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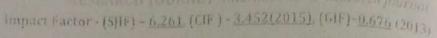
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अनुक्रमणिका

अ.क्र.	शीर्षक	लेखका लेखिका	
1	स्त्री शिक्षण व मानवी हक्क - यावल तालुक्याचा क्षेत्रीय अभ्यास	हाँ. अशोक खाचणे	18 B
2	गिरीश कर्नाड यांची नाट्यसृष्टी	डॉ. वर्षा गायकवाह	05
3	राजन गवस यांच्या हुंदका या कवितासंग्रहातील कृषिजन संस्कृतीचे व	ास्त्व गायकवाह	00
	जादूटोणा विरोधी कायद्याबाबत सामाजिक जाणीव जागृतीं : एक सा	डॉ.दिपक बावस्कर	
4	वानू वाता वाच वाच वाच वाचा वाच वाच वाच वाच वाच व	माजशास्त्राय अध्ययन डॉ.बंड् जामनिक	31
5	जालना जिल्ह्यातील वस्ती व साक्षरता यांचे वितरण : एक भौगोलिक	अध्ययन	21
6		डॉ. विजय केंद्र कें	35
	डॉ. बाबासाहेब आंबेडकर यांची स्त्री मुक्ती व हक्काची विचार धारा	प्रा. विठ्ठल साळुंके	1
7	नैसर्गिक आपत्ती आणि शेती व्यवसाय - एक विशेष अभ्यास	प्रा. दत्तू टाकोळे	41
8	सामाजिक संशोधन आणि अर्थशास्त्रीय संशोधन पद्धती - एक अभ्यास	डॉ.सुरेश ढाके	45
9	राइट टू पी	and and	50
10	उच्च माध्यमिक स्तरावरील विद्यार्थ्याच्या मानसिक स्वास्थ्याचा त्यांच्य होणारा परिणाम - एक अभ्यास प्रिती डांगे	। शेक्षणिक संपादनातर	55
11	महिला आयोगाची महिलांच्या हक्काच्या संरक्षाणातील भूमिका	व डॉ. एम.एन. खताळ	58
12	भारतातील भिल्ल जमात : एक अभ्यास प्रा.विनोद नाईक आ	डॉ. दिलीपसिंह निकुंभ	66
13	्राची प्राप्त विश्वासी केशताच्य जा नी विश्वासी केशताच्य जानी विश्वासी केशताच्य	ाण डा. अनिल सोनवणे	71
14	महानुभावीय सातीग्रंथातील 'ज्ञानप्रबोध': स्वरूप आणि व्याप्ती	विनोद भालेराव	76
15	मारताय लाकसाहित्याचा उगम व प्रेरणास्थान गान्य कोल	डॉ.प्रमोद गारोडे	80
16	नाशिक जिल्ह्यातील १९४७ ते १९६० या कालखंडातील कयी	प्रा. भीमराव पांडवे	85
17	प्राचार्या डॉ. उज्ज्वला देव महात्मा गांधीजीचे धर्म आणि राजकारणासंबंधी विचार	वरे व प्रा. संतोष कन्नोर	92
18	कविता महाजन यांची कविता	डॉ. शाम कदम	96
19	सातीगळ	डॉ. पद्यरेखा धनकर	100
20	महाराष्ट्रातील प्रमुख चळवळीतील महिलांचा सहभाग	डॉ. संजय वाघमारे	105
21	कर्षी जीवनातील लोकतन्त्रे य योजनिक	प्रा. जे. के. ससाणे	109
22	राज्यस्तरीय तिरंदाजी स्पर्धेमधील रिकर्ट राज्य (१)	डॉ.प्रमोद गारोडे	112
23	राज्यस्तरीय तिरंदाजी स्पर्धेमधील रिकर्व्ह राऊंड (७०मीटर) खेळाडूचे क शरीरमापे यांचा सहसंबंधआत्मक अभ्यास डॉ.मनोज रेड्डी मल्हारराव होळकरांचे माळवा विजयातील योगदान	गर्यमान आणि त्यांची व विशाल गायकवाड	118
24	गृहअर्थशास्त्र विषयामध्ये प्रायोगिक पटत व पट्टी 🔻	हॉ.शिवाजी वाघमोडे	123
25	पद्धतीचे तुलनात्मक अध्ययन रामानुजाचार्य व शंकराचार्य यांच्यातील सिद्धांत भेद : एक चिकित्सा महाविद्यालयीन गंथानयान सम्बद्धाः	न पद्धत व चर्चा डॉ.मृणालिनी बंड	128
26	महाविद्यालयीन ग्रंथालयात मनुष्यबळाचे व्यवस्थापन	हॉ.संदीप लोंढे	132
	भाभसन दे याच्या काटबच्या	हों प्रशांत गामके	137
28	स्त्रीमुक्ती आंदोलनाच्या पहिल्या नेत्या- सावित्रीबाई फुले	ये आणि शरद मानकर	141
	ग. दि. माडग्ळकरांचे गीतलेखन	- · · · · ·	145
30	उद्योगमहर्षी लक्ष्मणराव किर्लोस्कर : जगाच्या नकाशावर	0	148
200	विकाशावर	0 0 1	153

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जादुटोना विरोधी कायद्याबाबत सामाजिक जाणीव जागृती : एक समाजशास्त्रीय अध्ययन

डॉ. बंडू उतामराव जामनिक सहा. प्राध्यापक, श्री गणेश कला महाविद्यालय, कुंभारी अकोला

सार:

प्रस्तुत संशोधनामध्ये आमीण भागातील लोकांमध्ये जादुरोना विरोधी कायधाबाबत असलेल्या सामाजिक जाणीव जागृतीचा अभ्यास या संशोधनामध्ये करण्यात आला आहे. या संशोधनासाठी वर्णनात्मक सर्वेक्षण पंच्यतीचा वापर करण्यात आला यासाठी अकोला जिल्हयातील ग्रामीण भागातील १५० व्यक्तींची निवड नमुना हणून या संशोधनासाठी करण्यात आली जादुदोना विरोधी कायद्याच्या बाबतीत या ग्रामीण लोकांमध्ये कितपत जाणीव जागृती आहे यासंदर्भात आवश्यक माहितीचे संकलन करण्यासाठी प्रश्नावली मुलाखत अनुसूचीचा वापर करण्यात आला. सांख्यिकिय विश्लेषणावरुण दिसून येते की, ग्रामीण भागामध्ये जादुरोना विरोधी कायद्याच्या बाबतीतः सामान्य प्रमाणात जाणीव जागृती असलेल्या लोकांचे प्रमाण सर्वाधिक असुन अतिनिम्न प्रमाणात जादुरोना विरोधी कायद्याच्या बाबतीत जाणिव जागृती असलेल्या ग्रामीण भागातील लोकांचे प्रमाण सर्वात कमी

. १.१ प्रस्तावना :

भारतीय समाजामध्ये रुळलेल्या काही अनिष्ट, अधोरी, अमानुष संस्कारामधुन रुजलेल्या अनेक प्रकारच्या गैरसमजुतीमुळे समाजाचे अतोनात नुकसान होत असल्याचे दिसून येत आहे. लाखो माणसांचे जीव वाचिवण्यासाठी त्यांचे होणारे शोशण व छळ थांबविण्यासाठी व समाजाचे मानसिक आरोग्य सुधारण्यासाठी शासनाने महाराष्ट्र नरबळी आणि इतर अमानुष अनिष्ट व अघोरी प्रथा व जादूटोणा यांना प्रतिबंध पालुप्याबाबत व त्याचे समूळ उच्चाटन करण्याबाबत अधिनियम जारी केला आहे.

जादुटोणा विरोधी कायद्यामुळे लाखो माणसांचा होणारा छळ, शोषण व त्यांचे जीव वाचणार आहेत. त्याकरिता समाजप्रबोधन करुन महाराष्ट्र राज्यातील सामान्य जनतेच्या मनातील गैरसमजुती दूर करणे गरजेचे आहे संस्कारातून रुजलेल्या गैरसमजुतीमुळे जातीयता, उच्चिनचता, गटपंथामधील परस्पर ब्देष, स्त्रीी-पुरुष असमानता, दारिद्रय अशा मानवतेसाठी घातक असणा-या गोष्टी अजूनही समाजात अस्तित्वात आहेत. त्यात बद्दल होणे आवश्यक असून त्यासाठी जादूटोणा विरोधी कायद्याच्या प्रचार प्रसारासह त्याची अंमलबजावणी होणे गर्छोंचे आहे. त्या अनुषंगाने जादूटोणा विरोधी कायदा जनजागृती प्रचार आणि प्रसार कार्यक्रम अंमलबजावणी संमिती यांच्यामाध्यमातुन या कायद्याचा प्रसार प्रचार करुण समाजामध्ये जाणीव जागृती निर्माण करण्यासाठी ग्यांचा होत आहे याशिवाय काही अशासकीय संस्था सुध्दा या जादुटोना विरोधी कायद्याच्या प्रचार प्रसारासाठी कर्म करीत आहेत महाविद्यालय स्तरावर आणि शाळा स्तरावर विविध शैक्षणिक आणि सामाजिक कार्यक्रमांच्या आस्यमातुन याविषयी जाणीव जागृती केली जात आहे अशा स्थितीत जादुरोना विरोधी कायद्याबाबत समाजामध्ये कारा जाणीव जागृती निर्माण झाली आहे तसेच विचारामध्ये आणि आचारामध्ये या कायद्याच्या संदर्भात काय स्थिती आहे याचा अभ्यास अकोला जिल्हयातील ग्रामीण भागाच्या संदर्भात करण्यात आला आहे. १ र संशोधनाचे महत्व :

१३ संशोधनाची उद्दिष्टे : ग्रामीण भागातील लोकांमध्ये जादूटोना विरोधी कायद्याबाबत असलेल्या जाणीव जागृतीचा अभ्यास करणे.

दि जाणिवा

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पानकार यांनी

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१.४ परिकल्पना :

कल्पना : ग्रामीण भागातील लोकांमध्ये जादूटोना विरोधी कायद्यावावत असलेल्या जाणीव जागृतीमध्ये सार्वक फरक नाही.

१.५ संशोधनाची व्याप्ती :

बोधनाची व्याप्ती : प्रस्तुत संशोधन कार्य है अकोला जिल्हयामधील सात तहसिलमधील ग्रामीण भागापूरते व्यापक प्रस्तुत संशोधन कार्य है अकोला जिल्हयामधील सात तहसिलमधील ग्रामीण भागापूरते व्यापक जोड़े प्रस्तुत संशोधन काय ह अकारण । नरण । यामध्ये मुख्यता ज्या भागामध्ये अंगात येणे, भूत काढ्णे, करणी करणे, केलेली करणी उत्तरिक्षे, आहे यामध्ये मुख्यता ज्या भागामध्य अगात जन, हुए हुए । हुए विश्व देवतांचे काय म्हणणे आहे यासाठी लिंचु विश्व विश्व विश्व या संशोधनाची व्याप्ती आहे. वाटणा-या व्यक्तीला पाणा दण, अपाप लात नार मागापूरतीच या संशोधनाची व्याप्ती आहे. तसेव वरील हे तसेव वरील ठेवणे, वारा लागणे या बाबाच प्रमाण जाता जात कार्यक्रमामध्ये सहभागी होत नसलेल्या व्यक्तींची जादुरोणा विरोधी कायद्याबाबत असलेल्या जाणीव जागृतीपूरती या संशोधनाची व्याप्ती आहे.

१.६ संशोधनाच्या परिमर्यादा :

प्रस्तुत संशोधन कार्य हे अकोला जिल्हयातील ग्रामीण भागापूरतेच मर्यादीत आहे. या संशोधनामध्ये जादूरोणा विरोधी कायद्या बाबत असलेल्या जाणीव जागृतीचाच अभ्यास करण्यात आला आहे. १.७ संशोधन पघ्दती :

प्रस्तुत संशोधनासाठी वर्णनात्मक संशोधन पध्दतीच्या अंतर्गत असलेल्या सर्वेक्षण पध्दतीचा वापर करण्यात आला आहे. त्यामध्ये जादूटोणा विरोधी कायद्याबाबत ग्रामीण भागामध्ये किंती जाणीव जागृती आहे यासंदर्भात आवश्यक तथ्यांचे संकलन सर्वेक्षणाच्या माध्यमातून करण्यात आले आहे.

१.८ संशोधनाची जनसंख्या आणि न्यादर्श :

अकोला जिल्हयातील सातही तालुक्यामधील ग्रामीण भागातील व्यक्ती ही या संशोधनाची जनसंख्या आहे. या जनसंख्येमधून ग्रामीण भागातील १५० व्यक्तीची निवड सहेतूक नमूना निवड पध्वतीच्या माध्यमातुन करण्यात आली आहे.

9. £ संशोधनाची साधने :

या संशोधनामध्ये जादूटोणा विरोधी कायद्याच्या बाबतीत ग्रामीण भागामध्ये जाणीव जागृती कशी आहे यासंदर्भात आवश्यक माहितीचे संकलन करण्यासाठी प्रश्नावली, मुलाखत अनुसुची, निरीक्षण अनुसुची, पडताळा सुची या साधनांचा वापर करण्यात आला आहे. त्यामध्यमातुन या संशोधनासाठी आवश्यक तथ्यांचे संकलन करण्यात आले.

9.90 तथ्यांचे संकलन :

या संशोधनासाठी आवश्यक तथ्यांचे संकलन करण्यासाठी प्रत्यक्ष कार्यक्षेत्रावरुण आवश्यक माहिती प्राप्त करण्यात आली त्यासाठी ज्या ठिकाणी जादूटोण्याच्या संदर्भात श्रध्दा आहे अशा ठिकाणी प्रत्यक्ष भेटी देवून आवश्यक तथ्यांचे संकलन करण्यात आले आहे.

१. ११ विश्लेषण व अर्थनिर्वचन :

या संशोधनाच्या संदर्भात कार्यक्षेत्रावरुण प्राप्त तथ्यांचे विश्लेषण पुढीलप्रमाणे करण्यात आले आहे.

सारणी क. 9.9

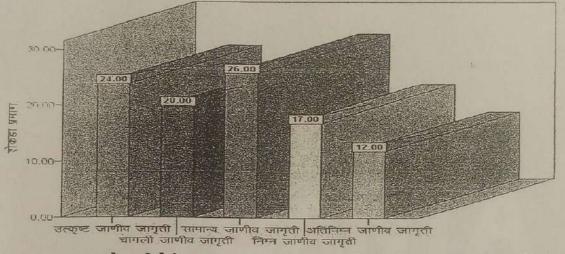
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जादुटोणा विरोधी कायद्याबाबत ग्रामीण भागामधील लोकांच्या जाणीव जागृतीमध्ये सार्थक फरक असल्याचे दिसुन येते. यामध्ये जादुटोणा विरोधी कायद्याबाबत उत्कृष्ट प्रमाणात जाणीव जागृती असलेल्या ग्रामीण लोकांचे प्रमाण २४.६७ टक्के आहे तर सामान्य प्रमाणात जाणीव जागृती असलेल्या ग्रामीण लोकांचे प्रमाण २६.०० टक्के आहे. उच्च प्रमाणात जादुटोणा विरोधी कायद्याच्या बाबतीत जाणीव जागृती असलेल्या ग्रामीण मागातील लोकांचे प्रमाण २०.०० टक्के असुन निम्न आणि अतिनिम्न प्रमाणात जाणीव जागृती असलेल्या ग्रामीण मागातील लोकांचे प्रमाण अनुक्रमे १७.३३ आणि १२.०० टक्के असल्याचे स्पष्ट होते. यावरुण दिसून येते की, सामान्य प्रमाणात जादूटोणा विरोधी कायद्याच्या बाबतीत जाणीव जागृती असलेल्या ग्रामीण लोकांचे प्रमाण सर्वाधिक असून अतिनिम्न प्रमाणात जाणीव जागृती असलेल्या लोकांचे प्रमाण सर्वात कमी आढळून येते.

संदर्भ :

• महाराष्ट्र शासन राजपत्र असाधारण भाग आठ २० डिसेंबर २०१३

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Jaisingpura, Near University Gate,
Aurangabad (M.S.) 431 004
Mob. No. 9579260877, 9822520877
Tel. No.: (0240) 2400877,
ajanta1977@gmail.com, www.ajantaprakashan.com

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90 CONTENTS OF ENGLISH PART - 1 00

Sr. No.	Name & Author Name	
22	A Study of Environmental Awareness Ability among Junior College	Page No.
	Stadents in Atlangabad City in Relation to Faculty and Gender	130-135
-	Dr. Kulbhushen Baoskar	
23	Destruction of A Composite Punjabi Identity and Emergence of an Indian Identity in Chaman Nahal's Azadi	136-141
	Dr. Anita Luther Bhasin	10. 16.63
24	Cultural Chaos in Kiran Desai's 'The Inheritance of Loss'	142-145
	Dr. Eknath Bhimrao Bhalerao	142-143
25	A Sociological Study of Jan Shikshan Sansthan Special	146 152
	Reference to Maharashtra	146-153
	Sandip Chaudhari	139110
26	In-Silico Identification of Highly Up-Regulated Genes under Drought	154-160
	Stress Conditions in Wheat	137100
	S. V. Kale	
	B. T. Pawar	
27	The Sociology & Anthropology	161-168
The Park	Dr. Bandu Jamnik	101-100

27. The Sociology & Anthropology

Dr. Bandu Jamnik Sociology, Shri Ganesh Arts College, Shivni- Kumbhari, Dist - Akola.

Abstract

Booth Library Reference Librarians will provide instruction on how to search the online catalog and databases. New databases will be highlighted. You will learn how to locate reliable and scholarly information for course assignments and research projects. Information on how to request materials from other libraries is also included.

Key Note: Anyone wishing to learn about library resources and improve their searching

Introduction

"Few things are more imposing than a blank sheet of paper, and the initial phases of research often include periods of furious non-productivity where the only thing produced is a cold sweat" (Booth, and Crisler 1976:51). There are three considerations, alone or in combination, causing our sweat: what to write about; how to write it; and how to write. These can be restated as topic, mechanics, and quality/style. These problems are not unique to undergraduates. Graduate students and professionals, even widely-published professionals, often have difficulties with how to write. Certainly, how to write is the greatest problem of writing in sociology (perhaps in other disciplines as well), so much so that a stilted, ponderous writing style has become an unwanted hallmark of sociology (e.g., see Cowley 1956).

Until recently, there was no singular and coherent body of advice providing useful direction. However, Howard Becker (1986) has demystified the process of writing, committing to print many of the characteristics of bad and good writing in the social sciences, and more importantly, constructing a roadmap of many routes from the former to the latter. In demystifying good writing, Howard Becker reveals no secrets. There are no secrets. Rather, good writing is hard work. The demystification is the public declaration that good writing is ultimately difficult for all of us, graduate students and professionals, not just for undergraduates. Read Becker and take him to heart. It reads like a novel or a series of short stories rather than a writing guide, an exemplar of good writing. However, a word of caution; if you read Becker, you will not write better, but if you read Becker and work at it, you will be on your way to better writing.

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Selecting a topic must be done in a timely manner. While the topic should not be identified hastily to "get its selection out of the way." neither should it be delayed nor deferred. Identifying a topic, at least tentatively, early on creates advantages that contribute to the quality of your effort – advantages like modifying or changing topic, using interlibrary loan, re-reading and revising your paper through several drafts.

Sound, effective writing takes time, time devoted not only to the process and craft of producing the paper, but also to the process of revising and editing the paper. Often, subsequent revisions produce a shorter, tighter paper, eliminating redundancies and carelessness. In this manner, thinking and writing are reciprocally related. Just as thinking directs and guides your writing, writing, when read and re-read for revision, can refine and clarify your thinking. Hence, complete your paper, put it away for several days or a week, and then carefully and deliberately read it again, marking errors and ambiguities. That is, grade and critique your work before your professor has the chance. Every correction you make is a correction your professor cannot make. If possible, go through this process several times, each time putting your paper away for a few days. Students are generally surprised by the mistakes found even after the second or third editing/proofreading.

After you have identified your topic, and assuming that you have read Becker (1986), the problem of how to write it remains. The remainder of this guide is intended to standardize research and term paper expectations and formats within the Department of Sociology and Anthropology. Perhaps all of the guidelines will not be relevant or applicable to your particular class. Your instructor may make specific modifications and deletions. All research papers should possess the following characteristics:

Length

The research paper, as some portion of your grade, should conform to some minimum length, excluding bibliography (sometimes there is a maximum length). Students may occasionally attempt to stretch their papers by "adjusting" the margins. The Department of Sociology and Anthropology requires one-inch margins, top and bottom, left and right. We suspect that students attempt to s t r e t c h paper length by "adjusting" margins because they have used too few sources. Ultimately, the solution to the problem of length is to adequately address your topic, and this cannot be done if too few sources are used. Sources may include not only books, but journal articles and government documents. Newspaper and magazine articles and personal interviews should be avoided or at least minimal. When you find a source that is useful, check its bibliography to lead you to other sources. You may want to use the interlibrary

Organization

The paper should be well organized. Subheadings can be quite useful in organization. For

- Introduction. Introduce your topic and define or operationalize the major concepts you will use. Make it clear to the reader how you life using the major concepts, and always assume that the reader knows nothing about your topic. b.
- Theoretical Orientation. Identify the theory you are using and briefly explain/develop the theory in two or so pages. Ideally, the theory section of the paper should be divided into two parts. The first part should articulate the basic components of the theory, fully referenced. In the second part of the theory section, you should explain or demonstrate how the particular theory you selected is relevant to/compatible with the development of your topic.
- Main body of paper (with additional subheadings if desired)
- Summary and Conclusions. Have a developed conclusion, even if only a page. Do not d. just leave the end of the paper hanging. The summary briefly reviews the basis for the conclusions
- While these subheadings are generic, yours should be specifically titled to fit your paper topic. Subheadings succinctly identify the subject matter that follow and may force you to become more cognizant of your paper's organization. If used properly subheadings will convey a certain maturity about your paper and contribute to the reader's comprehension of your paper's development and direction.
- A well-organized paper must also embody other characteristics. First, sources/references used must be coherently integrated. Using one before going to a new source (i.e., exhausting sources sequentially with no cross-referencing or integration of sources) is typically an indication of a shallow research effort. Second, transitions between sections and often between paragraphs must be developed or the paper will not flow and will lack coherence.

Plagiarism

The student Conduct Code of EIU defines plagiarism, a form of academic dishonesty, as: The use, without adequate attribution, of another writer's words or thoughts as if they were one's own. Any students who knowingly assist other students to engage in academic dishonesty are also guilty of academic dishonesty. If a student admits academic dishonesty, or, after a hearing, is found to have committed academic dishonesty, appropriate disciplinary sanctions may be imposed in accordance with this Code in addition to a reduced or failing grade in the course.

Plagiarism is sufficiently serious to not only fail the student for the course but to have the student dismissed from the university. If the student turns in someone else's paper as her/his own, with knowledge of the paper's author, both individuals may be dismissed. With this warning, the Department of Sociology and Anthropology will seek maximum punishment in any case of plagiarism.

To avoid plagiarism in your own work, the paper must be fully referenced, using ASA/AAA style documentation. Everything should be referenced, not just direct quotes. If you take just an idea or some conceptualization from a source, you are obligated to reference it, or you will be guilty of plagiarism – and PLAGIARISM WILL RESULT IN A GRADE OF F FOR THE COURSE! To be safe, every paragraph, even those which have no quoted material, should have at lease one reference unless it contains only your own thoughts. You will not avoid plagiarism by simply changing a couple of words in the quote and claiming that you have paraphrased the material.

To help you avoid plagiarism and to enhance the quality of your paper, your instructor may employ the following practices. Regardless, bear in mind that your instructor will be acutely aware of any discrepancies between your class performance, including your style of writing on essay exams, and the quality of your paper.

- a. Your term paper topic should be approved and discussed with your instructor initially, and in more detail as the paper moves along. There may be some minimum number of conferences during the semester.
- b. An outline of your paper may be required and discussed with your instructor prior to writing.
- c. Sources should be discussed and notes made available on request.
- d. References will be carefully monitored.

Papers should be turned in at least two weeks before the last day of class (to allow the instructor time to actually check the references).

1

Topic

You should identify your topic early in the semester. It you delay your work, you may not get the books you need or want for your paper. It is important to have your topic well-defined and focused. If it is not focused, it will be impossible to adequately cover the topic within the prescribed length. A topic too generally defined is usually only superficially addressed. Be sure to have your topic approved by the date specified on your course syllabus.

Asa Referencing

There are several reasons why we insist you use the ASA referencing format (a format identical to scientific notation). First, this referencing is not unique to sociology but is also used in a number of other disciplines (largely the sciences and social sciences). Second, for sociology majors, learning the referencing appropriate to the discipline is, in some sense, as integral as learning the relevant theories and methods. It is inconceivable that a sociology major would not be exposed to or use the referencing style accepted by the American Sociological Association. Such an omission suggests that the student has become a victim of his/her own education, particularly if the student anticipated going to graduate school. Third, a scientific notation is straight-forward and easy to use; the reference is placed within the text of the paper, where appropriate, there are no end or footnotes and numbers to deal with, and there is value in seeing and associating researchers'/authors' names and dates with their material rather than simply seeing a reference number. Students who take the time and make the effort to understand the ASA referencing style will generally express a real preference for its use (and regrets for not having used it before).

Specifically, the reference is placed within parentheses in the text of the paper and includes the author's last name, year of publication of the source used (and page number(s) when using direct quotations) – for example, (Jones 1983) (Jones 1983:245). If one author has two or more publications in the same year, they are distinguished by year of publication in both the reference and the bibliography – for example, (Jones 1983a:245; 1983b:16). If two authors have the same last name, they will be distinguished by year of publication of their works unless their works happened to be published in the same year. In this case, use the initials of the authors to distinguish the two – for example, (K. Jones 1983:216-220; B. Jones 1983:119-120). If one work has multiple authors, the last name of each should appear in the reference – for example, (Smith and Jones 1983:7) or (Smith, Jones and Shims 1985:x1).

grounded and analyzed from that theory (see section 2, ORGANIZATION). Many students seem to have a genuine fear of theory. As undergraduates, we feel that we do not understand theory. and as a consequence, we do not read theory. As a consequence of not reading theory, we do not understand theory - a self fulfilling prophecy. Engage theory and you will demystify it. The more you use it, the more you understand it.

As college students, you are expected to edit and proofread your papers carefully. As final products, they should be free of spelling errors, sentence fragments, and other symptoms of poor writing. Finally, as sociology majors, you are expected to employ sociological concepts and knowledge in the construction of you paper.

All Papers Must Be Typed

Papers are due two weeks before the last day of class unless otherwise noted and the percentage of your final grade represented by the paper will be determined by your professor.

How to hand in a research paper:

- Assemble your paper with 1 or 2 staples in the upper left-hand corner; do NOT use folders, plastic or otherwise.
- Hand your paper in to your instructor (i.e., in her/his hands), not in mailboxes or
- Keep a printed copy for yourself and submit the original. The following are some typical errors/omissions often committed by students: 1.
- Students are often myopic or monocausal; i.e., they attribute very complex phenomena to a single cause.
- Students often forget to include any theory or do not reference the theory section. 2. 3.
- Sometimes, students use lecture notes as reference/documentation materials. Lecture notes are not to be considered acceptable referencing courses.
- 4. Poor transition between paragraphs/sections.
- 5. Failure to define concepts being used.
- Omission of page numbers in references. 6.
- Insufficient referencing you must reference more than just quotes; reference all 7. substantive material.
- Poor organization/failure to use subheadings or divisions to develop paper in a logical 8. progression.

- Although providing some historical perspective is important, students often fail to
- utilize current sources (typically considered to be within the past five years).

Conclusion

The research paper is an important assignment. Thus, if you cannot write, or suspect you cannot write, you might take advantage of a variety of services offered on campus. Such

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CONTENTS OF ENGLISH PART - II

E - MILL	Page No.
Teachers: A Need of Time	Page No.
Ms. Ramakanti	1-10
Post i ii v	111111111111111111111111111111111111111
Stoward Slums with Special P. c.	
Daijing District, West Rengel	11-23
Ranjita Roy Sarkar	THE BELL
Ranian D	THE REAL PROPERTY.
A Study on Emotional Adjustment of P. E. C. P.	
Students in Hardoi District	24-32
Surendra Pratan	
4 Improving the CSR Process for Social Benefits	
Dr. Vineet Chouhan	33-39
Dr. Shubham Goswami	
Enock Maina	DE BUT
5 Impact of Internal and External Governance Practices on	40-49
Firm's Performance	40-12
Himanshu Sanghvi	A REES
6. Trataka-Exercise to Increase Sharp Sightedness and	50-57
Visual Concentration of Sportsman	
Dr. Shivaji Suryawanshi	
7 A Study on Recruitment and Selection Practices of Retail	58-67
Jewellery Showrooms in Dindigul City	Contract of
PadmaA.	
Dr. M. Sounda Rapandian	
Rajashri Shahu Maharaj and Music	68-70
Dr. Sunil C. Amrutkar	1
Bhushan S. Wankhede	1
Dittistian D. Wankinette	

CONTENTS OF ENGLISH PART - II

Sr. No.		
9	Analyzing No. 72	
	Analyzing Non Financial Critical Success Factor for	Page No.
	Small and Medium Enterprises in Rajasthan	71-77
	Pushpendra Rai Mishra	
10	Prof. Vijay Shrimali	
	Intrapreneurs - A New Breed of Entrepreneurs	
11	Dr. Ashok H. Shrirame	78-83
11	Judicial Contribution in protection of human Rights and the Role of Police	
12	Dr. V. G. Shinde	84-91
12	The Role of Communication in Disaster Management	
10	Dr. Savita D. Thakare	92-97
13	The Effect of Agility Training the Programme on Punching Skills of	
	Boxing Players Age between 14 to 16 Years	98-101
	Swati Warule	
	Dr. Shekhar Shirsth	
14	Measuring Reliability of Online Banking Services	
		102-109
	Bharat Sukhwal	
15	Prof. N. K. Joshi Indian Sociology and World	
		110-119
16	Dr. Bandu Uttamrao Jamnik Indian Music	
		120-127
17	Dr. Prachi S. Halgaonkar	120-12/
12.75	Reflection of Contemporary Spirit in T. S. Eliot's Poems the Waste Land	120 120
	2000 Bong of J. Alfred Prufrock	128-132
18	Mr. Vinod Manoharrao Kukade	
	Assessment of Customers Purchase Behaviour towards Handloom Textile	100
	Bhumika Dashora	133-141
	Prof. Vijay Shrimali	