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CHAPTER IV LEVELS OF EDUCATIONAL ATTAINMENT AND LITERACY

AMONG SUGARCANE-CUTTERS 4.1 INTRODUCTION Education is the most important part of human life. We can survive by fulfilling our basic needs like food, clothing, and shelter but education makes us able to survive in society. Who can read and write with understanding is called a 'literate person'. During the last 30 years, our education field has been diversified with higher space resulting in the attainment of a high rate of growth in different fields in our country.

With the development in education, India has produced world-class technologists, scientists, and computer experts that are largely demanded in western countries. As we know that rural areas of our country are very much backward in educational development than urban. There are so many factors responsible for the situation. After 67 years of independence, most of the people in our country are not able to read and write even a simple message in any language. The reason turns towards poverty in India. Due to this people cannot fulfill their basic requirements.

Poverty cannot be just said a situation because of a lack of resources for satisfactory living. It is somewhat a condition formed due to deficiency of way into ample opportunities to build up particular capability to recognize as well as use a variety of options for overall progress. At this time, overall progress entails personal as well as social development. Education helps to bring out the paramount from human beings. It widens consideration of a person about his economic, social and political environment.

It makes it possible to evaluate his environment and take balanced decisions for betterment. It helps an individual to be self-reliant, express him/her in a better way, make the correct choice, and decide the right action. Consequently, education is the

basic gateway to the economic, social, and political strengthening of an individual. This is the only way in which individual capacity can be fully tapped and utilized. On the whole, it provides a solid foundation for human development. It is the fountainhead of the culture of the society. Education and development go hand in hand. With the baggage of illiteracy and a low level of education, India cannot move forward.

The staggering illiteracy rate is one of the main factors responsible for India's undeveloped status. Without education, our pride ourselves of being the world's 'largest democracy' has no meaning. How can people who cannot read or write be expected to govern their own lives with any measure of success? Education is a must to fulfill the potential that India has been promising for years together. Lack of education creates slavery. It is very important to note that education plays a very dominant role in the development of human life. And most of the sugarcane cutters were found to lagging in this category. This chapter has mainly focused on sugarcane-cutters literacy which is one of the most important indicators of development.

Significant number of children leaves their homes and migrated with their parents for five to six months every year (October-November to March-April), while this type of migration is common in Maharashtra, Madhya Pradesh, Karnataka. In the district of Kolhapur, for example, parents bring their children with them from Beed district for cutting sugarcane at destination sites. The sugar industry of Kolhapur district also attracts a significant number of migrants and children. It is called 'seasonal migration'. They move with their families, animals and some other essential material in the district of Kolhapur (the destination place). So, in this topic, study concentrates on educational status of sugarcane-cutters.

It seeks to investigate the levels of Sugar School or Sakhar Shala, an educational platform for children of sugarcane-cutters in sugar factories, male-female disparities in literacy and status of women education etc. The total population of Beed district is 25.86 lakhs, male population is 13.52 lakh and females are 12.33 lakh. The literacy rate 73.53, male literacy is 83.99 and female literacy is 62.29. The decadal growth rate from 2001 to 2011 is 19.65 per cent. Density of population per sq. km. is 242 and sex ratio is 912. It shows the tremendous difference from the data below. 4.2

LITERACY LEVELS AMONG SUGARCANE-CUTTERS IN STUDY AREA It may be important to visualize the distribution of scholastic attainment of adult males and females and the gender gap in education. To understand the literacy rate among sugarcane-cutters following formula is used: $\frac{\text{Literate Population}}{\text{Total Population}} \times 100$ According to the aforementioned calculation, the literacy rate of C. R. Co-op. S. F., Kolhapur is 47.22 percent in 2013-14 and 71.83 percent in 2018-19. Chh.

Shahu Cooperative Sugar Factory, Kagal 2013-14: Table 4.1 Literacy Levels among Sugarcane-cutters at C. S. Co-op. S. F., Kagal Sr. No. _Literacy Level _Percentage _

_1_Illiterate	_38.03
_2_Primary (I to IV class)	_19.72
_3_Middle Education (V to VII class)	_13.38
_4_Secondary (VIII to X class)	_12.68
_5_Higher Secondary (XI to XII class)	_3.52
_6_Graduate	_0.7
_7_Post-Graduate / Other	_0.7

_8_Below 6 years age group _11.27 __Total _100.00 __C.S.Co-op.S.F., Kagal: Chh. Shahu Coop. Sugar Factory, Kagal __Source: Field Work 2013-14 Literacy rate among Sugarcane-cutters at C. S. Co-op. S. F., Kagal (2013-14) / Fig.4.1 As per the above chart and graph nearly half of the migrated population is literate i.e. 50.7 per cent population and 38.03 per cent sugarcane-cutters are illiterate. 11.27 per cent come under the age group of 6 years. The percentage of sugarcane-cutters with primary and middle education taking or completed is 19.72 per cent and 13.38 per cent respectively.

It demonstrates that there is an average enrolment in educational achievement at the elementary level, which is gradually decreasing towards secondary shows 12.68 per cent, Table 4.2 Literacy Levels among Sugarcane-cutters at C. S. Co-op. S. F., Kagal 2018-19 Sr. No. _Literacy Level _Percentage __1_Illiterate _23.94 __2_Primary (I to IV class) _14.44 __3_Middle Education (V to VII class) _24.30 __4_Secondary (VIII to X class) _18.66 __5_Higher Secondary (XI to XII class) _10.56 __6_Graduate _3.87 __7_Post-Graduate / Other _0.00 __8_Below 6 years age group _4.23 __Total _100.00 __C.S.Co-op.S.F., Kagal: Chh. Shahu Coop. Sugar Factory, Kagal __Source: Field Work 2018-19 Literacy rate among Sugarcane-cutters at C. S.

Co-op. S. F., Kagal (2018-19) / Fig.4.2 This drastically decreases enrolment in higher education, which is barely 3.52 percent. Furthermore, there is only a 0.70 percent flow to the graduation level, and the same at the postgraduate / other degrees of education, including B.Ed. Literacy levels are measured again after five years to determine if literacy has increased or decreased amongst sugarcane cutter. And it is observed that literacy levels are remarkably increased from 50.7 to 71.83 per cent in 2018-19. Only 23.94% of sugarcane cutters are uneducated. And the percentage of children under the age of six is 4.23.

However, overall, enrolment and **persistence in higher education** continue to fall, similar to what conducted in 2013-14. The graph below depicts an overview of sugarcane cutter educational attainment over a half-decade period, from 2013-14 to 2018-19. Table 4.3 Comparative Analysis of Literacy Levels among Sugarcane-cutters at C. S. Co-op. S. F., Kagal 2013-14 & 2018-19 Sr. No. _Literacy Levels _Percentage _Percentage _ _ _2013-14 _2018-19 __1_Illiterate _38.03 _23.94 __2_Primary (I to IV class) _19.72 _14.44 __3_Middle Education (V to VII class) _13.38 _24.30 __4_Secondary (VIII to X class) _12.68

_18.66 _5_Higher Secondary (XI to XII class) _3.52 _10.56 _6_Graduate _0.70 _3.87 _
 _7_Post-Graduate/ Other _0.70 _0.00 _8_Below 6 years age group _11.27 _4.23 _
 _Total _100.00 _100.00 _Source: Field Work 2013-14& 2018-19 Comparative Analysis
 of Literacy Levels among Sugarcane-cutters at C. S. Co-op. S. F.,

Kagal 2013-14 &2018-19 / Fig.4.3 Table 4.4 Literacy Levels among Sugarcane-cutters at
 C. S. Co-op. S. F., Kagal 2013-14 &2018-19 Sr. No. _Literacy Levels _Percentage
 _Percentage _2013-14 _2018-19 _1_Below 6 years age group _11.27 _4.23 _2

_Illiterate _38.03 _23.94 _3_Literate _50.7 _71.83 _Total _100 _100 _C.S.Co-op.S.F.,
 Kagal: Chh. Shahu Co-op. Sugar Factory, Kagal _ _Literacy Levels among
 Sugarcane-cutters at C. S. Co-op. S. F., Kagal 2013-14 &2018-19/ Fig.4.4 4.3 LEVELS OF
 EDUCATIONAL ATTAINMENT AMONGSUGARCANE -CUTTERS ROLE OF SUGAR
 SCHOOLS Sugar Schools (Sakhar Shala) are schools in sugar cane cutter communities
 that aim to give primary education to children of sugarcane cutters who are deprived of
 schooling owing to their parents' habitual seasonal migration to sugar industrial
 locations for lengthy durations. Because there is currently no focused arrangement for
 migrant children to continue their education at industry locations, they often drop out
 of school.

Sugar Schools attempt to address the issue of continuing their education by building
 schools and providing adequate educational services in the homes of seasonal migrant
 sugarcane cutters. 'Second Semester Schools' is another name for these
 institutions. There is a further clarification, Sugar School does not operate all year. It is
 only operational during the second half of the school year. In general, schools begin
 new sessions in June, following the summer vacation. The children of sugar cane cutters
 relocate during the crushing season, which lasts from October/November to
 March/April. Prior to seasonal migration, they attend schools in their native
 communities.

Children do not attend school for several months during relocation. When these families
 return to their communities in March/April the following year, their children are unable
 to resume their studies from where they left off and hence become illiterate as they are
 forced to drop out. Classes in Sugar Schools are offered between migration periods,
 which last around six months.

The Sugar School's primary goal is to assist youngsters in remaining consistent in their
 educational procedures and to reduce dropout and failure rates caused by seasonal
 movement. It also assists students in resuming their regular educational
 routine. According to a surveys, sugar schools are simply empty rooms with no seats,
 chalk, chalkboard, desk, or podium. Despite the fact that the factory record showed the

number of teachers and pupils registered. On December 13, 2002, the Indian government proposed a constitutional change. It establishes the right to a basic education as a fundamental right for all children aged 6 to 14.

According to Article 45 of the Indian Constitution, "the State shall endeavour to provide, within ten years of the commencement of this constitution, for free and compulsory education for all children until they complete the age of fourteen years." The expansion of elementary education is expected to have a positive influence on various social indices such as population growth, health, and women's development, as well as economic productivity and unemployment reduction. It will eventually lead to a more equitable and compassionate society and a better place for everyone. Migrant children are denied their basic right to an elementary education. They move to sugar industrial locations with their parents.

They are too young to understand and exercise this right they have. Even parents are unaware of the benefits of education and the fact that primary education is a fundamental right that any failure to provide may cost them terribly. However, blaming parents directly is difficult. When parents are trying to make money to survive, the education of their children suffers. These child work alongside their parents in sugar plants. Because more hands equal more money, parents promote it as well. They supplement the family's income. 4.4 SUGAR SCHOOL PRACTICES AND SUGARCANE-CUTTERS OPINIONS According to the UNCRC, any human being under the age of 18 is considered as a "child."

The Indian legal system has previously set an upper age restriction for childhood of 18 years (II Act, 2001 and Child Marriage Prohibition Act, 2006). Table 4.5 Sugar School Practices and Sugarcane-Cutters Opinions at C. S. Co-op. S. F., Kagal 2013-14 Views of Sugarcane-cutters _Yes _No _No Opinion _ _Percentage _19.05 _2.38 _78.57 _ _ Source: Field Survey 2013-14 / Figure 4.5 Chh. Shahu Sakhar Shala (School) is located in C. S. Co-op. S. F., Kagal. In school, the youngsters wear uniforms. In the field, 19.05 percent of individuals claimed they send their children to the sugar school. Only 2.38 percent of sugarcane cutters answered they do not want to send their children to school. When asked about the sugar school, the remaining 78.57 percent are neutral. Table 4.6 Sugar School Practices and Sugarcane-Cutters Opinions at C. S. Co-op. S. F., Kagal 2018-19 Views of Sugarcane-cutters _Yes _No _No Opinion _ _Percentage _25.7 _29.7 _44.71 _ _ Source: Field Survey 2018-19 / Fig 4.6 Chh.

Shahu Sakhar Shala is located in Kagal's C. S. Co-op. S. F. Uniforms are worn by students in school. In the field, 25.7 percent of people said they sent their kids to the sugar school. Only 29.7 percent of sugarcane cutters said they do not want their children to

attend school. The remaining 44.71 percent were indifferent when questioned about the sugar school. The following graph and table 4.7 show the comparative analysis of the willingness of sugarcane cutters to sending their children to school. And it is observed that there is positive change among parents i.e., from 19.05 in the years 2013-14 is increased up to 25.7 percent. Table 4.7

Comparative Analysis of Sugar School Practices and Sugarcane-Cutters Opinions at C. S. Co-op. S. F., Kagal Views of Sugarcane-cutters _Percentage 2013-14 _Percentage 2018-19 _ _Yes (Positive to sending Schools) _19.05 _25.7 _ _No (Not ready to send their Children School) _2.38 _29.57 _ _No Opinion (Don't want to talk regarding education attainment) _78.57 _44.71 _ _/Fig 4.7 However, due to the hard work of sugarcane cutting and hauling, many parents are not ready to send their children to school. They would rather have them work at field.

As a result, there is still a lack of understanding about the value of education, and parents' attempts to raise well-educated citizens linger. 4.5 OBSTACLES IN UNINTERRUPTED EDUCATION Although the bulk of sugar plants operate for around 170 days per year, there has been a considerable decline in the area under cultivation as well as sugarcane production. One of the causes for this is the subsequent years of starvation. Sugarcane cutters are settling down in one location for around 6 months. This has an impact on children's schooling.

It is challenging to find a location/space for school structures that are conveniently accessible to youngsters. Because lands in industry zones are often under the hands of the firm management, installing sheds for schools is not an issue. However, a majority of laborers live in private places or open spaces belonging to the village panchayat and construction of sheds at those places requires negotiations with owners and obtaining the land for the sheds, which is not always possible. Usually, the factory management negotiates when there are huge numbers of laborers working in one factory.

But when the sugarcane-cutters are not that big in number and are working for different factories, it is difficult to motivate the factory managements to negotiate. Inadequate funding is another important issue in managing a Sugar. Both the government and the industrial managements have made insufficient financial provisions. The government does not fund all Sugar Schools, and where it does, it is restricted to a few items like as teacher salaries, stationery, and so on. It is difficult to persuade industrial owners to create the necessary accommodations for school operations. Their assistance is largely confined to the construction of temporary shelters and other structures. The level of help varies depending on management.

The government says that all children are provided with uniforms, textbooks, and free lunches, but this doesn't actually happen. It is still not covered by the midday food programme or basic educational supplies such as blackboards for children. Despite the fact that the government has agreed to provide mid-day meals, Sugar Schools have yet to get them. The idea envisions instructors working part-time, i.e. just when the Sugar School is open, and being paid for that time only. It fails to recognize that, while Sugar School operates during the harvesting season, activities such as surveys, follow-up with students, visits to schools from where the children come, trainings, advocacy, and so on are ongoing.

The proposal also calls for just 10 days of training for teachers, which is insufficient given the skills necessary to be a responsible and efficient educator. The education department has yet to issue clear directions to all schools from which these youngsters move as well as schools to which they migrate about the contents of their migration certificate and admissions. The Government of India's **Sarva Shiksha Abhiyan (SSA) initiative** (10th, 5-year plan) threatens to further erode educational quality by emphasising the premise of one teacher per primary school (rather than one teacher per class).

Tracing students and reaching out to their schools in a relatively short amount of time, say 30 days around June and July, is a difficult undertaking. The academic year begins at that time, and students enroll. Students come from all around, making the task more tough. Teachers will hunt for secure jobs elsewhere because they are low compensated and only hired for six months. This raises the cost of teacher training. The state lacks the ability or willingness to generate enough cash to support universal basic education programmes. Only 20% of Maharashtra's educational budget has been utilised. The allocation of education funding rarely reflects rights-based principles.

Basic education, as a right, has precedence over community resources in a way that postsecondary education does not. However, in many circumstances, a tiny number of wealthy students receive excessive public financing at the expense of a majority of disadvantaged pupils at the bottom. 4.6 EDUCATIONAL FACILITIES AT THE PLACE OF ORIGIN The educational facilities accessible in their villages have been researched.

The educational facilities such as elementary schools, secondary schools, and higher secondary education, as well as the availability of colleges in the Beed district from whence they are migrating, are taken into account. **There are 11 tehsils in Beed** district: Beed, Patoda, Ashti, Shirur, Georai, Majalgaon, Kaij, Dharur, Wadwani Parli, and Ambajogai. Sugarcane cutters travel from all of these locations to western Maharashtra, with Kolhapur district being one of them. Sugarcane cutters from various villages in

Beed district travel to Kolhapur district's designated factories. The research focuses on the educational facilities that are offered at this original place. C. S. Co-op. S. F., Kagal Table 4.8

Educational Facilities at Origin: Containing Sugarcane-cutters of C. S. Co-op. S. F., Kagal 2013-14 Sr. No. _Educational Facilities _Percentage __1 _Primary _93.18 __2 _Secondary _68.18 __3 _Higher Sec. _2.27 __4 _College _0.00 __5 _Other _0.00 __C.S.Co-op. S.F., Kagal: Chh. Shahu Coop. Sugar Factory, Kagal __ Source: Field Survey 2013-14 / Fig.4.8 The sugarcane-cutters migrated at C. S. Co-op. S. F., Kagal had given the following information about educational facilities available at their origin place. On this basis it is exemplified that all the sugarcane-cutters migrated from Beed district to Kolhapur district at the study area i.e.C. S. Co-op.

S. F., Kagal have 93.18 per cent primary educational facilities available at their origin in the villages of Beed district. 68.18 per cent say that secondary education facilities are available at their own village. It tremendously declines while moving from secondary to higher and professional education facilities means the particular villages do not have higher educational facilities at source. To be precise hardly 2.27 per cent people say they get higher education at their origin. No one says that colleges and other educational facilities exist at their villages. Table 4.9 Educational Facilities at Origin: Sugarcane-cutters of C. S. Co-op. S. F., Kagal 2018-19 Sr. No.

_Educational Facilities _Percentage __1 _Primary _71.21 __2 _Secondary _21.39 __3 _Higher Sec. _6.05 __4 _College _1.02 __5 _Other _0.33 __C.S.Co-op. S.F., Kagal: Chh. Shahu Coop. Sugar Factory, Kagal __ Source: Field Survey 2018-19 _ Fig.4.9 The sugarcane cutters who came to C. S. Co-op. S. F., Kagal in 2018-19 comparatively shows the levels of educational facilities available in their home town. On this premise, it is demonstrated that all sugarcane cutters who relocated from Beed district to Kolhapur district in the research location, i.e. C. S. Co-op. S. F., Kagal, had access to 71.21 percent of primary educational facilities in the villages of Beed district. Secondary education is available in their village, according to 21.39 % of respondents are taking secondary education.

It drastically decreases as one progresses from secondary to higher and professional education institutions, indicating that the specific communities lack higher educational facilities at the source. To be more specific, only 6.03 percent of respondents claim they receive higher education, 0.33 percent are taking other education in their own districts. 4.7 CONCLUSION Seasonal migration contributes significantly to the living (income) sources of rural deprived people. It is not merely an attribute; people have been moving in large groups for a long time and will continue to do so in the future. The

administration should take note of the significant volume of seasonal migration. It is immense and will not be stopped.

The educational challenges of seasonal migrant sugarcane cutters and their children are addressed in this chapter. The Chh. Shahu Co. op. S. F. Kagal is one of the most prominent factories in Asia to ensure that the education of the children of sugarcane workers is not interrupted. But the most important thing is to change the attitude of sugarcane workers towards their children. The concerned factory should take measures for this. The education of seasonal migrants' children will remain a challenge.

As a result, the government and civil society organisations must address these concerns on a structural level in order to assist underprivileged children in developing into productive adults. Sugar Schools, which have provided evidence to be an outstanding scheme for guaranteeing education for the children of seasonal migrants, be supposed to institutionalize and the government needs to deal primary place to them. More support from the government is needed for simplifying a variety of processes. Innovative plans and their sincere implementation is required to assure quality education for these children and to develop them into a good citizen.

For example, children must be given educational cards, which will allow them to learn anywhere throughout the migration time. The Sugar School is one way to arrive at most children who are currently rejected even their basic right to education. There is need to attract the attention of NGOs and the administration to fulfill the vision of 'each child in school and each child learning'. For the fundamental right to education for the children is at center. Sugar Schools are essential to cover up children of seasonal migrant who would not get educational benefits due to lack of facilities at the place of destination and will provide them quality education.

So, the approval of Sugar School by the seasonal migrants' community, the Government, the factory management is necessary for this scheme to work. After studying the literacy levels, levels of educational attainment, male-female disparity in literacy, role of sugar schools, views of sugarcane-cutters about sugar schools, barriers in uninterrupted education and educational facilities at their place of origin in Beed district it is concluded that maximum sugarcane-cutters are illiterate. These people are unaware of the significance of education. This is the main reason behind their children's illiteracy.

Sugarcane-cutters don't want to send their children to Sugar School in order to fetch more hands to work. Children also follow their parents' mentality and prefer to help their parents in the sugarcane fields instead of attending school. It is necessary to take

appropriate steps considering all the above factors.

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