

Registered & Refereed Online Journal  
Website - [www.therubrics.com](http://www.therubrics.com)

*Chief Editor Dr. Ganesh Vaykōs*

ISSN 2454-1974

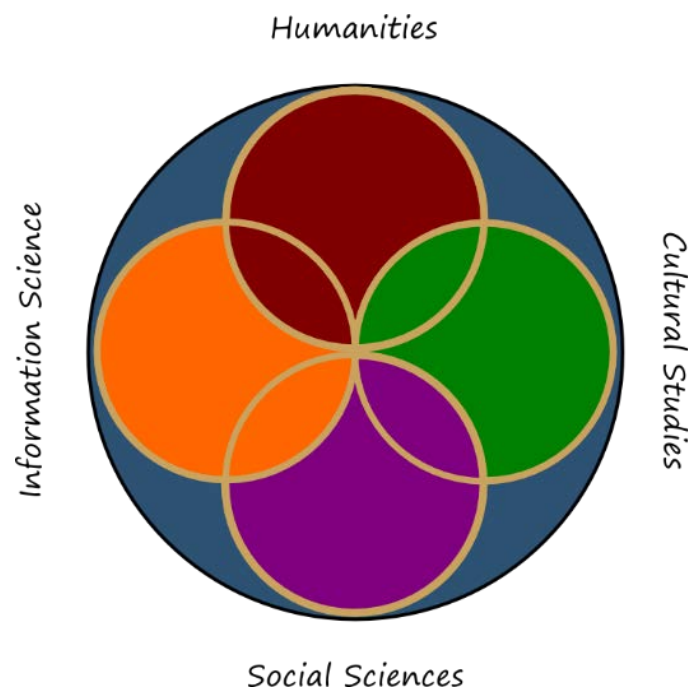
Volume 1

Issue 2

June 2015

# THE RUBRICS

Journal of Interdisciplinary Studies



Published by  
Magnus Publishing & Distributors  
Parbhani 431 401. MS India.  
[www.magnuspublishing.com](http://www.magnuspublishing.com)

ISSN 2454-1974

# THE RUBRICS

Refereed International e Journal of Interdisciplinary Studies

<http://www.therubrics.com>

Volume 1    Issue 2    June 2015

Chief Editor  
Dr. Ganesh Vaykos



MAGNUS PUBLISHING & DISTRIBUTORS  
WWW.MAGNUSPUBLISHING.COM

ISSN 2454-1974

The Rubrics is a refereed, international e journal of interdisciplinary studies indexed by Directory of Research Journal Indexing which has globally recognized indexing directories as associated partners.

Published bi-monthly



Copyright © The Rubrics 2015. Individual Works © Authors 2015



The Rubrics by Magnus Publishing & Distributors is licensed under a Creative Commons Attribution-NonCommercial-NoDerivatives 4.0 International License. Users may download and print articles for individual, non-commercial use only. Contents may not be copied without proper attribution to the copyright holder. For permissions beyond the scope of this license please contact the publisher at [info@magnuspublishing.com](mailto:info@magnuspublishing.com)

## AIMS AND SCOPE

The Rubrics Journal of Interdisciplinary Studies (ISSN 2454-1974) aims to encourage scholars to undertake research leading to sustainable development across disciplines. The Rubrics is theory and research oriented journal that encourages original research, case studies and methods, data reports, datasets, review manuscripts, conceptual frameworks, analytical models, technical notes, and book reviews. The Rubrics highly promotes research across disciplines and encourage scholars to contribute innovative results to the existing knowledge base.

## INSTRUCTIONS FOR AUTHORS

<http://www.therubrics.com>

## PUBLISHER

Magnus Publishing & Distributors  
Dhanlaxmi Nagar, Jintur Road,  
Parbhani 431 401. MS India.

Phone: +91-9423-683-600

Email: [info@magnuspublishing.com](mailto:info@magnuspublishing.com)  
<http://www.magnuspublishing.com>

The Rubrics Journal of Interdisciplinary Studies

ISSN 2454-1954

<http://www.therubrics.com>

## EDITORIAL BOARD

### *Chief Editor*

Dr. Ganesh Vaykos *Asst. Prof. of Psychology, B Raghunath College, Parbhani. MS.*

### *Associate Editors*

Dr. Pratima Gond *Asst. Prof. MMV, Banaras Hindu University, Varanasi. UP.*

Dr. Gyandev Upade *Asst. Prof. of Philosophy, B Raghunath College, Parbhani. MS.*

Dr. Mahesh Dwivedi *Asst. Prof. SEAS College, Mainpuri. UP.*

Dr. Bhagwan Shendge *Asst. Prof. of Geography, B Raghunath College, Parbhani.*

### *Assistant Editors*

Dr. Anand Shewale *Asst. Prof. of Economics, M. Basweshwar College, Latur. MS.*

Mr. Balaji Gurude *Asst. Prof. of Geography, St. Tukaram College, Parbhani. MS.*

### *Copy Editor*

Mr. Sachin Khadke *Asst. Prof. of Marathi, Sharda College, Parbhani. MS.*

Mr. Madhav Patil *Asst. Prof. of Hindi, B Raghunath College, Parbhani. MS.*

### *Managing Editor*

Rekha Pund *SSA Department of School Education and Literacy, Govt. of India.*

The Rubrics  
Journal of Interdisciplinary Studies  
ISSN 2454-1974  
Volume 1 Issue 2 - June 2015

*Contents*

**Women Empowerment through IT**

*Dr. Kiran Arora*

**English Vocabulary Overview: Indian and American**

*Dr. Pradnyashailee Sawai*

**Amalgamation of Ironical and Obsessive Qualities Expressed  
in the Poems of Wislawa Szymborska**

*Gajanan Sarang*

**Clashing Anxieties in Chitra Divakaruni's "Meeting Mrinal"**

*Wamankumar Wani*

**Structural and Functional Reforms in Libraries under  
Globalization**

*R K Deshmukh*

**ग्रंथालयातील आपत्ति यवस्थापन**

*आर बी टेकाले*



# THE RUBRICS

Journal of Interdisciplinary Studies

Publication details and instructions for authors:

© <http://www.therubrics.com>

ISSN 2454-1974

---

## Women Empowerment through IT

Dr. Kiran Arora

Principal

PCM SD College for Women, Jalandhar. Punjab, India.

Published online: 01 June 2015

**APA Citation:** Arora, Kiran. (2015). Women Empowerment through IT. *The Rubrics Journal of Interdisciplinary Studies*, 1(2), 58-61.

### Abstract

It is a commonly held view that women are less engaged with Information Technologies (ITs) than men. In early 90s the status for women in IT sector were surprisingly poor. Probably, reason for this was the working in shifts during odd hours, and working stress. But women in IT occupations are gaining more importance with growing information age. A silent revolution is taking place with evolution of women empowerment in the knowledge era. Educated women have had significant breakthrough by breaking the traditional household, child rearing, socially oppresses life style, because of access to IT. Women's role in development cannot be underestimated. Her keen observations and her use of empirical data is an inspiration to students, researches and activists who are interested in better and more equal world. They are getting the best access to Information technology (IT) education, employment opportunity and becoming owners of IT companies. Most of the countries are coming forward to increase the number of women in IT sector. Every year, the European Commission, together with several leading companies launches a shadowing exercise, to give young women a taste of what a job in IT sector would be like. BCSWomen is a specialist group of the British Computer Society, with the aim of supporting women working and considering a career in Information Technology.

**Keywords:** *Information Technology, E-commerce, SEWA, TP, BCSWomen, DISK*

# Women Empowerment through IT

**Dr. Kiran Arora**

## Introduction

A nation that wants to progress cannot afford to ignore capacity building and empowerment of women. The potential of Information Technology (IT) to break barriers to knowledge, political participation and economic opportunity is vast. There are numerous possibilities for IT to improve women's economic activities in the field of trade, governance, education, health, crafts, employment in formal as well as informal sector. Examples of IT's promise as a tool for positive change for poor women in developing countries are inspiring. IT brings lot of opportunities to women in the work situation and small business. Teleporting, flexi time and work from home arrangements are some of the gender dimensions of IT usages. Gender sensitivity is a prerequisite that must prevail and be strengthen at all levels. Women's development is now inextricably linked with technology. Thus technological intervention assumes a greater and more vital role, especially when viewed globally. It's potential to sweep across political, geographical, economic and social barriers and women need to build for themselves a new identity and a more honorable place in society.

## Position of Women in IT sector

According to all surveys conducted in 1996, 1997 and 1998, by BMRB International [1]:

- The number of women who have used a PC at some time has increased since 1996 but is still below that of men.
- Women are less likely than men to have access to or use a PC either at home or at work.
- It is found that women's use of internet/web still lags behind men.
- Women are also underrepresented on higher education courses relevant to IT sector- both in computer science and electronic engineering.
- As it is defined in IT industry, women are underrepresented in all sectors, accounting for around 30% of employees.

**Table 1. Participation of Women among Various IT sectors [2]**

IT Sector	F/M Ratio
Software	20:83
Telecom	41:62
BPO	48:51
Airlines	80:20

There are various reasons why women do not prefer the jobs provided by the software industries:

- Night shifts put an additional pressure on all employees in IT sector. For women it's become more challenging.
- Marriages forces women to quit night shift operations.
- Child care and house work remains women's first priority, irrespective of her income.
- IT sector workplace a great burden on married women.
- Odd working hours because of which women gives less attention to family responsibilities.

### **Empowering Women through IT**

IT is emerging as a powerful tool for gender empowerment for in a developing country like India. There has been a rapid growth in the ICT sector since the late 1980s and the use of ICT has dramatically expanded since 1990s. Many organization are trying their best to empower women through IT. Significantly a number of nonprofit organizations have diversified their services to provide support to entrepreneurial women.

BCSWomen is a specialist group of the British Computer Society, with the aim of supporting women working and considering a career in Information Technology. The group was founded in 2001. It has over a thousand members and an active mailing list. Activities include meetings, networking and mentoring. They organize the Undergraduate Lovelace Colloquium for undergraduate women in computing, and other events for women in computing both technical and social, such as day trips to computer related sites like Bletchley Park [3].

One of the most powerful application of IT in the domain of knowledge networking is electronic-commerce (E-commerce). E-commerce refers not only to selling products and services online but to the promotion of new class of IT savvy women entrepreneurs in both rural and urban areas. E-commerce initiatives can link producers and traders directly to markets at national, regional and even global levels, allowing them to restructure their economic activities and bypass middlemen and male dominated and exploitative market structure. India shop, an e-commerce website in Tamil Nadu, has been designed to sell products made by rural women cooperatives and NGOs [4].

The Dhan Foundation and Swayam Krishi Sangam are using ITs, such as handheld devices and smart cards, to improve microfinance projects to empower poor women. The Self Employed Women Association (SEWA) has several IT projects for women, including community learning centers, and a school of science and technology for self employed women and project, which provide mobile phones to women in the informal sector. Self-help groups of rural women in Andhra Pradesh have been so successful in marketing their products at home and abroad that the major MNCs want to use their selling skills.

IT can deliver potentially useful information, such as market prices for women in small and micro enterprises. For example, use of cellular telephones illustrates



how technology can be used to benefit women's lives, by saving travelling time between market and suppliers, by allowing women to call for product prices and by facilitating the constant juggling of paid and unpaid family activities. [3, 4].

PEOPLink is one such organization which has been helping women communities traditionally involved with handicrafts to put their products online in the world market. It is building up a global network of Trading Partners (TPs) that, in turn, will provide services to several community based artisan producer groups. It equips the TPs with digital cameras and trains them to capture images and edit them in a compressed format suitable for transmission via the internet. The images of the crafts are placed on the PEOPLink webpage and efforts are made to promote them to retail and wholesale buyers in the industrialized countries. In Gujarat, India, women producers use the Dairy Information System Kiosk (DISK) which manages a database of all milk cattle and provides information about veterinary services and other practical information about the dairy sector. [4].

### **Conclusion**

In developing countries like India, more than 85% of the women work in the informal sector and also in rural areas. These women engage in economic activities such as handicrafts and sewing or rolling cigarettes, weaving of baskets and fabrics, working and cities as vendor- working without any contracts and benefits. These are the women who need and deserve poverty alleviation programmes more than any other. IT will expose these women to telecommunication services, media and broadcast services that will create markets for their products and services. The challenge will be to reach these women and provide them with IT tools that they feel can make a difference in their income generation potential.

### **References**

- Voluntary Association for People Service (VAPS), "Enhancing women empowerment through information and communication technology".
- Dr. M. Suriya, "Gender Based Digital Divide in the It Sector in India".
- BCSWomen, <http://en.wikipedia.org/wiki/BCSWomen>.
- Suman Jain, "ICTs and Women's Empowerment: Some Case Studies from India".
- <http://www.undp.org/women/mainstream/ICTforDevelopment.pdf>.
- [http://ec.europa.eu/information\\_society/activities/itgirls/shadowing/index\\_en.htm](http://ec.europa.eu/information_society/activities/itgirls/shadowing/index_en.htm).
- R. Rajalakshmi, "Emerging Trends of Women in IT Profession- India", Nov 2003.
- Dr. Rakesh Chandra, "Women Empowerment in India- Milestones and Challenges".



# THE RUBRICS

Journal of Interdisciplinary Studies

Publication details and instructions for authors:

© <http://www.therubrics.com>

ISSN 2454-1974

---

## English Vocabulary Overview: Indian and American

Dr. Pradnyashailee Sawai

Assistant Professor, Department of English

Government Vidarbha Institute of Science and Humanities, Amravati, MS, India.

Published online: 01 June 2015

**APA Citation:** Sawai, P. (2015). English Vocabulary Overview: Indian and American. *The Rubrics Journal of Interdisciplinary Studies*, 1(2), 62-65.

### Abstract

English language rules the world. It is a global lingua franca, a bridge language or a vehicular language. It is spoken as a first language by the majority of populations of many countries in the world including the United Kingdom, the United States, Canada, Australia, Ireland, New Zealand and a number of Caribbean states. Owing to the assimilation of various words from other languages throughout history, modern English contains a very vast vocabulary, with complex and irregular spellings, particularly of vowels. The Oxford English Dictionary lists more than 250,000 distinct words, not including many technical, scientific and slang terms. English has been subject to a large degree of regional dialect variation for many centuries. The present paper aims to focus on some of the vocabulary used in the Indian and American English.

**Keywords:** *English, Indian, American, Language*

# English Vocabulary Overview: Indian and American

**Dr. Pradnyashailee Sawai**

## Introduction

The English language is based on Germanic languages overlaid by French, as a result of various different invasions, which is why there are at least two words for most of the things in English. For ex. *start* and *commence*, *mutton* and *sheep*. Latin too has an impact on English language. English is also an acquisitive language. As Britain colonized new countries, it adopted new words into its language. India, too was ruled by the British once upon a time. Indian English has words of Indian vernaculars that have established themselves into English language, such as *jungle*, *tank*, *bungalow*, and *verandah*. It has political, sociological and administrative terms of Modern India: *Dharna*, *hartal*, *eve-teasing*, *vote bank*, *swaraj*, *swadeshi*, *scheduled caste*, *scheduled tribes*, *NRI* etc. It has words of Anglo-Indian origin such as *tiffin*, *hill station*, *gymkhana*, and it even has slang. Some examples unique to or chiefly used in standard written Indian English are as follows;

*Academic* (Noun), Also Canadian and U.S English

Ex. For 14 years he immersed himself in Academics and was a fine achiever.

*Accomplish* (Verb, Transitive), Chiefly Indian English- To equip

Ex. His insatiable thirst for knowledge accomplished him with all modern standards of scholarship.

*Air dash* (Verb, Intransitive), Indian English, to make a quick journey by air, especially in response to an emergency. Ex. Mr. Pandit, who air dashed to Mumbai yesterday, flew back to Aurangabad.

*English-knowing* (Adjective), originally and chiefly Indian English (of a person or group of people) that uses or speaks English. Ex. The official and service atmosphere set the tone for almost all Indian middle-class life, especially the English-knowing intelligentsia

*Free ship*, Indian English, A studentship or scholarship which offers full payment of a student's fees. Ex. Two permanent free ships, each tenable for one year and one of which is for the second and the other for the third year class. *Matrimonial*, chiefly Indian English. Advertisements in a newspaper for the purpose of finding a marriageable partner. Ex. When I have a job, I will have to begin a whole new search for my better half. Back to the newspaper matrimonial on Sundays.

*Press person*, chiefly Indian English, used frequently as one word. A newspaper journalist, a reporter, a member of the press. Ex. The chief minister greeted the press persons with a namaskar and a broad smile.

*Redressal* (noun), now chiefly Indian English, *redress* (noun). Ex. There is an urgent need for setting up an independent authority for redressal of telecom consumer complaints.

*Upgradation* (noun), Indian English, the enhancement or upgrading of status, value or level of something. Ex. Our company lays great stress on technical training and knowledge upgradation. *Avatar*, a graphical representative of a computer player. *Chintz*, a printed, patterned cotton fabric, with glazed finish. *Chutney*, a sauce or relish made with fruits and herbs mixed with spices and other seasonings. *Cot*, a bed for a baby, *curry*, a type of Indian stew. *Dinghy*, a type of boat, *dungarees*, a type of heavy denim trousers. *Juggernaut*, a force regarded as mercilessly destructive and unstoppable. *Pundit*, a learned person or expert, now normally used for football experts or economists, *pajamas*, clothes worn in bed, *thug*, someone who steals from or attacks people, *verandah*, a long porch that wraps around the front and sides of the house.

American English is a set of dialects of the English language used mostly in the United States. Approximately two-thirds of the world's native speakers of English live in the United States. The predominant accent of American English that is most free from regional, ethnic or cultural distinctions is the accent known as General American. The use of English in the United States is a result of British colonization. The first wave of English-speaking settlers arrived in North America during the 17<sup>th</sup> century, followed by further migrations in the 18<sup>th</sup> and 19<sup>th</sup> centuries. Since then, American English has been influenced by the language of West Africa, the Native American population, German, Irish, Spanish and other languages of successive waves of immigrants to the U.S.

North America has given the English lexicon many thousands of words, meanings and phrases. Several thousand are now used in English as spoken internationally. The process of coining new lexical items started as soon as the colonists began borrowing names for unfamiliar flora, fauna and topography from the Native American languages. Before the 19<sup>th</sup> century, the majority of immigrants to north-America were English-speakers. The English spoken in America shows a high degree of uniformity. There has been little divergence in British and American English. Many of the linguistic differences are based on individual, social or cultural differences between the two countries. Here are some examples of words used in British English and American English. *Biscuits-cookies*, *bookshop-bookstore*, *boot-trunk*, *bowler hat-derby hat*, *braces-suspenders*, *car-automobile*, *caretaker-janitor*, *bill-check*, *anti-clockwise-counter clockwise*, *anywhere-anyplace*, *autumn-fall*, *beige-tan*, *chemist*, *pharmacy-drugstore*, *chips-french fries*, *crisps-chips*, *dustbin-trash can*, *ground floor-first floor*, *hire out-rent out*, *lift-elevator*, *luggage-baggage*, *petrol*, *gas(oline)*, *post-mail*, *postcode-zipcode*, *pram-baby carriage*, *rubber-eraser*, *railway line-railroad tracks towards-toward*, *barrister-attorney*, *block of flats-apartment building*, *bonnet(car)-hood*, *caravan-*

*trailer, car park-parking lot, cinema-movie, drink drive-drunk drive, driving license-driver's license, flyover-overpass, gearbox-transmission, girl guide-girl scout, holiday-vacation, maize-corn, nappy-diaper, pavement-sidewalk, the plough-big dipper, pocket money-allowance, pub-bar, public toilet-rest room, taxi-cab, timetable-schedule, torch-flashlight.*

People who go to USA from India rarely have difficulty in communicating with Americans, because most of them speak fluent English or have received their education in English. However Indians speak British English, and there are many differences between British English and American English. Despite the assumption that English is readily available in India, some research shows that its usage is actually restricted to an elite class. So now teaching English in India should take a new turn and the British, American and Indian English Vocabulary should be taught to the student's right from the primary level. And that would be teaching and learning of English in India in a real sense.

### **References**

- Wells, J.C (1982). *Accents of English beyond the British Isles*, Cambridge University Press.
- Whitworth, George Clifford (1885). *An Anglo – Indian Dictionary*, Cambridge University Press.
- Gailey, G (1997). *When Did Southern American English Begin*, Blackwell Publishing Ltd.



# THE RUBRICS

Journal of Interdisciplinary Studies

Publication details and instructions for authors:

© <http://www.therubrics.com>

ISSN 2454-1974

---

## Amalgamation of Ironic and Obsessive Qualities Expressed in the Poems of Wislawa Szymborska

Gajanan Sarang

Assistant Professor, Department of English  
Shree Yoganand Swami Arts College, Basmath. MS, India.

Published online: 01 June 2015

**APA Citation:** Sarang, Gajanan. (2015). Amalgamation of Ironic and Obsessive Qualities Expressed in the Poems of Wislawa Szymborska. *The Rubrics Journal of Interdisciplinary Studies*, 1(2), 66-70.

### Abstract

Wisława Szymborska, an outstanding literary figure in the postmodern era prominently uses the literary devices like irony, precision, paradox, contrast and understatement through her poems. While using these devices she deals with the influence of the wars and terrorisms that alarms us about the future. History carries us towards the past and challenges to rectify the mistakes. Likewise, Szymborska through her poems depicts the evils created by the war and terror. Yet, the world is facing the problems of wars and cold war and terrorism that soon will lead the world to uproot the morals and social values with the loss of humanity. The poems of Szymborska, though, are influenced by her experiences; are much relevant across the present time and culture. What she writes ironically is that there should be full-stop to war and terrorism that has demolished the humankind. The present paper intends to highlight on the ironic and obsessive views against the terror to create an ideal world where nobody suffers from the cruelty. (Poems translated in English by Stanislaw Baranczak and Clare Cavanaugh.

**Keywords:** *amalgamation, ironical, obsessive*

## Amalgamation of Ironic and Obsessive Qualities Expressed in the Poems of Wislawa Szymborska

**Gajanan Sarang**

Modern period under the sun witnessed two devastating, inhumane and wretched milestones with the loss of faith and humanity. First World War and Second World War uprooted the whole world and proved the severe tendency of modern man. These two events not only taught the lesson of loss of humanity but also challenged to be aware of it. However, there was the loss of faith on God and loss of humanity that continued till the present time. Wislawa Szymborska while expressing her views on the effects of war uses contradictory, paradoxical and ironical devices to shape her thoughts. She, through her poetry dealt with war and terrorism a two disgusting aspects in the postmodern world. Furthermore she dealt with the density of terrorism and wars on the world.

The poems of Wislawa Szymborska are shaped by her own experiences which has much relevance across the time and the culture. She has tried to highlight on the truths that exist in ordinary and everyday things. Taking into consideration the views of Samuel Becket and Philip Larkin, she offers a world a change from the ruthlessness to loveliness where one can breathe freely. The present research paper tried to highlight on her obsessive qualities regarding the war and humanity.

'*Starvation Camp near Jaslo*' not only deals with the effects of war but also strengthens its density with the help of literary devices such as irony, paradox and understatement. The very title of the poem suggests a contradictory statement with the starvation faced by the military soldiers. The opening line of the poem shows the contradiction faced by them as:

*Write down. Write it. With the ordinary ink on ordinary paper;  
They were not given food, they all died of hunger.  
All. How many? It's is a large meadow. How much grass per head?  
Write down: I don't know.*

Wislawa Szymborska, from the above stanza shows the injustice did with the army soldiers whose body after their sacrifice was decomposed on the same land. The poet in the ironical words adds that nobody had any affection about these sacrificed souls. She just adds that if somebody comes to console them; should write these names on the ordinary paper so that it should be removed easily. Thus, the poem reflects that it was an unnatural death by the society that remains constant after this massacre. Even the members who scarified themselves for their land were never considered by anybody else. Apart these, there was continuous killing of common people. Poet uses the symbolic word 'meadow' to point out the beautiful land that was totally daubed blood where many soldiers

were starved. Once again the starvation stands for the loss of humanity, love and lack of food. When poet expresses her grief regarding the soldiers killed in the war, in due course of time everyone has forgotten the devotion and the sacrifice of these soldiers. Poet on one hand describes about the death of soldiers but on the second hand she vaguely points that the family of these member faces lifetime problems. Precisely speaking, poet meant that here was no value given by people for the sacrifice of soldiers.

The ironical word 'meadow' in this poem is used as evergreen not to indicate evergreen with the natural greenery but with the blood and flesh of soldiers killed in military attack. It looks shining and evergreen. It also signifies that there was continuous death of soldiers having no reason to stop it. Further the poet uses the ironical statement with the use of a bird. Here, the bird flying across the meadow is compared with the man whose body has been burned in the suicidal terror, its wing have been cut down before its fly. Here the bird stands for a common military person whose optimism is abducted from his dreams. Moreover the face of the bird is compared with the effects of the war on the life of a common man that brought starvation among them. The face of the person this poem looks moved towards the sorrow and whatever is he trying to do is unable. The bird here fails with the clattering of the truth.

*Above, a bird where shadow flicked its nourishing  
wings across their lips.*

*Jaws dropped, teeth clattered.*

The concluding stanza of the poem indicates the emotions and vision of poet about the tragedy occurred by the war. She continues that at the night a sickle glistened in the sky and reaped the icons holding an empty chalice. Finally, the poet says that the person who travelled through this 'meadow', his body voluntarily will sing a song about it that will be as if the dart has been stroked into the heart.

The domestication of death is still continued in 'Torture'. Torture is the condition of the mind and body where it experiences the improper events. These events are bought either by the external factors or by the internal factors. Szyborska in this poem repeatedly uses the line 'nothing has changed' where she wants to bring the reality before the readers intending the full stop. At the same time she repeatedly uses the above line to carry the readers towards it. She points out that nothing has changed because her body is still getting the continuous pains, bones are on the way of getting broken and joints are getting stretched. She adds that the bodies expected the change from these events but it remains unsolved. Moreover, she adds that in spite of reducing the torments of her body, new offences have sprung newly. The hope and the only cry for which the body is enduring these tortures is 'a cry of innocence'. The poet here once again reminds that all these conditions are created by the terror where every person is wishing to get full stop and offers to have its own breath. While quoting she says-

*Nothing has changed; the body is the reservoir of pain  
It has to eat and breathe the air, and sleep;*



*It has thin skin and the blood is just beneath it;*

The poet gets passionate with the existing condition needs to offer a change leading to peace and love but says nothing has been changed. The change according to the poet has come in the manners, ceremonies and dances only where people spend much money on them but forget their duty to love the others and to shower their feeling on them. The body according to the poet is in the writhes, jerks and tugs with pull up of its keens, swelling and bleeding. The words like bruises, swelling and bleeding carry the paradoxical meaning to show the terror in it. The pull of knees refers to the vulnerability of body to face problems in future. 'Bruises' refer to the unfulfilled desires and the mental torture of people whereas 'bleeding' refers to the end of humanity without any passion. While concluding, the poet sums up with remarking that there is change of brutality of Nature but human being remains stable. In the desert of affections the soul of the victims waits for change in the landscapes.

The same tone of the negative side of the life is attained in the poem entitled 'A Funeral'. Poet in this poem brings the universal truth-death before us. It is said that all human being is subject to decay, when fate summons us; all of us have to obey it. Even the monarch or the poor are not exceptions to it. We live on the earth if we are the puppets in the hands of our destiny. She points out the universal reality with the help of a funeral of a dead person as:

*So suddenly who could have seen it coming?  
Stress and smoking, I kept telling him  
Not bad than and you  
These flowers need to be unwrapped his brother's heart gave out;  
too, it runs in the family.....*

In the above lines the poet first describe the person who is dead but it offers her say to the all humankind whose life is as short as the bubble. The poet double codes the text in a kind of mimicry as used as we are to seeing the death in all its frightening character. She continues saying that we do not think about the obvious fact that as death grips life, life also intervenes in death. Both grip each other with the same intensity. Eveready life can easily be taken over by pathos that in turn just as easily yields' to everyday life. Death is the fact not more frightening than life and paradoxically it is in fact more problematic for living than the dead. It is the living who demands grantees about the existence from some kind of higher power about the meaning of life and the unavailability of faith.

## References

- Currie, Mark. *Postmodern Narrative Theory*. NY: Palgrave, 1998.
- Hutcheon, Linda. *A Poetics of Postmodernism: History, Theory, Fiction*. NY: Routledge, 2004.

*The Penguin Dictionary of Literary Terms and Literary Theory*. J.A. Cuddon. Lewis, Barry. Postmodernism and Literature 'The Routledge Companion to Postmodernism. NY: Routledge, 2002.

M. Keith Booker. *Techniques of subversion in modern literature: transgression, abjection, and the carnivalesque*. University Press of Florida, 1991. pg. 81–82.

Wisława Szymborska, 'Could have', in *View with a Grain of Sand: Selected Poems*, trans. Stanislaw Baranczak and Clare Cavanagh, Harcourt Brace & Company, New York, 1996, pp.65-66.

*Starvation camp near Jaslo* and other poems Translated by Grazyna Drabik and Austin Flint

Moers, Ellen (1976). *Literary Women*, London

Rubenstein, Roberta "Altering the Critical Landscape." *Contemporary Women's Issues Database*. 10.1 (1995): 30-31.



# THE RUBRICS

Journal of Interdisciplinary Studies

Publication details and instructions for authors:

© <http://www.therubrics.com>

ISSN 2454-1974

---

## Clashing Anxieties in Chitra Divakaruni's "Meeting Mrinal"

Wamankumar Wani

Assistant Professor, Department of English  
B Raghunath College Parbhani. MS, India.

Published online: 01 June 2015

**APA Citation:** Wani, W. (2015). Clashing Anxieties in Chitra Divakaruni's "Meeting Mrinal". *The Rubrics Journal of Interdisciplinary Studies*, 1(2), 71-75.

### Abstract

The present paper attempts to investigate the clashing anxieties that underlie in the life of the two female characters in the story "Meeting Mrinal". It is last story in the collection that narrates an episode from the life of Asha, the Indian born protagonist, who now lives in California and the meeting with her Indian friend Mrinal. Meeting with Mrinal suggested in the title of the story becomes the turning point in story from where the life of both the women changes.

**Keywords:** *clashes, anxieties, identity*

## Clashing Anxieties in Chitra Divakaruni's "Meeting Mrinal"

**Wamankumar Wani**

Poet, short story writer, and a novelist, Chitra Banerjee Divakaruni has established herself on the literary scene with the postcolonial diasporic identity. Born and educated in India she has completed her doctoral research in the United States. She has been one of the major literary figures among the South Asian writers writing in English. She has spent more time outside India and has acquired a kind of hybrid identity. Most of her works stem from her own experiences. Her notable novels include *The Mistress of Spices*, *Sister of My Heart*, and *Queen of Dreams*. Her poems have won various prestigious literary awards. Divakaruni's first collection of short stories *Arranged Marriage* published in 1995 won American Book Award including others. The story collection was well received by the readers and reviewers. Most of the stories of *Arranged Marriage* are about the Indian immigrants to the United States from the author's native region of Bengal. The theme of the eleven stories of *Arranged Marriage* is Indian institution of arranged marriage that is affected by the changing times.

The present paper attempts to investigate the clashing anxieties that underlie in the life of the two female characters in the story "Meeting Mrinal". It is last story in the collection that narrates an episode from the life of Asha, the Indian born protagonist, who now lives in California and the meeting with her Indian friend Mrinal. Meeting with Mrinal suggested in the title of the story becomes the turning point in story from where the life of both the women changes. All the stories from *Arranged Marriage* show women who find themselves caught between two cultures, the restricted but comforting Indian culture of their birth and the freer but ruthless western culture. The protagonist of "Meeting Mrinal", Asha immigrates to the United States to join her Indian husband. In her stay at California she leads the life of a traditional Indian wife making elaborate food for the family until an event occurs that forces her to move beyond her accustomed role. Her husband abandons her for a younger white woman. The story opens at this point, recounting Asha's attempts to come to terms with the feelings of failure and her need to carve out an independent life in an alien culture. The crisis is reached during a meeting with Mrinal, a childhood friend from India who is now successful businesswomen. Divakaruni explores the immigrants search for identity and coherence in the adopted culture, in which the traditional assumptions do not work and the new ways require unexpected and sometimes painful growth resulting into conflicting pressures on the minds of the characters trapped in the situation.

'When two cultures sharing unequal power confront each other, the weaker culture seeks different alternatives to meet the situation' (Guttal, 197). In a broader sense postcolonialism as a critical mode is concerned with complex issues involved in the unequal power relations of the two cultures, literatures, and societies. In "Meeting Mrinal" Asha and Mrinal cherish 'the illusion of perfect life' (Robinson). The story narrates the predicament of Asha, a woman who grew up in India and had an arranged marriage according to Indian tradition and then had to adapt to a new lifestyle and culture as a divorced women. Asha is placed 'at the volatile confluence of two conflicting pressures: the obligation to please traditional husband and family, and the desire to live modern independent life' (*Publishers Weekly*, 53). The first change that takes place in life of Asha comes when she immigrates to the United States, a culture that is full of "failing grades, drugs, street gangs, AIDS". Though she has moved to a different culture she finds herself in comfort zone of traditional Indian way of life living as wife and mother of teenage son Dinesh and she did a part time job also. But the Indian traditional comfort zone is shattered when her husband Mahesh informs her that their marriage is over. In Indian tradition the family is a woman's support system. When the family itself is broken up she loses that support and must take decision on her own – a situation that is much more a norm in the western culture.

Asha, a divorced woman is confronted with the conflicting pressures building in life. On the one hand she moves out of the marital home and trains for a full-time job, she joins a fitness class and gives up cooking elaborate meals for herself and her teenage son, relying instead on takeout's. On the other hand she must come to terms with the failure of her marriage, a role to which she had committed her entire being for years and become an independent woman in her adopted country. The pressures heighten when she finds herself poorly equipped for the role.

Mrinal, Asha's friend, living in India has made the opposite life choices to Asha. Though Mrinal lived in India yet she rejected the traditional Indian wifely role and acquired the trappings of the successful westernized woman. She has powerful and lucrative job, beautiful clothes, and lovely home.

The climax of the story begins when Asha gets a telephone call from Mrinal, her childhood friend from India whom she has not seen nearly twenty years. She is coming to San Francisco for a conference and wants to meet Asha and her family. Asha has always had a competitive relationship with the career-driven and unmarried Mrinal and inwardly feels inferior to her. Asha's joy for meeting a friend soon disappears, for her mind is filled with fear and shame because her husband has left her. Asha feels particularly defensive as Mrinal had counselled her against agreeing to an early arranged marriage advising her to finish college and get a job. Asha talks to Mrinal as if her marriage is still intact but makes up excuses to get out of meeting her, saying that Mahesh is out of town, that she is busy, and that Dinesh too is away from home. Finally, she realizes that she cannot disappoint her friend and sets up a meeting. Asha's setting up a meeting with Mrinal increases the pressure on her mind; this is added when Dinesh shows his anger on her for lying to the friend. Conflicting pressure goes on increasing even

more when, in an incident, Asha slaps Dinesh for voicing the uncomfortable truth that Mahesh, her husband has left her because he was tired of her and joined another white woman. Mother-son relation goes under tension due to her lying to Mrinal about her marriage.

Asha is not at ease about the meeting, she reflects that Mrinal has the perfect life she assumes that Mrinal has “money, freedom, admiration”, and “she doesn’t have to worry about pleasing anyone”. Asha thinks of her life cluttered and ordinary as contrasted to the Mrinal.

When Asha and Mrinal meet at the restaurant they embrace each other. Asha is impressed to find that Mrinal has bought herself a ring. Mrinal asks Asha to tell about her family. Asha does so without revealing that her marriage is over. Mrinal sadly says that Asha is lucky to have such a wonderful husband and son. She reveals that she herself is unhappy and bursts into tears she admits that she had planned to pretend that everything was fine with her life, but when she saw the love for her family shining in Asha’s face, she could not keep it up. The two friend part without Asha’s revealing her own secret. In this meeting Mrinal though living in India but having westernized way of life could not hold up the pressure of the situation and bursts into tears and sheds the pretence that she had.

Returning home, Asha, before closing the car engine in the garage contemplates and weeps for her profound disillusionment. She attempts suicide by suffocating herself in the garage with fumes but soon realizes that it is not the solution to the problem and jumps out of the garage. Readily Dinesh comes to her help and takes her to bathroom where she vomits. Her surrender to him and even Dinesh’s readiness to help Asha shows his concern for his mother. Dinesh enquires about the meeting with Mrinal; Asha admits that she “made a mess of things”. She will detail him everything over a glass of milk. While she prepares the milk, she plans the letter she will write to Mrinal to tell her the truth. She knows that she and Dinesh will not always agree but they solemnly raise their glasses to their “precious, imperfect life.” Though in solitude, Asha also breaks down under the pressure. Both the women have conflicting pressure in their life. On the one hand to pretend the perfect, happy life and on the other hand the awareness about the imperfect and loneliness in life. Pretence of Asha and Mrinal collapse down under the pressure that life builds around them. In this short story Divakaruni dramatizes a basic irony: the Indian woman who remains in India actually develops a more western style life for herself; the Indian woman who comes to the United States attempts to sustain a traditional Indian lifestyle and only departs from it when her marriage fails and she is forced to be on her own.

### Works cited

Divakaruni, C. B. “Meeting Mrinal” in *Arranged Marriage*, Black Swan, 1997, P.273-300

---- “Writing”<http://www.chitradivakaruni.com/about/writing/> (accessed 11/08/2010)

Guttal V. & Visaji V. "*Chakori: The Indigenous in the Postcolonial World*" in *Indian Literature*, Sahitya Akademi, New Delhi. Vol. 254 Nov/Dec 2009, P.193.

Mandal, S. *Divakaruni's Life and Works*

Review of *Arranged Marriage* in *Publishers Weekly*, Vol. 242, No. 23, June 5, 195, P. 53.

Robinson, C. Critical Essays on "Meeting Mrinal" in *Short Stories for Students*. Thomas Gale, 2007.



# THE RUBRICS

Journal of Interdisciplinary Studies

Publication details and instructions for authors:

© <http://www.therubrics.com>

ISSN 2454-1974

---

## Structural and Functional Reforms in Libraries under Globalization

R K Deshmukh

Assistant Librarian

Rajiv Gandhi college of Agriculture, Parbhani. MS, India.

Published online: 01 June 2015

**APA Citation:** Deshmukh, R. (2015). Structural and Functional Reforms in Libraries under Globalization. *The Rubrics Journal of Interdisciplinary Studies*, 1(2), 76-79.

### Abstract

In the ear of globalization, the role and functions of libraries and librarian have become complex, complicated and dynamic today both are facing challenges while responding to the changes. In an age of information explosion, information is produced through variety of ways. Educational and technical institute all over the world are facing the necessity of managing their education resources in a more effective way.

**Keywords:** *globalization, reforms and libraries.*



# Structural and Functional Reforms in Libraries under Globalization

**R K Deshmukh**

## **Introduction**

Education is the key success for any national and society. Progress of nation is depending upon the educated minds research, invention and innovation. Education is needed for every walk and life of the universe. Since 1992 international consensus has emerged that achieving sustainable development is essentially a process of learning. Sustainable development requires active and knowledgeable citizens and caring and informed decision makers capable of making the right choice about the complex and interrelated economic, social and environmental issues human society is facing. Linking social, economic, political and environmental concerns is a crucial aspect of sustainable development. Creating such links demands a deeper, more ambitious way of thinking about education. Education not only provides scientific and technical skills but also provides motivation, justification and social support for pursuing and applying them.

The twenty first century creates a new environment for education in general and higher education in particular. The progress of any country is strongly linked with the quality of education. However, with growing of educational institutes in all parts of the country and several types of economic activities dominating the landscape, the issue of quality has now assumed a critical dimension. Libraries play an indispensable role in the dissemination of information of knowledge, they should be in a position to provide effective teaching learning information support to its user's communities.

Library is a prime part of education system and criterion about library functions as best practices. Libraries are becoming more and more serviceable and dissemination of knowledge resource centers.

## **Current scenario**

User today are faced with many difficulties in finding information, because new technology makes information available in different, mainly electronic formats. The most important role of the academic libraries and librarians is to educate the users or students in academic environment for effective use of information either through print texts or electronic text via internet. It is a duty of today's libraries to equip students with the necessary information skills to function effectively and to meet challenges of the information age. Information literacy is basically a library instruction program. It focuses on content, communication, analysis, information searching and evaluation. In view of the contemporary environment

of rapid technological change and proliferating information resources, information literacy in libraries have become increasingly important. It forms the basis for lifelong learning by enabling the learners to master content and extent their investigations, become more self-directed and assume greater control over their own learning. In other word information literacy is a set of skills, which enables the individuals to recognize his or he information need. In addition it also enables to locate, evaluate the use the needed information effectively.

#### **Challenges faced by libraries**

1. Explosive growth of information and documents
2. Increased cost of document and information materials.
3. Increase in user's information needs.
4. New role of the librarian and grater responsibilities
5. Latest techniques and concept in handling of information.
6. New electronics information environment.
7. Creation of databases and its security.
8. Marketing of library and information services.

#### **Library automation**

There are so many obstacles in doing the library automation such as

1. Lack of funds
2. Lack of IT infrastructure
3. Lack of support from management
4. Lack of computer literacy among library personnel
5. Lack of technical skill and know how among library profession to overcome day to day IT related problems arising in application of IT.
6. Lack of training support

#### **To overcome the problems of LIS professional**

Following initiatives is necessary to over the problems of library and information service professional.

1. To train the library staff
2. To identify the basic problems related IT based services
3. To provide effective IT based library services
4. To computerized the libraries
5. To overcome he daily problems related to IT based services
6. To enrich the image of library profession.

**Role of library**

Libraries are the sources of information and libraries play an important role in dissemination of information and knowledge. This is an era where changes are taking place, very rapidly in all sphere of life. With the advent of technologies the concept of library is also changed, now a day's libraries are acquiring, processing and disseminating information in electronic and digital forms. Library is known as electronic library. Digital library, virtual library, knowledge resources centre etc. information technology has drastically influenced their functions and services.

**Function of librarian**

In the library, librarian is leader. It is always say that if the leader is not good the workforce is unhappy, dissatisfied. Good leadership strives to bring about a set of shared values, a shared vision so that everyone knows what the organization is trying to do. The culture, vision so that everyone knows what the organization is trying to do. The culture, vision, values, beliefs and motivation in an organization arise from leadership. In the library, the librarian has to play the dual role in motivating staff as well as users. In today's world librarian has become technology application leaders. Librarian as a leader should acquire all skills like.

**Conclusion**

The role and functions of libraries and librarians have changed. It is therefore pertinent to acquire innovative ways for developing and managing the library services.

**References**

- Harinarayana, N. S.; Vasantha, Raju N.; and Swamy, Shiv Kumar (2008) "Measuring the effectiveness of library services of selected college libraries in Mysore city from users perspective," *IASLIC Bulletin*, 53 (2): 71-81.
- Satyanarayana, M. (1999), "Use of text book section in Andhra university library: A case study." *Library Herald*, 37 (1):50-59.



# THE RUBRICS

Journal of Interdisciplinary Studies

Publication details and instructions for authors:

<http://www.therubrics.com>

ISSN 2454-1974

## ग्रंथालयातील आपत्ती व्यवस्थापन

आर.बी.टेकाळे

ग्रंथपाल

श्री शिवाजी महाविद्यालय, परभणी. महाराष्ट्र, भारत.

Published online: 01 June 2015

**APA Citation:** टेकाळे, आर.बी. (2015). ग्रंथालयातील आपत्ती व्यवस्थापन. *द रुब्रिक्स आंतरविद्यशाखीय जर्नल*, 1(2), 80-86.

### सारांश

प्रस्तुत लेखामध्ये ग्रंथालयातील आपत्ती व्यवस्थापन, संभावीत आपत्ती विषयीची माहिती देण्यात आली असून आपत्ती पूर्वीची पूर्व तयारी, आपत्तीनंतरचे व्यवस्थापन या विषयाचे सविस्तर विश्लेषण करण्यात आले आहे. नैसर्गिक अथवा मानवनिर्मित आपत्तीमूळे प्रचंड प्रमाणात नुकसान होते. ग्रंथालयामध्ये वाचनसाहित्य संग्रहाद्वारा ज्ञानाचे एका पिढी कडून दुसऱ्या पिढीकडे ज्ञानाचे हस्तांतरण होत असते. या बहुमूल्य ज्ञानाचे आपत्तीमूळे कमीत कमी नुकसान व्हावे व आपत्तीनंतर वाचनसाहित्याचे संरक्षण करण्यासाठी जर आपत्ती पूर्व नियोजन केले तर आपत्ती पासून होणारे नुकसान कमी प्रमाणात होवू शकते त्यासाठी आपत्तीपूर्व अंदाज घेवून आपत्ती व्यवस्थापनाचे नियोजन करणे गरजेचे असते.

संज्ञा: ग्रंथालय, आपत्ती व्यवस्थापन

## ग्रंथालयातील आपत्ती व्यवस्थापन

### आर.बी.टेकाळे

#### प्रस्तावना

आपत्तीमूळे पर्यावरण तसेच मानवी जीवनाची हानी होते. आपत्ती ही कोणत्याही प्रकारची असो, नैसर्गिक असो की, मानव निर्मित, आपत्तीमुळे मानवाचे प्रचंड प्रमाणात नुकसान होते. ग्रंथालयामध्ये ज्ञानाचे संग्रहण केले जाते व या ज्ञानाचे हस्तांतरण एका पिढीकडून दुसऱ्या पिढीकडे केले जाते. ज्ञानाचा वारसा ग्रंथालयामध्ये जतन करून ठेवला जातो. ज्या राष्ट्रकडे ज्ञानाचा / माहितीचा संग्रह मोठ्या प्रमाणात उपलब्ध असतो ते राष्ट्र शक्तीशाली राष्ट्र म्हणून मानले जाते. म्हणून अशा ज्ञानाचे संरक्षण करणे आवश्यक असते. अचानक येणाऱ्या आपत्तीमूळे ज्ञानाचा न्हास होवू नये व येणाऱ्या आपत्तीस समर्थपणे तोंड देवून ज्ञानाचे जतन करण्यासाठी आपत्तीपूर्व व आपत्तीनंतरचे व्यवस्थापन ग्रंथालयामध्ये करणे आवश्यक असते. अशा प्रकारचे व्यवस्थापन आपत्ती व्यवस्थापनाद्वारे केले जाते.

#### आपत्तीचे प्रकार (Kinds of Disaster)

आपत्तीच्या आधारावर लघू आपत्ती (Minor) व विशाल आपत्ती (Major) किंवा मानवनिर्मित (Human made) व नैसर्गिक आपत्ती (Natural) असे प्रकार पाडता येतात. ग्रंथालयातील आपत्तीचे मुख्य प्रकार/घटक पुढील प्रमाणे आहेत.

**अ. पाणी :** मोठ्या प्रमाणात होणारा पाऊस,बाष्पयुक्त हवा, पुर,इ. मुळे ग्रंथालयातील पुस्तके व मायक्रोफिल्म, किंवा इतर अन्यवाचनसाहित्यावर परिणाम होतो. व वाचनसाहित्यांचे नुकसान होते. अशा नैसर्गिक आपत्ती बरोबरच ग्रंथालय संग्रहाजवळून जाणारी पाईपलाईन फुटने, एअरकंडिशन द्वारे पाणी टपकणे, ग्रंथालय इमारत बांधते वेळी प्लंबिंग मध्ये होणारा निष्काळजीपणा इत्यादी मुळे ग्रंथालयातील वाचनसाहित्यावर विपरीत परिणाम होऊ शकतो.

**आ. आग :** ग्रंथालयातील खराब वायरींग, ज्वलनशील पदार्थांचा उपयोग, विज, भुकंप, इत्यादी मुळे आग लागण्याची शक्यता असते. आग हा सर्वात जास्त नुकसान करणारा घटक आहे. आगीमूळे धूर, हानीकारक वायू, निर्माण होत असल्यामुळे त्याचा परिणाम वाचनसाहित्यावर होतो.

**इ. भुकंप :** भुकंपा मूळे ग्रंथालय इमारतीचे किंवा साधनसामुग्रीचे नुकसान होते. ग्रंथालयातील साहित्य व ग्रंथालयीन इमारतीला तडेजाणे, इमारत जमिनदोस्त होते. त्यामुळे प्रचंड प्रमाणात नुकसान होते.

**ई. रासायनिक प्रभाव :** ग्रंथालयातील पुस्तके/ वाचनसाहित्यावर प्रभाव करणारेघटक म्हणजे वातावरणामधील धूळ, धूर,किंवा आम्लधारक पदार्थांमूळे ग्रंथालय इमारत व वाचनसाहित्यावर प्रतिकूल परिणाम होतो.

**उ. मानव निर्मित आपत्ती (Man-made Disaster)** याअंतर्गत आतंकवादी हमले, युद्ध, दंगा, इत्यादींमूळे ग्रंथालय इमारत व वाचनसाहित्याचे प्रचंड प्रमाणत नुसान होते. विविध देशातीलयुद्धामूळे मोठमोठाले ग्रंथालये नष्ट करण्यात आल्याची उदाहरणे आहेत.

### **आपत्तीपूर्वीची सज्जता (Readiness for Disaster)**

नैसर्गिक किंवा मानवनिर्मित आपत्तीमूळे ग्रंथालयाचे नुकसान बऱ्याच मोठया प्रमाणत होते. परंतू आपत्ती येण्यापूर्वीच संभावित आपत्ती गृहीत धरून काही पूर्वतयारी करण्यात आलीतर प्रचंड प्रमाणात होणारे नुकसान कमी केले जाऊ शकते. आपत्ती व्यवस्थापनामध्ये आपत्ती येण्यापूर्वी अथवा आपत्ती आल्यानंतर व्यवस्थापन केले जाते. यामध्ये ग्रंथालयीन कर्मचाऱ्यामध्ये आपत्ती व्यवस्थापना विषयीची कार्यक्रमपत्रिकेचे आयोजन केले जाते.

आपत्ती व्यवस्थापनामध्ये लिखित स्वरूपात मसुदा तयार केला जातो व वेळेवेळी त्यामध्ये संशोधन होवून त्यामधील त्रुटी दूर केल्या जातात. तसेच आपत्ती व्यवस्थापन कार्यक्रमाबद्दल नविन नियुक्त केलेल्या तसेच इतर कर्मचाऱ्यांना अवगत केले जाते. आपत्ती व्यवस्थापन ही एक किचकट प्रक्रिया आहे. याचे नियोजन व व्यवस्थापन उच्च स्तरीय व्यवस्थापकांद्वारे केले जाते. यामध्ये खालील प्रक्रिया समाविष्ट असतात.

०१. **जबाबदारीची निश्चिती (Determining Responsibilities)** यामध्ये आपत्ती संबंधी कार्यासाठी एका प्रमुख व्यक्तीवर जबाबदारी सोपवली जाते. ती आपत्ती विषयाच्या कार्यमध्ये कार्याचे संचलन,नियोजन व सुधार प्रक्रियेमध्ये त्याचे उत्तरदायित्व असते. त्याच बरोबर इतर व्यक्ती जसे ग्रंथालयीन कर्मचारी, इंजिनियर, सुरक्षा कर्मचारी/ सुरक्षा तज्ञ इ. सदस्य म्हणून असू शकतात.
०२. **आकडेवारीचे संकलन व प्रारंभिक शोध (Data collection and initial Research)** व्यवस्थापनामध्ये संभावित आपत्तीचे नियोजन नियंत्रण त्याचबरोबर आपत्तीनंतरच्या कार्यवाहीच्या संबंधातील आकडेवारी (माहिती) चे संकलन केले जाते. त्याचबरोबर आपत्ती व्यवस्थापनाची मुख्य योजना तयार करण्यापूर्वीआपत्ती व्यवस्थाप समितीचे सदस्य आपत्ती विषयीच्या कार्यशाळेमध्ये/ चर्चा सत्रामध्ये सहभाग घेवून किंवा त्यातील प्रारंभिक शोध घेवून आपत्ती व्यवस्थापनाची योजना तयार करतात.
०३. **संभावित आपत्तीची (जोखम) निश्चिती (Assessment of potential Hazard) :** आपत्ती व्यवस्थापन समितीद्वारे सर्वेक्षणाच्या माध्यमातून संभावित आपत्तीची निश्चिती केली जाते. या अंतर्गत नैसर्गिक आपत्ती जसे भूकंप, मुसळधार पाऊस, चक्रीवादळ, इ. तसेच मानवनिर्मित आपत्तीची शक्यता तपासून निश्चिती केली जाते व त्यासाठी संरक्षण साधनाची निश्चिती केली जाते. ग्रंथालय इमारतीमध्ये अग्नीरोधक यंत्र, विजपूरवठा खंडित झाल्यास पर्यायी व्यवस्था प्लंबिंग संदर्भात उपयोजना अशा बाबीवर विशेष लक्ष दिले जाते. त्याच बरोबर विजपूरवठ्याच्या वायरींगची स्थिती कशी आहे. त्याद्वारे विद्युतभार सहन करण्याची क्षमता आहे ही नाही? रात्रीच्या वेळीस विद्युत साधने बंद केली जातात की नाही? पाणी निचरा चांगल्या प्रकार होतो का? पुरेशा प्रमाणत अग्नीरोधक संयंत्रे उपलब्ध आहेत का नाही? आपत्तीकालीन घंटा, आपतकालीन मार्ग आहे की नाही? याबाबतचे नियमित अवलोकन केले जाते.

०४. **संसाधनाची माहिती घेणे** आपत्तीच्या वेळी किंवा संकटकाळी उपयोगात येणारी आवश्यक उपकरणे जसे मास्क, बॅटरी, स्पंज, प्लॅस्टिक बकेट इ. उपकरणांच्या वितरकाची नावे व पत्ते लिखित स्वरूपामध्ये तयार ठेवावी लागतात.
०५. **स्थानिक आपतकालीन एजन्सीजशी संपर्क** (Contact with local Emergency agencies) आपत्ती व्यवस्थापन समितीस स्थानिक पातळीवर कार्यरत असणाऱ्या संकटकालीन कामामध्ये सहाय्यक एजन्सीज, जसे आग नियंत्रण ठेवणारी यंत्रणा अग्नीशामकदल, रुग्णवाहिका, वीमा कंपनी, पोलीस इत्यादीना ग्रंथालयामध्ये बोलवून आपत्ती व्यवस्थापना संदर्भात त्यांची मते/ सूचना शिफारशी जाणून घेतल्या जाव्यात.
०६. **समितीतील सदस्यांना कार्यनिश्चयन** (Setting of hours and tasks) आपत्तीच्या वेळी समितीतील सदस्यांची प्रत्येकाची काय जबाबदारी असेल त्यांनी कशा प्रकारे निर्णय घ्यावेत याची निश्चिती अगोदरच केली जाते. अशा स्वरूपाची जबाबदारी व कार्यनिश्चिती अगोदरच केली जाते. अशा स्वरूपाची जबाबदारी व कार्यनिश्चिती लिखित स्वरूपामध्ये सुध्दा असावी लागते व वेळोवेळी त्यामध्ये सुधारणाही केल्या जातात.
०७. **ग्रंथालय संग्रहाचे सर्वेक्षण आणि सुरक्षाबाबत अग्रक्रम ठरविणे** (survey of collection and determine salvage priorities) ग्रंथालयातील संग्रहाचे सतत सर्वेक्षण केले पाहिजे त्या अंतर्गत दैनिक कामकाज, तसेच सुरक्षेसंबंधीचा आढावा घेतला जावा व त्यातील उणिवा शोधून आपतकालीन परिस्थितीमध्ये कोणत्या संग्रहाच्या सुरक्षेसाठी प्रथम अग्रक्रम द्यावा हे अगोदरच निश्चित केले पाहिजे.
- I. **प्रथम प्राथमिकता/ अग्रक्रम** (First priorities) जे वाचनसाहित्य अतिमहत्वाचे, संशोधनासाठी खुप उपयोगी असेल व असे साहित्य पुर्नःस्थापीत करणे शक्य नसेल अशा साहित्याच्या संरक्षणास अग्रक्रम द्यावा.
  - II. **द्वितीय प्राथमिकता** (Second priorities) जे साहित्य दूर्मिळ व अमूल्य असेल व तिचे पुर्नःस्थापन करणे शक्य नसेल अशा साहित्याच्या संग्रहणास द्वितीय स्थान/ प्राथमिकता द्यावी.
  - III. **तृतीय प्राथमिकता** (Third priorities) असे वाचनसाहित्य ज्यासाठी काही अर्थिकभार सहन करून पुर्नःस्थापन करणे शक्य असेल अशा साहित्य संरक्षणासाठी तृतीय प्राथमिकता देण्यात यावी. जसे नविन कलिके, दृक-श्राव्य साहित्य, मायक्रोफार्म व इतर वाचनसाहित्य इ.
०८. **वित्त निर्धारण/ विश्लेषण** (Financial Assessment) आपत्ती व्यवस्थापन समितीने ग्रंथालयाच्या वित्तीय स्थितीचे विश्लेषण केले पाहिजे, ज्याद्वारे आपत्तीच्या वेळी निधीकशा प्रकारे व कोटून उपलब्ध होईल याचा आढावा घेतला जावा तसेच ग्रंथालयाचा विमा काढला जावा.
०९. **योजनेचे प्रलेखन :-**  
 आपत्ती व्यवस्थापन समितीने तयार केलेल्या योजनेकरीता अंतिम स्वरूप देण्यासाठी प्रत्येक योजनेचे प्रलेखन (लिखित स्वरूप) केले पाहिजे. ज्यामध्ये.
- अ. प्रस्तावना, अधिकार स्तर, तसेच योजनेअंतर्गत निश्चित करण्यात आलेले कार्यक्रम.
- आ. आपत्ती संदर्भात पूर्वकल्पना अल्यास कशा प्रकारचे निर्णय घ्यावेत याची माहिती.
- इ. आपत्तीकालीन परिस्थिती मध्ये प्राथमिक अवस्था काय असेल, कोणाशी संपर्क साधावा इ. ची माहिती

- ई. आपत्तीच्या वेळी करण्यात येणाऱ्या सर्व प्रक्रियेचे विस्तारीत वर्णन, ग्रंथालयाच्या कोणत्या भागात अग्निरोधक यंत्र आहे. पाण्याच्या पाईपलाईनची स्थिती, वातानुकूल यंत्राची स्थिती, आपत्तीच्या वेळी बाहेर जाण्याचा मार्ग इ. बाबतचा उपयोग कसा करावा याचे वर्णन.
- उ. आपत्तीमध्ये झालेले नुकसान भरून ग्रंथालयाची पुर्नःस्थापना म्हणजेच पूर्वस्थिती मध्ये येण्यासाठी काय कार्यवाही करावी याची माहिती.
- ऊ. परिशिष्ट ज्यामध्ये इमारतीचा प्लॅन, आपत्तीकालीन सेवांची यादी, संकटकालीन व्यवस्थापनामध्ये जबाबदार आपत्ती व्यवस्थापनाच्या समितीची नावे त्यांचे संपर्क ,फोन क्रमांक, चाब्यांची स्थिती, अग्निशामक यंत्रे, बाह्य साधनांची यादी, मदत करणाऱ्या कार्यकर्त्यांची यादी, वाचनसाहित्य पुर्नःस्थापन योजना इ. बाबत विस्तारीत वर्णन .
- ए. **योजनेस मान्यता** - लिखित स्वरुतामध्ये आपत्ती व्यवस्थापनाची योजना तयार केल्यानंतर त्या योजनेला संस्थेच्या सर्वोच्च व्यवस्थापकांकडे मान्यतेसाठी पाठविली जाते. मान्यता मिळाल्यानंतर लिखित योजनेच्या प्रती समितीच्या प्रत्येक सदस्याकडे वितरीत केल्या जातात.
- ऐ. **योजनेचा अद्ययावतपणा** - आपत्तीकालीन योजनेमध्ये वेळोवेळी आवश्यक सुधारणा करून योजना अद्ययावत ठेवली जाते. जसे इमारतीमधील बदल, सदस्यांशी संपर्क पत्यामध्ये बदल झाल्यास विविध आपत्ती व्यवस्थापनाशी निगडित घटक अद्ययावत ठेवले जातात.

### आपत्तीकालीन परिस्थिती मधील प्राथमिक कामे

आपत्तीकालीन परिस्थिती निर्माण झाल्यास प्रथम ग्रंथालय सुरक्षा कार्यालयास सूचना दिल्या पाहिजेत. सुरक्षा कर्मचारी आवश्यकतेनुसार जन सुरक्षा कर्मचाऱ्यांना बोलावू शकतात त्याचबरोबर आपत्तीमध्ये एखादा कर्मचारी अथवा उपभोक्ता अडकला आहे का हे तपासले पाहिजे कमी प्रमाणात आग लागली असेल तर ग्रंथालयातील अग्नी शामक उपकरणाद्वारे आगीवर नियंत्रण ठेवले पाहिजे. तसेच पाण्यामुळे नुकसान होत असेल तर पाणी पुरवठा करणारा वॉल बंद केला पाहिजे. आपत्ती परिस्थिती पूर्णपणे नियंत्रणात आल्यानंतरच निस्तारण कार्यास सुरुवात करावी यामध्ये नुकसान कशा स्वरुपाचे आहे. कोणत्या साहित्याचे नुकसान झाले आहे. हे पाहिले पाहिजे. व त्यानुसार आपत्ती व्यवस्थापन समितीस कोणत्या साहित्याचे निस्तारण करावे. व कोणत्या साहित्याची पुर्नःस्थापना (Replacement) करावे यासंबंधीचा निर्णय घ्यावा लागतो.

### ०१. पुस्तकांचे निस्तारण(नष्टशेष शोधन) : (Salvage of books)

ग्रंथ संग्रहाचे जर पाण्यामुळे नुकसान झाले असेल तर ताबडतोब ग्रंथाचे निस्तारण करणे आवश्यक असते. ग्रंथाला शेवाळ येणे सुरु होते व त्यांचे मुद्रण खराब होण्यास सुरुवात होते व ग्रंथाची बांधणी खराब होण्याची शक्यता असते. ग्रंथाचे निस्तारण खालील प्रमाणे केले पाहिजे.

- सर्वप्रथम पुस्तकांना थंड व कोरड्या वातावरणामध्ये आणून ठेवले पाहिजे.
- मोठ्या टेबलावर पुस्तके मोकळी ठेवून त्यावर कागद झाकून ठेवले पाहिजेत व पेपर ओला झाल्यास सतत पेपर बदलला पाहिजे.
- ओल्या पुस्तकांच्या पृष्ठांची नेहमी उघडझाप करू नये.
- पुस्तकांना शितलन (Freezing) प्रक्रियेसाठी पाठविले पाहिजे.



- शितलन झाल्यानंतर पुस्तकांना निर्वात कक्षात ठेवले पाहिजे व दोन ते चार आठवडे पुस्तकांचा वापर करू नये.
- आगीमुळे पुस्तकांचे नुकसान झाल्यास पुस्तके धुरामुळे काळे पडतात. अशा वेळी स्पंज व कपडयाने ग्रंथ साफ करावेत व नुकसान झालेले कव्हर बदलवे.

#### ०२. इलेक्ट्रॉनिक साधनांचे निस्तारण(नष्टशेष शोधन) - (Salvage of E-Resources)

सध्याच्या काळामध्ये ग्रंथालयामध्ये माहिती संग्रहणासाठी सीडी-रॉम,हार्ड डिस्क, ऑडिओ- व्हीडीओ कॅसेट इ. चा उपयोग केला जात आहे. संगणकाच्या हार्ड डिस्कमध्ये पाणी गेल्यास हार्ड डिस्कचा उपयोग होवू शकत नाही अशा वेळेस डेटा रिकव्हरी तंत्रज्ञान बोलवून माहिती पुनःस्थापीत करावी. ऑप्टिकल डिस्कला माती, खराब पाणी लागल्यास डिस्टील वॉटरने साफ करावे किंवा स्वच्छ ब्रश ने साफ करावे. अशा वेळेस डिस्कच्या पृष्ठ भागावरील डेटा खरचटणार नाही याची काळजी घ्यावी शक्य झाल्यास ऑडीओ, व्हीडीओ, टेप प्लॅपी डिस्क इ. पुनःस्थापीत करण्यात यावे.

#### ०३. मायक्रोफार्मचे निस्तारण(नष्टशेष शोधन) (Salvage of Microforms)

मायक्रोफार्म/मायक्रोफिशचे नुकसान झाल्यास जर का त्याचे पुनःस्थापन होत असेल तर हा सर्वात चांगला पर्याय आहे. जर मायक्रोफार्म ओले झाले असतील तर थंड डिस्टील वॉटरने साफ करावे व ते प्रयोगशाळेमध्ये प्रक्रिया करण्यासाठी पाठवावे. किंवा शितलन प्रक्रिया करावी. त्यामुळे त्यावर शेवाळ येणार नाही.

#### ०४. फोटोग्राफीक साहित्याचे निस्तारण (salvage of photographic material)

फोटोग्राफीक साहित्याचे पाण्यामुळे नुकसान झाल्यास त्वरीत फोटोग्राफ व त्यांचे निगेटीव्ह निस्तारणासाठी पाठवावे. जर ४८ तासापर्यंत त्यावर प्रक्रिया शक्य नसल्यास त्यावर शितलनाची प्रक्रिया करून हवेमध्ये कोरडे करावे. त्याच बरोबर फोटोग्राफच्या निस्तारणासाठी फोटोग्राफ संरक्षकांचे सहाय्य घ्यावे. फोटोग्राफ हाताळताना त्यावर ओरखडे पडणार नाहीत याची विशेष काळजी घ्यावी लागते. त्यामुळे त्याचा पृष्ठभाग खराब होणार नाही.

#### ०५. वाचनसाहित्य पुर्वस्थितीमध्ये आणवयाच्या पध्दती (Recovery methods of reding materils)

##### अ. हवेद्वारा शुष्कन (Drying by air)

हवेद्वारा वाचनसाहित्य शुष्क करण्याची सर्वात जूनी व स्वस्त पध्दत आहे. यासाठी काही विशेष उपकरणांची आवश्यकता लागत नाही. यामध्ये मात्र जास्तीची जागा असणे आवश्यक असते व ज्यामध्ये खोलीच्या तापमानामध्ये (आर्द्रता ६० पेक्षा कमी) वाचनसाहित्य कोरडे(शुष्क) केले जाते. यासाठी पंख्यांचा वापर केला जातो.

आ.शीतलीकरण (Freezing) जे प्रलेख पाण्यामुळे ओले होतात अशा प्रलेखांवर शीतलीकरण केले जाते. अशा प्रलेखांना 0°C तापमाना मध्ये ठेवले जाते. त्यामुळे अशा साहित्याला शेवाळ होत नाही. पुस्तकांची पाने एकमेकांना चिटकत नाहीत. त्याचबरोबर छपाईची शाई पसरत नाही. कातडी बांधणीच्या पुस्तकांना अशा प्रकारे कोरडे केले जाते. या अंतर्गत प्रलेख काही माहिण्यापर्यंत सुरक्षित ठेवले जावू शकतात.

इ. **निर्वात - शीतलीकरण** (Vacuum freeze Drying) जे वाचनसाहित्य अधिक प्रमाणत पाण्याचे भिजले असतील अशा साहित्यासाठी निर्वात शीतलीकरण प्रक्रिया उपयोगी आहे. ही प्रक्रिया दुर्मीळ ग्रंथासाठी लाभदायक आहे. पण कातडी व वेल्वेट बाइंडिंग साठी ही प्रक्रिया उपयोगी नाही. या प्रक्रियेमध्ये भिजलेल्या वाचनसाहित्याला अगोदर 0°C तापमानामध्ये सुकविले जाते. व नंतर त निर्वात कक्षामध्ये (Vacuum chamber) मध्ये ठेवले जाते व ३२°C तापमानावर साहित्या सुकविले जाते.

ई. **निर्वात औष्णिक प्रक्रिया** (Vacuum Thermal Drying) या प्रक्रियेमध्ये वाचनसाहित्याला (प्रलेख) निर्वात थर्मल कक्षामध्ये 0°C पेक्षा अधिक तापमानावर सुकविले जाते. यामध्ये उष्ण तापमानाचा सुध्दा उपयोग केला जातो. म्हणून याला व्हॅक्यूम थर्मल सुकविले जाते. म्हणून याला व्हॅक्यूम थर्मल (शुष्कन)सूकविण्याची प्रक्रिया म्हटले जाते. ही प्रक्रिया जास्त संख्येमध्ये असलेल्या प्रलेखांसाठी उपयोगी आहे.

उ. **आर्द्रता निष्कासन प्रक्रिया** (Dehumidification)

या प्रक्रियेमध्ये खोलीचे तापमान व आर्द्रता काळजीपूर्वक नियंत्रीत केली जाते. यामध्ये २६ °C- ३७°C (७९-९९°F) या प्रमाणात हवा प्रवाहीत केली जाते. त्याचबरोबर पंख्यांचा पण वापर आर्द्रता निष्कासन करण्यासाठी केला जातो. ही प्रक्रिया मोठ्या व्यावसायिकांकडून पारपाडली जाते. ही प्रक्रिया एक सरळ आणि सोपी प्रक्रिया मानली जाते.

### निष्कर्ष

नैसर्गिक अथवा मानवनिर्मित आपत्तीमूळे प्रचंड प्रमाणात नुकसान होते. ग्रंथालयामध्ये वाचनसाहित्य संग्रहाद्वारा ज्ञानाचे एका पिढी कडून दुसऱ्या पिढीकडे ज्ञानाचे हस्तांतरण होत असते. या बहुमूल्य ज्ञानाचे आपत्तीमूळे कमीत कमी नुकसान व्हावे व आपत्तीनंतर वाचनसाहित्याचे संरक्षण करण्यासाठी जर आपत्ती पूर्व नियोजन केले तर आपत्ती पासून होणारे नुकसान कमी प्रमाणत होवू शकते त्यासाठी आपत्तीपूर्व अंदाज घेवून आपत्ती व्यवस्थापनाचे नियोजन करणे गरजेचे असते.

### संदर्भ

[http://www.webworld.unesco.org/safeguardin/en/pdf/txt\\_sini.pdf](http://www.webworld.unesco.org/safeguardin/en/pdf/txt_sini.pdf)

Sriganesh, vasumathi and Iyer, parvati, Information Resources and systems for disaster management. (<http://www.qmed.org.in>)

Hensson (stephen); writing the disaster response plan hoping be yond shouting "Help! Help!" Proceedings of the ९<sup>th</sup> annual federation depository library conference : २००० (<http://www.acess.gpo.gov>)

गर्ग ,रामगोपाल आणि इतर, ग्रंथालयों मे आपदा प्रबंधन: एक विश्लेषणात्मक अध्ययन ग्रंथालय विज्ञान, खण्ड ४०, २००९ पृ.१०३-१११