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## The Role of Law in Women Empowerment

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### Abstract:-

*Law is tool for social change. But just making law does not change the mentality of the society. Political, social, economic, education and cultural is as need to be changed. Therefore, the rule of law should be established and women be given maximum participation in the decision making process. This right should be from family to parliament and this should be the fair share of women.*

**Keyword-**Role, Law, Women, Empowerment.

### Introduction :-

India is know as the largest democracy in the world. The constitution of India has be drafted with the objective of revolutionary thinking. The constitution is the supreme law of the land. The constitution of independent India enshrines the principles of freedom, equality and fraternity. But the social structure of India is based on the differences of religion, rich-poor, land lord- landless, men and women. In such a heterogeneous and steep social structure, women have the lowest position. The constitution of this country, that is the supreme law has taken the fat to eliminate this inequality and establish equality.

Even though India has completed 75 years of independence, the benefits of this independence still cannot be fully enjoyed by large section of the Indian society like women. Many efforts were made at the national and state level for the protection and empowerment of women. But the incidence of women's rights violations is increasing. Gender inequality is exploited. As a result, women's issues need to be considered more sensitively women's empowerment is part of the broader.

### Meaning of women Empowerment:-

- Mentioned as a concept, process movement of women empowerment.
- The concept that advocates for women's rights.
- The provides women with equal opportunities for development & progress alongside men.
- The international movement to create a new system based on gender equality by eliminating the heterogeneous society based on gender.

The main objective of women empowerment is to improve the quality of physical, mental and emotional life of women, as well as to give women equal rights and privileges in the political, economic social and cultural spheres.

### A Brief History of Women Empowerment:-

Although the process of women empowerment gained momentum in the twentieth century, it began with the American Declaration of independence and the French Declaration of individual freedom which provided for equal rights for men and women. In the 18<sup>th</sup> century, Mary wool stone Kraft, a well known British Author for women empowerment. Presented the award for women's rights in her book 'Vindication of the Rights of Women'. In the 19<sup>th</sup> century, writers like card stanhope, will. 1 a

Thompson, Harriet Taylor, John Stuart Mill tried to inculcate the idea of feminism in the society of that time. Down in India in the late 19<sup>th</sup> century and equal 20<sup>th</sup> century, Mahatma Fule, Dr. Babasaheb Ambedkar, Justice Ranade, Gopal, Ganesh Agarkar, Dhondokeshav Karve and other social reformers raised their voices against the slavery of women and demanded equal rights for women in all fields.

From the second half the 19<sup>th</sup> century, the movement for of voting women's empowerment began. New Zealand was granted the right to vote by United States in 1893 and in 1920. After world war second, the process of women's empowerment accelerated, mainly in the 1960. Women rights were included in the basic human rights. The United Nations has worked to give global dimension to the course of women's employment. An important resolution was passed in 1979 to abolish the policy of discrimination against women based on gender. Since then, laws from women empowerment have been enacted in nations. International pressure groups and political parties formed on the basis of feminist ideology have played an important role in making the awareness of women empowerment gained.

#### **International Resolution on the Empowerment of Women:-**

- Inclusion of women's rights in the United Nations Human rights resolution (1948)
- Resolution on women's political rights (1952)
- International conference on women's rights (1975)
- United Nations international research and training institute for women (1976)
- United Nations international commission on the establishment
- Commission resolution on the elimination of Gender Discrimination against women (1979)
- Vienna Declaration on human rights (1993)
- Beijing international women's conference (1995)
- New York international women's conference (2000)

#### **Laws of Indian Woman Empowerment**

After world second, many nations began using the law to empower women. By law women were given political and economic rights. The process of women empowerment was made compulsory. The process of empowerment accelerated as the basis of the law obtained. As a result, feminist organizations, pressure groups, political parties are trying to speed up the process of empowerment by adopting this tool of law. Some of the important law for the empowerment of women have been enacted in the rights. Of India ( as follows.) The main premise of Indian constitution is equality between men and women but Women in India are not a minority. They are not considered backward. In a patriarchal society like India women always have to face difficult problems. According to the traditional system, some steps need to be taken to improve the situation of women in patriarchal Indian society. The Indian constitution does not make specific provisions in favour of women. Although sections 15(3), 21 and 14 mention some general provisions for women. The supreme court of India has sought to extend some protections to women through and explanatory process. For example, in the cases of Bodhisatva Gautam Budha versus subre Chakra borty (1996) and chairman relay Board versus Chandrima Das (2000), where rape was declared heinous crime, Also Vishakha versus Rajasthan state (1997), the court sought to improve the social conditions of Indian women. It is not enough.

**Provisions in the Indian penal code for the protection of women:-**

The Indian penal code provides for severe punishment for offences such as rape, molestation, dowry deaths, abduction without the consent of women, treating of a wife as a minor, abduction of a woman, etc. The punishment for these offences is provided. Laws as follows:-

- **Equal pay act in 1976**:- The Government of India passed the equal pay Act and decided to provide equal pay to male and female workers. Also gender discrimination in employment has been banned.
- **The Immoral Traffic Act in 1956**:- The Immoral Traffic Act was enacted to punish women for their immoral trade and to encourage them to engage in prostitution.
- **The Dowry Deaths Act** provides for life imprisonment for convicted widow if an attempt is made to burn the family or objects with her husband or any other relatives body or object.
- **Female Feticide Act**:- Maharashtra is the first state in the country where the Maharashtra regulation of prenatal diagnosis, Feticide Act was enacted in 1988 to stop prenatal, prenatal fetal selection and fetal identification. It is a punishable offence under this Act to tell a pregnant woman or her mother or any other person orally directly or indirectly about the sex of her fetus, in any other way.
- **Protection from Domestic Violence Act 2005**:- protection of women from Domestic Violence Rule 2006 came effective from 26/11/2006. To protect women from Domestic violence to protect their right to live at home without making them homeless and to implement strict and legal measures to ensure the empowerment of women.
- **Anti-Social Force Act**:- 1956 This Act, which was enacted in 1956, prohibits the crime of recruiting, abducting girls and women and forcing them to join the sex. The law was later revised in 1986 and significant changes were made to it. According to this law to run a brothel, to give a place of abode, own or be a stock, to promote the prostitution business, to motivate etc. Types are mentioned.
- **National Commission for women**:- The national commission for women was established in 1994 to conduct research and study on issues related to women, to look into cases of violation of women rights and to provide justice to women. The Government of Maharashtra has set up a state women's commission in Maharashtra on the basis of the national commission for women. The national commission for women and the state commission for women submit a report to the Government every year on the status of women. On the basis of this report, the central Government and the state Government formulate various schemes for the protection and empowerment of women.
- **Participation in politics**:- The 73<sup>rd</sup> and 74<sup>th</sup> amendments to the constitution of 1994, 13 seats has been reserved for women in Gram panchayat, panchayat samiti and zilla parishad involving women in the political decision-making process is essential for their empowerment. From that point of view, the reservation seats by the Government of India is very important. This reservation seems to empower women in the all level of society. Women's participation in politics has become an important tool for empowerment.
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## **New Approach towards Evaluation in YCMOU B.Ed. Course**

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### **Abstract**

The concept of evaluation is not new to us. But it is better to think of it and remember that it is a more content-specific concept when used in the Content-cum-Methodology. In order to bring home this point, this paper brushes up initial background knowledge related to evaluation, educational objectives and domains, tools of evaluation in general and subjectwise evaluation tools. It then proceeds to use of evaluation technique as per the content and enlists six steps in it. It supplies an example of content-related evaluation by way of test items. Finally, it describes the process of developing 'diagnostic tests'.

Concept: Content-related evaluation.

#### **1) Introduction**

We all are conversant with the term, „Evaluation“, and we have certainly grasped its concept. However, when we consider and use the term in the context of Content-cum-Methodology, it is more content-specific, than it normally is. Before we could grasp this notion, it is significant and essential to brush up our information about the term „Evaluation“.

#### **Definitions of the Term**

Beeby (1977) defines „Evaluation“ as 'the systematic collection and interpretation of evidence, leading as part of process, to a judgment of value with a view of action.' This definition contains four factors of evaluation. They are -

- 1) systematic collection,
- 2) interpretation of evidence,
- 3) judgment of value, and
- 4) view of action.

According to NCERT, "Evaluation is the systematic continuous process of determining -

- 1) the extent to which specified educational objectives, previously identified and defined are

attained.

- 2) the effectiveness of the learning experiences provided in the classroom, and
- 3) how well the goals of education have been accomplished.”

In this context, the triangle developed by Tyler (1969) becomes important because it graphically represents the essential and inherent aspects of the total educational process.

### Objectives

Learning Learning Experiences appraisal

Figure No. 1 Aspe of the total Educational Process.

Briefly, it can be summarized as: what is to be accomplished providing proper learning experiences accordingly verification of the extent to which pre-determined goals have been accomplished. It is clear that the process of education begins with „what is to be completed?”

i.e. the objectives. It is, therefore, necessary for the teachers to be familiar with the three domains of the educational objectives.

### 2) Educational Objectives

There are three domains of the educational objectives - cognitive, affective and psychomotor. The details of each domain are provided.

#### Educational Objectives

Cognitive Affective Psychomotor

Knowledge	Attention	Reflex action
Understanding	Response	Basic movements
Application	Valuing	Perceptual ability
Analysis	Organization	Physical ability

Synthesis Value complex skilful movement

Evaluation (Bloom) Non-verbal Movement

(Bloom)

(Harrow Anita, 1972)

Figure No.2 The Taxonomy of Educational Objectives.

we generally concentrate on only the cognitive domain. Therefore, our students score notably well in the examinations and get through, but fall back in appreciation ability, interest development, life skills etc. It is high time that we need to pay considerable attention to other two domains as well. When students undertake some activities and perform experiments, it is necessary to utilize tools such as observation, expression through practical's to evaluate their ease and elegance in performing the actions. It is also essential to use the evaluation tools such as records, self-expression, observation, nomination technique for evaluating learning outcome in the psychomotor domain.

#### 4) Evaluation Tools

There are numerous tools of evaluation.

Evaluation Tools

01) Guess who tech. 02)Nominator tech.

2) Rating scale 2) Story completion

3) Anecdotal records 3) Doll play 4)Picture drawing

Figure No. 3: Evaluation Tools.

Some crucial details of techniques are as follows:

Examination : Written, oral and practical

Observation : Pupil's observation in typical situation, their mode of behavior, habits, temperamental characteristics.

Introspection : Knowing and recognizing the „Self“ through interviews, interest inventor, questionnaire, problems-solving is the chief aim.

Expressional Technique : Providing information about one's own self but not in a straight forward manner it may not be complete if it is presented in a straight forward manner.

Sociometric Technique : Pupils are required to recognize.

When the concept of evaluation is considered in the context of Content-cum-Methodology, the teacher has to put in more thinking and ascertain the unique characteristics of the subject/the specific content he is to teach and the specific aims with which it has been included in the curriculum. This thinking will enable him to use evaluation properly in the content-cum-

methodology. The Figure that follows will be useful for better clarification.

#### 4) Subject wise Evaluation Tools

Subjects	Objectives	Evaluation Tools
Languages	„Dialogue teaching“ is the chief aim-vocabulary teaching, grammar etc. are other aims.	Appreciation, creativity, reading, conversational skills should be evaluated.
Science	Ability to think scientifically, ability to judge scientific outcomes.	Outcomes such as observation, classification, qualitiveness, identification of characteristic features should be evaluated.
Social Sciences	Human life, financial and economic transactions and naturalness.	Outcome factors such as sequence, analysis, interpretation, value inculcation, attitudes should be evaluated.
Mathematics	Solving puzzles, logical thinking, abstract thinking, problem solving.	Elements such as recognition of terms and principles, mathematical principles in daily practical life, theorem, logical thinking should be evaluated.

Figure No. 4: Contentwise Evaluation Elements.

#### 5) Contentwise Evaluation Technique

The process of considering the evaluation technique in the context of teaching contents involves 6 steps. They are:

- 1) Getting perfect clarity of teaching contents to one's own self,
- 2) Having a total grasp of the concepts and the terms included in the teaching contents through content analysis,
- 3) Considering the characteristics of those concepts and terms,
- 4) Developing many test items for evaluating those concepts together with their characteristics and features.
- 5) Ascertaining and selection of the best test-items, and
- 6) Taking care not to make the test-items vague, complicated and difficult for learners to understand.

#### A Specimen Example

Unseen passage for Std. IX English (HL)

Doing good to others is like sowing a seed in the soil - when the soil is well prepared the seed inevitably catches, sprouts, and grows into a big tree blessing the very person, among others, who cared to plant the seed in the first place.

**The following story is an example illustrating just this significant point.**

It was forty years ago that Aruna had left her drunk and violent husband. Needing shelter for herself and her young son, she took up a job as a warden in a housing project for elderly, old and sick persons. One resident, Archie, was a sweet old man. He had no family of his own. But his nephew's wife and her kids would visit him. The kids would come with muddy shoes and make the carpets, rooms and the stairs dirty. Aruna had to clean the place. But she was kind to the kids and Archie. Soon Archie became sick. She used to call the doctor and care for him. She rendered a yeoman's service to him till his death.

Several uneventful years passed, and Aruna herself retired. She took a little cosy room of her home. Now she was weak and sick, she was unable to go shopping. But she had a kindly neighbor who would take care of her by bringing medicines and all that she needed. But Aruna did not know his name.

One fine morning, she asked the neighbor his name. She was surprised. The kindly neighbour who cared for Aruna for two years was the grandson of Archie, the naughty kid who troubled Aruna by dirtying the old aged home with his muddy shoes.

**Some of the objectives can be as follow: -**

- Pupil understands the contents of the passage.
- Pupil understands the following details of the content -
  - 1) New vocabulary: inevitably, to sprout, the illustrate, warden,
  - 2) New verbal phrase: to render a yeoman's service.
  - 3) Central idea of the passage: kindness always comes back.
  - 4) Details of the story: Aruna's kindness to Archie and his grandsons who were a real nuisance to her-in old age, the same naughty child to whom Aruna was kind, shows kindness and helps her.
- Some of the test-items could be as follows -

Q4. Complete the following statements by choosing the correct alternative.

- 1) Who were real nuisance to Aruna?
  - a) Archie and his nephew's wife,
  - b) Archie's grandsons,
  - c) Residents of the housing project,
  - d) All the above.
- 2) Which of the following statement best summarises the given passage?
  - a) Trees are a blessing to man,
  - b) Archie was a kind old man,

- c) Aruna was a very sincere warden.  
 d) Kindness always comes back.  
 3) Who had planted a seed of kindness?  
 a) Aruna,  
 b) Aruna's son,  
 c) Archie,  
 d) Archie's grandson.

Q4. Match correctly the „Professionals“ given in list A with the „Descriptions“ given in list B and rewrite -

List A      List B

(Professionals)      (Descriptions)

- 1) Warden    a) Servant in royal household  
 2) Yeoman    b) Head of University Faculty  
 c) Holder of scholarships  
 d) Official performing supervisory duties

Q4. Use the following words and phrases in their accurate form in the blanks and rewrite:  
 (Inevitably, cosy, to sprout, to render yeoman's service, to illustrate)

- 1) Baba Amate      to the lepers.  
 2) If you study hard, you will      pass with flying colors.  
 3) Leaves are beginning      from trees in this season.

Q4. Write answers to the following in 3-5 sentences each: -

- 1) How did Aruna care for Archie?  
 2) How did Aruna receive her kindness back?  
 3) What surprised Aruna?

Q4. (For testing ability of oral self-expression)

Illustrate how you showed kindness to needy persons and how your kindness came back to you

#### 6) Diagnostic Tests

In the learning-teaching process, the contents are always specific and particular. Therefore, we can investigate and identify the causes for learners not understanding and grasping the contents. There can be many numerous reasons. It is always better and desirable to first identify the causes and then proceed to remedial teaching.

### Causes for Learner's Low Achievement Level

- 1) Supplying wrong responses by accident or chance,
  - 2) No to make the point on which a test item is based, a sub-point,
  - 3) Lack of knowledge related to point and sub-point,
  - 4) Lack of understanding of the content due to the teacher's wrong teaching method,
  - 5) Defective syllabus and curriculum,
  - 6) Availability of wrong concepts and ideas in the learner's minds which prevents them from providing accurate responses,
  - 7) Lack of coherence among learner's mental conditions, learning style and teaching methods.
- Some of the points are related to contents and the other points are related to the learning environment
  - If in a single test, there is more than one question on a single points, there are generally some test items on necessary previous knowledge and the other test items are addressed to all the characteristics of the specific contents.

### Some Principles for Constructing Diagnostic Tests

- 1) Analyse the teaching content.
- 2) Transform the content analysis into points and sub-points, and develop a graded structure.
- 3) Develop atleast three or four test items on each of the points and sub-points.
- 4) Enlist the accurate, expected response of each question and all the other various responses supplied by the examinees.
- 5) Decide the nature of meaning and interpretation of each response supplied to a test-item, and
- 6) Prepare and supply the guiding principles for accurate diagnosis on the bases of the responses and the frame-work of the responses.

For example, mistakes in additions due to lack of understanding of digits place value, forgets carrying of numbers, counting wrong carrying number, writing the carrying number in the answer etc.

### 7) Evaluation

Evaluation according to Content-cum-Methodology -

Grade A: 30 test items - integrated content and teaching methodology,

Grade B: 20 test items - content knowledge enrichment, I

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## मानव अधिकार आणि बालमजुरांची समस्या

प्रा. डॉ. अनिल विठ्ठल बाविस्क

भारतामध्येजवळपास १९% जागतिकस्तरावर बालक आहेत. म्हणजेच येणाऱ्या काळात हे बालक आपल्या सामाजिक बदल घडवून आणण्यात मोलाची भर घालणार आहेत. म्हणून प्रत्येक देशाने बालकांना मुलभूत अधिकार बहाल केले आहेत अनेक कायदे बनवूनसुद्धा बऱ्याचशा बालकांना मुलभूत सुविधांचा पण अभाव आपल्याला दिसून येतो. अनेक पंच वार्षिक योजनांमध्ये त्यांचे जीवनमान उंचावण्याचा प्रयत्न करण्यात आला तरी परिस्थिती फारशी बदललेली नाही. आपण सगळेच समाजात डोळसपणे वावरतांना अनेक हॉटेलमध्ये व्यावसायिक स्थापनांमध्ये आमच्या येथे बालकामगार काम करत नाही अशा पाठ्या बघतो. कधी-कधी आपल्या डोळ्यासमोर लहान वयाची मुलं कामकरताना दिसतात. अनेकदा लग्नाच्या वरातीच्या सोहळ्यात आपण आनंदात मग्न असतो आणि अनेक लहान बालके डोक्यावर रंगबिरंगी दिवे प्रकाश शोत हातात घेऊन दिसतात.

त्यांचा वयातील बालके आपल्या घरातील पांढरपेशी समाजातील मुलं चांगल्या या शाळेत शिक्षण घेत असताना आपण बघत असतो. त्यांनाकोणत्याहीप्रकारची झळ सहन करावीलागत नाही. तर दुसरी कडे खेळण्याच्या, हसण्याच्या आनंदाचे बागडण्याच्यावयातबालकामगार मुलांचा खांद्यावर नको त्या जबाबदारीचेओझे पडलेले असते. अस म्हणतात बालपणीचा काळ सुखाचा पण हा सुखाचा काळ प्रत्येकाच्या वाढ्याला येतोच असेही नाही. बिडीकामगारम्हणून सुद्धा अनेक बालके तेंदूपत्तावळवतानाअनेकबिडीकारखान्यात आपल्यालादिसून येईल. पाकिस्तान मधील कारपेट कारखान्यात अनेक बालकामगार आढळून आले आहेत. टपरीवर, उपाहारगृहात काम करणारी, इमारतीच्या बांधकामावरविटा उचलणारी लहान मुले आढळतात. आपल्याकुटुंबाचाउदरनिर्वाहासाठीदोन, वेळ पोट भरण्यासाठी त्यात विकट आर्थिक परिस्थिती, अशिक्षितपणाया कारणामुळे बालपणीचासुखाचाकाळ नाहीसा होऊन विकट आर्थिक परिस्थिती त्यांचा वाढ्याला येते. 'क्राय' (CRY) यासामाजिक संस्थेने भारतातील १४ ते १८ वयोगटातील मुलांबाबत प्रसिद्ध केलेल्या एका अहवालातून धक्कादायक बाब समोर आली आहे. या अहवालानुसार भारतातील १४ते १८ वयोगटातील सुमारे २३दशलक्ष मुलेबालकामगार आहेत. यापैकी १९ दशलक्ष बालकांवर शिक्षण आणि नोकरीचा ताळमेळ न साधता आल्याने शिक्षण सोडण्याची प्रमाण पाहताशिक्षणाच्याधोरणामध्येआमुलाग्र बदल करण्याची गरज असून दारिद्र्यरेषेखालील कुटुंबातील मुलांना माध्यमिक शिक्षणहीमोफतदेण्याचीगरजअसल्याचे या अहवालात सांगितले आहे. गेल्या वर्षी देशात लहान मुलींच्या अपहरणाच्या घटना वाढल्या अपहरण झालेल्या मुलींपैकी ६०% मुली १४ ते १८ वर्षे वयोगटातील आहेत. तर २५%बलात्काराच्या घटनामधीलपिडीत या वयोगटातील आहेत सदर दोन्ही समस्यांनी शाळा घालण्यासाठी ठोस पावले उचलण्याची गरज आहे, असे अहवालात म्हटले आहे-

जागतिकीकरणानेभारतातीलबालश्रमिकांची संख्या मोठ्या प्रमाणात वाढलेली दिसून येते आज जवळपास ३५ कोटी मुले गरिबीच्या विळख्यातसापडली आहेत त्यामुळे मुलेकामाला जातात देशात .२०११ च्या जनगणनेच्या आकडेवारी नुसार १३५ कोटी लोकसंख्या भारतात आहे .ह्या वाढलेल्या लोकसंख्यामुळेकुटुंबाच्या वाढत्या गरजा पूर्ण होत नाही.मुलांच्या गरजा कर्त्या व्यक्तीच्या उत्पन्नातून पूर्ण होत नसल्यामुळे लहान मुलांना काम करावे लागते . जागतिकीकरणामुळे भारतात विदेशी गुंतवणूक वाढली परंतु भारतात रोजगारीचा दर पाहिजे त्या प्रमाणात वाढलेला नाही देशात मोठ्या प्रमाणात बेकारी वाढलेलीआहेया वाढत्या बेकारीमुळे लहानमुलांना कामाला जावेलागते.लहान मुलांना प्राथमिक शिक्षण मोफत व निःशुल्क असणारे कायदे भारतात आहे तरी सुद्धा भारतातील ३५ टक्के मुले शाळेच्या बाहेर आहेत शासन .खूपकमी प्रमाणात शिक्षणावर खर्च करतेजागतिकीकरणामुळेआज देशातमोठ्या प्रमाणात विदेशी कंपन्या आलेल्या आलेल्या आहेत, त्यांचा हेतु नफा कमविणे असल्यामुळे उद्योगपती व ठेकेदार लहानमुलांना कामावर लावणे अधिक पसंत करतात त्यांच्याकडून अधिक काम करवून घेतातमिकश्र बाल .

देशात बालवयातच लहान मुले काम करत असल्यामुळे कमी वेतनावर काम करावे लागते जीवन त्यामुळे पूर्ण . दारिद्र्यात काढावे लागते ठेकेदार व उद्योगपती . त्यांना कमी वेतन देतात त्यामुळे त्यांच्या गरजा पूर्ण होत नसल्याने दारिद्र्यता येते बाल . श्रम कायद्यामुळे बाल श्रमिकाकडून एका आठवड्याला जास्तीत जास्त ४० तास काम करवून घेता येते पण वास्तविक कायद्याचे उल्लंघन करून . मालकवर्ग त्यांच्याकडून ६० ते ७० तास काम करवून घेतात . त्यामुळे बालश्रमिकांच्या स्वास्थावर याचा विपरित परिणाम होऊन स्वतःचा विकासासाठी त्यांना वेळच देता येत नाही जागतिकीकरणामुळे कमी . मजुरी आणि जास्त काम असे असून सुद्धा बालश्रमिकांना अधिकार कमी असल्यामुळे त्यांचा परिपूर्ण विकास होत नाही . लहान वयात मुलांनी काम केल्यास त्यांच्या आरोग्यावर, शिक्षणावर, शारीरिक विकास आणि सर्वसामान्य व्यक्तिमत्व विकासावर विपरित परिणाम होतो त्यांचा सामाजिक विकास होत नाही .. बाल श्रमिकांना प्रतिबंध घालण्यासाठी भारतीय संविधानातील तरतूद कलम-२३ या अंतर्गत वेठविगारीवर निर्बंध लावला आहे म्हणजेच कोणतीही व्यक्ती . दुसऱ्या व्यक्तीकडून बळजबरीने काम करवून घेऊ शकत नाही . कलम -२४ अंतर्गत १४ वर्षांपेक्षा कमी वर्षांच्या बालकांना औद्योगिक क्षेत्रात कामावर घेतल्या जाणार नाहीतसेच . त्याला काम करण्याची परवानगी दिली जाणार नाही .

कलम ३१ इ - मुलांच्या स्वास्थाचा दुरुपयोग करू नये तसेच आर्थिक परिस्थितीच्या कारणामुळे त्यांना तसा व्यवसाय करण्यास भाग पडू नये जे त्यांच्या वयाला अनुसरून नाही .

कलम ३१ ए फ बालकांच्या स्वस्थ, स्वतंत्र आणि चांगल्या प्रकारे विकसित होण्यासाठी योग्य संधी आणि सुविधा मिळण्याच पाहिजे तसेच त्यांचे बालपणात होणारे शोषण थांबविल्या गेले पाहिजे कलम . ४५ - १४ वर्षांपेक्षा कमी वयातील सर्व मुलांसाठी निःशुल्क अनिवार्य शिक्षणाची व्यवस्था सरकारद्वारे केली जाईल .

बालकामगारांचे संरक्षण करण्यासाठी करण्यात आलेले कायदे

### १) कारखानाकायदा १९४८

१९४८ च्या भारतीय कारखाना कायदानुसार वयाची १५ वर्षे पूर्ण नकेलेल्या कोणत्याही व्यक्तीला बालक म्हणतात वयाची १४ वर्षे पूर्ण झाल्यानंतर बालकांना दोन अटीची पूर्तता झाल्यास कारखान्यात काम करता येईल . पहिली अट म्हणजे त्यांचा कामासंबंधी योग्यतेचे प्रमाणपत्र कारखान्याचा व्यवस्थापकाजवळ असायला हवे दुसरी अट अशी की, काम करीत असतांना बालकामगारांनी योग्यतेचा पुरावा म्हणून एक चिन्ह आपल्याजवळ नेहमी वाळगायला हवे .

बालकामगारांना कोणत्याही दिवशी साडेचार तासांपेक्षा जास्त मुदतीसाठी काम देता येणार नाहीतसेच बालकामगारांना कोणत्याही कारखान्यात रात्री १० वाजेपासून सकाळी ७ वाजेपर्यंत कामावर घेता येणार नाही बाल . कामगारांना कामावर ठेवणाऱ्या प्रत्येक कारखान्याचा मॅनेजरला बालकामगारावद्दल एकरजिस्टर ठेवणे अनिवार्य आहे . ह्यारजिस्टरमध्ये सर्व बालकामगारांची माहिती अद्यावत स्वरूपात लिहिलेली असावी .

कारखान्यामध्ये बालकामगारांकडून कोणत्या प्रकारचे काम करवून घेण्यात यावे याबाबतीत सुद्धा काही निर्बंध आहेत . कारखाना कायदानुसार कोणत्याही कारखान्यात बाल कामगाराना यंत्राचा कोणताही फिरता किंवा गतिशील भाग स्वच्छ करण्यासाठी, तेल देण्यासाठी किंवा फिरत्या यंत्रांमध्ये काम करण्यासाठी रोजगार देता येणार नाही

### २) खान कायदा, १९५२

खान कायदानुसार १५ वर्षांपेक्षा कमी वय असलेल्या कोणत्याही व्यक्तीला खाणीमध्ये कुठेही व कोणत्याही प्रकारचे काम देता येणार नाही . या कायदानुसार खाणीमध्ये युवकांना ४ तासांपेक्षा जास्त वेळ काम देता येणार नाही .

### ३) मळेकामगारकायदा १९५१

प्रस्तुत कायदानुसार १२ वर्षांपेक्षा कमी वय असलेल्या व्यक्तीला मळ्यांमध्ये कोणत्याही प्रकारचे काम करता येणार नाही .

४) बाल रोजगार कायदा, १९३८

बालकामगारांना संरक्षण मिळवून देण्याच्या दृष्टीने बाल रोजगार कायदा फार महत्त्वाचा मानला जातो.

- (A) १५ वर्षांपेक्षा कमी वय असलेल्या कोणत्याही बालकांना रेल्वे, प्रवासी अथवा माल किंवा वाहतुकीशी संबंधित इतर व्यवसायांमध्ये तसेच बंदरांच्या सीमेच्या आत मानवउत्पन्ने किंवा ठेवणे ह्या कामावर लावता येणार नाही
- (B) शाकायुक्ततेत पुढे नमूद केलेल्या १० उद्योगांमध्ये १४ वर्षांखालील मुलांनी काम करू नये किंवा त्यांना या उद्योगांमध्ये काम देण्यात येऊ नये असा नियम आहे -या उद्योगांची नावे अशी . बिड्यातयार करणे, गालीचा उद्योग, सिमेंट उद्योग, रंग उद्योग, शिवणकाम आगकाड्या उद्योग, स्फोटके व दारूगोळा उद्योग, भायका, कटिंग व लाकूड कटाई, असिड, साबण उद्योग, लोकर स्वच्छ करणे

५) बाल श्रम अनुबंध कायदा १९३३

आर्थिक दुरावस्थेमुळे कामगारांनी कर्ज किंवा अग्निमराशी मिळविण्यासाठी आपल्या मुलांचे श्रम कारखानदारांकडे गहान ठेवण्याची प्रथा उद्योगांमध्ये प्रचलित होतीही बाब राय .ल कमिशनने केलेल्या चौकशीमध्ये उघडकीस आली .रॉयल कमिशनने केलेल्या शिफारशीनुसार १९३३ साली बाल श्रम अनुबंध कायदा करण्यात आला ह्या कायदानुसार कर्ज किंवा अग्निमराशी मिळविण्याच्या हेतूने बालकामगारांचे श्रम गहान ठेऊन नंतर कारखानदारांनी बाल कामगारांकडून काम करवून घेण्याच्या प्रथेला बेकायदेशीर ठरविण्यात आले या कायदानुसार .१५ वर्षांखालील कोणत्याही व्यक्तीला बालक मानले जाईल कायद्याम .धील तरतुदीचा भंग केल्यास बालकांच्या आईवडिनांना आणि सेवायोजकांना दंड केला जाऊ शकतो.

बाल कामगारांचे शोषण :-

आज बाल कामगार विविध उद्योग व्यवसायात व कारखान्यात अमानवीय पद्धतीने जीवन जगत आहेत. बालकामगारांचे अमानवीय जीवन संपुष्टात यावे, युनोच्या बालक हक्कांच्या जाहीरनाम्यातील तरतुदीची पूर्ण कार्यवाही व्हावी, भारतीय राज्यघटनेत समाविष्ट केलेल्या मुलभूतहक्कांची जपणूक व्हावी व समूळ उच्चाटनासाठी केलास सत्यार्थी यांच्यानेतृत्वाखाली बचपन बचाओ आंदोलन देशभर कार्य करीत आहे .१९९०मध्ये बचपन बचाओ आंदोलनाने बिहारपासुन ते नवी दिल्ली पर्यंत व १९९४मध्ये कन्याकुमारी ते दिल्ली अशी होत स्वतंत्र 'बचपन बचाओ भारत ही आंदोलने करून त्या प्रश्नावर जन्मत जानमतजागृतकेलेतसेच बचपन बचाओ संसदीय कार्यदलस्थापन करून बाल कामगारांच्या प्रश्नावर देशाच्याविधिमंडळात चर्चा घडवूनआणली गरिबीच्या नावाखाली लहानमुलांनामजुरीच्या चक्रात गुंतविले जाते.कधी त्यांची देहविक्री केली जातेनुसत्या शेती . व्यवसायात व बांधकामाच्या क्षेत्रात जगात २० कोटी मुले गुंतलेली आहेत बाल कामगार चालू राहण्याची कारणे आधी.

- १) राजकीय इच्छाशक्तीचा अभाव
- २) सामाजिक वेदना संवेदना जाणीव, जागृती याचा अभाव
- ३) चुकीच्या सामाजिक राजकीय समजूती
- ४) बालकामगार व त्याचे पालक यांचे अज्ञान व असमर्थता
- ५) कायद्यातील उणीव
- ६) विकासनीतीचा अभाव

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- १) कुटुंबाच्या किमान गरजांची पूर्तता शासनाने करावी
- २) जगातील दुष्काळ, कूपोपण, उपासमार ह्या समस्यांवर उपाय शोधणे

- ३) बालमृत्यूचे प्रमाण कमी करणे तसेच मुलांना पोषक आहार व आरोग्ययात सुधारणा घडवून आणणे
- ४) वारिद्वय निर्मूलन साक्षरता मोहीम राबवून बालमजूरीचे प्रश्न सोडवावेत .
- ५) राष्ट्रीय भ्रम निर्मितीमध्ये भेदभाव न करता, समान कामाकरिता समान मजुरी लागू करावी.
- ६) बालभूमिकांच्या पालकांना उत्पन्न वाढीचे प्रशिक्षण द्यावे
- ७) मावकारशाहीतून मुक्तता व्हावी.
- ८) प्रत्येकला रोजगार मिळावा याची हमी.
- ९) १९८६ चा बालकामगार कायदा यामध्ये आवश्यकतेनुसार बदल करून सुधारणा कराव्यात.
- १०) १४ वर्षांपर्यंत सक्तीचे मोफत शिक्षण यांची अंमलबजावणी करावी.

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