. These social resources could include family, peers, established structural systems. It is highly correlated to positive outcomes of love, support and care (Siedlecki et al., 2014). Perceived social support can prove to be a protective factor against stress and daily hassles. It also has positive outcomes in terms of fostering good mental and physical health (Uchino et al., 2013).

### **1.2 Academic Stress**

Academic stress refers to a kind of stress that learners experience when the demands of academia become overwhelming and difficult to cope with. Learners experience stress when the resources are exhausted and the stressors seem beyond their control. which the learner may find overwhelming, resulting in physical and psychological consequences. Stress can have adverse effects on physical and mental health. It has been estimated that around 10-30% learners have reported experiencing at least some form of academic stress during the journey of their education (Alsulami, et al, 2018).

Lack of supportive communication can also have a detrimental effect on the experiences of stress for young learners. Studies have supported that informational support, along with

emotional support can reduce the issues related to mental health among. Thus, increasing communication in academia can reduce the emotional distress and also physical ailments as a consequence of academic stress (McGeorge et al, 2005). It is also found that the learner's perception of their workload and the expectations from self for completing academic tasks can lead to experiencing academic stress and anxiety. Those who perceived themselves to be severely overwhelmed with course work and lacking time management, expressed test anxiety for the course (Sansgiry & Sail, 2006).

### **1.3 Aims and Objectives**

*1.3.1 Aim:* To understand the difference in levels of Perceived Social Support and Academic Stress in FGL and NFGL

*1.3.2 Objectives:*

1. To understand the difference in the scores of Perceived Social Support in First- and Non-First - Generation Women Learners pursuing Higher Education.
2. To understand the difference in the scores in Academic Stress in First- and Non- First - Generation Women Learners pursuing Higher Education.

### **Review of Literature**

First Generation Learners are considered to be disadvantaged learners due to the challenges faced by them socially and economically. These students often have less knowledge about the admission process, scope of different careers, and have less family and peer support than students with highly educated parents (Conley, 2010). Research also shows that these students have lower retention rates than their peers. Students who also belong to low-income and first-generation status have a drop out at a rate of 26% after the first year of college, compared to 7% of their more advantaged peers (Lederman, 2008).

First-generation students confront not only the typical anxieties, frustrations, and novelty of college but also stressors from social and cultural transitions (Terenzini et al., 1996). The educational setting is a site not only for acculturation but also for acculturative stress—distress associated with the acculturation process (Cuellar, 2000). First-generation students may experience acculturative stressors specific to their entrance into higher education's academic culture, which could be called academic acculturative stress (Jenkins et al., 2013). Students who must negotiate between a home environment into which they have been

enculturated and a very different academic environment into which they are trying to acculturate show stress reactions to these culturally different settings (Miville & Constantine, 2006).

A study conducted to understand the first year university students and their adjustment to university ethos found that perception of social support was highly correlated to wellbeing which acted as a protective factor against academic stress. Socio-educational support has a significant effect on the ability of the students to adapt to university education (Awang et al., 2014). Similarly, a study conducted on international students at Malaysian higher education reported that support of friends and family was significantly connected to psychological adjustment. The study implied for better systems to be placed in higher education institutions to provide this support for learners (Yusoff, 2011). A study tried to see the effect of academic stress, perceived social support, life stress and reaction to stressors on 143 university students. It was reported that low social support can predict high scores on academic stress, with life stress acting as a mediator (Misra et al., 2003).

In India, it is more challenging for young women to pursue higher education. Due to cultural expectations, young female learners find it difficult to get the required social support for completing their higher education. It is reported that first generation female learners share a common bond of reduced social support. This can cause a pessimistic bias and thereby affect the academic success of learners (Bansal, 2014). An Iranian study has found that social support received from family and peers can also affect learners' intrinsic and extrinsic motivation. Academic motivation plays a significant role in determining academic success (Vatankhah & Tanbakooei, 2014). It is crucial to mitigate gender parity in higher education.

Studies have found that low self esteem, lack of social support, locus of control and emotional coping strategies are high predictors of stress in first generation learners (Helmbrecht & Ayars, 2021). It is already discussed that the challenges faced by FGL are manifold compared to their counterparts due to paucity of resources and other social challenges. Higher education is stressful for learners, however, due to the aforementioned reasons, it is exacerbated for the first generation learners. The challenges weigh down their options of academic success even though their academic motivation and aspirations may be intact.

A study was done to understand the experiences of FGL in public universities. It was found that FGL reported lower sense of belonging as compared to the NFGL. As sense of belonging is a predictor for experiencing stress and depression, FGL also showed higher levels of the same. Due to this lowered sense of belonging, they were also more likely to avoid social engagements or to seek on campus mental health services. Lack of social engagement can adversely affect building peer relationships and networks that can help navigate the academic journeys. Also, not seeking mental health services when required, can potentially harm the mental wellbeing of the learners and fail to address their emotional needs (Stebbleton et al., 2014). These challenges have been found to contribute to their academic outcomes. It is pertinent for colleges to have robust student activities which promote social engagement, good counselling services which seek out vulnerable students and mentors them, and also activities that can inculcate a sense of belonging in all students This can potentially reduce the stressors experienced by all learners.

## **2.6 Hypotheses**

### *2.6.1 Null Hypotheses:*

1. There will be no significant difference in the level of Perceived Social Support in First- and Non- First - Generation Female College Students.
2. There will be no significant difference in the level of Academic Stress in First- and Non- First - Generation Female College Students.

### *2.6.2 Alternate Hypotheses:*

3. There will be a significant difference in the level of Perceived Social Support in First- and Non- First - Generation Female College Students.
4. There will be a significant difference in the level of Academic Stress in First- and Non- First - Generation Female College Students.

## **Method**

### **3.1 Research Problem**

To study the differences in the scores of perceived social support and academic stress among first- and Non- First -generation female college students.

### **3.2 Participants**

A total of 209 responses were obtained, out of which 55 responses were discarded as they did not meet the inclusion and exclusion criteria. Of 154 responses considered for the study, 77

responses were of FGL which included those learners whose parents or siblings had not acquired education in any higher education institution. 77 responses were of NGFL which included learners whose both parents or either parents or siblings had acquired education from a higher education institution. The mean age of the respondents was calculated at 19.31 years.

### *3.2.1 Inclusion Criteria:*

1. The participants were first- or Non- First -generation college students
2. The participants identified as females
3. The participants were in the age group of 18-22 years

### *3.2.2 Exclusion Criteria*

1. Learners who did not have English Language reading skills were not included

### *3.2.3 Sampling Method*

Purposive and Snowball sampling techniques were used for collection data. As the target population is of a particular gender with the criteria of being a first- or Non- First generation learners of higher education. Also, the participants were asked to share the questionnaire with other students who meet the criteria. Data was obtained through online mode by creating Google forms for convenience.

## **3.3 Variables**

### **Independent Variable:**

Generation of Learner- 1. First Generation

2. Non- First Generation

### **Dependent Variable:**

1. Perceived Social Support
2. Perceived Academic Stress

### *3.3.1 Operational Definition of Variables*

## **Independent Variable:**

Category of Higher Education Learner-

1. First Generation College Student refers to learners pursuing higher education whose parents have not pursued education beyond High School.
2. Non- First Generation College Student refers to learners pursuing higher education whose parents have finished minimum Graduation/Diploma.

## **Dependent Variables:**

1. Perceived Social Support- Social support refers to perception of availability of support and understanding in the immediate surrounding of the person. In the current study, it was measured using the Social Provisions Scale (Cutrona & Russel, 1987)
2. Academic Stress- Academic stress is defined as the body's response to academic-related demands that exceed adaptive capabilities of learners. In current study it was measured using the Perceived Academic Stress Scale (Bedewy & Gabriel, 2015)

## **3.4 Tools**

### *3.4.1 Consent Form*

Informed consent was sought from each participant. The consent form included information about the study, brief aims and objectives. It informed the participant the voluntary nature of participation and also that the participants were allowed to discontinue their participation, if desired. The participants were assured of the confidentiality of the data provided and also that the information given by them was to be used only for research purposes.

### *3.4.2 Demographic Data Sheet*

The demographic data sheet collection information from the participants regarding their gender identity, age and education qualification. It included detailed questions about the parents and grandparents educational qualifications. It also had questions related to Parents' current occupation and the nature of education level that their siblings have acquired.

### *3.4.3 Social Provisions Scale*

The Social Provisions Scale (SPS) was developed by Curtona and Russel in 1987. It measures perceived social support, i.e., the level to which a person feels that there are other people available to provide them with the support they need to cope with challenges in their



life. Participants respond to items on a 4-point Likert scale. High values indicate greater perceived social support. Cutrona and Russell report a coefficient alpha of .92 for the overall scale.

#### *3.4.4 Perceived Academic Stress Scale*

The Perceived Academic Stress Scale (PAS) was developed by Bedewy and Gabriel in 2015. It is an 18-item scale used to measure academic stress experienced by college students. It is a 5-point Likert Scale. It has three main subscales: (1) the academic expectations subscale (4 items), (2) workload and examinations subscale (8 items), and (3) students' academic self-perceptions subscale (6 items). It has an internal consistency reliability of 0.7.

### **3.5 Research Design**

The research design used was Quasi Experimental Research Design. The study tried to establish a cause and effect relationship between variables; however, the assignment of participants was not random and depended on a set criterion.

### **3.6 Procedure**

Google form was created for online conduction of data collection. The form included Informed Consent which gave information about the study, the ethical considerations and a brief debriefing at the end of the form. Informed Consent was sought from each participant. The participants were informed regarding the voluntary nature of research participation and they were also given the liberty to discontinue, if desired. There was a section on demographic data which collected information about the participant's education level, participant's family members' educational qualification and nature of employment. The questionnaires on Academic Stress, and Perceived Social Support were also included with appropriate instructions for each questionnaire. On completion of the questionnaire, the participants debriefed about that study and gave contact details of the researcher. Ethical considerations were taken care of while conducting the data collection.

### **3.7 Ethical Considerations**

The participants were made aware of the aims and objectives of the study. Informed consent was sought before collecting data. They were informed about the voluntary nature of the study and were made aware that they could discontinue if desired. They were assured confidentiality. The data was to be used only for research purposes and would be secured. No

form of deception was used in the study. The researcher contact details were provided for further discussions and clarifications.

### 3.8 Data Analysis

The statistical analysis used for finding the differences in levels for the three Dependent variables was t-test. It is a type of inferential statistic used to find out if there is a difference between the means of two groups. Microsoft Excel was utilised for data analysis.

### Results

The study was done to understand the differences in the scores of perceived social support, academic self-efficacy, and academic stress among first- and Non- First -generation female college students. The data was gathered from female college students through the online mode of Google Forms. The data was scored and analysed to identify two groups of FGL and NFGL. Their scores on the three dependent variables were assessed and analysed. The differences of the two groups on these three dependent variables was analysed further using t test through Microsoft Excel.

**Table 1**

Description of the education level of parents of the respondents

Level of Education	Father	Mother
Completed Primary Education	38	54
Completed SSC (10th Std) Education	77	68
Completed HSC (12th Std) Education	33	32
Completed Diploma	8	3
Completed Graduation or Professional Degree	41	37
Completed Post Graduation of Professional Degree	12	15
Total	209	209

**Table 2**

Description of Sibling data gathered from the respondents

Average number of Siblings per respondent	1.71
Number of Siblings completed/ pursuing Higher Education	79

**Table 3**

Composition of Family Members Completed/Pursuing Higher Education of the Respondents

Whether Completed/Pursuing Higher Education	Father	Mother	Sibling	Total
FGL	No	No	No	77
			<b>Total</b>	<b>77</b>
NFGL	Yes	Yes	Yes	11
	Yes	No	Yes	9
	No	Yes	Yes	4
	Yes	No	No	13
	No	Yes	No	12
	Yes	Yes	No	28
			<b>Total</b>	<b>77</b>

**Table 4**

Descriptive Statistics of the Perceived Social Support among FGL and NFGL:

	Category Of Learner	N	M	SD
Perceived Social Support	FGL	77	67.60	8.97
	NFGL	77	70.45	11.67

The mean of FGL on Perceived Social Support was 67.60 and the Standard Deviation of 8.97. The mean of NFGL on Perceived Social Support was 70.45 and the Standard Deviation of 11.67.

**Table 5**

Mean Differences in Perceived Social Support among FGL and NFGL:

Perceived Social Support	t	df	P(T<=t) two-tail
	1.71	152	0.089

In order to find out if there is a significant difference between the means of the two groups, an independent samples t- test was conducted. According to Table 1.2, the mean difference between Perceived Social Support scores of FGL and NFGL was found to be 1.71 and critical p value was found to 0.089 which was found to be insignificant at 0.05 level [t (152) = 1.71, p>0.05] . Thus, we fail to reject the null hypothesis.

**Table 8**

Descriptive Statistics of the Academic Stress among FGL and NFGL:

	Category of Learner	N	M	SD
Academic Stress	FGL	77	58.92	11.87
	NFGL	77	60.61	11.49

The mean of FGL on Academic Stress was 58.92 and the Standard Deviation of 11.87. The mean of NFGL on Academic Stress was 60.61 and the Standard Deviation of 11.49.

**Table 9**

Mean Differences Academic Stress among FGL and NFGL:

Academic Stress	t	df	P(T<=t) two-tail
	0.89	152	0.37

In order to find if there exists a significant difference between the means of the two groups, an independent samples t- test was conducted. According to Table , the mean difference between Academic Stress scores of FGL and NFGL was found to be 0.89 and the critical p value was found to be 0.37 which was insignificant at 0.05 level [ $t(152) = 0.89, p > 0.05$ ]. Thus, we fail to reject the null hypothesis.

## Discussion

The aim of the current study was to explore the differences in Perceived Social Support, and Academic Stress among FGL and NFGL. The data was gathered using standardised questionnaires like the Social Provisions Scale, The College Academic Self Efficacy Scale and the Perceived Academic Stress Scale. The data was gathered online through Google

Forms. Informed Consent was taken of each participant and demographic details were also taken. 209 respondents answered the form, out of which 154 met the criteria set for the study.

The data was further analysed to form the two groups of FGL and NFGL. There were 77 respondents who were FGL and 77 respondents who were NFGL. The FGL group consisted of female college students whose parents and siblings had not completed or pursued higher education (Table 3). The NFGL group comprised of 11 respondents whose both parents and siblings had pursued or completed higher education, 9 respondents whose father and sibling had pursued or completed higher education but not the mother, 4 respondents whose mother and sibling had pursued or completed higher education but not the father, 13 respondents whose father had completed higher education but not the mother or sibling, 12 respondents whose mother had completed higher education but not the father or sibling and 28 respondents whose both parents had completed higher education, but not the sibling (Table 3).

The first hypothesis asserts that “There will be a significant difference in the level of Perceived Social Support in First- and Non- First - Generation Female College Students.” The scores of the respondents on the Social Provisions Scale were assessed to evaluate their perceived social support. The difference between the two groups of FGL and NFGL was evaluated. The mean of the FGL group was 67.60 and the NFGL group was 70.45 (Table 4). The t value calculated was 1.71 . This was insignificant at 0.05 level (Table 5). Thus we reject the alternative hypothesis and accept the null hypothesis.

The results indicate that there is a difference in means of the two groups however, these differences were not statistically significant. The NFGL mean for perceived social support is higher as compared to that of the FGL group. This indicates that FGL lack access to the necessary support in college. Although the FGL have to be largely self-sufficient and resourceful to get informational support, they largely lack social support (Lancaster, 2010) The nature of their family’s education qualification, social status and cultural expectations, makes them more vulnerable to paucity of resources. Informational support and emotional support are necessary for the students’ academic journey. It helps them in the decision making process and academic self regulation and motivation.

The second hypothesis asserts that “There will be a significant difference in the level of Academic Stress in First- and Non- First - Generation Female College Students.” The scores of the respondents on Perceived Academic Stress Scale were assessed to evaluate their academic stress. The difference between the two groups of FGL and NFGL was evaluated.

The mean of the FGL group was 58.92 and the NFGL group was 60.61 (Table 8) . The t value calculated was 0.89 . This was insignificant at 0.05 level (Table 9). Thus we reject the alternative hypothesis and accept the null hypothesis.

The results indicate that differences in the means of the two groups are not significant. It is found that the means of NFGL and FGL groups for academic stress was not largely different. Both the groups seem to indicate high levels of academic stress. The reasons for these results could be due to the problems and challenges faced by students during the transition from online to offline learning. The data was gathered when students were expected to start attending lectures offline after having attended online lectures since March 2020 due to the COVID 19 pandemic. This transition was proving to be taxing for the students as they were not used to travelling, attending physical lectures and completing assignments on campus. Uncertainty over the mode of education had caused considerable academic trauma for the students.

### **Limitations**

The three alternative hypotheses were rejected and null hypotheses were accepted. The nature of data collection being online and self reported measures being used, there could have been a possibility of respondents giving socially desirable answers. One of the demerits of online data collection includes inability of the researcher to determine complete comprehension of the respondents of the questionnaires that they have answered. There is also time and effort that the respondent may not want to devote to clarifying while filling the online forms which otherwise is done in physical data collection. As snowball sampling was used, there was also no guarantee of representativeness of the sample, thereby affecting the results. The study had majorly respondents from Mumbai, Maharashtra, thereby reducing its generalizability. This study did not screen the respondents on physical or mental distress, as that too can affect their perception of stress and self efficacy.

### **Conclusion and Implications**

The aim of the study was to understand the differences in perceived social support, and academic stress experienced by FGL and NFGL female college students. The data was gathered through online mode via Google Forms. Standardised tools were used to assess the psychological variables. The data was analysed further with t test to understand the mean differences between the two groups on the three psychological variables.

The first hypothesis was “There will be a significant difference in the level of Perceived Social Support in First- and Non- First - Generation Female College Students”. The mean differences obtained were insignificant at 0.05 level, and thus we fail to accept the alternative hypothesis.

The second hypothesis was “There will be a significant difference in the level of Academic Stress in First- and Non- First - Generation Female College Students”. The mean differences obtained were insignificant at 0.05 level, and thus we fail to accept the alternative hypothesis.

### **Implications**

Although the research reported results which were insignificant, it is pertinent to acknowledge the trends in data. The differences in the groups, however meager, are important to study to explore and implement strong outreach programs to acclimate first generation learners to higher education. Outreach programs may be targeted towards vulnerable students so that their sense of belonging to higher education can be incremental through their academic journey. This can be achieved through involvement of the on campus mental health facilities and faculty interventions. Individual student mentoring can be beneficial to the students for career guidance, academic support and emotional coping with stressors. Higher Education Institutions can aim at reducing the gap between the FGL and the NFGL through targeted activities and social engagement projects.



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## Appendix C- Figures

Figure I- Mean Differences in the Perceived Social Support among First Generation Learners and Non First Generation Learners

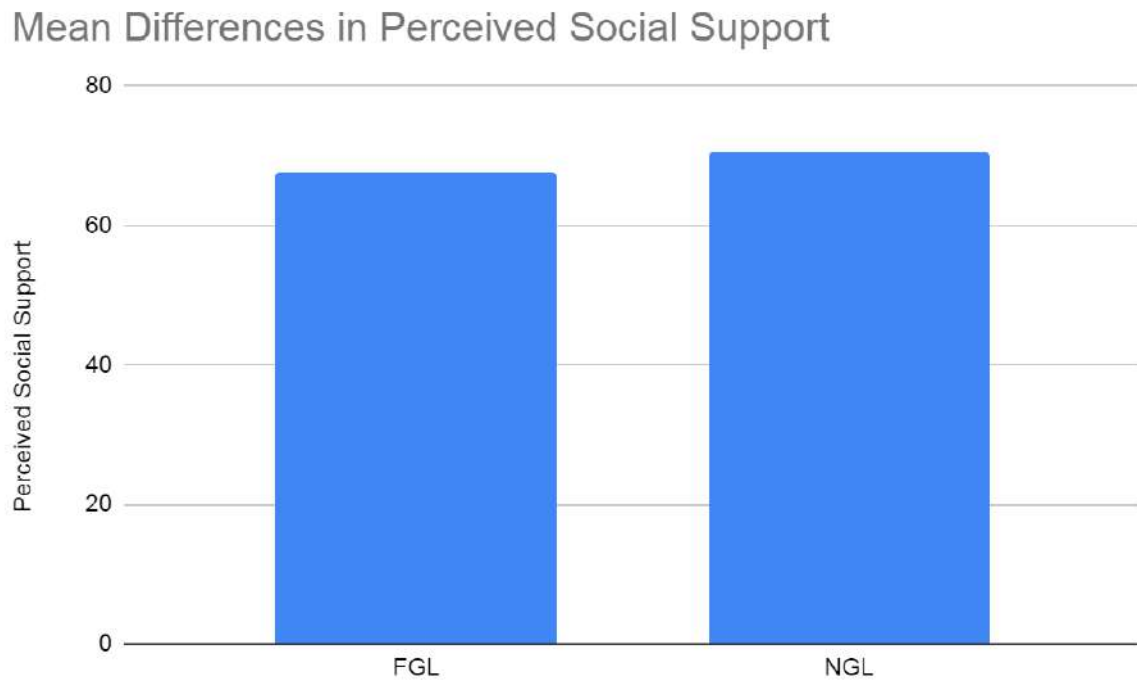


Figure III- Mean Differences in the Academic Stress among First Generation Learners and Non First Generation Learners

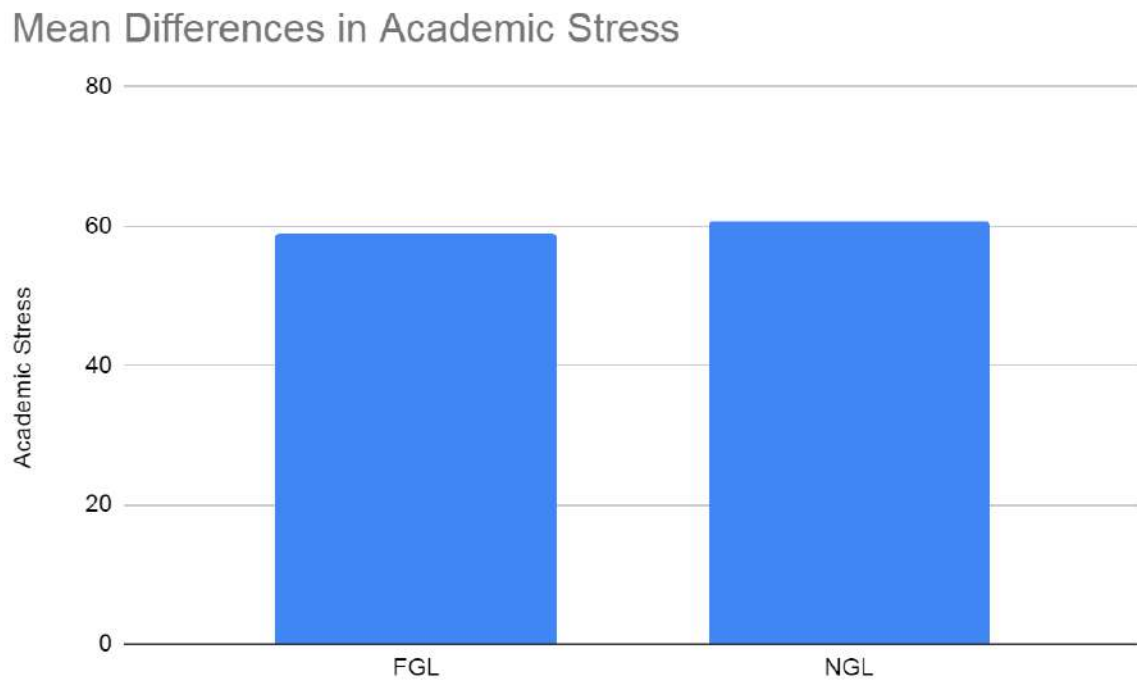
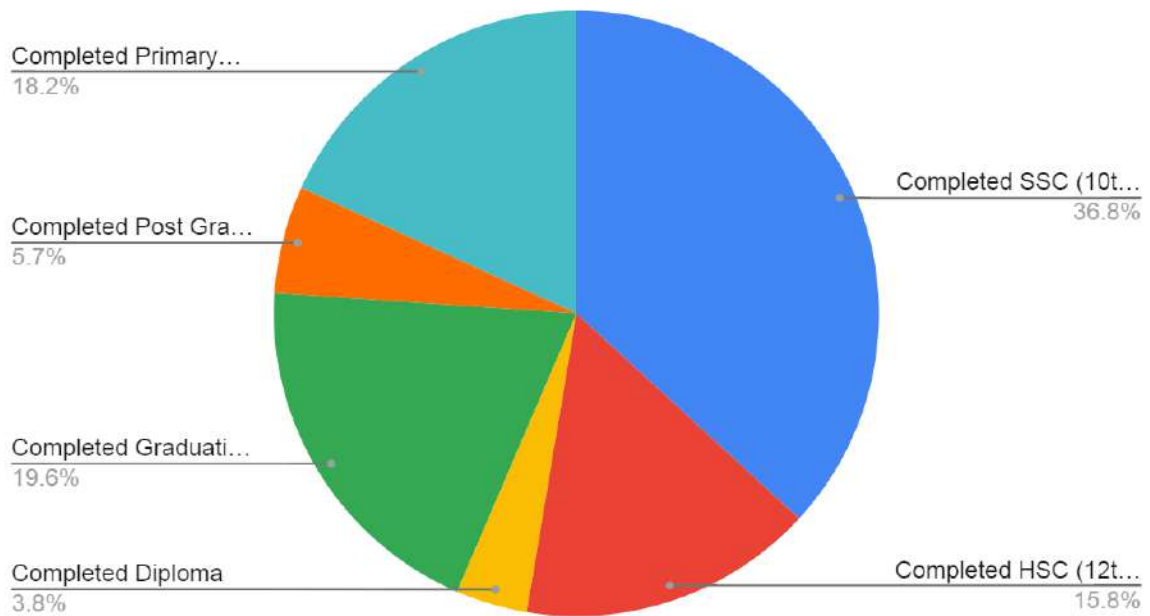


Figure IV- Composition of Education Qualifications of Parents of the respondents

### Father's Education Level



### Mother's Education Level

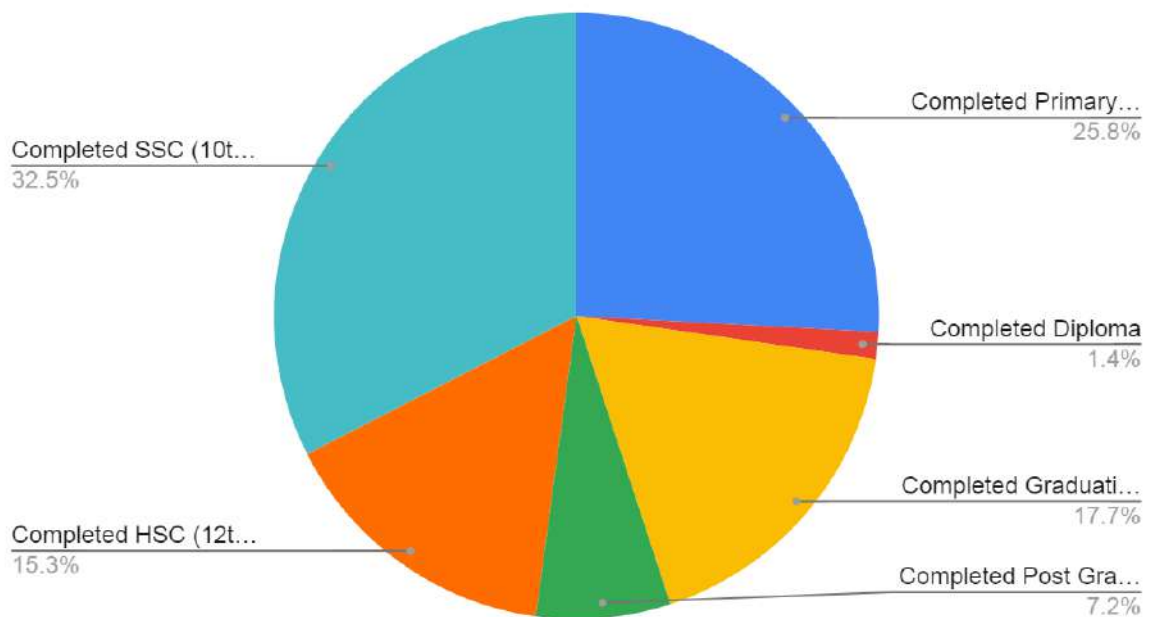


Figure V- Composition of Education Qualifications of the Respondents

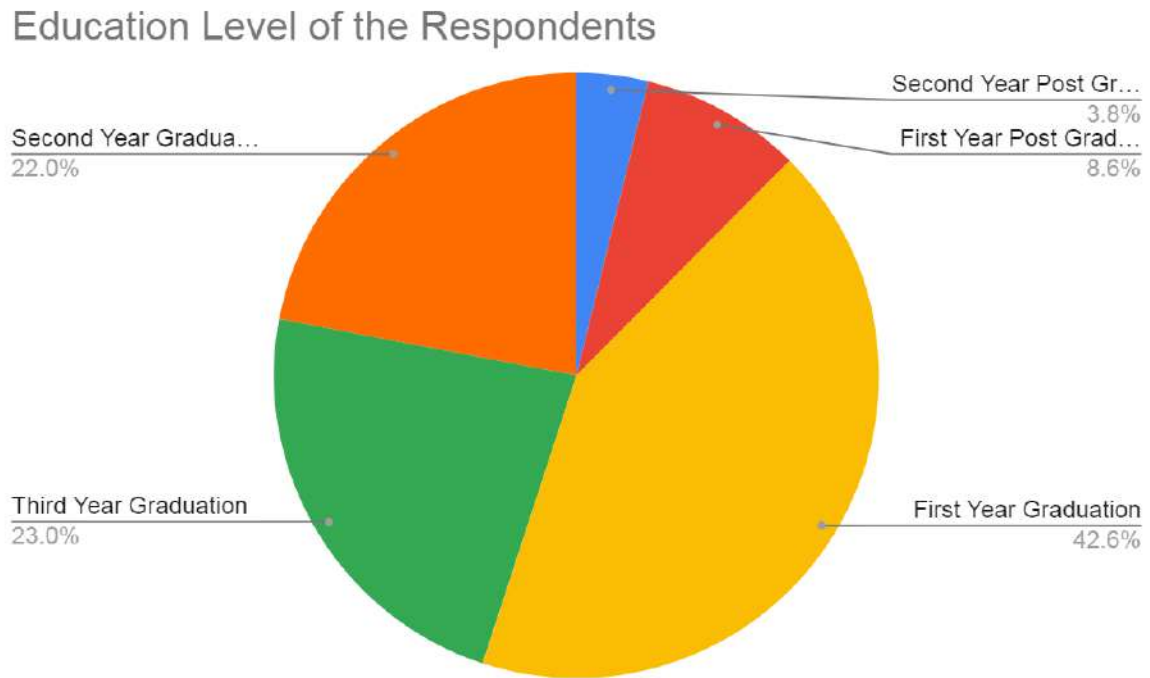
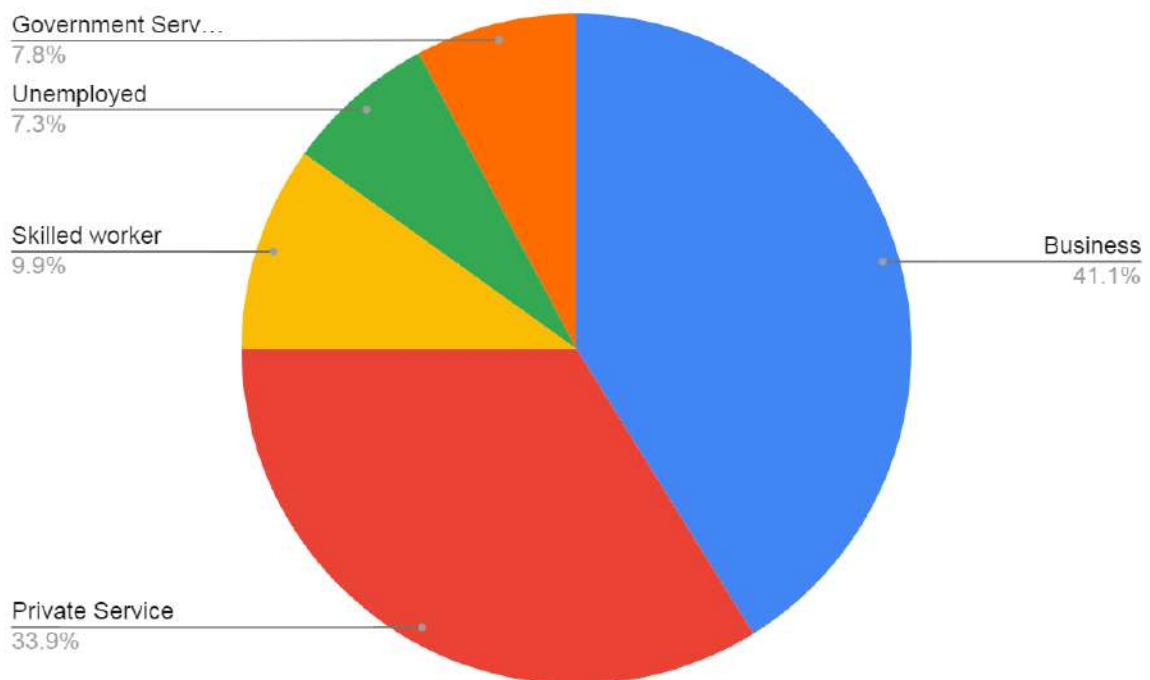


Figure VI- Composition of Occupation of Parents of the respondents



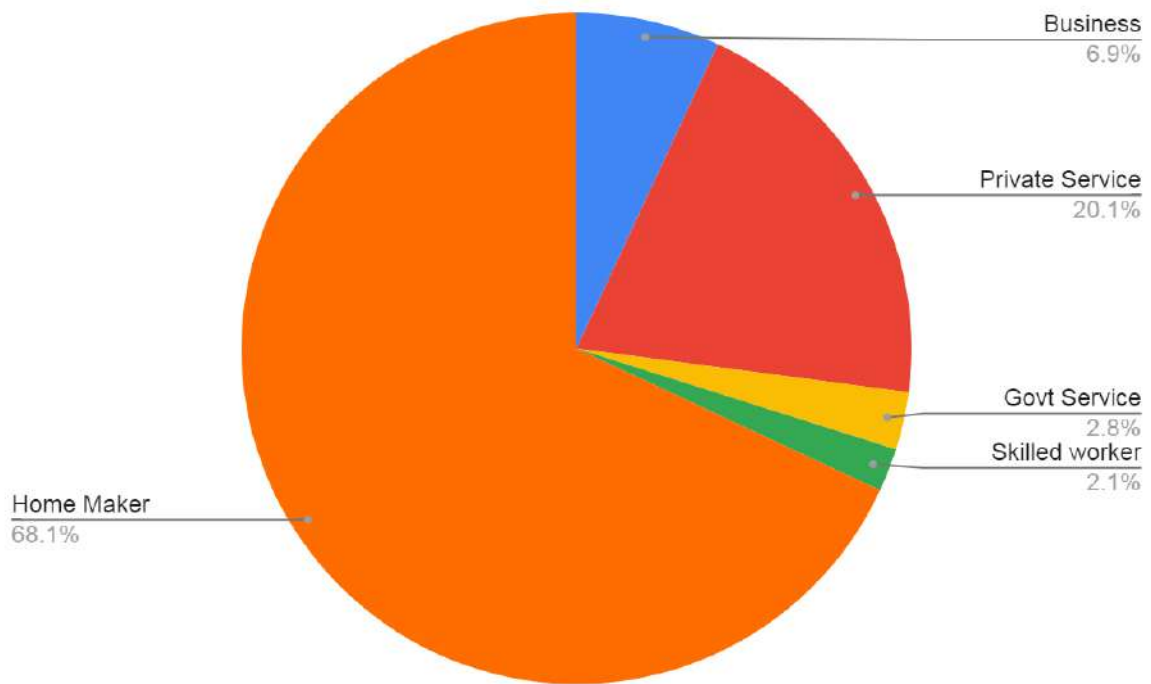
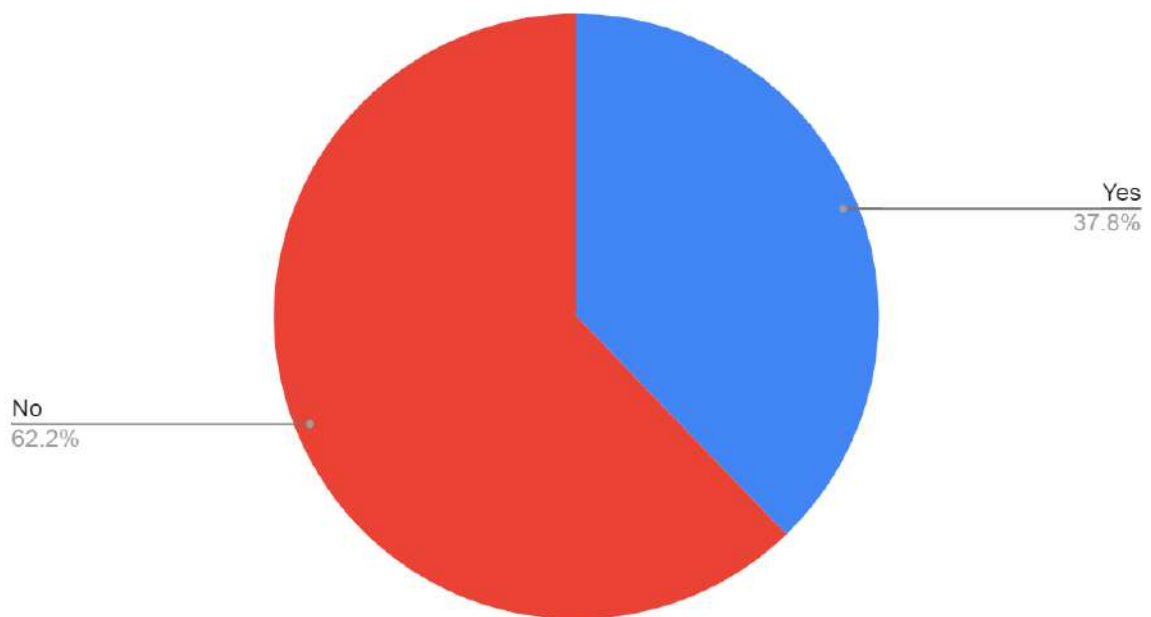


Figure VII- Composition of Sibling Data

### No of Siblings Pursuing/Completed higher education





# **Effect of Sewage water on the Irrigation**

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## **ABSTRACT**

The reuse of sewage water for irrigation has become a growing practice worldwide, but its potential health risks remain largely unaddressed. Heavy metals like lead, mercury, cadmium, and arsenic are commonly found in sewage water, and their application in agriculture can lead to soil and crop contamination. Prolonged exposure to these toxic substances can cause severe health issues, including organ damage, neurological problems, and cancer. This study highlights the alarming levels of heavy metals in sewage water used for irrigation and their devastating impact on human health. We emphasize the urgent need for proper treatment, monitoring, and regulations to ensure safe and sustainable water reuse practices.

## **INTRODUCTION**

Sewage water, also known as wastewater, refers to the used water from homes, industries, businesses, and institutions that contains various contaminants and pollutants. It is generated from activities such as washing, bathing, flushing toilets, and industrial processes. Sewage water typically includes a mixture of organic matter, chemicals, pathogens (such as bacteria and viruses), nutrients (like nitrogen and phosphorus), and suspended solids.

The management and treatment of sewage water is critical for public health and environmental protection. Improper disposal or untreated sewage can lead to waterborne diseases, contamination of natural water bodies, and ecological damage. Therefore, effective sewage treatment processes are essential to remove pollutants and ensure that water released back into the environment meets safety and environmental standards.

This introduction sets the stage for understanding the importance of sewage water treatment and its impact on both human health and the environment. First site is GTB Nagar Station.

GTB Nagar, located outside the station in Mumbai, faces significant challenges related to sewage water management due to its urban setting and high population density. The sewage

water generated in this area includes wastewater from residential, commercial, and possibly industrial sources.

Sewage water typically consists of a complex mixture of organic matter, chemicals, pathogens, and suspended solids. These contaminants pose health risks and environmental concerns if not properly managed and treated. In urban areas like GTB Nagar, efficient sewage collection, treatment, and disposal are crucial to prevent waterborne diseases, protect natural water bodies, and maintain overall environmental quality.

Sewage water management outside GTB Nagar station involves the operation of sewage networks to collect wastewater from households and businesses. It is then conveyed to sewage treatment plants (STPs) where various treatment processes are employed. These processes may include screening, sedimentation, biological treatment (such as activated sludge process), and disinfection to remove pollutants and pathogens from the wastewater.

Properly treated sewage water can be discharged into receiving water bodies in compliance with environmental regulations or reused for purposes such as irrigation, industrial processes, or groundwater recharge, depending on the quality achieved after treatment.

Understanding the management of sewage water from GTB Nagar provides insights into the urban wastewater challenges faced by densely populated areas in Mumbai and underscores the importance of sustainable sewage management practices for public health and environmental protection.

Second Site is Kalyan Railway Station. The Kalyan railway station, situated in Maharashtra, India, serves as a crucial transportation hub connecting Mumbai with various parts of the country. Amidst its bustling operations, one of the critical issues it faces is the management of sewage water generated within its premises.

Sewage water from Kalyan railway station represents a significant byproduct of its daily activities, encompassing wastewater from train operations, passenger facilities, and station maintenance. This wastewater contains a complex mixture of contaminants, including organic matter, pathogens, chemicals from cleaning agents, and possibly heavy metals from various sources. The management and treatment of this sewage water are vital not only for maintaining hygienic conditions within the station but also for mitigating environmental impact beyond its boundaries.

Efforts to address the sewage water issue at Kalyan railway station are multifaceted, involving infrastructure for collection, treatment, and disposal. These initiatives aim to ensure that the wastewater meets regulatory standards before discharge, minimizing adverse effects on local ecosystems and public health. Moreover, exploring sustainable reuse options, such as treatment for non-potable purposes like gardening or cleaning, underscores ongoing efforts towards environmental and resource conservation.

In conclusion, the management of sewage water at Kalyan railway station underscores the intersection of infrastructure development, environmental responsibility, and public health concerns. Addressing these challenges requires ongoing investment in technology, regulation, and community engagement to achieve sustainable and safe water management practices in this critical transportation hub.

Using sewage water from the GTB (Guru Tegh Bahadur) railway station site for farming would involve similar considerations as using sewage water from any source. Here are the key points to consider:

1. **Water Quality:** Sewage water from railway station sites can contain contaminants such as pathogens (bacteria, viruses), heavy metals (from train operations and maintenance), chemicals (from cleaning agents and industrial activities), and nutrients (from human waste and detergents).
2. **Health and Safety:** Untreated sewage water poses significant health risks if used directly in agriculture. It can transmit diseases, lead to bacterial infections, and introduce harmful chemicals into the food chain.
3. **Environmental Impact:** Improper disposal or untreated sewage water can contaminate soil, groundwater, and nearby water bodies, impacting ecosystems and potentially affecting public health.
4. **Treatment Requirements:** Before using sewage water for farming, it must undergo rigorous treatment processes to remove contaminants and ensure it meets safety standards for agricultural use. This may include filtration, disinfection, and nutrient removal.
5. **Regulatory Compliance:** Using sewage water for irrigation typically requires compliance with local regulations and guidelines concerning water quality and agricultural practices. Authorities may set standards for permissible levels of contaminants and require monitoring and reporting.

6. **Community and Consumer Perception:** There may be concerns among local communities and consumers about the safety of crops grown with sewage water. Addressing these concerns through transparency, education, and adherence to safety standards is essential for acceptance.

In summary, while sewage water from the GTB railway station site could potentially be used for farming as a water resource, it must undergo thorough treatment to ensure it is safe for agricultural purposes. This process involves significant technical and regulatory considerations to protect human health, safeguard the environment, and maintain public trust in food safety.

Using sewage water from sources like the Kalyan railway site for farming raises several environmental and health considerations:

1. **Quality of Sewage Water:** Sewage water typically contains contaminants such as pathogens (bacteria, viruses), heavy metals, chemicals (from detergents, industrial waste), and nutrients (nitrogen, phosphorus). Before using it for farming, thorough testing and treatment are essential to ensure it meets safety standards.
2. **Health Risks:** Direct contact or consumption of untreated sewage water can lead to serious health risks, including bacterial infections, parasitic diseases, and exposure to toxic substances. Proper treatment is crucial to mitigate these risks.
3. **Environmental Impact:** Improper disposal or untreated sewage can pollute soil, groundwater, and nearby water bodies, impacting ecosystems and potentially contaminating food crops.
4. **Regulatory Compliance:** Using sewage water for farming typically requires adherence to local regulations and standards regarding water quality and agricultural practices.
5. **Treatment Requirements:** Effective treatment methods like filtration, disinfection, and nutrient removal are necessary to make sewage water safe for agricultural use. This process can be costly and technically challenging.
6. **Community Perception:** There may be public concerns about the safety of crops grown with sewage water, affecting market acceptance and consumer confidence.

While using sewage water for farming can be a sustainable water resource in water-scarce regions, it necessitates stringent treatment and monitoring to safeguard human health and the

environment. Regulatory oversight and community engagement are crucial for ensuring safe and responsible use of sewage water in agriculture.

The reuse of wastewater in agriculture has become a widespread practice in regions where water deficits are most pronounced (Hajjami et al., 2013). In general, this resource contains substantial amounts of beneficial nutrients and toxic pollutants, which are creating opportunities and problems for agricultural production, respectively (Alghobar and Suresha, 2017).

Therefore, long-term use of industrial or municipal wastewater in irrigation may lead to the accumulation of heavy metals in agricultural soils and plants (Singh et al., 2010). Heavy metals are priority toxic pollutants that severely limit the beneficial use of water for domestic or industrial application (Petrus and Warchol, 2005).

Contamination of agricultural soils and crops by heavy metals have considered one of a serious environmental problem due to their non-biodegradable nature and long biological half-life and also, their potential accumulation in different body parts (Radwan and Salama, 2006, Khan et al., 2010, Muhammad et al., 2011). Some heavy metals such as zinc (Zn), cadmium (Cd), lead (Pb) and copper (Cu) are mostly found as contaminants in vegetables (Kachenko and Singh, 2006).

The main objectives of this study are primarily to quantify the concentration of these heavy metals (Zn, Cu, Pb and Cd) in irrigation wastewater, soil and crops cultivated in this region (Sion) and to estimate the human health risk caused by the daily intake of these metals through contaminated vegetables.

In the agriculture practices, the irrigation water quality is believed to have an effect on the soil characteristics, crops production and management of water (Shainberg and Oster, 1978). Particularly, the application of saline/sodic water results in the reduction of crop yield and deterioration of the physical/chemical properties of soil. Therefore it has more concern to the people/farmers when being used as an irrigate, which may contain constituents capable of creating adverse effects on the soil media and the agriculture produce. The present study deals with the application of domestic wastewater for irrigation and its effect on soil properties, crop yield and quality. (P.K. Singh, P.B. Deshbhratar, D.S. Ramteke Agricultural Water Management Volume 103, January 2012, Pages 100-104)

## **AIM AND OBJECTIVE**

**Aim:**

As we know the waste water contains high concentrations of various kinds of pollutants, the most common pollutants are those that pose harmful impacts to the natural ecosystems as well as on agriculture such as toxic organic and inorganic materials including different salts, heavy metals, nitrates as well as pathogens.

**Objectives:**

1. The present study is undertaken to identify the hazardous substances that are likely to be present in the sewage/effluent.
2. To determine the floristic composition of the vegetation cover and to find the effects of wastewater pollution on the plant community structure in certain areas.

**REVIEW OF LITERATURE**

Soil can be progressively enriched with heavy metals as a consequence of industrial and mining activities, fertilization and waste disposal some heavy metals are phytotoxic as they may interfere with photosynthetic and respirator}' activities, mineral nutrition, enzymatic activities. Membrane function and hormone balanced heavy metal accumulation in crops is a function of complex interaction of soil, plant and environmental factors that influence their phyto availability. (Narender Singh, Jyoti.et al. 2005)

The adverse impact of contaminants on our environment is one of the major challenges facing our scientific community. Use of industrial wastes has lead to a buildup of contaminants in soil environment. Contamination of agricultural land has implications to animal and human health and the marketability of crops in the highly competitive international market. In many developing countries there are larger areas of agricultural land now considered unfit for crop production due to industrial waste utilization. (Narender Singh, Jyoti.et al. 2005)

(Narender Singh, Jyoti.et al. 2005) The term 'heavy metal' is often used to cover a diverse range of elements, which constitute an important class of pollutants. Such pollutants have received the attention of researchers all over the word, mainly due to their harmful effects on living beings. Heavy metals enter into environment mainly via three routes: (i) heavy metals enter into environment by deposition of atmospheric particulates (ii) disposal of metal enriched sewage sludge and sewage effluents and (iii) By-product from metal mining processes. The sewer wastes in India and abroad are normally used as a potential source of

irrigation particularly around cities for growing vegetables and fodder crops study of irrigation through rain, dairy wastes and sewer waters showed the increased level of total Zn, Mn, Fe, Cu, Cd, Ni and Pb, pH of soil receiving sewer waters and dairy wastes (**Narwal et al., 1988**) Municipal wastes usually have high contents of heavy metals and their continuous application to soil may result in enrichment of heavy metals in top soils. (Singh and Singh, 1994) Reported that heavy metal concentration of sewage irrigated soil showed Mn > Fe > Cu > Pb > Zn > Cr > Cd. Data indicate that almost all the soil surface layers contained higher number of metals and content of same decreased with depth. Increasing levels of sludge application gave 14 corresponding increases in the following soil properties, hydraulic conductivity, water holding capacity, organic carbon available Fe, Mn, Zn, Cu, Cr and Pb. Sludge applied plots had better physical properties and higher nutrients through sludge (**Poulray & Sree Ramulee, 1994**) (**O.P. Bansal, 1998**) reported amount of DTPA-extractable micronutrients and heavy metals increased appreciably in sewage irrigated soil than in tube well irrigated soil. The concentration of Pb, Ni, Co, Cr and Cd in sewage irrigated soils were high as compared to values of control soils. Effect of sewage water irrigation on properties of sandy loam soil was studied in soil pH EC and anions increased significantly in 0-10 cm. layer. But in lower layers pH and anions first decreased with application of sewage water up to 1 pore volume but increased with further leaching (**Baddesha, Chhabra & Ghuman, 2002**). Study of Anoop et al. 1999) revealed increased in BOD, COD, Ni, Zn, Pb, Cd levels in the soil irrigated with sewage effluents as compared to canal waters.

In India, there is a great demand for increase of food production with the growing population on the one hand and the threat of soil health deterioration on the other. As mentioned in Introduction and Review of Literature it is observed that pretreated sewage has shown the technical and economical feasibilities for pollution free agriculture at acceptable levels. In view of scarcity of land and limited water resources, uses of other different types of non-conventional water have also been tried and found useful for vegetable and plantation crops in selected areas. (**Paul, Partha Pratim et al, 2003**)

Toxic pathogens occurring in the sewage harms the animals as result severe diseases are caused in the animals. Lack of safe drinking water in India has resulted in deaths due to water borne diseases. Microorganisms such fungi, bacteria, viruses, algae, etc., are present in drainage waste water that leads to epidemic and enormously harm the health of public. The common water borne diseases like cholera, typhoid, polio, dysentery and hepatitis which is infections are caused due polluted drinking water. Thus, water pollution the consequence is

detrimental not only to specific species but also to the entire biological environment. Pollution in majority of Indian water sources is progressively increasing as a result of the accumulation of contaminants through the environment such as industrial and sewage effluents, organic material, etc. The contamination of natural water bodies will also result in an adverse alteration of water quality. Widespread impact of water pollution causes lowering biodiversity and degradation of aquatic ecosystem. (Sengupta, et al., 1993)

Heavy metals are the elements which are usually present in fairly small concentrations in water. Heavy metals can be looked upon as a particular group of trace elements which are found to endanger health on entering the food chain through plants and biological life. The elements comprising the heavy metals group are Copper (Cu), Arsenic (As), Lead (Pb), Cadmium (Cd), Zinc (Zn) Chromium (Cr) and Mercury (Hg). The heavy metals have densities greater than 4g/cc when present as metals. The natural aquatic systems are widely infected due to discharge of heavy metals from household, industrial and other human activities (Conacher, et al., 1993; Velez and Montoro, 1998).

## **MATERIAL AND METHODS**

The investigation will select 2 samples. First site Kalyan located on the central line. The second site is from nearby GTB railway station.

Kalyan: Site is surrounded by a slum area around the railway track. Garbage and litter are inclined.

GTB railway station: Station is surrounded by public squalor, throwing waste matter and residential drainage line connectivity.

Sample Collection: Water samples will collect using a clean plastic bucket, transfer to clean plastic Bottles and transport to the laboratory

Germinating seeds of moong (mung bean) in sewage water from GTB railway station involve several considerations:

1. **Water Quality Testing:** Before using sewage water for germination, it's crucial to conduct water quality testing. This includes checking for levels of contaminants such as pathogens, heavy metals, and chemicals. Sewage water typically requires rigorous treatment to ensure it meets safety standards for agricultural use.



2. **Seed Preparation:** Moong seeds should be clean and free from any contaminants before germination. Rinse them thoroughly with clean water if necessary.
3. **Germination Process:** Moong beans generally require water for germination, but the quality of water is critical. Ensure the seeds are submerged in treated sewage water or clean water, depending on the results of water quality testing.
4. **Monitoring and Observation:** Monitor the germination process closely. Signs of poor water quality may include slow germination, stunted growth, or discoloration of seedlings.
5. **Environmental and Health Considerations:** Take precautions to prevent direct contact with untreated sewage water, as it can pose health risks. Ensure any water used for germination is safe and complies with local regulations.
6. **Future Crop Growth:** Even if seeds germinate successfully, consider the long-term effects of using sewage water on crop growth and safety. Proper treatment and management are essential to prevent contamination and ensure the safety of food crops.

while germinating moong seeds in sewage water from GTB railway station could be considered as a sustainable water use option, it requires careful consideration of water quality and potential risks. Treatment and monitoring are crucial to ensure the safety of the germination process and subsequent crop growth.

Sample water from GTB was obtained in the month of April. 3 pots with different concentrations of sewage water. One contains normal distilled water (DW), second is DW and sewage water 9:1 and third with 100% sewage water.

Planted Green gram, also known as mung bean or moong, is a leguminous plant species belonging to the Fabaceae family with scientific name *Vigna radiata*. Reason for taking this plant is because of its fast-growing nature.

On the first day 35 seeds of green gram was soaked in 20 ml sewage water of three different concentration for the purpose of germination.

All procedures described above were performed using water samples from Kalyan.

Third plate- Sewage water (Sample Water, Sion)



The present study was carried out with the aim of examining the changes in Physical, Chemical, Absorption of Minerals and Nutrients and Microbiological quality of from Sewage water.

Three pots filled with soil and fertilizers.



Day 3



Day 5



Day 7



Day 10



Day 12



Day 15



Day 17



## RESULTS AND CONCLUSION

Raw sewage water contains a variety of pollutants and pathogens that can be harmful to human health and the environment if not properly treated. Here are the main objectives of treating sewage water:

1. **Removal of Pathogens:** Raw sewage contains harmful pathogens such as bacteria, viruses, and parasites that can cause diseases like cholera, typhoid, and hepatitis if they enter water sources used for drinking or recreation. Treatment processes aim to kill or remove these pathogens to prevent the spread of waterborne diseases.
2. **Reduction of Organic Matter:** Sewage water contains organic matter from human waste and other sources. If released untreated, this organic matter can lead to oxygen depletion in water bodies, harming aquatic life and ecosystems. Treatment processes like biological degradation aim to break down organic pollutants and reduce their impact on receiving waters.
3. **Nutrient Removal:** Sewage water contains nutrients like nitrogen and phosphorus that can promote excessive algae growth in water bodies, leading to eutrophication. Treatment processes remove or reduce these nutrients to prevent ecological imbalances and maintain water quality.
4. **Removal of Chemical Pollutants:** Industrial and household sewage can contain various chemical pollutants such as heavy metals, toxic chemicals, and pharmaceuticals. Treatment processes aim to remove or neutralize these pollutants to prevent them from entering water sources and causing harm to aquatic organisms and humans.
5. **Reduction of Suspended Solids:** Sewage water often contains suspended solids like grit, sand, and organic particles. These solids can cause physical damage to ecosystems and interfere with water treatment processes. Treatment aims to remove these solids through processes like sedimentation and filtration.

Effective treatment is essential to ensure that sewage water meets regulatory standards and does not pose risks to public health or the environment.

Certainly, here are some disadvantages of GTB & Kalyan railway station using sewage water for irrigation:

1. **Health Risks:** Sewage water may contain harmful pathogens, heavy metals, and chemicals that can pose health risks to workers and nearby residents if not properly treated.
2. **Environmental Impact:** Improperly treated sewage water can lead to contamination of soil and groundwater, affecting local ecosystems and biodiversity.
3. **Odor and Aesthetics:** Sewage water often has an unpleasant odor, which can affect the ambiance and attractiveness of the surrounding area, potentially impacting visitors and commuters.
4. **Maintenance Costs:** Treating sewage water to a suitable quality for irrigation can be expensive, requiring ongoing maintenance of treatment facilities and infrastructure.
5. **Public Perception:** There may be concerns and objections from the public regarding the use of sewage water for irrigation, impacting the reputation of the railway station and its operations.
6. **Regulatory Compliance:** Meeting regulatory standards for wastewater treatment and irrigation use can be challenging and may require significant resources and expertise.
7. **Potential Legal Issues:** Improper management of sewage water could lead to legal liabilities if it causes harm to public health or environmental degradation.
8. **Limited Acceptability:** Some crops or plants may be sensitive to contaminants in sewage water, limiting the types of vegetation that can be safely irrigated with treated sewage water.

Green gram plants (*Vigna radiata*) are indeed vulnerable to the harmful effects of sewage water.

1. **Heavy metal toxicity:** Sewage water contains heavy metals like Pb, Cd, Cr, and Hg, which can accumulate in plant tissues, causing toxicity.
2. **Nutrient imbalance:** Sewage water's high nutrient levels can lead to an overabundance of nitrogen, phosphorus, and potassium, causing nutrient imbalances.
3. **Salt stress:** High salt concentrations in sewage water can disrupt plant water relations, leading to osmotic stress.
4. **Pathogen transmission:** Sewage water can transmit plant pathogens, such as fungi, bacteria, and viruses.

5. **Organic pollutant uptake:** Green gram plants can absorb organic pollutants like pesticides, industrial chemicals, and pharmaceuticals.

6. **Hormonal disruptions:** Sewage water's contaminants can interfere with plant hormone regulation, affecting growth and development.

7. **Antimicrobial resistance:** Exposure to sewage water's microbial contaminants can contribute to the development of antimicrobial-resistant bacteria.

8. **Reduced seed viability:** Contaminants in sewage water can decrease seed germination rates and seedling vigor.

To mitigate these effects, it's crucial to treat sewage water properly before using it for irrigation or consider alternative water sources for green gram cultivation.

**Morphological Details of Sewage water from GTB site-**

After 15 days – 100 % Concentration of Distilled Water

	Length (Height)	Width
Plant	20 cm	
Root	2-3 cm	
leaf	2 - 2.5cm	1.5cm

After 15 days – 9:1 Concentration of Distilled and Sewage Water

	Length (Height)	Width
Plant	18 cm	
Root	2-3 cm	
leaf	2 - 2.5cm	1.5cm

### After 15 days – 100% Concentration of Sewage Water

	Length (Height)	Width
Plant	17-18 cm	
Root	1.5-2 cm	
leaf	1.5 - 2.5cm	1cm

According to above given data study finds that sewage water is harmful for the plant growth.

Addressing these disadvantages requires stringent water treatment protocols, regular monitoring, and public awareness initiatives to mitigate risks and ensure sustainable water use practices at Kalyan railway station.

In the context of sewage water used for irrigation, heavy metals are a significant concern due to their potential environmental and health impacts. Heavy metals such as lead, cadmium, mercury, chromium, and arsenic can accumulate in soil and crops over time, posing risks to both ecosystems and human health if not properly managed.

When water analysis shows no detectable levels of heavy metals in sewage water used for irrigation, it indicates that the treatment processes effectively remove or reduce these contaminants to below regulatory limits or safe levels. This outcome is crucial for ensuring the safety of agricultural produce, preventing soil contamination, and safeguarding groundwater quality.

Effective treatment methods typically include physical, chemical, and biological processes that target heavy metals through mechanisms such as precipitation, adsorption, ion exchange, and microbial degradation. Regular monitoring and adherence to stringent water quality standards are essential to maintain the efficacy of these treatment systems.

By demonstrating that sewage water used for irrigation is free from heavy metals, authorities can reassure the community about the safety and sustainability of this water reuse practice, promoting environmental stewardship and resource conservation.

From the study it was observed that Sewage irrigation affects the plant growth and yield. My findings of Pb & Cr might be absent in the sample collected from both sites, but the study conclusion is a heavy metal present in the sample. maybe it is different from analysis. Heavy metals in irrigation water are the source of concern because they may reduce crop productivity and contaminate the food and fodder crops thereby entering into the food chain.

Exposure to heavy metals can significantly impact the morphology of green gram (*Vigna radiata*) plants. Here are some specific morphological changes that can occur:

1. **Stunted growth:** Heavy metals like Pb, Cd, and Cr can reduce plant height and biomass.

2. **Leaf deformities:**

- Curling or crinkling
- Chlorosis (yellowing or whitening)
- Necrosis (death of leaf tissue)

3. **Root damage:**

- Reduced root length and density
- Swelling or clubbing of roots

4. **Stem abnormalities:**

- Thickening or hardening
- Discoloration (browning or blackening)

5. **Flower and pod reduction:**

- Decreased flower formation
- Aborted or deformed pods

6. **Seed morphology:**

- Discolored or deformed seeds
- Reduced seed size or weight



Heavy metals can cause these morphological changes by:

1. Disrupting nutrient uptake and transport
2. Damaging cell membranes and organelles
3. Altering hormone regulation
4. Inducing oxidative stress

Specific heavy metals can cause distinct morphological effects:

1. Pb: Leaf curling, stem thickening
2. Cd: Chlorosis, root swelling
3. Cr: Leaf necrosis, stem discoloration
4. Hg: Seed deformation, reduced germination

These changes can impact plant growth, productivity, and overall health, emphasizing the need to monitor and mitigate heavy metal contamination in green gram cultivation.

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## **Sociological significance of social media on the students**

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### Abstract:

Like it or not youth are decidedly online. According to a 2013 report by Pew Research, 78% of the teens have cell phones and almost half of those are smart phones – which means they can log on to the internet virtually anywhere, anytime you can bet many of those students are also using social media tools like Face book, Twitter and Snapchat may be to the excess. Social media is a popular method for communication among students today. The paper delves into ways in which the social media influences the lives of the students in the present scenario. However excessive social media use can raise questions about whether academic performance is affected. statistics might make educators a little uncomfortable. After all, uncontrolled social media can be a major distraction in the classroom and open the doors for cyberbullying. With little planning social media can be a powerful teaching tool.

The paper is based on secondary data and analysis of studies on the topic and interview method. Students highlighted that besides social media use, time management is a factor which affects students' studies negatively. The findings of the paper can be used to propose the effective plans for improving the academic performance of the students in such a way that a balance in the leisure, information exchange and academic performance can be maintained. The paper highlights the social significance of modern technology and science. Societies however are not machines and they are not computers. As Gorbachev rightly stated 'We were nearly one of the last to realize that in the age of information science, the most expensive asset is knowledge

### Full Paper

### Introduction

Like or not youth are decidedly online. According to a 2013 report by Rew Research, 78% of the teens have cell phones - which means they can log on to the internet virtually anywhere, anytime bet many of those students are also using social media tools like Facebook, Twitter and Snapchat may be excess. The growing social media use, also known as social network sites (SNS), by adolescents throughout the world comes with a number of hazards and repercussions.

They include issues like revealing too much information, presenting incorrect information about oneself or others, being exposed to scammers, and so on. Social media is a popular method for communication among students today. The escalation of social media on academic institutions has dramatically transformed the college atmosphere around campuses all over the nation. This has brought up a lot of positives and negatives in the lives of Students, but it's a new generation where technology is slowly replacing the human experience. From the beginning of COVID-19 pandemic period, media device and Internet access rapidly increased. During "lockdown", the Internet usage allowed communication with peers and the continuity activities such as school teaching. However, we have to keep in mind that media usage may be related to some adverse consequences especially in the most susceptible people, such as the young.

#### Objectives

1. To emphasize the need to enlighten young students to use social media in a mindful and balanced manner.
2. To throw light on the challenges posed by technology in the contemporary times on the students.
3. To explain the positive and negative impact of social media on the students.
4. To analyze the impact of social media on student's academic performance

#### Research Methodology

The paper is based on secondary data and analysis of studies on the topic and interview method. Students highlighted that besides social media use, time management is a factor which affects students' studies negatively.

The escalation of social media on academic institutions has dramatically transformed the college atmosphere around campuses all over the nation. This has brought up a lot of positives and negatives in the lives of Students, but it's a new generation where technology is slowly replacing the human experience.

#### Positive impact of social media to the students

1. First of all, it allows students to communicate and interact with each other. They can make plans, discuss homework, send notes to classmates, etc. through social media's messaging section.

2. Second, platforms such as Twitter, Instagram and Facebook allow students to voice their opinion on anything that is going on around the world. Students have their own account and can do whatever they want with it. They can post their views whenever and however they want to.

3. Third, the students can stay up-to-date with current news and events that are occurring around the world. Specifically on Twitter, there is a moments section that includes subunits titled "us news", "world news", and "today." Others can go to these platforms for motivational purposes.

4. Online collaboration trumps cliquish behaviour. Mashable notes that students eventually entering the job market will be expected to collaborate effectively and respectfully with their peers. By using social media, teachers provide students with a head start on developing this important skill since most may find it easier to share their ideas on what feels like a less personal setting. These technologies can also serve as a great equalizer allowing students who typically would not interact to do so.

5. Social networking teaches students skills they will need to survive in the business world. They are able to create connections to many people in many industries which is an integral part of developing a career.

6. By spending so much time working with new technologies students develop more familiarity with computers and other electronic devices.

#### Negative impact of social media

The most important things in student life are studying, learning, good habits and gaining knowledge to become a person with moral character.

. But today as we see in various studies, this optimal learning process is seriously jeopardized by students becoming entrapped by the ploys of social networking.

1. Students neglect their studies by spending time on social networking websites rather than studying or interacting with people in person.

2. Actively and frequently participating in social networking can negatively affect their grades or hamper their journeys to their future careers.

3. It reduces the focus on learning and retaining information.

4. Students who attempt to multitask, checking social media sites while students show reduced academic performance. Their ability to concentrate on the task at hand is significantly reduced by the distractions that are brought about by you tube, stumble upon Facebook or Twitter.
5. The popularity of social media and the speed at which information is published, had created a negligent attitude towards proper spelling and grammar. This reduces student's ability to effectively write without relying on computer's spell check feature.
6. Most students do not constantly evaluate the content they are publishing online, which can bring about negative consequences months or years down the road.
7. Increasing use of AI tools has affected the cognitive skills of the students.
8. Students are wasting their precious time by playing games in the mobile.
9. Relying on social media for self-worth is quite dangerous as it can bring about major shifts in your moods.

#### Findings:

1. Various studies have pointed out that too much use of social media has affected the mental health of the students. Emotional and behaviour disorders were common among the students who were using social media excessively.
2. It was found that suicide rates were rising among the students who were using social media.
3. Some studies pointed out the rising eating disorders among the adolescents influenced by social media.
4. The fun element of social media sites always helps students to be connected with peers and teachers to gain knowledge (Amin et al., [2016](#)).
5. Some studies argued that students benefited from chatting in social media (Jain et al., [2012](#)), as it improves their vocabulary and writing skills (Yunus & Salehi, [2012](#)).
6. Some students have benefitted by attending online courses which have helped in creating employment opportunities for them.

#### Sociology and the social media

No matter how technologically advanced your social media channels are without human involvement, progress is not possible. One of the biggest reasons for the success of social media is accessibility to people at incredible speeds. The interactivity of media is what relates to human nature. The sociological characteristics of social media can be credited with its own

progress. Human beings influence on each other is a part of the phenomenon that is inevitable Sociology plays a tremendous role in the success of social media.

Social media allows us to be social on the internet and opens up a world that reflects the culture of immediacy in our society which allows us to solve our problems quickly and communicate more effectively The technology is important but only serves as a vehicle that supports and enables us to connect with others in a very personal and compelling way through posts and conversations that actually happen on a very human level. Media is a more important tool in late modern society according to British sociologist Anthony Giddens.

### Suggestions

Planning makes (Virtually Perfect) If the points above teach us anything it is that social media can be an important learning tool when used appropriately-Something that demands a great deal of planning and internet savvy. We need to research and plan for potential problems before introducing social media to the students. One of the best ways to do that is to flex your own social media muscles, joining communities of educators willing to share their own ideas and experiences. Giving smart phones to the students is like giving kids equal access to cigarettes and candy—Teens are not as adept at understanding risk and cause and effect.

We must better understand the answers to key questions, such as, which types of content are most harmful and what factors can protect young people from the negative effects of social media . Most of the negative aspects can be overcome by making an effort by parents by reducing the amount of time spent on social network sites. Parent's need to provide ample time for face-to-face social interaction, like having some family leisure time in which they can discuss their studies in a relaxed atmosphere. According to Alexis Ohanian it takes discipline not to let social media steal your time. Amy Jo Martin has rightly stated that just as we teach our children how to ride a bike, we need to teach them how to navigate social media and make the right moves that will help them. The physical world is similar to the virtual world in many cases about being away. We can prevent debacles if we are educated.

According to our Prime minister Narendra Modi social media is reducing social barriers. It connects people on the strength of human values not identities.



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# **Performance of Public and Private Sector Healthcare Insurance Sector Companies: A Relative Study**

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## **Abstract:**

Providing healthcare to India's population of over one billion people presents both great potential and challenges for healthcare professionals, insurers, and service providers. The Indian Healthcare Insurance Sector has public sector insurers, private sector insurers and standalone health insurance companies. Using secondary data as published by various governmental reports like the IRDA, a comparison was made between the performance of public and private sector insurers. The findings of the study prompt to the decreasing financial stability of the public sector health insurers and increasing role of private insurers in fulfilling the demands of the Indian populace. Nearly three-fourths of healthcare services in India are provided by private companies. Only with a responsible public-private partnership can we inch towards the dream of providing Universal health coverage to every Indian.

**Keywords:** Universal Health coverage, solvency, incurred claims, metrics, performance.

## **1.1 Introduction:**

The insurance industry has seen tremendous globalization over the past 20 years. One of the insurance markets in the world with the quickest rate of growth is India. India's growth prospects are supported by rapid economic expansion, growing disposable incomes, a youthful population, heightened risk consciousness, expanded internet penetration, and regulatory advancements.

## **1.2 Brief Literature Review:**

There have been various studies conducted on the health insurance sector. Some of these reviews are mentioned herewith:

Pranav S. (2013): The author's research was aimed at understanding the Health Insurance sector in India and flagging issues relating to competition in this sector. This report provides a broad direction for India's health sector in the coming years. It describes the three key goals

of health policy - improvement in health status, financial health protection and equity. The study mainly focused on the health insurance sector in India, and the comparative study on different companies of public and private sectors who providing health insurance. One of his findings is that still people get more and more settlement percentage in public sector companies. And this is the only reason that private players are facing competition although on having good range of policies in comparison.

Chopra, M. (2013) on IRDA Health Insurance Regulations and Standardization Guidelines proved that IRDA has brought many changes to simplify the health insurance. In February, IRDA approved IRDA (Health Insurance) Regulations 2013. Following the regulations, the IRDA issued health insurance standardization guidelines to Insurance Companies and TPAs. The regulations and the guidelines, straighten many grey areas, bringing in clarity amongst all stakeholders, reducing ambiguity and conflicts, increasing efficiency and effectiveness - most importantly, protect and promote consumer interest.

In nutshell, these regulations are applicable to all kinds of Health, Personal Accident and Travel Insurance products sold by any Insurance Company (Life or Non-Life) in India. All products which do not comply with these regulations have to be withdrawn by 1st October 2013.

According to the regulation the simplifications made are with the definitions of some technical aspects of health insurance which used to get vary from one company to another as they used to interpret them according to their policies. But with the new regulations all definitions are to be taken in a single sense. Not only the aspects have been made uniform but also some of the regulations too, for example entry and exit age to a policy.

Many companies have started molding their policies. ICICI Lombard has taken a very major turn. Continuing with their old policies with incorporated amendments they have launched a comprehensive health insurance coverage policy, getting popular as CHI (Comprehensive Health Insurance), Aapka Plan B.

### **1.3 Objectives of The Study**

- To study the trends in Healthcare Insurance industry
- To understand the metrics used to evaluate performance in this sector.
- To do a comparative analysis of performance of public and private sector health insurers.

### **1.4 Research Methodology:**

This research study is based on secondary data only. Secondary Data has been collected and analyzed from sources like books, magazines, newspapers, journals, publications by Government agencies and websites.

We have selected 5 insurers from public sector and private sector and collected data for five years. From 2018-2019 to 2022-2023. The Hypothesis set for the study are as below:

H<sub>01</sub> – There is no significant difference in the health insurance premiums collected between the selected public and private insurers.

H<sub>02</sub> – There is no significant difference in the Incurred claim ratios between the selected public and private insurers.

H<sub>03</sub> – There is no significant difference in the Solvency ratios between the selected public and private insurers.

ANOVA has been applied to test the above hypotheses.

### **1.5 Growth in Insurance Sector:**

India's insurance market is one of the fastest growing insurance markets in the world. In 2022, India was ranked as 10th largest the insurance market in the world with a premium volume of 131 billion (with 1.9 per cent share USD in global insurance premium) and it is projected to become the sixth largest by the year 2032.

Liberalization of the sector has enabled the entry of several new players who have contributed to the growth, (over 40 per cent per annum), by enhancing product awareness and promoting consumer education and information. However, the market is still in a nascent stage.

The India health insurance market size was estimated at USD 12.86 billion in 2022 and is expected to reach USD 14,094.0 million in 2023. The India health insurance market is expected to grow at a compound annual growth rate of 11.55% from 2023 to 2030 to reach USD 30,291.2 million by 2030.

With the insurance industry's openness to the private sector, there has been a notable increase in both insurance density and penetration over time. In contrast, the non-life insurance market has only seen a slight gain.

The insurance sector in India is made up of 57 insurance companies. 34 non-life insurance firms and 24 life insurance businesses are present. Among life insurers, Life Insurance

Corporation (LIC) is the sole publicly traded company. Within the non-life insurance market, six public sector insurers operate. The only other national re-insurer is the General Insurance Corporation of India (GIC Re). In India, the overall market size of the insurance sector is expected to US\$ 280 billion in 2020.

India's insurance penetration was pegged at 3.76% in FY20, with life insurance penetration at 2.82% and non-life insurance penetration at 0.94.

The market share of private sector companies in the general and health insurance market increased from 47.97% in FY19 to 48.03% in FY20.

The need for health insurance is rising due to the growing middle class and the rise in the frequency of new diseases.

In the coming years, it is anticipated that the penetration of health insurance would increase due to the growing need for affordable, high-quality healthcare. In FY21, gross written premiums in the health sector reached Rs. 58,584.36 crore, an increase of 13.7% year over year. Twenty-five percent of all gross written premiums in the nation are generated by the health industry.

The Indian health insurance market is anticipated to grow at a robust CAGR of 29% between 2021 and 2025 due to factors such as an expanding middle class, rising healthcare expenditure, positive government efforts, and growing awareness of the benefits offered by a health insurance plan.

### **1.6 Major Players in the Indian Health Insurance Sector:**

The Indian Health Insurance market can be further categorized into:

- a. Public Sector Insurers
- b. Private Sector Insurers
- c. Standalone Health Insurance Companies.

The Indian health insurance market is becoming more competitive because of the need for high-quality, affordable health policies. Some prominent players in the India health insurance market include:

- Star Health and Allied Insurance Co Ltd.
- Aditya Birla Group

- Niva Bupa Health Insurance Company Limited
- Bajaj Allianz Health Insurance
- Bharti AXA Life Insurance
- New India Insurance
- United India
- ICICI Lombard
- National Insurance Company
- Tata AIG General Insurance Company Limited

### 1.7 Health Insurance Premiums in Public and Private Sector Insurers:

Gross written premium is a key metric to gauge the performance of health insurance insurer. While gross premiums written are not equivalent to profitability, changes in gross margins can be indicative of changes in profitability

**Table 1: Health Insurance Premium**

Year	Public Insurers	Private Insurers	Stand-Alone Insurers	Total
2018-19	23536	10681	10655	44873
2019-20	24632	13376	12391	50758
2020-21	27228	15875	15135	58238
2021-22	32943	20107	20001	73052
2022-23	39058	25252	25182	89492

Source: Annual Reports of IRDA

**Table 2: ANOVA of Health Insurance Premiums**

Source of Variation	SS	df	MS	F	P-value	F crit

Between Groups	530739576.9	2	265369788.5	7.235829614	0.008677617	3.885293835
Within Groups	440092930.8	12	36674410.9			
Total	970832507.7	14				

Source: Data Analysis

As the p-value (0.008677617) is less than 0.05 hence, there is a significant difference between Public Sector banks and Private Sector Banks over the 5 years in the dimension of Health Insurance Premiums.

### 1.7 Incurred Claim Ratio of Public and Private Sector Insurers

#### Incurred Claim Ratio:

The term "incurred claim ratio" refers to the ratio of net claims paid by an insurance company to net premiums received. The IRDAI publishes information on the incurred claim ratio for each business annually. The Insurance Regulatory and Development Authority of India, or IRDA, releases the Incurred Claims Ratio for Indian health insurance carriers.

The "incurred claim ratio" is calculated by dividing the entire amount of claims paid by an insurance company by the total amount of premiums received during the same time period. Every year, Incurred Claims Ratios are computed and reported in IRDA's annual report

One important consideration when choosing whether to get health insurance from a specific company or not is the incurred claim ratio (ICR), which is a crucial indicator of the insurance company's financial stability.

**Table 3: Incurred Claims Ratio of Insurers over 5 -year period**

Year	Public Insurers	Private Insurers	Stand-Alone Insurers	Industry Average
2018-19	105	84	63	91
2019-20	102	82	66	88
2020-21	104	86	78	94

2021-22	126	105	81	105
2022-23	105	87	62	89

Source: Annual Reports of IRDA

**Table 4: ANOVA of Incurred Claims Ratio of Insurers**

<i>Source of Variation</i>	<i>SS</i>	<i>df</i>	<i>MS</i>	<i>F</i>	<i>P-value</i>	<i>F crit</i>
Between Groups	3686.933333	2	1843.466667	21.06819048	0.000118618	3.885293835
Within Groups	1050	12	87.5			
Total	4736.933333	14				

Source: Data Analysis

As the p-value (0.000118618) is less than 0.05 hence, there is a significant difference between Public Sector banks and Private Sector Banks over the 5 years in the dimension of Incurred Claims Ratio.

### **1.8 Solvency Ratio of Public and Private Sector Insurers**

An essential financial indicator that assesses an insurance company's capacity to pay its debts (claims) and other commitments with its assets is the solvency ratio. Stated differently, the solvency ratio serves as a gauge for the insurance company's ability to pay its debts. In insurance, the solvency ratio is commonly determined using the following formula:

$$\text{Solvency Ratio} = (\text{Net Income} + \text{Depreciation}) \div \text{Liabilities}$$

A solvency ratio of less than one denotes financial fragility, and an insurer with such a ratio may find it challenging to resolve policyholder claims. Consequently, you should search for insurance companies with a high solvency ratio when purchasing life or health insurance policies. This lessens the likelihood of a claim being denied or a settlement being delayed.



**Table 5: Solvency Ratio of Insurers**

No.	General insurers	2022-23	2021-22	2020-21	2019-20	2018-19
	<b>Private General insurers</b>					
1.	Acko General Insurance Co. Ltd	4.26	1.84	2.76	3.40	2.04
2	Bajaj Allianz General Insurance Co. Ltd.	3.68	3.42	3.16	2.46	2.78
3.	Cholamandalam General Insurance Co. Ltd.	2.07	1.90	1.96	1.56	1.61
4	Future Generali India Insurance Co. Ltd.	1.86	1.61	1.63	1.57	1.64
5	Go Digit General Insurance Co. Ltd	1.96	1.78	2.62	2.22	4.17
6	HDFC ERGO General Insurance Co. Ltd.	1.75	1.69	2.02	1.78	1.95
7	ICICI Lombard General Insurance Co. Ltd.	2.51	2.55	2.73	2.20	2.13
8	IFFCO Tokio General Insurance Co. Ltd.	1.73	1.64	1.73	1.61	1.65
9	Kotak Mahindra General Insurance Co. Ltd.	2.95	2.14	2.13	2.42	2.24
10	Liberty General Insurance Co. Ltd.	2.34	2.85	2.87	2.22	2.48
11	Magma General Insurance Co. Ltd	2.19	1.75	1.78	1.68	1.79
12	Navi General Insurance Co. Ltd	2.69	2.00	2.36	2.49	-
13	Raheja General Insurance Co. Ltd.	1.96	2.44	3.33	3.07	4.04
14	Reliance General Insurance Co. Ltd	1.60	1.67	1.63	1.55	1.64
15	Royal Sundaram General Insurance Co. Ltd	2.17	2.07	2.09	1.83	1.99
16	SBI General Insurance Co. Ltd.	1.86	1.98	2.21	2.21	2.38
17	Shriram General Insurance Co. Ltd.	4.65	4.25	3.60	3.41	2.90

18	Tata AIG General Insurance Co. Ltd	1.97	2.14	2.17	1.84	1.82
19	Universal Sompo General Insurance Co. Ltd	1.73	2.04	1.95	2.15	2.18
20	Zuno General Insurance Co. Ltd.	1.72	-	-	-	-
<b>(A)</b>	<b><i>Average of all Private Insurers</i></b>	<b><i>2.38</i></b>	<b><i>2.20</i></b>	<b><i>2.35</i></b>	<b><i>2.19</i></b>	<b><i>2.30</i></b>
	<b>PUBLIC SECTOR INSURERS</b>					
1	National Insurance Co. Ltd.	0.16	0.31	0.36	0.38	1.17
2	The New India Assurance Co. Ltd	1.82	1.85	2.13	2.11	2.39
3	The Oriental Insurance Co. Ltd.	-0.63	0.45	1.36	1.39	1.49
4	United India Insurance Co. Ltd	0.15	0.83	1.09	0.92	1.44
<b>(b)</b>	<b><i>Average of all Public Sector Insurers</i></b>	<b><i>0.38</i></b>	<b><i>1.24</i></b>	<b><i>1.24</i></b>	<b><i>1.20</i></b>	<b><i>1.62</i></b>
	<b>STAND-ALONE HEALTH INSURERS</b>					
1	Aditya Birla Health insurance Co. Ltd.	2.37	1.74	1.95	2.00	2.15
2	Care Health Insurance Co. Ltd. (earlier Religare Health Insurance)	1.83	1.81	2.52	1.53	1.54
3	Manipal Cigna Health Insurance Co. Ltd.	1.57	1.67	2.44	1.82	1.92
4	Niva Bupa Health Insurance Co. Ltd	1.79	1.70	1.82	1.65	1.81
5	Star Health and Allied Insurance Co. Ltd.	2.03	1.71	2.10	1.70	1.61
<b>(C)</b>	<b><i>Average of all Stand-Alone Health Insurers</i></b>	<b><i>1.92</i></b>	<b><i>1.73</i></b>	<b><i>2.17</i></b>	<b><i>1.74</i></b>	<b><i>1.81</i></b>

Source: Annual Reports of IRDA

**Table 6: Summary of Solvency Ratio of Insurers**

No.	General insurers	2022- 23	2021- 22	2020- 21	2019- 20	2018- 19
(A)	<i>Average of all Private Insurers</i>	<i>2.38</i>	<i>2.20</i>	<i>2.35</i>	<i>2.19</i>	<i>2.30</i>
(b)	<i>Average of all Public Sector Insurers</i>	<i>0.38</i>	<i>1.24</i>	<i>1.24</i>	<i>1.20</i>	<i>1.62</i>
(C)	<i>Average of all Stand-Alone Health Insurers</i>	<i>1.92</i>	<i>1.73</i>	<i>2.17</i>	<i>1.74</i>	<i>1.81</i>

**Table 7: ANOVA of Solvency Ratio of Insurers**

Source of Variation	SS	df	MS	F	P-value	F crit
Between Groups	3.384413333	2	1.692206667	20.43398809	0.000136751	3.885293835
Within Groups	0.99376	12	0.082813333			
Total	4.378173333	14				

Source: Data Analysis

As the p-value (0.000136751) is less than 0.05 hence, there is a significant difference between Public Sector banks and Private Sector Banks over the 5 years in the dimension of Solvency Ratios.

### 1.9 Other Important Performance Metrics:

(a) Expense Ratio is the ratio of firm-wide expenses (before interest) to total amount of premiums earned over the same period. This ratio shows the percentage of premium used to pay all the costs of acquiring, writing, and servicing insurance and reinsurance. This metric is important as the control and monitoring of expenses is crucial to the survival of any company especially in a highly competitive market

(b) Revenue per Policyholder is a simple key performance indicator (KPI) that measures the amount of revenue generated by the insurance company, per policyholder serviced.

(c) Average cost per claim

The Average Cost per Claim metric measures how much the insurer pays out for each claim filed by the policy-holder.

(d) Average Time to Settle a Claim: This metric measures how long it takes to settle insurance claims for each type of policy of the insurer.

(e) Renewals and Retentions. This measures the number of policy-holders who continue their coverage even after their initial policy term has expired.

(f) New Policies issued.

### **1.10 Summary and Conclusion:**

The COVID-19 pandemic presented health insurers with both opportunities and challenges. One of the most pressing needs was to create new, customer-focused products and services that would allow them to offer a substantial health insurance benefit to the vast untapped population in the Indian market.

Data analyzed point to the fact that there is a significant difference in the performance indicators in the case of public, private and standalone health insurers.

The increase in incurred claim ratio indicates that more of the premium collected money has been used to pay policyholder claims. Health Insurance is an important tool for any country to achieve its goals of economic development and universal health coverage.

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# **The Dual Employment Dilemma: Analyzing the Challenges, Opportunities, and Implications of Moonlighting in India**

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## **Abstract:**

This research paper, titled *The Dual Employment Dilemma: Analyzing the Challenges, Opportunities, and Implications of Moonlighting in India*, explores the rising trend of moonlighting, particularly in sectors like IT, where flexible work options and economic uncertainties have fueled its growth. Through a descriptive and exploratory research design, the study delves into the ethical, practical, legal, and organizational implications of dual employment, utilizing secondary data from research papers, articles, and statistical reports. The findings highlight the increasing prevalence of moonlighting in the Indian workforce and its impact on job satisfaction, productivity, and corporate policies. While moonlighting offers opportunities for financial security and skill enhancement, it also presents challenges, such as conflicts of interest, employee burnout, and legal constraints. The paper concludes with recommendations for companies to establish clear policies that balance the needs of both employees and employers, ensuring organizational integrity while addressing the evolving dynamics of the workforce.

**Keywords:** Moonlighting, Gig economy, Remote work, Primary job, Second job, Dual employment

## **Introduction:**

The phenomenon of moonlighting, the practice of holding a second job concurrently with primary employment, has emerged as a complex and multifaceted issue in the Indian workforce.

Once a relatively obscure practice, moonlighting has gained significant prominence in recent years, catalyzed by several interconnected factors. The advent of the COVID-19 pandemic, with its attendant shift to remote work arrangements, has undeniably accelerated the trend. The flexibility offered by remote work has blurred the traditional boundaries between work and personal life, creating an environment conducive to moonlighting.

Moreover, economic pressures, particularly among young professionals seeking to augment their income in an increasingly competitive job market, have fueled the appeal of moonlighting. The desire for professional growth and skill development, often hindered by the constraints of a single job, also motivates individuals to pursue additional employment opportunities.

*Over 43% of employees find dual employment favorable to safeguard their earnings even if their permanent source of income is lost. (Vidur Gupta, TOI, 2023)*

However, the practice is not without its challenges. Employers express concerns over potential conflicts of interest, intellectual property theft, and decreased productivity among moonlighting employees. The ethical implications of moonlighting are also subject to debate, with arguments centered on loyalty to the primary employer and the potential for burnout.

The legal landscape surrounding moonlighting in India remains somewhat ambiguous. While there is no explicit prohibition against holding multiple jobs, employment contracts often contain clauses restricting outside work. The enforcement of these clauses and the potential legal repercussions for employees and employers are areas of uncertainty.

*According to (Bawa, 2022), Moonlighting is unethical, and as a result, the IT sector will suffer. Moonlighting is a moral issue; if we do it for immediate financial gain, we will lose out in the long run. We need to promote morality and the notion of doing what is right*

As moonlighting continues to evolve, it is imperative to examine its impact on the broader economy, labor market, and societal dynamics. This research aims to delve into the intricacies of moonlighting in India, analyzing its drivers, challenges, and potential consequences.

Ultimately, the future of moonlighting in India will depend on a delicate balance between the needs and aspirations of individuals, the interests of employers, and the evolving legal and regulatory framework.

This research report aims to explore the ethical, practical, legal, and organizational implications of moonlighting in India, analyzing its impact on the workforce and businesses. Also, by exploring the perspectives of employees, employers, and policymakers, this study seeks to contribute to a nuanced understanding of this complex phenomenon.

## **Overview:**

**Moonlighting** refers to taking on additional work alongside a primary job, often to earn extra income or gain experience.

The term "**moonlighting**" originates from the idea of working by the light of the moon, implying a second job or activity performed outside of normal working hours, typically in the evening or at night. Historically, this term was used to describe individuals who took on additional jobs after their primary employment, often working in secret or discreetly, similar to how the moonlight is less visible than daylight.

The concept is metaphorically tied to the idea of a "hidden" or "shadow" activity, where people would work under the cover of night, hence the term "moonlighting." Over time, it has come to specifically refer to holding a second job in addition to one's primary employment.

A gig economy is a labor market characterized by the prevalence of short-term contracts or freelance work, as opposed to permanent jobs.

In simpler terms, it's an economy where people are hired for specific tasks or projects rather than traditional full-time employment. Workers in this economy are often referred to as "gig workers" or "freelancers".

**Key characteristics of a gig economy:** Temporary jobs, Independent contractors, Flexibility, Platform-based.

Examples: **Ride-sharing drivers (Uber, Lyft), Freelance writers, designers, and developers.**

## **Types of Employee Moonlighting**

**Here are the 4 types of employee moonlighting:**

### **1. Blue Moonlighting:**

Some employees may find it challenging to manage a Second job (full-time or part-time) along with their primary job. Then they may become unproductive and unable to do their work efficiently in both jobs. This type of dual employment is called blue moonlighting.



## **2. Quarter Moonlighting:**

If an employee works a part-time job after completing their primary job working hours, its called quarter moonlighting. In this type of moonlighting, an employee may work 2-4 hours as a part-time job after completing their regular working hours.

## **3. Half Moonlighting:**

In this type of half-moonlighting, employees spend nearly half of their free time working part-time after completing regular working hours in their primary job.

## **4. Full Moonlighting:**

In this moonlighting, the employee manages both part-time jobs and regular jobs successfully. For example, some employees initiate or launch some additional sources of income or entrepreneurial undertakings outside of their primary job.

### **Research Objective**

The primary objective of this research is to examine the dual employment dilemma in India by:

- To investigate the challenges and opportunities associated with moonlighting.
- To analyze the ethical, practical, legal, and organizational implications.
- To provide actionable recommendations for employers, employees, and policymakers.

### **Significance of the Study**

This study is significant because it addresses the evolving nature of work in India, especially in the context of the gig economy, remote work, and the changing expectations of both employers and employees. Understanding the implications of moonlighting is crucial for developing policies and practices that balance employee freedom with organizational loyalty and productivity.

### **Research Questions**

- What are the primary motivations for employees to engage in moonlighting activities?
- How does moonlighting impact employee job satisfaction, productivity, and turnover?

- What are the legal and ethical considerations for employers and employees regarding moonlighting?
- How can organizations effectively manage the challenges and opportunities presented by moonlighting?

By addressing these questions, this research seeks to provide insights for employers, policymakers, and individuals navigating the complexities of moonlighting in the Indian context.

### **Review of Literature**

(**Wu et. al., 2009**) focused on multiple job holding in the United Kingdom, using data from the British Household Panel Survey to identify **determinants** of individuals holding more than one job. While most studies have focused on the economic and job-related aspects of moonlighting, (**Geys et. al., and 2011**) explored the phenomenon of moonlighting among politicians, highlighting the need for further research in this area.

Additionally, (**Rodell, 2013**) examined the connection between volunteering and employees' jobs in the United States, pointing to the lack of research on how volunteering impacts individuals' work experiences.

Moonlighting' In the Contemporary Work Culture, K.et al., 2022, the concept of moonlighting has a current inclination around the world. An increased fad is visible in the work-from-home, hybrid working, and start-up culture. The ideology of working an extra job outside the primary job is known as "Moonlighting". There are no proper legit rules and regulations that govern dual employment in India. However, this trend favors the employees as they can enjoy career-related opportunities and follow their passion too. Regarding employee engagement and occupation, an unstructured legality binds the employer and the employee. Yet, this continuing trend needs of specified and controlled approach to have a stabilized future for dual employment. There is a requirement of regulated and organized multi-employment laws.

The study titled "Impact of Moonlighting on Industries During and Post COVID-19 Pandemic: Evidence from Pune, India, 2023" examines how the pandemic influenced moonlighting practices among employees in Pune. It finds a significant increase in moonlighting due to financial insecurity and work-from-home opportunities. While many employees view moonlighting as beneficial for income and skill development, employers

express concerns about commitment levels, leading to mixed acceptance of this trend. Some key aspects are **Moonlighting Surge**: Significant increase in moonlighting during and post-pandemic. **Financial Insecurity**: Many employees turned to moonlighting as a coping strategy for income loss. **Mixed Employer Views**: Employers show mixed acceptance regarding moonlighting's impact on commitment. **Industry Impact**: Sectors like IT and education are heavily affected by moonlighting practices. **Employee Perspectives**: 50% of employees support moonlighting as a permissible practice. **Job Losses**: 13% of employees reported job losses due to the pandemic. **Future Intentions**: 59% of moonlighters plan to continue their secondary jobs. **Financial Necessity Drives Moonlighting**: The COVID-19 pandemic heightened financial insecurity, pushing many employees to seek additional income through moonlighting, highlighting the need for supportive financial policies in uncertain times. **Work-from-Home Opportunities**: The shift to remote work created more opportunities for individuals to take on multiple jobs, indicating a changing landscape of work that could persist beyond the pandemic. **Employer Concerns about Commitment**: Employers are worried about diminished employee commitment due to moonlighting, suggesting that organizations may need to reassess their engagement strategies to retain talent. **Diverse Reasons for Moonlighting**: Employees cite various motivations for moonlighting, from financial needs to personal development, indicating that job satisfaction can be multifaceted. **Sector-Specific Challenges**: Industries like IT and education face unique challenges with moonlighting, which could necessitate tailored HR policies to address these sector-specific dynamics. **Mixed Attitudes towards Moonlighting**: While half of the employees favor moonlighting, a significant percentage remain unsure, indicating ongoing debates about its implications for work ethics and productivity. **Retention Strategies Needed**: The rise in moonlighting calls for innovative retention strategies from employers to mitigate the risk of talent loss to secondary job opportunities.

Overall, the literature on moonlighting in jobs in India and other countries provides valuable insights into the factors influencing individuals' decisions to take on additional work and the implications of moonlighting on job satisfaction and overall well-being. Further research is needed to explore the specific dynamics of moonlighting in the Indian context and its impact on the labor market in the country.

### **Research Methodology**

This study employs a **qualitative research methodology** to explore the various dimensions of moonlighting in India. The research relies on secondary data collection methods, utilizing a wide range of existing resources to build a robust foundation for analysis. The data is sourced **from research papers, book chapters, articles, and statistical** reports that provide relevant information on moonlighting and its implications. These secondary sources offer comprehensive and credible data that supports the study's objectives, allowing for an in-depth examination of the dual employment dilemma in India.

### **Recent Statistics on Moonlighting in India (Post-2020)**

Gen Z population will make up 27% of the workforce by 2025. From a recent poll, 71.4% of Gen Z voters endorsed moonlighting as a valuable career strategy. About 17.4% of respondents were undecided about moonlighting, acknowledging the potential for up skilling but unsure about managing the workload. (Debleena Majumdar, ET Online, 2024)

1. **Prevalence:** A report by Kotak Institutional Equities in 2022 indicated that nearly 65% of Indian employees in the IT sector were engaged in moonlighting during the COVID-19 pandemic. This was driven by remote work flexibility.
2. **Sectors:** Moonlighting was most prevalent in the IT and software sectors, but it also grew in sectors like content creation, digital marketing, and freelance consultancy.
3. **Legal Cases:** Wipro, Infosys, and other major IT companies reported taking action against employees involved in moonlighting.
4. **Awareness:** A survey by PwC India in 2023 revealed that 72% of employers were aware of moonlighting among their workforce, with 35% expressing concerns about its impact on productivity.

### **Global Statistics on Moonlighting (Post-2020)**

1. **United States:** A 2023 Gallup poll showed that 45% of U.S. workers are involved in some form of side gig or moonlighting. The trend surged during the pandemic, particularly among younger employees (aged 25-34), with around 61% participating in moonlighting.
2. **Europe:** A 2022 Eurofound report revealed that 23% of employees in Europe were involved in secondary employment, with the numbers increasing in countries like the

UK (32%) and Germany (27%). The gig economy and freelance work significantly contributed to this trend.

3. **Australia:** The Australian Bureau of Statistics reported in 2023 that around 17% of the workforce had multiple jobs, with remote working during the pandemic facilitating this rise.
4. **Global Gig Economy:** The global gig economy grew by 33% in 2021, with an increasing number of workers opting for multiple income streams. Countries like Brazil and South Africa also witnessed a rise in moonlighting, especially in tech and creative sectors.

These statistics highlight the growing trend of moonlighting across the globe, driven by economic pressures, flexibility in remote work, and the rise of the gig economy.

### **Legal implications of moonlighting in India: Grey Area**

While legal in India, moonlighting can lead to issues like violating employment contracts, intellectual property rights, or tax obligations. Laws such as the Factories Act, 1948, and various state-specific regulations govern this practice. To stay compliant, employees should review their contracts, seek employer permission, manage time effectively, and ensure they meet all legal obligations, including tax and intellectual property concerns.

The legality of moonlighting largely depends on the terms specified in an employee's contract. If the contract explicitly forbids moonlighting, breaching this clause can result in legal consequences. However, if the contract allows or provides exceptions for moonlighting, it may be permissible. It is advisable to understand the stance of individual companies on moonlighting, as many employers have ways to detect if an employee is engaging in such activities.

Several key laws in India regulate moonlighting:

- **Factories Act, 1948 (Section 60):** Prohibits factory workers from holding multiple jobs.
- **Delhi Shops and Establishments Act, 1954 (Section 9):** Restricts employees from working in more than one establishment beyond prescribed working hours.

- **Industrial Employment (Standing Order) Rules, 1946 (Schedule I-B):** Forbids employees from taking on additional jobs that could conflict with their current employer's interests.
- **Clause 22 of the Draft Model Standing Orders for Service Sector, 2020:** States that workers should not engage in employment that could harm their primary employer and require employer permission for additional jobs.

Understanding and adhering to these laws is crucial to avoid potential legal challenges related to moonlighting in India.

### **Challenges:**

- **Employee Well-being:** Moonlighting often leads to burnout, stress, and reduced productivity due to overwork.
- **Conflict of Interest:** Dual employment can create conflicts of interest, especially when employees work for competing organizations.
- **Lack of Transparency:** Employees may not disclose their second job, leading to trust issues within the organization.

### **Opportunities:**

- **Financial Security:** Moonlighting provides a way for employees to supplement their income, which is especially crucial during economic uncertainties.
- **Skill Enhancement:** Employees can develop new skills that may benefit both their primary and secondary jobs.
- **Flexibility:** Remote work has made it easier for employees to manage multiple jobs, offering greater autonomy and flexibility.

### **Ethical Implications:**

- **Fairness:** Is it ethical for employees to work for another employer while still being committed to their primary job? The ethical dilemma revolves around loyalty and transparency.

- **Workplace Morality:** Organizations need to consider whether their policies support or hinder ethical behavior in moonlighting cases.

### **Practical Implications:**

- **Work-Life Balance:** Practical challenges arise in managing work-life balance, which can affect both job performance and personal life.
- **Monitoring and Enforcement:** Employers struggle to monitor moonlighting activities without infringing on employee privacy.

### **Organizational Implications:**

- **Trust and Loyalty:** Organizations may perceive moonlighting as a breach of trust, impacting employee loyalty and workplace culture.
- **Performance Management:** Assessing the performance of moonlighting employees becomes complex, especially if productivity declines.
- **Talent Retention:** Some organizations may lose talent to competitors if moonlighting opportunities are perceived as more attractive.

## **Findings**

### **The Rise of Moonlighting**

The practice of moonlighting, or holding a second job while employed full-time, has surged in India, particularly within the IT sector. Driven by factors such as economic uncertainty, rising living costs, and the flexibility offered by remote work, employees are increasingly seeking additional income streams.

### **Recent Developments in Corporate Moonlighting Policies**

Wipro's CEO, Rishad Premji, recently labeled moonlighting as unethical, equating it to cheating. This strict viewpoint led to the termination of 300 employees found working for competitors, highlighting the company's zero-tolerance policy against moonlighting.

IBM has also issued warnings to its workforce regarding moonlighting. The company has made it clear that such practices are not acceptable, reinforcing the policy to ensure that employees dedicate their professional energies solely to IBM.

Tata Consultancy Services (TCS) has voiced concerns over moonlighting, declaring it a matter of ethics and in direct contradiction with the company's values and culture. TCS emphasizes integrity and full-time commitment from its employees, discouraging any form of dual employment.

### **A Clash of Perspectives**

The phenomenon has ignited a fierce debate between employers and employees. While companies view moonlighting as a breach of trust, a potential conflict of interest, and a threat to productivity, workers argue it's a necessary step to supplement their income and acquire new skills.

*According to a February 2024 report by the Economic Times, India's poverty rate in 2022-2023 was between 4.5% and 5%, with rural poverty at 7.2% and urban poverty at 4.6%. Moonlighting is a complex issue that must be addressed with consideration of the diverse income groups in the country. As the gap between the rich and poor widens, there is a need for robust laws governing dual full-time employment, as it can deprive genuine candidates of job opportunities. However, when it comes to part-time work, freelancing, or weekend opportunities, these should remain personal choices, with actions taken only in cases of unethical conduct, breach of contract, or significant declines in productivity. In an era where layoffs are common and employee welfare is often overlooked, additional job opportunities can serve as a necessary supplement to income, helping individuals escape the cycle of poverty.*

### **Conclusion**

Moonlighting presents both challenges and opportunities for the Indian workforce and employers. While it can provide financial and professional benefits, it also raises ethical, legal, and organizational concerns. By adopting clear policies, offering support, and addressing legal ambiguities, stakeholders can navigate the dual employment dilemma effectively. As the nature of work continues to evolve, finding a balance between employee



freedom and organizational loyalty will be key to fostering a sustainable and ethical work environment in India.

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## श्री. ना. पेंडसे यांच्या कादंबरीचा चिकित्सक अभ्यास

शिल्पा प्रफुल पवार

महाविद्यालयाचे नाव - एम. पी.शहा ज्युनिअर कॉलेज ऑफ आर्ट्स अँड कॉमर्स

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### प्रस्तावना

साहित्य क्षेत्रात पेंडसे यांनी स्वतःचे असे वैशिष्ट्यपूर्ण स्थान निर्माण केलेले आहे इ.स.१९५०पासून ते २००७ पर्यंत सातत्याने लेखन करणारे श्री ना पेंडसे हे ज्येष्ठ कादंबरीकार वयाच्या 94 वर्ष पूर्ण करीत असताना लोकमान्य टिळकांच्या आयुष्यावर आधारलेली एक हाक आभाळाची ही कादंबरी प्रसिद्ध झाली आणि त्यानंतर काही दिवसातच वृद्धपकाळाने त्यांचे निधन झाले

‘एल्गार’ ही त्यांची पहिली कादंबरी १९४९ प्रसिद्ध झाली तुंबाडाचे खोत ही प्रचंड आवाका असलेली १९८७ साली ही दिव्य खंडानात्मक कादंबरी आली. त्यानंतरही गारंबीचा बापू, एक होती आजी कामेरू आणि घागर रिकामी रे, रंगमाळी इत्यादी कादंबऱ्या प्रसिद्ध झाल्या. या प्रत्येक कादंबरीवर पेंडसे यांची स्वतःची छाप आहे. वेगवेगळ्या कादंबऱ्यांच्या संसारामधून पेंडसे कादंबरी अलगद वेगळी काढता येते.

वास्तवाशी अत्यंत जवळचे नाते सांगणारे स्वतःचे असे खास विश्व निर्माण केलेली आहे हे विश्व अत्यंत सघन आहे.

पेंडसे कादंबरी सातत्याने वाढत गेलेली आहे हे वाढणे म्हणजेच महत्वाचे आणि अर्थपूर्ण आहे वयाच्या ३६ व्या वर्षी प्रसिद्ध झालेली एल्गार आणि पन्नासाव्या वर्षी प्रसिद्ध झालेली रथचक्र यात लक्षणीय फरक दिसून येतो

आपण कादंबरीकार आहोत हे कळण्यापूर्वीच एल्गार लिहिले गेले तर रथचक्र म्हणजे कलात्मक जाणे त्याची आविष्कार आहे पेंडसे अत्यंत सजग असे कादंबरीकार होते सजग या अर्थाने की आपल्या निर्मिती विषयी त्यांचे मन सातत्याने विचार करत असे कारण कादंबरीचा वाचकापर्यंत झालेला परिणाम, वाङ्मयीन क्षेत्रातील आपले कर्तृत्व, कलावंत या नात्याने आपले सामर्थ्य, आपल्या मर्यादा आणि आपली बलस्थाने व कादंबरी विषयी वेगवेगळी व्यक्त झालेली मते आणि टीका यांचीही हे सातत्याने दखल घेत असेल या चिंतेचा प्रत्यक्ष परिणाम निर्मितीवर झालेला दिसून येतो.

केले काही वर्षांत पेंडसे यांच्या कादंबरीवर नैमित्तिक स्वरूपाचे आणि पुस्तक रूपाने असे बरेच प्रकारचे लेखन झाले.

त्यातील त्यांचे बरेचसे लेख हे परीक्षणात्मक आणि कादंबरी पुरते तिच्या रसग्रहण पुरते मर्यादित आहे डॉ. चंद्रकांत बांदिवडेकर यांनी आपल्या मराठी कादंबरी चिंतन आणि समीक्षा या पुस्तकात पेंडसे कादंबरीचा सखोल असा विचार केलेला आहे.

त्याचप्रमाणे श्री जयंत परांजपे यांनीही पेंडसेंच्या कादंबरीची हस्तलिखिते परीक्षणे आणि मूळ कादंबऱ्या याचा समग्र अभ्यास करून पेंडसे यांच्या निर्मिती प्रक्रियेचा वेध घेण्याचा प्रयत्न केलेला आहे.

ऋर्णचा दीपस्तंभ या लेखनातून पेंडसे यांच्या विचारांना एक वेगळी दिशा मिळालेली असे त्यांनीच १९७४ साली प्रसिद्ध झालेल्या श्री. ना. पेंडसे लेखक आणि माणूस : एक मित्र या आपल्या आत्मचरित्रातच म्हटले आहे.

एकंदरीत या सगळ्या लेखनाच्या वाचनामुळे पेंडसे यांच्या कादंबरीत प्राप्ती कुतूहल अधिक वाढले आणि त्यांच्या कादंबरी विश्वाचा आणि त्यांच्या निर्मितीमागील त्यांच्या व्यक्तिमत्त्वाचा शोध घ्यावा असे तीव्रतेने वाटले तीच भावना आणि हेतू या प्रतिबंधाविषयी निवडी मागे आहे

त्यांच्या कादंबरीचा अभ्यास करत असताना पेंडसेंच्या वाङ्मयीन पिंडाचा शोध घेणे ही महत्त्वाचे होते कलाकृतीच्या निर्मितीचा शोध घेताना त्यात कलाकृतीच्या निर्मितीच्या व्यक्तिमत्त्वाशी त्यांच्या जडणघडण्याची त्या कलाकृतीचा कमी अधिक संबंध असतो या अभ्यासाचा विचार करताना पेंडसेंच्या

समग्र वाङ्मयाचा विचार का करणार नाही असाही प्रश्न उपस्थित होऊ शकतो तेव्हा पेंडसे च्या व्यक्तिमत्वाकडे आणि पृथतगात्म्यांकडेच यावे लागते.

कथाकार नाटककार यापेक्षा पेंडसे कादंबरीकार म्हणून अधिक अस्सल वाटतात त्यांची नाटके कादंबरीवरच आधारित आहे किंवा रूपांतरीत भाषण करीत आहे.

१९४९ सालापासून पेंडसे यांनी बऱ्याच प्रमाणात लेखन केले आहे त्यांचे स्वतंत्र लेखनाबरोबरच अनुवादित रूपांतरित लेखनाचा, संस्थापक स्वरूपाचा ऐतिहासिक, लेखनाचा कथा, लेखनाचा कादंबऱ्याच्या नाट्यरूपांतराचा समावेश होतो परंतु त्याचे खरे वाङ्मयीन यश त्यांनी लिहिलेल्या स्वतंत्र कादंबऱ्या मध्येच आहे म्हणून प्रस्तुत प्रबंध त्यांच्या कादंबरीचा चिकित्सा अभ्यास करायचा की मर्यादा हेतूपूर्वक घालून घेतलेली आहे.

त्यांनी आतापर्यंत एल्गार १९४९ या कादंबरी नंतर आभाळाची हाक २००७ पर्यंत अशा सोळा कादंबऱ्या प्रसिद्ध झालेल्या आहेत.

प्रकरण पहिले- पेंडसे पूर्व कादंबरी आणि कादंबरी एक वाङ्मय श्री.ना. पेंडसे यांच्या कादंबरी विश्वाचा अभ्यास करण्यापूर्वी त्या विश्वाची पार्श्वभूमी लक्षात घेणे आवश्यक आहे. प्रथमता या विभागात कादंबरी या वाङ्मयाचा तात्विक विचार प्रस्तुत आहे सोयीप्रमाणे काला अनुक्रमे प्रादेशिक आणि पेंडसे यांच्या कादंबरीचा विकासाचा आलेख अशी काही सूत्रे या गटामागे निवडली गेलेली आहे

प्रकरण दुसरे -एल्गार, हद्दीपार, गारंबीचा बापू, हत्या, कलंदर, यशोदा आणि रथचक्र (कादंबरी आणि नाटक) या कादंबऱ्यांमध्ये कोकणची पार्श्वभूमी आहे

प्रकरण तिसरे - कोकण आणि पेंडसे यांचे अतूट संबंध पहिल्या कादंबरी पासून ते कादंबरी आधी लिहिलेल्या खडकावरील हिरवळ या व्यक्तीचित्रणाच्या संग्रहात ही जाणवतो.

प्रकरण चौथे - रथचक्र (कादंबरी आणि नाटक) नंतर पेंडसे कोकणाच्या भूमीतून बाहेर पडले आणि मुंबईच्या चाळीतील आणि काही अशी उच्च मध्यमवर्गीय मराठी समाजाचे चित्र त्यांनी लव्हाळी, ऑक्टोपस, एकांत, एक होती आजी आणि कामरु, घागर रिकामी रे, रंगमाळी या कादंबरी मधून केले म्हणून या कादंबरींचा एक गट केलेला आहे कोकणा बाहेरील विश्वावर आधारित असणाऱ्या या कादंबऱ्या आहेत म्हणून या कादंबऱ्यांचा एक गट केलेला आहे

प्रकरण पाचवे- कोकणाच्या पार्श्वभूमीवरील कादंबऱ्या

बहुसंख्या कादंबऱ्यांना कोकणाची पार्श्वभूमी आहे १९४९ मध्ये प्रसिद्ध झालेल्या. एल्गार आणि 1988 मध्ये प्रसिद्ध आलेल्या तुंबाडाचे खोत या दीर्घ कालावधीतील अनेक कादंबऱ्या कोकणाच्या मातीला जन्माला आल्या या कादंबरीमध्ये पुन्हा कोकणाचे चित्रण येते प्रचंड आवक असणाऱ्या या कादंबरीचा विचार स्वतंत्रपणे करावयाचा आहे

पेंडसे यांच्या मृत्यूपूर्वी काही दिवस आधी प्रसिद्ध झालेल्या लोकमान्य टिळकांच्या जीवनावर “हाक आभाळाची” या चरित्र पर कादंबरी विचार अखेरीस प्रस्तुत आहे.

श्री ना पेंडसे यांच्या एकंदर कादंबरी वाङ्मयाच्या बाबतीत काही निष्कर्ष काढण्याच्या दृष्टीने या कादंबरीमध्ये महत्त्वाच्या व्यक्तिरेखा कथा वस्तू निवेदन भाष्यशैली या सर्वच महत्त्वाच्या घटकांचा सखोल विचार प्रस्तुत प्रबंध अपेक्षित आहे त्यांच्या भाषांतर रूपांतर वाङ्मयाचा स्वतंत्र विचार प्रबंध विषयाच्या कक्षेत येत नाही तरीही त्यांच्या लेखनामागील वृत्ती प्रेरणा तपासताना तसेच त्यांच्या कथेचे वेगळेपणा लक्षात घेताना त्यांची संदर्भानुसार योग्य ती दखल घेतलेली आहे.

आतापर्यंत लिहिलेल्या त्यांच्या भिन्न भिन्न कादंबऱ्या वेगवेगळ्या कालखंडात प्रसिद्ध झालेले आहेत या कादंबऱ्या मधून साकारणारी पेंडसे त्यांचे साहित्य प्रवास कसा आहे आणि महत्त्वाचे वळण कोणते? बदल कोणते? दीर्घ प्रवासातील अंतिम फल कोणते इत्यादी प्रश्न कादंबरीच्या वाचनाने मनात उभे राहिले.

त्या गोष्टीचा विचार करत प्रकरणाची स्थूल मांडणी आणि संदर्भसूची पुढे जोडलेली आहे.

प्रकरण पहिले विना पेंडसे यांच्या कादंबरी विश्वाचा अभ्यास करण्यापूर्वी त्यांच्या विश्वाची पार्श्वभूमी लक्षात घेणे आवश्यक आहे

कादंबरी या वाङ्मया तात्विक विचार प्रस्तुत आहे पेंडसे पेंडसे यांच्या पूर्वकाळातील कादंबरीशी पेंडसे कादंबरीचे नाव ते तपासून बघता येईल प्रादेशिक आणि ग्रामीण कादंबरीचा विचारही येथे कसा करता येईल

प्रकरण दुसरे एल्गार ते तुडुंबाचे खोत पेंडसे चे लेखन एक समृद्ध अनुभव विश्वाचे दर्शन घडविते त्यांच्या अनुभवी विश्वास पूर्णतः कोकणच्या मातीतून वर आलेले आहे कोकणाच्या मातीची व त्या प्रदेशाची वैशिष्ट्ये घेऊन पेंडसे कादंबरीतील पात्रांचे व्यक्तिमत्व घडत असते कलावंत म्हणून पेन्शनच्या व्यक्ती महत्त्वाची जडणघडण त्यांच्या निर्मितीला प्रेरक ठरणारे कोकणातील काही घटक आणि त्यांच्या जीवनातील काही घटना त्यांची संगत लावणे हे पेंडसे कादंबरीचा विचार करताना अतिशय महत्त्वाचे ठरते

प्रकरण तिसरे पेंडसे यांच्या कोकणाच्या पार्श्वभूमीवर बहुसंख्य कादंबऱ्या आहेत

या दीर्घ कालावधीतील अनेक कादंबऱ्या कोकण मातीत जन्मलेल्या आहेत या अर्थाने पेंडसे आणि कोकण यांचे अतूट नाते आहे म्हणूनच एल्गार गारंबीचा बापू, हत्या, कलंदर, यशोदा, रथचक्र या कादंबऱ्यांचा अभ्यास या प्रकरणात प्रस्तुत आहे.

प्रकरण चौथे - कोकणच्या पार्श्वभूमी बाहेरील विश्व

पेंडसे कादंबरी कोकणाच्या परिसरातून बाहेर पडली आणि मुंबईच्या चाळीचे मध्यमवर्गीय जीवन मराठी समाजाचे चित्र त्यांच्या लव्हाळी, ऑक्टोपस, आकांत, कामेरु, घागर रिकामा रे रंग माळी एक होती आजी या कादंबरीत आले प्रस्तुत प्रकरणात या कादंबरीचा विचार केला गेलेला आहे.

प्रकरण पाचवे - व्यक्ति दर्शना माणसाच्या स्वभावाचे विविध नमुने

पेंडसे यांच्या कादंबऱ्यामधील व्यक्तीदर्शन माणसाच्या स्वभावाचे विविध नमुने पेंडसेच्या आपल्या कादंबरी मधून रंगवले आहे त्यांना माणसे आधी दिसतात मग त्या त्यांच्याभोवती कथानक गुंफले जाते प्रस्तुत प्रकरणात त्यांच्या कादंबरीत मध्ये तारुण्य आणि स्त्री व्यक्तिरेखांचा सखोल अभ्यास अभिप्रेत आहे

प्रकरण सहावे- प्रादेशिक कादंबरीकार पेंडसे

स्वरूप आणि वैशिष्ट्ये समजून घेऊन पेंडसे यांच्या कादंबरीतील प्रादेशिकतेची वैशिष्ट्ये पाहता येतील आपली वेगळी रूपे घेऊन हाच परिसर सतत एल्गार आणि रथचक्र आणि तुंबाडाचे खोत मध्ये भेटत राहतो हा भौगोलिक त्रिकोण पेंडसेच्या सृजनशील व्यक्तिमत्त्वाचे नंदनवन ठरला आहे या परिसराचे आणि त्याचे दिलेल्या व्यक्तीचेही नाते या प्रकरणात तपासून बघता येईल.

प्रादेशिक कादंबरीकार म्हणून पेंडसे यांचे मूल्यमापन या प्रकरणात अभिप्रेत आहे.

परिशिष्टेमध्ये पेंडसे यांच्या इतर लेखनाचा थोडासा परामांश घेतला आहे.

### संदर्भसूची

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\*प्रादेशिक कादंबरी स्वरूप आणि समीक्षा प्रा. मदन कुलकर्णी मंगेश प्रकाश नागपूरकर आवृत्ती पहिली 1984

\*मराठी कादंबरी चिंतन आणि समीक्षा डॉ. चंद्रकांत बांधीवडेकर मेहता पब्लिक हाऊस पुणे पहिली आवृत्ती

\*आधुनिक मराठी वाङ्मयाचा इतिहास भाग दुसरा डॉक्टर अ. ना. देशपांडे

\*श्री. ना. पेंडसे लेखक आणि माणूस: एक मित्र मौज प्रकाशन गृह आवृत्ती पहिली १९७४



# शिवकाळातील सभासद बखरीवरील इतर भाषिक प्रभाव

प्रा.सुप्रिया शिंदे

(श्रीमती मणिबेन एम. पी. शाह कला आणि वाणिज्य

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## ● गोषवारा :

शिवकालखंडातील सामाजिक भाषेचे स्वरूप समजावून घेण्यासाठी बखर वाङ्मय उपयुक्त ठरते. कोणत्याही समाजगटाच्या भाषेचे स्वरूप अमूर्त असते. गतकालीन कालखंडातील समाजाच्या भाषेचा अभ्यास करित असताना प्रत्यक्ष समाज समोर नसतो. समाजाचे प्रतिबिंब असणाऱ्या साहित्याच्या अनुषंगाने अथवा समाजाचे प्रतिनिधित्व असणाऱ्या ग्रंथकाराच्या रचनेवरून भाषेचा अभ्यास करता येतो. राजकीय संघर्षात भौगोलिक सीमा सतत बदलत राहिल्या. राजकीय सीमा बदलत असल्या तरी समाजजीवन स्थिर होते. भिन्न भाषिक गटात सामाजिक आणि राजकीय व्यावहारिक जीवनात अन्य भाषिकांचा संपर्क येत राहिला. देशांतर्गत आणि परदेशात अनेक कारणांनी संपर्क येत राहिला. राजदरबार, प्रशासन, लष्कर, वरिष्ठ अधिकारी यांच्या कामकाजाची भाषा येथील समाजाला स्वीकारावी लागली. शिवकालखंडात देखील व्यवहारी गरज, आदान-प्रदान यामुळे मराठी भाषेवर त्याचा परिणाम होऊन अनेक इतर भाषेतील शब्द मराठीत रूढ झाले. याचाच आढावा घेण्यासाठी या संशोधन निबंधात कृष्णाजी अनंत सभासद विरचित 'सभासद बखर' व त्यातील मराठी भाषेवरील इतर भाषांचा झालेला प्रभाव शोधण्याचा प्रयत्न केलेला आहे त्यासाठी गुणात्मक संशोधन पद्धतीचा वापर केलेला आहे. प्रत्येक भाषेवर काळानुरूप अन्य भाषेचा प्रभाव पडत असतो कारण कोणतीच भाषा स्वयंभू स्वतंत्र अपरिवर्तनीय असत नाही हे आपल्या लक्षात येते.

महाराष्ट्राच्या मातीत अनेक सत्ता आणि राजे निर्माण झाले, परंतु लोकमाणसात आदराचे स्थान निर्माण करणारे एकमेव राजे म्हणजे छत्रपती शिवाजी महाराज. सह्याद्रीच्या दऱ्याखोऱ्याचा आधार घेऊन मराठी राज्य निर्माण करणाऱ्या छत्रपती शिवाजी महाराजांनी आपल्या स्वराज्याच्या सीमांचा विस्तार केला. त्यांच्यामुळे मराठी मनात सामर्थ्याची, सत्ता विस्ताराची ऊर्मी निर्माण झाली याची साक्ष इतिहास देत आला आहे. देशातील आणि

जगातील अनेक भाषांमध्ये छत्रपती शिवाजी महाराजांच्या कार्याचा गुणगौरव आढळतो. त्यासंबंधी भरपूर लेखन झाले आहे, तरी मला या ठिकाणी त्यांच्यावर आधारित सभासद बखरीचा अभ्यास करणे महत्त्वाचे वाटले. बखरकार समकालीन अथवा जवळपासच्या कालखंडातील असल्याने एक ऐतिहासिक दस्तावेज म्हणून बखर गद्याकडे लक्ष द्यावे लागेल. छत्रपती शिवाजी महाराजांच्या दैदिप्यमान कार्याची ओळख करून देणारे एकमेव आधारभूत साहित्य म्हणून बखरीकडे पहावे लागेल.

मराठी वाङ्मयाच्या विकासात बखरींना व ऐतिहासिक पत्रांना अतिशय वेगळे असे स्थान आहे. स्वराज्याच्या कर्तृत्वाचा आलेख या बखरकारांनी काढलेला दिसतो. मुसलमानांच्या तवारीखा पाहून घडलेल्या प्रसंगांची 'बखर' देण्याच्या निमित्ताने 'बखर' निर्माण झाली. चरित्र-आत्मचरित्र, कुलपरंपरा वर्णन, युद्ध वर्णन, अशा महत्त्वाच्या प्रसंगांवर आधारित बखरी निर्माण झाल्या. इ.स. १६५० ते इ.स. १६८० हा शिवाजी महाराजांच्या स्वराज्याचा काळ शिवकाळ होय छत्रपती शिवाजी महाराजांनी स्वराज्याची स्थापना केल्यामुळे ते या शिवकालखंडातील बखरींचे नायक ठरले. या काळात लिहिलेल्या बखरींमध्ये सगळ्यात महत्त्वाची मानली गेलेली बखर म्हणजे कृष्णाजी अनंत सभासद यांनी लिहिलेली सभासद बखर त्यांनीही शिवचरित्रात्मक बखर मोठ्या प्रमाणात शैलीदार पद्धतीने रंगविली आहे. पौराणिक पद्धतीने व ढंगदार शैलीने लिहिलेल्या या बखरीच्या भाषेचा एक मोठा विशेष असा की या भाषेत अरबी, फारसी या भाषातील शब्द, मायने, वाक्यप्रयोग इत्यादीचे दर्शन होऊ लागले. राजकारण विविध अंगाने वाढल्यामुळे व सांस्कृतिक देवाण-घेवाण होत राहिल्यामुळे मराठी गद्याचे स्वरूप एकजिन्सी राहिले नाही. परकीय शब्द स्वकीयांच्या थाटातच वावरत राहिले आणि एकंदर भाषेचा डौल निराळाच झाला याचाच शोध घेण्याचा प्रयत्न या संशोधन निबंधातून करण्यात आला आहे.

भारतात अनेक भाषिक राजवटींनी आपली सत्ता स्थापन केली होती. याचवेळी देशात अनेक छोट्या-मोठ्या सत्ता उदयाला आल्या होत्या. महाराष्ट्रातही अनेक सत्ताधीशांनी राज्य केले याचा परिणाम येथील भाषेवर झालेला दिसून येतो. यादव काळ हा मराठी भाषेच्या दृष्टीने सुवर्णकाळ मानला जातो. या काळात संस्कृत भाषेचा पगडा कमी होऊन मराठी भाषेत ग्रंथरचना निर्माण होऊ लागली. पण, पुढे मुस्लिमसत्ता स्थिर झाल्यानंतर त्यांच्या भाषेचा प्रभाव लोकांवर पडला. सामाजिक आणि राजकीय दुर्बल घटक जेत्यांची भाषा बोलू लागली. ग्रंथ सुद्धा त्याला अपवाद नव्हते हे एकनाथांच्या 'अर्जदस्त' या प्रकरणावरून आपणास कळते. महाराष्ट्रात तीन-चार दशके इस्लामी सत्ता होती. याचा परिणाम भाषेवर होणे साहजिकच होते. खर तर भाषा ही सतत बदलत जाणारी प्रक्रिया

असते.मराठी भाषेचा यादवकालीन मराठी, बहामनीकालीन मराठी, शिवकालीन मराठी असे भाग आपण करू शकतो. शिवकालातील मराठी भाषा आणि आजच्या मराठी भाषेचे स्वरूप हेही वेगळे ठरते.

१) भाषा प्रभावाची कारणमीमांसा :

भाषा वर्तुळाच्या केंद्रस्थानी असणाऱ्या भाषेचा इतर भाषेवर सर्वाधिक प्रभाव पाहावयास मिळतो. भारतीय भाषांचा विचार केल्यास संस्कृत भाषेचा प्रभाव सर्व भाषांवर पडलेला दिसतो कारण ती केंद्रस्थानी होती. ध्वनीपरिवर्तन, अर्थपरिवर्तन, व्याकरण परिवर्तन, आदान आणि स्वीकृत हे भाषिक प्रभावांचे प्रकार सांगता येतील. मुस्लिमसत्ता स्थापन झाल्यानंतर त्यांची भाषा संस्कृती यांच्या बंधनात महाराष्ट्र अडकला गेला. राजदरबार,प्रशासन,लष्कर, वरिष्ठ अधिकारी यांच्या कामकाजाची भाषा येथील समाजाला स्वीकारावी लागली. शिवकालखंडात देखील व्यवहारी गरज, आदान-प्रदान यामुळे मराठी भाषेवर त्याचा परिणाम होऊन अनेक इतर भाषेतील शब्द मराठीत रूढ झाले.

२) भाषिक सरमिसळ :

शिव कालखंडात भाषिक सरमिसळ झालेली दिसून येते. छत्रपती शिवाजी महाराजांनी स्थापन केलेल्या मराठी भाषिकांच्या सत्तेत इतर भाषिकांचा समावेश होतो. यात मुस्लिम ,पठाण यांचा उल्लेख करता येईल. कर्नाटकात व्यंकोजीराजे यांचे राज्य होते. त्यामुळे फारसी, कन्नड अशा भाषांशी संबंध आल्यामुळे भाषिक सरमिसळ झाली. शिवकाळातील बखर गद्यावर अन्य भाषेचा प्रभाव कसा पडला आहे. याचा उपरोक्त घटकांच्या आधारे अभ्यास करण्यात आला आहे. भाषिक संपर्क, संवाद, राज्यसत्ता, अनुकरण, उसनवारी यातून भाषिक प्रभाव पडत असतो. मराठी बखर वाङ्मयावर अन्य भाषांचा प्रभाव कसा पडला ते आपण पाहू.

● कृष्णाजी अनंत सभासद लिखित सभासदाची बखर :

हे शिवछत्रपतींचे पहिले चरित्र होय. कृष्णाजी अनंत सभासद याने महाराजांच्या मृत्यूनंतर १७-१८ वर्षांनी ही बखर लिहिली. तो छत्रपती शिवाजी महाराजांच्या दरबारात सभासद होता. शिवाजी महाराजांच्या आयुष्यातील ७१ घटना प्रसंगांचे वर्णन त्यांनी यात केले आहे. त्याच्यातील वर्णन अतिशय तोटक असले तरी ऐतिहासिक प्रामाण्याच्या दृष्टीने ही बखर विश्वसनीय मानली जाते. छोटी - छोटी वाक्यरचना प्रसंग वर्णन नाट्यमयता हे या बखरीचे वैशिष्ट्य आहे. कृष्णाजी अनंत सभासद यांच्यापासून ऐतिहासिक लेखनाची परंपरा सुरू झाली म्हणून 'ऐतिहासिक लेखनाचे जनक' म्हणून त्यांना गौरवण्यात येते.

- सभासद बखरी वरील संस्कृत भाषेचा प्रभाव :

प्राचीन कालखंडापासूनची सगळ्यात समृद्ध भाषा म्हणून संस्कृतचा उल्लेख करावा लागतो संस्कृत भाषेत विपुल ग्रंथरचना असून ती विविध विषयांचे अवलोकन करते ही ग्रंथरचना शास्त्र धर्म नीती अध्यात्म यांसारख्या असंख्य विषयांचे प्रकटीकरण करते उत्तरोत्तर संस्कृत भाषेत अनेक बदल होत राहिले त्यानंतर प्राकृत भाषांची निर्मिती झाली प्राकृतातून पुढे अपभ्रंश भाषा आणि यातून आज निर्माण झालेल्या भाषा यामध्ये मराठी समाविष्ट आहे यादवकालीन काळात मराठी भाषेत संस्कृत भाषेचा वाटा हा अधिकच आढळतो शिवकालीन वखर वाङ्मयात संस्कृत भाषेने मोलाची भर टाकलेली दिसते संस्कृतच्या शब्दसंपत्तीमुळे बखरींच्या अर्थ सौंदर्यात आणि विचार सौंदर्यात भर पडली आहे. कृष्णाजी अनंत सभासद याच्या सभासद बखरीत आलेल्या शब्दांवरून मराठीवरील संस्कृतचा प्रभाव अधोरेखित होतो.

- कोस-अंतर मोजण्याचे माप,तळे- सरोवर
- शहाणा-बुद्धिमान, चौकस-चाणाक्ष
- शिमगा- फाल्गुनातील होळी, सण-उत्सव,अश्व
- पायदळ- पायाने चालणारे सैन्य, सोयरा- नातेवाईक
- तट- किल्ल्याच्या संरक्षणार्थ बांधलेला मजबूत कोट
- पखालजी- पाण्याच्या पिशवीचा वाहक ,चखोट-चांगला
- शेत-जमीन, रोख- नगद,
- शेल-पांघरण्याचे रेशमी वस्त्र,जानवे-उपनयन चिन्ह
- धोतर- नेसण्याचे वस्त्र, दौड- धाव
- टिपरी- वितभर लांब दांडी
- फटकळ- बेधडक बोलणारा, पगडा- वर्चस्व

जवळपास वरील संस्कृत शब्दांचा मराठी भाषेत सर्रास वापर होताना आढळतो सभासद बखरीत देव धर्म संस्कृती परंपरा व्रत अशा संदर्भात अनेक शब्द आले आहेत.

- सभासद बखरीतील कानडी शब्द :

मराठी शब्द संपत्तीत भर टाकण्याचे काम कन्नड भाषेने केले आहे. शिवकालखंडावरील बहुभाषिक समाजात कन्नड भाषिकांचा उल्लेख करावा लागतो. आजही कन्नड भाषिक समाज महाराष्ट्रात आणि मराठी भाषिक समाज कर्नाटकात असल्याचे दिसते. त्यामुळे येथे आपल्याला शब्दांची उसनवारी झालेली दिसते.

- आऊ-बाई, होन- साडेतीन रुपयांचे सोन्याचे नाणे
- काका-चुलता, लाच- गैरवाजवी बक्षीस
- गोट- सैन्याचा तळ
- इकडून- या बाजूने, पोर- मुलं
- पैदा- उत्पन्न केलेले, बिदी- रस्ता,
- धोंडा - दगड

यावरून तत्कालीन कालखंडात मराठी भाषेवर कानडी शब्दांचा काही अंशी प्रभाव असल्याचे दिसते.

- सभासद बखरीतील फारसी शब्द :

तत्कालीन कालखंडात मराठी भाषेवर फारसी भाषेने आपले प्रभुत्व निर्माण केले होते. फारसी शब्दांचा वापर व बेसुमार भरणा मराठीत होता. शिवकाळापूर्वी या भाषेचे प्राबल्य अधिक जाणवते. मात्र छत्रपती शिवाजी महाराजांनी मराठी भाषेतून राज्यकारभार सुरू केल्यामुळे फारसीचे प्रमाण कमी होत गेले.

- परगणा- प्रांत, मजुमदार- हिशेब तपासनिस
- रोज- दर दिवस, बदअमल- कुकर्म
- डबीर- लेखक सरनोबत- सेनानी
- शहर- नगर, मजूर- कामकरी,
- फकीर- भिक्षु फस्त-जमीनदोस्त

- दादमहाल- न्यायमंदिर

- छबिना-रातपहारा ,नग- वस्तू

तसेच खर्च,लष्कर,वार,शिलेदार,कारभारी असे असंख्य शब्द बखरकारांनी वापरलेले दिसतात. प्रशासन व्यवहारातील विवेचनासाठी या फारसी भाषेचा वापर करण्यात आलेला दिसतो.

- सभासद बखरीतील अरबी शब्द :

अरबस्तांच्या अरबींची भाषा म्हणून अरबी भाषेला ओळखले जाते. मोहम्मद पैगंबरांची ती बोलीभाषा होती. त्यामुळे तिला पवित्र मानले जाते . अरबांच्या भारतातील सत्तेच्या अस्तानंतर भारतातील मुस्लिम राज्यकर्त्यांनी राज्यकारभार व सामाजिक व्यवहारासाठी अरबीचा अवलंब केला. मराठीतही अरबी भाषेतील अनेक शब्द सर्रासपणे वापरलेले दिसतात. विशेष करून तत्कालीन समाज जीवनात अरबी शब्दांचा वापर आढळतो.

- वजीर- प्रधान, दौलत- जहागीर, किताब- पदवी

- फौज-सेना,महाल-प्रदेश,कैद-बंधन

- जिन्नस- वस्तू, जवाहिर- रत्ने

- नजीक-जवळ, खासा-प्रमुख

- मुलुख- देश,मेहनत-श्रम

- खबर-वार्ता, हवाला-ताबा, उमराव-सरदार

- हल्ला- चढाई, खेरीज-शिवाय ,मुक्काम- वस्ती

- सदर- मुख्य कचेरी, अर्ज- निवेदन, मदत- सहाय्य

वरील शब्दांचा विचार केल्यास अरबी भाषेचा वापर प्रशासकीय कामकाजात कमी झालेला दिसतो आणि सामाजिक जीवनात जास्त झालेला दिसतो.

- सभासद बखरीतील हिंदी शब्द :

हिंदी भाषा आणि मराठीचा सहसंबंध मध्ययुगीन कालखंडापासूनच आला आहे. संत नामदेवांनी बरीचशी अभंग रचना हिंदीतून केली त्यामुळे मराठी संतांचा प्रभाव उत्तरेकडील

संतांवर पडला आणि उत्तरेकडील संतांचा प्रभाव हा महाराष्ट्रातील संतांवर पडला आहे. संत कबीर, तुलसीदास, मीराबाई, सूरदास या काही संतांचा उल्लेख करता येईल. हिंदी भाषेतील अनेक रचनांचा प्रभाव मराठीवर आहे. राजकीय सांस्कृतिक दृष्ट्या हिंदी मराठीचे फार जुने संबंध आहेत. मिर्झाराजा जयसिंगाच्या जहागिरीचे ठिकाण राजस्थान मधील 'अंबर' हे होते. जयसिंगाला छत्रपती शिवाजी महाराजांवर औरंगजेब बादशहाने पाठवून दिले होते. तेव्हा यांच्यामध्ये झालेली बोलणी, वाटाघाटी, पत्रव्यवहार यातून हिंदी भाषेचा प्रभाव दिसून येतो.

- भतिजा- पुतण्या
- भोई-पालखी वाहणारा
- घेर -परिसर
- लढाई- युद्ध
- ठीक- योग्य
- हत्यार- शस्त्र
- सभासद बखरीतील तुर्की शब्द :

भारतात तुर्की साम्राज्याचा विस्तार झाला नाही ही सत्ता अल्पावधीतच संपुष्टात आली त्यांची राज्यभाषा तुर्की होती या भाषेतील काही शब्द बखरीत दिसतात

- तोफ- अवजड बंदूक
- कलगी- तुरा
- यलगार- चढाई
- मोहीम - कुमक, मदत

तुर्की भाषा जागतिक पातळीवर अपयशी ठरली. तुर्की भाषेतील काही शब्द मुस्लिम राजवटीत स्थिरावले आणि ते मराठीत रूढ झाले. पण अशा शब्दांचे प्रमाण अत्यंत अत्यल्प आहे.

- समारोप :

या संशोधन निबंधातून शिवकालखंडातील सभासद बखरीचा भाषेच्या दृष्टीने अभ्यास करताना तत्कालीन समाजाची मराठी भाषा आणि मराठी भाषेवर इतर भाषांच्या भाषिक प्रभावांची मांडणी करण्यात आली आहे. भाषिक संपर्क, संवाद, राज्यसत्ता, अनुकरण, उसनवारी यातून भाषिक प्रभाव पडत असतो. मराठी बखर वाङ्मयावर अन्य भाषांचा प्रभाव पडला आहे. मराठी भाषेवर स्वकीय आणि परकीय भाषांचा प्रभाव पडला आहे याला राजकीय सामाजिक धार्मिक सांस्कृतिक कारणे आहेत आज सामर्थ्यशाली असलेल्या मराठी भाषेवर अन्य भाषांचे ऋण आहेत हे मान्य करावे लागते आज हे शब्द इतर भाषेतील आहेत असे वाटत नाही इतके या शब्दांचे मराठीकरण झाले आहे.

- निष्कर्ष :

या संशोधनातून हाती आलेले निष्कर्ष पुढीलप्रमाणे नोंदविता येतील-

- १) तत्कालीन कालखंडात सत्ताही परकीयांच्या हाती असल्यामुळे त्यांच्याशी संपर्क होत होता यातूनच परकीयांच्या भाषेचा प्रभाव मराठी भाषेवर पडत गेलेला दिसतो.
- २) सत्ताधारी हे मुसलमान धर्माचे अरबी फारशी भाषा बोलणारे असल्यामुळे त्यांच्या राज्यकारभारातील भाषेचे शब्द मराठी भाषेत येणे हे अपरिहार्य होते हे या बखरीतून दिसते.
- ३) प्रत्येक भाषेवर काळानुरूप अन्य भाषेचा प्रभाव पडत असतो कारण कोणतीच भाषा स्वयंभू स्वतंत्र अपरिवर्तनीय असत नाही.
- ४) शिवकाळातील बखर वाङ्मयावर फारसी अरबी संस्कृत कन्नड या भाषांचा प्रभाव पडलेला दिसून येतो तुर्की आणि हिंदी यांचा प्रभाव अल्प प्रमाणात आढळतो
- ५) तत्कालीन कालखंडात राज्यकर्त्यांच्या भाषेचा परिणाम सामान्य भाषिकांवर होत असतो सत्ता धर्म अर्थ भाषा यांच्या धन दांडग्यांचे पर्यवसन दुर्बल घटकांवर होत असते.



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## “हम भ्रष्टन के भ्रष्ट हमारे में अभिव्यक्त समसामयिक समाज”

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### प्राक्कथन

शरद जोशी हिंदी व्यंग्य निबंध के प्रमुख हस्ताक्षर रहे हैं। उन्होंने व्यंग्य एक नई ऊंचाई प्रधान की। उन्होंने अपने लेखन की शुरुआत पत्रकारिता से की थी। वे 'नई दुनिया' में स्तंभ लिखते थे इसलिए उनके लेखन में समसामयिकता सदैव विद्यमान रही है। उनकी वैचारिक चेतना इतनी व्यापक थी कि बाजार की गलियों से लेकर दिल्ली के राजपथ हो तक तमाम असंगतियों की पहचान उनके व्यंग्य को है। सामाजिक राजनीतिक सांस्कृतिक हर प्रकार की समस्याओं की गहरी समझ के साथ जब वे हल्के ढंग से व्यंग्य करते थे तो उनकी मार बड़ी गहरी हुआ करती थी। उनकी व्यंग्य कृतियों में वर्णित घटनाएं और पात्र अतिरंजित होते हुए भी ठोस वास्तविकता पर आधारित थे अपनी इन्हीं विशेषताओं के बलबूते पर वह व्यंग्य की दुनिया पर छा गए और ख्याति के शिखर पर पहुंच गए। उन्होंने राजनैतिक, सामाजिक, धार्मिक साहित्यिक विसंगतियों पर करारा प्रहार किया। तत्कालीन घटनाओं को इतनी कुशलता से और इस अंदाज से उठाया कि वे सीधे पाठकों के दिल को छू लेता है और उन्हें सोचने को मजबूर कर उनके व्यंग्य निबंधों में इतना गहरा कटाक्ष होता था जो पाठकों को अंदर तक झकझोर देता था और लंबे समय तक सोचने पर विवश कर देता था। उनके व्यंग्य खासियत यह थी कि वह पाठकों को हसाता था गुदगुदाता था और बाद में अंदर से झकझोर कर रख देता था। उनके व्यंग्य की मार मीठी छुरी की तरह होती थी। शरद जोशी जी के व्यंग्य की सबसे बड़ी खासियत यह थी उनकी तात्कालिकता वह किसी घटना पर तुरंत व्यंग्य थे जिससे पाठक उसे आसानी से जुड़ जाता था उन्होंने कई समसामयिक समस्याओं को बखूबी उठाया है कई ऐसे मुद्दे, सामाजिक कुरीतियां, विसंगतियां उनके व्यंग्य का व्यंग्य निबंध का विषय बनी। अपने व्यंग्य में वह किसी को नहीं बखशते थे चाहे वह प्रधानमंत्री हो या निचले स्तर का कोई कर्मचारी।

शरद जोशी का 'हम भ्रष्टन के भ्रष्ट हमारे' यह व्यंग्य निबंध संग्रह ज्ञानपीठ प्रकाशन से 1997 में प्रकाशित हुआ। इस में कुल 23 निबंध संकलित है। प्रस्तुत संग्रह में संकलित निबंधों में समसामयिक समाज में व्याप्त रिश्वतखोरी, भ्रष्टाचार, सत्तालोलुपता, भ्रष्ट प्रशासन, समाज तथा साहित्यिक क्षेत्र में व्याप्त विसंगतियां आदि पर शरद जोशी जी ने कड़ा व्यंग्य प्रहार किया है।

### शोध का उद्देश्य

- व्यंग्य विधा से परिचित होना।
- व्यंग्यकार के रूप में शरद जोशी के विचारों अवगत होना।
- चयनित निबंधों में चित्रित सामाजिक, राजनीतिक, संस्कृतिक समस्याओं से परिचित होना।
- वर्तमानकालीन समाज में व्याप्त समस्याओं के स्वरूप को जानना।

### शोध विधि

चयनित निबंधों में चित्रित समस्याओं के चित्रण के लिए वर्णनात्मक एवं विश्लेषणात्मक विधि का प्रयोग किया गया है। निबंधों में निहित शरद जोशी की वैचारिकता को समझने के लिए समीक्षात्मक पद्धति का प्रयोग किया गया है।

### बीज शब्द

भ्रष्टाचार, भ्रष्ट पुलिस विभाग, सामाजिक विसंगतियाँ, फ़ैशनपरस्ती, साहित्यिक क्षेत्र की विसंगतियाँ, विज्ञापनबाजी, भ्रष्ट प्रशासन आदि।

### भ्रष्टाचार

'हम भ्रष्टन के भ्रष्ट हमारे' नामक व्यंग्य निबंध में जोशी जी ने भ्रष्ट प्रशासन और नेताओं पर कड़ा प्रहार किया है। देश में व्याप्त भ्रष्टाचार पर व्यंग्य करते हुए शरद जी ने लिखा है "देश के आर्थिक नंदनकानन में कैसी क्यारिया पनपी-सवरी है भ्रष्टाचार की, दिन दूनी रात चौगुनी! कितनी डाल कितने पत्ते कितने फूल और लुक-छिपकर आती कैसी मदमाती सुगंध यह मिट्टी बड़ी उर्वरा है शस्य श्यामल, काले कारनामों के लिए।"<sup>1</sup> हमारे देश में भ्रष्टाचार की जड़ें इतनी गहरी पहुंच गई है कि योजनाएं तो बनती हैं उसके लिए अंतरराष्ट्रीय बैंको से कर्जा लिया जाता है लेकिन योजनाएं सिर्फ कागज पर धरी की

धरी रह जाती है। उनका कभी कार्यान्वयन नहीं होता जो राशि इन योजनाओं के लिए आती है वह मंत्री और प्रशासन के भ्रष्ट कर्मचारी आपस में मिल बांट कर खाते हैं। इस पर कटाक्ष करते हुए शरद जी ने लिखा है "कहां पर नहीं खेल रहे भ्रष्टाचार के फूल ! जहां जहां जाती है सरकार उनके नियम, कानून, मंत्री, अमला, करिंदे साथ होते हैं जहां - जहां जाती है सूरज की किरण वहीं-वहीं पनपता है भ्रष्टाचार का पौधा खूब बनी है इनकी बड़ी फैली जियोग्राफी, मोटा इतिहास, निरंतर निजी लाभ का अलजेब्रा उज्ज्वल भविष्य भारतीय नेताओं कर्मचारियों अफसरों के हाथ में भाग्य रेखा के समानांतर भ्रष्टाचार की नई रेखा बन रही है आजकल ।"<sup>2</sup>

### **भ्रष्ट पुलिस विभाग**

शरद जोशी का व्यंग्य बेबाक होता था उन्होंने पुलिस विभाग तक को नहीं छोड़ा । उन्होंने 'समस्या सुलझाने में बुद्धिजीवियों का योगदान' इस व्यंग्य निबंध में गैर जिम्मेदार पुलिस ऑफिसर तथा पुलिस विभाग में फैला हुआ भ्रष्टाचार आदि पर करारा व्यंग्य किया है। आए दिन लूटपाट, बलात्कार, हत्या, अपहरण आदि अपराधिक घटनाएं घटती है लेकिन पुलिस प्रशासन के कानों पर जू तक नहीं रेंगती । करवाई के नाम पर कई बार पुलिस गुनहगार को छोड़कर निरपराध व्यक्ति को ही पकड़ लेती है इस बात पर व्यंग्य करते हुए शरद जी ने लिखा है "पुलिस तो यह करती है कि किसी एक को पकड़ लेती है, कि तूने की है रामप्रसाद की हत्या वह कहे जी मैंने नहीं की, तो कहा तूने ही की है। अब यह हम साबित करना उनका काम है कि उसने हत्या नहीं की।"<sup>3</sup>

### **सामाजिक विसंगतियाँ**

शरद जी ने कई सामाजिक विसंगतियों पर व्यंग्य प्रहार किया है । कई बार किसी प्रसिद्ध व्यक्ति के मरने के बाद उसकी याद में कई स्मृति चिन्हों का निर्माण किया जाता है बड़े-बड़े भवन बनाए जाते हैं। पुतले लगवाए जाते हैं लेकिन जिस उद्देश्य वे स्मृति चिन्ह बनाए जाते हैं उसे भूलकर बाद में उसकी उपेक्षा की जाती है। कई बार उनका दुरुपयोग भी होता है। इसी विसंगती पर शरद जी ने स्मृति चिन्हों का सदुपयोग इस व्यंग्य निबंध में करारा व्यंग्य प्रहार किया है । मरी हुई रानी के याद में राजा सड़क का नामकरण रानी के नाम से करता है। स्विमिंग पूल, गर्ल्स हॉस्टल का निर्माण करता है। रानी के नाम से

पोस्ट स्टैंप बनाता है। लेकिन बाद में उसी स्विमिंग पूल में एक सुंदरी तैरता हुआ देखकर उसके प्यार में पड़ जाता है वह लड़की उसी गर्ल्स हॉस्टल में रहती है जो रानी की याद में बनाया गया था। राजा उसी गर्ल्स हॉस्टल के चक्कर काटने लगता है और उस लड़की को लिखे प्रेम पत्रों पर वही स्टैंप लगाकर पोस्ट करता है जो रानी के याद में बनाए गए थे।

भारतीय संस्कृति में अतिथि को भगवान के समान माना गया है। लेकिन आज की महानगरीय जीवनशैली में बिन बुलाए अतिथि किसी परेशानी से कम नहीं ऐसे समय में हम एक-दो दिन तो अतिथि का सत्कार सम्मान करता है लेकिन जैसे ही अतिथि ज्यादा दिन रहता है तब वह मुसीबत बन जाता है। तब हम मन ही मन में हम सोचते हैं कि अतिथि जाओगे? इसी वास्तविकता को शरद जी ने तुम कब जाओगे, अतिथि इस व्यंग्य निबंध में बखूबी व्यक्त किया है- "मेरे अतिथि मैं जानता हूँ कि अतिथि देवता होता है पर आखिर मैं भी मनुष्य हूँ। मैं कोई तुम्हारी तरह देवता नहीं। एक देवता और एक मनुष्य अधिक देर साथ नहीं रहते। देवता दर्शन देकर लौट जाता है तुम लौट जाओ अतिथि इसी में तुम्हारा देवत्व सुरक्षित रहेगा यह मनुष्य अपनी वाली पर उतरे उसके पूर्व तुम लौट जाओ! उफ, तुम कब जाओगे अतिथि"<sup>4</sup>

### **फैशनपरस्ती**

आज का जमाना फैशन का जमाना है हर कोई फैशन की होड़ में लगा हुआ है इस फैशन के चक्कर में कितने पैसे और समय बर्बाद होते हैं इस पर कोई ध्यान नहीं देता हमारी इसी फैशन परस्ती पर 'जिंदगी को कुरेदती हुई कला' इस निबंध में शरद जोशी ने व्यंग्यात्मक कटाक्ष किया है। वे लिखते हैं "यही कल्चर है, कला है जिसमें यारों का गला अजीब तरह फंसा हुआ है बच कर कहां जाइएगा ! लोग कपड़ा नहीं उसका रंग देखते हैं। उसकी काट और कसाव देखते हैं। खोपड़ी नहीं बालों की सजावट देखते हैं।"<sup>5</sup> फैशन के मामले में औरतें हमेशा आगे रही हैं उनके जुड़े से लेकर एड़ी के महावर तक हर चीज उन्हें फैशन के अनुसार चाहिए। उनकी इसी फैशन परस्ती पर कटाक्ष करते हुए शरद जी ने लिखा है "ठीक रंग की चूड़ियां चूड़ियों की तलाशी नारी जीवन की महत्वपूर्ण तलाश है। जारी रहती है चलती रहती है। कला

ने जीवन में कहां-कहां सुराग बनाए हैं। इतने झरोखों इतने झरोखों के बावजूद जिंदगी का यह हवा महल खड़ा रहता है ताज्जुब है ! यह ढह क्यों नहीं जाता?"<sup>6</sup>

### **विज्ञापनबाजी**

आज के बाजारवाद के दौर में विज्ञापन हमारे जीवन का अविभाजित अंग बन गया है। कंपनियां अपने उत्पादन के विज्ञापन का एक मौका नहीं गंवातीं। आज कंपनियां हर त्यौहार, राष्ट्रीय तथा सांस्कृतिक पर्व पर विज्ञापन प्रसारित करती है और देश के विकास में अपने योगदान का दावा पेश कराती है। कंपनियां मौके को कैश करने की फिराक में रहती हैं। कंपनियों की ऐसी मानसिकता पर कटाक्ष करते हुए शरद जी ने 'समस्या ग्रस्त वर्तमान और 000 का बड़ा बट्टा यह व्यंग्यात्मक' निबंध में लिखा है- "वह दिन दूर नहीं जब 000 सोप वर्क्स के भैया जी अस्तित्ववाद का सीधा संबंध 000 साबुन की टिकिया उर्फ बड़े बट्टे जोड़ देंगे तब शास्त्र को सिर छुपाने की जगह नहीं मिलेगी। फिलहाल हुए भारतीय चिंतकों पर कृपा कर रहे हैं। वेद, उपनिषद, गीता में जो कहा गया है सब 000 साबुन के प्रचार में लग गया। साबुन की बड़ी टिकिया उर्फ बड़ा बट्टा सब कुछ समेटे हैं।"<sup>7</sup>

### **साहित्यिक क्षेत्र की विसंगतियां**

शरद जी ने साहित्यिक क्षेत्र की विसंगतियों पर भी बड़ी बेबाकी से कटाक्ष किया है मेघदूत की पुस्तक समीक्षा व्यंग्य निबंध में शरद जी ने कालिदास की कृति मेघदूत का उदाहरण देकर वर्तमान समाय में समीक्षा के क्षेत्र में व्याप्त विसंगतियों पर व्यंग्य बाण चलाए हैं। इस निबंध में कल्पना की है की यदि कालिदास के समय में पुस्तक समीक्षाएं होती तो मेघदूत की पुस्तक समीक्षा किस तरह से की जाती समीक्षक को निष्पक्ष होकर समीक्षा करनी चाहिए लेकिन आजकल पत्र-पत्रिकाओं में जो पुस्तक समीक्षाएं छपती है वह अधिक तर निष्पक्ष नहीं होती। समीक्षक अपने वयक्तिक रुचि-अरुचि, स्वार्थ और मतभेदों को ध्यान में रखकर समीक्षा करता है ऐसे में पुस्तक का सही मूल्यांकन नहीं हो पाता। इसी समस्या को केंद्र में रखकर मेघदूत की पुस्तक समीक्षा निबंध में शरद जी ने कटाक्ष किया है।

### **भ्रष्ट प्रशासन**

शरद जी ने भ्रष्ट प्रशासन भी बेबाकी से व्यंग्य किया है। सरकारी दफ्तरों में हमें कोई भी काम करवाना हो तो बार-बार अप्लिकेशन देना पड़ता पड़ता है लेकिन सरकारी दफ्तर की ओर से कोई रिप्लाई नहीं आता। जब तक रिश्वत नहीं दी जाती फाइल आगे नहीं बढ़ती। बिना रिश्वत के एप्लीकेशन रिजेक्ट हो जाता है। सरकारी क्षेत्र में फैले भ्रष्टाचार पर व्यंग्य करते हुए शरद जी ने लिखा है –“ए करप्शन की, भ्रष्टाचार की थैली है भाई साहब, इसका रूपया कभी खत्म नहीं होगा।”<sup>8</sup> हमारे देश में प्राइवेट सेक्टर दिन दुनी रात चौगुनी तरक्की करता है लेकिन भ्रष्टाचार के कारण पब्लिक सेक्टर हमेशा घाटे में चलता है इसपर कटाक्ष करते हुए शरद जी लिखते हैं –“कैसा है पब्लिक सेक्टर साहबान, मुर्गी तो गायब हो गया, अंडा रखा तो अंडा भी गायब हो गया। थोड़ा जाँच-इंक्वायरी करना होगा।”<sup>9</sup>

### **निष्कर्ष**

उन्होंने अपने व्यंग्य निबंधों में आम लोगों की रोजमर्रा के जीवन से जुड़ी हुई समस्याओं को बखूबी उठाया और इसीलिए वे इतने लोकप्रिय हुए। उन्होंने पाठकों को किसी भी घटना को देखने का एक नया नजरिया प्रदान किया जोशी जी ने जनता की समस्याओं को जनता की भाषा में अनोखे अंदाज में रखा। जितनी विविधता उनके विषयों में है उतनी ही विविधता उनके प्रस्तुतीकरण में भी झलकती है। उनकी भाषाशैली और प्रस्तुतीकरण का ढंग विषय के मुताबिक होता था जो सीधे पाठकों के दिल में उतरता था

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संदर्भ सूची :

1. हम भ्रष्टन के भ्रष्ट हमारे, शरद जोशी, ज्ञानपीठ प्रकाशन, नई दिल्ली पृ.7
2. वही पृ. 8
3. समस्या सुलझाने में बुद्धिजीवियों का योगदान, वही पृ. 15
4. अतिथि कब जाओगे, वही पृ. 125
5. जिंदगी को कुरेदती हुई कला, वही पृ.137
6. वही पृ.138
7. समस्याग्रस्त वर्तमान और 000 का बड़ा बट्टा, वही पृ.75
8. सरकार का जादू, वही पृ.32
9. वही पृ.35