

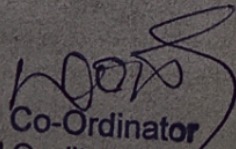
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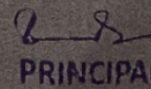


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ಸಂಪಾದಕರು

ಡಾ. ಶಿವಾನಂದ ಬ. ಟವಳಿ

ಭೂಮಿ ಪ್ರತಿಷ್ಠಾನ

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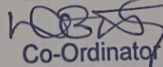
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ವಿ.ಸೂ.- ಇಲ್ಲಿನ ಲೇಖನಗಳಲ್ಲಿ ವ್ಯಕ್ತವಾದ ಅಭಿಪ್ರಾಯಗಳಿಗೆ ಲೇಖಕರೇ ಜವಾಬ್ದಾರಿ
ಹೊರತು ಸಂಪಾದಕರಲ್ಲ.

ಡಾ. ಶಿವಾನಂದ ಟಿವಳಿ ಮೂಲತಃ ಧಾರವಾಡ ಜಿಲ್ಲೆಯ
ಕಲಘಟಗಿ ತಾಲೂಕಿನ ಬಮ್ಮಿಗಟ್ಟಿ ಗ್ರಾಮದವರು. ಇವರು
ಧಾರವಾಡದ ಜೆ.ಎಸ್.ಎಸ್. ಮಹಾವಿದ್ಯಾಲಯದಲ್ಲಿ ಕನ್ನಡ
ಉಪನ್ಯಾಸಕರಾಗಿ ಕಳೆದ 11 ವರ್ಷದಿಂದ ಸೇವೆ ಸಲ್ಲಿಸುತ್ತಿದ್ದಾರೆ.
ಅಲ್ಲದೇ ವಿವಿಧ ಸ್ಪರ್ಧಾತ್ಮಕ ಪರೀಕ್ಷೆಗಳಿಗೆ ಕನ್ನಡ ವಿಷಯ
ಸಂಪನ್ಮೂಲರಾಗಿ ತರಬೇತಿಯನ್ನು ನೀಡುತ್ತಿದ್ದಾರೆ. ಡಾ. ಜೆ.ಎ.
ಹಡಗಲಿ ಅವರ ಮಾರ್ಗದರ್ಶನದಲ್ಲಿ ಸಿದ್ಧಪಡಿಸಿದ 'ಕನ್ನಡ
ಜನಪದ ಗೀತೆಗಳಲ್ಲಿ ಸಂಬಂಧಗಳು' ಎಂಬ ಮಹಾಪ್ರಬಂಧಕ್ಕೆ
ಹಂಪಿಯ ಕನ್ನಡ ವಿಶ್ವವಿದ್ಯಾಲಯವು ಪಿಎಚ್.ಡಿ. ಪದವಿ ನೀಡಿದೆ.
'ಸ್ವಡಿ ಪ್ಲಾನರ್' ಮಾಸಪತ್ರಿಕೆಯ ಉಪಸಂಪಾದಕರಾಗಿ, 'ದಿಕ್ಕೂಚಿ'
ಮಾಸಪತ್ರಿಕೆಯ ಗೌರವ ಸಂಪಾದಕೀಯ ಸಲಹೆಗಾರರಾಗಿ ಹಾಗೂ
ಧಾರವಾಡ ತಾಲೂಕು ಕನ್ನಡ ಸಾಹಿತ್ಯ ಪರಿಷತ್ತಿನ ಗೌರವ
ಕಾರ್ಯದರ್ಶಿಯಾಗಿಯೂ ಸೇವೆ ಸಲ್ಲಿಸಿದ್ದಾರೆ. 'ಗ್ರಾಮೀಣ
ಬದುಕು ಮತ್ತು ಜಾನಪದ', 'ಜನಪದ ಸಂಸ್ಕೃತಿ', 'ಸಮಾಹಿತ'
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ಸಂಕಲನಗಳನ್ನು ರಚಿಸಿದ್ದಾರೆ. ಸಂಪಾದಕರಾಗಿ 'ಮಲ್ಲಿಗೆಯ
ಮಾಲೆ', 'ಮನರ್ನವ', 'ಆರ್ಯಪ್ರಭೆ' ಹಾಗೂ 'ನುಡಿಚಿತ್ರ'
ಹೀಗೆ ಇಲ್ಲಿಯವರೆಗೆ ಒಟ್ಟು 11 ಕೃತಿಗಳನ್ನು ಹೊರತಂದಿದ್ದಾರೆ.
ಪ್ರಸುತ ಧಾರವಾಡ ತಾಲೂಕು ಅಖಿಲ ಭಾರತ ಶರಣ ಸಾಹಿತ್ಯ
ಪರಿಷತ್ತು ಹಾಗೂ ಭೂಮಿ ಪ್ರತಿಷ್ಠಾನದ ಅಧ್ಯಕ್ಷರಾಗಿ ಸಾಹಿತ್ಯ,
ಪರಿಸರ, ಶಿಕ್ಷಣ, ನಾಡು-ನುಡಿಯ ಸೇವೆಯಲ್ಲಿ
ತೊಡಗಿಸಿಕೊಂಡಿದ್ದಾರೆ.


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ಇಲ್ಲಿವೆ. ಸಹೃದಯರು ಅವುಗಳನ್ನು ಗಮನಿಸಬೇಕು. ಈ ಪರಿಮಿತ ಅವಧಿಯಲ್ಲಿ ಎಲ್ಲ ಲೇಖನಗಳ ಬಗ್ಗೆ ಹೇಳುವುದು ಕಷ್ಟಸಾಧ್ಯ. ಇದೊಂದು ಉತ್ತಮ ಸಂಶೋಧನಾ ಲೇಖನಗಳ ಗುಚ್ಛ. ಇಂತಹ ಕೃತಿಯೊಂದನ್ನು ಪ್ರಕಟಿಸುವ ಸಾಹಸಕ್ಕೆ ಕೈ ಹಾಕಿರುವ ಅದನ್ನು ನಿಷ್ಠೆಯಿಂದ ಮಾಡುತ್ತಿರುವ ಭೂಮಿ ಪ್ರತಿಷ್ಠಾನದ ಗೆಳೆಯರನ್ನು ಹೃದಯ ತುಂಬಿ ಅಭಿನಂದಿಸುವೆ. ಈಗಾಗಲೇ ಸಾಹಿತ್ಯಕ ಚಟುವಟಿಕೆಗಳಲ್ಲಿ ಘಟ್ಟಿಯಾಗಿ ಹೆಜ್ಜೆ ಇಡುತ್ತಿರುವ ಡಾ. ಶಿವಾನಂದ ಟವಳಿಯವರು ಕವಿಗಳಾಗಿ, ಸಂಶೋಧಕರಾಗಿ, ಸಂಪಾದಕರಾಗಿ ಮತ್ತು ಭೂಮಿ ಪ್ರತಿಷ್ಠಾನದ ಮೂಲಕ ಪರಿಸರ ಸರಂಕ್ಷಣೆ, ಸಾಹಿತ್ಯ ಪರಿಚಾರಕರಾಗಿ ಮಾಡುತ್ತಿರುವ ಸೇವೆ ಶ್ಲಾಘನೀಯ. ಇವರ ಬಹುಮುಖ ಸೇವೆ ಇದೇ ರೀತಿ ಮುಂದುವರಿಯಲಿ ಎಂದು ಶುಭಕೋರುವೆ.

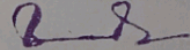
- ಡಾ. ಬಿ. ಜಿ. ಬಿರಾದಾರ

ಪ್ರಾಚಾರ್ಯರು,

ಗುಡ್‌ನ್ಯೂಸ್ ಪದವಿ ಮಹಾವಿದ್ಯಾಲಯ, ಧಾರವಾಡ


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I.R. Kajagar
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Issues, Challenges And Reforms In Higher Education

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Abstract:

The existing system of higher education now in India was originally implanted by the British government in the mid of 19th century. The main objective was to serve the economic, political and administrative interests of the dynasty over the colony in general but it was to consolidate and maintain their dominance in the country in particular. The new developments in the field of science, technology, media revaluation and internationalization of education and the ever-expanding competitive environment are revolutionizing the education scene in India. A paradigm shift has been noticed in higher education now-a-days, from 'national standard of education' to 'global standard of education'. It is true that enhancing social access to higher education is still important in the country. But, the major challenge before Indian higher education is to bring and maintain the equity and quality in education.

The present challenge before the country at the beginning of the twenty first century is to become a developed society by the year 2020, which requires that not only a vibrant economy driven by knowledge has to be ushered in soon, but also a new society where justice and human values prevail has to be created. Moreover, challenges in higher education are no longer only nation centric.

Introduction:

They have already attained global dimensions; particularly after trade in services has been brought under the purview of the WTO régime. Today the world economy is experiencing an unprecedented change. New developments in science and technology, media revaluation and internationalization of education and the ever-expanding competitive environment are revolutionizing the education scene. A paradigm shift has been noticed in higher education now-a-days, from 'national level of education' to 'global level', from 'one-time education for a few' to 'lifelong education for all', from 'teacher-centric education' to 'learner centric education'. These changes make new demands and spell fresh challenges to the existing system of education being practiced in the country. Improving the low level of enrolment 6% in the 18-23 age group ratio, ensuring better equity, access, sound and realistic man-power planning, faster growth of skilled human resource for a self-reliant course of economic development and universalization of basic education are the other major challenges.

It is true that enhancing social access to higher education is still important in the country. But, the major challenge before the Indian higher education system is to bring equity in quality of education across the length and breadth of the country. This is closer to the heart of students in rural, semi urban and urban areas, because they also wish to be able to participate in the new economic revolution. Several social, economic and political reasons seem to act as constraints to access and equity in higher education in India. Poverty leads to high drop-out rates even at primary, middle and secondary school levels. Lower status of women, lack of easy access, lack of implementation of existing programmes, inadequate utilization of resources, absence of political will and inadequacies in coordinated actions across all equity fronts within institutions seem to be the other reason. Financial constraints also often form a significant factor in advancing equity. These and related issues in Equity and Access of Higher Education is burning issues in present society.

It is high time to rethink about the objectives of higher education as it cannot be just a business when it is considered as an effective instrument of social change and a tool of citizen's empowerment. A number of new trends have emerged in the Indian Education. Absence of practical learning has led to "Skill Gap". 75% of graduates are coming out to the job market without skill. Interdisciplinary education aims to achieve skill development. The interdisciplinary learning only helps to acquire the ability to deliver goal-based education.

Therefore, the reforms in the higher education develop soft skills among the students and it will help to produce quality in human capital for developing nations.

Objectives:

In order to study the research problem, we have set the following objectives.

1. To study and understand the present system of education in India.
2. To give focus over recent initiatives of ICT based teaching and education.
3. To analyze the issues and challenges for reformation in higher education.
4. To give focus on student behavior and job market.
5. To identify the impact of higher education reforms on socio economic change.

However, the students going for higher education would become the mature citizens and determine the nature and future of society. Thus, higher education has been crucial scenario that creates the opportunities to give effect to the future society. The present semester and credit system will encourage more frequent revisions to curriculum and more relevance to the labor market, with the policy of RUSA (Rashtriya Uchchattar Shiksha Abhiyaan) which is outlining a process of curriculum stocktaking and revision every three years.

Curriculum Development:

The MHRD states that "curricular revision should be (Ministry of Human Resource Development) with involving all the faculty members." This should happen "substantially every three years for all courses." But in many universities, we find that the old syllabus is taught to the students.

Challenges

1. Complete reforms in higher education for skilled youth are a major challenge to the nation. Entrepreneurship based on innovation has immense growth potential. The Global Innovation Index 2014 ranks India 76th position of 143 countries.
2. The key challenge here is to increase the enrollment in higher education in the country, which is directly linked to economic growth of the country.
3. One of the biggest challenges in higher education is shortage of trained or skilled teachers in this sector. Consequently, it has been difficult to improve the quality of education and gauge the skilling requirement in the sector.
4. Proper counseling and guidance has been considered as the biggest challenges in the skill space today.
5. Improper evaluation and business making in higher education is a very severe threat to the development

Hurdles

1. Broadband connection to improve the standard of Higher Education.
2. Quality teaching in Higher Education through modern technology.
3. Traditional mode of teaching
4. The changing life style of the society without proper security.
5. No Global/International standard in teaching.
6. Accreditation and evaluation system in HES
7. No research-based teaching to promote student reliability.
8. No international competitiveness and comparativeness.

Academic reforms in India are being introduced with a goal of increasing quality standards with initiatives designed to broaden access. Current reform initiatives are focused at the state level, where over 90 percent of the nation's approximately 30 million higher-education students are enrolled.

Learner-centric curriculum reforms include the introduction of credit requirements for non-major elective courses and the creation of syllabi and programs based on learning outcomes relevant to the labor market. The details of 12th Plan reform initiatives in the higher education space are outlined in the Ministry of Human Resource Development's 2013 Rashtriya Uchchattar Shiksha Abhiyan (RUSA) policy document. The RUSA initiatives build on plans first circulated in 2009 under the UGC's Action Plan for

Conclusion

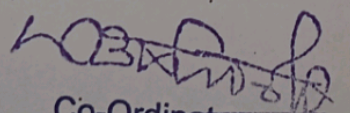
1. State Governments would be encouraged to setup Kaushal Vardhan Kendras (KVKs) at panchayat level for mobilizing and imparting skills pertaining to local employment/livelihood opportunities to school drop-outs, adolescent girls, housewives and rural youths.
2. Government will promote grant of scholarships, rewards and Skill Vouchers (SV) for funding of training costs. All desirous candidates would be able to access credit for all certified NSQF aligned skill development programmes through targeted Skill Vouchers (SVs), which will be linked to their Aadhaar and their Jan Dhan Account or bank account.
3. Government attaches high priority to socio-economic growth of rural areas since India lives in her villages. Adequate focus will be given to youth from deprived households by establishing online education centers in areas which are underserved.
4. Government will allow flexibility in syllabus through innovative models within the overall architecture of the scheme.
5. Higher education centers should provide short term training to specific requirements of the community and local ecosystem.
6. Women related issues will be incorporated in the guidelines of Higher Education enrolment procedures.

Suggestions

1. Seminars, workshops, role play live projects, experimental demonstration and continuous assessment tools are to be recorded in the student certificate.
2. The pedagogy has to be practical; learning can be enhanced through field visits, e-learning, industry driven projects, digital or video inputs and so on
3. Higher education is a dedicated time within which we strive to acquire these skills on an accelerated basis through training.
4. Apart for these, introducing students to some of the employable skills mentioned above will also help them prepare and adapt to real work situations without much effort.
5. A Total Quality Management for courses offered, monitoring the achievement of the students at all stages of the course, shall be introduced at all higher education institutions.
6. An accreditation system for individuals in various disciplines may be thought of. Indeed, GATE and NET examinations with limited objectives so theses to be removed of such a system. The performance of students in such examinations may be made an important parameter for the accreditation of the institution.
7. Competent faculty is a must for any higher education institution aspiring for quality. It is high time that an Indian Higher Educational Service, along the lines of the IAS, is formed. This has the advantage of quality control of the teaching faculty for higher education. A new Human Resource Development Policy shall be evolved to facilitate this.

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Academic and Administrative Reforms, and have an implementation window through to the end of the 13th planning period (2017-2022).

Need of reforms in higher education

- India's gross enrolment ratio (GER) is only 19.4 per cent, indicating that only a fraction of the population in the age group of 18-23 years is enrolled in higher education institutions.
- There are wide disparities between various social groups. The GERs for SCs, STs and OBCs are far below the average GER and those of other social groups. There is also a wide gender disparity; GER for males is 20.9 per cent while that for females is only 16.5 per cent.
- Most Indian universities are not spaces that are inspiring enough for knowledge creation, nor have they been designed to ensure the pursuit of serious research and scholarship.
- In central universities 40 per cent of faculty positions remain vacant.
- The state universities suffer from a lack of resources among other things.
- Indian universities are generally timid in seeking collaborations which are necessary for the development of new ideas and perspectives.
- There is also lack of interdisciplinary teaching among different faculties and schools. The bureaucratic approach of university managements and regulators has led to the creation of too many hurdles in the pursuit of any meaningful collaboration.

Measures needed

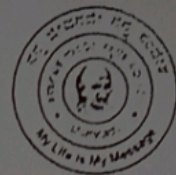
- Effecting transformation involves five things: substantial resources, a progressive regulatory environment in which higher education regulators begin to trust universities, a new governance model for creating opportunities and space for research and scholarship, an enabling environment within universities that will significantly incentivize research and publications, and an attitudinal change among all stakeholders in the higher education sector.
- The new government must ensure that all faculty appointments are filled up within a time-bound framework. This will involve tactful engagement with the institutions and a creative approach to faculty recruitment.
- It is essential to identify a selected set of institutions to represent the best of public and private universities and significantly enhance their capacities with a view to advancing their research agendas. This will not only help in understanding the key challenges that universities face in relation to nurturing research, but will also help us learn from recurring mistakes. Institutional reform inevitably requires risk-taking and innovation.
- Existing policies relating to research collaborations both within and outside India need to be re-examined and made more progressive and inclusive. They should be made progressive vis-à-vis ensuring greater autonomy and freedom to universities to determine who they want to collaborate with and what the terms of collaboration should be.

Other initiatives

- Developing educational products of new models based on flexibility and learner's choice;
- Preparing students for the knowledge society;
- Providing methods and styles of working for life-long learning;
- Arranging facilities for E-learning and distance learning;
- Ensuring total quality management in the higher education system;
- Catering to the changing market demands and churns out adaptable work force,
Instead of providing these to the students it is better to give them scope for narrow specialization.
- A proper structure for Examination Reforms Units for the Universities should be evolved, supported by UGC to keep the nationwide evaluation processes at universities under continuous scrutiny.
- All the examination processes should be computerized and based on recent advances in ICT

More Attention Needed

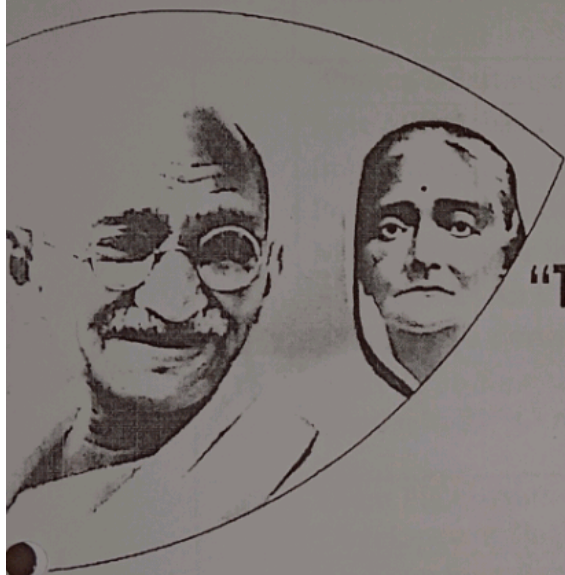
- Focus on imparting broad-based and holistic education to produce well-balanced individuals who are morally and socially conscious and have a sound basic education that enables them to charter a path to their chosen careers
- Focus on development of critical thinking skills / application-oriented teaching
- Have relatively low course fees and focus on reaching a large percentage of India's population
- Utilize online methods of teaching and learning to cater to a large population base
- Tie-ups with it is, polytechnics and other vocational training providers to impart skill-based training



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in association with

Karnataka Institute for Law and Parliamentary Reform, Bengaluru &
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30th, 31st May & 1st June, 2019

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is 'fairness'. To Rawls, justice is not merely general welfare of society but is concerned with welfare of each individual of society

Gandhian Approach to Rural Development

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A majority of the population of India lives in villages. As such, it is but natural that Gandhiji paid attention to the problems of our villages. Gandhiji did anticipate the problems of unplanned growth. True Economics, according to Gandhi, must be life-oriented and a servant of humanity at large. Gandhiji was not a pessimist. He declared: Earth provides enough to satisfy every man's need but not for every man's greed: On the economic planning, Gandhi strongly believed in certain principles. The aim of economic planning is self-sufficient, employment and decentralization of power; the promotion of the village industries is basic to the economic development of the country and the principles of 'trusteeship' and 'cooperation' are capable of achieving both growth and social justice. According to Gandhiji, machines should help man improve his productivity, but they should not throw men out of employment, man should handle machine at will without being its slave. Gandhiji wrote: We should not substitute lifeless machines for the living machines scattered over the seven lakh villages in India. The machine is well used if it aids men's labor and simplifies it. Today it is used to pour wealth in the pockets of the chosen little and little attention is paid to those people from whom the machine snatches away their bread.

Key Words: Population, Humanity, Social Justice, Machine.

Women's Participation in Politics

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The women's movement and gender politics in India remain currently divided over the question of affirmative action for women in the Parliament and state legislatures which centres around two main issues: first, overlapping quotas for

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Transparency, Accountability and Good Governance

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The democratic government frames the laws to provide justice and equality. The participatory democracy at grass root level has made an impact on civil society and has enhanced political awareness among the rural people. The modernization and implementation of new information technology has restricted the caste boundaries, it is a good sign of upward mobility and sign of good governance.

Good Governance means the development of the economic, social and cultural development of the country. Good Governance is defined as the use of political authority and the exercise its control over society and the management. It is concerned and dedication to the service of the people without giving priority to selfish motives. Good governance means doing well to society collectively. Transparency in service is necessary. So, good governance is e-governance or enjoyment of a dignified way of life.

Real administration always includes accountability, it means a stiff operational norm and doesn't encourage excuses or promises. Accountability is required to be made a constitutional obligation. A holder of office funded by public money can have no escape from assigned duty and can't be allowed negligence, carelessness and corruption.

Even after six decades of functional democracy in India, we have failed to evolve fair and honest governance structure conceptually. A democratic system must ensure good governance and accountability. Civil society didn't enforce its rights for the common good. Most power structures in government and outside have become instruments to service the needs of particular sections. This leads to huge monishing the utilitarian philosophers' seek justice in the principle of "*greatest good of the greatest numbers*". Added to this multidimensionality is the philosophy of John Rawls for whom justice

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ಬಿ.ಎ. ಭಾಗ-೨ರ ಆರನೆಯ ಸೆಮಿಸ್ಟರ್ ಅವಶ್ಯಕ ಕನ್ನಡ ಪತ್ರಿಕೆ
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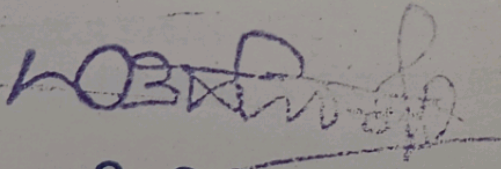
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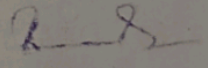
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೨೦೧೭

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Administrative Leadership in

Metro Politics

V.R. Belgar
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ADMINISTRATIVE LEADERSHIP IN METRO POLITICS

By:

V. R. Betgar

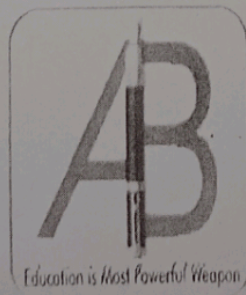
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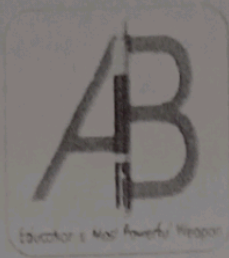
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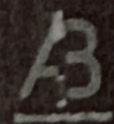
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to politics discusses examples of political strategies that have led to successful programs on land use planning, tax equity, and regional governance. Metro policy analyzes past policies and programs that have attempted and failed to address the challenges of concentrated poverty, sprawl, and inequitable distribution of resources. The book draws a new and incisive picture of the political structure of metropolitan regions and lays out a series of strategies for moving regional reform efforts forward.

A metropolitan area is referred to as a metro area or just metro, is a region consisting of a densely populated urban core and its less-populated surrounding territories, sharing industry, infrastructure and housing. A metro area usually comprises multiple jurisdictions and municipalities: neighbourhoods, townships, cities, exurbs, burbs, counties, districts. As social, economic and political institutions have changed, metropolitan areas have become key economic and political regions. Metropolitan areas include one or more urban areas, as well as satellite cities, towns and intervening rural areas that are socio-economically tied to the urban core, typically measured by commuting patterns.

The effectiveness and ineffectiveness of leadership will be immediately perceived and assessed by the clients. This makes leadership more sensitive and responsive in urban government compared to state and central governments. Dynamic leadership is also necessary to mitigate the varied problems of the urban areas. Hence, the study of dynamics of urban leadership will throw light on the process of management of urban bodies in bringing about urban development and thus relieving the urban population from the evils of rapid urbanization. This kind of study will identify the strengths and weaknesses of leadership in a particular local body. This facilitates correcting the weaknesses and strengthening the leadership to serve the urban people in a better way, thus paving way for proper development of urban areas.

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ಮುನ್ನುಡಿ

ಧಾರವಾಡದ ಪ್ರತಿಷ್ಠಿತ ಜೆ.ಎಸ್.ಎಸ್ ಸಂಸ್ಥೆಯ ಆರ್. ಎಸ್. ಹುಕ್ಕೇರಿಕರ ಪದವಿಪೂರ್ವ ಮಹಾವಿದ್ಯಾಲಯದ ಕನ್ನಡ ಅಧ್ಯಾಪಕರೂ ಕ್ರಿಯಾಶೀಲ ಬರಹಗಾರರೂ, ಯುವ ಮಿತ್ರರೂ ಆಗಿರುವ ಡಾ. ಶಿವಾನಂದ ಟವಳಿ ಅವರು ಕೆಲವು ದಿನಗಳ ಹಿಂದೆ ತಾವು ಸಂಪಾದಿಸಿದ 'ಪುನರ್ನವ' ಭಾಗ-4 ಪುಸ್ತಕದ ಕರಡು ಪ್ರತಿಯನ್ನು ತಂದು ನನ್ನ ಕೈಗೆತ್ತು ಮುನ್ನುಡಿ ರೂಪದ ನಾಲ್ಕು ಮಾತುಗಳನ್ನು ಬರೆಯಲು ಕೋರಿದರು. ಕಾಲೇಜಿನ ಆಡಳಿತಾತ್ಮಕ ಕೆಲಸದಲ್ಲಿ ಸಿಕ್ಕುಬಿದ್ದಿರುವ ನನ್ನಿಂದ ಬರೆಯುವುದು ತುಂಬಾ ಕಷ್ಟವೆಂದು ನನ್ನ ಅಸಹಾಯಕತೆಯನ್ನು ತೋಡಿಕೊಂಡೆನು. ಆದರೂ ಡಾ. ಆರ್. ವಿ. ಪಾಟೀಲ ಮತ್ತು ಡಾ. ಟವಳಿ ಅವರು ನನ್ನನ್ನು ಬಿಡಲಿಲ್ಲ. ಅವರ ಪ್ರೀತಿಯ ಒತ್ತಾಸೆಗೆ ಮಣಿದು ನಾಲ್ಕು ಮಾತುಗಳನ್ನು ಬರೆಯುತ್ತಲಿದ್ದೇನೆ.

ಮೂಲತಃ ಕಲಘಟಗಿ ತಾಲೂಕಿನ ಬಮ್ಮಿಗಟ್ಟಿಯವರಾದ ಡಾ. ಶಿವಾನಂದ ಟವಳಿ ಅವರು ಧಾರವಾಡದ ನೆಲದಲ್ಲಿ 'ಭೂಮಿ ಪ್ರತಿಷ್ಠಾನ'ವೆಂಬ ಸಂಸ್ಥೆಯನ್ನು ಹುಟ್ಟು ಹಾಕಿ, ಅದರ ಮುಖೇನ ವಿವಿಧ ಬಗೆಯ ವೈವಿಧ್ಯಮಯವಾದ ಕಾರ್ಯ ಚಟುವಟಿಕೆಗಳನ್ನು ಹಮ್ಮಿಕೊಂಡು, ಸದ್ಗುಗದ್ದಲವಿಲ್ಲದೆ ಕೆಲಸ ಮಾಡುತ್ತಿರುವುದು ಆಶ್ಚರ್ಯ ಮತ್ತು ಅಭಿಮಾನವುಂಟಾಯಿತು. ಈ ಪ್ರತಿಷ್ಠಾನದ ಅಡಿಯಲ್ಲಿ ಪರಿಸರ ಸಂರಕ್ಷಣೆ, ಸಾಹಿತ್ಯ, ಶಿಕ್ಷಣ, ರಾಷ್ಟ್ರೀಯ ಕವಿ ಸಮ್ಮೇಳನ ಮತ್ತು ಪುನರ್ನವ ಎಂಬ ಹೆಸರಲ್ಲಿ ರಾಷ್ಟ್ರೀಯ ವಿಚಾರ ಸಂಕಿರಣವನ್ನು ಏರ್ಪಡಿಸಿ, ಅದನ್ನು ಯಶಸ್ವಿಯಾಗಿ ನಿಭಾಯಿಸುವುದು ತುಂಬ ಸವಾಲಿನ ಕೆಲಸ. ಇಂತಹ ಕೆಲಸವನ್ನು ಮೈಮೇಲೆ ಹಾಕಿಕೊಂಡು ಭೂಮಿ ಪ್ರತಿಷ್ಠಾನದ ಗೆಳೆಯರು ಅದನ್ನು ಅತ್ಯಂತ ಯಶಸ್ವಿಯಾಗಿ ನಿರ್ವಹಿಸಿದ್ದು ಮಾತ್ರವಲ್ಲದೆ, ವಿಚಾರ ಸಂಕಿರಣದಲ್ಲಿ ಮಂಡಿತವಾದ ಲೇಖನಗಳನ್ನು 'ಪುನರ್ನವ' ಭಾಗ-1, 2, 3 ಮತ್ತು ಕಾಸ್ಮೋಸ್ ಭಾಗ-1ರ ಮೂಲಕ ನಾಲ್ಕು ಗ್ರಂಥಗಳನ್ನು ಪ್ರಕಟಗೊಳಿಸಿದ್ದು ದೊಡ್ಡ ಸಾಧನೆಯೆಂದೇ ಹೇಳಬೇಕು. ಏಕೆಂದರೆ ವಿಚಾರ ಸಂಕಿರಣಗಳನ್ನು ಆಯೋಜನೆ ಮಾಡುವುದು. ಅಲ್ಲಿ ಮಂಡಿತವಾದ ಲೇಖನಗಳನ್ನು ಪ್ರಕಟಿಸುವುದು ಸರ್ಕಾರದಿಂದ ಅನುದಾನ ಪಡೆದ ಸಂಸ್ಥೆಗಳಿಗೂ ಕಷ್ಟದ ಕೆಲಸ. ಇಂತಹ ಸಂದರ್ಭದಲ್ಲಿ ಯಾವ ಅನುದಾನವನ್ನು ಪಡೆಯದೇ ಸಹಕಾರ ತತ್ವದಡೀ ಕೃತಿ ಪ್ರಕಟಣೆಯಂತಹ ಸಾಹಸದ ಕಾರ್ಯವನ್ನು ಬಹಳ ಶ್ರದ್ಧೆಯಿಂದ ಮಾಡಿರುವ ಮತ್ತು ಮಾಡುತ್ತಿರುವ ಭೂಮಿ ಪ್ರತಿಷ್ಠಾನದ ಗೆಳೆಯರನ್ನು ನಾನು ಹೃದಯ ತುಂಬಿ ಅಭಿನಂದಿಸುತ್ತೇನೆ.