

## वित्तीय समावेशन और महिलाओं का सशक्तिकरण: बिहार के संदर्भ में

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### सार

'सशक्तिकरण' से तात्पर्य किसी व्यक्ति की उस क्षमता से है जिससे उसमें ऐसी योग्यताएँ आ जाती हैं, जिससे वो अपने जीवन से जुड़े सभी निर्णय स्वयं ले सके। महिला सशक्तिकरण के अन्तर्गत महिलाओं को प्राथमिक रूप से शिक्षित किया जाना, आर्थिक स्वतंत्रता एवं कानून के अधीन महिलाओं को उनके अधिकार की जानकारी देना जरूरी है। इस देश की आधी आबादी महिलाओं की है इसलिए देश को पूरी तरह से शक्तिशाली बनाने के लिए महिला सशक्तिकरण बहुत जरूरी है। बिहार में वित्तीय समावेशन के जरिए महिलाओं को सशक्त बनाने की पहल की जा रही है। महिला उद्यमियों को महिलाओं के सशक्तिकरण के लिए बैंक द्वारा प्रोत्साहित किया जाता है। वित्तीय समावेशन का मतलब समाज के पिछड़े एवं कम आय वाले लोगों को वित्तीय सेवाएँ प्रदान करना है। वर्ष 1984 में सरकार के कल्याणकारी प्रयासों के साथ-साथ 'महिला विकास कार्यक्रम' (WDP) की भी शुरुआत की गई ताकि ग्रामीण महिला के सशक्तिकरण के लिए सहायता दी जा सके। वित्तीय समावेशन की सबसे महत्वाकांक्षी 'जन-धन योजना' के अन्तर्गत बिहार में 85.58 लाख खाते खोले जा चुके हैं। वर्ष 2008 में मुख्यमंत्री नीतीश कुमार ने 'नारी शक्ति योजना' बिहार में लागू की। जिसका उद्देश्य आर्थिक, सामाजिक और सांस्कृतिक सशक्तिकरण के रूप में बिहार की महिलाओं को पहचान दिलाना है। इसमें 165 ब्लॉक, 1520 पंचायतों और 5905 गाँवों को इस कार्यक्रम के अन्तर्गत शामिल किया गया है। वित्तीय समावेशन के अन्तर्गत बिहार में वर्ष 2007 में 'सहायता महिला बैंक' की स्थापना की गई है एवं 'बालिका साईकिल योजना' तथा 'कन्या सुरक्षा योजना' आदि जैसी कई योजनाओं के तहत नारी को सशक्त बनाने का प्रयास किया जा रहा है। भारत की आजादी के 69 साल बाद भी हम आज महिला सशक्तिकरण की बात करते हैं, पर क्या महिलाएँ इनसे जागरूक हैं? क्या उनकी स्थिति में सुधार हुआ है। दरअसल परिवर्तन तो आना चाहिए। आम महिलाओं के जीवन में, उनकी स्थिति में, उनकी सोच में यही तो है असली सशक्तिकरण 'महिला सशक्तिकरण'।

**मुख्य शब्द :** महिला विकास कार्यक्रम, नारी शक्ति योजना, सहायता महिला बैंक, बालिका साईकिल योजना, कन्या सुरक्षा योजना।

### परिचय

'महिला सशक्तिकरण' देश, समाज और परिवार के उज्ज्वल भविष्य के लिए बेहद जरूरी है, क्योंकि हमारी जनसंख्या का आधा हिस्सा महिलाओं का है। सशक्तिकरण महिलाओं को आत्म-निर्भर बनाने और उनमें विश्वास जगाने की प्रक्रिया है। 'महिला सशक्तिकरण' का मुख्य उद्देश्य महिलाओं को समर्थ बनाना है क्योंकि एक सशक्त महिला अपने बच्चों के भविष्य को बनाने के साथ-साथ देश का भविष्य भी सुनिश्चित करती है। राज्य का विकास महिला सशक्तिकरण के बिना संभव नहीं है। महिला सशक्तिकरण के अंतर्गत महिलाओं से जुड़े सामाजिक, आर्थिक, राजनैतिक और कानूनी मुद्दों पर संवेदनशीलता और सरोकार व्यक्त किया जाता है। सशक्तिकरण की प्रक्रिया में समाज को पारंपरिक पितृसत्तात्मक दृष्टिकोण के प्रति जागरूक किया जाता है, जिसने महिलाओं की स्थिति को सदैव कमतर माना है। वैश्विक स्तर पर नारीवादी आंदोलनों और यू०एन०डी०पी० आदि अंतर्राष्ट्रीय संस्थाओं ने महिलाओं के सामाजिक समता, स्वतंत्रता और न्याय के राजनीतिक अधिकारों को प्राप्त करने में महत्वपूर्ण भूमिका निभाती है। महिला सशक्तिकरण भौतिक या आध्यात्मिक, शारीरिक या

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मानसिक, सभी स्तर पर महिलाओं में असमविश्वास पैदा कर उन्हें सशक्त बनाने की प्रक्रिया है। सशक्तिकरण एक ऐसी प्रक्रिया भी है, जिसमें व्यक्ति अपने पूर्ण कौशल से किसी कार्य को करने की योग्यता प्राप्त करता है। महिला सशक्तिकरण में भी हम उसी क्षमता की बात कर रहे हैं जहाँ महिलायें परिवार और समाज के सभी बंधनों से मुक्त होकर अपने निर्णयों की निर्माता खुद हो।

बिहार में वित्तीय समावेशन के माध्यम से महिलाओं को सशक्त बनाया जा रहा है। भोजन, शिक्षा और पेंशन योजनाओं के माध्यम से सरकार समाज की महिलाओं को सहायता प्रदान करने का प्रयास कर रही है। भारतीय संदर्भ में शब्द 'वित्तीय समावेशन' शीर्षक नीति द्वारा अप्रैल (2005) में पहली बार इस्तेमाल किया गया। जनवरी 2006 में रिजर्व बैंक ने वित्तीय और बैंकिंग सेवायें प्रदान करने के लिए मध्यस्थ के रूप में गैर-सरकारी संगठनों (एन०जी०ओ०/एस०एच०जी०), सूक्ष्म वित्त संस्थानों और अन्य नागरिक समाज संगठनों की सेवाओं का उपयोग करने के लिए वाणिज्यिक बैंकों को अनुमति प्रदान की। महिलाओं को वित्तीय सेवाओं के माध्यम से सशक्त बनाने के उद्देश्य से ही सरकार ने (2007) में 'सहायता महिला बैंक' की स्थापना की। भारतीय महिला बैंक एक विशेष जनादेश के साथ-साथ देश की महिलाओं की वित्तीय समावेशन के द्वारा देश की महिलाओं की सेवा करने के लिए स्थापित किया गया है। इस बैंक का टैगलाइन है—**"महिला सशक्तिकरण—भारत का सशक्तिकरण"** है। यह समाज के सभी वर्गों से महिला उद्यमियों को महिला सशक्तिकरण के लिए बैंक द्वारा प्रोत्साहित किया जाता है। ग्रामीण महिलाओं को सूक्ष्म उछमी बनने में सहायता करने के उद्देश्य से बैंक ने "दृष्टि" के साथ मिलकर सामूहिक रूप से "मोमो-रंगोली" परियोजना शुरू की है। यह (महिला से महिला) महिला का, महिला के लिए और महिलाओं के द्वारा खुदरा दुकानों की अवधारणा है। यह कम से कम 75 लाख लोगों के लिए बैंक खातों को प्रदान करने का मिशन है जो लगभग पूरा हो रहा है। यह बैंक परिवार या रोजगार के नुकसान में, आपात स्थिति में भी उपयोगी है। यह कमजोर वर्ग को साहूकारों के चुंगल से बाहर आने में मदद करता है। वृद्धावस्था पेंशन, विधवा पेंशन एवं विकलांग व्यक्तियों और अन्य लाभों के लिए नकद राशि सीधे उनके बैंक खातों में सरकार द्वारा प्रदान किया जाता है।

वर्ष 2008 में मुख्यमंत्री नीतीश कुमार ने 'नारी शक्ति योजना' बिहार में लागू की। जिसका उद्देश्य आर्थिक, सामाजिक और सांस्कृतिक सशक्तिकरण के रूप में बिहार की महिलाओं को पहचान दिलाना है। महिला और बच्चों को घरेलू हिंसा से बचाना है। समाज के कमजोर वर्ग को सस्ती कीमत पर बैंकिंग सुविधाएँ प्रदान करने के उद्देश्य से ही बिहार में मार्च 2011 में 'मध्य बिहार ग्रामीण बैंक' की शुरुवात की गई है। (MBGB) बिहार की वित्तीय ग्राहकों के बीच सबसे पसंदीदा बैंकों में से एक है। **प्रधानमंत्री—(जन-धन) योजना** दुनिया में सबसे बड़ी वित्तीय समावेशन योजना है। यह वित्तीय समावेशन की एक ज्वलंत योजना है। वित्तीय समावेशन के लिए एक किफायती ढंग से वित्तीय सेवाओं, अर्थात् बैंकिंग/बचत और जमा खातों, बीमा, पेंशन के लिए उपयोगी है। इस योजना का मुख्य उद्देश्य लोगों की वित्तीय जरूरतों को पूरा करना जो अनौपचारिक साधनों पर निर्भर है। वित्तीय समावेशन गरीबों के कल्याण को बढ़ावा देने के रूप में देखा जाता है। यह **28 अगस्त 2014** को लागू किया गया।

वित्तीय समावेशन के माध्यम से नारी को सशक्त करने के उद्देश्य से ही सरकार ने कई योजनायें लागू की हैं जिसमें जीविका, मुख्यमंत्री कन्या सुरक्षा योजना आदि ऐसी कई योजनायें हैं जिनमें सरकार ने उपलब्धियाँ हासिल की हैं। वर्तमान में बिहार में 4882 बैंक शाखायें हैं जिनमें ग्रामीण क्षेत्रों में 2750 हैं। वित्तीय समावेशन की खूबियाँ नागरिक सशक्तिकरण में निहित हैं। आर्थिक अवसरों पर खेती करने वाले परिवारों को सशक्त बनाने के लिए ही यह सरकार द्वारा उपयोग में लाया गया है। भारत में वित्तीय समावेश का एक लम्बा इतिहास है। यह परंपरागत रूप से ग्रामीण और गैर-बैंकिंग क्षेत्रों में नई बैंक शाखायें खोलता है। महिला सशक्तिकरण से तात्पर्य उनको हर क्षेत्र में सुदृढ़ स्थान पर पहुँचाना और समाज में आज महिला सुदृढ़ स्तरों पर नहीं है, इसलिए महिला सशक्तिकरण की आवश्यकता को महसूस किया जा सकता है।

वित्तीय समावेशन के द्वारा महिला सशक्तिकरण के उद्देश्य से ही बिहार में ग्रामीण विकास विभाग द्वारा **(ई-शक्ति)** परियोजना शुरू की गई। **(ई-शक्ति)** एक पूरक परियोजना है जिसके अन्तर्गत **(ई-शक्ति)** कार्ड धारकों को मजदूरी का भुगतान, बैंकिंग सुविधाएँ एवं बैंक खाता खोलने की सुविधाएँ प्रदान की गई। **(ई-शक्ति)** कार्ड हाथ से आयोजित युक्ति है जो कार्ड और बायोमैट्रिक डेटा (फिंगर प्रिंट) के माध्यम से लाभार्थी के मूल उंगलियों के निशान के साथ मिलान किया जाता है ताकि मनरेगा लाभार्थी की मजदूरी के भुगतान में धोखाधड़ी और असुविधा को नियंत्रित किया जा सके। राज्य सरकार ने 18 वर्ष की आयु से ऊपर के सभी नागरिकों **(ई-शक्ति)** वितरित करने का निर्णय लिया है। बिहार को विकसित करने के लिए समाज के सभी वर्गों की महिलाओं का विकसित होना भी जरूरी है। भारत में रिजर्व बैंक ने ऐसे कई कदम उठाए हैं जैसे छोटी जमा पूँजी के लिए ऋण एवं खातों की सुविधा के रूप में अधिक से अधिक वित्तीय समावेशन के लक्ष्य को हासिल करना/विकास की मुख्य धारा में महिलाओं को लाने के लिए सरकार के द्वारा कई योजनाओं को निरूपित किया गया है। पूरे देश में महिलाओं की भागीदारी आधे की है और महिलाओं और बच्चों के स्वर्णिम विकास के लिए हर क्षेत्र में इन्हें स्वतंत्रता की जरूरत है।

महिला साक्षरता महिलाओं के सशक्तिकरण की एक तीव्र गति है। शिक्षा के द्वारा महिलाएँ आत्म-निर्भर बनती हैं और उनमें अन्याय के प्रति लड़ने की क्षमता विकसित होती है। महिलाओं की शिक्षा के लिए सरकार द्वारा 50% का आरक्षण प्रदान किया गया है। महिला शिक्षकों की नियुक्ति में भी सरकार ने आरक्षण प्रदान किया है। सरकार लगातार महिला शिक्षा पर जोड़ दे रही है। स्कूल की ओर लड़कियों को आकर्षित करने के उद्देश्य से ही बिहार सरकार ने **(द्वि-चक्र)** योजना लागू की। इसमें लड़कियों को स्कूल ड्रेस दिया जाता है। लड़कियों के लिए ही **'बालिका साइकिल योजना'** लागू की जिससे बालिकाओं का शिक्षा की ओर आकर्षण बढ़े। पंचायतों में भी महिलाओं को 50% का आरक्षण दिया जाता है। शिक्षा के द्वारा हम जनसंख्या विस्फोट से बचते हैं एवं परिवार नियोजन कार्यक्रम को सफल बनाने में शिक्षा महत्वपूर्ण है। लड़कियों के बीच शिक्षा ही समाज में बाल विवाह और कन्या भ्रूण हत्या पर रोक लगाती है। शिक्षा महिला सशक्तिकरण का एक सशक्त हथियार है। शिक्षा के द्वारा भी महिला और पुरुष को बराबरी में लाया जा सकता है। महिलाओं के अधिकार के दुरुपयोग को रोकने के लिए, हिंसा और अन्य महत्वपूर्ण मुद्दों पर उनमें जागरूकता उत्पन्न करने के लिए एवं महिलाओं के पक्ष में नितियाँ और कानून बनाने के लिए सरकार को अनेक योजनाओं को प्रोत्साहित करना चाहिए। राष्ट्र के विकास में महिलाओं को सच्ची महत्ता और अधिकार के बारे में समाज में जागरूकता लाने के लिए मातृ दिवस, **अंतर्राष्ट्रीय महिला दिवस** आदि जैसे कई सारे कार्यक्रमों सरकार द्वारा चलाये जा रहे हैं और लागू किये गये हैं। महिलाओं को कई क्षेत्र में विकास की जरूरत है। अपने देश में उच्च स्तर की लैंगिक असमानता है। जहाँ महिलायें अपने परिवार के साथ ही बाहरी समाज के भी बुरे बर्ताव से पीड़ित हैं। भारत में अनपढ़ों की संख्या में महिलायें सबसे अग्रणी हैं। नारी सशक्तिकरण का असली अर्थ तब समझ में आयेगा जब भारत में उन्हें अच्छी शिक्षा दी जाएगी और उन्हें इस काबिल बनाया जायेगा कि वो हर क्षेत्र में स्वतंत्र होकर फैसला कर सकें। भारत इस अध्ययन का मुख्य उद्देश्य वित्तीय समावेशन और महिलाओं के सशक्तिकरण में सूक्ष्म वित्त की भूमिका की जाँच करना है। यह पता लगाना है कि क्या महिलाओं के वित्तीय समावेश के लक्ष्य में सफलता मिली है। महिलाओं को पुरुष की तुलना में वित्तीय समावेशन का लाभ प्राप्त हो रहा है या नहीं। वित्तीय समावेश की खुबियाँ नागरिक सशक्तिकरण में निहित हैं। समावेशी विकास राज्य के आर्थिक विकास की अनिवार्य शर्त है। महिला सशक्तिकरण की मदद से एवं अधिक प्रचार से परिवार के हर सदस्य का विकास आसानी से हो सकता है। एक महिला परिवार में सभी चीजों के लिए बेहद जिम्मेदार मानी जाती है। अतः वो सभी समस्याओं का समाधान अच्छी तरह से कर सकती है। महिलाओं के सशक्त होने से पूरा समाज अपने आप सशक्त हो जायेगा। महिला सशक्तिकरण के लिए जरूरत है कि हम महिलाओं के खिलाफ पुरानी सोच को बदलें और संवैधानिक और कानूनी प्रावधानों में भी बदलाव लायें। वित्तीय समावेशन के माध्यम से महिलाओं को सशक्त बनाया जा रहा

है। वित्तीय समावेशन गरीबी से निपटने, समावेशी विकास को बढ़ावा देने के लिए और सहस्राब्दि विकास लक्ष्यों को संबोधित करने के लिए पूरक समाधान प्रदान करता है।

वित्तीय समावेशन की असली कुंजी है महिलाओं को उनके स्थानीय अर्थव्यवस्था के साथ जोड़ना और उनके आर्थिक सशक्तिकरण की गति को तीव्र करना। वित्तीय समावेशन के लिए वित्तीय संस्थानों का उपयोग एवं आर्थिक सशक्तिकरण के द्वारा पुंजी उपलब्ध कराना न केवल समावेशी विकास को बढ़ावा देता है, बल्कि पुरुषों और महिलाओं के बीच आय के अंतराल को कम करने में मदद करता है। वित्तीय समावेशन के चार आयाम हैं—देश के प्रति प्रतिबद्धता, मोबाइल और डिजिटल वित्तीय सेवायें। वित्तीय समावेशन की दिशा में कई सरकारी योजनायें, बैंकों के माध्यम से कार्यान्वित है, जबकि कई निजी क्षेत्र के बैंक माइक्रो फाइनेंस संस्थाओं के माध्यम से ग्रामीण बाजारों में निवेश कर रही हैं।

महिला सशक्तिकरण के उद्देश्य से ही सरकार ने कई योजनायें बनाई हैं जैसे—**बालिका समृद्धि योजना** के अन्तर्गत गरीबी की रेखा से नीचे निवास करने वाले परिवारों में जन्म लेने वाली बालिका माता को पौष्टिक आहार एवं बालिक की कक्षा 10 का सीधा लाभ कन्याओं और उनकी माताओं को हुआ है। सरकार द्वारा महिलाओं की स्थिति को मजबूत करने के लिए अनेक महत्वपूर्ण कदम उठाये गये हैं, जिसके फलस्वरूप उनकी स्थिति में महत्वपूर्ण एवं व्यापक सुधार आया है। अब महिलाओं का जीवन स्तर भारत में काफी ऊँचा उठ गया है। उनके सोच—विचार कर तरीका भी बदल गया है। राज्य स्तर पर महिलाओं के सशक्तिकरण के लिए भी कई आयोग गठित किये गये हैं। भारत में महिलाओं की स्थिति राष्ट्रीय विकास में सशक्त बनाने के उद्देश्य से तथा महिलाओं के बारे में व्यापक स्तर पर लोगों में जागरूकता पैदा करने के उद्देश्य से ही महिला अधिकारिता वर्ष मनाया जाता है तथा महिला अधिकारिता के लिए एक राष्ट्रीय नीति भी पारित की गई।

किशोरियों के सशक्तिकरण के उद्देश्य से ही सरकार ने **राजीव गांधी योजना वर्ष 2011** में प्रारंभ किया। इसका उद्देश्य नारियों का कौशल विकास है। किशोरियों के पोषण एवं स्वास्थ्य की स्थिति में सुधार के लिए, स्कूल की लड़कियों पर ध्यान देने के साथ—साथ 4—18 वर्ष की किशोरियों को सशक्त बनाने एवं उन्हें जीवन कौशल और व्यवसायिकता में कौशल बनाने का उद्देश्य से लागू किया गया है। महिलाओं के सशक्तिकरण के उद्देश्य से ही कई सरकारी एवं गैर—सरकारी संस्थायें एवं बहुत से महत्वपूर्ण कार्यक्रम एवं योजनायें भी चलायी जा रही है जिनसे महिलाओं की आर्थिक, सामाजिक, पोषाहार, स्वास्थ्य आदि पर विशेष रूप से प्रभाव पड़ा है।

योजना	मंत्रालय	लान्च की तारीख	क्षेत्र	प्रावधान
प्रधानमंत्री जन-धन योजना	वित्त मंत्रालय	28 अगस्त 2014	वित्तीय समावेशन	वित्तीय समावेशन के लिए राष्ट्रीय मिशन एक कफायती ढंग से वित्तीय सेवाओं, अर्थात् बैंकिंग बचत और जमा खातों, प्रेषण, ऋण, बीमा पेंशन के लिए उपयोग सुनिश्चित करने के लिए।
नारी शक्ति योजना	महिला एवं शिशू विकास मंत्रालय	2008	वित्तीय समावेशन	जिसका उद्देश्य आर्थिक, सामाजिक और सांस्कृतिक सशक्तिकरण के रूप में
बालिका समृद्धि योजना	महिला एवं शिशू विकास मंत्रालय	22 जनवरी 2015		यह योजना मुख्य रूप से संसाधनों और एक परिवार जिसमें यह आम तौर पर एक नर बच्चे के खिलाफ भेदभाव के रूप में किया जाता है एवं महिला एवं बच्चे को समान हिस्सेदारी सुनिश्चित करता है।
सबला या किशोरियों के सशक्तिकरण के लिए राजी गाँधी योजना	महिला एवं शिशू विकास मंत्रालय	2011	कौशल विकास	यह किशोरियों के पोषण एवं स्वास्थ्य की स्थिति में सुधार के लिए, स्कूल की लड़कियों पर ध्यान देने के साथ—साथ 11—8 वर्ष की किशोरियों का सशक्त बनाने और घर कौशल, जीवन कौशल और व्यावसायिक कौशल जैसे विभिन्न कौशल उन्नयन। किशोरियों के लिए पोषण कार्यक्रम और शक्ति योजना विलय कर दिया।
बालिका साईकिल योजना	शिक्षा मंत्रालय	2008	शिक्षा विकास	यह योजना बालिकाओं को शिक्षा की ओर आकर्षित करता है।
द्वि-चक्र	शिक्षा मंत्रालय		शिक्षा विकास	बालिकाओं को शिक्षा की ओर आकर्षित करने एवं शिक्षा के माध्यम से उन्हें सशक्त बनाने के लिए एवं उन्हें स्कूल ड्रेस प्रदान किया जाता है।
ग्रामीण महिला विकास योजना	महिला एवं शिशू विकास मंत्रालय	1996	ग्रामीण विकास	योजना का उद्देश्य ग्रामीण महिलाओं को जागरूक बनाने तथा उन्हें समाज में एक उत्तरदायी नागरिक की भूमिका निभाने के लिये तैयार किया जाता है।
इंदिरा गाँधी सहयोग योजना	महिला एवं शिशू विकास	2010	मदर केयर	योजना के अन्तर्गत चार हजार रुपये का नकद प्रोत्साहन। उन महिलाओं के पहले दो जीवित बच्चों के जन्म के लिए (19 वर्ष और उससे अधिक)

मंत्रालय			
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## निष्कर्ष

'महिला सशक्तिकरण' महिलाओं को आत्म-निर्भर बनाने और उनमें विश्वास जगाने की एक प्रक्रिया है। अब वो आत्मनिर्भर हो रही है और रोजगार की गतिविधियों में भी रूचि ले रही हैं। किसी भी चुनौती को स्वीकार करने के लिए वो खुद को तैयार करने लगी हैं। वित्तीय समावेशन के माध्यम से उनके जीवन की गुणवत्ता से सुधार हुआ है एवं सशक्त बनने की प्रेरणा प्रदान हुई है। नारी सशक्तिकरण के तहत महिलाओं के भीतर ऐसी प्रबल भावना को उजागर करने का प्रयास किया जा रहा है जिस से वे अपने भीतर छिपी ताकत को सही मायने में उजागर कर बिना किसी सहारे के आने वाली हर चुनौती का सामना कर सकें। अपनी नीजि स्वतंत्रता और स्वयं के लिए महिलाओं को अधिकार देना ही महिला सशक्तिकरण है।

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## **Social Inequality in Modern Higher Education**

**Dr. M.P Baligar \***

In recent decades all countries have seen a rapid growth in the number of students going into higher education, including students from lower income backgrounds. But has this created more equal societies?

Take the case of the United States, still in many ways the model and trend leader for the Western world in economy, society, and higher education. The USA has developed extreme levels of economic and social inequality, social mobility is declining, and higher education has been unable to compensate—in fact, higher education itself is becoming more stratified. The upper middle class dominates access to the top private universities, participation rates have stopped growing, and graduation rates among low-income families are very disappointing. Inequality is also increasing in Canada—although social mobility, the opportunity to rise up from a low-income background or remote location—is still higher in Canada than in other English-speaking countries.

This article draws together what we know about economic and social inequality with what we know about social ordering through higher education. Following Thomas Piketty's historical approach to inequality in his book *Capital in the Twenty-first Century*, we can see important patterns emerging in the last three decades.

### **Economic Inequality**

Piketty suggests that income inequality is linked to differences in wages, but also to income generated from capital such as property. Most people earn most of their income from their job. Only the top 0.1 per cent earn the majority of their income from capital (wealth) such as government bonds, shares, investments, and property. Wealth is much more concentrated than labour incomes. The top 10 per cent of those who earn their income from labour typically get 20 to 35 per cent of all labour incomes, depending on the country. The top 10 per cent of individuals who earn income from capital normally secure between 50 and 90 per cent of all capital incomes, with the precise proportion again depending on country.

The concentration of wealth and income in the hands of the top 10 per cent, top one per cent, and top 0.1 per cent and top 0.01 per cent is rising in most countries. We are seeing extreme income concentration effects. The higher we move up the income scale, the more private fortunes are expanding—the proportional increase to the income of the top 0.01 per cent is greater than for all of the larger groups. The increase in concentration is particularly stark in the USA and United Kingdom. The ultra-rich seem to be in another world from the rest of us. They pay tax at low rates, hide wealth offshore, and their incomes are climbing rapidly, while other incomes stagnate or decline. They are untroubled by the limited funding of public services in low-tax polities because they purchase their own high quality private services.

Piketty's data show that we are seeing a dramatic regression in the economic history of wealth and inequality, returning us to the pre-World War I era.

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## **The Rise of Equality of Opportunity**

In the 19<sup>th</sup> and early 20<sup>th</sup> centuries, society was dominated by a small group of rich families that commanded most of the resources. Education and working hard were not enough to move into the upper echelons—the would-be upwardly mobile in salaried positions could not secure the level of comfort afforded by inherited wealth.

However, this changed dramatically in the period between 1914-1945, as a result of two world wars and the Great Depression, which reduced or eliminated many large fortunes. World War II reset the counters close to zero, triggering a remaking and rejuvenation of wealth—in effect there were many vacancies in the middle and upper levels of society for the upwardly mobile to fill. Ultimately, this proved to be a transitional phase. Nevertheless, the period of social and economic openness was an extended one. This is because wealth creation had been partly democratized, notably and influentially in the USA. Social openness was also facilitated by a long period of high economic growth after 1945, which helped to expand the size of the middle class and hence further increased the number of opportunities for upward mobility.

The New Deal government intervention in the USA; the emerging Beveridge welfare state agenda in Britain; wartime planning; enhanced national taxation; and the turn to 'democratic socialism' in Western polities in response to the challenge of the pro-working class communist bloc, all encouraged and enabled policies in higher education and other sectors that were designed to create a more socially just order. The passage of the G.I. Bill in the USA in 1944 set off an explosion of growth in higher education. It provided veterans with generous financial aid for tuition and living expenses, changing the face of the country by creating access to higher education for millions of Americans. There were parallel postwar higher education enrolment policies in many countries, including my own country of Australia. Many students obtained university degrees that would never previously have had the opportunity.

The period between the 1950s and the 1970s was the heyday of meritocracy in the English-speaking world, Western Europe, and Japan. Salary differentials in the workplace were modest. A new property-holding middle class emerged, spreading wealth as well as incomes. For a brief time in the 1970s inherited wealth was a minority of all private capital, outweighed by the capital people had created during their lifetimes, saved and invested in their own homes.

The great role carved out for schooling and higher education was that of a democratic mechanism for selecting aspirants for a socially just elite based in hard work and educated merit—an alternative to capital markets and inheritance.

### **From Meritocracy to Plutocracy**

Piketty shows that in the 1970s and 1980s in Scandinavia, the most equal societies so far devised, the top one per cent of income recipients took in seven per cent of income from all sources, both labour and capital (Table 1). In Europe in 2010, the top one per cent received 10 per cent of all incomes. However, in the USA in 2010, the top one per cent received a much higher share at 20 per cent, and predicts it will be 25 per cent by 2030 if present trends continue.

The income received by the bottom 50 per cent has been as follows: 30 per cent of all income in 1970s and 1980s Scandinavia; 25 per cent in Europe 2010; but only 20 per cent in the USA in 2010. Piketty predicts it will be just 15 per cent in the USA by 2030. It is striking that by 2010 in the USA, the highly egalitarian income distribution of 1910

Europe had been restored, though now more through disparities in labour income than through capital income as in the past. The main drivers of the exceptionally high income inequality in the USA are 'super-manager' salaries (which took off after Ronald Reagan broke the air traffic controllers' strike in 1981), and the Reagan/Bush/Bush tax cuts. The USA is already the most unequal society in modern history in terms of income distribution, but it is going to get worse.

In the next generation, the balance between wage inequality and wealth inequality will start to shift back towards wealth. Income inequality becomes translated into inequality of property, and ownership of property and other forms of wealth is reproduced across generations. Those with the largest fortunes gain the highest rate of return from capital, leading to further concentration of wealth. To illustrate this point about large fortunes Piketty cites university endowments, as the data are transparent: Harvard earns over 10 per cent a year on accumulated capital while the average is more like six per cent for other universities. If salary inequality continues to increase in the future, the two sources of this inequality, from labour and from capital, will compound. This suggests that in terms of inequality, "you ain't seen anything yet;" the inequality data will start to look more like the income distributions typical of the pre-industrial world.

The top 0.01 per cent of income earners—one in every 10,000 persons, the true plutocracy—received five per cent of total income in the USA just before the Depression in 1928. Their share dropped to less than two per cent and did not get back to the 1928 position until 1998, after two decades of tax cuts and super-manager salary hikes. It then rose to an historic high of six per cent in 2007, dipped during the recession, but was restored to six per cent a year later and is ripping upwards again.

The UK, Australia, and Canada all follow the USA, but the trends are not as blatant. In the Nordic countries income differentials are modest. France, Germany, and Japan are intermediate cases. Inequality in Brazil is actually decreasing. These differences show that historical, institutional, and political factors play a role and that the tendency to accumulation of inherited capital is by no means inevitable.

### **Social Stratification in Us Higher Education**

Turning now to higher education, we find that in the US, as the economist Joseph Stiglitz puts it, "Access to good education depends increasingly on the income, education and wealth of one's parents." This is true at both the school and college levels.

In *Degrees of Inequality*, Suzanne Mettler notes that in 1970, 40 per cent of US students whose families were in the top income quartile had achieved a degree by age 24. By 2013 that percentage had risen to 77 per cent. For families in the bottom income quartile in 1970, only six per cent achieved a degree. By 2013 after 43 years of supposed equality of opportunity that proportion was just nine per cent.

In higher education, people's unequal capacity to pay and to compete for selective places has been joined by increasing stratification among the institutions themselves. The institutional hierarchy is getting steeper. Research by Scott Davies and David Zarifa in the USA and Canada shows those institutions that begin from a position of advantage build on that to improve their relative position over time. This is what market competition does when it is not corrected by policy. The relationship between resource concentration and student selectivity becomes stronger over the years.

This raises the question of whether degree value is increasingly unequal in labour markets. It is difficult to disentangle the effects of institution (the so-called brand effect) from the



social and academic advantages enjoyed by the clientele of elite universities at point of entry, the effects of social background in mediating labour market outcomes, and the effects of learning. The evidence is mixed. But a large number of studies in the USA (and also in the UK and China) suggest that institutional brand affects degree value.

Access to elite institutions is stratified sharply by social group. Joseph Soares has shown that in the Tier 1 private universities in the USA, 64 per cent of students come from families earning in the top 10 per cent. According to the Dean of Admissions at Yale, only five per cent of American families can pay the full sticker price. But many poor students don't get to the starting gate for entry into elite institutions. Recent research by Caroline Hoxby and Christopher Avery shows that the vast majority of low-income high achievers do not apply to any selective college.

Associated with growing stratification at the top is the weak and weakening status of mass higher education. It is being weakened because of the partial withdrawal of per-student funding from public education, and the rising use of poor quality private for-profit higher education (heavily subsidized by federal loans financing in the USA) and online courses, as substitutes for state-guaranteed provision. Higher education is not responsible for extreme income inequalities in the USA, which derive from labour markets and tax policy. But these inequalities no doubt undermine the meritocratic rationale for higher education, and this contributes to undermining support for mass higher education and the weakening of its public funding.

### **Conditions for Equality of Opportunity Have Weakened**

The condition for equality of opportunity has weakened in four crucial respects, not just in the USA but in many countries.

First, across the English-speaking world, the former Soviet bloc, and much of Eastern Asia and Latin America, per-capita public funding of higher education is declining as participation grows. Increasing tuition costs affect social access, especially to the elite private universities. Free tuition would help (though it would be naïve to think this would be enough to overcome social and cultural inequalities at the point of selection). But the problem is that the tax revenues are not there to pay for it. There is a vicious circle—the taxpayer will not support equality of opportunity as a public good so public financing is reduced, which in turn reduces equality of opportunity and evaporates the argument for it.

Second, research especially in the USA suggests a declining commitment to student learning among both students and institutions. It is difficult to pin this phenomenon down conclusively, but there is some evidence that suggests a retreat from solid learning content and an increased focus on the selection function of education, navigating the educational hierarchy, student consumer satisfaction, and credentialing—aspects that are highlighted in a positional market. These practices break the link between hard work, content, and educational outcomes. This denies aspiring students from poor backgrounds a learning technology that they can invest in, while placing greater emphasis on the institutional smarts—the social and cultural capital—that they do not possess. This is as fatal for equality of opportunity as financial barriers.

Third, the shape of higher education systems is being 'stretched' vertically—the university hierarchy is getting steeper. Worldwide there is the ever-growing emphasis on 'world-class universities.' Every nation, it seems, now wants its own version of the American science multiversity, the kind of institution that figures in global rankings, but is less concerned with achieving Nordic quality in broadly accessible forms of higher education.

The formation of world-class universities is not a problem for equal opportunity provided the rest of the sector is elevated as well. However, in much of the world, the world-class university movement has become combined with a crisis in the quality of mass higher education. Here the retreat of the state shows itself. In many systems the majority of enrolments are located in private institutions of dubious value.

Fourth, the transfer function, or the potential to move between mass institutions and elite ones, is mostly weak or non-existent in most places. Transfer has even faltered in California, where it was part of the University of California system's original Master Plan, and has rarely developed well elsewhere.

### **Where To From Here?**

So we have on one hand growing economic and social inequality, and on the other a hierarchical higher education system with socially differentiated access to higher education overall and further differentiated access to its upper reaches. Increasingly, the second form of differentiation overshadows the first, so the most important question is not access, but rather, "access to what?"

To what extent is educational inequality causal in itself, or to what extent is it merely a reflection of the larger patterns of inequality? Clearly all these structures and processes are interactive and in some sense mutually constitutive.

It is clear that higher education plays only a minor role in sustaining the position of the mega-rich. Higher education is not the driver of inequality at that level though no doubt the stratification of higher education sector plays into widening gap between upper class and middle class.

Where higher education can have its greatest effect is in increasing opportunities for upward mobility. Upper middle class family domination of prestigious universities limits that prospect. This is a key area in which to concentrate reform efforts. Education is a matter of social relations. We are all affected by the number and value of high quality educational places and by what governs access to those places. We need to assert the role of higher education as a public good and as a response to social and economic inequality, rather than as a mechanism for enhancing inequality, or a dead end with limited capacity to lift the individual and collective position.

We need to build more egalitarian higher education systems with a more broadly distributed capacity to create value. This will strengthen the relation between higher education and social outcomes and opportunities. There needs to be fairer selection into elite institutions, and the elimination of financial barriers to attend those institutions. The middle tier of institutions needs to be built up, though not at the expense of learning and research in the top group. We should flatten status by leveling up, not down.

But the history of the postwar period shows that there are limits to how far we can secure a more egalitarian society through change to higher education alone. In the English-speaking countries, the larger issue is to restore the social compact on taxation, increasing top marginal tax rates, and lifting the taxation of capital to the same level as taxation of income. This can begin to reassert democratic social values and re-strengthen higher education as an alternative to money and inheritance as determinants of social participation, selection, and individual and collective success.

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## सामाजिक मुद्दे में सोशल मीडिया की भूमिका

**Farhat Khan\***

### सार

सामाजिक मीडिया सामान्य संपर्क, संवाद, राजनीतिक, आर्थिक और सामाजिक मामलों में, सामाजिक संबंधों, उत्पादों या लेखन के प्रचार-प्रसार के लिये जाना जाता है। सामाजिक मीडिया पारस्परिक संबंध के लिए अंतर्जाल या अन्य माध्यमों द्वारा निर्मित आभासी समूहों को संदर्भित करता है। यह व्यक्तियों और समुदायों के साझा, सहभागी बनाने का माध्यम है। इसका उपयोग सामाजिक संबंध के अलावा उपयोगकर्ता सामग्री के संशोधन के लिए उच्च पारस्परिक मंच बनाने के लिए मोबाइल और वेब आधारित प्रौद्योगिकियों के प्रयोग के रूप में भी देखा जा सकता है। इस अध्ययन में सोशल मीडिया और उसके सामाजिक मुद्दे में सोशल मीडिया की भूमिका पर प्रभाव का मूल्यांकन किया गया है

मुख्य शब्द : समुदायों, मीडिया, प्रौद्योगिकियों, मोबाइल, अंतर्जाल

### परिचय

सोशल मीडिया एक तरह से दुनिया के विभिन्न कोनों में बैठे उन लोगों से संवाद है जिनके पास इंटरनेट(अंतरजाल) की सुविधा है इंटरनेट जो एक दूसरे से जुड़े संगणकों का एक विशाल विश्व-व्यापी नेटवर्क या जाल है इसके जरिए सूचना का आदान-प्रदान करते हैं भारत में अंतरजाल 80 के दशक में आया, जब एर्नेट (Educational & Research Network) को सरकार, इलेक्ट्रानिक्स विभाग और संयुक्त राष्ट्र उन्नति कार्यक्रम (UNDP) की ओर से प्रोत्साहन मिला। सामान्य उपयोग के लिये अंतरजाल 15 अगस्त 1995 से उपलब्ध हुआ, जब विदेश संचार निगम लिमिटेड ने गेटवे सर्विस शुरू की। दरअसल, इंटरनेट पर आधारित संबंध-सूत्रों की यह अवधारणा यानी सोशल मीडिया को संवाद मंचों के तौर पर माना जा सकता है, जहां तमाम ऐसे लोग जिन्होंने वास्तविक रूप से अभी एक-दूसरे को देखा भी नहीं है, एक-दूसरे से बखूबी परिचित हो चले हैं। आपसी सुख-दुख, पढ़ाई-लिखाई, मौज-मस्ती, काम-धंधे की बातें सहित सपनों की भी बातें होती हैं

Definition "Social media is "the relationships that exist between networks of people."

(Walter & Riviera, 2004)

भारत में मीडिया की भूमिका विकास एवं सामाजिक मुद्दों से अलग हटकर हो ही नहीं सकती पर यहां मीडिया इसके विपरीत भूमिका में आ चुका है। मीडिया की प्राथमिकताओं में अब शिक्षा, स्वास्थ्य, गरीबी, विस्थापन जैसे मुद्दे रह ही नहीं गए हैं। उत्पादक, उत्पाद

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और उपभोक्ता के इस दौर में खबरों को भी उत्पाद बना दिया गया है, यानी जो बिक सकेगा, वही खबर है। दुर्भाग्य की बात यह है कि बिकाऊ खबरें भी इतनी सड़ी हुई हैं कि उसका वास्तविक खरीददार कोई है भी या नहीं, पता करने की कोशिश नहीं की जा रही है। बिना किसी विकल्प के उन तथाकथित बिकाऊ खबरों को खरीदने (देखने, सुनने, पढ़ने) के लिए लक्ष्य समूह को मजबूर किया जा रहा है। खबरों के उत्पादकों के पास इस बात का भी तर्क है कि यदि उनकी "बिकाऊ" खबरों में दम नहीं होता, तो चैनलों की टी.आर.पी. एवं अखबारों का रीडरशप कैसे बढ़ता? संवाद का स्वरूप अनौपचारिक था, जिसमें प्रतिभागियों को अपने अनुभवों एवं अतीत को खंगालने का मौका मिला। संवाद की शुरुआत पत्रकारों ने अपने सफर के साथ ही शुरू कर दी थी। आयोजन में विभिन्न संस्थानों के पत्रकार काम के दबाव के बाहर आकर एक दूसरे से मिले। कई पत्रकार पिछले 4-5 वर्षों से फोन पर चर्चा करते रहे थे, पर आपस में कभी मिले ही नहीं थे, कई पत्रकार वर्षों बाद आमने-सामने हुए। सभी ने अपनी यादों के गर्द को साफ करना शुरू कर दिया - किस मकसद के लिए हैं पत्रकारिता, किस ओर जा रही है पत्रकारिता, किन-किन दबावों को झेल रही है पत्रकारिता, कौन कहां क्या कर रहा है, के साथ-साथ हास-परिहास।

राष्ट्रीय मीडिया संवाद को कई सत्रों में विभाजित किया गया था, पर ऐसा नहीं था कि उसमें तब्दीली न की जा सके। पूरी स्वतंत्रता थी कि सामूहिक रूप से तय कर चर्चा को आगे बढ़ाया जाये और ऐसा हुआ भी। रात को सभी पत्रकारों ने अपने जीवन के दूसरे पक्ष को टटोला, जिस फन को भूल गए थे उसे याद किया, पद और शक्ति का चोला एक ओर रखकर आयोजन स्थल को कम्यून बना दिया, सभी बराबर और सभी को अभिव्यक्ति की स्वतंत्रता।

राष्ट्रीय मीडिया संवाद में कुछ गंभीर चर्चाएं हुई - क्या है विकास, एकांगी विकास, समग्र विकास, शहरी एवं ग्रामीण विकास में अंतर, विस्थापन, स्वास्थ्य, बच्चों के अधिकार, विकास में महिलाओं की स्थिति, समानता एवं उसके विभिन्न पहलू, वैकल्पिक मीडिया, मुख्यधारा के मीडिया में स्पेस की समस्या का समाधान, अपनी भूमिकाएं आदि कई मुद्दों पर चर्चा की गई।

संवाद की शुरुआत परिचय के साथ हुई। परिचय में प्रतिभागियों ने न केवल अपने नाम, संस्थान एवं अपने काम के बारे में बताया, बल्कि गैर सरकारी संस्थाओं को वे किस नजर से देखते हैं और संस्थाओं एवं समाज के बीच उनकी अपनी क्या छवि है को लेकर भी बात की। माखनलाल पत्रकारिता विश्वविद्यालय भोपाल के पत्रकारिता विभाग के विभागाध्यक्ष पुष्पेन्द्रपाल सिंह ने कहा कि स्वयंसेवी संस्थाएं भावनात्मक आधार पर काम करते हैं पर मीडिया तर्क और विवेक को मानता है। इसी सत्र में दैनिक जागरण, मेरठ में

कार्यरत रमेन्द्र नाथ झा ने अपने अनुभवों को बताया कि जब उनके पास विकास की खबरें आती हैं, तब उनकी कोशिश होती है कि उसे किसी भी तरह से प्रकाशित होना चाहिए, यदि उस दरम्यान विज्ञापन या अन्य खबरों का दबाव हो तो भी कोशिश होती है कि वह एक कॉलम या बॉक्स के रूप में ही चला जाए। अन्य प्रतिभागियों ने भी बताया कि सामाजिक सरोकार से जुड़े मुद्दों के प्रति उनकी प्रतिबद्धता तो रहती है, पर इन मुद्दों पर कार्यरत सभी स्वयंसेवी संस्थाओं को वे सही नहीं मानते। उन्होंने यह भी कहा कि जो संस्थाएं एवं संगठन बेहतर काम करती हैं, उनकी बातों को सुनते भी हैं और उनके द्वारा उठाये गए मुद्दों को प्रकाशित करने का प्रयास भी करते हैं।

### **सामाजिक मीडिया के प्रकार**

जिनमें कि इन्टरनेट फोरम, वेबलॉग, सामाजिक ब्लॉग, माइक्रोब्लॉगिंग, विकीज, सोशल नेटवर्क, पॉडकास्ट, फोटोग्राफ, चित्र, चलचित्र आदि सभी आते हैं

सोशल मीडिया के लिए कई प्रकार के संचार प्रौद्योगिकी उपलब्ध हैं

- सहयोगी परियोजना (विकिपीडिया)
- ब्लॉग और माइक्रोब्लॉग (ट्विटर)
- सोशल खबर नेटवर्किंग साइट्स (डिग और लेकरनेट)
- सामग्री समुदाय (यूट्यूब और डेली मोशन)
- सामाजिक नेटवर्किंग साइट (फेसबुक)
- आभासी खेल दुनिया (वर्ल्ड ऑफ वॉरक्राफ्ट)
- आभासी सामाजिक दुनिया (सेकंड लाइफ)

सोशल मीडिया के विभिन्न माध्यमों से दुनिया के दो अहम सोशल नेटवर्किंग साइट्स फेसबुक और ट्विटर जिसका मुख्यालय अमेरिका में है, पूरी दुनिया पर राज कर रहा है। मालूम हो कि फेसबुक की स्थापना 2004 में हार्वर्ड विश्वविद्यालय के छात्रों ने की थी। शुरुआत में इसका नाम फेशमाश था और जुकेरबर्ग ने इसकी स्थापना विश्वविद्यालय के सुरक्षित कंप्यूटर नेटवर्क को हैक करके किया था वहीं, ट्विटर इस दुनिया में 21 मार्च, 2006 को आया और तक से लेकर आज तक यह नित्य नई बुलंदियों को छू रहा है

### **सोशल मीडिया का दायरा**

इंटरनेट पर नियंत्रण करने के लिए कहीं इंटरनेट को ब्लॉक किया गया तो कहीं कॉपीराइट, मानहानि, उत्पीड़न और अवमानना को हथियार बनाया जा रहा है ताकि इस से सोशल मीडिया में असामाजिक तत्व को नियंत्रण कर सके। भारत के गुजरात में जहां हार्दिक पटेल के आंदोलन को देखते हुए इंटरनेट को बंद कर दिया गया था, वहीं मुंबई में बाला साहेब ठाकरे के निधन पर महाराष्ट्र

की एक लड़की के कमेंट और उसकी सहेली के उस कमेंट को लाइक करने का खामियाजा किस तरह भुगतना पड़ा, यह बात किसी से छुपी हुई नहीं है सोशल मीडिया पर होने वाली बहसों समाज के एक छोटे से हिस्से से जुड़ी होती हैं। कई बार तो बेहद छोटे से हिस्से के मनोरंजन से जुड़ी होती हैं। भारत में सर्वाधिक चर्चित सोशल मीडिया के प्लेटफॉर्म फेसबुक और ट्विटर के ट्रेंड के अध्ययन से इस बात को समझा जा सकता है। भारत में सोशल मीडिया व इंटरनेट इस्तेमाल करने वालों से यहां के मतदाताओं के बारे में कोई साफ-साफ नजरिया बनाने में मदद नहीं मिलती है। भारत में इंटरनेट इस्तेमाल करने वालों का चरित्र वर्चस्ववादी है। इसमें शहरी, युवा और पुरुष वर्चस्व साफ-साफ देखा जा सकता है। बहुसंख्यक ग्रामीण और अन्य आयु वर्गों की आबादी इस मीडिया का इस्तेमाल करने वालों के दायरे से बाहर हैं। भारत में मोबाइल व इंटरनेट के जरिये सोशल मीडिया की पहुंच तेजी से बढ़ रही है, लेकिन अभी भी बहुत बड़ी आबादी इस माध्यम से दूर है मोबाइल की पहुंच भारत की 70 फीसदी आबादी तक है लेकिन मोबाइल पर सक्रिय रूप से इंटरनेट का इस्तेमाल करने वालों की संख्या महज 15 फीसदी है, और जब मोबाइल पर सक्रिय रूप से सोशल मीडिया का इस्तेमाल करने वालों की बात आती है तो यह संख्या और कम होकर केवल 7 फीसदी रह जाती है। ब्रॉडबैंड की पहुंच भारत में 4.9 फीसदी लोगों तक है।

### **सामाजिक मुद्दे**

सामाजिक मुद्दों और समस्याओं की उत्पत्ति भारत के लोगों की धार्मिक और सांस्कृतिक प्रथाओं से होती हैं। ये सामाजिक समस्याएँ बहुत लम्बे समय से विकसित हुई हैं और अभी भी अलग रूप में जारी हैं। इसके अलावा, भारत बड़े पैमाने पर बहुत से युद्धों का गवाह रहा है; बहुत से विदेशी आक्रमणकारियों ने इसके लम्बे इतिहास में भारत पर हमला किया। भारतीय समाज बहुत गहराई से धार्मिक विश्वासों से जुड़ा हुआ है; यहाँ विभिन्न धार्मिक विश्वासों को मानने वाले लोग रहते हैं जैसे: हिन्दू, मुस्लिम, सिख, इसाई, पारसी आदि। ये सभी देश की सामाजिक-सांस्कृतिक किस्मों में जुड़ती हैं। भारतीय सामाजिक समस्याएं भी लोगों की धार्मिक प्रथाओं और विश्वासों में निहित हैं और यही सभी कारण से भारत में सामाजिक मुद्दों और समस्याओं विकसित हुई

भारत में सामाजिक मुद्दों गरीबी, असाक्षरता, अशिक्षा, बाल-विवाह, अकाल, भुखमरी, बाल श्रम, समलैंगिकता, बेरोजगारी, स्वास्थ्य, अस्पृश्यता, लिंग असमानता, दहेज प्रथा, बाल और महिला यौन शोषण, जातिवाद, आदि

### **सोशल मीडिया की भूमिका**

सामाजिक पत्रकारिता अलग अलग तरीकों से लोगों के जीवन को प्रभावित करता भी है। खुली अर्थव्यवस्था, वैश्वीकरण, गलाकाट प्रतियोगिता, वाणिज्यिकरण एवं विकसित तकनीकी व प्रौद्योगिकी के इस माहौल में भी मीडिया क्या सच में अपनी सामाजिक जिम्मेदारी निभा रही है

### ➤ सामाजिक मुद्दे को संचार में लाना

वर्तमान समय में भारतीय समाज अनेक सामाजिक समस्याओं से पीड़ित है जिनके निराकरण के लिए राज्य, सामाजिक मीडिया एवं समाज द्वारा मिलकर प्रयास किये जा रहे हैं। भारतीय समाज की प्रमुख मुद्दे या समस्याओं में जनसंख्या में बढ़ोतरी, निर्धनता, बेरोजगारी, असमानता, अशिक्षा, गरीबी, आतंकवाद, घुसपैठ, बाल श्रमिक, श्रमिक असंतोष, छात्र असंतोष, भ्रष्टाचार, नषाखोरी, जानलेवा बीमारियां, दहेज प्रथा, बाल विवाह, भ्रूण बालिका हत्या, विवाह-विच्छेद की समस्या, बाल अपराध, मद्यपान, जातिवाद, अस्पृश्यता की समस्या ये सभी सामाजिक समस्याओं के अन्तर्गत आती हैं।

### ➤ सामाजिक परिवर्तन

सामाजिक या राष्ट्रीय समस्याओं को उठाने में लगे सैकड़ों लोगों से मिलने का अवसर मुझे अक्सर मिलता रहता है गरीब कन्याओं की शिक्षा से लेकर यातायात के नियमों सम्बन्धी जागृति और रक्तदान जैसे मुद्दों पर सामाजिक जागरण लाने के लिए यह लोग प्रयत्नशील हैं। जब-जब इन लोगों के साथ वार्तालाप होता है तब एक बात मुझे आश्चर्यचकित कर जाती है, और वह यह है कि यह सब तरह के लोग अपने मुद्दों को समाज के समक्ष असरदार रूप से रखने के लिए सोशियल मीडिया का काफी नवीनतापूर्ण उपयोग करते हैं। इन सेवाकर्मियों को उनकी प्रतिबद्धता के लिए मैं सलाम करता हूँ। व्यावसायिक कैरियर और कामकाज की व्यस्तता के बावजूद ऐसे मुद्दों के लिए समय निकालना वास्तव में प्रशंसनीय है।

जैसा कि मैंने पहले कहा कि, यह लोग सिर्फ एकाध आयुवर्ग या प्रदेश के साथ जुड़े हुए नहीं हैं। प्रत्येक आयु और प्रदेश के लोग सामाजिक चेतना के प्रसार के लिए अपना योगदान दे रहे हैं। अब अप्रवासी भारतीय तो अपनी मातृभूमि की खबर जानने के लिए सोशियल मिडिया का अधिकतम उपयोग कर रहे हैं, क्योंकि यह माध्यम दिन-प्रतिदिन तेज और मजेदार बन रहा है। सोशियल मिडिया पर उठाए जाने वाले मुद्दों पर अप्रवासी भारतीय भी अपना प्रतिभाव देते हैं और इन समस्याओं के निराकरण के लिए विभिन्न प्रकार से अपना योगदान देते हैं।

सोशियल मिडिया के कारण अब आम आदमी के लिए भी लोगों के समक्ष अपनी बात रखना पहले की तरह अति कठिन नहीं रहा है। लोग अब आसानी से अपने अभिप्राय अन्य लोगों के समक्ष रख सकते हैं। ऐसे भी उदाहरण हैं जब कुछ हकीकतों और आंकड़ों में भूल होने की बात किसी ने सोशियल मिडिया पर की हो और उसके परिणामस्वरूप मेनस्ट्रीम मिडिया को भी पुनर्विचार करना पड़ा हो।



### ➤ लोक शिकायत निवारण

इसमे सोशल मीडिया का अहम भूमिका रहती है। व्यक्ति पेयजल, सफाई, शौचालय निर्माण, आवास योजना, राशन-किरासन, असमानता के खिलाफ अवाज़, बिजली संबंधी मामले, अतिक्रमण, भूमि मापी, शिक्षा, स्वास्थ्य तथा अन्य कल्याणकारी कार्यक्रम से जुड़े हुए अपनी समस्याओं का समाधान इस अधिनियम के अन्तर्गत करा चुके हैं।

### ➤ लोक निर्माण जागरूकता फैलाना

सोशल मीडिया के द्वारा सामाजिक के लोगो को लोक निर्माण कार्य के बारे में जागरूकता फैलाना। लोक निर्माण द्वारा प्रदेश में सड़कों एवं पुलों का निर्माण, सुधार एवं सुदृढीकरण तथा रख-रखाव का कार्य सम्पादित कराया जाता है। राज्य सरकार के कतिपय विभागों के अन्तर्गत भवनों के निर्माण तथा उनके अनुरक्षण का दायित्व भी इसी विभाग के ऊपर है

### ➤ गुड गवर्नेंस और सोशल मीडिया

सोशल मीडिया के जरिये गुड गवर्नेंस यानि की बेहतर प्रशासन के रिश्ते को स्थापित करने की कोशिश दिखती है। गुड गवर्नेंस के लिए राज्य सरकारें और वहां के विभाग तेजी से खुद को सोशल नेटवर्किंग साइट्स पर सक्रिय कर रहे हैं। कहा ये जा रहा है कि इससे सरकारी विभाग जनता तक सीधे पहुंच सकेंगे और लोग भी उस विभाग से संबंधित अपनी समस्याएं सीधे सरकारी अधिकारियों तक पहुंचा सकेंगे। इससे भ्रष्टाचार पर लगाम कसेगी। सोशल मीडिया को 'गुड गवर्नेंस' के माध्यम के तौर पर पेश किया जा रहा है। इन दिनों ऐसी कई सारी खबरें देखने-पढ़ने-सुनने को मिल रही हैं जिनका सार इस तरह का होता है कि फलां विभाग अब सोशल मीडिया पर सक्रिय है और वहां लोग अपनी समस्याएं रख रहे हैं, भ्रष्ट अधिकारियों की पोल खुल रही है, भ्रष्टाचार की शिकायत करना आसान हो गया है

### सामाजिक समस्याओं के प्रयासरत उपाय

समाज की रचना और निर्माण में सोशल मीडिया की अहम भूमिका होती है। मीडिया समाज का दर्पण है। भारत के संविधान के अनुच्छेद १९(१) के तहत प्रत्येक नागरिक को अभिव्यक्ति की स्वतंत्रता दी गई है। अभिव्यक्ति की स्वतंत्रता अर्थात अपने भावों और विचारों को व्यक्त करने का हर नागरिक को अधिकार है। इसके तहत कोई भी व्यक्ति न सिर्फ विचारों का प्रचार-प्रसार कर सकता है; बल्कि किसी भी तरह की सूचना का आदान-प्रदान करने का अधिकार रखता है सोशल मीडिया का उपयोग आज सरकारें भी अपनी योजनाओं को लोगों तक पहुंचाने, जनता से सीधा संवाद स्थापित करने, जनमत का पता लगाने में करने लगी हैं। लोग विभिन्न समूहों के माध्यम से सरकार की नीतियों, निर्णयों पर बहस करने लगे हैं जो कि लोकतंत्र का आवश्यक तत्व है मीडिया और सरकार के बीच के रिश्ते हमेशा अच्छे नहीं हो सकते क्योंकि मीडिया का काम ही है सरकारी कामकाज पर नज़र रखना। लेकिन वह सरकार को लोगों की समस्याओं, उनकी भावनाओं और उनकी मांगों से भी अवगत कराने का काम करता है और यह मौका उपलब्ध कराता है कि सरकार

जनभावनाओं के अनुरूप काम करें। आज देश आतंकवाद, नक्सलवाद जैसी गंभीर समस्याओं से जूझ रहा है। समाज हित के कार्य व सामाजिक सरोकारों को कैसे जनता के सामने लायें जिससे जनता जागरूक हो, समाज को और युवा पीढ़ी को दिशा मिले जैसे अनेक विषयों सहित कई मुद्दों पर मीडिया मौन रख अख्तियार किए हुए हैं। वहीं सोशल मीडिया की प्रतिक्रियाओं से देखने में आता है कि यह मुख्य मीडिया का काम कर रही है। सकारात्मक रूप हो या नकारात्मक सोशल मीडिया में तुरंत प्रतिक्रिया होती है। अब यह जरूरी नहीं कि आपकी बात किसी समाचार या न्यूज चैनल के माध्यम से लोगों तक पहुंचे। आज हर व्यक्ति जो सामाजिक सरोकारों को सकारात्मकता के साथ सोशल मीडिया पर विषय को ला रहा है वह वाकई पत्रकारिता के असली धर्म को निभा रहा है। और इसका सकारात्मक उपयोग कर देश के विकास में, भ्रष्टाचार मुक्त, स्वस्थ और स्वच्छ व नए भारत के निर्माण में भागीदार बन कर हर व्यक्ति अपने देश के प्रति कर्तव्य का निर्वाह कर सकता है। इन स्थितियों में सुधार के लिये और भी अधिक प्रयास करने की आवश्यकता है और लोगों के दिमाग की गहराई में बैठे हुये गलत विश्वासों, मान्यताओं व प्रथाओं को बदले बिना इन स्थितियों को सुधारना बहुत कठिन कार्य है।

इस उद्देश्य के लिये सबसे उपयुक्त तरीका लोगों को विभिन्न सामाजिक समस्याओं के बारे में शिक्षित करना होगा और उन्हें अपनी सोच बदलने के लिये प्रेरित करना होगा। क्योंकि लोगों को खुद को बदलने के लिये प्रेरित किये बिना, कोई भी सरकारी या गैर-सरकारी संस्था के प्रयास आधे-अधूरे साबित होंगे। सामाजिक समस्याओं के निराकरण के लिए यह अत्यावश्यक है कि इनकी प्रकृति को समझा जाए एवं स्वरूपों की व्याख्या की जाए। भिन्न-भिन्न सामाजिक समस्याओं के मध्य पाए जाने वाले परस्पर सम्बन्धों का विप्लेशन एवं अनुशीलन कर हम इन समस्याओं के व्यावहारिक निराकरण के लिए एक नई सोच प्रस्तुत कर सकते हैं यदि हम भारत को सही में 21वीं शताब्दी का सच्चा विश्व नेता बनाना चाहते हैं तो ये अनिवार्य है कि हमें अपने सामाजिक स्तर में सुधार करने चाहिये।

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## उत्तराखण्ड में औद्योगिक श्रमिकों की सामाजिक-आर्थिक दशा एवं दिशा

राजेश कुमार\*

वर्तमान समय में परिवर्तन का अध्ययन विकास के दृष्टिकोण से महत्वपूर्ण हो जाता है क्योंकि सामाजिक परिवर्तन को विकास की आवश्यक दशा माना गया है। विज्ञान के इस युग में हमारा विकासोन्मुख देश जहाँ प्रगति के पथ पर तीव्र गति से अग्रसर है वहीं आज भी उत्तराखण्ड के पर्वतीय क्षेत्रों व मैदानी क्षेत्रों के ग्रामीण व नगरीय इलाकों में ऐसे लोग निवास करते हैं जो आधुनिक उपलब्धियों से अछूते, संस्कृति के वर्तमान स्वरूप से सर्वथा अपरिचित, कृषि व अन्य उद्योग धन्धों शिक्षा से अनभिज्ञ हैं। वर्तमान समय में भारतीय समाज में मानव जीवन के अनेक पक्ष हजारों मील दूर स्थिति सामाजिक संगठनों और ताने-बाने से प्रत्यक्ष या अप्रत्यक्ष रूप से प्रभावित होने लगे हैं। वर्तमान में अनेक समाजशास्त्री स्वीकार करते हैं कि यह प्रभाव विश्व को एक एकिक समाज व्यवस्था की दिशा में आगे ले जा रहा है। यही समानता श्रमिक समाज से भी सम्बन्ध रखती है। औद्योगीकरण के सम्बन्ध में चर्चा की आरम्भिक शुरुआत पी. काँग चॉंग ने औद्योगिक समाज शास्त्र के सम्बन्ध में कहा है कि "औद्योगीकरण से तात्पर्य उस प्रक्रिया से है जिसके अन्तर्गत उत्पादन कार्यों में महत्वपूर्ण परिवर्तन हो रहे हैं। इन परिवर्तनों में से कुछ आधारभूत हैं। जिनका सम्बन्ध किसी उपक्रम के यन्त्रीकरण से होता है तथा जिसके द्वारा नवीन स्थापना, किसी नये बाजार की खोज तथा किसी नये क्षेत्र का शोषण होता है।" औद्योगीकरण वर्तमान में परिवर्तन की एक प्रक्रिया है। समाजशास्त्र का समकालीन पड़ाव औद्योगीकरण का है। औद्योगीकरण की प्रक्रिया का प्रारम्भ सामाजिक परिवर्तन की प्रक्रिया के रूप में आधुनिकीकरण और उत्तर आधुनिकीकरण की प्रक्रिया के बाद हुआ। परिवर्तन की एक विशेष प्रक्रिया के रूप में आधुनिकीकरण एक विशिष्ट वांछित प्रकार की तकनीक तथा उससे सम्बन्धित सामाजिक संरचना श्रम व्यवस्था एवं अनुशासन का एक स्वरूप है, जो पारम्परिकता से भिन्न होता है।

औद्योगीकरण वस्तुतः विभिन्न व्यक्तियों, वर्गों, क्षेत्रों और राज्यों की अन्तः निर्भरता है। जिसकी व्यापकता सम्पूर्ण देश में है। इस औद्योगीकरण ने आधुनिकता की वैचारिकी, तकनीकी तन्त्र, पूँजीवाद और प्रजातान्त्रिक व्यवस्था को अधिकतम तीव्रता दी है। इसी कारण औद्योगीकरण को आधुनिकता का एक बड़ा बदलाव समझा जाने लगा है। भारत में औद्योगीकरण का सम्बन्ध विकास की उस प्रक्रिया से है जिसकी सहायता से नवीन उद्योगों की स्थापना की जाती है और प्राचीन उद्योगों को विशाल पैमाने में रूपान्तरित किया जाता है। आर्थिक विकास की व्यापक प्रक्रिया

का विचार औद्योगीकरण में निहित है। किसी राष्ट्र या प्रान्त में जिस गति से औद्योगीकरण को बढ़ावा मिलेगा इसके फलस्वरूप विकास के विभिन्न स्त्रोतों का भी सृजन होगा। विकास के स्त्रोतों या साधनों में एक साधन क्रम है। श्रम के विभिन्न स्वरूपों को पूर्ण करने हेतु श्रमिक वर्ग का आकार निर्धारित हो जायेगा। इसी क्रम में अध्ययन क्षेत्र के औद्योगिक विकास पर चर्चा करते हुए यह कहा जा सकता है कि भारत के तत्कालीन प्रधानमंत्री श्री अटल बिहारी वाजपेयी जी ने लोकसभा में राज्य पुर्नगठन बिल परित कराकर उत्तरांचल राज्य का गठन किया। राज्य गठन के प्रारम्भ के दो वर्षों तक व्यवस्था के तहत सरकार का संचालन हुआ। राज्य में उत्तर प्रदेश विभाजन के पूर्व में कुछ औद्योगिक इकाईयाँ थीं जिनमें प्रमुख— इण्डिया ग्लाईकोल लि० काशीपुर उधमसिंहनगर, सेन्चुरी पल्प एण्ड पेपर लिमिटेड, लालकुआँ, नैनीताल सहकारी चीनी मिलें, प्राईवेट—चीनी मिलें, सूत मिल, काशीपुर, सूत मिल जसपुर प्लाईबोर्ड फैक्ट्री, राईस मिलें, प्लोर मिलें, स्टोन क्रेसर, प्राईवेट पेपर मिलें, भेल हरिद्वार, आदि। उत्तरांचल की प्रथम निर्वाचित सरकार के तत्कालीन मुख्यमंत्री माननीय नारायण दत्त तिवारी जी ने अपने पूर्व के अनुभवों को उत्तराखण्ड में औद्योगिक संस्था सिडकुल के रूप में धरातल में उतारा है। आज वर्तमान में उत्तराखण्ड के तराई व भावर क्षेत्रों में सिडकुल के अन्तर्गत विभिन्न औद्योगिक इकाईयाँ स्थापित हैं जिनमें विश्वस्तर का उत्पादन हो रहा है।

उत्तराखण्ड का ज्यादातर भाग पर्वतीय भाग है जहाँ पर निर्वासित जनसंख्या के लिए भरण पोषण के संसाधन बहुत ही नगण्य है इसी अवधारणा को ध्यान में रखते हुए औद्योगिक संस्था सिडकुल की स्थापना की गई। जिसकी विशेष नीति के तहत उत्तराखण्ड के मूल निवासियों को इन उद्योगों में 70 प्रतिशत रोजगार के अवसर सुनिश्चित किए गये। टी.के अमन<sup>2</sup> ने भी अपने शोध में इस कथन पर बल देते हुए कहा है कि भारतीय संस्कृति की एकाधिकता को मान्यता देनी पड़ेगी। ऐसी अवस्था में जहाँ इस देश में कई संस्कृतियाँ हैं, कई स्थानियताएँ हैं हमारी स्थानीय आंचलिक और क्षेत्रीय संस्कृतियाँ बहुत व्यापक है और इन्हें औद्योगीकरण के माध्यम से ही जोड़ा जा सकता है। भारत में आधुनिकता आज जिस दौर में है, इसमें औद्योगीकरण का महत्व बहुत अधिक बढ़ गया है। औद्योगीकरण इस दृष्टि से आधुनिकता का पूरक है। आधुनिकता का फैलाव औद्योगीकरण के कारण होता है। औद्योगीकरण ने ऐसी परिस्थितियाँ पैदा कर दी हैं जिससे अब श्रमिकों व श्रमिक परिवार एवं श्रमिक समाज में चेतना आ गई है। उनके लिए अन्तः क्रियाएँ और सामाजिक सम्बन्ध सम्पूर्ण समाज देश में खुले हुए हैं। अब यह माना जा रहा है कि एक श्रमिक समाज की कल्पना की जा सकती है। श्रमिकों की जीवन निर्भरता औद्योगिक परिणामों पर निर्भर है। आधुनिकता का

\* शोधार्थी, समाजशास्त्र विभाग, राधेहरि राजकीय स्नातकोत्तर महाविद्यालय काशीपुर (ऊधम सिंह नगर) उत्तराखण्ड।

सम्बन्ध औद्योगीकरण से है। तथ्यों के विश्लेषण से यह पता चलता है कि प्रारम्भिक अवस्था में औद्योगीकरण से ही आधुनिकता को औद्योगिकीकरण की प्रक्रिया के साथ देखना चाहिए। औद्योगीकरण ने आधुनिक जीवन शैली को नया स्वरूप दिया है। उत्तराखण्ड में औद्योगीकरण के द्वारा सामाजिक परिवर्तन की प्रक्रिया की शुरुआत उत्तराखण्ड राज्य के गठन के दो वर्ष पश्चात् 2003 से मानी जाती है। वर्तमान औद्योगिक श्रमिक समाज में अधिकांश परिवर्तनों में औद्योगीकरण की प्रक्रिया का आभाव हो रहा है। वर्तमान श्रमिक समाज में यह पहली बार हुआ है कि सामाजिक जीवन के अनेक पहलुओं में स्थानीय व प्रान्तीय स्तर के श्रमिक एक सूत्र में बंध रहे हैं। औद्योगीकरण का प्रभाव संचार-माध्यमों के विभिन्न साधनों जैसे दूरदर्शन, सोशल मीडिया, मोबाइल फोन, समस्त पत्र पत्रिका, मल्टीसिटी सिनेमा, प्रदर्शनी एवं स्थानीय मेलों द्वारा समाज के विभिन्न स्वरूपों पर पड़ता है। औद्योगीकरण का प्रभाव यदि किसी भी समाज पर पड़ता है तो उसमें संचार माध्यमों के विभिन्न साधनों/सूचना क्रान्ति की मुख्य भूमिका होती है यदि दुनिया में संचार एवं सूचना क्रान्ति का युग नहीं आया होता तो दुनिया के समाज पर औद्योगीकरण का प्रभाव इतना जल्दी नहीं पड़ता। औद्योगीकरण के सम्बन्ध में कहा जा सकता है कि हमें औद्योगिक रूप से सोचना चाहिए किन्तु कार्य करने का ढंग उत्पादकीय होना चाहिए। यह उद्यमिता और श्रमिक समाज में तनाव को कम करके समन्वय स्थापित करने का ढंग है।

औद्योगिक क्रान्ति का प्रयोग सर्वप्रथम सन् 1884 में आर्नल्ड टायनवी ने किया था। सन् 1750 और 1850 के बीच ब्रिटिश उद्योग में इतने महान परिवर्तन हुए कि इन परिवर्तनों के लिए औद्योगिक क्रान्ति शब्द प्रयोग में लाया गया। आर० के० मुकर्जी ने कहा है कि औद्योगिक क्रान्ति से तात्पर्य उनके क्रम संघयी उपायों व मशीनों का उत्पादन विधियों में प्रयोग करने से है।<sup>3</sup> इस काल में अनेक परिवर्तन इतनी तेजी से हुए तथा जीवन व कार्य के अनेक पहलुओं-वितरण, उत्पादन, राजनीतिक तथा आर्थिक दृष्टिकोणों से जनसंख्या गतिशीलता व वित्त व्यवस्था आदि पर प्रभाव डाला। भारत में आधुनिक उद्योगों का श्री गणेश, 10 वीं शताब्दी के मध्य में हुआ। भारत में दो प्रमुख नगरों कलकत्ता और मुम्बई में सबसे पहले कारखानों की स्थापना हुई थी, परन्तु 20 वीं शताब्दी के मध्य आने पर इनमें तीव्र गति से विकास हुआ। स्वतन्त्रता के बाद अनेकों स्थानों में विशाल कारखानों की स्थापना होने से औद्योगीकरण को काफी गति प्राप्त हुई। भारत में 1951 से अद्यतन औद्योगीकरण में 300 प्रतिशत की वृद्धि हुई है। प्रसिद्ध समाज शास्त्री मे काइवर एवं पेज ने भी समाज विज्ञान परिभाषित किया है, "समाज विज्ञान सामाजिक संबंधों के विषय में है, सम्बन्धों के जाल को हम समाज कहते हैं।"<sup>4</sup>

मिलर एवं फार्म- औद्योगिक समाज विज्ञान सामान्य समाज विज्ञान की प्रमुखशाखा है, जिसे उपयुक्त शब्दों में कार्य-संगठनों का समाज-विज्ञान अथवा अर्थव्यवस्था का समाज-विज्ञान कहा जा सकता है।<sup>5</sup> बिलवर्टमूर- " औद्योगिक समाज विज्ञान समाज विज्ञान के उन सिद्धान्तों के विकास एवं प्रयोग से सम्बन्धित है जो औद्योगिक पद्धति द्वारा उत्पादन एवं औद्योगिक जीवन पद्धति से सम्बन्धित है।"<sup>6</sup> गिलवर्ट " औद्योगिक समाज-विज्ञान जैसा कि इसके काम से ही प्रकट होता है, उद्योग की वास्तविक एवं उसकी समस्याओं का समाज विज्ञानी विधि द्वारा ज्ञान प्राप्त करता है।"<sup>7</sup>

इस आधार पर औद्योगिक समाज विज्ञान उद्योगों में रहने वाले व्यक्तियों के सामाजिक जीवन का ही नहीं बल्कि कार्य-संगठन का भी अध्ययन एवं विश्लेषण करता है। आज फैक्ट्री अथवा उद्योगों को कार्यों का संसार कहा जाता है। औद्योगिक समाज विज्ञान के बारे में कहा जा सकता है कि " यह कार्यों के संसार का अध्ययन है।" औद्योगिक अथवा आर्थिक उपव्यवस्था के संगठन, संरचना, प्रकार्य तथा इसमें निहित सामाजिक सम्बन्धों का समाज वैज्ञानिक अध्ययन करता है। भारत में जब से औद्योगिक क्रान्ति की शुरुआत हुई है तब से ही औद्योगीकरण के विभिन्न पहलुओं में विश्व व्यापीकरण की झलक दिखती है। जैसे- औद्योगिक इकाइयों में प्राचीन ढाँचे में बदलाव कर आधुनिक तकनीक का प्रयोग हो, चाहे कच्चे माल की आपूर्ति हो चाहे उर्जा के क्षेत्र में इस्तेमाल होने वाले उपकरण एवं सामग्री हो, चाहे तकनीकी रूप से प्रशिक्षित श्रमिक हों उद्योगों में इस्तेमाल होने वाले समस्त स्रोतों में विश्वव्यापीकरण अपना महत्वपूर्ण स्थान रखता है। इस सबन्ध में संयुक्त राष्ट्र संघ विकास कार्यक्रम (UNDP) के अन्तर्गत प्रकाशित मानव संसाधन रिपोर्ट में प्रकाशित हुआ है कि "आधुनिक युग वस्तुतः विश्वव्यापीकरण का युग है। इस रिपोर्ट के अनुसार विश्वव्यापीकरण दुनिया के लिए नया नहीं है। इसका प्रारम्भ 16 वीं शताब्दी से है। मानव संसाधन विकास की रिपोर्ट बताती है कि अपने नये स्वरूप में विश्वव्यापीकरण अधिक शक्तिशाली बन गया है। रिपोर्ट में कहा गया है कि विश्व बाजार विश्व तकनीकी तन्त्र, विश्व विचार और विश्व सुदृढ़ता से अपेक्षा की जा सकती है कि विश्व के लोगों में समृद्धि आयेगी।

सभी मनुष्य साझा मुल्यों में विश्वास स्थापित करेंगे और विश्व के समस्त मनुष्यों का विकास होगा। औद्योगिक समाज शास्त्र के विद्वानों ने औद्योगीकरण के कुछ मुख्य लक्षणों की पहचान की है। इसके कई कारण हो सकते हैं। जैसे-राजनीति शक्ति का सम्बन्ध, आर्थिक आदान प्रदान, मानव संसाधन की अधिकता, कच्चे माल की प्रचुरता, सरकार द्वारा विभिन्न रियायतें देना, यातायात की सुविधा, निवेश की सुविधा प्राकृतिक सम्पदा का सम्पन्न होना आदि लक्षण हो सकते हैं। कार्ल मार्क्स ने "कम्युनिष्ट घोषणा पत्र" में कहा था कि "श्रमिकों का कोई देश नहीं होता" उनका कहना है कि पूँजीवादी व्यवस्था अपना विस्तार करना चाहती है और आयात-निर्यात तथा सन्देश वाहन सुविधाओं के विस्तार के

साथ प्रत्येक युग में पूँजीवाद अपना विस्तार करेगा। निश्चित रूप से पूँजीवाद आर्थिक औद्योगीकरण का एक सशक्त माध्यम है। बहुराष्ट्रीय उद्यम जैसे बहुराष्ट्रीय निगम और अन्तराष्ट्रीय निगम औद्योगीकरण के आधार स्तम्भ हैं। इन उद्योगों का देश की आन्तरिक सीमा तथा बाह्य सीमा पर बहुत बड़ा जाल है। बदलाव किये तो न्यूनतम फेरबदल श्रमिकों में भी होगा। औद्योगीकरण के आर्थिक पहलू की अपेक्षा इसके सामाजिक पक्ष अधिक उलझा हुआ है। इसके अन्तर्गत हम लगभग सम्पूर्ण सामाजिक जीवन को समाहित करते हैं। इस प्रमुख समाज शास्त्री ने सामाजिक औद्योगीकरण को संस्कृति से जोड़ते हुए निम्न बिन्दुओं पर बल दिया है— स्टुअर्ट हॉल ने सर्वदेशीय संस्कृति के विकास के पक्ष में कहा है कि

- लोगों को उनके देश के इतिहास की जानकारी हो जाती है कहा जाता है कि उनके देश ने कब और कहा विजय पायी एवं कब और कहाँ पराजय। इससे सर्वदेशीय संस्कृति के निर्माण में सहायता मिलती है।
- राष्ट्रीय प्रतीकों राष्ट्रीय त्यौहारों के सम्बन्ध में लोगों को पर्याप्त जानकारी दी गई।
- राष्ट्र के चरित्र को सर्वग्राही बनाने के लिए कई मिथकों का निर्माण किया गया।

उत्तराखण्ड के विषय में औद्योगीकरण का सबसे अधिक प्रभाव आर्थिक व सामाजिक क्षेत्र में हुआ है। सही मायने में उत्तराखण्ड में औद्योगिक विकास सन् 2005 से हुआ। यह आर्थिक सुधारों में नये युग का सूत्रपात था। इस औद्योगिक विकास की विशेषता यह रही कि यह अपने नये अवतार में राष्ट्रीय व अन्तराष्ट्रीय बाजार में औद्योगिक रूप से स्थापित करने में कामयाब रहा है। औद्योगीकरण से तात्पर्य किसी भी देश की अर्थव्यवस्था को शेष विश्व के साथ इस प्रकार जोड़ने से है कि उत्पत्ति के साधनों पूँजी, श्रम, उत्पादन की तकनीक कच्चा माल आदि एवं उत्पादित वस्तुओं का आयात निर्यात राजनीतिक एवं भौगोलिक सीमाओं पर निर्बाध रूप से होता रहे। उत्तराखण्ड राज्य में आय के संसाधन सीमित होने के कारण इस राज्य की अर्थव्यवस्था को यहाँ के औद्योगिक विकास ने मजबूती प्रदान की है। इसके साथ-साथ राज्य से पलायन को रोकने में भी मददगार साबित हो रहा है। अब देखना यह होगा कि उत्तराखण्ड के औद्योगिक क्षेत्र सिडकुल में स्थापित औद्योगिक इकाइयों में कार्यरत श्रमिकों की सामाजिक-आर्थिक पृष्ठभूमि क्या है? श्रमिकों की कार्यदशाएँ एवं प्रबन्धन में सम्बन्ध की स्थिति क्या है? श्रमिकों की सामाजिक-संस्कृति प्रस्थिति क्या है? श्रमिकों की आर्थिक परिस्थिति कैसी है? श्रमिकों के कल्याणार्थ निर्मित शासकीय योजनाओं व इस सन्दर्भ में वैकल्पिक संस्थाओं की भूमिका कैसी है आदि का अध्ययन करना शोध का मुख्य उद्देश्य है।

वर्तमान भारतीय समाज में औद्योगीकरण का प्रभाव श्रमिकों के आर्थिक क्षेत्र के बाद अब सामाजिक व सांस्कृतिक क्षेत्र में भी दिखने लगा है। औद्योगीकरण ने उत्तराखण्ड के श्रमिक समाज व संस्कृति को भी प्रभावित किया है। यहाँ की श्रमिक समाज एवं संस्कृति की कतिपय विशेषताएँ हैं। जब हमने औद्योगीकरण की प्रक्रिया में उत्तराखण्ड के आर्थिक विकास को एक सीमा तक परिवर्तित किया है। ऐसा माना जा सकता है कि यदि वैश्वीकरण का प्रभाव संस्कृति पर इसी तरह पड़ता रहा तो हमारी सांस्कृतिक विरासत बहुत जल्द ही लुप्त हो सकती है। संस्कृति पर औद्योगीकरण के प्रभाव के कारण ही श्रमिकों विशेष रूप से महिला श्रमिकों में पश्चिमी सभ्यता एवं संस्कृति का लक्षण दिखने लगा है। सिडकुल के नजदीकी शहरों में समान्यतः आर्थिक स्थिति अधिकांश श्रमिकों का गाँवों की तुलना में अच्छा होता है, जिसके संचार माध्यमों के विभिन्न साधनों को अपनाने में कोई विशेष कठिनाई नहीं होती है। सिडकुल के नजदीकी शहरों में रह रहे श्रमिक संचार माध्यम के साधनों के मद्द से प्रत्येक परिवर्तन के प्रति जागरूक रहते हैं। सिडकुल के औद्योगिक इकाइयों में कार्यरत श्रमिक कार्य घण्टों के उपरान्त अपना अधिकांश समय संचार माध्यमों के साधनों के साथ ही व्यतीत करते हैं। इसके परिणाम स्वरूप अनेक प्रकार के परिवर्तन का प्रभाव कार्यदशाओं पर दिखने लगा है। श्रमिकों की परिवार संरचना की औद्योगिक के प्रभाव से अछूती नहीं है, क्योंकि संचार माध्यमों के साधनों की सहायता से औद्योगीकरण ने श्रमिक परिवार को भी अपने प्रभाव में ले लिया है। अब सिडकुल क्षेत्रों के अतिरिक्त शहरों एवं गाँवों में भी टीवी, मोबाइल फोन, समाचार पत्र/पत्रिका आदि उपलब्ध हैं। संचार माध्यमों के साधनों के सस्ती दरों पर उपलब्ध होने के कारण यह अधिकांश श्रमिकों के पहुँच में हो गयी है जैसा कि पता है कि किसी भी परिवर्तन का प्रभाव सबसे पहले परिवार ढाँचा पर पड़ता है। परिवार ढाँचा के दोनों पक्षों को औद्योगीकरण ने प्रभावित किया है। जिससे श्रमिक परिवार ढाँचा परिवर्तन की ओर अग्रसर है। परिवार ढाँचा को औद्योगीकरण संचार माध्यमों की सहायता से प्रभावित करता है। किसी भी विषय पर समाजशास्त्रीय शोध, सर्वेक्षण, लघुशोध एवं वृहद शोध हो और परिवार ढाँचा की चर्चा विवेचन, विश्लेषण न हो तो वह शोध अध्ययन परिणाम विहीन होगा। इसी क्रम में प्राणीशास्त्रीय सम्बन्धों के आधार पर बने हुए समूहों में परिवार सबसे छोटी इकाई है। प्रत्येक मनुष्य किसी न किसी परिवार का सदस्य रहा है चाहे वह श्रमिक परिवार ही क्यों न हो। किसी भी समाज में परिवार ही अत्याधिक महत्वपूर्ण समूह है।

अनेक समाज शास्त्रीयों का मत है कि परिवार समाज रूपी विशाल मन्दिर के कोने का पत्थर है। क्योंकि परिवार के अभाव में मानव समाज के संचालन की कल्पना भी कठिन प्रतीत होता है। परिवार में ही बच्चों का समुचित लालन-पालन सामाजिकरण और शिक्षण कार्य होता है। यही नहीं बल्कि परिवार अपने सदस्यों की सामाजिक, सांस्कृतिक, धार्मिक, आर्थिक, शैक्षणिक व राजनीतिक आवश्यकताओं की पूर्ति में भी योगदान देता है। **मैकाइबर एवं पेज** ने कहा है कि परिवार पर्याप्त निश्चित अन्तः सम्बन्ध द्वारा परिभाषित एक ऐसा समूह है जो बच्चों के जनन एवं लालन पालन की व्यवस्था करता है। **जी पी मरडौक** ने कहा है कि परिवार एक ऐसा सामाजिक समूह है जिसके

लक्षण समान्यतः निवास आर्थिक सहयोग और जनन है। इनमें दो लिंगों के बालिक शामिल हैं जिनमें कम से कम दो व्यक्तियों द्वारा स्वीकृत अन्तः सम्बन्ध होता है। जिस बालिक व्यक्तियों में अन्तः सम्बन्ध होता है उसके अपने या गोद लिये हुए एक या अधिक बच्चे होते हैं।”

उत्तराखण्ड के उधमसिंह नगर जनपद के सिडकुल क्षेत्र में स्थापित औद्योगिक इकाईयों में कार्यरत श्रमिकों को विभिन्न स्वरूप हैं— कुशल श्रमिक, अर्थकुशल श्रमिक एवं अकुशल श्रमिक। उत्तराखण्ड सरकार ने सिडकुल क्षेत्र में औद्योगिक इकाईयाँ स्थापित करने के लिये एक औद्योगिक नीति बनाई। इस औद्योगिक नीति के तहत विभिन्न प्रतिबन्ध बनाए गये थे। जिनमें प्रमुख रूप से मानव संसाधन के सम्बन्ध में यह प्रावधान किया गया था कि जो भी औद्योगिक इकाई अपने यहाँ मानव संसाधन प्रबन्धन हेतु कामगारों की व्यवस्था करेगी तो इनमें से 70 प्रतिशत कामगार उत्तराखण्ड मूल के होंगे। अध्ययन में पाया गया है कि सिडकुल क्षेत्र की औद्योगिक इकाईयों में कार्यरत श्रमिक जैसे तो पूरे देश से आते हैं लेकिन 70 प्रतिशत श्रमिक उत्तराखण्ड के कुमायूँ व गढ़वाल मण्डल के सभी 13 जनपदों से हैं इन उद्योगों में शुरुआत में कार्य करने के समय अधिकांश श्रमिक किराये के मकानों में रहते थे। अतः कुछ श्रमिक अपने निजी मकान में रहकर ही इन औद्योगिक इकाईयों में कार्य कर रहे हैं। इन श्रमिकों के रहन-सहन, खान-पान, शिक्षा आदि में काफी परिवर्तन आया है।

अतः कहा जा सकता है कि तराई और भाबर प्राकृतिक, सांस्कृतिक, आर्थिक, राजनैतिक एवं औद्योगिक रूप से सदैव उत्तराखण्ड की सांस्कृतिक विविधता, आर्थिक एवं औद्योगिक सम्पन्नता का प्रतीक रहा है। श्रमिक समाज तराई क्षेत्र के सिडकुल क्षेत्र में निर्वासित है फिर भी यह सामाजिक-आर्थिक आधार पर पिछड़ा हुआ है। यह भी सही है कि परिवर्तन की विभिन्न प्रक्रियाओं के कारण आजादी से उत्तराखण्ड के गठन तक इस समाज में आंशिक परिवर्तन दिखाई देता है। विशेष रूप से वर्तमान में औद्योगीकरण की प्रक्रिया ने इस परिवर्तन को और अधिक गतिशील बनाया है। औद्योगीकरण के प्रभाव के कारण परिवार ढांचा के प्रमुख इकाईयों क्रमशः सामाजिक, सांस्कृतिक, धार्मिक व शैक्षणिक क्षेत्र में बदलाव देखने में मिल रहा है। सामाजिक क्षेत्र में परिवर्तन के अन्तर्गत संयुक्त परिवार का स्थान एकाकी परिवार ले रहा है। जिससे परिवार का आकार भी छोटा हो रहा है। विवाह एवं स्त्री-पुरुष के सम्बन्धों में परिवर्तन हो रहा है। परिवार में मुखिया के अधिकारों का हास हो रहा है जिससे परिवार के सभी काम काजी सदस्य आर्थिक रूप से आत्म-निर्भर रहना चाहते हैं। इसके फलस्वरूप आय पहले की तुलना में आंशिक रूप से सुदृढ़ हो रही है। युवा पीढ़ी का संचार-माध्यमों के विभिन्न साधनों की ओर झुकाव बढ़ने से न केवल सामाजिक संगठन में बल्कि धार्मिक क्षेत्र में भी परिवर्तन अपेक्षित है। भारत के सन्दर्भ में अर्थशास्त्री मनमोहन सिंह ने अपने लेख में कहा है कि उदारीकरण और औद्योगीकरण की छात्र-छाया में भारत किस दिशा की ओर जा रहा है, उसका मूल्यांकन स्वदेश के सन्दर्भ में होना चाहिए।

अतः भारत में औद्योगीकरण का श्रमिकों पर सामाजिक आर्थिक प्रभाव की चर्चा कुछ विषय वस्तु के साथ होनी चाहिए। अधिक या कम मात्रा में औद्योगीकरण का प्रभाव पूरे देश में दिख रहा है। भारत के नवगठित राज्य उत्तराखण्ड में औद्योगीकरण विकास का एक नवीन मॉडल है जिसकी सहायता से पड़ोसी राज्य उत्तर प्रदेश की तर्ज पर तेजी से विकास किया जा सकता है।

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## **Role of Industrialization in developing economy of Uttarakhand**

**Dr. Krishan Kumar\***

Industrialization is an alternative to emigration for solving the problem of over Population and of raising the national income in economically less developed areas. Besides, industrialization and agrarian reconstruction in under developed areas are considered as the inter connected parts of one problem. Industrialization is a process in which scales and ranges of increasing returns are continuously created, and frequently Prolonged and enlarged for developing mixed economic planning is regarded as an essential Prerequisite for rapid development in a planned economy like India, regional planning of industries can also maximize profit by minimum of risks and investments.

A thorough and critical study of the dynamics of industrial development can alone help the planner to formulated plans and Policies for reshaping and re orienting the industrial life of a country, Besides the Problem of regional imbalance is found in almost all countries in varying degrees. But in developing countries like India this Problem often assumes serious proportion

Large differentials in the levels of development tend to get further accentuated in the absence of decisive state intervention. Serious doubts arise about Pursuing maximization of the rate of economic growth as the only objective as it overlooks or undermine, the equally important social objective of distribution Justice. This is no doubt, basically an economic Problem but it has also serious socio-Political implications, particularly for a large and developing country like India. The problem of regional imbalances, therefore, becomes a major Policy issue for economists, Planners and administrators to be solved.

The primary objective of industrialization has to reduce the real cost per unit of Producing goods and services.1 Under the Process of Industrialization heavy industries are set up initially to Produced the means of Production and subsequently the entire economy is transferred to the industrial method of production. 2 Industrialization assures the Pre dominance of Production of manufactured goods in a country's economy and makes possible the transformation of an agrarian or mostly agrarian country into a predominantly industrial country. 3 the production relations Prevailing in a country determine the nature, rate, sources of capital, Purposes and social consequences of Industrialization. 4 Industrialization is a process of deepening as well as widening of capital.5 in a deepening Process more capital is used per unit of output, while in the widening Process capital.

Formation grows Pari Passu with the increase in the output of Final goods. 6 The continuation of this Process results in increase in net national product. In this way, there is an association between industrialization and the high Productivity which makes high average incomes.

### **Industrialization implies**

- The use of power, machinery, modern technology and organization.
- Huge capital investment;

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- Work division and exchange and distribution of finished goods under the market system;
- the transformation of the whole economy; and
- also Industrialization of agriculture,

As advancement of the agriculture requires implement, fertilizers, modern irrigation facilities etc. Which one possible only through industrialization, especially activities like development of Industry, trade, transport, Power, agriculture, Finance Insurance, mining, banking and services depends upon industrialization. Industry is a leading sector in development in fact; economic development is synonymous to industrialization. Murry D. Bryce has Pvt. No advocacy of even the soundest industrial development as answer to the Problems of under developed countries can be made honestly without frankly admitting that industrialization, alone and it self, is often overrated as a means to achieve economic salvation of under-developed countries lies, ultimately, in industrialization. Late Prime Minister Pandit Jawahar Lal Nehru Once stated in his speech "It is my firm belief that the real progress of a country must ultimately depends on industrialization.... Which leaves no other option before the Poverty stricken countries except to go for industrialization is the only solution to remove Poverty and bring Prosperity to a developing economy like Uttarakhand. Professor Gunnar Myrdal also advocate of manufacturing industry stating it key economic Progress and high standard of living to the further stressed that, " Manufacturing industry represents virtually the only hope of greatly increasing labour Productivity and raising levels of living, However much is done to improve agriculture? Manufacturing Industry is conducive to increase in Productivity raising standard of living advancement of agriculture allied activities and overall economic growth of the country like Uttarakhand

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## **A Study on Ergo-Oriented Inventory Model with Bi-Objective Optimization**

**S.Haripriya and W. Ritha\***

### **Abstract**

Today's business environment is distinct from that of the earlier period. New innovative measures need to be established in order to optimize production and operations management in supply chain systems. This paper aspires to develop an inventory model that incorporates sustainability factors which comprises environmental and social criteria in addition to the usual economics. A new two-step approach is utilized to provide the optimal results in terms of ergonomics and traditional costs. Social and environmental responsibility is vital because a healthy firm cannot be improved and maintained if the workers are in poor health. The initial step of the proposed work assures the creation of ergonomic material units to be moved inside the plant. Then, the economic optimization procedure provides the optimal number of units to be purchased in order to minimize the total annual costs. Costs due to emission, transportation, shortage, waste disposal are included in order to meet the real market behaviour. On regarding the application of the model, a numerical illustration is provided.

**Keywords:** Ergonomics, bi-objective approach, emission, inventory management, optimization, transportation, sustainability.

### **Introduction and Literature Review**

In last two decades inventory management had swiftly adopted a range of new ideas. The increasing globalization of manufacturing ensures that the field will continue to develop. To accomplish sustainability the decision makers should incorporate social and environmental aspects into the decision making process. Nowadays addition of sustainability in the inventory models has attracted attention. But these researches focus only on environmental aspects along with economical objectives. The social aspect is rarely included or completely ignored. In order to win the competitive strategy companies in the worldwide started to concentrate on sustainable development. A cleaner and safer working environment can improve workers' health, motivation, and staff turnover and reduce absenteeism. The increasing concern about environmental problems, stresses the need to treat the inventory management decisions as a whole by integrating economic, environmental and social objective. Socially responsible inventory models can improve the motivation and performance of the workers.

The economic order quantity (EOQ) model (Harris 1913) [15] is almost certainly the ancient model in the inventory analysis literature. In the last century, literature on lot sizing has been improved by lots of contributions in an attempt to better address the ever changing requirements that emerged in the industrial environment such as inventory obsolescence, material quality, re-manufacturing, payment delays, transportation modes, capacity, etc. [8] included carbon emission constraints in their study on single and multi-

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stage lot-sizing models with a cost minimization objective. Bonney and Jaber [9] discussed a variety of inventory problems that have not been considered properly in traditional inventory models, such as the effects of packaging choices, location of warehouse and waste on the environment. Battini, Persona, and Sgarbossa [7] offered a sustainable EOQ model that examines the environmental impact of transportation and inventory in an economic point of view.

In literature, social feature is hardly ever incorporated into inventory models. To our realization, only a few works have included social sustainability into the lot-sizing models, in the recent years. Arslan and Turkay [4] modified the standard EOQ model to integrate environmental and social sustainability considerations in addition to the traditional economics. They consider the working hours of the employees according to the International Labor Organization as a social metric. Human fatigue and recovery have been incorporated into learning–forgetting process by Jaber and Neumann [17]. Bouchery et al.[10] reinvented the classical EOQ model as a multi-objective problem, including environmental and social sustainability. They considered a formation related to the classical EOQ formula by Harris [15] to quantify environmental and social impacts, but they did not propose any possible metric in order to calculate the social impact in practice and the ergonomics of the lot-sizing process is not considered. Andriolo et al. [2] proposed a lot-sizing model capable of taking into account the ergonomic impact of lot-sizing decisions with a direct accounting approach. Environmental and social part has been considered only in the most freshly published works. Regardless, even if environmental impacts connected to goods transportation and warehousing can be quantitatively examined by the use of formulae, the social impact of diverse inventory management decisions is still hazy and has not been fully investigated. However, a literature review performed expose that there are no studies concerned straightforwardly with the modelling of social responsibility aspects in the inventory management problems. Moreover, this paper develops the model with ergonomics with the inclusion of transportation, waste disposal activities, consideration of shortages and with a concern on carbon emission to the environment.

This paper aims to trounce the lack of literature related to quantitative methods for the evaluation of the social impact in lot-sizing decisions. This paper is structured as follows: Sections 2 and 3 analyses the social, economic and the environmental impacts of inventory management decisions. In Section 4, we put forward and discuss a new methodological framework with two subareas- the ‘in-house’ and the ‘in-bound’ lot-sizing problem. For the ‘in-house’ problem, an easy-to-use method is proposed in order to engage in a multi-objective solution considering both social and economic impacts; while for the ‘in-bound’ problem, an economic optimization is acquired with a closed-form solution. Section 5 offers a numerical example to validate the proposed model and the paper is concluded with Section 6.

## **2. Social Impact of Inventory Management Decisions**

Ergonomics is a multi- disciplinary subject that studies work in relation to the workplace and workers’ efficiency, with the key objective of determining how real settings can be designed or re-designed in relation to human behaviour [26], and how the tasks performed by workers have to be carried out in order to prevent a variety of health disorders and increase productivity and efficiency. Ergonomic aspects relate to the manual material handling (MMH) tasks performed by humans in many production systems. Even today,

material handling or lifting activities are not considered in EOQ or EPQ models, nor are they simply included in the cost of reorder. In fact, companies attempt to optimize the inventory level in order to save money and space in the warehouse, but they do not take into account ergonomic aspects. Neumann and Medbo [22] have recently compared existing big box material supply strategy common in European manufacturing to a proposed narrow bin approach common in Japanese production systems [1]

Industrial companies are answerable for accidents and for daily exposure of workers to excessive workloads that can result in long term disorders. These accidental damages result in imperative social, economic and reputational damage for the companies themselves. The National Institute of Occupational Safety and Health (NIOSH, USA) estimated that work related musculoskeletal disorders are the second major disorder in the top ten lists of health problem in workplaces (NIOSH 1981[23]). In particular, lower back pain total to over 50 billion dollars each year in the USA, including direct medical costs and indirect costs related to the loss of employment and compensation payments. The majority of these costs (75%) can be endorsed to the 5% of workers with temporary or permanent disabilities linked to lower back pain. Recent surveys, related to epidemiological data, have demonstrated the link between the elbow, forearm, wrist, hands disorders and lower back pain with industrial tasks that involve manual material handling. These disorders could affect subcutaneous tissue, blood vessel, nerves, bones, joints and muscle-tendon units. Each component of the muscle-tendon unit has its own biomechanical properties, so it is associated with unique disorders. In many situations, symptoms arise from cumulative trauma subsequent to hazardous tasks. For this reason, jobs can be divided into two categories: 'safe' and 'hazardous'. A hazardous job implies that the workers are exposed to potential health risks, such as work related musculoskeletal disorders and carpal tunnel syndrome [1]

The important variables for MMH tasks are the load lifted or carried, the height from and to the object is lifted, the frequency with which the object is lifted, the distance to which it is carried, and the dimensions and features of the object moved. Several international regulations such ISO11228, provide guidelines for MMH tasks. In [23] 1981, the NIOSH first developed a semi-quantitative method to analyze jobs and evaluate the risk of two-handed lifting and lowering tasks with respect to lower back injury. The NIOSH equation determines the Recommended Weight Limit (RWL), starting from a load constant (LC) multiplied by six multipliers that can take values between 0 and 1. The multipliers are related to asymmetry angle, vertical height of the hands above the floor, horizontal distance, of the load, vertical travel distance of the lift, lifting frequency and coupling categorization. The LC assumes different values in relation to gender.

An ergonomically conscious determination of the best packaging unit [16] can result in more efficient industrial processing from many points of view: handling, lifting, loading/unloading activities [19, 11], material handling devices, and filling, packing and unpacking. According to International Labour Office, there must be a legal upper limit on working hours for the employees. As a result, a typical social effect caused by inventory control operations is the predictable exhaustion of available man-hours due to the replenishment and the inventory holding activities. Therefore, in order to assess the social performance of an organization, the amount of man-hours required to perform the inventory control operations can be interpreted as a valid metric.

### **3. Environmental Impact of Inventory Management Decisions**

Conventionally, packaging design has been considered less important than product and production systems design, however, its impact on logistical costs and performance is very relevant and its vital role in the supply chain is now widely acknowledged [6]. Packaging design research has attracted considerable attention in the recent past. Following is a list of some general data about packaging costs and impact, derived from the literature in this field

- Packaging costs represent approximately 9% of the cost of any product
- Packaging materials influence only 10% of the total packaging cost
- Packaging use and disposal is approximately 60% of the total production cost for manufacturing companies
- Packaging materials constitute approximately 65% of the global solid waste [1]

Packaging is the science, art, technology and a coordinated system of enclosing or protecting products for distribution. Plastic materials for packaging have seen a dramatic increase in the last two decades and over the past 50 years synthetic polymers have been replaced more traditional materials such as paper, glass and metals in many packaging applications. This is because of their low cost, low density, resistance to corrosion, desirable physical and mechanical properties and ease of processing. Most plastics are made almost entirely from chemicals derived from crude oil. A large variety of plastics are available from different grades of thermoplastics and thermosetting polymers. These non-biodegradable materials when exposed to the environment emit toxic pollutants. Plastics, are petroleum-based, contain toxins that can leach into water supplies and pollutes the environment. The production of plastic requires large amounts of chemicals, the constant exposure to heat melts plastic, emits gases into the atmosphere by the process of out gassing [25]. Hence the materials are insisted to be packed using biodegradable materials. This special green packaging creates a green environment.

Carbon emission reduction and environmental protection are becoming a binding part of the supply chain management strategy for most firms. Thus, research on reducing carbon emission and optimizing its operations in the extended supply chain is in line with current practices. According to Katircioglu [18], carbon emission from supply chain activities is responsible for at least half of all global carbon emissions. Organizations may be given incentive to account for the environmental costs through an externally applied carbon tax by the regulatory agencies. A simple tax schedule is a linear one; i.e. organizations pay an amount of  $p$  money-units for each unit of carbon emitted. The Carbon tax is a form of pollution tax; it levies a fee on production, distribution, or the use of fossil fuel based on the amount of carbon emission. The Carbon tax has been adopted in northern European countries, with Finland is the first country to adopt it in 1990. Subsequently, Sweden, Denmark, and the UK have also enacted carbon tax laws. Without a nationwide carbon tax law in the United States and Canada, some states in the US and provinces like Quebec and British Columbia in Canada have introduced carbon tax regulations and used them to reduce carbon emission efficiently. China plans to introduce carbon tax in 2013. Environmentally, carbon taxes have delivered results. Hence the consideration of carbon emission in developing an inventory model becomes a vital part.

### **4. Model formulation**

The ergo-oriented inventory model with bi-objective optimization is developed on the basis of the following notations and assumptions [1]:

#### 4.1 Notations

RWL	Recommended Weight Limit
LI	Lifting Index
uw	Unit weight of the single item (Kg/item)
q	Number of items per unit
CW	Weight lifted or carried
$C_p(q)$	Total annual cost for packaging
D	Annual demand of the item
$C_{fp}$	Unit fixed cost of packaging
$C_{vp}$	Unit Variable cost of packaging
$C_{Gp}$	Unit cost of materials used for green packaging
$C_{hw}$	Labour cost per hour
$C_{he}$	Equipment cost per hour
$t_u$	Handling operation time per unit
U	Utility function
$m_{ij}$	Marginal rate of substitution
K	Fixed cost of placing one order
C	Unit purchasing cost per item
H	Unit holding cost
N	Number of stock keeping units per order
B	Shortage quantity
P	Penalty for shortage per item
F	Total trips of vehicles
$C_T$	Variable transportation cost per trip
M	Number of vehicles used for delivering
g	Lowest cost of hiring a vehicle in a working day, no matter how long the vehicle will be travelling
$P_a$	The Organization pays an amount of $P_a$ monetary units for each unit of carbon emitted
$f_e$	Cost of environmental impact due to inventory operations
$C_s$	Unit disposal cost
Z	Scrap items to be disposed approximately
$C_{totIH}$	Total in-house cost
$C_{totIB}$	Total in-bound cost
$C_{hand}(q)$	Total annual handling cost
*	Corresponding optimal values

#### 4.2 Assumptions

1. The weight of the unit is calculated by neglecting the weight of the packaging material
2. The safety factor limits are not well defined, so it is advisable to stay as far as possible from the limiting value.
3. Once the packaging material is fixed, part of the cost of a single packaging unit is proportional to its inner volume
4. Handling operations such as filling, closing and palletizing warehouse are performed regardless of their size.
5. If the load is low, the operations can be performed manually, on the contrary tools that facilitate the handling of loads such as trolleys or jib cranes may be needed.

6. In-house operation does not affect the in-bound problem.
7. Shortages are allowed
8. The variables involved are continuous
9. The Single product model is considered

**4.3 First step: In-house operation**

In the first step of the methodology, the 'in-house' lot-sizing problem needs to be solved, particularly in the concurrent consideration of economic and social criteria. Bi-objective approach considers two functions: the former serves to quantify the economic impact of the choice and the latter serves to evaluate the risk of damage for the worker. The decision variable is thus the stock keeping unit's size and it is easily understandable that it directly affects packaging cost, handling cost and the risk for the workers involved in MMH activities. Pareto optimization has been extensively applied in the literature concerned with multi criteria design (Grierson [14]). A generic Pareto design optimization problem involving n objective criteria expressed as functions of the design variables can be concisely stated as:

$$\text{Minimize } \{f_1(z), f_2(z), \dots, f_n(z)\} \quad \text{----- (i)}$$

$$\text{Subject to } z \in \Omega \quad \text{----- (ii)}$$

Where  $f_i$  ( $i = 1, n$ ) are the objective functions, expressed in terms of the design variable vector  $z$  in the feasible domain  $\Omega$  for the n-dimensional criteria space. A design  $z \in \Omega$  is a Pareto-optimal solution to the problem posed by the above equations, if there does not exist any other design  $z \in \Omega$  such that:

$$f_i(z) \leq f_i(z^*); f_k(z) \leq f_k(z^*) \quad (i = 1, n; 1 \leq k \leq n)$$

However, this work aims to keep disjointed the two objective functions, while supporting the decision-maker in finding the most preferred Pareto-optimal solution according to his/her subjective preferences. The underlying assumption is that one solution to the problem must be identified to be implemented in practice. Here, a human decision-maker (DM) plays an important role and he/she is expected to be an expert in the problem domain. The model here developed aims to support an interactive solution approach, according to which the decision-maker continuously interacts with the method when searching for the most preferred solution [21]. The Recommended Weight Limit (RWL) is expressed using NIOSH equation (1981).

$$\text{RWL} = \text{LC} \cdot \text{HM} \cdot \text{VM} \cdot \text{DM} \cdot \text{AM} \cdot \text{FM} \cdot \text{CM} \quad \text{- (1)}$$

- LC - load constant
- HM - horizontal multiplier
- VM - vertical multiplier
- DM - distance multiplier
- AM - asymmetric multiplier
- FM - frequency multiplier
- CM - coupling multiplier

The six multipliers can take values within 0 to 1. The lifting index is calculated as

$$\text{LI} = \text{Weight of the actual load} / \text{Recommended weight limit} = \frac{L}{\text{RWL}} \quad \text{- (2)}$$

where  $\text{LI} \leq 1$ , the work can be done without any problem. No redesign is required.

- $1 < \text{LI} \leq 3$ , the work produces some disorder.

•  $LI > 3$ , the work to be performed is hazardous. Full redesign is required.

The weight of the actual load can be obtained using the below expression  $L = q \cdot uw$  (kg) -

$$(3) \text{ Now the equation (2) becomes as } LI = \frac{L}{RWL} = \frac{q \cdot uw}{RWL} \quad -$$

(4) The RWL is determined by estimating the multipliers in Equation (i) related to geometric features and frequency of lifting or lowering tasks performed by stockers, according to the procedure provided by the NIOSH (1981). For this reason, all the multipliers and therefore the LI are strongly linked to the specific situation under consideration. In order to minimize the risk of musculoskeletal disorders for all categories of workers, the weight lifted has to be less than the value of the RWL multiplied by a LI of 0.75, which is the weight limit that assures an acceptable working situation and does not require any improvement action. In a good ergonomic situation, the weight lifted or carried in the handling jobs cannot exceed the limit given by the following equation  $CW \leq 0.75 \cdot RWL$  - (5)

The total 'in-house' cost  $C_{totIH}$  to be endured by the company every year  $C_{totIH}(q) = C_p(q) + C_{hand}(q)$  where the total annual packaging and holding cost is

$$C_p(q) = \frac{D}{q} (C_{fp} + C_{Gp}) + D \cdot C_{vp} \quad - (6)$$

$$C_{hand}(q) = \frac{D}{q} (C_{hw} + C_{he} \cdot x) \cdot t_u \quad - (7)$$

$x = \{0$  if operations are performed manually ( $LI < 1$ ) Or  $x = \{1$  if auxiliary equipment are required ( $LI \geq 1$ )

Substituting equation of  $C_p(q)$  and  $C_{hand}(q)$  in the total in-house cost we get,

$$C_{totIH}(q) = \frac{D}{q} (C_{fp} + C_{Gp}) + D \cdot C_{vp} + \frac{D}{q} (C_{hw} + C_{he} \cdot x) \cdot t_u \quad - (8)$$

Any business undertaking which may be manufacturing or trading or Service (like hotels/hospitals) or Retailing (shops) or BPOs for these organizations what is maximum working hours for a day. As per the Factories Act 1948, every adult (a person who has completed 18 years of age) cannot work for more than 48 hours in a week and not more than 9 hours in a day. According to Section 51 of the Act, the spread over should not exceed 10-1/2 hours. The Minimum Wages Act, 1948 also specifies about the working hours under the rules 20 to 25 that the number of work hours in a day should not exceed 9 hours for an adult.[27]

A Pareto-optimal solution is also defined as a Pareto-efficient solution and the set of all efficient points is called the efficient frontier. Let us call  $f_1(q)$  the first objective function that is the in-house costs and  $f_2(q)$  the second objective function that is the risk of injuries.

$$f_1(q) = C_{totIH}(q) = \frac{D}{q} (C_{fp} + C_{Gp}) + D \cdot C_{vp} + \frac{D}{q} (C_{hw} + C_{he} \cdot x) \cdot t_u \quad - (9)$$

$$f_2(q) = LI(q) = \frac{q \cdot uw}{RWL} \quad -$$

(10)

Utility function U is the concept that expresses the decision-makers satisfaction for a solution. In the multi-objective field, an individual utility function is derived for each

objective. There is a certain increment in one objective function that a decision-maker is willing to accept for a certain improvement of the other objective: this is called the marginal rate of substitution. The marginal rate of substitution  $m_{ij}$ , also called the indifference trade-off, is the negative of the slope of the tangent to the indifference curve at a certain point and therefore it provides a local linear approximation of the indifference curve:

$$m_{ij}(x) = \frac{\partial U(f(x))}{\partial f_j} / \frac{\partial U(f(x))}{\partial f_i} \tag{11}$$

$$m_{ij}(q) = \frac{\partial C_{totH}(q)}{\partial LI(q)} \tag{17}$$

The decision-making process can be supported by generating the entire range of efficient solutions and calculating for each of these the marginal rate of substitution  $m_{ij}(q)$ . Then, when it's possible to predefine and fix a limiting value of  $m_{ij}$ , which is proportional to the social responsibility of the decision-maker i.e. the company, the most sustainable solution for the DM is obtained. This limit value can be interpreted as the maximum expense that the DM is willing to tolerate to reduce the LI. However, the limit value of  $m_{ij}$  is often not precisely known by the decision-maker a priori and he/she needs to be guided by an interactive approach towards the definition of its value. Table 1 describes a qualitative decision framework to support the decision-making process regarding the choice of the best Stock keeping unit's size.

**Table 1. Qualitative decision framework based on the social responsibility of the decision-maker**

Company Philosophy	Profir target	Risk of injuries	Unit's size
Pure cost minimization	High	High	q so that $LI \gg 1$
Respect of the legislative limit	Medium/High	Medium	q so that $LI \leq 1$
Safeguard of the health of employees	Medium	Low	q so that $LI \leq 0.75$
High social responsibility	Minimum	Very low	q so that $LI \ll 0.75$

After computing the marginal rate of substitution  $m_{ij}(q)$  for each point of the Pareto Frontier, we could define the point that represents the greatest ergonomic improvement obtainable, while respecting the expense limit. This point represents the most sustainable packaging unit and then the optimal number of items per unit  $q^*$  is defined.

**4.4 Second step: In-bound operation**

Here we provide an economical optimisation process based on the method developed by García-Laguna et al.[13] to determine the optimal lot size in case of integer lot size. The total cost associated with the in-bound purchasing decision  $C_{totB}(n)$  is given by following equation.

$$f_3(n) = C_{totB}(n) = C_b(n) + C_{ord}(n) + C_{hold}(n) + C_{short}(n) + C_{transp}(n) + C_{emiss}(n) + C_{waste}(n) \tag{18}$$

The total in-bound cost is the sum of purchasing cost, ordering cost, stock holding cost, shortage cost, transportation cost, emission cost, waste disposal cost.



$$C_{totIB}(n) = C.D + K \cdot \frac{D}{n.q^*} + \frac{n.q^*}{2} h.C + \frac{b^2 p}{2q^*} + \frac{FC_T D}{q^*} + \frac{mgD}{q^*} + \frac{P_a f_e D}{nq^*} + C_s(Zq^*) \quad - (19)$$

The optimal solution could be determined by differentiation of Equation (19) with respect to n,

$$\frac{dC_{totIB}(n)}{dn} = -K \cdot \frac{D}{n^2 q^*} + \frac{q^2}{2} h.C - \frac{P_a f_e D}{n^2 q^*} \quad - (20)$$

$$n^* = \sqrt{\frac{2D(K + P_a f_e)}{hCq^{*2}}} \quad - (21)$$

In order to find the optimal integer value we adapt the simple procedure developed by García-Laguna et al. [13]

Minimize  $C_{totIB}(n) = C.D + K \cdot \frac{D}{n.q^*} + \frac{n.q^*}{2} h.C + \frac{b^2 p}{2q^*} + \frac{FC_T D}{q^*} + \frac{mgD}{q^*} + \frac{P_a f_e D}{nq^*} + C_s(Zq^*) -$   
 (22)

The following provides the optimal solution if it is unique, or the lower of the solutions,

when there are two optimal solutions :  $n_i^* = \min \left\{ n \in N : n(n+1) \geq \frac{2D(K + P_a f_e)}{hCq^{*2}} \right\} -$   
 (23)

The next equation gives us the optimal solution if it is unique or the larger solution when

there are two optimal solutions:  $n_u^* = \max \left\{ n \in N : n(n-1) \geq \frac{2D(K + P_a f_e)}{hCq^{*2}} \right\} -$  (24)

The unique positive solutions of the above equations (23) and (24) are, respectively, given by equations (25) and (26)

$$n_i^* = \left\lceil -0.5 + \sqrt{0.25 + \frac{2D(K + P_a f_e)}{hCq^{*2}}} \right\rceil -$$

(25)

$$n_u^* = \left\lfloor 0.5 + \sqrt{0.25 + \frac{2D(K + P_a f_e)}{hCq^{*2}}} \right\rfloor -$$

(26) There is a unique optimal solution  $n_i^* = n_u^*$  if and only if

$-0.5 + \sqrt{0.25 + \frac{2D(K + P_a f_e)}{hCq^{*2}}}$  is not an integer number, else there are two optimal

solutions,  $n_i^*$  and  $n_u^* = n_i^* + 1$

#### 4.5 Solution Procedure

Step 1: Determine  $x = -0.5 + \sqrt{0.25 + \frac{2D(K + P_a f_e)}{hCq^{*2}}}$  or  $x+1 = 0.5 + \sqrt{0.25 + \frac{2D(K + P_a f_e)}{hCq^{*2}}}$

Step 2: Case A – x is not an integer number -the unique optimal integer solution is given by Equation (25) or by Equation (26).

Case B – x is an integer- there exist two different integer solutions, given by the equations (25) and (26).

Step 3: The minimum cost is determined by entering the optimal solution into Equation (19).

### 5. Numerical Illustration

The item considered is a small iron forged part with a unit weight (uw) equal to 0.028 kg.

$$RWL = 30.0:83.0:88.1.1.1.0.94 = 20.59 \text{ kg}$$

It is supposed that in this case no space constraint exists, thus the quantity for each bin is determined only in relation to the weight to be handled. The weight of the bin is assumed to be negligible. The RWL represents the maximum load to be lifted by a worker and therefore it fixes the maximum number of items per unit.

$$q_{\max} = \left\lfloor \frac{RWL}{uw} \right\rfloor = 735 \text{ items/bin}$$

The other cost parameters are listed below

D	200000 items/year	C <sub>fp</sub>	Rs.0.37/unit
K	Rs.60/order	C <sub>vp</sub>	Rs.0.0018/item
C	Rs.0.3/item	C <sub>Gp</sub>	Rs.0.08/item
H	0.15/year	C <sub>hw</sub>	Rs.25/working hour
t <sub>u</sub>	1 min/unit	m <sub>ij</sub>	Rs.1000/unit
P <sub>a</sub>	Rs.1.5/unit	f <sub>e</sub>	Rs.0.5/unit
b	4/unit	F	2/unit
p	Rs.3/unit	C <sub>T</sub>	Rs.0.01/trip
m	5/unit	g	Rs.0.019/unit

All the activities must be carried out without any supporting equipment, hence x=0. The total cost is given by equation (8)

$$C_{\text{totH}}(q) = \frac{200000}{q} (0.37 + 0.08) + 200000(0.0018) + \frac{200000}{q} \left( \frac{25}{60} \right)$$

- (27)

$$LI = \frac{L}{RWL} = \frac{q(0.028)}{20.59}$$

(28)

Figure 1 shows the set of efficient solutions of the problem.

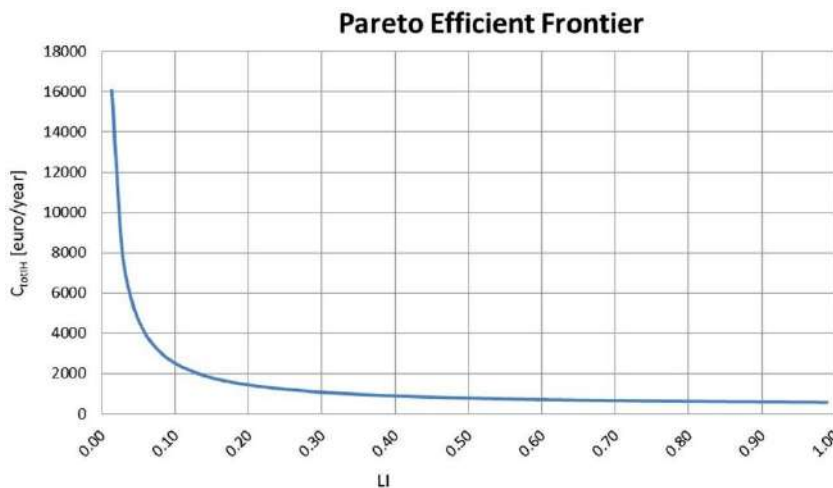


Figure 1. The Pareto Efficient Frontier

$$m_{ij}(q) = \frac{\partial C_{totIH}(q)}{\partial LI(q)} \cong \frac{\Delta C_{totIH}(q)}{\Delta LI(q)} \text{ where } \Delta C_{totIH}(q) \text{ and } \Delta LI(q) \text{ are obtained from the}$$

equations (9) and (10) , moving from one point of the set of efficient solutions to the adjacent one. The results are shown in Figure2. By an interactive approach, once the DM has set his limit value of  $m_{ij}$  at 1000, it follows that the intersection of the curve with this limit value occurs at  $q^* = 350$  items/bin, which is the most sustainable packaging unit for the firm.

$$L = 350 (0.028) = 9.8 \text{ kg and } LI = \frac{L}{RWL} = 0.4759$$

Working hours = 8/day

$C_{totIH}(q) = \text{Rs.}855.23/\text{year}$

The inbound decision follows the solution procedure and the valued obtained as  **$n^* = 66$  bins**

**The minimum cost  $C_{totIB}(n^*) = \text{Rs. } 61,118.501/\text{year}$**

The most sustainable lot size is finally  **$Q^* = n^* \cdot q^* = 350 \times 66 = 23,100$  items/lot**

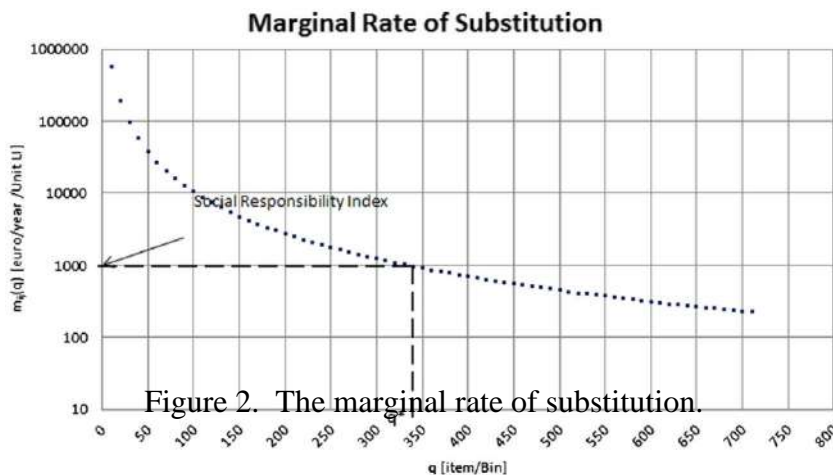


Figure 2. The marginal rate of substitution.

### 5.1 Comparison

Let's validate that the new model is fully in harmony with the traditional lot-sizing literature. The ergonomic model allows rethinking of the EOQ model in terms of the optimal number of ergonomic units to be purchased. The optimal lot size according to the Harris formula (1913)[15] is given by Equation (39):

$$Q^* = \sqrt{\frac{2 \cdot D \cdot K}{h \cdot c}} = 23,094 \text{ items/lot}$$

### 6. Conclusion

Sustainability in supply chain management is a promising necessity for a better business approach. In order to attain sustainability, the companies should adopt environmental and social considerations as well as the traditional economic objectives. In this paper the social impact of inventory decisions is defined in term of the ergonomics of handling activities and working hours. After the appliance of the methodology discussed here, the purchasing order becomes ergonomic oriented from the commencement of the process. In this example, the effort needed by the firm to make this ergo-oriented purchasing choice amounts to only 1.4% of the total annual in-bound cost. This demonstrates that the effort

required by the buyer in making an ergo-oriented purchasing choice could amount to only a small percentage of total annual purchasing cost. The model can be extended with the inclusion of a third objective function.

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## **Monitoring Forest/Land Cover of Sariska Tiger Reserve (Rajasthan) Using Multistage Remote Sensing Data (1990-2006)**

**Dr. RAKESH KUMAR\***

### **Introduction**

Study of both spatial and temporal changes is basic problems of geographical investigation. Apart from physical factors, human-driven land cover change is also considered as the single most important variable affecting ecological systems and can significantly change the amount, type and successional state of forests. Changes are inevitable as well as subtle in nature irrespective of spatial scale. Sometime they occur by nature itself, while sometime they come by human intervention. Among physical factors, rainfall occurrence below and above average of the study area determines stress on forest cover in protected areas like STR. In the study area of STR, where a good score of villages are located within or outside the administrative boundary.

### **Data base**

The study is carried out on both theoretical and empirical levels with review of similar case studies. Both primary and secondary data have been used from various sources.

#### ***Primary Data Sources***

Primary data will be necessary for the confirmation of the ground realities for unsupervised classification and other analysis for the study. Selection of villages will be made from the entire group of core and buffer zone villages accordingly with purposive method of sampling for the ground truth certification.

#### ***Secondary Data Sources***

Census of India: District Census Handbook Alwar: 1981, 1991 and 2001. District Statistical Abstract of Alwar (2006), Directorate of Economics and Statistics, Jaipur. The topographical sheets number - 54A/1, A/2, A/3, A/4, A/5, A/6, A/7 to 54A/8, Survey of India, New Delhi. Satellite images of 1990 (Landsat 4-5 TM having 30m spatial resolution), 2000 (Landsat 4-5 TM having 30m spatial resolution), 2006 (LISS III having 21.3m spatial resolution). Data related to the basic information like climate data, vegetation, number of livestock, wildlife etc. of STR from the Office of the Field Director.

### **Methodology**

The study area selected for present research covers in parts of eight Survey of India toposheets (54 A/1, A/2, A/3, A/4, A/5, A/6, A/7 and 54 A/8). To prepare single base map these toposheets have been georeferenced and mosaiced. The study area is cropped from georeferenced and mosaiced Survey of India toposheets from the digitized Sariska Tiger Reserve (STR) boundary. Different thematic maps have been created in GIS environment from clipped topomap namely drainage, topography, main roads and state high ways as well as important tourist places.

The boundary (BND) of the area of interest (AOI) has been also overlaid on the satellite image to demarcate the STR boundary. Image classification has been done in two tier approaches. After performing unsupervised classification with maximum likelihood

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algorithm has been used for the analysis, supervised classification procedure was also adopted to obtain final land use /forest cover map of the STR supported by good score of trainee sets (areas) input for each of the time periods. Besides, stratified method of classification has been also used to separate crop with forest categories. The categories in which the entire non forest area has been divided are crop land, fallow land, mining area, water bodies.

Entire forest area has been divided in four categories dense forest, deciduous forest, scrub dominated forest and forest blank based on the robustness of the vegetal cover. As a matter of fact, the reflectance of vegetation is highest in the infra red (IR) band and low in the red band of electromagnetic spectrum. The ratio of these two reflection help in discriminating forest classes.

In order to comprehend temporal variation of land use and forest cover classes, images of three different time periods such as 1990 (Landsat 4-5 TM having 30m spatial resolution), 2000 (Landsat 4-5 TM having 30m spatial resolution) and 2006 (LISS III having 21.3m spatial resolution) have been used.

**Forest and Land Cover Pattern (1990)**

As per interpretation of ETM images, the spatial pattern of forest cover as well as land use pattern is indicated in the Figure 1 and the area statistics is also given in the Table.

**Table:1 Forest and Land Cover Pattern (1990)**

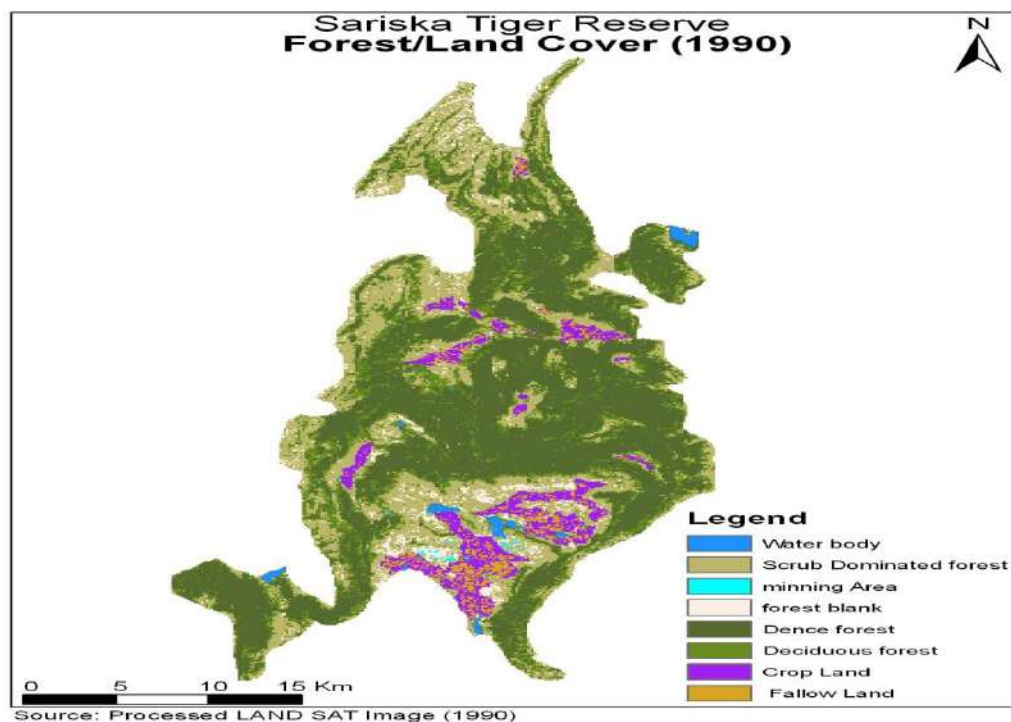
Forest and land cover type	Area km <sup>2</sup>	% to total area
Dense Forest	383.72	44.31
Degraded Forest	150.16	17.34
Scrub Dominated Forest	225.50	26.04
Fallow Land	19.83	2.29
Crop Land	44.77	5.17
Forest Blank	33.86	3.91
Mining Area	0.95	0.11
Water Body	7.18	0.83

**Dense Forest:** It is basically the core areas in STR named as Core I, Core II and Core III. These three Cores comprise 492 km<sup>2</sup> sharing 56.81 per cent of the total STR as per the official record. It is reduced to 44.31per cent of STR as per the interpretation of ETM data (1990) as shown in the Figure 1. As a matter of fact, the land cover class of dense forest is virtually the STR Cores. One eighth area of the total official area had been degraded. One of the basic reasons is poor monsoon performance in the STR region during the year 1990. The rainfall received at Thanagazi rain gauge station was 565.0 mm, which was 13.07 per cent less than the average rainfall 650.0 mm at that station. Though, the degradation in the robustness of the core area is patchy but it is wide spread. It is a clear indication of stress

on forest cover in core areas of the STR. Anthropogenic intervention in different ways is also responsible due to increasing population and no effort to rehabilitate population from the core areas of the STR.

**Degraded Forest:** This forest class is largely detrimental to degradation in the main core areas of the STR. It covers 150.16 km<sup>2</sup> sharing 17.34 per cent of the total STR as per the interpretation of ETM data (1990) as shown in the Figure 1. An increase under this class is on the cost of reduction in dense forest cover in core areas of the STR.

Fig.1



**Scrub Dominated Forest:** This class of land cover is occurring not only in buffer zone of the STR but it is also witnessed in the core areas covering more than one fourth of the total area of the STR as indicated in the Figure 1. It is envisaged that it is the area which is more than 50 per cent of the actual area under cores in the STR region during the year 1990. Not only poor rainfall is responsible for this scrub dominated forest but also anthropogenic factors like tree cutting for fuel wood, grazing etc. are also playing negative role.

**Fallow Land:** Fallow land, Of course, fallow land is basically cropland that is not seeded for a season; it may or may not be plowed. The main concentration of fallow land is the southern part of the STR as juxtaposed to crop land as indicated in the Figure 1. This class of land cover is direct impact of rainfall failure as well as low moisture retention in soil, which is also implying the stress conditions prevailing in the STR.

**Crop Land:** As a matter of fact, the crop area is quite variable depending on crop season. As per the interpretation indicated in the Figure 1, the crop land covers 5.17 per cent of the total STR area. Main occurrence of this land use type is in the southern portion as well as north central part of the STR. Some patches of crop land is a matter of concern in the main core area.

**Forest Blank:** In real terms, forest blank indicates absolute depletion of forest in a patch of land. It is an explicit case of extreme stress on forest. Forest blank shares nearly 4 per cent



of the total geographical area of the STR during the year 1990. Forest blanks are visualized in the northern and southern part of the STR. This seems as a outcome of human intervention

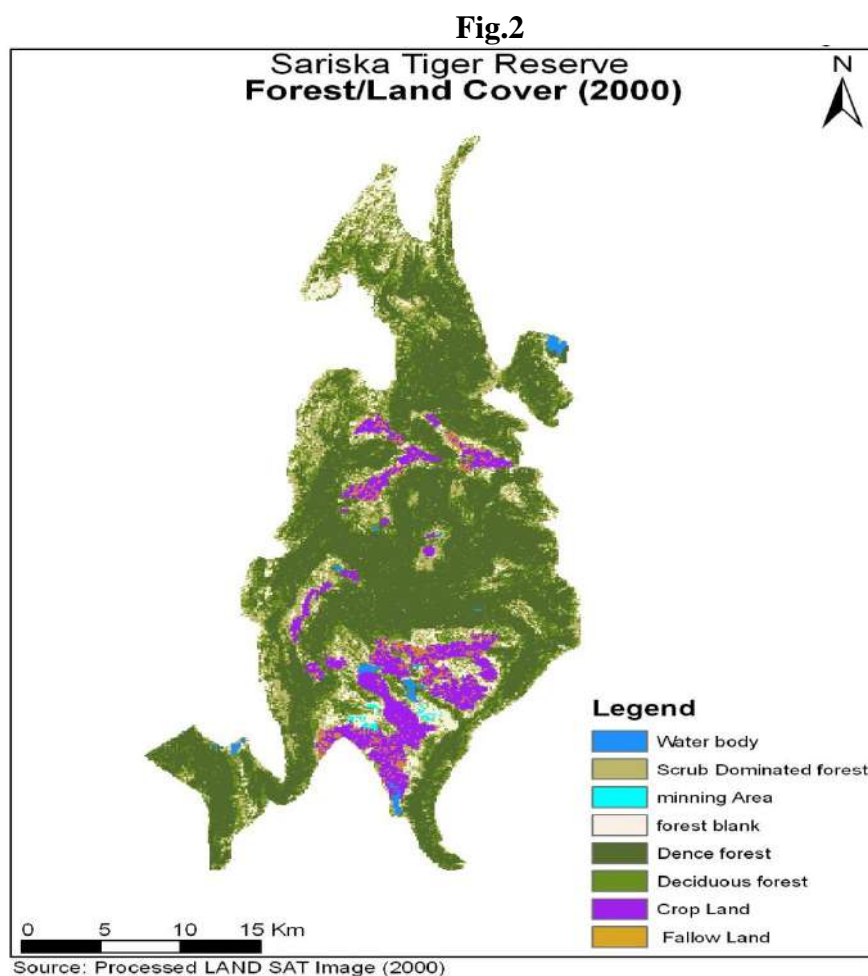
**Mining Area:** This class of land cover is occurring in southern part of the STR. It covers 0.95 km<sup>2</sup> sharing 0.11 per cent of the total STR as per the interpretation of ETM data (1990) as shown in the Figure 1. Mining activity in spite of ban on it is a serious environmental concern and it also indicates weakness of our legal system.

**Water Body:** Mostly water bodies are situated in southern part of STR, which is surrounded by crop land and fellow land area. Famous Siliser Lake which is also a eco tourist place is situated in north eastern part of the STR surrounded by small hilly area. Southern water bodies are situated in low laying area. . It covers 7.08 km<sup>2</sup> sharing 0.83 per cent of the total STR as per the interpretation of ETM data (1990) as shown in the Figure 1.

**Forest and Land Cover Pattern (2000):** As per interpretation of ETM images, the spatial pattern of forest cover as well as land use pattern is indicated in the Figure 5.2 and the area statistics is also given in the Table.

**Table:2 Forest and Land Cover Pattern (2000)**

<b>Forest and land cover type</b>	<b>Area km<sup>2</sup></b>	<b>% to total area</b>
Dense Forest	420.01	48.50
Degraded Forest	165.05	19.06
Scrub Dominated Forest	134.83	15.57
Fallow Land	18.27	2.11
Crop Land	62.78	7.25
Forest Blank	57.32	6.62
Mining Area	1.64	0.19
Water Body	6.06	0.70



**Dense Forest:** Three Cores comprise 492 km<sup>2</sup> sharing 56.81 per cent of the total STR as per the official record. It is reduced to 48.50 per cent of STR as per the interpretation of ETM data (2000) as shown in the Figure 2. As a matter of fact, the land cover class of dense forest is virtually the STR Cores. One twelfth area of the total official area had been degraded. One of the basic reasons is above the average monsoon performance in the STR region during the year 2000. The rainfall received at Thanagazi rain gauge station was 748.6 mm, which was 15.16 per cent more than the average rainfall 650.0 mm at that station. Due to good monsoon performance the dense forest area had been increased in comparison of the year 1990

**Degraded Forest:** This forest class is largely detrimental to degradation in the main core areas of the STR. It covers 165.05 km<sup>2</sup> sharing 19.06 per cent of the total STR as per the interpretation of ETM data (2000) as shown in the Figure 2.

**Scrub Dominated Forest:** This class of land cover is occurring not only in buffer zone of the STR but it is also witnessed in the core areas covering more than one eighth of the total area of the STR as indicated in the Figure 2. It is envisaged that it is the area which is more than 25 per cent of the actual area under cores in the STR region during the year 2000. Anthropogenic factors like tree cutting for fuel wood, grazing etc. are playing negative role.

**Fallow Land:** The main concentration of fallow land is the southern part of the STR as juxtaposed to crop land as indicated in the Figure 2. Some patches are also shown in the middle part of the STR. This class of land cover is direct impact of rainfall failure as well as low moisture retention in soil, which is also implying the stress conditions prevailing in the STR.

**Crop Land:** As a matter of fact, the crop area is quite variable depending on crop season. As per the interpretation indicated in the Figure 2, the crop land covers 7.25 per cent of the total STR area. Main occurrence of this land use type is in the southern portion as well as north central part of the STR. Some patches of crop land is a matter of concern in the main core area.

**Forest Blank:** In real terms, forest blank indicates absolute depletion of forest in a patch of land. It is an explicit case of extreme stress on forest. Forest blank shares 6.62 per cent of the total geographical area of the STR during the year 2000. Forest blanks are visualized in the northern and southern part of the STR. This seems as a outcome of human intervention.

**Mining Area:** This class of land cover is occurring in southern part of the STR. It covers 1.64 km<sup>2</sup> sharing 0.19 per cent of the total STR as per the interpretation of ETM data (2000) as shown in the Figure 2. Mining activity in spite of ban on it is a serious environmental concern and it also indicates weakness of our legal system.

**Water Body:** Mostly water bodies are situated in southern part of STR, which is surrounded by crop land and fellow land area. Famous Siliser Lake which is also a eco tourist place is situated in north eastern part of the STR surrounded by small hilly area. Southern water bodies are situated in low laying area. . It covers 6.06 km<sup>2</sup> sharing 0.70 per cent of the total STR as per the interpretation of ETM data (2000) as shown in the Figure 2.

**Forest and Land Cover Pattern (2006):** As per interpretation of ETM images, the spatial pattern of forest cover as well as land use pattern is indicated in the Figure 3 and the area statistics is also given in the Table 3.

**Dense Forest:** Three Cores comprise 492 km<sup>2</sup> sharing 56.81 per cent of the total STR as per the official record. It is reduced to 26.64 per cent of STR as per the interpretation of LISS III data (2006) as shown in the Figure 3. As a matter of fact, the land cover class of dense forest is virtually the STR Cores. More than one fourth area of the total official area had been degraded. One of the basic reasons is less the average monsoon performance in the STR region during the year 2006. The rainfall received at Thanagazi rain gauge station was 515.0 mm, which was 20.76 per cent less than the average rainfall 650.0 mm at that station. Due to poor monsoon performance the dense forest area had been degraded in the year 2006.

**Scrub Dominated Forest:** This class of land cover is occurring not only in buffer zone of the STR but it is also witnessed in the core areas covering near about one fourth of the total area of the STR as indicated in the Figure 3. It is envisaged that it is the area which is near about 50 per cent of the actual area under cores in the STR region during the year 2006. Anthropogenic factors like tree cutting for fuel wood, grazing etc. are playing negative role.

**Fallow Land:** The main concentration of fallow land is the southern part of the STR as juxtaposed to crop land as indicated in the Figure 3. Some patches are also shown in the middle part of the STR. This class of land cover is direct impact of rainfall failure as well

as low moisture retention in soil, which is also implying the stress conditions prevailing in the STR.

**Crop Land:** As a matter of fact, the crop area is quite variable depending on crop season. As per the interpretation indicated in the Figure 3, the crop land covers 4.87per cent of the total STR area. Main occurrence of this land use type is in the southern portion as well as north central part of the STR. Some patches of crop land is a matter of concern in the main core area.

**Forest Blank:** In real terms, forest blank indicates absolute depletion of forest in a patch of land. It is an explicit case of extreme stress on forest. Forest blank shares 12.42 per cent of the total geographical area of the STR during the year 2006. Forest blanks are visualized in all part of the STR. This seems as a outcome of human intervention.

**Mining Area:** This class of land cover is occurring in southern part of the STR. It covers 2.51km<sup>2</sup> sharing 0.29per cent of the total STR as per the interpretation of LISS III data (2006) as shown in the Figure 3. Mining activity is continuously increasing in spite of ban right from the year 1997 by the Supreme Court on any further mining activity in the STR. This is indicative of weakness of our legal system.

**Water Body:** Mostly water bodies are situated in southern part of STR, which is surrounded by crop land and fellow land area. Famous Siliser Lake which is also a eco tourist place is situated in north eastern part of the STR surrounded by small hilly area. Southern water bodies are situated in low laying area. . It covers 6.06 km<sup>2</sup> sharing 0.70 per cent of the total STR as per the interpretation of LISS III data (2006) as shown in the Figure 3.

**Assessment of Stress on Forest/Land Cover in STR:**

**Table:4 Forest and Land Cover change Pattern**

Forest and land cover type	Change in 2000 over 1990 (in %)	Change in 2006 over 1990 (in %)
Crop Land	40.22	-5.8
Fallow Land	-7.86	75.54
Dense Forest	9.45	-20.92
Degraded Forest	9.91	61.01
Scrub Dominated Forest	-40.2	-12.09
forest Blank	+69.28	217.63
Mining Area	+72.63	164.21
Water Body	-15.59	14.48

As indicated in the Table 4 the dense forest cover has drastically reduce to 20.92 per cent in the year 2006 over the year 1990. As a matter of fact, rainfall in the year 2000 was responsible for substantial increase in dense and deciduous forest cover area over the year 1990. As a matter of fact, rainfall in the year 2000 was 748.6 mm than the rainfall of 565.0 mm in the year 1990. Rainfall in the year 2006 (515.0mm) was significantly lower than the year 2000 (748.6 mm). It had adversely affected the dense forest cover in the study area

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## **BJP Electoral Win in General Elections of 2014: A New Beginning**

**Abhishek Verma\***

### **Introduction**

The Electoral verdict of 2014 was unseen and unprecedented victory in the History of India. The electoral results astonished the political analysts and pollsters all. The National Democratic Alliance (NDA) under its parent party Bharatiya Janta Party (BJP) saw victory in the general elections.

The total seats won by BJP alone were 282 out of total 543 seats out of which only more than half, i.e. 272. NDA got a total of more than 300 seats.

This result was a trend breaker and seeing this enlarged victory by a complete majority after a record 30 years and that even by a Non-congress party astonished all political analysts.

### **Political Upsurge**

The BJP victory surprised all and such huge margin gave appropriate reasons as well. The congress got decimated to a miniscule vote count share of mere 19.6 %, which resulted in a win of 44 seats. This was after 30 years that a stable and strong government was formed here. The last such majority Congress won in 1984 when people gave sympathy vote to congress after the assassination of Ex-PM Smt. Indira Gandhi.

Though one other aspect of these elections was the results, which gave 4 seats even to the newly emerged Aam Admi Party (AAP). The party then newly born was at extreme popularity as it was able to convince people that it belonged to the common masses. Though the elections results was a shocker to AAP as well.

It won mere 4 seats out of total contested 432 seats. It gave a reality check to them even. The vote count share was as small as nearly 2%. The bigger shock was that at 414 seats they even could not even get minimum share of votes and it led to conceiving of their security deposit. The poor performance by AAP was not only single aspect but also various other parties suffered equally at the hands of victorious BJP.

However, there were other parties as well who performed well in the general elections. Trinamool Congress (TMC) in Bengal under Mamta Banerjee, Biju Janta Dal (BJD) in Odisha under Biju Patnayak & All India Anna Dravida MunettraKazhagam (AIADMK) under Jayalalitha performed well. However, anticipations of the 2014 were found to be true and it opened door for different range of political analysis.

The country also celebrated this victory and due to the anti-incumbency factor due to prominent reasons given by Congress. Various factors played their important role for this electoral outcome. The country got relieved as the public policies by the incumbent govt. have made their life miserable in its last 10 years tenure.

The people were too much annoyed of the govt. and they used all types of democratic and non-democratic means of protest. These included strikes, hartals, and demonstrations on roads etc. apart from these was the highest voting done by the masses to change the incumbent govt to throw them out.

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A detailed study will be done below to analyze each and every aspect for the factors responsible and its aftermath has been done below:

**Electoral Participation**

In the world's largest democratic nation like ours use of democratic means of participation is of great importance. Here in India we follow Westminster pattern of democracy of first pass the post system for elections. And thus the role of citizens to practice their universal suffrage based on universal adult franchise is of utmost importance.

Due to following reasons of

- (1) Higher illiteracy in rural areas,
- (2) Lack of awareness,
- (3) Lack of knowledge of party politics,
- (4) Health and related issues,
- (5) Lack of proper infrastructural amenities and
- (6) Inadequate means of transportation and communication,

We have always witnessed a less participation of voters in the general parliamentary elections.

**Table 1: Figures for turnout in Indian Elections**

Year	Voter Turnout (in%)
1952	61
1957	62
1962	55
1967	61
1971	55
1977	61
1980	57
1984	64
1989	62
1991	57
1996	58
1998	62
1999	60
2004	58
2009	58
2014	66

(All figures in percent)

However, in the general elections of 2014, this participation by voters increased to 66.4% making it the highest ever voter turns out in the elections. Since, independence it was for the first time that a record voter turns out percentage elevated to its maximum.

In the previous general elections, the then incumbent govt. namely the UPA alliance could have secured only 58% voter turn out and were able to renew their position. But in 2014, NDA alliance succeeded in mobilizing the people and encouraged them to use democratic govt. out of power and thus elevated voter turn out percentage by a whopping 8% increase.

Various factors lead to these outcomes, some of them are:

As per the submission according to the **Lipton and Rokkan Theory**, they exclaimed that citizens use various forms of showing their participation and contribution to the democratic set up. Some of them are:

- (1) **Direct violence on roads:** crating ruckus in the society, which is a hard technique and causes loss of life and property?
- (2) **Protest:** people use to protest against the incumbent govt. when the govt public policies fail to realize the needs and demands of people and are unable to fulfill them.
- (3) **Conflicts:** Though not a democratic means but it's a popular way people find to practice in various parts. Party workers uses all hard means which sometime includes violence to oppose the govt. and end up harming civil properties and risking lives of many.
- (4) **Demonstration:** A very descent way of protesting is to halt work and demonstrate peacefully by raising slogans against the lawmakers or concerned authorities.
- (5) **Sabotage:** it is a coordinated campaign to deliberately obstruct the working of daily procedures to display political motive.

However, these methods involve very little participation. Though they are successful in putting pressure on the ruling got. But due to local characteristics it fails to gain momentum nationally.

The most legitimate action to show a discontent against the incumbent govt. is to participate in the democracy by using **voting rights**. It is the only best constitutional way of turning the vent peacefully and contributes democratically to the growth and development of the nation.

The trend continued in the Lok Sabha elections and upcoming State elections as well. Higher voter turn out can be attributed to the following reasons:

- (1) **Corruption:** it was trampling high and there was common shared anger among the masses against the policies of ruling govt.

2g scam, Coal gate scam, Spectrum scam, Inappropriate Land grabbing, Black money hoarding, Terrorism, and above all inflation etc. were at heights rising.

- (2) Their mis-governance was clearly and evidently **communicated** to the masses.

The campaign by BJP was able to convince their false promises carry the citizens about all mishaps and not to be swayed.

- (3) **24\*7 media coverage** of the election campaign also attracted the masses. Such a projected campaigning by media mobilized the people to use their voting rights. Media persons very well did exposure of scams and questioning the wrong policies. It helped people to gain knowledge about mishandling govt and reached to every nuke and corner of the nation.

- (4) **Women participation:** One of the key changer turns was the active participation of women in the general elections. And trends show that it is still in continuation with state elections thereafter.

The women participation also elevated to 66% in 2014 as compared to mere 56% in 2009 and thus also reduced to male participation ratio to female participation ratio to a miniscule 1%.

This was the lowest in Indian History and definitely can be claimed to be the most effective achievement of 2014 general elections. This election broke all the stereotypes attached to Indian democracy.



**Table 2: Gap between men and women turnout (1952-2014)**

Year	Male	Female	Gender gap
2004	62	53	9
2009	60	56	4
2014	67	66	1

(All figures in percent)

**(5) Youth Participation:** Another significant achievement of this election was the mobilization of youth to make them realize about the importance of universal adult franchise. Youths in the age group (18-23 years) were found to be very reluctant towards elections in India. However. It was not a case this time and youths, who are considered to be the backbone of country, participated in very large numbers and thus made their significant contribution in the democratic setup of the nation. First time voters shown their zeal and energy and thus gave their contribution.

Urban educated youth employment was the main reason responsible to bring this significant change. The vote share went up by 12%, which is a very high figure in real terms.

**Table 3: Turnout amongst young voters**

Year of Lok Sabha Election	Turnout among Youth Voters	Average turnout
2009	54	58
2014	68	66

(All figures in percent)

**(6) Modi factor:** Anguish from incumbent congress govt. and the personal appeal made by Sri Narendra Modi who was an icon for the youths resulted in very well participation by citizens. Not only urban voting % went up but also rural voting % elevated.

Higher voter turn up was an outcome of anti-incumbency factor and due to the trends that changed in the last 10 years. Since then we have seen appraisal in voter turn out in state elections as well, so and so, that in Bihar and Odisha State elections female share was up by male share in voting paradigms.

Analysis of turnout and electoral verdict indicate a strong relationship between them. However, these higher voter turns up as a boon for BJP and its allies.

Like Out of 70, BJP won 67 seats in the constituencies where voter turn up increased by 15% margin.

This was also approved by the **Rochester Model**, according to which voters tend to rewards incumbents if they get benefitted from them and also tend to punish them if unsatisfied by the policies of incumbent govt.

**(7) Campaign:** IT is the imperative tool for evaluating the opinions of voters. BJP campaigned aggressively to motivate people to turn up and exercise their voting rights and was successful in its implementation very well.

**Decisive Victory**

The results of the general elections were very decisive as it was almost very clearly stated by the political analysts and pollsters that BJP will be able to turn up the vent but none was sure of clear majority. BJP won 282 seats out of the total 543 seats with a 31.3% vote share. This election also saw a whopping elevation in the vote share of BJP, which increased by 12.3% as compared to the previous elections.

The seats also got elevated to 116 for BJP from previous general elections.

The last event of a complete majority with 415 seats was witnessed in 1984 when the Congress govt. was able to gain sympathy votes post the assassination of Smt. Indira Gandhi when 48 % of citizens polled in favor of Congress. However, after 1977 it was only in 2014 elections that Congress was at low and vote share went down by more than 9%.

In almost all the states except in Punjab, vote count of BJP went up.

It has very huge revelations for the BJP as well as whole of the nation due to the following prospect that BJP initially was considered as an “Urban Party”. But the results clearly reinstated that BJP was able to expand its support base in rural as well. The elections also saw a rise in participation of actors in elections. They are role models for many and hence their participation also helped keep people motivated.

The general elections also saw a rise in participation by political parties, which rose by 101, which were 464 in 2014 as compared to 363 in 2009 general elections. The rise in political parties created a political fray that could have lead to greater fragmentation of votes, which ultimately have decided loss and win by a very small vote share. However, this was not a case as was clearly evident from the election results.

The candidates of BJP party won by a larger margin that even shoot up to more than 1 lac in most cases. During the **Mandal Era** gap between winning and losing candidates was around 10 % but was almost 15% in the **Modi Era**.

Only exception to these were AIADMK and TMC that have a gap of 8% while the BJP candidate winning gap was about 18 %.

Another significant study was that in case Congress would have secured 2-3% less vote share in the polls, it would have been reduced to just 10-12 seats.

It was evident by the figures that out of 44 seats won by Congress only 13 candidates won by a gap of 1 lac votes and above and out of remaining 31 seats, they won 15 seats with a miniscule gap of 20,000 vote gap difference.

**Table 6: Table of Elections Results 2014**

Parties	Contested	Seats won	Vote (%)	Vote change Over from 2009 (in %)
Congress allies	75	14	3.70	-9.81
Congress	464	44	19.3	-9.25
BJP Allies	114	54	7.2	-0.3
BJP	428	282	31.1	+12.25
Others	6806	132	26.2	+2.46

(All figures in percent)

### Social Parameters

- Voting Choice: the voting pattern in India is a dependable one. Some notable ones are individual's caste, community, region, religion, party choices, likeness of candidates and others.
- India is a diverse country and we should look into all social cleavages into three main paradigms. These are:
  - 1) **Sociological approach:** It emphasizes the impact of social structure with special attention to group identity, their attitude and interest. Caste-community group lay down special focus here. According to **Lipton and Rokkan** also, emphasized on the importance social cleavages which frame political parties in power.
  - 2) **Party identification modals:** It talks about voters to be more and more expressive than to be instrumental. They should think rationally in a much more comprehensive way.
  - 3) **National Choice Theory of Voting:** This theory reveals that voting depends on the cost-benefit analysis. The sociological approach shapes individuals attitude, behavior, perceptions whilst having party identification space.

CSDS Survey indicates that a very small proportion of voters seem to identify closely any of political party so theory of **Party Identification** is not the appropriate theory like various others which can define completely the 2014 elections.

Thus, by the Social Cleavage Theory we can witness the dominancy of caste line voting. Also special mention is required in the *shifting of the voting preference* and ardent followers on Party lines.

Various incidents like:

- ❖ **Polarization of upper caste votes,**
- ❖ **OBC vote share shift to BJP,**
- ❖ **Dalit vote share shift to BJP and others were very significant.**
- ❖ **2009: Only 12% Dalit's voted for BJP.**
- ❖ **2014: 24% Dalit's voted for BJP.**
- ❖ **Adivasi's vote shifted to BJP.**
- ❖ **Youths and women in large numbers voted for BJP**
- ❖ **Rural Poor voted for BJP.**

An integration of Dalit Leaders from Bihar in form of Lok Jan Shakti Party (LJP) under **Sri Ram Vilas Paswan** and another significant leader from Uttar Pradesh, **Sri Udit Raj's** induction to party came to be as a boon.

This projected campaign also turned up Adivasi's vote to BJP as well as Youth's vote to BJP.

Economic class emerged as a part of **Social Change Theory**. Lower and poor class who was a traditional and core supporters of Congress turned up to BJP. Though Popular slogans were made by Congress like "*Congress ka Hath, Gareeb ke sath*", but all went in vain.

BJP successfully made inroads to the urban poor and urban lower caste removing tags of being an urban party.

- ❖ **Lower caste 13% shift to BJP.**
- ❖ **35% shift of urban poor to BJP.**

**Table 12: Shift in the votes of different communities for BJP (All figures in percent)**

Community	Votes 2014 (in %)	Change since 2009 (in %)
Upper castes	47	+18
Dalit's	24	+12
OBC	34	+13
Tribal	38	+14
Muslims	8	+4

**Table 13: Class by vote for Congress and BJP 2009-2014**

	BJP		Congress	
	2014	Change From 2009	2014	Change From 2009
Poor	24	+8	20	-7
Lower	31	+12	19	-10
Rich	32	+10	20	-9
Middle	38	+13	17	-12

(All figures in percent)

**Outcome**

This massive shift was possible due to various reasons discussed above like large-scale dissatisfaction, rising prices, scandals, corruption and others by the incumbent Congress govt.

CSDS Survey also revealed that performance of work done by Govt. shown a gradual decline from a positive 18% to a negative 15% before elections. Other important revelations were that voting Percentage of Congress came down due to following analytical aspects even:

Causes of Decline of vote Percent	Percentage (in figures)
Price Rice	20
Development	16
Corruption	12
Civic Amenities	07
Unemployment	07

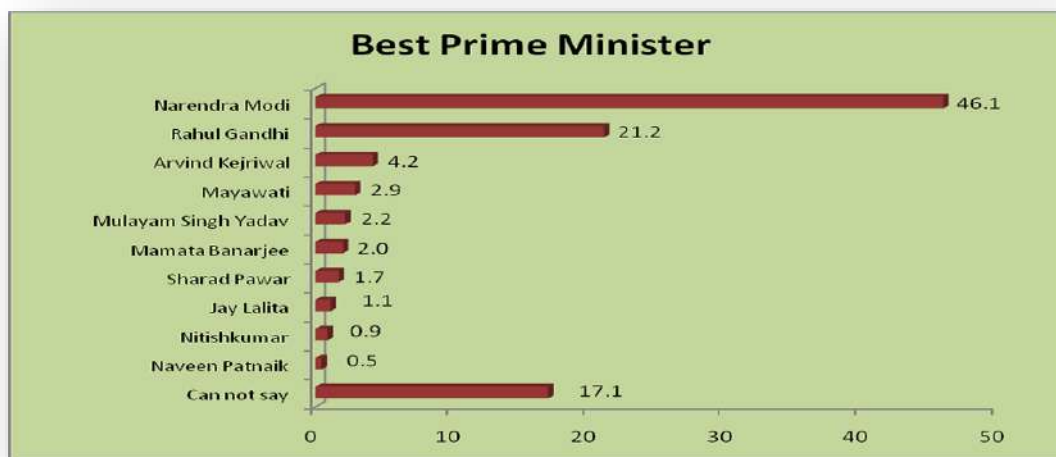
### Modi Factor

Another very important aspect of 2014 General Elections was the elevation of Sri Narendra Modi as a National Leader. Due to his popularity he was handed over the leadership of BJP.

In the Party's National Meet in Goa he was made the Chairman of BJP Campaigning Committee and also declared as the Prime Ministerial Candidate.

In 2011 Survey, Modi's candidature was supported by only 5% populations where as Rahul Gandhi's candidature was about 19%.

However, due to his charismatic personality and ability to connect with the lowest strata of people, in 2014 his candidature's popularity increased to 34% while for Rahul it was 15%. So and so that on election day, in 2014 Modi became the most popular face in the race of being the Prime Minister



The popularity of our Honorable PM can still be found quite relevant in present day scenario.

	Very favorable %	Somewhat favorable %	Somewhat unfavorable %	Very unfavorable %
TOTAL	69	19	4	6
Men	72	17	4	6
Women	66	20	4	6
18-29	72	18	4	5
30-49	70	19	3	5
50+	62	20	6	9
Primary education or less	66	19	4	7
Secondary school certificate	73	19	3	3
Some college or more	80	15	2	3
Urban	71	21	3	4
Rural	68	18	4	7
BJP	89	8	1	1
INC	35	30	16	18

Source: Spring 2017 Global Attitudes Survey, Q106c.  
PEW RESEARCH CENTER

This is the most recent data of 2017 and clearly states that BJP in power has a very cohesive alliance among the people of India.

**Media Role:** The contribution of media can never be neglected in a democratic country like India where we consider it to be one of the four pillars of our country. Large coverage of the aggressive campaigning done by BJP helped it establish a direct connection with the masses.

A total of 48% of the voters opted to vote for BJP if Modi was to become the PM's candidate from BJP else 27% voting might have displaced. His popular slogan "**Achhe Din Aayenge**" connected him with the people and with all prospects we trust him to be the Best PM of our country.

Comparing to 2014 General Elections, it will be more dynamic to see how BJP will try to retain its position in the 2019 General Elections.

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## **ESSENTIAL OF HINDUTVA**

**Swapnil Chaudhary\***

### **Abstract**

*HINDUTVA, a very controversial word these days have various interpretations but do we really know the dynamics of this word. Instead of going into relevant meaning of the word, people find it very convenient to give communal color to the word.,” Hindutva,as what Savarkar defined was a name of recognition of people sharing common culture, belief and ethos and which have nothing to do with anti-muslim sentiments or to any different religion. In other words, Hindutva is simply nothing but the way of living of people in a geographical area between Sindhu river to Indian Ocean. It was time and again maligned by few by attaching caste, creed and differences among the people of different religious beliefs, though it was surely not the true meaning of Hindutva. The apex court in its verdict of 1995 has also shared the similar view that “Hindutva was not a religion, but a way of life and a state of mind.” People often get confused with the two close proximity word such as Hinduism and Hindutva, but to realise these two were also distinct apart. Hinduism which includes an -ism is just a philosophical concept of their beliefs and practices whereas Hindutva encapsulates it when we define it as a way of life which includes the belief and culture of Hindus as well. Thus Hindutva actually accommodate Hinduism within. The words Hindu, Hinduism, and Hindutva is very clearly having a relevant demarcation between them and hence it is very much important that before making any attempt to assassinate the real meaning of these or putting them as synonyms, we should very well go into detailing of all the three individually.*

**Keywords:** Hindutva, Roots, Arya.

### **Introduction**

Hindutva is basically an abstract noun which has been formed by adding -tva to the word Hindu and more often in recent time it is intermingled with the Hinduness in raw form. At the end of the 19th Century it started gaining relevance and importance in Bengal but the main inciting was done by the writing of Vinayak Damodar Savarkar (1883-1966). Savarkar was very fond of the concept and elucidation of the term Hindutva which his works also symbolized of While authoring works such as Indian War of Independence 1857 (1908) and Hindu Pad-Padashahi (1925). During his stay in jail in Andaman Island and later shifted to ratnagiri, he got his book published - Who is a Hindu? In 1923. **The Hindu National Movement** gained momentum during the 1920s due to the principles and ideologies which enshrined by the writings of V D Savarkar. The current discourse of this word and its meaning have been intensely resulted in its imprecision and obscurity of meaning. Swami Vivekananda's teaching provides legitimacy to the concept and ideology of Hindutva (1863-1902). In view of the present significance, religious and political, of various versions of Hindutva, many believe that Savarkar's ideology of Hindutva is a mere

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continuance of the teachings of Swami Vivekananda and is very much influenced by his life and principals. My paper is a preliminary effort to address these tasks.

### ***NEVER FORGET YOUR ROOTS...- A REVIEW***

Vinayak Damodar Savarkar popularly known as Veer Savarkar was one of the prominent leader of Indian freedom movement. He wrote this book while he was in jail. Along with this work he has written many other books such as- my life sentence, the first war of independence, k

ale pani, saha soneri pane, Sagarmala, Hindu Rashtra Darshan etc. Savarkar was great lawyer, politician, poet etc. It is not possible to give review on his book 'ESSENTIALS OF HINDUTVA' within two thousand words. As because he has explained everything clearly and in a very logical way. His thoughts are very useful for any person who wants to know his/her history of origin. He very calmly and in very simple terms explained that who are we and we should always be proud to call us as HINDU. He also made people of India that we all are from same common blood. We all have common fatherland and Holyland. He also made people of India to be proud to be a Hindu. Here I am giving a little introduction and review of what Savarkar ji has written in his book and how we all from Ceylon to Kashmir and from Attock to Cuttack are all Hindu.

### ***NAME IS EVERYTHING***

According to Savarkar, It is the 'name' which matters because anything is only recognized by its name. The name remains with the thing till it finishes or dies out. For ex- Would it be fair enough if 'Romeo' would known as 'Paris' and 'Juliet' would have been called as 'Rosalind' ? Names give a permanent identity to the thing or person for ages. It is the name only which is to be remembered generations after generations. JESUS, FATIMA, MADONNA etc are known individually just because of their names. According to Savarkar, if still anyone has the doubt that what is in a name? than just ask Americans to call Washington as Chengizkhan or just convince a Mohemmadan to call himself a Jew or even just try to call Ayodhya by the name of Honolulu and soon you would come to know that what is there in the name.

### ***HINDUTVA IS NOT HINDUISM***

Hindutva is most of the times not only in spiritual history but also in religious history is being written as Hinduism which is completely a mistake. Hindutva is not same as Hinduism. As Savarkar says Hindutva is not a word but a history. Hinduism is the part of Hindutva. Hence it becomes necessary to distinguish between Hindutva and Hinduism. Hindutva covers all departments of thought and activity of the whole being of Hindu race and it became the source of the principles that shaped the ideology of Hindu Nationalism where as Hinduism is an religion or the way of life which is followed by people. In order to clear the more differences between Hindutva and Hinduism we need to understand the meaning of the word 'Hindu' itself and also necessary to know that how it came into existence over the hearts of millions of mankind.

### ***What Is Hindu?***

It is the time long before the Mesopotamian and Babylonian Civilizations, when Aryans made their home at the bank of the Sindhu, The Indus. It is from that time that Indus is seeing the all religious, spiritual, Vedic chants done by the Aryans. Slowly slowly Aryans cut themselves from Persians etc. Now the Aryans has stretched their presence till seven rivers, Sapta Sindhus along with the sense of nationality among themselves. Aryans were well known the value of the land they were living on. Rivers were spread all over like



nerves in body. They knew the divine love and homage they are getting from the Sindhu. So by residing next to the Indus River they started to call themselves as SINDHUS.

As we have records that the letter 'S' in Sanskrit many times changed into 'H' in some the Prakrit languages both Indian as well as non-Indian. For ex – Sapta became Hapta i.e. week in India. Persian people also mentioned in the Avesta Hapta Hindu to the Sapta Sindhu. Hence from here we come to know that we have become Sindhu or Hindu as Persians used to designate Vedic Aryans as Hindu. As we all know already that how name is important and moreover we generally call any unknown people by the term which they are known to those through whom we come to know them. Therefore after considering the record the given name SINDHU OR HINDU had been chosen by the patriarchs of our race to resemble our nation and people.

Savarkar jii further explained that how Hindu became a nation. He says that activities of Sindhu or Hindu didn't remain packed till Panchnad or Punjab. Magical and fertile land of Indus was the boon for the people. Tribes after tribes came and started assimilating themselves. Agriculture flourished. Cities roused, kingdoms developed. As the time passed the new settlement kept themselves aside from main stream and start living separately. Therefore there was less attachment between the old and the new settlement. The new settlement started to call themselves as Kurus, Kashis or Magadhas in mean time the old name Sindhu or Hindu got vanished and forgotten by almost everyone. Although they have forgotten the name but national integrity and culture was there. It was when the prince of Ayodhya Ramchandra the eldest son of the king Dashrath, made a grand entry in Ceylon (Sri Lanka) than only the geographical limit of nation got reached. From Himalayas to sea in south whole became less than one sovereign. It is written that the true birthday of our Hindu people as a nation is celebrated on the day when victrous Ramchandra came back to Ayodhya along with the Hanuman, Sugreev, and Vibhishana from south as Aryans and Anaryans all became under one nation.

### ***Connection- All over the World, Buddhism***

It was before Buddhism only that Indians were having contact all over the world. Millions of People from Misar to Mexico have founded their Godmen and gods here at Sindhu or Hindu only. The law of righteousness made Sindhu or Hindu famous all over the world. People started to coming to India and also thousands of people went to foreign nation.

Savarkar jii in his book writes that history of Buddhism is our history. Their glories are our glory, their achievement is our achievement. It was when Indians saw that cherished ideals of their race, their thrones and their families along with gods they use to worship were trampled under feet by the emergence of Huns and Shakas. They knew only two words- Fire and Sword! The reaction of all this came as "BACK TO THE VEDAS" and also became the political necessity.

### ***Arya***

As Savarkar jii has written that name Sindhu or Hindu is most suited name for India. As it is fitted perfect geographically. He further wrote that every single person who used to reside beside the bank of Indus river is Arya whether Vaidik or Aavidik, Brahman or Chandalas, and also who all have same culture, common blood, common country, common polity. As for records modern up to date western history are not worth to follow or to consider in, our ancient Puranas, histories are much more reliable and trustable and worth believing.

### ***HINDUSTHAN AND HINDUSTHANI LANGUAGE***

Savarkar jii further writes that so far we all are dependent on Sanskrit records only, for knowing the origin of Sindhu or Hindu. Side by side the other name i.e. SINDHUSTHAN was growing in use than by any other existing word. For ex- Aryawarta, Bharathawarta, Bharathakhand etc. according to an authority, - Aryawarta is land where system of four Varna's doesn't exist. But actually in truth Aryawarta can't be imagined without Varna system. As there are many sects such as Sanyasis, the Sikhs, the Aryasamajis etc who don't follow the Varna system yet they are undetached from Aryawarta. He further says that they all are ours by blood, by race, by country, by god. Its name is Bharat and the people are Bhartiya. While on other hand the scholars got stuck with popular and living name of our land i.e. Hindustan, instead of ancient names. So we find literature written by these scholars were full of reference to Hindustan or Hindu. Hindustani became the most favorite language of Hindus.

### ***FOREIGN INVADERS***

After Huns and Shakas, the Arabs, Persians, Pathans, Baluchis, tartars, Turks, Mughals etc all had to face by Indians only. As we all know that religion is the mighty motive force, while taking this into scene Mohammad crossed the Indus River and invaded Hindustan. For centuries India fights them all alone militarily and morally. The day battle of Panipat held, though Hindus lost the battle but they won the war. The enemies' hated us because whole nation including families, sects, races etc from Attock to Cuttack and from Ceylon to Kashmir was suddenly individualize into a single being.

Many poets and scholars such as Chand Bardai, the first poet of Hindi literature, Chamundrai, Ramdas, Bhoosan, etc had revived the Hindu movement. All these have written the glorious past of our nation. How Aurangzeb was challenged by Shivaji? How Tegbahadur championed the war of Hindu liberation? How Jaysingh has contributed in the wars? How Nanasaheb becomes the greatest leader of Hindu liberation war? All these questions are cleared by all these poets and all in Hindi literature. Common blood, common culture, common laws & rites etc formed Hindu as a nation.

### ***Who Is A Hindu?***

The word Hindu, Hindutva, Hindustan, Hindustani- all are derived from word Hindu. He who is the follower of Hinduism tenants is a Hindu. The earliest records which are available of the religious beliefs of any Indian community are the VEDAS. It is the Vedic nation only that is divided into many tribes and class such as Vaidik, Sanathan dharma, Sikh, Buddhism, Brahmans etc. all these sects has common motherland i.e. Hindustan.

Culturally Savarkar maintains that a Hindu must feel the pride and commonality of his cultural roots with other people of Hindustan. He also proclaims that the Hindu could be anyone who considered this land of Bharatwarsha, from Indus to sea, as his fatherland as well as his Holyland. He further writes that there are three fundamental bonds that would join the Hindus as a common entity- 1. Rashtra, 2. Jaati, 3. Sanskrit. As already mentioned by him that territorially a Hindu is one who feels being attached to the geographical tract extending from between river Indus and Brahmaputra on one hand and Himalayas to Ceylon on the other. But Savarkar points out that they indeed are the part and parcel as they, despite following numerous shades and schools, consider this land of Hindus as their fatherland and Holyland. So to every Hindu from the Santal to the Sadhus, this land of Hindus is fatherland and also Holyland.

### **Conclusion**

Overall the ideology of Hindutva as propounded by Savarkar was rooted in the vision of the Hindu solidarity. He maintained that despite having numerous external differentiations, internally Hindus are bonded together by certain distinct culture, historical, religious, social and linguistic commonalities. These commonalities have been brought about by centuries of assimilation and association with each other. According to me SAVARKAR JI has given much more importance to cultural, religious and racial unity of the people. He has given much more importance to the unity which is maintained in the diversity. According to his point of view the person should never forgets its roots from which he has grown up. As now we have been divided into so many sects, caste, class etc but we all are Hindu as because our fathers and forefathers belongs to the land which is known as Hindu or Sindhu. Hence by blood we all are common, we all have blood of same forefathers.

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## **IMPACT OF FDI ON GDP GROWTH IN INDIA**

**Vakash Tiwari\***

### **Abstract**

*The gross domestic product is used as independent variables. The research gap found with the help of various research studies conducted in the preceding years. The majority of the research studies cover the time from 2000 to 2012. As we know that, the foreign direct investment has received importance since the liberalization. Therefore, in the present research study, we have covered the time from 1991 to 2015. The objective of the present research paper is to study the impact of foreign direct investment on gross domestic product of India since liberalization. The present study is not only confined to test the impact of foreign direct investment on gross domestic product but also to analyze the trend of foreign direct investment in India since liberalization. Whenever, we talk about the growth of developing countries like India, South Africa, Brazil etc. in their cases it would be difficult to keep aside the vital role of foreign direct investment in the growth of the economy. With the initiation of globalization, developing countries, particularly those in Asia, have been witnessing a immense surge of FDI inflows during the past two decades. Even though India has been a latecomer to the FDI scene compared to other East Asian countries, its considerable market potential and a liberalized policy regime has sustained its attraction as a favourable destination for foreign investors.*

**Keywords:** Foreign Direct Investment, GDP at Factor Cost.

### **Introduction**

An increase in FDI may be associated with improved economic growth due to the influx of capital and increased tax revenues for the host country. Host countries often try to channel FDI investment into new infrastructure and other projects to boost development. Greater competition from new companies can lead to productivity gains and greater efficiency in the host country and it has been suggested that the application of a foreign entity's policies to a domestic subsidiary may improve corporate governance standards. Furthermore, foreign investment can result in the transfer of soft skills through training and job creation, the availability of more advanced technology for the domestic market and access to research and development resources. The local population may benefit from the employment opportunities created by new businesses. In many instances, the investing company is simply transferring its older production capacity and machines, which might still be appealing to the host country because of technological lags or under-development, in order to avoid competition against its own products by the host country/company. India disallowed overseas corporate bodies (OCB) to invest in India. India imposes cap on equity holding by foreign investors in various sectors, current FDI in aviation and insurance sectors is limited to a maximum of 49%. Starting from a baseline of less than \$1 billion in 1990, a 2012 UNCTAD survey projected India as the second most important FDI destination (after China) for transnational corporations during 2010–2012. As per the data, the sectors that attracted higher inflows were services, telecommunication, construction

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activities and computer software and hardware. Mauritius, Singapore, US and UK were among the leading sources of FDI. Based on UNCTAD data FDI flows were \$10.4 billion, a drop of 43% from the first half of the last year.

### **Objectives**

The research paper covers the following objectives:

- To study the trends and pattern of flow of FDI and GDP.
- To assess the determinants of FDI inflows.
- To evaluate the impact of FDI on the Indian economy.
- To know the flow of investment in India
- The current study is based on two variables only,
- The impact of FDI is tested only on GDP.

### **Literature Review**

1. Laura Alfaro (2003), —Foreign Direct Investment and Growth: Does the Sector Matter?, Working Paper Harvard Business School, in his research study, he said that the foreign direct investment played a vital role in the host countries and his studies has also shown the impact of foreign direct investment on different sector of a country like telecommunication, service, automobile etc. He also found that the foreign direct investment plays a negative role in primary sector and on the other hand positive role in the manufacturing sector.
2. Vinay Kumar (2012), —Trend of FDI in India and Its Impact on Economic Growth, in his research study, he has focused on impact of FDI on economic growth and found that there is positive correlation between FDI and GDP and mentioned that FDI played a significance role in the growth of the economy.
3. R. Anitha (2012), —Foreign Direct Investment and Economic Growth in India, in her research study, she found foreign direct investment played a vital role in the long-term development of a country. In addition, using the Autoregressive Integrated Moving Average (ARIMA) forecasting technique to know the future inflows of foreign direct investment.
4. S. Chandrachud & N. Gajalakshmi (2013), —The Economic Impact of FDI in India, they focused that how our economy will decide the nature of FDI and recommended various reforms in order to attract more foreign direct investment in the country.
5. Bhavya Malhotra (2014), —Foreign Direct Investment: Impact on Indian Economy, in her research study, she has mainly focused on trend, pattern, determinants of FDI and judged the impact of FDI on Indian Economy. She suggested that the government of India should liberalize their FDI policy in order to generate more FDI.
6. Misbah Nousheen (2013), —Impact of Foreign Direct Investment on Gross Domestic Product, in her research study, she has mainly focused on the long-term relationship between foreign direct investment and gross domestic product by using the technique of co-integration analysis and found that there is long-term relationship between these two variables.
7. Bhattacharya Jita & Bhattacharya Mousumi (2012), —Impact of Foreign Direct Investment and Merchandise and Services Trade of the Economic Growth in India: an Empirical study, the study discovered that there was a long-term relationship between FDI, merchandise, service trade and economic growth of India.
8. Gaurav Agarwal & Mohd. Amir Khan (2011), —Impact of FDI on GDP: A Comparative Study of China and India, in their research study, they found that 1%

increase in FDI would result in 0.07% increase in GDP of China and 0.02% increase in GDP of India. They also found that China's growth is more affected by foreign direct investment as compared to India's growth.

**EVALUATION OF FDI AND GDP IN INDIA DURING (1991-92 TO 2011-2012)**

The following table depicts the picture of FDI inflow and its impact on GDP.

FDI inflow, GDP and FDI/GDP ratio in India (1991-92 to 2011-2012) Years	FDI Inflow (in rupees crore)	Growth rate of FDI inflow (%)	GDP	Growth rate of GDP (%)	FDI as a percentage of GDP
1991-92	409	-	1099072	-	0.037213
1992-93	1094	167.4817	1158025	5.363889	0.094471
1993-94	2018	84.46069	1223816	5.681311	0.164894
1994-95	4312	113.6769	1302076	6.394752	0.331163
1995-96	6916	60.38961	1396974	7.288207	0.49507
1996-97	9654	39.58936	1508378	7.974665	0.640025
1997-98	13548	40.33561	1573263	4.301641	0.86114
1998-99	12343	-8.8943	1678410	6.683371	0.735398
1999-00	10311	-16.4628	1786525	6.441513	0.577154
2000-01	12645	22.63602	1864301	4.35348	0.67827
2001-02	19361	53.1119	1972606	5.809416	0.981494

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2002-03	14932	-22.8759	2048286	3.836549	0.729
2003-04	12117	-18.8521	2222758	8.517951	0.545134
2004-05	17138	41.43765	2388768	7.468649	0.717441
2005-06	24613	43.61652	3254216	36.22989	0.756342
2006-07	70630	186.9622	3566011	9.581263	1.980644
2007-08	98664	39.69135	3898958	9.336679	2.530522
2008-09	122919	24.58343	4162509	6.759524	2.953003
2009-10	123378	0.373417	4493743	7.957556	2.745551
2010-11		88502		-28.2676	
2011-12		173947		96.5458	
Total		577002		42598695	

The above table shows the FDI inflow and GDP in India from the year 1991-92 to 2011-2012(post-liberalization period). The table states that India had showed a large amount of FDI inflow. It showed that FDI inflow has been increased by more than 210 times during the study period because the FDI Inflow has been increased from Rs. 409 crore in 1991-92 to Rs. 173947 crore in 2011-2012. Due to technological up gradation, access to global managerial skills and practices, optimal utilization of human and natural resources, making Indian industry internationally competitive, opening up export markets, providing backward forward linkages and access to international quality goods and services the Indian Government has used many steps to attract more FDI. The highest amount of FDI was received in the year 2011-2012, amounting to Rs. 173947crore. The highest growth

rate of FDI inflow is in the year 2006-07 i.e., 186.9622 percent. The table also shows that FDI as a percentage of GDP was less than one until 2005-06 after then it is increasing year after year. FDI inflows into the country is likely to rise to 2.5 per cent of GDP over the next five years, helped by economic growth and ongoing structural reforms, said a report by UBS Securities India. The foreign direct investments (FDI) into India have nearly doubled over the past decade to USD 42 billion, which was 1.9 per cent of GDP in 2016-17. "Post 2014 general election, FDI inflows saw a compound annual growth rate of 11 per cent versus a dip of 6 per cent seen over the previous 5 years," UBS said. "We expect FDI inflows to India to rise further to 2.5 per cent of GDP over the next 5 years," added the foreign brokerage. UBS noted that unlike China, where the government has phased out FDI-favoured policies, India will be increasingly recognised as a favoured destination by overseas investors "if growth is accompanied with continuous structural reforms".

Interestingly, the report said that over the last couple of years, India has recorded a pickup in FDI inflows to the manufacturing sector. Historically such investments have been more towards the service sector. According to the report, FDI flows into manufacturing "bodes well for creating a productive spill-over impact on other sectors of the economy; for instance, boosting exports and creating jobs". "In 2016-17, the largest increase in FDI was in the telecom sector (USD 4.2 bn) followed by insurance. Besides these, cement, electrical equipment, banking services, metallurgical industries and the broadcasting sectors also received higher flows in the last fiscal," it added. Observing that India needs FDI inflows to fund its current account deficit, UBS said the country requires "to focus on attracting stable FDI flows to improve the competitiveness of its manufacturing sector and to make it an integral part of the global value chain". It said transfer of technical and organisational knowledge that accompanies these flows would help boost productivity, support investments and contribute to India's overall growth — under the right conditions.

### **Conclusion**

Growth of any country depends upon investments, increasing assets and infrastructure. Foreign Direct investment in an economy shows that there is a good trend of investment which ultimately results in increasing the GDP and growth of the country as we have found in our research that increasing trend of FDI also increases the GDP of the country. India's Foreign Direct Investment (FDI) policy has been gradually liberalised to make the market more investor friendly. The results have been encouraging. These days, the country is consistently ranked among the top three global investment destinations by all international bodies, including the World Bank, according to a United Nations (UN) report. For Indian economy which has tremendous potential, FDI has had a positive impact. FDI inflow supplements domestic capital, as well as technology and skills of existing companies. It also helps to establish new companies. All of these contribute to economic growth of the Indian Economy. FDI in India has contributed effectively to the overall growth of the economy in the recent times. FDI Policy permits FDI up to 100 percent from foreign/NRI investor without prior approval in most of the sectors including the services sector under automatic route. FDI in sectors/activities under automatic route does not require any prior approval either by the Government or the RBI. Market oriented policies are boosting economic activity, all round development and economic growth rate. As the Indian economy gears up for competition in the international market, overseas investors clearly see the potential for attractive returns from investment in India, which is also evident from the already achieved FDI success stories

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## **IMPACT OF WTO ON INDIAN AGRICULTURE**

**Dr. Surya Prakash Agarwal\***

### **Abstract**

*Indian is no exception to these general trends, with a few special features. During last two decades India's agricultural exports as a part of total merchandise exports have continued to decline from the preponderant position they occupied in the pre-independence. But with the achievement of self-sufficiency in food grains and some other major agricultural commodities, which used to account for large portion of import bill, overall imports of agricultural commodities have sharply declined. The outlay on agricultural imports as a proportion of earnings from agricultural exports has progressively declined, and all the balance has become progressively more favorable. Discussion on these issues has, naturally, to take into account the new trade regime as the stated objective of firstly to study the performance of India's agricultural exports under WTO regime. Secondly, to analyze the competitiveness of top agri-exports of India under WTO regime. Finally, to suggest policy measures in the identified India's agricultural. In the first part of discuss briefly introduce, the developments in agricultural trade specially the agricultural exports at the world level in the recent years and discuss the performance of Indian agriculture in this respect finally shaped the shifts in this policy. Final part, I will try to spell out the ingredients of a strategy to augment agricultural exports in the changing, and more demanding, global economy.*

**Keywords:** WTO, Agriculture, export, GATT, Policies

### **Introduction**

Agriculture is the oldest culture in the entire human civilisation. The history of Agriculture in India can be trace back to ten thousand years. The WTO is the successor of General Agreement on Tariff and Trade (GATT) which was established in 1947. GATT held a total of eight rounds. WTO Agreement on Agriculture known as “**International Treaty**” was one of the main agreement which were negotiated during Uruguay Round and total 123 countries participated. The objectives of WTO laws are – promoting free and liberal trade. But there was rampant misuse of this concept. The exporting countries started dumping their products in the importing countries, resulted a serious threat to the economy of developing countries especially to the agriculture of India. With the coming of WTO, the Indian Economy has undergone a tremendous change. The WTO Agreement on Agriculture has great impact on Indian Agriculture, which was really felt by India several times. The Competative Agricultural Markets (CAM) was not correct. Agricultural exports was dominated by few large MNCs and trading agents. The cheap imports have frequently hit the Indian markets, causing shock waves among the agricultural producers. The later effects of WTO policies were undemocratic because of the lack of transparency during negotiations. There are other factors as well for the low productivity in India. Excepting in the rice market, India is negligible force in global marketThe WTO Agreement on

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agriculture has both negative and positive impacts on Agriculture of India. About 70% of Indian people depend on agriculture, so overall export – import of agricultural commodities is directly or indirectly depends upon WTO Laws. Therefore, WTO Norms plays vital role in upliftment of socio-economic conditions of rural population in India. In fact, WTO Laws directly or indirectly affects the Indian economy. ( **October 15, 2015, Laxmi Khawas**).

### **Objectives**

1. To study the performance of India's agricultural exports under WTO regime.
2. To analyze the competitiveness of top agri-exports of India under WTO regime.
3. To suggest policy measures in the identified India's agricultural.

### **Methodology**

The present study is based on secondary data. The annual time series data are used for the entire period from 1991 to 2006. The objective is to compare export performance under WTO regime with pre- WTO period. Sub- periods are also made for short- term comparison. Wherever it is necessary, longer period time series data are used. Data are obtained from FAO, UNCTAD, IMF, WTO, RBI, Ministry of Agriculture GOI, Ministry of Finance GOI and Tea Board of India. To examine the agriculture export performance, tools like, percentage, ratio, Compound Annual Growth Rate, Average Growth Rate, Co-efficient Variance, etc

### **Indian Agriculture**

Agriculture is the foundation of the Indian economy. India stands at number two across the world in agricultural produce. More than half of the population is dependent on the rural economy as the source of employment. Agriculture activities contribute around 17.3% of the GVA (Gross value added) during 2016-17. Landholdings are scattered, smaller in size (Almost 3/4th of the landholdings are less than 2 hectare). Resources of irrigation are limited with only 35% of the total agricultural land under irrigation. Inputs for production are lesser developed. Hence the crop yield is low. (Yield of Rice is almost one third of the United States). These low income small landholding farmers with limited irrigation facilities and relatively less developed inputs of production (power, fertilizer, seeds) require government support. In the past, Indian agriculture policy has been to keep the food prices low for the end consumers and incentivize production by providing domestic support and subsidies. This agricultural policy has been successful for India. India turned from a food deficit country to a food surplus country even with an increasing population ( Population increased almost 4 times from 1950 to 2012, India's food production has grown five times becoming a sixth largest net exporter worldwide.) Moreover, India is a home to a population of 1.3 billion people with a 1.5% annual growth rate. GHI Report published in 2015 ranked India as one of the leading countries in a serious hunger of situation. In 2013, National Food Security Act (NFSA) was signed by the Indian government to ensure subsidized food grains availability to two-third of the population. The Public Distribution System will ensure five kg per person per month at a highly subsidized price. To meet this requirement and to ensure access to food for the Indian population is a humongous challenge and responsibility of the Indian government.

Given this scenario of the Indian agriculture, it is imperative to provide domestic support to Indian farmers. The developing nations have repeatedly negotiated for a "food subsidy box" to not include the domestic support in the Permitted subsidy calculations. However, WTO has negated any such box formation. It is concerned that once the green box is

tampered with other activities which are listed in the box will be deemed irrelevant and difficult to implement. Also, stocks which might be procured for food security might end up reaching the world market distorting the international trade.

### **Agreement on Agriculture (AOA)**

The Agreement on Agriculture was formed on April 1994 at Marrakesh, Morocco as a part of the final Act of the Uruguay Round of multilateral trade negotiations which came into force on 1st Jan. 1995. This was a result of the long drawn talks on General agreement on Tariffs and Trade (GATT) aimed at opening up of International markets and also to reform world trade which was highly distorted. A major reason for the formation of the Agreement on Agriculture was the need to reduce excessive surplus production in agricultural sector in the global commodity markets during the 1980's and early 1990's. This was caused by the rising levels of support and protection in a number of developed countries as some of the largest agricultural exporters competed on the basis of their government's ability to subsidised production and exports of agriculture while limiting access to their markets to keep out foreign agricultural products from their domestic markets. Therefore the core objective of AOA was to establish a fair and market oriented trading system which was to be implemented for a period of 6 years in developed countries and 9 years in developing countries. With this, agriculture was brought under the new rules of world trading system for the first time. There are 3 main features of the Agreement:

1. Market Access
2. Domestic support.
3. Export subsidy.

The market access required that tariffs for agricultural product fixed by individual countries be reduce to equivalent tariff in order to allow free trade and encourage liberalisation in world trade. Under this, the AOA required the conversion of all non tariff barriers into tariff barriers. This process was known as Tariffication. This was to be implemented for a period of 6 years for the developed countries and 10 years for the developing countries, least developed countries were exempted from undertaking such reductions. Domestic support was targeted to reduce the subsidies given by governments within their country for agricultural production and related activities. The total domestic support should be below the level of de minimis within a maximum period of 3 years for developed countries and 5 years for developing countries. This was to reduce price distortion and unfair competition in agricultural world trade. Export subsidy aims to reduce subsidies of export related to agricultural products and to ban the introduction of new subsidies. This aimed to protect small and marginal farmers in home countries especially in developing countries. Another highlight of the Agreement was the provision of special and differential treatment for the protection of the interest of the developing countries. In addition, there are provisions of Special Products and Sensitive Products, which are to be exempted from stringent discipline of the above provisions of tariffication process. Provision of Special Products designates a certain number of products of the developing countries that would be exempt from tariff reduction requirements and other disciplines in order to protect and promote food production, livelihood security and rural development worldwide. The idea was to protect the developing countries and least developed countries from unfair competition in world market and to create a world trading system where each individual country can come together and trade on equal footing without any discrimination and distortion by the more advantageous countries of the world.

### ***Impact of AOA on India***

Indian agriculture is characterised by an overwhelming majority of small and marginal farmers holding less than two hectares of land, less than 35.7% of the land, is under any assured irrigation system. Farmers, therefore, require support in terms of development of infrastructure as well as extension of improved technologies and provisions of requisite inputs at reasonable cost. There is no doubt that during the last 30 years, Indian agriculture has grown at a reasonable pace, but with stagnant and declining net cropped area it is indeed going to be a difficult task to maintain the growth in agricultural production. The implications of the Agreement would thus have to be examined in the light of the food demand and supply situation. The size of the country, the level of overall development, balance of payments position, realistic future outlook for agricultural development, structure of land holdings etc. are the other relevant factors that would have a bearing on India's trade policy in agriculture. Implications of the Agreement on Agriculture for India should thus be evaluated from the impact it will have on the following:

1. Whether the Agreement has opened up markets and facilitated exports of products.
2. Whether India would be able to continue with its domestic policy aimed at improving infrastructure and provision of inputs at subsidised prices for achieving increased agricultural production.

### **Enabling Policy and Institutional Mechanism to Safeguard Agriculture under WTO Regime**

#### **INTELLECTUAL PROPERTY RIGHTS (IPR) ISSUES**

The technology must focus on the poor marginal and small farmers, who own nearly 80% of the farm holdings being less than 2 ha. Several national Acts have been passed and amended, and international treaties concluded over the years regarding IPR related issues. The scope of IPR covers seed, agri-chemicals, tools, input delivery, controlled systems, post-harvest agriculture, food products, non-food products etc. Now, prior approval of National Biodiversity Authority has been made mandatory for seeking IPR on innovations using national bio-resources and associated traditional Knowledge. Patenting is highly pervasive and all embracing, including plants and animals, gene sequence, single nucleotide sequences, etc. in the developed countries. The impact of such patenting is likely to cripple research on the patented biodiversity in the developing countries. Patenting has to go along with the socio-economic development as well as standard of science and technology development of a country. The patents have to benefit the public, and the patented products should be available to the public. While planning and protecting innovation, lot of protection, maintenance of IPR, evaluation of IPR assets, handling IPR infringements, full package vs. unitary package of technology, etc. become critical issues to the institutions.

#### **TECHNICAL BARRIERS TO TRADE (TBT) AND SANITARY AND PHYTO-SANITARY (SPS) ISSUES IN FOOD SECTOR**

The main objective is to protect risks to human beings, animals and plant life. The guiding principles should be transparency and avoidance of arbitrary SPS standards. In the negotiations, implementation issues are not adequately addressed. These mainly include reasonable interval / longer time frame for the developing countries to comply with other countries, new SPS measures, review of agreement at frequent intervals, participation of developing countries in setting SPS standards, technical and financial assistance to establish mechanisms, follow-up procedures, etc. The time framework for compliance for

the developing countries should be raised from the present 6 months to 12 months. Similarly, 60 days period to react to revisions is a quite short for the developing countries. Equivalence is an important step for smooth implementation, but it is arbitrary at the moment. Equivalence issue should be a regular agenda in the SPS Committee, and agreement should be reached on the recognition of equivalence in accordance with the agreed procedure. There is lack of experts/specialists and lawyers knowledgeable about international law and science, and also non-availability of technology. Major steps should be to review SPS agreement at regular intervals, monitor the use of international standards, provide technical assistance to needy member countries and address the concerns of member countries in respect of special and differential treatment, regionalisation, specific trade concerns, use of adhoc consultations, and to liaise with the Codex, OIE and IIPC.

The technical barriers to trade (TBT) like labeling, packaging, and specific nutritional attribute claims, are the other measures to protect consumer interests, and these are not restricted to food alone. In the US, there are about 26 TBTs, but no significant progress has been made in the recent negotiation, though at Doha it was decided to reduce and even eliminate TBTs. The major constraints in meeting food safety standards compliance include: poor raw material quality, costly laboratory tests, lack of hygiene awareness, lack of product and process standards, delay in cargo handling at the ports, etc. India may have to learn from success stories of other developing countries like Thailand and Malaysia, and soon gear up to address such issues.

#### **STATE LEVEL WTO ISSUES**

The states are important stakeholders in trade and therefore, should be regularly consulted in trade policy matters. The experience and views on trade were discussed with special reference to Karnataka state, which has made a mark in the export of silk products, Bangalore rose, onion, and Gherkins. The State, however, faces the usual constraints of quality raw material shortage, infrastructure bottlenecks, high interest rates for agricultural investments, in addition to inadequate availability of export finance, small and fragmented holdings, poor power supply, inefficient Agricultural Produce Market Committees (APMCs), lack of market intelligence, lack of international airports and good seaports, and poor co-ordination with the Centre. The State has developed clear-cut short-term, medium-term and long-term strategies to enhance the export performance. Keeping these strategies in view, the State has also outlined the specific initiatives required for exporting its different agricultural products. Active participation of the states in policy discussions at the Centre is required. There is a need to establish a mandatory Nodal Agency (WTO Cell) with a two-tier structure, one at the apex level with the Ministry of Agriculture, Government of India and another at each of the State Headquarters linking the export houses of the State with the Agriculture Ministry.

#### **Policy Recommendations**

WTO is receiving the deepest indulgence of everyone, as it is affecting the major sectors of Indian economy and agriculture in particular now and more intensively in the coming years. A major concern growing with the increasing impact of WTO is, as to how the small and marginal farmers' who dominate the Indian agriculture, depend heavily on agriculture for their livelihood, have small marketable surplus and operate under heavy constraints to be competitive in a subsidized agriculture production and trade regime, could benefit from WTO. The concern more often swings to the other side that the spreading tentacle of WTO with reduced tariff regime and increased access to Indian market for the products from

subsidized agriculture could severally damage the agriculture based livelihood of majority of Indian farmers. The challenge to policy makers is how to protect Indian agriculture from the impending WTO threat, enhance the competitiveness of Indian farming and make farming a viable and self sustaining enterprise to improve and ensure livelihood security of the farmers. A strategy to address this challenge shall necessarily involve re-orientation and injection of market linked dynamism in Indian agricultural R&D, strengthening of supportive institutions to serve the resource poor farmers, and steering fast the change with appropriate policies and trained humanware. The deliberations of the workshop suggested the following policy initiatives and action points:

1. India needs to devise appropriate domestic policies (extensive domestic market reforms, heavy investment in building and maintaining infrastructure, etc.) to improve efficiency and competitiveness of domestic produce.
2. It should continue to play leadership role in negotiating agreements with sound analytical basis and support of other developing countries with similar interest. A dedicated group of about 100 experts, on full time basis, should work on the WTO issues to provide analytical basis for negotiations and to help in planning appropriate strategies to strengthen Indian agriculture to face increasing trade liberalization and globalization.
3. Export of high value products, horticulture products, processed products, marine products and rice (*details given in Table 1*) should be promoted.
4. India has to counter the challenges in the export of traditional items from the developing countries. In this regard, prioritization, enhancing production and processing efficiency, marketing and transport infrastructure, maintaining quality, stable supply etc. need immediate attention.
5. There is a need to go whole hog in reforming domestic market as has been done by China. The constraints of multiplicity of laws in agricultural marketing, processing, storage, transport should be immediately addressed to impart simplicity, reduce transaction costs and attract private investments in post harvest management. Further, enforcement of Model APMC Act which encourages direct marketing and contract farming should be implemented in true spirit.

### **Conclusion**

The finally, Indian agricultural products by seeking a reduction in the high tariffs and subsidies prevent in developed countries. A higher growth in agriculture, thus, needs a comprehensive revamp of agricultural policy with reorientation towards rapid diversification of this sector. A progressive correction is required in the incentive structure for agriculture so that the excessively high minimum supports prices do not continue to distort resource allocation in agriculture. After come across out results Technology Mission and the market intervention operations by the public agencies. A heartening feature of the growth in oilseeds production has been that it occurred in the agriculturally backward areas of states. This suggests that there exists some scope for raising agricultural output through improvements in technical efficiency, without resort to new improved technologies. This will ensure that farmers diversification towards high value added segments of agriculture in response to the new demand structure.

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## **Economic Viability and Profitability of Gerbera Crop in Protected Cultivation**

**Dr. Vanita Ahlawat\***

**Sneh Lata\*\***

### **Abstract**

*Flowers have not only social and aesthetic value, but have economic value. Flowers and ornamental plants are used in cosmetic and perfume industry. Flowers are growing in an open field and protected cultivation for commercial purpose. Protected cultivation is the economic importance for small and marginal farmers. Haryana is the major floriculture centre at present time. To evaluate the economic profitability and employment opportunity to the cultivation of Gerbera crop was carried out under naturally ventilated poly house. The study was conducted in poly house of the Gerbera crop in Hisar district of Haryana. Different cost component of Gerbera production was evaluated and found that the total cost of Gerbera Rs. 1099036/-/2000sq.m for a span of one year, including poly house construction cost (Rs.700000), planting material cost (Rs. 200000)and recurring costs like land preparation costs, fertigation costs, spraying costs, packaging costs, transportation costs, irrigation costs, etc. were Rs. 199036. At the same time the returned was obtained 2221974/2000sq. m. B: C ratio was found 1.23 (benefit over cost). Labour productivity was found Rs. 1463/- on high tech farms. Although hi tech farms required huge investment, but it provides more income and employment as per unit land.*

**Keywords:** Floriculture, Economically, Commercial, Returns, Hi-tech.

### **Introduction**

Flowering and ornamental plants are used all social occasions like at birth, marriage and death. Flowers and ornamental plants are used in perfume, cosmetics, and pharmaceutical industry and natural dyes, etc. Changing life styles has increased the demand of flowers in developed countries as well as developing countries. Gerbera is most popular commercial crop and widely used as cut flower in the world. Gerbera is popularly known as the African daisy. Gerbera's locality is to tropical region of South America, Africa and Asia. J. D. Hooker was given the first description of Gerbera in Curtis' Botanical Magazine in 1889 as Gerbera Jamesonii\*. Gerbera is cultivated in the open field as well as protected cultivation. The main purpose of protected cultivation is to increase the agricultural production from a limited area. It was observed that the hi-tech farms were capital deepening with the initial investment and input doses. But it was concluded that hi-tech farms have generated more income and employment in comparison of traditional farms. The protected cultivation first introduced since 1990s in India.

It is revealed that floriculture offers better remuneration than the other ordinary crop in the open as well as Hi-tech cultivation. Floriculture was provided high income with more employment to the people (Mishra and Mishra, 2016). (Pattanashetti *at. al.* 2012)

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\* <https://en.wikipedia.org/wiki/Gerbera>



conducted the study on economic analysis of Gerbera in the naturally ventilated poly house. They concluded that the cost of establishment of poly house was estimated Rs. 932/Sq. M. and net returns Rs. 3,38,918/m. The benefit cost ratio was obtained 3.01. Gajanana *at. al.*(2003) examined the comparison of cost and return between NVPH and FPPH. They concluded that the low cost NVPH (Rs.820/Sq. M) gave higher initial net returns as compared to FPPH with higher cost (1427/M<sup>2</sup>) and higher losses. The returns depend on the varieties of seeds. More flowers per plants and the longest stalk length were obtained from Gerbera varieties like Partrizia and Laura (Singh *at. al.*2017). (Sudhagar, 2013) estimated the production cost and marketing of Rose and Gerbera in Hosur Taluk. He examined through per acre yield, cost of cultivation and net returns in Hi-tech cultivation give more cushioning yield for a hike in input prices. He also examined the flower cultivation gives more returns as compared to other Agri- horticultural crops. (Bagde and Shende, 2017) discussed the economic analysis of Gerbera production in protected cultivation in Maharastra state in their article. They were found that the fixed investment would be recovered within the two years of Gerbera cultivation. The net returns were increasing year by year. The hi- tech cultivation was found more profitable business. (Sangle *at. al.* 2016) estimated the benefit cost ratio of Gerbera flower 1:1.38. The labour productivity on hi-tech (Rs 2333 per man day) was higher as compared to traditional farms (241) per man day (Sivaramane *at al.*, (2008)). (Islam and Rahman, 2013) carried out the employment generation position of the flower business throughout the weighted mean value which were 3.61.

### **Objectives**

- To evaluate the income and profitability of floriculture crop Gerbera in high Tech cultivation.
- To know the employment generation from floriculture crop Gerbera in high Tech cultivation.

### **Methodology**

To fulfil the objectives of the study primary data was collected. The study was conducted in poly house of the Gerbera crop in Hisar district of Haryana. The cost benefit ratio, labour productivity and net present worth were obtained of Gerbera crop under natural ventilated poly house of 2000 sq. m. Cost benefits Ratio and labour productivity were evaluated to assess the economic viability of Gerbera production. Tabular Analysis was worked out to study the establishment costs, recurring costs, and returns in Gerbera production.

### **Assumptions**

Rates for the items via land preparation; micro irrigation system (drip) and poly house are taken as established under National Horticulture Board/ Haryana guidelines

Cost of planting material: Rs, 25/per seedling is revealed fin the 1st year and 3rd year (because seed once planted gives return till 2 years.)

Sale price per stem: Rs. 3

Discount factor: @15%

Subsidy Rate: 50% NHB norms

**Table 1 Initial Cost of Gerbera in High Tech Cultivation in Hisar District in Haryana**  
(Amount in Rupees/2000sq. m)

Sr. No.	Particulars	Amount/in Rs
1	Capital cost	700000
2	Planting Material cost	200000

Source: Calculated by the researcher through primary data

Table 1. The data on initial fixed investment for Gerbera cultivation during the year 2017-18 are shown in table 1. The planting material cost that is (Rs.200000/-/2000sq. m) initial and plays major role in the total cost of Gerbera cultivation. Capital cost includes the cost of the poly house structure and micro irrigation system. Half of the initial cost is paid by the farmer and remaining 50 % is paid by the horticulture department in the form of subsidy.

**Table 2: Land Preparation Cost of Gerbera in High Tech Cultivation in Hisar District of Haryana**

(Amount in Rupees/2000sq. m)

Table-A	Land preparation Cost	High Tech. Farms
Sr. No	Particular	Amount/ in Rs
1	Pasteurized Compost &Neem cake@Rs...../Sq m	11000
2	Chemical Fertilizer and micro nutrients @Rs...../Sq m	5500
3	Fumigation /Bed preparation @Rs...../Sq m	5500
	Total land preparation cost	22000

Source: Calculated by the researcher through primary data

Table 2. Among the total land preparation cost Rs.11000/- were incurred for Pasteurized Compost & Neem cake and 5500 were invested in fumigation /Bed preparation. There was no subsidy given in this cost.

**Table 3: Fertilizer Cost of Gerbera in High Tech Cultivation in Hisar District of Haryana**

(Amount in Rupees/2000sq. m)

Sr.No	Particulars	Amount/Quantity
1	Fertilizer dose (Kg/day)	5
2	Avg. the rate of fertigation Rs/kg	80
3	fertigation days	52
	fertigation cost	20800
	Contingency@3%ofspraying cost	624
	Total fertigation cost	21424

Source: Calculated by the researcher through primary data

Above table 5. Presents the fertigation cost of Gerbera during the study period. Total fertigation cost is found Rs. 21424/-. One day fertigation rate was found Rs. 400/- . It is observed that the total fertigation days were 52 days for one crop period. This cost included in total recurring cost.

**Table -4: Spraying Cost of Gerbera in High Tech Cultivation of in Hisar District of Haryana**

(Amount in Rupees/2000sq. m)

Sr.no	Particulars	Amount/quantity
1	Spraying cost/day	200
2	Spraying day	52
3	Spraying cost	10400
4	Contingency@3%of spraying cost	312
	Total spraying cost	10712

Source: Calculated by the researcher through primary data

Table 4 presents the Spraying cost of Gerbera in hi-tech cultivation. The spraying cost is found Rs. 10400/- during the study period. The contingency is assumed 3% of total spraying cost.

**Table 5: Packaging Cost of Gerbera in High Tech Cultivation in Hisar District of Haryana**

(Amount In Rupees/2000sq. m)

Sr. no.	Particulars	Amount/Quantity
1	Rate/per box	40
2	Packing Cost/per box	40
3	Total no of cut flowers(Nos)	148000
4	without packing flowers	10000
5	Capacity /per box(Nos)	600
6	Total no of boxes	230
	Total packaging cost	9200

Source: Calculated by the researcher through primary data

Above table 5. Presents the packaging cost of Gerbera during the study period. Total packaging cost is found Rs. 9200/-. Packaging rate of box is found Rs. 40/- in the market. It was observed that the total capacity of the box was 600 flowers. This cost included in total recurring cost.

**Table 6: Transport Cost Gerbera in High Tech Cultivation in Hisar District of Haryana**

(Amount in Rupees/2000sq. m)

Sr.No	Particulars	Amount/Quantity
1	Transport charges per box	55
2	Total no of boxes to be transported /year	230
3	Total Transportation cost (Rs)	12650

Source: Calculated by the researcher through primary data

Table 6. Observed transport cost of Gerbera flower during the study period. The total transportation cost is found Rs.12650/-. This cost plays a vital role in the total recurring cost.

**Table 7: Labour Cost and Labour Productivity of Gerbera in High Tech Cultivation in Hisar District of Haryana**

(Amount In Rupees/2000sq. m)

Sr. No	Particulars	Amount/Quantity
1	Total man days	365
2	Avg. Salary/Days/head	265
	Total wages	97050
	Labour productivity	1463

Source: Calculated by the researcher through primary data

The total 365 man days/annual of 2000 Sq.m. Hi-tech farms showed that the hi tech cultivation provides employment for agriculture labourer and marginal farmers. Labour productivity is Rs. 1463/- on high tech farms. Although hi-tech farms require huge capital investment yet it provided more income and employment per unit of land. Hi-tech farms (7281 man days / annually per hectare) provide nine times more employment compare to traditional farms (800mandays / annually per hectare) and labour productivity was high in hi-tech cultivation (Rs. 2333/- per man days) compare to that of traditional cultivation (Rs. 241/-was per man days) (Sivaramane, 2008). Human labour is the most important factor which contributed 23%of total cost flowers production under hi tech cultivation (Sharma *at. al.*, 2014).

**Table 8: Total Recurring Cost of High Tech Cultivation of Gerbera in Hisar District of Haryana**

(Amount In Rupees/2000sq.

Sr. No	Year wise Breakup of Recurring cost	Amount in rupees
1	Fertigation cost(B-1)	21424
2	Spraying cost(Table-11)	10712
3	Packaging cost (Table-111)	9200
4	Grinding cost (Lumsum)	12650
5	Transport Cost (Table)	25000
6	Irrigation cost	97050
7	Labour cost Table -B-V	97050
8	Insurance @5% depreciated value of poly house	10000
	Total recurring cost	177036

Source: Calculated by the researcher through primary data

In the above figure indicates the total recurring cost Rs. 177036/- . Among the recurring cost incurred the Irrigation and Labour cost was contributed Rs. 97050/-followed by Rs. 25000/- Transport Cost paid by the farmers. The insurance cost was assumed 5% of the depreciated value of poly house. Total wage rate and Irrigation cost are highest Rs. 97050/- in as comparison of other costs. Transported charges were found Rs.12650/- and spraying cost was found Rs. 10712/-

**Table 9: Return Structure of Gerbera in High Tech Cultivation in Hisar District of Haryana**

(Amount in Rupees/2000sq M)

Return structure	Amount/Q
Production(Qty)	148000
Sale price(Rs.)	3 /-
Gross returns	534000 /-

Source: Calculated by the researcher through primary data

In figure 5 indicate the production, sale and gross return of Gerbera crop under poly house condition during the study period. The production of Gerbera in the hi-tech farm of Qty.138000 was obtained and the average price was found Rs. 3/-. The gross return of Rs. 534000/- was obtained by selling of 148000 flowers for Gerbera production under naturally ventilated poly house. It was observed that Gerbera production is more profitable business in the study area. The net return from Gerbera in hi-tech cultivation during the year 2012-13 and 2013-14 were found Rs. 172130.53 and Rs. 256729.07 respectively (Bagde and Shende, 2017). The hi-tech cultivation of flowers was found more profitable business. The gross returns were estimated about Rs. 11 lakh (Sharma *at. al.*, 2014)

**Table 10: Total Cost of Gerbera in High Tech Cultivation in Hisar District of Haryana**

(Amount in Rupees/2000sq M)

Item/Year	1	2	3	4	5	6	7
Capital cost	700000	0	0	85000	0	0	0
Recurring cost	199036	177036	177036	177036	177036	177036	177036
Planting Material cost	200000	0	200000	0	0	200000	0
Totalcost (1+2+3)	1099036	177036	377036	262036	177036	377036	177036
Total income from the sale of produce	534000	534000	534000	534000	534000	534000	534000
Discount factor 15%	0.87	0.756	0.658	0.572	0.497	0.432	0.376
Discount cost 4*6	956161.3	133839.2	248089.7	149884.6	87986.89	162879.6	66565.54
Total Discounted cost				1805407			
Discounted Benefit 6*5	464580	403704	351372	305448	265398	230688	200784
Total discounted benefits	2221974						
BC Ratio	1.230733						

Source: Calculated by the researcher through primary data

During the 4th year Rs 85000/- has been estimated toward poly house replacement cost. The Gerbera plants remunerate 30months. So the cost of planting material @Rs25/per plant i. e. for 8000plant I.e.200000 is considered for 1st, 3rd and 6th year. Different cost component of Gerbera production was evaluated and found that the total cost of Gerbera Rs. 1099036//1000sq. M for a span of one year,including poly house construction cost (Rs.700000), planting material cost (Rs. 200000) and recurring costs like land preparation costs, fertigation costs, spraying costs, packaging costs, transportation costs, irrigation

costs, etc. were Rs. 199036. The study revealed that net returns (Rs. 2221974) were found from Gerbera crop under poly house. B: C ratio is found 1.23.

### **Conclusion**

Protected cultivation plays a vital role to increase the farmer income and employment. In addition, the government gives subsidy and loan to implement the protected technique and in open field production of flowers. Modern and diversified farming play a key role in the improvement of the income of farming community especially marginal farmer. Agriculture sector provides seasonal employment in traditional farms. But hi-tech farms generate more employment throughout of the year. Floriculture absorbs more labour compared to other ordinary crops. Hi-tech cultivation generates more employment compare to open field cultivation of floriculture. But hi-tech farms generate more employment throughout of the year. Marginal farmers have not sufficient land for ordinary crops, but they can earn more income from the production of flowers in protected cultivation. The scope of increase the income of farmers is vast in the flower production.

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## **OZONE DEPLETION: ITS IMPACT AND CONSEQUENCES ON ENVIRONMENT AND HUMAN LIFE**

**Pawan Kumar Saw\***

### **Abstract**

*There are many such situations where human activities have consequential effects on the environment. Ozone layer damage is one of them. causes, mechanisms and bio effects of ozone layer depletion as well as the protective measures of this disappearing layer. The chlorofluorocarbon and the halons are potent ozone depletors. One of the main reasons for the widespread concern about depletion of the ozone layer is the anticipated increase in the amounts of ultraviolet radiation received at the surface of the earth and the effect of this on human health and on the environment. The prospects of ozone recovery remain uncertain. In the absence of other changes stratospheric ozone abundances should rise in the future as the halogen loading falls in response to regulation. However, the future behaviour of ozone will also be affected by the changing atmospheric abundances of methane, nitrous oxide, water vapour, sulphate aerosol, and changing climate. It is an essential factor for many global, biological and environmental phenomena. The ultra-violet (UV) rays emitted from sun are captured by ozone and thereby provide a stable ontological structure in the biosphere. Various anthropogenic activities such as emissions of CFCs, HCFCs and other organo-halogens lead to the depletion of ozone. The ozone depletion resulted in secondary production of an ozone layer near the ground (terrestrial ozone layer), which is responsible for adverse effects on plants, humans and environment with increased number of bronchial diseases in humans. The mutations caused by UV rays result in variation in morphogenic traits of plants which ultimately decreases crop productivity. However, UV radiation is required in optimum intensity for both plants and animals. This review takes into an account the wide ranging effects of ozone depletion with a majority of them being detrimental to the plant system.*

**Keywords** – Bio effects, chlorofluorocarbon, Ozone Layer Depletion, Protection, Ozone Depletion; Ultra-Violet Radiation; Chlorofluorocarbons; Plants; Ecosystem

### **Introduction**

The ozone layer is a thin layer within the Earth's atmosphere that absorbs a large proportion of ultraviolet light coming from the Sun. Because the ozone layer is so protective, it is vital to life on Earth. Ozone particles are very dynamic and can be broken apart and reformed readily. The ozone layer is a thin layer within the Earth's atmosphere that absorbs a large proportion of ultraviolet light coming from the Sun. Because the ozone layer is so protective, it is vital to life on Earth. Ozone particles are very dynamic and can be broken apart and reformed readily. Most of the Earth's ozone is within the stratosphere, which is 10 to 50 km above the surface of the Earth. Within the stratosphere, the ozone layer is only a very thin layer located approximately in the center of the stratosphere. Ozone in the troposphere, where human beings live and breathe, is considered a pollutant.

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While it is the same molecule, ozone in the troposphere is produced when ultraviolet light strikes pollutants produced by the combustion of fuel. Ironically, depletion of stratospheric ozone can lead to an increase in tropospheric ozone because of the increase in UV radiation striking the surface of the Earth.

### **Objectives**

The overall objective of the project is to contribute towards the reduction of direct and indirect releases or emissions of ozone depleting substances (HCFCs) and greenhouse gases (HCFCs and HFCs) both through promotion of zero ozone depletion potential (ODP) and low global warming potential (GWP) alternatives as well as promotion of best practices and better engineered and energy efficient technology

HCFC phase-out: the specific objective of this component of the project is to facilitate information sharing on HCFCs and their alternatives, and build capacity for a smooth and efficient phase-out of HCFCs in developing countries to catalyse early action to comply with, or even move ahead of, the deadlines set by the Parties to the Montreal Protocol in encouraging the adoption of non ozone depleting, low or zero GWP and energy efficient technologies and alternatives. The information sharing and strengthened cooperation with partner organisations and industry would depend on the creation of informal networks of **contacts between HCFC** stakeholders in developing countries (government/ developing countries, as well as strengthened regional and bilateral cooperation. The project aims at creating higher awareness within developing countries of the alternative chemicals and technologies available, notably natural refrigerants, and of ways and means to facilitate their take-up. The project also aims at improved awareness in other related areas including such as funding available to support transition from HCFCs, management of HCFC banks, and actions to combat illegal trade in these chemicals.

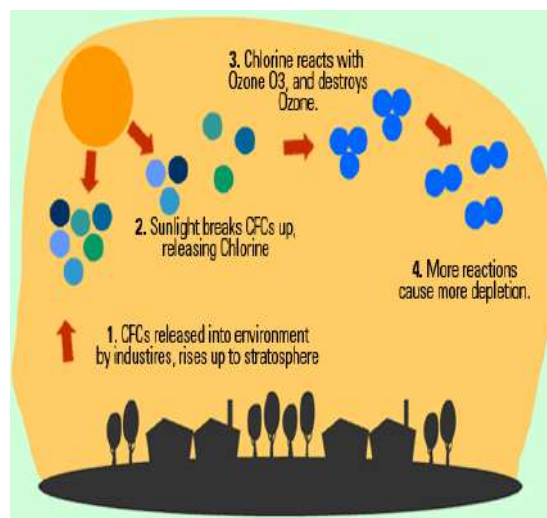
Mobile Vehicle Air Conditioning. The specific objective of this component of the project is to facilitate awareness raising and provision of information on the availability of sustainable and environmentally friendly, non-ODS solutions for mobile air conditioning systems (MACs), focusing on new and near market MAC technology that (directly and indirectly) leads to lower greenhouse gas emissions, and reduced local pollution; responsible servicing practices of current technologies (e.g. recovery, tools/ equipment, training programmes); and associated enabling policies and measures. This action will also promote international awareness of the environmental objectives which underlie the EC policies on MACs. (*Rajendra Shende ead OzonAction, UNEP DTIE*).<sup>1</sup>

### **Ozone Depletion**

Ozone layer depletion, is simply the wearing out (reduction) of the amount of ozone in the stratosphere. Unlike pollution, which has many types and causes, Ozone depletion has been pinned down to one major human activity.

Industries that manufacture things like insulating foams, solvents, soaps, cooling things like Air Conditioners, Refrigerators and 'Take-Away' containers use something called chlorofluorocarbons (CFCs). These substances are heavier than air, but over time, (2-5years) they are carried high into the stratosphere by wind action.





Depletion begins when CFC's get into the stratosphere. Ultra violet radiation from the sun breaks up these CFCs. The breaking up action releases Chlorine atoms. Chlorine atoms react with Ozone, starting a chemical cycle that destroys the good ozone in that area. One chlorine atom can break apart more than 100,000 ozone molecules.<sup>2</sup>

### Ozone and UV Changes

#### The smaller ozone hole in the spring of 2002 should not be interpreted as a sign of early recovery of the ozone layer

The extent of Antarctic ozone depletion varies greatly from year to year depending on meteorological conditions. Satellite data indicate that the ozone hole in 2003 developed rapidly and by early September its area was already close to the previous all-time record, which had been set in year 2000. This is in sharp contrast to the situation in 2002, when the ozone hole was only two thirds of that size. The environmental impacts depend critically on the geographical extent and seasonality of the ozone depletion. Ozone amounts were again low in the Arctic winter of 2002/2003.

#### Evidence for a slowdown in ozone loss in the upper stratosphere since 1997 has been reported

A statistical analysis of satellite-derived ozone profiles indicates that the rate of ozone loss at 35–45 km altitude has diminished globally, and that these changes are consistent with changes in total stratospheric chlorine. This constitutes the first indication of a recovery of ozone at these altitudes.<sup>3</sup> However, these reported changes are for ozone in the upper stratosphere only, and detection of any recovery in the total column ozone, which is most relevant for environmental impacts of UV radiation at the Earth's surface, would not be expected for several years.<sup>4</sup> The future evolution of ozone remains uncertain, firstly because current chemical models are unable to reproduce accurately all of the observed ozone variability, secondly because the rates of future increases in greenhouse gases are not yet established, and thirdly because interactions between ozone depletion and climate change are not yet fully understood.

#### New estimates of UV radiation extending further back in time are now available at some sites

For example, a method for estimating daily erythemal UV doses using total ozone, sunshine duration, and snow depth has been developed and applied at Sodankyla, Finland, for the period 1950–1999, constituting the longest UV series available to date.<sup>5</sup>

**There has been improved co-ordination between groups involved with ground-based measurements, satellite-derived measurements, and radiative transfer modelling, improving the reliability and usefulness of data**

For example, the lower concentrations of summertime tropospheric ozone in the southern hemisphere compared with that in the northern hemisphere led to errors in derived ozone columns from some satellite sensors.<sup>5</sup> The recent availability of measurements of ozone profiles in the southern hemisphere has enabled improvements in algorithms to retrieve ozone data from satellites. Measurements of UV radiation that is more directly relevant to environmental effects (*e.g.* photo-chemical and photobiological effects) are now more widely available.

**Understanding and quantifying the effects of clouds and aerosols on UV radiation have been improved**

Further efforts have been made to assess the contributions from the various factors affecting UV measurements through model-ling studies.<sup>6</sup> Clouds, and to a lesser extent aerosols, are important modulators of surface UV radiation, which are likely to be affected by climate change. However, an understanding of their future changes, as well as their detailed effect on UV radiation still remains uncertain.

**There have been further improvements in standardization of UV information provided to the public**

This has been achieved through the publication of international guidelines (UV Index) supported by all of the relevant inter-national agencies.<sup>7</sup> several countries are now adopting these standards.

**Health**

**A recent analysis of epidemiological studies has confirmed that UV-B exposure contributes to the development of cortical cataract of the eye<sup>8</sup>**

The same analysis concluded that UV-B exposure may contribute to posterior subcapsular cataract. Cataract remains the leading cause of blindness worldwide, and represents an increasing public health burden in both developed and developing countries.

**High-risk groups for some of the detrimental effects of UV-B radiation, for example immunosuppression, have been identified within the human population by genetic analyses**

For skin cancer, important determinants of increased risk include skin type and associated variants of a particular gene (MC1R) related to pigmentation. Risk groups for UV-B induced suppression of immune responses to vaccination have been identified recently on the basis of variation in the gene coding for an immunologically important protein, interleukin-1 $\beta$ <sup>9</sup> these people can only be identified by genetic analysis, and the increased risk may not be evident when assessing the population as a whole.

**It was hypothesized several years ago that exposure to UV-B radiation may prevent or reduce the severity of specific auto-immune diseases and several internal cancers, and new reports add to knowledge in this area**

These studies are mainly ecological in nature, correlating geography or climate with disease prevalence. For example, increased latitude has been associated with increased prevalence of multiple sclerosis and insulin-dependent diabetes. Recently, a decreased risk of multiple sclerosis was associated with higher sun exposure at ages between 6 and 15 years.<sup>10</sup> The risk of developing prostate cancer was reduced by personal behaviour leading to higher levels of solar exposure.<sup>11</sup> Vitamin D synthesis, induced by UV radiation, is

proposed as the key mechanism reducing progression of these diseases. Confirmation in an experimental system is required to validate these hypotheses.

**Additional information confirms that consumption of certain dietary components and supplements may be protective for many of the detrimental health effects associated with UV-B radiation**<sup>12</sup>

Dietary components that have shown such effects include green tea and tomato paste; dietary supplements include lutein and antioxidants such as  $\beta$ -carotene and other carotenoids, vitamin E and vitamin C.

**Recent work indicates that mild, transient increases in temperature may stimulate immune responses**<sup>13</sup>

The higher temperature associated with climate change may interact with the immunomodulating effects of UV-B radiation.

**Conclusion**

To conclude, it is crucial to clearly differentiate between what this book claims and what it does not. First, I do not claim that eventually solving climate change and other global environmental problems can be accomplished with less than universal participation. Obviously, both ozone depletion and climate change are problems with global extent that emerge from diverse and numerous activities. Solving climate change, especially, will likely require participation at multiple levels (international, regional, transnational, national, and local) and perhaps it will require profound changes in economic, cultural, and political systems.

Second, I do not claim that it would have been better if universal participation did not come to define ozone depletion and climate change. It would have been different. Without an initial understanding of universal participation, the climate change negotiations would have been less equitable and sensitive to development concerns. On the other hand, perhaps the negotiations would have been easier in their initial stages and avoided some of the contestation that arose after the FCCC. It is impossible to say if a less than universal participation requirement would have made the governance outcomes for climate change better. There would have been different strategies and different negotiating structures. Personally, I am in favor of universal negotiations, aware that they have drawbacks, and hopeful (yet doubtful) that they will be part of the solution for the climate change problem.

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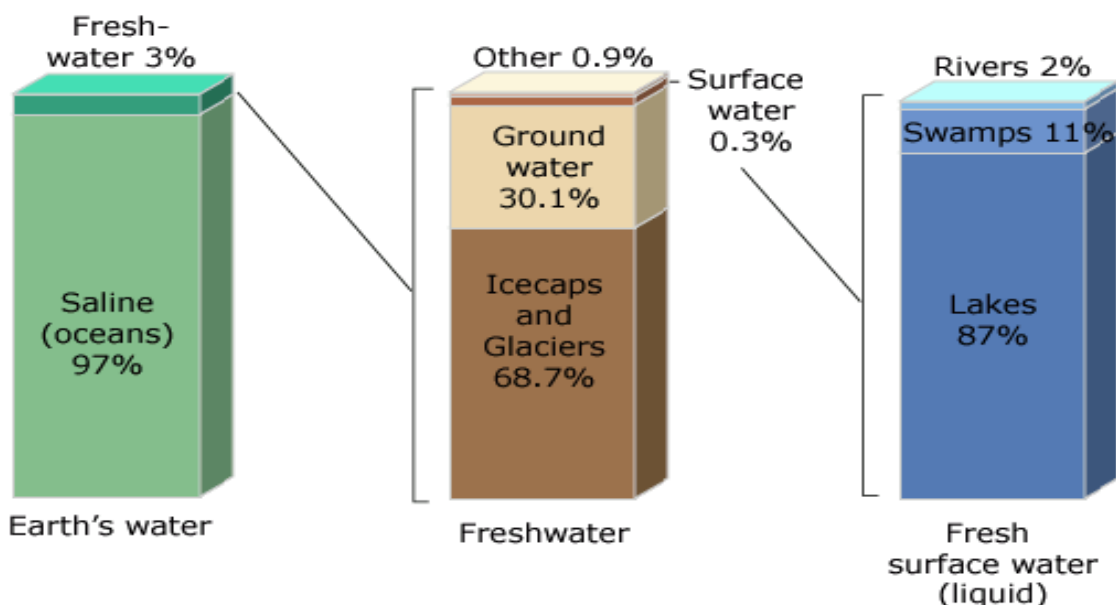
## Water Stress and Economic Considerations

**DR. RAKESH KUMAR \***

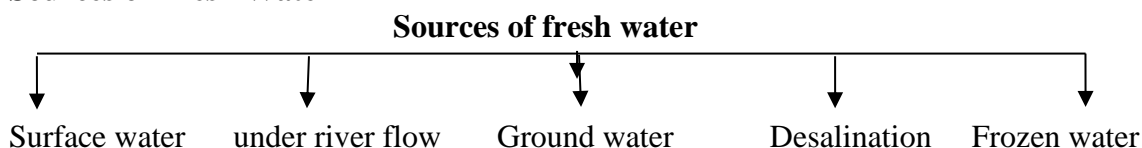
Water resources are sources of water that are useful or potentially useful to humans. Uses of water include agricultural sector, industrial sector, household, recreational and environmental activities. Virtually all of these human activities require fresh water for their day to day uses. About 97% of water on the Earth is salty, leaving only 3% as fresh water of which slightly over two third is frozen in glaciers and polar ice caps. The remaining unfrozen fresh water is mainly found as groundwater, with only a small fraction present above ground or in the air.

Fresh water is a renewable resource, yet the world's supply of clean, fresh water is steadily decreasing. Water demand already exceeds supply in many parts of the world and as the world population continues to rise, so too does the water demand. Awareness of the global importance of preserving water for ecosystem services has only recently emerged as, during the 20th century, more than half the world's wetlands have been lost along with their valuable environmental services. Biodiversity-rich freshwater ecosystems are currently declining faster than marine or land ecosystems.

### Distribution of Earth's Water



### Sources of Fresh Water



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**Surface water:** Surface water is naturally replenished by precipitation and naturally lost through discharge to the oceans, evaporation, and sub-surface seepage. Although the only natural input to any surface water system is precipitation within its watershed, the total quantity of water in that system at any given time is also dependent on many other factors. These factors include storage capacity in lakes, wetlands and artificial reservoirs, the permeability of the soil beneath these storage bodies, the runoff characteristics of the land in the watershed, the timing of the precipitation and local evaporation rates. All of these factors also affect the proportions of water lost.

Human activities can have a large and sometimes devastating impact on these factors. Humans often increase storage capacity by constructing reservoirs and decrease it by draining wetlands. Humans often increase runoff quantities and velocities by paving areas and channelizing stream flow. The total quantity of water available at any given time is an important consideration. Humans can also cause surface water to be "lost" (i.e. become unusable) through pollution. Brazil is the country estimated to have the largest supply of fresh water in the world, followed by Russia and Canada.

**Under river flow:** Throughout the course of the river, the total volume of water transported downstream will often be a combination of the visible free water flow together with a substantial contribution flowing through sub-surface rocks and gravels that underlie the river and its floodplain called the hyporheic zone. For many rivers in large valleys, this unseen component of flow may greatly exceed the visible flow. The hyporheic zone often forms a dynamic interface between surface water and true ground-water receiving water from the ground water when aquifers are fully charged and contributing water to ground-water when ground waters are depleted. This is especially significant in karsts areas where pot-holes and underground rivers are common.

**Ground water:** Sub-surface water, or groundwater, is fresh water located in the pore space of soil and rocks. Sometimes it is useful to make a distinction between sub-surface water that is closely associated with surface water and deep sub-surface water in an aquifer and sometimes called "fossil water". Sub-surface water can be thought of in the same terms as surface water: inputs, outputs and storage. The critical difference is that due to its slow rate of turnover, sub-surface water storage is generally much larger compared to inputs than it is for surface water. This difference makes it easy for humans to use sub-surface water unsustainably for a long time without severe consequences. Nevertheless, over the long term the average rate of seepage above a sub-surface water source is the upper bound for average consumption of water from that source. The natural input to sub-surface water is seepage from surface water. The natural outputs from sub-surface water are springs and seepage to the oceans.

If the surface water source is also subject to substantial evaporation, a sub-surface water source may become saline. This situation can occur naturally under endorheic bodies of water, or artificially under irrigated farmland. In coastal areas, human use of a sub-surface water source may cause the direction of seepage to ocean to reverse which can also cause soil salinization. Humans can also cause sub-surface water to be "lost" (i.e. become unusable) through pollution. Humans can increase the input to a sub-surface water source by building reservoirs or detention ponds.

**Desalination:** Desalination is an artificial process by which saline water (generally sea water) is converted to fresh water. The most common desalination processes are distillation and reverse osmosis. Desalination is currently expensive compared to most alternative

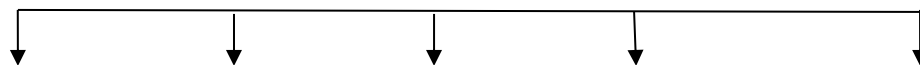
sources of water, and only a very small fraction of total human use is satisfied by desalination. It is only economically practical for high-valued uses (such as household and industrial uses) in arid areas. The most extensive use is in the Persian Gulf.

**Frozen water:** Several schemes have been proposed to make use of icebergs as a water source, however to date this has only been done for novelty purposes. Glacier runoff is considered to be surface water. The Himalayas contain some of the most extensive and rough high altitude areas on Earth as well as the greatest area of glaciers and permafrost outside of the poles. Ten of Asia's largest rivers flow from there and more than a billion people's livelihoods depends on them. To complicate matters, temperatures are rising more rapidly here than the global average. In Nepal the temperature has risen with 0.6 degree over the last decade, whereas the global warming has been around 0.7 over the last hundred years.

### Uses of Fresh Water

Uses of fresh water can be categorized as consumptive and non-consumptive (sometimes called "renewable"). A use of water is consumptive if that water is not immediately available for another use. Losses to sub-surface seepage and evaporation are considered consumptive, as is water incorporated into a product (such as farm produce). Water that can be treated and returned as surface water, such as sewage, is generally considered non-consumptive if that water can be put to additional use.

### Uses of fresh water



**Agricultural:** It is estimated that 69% of worldwide water use is for irrigation, with 15-35% of irrigation withdrawals being unsustainable. In some areas of the world irrigation is necessary to grow any crop at all, in other areas it permits more profitable crops to be grown or enhances crop yield. Various irrigation methods involve different trade-offs between crop yield, water consumption and capital cost of equipment and structures. Irrigation methods such as furrow and overhead sprinkler irrigation are usually less expensive but are also typically less efficient, because much of the water evaporates, runs off or drains below the root zone. Other irrigation methods considered to be more efficient include drip or trickle irrigation, surge irrigation, and some types of sprinkler systems where the sprinklers are operated near ground level. These types of systems, while more expensive, usually offer greater potential to minimize runoff, drainage and evaporation. Any system that is improperly managed can be wasteful; all methods have the potential for high efficiencies under suitable conditions, appropriate irrigation timing and management. One issue that is often insufficiently considered is salinization of sub-surface water.

Aquaculture is a small but growing agricultural use of water. Freshwater commercial fisheries may also be considered as agricultural uses of water, but have generally been assigned a lower priority than irrigation. As global populations grow, and as demand for food increases in a world with a fixed water supply, there are efforts underway to learn how to produce more food with less water, through improvements in irrigation methods and technologies, agricultural water management, crop types, and water monitoring.

**Industrial:** It is estimated that 15% of worldwide water use is industrial. Major industrial users include power plants, which use water for cooling or as a power source (i.e.

hydroelectric plants), ore and oil refineries, which use water in chemical processes, and manufacturing plants, which use water as a solvent. The portion of industrial water usage that is consumptive varies widely, but as a whole is lower than agricultural use. Water is used in power generation. Hydroelectricity is electricity obtained from hydropower. Hydroelectric power comes from water driving a water turbine connected to a generator. Hydroelectricity is a low-cost, non-polluting, renewable energy source. The energy is supplied by the sun. Heat from the sun evaporates water, which condenses as rain in higher altitudes, from where it flows down.

Water is also used in many industrial processes and machines, such as the steam turbine and heat exchanger, in addition to its use as a chemical solvent. Discharge of untreated water from industrial uses is pollution. Pollution includes discharged solutes (chemical pollution) and discharged coolant water (thermal pollution). Industry requires pure water for many applications and utilizes a variety of purification techniques both in water supply and discharge.

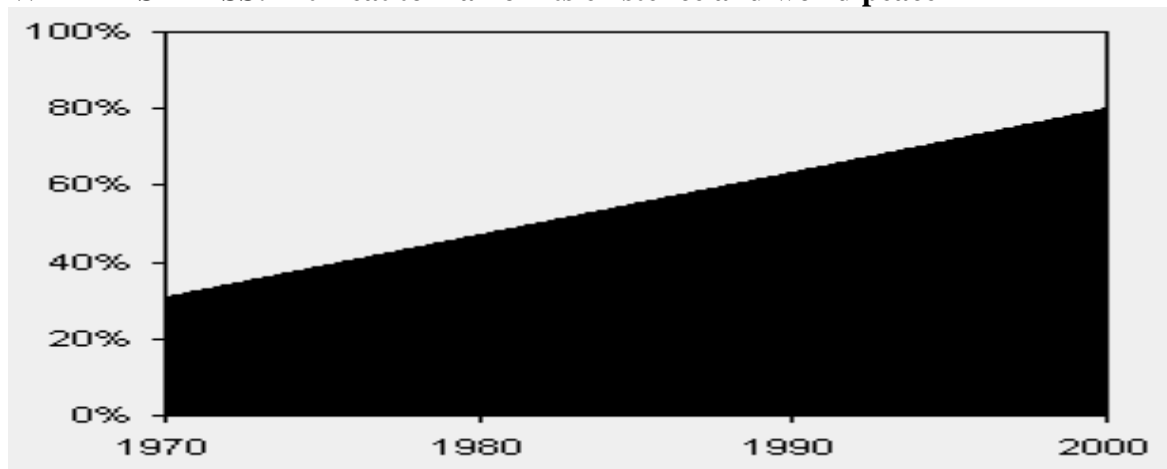
**Household:** It is estimated that 15% of worldwide water use is for household purposes. These include drinking water, bathing, cooking, sanitation, and gardening. Basic household water requirements have been estimated by Peter Gleick at around 50 liters per person per day, excluding water for gardens. Drinking water is water that is of sufficiently high quality so that it can be consumed or used without risk of immediate or long term harm. Such water is commonly called potable water. In most developed countries, the water supplied to households, commerce and industry is all of drinking water standard even though only a very small proportion is actually consumed or used in food preparation.

**Recreation:** Recreational water use is usually a very small but growing percentage of total water use. Recreational water use is mostly tied to reservoirs. If a reservoir is kept fuller than it would otherwise be for recreation, then the water retained could be categorized as recreational usage. Release of water from a few reservoirs is also timed to enhance whitewater boating, which also could be considered a recreational usage. Other examples are anglers, water skiers, nature enthusiasts and swimmers. Recreational usage is usually non-consumptive. Golf courses are often targeted as using excessive amounts of water, especially in drier regions. It is, however, unclear whether recreational irrigation (which would include private gardens) has a noticeable effect on water resources. This is largely due to the unavailability of reliable data. However, the actual statistical effect of this reassignment is close to zero.

Additionally, recreational usage may reduce the availability of water for other users at specific times and places. For example, water retained in a reservoir to allow boating in the late summer is not available to farmers during the spring planting season. Water released for whitewater rafting may not be available for hydroelectric generation during the time of peak electrical demand. **Environmental:** Explicit environmental water use is also a very small but growing percentage of total water use. Environmental water usage includes artificial wetlands, artificial lakes intended to create wildlife habitat, fish ladders, and water releases from reservoirs timed to help fish spawn. Like recreational usage, environmental usage is non-consumptive but may reduce the availability of water for other users at specific times and places. For example, water release from a reservoir to help fish spawn may not be available to farms upstream.

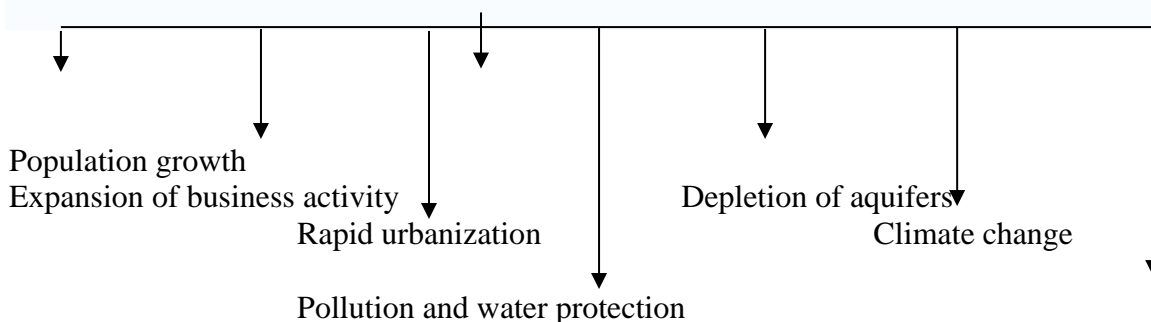


## WATER STRESS: A threat to man on its existence and world peace



Best estimate of the share of people in developing countries with access to drinking water 1970–2000

### Reasons for Water stress



### Water and conflict

The concept of water stress is relatively simple: According to the World Business Council for Sustainable Development, it applies to situations where there is not enough water for all uses, whether agricultural, industrial or domestic. Defining thresholds for stress in terms of available water per capita is more complex, however, entailing assumptions about water use and its efficiency. Nevertheless, it has been proposed that when annual per capita renewable freshwater availability is less than 1,700 cubic meters, countries begin to experience periodic or regular water stress. Below 1,000 cubic meters, water scarcity begins to hamper economic development and human health and well-being.

**Population growth:** In 2000, the world population was 6.2 billion. The UN estimates that by 2050 there will be an additional 3.5 billion people with most of the growth in developing countries that already suffer water stress. Thus, water demand will increase unless there are corresponding increases in water conservation and recycling of this vital resource.

**Expansion of business activity:** Business activity ranging from industrialization to services such as tourism and entertainment continues to expand rapidly. This expansion requires increased water services including both supply and sanitation, which can lead to more pressure on water resources and natural ecosystems.

**Rapid urbanization:** The trend towards urbanization is accelerating. Small private wells and septic tanks that work well in low-density communities are not feasible within high-

density urban areas. Urbanization requires significant investment in water infrastructure in order to deliver water to individuals and to process the concentrations of wastewater – both from individuals and from business. These polluted and contaminated waters must be treated or they pose unacceptable public health risks. In 60% of European cities with more than 100,000 people, groundwater is being used at a faster rate than it can be replenished. Even if some water remains available, it costs more and more to capture it.

**Climate change:** Climate change could have significant impacts on water resources around the world because of the close connections between the climate and hydrologic cycle. Rising temperatures will increase evaporation and lead to increases in precipitation, though there will be regional variations in rainfall. Overall, the global supply of freshwater will increase. Both droughts and floods may become more frequent in different regions at different times, and dramatic changes in snowfall and snowmelt are expected in mountainous areas. Higher temperatures will also affect water quality in ways that are not well understood. Possible impacts include increased eutrophication. Climate change could also mean an increase in demand for farm irrigation, garden sprinklers, and perhaps even swimming pools.

**Depletion of aquifers:** Due to the expanding human population, competition for water is growing such that many of the world's major aquifers are becoming depleted. This is due both for direct human consumption as well as agricultural irrigation by groundwater. Millions of pumps of all sizes are currently extracting groundwater throughout the world. Irrigation in dry areas such as northern China and India is supplied by groundwater, and is being extracted at an unsustainable rate. Cities that have experienced aquifer drops between 10 to 50 meters include Mexico City, Bangkok, Manila, Beijing, Madras and Shanghai.

**Pollution and water protection:** Water pollution is one of the main concerns of the world today. The governments of many countries have striven to find solutions to reduce this problem. Many pollutants threaten water supplies, but the most widespread, especially in underdeveloped countries, is the discharge of raw sewage into natural waters; this method of sewage disposal is the most common method in underdeveloped countries, but also is prevalent in quasi-developed countries such as China, India and Iran. Sewage, sludge, garbage, and even toxic pollutants are all dumped into the water. Even if sewage is treated, problems still arise. Treated sewage forms sludge, which may be placed in landfills, spread out on land, incinerated or dumped at sea. In addition to sewage, nonpoint source pollution such as agricultural runoff is a significant source of pollution in some parts of the world, along with urban storm water runoff and chemical wastes dumped by industries and governments.

**Water and conflict:** The only known example of an actual inter-state conflict over water took place between 2500 and 2350 BC between the Sumerian states of Lagash and Umma. Yet, despite the lack of evidence of international wars being fought over water alone, water has been the source of various conflicts throughout history. When water scarcity causes political tensions to arise, this is referred to as water stress. Water stress has led most often to conflicts at local and regional levels. This we can see in the water conflicts between different states i.e. Tamil Nadu- Karnataka, Rajasthan-Punjab, M.P-Gujarat (Narmada dam issue) and India's conflict over water with Pakistan, China and Bangladesh. Using a purely quantitative methodology, Thomas Homer-Dixon successfully correlated water scarcity and scarcity of available arable lands to an increased chance of violent conflict.

Water stress can also exacerbate conflicts and political tensions which are not directly caused by water. Gradual reductions over time in the quality and/or quantity of fresh water can add to the instability of a region by depleting the health of a population, obstructing economic development, and exacerbating larger conflicts.

Conflicts and tensions over water are most likely to arise within national borders, in the downstream areas of distressed river basins. Areas such as the lower regions of China's Yellow River or the Chao Phraya River in Thailand, for example, have already been experiencing water stress for several years. Additionally, certain arid countries which rely heavily on water for irrigation, such as China, India, Iran, and Pakistan, are particularly at risk of water-related conflicts. Political tensions, civil protest, and violence may also occur in reaction to water privatization. The Bolivian Water Wars of 2000 are a case in point.

### **World Water Supply and Distribution**

Food and water are two basic human needs. However, global coverage figures from 2002 indicate that, of every 10 people:

- roughly 5 have a connection to a piped water supply at home (in their dwelling, plot or yard);
- 3 make use of some other sort of improved water supply, such as a protected well or public standpipe;
- 2 are unserved;
- In addition, 4 out of every 10 people live without improved sanitation.

### **At Earth Summit 2002 governments approved a Plan of Action to**

- Halve by 2015 the proportion of people unable to reach or afford safe drinking water. The Global Water Supply and Sanitation Assessment 2000 Report (GWSSAR) defines "Reasonable access" to water as at least 20 liters per person per day from a source within one kilometer of the user's home.
- Halve the proportion of people without access to basic sanitation. The GWSSR defines "Basic sanitation" as private or shared but not public disposal systems that separate waste from human contact.

In 2025, water shortages will be more prevalent among poorer countries where resources are limited and population growth is rapid, such as the Middle East, Africa, and parts of Asia. By 2025, large urban and peri-urban areas will require new infrastructure to provide safe water and adequate sanitation. This suggests growing conflicts with agricultural water users, who currently consume the majority of the water used by humans.

Generally speaking the more developed countries of North America, Europe and Russia will not see a serious threat to water supply by the year 2025; not only because of their relative wealth, but more importantly their populations will be better aligned with available water resources. North Africa, the Middle East, South Africa and northern China will face very severe water shortages due to physical scarcity and a condition of overpopulation relative to their carrying capacity with respect to water supply. Most of South America, Sub-Saharan Africa, Southern China and India will face water supply shortages by 2025; for these latter regions the causes of scarcity will be economic constraints to developing safe drinking water, as well as excessive population growth.

1.6 billion People have gained access to a safe water source since 1990. The proportion of people in developing countries with access to safe water is calculated to have improved from 30 percent in 1970 to 71 percent in 1990, 79 percent in 2000 and 84 percent in 2004. This trend is projected to continue.

### **Economic Considerations**

Water supply and sanitation require a huge amount of capital investment in infrastructure such as pipe networks, pumping stations and water treatment works. It is estimated that Organisation for Economic Co-operation and Development (OECD) nations need to invest at least USD 200 billion per year to replace aging water infrastructure to guarantee supply, reduce leakage rates and protect water quality.

International attention has focused upon the needs of the developing countries. To meet the Millennium Development Goals targets of halving the proportion of the population lacking access to safe drinking water and basic sanitation by 2015, current annual investment on the order of USD 10 to USD 15 billion would need to be roughly doubled. This does not include investments required for the maintenance of existing infrastructure.

Once infrastructure is in place, operating water supply and sanitation systems entails significant ongoing costs to cover personnel, energy, chemicals, maintenance and other expenses. The sources of money to meet these capital and operational costs are essentially either user fees, public funds or some combination of the two. But this is where the economics of water management start to become extremely complex as they intersect with social and broader economic policy. Such policy questions are beyond the scope of this article, which has concentrated on basic information about water availability and water use. They are, nevertheless, highly relevant to understanding how critical water issues will affect business and industry in terms of both risks and opportunities.

**Business response:** The World Business Council for Sustainable Development in its H<sub>2</sub>O Scenarios engaged in a scenario building process to:

- Clarify and enhance understanding by business of the key issues and drivers of change related to water.
- Promote mutual understanding between the business community and non-business stakeholders on water management issues.
- Support effective business action as part of the solution to sustainable water management.

### **Conclusion**

Human activities can have a large and sometimes devastating impact on water. The total quantity of water available at any given time is an important consideration. Some human water users have an intermittent need for water. Global Crisis

Sustainable water management is a global challenge, since every single person's food, everyday usable goods, and energy are all produced with freshwater use. Freshwater is a sustainable, renewable resource, yet through poor management, water can be polluted or lost to inaccessible reservoirs. Over a third of the world's population is suffering critical water stress and the demand for freshwater is growing every year.

Freshwater comes from many different sources, including groundwater systems, freshwater lakes and rivers, and Arctic regions' ice and snow cover. Yet, freshwater only makes up 2.5% of the total water volume on Earth, and of that total freshwater volume, only 1% of freshwater is a usable supply for human consumption and production.

### **It concludes that**

- Economic activities cannot survive in a society that thirsts.
- One does not have to be in the water business to have a water crisis.
- Business is part of the solution, and its potential is driven by its engagement.
- Growing water issues and complexity will drive up costs.

### Precarious Situation of Rajasthan

The entire world has become increasingly aware of shortage of fresh water, imminent in some countries and regions. These include India, with 16 per cent of the humanity but less than 3 per cent of global fresh water resources. The poor water availability is exacerbated by its uneven spread over regions and time of the year. Rajasthan is very much at a disadvantage even in the Indian context. This large but possibly the driest state suffers from a disproportionately poor availability of water when compared to its potential large users, people, animals and agriculture:

**Table: Rajasthan Water Resources and Potential Users**

State Parameter	Share of Nation, %
Area	10.40
Population	5.40
Livestock	18.70
Cultivable area	13.88
Surface water	1.16
Ground water	1.70

The situation has worsened over time due to a rapid increase in use-related parameters. The population growth rate of the state is among the highest in the country. Demand for water from hitherto insubstantial uses, such as industry, tourism and recreation, as well as sanitation and environmental purposes, has been growing apace. The supply, however, has remained unchanged. The primary source is the scanty and uncertain precipitation, confined to just two months of the year. Nearly a third of the state is arid and another 30 per cent semi-arid, which implies that nearly two-thirds of the state suffers from recurrent water scarcity.

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## **Role of Evaluation in Education**

**Dr. M.P Baligar\***

### ***Abstract***

*In every walk of life the process of evaluation takes place in one or the other form. If the evaluation process is eliminated from human life then perhaps the aim of life may be lost. It is only through evaluation that one can discriminate between good and bad. The whole cycle of social development revolves around the evaluation process. In education how much a child has succeeded in his aims, can only be determined through evaluation. Thus there is a close relationship between evaluation and aims.*

*Education is considered as an investment in human beings in terms of development of human resources, skills, motivation, knowledge and the like. Evaluation helps to build an educational program, assess its achievements and improve upon its effectiveness. It serves as an in-built monitor within the programme to review the progress in learning from time to time. It also provides valuable feedback on the design and the implementation of the program. Thus, evaluation plays a significant role in any educational program.*

*Evaluation plays an enormous role in the teaching-learning process. It helps teachers and learners to improve teaching and learning. Evaluation is a continuous process and a periodic exercise. It helps in forming the values of judgement, educational status, or achievement of student. Evaluation in one form or the other is inevitable in teaching-learning, as in all fields of activity of education judgements need to be made. Evaluation is a very important requirement for the education system. It fulfills various purposes in systems of education like quality control in education, selection/entrance to a higher grade or tertiary level.*

**Keywords:** *Evaluation, Process, Development, Progress continuous, Purpose*

### **Introduction**

Evaluation implies a systematic process which omits the casual uncontrolled observation of pupils. Evaluation is a continuous process. In an ideal situation, the teaching- learning process on the one hand and the evaluation procedure on the other hand, go together. It is certainly a wrong belief that the evaluation procedure follows the teaching-learning process. It also helps one to take decisions about success in specific future activities and provides guidance to further studies and occupation. Some of the educationists view evaluation virtually synonymous with that of learner appraisal, but evaluation has an expanded role. It plays an effective role in questioning or challenging the objectives.

### **Let us discuss its uses briefly**

#### **Teaching**

Evaluation is concerned with assessing the effectiveness of teaching, teaching strategies, methods and techniques. It provides feedback to the teachers about their teaching and the learners about their learning.

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### **Curriculum**

The improvement in courses/curricula, texts and teaching materials is brought about with the help of evaluation.

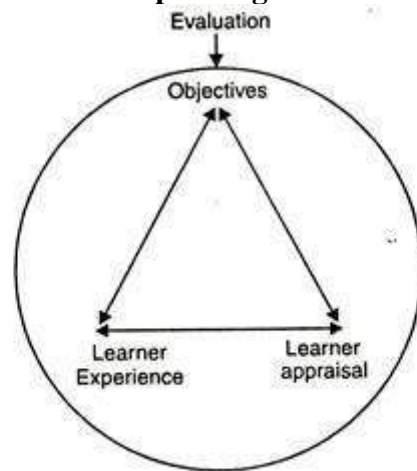
### **Society:**

Evaluation provides accountability to society in terms of the demands and requirements of the employment market.

### **Parents:**

Evaluation mainly manifests itself in a perceived need for regular reporting to parents.

### **A simple representation explaining the role of evaluation**



### **Evaluation has its four different aspects**

- (i) Objectives,
- (ii) Learning experiences,
- (iii) Learner appraisal
- (iv) Relationship between the three.

Evaluation is a systematic process of collecting, analyzing and interpreting information to determine the extent to which pupils are achieving instructional objectives -

### **Gronlund and Linn**

#### **Characteristics of Evaluation**

1. Evaluation implies a systematic process which omits the casual uncontrolled observation of pupil.
2. Evaluation is a continuous process. In an ideal situation, the teaching- learning process on the one hand and the evaluation procedure on the other hand, go together. It is certainly a wrong belief that the evaluation procedure follows the teaching-learning process.
3. Evaluation emphasizes the broad personality changes and major objectives of an educational program. Therefore, it includes not only subject-matter achievements but also attitudes, interests and ideals, ways of thinking, work habits and personal and social adaptability.
4. Evaluation always assumes that educational objectives have previously been identified and defined. This is the reason why teachers are expected not to lose sight of educational objectives while planning and carrying out the teaching-learning process either in the classroom or outside it.



5. Learning is more important than teaching. Teaching has no value if it does not result in learning on the part of the pupils.

6. Objectives and accordingly learning experiences should be so relevant that ultimately they should direct the pupils towards the accomplishment of educational goals.

7. To assess the students and their complete development brought about through education is evaluation.

8. Evaluation is the determination of the congruence between the performance and objectives.

### **Steps Involved in Evaluation**

**Following are the few steps involved in the process of evaluation\**

#### **(i) Identifying and Defining General Objectives**

In the evaluation process first step is to determine what to evaluate, i.e., to set down educational objectives. What kind of abilities and skills should be developed when a pupil studies, say, Mathematics, for one year? What type of understanding should be developed in the pupil who learns his mother tongue? Unless the teacher identifies and states the objectives, these questions will remain unanswered. The process of identifying and defining educational objectives is a complex one; there is no simple or single procedure which suits all teachers. Some prefer to begin with the course content, some with general aims, and some with lists of objectives suggested by curriculum experts in the area.

#### **(ii) Identifying and Defining Specific Objectives**

it has been said that learning is the modification of behaviour in a desirable direction.

The teacher is more concerned with a student's learning than with anything else. Changes in behaviour are an indication of learning. These changes, arising out of classroom instruction, are known as the learning outcome.

These specific objectives will provide direction to teaching-learning process. Not only will that it also be useful in planning and organizing the learning activities, and in planning and organizing evaluation procedures too.

Thus, specific objectives determine two things; one, the various types of learning situations to be provided by the class teacher to his pupils and second, the method to be employed to evaluate both—the objectives and the learning experiences.

#### **(iii) Selecting Teaching Points**

The next step in the process of evaluation is to select teaching points through which the objectives can be realized. Once the objectives are set up, the next step is to decide the content (curriculum, syllabus, and course) to help in the realization of objectives. For the teachers, the objectives and courses of school subjects are ready at hand. His job is to analyse the content of the subject matter into teaching points and to find out what specific objectives can be adequately realized through the introduction of those teaching points.

#### **(iv) Planning Suitable Learning Activities**

In the fourth step, the teacher will have to plan the learning activities to be provided to the pupils and, at the same time, bear two things in mind—the objectives as well as teaching points. The process then becomes three dimensional, the three co-ordinates being objectives, teaching points and learning activities. The teacher gets the objectives and content readymade.

### **(v) Evaluating**

In the fifth step, the teacher observes and measures the changes in the behaviour of his pupils through testing. This step adds one more dimension to the evaluation process. While testing, he will keep in mind three things-objectives, teaching points and learning activities; but his focus will be on the attainment of objectives. This he cannot do without enlisting the teaching points and planning learning activities of his pupils.

### **(vi) Using the Results as Feedback**

The last, but not the least, important step in the evaluation process is the use of results as feedback. If the teacher, after testing his pupils, finds that the objectives have not been realized to a great extent, he will use the results in reconsidering the objectives and in organizing the learning activities.

### **Purposes and Functions of Evaluation**

Evaluation plays a vital role in teaching learning experiences. It is an integral part of the instructional programs. It provides information's on the basis of which many educational decisions are taken. We are to stick to the basic function of evaluation which is required to be practiced for pupil and his learning processes.

### **Evaluation has the following functions**

#### **1. Placement Functions:**

- a. Evaluation helps to study the entry behaviour of the children in all respects.
- b. That helps to undertake special instructional programs.
- c. To provide for individualization of instruction.
- d. It also helps to select pupils for higher studies, for different vocations and specialized courses.

#### **2. Instructional Functions**

- a. A planned evaluation helps a teacher in deciding and developing the ways, methods, techniques of teaching.
- b. Helps to formulate and reformulate suitable and realistic objectives of instruction.
- c. Which helps to improve instruction and to plan appropriate and adequate techniques of instruction?
- d. And also helps in the improvement of curriculum.
- e. To assess different educational practices.
- f. Ascertains how far could learn objectives be achieved.
- g. To improve instructional procedures and quality of teachers.
- h. To plan appropriate and adequate learning strategies.

#### **3. Diagnostic Functions**

- a. Evaluation has to diagnose the weak points in the school program as well as weakness of the students.
- b. To suggest relevant remedial programs.
- c. The aptitude, interest and intelligence are also to be recognized in each individual child so that he may energised towards a right direction.
- d. To adopt instruction to the different needs of the pupils.
- e. To evaluate the progress of these weak students in terms of their capacity, ability and goal.

#### **4. Predictive functions**

- a. To discover potential abilities and aptitudes among the learners.
- b. Thus to predict the future success of the children.

c. And also helps the child in selecting the right electives.

**5. Administrative Functions**

- a. To adopt better educational policy and decision making.
- b. Helps to classify pupils in different convenient groups.
- c. To promote students to next higher class,
- d. To appraise the supervisory practices.
- e. To have appropriate placement.
- f. To draw comparative statement on the performance of different children.
- g. To have sound planning.
- h. Helps to test the efficiency of teachers in providing suitable learning experiences.
- i. To mobilize public opinion and to improve public relations.
- j. Helps in developing a comprehensive criterion tests.

**6. Guidance Functions**

- a. Assists a person in making decisions about courses and careers.
- b. Enables a learner to know his pace of learning and lapses in his learning.
- c. Helps a teacher to know the children in details and to provide necessary educational, vocational and personal guidance.

**7. Motivation Functions**

- a. To motivate, to direct, to inspire and to involve the students in learning.
- b. To reward their learning and thus to motivate them towards study.

**8. Development Functions**

- a. Gives reinforcement and feedback to teacher, students and the teaching learning processes.
- b. Assists in the modification and improvement of the teaching strategies and learning experiences.
- c. Helps in the achievement of educational objectives and goals.

**9. Research Functions**

- a. Helps to provide data for research generalization.
- b. Evaluation clears the doubts for further studies and researches.
- c. Helps to promote action research in education.

**10. Communication Functions:**

- a. To communicate the results of progress to the students.
- b. To intimate the results of progress to parents.
- c. To circulate the results of progress to other schools.

**Types of Evaluation**

Evaluation can be classified into different categories in many ways.

**Some important classifications are as follows:**

**Types of Evaluation**

According to functions	According to approaches	According to nature of reference/interpretation
1-Placement 2-Formative 3-Diagnostic 4-Summative	1-Formative 2-Summative	1-Norm-referenced. 2-Criterion-referenced.

### **1. Placement Evaluation**

Placement evaluation is designed to place the right person in the right place. It ensures the entry performance of the pupil. The future success of the instructional process depends on the success of placement evaluation.

Placement evaluation aims at evaluating the pupil's entry behaviour in a sequence of instruction. In other words the main goal of such evaluation is to determine the level or position of the child in the instructional sequence.

#### **Examples**

- i.** Aptitude test
- ii.** Self-reporting inventories
- iii.** Observational techniques
- iv.** Medical entrance exam.
- v.** Engineering or Agriculture entrance exam.

### **2. Formative Evaluation**

Formative evaluation is used to monitor the learning progress of students during the period of instruction. Its main objective is to provide continuous feedback to both teacher and student concerning learning successes and failures while instruction is in process.

Feedback to students provides reinforcement of successful learning and identifies the specific learning errors that need correction. Feedback to teacher provides information for modifying instruction and for prescribing group and individual remedial work.

**The functions of formation evaluation are:**

#### **(a) Diagnosing**

Diagnosing is concerned with determining the most appropriate method or instructional materials conducive to learning.

#### **(b) Placement**

Placement is concerned with the finding out the position of an individual in the curriculum from which he has to start learning.

#### **(c) Monitoring**

Monitoring is concerned with keeping track of the day-to- day progress of the learners and to point out changes necessary in the methods of teaching, instructional strategies, etc.

#### **Examples:**

- i.** Monthly tests.
- ii.** Class tests.
- iii.** Periodical assessment.
- iv.** Teacher's observation, etc.

### **3. Diagnostic Evaluation**

It is concerned with identifying the learning difficulties or weakness of pupils during instruction. It tries to locate or discover the specific area of weakness of a pupil in a given course of instruction and also tries to provide remedial measure.

Diagnosis can be made by employing observational techniques, too. In case of necessity the services of psychological and medical specialists can be utilized for diagnosing serious learning handicaps.

### **4. Summative Evaluation**

Summative evaluation is done at the end of a course of instruction to know to what extent the objectives previously fixed have been accomplished. In other words, it is the evaluation of pupils' achievement at the end of a course.

The main objective of the summative evaluation is to assign grades to the pupils. It indicates the degree to which the students have mastered the course content. It helps to judge the appropriateness of instructional objectives. Summative evaluation is generally the work of standardized tests.

It tries to compare one course with another. The approaches of summative evaluation imply some sort of final comparison of one item or criteria against another. It has the danger of making negative effects.

This evaluation may brand a student as a failed candidate, and thus causes frustration and setback in the learning process of the candidate, which is an example of the negative effect. The traditional examinations are generally summative evaluation tools. Tests for formative evaluation are given at regular and frequent intervals during a course; whereas tests for summative evaluation are given at the end of a course or at the end of a fairly long period (say, a semester). **Examples:**

1. Traditional school and university examination,
2. Teacher-made tests,
3. Standardized tests,
4. Practical and oral tests, and
5. Rating scales, etc.

#### **5. Norm-Referenced and Criterion-Referenced Evaluation**

Two alternative approaches to educational testing that must be thoroughly understood are norm-referenced testing and criterion-referenced testing. Although there are similarities between these two approaches to testing, there are also fundamental differences between norm and criterion referenced testing.

There have been disputations about the relative virtues of norm and criterion-referenced measurements for a long time. However, a fundamental fact is recognized by most of concerned people that norm-referenced and criterion-referenced testing are complementary approaches.

##### **(i) Criterion-Referenced Evaluation**

When the evaluation is concerned with the performance of the individual in terms of what he can do or the behaviour he can demonstrate is termed as criterion-referenced evaluation. In this evaluation there is a reference to a criterion.

But there is no reference to the performance of other individuals in the group. In it we refer an individual's performance to a predetermined criterion which is well defined.

##### **Examples:**

- (i) Raman got 93 marks in a test of Mathematics.
- (ii) A typist types 60 words per minute.
- (iii) Amit score in a reading test is 70.

The purpose of criterion-referenced evaluation/test is to assess the objectives. It is the objective based test. The objectives are assessed, in terms of behavioural changes among the students.

##### **(ii) Norm Referenced Evaluation**

Norm-referenced evaluation is the traditional class-based assignment of numerals to the attribute being measured. It means that the measurement act relates to some norm, group or a typical performance.

It is an attempt to interpret the test results in terms of the performance of a certain group. This group is a norm group because it serves as a referent of norm for making judgement.

Test scores are neither interpreted in terms of an individual (self-referenced) nor in terms of a standard of performance or a pre-determined acceptable level of achievement called the criterion behaviour (criterion-referenced). The measurement is made in terms of a class or any other norm group.

**Examples:**

(i) Raman stood first in Mathematics test in his class.

(ii) The typist who types 60 words per minute stands above 90 percent of the typists who appeared the interview.

(iii) Amit surpasses 65% of students of his class in reading test.

**Need and Importance of Evaluation**

Now days, education has multifold programs and activities to inculcate in students a sense of common values, integrated approach, group feelings, community interrelationship leading to national integration and knowledge to adjust in different situations.

Evaluation in education assesses the effectiveness of worth of an educational experience which is measured against instructional objectives.

**Evaluation is done to fulfill the following needs**

1. (a) It helps a teacher to know his pupils in details. Today, education is child-centered. So, child's abilities, interest, aptitude, attitude etc., are to be properly studied so as to arrange instruction accordingly.

(b) It helps the teacher to determine, evaluate and refine his instructional techniques.

(c) It helps him in setting, refining and clarifying the objectives.

(d) It helps him to know the entry behaviour of the students.

2. It helps an administrator.

(a) In educational planning and

(b) In educational decisions on selections, classification and placement.

3. Education is a complex process. Thus, there is a great need of continuous evaluation of its processes and products. It helps to design better educational programs.

4. The parents are eager to know about the educational progress of their children and evaluation alone can assess the pupils' progress from time to time.

5. A sound choice of objectives depends on accurate information regarding pupil's abilities, interest, attitude and personality traits and such information is obtained through evaluation.

6. Evaluation helps us to know whether the instructional objectives have been achieved or not. As such evaluation helps planning of better strategies for education.

7. A sound program of evaluation clarifies the aims of education and it helps us to know whether aims and objectives are attainable or not. As such, it helps in reformulation of aims and objectives.

8. Evaluation studies the 'total child' and thus helps us to undertake special instructional program like enrichment program, for the bright and remedial program for the backward.

9. It helps a student in encouraging good study habits, in increasing motivation and in developing abilities and skills, in knowing the results of progress and in getting appropriate feedback.

10. It helps us to undertake appropriate guidance services.

From the above discussions it is quite evident that evaluation is quite essential for promoting pupil growth. It is equally helpful to parents, teachers, administrators and students.

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## **Bad Impact of Internet and Social Media in Student's Life**

**SomnathMaji\***

**Avantika Gupta\*\***

### **Abstract**

The main aim of research analysis to create a awareness among the youth to point how adversely affect has made on the youth by usage of social networking sites. In the present world of Science and Technology it is difficult to imagine school and colleges without mobile phones and internet. Today the basis for education has become highly technological especially after IT boon. Since the past few one or two decades the use of technology in teaching, self study, distance education etc. has become highly prominent. Since the effective delivery of knowledge by the use of technology depends on its acceptance and proper use, all educational institutions as well as government agencies are working for the incorporation of new techniques relating to the use of technology in teaching. Technology and education are a great combination if used together with a right reason and vision. Technology improves education to a great extent and it has now become a need for revolutionizing education for the better. But many social networking sites like–Face book, Twitter, Google Deo, Instagram, and WhatsApp are a few such sites that attract maximum the young generation. Now-a-days our young generation has become so much insensitive to chat in any place while they are at religious place, school, college, social gathering or any funeral place or accidental place. Even they cross the danger line while they are on highway/railway track/over bridge/near river side. They want to take selfie at any cost. They do not think what is right or important or what is not. So attention is very necessary to understand the students the reality of real world. It is very much important for a family with the help of teacher, friends to take away the him/her (student) from this problem. If the students are use properly the internet and social media then that becomes their best friend, philosopher and guide.

**Key words:** Facebook, Twitter, Instagram, WhatsApp, Academic performance, Social behaviour, Identity issues, Privacy issues, Health-problems, Youth–culture and Inter–personal relationships.

### **Introduction**

We are living in the era of digital India where social media like– Facebook, Twitter, WhatsApp, Instagram and many more website covers the all age groups either it may kids, children, teenagers, adult, student, boys, girls, teachers and senior citizen. Everyone could not escape under its effect.

Social media has changed people's life, their thinking ability and ways of living style. Now-a-days every one takes selfie and posts it on social website and thinks my friend, relatives and colleagues will like share and comment my picture. Social media is a kind of online technology platform to connect people together near and dear. Social media is a

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website that allows social interaction which is growing fast throughout the world. The internet has provided our world with a different means of communication. The new world of social networking allows free sharing of thoughts. Social networking sites gives an opportunity to the students to create their own personal profile and connect it with public forum that provides them such features like–photography, chatting, blogging, video-calling, photo and video-sharing etc.

### **Bad Impact of Social Networking Sites on Student's Education**

The main aim of research study is to examine and calculating the various effect of social media on students. The major factors on which social media has its impact in the life of students include their academic performance, social behavior, identity issues, privacy issues, health–problems, youth-culture and inter–personal relationships.

These sites have held an addiction to students where in they find it difficult to concentrate on their work and prefer logging it and jumping across one site to another. Some of the students have become academically challenged by the use of these websites. Due to the rapid popularity of social networking sites the students tends to distract themselves from their studies and professions.

### **Bad Impact of Social Media on Student's Reading Habits**

In spite of numerous benefits of social media there are some causes which affect bad impact on student's life. Getting too much involvement of social networking sites cultivates bad habits in students.

Typing on a mobile phone, laptop, tablets, computer and other electronic gadgets and advent of social media has been washed away completely the reading habits of students. If we talk about in our past (before 8-10 years), when on assignment is given by our teacher, a student searched a lot of books in library and found the best material and best national and international authors and made a impressive assignment. When he read books, many ideas came into his mind, how to prepare his assignment? It increases skills of knowledge, reading habits and improvement in his pronunciation. Because reading is the foundation (Aadharsheela, Neev) in student's life.

One of the major reason for the decreasing rate in which students, reading is due to introduction of phones, computers, laptops, tablets and wrong usages of all forms of communication technology.

The main reason why they now read is just to pass an examination and not to gain knowledge. Now-a-days students read only social blog, browsing, reading fashion and internet reading.

It is a great decline in student's passion to read for pleasure and enjoyment. They prefer to seek pleasure from the media by showing videos and playing the games like - Candy Crush Saga, Candy Crush Soda, and Saga, downloaded by play store.

It reduces the power of concentration, power of thinking, power of understanding and power of subject knowledge, power of reading, writing etc.

Students who so much spent their times on social networking website like–Face book, Twitter, You–tube, Instagram, have a great tendency of having low grade marks, poor academic performance and become unsuccessful. Besides their ability to concentration on their task at hand get significantly reduced due to the distraction that is brought by all these social networking sites.

### **Bad Impact of Social Media on Student's writing Habits**

The social media has destroyed the writing skills of students. Now-a-days students use abbreviation of sentences while typing on Facebook or WhatsApp like-Good Morning (gm), program (prgm). What will be the future of such students? They are forgetting grammar as well as spellings. They are making grammatical mistakes like-use of verb, adverb, clauses, punctuation use of incomplete sentences etc. These acts affect many of them in classes and during exams and tests. In fact, the students are unable to write effectively without the aid of spell check features of a computer.

### **Bad Impact of Social Media on student's Social Behavior**

In ancient times human being is always called a socialized person. He lives in a community and follows all customs in society. But today these rituals are attempting to multi-task work. They are trying to check various social media sites while they study. They always check any sale or discount on fashionable websites like-Myntra, Amazon, Flipkart etc. These websites become so much popular in a very short period of time. That is the reason; the power of concentration becomes reduced. The negative effect on students is that they are spending too much time on social sites and much lesser time on socializing in person.

In fact, there is a lack of body language, eye-contact, confidence and face to face communication. Not only are these students who are spending a great deal of time on these social networking sites not able to communicate in person in an effective manner.

Now-a -days students prefer to chat with friends for hours on WhatsApp and Facebook. These leads to a waste of time that could have been used for studying, playing or learning new things. It is a motto, **"A long-term friendship or relationship is developed when people meet each other, spend time and share their experiences."** But the digital way of communication with each other, does not lead to a natural friendly experience and a healthy relationship.

### **Bad Impact of Social Networking sites on student's Offensive Behavior**

Social media sites are those sites where students can do whatever they want and socialize with anybody they like. They can make new friends, comment on lives of others and even create new identities. This freedom entralls them.

If parents are complaining about the drastic change in their children's behavior. Students will try to imitate everything, they see on social media network. Sometimes they are so fearless and addicted to use drugs and destroy their life. Sometimes they become suicide. So social media even has caused suicidal behavior.

On the other hand the kids using Facebook and watching video on You-tube or other social media sites are a greater risk of suffering from their aggressive and offensive behavior. The worst effect of social media is addiction. Constantly checking Facebook, Twitter, Instagram and social media website updates. This addiction could negatively affect other valued activities like- concentration on studies, taking active part in sports, real life communication and ignoring ground relatives.

Second thing is-there are hundred to thousands of fake accounts on social media websites who are boys pretending to be girls to be friends with girls and in most of the cases this leads to disappointment and finally results in depression.

Spending a long time on social media website, it creates many health issues like-weakness of eyes, back pain, disturbing in digestive system and sleeplessness. Students do not take their meals on time and take proper rest. They take excessive amount of coffee or tea to remain active and focused which effects negatively on their health. The overuse of these

sites on a daily basis has many negative effects on the physical and mental health of students making them lethargic and unmotivated to create contact with the people in person.

### **Bad Impact of Social Media Sites on Students is Cyber-Stalking**

Cyber–Stalking is a criminal practice where an individual uses the internet systematically harasses or threatens someone. This crime can be perpetrated through e-mail, social media, chat rooms, instant messaging clients and any other online medium.

Cyber–Stalking is sometimes referred to as internet stalking, e–stalking or online stalking. Social media, blogs, photo sharing sites and many other commonly used online sharing activities provide cyber stalking with a wealth of information that helps them plan their harassment. By collecting personal data (profile pages) and making notes of frequented locations (photo tags, blog posts), the cyber stalker can begin to keeping tabs on an individual's daily life.

For example: Sometimes, an ex–boy friend or spouse may get angry at the breakup of a relation and use social media to pursue the victim.

In other case, a relationship that was developed online gets sour and the personal information shared can be used by the stalker.

### **Most of the negative aspects can be overcome by applying the following Steps:**

(1) Paying attention to their academic progress and addressing any issue will go a long way towards keeping the negative aspects of social media from influencing their studies.

(2) Provide ample time for face–to–face social interaction like having some family leisure time in which you discuss their studies in a relaxed atmosphere or inviting friends and family over for get–together providing fun, face –to –face social interaction with loved ones.

(3) Parents should play indoor and outdoor games with their children.

(4) They should behave friendly with their children.

(5) Parents should check and balance on their children when they use internet. They should be guard whether they are using it for appropriate time period or not.

(6) Mostly negative impact can be overcome by reducing the amount of time spent on social networking sites.

(7) Today, education becomes child–oriented. In that case students becomes aggressive and offensive in behavior if we neglect their talk or if we interrupt in their opinion. In that case parents should keep patience and talk with friendly and listen their problems very calmly.

(8) The peer and teachers should also help students make them aware of these negative effects and explain what they are losing in the real world of sticking to these social networking sites.

(9) The students/youth have determined their own boundaries and have set their own limits as to how and when to use social media irrespective of the positive and negative effects it imparts.

All this we help us to reduce the negative impact of social media on the students which will in turn benefit our young generation.

### **Conclusion**

Ultimate conclude that the aim of the research undertaken was to throw light on how effectively has the usage of social networking sites affected the youth or students. The youth can discriminate between the real world and artificial world and accept to the fact

that social networking sites do not provide an opportunity to build stronger with people than in person. The level of believe and faith weigh higher on the contact buildings in the real world which has given in our heritage while those contact which are made by social networking sites are mostly fake. That is the reason cyber crime is still attacking a significant number of people.

The credibility of these social networking sites have not been clearly validated because the different kind of information is collected by the students from these social networking sites have a greater part of inclination towards entertainment. They should updates from family and friends than general awareness and job oriented information.

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## **Good Practices in facilitating Teaching Learning Process in English as a Second Language (ESL) in the Govt. Schools of Delhi**

**REENA DAGAR\***

### **Introduction**

English has become a global language now a day. It is a window to the outside world. It is being taught as a second language in the Govt. Schools of Delhi, first language being Hindi. So, it is very important to use innovative and good practices to facilitate Teaching Learning (TL) process in English as a Second Language (ESL) in Govt. Schools of Delhi. The students in these schools are basically from a background where they have very less or no chances or opportunities of listening & speaking English Language. So it is necessary for the teachers to provide innovative & good practices to facilitate TL process in English in these schools. The practices used in facilitating TL process in English are:-

1. Newspaper Activity
2. Role play activity
3. Screening of the movie

**Activity-based learning** or ABL describes a range of pedagogical approaches to teaching. Its core premises include the requirement that learning should be based on doing some hands-on experiments and activities. The idea of activity-based learning is rooted in the common notion that children are active learners rather than passive recipients of information. If child is provided the opportunity to explore by their own and provided an optimum learning environment then the learning becomes joyful and long-lasting.

### **History**

Activity-based learning started sometime in 1944 around World War II when a British man David Horsburgh came to India and finally decided to settle down there. He was an innovative thinker and charismatic leader. He started teaching in Rishi Valley School. He joined the British Council and worked in Chennai and Bangalore for many years. After his voluntary retirement, he located a 7-acre (28,000 m<sup>2</sup>) site in Kolar District and opened his school, Neel Bagh. Neel Bagh was based on an innovative idea of Horsburgh and known for its creative methods in teaching well-planned learning materials.

### **Impact**

Under Activity Based learning education main focus is on child or we can say that it is one of child centered approach. It develops self-learning skill among the learners and allows a child to study according to his or her skill. Activities here can be in the form of songs, Drawings, Rhymes, Role play to teach a letter or a word, solve mathematical problems, form a sentence, and understand social science or even concept of science. The learner takes report Card only after completing all the steps in a subject. If a child is absent even a single day he starts from where he left unlike in the old system and the child had to do self learning of the missed portions.

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The key feature of the Activity Based Learning (ABL) method is that it uses child-friendly educational aids to foster self-learning and allows a child to study according to his or her aptitude and skill. ABL serves as one model of child-centered, child-friendly education, which is the mandate of the Right of Children to Free and Compulsory Education Act (RTE) Act in India.

The Sarva Shiksha Abhiyan Scheme by Government has introduced many initiative and creative methods to bring about changes in teaching method for both- Teacher as well as learners. In state of Tamil Nadu, the elementary schools have taken initiative to use methodology called Activity Based Learning through Sarva Shiksha Abhiyan.

### **Activity Based Teaching Method**

Activity method is a technique adopted by a teacher to emphasize his or her method of teaching through activity in which the students participate rigorously and bring about efficient learning experiences. It is a child-centered approach. It is a method in which the child is actively involved in participating mentally and physically. Learning by doing is the main focus in this method. Learning by doing is imperative in successful learning since it is well proved that more the senses are stimulated, more a person learns and longer he/she retains.

Pine G (1989) mentions that in an activity based teaching, learners willingly with enthusiasm internalize and implement concepts relevant to their needs.

So our understanding on the activity method by now should mean any learning that is carried out with a purpose in a social environment, involving physical and mental action, stimulating for creative action or expression.

### **Why do we need to use activity based learning method?**

The information processing theory in psychology views learners as active investigators of their environment. This theory is grounded in the premise that people innately strive to make sense of the world around them.

In the process of learning, they experience, memorize and understand. Students need to be provided with data and materials necessary to focus their thinking and interaction in the lesson for the process of analyzing the information. Teachers need to be actively involved in directing and guiding the students' analysis of the information.

It requires active problem solving by students in finding patterns in the information through their own investigation and analysis. With continued practice in these processes, students learn not the content of the lesson but also develop many other skills.

- It enhances creative aspect of experience.
- It gives reality for learning.
- Uses all available resources.
- Provides varied experiences to the students to facilitate the acquisition of knowledge, experience, skills and values.

Builds the student's self-confidence and develops understanding through work in his/her group.

- Gets experiences, develop interest, enriches vocabulary and provides stimulus for reading.
- Develops happy relationship between students and students, teachers and students.
- An activity is said to be the language of the child. A child who lacks in verbal expression can make up through use of ideas in the activity.
- Subjects of all kind can be taught through activity.

- Social relation provides opportunity to mix with others.

### **Kinds of activities**

The activities used in this strategy can be generalized under three main categories:

- *Exploratory* - gathering knowledge, concept and skill.
- *Constructive* - getting experience through creative works.
- *Expressional* - presentations.

### **Organizing activities**

- The process of organizing activities was based on curricular aims bringing together the needs, ideas, interests and characteristics of the children with the knowledge, skill, experience, and personality of the teacher within a given environment. The extent to which the teacher works with students individually or in groups affect the relation the teacher has with each child.

### **Steps required for Effective Organization of Activities**

- a. Planning.
- b. Involving children in the learning process.
- c. Each child is made an active learner.
- d. For each activity ensure to follow the principles of:-
  - What?
  - How? Work directions step by step, including:
  - With whom? Where? How long?
  - What after?
- e. Ensure to give clear instructions before each activity.

### **Role of a Teacher in an Activity Based Method**

- A planner, an organizer and evaluator.
- Facilitator.
- Decision maker.
- Knowledge imparter
- Disciplinarian

### **Sample**

- A group of 70 students of class XI of GGSSS Begumpur, Delhi-110086 was taken up for study.

The following **activities** were conducted in the class in groups to enhance English learning in the students:

- (a) Newspaper activity
- (b) Role play
- (c) Movie "The Canterville Ghost"

The class was divided into seven groups of ten students each. A group member was assigned the role of group leader.

### **(a) Newspaper Activity**

All the writing skills activities like notice writing, report writing, articles, advertisement writing, factual description, poster making, letter writing were dealt in the class with the help of the newspapers. The students cut & pasted the notices, reports, articles, advertisements and letters to the editors and put them in a file duly decorated.

Newspapers are a useful tool for improving reading and comprehension skills of the students. They help to enhance students' knowledge. They also help in improving grammar, vocabulary and writing skills. They can be used as an effective & economical

tool for Activity Based Learning in a class. It is a child-centred approach and the main focus is on learning by doing.

### **(b) Role Play**

Chapters 'The Mother's Day', 'The Tale of Melon City' from Snapshots & 'The Portrait of a Lady' & 'The Browning Version' from Hornbill were selected for Role Play in the classroom situation. The students were divided into groups of 10 each to perform for a particular part of the chapter. One student acted as an anchor of the play introducing the other characters and delineated the story of the concerned part of the chapter. Certain props were also used to create an environment of Role Play in the class.

Role-play is any speaking activity when you either put yourself into somebody else's shoes, or when you stay in your own shoes but put yourself into an imaginary situation. Incorporating role-play into the classroom adds variety, a change of pace and opportunities for a lot of language production and also a lot of fun! It can be an integral part of the class and not a 'one-off' event. If the teacher believes that the activity will work and the necessary support is provided, it can be very successful. It is widely agreed that learning takes place when activities are engaging and memorable. Jeremy Harmer advocates the use of role-play for the following reasons:

- It's fun and motivating
- Quieter students get the chance to express themselves in a more forthright way
- The world of the classroom is broadened to include the outside world - thus offering a much wider range of language opportunities.
- The role of the teacher Facilitator - students may need new language to be 'fed' in by the teacher. If rehearsal time is appropriate the feeding in of new language should take place at this stage.
- Spectator - The teacher watches the role-play and offers comments and advice at the end.
- Participant - It is sometimes appropriate to get involved and take part in the role-play yourself.

Rearranging the furniture also helped. If you are imagining you are at the tourist information office or at the doctor's surgery try to make it as real as you can. Students can even leave the room and make an entrance by knocking on the door.

### **(c) Movie**

The teacher arranged for the screening of the movie "The Canterville Ghost". The movie was screened in two parts followed by discussion & question answer session.

Motivation is one of the most important factors in determining successful second-language acquisition. Films and TV shows are an integral part of students' lives so it makes perfect sense to bring them into the language classroom. Film, as a motivator, also makes the language learning process more entertaining and enjoyable.

### **Methods & Techniques used for analysing the Activities**

- **Reflection** form for newspaper activity, role play activity and screening of the movie was used by the intervener to reflect upon the activities conducted in the class.

### **Self – Assessment**

- It was done of the group process and a group presentation. It included open – ended and general questions such as what worked best or what would you do differently next time. Other questions were specific to the assignments. Learners were asked to identify



the most helpful resource they used or three things they know now that they didn't know before.

- Self –assessment and reflection are important lifelong skills that can be developed and supported in the classroom. Younger students may need more supported in the classroom. Younger students may need more structured approaches and support in the essentials of self – assessment. Older students may be successful with open- ended prompts. Sometimes specific prompts work best, and other times a rubric or checklist can provide foundation for more complex thinking. Self assessment can be written or oral, daily or long term, and done individually or in small groups. Essential elements of self- assessment include the opportunity of reviewing learning, identifying lingering confusion, providing evidence of learning, evaluating progress, and defining explicit criteria for planning next steps and improving outcomes.

### **Peer Review**

Peer review, like self – assessment, varies in its structure and application. It is important to help students understand the process and function of non judgemental peer review and to make such review a regular and positive part of learning process. A structure such as checklist which pin points specific learning outcomes, can help students stay focussed. Peer feedback gives students alternative ways to view and process information.

### **Observation**

Observations can be of students thinking, actions or engagement in learning. A teacher may observe a group of students discussing a book or debating a current news report. The activities observed can be informal such as in a group discussion, or more formal as in a Socratic Seminar. These observations provide an assessment of student's understanding and ability to use 21<sup>st</sup> century skills. The assessment can be anecdotal or it can be combined with a checklist or rubric and aligned with selected standards. The teacher observes the group in order to assess content knowledge, noting the use of reference materials, actively listening to others contributions, building on other's ideas and adding original ideas to discussion.

Teacher observation is an important tool for assessing activities. Supporting learners through the process, suggesting strategies, and resolving disagreements will all serve to move the process forward. The validity of assessments based on teacher observation is being strengthened by looking for evidence of such factors as student use of research strategies, communication skills, and problem- solving skills.

### **Preparation for Conduction of Activities in the school**

- Permission for implementing the activities in the school was taken from the HOS.
- Students of Class-XI were taken up for the activities.
- The furniture of the class was rearranged to make setting for the newspaper activity in the classroom.
- Role play activity was also conducted in the classroom.
- The screening of the movie “The Canterville Ghost” was done in the Arts room/Cal lab. with collaboration of the arts teacher and the Cal Lab. Incharge.

### **Scope and Limitations of the Study**

- The activities were delimited to one section of Class-XI only.
- Activities were limited to the prescribed syllabus of Class-XI.

### **Analysis of Reflection on Newspaper Activity**

- Advertisements (classifieds), notices, articles, reports and letters to editor were cut from newspaper and pasted on drawing sheets and put in a beautifully decorated file prepared by each group.
- The activity was conducted properly and well in time.
- Students were enthusiastic about the activity and were keen to complete the activity in the given time.
- 5 groups out of 7 were prepared well for the activity. 2 groups started their work late only after making arrangements for the activity.

### **Analysis of Reflection on Role play**

The role play was presented by each group in the class.

The arrangements for the play were made in class.

The anchor introduced the characters' of the play.

Two groups presented their play very beautifully in the class.

The activity of the role play was enjoyed by the students.

The students were able to understand the chapter well after the role play.

### **Analysis of Reflection on screening of the movie**

Arrangements for screening of the movie had to be made in the Art room as Cal Lab was functioning their only.

Collaboration with other teachers had to be made for arrangement of periods of Class-XI.

The students were able to understand the movie and catch the dialogues with the help of captions.

The story of the novel was clear to them after watching the movie.

They were able to answer the questions related to the novel after watching the movie.

### **Discussion of Results and its Interpretation**

The results of the intervention show that activity based teaching method i.e. activities conducted in the class were helpful in enhancing English language learning in the students at higher secondary level.

Teachers use mostly lecture method for teaching at higher secondary method as it is convenient and usually makes the most sense, especially with larger classroom sizes.

Activities such as newspaper activity, role play and screening of the movie related to long reading i.e. novel were used effectively in the class for enhancing English language learning of the students.

Newspapers are a useful tool in the English language teaching classroom for improving reading skills and enhancing students' knowledge of current affairs. Newspapers can help students to develop not only reading skills but also writing, grammar, vocabulary and speaking skills.

Role-play is any speaking activity when you either put yourself into somebody else's shoes, or when you stay in your own shoes but put yourself into an imaginary situation! Incorporating role-play into the classroom adds variety, a change of pace and opportunities for a lot of language production and also a lot of fun! It can be an integral part of the class.

It is widely agreed that learning takes place when activities are engaging and memorable.

**Jeremy Harmer** advocates the use of role-play for the following reasons:

- It's fun and motivating
- Quieter students get the chance to express themselves in a more forthright way

- The world of the classroom is broadened to include the outside world - thus offering a much wider range of language opportunities

**Some of the possible teacher roles are:**

- Facilitator - students may need new language to be 'fed' in by the teacher. If rehearsal time is appropriate the feeding in of new language should take place at this stage.
- Spectator - The teacher watches the role-play and offers comments and advice at the end.
- Participant - It is sometimes appropriate to get involved and take part in the role-play yourself.

Motivation is one of the most important factors in determining successful second language acquisition. Films and TV shows are an integral part of students' lives so it makes perfect sense to bring them into the language classroom.

Film, as a motivator, also makes the language learning process more entertaining and enjoyable.

Another benefit of using film is that it provides a source of authentic and varied language. Film can bring variety and flexibility to the language classroom by extending the range of teaching techniques and resources, helping students to develop all four communicative skills.

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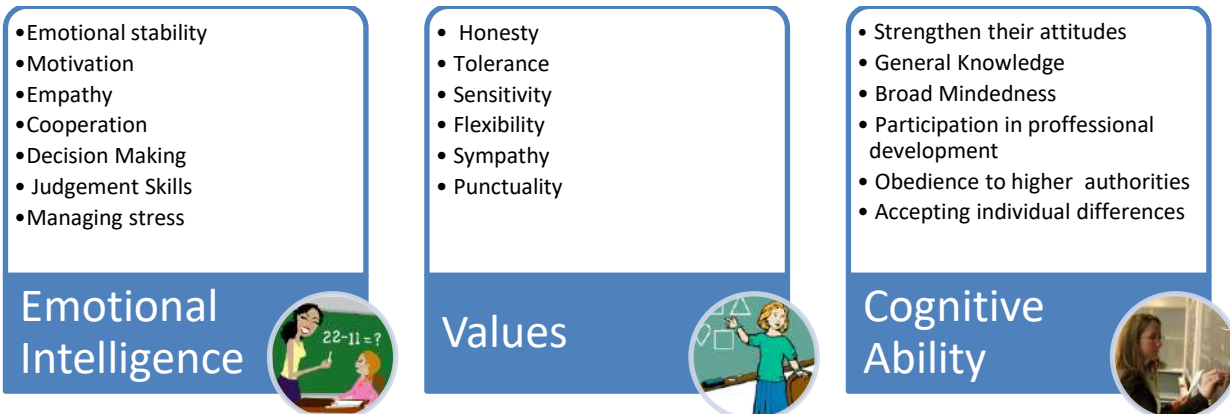
## **Academic Achievement and Emotional intelligence of Pre-service teacher: A correlation study**

**Dr. Kusum Bhardwaj and Ms. Amita Punjabi\***

Education helps to develop the potentialities of human beings including their knowledge, capabilities, behavior patterns and values. Education is viewed as an instrument to develop the cognitive qualities, intelligence, tolerance and understanding of people. Education as a process helps in the enlargement of our vision and competence through the development of different facilities of mind and intellect (Paul, 2005). It is an important tool to change or transform the interest, attitude and value of a learner. This is why education is considered to be potential means and unique investments both in present as well as in future progress of mankind. Education Prepare the younger generation to understand and face the hard realities of the god. In the context teachers have more responsibilities in molding and building the character of students. They are good role models to inspire the students and prepare them to cope with the challenges of life.

According to the Mudaliar Commission (1953), the school teachers can be infused with a high sense of density when they are made to realize that they are engaged in making better human beings and creating a better social order. It is said that a nation is made great by its teachers. The student teachers should imbibe and put into practice the following characteristics. They are shown as:

### **Characteristics of Students – Teachers**



The phrase ‘Academic Achievement’ “has been derived from the word ‘Academic’. The meaning of the term academy is a school where special types of instructions are imparted. Achievement is synonymous with accomplishment of proficiency as performance. Academic achievement has become an index of a child future in the highly competitive world. The term achievement refers to the degree of level of success attained in some general and specified area. Achievement is a product of learning and its levels. Academic achievement is an outcome of the instruction provided to the children in schools which is determined by the grades, marks, secured by the students in examination.

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Academic Achievement is the criteria for selection, promotion or recognition in various fields of life. There are several factors that influence the academic achievement of an individual such as personality, intellectual ability, environment etc. Rao (1964) included life goals, aspirations, study habits, emotional factors, personal and social adjustment, which acted as the greatest single factor that affected students' academic performance.

The National curriculum framework NCF 2005 places demand and expectations on teachers which need to be addressed both by initial and continuing teacher education. Gender is one of the personal variables that have been related to the differences found in motivational functioning and academic achievement. Different researchers have shown that the existence of different attribution patterns in boys and girls such that while girls tend to give more emphasis to effort when explaining their performance (Lightbody, Siann, Stokes and Walsh, 1996) Boys appeal more to reasoning ability as cause of their academic achievement. (Burgner and Hewstone 1993).

Researches proved that the academic achievement is product of a number of factors operating within the individual and outside him, broadly speaking the factors which influence academic achievement can be categorized into three types namely, intellectual, emotional and environmental.

### **Emotional Intelligence**

Emotional intelligence is a phrase that incorporates the intricate aspect of both emotions and intelligence. Emotions rule the heart while intelligence reigns supreme in the brain. Emotional intelligence is the ability to recognize, acknowledge, manage and handle your emotions in such a way that promotes personal growth. The phrase emotional intelligence was coined by Mayer and Salovey (1989) and popularized by Goleman (1995). Goleman (1996) defines "Emotional intelligence as knowing what feels good what feels bad and how to go from bad to good"

Emotional intelligence can make a unique contribution to a better understanding of people and also use their potential to succeed in various aspects of life. The teacher's ability to deal with emotional problems is a powerful factor in molding the mind. Emotionally intelligent teachers can produce emotionally intelligent citizens. An emotionally competent teacher is the heart and soul of any educational program. As the student teachers are at the threshold of entering the career of teaching it is highly desirable that they understand the level of emotional intelligence which will play a vital role in their survival and fitness in the profession.

A high emotional intelligence helps to maintain a state of harmony in one self and finally be more self-confident in dealing with the challenges of leaving and learning in education institute." The subset of social intelligence that involves the ability to monitor one's own and other feelings and emotions, to discriminate among them and to use this information to guide one's thinking and action "from the above definition it is clear that emotionally intelligent is the ability to identify, access and control the emotions of oneself, others and of groups. By understanding emotions and how to control them they will be better able to express, feeling and other's feeling. They will help to communicate more effectively and forge, stronger relationships both at work and in personal life.

### **Relationship**

Emotional intelligence is the capacity for recognizing our own feelings and those of others, for motivating ourselves and for managing emotions well in us and in our relationships through this research. It shows that emotional intelligence is highly beneficial in the area of

education work and mental health researches shows that when it comes to long term success and success in varied life situations, being high in emotional intelligence is more important than being high in academic abilities.

Teaching emotional and social skill is very important at school. It can affect academic achievement positively not only in the year they are taught but during the years that follows as well. The present study tries to practically examine the relevance of the concept of emotional intelligence and its impact on academic achievements.

### **Statement of the problem**

A study of academic achievement of pre-service teachers in relation to their emotional intelligence

### **Tools Used**

1. Scores of B.Ed first year annual examination were taken into account
2. To measure the emotional intelligence, Emotional intelligence inventory developed by S.K.Mangal

### **Objective**

1. To study the levels of Academic achievement of pre-service teachers.
2. To study the level of emotional intelligence of pre-service teachers.
3. To access the impact of gender on emotional intelligence.
4. To find the relationship between emotional intelligence and academic achievement of pre service teachers.

### **Hypothesis**

1. There would be a significant difference between the emotional intelligence of male and female pre-service teachers.
2. There would be a significant difference between boys and girls on academic achievement of pre-service teachers.
3. There would be a significant relationship between emotional intelligence and academic achievement of pre-service teachers.

### **Methods**

Descriptive survey method

Sample: Keeping in view the availability of resources and feasibility of the study, sample was selected from the B.Ed college of Faridabad districts in Haryana. The sample consisted of 60 pre-service teachers of 2<sup>nd</sup> year, out of 60 pre-service teachers 30 male and 30 female teachers were taken for collecting the data.

### **Statistical Techniques**

1. Measures of central tendency
2. Arithmetic mean
3. Standard deviation
4. t-test
5. Co-relation

### **Result and Discussion**

The result in table-1 shows the difference between boys and girls with regard to emotional intelligence. There is no difference in the two groups and 't' is insignificant at 0.05 level and 0.01 level of significance. Therefore the hypothesis that there is a significant difference between boys and girls with regard to emotional intelligent is rejected.

**TABLE 1**

Gender	N	MEAN	SD	t value	Result
BOYS	30	78.9	9.34	3.99	Insignificant
GIRLS	30	68.4	11.01		

**Academic Achievement**

The data in table II shows the difference between boys and girls with regard to academic achievements. There is a difference in the two groups and t is significant at 0.05 levels and 0.01 level of significance .Therefore the hypothesis that there is significant difference between boys and girls with regard to academic achievement is accepted.

**TABLE 2**

GENDER	N	MEAN	SD	t value	RESULT
BOYS	30	515.6	64.05	2.60	Significant
GIRLS	30	535.7	68.79		

Relationship between Emotional Intelligence and academic achievement of the B.Ed Pre-service teachers

Variables	N	Coefficient correlation	Result
EMOTIONAL INTELLIGENCE	60	0.341780	Significant
ACADEMIC ACHIEVEMENT	60		

**Conclusion**

1. There is no significant difference in the emotional intelligence of boys and girls pre-service teacher trainees. It concludes that home environment makes no difference to the gender as the congenial environment is provided in the colleges. Both are getting the same facilities and treatment at home and in colleges also. In the modern society equal opportunities are provided to them by their parents and teachers.
2. There is a significant difference in academic achievement of boys and girls pre-service teacher training. It concludes that boys and girls differ significantly in academic achievement.
3. It was found that there is a relationship between academic achievement and emotional intelligence of Pre-service teacher trainees. The value of  $r = .341780$  is significant at .05 and .01 level of confidence. It concludes that an emotionally intelligent person can solve the academic problems of students intelligently.

**Suggestion for further Research**

Different studies may be conducted in different fields like engineering, medical and law to study relationship between emotional intelligence and academic achievements.

The present study was conducted on pre-service teacher trainee but different studies may be conducted for in-service private and government teachers.

A large sample can be taken for more reliable results.

Different studies may be conducted in different states and union territories of the country

Various studies can be done by using other variables like attitude, motivation, mental health, job and anxiety, self-esteem.

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## **Multi-Media Teaching Programme (MMTP) for Teaching of English: A Trenchant Tool for enhancing Student Achievement**

**PROF. HEMANT LATA SHARMA \***

**MEENU MADAN\*\***

### **Abstract**

English as a Foreign Language is considered to be an exceptionally difficult and drab subject especially by government school students in India. The percentage of marks in high school examinations in this subject is quite low in comparison to other subjects of the school curriculum. This backwardness in the subject may be due to Non-English speaking family background, lack of interest and poor methods used in the teaching-learning process. It is not an easy task for the teachers, as most of them find it arduous to impart the content of the text-book and make students understand the concepts completely. English is an ever-evolving language, so for qualitative improvement in English teaching-Learning process, multimedia can prove as a big breather. The present study is an attempt to develop and examine the effectiveness of Multi Media Teaching Programme (MMTP) for teaching of English in the Indian Educational Scenario. The sample comprised of 50 XI graders studying in RPVV, Vasant Kunj, Delhi. The study examines and seeks to establish the effectiveness of MMTPs by comparing the achievement scores of XI graders of two groups of 25 each under (experimental and control group) by teaching five selected topics in English. Students of experimental group who learnt English in Computer-based multimedia environment made better academic achievement in English than their counterpart control group who learnt English under usual teacher based environment. The result of the study did benefit the student and teachers involved and also suggest the potential of integrating multimedia to improve the teaching-learning process in the classroom.

### **Introduction**

#### **Multimedia and the Teaching- Learning Process**

With computer technology, computer-based instruction has become a common choice in education institutions (Nwaocha, 2009). In order to enable students to function successfully in the twenty first century, an immediate urgency has been to make them ICT savvy and to integrate technology into instruction, so, too, teachers and teacher educators as well as parents and other stakeholders in education . As a result, the use of microcomputers has increased dramatically in educational institutions across the world during the recent past, coupled with a mad race for personal computers, mobiles and laptops by whosoever can afford, being active members in the building of a learning global society. Thus, one of the most exciting areas of education in the world today is the development of computer based teaching –learning material, and especially, ‘ interactive Multimedia Teaching Package and Programmes’ that run on personal computers and are

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abundantly available on internet and world-wide-webs. In fact, the new generation of learners born in the digital age is not taken aback by the technological inputs but takes them for granted as an integral part of their life, much more than of the education process. Face book, twitter, blog, chat, computer games etc, have become their pet passion and Indian child today, is no exception to that.

### **The Indian Scenario**

The microcomputer technology entitled "Multimedia" in the field of education stands stay put in a good number of smart schools, progressive educational institutions and teacher's training colleges, in particular, as the norms and standards put up by National Council for Teacher Education (NCTE), the apex regulatory authority, makes it obligatory for every teacher education institution in the country to be fully ICT equipped to make every teacher, teacher educator and students teacher well versed in the use of computer and multimedia technology as an integral part of teacher training, imparted through face-to-face or Open distance learning mode. The evidence is not too far to seek. "Various possibilities in the use of ICT have been tried for teacher training and ongoing professional development of teachers in the last almost five decades in India. Initially, radio was used followed by television and audio and video programs. Today computers and internet and difficult types of teleconferencing and webcasting are being tried out. All these technologies fall into an ICT spectrum covering low-end to high-end technologies" (Menon 2009). Further, "India today has the required expertise, infrastructure and networking with effective online platforms available in IGNOU, MKCL and other institutions for offering courses in teacher education" (Ibid). In fact, print media, too, has been quite well-awake to their school master function in a big way over the years to help the teaching-learning community exploit print news for educational and school purposes. The contribution of media houses in launching their school tabloids, like "News in Education", "Young Expressions", "School Times" etc. in coordination with hundreds of their adopted schools all over the country, in a way, tells the success story of India on the move towards achieving excellence in education through integrating multimedia- both print as well electronic with classroom teaching in a variety of ways, both face-to-face as well as online.

### **Merits of Multimedia**

In a general way, multimedia is a system which exploits the computer to combine text, audio, animation, video and graphics into a single synchronized presentation. All these multimedia components get and hold learner's interest, which many researchers believe is important when teaching the video generation (Jonassen, 2000), Multimedia serves as a trenchant teaching tool since it facilitates more complete use of a student's sense in learning. Multimedia instructional material allows the learners to actually see, hear and use the content learned (Roden, 1991). As Multimedia reaches all the senses, its use in the teaching-learning process of classroom is even more justified (Young, 2005). Teachers can take advantages of student's multisensory abilities to support and enhance traditional forms of learning (Marsh, 2007).

The integration of MMTP into classroom promises not only to change the kinds of information that is available but the ways that learning takes place. By integrating MMTP into classrooms, courses can become more exciting and stimulating and possibly meet the needs of students with different learning styles (Madan, 2009; Nwaocha, 2009; Sharma and Kiran, 2016).

Experimental studies have shown that computer Multimedia instructions significantly improve students' performance with respect to knowledge, understanding and application (Satyaprakash & Sudhansu, 2014; Sharma and Pooja, 2015). MMTP based learning strategy has positive benefits to students and teachers both with enhanced achievements and joyful learning environment and in making classroom teaching effective and efficient as learners become active participant (Sharma & Kakkar; Kiran, 2010; Sharma & Priyamvada, 2017 and Sharma & Pooja 2018).

### **Teaching of English in India**

Teaching of English as a foreign language has been quite an exceptional issue ever since its unduction in the modern Indian Education System. Since the Macaulay's time, in that various techniques, methods and pedagogies have been tried over the centuries such as translation, grammar, direct structural approaches etc. of late culminating in inter-active and communicative approach over the past few deacades, voracially adopted in thousands of English Medium schools mushrooming every nook and corner of country, besides thousands of Govt. and aided institutes of all types. Despites all that, the situation has by and large, remained as alarming as ever not only in India but also at the home ground of English soil, as the media reports tend to reveal. As many as 98 per cent of the very high scoring students at +2 stage seeking admission to B.A (Hon's) in English in Delhi university fail to qualify the admission entrance Test in English. In the same breath, "Not all are bright at Oxford", says a London report (The Times of India, Jan 24, 2012, p.20). "If you thought that everybody studying Oxford was bright, think against..... Academics said a culture of box ticking at A-level had left students with poor general knowledge and unable to think for themselves..... Examiners were scathing about large numbers whose answers were 'dull' or 'worse'..... It was students' starling abuse of English that shocked dons the most. Some could not spell 'illuminate, bizarre', buries' or 'posses' correctly" (Ibid).

What is even more shocking in India scenario today than this report: "Of 7.5 lakh candidates who appeared for CBSE all-India teacher recruitment test, only 93,000 passed." (The Times of India, January 22, 2012, p.17). Merely 12.4 per cent qualify, despite their being graduates & post graduates and already fully trained at teachers' training colleges under various Indian Universities. Is the over – 88 per cent of our trained teacher force simply mud to be ignored? Does the lotus Syndrome "Admire the Lotus but ignore the mud around it" apply to these teachers? It is by far a sad story, writing on the wall so much so that it forces the powers that be to make proficiency in English as the preliminary testing ground for all competitions including that for teachers as well.

### **Need for Multimedia Inputs**

This backwardness in the subject may be due to Non-English speaking family background, lack of interest and poor methods used in the teaching-learning process. It may not be an easy task for the English teachers, as most of them find it arduous to impart the content of the text book and make students understand the concepts completely. English is an ever-evolving language, so multimedia can improve as a big breather for qualitative improvement in English teaching-learning process. It sustains the interest of students, through visuals and audio and successfully brings in the elements of the outer world into the classroom and combines the multicultural learning in it (Sharma & Pooja, 2016). Hence, the need for MMTP in English Teaching.

Multimedia based entertainment packages are available in plenty, but syllabus based programs may not readily available as yet. So, an attempt has been made in this study to develop English MMTPs for class 11 students to improve teaching in the classroom and entrance their achievement in English.

**Purpose, Objectives and Hypotheses of the study**

The purpose of the study was to compare the effectiveness of Computer Multimedia Teaching Programme (MMTP) vis-à-vis the traditional method of teaching.

Its objective was to:

- (i) develop Multimedia Teaching programme in English for the students of class XI;
- (ii) compare the mean achievement scores of two groups of pupils taught English with and without the use of MMTP before and after the experimental treatment; and
- (iii) Compare the mean gain achievement scores of two groups of pupils taught English with the use of MMTP after the experimental treatment.

Following Hypotheses were formulated and tested:

- (H<sub>1</sub>) There is no significant difference in the Pre-Test Achievement scores of Control and Experimental group.
- (H<sub>2</sub>) There is no significant difference in the Post-Test Achievement scores of Control and Experimental group.
- (H<sub>3</sub>) There is no significant difference in the Mean gain Achievement scores of Control and Experimental group

**Methodology, Sampling and Tools Used**

In the present study, pre-test, post-test, control group quasi experimental design was employed with a purposive sample of 25 each in two intact sections of class XI of a government school (RPVV, Vasant Kunj, Delhi), equated on intelligence and socio-economic status. A figurative representative of the design is given in Table- 1.

**Table: 1: Design of the study**

Groups	Pre-Test	Independent Variables	Post-Test
Experimental	Y <sub>1</sub>	Multimedia –Teaching Programme	Y <sub>2</sub>
Control	Y <sub>1</sub>	No Intervention	Y <sub>2</sub>

To achieve the objectives of the study, the following tools were used.

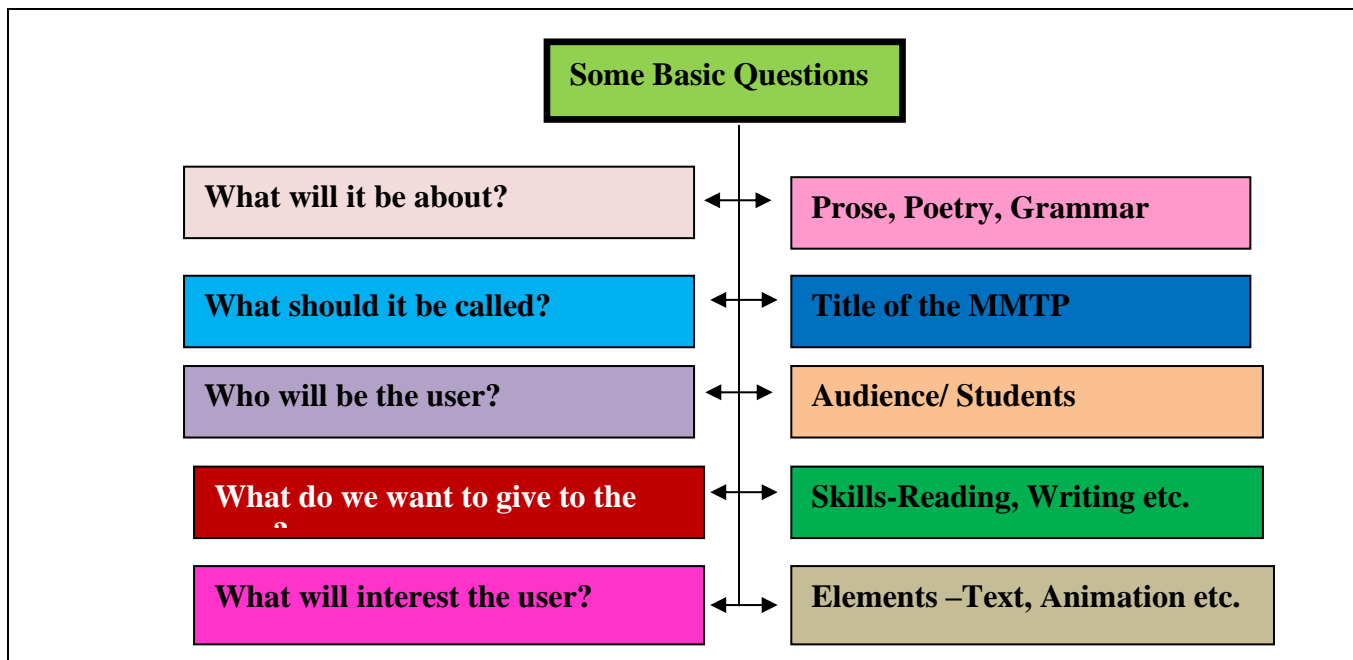
**A. Standardized Tools**

- (i) Culture Fair Intelligence Test by Cattell & Cattell (1960); and (ii) Socio-Economic Status Scale (S.E.S) by Singh, Shyam and Kumar (2005)

**B. Self-developed Tools**

- (i) On-line achievement Test in English;
- (ii) Multimedia Teaching Programmes (MMTP) on five selected topics from CBSE syllabus of English (Core) of Class XI: (a) Note making (Reading); (b) Composition Writing (Writing); (c) Determiners: Articles (Grammar); (d) Discovering Tut: The Saga Continues (Prose); and (e) The Voice of Rain (Poetry)
- (iii) Development of MMTP: It included 4 stages : (a) Concept; (b) Design (c) Production; (d) Development Steps

(a). **Concept Stage:** Basic questions taken at this stage were given in Figure 1.



**Fig 1: Basic Questions at Concept Stage**

**(b). Design Stage:** A list of actions addressed at this stage included:

- Designing a script;
- Storyboard, short listing the content the screen elements;
- Media type, format and standards;
- Constructed Flowchart components;
- Deciding Images, graphics, Animation items, Audio and Video to be included. Layout Consistency (e.g. design, colour, etc.).
- Maintaining Consistency in terminology (e.g. menus, commands);
- Consistent titling/headers; Readable Font size;
- Content layout, sensitive to screen size/view area;
- Descriptive alternative text images (e.g. ALT tags in web);
- Using simple background colors to allow enough contrast for users with vision disability;
- Text equivalent video and Audio clipping

**(c) Production Stage:** This stage included:

- Production of MMTPs including visual, audio, animation, graphics and video; Mapping milestones;
- Workflow, progress reporting and monitoring;
- Testing with targets audience;
- Evaluation (production and post-production);
- Incorporation of modification on the basis of feedback;
- Review processes to see effectiveness of the programme.

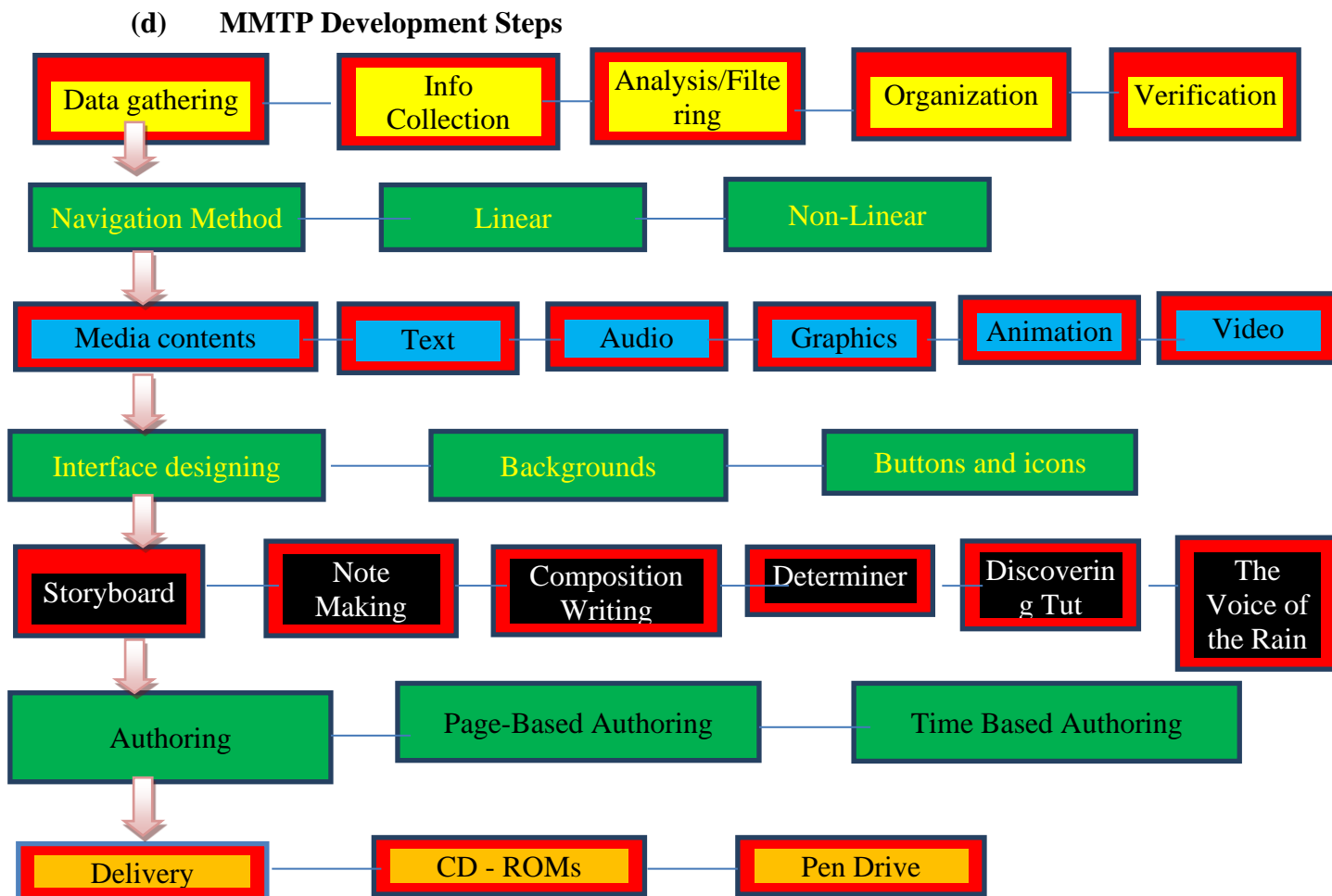


Fig. 2: MMTP Development Steps

### Test Administration

After selection of the sample and allocation of students to two instructional treatments, the experiment was conducted in three phases:

#### Phase I: Administration of Pre-Test

This phase involved administration of intelligence, S.E.S. and Achievement test to all the students of experimental and control groups and their scoring.

#### Phase II: Conducting the Instructional Programme

The instructional treatment was given for about 35 days which included 5 Multimedia Teaching Programme lessons to the experimental group, whereas the control group was taught by the usual teacher centered classroom method. Same content was taught to both the groups.

#### Phase III: Administration of the Post-Test

After completion of the experimental treatment, achievement test was administered to both the groups.

**Analysis of Results**

**Table 1: Mean and Mean Gain Scores of Class XI Students for all the five topics**

S. No.	Title	Group	Mean		Mean Gain
			Pre-Test (1)	Post- Test(2)	(2)-(1)
1.	Note-Making	Control	8.36	10.20	+1.84
		Experimental	8.36	14.72	+6.36
2.	Composition Writing	Control	8.36	10.20	+1.84
		Experimental	8.36	14.04	+5.68
3.	Determiners : Articles	Control	6.88	09.36	+2.48
		Experimental	6.88	13.08	+6.20
4.	Discovering Tut: The Saga Continues	Control	6.12	08.36	+2.24
		Experimental	6.12	12.68	+6.56
5.	The Voice of the Rain	Control	6.40	09.00	+2.60
		Experimental	6.04	13.00	+6.96

The Pre-test and post-test scores of experimental group and control group were obtained through an Achievement Test and were analysed for both the groups as presented in Table 1, which shows higher positive mean gain achievement for all the MMTPs, with a very high difference, indicating a significant gain in the achievement of class students when taught using MMTPs. Hence, it is inferred that the Multimedia Teaching Programmes prove useful in increasing the achievement level of class XI students and are quite effective for teaching of English. The results are presented in Table 2, Table 3 and Table 4 separately for control and experimental group.

**Table 2: Mean and Mean Gain Scores of Class XI (Control Group)**

S. No.	Title	Group	Mean		Mean Gain
			Pre-Test (1)	Post- Test (2)	(2) – (1)
1.	Note- Making	Control	8.36	10.20	+1.84
2.	Composition Writing	Control	8.36	10.20	+1.84
3.	Determiners : Articles	Control	6.88	9.36	+2.48
4.	Discovering Tut	Control	6.12	8.36	+2.24
5.	The Voice of the Rain	Control	6.40	9.00	+2.60
	<b>Average</b>	<b>Control</b>	<b>7.224</b>	<b>9.424</b>	<b>+2.2</b>

**Table 3: Mean and Mean Gain Scores of Class XI (Experimental Group)**

S. No.	Title	Group	Mean		Mean Gain
			Pre-Test (1)	Post-Test (2)	(2) - (1)
1.	Note-Making	Experimental	8.36	14.72	+6.32
2.	Composition Writing	Experimental	8.36	14.04	+5.68
3.	Determiners: Articles	Experimental	6.88	13.08	+6.20
4.	Discovering Tut	Experimental	6.12	12.68	+6.56
5.	The voice of the Rain	Experimental	6.04	13.00	+6.96
	<b>Average</b>	<b>Experimental</b>	<b>7.152</b>	<b>13.504</b>	<b>+6.352</b>

The data presented in Table 2 and Table 3 reveal that the maximum gain had been in the MMTP The voice of Rain (+6.96) and the minimum gain had been in the MMTP Composition Writing (+5.68). Findings of the experimental group give a clear picture of

greater improvement in post-test scores in the same topics after teaching with MMTP; it was found that earlier these students had scored very poorly in pre-test.

**Table: 4: Mean, Standard Deviation and ‘t’- value for difference in Pre –test and Post-test Mean Achievement Scores of Experimental and Control Group**

	Title	Group	Mean	SD	t-value
1.	Pre-Test	Experimental	7.152	3.11	0.0818*
		Control	7.224	3.11	
2.	Post-Test	Experiment	13.50	3.66	4.2276**
		Control	9.42	3.14	

\* Not Significant \*\* Significant at .01 level

From Table 4, it is evident that there is no significant difference between the pre-test mean scores of the control group and experiment group. Therefore, two groups are similar in terms of their pre-test performance before the application of the treatment. Hence, the control group and experimental group in the present study were matched before the experimental treatment, though the control group had a slightly higher mean score (7.224) in the pre-test than the experimental group (7.152).

Further, in the post-test, the mean score obtained by the experimental group (13.50) is higher than that obtained by control group (9.42). Hence, students of experimental group showed a tremendous improvement in their achievement scores after the intervention. Further, when the significance of the mean difference between the two groups was tested, t-value thus computed was 4.227 which are more than the table value at 0.01 level, indicating a significant difference between the mean post-test scores of experimental and control group.

On the basis of the results obtained from the analysis of the data, hypothesis H<sub>1</sub> of the study stands **retained** and H<sub>2</sub> stands **rejected**.

**Table: 5: ‘t’- value for Difference in Pre-test and Post-test Mean Gain Achievement Scores of Control and Experimental Group**

S. No	Title	Group	N	Mean	S.D	S.Em	‘t’ value	Level of Significance
1.	Note- Making	Experimental	25	6.36	1.07	.21	16.86	Significant
		Control	25	1.84	.80	.16		
2.	Composition Writing	Experimental	25	5.68	.98	.19	14.72	Significant
		Control	25	1.84	.85	.17		
3	Determiners: Articles	Experimental	25	6.20	1.52	.30	10.72	Significant
		Control	25	2.48	.82	.16		
4	Discovering Tut	Experimental	25	6.56	2.23	.44	9.29	Significant
		Control	25	2.20	.70	.14		
5	The Voice of the Rain	Experimental	25	6.60	1.871	.374	8.944	Significant
		Control	25	2.60	1.225	.245		
6	Total Mean Gain Achievement Scores	Experimental	25	31.40	3.78	.75	22.55	Significant
		Control	25	10.96	2.49	.49		

\* Significant at .01 level



Table 5 reveals that Experimental group achieve higher mean gain score (M=31.40) than the control group (M=10.96) on achievement test at post test stage. It is evident that t-value 22.55 for difference in the mean gain score of achievement of students of experimental and control group is significant at .01 levels. On the basis of the results obtained from the analysis, it can be concluded that teaching through multimedia teaching programmes is more effective than the traditional method in raising the achievement in English and hypothesis H<sub>3</sub> of the study framed earlier stands **rejected**.

### **Findings, Conclusion and Implications**

The findings of the study indicate that the students of experimental group, exposed to MMTP, gained much higher on all the five topics taken for teaching English than students of the control group. The results of the study are in consonance with the findings of the studies conducted by Aloraini (2012); Sharma and Pooja (2015); Sharma and Kiran (2016); Sharma and Priyamvada (2017) and Sharma & Pooja (2018). The two fold fundamental variables of the study obviously include: a) learning strategy, especially the MMTP; and (b) learning outcomes in terms of performance-Achievement. The rejection of both the hypotheses H<sub>2</sub> and H<sub>3</sub> prove the superiority of MMTP used teaching learning strategy which indeed has been the growing demand of the fast changing educational scenario today. This conclusion has apparently to suggest many an implication for the process of educators and learning outcomes for sustainable educational improvement.

### **Implications**

MMTP learning significantly improves the scores of the students of experimental group in their achievement and the method of Multimedia learning proves more meaningful and effective than the traditional learning method. The conclusions of the study express global concern for teaching of English in the developing and Third World countries where importance of English is currently growing and being felt under the impact of globalization, commercialization and westernization on education, culture and business entrepreneurship the world over.

Prima-facie, the main focus of the study addresses the multi-sensorial approach to innovative learning through (MMTP) for sustainable development of each and every individual learner in school as well as in knowledge and to be a technology based learning that the comity of nations seeks to build and survive.

The result of the study can also be interpreted in the context of global perspectives of education expressed by world organizations like UNESCO. The Multimedia Digital Learning Conference, held in United States in August 2006, with participants from different countries applauded multimedia as an appropriate delivery model for education, potential to cause excellence and landmark contribution to the cause of quality education. Thus, the global accolade of multimedia provide a robust platform to MMTP- based learning designed meticulously to meet the challenges of the new world order through the process of education.

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## **Educational Management: The Need of the Hour**

**Ms. Raskirat Kaur \***

### **Abstract**

*“When one teaches, two learn”*

**-Robert Heinsen**

Unlike learning, teaching is industrialized and mechanized which means it can be controlled. Being controlled means that it can be times, measured and observed. If we try to understand the real meaning of education, it is basically something that is an input to learning and not an output. Our educational system at this point of time is nevertheless produces an ounce of teaching and also an ounce of learning. Education is not only imparting knowledge but a huge part of it is also managing the way the knowledge is being imparted. Educational management is both a field of academic learning and a collective group of professionals that includes principals, heads, teachers and other education professionals. It is also defined as educational supervision. The present paper will be an attempt to overview the real meaning of education and also the need to understand the significance of managing the knowledge and information being passed. It also discusses how education not only has to manage academics but also to serve as an educator in the right way.

**Key words: Teaching, learning, education, educational management, educator.**

### **What is education?**

Spaced out from imparting the information and knowledge to one another, education is something that is contextual. The essence of education is that what the student actually wants and needs to learn. In all senses education is amazing that helps an individual to find a meaningful place in the community or society. Education nowadays has been reduced to discrete, often to unrelated parts in the form of subjects, grades, a set curriculum. As humans developed, cultures began to merge or else exist side by side, technologies advanced, and ideologies and beliefs change. Small communities that have embraced the changes in the wider societies are still being called postmodern societies. There has been a paradigm shift from teacher –centered i.e. teaching to student-centered i.e. to learning. Highlighting the significance of school culture, the most obvious way of starting to educate individual, Kaplan & Owings (2013) contend that school culture affects all aspects of school life such as, the ways its staff think, communicate and behave. In addition, they refer to the school culture's impact on its staff opportunities for professional growth. In the equivalent way how education affects our lives in whole can also be understood.

In reference to the failure of numerous instructive reforms to improve student wisdom significantly, Walker (2010) suggests examining schools' learning cultures as a necessary way to avoid the traditional lack of compatibility between the reform intentions and the entrenched teacher culture, which may affect achieving the reform aims seriously. Asserting the significance of this school leaders' proposed role, Nathalie & Swaleyah

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(2017, p.167) stated, "Educational leaders have to ensure that staff have the knowledge necessary for the job and help the organization reach its goals".

Education is about teaching, learning skills and knowledge. Education also means helping people to learn how to do things and encouraging them to think concerning what they learn. It is also important for educators to educate ways to find and use information. Through education, the knowledge of society, country, and of the world is passed on from generation to generation. In democracies, through education, children and adults are imaginary to learn how to be active and successful citizens. Education may help and guide individuals from one class to other. Educated individuals and groups can do things that the less educated cannot.

Education is a divine manifestation of perfection; it is the growth that is seen in a student to a perfect man, not measured merely by the marks scored. Education tries to develop creativity and inspires relationship. Education gives life a meaning, purpose, wholeness and peace. The word Education itself signifies its importance. Education deals with the aim to eradicate ignorance and illiteracy. It also develops a sense of discipline which of utmost importance to deal with life at all. With education comes a great sense of power which in turn gives one the power of understanding things and utilizing that power to the right sense. Because education cultivates a sense of curiosity and creativity, one acquires the quality of tolerance. It teaches us new thoughts that inculcate the interest for acquiring knowledge. With all the above stated qualities of education, one becomes noble and humble which is the growth that was mentioned above of when we see a student grow into a perfect human being.

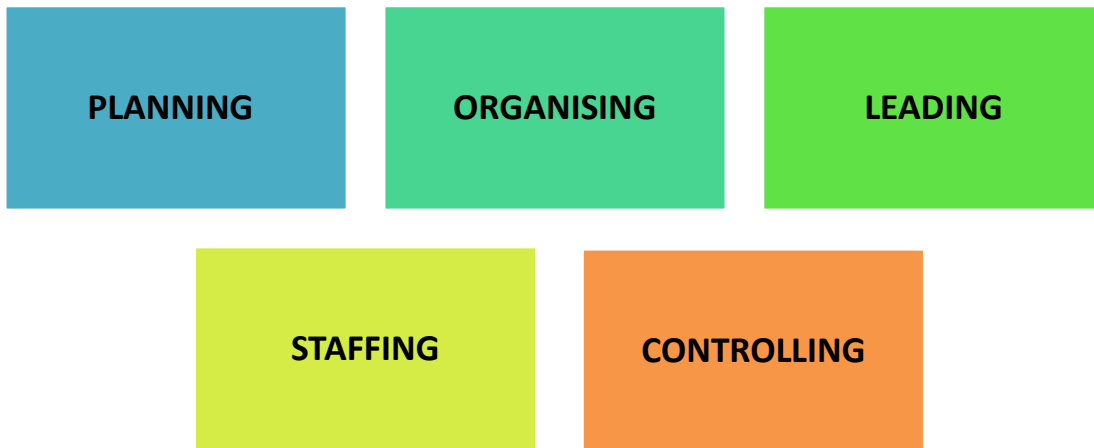
### **What is Management?**

Management is the process of planning, organizing controlling, evaluating and directing to accomplish predetermined objectives of an institution through coordinated use of human and material resources.

Management is the art/science:-

1. It is to getting things done at the first place.
2. It is to manage thing sand work in relation to other people.
3. Getting of things done, managing things within the budget.
4. Doing things adhering to the deadlines

In the academic discipline, management refers to a substantive body of knowledge of concepts, laws, theories and application put into practice It is to forecast and plan the work to be done. Management is also considered as the heart and science of decision making and leadership. Education is the provision of a series of learning experiences to students in order to impact knowledge, attitudes, values, skills and attitudes with the ultimate aim of making them productive members of the society. The following are the four functions of managements:-



**PLANNING:** - Planning can be understood as something that sketches a complete mental mapping of something that needs to be accomplished. It is the process of setting objectives and determining what needs to be done.

**ORGANISING:** - This function or characteristic of management is of utmost importance. It deals with putting the plan to use. It is the structuring and coordination with human resources for various tasks. Organizing is majorly based on the differentiation of the task which means the diffusion of responsibility.

**LEADING:** - Leading a team and managing a team is totally differentiated. Leadership is to find a path and managers follow that path that is goal directed.

**STAFFING:** - Staffing involves a lot of many tasks. They are in relation to recruitments, to select and orient the staff. It majorly involves assigning duties to the concerned staff member. With staffing the welfare of the staff is also taken care of.

**CONTROLLING:** - Controlling refers to the regulation of the tasks and operations specified in the plan. It is essential to ensure that the operations are directed towards the tasks involved in all senses.

Management is an integrating force in all organizational setups, be it education, corporate, small and large scale industries. It is management that regulates a man's productive activities through coordinated use of material resources. In the absence of leadership provided by the management process, the resources never get converted into production outcomes. Management has achieved an inevitable importance in today's time where there is so much to do. There is no shortage of time, the time has remained the same but because there is so much to do, and everything needs management. In the view of all domains there are life skills that are undertaken. These life skills include time management, stress management and emotional management. Mentioning these, the very gist of all of these is management itself. In all senses we are inevitably and intimately associated with management; the most omnipresent is the government, the schools and the hospitals. Medical care, education, irrigation, recreation, sanitation, lighting etc which are of typical concern of the individual and the family are now the domains of large organization. Management is the special organ of all kinds of organizations since they all need to utilize

their limited resources most efficiently and effectively in order to achieve the goals of the organization. Management is the most vital forces in on –going of the organizations. Effective management can not only produce more outputs with the available resources but also can expand tem through the better use of science and technology.

**Education and Management:**

"Educational management is the theory and practice of the organization and administration of existing educational establishments and systems."

As the name implies, educational management is an integral part of the educational organizations. There is no set definition of educational management because its development has drawn heavily on several disciplines like economics, political science and sociology. Most of the definitions of educational management which have been offered by write are partial because they reflect the particular sense of their authors.

An orderly way of doing things is referred to as management. It is basically to manage things without compromising to anything to a great extent. In operator terms, its is described as what is to be done, how is it to be done and how do we know when has something being done. It is a method of operation and not a mystique. Educational management is a body of educational doctrines; it comprises a number of principles and precepts that relates to teaching as well as learning. These principles are in a great relation to the principles of psychology, sociology and ethics. Psychological aspect of management is the the way we act upon something in order to manage it. Sociological aspect is how we manage things in relation to people and society. It deals with manpower management or interpersonal relationships as well. Ethics are a part of every discipline; they serve as a support system to all the principles of management as well as principles at a whole.

According to Galabawa (2003), quality and provision of education has to be planned from all standpoints:-

1. The infrastructure, the legal issues, the policy making and instructional arrangements.
2. The quality also includes from where the input is coming from which is students, teachers, learning and teaching materials.
3. Quality of educational processes which includes pedagogy and interaction.
4. Quality of outputs which includes utility of learning experiences and transition of graduates.

Education is the more than the transmission of knowledge and skills. There are some aspects that need to be developed, namely:-

1. Scientific rigor and forms of logical thinking
2. Cognitive independence
3. A comprehensive theoretical-practical, scientific –technical, socio-humanistic and cultural training.

Educational management basically focuses on the study of the theory of management sciences that describes the role and responsibilities of the educational manager. It also concerns to the development of managerial skills. Studying the educational surroundings up ant macro level, its principles, it goals, approaches and principles and also the processes of the institutional planning and educational institute at the micro level. Educational management aims at achieving institutional objectives. it also aims at improving the five processes mentioned above , namely planning,leadership,organizing ,implementing the goals of the organizing. The optimal operation of human capital (administrators, non-teaching staff, teaching staff and clerical). Educational management also deal with

enabling job satisfaction. The main crux of the current paper is managing the contents of educational institutions and also of educators to manage as to how to impart the education. Teaching profession is a demanding job that requires the ability to cope with everything and anything that comes to your path.

### **Conclusion**

Educational management has been amplifying to a vast arena which starts from right the commencement of planning until the final implementation of executing the map in accordance to the objectives of the organization. Educators not only have to pass on or give knowledge but also manage so as to how to impart this knowledge. The entire process of educational organization has to be purposive and practical. It focuses winning the attitude towards work and adopts practical measures to ensure that that the system of work functions competently and assists in the achievement of the aims of education thus benefiting the learners who are the main stakeholders in the educational organization. Educational management is mainly a human endeavor of properly setting up without emphasizing the rigid claim of mechanical and physical principles. Education is also fundamentally a social organization where interpersonal associations must play a major role. For the true success of educational management, there must be adequate freedom and suppleness on one hand and necessary discipline and decorum on the other hand in the educational institution.

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## **Trend in Area under sugar cane, Production and Yield in India (1995-1996 to 2014-2015)**

**M. DORAVELU\***

### **Abstract**

In India, India is a backbone of the Indian Economy; Most of the agriculture farmers are belong to agriculture sectors, sugarcane is the one the most important food and commercial crop in India, its production was concentrated spread all over the state, especially in Uttar Pradesh, Maharashtra, Karnataka, Tamil Nadu, Andhra Pradesh, due to some government influence policies and programs, Government of Karnataka has to received higher recorded price by the farmers are more profit compared to Maharashtra and Uttar Pradesh. The government of India was focused on the area of sugarcane, those who are cultivated sugarcane, to Increase double price of sugar cane, In order to they will get maximum profit, there is a significant contribution of sugar cane crops in India as well as state economies and overall development of sugarcane growing regions. The period of the study was 1995-96 to 2014-2015, the finding of the study, to maximum contribution of sugarcane production is 361037 Tonnes, the period of 2011-2012, and also that Yields cane per hectares was 71.7 percentages. Minimum Production of sugarcane was 233862 in Tonnes, and also that yields cane per hectares was 59.4 percentage, it was very less, the during period of 2003-2004. They concluded that this study provides the empirical evidence that climate factors have a non- linear relationship with sugarcane productivity.

**Key Words:** Area of sugarcane, Production, Yields

### **Introduction**

Sugarcane is an important commercial crop of the world. Sugarcane was first grown South East Asia and western India. Around 327 B.C. Sugarcane grown countries of the world are lying between the latitude 36.7 north and 31.0 south of the equator extending from tropical to subtropical zones. World-wide sugarcane occupies area 20.42 million hectare with a total production of 1333 million metric tons. Sugarcane area and productivity differ widely from country to country. Brazil has the highest area 5.343 million ha, with production of 386.2 million tons, and productivity 72.3 tons /ha, while Australia has highest productivity 85.1 tons/ha. Out of 121 sugarcane producing countries, fifteen countries accounted for (Brazil, India, China, Thailand, Pakistan, Mexico, Cuba, Columbia, Australia, USA, Philippines, South Africa, Argentina, Myanmar, and Bangladesh) 86 per cent of area and 87.1 per cent of production. In India the area under sugarcane cultivation are 4 million hectares and production to the tune of 300 million tons in 2016. Uttar Pradesh has the largest and leading area under sugarcane cultivation ie, 21 Lakh ha, total production is 1333 lakh tons. Out of the total white crystal sugar production approximately 70 per cent comes from sugarcane and 30 per cent from sugar beet. Sugarcane is a renewable, natural agricultural resource and provides sugar, besides biofuel, fibre, fertilizer and myriad of byproducts/co-products with ecological sustainability. Sugarcane juice is used as medicine

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and making white sugar, khandsari, Jaggery (Gur) and ethmol. The main by-products of sugar industry are bagasse and molasses.

### **Objective of the Study**

1. To analyze the growth trends in area, Production and yields and contribution of area, Yields and their interaction effect towards increasing the sugarcane production in India

### **II Review of Literature**

**Akwilin J.P.Tarimo et al. (1998<sup>1</sup>)** highlighted the ‘‘agronomic, production and marketing aspects of sugarcane in Tanzania’’, with special emphasis on the factors associated with variation in production during the past ten years. The annual production started to increase during the early 1990’s mainly in response to the favourable economic situation in the country following trade liberalization. The prices of agricultural commodities, including sugar, have increased sharply. More farmers have entered into the ‘‘contract grower’’ system of the sugar factories due to better prices of cane. Increased number of contract growers of sugarcane has greatly contributed to the observed increase in production of processed sugar during the 1990’s in all factories but Kagera Region. Despite the observed increase in sugar production in Tanzania, the commodity will remain out of reach of the majority of the population with very low income, particularly the rural farmers. It is recommended that the price of ex-factory sugar price be reviewed by an authorized body to reduce consumer prices where possible until such a time that increased supply would favourably regulate the price of the commodity. Sustainable sugar production in the country will depend on improved production technology, marketing and storage infrastructures at factories and regional centers. The current marketing infrastructure is laden with exorbitant storage over-heads which have to be paid by the end-consumers. Similarly, there is a need to strengthen research in the sugarcane industry to ensure availability of high-yielding, disease-and-pest resistant clones which are adapted to the Tanzanian soil and climate conditions.

**Abnave vikas .B (2015<sup>2</sup>)** in his research paper ‘‘Growth pattern and profitability of sugarcane cultivation in India: an analysis of Maharastra, Karnataka and uttarpradesh states’’ highlights the sugarcane cultivation. It estimates the profitability of sugarcane cultivation by adopting decomposition model. The profitability of sugarcane cultivation depends upon the government policies and programmes. The policies and programmes of Karnataka government has improved the profitability of the farmers of Karnataka than Maharastra. The reduction of operation cost of sugarcane cultivation increases the profitability. The paper suggested that apart from reducing the operation cost, farmers should harvest the sugarcane crop at than appropriate time and also adopt multiple cropping system to increases the profitability of sugarcane cultivation.

**R.P.Samui et al. (2014<sup>3</sup>)** highlighted the ‘‘A Critical Evaluation of Sugarcane Yield Variation as Influenced by Climatic Parameters in Uttar Pradesh and Maharashtra States of India’’. Both states have registered a considerable change in sugarcane production during last decades especially pre, post and green revolution period. Yield and production increased with considerable variation from one Agro climatic region to other and in almost all the sugarcane growing districts. The role of climatic parameters in contributing to higher/lower yield of sugarcane in the States of Uttar Pradesh (U.P) and Maharashtra has. The spatial variation of mean sugarcane yield in relation to mean meteorological parameters at each of the growth phases of sugarcane has also been studied. The study revealed that the variation of meteorological parameters at each of the growth states from

that of the optimum requirement are considerably higher in U.P. compared to that of Maharashtra. It is observed that the spatial variation of mean meteorological parameters played a crucial role in the variation of sugarcane yield in these two major Sugarcane growing States.

**Rajendra Gupta et al. (2015<sup>4</sup>)** studied the “Farmers’ participatory water saving research for enhanced sugarcane yield, water efficiency and knowledge enhancement of growers fields in Barabanki and Sitapur districts of Indian sub-tropics are discussed “. The study was initiated to enhance of-farm irrigation water use efficiency by demonstrating the water saving technologies to the sugarcane growing farmers; to refine the technologies as per farmers’ need for sustainable adoption and to enhance profitability and knowledge of the farmers. A total of 100 participatory research experiments on four water saving technologies viz., ring-pit method of cane planting, trash mulching, skip-furrow method of irrigation and Irrigation at Critical Growth Stages of sugarcane (ICGS) were conducted during the period 2008-2011. The results revealed significant increase in crop yield, irrigation water use efficiency, benefit-cost ratio and farmers’ knowledge. With participation of the farmers, scientists received first hand information about merits and demerits of the technologies and farmers also got the immediate answer to the problems faced by them. Knowledge of the farmers as well as technology adoption rate significantly improved due to technology demonstration. This supported the implementation of water saving technologies which translated into increased crop yield, irrigation water use efficiency, benefit-cost ratio and farmers’ knowledge. Farmers reported problems of lesser weed growth and also lesser crop lodging, difficulty in hoeing, weeding operation as furrows created hindrance and snakes in mulched fields. The results of the study indicate that compared to formal field trials, farmers’ participatory research can improve the effectiveness of technology development, raise adoption rates, strengthen farmers’ experimental capabilities and increase the payoff to agricultural research.

**R.K. Rout et al. (2015<sup>5</sup>)** discussed the “A Study on Farmer’s Perceptions and Constrains of Sugarcane Production: Evidence from village level study in Orissa” was undertaken with some specific objective of the study the status of sugarcane crop in the study area, to study the farmers’ perception regarding sugarcane production and to study the constrains faced by the farmer in the production of this crop. Both the primary and secondary data were used to serve the purpose this study. A sample of 160 farmers was randomly selected from two blocks i.e.

Dhenkanal and Kankadahad. The climatic constraints for sugarcane cultivation in Orrisa will continue to account for disparity in cane productivity and sugar recovery in this area. Farmers perception based on their experience indicates a good rating for quality of soil, but poor rating for water quality. But a gap was found to be existing between potential and realized yield. The constraints regarding the sugarcane cultivation were mainly related to the payment problems, there is no alternative sugar mill other than Shakti sugar mill, the long waiting period for the disposal of cane besides harassment of the farmers by the staff of sugar mill. The long distance between sugarcane growers of the study area and sugar mill has added to difficulties of sugarcane growers, which has led to decline in area under sugarcane.

**Ajay Kumar and Pritee Sharma (2014<sup>6</sup>)** analysed the relationship between “Climatic factors and sugarcane productivity in India”. The main objective of this paper is to estimates the impact of climatic and non-climatic factors on sugarcane productivity. The

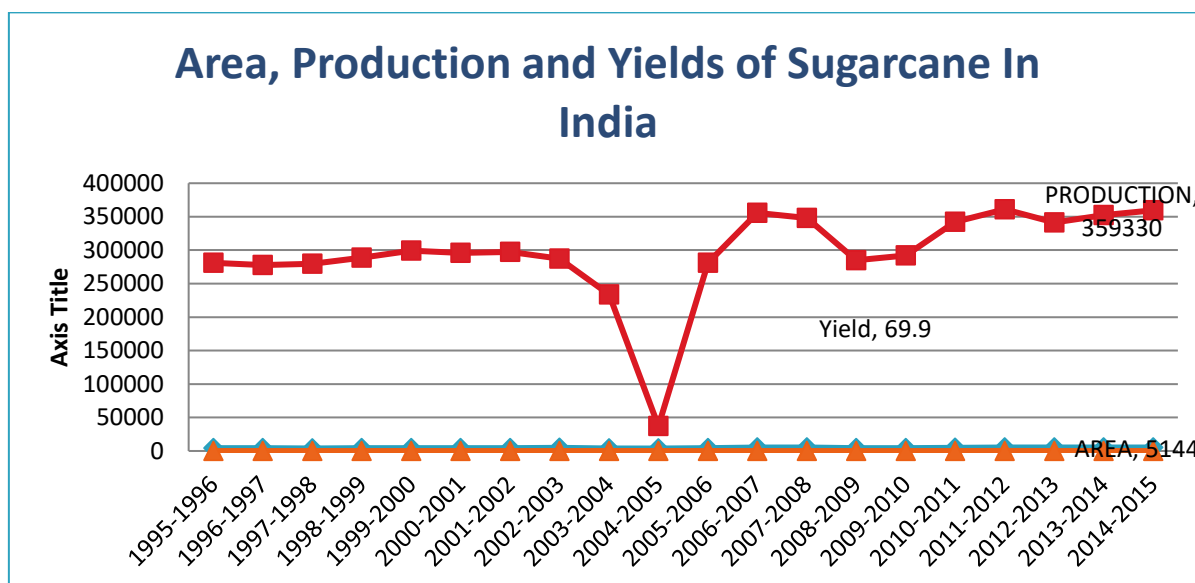
data set incorporates 390 observations corresponding to thirteen states with panel data for 30 years during 1980-2009. Average rainfall, average maximum and average minimum temperature include as climatic factors to capture the effect of climatic conditions on cane productivity. These climatic factors are incorporate for three weather seasons such as rainy, winter and summer. Empirical results based on Prais Winsten models with Panels Corrected Standard Errors (PCSEs) estimation shows that climatic factors i.e. actual rainfall, average maximum and average minimum and average minimum temperature have a statistically significant impact on sugarcane productivity. The climatic effect for various factors on cane productivity are varies within different seasons. Average maximum temperature in summer and average minimum temperature in rainy season have a negative and statistically significant effect on sugarcane productivity. While, sugarcane productivity positively get affect with increasing average maximum temperature in rainy season and winter seasons. The study concluded that there is non-linear relationship between climatic factors and sugarcane productivity in India.

**Research Methodology:** This study was conducted by the macro level; the period of the study was 1995-1996 to 2014-2015, we are using that trend line, bar Diagrams, collection of data collecting by the National Federation of cooperative sugar factories Ltd.

**Table 1.1 Area Under cultivation Sugarcane, Production, Yields (1995-2014)**

Year	Area Under sugarcane (hectares)	Production of sugarcane (tonnes)	Yield of cane per hectares tonnes
1995	4147	281100	67.8
1996	4174	277560	66.5
1997	3930	279541	71.1
1998	4055	288722	71.2
1999	4220	299324	70.9
2000	4316	295956	68.6
2001	4411	297208	67.4
2002	4520	287383	63.6
2003	3938	233862	59.4
2004	3662	37088	64.7
2005	4201	281172	66.9
2006	5151	355520	69.0
2007	5055	348188	68.9
2008	4415	285029	64.6
2009	4175	292302	70.0
2010	4886	342382	70.1
2011	5038	361037	71.7
2012	4998	341198	68.3
2013	4993	352141	70.5
2014	5144	359330	69.9

**Source: National Federation of cooperative sugar factories Ltd (2016)**



Expect in the period of 1995-96 to 2014-2015, there is a change in areas under sugar cane and production as well as yields, the marginally are increases and decrease in previous year. The 1995, 1996, 1997, 1998, 1999, 2000, the period which 2011 to 2014, maximum and minimum production of sugarcane and yield cane hectares. The value of Tonnes in 361037, 341198, 352141, 359330,

**Conclusion**

Sugar cane growth and area as well as yield were significantly influenced by the spatial variation of climatic parameters at all growth stages. Government policies should be help full in in cultivators of sugarcane farmers, therefore, government and sugar mills give more subsides for agriculture farmers, then only living condition of farmers are improvement in ordinary life, the government should come forwards increase higher level of price in sugarcane, They invested huge amount of money in the sugarcane, the government give first preference to loan agriculture farmers, rainfall, temperature, climate,

**Recommendation**

- ❖ To avoid the farmers suicide
- ❖ Increase double price of sugarcane
- ❖ Free loans, fertilizers, free seeds, free current services,
- ❖ Irrigation of development
- ❖ Avoidance of transportcost

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## **Constructing Meaning: An Approach to Learning**

**Prof. Arti Koul Kachroo\***

### ***Abstract***

*Quality Education is a concern in our country; innovative pedagogical interventions can be employed to overcome some of the ills of the present education system. Constructivist approach to teaching can be one among them. The constructive theorist consider students as active participants in learning as the students interact in a given learning environment with their previous , knowledge, understanding and belief. The student is considered to be as the creator of knowledge. The teacher as a coach and mentor who facilitates the knowledge creation through self-regulatory learning and reflection. The student owns the entitlement to his creation of his new learning. Assessment in this approach is process rather than a product.*

***Keywords: Quality, Education Construction, self-regulatory, reflective, ownership***

### **Introduction**

Indian education is in a crisis, the crisis is one of the of the quality of education at all levels of educational hierarchy—the criticism is that our students are not learning, what they should learn and why they should learn. The teachers in the system also are not very well acquainted with the pedagogies that are best suited for meaningful teaching & learning. What is worrying is that rote learning and memorisation has become the means and method to learning.

In the title essay, "What is Worth Teaching"? Prof. Krishan Kumar (1992) discusses the 'problem' of the curriculum, its dissociation from the child's immediate social, cultural and physical milieu. He rues the approach we have to curriculum in this country – "the problem of volume of content at any grade level does not originate in the so-called 'explosion of knowledge'.....it originates in the archaic notion of curriculum as a bag of facts and in the equally archaic view of teaching as a successful delivery of known facts. Unless we shed these notions and accept more modern, humanist concepts of curriculum and teaching, we are going to remain stuck as teachers with impossibly large syllabi and fat text-books to cover."

Learning is not just about how much is learnt (memorized), but the quality of what is learnt (understood), which means the purpose of learning is for an individual to construct his or her own meaning, not just memorize the "right" answers and regurgitate someone else's meaning.

The answer and the solution to improving the quality of teaching in the Indian classrooms lie partly in our teaching methodologies. Teaching and Learning should be helpful in creating and in generating ideas .It should provide opportunities for reflection and also help in building multiple perspectives, it should encourage entitlement and ownership to learning. Question of quality in education looms large over us. It can be partly addressed by adopting, innovative methodologies of teaching, constructivism being one of them.

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### **Constructivism --- A Historical Perspective**

Constructivist theory can be incorporated into the curriculum so that the students and those teachers create environments in which children can construct their own meanings and understandings (Zemelman, Daniels, and Hyde, 1993).

To understand this approach to teaching and learning, let's go to its history. The constructivist movement grew out of dissatisfaction with the traditional educational methods, where rote memorisation, reproducing of facts and division of knowledge into different subjects, led to a fragmented knowledge of the subject and as such the students could not relate and apply it to their daily life situations

The verb "to construct" originates from the Latin *construere*, which means to organize or give structure. Progressing, organizing (sorting out) is at the root of constructivism. In eastern culture the history of constructivism can be traced to Lao Tzu (sixth century BC) in China, and to Buddha (fifth century BC) in India.

In western societies, constructivists frequently follow their scholarly family history to Giambattista Vico (1668-1744), Immanuel Kant (1724-1804), Arthur Schopenhauer (1788-1860), and Hans Vaihinger (1852-1933). Vico had highlighted the part of imagination and fantasy in human adaptation. Kant emphasized the power of patterns in our thinking, and he regarded ideas as regulative principles in our experiencing. His "categories" were predecessors of what are now called "constructs" and "schema."

Hans Vaihinger taking a cue from some of Kant's ideas argued that the primary purpose of mind and mental processes is not to portray or project reality, but to navigate individuals through life circumstances. Vaihinger said that we live our lives by means of "functional fictions." This idea formed the cornerstone of Alfred Adler's theory of individual psychology. Vaihinger's work would also influence the later writings of 'personal construct' theorist George Kelly. William James also explored several constructivist themes, and he and several colleagues carried the curiosity of constructivism across the transition from the 19th to the 20th centuries.

Furthering the dynamic view of learning described by Johann Herbart (1776-1841), Piaget introduced a model of cognitive development in which balance was central. For Piaget the act of knowing was seen as a quest for a dynamic balance between what is familiar and what is novel. He opined that we organize our worlds by organizing ourselves. This theme of developmental self-organization pervades constructive views of human experience. A powerful theoretical presentation of constructivism was offered in Friedrich A. Hayek's (1952) book, *The Sensory Order*. In this treatise, Hayek showed that "much that we believe to know about the external world is, in fact, knowledge about ourselves, thus forming the premise of "constructivism". There are five distinct themes underlying the diversity of theories expressing constructivism. These themes are (1) active agency, (2) order, (3) self, (4) social symbolic relatedness, and (5) lifespan development. With different language and terminological preferences, constructivists have proposed, first, that human experiencing involves continuous active agency. Second comes the contention that much human activity is devoted to ordering processes – the organizational patterning of experience by means of tacit, emotional meaning making process. In a third common contention, constructivists argue that the organization of personal activity is fundamentally self-referent or recursive. This makes the body a fulcrum of experiencing, and it honours a deep phenomenological sense of selfhood or personal identity. But the self is not an isolated entity. Persons exist and grow in living webs of relationships. The fourth common theme of constructivism is

that individuals cannot be understood apart from their organic embeddedness in social and symbolic systems. Finally, all of this active, meaningful, and socially embedded self-organization reflects an on-going development flow, which may be a basis for the constructivism.

### **Constructivist classroom**

Constructivist approach is a major shift from the traditionalist approach to teaching and learning. Unlike traditional classroom, in a constructivist classroom the students are actively involved in the process of learning. Constructivism is best understood in terms of how individuals use information and resources and help others to build mental models and their problem solving strategies (Woolfolk, 2007).

1. In a constructivist classroom learning the learner has to put in use the sensory inputs he gets from the world and create something new for himself. The learning is not passive acceptance of ideas and the knowledge, but the learner has to actively engage with the world. (Dewey, 1987).
2. In the classroom, the constructivist notion of learning can include different practices of teaching and learning. In most general sense, it means encouraging the students to use active techniques to create more knowledge and then to reflect on their learning. The teacher has to make sure that the students pre-existing understanding and the conceptions guide him to the next activity and build his understanding on that activity. (Vygotsky, 1978).
3. The role of the teacher can also be seen as an active member in enabling the student to construct their own meaning of the knowledge. The constructive teacher facilitates students learning by involving the students in the strategies such as problem solving , inquiry based learning with which
4. The students learn by themselves, draw conclusions and inferences, and pool and construct their knowledge in a collaborative way.(Prawal,1999).
5. Basic to construction of meaning is mental activity: the construction of meaning happens in mind .Hands on activity may be necessary for learning, but it is not sufficient. Teachers provide activities which engage the mind of the students as well as their hands. This is called reflective teaching by Dewey (1983).
6. From constructivist point of view, learning is a social activity also. Learning is closely associated with the student's connection with other human beings-their peers, their teachers, their family members as well as a larger social environment. Dewey suggests that the education recognises the social aspect of learning and lays emphasis on conversation and interaction on others in learning. For him application of the learning in the life situations is Education, which he termed as progressive education.
7. Learning is contextual. Children don't learn isolated facts and theories that in some abstract way and separate from the lives of the rest of the world. It is important to connect the learning to the outside world, learning happens in relationship to what is known to them, what they believe in, their values, customs and traditions and also from their biases and prejudices. One needs existing knowledge to learn, implying that the existing knowledge forms the foundation of the edifice of new knowledge. Therefore for teaching effort should be made to connect the teaching to the state of the learner and it will help the student to navigate through the subject keeping in mind the previous knowledge of the subject. (Vygotsky, 1978).



For the constructivist learning is not immediate and instant, for learning to happen one need to revisit the ideas, explore them, try them and use them and this learning lasts for ages.

### **Constructivist assessment**

Constructivists believe that assessment should be a tool to enhance both the students learning and teachers' understanding of student's level of learning.

Moreover it should not as a tool for making some students feel good about their progress and for some it should not be the cause of demotivation. As Rowntree (1987) points out, the assessment should help students to assess their strengths and weaknesses and improve the chances of learning and that might eventually lead to much deeper levels of learning. Timely feedback regulates and enhances the learning. Chamberlain, Dison and Button (1998), providing students with specific, meaningful and timely feedback has a positive impact on their achievement and enhanced their learning. (Ramsden, 1992). However, students own reflection should become a vital parameter for assessing their learning. Reflective journals can be used to assess their critical thinking and analysis.

Following points may be kept in mind while assessing a student:

1. The assessment should take into account quality and quantity of effort.
2. Coverage of content knowledge.
3. Achievement of goals and objectives.
4. Use of appropriate cognitive processes to assess deep learning. Cognitive terminology such as "classify", "analyse", "predict", "create" etc. might be used while framing the tasks. Assessment should be participatory, democratic, collaborative, process oriented with a focus on self-evaluation, peer review; reflective thinking. Bednar (1991) suggests two ways of constructive assessment, first is how well a student functions in a particular learning situation and do they apply whatever is learnt in order to solve their problems. The second focus is on the reflective thought process and the documentation of this process that was used to solve a problem. In this scenario, the product is less important than the process used to develop that product. In short assessment of the students should be a journey rather than a destination.

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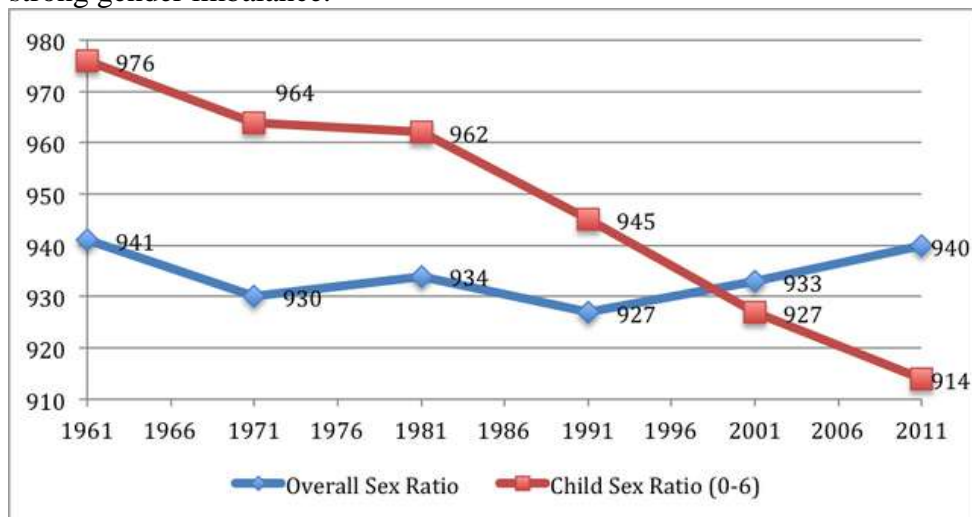
## **Gender Discrimination and Social Norms In India**

**Dr. M.P Baligar \***

Gender inequality in India is a widely discussed topic by researchers as well as media (Sen, 2001 presents an overview). As the country's economic and social indicators improve, there is an increasing demand for ending the discrimination against women. Research on the potential causes for gender inequality points towards social norms as a possible cause (for example, Vlassoff 2013). However, it is often not known or exhaustively described what exactly are the social norms that affect an average woman's life in India over her lifetime? We try to throw some light on this by charting an average Indian woman's life in terms of her outcomes and the norms that affect her. Does the discrimination that begins in the womb continue through the woman's life? And, are the social norms indicative of such discrimination?

The India Human Development Survey (IHDS) is a nationally representative survey that allows us to paint a picture of the average Indian woman over her lifetime. The survey is administered to 41,554 households (64% rural) with the section on gender issues administered to a married woman between ages 15 to 49. I use the first wave of the survey (2005) to study the data from the point of view of the women.

Let us start with the sex ratio, which is defined as the number of females per thousand males. The graph below plots the overall sex ratio for the whole population of India, and the child sex ratio for children between ages 0 to 6 using the census data [ii]. The world average for the overall sex ratio and child sex ratio is 1030 and 952 respectively. These drop to 940 and 914 respectively for India according to the last census, pointing towards a strong gender imbalance.



The growing literature on the sex ratio points towards son preference which leads to female foeticide, and discrimination in child health care as a primary reason for this disappointing trend. For the girls who are born and survive, papers find that parental investment is lower

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than for boys. For example, Barcellos et al (2012) find that boys receive significantly more childcare time and health resources than girls. And, in the IHDS data we note that the annual amount of money spent on education of boys is 20% more than that of girls.

The table below shows the time-use of children under 15 years in rural areas. The time spent by girls on collecting water and fuel is much higher than that spent by boys even though the farm-work time is almost equal for both.

	Girls-rural	Boys-rural
Time spent collecting water (minutes per day)	11.7	5.5
Time spent collecting fuel (minutes per week)	22.3	14
Time spent working on farm (hours per day)	3.5	3.4

In terms of education of the whole population, 44% of women have no education at all compared to 29% of men. If we look at the years of schooling completed then we note that 9% of women and 15% of men have more than 10 years of education. The average age of marriage for women is 17 years in rural areas, 18.6 in urban, and 16.8 in urban slums. 50% of the women across the country get married between the ages of 15-18 years. We don't observe the age of marriage of the men, but we note that on average husbands are 5 years older than their wives. With majority of women getting married below or around the legal marriage age of 18 years, education is often not a priority for the women.

The wedding ceremony is an integral part of Indian customs, and all wedding expenses are usually paid by the parents (and not the bride/groom). The wedding can comprise many events with the main one being covered by the bride's family. In the data the average expenditure of the boy's family in both rural and urban areas is 4 times the annual household income, while for the girl's family it is 6.5 times in rural and 7.4 times in urban areas. Apart from this it is common for the girl's family to give gifts (dowry is banned by law) at the time of wedding that on average is 2 times the annual household income in rural and equal to the annual household income in the urban areas. This does not include gifts given in the form of gold, silver, land, car etc. These wedding customs often inculcate the perception of the daughter as a liability for the family especially as the parents do not expect any financial or old-age support from their daughter after marriage.

Next we look at how the marriage matching happens in India. 65% of the women report knowing their husband only on the wedding day, 10% less than one month and only 11% more than one year before the marriage. Around 60% say they had no choice in the decision of whom to marry. The fact that the woman does not know the spouse before marriage holds for the man too. However, what is crucial to note is that the most common living arrangement after marriage, 90% in our dataset, is that of the newly married couple living with the man's family. This implies that the woman goes into a completely new household. Visiting her natal family is not a very regular affair with 70% reporting visiting their natal family only one to three times a year.

Looking at variables on decision-making we find that for the decision of how many children to have, 20% report having the most say while 75% report their husband having

the most say. 74% have to ask for permission to go to the local health clinic. Female sterilization is the most common method of contraception with 67% of women in rural and 60% in urban areas reporting it as the primary method used.

Traditionally, only the sons could inherit property and assets. Though the inheritance law has been changed over the years, in practice it is still common that the daughter does not inherit anything. Only 15% women have a bank account in rural areas compared to 31% men. This disparity exists in urban areas too with 30% women and 53% men having a bank account. In addition, only 15% women in rural and urban areas have their name on house ownership or rental papers. The labour force participation rate (ratio between the labour force and the overall size of the 15-60 years cohort) for women is 50% in rural and 24% in urban areas, while for men it is 86% and 79% respectively. Out of these working women, only 20% are employed in jobs with a fixed wage/salary compared to 53% men.

In the analysis of the marital status we note that the reported divorce/separation rate is low in India with only 0.4% currently separated at time of the survey. 8% of women report being currently widowed compared to 2% of the men. A higher percentage of widowed women compared to men is expected as women live longer. However, in addition we observe that 4% and 2.4% of men have married more than once in rural and urban areas respectively, while these numbers are lower for women at 1.3% and 0.6%. These points towards tougher remarriage for women.

Finally we touch upon one of the main reasons cited for son-preference in India. Majority of Indians expect their son to financially support them during old age with 80% reporting such an expectation compared to 6% who expect their daughter to support them. This implies that in a country with low social security and pension coverage, sons are considered as a necessity for the security of parents in their old age.

From the simple analysis presented here we can note two things. First, there is discrimination against the average woman in India at various stages of her life. Second, we note that different social norms affect her differently than how they affect men. This leads to many open and challenging questions. Do these social norms actually cause the gender discrimination? For example, does paying for the wedding ceremonies lead parents to prefer sons and explain differential investments on children? If these norms matter, then how do they evolve? Can we target those using public policies? There is an immediate need to further our understanding on these topics to end any form of discrimination based on gender.

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## वैदिक ऋषियों का आरोग्य चिन्तन

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हम भारतीयों का बहुत बड़ा सौभाग्य है कि हमारा जन्म उस धरा पर हुआ है जहां ऋषियों - मुनियों ने हजारों वर्षों तक अपनी तपस्याओं से , अपनी निरन्तर साधनाओं से , इस भू को पवित्र बनाया तथा अपने अनुभवों को शाब्दिक रूप देकर धार्मिक ग्रन्थों की रचना की । ऋषियों ने प्रकृति की उन शक्तियों का अनुभव किया जो अदृश्य थीं । उन्होंने वायु ,जल,सूर्यादि प्राकृतिक तत्वों में चेतनता अनुभव की ।उन्हें देवता मानकर उनकी स्तुति तथा यजन भी किया । उनकी इन्हीं स्तुतियों ने विश्व के सर्वप्राचीन काव्य का रूप प्राप्त किया । जिन्हें ऋग्वेद,यजुर्वेद,सामवेद,तथा अथर्ववेद के नाम से जाना जाता है ।

#### **वेदों का पौरुषेयत्व और अपौरुषेयत्व**

वेदों की रचना के संबंध में दो विचारधाराएँ दृष्टिगोचर होती हैं कि वेद पौरुषेय हैं या अपौरुषेय । प्रथम विचारधारा के अनुसार वेदों की रचना जैसे ही वैदिक कालीन वसिष्ठ , विश्वामित्र आदि ऋषियों द्वारा की गई है , जैसे कालिदास, भवभूति , भासादि महाकवियों ने संस्कृत काव्यों की रचना की है। इस दृष्टि से वेद प्राचीन कालीन आर्यों द्वारा रचा गया काव्य सिद्ध होते हैं । प्रायः सभी पाश्चात्य विद्वान्तथा कुछ भारतीय विद्वान् भी वेदों को प्राचीन काव्य के रूप में ही स्वीकार करते हैं । जिनमें ऋग्वेद को विश्व का सबसे प्राचीन काव्य मानते हैं । विभिन्न मतों के अनुसार इनका रचना काल 6000 ई.पू. से लेकर 1000 ई.पूर्व तक का माना गया है ।

द्वितीय विचारधारा के अनुसार वेदों की रचना किसी पुरुष द्वारा नहीं की गई है अपितु उन्हें स्वयं ईश्वर ने ही रचा है। वेद मंत्रों के साथ जिन ऋषियों का नाम लिखा हुआ प्राप्त होता है वे ऋषि उन मंत्रों के द्रष्टा ही थे रचयिता नहीं थे । ऋषियों को उन मंत्रों की अनुभूति ईश्वर द्वारा ही हुई थी । 'ऋषयो मन्त्रद्रष्टारः'इसी लिए ही कहा जाता है। यह कहना अनुचित नहीं होगा कि विश्व का सम्पूर्ण ज्ञान चारों वेदों में प्राप्त होता है । इन के अध्ययन से तात्कालीन भारत की सामाजिक, आर्थिक, राजनैतिक, धार्मिक, दार्शनिक, वैज्ञानिक , स्वास्थ्यदि से संबन्धित परिस्थितियों का ज्ञान होता है । अतः हम यहाँ विषयानुकूल तात्कालिक ऋषियों के आरोग्य चिन्तन पर ही प्रकाश डालते हैं।

तात्कालीन ऋषि अपने स्वास्थ्य के प्रति अत्यंत चिंतित थे । 'शरीरमाद्यं खलु धर्मसाधानम्'अर्थात्'शरीर का नीरोग रहना धर्म का प्रथम साधन है' । यह उक्ति यही सिद्ध करती है कि ऋषि सैंकड़ों वर्षों तक अपने शरीर को योगासन , प्राणायाम, दिव्यौषधियों आदि के प्रयोगों से अपनी निरन्तर सुव्यवस्थित दिनचर्या से स्वस्थ रखते थे । शतायु बनने की कमाना को प्रकट करता यह निम्नलिखित मन्त्र इसी ओर संकेत करता है

पश्येम शरदः शतं जीवेम शरदः शतं शृणुयाम शरदः शतं .

प्र ब्रवाम शरदः शतमदीनाः स्याम शरदः शतं भूयश्च शरदः शतात् ॥†

\* एस.आर.पी.ए.बी.कालेज,पठानकोट ।

†यजुर्वेद - 36/24 ॥

अर्थात् हम सौ वर्षों तक देखें, सौ वर्षों तक जीयें, सौ वर्षों तक सुनें, सौ वर्षों तक हमारी वाक् शक्ति बनी रहे, सौ वर्षों तक हम स्वावलम्बी बने रहें । अर्थात् हम किसी के आश्रित रहकर जीवन न व्यतीत करें । दीर्घ जीवन की प्राप्ति की कामना के लिए अथर्ववेद से एक अन्य मन्त्र द्रष्टव्य है -

**स्तुता मया वरदा वेदमाता प्र चोदयन्तां पावमानी द्विजानाम् ।**

**आयुः प्राणं प्रजां पशुं कीर्तिं द्रविणं ब्रह्मवर्चसम् ।**

**मह्यं दत्त्वा व्रजत ब्रह्मलोकम् ॥ ‡**

अर्थात्ब्राह्मणों को पवित्र करने वाली, वरदान देने वाली, वेद माता गायत्री की हम स्तुति करते हैं । वे हमें आयु, प्राण, प्रजा, पशु, यश, धनऔर ब्रह्म तेज प्रदान करके ब्रह्म लोक में जाएँ । मृत्यु को दूर करने के लिए ब्रह्मचर्य का पालन करने का निर्देश निम्नांकित मंत्र से प्राप्त होता है -

**ब्रह्मचर्येण तपसा देवा मृत्युमपाघ्नत ।**

**इन्द्रो ह ब्रह्मचर्येण देवभ्यः स्वराभरत् ॥§**

अर्थात् ब्रह्मचर्य रूपी तप से विद्वानों ने मृत्यु को दूर हटा दिया । इन्द्र ने भी ब्रह्मचर्य के प्रताप से देवताओं को सुख और तेज प्रदान किया ।

वैदिक ऋषि प्राकृतिक चिकित्सा से भी अपने शरीर को स्वस्थ रखते थे । इसका भी प्रमाण वेदों के अध्ययन से होता है । प्राकृतिक चिकित्सा में - सूर्य-किरण चिकित्सा, वायु-चिकित्सा, अग्नि-चिकित्सा, जल-चिकित्सा, यज्ञ-चिकित्सा आदि का उल्लेख प्राप्त होता है ।

वेदों में बाल सूर्य की किरणों का बहुत महत्व वर्णित किया गया है। अथर्ववेद के एक मंत्र के अनुसार 'उदित होता हुआ सूर्य मृत्यु के सभी कारणों को नष्ट करता है' ।\*\*

ऋग्वेद में भी ऐसा ही संकेत प्राप्त होता है कि- 'उदित होता हुआ सूर्य हृदय के सभी रोगों को , पीलिया और रक्ताल्पता को दूर करता है '।\*\*अथर्ववेद के नवम कांड के आठवें सूक्त के लगभग 22 मंत्रों में सूर्यकिरण-चिकित्सा से ठीक होने वाले रोगों के विषय में कहा है जो सूर्य के उदय होने पर नष्ट हो जाते हैं । जो रोग इस प्रकार हैं- सिर-दर्द, कान-दर्द, रक्त की कमी, सभी प्रकार के सिर के रोग, बहरापन, अन्धापन, शरीर में किसी भी प्रकार का दर्द , पीलिया, जलोदर, पेट के विविध रोग, विषका प्रभाव, वातरोग, कफज रोग, मूत्र रोग, आँख की पीड़ा, फेफड़ों के रोग, हड्डी पसली के रोग, आंत के रोग, यक्ष्मा, घाव, रीढ़ की हड्डी, घुटना, कूल्हेके रोग आदि ।

अथर्ववेद के अनुसार सूर्य के प्रकाश में रहना अमृत के लोक में रहने के तुल्य है ।\*\*यदि मृत्यु के बंधनों को तोड़ना है तो सूर्य के प्रकाश से अपना सम्बंध बनाए रखें ।§§

प्रकृति के द्वारा उपचार करने का अन्य मंत्र अधोलिखित रूप से वर्णित है -

**उपह्वरे गिरीणां संगथे च नदीनाम् ।**

**धिया विप्रो अजायत ॥\*\*\***

‡अथर्ववेद - 19/71/1 ॥

§अथर्ववेद - 11/5/19 ॥

\*\*उद्यन्तसूर्यो नुदतां मृत्युपाशान् । - अथर्ववेद -17/1/30

††उद्यन्नदय मित्रमह आरोहन्नुतरां दिवम् ।

हृदयरोगं मम सूर्य हरिमाणं च नाशय ॥ ऋग्वेद- 1/50/11 ॥

‡‡सूर्यस्य भागे अमृतस्य लोके । अथर्ववेद - 8/1/1 ॥

§§मृत्योः पृथ्वीशं अवमुञ्चमानः । मा च्छित्था.....सूर्यस्य सदृशः ॥ अथर्ववेद - 8/1/4 ॥

\*\*\*ऋग्वेद - 8/6/28 ॥

अर्थात् पर्वतों की उपत्यकाओं में तथा नदियों के संगम स्थल पर प्रकृति की छटा अवर्णनीय होती है । यहाँ विचरण करने वाले अपनी बुद्धियों का विकास कराते हैं ।

शरीर को स्वस्थ रखने के लिए शुद्ध पुष्टिदायक, रोग नाशक, अन्न तथा जल का सेवन आवश्यक है । जल के विषय में वेद कहता है कि -

**आपो हि ष्ठा मयोभुवस्ता न ऊर्जे दधातन ।**

**महे रणाय चक्षसे ॥ \*\*\***

अन्न विषयक एक अन्य मंत्र निम्नांकित है -

**अन्नपतेऽन्नस्य नो देह्यनमीवस्य शुष्मिणः ।**

**प्र प्र दातारं तारिष ऊर्जे नो धेहि द्विपदे चतुष्पदे ॥ \*\*\***

अर्थात् आन्नपति परमात्मा ही हैं । वे ही हमें रोग रहित तथा बलवर्द्धक अन्न प्रदान करते हैं । वे इतने उदार तथा समदर्शी हैं कि दो पैरों वाले मनुष्यों तथा चार पैरों वाले जानवरों , इन सभी प्राणियों को अन्न प्रदान करते हैं ।

भोजन सम्बन्धी एक अन्य मंत्र ऋग्वेद में भी द्रष्टव्य है -

**मोघमन्नं विन्दते अप्रचेताः सत्यं ब्रवीमि वध इत् स तस्य ।**

**नार्थमणं पुष्यति नो सखायं केवलाघो भवति केवलादी ॥ \$\$\$**

अर्थात् अकेला खाने वाला, अन्यों को भोजन से वञ्चित रखने वाला वास्तव में पाप ही खाता है । ऐसा स्वार्थी व्यक्ति न तो स्वयं को पोषित करता है और न ही अपने मित्रों को पुष्ट करता है ।

अथर्ववेद में रोग, रोग के कारणों , उनके निवारणों , उपायों , रोग नाशक औषधियों एवं वनस्पतियों तथा रोग को दूर करने वाले वैद्यों आदि की विस्तृत चर्चा मिलती है । ये सभी प्रकरण शारीरिक स्वास्थ्य से ही सम्बद्ध हैं। अथर्ववेद में ही अष्टांग के विषय यत्र-तत्र दृष्टिगोचर होते हैं , जो संक्षिप्त रूप में इस प्रकार वर्णित हैं - शल्य,शालाक्य,काय-चिकित्सा, भूत-विद्या, कौमार-भृत्य, अगड-तन्त्र, रसायन, वाजीकरण ।

वैदिक काल में देव वैद्यों अश्विनी कुमारों का भी उल्लेख मिलता है जो तात्कालिक ऋषियों के हर प्रकार के शारीरिक कष्टों को दूर करते थे । अश्विनी कुमारों द्वारा च्यवन ऋषि को वृद्ध से युवा बनाकर उनके मन और शरीर में नई चेतना का संचार किए जाने का प्रमाण ऋग्वेद में प्राप्त होता है । यथा-

**युवं च्यवानमश्विना जरन्तं पुनर्युवानं चक्रथुः शचीभिः ॥ \*\*\*\***

अर्थात् हे अश्विनी कुमारो ! तुम दोनों ने भैषज्यरूप कार्य के द्वारा बूढ़े च्यवन ऋषि को फिर से जवान किया था ।

वन्दन ऋषि की उम्र बढ़ती चली जा रही थी । उन्हें बुढ़ापा आ गया था , जिस कारण उनका चलना फिरना कठिन होने लगा था । तब उन्होंने अश्विनी कुमारों से प्रार्थना की कि वे उनके बुढ़ापे को हटा दें । परम दयालु अश्विनी कुमारों ने उनकी प्रार्थना सुन ली और शीघ्र ही उनके पास आ गए । फिर उन्होंने वन्दन ऋषि के शरीर के शिथिल अंगों को वैसे ही नया बना दिया जैसे कोई शिल्पी पुराने रथ को उसके अवयवों को इधर-उधर घटा-बढ़ाकर नया बना देता है ।\*\*\*\*

\*\*\*यजुर्वेद - 11/50 ॥

\*\*\*यजुर्वेद - 11/83 ॥

\$\$\$ऋग्वेद - 10/117/6 ॥

\*\*\*\*ऋग्वेद 1/117/13 ॥

\*\*\*\*ऋग्वेद 1/119/7 ॥



शत्रुओं ने श्याव ऋषि के शरीर को काटकर अलग कर दिया था। अश्विनी कुमारों ने तीन टुकड़ों को जोड़कर उन्हें पुनः जीवित कर दिया । \*\*\*\* सुयोग्य नामक राजा की पत्नी विशपला की युद्ध में शत्रुओं ने उसकी जांघ काटकर अलग कर दी थी । अश्विनी कुमारों ने विशपला को लोहे की जांघ लगा दी तथा तुरंत ही इस योग्य बना दिया कि वह चलाने फिरने लगी । \*\*\*\*

ऋग्वेद में नेत्र रोगों की चिकित्सा विषयक मंत्र भी प्राप्त होते हैं । असुरों ने कण्व ऋषि की आँखों को आग से झुलसा दिया था । वे कुछ भी नहीं देख पाते थे । अश्विनीकुमारों ने उनकी भी आँखें ठीक कर दीं थीं ।

अथर्ववेद के चतुर्थ काण्ड का 13वाँ सूक्त तथा ऋग्वेद के दशम मण्डल का 137वाँ सूक्त रोग-निवारण-सूक्त के नाम से प्रसिद्ध है । अथर्ववेद में अनुष्टुप् छन्द के इस सूक्त के ऋषि शन्ताति तथा देवता चन्द्रमा एवं विश्वेदेवा हैं । जब कि ऋग्वेद में प्रथम मंत्र के ऋषि भरद्वाज, द्वितीय के कश्यप, तृतीय के गौतम, चतुर्थ के अत्रि, पञ्चम के विश्वामित्र, षष्ठ के जमदग्नि तथा सप्तम के ऋषि वसिष्ठ हैं और देवता विश्वेदेवा हैं । इस सूक्त में रोग मुक्ति के लिए ही देवों से प्रार्थना की है जो मंत्र अधोलिखित हैं -

उत देवा अवहितं देवा उन्नयथा पुनः ।

उतागश्चक्रुषं देवा देवा जीवयथा पुनः ॥ \*\*\*\*

अर्थात् हे देवो ! हे देवो ! आप नीचे गिरे हुए को फिर निश्चय पूर्वक ऊपर उठाएँ । हे देवो ! हे देवो ! और पाप करने वाले को भी फिर जीवित करें , जीवित करें ।

द्वाविमौ वातौ वात आ सिन्धोरा परावतः ।

दक्षं ते अन्य आवातु व्यन्यो वातु यद्रपः ॥ \*\*\*\*

अर्थात् ये दो वायु हैं । समुद्र से आने वाला पहला वायु है और दूर भूमि पर से आने वाला दूसरा वायु है । इन में से एक वायु तुम्हारे पास बल ले आए तथा वायु जो दोष है उसे दूर करे ।

आ वात वाहि भेषजं वि वात वाहि यद्रपः ।

त्वं हि विश्वभेषज देवानां दूत ईयसे ॥ \*\*\*\*

अर्थात् हे वायु ! औषधि यहाँ ले आओ । हे वायु ! जो दोष है , वह दूर करो । हे सम्पूर्ण औषधियों को साथ रखने वाले वायु ! निःसंदेह तू देवों का दूत-जैसा होकर चलता है , जाता है , प्रवाहित है ।

त्रायन्तामिमं देवास्त्रायन्तां मरुतां गणाः ।

त्रायन्तां विश्वा भूतानि यथायमरपा असत् ॥ \*\*\*\*

अर्थात् हे देवो ! इस रोगी की रक्षा करें । हे मरुतों के समूहो ! रक्षा करें ! सब प्राणी रक्षा करें । जिस से यह रोगी रोग-दोष रहित हो जाए ।

आ त्वागमं शांतातिभिरथो अरिष्टतातिभिः ।

दक्षं त उग्रमाभारिषं परा यक्ष्मं सुवामि ते ॥ \*\*\*\*

\*\*\*\*ऋग्वेद 1/117/9 ॥

\*\*\*\*ऋग्वेद 1/116/15 ॥

\*\*\*\*ऋग्वेद 1/118/7 ॥

\*\*\*\*ऋग्वेद 10/137/1 ॥

\*\*\*\*ऋग्वेद 10/137/2 ॥

\*\*\*\*ऋग्वेद 10/137/3 ॥

\*\*\*\*ऋग्वेद 10/137/4 ॥

\*\*\*\*ऋग्वेद 10/137/5 ॥

अर्थात् आपके पास शांति फैलाने वाले तथा अविनाशी साधनों के साथ आया हूँ । तेरे लिए प्रचण्ड बल भर देता हूँ । तेरे रोग को दूर कर भागा देता हूँ ।

**अयं मे हस्तो भगवानयं मे भगवत्तरः ।**

**अयं मे विश्वभेषजोऽयं शिवाभिमर्शनः ॥ \*\*\*\*\***

अर्थात् मेरा यह हाथ भाग्यवान है । मेरा यह हाथ अधिक भाग्यशाली है । मेरा यह हाथ सब औषधियों से युक्त है और मेरा यह हाथ शुभ स्पर्श देने वाला है ।

**हस्ताभ्यां दशशाखाभ्यां जिहवा वाचः पुरोगवी ।**

**अनामयित्नुभ्यां हस्ताभ्यां ताभ्यां त्वाभिः मृशामसि ॥ §§§§§§**

अर्थात् दस शाखा वाले दोनों हाथों के साथ वाणी को आगे प्रेरणा करने वाली मेरी जीभ है । उन नीरोग करने वाले दोनों हाथों से तुझे हम स्पर्श करते हैं ।

#### **उपसंहार**

वेदों के पौरुषेयत्व तथा अपौरुषेयत्व के द्वन्द्व को छोड़कर यदि इन में समस्त ब्रह्माण्ड-विषयक ज्ञान का अन्वेषण किया जाये तो कोई भी विषय अथवा क्षेत्र नहीं है जो इन से अछूता हो । वैदिक ऋषि जहां धार्मिक, दार्शनिक, वैज्ञानिक आदि चिन्तन रखते थे वहीं दूसरी ओर अपने शरीर को नीरोग तथा दीर्घायु रखने में प्रयासरत थे । उनका इस प्रकार आरोग्य के प्रति चिंतित होना ही आधुनिक काल तक हजारों वर्षों से सम्पूर्ण विश्व के लिए प्रेरणा-स्रोत सिद्ध हुआ है और आगे भी कल्पान्त तक रहेगा । जो भारत वर्ष के लिए अत्यन्त गर्व की बात है ।

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## **Study of Some Historical Monuments in Srinagar City**

**Sayar Ahmad Dar and A. S. Arya\***

### **Abstract**

*The history of any area is an indication of the rich past of that place. The historical monuments of Srinagar are a reflection of the rich heritage and culture of the city. These buildings are true representation of the style, era of construction and designing. The beautiful motifs engraved in these historical monuments represent the quality of craftsmanship as well as the hard work that has been done in the past by different Kings. These buildings are built of stones that are crafted into some beautiful pieces of art, long before technology is really appreciable. The great planning in these monuments gives an idea about the art and architect of the past, even without the use of major software's that are used today for design. The historical monuments are true representation of art, craft, planning and vision that were used by the rulers. However, today these monuments are not in its original position due to the conditions prevailing in the valley and the negligence of concerned authority.*

**Keywords:** Monuments, heritage, culture, planning, history

### **Introduction**

The state of Jammu & Kashmir has many historical and archaeological legacy that represents its tradition and culture. There has been a very exclusive and glorious tradition of the people of the State of preaching and worshipping of each other's religions and pilgrimage centers.<sup>(1)</sup> There are well-renowned Muslim and Hindu shrines co-existing that are held in greatest regard by the people of every faith. Buddhism, mostly in Ladakh region of the State, has its origin in the valley and was preached and disseminated by the Kashmiri scholars in its earlier days.<sup>(2)</sup> These ancient monuments are the wonderful examples of this communal harmony in pilgrimage centres like the one at Hari Parbat where monuments of all three religions - a temple, mosque and gurudwara are standing side by side. Monuments are a vital part of any state of Jammu & Kashmir, and to conserve them is duty of each citizen of the state.<sup>(3)</sup> Some of the important shrines and monuments of Srinagar city are discussed in this paper.

### **Shankaracharya temple**

During the rule of Lalitaditya, The first work of restoration is considered to have taken place. The temple was hit by earthquake several times. During the reign of Sheikh Mohi-ud-Din, the second maintenance was done by Zain-ul-Abideen who was governor at that time. Maharaja Gulab Singh built the stone staircases which leads towards the main shrine.<sup>(5)</sup> In 1925. Under the rule of Maharaja Gulab Singh, the facility of electricity was made possible at Shankracharya Temple. There is a lot of controversy among the various archeologists regarding the date of Shankaracharya temple in recent century. General Cunningham and Lieut. Cole relegated it to the period of Jalauka (220 B.C.) But the statement given by both the scholars has been rejected because of the suspicious character of the convention. Another great scholar Fergusson stated, that the main shrine of

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Shankaracharya was constructed during the rule of Jahangir. He says that "some anonymous Hindus started the work of sanctuary as it presently stands. to pay tribute to Siva, amid the tolerant rule of Jahangir; and that the building was halted at the date engraved at the staircase, A.H. 1069 (A.D. 1659), when Aurangzeb became the ruler of india the whole work of the shrine was barred because he was a staunch and bigoted ruler he want to run the country according to sharia. He never tolerated other religions and destroyed most of temples of Hindus in various parts of India when he went to Kashmir in 1665<sup>(6)</sup> he renamed the main shrine as Takt-Souliman, the Throne of Solomon." Presently the Shankaracharya temple is too much famous all over the world.<sup>(17)</sup> Various tourists of india as well as of foreigners come to here to see the famous view of the main shrine. Now the temple was under the consideration of shrine board.

#### **Khanqah-e-Molla or Shah-e-Hamdan**

The Khanqah-e-Molla or Shah-e-Hamdan is situated on the streams of the river Jhelum in Srinagar city. It is considered as an important holy destination not only in Srinagar, but in whole valley. This Khanqah-e-Molla shrine was originally built in 1395 and later in 1732 it was once again reconstructed. The architecture that draws inspiration from Buddhist, Hindu and Islamic architectural styles <sup>(20)</sup> Believed that the Khanqah-e-Molla is an excellent example of wood architecture. Sultan Sikander (1389-1413 AD) constructed Khanqah-e-Molla in memory of their beloved Sufi saint Mir Syed Ali Hamdan, who visited in Kashmir at various occasions for the spread of Islam in Kashmir. In 1480 Khanqah-e-Molla was caught by fire, and Sultan Hassan Shah reconstructed it once again in 1493. Again the shrine got damaged in 1731, Abul Barkat Khan reconstructing it in 1731.the material which is used for the construction of Khanqah –e-molla carried from the destroyed temples, an arcaded balcony and double-arcaded verandahs that run continuously around the building.<sup>(17)</sup> The pyramidal Parts of the roof have got covered with regular undergrowth vegetation, creating a unique sight of terraced flowerbeds and intricate woodwork.

The shrine of the saint at Khanqah-e-Molla marking the saint's death is carved above the doorway lies in at the corner of the structure. <sup>(16)</sup>

#### **Pather Masjid**

"Of the Mughal style as exemplified by structures in Kashmir it isn't important to state much, in light of the fact that the style is basically the same as that at Agra, Delhi, and Lahore. The main contrasts which present themselves are that a nearby dim limestone was for the most part utilized as a part of Kashmir for confront work; and white marble, owing no uncertainty to the troubles of transport, is barely at any point seen."<sup>(15)</sup> This stone is a magnificent material for moldings and for cutting, and is fit for accepting a high clean, as is affirmed by the columns in the structure at Shalimar. Of the Mughal mosques in Kashmir, the Patthar Masjid, "The Stone Mosque," purported in contradistinction to the indigenous wooden mosques of the valley, is the biggest surviving illustration. The exterior comprises of nine curves, including the vast angled patio in the inside.

The curved openings are encased in shallow beautifying cusped curves, which in their turn are encased in rectangular casings. The level development of these curves is wonderful. Every one of them has as of late been shut everything down rubble stone brick work. The half-joined" bedpost" sections in the two external points of the pillars of the passage are important. The plinth, which is currently generally underground,<sup>(18)</sup> is surmounted by a lotus-leaf adapting. The frieze between the anticipating cornice and the roof is brightened

with a progression of vast lotus leaves, cut in help, some of which have been punctured, and in this way made to fill the need of ventilation openings. A flight of ventures in every frame of the passageway offers access to the rooftop, which is, as regular in Kashmir, inclining, aside from in the inside, where there was initially a vault which was later destroyed by the Sikhs. The rooftop comprises of twenty-seven vaults, the focal one of which is the biggest. The arches are generally ribbed inside; however there are some which are level or wagon-vaulted. The rooftop is bolstered inside on eighteen exceptionally gigantic square sections having projections on two sides. The lower segment of the segments is worked of stone and the upper of block secured by a thick layer of buff-shaded lime mortar. The nook divider is worked of block stone work, with a layer of lime mortar, decorated by a scope of shallow curved niches.<sup>(19)</sup> The mosque is said to have been worked in A.D. 1623 by the Empress Nur Jahan. There is a convention that, being once addressed with respect to the cost of its development, she indicated her jeweled shoes and answered, "As much as that." The joke was accounted for to the mullahs, who collectively declared that by this profane suggestion the mosque had turned out to be befouled, and was unfit for religious utilize. Therefore the Patthar Masjid has never been utilized as a position of petition.

Several furlongs let down the waterway, between the fourth and the fifth scaffolds, is the Sri Ranbir Ganj, the busiest and most vital exchanging bazaar in Kashmir. Close it are seen the high and enormous vaults of the tomb of the mother of Zain-ul-abidin, transcending far over the gabled tops of the encompassing houses. The most appealing section in the historical backdrop of the Muslim administer in Kashmir is the rule of Zain-ul-abidin (1421-1472). He was a benefactor of expressions of the human experience and ventures, and as tolerant to his Hindu subjects as his dad, Sikandar But-shikan, was extremist.<sup>(18)</sup> Be that as it may, however he is said to have every so often influenced journeys to Hindu to hallowed places, he doesn't appear to have scrupled in utilizing Hindu stays for his own motivations. The superstructure alone of his mom's tomb was raised by him. The plinth with its fileted torus cornice is totally Hindu; so is the trefoiled passageway it's still undisturbed gigantic pillars. In design it is square, with the edges cut off and supplanted by rectangular projections. The superstructure takes after a similar arrangement, and comprises of a solitary chamber in the center with projections recessed inside at the edges, roofed over by five arches, the biggest normally being in the middle. "It's essential highlights are the coated and formed blue blocks, which are studded at interims in the outside dividers, the crescent block projections, on the drum of the principle vault, and the shaped stringcourses and sunk boards on the drums of the domes." The wooden lintels of the ventilation gaps are strikingly all around saved. Inside, dangling from an iron plate appended to the pinnacle of the focal arch, is an iron chain which has offered ascend to the misguided judgment, regular among the Hindus of Kashmir, that the structure in its present shape was initially a Panchamukha (five-confronted or fiveheaded) sanctuary, such chains being typically found in Hindu sanctums, joined to the foremost ringer. Instantly toward the north of this building is a Hindu fenced in area divider with portal, which contains various tombs, one of which is said to save the remaining parts of the lord himself. This divider, similar to that of the Sankaracharya sanctuary, has been the question of much debate.<sup>(22)</sup> Cunningham and Cole credited it to a date as right on time as the fourth or fifth century A.D. This hypothesis was challenged by Fergusson, who, on the quality of the likeness of the scaled down curves which adorn this divider to comparative embellishing

highlights in Muslim engineering, kept up that it was worked by the Muslims themselves at the time they raised the tomb. In any case, it is plausible that Cunningham and Cole, who really observed it, were closer reality than Fergusson, who judged just from photos. The divider is a genuine Hindu one, as its materials and hugeness abundantly demonstrate, however it is without a doubt later than the fifth century A.D. An additional verification of its Hindu cause is the quantity of cut stones still found round the site, which bear molded reliefs of Hindu divinities. The entire gathering is encased in a huge stone divider with a furrowed adapting. This external divider, and additionally its two doors, one on the riverside and the other opening out and about, in like manner go back to Hindu circumstances. Since the season of Zain-ul-abidin this walled in area has been utilized as a burial ground, and huge numbers of the notabilities of Muslim Kashmir are entombed here, among them the acclaimed Tartar intruder Mirza Haidar Gurgan, the cousin of Babar, who made his first strike into Kashmir from Turkistan and involved it a moment time for the sake of Humayun, amid the last's outcast from Hindustan. The accompanying engraving on his gravestone gives the date of his demise (A.H. 958= A.D. 1551).

#### **Tomb of Pir Haji Muhammad Sahib**

Not as much as a large portion of a mile from the vestiges portrayed above, while in transit to the Jama' Masjid by method for Safa Kadal, is another walled in area with a structure in the inside, which is presently doing obligation as the tomb of Pir Haji Muhammad, a Muslim holy person. In design it is like the tomb of Zain-Ul-Abidin's mom, the main distinction being this has two flights of steps confronting east and west, and the last has special case, which faces west.<sup>(7)</sup> There is almost certainly that the plinth and the sides of the superstructure, as they are at show, are in their unique position, and have never been messed with. The spaces between the stone pilasters at the corners have been filled in with screen dividers of kanjur brick work, the bigger sides of which are finished remotely with three shut boards. This seems to have been a later expansion. An inquisitive reality about this structure is that the two flights of steps are likewise later augmentations, however without a doubt they have been transplanted from some Hindu site. Confirmation for this guess is outfitted by the way that the cornice of the plinth, a cyma recta, isn't reinforced with the brick work of the stairs, and that cut stones clearly not initially expected for the reason have been utilized as a part of the mean.<sup>(17)</sup> In the eastern corner of the patio is a littler fenced in area parceled off from the fundamental region; this likewise contains a trefoiled specialty and some fluted sections. There is a little square Muslim block tomb inside the compound divider. The situation of these vestiges proposed to Sir Aurel Stein their "conceivable personality with the sanctuary of Vishnu Ranasvamin which Kalhana says as established by King Ranaditya. This sanctuary probably delighted in significant big name up to a relatively late period."

#### **Jama' Masjid**

The historical backdrop of the Jama' Masjid of Srinagar is an independently checkered one. Its unique origination and erection are credited to Sikandar But-shikan, who reigned in Kashmir from A.D. 1390-91 to 1414-15. He is said to have established its framework in A.D. 1398 and finished it in 1402. His renowned child Zain-ulabidin is accounted for to have extraordinarily endeavored in adding to its stylish attractions.<sup>(10)</sup> He likewise settled an Islamic school as a limb to the mosque, and invested it with homes to empower it to settle the cost of upkeep. In A.D. 1479 a vast blaze decreased it to fiery debris, and the then ruling sovereign, Sultan Hasan Shah, set about its remaking with more noteworthy

magnificence. Shockingly the ruler kicked the bucket before finishing his assignment, which was conveyed to an effective end in A.D. 1503 by Ibrahim Magre, Commander-in-Chief of the Kashmir powers, in the rules of Muhammad Shah and Fateh Shah. In the year 1620, in the rule of Jahangir, an extreme blaze again broke out in Srinagar and wrecked twelve thousand structures, among them the Jama' Masjid. The ruler, who is expressed to have been in Kashmir at the time, instantly coordinated its recreation, which was grasped close by and finished in the space of seventeen years. Malik Haidar of Tsodur, the student of history of Kashmir, was endowed with the execution of the work. The engraving on the southern passage,<sup>(17)</sup> which was raised about this time, gives the historical backdrop of the mosque up to this date. Notwithstanding rebuilding of the mosque the head presented considerate awards of land, for its upkeep, as well as to give subsistence remittance to the overseers. I'taqad Khan, a commonplace legislative head of Kashmir amid the rule of Shah Jahan, was a gross despot. The ruler on a visit to Kashmir rejected him, and selected Zafar Khan, the child of the Prime Minister, Asaf Khan, as his successor. The last drew up a rundown of the abnormalities rehearsed in Kashmir by his ancestor, and submitted it to the ruler, who in an illustrious Farman, or announcement, coordinated remission of all the negligible exactions which the previous nearby governors had dispensed upon the tenants of the valley. The illustrious farman was engraved on a square of dark marble and set up on the correct mass of the southern portal of the Jama' Masjid, for the advantage of the general population. The report is of unprecedented intrigue, not just in light of the fact that it represents the ways and intends to which some corrupt governors, skilled with more creativity than inner voice, had plan of action in their flurry to store up a fortune, yet additionally as a decent declaration to the head's anxiety for the welfare of his removed Himalayan reliance. In A.D. 1674 the mosque was for the third time crushed by flame. It is expressed that when the sovereign Aurangzeb knew about the mishap, his first enquiry was whether the chinars were sheltered; for he said "the mosque could be remade in a brief span; a full-developed chinar can never be immediately supplanted." He inspired every one of the bricklayers and artisans of the city into his administration, and had the mosque finished inside the brief time of three years.<sup>(15)</sup> In his reclamation it is obvious, both from the building itself and on the expert of history, that the Mughal entirely clung to the arrangement of the first mosque of Sikandar Butshikan. Aurangzeb appears to have spent an extensive entirety of cash on plating and other transitory frivolity of - the mosque. From the season of Aurangzeb down to 1914 the auxiliary history of the mosque is a record of consistent rot. The erratic repairs by the Afghan governors did not capture its descending advancement to demolish. In the prior piece of the Sikh administration in Kashmir the mosque was shut and its entryways were obstructed. After a time of twenty-one years, it was revived by Ghulam Muhi-ud-racket, the Sikh Governor, who spent about a lakh and a half of rupees on its repair. In Dogra times endeavors were more than once made to place it into repair, yet they don't appear to have prompted any apparent outcome. Since the year 1913, be that as it may, the Muslims of Kashmir, considerably supported by an allow from His Highness' Government, have put for The mosque is a quadrangle and generally square in design, its northern and southern sides being 384' long. Its primary highlights are the four minars, one amidst each side. They are secured by a progression of pyramidal rooftops, which end in an open turret delegated by a high zenith. All these minars, aside from that toward the west, which contains the platform, cover open curved passages which are plain however exceptionally forcing. The southern passageway appears, as now, to

have dependably been the one most regularly utilized. This is borne out by the way that the engravings - among them Shah Jahan's farman, which would normally be set and no more frequented spot in the mosque - have been incorporated with the mass of this passage. The top of each minar was bolstered on eight wooden sections, 50' in stature and more than 6' in size, whose cutting edge substitutes still remain on the first square limestone bases. The segments are plain and unornamented. The minars are associated by extensive corridors, the important component of which is the huge swath of 378 wooden segments which bolster the rooftop.<sup>(17)</sup>

#### **Four Minars of Jamia Masjid**

The western minar contrasts from its allies of the other three sides in having marginally bigger measurements and two stairs, one in every pillar of the curve, offering access to the rooftop and each surmounted by a little block arch. The gachh (gypsum) mortar is inartistic and of late date. The compound is cut up by two expansive ways, arranged after the way of a formal Mughal cultivate. At the purpose of their crossing point has been constructed a little and inconsequential barahdari. Some time ago a little channel which entered through the eastern passage used to encourage the expansive, however now frail, tank in the compound. The waterway fell into neglect when the Srinagar waterworks framework was organized. Its place is presently taken by a common P.W.D. water-supply. The dilute from the tank streams a little fancy stone chute, and going out of the channel leaves the mosque by an underground entry in the west divider. After a wandering course of a fourth of a mile the quite little rill, now supplanted by the standard drains, exhausted itself into the Mar trench. The streamlet was in presence as of late as thirty years back, and bore the name of Lachhma-kul. It was initially brought from the Sindh by King Zain-UI-Abidin, and its first name was Zaina-Ganga. The most enchanting component of the compound, aside from the independently forcing part of the arcaded and Hasan Shah's rules. In any case, there is by all accounts little uncertainty that a few, if not every one of them, are of later development.<sup>(16)</sup>

#### **Hari Parbat Fort**

The slope of Hari Parbat, delegated by the Pathan fortress which is noticeable from all aspects of the city, has from time immemorial been a position of awesome holiness in Kashmir. The name is what might as well be called the Sanskrit sarika-parvata, "the slope of Sarika" (har = Indian maina). Legend, confirmed by present day science, advises us that the valley was, in ancient circumstances, a tremendous lake, which more likely than not been a standout amongst the most excellent on the planet. In this lake abided the water-evil spirit Jalodbhava.<sup>(14)</sup> The Sarikamahatmya lets us know, by chance, the tale of the thrashing and obliteration of this evil presence: how the creature fashioned destruction among the mountains of the neighboring locale, yet being immune in his own particular component, and declining to battle off guard ashore, proceeded with his life of theft in impudent security for quite a while; how the divine beings smoldered and raged in feeble fierceness, lastly made plans to lay the issue before the Almighty Mother Sati, the controller of the titanic powers of nature; how she accepted the type of a Sarika winged animal (maina) and taking a stone in her mouth dropped it at the spot where she knew the devil was lying, calmed into false security; lastly how the rock swelled into tremendous extents and pulverized the devil by its weight.<sup>(23)</sup> The rock right up 'til the present time gets by under the name of Hari Parbat, and a gloom in the ground outside the Sangin Darwaza of the fortification divider is called attention to as the spot wherefrom the gasping breath of



the evil spirit constrained out, as he was battling under the devastating weight over him. The legend includes that the divine beings in appreciative memory of their deliverance took up their residence, which represents the way that each individual stone, huge and little, on this slope is revered by the conventional Brahmans as the delegate of one of the thirty-three crores of divine beings which involve the Hindu pantheon.

As per custom, which is as yet living, the development of the Hari Parbat, or, as Akbar named it, Nagar-Nagar, defense was begun as a help work, to mitigate the trouble of the general population amid a starvation. The student of history Suka states that the head, on becoming aware of the hardship caused upon the residents by the troops, who for need of convenience had been quartered upon them, had a cantonment based on the slants of the Hari Parbat slope, which from that time turned into a flourishing settlement. Bernier, who saw it seventy five percent of a century later, talks about it as "a segregated slope, with attractive houses on its inclination, each having a garden."<sup>(18)</sup>

### **Akhun Mulla Shah's Mosque**

The little mosque arranged a little far up the slope underneath the place of worship of Makhdum Sahib was worked by the crown ruler Dara Shikoh, child of Shah Jahan, for his mentor Akhun Mulla Shah. It is worked of an excellent dim limestone.<sup>(18)</sup> The stone lotus finial over the lectern is the main case of its kind getting by in Kashmir. The main outside designs are the rectangular boards encasing cusped curves. "Its arrangement is solitary, the outline of the supplication chamber being rehashed on the east side of the patio and shaping the portal. On the north and the south sides of the yard are arcades, regarded similarly as the wings of the petition chamber. Generally the arcades round the quadrangle before a mosque is dealt with uniquely in contrast to any piece of the petition load. The fairly confined extents of the yard for this situation might be because of the slant of the slope on which it stands, and the trouble which would have been knowledgeable about influencing the supplication to chamber more extensive." On a lower level are the remnants of the curved lobbies wherein travelers used to hold up. Somewhat further off is the hammam, which is presently, shut everything down. On the lintel of its entryway is the accompanying engraving:<sup>(17)</sup>

*Tarikh-I hammam-o masjid-I Sultan Dara Shikoh*

*Hammam-I tu o masjidat ai dida baz*

*Garm ast yake jama'at pardaz*

*Tarikh-I bina-I har du ra goyad Shah Yak ja-wazu amad-o yak ja-I namaz.*

### **Mosque and Tomb of Madin Sahib**

Among the pre-Mughal Muslim structures of Kashmir, a standout amongst the most conspicuous is the mosque of Madin Sahib at Zadibal. It is additionally intriguing as it shows to flawlessness the manner by which the early Muslims utilized the materials of the Hindu sanctuaries. The gathering of structures at Vitsarnag and various others strewn about the city have a place with this arrangement. The base is square and is constructed altogether of materials having a place with a plinth of a medieval sanctuary. Indeed, even the plan of courses is indistinguishable with that of the normal sanctuary base.<sup>(3)</sup> The superstructure comprises of four dividers, enhanced remotely with trefoiled block specialties. The upper thwart is pointed, yet on account of the bases, and are surmounted by capitals which are absolutely Hindu in style. The spandrels of the curves of the specialties are designed with lovely tracery work. Their entablature is particularly Hindu. The cornice over the dividers is made out of about six courses of wood, the most

unmistakable component of which is the twofold arrangement of dentils and metopes, the last bearing fragile open-work cutting. Over these are the overhang, pyramidal earth and birch-bark rooftop congested with a wilderness of white and blue irises. On the peak of the pyramid was the tower, the main remainders of which that exist are a solitary long upright shaft and a couple of bits of timber. The passage to the mosque is, obviously, through the east divider. The wooden entryway is extravagantly cut, and is flanked by two fluted stone sections initially having a place with the abutting Hindu remnants. The inside is plain. The roof of khatamband (thin bits of wood worked into geometrical examples) is bolstered on four multi-sided wooden sections. Toward the north of the mosque is the tomb of the holy person. In old circumstances it more likely than not exhibited a splendid scene, as its whole divider surface was improved with coated tiles, a large portion of which have sadly been expelled and sold out of Kashmir. A couple of sections are saved in the Pratap Singh Museum, Srinagar. <sup>(5)</sup> At the point when Nicholls of the Archeological Survey of India went by Kashmir in 1905, he discovered significant parts of the tile beautification in great safeguarding. The left spandrel of the passageway curve was decorated with an extremely first rate portrayal of a mammoth with the body of a panther, changing at the neck into the storage compartment of an individual, shooting obviously with a bow and bolt at its own tail, while a fox is discreetly looking on among blossoms and " cloud-shapes." The "cloud-frames" are basic in Chinese and Persian workmanship. The important monster in the photo is around 4 feet long, and strikes a significant heraldic state of mind. The human chest, shoulders, and head are lamentably absent. The last parts in a sort of mythical beast's head. Concerning the hues, the foundation is blue, the storage compartment of the man is red, the panther's body is yellow with light green spots, the mythical serpent's head and the fox are rosy dark colored, and the blooms are of different hues. Other than the spandrels there is more tile-work in the building. The pillars of the passage are fixed with squares, huge numbers of which have dropped out and been returned in the wrong place. None of these is of any exceptional enthusiasm, with the exception of that they demonstrate that tile-work was utilized on workmanship structures in Kashmir before Mughal days. There is, in any case, a fascinating limited outskirts over the dado on the east veneer speaking to a streaming botanical example intertwined with the heads of jackasses and lions. Both the tomb and the mosque were worked in memory of a similar individual, and the engraving on the lintel of the passage of the mosque records the date of its erection as A.H. 888 (A.D. 1483) in the rule of Zain-ul-abidin. The tomb may have been manufactured a couple of years after the fact, however it isn't unthinkable that it was worked in the meantime as the mosque, for among Muslims the act of building tombs amid the lifetime of their future inhabitants isn't phenomenal. Around these two structures, and in transit amongst them and the Sangin Darwaza of the fortification, there are various Hindu stays, all of which have intolerably endured on account of the maverick. A considerable lot of them have been changed over into mosques, however even these last have now fallen into desuetude.

## Pari Mahal

The striking gathering of angled patios roosted higher up on the mountain slant toward the west of Chashma-I-Shahi is Pari Mahal, "the pixies' homestead," destroyed garden royal residence, the development of which is credited by tradition to the badly featured sovereign Dara Shikoh, who was decapitated in 1659 by request of his sibling Aurangzeb. Regardless of its frail condition, it is anything but difficult to decide its central highlights; for the garden has, most likely inferable from its trouble of access, got away from the rebuilding to which the other Mughal cultivates in Kashmir have been subjected. Pari Mahal varies from other Kashmir plants in that it doesn't have any falls or water chutes; however it appears to be likely that there were wellsprings in the tanks. Water was primarily directed by underground earthen funnels, however a couple of hints of vast water-courses have additionally been found. The garden comprises of six patios, with an aggregate length of around 400'.



The width of the patios shifts from 179' to 205'. In the highest patio are the remnants of two structures, a Barahdari confronting the lake, and a water store worked against the mountainside. The repository was bolstered from above by a spring, which has since gone dry, and of which the main surviving remains are the fragmentary stone channel and the holding divider against the slope side. It is a basic chamber, worked of rubble stones in lime, with a veneer of two little curves. Inside it gauges 11' 3" by 5', and has a break in every one of its dividers. Water coursed through a curved deplete penetrated in the front divider which is presently mostly obstructed. At each side of the patio divider is a flight of steps prompting the lower porch, estimating 22' 3" by 4' 3". Amidst the second porch precisely before the Barahdari is a huge tank with block sides estimating 39' 6" by 26' 6". The veneer of the holding divider is ornamented with a progression of twenty-one curves, including two of the side-stairs. The curves are worked in diving request of range from the inside. Every one of them is surmounted by a specialty, the stature of which increments in extent to diminish in the tallness of the curve. The focal curve is secured with a layer of fine painted mortar, which appears to have dependably filled in as a most loved board for jotting sees in pen and pencil. Different individuals have recorded on this the date of their visit to the garden. Among them was the pitiless Azad Khan, a Pathan Governor.

His amanuensis, Malik Sabir Munshi, has engraved the accompanying sentence in dark ink:

*"Batarikhi bist-o nuhum mahi Rabi-us-sani s. 1199. Ittifaq bahamrahi sawari kasir-ul-iqtidar Sardar Azad khan nazim-I soba-I Kashmir mutabiq sair-o shihr warid-I in makan farhat asar gardidah "Faqir haqir Malik Sabir Munshi"<sup>(17)</sup>*

This porch appears to have been screened off from the lower court by a parapet divider, which is as yet surviving in parts. The third patio is, structurally, the most intriguing segment of the garden. The passage, which is of the standard Mughal write, angled in front and behind with a focal domed chamber, is amidst the east divider, and is secured with a

layer of fine painted mortar. On either side of it is a progression of open rooms: the one to its north appears to have been the hammam. Sections of the water-pipe are still to be seen anticipating from an edge of its domed roof. Its inside is the most very adorned of the considerable number of rooms in Pari Mahal. On the south side of the passageway are two different chambers; however it is hard to state to what utilize they were put. The western portion of the holding divider has as of late fallen; certainly it likewise contained chambers like those on the opposite side. In the focal opening of the arcade is noticeable the initially shrouded earthen pipe which passed on water from the porch above. From it the water coursed through an open channel and an underground pipe, which ran one next to the other, and entered the Barahdari at the center of the expansive end of the patio. Without a doubt the divert shaped a tank in the focal point of the foremost load and afterward discharged itself into the pipe which ran underground, of which follows are as yet unmistakable on the floor of the Barahdari. <sup>(22)</sup>

#### **Water reservoir inside the Pari Mahal**

It is plausible that these three porches were saved exclusively for the ruler's private utilize. The fourth porch has nothing striking in it aside from the vestiges of the tank - maybe it was a tank inside a Barahdari - whose plinth extends a long ways past the line of the divider. About the center of its north divider is the earthen pipe which directed water to the porch underneath. In the fifth patio an inquisitive component of the plinth of the barahdari, or the tank, of the upper porch is the various square openings with which the upper portion of its surface is punctured. They were likely planned to harbor runs of pigeons. The holding divider is arcaded. The arcade is a twofold; the upper column of curves confronted a hall which kept running on the two sides of the plinth of the Barahdari. The 6th and the last porch have a rectangular tank in the center and octagonal bastions at the closures. The lower end isn't upheld by any holding divider. The demolished structure a couple of yards beneath appears to have been proposed for a sort of a watch house. <sup>(18)</sup>

#### **Conclusions**

The city of Srinagar is a hub of different monuments that is true reflection of art and architecture. These monuments have been built by different rulers over the period of time in order to preserve the art and culture of the valley. However, currently they are not in their original form and most of them have been damaged to greater extent. Concerned authorities have taken measures to renew most of the monuments, but were not preserved as they should have been. Hence, there is an urgent need for the conservation and preservation of these monuments.

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## **Philosophical Premises in Raja Rao's the Serpent and the Rope**

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**Dinesh Kumar\*\***

### **Abstract**

*In this paper, the critical review of Raja Rao's The Serpent and the Rope entirely in relation to its philosophical premises is discussed. The style, the technique, the linguistic significance, and the mythological dimensions of this remarkable novel have been treated extensively and thoroughly in novels and articles by Indian scholars. But one important aspect of the novel has thus far gone relatively unexplored: I refer to the problems in regard to plot and characterization that are posed by Raja Rao's Vedantic philosophy. A philosophical, or metaphysical, novel in which the characters and their actions are not somehow or other in harmony with its philosophy has been avoided by Raja Rao's. The Serpent and the Rope is not a failure, but a brilliant success by an overwhelming preponderance of critical opinion.*

**Keywords: Philosophy, The Serpent, The Rope,**

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## **INTRODUCTION**

The Serpent and the Rope isn't just magical; its transcendentalism is so dominate that it rejects all other philosophies. Written in the first person, the novel uncovers not just the narrator's musings, sentiments, and mysterious transports, yet additionally proposes the external world and the general population in it as emanations, to be sure manifestations, of his mind. "You make the world, thus you get attached to the world<sup>1-2</sup>.

Any novel composed from the first person perspective, obviously, must mirror its narrator's mind and put forward his translation and individual vision of the world outside him; and numerous such novels are completely as subjective as Raja Rao's. In none, in any case, that I am aware of the narrator been so altogether a Vedantin—that is a monistic (Raja Rao inclines toward the word non-dualistic) optimist, for whom all marvels are appearances or unrealities fringe to the Brahmanic One, the main genuine reality, which lives profound inside ourselves.

However, Raja Rao or his narrator the Brahmin Ramaswamy does not by any means deny essentialness to these appearances. Deceptive, however they might be, they do bear a relationship to extreme truth or reality. In any event this is by all accounts Raja Rao's view, and he makes it his errand (not a simple one) to show this relationship. "My fundamental intrigue," he has stated, "is in demonstrating the unpredictability of the human condition (that is, the truth of man is past his individual), and in demonstrating the emblematic build of any human articulation. All words are hierarchic images, relatively scientific in accuracy, on and of the obscure. "Words, even dynamic ones, are obviously images

both of thoughts or of items, occasions, or conditions, and henceforth the entire external world might be taken as emblematic of the "obscure," and since our experience of the world is inward, "the consecrated is only the image seen from The Serpent and the Rope" (p. 58). The possibility that the appearing substances of the external world are analogies of God, or of God as mind or soul, is a well established one, not restricted to Vedanta but rather display in the prospect of Plato and recognizable to American pursuers of such "Visionaries" as Emerson and Whitman<sup>4</sup>.

In The Serpent and the Rope Raja Rao's strategy has been to record the trans change (inside the psyche of his narrator) of appearances into Reality or Truth. A valuable correlation, as to system in any event, may be made with Thomas Mann's Per Zauberberg. In spite of the fact that Mann does not utilize a first individual narrator, his focal figure, Hans Castorp, serves an indistinguishable capacity from Raja Rao's Ramaswamy, for in Per Zauberberg the setting and the occasions of the novel are displayed as Hans experienced them and as they are hermetically changed inside his awareness into otherworldly qualities and observations. Not being a Vedantin, nonetheless, Hans isn't under the need of precluding the truth from claiming the external conditions of his life on the mountain, and this makes Mann's activity less demanding—yet not more advantageous—than Raja Rao's; for Mann can use all the traditional props of fiction, for example, struggle, activity, tension, and setting, without categorizing them as fantasies.

However, in spite of these distinctions, there are outstanding similitude's in the material and the occasions in Mann's and Raja Rao's novels—parallels which point

to likenesses in the experiences of the two writers as opposed to any cognizant impersonation by Raja Rao. In this manner the hero of each book experiences tuberculosis, a sickness which increases its casualty's scholarly and passionate sensitivities (Raja Rao alludes to "the delight of fever" [p. 3631. Besides, both are ousted from their natural environment and are liable to impacts completely not the same as those in their profoundly regular past lives. With respect to their encounters, both wind up associated with sexual enterprises, both offer articulation to paeans to ladies—Hans' very physical in its terms<sup>5</sup>, Ramaswamy's, spirituality (pp. 350-53). Both are observers to super natural or mysterious events and respond to them with abhorrence and disgrace." Both have passing dreams of a supreme bliss that should be humankind's lot on earth<sup>8</sup> and (for Ramaswamy) in time everlasting; both are acquired close contact with a wide assortment of differentiating characters—excited intelligent people, sensualists, middle class.

These are more than surface or just unintentional similarities. They are of a piece with the material of numerous bildungsromans — the class in which Mann's novel has a place and with which Raja Rao's might be likely appointed. Be that as it may, to come back to a thought of the exceptional issues that the Vedantin Raja Rao faces, it must be recalled that among Western perusers and pundits it is proverbial that activity and strife are key to fiction yet that Raja Rao's rationality prevents the truth from claiming struggle and activity, which he should along these lines endeavor to deemphasize—an exertion in which he is very effective. Alluding to the Mahabharata, Raja Rao is cited as having

stated: "All you see is appearing otherness. At last nothing has happened or will happen and, along these lines, life is only *Iliad*, a play"<sup>9</sup>.

It is vital and interesting that western analysts, urgent to discover the contention that they figure no novel may or should need, have consequently presumed that the central worry of *The Serpent and the Rope* is that worn out and jejune warhorse, the "East-West showdown." No conclusion could be further from reality; and nothing could be all the more unflattering to the author. In the first place, Raja Rao was and is as much a Westerner by training and place of living arrangement as he is an Indian, and in this Westernness his hero Ramaswamy takes after him. Also, Ramaswamy's French spouse, Madeleine, with whom one would expect his Indianness, However, diluted, would excite struggle, turns into an enthusiastic Buddhist and in thought and way of life rises as more Indian than Ramaswamy himself. At last, and most vital, a noteworthy intention in Ramaswamy's scholarly and scholastic interests is to show the solidarity of all humanity and the similarities of all societies to each other instead of to underscore their disparities.

Emblematically, Ramaswamy's academic research is coordinated to setting up a solidarity as opposed to a duality as respects East and West. Henceforth he finds that the Cathars, on whom he is composing his thesis, had their otherworldly beginnings in Buddhism and Hinduism<sup>10</sup>. Similarly, he finishes up (accurately) that Nestorian Christianity was likewise significantly impacted by Eastern religions. Without a doubt, putting aside impacts through and through, he finds in the standard of Judeo-Christianity a resemblance (getting from establishes taking all things together



fascinating Truth) to Hinduism, and he cites (p. 356) Psalm 122 as proof:

*Our feet shall stand in thy gates, O Jerusalem: Jerusalem is built as a city that is at unity in itself. O pray for the peace of Jerusalem: they shall prosper that love thee. Peace is within thy walls and plenteousness within thy palaces.*

The possibility of Jerusalem being at solidarity would interest a Vedantin, for the city of God must be solidarity and comprehensiveness. Benares, the Holy City of the Hindus, is all around: in Jerusalem, in Paris, in London, yet over all it is in the human heart (p. 48). Similarly, all streams — the Thames, the Cam, the Rhone, the Seine, and even the Mediterranean Sea—are the Holy River Ganges (pp. 381, 383). Mountains anyplace—the Alps, Mt. St. Victoire, the Pyrenees—share with the Himalayas the tenantry of the Gods. India herself is nevertheless a state of the human heart and mind, scattered among the mainlands, as opposed to a bounded land area: India isn't a nation, "India is a metaphysic," Ramaswamy affirms (p. 374). These particular images—Benares, the Ganges, Mt. Kailas, and India—are basic in significance to the Brahmin and Vedantin; however as he sees them rehashed wherever he goes, he doesn't think of them as extraordinary to India in what they speak to. Ramaswamy conveys India inside him alongside the Indian images. "India is the kingdom of God, and is inside one" (p. 387), and "India makes everything and wherever an India" (p. 135),

Since the point of The Serpent and the Rope isn't to a confrontation, a contention, yet to point to the normal spiritual ground whereupon all individuals and their societies rest, and to underscore, in fact to dismiss, the figment of decent variety, the novel, by its own

particular topical goals, must keep away from conventual plotting, in which two restricting powers are set in a battle that strengthens to a peak and afterward drops off to an outcome in which either of the powers wins. Actually the less plot of this sort the better in a novel that commends an otherworldly reality in connection to which all fleeting or material things are nevertheless shadows, deceptions, maya. What strife there is in this novel is what is inferred in the title—the likelihood of mixing up a rope (reality) for a serpent (fantasy). Understudies of American writing will review that no effective novel was delivered by Transcendentalism and that the main genuine endeavor at one, Sylvester Judd's Margaret, has been consistently judged a disappointment.

Introspective philosophy, as non-dualistic Vedantism, delivers itself to solidarity, agreement as opposed to decent variety and dissension, and consequently its artistic articulation has been in papers and verses.

Raja Rao, understanding the incongruence between his logic and ordinary Western types of fiction, has put forth the expression that "the Indian novel can just be epic illuminate and otherworldly in nature."H Always reviewing that Raja Rao has characterized India as a perspective, to be sure nearly as a reasoning, unconfined by national wildernesses, we may accept that by his announcement he implies the novel based on Vedantic premises; and we can be considerably more sure that by "epic" he is alluding to the long, desultory Indian legends instead of the all the more nearly sew ones of the West.

In the Indian epic—to some degree in all sagas—activity is exhibited as scene; and in the Indian epic activity is to some degree killed by being transmuted into metaphysic or religious Truth. Along

these lines in the Mahabharata the Baghavad- Gita is really a philosophical talk conveyed on a front line and generally supplanting—for the modern peruser in any event—the fight as a focal point of intrigue. There isn't even a philosophical level headed discussion, yet rather a protracted treatise from the mouth of Krishna in reply to the second thoughts of Arjuna, going to battle his family. Surely when Krishna wraps up the indestructibility of the widespread soul in which people share, the fight appears to be silly. Arjuna has surrendered his feeling of individual stake in its result and has conquered his reluctance to slaughter, since just incredible bodies are included. To put it plainly, activity has been lessened to inaction. As Raja Rao has stated, "move is made for allowed as Lila [a play] however the play might be as genuine as the Mahabarata War. so, activity has been changed to inaction in the light of Krishna's lessons. The fight, however it seethes for a considerable length of time, turns into a matter of decreased significance and intrigue. Once the truth of death has been wiped out, a fight loses the vast majority of its essentialness.

Ramaswamy in *The Serpent and the Rope* more than once expresses his incredulity in death, affirming that "to believe in death is to commit suicide" (p. 382), and hence he avoids one of the primary sources of narrative suspense. Ramaswamy's own infection, on occasion extreme, causes him, and subsequently the peruser, no particular stress. Regardless of whether his substantial presence proceeds or not appears a matter of little minute; he submits to different remedial regimens and to surgery with a similar separation that Krishna suggests Arjuna receive in the pursuing of war. Conversely, one ought to consider the

tension created in *Per Zauberberg* as characters inspect their fever outlines and x-beams for signs of the conceivable approach of death. Moreover, Ramaswamy appears to be very unaffected by the passing's of his dad and of his two children; in fact when he knows about the demise of the second not long after birth he is "cheerful" and declares that "the world is an happy place for anybody to live in: look at the ants ..." (p. 283). Passing and the approach of death are occasions that Raja Rao lessens to non-occasions.

*The Serpent and the Rope* records no such cognizant efforts with respect to Ramaswamy, however his idle nearness is a noteworthy power in the lives of his family and dear companions, whose inconveniences and clashes miss the mark concerning Karamazov force. Dostoyevsky was, obviously, composing as a Christian who dualistically proposes the presence of shrewd rather than great, a Devil in strife with God. Raja Rao, then again, is composing as a Vedantin who non-dualistically rejects as fantasy (the serpent) the qualification amongst great and insidiousness; in Ramaswamy's thoughts, "Malicious is a superstition, the name of a shadow" (p. 112). The philosophical and religious premises of every author have decided the idea of the substance of his novel regardless of whether it was to be freighted with activity and strife or pervaded with a soul of aloof acknowledgment and non-connection. For each situation the creator has continued properly to his premises. In *The Brothers Karamazov* occasions are predominant in conveying plot; in *The Serpent and the Rope* repetitive images, the stuff of scholarly the truth are the establishment of the novel, in which the succession of occasions is deliberately broken by flashbacks and foreshortening,

since time too is a illusion and the mind makes from its store of images a continually recharged display not to be separated from a past or a future. Raja Rao's was the more difficult task in any event from a customary Western perspective and therefore his execution may appear to be more splendidly effective than Dostoyevsky's.

### **Conclusion**

Raja Rao has achieved what maybe no other author in the English dialect has done as such well: he has performed the life of a character whose significantly established theory avoids suspense, plot, and struggle from the classification of substances and thus controls them out of the novel. This is a noteworthy accomplishment and a special commitment to contemporary world writing. Raja Rao's novels included all inclusiveness and solidarity that is to be composed in English in such a way that the literary world dialect in our period is proper, for sure relatively inescapable.

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## **Innovative Ideas to enhance the quality of Practice Teaching and Internship in Teacher Education**

**Susmita Mondal\***

**Prokash Mondal\*\***

### **Abstract**

Education makes the future generation to take their position in their society. The quality and standard of an education system largely depends on the quality of teachers, and good teachers are made by the teacher educators. The present time is characterized by rapid rate of scientific, technological, economical and social changes. It is in this context, quality enhancement in teacher education has also been the cause of concern. Various commission and committees have been appointed to study the status of teacher education (B.Ed.) and to suggest recommendations. None of the policy documents and teacher education (B.Ed.) curriculum frameworks contested over the need of longer duration of Practice of Teaching and Internship for ensuring professionalism in prospective teachers and the general consensus for the duration of B.Ed. course has been at least of two years. The recently developed two year curriculum for teacher preparation at the B.Ed. and M.Ed. level by the NCTE for different universities reflects major change in the content and themes included in various courses of studies that have considerable possibility of developing reflective teachers with the ability to comprehend the applied nature of education, and utilise the knowledge gained through teacher preparation courses in actual classrooms, thereby bridging the gap between the un-relatedness of actual classroom realities and theoretical discourses of a training institution. The present paper deals with Innovative Ideas to enhance the quality of Teacher Education. It mainly discusses the quality of Practice Teaching and Internship in Teacher Education (B.Ed.) Programme.

**Keywords:** Teacher Education, B.Ed., Innovative Ideas, Quality Enhancement.

### **Introduction**

Education makes the future generation to take their position in their society, and teacher has pivotal role for mankind in this process. It is in this context, the relevance of teacher education has to be examined. Pre-service teacher education programme plays a vital role in developing certain characteristics within the pupil teachers. Those characteristics are related mainly to the attitude, skill and comprehensive outlook of pupil-teachers. The teacher education programme plays an important role in shaping and moulding the habits, manners and above all the character of student-teachers to become an effective teacher. But in Post-Independence period some of the relevant problems related to teacher education were ineffective method of teaching, less emphasis on development of professional attitude, least impact of school practices, less duration of Practice Teaching etc. and many other problems.

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The major weaknesses have been successively pointed out by University Education Commission (1948-49), Secondary Education Commission (1952-53) and Education Commission (1964-66). NCTE (1975) prepared a frame work for teacher education and called for drastic changes starting from the very conception of teacher education, its objectives, content and methodology. The National Commission on Teachers (1983-85) recommended reforms in teacher education and called for revamping the courses and curricula. In the document, Challenge of Education: A policy perspective (1985), it was observed that the process of updating teacher education is extremely slow and much of the teacher education was irrelevant even to contemporary requirements. In 1986, a framework for educational reconstruction was provided by the National Policy on Education, its outstanding feature being the articulation of a national system of education based on common educational structure and a national curriculum framework.

In light of the key aspects of NPE (1986), NCTE (1988) had framed 'National Curriculum for Elementary and Secondary Education'. However, the one year B.Ed. programme was also come under criticism on account of it being theory oriented and isolated from school and community (NPERC, 1990). The POA (1992) reiterates the stand taken by NPE (1986) without any modifications with regards to the existing system of teacher education. A major drawback of the teacher education programme was the alienation of theory from the practical component. As a result, the teacher education programme is diluted and objectives of it may not be easily achieved. For achieving the objectives of teacher education, it is essential to examine ways of improving curriculum transaction. The NPE (1986) and POA (1992) focused that Teacher Education as the weakest link in our education system. The system of schooling imposes a tremendous burden on our children. This burden arises an incoherent curriculum structure that is often dissociated from the personal and social milieu of children. From inadequate preparation of the teachers who are unable to make connection with children and respond according to their needs in creative and dynamic ways. It was focused on : Substantial improvement in the quality of education through – (a) Child centered, activity based, participating learning (b) improving school facilities and (c) improving the quality of teachers. The content and pedagogy of teacher education was gradually aligned with the National Curriculum Framework for Teacher Education, 2009. Availability of competence teachers was placed on high priority during the Twelfth Plan. Voluntary professional networks of teacher educators must be facilitated and strengthened to provide forums for professional interaction and development.

Justice Verma Commission (2012) was attempted a close scrutiny of the existing provisions and the quality of teacher education to facilitate identification of the deficiencies therein, and then to enable it to make recommendations which can rectify the defects and provide the level of teacher education necessary to produce quality teachers. Then only the Constitutional mandate in Article 45 read with that in Article 21A can be met. The findings of Justice Verma commission make us to rethink what we had learned from the earlier commissions and committees on Teacher Education. The Commission had highlighted how the role of the teacher and the very concept of teaching has changed and assumed new meaning and significance due to various reasons.

#### **The Existing Scenario of Teacher Education (B.ED.)**

Today, students are quite advanced in their intellect ideas and outlook. They are curious to know and have many doubts. Teachers have to meet the queries and satisfy this hunger

with confidence. Teaching instruction needs to be problem oriented and not discipline or theory oriented. Approaches such as case studies, simulations, role play and action research is more appropriate for the professional development of teacher. Open ended activities and questions could help bring out the vast experiences of the prospective teachers. The professional development of teachers needs to be located in the larger socio-cultural, economic and political context of contemporary Indian society. A teacher's task is to facilitate learning by enabling the child to construct or generate knowledge on the basis of his/her own observations, experiences, experimentation, analysis and reflections. Teachers need to be prepared to care for children and to view learners as active participants in their own learning. To conclude, professional up gradation is an important issue in teacher education. Teacher Education has to be made an integral part of social as well as educational system. There should be dynamism in our approach to meet the challenges of the diverse problems with confidence and competencies. The code of professional ethics and values has to pursue vigorously. Teacher Education has to assume responsibility to prepare teachers with proper attitude and ability to translate the philosophy of education into practical learning experience.

The recently developed two year curriculum for teacher preparation at the B.Ed. and M.Ed. level by the NCTE for it's the different universities reflects major change in the content and themes included in various courses of studies that have considerable possibility of developing reflective teachers with the ability to comprehend the applied nature of education, and utilise the knowledge gained through teacher preparation courses in actual classrooms, thereby bridging the gap between the un-relatedness of actual classroom realities and theoretical discourses of a training institution.

Disciplinary knowledge is created as a given', provided through general education, independent of its engagement with professional training in pedagogy. Often this is interpreted to mean that the level of engagement with disciplinary knowledge needs not access the levels at which it is taught in schools. Teacher Education, according to his/her own understanding teach student-teachers to view the pedagogical knowledge historically universalized and de-contextualized understanding of knowledge The odd mix of a technical rationalist approach embedded in a matrix of folk pedagogies shape the practice of Teacher Education and therefore the practice of child education in the country is still memory based. Focus on psychological aspects of children without adequate engagement with contexts. Engagement with generalized theories of children and learning thus viewing child as an abstract notion.

### **Different Innovative Ideas to Enhance Of Quality in Practice of Teaching and Internship**

The NCTE recommended Two-year B.Ed. course structure offers a comprehensive coverage of themes and rigorous field engagement with the child, school and community. The programme is comprised of three broad inter-related curricular areas – I) Perspectives in Education, II) Curriculum and Pedagogic Studies, and III) Engagement with the Field. All the courses include in-built field-based units of study and projects along with theoretical inputs from an interdisciplinary perspective. Engagement with the Field is the curricular component that is meant to holistically link all the courses across the programme, while it also includes special courses for Enhancing Professional Capacities (EPC) of the student teachers. Transaction of the courses is to be done using a variety of approaches, such as, case studies, group presentations, projects, discussions on reflective

journals, observations of children, and interactions with the community in multiple socio cultural environments.

The most effective part of present B.Ed. course is school internship. Having gained some experience with the child, the community and schools in Year 1, the second year would offer intensive engagement with the school in the form of School Internship. During the first year, to support better understanding of schools and in preparation of Internship, teacher education institutes shall make provisions for visits to innovative centres of pedagogy and learning - innovative schools, educational resource centres, etc.

Internship in teaching or practice teaching is a very important part of teacher education programme, for it is during this exercise in actual teaching in real school situation that the trainees encounter difficulties in putting into practice all they have learnt about teaching. Each trainee should teach some lessons in lower classes and some in higher classes of the school. Depending upon the number of schools (and number of classes in them) available and the time for which they are available for practice teaching, the trainees are sent to those schools in small groups for actual teaching. Each trainee is expected to teach sixty lessons in chosen school subject. Normally the trainee completes this work in sixteen weeks.

During internship, the trainee should remain in school for the full working hours of the school and be available for any work that may be assigned to him / her by the head of the institution. While the college teacher will be coming to the school to supervise his / her teaching, the head of the school shall also evaluate his / her work and send a confidential report to college at the end of internship, which shall be taken into consideration in the final evaluation of the trainee in practical teaching.

Student teacher should organize the different types of community outreach activities, such as, blood donation camp, literacy camp, cultural programme, debate competition, annual sports, gardening, and exhibition etc. at the time of internship.

In the new curriculum there is a scope to use different teaching methods, tutorials, seminars, group Discussion, Question and answers, field trips, problems and projects, Action research etc.

Evaluation is an integral part of instruction; it is not a separate entity that somehow is loosely attached to the teaching process. It takes in to consideration both quantitative and qualitative changes in the total being. In education, it is a study designed to determine the effectiveness of instruction in respect of a programme itself. Tasks and Assignments that run through all the courses with the theory part. Both formative and summative evaluation done in two year b.ed. curriculum.

Two year B.Ed. Curriculum has more scope for working with the community.

### **Conclusion**

International, social and technological changes require a profound and rapid response from the educational community. By establishing and interpreting the nature and scope of educational change, changing teacher education for emerging diverse needs will make a significant contribution to meeting this challenge. A teacher functions within the broader framework of the school education system its goals, curricula, materials, methods and expectations from the teacher. A teacher education curriculum framework needs to be in consonance with the curriculum framework for school education, and a teacher needs to be prepared in relation to the needs and demands arising in the school context. As such, it needs to engage with the questions of the learner, the learning process and the content and

pedagogy of educating teachers. The expectations of the school system from a teacher change from time to time, responding to the broader social, economic and political changes taking place in the society.

Teacher Educator programs need to engage teacher practitioners with the larger socio-political Child context in which education is situated. Engaging with children in real contexts. Enable critical questioning of their own assumptions and beliefs about knowledge, the learner and learning. Examine their positions in society vis-à-vis gender, caste, class, equity and justice. Such process unfolded within the frame of critical pedagogy, are likely to develop habits of independent thinking and reflection, collaborate learning. Education system to adopting the changing learning needs of children and society. New Curriculum Focus on Childhood, Child development and learning, Social context of learning diversity and gender, Aims of education, Inclusive Education, Re-construction disciplinary knowledge, Self Development, Pedagogical theory and approaches, Theory experiment dialects, School Internship.

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## **Impact of Out-Migration in Vaishali District**

**UDAY KUMAR SINGH**

The migration phenomenon has become more complex during recent years. More particularly developing parts of the world having comparatively less development has encouraged people to become more mobile. As such some of the features of human migration have gained more popularity during recent years and the study of these aspects have become inter-disciplinary in nature. Virtually, scholars of different disciplines have tried to analyze migration phenomenon from their own angles. Social and economic implications of human migration of both the place: the place of origin and the places of destination have become the prime importance.

The present study concerns the analysis of migration phenomenon of the district of Vaishali located in the Middle Ganga valley. This study deals with the area of new district of Vaishali which consists of southern portions of the old district of Muzaffarpur.

The present study area has been part of the Ganga plain. It has become troublesome for the people living there because of continuous flood disaster, damaging agricultural land, existing crops, habitation and loss of property. As such, people of this area had been in search of flood free space elsewhere, but such condition abruptly changed and the area became place of attraction, because of insured irrigation, agricultural production and restored infrastructure facilities.

Previously, people of this region used to move out due to problems caused by the river Ganga, Gandak and its tributaries, but these days out-migration has been mainly caused by the push factors existing the village like poverty, lack of agricultural land, pressure of family debt and some attractive forces at the places of destination, like better opportunity for quick earning, higher wages, lust for improving socio-economic conditions, job-opportunity, etc.

From the point of view of internal migration this region has been important because good number of people move out from this region for Punjab, Haryana, Gujarat and other urban areas. When the rivers of the study area were not controlled, the people of this region used to move for safe places because of flood and damages of life and property, but when the river was controlled, out-migration for other areas due to fear of flood got restricted. Now people are out-migrating, specially landless labourers and poor farmers, for better earning elsewhere. Educated persons are moving out for better job. Almost all families migrate from their places of birth for other places when they get married.

Out-migration of labourers and poor farmers is important in this region particularly due to lack of agricultural land, landless labourers and poor farmers who prefer to migrate elsewhere for sometimes. Certainly the females and elderly people and a few members remain in the village. Some resourceful persons are also moving out for better living in urban areas or for some other advantages.

These days, poor people are out-migrating from the villages due to lack of land or due to extreme poverty or some other economic problems, but the rich people have also developed tendency to move out from their villages for urban areas, because of tension between rich and the poor, which has increased in rural areas and rich persons are not are

not able to manage easy living and more profitable agricultural facilities. As such, rich people are also moving out for urban areas so that they can start some other economic activities like business or small scale industries and other works in the safe areas. As such some people are disposing off their land and transferring the property to the urban centres. This is causing loss of capital in the rural areas and leading to capital gain in urban areas. Not only rich and poor people are moving out, but also those persons who have gained technical skill prefer to start some industries or factories in the market areas by deserting their villages.

It has been mentioned earlier that labour migration has both positive and negative impacts. The positive impact of labour migration from this region concerns socio-economic transformation of the out-migrant families. It may be pointed out that most of the poor farmers and landless labourers are in a better position than the cultivators because such families send all working age-group persons outside for better earning, females in the teenagers and the quite elderly people remain in the village. The females also participate in the agricultural activities when shortage of labour is realized. The earning of several persons in each family leads to considerable amount of socio-economic transformation. It becomes obvious when someone visits the rural areas and observes the changes. These days' conditions of the rich people or moderate income group families are not suitable. In fact, they are the real sufferers.

#### **Impact on Economic Condition**

Concerning changes in economic conditions a few aspects of the village people have been taken for consideration with real economic conditions. These aspects include agricultural infra-structure, land use, agriculture, cattle-wealth, small scale industries, etc. Virtually, unbalanced economic development has been the most important cause of human migration. Unbalanced agricultural developments are also not less responsible for migration from the study area. People having negligible land or lacking agricultural land have moved out for other destinations like Punjab, Haryana, Delhi, Gujarat, Kolkata\*, M.P. and other areas where economic development has been relatively much better. Out-migrating landless labourers or small farmers easily get works and earn more money within limited time. As such rural push and urban pull factor have been important migration phenomenon in our country.

It is true that out-migration of labourers and skilled persons from the villages adversely influence the rural development, because rural areas become victim of shortage of labour, technical persons and professional, who can be helpful in rural development. Similarly in urban areas also the impact of rural migrants has been highly realized. Virtually, urban areas are considered gainer in the sense that arrival of workers accelerates construction works production of goods and economic development. Sometimes some rural migrants even desert their places of origin for the destination and in that case the places of destination gain the capital of the out-migrants because such out-migrants transfer their property to the places of destination. A large number of people living in rural areas belong to such class, which may be regarded as landless and extremely poor and these people hardly maintain their living by day to day earning. In fact, some of them even today do not get proper food and the question of proper clothing, housing and other maintenance does not arise. Such less resourceful people or the poor people remain extremely busy. Just surviving with negligible earning, paying no attention towards other affairs of life. As such their social development has not taken place also.

Whenever, poor people or less resourceful people migrate from rural areas to urban areas, their nature remain much different from those of resourceful migrants having proper educational background and proper job opportunity. The poor people migrating from rural areas always think about maximum saving in order to improved economic condition and social status. In fact, most of them out-migrate from rural areas due to pressure of debt or lack of agricultural and or other economic problems and they want to get rid of the problems by their remittances of their saving. In order to save more money they live in very ordinary manner by living in Jhuggi and Jhopri or least expensive houses, do not spend money on proper dress or food or do not avail amenities developed in the urban centres. In most cases, these poor people do not keep their families with them. As such several economic and social problems arise.

#### **Impact on Social Condition**

There has been considerable impact of out-migration on social conditions. Whenever poor people or landless labourers or other moves out from their villages for other areas, they come across with people of different social background and try to adopt some of the social habits. The way of living, food habits, dress pattern, celebration of social functions, and etc. change to a considerable extent. Their social habits change much better than the people of non-migrant families may be due to lack of resource and social awareness. There have been considerable changes in the attitude of people in terms of marriage matters. Out-migrant families do not consider so objectionable inter-caste marriage like the non-migrant families. Out-migrant families also spend more money on the occasion of marriage or religious functions than non-migrant families.

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## **Growth and Development of Darjeeling as a Sanitarium: British Intervention**

**Smt. Prodipta Bose\***

### **Abstract**

Darjeeling, the Queen of hills is one of the most important places of interest and attraction for centuries. Natural beauty and temperate climate attracted the British government towards Darjeeling. After the transfer of Darjeeling to the British in 1835, by the rajah of Sikkim, for the establishment of a sanitarium, several attempts were made by the British government to develop Darjeeling as a sanitarium. This paper aims to study the causes of interest of the Britishers to develop Darjeeling as a sanitarium and how it was developed as a Sanitarium for the British servants. This paper also attempts to reveal the measures adopted by the British government for the establishment of various sanitarium and hospitals in Darjeeling.

**Key words:** climate, Darjeeling, sanitarium

### **Introduction**

Darjeeling is famous for its scenic beauty and of course for its awesome flavoured tea. It was the centre of attraction for centuries towards the people. Climate of Darjeeling was one the chief cause of attraction for the British Government towards Darjeeling and climate played a vital role for the growth and development of Darjeeling as a sanitarium. Like other hill stations of India Darjeeling's cool climate helped to recover people suffering from several health diseases. So it was one of the favourite choices of the Britishers to get relief from different kind of health disorders. So weather and climate of Darjeeling motivated them to develop it as a sanitarium.

### **Physical Features of Darjeeling**

'The district of Darjeeling lies between 26° 31' and 27° 13' north latitude, and between 87° 59' and 88° 53' east longitude.'<sup>1</sup> 'The principal town, which is also the administrative head –quarters of the district, is Darjeeling, situated in the lower Himalayas in 27° 3' north latitude and 88° 16' east longitude. The name Darjeeling is a corruption of dorje, the precious stone or ecclesiastical sceptre, which is emblematic of the thunderbolt of Sakhra (Indra) and of ling, a place. It means thereof the place of dorje, the mystic thunderbolt of the Lamaist religion, this being the name by which the Buddhist monastery which one stood on Observatory Hill was formerly known.'<sup>2</sup> "In shape the district resembles an irregular triangle, of which the apex projects into British territory, while the base rests on Sikkim. It is a frontier district, running up between Nepal and Bhutan and stretching from the plains of Bengal on the south to the State of Sikkim on the north."<sup>3</sup> "The British frontier is demarcated from the latter State by a series of rivers and mountain torrents, from Nepal on the west by the lofty Singalila chain of mountains, and from Bhutan on the north-east by the Jaldhaka river, while its south –eastern and southern boundary marches with the British districts of Jalpaiguri and Purnea."<sup>4</sup> "In Darjeeling the mountains belong to

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the Lower Himalaya zone and consist of long tortuous ranges ,running generally from north to south throughout its length. The Sub – Himalayan zone is altogether wanting and the detached ridges met elsewhere in the Himalayas are unrepresented; while the snowy range lies far beyond the limits of the district to the north, where it gives the appearance of a long range of mountains stretching east and west at an average distance of about 50 miles. This range forms the great backbone of the Darjeeling Himalayas. To the north-west tower the giant peaks of Kinchinjunga (28,146 feet) and to the north east is Dongkya (23,184 feet) at a distance of rather less than 50 miles .From Kinchinjunga the Singalila range, an immense ridge 60 miles long, stretches south to the plains, forming the boundary between Nepal and Darjeeling. It is the continuation of this ridge in a south and then south-easterly direction by Tanglu and Senchal, with its various lateral spurs, which constitutes the Darjeeling hill territory west of the Tista.”<sup>5</sup>

One of the most important rivers which added extraordinary beauty to Darjeeling is the river Tista. Scenic beauty of river Tista and its river banks is exceptionally attractive. “The Great Rangit, the chief affluent of the Tista, enters Darjeeling district from the west and forms part of the northern boundary, flowing from west to east till it joins the Tista.”<sup>6</sup> “the Ramman, one of the tributaries of the Great Rangit, takes its rise under the Phalut peak in the Singalila range, which forms the western boundary of the district.”<sup>7</sup>

Natural vegetation of Darjeeling is very much rich including numerous species chiefly because of its climate. “The temperate zone is characterized by forests of gigantic trees, consisting chiefly of oaks, chestnuts, magnolias, Michelias, laurels, maples, birches, and on the Singalila ridge conifers.”<sup>8</sup> Darjeeling district also restrains affluent diversity of fauna.

#### ***History of Darjeeling: Consolidation of British rule***

“The history of Darjeeling presents a late chapter in the extension of British rule, for it was not until the beginning of the 19<sup>th</sup> century that the East India Company was brought into direct relations with the tract of country which now bears the name. It then formed part of the dominions of the Raja of Sikkim, a petty ruler who had long been engaged in an unsuccessful struggle against the growing power of the warlike Gurkhas.”<sup>9</sup> “Prior to the year 1816 the whole of the territory known as British Sikkim belonged to Nepal, which had won it by conquest from the Sikkimese . Owing to a disagreement over the frontier policy of the Gurkhas, war was declared towards the close of 1813 by the British, and two campaigns followed in the second of which they were defeated by General Ochterlony.”<sup>10</sup> “by a treaty signed at Segoulie at the end of 1816 the Nepalese ceded the 4000 square miles of territory referred to above, which in turn by a treaty signed at Titalya on February 10<sup>th</sup>, 1817, was handed over to the Rajah of Sikkim with the apparent object of hedging in Nepal with the kingdom of an ally, and preventing all possibility of further aggrandisement by the Gurkhas.”<sup>11</sup>

In 1828 Lt.General (then Captain) G.A.Lloyd and Mr. J.W.Grant .I.C.S., the Commercial Resident of Maldah was very much amazed with the potential of Darjeeling as a sanitarium.

“The year following the former officer visited Darjeeling to be followed shortly after by Mr. Grant and Capt. J.D.Herbert, the then Deputy Surveyor, Bengal, who likewise reported favourably on the situation of the hill of Darjeeling . The court of directors of the east India Company accordingly directed that Lt. General Lloyd be deputed to start negotiations with the Sikkim Raj for a cession of the hill either for an equivalent in money or land. this transfer was successfully accomplished on February 1<sup>st</sup> ,1835 ,through the personal

influence and efforts of Lt. General Lloyd with Sikkimputti ,the aged Rajah ,who handed over a strip of hill territory, 24 miles long and about 5 to 6 miles wide ,stretching from the northern frontier of the district to Pankhabarie in the plains ,which in its trend included the villages of Darjeeling and Kurseong , “as a mark of friendship for the Governor – General (Lord William Bentinck) for the establishment of a Sanitarium for the invalid servants of the East India Company .”<sup>12</sup>

### ***Darjeeling as sanitarium***

It is mainly the climate of Darjeeling made it prospective to grow as a sanitarium. It is a paradise for nature lover's .Snowfall, frosty cold weather attracted the Britishers to make it sanitarium. Several surveys were made by the Local Survey Department regarding its climate. Gradually Britishers felt the necessity of establishing hospitals in order to recovery of the invalid servants of the East India Company. One of the most significant names amongst these sanitariums is Eden Sanitarium. Darjeeling district has two segments, the Tarai and the Hills. Though there were existences of so many diseases like malignant fevers, black water fever, diarrhoea, hookworm disease, small pox, chicken pox, measles, etc.

“To begin with, the mortality among maternity cases, which then had only a wing allotted for the purpose in the Medical College, Calcutta, assumed such alarming proportions that the Man of the Hour stepped in and made clear the way for the erection in 1882 of the Eden Hospital, Calcutta.”<sup>13</sup>

“The next step ,and a very natural one too, was the care of invalid ,both old and young ,...on April, 22nd , 1883 ,the Eden Sanitarium , Darjeeling ,which was designed by Mr. Martin ,C.E, the Architect to the Government of Bengal, sprang into being .”<sup>14</sup> It was exclusively for the Europeans. Gradually population of Darjeeling rise in number. Need for the establishment of more hospitals was felt. Demographical changes could be seen in Darjeeling after its annexation to British India. Hot and humid tropical weather of plains played a vital role for the growth of a hill station like Darjeeling as a sanitarium for the Europeans. Though there were clear distinction between Europeans and ‘natives’. So there were different types of sanatoriums for different kind of people. Natives were never entertained to go for treatment to those sanatoriums specially built for the Europeans. The Lowis Jubilee Sanitarium was established for the special use of Indians and its credit goes to Sir Franklin Prestage. In 1914 The Small Pox Hospital was constructed.

### **Conclusion**

Consolidation of British power in Darjeeling after 1835 made it possible for the British raj to develop Darjeeling as a hill station especially as a sanitarium where the invalid servants of the East India Company would get treatment and get recover from illness. Therefore growth and development of Darjeeling as a sanitarium was the result of the British intervention in Darjeeling. Of course climate and cool, pleasant weather of Darjeeling enhanced the prospect of its growth as a sanitarium. Geographical location and climate boost up the importance of Darjeeling as a sanitarium and the Britishers found it very much suitable and favourable for their vision to make Darjeeling as a sanitarium.

### **References**

<sup>1</sup> O'Malley, L.S.S.: Darjeeling District Gazatteer, Gyan Publishing House, New Delhi, Page 1

<sup>2</sup> Ibid, Page 1

<sup>3</sup> Ibid, Page 1

<sup>4</sup> Ibid, Page 1

<sup>5</sup> Ibid, Page 1

<sup>6</sup> Ibid, Page 7

<sup>7</sup> Ibid, Page 7

<sup>8</sup> Ibid, Page 12

<sup>9</sup> Ibid, Page 19

<sup>10</sup> Dozey, E.C.: A Concise History of the Darjeeling District since 1835, Jetsun Publishing House. 1916, Page 2

<sup>11</sup> ibid, page 2

<sup>12</sup> ibid, page 3

<sup>13</sup> ibid, page 123

<sup>14</sup> ibid, page 123

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## सर्वशिक्षा अभियान में शिक्षा के अधिकार अधिनियम की क्रियान्वित विमर्श

**Hitu Kumari\***

सार

वर्ष 2000 में, 'संयुक्त राष्ट्र संघ' द्वारा घोषित 'सहस्राब्दी विकास लक्ष्य' के अंतर्गत निर्धारित 'सार्वभौमिक प्रारम्भिक शिक्षा' के वैश्विक लक्ष्य के अनुरूप, भारत में भी 6-14 वर्ष आयु वर्ग के सभी बच्चों को प्रारम्भिक शिक्षा उपलब्ध कराने के उद्देश्य से वर्ष 2001 में 'सर्वशिक्षा अभियान' कार्यक्रम की शुरुआत की गई। पुनः सितम्बर 2009 में श्री अनिल बोर्दिया की अध्यक्षता में गठित समिति द्वारा 'शिक्षा के अधिकार अधिनियम का क्रियान्वयन एवं सर्वशिक्षा अभियान का तदनुरूप नवीनीकरण' शीर्षक से प्रस्तुत सिफारिशों के अनुरूप सर्वशिक्षा अभियान कार्यक्रम का नवीनीकरण किया गया जिससे कि यह सरकार द्वारा प्रायोजित मात्र एक कार्यक्रम के रूप में नहीं, अपितु शिक्षा के अधिकार अधिनियम को क्रियान्वित करने के एक शक्तिशाली माध्यम के रूप में स्थापित हो सके।

संविधान के 'अनुच्छेद 45' में वर्णित, 'राज्य द्वारा 14 वर्ष तक के सभी बच्चों को निःशुल्क एवं अनिवार्य शिक्षा उपलब्ध कराने संबंधी नीति निर्देशक तत्व' के अनुरूप व 'अनुच्छेद 21(क)' में उल्लेखित 'शिक्षा के मौलिक अधिकार' को व्यावहारिक रूप देने के उद्देश्य से अगस्त 2009 में 'निःशुल्क एवं अनिवार्य शिक्षा का अधिकार अधिनियम 2009' का निर्माण किया गया। इस अधिनियम के अंतर्गत 6-14 वर्ष तक के सभी बच्चों को गुणवत्तापूर्ण प्रारम्भिक शिक्षा प्राप्त करने हेतु समान अवसर सुनिश्चित करने के उद्देश्य से कई प्रावधान किये गये हैं। प्रस्तुत अध्ययन के अन्तर्गत, नवीनीकृत सर्वशिक्षा अभियान कार्यक्रम में सम्मिलित उन सभी व्यवस्थाओं का वर्णन किया गया है, जो शिक्षा के अधिकार अधिनियम के तहत किये गये विभिन्न प्रावधानों को क्रियान्वित करने में सहायक हैं।

**मुख्य भाष्य:** प्रारम्भिक शिक्षा, गुणवत्तापूर्ण शिक्षा, अनुश्रवण, समूह, कमजोर वर्ग

परिचय

संविधान के 'अनुच्छेद 45' में वर्णित, 'राज्य द्वारा 14 वर्ष तक के सभी बच्चों को निःशुल्क एवं अनिवार्य शिक्षा उपलब्ध कराने संबंधी नीति निर्देशक तत्व' के अनुरूप व 'अनुच्छेद 21(क)' में उल्लेखित 'शिक्षा का मौलिक अधिकार' को व्यावहारिक रूप देने के उद्देश्य से अगस्त 2009 में 'निःशुल्क एवं अनिवार्य शिक्षा का अधिकार अधिनियम 2009' का निर्माण किया गया। देश में प्रारम्भिक शिक्षा में विद्यमान विभिन्न समस्याओं, जैसे – प्रारम्भिक विद्यालयों की अपर्याप्तता, प्रारम्भिक शिक्षा में बच्चों का निम्न ठहराव स्तर व प्रारम्भिक शिक्षा की निम्न गुणवत्ता, के निवारण के उद्देश्य से ही, संविधान में 'अनुच्छेद 21(क)' को सम्मिलित करने के साथ-साथ 'शिक्षा के अधिकार अधिनियम 2009' का निर्माण किया गया। प्रस्तुत अधिनियम का अर्थ यह है कि, देश में 6-14 वर्ष आयु वर्ग के सभी बच्चों को, कुछ निश्चित मानकों का अनुपालन करनेवाले एक औपचारिक विद्यालय में, संतोषजनक व समान गुणवत्ता युक्त पूर्णकालिक प्रारम्भिक शिक्षा प्राप्त करने का अधिकार है।

कुल सात अध्याय, 38 धाराओं व 1 अनुसूची युक्त प्रस्तुत अधिनियम के कुछ प्रमुख प्रावधानों को निम्नांकित रूप में उल्लेखित किया जा सकता है –

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## शिक्षा के अधिकार अधिनियम के अंतर्गत किये गये मुख्य प्रावधान

I. 'प्रारम्भिक विद्यालयों की सर्वसुलभता' सुनिश्चित करने संबंधी प्रावधान

II. 'प्रारम्भिक शिक्षा की गुणवत्ता' सुनिश्चित करने संबंधी प्रावधान

III. 'प्रारम्भिक शिक्षा प्राप्ति हेतु अवसरों की समानता' सुनिश्चित करने संबंधी प्रावधान

IV. 'प्रारम्भिक शिक्षा के अनुश्रवण' संबंधी प्रावधान

### I. 'प्रारम्भिक विद्यालयों की सर्वसुलभता' सुनिश्चित करने संबंधी प्रावधान

- धारा 6 के तहत एक निर्धारित समय व उपयुक्त दूरी के भीतर प्रारम्भिक विद्यालयों की स्थापना संबंधी प्रावधान।

### II. 'प्रारम्भिक शिक्षा की गुणवत्ता' सुनिश्चित करने संबंधी प्रावधान

- धारा 4 के तहत विद्यालय जाने से वंचित बच्चों का, उनकी आयु के अनुरूप उपयुक्त कक्षा में नामांकन व उन्हें विद्यालय में समायोजन के योग्य बनाने व कक्षा के अन्य बच्चों के समकक्ष लाने हेतु क्रमशः नामांकन-पूर्व व नामांकन-पश्चात् विशेष प्रशिक्षण उपलब्ध कराने संबंधी प्रावधान।
- धारा 8(d) व धारा 8(i) के तहत क्रमशः पर्याप्त संख्या में शिक्षकों व अधिगम उपकरणों की उपलब्धता तथा शिक्षकों को समुचित प्रशिक्षण सुनिश्चित करने संबंधी प्रावधान।
- धारा 11 के तहत बच्चों में प्रारम्भिक शिक्षा प्राप्ति हेतु तत्परता विकसित करने के उद्देश्य से 3 से 5+ वर्ष आयु वर्ग के लिए निःशुल्क विद्यालय-पूर्व शिक्षा उपलब्ध कराने संबंधी प्रावधान।
- धारा 29(2)(c), (e), (f) व (g) के तहत क्रमशः बच्चों के ज्ञान, क्षमता व प्रतिभा को विकसित करने में सक्षम ; गतिविधि व अन्वेषण आधारित अधिगम को प्रोत्साहित करने में सक्षम ; बच्चों को उनकी मातृभाषा में निर्देशन उपलब्ध कराने में सक्षम तथा बच्चों को भय व तनावमुक्त बनाकर, अपने विचार स्वतन्त्रतापूर्वक व्यक्त करने हेतु पर्याप्त अवसर उपलब्ध कराने में सक्षम पाठ्यचर्या के निर्माण संबंधी प्रावधान।

### III. 'प्रारम्भिक शिक्षा प्राप्ति हेतु अवसरों की समानता' सुनिश्चित करने संबंधी प्रावधान

- धारा 2(d) के तहत अनुसूचित जाति व जनजाति वर्ग के बच्चों, सामाजिक व शैक्षणिक रूप से पिछड़े वर्ग के बच्चों अथवा सामाजिक, सांस्कृतिक, आर्थिक, भौगोलिक, भाषायी, लैंगिक अथवा उपयुक्त सरकार द्वारा अधिसूचित इसी प्रकार के किसी अन्य कारक के आधार पर वंचनाओं का सामना करनेवाले समूह के बच्चों को 'वंचित समूह के बच्चों' के रूप में परिभाषित करने संबंधी प्रावधान।
- धारा 2(c) के तहत, उपयुक्त सरकार द्वारा निर्धारित न्यूनतम आय से कम वार्षिक आय वाले माता-पिता या अभिभावकों के बच्चों को 'कमजोर वर्ग के बच्चों' के रूप में परिभाषित करने संबंधी प्रावधान।
- धारा 8(c) के तहत वंचित समूह व कमजोर वर्ग के बच्चों के प्रति किसी प्रकार का भेदभावपूर्ण व्यवहार व उन्हें प्रारम्भिक शिक्षा प्राप्त व पूर्ण करने से वंचित न करना, सुनिश्चित करने संबंधी प्रावधान।
- धारा 3(2) के तहत विकलांग अथवा निःशक्त बच्चों को निःशुल्क एवं अनिवार्य प्रारम्भिक शिक्षा प्राप्त करने का अधिकार संबंधी प्रावधान।

### IV. 'प्रारम्भिक शिक्षा के अनुश्रवण' संबंधी प्रावधान

- धारा 21 के तहत प्रारम्भिक शिक्षा के अनुश्रवण हेतु 'विद्यालय प्रबंधन समिति' के निर्माण संबंधी प्रावधान

### I. 'प्रारम्भिक विद्यालयों की सर्वसुलभता' सुनिश्चित करने संबंधी प्रावधान

6-14 वर्ष आयु वर्ग के बच्चों द्वारा, प्रारम्भिक शिक्षा प्राप्त व पूर्ण करना सुनिश्चित करने हेतु, प्रारम्भिक विद्यालयों की पर्याप्त उपलब्धता सुनिश्चित करने के साथ-साथ यह सुनिश्चित करना भी आवश्यक है कि विद्यालय बच्चों के निवास-क्षेत्र से निकट उपलब्ध हों, जिससे कि बच्चों को विद्यालय में नियमित उपस्थिति व अपनी प्रारम्भिक शिक्षा पूर्ण करने में कठिनाई न हो। इसी तथ्य को ध्यान में रखते हुए, 'शिक्षा के अधिकार अधिनियम' की धारा 6 के तहत यह प्रावधान किया गया है कि, इस अधिनियम के लागू होने के तीन वर्ष की अवधि के भीतर, उपयुक्त सरकार व स्थानीय अधिकरण द्वारा, उन क्षेत्रों में जहाँ इस प्रकार की सुविधा उपलब्ध नहीं हैं, बच्चों के निवास क्षेत्र के पड़ोस-सीमा में एक विद्यालय की स्थापना की जायेगी।

## II. 'प्रारम्भिक शिक्षा की गुणवत्ता' सुनिश्चित करने संबंधी प्रावधान

शिक्षा की गुणवत्ता से तात्पर्य है कि शिक्षा के माध्यम से बच्चों में 'रटने' अथवा 'पुनरावृत्ति' की क्षमता के स्थान पर 'तर्क' एवं 'विश्लेषण' की क्षमता का विकास हो।

वर्तमान प्रारम्भिक शिक्षा पद्धति अत्यधिक असहज है। यह बच्चों में विद्यमान 'जिज्ञासा', 'स्व-अधिगम क्षमता' एवं 'अनुभव' आदि के अनुरूप अधिगम हेतु अवसर उपलब्ध कराने में अक्षम है। जिसके कारण बच्चे पाठ्यक्रम को स्वेच्छा या स्व-प्रेरणा से नहीं सीखते अपितु परीक्षा में असफलता अथवा शिक्षकों द्वारा दण्ड के भय से, अथवा अच्छे प्रदर्शन के प्रति अभिभावकों की अपेक्षाओं के दबाव में पाठ्यक्रम को रट लेते हैं। बच्चों की रटने की यह प्रवृत्ति उन्हें विद्यालयीय शिक्षा के शुरुआती चरणों में तो सफलता प्रदान करती है, परंतु बाद के चरणों में उनका सफल होना कठिन हो जाता है। जिसके परिणामस्वरूप, अधिकांश बच्चे, प्रारम्भिक शिक्षा या तो बीच में ही छोड़ देते हैं या यदि प्रारम्भिक शिक्षा पूरी कर भी लें, तो माध्यमिक एवं उच्च शिक्षा प्राप्ति हेतु अयोग्य हो जाते हैं।

यहाँ यह ध्यान रखना आवश्यक है कि, शिक्षा बच्चों को ज्ञान प्रदान करने हेतु एकमात्र माध्यम नहीं है, अपितु यह ज्ञान-प्राप्ति हेतु अनुकूलतम वातावरण मात्र उपलब्ध कराता है एवं बच्चे, अपने जन्म के बाद-से ही, अपने आस-पास के वातावरण में उपलब्ध उद्दीपनों के प्रति अनुक्रिया करते हुए सहज-ही सीखना आरम्भ कर देते हैं। अतः शिक्षा को सहज बनाने की आवश्यकता है जिससे कि, सभी बच्चों को उनकी क्षमता एवं प्रतिभा के अनुरूप शैक्षिक विकास का अवसर प्राप्त हो।

इस प्रकार, गुणवत्तापूर्ण शिक्षा के विकास हेतु निम्नांकित कारकों को सुनिश्चित करना अत्यावश्यक है –

1. विद्यालय जाने से वंचित बच्चों को हीन एवं कुण्ठा भावना मुक्त शैक्षणिक वातावरण उपलब्ध कराने हेतु, उनकी आयु के अनुरूप कक्षा में नामांकन के साथ-साथ, उन्हें विद्यालय में समायोजन के योग्य बनाने व कक्षा के अन्य बच्चों के समकक्ष लाने के उद्देश्य से, उनके लिए क्रमशः नामांकन-पूर्व व नामांकन-पश्चात् विशेष प्रशिक्षण की व्यवस्था।
2. पर्याप्त संख्या में शिक्षकों व अधिगम उपकरणों (जैसे कम्प्यूटर आदि) की उपलब्धता तथा शिक्षकों के समुचित प्रशिक्षण की व्यवस्था।
3. प्रारम्भिक शिक्षा प्राप्ति हेतु तत्परता के विकास के लिए 3 से 5+ वर्ष आयु वर्ग के बच्चों के लिए विद्यालय पूर्व शिक्षा अथवा पूर्व प्रारम्भिक शिक्षा की व्यवस्था जिससे कि प्रारम्भिक विद्यालयों में प्रवेश के पश्चात्, बच्चें वहाँ उपलब्ध शैक्षणिक वातावरण से अधिकतम लाभान्वित हो सकें।
4. इस प्रकार के पाठ्यचर्या के निर्माण की व्यवस्था जो—
  - (i) बच्चों के ज्ञान, क्षमता व प्रतिभा का निर्माण कर सकें,
  - (ii) सीखने के आरम्भिक चरण में बच्चें, लिखित शब्दों की अपेक्षा गतिविधियों के माध्यम से अधिक सीखते हैं। अतः इस प्रकार के पाठ्यचर्या के निर्माण की व्यवस्था जो गतिविधियों व अन्वेषण आधारित अधिगम को प्रोत्साहित कर सकें।
  - (iii) बच्चों के स्व-अधिगम क्षमता के माध्यम से अर्जित अनुभव उनकी मातृभाषा में संचित होते हैं। इस प्रकार बच्चों की मातृभाषा, उन्हें विद्यालय में प्रदान की जानेवाली शिक्षा तथा उनके संचित अनुभवों के मध्य सेतु का कार्य करती है, जो बच्चों के तीव्र अधिगम के लिए आवश्यक है। अतः इस प्रकार की पाठ्यचर्या का निर्माण, जो बच्चों को उनकी मातृभाषा में निर्देशन उपलब्ध कराने में सक्षम हो।

अतः उपर्युक्त तथ्यों को ध्यान में रखते हुए 'शिक्षा के अधिकार अधिनियम' की धारा 4, धारा 8(d) व धारा 8(i), धारा 11 तथा धारा 29(2)(c), (e), (f) व (g) के तहत क्रमशः विद्यालय जाने से वंचित बच्चों का उनकी आयु के अनुरूप उपयुक्त कक्षा में नामांकन तथा उनके विशेष प्रशिक्षण, पर्याप्त संख्या में शिक्षकों की नियुक्ति व अधिगम उपकरणों की उपलब्धता तथा शिक्षकों के समुचित प्रशिक्षण, 3 से 5+ वर्ष आयु वर्ग के बच्चों के लिए विद्यालय पूर्व शिक्षा तथा उपयुक्त पाठ्यचर्या के निर्माण संबंधी प्रावधान किये गये हैं।

## III. 'प्रारम्भिक शिक्षा प्राप्ति हेतु अवसरों की समानता' सुनिश्चित करने संबंधी प्रावधान

भारत में, शिक्षा के क्षेत्र में, भौगोलिक, सामाजिक व सांस्कृतिक, आर्थिक तथा लैंगिक आधार पर अत्यधिक असमानता विद्यमान है। उदाहरण के लिए, जहाँ केरल व तमिलनाडु जैसे राज्य शैक्षिक आधारभूत संरचना (जैसे विद्यालय भवन, वर्गकक्ष, पेयजल, शौचालय आदि) तथा बच्चों के अधिगम-स्तर की दृष्टि से बहुत उन्नत हैं, वहीं बिहार, झारखण्ड, छत्तीसगढ़ आदि जैसे राज्य शैक्षिक रूप से अत्यंत पिछड़े हुए हैं। इसी प्रकार अनुसूचित जाति व जनजाति जैसी सामाजिक श्रेणियाँ व बालिकाएँ, प्रारम्भिक शिक्षा में नामांकन उपस्थिति व प्रारम्भिक शिक्षा पूर्ण करने के क्षेत्र में बहुत पिछड़े हुए हैं। साथ-ही, आर्थिक रूप से कमजोर वर्गों के अधिकांश बच्चे व निःशक्त बच्चें भी प्रारम्भिक शिक्षा प्राप्त करने से वंचित हैं। इसी प्रकार, कुछ सामाजिक-सांस्कृतिक कारणों के परिणामस्वरूप, मुस्लिम समुदाय के अधिकांश बच्चें भी प्रारम्भिक शिक्षा के क्षेत्र में बहुत पिछड़े हुए हैं।

उपर्युक्त तथ्यों को ध्यान में रखते हुए शिक्षा के अधिकार अधिनियम की धारा 2(d) व (e) के तहत क्रमशः 'वंचित समूह' व 'कमजोर वर्ग के बच्चों को परिभाषित करते हुए धारा 8(C) के तहत, राज्य सरकार द्वारा यह सुनिश्चित करने का प्रावधान किया गया है कि इस प्रकार के बच्चों के प्रति किसी प्रकार का भेदभावपूर्ण व्यवहार न किया जाय व इन्हें प्रारम्भिक शिक्षा प्राप्त व पूर्ण करने से किसी-भी प्रकार वंचित न किया जाय। साथ-ही, प्रस्तुत अधिनियम की धारा 3(2) के तहत निःशुल्क बच्चों को निःशुल्क एवं अनिवार्य प्रारम्भिक शिक्षा प्राप्त करने का अधिकार संबंधी प्रावधान भी किया गया है।

#### 4. 'प्रारम्भिक शिक्षा के अनुश्रवण' संबंधी प्रावधान

विद्यालय के सुचारू संचालन एवं उपयुक्त सरकार अथवा स्थानीय प्राधिकरण अथवा किसी अन्य स्रोत के माध्यम से प्राप्त अनुदानों के समुचित उपयोग को सुनिश्चित करने हेतु, इनके अनुश्रवण के उद्देश्य से, अधिनियम की धारा 21 के तहत, स्थानीय प्राधिकरण के निर्वाचित प्रतिनिधियों व सम्बन्धित विद्यालय में नामांकित बच्चों के माता-पिता अथवा अभिभावकों की सदस्यता युक्त 'विद्यालय प्रबंधन समिति' के निर्माण संबंधी प्रावधान किये गये हैं।

'शिक्षा के अधिकार अधिनियम' के उपर्युक्त प्रावधानों के अनुरूप, प्रारम्भिक शिक्षा के सार्वभौमीकरण के उद्देश्य से वर्ष 2001 में निर्मित 'सर्वशिक्षा अभियान' कार्यक्रम को सितम्बर 2009 में श्री अनिल बोर्दिया की अध्यक्षता में गठित समिति द्वारा 'शिक्षा के अधिकार अधिनियम का क्रियान्वयन एवं सर्वशिक्षा अभियान का तदनु रूप नवीनीकरण' शीर्षक से प्रस्तुत सिफारिशों के आधार पर नवीनीकृत किया गया जिससे कि सर्वशिक्षा अभियान कार्यक्रम 'शिक्षा का अधिकार अधिनियम' को क्रियान्वित करने के एक शक्तिशाली माध्यम के रूप में स्थापित हो सकें।

इस नवीनीकृत सर्वशिक्षा अभियान कार्यक्रम के अन्तर्गत, 'शिक्षा का अधिकार अधिनियम' के तहत किये गये प्रावधानों को क्रियान्वित करने के उद्देश्य से निम्नांकित व्यवस्थाएँ की गई हैं –

- I. प्रस्तुत अधिनियम की धारा 6 के प्रावधानों के अनुरूप निवास-क्षेत्रों के 'मानचित्रण' व इसके आधार पर सम्बन्धित क्षेत्रों की पड़ोस-सीमा में प्रारम्भिक विद्यालयों की स्थापना हेतु, सर्वशिक्षा अभियान कार्यक्रम के अन्तर्गत वित्तीय संसाधन उपलब्ध कराने की व्यवस्था की गई है।
- II. शिक्षा के अधिकार अधिनियम के अंतर्गत 'शिक्षा की गुणवत्ता सुनिश्चित करने संबंधी प्रावधानों को क्रियान्वित करने हेतु सर्वशिक्षा कार्यक्रम के तहत निम्नांकित व्यवस्थाएँ की गई हैं –
  1. प्रस्तुत अधिनियम की धारा 4 के प्रावधानों के अनुरूप, विद्यालय जाने से वंचित बच्चों का, उनकी आयु के अनुरूप उपयुक्त कक्षा में नामांकन व उनके विद्यालय में नामांकन-पूर्व व नामांकन-पश्चात्, विशेष प्रशिक्षण उपलब्ध कराने हेतु, सर्वशिक्षा अभियान कार्यक्रम के अंतर्गत वित्तीय संसाधनों की व्यवस्था की गई है।
  2. अधिनियम की धारा 8(d) के प्रावधानों के अनुरूप, पर्याप्त संख्या में शिक्षकों की नियुक्ति व अधिगम उपकरणों (जैसे, कम्प्यूटर आदि) की उपलब्धता हेतु वित्तीय संसाधनों की व्यवस्था की गई है।
  3. अधिनियम की धारा 8(i) के प्रावधानों के अनुरूप, शिक्षकों को समुचित प्रशिक्षण उपलब्ध कराने के उद्देश्य से, सर्वशिक्षा अभियान कार्यक्रम के अंतर्गत वित्तीय संसाधनों के साथ-साथ 'प्रखण्ड संसाधन केन्द्र' व 'संकुल संसाधन केन्द्र' जैसी संस्थाओं के माध्यम से 'शैक्षिक अनुसमर्थन' उपलब्ध कराने की भी व्यवस्था की गई है।
  4. अधिनियम की धारा 11 के प्रावधानों के अनुरूप सर्वशिक्षा अभियान कार्यक्रम के अन्तर्गत, 'समेकित बाल विकास योजना' के तहत 3 से 5+ वर्ष आयु वर्ग के बच्चों के लिए 'पूर्व बाल्यकाल देखभाल एवं शिक्षा' की व्यवस्था संबंधी सुविधा से वंचित क्षेत्रों में, सम्बन्धित सुविधा उपलब्ध कराने के उद्देश्य से, वित्तीय संसाधन की व्यवस्था की गई है।
  5. अधिनियम की धारा 29(2) के प्रावधानों के अनुरूप, उपयुक्त पाठ्यचर्या के निर्माण हेतु, 'प्रखण्ड संसाधन केन्द्र' व 'संकुल संसाधन केन्द्र' के माध्यम से शैक्षिक अनुसमर्थन की व्यवस्था के साथ-साथ वित्तीय संसाधन उपलब्ध कराने की भी व्यवस्था की गई है।
- III. 'शिक्षा का अधिकार अधिनियम' के अंतर्गत 'प्रारम्भिक शिक्षा प्राप्ति हेतु अवसरों की समानता' सुनिश्चित करने संबंधी प्रावधानों को क्रियान्वित करने हेतु सर्वशिक्षा अभियान कार्यक्रम के तहत निम्नांकित व्यवस्थाएँ की गई हैं –
  1. अधिनियम की धारा 8(C) के प्रावधानों के अनुरूप, धारा 2(d) व (C) के तहत परिभाषित क्रमशः 'वंचित समूह' व 'कमजोर वर्ग' के बच्चों को प्रारम्भिक शिक्षा प्राप्ति हेतु अवसरों की समानता सुनिश्चित करने के उद्देश्य से सर्वशिक्षा अभियान कार्यक्रम के अंतर्गत निम्नांकित व्यवस्थाएँ की गई हैं –
    - i. 'अनुसूचित जाति व जनजाति के बच्चों' को अवसरों की समानता सुनिश्चित करने के उद्देश्य से, 'स्पेशल फोकस डिस्ट्रीक्ट' रणनीति के तहत, अनुसूचित जातियों व जनजातियों की सघन बसावट वाले निवास-क्षेत्रों का मानचित्रण कर, वहाँ पर्याप्त संख्या में, प्रारम्भिक विद्यालयों की स्थापना, उनके भाषायी व अन्य सांस्कृतिक-सामाजिक परिवेश के अनुरूप पाठ्य सामग्री के निर्माण व उन्हें उपयुक्त शिक्षण प्रक्रिया उपलब्ध कराने के लिए शिक्षकों के विशेष प्रशिक्षण हेतु वित्तीय संसाधनों की व्यवस्था की गई है।

- ii. 'बालिकाओं' को अवसरों की समानता सुनिश्चित करने के उद्देश्य से, विद्यालयों में उनके लिए पृथक शौचालयों के निर्माण, उन्हें निःशुल्क पाठ्य-पुस्तकों के वितरण व 50 प्रतिशत महिला शिक्षकों की नियुक्ति जैसी सामान्य व्यवस्थाओं के साथ-साथ, 'बालिकाओं की प्रारम्भिक शिक्षा हेतु राष्ट्रीय कार्यक्रम' व 'कस्तूरबा गाँधी बालिका विद्यालय' जैसी विशेष योजनाओं की भी व्यवस्था की गई है।
  - iii. 'मुस्लिम समुदाय के बच्चों को' अवसरों की समानता सुनिश्चित करने के उद्देश्य से, 'स्पेशल फोकस डिस्ट्रीक्ट' रणनीति के तहत मुस्लिम बहुल जिलों की पहचान कर वहाँ विद्यालयों की स्थापना व शिक्षकों की नियुक्ति हेतु वित्तीय संसाधन उपलब्ध कराने, मुस्लिम समुदाय की माँग के अनुरूप उर्दू माध्यम वाले विद्यालयों की स्थापना, मकतब व मदरसों में अध्ययनरत मुस्लिम बच्चों को विज्ञान, गणित व अंग्रेजी जैसे सामान्य विषयों की शिक्षा उपलब्ध कराने हेतु 'वैकल्पिक व नवाचारी शिक्षा' योजना के तहत वित्तीय संसाधन उपलब्ध कराने, किशोरावस्था प्राप्त मुस्लिम बालिकाओं की उच्च प्राथमिक शिक्षा सुनिश्चित करने हेतु मुस्लिम बसावटों के निकट बालिका उच्च प्राथमिक विद्यालयों की स्थापना तथा मुस्लिम बच्चों, विशेषतः मुस्लिम बालिकाओं की शिक्षा के प्रति मुस्लिम समुदाय को जागरूक करने आदि संबंधी व्यवस्थाएँ की गई हैं।
  - iv. 'कमजोर वर्ग के बच्चों को' अवसरों की समानता सुनिश्चित करने के उद्देश्य से, सर्वशिक्षा अभियान कार्यक्रम के अंतर्गत, बच्चों को निःशुल्क पोशाक, पाठ्य पुस्तक, मध्याह्न भोजन, छात्रवृत्ति आदि उपलब्ध कराने संबंधी व्यवस्थाएँ की गई हैं।
2. अधिनियम की धारा 3(2) के तहत 'निःशक्त बच्चों को 'निःशुल्क एवं अनिवार्य प्रारम्भिक शिक्षा प्राप्त करने का अधिकार' संबंधी प्रावधानों के अनुरूप, निःशक्त बच्चों की प्रारम्भिक शिक्षा हेतु, 'प्राथमिक स्वास्थ्य केन्द्र' व 'समेकित बाल विकास योजना' के माध्यम से उनकी पहचान करने, विद्यालय में उनके समुचित समायोजन हेतु उन्हें आवासीय या गैर-आवासीय प्रशिक्षण उपलब्ध कराने, विद्यालय में उपलब्ध विभिन्न मूलभूत सुविधाओं (जैसे-पेयजल, शौचालय आदि) को, इस प्रकार के बच्चों द्वारा बाधा रहित उपयोग के अनुरूप विकसित करने, उनकी शैक्षणिक आवश्यकताओं व क्षमताओं के अनुरूप पाठ्यचर्या, पाठ्य पुस्तक व मूल्यांकन प्रणाली के निर्माण तथा शिक्षकों को, निःशक्त बच्चों की विभिन्न शैक्षणिक व समायोजन-संबंधी आवश्यकताओं के प्रति संवेदनशील बनाने के उद्देश्य से उन्हें विशेष प्रशिक्षण उपलब्ध कराने आदि संबंधी व्यवस्थाएँ की गई हैं।
- IV. प्रस्तुत अधिनियम की धारा 21 के प्रावधानों के अनुरूप निर्मित 'विद्यालय प्रबंधन समिति' के सदस्यों के लिए, सर्वशिक्षा अभियान कार्यक्रम के माध्यम से विशेष प्रशिक्षण उपलब्ध कराने की व्यवस्था जिससे कि ये, समिति के सुचारु संचालन में अपना समुचित योगदान देने हेतु सक्षम हो सकें।

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## **Impact of Demographic Factors on the Investment Behavior of Investors in Ludhiana City**

**Satveer kaur\***

**Dr Joginder Singh\*\***

### **Abstract**

The investment behavior of investors is affected by many factors during the investment decision. Demographic factors are also one of the important factors affecting the investment behavior of investors. The aim of this paper is to examine the impact of demographic profile of investors on the investment behavior of investors. 500 investors were selected from Ludhiana city as a sample. The chi square test was conducted to explore the Impact of demographic profile of investors on the investment behavior of investors. Results of the study showed that all the demographic factors such as age, gender, marital status, occupation, income of investors were important determinants of investment behavior of investors.

**Keywords:** Demographic factors, investment behavior, Chi square test, Investors, Ludhiana city.

### **Introduction**

Today the field of investment is even more dynamics than it was only a decade ago. World event rapidly events that alter the values of specific assets the individual has so many assets to choose from and the amount of information available to the investors is staggering and continually growing. The key to successful financial plan is to keep apart a larger amount of savings and invest it intelligently by using a longer period of time. Furthermore inflation has served to increased awareness of the importance of financial planning and wise investing. More inflation is a worry for each and every individual .Due to inflation value of our money in future will decrease. To cope up this, investors wants to invest their money and earn certain rate of return which is more than rate of inflation (Kabra, 2010).

Investment means sacrifice of current money for the future income. Investment is the flow of capital which is used for productive purposes (Rani, 2014). Investment is a purchase of financial product or other item of value with an expectation of favorable future returns (Kothari, 2008)

Investment behavior refers to how much money is invested by people out of total savings, frequency of their investments, financial instruments in which they invest and risk aversion of the investors (Bahel et al, 2012)

### **Review of Literature**

**Barnea et.al (2010)** conducted survey on the study of determinants of investor's behavior and concluded that family environment had an effect on the behavior of young individuals but this effect was not long lasting and disappeared as an individual gained experience. It

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was also stated that age, gender, education were also important determinants of individual investment behavior.

**Achar (2012)** had done study on saving and investment behavior of teachers and it was analyzed that individual characteristics of teachers such as age, gender, marital status and life style determined the saving and investment behavior of teaching community. More over their family characteristics such as monthly family income stage of family life cycle and up bringing status emerged as determinants of their saving and investment behavior.

**Nayak (2013)** analyzed the investment choice of individual investors in Valsad district and revealed that a little over 50% of the respondents had made low risk investments. More than 1/3<sup>rd</sup> of the respondents had gone for high risk investments and the remaining had gone for medium risk. Age wise classification had shown the same trend. Gender wise it was observed that women had made moderate and high risk investments compared to men. Qualification wise classification indicated that more number of graduates (professionals) had gone for high risk instruments compared to others. The trend of low risk, high risk and medium risk instruments were there in almost all the categories. The association between profile of the respondents, age, gender, religion, qualification, income and profession and risk taken while making investments was not significant.

**Sood et.al (2014)** studied the impact of demographic factors of people preference various investment avenues and revealed that majority of the investors had knowledge about securities and found that most of the male investors liked to invest in PPF, LIC, DS and RE and female investors wanted to invest in PPF and LIC and as the age increases investors preferred less risk instruments instead of high risk instruments. Investors whose age was less than 25 they preferred to invest in SD but whose age was between 40-60 they preferred to invest in PPF, LIC, RE and education played an important role in the decision regarding selection of investment. Graduates liked to invest in SD and postgraduate as well as people with professional qualification liked to invest in PPF and LIC. According to occupation people who were on government and private job preferred to invest in SD and PS but professionals they want to invest in LIC and PPF according to their suitability of risk and return. Students preferred equity portion. Income was one of the major factor that influenced investment, whose income was less than Rs. 2,40,000 prefer to invest in SD and whose income between Rs. 2,40,000-5,00,000 preferred LIC and PPF. So it was wholly concluded that most of the people invested in LIC, PPF and SD in Ludhiana region of Punjab.

**Das et.al (2014)** had examined the influence of demographic variables on factors of investment and revealed that various demographic variables had an association with the objectives of investment. Among the demographic variables, gender and occupation were most influential variables and thus it was revealed that age, gender, education and occupation played an important role in investment decision.

**Ansari et.al (2013)** had done research on the factors affecting investment behavior of young professionals and revealed that investing activity of young professionals is independent of gender but dependent on income and age.

**Jain et.al (2012)** studied the impact of demographic factors on investment behavior of investors in Rajasthan and concluded that various demographic factors like age, marital status, gender, city, income level, market knowledge, occupations and qualifications etc have major impact on investment decision of investors in Rajasthan. Demographic factors like Gender and City have no impact on investment decision of investors.

### Objective of Study

To study the impact of demographic factors on the investment decision of investors in Ludhiana city

### Research Methodology

**Research type:** The research is basically descriptive in nature.

**Research design:** A descriptive research design study was used in this study.

**Data collection source:** The data for the study were collected from the both primary and secondary sources. Primary data were gathered using questionnaire as a tool for data collection. Secondary data were collected from books, financial journals and magazines, reports, newspapers, websites and expert opinion published in various print media. For this purpose the library and Internet were used.

**Sample size:** Total 500 respondents were surveyed in Ludhiana city consisting of salaried people, traders and industrialists.

**Sampling technique:** In this case stratified random method of sampling has been used from the certain identified strata of the population units.

**Sampling area:** The sampling area was Ludhiana city only.

**Analysis techniques:** Diagrams and tables were used to describe the performance of different financial instruments. The tool used for the purpose of analysis and interpretation were chi square test.

### Analysis and Interpretation

#### 1. Degree of relationship between age and investment behavior

H0: There is no significant association between investor's age and type of Investment Avenue.

H1: There is significant association between investor's age and type of Investment Avenue.

To test the hypotheses that investor's age and type of Investment Avenue shown in Table 5.13, chi square test was applied which gave the following results.

**Table 1. Chi square Test**

Chi square value	17.17
Degree of freedom	6
Critical value (p value)	0.008678
Significance level	1%

The chi square test was performed at 1% significance level and 6 degree of freedom. The calculated value of chi square test came out 17.17. The critical value came out 0.008678. The calculated value of chi square was more than critical value. Therefore, null hypothesis was rejected, indicating that there was a significant association between investor's age and investment behavior.

#### 2. Degree of relationship between marital status and investment behavior

H0: There is no significant association between investor's marital status and type of Investment Avenue.

H1: There is significant association between investor's marital status and type of Investment Avenue.

To test the hypotheses that investor's marital status and type of Investment Avenue shown in Table 5.14, chi square test was applied which gave the following results.

**Table 2. Chi square Test**

Chi square value	22.828
Degree of freedom	2
Significance level	1%

To test the impact of marital status on the type of investment chi square test was applied. The Pearson Chi Square value came out 22.828 at 2 degrees of freedom, which is more than cut off value 0.01 at 99 percent confidence level. Therefore, alternate hypothesis was selected, indicating that there was a significant association between investor's marital status and type of investment. Therefore, investor's marital status and type of investment are dependent on each other.

**3. Degree of relationship between gender and investment behavior**

H0: There is no significant association between investor's gender and type of Investment Avenue.

H1: There is significant association between investor' gender and type of Investment Avenue.

To test the hypotheses that investor's gender and type of Investment Avenue shown in Table 5.15, chi square test was applied which gave the following results.

**Table 3. Chi square Test**

Chi square value	59.06
Degree of freedom	2
Table value (p value)	0.00001
Significance level	1%

The chi square test was applied to check the impact of gender on the type of investment. The Calculated value of Chi-square came out 59.06. Critical value of Chi-square value at 1% Significance Level and 2 Degree of Freedom is 0.00001. As the calculated value of Chi-square is more than the critical value. Therefore, Null hypothesis was rejected and alternative hypothesis was selected, indicating that that there was a significant relation between the investors' gender and the type of investment.

**4. Degree of relationship between educational qualification and investment behavior**

H0: There is no significant association between investor's educational qualification and type of Investment Avenue.

H1: There is significant association between investor's educational qualification and type of Investment Avenue.

To test the hypotheses that investor's educational qualification and type of Investment Avenue shown in Table 5.16, chi square test was applied which gave the following results.

**Table 4 Chi square test**

Chi square value	25.11
Degree of freedom	10
Table value	0.005141
Significance level	1%

Chi square Test was applied to test the impact of education on the type of investment. The value of chi square at 10 degree of freedom came out to 25.11 which was highly significant at 0.01 level of significance. Therefore, it was concluded that education status had significant impact on investment type.

**5. Degree of relationship between occupation and investment behavior**

H0: There is no significant association between investor's occupation and type of Investment Avenue.



H1: There is significant association between investor's occupation and type of Investment Avenue.

To test the hypotheses that investor's occupation and type of Investment Avenue shown in Table 5.17, chi square test was applied which gave the following results.

**Table 5 Chi square test**

Chi square value	67.41
Degree of freedom	4
Critical value (p value)	0.00001
Significance level	1%

Chi square Test was applied to test the impact of occupation on the type of investment. The value of chi square at 4 degree of freedom came out to 67.41 which was a highly significant at 0.01 level of significance. Therefore, it was concluded that occupational status had significant impact on investment type.

**6. Degree of relationship between income and investment behavior**

H0: There is no significant association between investor's annual income and type of Investment Avenue.

H1: There is significant association between investor's annual income and type of Investment Avenue.

To test the hypotheses that investor's annual income and type of Investment Avenue shown in Table 5.18, chi square test was applied which gave the following results.

**Table 6 Chi square test**

Chi square value	92.92
Degree of freedom	10
Critical value (p value)	0.00001
Significance level	1%

The Chi-square test was performed at 1% level of significance. The output of Chi-square Test was as presented in Table. The Pearson Chi-square significance value came out 92.92 at 10 degree of freedom which was more than critical value 0.0001. Therefore, alternate hypothesis was selected, indicating that there was a significant association between investors' annual income and type of investment

**Conclusion**

Thus this study concluded that various demographic factors such as age, sex, marital status, occupation, income, educational qualification had major impact on the investment behavior of investors in Ludhiana city. It can be revealed that all the demographic factors played a crucial role in the investment decision of investors. All the demographic factors and investment decision of investors are dependent upon each other.

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## **A Study on Climate Change and Changing Cropping Pattern in Tamil Nadu**

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**Dr. P. Natarajamurthy\*\***

### **Abstract**

The present study made an attempt with climate change as well as changing cropping pattern. The climate changes affect the existing cultivating areas due to unscheduled rainfall, high temperature, and high tensed cyclones and so on. This micro study made an attempt to make an assessment about the level of changes occurred in the cultivation areas, temperature and rainfall and its effects on the area of cultivation and cropping pattern in the study region. Regarding cropping pattern in Tamil Nadu, which has different cropping system depends on their geographical conditions. And also, majority farmers have depends on Cauvery river water for more than 15 districts of Tamil Nadu. Into that, how farmers have grown their cropping with the successful manner and how they face some problems, and what are the remedial measures to be taken for the farmer's betterment side by the government of Tamil Nadu.

**Keywords:** Climate Change, Cropping Pattern, Water Sources, Cropping System,

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### **Introduction and Background**

Traditionally, increased food production has come from putting more land under cultivation. However, in large areas of the world, especially in Asia, all the land that can be economically cultivated is already in use. In future, most of the extra food needs must come from higher production from land already being farmed. A major share of this increase is likely to come from increasing the number of crops produced per year on a given land using improved crop cultivars. Such multiple cropping offers potential not only to increase food production but also decrease land degradation.

India is a developing nation with a majority of the agricultural population and high cultivation area when compared to the other developing countries. According to the 2011 census 71 percent of the Indian people are living in rural areas and mostly they are employed in agriculture and related activities. It is a primary source available for generation of income and employment in the rural area. The growth rate of agriculture has come down to 1.1 percent from 4.69 percent in contrast to the 6 percent growth rate of Indian economy for the last ten years. Around 93 percent of the farmers are small farmers having land holdings of less than 4 hectares but the averages farm size is only 1.57 hectares and they cultivate nearly 55 percent of the available land. And the reasons are stated below. Due to Industrial growth in India, a number of industrial units were started in the past decades. In recent years, the climate changes have been a complex issue due to foreign climate policy. The climate changes affect the existing cultivating areas due to unscheduled rainfall, high temperature, and high tensed cyclones and so on. This micro study made an attempt to make an assessment about the level of changes occurred in the

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cultivation areas, temperature and rainfall and its effects on the area of cultivation and cropping pattern in the study region.

Indian Agriculture is facing challenges due to several factors such as increased competition for land, water, and labor from non-agricultural sectors and increasing climate variability. The latter associated with global warming will result in considerable seasonal annual fluctuations in food production. All agricultural commodities even today are sensitive to such vulnerabilities such as droughts, floods, tropical cyclones, heavy precipitation events, not extremes and heat waves which are known to negatively impact agricultural production and farmers' livelihood.

More than 56 percent of workers are engaged in agriculture and allied sectors while many others earn their living in coastal areas through tourism and fishing, indeed most of the poor people live in rural areas and are almost completely reliant on natural resources for their food and shelter (UNDP 2007). Although agriculture contributes only 21 percent of India's GDP, its importance in the country's economic social and political fabric goes well beyond the indicator. Rural areas are still home to some 72 percent of India's 1.2 billion people. Most of them are poor and marginalized and rely on agriculture as their main sources of income.

### **Review of Literature**

Aravind Moorthy(2012) has focused on the study of climate change impacts on Indian agriculture has gained recent attention, due to the size of India's agricultural sector, and reports suggesting that developing countries are more vulnerable to negative climate change effects. Studies in India have focused on predicting future trends using standard climate change scenarios from externally developed models. However, these studies are not generally able to provide accurate error estimates of their predictions and are limited in their consideration of farmer adaptations that may onset climate change impacts. This study examines the impact of historic climate change trends over a 50-year period and develops a model that accommodates a number of farmer adaptations potential.

Damodaran (2015) pointed out that after a huge disaster of the Thane cyclone, the farmers have to clear the trees from the cashew farms. For clearing the trees labour cost is involved and transportation is also required. Thereafter, the cost is required for new saplings, fencing and irrigation. A clearance tree involves huge cost and other costs need comparatively lesser amounts. Among the farm size, the remedy cost per acre is high among the marginal and small farmers towards the medium and large farmers. Since the medium and large farmers have more land and tractors; the rehabilitation cost is less on an average where it is not the case of marginal and small farmers. As a result, there is the difference in the rehabilitation cost among the farm's groups. Rehabilitation cost for the period of 2012-2016 is analyzed and there is wide variation among the farm groups and the rehabilitation cost is based on the farm size. As a whole, the farmers have to face the current loss from the cashew cultivation and have to invest more in rehabilitating the cashew lands.

Geetha and Indira Divipala, (2013) the impact of natural disasters like floods, cyclones, and rising sea levels are evident in many coastal pockets of Tamil Nadu. A preliminary survey of the coastal districts in the state revealed that Cuddalore district has been the worst affected of all districts in the recent past, with the impact of the tsunami in 2004, cyclone Thane in 2011 and cyclone Neelam in 2012, creating a detrimental impact on

coastal communities and their activities, particularly fishing. This has, in turn, affected their livelihood to a great extent.

**Objectives**

1. To study the climate changes and its problems on various crops in the study area.
2. To analyze the impact of water resources in the study area.

**Methodology**

**Table-1: Cropping pattern in Cuddalore District**

S.No	Name of the crop	Area Rainfed	Area Irrigation	Season
1.	Paddy	667	1135529	Kariff/Rabi
2.	Maize	1398	56	Kariff/Rabi
3.	Bajra	1096	228	Kariff/Rabi
4.	Ragi	20	105	Kariff/Rabi
5.	Green gram	1300	24	Kariff/Rabi
6.	Black Gram	21943	412	Kariff/Rabi
7.	Banana	3000	1256	
8.	Ground Nut	10043	12541	Kariff/Rabi
9.	Coconut	700	2054	
10.	Cotton	830	422	Kariff

**Source: Seasonal Cropping Pattern, Tamil Nadu (2015)**

**Climate Change in Tamil Nadu**

Tamil Nadu is one of the most urbanized and industrialized states in India and only 22 percent of its income comes from the agriculture and allied activities and share is indicating a declining trend over the years. The sector, which grew at 15.28 percent during 2006-2007 declined to 4.46 percent in 2007-2008 due to the crop damages caused by natural calamities. However, still, about 40 percent of the state population is dependent on this sector for livelihood purpose. Hence growth in agriculture is significant not only to ensure food security but also for higher living standards as well.

The trend in the land use pattern and cropping pattern over the last 50 years in India has shown rising use of land for the purpose of cultivation with slight variations. The change in land use pattern and cropping pattern is vastly affected by speedy urbanization. The higher cultivable area has been achieved by bringing large acreage of uncultivable land into cultivation. Indian agriculture is increasingly getting influenced more and more by economic factors.

**Changes in the Cropping Pattern**

1. This need not be surprising because irrigation expansion, infrastructure development, penetration of rural markets, development and spread of short duration and drought-resistant crop technologies have all contributed to minimizing the role of non-economic factors in crop choice of even small farmers.
2. The reform initiatives undertaken in the context of the ongoing agricultural liberalization and globalization policies are also going to further strengthen the role of price-related economic incentives in determining crop composition both at the micro and macro levels.
3. Such a changing economic environment will also ensure that government price and trade policies will become still more powerful instruments for directing area allocation decisions

of farmers, aligning thereby the crop pattern changes in line with the changing demand-supply conditions.

**4.** In a condition where agricultural growth results in more from productivity improvement than from area expansion, the increasing role that price related economic incentives play in crop choice can also pave the way for the next stage of agricultural evolution where growth originates more and more from value-added production. The major change in cropping pattern that has been observed in India is a substantial area shift from cereals to non-cereals. Although cereals gained a marginal increase in area share in the first decade of the Green Revolution, their area and share declined gradually thereafter. While cereals and pulses have lost area, the major gainers of this area shift are the non-food grain crops especially oilseeds. As we consider the share of individual crops within cereals, although the share of cereals as a group has declined, the area share of rice has increased continuously over all the four periods. Wheat, although having a declining area share until 1986/87, also gained in its share when the entire period is considered. Thus, the area loss of cereals can be attributed entirely to the declining area share of coarse cereals, especially sorghum, pearl millet, barley and small millets. It can be noted that even within coarse cereals, the area share of maize shows a marginal improvement over the years. Within oilseeds, the crops showing steady improvement in their area share are rapeseed and mustard, soybean and sunflower. Among these three oilseeds gaining in area share, rapeseed and mustard are substantially grown as intercrops with wheat. But, the declining area share of crops – especially those with only a marginal change in their area share – need not necessarily imply a decline in the actual area under these crops. Since the Gross Cropped Area (GCA) is constantly increasing over time, partly through an expansion of net sown areas as in the initial stages of the Green Revolution and partly through increased intensity of cropping mainly by irrigation expansion, the declining area share can coincide with an increase in absolute increase in the area under crops.

Cropping pattern is an important concept in agriculture. The cropping pattern of a region reveals the proportion of the area of land under different crops at a point of time, the rotation of crops and the area under different crops. The cropping pattern changes in space and time. The change in cropping pattern broadly reflects the changes in the relative profit expectation of the alternative crops at different points in time. Accordingly, the cropping pattern changes help to improve the economic well-being of the producers. Growing a large number of crops may not be used as growing only a limited number of them more intensively and scientifically may be more profitable. The states can be advised to cultivate those crops in which their relative efficiency of production is more.

#### **Cuddalore District and Cropping Pattern**

Climate condition is very much required for any kind of cultivation, in this way the following factors are supported to the Cuddalore district.

- Mean annual rainfall (mm) -1248.1
- Cold weather period (Jan.-Feb) -65.6
- Summer (March-May) -92.4
- South West monsoon season (June-Sept) -373.6
- North East monsoon season (Oct.-Dec.) -716.5

#### **Major Crops in Cuddalore District**

Paddy is the major crop of the district covering an area of around 1,11,957 Ha. on an average. The average productivity of the crop is 4750 Kg./Ha. The crop is grown in almost all the blocks of the district. Wherever there is assured irrigation facilities, paddy is grown both during Samba and Kuruvai seasons and where the irrigation is dependent on canal water, the crop is grown during Samba only. In delta Taluk, viz. Kumaratchi and Kattumannarkoil, rice fallow pulses are also cultivated in the paddy fields.

The system of Rice Intensification (SRI) is the latest technology which is widely popularized both by Agriculture Department and Krishi Vigyan Kendra and the farmers are evincing a lot of interest in adopting this technology. Paddy cultivation target for the district for the year 2014-15 is set as 124500 Ha. of which SRI would be 87200 Ha. The popular varieties grown are White Ponni, Ponmani (Savithri),

To market the produce there are regulated markets set up at various places in the district. In addition to this, the Tamil Nadu Civil Supplies Corporation has set up Direct Procurement Centres at various places, where the SMP is offered to the farmers

The cropping pattern of a region is an outcome of long-term agricultural practices, social customs and traditions, physical conditions and historical factors. A study of cropping pattern is of significance for planning a rationale and a balanced programme of the crop of rising in such a manner as to secure for the people of the country the adequate food and raw material for agro-based industries.

The cropping pattern of Tamil Nadu differs from India in significant respects. Tamil Nadu cultivates a variety of crops rarely found in other parts of the country. Crops are generally divided into two broad categories as food crops and cash crops. In agriculture, a cash crop is a crop that is grown for profit. In earlier times cash crops were only a small part of a farm's total yield, while today almost all crops are mainly grown at a commercial level. The area under cultivation in the state is broadly classified into (1) area under wetland cultivation and (2) area under dryland cultivation. The changes in crop pattern that took place during the past three decades have two aspects: (1) the conversion of rice lands for cultivation of other crops and for non-agricultural purposes, and (ii) active use of dry land for cultivation.

The area under food crops like rice is on a constant decline. Since the British rule, Tamil Nadu followed a cropping pattern that gave importance to cash crops. The Europeans initiated plantations in the highland to exploit the agro-climatic endowment of the state. The British policy was to encourage cash crops at the expense of food products. Ricardo advocated that the British policy was to import food to industrialize Britain. British rulers followed the same policy to encourage the cultivation of plantation crops in Tamil Nadu. The argument put forward is that Tamil Nadu had a comparative advantage in the production of cash crops and the State produced cash crops and exchanged it for food. After independence, the successive governments in Tamil Nadu have followed the same policy of encouraging the production of cash crops at the expense of paddy without analyzing the agricultural economy of the state.

#### **Water resources in Tamil Nadu**

The total surface water potential of the state is 36 km or 24864 M cum. There are 17 major river basins in the State with 61 reservoirs and about 41,948 tanks. Of the annual water potential of 46540 million cubic meters (MCM), surface flows account for about half. Most of the surface water has already been tapped, primarily for irrigation which is the largest user. 24 lakh hectares are irrigated by surface water through major, medium and

minor schemes. The utilization of surface water for irrigation is about 90 percent. There are 17 river basins in Tamil Nadu. Cauvery is the only major basin. Of the others, 13 basins are medium and 3 are minor river basins. At 75 percent dependability, the annual surface water generated in the State is 692.78 TMC.

### **Conclusion**

Cropping pattern is an important concept in agriculture. The cropping pattern of a region reveals the proportion of the area of land under different crops at a point of time, the rotation of crops and the area under different crops. Majority of the cropping pattern system depends on the water resources availability; on the basis of water sources, the cropping method was formulated. Tamil Nadu needs to consider a significant shift in cropping pattern in the Cauvery delta district and a micro level planning to help farmers tackle water shortage in case the south-west monsoon fails. Water crisis management plan that should kick in when there is a water shortage, also with just 1 tmc of water a day being released from Mettur Dam. It will not be enough to reach tail-end areas, direct sowing, without going through transplantation will be the only option for better cultivation. Regarding climate change, Tamil Nadu situation is very pathetic because the last four years there is no proper monsoon irrigation. With those consequences, agricultural-related production and productivity have fallen significantly and at the same time, we don't have any remedial activities for sustainable agricultural development.

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## **Temporal Analysis of Trends in Groundwater Level of Jind District, Haryana**

**Sitender\***

**Reena\*\***

### **Abstract**

Dependence on groundwater has increased in past few decades due to changing climatic scenario, growth of human population, industrialization and urbanization to meet the resultant needs. Consequently, it has been mined in excess to that is available that has resulted in lowering of groundwater table. India being the world's largest consumer of groundwater is affected badly by this problem, especially the parts of Indo-Gangetic plain like Haryana, Punjab, Rajasthan and Western part of Uttar Pradesh. Haryana being an agrarian state is in a critical position with respect to groundwater with 56cm per year depletion rate. Present research will focus on analyzing the trends of groundwater level of one of the agriculturally developed district of Haryana state i.e. Jind, from the year 1975 to 2015. The data for the study is taken from Groundwater Cell, Directorate of Agriculture, Panchkula, Haryana. The study reveals that the study area is in a critical condition with respect to the availability of groundwater with a stage of groundwater development at 99 percent. Groundwater table depth has increased from 11.25mbgl in 1975 to 13.76mbgl in 2015 with some ups and downs in between. Rainfall being the highest contributor of water to the aquifers has inverse relationship with groundwater level. In the year of good rainfall, groundwater level has improved and vice-versa. On the basis of the result of study, the authors are of the view that controlled groundwater use along with water conservation measures is required in the study area. Groundwater is the main source of water in 306 villages of the study area for domestic and irrigation purposes. Therefore, a cautious use of groundwater is required to avoid introduction of crisis related to water in future.

**Keywords:** Groundwater; Haryana; Declining Trend; Groundwater Table; Temporal Analysis.

### **1. Introduction**

Groundwater is one of the components of hydrological cycle. It is found stored beneath the earth's surface in the void space between the grains of soil. The formation that contains water with the capability to yield it, if exerted pressure on it, is called aquifer. The potential of aquifers largely depend on the material, it is composed of. In general, aquifers that are formed in an area of alluvial deposits have better potential to serve in non-rainy days in arid and semi-arid climatic conditions. The omnipresent nature, less affected by climatic fluctuation and the best alternate of surface water in arid and semi-arid regions, are the few inherent characteristics of groundwater that makes it the most valuable resource of the planet earth (7). Dependence on groundwater has increased due to changing climatic scenario, growth of human population, industrialization and urbanization to meet the resultant needs, in past few decades (6). Consequently, this resource has been mined in

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excess to that is available which has resulted in lowering of groundwater table in most part of the world (2). India being the world's largest consumer of groundwater is also affected badly by this problem, especially the Haryana, Punjab, Rajasthan and Western part of Uttar Pradesh of Indo-Gangetic plain (3). Haryana being an agrarian state is in a critical position with respect to groundwater with 56cm per year depletion rate. In the light of the above discussion, present research will focus on analyzing the trends of groundwater level of one of the agriculturally developed district of Haryana state i.e. Jind from the year 1975 to 2015.

## **2. Study Area**

Jind district lies in the North of Haryana between 29.03' and 29.51' North latitude and 75.53' and 76.47' East longitude with a geographical area of 2702 sq. km. It has an average elevation of 227 meters from mean sea level. It consists of seven blocks namely Jind, Narwana, Safidon, Pillukhera, Uchana, Alewa and Julana.

The climate of the district can be classified as tropical steppe and semi-arid, with very hot summer and cold winter. The normal annual rainfall of the district is 515 mm which is unevenly distributed over the area for 26 days. The south-west monsoon, sets in from last week of June and withdraws in end of September, contribute about 84 percent of annual rainfall i.e. 433 mm. Rest 16 percent rainfall is received during non-monsoon period in the wake of western disturbances and thunder storms. The study area constitutes a part of Punjab-Haryana plain which is largely flat, featureless and monotonous alluvial upland plain and is formed of Pleistocene and sub recent alluvial deposits of the Indo-Gangetic system. It is dotted only sporadically with sand dunes and depression; yielding a local relief of not more than 6m. there is no perennial river in the district (4).

Major source of water availability are shallow tube wells and major & medium irrigation canals. Other sources of water availability include deep tube wells. It is served by Narwana and Barwala link canals of Bhakra canal system. The water supplied in these canals caters the 22 percent of water requirement of crops. Rest 78 percent water requirement is met with either shallow or deep tube wells. In the study area, average annual groundwater level was observed 11.25 mbgl in the year 1975 which has increased upto 13.76 mbgl in 2015. The rate of groundwater depletion over long term is about 6 cm per year.

## **3. Objectives**

Present study aims at achieving the following objectives

- To analyze the present scenario of groundwater.
- To evaluate the change in the depth of groundwater level from 1975-2015.
- To assess the relationship between rainfall and groundwater level.

## **4. Database and Methodology**

In order to achieve the objectives of the research, secondary source of data is used. It was collected from different govt. departments. Data regarding the groundwater availability and demand was assessed from the report of Central Groundwater Board published in 2013. The stage of groundwater development is calculated in percentage as a ratio of net annual groundwater draft to net annual groundwater availability. Block is taken as the assessment unit for the study. Data regarding the depth of groundwater level from 1975 to 2015 was collected from Groundwater Cell, Directorate of Agriculture, Krishi Bhawan, Panchkula. It was analyzed with the help of graphs. Annual average rainfall data was downloaded from Customized Rainfall Information System (CRIS) developed by Indian Meteorological Department, Ministry of Earth Science, New Delhi for the years 1975 to 2015.

Relationship between the rainfall and groundwater level was established with the help of poly line graph.

## 5. Results and Analysis

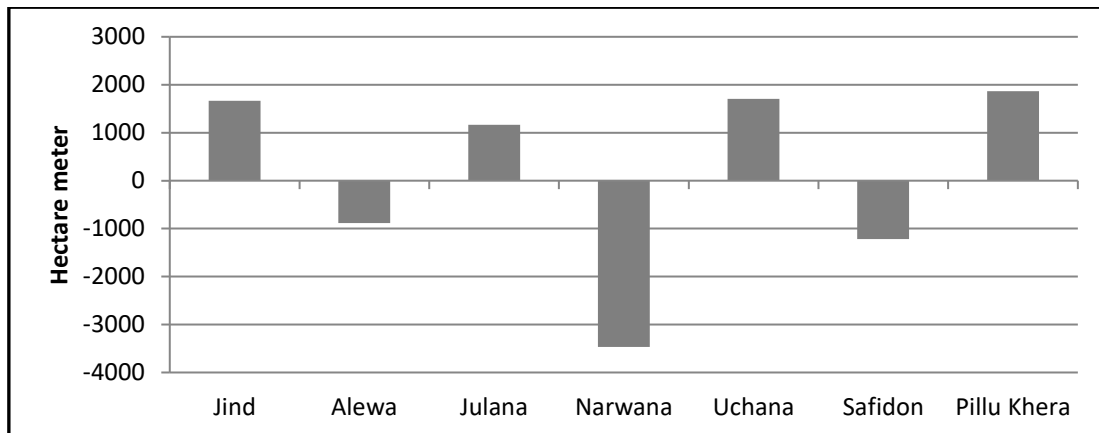
### 5.1. Groundwater Scenario

It is evident from table 1 that the study area is not in a good position with regard to the status of groundwater availability. The stage of groundwater development which is a ratio of net annual draft of groundwater to net annual availability of groundwater is 99 percent placing it in a critical position. Out of the seven blocks of the district, not even a single block lies in the safe category. Three blocks, namely Alewa, Narwana and Safidon are over-exploited with a stage of groundwater development of 114, 124 and 109 percent, respectively. The annual draft of groundwater in these blocks is more than that is available through recharge from various sources. Jind blocks lies in critical position with a stage of groundwater development of 91 percent. Other three blocks, namely Julana, Uchana and Pillu Khera are in semi-critical category with a stage of groundwater development of 86, 83 and 81 percent, respectively. Blocks categorized as semi-critical are more prone to be converted into critical and over-exploited, thereafter. Therefore, cautious ground water development is required in these blocks. The blocks categorized as critical and over-exploited are left with no scope for further groundwater development in near future. Rather intensive monitoring and evaluation is required and future ground water development must be linked with water conservation measures in these blocks.

**Table 1: Stage of Ground Water Development and Categorization of Assessment Units in Jind District: as on March 2011**

Blocks	Net Annual Ground Water Available (ham)	Gross Annual Draft (ham)	Gap (ham )	Ground Water Development (%)	Category
Jind	18735	17067	1668	91	Critical
Alewa	6288	7175	-887	114	Over Exploited
Julana	8297	7131	1166	86	Semi-Critical
Narwana	14507	17971	-3464	124	Over Exploited
Uchana	10179	8470	1709	83	Semi-Critical
Safidon	13854	15072	-1218	109	Over Exploited
Pillu Khera	9854	7987	1867	81	Semi-Critical
District	81714	80873	841	99	Critical

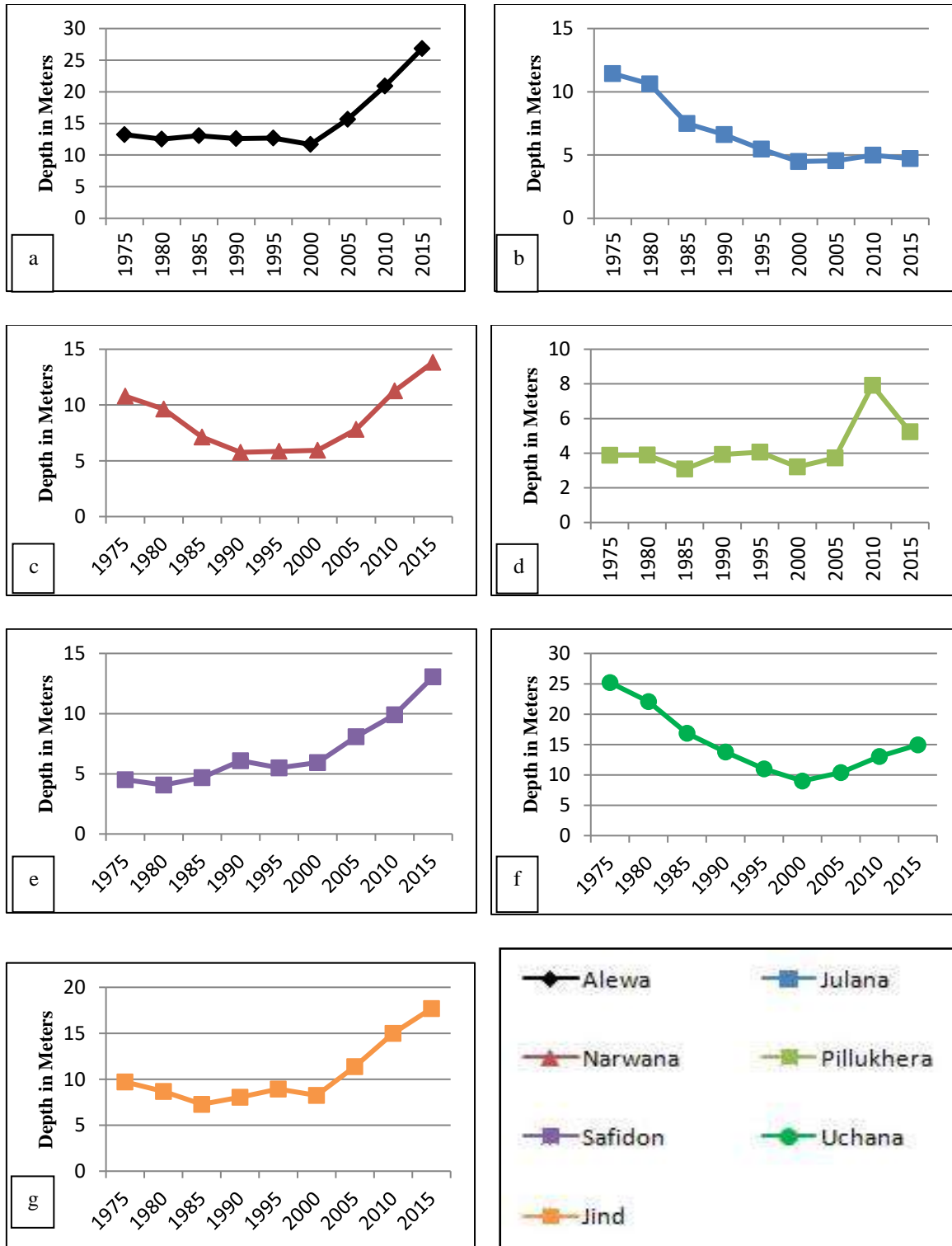
Source: Central Groundwater Board Report, 2011.



**Figure 1: Gap between Recharge and Draft of Groundwater in Jind District: as on March 2011**

Figure 1 reveals that three out of seven blocks in the study area have the draft of groundwater in excess to that is available through recharge in a groundwater year from different sources. This excessive mining of groundwater leads to the depletion of groundwater table. Narwana block has the highest gap between the draft and availability of groundwater while Pillu Khera block has the highest surplus availability of groundwater in the study area.

### 5.2 Temporal Analysis of Groundwater



**Figure 2: Blockwise Trends in Groundwater Level during 1975-2015**

Figure 2 and Table 2 explain the block wise trends in groundwater level from 1975 to 2015. For the convenience in analysis, study period has been divided into eight parts with 5

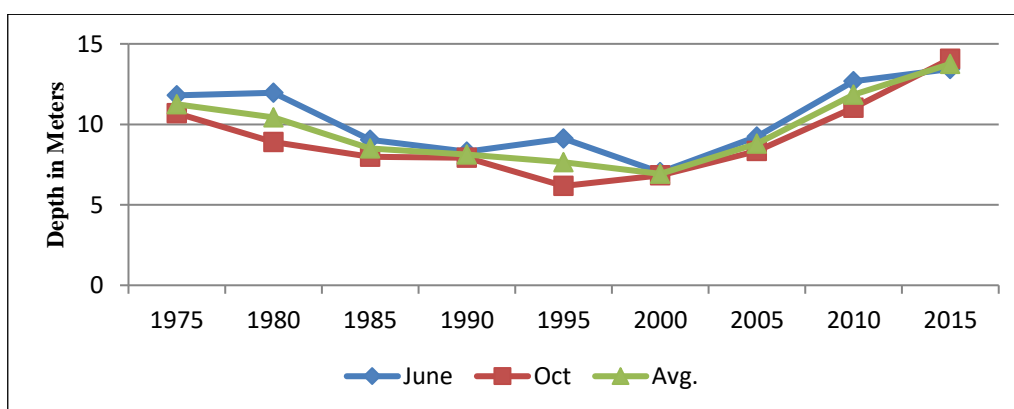
year intervals i.e. 1975-80, 1980-85, 1985-90, 1990-95, 1995-2000, 2000-05, 2005-10 and 2010-15. Safidon and Jind blocks (fig. 2e & 2g) show continuous declining trend in term of groundwater level. Groundwater depth in Safidon block was 4.5mbgl in the year 1975 which has increased upto 13.06mbgl in the year 2015 while in case of Jind block it was 9.72mbgl in 1975 which has increased upto 17.69mbgl. The highest depth of groundwater level is observed in Alewa block (fig. 2a) in the year 2015 i.e. 26.83mbgl while it is observed to be lowest in Julana block i.e. 4.71mbgl. Julana and Uchana blocks of the study area show improvement in the level of groundwater. It has improved from 11.44 mbgl and 25.2mbgl in the year 1975 to 4.71mbgl and 14.93mbgl in the year 2015, respectively. All other five blocks except Pillu Khera shows depletion of groundwater table during the study period. In Pillu Khera block, level of groundwater does not show much change except 2005-2010 period where groundwater level has depleted upto 4mbgl. It is the highest fall of groundwater table in any block during the study period.

**Table 2: Blockwise Trends of Groundwater Level during 1975-2015**

Year/Block	Depth in meter below ground level								
	1975	1980	1985	1990	1995	2000	2005	2010	2015
Alewa	13.23	12.54	13.07	12.61	12.67	11.67	15.66	20.91	26.83
Julana	11.44	10.63	7.49	6.62	5.46	4.49	4.54	4.99	4.71
Narwana	10.78	9.62	7.12	5.76	5.85	5.93	7.8	11.26	13.83
Pillukhera	3.88	3.9	3.08	3.93	4.06	3.2	3.72	7.91	5.24
Safidon	4.5	4.07	4.69	6.09	5.49	5.94	8.09	9.91	13.06
Uchana	25.2	22.07	16.84	13.75	11	9.01	10.38	13.01	14.93
Jind	9.72	8.68	7.28	8.05	8.94	8.23	11.36	14.98	17.69

**Table 3: Trend of Groundwater Level in Jind District during 1975-2015**

Season/Year	Depth in meter below ground level								
	1975	1980	1985	1990	1995	2000	2005	2010	2015
June	11.8	11.97	9.03	8.31	9.11	7.02	9.24	12.67	13.44
Oct	10.69	8.89	7.99	7.92	6.17	6.83	8.34	11.03	14.07
Average	11.25	10.43	8.51	8.12	7.64	6.93	8.79	11.85	13.76



**Figure 3: Trends of Groundwater level in Jind District during Pre-monsoon, Post-monsoon & Average Annual from 1975-2015**

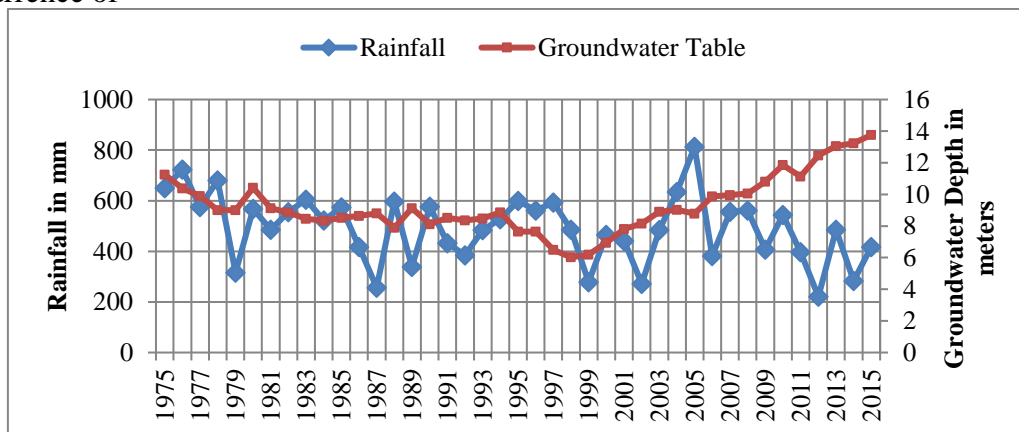
Table 3 exhibits that during the five out of eight study periods groundwater table of Jind district shows improving trends. Groundwater table was recorded in the year 1975 at the depth of 11.25mbgl. It shows improvement in the periods of 1975-80, 1980-85, 1985-90,

1990-95 and 1995-2000 and reaches upto 6.93mbgl. Afterwards depleting trend is observed and it has reached to 13.76mbgl. Groundwater table is lowered about 1.86mbgl deep from 2000-05, 3.06mbgl from 2005-10 and 1.91mbgl from 2010-15. Highest depletion in the groundwater table is observed in the period of 2005-10 i.e. 3.06mbgl while highest improvement in groundwater table is observed in the period of 1980-85 i.e. 1.92mbgl.

It is evident from figure 3 that after the year 2000, groundwater table is continuously declining in the study area. The gap between water level of pre-monsoon (june) and post-monsoon (October) is observed to be highest in the year 1995 when groundwater table has rises upto 3meters. It may attributed to the flood condition caused by the burst of monsoon in this year. On the other hand, failure of monsoon in the year 2000 has introduced no change in groundwater table between the two seasons. Contrary to all other study periods, groundwater table has shown depletion even in post monsoon season during the period 2010-15. It may be attributed to the increased use of groundwater and low rainfall, even below the average annual amount of rainfall.

### 5.3. Relationship between Depth of Groundwater Table and Rainfall

Groundwater level of an area is considered to be the result of sum of recharge from rainfall (Rrf), Irrigation Return Flow (Rirf), Canal seepage (Rc), Recharge from tanks and ponds (Rt) and recharge from Rainwater Harvesting Structures (Rrhs) (5). Out of these five components, rainfall has a direct bearing on groundwater level because it is the highest contributor of water to the aquifer. Response of groundwater levels to the incidence of rainfall depends on hydrodynamic properties of underlying rock formations. The occurrence of



**Figure 4: Relationship between Rainfall and Groundwater Level during 1975-2015**

Heavy rainfall results in flood and as well improvement in groundwater system (1). It is evident from figure 4 that good amount of rainfall has helped either in rising or stabilizing the groundwater table. Two extremes of low and high rainfall years i.e. 2012 and 2008, respectively are noticed from the figure and the groundwater level is found inversely related with these events. Highest rainfall in the study period is recorded in the year 2005 and subsequently improvement in groundwater level is noticed. Contrary to this, lowest rainfall of the study period in the year 2012 resulted in decreased percolation that has caused further depletion of groundwater level. It is clearly evident from the figure that substantial increase or decrease in the amount of rainfall has resulted in inverse change in the depth of groundwater table. With the increase in the amount of rainfall, depth of

groundwater table has improved and vice-versa. From the year 1995 to 1999, an substantial improvement in the groundwater table is observed may be attributed to the heavy flood condition introduced in the year 1995 and improved amount of rainfall, afterward. Increased amount of rainfall lowers the crop water requirements that further reduce the amount of groundwater draft. Hence, improvement or stabilization in the level of groundwater table is observed. From the year 2008 to 2015 constant decrease in the amount of rainfall and constant increase in the depth of groundwater table verifies the above discussed facts.

## **6. Conclusion**

The study reveals that the study area is not in a good position with regard to groundwater availability. The stage of groundwater development is 99 percent. Out of the seven blocks of the district, not even a single block lies in the safe category. Three blocks, namely Alewa, Narwana and Safidon are over-exploited, Jind blocks lies in critical category while remaining three blocks namely Julana, Uchana and Pillu Khera are in semi-critical category. The depth of groundwater table was recorded in the year 1975 at the depth of 11.25mbgl which has depleted to 13.76mbgl by the year 2015. The gap between water level of pre-monsoon (june) and post-monsoon (October) is observed to be highest in the year 1995 when groundwater table has rises upto 3meters. Rainfall has a direct bearing on groundwater level because it is the highest contributor of water to the aquifer. Highest rainfall in the study period is recorded in the year 2005 and subsequently improvement in groundwater level is noticed. Contrary to this, lowest rainfall of the study period in the year 2012 resulted in decreased percolation that has caused further depletion of groundwater level. From the year 2008 to 2015 constant decrease in the amount of rainfall and subsequent increase in the depth of groundwater table is observed.

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## गोंड महिलाओं की राजनैतिक स्थिति एवं सशक्तिकरण (छत्तीसगढ़ के बालोद जिला के विशेष संदर्भ में)

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डी. के. वर्मा \*\*

अशोक प्रधान\*\*\*

### संक्षेप निबन्ध

किसी भी समाज के चहुँमुखी विकास के लिए पुरुष के समान स्त्री को भी समाज में समुचित स्थान देने की आवश्यकता है। हमारे देश में महिलाओं को राजनैतिक क्षेत्र में उचित भागीदारी देने के लिये भारतीय संविधान के 73वें एवं 74वें संविधान संशोधनों द्वारा देश भर की पंचायतों एवं जिला परिषदों में महिलाओं के लिए 33 प्रतिशत सीटें आरक्षित करने का प्रावधान किया गया है, जो भारतीय स्थानीय लोकतांत्रिक संस्थाओं में महिलाओं की राजनीतिक भागीदारी की ओर एक सराहनीय कदम है। प्रस्तुत षोडश-पत्र में छत्तीसगढ़ के बालोद जिला के गोंड जनजाति की महिलाओं के राजनैतिक स्थिति को प्रदर्शित किया गया है। गोंड जनजाति भारत की सबसे बड़ी जनजाति है। वर्तमान में छत्तीसगढ़ में गोंड जनजाति की जनसंख्या 42,98,404 है।

**कुंजी शब्द**— राजनैतिक स्तर, जागरूकता, सहभागिता, सशक्तिकरण।

### 1. प्रस्तावना

भारत में महिलाओं की राजनीतिक भागीदारी की प्रक्रिया की शुरुआत स्वतंत्रता के लिये भारत के संघर्ष में योगदान के साथ माना जाता है। 1917 में सोवियत रूस विश्व का पहला देश था जिसने महिलाओं को बिना किसी शर्त के मतदान करने का अधिकार दिया। हमारे देश में महिलाओं को राजनैतिक क्षेत्र में उचित भागीदारी देने के लिये भारतीय संविधान के 73वें एवं 74वें संविधान संशोधनों द्वारा देश भर की पंचायतों एवं जिला परिषदों में महिलाओं के लिए 33 प्रतिशत सीटें आरक्षित करने का प्रावधान किया गया है, जो भारतीय स्थानीय लोकतांत्रिक संस्थाओं में महिलाओं की राजनीतिक भागीदारी की ओर एक सराहनीय कदम है। सन् 1937 के चुनाव में स्त्रियों के लिए 41 सीटें सुरक्षित होने पर केवल 10 महिला ही चुनाव के लिये सामने आयी थी, जबकि आज महिलायें राजनीतिक दल में प्रभावी नेत्रियाँ हैं। राष्ट्रीय आंदोलन की प्रक्रिया में सामाजिक संगठन तथा महिला संगठनों ने राजनीतिक जागृति लाने में महत्वपूर्ण भूमिका अदा की है। राजनीतिक क्षेत्र में महिलाओं का वास्तविक पदार्पण बीसवीं शताब्दी के प्रारंभ से माना गया है। वहीं दूसरे दशक में महिलाएँ सीधा राजनीतिक क्षेत्र में आ गईं। जनजाति महिलाओं में राजनैतिक भागीदारी अन्य विकसित समाजों की तरह ही कम है, परंतु शिक्षा, संचार एवं जागरूकता के कारण जनजाति महिलाओं में अब राजनैतिक भागीदारी बढ़ी है।

गोंड जनजाति मध्यभारत की एक विषाल जनजाति समुदाय है। यह जनजाति समुदाय अनेक उपजातियों से मिलकर बना है। भारत में इनका वितरण मध्यप्रदेश, छत्तीसगढ़, महाराष्ट्र, ओडिसा, उत्तरप्रदेश, बिहार, कर्नाटक, झारखण्ड, पश्चिम बंगाल एवं गुजरात में है। जनगणना 2011 के अनुसार छत्तीसगढ़ में इनकी जनसंख्या 42,98,404 है। **चटर्जी, पी. (2014)** के अनुसार जनजातियों के लिये अब तक कई संवैधानिक प्रावधान एवं रणनीति बनाने के पश्चात् कड़ी सच्चाई है, कि जनजाति महिलायें अब तक सम्मान से अछूती हैं, परिवार की आर्थिक स्थिति में सुधार हेतु कठिन परिश्रम करने के पश्चात् भी उनकी आर्थिक, सामाजिक, शिक्षा, स्वास्थ्य का स्तर अत्यन्त निम्न है।

### अध्ययन का उद्देश्य

1. गोंड जनजाति में महिलाओं की राजनैतिक स्तर एवं राजनैतिक निर्णयों में सहभागिता का अध्ययन करना।
2. गोंड जनजाति में महिलाओं की राजनैतिक सहभागिता, जागरूकता एवं स्वतंत्रता का अध्ययन करना।

### 2. अध्ययन प्रविधि

प्रस्तुत अध्ययन में छ.ग. के 2012 में नवगठित बालोद जिला के क्रमशः 5 विकासखण्ड गुरुर, गुण्डरदेही, बालोद, डौंडी, डौंडीलोहारा शामिल है। तथ्यों के संकलन हेतु उद्देश्य मूलक निदर्शन विधि का प्रयोग करते हुये इन विकासखण्ड के ग्रामों में निवासरत 18 से 41+ आयु वर्ग की 300 गोंड जनजाति की महिलाओं का चयन किया गया

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है। जिसके लिये प्राथमिक तथ्यों के संकलन हेतु अनुसूची, साक्षात्कार, अवलोकन एवं वैयक्तिक अध्ययन प्रविधि का प्रयोग किया गया है।

### 3 पूर्व में किये गये अध्ययन की समीक्षा

चटर्जी, पी (2014) के अनुसार जनजातियों के लिये कई संवैधानिक प्रावधान एवं रणनीति बनाने के पश्चात् कड़ी सच्चाई है कि जनजातिय महिलायें अब तक सम्मान से अछूती हैं, परिवार की आर्थिक स्थिति में सुधार हेतु कठिन परिश्रम करने के पश्चात् भी उनकी आर्थिक, सामाजिक, शिक्षा, स्वास्थ्य का स्तर अत्यन्त निम्न हैं।

### 4 तथ्यों का विश्लेषण

गोंड जनजाति में महिलाओं की राजनैतिक पूर्णभूमि

तालिका क्रमांक 4.1 मतदान करने में गोंड महिलाओं की सहभागिता के आधार पर वितरण

क्रमांक	मतदान करने में सहभागिता	हाँ		नहीं		योग	
		संख्या	प्रतिशत	संख्या	प्रतिशत	संख्या	प्रतिशत
1	18.23	36	100	0	0	36	100
2	24.29	76	97 <sup>५</sup> 43	02	2 <sup>५</sup> 57	78	100
3	30.35	77	97 <sup>५</sup> 44	02	2 <sup>५</sup> 53	79	100
4	35.41	57	91 <sup>५</sup> 93	05	8 <sup>५</sup> 07	62	100
5	41	44	97 <sup>५</sup> 77	01	2 <sup>५</sup> 23	45	100
योग		290	96 <sup>५</sup> 67	10	3 <sup>५</sup> 33	300	100

मतदान करने में गोंड महिलाओं की सहभागिता को तालिका क्र. 4.1 में प्रदर्शित किया गया है। तालिका के अनुसार सर्वाधिक गोंड महिलाओं (96<sup>५</sup>67) ने विभिन्न चुनावों में अपने मताधिकार का प्रयोग किया। महिलाओं की आयु में वृद्धि के साथ मताधिकार के प्रयोग के अनुपात में कमी देखने को मिलती है। 30-35 वर्ष आयु-वर्ग की महिलाओं का अनुपात मतदान करने में सर्वाधिक पाया गया। इस तालिका के आधार पर कहा जा सकता है कि गोंड महिलाएँ राजनीतिक रूप से जागरूक हैं तथा वे न केवल मत के मूल्य से परिचित हैं। वरन् वे मताधिकार का प्रयोग करने में एक जिम्मेदार नागरिक की भूमिका का निर्वाहन करती हैं।

तालिका क्रमांक 5.2 महिला कमाण्डो में गोंड महिलाओं की सहभागिता के आधार पर वितरण

क्रमांक	महिला कमाण्डो में सहभागिता	हाँ		नहीं	
		आवृत्ति	प्रतिशत	आवृत्ति	प्रतिशत
1 <sup>५</sup>	18.23	34	94 <sup>५</sup> 44	02	5 <sup>५</sup> 56
2 <sup>५</sup>	24.29	72	92 <sup>५</sup> 31	06	7 <sup>५</sup> 69
3 <sup>५</sup>	30.35	74	93 <sup>५</sup> 67	05	6 <sup>५</sup> 33
4 <sup>५</sup>	35.41	58	93 <sup>५</sup> 55	04	6 <sup>५</sup> 45
5 <sup>५</sup>	41	40	88 <sup>५</sup> 89	05	11 <sup>५</sup> 11
योग		278	92 <sup>५</sup> 67	22	7 <sup>५</sup> 33

महिला कमाण्डों महिलाओं का एक समूह है, जो स्थानीय स्तर पर समाज में विभिन्न समस्याओं के प्रति जागरूकता उत्पन्न करने का कार्य करता है। शराब और नशा से मुक्ति हेतु आवश्यक कदम उठाती है। तालिका क्र. 4.2 में महिला कमाण्डों में गोंड महिलाओं की सहभागिता को प्रदर्शित किया जाता है। सर्वेक्षित गोंड महिलाओं में 92.67 प्रतिशत महिलाएँ महिलाएँ महिला कमाण्डो से जुड़ी हुई हैं। 30-35 वर्ष आयु-वर्ग की महिलाओं की सहभागिता सभी महिलाओं के सापेक्ष 24.66 प्रतिशत पाई गई। महिला कमाण्डो में 92.66 प्रतिशत गोंड महिलाओं की सहभागिता उनके सामाजिक और राजनैतिक सशक्तिकरण को प्रदर्शित करता है और यह स्थिति गोंड जनजाति के सभी आयु-वर्ग की महिलाओं में परिलक्षित होती है।

तालिका क्रमांक 4.3 राजनीतिक प्रस्थिति के आधार पर वितरण

क्र.	राजनीतिक प्रस्थिति	महिला की आयु										योग
		18.23		24.29		30.35		36.41		41		
		हाँ	नहीं	हाँ	नहीं	हाँ	नहीं	हाँ	नहीं	हाँ	नहीं	
1	पंच	02;5 <sup>प</sup>	34;94 <sup>प</sup>	02;2 <sup>प</sup>	76;97 <sup>प</sup>	02;2 <sup>प</sup>	77;97 <sup>प</sup>	02;3 <sup>प</sup>	60;96 <sup>प</sup>	0;0 <sup>द</sup>	45;100	300;1
		55 <sup>द</sup>	44 <sup>द</sup>	56 <sup>द</sup>	44 <sup>द</sup>	53 <sup>द</sup>	47 <sup>द</sup>	23 <sup>द</sup>	77 <sup>द</sup>			00 <sup>द</sup>
2	उपसरपंच	0;0 <sup>द</sup>	36;100	01;1 <sup>प</sup>	77;98 <sup>प</sup>	0;0 <sup>द</sup>	79;100	0;0 <sup>द</sup>	62;100	01;2 <sup>प</sup>	44;97 <sup>प</sup>	300;1
				28 <sup>द</sup>	72 <sup>द</sup>					22 <sup>द</sup>	98 <sup>द</sup>	00 <sup>द</sup>
3	सरपंच	0;0 <sup>द</sup>	36;100	0;0 <sup>द</sup>	78;100	0;0 <sup>द</sup>	79;100	01;1 <sup>प</sup>	61;98 <sup>प</sup>	01;2 <sup>प</sup>	44;97 <sup>प</sup>	300;1
								62 <sup>द</sup>	38 <sup>द</sup>	22 <sup>द</sup>	98 <sup>द</sup>	00 <sup>द</sup>

राजनैतिक प्रस्थिति के आधार पर गोंड महिलाओं के निर्णयाधिकार को क्र. 4.3 में प्रदर्शित किया गया है। सर्वशिक्षित गोंड महिलाओं में 2.66 प्रतिशत महिलाएँ पंच के पद पर 0.66 प्रतिशत एवं सरपंच के पद पर, 0.33 प्रतिशत सरपंच के पद पर आसीन पाई गई।

तालिका क्रमांक 4.4 राजनीतिक प्रस्थिति के आधार पर निर्णयाधिकार निर्णयाधिकार

क्र.	निर्णयाधिकार	स्वयं		पति		अन्य		योग	
		आवृत्ति	प्रतिशत	आवृत्ति	प्रतिशत	आवृत्ति	प्रतिशत	आवृत्ति	प्रतिशत
1 <sup>प</sup>	पंच	08	66 <sup>प</sup> 66	.	.	.	.	08	66 <sup>प</sup> 66
2 <sup>प</sup>	उपसरपंच	02	16 <sup>प</sup> 67	.	.	.	.	02	16 <sup>प</sup> 67
3 <sup>प</sup>	सरपंच	01	8 <sup>प</sup> 34	01	8 <sup>प</sup> 33	.	.	02	16 <sup>प</sup> 67
	योग	11	91 <sup>प</sup> 67	01	8 <sup>प</sup> 33	.	.	12	100

राजनैतिक प्रस्थिति के आधार पर गोंड महिलाओं के निर्णयाधिकार को क्र. 5.4 में प्रदर्शित किया गया है। सर्वशिक्षित गोंड महिलाओं में 2.66 प्रतिशत महिलाएँ पंच के पद पर 0.66 प्रतिशत एवं सरपंच के पद पर, 0.33 प्रतिशत सरपंच के पद पर आसीन पाई गई। राजनीतिक रूप से सशक्त लगभग सभी महिलाएँ स्वयं निर्णय लेती हैं। महिलाओं की निर्णयाधिकार में सहभागिता (99<sup>प</sup>99) के विकास में राजनीतिक शक्तिकरण की अहम् भूमिका होती है। गोंड महिलाओं में प्रस्तुत अध्ययन के आधार पर इस तथ्य को रेखांकित किया जा सकता है।

तालिका क्रमांक 4.5 मतदान संबंधी जानकारी के आधार पर गोंड महिलाओं का वितरण मतदान संबंधी जानकारी

क्र.	आयु	पंचायत चुनाव				विधानसभा चुनाव				लोकसभा चुनाव				योग	
		हाँ	नहीं	हाँ	नहीं	हाँ	नहीं	हाँ	नहीं	हाँ	नहीं	हाँ	नहीं	हाँ	नहीं
1 <sup>प</sup>	18-23	36	100	.	.	31	86 <sup>प</sup> 11	05	13 <sup>प</sup> 89	31	86 <sup>प</sup> 11	05	13 <sup>प</sup> 89	98	32 <sup>प</sup> 67
2 <sup>प</sup>	24-29	78	100	.	.	69	88 <sup>प</sup> 46	09	11 <sup>प</sup> 53	69	88 <sup>प</sup> 46	09	11 <sup>प</sup> 53	216	72
3 <sup>प</sup>	30-35	79	100	.	.	60	75 <sup>प</sup> 94	19	24 <sup>प</sup> 05	60	75 <sup>प</sup> 94	19	24 <sup>प</sup> 05	199	66 <sup>प</sup> 33
4 <sup>प</sup>	36-41	62	100	.	.	49	79 <sup>प</sup> 03	13	20 <sup>प</sup> 96	49	79 <sup>प</sup> 03	13	20 <sup>प</sup> 96	160	53 <sup>प</sup> 33
5 <sup>प</sup>	41	45	100	.	.	35	77 <sup>प</sup> 78	10	22 <sup>प</sup> 22	35	77 <sup>प</sup> 78	10	22 <sup>प</sup> 22	115	38 <sup>प</sup> 33
	योग	300	100	.	.	244	81 <sup>प</sup> 33	56	18 <sup>प</sup> 67	244	18 <sup>प</sup> 67	56	18 <sup>प</sup> 67		

विभिन्न आम चुनावों और मताधिकार के संबंध में गोंड महिलाओं के वितरण को तालिका क्रमांक 5.5 में प्रदर्शित किया गया है। पंचायत चुनाव में मतदान के संबंध में जहाँ 100 प्रतिशत महिलाएँ परिचित पाई गईं, वहीं विधान सभा और लोक सभा में मताधिकार के बारे में 81.33 प्रतिशत गोंड महिलाएँ जानकारी रखती हैं। अधिक आयु-वर्ग की महिलाओं में विधानसभा एवं लोकसभा चुनाव में मताधिकार के प्रयोग की जानकारी तुलनात्मक रूप से कम पाया गया, वही 18-23, 24-29 और 30-35 वर्ष आयु-वर्ग की लगभग शत प्रतिशत महिलाएँ सभी चुनावों में मताधिकार की जानकारी रखती हैं। प्रस्तुत तालिका की गोंड महिलाओं की राजनीतिक जागरूकता और इससे उनके सहभागिता की संभावना को प्रदर्शित करता है।

**तालिका क्रमांक 4.6 निर्वाचित सदस्यों के नाम की जानकारी के आधार पर गोंड महिलाओं का वितरण**  
महिला की आयु योग

क्र.	निर्वाचित सदस्यों के नाम की जानकारी	18.23		24.29		30.35		36.41		41		योग	
		हाँ	नहीं	हाँ	नहीं	हाँ	नहीं	हाँ	नहीं	हाँ	नहीं		
1 <sup>प</sup>	सरपंच	36,100	0	78,100	0	79,100	0	62,100	0	45,100	0	300,100	0
2 <sup>प</sup>	जिला पंचायत सदस्य	36,100	0	73,93 <sup>प</sup> 58	5,6 <sup>प</sup> 42	74,93 <sup>प</sup> 67	5,6 <sup>प</sup> 33	54,87 <sup>प</sup> 09	8,12 <sup>प</sup> 91	36,80	9,20	273,91	27,9
3 <sup>प</sup>	विधायक	36,100	0	72,92 <sup>प</sup> 31	6,769	74,93 <sup>प</sup> 67	5,6 <sup>प</sup> 33	57,91 <sup>प</sup> 93	04,6 <sup>प</sup> 45	36,80	9,20	275,91 <sup>प</sup> 66	25,8 <sup>प</sup> 34
4 <sup>प</sup>	मुख्यमंत्री	36,100	0	75,96 <sup>प</sup> 15	3,3 <sup>प</sup> 85	75,94 <sup>प</sup> 94	4,5 <sup>प</sup> 06	60,96 <sup>प</sup> 77	02,3 <sup>प</sup> 22	39,86 <sup>प</sup> 67	6,13 <sup>प</sup> 33	285,95	15,5
5 <sup>प</sup>	प्रधानमंत्री	36,100	0	68,87 <sup>प</sup> 17	10,12 <sup>प</sup> 83	71,89 <sup>प</sup> 87	8,10 <sup>प</sup> 13	56,90 <sup>प</sup> 33	6,9 <sup>प</sup> 67	33,73 <sup>प</sup> 33	12,6 <sup>प</sup> 67	260,86 <sup>प</sup> 64	40,13 <sup>प</sup> 33

निर्वाचित पदाधिकारियों के नाम की जानकारी के आधार पर गोंड महिलाओं का वितरण को तालिका क्रमांक 5.6 में प्रदर्शित किया गया है। तालिका के अनुसार 18-23 वर्ष आयु-वर्ग की महिलाएँ तालिका में निर्दिष्ट राजनीतिक पदों में निर्वाचित सदस्यों के नामों से परिचित पाई गईं। सरपंच के पद पर निर्वाचित व्यक्ति के नाम से सभी आयु-वर्ग की परिचित पाई गईं। जिला पंचायत सदस्य, विधायक, मुख्यमंत्री, प्रधानमंत्री के नाम से सर्वाधिक 100 प्रतिशत 18-23 आयु-वर्ग की गोंड महिलाएँ परिचित हैं।

**तालिका क्रमांक 4.7 राजनीतिक के क्षेत्र में महिला उम्मीदवार की सहभागिता के संबंध में गोंड महिलाओं के विचार**

क्र.	महिला उम्मीदवार की सहभागिता संबंधी विचार	18.23		24.29		30.35		36.41		41		योग	
		संख्या	प्रतिशत	संख्या	प्रतिशत	संख्या	प्रतिशत	संख्या	प्रतिशत	संख्या	प्रतिशत		
1 <sup>प</sup>	हाँ	35	97 <sup>प</sup> 22	74	94 <sup>प</sup> 87	74	93 <sup>प</sup> 67	58	93 <sup>प</sup> 55	44	97 <sup>प</sup> 78	285	95 <sup>प</sup> 00
2 <sup>प</sup>	नहीं	01	0 <sup>प</sup> 98	04	5 <sup>प</sup> 13	05	6 <sup>प</sup> 33	04	6 <sup>प</sup> 45	01	2 <sup>प</sup> 22	15	5 <sup>प</sup> 00
	योग	36	100 <sup>प</sup> 00	78	100 <sup>प</sup> 00	79	100 <sup>प</sup> 00	62	100 <sup>प</sup> 00	45	100 <sup>प</sup> 00	300	100 <sup>प</sup> 00

तालिका क्रमांक 4.7 के अनुसार 95 प्रतिशत गोंड महिलाओं का विचार है कि महिलाओं को राजनीतिक क्षेत्र में आना चाहिए, जबकि 5 प्रतिशत महिलाओं के अनुसार का महिलाओं को राजनीति के क्षेत्र में नहीं आना चाहिए। विभिन्न आयु-वर्ग के गोंड महिलाओं के राजनीतिक क्षेत्र में महिलाओं के सहभागिता संबंधी विचार को उनके अनुपात के आधार पर निम्नानुसार प्रदर्शित किया जा सकता है:- 41३१८.23३२४.29३३०.35३३६.41 सभी आयु-वर्ग के गोंड महिलाओं के विचार गोंड महिलाओं की राजनीतिक जागरूकता और उनके सामाजिक सशक्तिकरण को प्रदर्शित करता है।

तालिका क्रमांक 4.8 गाँव के विकास कार्यों में प्राथमिकता के आधार पर गोंड महिलाओं का वितरण गाँव के विकास कार्यों में प्राथमिकता महिला की आयु

क्र.	गाँव के विकास कार्यों में प्राथमिकता	18.23		24.29		30.35		36.41		41		योग	
		संख्या	प्रतिशत	संख्या	प्रतिशत	संख्या	प्रतिशत	संख्या	प्रतिशत	संख्या	प्रतिशत	संख्या	प्रतिशत
1	रोजगार उपलब्ध कराना	36	100 <sup>००</sup>	78	100 <sup>००</sup>	79	100 <sup>००</sup>	62	100 <sup>००</sup>	41	91 <sup>११</sup>	296	98 <sup>६६</sup>
2	शौचालय निर्माण	36	100 <sup>००</sup>	78	100 <sup>००</sup>	75	94 <sup>९४</sup>	62	100 <sup>००</sup>	35	77 <sup>७८</sup>	286	95 <sup>३३</sup>
3	पक्की सड़क निर्माण	35	97 <sup>२२</sup>	75	96 <sup>१५</sup>	68	86 <sup>०७</sup>	59	95 <sup>१६</sup>	20	44 <sup>४४</sup>	257	85 <sup>६६</sup>
4	साफ-सफाई	28	77 <sup>७८</sup>	59	75 <sup>६४</sup>	61	77 <sup>२१</sup>	43	69 <sup>३५</sup>	33	73 <sup>३३</sup>	224	74 <sup>६६</sup>
5	महिलाओं के विकास हेतु कार्य	34	94 <sup>४४</sup>	70	88 <sup>७४</sup>	72	91 <sup>१४</sup>	57	91 <sup>९३</sup>	22	48 <sup>८९</sup>	255	85
6	प्रत्येक घर में नल की सुविधा	35	97 <sup>२२</sup>	75	96 <sup>१५</sup>	77	97 <sup>४७</sup>	59	95 <sup>१६</sup>	38	84 <sup>४४</sup>	284	94 <sup>६६</sup>
7	पराब की दुकान हटाना	34	94 <sup>४४</sup>	75	96 <sup>१५</sup>	76	96 <sup>०२</sup>	60	96 <sup>७७</sup>	35	97 <sup>७८</sup>	280	93 <sup>३३</sup>
8	स्कूल निर्माण	24	66 <sup>६७</sup>	52	66 <sup>६७</sup>	60	75 <sup>४५</sup>	40	64 <sup>५१</sup>	30	66 <sup>६७</sup>	206	68 <sup>६६</sup>
9	नाली निर्माण	35	97 <sup>२२</sup>	71	91 <sup>००</sup>	74	93 <sup>६७</sup>	61	98 <sup>३९</sup>	37	82 <sup>२२</sup>	278	92 <sup>६६</sup>

गाँव के विकास कार्यों में प्राथमिकता के आधार पर गोंड जनजाति की महिलाओं का वितरण तालिका क्र. 4.9 में प्रदर्शित किया गया है जिनमें सर्वाधिक 98<sup>६६</sup> प्रतिशत महिलाओं ने रोजगार उपलब्ध कराना, 95<sup>३३</sup> प्रतिशत ने शौचालय निर्माण, 85<sup>६६</sup> प्रतिशत ने पक्की सड़क निर्माण, 74<sup>६६</sup> प्रतिशत ने साफ-सफाई, 85 प्रतिशत ने महिलाओं के विकास हेतु कार्य, 94<sup>६६</sup> प्रतिशत ने प्रत्येक घर में नल की सुविधा, 93<sup>३३</sup> प्रतिशत ने पराब की दुकान हटाना, 68<sup>६६</sup> प्रतिशत ने स्कूल निर्माण, 92<sup>६६</sup> प्रतिशत ने नाली निर्माण को प्राथमिकता दी है। विभिन्न विकासोन्मुखी कार्यों की प्राथमिकता में विभिन्न आयु-वर्ग के गोंड महिलाओं के अनुपात को निम्नानुसार प्रकट किया जा सकता है।

रोजगार उपलब्धता को प्राथमिकता : 18.23<24.29<30.35<36.41<41

शौचालय निर्माण को प्राथमिकता : 18.23<24.29<30.35<36.41<41

तालिका क्रमांक 4.9 मतदान में गोंड महिलाओं की प्राथमिकता

क्र.	मतदान में प्राथमिकता	18.23		24.29		30.35		36.41		41		योग	
		संख्या	प्रतिशत	संख्या	प्रतिशत	संख्या	प्रतिशत	संख्या	प्रतिशत	संख्या	प्रतिशत	संख्या	प्रतिशत
1 <sup>०</sup>	महिला	.	.	.	.	.	.	02	3 <sup>२२</sup>	.	.	02	0 <sup>६६</sup>
2 <sup>०</sup>	पुरुष	.	.	.	.	01	1 <sup>२७</sup>	03	4 <sup>८९</sup>	01	2 <sup>२२</sup>	05	1 <sup>६७</sup>
3	जातिगत सदस्य	.	.	.	.	.	.	.	.	.	.	.	.
4	उपयुक्त व्यक्ति	36	100	78	100	78	98 <sup>७३</sup>	57	91 <sup>९४</sup>	44	97 <sup>७८</sup>	293	97 <sup>६७</sup>
	योग	36	100	78	100	79	100	62	100	45	100	300	100

मतदान में गोंड महिलाओं की प्राथमिकता को तालिका क्रमांक 4.10 में प्रदर्शित है। 97.67 प्रतिशत महिलाओं ने उपयुक्त व्यक्ति को चुनाव को महत्व दिया, वहीं 0.66 प्रतिशत महिलाओं ने महिला उम्मीदवार के चुनाव को प्राथमिकता दिया। 36-41 वर्ष आयु-वर्ग की 4.84 प्रतिशत महिलाओं पे पुरुष उम्मीदवार, 3.22 प्रतिशत महिलाओं ने

महिला उम्मीदवार के चुनाव को प्राथमिकता देने संबंधी, 97.67 प्रतिशत प्रतिशत महिलाओं का विचार उनकी राजनीतिक जागरूकता को रेखांकित करता है।

#### 5. निष्कर्ष एवं सुझाव

जनजातिय महिलाओं को राजनैतिक विकास एवं प्रबंधन में महत्वपूर्ण स्थान मिलना चाहिए। जनजातिय महिलायें अधिका, जागरूकता, संचार साधनों की कमी के कारण राजनैतिक स्तर पर आज भी पिछड़ी हुई हैं। महिलाओं की सशक्तिकरण की पहली प्राथमिकता पारिवारिक स्तर पर उन्हें सुदृढ़ करने की है। प्रस्तुत गोंड जनजाति में महिलाओं का राजनैतिक स्तर सामान्य पाया गया है एवं उन्हें मतदान के प्रति जागरूकता एवं स्वयं निर्णय का अधिकार है। महिलायें राजनैतिक स्तर पर भी काफी सशक्त पायी गयी हैं। बालोद जिले में गोंड जनजाति की महिलायें महिला गैंग के नाम से जिले के प्रत्येक गाँव में सक्रिय हैं, जो षराबबंदी, घरेलु हिंसा जैसी समस्याओं को एकजुटता के साथ हल करती हैं, यह गोंड महिलायें जिले, राज्य एवं देश के समक्ष महिला सशक्तिकरण का सर्वोत्तम उदाहरण प्रेशित करती हैं। साथ ही अन्य महिलाओं को भी अपनी राजनैतिक शक्ति एवं अधिकारों के प्रति जागरूक हेतु प्रेरित करती हैं।

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## **Assessing Gender Mainstreaming in Urban Governance: A study of Bathinda Municipal Corporation**

**Dr. Varinder Kaur**

### **Abstract**

Over the years, the women constitute half of the population but they are subject to widespread systematic exploitation, injustice, harassment and exclusion from the development process, mainstream policies, institutions and programmers. To assess the status and role of elected women councilors in the urban local governing process, this study was conducted in Bathinda Municipal Corporation.

### **Introduction**

Gender mainstreaming is an ideology, a philosophy and policy precepts prevalent in the public sphere for molding the status and situation of women. The *Council of Europe* defined the gender mainstreaming “ The (re)organization, improvement, development and evaluation of policy process, so that a gender equality perspective is incorporated in all policies at all levels and at all stages, by the players normally involved in policy making.”\*\*\*\*\* The process of assessing the implications for women and men of any planned action, including legislation, policies or programmes, in all areas and at all levels. It is a strategy for making women’s as well as men’s concerns and experiences an integral dimension of the design, implementation, monitoring and evaluation of policies and programmes in all political, economic and societal spheres so that women and men benefit equality and inequality is not perpetuated. The ultimate goal is to achieve gender equality.†††††††

The gender mainstreaming approach in urban sector is *sin qua non* because 74<sup>th</sup> Amendment Act, 1992 conceptualized the participation of women in urban local bodies by 33% reservation. Prior to it, they were systematically excluded from the corridor of power and the Act substantially elevated the status of women.

### **Methodology**

The validity and reliability of any research study depends upon the methods and procedure undertaken by the researcher to collect and present the data and information as per the requirement of research problem. This is an empirical study. So, the primary data collected from the field are heavily relied upon. The data have been obtained from the 17 elected women councilors of Bathinda Municipal Corporation. Unstructured interview as a technique is used to obtain information from elected women councilors. Thus the area based cluster sampling technique has been used to identify and select the heterogeneous sampling cluster.

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\*\*\*\*\* Council for Europe (1998).[www.councilforeurope.com](http://www.councilforeurope.com)

††††††† UN ECOSOC (1997), *Main Streaming the Gender Perspective into all Policies and Programmes in the United Nations System.*

**Table-1: Awareness about the 74<sup>th</sup> Constitutional Amendment Act, 1992 to the Elected Women councilors of Selected Urban Local Body**

Sr.No.	Nature of Response	Bathinda	
		Total	Percent
1	Yes, (Fully Aware)	05	29.41
2	To Some Extent	05	29.41
3	To Large Extent	01	5.89
4	No	06	35.29
<b>Grand Total</b>		<b>17</b>	<b>100.00</b>

Source: Primary Data

The Elected women councilors were asked for whether they had awareness about 74<sup>th</sup> Constitutional Amendment Act, 1992. The elected women councilors mainly knew about the reservation of the seats for women, schedule castes and schedule tribes. The field study shows that 5 (29.41 percent) women councilors of Municipal Corporation Bathinda as Urban Local body of Punjab were fully aware about the provision of the 74<sup>th</sup> Constitutional Amendment Act, 1992. The table shows that 5 (29.41 percent) councilors in Municipal Corporation Bathinda, knows to some extent about the provision of 74<sup>th</sup> Constitutional Amendment Act, 1992. The study shows that only 1 (5.89 percent) councilor of Municipal Corporation Bathinda know to large extent. Table indicates that 6 (35.29Percent) of Municipal Corporation Bathinda women has no idea about the various provisions of 74<sup>th</sup> Constitutional Amendment Act, 1992.

**Table-2: Importance of Gender in Urban Local Body Elections**

Sr.No.	Nature of Response	Bathinda	
		Total	Percent
1	Yes	07	41.18
2	To Some Extent	05	29.41
3	To Large Extent	03	17.64
4	No	02	11.77
<b>Grand Total</b>		<b>17</b>	<b>100.00</b>

Source: Primary Data

Above table shows that how much gender plays an important role in the elections of urban local bodies. The table shows that 7 (41.18 percent) councilors of Municipal Corporation Bathinda thought that gender plays an important role in urban local body elections. It also shows that 5 (29.41 percent) of Municipal Corporation Bathinda, reply was to some extent that gender plays an important role in urban local body elections. The data shows that 3 (17.64 percent) councilors of Municipal Corporation Bathinda said that gender plays an important role in urban local body elections to a large extent. The data also shows that 2 (11.77 percent) councilors of Municipal Corporation Bathinda said that gender did not play any role in urban local body elections. So, the data of field study reflects that most of the elected women councilors have admitted the importance of gender in the urban local body.

**Table -3: Classification of Elected Women Councilors on the basis of Reservation of Selected Urban Local Body**

Sr.No.	Nature of Response	Bathinda	
		Total	Percent
1	Yes	05	29.41
2	No	12	70.59
<b>Grand Total</b>		<b>17</b>	<b>100.00</b>



Source: Primary Data

The above table shows that the elected women councilor on reserve seat are 5 (29.41 percent) in Municipal Corporation Bathinda,. However, 12 (70.59 percent) in Municipal Corporation Bathinda are in general category.

**Table -4: Involvement of Family Members in Politics**

Sr.No.	Nature of Response	Bathinda	
		Total	Percent
1	Yes	13	76.48
2	No	04	23.52
<b>Grand Total</b>		<b>17</b>	<b>100.00</b>

Source: Primary Data

The above table indicates that 13 (76.48 percent) of the elected women from Municipal Corporation Bathinda, belong to political elite class where family members were earlier elected as councilor or any other political position. 4 (23.52 percent) in Municipal Corporation Bathinda urban local body had no political background. They were elected on the basis of their own initiative.

**Table -5: Frequency of Attending Meetings**

Sr.No.	Nature of Response	Bathinda	
		Total	Percent
1	Regularly	16	94.11
2	Sometime	01	5.89
3	Never	00	00
4	Rarely	00	00
<b>Grand Total</b>		<b>17</b>	<b>100.00</b>

Source: Primary Data

The above table shows that there were 16 (94.11 percent) elected women councilors in Municipal Corporation Bathinda urban local body goes to attend the meetings of elected councilors regularly. The elected women attended the meetings sometime in Municipal Corporation Bathinda are 1 (5.89 percent),. There is no any elected women councilor who come rarely or never attend the meeting. All elected women attended the meetings properly. There is a provision that only elected members can attend the meetings. Their husbands or father-in-laws are not allowed to go with them in the meetings. So, the above data reflects the actual position of women empowerment that they can took decisions themselves.

**Table-6: Problem faced by Family Members when Women Councilors Attend the Meetings**

Sr.No.	Nature of Response	Bathinda	
		Total	Percent
1	Yes	03	17.64
2	No	14	52.36
<b>Grand Total</b>		<b>17</b>	<b>100.00</b>

Source: Primary Data

The above table indicates that the women in Municipal Corporation Bathinda have faced the problem from family members which are 3 (17.64 percent). The table shows that 14 (52.36 percent) from Municipal Corporation Bathinda, have no problem from the family members because in the present time there are educated families and they support and

encourage their wives, mothers and daughters to attend the meeting and to put discussion their problems in the meetings.

**Table-7: Family Background as a Significant Reason for Providing Opportunity to Women**

Sr.No.	Nature of Response	Bathinda	
		Total	Percent
1	Strongly Agree	06	35.29
2	Agree	07	41.18
3	Disagree	03	17.64
4	Strongly Disagree	01	5.89
<b>Grand Total</b>		<b>17</b>	<b>100.00</b>

Source: Primary Data

The above table indicates that the background of the family is a significant reason to get opportunity to women in urban local governance. In Municipal Corporation Bathinda 6 (35.29 percent) are strongly agreed. The elected women councilors are 7 (41.18 percent) in Municipal Corporation Bathinda urban local body who are agree. The researcher come to know about a major finding that 3 (17.64 percent) women in Municipal Corporation Bathinda, said that they are disagree because they came from non- political background family. Some of them was strongly disagree they became a councilor without the help of their family members they are 1 (5.89 percent) in Municipal Corporation Bathinda urban local body.

**Table -8: Influence of Educated Family**

Sr.No.	Nature of Response	Bathinda	
		Total	Percent
1	Strongly Agree	05	29.41
2	Agree	09	52.94
3	Disagree	02	11.76
4	Strongly Disagree	01	5.89
<b>Grand Total</b>		<b>17</b>	<b>100.00</b>

Source: Primary Data

The above table shows that the influence of educated families on elected women councilors in their working in urban local bodies. It shows that 5 (29.41 percent) in Municipal Corporation Bathinda, are strongly agree. The data shows that 9 (52.94 percent) in Municipal Corporation Bathinda are agreed for influence of educated families. On the other hand the field study shows that 2 (11.76 percent) in Municipal Corporation Bathinda, are not agreed for influence of educated families. The table shows that 1 (5.89 percent) in Municipal Corporation Bathinda elected women councilors are strongly disagreed for influence of educated families.

**Table-9: Ideological Support of Male Family Members to Elected Councilors**

Sr.No.	Nature of Response	Bathinda	
		Total	Percent
1	Strongly Agree	07	41.18
2	Agree	08	47.05
3	Disagree	02	11.77
4	Strongly Disagree	00	00
<b>Grand Total</b>		<b>17</b>	<b>100.00</b>

Source: Primary Data

The above table shows the ideological support of male family members encourage the women to take part in the affairs of urban local governance. The table shows that 8 (47.05 percent) women in Bathinda Municipal Corporation are agreed that the male family members' support boost them up for their duties. In Municipal Corporation Bathinda there are 7 (41.18 percent) are strongly agree that ideological support of male family members to elected councilors is the necessity for them. On the other hand 2 (11.77 percent) women in Municipal Corporation Bathinda are disagreeing with this view that they need the ideological support of male family members. So more than eighty percent in all the selected samples it shows that women in our society are dependent on their male members of the family.

**Table-10: Affiliation of Women Councilors with Political Party**

Sr.No.	Nature of Response	Bathinda	
		Total	Percent
1	Strongly Agree	07	41.17
2	Agree	08	47.05
3	Disagree	01	5.89
4	Strongly Disagree	01	5.89
<b>Grand Total</b>		<b>17</b>	<b>100.00</b>

Source: Primary Data

The above table shows the classification on the basis of affiliation of women with political party in urban affairs. It shows that 7 (41.17 percent) in Municipal Corporation Bathinda are strongly agree with this view. The data shows that 8 (47.05 percent) in Municipal Corporation Bathinda are agreed for affiliation of women with political party in urban affairs. On the other hand the field study shows that 1 (5.89 Percent) in Municipal Corporation Bathinda, are not agreed for affiliation of women with political party in urban affairs. The table shows that 1 (5.89 percent) in Municipal Corporation Bathinda elected women councilors are strongly disagreed about the above said view.

**Table-11: Dependence of Women on Economic Soundness of the Family**

Sr.No.	Nature of Response	Bathinda	
		Total	Percent
1	Strongly Agree	06	35.29
2	Agree	08	47.06
3	Disagree	02	11.77
4	Strongly Disagree	01	5.88
<b>Grand Total</b>		<b>17</b>	<b>100.00</b>

Source: Primary Data

The above table indicates the opinion on the basis of women dependent upon the economic soundness of the family which affects the status of women in urban local bodies. In Municipal Corporation Bathinda 6 (35.29 percent), are strongly agreed. The elected women councilors are 8 (47.06 percent) in Municipal Corporation Bathinda, urban local body who are agree. The researcher found a major finding that 2 (11.77 percent) women in Municipal Corporation said that they are disagree because they didn't depend on the economic soundness of the family, which didn't affect her status. Some of them were strongly disagreeing about this view in Municipal Corporation Bathinda, they are 1 (5.88 percent).

**Table-12: Opinion of Respondents on Role of Women Councilors in Urban Governance**

Sr.No.	Nature of Response	Bathinda	
		Total	Percent
1	Strongly Agree	03	17.65
2	Agree	08	47.05
3	Disagree	05	29.41
4	Strongly Disagree	01	5.89
<b>Grand Total</b>		<b>17</b>	<b>100.00</b>

Source: Primary Data

The above table shows the role of women in urban governance, which is only below than written in urban affairs. It shows that 3 (17.65 percent) in Municipal Corporation Bathinda are strongly agree with this view. The data shows that 8 (47.05 percent) in Municipal Corporation Bathinda, are agreed that the role of women in urban governance is only below than written in urban affairs. On the other hand the field study shows that 5 (29.41 percent) in Municipal Corporation Bathinda are not agreed that the role of women in urban governance is only below than written in urban affairs. They said that they are playing their role actively in the day-to-day affairs of the urban local bodies. The table shows that 1 (5.89 percent) in Municipal Corporation Bathinda elected women councilor is strongly disagreed about the above said view.

**Table-13: Control of Women over Means of Production and Sources**

Sr.No.	Nature of Response	Bathinda	
		Total	Percent
1	Strongly Agree	7	41.18
2	Agree	8	47.06
3	Disagree	1	5.88
4	Strongly Disagree	1	5.88
<b>Grand Total</b>		<b>17</b>	<b>100.00</b>

Source: Primary Data

The above table shows the classification of respondents on the basis of control of women over means of production and sources by which they can easily enter in politics. The table shows that 7 (41.18 percent) in Municipal Corporation Bathinda are strongly agree with this view. The data shows that 8 (47.06 percent) in Municipal Corporation Bathinda are agreed that if the women have control over means of production and sources then they can easily enter in politics. On the other hand the data shows that 1 (5.88 percent) in Municipal Corporation Bathinda are not agreed that if the women have control over means of production and sources then they can easily enter in politics. The table shows that 1 (5.88 percent) in Municipal Corporation elected women councilors are strongly disagreed about the above said view.

**Table -14: Increasing Influence of Women as a Threat Perceived by the Men**

Sr.No.	Nature of Response	Bathinda	
		Total	Percent
1	Strongly Agree	03	17.65
2	Agree	08	47.05
3	Disagree	04	23.53
4	Strongly Disagree	02	11.77
<b>Grand Total</b>		<b>17</b>	<b>100.00</b>

Source: Primary Data

The above table shows the views of respondents on increasing influence of women which is a threat to men. The table shows that 3 (17.65 percent) women in Bathinda Municipal Corporation are strongly agreed that increasing influence of women is a threat to men. The data depicts that in Municipal Corporation Bathinda there are 8 (47.05 percent) are agreed that increasing influence of women is a threat to men. On the other hand the table also shows that 4 (23.53 percent) women in Municipal Corporation Bathinda are disagree about the above said view. The table shows that 2 (11.77 percent) in Municipal Corporation elected women councilors are strongly disagreed with this view that increasing influence of women is a threat to men.

**Table -15: A Comparison of Ideology and Thinking between Men and Women**

Sr.No.	Nature of Response	Bathinda	
		Total	Percent
1	Strongly Agree	04	23.53
2	Agree	08	47.05
3	Disagree	03	17.65
4	Strongly Disagree	02	11.77
<b>Grand Total</b>		<b>17</b>	<b>100.00</b>

Source: Primary Data

The above table shows the classification of respondents on the basis of ideological thinking of men and women. The table shows that 8 (47.05 percent) women in Bathinda Municipal Corporation are agreed that the ideological thinking of men and women are same. In Municipal Corporation Bathinda there are 4 (23.53 percent) are strongly agree that ideological thinking of men and women are same. On the other hand 3 (17.65 percent) women in Municipal Corporation Bathinda are disagree with this view. The table shows that 2 (11.77 percent) in Municipal Corporation Bathinda elected women councilors are strongly disagreed with this view. So, there are more than seventy Percent in all the selected samples shows the same view on ideological thinking of men and women.

**Table-16: Perception of Respondents on Narrow Thinking of Men and Women**

Sr.No.	Nature of Response	Bathinda	
		Total	Percent
1	Strongly Agree	04	23.52
2	Agree	09	52.94
3	Disagree	02	11.77
4	Strongly Disagree	02	11.77
<b>Grand Total</b>		<b>17</b>	<b>100.00</b>

Source: Primary Data

The above table shows the classification on the basis of narrow thinking. It shows that 4 (23.52 percent) in Municipal Corporation Bathinda, are strongly agree. The data shows that 9 (52.94 percent) in Municipal Corporation Bathinda are agreed with the above statement. On the other hand the data shows that 2 (11.77 percent) in Municipal Corporation Bathinda are not agreed for while responding the above said question on the narrow thinking of the men and women. The table shows that 2 (11.77 percent) in Municipal Corporation Bathinda, elected women councilors are strongly disagreed for the narrow thinking of men and women.

**Table -17: Perception of Respondents on Gender based Stereotypes**

Sr.No.	Nature of Response	Bathinda	
		Total	Percent
1	Strongly Agree	05	29.41
2	Agree	08	47.05
3	Disagree	03	17.65
4	Strongly Disagree	01	5.89
<b>Grand Total</b>		<b>17</b>	<b>100.00</b>

Source: Primary Data

The above table shows the responses on gender based stereotypes classification between men and women in urban local body. It shows that 5 (29.41 percent) in Municipal Corporation Bathinda are strongly agree on the basis of above statement. The data shows that 8 (47.05 percent) in Municipal Corporation Bathinda are agreed on gender stereo type classification between men and women in urban local body. On the other hand the field study shows that 3 (17.65 percent) in Municipal Corporation Bathinda are not agreed on gender stereo type classification between men and women in urban local body. The table shows that 1 (5.89 percent) in Municipal Corporation elected women councilors are strongly disagreed on gender stereo type classification between men and women in urban local body.

**Table -18: Direct People-Councilors Contact for Grievance Redressal**

Sr.No.	Nature of Response	Bathinda	
		Total	Percent
1	Regularly	14	82.35
2	Rarely	00	00
3	Occasionally	03	17.65
4	Never	00	00
<b>Grand Total</b>		<b>17</b>	<b>100.00</b>

Source: Primary Data

The above table shows the classification of respondents on the basis of direct contact between councilors and residents of the area for redressed of public grievances. The table shows that 14 (82.35 percent) in Municipal Corporation Bathinda, are regularly contacting the people for addressing their problems. The data shows that there is not even a respondent who is rarely contacting the people for addressing their problems in Municipal Corporation Bathinda. On the other hand the data shows that 3 (17.65 percent) in Municipal Corporation Bathinda, are occasionally contacting the people for addressing their problems. The table shows that there is not even a respondent who never contact the people for addressing their problems in Municipal Corporation Bathinda.

**Table-19: Change in Status of Elected Councilor after becoming the Member of Urban Local Body**

Sr.No.	Nature of Response	Bathinda	
		Total	Percent
1	Significant Change	14	82.35
2	Slight Change	2	11.77
3	No Change	1	5.88
4	Deterioration	0	00
<b>Grand Total</b>		<b>17</b>	<b>100.00</b>

Source: Primary Data

The above table shows the classification of respondents on the basis of change in status of elected councilor after becoming the member of urban local body. The table shows that 14 (82.35 percent) in Municipal Corporation Bathinda said that there is a significant change in the status of elected councilor after becoming the member of urban local body. The data shows that 2 (11.77 percent) in Municipal Corporation Bathinda, said that there is a slight change in the status of elected councilor after becoming the member of urban local body. On the other hand the data shows that only 1 (5.88 percent) in Municipal Corporation Bathinda said that there is no change in status of elected councilor after becoming the member of urban local body. The table also shows that there is not even a respondent who said about deterioration in the status of elected councilor after becoming the member of urban local body in Municipal Corporation Bathinda.

### **Conclusion**

This empirical study was conducted in the Bathinda Municipal Corporation urban local body of Punjab. The status and role of women councilors is investigated. Their findings by and large, have pointed out emerging trends and implication of gender mainstreaming in the Municipal Corporation of Punjab.

## **Role of Apps in Indian Economy**

**Dr. Shivangi**

### **Abstract**

This paper will provide overview on various Apps being provided by the Government of India for the purpose of transforming India into a digitally empowered society and economy. The use of various Apps by the common citizen and by the various Government Departments is increasing day by day and the dream of a common citizen for delivery of services with honesty and transparent manner is going to be true. In the present scenario, Apps are used in all Sectors like Governance and Administration, Health and Family Welfare, Education, Industries, Security, Communication, Finance, Home affairs and enforcement and Human Resources. The latest World Bank figures recently appeared in daily news papers in this month of July, 2018, there is good news for India. A World Bank report says that Indian economy has now become world's sixth biggest pushing France to seventh place. These new calculations were arrived on the basis of Indian economy's performance in 2017 and its credit goes to our Hon'ble Prime Minister Shri Narendra Modi.

### **What is Apps?**

Abbreviated form of the word "Application" is called "App". A mobile App or Application is computer generated program which is designed and developed to run the iPhones, Smartphones, tablets and in some cases for other mobile devices or application program.

### **When First App was launched**

A year after the first iPhone was released, the Apple App Store launched in July, 2008.

### **App Economy**

The mobile app economy means the range of economic activities surrounding mobile applications, which changed the definition and entire process of business and its development in present scenario. Apps are creating a lot of changes in business or online business. According to one article published by Washingtonpost.com, some apps relating to travel and gaming applications are going to increase day by day. At present, people in India, Japan, South Korea, Brazil etc. are spending four hours in a day on their mobile applications which is still going to increase.

### **Government of India's Ne-GP**

The Government of India has accorded highest priority to the digital India program for transforming India into a digitally empowered society and economy.

The Ministry of Electronics and Information Technology, Government of India has approved National e-Governance Plan (Ne-GP), comprising various mission mode projects and components for making all Government services accessible to the common man in his locality, through common service delivery outlets, and ensure efficiency, transparency, and reliability of such services at affordable costs to fulfill the basic needs of the common man.

### **Government of India's e-Gov Apps Store**

For the purpose of delivery of e-services as envisaged under National e-Governance Plan (Ne-GP), the Government of India has launched the national level e-Gov App store for the following purpose:-

- to speed up the development and deployment of e-Gov applications,



- to replicate easily successful applications across States,
- to avoid duplication of effort and cost in development of similar application,
- To ensure availability of certified applications following common standards at one place.

The e-Gov AppStore of Government of India has the following features:-

- Allow sharing of application
- Allow search for application
- Provides basic information about an application on selection
- Allow users to review an application provide feedback and rate an application
- For contributing applications, there is three level approval process for government applications and two level approval process for private applications
- Allows authenticated (privileged) users to download application for consumption

#### **Various Apps available at e-Gov Apps Store**

The various Apps are available at e-Gov Apps store, like:-

**(i) Bhunaksha**

Bhunaksha is cadastral mapping software developed National Informatics Centre (NIC) using open source applications and libraries to facilitate management of digitized cadastral maps.

**(ii) Govt eProcurement System of NIC (GePNIC)**

Government eProcurement System of NIC (GePNIC) is generic software which can be directly used by any Government Department

**(iii) Vahan**

For Regional Transport Offices (RTO) related activity like Registration, Fitness, Permit, and VAHAN is the flagship e-Governance application,

**(iv) PRIASOFT**

Panchayati Raj Institutions Accounting Software (PRIASoft) is one of the applications developed as part of Panchayat Enterprise Suite (PES) under e-panchayat Mission Mode Project,

**(v) Aadhaar Number Validation (Verhoeff Algorithm)**

This has been developed to validate the Aadhar Number

**(vi) eHRMS – Manav Sampada**

The eHRM application was developed for Government Departments to help them in taking right decisions at right time with proper monitoring, manpower planning, employee recruitment, posting, promotion and transfer

**(vii) e-Hospital**

e-Hospital@NIC – Hospital Management system is a workflow based solution for hospitals in Government sector which covers major functional areas like, patient care, laboratory services, document / information exchange etc.

**(viii) Mobile Based Fertilizer Management System (mFMS)**

**(ix)** The purpose of the Mobile Based Fertilizer Management System (mFMS) is to monitor using IT based Technology solution, the movement and sales of the different fertilizers from manufacturer / importers to wholesalers and from wholesalers to retailers across the country.

#### **Most useful Apps launched by the Government of India**

The following are the most useful mobile apps launched by the Government of India:-

**(i) BHIM**

Bharat Interface for Money (BHIM) is made for simple, easy, and quick transactions using Unified Payment Interface (UPI). This was launched by Hon'ble Prime Minister of India on 30.12.2016

**(ii) Swachh Bharat Abhiyan**

Swachh Bharat Mission launched by Hon'ble Prime Minister of India to make India clean and open-defecation free by 2019

**(iii) GST Rate Finder**

This App has been launched by the Government of India developed by the Central Board of Excise and Customs (CBEC) as a ready reckoner for all the tax rates that are to be levied under the Goods and Service Tax (GST) regime

**(iv) UMANG**

The UMANG app is a mobile application which is being used to get access to a wide range of government services

**(v) mPassport Seva**

MPassport Seva is designed for the citizens for providing them Passport related information

**(vi) Online RTI**

This portal is to file applications under the provisions of Right to Information Act / First Appeals online along with payment gateway

**(vii) MyGov**

MyGov is a secure way to access government services online with one login and password

**(viii) Startup India**

Startup India is a Government of India flagship initiative to build Startsup and innovation, to Startsup ventures to boost entrepreneurship, economic growth and employment in the country

**Over all view and conclusion on use of Apps**

We all in use of mobiles phones or tablets and most of us have Apps on these phones or tablets. We are using these mobile phones or tablets to communicate with friends, to hire taxi or cab, donate money, to read the news and to place an order for various items and services, to make payments, to find jobs and to avail various benefits or services provided by the Government. In fact, the use of Apps is playing a serious role affecting the world economically and now the researchers and economists have been discussing the role of Apps Economy in growth. These Apps are playing a major role in growth of worldwide economy and the use of these Apps have created millions direct and indirect jobs.

But in other hands, as per information available on the website <https://www.financialexpress.com>, the Government of India reportedly lists 42 Chinese Apps as dangerous, including TrueCaller, UC Browser, Mi Store. An India Today report posted the advisory letter in its website that , "As per reliable inputs, a number of Android/IOS Apps developed by Chinese developers or having Chinese links are reportedly either spyware or other malicious ware. Use of these Apps by our force personnel can be detrimental to data security having implications on the force and national security". But it is true that the use of Mobiles and Apps is playing a major role in the growth of worldwide economy as well as in Indian economy.

**References**

Various reports / information available on the various websites of Government of India and others

## **“How The Trade Winds Flow: A Study of the Changing Composition and Direction of India’s Foreign Trade since Ancient Times”**

**Dr. Sumbul Shakeel\***

### **Abstract**

Today no country in the world is self sufficient who can produce all the commodities on its own. Each country is dependent on each other to fulfill its wants, which is the basis of international trade. The process of import and export has always been there and is as old as the history of human civilization. Starting from the Indus Valley Civilization to Vedic Culture, Sangam age, Gupta period, Sultanate period to Mughals, India has always maintained trade relations in all over the world. India’s major trading partners during the ancient and the medieval period were Rome, Mesopotamia, Babylon, Egypt, Syria, Persia, China, Malaya, Java, Sumatra, etc. But, during the British period, India’s trade relations with not just with its neighboring countries but all over the world have deteriorated and the trade was just confined to British and its colonies. At the time of independence India’s exports were mainly consisted of raw materials and plantation crops, where as the imports were composed of heavy industrialized and manufactured goods. In the last 60 years, India’s foreign trade has undergone a complete change in terms of its Composition and Direction. Now, exports covers a wide range of traditional and non-traditional items while imports consists mainly of capital goods, petroleum, machinery, etc which is needed for a developing country.

In this backdrop, this research paper attempts to analyse the changing composition and direction of India’s foreign trade since ancient time to present day. The methodology utilised in this research paper is descriptive and analytical. The study is based on the secondary data which has been composed from various books, websites, newspapers, magazines, government reports etc.

**Keywords:** Foreign trade, Composition & Direction, Traditional & Non-traditional items

### **Introduction**

Today no country in the world is self sufficient who can produce all the commodities on its own. Each country is dependent on each other to fulfill its wants, which is the basis of international trade. The process of import and export has always been there and is as old as the history of human civilization. The evidences of Amber Road, Silk Route, Suez Canal, etc are found in the history text books. But, it has been on the rise in the recent centuries. The process of industrialization and the discovery of new sea routes revolutionized the international trade.

Starting from the Indus Valley Civilisation to Vedic Culture, Sangam age, Gupta period, Sultanate period to Mughals, India has always maintained trade relations in all over the world. India’s major trading partners during the ancient and the medieval period were

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Rome, Mesopotamia, Babylon, Egypt, Syria, Persia, China, Malaya, Java, Sumatra, etc. But, during the British period, India's trade relations with not just with its neighboring countries but all over the world have deteriorated and the trade was just confined to British and its colonies. At the time of independence India's exports were mainly consisted of Raw Materials and Plantation Crops, where as the imports were composed of Industrialised and Manufactured Goods. In the last 60 years, India's foreign trade has undergone a complete change in terms of its Composition and Direction. Now, exports covers a wide range of traditional and non-traditional items while imports consists mainly of Capital Goods, Petroleum, Machinery, etc which is needed for a developing country.

### **Literature Review**

*Arvind Panagariya* (2004), in his paper "*India's Trade Reform, focuses especially India's trade during 1980's and 1990's*", analyses the impact of government policies on trade flows, efficiency and growth, and the future direction trade policies must take; and also analyses the impact of trade liberalization on efficiency and growth.

*Rajesh K. Pillania* (1986), in his paper "*An Exploratory Study Of Indian Foreign Trade*", analyses the value and volume of India's trade at the time of independence in 1947; and how the trade growth took place after it and especially after liberalization in 1991. The paper also analyses the changing composition of India's foreign trade in these years.

*C.A. Bayly* (1985), in his paper "*State and Economy in India over Seven Hundred years*", analysed India's pattern of external trade during the era of the Portuguese, Dutch and then the English expansions. He also analyses the various tax policies imposed during that period.

*K.N. Chaudhuri* (1966), in his paper "*India's Foreign Trade and the Cessation of the East India Company's Trading Activities, 1828-40*", presents a quantitative account of the short term fluctuations in India's external trade in the years immediate before and after the termination of the East India Company's trading activities.

### **Objectives of the Study**

- To analyse the India's trading pattern during Ancient Period.
- To analyse the Composition and Direction of India's foreign trade during medieval period.
- To analyse the Composition and Direction of India's foreign trade during British period.
- To analyse the India's trading pattern at the time of Independence.
- To analyse the changing Composition and Direction of India's foreign trade since Independence.

### **Composition And Direction of India's Foreign Trade during Ancient Period**

#### **India's Foreign Trade during Indus Valley Civilization**

Many historical accounts by Indian as well as foreign historians have been recorded which prove beyond doubt the prevalence of extensive inland and foreign trade in India in ancient times. India has been participating in International Trade right from the Indus Valley civilization period. The people of Indus Valley Civilization were engaged in various types of commodity production for which they required raw material. Trade was carried out both within the country as well as outside. The inhabitants of Indus Valley Civilization were mainly urban and mercantile. They traded with Mesopotamia, Afghanistan and Persia. Popular items of trade were Gold, Silver, Copper, Jewellery, Mirrors, Toys, Fish hooks,

Cotton and Woolen Clothes. They preferred sea route to carry on their foreign trade. The docks for ships have been found which give the evidence of trade through the sea route.

### **India's Foreign Trade during Aryans and Vedic Period**

After the decline of Indus Valley Civilization, Aryans came from Central Asia and entered India. Their civilization has been termed as the Vedic Culture. There was the prevalence of inland and foreign trade in India. The traders were known as 'Vaniks' and barter was in vogue. They traded with foreign countries like Babylon and countries of West Asia and trade was conducted via sea route. The main items of trade during the early Vedic Age were clothes and leather goods. During the later Vedic period there was a striking development in trading activities. Guilds of crafts men came into existence. Merchants, long distance caravans and sea trade are mentioned in the later- Vedic literature.

### **India's Foreign Trade during Mahajanapadas**

During Mauryan Empire, the trade expanded and this was the major reason behind Mauryan Empire's success, power and wealth. The Mauryans had developed widespread trade relations and dealt with several countries like Mesopotamia, Romans, Syria and Egypt along with the other countries of the West. The main items of imports were Wines, Figs, Clothes, Silver articles, etc. while the major items of exports were Silk, Cotton, fine Muslin, Cloth and Elephants.

### **India's Foreign Trade during the Sangam Age**

After the Mauryan Empire, the Sangam Age commences from 1st century AD. It lasted till the 3rd century AD. The discovery of monsoon winds in this period facilitated the trade and decreased the distance between the western ports of India to the ports of Alexandria in Egypt. In this period India's trade with Rome increased enormously by sea as well as by Land route which is generally known as the 'Silk Route'. This connected China with Rome and not only transacted trading commodity but also transmitted the culture, ideas and Religion.

About the composition of trading commodities during this period, the author of 'Periplus of Erytheon Sea' accounts of Roman historian like Pliny, Ptolemy, and Sangam Literature refer to the trading establishments and trade items like Indian spices, sandalwood and other varieties of woods, pearls, and textiles of various types, sea products, metals, semi precious stones and animals. The main source of wealth of Cholas was the trade in cotton cloth. The other items traded by the people of Sangam Age were Gemstones, Ivory, Peacock, Cotton and Silk Textiles. Pandya kings profited from trade with the Roman Empire. The Romans liked the pearls of the Pandya kingdom. Even Cheras owned their importance to trade with the Romans. Besides Rome and west, India saw growth in Indo-China relations and South East Asia. This region has been termed as 'Suvarnabhumi' in the literature of that period.

### **India's Foreign Trade during Gupta period**

During Gupta period, the trade was carried out with China, Ceylon, Java, Sumatra, and Western Asia. Extensive trade was carried out with China. India sent Cashmere and Cotton to China and China sent Silk to India. The main items of exports were Pearls, Precious stones, Clothes, Perfumes, Spices, Indigo, Drugs, Coconuts and Ivory articles. And the items that were mainly imported were Gold, Silver, Copper, Tin, Lead, Silk, Camphor, Dates and Horses.

After the fall of Guptan Empire, the foreign trade started declining significantly. There were many reasons behind it. The prime reason was the collapse of Roman Empire with which India had a strong profitable trade. Persian Rivalry with Byzantine Empire

significantly reduced the volume of India's trade with Byzantine Empire. Another reason was that the Byzantines learnt the art of growing silk worms in the middle of the sixth century AD and silk was the most important item of Indo-Byzantine trade. Thus, silk trade was badly affected. Little contracts were remained with the Central Asia and the Western Asia but were completely wiped off by the Huna's invasion.

### **Composition And Direction of India's Foreign Trade during Medieval Period**

#### **India's Foreign Trade during Sultanate period**

India became a wealthy county during the Sultanate period. Trade in India became a booming sector. The chief items of imports were Silk, Velvet, Embroidered stuff, Carpets, Horses, Guns, Gun powder, Precious metals, etc. The chief articles of exports were Grains, Cotton, and Precious stones, Indigo, Opium, Spices and Sugar. The countries which were involved in trade with India that time were Iraq, Persia, Egypt, East Africa, Malaya, Java, Sumatra, China, Central Asia, and Afghanistan.

#### **India's Foreign Trade during Mughal period**

Trade activity during Mughal period was quite large and diversified. Many trade centers were developed which soon grew into rich cities. Many Indian cities of that time were better than those of Asia and Europe. Communication and Transport facilities had also improved during that time. Major items of imports during that time were Gold, Ivory, Raw Silk, Perfumes, Horses, and Precious stones. While, major items of exports were Spices, Opium, Textiles and Indigo. During that period, custom duties were low. It was about 3.5% on all items of imports and exports. Long distances trade was supported by improved conditions of the transport system.

By the year 1750, the Mughal Dynasty was declining. Even though the International trade started during the reign of Akbar the Great, his son Jahangir was the one to strengthen this economic activity in the Indian subcontinent. With the beginning of the early decades of the 17th century, the traders and merchants of many European countries had arrived and started their trade activities in India.

#### **Composition And Direction of India's Foreign Trade during British Rule**

The English and Dutch were granted 21-year permission of trade monopoly in the "East Indies" by their respective governments. The volume of Inland and foreign trade of Bengal, other than that carried on by the European companies, was also very large. During the first half of the eighteenth century, The Hindu, Armenian and Mohammadan merchants carried on a brisk trade with Turkey, Arabia, Persia and even Tibet (China). The Balance of Trade was always in favour of Bengal and the surplus value of its exports had to be paid as Gold. As a matter of fact, during the period 1708 -1756 bullion formed nearly three-fourths of the value of total imports to Bengal.

The most important articles of export from Bengal were cotton and Silk piece goods, Raw Silk, Sugar, Salt, Jute, Saltpeter and Opium. The fine cotton clothes, especially the Deccan muslin, were in great demand all over the world. Bengal cotton goods were exported in large quantities by the European companies and went overland to Isfahan and by sea to the markets of Basra, Mocha and Jeddah.

The Dutch exported annually three quarters of a million pounds of Cassimbazar raw silk either to Japan or to Holland in the middle of the seventeenth century and a large quantity was exported to Central Asia. Bengal was the chief centre of India's exports. Even in the year 1756, just before the battle of Plassey, which established British as the supreme power in Bengal, there was a large volume of trade flowing to Bengal from "the coast of

Coromandel and Malabar, the Gulf of Persia and the Red sea, nay even Manilla, China and the Coast of Africa". Thus, down to the eve of British rule there was a rich and prosperous trade in Bengal due to its flourishing agricultural and manufacturing industries.

The socio-political condition of India was chaotic and was marked by the emergence of the regional states during that period. It was due to this fact that the British East India Company that came as a bunch of mere traders started participating in the power politics of the successors to the Mughal Empire. Through a series of manipulations and victories, the British East India Company came to acquire a dominant position in the Indian landscape. They gradually ousted the other trading countries which had set up base in India and went on to monopolize the entire trading process while at the same time increasing their political strength.

After the political consolidation, the British started taking measures to facilitate trade in India. The policy that they followed was to use India as a producer of raw materials as well as a market for finished goods. Thus they exploited country's natural resources heavily. The trade policy followed by the British put immense pressure on the Indian indigenous market which was unable to compete with the superior quality of the finished goods imported from Britain.

The British introduced transport and communication facilities for the easy and fast transportation and communication within the country to facilitate the trade. Railways, Roads, Canals, and Bridges were rapidly built in India and Telegraph links equally rapidly established so that raw materials, such as Cotton, from India's hinterlands, could be transported more efficiently to ports, such as Mumbai, for subsequent export to England. Likewise, finished goods from England were transported back, just as efficiently, for sale in the burgeoning Indian markets.

Before the British rule, India held an enviable position in international trade through the export of fine cotton and silk fabrics. By the end of the seventeenth century demand for Indian cotton goods in England went so high that the native cotton textile got crippled.

The policy undertaken by the British changed the composition and direction of India's trade drastically. There were a number of areas where the British had ventured forth with their trading activities. In this period, the direction, volume and composition of trade was determined not according to the comparative cost advantages of India but by the colonial relations between India and Britain. British strongly believed that India was a country well suited to supply raw-materials and other primary goods and a good market for British manufactures. Accordingly, at the time of our independence our exports were predominantly of primarily goods and imports were of manufactures. They basically concentrated on the Cash crops mainly Cotton, Spices, Silk, Indigo Dye, Saltpeter, Tea and Opium. Thus, India's international trade constituted heavily of these cash crops.

By the beginning of the eighteenth century the Indian handicraft industry had begun to decline. The policies followed by the East India Company proved to be highly detrimental to the Indian handicraft industry. The Indian market was flooded with the cheap finished goods from Britain. It resulted in the steep decline in the sale of the Indian products both within and outside of the country. In 1769, the company encouraged the cultivation of raw silk in Bengal while imposing service restrictions on the sale of its finished products. In 1813, strategies were devised by the company to enhance the consumption of finished goods from Britain. In this respect, the tariff and octroi policies were suitably modified to suit the British commercial interests. To site an example, in 1835, only a minimal import of

the British duty of 2.5 percent was imposed on the imports of the British manufactured cotton clothes whereas, a whopping 15 percent export duty was charged on the Indian Cotton Textiles.

Similarly, as per the new maritime regulations, Goods from England could only be brought by the British cargo ships. As a result of all these policies the Indian textiles could not enter into the British market whereas the Indian market was flooded with British goods. China was somehow self sufficient that time so the company was on scent of a commodity with which they could engage China in trade. They focused at first, with reasonable success, on raw cotton from western India, carried by the 'country' traders as well as by Company shipping. In 1773 the Company assumed the monopoly of opium growing in Bengal. The drug was sold at public auction in Kolkata and soon began to be smuggled into China in ever increasing quantities. To avoid difficulties with the Canton authorities, Company ships were strictly forbidden to carry opium, thus. It was carried instead by 'country' traders and a new breed of ruthless agency houses, which offloaded the opium at the regular rendezvous island of Lintin in the mouth of the Pearl River estuary.

The hard cash received from the sale of opium to Chinese drug-runners at Lintin was paid into the Company's factory at Canton in return for bills of exchange drawn on London or Kolkata, so 'laundering' the proceeds and providing the Company with an immediate supply of silver for its legitimate purchases. Opium production at the Company's Patna factory soared, 'country' traders began to bring in further supplies from Malwa in western India, outside Company control, and other Europeans and the Americans bought supplies in Turkey. By 1825 opium imports had overtaken raw cotton and much of the silver that was needed to buy the Company's tea was no longer being carried to China, it was coming from within China. The raw opium was shipped in chests containing about forty large balls each. In 1828-29 alone 12,665 chests reached China.

The cultivation of the Indigo in India was also driven by the British motive to get the dye at lower costs and export it back home. This was because the earlier places of Indigo cultivation, West Indies and Africa, had moved away from the cultivation of indigo towards more profitable cash crops, and thus it was cheaper to produce it in India now. Even in the realm of cotton trading and spice trading the situation was quite exploitative.

The various trading policies that they followed in India were only beneficial to the British and proved extremely detrimental to Indian trade worldwide. The result of all this on the Indian economy under British rule was rather devastating. Unlike in the case of Britain, where the market risks for the infrastructure development were borne by private investors, in India, it was the taxpayers; mainly farmers and farm labourers who endured the risks. In spite of these costs, very little skilled employment was created for Indians. By the last decade of the 19th century, a large fraction of some raw materials including food grains, were being exported to faraway markets. The Indian textile industry was practically in ruins due to the British trade policies. The export of raw cotton and the import of cheaper, machine-made goods dealt a rather heavy blow to the textile industry which was unable to face the strain of foreign competition. Thus, at the end of colonial rule, India inherited an economy that was one of the poorest in the developing world, with industrial development stalled, agriculture hampered and export and import scenario totally devastated.



**Composition And Direction of India's Foreign Trade since Independence**

**Direction of India's Trade since Independence**

During the British Period, Trade Dynamics in India were totally different. The Direction of India's trade was not determined by the comparative cost advantages of India but by the paradigm of colonial relations between India and Britain. In other words, it was Britain that dictated the Terms of Trade and regulated India's exports and imports. That is why; a major part of India's trade was either directly conducted with Britain or its colonies or allies.

In the post Independence period also, this trend continued for some years as by that time India had not got the opportunity of developing trade relations with other countries of the world. In 1950-51, India's exports and imports were totally dominated by UK and USA as the combined share of UK and USA in total export earnings was 42 per cent and their share in India's import expenditure was as much as 39.1 per cent.

Besides these two, India had a nominal trade transaction with other European countries like France, Germany, Italy, etc. Even India had a very little trade with Japan. With the resumption of political and diplomatic contacts with these countries, economic relations also made headway. This opened new vistas of trade relations with other countries. Today, after six decades of planning, India's trade scenario is totally transformed.

**Direction of India's Imports**

India has trade relations with approximately all of the recognised countries. It is practically not possible to study each nation individually. For the convenience of study of the direction of trade, I have divided India's trading partners into five major groups viz., OPEC, OECD, Eastern Europe, Developing Nations and Others.

To start with India's trade direction in terms of imports, we may observe in the following table that the importance of OECD as a group declined considerably over the period 1960-61 to 2011-12. In 1960-61 OECD had the share of 78 percent in India's total import expenditure which fell to 29.7 percent in 2011-12.

On the other hand, due to India's dependence for meeting its huge crude oil demands, the share of OPEC in India's imports has increased tremendously from 4.6 percent in 1960-61 and 27.8 per cent in 1980-8 to 35.4 percent in 2011-12. More than one-third of India's total imports are now from OPEC alone.

**Direction of India's Imports**

	Items	1960-61	1970-71	1980-81	1990-91	2010-11	2011-12
I	<b>OECD</b>	<b>78.0</b>	<b>63.8</b>	<b>45.7</b>	<b>54.0</b>	<b>30.6</b>	<b>29.7</b>
	EU	37.1	19.6	21.0	29.4	12.0	11.7
	Belgium	1.4	0.7	2.4	6.3	2.3	2.1
	Germany	10.9	6.6	5.5	8.0	3.2	3.2
	UK	19.4	7.8	5.8	6.7	1.5	1.5
	USA	29.2	27.7	12.9	12.1	5.4	4.8
	Switzerland	-	0.7	1.0	1.1	6.7	6.6
	Japan	5.4	5.1	6.0	7.5	2.3	2.5
II	<b>OPEC</b>	<b>4.6</b>	<b>7.7</b>	<b>27.8</b>	<b>16.3</b>	<b>33.5</b>	<b>35.4</b>
	UAE	-	-	2.8	4.4	8.8	7.3
	Iran	-	-	-	0.3	3.0	2.8
	Saudi Arabia	1.3	1.5	4.3	6.7	5.5	6.3

III	<b>Eastern Europe</b>	<b>3.4</b>	<b>13.5</b>	<b>10.3</b>	<b>7.8</b>	<b>1.5</b>	<b>1.7</b>
	Russia	1.4	6.5	8.1	5.9	1.0	1.0
IV	<b>Developing Nations:</b>	<b>11.8</b>	<b>14.6</b>	<b>15.7</b>	<b>18.6</b>	<b>33.0</b>	<b>32.2</b>
	<b>Asia</b>	<b>5.7</b>	<b>3.3</b>	<b>11.4</b>	<b>14.0</b>	<b>27.1</b>	<b>25.8</b>
	China	-	-	-	0.1	11.8	11.8
	Hong Kong	-	0.1	0.3	0.7	2.5	2.2
	South Korea	-	-	1.1	1.5	2.8	2.7
	Singapore	-	-	3.4	3.3	1.9	1.7
	Malaysia	-	0.4	1.6	2.3	1.8	1.9
V	<b>Others</b>	<b>2.2</b>	<b>0.5</b>	<b>0.5</b>	<b>1.4</b>	<b>1.0</b>	<b>1.0</b>
	<b>Total</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>

*Source: Reserve Bank of India, Handbook of Statistics on the Indian Economy*

The expansion of India's trade relations with socialist countries in the post independence period and during cold war years, gave a huge impetus to the share of Eastern Europe in India's imports. The share increased from 3.4 percent in 1960-61 to 10.3 percent in 1980-81. It slashed down slightly to 7.8 percent in 1990-91. In the year 1990-91, after the end of cold war and disintegration of USSR, the share of Eastern Europe in imports fell steeply and was only 1.7 percent in 2011-12.

Most noticeably, developing nations in general and Asian developing nations in particular, have shown a phenomenal growth in their share in India's imports. Starting from the meagre 11.8 percent, their share increased to 14.6 percent in 1970-71, which further increased to 15.7 percent in 1980-81 and to 18.6 percent in 1990-91. After the introduction of several reforms in external sector in 1991, the share of developing countries in imports rose to 33.0 percent in 2010-11. They accounted for 32.3 percent of India's import expenditure in 2011-12 which is around one-third of the total imports.

Another point worth emphasising is that out of this 32.3 percent, 25.8 percent is being held by the Asian Nations and further in the 25.8 percent, East Asian Nations China, Hong Kong, South Korea, Singapore and Malaysia have a lion's share.

Now if the data is analyzed country wise, it is observed that post independence, in the first decade, India's trade relations were totally in line with the colonial trade legacy. In the year 1950-51, the share of UK in India's imports was 20.8 percent and that of USA was 18.3 percent. Thus, the combined share of these two countries was 39.1 percent. In the year 1960-61, the share of U.K. in the total imports was 19.4 percent and that of U.S.A. was 29.2 percent. Thus, combined share of these two countries was 48.6 percent which was tactically the same as during the British period.

But, in the second decade of the post independence era, new trading partners like West Germany, Canada and USSR began to surface. With the emergence of new trading partners and subsequent expansion of trading relations with Japan, West Germany and USSR, the dependence on the UK diminished substantially.

As a result, the share of UK in Indian imports dwindled from 19.4 percent in 1960-61 to 1.5 per cent in 2011-12. Whereas, Japan's share increased from 1.5 percent in 1950-51 to 7.5 percent in 1990-91, it declined thereafter and stood at only 2.5 percent in 2011-12.

On the other hand, USA displaced UK to the second place in India's imports. This advancement by the USA can be credited to the import of large scale quantities of capital goods, intermediate products and food grains.

One more noteworthy development was the growth in trading relations with the socialist countries especially the erstwhile USSR. In 1950-51 and in 1960-61, imports from USSR were for the namesake. Thereafter, due to the bilateral trade agreements with USSR imports increased rapidly and with the share of 10.4 percent in 1984-85, USSR dethroned USA from the first spot.

With the disintegration of USSR, the direction of imports reflected a sea change. Another significant event in the early 90s was the introduction of the Look East Policy by India. Since then, there has been a significant rise in the imports from the East Asian Nations. While, in 1990-91, their share in the imports was 14.0 percent, it nearly doubled and reached 27.1 percent in 2011. China, Hong Kong and South Korea have been the major trading partners.

China has been occupying the first position in India's imports for the two consecutive years (2010-11 and 2011-12) with a share of 11.8 percent, followed by U.A.E. with a share of 7.3 percent. Switzerland stands third with 6.6 percent, and then Saudi Arabia with 6.3 percent. U.S.A. has reached the fifth position at 4.8 percent.

**Direction of India's Exports**

Like the imports, OECD group also dominate India's export scenario. In 1960-61, the share of OECD group was 66.1 per cent of the total exports but in 2011-12 it has slashed down to the half reaching 33.8 percent. Out of this 33.8 percent of exports more than half is directed to the EU countries in 2011-12.

Another group; which is receiving a major portion of India's exports is the OPEC group to which 4.1 percent of India's exports were directed in 1960-61. But now its share in India's exports has increased to 19.0 percent in 2011-12.

**Direction of India's Exports**

	Items	1960-61	1970-71	1980-81	1990-91	2010-11	2011-12
I	<b>OECD</b>	<b>66.1</b>	<b>50.1</b>	<b>46.6</b>	<b>53.5</b>	<b>33.2</b>	<b>33.8</b>
	EU	18.4	21.6	27.5	21.8	18.3	17.2
	Belgium	0.8	1.3	2.2	3.9	2.3	2.3
	Germany	3.7	2.1	5.7	7.8	2.7	2.6
	UK	26.8	11.1	5.9	6.5	2.9	2.8
	USA	16.0	13.5	11.1	14.7	10.1	11.3
	Switzerland	-	0.5	1.6	1.2	0.3	0.4
	Japan	3.4	13.3	8.9	9.3	2.0	2.1
II	<b>OPEC</b>	<b>4.1</b>	<b>6.4</b>	<b>11.1</b>	<b>5.6</b>	<b>21.3</b>	<b>19.0</b>
	UAE	-	0.4	2.3	2.4	13.4	11.8
	Iran	-	-	-	0.6	1.0	0.8
	Saudi Arabia	0.9	2.5	1.7	1.3	1.9	1.9
III	<b>Eastern Europe</b>	<b>7.0</b>	<b>21.0</b>	<b>22.1</b>	<b>17.9</b>	<b>1.1</b>	<b>1.1</b>
	Russia	4.5	13.7	18.3	16.1	0.7	0.6

	<b>Developing Nations:</b>	<b>14.8</b>	<b>19.8</b>	<b>19.2</b>	<b>17.1</b>	<b>38.2</b>	<b>40.7</b>
	<b>Asia</b>	<b>6.9</b>	<b>10.8</b>	<b>13.4</b>	<b>14.4</b>	<b>27.9</b>	<b>29.6</b>
IV	China	-	-	-	0.1	6.1	5.9
	Hong Kong	-	1.1	2.1	3.3	4.1	4.2
	South Korea	-	-	0.7	1.0	1.5	1.4
	Singapore	-	-	1.6	2.1	3.9	5.5
	Malaysia	-	0.8	0.8	0.8	1.5	1.3
V	<b>Others</b>	<b>8.0</b>	<b>2.6</b>	<b>1.0</b>	<b>2.9</b>	<b>6.2</b>	<b>5.4</b>
	<b>Total</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>

*Source: Reserve Bank of India, Handbook of Statistics on the Indian Economy*

India's direction of exports seems to be following more or less the same pattern as the imports. As was apparent in imports, likewise there was the rapid increase in exports also to the countries of Eastern Europe particularly USSR in the beginning. But the scale and share of these countries is more in terms of exports than in the realm of imports.

Statistically, in 1960-61, Eastern Europe accounted for 7.0 percent of export earnings but the share saw a dramatic upsurge to 22.1 percent in 1980-81. But again, as happened with imports, with the onset the decade of 90s, owing to the disintegration of the USSR and political mayhem in these countries, the exports to this group suffered a serious setback. Which is why, now in 2011-12, their share is hovering around the meagre 1.1 percent, in total exports.

Moving on to the Developing nations of Africa, Asia and Latin America, the pattern similar to imports can be observed. India earned 40.7 percent of its export earnings from these regions alone in 2011-12. As in imports, Asia again seems to be taking a huge lead as the exports to Asian countries accounted for 29.6 percent of India's total export earnings in 2011-12.

A noticeable trend in this regard is the doubling of exports to this region in post 1990 decade. From a sheer 14.4 percent in 1990-91, the exports to the nations of Asia nearly doubled in 2010-11 and peaked at 27.9 percent of the total exports. Furthermore, out of the total exports to this region, some East Asian nations have a major share. Countries like China, Hong Kong, and South Korea are prominent in this regard.

Now if the data is analyzed country wise, it is observed that like imports, India's export scenario also followed the more or less same pattern and trend. As in imports, in exports too, the share of UK in India's total exports was as high as 23.3 percent in 1950- 51. This period marked the beginning of the planning process in India.

In 1950s and 1960s, USA held the second position and with 19.3 percent and 16.0 percent share in India's exports in these years respectively. In fact, approximately half of the India's export earnings came from UK and USA in 1950s and 1960s. Recently, in 2011-12 this slashed down largely to 2.8 percent.

As in imports, on the eve of Independence, in terms of exports too, Indian goods and products were sparsely directed to other capitalist and socialist countries than UK and USA. The colonial impact was experienced in India's export sector in the first decade after independence. Thereafter, in the 1960s exports to these countries blossomed at a very rapid pace.

In 1950-51 and in 1960-61, exports to USSR were just for the namesake. Thenceforth, due to the bilateral trade agreements with USSR, exports to USSR increased from 11 crores worth of goods in 1950-51 to 210 crores in 1970-71 and 2,006 crores in 1985-86.

With such phenomenal growth and rapid increase, USSR dethroned USA from the first spot in India's export earnings in that year followed by USA, Japan, UK and West Germany in that order. In the following years, again there was a position exchange and USA bounced back and hit the first spot in 1986-87, 1987- 88, 1988-89 and 1989-90 while USSR held The second position in all these years.

Noticeably, Japan, an East Asian Giant occupied the third position in India's export earnings and became the third hotspot of India's exports. In 1990-91, Japan held the third spot with a 9.3 percent share in India's total export earnings.

The disintegration of the USSR in 1990-91 and Subsequent launch of the Look East Policy by India provided a great impetus to India's exports to East Asia. It can be observed that in addition to Japan, other East Asian Giants like China (with a share of 6.1 percent in 2010-11) and Hong Kong (with a share of 4.1 percent in 2010-11) too emerged as India's major export destinations.

### **Composition of India's Trade since Independence**

#### **Composition of India's Imports**

Prior to the planning period, the imports could be classified into 'consumer's goods' and 'producer's goods'. The producer's goods could be further classified into Raw Materials and Capital Goods. Of the total imports, the share of the consumer's goods was 17.62 percent and in the consumer's goods category, Grains, Pluses and Flour were the main products.

Of the total imports, the share of the producer's goods was 57.53 percent. Furthermore, in the category of producer's goods, out of the total 57.53 percent, the share of raw material was 34.47 percent and that of capital goods was 23.10 percent. In raw materials category, Raw Cotton, Oil and Raw Jute were the main items. Capital goods consisted of Machinery, Electrical Goods, Metals, Iron and Steel Products.

With the beginning of the Economic planning in the country in 1951-52 and more specifically since the beginning of the second Five year in 1956-57, there came about a considerable change in the composition of imports. The Second Plan conceptualised Industrialisation and emphasised on the development of capital goods and basic industries. This necessitated import capital equipment in large quantities. To keep these equipments in working condition, Spare Parts, Materials and Machinery had to be imported in substantial quantities. Thus, imports relating to the maintenance of these equipments entered into the import structure of the country tremendously.

For the ease of study, imports of the country can be divided into four broad groups: (i) Food and live animals chiefly for food, (ii) Raw materials and intermediate manufactures, (iii) Capital goods (iv) Other goods. As per the following table, it is clear, that the cost of total imports in 1960-61 was \$ 2,353 million. Out of the total imports, the share of the Food and live animals chiefly for food was 19.1 percent. On the other hand, Raw materials and Intermediate Manufactures, Capital goods and other goods have the share of 47.0 percent, 31.7 percent and 2.2 percent respectively.

**Composition of India's Imports**

Commodities	1960-61		1970-71		1980-81		1990-91		2010-11		2011-12	
	\$ million	% of Total	\$ million	% of Total	\$ million	% of Total	\$ million	% of Total	\$ million	% of Total	\$ million	% of Total
<b>1. Food &amp; Live Animals</b>												
of which:												
Cereal & Cereal Preparations	449	19.1	321	14.8	481	3.0	NA	NA	NA	NA	NA	NA
<b>2. Raw Materials &amp; Intermediate Manufactures</b>	380	16.1	282	13.0	127	0.8	102	0.4	119	0.0	74	0.0
of which:												
(a) Edible Oils	1105	47.0	1176	54.4	12341	77.8	NA	NA	NA	NA	NA	NA
(b) POL	8	0.4	31	1.4	857	5.4	182	0.8	6551	1.8	9668	2.0
(c) Fertilizers	145	6.1	180	8.3	6656	41.9	6028	25.0	10596	28.7	15490	31.7
(d) Iron & Steel	27	1.1	113	5.3	1034	6.5	984	4.1	4	1.9	6	2.2
(e) Chemical Elements & Compounds	258	11.0	194	9.0	1078	6.8	1178	4.9	6885	2.8	10936	2.4
(f) Pearls & Precious Stones	82	3.5	90	4.2	453	2.8	1276	5.3	10376	0.8	11959	0.7
(g) Non Ferrous Metals	2	0.1	33	1.5	527	3.3	2083	8.7	34620	9.4	28200	5.8
<b>3. Capital Goods</b>	99	4.2	158	7.3	604	3.8	614	2.5	46677	12.6	66531	13.6
of which:												
(a) Non Electrical Machinery	747	31.7	534	24.7	2416	15.2	5833	24.2	50907	13.8	64748	13.2
(b) Electrical Machinery	426	18.1	341	15.8	1377	8.7	2363	9.8	26111	7.1	33077	6.8
(c) Transport Equipments	120	5.1	93	4.3	328	2.1	949	3.9	3845	1.0	4773	1.0
<b>4. Others (unclassified)</b>	151	6.4	88	4.1	597	3.8	931	3.9	11467	3.1	13899	2.8
	52	2.2	131	6.1	631	4.0	NA	NA	NA	NA	NA	NA
<b>Total</b>	<b>2353</b>	<b>100.0</b>	<b>2162</b>	<b>100.0</b>	<b>15869</b>	<b>100.0</b>	<b>24075</b>	<b>100.0</b>	<b>369769</b>	<b>100.0</b>	<b>489181</b>	<b>100.0</b>

Source: Economic Survey 2012-13, Government of India.

With the passage of time, the composition of imports in terms of these groups has changed. The most significant change has been the decline in imports of food and live animals. This can be chiefly attributed to the decline in the imports of cereals and cereal preparations. The share of cereals and cereal preparations fell to almost zero percent in 2011-12 from a decent share of 16.1 percent in 1960-61.

During this period, the share of raw materials and intermediate manufactures has increased considerably chiefly because of a vertical rise in the import of Petroleum Oil and Lubricants, Fertilisers and Pearls and Precious Stones. Capital goods had accounted for about one-third of import expenditure in 1960-61 which fell to a little more than one-fifth in 1996-97. In 2011-12, the share of capital goods in total imports was 13.2 percent. Some other important points can be derived from the above table, regarding the composition of imports:

The import expenditure on Petroleum, Oil and Lubricants has seen a substantial rise. Whereas, in 1960-61, POL imports accounted for only 6.1 percent of import expenditure and 8.3 percent in 1970-71 but it registered a dramatic increase touching 41.9 percent in 1980-81. Due to the Gulf Crisis, Oil and Petroleum Exporting Countries (OPEC) raised the price of oil from around \$ 2.50 to \$ 3.00 per barrel to \$ 1.65 per barrel in 1970s and the other in 1978-79 when the price of oil was hiked to \$ 35.00 per barrel.

In the decades of 1980s, as a result of substantial increase in domestic oil production as well as a slide of the international oil prices, the share of POL imports in total import expenditure declined considerably to 25 percent in 1991-92. In terms of percentage, the share of Petroleum, Oil and Lubricants' imports in total imports hovered between 25.0 percent and 30 percent during 1990s. Thereafter, in 2011-12, the share of Petroleum, Oil and Lubricants imports in total imports reached 31.7 percent.

Before 1999-2000, data on the imports of gold and silver was not available. Now since 1999-2000, their imports are now channelized officially. Consequently, data on imports of non-ferrous metals in the above table, for the years 2010-11 and 2011-12 include the data on import of gold and silver also. Non-ferrous metals with the export worth of \$ 66.531 million held the share of 13.6 percent of total import expenditure in 2011-12.

Another noticeable thing is the rise of Import expenditure on Non-Electrical Machinery, Apparatus and Appliances from \$ 341 million in 1970-71 (15.8 percent), 7 to 12 percent between 1980 and 1990 and to \$ 33,077 million in 2011-12 (68 percent).

Demand of the Gems and Jewellery industry is on the rise and has augmented the imports of Pearls, Precious and Semi-Precious Stones. In 1993-94, this item occupied the second place and accounted for 11.3 percent of the total import expenditure and in 2011-12 this item stood at \$ 28.200 million which was 5.8 percent of total import expenditure.

In certain years, edible oils had to be imported on a substantial scale. In 1987-88, because of increasing domestic demand, edible oils worth \$ 969 million had to be imported which was 4.4 percent of total import expenditure in that year. By the fag end years of 1980s, imports of edible oils fell to only \$ 127 million with the production of edible oils increased in the country. But again in the decade of 1990s, imports of edible oils had to be resumed on a large scale due to the increased domestic demand. In 1999-2000, imports of edible oils were as high as \$1,857 million accounting for 3.7 percent of total import expenditure. In 2011-12, imports of edible oils were of \$ 9,668 million which was 2.0 percent of total import expenditure.

Both the domestic production and demand of Iron and Steel has been on an incline but the domestic production has failed to keep pace with the rising demand. As a consequence, large quantities continue to be imported. Interestingly, if seen in absolute terms, the imports of Iron and Steel rose from \$ 194 million in 1970-71 to \$ 1,178 million in 1990-91. On the other hand, there has been a consistent fall in terms of percentage of their share

in import expenditure from 9.0 percent in 1970-71 and 4.9 percent in 1992-93 and finally to 2.4 percent in 2011-12.

The Introduction of New Agricultural strategy and Green Revolution in the 60s and introduction of High Yielding varieties necessitated the import of fertilizers and fertilizer materials. On the other hand the prices of fertilisers hiked in the international market. As a result, expenditure on fertilisers and fertiliser materials increased significantly from \$ 113 million in 1970-71 to \$ 1,683 million in 1995-96. In terms of percentage, the share of fertilizers in total imports has varied between 3.5 to 6 percent over the period 1970-71 to 1995-96 and reaching 2.2 percent in 2011-12.

India, to meet the domestic requirements, had to import a sizeable quantity of Food grains for a number of years. In 1960-61, before New Agricultural Strategy and Green revolution, Food Grains accounted for as much as 16 percent of the total imports by India. Even after Green Revolution and consequent increases in foodgrains production and productivity, imports of food grains constituted 13 percent of total imports in 1970-71 and as much as 25.5 percent in 1975-76 (i.e., about one-fourth).

Lately, there has been some steep fall in the imports due to substantial increase in food grains production at home. In some years, food grains were imported on a sizeable scale to stock up dwindling food stocks as in 1992-93 food grains worth \$ 334 million were imported. In 2011-12, imports of food grains were merely \$ 74 million. However, there has been up and down trend in food grain imports as their production is totally conditioned by monsoon in India.

**Composition of India's Exports**

It is clear from the following table, that over the last six and a half decades, the commodity composition of export baskets has transformed due to the structural changes in the Indian economy. This structural change and shift was caused by the tilt towards Industrialisation. The first decade after independence saw the domination of Agricultural and allied commodities, including farm processed products in India's exports.

The share of these products in India's exports was 32.75 percent. Manufacturing also held the share of 38.85 percent and Cotton piece goods, Gunny Bags and Gunny Clothes etc. were the major manufactured items. Besides, minerals such as Coal, Mica and Manganese Ore accounted for 3.6 percent of the total exports.

**Composition of India's Exports**

Commodities	1960-61		1970-71		1980-81		1990-91		2010-11		2011-12	
	\$ million	% of Total	\$ million	% of Total	\$ million	% of Total	\$ million	% of Total	\$ million	% of Total	\$ million	% of Total
<b>1. Agriculture &amp; Allied Products</b>	<b>596</b>	<b>44.2</b>	<b>644</b>	<b>31.7</b>	<b>2601</b>	<b>30.6</b>	<b>3521</b>	<b>19.4</b>	<b>24448</b>	<b>9.7</b>	<b>37618</b>	<b>12.3</b>
of which:	260	19.3	196	9.6	538	6.3	596	3.4	736	0.3	848	0.3
(a) Tea & mate	40	3.0	76	3.7	177	2.1	249	1.4	627	0.2	928	0.3
(b) Cashew Kernels	-	-	7	0.3	283	3.3	257	1.4	2545	1.0	4940	1.6
(c) Rice	10	0.8	40	2.0	274	3.2	535	2.9	2623	1.0	3444	1.1
(d) Fish & Fish Preparations												
<b>2. Ores &amp; Minerals (excluding</b>	<b>109</b>	<b>8.1</b>	<b>217</b>	<b>10.7</b>	<b>523</b>	<b>6.2</b>	<b>834</b>	<b>4.6</b>	<b>8581</b>	<b>3.4</b>	<b>8546</b>	<b>2.8</b>
	36	2.6	155	7.6	384	4.5	585	3.2	4715	1.9	4597	1.5



<b>Coal)</b>												
of which:	<b>610</b>	<b>45.3</b>	<b>102</b>	<b>50.3</b>	<b>4738</b>	<b>55.8</b>	<b>13229</b>	<b>72.9</b>	<b>17326</b>	<b>69.0</b>	<b>20123</b>	<b>66.1</b>
Iron Ore			<b>1</b>						<b>3</b>		<b>7</b>	
<b>3. Manufactured Goods</b>	136	10.1		9.2	516	6.1	1170	6.4		1.2		1.4
of which:			188						2910		4328	
(a) Cotton, Yarn, Fabrics, Made-ups, etc	2	0.1	39	1.9	696	8.2	2236	12.8		4.6	13711	3.7
(b) Readymade Garments	283	21.0		12.4	417	4.9	166	0.9	11614	0.2		0.1
(c) Jute Manufactures	59	4.4	252	5.2	493	5.8	1449	8.0	459	1.6	465	1.6
(d) Leather & Leather Manufactures	2	0.1	106	2.9	782	9.2	2924	16.1	3909	16.1	4803	14.7
(e) Gems & Jewellery	15	1.1	59	1.9	284	3.3	1176	6.5	40509	11.5	44888	12.2
(f) Chemicals & Allied Products			39						28905		37032	
(g) Engineered Goods	46	3.4		12.9	1045	12.3	2158	11.9		19.8		19.2
<b>4. Petroleum Products</b>	<b>15</b>	<b>1.1</b>	<b>17</b>	<b>0.8</b>	<b>35</b>	<b>0.4</b>	<b>528</b>	<b>2.9</b>	<b>49815</b>	<b>16.8</b>	<b>58555</b>	<b>18.7</b>
<b>5. Others</b>	<b>16</b>	<b>1.3</b>	<b>132</b>	<b>6.5</b>	<b>589</b>	<b>7.0</b>	<b>3.6</b>	<b>0.2</b>	<b>42280</b>	<b>1.0</b>	<b>57015</b>	<b>0.1</b>
<b>Total</b>	<b>1346</b>	<b>100.0</b>	<b>2031</b>	<b>100.0</b>	<b>8486</b>	<b>100.0</b>	<b>18143</b>	<b>100.0</b>	<b>251136</b>	<b>100.0</b>	<b>304624</b>	<b>100.0</b>

Source: Economic Survey 2012-13, Government of India.

The share of Agriculture and Allied commodity in the total exports fell precipitously in the first decade after Independence. This decline followed a trend and there has been a decline in the share of agriculture and allied products in total exports from 44.2 percent in 1960-61 to 12.3 percent in 2011-12. This trend is consistent with shrinkage in the share of the sector in GDP of India.

On the other hand, share of manufactured products in total exports, increased from 45.3 percent to 66.1 percent over the same period. This clearly depicts the structural changes in the Indian Economy and the transition from an underdeveloped, backward, primary goods based economy to a more vivacious industrial economy.

Some other important points can be derived from the above table, regarding the composition of exports:

The share of manufactured products was about 45.3 percent in 1960-61. Prior to economic reforms in 1990-91 it went up to 72.9 per cent and reached its pinnacle in 2000-01 to 78 percent. Thereafter nose dived downward and reached 67.2 per cent in 2009-10.

In 1960-61, Jute was the most important export item and holding 21 percent or about one-fifth of total export earnings. Since then there has been a downward trend in its share diminishing to 0.1 percent in 2011-12.

Tea was the second most important export item in 1960-61 with the contribution of 19.3 percent which was about one-fifth of the total export earnings. In 1970-71, its share also declined consistently to 9.6 percent and further 0.3 percent in 2011-12. In recent years, it has fetched more earnings as compared to Jute.

Another noticeable trend is the substantial rise of the exports of engineering goods. This upsurge was the consequence of the process of industrialisation initiated during the planning period. This increase was from the export of engineering goods worth \$ 46 million in 1960-61 to \$ 261 million in 1970-71 and further to \$ 58,555 million in 2011-12. Since 2004-05, engineering goods have occupied the first place in India's export earnings. The petroleum products have become an important segment of exports. In the year 2001, Crude and Petroleum Products entered a crucial stage. The noticeable increase in the share of Petroleum Products in total exports indicated in Economic Survey (2007-08) reflected India's enhanced refining capacity. Now India has become one of the leading petroleum refining centres in Asia. This trend is likely to continue in the future and India is likely to emerge global hub of petroleum refining due to its propinquity to the Gulf countries. In 2011-12 with the share of 18.7 percent, Petroleum Products occupied the second position in India's export earnings after the engineering goods.

It is quite evident from the above table that the share of Gems and Jewellery in the total exports has recorded a magnificent increase. In 1970-71, the share of exports of Gems and Jewellery was 2.9 percent of total export earnings (\$59 million). The share of Gems and Jewellery in the total exports rose to 14.7 percent (\$ 44,888 million) in 2011-12. In this year, Gems and Jewellery occupied third position in India's export earnings.

The structural change resulting from the industrialisation is also manifest in the increase of the exports of chemicals and allied products. The exports of Chemicals and Allied products rose to \$ 37,032 million in 2011-12 from just \$ 39 million in 1970-71. In 2011-12, they occupied fourth place in India's export earnings, contributing 12.2 percent of total exports earnings.

With the moderate export worth \$2 million in 1970-71, the share of Readymade Garments has raised to \$ 13,711 million (i.e., 3.7 percent) of total export earnings in 2011-12. Export earnings from Cotton Yarn, Fabrics, Made- Ups, etc., stood at \$ 4,328 million in 2011-12 which was 1.4 percent of total export earnings.

In 2003-04, Export earnings from iron ore were \$ 1,126 million which was 1.8 percent of export earnings. Later, in 2006-07 it reached \$3,902 million and further to \$ 4,597 million in 2011-12 which was 1.5 percent of total export earnings.

In 2009-10, Exports of Leather and Leather Manufacturers was \$ 3,361 million and it touched \$ 4,803 million in 2011-12. Their share in export earnings stood at 1.6 percent in 2011-12.

The share of 'Fish and Fish Preparations' increased from 2.0 percent in 1970-71 to 4.3 percent in 1994-95 in export earnings. In the year 1995-96, however, their share fell to 3.2 percent. In 2011-12 the exports of 'fish and fish preparations' slashed to \$ 3,444 million which was 1.1 percent of the total export earnings.

There has been a substantial increase in the export of rice in recent years. While export earnings from rice were moderate at \$ 907 million in 1997-98, \$ 1,493 million in 1998- 99 and \$ 721 million in 1999- 2000, in 2011-12, export earnings from rice touched \$ 4,940 million which was 1.6 percent of total export earnings.

### **Conclusion**

Thus, in this way the paper analysed a complete change in the pattern of India's foreign trade, right from the ancient period to the present day. The direction and composition of India's trade has now totally changed. India's major trading partners during the ancient and the medieval periods were Rome, Mesopotamia, Babylon, Egypt, Syria, Persia, etc. But

now India is focusing its trade with China, Japan, Korea and other Asian and South East Asian Countries. Likewise, in terms of composition, the pattern of India's trade has transferred from agricultural to the manufacturing sector. India is also experiencing the growth in the service sector. The study also highlights that the post liberalisation era has certainly helped India in achieving high growth in the economy and also increased India's share in the world's trade.

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## सम्प्रत्यय मानचित्रण का शैक्षिक उपलब्धि पर प्रभाव का अध्ययन

प्रो.शशि चित्तौड़ा\*

श्रीमती भव्या हिंगड़\*\*

### सारांश

प्रस्तुत शोध लेख "सम्प्रत्यय मानचित्रण का शैक्षिक उपलब्धि पर प्रभाव का अध्ययन" विषय पर तैयार किया गया है। प्रस्तुत शोध का उद्देश्य लेखाशास्त्र विषय में छात्रों की शैक्षिक उपलब्धि पर सम्प्रत्यय मानचित्रण के प्रभावों का अध्ययन करना था। प्रस्तुत शोध अध्ययन हेतु उच्च माध्यमिक स्तर के कक्षा 11वीं के 60 विद्यार्थियों का चयन उनकी बुद्धिलब्धि के आधार पर किया गया और तत्पश्चात् दो समान समूहों का निर्माण किया गया। प्रायोगिक शोध प्रारूप पूर्व परीक्षण – पश्च परीक्षण पर आधारित था। नियंत्रित समूह को परम्परागत शिक्षण विधि और परम्परागत समूह को सम्प्रत्यय मानचित्रण प्रक्रिया द्वारा अध्यापन कराया गया। निष्कर्ष रूप में पाया गया कि सम्प्रत्यय मानचित्रण प्रक्रिया का प्रयोग कर पढ़ाने से प्रायोगिक समूह की शैक्षिक उपलब्धि नियंत्रित समूह (परम्परागत शिक्षण) की अपेक्षा अधिक थी।

**मुख्य शब्दावली** – प्रायोगिक समूह, नियंत्रित समूह, सम्प्रत्यय मानचित्रण, शैक्षिक उपलब्धि परम्परागत शिक्षण।

### प्रस्तावना

किसी भी राष्ट्र के उज्ज्वल भविष्य की छवि उसके बालकों की शिक्षा-दीक्षा में ही प्रतिबिम्बित होती है। अतः योग्य बालक का निर्माण करके ही सुनहरे भविष्य की आशाओं को पूर्ण किया जा सकता है। बालकों के सर्वांगीण विकास के लिए उनमें किसी बात को समझने, उचित-अनुचित का विचार करने और स्वयं अपना निर्णय लेने की क्षमता उत्पन्न करना है। यह तभी संभव है, जब शिक्षण की प्रक्रिया में विषय और अध्यापक का स्थान प्रमुख न होकर विद्यार्थी का स्थान प्रमुख रहे। यदि हम वर्तमान शिक्षण अधिगम परिस्थितियों का अध्ययन करें तो कक्षा-कक्ष में शिक्षक अधिक सक्रिय रहता है। अतः आवश्यकता है ऐसी विधाओं की जहाँ अधिगमकर्ता स्वयं सीखें। शिक्षा नीति 1986 में भी शिक्षण स्थितियों में सुधार के स्थान पर सर्वत्र ही सीखने की प्रवृत्ति में उत्तरोत्तर विकास पर महत्व दिया है। NCF 2005 के अनुसार, सक्रिय गतिविधि के जरिए ही बालक अपने आस-पास की दुनिया को समझने का प्रयास करते हैं। इसके लिए शिक्षा प्रणाली में नूतन विचार, नवीन कार्यक्रम, नई विधाओं तथा तकनीक द्वारा, जिन्हें प्रायः शैक्षिक नवाचार के नाम से जाना जाता है, सुधार लाने का प्रयास किया जा रहा है। मुख्य रूप से एक नवाचार जिसका विश्व के अनेक भागों में शिक्षण जगत में बहुतायत से प्रयोग हो रहा है, वह है 'सम्प्रत्यय मानचित्रण'।

विभिन्न शिक्षा आयोगों के अनुसार, शिक्षण सूत्रों की अधिगम स्तर पर सफलता इस बात का स्पष्ट प्रमाण है कि विद्यार्थी सीखने के लिए एक विशिष्ट पद, अनुक्रम या श्रृंखला का पालन करता है। विद्यार्थी के समक्ष यदि सम्पूर्ण सम्प्रत्ययों के जाल को एक साथ प्रस्तुत कर प्रत्येक सम्प्रत्यय के संबंध को पद दर पद स्पष्ट किया जाए तो विद्यार्थी संतोषजनक स्तर तक का अधिगम ग्रहण कर सकता है। सम्प्रत्यय मानचित्रण पर प्रभावी संज्ञानात्मक उपकरण के रूप में अध्ययन सर्वप्रथम जे.डी.नोवाक ने किया। नोवाक के अनुसार, छात्र जब सम्प्रत्यय मानचित्रण करते हैं तो वे नवीन दृष्टि प्राप्त करते हैं, साथ ही, शिक्षक भी इस क्रिया के दौरान नवीन सह-संबंध पहचानते हैं, जिसे उन्होंने पहले नहीं देखा था।

सम्प्रत्यय मानचित्रण को सामान्य शब्दों में वैचारिक आरेख भी कहा जाता है। सम्प्रत्यय मानचित्रण लेखाचित्रिय उदाहरण है, जिससे एक सम्प्रत्यय का संबंध अन्य सम्प्रत्ययों के साथ स्पष्ट होता है। सम्प्रत्यय मानचित्रण में सम्प्रत्ययों को प्रस्तुत करने का एक निश्चित क्रम होता है, जिसमें सबसे सामान्य सबसे ऊपर तथा सबसे विशिष्ट सबसे नीचे लिखा जाता है। सम्प्रत्यय मानचित्रण की एक और विशेषता है कि इसमें विशिष्ट उदाहरणों को भी सम्मिलित किया जा सकता है, क्योंकि ये उदाहरण दिए गए सम्प्रत्ययों का अर्थ स्पष्ट करने में सहायता करते हैं।

\* प्राचार्य, शिक्षा विभाग जनार्दन राय नागर राजस्थान विद्यापीठ (डीम्ड विश्वविद्यालय) उदयपुर (राज.)

\*\* पी.एचडी. शोधार्थी जनार्दन राय नागर राजस्थान विद्यापीठ (डीम्ड विश्वविद्यालय) उदयपुर (राज.)

मूलतः नोवाक द्वारा सम्प्रत्यय मानचित्र पर किया गया कार्य अधिगम से ही संबंधित था । इनके शोध के बाद से वर्तमान तक सम्प्रत्यय मानचित्र पर एक संज्ञानात्मक उपकरण के रूप में बहुत से शोध हुए हैं । क्वाकपण्डा विली (2002) ने विद्यार्थियों में अधिगम स्थिति का अवलोकन हेतु किए शोध कार्य के दौरान पाया कि विद्यार्थी सम्प्रत्यय मानचित्रण से अधिक याद रख पाते हैं । Yunus Karakuyu (2010) ने अपने शोध में पाया कि विद्यार्थियों में सम्प्रत्यय मानचित्रण के प्रयोग द्वारा भौतिक विज्ञान के प्रति अधिक सकारात्मक अभिवृत्ति उत्पन्न हुई और उनकी शैक्षिक उपलब्धि में भी सुधार हुआ । Priit Reiska (2008) ने अपने शोध में पाया कि सम्प्रत्यय मानचित्रण का प्रयोग न मात्र विज्ञान शिक्षण में अपितु व्यावसायिक शिक्षण में भी महत्वपूर्ण है । Jayan D. Mass (2014) ने अपने शोध में बताया कि विद्यार्थियों के अधिगम में सुधार हेतु नवाचारित व रोचक शिक्षण व्यूहरचनाओं में सम्प्रत्यय मानचित्रण एक प्रभावी उपकरण है, जो छात्रों को क्रियात्मक रूप से सोचने के लिए आवश्यक है । Jason E. Dowd (2015) ने अपने शोध में पाया कि सम्प्रत्यय मानचित्र का प्रयोग वैज्ञानिक विधि से लेखन करने एवं वैज्ञानिक तर्क शक्ति का विकास करने के लिए किया जा सकता है ।

सम्प्रत्यय मानचित्रण की प्रक्रिया शिक्षण अधिगम प्रक्रियाओं में बहुत उपयोगी सिद्ध हो सकती है । संक्षिप्त लिखित सामग्री होने से इनके द्वारा विचार आसानी से समझे जाते हैं, यह विद्यार्थियों के ज्ञान के स्तर का मूल्यांकन करने में अध्यापक की सहायता कर सकता है, स्मृति सहायक सामग्री की तरह या सारांश हेतु भी काम में लिया जा सकता है ।

अधिगम प्रक्रिया के इस स्वरूप के कारण सम्प्रत्यय मानचित्रण का शिक्षण जगत में बहुतायत से प्रयोग हो रहा है, लेकिन ये प्रयोग अधिकतर विज्ञान व गणित विषयों में अधिक होते हैं । इसी को ध्यान में रखते हुए शोधार्थी ने वाणिज्य संकाय में लेखाशास्त्र विषय में सम्प्रत्यय मानचित्रण का प्रयोग कर विद्यार्थियों की शैक्षिक उपलब्धि पर पड़ने वाले प्रभावों का अध्ययन किया ।

#### समस्या कथन

“सम्प्रत्यय मानचित्रण का शैक्षिक उपलब्धि पर प्रभाव का अध्ययन”

शोध में प्रयुक्त शब्द एवं परिभाषाएं

- (1) शैक्षिक उपलब्धि – शैक्षिक उपलब्धि किसी भी क्रिया का वह फल है, जो क्रिया को करने पर प्राप्त होता है । प्रस्तुत शोध में शैक्षिक उपलब्धि से आशय विद्यार्थियों से लिए गए परीक्षण के प्राप्तांकों से है ।
- (2) सम्प्रत्यय मानचित्रण – सम्प्रत्यय मानचित्र बनाने की प्रक्रिया को सम्प्रत्यय मानचित्रण कहा गया है । सम्प्रत्यय मानचित्रण किसी विषय के क्षेत्र के लेखाचित्रीय मानचित्र है, जिनसे विभिन्न सम्प्रत्ययों का संबंध स्पष्ट होता है ।

#### भाोध उद्देश्य

- (1) नियंत्रित समूह और प्रायोगिक समूह के विद्यार्थियों के पूर्व परीक्षण के प्राप्तांकों का तुलनात्मक अध्ययन करना ।
- (2) नियंत्रित समूह और प्रायोगिक समूह के विद्यार्थियों के पश्च परीक्षण के प्राप्तांकों का तुलनात्मक अध्ययन करना ।
- (3) नियंत्रित समूह के विद्यार्थियों के पूर्व एवं पश्च परीक्षण के प्राप्तांकों का तुलनात्मक अध्ययन करना ।
- (4) प्रायोगिक समूह के विद्यार्थियों के पूर्व एवं पश्च परीक्षण के प्राप्तांकों का तुलनात्मक अध्ययन करना ।

#### भाोध परिकल्पनाएँ

- (1) नियंत्रित समूह और प्रायोगिक समूह के विद्यार्थियों के पूर्व परीक्षण के प्राप्तांकों में कोई सार्थक अंतर नहीं है ।
- (2) नियंत्रित समूह और प्रायोगिक समूह के विद्यार्थियों के पश्च परीक्षण के प्राप्तांकों में कोई सार्थक अंतर नहीं है ।
- (3) नियंत्रित समूह के विद्यार्थियों के पूर्व एवं पश्च परीक्षण के प्राप्तांकों में कोई सार्थक अंतर नहीं है ।
- (4) प्रायोगिक समूह के विद्यार्थियों के पूर्व एवं पश्च परीक्षण के प्राप्तांकों में कोई सार्थक अंतर नहीं है ।

#### भाोध परिसीमन

- (1) प्रस्तुत शोध उदयपुर में स्थित एक राजकीय उच्च माध्यमिक विद्यालय में सम्पन्न किया गया है ।
- (2) प्रस्तुत शोध में सम्प्रत्यय मानचित्रण का प्रभाव देखने हेतु लेखाशास्त्र विषय का चयन किया गया है ।
- (3) प्रस्तुत शोध हेतु कक्षा 11 वीं का चयन किया गया है ।
- (4) प्रस्तुत शोध हेतु एक ही लिंग (बालक) का चयन किया गया है ।
- (5) प्रस्तुत शोध हेतु कक्षा 11 वीं के लेखाशास्त्र विषय की 5 इकाईयों का चयन किया गया है ।

#### भाोध विधि

प्रस्तुत शोध हेतु शोधार्थी द्वारा प्रयोगात्मक विधि का चयन किया गया । कक्षा 11 वीं के 60 विद्यार्थियों का चयन उनकी बुद्धि लब्धि के आधार पर कर 30-30 विद्यार्थियों के दो समूह बनाए गए । नियंत्रित समूह को परम्परागत विधि

से और प्रायोगिक समूह को सम्प्रत्यय मानचित्रण प्रक्रिया द्वारा 30 दिनों तक पढ़ाया गया लेकिन दोनों समूहों को पढ़ाई गई विषय वस्तु समान ही थी।

**भाोध प्रारूप**

प्रस्तुत शोध अध्ययन हेतु पूर्व एवं पश्च परीक्षण नियंत्रित समूह प्रायोगिक समूह प्रारूप का चयन किया गया।

**चर**

स्वतंत्र चर – सम्प्रत्यय मानचित्रण प्रक्रिया, पम्परागत शिक्षण प्रक्रिया

आश्रित चर – शैक्षिक उपलब्धि

**न्यादर्श चयन**

प्रस्तुत शोध हेतु सोद्देश्य चयन विधि से विद्यालय का चयन किया। तत्पश्चात् कक्षा 11वीं के वाणिज्य संकाय के 60 विद्यार्थियों पर शाब्दिक बुद्धि परीक्षण प्रशासित कर 30-30 विद्यार्थियों के दो समूहों का चयन किया गया।

**भाोध उपकरण**

शोध कार्य को पूर्ण करने में स्वनिर्मित उपकरण को उपयोग में लिया गया –

(1) शैक्षिक उपलब्धि परीक्षण (पूर्व)

(2) शैक्षिक उपलब्धि परीक्षण (पश्च)

**परिणाम एवं व्याख्या**

**सारणी 1 – नियंत्रित समूह एवं प्रायोगिक समूह के विद्यार्थियों के पूर्व परीक्षण के प्राप्तांकों के मध्यमानों का विभ्लेशण**

समूह	N	Mean	SD	$\sigma_D$	$M_2 - M_1$	t मान	निष्कर्ष
नियंत्रित	$M_1 = 30$	$M_1 = 13.87$	$\sigma_1 = 4.41$	1.149	0.23	0.20	मध्यमानों में सार्थक अंतर नहीं है।
प्रायोगिक	$N_2 = 30$	$M_2 = 14.1$	$\sigma_2 = 4.49$				

स्वतंत्रता के अंश (df) = 58

0.05 स्तर का सारणीमान = 2.01

0.01 स्तर का सारणीमान = 2.68

उपर्युक्त सारणी संख्या 1 को देखने पर यह पता चलता है कि नियंत्रित समूह एवं प्रायोगिक समूह के पूर्व परीक्षण के प्राप्तांकों के मध्यमानों में कोई सार्थक अंतर नहीं है अर्थात् प्राप्त अंतर न्यादर्श की त्रुटि के कारण है और दोनों समूहों में उपलब्धि समान है। अतः यह परिकल्पना स्वीकृत की जाती है कि "नियंत्रित समूह एवं प्रायोगिक समूह के विद्यार्थियों के पूर्व परीक्षण के प्राप्तांकों में कोई सार्थक अंतर नहीं है।"

**सारणी 2 – नियंत्रित समूह एवं प्रायोगिक समूह के विद्यार्थियों के पश्च परीक्षण के प्राप्तांकों के मध्यमानों का विभ्लेशण**

समूह	N	Mean	SD	$\sigma_D$	$M_2 - M_1$	t मान	निष्कर्ष
नियंत्रित	$N_1 = 30$	$M_1 = 14.13$	$\sigma_1 = 3.94$	1.2307	4.4	3.57	मध्यमानों में सार्थक अंतर नहीं है।
प्रायोगिक	$N_2 = 30$	$M_2 = 18.53$	$\sigma_2 = 5.47$				

स्वतंत्रता के अंश (df) = 58

0.05 स्तर का सारणीमान = 2.01

0.01 स्तर का सारणीमान = 2.68

उपर्युक्त सारणी संख्या 2 को देखने पर यह पता चलता है कि नियंत्रित समूह एवं प्रायोगिक समूह के पश्च परीक्षण के प्राप्तांकों के मध्यमानों में सार्थक अंतर है अर्थात् यह अंतर न्यादर्श त्रुटि के कारण नहीं है। प्रायोगिक समूह की शैक्षिक उपलब्धि नियंत्रित समूह से अधिक है, अतः यह परिकल्पना अस्वीकृत की जाती है कि "नियंत्रित समूह एवं प्रायोगिक समूह के विद्यार्थियों के पश्च परीक्षण के प्राप्तांकों में कोई सार्थक अंतर नहीं है।"

**सारणी 3 – नियंत्रित समूह के विद्यार्थियों के पूर्व एवं पश्च परीक्षण के प्राप्तांकों के मध्यमानों का विभ्लेशण**

परीक्षण	N	Mean	SD	R	SED	M <sub>2</sub> -M <sub>1</sub>	t मान	निष्कर्ष
पूर्व	N <sub>1</sub> = 30	M <sub>1</sub> = 13.87	σ <sub>1</sub> =4.41	0.95	0.256	0.26	1.016	मध्यमानों में सार्थक अंतर नहीं है।
पश्च	N <sub>2</sub> =30	M <sub>2</sub> =14.13	σ <sub>2</sub> =3.94					

स्वतंत्रता के अंश (df) = 29

0.05 स्तर का सारणीमान = 2.04

0.01 स्तर का सारणीमान = 2.76

उपर्युक्त सारणी संख्या 3 को देखने पर यह पता चलता है कि नियंत्रित समूह के विद्यार्थियों के पूर्व एवं पश्च परीक्षणों के प्राप्तांकों के मध्यमानों में कोई सार्थक अंतर नहीं है, अर्थात् यह मात्र न्यादर्श त्रुटि के कारण आया अंतर है। अतः यह परिकल्पना स्वीकृत की जाती है कि "नियंत्रित समूह के विद्यार्थियों के पूर्व एवं पश्च परीक्षण के प्राप्तांकों में कोई सार्थक अंतर नहीं है।"

**सारणी 4 प्रायोगिक समूह के विद्यार्थियों के पूर्व एवं पश्च परीक्षण के प्राप्तांकों के मध्यमानों का विभ्लेशण**

परीक्षण	N	Mean	SD	r	SED	M <sub>2</sub> -M <sub>1</sub>	t मान	निष्कर्ष
पूर्व	N <sub>1</sub> = 30	M <sub>1</sub> = 14.1	σ <sub>1</sub> =4.49	0.92	0.40	4.43	11.075	मध्यमानों में सार्थक अंतर है।
पश्च	N <sub>2</sub> =30	M <sub>2</sub> =18.53	σ <sub>2</sub> =5.47					

स्वतंत्रता के अंश (df) = 29

0.05 स्तर का सारणीमान = 2.04

0.01 स्तर का सारणीमान = 2.76

उपर्युक्त सारणी संख्या 4 को देखने पर यह पता चलता है कि प्रायोगिक समूह के विद्यार्थियों के पूर्व एवं पश्च परीक्षण के प्राप्तांकों के मध्यमानों में अंतर सार्थक है। अतः यह परिकल्पना अस्वीकृत की जाती है कि "प्रायोगिक समूह के विद्यार्थियों के पूर्व एवं पश्च परीक्षण के प्राप्तांकों में कोई सार्थक अंतर नहीं है।"

स्पष्ट है कि सम्प्रत्यय मानचित्रण के प्रयोग से विद्यार्थियों की शैक्षिक उपलब्धि में वृद्धि होती है।

**निष्कर्ष**

आंकड़ों के विश्लेषण और व्याख्या के आधार पर शोध के निम्नलिखित निष्कर्ष प्राप्त हुए –

- (1) नियंत्रित समूह और प्रायोगिक समूह के विद्यार्थियों के पूर्व परीक्षण के प्राप्तांकों के मध्यमानों में सार्थक अंतर प्राप्त नहीं हुआ अर्थात् पूर्व परीक्षण में दोनों समूहों की शैक्षिक उपलब्धि समान थी।
- (2) नियंत्रित समूह और प्रायोगिक समूह के विद्यार्थियों के पश्च परीक्षण के प्राप्तांकों के मध्यमानों में सार्थक अंतर प्राप्त हुआ अर्थात् पश्च परीक्षण में प्रायोगिक समूह ने अधिक अंक प्राप्त किए।
- (3) नियंत्रित समूह के विद्यार्थियों के पूर्व एवं पश्च परीक्षण के प्राप्तांकों के मध्यमानों में सार्थक अंतर प्राप्त नहीं हुआ अर्थात् उनकी उपलब्धि में कोई सार्थक अंतर नहीं पाया गया।
- (4) प्रायोगिक समूह के विद्यार्थियों के पूर्व एवं पश्च परीक्षण के प्राप्तांकों के मध्यमानों में सार्थक अंतर प्राप्त हुआ अर्थात् सम्प्रत्यय मानचित्रण के प्रयोग से प्रायोगिक समूह की शैक्षिक उपलब्धि में वृद्धि हुई है।

**उपसंहार**

सम्प्रत्यय मानचित्रण का शैक्षिक उपलब्धि पर प्रभाव देखने हेतु प्रयोगात्मक अध्ययन किया गया। निष्कर्ष में पाया गया कि सम्प्रत्यय मानचित्रण के प्रयोग से विद्यार्थियों की शैक्षिक उपलब्धि में वृद्धि होती है। अतः यह शोध अध्यापकों एवं विद्यार्थियों दोनों के लिए सहायक सिद्ध होगा।

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## **A study on customer service of Banks in India**

**Navrang Lal\***

**Meenu Rani\*\***

### **Abstract**

*With the economic growth of country is on accelerating mode, role of banking industry is also important in this growth. With the expansion of banking services to peoples excluded from banking services to large corporate searching fund for their activities, makes the importance of banking services. New technologies are being introduced and there is always a fear of economic uncertainties. Fierce competition, more demanding customers and the changing climate have presented an unparalleled set of challenges for banks in the country. Therefore, customer satisfaction is the key for many banks to survive in competition. The purpose of this paper is to identify the factors affecting customer satisfaction in Banks and analyze their effects on the level of customer satisfaction.*

**Keywords:** *customer satisfaction, Banking Service, Banking Industry*

### **Introduction**

Bank plays important role in the economic development of a country. It is a financial institution that accepts deposits and channels those deposit into lending activities either directly or through capital markets. Banking institutions across the globe have recognized the importance of customer satisfaction and of developing and maintaining enduring relationship with their customers as two crucial parameters leading to increased business profits. At the same time, several banking institutions are experiencing increasing level of retail customer dissatisfaction. A bank connects customers which have capital deficits to those customers with capital surpluses.

### **Literature Review**

Impact of Service Quality in Commercial Banks on the Customers Satisfaction: An Empirical Study, October 2011. By: Dr. S. Fatima Holy Ghost; Dr. M. Edwin Gnanadhas Service quality is important mainly in the service business enterprises. Growth and development of the enterprise majorly depends on the service quality. As service quality is the only way to satisfy majority customers, enterprises concentrate more on the service quality today. Quality in service is also interrelated to other behavioral outcomes of the customers. The study understands the various customer perceptions about the service quality factors like Assurance, Empathy, Responsiveness, Reliability and Tangibility in the banking industry and the satisfaction level towards the banks. It also analyses the impact of these service quality factors on the satisfaction level based on the demographic differences. The study collects the perceptions about the various service quality factors through purposive sampling method and analyses the impact of the service quality factors. The data were collected on the basis of the various demographics like, rural – urban area, education standards, income level, occupation difference, age groups etc. And finally, study concludes saying about the existence of a close bond between the service quality factors and the customer satisfaction level. And also it is found that the impact of the

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service quality factors on customer satisfaction was varying with the demography of the customers.

Customer perception on Service Quality in Banking sector: with Special Reference to Indian Private Banks in Moradabad Region, February 2012. By: Vibhor Jain, Dr Sonia Gupta, Smrita Jain This study was conducted to understand the perception of service quality in the banking sector and also to evaluate how it helps in enhancing the reputation and attract customer loyalty. With the increased competition among the private sector banks, this study would help in defining a strategy to achieve the competitive edge and also satisfied customers. And hence service quality has been used to position the banks in the tough market.

The study was administered through the private banks like ICICI, HDFC, KOTAK & INDUSIND BANKS. The study has taken the SERVQUAL tool for measurement of the service quality offered by the private players in the banking industry. The main assumption is Service quality is multi dimensional concept and these dimensions help in measuring the service quality. The responses were collected based on the five dimensions namely, assurance, reliability, responsiveness, tangibility and empathy. The study identifies that Reliability and Responsiveness are the most relevant factors for the service quality perception and they have compared the individual scores with the average mean value scored by the private banks under the study. The study found that among the four banks under the study, HDFC bank has the highest quality perception in terms of the various dimensions, though there is only one branch of this bank located in Moradabad. It is followed by ICICI, KOTAK & INDUSIND. The study concludes with suggestions for the private banks to be very competitive in the industry.

Service Quality Delivery and Its Impact on Customer Satisfaction in the Banking Sector In Malaysia, October 2010. By: Jayaraman Munusamy, Shankar Chelliah and HorWaiMun The study focuses on the measurement of the customer satisfaction through delivery of service quality in banking sector in Malaysia. And it highlights the parameters in banking industry for improvement in delivery of service quality. And also gives a snapshot of some appropriate methods that have been used for the measurement of customer satisfaction. The methodology followed was data collection from random respondents of the general population. Considering the fact that different group of people from different backgrounds have different expectation level, a large respondent population was targeted for the research. The questionnaire was collected from 117 respondents from different backgrounds. The study found that assurance has a positive relationship with customer satisfaction, but without significant effect. Reliability is the timeliness and accuracy in service provided, and says reliability does not have much impact on customer satisfaction. Tangibles include the appearance of the company, and the study found that it has high positive correlation with customer satisfaction. The study says that there is no much relation between empathy and satisfaction. Responsiveness is the timely response, which the customers get from their service providers. The study suggests that responsiveness factor is highly related to customer satisfaction.

Effect of Service Quality On customer Satisfaction with Bank Nagari Main Branch Padang, November 2011. By: Heryanto, Lecturer of the University of Putra Indonesia, West Sumatra The objective of the study was to understand the influence of service quality on customer satisfaction on the main branch of Bank Nagari. The study focuses on how the influence of service quality affects the satisfaction of the banking customers of the Bank

Nagari, Padang. The sample size taken for the study is 100 savings customers of the bank. Data was collected from the population by accidental random sampling technique. A simple Regression model is fitted to the data. The paper defines the various dimensions of the service quality like *Responsiveness, Reliability, Tangibility, Assurance* Measuring Service Quality in Retail Banking Sector in Context of Gujarat, January 2012. By: Parmita Mehta, Marwadi Education Foundation's Group of Institutions, Rajkot. The main objective of the study is the measurement of the service quality in the banking sector. Segmentation of the customers based on their perception about the high and low service quality factors and identifying the relation between both, find the importance of various dimensions of service quality and its influence on customer satisfaction. For the study, 1 public sector bank, 3 private banks & 2 co-operative banks were chosen. To understand the relationship between the two segments of the customers, chi square was used. The study also defines the various dimensions of service quality and uses regression analysis to understand the relative importance between the dimensions. The sample population was counted to be total 293 respondents from 6 banks using purposive sampling and personal interview was conducted. To perform segmentation analysis, the customers were classified based on their service quality scores. The report found that the *type of account* held by the customer has more influence on the service quality segments.

### **Research methodology**

As service quality reflects the way the banks are performing, this study attempts to explore the perception of customers in respect to the services provided by the banks. The entry of private and foreign banks, the nature of functioning of these banks and the promotional attempts of these banks has changed the landscape of the Banking sector in India. In respect to customer services there are notable perceived differences. Hence this study on customer service quality of Indian banks looks for bringing out the differences between perceptions of customers of these banks. This study is descriptive and analytical in nature.

### **Objective**

The study has been undertaken with regard to the following objective: To compare the public, private and foreign banks on the basis of customers' expectations and perceptions of quality of services.

### **Hypotheses for the Study**

The main hypotheses that have been set for the study are:

Hypothesis 1

H0: Service quality rating is independent of variables such as age, gender, employment, income, city, bank in which account is held, type of bank, type of account and duration of account held

H1: Service quality rating is not independent of variables such as age, gender, employment, income, city, bank in which account is held, type of bank, type of account and duration of account held

Hypothesis 2

H0: The servqual gap is same in Delhi, Kolkata, Pune and Bangalore.

H1: The servqual gap is not same in any two places.

Hypothesis 3

H0: The servqual gap is same in private, public sector and foreign banks.

H1: The servqual gap is not same in any two types of banks.

### Sources of Data and Results

The study relies on both primary as well as secondary data. The source of the secondary data is drawn from Reserve Bank of India publications and the sites of the banks to which respondents are customers. Various journal articles have been referenced for understanding the background of the study.

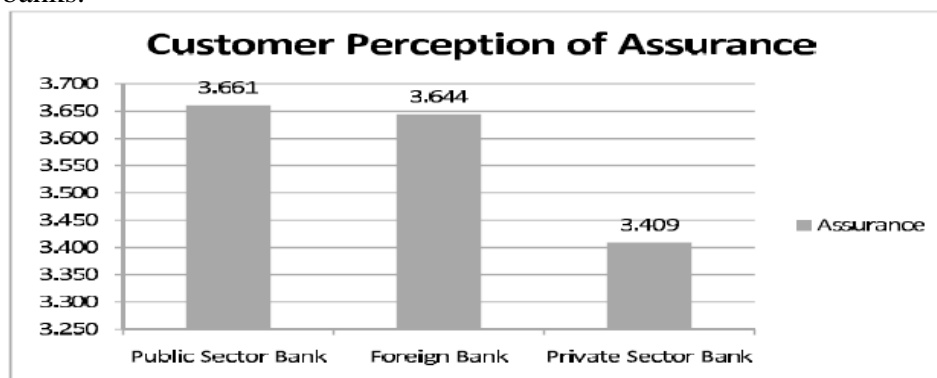
For obtaining primary data, a structured questionnaire is designed to collect data from customers of Banks. The questionnaire consisted of four parts. Part A had 26 statements on 6 dimensions to measure the expectations of the customers. Part B consisted of the profile of the customers; Part C had 26 statements on 6 dimensions to measure the perception of the customers of the banks. Part D had open ended questions to avail insights into the perceptions of the customers. The responses for the statements in Part A and C were measured on a likert scale of servqual tool.

An interview schedule is prepared to collect data from Bankers. In depth interviews are conducted with the help of the interview schedule. Data collected from the Bank employees of 30 different banks and their perceptions on various parameters have been summarized and presented in the following paragraphs:

Rendering services as promised to its customers Public Sector Banks Bankers perceive that services are highly credible, customers prefer to open new accounts, Customers have a confidence in the bank, the promises made by the Banks have been met to a larger extent. Most bankers feel that the Public Sector banks provide world class services to its customers. They offer better product service portfolio to their customers in order to create a big credibility. They also feel that the Public Sector banks perform to a higher degree compared with other banks. Bankers also say that they have incorporated information technology in their day-to-day operations to provide services. A few say that the time management is efficiently practiced in their banks

**Foreign Banks** Majority of the bankers feel that foreign banks are delivering services to the customers as promised. Foreign banks also believe that they work in a disciplined and prompt way. It is also to be noted that foreign banks serve HNI customers to a large extent in a very prompt way.

**Private Banks** Private Bankers revealed that they also provide services as promised in a well-disciplined manner. Interestingly, it can also be found that the bank employees are better equipped & trained for service delivery. Also it has been seen that no. of customer complaints have decreased gradually & banks are adding new customers on regular basis. Private Banks perceive that they have good credibility factor similar to that of Public Sector banks.

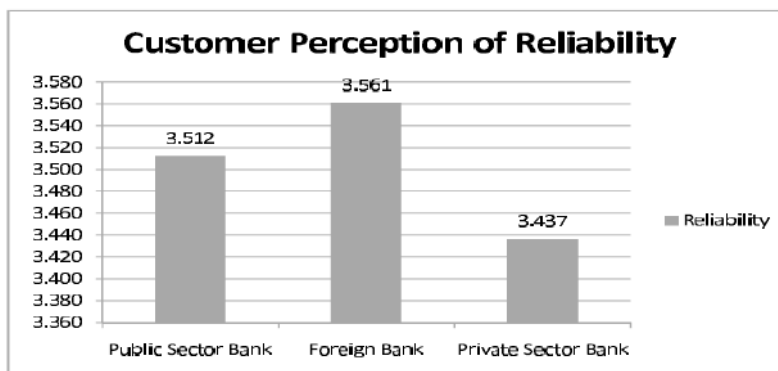


The same parameter measured with customers reveal that private sector banks are rated low for all the parameters and foreign banks are rated high for all the parameters in reliability.

Providing reliable services Provision of reliable service quality is necessary in meeting several requirements such as customer satisfaction and its consequent loyalty, attracting new customers and to increase the market share and profitability. Hence, it is necessary to identify and prioritize the customers' expectations for reliable service and incorporate these expectations into a service process for improving quality.

**Public Sector Bank** Bankers strongly feel that public sector banks are the most reliable in rendering banking services to its customers. They say, that customers are dependent on their services, void various demographics. A few bankers also feel that customers have shown greater confidence in Public Sector banks as more & more deposits are kept in the form of FDs & also usage of bank lockers. They also revealed that more pension transactions, simple interest funds, fixed deposits, and money for jewel transactions happen consistently Foreign Banks Foreign bankers are very strong in saying that they were able to offer consistent, reliable services to its customers. A few bankers also said that they work punctually and regularly, which makes their services completely dependable for the customers. Foreign bankers also say that they provide customized services depending on the customers.

**Private Banks** Most Private bankers feel that they provide the most consistent services to their customers. They very strongly feel that customers are happy with services offered by their bank & have shown full confidence. A few private bankers also feel that their customers have a good opinion about their banks as they provide flexible education, home loans etc.



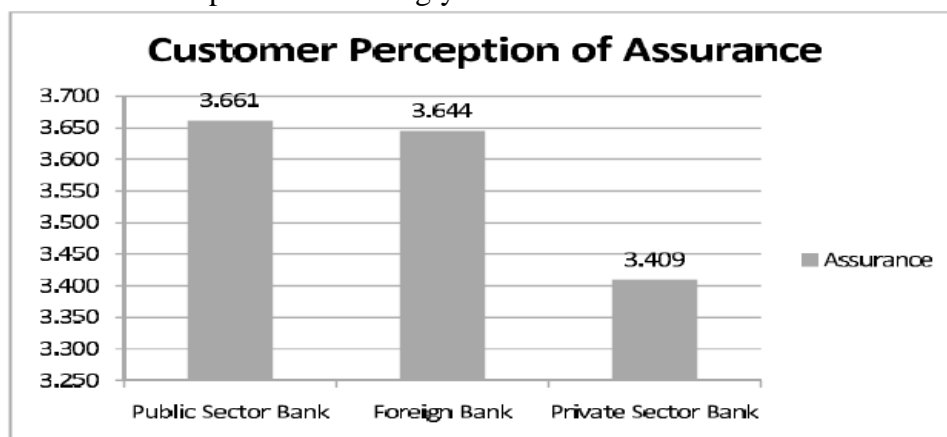
Employee's willingness to help customers. The employee behavior towards the customers represents a big challenge till today. The employee interfacing the customers delivers the organization's products and services to customer and transmits customer feedback back to the organization. These relationships influence the employee and the banks in providing quality service to the customers.

**Public Sector Banks** Majority of the interfacing employees very strongly feels that they try to understand and express their willingness to help the customers. They also revealed that the employees are eager to help the customers by communicating in local languages. A few accepted that at times the employees lose control and they yell at the customers, depending on the situation special interest. A few also say that they help customers in filling forms, giving information and other guidelines. Some banks say that they work under a very calm

environment without any pressure and hence, they easily understand the customer needs and help them accordingly.

**Foreign Banks** All the employees of the foreign banks are very sure in delivering a professional service to their customers. Majority of them say that they willingly help the customers and understand the customer requirements. A very few employees felt that there might be some problem in serving the customers in some tier 2 cities.

**Private Banks** The survey data reveals that majority of the private banks identify customer needs and help them with special interest. A few also say that they help customers in filling forms, giving information and other guidelines. Some banks say that they work under a very calm environment without any pressure and hence, they easily understand the customer needs and help them accordingly



Employees being caring and providing individual attention to the customers. All the banks feel that their employees are very caring and give special attention to each customer. Some bankers feel that they are having very less number of employees, so they are not able to take care of individual customer. Some of Public Sector Banks feels that their employees provide individual attention to old age peoples, when they visit to collect their pensions or any other services. Some of Foreign Banks feels that their employees are very co-operating and caring towards all customers. Most of the Private Banks feels that they give special attention to every customer by basic services like filling up the application.

**Public Sector Banks** Most of the Public Sector Banks feel that their employees are very caring in terms of any services towards the customers; they specially give more attention to the old age employees, but few banks reveal that in order to keep the reputation of the banks, they always take care of the customers, and some of the banks feel that they should have more employees to give individual attention to each customer. **Foreign Banks** Some of Foreign Banks feels that they are caring, co-operative and give individual attention to all customers.

Few banks reveal that they take customer as a burden and fulfil their requirement without any interest; in fact they do it as their daily duty. On the other hand, few other banks say that they concentrate only on premium account holder customers, and not on all customers.

**Private Banks** Almost all the Private Banks feel very proud that they give individual attention and care to their customers. Most of the banks say that their employees give individual attention to every customer like opening an account, filling application forms etc.

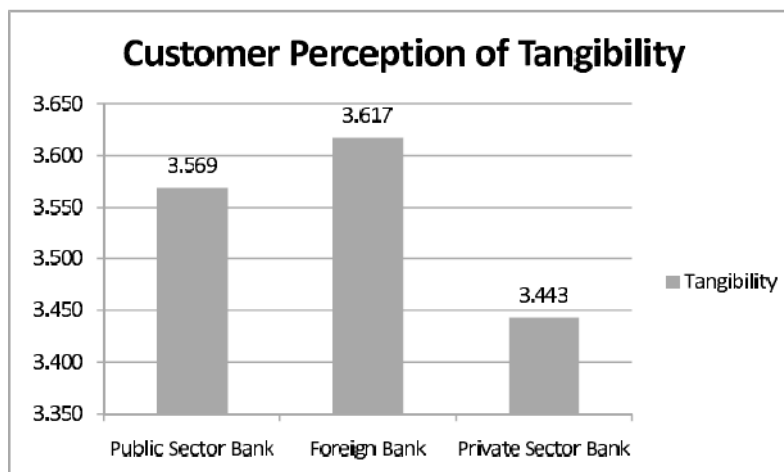
### Employee's knowledge about bank operations

Employee's expertise and knowledge on the bank operations holds a big hand in satisfying the customers in terms of service quality. All the banks say that their employees are well qualified and suitably chosen to serve the customers.

**Public Sector Banks** Most of the Public Sector Banks reveal that they recruit only those candidates with a minimum degree qualification, which is a better way to understand the service quality. Few other banks also say that they give compulsory training to their employees, so that they treat the customers as their friend and convey them trust and confidence. A very few banks say that the senior most persons in the role are not tech savvy, i.e. they are outdated and do not have much knowledge about customer relations.

**Foreign Banks** Almost all the foreign banks say that their employees with master's degree have good inter-personal skills in order to deliver services to the end customers. Most of the banks have a structured orientation & training programme even for the experienced employees, so that they can handle the varied needs of customers. A few banks also say that their employees are knowledgeable on the basic operations of the banks which make them easy to convey trust and confidence to their customers.

**Private Banks** All the Private Banks under consideration reflect the same information as shared by the other Public Sector foreign banks. Almost all the banks say that they have knowledgeable and qualified employees that would convey trust and confidence. Most banks say that they recruit candidates with master degrees from premium schools, in order to maintain a good pool of trained personnel. Private Banks also feel that their employees grasp things quickly and convey confidence and trust to their customers through the services



### Physical facilities of the bank and ambience

Most of the banks feel that they are having excellent physical facility and attractive ambience in their banks. In these two attributes, survey becomes very interesting, i.e., though all the public sector and private sector banks say that they have good ambience and facilities, they always compare themselves with foreign banks, because, they feel that the foreign banks always have excellent ambience and physical facilities and perceive that the standard of the foreign banks are always high.

**Public Sector Banks** Majority of the public banks claimed that their appearance and ambience is attractive to the customers. They also say that customers like their cleaner environment and parking facilities. A very few public sector banks said that they do not

have much attractive ambience in their setup and they look less attractive compare to the foreign banks and need to improve on the infrastructure.

Foreign Banks Majority of the foreign banks are very confident that they have an attractive aesthetics in their banks. They feel that their physical outlook is more exciting and inviting to the customers. Majority of the banks are much implicit about their interiors and other facilities.

**Private Banks** to talk about the private banks, most of them are very sure about their physical appearance and ambience. Majority of them feel that their outlook is as good as foreign banks. The bankers also said that they have a very attractive and welcoming environment for their customers. A few also revealed that their banks were built with proper planning for the purpose of serving customers

### **Conclusion**

Banking sector today has a compelling demand for improvement, to survive the substantial competition in today's scenario. Analysis it was found that a customer gives second importance to responsiveness of bank employees. It includes various criteria like, promptness in giving service, willingness to help customers etc. Customer gives third preference to assurance factor, it include criteria like safety of transaction, consistency in service etc. So, banks whether they are private sector bank or public sector bank they should give more focus on increasing reliability, responsiveness and assurance. For that they can give training to their employee which will help them to give personalized service.

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## **An Assessment of BRICS Countries Trade and its Impact on Growth**

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**BASAVANAGOWDA T\*\***

**GOVINDASWAMY B K\*\*\***

### **Introduction**

The role of foreign trade is very important for both developed and developing countries. The classical and neoclassical economists gave so much importance to international trade in a country's development that they regarded it as an engine of growth. Haberler concludes that international trade has made a tremendous contribution to the development of less developed countries in the 19th and 20th centuries and can be expected to make an equally big contribution in the future and that substantial corrections in deviations is the best policy from the point of view of economic development. Trade between nations promote economic growth and development and enhanced economic welfare because it stimulates economic utilization of factor endowments of different regions and enables the people to obtain goods which cannot be produced within the region, because of many reasons.

### **Brics: Five Major Emerging National Economies**

“BRICS” is an acronym for 5 leading emerging economies Brazil, Russia, India, China and South Africa. BRICS as an organization had not a common birthing. The group has not come into existence because of any formal agreement between the member countries of the group rather it came in to light in 2001 when an economist Jim O'Neill with the investment powerhouse Goldman Sachs created the “BRICD acronym in a paper titled “Building Better Global Economic BRIC” and identified Brazil, Russia, India and China as four major leading economies based on enormity of their combined GNP, growth rate and probability of increasing growth rate in future (ODNeill 2001). The acronym BRICS has come in to wide spread use as a symbol to shift power away from the developed world to developing countries. South Africa joined the group on April 13, 2011 creating BRICS instead of BRIC. BRICS is now able to challenge the G-7 group of highly developed, richest, industrialized nations in World Trade Organization. It is estimated that BRIC economies will overtake G7 by 2027 (OD Neill, 2001). As of 2013 BRICS countries accounted for almost 3 billion population (approximately 43 per cent of world population), their combined GDP was US\$ 14.9 trillion and their combined foreign exchange reserves were valued at US\$ 4 trillion. (“World Economic Outlook”, IMF). In 2010 in terms of PPP (purchasing power parity) BRICS accounted for 25 per cent of world GDP in comparison to 16 per cent in 2000. In terms of PPP four economies out of five figure among top 10 economies of the world in 2010 with their ranks as follows - China 2nd, India 4th, Russia 6th, Brazil 8th and South Africa 26\* (IMF database). BRICS accounted for 15 per cent of

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world trade in 2010 in comparison to 7 per cent in 2000 (UNCTAD report). In this way these economies have gained increasing importance in the world economy.

### **Previous Studies**

Jefrey A. Frankel and David Romer empirically investigate the impact of international trade on standard of living. This paper proposes an alternative instrument for trade - countries geographic characteristics can be used to obtain instrumental variables estimates of trade's impact on income. That is the goal of this paper, using OLS model. The first part of their study describes the impact of geographic characteristics on trade and uses geographic variables to construct instrumental variables for international trade. This paper finds that these geographic characteristics are important determinants of countries overall trade. The second part of the paper employs the instrumental variables to investigate the impact of trade on income. The main findings are: They find no evidence of positive association between international trade and income. The point estimates suggest that the impact of trade is substantial. In a typical specification the estimates imply that increasing the ratio of trade to GDP by one percentage point raises income per person by between one - half and two percent. The estimates also imply that increased size raises income. This supports the hypothesis that greater within - country trade raises income. The large estimated positive effects of trade and size are robust to change in specification sample and construction of the instrument. The impacts of trade and size are not estimated very precisely. The conclusion of this paper is investigates the question of how international trade affects standard of living. The amount that countries trade is not determined exogenously. As a result correlation between trade and income cannot identify the effect of trade. The results of the experiment are consistent across the samples and specifications we consider: trade raises income. The relation between the geographical component of trade and income suggests that a rise of one percentage point in the ratio of trade to GDP increases income per person by at least one - half percent. The results also suggest that within country trade raises income. They also find that the estimated impact is larger than what one obtains by bravely using OLS, but is not significantly different from the OLS estimate. These results are not what one would expect if the positive correlation between trade and income reflected and impact of income on trade, or of omitted factors on both variables. In that sense, their results bolster the case for the importance of trade promoting policies.

Jim O'Neill and his team discusses the state of the world economy as we approach year-end, with particular emphasis on the relationship between the G7 and some of the larger emerging market economies. They showed that their latest forecasts for 2001 and 2002 suggest a healthier outlook in some of the larger emerging market economies compared to the G7. They were forecasting 1.7 per cent world GDP growth in 2002 with Brazil, Russia, India and China (BRICs) each set to grow again by more than the G7. Whilst the divergent degree of the 2001/2002 relative outlook is unlikely to be sustained over the next decade, a healthier environment for the BRICs seems likely to remain, and as a result, their share of world GDP is set to rise. On a PPP basis, the aggregate size of the BRICs was about 23.3 per cent of world GDP at the end of 2000, somewhat higher than both Euroland and Japan. Whilst on a current GDP basis, the size of the BRICs is just under 8 percent, this is also set to rise. Some of these countries are already bigger thansomeindividualG7economies; China, at 3.6 per cent of world GDP (using current US\$ prices), was slightly bigger than Italy at the end of 2000, and notably larger than Canada. They were considering four

different scenarios for the next decade based on various nominal GDP assumptions for 11 countries (the G7 and BRICs), and different assumptions about exchange-rate conversion. The nominal GDP assumptions reflect our best guess about the likely trend rate of real GDP growth and inflation.

Kim, Sangho, Lim, Hyunjoon, Park & Donghyun in their study investigates the relationship between exports, imports, and economic growth using quarterly data from 1980 to 2003. Results indicate that imports have a significant positive effect on productivity growth but exports do not. Furthermore, the evidence reveals that the productivity-enhancing impact of imports is due to competitive pressures arising from consumer goods imports and technological transfers embodied in capital goods imports from developed countries. Most of the study's results still hold using gross domestic product growth rather than productivity growth as the measure of economic growth. The evidence implies that under certain circumstances, import liberalization can make a positive and significant contribution to growth and development

AfafAbdull J. Saaed&Majeed Ali Hussain their paper investigated the impact of exports and imports on the economic growth of Tunis over the period 1977-2012. The study used Granger Causality and Johansen Cointegration approach for long run relationship Using Augmented Dickey-Fuller (ADF) and Phillip-Perron (PP) stationarity test, the variable proved to be integrated of the order one 1(1) at first difference. Johansen and Juselius Cointegration test was used to determine the presence or otherwise of a cointegrating vector in the variables. To determine the direction of causality among the variables, at least in the short run, the Pairwise Granger Causality was carried out. Economic growth was found to Granger Cause import and Export was found to Granger Cause import. The results show that there is unidirectional causality between exports and imports and between exports and economic growth. These results provide evidence that growth in Tunisia was propelled by a growth -led import strategy as well as export led import. Imports are thus seen as the source of economic growth in Tunisia.

Mishra in his paper made an attempt to investigate the dynamics of the relationship between imports and economic growth in India for the period 1970-1971 to 2009-2010. Using time series techniques such as vector error correction estimates and Granger causality tests, he shows the existence of a two-way relationship between import growth and income growth in the long run.

Herrerias M J and Ortsin their study attempts to explore whether imports and investment could be determinants of output and labour productivity in the short and long run in China for the period 1964-2004. Furthermore, given that some authors have argued that trade is more a consequence of the process of growth than a cause, this paper also seeks to analyse the interaction and the long-run causality among imports, investment, output and productivity. Therefore, they examined whether the rapid growth process was mainly explained by an import led growth or, on the contrary, economic growth and trade in China are driven just by investment. The empirical results provide evidence that both imports and investment encourage output and labour productivity in the long run, but neither investment causes imports nor imports cause investment. Prabhakar in his paper examined that the BRICS countries and the G20 replacing G7 in the background of global economic crisis, as the focus of world attention shift from liberal capitalists economies like USA to the newly emerging markets to deal with crisis; it shows a relative decline in the power of the US and other advanced capitalist countries. BRICS countries has developed a strong

economic and political relationship with the African, Latin American and Asian countries; it is projected that in the coming years It may change in the international economic order by using common currency in trade, cooperation in their own science and technology to bring about structural improvement in these economies. The BRICS is a forum to represent the interest of all the newly emerging developing countries. In his article he discussed the overview of BRICS economies. He also found the BRICS countries both the largest emerging economies as well as fastest growing economies in last decade.

Seema in her article provides an appraisal of India's trade with other BRICS nations. BRICs have been identified as four major emerging economies in 2001 with the ability to surpass the present G6 nations in terms of their combined gross domestic product (GDP) by 2050. The global financial crisis in last decade and slow growth of advanced economies had focussed more attention on these emerging economies. The paper provides a detailed analysis of India's trade with other BRICS countries. It has been since 2001 when Jim O'Neill introduced BRIC emerging markets as economies with great future potential and the trade between India and other BRICS economies getting an increasing trend. This paper assessed statistical data of merchandise trade of India's trade with other BRICS nations. The analysis of data was based on measures of trade intensity index. Results showed that the trade intensity index, which describe the quality of India's trade with other BRICS nations that export intensity of India's trade with other BRICS nations depicts rising trend during 2001-10 except few years and import intensity is decreasing trend except few years.

Most of the studies found no evidence that the positive association between international trade and income arises because countries whose incomes are high for other reasons engage in more trade. It would be worthwhile to explore the influence of international trade and internal trade on GDP growth. Controlling for other factors that also contribute to the growth process such as Industrial productivity, Agricultural productivity, Human Resources Development, etc., so that Internal trade can be created so as to accelerate the growth process and supplement the growth contribution of the other sectors. This paper therefore focuses on GDP with select economic indicators, i.e., Exports of goods and services, Imports of goods and services, Area, Population, etc with the following objectives.

- To analyze the Growth of trade before grouping of BRICS Countries.
- To analyze the Growth of trade after grouping of BRICS Countries.
- To study the contribution of international trade to GDP of BRICS Countries.
- To study the contribution of internal trade to GDP of BRICS Countries.

For analyze the Growth of trade before grouping and after grouping of BRICS Countries, and to study of the contribution of international trade and Internal trade to GDP of BRICS Countries a detailed analysis of export and import has been carried out by using data from UNCTAD Statistics, International Financial Statistics Year book (IMF), Perm World Table and World Bank Publications of World development indicators (2015) etc.,. And the proposed study is based on secondary data. The theoretical frame work for this study is based on the study of Jeffrey A. Frankel, David Romer's "Does trade case growth" (1999). Likewise, econometric methodology to test the impact of trade on GDP was used.

The study is analytical in nature to the extent that it seeks to analyze analyze the Growth of trade before grouping and after grouping of BRICS Countries, and the study of the contribution of international trade and Internal trade to GDP of BRICS Countries for the

time period (1995 - 2014). This time period has been chosen because the organization BRICS come into existence in 2001 and first meeting held in 2006 and first summit held in 2009(BRIC) and so on. Data are in constant 2010U.S. dollars in millions.

The multiple regression model used in this study is of TWO Models.

**Model One**

$$\text{LnGDP}_i = \beta_0 + \beta_1 \text{LnPop}_i + \beta_2 \text{LnArea}_i + \beta_3 \text{dum}_1 + \beta_4 \text{LnGSe}_i + \beta_5 \text{LnGSi}_i + e$$

$i = 1, 2, 3, \dots, N$  observations

LnGDP, = Log GDP of BRICS countries

LnPop, = Log population of BRICS countries

LnArea, = Log area of BRICS countries

Dum1 = dummy1 for first meeting of BRIC countries

LnGSe<sub>i</sub> = Log Goods and Services Export of BRICS countries

LnGSi<sub>i</sub> = Log Goods and Services Import of BRICS countries

e = Error term

**Table 1: Regression Result of Model One**

Variable name	Estimated coefficient (Standard error)	T-Ratio Degree of freedom (94) Table value 1.9855 (5%)
LnPop <sub>i</sub>	0.0729 (0.03116)	2.3391
LnArea,	0.3166 (0.0364)	8.6776
Dummy1	0.0705 (0.0808)	0.8719
LnGSe,	-0.9882 (0.1518)	-6.5073
LnGSi,	1.7152 (0.1701)	10.0826
Constant	-1.3814 (0.4894)	-2.8224

$$R^2 = 0.971 \quad \text{Adjusted } R^2 = 0.942$$

The study reveals that the imports of goods and services, population and area have a significant and positive relationship with GDP. And exports of goods and services have a significant and negative relationship with GDP. The t-ratio values suggest that dummy is found to be insignificant in the model because the t-ratio is less than t-table value (1.9855) at 5% level of significant. The regression result indicates that a 1% increase in the imports of goods and services contributes to a 1.71 % increase in GDP. The results prove that the imports of goods and services of BRICS countries have a positive and significant influence on the GDP of BRICS countries. The regression results suggest that a 1 % increase in population contribute 0.07% increase in the GDP on BRICS countries. The regression results suggest that a 1% increase in area contribute to 0.31% increase in the GDP of BRICS countries. The regression results prove that area has a positive and significant influence on the GDP of BRICS countries.

In the case of exports of goods and services the estimates suggest that a 1 % increase in the merchandise export contributes to a 0.98% decline in the GDP of BRICS countries. Among all the explanatory variables used in the study the results prove that imports of goods and services have the most significant influence in BRICS countries' GDP. The

estimated  $R^2$  and the adjusted  $R^2$  values indicate how far the independent variables explain the variation in the dependent variables in the regression equation. Since they explain around 97% of the variation in the dependent variable, they justify the fit used in the regression model.

**Model Two**

$$\text{LnGDP}_i = \beta_0 + \beta_1 \text{LnPop}_i + \beta_2 \text{LnArea}_i + \beta_3 \text{dum}_i + \beta_4 \text{LnGSe}_i + \beta_5 \text{LnGSi}_i + e$$

$i = 1, 2, 3, \dots, N$  observations

LnGDP, = Log GDP of BRICS countries

LnPop, = Log population of BRICS countries

LnArea, = Log area of BRICS countries

Dum<sub>1</sub> = dummy for first meeting of BRIC countries

LnGSe<sub>i</sub> = Log Goods and Services Export of BRICS countries

LnGSi<sub>i</sub> = Log Goods and Services Import of BRICS countries

e = Error term

**Table 2: Regression Result of Model Two**

Variable name	Estimated coefficient (Standard error)	T-Ratio	Degree of freedom (94) Table value 1.8748 (5%)
LnPop <sub>i</sub>	0.0694 (0.0302)	2.3004	
LnArea <sub>i</sub>	0.3122 (0.0354)	8.7983	
Dummy <sub>1</sub>	-0.9802 (0.1550)	-6.3238	
LnGSe <sub>i</sub>	1.7177 (0.1734)	9.9048	
LnGSi <sub>i</sub>	0.0580 (0.0767)	0.7561	
Constant	-1.3630 (0.4897)	-2.7829	

$$R^2 = 0.971 \quad \text{Adjusted } R^2 = 0.942$$

The study reveals that the imports of goods and services, population and area have a significant and positive relationship with GDP. And exports of goods and services have a significant and negative relationship with GDP. The t-ratio values suggest that dummy is found to be insignificant in the model because the t-ratio is less than t-table value (1.9855) at 5% level of significant. The regression result indicates that a 1% increase in the imports of goods and services contributes to a 1.71 % increase in GDP. The results prove that the imports of goods and services of BRICS countries have a positive and significant influence on the GDP of BRICS countries. The regression results suggest that a 1 % increase in population contribute to 0.06% increase in the GDP of BRICS countries. The regression results suggest that a 1 % increase in area contribute to 0.31 % increase in the GDP of BRICS countries. The regression results prove that area has a positive and significant influence on the GDP of BRICS countries. In the case of exports of goods and services the estimates suggest that a 1 % increase in the merchandise export contributes to a 0.98% decline in the GDP of BRICS countries. Among all the explanatory variables used in the study the results prove that imports of goods and services have the most significant influence in BRICS countries' GDP. The estimated  $R^2$  and the adjusted  $R^2$  values indicate how far the independent variables explain the variation in the dependent variables in the

regression equation. Since they explain around 97% of the variation in the dependent variable, they justify the fit used in the regression model.

### **Conclusion**

This study investigates the questions of how international and internal trade affects GDP, the Growth of trade before grouping and after grouping of BRICS Countries. The results of the experiment are consistent across the samples and specifications considered; Trade raises income. Merchandise import (international trade) positively influenced GDP. The results suggest that import raises income because most of the BRICS countries they imported developmental products and they exported raw materials to other countries. That is the reason export of these BRICS countries negatively influenced GDP. The results also suggest that internal trade raises income. Controlling for international trade, countries that are larger and that therefore have more opportunities for trade within their borders - have higher income. The estimates suggest that internal trade, like international trade raises income. The Growth of trade before grouping and after grouping of BRICS Countries is insignificant.

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## **Developing Quality Culture through Accreditation**

**Dr. Monika Sharma\***

### **Abstract**

India has one of the largest and diverse education systems in the world. Privatization, extensive expansion, increased autonomy and introduction of various Programmes in latest emerging areas have improved access to higher education. In spite of several built-in quality controls, such as the University Grants Commission's guidelines and the affiliating functions of the university, deterioration in the quality of higher education was a serious concern for all stakeholders. In 1994 India established the National Assessment and Accreditation Council (NAAC) to ensure and enhance the quality of Indian higher education and to play an international role as a quality assurance agency. The present paper delineates the assessment & accreditation framework & process of NAAC. It also brings forth the advantages of Assessment & Accreditation process in terms of developing the quality culture in the Higher Education Institutions and forming a positive outlook of HEIs towards quality improvement benefiting the stakeholders at large.

**Key Words:** Assessment, Accreditation, NAAC, Quality culture, Key Indicators

### **Developing Quality Culture through Accreditation**

India has one of the largest and diverse education systems in the world. Privatization, extensive expansion, increased autonomy and introduction of various Programmes in latest emerging areas have improved access to higher education. Higher education is the backbone of the society. It is the quality of higher education that decides the quality of human resources in a country (Prasad, 2007). India has one of the largest and diverse education systems in the world. Privatization, extensive expansion, increased autonomy and introduction of various Programmes in latest emerging areas have improved access to higher education. Higher education is the backbone of the society. To address quality concerns, the National Policy on Education (NPE, 1986) and the Programme of Action (POA, 1992) brought out strategic plans for education policies, and advocated the establishment of an independent National accreditation agency to maintain quality in higher education. Therefore in 1994 the National Assessment and Accreditation Council (NAAC) were established as an autonomous institution of UGC with its Head Quarter at Bengaluru. 'Accreditation of higher education institution is a quality assurance process that evaluates the services and operations of post-secondary educational institutions by an external body. Accredited status is granted by the agency if applicable standards are met' (Wikipedia). Niradhar Dey (2011) in his study of evaluation of significance of accreditation in the Indian education system found that accreditation exercises have significant impact on improving the quality of higher education

### **The vision of NAAC**

National Assessment & Accreditation Council envisions developing quality culture in higher education institutions in India. For the purpose it strives to benchmark the higher

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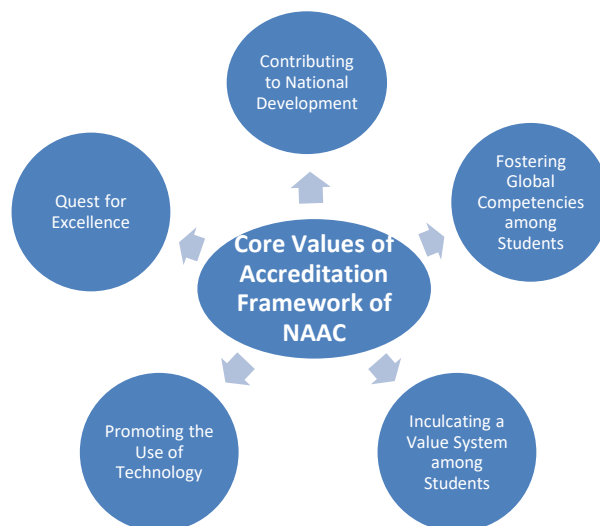


education institutions via self and external quality evaluation, promotion and sustenance initiatives.

For transforming the vision of the council into action plans NAAC endeavours to:

- Execute periodic assessment and accreditation of higher education institutions or specific academic projects and programmes
- encourage self-evaluation, accountability, autonomy and innovations in higher education institutions
- Stimulate the academic environment in higher education institutions for quality enhancement in teaching-learning as well as research
- Carry out quality research, consultancy and training programmes
- Work in collaboration with various stakeholders of higher education for maintaining quality, quality evaluation, promotion and sustenance.

The accreditation framework of NAAC is based on five core values shown in Figure below:



The above cited core values form the foundation for assessment of institutions that volunteer for accreditation by NAAC. The Institutions of Higher Education may also add their own core values to these five core values in conformity with the goals and mission of quality education.

### **Revised Assessment and Accreditation Framework**

Assessment and Accreditation Framework was revised in July 2017 which clearly points out a clear Paradigm Shift. New framework is ICT enabled, more objective, totally transparent. It is absolutely scalable and of course robust. The perceptible shift in Revised Assessment and Accreditation Framework is:

- from earlier qualitative peer judgement to data & document based quantitative indicator evaluation with increased objectivity and transparency
- regarding extensive use of ICT approving scalability and robustness
- in terms of boosting benchmarking as institutional quality improvement tool through comparison of NAAC indicators with other international Quality Assurance frameworks
- In process simplification as there is drastic reduction in number of questions, size of the report, visit days etc.

- introducing a Pre-qualifier for peer team visit to the institution, as 30% of system generated score
- in providing exact differences in the metrics and weightages as well as benchmarks to various universities, affiliated /constituent colleges and autonomous colleges
- Introducing a System Generated Scores (SGS) with online evaluation (about 70%) and peer judgement (about 30%)
- in introduction of element of third party validation of data
- in revising several metrics to introduce enhanced participation of students and alumni in the assessment process of the institution

### **Focus of Assessment**

The very focus of NAAC assessment is developing quality culture in the institutions measured by Quality Initiatives, Quality Sustenance and Quality Enhancement as manifested through the vision & various processes of the institution.

### **Quality Indicators of Assessment Framework**

The Assessment & Accreditation process of NAAC is based on seven criteria. The seven criteria represent the core functions and activities of a Higher Education Institutions. In the revised framework with the academic and administrative aspects of institutional functioning the emerging issues have also been included. The seven Criteria to serve as basis for assessment of HEIs are shown below:



### **Seven Criteria as basis of Assessment of HEIs**

Under each Criterion a few Key Indicators are identified. Further these Key Indicators are described as Metrics which actually elicit responses from the HEIs. These seven criteria along with their Key Indicators are listed below:

Criterion-I	Parameters
<b>Curricular Aspects</b>	* <b>(U)</b> -Curriculum Design and Development * <b>(A)</b> - Curriculum Planning and Implementation Academic Flexibility Curriculum Enrichment Feedback System

\***(U)** - applicable only for Universities and Autonomous Colleges \***(A)** - applicable only for the Affiliated/Constituent Colleges

Criterion-II	Parameters
<b>Teaching Learning and Evaluation</b>	Student Enrolment and Profile Catering to Student Diversity Teaching-Learning Process Teacher Profile and Quality Evaluation Process and Reforms Student Performance and Learning Outcomes Student Satisfaction Survey

Criterion-III	Parameters
<b>Research, Innovations and Extension</b>	*Promotion of Research and Facilities Resource Mobilization for Research Innovation Ecosystem Research Publications and Awards *Consultancy Extension Collaboration

\*Not Applicable to Affiliated Colleges

Criterion-IV	Parameters
<b>Infrastructure and Learning Resources</b>	Physical Facilities Library as a Learning Resource IT Infrastructure Maintenance of Campus Infrastructure

Criterion-V	Parameters
<b>Student Support and Progression</b>	Student Support Student Progression Student Participation and Activities Alumni Engagement

Criterion-VI	Parameters
<b>Governance, Leadership and Management</b>	Institutional Vision and Leadership Strategy Development and Deployment Faculty Empowerment Strategies Financial Management and Resource Mobilization Internal Quality Assurance System (IQAS)

Criterion-VII	Parameters
<b>Institutional Values and Best Practices</b>	Institutional Values and Social Responsibilities Best Practices Institutional Distinctiveness

### **The Process of Accreditation**

The Assessment and Accreditation process goes through following three-stages:

1. Higher Education Institution prepares a Self-appraisal Report of the Institution for submission to NAAC
2. Self-appraisal Report submitted to NAAC is validated by peer team visiting the Institution, and
3. The Institution is given a grade by NAAC based on the Self-appraisal Report and the recommendations of peer team.

### **Significance of Assessment & Accreditation**

Assessment and Accreditation stimulates the working environment of the Higher Education Institutions and generate enabling inputs for qualitative improvement of the Institutions. Sinha Vinita & Subramanian K.S. (2013) emphasizes that the educational institutions should function in a rapid changing and dynamic environment where there are demands and challenges that require innovations. A&A enables the Higher Education Institutions to carry out a SWOT (Strengths, Weaknesses, Opportunities and Threats) Analysis for itself.

The process of Assessment and Accreditation:

- instils a new sense of direction and identity in the institutions
- initiates institutions into innovative and recent method of pedagogy
- equips institutions to recognise core areas of planning and resource allocation
- provides stakeholders with reliable information on quality of education of the Institution
- stimulates inter and intra institutional interactions
- Provides funding agencies with objective data for performance-based funding.
- Improves moral accountability in Higher Education institution enhancing quality of the Institution.

### **Conclusion**

The entire process of Assessment & Accreditation has to be perceived as a development-oriented process for the Higher Education Institutions. It need to be beheld as a participatory process for quality improvement. The philosophy underlying the whole process is ameliorative and empowering rather than penalizing or judgemental. The focus of A&A is to improve and enable the Institutions of Higher Education to maximize their

resources, opportunities and capabilities. Accreditation process initiates institution into innovative and modern pedagogical approaches. It gives the institution a new sense of working and identity. It provides the stakeholders with reliable information on the quality of education offered by the High Education Institution. It can be concluded that the process of assessment and accreditation develops the quality culture in the Higher Education Institutions and instils a positive outlook of HEIs towards quality improvement benefiting the stakeholders at large.

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## Contribution of Non-Governmental Organizations & Governmental Organizations qua welfare of transgenders in India: A Comparative Appraisal

**Kopal\***

### Abstract

In India, for ages, the issue of LGBTQ has been a hotly debated topic. The recent years in India have been positively transformative and revolutionary for this community. Largely the credit for this need to be given to various government as well as non-government organizations which have consistently worked towards the welfare of LGBTQ and have largely been instrumental in achieving the due rights and recognition to the members of this community. This paper provides a brief review and information about the some of the groups which are working for LGBTQ communities in National Capital of Territory, Delhi and in other cities.

**Key words: LGBTQ, Government Organizations, Non-Government Organizations, Recognition, Protection, Rights, India**

### Introduction

It is 2018, and societies around the world are still far from unconditionally accepting all identities and sexualities. And thus, in the face of rampant homophobia and the absence of a state-sponsored support system, social and non-governmental organizations, groups and centres assume great importance in bridging the gap between what-it-is and what is needed. Here, let's take a look at some groups working for lesbian, gay, bisexual, transgender and queer (hereinafter in short referred as LGBTQ) communities in National Capital of Territory, Delhi in detail and brief all over India. Before moving further, we should familiarize the meaning of terms organization, governmental organization and non-governmental organization.

According to **Black's Law Dictionary**, the term '**organization**' means, "a body of persons (such as a union or corporation) formed for a common purpose"<sup>\*\*\*\*\*</sup>. Whereas, the term '**non-governmental organization**' (hereinafter referred as NGO) means "any scientific, professional, business, or public-interest organization that is neither affiliated with nor under the direction of a government; an international organization that is not the creation of an agreement between countries, but rather is composed of private individuals or organizations."<sup>\*\*\*\*\*</sup> By combining these two terms, the definition of the term '**governmental organization**' (hereinafter referred as GO) can be carved out as a body of persons (such as a union or corporation) formed for any common purpose, scientific, professional, business, or public-interest organization. The GO is affiliated with under the direction of a government, an international organization that is the creation of an agreement among countries. In the literal parlance, NGO is an organization that works for non-profit or charitable purposes. In India, the NGOs can be registered under any of the

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\*\*\*\*\* Page no. 1133

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following manners and legislation, namely as, **trust** under the Indian Trusts Act, 1882; **society** under the Societies Registration Act, 1860 and **company** under the Companies Act, 2013.

Many of these organizations offer professional counseling, family counseling, helpline services, emergency shelters, reproductive health advice, medical aid, and safe spaces for conversations, networking, sports, and legal support to LGBT community people. To name a few, they are as follows:

**Udaan trust**, Maharashtra; **Bharosa trust**, Lucknow (U.P.); Sangama, Bengaluru, Karnataka; **Sappho**, Kolkata, West Bengal; Maan Foundation, Lucknow (U.P.); Sahodari Foundation, Tamil Nadu; SAATHI, Chennai, Tamil Nadu; **The Umang, Mumbai**; **Samapathik Trust, Pune**; Maharashtra; Samabhavana Society, Mumbai, Maharashtra, Sarathi Trust, Nagpur, Maharashtra; **East West Center for Counseling and Training, Chennai**, Tamil Nadu; **Orinam, Chennai**, Tamil Nadu; **Srishti, Madurai & Chennai**, Tamil Nadu; **Swabhava Trust**, Bengaluru, Karnataka; **Maya4Women/(M4W)**, Bengaluru, Karnataka; **WHaQ!/We're Here and Queer!**, Bengaluru, Karnataka; and **Sahayatrika, Kerala**.

First and foremost amongst many is the *Naz Foundation, Delhi* which had made a place for itself in the Indian history books when it successfully petitioned against the unjust section 377 of the Indian Penal Code, 1860 in the historic **Naz Foundation v. Govt. of NCT of Delhi**\*\*\*\*\* before the Hon'ble Delhi High Court. This foundation has been one of the leading NGOs in the fight for the fundamental rights of the LGBTQ community.

*The Adhikaar, New Delhi* is an advocacy and activist organization that works in direct partnership with 13 grassroots LGBTQ community organizations from different parts of the country for securing equal citizenship rights for all LGBTQ persons.††††††††

*The Sangini trust, New Delhi*, was formed in 1997 under the umbrella of the Naz Foundation (India) Trust. It is the oldest non- governmental organization providing oldest community support program, both online and offline, in India to reach out to Lesbian, Bisexual and Transgender persons, and providing them with support. It strives towards enabling and creating spaces for/by individuals dealing with issues around their sexuality, i.e. women attracted to women, lesbian, bisexual and transgender individuals. It provides 24/7 emergency response services to LBT individuals whose human rights are being violated.

*The Mitri Trust, New Delhi* is headed by **Rudrani Chettri**; a transgender activist from Delhi. It has worked for more than ten years, in spreading awareness and fighting to improve transgender lives in India. The Trust helps over 1,500 TG people in Delhi alone. The trust launches BitGiving, which is India's First Transgender Modeling Agency.

*The TARSHI* (talking about Reproductive and Sexual Health Issues) is a registered NGO based in New Delhi, India founded in 1996. It supports and enables people's control and agency over their sexual and reproductive health and well-being through information dissemination, knowledge and perspective building. The organization aims to provide inclusive, audience-oriented and easy to understand information to its audience.††††††††

\*\*\*\*\* (2009) 160 DLT 277; WP(C) No. 7455/2001

††††††††Lakshya Kalra, "Because We Were Born This Way: Here Are Ten Indian Organizations Working For The LGBTQ," available at: <https://www.youthkiwaaz.com/2013/08/because-we-were-born-this-way-here-are-ten-indian-organizations-working-for-the-lgbtq/amp/> (Visited on June 01, 2018).

†††††††† MJ, "Indian NGOs/Support Groups For LBT Persons You Need To Know," available at: <http://gaysifamily.com/2017/08/16/12-indian-ngosupport-groups-lbt-persons-need-know/> (Visited on June 01, 2018).

*The Nazariya: A Queer Feminist Resource Group* is a Delhi-based queer feminist resource group working on issues of gender and sexuality with a focus on lesbian, bisexual, queer, genderqueer, and non-binary people assigned gender female at birth, and transmen. They run a helpline and do face to face peer counseling from 11 am to 6 pm (Monday to Friday). Apart from this, they have a support group for working class LBT people. §§§§§§§§

**Lastly, the Humsafar Trust:** The *Trust* was set up in April 1994 by the leading gay activist Ashok Row Kavi along with two more self-identified homosexual men who desired to reach out to the gay population in Mumbai and surrounding areas. The trust offers a unique workshop which deals with coming out to self and family, dealing with relationships, with legal issues of gay men, tackling problems with cheaters and hustlers, health and human rights related issues. The *Trust* has emerged as one of India's most influential voices in support of health and human rights for LGBT communities. It provides counseling, advocacy and healthcare to the LGBT communities and has helped in reducing violence, discrimination and stigma against them. The organization is a convener-member of the Integrated Network for Sexual Minorities, a national-level network that has 196 community-based organizations, \*\*\*\*\* representing lesbian, gay, kothi, men who have sex with men (MSM), bisexual and transgender communities as members. The Trust has nurtured various community-based organizations, such as 'Gaurav' for male sex workers, 'Kinnar Kasturi' and 'Kinnar Asmita' for transgenders and hijras, 'Sanjeevani' for MSM and transgenders with HIV, and 'Umang' and 'Yaariyan' for LBT and LGBT persons respectively. Through its six primary projects on prevention, care, support and treatment, the organization reaches out to over 9,000 MSMs and transgenders in Mumbai. †††††††† On April 7, 2017 the trust has inaugurated its new community centre in Sant Nagar, East of Kailash, and Delhi to extend its helping hands to LGBTQ community of Delhi and offers a drop-in centre to them. Sonal Mehta, CEO of India HIV/ AIDS Alliance said, "We are so proud to have partners and friends such as Humsafar Trust. Coming to Delhi is a signal to the world that the country has to change, change for the better!" ††††††††

#### **The Government Organizations & Agencies**

**The Kochi Metro Rail Ltd:** It is an enterprise owned by the Government of Kerala, which is the first Government agency in India to open its doors to transgenders, since a landmark 2014 Supreme Court ruling that recognized the country's two million transgenders as the third gender. The company lands jobs to the transgender people as part of a groundbreaking initiative by the government-owned company to integrate a community that has long suffered discrimination and survived at the margins of society. There are 23 transgenders working in ticketing, customer care and housekeeping – giving them an opportunity to come face to face with the thousands who ride on the metro. §§§§§§§§ Dilraj KR, project manager at Kudumbashree said, "Common people like you and I will also get a chance to

§§§§§§§§ Supra note no. 5.

\*\*\*\*\* Humsafar Trust, available at: [https://en.wikipedia.org/wiki/Humsafar\\_Trust](https://en.wikipedia.org/wiki/Humsafar_Trust) (Last modified October 23, 2017).

†††††††† The Humsafar Trust, available at: <http://www.satyamevjayate.in/accepting-alternative-sexualities/ngo-humsafar-trust.aspx> (Visited on 23.05.2018).

†††††††† Humsafar LGBTQ Centre in Delhi inaugurated on April 7, 2017, available at: <https://www.facebook.com/notes/humsafar-trust/humsafar-lgbtq-centre-in-delhi-inaugurated-on-april-7-2017/10154664041389200/> (Visited on 29.06.2018).

§§§§§§§§ Anjana Pasricha, "Indian Government-Owned Rail Network Hires 23 Transgender People," available at: <https://www.voanews.com/a/indian-government-owned-rail-network-hires-transgenders/3875295.html> (Last modified May 29, 2017).



interact with these people and that will facilitate an understanding that there is nothing fundamentally different between we people and the transgenders. They are also human beings like everybody.”\*\*\*\*\*

To ensure success in their initiative, the Kerala Information – the public relations department of Kerala, India – published the 30-second video aiming to promote diversity at Kochi Metro Rail in Kerala, south India. The video is a way to educate the public about discrimination and to welcome new employees at the Kochi Metro. The 30-second video and the message behind it have been received well. It was posted on June 16, 2017 and has over 1.3 million views and 28,000 shares since then. Although the video was created specifically for the new Kochi Metro and their transgender employees, the message is universal and can be used and applied to any workplace environment that supports diversity and inclusion in the workplace.††††††††††

**The Ministry of Social Justice & Empowerment:** This ministry has been dealing with the matters relating to transgender persons with effect from July 2012. However, the work relating to transgender persons was allocated to this Department under the Allocation of Business Rules in the month of May 2016. An Expert Committee was constituted to make an in-depth study of the problems being faced by the Transgender Community. The Committee has submitted its report on 27 January 2014, suggesting various measures to ameliorate the condition of the transgender persons. The concerned Central Ministries and the State/ UT Governments are being consulted for their suggestions/views on the recommendations made by the Expert Committee and furthermore, confirm what action can be taken at their end.††††††††††

The Expert Committee has recommended “Ministry of Social Justice & Empowerment may set up a Standing Coordination Mechanism in the form of an Inter-Ministerial Committee for coordinating the welfare activities being undertaken by the various Ministries and State/UT Governments for transgender community comprising representatives of concerned Central Govt. Ministries and representatives of State Governments.” Accordingly, an Inter-Ministerial Committee has been constituted to discuss these issues. Till date, four Inter-Ministerial meetings have been conducted.§§§§§§§§§§ The Centre has amended rules to include the welfare of transgender persons in charter of work to be handled by Ministry of Social Justice and Empowerment, following demands from civil society and transgenders to check incidents of social harassment and crime against the 'third gender'.\*\*\*\*\*

### **The Joint Efforts**

In 2014, the Supreme Court of India in a civil writ petition titled as “**National Legal Services Authority (NALSA) v. Union of India**”†††††††††† (hereinafter referred as the NALSA Judgment) pronounced a landmark judgment and recognized transgender people as the ‘third gender’. The situation for India’s transgender community is dire, but news that

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\*\*\*\*\*Supra note no. 9.

†††††††††† Lenyon Whitaker, “Indian government releases video to show support for its transgender employees,” *available at:* <https://www.metro.us/lifestyle/kochi-metro-transgender-employees-video>, (Visited on June 01, 2018).

†††††††††† **Social Defence**, *available at:* <http://socialjustice.nic.in/UserView/index?mid=47564>, (Visited on June 01, 2018).

§§§§§§§§§§Supra note no. 12.

\*\*\*\*\*PTI, “Welfare of transgenders' to be handled by social justice ministry,” *available at:* <https://economictimes.indiatimes.com/news/politics-and-nation/welfare-of-transgenders-to-be-handled-by-social-justice-ministry/articleshow/52488638.cms>, (Visited on June 01, 2018).

††††††††††(2014) 5 SCC 438

the nation will now officially recognize them as third sex comes as a largely positive step on an ever-rocky journey. ¶¶¶¶¶¶¶¶¶¶ The NALSA judgment was delivered in pursuance of a Public Interest Litigation filed on 12 September 2012 by the NALSA §§§§§§§§§§ against the respondents namely, Union of India, State of Jammu & Kashmir, State of Haryana, State of Nagaland, State of Uttarakhand, and State of West Bengal, seeking to address the grievance of the Transgender Community. It prayed for a legal declaration of their gender identity other than the binary gender, i.e., male or female. A similar writ petition was also filed on 11 May 2013 by Poojaya Mata Nasib Kaur Ji, Women Welfare Society §§§§§§§§§§ against respondent namely, Chief Secretary, Ministry of Home Affairs seeking similar reliefs for the Kinnar community and the same has been decided in the NALSA judgment.

### **Conclusion**

While concluding it can be observed that the years 2012 to 2014, in India, recognition of transgenders as “third gender” has become a hotly debated topic. The new age of freedom of thought and expression has given birth to various movements for the recognition and protection of rights of the transgenders. Significantly, in achieving this battle of recognition, several GOs, NGOs and social activists have played a commendable role, and without their joint and sincere efforts, our country could not reach up to this level. Nevertheless, there is a lot to achieve qua welfare of transgenders.

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¶¶¶¶¶¶¶¶¶¶ Dr. Maheswar Satpathy, “Lives and Stories of Transgender Population in India Realities, Challenges, Policy and Practices Implications for Policymakers and Practitioners,” *available at*: [https://www.researchgate.net/profile/Maheswar\\_Satpathy/publication/311614187\\_Lives\\_and\\_Stories\\_of\\_Transgender\\_Population\\_in\\_India\\_Expert\\_Resource\\_Document\\_on\\_Sensitizing\\_High\\_Level\\_Government\\_Stakeholders\\_on\\_TG\\_Human\\_Rights\\_Issues/links/5850e02c08ae4bc8993b7352/Lives-and-Stories-of-Transgender-Population-in-India-Expert-Resource-Document-on-Sensitizing-High-Level-Government-Stakeholders-on-TG-Human-Rights-Issues.pdf](https://www.researchgate.net/profile/Maheswar_Satpathy/publication/311614187_Lives_and_Stories_of_Transgender_Population_in_India_Expert_Resource_Document_on_Sensitizing_High_Level_Government_Stakeholders_on_TG_Human_Rights_Issues/links/5850e02c08ae4bc8993b7352/Lives-and-Stories-of-Transgender-Population-in-India-Expert-Resource-Document-on-Sensitizing-High-Level-Government-Stakeholders-on-TG-Human-Rights-Issues.pdf), (Visited on June 01, 2018).

§§§§§§§§§§ Diary No. 30488/2012 Filed on 12-09-2012; Case No. W.P.(C) No. 000400 / 2012 Registered on 18-09-2012.

§§§§§§§§§§ Diary No. 15597/2013 Filed on 11-05-2013 Case No. W.P.(C) No. 000604 / 2013 Registered on 30-07-2013.

## **Impact of Punjab's Rural Poverty Alleviation Program on Poverty Alleviation: A case study of Layyah**

**Irfan Hussain Khan (PhD Scholar)\***

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**Saima Alyas (MPhil Scholar)\*\*\***

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### **Abstract**

The purpose of this study was to examine the impact of the Punjab Rural Support Program (PRSP) on the provision of microcredit services in the rural areas of District Layyah. A sample of 100 respondents has been selected using a convenient sampling technique. The pre-structured questionnaire has been used to collect data relevant to various aspects of the program. Microfinance, household size, the nature of employment of respondents and education level are the main variables of the data collected. The income gap is used to measure the effectiveness of microfinance schemes in the PRSP. The income gap is calculated as income before microcredit and before microcredit. Two econometric models have been developed, namely, multiple regression and logistic regression models. Standard econometric techniques have been used to estimate these models. The results show that microfinance plays an important role in increasing the income of borrowers, thus alleviating poverty in the study area. The level of education, the size of the family and the nature of employment are also major determinants of income disparities and poverty measures. A variety of econometric tests have been used to check the validity of the estimates and, if the estimates do not meet the econometric rules, alternative procedures are applied. With regard to the balance of the evidence gathered, the present study shows that in order to make the plan more sensitive, it is necessary to rationalize the size of the loan and the procedures to reduce the interest rate; the program's product range is diversified and the recovery procedure can be very convenient.

### **1.1 Introduction**

The word "poverty" is a "poor man" and a "poor man" is the lack of food, shelter, education and health infrastructure. Poverty has been a central issue for the less developed countries (LDCs). Poverty can be defined as the basic human needs, such as food, drinking water, education, health, health facilities and shelter. The UNDP 2010 report defines a person as a poor person if he earns \$ 1.25 per day. Governments in less developed countries are keen to alleviate poverty, which is why the use of rural support systems is better able to penetrate and seriously combat the core problems of poverty. The rural support program has been launched in many countries around the world, including

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\*\*\* Allama Iqbal Open University Islamabad

\*\*\*\* Hajvery University Lahore

Pakistan. RSP is considered the best way to reduce poverty. It has improved the living standards of the rural people to a great extent. The effectiveness of the RSP can be judged by a large number of beneficiaries in the developing world, which is almost 67.6 million. According to the Asian Development Bank's 2004 report, the projected number of 67.7 million people at the end of 2005 will hit 100 million people. The Asian Development Bank view, supported by Manzoor et al. (2006), recognizes microfinance as an effective tool for poverty reduction in Pakistan. The majority of Pakistan's population is living in poverty, especially extreme poverty. There is different estimation techniques used to measure poverty. According to the Ministry of Finance's consistent approach to consumption poverty, the number of poor in 2010-11 was 12.4 per cent, compared with 22.3 per cent in 2005-2006. The urban and rural poor population is 7.1% and 15.1% respectively. However, the World Bank's poverty figure shows that 21.04% of the population in 2014 is below the poverty line, according to \$ 1.25 per adult per day. But if the poverty line is \$ 2 per adult per day, then 60.19% of the population is below the poverty line. (Pakistan Economic Survey, 2013-14)

Microcredit is an economic support for the poor, finances their own businesses and gives them economic power. It encourages low-income groups to sum up their resources to achieve their business objectives. The poor are often constrained by a lack of financial resources. This is a strategy that enables them to participate in self-employment processes that use resources effectively. Pakistan's population is growing rapidly and resources cannot cope with population growth to meet the needs of an honorable life. Thus, a family size that is binding may receive the attention it deserves. Microfinance, self-employment and family size are important components of disposable income and help alleviate mass poverty.

Rural poverty reduction is key to sustainable development worldwide, and it is therefore important to investigate whether the Punjab Rural Support Program (PRSP) has expanded microfinance facilities in the rural areas of Layyah. Does the poverty reduction strategy paper microcredit contribute to rural poverty alleviation? Are the micro-credit schemes of the PRSPs sustainable for the poor and marginalized groups of society? These questions have not been answered in the main body of the research literature. The purpose of this study is to fill in the gap. The empirical results of the study can be used to design the development policy for selected areas of research.

### **1. Objectives of the study**

The major objectives of the study include:

- 1) Review of the role of microcredit in Poverty Reduction Strategy Papers (PRSPs) in alleviating poverty in the layyah district.
- 2) Based on the findings, some policy guidelines are presented.

### **2. Review of Literature**

Schultz (1964), in explaining the causes of rural poverty in developing countries, argues that traditional farming practices have been the main source of poverty in these countries. He explains that these traditional instruments cannot be used to predict agricultural productivity by increasing returns. He suggested that rural poverty could be reduced by modernizing the agricultural sector, introducing high-yield seeds, increasing the use of fertilizers and pesticides, improving land reform, redistributing land and improving irrigation systems.

Shirazi (1980) evaluated the use of "infaq" as a major cause of family poverty. He added that if the size of the family increases the probability of poverty increases. The same probability is inversely related to the level of education and the number of people in a household.

Adams (1995) examined rural income inequality in Pakistan. They identified five major sources of rural income. These sources are farm, non-formal, livestock, and income transfer and lease sources. This study points out that the employment of government and the income of cash have stimulated the upward trend of income inequality, instead of agriculture, animal husbandry and unskilled labor. The production of grain crops is the main force to promote income inequality.

Hulme and Mosley (1996) quantify the impact of microfinance on poverty reduction in four countries: Indonesia, India, Bangladesh and Sri Lanka. They estimate the revenue growth rate of borrowers and non borrowers or control groups. They revealed that the borrower's income grew faster than the control group's revenue growth. They argue that microfinance is an effective tool for poverty alleviation. Kamal (1995) studied the current state of poverty alleviation mechanisms in Pakistan. He concludes that the government's tax policy is a major obstacle to the pro-poor process.

Amjad and Kemal (1997) studied the impact of macroeconomic variables on rural poverty in Pakistan. They assessed various structural adjustment policies and concluded that poverty was a direct result of such policies. They further emphasized that inequitable land distribution or inequality in land holdings was the cause of absolute poverty.

Khandker et al. (1998) studied the role of microfinance programs in poverty reduction in Bangladesh. They analyzed the cases of the Grameen Bank, the Bangladesh Rural Development Board (BRAC) and the Bangladesh Rural Development Bank (BRDB). The main evidence shows that in response to these projects, income, production and employment are increasing, especially in the rural non-agricultural sector in Bangladesh. Rosintan et al. (1999) examines the relationship between microfinance and self-employment in Indonesia. They studied the special role of the SFDP – Smallholder Development Program and concluded that it effectively trained poor women. They also concluded that the training of BRI's SFDP and credit facilities - the bank Rakyat Indonesia - enabled them to generate income through economic activities related to trade, handicrafts and weaving traditional clothing.

Waheed (2001) studied the role of the PRSP in the Punjab Rural Support Program to increase the role of microcredit in enhancing social poverty and marginalized groups. He concluded that 86.7 per cent of the respondents had a better quality of life from the PRSP. PRSP credit agencies helped expand 49.2% of companies surveyed and 19.2% established firms that were not previously self-employed.

Siddiqui (2001) reviewed the contribution of women in economic activities and poverty alleviation in Pakistan. She said that the main determinants of women's productivity were education and health status.

Chaudhry and Imran (2003) analyzed the status of the Bahawalpur region in terms of poverty. They conclude that infrastructure development, more agricultural production, the development of non-farm or traditional rural economies, better quality of life, education and sanitation are the major determinants of rural poverty in the region. Anwar et al. (2004) investigated the impact of inequitable distribution of rural land and poverty in Pakistan. They report that rural poverty is highly dependent on unequal

distribution of arable land, which slows down the impact of productivity growth in the agricultural sector on poverty alleviation.

Sabir (2004) retrieved the main determinants of the poverty of small-scale farmers in Pakistan. He found that less agricultural output, larger family size and higher dependency ratios, lesser-headed education and a lack of adequate infrastructure could aggravate the poverty of small-scale farmers in Pakistan. However, the regular supply of fertilizers and their low purchase prices, the availability of irrigation water and off-farm employment are factors that contribute to poverty.

Parker et al. (2008) examined the relationship between infrastructure regulation (IRs) and poverty reduction in developing countries. The conclusion is that the improvement of infrastructure quality leads to the improvement of efficiency. It also reduces production costs and ultimately increases agricultural production.

Chaudhry (2009) seeks poverty reduction plans in southern Punjab, Pakistan. He believed that microfinance was a powerful tool for poverty alleviation, but that these programs might be more effective if macroeconomic stability was ensured.

Saboor et al. (2009) examined the linkages between microfinance and poverty reduction in Pakistan. They found evidence in favor of microcredit could increase the income of borrowers in the study area.

Shirazi and Khan (2009) explained that the PPAF - Pakistan Poverty Alleviation Fund - has reduced the overall level of poverty in Pakistan. The borrower enjoyed a higher income during the study period. Similarly, Waheed (2009) concludes that microfinance and education are essential tools for creating higher incomes and reducing poverty in rural Punjab. Nawaz (2010) conducted a similar analysis of Bangladesh as an important tool for reducing poverty.

Noreen (2010) and Akram and Hussain (2011) studied the impact of microfinance on poverty. They concluded that microfinance helped to reduce poverty. While careful analysis of the relevant literature, there are several issues not yet properly analyzed. First, the role of Punjab's rural support program in poverty reduction was investigated; while the borrower's current income was used as a benchmark for poverty. However, microfinance can be helpful if microfinance can raise the income gap, that is, after microfinance income and before microfinance. Similarly, if microfinance can drive borrowers out of poverty traps, microfinance is effective. Research related to the development of such measures of poverty is rare in our knowledge. Secondly, the PRSP poverty reduction interventions at have not been Layyah adequately addressed. The purpose of this study is to fill in the gap.

### 3. Research methodology

We modified the model used by Waheed (2009). The impact of microfinance programs is judged by examining the income gap before and after microfinance programs. Estimate the following versions of the model.

$$\Delta I = \beta_0 + \beta_1 MF + \beta_2 F\_Size + \beta_3 Emp + \beta_4 Edu + U \quad (1.1)$$

Where " $\Delta I$ " is the logarithm of the micro financial front-to-back income difference, " $MF$ " is the logarithm of the amount of microfinance borrowed by the individual, " $F\_Size$ " is the borrower's household size, " $Edu$ " is the number of years of school, " $Emp$ " is The assumption of employment status, that is, if the individual is self-employed is equal to 1, otherwise 0. If the individual has a low level of education, a small family size, and a sufficiently large loan amount, the income after microfinance is expected to be greater than

the income before microfinance. MFIs may not be able to reduce poverty to the extent required by inappropriate use of funds and other reasons. In this regard, the income gap may exist, but may be less. It is in this case that the following versions of the model are also estimated.

$$D\_Y = \alpha_0 + \alpha_1MF + \alpha_2F\_Size + \alpha_3EmP + \alpha_4Edu + U \quad (1.2)$$

Where "D\_Y" is a dummy variable equal to 1, if the individual income difference (income after microfinance facilities) is greater than the average income difference across the sample, otherwise zero. If the individual's income gap is greater than the average income differential across the sample, this means that microfinance has raised the income level above the average income level.

There are several reasons why Layyah was chosen as the study area. The majority of the population lives in rural areas, depending on agriculture and livestock. PRSPs were among the first community-based organizations to participate in microfinance institutions in the region. Poverty reduction strategies Microfinance is mostly concentrated in human resource development (HRD), at 5671, 4367 and 2322 in Layyah, Karor Lal Esan and Choubara, respectively. A list of all these borrowers and their home addresses is procured from the PRRO Regional Offices. Convenient samples of 100 respondents were selected from Layyah, Karor Lal Esan and Choubara, ie only those borrowers who were economically viable in terms of time and money use were contacted. A well-structured questionnaire was designed to collect data related to various social and economic aspects. A 25-person pilot study was conducted to determine respondents' response rates.

## 5 Results and Discussion

The sample consisted of 70% of the male respondents, while the remaining 30% were female borrowers. A total of 49% of men and women aged 30 to 35 years. Microfinance institutions are concentrated in the same age group. Our analysis shows that 23.23% of borrowers have a family size of five. About 16% of borrowers have a family size of 8 children. Interestingly, 50% of borrowers are self-employed. Research shows that literacy rate is 85.2%, higher than the national literacy rate of 65%. But some respondents did not complete primary education. The net read / write rate was 7.75%, excluding those who had not yet completed their primary education, most of whom had already learned 10. The difference between the average income, before and after microfinance, is Rs 2,220.07, which means that the borrower's income has increased by Rs 2,220.07. The average amount of microfinance (MF) is Rs 13,116.0 with a standard deviation of Rs 4333.3. Other variables can also be interpreted in the same way.

Regression results are reported. It shows that only family - size coefficients are insignificant. The sign of the microfinance coefficient is also positive and highly significant. Its value is 1.69, indicating that borrowers' income is highly elastic, ie, microcredit increases by 1% and income increases by 1.69%, which in turn means that microfinance contributes to poverty alleviation.

The coefficient of the dummy variable on employment status is also positive and important. The estimates result shows that self-employed borrowers earn 0.29 points more than non-self-employed persons. The influence of years of schooling on the income difference of borrowers is also positive and significant. The magnitude of its impact is 0.016, which means that the year-round education increases the income gap by 0.016 points. The R square of the model is 0.94%, which is very high, indicating good fit. The

estimates are in agreement with previous studies in Pakistan, such as Amjad and Kemal (1997), Malik and Nazli (1999) and Waheed (2001).

Diagnostic tests show that the estimates are heteroskedastic. The values of the Breusch-Pagan-Godfrey F-version & chi-square are 3.56 and 13.04, respectively, and the smaller probability values lead us to reject the null hypothesis without heteroscedasticity. The Jargue - Bera test value is 4.81 and the p - value is 0.08, indicating that the residuals are not normally distributed. Appendix-7 is constructed to estimate the same equation using the weighted least squares (WLS) weights for "MF -0.5" because microfinance is suspected to be a variable that may cause heteroskedasticity. Interestingly, the estimates are similar, which is a good sign.

If there is heteroskedasticity, the standard error may be greater than the usual standard error, which in turn leads to inconsistent inferences. White's Heteroscedasticity The consistent standard error and covariance (WHCS-EC) technique is one of the procedures for correcting errors in standard errors. The coefficient values remain unchanged; however, the value of the standard error varies with its probability (Appendix 8)

The estimated results of Model 1.2 are given in Appendix-9. The estimated technique is the maximum likelihood binary logarithm. The second hill-climbing option for algorithm optimization comes from three hypotheses related to the optimization of the second-ramp algorithm, Newton-Raphson, Berndt-Hall-Hall-Hausman. In terms of the sign of the coefficients, the estimation results are similar to those of the previous model. However, the degree of influence is different from that of the first model. The impact of microfinance is still positive"

Family size has a positive and significant effect. This may be due to child labor, more children means more income. However, with the previous model, the value of 5.287, the coefficient of 5.287, also has a very significant significance. However, it does not seem important, but it has a positive impact. As for education, it is still positive and important, which means that education has a role to play in generating income and reducing poverty, and the value of McFadden R-Square is given Instead of the simple R - Square, which does not apply in the current settings. R - Square has a value of 38%, which is quite high for this qualitative response variable regression model.

## **6 Conclusions and Recommendations**

The summary of the results shows that microfinance has had a positive impact on income disparities and poverty measures. Measured education also has a positive impact on income generation and poverty in the study area. However, the effects of employment and household size on income degradation are mixed. For example, the nature of employment has a positive and significant effect on the income gap, while a model with a specific level of poverty has a positive but insignificant impact on income. This means that if the borrower is self-employed, he may generate more income than the borrower employed in government, semi-government and private sectors. Household size does not have any significant impact on income disparity. However, its impact is positive and significantly increases the borrower's income difference higher than the sample income difference. This means that larger families may be better off than smaller borrowers in households. This may be due to child labor. Children work in fields, shops and other income-generating activities, especially families with more children are better off during peak periods of labor-scarce agricultural activity. With regard to the balance of the evidence gathered, the present study shows that in order to make the plan more sensitive, it is necessary to



rationalize the size of the loan and the procedures to reduce the interest rate; the program's product range is diversified and the recovery procedure can be very convenient.

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## **Government Revenue & Interaction of Economics Growth with Pakistan's Experience**

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### **Introduction**

Policymakers and investigators have been watching how the forward-looking changes in source of income affect the overall economic growth. According to Kiabel and Nwokah (2009), the issue of the utilization of local resources has drawn the attention of several developing countries in the past era as a result of the debt problems caused by the fiscal disparities between countries and the world. Considering this correlation is serious for setting sound or outstanding financial strategies to avoid or reduce unsustainable financial shortfalls (Eita and Mbazima, 2008). It is also important to assess the role of government in resource allocation (Chang, 2009). Tax revenue is the main source of revenue for governments around the world. One of the major attempts at tax administration in the 21st century is public commitment, accountability and awareness that galvanize the public about the necessity and benefits of taxes on personal and business life, including: stimulating economic activity; encouraging savings and investment; (Kiabel and Nwokah 2009) . Taxes are used to enforce customary roles, such as providing public goods, maintaining order, avoiding foreign aggression, and regulating trade and commerce to confirm social and economic preservation (Azubike, 2009)

In the summer of 2014, refined oil prices dropped significantly, falling to \$ 34 a barrel this month. This is the result of many reasons, raising the bar and reducing the need. The drop in demand may be the reason for the sluggish economic growth in China, the economic recession in Japan, the economic recession in Germany and other parts of Europe, and the increase of energy capacity in the United States and Europe. On the contrary, the oil production in the United States and Canada was unexpected and surging. The growth of oil production in Russia in that year and the uncertainty of how the creators like Iraq and Libya kept the output regardless of their political status were uncertain. Moreover, it is the hard-line intention of the Organization of Petroleum Exporting Countries (OPEC) and Russia not to cut production prices. At present, Iran is pumping large quantities of crude oil in large quantities.

Oil is sold at a price all over the world, with slight changes in shipping costs and types of oil. As a result, fluctuations in oil supply and demand in one part of the world have dramatically changed global oil prices. Most of the remaining oil is sold on the spot market, with little or no government involvement. Relatively unstable oil prices This is mainly due to the lagging oil industry's ability to respond to changes in supply and demand. The supply of oil depends on the geological landscape, oil abstraction allowance

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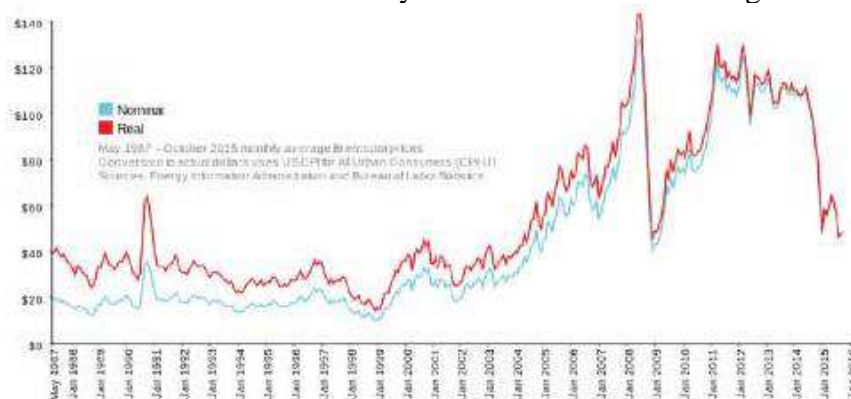
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and tax outline, abstractions abstraction, prices for acquiring and acquiring expertise, and political positions of oil-producing countries. Uncertainties in the internal government of oil-producing countries and conflicts with other countries can undermine oil prices.

The global trend in oil prices since 1987 is based on the observation that the leak of oil shocks is based on two to three years of volatile economic growth.



From 1999 to mid-2008, oil prices rose sharply. This is because oil demand in countries like China and India is increasing. During the Great Depression of 2007-08, oil prices subsequently dropped sharply, reaching a record high of 145 U.S. dollars a barrel in July 2008. On Dec. 23, 2008, the spot price of West Texas Intermediate crude oil fell to 30.28 U.S. dollars, the lowest level after the slump in 2007-2010. The price dropped significantly, and in 2009 rose to 82 US dollars. On January 31, 2011, for the first time since October 2008, it touched 100 U.S. dollars for fear of the political turmoil in Egypt.

Almost three and a half years, the price is generally maintained at 90-120 US dollars between. In mid-2014, prices started to fall due to a sharp rise in U.S. oil production and a drop in demand from developing countries. By January 2015, oil prices have dropped by \$ 50. March 2015 hit a record low of 44 dollars below the downturn in the next few months the price rose to 60 dollars. Oil prices fell to a six-year low on December 11, 2015, slipped to \$ 36 and fell to \$ 34.09 on February 5, 2016. Several experts speculated that oil prices may continue to decline. (Hillary Magazine Armed Forces 2014)

### Trends in Crude Oil Price

Excitingly, the price of oil is not very low. Oil price stage is a moderate law. In the past century of trade, the oil price cycle from low to high, from high to low. As a result, the price in 2016 remains at a low level. It is estimated that oil prices will eventually have a normal cycle in the next few years and will not necessarily return to the previous three-year high. As explained in below figure.

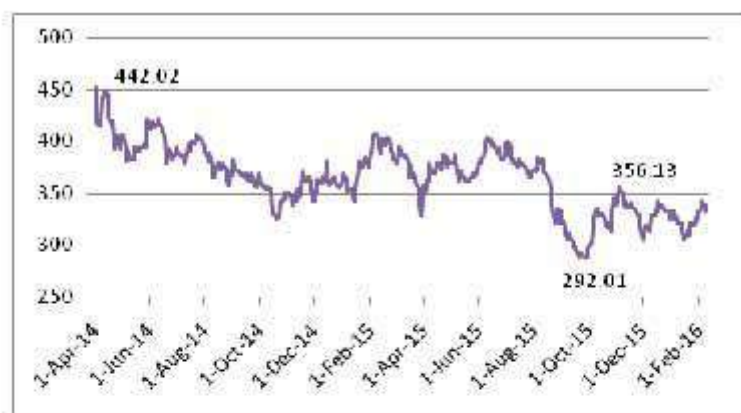


Figure 2: The Share Price of PSO

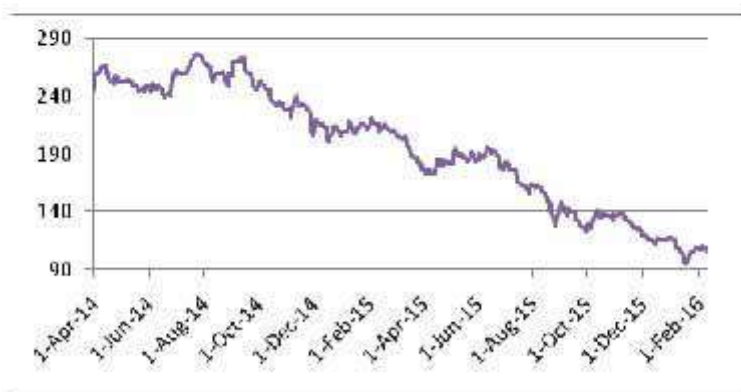


Figure 3: The Share Price of OGDCL

As a result, some economic and geopolitical turmoil will have predictable effects on global oil markets, but fluctuations in oil prices should be seen as either exceptional or random, but as a result of the economy, determined solely by the two instruments of supply and demand. However, a deep understanding of geopolitics and oil producers around the world is also necessary to understand the factors of supply and demand. Pakistani crude oil confirmed assets of 247.5 million barrels (January 1, 2013). Pakistan purchases about 23 million tons of petroleum products each year. Domestic crude oil only met 16% of the total demand, while 84% of the essential items were imported as crude oil and petroleum products. In general, Pakistan takes market policies in the oil field. OGRA is doing its utmost to increase the quantity corresponding to the 20-day oil statement and to maintain its assets. Pakistan's annual oil intake is about 22.9 million tons. Constantly lower oil prices will change consumer conduct and industry act. The general impact of low price of oil is positive and efficient on Pakistan economy.

#### Impact of declining oil prices on Pakistan Economic Growth

The drop in oil prices is expected to boost Pakistan's economic growth. In one study, we analyzed the changes in GDP growth. If the price of oil drops from 84 U.S. dollars to 40 U.S. dollars, the GDP growth rate of emerging countries like Pakistan will rise from 0.5%

to 1.0%. Due to lower fuel costs, several sectors of the economy will provide direct assistance, especially in agriculture and the automotive sector.

### **Current Account Balance**

Oil imports make up one third of Pakistan's total imports. Therefore, Pakistan's oil prices have been greatly affected. Falling oil prices will reduce the value of imports. In 2013-14, Pakistan's oil import bill was 15.36 billion U.S. dollars, down from 18.86 billion U.S. dollars in 2014/15, a decrease of 22.8%. This will surely help reduce the shortage of existing accounts and raise the foreign exchange savings. As world oil prices have fallen, consumers and the economy may be good; nevertheless, it has its drawbacks. Pakistani oil producer's exporters are directly adversely affected, due to lack of oil refining capacity of other petroleum products, Pakistan is also exporting crude oil. The drop in oil prices therefore has a negative impact on the balance of exports and the current account. The drop in oil prices could affect the economy and hinder the demand for Pakistani goods. Pakistani economy will make the Pakistani economy and companies feel unhappy. The drop in oil prices is the distribution of benefits to consumers. Falling oil prices, along with other factors, helped to reduce the rate of inflation. The results show that crude oil prices fell 10%, the general price level rose 1%. Declining overall price levels could lead to lower interest rates, higher credit availability and higher overall economic growth expectations, followed by additional funds available for infrastructure and commercial investment. The fall in inflation and the general rise in economic conditions will enhance the feelings of investors.

### **Government Non-oil Revenue**

Revenue includes taxes, social benefits, reserves receivables and other profits. High net income of the government, which is the difference between resources and accountability. This includes income that is not oil or oil related. They include CIT, customs duties, VAT, education tax, personal income tax (PIT), taxes, public debt, donations and aid. Public debt is a national and international loan and consists of national financial organizations and multi-faceted lending organizations and external grants. Through Oyejide (1985), debt is the government's use of capital or reserves; it is not delivered by the supplier nor is it delivered to them in any other way. Simply modify the balance sheet configuration where the transaction will not change the net worth

### **Government Oil Revenue**

As the tax rate rises, the country's oil and gas industry has become the largest single source of revenue, with national revenue surpassing 91.2 billion rupees for the fiscal year ended June 30, 2016, despite a slight increase in international prices. Official documents from the Ministry of Finance and the Federal Bureau of Revenue (FBR) show that net non-tax and other taxes exceeded Rs310 billion in 2015-16, while tax revenue exceeded Rs. 582 billion in the same period. This does not include provincial taxes on oil and gas. The Ministry of Finance said the total amount of oil taxes collected for 2015-16 was Rs.1393 billion, up from Rs.131 billion the previous year, an increase of 14 percentage points. This collection is 11 percentage points higher than the government's target of R1350 crore in 2015-16 (the 2015-2015 dawn report).

### **Concept of taxation**

Tax theory has become a worldwide major problem because of its great influence on the economy regardless of the general differences. Therefore, taxation is an influential tool for economic development and a major performer in every economy in the field. According to

the explanation, a tax is a compulsory fee charged by the government, through its mediator, to the income, income or consumption of its focal point or citizen. By Nzotta, tax profits fully fulfill their economic function and then four important concerns must be placed at the core. First and foremost, it should be assumed that taxation is a major influence on the flow of residents to the government, and that such participation is for the benefit of all and secondarily is the overall enforcement of taxation on taxpayers. Third, there is an assumption that the public interest generated by tax executives may not equal the people's favorite aid. Finally, the government does not impose tax on residents as a facility that focuses on people in all countries.

### **Economic Growth**

Adam Smith (1776) argues that economic growth depends on the number of factors of production; land, labor, and capital. In his opinion, economic growth (output) depends on the size of the dynamics of production. These factors are the general increase in labor productivity that is determined by population growth, investment and land growth, and investment decisions. The Harold-Thomas model shows that the growth rate of GDP is equivalent to the savings rate / return on capital. In other words, Abuja (2008) described economic growth as the annual growth rate of a country's real per capita income over the long term. Therefore, Arthur Lewis said that "economic growth is the total population growth", as the main goal of economic growth is to raise people's living standards.

### **Sources of Government Revenue in Pakistan**

Two sources of revenue for the federal government are: Ihendinihu, Ebieri and Amapsibanichuka (2014) exposed oil and non-oil revenues. Oil profits are the most important means of revenue from federal accounts. Oil revenues are oil and gas export revenues, oil profits taxes and sovereign revenues, as well as national crude sales, not oil profits: this is the second federal version. This includes income that is not oil or oil related. They include CIT, customs duties, VAT, education tax, personal income tax (PIT), taxes, public debt, donations and aid. Public debt is a national and international loan and consists of national financial organizations and multi-faceted lending organizations and external grants. Through Oyejide (1985), debt is the government's use of capital or reserves, it is not delivered by the supplier nor is it delivered to them in any other way.

### **The theoretical framework**

The theoretical framework for this work is grounded on Revenue Productivity Theory (United Nations Summit (2002) and the endogenous growth theory. It is specified by Anyanwu and Oaikhenan (1995) that economic growth refers to the rise within time, of a country's or an economic capability to yield those goods and services required developing the welfare of the citizens in accumulative numbers and multiplicity. This is the intention why administration of many nations, Pakistan is comprehensively placing more concentration on techniques of enhancing its revenue means takes the high hopes by their residents. Intellectuals alike David Ricardo and J.S. Mills concentrated this discrepancy by placing returns at top in their dissection of public finance into three, specifically; "revenue, expenditure and public debt". This philosophy places more concentration on having a great tax base to concealment least cost by effective tax supervision. An effectual tax system and competent usage of public debt will boost up a proficient economy and deliver an atmosphere encouraging for business, thus decreasing charges. While taxes and additional profits means endowment the needed 'public goods' like public safety and the 'rule of law' on which oil and nonoil production depends. It also stimulates profits efficiency. Related to

the endogenous growth theory, the foremost insertion of endogenous growth theory is describing the heterogeneity in growth proportions achieved by many states and the growth encouraging elements in role. This theory suits this study as it offers opportunity aimed at pervading comprising government returns to be one of the dynamics that primes economic growth, (Ahuja, 2008: 710).

### **Objectives**

1. To examine the effect of aggregate tax revenue on real gross production Pakistan.
2. To investigate the relationship between oil revenue on real gross domestic product in Pakistan.
3. To suggest policy implications.

### **Literature Review**

Muhammad (2011) represents two major types of taxes: direct taxes and indirect taxes. In this study, in order to compare these taxes in India and Pakistan, we have adopted direct and indirect tax collection methods. Samples range from 1999 to 2000 and from 2008 to 2009. The results show that Pakistan generates more taxes through indirect taxes, while India is a direct tax. By comparing the two regression equations with standardized Bertas, we know that in Pakistan, more revenue is levied by imposing indirect taxes because India is the opposite in this regard. We use direct and indirect tax panel data Pakistan has about half the sub-categories of direct and indirect taxes compared to India. Measure India's and Pakistan's direct and indirect taxes, which are derived from the total revenues of both countries. At present, Pakistan is also facing the threat of changing the tax structure of the IMF to obtain more aid. In this case, Pakistani financial policymakers need a very careful analysis of long-term plans. We must pay more attention to direct taxes, or the gap between rich and poor is getting bigger and bigger and harmful to our country. Moreover, we must take corrective measures to reduce tax evasion, increase tax base and increase taxes, and major corruption should be given top priority.

The purpose of Nabila et al. (2011) is to study the impact of Pakistani government spending on social and economic growth in Pakistan from 1974 to 2008 through time-series data from 1974-2009. The results show that there is a positive correlation between government human capital expenditure and economic and social services and economic growth. Government spending on security appears to be negatively related to economic growth. The data come from the Pakistan Economic Survey (various issues) and the publications of the Federal Bureau of Statistics. This study used the ADF, PP, KPSS, and Ng-Peron tests to observe the order in which variables were included in the model. The study was conducted using the CUSUM and CUSUMSQ tests proposed by Brown et al. (1975). . The covariance test between Johansen and Juselius confirmed the long-term relationship between the variables. Capturing variable length dynamics with VECM. The study found that the government has long-term positive relationship between human capital, economic and social services and economic growth, while government subsidies and the expenditure of the rule of law are negatively correlated with economic growth.

GN and Appah (2012) examined the impact of the tax reform in Nigeria from 1994-2009 on economic growth. For research purposes, the relevant secondary data come from the CBN, the Federal Tax Office (FIRS), the Federal Accounting Office and other relevant government agencies. The collected data were analyzed by correlation descriptive statistics and econometric models such as the White Test, the Ramsey RESET Test, the Breusch Godfrey Test, the Jacque Berra Test, the Enhanced Dickey Fuller Test, the Johansen Test



and the Granger Causality Test. The results come from various tests which show that the tax reform is positively correlated with the economic growth brought by economic growth and economic growth and tax reform.

David & M.A. Anyiwe (2013) explored empiricism behind Nigeria's new national tax policy by using cointegration and error correction as empirical approaches to empirical analysis. For the purpose of this article, the empirical results show that although direct tax policy is positively correlated with economic growth, indirect tax revenue is not significant and negatively affects Nigeria's economic growth. This document confirms that the tax in Nigeria is biased towards direct tax. The estimation techniques in this study are cointegration and error correction. Estimate using annual data from 1975-2011. Tax data comes from the Federal Tax Administration Abuja. Openness refers to the ratio of total exports and imports to the gross domestic product. The rate of population growth comes from the National Population Commission. The empirical results show that the direct taxation policy is an explicit tool for raising the economic growth rate in Nigeria.

Akwe (2014) analyzes the impact of non-oil taxes on Nigeria's economic growth. To achieve this research goal, the 2012 CBN Statistical Bulletin (CBN) used relevant secondary data. Data were analyzed using general least squares regression. Test results show that non-oil taxes have a positive impact on Nigeria's economic growth. (RGDP) and the Federal Office of Revenue (non-oil tax for the period 1993 to 2012) Sampling established using an ordinary least-squares regression to establish an independent (non-oil tax) relationship) and reliance on (actual domestic (ADF) and Phillips -Perron (PP). Using the annual time series data of the Central Bank of Nigeria (RGDP) and the federal inland performance, the economic growth effect of non-oil tax revenue can be seen from the empirical test. The economic growth Actual gross domestic product (GDP) replaced by the corporate income tax, personal income tax, capital gains tax, stamp duty, value added tax, customs duties and consumption tax.

Onyele and Nwokoacha (2016) used 1986-1994 time series data to study the sources of various public funds and their impact on Nigeria's economic growth. The sources of public funding considered in this study are taxes, oil revenues, foreign debt and national saving. Two models were used in this study: the impact of these sources of personal finance on economic growth, and another model explaining the impact of government revenue on economic growth. The time series data of the Statistical Bulletin of the Central Bank of Nigeria are analyzed by unit root test, cointegration test and vector error correction mechanism (VECM). A unit root test showed that, except for significant tax levels, all variables were the first to differ. Negotiations (Johansen and Engle-Granger) show that there is a long-term relationship between public funds and economic growth and there is a long-standing relationship between government revenue and economic growth. The results of the model show that tax revenues and oil revenues have a positive impact on economic growth, while national savings and foreign debt have a negative impact on economic growth. In terms of total government revenue, economic growth will disappear as a result of changes in government revenue.

Eugene (2016) examines the long-term relationship between public spending and economic growth. Nigeria In the period 1986-2004 Johnson co-integration and error correction methods were used by using time-series data. The two-part public sector expenditure and total capital formation rate come from Cobb Douglas' production function. The results show that recurrent expenditure is the main driver of Nigeria's economic growth. This

study shows that RGDP is negatively correlated with the long-term and long-term relationship of recurrent expenditures. The coexistence of positive short-term relationships highlights the dual role of Nigeria's economic growth in recurrent expenditure. Variance decomposition recognizes the collective contribution of public spending to economic growth. The study includes non-oil revenues to control the effects of other economic growth or determinants. In time series analysis, before running the co integration test. Must test the smoothness of variables. For this reason, traditional ADF tests, Phillips and Perron Phillips-Perron tests have been used.

**Gap in Literature**

As the literature studied in this study, especially in the Pakistani literature, it is clear that gaps, evaluation techniques, and variables that should be filled or correlated in time and space have been selected. Since Pakistan has not done any significant work in assessing the role of oil revenues in economic growth, most of the work, due to the inability to find the latest work related to it, is to coordinate tax revenue with the government revenue. This research examines the time-series data collected in 1985 through different techniques such as ADF unit root test, cointegration analysis, correlation matrix and OLS techniques, and highlights the impact of Pakistan's oil and non-oil revenues on the Pakistani economy Discrete Impact of Growth -2015.

**Methodology**

**Sources and Type of Data**

This research employed the use of secondary data in terms of time series which was sourced from Central Bank Statistical Bulletin 2015 with respect to Government Oil Revenue (GOR) and Government Non-oil Revenue (GNOR).

**Model Specification**

In this study the classical multiple linear regression models has been used to estimates the effect or influence of total Government revenue proxy by Government Oil (GOR) and None Oil Revenue (GNOR) on economic growth proxy by Real Gross Domestic Product (RGDP).

The model for this research is explicitly specified below;

Functional relationships

$$RGDP = f(GOR, GNOR)..... (1)$$

Linear relationship

$$RGDP_t = \beta_0 + \beta_1 GOR_t + \beta_2 GNOR_t + \mu_t..... (2)$$

Logarithmic relationship

$$\ln RGDP_t = \beta_0 + \beta_1 \ln GOR_t + \beta_2 GNOR_t + \mu_t..... (3)$$

Where; RGDP= Real Gross Domestic Product at constant price (a proxy for economic growth)

GOR = Government Oil Revenue (proxy for total government revenue)

GNOR = Government non-Oil Revenue (proxy for total government revenue)

$\beta_0$  = intercept of the regression line

$\beta_1$ , and  $\beta_2$ = coefficient of the regression line (parameters of the regression model)

ln = natural logarithm (log inverse)

$\mu_t$  = white noise error term

t = time subscript

**A priori expectation**

$\beta_1$ , and  $\beta_2 > 0$

Thus, the coefficient of government oil revenues and government non-oil revenues is expected to have a positive effect on the RGDP indicators of economic growth. As the government profits increase, the government will further expend the provision of infrastructure to increase economic activity.

**Independent variables**

**Tax Revenue (TAXR):** Tax revenue causes the aggregate government revenue created by all available taxes.

**Oil Revenue (OILR):** Oil revenue comprises of the aggregate revenue accessible to government by the export of oil produce to all over the world.

**Estimation Techniques**

In this study, the enhanced Dickey Fuller Unit Root method was used to test the stationarity of time-series data. The cointegration analysis was used to analyze the relationship between real GDP (RGDP), total government GOR and GNOR, (RGDP), GOR and GNOR, and the OLS mechanism to test the impact of government oil (GOR) and oil-free income (GNOR) on the government The Impact of Total Revenue Agency on Economic Growth Indicators of Real Gross Domestic Product.

**Results and Discussion**

**Correlation Matrix Analysis**

Correlation matrix test was analyzed to inspect the level of association between economic growth proxies by Real Gross Domestic product (RGDP), Government Oil Revenue (GOR) and Government Non-Oil Revenue (GNOR). The outcome of the test is seen in table 1.

	RGDP	GOR	GNOR
RGDP	1.000000	-0.452947	-0.873198
GOR	0.452947	1.000000	-0.481086
GNOR	-0.873198	0.871086	1.000000

**Source: Author's computation using e-view 9.0, 2017.**

Table 1 shows that the economic growth index based on real GDP (RGDP) is negatively correlated with the total government revenue agency of government oil revenues (GOR) and government non-oil revenues (GNOR), with correlation coefficients of -0.452947 and - 0.873198 accordingly. Government oil revenues and government non-oil yield (GNOR) are highly correlated with a correlation coefficient of 0.871086.

**Table 2: ADF Unit Root Test Result for all variables**

Variables	At level (t statistics)	At level (probability)	At 1st difference (t statistics)	At 1st difference(probability)
Log RGDP	-0.687697	0.8350	-5.549133	0.0001
GOR	-2.606250	0.1029	-5.195500	0.0002
GNOR	-1.366707	0.1029	-7.206694	0.0000

**Source: Author's computation using e-view 9.0, 2017.**

Table 2 showed that, the time series in relation to Real Gross Domestic Product is stationary at level at 5% level of significance. It is also revealed that, Government oil (GOR) Revenue and Government Non-Oil Revenue (GNOR) seemed to be non-stationary at level but became stationary at first difference at 5% level of significance.

**Regression Analysis**

This test was employed in order to examine the influence of entire government revenue on economic growth in Pakistan from 1985 to 2015 and the result can be seen in table 3.

Dependent Variable: LOG\_RGDP

Method: Least Squares

Date: 10/02/17 Time: 11:50

Sample: 1985 2015

Included observations: 31

Variable	Coefficient	Std. Error	t-Statistic	Prob.
C	5.903855	0.209387	28.19593	0.0000
GNOR	-0.117045	0.014379	-8.139711	0.0000
GOR	0.042125	0.103192	0.408217	0.6862
R-squared	0.763880	Mean dependent var	4.590264	
Adjusted R-squared	0.747014	S.D. dependent var	0.227325	
S.E. of regression	0.114339	Akaike info criterion	-1.407526	
Sum squared resid	0.366058	Schwarz criterion	-1.268753	
Log likelihood	24.81666	Hannan-Quinn criter.	-1.362290	
F-statistic	45.29181	Durbin-Watson stat	0.752633	
Prob(F-statistic)	0.000000			

**Source: Author's computation using e-view 8.0,2017.**

From Table 3, it can be seen that the government GNOR coefficient is inconsistent with the analysis foreseen in the previous section because it has a negative or negative sign, but shows a significant correlation. Although the government non-oil revenue (GOR) figures are in line with the expectations ahead. The negative impact of government oil revenues on real GDP indicators on economic growth is clear. This is unbelievable because the significance of t-statistic is greater than 1%, 5% and 10% of the critical value. Obviously, a 1% increase in government oil revenues will push the economic growth index up 1.3%, the real gross domestic product (RGDP) and vice versa. Conversely, the government non-oil revenue (GNOR) has a positive but insignificant effect on the real GDP (GDP) of the economic growth index, as the t-statistic is more than 0.05 (0.6518). Specifically, it can be concluded that an increase or decrease of 1% in government non-oil revenue will reduce the real gross domestic product (RGDP), which causes the economic growth indicator to decline or fall, to drop by 11.92%.

The regression model or the intercept of the line shows a value, which means that the rising proportion of economic growth is caused by other variables not used in the study model. In addition, R<sup>2</sup>, also known as the Decisional or Coefficient of Change, has a value of 0.763880, indicating that the percentage change in the GDP growth indicator has correspondingly reflected the impact of government oil revenues and non-oil revenues. The Johansen cointegration test in Table 3 shows that there is no long-term relationship between real GDP (RGDP), which represents economic growth, government oil revenues, and total non-petroleum government revenue (GNOR). This is because the trace test and the maximum Eigen value test did not show a 5% significant level of cointegration vector.

**Granger Causality Analysis**

Pair wise Granger Causality technique was applied to see the causal association among Economic growth peroxided by Real Gross Domestic Product (RGDP) and Overall Government revenue peroxided by Government Oil (GOR) and Government Non-Oil revenue (GNOR). The consequence of the test might be witnessed in table 4.

Pairwise Granger Causality Tests

Date: 10/02/17 Time: 12:15

Sample: 1985 2015

Lags: 2

Null Hypothesis:	Obs	F-Statistic	Prob.
GNOR does not Granger Cause LOG_RGDP	29	0.03730	0.9634
LOG_RGDP does not Granger Cause GNOR		3.38629	0.0506
GOR does not Granger Cause LOG_RGDP	29	1.76654	0.1924
LOG_RGDP does not Granger Cause GOR		0.75903	0.4790
GOR does not Granger Cause GNOR	29	2.72474	0.0858
GNOR does not Granger Cause GOR		2.84965	0.0775

**Source: author's computation using e-view 9.0, 2016.**

Table 4 exposed founded on pair-wise Granger causality test consequence that, there is no proof of causal association amongst economic growth peroxided by Real Gross Domestic Product (RGDP) and entire government returns peroxided by Government Oil (GOR) and Government Non-Oil Revenue (GNOR) throughout the dated looked over.

**Conclusion and Policy Recommendations**

There is a need to analyze the over-effect of government oil (GOR) and non-oil revenues (GNOR) on the excessive economic growth of Pakistan's real gross domestic product from 1985 to 2015. This study uses the annual time series data of World Development Indicators and Pakistan Economic Surveys. The data are tested using the enhanced Dickey-Fuller unit root technique, correlation matrix, Johansen cointegration, and linear regression (excluding Granger causality). By using OLS, it is concluded that, Government Oil Revenue (GNOR) has a negative and substantial effect on economic growth peroxided by Real Gross Domestic Product (RGDP). Government Non-Oil Revenue (GOR) was resulted to have positive and insignificant influence on economic growth. A feeble adverse correlation amongst economic growth peroxided by Real Gross Domestic Product (RGDP) and Government oil revenue (GOR) and Government Non-Oil Revenue (GNOR) have been exposed by the correlation matrix test outcomes. It added, it has been exposed a strong positive correlation between Government oil revenue (GOR) and Government Non-Oil Revenue (GNOR). The co-integration test consequence showed no long run association amongst economic growth peroxided by Real Gross Domestic Product (RGDP) Government oil revenues (GORs) and government non-oil revenues (GNORs). Paired Granger causality test results show that there is no fundamental relationship between the RGDP, GOR and GNOR growth. Since then it has been determined that the government's

non-oil revenues have had a negative and substantive effect on Pakistan's economic growth, although the government's oil revenues have indeed had a positive and irrelevant impact on the economic growth of Pakistan during the period studied so far (1985 Impact - 2015).

Based on the conclusions of the study, it is suggested that the government should ensure proper checks and balances so as to accurately monitor whether the reserves released by the oil sector are sufficient to avoid any form of leakage.

He also mentioned that the government must improve the anti-corruption and community fund encroachment power of public managers in order to ensure the rational management of all oil production profits.

At the same time, it also shows that due to the negative impact of non-oil return on economic growth, a comprehensive fiscal policy and tax structure should be shifted and used to increase the expected revenue of tax revenue so as to maintain the sustainable economic growth. The results show that the improvement of tax revenue promotes the government revenue mechanism and makes the rural consumption in society become the actual output and per capita economic growth. Nevertheless, it is recommended that sustainable growth be maintained. With the exception of outdated tax regulations and tax rates that have been modified, the tax-conversion process can not bring about economic growth. In the macroeconomic goals, there is no exploitation, effective tax organization and a line of labor and responsibility, as well as the subtleties of government administration in tax administration.

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## **Green History of Kashmir: Evolution of State Forestry under Dogra Rule**

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### ***Abstract***

*The introduction of scientific forestry from the middle of the 19<sup>th</sup> century was an innovative phase of British colonialism of turning the forests into a valuable resource. Almost one-third of the total land area of British India was occupied by the Princely States. But less attention was paid towards discussing the environmental histories of these regions and so was the case with Kashmir State. This paper will highlight the resource management strategies in the Dogra ruled Kashmir State through the hands of British. The present work is an endeavour to show the genesis of Forest Department in Kashmir under the Dogra Maharajas with the direct interference of the resource hungry Colonial masters. The paper throws light on the Colonial use of Science for the management of forest practices. The paper will also point out the major developments in the forest policy process and the impact it had generated on Kashmir.*

**Keywords:** British, Conservation, Dogra, Forests, Management.

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### **1. Introduction**

For maintaining the ecological balance and environmental stability, forests play a very important role. Survival of mankind also depends on the healthy forests as they provide employment to people, revenue to state, raw material to industries and that is why its conservation and exploitation has been an age old phenomenon. Enthusiasm was created by the industrial revolution among the humans mostly from the West to utilize the natural resources. Since India being one of the richest colonies of British so far as its natural resources are concerned, was an obvious target for them to fulfil their desire. After seeing the immense amount of natural resources along with possibilities for their extraction, the British started applying techniques and methods to complete their aim of exploiting the natural resources of India. However they started the process of ecological change which is continuing even after the end of their rule in India. The British left no part of the country untouched since their initiation of the process of commercialization. So was the case of princely state of Jammu and Kashmir. As the British were the indirect rulers of the state, their increasing demand for railway sleepers and other purposes led them to divert their full attention towards the forests which were rich in some superior and valuable varieties of timber and other minor products. The nature of forest resource utilisation and management in Dogra ruled Jammu and Kashmir significantly influenced by the intervention of the British directly and indirectly. Obviously the critical requirements of forest resources for colonial economic process in general and Railways in particular created an immediate context for expansion of state forestry in British India. The three varieties of Indian timber

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particularly Sal, (*Shorea robusta*), deodar, (*Cedrus deodara*), and teak, (*Tectona grandis*) were mostly preferred as sleepers because of their considerable lifespan and were intensively exploited. The British require 860 sleepers for the construction of a mile of railway and it was calculated in 1870 that over a million sleepers were required annually (Rangarajan, 1996, p.29). In the fifty years between 1860 and 1910, railway track increased from 1349 Kms to 51,658 Kms (GOI, 1964). This pace of railway expansion led the British to establish a sustained availability of enormous requirements of the railway companies. This has led to the creation of the Imperial Department in 1864 with the help of German experts. Seeing the similar immense treasures of natural resources in Kashmir more particularly the deodar trees diverted their attention towards this princely state. This in turn led to the hasty creation of the Forest Department in 1894 during the reign of Maharaja Pratap Singh, being one of the oldest departments in the state of Jammu and Kashmir. They introduced some scientific techniques of forest management which they have already applied in other parts of British India and achieved success to a great extent. Meanwhile it became an important source of revenue to the state. There are number of works which focus on the political and social aspect of Colonialism on Kashmir. But the scientific attitude of British towards natural resource management of Kashmir received inadequate attention at the hands of scholars. Since Forest Department, being one of the oldest departments in the state, little focus has been diverted toward its genesis and development in pre-colonial and colonial Kashmir. The focus of the present paper is to show how the forests of the state were brought under techno-managerial strategies of the Dogra state aided by the British colonial rule and to highlight the application of modern scientific techniques by the colonial masters in order to increase the productivity and potential of forests. The impact of these techniques on Kashmir will also be worthy of a special mention.

## **2. Review of Literature**

Colonialism in India initiated fundamental changes in patterns of resource use, notably forests, and has been described by some studies as a 'watershed' in the history of the subcontinent (Gadgil and Guha, 1992, p.116). According to Richard Grove, during the early phase of British forestry, personnel belonging to professions such as medicine and botany, who were genuinely concerned about the conservation of forests to maintain sound climatic conditions and prohibit phenomenon such as soil erosion, were given the charge of forests and it were these people who started the process of scientific conservation in India (Grove, 1995, p.11, 62). These men of Science were charged with three main objectives: to satisfy the complaints and demands of the lessees of the forests; to assure the government the provision of its full timber demands for the dockyards, gun carriage factories, and public works; and to restrict practises such as shifting cultivation (Stebbing, 1922, pp.219-20). The need to stop the mindless destruction of forests began to be felt only when the demand for steady supply of timber for shipbuilding arose (Ribbentrop, 1900, p.67). The forces that shaped the forestry were material concerns for revenue and ideological anxieties about desiccation and also the enterprise of imperial forestry became a means to bind down mobile land users and regulate sedentary agriculture (Rangarajan, p.8, 1996). The general attitude to forests among colonial officials and governments was to view them as a timer mines or as a source of other minor forest products and appointed some doctors and botanists to the post of forest conservators to initiate scientific forestry (Ravi Rajan, p.10 2006). The first step towards protection of forests in the Kashmir was taken up in 1857-58

AD, when a forest section called “Mahal Nawara” was created in the department of revenue of the state (Kawoosa 2001, p.36). He further says that it was the first time when forestry staff was created mainly with an aim to collect revenue from the contractors who worked in the forests at their will. Work in the forests till 1890 was carried out in a most haphazard manner and was confined only to the extraction of timber by the contractors (Kapoor, 1992, p.254). The old administration of forests in Kashmir had been reckless and short sighted (Bamzai, p.180). The history of the Kashmir Forest Department as an organised and scientific body dates back to the year 1891, when Mr J. C. McDonnell, an officer from the Indian Forest Service, joined the State as its first Conservator of Forests and the first twenty years of the existence of the department were devoted to laying the foundation on scientific lines (Wright 1931, p.182). State Government did not show any interest in developing, maintaining and exploiting the green gold treasure until 1890 on an organised and scientific pattern and the forest activities were confined to the extraction of timber which causes its decay (Ahmad, 2007, p.55). It is a matter of congratulation that the danger of scarcity of timber and fuel threatened by thoughtless and self-interested action of temporary contractors will now be averted by the introduction of some system of forest conservancy (Lawrence, 1895, p.78).

In spite of the above-mentioned literature there are number of gaps which are yet to be filled. During British period, princely states constitute almost one third of the total land area but in spite of this, these states received inadequate attention by environmental historians in most of their discussions on environmental histories for the colonial period. Kashmir is one among them which is totally ignored so far as its environmental history and more particularly the forests are concerned. The context which drove the British towards the initiation of scientific forestry has almost been neglected. The way forests became a part of colonial economic process has also received inadequate attention in the existing literature. This paper attempts to address these gaps by focussing on the evolution of state forestry during the Dogra regime and the scientific approach adopted by the government at the hands of British.

### **3. Forests in Pre-Colonial Kashmir**

“*Ann Poshi Teli Yeli Van Poshi*” (Food is Subservient to forests), the aphorism of famous Sufi saint of Kashmir Sheikh Noor-Ud-Din Wali reveals the consciousness of people of Kashmir 500 years ago regarding the forests. The people during the ancient period were great lovers of trees and nature conservation. Afghans, Mughals and Sikhs also appeared to have lived in ecological harmony and do not seem to have had much impact on the forests of the state. Groves of forests near the religious places were revered by the people and cutting of a tree was considered to be a sin. In India nearly 13,720 sacred groves have been enumerated from 19 states (Malhotra *et.al*, 2001, p.12) but from Jammu and Kashmir no sacred grove has been reported. Although there are some sacred groves like the Mata Vaishnov Devi, the Jasrota Mata, the Shankaracharya temple etc. present in the state. The Shankaracharya sacred grove located in the south-east of Srinagar about 4.5 Km from the city centre is well maintained by the state Forest Department for aesthetic and recreational purpose. It also contains some valuable plant species. With the passage of time and due to the pressure of population it became very cumbersome to behold the environment untouched. Increasing demands led humans to start modifications in ecology which led to disturbance. Unfortunately, the state also was not serious about to exploit and maintain the state forests in an organised way. There was a reckless cutting of the trees and were left to

rot. Mostly the green trees were felled down in large numbers, as it was easy for the contractors to cut these instead of dry ones. These contractors were not under the control of government and were free to fell trees according to their wishes. There were no working plans, no definite forest law, no demarcated forest areas, salary of forest officials was very low and the work was confined only to the timber extraction. In 1883, a preliminary regulation called *Ain-i-Janglat* was passed for controlling the forest working but there was nothing in it to stop the felling. However the creation of a section called *Mahal Navara* in the Revenue Department was found to be the initial step regarding forest management. The motive behind this section also was not to conserve the forests but to generate more revenue. Un-management of Kashmir forests was due to the less demand of timber and other forest products.

#### **4. Beginning of modern Forestry and its Impact**

During the initial years of the British rule in India, there was a large scale felling of valuable trees. However, the British soon began to realise that whether such kind of requirements be available if deforestation in such an alarming pace would continue in future also. This doubt in mind led them to start a scientific forestry and bring all the forests of the Empire on sound and scientific lines. Ravi Rajan has pointed out that British Colonial administrators adopted an ad hoc attitude to forest management up until mid-nineteenth century and later (Ravi Rajan, 2006, p.7). Forest Departments with scientific management practices were created in various provinces in the early sixties of nineteenth century. However in case of Kashmir the department of such kind was not created till 1890.

Appointment of British resident had significant impact upon the process of management of forests in Jammu and Kashmir. Their resource requirements led them to divert their attention to the state forests and brought them on sound and systematic lines. The state government also wasted no time in requesting the services of trained European Forest Officers, both the English and The German to manage the state's forest resources. In 1891, they obtained the service of a British Forest Officer called J.C MacDonnell who joined the state as the First Conservator of Forests and began to exploit the natural wealth of state in the form of forests on scientific methods. He started the work of demarcation, organised and consolidated the forests of the state on sound and scientific lines. Simultaneously, emphasis was laid on building up a sustainable communication network comprising of roads and buildings. In 1905, with the approval of the Resident and State Government, the Government of India sent S. Eardley Wilmot (*Inspector General of Forests to the Govt. of India*) to visit the forests of Kashmir state. He along with the then conservator Mr Blunt toured and inspected some forests of the state. He focussed on the permanent demarcation of the reserved areas and suggested that necessary steps should be taken by the State Government to stop the grazers to enter these areas. He also laid stress on the working plans for reserved areas and further suggested that there should be a significant increase in the establishments of the state forest department. The forests of the state were major source of revenue and Maharaja Pratap Singh felt it inevitable to establish a training school for the management of state forests. In 1911, Mr W. H. Lovegrove, the Conservator of forests led to the formation of a Forest Training School in Chattarnar-Bandipora. Its purpose was to impart training to the forest officers and every year a batch of forest guards and forest officers were deputed to this school. In 1912, F. Beadon Byrant (*Inspector General of Forests to the Govt. of India*) also received the orders from Government of India to carry

out a tour of inspection in the forests of Kashmir State. Byrant noticed that very great and permanent progress has been made in all the branches of forest administration. In 1905, the area under demarcated forests was 2,314 square miles and in 1912 it was 3,532 square miles. Working plans were drawn up for the more valuable forests and were also in force for the jagir forests. The department devoted its first twenty years in organising and consolidating its position in the state and the scope of the department began to be widened much further. In 1920, Sir George Hart (*Inspector General of Forests to the Govt. of India*) also made a visit to the Kashmir forests. He found that much progress has been made in the development of forests during the last few years as the area under demarcated forests has been increased from 3,512 square miles to 9,639 square miles and the gross revenue has been increased to Rs 18,72,940 in 1913 to Rs 36,90,291 in 1920. During his tour he gave some valuable suggestions regarding the management of grazing and suggested that revenue derived from grazing should be credited to Forest Department instead of Revenue Department. Because grazing also formed an important source of income to the state. It was known as *Zar-i-Chaupan* (Tax on Shepherds). Due to the much expanded work of forests and forest department, the need was felt to create a separate department in both Kashmir as well as Jammu Circle. In 1917-18, both these circles of conservancy were created and officers of these circles were called as Assistant Conservator and Head of the Department was designated as Conservator of Forests. Another tour of inspection was made in October 1924 by Sir Peter Clutterbuck (*Inspector General of Forests to the Govt. of India*) through the parts of Kamraj and Muzaffarabad divisions. He provided some valuable suggestions on the working plans which were under progress. The forests of the state underwent a great and historical change in 1920's when they were exploited under the Uniform System of felling and at first the forests of Lolab and Buniyar came under this system. During 1925-26, 3738 acres of forests were marked in thinning's under the Lolab working Plan. Artificial regeneration was also done and tremendous progress was shown by Sindh Divisional Headquarter nursery at Chattarnar in which there was a good stock of exotics such as English oak, the American ash, the Cricket bat willow and the American walnut. During the initial days of State Forest Department, most of the forest work was done by departmental agency. Latter on the standing trees were being purchased by contractors on monopoly-cum-royalty basis. However the contractors worked on old Indian selection system, but received severe criticism because young plantation was getting destructed. Soon this method was given up and main blocks of forests were now sold on 3 to 5 years lease. This system worked very well and had great advantage.

Generally the trees were cut by hand saws and the resulting sleepers and scantlings were then taken to the nearby floating streams and then to the rivers. There were different ways of extraction of timber for example in Lolab there was a tramway and in other places aerial wire ropes were used. India served as main market for state timber and the much demand came from Indian Railways because of its need of sleepers of deodar. The demand of hardwood (walnut) came from Indian Army for rifle parts and for which the factory was established at Baramulla during 1919-20. A large number of half-wrought were prepared and sent to Ishapur Rifle Factory. Abundant supply of firewood in the vicinity of Srinagar was available but in spite of that people were facing problems due to absence of proper forest conservancy. The policy of the State government was to sell the standing coupes to the royalty contractors (Kapoor, 1992). However, contractors sell the firewood on exorbitant rates and further exasperating the situation. This led to the Government to form

a new policy in 1919-20 under which the State Forest Department was given the authority to control the whole output of fire-wood. Afterwards, the firewood was cut by departmental agency and stored in the departments on the Jhelum River. It was then given to the contractors on the condition that they would sell it on the fixed rates in the Srinagar depots. These contractors were being supervised by the government officials at the time of sale. However the government suffered a heavy loss with this policy but to overcome it, some swampy areas in the vicinity of Srinagar were handed over to the department for willow plantation. With the establishment of the department, a large number of roads were constructed not only in Kashmir but in other parts of the Empire which served not only the department but proved of a great use to the general public. An average of 171 miles of forest roads were annually constructed during the period from 1907-12. During 1912-13, 274 miles of new forest roads and inspection paths were constructed, 258 miles in 1913-14, 111 miles in 1923-24, and 282 miles in 1925-26. Besides this, the government also constructed one and a half mile tramway in the Lolab Valley for carrying the timber. This in turn increased the supply of timber and firewood to the markets in plains which were facing scarcity. So far as financial aspect of the department is concerned, it was the largest revenue producing department in the state and has shown a tremendous and un-broken progress since 1890. The forests were the mainstay of the economy both to the people and the government. Main income of the state was derived from the timber which was increased from 6314275 cubic feet in 1915-16 to 17570379 in 1934-35. The following table will give the decennial increase in its revenue, expenditure and surplus.

**Table: 1: Revenue, Expenditure and Surplus of Forest Department (1890-1926)**

Year	Revenue	Expenditure	Surplus	Average surplus	
				5 years	10 years
1890	627732	120207	507525	---	---
1900	899893	278054	621839	630944	520315
1910	1643299	514113	1129186	1179742	976230
1920	4471164	2010232	2460932	2508358	2068762
1926	7124002	2895227	4228775	3427850	2968104

**Source:** *Compiled from Annual Progress reports of Forest department, Jammu and Kashmir for relevant years.*

While comparing the Kashmir Forest Department with other provinces of British India, a remarkable progress has been shown by the department so far as its revenue and expenditure is concerned. The following table will show the percentage of net Revenue and percentage of Expenditure of the Kashmir Forest Department as compared with different provinces in British India.

**Table: 2: Net Revenue and Percentage of Net Expenditure in different provinces of British India (1939)**

Province	Net Revenue	Percentage of expenditure on gross Revenue
Kashmir	36,25,213	26.10
Bombay	20,50,473	56.91
United Provinces	16,70,207	62.32
Central Provinces	13,05,304	72.60
Madras	5,86,621	87.35
Assam	4,92,254	70.79
Bengal	3,99,873	78.22
Sindh	3,93,013	46.04
North Western Frontier Province	1,29,230	70.34
Bihar	71,951	87.26
Orissa	4,578	101.33
Punjab	1,43,542	106.39

Source: Report of Forest Enquiry Committee H.H Government, Jammu and Kashmir, 1939.

The above table clearly shows that the forest Department in Kashmir is earning the highest revenue from its forest as compared with all the provinces of British India, its percentage in expenditure in forest administration is less than half of the highest net revenue producing province of British India. It shows how valuable were the forests both to the public and to the Government.

### 5. Peculiar features of Kashmir Forestry

Few countries have been so richly endowed by nature as Kashmir, and one of her greatest heritages is her richly stocked forests (Sinha, 1943, p. 98). Jammu and Kashmir the western extremity of the Himalayan mountain chain is the home of best natural conifers in the world spreading over the entire mountain chains of the Jhelum and Chenab mountains. The forests of the Kashmir may be broadly divided into two main zones namely the sub-Himalayan tract and the Himalayan. Trees like scrub, bamboo and chir pine mostly fall in the sub-Himalayan zone while as deodar, blue pine, fir and spruce were found in the Himalayan zone. Here is a brief mention of some of the important trees located in the Kashmir forests.

- i. **Deodar (*Cedrus deodara*):** The deodar is a very handsome tree and is a variety of Cedar of Lebanon (Younghusband, p.206). It is the most valuable and important tree found at an elevation of 5000 feet to 9000 feet. The deodar forms the dominant crop in Kamraj Forest Division of Kashmir province covering 29.2% of the total area of the division. Deodar forests of Lolab valley are one of the best in Kashmir because of their compactness and suitability for a concentrated form of working. Maximum area under deodar in the Kamraj Forest division falls in the south Lolab range followed by the north. Small patches of pole crop of deodar are found in the Lidder, the Verinag and the Noor-a-bad range of Kashmir forest Division. In this division deodar crop occupies largest area in Kuthar range and Lidder range. Deodar also grows abundantly in Langet Forest Division where it occupies 30.98% of the total area of the division while as deodar is poorly represented in Pir Panjal division. In the Jhelum Valley Division,

deodar is represented in all the four ranges i.e., Buniyar, Baramulla, Uri and Gulmarg. More or less deodar forests are found in all the forests of Kashmir province. Its timber is of great demand and was used in the construction of houses, boats and bridges as it was resistant to water. From the roots of deodar, a resin was distilled, being used by herdsmen as an ointment for buffaloes. The mortars (*kantz*) in which rice was husked were usually made of deodar.

- ii. **The Blue Pine (*Pinus excelsa*):** Blue pine happens to be one of the most beautiful pines in the world during its young age but loses its charm and looks rugged when it becomes old. It is found at an elevation of 6000 feet to 10000 feet. It occupies greater area than deodar both in Kashmir valley and Jammu province. It is found everywhere in the state within its altitudinal zone. In Jhelum Valley Forest Division of Kashmir province it is found around Tangmarg, Badarkot and Golaldara side. Blue Pine is also found abundantly in all the forest divisions of Kashmir province. It is next important to deodar and is mostly used for building houses. Its white resin was used by the native people as a paste on wounds and its black resin was used by the farmers on legs and arms in order to protect themselves from water insects in the fields. Its charcoal was widely used by the blacksmiths.
- iii. **The Silver Fir (*Abies Webbiana*):** It is found at an elevation of 8000 feet to 11000 feet. In Kashmir Forest Division fir forests are found in Ahlan and parts of Sandran valley in Verinag range. The Liddar and Kuthar range also contains important fir forests. The Verinag and Noor-a-abad range together contains 40.39% of areas under fir forests. In Jhelum valley Division, the Gulmarg, the Baramulla and the Buniyar ranges cover the greater area of the division and accounts for 42.79%, 22.28% and 30.06% respectively of the area under fir forests in the division. Its timber was very suitable for joists. It is free from knots and is more durable than spruce.
- iv. **Himalayan Spruce (*Picea Morinda*):** Spruce including Fir is found extending to all the catchment areas of the major rivers. It is found along with fir. While as in Sindh forest Division it is generally absent in the fir forests of the division. It is much used in house building. Excellent planks for indoor work are obtained from spruce. The young ones of the spruce are used in the manufacture of a drug called *gaz pipal*.

No description of the Kashmir forests would be complete without mentioning the minor forest products, which play an important part in the working of the department, much more so than in most parts of India (Wright, p.188). These minor products include valuable drugs, medicines and herbs which were used in day to day life. Here is a brief mention:

- i. **Kuth (*Saussurea Lapa*):** It is the most aromatic plant and grows extensively in Kashmir at an elevation of 8000-9000feet. It was chiefly used in China as it yields a perfume which was supposed to be used for incense in the Joss houses. In Kashmir it was used as a medicine in Cholera and also for preserving clothes against the damages of vermin. In 1914, Kuth Department was established directly under the control of Minister of Agriculture to collect process and export the Kuth roots to India. Kuth was an important source of revenue to the state as the revenue realised from this product has increased to Rs 1592300 in 1929 from Rs 906578 in 1924.
- ii. **Artmesia:** Locally known as *Tethwan*, was found on the dry open hill slopes from 1600-2700 metres elevation in abundance in the Gurez area of Sindh Forest Division in Kashmir. It was chiefly used as a vermifuge and was also useful as cardiac stimulant.

- iii. **Santonian:** It was the most costly drug found in Kashmir forests. Experiments to extract Santonian were made during the reign of Maharaja Pratap Singh. Its collection was made between July and August, at a time when its mother plant contained a fair percentage of Santonian. The State received Rs. 2.5 lakhs per annum revenue from this source.
- iv. **Atropa Bellodana:** This was locally known as *Mait Brand* and was abundantly found in the fir forests of Kashmir valley in a wild form at an elevation of 6000-9000 feet. Atropa had ophthalmic uses and its roots were used as sedative and as an antidote in opium poisoning (Forest Statistics, 1974, p. 10).
- v. **Berberis Aristata:** Locally known as *Kaodach* and *Rasuant* in Hindi was found commonly in the Valley and in Karnah. The extract of wood, root and bark was supposed to be useful in malaria fevers and was consumed in large quantities in the State.
- vi. **Asafoetida:** It was locally known as *Yeung* and *Hing* and was found all over the state over 5500 feet elevation. It was used for many ailments such as stomach disorder, whooping cough and as a nerve stimulant. It was also used as flavouring agent in cooking.
- vii. **Lac:** During the Dogra rule the existence of natural lac was noticed for the first time but it was not exploited on scientific lines due to lack of transport. But a proposal was made during the reign of Maharaja Pratap Singh for the deputation of forest officer of Central Provinces for acquiring training in lac culture.

Besides there were many other plants yielding medicinal drugs such as *Valeriana* (Musk-bala), *Viola Serpens* (*Banafsha*), *Kahazaban*, *Inularacemosa* (*Pokhermool*).

## 6. Conclusion

Colonial intervention had a deep impact on the princely state of Jammu and Kashmir and this led to centralization and bureaucratization of state structures along the lines of British India. Similarly the Forest department of the state was also modernised on the similar pattern. Immense treasures of forests with some valuable species were available but remained un-managed till 1890 because of limited demand as well as lack of knowledge of conservancy. The influence of British on the rules and regulations for forest conservation and protection largely benefited the Colonial government in general and British in particular. Forest then became the major source of revenue to the state but if we talk of the locals they were devoid of taking benefits of forest produce. Although some concessions and free grants were granted to the people but simultaneously some sorts of restrictions were imposed on them. Every year several cases were detected which clearly indicates that these policies did not cover the needs of the people. It is also the fact with the establishment of department, the "green gold" of Kashmir increased a lot and the restrictions imposed by the department helped in maintaining the ecological balance up to a certain extent. The State Forest Department must have expanded much further but there were several problems which hampered its progress and that is why some excellent forests were then of any commercial use. Firstly, there were inadequate transport facilities to export the timber as the nearest railway station was Rawalpindi in Punjab about 200 miles far from Srinagar and to export the timber through Jhelum valley road was too much expensive. Secondly, the forests suffered heavy loss due to frequent fires and excessive grazing. The department to some extent tackled these problems and Forest Regulation was adopted on the lines of Indian Forest Act of 1878 but still could not solve the problem



satisfactorily. Still the department progressed much and maintained the position of leading department during the period of our study, as far as the revenue of the state is concerned.

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## **Geospatial Study on Landuse and Landcover Change (Lulcc) Along Bhutan-Bengal Foothill since Pre British Era**

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### **Abstract**

An urge to secure essential resources has directly and indirectly brought a significant transformation in land use and land-cover change (LULCC) and to a great extent modified completely the natural landscape, ecosystem and climatic condition. The brunt of human being to accomplish sustainable livelihood across Bhutan-Bengal foothills certainly was exhibited in the form of vivid land use and land-cover change (LULCC). In order to study and comprehend the LULCC and analyse the consequent cause-effective factors, the chronological LULCC detection is manoeuvred extending the period between 1776 – 2013 covering the areas lying between River Diana and Torsha in Bhutan-Bengal foothill. British Colonial land use/cover assessment is conceived by using the varied historical documents and Rennell's map assisted by the US Army map. On the other hand, Remote sensing & GIS techniques has been exclusively applied to explore and determine the level of change the foothill under went over the recent decades with the help of Landsat 4-5 TM images of the time period between 1977 – 2013.

**Keywords:** Bhutan-Bengal foothill; LULCC; Remote Sensing & GIS

### **1. Introduction**

Landuse/Landcover Change (LULCC) is the term coined to articulate the modification of physical characteristics of earth like landforms, vegetation, soil and water coverage triggered by the use of land initiated by the human to secure the means to meet the end. It is often stated that the land use and land cover change is closely related to the human actions. In other words, it indicates the inputs of materials and energy that directly affect the land cover. [11]

The land use and land cover of any area is the result of natural, social and economic aspects; its utilization is the function of time and space. Any kind of change in cover will have physical consequence and may cause significant social impacts which may feedback upon the land uses and driving force of human [11]. Moreover, several land use patterns under taken by changing social factors results in dramatic change in land use which can have a adverse impacts on biodiversity, water, climate and biosphere [17].

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The application of high resolution multispectral imageries processed in Remote Sensing and GIS platforms are highly cost effective, times saving and eminently accurate to detect the land use change.

The information obtained facilitate to map the land use and land cover change which can be helpful to prepare land use planning both at macro and micro level. Besides, it can also used to update land use and land cover maps and show the changes that the region has experienced over the year [10, 15].

The gradual and widespread depletion of forest at the expense of escalating human activities is the most prominent features of LULCC observed in the Bhutan-Bengal foothill. The present-day land use/cover structure is the outcome of ongoing human impact over several centuries, mostly intensified during the British East India Company era in the mid-19<sup>th</sup> century [13]. Migration of large population from the neighbouring region mostly comprising of Oraons, Santhals and Munda along with the existing indigenous tribal stock like Koch, Drukpa, Mech, Bhutias and Nepalese to meet the demand of labour led to large scale deforestation, initiated through the foundation of tea plantations, settlement development and crop cultivation [9, 1, 16, 14]. The establishment of railways to connect the different region to congregate the growing and rapidly expanding trade further amplify the burden of deforestation.

In the recent past, mostly in post-independence spell, illegal and unscientific mining, unprecedented demographic outburst and their constantly mounting demand, uncontrolled and unplanned growth of both rural and urban settlement has accelerated the transformation in more aggravated form. In concurrent to these, excessive water mixed with sediments brought by the foothill rivers has increased the risk of flood, inundation, river bank failure and ultimately braiding of rivers has directly changed the LULC pictures of Bhutan-Bengal foothill (12, 20, 7, 8, 17, 14). **Therefore the present paper attempts to (i) study the LULCC before, during and after the British colonial period, (ii) detect the extent of LULCC and (iii) analyse the trend of the change.**

## **2. Study Area**

The study area includes the foothill of Bhutan and Bengal locally called as Dooars extending along the margin of the Shiwalik range separated by the Himalayan Frontal Thrust between River Diana to Torsha. It lies within the latitudinal and longitudinal extension of 26°41'33"N- 27°1'22"N and 88°54'18"E- 89°24'45"E respectively and covers an area of about 1176 sq.km comprising of northern part of Alipurdaur and Jalpaiguri district of West Bengal, India and southern part of Bhutan.

This juvenile neotectonic region also known as piedmont which lies at the Himalayan foreland is crisscrossed by numerous rivers originating from Bhutanese Himalayas with several higher surfaces and terraces and presence of several fault lines and granulometry [12].

Quaternary neogene molasses consisting of sandstone, quartz, feldspar with some valuable fossil minerals are found with the belts of alluvial detritus. Been located between the Tista and Jainti river, Bhutan Bengal foothill is one of the rainiest part at the Himalayan margin due to its location to the north of the wide gap between the Deccan Plateau and the Meghalaya Upland [21]. The dense settlement with swelling populace to support tea plantation as well as sprawling urban centre both on the Bhutan and Indian borders at the expense of shrinking forest displays the present land use and land cover status.

### **3. Methods and Materials**

To make a comprehensive and analytical investigation pertaining to LULCC of Bhutan Bengal foothill, diverse historical documents comprising of reports, gazetteers, memos archived by British scholars and officers are being systematically examined to study and understand the past scenario of land use and land cover with the cause effect analysis. Similarly, An Actual Survey Map of Province of Bengal and Bahar dating to 1776 prepared by James Rennell along with the US Army map of Jalpaiguri, India no. NG 45-8, series U502 drawn on 1:1250000 dated 1962 has been exclusively deployed to acquire expression of the land use and land cover pattern and management during the British colonial period and post British departure.

To formulate an effectual and prudential use of remote sensing and GIS techniques to bring out the recent transformation in land use and land cover experienced by Bhutan Bengal foothill, Landsat MSS with a resolution of 60 m of 1977 and 1990 along with the Landsat Thematic Mapper at the resolution of 30 m for 2013 were downloaded with path 138 and row 41 from <https://earthexplorer.usgs.gov/> to prepare the land use and land cover classification. These raster data are imported in ERDAS Imagine 2014, Leica Geosystems, Atlanta, USA, a satellite processing software to produce a false colour composite (FCC). The extraction of study area by sub setting the satellite image is executed with the help of ArcGIS 10.5, GIS mapping software whereas supervised classification method with maximum likelihood algorithm (MLC) is applied to obtain the accurate and scientific repercussion. Lastly, change detection in terms of land use and land cover is performed by pixel comparison with cross tabulation of the final data covering the time span between 1977 and 2016.

### **4. Results and Discussions**

#### **4.1 Trend of Land Use and Land Cover Change (LULCC)**

##### **4.1.1 Before the intrusion of British East India Company**

Before the encroachment by the British East India Company, wide stretches of Bhutan-Bengal foothill were dotted with very few scattered hamlets. *John F. Gruning* remarks that 'Before the annexation of the Duars this part of the country was covered by huge stretches of grass and reed jungle interspersed with forest and with a very scanty population'. In fact, large tracts of sal forest, reed jungle with full of ferocious wild animals and tall grasses grown on the floodplains of the rivers with few scattered settlements were the prominent land cover scenario of Bhutan Bengal foothill before the arrival of British in these virgin lands. (Fig. 2. Rennell's map of 1776)

According to *Surgeon Rennie*, 'The inhabitants chiefly consists of a tribe called the Mechis who appear to be the only people so constituted as to be capable of permanently enduring the climate'. Before the imminent of British, Meches, Garo, Rabha, Drukpa, Koch and Bhutia were the main racial tribes living along the foothill of Bhutan-Bengal and primarily practice shifting or jhum cultivation. It was observed by the Assistant Commissioner *T.A Donough* that 'all the land covered by grassy jungle was divided into squares, which has evidently been boundaries of fields when the land was under cultivation at some former period. None of the villagers could tell me since when the country had become depopulated'.

Besides, the cattle herder primarily consisting of thousands of buffalos locally called Moishal graze their cattle's brought from adjoining areas of Rangpur, Purnea and Cooch

Behar throughout the forests of Douars from winter to outbreak of monsoon thus forming another important characteristics features of the land use.

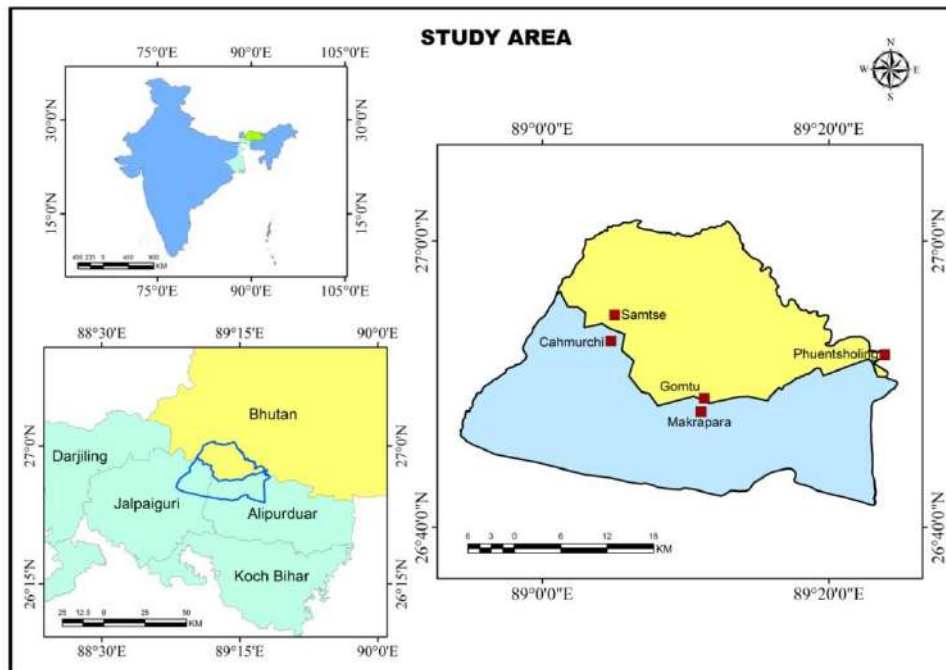


Fig.1. Locational map of Study Area



Fig.2. Rennell's map of Bengal and Bahar, 1776 showing the study area between Diana and Tosha River with large tract of forests and sparse settlements

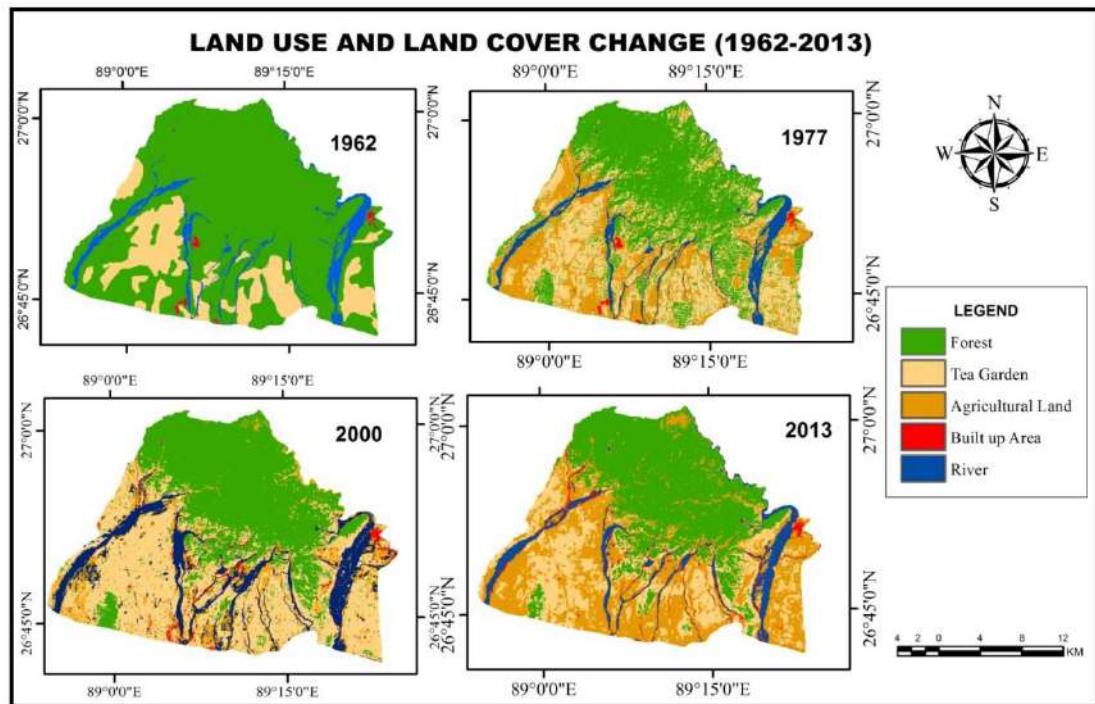


Fig.3. Land use and land cover map of Bhutan Bengal foothill (1962-2013)



Fig.4. Diagrammatic representation of LULCC (1962-2013)

**Table 1. Land use and Land cover (1962 – 2013)**

LULC	Year							
	1962		1977		2000		2013	
	Area ( km2)	%	Area ( km2)	%	Area ( km2)	%	Area (km2)	%
Forest	671.6	57.10	465.60	39.59	370.25	31.48	397.33	33.53
Tea Garden	217.40	18.23	356.12	30.28	381.41	32.43	419.59	35.62
Agriculture	186.43	15.85	264.11	22.45	231.52	19.68	154.31	13.12
Built-up area	3.27	0.27	5.12	0.43	116.26	9.88	135.13	11.49
Water bodies	97.74	8.31	85.05	7.23	76.56	6.51	69.64	5.92
Total	1176	100	1176	100	1176	100	1176	100

**Table 2. Land use and Land cover Change (LULCC) between 1962 – 2013**

LULCC	1962 – 1977	1977 – 2000	2000 – 2013
Forest	-17.51	-8.11	2.05
Tea Garden	12.05	2.15	3.19
Agriculture	6.6	-2.77	-6.56
Built-up area	0.16	9.45	1.61
Water bodies	-1.08	-0.72	-0.59

#### 4.1.2 During the British East India period

The European traveller Ralph Fitch visited Hingulavas in Bhutan Bengal foothill when it was a sprawling and commercial business centre of eastern India [6]. Hingulavas which is presently in Alipurduar district of Dooars was the capital of Koch-Kamta Kingdom under Vishwa Singha. Earlier, India used to carry out substantial trade with Tibet and China via Nepal, a connection that was lost in 1768 when King Prithvi Narayan Shah of Nepal reserved the right to trade in this route only to the Gurkhas [16]. But the keen interest of British East India Company to continue and expand their trade with Tibet and China expedite to discover and acknowledge the strategic importance of Bhutan Bengal trade route which eventually brought them in the political discourse of Dooars.

In 1856 Western Dooars was annexed by the British after the Treaty of Sinchula at the end of 2<sup>nd</sup> Anglo Bhutanese War. For economic benefits, the Britishers started utilizing the region by introducing their economic policy in agricultural sector, land revenue, trade and commerce. As a result the demographic and socio-economic condition of the area changed drastically [22].

With the introduction of tea and subsequent establishment of first tea gardens at Gazoldobi in 1874, the colonial rule facilitated all the possible role for the expansion of tea gardens in different parts of Western Dooars including Bhutan-Bengal foothill reaching to 143 tea garden by the end of 1930's. The tea plantation being labour intensive industry demands large labour force which led to enormous immigration of labours mostly comprising of Oraon, Munda and Santhals from the neighbouring Chhotanagpur and the Santhal Parganas of present day Jharkhand state. *According Eastern and Assam District Gazetteers of 1911* 'nearly a quarter of the present inhabitants are foreign born and of these nearly three-

quarters have come from a distance. In 1901, 188223 immigrants were found in the district compared with 143922 in 1891 and most of them were enumerated in the Western Duars'. In addition to these, Nepalese, Meches, Garos, Bhutia, Raba and Drukpa were other racial communities engaged on the hill slopes for the tea plantation. *John F Gruning* writes that 'the remarkable increase of population is confined entirely to the Western Duars, the phenomenal development of which is the most striking feature in the history of the district'. Moreover, the inception of Bengal Dooars railway in 1893 connecting with Eastern Bengal railway prompted the extraction of timber for railway sleepers thus generating tremendous demand leading to massive destruction of the natural forest. Therefore, the entire Bhutan Bengal foothill experienced a dramatic and wide spread change in terms of land use and land cover mostly owing to the economic ambition of British. The virgin, natural, inaccessible and endemic forest territory was devastated and converted into cultural landscape to give the way for growing anthropogenic activities.

#### **4.1.3 Post British LULCC (1962 – 2016)**

After the departure of British in 1947, Bhutan-Bengal foothill under gone considerable changes in terms of its land use and land cover. US Army map of 1962 reveals huge LULCC in comparison to prior coming of British in the area (Fig.3.). Dense forest coverage which can be seen in Rennell's map of 1776 has literally being converted into tea gardens.

To evaluate the LULCC between the 1962 – 2013, multispectral and multi-temporal satellites imageries were processed and illustrated in fig no.4 to highlight the change in land use and landcover. On the other hand the data obtained is tabulated in table 1.and 2. to assess the change.

Table1. and table 2. clearly shows the changing land use and land cover wherein forest area has been on constant decline since 1962. Only recently due to increasing awareness and steps taken by the govt. to conserve the natural habitats of wild animals, the forest tract shows some increasing trend from 31.48% in 2000 to 33.53% in 2013 with an increase of 2.05%. With respect to tea garden, the area still attracts the entrepreneurs as the areas under tea gardens are growing at rate of 3.19% between 2000 to 2013 though the pace has seems to slow down in recent years as compare to 30.28% in 1977, a quantum jump from 18.23% in 1962. Agriculture which once was an important occupation of the people of the regions looks fading away. Between 2000 – 2013 the agricultural sectors has experienced the greatest depreciate of 6.56%. In 1962 the area under agriculture was 15.85% which increased to 22.45% in 1977 thereafter decreasing 13.12% in 2013. The water bodies' status does not reveal good sign as the water bodies' sources highlights declining trend. Dolomite mining on the Bhutan Bengal foothill started since 1970's have led to a rise in the riverbeds causing avulsion of river resulting into frequent floods. In 1962, 8.31% of the area was covered with water bodies mostly the network of rivers coming from the high and interior Himalayas of Bhutan which declined to 7.23% in 1977 and further into 5.92% in 2013. Due to increase in population in the region, the built-up area registered sharp increase over the decades. Between 1997 – 2000 highest land use and land cover change has taken in terms of expansion of settlement with 9.45% increase to cater the needs of growing populace. With meagre coverage of 0.27% in 1962, it has reached the mark of 11.49% in 2013 due to coming up of town and city in the areas.

Therefore the close and in-depth analysis of the data matrix along with the map reveals crystal trend of changing LULC prevailing in the Bhutan Bengal foothill. The study area



seems to adjust with the changing human actions though the stability has not been yet achieved.

## **5. Conclusion**

Bhutan Bengal foothill have been under tremendous pressure over the centuries owing to the varied anthropogenic activities and the trend of LULCC have a tendency to shift from natural to cultural landscape. Before the inception of British rule the entire region was marked by thick and inaccessible vegetation with full of brutal wildlife. Dense growth of Sal forest, reed jungle at the wide floodplains and tall grassland were the characteristics features of the land use and land cover. Rapid deforestation at expense of tea plantation and migrated demography brought drastic and dramatic change in land use and land cover. With the purpose to meet the demand of trade, the British colonial power introduced railway for the swift and speedy transport of timbers and tea products. Expansion of railway tracks on the expense of wooden sleepers added more burden on the hastily demising forest.

Post British exodus the unscientific extraction of valuable minerals like dolomite, limestone, coal etc from the foothill gained momentum (open pit illegal mining) which severely changed the nature of fluvial system, threatened the dainty biodiversity and tea gardens as the runoff carried mineral dusts mostly dolomite with it pouring itself into the downhill rivers and impregnating the tea estate soil with alkalinity. In the recent year, the major river courses have been highly avulsed due to excessive channel bed sedimentation resulting into flood induced disaster in the region.

Besides, with the amplifying of the population and their subsequent growing needs the whole of Bhutan Bengal foothill is experiencing the phenomena of rapid urbanization. Numerous urban centres have come up in the recent decades which have brought overall change in the cultural landscape.

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## **Production and Productivity of Cashew Nut in Tamilnadu: A Study**

**Dr.P. Murugamani\***

### **Abstract**

In India, the Portuguese introduced cashew in the Malabar Coast in the 16th century and the Malabar Coast served as a locus of dispersal to other centers in the country and South East Asia. In the beginning, cashew was mainly considered as a crop for afforestation. Tamil Nadu is one of the leading states in cashew processing in India. The average annual increase in the cashew production in the last decade has been recorded 56.8 thousand metric tons. There is a positive trend in the production of cashew in the state. It has been found that along with the expansion of production area, the production has not improved much in cashew in the state. The proper steps should be taken from the Government for the better production and productivity, and to probe into the detail of cashew nut production decline in the state.

**Key Words:** Production, Productivity, Tamil Nadu, Cashew Nut

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### **Introduction and Statement of the Problem**

In India, the Portuguese introduced cashew in the Malabar Coast in the 16th century and the Malabar Coast served as a locus of dispersal to other centers in the country and South East Asia. In the beginning, cashew was mainly considered as a crop for afforestation. As it can adapt to varied agro-climatic conditions, it has become a crop of high economy and commercial value. Cashew (*Anacardium Occidentale L.*) often referred to as “wonder nut”, is one of the most valuable processed nuts traded on the global commodity markets and is also an important cash crop. It has the potential to provide a source of livelihood for the cashew growers, empower rural women in the processing sector, create employment opportunities and generate foreign exchange through exports. The agriculture produce like cashew may have little contribution to the total agriculture production but some countries are in the world whose agrarian population is dependent on the cashew production. The cashew trade has an important contribution to India's international trade. It plays a vital role in contributing foreign exchange to the government of India. Cashew-nut is the important horticulture crop which is secured the third rank in the international market of horticulture crops.

The cashew is a poor men's crop but rich men's food. It is a source of income and livelihood for poor farmers. Cashew Export Promotion Council of India (CEPCI). Imports of raw cashew nut production in India has more than doubled in the last two decades, poor, the yield is still a cause for concern compared to competitors such as Vietnam. While we came across very few cultivators who relied only on cashew for their livelihood, in terms of employment, cashew generates continuous employment for many women for nearly three months every year. A 50-acre cashew plantation can employ about 100 women for nearly three months. Men are primarily employed to maintain the plantation. Though the cashew plantations provide employment for only three months in a year, it is crucial

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because: (a) It is one of the few sources of income for women; (b) No other crop provides employment continuously for three months; and (c) It provides employment during the lean season when no other employment is available in agriculture. The hub of cashew activity in India is and continues to be, the southernmost state of Tamil Nadu. Tamil Nadu produces about one-sixth of the total cashew grown in India but has a near monopoly in the export of processed kernels from India and in the import of raw nuts into India. In this context, the present study is an attempt to examine the production of cashew nut in Tamil Nadu over a period of time.

**Methodology**

The present study is conducted on the state area production and productivity of Cashew nut in Tamil Nadu. It is an attempt to analyze the role of cashew nut and its growth pattern. The study based on Secondary data has been collected from the Directorate of Cashew and Cocoa Development, (DCCD) Kochi. The data and information have been collected through different studies. The present study covers the period of ten years from the year 2000 -2001 to in the year 2009 – 2010. There has been a tremendous thing in this period. But at the same time, the maximum developments were made in this period for the promotion of cashew in Tamil Nadu. Simple percentages and averages have been applied for the presentation and discussion.

**Results and Discussion**

Tamil Nadu is one of the leading states in cashew processing in India. The great demand is for cashew kernel in the International market as well as domestic market. Processing involves the shelling, drying, and peeling, grading and packing of kernels. The existing production of raw cashew is not sufficient to meet the demand of domestic processing units. Therefore Tamil Nadu is importing a large amount of raw cashew-nut from other countries. On the basis of the import of the raw cashew, production trend has increased with little fluctuation in the last decade. The production and trend of cashew nut have been examined in detail in the table below.

**Table-1: AREA PRODUCTION AND PRODUCTIVITY**

S.No	Year	CASHEW NUT				
		Area		Production		APY – Average productivity in Kg per hectors
		in 000 hectors	% Changes	In 000 MT.	% Changes	
1.	2000 – 2001	86	-	59	-	750
2.	2001 – 2002	90	4.65	46	-22.03	570
3.	2002 – 2003	92	2.22	50	8.69	570
4.	2003 – 2004	95	3.24	51	2.00	600
5.	2004 – 2005	105	10.53	53	3.92	610
6.	2005 – 2006	121	15.28	56	5.66	640
7.	2006 – 2007	123	1.65	60	7.14	670
8.	2007 – 2008	123	0.00	65	8.33	700
9.	2008 – 2009	131	6.5	68	4.61	519
10.	2009 – 2010	133	1.5	60	-11.76	472

Source: Government of India, Directorate of Cashew & Cocoa Development, 2011-12.

The above table-1 indicates that the growth of cashew-nut production in India is analyzed in terms of area of cultivation, production, and average productivity in Kecs per hector. It

reveals the steady growth in the area of cultivation of cashew-nut during the period from the year 2001 to the year 2010. From the data, it has been observed that there is no significant improvement in the contribution of production. The growth of real production has been recorded-22.03 percentage recorded in the year 2001-2002 to -11.76 percentages in the year 2009-2010. But in the year 2001-02 there was a fall in production and again it is continuously increasing the in2002-2003 area of Cashew nut production Productivity growth has been declined. In 2001 – 2002 at the same time production also declined, in 2002- 2003 production only increased but the inverse relationship in the productivity is 8.69 percentages. The total area available for the cashew nut production has been increased 4.65 percent in the year 2001-2002. In those decades, the area for cashew nut production has been decreased to 1.5 percentages in the year of 2009-2010

In the year 2003–2004 recorded marginal improvement in both production and productivity of cashew nut. During the period between the year 2004-2005 to the 2008–2009 sustain growth has been observed. Overall, though the area for cashew nut production has been increasing over a period of time, the growth in cashew-nut production and its productivity has been marked declining trend in Tamil Nadu.

Tamil Nadu is the six largest producer state of cashew nut in India. Production has an increasing trend except the years 2001-02 and 2009-10. The reasons behind are replantation, deforestation, rainfall and temperature which are also the two major factors contributing to cashew production. Further, it has been observed that there are cultivators who rely only on cashew for their livelihood, in terms of income and employment. It is also generating continuous employment for many women from the backward section of the society for nearly three months every year.

### **Conclusion and Suggestions**

The cashew nut production in Indian states has been gradually increasing from the year 2001 to the year 2010. But in some years it has found a negative trend and rapid declining have also been noticed over the period. It is because of poor crop husbandry and rampant disease spread to an endemic level which causes completely collapses the cashew nut production process overall state. Tamil Nadu is a major player in India cashew market in respect of production, productivity and import, export activities. Though the Tamil Nadu has good production of Cashew, the regional imbalance makes the situation to the import raw cashew from other nations. It has been found that along with the expansion of the production area, the production has not improved much in cashew in the state. The proper steps should be taken from the Government for the better production and productivity, and to probe into the detail of cashew nut production decline in the state.

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## **A GENERAL SURVEY OF TORU DUTT'S POETRY**

**Dr. Divya\***

The status of Toru Dutt in Indian English Poetry is similar to that of Thomas Chatterton in English. Both were the pioneers in their times, both received little recognition while alive, both died very young, and both can be called inheritors of unfulfilled known.

In spite of her short glorious and sorrowful life Toru Dutt faced all the problems, disappointments and tragedies with heart. Her life was full of heart-broken tragedies and misfortunes no doubt, but it was full of courage determination and heroism. She wanted to do something great and unforgettable and struggled to do it till the last moments of her life. "*Ancient ballads*" and "*Legends of Hindustan*" was published posthumously in 1882 with an "*Introductory Memoir*" by Sir Edmund Gosse.

Though Toru is remembered chiefly as a poetess, she has written both prose and poetry but Toru's literary works suffer from certain defects but they are mostly due to immaturity. They are also ignored because of her short tragic life. Padmini Sen. Gupta says, "In judging Toru one always thinks of her whole life", with its tragedies and brief years, her poetry and scholarship, as part of a whole poem. Her letters and friendship's also contribute to this assessment, For Toru's life and her work cannot be separated"<sup>1</sup>. Our appreciation of Toru is bound to be affected by tragic back-ground of her creative life. Edmund Gosse said, "The pathos of unshed tears which we feel when we read of Joan, of Arc, of Keats, of Chatterton, extends to Toru Dutt and her short life of ecstasy"<sup>2</sup>. Dr. Iyengar feels that Toru's poetry is appreciated because it is so closely associated with her sad life. He says "Beauty and tragedy and fatality criss-crossed in the life of Toru Dutt and it is difficult, when talking about her poetry, to make any distinction between poetry and what C.S Lewis would call 'Poetolatry'. The poetry is the reality, no doubt but the poet too compels attention"<sup>3</sup>. Even without Poetolatry on our part in relation to Toru, her works have enough poetry and literary qualities. Her poetic corpus is slight but there are other works also. Toru was a poet, novelist and translator of considerable merit. Her numerous letters, two novels one in English and the other in French, a book of translation of French poetry and one volume of her original poetry-these constitute Toru's literary output. The core of her poetic achievement however lies in "*Ancient ballads*" and "*Legends of Hindustan*". These poems constitute Toru Dutt's chief legacy to poetry.

Although Toru Dutt had a very brief span of life, she died at the age of twenty one yet she holds a place in the history of Indo-Anglian poetry. She was probably the most talented of all the poets of her age, though she did not get time to develop her poetic powers to the full, her poetic output is naturally very scanty. She has left only two volumes of Poetry – "*A Sheaf Gleaned in French Fields*" (1876) and "*Ancient ballads*" and "*Legends of Hindustan*" (1882) but it's high artistic quality and technical finish has attracted the interest and attention of a number of critics. The renewed English critic Edmund Gosse was probably, the first to notice the high artistic merit of her poetry. He remarks, "When the history of literature of our country comes to be written there is sure to be a page in it dedicated to this fragile, exotic blossom of songs"<sup>4</sup>. Dunn finds a genuinely Indian note in

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her poetry and says “Her verse is finely knit, vigorous and of pleasing variety. It is never obviously imitative and moves with such freedom and independence as are inseparable from genuinely creative work”<sup>5</sup>. In a scholarly article published in the “*Asiatic Review*”, Harihar Das dwells at length on the “*Classical Tradition in Toru's poetry*” (October, 1931) Padmini Sen Gupta has accorded a high place to her in Indo-Anglian poetry. Praising the lasting appears of her poetry, she says, “she has passed the test of time and though born over more than a hundred years ago, it is still very much alive, proving himself a classic writer”<sup>6</sup>. It is an undisputed fact that Toru Dutt was an enormously gifted poetess. Her poetry is worth a great deal and needs a careful study and analysis. Her work is of a pioneer nature. She is indeed, among the earliest to have initiated and established Indo-Anglian poetry and given it a quality and character of its own, she has done a great deal in establishing the conventions of Indo-Anglican poetry and from this point of view her work has a very high value and significance.

Toru Dutt was a compulsive poet. She was bound to be a poet. Moreover, the Dutt's were poets and men of culture. Toru's father Govind Chunder was a poet too. He published the “Dutt Family Album” (1870) in which the poetic gifts of the family found generous expression. Toru's poems do not figure in the DFA but fourteen years old Toru was already writing verse.

Toru appeared in print for the first time in December 1874, when she first easily secured a place in “*The Bengal Magazine*”. The same magazine published one more essay by Toru in the same December. One of these essays was on “*Leconte De Leisle*” and the other “*Henry Vivian Derozio*”. The first promising streaks of the morn; the sun itself peeping out for a second a bare second and the clouds immediately swinging across and blotting out everything as if forever. How could we speculate under such circumstances on what the day might have been had the clouds not intervened? Aru was womanlier even than Toru - fragile in her femininity and all we have from her a few translations “*Morning Serenade's exquisite*”, and almost as moving are the following lines:

“O echo whose repose I mar  
With my regards and mournful cries  
He comes-I hear His voice afar,  
Or is it thine that thus replies?  
Peace! Hark, he calls! –in vain in vain,  
The loved and last come not again.”<sup>7</sup>

Her other rendering are not equally satisfying, though in one of them she seems to have caught a symbol of her own predicament -

“Let the stern-hearted stoic run boldly on death!  
I-I weep and hope .....”<sup>8</sup>

But the “winds chill breath” bent and broke her all the same little significant ‘commas’ or ‘hyphens’ we cannot do without whose power of suggestion could be potent and immense.

Needs for roots: only a tree that has driven deep roots into soil could put forth ample foliage and yield abundant fruit. Toru's first years in India, were years of estrangement between the family and the orthodox Hindu community. The large Dutt family was itself self-divided and an apparently insurmountable barrier separated the main body and the Christian diversion. In France and England, Aru and Toru under the fostering care of their parents were able to live an isolated but also a free life. The free air of Europe and the & free life there are things not to be had here. Toru Dutt wrote later recalling her days in



England and added. "We cannot stir out from our garden without being stared at or having a sun stroke"<sup>9</sup>. In England the nameless pressure of the ancestral place was withdrawn and the girls quickly matured in that atmosphere. The first fruits were the translations from the French. They were certainly done well, but then they were no more than the school exercises of precious girls with a touch of genius.

"*A Sheaf Gleaned in French Fields*"- the first collection of Toru's poems; appeared in 1876. It was the only working that Toru saw through the press during her life-time. Aru also had contributed eight poems to this volume '*The sheaf*' consisted of some 200 pages. Carried no preface or introduction and was dedicated to Madame Govind Chunder Dutt. When the volume was out, Toru sent a copy of it to the editor of '*The Examiner*' [London] for review. W. Minto was then the editor of the paper and one day Sir Edmund Gosse, one of the reviewers, was in his own words upbraiding....

"I bring some flowers and fruits

Gathered in another soil,

In another sunlight,

In a happier clime" (The Sheaf)

The whole body of publishers for issuing no books worth reviewing. At that moment brought in a thin and sallow packet with wonderful Indian postmark on it and containing a most unattractive orange pamphlet of verse, printed at Bhowanipore, and entitled. "*A Sheaf Gleaned in French Fields*" by Toru Dutt".

This shabby little book of some two hundred pages without preface or introduction, seemed especially. Destined by its particular providence to find its way hastily into the waste-Paper basket. I remember that Mr. Minto thrust it into my unwilling hands and said, "There! See whether you can't make something of that."<sup>10</sup>

Gosse reviewed the book very sympathetically, but he deplored 'The fact that it did not have any preface or introduction.' '*The sheaf*' was dedicated to Mrs. Govind Chunder Dutt and was sold out very soon. In 1878 after Toru's death Govind brought out a second edition, which carried a memoir written by him and which included additional translations. This was also out within two years and a third edition followed in 1880. Since then the book has never been issued.

Let us pause for a moment to see what Sir Gosse thought of the verse translation of Toru Dutt. According to him Toru's 'Sheaf' recalls the French more vividly than any similar volume. "We are acquainted with; and if modern French literature were entirely lost, it might not be found impossible to reconstruct a great number of poems from this Indian version"<sup>12</sup>. He concluded with the note that the book was "a genuine Hindu Product" and "an important landmark in the history of the progress of culture." In fact when '*The Sheaf*' was ready, no publisher in Calcutta was ready to publish it. But when it was anyhow printed and reached England to fall into the hands of Sir Edmund Gosse, Toru's fame immediately shout up and for this the credit goes to this renowned English critic.

Broadly speaking '*The Sheaf*' is haphazard collections of translations from the French poets. Toru has carefully avoided the classicists and chosen the Romantic and Parnassian poets. But earlier poets have not been entirely ignored.

Toru's "*A Sheaf Gleaned in French Fields*" brought her fame and recognition. Edmund Gosse in England and Andre Theuriet in France were her great admirers. Poet sent her books to her and postman brought letters which bespoke her fame. Moreover, as Dr. Kotoky points out it, "indirectly earned an eider attention to Indo-English poetry." It was

an admirable effort and a product of her original poetic planning but it had its own limitations. Toru's muse was not free from the trammels of translation; there were defects of prosody and deficiency in scholarship. Apart from her poetic ability it gave her an idea to glean another 'sheaf' in Sanskrit fields. She started studying Sanskrit and her original poems show her as a native poetess of rare poetic excellence. It is in these poems that her muse appears in her gorgeous form. They gave a newness and freshness of thought and theme.

Yet it is a matter of regret that Toru and Aru were untimely snatched from us by the unseen hands of the providence, otherwise they should have given us something more of superb grace and lasting worth.

The need for native roots prompted Toru Dutt to provide "*Ancient ballads*" and "*Legends of Hindustan*" which was published posthumously in 1882. It carried an excellent "*Introductory Memoir*" by Sir Edmund Gosse. The poems collected in this slim volume deal Indian myths and legends. Apart from seven personal pieces in the second part the volume has nine ballads and legends which are : "*Savitri*", "*Lakshman*", "*Jogadhya Uma*", "*The Royal Ascetic And The Hind*", "*Dhuruva*", "*Butto*", "*Sindhu*", "*Prahald*" and "*the Sita*" of these "*The Legend Of Dhruva*" and "*The Royal Ascetic And The Hind*" both translated from the, "*Vishnu Purana*" had appeared during Toru's life time in "*The Bengal Magazine*" (October, 1876) and in the "*The Calcutta Review*" (January, 1877) respectively. Both are in blank verse and have continuity with the rest in their religious note.

There are also seven miscellaneous poems attached to it, but they form a separate section altogether. Those seven poems are: "*Near Hastings*", France -1870, "*The Tree Of Life*", On the Fly Leaf of Erckmann-chatrian's novel entitled "*Madame Therese*", Sonnet – "*Baugmaree*", "*Sonnet -The Lotus*" and "*Our Casuarina tree*".

"*The Legend of Dhruva*" relates the story of the prince Dhruva, the son of a less favoured queen, who scorned the position of worldly power for the sake of spiritual greatness.

As a legend told in verse, "*Savitri*" is a great advance on its predecessors. "*Lakshman*" is cast in the form of a conversation between Sita, the wife of Rama, and "*Lakshman*", the brother of Rama. The occasion is the raising of a piercing cry by Mariachi, as though it was by Ram, at the behest of Ravan, the lord of demons, hearing which Sita insisted on "*Lakshman*" to take up his bright sword and unerring bow and go to the woods for the help of his brother. First "*Lakshman*" was reluctant to go and leave her alone in the midst of a dense forest, but when she remarked:

"He perishes- well let him die!

His wife henceforth shall be mine own!

Can that thought deep imbedded lie

Within thy heart's most secret zone!" (Lakshman, stanza 39-71)

"*Lakshman*" got ready for the woods, but not before drawing magic circle on the ground with his arrow for her security. He told her not to go beyond it and blessed her before departing. '*Jogadhya Uma*' is based on a folk legend.

The poem "*Buttoo*" is built on a closed knit structure and carries the story on a logical end. Buttoo's labour was not entirely wasted; it rather resulted in immortality.

"*Sindhu*" is the story of an ideal son. Sindhu or Shraavan Kumar was the only child of his sage parents, who dwelt in the woods and who were blind, old and weak. Sindhu very well serve his parents. One day, king Dashrath, along with his train came to the forest for a

hunt. He, having lost his way, stood at a curve of the river all alone. As the darkness closed in, heard a sound as though of a roebuck drinking. He at once shot an arrow on the game. But he was startled to hear "a feeble human wail" and hurried towards the hunted. He saw Sindhu dying fast, and tried to resuscitate him, but all in vain. He was afraid of a Brahmin's dying curse. Opening his eyes at last, *Sindhu* read Dasarath's fear on his face and consoled him that the deed was done unwittingly. He told the king that he accepted his fate as the just punishment for a sin committed by killing one of a pair of doves resting in a peepal tree as 'Blood calls' for red blood still. He told him further that he was not loath to die but was sorely dismayed at the helpless condition of his parents. As a favour, he asked the king to carry the pitcher filled with water down the sleep lane to the hut among the Bela trees. Immediately he expired and the king carried his dead body and the pitcher to *Sindhu's* parents now anxious and restless. The king narrated, amidst sobs, all the story of *Sindhu's* death which totally wrecked the parents' hearts. They bade him to guide them to their bed of moss, for life had now, no meaning for them. Dashrath did so, and watched the feeble flame of life flickering out of them but not before they had prophesied the king's death, too, under similar circumstances. Thereafter, all the three dead bodies were brought to the river Sarayu, where the funeral rites were performed with royal pomp. In due course, the prophecy came true and the reader of the "*Ramayana*" knows it well.

'Pralhad' taken from the "*Mahabharata*" is the story of King 'Heerun Kasyapu', a terror for both of gods and men. He had no respect for the 'Vedas' libations and rites. He ordered that all men should worship him and him alone.

There are seven miscellaneous poems contained in the second Part of "*Ancient ballads*" and "*Legends of Hindustan*". They are mostly autobiographical in vein and style. Keeping their quality in mind, scholars have suggested that but for her short life Toru might have written 'beautiful lyrics' and 'a powerful sonnet-sequence' or poetic tragedy. They were composed on different occasion "*extending*" from 1870 to 1877. In point of merit, too, they are very uneven.

Among these poems 'Near Hastings' and 'France' are written in a mood of sincerity, especially the latter one in such lines as:

"Not dead: -- oh no, -- she can not die

Only a swoon, from loss of blood?

Levite England passes her by-

Help Samaritan! None is night

Who shall stanch me this sanguine blood?" (France: lines 1-3)

"*The Tree Of Life*" describes a vision in sleep. On the Fly-Leaf of Erckmann-Chatrion's novel entitled "*Madame Therese*" is a poem inspired by the patriotic instincts of that great heroic woman who hurled herself into the French war against the sullen Prussians.

"*Baugmaree*" is a memorable sonnet depicting the place Toru passed a major portion of her life. "*The Lotus*" another notable sonnet, deals with the birth of that charming flower.

"*Our Casuarina tree*" mixes memory and desires, time and eternity and local touches and literary reminiscences. It is written in the eleven-line stanza from rhyming abba, cddc, eee.

The first stanza is an objective description of the tree with Toru's own impression of it at different times; the third relates the tree to Toru's memories of her childhood and lost brother and sister. The fourth humanizes the tree and the last stanza wishes immortality for the tree.

"May love defend thee from oblivion's curse."

The poem has been invariably praised by critics. To quote simply one here "In the organization of the poem as a whole and in the finish of the phrase and rhythm in its music of sound and ideas. 'Our Casuarina tree' is a superb piece of writing and gives us a taste of what Toru might have done had not the race of her life been so quickly run".<sup>36</sup>

"Ancient ballads" was appeared in 1822 after the death of the poetess. It was recast and rearranged by her gifted father. The volume carried an introduction by Sir Edmund Gosse, the great critic of England. Toru wrote it under the active influence of her mother. It seems that Toru had originally planned a series of nine ballads and legends but when they were discovered by her father after the death two were missing, or perhaps not written. He filled up the gap with "The Legend of Dhruva"

Indian "Ancient ballads" is essentially native in its genre and outlook. The "Ancient Legends of Hindustan" had an abiding charm for the poetess. The call of the land evoked a sympathetic response from her. There are some beautiful scenes and sights of the native land in it. The ballads are in Hindi sentiments and breathe throughout the spirit of Hindu thought and tradition. Toru's poetry is basically of her race and her country. There is no attempt in "Ancient ballads" at expressing thought or custom alien to our culture and civilization.

Toru's "Ancient ballads" and "Legends of Hindustan" is a literary piece of classical tradition. The volume has classical themes in it. It is almost impossible to read it without visualizing the affinity between the two great classical languages of Europe, the parents of many of its modern languages and the great classical languages of India, to which many of its modern vernaculars owe their origin. Both the ancient epics of Hindustan, like the ancient epics of Europe contained many episodes in the form of songs and legends that gave birth to the lyrical literature of the two continents. There was an oral tradition in vogue before the epic ages proper set in. The lyrical poets, including Toru, derived their inspiration from the oral tradition preserved in noble epics.

The delicacy and lightness of touch may be seen in her verses. Her, refined poetic taste is so obvious in "Ancient ballads". The pleasing of her poetry speaks of her felicity in a foreign tongue. She can't be accused of want of simplicity. It is wrong to blame her on the ground that "the old ballads and legends have lost their entire plaintive cadence, all. The natural charm they bore when wrapped round with the full sounding music of the Sanskrit, or in what lay ready to the hands of the poetess, her own classical Bengali". On the contrary the fact is that the poetry is a spontaneous outburst of powerful feelings. This is true not of a single ballad, but of all open any page of "Ancient ballads", and you will be in the midst of delightful stanzas. To give delight is a great thing in itself. Added to it, however are Toru's meaningful and sententious utterances, and when delight and meaning are to be found in one place, there is always a good, great poetry. Toru's poetry is certainly of this kind.

This much is about the ballads. There are also seven miscellaneous poems in the second part of the volume. We may have a glance at the themes of these poems too. 'Near Hastings' mentions a strange woman coming over to Toru and Aru and blessing them both. 'France-1870, speaks about the greatness of France, now plunged in darkness. "The Tree Of Life" describes a vision in sleep. On the Fly-leaf of Erckmann-Chatrian's novel entitled by the patriotic instincts of the great heroic woman who hurled herself into the French war against the sullen Prussians. "Baugmaree" is a memorable sonnet depicting the place where Toru passed a major part of her life. "The Lotus" is about the birth of a charming

flower, "*Our Casuarina tree*" is a highly appreciated poem mingling memory and desire, the personal and the general.

Thus perhaps Toru herself earned a name which has lived a hundred years and will continue to be renowned many more years to come in her 'pride in her country's great inheritance, she was Indian to the core'. And she herself has become a heritage of India, bringing reknown to her motherland through the arches of the years-a name ever to be remembered. Toru, a frail and exotic blossom which bloomed for a short while, has left a fragrance which will never die.

At last we can say that Toru showed a remarkable use of Ancient Indian traditions and myths and legends of olden days, in her "*Ancient ballads*" and "*Legends of Hindustan*".

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provided them with various options to get a genetically related child. Last one decade or can say more than that, the words like Surrogacy and ART (Assisted Reproductive Technology) have created a kind of buzz around us. So I am very keen to study the relationship between the two (technology and its effect on Indian society) and how it affects the social structure and what kind of new relations are emerging in our society.

To answer all these question, we need to understand and analyses both concept. First I will try to explain the concept of surrogacy? Surrogacy can be understood as a process of advance scientific method through which the intendant parent hire a womb of another women to get his or her own genetic child. As define by Amrita Pande in her work that "Surrogacy is a practice in which a women agrees to carry a baby to term for someone else who then keeps the child as her or his own". Surrogacy has become an attractive alternative for couples and individuals who wish to have a child biologically related to them. The concept of surrogacy has become widely recognized all over the world. Surrogate motherhood is considered as a boon by infertile couples as it is revolutionary hope for having a child.+++++

#### **Defination Of Surrogacy**

According to **Black's Law Dictionary**, 'an agreement wherein a woman agrees to be artificially inseminated with the semen of another woman's husband.'

**The New Encyclopedia Britannica** defines- 'Surrogate motherhood' as the practice in which a woman bears a child for the couple to produce children in the usual way.

#### **Surrogacy and its Exploitative Nature-**

India is a land where approximately 21.9% population lives below the national poverty line as obversed by Asian Development Bank<sup>+++++</sup>. For eradication of poverty, technology plays a measure role to provide a platform for poor people. This also gives birth to a capitalist society where two classes emerge within that social structure. The two classes polarize that social system and from where we can trace the root of exploitation. Surrogacy and its link with technology also create such exploitative kind of situation in society. It affects the structure of society in form of family, kinship and some other. Over the past years we have witnessed an increasing use of reproductive technologies, significantly in cross-border treatment in order to achieve pregnancy. As argued by Amrita Pande in her work- *Womb in Labour*<sup>+++++</sup> that, in India, surrogacy has become new form of outsourcing where couple hire Indian women to bear their children for a fraction of the cost of surrogacy elsewhere and with no government regulation. After opening up economy India became a land of call centers, earlier it was considered as land of Yogis because of religiosity now gradually it became a land of baby designer.

Women and men both play a very crucial role in shaping a family in every society. But particularly in Indian society we have seen that women perform the function of rearing and caring of children and the responsibility of home. On the other side, men are seen as breadwinner for family. With the passage of time, women came out of four-walls of home and started participating in economic activities and earn money for family. Naturally, only women can birth to a child. But when the process of giving birth is associated with Human induced technology, it gave the birth to IVF (In-vitro Fertilization). We are at the stage of

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+++++ Jain, Kusum. (2008) Motherhood: Some Legal and Moral Problems in Bio Ethics. Vol. 25 Issue Journal of Indian Law Institute

+++++ <https://www.adb.org/countries/india/poverty>- Asian Development Bank.

+++++ Pande, Amrita. (2014) *Womb In Lobour: Transnational Commercial Surrogacy in India*. Columbia University Press: New York.





with what people have not done (nonobservance), with, that is, a person's failure to reach required standards. This concern illustrates the primary function of modern disciplinary systems: to correct deviant behavior. The goal is not revenge (as in the case of the tortures of premodern punishment) but reform, where, of course, reform means coming to live by society's standards or norms (Lemke: 2010). Foucault define power and knowledge exit in society quietly independent. But to study human beings, need to study together because the goal of power and goal of knowledge cannot separate from each other in this context. Foucault found panoptical, an ideal architectural model of modern form of disciplinary power. Foucault uses the term biopower (Foucault: 1997) to denote a transformation in the nature of the sovereign's power over its subject, in which the state's focus on prohibition and juridical authority is replaced by new interest in the birth place, discipline, health and longevity of its population. Similarly, women who are supposed to conceive for intended parent, she has to submit herself for diagnosis. So throughout the whole process she is technologically under surveillance. She is subjected to treatment of as an object to a range of suspicion concerning her behavior during pregnancy. I am using Foucauldian concept of "biopolitics" and "panoptical" as in 21 century, the state is not forcing surrogate mothers in the industry of surrogacy directly but indirectly. Foucault describe: biopolitics" (Foucault: 1977) as an explicit rupture with the attempt to trace political processes and structures back to biological determinants. Foucault argued that it reformulates concept of political sovereignty and subjugates them to new forms of political knowledge. Foucault distinguishes "two basic forms" of this power over life: the disciplining of the individual body and the regulatory control of the population. Foucault defines discipline and establishes its status as a technology:

**The historical moment of the disciplines was the moment when an art of the human body was born, which was directed not only at the growth of its skills, nor at the intensification of its subjection, but at the formation of a relation that in the mechanism itself makes it more obedient as it becomes more useful, and conversely. (Foucault, 1977)\*\*\*\*\***

And with the help of technology and medical assessment, the state has tried to legitimize the whole process of surrogacy. So it can be argued that the Foucauldian paradigm of biopower seems appropriate to describe the dramatic character of medical and state intervention in the domain of human body. Foucault's biopower analysis helps to reveal the implication of the mechanism for the control and regulation of our bodies by medical institutions, like surrogacy.

### Conclusion

The above description we have discussed the relationship between women and technology. The whole discussion convey a message that how technology helps to create a global web. On the one hand technology creates the concept of Global Sister with the help of ART while on the other hand it produces exploitative nature against women. It has opened a new chapter for discussion on biopower and its relation to women's body.

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## काव्य में प्रकृति— सौंदर्य बोध

डॉ० अनिल कुमार\*

प्रकृति की सुन्दरता को पेड़-पौधे और जीव-जन्तुओं के रंग-रूप (संरचना) के द्वारा दर्शाया जाता है। सूर्योदय की लालिमा, आसमान का नीलापन, बादलों की सफेदी और रात के समय आकाश में टिमटिमाते तारे सुन्दरता का बोध कराते हैं। परन्तु काव्य में प्रकृति की सुन्दरता का आशय "प्रकृति कर एक रूप में पाया जाना या एक समान बने रहना" से होता है। सुन्दरता का अपना कोई मापदंड नहीं है। चुकि व्यक्ति के विचार और उसका लेखन हमें आकर्षित करता है। इसलिए हम विचारों और लेखन को भी प्रतिक्रिया के रूप में सुन्दर कह देते हैं।

हिन्दी काव्य प्रकृति- चित्रण से भरा पड़ा है। यह अकारण नहीं है। प्रकृति और मानव का सम्बन्ध उतना ही पुराना है जितना कि सृष्टि के उद्भव और विकास का इतिहास। प्रकृति -मानव-काव्य-प्रकृति की गोद में ही प्रथम मानव शिशु में आंखे खोली थी, उसी गोद में खेलकर बड़ा हुआ है। इसलिए मानव और प्रकृति के अटूट सम्बन्ध की अभिव्यक्ति धर्म, दर्शन, साहित्य और कला में चिरकाल से होती रही है। मानव एक विवेकवान प्राणी है। जीवन और जगत के विविध आयामों में वह जाने-अनजाने में प्रभावित होता रहता है। मानव जीवन संघर्षमय है। मनुष्य अपने को दूसरों के साथ तथ्य बनाने में संघर्षरत रहता है। जिस अनन्त रूपात्मक क्षेत्र में यह व्यवसाय चलता है, रामचन्द्र शुक्ल जी ने उसे जगत का नाम दिया है।<sup>1</sup>

पुरातनता के निर्माक को पल मात्र भी सहन न करने वाली प्रकृति के इस अलौकिक, अनाविल नित्य नवीन रूप को देखकर से हृदय मानव अपने लोभ को संवरण न कर सका।<sup>2</sup>

दीप्तीमयी इस परम विचित्र प्रकृति को अपनी जीवन संगिनी बनाने के लिए ललक एवं आशाभरी नजरों से निहारा प्रकृति ने उसके हृदय की धड़कन को समझा और सिर हिलाकर उसके इस निवेदन का स्वागत किया। परोपकृति की इस मुर्तिमती देवी को अपनी आशा-आकांक्षा अपनी रूपश्री आरक्त कपोलों पर थिरकती मधुरिमा, आयत लोचनों में मदिरा को लालिमा आदि सब कुछ अपने सर्वस्व प्रियतम की वांछा की बलि-वेदिका पर उत्सर्ग करना ही पड़ा। पर जब मानव-मन में सुख नहीं, अहलाद नहीं तो प्रकृति कैसे प्रसन्न रह सकती है।<sup>3</sup>

मानव और प्रकृति चिरसाहचर्य में रहे हैं। मानव के अभाव में प्रकृति की कल्पना निराधार है क्योंकि गौरवान्वित करने का श्रेय मानव को ही है। इसलिए प्रकृति और मानव का प्रगाढ़ संबंध है।

### प्रकृति और सौन्दर्य

मानव जीवन साधनामूलक है तथा जीवन का साध्य सौन्दर्य है, इसलिए वह सौंदर्य का अराधक है। उसकी समग्र साधना, जीवन पर्यंत इसी सौन्दर्य को संलक्ष्य कर चलती रहती है। वह जीवन से संदर्भित प्रत्येक सौन्दर्य का समुच्चय है। नीलाभिनिलय, काली घटाएँ, सतरंगी इन्द्रधनुष, नदी-निनाद-वन में आनंदपूर्वक कल्लोल क्रीड़ा करते हुए पशु-पक्षी क्षण-क्षण परिवर्तित तथा विवर्धित ऋतुचक्र आदि प्रकृति- सौंदर्य के ऐसे स्वाभाविक आदान है। जिससे मानव आकर्षित हुए बिना नहीं सह सकता। प्रकृति आनंदमूलक है।

भारतीय वाङ्मय में प्रकृति की अभूतपूर्व अर्थरचना हुई है। वहाँ प्रकृति सृष्टि<sup>4</sup>, माया<sup>5</sup>, शाश्वतसत्य<sup>6</sup>, प्रज्ञा<sup>7</sup> विचारशून्य<sup>8</sup> स्वभाव<sup>9</sup> आदि के रूप में स्वीकार की गई हैं। इस प्रकार प्रकृति ब्रह्माण्ड पर अधिराजित है।

डॉ० किरनकुमारी का मत है कि प्रकृति या प्राकृतिक का अर्थ है- स्वाभाविक। अंत प्रकृति के अंतर्गत वहीं वस्तुएँ आती हैं जिसे मानव के हाथों सजाया और संभाला है। और जो स्वयं ही अपनी नैसर्गिक छटा से हमें आकर्षित करती हैं।<sup>10</sup>

प्रकृति शब्द का अर्थ अत्यंत व्यापक है। "प्रकृति" अंग्रेजी के "नेचर" शब्द का समानार्थी है।

सारा संसार प्रकृति को समझने में फंसा हुआ है। प्रकृति अर्थात् क्या? प्र-विशेष और कृति -किया गया। स्वाभाविक की गई चीज नहीं। लेकिन विभाव में जाकर विशेष रूप से की गई चीज वही प्रकृति है।

"प्रकृति लट्टू जैसी है। डोरी लिपटती है, वह सर्जन, डोरी खुले, तब घुमता है, वह प्रकृति।

प्रकृति के द्वारा ही समुचे ब्रह्माण्ड की रचना की गई है। "प्र" का अर्थ है "प्रकष्ट" और "कृति" से सृष्टि के अर्थ का बोध होता है। प्रकृति का मूल अर्थ यह ब्रह्माण्ड है। प्रकृति से तात्पर्य प्रकरण या संदर्भ से न होकर उसका प्रयोग पेड़-पौधों, पशु-नद-नदीश आदि दृश्यमान पदार्थों के लिए किया जाता है।<sup>11</sup>

प्रकृति के विविध कोमल-कठिन, सुन्दर-विरूप, व्यक्त रहस्यमय रूपों को आकर्षण -विकर्षण ने मनुष्य की बुद्धि और हृदय को कितना परिष्कार और विस्तार दिया है, इसका लेखा-जोखा करने पर मनुष्य प्रकृति का सबसे अधिक ऋणी ठहरेगा।<sup>12</sup>

\* सहायक प्रोफेसर वैश्य कॉलेज भिवानी।

“प्रकृति” के विभिन्न स्वरूपों और रूप-चेष्टाओं का प्रभाव मनुष्य पर पड़ा और वे ही उसकी अभिव्यंजना के विषय बनते हैं। उसके मन में भाव उत्पन्न करते हैं<sup>13</sup>। डॉ० छोटे लाल दीक्षित के अनुसार “वेदिक ऋषियों” ने उषा, इन्द्र, वरुण, मारुत, रवि, शशि, गिरी, सरिता, उपवन जैसे सुंदर गतिशील रूपों की वन्दना की थी। सामवेद की चाँयँ जिसका प्रमाण है<sup>14</sup>।

प्रकृति का आन्तरिक एवं बाह्य दोनों रूप चित्ताकर्षक एवं सौंदर्यमय है। डॉ० एस.टी.नरसिम्हाचारी लिखते हैं—“प्रकृति के व्यक्त बाह्य रूप में आकृति, सौष्ठव, रंग-सम्मेलन आदि अनेक आकर्षक पहलू हैं”<sup>15</sup>।

सौन्दर्य-प्रेमी अनिवार्यतः प्रकृति प्रेमी हुआ करता है। प्रकृति में अथाह सौंदर्य श्री छिपी हुई है। जिसे सौंदर्यद्रष्टा अपनी सूक्ष्म दृष्टि से देख कर साहित्य में उकेरता है।

#### **संदर्भ सूची**

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## **Achievement Motivation:- An Empericalstudy on Udergraduate Boys and Girls**

**Raskirat Kaur\***

**Umang\*\***

### **Abstract**

Achievement motivation may be defined by independently considering the words achievement and motivation. Achievement refers to competence (a condition or quality of effectiveness, ability, sufficiency, or success). Motivation refers to the energization (instigation) and direction (aim) of behavior. Thus, achievement motivation may be defined as the energization and direction of competence-relevant behavior or why and how people strive toward competence (success) and away from incompetence (failure). The present paper will be an attempt to overview the real meaning of achievement motivation with a focus on the variable of need for achievement by using the Achievement Motivation test by Dr. VP Bhargava. The test is intended to measure the N Ach score of the person. It compares the two genders, males and females on the variable. It also discusses how the motive to achieve drives a person to excellence.

**Key words:** Achievement, motivation, need for achievement, gender.

### **Introduction**

Achievement in positive psychology and wellbeing is more about taking steps forward, and seeing these as achievements and is less of a focus on the goal itself.. Many individuals endeavor to better them, regardless of whether this is winning an opposition, or the securing of ability. Achievement can likewise be depicted as triumph and celebrated with each new learning in both extensive and little incremental advances. The objectives are quantifiable, achievable and testing enough to keep you drew in, however not very troublesome that they are not achievable. While characterizing achievement, it is seen that it has three essential measurements:

- 1. Individual** - This measurement clarifies the energy a man would convey keeping in mind the end goal to accomplish his or her objectives. It is the readiness to lead an existence of happiness and a feeling of prosperity.
- 2. Social**-Any individual accomplishing or contacting any individual or aggregate position is in any capacity adding to the general public. All in all they shape an educated electorate and furthermore maintain the qualities, for example, freedom, equity and equity. In this way, everybody demonstrates resistance for others and above all the feeling of achievement teaches in the incentive to confront wrongdoing or shamefulness, which in all turn is adding to the general public, thus social measurement is clarified.
- 3. Monetary** Achievement likewise teaches the feeling of managing oneself out of a fiscally feasible profession and being. It is characterstized by elevated amounts of developments and business enterprise.

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The information, aptitudes, and dispositions essential for these measurements of achievement are wide and changed. Incompletely this incorporates aptitudes in central regimens disciplines like dialect expressions, math, science, social investigations, and workmanship. However, this likewise incorporates what are now and then called 21st century aptitudes, non-psychological abilities, higher intellectual abilities, and social-enthusiastic abilities—which, all the more solidly, imply abilities like issue-solving, joint effort, imagination, and constancy.

A complete meaning of achievement for a given understudy will include tolerating contrasts as for:

- 1. Zones of Focus.** Understudies have changing interests and regular gifts, thus will seek after fluctuating pathways throughout everyday life. This will mean, particularly in secondary school, that specific understudies will regularly invest more energy in some subject or task—will fan out and accomplish brilliance in their own particular customized sets of "norms" in maybe a couple regions of core interest.
- 2. Capacities and Aptitudes.** Achievement is change (or "development") in what understudies know and can do with respect to where they began and in respect to their maximum capacity, not in respect to a settled, review based benchmark. Understudies ought to be bolstered and supported in territories where they battle, and be pushed to achieve authority in zones where they are solid.
- 3. Qualities.** Understudies and families have diverse qualities, distinctive thoughts regarding what components of character are vital to create. Character instruction is a vital piece of achievement.

Achievement needs/thought processes might be utilized as an illustrative case. Two kinds of achievement needs/intentions have been recognized: the requirement for achievement, which is the dispositional propensity to encounter pride upon progress, and dread of disappointment, which is the dispositional inclination to encounter disgrace upon disappointment. The requirement for achievement is anticipated to prompt dominance approach and execution approach objectives, while dread of disappointment is anticipated to prompt authority evasion and execution shirking objectives. Dread of disappointment is additionally anticipated to prompt execution approach objectives, a need/thought process to objective mix that speaks to a functioning endeavoring toward progress to maintain a strategic distance from disappointment (i.e., dynamic evasion). The requirement for achievement and dread of disappointment are set to have an aberrant effect on achievement results through their effect on achievement objective appropriation. Various experimental investigations have given proof in help of these forecasts, and also numerous other progressively based expectations (including other higher-arrange factors) got from the model.

Achievement objectives are seen as solid, circumstance particular factors that clarify the particular point or bearing of individuals' fitness interests. Different factors are expected to clarify why individuals arrange toward various definitions and valences of ability in any case, and why they receive specific kinds of achievement objectives. Higher-arrange factors, for example, achievement needs/thought processes, verifiable hypotheses of capacity, general capability recognitions, and highlights of the achievement condition (e.g., standard based versus errand based execution assessment, cruel versus permissive execution assessment) are utilized to clarify achievement objective appropriation. These factors are not placed to impact achievement results; however they are required to have a

roundabout impact by provoking achievement objectives that, thusly, apply an immediate effect on achievement results. Motivation is a supporter among the most as frequently as conceivable used words in cerebrum look into. It insinuates the elements which move or start the living being. The determined proximity of motivation when we see that people move toward particular goals. For example, we may watch that an understudy locks in at generally every endeavor that comes to him/her; from this we translate that the individual has perspective to achieve. All human direct appears to rise in light of some kind of inside (physiological) or outside (biological) impelling. The practices, regardless, are not sporadic. They habitually incorporate some reason or goal. Normally held that practices happen in view of the energy of particular points of view. Thusly motivation can be described as the path toward starting, keeping up and organizing conduct towards a particular goal. The strategy is normally finished once the desired target is accomplished by the person. The route toward beginning movement is in truth called 'motivation'. Motivation isn't by and large particularly perceptible. Motivation, as conspicuously used, insinuates the reason or why of lead. Abnormally, we don't think about the sum of our manners of thinking. Lead can be spoken to by careless points of view too. If our cognizance of expectations is correct, we have an extreme gadget for clearing up lead. We illuminate our common lead as far as various expectations. Goals moreover empower us to make gauges about lead. We may tell what a man will do in future. Manners of thinking may not tell definitely what will happen yet rather they give us an idea in regards to the extent of activities a man will do. Along these lines a man with a need to achieve in scholastics will lock in school, a man with a strong need to surpass desires in recreations will put in a lot of tireless work in that field; likewise in business and in various distinctive conditions.

There are 4 key ideas to motivation:-

**1. Needs/thought processes**

A need is a state of need or shortfall of something required by the life form. Keeping in mind the end goal to keep up homeostasis or adjust the life form thinks that its important to fulfill the requirements. The requirements might be extensively arranged as, essential or physiological needs and optional or social needs. Requirements for sustenance, water, sex, rest and rest, and end are essential needs. Requirements for achievement, alliance, control are cases of social needs. The term 'thought process' alludes to objective coordinated conduct and stimulating conditions inside the living being that drive conduct. It is by and large used to allude to specific conditions which, other than stirring, incline a man to react, or act in a path suitable to that thought process. Thought processes coordinate the movement of the person towards individual's objectives.

**1. Goals**

Considering the objective propels a man to compose his or her activity. In the event that appetite is a need, eating sustenance is an objective. In this way objective is identified with the need state. Nonetheless, in specific cases, conduct is additionally guided by inherent objectives. It implies conduct does not generally require outside objective. It might fulfill and agreeable in itself. A few people may get a kick out of the chance to sing, move or play only for singing, moving or playing. They like such exercises. Consequently objectives can be inborn or extraneous.



## **2. Incentives**

Motivations allude to the objective articles which fulfill the necessities. Motivating forces shift in quality and amount which make them less or all the more fulfilling and appealing. In this manner one can put in more prominent measure of push to accomplish a more appealing motivation. In actuality numerous motivating forces expect extensive essentialness in the lives of individuals and they do everything conceivable to accomplish those impetuses.

## **3. Instincts**

Impulse is an old idea in the field of motivation. It is characterized as an inborn natural power that inclines the life form to act surely. At one time all practices should be aftereffects of specific senses. A portion of the impulses recognized by early therapists are battle, repugnance, interest, self humbling, securing and so on. It was felt that impulses were acquired and convincing wellsprings of lead yet can be altered by learning and experience. This term is not any more utilized as a part of connection to human conduct. Creature conduct is some of the time clarified utilizing this term.

The term achievement motivation might be characterized by freely thinking about the words achievement and motivation. Achievement alludes to capability (a condition or nature of viability, capacity, adequacy, or achievement). Motivation alludes to the empowerment (prompting) and heading (point) of conduct. In this way, achievement motivation might be characterized as the empowerment and bearing of capability important conduct or why and how individuals endeavor toward fitness (achievement) and far from inadequacy (disappointment).

## **Hypothesis**

1. It is expected that the achievement motivation in girls will be higher than Boys.
2. It is expected that there is correlation between boys and girls on the variable of achievement motivation.

## **Methodology**

- (a) **Participants-** A sample of 30 respondents in the age group of 18-25 years was chosen for the purpose of data collection. The sample was equally divided gender wise with 15 females and 15 males. The sample was limited to students who were available for participation in this study. All the subjects were explained about the nature and aim of the study and their role in the study and informed consent was obtained before they were enlisted as subjects.
- (b) **Tools-** Achievement motivation questionnaire of Consumable Booklet of AMT-BV by Dr. V.P. Bhargava (Agra) was used to collect the data.

## **Results**

These are the mean scores, which means that on an average males have 16.6 achievement motivation and females have 19.6 so on an average girls are higher on achievement motivation. Hence proving hypothesis number 1

The correlation score is 0.149368779 which means that if we correlate the sores of males and females we will get this value. The table value at 0.05 level is .367 and at 0.01 level is .463 which states that the derived value of 0.149 is not significant at any levels.

Hence, proving the second hypothesis wrong which was there is significant correlation between males and females.

## **Conclusion**

Achievement contexts can be found anywhere—on the playing field, on stage, in an art studio, or even in a kitchen or a garden. To be sure, standards and even the definitions of success vary among contexts. In sports success usually means winning, although it could also be defined in terms of personal improvement. Success for a pianist might be measured in the length of applause or in newspaper reviews, for a hostess in the amount of food the guests consume, and for a surgeon in patient survival rates. This paper focuses primarily onto any context that involves some standard against which performances can be measured—any situation that offers the opportunity to succeed or fail. An achievement motive is an impulse to master challenges and reach a high standard of excellence. Both personality and situational factors influence achievement motivation. With the reference to the Indian context in which the study was done, it has been a male dominated society until a few years now wherein females have made a place in their society, it has been observed that the reason of females having a higher achievement motivation because they felt suppressed by the norms of the society and do not want to miss any opportunity to grow. On the other hand males had been seen to take opportunities coming in their way for granted to a great extent. In recent times females have been seen ever ready to take up opportunities that would enable them to build a stable career. It is also seen that women these days do not prefer to get married at a young age but focus on building themselves a career first and then step into the married life. Vollmer, F., & ALMÅS, R. (1974) did a research on Norwegian undergraduate psychology students were given Heckhausen's TAT test of achievement motivation prior to or after final course examination. Women obtained higher mean score on Fear of Failure than men on both occasions. Gama, E. M. P. (1985) conducted a similar research proposing need for achievement and affiliation. The subjects were assigned to three experimental conditions-neutral, affiliation arousal, and achievement arousal—and wrote stories that were analyzed by a projective measure (MPAM). Level of affinitive tendencies did not affect these results. Contrary to some of the speculations, achievement arousal did not inhibit the scores of High Ach-High women. Overall, affiliation arousal did not produce the expected effects. However, within the affiliation-arousal condition, High subjects obtained significantly higher scores than Low Aff subjects. Žitniaková-Gurgová, B. (2007) the contribution focuses on the investigation into the influence of gender on students' achievement motivation. Achievement motivation perceived as a relatively stable predisposition of an individual is an important factor of achievement. The research was performed on the sample of 213 university students, out of whom 102 were women and 111 men. The research tool was achievement motivation inventory (AMI), which diagnoses the achievement motive, anxiety hindering achievement and anxiety supporting achievement. The research findings confirmed assumptions about gender differences in all the measured variables. Cavallo, A. M., Potter, W. H., & Rozman, M. (2004). This study investigated differences and shifts in learning and motivation constructs among male and female students in a no majors, yearlong structured inquiry college physics course and examined how these variables were related to physics understanding and course achievement. The findings showed that male students had significantly higher self-efficacy, performance goals, and physics understanding compared to females, which persisted throughout the course. The findings reveal that different variables of learning and motivation may be important for females' success in inquiry

physics compared to males. Instructors should be cognizant of those needs in order to best help *all* students learn and achieve in college physics

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## समकालीन कविताओं में राजनीतिक सरोकार

डॉ० अनिल कुमार\*

जब समकालीन कविता की बात की जाती है तो निश्चित रूप से इसका आशय प्रयोगवाद, नई कविता, अकविता जैसी काव्य चेतनाओं से नहीं होता क्योंकि ये इतिहास के अंधरे में गुम हो गयी काव्य प्रवृत्तियाँ हैं, जबकि समकालीन कविता उसके बाद अपनी कुद नयी मान्यताओं को लेकर उभरी। यह एक समग्र काव्य-चेतना है। इसलिए समकालीन कविता को यहाँ एक मुहावरें के रूप में छठे दशक के बाद उभरी काव्य-चेतना के पर्याय के रूप में लिया जा रहा है। केवल समय की सूचना के लिए नहीं। इसलिए समकालीन कविता की पहचान नयी कविता औरी अकविता की धूल से हटकर उस स्वच्छ काव्य चेतना की पहचान है, जिसमें आज का व्यक्ति अपनी उपस्थिति का आभास दे रहा है।

1960 में ऐसी अनके सामाजिक, राजनीतिक घटनाएँ हुईं जिनके कारण आम आदमी नव-स्वतन्त्रता और उससे मिलने वाले काल्पनिकों की स्थिति से ऊबकर एक नयी सोच के लिए प्रयासरत था। आम आदमी का राजनीति से मोह भंग होने लगा था। 1962 के चीनी आक्रमण, 1964 में नेहरू में लाल बहादुर शास्त्री की आकस्मिक मृत्यु के कारण देश में राजनीतिक रिक्तता और तिकता का प्रभाव लक्षित होने लगा, लगातार राजनीतिक विकृतियाँ बढ़ने लगी।<sup>1</sup>

### राजनीतिक सरोकार

समकालीन कविता राजनीति के पूरी तरह प्रभावित है जब बात राजनीति की की जाती है तो उसका स्पष्टार्थ है समकालीन सन्दर्भों की क्योंकि वर्तमान समय में राजनीति ही जिन्दगी पर प्रभावी हैं। आज की सामाजिकता भी राजनीतिक के आधार पर बन और बिगड़ रही है। व्यक्ति, वर्ग, समूह, समाज, धर्म, जाति, सम्प्रदाय, पंथ सबके सब या तो राजनीति की बात करते हैं या राजनीति के लिए। इसलिए आज व्यक्ति राजनीति से इस तरह से जकड़ उठा है कि उसकी अस्वीकृति का अर्थ है सत्य की अस्वीकृति।<sup>2</sup>

समकालीन कवियों ने सत्य को पहचाना और अपनी कविताओं में छल, प्रपंच, धूर्तता, मक्कारी से प्राप्त सत्ता और उससे जुड़े सत्ताधीशों पर तीव्र प्रहार किये हैं। ऐसे कवियों में रघुवीर सहाय और नागार्जुन जैसे पुराने दौर के रचनाकारों के साथ ही नये दौर के कवि भी शामिल हैं। इनमें सर्वाधिक प्रखर रचनाकार हैं— रघुवीर सहाय, नागार्जुन और धूमिल। डॉ० विश्वनाथ प्रसाद तिवारी के अनुसार "रघुवीर सहाय की कविता राजनीति का सीधा साक्षात्कार प्रस्तुत करती है। उनकी कविताओं में सम्पूर्ण शासन तंत्र नंगा हो गया। उनकी कविता को पढ़ना एक भीड़ भरे बाजार में चलना है।<sup>3</sup> रघुवीर सहाय की कविता में राजनीति को सीधे और अखबारी भाषा में अभिव्यक्ति दी गई है। और यहीं कारण है कि वे राजनीति के कवि कहे जाते हैं। उनके राजनीतिक तर्क सीधे किन्तु पैने हैं। इस दृष्टि से कुछ उदाहरण उनकी प्रसिद्ध कविता "आत्महत्या के विरुद्ध" में मिलते हैं, जैसे —

पूछेगा संसद में भोला-भाला मन्त्री।

मामला बताओं हम कार्यावाही करेंगे।।

पाप छिपा रखने के लिए एकजुट होगा।

जितना बड़ा दल होगा उन्ता ही खायेगा।।<sup>4</sup>

रघुवीर सहाय के अलावा समकालीन कवियों में नागार्जुन की कविताएं राजनीति पर धीरे प्रहार करती हैं। पुंजीवादी सभ्यता से जुड़े सभी पक्षों के विरुद्ध नागार्जुन की लेखनी मुखर रही है और वे समकालीन कविता को अस्त्र बनाकर प्रस्तुत करने में सफल रहें हैं।

नागार्जुन स्वीकार करते हैं कि राजनीति के बिना आज की कविता पूरी नहीं होगी। कहीं-कहीं उनका यह राजनीतिक व्यंग्य अत्याधिक सहज होकर भी सीधे राजनीतिक नारा बन जाता है क्योंकि वे अखबारों समाचारों पर भी कविता बनाने से नहीं चूकते। जैसे—मोरार जी देसाई के प्रधानमंत्री बनने पर इन्होंने व्यंग्य किया—

"खादी में दाग लग गया भाई मोरार जी

क्रान्ति का भाग जग गया भाई मोरार जी"<sup>5</sup>

इस प्रकार जगजीवन राम के लिए लिखते हैं—

"शोभित इनसे दिल्ली धाम

बनें रहें जग जी वनराम।।"<sup>6</sup>

नागार्जुन के अतिरिक्त धूमिल की कविताओं में राजनीति के सरोकार अधिक मिलते हैं। धूमिल ऐसे कवि हैं जिन्होंने राजनीति के वीभत्य-रूप को पूरी अभिव्यक्ति दी है और उनके तेवर अश्लीलता की हद तक विद्रोही रहें हैं। धूमिल समकालीन कवियों में राजनीतिक लेखन की दृष्टि से सर्वाधिक मुखर और सशक्त रचनाकार रहें हैं। धूमिल के काव्य

\* सहायक प्रोफेसर वैश्य कॉलेज भिवानी।

संकलन "संसद से सड़क तक" में मुख्य सरोकार राजनीति से ही है। वे भारतीय राजनीति की विद्रपताओं के कवि हैं। पटकथा किस्सा, जनतंत्र, मोर्चाराम उनकी प्रसिद्ध राजनीतिक कविताएँ हैं। उनका ये सवाल आज की राजनीति के सामने चुनौती बन गया है—

"क्या आजादी सिर्फ तीन थके हुए रंगों का नाम है

जिन्हे एक पहिया ढोता है।

या इसका कोई खास मतलब होता है।"

इसी प्रकार वे संसद से प्रश्न करते हैं—

"एक आदमी रोटी बेलता है।

एक आदमी रोटी खाता है।

एक तीसरा आदमी भी है।

जो न रोटी बेलता है न रोटी खाता है।

वह सिर्फ रोटी खेलता है।

मैं पूछता हूँ— यह तीसरा आदमी कौन है।

मेरे देश की संसद मौन है।"

धूमिल का यह प्रश्न रोटी खेलने वाले राजनेताओं पर क्रूर व्यंग्य है क्योंकि आज देश को सबसे बड़ी समस्या रोटी है और उसी पर राजनीति का व्यापार टिका हुआ है। यँ जो राजनीतिक कविताएँ प्रायः सभी कवियों ने की हैं लेकिन ऐसी कविताएँ नये कवियों की अधिकता के कारण प्रच्छन्न रूप आयी हैं। आज के परिवर्तित महौल में जिस प्रकार राजनीतिक हस्तक्षेप मानव जीवन के हर क्षेत्र में पड़ रहा है। उससे नये कवि का चिन्तित होना स्वाभाविक है।

#### **सन्दर्भ सूची**

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## **Barriers In Large Scale Solar Integration In India**

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### **Abstract**

Energy is one of the essential components for meeting basic human needs, extending life's expectancy and provides a rising standard of living. Solar energy is considered as a key technology for low-carbon electricity generation. However, exploitation towards growing shares of this technology is not without important barriers and challenges for their efficient integration in power system. Integration of solar may face a range of technical, economic, socio-culture and environmental barrier. In this paper, barriers in integration of large sale solar have been identified and assessed. This study aims to develop a structural model of barriers for implementation of large scale solar in India.

**Key Words:** Solar, India, Barriers, Energy

### **Introduction**

Solar Energy plays an important role in Indian Future energy scenario for electricity generation mix [64][65][66][67]. Conversion of solar energy into electricity is solar power, either using solar PV technology or Concentrated solar power technology. As technology has advanced, the use of solar is diversified, expanded and became commercialized. In particular, technological advancement in Solar PV has brought opportunities for solar resources utilization, generating electricity worldwide [1]. There has been a significant cost reduction achieved over last decades, as well as the fact that this decreasing trend is expected to continue has contributed to its current level of development and aforementioned expected growth [68][69][70][71][72].

Indian power sector

India has a current installed capacity of 343.7889 GW as of April, 2018, of which 222.692 GW is produced through thermal energy like Coal, Gas, Diesel, 45.293 GW through Hydro, 69.02239 GW is produced through Renewable energy sources and 68.80 GW through Nuclear [73]. India has surplus power generation capacity but lacks requisite infrastructure for supplying electricity. In order to address this lack of infrastructure, Government of India has started a scheme called "Power for all", which ensures continuous and interrupted supply of electricity by March, 2019. India's RE sector is one of the world's most active players in RE utilization, especially solar and wind generation [13].

Problems in Indian Power Sector

When analyzing the major problem in Indian Power Sector, the first thing is fuel problem (Coal, Gas, Diesel). However Distribution losses, Transmission capacity, PPA between IPP and Power Grid are other important factors resulting downturn in Power Sector, and

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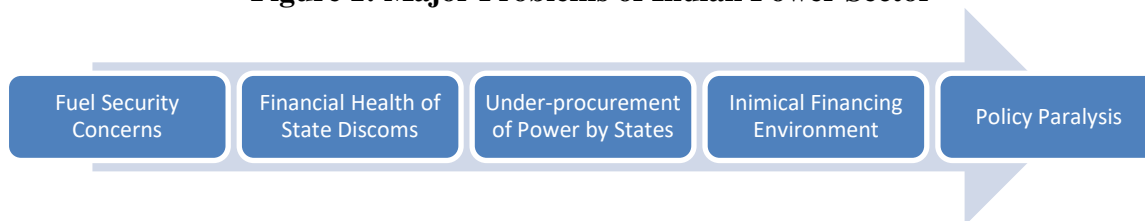
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more listed in Figure 1 [74]. Due to high dependence of Power sector on Fossil Fuels, are responsible for 37.7% of total GHG emission and 47% of CO<sub>2</sub> emission (Planning commission, 2014) as per 2007 data [75]. India's need for importing huge volumes of coal arises, from one of the fact that Coal produced in country is of relative inferior grade. Only a small part of country's coal reserve is of anthracite variety, with rest of being bituminous, ignite or peat genres [76]. Various factors responsible for the shift in Solar for Indian Power sector are enlisted in Table 2.

**Figure 1: Major Problems of Indian Power Sector**



**Table 1: Need for shift in Indian scenario towards solar**

S. no.	Components of Power Generation	Description of components
1	Coal	Due to Lack of high grade coal reserves, India is facing severe shortage of coal to feed its power plants.
2	Natural Gas	India faces a shortage of Natural Gas, as giant new offshore natural gas field delivered less fuel as projected.
3	Hydroelectric Power	Problems like Resettlement&Rehabilitation, Ecological and environmental controversies coupled with public interest litigation's has slowed down the hydro projects in India.
4	Nuclear Power	Since Fukushima disaster in Japan, Political activism hinder nuclear power generation in India
5	Efficiency	90% of coal fired generation units, are sub-critical with maximum thermal efficiency of 35-38%. The thermal efficiency i.e 30% is low due to high ash content and low grade of Indian coal and inefficiency in management. Also, the coal units are not working almost efficiency due to low demand of electricity.
6	Loses	As per CEA executive summary, T&D losses account for 22.77% losses and AT&C losses consist of 24.52% of losses.
7	Rural Electrification	Most of the electricity available in rural or remote areas in intermittent in nature and unreliable.
8	Government Policies	Schemes like free electricity to farmers, has financially damaged the ability of DISCOMs to pay for bills to meet demand. This situation has worsened because of government departments not paying there bills on time.
9	Inefficient technology	Indian Thermal power plants emit 50-120% more CO <sub>2</sub> / KWh produced, as compared to European Thermal Power plants.

**Solar Energy: Current trends and Importance**

Renewable energy has an important role in providing energy with sustainability to vast population in developing countries who as yet have no access to clean energy [10]. Solar

energy has been harnessed by humans since ancient times using a wide range of new and ever-evolving technologies. As a part of Paris agreement commitments, GOI has set an ambitious target to achieve 175 GW of RE capacity by 2022, including 100 GW of solar capacity addition. The conventional energy resources are low compared to required energy needs of huge population and rapidly increasing economy. But India can harness huge potential of solar energy as it receives sunshine most of the year. Rapidly falling cost made solar PV the largest market for new investment. Further, scaling up of target of National Solar Mission to 100 GW from 20 GW of grid connected solar power by 2022 creates a positive environment for investors. India has vast potential for solar power generation with about 58% of total land area (1.89 million km<sup>2</sup>) receiving approximately 5kWh/m<sup>2</sup>/day of annual average global insolation. This coupled with high global warming mitigation potential makes it viable alternatives for power generation among all the available clean energy sources [39]. As per CEA, March 2018 the installed capacity of solar Energy in India is 21.65148 GW [36] and increasing with a CAGR of 43.2% over the period 2013-18. [112]. Solar power advantages with respect to different aspects are summarized in below table 2.

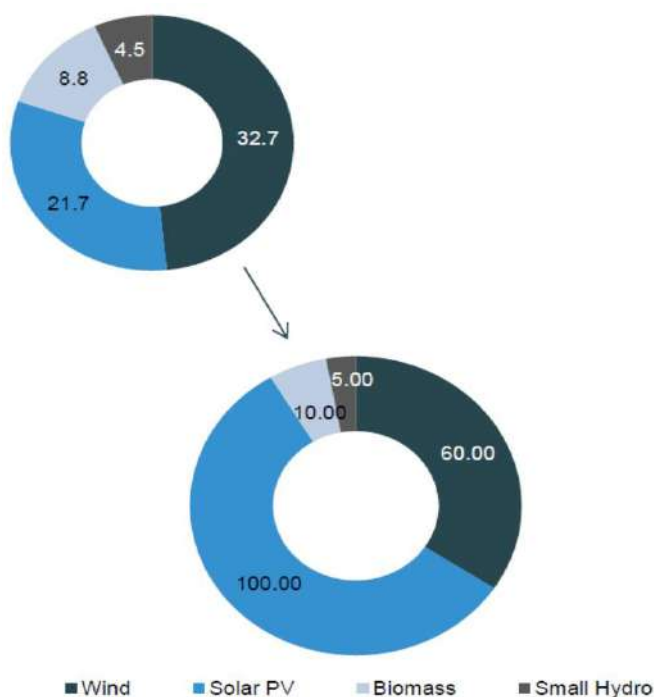


Figure 2: Expected Change in Share of various RES from FY18 to FY22 (GW)



**Table 2: Key benefits of Solar Power Plants [35] [22]**

S. No.	Particular	Description
	RE Source	It can be utilized in all areas of world and is available energy day. We can not run out of solar energy unlike other conventional energy resources. The cost of solar panels has fallen by 75% that encourages investors.
	Provide Energy Security	Sun's energy can be easily harnessed for energy production. The top benefit of installing solar panels is no one can go and buy or turn sunlight into monopoly.
	Decrease carbon footprint	CO2 has known to cause global warming that is causing havoc on our Earth further causing glaciers to melt, animals to be endangered. Solar panels have negligible emissions helping it in reducing carbon footprints.
	Low maintenance Cost	All one need is to keep panels clean after installations. There is no or less wear and tear. Inverter is only a part that needs to be changed after 5-10 years. Resulting in little maintenance.
	Diverse Users	Solar can be used for diverse purposes such as generating electricity or heat. Can produce electricity in areas without access to energy grid, to distill water in regions with limited water supplies, satellites in space, residential purpose.
	Environmental Friendly	Solar power benefits in reduction of carbon footprints and reduces levels of greenhouse gases.
	Beneficial to economy	The operational and maintenance cost of solar power plants is very less as there is no cost in using the Sunlight
	Ultimate use for Remote locations	The cost of long transmission & distribution network hassles the development of remote areas. It become easy to supply electricity to these areas.

**Barriers in Large scale solar integration**

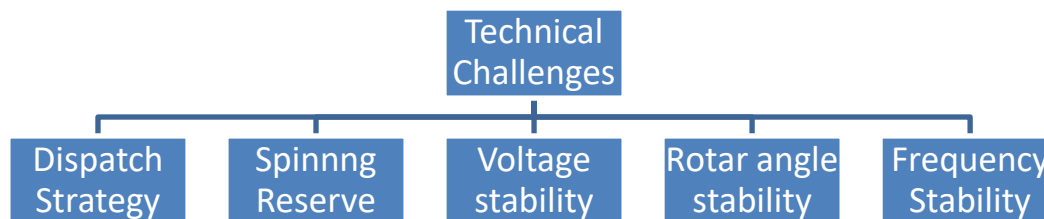
**1. Grid Integration Barrier**

Regardless of various benefits of solar PV technology, the generation through solar might lead to negative impacts on grid. The fluctuation of PV output power due to variation in solar irradiance is major problem for grid integration [45].

The operational problem mainly arises in primary/ secondary side of distribution system with high penetration of PV due to structure of distribution grid build to transfer unidirectional power. While considering dynamic behavior of system with high penetration of PV one of the major concerns is “Zero inertia” of PV. Despite of new highly sophisticated voltage source inverter technology, the inertia less integration has resulted in imposing limitations and challenges on d=grid integration of large scale PV while using conventional form of inverter control [44].

Particular issues	Description
Technical issues	Power quality
	Harmonics
	Frequency and voltage fluctuation
	Power fluctuation
	Small time power fluctuations.
	Long time or seasonal Power fluctuations
	Storage
Non Technical issues	Protecting issues
	Optimal Placement of RES
	Is-landing
	Due to scarcity of technical skilled workers
	Less availability of transmission line for accommodation of RES
	RES technologies are excluded from competition which discourages the installation of new power plants for reserve purpose.

**Table 3: Technical and Nontechnical issues in grid integration of solar in India, Source: NB1**



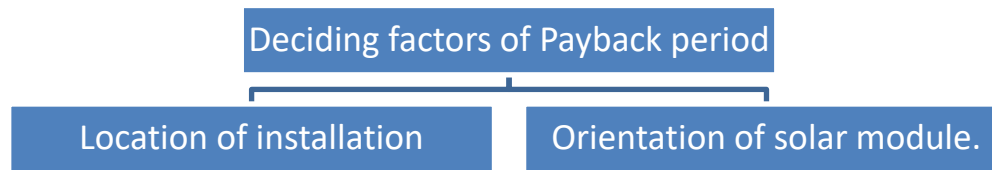
Classification of technical impacts of large scale solar PV on transmission and sub-transmission grid [109]

**2. High initial capital cost**

Despite of decreasing cost of making solar panel each year, a high cost of solar PV technology is main barrier for large scale solar integration in India. The Market benefits of installing solar are much smaller than its cost [1] [2] [3]. It affects economic viability [4]. 80% of solar wafers being used for manufacturing of solar cells is imported & resulting increased capital cost[1] [5]. The research and development programmes in this sector are on slow track due to small collaborative and goal driven efforts [6]. Research & development program in India have led to increase its reliability, Introduction of new technologies with reduction in cost. But the cost is still needed to bring down for achieving a major expansion in development of solar. To open new markets in urban areas, the price of PV module should be brought down to US \$ 2-3/W or much lower [7].

**3. High Payback period**

Payback period is the time duration required for recovery of money invested initially for project installation. Shorter payback periods are always preferred than longer payback periods [8]. Due to high capital cost and low efficiency, the payback period of solar power plants are high [9].



Source B7, B1

For locations having less incident sunlight, payback period is normally longer [9]. Although the cost of modules have decreased to a large extent, but Cost of BOS components has not reduced as that of modules [5].

#### **4. Less Efficiency**

Presently, the efficiency of solar power plants is around 15-20% [6]. Currently, the efficiency constraints for thin film is 4-12% and for crystalline is below 22% in the market [11] [12]. Large amount of losses occur due to dirt, module inefficiency, shading by trees and buildings, Voltage drop in connecting wires, temperature rise [13] [14]. Also, BOS components such as inverters, batteries and several equipment's used for power conditioning have limited performance and incorporate to further losses [15]. Moreover, the average electrical efficiency of system depends on weather condition and geographical position of photo voltaic modules [1]. The final output available to the end user is about 20% of its rated output capacity [16].

#### **5. Reliability Issues**

In solar PV, inverter is the weakest link and believed to be the main cause of energy losses. This may be caused because of lack of experience in production stage, disturbances from the grid or issues related to interconnections [17]. Inverter functions as extraction of maximum power which becomes a difficult parameter because of internal properties of inverter as well as external properties like solar cells, atmospheric conditions, solar insolation [18] [13]. PV modules reliability and performance specifications are the parameters which drive people perceptions and opinion regarding the product. Performance measurement is a mechanism how organizations or common man judge the quality of products [20].

#### **6. Need for backup or storage device**

Solar energy is intermittent in nature, available in day time only [21]. Also, its availability depends on weather conditions and geographical location [20]. Battery can be used as a backup source, when sun is not available [1]. The incorporation of storage/ backup increases the cost [23]. During peak demand, Renewable sources of energy are not capable to fulfill demand without using backup utilities. Thus, a need for storage utilities rises.

#### **7. Unavailability of solar radiation data**

Solar mapping of India is based on satellite energy and validated with ground truth data providing information on direct normal irradiance and global horizontal irradiance with only 15% accuracy. Investors are needed to set up their own ground measurement unit at actual project sites for accurate estimation of data and to better make their investment decisions, resulting in more cost [24]. Lack of trustful information of solar technology causes the avoidance of several technical parameters, resulting eradication's of hindrances related to cost, efficiency, and reliability of system [25].

#### **8. Lack of consumer awareness about technology**

Many people think solar technology is unreliable because of limited availability. They are unlikely to be aware that these intermittent technologies can be very reliable when used as

hybrid photo voltaic/ thermal (PV/T) system [26]. Lack of consumer knowledge and familiarity with Solar Technology is important barrier for solar energy to capture significant domestic share of energy market in years to come [1]. Spikes in crude oil price in 1973, 1980, 1991 & 2008 made a search for alternative energy resources [27]. That was the time people thought of RE technologies more. But, there is limited awareness regarding various technical, financial and social aspects for implementation of sustainable transition from conventional fuels like oil, coal, natural gas to Eco- friendly solar technologies. Here, public and institutional awareness acts as a barrier [28].

#### **9. Lack of trained people and training institutes**

The major problem establishing solar project in remote areas in India is lack of skilled, trained expertise in establishment, repair and maintenance of the system [29] [30] [31]. This barrier leads to poor plan, standard; constraints over competitive market, inadequate know-how on technology risk its acceptance [40]. None of expert wishes to go these places until and unless they are offered substantial higher perks, incentives in addition of some regular perk. Hence, operating & maintaining small scale projects in these villages become monotonous [32].

Shortage of skilled personal includes availability of designer, service, sales representative, policy analyst, scientist, engineer, teacher, researcher associated with system in direct and indirect way [33] [34]. A communication gap also arises between field employees and locals which results in poor skill transfer [21].

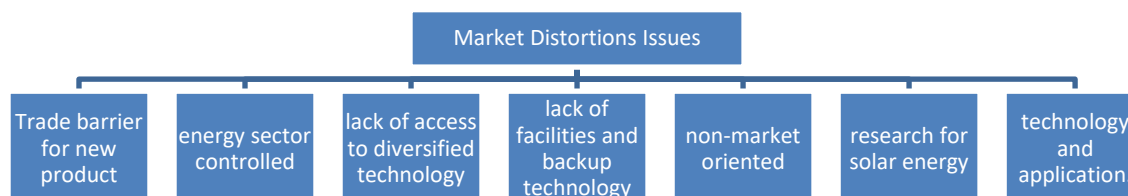
Faulty design and improper installation may cause distrust among public about the technology [21] [37]. Government has been providing active subsidies for solar installation to organizations, institutions or individuals to promote solar power but these subsidies wont work for long if customers will have access to bad products installed by incompetent technicians [37]. Therefore, training institutes become more important for availability of proper installers and engineers in the market. 25,000 technicians were targeted to get trained under JNNSM at village level. Several programs such as fellowships for training engineers & scientists in solar field are proposed in world class institutions and abroad. Such programs can be actively aligned with rural Indiacampaigns [38].

#### **10. Lack of financing mechanism**

Small Solar energy developers and customers have difficulty obtaining finance at rates as low as available to solar energy facilities. Lack of ease of access for rural communities because of insufficient rural financing organizations or institutions [43] [12] [31]. In addition to higher transactional cost, financial institutions are unfamiliar with new solar technologies and likely to perceive them as risky, leading to lend money at higher rates. Investors hesitate investing in RE technology because of its low maturity level and risk associated because of its high intermittent nature [32]. High financing cost plays a significant barrier for solar installation, since solar plants require higher initial investments then fossil fuel plants, even though they have lower operating cost [41] [42].

Poor credit availability to purchase RE technology is one of the major barriers in adoption of RE technologies [4]. So, small and medium scale enterprises face finance problem towards adoption of cleaner technologies, but may contact with large technology manufacturers and some formal information channels [48] [49].

## 11. Lack of significant market base



As solar power technology is facing numerous barriers in competitive market, the size of green energy is not big enough. Presence of insufficient market base, private investments is discouraged. Small solar companies lack contacting directly to customers and have less negotiating terms and conditions with large players in market. They participate less in regulatory or legislative proceedings, or any industry forums for defining new electricity market rules [50].

## 12. Lack of local manufacturer

It basically involves land and resource acquisition issues like low availability of required components, limited rural infrastructure like long transmission networks, roads and scattered populations [31][52]. As per developers, “Land Acquisition” is one of the most important factors for infrastructure development [55]. Transmission infrastructure is required for power transmission from generation location [53]. Whereas, project developers hesitate to invest in these remote areas, because of low availability of supporting infrastructure. Non hassle proof metering and billing system is also a barrier due to presence of inadequate infrastructure to provide interconnection [29].

## 13. Lack of political commitment

Constantly changing government, reshuffling of institution, lack of long term policies serve as deterrent for future planning for solar and other RE sources also. There is a fear of uncertainty in government [56] [57] [58]. Our neighboring country, China is emerging as a world leader in solar power RE having a strong political commitment.

## 14. Lack of focused R&D

Presence of collective and target oriented efforts only, solar energy R&D is not on fast wheels. So, this low investment in R&D becomes one of the major barriers [32]. In developing countries like India, Small scale companies dealing in solar sector fail to grow as a medium or large size company lacking a positive realization from economics of scale. This happens due to absence of entrepreneurs and skilled manpower, which are often attributed to good educational system [60].

For fully utilizing solar efficiency of India, technical innovations which could improve the efficiency of current solar system in India. So, having all this government should make comprehensive R&D policies by giving incentives in addition to the subsidies schemes currently available.

For increasing the solar applications, R&D on storage and BOS components is also needed [6]. The reduction of cost has large dependence on technological and financing aspects of the projects. Solar Energy Research Advisory Council (SERAC) under GOI is putting efforts in same direction.

SERAC provide framework for making a creative environment for Research and Developments activities in india in synchronization with proposals of JNNSM [29].

### **15. Socio-Environmental issues**

Socio-Environmental barriers include Social resistance & Solar energy environmental impacts. Resistance from society may come from consumer attitude, perception, knowledge, income, education level, intelligence, age, gender, orientation towards nature, spiritual concerns and awareness strongly impacting the development of conventional energy [77][78][79][80]. Environmental factors such as selecting solar sites is also important. Nearby natural reserves, birds breeding sites and lakes must be avoided [81]. As the number of solar projects is increased in India, Land Acquisition is becoming tougher. To address the conflicts of interest with respect to agricultural land and ensure that land is decently acquired, MNRE and State government should work with project developers to provide land allocation strategies (Deserts & Wastelands) for solar projects [82].

### **16. Environmental implications**

Solar energy is considered to be environment friendly and emits negligible amount carbon dioxide compared to fossil fuels. Hence, its necessary to evaluate the social and environmental benefits of solar energy in order to attract people but this is missing [83]. Use of storage can be a major disposal hurdle [84]. Also, some manufactures uses lead or other metals to join solar cells that cause major damage to environment and a risk to human health [85].

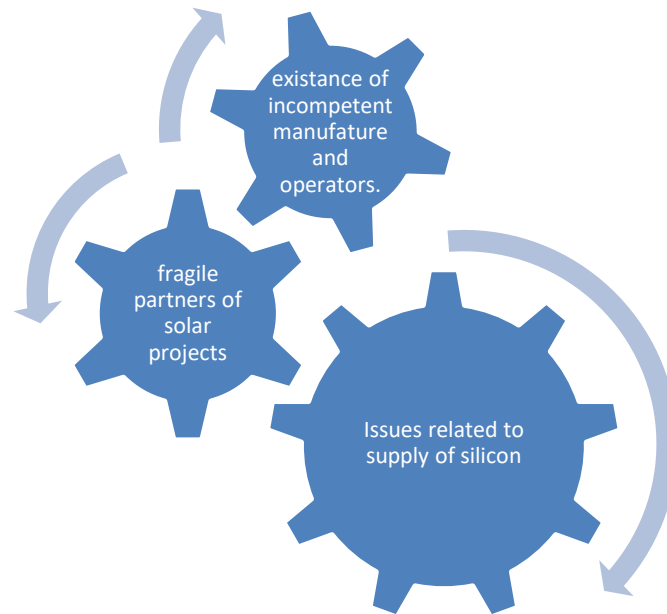
### **17. Reluctance of people to new technology**

This includes unawareness of technology, possibilities of growth for technology, and unwillingness of power utilities for adopting innovating approach [86] [23], causing hindrance in technology diffusion and adoption widely [76]. Adoption of new technology depends upon the perception of individual. People interpret that solar energy can be availed only during day and largely depending upon weather conditions giving low outputs[31]. This lower down the comfort level of people. Local acceptance plays a important role in successful implication and sustainable development of solar projects.

People perceptions are created due to Psychological, contextual and personal factors which should be considered by policy makers during decision making process [23]. Presently the major challenge for maximum adoption of solar energy is to increase the awareness of consumer about its benefits [88].

### **18. Safety implications**

Since, the manufacturing of solar panel is increasing India; the role of safety implications is coming in picture. When solar wafer is cut into cells, many hazardous chemicals are utilized like Kerf dust. Exposure of different solvents like nitric acid, sodium hydroxide and hydrofluoric acid causes risk to health. Processing silicon also releases harmful byproduct like crystalline silica dust which may cause diseases like silicosis & cancer [87]. However once the solar cell is manufactured and installed it causes negligible risks.



### **19. Market uncertainties**

Many Solar projects based on partnerships which may prove unsuccessful and break before the completion of entire project or before maturation of payback period [63]. These causes problem in earning revenue for completing, operating and maintaining the PV projects [62]. Lack of competent and skilled workforce, availability of information also constitute in market barriers [95].

### **20. Institutional issues**

Government organizations and other institutions, planning capacity, organization structure and policies play a important role in promoting and developing a technology in the country [61]. Many procedural problems as associated while working with existing government agencies like MNRE, IREDA, Planning Commission and Ministry of Agriculture and Rural development. In fact, a single well functioning institution can handle existing challenges and issues in path of implementation of solar Power to achieve steady growth [62].

With the existence of technical challenges, Corruption and shortcomings in legal framework are attributed to failure of sustainable, innovative and fair business model for RE projects [95]. Non-uniformity in codes, certificates or standards which becomes another hindrances restricting growth of this sector [98]. Standardization of system is very important and necessary as it shows the path for rationalization of cost. Companies may get motivated to invest more in R&D [99].

Single window Clearance system: Several states have adopted a single window project approval and clearance system for RE. These may include Punjab, Himachal Pradesh and Uttarakhand. However, effectiveness of this system is questionable. This issue is sometimes complicated by fact that may delay in obtaining clearances for projects awarded through competitive bidding result in levy of penalties on developer [96].

## 21. Policy and Regulatory barriers

Uncertainty in policies

un-supportive policies

inadequately equipped governmental agency

lack of policies to integrate RET products with the global market

inadequately equipped governmental agency to handle the product

Clarity in guidelines and long term planning are one of the most important factors of policy and regulatory barriers [55]. Major barrier for the promotion of solar power installation is Regulatory approvals. Central government & state government agencies play a vital role in Indian policy development, regulation & promotion of SE in India.

Careless attitude by policy makers, absence of specific energy sector policies, unwieldy regulatory mechanism, and lack of legal support system for promoting technology come under this category are all barriers related to policy and regulatory barriers [62] [83].

Developers say clarity in directions and proper regulatory approvals are some process which need further thought processing. Development cycle increase as approvals procedure from state government doesn't allow clearances at single window to developers [59] [54].

Various Government approvals such as land acquiring, availing water & environmental facilities consumes a lot of time that increases the lead period of solar projects. Also, delay in processing of capital subsidies, cause longer project development. Weak communication among project owner, developers equipment supplier and service provider also causes delay in projects [51] .

Gujarat was first state in India that launched its solar policies in 2009. Besides Gujrat now, approximately 18 states have launched there solar policies to promote this sector [47].

Table indicates that RE capacity addition targeted by MNRE and capacity addition planned under JawaharlalNehru national Solar Mission (JNNSM), known as solar India, is inadequate to meet target for RE mandated under national Action Plan on Climate Change (NAPCC) [96].

Source: 96

Particular	2009-10	2010-11	2011-12	2016-17
Energy Requirement (in MU) [as per the 17 <sup>th</sup> EPS]	820920	891203	968659	1392066
Share of RE as mandated under NAPCC (in %)	5%	6%	7%	12%
Quantum of RE required (in MU)	41046	53472	67806	167048
RE capacity addition targeted by MNRE (in MW)	15542	20376	25211	57000
Solar capacity targeted under JNNSM (in MW)			1000	10000
Quantum of RE available (in MU) [at CUF of 22%]	29952	39269	50514	129122
Additional RE required to meet RE share mandated under NAPCC (in MU)	11094	14203	17292	37926



The challenges in state policies like lack of financial guarantees from utilities & lack of new polices after 2014 have resulted in several project developers showing concerns in state polices and developing new interest in JNNSM [100].

**22. Low Load Factors**

Large Solar Power plants transmit power to grid for ultimate delivery to system nodes and then distributed among users. The transmission cost tend to be higher for solar and wind related to their rated power, Hence, have low load factors.

**23. Technological Issues**

Inefficient technology or technical risk means becoming obsolete prematurely. There may be site specific reason which makes it a technical risk that can provide a rational reason for rejection [46]. Lack of proven reliability for solar technology in India is a barrier to adopt these advanced technologies [105]. The Technology related issues in India that emerged is related to DCR, a policy proposed as a part of JNNSM as a support to domestic solar manufacturing industry. There is a significant growth in manufacturing market since JNNSM announcement in 2010. While this growth influence domestic production, reduce transportation cost, generate jobs and create value for India, various issues such as range of systematic issues- Globally non- competitive cost, quality and Product availability, hinder growth of solar sector in India. Less developed and small solar manufacturing industry fails to achieve its economics when observed globally. For example, China has 60% of global solar panel production. China is many years ahead from India in this segment. Same is case with Taiwan, Germany, US, whose government is heavily investing in this segment from 2000's. Also, the target of 4000-5000MW module manufacturing capacity of India is far less than 100GW installed capacity to achieve by 2022. So, currently industry is narrowed focusing more on pieces of solar supply chain.

Due to lack of knowledge on quality assurance of technology and projects, the existing norms at way to old. At some point will India be a Module exporter; it had to contend with potential international opposition to its DCR rules [82].

Technical Barriers	Lack of standard codes and certifications	Product quality and acceptability reduces. Purchase and commercial risk increase.
	Lack of skilled personal	Active constraint for manufactures
	Lack of O&M	Affects product acceptance.
	Lack of entrepreneurs	May result lack of competition and supply constraints.

Source: r5

**24. Lack of information technology resources**

Information support is necessary for developing linkages to achieve efficient RE technology. Poor "information flow and communication" may become one of the greatest barrier to technology transfer experienced in an industry. The information technology optimizes resources and reduces paper usage [114]. Lack of solar forecasting data available and presence of unreliable solar energy data, is the main cause generating a demand-supply gap with respect to solar power energy.

## **Conclusion**

Solar Energy has the potential to reduce India's dependency on carbon fuels. Solar energy is the crucial sustainable energy source available in abundance which is mostly available through out the year. Moving forward solar energy can support India's energy requirement in a big way.

Indian government has set an ambitious target of Installing 175 GW of renewable power capacity in the country, out of which 100 GW is Solar. However, achieving 100 GW solar targets would be difficult if the barriers and challenges faced by various stakeholders are not taken care of through regulatory/policy interventions at both State and Central levels.

This Paper tries to identify various barriers and challenges that hinder its growth and installation, which would help the policy makers to address these barriers through suitable policy and regulatory provisions.

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## भारत में पंचायती राज की भूमिका: का एक अध्ययन

### देवराज\*

आजकल पंचायती राज के पुनरोदय की चर्चा की जा रही है तथापि पंचायती राज अपने जन्मकाल से चार विभिन्न चरणों में आगे बढ़ा है। 1959 से 1964 तक के चरण को उत्थान काल, 1965 से 1969 के चरण को ठहराव काल के चरण को ह्रास काल तथा 1983 के से आगे के चरण को पुनरोद्य काल कहा जाता है। इस दिशा में 1985 के कर्नाटक जिला परिषद्, तालुका पंचायत समिति, मण्डल पंचायत एवं न्याय पंचायत अधिनियम की महती भूमिका रही है।

भारत में ग्राम पंचायतों का इतिहास बहुत पुराना है। प्राचीन काल में आपसी झगड़ों का फैसला पंचायतें ही करती थी। परन्तु अंग्रेजी राज के जमाने में पंचायतें धीरे-धीरे समाप्त हो गईं और सब काम प्रान्तीय सरकारें करने लगीं। स्वाधीनता-प्राप्ति के बाद राज्यों की सरकारों ने पंचायतों की स्थापना की ओर विशेष ध्यान दिया। प्रो. रजनी कोठारी के अनुसार, 'राष्ट्रीय नेतृत्व का एक दूरदर्शितापूर्ण कार्य था पंचायती राज की स्थापना इससे भारतीय राज-व्यवस्था का विकेन्द्रीकरण हो रहा है और देश में एक सी स्थानीय संस्था के निर्माण से उसकी एकता भी बढ़ रही है। "इसकी शुरुआत का श्रेय श्री जवाहर लाल नेहरू को है। पं. नेहरू का कहना था कि गांवों के लोगों को अधिकार सौंपना चाहिए। उनको काम करने दो चाहे वे हजारों गलतियां करें, इससे घबराने की जरूरत नहीं। पंचायतों को अधिकार दो।"

### बलवन्तराय मेहता समिति प्रतिवेदन

सामुदायिक विकास कार्यक्रम पर काफी खर्च हो चुकने और उसकी सफलता के लम्बे-चौड़े दावों के बाद इसका जांच के लिए सन् 1957 में एक अध्ययन दल नियुक्त किया गया। इस अध्ययन दल के अध्यक्ष श्री बलवन्तराय मेहता थे। अध्ययन दल को अध्ययन करना था, यह था कि 'कार्य सम्पादन में अधिक तीव्रता लाने के उद्देश्य से कार्यक्रम का संगठनात्मक ढांचा तथा कार्य करने के तरीके कहां तक उपयुक्त थे? इस दल ने सरकार को बताया कि सामुदायिक विकास कार्यक्रम को, जिसका कि लोगों के दिन-प्रतिदिन के जीवन से संबंध है, केवल उन लोगों के द्वारा ही कार्यान्वित किया जा सकता है। अध्ययन दल की रिपोर्ट में यह कहा गया कि जब तक स्थानीय नेताओं को जिम्मेदारी और अधिकार नहीं सौंपे जाते, संविधान के निदेशक सिद्धान्तों का राजनीतिक और विकास संबंधी निदेशक सिद्धान्तों का राजनीतिक और विकास संबंधी लक्ष्य पूरा नहीं हो सकता। 'मेहता अध्ययन दल' ने 1957 के अन्त में अपनी रिपोर्ट में यह सिफारिश की कि लोकतान्त्रिक विकेन्द्रीकरण और सामुदायिक विकास कार्यक्रम को सफल बनाने हेतु पंचायती राज संस्थाओं की तुरन्त शुरुआत की जानी चाहिए। इस अध्ययन दल ने इसे 'लोकतान्त्रीय विकेन्द्रीकरण' का नाम दिया।

### पंचायती राज पर अमल

भारतीय संघ के अधिकांश राज्यों में पंचायती राज संस्थाओं के गठन के लिए अधिनियम पारित किए। राजस्थान सबसे पहले राज्य है जिसने अपने यहां पंचायती राज की स्थापना की। 2 सितम्बर, 1959 को राजस्थान विधानसभा ने पंचायत समिति व जिला परिषद् अधिनियम पास किया। इस योजना का उद्घाटन 2 अक्टूबर 1959 को प्रधानमंत्री नेहरू द्वारा नागौर में किया गया। इसी वर्ष 1959 में भी आंध्र प्रदेश भी पंचायती राज व्यवस्था को अपने प्रान्त में लागू कर राजस्थान के साथ पहले नम्बर पर आ गया।

### पंचायती राज का अशोक मेहता मॉडल

एक व्यापक दृष्टिकोण से अक्सर यह सवाल उठाता जाता है कि क्या पंचायती राज की स्थापना से भारत के देहातों में शान्तिपूर्ण ढंग से सामाजिक परिवर्तन की प्रक्रिया में सहायता मिली है? जनता पार्टी की सत्ता में आने के बाद 12 दिसम्बर, 1977 को मन्त्रिमण्डल सचिवालयने पंचायती राज संस्थाओं की कार्यप्रणाली का अध्ययन करने एवं प्रचलित ढांचे में आवश्यक परिवर्तन सुझाव हेतु एक उच्च स्तरीय समिति नियुक्त की। श्री अशोक मेहता समिति के सिफारिशों के पीछे मूलभूत भावना यह है कि सत्ता का विकेन्द्रकरण कर उसे संस्थागत रूप प्रदान किया जाए। समिति द्वारा सुझाए गए पंचायती राज प्रतिमाल मॉडल की प्रमुख विशेषताएं इस प्रकार हैं : प्रथम जिला परिषद् को मजबूत बनाया जाए तथा ग्राम पंचायत की जगह मण्डल पंचायत की स्थापना की जाए। अर्थात् पंचायती राज संस्थाओं के संगठन केन्द्रो स्तर जिला परिषद् तथा मण्डल पंचायत हों। द्वितीय जिले को विकेन्द्रीकरण की धुरी माना जाए तथा जिला परिषद् को समस्त विकास कार्यों का केन्द्र बिन्दु बनाया जाय।

### 73वां संविधान संशोधन अधिनियम: पंचायतों को संवैधानिक दर्जा

संविधान के 73वें संशोधन द्वारा पंचायती राज संस्थाओं को संवैधानिक मान्यता प्रदान की गई है। संविधान में नया अध्याय 9 जोड़ा गया है। अध्याय 9 द्वारा संविधान में 16 अनुच्छेद और एक अनुसूची-ग्यारहवीं अनुसूची जोड़ी गयी

\* सहायक प्रोफेसर, जे.सी.डी. मेमोरियल कॉलेज, सिरसा

है। 24 अप्रैल, 1993 से 73वां संविधान संशोधन अधिनियम 1993 लागू किया गया है। इसकी प्रमुख विशेषताएं निम्न हैं:-

1. **ग्राम सभा** – ग्राम सभा गांव के स्तर पर ऐसी शक्तियों का प्रयोग करेगी और ऐसे कार्यों को करेगी जो राज्य विधानमण्डल विधि बनाकर उपबन्ध करें।
2. **पंचायतों का गठन** – अनुच्छेद 243 ख त्रिस्तरीय पंचायती राज का प्रावधान करता है। प्रत्येक राज्य में ग्राम स्तर, मध्यवर्ती स्तर और जिला स्तर पर पंचायती राज संस्थाओं का गठन किया जाएगा, किन्तु उस राज्य में जिसकी जनसंख्या 20 लाख से अधिक नहीं हैं, मध्यवर्ती स्तर पर पंचायतों का गठन करना आवश्यक नहीं होगा।
3. **पंचायतों की संरचना** – राज्य विधानमण्डलों को विधि द्वारा पंचायतों की संरचना के लिए उपबन्ध करने की शक्ति प्रदान की गई है परन्तु किसी भी स्तर पर पंचायत प्रादेशिक क्षेत्र की जनसंख्या और ऐसी पंचायत में निर्वाचन द्वारा भरे जाने वाले स्थानों की संख्या के बीच अनुपात समस्त राज्य में यथासम्भव एक ही होगा।
4. **पंचायतों का कार्यकाल** – पंचायती राज संस्थाओं का कार्यकाल 5 वर्ष होगा। किसी पंचायत के गठन के लिए निर्वाचन 5 वर्ष की अवधि के पूर्व और विघटन की तिथि से 6 माह की अवधि के अवसान से पूर्व करा लिया जाएगा।
5. **वित्त आयोग** – राज्य का राज्यपाल 73वें संशोधन प्रारम्भ से एक वर्ष के भीतर और उसके बाद प्रत्येक 5 वर्ष के अवसान पर पंचायतों की वित्तीय स्थिति का पुनर्निरीक्षण करने के लिए एक वित्त आयोग का गठन करेगा।
6. **पंचायतों के निर्वाचन** – पंचायतों के निर्वाचन कराने के लिए राज्य निर्वाचन आयुक्त की नियुक्ति का प्रावधान है। राज्य निर्वाचन आयुक्त को केवल उसी रीति और उसी आधार पर उसके पद से हटाया जा सकता है, जैसे कि उच्च न्यायालय के न्यायाधीश को पंचायतों के लिए निर्वाचक नामावली तैयार करने का और पंचायतों के सभी निर्वाचनों के संचालन का अधीक्षण निर्देशन और नियन्त्रण निर्वाचन आयोग में निहित होगा।
7. **पंचायतों के कार्य** – 11वीं अनुसूची में 29 विषय हैं जिन पर पंचायतें विधि बनाकर उन कार्यों को कर सकेंगी।

#### **पंचायती राज की निम्नलिखित उपलब्धियां हैं**

1. पंचायती राज व्यवस्था से गांवों में राजनीतिक व प्रशासनिक संस्थाओं के बारे समझ का विकास हुआ है जिसके कारण ग्रामवासी इन संस्थाओं में सक्रिय समभागिता के लिए आकर्षित हुए हैं।
2. लोकतान्त्रिक विकेन्द्रीकरण की इस प्रक्रिया में समाजीकरण के दौर से गुजरते व्यक्तियों के बीच जनतान्त्रिक मूल्यों के विकास से अधिकारों के प्रति चेतना बढ़ी है। मताधिकार चेतना इसी सामान्य चेतना स्तर का विशिष्ट स्वरूप है।
3. पंचायती राज व्यवस्था ने 40 वर्ष के कार्यकाल में न केवल ग्रामवासियों के मानसिक विकास में योगदान दिया है बल्कि गांवों के भौतिक विकास में भी कारगर भूमिका निभाई है जिससे गांवों में यातायात, सिंचाई, पेयजल सुविधाओं का विस्तार हुआ है और सामान्य ग्रामवासी के जीवनस्तर में आंशिक सुधार भी आया है।

#### **पंचायत राज की निम्नलिखित समस्याएं हैं**

1. सत्ता के विकेन्द्रीकरण की समस्या – लोकतान्त्रिक विकेन्द्रीकरण की सफलता की पहली शर्त सत्ता का स्थानीय संस्थाओं को हस्तान्तरण करना है। पंचायती राज संस्थाओं को स्वायत्त, शासन की शक्तिशाली इकाइयां बनाना था। यही तभी सम्भव है जब प्रेरणा नीचे के स्तरों से शुरू हो और उच्च स्तर केवल मार्ग निर्देशन करे। राज्य सरकारें इन संस्थाओं को अपने आदेशों का पालन करने वाला एजेंट मात्र न समझें, इसके लिए नौकरशाही की मनोवृद्धि में परिवर्तन की आवश्यकता है।
2. अशिक्षा एवं निर्धनता की समस्या – अशिक्षा और निर्धनता ग्रामीणों की विकट समस्या है। इसके कारण ग्रामीण नेतृत्व का विकास नहीं हो पा रहा है और वे संकीर्ण दायरों से ऊपर नहीं उठ पाते हैं। किन्तु वर्तमान में शिक्षाओं की दिशा में शासन द्वारा किए गए कार्यों से हमारा उत्साह में वृद्धि हो रही है।
3. दलगत राजनीति – पंचायती राज की सफलता के मार्ग में सबसे बड़ी बाधा दलगत राजनीति है। पंचायतें राजनीतिक का अखाड़ा बनती जा रही हैं। पंचायतों में छोटी-छोटी बातों को लेकर झगड़ें हुआ करते हैं, दलबन्दी होती है और बहुत-सा समय लड़ने-झगड़ने में निकल जाता है। यदि हमारे राजनीतिक दल पंचायतों के चुनावों में हस्तक्षेप करना बन्द कर दें तो पंचायतों को गन्दी राजनीतिक के दलदल से निकाला जा सकता है।

#### **पंचायती राज की सफलता के लिए सुझाव**

- प्रथम, पंचायती राज संस्थाओं में व्याप्त गुटबन्दी को समाप्त करना होगा।
- द्वितीय, पंचायतों के चुनावों में मतदान को अनिवार्य करना होगा और जो मतदाता चुनाव में भाग न ले उस पर कुछ दण्ड लगाया जाए, जो पचास रुपये से अधिक न हो।
- तृतीय, पंचायतों की वित्तीय हालत सुधारनी होगी।
- चतुर्थ, अधिकारियों को पंचायतों के मित्र, दार्शनिक और पथ-प्रदर्शक के रूप में कार्य करना चाहिए।
- पंचम, पंचायतों के निर्वाचित प्रतिनिधियों को प्रशिक्षण दिया जाना चाहिए और अन्त में, पंचायतों पर विश्वास करना होगा, वे गलतियां करेंगी और हमारा दृष्टि कोण उनके प्रति उदाह ही अपेक्षित है।

### निश्कर्ष

मूल्यांकन पंचायती राज संख्याओं के अब भारतीय संविधान का हिस्सा बन जाने से अब कोई भी पंचायतों को दिए गए अधिकांश, दायित्वों और विभाग, साधनों को उनसे छीन नहीं सकेगा। 73वां संविधान संशोधन न केवल पंचायती राज संस्थाओं में संरचनात्मक एकरूपता लाने का प्रयास है बल्कि यह सुनिश्चित भी करता है कि इन संस्थानों में समाज के कमजोर वर्गों की हिस्सेदारी रहे।

अब तक पंचायती राज संस्थाओं की विफलता का कारण उनके चुनाव समय पर न कराना और उन्हें बार-बार भंग या स्थगित किया जाना रहा है। वर्तमान अधिनियम में इस समस्या पर समुचित ध्यान दिया गया है और उम्मीद है कि पंचायती राज संस्थान निचले स्तर पर लोकतन्त्र के कारगर उपकरण साबित होंगे क्योंकि उनके निर्वाचनों की निश्चित अवधि पर समयबद्ध व्यवस्था की गई है। इन संस्थाओं को अब छः महीने से अधिक समय के लिए भंग या स्थगित नहीं किया जा सकता है।

73वें संशोधन अधिनियम का नकारात्मक बिन्दु यह है कि इसमें राजनीतिक दलों की भूमिका को स्पष्ट रूप से परिभाषित नहीं किया गया है। इसी प्रकार पंचायती राज संस्थानों और स्थानीय नौकरशाही के बीच सम्बन्धसूत्रता के बारे में भी अधिनियम चुप्पी साधे हुए हैं। लेखक की मान्यता है कि 73वां संविधान संशोधन अधिनियम बन जाने के बावजूद पंचायती राज संस्थानों की सफलता राज्य सरकारों की इच्छा पर निर्भर करती है।

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## निःशुल्क एवं अनिवार्य शिक्षा का बाल अधिकार और सर्वशिक्षा अभियान

### अर्पित सुमन टोप्पो\*

#### सारांश

शिक्षा मानव संसाधन विकास का सार है, जो देश के सामाजिक – आर्थिक ताने-बाने को संतुलित करने में एक महत्वपूर्ण और उपचारात्मक भूमिका निभाती है। सरकार ने समाज के कमजोर वर्गों के छात्रों के शैक्षणिक विकास पर जोर देने के लिए कई कदम उठाए हैं जैसे (1) अल्पसंख्यकों के लिए राष्ट्रीय निगरानी समिति का गठन (2) अनुसूचित जाति, अनुसूचित जनजाति और दिव्यांगों के लिए राष्ट्रीय निगरानी समिति का गठन (3) छात्रों के लिए राष्ट्रीय साधन सह योग्यता छात्रवृत्ति योजना ( एन एम एम एम एस ) जैसी पहल, (4) माध्यमिक शिक्षा के लिए लड़कियों को प्रोत्साहन देने के लिए राष्ट्रीय योजना और रैगिंग के विरुद्ध एक वेब पोर्टल विकसित करना।

मानव संसाधन विकास मंत्रालय ने अपनी चुनौतियों से निपटने के लिए एक नया दृष्टिकोण अपनाया है। यही दृष्टिकोण प्रमुख क्षेत्रों को निर्धारित करेगा और यह सुनिश्चित करेगा कि उचित मूल्य, प्रणाली, संवेदनशीलता एवं जिम्मेदारी के साथ अपने लक्ष्य प्राप्त किये जाएँ। विभिन्न नीतियों एवं मंत्रालय के कार्यक्रमों ने देशों के सभी क्षेत्रों के बच्चों एवं लोगों के लिए गुणवत्तापूर्ण, किफायती एवं अर्थपूर्ण शिक्षा को सफलतापूर्वक सुगम बनाया है।

#### प्रस्तावना

आरटीई अधिनियम सर्वशिक्षा अभियान भारत की संविधान धारा 21ए के फलस्वरूप निःशुल्क एवं अनिवार्य शिक्षा बाल अधिकार अधिनियम, देश में वर्ष 2010 में लागू हुआ। आरटीई 6 से 14 वर्ष की आयु के सभी बच्चों को किसी औपचारिक स्कूल में समानता के आधार पर प्राथमिक शिक्षा प्रदान करता है। केन्द्र प्रायोजित सर्व शिक्षा अभियान, आर टी ई अधिनियम को लागू करने में राज्यों और केंद्र शासित प्रदेशों के प्रयासों में सहयोग और समर्थन देता है।

#### कार्य हस्तक्षेप

##### I सर्वसुलभता

प्राथमिक शिक्षा की सर्वसुलभता के लिए, सर्व शिक्षा अभियान कार्यक्रम २००९ से लागू किया गया है। यह भारत सरकार का एक प्रमुख कार्यक्रम है जिसकी शुरुवात अटल बिहारी वाजपेयी द्वारा एक निश्चित समयावधि के तरीके से प्राथमिक शिक्षा के सार्वभौमिकरण को प्राप्त करने के लिए किया गया है। इस ने शिक्षा को निष्पक्ष और सर्वसुलभ बनाने में काफी प्रगति की है।

a) सर्व शिक्षा अभियान के अंतर्गत पिछले वर्षों में सर्व सुलभता के लक्ष्य कि प्राप्ति कि दिशा में निरंतर प्रगति हो रही है। पिछले वर्षों में 2,04,740 प्राथमिक विद्यालयों को मंजूरी दी गई है। इसके साथ ही 3 कि मी के दायरे में 1,59,415 प्राथमिक स्कूलों को मंजूरी दी जा चुकी है।

b) स्कूल न जाने वाले बच्चों को मुख्यधारा में लाने हेतु विशेष प्रशिक्षण की व्यवस्था की जा रही है।

c) पर्वतीय तथा घने जंगलों वाले दुर्गम क्षेत्रों में स्कूली छात्रों के लिए आवासीय सुविधाएँ प्रदान की जाती है। सर्व शिक्षा अभियान ने 90,855 छात्रों की क्षमता वाले 862 आवासीय संस्थाएँ प्रदान की है।

d) परिवहन की सुविधा उपलब्ध कराई जाती है जो अत्यंत वंचित वर्ग के हैं अथवा विशेष आवश्यकता वाले हैं। इन बच्चों को को परिवहन अथवा साथ लाने ले जाने के लिए परिवहन की सुविधा उपलब्ध करायी जाती है।

e) सर्व शिक्षा अभियान के तहत सभी बालिकाओं और अनुसूचित जाति, अनुसूचित जनजाति, गरीबी रेखा से नीचे के बच्चों को स्कूली पोशाक के दो-दो सेट दिए जाते हैं।

##### II प्राथमिक शिक्षा में छात्र-छात्राओं को संख्या में अंतर को दूर करना

आर टी ई – एसएसए लड़कियों और वंचित तथा कमजोर वर्गों के बच्चों की शिक्षा पर स्पष्ट जोर और विशेष ध्यान देता है। कस्तूरबा गाँधी बालिका विद्यालय अनु.जा., अनु.जन.जाति, अ.पि.व/मुस्लिम समुदाय और बी पी एल परिवारों की लड़कियों के आवासीय विद्यालय है। देश में 3,600 ऐसे विद्यालय हैं। इनमें 3,66,756 सूचीबद्ध हैं। NCF 2005 के दिशानिर्देशों का अनुसरण करते हुए राज्यों ने बालक तथा बालिकाओं के बीच अंतर को बालिकों और महिलाओं के बदले प्रतिनिधित्व के जरिए बदलाव का महत्वपूर्ण नमूना स्थापित करने का सुविचारित निणर्य लिया है। बालिका शिक्षा के उन्नयन हेतु डिजिटल जेंडर एटलस की व्यवस्था है तथा बालिकाओं के लिए विद्यालयों में अलग शौचालय की व्यवस्था की गई है।

\* शोधार्थी आईसेक्ट विश्वविद्यालय, भोपाल।

### III समावेशी शिक्षा

आर टी ई – एसएसए यह सुनिश्चित करने का प्रयास करता है कि हर दिव्यांग बच्चे की चाहे वह किसी भी प्रकार से और कितना भी अशक्त क्यों न हो उसे उपयोगी और गुणवत्तापूर्ण शिक्षा मिले। 2016-17 में 8.38 करोड़ बच्चों को पाठ्य पुस्तकें उपलब्ध कराने का प्रावधान किया गया। सभी बच्चों को आठवीं कक्षा तक निःशुल्क पाठ्य पुस्तकें उपलब्ध कराई जाती हैं।

### IV सर्व शिक्षा अभियान के तहत उप-कार्यक्रम

पढ़े भारत, बढ़े भारत, सर्वशिक्षा अभियान के इस उप कार्यक्रम का उद्देश्य पहली और दूसरी कक्षा में समझ के साथ पढ़ाई, लिखाई और गणित पर जोर देते हुए बुनियादी शिक्षा पर ध्यान केन्द्रित करता है। पंजाब, मेघालय और दिल्ली ने पहली तथा दूसरी कक्षा में गणित की पढ़ाई को और बेहतर करने के कार्यक्रम शुरू किया है। सर्वशिक्षा अभियान के तहत एक अन्य उप-कार्यक्रम विद्याजलि है। इसका उद्देश्य सर्वशिक्षा अभियान के तत्वधान में देश के सरकारी प्राथमिक विद्यालयों में समुदाय और निजी क्षेत्र की भागीदारी बढ़ाना है। सर्वशिक्षा अभियान के क्रियान्वयन की निगरानी की पहल शगुन पोर्टल: मानव संसाधन विकास मंत्रालय ने 'शगुन' नाम का एक वेब पोर्टल विकसित किया है। 'शगुन' शाला और गुणवत्ता शब्दों से निकला है।

### V शिक्षक प्रशिक्षण

शिक्षकों की कमी को पूरा करने के लिए सर्व शिक्षा अभियान के तहत 2016-17 तक 19.49 लाख अतिरिक्त पदों की मंजूरी दी गई है। शिक्षा का अधिकार के तहत यह अनिवार्य है कि शिक्षक पद पर केवल उन्हीं की नियुक्ति की जा सकती है जिन्होंने शिक्षक पात्रता परीक्षा टीईटी पास की हो।

सेवाकाल में शिक्षक प्रशिक्षण शिक्षकों के कौशल उन्नयन के लिए वर्ष में 20 दिन का प्रशिक्षण देना है। सभी प्रशिक्षण कार्यक्रमों में स्कूलों में अध्ययन प्रक्रिया और कक्षाओं में विद्या प्राप्ति के तरीकों में सुधार के लिए विषय वस्तु तथा तौर-तरीकों सहित अध्यापन संबंधी सभी मुद्दों पर जोर दिया जाता है। शिक्षकों के प्रबंधकीय कौशल के लिए स्कूलों के मुख्याध्यापकों को शिक्षण प्रबंधन, वित्तीय प्रबंधन और मानव प्रबंधन में 10 दिनों का प्रशिक्षण दिया जाता है। कर्मियों और संस्थानों के क्षमता निर्माण के लिए राष्ट्रीय राज्य, जिला और उप-जिला स्तर पर इग्नू तथा विभिन्न राज्यों में अन्य शिक्षक शिक्षा संस्थानों की सहायता की सुविधा उपलब्ध कराई जाती है।

### VI शिक्षण सहायता प्रणाली

शिक्षकों को विकेन्द्रीयकृत शैक्षिक सहायता देने, उनके प्रशिक्षण तथा निरीक्षण के लिए प्रत्येक ब्लॉक और क्लस्टर में संसाधन केन्द्र बनाए गए हैं। देश भर में 6,759 ब्लॉक संसाधन केन्द्र और 76,064 क्लस्टर संसाधन केन्द्र बनाए गए हैं।

सर्व शिक्षा अभियान प्रासंगिक शिक्षण सहायता के लिए सभी शिक्षकों को 500 रुपये का अनुदान देता है। स्कूलों में उपयोग की जाने वाली वस्तुओं पर खर्च के लिए प्रत्येक वर्ष प्राथमिक विद्यालय को 5000 और अन्य को 7000 रुपये दिए जाते हैं। इसके अलावा प्रत्येक स्कूल को 7,500 रुपये रख रखाव तथा नए प्राथमिक विद्यालय को 'टीचिंग लर्निंग इक्विपमेंट' अनुदान के रूप में एकमुश्त 20,000 रुपये और इससे उच्च स्तर के विद्यालयों को 50,000 रुपये दिए जाते हैं।

कम्प्यूटर की सहायता से पढ़ाई के लिए प्रत्येक जिले का 50 लाख रुपये का अनुदान दिया जाता है। यह कार्यक्रम शुरू होने के बाद लगभग 1,06,753 स्कूल इससे लाभान्वित हुए हैं। प्रवीणता में वृद्धि के लिए प्रत्येक जिले के लिए सर्व शिक्षा अभियान के कुल व्यय का दो प्रतिशत उपलब्ध कराया जाता है। सर्व शिक्षा अभियान का एक प्रमुख घटक विद्यार्थियों के अध्ययन के नतीजों में सुधार करना है। इसके लिए कक्षा 3,5 और 8 में पढ़ने वाले सभी बच्चों के निष्पादन स्तर को मापने का कार्यक्रम भी शुरू किया गया है।

### VII बुनियादी ढांचा

राज्यों को स्थानीय स्थितियों के आधार पर भवन का डिजाइन तैयार करने और राज्य सरकारों द्वारा अधिसूचित दरों की सूची के आधार पर लागत अनुमान लगाने की छूट है। स्कूल के आधारभूत ढांचे की गुणवत्ता और डिजाइन की स्कूलों बच्चों के पंजीकरण, हाजिरी तथा उनके पढ़ाई जारी रखने में महत्वपूर्ण भूमिका है। आरटीई – एसएसए पुराने भवनों की मरम्मत भी करता है। भवनरहित जीर्ण-शीर्ण और नवीकृत स्कूली भवनों को जोखित रहित बनाने का भी प्रावधान किया गया है। एसएसए ने सरकारी स्कूलों के प्रभावी संचालन के लिए समुदाय के स्वामित्व के महत्व को हमेशा स्वीकार किया है।

### IX निगरानी संस्थान

राज्यों और केन्द्रशासित प्रदेशों में एसएसए के कार्यान्वयन की सावधिक निगरानी का काम विश्वविद्यालय, शिक्षा विभाग तथा सामाजिक – विज्ञान और राष्ट्रीय महत्व के संस्थानों को सौंपा गया है। इन निगरानी संस्थानों को क्षेत्र का दौरा कर हर छह महीने में जमीनी स्तर पर एसएसए की प्रगति के बारे में रिपोर्ट देने का काम दिया गया है।

**X आरटीई कानून की धारा 12(1)(ग) के तहत प्रवेश**

इसके तहत गैर-सहायता प्राप्त सभी निजी और विशेष श्रेणी के स्कूलों में आर्थिक रूप से पिछड़े वर्गों के लिए कम से कम 25% सीटें आरक्षित करना अनिवार्य किया गया है। एसएसए के तहत भारत सरकार निजी और गैर-सहायता प्राप्त स्कूलों में 25% प्रवेश पर किया गया व्यय राज्यों को वापस देगी। यह राज्य सरकार द्वारा अधिसूचित प्रति बच्चा लागत नियमों पर आधारित होगा और एसएसए वार्षिक कार्य योजना और बटन राशि का अधिकतम 20% तक होगा।

**संदर्भ ग्रंथ सूची**

- (1) कुमारी रेमी, कांता रानी, भारत 2017, वार्षिक संदर्भ ग्रंथ प्रकाशन विभाग सूचना और प्रसारण मंत्रालय, भारत सरकार।
- (2) राकेश रेण, कुमारी रेमी, भारत 2018, वार्षिक संदर्भ ग्रंथ प्रकाशन विभाग सूचना और प्रसारण मंत्रालय, भारत सरकार।
- (3) शिक्षा का अधिकार एवं बिहार विद्यालय परिक्षा समिति उच्च माध्यमिक संबद्धता नियमावली, लॉ पब्लिकेशन हाउस।

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## **'THE IMPEDIMENT TO PROGRESS IN KASHMIR'** **(A Critical Analysis of Article 370 and 35A)**

**Dr. Annu Bahl Mehra\***

**Akagrata Singh\*\***

### ***Abstract***

*A five judge Constitutional bench of the Supreme Court may examine a law, which denies Kashmiri women, and their descendants of their property rights if they marry anyone else outside the state and bars them from applying for local jobs. Article 35A and 370 have been in news for a long time now and on various occasions it has been questioned and challenged in the court but the position of it is still very uncertain. Present article deals with all the relevant issues, which have been haunting our nation for many years and there has been no solution so far. Article 35A was a provision that had been inserted in the Constitution through a 'Presidential Order' in 1954 and it was not ratified by Parliament. Now the same article stands challenged as it is violating Fundamental Right under article 14 of Indian Constitution. Present Article will very closely analyze the History of Article 370 and 35A, which has given special status to Jammu and Kashmir and how over the years different people for their political gains have abused it. Our Article aims to focus on the point that India is an independent nation and no one should be treated as a refugee in his or her own country. Our Preamble also stands for the spirit of Equality and Brotherhood and we can't take that away from our people. Two wrongs can never make a right, just because these articles have existed for 70 years does not mean that they can never be abrogated! But is it really that easy? This is what we aim to study with the help of this article that whether or not deep-rooted ideology in the system can be changed or not and how it will impact our society.*

***"Gar firdaus bar-rue zamin ast, hami asto, hamin asto, hamin ast."***

***("If there is a heaven on earth, it's here, it's here, it's here)***

**- AMIR KHUSRO**

### **Introduction**

These lines by Amir Khusro described Kashmir back in 13<sup>th</sup> century popularly known as, 'Paradise on Earth.' Kashmir has stood witness to changing times from medieval to modern and moving towards post-modern era this paradise has been losing its soul as the valley now only tells tale of bloodshed and horror. People of Jammu and Kashmir have been living in insecurity for long, as the leaders of the state are busy playing politics ignoring the welfare of their people. Article 370 and 35A have been in news since many years and often their validity has been questioned which over the period of time has caused more damage than repair. Separatists, soft separatists and mainstream leaders have often used these articles to create an environment of distrust and threat. Political parties in their agendas forget that they represent the people of Jammu and Kashmir and this issue is far more sensitive than being center of vote bank politics. Seeds of the same were sown long

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India had declared that the people of the state of Jammu and Kashmir, acting through their constituent assembly, themselves would determine the constitution of the state and the jurisdiction of the union of India. Therefore, all the provisions applicable to Part B States were not extended to Jammu and Kashmir. Their own force to Jammu and Kashmir applies only article 1 and 370. Application of any other article is to be determined by the President in consultation with the government of the state<sup>\*\*\*\*\*</sup>. Parliament could only legislate on those items of the Union and the concurrent list as correspond to matters specified in the instrument of accession.

In 1950 the President made the Constitution (Application to Jammu and Kashmir) or, specifying the matters with respect to which the Union Parliament can make laws for Jammu and Kashmir, relating to three subjects of *Defence, Foreign Affairs and Communications* with respect to which Jammu and Kashmir had acceded to India<sup>\*\*\*\*\*</sup>. **According to a later order Constituent (Application to Jammu and Kashmir), order, 1954**, the jurisdiction of the union was extended to all union subjects under the constitution of India instead of only three subjects of *Defence, Foreign Affairs and Communications* with respect to which state had acceded to India. Excepting only the internal constitution of the State Government to be framed by the constituent assembly, this order as amended in 1963,1964,1965,1966,1972,1974 and 1986, deals with the complete constitution position of the state within the framework of the constitution of India<sup>\*\*\*\*\*</sup>.

The princely rule in the state of Jammu and Kashmir came to an end when the constituent assembly elected son of Maharaja Hari Singh, Yuvraj Karan Singh as the '*Sadar-i-Riyasat*'. Thus he became an elected head. Later on the name Sadar-i-Riyasat was changed to that of Governor. The constituent assembly of the state of Jammu and Kashmir **adopted its constitution on November 17, 1957** and thus the state acquired the distinction of having a separate constitution for the administration of the state. **The constitution came into effect from January 26, 1957**<sup>\*\*\*\*\*</sup>.

Salient features<sup>\*\*\*\*\*</sup> of the constitutional position of the State of Jammu and Kashmir:

- **Jammu and Kashmir to be an integral part of the Union of India**
- **Territory of the state to comprise of all the territories**
- **Parliament to have jurisdiction over all the matters enumerated in the union and the concurrent list, subject to certain modifications.**

The residuary power shall belong to the state Legislature excepting certain matters for which parliament shall have exclusive power, e.g., prevention of activities relating to secession or disruption of sovereignty or integrity of India. The power to legislate with respect to preventive detention shall belong to state Legislature. Article 249 has been

\*\*\*\*\* Constitutional Law of India- Fourth Edition- Volume 1 H. M. Seerghai

\*\*\*\*\* Commentary on the Constitution of India- Volume I, D. D. Basu

\*\*\*\*\* The Constitution of Jammu and Kashmir: Its Development and Comments - Third Edition -Page 101- Dr. A. S. Anand.

\*\*\*\*\* Constituent Assembly Debates, Book No. 5, Vol. No. X-XII published by Lok Sabha Secretariat

\*\*\*\*\* Constitution of India- Eighth Edition, M.P. Singh



can therefore not declare emergency on grounds of internal disturbance or imminent danger unless it is made at the request or with the concurrence of the state government

### **RATIONALE OF ARTICLE 370**

The constitution makers had opined that for a variety of reasons, Kashmir, unlike other princely states, was not yet ripe for integration. India had been at war with Pakistan over Jammu & Kashmir and while there was a ceasefire, the conditions were still 'unusual and abnormal'. Part of the state's territory was in the hands of 'rebels and enemies'. The involvement of the United Nations brought an international dimension to the conflict, an entanglement that would end only when the Kashmir problem is satisfactorily resolved. Finally, our constitution fathers hoped that J&K would one day integrate with India like other states of the Union (hence the use of term 'temporary provisions' in the title of the article), but this could happen only when there was real peace and only when the people of the state acquiesced to such arrangement. Article 370 was framed in late 1947 between Sheikh Abdullah, who had by then been appointed Prime Minister of J&K by the Maharaja and Prime Minister Jawaharlal Nehru, who had kept the Kashmir portfolio with himself. Sheikh Abdullah had argued that Article 370 should not be placed under temporary provision of the constitution. He wanted 'iron-clad autonomy' for the state, which Centre didn't comply with among his reasons were- occupation of one-third of J&K by Pakistan, reference to the UN and plebiscite. The most sinister aspect of proposed article 370 was the provision that any changes could be brought about in it only by the concurrence of J&K Assembly. Nehru's promise that Article of 370 was a temporary provision and will get eroded over a period of time has turned out to be a chimera. The first thing that sheikh Abdullah got done was to abolish hereditary monarchy and re-designate him as Sadar-e-Riyasat who was to be elected by the Assembly. J&K Assembly approved the accession of J&K state into Indian Union only in 1956.

### **ARTICLE 370 AND KASHMIR SEPARATISM**

There is no denying the fact that over the years Article 370 has been used to justify the Kashmiri separatism. Article 370 was temporary, and hence, the so-called 'special status' of Jammu and Kashmir was also temporary. It was never meant to be permanent as understood by the forces that want to take the state out of political and constitutional ambit of India. Article 370 has insulated the state of Jammu and Kashmir from the national mainstream. The wrong interpretation of projecting this article as the guarantor of a 'state within the state' is a falsification of the constitutional reality. This canard-that the act is meant to keep the state away from national mainstream- has helped fan Muslim separatist tendencies in Jammu and Kashmir who term it in a very perverted sense and say that the so-called special status was given to maintain its Muslims majority character. This in itself is a deviation from the true meaning of this temporary article which was supposed to have been erased much earlier as its abrogation is very much inherent in its being.

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\*\*\*\*\* *The Constitution of Jammu and Kashmir: Its Development and Comments- Third Edition Dr. A. S. Anand.*

\*\*\*\*\* Amitabh Matoo, 'Understanding Article 370', *The Hindu*

\*\*\*\*\* Pradeep Singh Bali, 'Critical Analysis of the Level of Subjectivity and Objectivity while reporting Kashmir Conflict: Comparative study of two provinces of Jammu and Kashmir State'

\*\*\*\*\* *Constitutional Law of India- Fourth Edition- Volume 1 -H. M. Seerbhai.*

### ARTICLE 370- CREATOR OF MANY FAULT LINES

Article 370 has been the biggest impediment to integration of J&K state into Indian union. The wrong interpretation of this article has created many fault lines that are now staring the nation in the face. It is a strange case in constitutional history of India that a very weak article has been given teeth by out of context connotation that are now posing a challenge to secular nation-building in Jammu and Kashmir. Separatist formation in the valley are using this article as a tool to propagate their communal agenda and subjecting non-Muslims minorities into servitude for their communal politics. The result has been demographic change in the entire state with internal displacement of the religious minorities like Kashmiri Pandits in 1990 and a consolidation of the majoritarian communal pockets that fan the air of Muslim separatism. It is a paradox that this article is being used against the spirit of the constitution by helping Muslim separatist tendencies turn Jammu and Kashmir into a state which is against the constitution. We should look at article 370 in two ways- one that it is an unnecessary impediment to the true integration of Jammu and Kashmir with the rest of the India, and two, it is an imperfect model for devolving power to all Indian states. The truth is that Article 370 is an anachronism in today's globalizing world, where people and capital move freely pursuing their best interests. The law acts as an impediment to Kashmir's economic and social integration not only with rest of India, but the world.

### SHOULD ARTICLE 370 BE ABROGATED?

There are several reasons for the Kashmiri conundrum but one less looked at is Article 370, which has hindered Kashmir from being an integral part of India. With the new BJP government taking seats in New Delhi, the process of repealing Article 370 has started. Given below are some reasons:

1. It is a very widely known fact that article 370 was formulated despite the apprehension shown by Sardar Vallabhbhai Patel and B.R. Ambedkar. But Jawaharlal Nehru got the act passed because he thought the temporary status would get eroded on its own over a period of time. But, more than six decades have passed and still Kashmiri politicians cry foul, claiming that removal of the special status will hamper the rights of Kashmiri. But it actually makes Kashmir seem separate from India, and thereby it gives the separatists, Islamists and even the International community the right to claim that Kashmir is still a free land.
2. It is often believed that the special provision mandates that central government cannot make legislation for J&K, except with respect to Defence, Foreign Relations and Communications. But in reality, the status more or less exists only on paper, and various governments in Delhi- in collusion with the government in J&K- have been able to bring in desired legislations. In reality Article 370 is nothing more than an empty shell now. The original article 370 specified that except for defence, foreign affairs finance and communications, the Indian Parliament has to get the acceptance of the state government for applying all other laws. But now all the provisions that give article 370 its special and autonomous status have been withdrawn.

Article 370- the untold story', Indian defence review, 2014

Mahesh Kaul, 'Article 370-A challenge to Indian Nation'

'International Business Times', May 2014

Sheikh Mohammad Abdullah, "Kashmir, India Pakistan", Foreign Affairs, vol. 43, No. 3, April 1965.

See, Josef Korb, "Danger in Kashmir", Princeton: Princeton University, 1954



abrogate Article 370, will face huge constitutional hurdle. A new constituent assembly will have to be formed to recommend the abrogation. Given the majority of disaffected Kashmiri Muslims such an assembly will have, no such recommendation will be forthcoming. Only then can the president of India issue a public notification to this effect. Parliament is well within its rights to amend this provision.

**ARTICLE 35A**

It all began in 1927 when the valley of Kashmir saw a rapid agitation amongst Kashmiri Pandits against the Hiring of Punjabis in state administration and thus it a law was passed by Maharaja Hari Singh where certain privileges were to be granted to permanent residents of J&K. Thus, making a clear distinction between permanent and non-permanent residents in terms of employment, settlement and acquisition of property etc. Privilege granted to Kashmir was extended (DELHI AGREEMENT, 1952) even when it became part of Indian union and thus was protected from being declared as void under part III of the Constitution.

Delhi Agreement- A Series of negotiations were held between both the governments and certain points were laid down, though it does not have constitutional validity it was announced in from of document on 24<sup>th</sup> July 1952. It states,

1. The Government of India agreed that while the residuary powers of legislature vested in the Centre in respect of all States other than Jammu and Kashmir, in the case of the latter, they vested in the State itself.
2. It was agreed that persons domiciled in Jammu and Kashmir shall be regarded as citizens of India, but the State Legislature was empowered to make laws for conferring special rights and privileges on the State's subjects.
3. As the President of India commands the same respect in the State as he does in other units of India, Articles 52 to 62 of the Constitution relating to him should be applicable to the State.
4. The Union Government agreed that the State should have its own flag in addition to the Union flag, but it was agreed by the State Government that the State flag would not be a rival of the Union flag.

*implementing any treaty, agreement or convention with any other country or countries or any decision made at any international conference, association or other body"*

*\*\*\*\*\* Dileep Padnogakar for outlook, 'Open the Pandora box at your own peril', April 2014*

*\*\*\*\*\* "Saving of laws with respect to permanent residents and their rights- Notwithstanding anything contained in this constitution, no existing law in force in the state of Jammu and Kashmir, and no law hereafter enacted by the legislature of the state:*

- (a) *Defining the classes of persons who are, or shall be, permanent residents of the State of Jammu and Kashmir;*  
*or*
- (b) *Conferring on such permanent residents any special rights and privileges or imposing upon other persons any restrictions as respects-*
  - (i) *Employment under the state government;*
  - (ii) *Acquisition of immovable property in the state;*
  - (iii) *Settlement in the state; or*
  - (iv) *Right to scholarships and such other forms of aid as the state government may provide,*

*Shall be void on the ground that it is inconsistent with or takes away or abridges any rights conferred on the other citizens of India by any provision of this part."*

*\*\*\*\*\* White paper on Jammu and Kashmir, New Delhi, 1948*

*\*\*\*\*\* Danvir Singh; Jawaharlal Nehru – Shiekh Abdullah 1953 Agreement, Kashmir's Death Trap*

*\*\*\*\*\* Volume 17 - Issue 14, July 08 - 21, 2000, India's National Magazine from the publishers of THE HINDU, 'FRONTLINE'*





*of the Constitution of India” further it was held, “Constitution of Jammu and Kashmir does not use the phrase sovereign and, therefore, it has no sovereignty outside the Constitution of India and, hence, it is subordinate to the Constitution of India. The people of Jammu and Kashmir are first and foremost citizens of India, as is evident from Section 6 of the Constitution of Jammu and Kashmir, which refers to “permanent residents” as citizens of India. Section 10 of the state’s Constitution guarantees to all permanent residents the same rights as provided under the Constitution of India, and therefore an infringement of the right to equality on the basis of gender cannot be precluded by Article 35A. The text of Article 35A is clear in stating that the laws on permanent residents cannot be challenged on the grounds of being inconsistent with the “rights conferred on the other citizens of India”. Therefore, while a non-resident of Jammu and Kashmir cannot claim to have the same rights as a resident under Article 35A, owing to the special status flowing from Article 370, neither the intent nor the text of the Article precludes a challenge of a state law governing permanent residents on the grounds of disadvantaged treatment based on gender.”*

#### **Conclusion**

Right to Equality forms the foundation of Indian democracy and it has been sacrificed time and again in the name of Article 35A and 370. Sheikh’s who were considered to be the main architect of state constitution abolished all symbols of Dogra rule but retained the state subject act, 1927 enacted by the Maharaja. Restriction imposed by Article 35A speaks about why there is little or no economic development in the state. There is lack of fund and is dependent on government of India for its needs. There is dearth of various prestigious institutions and progress as people from other state will not be treated equally and fairly and thus it separates the valley from the people of India. The repeal of Article 370 is necessary but not sufficient condition for truly developing and integrating J&K with the rest of India. The continued existence of the article breeds and sustains hope among the locals for the future with an independent J&K. this psychological and sectarian barrister must be overcome with secular and sustainable economic progress before one can expect succeeding generations of J&K to adopt a more liberal and embracing outlook towards whole of India’s their rightful land of opportunity and security. But Article 370 cannot be blamed single-handedly for lagging development in J&K as many other states not bound by this article fare even worse on yardstick. In addition to constitutional entanglements that burst forth if Article 370’s repeal is attempted, the accompanying provisions of plebiscite and UN reference may jeopardize J&K’s very existence within Indian Union. One should remember that Jammu and Kashmir is part of India and their citizens are Indian Citizens and amidst all this there lives a hope, hope for our valley to be prosperous again.

## मानवाधिकार और भारतीय संविधान

### डॉ० अलका मणि त्रिपाठी\*

भारत एक सभ्य सहिष्णु और संस्कृति सम्पन्न राष्ट्र है। "वसुधैव कुटुम्बकम्" की भावना से ओत-प्रोत इस देश की संस्कृति मानव-मात्र के कल्याण की भावना रखने वाली रही है। हमारी संस्कृति में मानवाधिकारों की रक्षा की संकल्पना सदैव से ही महत्वपूर्ण रही है। वैदिक काल से लेकर आज तक भारतीय इतिहास मानवाधिकारों का संरक्षक रहा है। सदियों से हमारी भावना "सर्वे भवन्तु सुखिनः सर्वे सन्तु निरामयाः" की रही है।

भारत के संविधान ने भारत की वैदिक संस्कृति का मूल मानवतावाद को अंगीकार किया है। अतः भारत के संविधान के पारित होने के समय मानवाधिकार की बात न केवल चर्चा में आ चुकी थी वरन् संसार भर में मानवाधिकारों को लेकर आन्दोलनात्मक हलचल प्रारम्भ हो गयी थी। भारत के संविधान निर्माण के समय मानव मूल्यों का प्रयाप्त प्रसार हो चुका था इसलिए उदारवादी दृष्टिकोण को लेकर मानव अधिकारों को संरक्षण प्रदान करते हुए भारत के संविधान का निर्माण हुआ। यद्यपि भारत वर्ष में 15 अगस्त, 1947 को ही स्वतंत्र हो चुका था, परन्तु वह उस समय पूर्ण स्वतंत्र एवं सम्प्रभुता सम्पन्न नहीं कहा जा सकता था, क्योंकि प्रत्येक पूर्ण स्वतंत्र देश का शासन कार्य संविधान द्वारा सम्पादित होता है। 26 जनवरी, 1950 को भारत एक पूर्ण स्वतंत्र और प्रभुत्व सम्पन्न गणतंत्रीय राज्य बना। इसी दिन भारत का "अपना" संविधान लागू हुआ।<sup>1</sup>

राष्ट्र की एकता तथा आम जनता के हितों के अनुरूप किसी भी राज्य द्वारा अब तक बनाये गये मानव अधिकारों के चार्टरों में से संभवतया सार्वधिक विस्तृत चार्टर भारत के संविधान के भाग 3 में शामिल है। इसके बारे में न्यायमूर्ति गजेन्द्र गडवर ने कहा है कि, "यह संविधान द्वारा इस देश में लायी गयी लोकतन्त्रात्मक जीवन-पद्धति की ठोस नींव तथा इसका अपरिहार्य अंग है।"<sup>2</sup>

अतः यह कहा जा सकता है कि इन मूल अधिकारों में काफी हद तक वे सभी पारंपरिक नागरिक तथा राजनीतिक अधिकार आ गये हैं, जो मानवाधिकारों की सार्वभौम घोषणा के अनुच्छेद 2 से 21 में निर्दिष्ट है। न्यायमूर्ति भगवती ने इन मूल अधिकारों की महत्ता के विषय में कहा था कि :

"ये मूल अधिकार वैदिक काल से इस देश के लोगों द्वारा संजोये गये आधारभूत मूल्यों का निरूपण करते हैं और व्यक्ति की गरिमा की रक्षा करने तथा ऐसी दशाएं उत्पन्न करने के लिए उपयुक्त हैं, जिनमें प्रत्येक मानव अपने व्यक्तित्व का सम्पूर्ण विकास कर सकता है। ये मानवाधिकारों के बुनियादी ढांचे पर 'गारंटी का प्रतिस्प' बुनते हैं और राज्य पर व्यक्ति की स्वतंत्रता का इसके विभिन्न आयामों में अतिक्रमण न करने का वर्जनात्मक दायित्व आरोपित करते हैं।"<sup>3</sup>

#### मूल अधिकार

भारतीय संविधान के भाग-3 में मूलाधिकारों को निम्नलिखित भागों में वर्णित किया गया है :-

1. समानता का अधिकार, जिसमें विधि के समक्ष समानता तथा विधियों का समान संरक्षण (अनुच्छेद 14) धर्म मूलवंश, जाति, लिंग या जन्मस्थान के आधार पर विभेद का प्रतिषेध (अनुच्छेद 15), लोक नियोजन के विषय में अवसर की समानता (अनुच्छेद 16) और अस्पृश्यता तथा उपाधियों का अंत (अनुच्छेद 17 और 18) शामिल हैं।
  2. स्वतंत्रता का अधिकार, जिसमें जीवन तथा व्यक्तिगत स्वतंत्रता के संरक्षण का अधिकार (अनुच्छेद 21), और भाषण तथा अभिव्यक्ति, सम्मेलन, संगम या संघ बनाने, भारत के किसी भाग में जाने और निवास करने तथा बस जाने की स्वतंत्रता का अधिकार और कोई पेशा और व्यवसाय करने का अधिकार (अनुच्छेद 19), शामिल हैं कुछ दशाओं में गिरफ्तारी और निरोध से संरक्षण (अनुच्छेद 22) शामिल हैं।
  3. शोषण के विरुद्ध अधिकार, जिसके अन्तर्गत सभी प्रकार के बलात् श्रम, बाल श्रम और मानव के दुर्व्यवहार का निषेध किया गया है। (अनुच्छेद 23 तथा 24)।
  4. अन्तःकरण की और धर्म को अबाध रूप से मानने, आचरण और प्रचार करने की स्वतंत्रता (अनुच्छेद 25 से 28)।
  5. अल्पसंख्यकों को अपनी संस्कृति, भाषा और लिपि को बनाये रखने तथा अपनी रुचि की शिक्षण संस्थाओं की स्थापना और प्रशासन का अधिकार (अनुच्छेद 29 तथा 30)।
  6. इन सभी मूल अधिकारों को प्रवर्तित करने के लिए संवैधानिक उपचारों का अधिकार (अनुच्छेद 32)।
- विधि के समक्ष समानता तथा सभी विधियों का समान संरक्षण (अनुच्छेद 14), अपराधों के लिए दोष सिद्धि के संबंध में संरक्षण (अनुच्छेद 20), जीवन तथा व्यक्तिगत स्वतंत्रता का संरक्षण (अनुच्छेद 21), कुछ दशाओं में गिरफ्तारी और निरोध से संरक्षण (अनुच्छेद 22), धर्म की स्वतंत्रता (अनुच्छेद 25-28) जैसे कुछ मूल अधिकार सभी 'व्यक्तियों' को सुलभ हैं।

\* राजनीति विज्ञान

किन्तु कुछ अधिकार ऐसे हैं, जिनका दावा केवल नागरिकों द्वारा किया जा सकता है, जैसे धर्म, मूलवंश, जाति या जन्मस्थान के आधार पर विभेद का प्रतिषेध (अनुच्छेद 15), लोक नियोजन के विषय में अवसर की समानता (अनुच्छेद 16) और भाषण तथा अभिव्यक्ति, सम्मेलन, संगम, संचरण, निवास और पेशे की स्वतंत्रता (अनुच्छेद 19)। अल्पसंख्यकों की संस्कृति और शिक्षा सम्बन्धी अधिकार (अनुच्छेद 30)।

संविधान में (44 वां संशोधन) अनिधियम, 1978 के अनुच्छेद 19 के खण्ड (1) के उपखण्ड (च) और सम्पूर्ण अनुच्छेद 31 का लोप कर दिया, तब से सम्पत्ति का अधिकार मूल अधिकार नहीं रहा। अब यह केवल एक कानूनी अधिकार रह गया है।

अनुच्छेद 33-35 संसद को यह शक्ति देते हैं कि वह सैन्य बलों पर प्रयुक्त के बारे में संविधान के भाग 3 द्वारा प्रदान किये गये अधिकारों में रूपांतरण कर सकती है।<sup>4</sup>

अनुच्छेद 13 इस संविधान के प्रारम्भ से ठीक पहले प्रवृत्त उन सभी विधियों तथा कार्यपालिका के आदेशों को, जो मूल अधिकारों से असंगत हैं, वाह्य शक्ति और इसे असंगति की मात्रा तक शून्य ठहराता है। इसके खण्ड 2 में कहा गया है :

“राज्य ऐसी कोई विधि नहीं बनायेगा जो इस भाग द्वारा प्रदत्त अधिकारों को छीनती है या न्यून करती है और इस खण्ड के उल्लंघन में बनायी गयी प्रत्येक विधि उल्लंघन की मात्रा तक शून्य होगी।”

इसी प्रकार, इस अनुच्छेद में भारत के अतीत या वर्तमान से संबंधित सभी विधियों के न्यायिक पुनरीक्षण का उपबंध किया गया है, हालांकि संविधान के आरम्भ से पूर्व किसी विधि के उपबंधों के उल्लंघन में, जो भाग 3 के कारण शून्य हो गयी है, किये गये कार्यों पर भूतलक्षी प्रभाव से कोई असर नहीं पड़ता।<sup>5</sup> के मामले में उच्चतम न्यायालय ने यह विचार व्यक्त किया कि निश्चित रूप से राज्य की कार्यवाही का आंकलन व्यक्ति तथा व्यक्तियों के समूह के अधिकारों पर उसके प्रवर्तन के सभी पक्षों को ध्यान में रखते हुए किया जाना चाहिए।

भारत के संविधान के भाग-4 में शामिल राज्य के निदेशक तत्व (अनुच्छेद 36-51) भी मानव अधिकारों का संरक्षण करते हैं और राज्य के लिए मानवाधिकारों की प्राप्ति के लिए कुछ आदर्श निश्चित करते हैं। जिनकी प्राप्ति को सुनिश्चित करना राज्य का कर्तव्य होगा। निदेशक तत्वों का लक्ष्य इन आदर्शों को प्राप्त करना जैसे, एक सच्चे कल्याणकारी राज्य की स्थापना करना तथा साथ ही साथ आर्थिक शोषण और भारी असमानताओं तथा अन्यायों के अंत की व्यवस्था करना तथा राज्य पर न्यायसंगत सामाजिक व्यवस्था सुनिश्चित करने का भार डाला जाना है।

**भारत में मानवाधिकारों की रक्षा के लिए समय-समय कुछ प्रयास किये ये प्रयास हैं :-**

1. भारतीय संविधान के अनुच्छेद 14 से 32 तक मूल अधिकारों तथा अनुच्छेद 36 से 51 तक राज्य के नीति निर्देशक तत्वों का प्रावधान।
2. दंड प्रक्रिया संहिता के तहत प्रावधान धारा 58 से 76 तक।
3. भारतीय दण्ड विधान के अन्तर्गत प्रावधान क्रमशः धारा 76 से 95 तथा धारा 339 से 348 तक।
4. विशेष अधिनियम क्रमशः प्रोवेशन ऑफ ऑफन्डर्स एक्ट, बाल अधिनियम, वयस्क न्याय अधिनियम, बाल श्रम अधिनियम, अनुसूचित जाति एवं जनजाति अत्याचार निवारण अधिनियम, अनैतिक देह व्यापार (नियंत्रण) अधिनियम इत्यादि।
5. संयुक्त राष्ट्र संघ के आर्थिक, सामाजिक एवं सांस्कृतिक और नागरिक एवं राजनीतिक अधिकारों के क्रम में भारत सरकार का घोषणा पत्र - 1979
6. राष्ट्रीय अल्पसंख्यक आयोग की स्थापना - 1992
7. अनुसूचित जाति एवं जनजाति राष्ट्रीय आयोग की स्थापना - 1990
8. मानवाधिकारों के प्रति मुख्यमंत्रियों के सम्मेलन में पारित प्रस्ताव - 1992
9. राष्ट्रीय महिला आयोग का गठन - 1990
10. राष्ट्रीय मानवाधिकार आयोग की स्थापना एवं व्यवस्था - 1993-94
11. मानव अधिकार संरक्षण अधिनियम 1993 एवं नियम 1994
12. सरकारी एवं गैर सरकारी संगठनों में मानवाधिकारों के प्रति जागृति एवं प्रशिक्षण।
13. न्यायपालिका की ओर से किये जाने वाले निर्णयों में मानवाधिकारों के प्रति सजगता।
14. नियोजन एवं क्रियान्वयन में मानवाधिकारों के मापदंड का आधार प्राथमिक किया जाना।
15. भारतीय पुलिस के लिए आचार संहिता - 1985 इत्यादि।

**मानवाधिकार संरक्षण के लिए बनाये गये एक्ट्स और अधिनियम**

1. वर्क मैन ऑफ कम्पनशेसन एक्ट
2. बाल गिरवीकरण एक्ट
3. मिनिमम वेजेज एक्ट
4. कर्मचारी भविष्य निधि एक्ट
5. सिविल अधिकार संरक्षण एक्ट, 1985
6. अनैतिक व्यापार निवारण एक्ट 1956

7. दहेज प्रतिषेध अधिनियम 1961
8. अपराधी परिवीक्षा एक्ट
9. मैटरनिटी बेनीफिट एक्ट
10. बाउंडेड लेबर सिस्टम एक्ट, 1976
11. किशोर न्याय अधिनियम 1986
12. चाइल्ड लेबर एक्ट 1986
13. इंडोसेंट रिप्रेसन्टेशनन ऑफ वूमन एक्ट
14. सती निवारण अधिनियम 1928
15. एस0सी0/एस0टी0 अत्याचार निवारण अधिनियम, 1989
16. मानव अंग प्रत्यारोपण अधिनियम, 1994
17. असमर्थ व्यक्ति अधिनियम
18. बंदीगृह अधिनियम, 1994
19. वन अधिकार कानून 2006
20. यंग पर्सन्स (हार्मफुल पब्लिकेशन) एक्ट 1956
21. बाल विवाह पर प्रतिबंध (शारदा एक्ट) 1929
22. विडो रिमैरिज मेडलीगल (विधवा विवाह को कानूनी स्वीकृति) 1956
23. अन्तर्जातीय विवाह एवं अन्तसम्प्रदायिक विवाह को कानूनी स्वीकृति-1872
24. शॉप्स एण्ड एस्टोब्लिशमेण्ट एक्ट 1975 (इत्यादि)

इस प्रकार हम कह सकते हैं कि मानवाधिकारों की सार्वभौमिक घोषणा में वर्णित लगभग सारे अधिकार भारतीय संविधान के भाग-3 में प्रदत्त हैं तथा उन अधिकारों की गारंटी दी गयी है। राज्य अथवा उसका कोई अंग (पुलिस भी) अथवा कोई व्यक्ति या संस्था इन अधिकारों का उल्लंघन नहीं कर सकती है। उल्लंघन होने के दशा में सर्वोच्च न्यायालय में सीधे समावेदन या याचिका दायर कर उल्लंघन होने से रोका जा सकेगा एवं समुचित उपचार, जो सर्वोच्च न्यायालय समुचित समझे प्राप्त किया जा सकता है।

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## **Conflicts Reveals Identity in the Select Novels of Namita Gokhale**

**M.Leena Chandrika\***

**Dr.Vithyaprabha\*\***

### **Abstract**

This paper focuses on how the Indian novelist Namita Gokhale reveals that how conflicts in a person's life would result in identifying his/her own identity. Gokhale is the author eight fictions and six non-fictions. Her writings most often concentrate on the sufferings of women in the male dominated society. She puts forth her protagonist into troubles and finally reveals that how they overcome all such issues and identify their own self. She concentrates on the cultural background, traditional values, modernity, and liberation and so on. Here in this paper it is discussed that certain characters in her novels try to identify their strength.

**Key words: Self-identity; individualism; Nostalgia.**

### **1. Introduction**

Indian writing in English, like other new literatures of the world in English was the outcome of national unrest. Indian novel in English is gaining ground and has acquired a special significance in the global context. Indian writers in English have made a remarkable contribution of fiction. Indian fiction has become the medium of presenting Indian culture and thoughts to the world. Indian writing in English has now gained international repute and standard by the galaxy of Indian writers. Fiction became a powerful form of literary expression and has acquired a prestigious position in the Indo-English literature.

Literature is an embodiment of man's feelings, thoughts and experiences shaped into an aesthetic form. It is an expression of society using language as its medium. All over the world at all times most of the writers were concerned with the problems of men. One of the greatest values of literature is its capacity to acquaint man with the forces which motivate him to locate his place in the society and ultimately in the universe. Literature is one of the infinite expressions of any society or culture and its varied aspects of life are mirrored in the works of the writers. India, which is marching ahead in divergent fields, has also seen the flowering of literary genius.

### **Major themes in the Indian Novels**

The Indian writers in English have acquired great significance in recent years. In the post-independence era, a number of Indian writers have successfully used English as a medium of expression and have made a great contribution. Indo – Anglican fiction is totally Indian in theme and treatment, its message being essentially Indian. English is being used with greater dexterity and has undoubtedly become a powerful instrument for the delineation and probing of psychological problems and status of mind. Many writers of fiction have broken fresh grounds and have some compelling close critical examination. The novel is

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considered to be the most socially oriented because it depicts human society in its varied aspects of struggle, chaos and anarchy.

Novels are the art of values and feelings. They reflect the changes occurring in society and the kind in which individuals become accustomed to the social system. The novel as a medium of story – telling and art form is essentially of the west and represents a tradition that is totally different from Indian tradition of story- telling.

The appearance of the novel as a literary form in the 19<sup>th</sup> century India was a social phenomenon and was associated with social, political and economic conditions. Social reforms such as abolition of Sati, and prohibition of throwing a child into sea at the mouth of Ganga in fulfilment of religious vows and infanticide were accepted readily by the Indian society, despite of these protests from orthodox sections, they received from influential Indian personalities like Raja Ram Mohan Roy, India was also cured by the superstitious ideas and there was a radical transformation in her religious ideas as well. English education was responsible for the afore – mentioned transformations. English education became the only passport to higher appointments. Western education opened the floodgates of western ideas. Raja Ram Mohan Roy with his liberal and creative use of English expressions ushered in a new era of English Literature.

Novels written before thirties were connected to religious aestheticism. Then the focus shifted to contemporary socio-political concern. Spiritual and social awareness was slowly giving place to political consciousness. The intellectuals, philosophers, historians and literary artists have traditionally played significant roles in all national revolutions of the world. Later in the middle of 19<sup>th</sup> century women started to write. Female experiences in their writings and it affected the cultural and language patterns of Indian Literature. They have brought a stylized pattern in the whole context of Indian writing.

## **2. Women Writers in the Post-Colonial Literature**

Post- colonial literature mainly focussed on the consequences and problems of decolonisation, cultural and political independence. Especially themes like racialism & colonialism has been concentrated by the writers. It is during this period the Indian Women writers slowly started bringing out the themes like gender issues, problems faced by women in the society while balancing the culture between tradition and modernity. Women writers boldly started to deal with the circumstances which made them to lose their identity in the society. They started to reveal solutions for such issues through the protagonists in their novels. Wave of feminism in India uplifted this problem and it produced many writers who evolved the concerns of Indian women in their work of art. Indian women writers have been exploring feminine subjectivity and deal with themes that range from childhood to complete womanhood. Many writers have focussed on such issues. Writers like Nayantara Saghil, Shashi Deshpande, Anita Nair, Manju Kapoor, Shobha De, and Namita Gokhale are popularly known for such writings. Kamala Markandaya probably would be called as the pioneer in such writings. These writers also focussed on dealing with the psychological aspect of the characters. They reveal how women strive for the identity crisis.

### **2.1 Namita Gokhale**

Namita Gokhale is one such writer who is well known for the themes of self - identity, feminism, psycho analytical issues, liberation, conflicts between tradition and modernity. Gokhale the mother of two daughters always voice out the issues related to women. Almost in all her novels she depicts the life of her protagonist right from her childhood to woman. Gokhale is always popularly known for her best works like *Paro*:

Dreams of Passion, Priya, The Book of Shadows, Gods, Graves and Grandmother, A Himalayan Love Story all these works shows the different facets of women at different situations. In all these novels she portrays the sufferings both physically and psychologically undergone by the women characters. At the same time she also reveals as how women take liberation for granted in their life and how it misleads their life through the character Paro in the novel Paro: Dreams of passion. The boldness of the character Paro is depicted in such a way as it could be easily admired by the readers. In fact Gokhale herself as mentioned in the novel as:

“I saw myself in her” (1)

Later in the novel the character is being ignored and hated by other characters:

“ I want this female out of my life” Lenin said. (2)

So even with all these comments and difference of opinions still she strives to be happy in her life and lives only for her own self. It is understood that Namita Gokhale always tries to put her own experience in her novels through the protagonists.

### **3. Conflicts reveal Identity**

Namita Gokhale mostly in all her novels portrays the character of her protagonist right from the stage of childhood to womanhood. As her personal life was full of sufferings and pain she tries to bring the same through her characters. She always deals with such issues of women and also voices out certain solution in order to attain freedom and identity in their life. Her novels concentrate in the search of identity. How women with problems in life come out and identify their individuality that is the core point in most of the novels of Namita Gokhale.

**3.1 Paro: Dreams of Passion:** Paro is the debut novel of Gokhale which later had difference of opinion from various critics. It was then accepted and widely read by readers. Paro, the protagonist of the novel is a bold lady and ready to do anything for her compassion. Paro, heroic temptress, glides like an exotic bird of prey through the world of privilege and scotch that the rich of Bombay and Delhi inhabit. She is observed closely by Priya, voyeur and obsessive diarist, who lost her heart to the sewing machine magnet BR and then BR to Paro. But he is merely one among a string of admirers. Paro has seduced many; Lenin, the Marxist son of a cabinet minister; the fat and sinister Shambhu Nath Mishra, Congress party eminence grise; Bucky Bhandpur, test cricketer and scion of a princely family; Loukas Leoras, a homosexual Greek film director and very nearly, Suresh, the lawyer on the make whom Priya had married.

The novel is about the lives of Paro, a modern girl who lives in Bombay and Priya, who always values the culture of India, lives in Bombay. Priya, the narrator of the story is a strong admirer of Paro. The novel has all elements in it that would depict the modern life of people in the city of Bombay. Knowing one's self will help everyone to lead a life in the positive manner. Earlier, women were not allowed to educate themselves. So they were unable to see and enjoy the world as they wished. Whereas nowadays women though educated and they have the freedom to fulfil all their needs and happiness at times it leads them to face tragedy in their life.

Paro and Priya both are the creators of their own life. Paro has missed everything in her life. Going behind sex made her to lose her character. The only important thing which she cared was money and materials. Paro was such a beautiful lady who was even admired by the same gender. Infact even Priya once says:

‘My curiosity was aroused and soon got the better of my pride. I wanted to see her beauty with my own eyes and decided to attend the party the office staff was hosting for them the next evening’ (3).

Paro, though doesn't belongs to a rich family in order to achieve happiness she started using her beauty to attain all the happiness she is in need of. Paro was clear that she could do anything in order to get money and materials. On the other side Priya who also had intention like Paro still she couldn't achieve anything due to the situation that prevailed in her family. It would be correct to say that the conflicts which Paro had in the male dominated society make her to lose her character yet she remains happy in her life. Whereas the conflicts which prevailed in the life of Priya neither made her happy nor achieve anything in her life. It is always easy to be good and lead a life following the human values and ethics whereas it is always difficult to overcome circumstances in our life. Overcoming circumstances is not enough it is to be done in a way that doesn't affect our individuality. That is where Paro failed in this particular novel. She lost her character and herself identifies herself that how passion she was towards sex.

**3.2 Gods, Graves and Grandmother:** In this novel the character Gudiya spends all her life with loneliness. Though she lives with her grandma at certain times she starts to live with her only companion Loneliness. Gudiya did not get an opportunity to see her father in her life. Later her mother also elopes with a musician. Then she starts living with her grandma. Her grandma had so much love towards her. After her puberty grandma started to look her as a woman and started avoiding her in certain situations. This made Gudiya to again be in her loneliness. Phoolwati was the only companion for Gudiya to whom she could share her thoughts and feelings. Gudiya later falls in love with Kalki. Gudiya dint get the life as she expected to be. She imagined that Kalki would do anything for her so that she wouldn't get a chance to face loneliness once again in her life. Unfortunately it dint happen. After the death of grandma she lived with Phoolwati. It is only with Phoolwathi and her husband's support she got married with Kalki. After marriage Kalki had a drastic change in his character. Finally Kalki leaves Gudiya and settles somewhere. The character from her childhood till her womanhood had only sufferings throughout her life. She was always seeking for a mentor in her life who would guide her in all her activities. But till the end she couldn't meet such a person in her life. Left alone by her husband she dint end up her life. She continued to struggle for her life and without thinking of the past event she started to live for her daughter. She realised that she has the courage in herself to live alone and face the world boldly. Her individuality is revealed to her after everybody leaving her all alone in the society.

**3.3 The Himalayan Love Story:** In this particular novel Parvati – the protagonist fails to attain her identity in the society. The circumstances in her life leads her in a different path which she dint even expected that it would happen. She was living with her mother. Her mother doesn't live a good life. She had connection with few men. She did that for sexual pleasure. Unfortunately Parvati happened to see her mother being with another man. From then she started hating her mother. But later in her life she also was happened to have sexual intercourse with her teacher and also with her brother in law which makes her to feel ashamed for that. After the death of her mother it made her to realise the value of her mother. She used to think of her mother whenever she was alone. Here again all the circumstances around her did not leave her to live peacefully. Though educated she was unable to face her problems. Married to Lalit - a gay, she always longed for the love of her



husband. Later, circumstances put her in such a situation to have sex with her brother in law in the kitchen. After the death of her husband she becomes pregnant. Towards the end she becomes mentally ill. Irra, her daughter takes care of her. If right decision had been taken by the Parvati in her life definitely she would have attained success in her life. She always dreamt of her future day's right from her childhood but she couldn't achieve anything. She loses her individuality. The conflicts in her life made to lose her originality.

### **3.2 The Book of Shadows**

This particular novel is about the life of an English Lecturer Rachita Tiwari. Her life is full of sorrows and pain. This story clearly states that Namita Gokhale's life has been the impact to write the novel. It was actually written by the author when she was suffering from cancer. Gokhale during the time of treatment she lived in the old house in the Himalayan foot hills. Rachita also lives in the same house in the novel. It could be even called as an autobiographical novel. The plot is full of nostalgic experiences, memories, pain & sufferings.

"Pain is a habit, pain is an orientation. It can be repudiated. It can be left behind."(4)

Gokhale brings out her old house as Rachita's house in the novel. Actually Gokhale spends her days with her husband in that old house. Also after the death of her husband she stays there for a quite few days meanwhile she was also suffering from illness. Similarly in the novel Rachita spends her days lonely in that old house when she was being attacked with acid on her face by her fiancé's sister. As Gokhale is a literature student similarly Rachita also the same. Gokhale in the novel mentions it as her house as follows:

"This house belongs to me, as I belong to this house...we have closed ranks together, me and the house. We have become as one spirit; it is us against the world. All day I sit and stare at the blinding shadows of the snows. I sit here by the window and shelter in the certainty of these presences, so different from the bewildering world below."(5)

Later in the novel she depicts how Rachita is happened to face the spiritual experience which she has in the house. Actually it is about the real experience of how Namita Gokhale and her husband happened to face some spiritual existence in that particular old house. Rachita searches her identity after the acid attack in her life. Her lover commits suicide. She strives to come up in life. She gets mentally prepared to face the outside world when she stays in the old house. At first she hesitates to look at her face in the mirror. She herself says that it is not her own self which could be seen in the mirror. Finally she boldly faces the world with lots of confidence in her. Similarly Namita Gokhale in her personal life suffers a lot. Pain is the only thing which comes throughout her life. She loses her husband then she suffers from cancer. She undergoes medical treatment and fights with death. Till then she stays in her old house and mentally prepares herself to put back her in the position of novelist and also various other task which has been taking care of. This is how Rachita though happened to face conflicts finally she reveals her identity as a bold person to the world.

### **4. Conclusion**

Thus Gokhale puts all her protagonists in different conflicts and makes the reader to identify the individuality of the characters. It is well said that character is the destiny. Gokhale's characters obviously reveal the same in all her novels. It is the hands of an individual to decide their own life and attain success. Though we happened to get many conflicts it is the individual should take wise decisions and live a decent life.

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## **Role of Cooperatives for Women Empowerment and Sustainability**

**Dr. Mita Howladar\***

### **Abstract**

Cooperatives are an important model to work as a ground for women empowerment. The term “empowerment” is directly related to the development of vulnerable and weaker section women and is used in different expressions in different contexts. They include equality, development, freedom, women’s autonomy, gender integration, social inclusion, financial inclusion, self-reliance, status and all wellbeing of women. The role of cooperatives in promoting empowerment of women by the different ways such as agricultural sector, industry, finance, local work participation, own hand activity, care work sector, craft and artisan sector, legal area etc. women members have improved their income, livestock holdings, autonomous decision making and spending power after joining their cooperatives.

**Key words:** Women, Cooperatives, Empowerment, Sustainability

### **Introduction**

Economic empowerment increases women’s access to economic resources and opportunities. Global statistics show that women's participation in most types of institution is low. Participation in rural cooperatives is no exception. In the developing world, there are many social pressures that make difficult for women to play an active role in leadership and improve their living standards (DFID, 2010). Cooperatives provide plenty of opportunities to their members to involve in different income generating activities such as petty trade, the establishment of irrigation schemes, agricultural production and process, etc (Eyben et. al, 2008). Promoting women’s empowerment is essential because in most cases women are responsible for their children and for their family, thus empowering women is empowering the society in large. It is fact that government and non-government organizations are actively working to promote women empowerment.

### **Literature Review**

Cooperatives are democratically owned and governed enterprises guided by the values of self-help, self-responsibility, democracy, equality, equity and solidarity (Falth et.al, 2009). From the economic stand point, cooperatives improve income and bargaining power of their members (Kimberly & Robert, 2004). While the social purposes of cooperation are more diverse than economic purposes. They provide a unique opportunity to members to education and training; encourage active participation in meetings, committee membership and leadership positions (Majurin, 2012).

### **Objectives**

- To explore the role of cooperatives in empowering women
- To Facilitate greater access for women, skills and management training, and finance to start up and strengthen their cooperative enterprises

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- To measure the nature and extent of women's participation in cooperatives across all levels,
- To Place gender equality at the heart of cooperative contributions to sustainable development

### Empowerment of Women through Cooperatives Activities

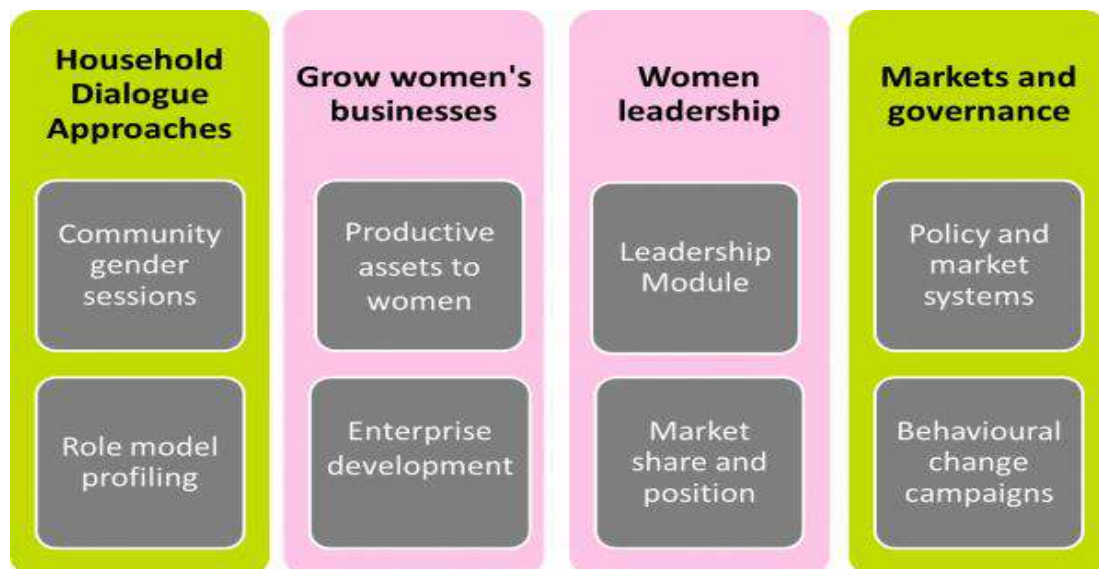
**Economic empowerment is the capacity of women to participate. Contribute and benefit from growth processes**

Women's economic participation and empowerment are fundamental to strengthening women's rights and enabling women to have control over their lives and exert influence in society.

**The economic empowerment of women is a prerequisite for sustainable development**

Gender equality and empowered women are catalysts for multiplying development efforts. Investments in gender equality yield the highest returns of all development investments.

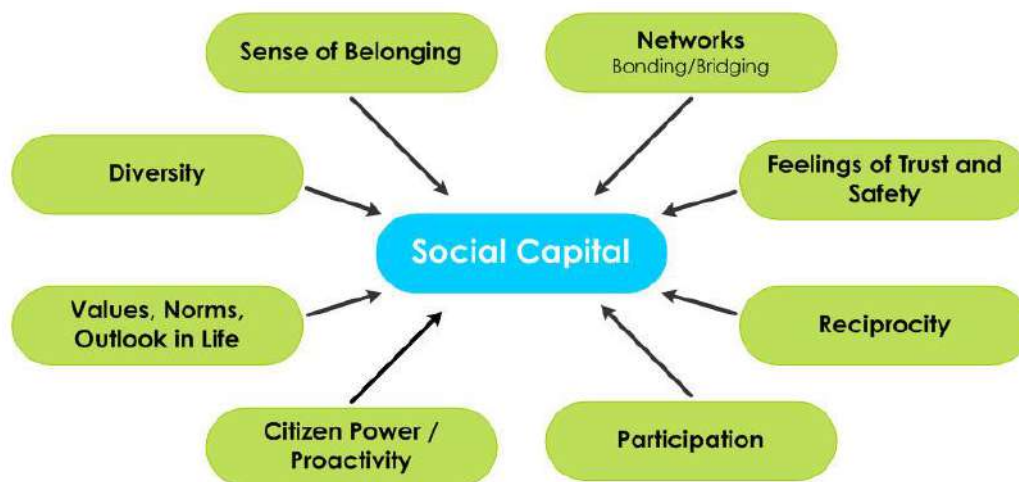
**Women's economic empowerment accelerates growth of achievement of society**



**FIG. 1. Different activities of Women**

Women's economic empowerment matters for pro-poor growth. Female earnings and bargaining power translate into greater investment in children's education, health and nutrition, which leads to economic growth in the long-term.

**Reduce gender gap by the women and Taking a holistic approach to women's economic empowerment**



**FIG.2. Women is the capital of our society**

As farmers, processors and traders, women supply local, regional and international markets with a wide range of goods. Social and political factors have a significant influence on women's ability to participate in the economy. These include access to family planning and other healthcare services, social protection coverage, girls' completion of a quality post-primary education, improving literacy rates of adult women, and increasing women's influence in governance structures and political decision-making. Many of these dimensions are mutually dependent and reinforcing.

#### **Culture and tradition**

In all countries, expectations about attributes and behaviours appropriate to women are shaped by culture, tradition and history. The general pattern is that women have less personal autonomy, fewer resources at their disposal, and limited influence over the decision-making processes that shape their societies and their own lives.

#### **Education and training**

A country's success in empowering women will depend on a multi-faceted and responsive approach to its public policy management and implementation, including its macro-economic, financial and trade policies. Educating girls is one of the most powerful tools for women's empowerment. Education provides women with the knowledge, skills and self-confidence they need to seek out economic opportunities. Removing school fees and providing financial incentives for girls to attend school have proven to be effective for increasing girls' enrolment and completion rates. Well-designed vocational training leads to better paid work, and does not concentrate women in low wage and low-skill work or reinforce occupational segregation between women and men.

#### **Public financial management**

Public financial management covers a country's entire budget cycle from strategic planning to audit oversight. To support women's economic empowerment, it is essential to incorporate a gender equality perspective. Gender-responsive ensures that resources are efficiently allocated based on identified needs, and revenues and expenditures are structured to benefit both women and men.

#### **Improving employment for women**

Productive employment and decent work in developing countries, including in fragile contexts, are the main routes out of poverty for both women and men. Women's

participation in the labour market can be increased by addressing the constraints and barriers women face accessing work, including public employment programmes, and by providing well-focussed vocational training.



**Fig.3. Human potentialities depend on Women Empowerment.**

**Agricultural extension services**

The impact of agricultural extension services can be improved by working with the whole household, rather than with individuals. When both women's and men's work is explicitly recognised, the entire farm is strengthened as a productive enterprise. Working with the whole household enables women in male-headed households to be targeted.

**Making markets work better for women**

The World Bank Action Plan (2006) Gender Equality as Smart Economics argues that economic empowerment is about making markets work for women and empowering women to compete in markets. Because markets come in



**FIG. 4. Women empowerment activities**

many forms, the Action Plan targets four key markets: land, labour, financial and product markets. Where globalisation has widened the gap between rich and poor, there is evidence that it is women and children who are most affected. The global economic recession has had a massive impact on poor producers.

## **Conclusion**

- Cooperatives have a role to play in alleviating different shocks, and paving the way towards recovery that is socially and economically sound and sustainable.
- It can create a safe environment where women increase their self-confidence, identify their own challenges, make decisions and manage risks. As a result, women are empowered and become active agents of change, entrepreneurs and promoters of social transformation who can improve their own lives and those of the community.
- It is revealed that cooperatives are also effective points of entry for addressing a broad range of gender equality issues such as unpaid work, shared responsibilities and gender-based violence for the improvement of sustainability.
- Cooperatives have been successful in not only increasing social participation of women but also in developing drives, initiatives and leadership qualities.

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## **Cultural Tourism in Tirunelveli**

**Deepika.D\***

### **Abstract**

The study approaches the concept of space in relation to an interpretation of the cultural tourist in Tirunelveli. The number of cultural tourists is continuously increasing. At the same time, other types of tourists are participating in cultural venues. Not only the general interest of tourists in culture is growing, but also the cultural offer is also rising and attracts the attention of increasingly more diverse types of tourists. The literature in the field of cultural tourism is mainly investigating aspects related to the anthropology of cultural tourism. Special interest is also visible in some particular forms of cultural tourism, such as urban tourism. Little attention is given to specific motivation, as well as to the actual activities undergone by tourists

**Key words:** cultural tourism; tourism attractions; cultural development; Tirunelveli

### **Introduction**

The idea of "Tourism" provides a long missing link of individual's actuality in the society. This relation is the mixture of sociological assumption of change and the Psychology of individual human being. Tourism is considered as a system for monetary activity since it offers marvellous possible in the field of employment generation and foreign earning capacity. Travel and tourism organisations similarly cover a very wide range of activities. There are differences that range from the ownership of the organisation supplying the travel or tourism these organisation offer travel agencies and tours operators. The World Tourism Organization defines tourism more generally, in terms which go "beyond the common perception of tourism as being limited to holiday activity only", as people "travelling to and staying in places outside their usual environment for not more than one consecutive year for leisure, business and other purposes". According to L.J. Licorish, "Tourism embraces all movement of people outside their community for all purposes except migration or regular daily work. The most frequent reason for this movement is for holidays, but it will also include, for example, attendances at conferences and movement on sporadic or infrequent business purposes."

### **Importance of Tourism**

Tourism at present is one of the most famous ways of spending leisure time. It is extremely developed in almost all countries, primarily because of revenue or profits it brings. But unfortunately the dice has other side too, particularly if it refers about foreign tourism. In an educational perceptive, travelling allow the people to see world, other peoples, culture and traditions. . Tourism can influence on other tourist religious standards. The economical aspect plays vast role in domestic market economy. Many employees works in tourist industry and generated the source of income. Visiting the place of religion root, certainly strengthens pilgrims faith. On the other hand, showing ones trust can meet with incomprehension or even contempt.

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## **Tourism in India**

India is a centre of two olden civilizations of the world called the Indus valley civilization, and the Aryan civilization. Tourism development in India started in the early sixties. The best way to introduce India as a tourist destination to foreigners is that 'India is a country of all seasons and all reasons'. India's tourism resources have always been considered immense. The geographical features are diverse, multi-coloured and varied. Its visitor-friendly traditions, varied life styles and cultural heritage and colourful fairs and festivals held abiding attractions for the tourists.

### **Cultural tourism**

Cultural tourism in India has witnessed a lot of growth in recent years. For this growth to continue, the government of India needs to take further pro-active steps and measures. One can see the influence of various cultures in dance, music, festivities, architecture, traditional customs, food, and languages. It is due to the influence of all these various cultures that the heritage and culture of India is exhaustive and vibrant.

Tirunelveli is located on the banks of the river *Tamiraparani* and it is 630 kms from the State Capital Chennai. There was heavy rain in the area, in spite of the downpour; the paddy did not submerge in the water. Hence this place was called as "Tiru-nel-veli" (Divinely protected paddy). On acquisition from the Nawab in 1801, the British named this area as **Tinnevely**. Culture primarily revolves around the Nellaiappar Temple, which dates back to the 7th century AD. It is a temple dedicated to Lord Shiva and also hosts Parvati as a deity as well. There are many festivals revolving around this temple with the largest one being the Chariot festival. This city has a version of halwa which is known as the Irutukadai Halwa that has now spread to the adjoining areas of Nagercoil and is quite popular there. The annual government exhibition is also held at the exhibition grounds here, and it attracts thousands of visitors from nearby towns and districts.

### **Places of Importance**

**Kanthimathi – Nellaiappar Temple, Kuttralam, Papanasam, Krishnapuram Vishnu Temple, Tiruchendur, Tenkasi, Sankarankovil, Agasthiyar Temple and Falls, Navakailayam, NAVA TIRUPATHI, Holy Trinity Cathedral, Athankarai Pallivasal, Athankarai Pallivasal**

### **Aspects**

**The effects of tourism can be assembled comprehensively into positive and negative aspects** tourism industry can be classified into the social & cultural impact, economic impact and environmental impact. **In creating nations and rustic zones especially tourism can bring numerous monetary and social advantages. Tourism can be practical in the event that it is overseen carefully with the goal that conceivable negative impacts on the earth and the host network are not allowed to defeat the financial advantages**

### **Positive Impact**

To help tourism gigantic cash is contributed to protect the neighborhood legacy, to enhance framework, to give better nearby offices which thusly makes better instruction, better recreation offices, sorting out regular get-togethers and in this way a superior way of life for the district individuals. They cooperate with the sightseers; blend with individuals from differing foundations which makes a cosmopolitan culture in the area. Because of the interest for better administrations, differed business openings are made inside the area and hence individuals don't want to relocate to different urban areas to procure their living.

### **Negative Impacts**

Because of the overwhelming activity in the district, the framework will most likely be unable to adapt up the expanded surge in this way prompting stuffing, poor sanitation which may additionally prompt infections to the neighbourhood individuals. The interruption of pariahs in the territory may irritate the neighbourhood culture and make turmoil among the general population. The neighbourhood individuals may duplicate the ways of life of vacationers through the exhibit impact and the outcome could be loss of local traditions and conventions. A few people may go into criminal exercises to bring income sans work from travelers which prompts expanded wrongdoing and against social exercises and loss of good and religious qualities.

The Tourism Department (TTDC) has launched this marketing campaign in 2003-04. Since then, it has become a popular and effective **Brand Image Caption**. This has provided a theme and has paved way for the consistent efforts of the Tourism Department. **The “Enchanting Tamil Nadu” encapsulates the rich and varied tourism wealth of Tamil Nadu.**

### **Conclusion**

Tourism is the basic medium for expanding the cutoff points of human learning. Tourism has dependably remained as a one of a kind for the social spread that is important to unite individuals. In tourism a social trade happens, the traveler conveys back home with him new propensities and lifestyle. Enthusiasm for nearby culture, move, social life, craftsmanship and art, shopping articles and want to communicate with the host culture which was communicated by a large portion of the outside vacationers likewise require due thought

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## **The Role of Yoga Education in Inculcating Peace in the Present Era**

**Dr.Prarthita Biswas\***

### **Abstract**

Yoga is a way of life - an art of righteous living or an integrated system for the benefit of the body, mind and inner spirit. For good physical health, a sound mind resides in a sound body. A self cannot be realized by the physically weak. The practice of Yoga has a proven track record of achieving the above goals, it is only logical to presume that a proper integration of the two would certainly help in creating a culture of peace. The present paper has laid emphasis on both practicing yoga and peace education.

**Keywords: yoga, peace, education, harmony, human, development, well being**

### ➤ **Introduction**

Although education is an instrument as well as a catalyst of social transformation and expected to bring about qualitative change in man's perception, attitudes, habits, priority and goals, the real sense of values in recent days somewhere missing. Moreover, the present system of education is information-oriented not character-based. It is consumerist in nature and makes one selfish, self-centered, irreverent and cynical. It sharpens reasons but hardens the heart. It lays little or no emphasis on such basic values as truth, love, honesty, humility, compassion, forbearance and justice. It makes one conscious about one's rights not duties. The net result is that a strongly individualistic and materialistic culture has taken birth, which nurtures opportunism and generates tension in society.

Thus, to impart real education for retaining the human health and values in the way of peaceful life, various claims of traditional Yoga - which is an essence of Indian culture - need systematic verification. This piece of research, therefore, may be of imminent significance for reforming real education in the society.

### ➤ **Objectives of the Study**

- The concept of Peace
- The importance of Peace Education in the Modern era
- The importance of Yoga and Fitness in Modern Era
- Yoga education and Well-Being
- The role of yoga education in inculcating peace in the community

### ➤ **Methodology**

The researchers have adopted descriptive methodology for this study Research has been placed on secondary data sources such as books, journals, newspapers and online database.

### ➤ **Meaning of Peace**

Peace has both internal and external dimensions to it and hence a comprehensive answer should take cognizance of both these dimensions. One of the comprehensive answers is as follows:

Peace is the behaviour that encourages harmony in the way people talk, listen, and interact with each other and discourages actions to hurt, harm, or destroy each other. The internal

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dimension of peace has been emphasised in the preamble to the UNESCO constitution where it is stated that "Since wars begin in the minds of men, it is in the minces of men that the defence of peace must be constructed". In order to gain a holistic view, peace can be classified under the following heads.

### **I. Positive Peace and Negative Peace**

Peace means not only the absence of open violence and war but the elimination of violence in all forms such as violent conflicts, threat to life, social degradation, discrimination, oppression, exploitation, poverty, deprivation, injustice and so on. Peace cannot become a reality as long as inherently violent social structures exist in society. This perspective naturally implies that peace is an external phenomenon, something out there. There is a different perspective which holds that peace is, predominantly, an inner factor. It would say: 'peace is within you'. It suggests that peace could and should be explained in positive terms. Presence of health, contentment and (economic) wellbeing.

### **II. Inner Peace, Societal Peace and Cosmic Peace**

**1. Inner Peace:** It indicates harmony and peace within oneself achieved through a proper integration of the physical, mental and spiritual dimensions of the human personality which includes good health, and absence of inner conflicts, joy, sense of freedom etc.

**2. Societal Peace:** Interpersonal peace i.e., peace among fellow human beings, harmony arising from healthy human relationships at all levels, which includes reconciliation, resolution and transformation of conflicts, love, friendship, unity, mutual understanding, acceptance, co-operation, brotherhood, tolerance of differences, community- building, human rights, morality etc.

**3. Cosmic Peace or Peace with Nature:** Achieving and maintaining harmony with our natural environment and mother earth.

#### **➤ The importance of Peace Education in Modern Era**

Values which are related to peace education are the concepts that describe human behaviour. They are desirable ideals and goals, which are intrinsic and when achieved, in fact, evoke a deep sense of the fulfillment. These days in continuous changing conditions, values and peace education are left far behind and there is gross erosion of values of individual to keep pace with the society in order to fulfill one's desire to be at the top. The erosion of human values of truth, co-operation, non violence, peace, love, and respect for parents, elders, authority and hard work is leading to the decay of moral and social fabric of society at a speed never witnessed in the history of civilization. Our stress is too much on standards of living and not on standards of life. Though the problem of decreasing values extends to the whole range of human activities, education field is regarded as the proper place to inculcate positive values.

Indian culture is deeply rooted in spiritual and ethical values, unless these values find their way into the life of students, education will lose its significance and will not fulfill its aim. Though we have made progress in knowledge but still we are not above the levels of our past generations in ethical and spiritual life. In some, we have declined from their standards. Today we have been successful in making professionals but not the human beings. Thus, inculcation of human values is to be stressed up on in our system of modern education to prevent and combat world terrorism, tension, diversities, self-centered vision and violence. Through quality education as well as peace and value education helps in restoring of humane values viz., Social,

Moral, Spiritual, Environmental, Economical, Political and Work values are possible. The main aim of value education is to reform attitude and behaviour, to promote healthy lifestyle, to shape the high moral character and to develop refined personality of younger generation, who can prove themselves as the best citizen of a nation.

➤ **The importance of Yoga and Fitness in Modern Era**

Radioactivity and radiation existed long before the evolution of the life on the earth, excessive radiation exposure is, no doubt, harmful and can cause genetic disorder, which may even be fatal. Further the slew of free radical production is conventionally attributed to too much urbanization, pollution and junk food. Apart from radioactive exposure and oxygen free radicals, many wrong habits and irregularity in lifestyles may lead to poor state of fitness and ultimately results in various health hazards. Therefore, there is a need to develop systematic strategy to educate the common people and making them conscious to prevent their fitness and health.

Yoga is of great relevance to mind-body medicine because of the way it looks at life. The yogic view of life is the best prescription even written for lasting peace and joy, which are independent of external events and circumstances. Emotion is a Rajas guna of Prakriti, which is responsible for many types of disease. Negative emotions like anger, fear, greed, jealousy give rise to somatic illness where on the other hand positive emotions like love, compassion, friendship, affection etc. give the strength to combat the stress. Illness due to negative emotions includes hyper acidity, hypertension, insomnia, menstrual disturbances, loss of appetite etc.

Yoga plays a vital role as the ancient Indian healing art. Classical Yoga is a science of human psychology. It works on three-facet viz. mental, physical & social states resulting in improved health, lesser greed for possession & efficient management of human life. In traditional parlance, holistic health was called fulfillment of four Purusharthas viz., Dharma, Artha, Kaama, and Moksha through practice of Swadharama. Dharma refers to accuracy in perception, affect and conation. This leads to Artha i.e., acquisition of material gains, followed by Kaama i.e. satisfaction of the mundane desires (which are not against the Dharma i.e., principles of global welfare). Kaama is followed by Moksha i.e., liberation from all sorts of bonds. Thus, it must be appreciated that for most of us holistic health refers to ever increasing and appropriate satisfaction of physical, instinctual, emotional, intellectual needs and fulfillment and happiness arising from it.

➤ **Yoga Education and Well Being**

The Indian concept of education is more inclined towards spiritual development, receiving knowledge and disciplining the mind as well. Swami Vivekananda viewed education as "manifestation of divine perfection already existing in man." He said, we want that education by which character is formed, strength of mind is increased, and the intellect expounded and by which one can stand on one's own feet. In the light of the above goal of education, it becomes relevant to assign the role to Yoga to fulfill this goal.

In modern times, education is much inclined towards Western bent of "Learn only to earn." But education can't become only the source to livelihood, because human life has more precious and gracious purpose. The value-based education leads us steadily towards that purpose.

The basic Sanskaras of Ahimsa, Satya, Asteya, Aparigraha, and Bramhamacharya form the foundation of values which are the part of Ashtanga Yoga. The Yama- Niyama concept, if deeply rooted in early primary education would mould the soil to the desired shape at the

right time. The Asanas, Pranayamas, Kriyas, Bandhas, Mudras are not only beneficial for body but also for the mind. The healthy mind resides in healthy body. When integration of body, mind and spirit is achieved, one's personality blossoms. The number of such personalities can be created with the help of Yoga education. In fact, Yoga is a bridge between body, mind and spirit. Since its practice smoothly coordinate the functions of the bones, muscles, blood, brain etc., which help to improve health, and as they train human mind, which is immaterial and intangible, for modifying proper attitude, behaviour and values may establish mental peace. Thus, investigation in this direction has significant relevance to our society.

#### ➤ **Conclusion**

Within limitations, the present investigation draws following conclusions:

- Yoga contributes to maintain one's Health Related Fitness.
- Yoga can be used as a therapy to control different psychosomatic disorders.
- Peace education is very much important as it is related to Yoga education
- Thus, "Traditional Yoga" is a system of Health for enriching Health Related Fitness and Value and peace Education.

The above study laid its focus on attitude towards yoga and peace of mind of students the present era. It is observed that Yoga education inculcated with peace education have a positive attitude towards yoga as well as peace of mind of the students. Hence, researcher can conclude that if the family, school authority or government take some active initiatives to promote any one that will influence another to grow up and become proper in all respects.

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## **A Study on Frustration among Adolescence in Higher Secondary School Students in Kanchipuram District**

### **Name of the Author**

**MR.A.ANTONY PRABAKAR M.SC., M.PHIL.,M.ED.,M.PHIL.PH.D (EDN).\***

#### **Abstract**

This study deals with the student's Frustration. The Higher Secondary Students constitute the population of the present study. In the study a sample of 150 students from class plus one were selected randomly from the city of Kanchipuram. The sample includes Government School, Government Aided and Unaided Higher Secondary Schools. Since the present study deals with the existing condition, it is a descriptive or survey. Survey method is a method is collecting and analyzing data obtained from large number of respondent representing a specific population collected through highly structured and detailed questionnaire. Data are gathered, tabulated, classified, interpreted, compared, evaluated and then generalizations are made. Everything proceeds towards understanding and solving or reducing educational problems. To find out the significant difference in the frustration among higher secondary school students based on gender. To find out the significant difference in the frustration among higher secondary school students based on type of school. There is significant difference in the frustration among higher secondary school students based on gender. There is significant difference in the frustration among higher secondary school students based on type of school. In the present study, the statistical measures were used mean, standard deviation, correlation coefficient, t-test and chi-square test.

**Keywords:** Frustration, Sample, Survey method, Population, Objectives, Statistical Techniques, Hypothesis.

#### **INTRODUCTION**

In psychology, frustration is a common emotional response to opposition. Related to anger and disappointment, it arises from the perceived resistance to the fulfillment of individual will. The greater the obstruction, and the greater the will, the more the frustration is likely to be. Causes of frustration may be internal or external. In people, internal frustration may arise from challenges in fulfilling personal goals and desires, instinctual drives and needs, or dealing with perceived deficiencies, such as a lack of confidence or fear of social situations. Conflict can also be an internal source of frustration; when one has competing goals that interfere with one another, it can create cognitive dissonance. External causes of frustration involve conditions outside an individual, such as a blocked road or a difficult task. While coping with frustration, some individuals may engage in passive-aggressive behavior, making it difficult to identify the original cause(s) of their frustration, as the

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responses are indirect. A more direct, and common response, is a propensity towards aggression.

### **Types of Reactions to Frustration**

The reactions to frustration are also known as Defense Mechanisms. These defense mechanisms are so called as they try to defend individuals from the psychological effects of a blocked goal. When some employees get frustrated, they become tensed and irritable. They experience an uneasy feeling in their stomach and also show various other reactions of frustration.

Following are the various types of reactions to frustration:-

1. **Withdrawal:** Behaviours such as asking for a transfer or quitting a job.
2. **Fixation:** An employee blames others and superiors for his problems, without knowing complete facts.
3. **Aggression:** Acting in a threatening manner.
4. **Regression:** Behaving in an immature and childish manner and may self-pity (to feel sorry for oneself).
5. **Physical Disorder:** Physical ailments such as fever, upset stomach, vomiting, etc.
6. **Apathy:** Becoming irresponsive and disinterested in the job and his co-workers.

### **Objectives of the Study**

1. To find out the significant difference in the frustration among higher secondary school students based on gender.
2. To find out the significant difference in the frustration among higher secondary school students based on type of school.

### **Hypothesis**

1. There is no significant difference in the frustration among higher secondary school students based on gender.
2. There is no significant difference in the frustration among higher secondary school students based on type of school.

### **Need For the Study**

Frustration of different aspects such as physical, mental and social. It is therefore important that such problems should be identified as early as possible and solutions to these problems should be worked out. If the problems are correctly identified and solved, we could help students to achieve normal growth and development and also enable them to make positive contribution to the society.

### **Method**

Since the present study deals with the existing condition, it is a descriptive or survey. Survey method is a method is collecting and analyzing data obtained from large number of respondent representing a specific population collected through highly structured and detailed questionnaire. Data are gathered, tabulated, classified, interpreted, compared, evaluated and then generalizations are made. Everything proceeds towards understanding and solving or reducing educational problems.

### **Sample**

The Higher Secondary Students constitute the population of the present study. In the study a sample of 150 students from class plus one were selected randomly from the city of Kanchipuram. The sample includes Government School, Government Aided and Unaided Higher Secondary Schools.



**Description of the Tools**

To test the hypotheses framed, the following tools have been used.

1. The Frustration inventory scale by Shazia Gulzar, 2012.

**Statistical Techniques Used**

The data collected by the investigator from the sample were analyzed statistically. In the present study the relevant data collected were the scores secured by 150 higher secondary school students in Scale of frustration. These data were analyzed by employing the following statistical tools to arrive at meaningful conclusions.

1. Descriptive analysis
2. Differential analysis
3. Relational analysis

**HYPOTHESIS - 1**

There is no significant difference in the frustration of higher secondary school students based on gender.

**Table 1: SHOWING THE INFLUENCE OF GENDER ON FRUSTRATION AMONG ADOLESCENCE HIGHER SECONDARY SCHOOL STUDENTS**

SI.NO	NATURE	N	MEAN	S.D	SEMD	C.R	L.S
1	Male	150	22.35	4.075	0.333	6.380	0.01
2	Female	150	25.09	3.305	0.270		

From the above table it is clear that the obtained C.R value (6.380) is greater than the table value (1.96). Hence the hypothesis is not accepted. There is significant difference in the frustration of higher secondary school students based on gender.

**Hypothesis - 2**

There is no significant difference in the frustration of higher secondary school students based on types of school.

**Table 2: ANOVA SHOWING THE DIFFERENCE BETWEEN TYPES OF SCHOOL ON FRUSTRATION AMONG ADOLESCENCE HIGHER SECONDARY SCHOOL STUDENTS**

SLNO	NATURE	SUM OF SQUARES	DF	MEAN SQUARE	F	L.S
1	Between groups	412.220	2	206.110	14.403	0.01
2	Within groups	4250.260	297	14.311		
3	Total	4662.480	299			

It can be inferred from the above table that the obtained 'F' value is greater than the table value. So the hypothesis is not accepted. Hence there is significant difference in the frustration of higher secondary school students based on types of school..

**Major Findings**

- It was found that the obtained C.R value (6.380) is greater than the table value (1.96). Hence the hypothesis is not accepted. There is significant difference in the frustration of higher secondary school students based on gender.
- It was found that the significant difference occurred for both the personality types based on the different type of school. Hence, the null hypothesis is accepted.

### **Educational Implication**

The study is useful to the teachers who can help their students in developing self concepts through various curricular and co-curricular activities. This will help them to develop their relationship as well as qualities of co-operation and co-existence. Such relationships help in collaborative study environment in which they may enhance their academic achievement without any stress. The school administration may be able to device suitable small group activities wherein more freedom and autonomy is provided to students which help in the emergence of self concepts. They may be able to develop leadership qualities as well as qualities of co-operation and good will. Such relationships help in collaborative study environment in which they may enhance their academic achievement apart from healthy peer development.

### **Suggestion for Further Research**

1. This study may be extended for the higher secondary students as they are in their adolescence period.
2. Students attitude towards their education and their personality factors could be studied.
3. Student's level of aspiration and their personality could be studied.
4. This study may be extended, including other related variables, like adjustment, personality problem attitude etc in relation to school students.

### **Conclusion**

In psychology, frustration is a common emotional response to opposition. Related to anger and disappointment, it arises from the perceived resistance to the fulfillment of individual will. The greater the obstruction, and the greater the will, the more the frustration is likely to be. Causes of frustration may be internal or external. In people, internal frustration may arise from challenges in fulfilling personal goals and desires, instinctual drives and needs, or dealing with perceived deficiencies, such as a lack of confidence or fear of social situations. Conflict can also be an internal source of frustration. In this study it is concluded that the Frustration performance is not shaped. It was found that school student's day today life experience developed Frustration preference to a large extent.

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## **Demographic Dividends: India Vs China**

**Dr Kanwaljit Kaur\***

### **Abstract**

India and China are the two most populated countries of the world. China and India together account for 36.41% of total world population and among Asian countries the share is 61.07%. India is all set to exceed China in total population by 2025. But India will be in advantage in getting demographic dividend by 2030 as its working population will be youngest in the world. India can get the benefits for its economic development and for World; it will become a huge market and potential global workforce. There is problem of falling standards of education, human development, and job creation in the country. To reap these benefits India has to focus on education especially skilled and technical training, health care facilities and more women in the workforce. Currently, China has an advantage in these three parameters. India has to focus on these parameters to get ahead of China and to harvest the benefits of rising working population. Otherwise demographic dividend might lead to disaster.

**Key Words:** Demographic Dividend, Skills, Women workforce, Health facilities.

### **Introduction**

Demographic dividend, as defined by the United Nations Population Fund (UNFPA) means, “the economic growth potential that can result from shifts in a population’s age structure, mainly when the share of the working-age population (15 to 64) is larger than the non-working-age share of the population (14 and younger, and 65 and older).” In other words, it is “a boost in economic productivity that occurs when there are growing numbers of people in the workforce relative to the number of dependents.” UNFPA stated that, “A country with both increasing numbers of young people and declining fertility has the potential to reap a demographic dividend.”

Demographic dividend is a period of about 20 to 30 years – when fertility rates fall due to major fall in child and infant mortality rates. This will reduce the proportion of non-productive dependents. It is accompanied by rise in average life expectancy which help in raising the population that in the working age-group. This very factor spurs economic growth.

India and China, the world’s most populous nations have much in common. They have more than 1 billion populations. Both have sustained an annual gross domestic product growth rate over the past decade: 7 percent for India and 9 percent for China. Both are world’s most successful in controlling global recession. But there are demographic contrasts between the two nations and they will become more severe in the coming decade. These differences between China’s and India’s demographic paths will determine future prospects.

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### **Review of Literature**

Bailey, (2006) opined that India's dependency ratio, as measured by the share of the young and the elderly as a fraction of the population, will come down more sharply in the coming decades. More working age people imply more workers, especially in the productive age groups, more incomes, more savings, more capital per worker, and more growth. As demographic change is associated with fertility declines, the transition period will be accompanied by greater female participation in the labour force.<sup>1</sup>

Aiyar and Mody (2011) found in their study that the high growth states (Tamil Nadu, Karnataka, and Gujarat) in the period 1991-2001 had a dependency ratio which was 8.7 percentage points lower than that of the low growth states (Bihar, Madhya Pradesh, and Uttar Pradesh) and an average annual growth rate that was 4.3 percentage points higher. They argued that the low growth states will benefit more from the demographic dividend, as higher incomes and lower fertility alter demographics. Over the period 2001-11, the low growth states have grown at an average of 5 per cent annually. The difference between their growth and the growth of the leaders in the period 2001-11 is just 1.5 percentage points. Demographic transition seems to be correlated with growth. Lower dependency ratios increase growth and higher growth reduces fertility and consequently dependency ratios.<sup>2</sup>

Feyrer, (2007) gave another reason for cheer. Cross-country evidence suggests that productivity is an increasing function of age, with the age group 40-49 being the most productive because of work experience. Nearly half the additions to the Indian labour force over the period 2011-30 will be in the age group 30-49, even while the share of this group in China, Korea, and the United States will be declining. India will be expanding its most productive cohorts, while most developed countries and some developing countries like China will be contracting theirs in the coming decades.<sup>3</sup>

The U.S. Census Bureau predicts that India will surpass China as the world's largest country by 2025, with a large proportion of those in the working age category. As per Population Reference Bureau, India's population in 2050 is projected to be 1.692 billion people. Over the next two decades the continuing demographic dividend in India could add about two percentage points per annum to India's per capita GDP growth. Extreme actions are needed to take care of future basic minimum living standards including food, water and energy.

A 2011 International Monetary Fund Working Paper found that substantial portion of the growth experienced by India since the 1980s is attributable to the country's age structure and changing demographics.

But the question is how this large workforce will get productive jobs? Will there be enough productive jobs? To answer this question, we have to understand the similarities and difference between India's growth path and that of other populous fast growing Asian economies. Before making any conclusion, we have to keep in mind two things.

First, countries differ and do not necessarily follow similar trajectories.

Second, the global environment has changed. The opportunities India faces now are different from others. Blindly replicating them may be unwise.

### **Objectives of the study**

- 1 To know about demographic dividend and its advantage.
- 2 India's position in relation to China.
- 3 Challenges of Demographic dividend

### **Research Methodology**

Secondary data has been used which is taken from various books, journals and websites. Total population and Total fertility rates have been shown with the help of graphs.

### **Discussion**

India is a young nation with 605 million people below the age of 25. In the age group of 10-19, we have 225 million. This means that for the next 40 years we would have a youthful, dynamic and productive workforce when the rest of the world, including China, is aging. The International Labour Organisation (ILO) has predicted that by 2020, India will have 116 million workers in the age bracket of 20 to 24 years, as compared to China's 94million.

It is estimated that the average age in India by the year 2020 will be 29 years as against 40 years in the USA, 46 years in Europe and 47 years in Japan. In fact, in 20 years the labour force in the industrialised world will decline by 4%, in China by 5%, while in India it will increase by 32%. IMF had reported in 2011 that India's demographic dividend has the potential to add 2 percentage points per annum to India's per capita GDP growth over the next two decades

The office of the Registrar General of India and Census Commissioner released 'single year age data' for the 2011, which refers to the number of people at each year of age in the population. The data shows that India's working age population (15-64 years) is now 63.4% of the total, as against just short of 60% in 2001. The numbers also show that the 'dependency ratio' — the ratio of children (0-14) and the elderly (65-100) to those in the working age — has shrunk further to 0.55. Even as the western world is ageing, these new numbers show that India's population is still very young.

### **Main features of Census 2011**

- a) India's working age population (15-64 years) is now 63.4% of the total population, as against just short of 60% in 2001.
- b) India's youth bulge is now sharpest at the key 15-24 age group, even as its youngest and oldest age groups begin to narrow.
- c) 'Dependency ratio' - the ratio of children (0-14) and the elderly (65-100) to those in the working age - has shrunk further to 0.55.
- d) India's median age has risen from around 22 years in 2001 to over 24 years in 2011.
- e) India is poised to become the world's youngest country by 2020, with an average age of 29 years, and account for around 28% of the world's workforce.
- f) In comparison, during the same period, the average age is expected to be 37 years in China and the US and 45 years in Western Europe.

The International Labour Organisation (ILO) has predicted that by 2020, India will have 116 million workers in the work-starting age bracket of 20 to 24 years, as compared to China's 94 million. In 20 years the labour force in the industrialised world will decline by 4%, in China by 5%, while in India it will increase by 32%. In East Asia demographic dividend occurred from 1960s to 2000s. Demographic dividend played a role in the "economic miracles" of the East Asian Tigers as well as Ireland. It has been linked as a contributing factor to the economic boom of the 1990s, also called the Celtic Tiger.

At this moment, India's competitive advantage is its demographic dividend. This simply means that more people will contribute to growth of the economy. According to the United National population research, during the last four decades, the countries of Asia and Latin America were the main beneficiaries of the demographic dividend. Advanced countries of

Europe, Japan and USA have an ageing population because of low birth rates and low mortality rates. Neither the least developed countries nor the countries of Africa have experienced favourable demographic conditions according to the research by UN population division. According to a World Bank global development report, China's one child policy has reversed the demographic dividend it enjoyed since the mid 1960s.

#### Advantages of Demographic Dividend

**Increased labour supply:** The first and foremost advantage of demographic dividend is that regular labour supply will be available. But it depends on the ability of the economy to absorb and productively employ the extra workers rather than be a pure demographic gift.

**Increase in saving:** As the number of dependents decreases individuals can save more. This increase in saving rates increases the stock of capital in developing countries.

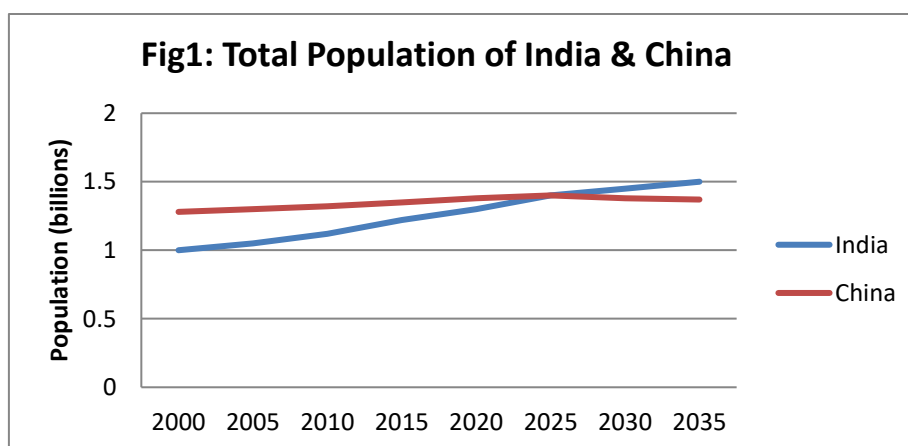
**Human capital:** Decrease in fertility rates result in healthier women. This will help the parents to invest more resources per child, leading to better health and educational outcomes.

**Increase in domestic demand:** With GDP per capita rising and falling dependency ratio will result in raising domestic demand leading to higher growth.

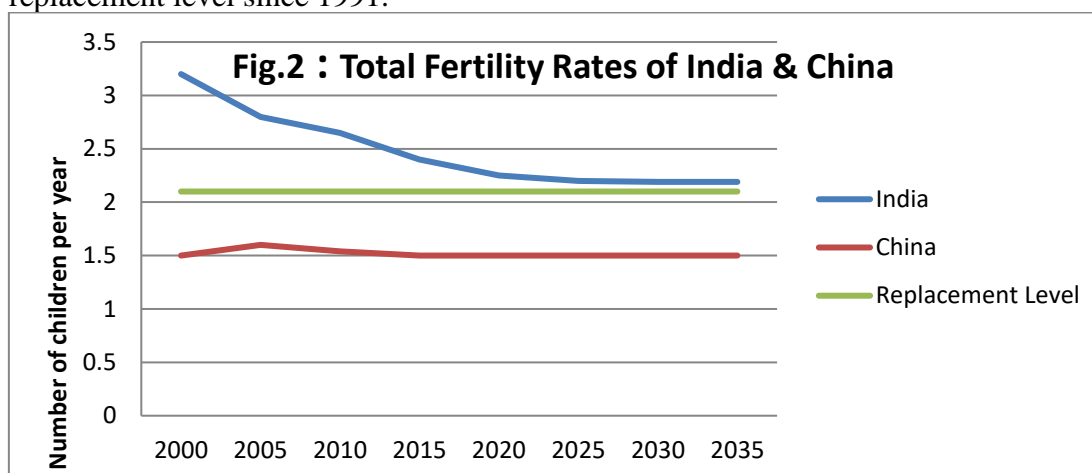
India is blessed with the demographic dividend in the form of young population. To get the advantage of this young population, we have to provide education and skills to the population i.e; we have to convert population into human development. Education is the most important tool for realising the full potential of our youthful nation. Sound basic education is a prerequisite to empower each individual in the quest to pursue the economic opportunities. If we succeed in our mission, there will be prosperity and we might become the workhorse of the world. Other countries' ageing populations turn to us for the provision of goods and services. If we fail, our demographic dividend risks become a demographic disaster.

#### Trends in Population Growth and changes in population age distribution

India's Population is growing more rapidly than China: Although India's population is currently less than China, but its current rate of population growth (1.55% annually) is more than double China's (0.66%). By 2025, India's population is projected to equal China's (about 1.4 billion in each country) and will surpass China and making India the world's most populous nation. India's population is expected to continue increasing till 2050, whereas China is expected to peak at about 1.4 billion in 2026 and will decline after that.



This contrast is due to difference in fertility. Because of China's one child policy, the fertility rate is much lower in China. In 2010, the total fertility rate in China was 1.54 as compared to 2.65 in India. Total fertility rates in India are expected to decrease very gradually to replacement level by 2035. In China, the total fertility rate is below replacement level since 1991.



### China's population is Older than India

India and China's population-age distribution differ significantly. Average age of Chinese population is higher than India's. In 2010, China's majority population was in the age group 20-24, 35-39, and 40-44. By 2035, China's population will be tilted towards older age groups and India's population will be in the age groups below 50. Due to this changing age composition, the two countries will experience different patterns in the percentage of population of working age (15-64). In China, this percentage was achieved in 2010, at 73 percent, and is declining now. By 2035, it is expected to fall to 60 percent. By contrast, India's working-age population as a share of the total population is gradually increasing. From its 2010 level of 65 percent, the percentage of people of working age is expected to increase gradually to about 68 percent around 2030.

### Reaping Demographic Dividend

When a growing share of a country's population reaches working age, conditions will be ripe for the country to reap a "demographic dividend" — that is, to realize income growth and savings because a higher proportion of its population is able to contribute positively to the economy. So for the next several decades, China's demographics will not be more favourable for supporting economic growth than they are now. China is now entering an era of rapidly aging population which will lead to rising ratios of dependents to workers and rising health costs of elderly. It will constrain economic growth. Savings rates may fall as population begins to use savings for retirement, thus reducing the flow of private capital into investments, while the government also diverts more of the budget from public investment to pension and health payments. The elderly in China rely on family members to care for them in old age. If adult children spend more time and money in taking care of their elderly parents, the forecasted rates of economic growth cannot materialize.

In India, by contrast, the demographic opportunity is wide open. India will have an important demographic advantage — an increasing percentage of working-age people — that will produce favourable conditions for a demographic dividend until around 2030, when the ratio of working-age people to dependents is expected to peak.

However, reaping the demographic dividend is not so simple. It requires focused social and economic policies and institution which can absorb the rising population. Reforms in the health and education sector, financial inclusion and adequate employment opportunities are essential pre-requisites to ensure that India's young population is truly an asset.

The Planning Commission of India, in its 12th Plan, indicates that with the "demographic dividend" the global economy will face skilled man power shortage to the extent of around 56 million by 2020. To reap the benefits of "demographic dividend", the Eleventh Five Year Plan had favoured the creation of a comprehensive National Skill Development Mission. Various strategies for the 12th Plan – improved access to quality education, better health care, enhancing skills and faster generation of employment are being finalized.

#### **Other Factors Affecting Economic Growth**

Whether China is able to sustain economic growth in the face of its demographic changes and whether India is able to reap its demographic dividend in the coming decades will depend on the socioeconomic and policy environments in each country. Some of the conditions are listed below.

**Education:** People need the skills and training to make them productive workers. China's population has higher average levels of literacy and education than India's. If India invests in human capital, then she will be able to overcome its current educational disadvantage through productive employment of its growing younger workers.

**Population health and the health care system:** People also need good health and access to quality health care to work productively. China's population is generally healthier than India's, and China has the benefit of a more developed health care system. But, China's population is aging more rapidly than India's, and therefore health care costs will be rising.

**Women in the Workforce:** An important factor to future economic growth in both countries will be the degree to which women participate in the workforce. In China in 2009, 67 percent of women aged 15 or older participated in the labour force, compared with only 33 percent in India. In addition, the gender gap in education is smaller in China than in India. As a consequence, China is currently better positioned than India to benefit from women's participation in the workforce. India's situation can also be viewed as an untapped segment of society. Women's inclusion in the labour market will expand the labour force and create a rapid expansion of the GDP growth rate.

**Infrastructure:** A well-developed infrastructure can reduce transaction costs, enable economic efficiency, increase the productivity of labour, and ease the limitations of societal aging by extending productivity into later years. Building such infrastructure can also provide employment opportunities. As a result of recent, systematic investments, China ranks considerably ahead of India on many dimensions of infrastructure, especially those related to communications and energy.

**Foreign Trade and sound Financial System:** Other factors that contribute to economic growth include openness to trade, which adds productive and rewarding jobs, and a sound financial system to promote savings and investment. China ranks ahead of India on these dimensions also.

#### **Concerns for India**

Demographic Dividend is a limited time window, in which all the appropriate policy framework has to put in. These policy frameworks related to job creation, education and health standards, skill development, quality of jobs, social security.



### **Job Creation**

India needs to create at least 1 million jobs every month to be able to provide employment for the population entering working age group and for those moving out of agriculture. The job creation has to be specific to the needs of Indian population. As young people and agriculturalists enter the workforce, they would need low and medium skilled jobs. India's relatively undeveloped manufacturing sector has to create the jobs for this group.

The employment intensity in service sector is less as compared to manufacturing sector. The manufacturing sector has to thus be the driver of job creation. Keeping these things in mind, Our Prime Minister has taken initiative for 'Make in India' Programme.

### **Quality of Jobs**

About 92% of India's are informal workers. Informal employment is insecure, poorly paid and has no social security. There's also a difference between wages of regular workers and informal or contract workers.

### **Education**

India's literacy rate, according to Census 2011, is around 74 per cent; the level is well below the world average literacy rate of 84%. Further, the 2011 census indicated a 2001–2011 decadal literacy growth of 9.2%, which is slower than the growth seen during the previous decade. There is a wide gender disparity in the literacy rate in India: effective literacy rates (age 7 and above) in 2011 were 82.14% for men and 65.46% for women. ASER 2014 finds that in Std III, only a fourth of all children can read a Std II text fluently; 25.3% of Std III children could do a two digit subtraction.

The situation in higher education is very poor. The gross enrolments rate is below 20%. The overall quality of the higher education system is well below global standards. The quality of vocational training is weak too. In last decade, the number of private ITIs increased from 2,000 to about 10,000 in 2013, but there are concerns about the quality of its trainees.

Only 16 per cent of Indian firms carry out any in-firm training themselves, as against 80 per cent of Chinese firms. Most of firms are micro, small and medium size and do little training that is informal or no training.

### **Human Development**

India ranks 135 on the global Human Development Index rankings. The ranking is based on a collective index of life expectancy, education and income standards of population. India ranks lowest among the BRICS countries and even lower than few of its neighbours like Sri Lanka.

How much of the demographic dividend we are able to realize ultimately depends on India's performance on key indicators like the number of quality jobs created, the education levels, the social security net available. To achieve the outcomes, we have to go beyond the key indicators and work on certain fundamental aspects. The economic fundamentals, the quality of public service delivery, the governance of the country are the fundamental aspects, which will help us in achieving the desired results. We have to include the people, the civil society, the businesses and the institutions of the country. To realize India's demographic dividend, the whole nation has to play its role in achieving the desired outcomes.

### **Conclusions**

From an economic perspective, China's demographic characteristics are currently optimal for supporting economic growth, but in coming decades China will have to deal with a

rapidly aging population and a shrinking working-age population. By contrast, India has two more decades before its demographic window begins to close. Whether India will be able to reap a demographic dividend will depend on its ability to meet the challenges of improving its educational system and closing gender gaps in education, improving its health care system, enhancing its infrastructure, and incorporating more women into the workforce. India has one of lowest female workforce participation rates in the world, and one of the least educated populations in Asia. Increasing educational attainment and women's involvement in the workforce would give India's economy an additional point for growth. The rate of qualitative labour force must exceed the rate of population growth.

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## गौतम बुद्ध के ज्ञान का समाज में योगदान

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दीप नरायन भाोधार्थी\*\*

बौद्ध धर्म के संस्थापक सिद्धार्थ गौतम बुद्ध का जन्म ई0पू0 563<sup>1</sup> वर्ष में कपिलवस्तु के समीप लुम्बनी नामक वन में हुआ था। इनकी माता का नाम माया देवी तथा पिता का नाम शुद्धोधन था। गौतम बुद्ध के जन्म के सात दिन बाद उनकी माँ की मृत्यु हो गयी तो इनका पालन पोषण उनकी मौसी एवं विमाता महाप्रजापति गौतमी ने किया। गौतम बुद्ध को संसार से विरक्त तथा अधिक विचार मग्न देखकर पिता शुद्धोधन ने इनका विवाह 16 वर्ष की आयु में शाक्य कुल की राजकुमारी यशोधरा से कर दिया। विवाह के 12 वर्ष पश्चात उन्हें एक पुत्र पैदा हुआ, जिसे राहुल नाम दिया गया।

सिद्धार्थ अल्पायु से ही बहुत चिन्तनशील थे। मज्झिम निकाय से ज्ञात होता है कि एक बार सिद्धार्थ अपने सारथी के साथ नगर भ्रमण पर निकले और रास्ते में चार दृश्य देखे एक बुद्ध व्यक्ति, एक व्याधिग्रस्त व्यक्ति, एक मृतक एक प्रसन्नचित्र सन्यासी<sup>2</sup> इन चारों दृश्यों को देखकर उनको संसार से विरक्ति हो गयी। और वे एक रात चुपके से घर से निकल गये। इसे ही 'महाभिनिष्क्रमण' कहते हैं। घर त्यागने के बाद सर्वप्रथम वैशाली गये वहाँ के प्रसिद्ध आचार्य आलार कलाम से शिष्यता ग्रहण किये तत्पश्चात् सत्य की खोज के लिए राजगृह आये और वहाँ उदक रामपुत्र के आश्रम में पहुँचे और वहाँ भी कुछ योग की विधियाँ सीखी लेकिन उन्हें फिर भी सन्तोष नहीं हुआ। इसके पश्चात् उन्होंने बोध गया के पास छः वर्षों तक कठिन तपस्या किये। इस तपस्या के बारे में वह स्वयं कहते हैं<sup>3</sup> "मेरा शरीर दुर्बलता की चरम सीमा तक पहुँच गया था। जैसे अस्सी साल वाले की गाँठें, वैसे मेरे अंग प्रत्यंग हो गये थे। शाल वृक्ष की पुरानी-कड़ियों टेढ़ी-मेढ़ी होती है वैसे ही मेरी पसलियाँ हो गयी थी। जैसे कच्ची तोड़ी कड़वी लौकी हवा धूप से चुचक जाती है वैसे

मेरे शरीर की खाले चुचक मुझा गयी थी। यदि मैं पेशाब करने उठता तो वहीं बहराकर गिर जाता। लेकिन मैं इस तपस्या से इस चरम दर्शन को न पा सका। अंत में उन्होंने कठिन तपस्या का मार्ग त्याग करके सुजाता<sup>4</sup> के हाथों खीर खाकर नये प्रकाश की खोज पर विचार करना प्रारम्भ कर दिया। इनके साथ जो पाँच भिक्षु रहा करते थे वे भी इनके द्वारा स्थूल आहार ग्रहण करने की वजह से नाराज होकर ऋषिपत्तन (सारनाथ) चले गये। सिद्धार्थ ने गया में एक अश्वत्थ वृक्ष (पीपल) के नीचे ध्रुव समाधि लगायी और निश्चय किया कि चाहे मेरी मृत्यु क्यों न हो जाये लेकिन जब तक मुझे ज्ञान प्राप्त न हो जायेगा तब तक मैं अपनी समाधि का भंग नहीं करूँगा और वे सौ बिजलियों की कड़क से भी न छूटने वाला अपराजित आसन लगाकर बैठे गये।<sup>5</sup> सिद्धार्थ जब तपस्या करने बैठे तो उनके मन में अनेक विचार आना आरम्भ हो गया। वे उन पर विचार करते "तू महान चक्रवर्ती राजा होने वाला है और तुझे सब ऐश्वर्य प्राप्त होंगे उस राजभोग का उपभोग कर और इस प्ररिश्रम से क्या होगा? व्यर्थ का दुःख और पीड़ा होगी।" सिद्धार्थ को वैशाख पूर्णिमा के दिन ज्ञान प्राप्त हुआ। इसी दिन से वे तथागत हो गये परन्तु संसार उन्हें बुद्ध के नाम से ही अधिक जानता था। संसार उन्हें बुद्ध के नाम से ही अधिक जानता था। उनके ज्ञान प्राप्त से सम्बन्धित होने के कारण गया, बोधगया और वह वट वृक्ष जिसके नीचे ज्ञान प्राप्त हुआ बोधिवृक्ष<sup>6</sup> के नाम से प्रसिद्ध हुआ।

बुद्ध का ज्ञान दर्शन था-दुःख है, दुःख का कारण है, दुःख का निरोध है, और दुःख निरोध के मार्ग है। सिद्धार्थ ने 29 वर्ष की अवस्था में घर छोड़ा। छः वर्ष तक योग-तपस्या करने के बाद 36 वर्ष की आयु में ज्ञान प्राप्त हुआ। ज्ञान प्राप्त करने के बाद बुद्ध हो गये। 45 वर्ष तक उन्होंने अपने धर्म का उपदेश दिया। 80 वर्ष की आयु में ई0पू0 483<sup>7</sup> कुशीनगर में निर्वाण प्राप्त हो गया।

ज्ञान प्राप्ति के बाद गौतम बुद्ध ने सबसे पहले ज्ञान का उपदेश उन पाँच भिक्षुओं को दिया जो कायाकष्ट की साधना त्यागने के कारण पतित समझ कर उन्हें छोड़ कर चले गये थे। बुद्ध का प्रथम उपदेश उसी शंका का समाधान के लिए था जिसके कारण कायाकष्ट की साधना छोड़कर आहार आरम्भ करने वाले गौतम को वह छोड़कर आये थे। बुद्ध ने कहा<sup>8</sup> "भिक्षुओं! इन दो चरमपंथों को नहीं सेवन करना चाहिए। (1) काम सुख में लिप्त होना, (2) शरीर पीड़ा में लगना। इन दोनों अतियों को छोड़कर मैंने मध्यम मार्ग खोज निकाल लिया है जोकि प्रकाश देने वाला, ज्ञान का बोध कराने वाला तथा शान्ति देने वाला है। वह मध्यम मार्ग यही आर्य अष्टांगिक मार्ग है जैसे कि सम्यक् दृष्टि, सम्यक् संकल्प, सम्यक् वचन, सम्यक् कर्म, सम्यक् जीविका, सम्यक् प्रयत्न, सम्यक् स्मृति और सम्यक् समाधि है।

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\*\* "पं0 जवाहर लाल नेहरू महाविद्यालय, बाँदा, उत्तर प्रदेश"

### गौतम बुद्ध की समस्या दुःख थी

गौतम बुद्ध की समस्या ईश्वर का ज्ञान प्राप्त करना नहीं था कि बल्कि उनकी समस्या यह थी कि जीवन में दुःख क्यों है, यह जानना था और इस समस्या से कैसे छुटकारा पाया जाय यह उपाय खोजना था। राजा के पास सभी सुख-सुविधाएँ होते हुए भी वह अन्दर से दुःखी है। गौतम बुद्ध सत्य के विषय में कहते हैं—जन्म भी दुःख है, बुढ़ापा भी दुःख है, मरण भी दुःख है, शोक भी दुःख है, रुदन भी दुःख है, मन की खिन्नता भी दुःख है और हैरानगी भी दुःख है। अप्रिय से संयोग, प्रिय से वियोग भी दुःख है। इच्छा करके जिसे नहीं पाता वह भी दुःख है। संक्षेप में पाँचों उपादान स्कन्ध (रूप, वेदना, संज्ञा, संस्कार, विज्ञान) भी दुःख है।<sup>9</sup>

गौतम बुद्ध के विचार से कुछ लोग इनके विरुद्ध है कि संसार दुःखमय है और संसार की कुछ वस्तुएँ सुखात्मक होती हैं इसलिए समस्त संसार को दुःखमय कहना गलत है। बुद्ध कहते हैं कि संसार की जिन वस्तुओं को हम सुखमय समझते हैं वे दुःख दायी होती हैं। सुखमय अनुभूति को प्राप्त करने के लिए जीवन में कष्ट का सामना करना पड़ता है। यदि हमें जिस किसी प्रकार से वे सुखमय वस्तु मिल जाये तो उस वस्तु को खोने का डर बना रहता है। इसलिए कहा गया है कि “काम से शोक उत्पन्न होता है, काम से भय उत्पन्न होता है।”<sup>10</sup> इस प्रकार जिसे सुख समझा जाय वह दुःख है। सुख और दुःख में वस्तुतः कोई अन्तर नहीं है। गौतम बुद्ध ने संसार में सुख को दुःख इसलिए कहा कि वे क्षणिक और नश्वर हैं।

यदि किसी प्रकार से संसार में क्षणिक सुख के प्रमाण को दिया जाये तो भी संसार की अनुभूतियाँ जैसे रोग, मृत्यु हमें चिन्तित और दुःखी बना देती हैं संसार में सभी व्यक्ति यह सोचकर चिन्तित रहता है कि हमें मरना है बुद्ध कहते हैं कि संसार में जो भी व्यक्ति पैदा हुआ उसे मरना भी है हमें इस जीवन-मरण के चक्र से घबराना नहीं चाहिए। हमें जीवन के संघर्षों का सामना करना चाहिए। बुद्ध ने संयुक्त निकाय में कहा है कि— “दुनिया में दुखियों ने जितने आँसू बहाये हैं, उनका पानी महासागर में जितना जल है उससे भी अधिक है।”<sup>11</sup> जिस व्यक्ति ने जीवन में दुःख का अनुभव नहीं किया वह ज्ञान को प्राप्त नहीं कर सकता और न हि मुक्ति मार्ग को कभी प्राप्त कर सकता है।

### गौतम बुद्ध का ज्ञान

गौतम बुद्ध ने निरंजना नदी के किनारे बोधि बुद्ध के नीचे ध्यानचित बैठकर एक वैज्ञानिक की भाँति अपने अन्दर झाकना प्रारम्भ किया कि दुःख कैसे और क्यों पैदा होता है तथा इसका समाधान कैसे किया जाय? उन्होंने अपने अन्दर होने वाली प्रत्येक घटनाओं का मूल्यांकन किया तो पता चला कि जो हमारे अन्दर अच्छा या बुरा विचार प्रकट होता है। यह विचार मन एवं शरीर पर अपनी प्रकृति के अनुसार अपनी छाप छोड़ता है। वह अच्छा या बुरा हो। अर्थात् यदि हम अपने मन में सही विचार रखेंगे तो सुख की अनुभूति होगी यदि हम अपने मन में गलत विचार रखेंगे तो दुःख की अनुभूति होगी।

गौतम बुद्ध ने जब गम्भीरता से मूल्यांकन किया तो पाया कि सभी विचार मुख्यतः दो भागों में बटे हैं—

(1) प्रेम पूर्ण सकारात्मक (2) ईर्ष्यापूर्ण नकारात्मक। संसार में जिन वस्तुओं को हम पसन्द करते उनके प्रति सकारात्मक हो जाते हैं। यही इच्छा करते हैं कि ये वस्तुएँ हमारे पास सदैव व सुरक्षित बनी रहे। दूसरी ओर संसार की उन वस्तुओं को जिसे हम पसन्द नहीं करते हैं उसके प्रति नकारात्मक हो जाते हैं। यही इच्छा करते हैं कि ऐसी वस्तुएँ हमसे दूर रहें और नष्ट हो जायें। इससे सम्बन्धित जो भी विचार प्रकट होता है हमें दुःख की अनुभूति करता है। अतः संसार में सभी प्राणी सुख और दुःख दोनों का अनुभव करते हैं। आगे चलकर बुद्ध ने यह अनुभव किया कि जिन वस्तुओं से हम प्रेम करते हैं या नफरत करते हैं वे स्थायी नहीं हैं। कोई भी वस्तु आज अच्छी लग रही है तो वह कल बुरी लगने लगती है। संसार में प्रत्येक वस्तु परिवर्तनशील है। मनुष्य के मन से जिस किसी प्रकार का विचार उठता है उससे मन का तादाम्य हो जाता है। और मनुष्य प्रकृति के अनुसार सुख दुःख भोगता है।

गौतम बुद्ध के मन में इस समस्या का निदान करने का भाव प्रकट हुआ कि मैं इन विचारों के रूप में उठने वाली इच्छाओं के प्रति एकग्र होकर बिना किसी प्रतिक्रिया के देखूँ और समता में स्थिर रहूँ तो इन विचारों का सुखद अथवा दुःखद प्रभाव मेरे शरीर पर नहीं पड़ेगा और मैं दुःख से बच जाऊँगा। यह ज्ञान बुद्ध की खोज थी जिसे उन्होंने विपासना विधि नाम दिया।

विपश्यना का तात्पर्य है कि “तथ्य रूप में अर्थात् शुद्ध रूप में जो जैसा है, उसे वैसा देखना।” राग द्वेष और पुरानी मान्यताओं तथा धारणाओं के बगैर शुद्ध रूप में देखना अथवा बिना किसी प्रतिक्रिया व्यक्त किये हर क्षण की सच्चाई को सिर्फ देखना विपश्यना है।<sup>12</sup> इस विधि के अनुसार वर्तमान क्षण में स्थित रहे और इस बात के लिए सचेत रहे कि हम इस समय यहाँ हैं और जीवित रहने का यदि कोई क्षण है तो बस यही एक पल है। यही एकमात्र क्षण है जो वास्तविक है। इस क्षण में यहाँ होना और इस क्षण का आनन्द उठाना हमारा सबसे महत्वपूर्ण कर्तव्य है। यही बुद्ध की विपश्यना विधि का सार तत्व है। भगवान बुद्ध का यह प्रयोग अतिनिर्मल, सार्वजनिक, सार्वभौमिक, सार्वकालिक, सनातन, वैज्ञानिक तथा आशुफलदायी था और आज भी है।<sup>13</sup>

### प्रतीत्यसमुत्पाद

प्रतीत्यसमुत्पाद का अर्थ है। “प्रत्येक से उत्पादन जिसका अर्थ है। “बीतने से उत्पाद + अर्थात् एक के बीत जाने या नष्ट हो जाने पर दूसरे की उत्पत्ति होती है। बुद्ध मानते हैं कि इसके होने पर यह होता है।” इसी से बुद्ध के अनित्यवाद की भी पुष्टि होती है। बुद्ध का अनित्यवाद भी “दूसरा ही उत्पन्न होता है और दूसरा ही नष्ट होता है” के

अनुसार किसी एक मौलिक तत्व का बाहरी अपरिवर्तन मात्र नहीं बल्कि एक का विल्कुल नष्ट और दूसरे का बिल्कुल नया उत्पाद होता है।<sup>14</sup> एक क्षण के अपने गुणधर्म के अनुसार दूसरे क्षण की उत्पत्ति होती है किन्तु दूसरा प्रथम क्षण से भिन्न होता है। यही बुद्ध का क्षणिकवाद है। क्षणिकवाद सिद्धान्त के अनुसार प्रत्येक वस्तु अपने उत्पन्न होने के दूसरे क्षण में नष्ट हो जाती है। जैसे दीपक की ज्योति प्रतिक्षण बदलते रहने पर भी समान आकार की ज्ञान परम्परा से वह दीपक है यही प्रतीत होता है। उसी प्रकार प्रत्येक वस्तु के क्षण-क्षण में नष्ट होने पर भी पूर्व और उत्तर क्षणों में सादृश्य होने के कारण वस्तु का प्रत्यक्ष ज्ञान होता है।<sup>15</sup> इसलिए बुद्ध कहा करते थे कि वर्तमान क्षण ही आपके अधिकार में है उसी में जिओ। भूतकाल व्यतीत हो चुका है उसके लिए दुःख करना या उसका पश्चाताप करना दुःख संवर्धन है तथा भविष्य अभी आया नहीं उसके लिए भयभीत होना या चिन्ता करना भी दुःखकारक है। वर्तमान क्षण में जीना ही धर्म है। वर्तमान क्षण में स्थिति रहे तथा स्वीकार करे कि इस क्षण की सच्चाई यही है।

प्रतीत्य समुत्पाद सिद्धान्त को द्वादश निदान कहा जाता है। यह सिद्धान्त दुःख के कारण का पता लगाने के लिए बारह कड़ियों की विवेचना करता है। इस सिद्धान्त के अनुसार दुःख का कारण जाति है, जाति का कारण भय है, भय का कारण उपादान है, उपादान का कारण तृष्णा है, तृष्णा का कारण वेदना है, वेदना का कारण स्पर्श है, स्पर्श का कारण षड्यन्त्र है, षड्यन्त्र का कारण नामरूप है, नामरूप का कारण विज्ञान है, विज्ञान का कारण संस्कार है और संस्कार का कारण अविधा है।<sup>16</sup>

### बुद्ध धर्म निर्वाण

बुद्ध 'आत्मा के अस्तित्व को नहीं मानते थे। अतः प्रश्न उपस्थित हुआ कि जब आत्मा ही नहीं है तो निर्वाण किसका? बुद्ध ने इस शंका का अनेक प्रकार से समाधान करने की चेष्टा की और अनेक दृष्टान्तों द्वारा इस विषय का प्रतिपादन किया। बौद्ध ग्रंथों में जगह-जगह कहा गया है कि "जैसे दीपक में तेल और बत्ती जलते रहने से दीपक जलता रहा है ठीक उसी प्रकार सांसारिक वस्तुओं में सुख का अनुभव करने से संसार बढ़ता जाता है, इसलिए दुःख का निरोध करने के लिए तृष्णा-क्षय परम आवश्यक है। इस प्रकार पूर्ण रूप से तृष्णा का क्षय हो जाना निर्वाण है।<sup>17</sup> डॉ० राधाकृष्णन का कहना है कि निर्वाण वह अवस्था है जो नैतिक आचरणों की पूर्णतया से प्राप्त होती है, जो पवित्र धार्मिक जीवन की साधना का परिणाम है। निर्वाण वासनाओं से छुटकारा का नाम है। निर्वाण वह उज्ज्वल शान्ति है जो कभी भंग नहीं होती।<sup>18</sup> भगवान बुद्ध प्रायः कहा करते थे भिक्षुओं! मैं दो बातों का ही उपदेश देता हूँ-दुःख और दुःख निरोध। दुःख संसार है और दुःख निरोध निर्वाण है। मज्झिमनिकाय में इसे अनुत्तर योगक्षेम बतलाया गया है। अगुत्तर निकाय में एहिपस्स को (आओ और देखो) अर्थात् प्रत्यात्मवेदनीय कहा गया है। बुद्ध के अन्तिम वचन थे भिक्षुओं! सब संस्कृत धर्म विनम्रशील है और अप्रभाद के साथ निर्वाण प्राप्त करो। धम्मपद में निर्वाण को "निब्बान परम सुखम"<sup>19</sup> अर्थात् आनन्द, परम सुख, पूर्णशान्ति तथा लोभ, घृणा और भ्रम में रहित अवस्था कहा गया है।

### बुद्ध का योगदान

बुद्ध इसलिए प्रासंगिक नहीं है कि वे बुद्ध हैं, भगवत्ता से युक्त हैं और उन्होंने एक महान विश्व-धर्म का प्रवर्तन किया है। बौद्ध धर्म एक ऐसा धर्म है जिसमें मानवीय विवेक और प्रज्ञा के प्रति विश्वास व्यक्त किया गया है। गौतम बुद्ध कहते हैं कि "किसी बात को सिर्फ इसलिए मत मानो की वे बुद्ध कहते हैं कि "किसी बात को सिर्फ इसलिए मत मनो की वे बुद्ध वचन हैं, उसे अपने विवेक की कसौटी पर कसो।"<sup>20</sup> गौतम बुद्ध का वचन धार्मिक कट्टरपन में जकड़े मानव के लिए मार्ग प्रशस्त करता है। गौतम बुद्ध ने अपने महापरिनिर्वाण से पूर्व आनन्द से कहा कि "हे आनन्द! तुम में से किसी का यह विचार हो सकता है कि शास्ता का वचन अतीत हो गया अब हमारा कोई शास्ता नहीं है पर ऐसा विचार उचित नहीं है। हे आनन्द! तुम अपने लिए स्वयं दीपक हो।"<sup>21</sup> बौद्ध चिन्तन ने बुद्धिवाद की जड़ों को मजबूती प्रदान की। गौतम बुद्ध के वचन से लेकर नागार्जुन के शून्यवाद में इसका स्पष्ट प्रतिफल हुआ है। इसी आधार पर रामधारी सिंह दिनकर कहते हैं कि- "जब से संसार में बुद्धवाद का जोर बढ़ा है बौद्ध धर्म भारत से बाहर और भारत में काफी लोकप्रिय हुआ है।<sup>22</sup>

भगवान बुद्ध भारतीय इतिहास में सामाजिक न्याय के महानायक के रूप में दिखाई देते हैं। गौतम बुद्ध ने समाज से वर्ग और जाति का भेदभाव समाप्त कर मानवीय एकता का सिद्धान्त प्रतिपादित किया था और कहा था कि मनुष्य मात्र की एक जाति है। गौतम बुद्ध ने समाज में लोगों को अहिंसा का पाठ पढ़ाया। जिससे प्रभावित होकर चन्द्रगुप्त मौर्य, अशोक, हर्षवर्धन ने बौद्ध धर्म के मार्ग को चुना। बौद्ध धर्म की शिक्षा एवं प्रसार के लिए भारत में तक्षशिला, नालन्दा, विक्रमशिला, जगदसपुर, ओन्दतपुरी तथा बल्लभी में विश्वविद्यालय की स्थापना हुई। बौद्ध आचार्यों ने चिकित्सा, ज्योतिष, भौतिकी, रसायन, धर्म दर्शन एवं व्याकरण आदि विषयों पर भी अनेक ग्रन्थों की रचना की।

बौद्ध धर्म अपनी महत्ता एवं योगदान के कारण ही वर्मा, श्रीलंका, थाइलैण्ड, तिब्बत, चीन, जापान, वियतनाम आदि देशों में फैल गया तथा वहाँ आज भी विद्यमान है। बौद्ध धर्म की प्रासंगिकता वर्तमान युग में और भी बढ़ गयी है। आधुनिक युग में मानव जीवन अस्त-व्यस्त और तनावपूर्ण हो गया है जिससे हमेशा संघर्ष का कारण बना रहता है। इस सबमें निपटने के लिए भगवान बुद्ध द्वारा बताये गये मध्यम मार्ग, अमृतवाणी और उनके द्वारा दिये गये उपदेश एवं उनकी ध्यान की विधि 'विश्रयना' के माध्यम से समाज में अमन शान्ति लायी जा सकती है।

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## **An Economic Analysis of Water Pollution on Agriculture of Rural Households in Vellore District**

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### **Abstract**

The present paper focused on Governments of Tamil Nadu is aware of these problems and have started looking into the remedial measures to clean some of the highly contaminated surface water bodies. Involvement of very high costs of remediation will make this process slow and therefore, it is essential that the contamination of water bodies is controlled rather than remediation. Leather production is a major industry in India, which makes a significant contribution to the country's foreign exchange earnings and provides employment opportunities to about three million people. The water pollution is not only devastating to people but also to animals, aquatic life and birds. The impact of tannery wastewater disposal leads to an environmental problem, even though this problem persists for a long time, it has attracted serious attention only in recent time. The land is the major reasons for the deterioration of water quality in this area. Contamination of groundwater causes water scarcity for the domestic purpose of this study is to highlight the impact of tannery effluent on groundwater. The problem of water pollution acquires greater relevance in the context of an agrarian economy like India. There is a general debate going on in the world as well as in India on the health of rivers and their negative impacts on agriculture and rural livelihoods in the study area.

**Keywords:** Governments of Tamil Nadu, Contamination of Water Bodies, Environmental Problem, Agrarian economy.

### **Introduction**

Water pollution is a major problem related to the economic/industrial growth of any country. The number of industries in India, during the last decade, has grown more than ten times and accordingly the problems related to environmental degradation have increased many folds. There is a need for sustainable development of economic growth and industries. Some of the industries release their effluents either on the open land or in surrounding surface water bodies contaminating the soil, surface water and ultimately groundwater. Governments of India are aware of these problems and have started looking into the remedial measures to clean some of the highly contaminated surface water bodies. Involvement of very high costs of remediation will make this process slow and therefore, it is essential that the contamination of water bodies is controlled rather than remediation. Leather production is a major industry in India, which makes a significant contribution to the country's foreign exchange earnings and provides employment opportunities to about three million people.

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In Tamil Nadu state, where more than 60% of India's economically important tanning industry is located, tannery waste containing chromium and sodium compounds has, over many years, contaminated 55,000 ha of agricultural land. Thousands of farmers lost their farms, or part of their earning capacity because of this contamination. The incidence of respiratory diseases among workers exposed to occupational and environmental risks of the tannery industry at Ranipet industrial area is reported (A.Moharir et al., 2002). In many areas of Tamil Nadu, groundwater is not suitable for domestic use, forcing villagers to travel 4–5 km for water. Much of the groundwater is unsuitable for irrigation, and hundreds of wells in the region can no longer be used this is also one of the contaminated sites identified by Central pollution control board, India. The primary objective of the present study was to assess the heavy metal contamination and their distribution in groundwater.

The water pollution is not only devastating to people but also to animals, aquatic life and birds. The impact of tannery wastewater disposal leads to an environmental problem, even though this problem persists for a long time, it has attracted serious attention only in recent time. The chemical characteristics of tannery wastewater are enriched in synthetic chemicals, some less degradable solids and salts, in addition to the toxic and carcinogenic pollutant metal. The release of ineffectively treated wastewater into the surface leads to the contamination of groundwater and surface water sources. Contamination of the groundwater by domestic and industrial effluents is a serious problem faced by developing countries. Today there are numerous wastewater treatment technologies available for tannery wastewater treatment, but these technological solutions appeared to be out of reach due to several economic factors.

### **Statement of the Problem**

The main sources of water pollution are a discharge of domestic sewage and industrial effluents, which contain organic pollutants, chemicals and heavy metals and run-off from land-based activities such as agriculture and mining, which flow directly through storm-water drains into water systems without any treatment. With increasing use of fertilizers and pesticides in Agriculture; the run-off from irrigated lands has been adding to the water bodies a variety of organic and inorganic pollutants. Further, bathing of animals, washing of clothes and dumping of garbage contribute to water pollution. Non-availability of minimum flow in the rivers has reduced natural purification capacity of rivers thus increasing pollution. All these factors have led to pollution of rivers, lakes and coastal area and thus affected the eco-systems.

Water pollution creates a serious problem due to its impact on a large number of economic activities. Water scarcity can be a result of two mechanisms: physical (absolute) water scarcity and Economic water scarcity, where physical water scarcity is a result of inadequate natural water resources to supply a region's demand and economic water scarcity is a result of poor management of the sufficient available water resources. According to the United Nations Development Programme, the latter is found more often to be the cause of countries or regions experiencing water scarcity, as most countries or regions have enough water to meet household, industrial, agricultural and environmental needs, but lack the means to provide it in an accessible manner. The problem of water pollution acquires greater relevance in the context of an agrarian economy like India. There is a general debate going on in the world as well as in India on the health of rivers and their negative impacts on agriculture and rural livelihoods.



**Review of Literature**

Ramesh (2014) the objective of determining the extent of groundwater pollution caused by tanning industries and solid waste dumpsite in Pallavaram area located south of Chennai (Madras), which is a town of a number of small and large scale leather industries. About 22 groundwater samples were collected and analyzed for the concentration of physio-chemical parameters and trace ions during September 2011 and January 2012. Ca-Mg-Cl and Na-Cl are the major water types in this area. It is inferred that total hardness falls in hard to the very hard category. The water quality index rated as poor to very poor quality except for few samples. The study reveals that the concentration of major ions and chromium are exceeding the permissible limit.

Khai and Yabe, (2012).The effect of water pollution on agricultural production could include a decrease in crop quantity, product quality, crops that have higher pollution level compared to the standard of allowable pollution levels and deterioration of agro-ecological environments like soil pollution of farmland, destruction of soil structure and groups of Soil Microorganisms.

**Objectives**

1. To study the socio-economic profile of sample farmers in the Vellore district.
2. To study the socio-economic impact of river water quality on rural livelihoods.

**Methodology**

The simple random sampling method has been adopted in the present study in four selected blocks which are very near to the industrial estate situated at Vellore Viz; Walajah (S<sub>1</sub>), K.V. Kuppam (S<sub>2</sub>), Kaveripakkam (S<sub>3</sub>) and Arcot (S<sub>4</sub>). In total, 220 households are selected as sample, constituting 10 percent of the total households. The relevant data are collected from the respondents by employing a well-structured interview schedule. The collected data were classified and tabulated with the help of computer programming; cross tabulation is also made on the basis of putting socio-economic variables with the dependent variable.

**Table-1: Income-wise Respondent's View for Pollution of Drinking Water**

<b>Income/water Resources</b>	<b>Water bodies and Waste Water</b>	<b>Solid waste around Borewells</b>	<b>Sewage around water sources</b>	<b>Other water Resources</b>	<b>Total</b>
<b>Below -5000</b>	18 (34.6)	12 (23.0)	10 (19.4)	12 (23.0)	52 (100)
<b>5001-10,000</b>	24 (32.4)	26 (35.2)	16 (21.6)	8 (10.8)	74 (100)
<b>10,001-15,000</b>	19 (28.5)	21 (31.3)	20 (29.8)	7 (10.4)	67 (100)
<b>Above -15001</b>	7 (25.4)	12 (44.4)	3 (11.3)	5 (18.5)	27 (100)
<b>Total</b>	68 (30.9)	71 (32.2)	49 (22.2)	32 (14.5)	220 (100)

**Source:** Computed

The data on the income-wise respondents' views on the effect of water pollution was clearly evaluated. It could be noted that more than two-thirds of the respondents in the income group, Rs. 5000 -10000 have a frequent occurrence of dysentery and diarrhea in their households and majority of the respondents in the income group, Rs.15000 and above

(35.2percent) referred to the frequent occurrence of vomiting along with dysentery as a consequence of polluted drinking water in their area. The same view also held by the (11.3 percent) respondents in the lowest income group in the study areas.

**Chi-square Result**

Chi square calculated value	Degree of freedom	Chi square value 1
290.4	12	32.9

The computed chi-square value 290.4 is greater than the Table value at 1 percent level of significance. Hence, there is a significant association between the income of the respondents and their views on the effects of water pollution.

**Table-2: Caste-Wise Respondent's of Views on Effect of Drinking Water Pollution in the Study Area**

Income/water Resources	Dysentery and diarrhea	Vomiting and dysentery	Jaundice and cholera	Water prone disease	Total
SC/ST	60 (47.6)	22 (17.4)	14 (11.2)	30 (23.8)	122 (100)
BC	4 (10.5)	10 (26.5)	18 (47.3)	6 (15.7)	38 (100)
MBC	6 (20.0)	12 (40.0)	6 (20.0)	6 (20.0)	30 (100)
OBC	5 (19.2)	7 (26.9)	9 (34.7)	5 (19.2)	27 (100)
<b>Total</b>	75 (34.3)	51 (23.1)	47 (21.3)	47 (21.3)	220 (100)

**Source:** Computed

This Table presents data on the caste-wise respondent's views on the effects of drinking water pollution on human well - being. It could be noted that out of the total 220 respondents, 48.32 percent of them stated that frequent occurrence of dysentery and diarrhea as the consequence of water pollution. More than half of the respondents of most backward caste (47.3 percent) and scheduled caste (47.6 percent) referred these problems in their area. Of the total respondents, 34.3 percent of them stated that the frequent occurrence of vomiting and dysentery are the consequences of water pollution. 21.3 percent of the respondents stated that occasional occurrence of jaundice and the rest, 19.2 percent of the respondents felt the occasional occurrence of water prone disease as consequences of water pollution in their locality.

**Chi-square Result**

Chi square calculated value	Degree of freedom	Chi square value 1
162.8	9	27.5

The statistical analysis by chi-square results revealed that the computed chi-square value 62.86 is greater than the Table value at 1 percent level of significance. Hence, the differences in terms of caste are statistically identified as significant with respect to respondents' views on the effect of water pollution

**Table – 3: Occupation-Wise Respondent’s of Views on Effect of Drinking Water Pollution in the Study Area**

Occupation	Dysentery and diarrhea	Vomiting and dysentery	Jaundice and cholera	Water prone disease	Total
<b>Agriculture</b>	17 (29.8)	19 (33.3)	8 (14.2)	13 (22.8)	57 (100)
<b>Business</b>	14 (34.1)	9 (22.0)	7 (17.0)	11 (26.8)	41 (100)
<b>Government Employees</b>	14 (19.4)	25 (34.7)	17 (23.6)	16 (22.2)	72 (100)
<b>Industrial Employees</b>	3 (18.6)	5 (29.4)	4 (24.0)	5 (29.4)	17 (100)
<b>Wage Labour</b>	7 (21.2)	8 (24.2)	13 (39.3)	5 (15.1)	33 (100)
<b>Total</b>	55 (25.0)	66 (30.0)	49 (22.2)	50 (22.7)	220 (100)

Source: Computed

The present table reveals the data on the occupation-wise respondents’ views on the effects of drinking water pollution. More than 60 percent of the respondents from wage labor category (39.3percent) suffer frequently with the problem of dysentery and diarrhea. A well over one-third of the industrial employees (29.4 percent) suffering from vomiting along with dysentery. Majority of the government employees suffer occasionally with water prone diseases due to drinking of polluted water.

**Chi-Square Result**

Chi square calculated value	Degree of freedom	Chi square value 1
197.8	12	32.9

The chi-square test is applied for further discussion. The computed chi-square value 197.8 is greater than the Table value at 1 percent level of significance. Therefore, the difference in occupational status is statistically identified as significant with respect to respondents’ views on the effects of water pollution.

**Conclusion**

The groundwater is unfit for drinking and domestic purpose. In fact, the solid waste that is decomposed more easily attracts insects and causes diseases. Organic waste can be decomposed and then used as fertilizer. Due to contaminated groundwater, the dependency on other sources was increased which again is burdening the people particularly those of the low-income people with respect to inadequacy and interrupted supply. The residents in this area are fully dependents on Palar water supplied by the municipality for drinking and another purpose. It was found that the quality of groundwater in this area has deteriorated mainly due to extensive use of the chemical in the tannery industries and solid waste dumpsite seriously affected due to the combined effect of industrialization and urbanization. As there is no natural or other possible reason for high concentration of these pollutants, it can be concluded that tannery effluent and landfill site has a significant impact on groundwater quality in the area. It is high time that the suffering of the people had to be relieved by taking proper policy action. Further, the effluent from industries is let

out lethargically and hence, the stagnating water percolating into the groundwater medium and thereby polluting the groundwater resources.

The pollution crisis and the energy requirement are merely different sides of the same coin. Industries have polluted the adjoining villages in many ways. The pollutants discharged from the industry degrade the soil quality. The soil quantity is damaged and its results are in the form of loss of crop yield. The water bodies around the industrial area are highly polluted. Hence, it is suggested to develop alternative sources of water for irrigation. It could be mainly in the form of developing canal irrigation, proper utilization of available surface water and storing of surplus rainwater by the ways of constructing irrigation tanks. Groundwater is unsuitable for human consumption as it contains a higher concentration of major ions and chromium. Tannery uses a large number of chemicals during the process of discharging toxic wastes into open drains and municipality solid waste dump site to the nearby land is the major reasons deterioration of water quality in this area. Contamination of groundwater causes water scarcity for the domestic purpose of this study is to highlight the impact of tannery effluent on groundwater.

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## **Socio-Economic Conditions As Revealed In the Inscriptions of Pallavarayanpettai in Mayiladuthurai Region**

**V. Rajendran\***

**N. Marisamy\*\***

### **Abstract**

The temple inscription of Pallavarayanpettai illustrates the life of the Rajarajachola II, Rajadhiraja II, Pallavarayan, and also the contributions of the people in the periods of kings. It explains the religious activities of the people and dukes donated land to the temple. This famous Pallavarayanpettai Siva temple was constructed by the Chola chieftain Pallavarayan, who was the commander-in-chief of the Rajarajachola II. He built a temple in Kulattur alias Pallavarayanpettai for the remembrance of the victory of the later Pandya king Kulasekhara and for this victory the imperial Chola king Rajarajachola II had given 40 veli of land to Pallavarayan from this reign. The famous temple was located in Sirukunranadu, a subdivision of Amur-Kottam in Jayagondasola-mandalam. The temple lands had been maintained by the Brahmins and they were in higher positions in the society during that period. Some village people like, Rajarajakon, Devakon, Nakkam was donated goats, cows to the temple. Rajarajachola II had given 7 ma lands for digging wells and he appointed Sedirayan as an officer for these works. The cultivator got water from the well for the irrigation. The village people had used different measurements like Mukathal, Neetal, and Niruthal for the usages of liquids, lands and pulses. These messages are shown in the temple inscriptions of Pallavarayanpettai.

**Keywords:** Name of the king, construction of the temple, meykeerthi, public names, village name, and donation of lands, sheep, cows, measurements, and coins.

### **Introduction**

Pallavarayanpettai temple inscriptions are important factors in the life of the kings and the people who lived in the periods of the kings (Rajarajachola II, Rajadhiraja II, the Chola chieftain Pallavarayan). The temple inscriptions are known that the city, town, and villages. Divisions of the state are known by the inscriptions. Southern parts are Mandalam, Kottam, Valanadu, Nadu, and Ur<sup>1</sup>. It is shown in the Table: 1. Pallavarayan was the minister and commander-in-chief of the Rajarajachola II, he built a Siva temple namely Sundaesvarar in the northern bank of the river Cauvery. River and its banks are also the areas of lands during the Cholas period. It is shown in the Table: 4. Temples is the evidence of those historical monuments. It also expresses the duties and responsibilities of the state officials of the same period. It contains the religious doctrines and the deeds of the temple.

The temple inscriptions speak that about Prasasthi and Meykeerthi, which express the victory of the king and their generations. These temple inscriptions usually begin with 'Svasthisri'. In the 10th regnal year inscription of Rajarajachola II started as 'Poomaruviya

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Thirumadhum',<sup>2</sup> and 15th regnal year inscription of Rajarajachola II as 'Poomaruviya Thirumadhum'<sup>3</sup> and 8th regnal year inscription of Rajadhiraja II as 'Kadalsulnda Parmadharum.'<sup>4</sup> In the famous temple of Pallavarayan, an inscription of Kopperunjingan and 24 Cholas inscriptions are found. Among them, there are twenty-two inscriptions of Rajarajachola II and two inscriptions of Rajadhiraja II. Some inscriptions express the land rights of the people, land tax, donation of cow and sheep to the temple and the people have used a different type of measurements during this period. So, this research explains the Social and Economic conditions of the people of Cholas and later Pallava period.

### **Location**

Pallavarayanpettai is located in this reputed Nagapattinam district in Mayilladuthurai region. It is located 3 km northern bank of river Cauvery. It is in the district map it is 79° 39' east from longitude and 11°07' north from latitude. In this place, Thiruchchitrabalamudaiyan alias Perumal Nambi Pallavarayan was the minister and commander-in-chief in the 10th regnal year of Rajarajachola II, he was built a Siva temple namely Sundaresvarar in 1155 C.E<sup>5</sup>. The temple is mentioned in the Chola inscriptions as 'Kulattur Rajarajesvararm.'<sup>6</sup> The famous chieftain Pallavarayan was called as 'Arankavalan', Aludaiyan Nayagan' by the Rajarajachola II. In the 8th regnal year inscription of Rajadhiraja II is an important one. It describes after the death of Raja Raja Chola II and Rajadhiraja II he came into the Chola throne.<sup>7</sup>

### **Place and God Name in Inscriptions**

In the 10th regnal year inscription of Rajarajachola II narrate the specialty of the temple. This inscription tells that Pallavarayanpettai called as 'Kulattur'<sup>8</sup>. Generally, the temple inscription speaks of 'Karigai-kulattur' in Sirukunranadu, a subdivision of Amur-kottam in Jayakondasolamandalam,<sup>9</sup> another two inscriptions of the same king, Kulattur in Tiruvindalur nadu, a sub division of Rajadhiraja valanadu and Rajasigamani chaturvedimangalam.<sup>10</sup>

In the 15th regnal year inscription of Rajarajachola II mentioned that this place located in Nangur nadu in Rajadhiraja valanadu.<sup>11</sup> But all the inscriptions are tells, Kulattur in Tiruvindalur valanadu. In the the10th regnal year of Rajarajachola II, the God's name Rajarajesvaramudaiyar is called Aadhisandesvarar.<sup>12</sup> All the names of Gods are also shown in the temple inscriptions as Rajesvaramudaiyar.<sup>13</sup>

### **Social Condition in Inscriptions**

We may know some social aspects. It shows that Brahmins and the condition of village people are the higher in societies from the inscriptions of Pallavarayanpettai. These inscriptions also showed that some community people also lived as city, town, and villages. In the 15th regnal year inscription of Rajadhiraja II says that some iraiyili lands<sup>14</sup> are given to the temple of Rajaresvara-mudaiyar for offerings by the assembly of Nangur. Another record of Rajarajachola II says that some lands had bought by the assembly and in charge of the Vishnu temple at Marapadugai for 50 paise in public auction (Rajarajaperuvilai) to the same temple.<sup>15</sup>

All the temple lands maintained by the Brahmins and they supported by the Cholas kings. The Chola kings gave Brahmadeya and Devadana lands to the settlement of Brahmins. They were the majority people in the society. It is shown in the inscriptions of the Pallavarayanpettai. Merchants of Vanavan Kulattur alias Rajendrapuram donated lands to the temple for lamps to the benefits of the family. It is shown in the 17th regnal year inscription of Rajarajachola II.<sup>16</sup>

### **Dukes and Public Deeds in Inscriptions**

Chola inscriptions in Pallavarayanpettai describe the donations of the dukes and common people. In the 10th regnal year record of Rajarajachola II speak of commander-in-chief of the Chola, Pallavarayan donated a land to Rajarajesvara-mudaiyar temple for the maintenance of the garden.<sup>17</sup> In the 11th year record of the same king describe the tax-free land (urkkil-iraiyili) was given by Mahasabhai of Marapadugai in Tiruvindalur-nadu.<sup>18</sup> Another 16th-year record of Rajarajachola II mentioned that the assembly of Thiruvindalur constructed a channel and so they have donated 7 ma lands for digging wells and Sedirayan of Kaduvangudi, who was nominated the officer for this work by the Sabhas.<sup>19</sup>

### **Sheep and Cow Deeds in Inscriptions**

During the Cholas period, the village people had donated sheep and cows to the temple for the beneficiary of family members. In the 14th year record of Rajarajachola II describes 48 sheep were donated to temple by the shepherd Rajarajakon for lamps.<sup>20</sup> Pugazhapanakon, the natives of kulattur also donated 192 sheep,<sup>21</sup> and then Azhagiya Devakon received 96 sheep from the villagers for the twilights in the temple; it is shown in the Pallavarayanpettai temple.<sup>22</sup>

Alagiyanayakka Nakkam had received 192 sheep and got agreement from the Sabhas for lamps to the same temple.<sup>23</sup> In the 14th year record of the same king, the shepherd had received 12 buffaloes and got agreement from the Mahasabhai for twilights to temple.<sup>24</sup> Now the devotees deed the cow and sheep to the temple for the beneficiaries of the family.

### **Worship and Festivals in Inscriptions**

The temple inscriptions express that the deeds of land sale by the assembly, sheep, cows. It speaks about the taxes collected from the lands for worship and festivals. In the 15th regnal year inscription of Rajaraja chola II tells that the worship and festivals conducted by the people in the month of Ani.<sup>25</sup> This festivals were also conducted by temple committees with the village people.

Another 16th regnal year record of the same king tells that the gift of some tax-free lands donated by Pallavarayan for offerings and worship from the flower-garden to the temple.<sup>26</sup> This garden was maintained by temple committee. The temple inscription also pictures that some name of the villages and villagers. It is shown in the Tables: 2 & 3. The worshippers are celebrated after the fast; they arrive at the temple and then those who are all presents the gifts to the common people.

### **Measurements in Inscriptions**

The common people sign and measurements of Cholas are found in the inscriptions of Pavarayanpettai. A measurement 'Mundri' is found in the temple inscription. Mundri is a part of 1/320<sup>27</sup>. Less than these parts are also calculated. It is shown by Keezhmundri, Keezh Araikani, Keezh ma, Keezh ma kani. They were approximately and currently measured Mukathal (i.e. measures of oil, milk, curd, etc), Neetal (measures of land), and Nirutthal (measures of paddy, vegetables etc). It is seen from them Sevidu<sup>28</sup>, Alaku, Ulakku, Uri, Marakkal, and Kalam. During this period the common people are used Manjadi<sup>29</sup>, Kalanju<sup>30</sup>, for weighing of gold. Kuli, Ma, Kani, Veli measurements of land are also shown. An inscription in Pallavarayanpettai, wherever tells about land measurement, it tells as "Arumavarai Arai Mundrigai."<sup>31</sup> They knew that different type of coins in the Chola period. Coins are shown such as Arumavarai Araikasu, Antradu Narkasu,<sup>32</sup> Ettumavirkukutudha Ezhakasu.<sup>33</sup> It was common usages of the village people in Pallavarayanpettai.

**Conclusion**

Karikai-Kulattur alias Pallavarayanpettai was a famous village during the imperial Cholas period. Here, the Chola chieftain Pallavarayan has constructed a Siva temple (MeenakshiSundaresvarar). In this temple, twenty-five inscriptions were engraved on the walls. It mentioned the domination of the Brahmins and dukes. The Brahmins were occupied important positions in the later Cholas period. Likewise, members of the village and traders saved their powers. The common people of the village and others respected the Sabhas. A distinguished officer like Sedirayan would be appointed to rectify the duties of the Sabha. The public and dukes had also donated lands to the temple, and a lamp donated for the welfare of Pillaikonar (Shepherd community). Shepherds like Pugalabharanakon, Alagiyadevankon, and Alagiyayanagan Nakkan received sheep and cows from the assembly and they accepted to light the lamps to the temple in front of Pallavarayan. It spoke about land and water rights. Division of the land and states are also shown in the temple inscriptions of Pallavarayanpettai. So that, the temple inscriptions was considered as important evidence of the imperial Cholas which were protected by the people and by the officials.

**Table-1: Mandalam, Kottam, Valanadu, Nadu as Gleaned from the Inscriptions**

SDA Ins. No	King	Regnal Year	Mandalam	Kottam	Valanadu	Nadu
1	Rajaraja chola II	16th	-	-	Rajadhiraja Valanadu	Thiru vindalur Nadu
-	„	-	-	-	Rasavichatira Valanadu	Milalai Nadu
4	„	-	Jayankonda chola mandalam	Amur Kottam	Kulottungasola Valanadu	Pelur Nadu
12	„	-	-	-	Rajarajabhayangara Valanadu	Magara Nadu
19	„	-	-	-	Virudarajabhangara Valanadu	Thiru vazhuti Nadu

**Table 2: Name of the Villages as Revealed from the Inscriptions**

SDA Ins. No	Name of the King	Regnal year	Name of the Villages
2	Rajarajachola II	16th	Veerakamaninallur
1	„	„	Vallava-chaturvedimangalam
„	„	„	Marungur
„	„	„	Thiruvindalur
„	„	„	Manalur
4	„	„	Visayanallur (now this village is called by the people Villianallur)
„	„	„	Kurukkai
„	„	„	Pakkam
6	„	„	Kadalangudi
24	„	„	Ramathattamangalam (now this village is called by the people Narayanamangalam)
18	Rajadhiraja II	15th	Nangur
2	Rajarajachola II	17th	Thiruvengadu
„	„	„	Sadanur
„	„	„	Uttaramangalam (now this village is called by the people Utchitamangalam)



**Table: 3: Name of Villagers Referred in the Inscriptions**

SDA Ins. No	Name of the King	Regnal Year	Name of the Villages	Name of the Villagers
1	Rajarajachola II	14th	Kulattur	Rajarajakon
„	„	„	„	Chandrasekharan
6	„	„	Velur	Karunakaran
„	„	„	-	Pugazhapanakanon
10	„	16th	-	Damodarabhattachan
„	„	„	-	Suriyasevabhattachan
12	„	„	Marungur	Krishna bhattachan
2	„	17th	-	Neelamgayan
„	„	„	-	Salangayan
„	„	16th	-	Chitramelikon
5	„	„	-	Arunmolidevaperaraiyan
4	„	-	Kurukkai	Kailasam
„	„	-	Karambisettu	Sirangadevabhattachan
8	„	16th	Kadalangudi	Kesavabhattachan
17	„	„	-	Neelankandabhattachan

**Table: 4: Name of the Sluice and River Gathered in the Inscriptions**

SDA Ins. No	Name of the King	Regnal Year	Name of Sluice and River
8	Rajarajachola II	16th	Gangaikondachola Vaykkal
14	„	„	Muvendrachola Vaykkal
18	Rajadhiraja II	15th	Rajarajachola Vaykkal
19	-	-	Ulagamadevi Vaykkal
25	Rajarajachola II	16th	Arkattar Vaykkal
19	„	„	Rajendrachola Peraru

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6. Annual Reports on Indian Epigraphy, Nos.427 of 1924; 3 of 1925.
7. N. Sethuraman, Aruludaich- Cholamandalam, Raman & Raman Pvt Ltd., Kumbakonam, 1976, pp.12 & 24.
8. Annual Reports on Indian Epigraphy, No. 434 of 1924.
9. Ibid, 427 of 1924.
10. Ibid, 15 of 1925.
11. Ibid, 11 of 1925.
12. Urkiliraiyili is nothing but, tax-free from Sabha and they accepted the judgment of the state land.
13. Annual Reports on Indian Epigraphy, 427 of 1924.

14. Ibid, 434 & 435 of 1924; 3, 7, 9 of 1925.
15. Ibid, No.10 of 1925.
16. Ibid, 7 of 1925.
17. Ibid, 435 of 1924.
18. Ibid, 8 of 1925.
19. Ibid, 6 of 1925.
20. SDA, Inscription No.5.
21. Annual Reports on Indian Epigraphy, No.3 of 1925.
22. State Department of Archaeology, Ins no.7.
23. Ibid, no. 3.
24. Annual Reports on Indian Epigraphy, No.6 of 1925.
25. Ibid, 11 of 1925.
26. Ibid, 435 of 1924.
27. Mundri is nothing but, coins were designed by the basic land measurement. Makkani is  $1/16$ ; a Makkani is equal to 20 Mundri. So that one rupee is equal to  $16 \times 20 = 320$  Mundri. Likewise, 16 Mundri is equal to 1 ma. One veli is equal to 20 mas. Likewise,  $20 \times 16 = 320$  Mundri is a land.
28. Sevidu is a part of fifth in Alakku  $1/5$ .
29. Manjadi is a weight equal to two kunri-mani in weighing gold.
30. Kalanju is a gold coin current in the ancient period and also the equivalent weights.
31. State Department of Archaeology, Ins no.1.
32. Anradu Narkasu is nothing but a coin which is used now.
33. Ilakkasu is used in Ceylon; it is also referred to as Karunkasu.

## **Urban Household Cost of Health Care in Tamil Nadu**

**R. JAWAHAR\***

### **Introduction**

The escalation of health care costs and growing humanitarian concern for universal medical care has prompted social scientists to study the health care sector extensively. Further, a reliable estimate of size and composition of healthcare expenditure is a basic input to rational health planning and policy development. According to estimates of World Bank (1993), the total per capita expenditure on health in India was about Rs.320 (in 1990). Although it is low in absolute terms, the aggregate expenditure on them in India is accounting for 6 percent of its GDP, which has been the highest among all developing nations. But it is very small proportion as compared to the total health needs of the country with widespread poverty, high mortality, morbidity and malnutrition. It implies further escalation of health care costs in the country, which will cause an increasing financial burden on households in the years to come.

In terms of public-sector healthcare expenditure on 'Medical, Public Health', and 'Family Welfare' heads has increased significantly in real terms since the mid-1970's. But it has risen at a rate less than the rate of increase in overall government spending. In fact, there has been declining over the period in the share of government spending for medical and public health services. It is obvious from the estimates of World Bank (1995) that only 22 percent of aggregate health care expenditure is contributed by government sector and the largest share of this is by private household sector (75%) and remaining 3 percent contributed by insurance and employers payment. The previous studies on utilisation of healthcare services and healthcare expenditure at micro and macro levels in India (Duggal and Amin, 1989; Kannan *et. ah*, 1991; NCAER, 1992; George *et. at*, 1994; Sanyal, 1996; Gumber, 1997), have also suggested that major portion of the healthcare expenditure as being shared by private sector especially the households. Wide variations have been observed in both the total health care expenditure and its components (Berman *et. al*, 1991). Gumber (1997) has made a comprehensive assessment and reviewed of these health surveys.

The studies conducted in India so far provide a broad canvass of health care. They cover either one or more aspects of health care in India viz., morbidity pattern, utilization of health care services, and cost of health care. There are some studies on morbidity and utilisation of health care services (Duraismy, 1998, Visaria and Gumber, 1994) while Morbidity, Utilisation of Health Care Services and cost of health care were covered by some (NCAER, 1991; 1992; Duggal and Amin, 1989, Kannan *et. al*, 1991; Yesudian, 1990; and George *et. al*, 1994). There are some studies only focussing on the utilization of health care (for instance Mathiyazhagan 1999). In general, all India level studies with the above focus have been conducted by mainly two organisations namely, National Sample Survey Organisation (NSSO) and National Council of Applied Economic Research (NCAER) and area-specific studies have been mainly by Foundation for Research in Community Health (FRCH) in Jalgaon District of Maharashtra and Kerala Sashtra Sahitya

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Parishad (KSSP). These studies provide a broad framework for analyzing the cost of health care and its attendant dimensions of health care. However, there are certain research gaps, which could be observed. The gaps are inadequacies and deficiencies in terms of conceptual and analytical point of views. Firstly, in the majority of the surveys, there was no clear evidence of recording more than one episode of acute illness during the reference period except in Bangladesh Survey (Gumber and Chen, 1996). Secondly, in the utilization of health care provider, the likelihood of households using more than one health care provider has not been analyzed. Thirdly, though the studies focused only the rural and urban differentials in morbidity, utilization of health care providers and cost of health care, they failed to focus on the differentials within rural or urban areas.g. slums and non-slums within the urban area.

The present study tries to fill these research gaps by way of a household survey in a major town of Tamil Nadu. The study aims at analyzing the household cost of healthcare from the perspective of cost of illness. It also tries to assess the bearing morbidity and utilization of health care provider on the household cost of health care.

### **Methodology**

The present study was based on the primary data collected through field survey with structured household interview schedule.

### **Sampling Design**

A multistage sampling design was adopted in the present study in selecting district, town, wards and households. Cuddalore district was selected from the three vulnerable districts, which had been enlisted by Independent Commission on the basis of health status and development. Cuddalore town (district headquarter) was purposively selected as it is typical of the towns of Cuddalore district. The two wards had been selected from 5 health posts namely, Tirupathiripuliyur, Vandipalayam, Cuddalore (O.T), Puthupalayam and Manjakuppam on the basis of socio-economic status (slum -vs- Non-slum wards). Selection of sample households in each ward (slum -vs- non-slum) was done in final stage. 150 households were selected covering 15 households from each slum non-slum ward in each health post.

### **Tools of Data Collection, Processing, and Analysis**

A household survey was conducted using structured interview schedule. The interview was conducted with the head of the household or with any knowledgeable person of the family who could be able to respond. Information with regard household characteristics profile of family members, morbidity prevalence, utilization of healthcare expenditure on health care. The field survey was conducted in Cuddalore town, headquarters of Cuddalore District during November 1999 -January 2000.

The data collected through a field survey with structured interview schedule was processed with the help of a computer. SPSS package was used for data analysis. In addition to simple averages and percentages and multiple linear regression were employed in data analysis.

### **Concepts and Operational Definitions**

The present study used the following operational definitions of concepts.

#### **Self Perceived Morbidity**

This study adopts the self-perceived approach to understand morbidity during the reference period. Various procedures employed for improving the self-perceived morbidity reporting during the household survey were; use of proxy respondents, Use of local language while

asking questions (Tamil), use of better-trained investigators of both sex. This study includes the prevalence and incidence of illness during the reference period 3 months. In other words, it includes all illness episodes that will start during the reference period and all illness episodes that will exist during the reference period even if the illness episode has started before the reference period. It also includes the episodes starting before the reference period and terminating within the reference period. And untreated illness is defined as no care is taken by the ill person

### **Type of Diseases**

The various diseases classified on the basis of duration, which is required for complete recovery from illness. They are:

1. Acute illnesses are those illnesses, which require at least one week for complete recovery.
2. Chronic illness are those illnesses require more than a week for complete recovery severe illness resulting in hospitalization whether inpatient or outpatient
3. Morbidity events such as pregnancy, abortion and delivery and also child care health.

### **Recall Period**

The length of recall period is influenced not only by the type of disease, its degree of severity and use of health services but also by the socio-economic background of the area and persons involved. Hence, the decision of defining a recall period of appropriate length is trivial and cannot be universalized (Gumber, 1997). In this study, a longer recall period of 3 months for both short term and long term diseases reporting will be considered in order to get a maximum number of cases for analysis from the selected sample households.

### **Co-morbidity and Multiple Illnesses**

When a person suffers from one or more illness simultaneously (or) when he/she suffers from the same disease twice during the recall period. Such incidences were treated as a separate episode.

### **Types of Health Care Provider**

There are various types of health care providers available for the treatment of illness in the area. They have been divided into the following five categories.

1. Public Providers includes all healthcare institutions irrespective of system medicine run by the central and state governments and local bodies.
2. Private Providers includes all the allopathic private hospitals, dispensaries and clinics run by charitable institutions, non-governmental organizations and individual practitioners. Besides the medical and Para-medical personal giving treatment and collecting fees as a result of private practice are also included in this category.
3. Traditional Practitioners includes folk healers, registered medical practitioners (non-allopathic) herbalists, vaidyas, etc.
4. Pharmacy includes the treatment taken directly by approaching the chemist's shop without consulting any health care provider
5. Self-Medication includes health care by family members, relatives, friends and self at the household level with some remedies.

### **Cost of Health Care**

It is defined as the expenditure incurred on various items to recover from illness and also that on maternity events during the reference period. It is divided into two major categories; (i) direct cost and (ii) indirect cost.

### **I. Direct Cost of Health Care**

It is defined as the expenditure incurred on items, which are directly related to the treatment during the reference period. It includes the following items;

1. Providers fee expenditure incurred for payment to doctors/ providers for consultation
2. Drugs and medicines expenses incurred in purchasing medicines (prescribed by provider or self-care administration)
3. Test expenses incurred on diagnostic tests as a partial fulfillment of the treatment.
4. Hospitalisation fee expenses incurred for paying the hospitalization fee to utilize the providers and
5. Surgery expenses incurred to surgery get performed.

### **II. Indirect Costs of Health Care**

It is defined as the expenditure incurred on items, which are not directly related to the treatment but are associated with treatment during the reference period. It includes the following items;

1. Special diet expenses incurred on special diet suggested by the provider to the patient for early recovery.
2. Transport expenses incurred on transportation for the patient and accompanying persons from residence to the source of care (to and fro).
3. Accompanying persons' expenses incurred on accompanying persons on food/stay arrangements during the course of treatment.
4. Tips and bribes were given to get access to any person/provider at any level in the sense of getting better care.
5. Rituals expenses incurred on all religious or customary means of achieving relief from the concerned ailment.
6. Loss of earnings to ill persons due to ill health.
7. Loss of earnings to accompanying persons for providing support/company to the ill person during the course of treatment.

### **Limitations**

The present study uses the information elicited through memory recall method over a period of three months. The measurement may be partial and inaccurate. Yet, the respondents were probed through cross-questions so as to secure maximum accuracy.

### **Results and Discussion**

The discussion of the results is presented into the profile of the respondents, household morbidity pattern, utilization of health care providers, and household cost of healthcare.

### **Profile of the Respondents**

The characteristics of the respondents that discussed include sex, age group, educational status and size of the household (Table 1). As for as the age of the respondents is concerned the majority of the respondents from both slum and non-slum areas were males. 80 percent and 96 percent of respondents in a slum and non-slum areas respectively were male. As regards age through the majority of the respondents belonged to the below 34 age group, in both areas, the far greater proportion of the respondents could be observed in the non-slum area than the other. More than half of the respondents of slum area belonged to the below 34 years age group while more than two-thirds of them in the non-slum was in the same age group. On the other hand, a greater proportion of aged above 60 years was observed among the respondents of the slum area as compared to the non-slum area. 32

percent of the respondents of the slum area was aged 60 and above while only 11 percent of them was aged 60 and above in non-slum area.

Educational status of the respondents of slum area was far below that of the non-slum area. One-third of the respondents in the slum area were illiterate while only one percent of them in the non-slum area was illiterate. On the contrary, when 13 percent of the respondents crossed the secondary school in a slum area, 40 percent of them in the non-slum area had either HSC or college education.

Small family norm adhered in both the slum and non-slum areas. Yet its prominence was more in the latter as compared to the former. 70 percent of the households of the slum area were small in size while 83 percent of the households of the non-slum area were of this type.

### **Household Morbidity Pattern**

Morbidity was recorded for 90 days spread over three months viz. from November 1999 to January 2000. It includes all illness episodes that started during the reference period and all illness episodes that existed during the reference period even if the illness episode had started before the reference period.

There are three types of morbidity event viz. acute, chronic and maternity events. The prevalence of these three forms of illness in both slum and non-slum areas has been discussed at three levels viz. household, person and episode (Table 2) The common acute diseases found in the study area were;

(i) Fever, cold and headache; (ii) Stomach pain and Diarrhoea; (iii) ENT problems. Whereas the chronic diseases included (i) Diabetics, Blood pressure and Urinary disorder; (ii) Skin diseases; (iii) Ortho problems and (iv) Tuberculosis. Gynecological problems and maternal events were treated as 'maternity events'. The prevalence of acute diseases was more in both slum and non-slum areas as compared to other forms. More than two-thirds of households in both the areas had the prevalence of acute diseases. On the other hand, more than one-third of them had the prevalence of chronic diseases while less than one-fifth of the slum households and a few non-slum households had maternity events.

A similar picture could be observed in the average number of persons per household. Two persons per household were affected by acute diseases in both slum and non-slum areas. On the other hand, one person in two households was affected by chronic illness in both areas. One person in five households had a maternity event in the slum areas while one in fourteen households had the same in the non-slum areas. As regards the number of episodes per household, the slum area had a greater average episode of acute type than that in the non-slum area. Yet the average chronic episodes in both areas were similar. A typical slum household had 8 acute disease episodes and 7 chronic episodes. On the other hand, typical Non-slum households had 9 acute episodes and 6 chronic episodes. The marked variation could be observed only in the case of maternity events where the non-slum households had half of the prevalence rate of the slum households.

### **The utilization of Health Care Providers**

There are various types of health care providers available for the treatment of illness in the study area. The available health care providers have been divided into (i) public providers; (ii) private providers (iii) traditional practitioners; (iv) Pharmacy (v) self-medication.

Of these types, the households were utilizing the public and private providers either exclusively or mix of these two types. Hence, there was three types of household choice of health care providers, viz. private, public and private-public mix. In this section, we have

discussed the distribution of respondents in these three types of provider viz. private, public and private-public mix. Then the type of treatment under both private and public providers and sources of treatment have been discussed. Finally, a discussion on determinants of household choice of a healthcare facility has been attempted.

#### **Choice of Health Care Provider**

Of the three choices viz. Public, Private and mix, households of both slum and non-slum area mostly rely upon the private hospitals for health care. Yet, a greater proportion of the sample households in the non-slum area prefers the private hospitals than that of the slum area. One-half of the households in a slum area and more than three-fourths of that in the non-slum area prefer the private hospitals. The public hospital was preferred by more proportion of the households of the slum area, as compared to those of non-slum area. 32 percent of the households of slum area preferred public health care exclusively while only 6.7 percent of the household of non-slum area preferred the same.

It was due to the fact that majority of the respondents of slum area was distributed among lower two income classes while their counterparts were seen in the higher two classes. Moreover these findings reflected the major findings of the earlier studies (NCAER, 1992; 1991; Duggal and Amin, 1989; George *et. al*, 1994; Kannan *et. al*, 1991; Yesudian, 1990) that the use of private healthcare providers was preferred by all income groups in both rural and urban areas for routine and ambulatory care. But in the case of inpatient care, chronic illness and severe illness, particularly low average income groups chose public hospitals for treatment.

As regards private-public mix, more or less equal proportion of households of the slum and non-slum area preferred to this type particularly in case of chronic illness. 17.3 percent of the households of the slum area and 16 percent of those of non-slum area preferred this mix treating long-standing ailments (Table 3).

#### **Type and Duration of Treatment**

Duration of treatment usually defined as the frequency of hospital visits and a number of bed days. The former denoted outpatient care while the later referred to inpatient. In public hospitals in both inpatients and outpatients treatment, households of slum area had a greater duration of treatment. A typical household in the slum area had 1.5 days of inpatient care and 7.6 visits to the public hospital during the reference period. On the other hand, a typical non-slum household had less than a day inpatient treatment and 2.1 days of outpatient treatment in the public hospital. As regards the private hospitals the non-slum households had a greater duration of treatment in terms of both inpatients as well as outpatient care. When a typical non-slum household had nearly a day inpatient treatment, the typical slum household had only one-fifth a day inpatient treatment.

Similarly, a typical slum household had nearly 9 visits to private hospitals for outpatient care while the non-slum household had 14 visits to the same.

A similar pattern of inpatient and outpatient care could be observed when both private and public hospitals were taken together. Both slum and non-slum household had an average 1.7 day of inpatient treatment and 16 visits to hospitals for outpatient treatment.

#### **Household Cost of Health Care**

This study analyses the household cost of health care from the perspective of cost of illness. In this section, we attempt to discuss the results of an analysis of the cost of illness. The analysis of the cost of health care had been done at three levels. Firstly, the structure of the cost of healthcare has been analyzed. Secondly the average cost per episode of



diseases with different health care providers has been analyzed and finally, the analyses of determinants of costs of healthcare have been attempted.

### **Household Cost Structure of Health Care**

The cost of the healthcare has been measured in terms of direct and indirect costs.

The direct costs included components like doctor fee, drugs and medicine, diagnostic tests, bed charges and surgery. On the other hand, the indirect cost components were special diet, transport, rituals, tips and bribes, loss of income of ill persons and loss of income of attendants (Table 4).

Direct cost accounted for a predominant portion of the household cost of health care in both slum and non-slum areas. Yet its share in the total cost was far greater in the the-slum area as compared to that of the slum area. Direct costs constituted 90percent of the total cost of household health care in the non-slum area while it accounted for 76 percent of the same in the slum area.

Indirect cost constituted a minor portion of the cost of health care of households in both the areas. However, its share in the total cost was greater in the slum area (24%) as compared to non-slum areas (10%).

Similar findings were reported in two studies (George *et. ah*, 1994; Sodani and Gupta, 1996) that the direct cost accounted for 81 percent of total cost of health care the study of George *et. ah*, in Madhya Pradesh whereas it was 61 percent in the study of P.R.Sodani and S.D.Gupta(1996) in tribal Rajasthan. Similarly, with regard to indirect costs, they constituted 19 percent in former and 39 percent in later. Among the direct cost components, drugs and medicine and doctor's fee were prominent. Drugs and medicine accounted for 48 percent of health care cost of slum households while they constituted 45 percent of non-slum households. Doctor fee formed 20 percent of health care cost of slum households while it constitutes 23 percent of that of non-slum households. On the other hand, diagnostic tests, bed charges and surgery were found to be the minor components of direct cost. In the slum area, they constituted 6 percent whereas 22 percent in the non-slum area. Among the components of indirect costs, transport formed the major portion for both the areas. Transport accounted around 7 percent of the cost of health care of slum households and 6 percent that of non-slum households. Loss of income was also a major indirect cost to the slum households of which it accounted for 5 percent. However, it accounted for less than one percent of health care cost of the non-slum households.

Tips and bribes are rituals accounted for a minor portion of the Health Care cost of the slum as well as non-slum households. Each of these formed around 2 percent of the health care cost of slum households while constituting less than one percent of the same in non-slum households.

The proportion of the different components of health care cost to total cost of this study was more or less similar to that of studies conducted in Madhya Pradesh and Tribal Rajasthan.

The comparison of the average health care cost between the slum and non-slum areas will be fruitful in understanding the cost structure further. The average health care cost of the households of the non-slum area was far greater than that of the slum area. The average cost of health care of non-slum households was more than three-fold that of slum households. The average health care cost of the slum households was Rs.1200, while it was Rs.4201 for the non-slum households. This same pattern of variation in cost could also be observed in the case of direct cost alone. The direct cost of health care for the slum

households was Rs.919 while it was as huge as Rs.3777.51 in non-slum households. In all the components of direct cost viz. doctor's fee, drugs and medicine, etc. the non-slum households spent more.

In the indirect cost also, the non-slum households spent more. Yet the difference was not as mounting as that of the direct cost. The indirect health care cost of a typical slum household was Rs.294 while that of non-slum counterparts was Rs.423. On special diets, rituals and transport, non-slum households spend more than the slum households. While the later incurred more than the former households on tips and bribes and lost income. It indicated that reliance on the public hospitals was greater in the non-slum area and the existence of corruption in attaining treatment using a public facility. Since the majority of household's slum area belonged to laborer class, the share of loss of income constituted greater portion as that in non-slum households.

#### **Average Household Cost of Health Care per Episode**

The discussion so far on the cost of health care pertained to the analysis of per household cost. It had hidden variations due to the type of disease as well as the type of facility utilized. Accounting for the variation in these and estimation of cost per episode of disease per health care facility would reveal a clear and better picture of the cost of health care (Table 5).

#### **Average Household Health Care Cost per Acute Episode**

For treating acute diseases the households utilized four types of health care provider viz.; public, private, pharmacy and alternative medicine. The episode cost for treating the acute disease was highest in the pharmacy in a slum area. The slum households spent Rs. 176 per episode or acute disease on getting medicines from pharmacy shops. On the other hand, for the non-slum households highest cost per episode was incurred in private hospitals.

The comparison of cost per episode between slum and non-slum area revealed that the cost per acute episode was greater for the non-slum households irrespective of the type of health care service utilized. The average cost per episode of acute disease in the public health care provider to a typical slum household was Rs.32 while it was Rs.75 to the non-slum household. When both slum and non-slum households treated their acute diseases in private hospital, the former incurred Rs.125 while the later spent Rs.189 per episode. In the case of alternative medicine, a typical slum household spent Rs.21 per acute episode while its non-slum counterparts incurred Rs.40. One exception to this pattern of cost was that of pharmacy where only the slum household spent Rs.176 per episode of the acute illness.

#### **Average Household Health Care Cost per Chronic Episode**

The cost per chronic episode was greater to the households of the non-slum area as compared to slum household irrespective of the healthcare facility utilized. Per episode cost of chronic illness for slum households using public facility was Rs.41 while it was Rs.293 to non-slum households. In case of the private care opted, the typical slum household incurred Rs.141 per episode on chronic disease whereas a non-slum household incurred Rs.358. Likewise, Rs.109 per episode was spent by slum households and Rs.158 was by non-slum households when the pharmacy wasted. The only exception to this pattern was that of alternative medicine where only the slum household had turned over for treatment.

#### **Average Household Health Care Cost per Maternity Event**

As regards the cost per maternity event, between the slum and non-slum households, the difference could be observed only in the case of the private hospitals. A typical slum

household spent Rs.507 while that of a non-slum was also Rs.505. On the other hand, on average slum households spent Rs.928 in the private hospital on a delivery while the non-slum households spent Rs.6998.

Among the three types of diseases, per episode cost was high on the maternity events followed by chronic and acute episodes. Yet, for slum households, there was no much difference between the episodes of chronic as well as acute diseases. A typical slum household incurred Rs.72 on acute episode Rs.70 on chronic episode and Rs.717 on a maternity event. On the other hand, its non-slum counterparts spent Rs.162, Rs.323 and Rs.5143 respectively on these episodes.

### **Determinants of Household Cost of Health Care**

It was hypothesized that both the type of disease as well as the type of health care provider had a significant effect on the cost of health care. Here, it is attempted to discuss the determinants of the cost of health care with the help of multiple linear regression analysis.

Multiple linear regression lines were fitted with the household cost of health care as dependent variable. The independent variables were the number of acute and chronic episodes, number of maternity event and dummy variables of private and private-public mix. The public healthcare provider was considered as the reference category. The results of the multiple linear regression models were presented in Table 6.

The multiple linear regression models were fitted. The computed 'F' ratio (2.271) was significant at 5 percent level. The adjusted R square 0.03 shows that health variables and health institutional variables together explain only 3 percent of the variation in the household cost of health care.

Of the health variables number of episodes of acute and chronic and maternity events, only the number of chronic episodes had a significant effect on the household cost of health care when the effects of the episodes of acute diseases, maternity events, and type of health care were controlled for. The 't' ratio of the chronic episode (2.37) was significant at 5 percent level. The regression coefficient of the number of chronic episodes showed that an increase in the chronic diseases by one episode would result in the increase of Rs.344 in the household cost of health care.

Among the institutional variables, viz. private and private-public mix, only the former had a significant effect on household health care cost when other variables in the model remain unchanged. The 't' ratio of the private healthcare provider dummy (2.041) was significant at 5 percent level. The regression coefficient of the private healthcare provider showed that the households, which use exclusively the private hospital, had Rs.342 greater cost as compared to those exclusively use the public hospital. Hence the hypothesis that the type of health care provider affects the cost of healthcare has been accepted.

### **Conclusions**

Morbidity was recorded for 90 days spread over three months viz. from November 1999 to January 2000. It included all illness episodes that started during the reference period and all illness episodes that existed during the reference period even if the illness episode had started before the reference period. The prevalence of acute diseases was more in both slum and non-slum areas as compared to other forms. As regards the number of episodes per household, the slum area had a greater average episode of acute type than that in the non-slum area. Yet the average chronic episodes in both areas were similar.

There are various types of health care services available for the treatment of illness in the study area. The available health care providers have been divided into (i) public providers;

(ii) private providers (iii) traditional practitioners; (iv) Pharmacy (v) self-medication. Of these types, the households were utilizing the public and private providers either exclusively or mix of these two types. Hence, there was three types of household choice of health care providers, viz. private, public and private-public mix. Of the three choices viz. Public, Private and mix, households of both slum and non-slum area mostly rely upon the private hospitals for health care. Yet, a greater proportion of the sample households in the non-slum area prefer the private hospitals than that of the slum area. Interestingly, there was no episode of untreated illness reported in the present study. The members of the household took some kind of treatment. The cost of the healthcare has been measured in terms of direct and indirect costs. Direct cost accounted for a predominant portion of the household cost of health care in both slum and non-slum areas. Yet its share in the total cost was far greater in the non-slum area as compared to that of the slum area. Indirect cost constituted a minor portion of the cost of health care of households in both the areas. Among the direct cost components, drugs and medicine and doctor's fee were • prominent. On the other hand, diagnostic tests, bed charges and surgery were found to be the minor components of direct cost. Among the components of indirect costs, transport formed the major portion for both the areas. The comparison of cost per episode between slum and non-slum area revealed that the cost per acute as well as chronic episode was greater for the non-slum households irrespective of the type of healthcare service utilized. As regards the cost per maternity event, between the slum and non-slum households, the difference could be observed only in the case of the private hospitals. Among the three types of diseases, per episode cost was high on the maternity events followed by chronic and acute episodes. Yet, for slum households, there was no much difference between the episodes of chronic as well as acute diseases. Of the health variables number of episodes of acute and chronic and maternity events, only the number of chronic episodes had a significant effect on the household cost of health care when the effects of the episodes of acute diseases, maternity events and type of health care were controlled for. Among the institutional variables, viz. private and private-public mix, only the former had a significant positive effect on household health care cost when other variables in the model remain unchanged.

### **Policy Implications**

The following policy suggestions are put forth to improve the existing public health care in an urban area:

1. The importance to the public health care system and universal provision of public healthcare has to continue because; it is utilized irrespective of the economic status of the households. Privatisation of healthcare (or) reduction in public financing will lead to the reduction in the access to health care and will increase the burden of disease on the households.
2. For improving the existing public health care system, the quality of services and need to be improved and essential drugs and medicines made available sufficiently.

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**Table-2: Household Morbidity Pattern**

S.No.	Type of Disease	Slum n = 75	Non Slum n = 75	Total N = 150
<b>I</b>	<b>Households Affected</b>			
	Acute	56 (74.67)	60 (80.00)	116 (77.33)
	Chronic	30 (40.00)	36 (48.00)	66 (44.00)
	Maternity Events	13 (17.00)	5 (7.00)	18 (12.00)
<b>II</b>	<b>Persons Per Household</b>			
	Acute	2.00	2.00	2.00
	Chronic	0.47	0.59	0.53
	Maternity Events	0.17	0.07	0.12
<b>III</b>	<b>Episodes Per Household</b>			
	Acute	7.91	9.44	8.67
	Chronic	7.44	6.49	6.97
	Maternity Events	0.35	0.07	0.21

**Source:** Computed.

Figures in parentheses are percentages to the total

**Table-1: Socio-Demographic Profile of Respondents**

S.No.	Characteristic	Area		Total N = 150
		Slum n = 75	Non Slum n = 75	
<b>I</b>	<b>Sex</b>			
	Male	60 (80)	72 (96)	132 (88)
	Female	15 (20)	3 (4)	18 (12)
<b>II</b>	<b>Age Group</b>			
	Below 34	43 (57.3)	53 (70.7)	96 (64)
	35 to 59	8 (10.7)	14 (18.7)	22 (14.7)
	60 and Above	24 (32)	8 (10.7)	32 (21.3)
<b>III</b>	<b>Education Status</b>			
	Illiterate	25 (33.3)	1 (1.3)	26 (17.3)
	Primary	23 (30.7)	6 (8)	29 (19.3)
	Secondary	17 (22.7)	38 (50.7)	55 (36.7)
	HSC	3 (4)	12 (16)	15 (10)
	Graduation and above	7 (9.3)	18 (24)	25 (16.7)
<b>IV</b>	<b>Size of Household</b>			
	Small (1 -4)	53 (70.7)	62 (82.7)	115 (76.7)
	Medium (5 - 7)	20 (26.7)	12 (16)	32 (21.3)
	Large (8 and above)	2 (2.7)	1 (1.3)	3 (2)

**Source:** Computed

**Table-3: Choice of Health Care Provider**

S.No.	Particulars	Slum n = 75	Non Slum n = 75	Total N=150
<b>I</b>	<b>Health Care Provider(Number of households)</b>			
	Public	24 (32)	5 (6.7)	29 (19.3)
	Private	38 (50.7)	58 (77.3)	96 (64)
	Mix	13 (17.3)	12 (16)	25 (16.7)
<b>II</b>	<b>Type of Treatment Mean number of days)</b>			
	<b>Public</b>			
	Inpatient	1.493	0.747	1.120
	Out Patient	7.6	2.1867	4.8933
	<b>Private</b>			
	Inpatient	0.2267	0.96	0.5933
	Out Patient	8.8133	14.12	11.4667
	<b>All</b>			
	Inpatient	1.72	1.7067	1.7133
	Out Patient	16.4133	16.3067	16.36
<b>III</b>	<b>Source of Treatment(Number of Households)</b>			
	Present Income	54 (72)	44 (58.7)	98 (65.3)
	Savings	3 (4)	29 (38.7)	32 (21.3)
	Borrowings	18 (24)	2 (2.7)	20 (13.3)

**Source:** Computed.

Figures in parentheses are 5 percentages to the total

**Table-4: Household Cost Structure of Health**

(Rupees per household)

S. No.	Component	Slum n=75	Non Slum n=75	Total N=150
I	<b>Direct Cost</b>	914.04 (75.64)	3777.51 (89.91)	2345.78 (86.73)
1.	Doctor Fee	245.74 (20.34)	946.22 (22.52)	595.98 (22.03)
2.	Drugs and Medicine	584.19 (48.34)	1869.45 (44.50)	1226.82 (45.36)
3.	Diagnostic Tests	44.65 (3.69)	415.45 (9.89)	230.05 (8.51)
4.	Bed Charges	24.59 (2.04)	238.84 (5.68)	131.72 (4.87)
5.	Surgery	14.86 (1.23)	307.57 (7.32)	161.22 (5.96)
II.	<b>Indirect Cost</b>	294.34 (24.36)	423.80 (10.09)	359.07 (13.27)
6.	Special Diet	90.78 (7.51)	111.46 (2.65)	101.12 (3.74)
7.	Transport	81.92 (6.78)	263.78 (6.28)	172.85 (6.39)
8.	Rituals	17.58 (1.45)	22.18 (0.53)	19.88 (0.73)
9.	Tips and Bribes	18.18 (1.50)	8.14 (0.19)	13.16 (0.49)
10.	Loss of Income	63.11 (5.22)	10.14 (0.24)	36.62 (1.35)
11.	Loss of Income to Attendant	22.77 (1.88)	8.11 (0.19)	15.44 (0.57)
	<b>Total Cost</b>	<b>1208.38</b> <b>(100)</b>	<b>4201.31</b> <b>(100)</b>	<b>2704.84</b> <b>(100)</b>

Source: Computed

Figures in parenthesis are percentages to the total.



**Table-5: Cost of Health Care per Episode of Disease / Type of Disease**

(In Rupees)

SI. No.	Type of Health Care Provider	Slum n=75	Non Slum n=75	Total N=150
<b>I</b>	<b>Acute</b>			
	Public	32.16	75.64	38.47
	Private	125.03	189.19	168.52
	Pharmacy	176.11	0.00	149.75
	Alternative Medicine	21.63	39.57	30.82
	<b>Total</b>	<b>72.05</b>	<b>162.95</b>	<b>119.65</b>
<b>II</b>	<b>Chronic</b>			
	Public	40.73	293.40	73.16
	Private	141.60	358.30	311.03
	Pharmacy	109.90	158.42	138.85
	Alternative Medicine	100.00	0.00	100.00
	<b>Total</b>	<b>70.05</b>	<b>323.62</b>	<b>199.03</b>
<b>III</b>	<b>Maternity Events</b>			
	Public	507.86	505.00	507.22
	Private	927.86	6998.00	3457.08
	<b>Total</b>	<b>717.86</b>	<b>5142.86</b>	<b>2192.86</b>
<b>IV</b>	<b>All</b>			
	Public	42.20	192.25	62.79
	Private	144.44	292.99	250.46
	Pharmacy	120.35	154.86	139.85
	Alternative Medicine	23.54	39.57	31.65
	<b>Total</b>	<b>79.20</b>	<b>258.65</b>	<b>171.74</b>

Source: Computed

**Table-6: Determinants of Household Cost of Health Care: OLS Estimates**

S.No	Variable	B	T	Sig.T
1.	Constant	9.9446	0.01	0.991
2.	Private	1842.049*	2.041	0.043
3.	Public Private Mix	1579.3952	1.345	0.181
4.	Number of Acute Events	344.6954	1.115	0.267
5.	Number of Chronic Events	1344.154*	2.372	0.019
6.	Maternity Events	-402.46	-0.375	0.708
	Adjusted R Square	0.0347		
	F	2.271*		

Source: Computed

\*Significant at 5% level

## **Application of Critical Theory in Applied Research**

**Vinay Babbar\***

### **Abstract**

Critical theorists view culture as the expression of human consciousness shaped by daily living (Rose, 1990). So, it urges a transformation that enables individuals to create new truths for both themselves and for society. By keeping this view this paper will try to discuss the applicability of critical theory in a field of applied research. I have divided this paper in three sections to get the clear understanding about both the terminologies. First part of the paper will find the roots of critical theory and its meaning as well to create some understanding about the topic. Then, the second part of the paper will focus to understand the area of applied research through its meaning and applicability in different areas. This section will also explain how applied research is differed from the pure or basic research. Last section of the paper will try to relate the applicability of critical theory in applied research with the help of a case study.

**Keywords:** Critical theory, applied research, culture, society

### **Section-I**

#### **Origin of Critical Theory**

One may discover the origins of critical theory to a group of German social theorists known as the "inner circle" at the Institute for Social Research at Frankfurt Germany in 1930s. Critical theory was established as a school of thought primarily by five Frankfurt School theoreticians: Herbert Marcuse, Theodor Adorno, Max Horkheimer, Walter Benjamin, and Erich Fromm. With roots in Freudian and Marxist philosophy, they represented expertise in economics, psychology, history and philosophy and are known today as the Frankfurt School. Modern critical theory has additionally been influenced by György Lukács and Antonio Gramsci, as well as the second generation Frankfurt School scholars, notably Jürgen Habermas. In Habermas's work, critical theory transcended its theoretical roots in German idealism, and progressed closer to American pragmatism. While, Marxist philosophical concepts in contemporary sense have concern for social "base and superstructure" in critical theory. Further, we can persist that the notion of critique and knowledge in critical theories came from Kant's philosophical approach and the Hegelian philosophy brought the idea of an "emergence of spirit" (Held, 1989). And, the process of self-conscious critique is embedded within the critical theory. Thus, it provides a basis to perceive the complex interactions that exist among the individual, the school and society.

#### **Critical Theory: Meaning**

Critical theory is considered as a social theory which is oriented toward critiquing and changing society as a whole, in contrast to traditional theory oriented only to understanding or explaining it. Critical theories aim to dig beneath the surface of social life and uncover the assumptions that keep us from a full and true understanding of how the world works.

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As we know critical theory emerged out of the Marxist tradition and it was developed by a group of sociologists at the University of Frankfurt in Germany, they discussed the essential distinguishing features of a 'critical theory' which are based on three thesis:

1. Critical theories considered as a special standing which guides for human action in that:
  - (a) Their main objective is to produce enlightenment to the agents who hold them, i.e. critical theory enables those agents to determine what their true interests are;
  - (b) They are inherently emancipator, i.e. they free agents from a kind of coercion which is at least partly self-imposed, from self-frustration of conscious human action.
2. Critical theories have cognitive content, i.e. they are forms of knowledge.
3. Critical theories are not similar to other theories of natural sciences, although these are differed epistemologically in essential ways from them. Further, the theories in natural science are 'objectifying'; while critical theories are 'reflective'.

A critical theory is a reflective theory in that sense as it gives its agents a kind of knowledge inherently productive of enlightenment and emancipation.

Further, Max Horkheimer defined critical theory in the book *Traditional and Critical Theory*. He asserted that a critical theory must do two important things: it must account for the whole of society within historical context, and it should seek to offer a robust and holistic critique by incorporating insights from all social sciences.

Further, Horkheimer stated that a theory can only be considered a true critical theory if it is explanatory, practical, and normative, meaning that the theory must adequately explain the social problems that exist, it must offer practical solutions for how to respond to them and make change, and it must clearly abide the norms of criticism established by the field.

### **Areas of Critical Theory**

The main goal of the critical theory since its inception is its application to the practical world. Critical theory is applicable to many fields such as economical, historical, philosophical, political, psychological, and sociological studies. However, this does not mean that the Critical Theory is limited to only these fields. Contrary to the belief of many scholars, the Critical Theory is self-reflective in its nature and value driven. The ultimate goal of the Critical Theory is to transform our present society into a just, rational, humane, and reconciled society.

Further we can elaborate some areas where the critical theory can deal as follows:

1. Critical theory promotes a diversified education for all individuals in order to steer them away from over-specialization. This will create individuals with strong mental faculties who will be able to think critically about the forces that affect their daily lives.
2. It plays role in steering humanity away from different future perspectives.
3. It creates a social balance between the personal autonomy of the individual and universal solidarity of the collective.
4. It promotes revolution against all forms of fascism and nationalism.
5. It promotes revolution against all forms of discrimination including those based on sex, sexual orientation, race, and religious belief.
6. It also guides to preserve the good moral values that promote universal solidarity and will help bring about a more just, humane, rational, and reconciled society.

Above is the brief description about the critical theory and its areas of application. Now we will come to our other area of this paper i.e. the applied research.

## **Section-II**

### **Applied Research: Meaning**

Applied research is designed to solve practical problems of the modern world, rather than to acquire knowledge for knowledge's sake only. In other words, applied research has direct applications to the world which is used to answer specific questions. So, one might say that the goal of the applied scientist is to improve the human condition. Further, applied research is a form of systematic inquiry involving the practical application of science. It accesses and uses some part of the research communities' (the academia's) accumulated theories, knowledge, methods, and techniques, for a specific, often state-, business-, or client-driven purpose. Thus it also refers to scientific study and research that seeks to solve practical problems even of day to day life. Applied research is used to find solutions to everyday problems, cure illness, and develop innovative technologies. Further, applied research is designed to solve practical problems of the modern world, usually in response to a specific articulated need from an organisation or company. So, we can say that the motivation behind applied research is to engage with people, organizations or interests beyond the academic discipline and for knowledge to be useful outside the context in which it was generated. This engagement of applied research with the 'outside world' for example, government departments, commercial organizations, pressure groups gives it some distinctive characteristics.

### **Applied Research vs. Basic Research**

It is argued that basic and applied research differs in purposes, context and methods. Although the differences are presented in dichotomous terms, the authors suggest that in reality they should be seen in continuation. The differences of purpose can be described in terms of the goals of knowledge production. For the basic researcher the production of knowledge is an end in itself whereas for the applied researcher knowledge is used to further other ends or goals.

Here, the applied research is contrasted with pure research (basic research) in discussion about research ideals, methodologies, programs, and projects. Applied research deals with solving practical problems and generally employs empirical methodologies.

Moreover, differences between applied and basic research can be divided into three groups:

**1. Differences in purpose.** Purpose of applied studies is closely associated with the solution of specific problems, while the purpose of fundamental studies is concerned with the creation of new knowledge or expansion of the current knowledge without any concerns to its applicability. It means applied research is solution oriented while basic research is concerned in expanding knowledge whether new or current.

**2. Differences in context.** In applied studies research objectives are set by clients or sponsors as a solution to specific problems they are facing. Fundamental studies, on the other hand, are usually self-initiated in order to expand the levels of knowledge in certain areas.

**3. Differences in methods.** Research validity represents an important point to be addressed in all types of studies. Nevertheless, applied studies are usually more concerned with external validity, whereas internal validity can be specified as the main point of concern for fundamental researchers.

### **Some examples of Applied Research**

As we have discussed above that an applied research is a methodology used to solve a specific, practical problem of an individual or group. The study and research is used in business, medicine and education in order to find solutions that may cure diseases, solve scientific problems or develop technology.

The following are examples for applied research. Note that, each of these studies here aim to resolve a specific and an immediate problem.

1. To conduct a study into the ways of improving the levels of customer retention for a departmental store.
2. To investigate into the ways for improving motivation of employees in an organisation.
3. Development of strategies to introduce change in company's global supply-chain management with the view on cost reduction.
4. A study into the ways of fostering creative deviance amongst employees without compromising respect for authority.
5. A Study into the ways to cure Obsessive Compulsive Disorder.
6. To find ways to bridge the achievement gap of students from various socio-economic background.

Above are the some examples of applied research in different situations in different fields. So far we have discussed the meaning of critical theory and the applied research, and their areas of applications which have given us the brief understanding about our topic. Now we will try to point out how the critical theory can relate to applied research.

### **Section-III**

As we know, Critical Theory is an approach to challenging and destabilizing established knowledge in various fields. Further, it focuses on political, cultural, economic, and social relationships within a culture. So, issues of struggle, power, culture, hegemony and critical consciousness still remain paramount to critical theorists today. On the other hand, the main purpose applied research is to solve practical problems of the modern world, rather than to acquire knowledge for knowledge's sake. Applied research is generally done for the improvement of human condition than before such as how to improve the classroom learning, to find new ways for treatment of disease and so on. Thus, we can say it is not that much simple to relate critical theory in applied research. Hence, to understand how critical theory is applicable in applied research we will discuss a case study to particular problem for which we will use the applied research and will also try to find new paradigms by incorporating the knowledge of critical theory.

#### **Case Study: How to motivate and enhance music learning skills among students with reference to applicability of critical theory in music class?**

This case study initially will focus on the ways that will motivate and enhance the learning of music among students. The 'self concept' theory tells the perception of people have about themselves (Greenberg, 1970). A person's self-concept may be stronger in music than in other domains. This perception is reinforced by evaluations received from others, as well as by comparing one's self to others (Bong & Clark, 1999; Greenberg, 1970; Lamont, 2011). Having a strong music self-concept is a crucial component as to whether or not students will have the motivation to persist in music. Greenberg (1970) noted that children's music self-concepts begin to shape as soon as they are able to determine how well they performed on a certain task. Marsh, Craven, and Debus (1991) confirmed that self-concept originates at an early age and becomes more personalized as students grow

older. Young students who engage in positive music experiences are more likely to develop positive beliefs about themselves as musicians. So, they will strive more to learn music. Further, Bandura (1995) defined 'self-efficacy' theory as "beliefs in one's capabilities to organize and execute the courses of action required to produce given attainments". It is associated with person's beliefs about their abilities have a profound impact on the motivation they bring to learning situations. Self-efficacy in the music classroom describes the "beliefs about one's ability to accomplish musical goals". Students who do not have a high self-efficacy struggle with internal dialogues reminding them of feelings of ineptness at certain tasks and abilities. The other theory which also helps to understand factors that can motivate students to participate in music is 'attribution theory', which focuses on how people make sense of what they experience. The way students explain their successes or failures can also be a key insight into how they will interact with the task in the future. The various research studies have identified three psychological needs for sustaining self-motivation in learning: competence, autonomy, and relatedness (Ryan & Deci, 2000). For students to participate it is necessary to create a warm and inviting atmosphere in which they must feel they are competent in their musical skill and knowledge, and have power over their own choices in learning and how they choose to participate in music activities, and have the need to belong or feel connected.

In this way, these theories have provided a richer understanding of human behaviour related to motivation and learning particular to music education. Although, when we look at the individual level, then one must consider that all students are unique in their own personality and behaviour, how they experience the world and interpret and make sense of these experiences (Chi-yue, Hong, & Dweck, 1997). Therefore, they establish beliefs about themselves and establish their implicit theories, which profoundly affect how they interact with the world and with others and behave in learning situations. Besides this, these theories helps us to understand the students behaviour and guides us in which area to be focussed more to motivate the students to learn.

There are other traits also which may also influence the learning skills in students. One of these traits is self-beliefs or mindsets, further it can be separated in two distinct and separate views of intelligence: fixed mindset and growth mindset. Those with a fixed mindset believe the intelligence they have was fully formed by birth, is innate, and is a fixed trait (Dweck, 2006). Children with a fixed mindset feel compelled to protect their intelligence, at all costs, and are focused on how smart they appear to others (Dweck, 2000). The consequence of this mindset is that students will avoid challenges or participating in activities in which they predict they may fail. In contrast, growth mindset is the belief that intelligence can be both developed and improved with effort and specific strategies (Dweck & Leggett, 1988). Students with this mindset view both challenges and failures as opportunities to learn. So, here the focus is that each person can improve his or her learning with the right effort and direction (Mueller & Dweck, 1997).

Research findings suggest that mindsets are shaped by the feedback students receive throughout their life and specifically in their academic training. Feedback can reinforce a fixed mindset or foster a growth mindset (Dweck, 2007). Fortunately, some research studies show that students can actually increase their motivation to learn simply by being informed about the two mindsets, as well as about how their brain learns (Dweck, 2007).

On other side, Ericsson (2006) also supported this scientific conclusion of practicing to increase musical skill. He suggested that students must practice deliberately with a specific

goal in mind as they concentrate on a specific task. Research findings identified that musicians, who were considered top performers in their area, all shared in common their diligence in practicing for more than 10,000 hours (Ericsson, Krampe, & Tesch-Römer, 1993). This confirmed that it matters not how talented a student is; instead, committing to deliberate practice is what is necessary for musical skill development (Ericsson, 2006). So, the teachers must motivate their students to practice to enhance their learning.

Music teachers have also known for quite some time that practice is necessary to strengthen musical skill. With the emergence of current research, educators may now explain to their students the reason why. Teachers can educate their students on how the brain works, which can provide them with tools necessary if they desire to be a skilled musician. This knowledge can help students in becoming responsible for their own learning. Students can now strategize toward engaging in tasks that will strengthen their musical skill and knowledge.

Thus, each of these theories and models shine light on the multi-dimensions of who each student is as a learner. Teachers, and ultimately students, would greatly benefit by the inclusion of these motivation and learning theories and models in teacher training and ongoing professional development. Further, the music educator plays a crucial role in creating a strong motivational foundation on the fragile balancing beam that students walk on as they engage in music learning. Educators should be encouraged to provide enrichment activities for students who have mastered the current lesson to enhance their creativity, as well as apply their learning. Music teachers have been consistent in creating these opportunities in various ways such as having students compose, perform original or others' compositions, works on solo and ensemble literature, form vernacular music groups, and present to their class an aspect of personal music interest. These additional activities have been well known methods of motivating students in the past also.

So far the case study has discussed various means in forms of different theories and views to motivate and enhance the learning skills in students. Now, we will inherit the critical aspect to our case study which will point out the curriculum of music education. It is generally found that the cultural values of the dominant class may be known as 'popular culture' is followed in the society, and that popular culture turns art into a commodity, and produces a mechanical world filled with standardized, stereotyped and false images of mass culture. So does its effect can also be seen in curriculum of education in general and music in particular?

Therefore, Critical theory visualizes a process of critique which is self-conscious and that leads the participants to develop a dialogue on social transformation and emancipation. In this streak, critical theory raises our consciousness beyond the walls of the classroom and the boundaries of the school to broader social and cultural concerns. These broad social and cultural concerns connect well to education in general and for music education in particular.

Through the development of a curriculum based on the principles of Critical Theory, the music teacher and his students were able to meet the benchmarks of traditional outcomes thorough a flexible curriculum, developed cooperatively by teacher and student. Such a curriculum was more interesting to the students. And the curriculum of their choice will also motivate them to learn and practicing more. The commitment to Critical Theory supports a curriculum in which the making of music is liberating and transforming because the curriculum is individualized. It provided opportunities where the students are able to

record their own experiences which give them the feelings of epiphany. Classroom teachers also reported that their students are looking forward to music classes with enthusiasm. The music teacher reports similar feelings. When presented with the opportunities, students and their teacher are excited to share their music with each other. Students said they felt valued when the music teacher acknowledged their music as important and worthwhile. Teachers also agree that they learned much about their students and about music that was new to them. In short, while it is hard to pinpoint "transformation," both students and their teacher believed that the general music classes changed and enriched their interactions with each other. Because lessons included making music, students acted as real musicians. This was a significant change from previous years when students learned "about" music and performed the music of others, often to the exclusion of music they could have created themselves. This research and teaching process greatly informed the music teacher and the college music education students who developed the lesson materials. Thus, the applications of critical theory in curriculum lead to transformation from the conventional way of learning. At one hand, it motivates students to learn and create something new and on other hand, it neglects the learning process based on the cultural values of the dominant class of the society. Thus, we can conclude that Students enjoy working cooperatively with their teachers to solve problems and also able to rise to the occasion when challenged to think, feel and act in a sophisticated, critical manner.

In this way the case study discussed the ways to motivate students to learn music which are based on sidelines of applied research. This study also points out in critical manner that the students should also be the part of the curriculum which they are going to study rather than learn the pre-determined curriculum which was influenced by the dominant class of society. In this way, critical theory points out that the 'popular culture' can't be taken as the mass culture.

### **Conclusion**

Above discussion clearly clarifies the meaning of critical theory and the applied research. Both the terms are quite different in their meaning and stance. Critical theory which singles out for criticism and critique knowledge, which in itself presents as certain, final, and beyond human interests or motivations. The critical sees its own central purpose is to destabilize such knowledge and in place to generate alternative knowledge forms, specifically, those shaped by social interests who are democratic and egalitarian. While applied research deals with the specific problems of the society and tries to solve them rather than only to acquire knowledge, it applies such knowledge to meet society's requirement. The case study we discussed above has analysed the different aspects that can motivate the students to enhance their learning in music education. The critical aspect of the case study highlights that the conventional ways of learning based on pre-determined curriculum not worthy always, and new ideas should be incorporated by making students the part of curriculum which they are going to learn. This practice will motivate the students to learn and they will be more cooperated. At last we can conclude that however both the terms are unrelated but at the same time their applicability can be seen in common area also. As our case study identifies different aspects to motivate students to learn music at the same time we have found that the critical aspect here can also be act as a motivating source. In this way both can be related even if they are not relating to each other in realty.



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## An Analytical Study on the Relevance of Secularism in Modernising India

**Chandra Shekhar Singh\***

### **Abstract**

Since time immemorial, our India is known for its multi diversity as this land and its society is like a mighty river containing many tributaries of religions, languages, customs, creed and colour. Many religions and its followers are flourishing in this Dev Bhumi with their own traditions and beliefs. Thus, India is a multi-religious and multi-cultural nation from its known history. It is only the assimilating power of this pious land by which various religions, cultures, languages of Aryans, invasion of Mughals and colonial rule of Britishers played a very vital role in enhancing its cultural and religious multiplicity, thus making it a pluralistic society. So, whichever society with its culture came to this land, may be in the form of invasion or incursion, our Indian society became more and more complex and rich. Perhaps no other society of the world is as multi-cultural and multi-religious as our Indian society. As it is multi religious and multi caste society with several diversifications, many divisive factors also persists which can cause a threat to its long cherished unity and integrity. So, to curb this type of situation and to promote religious harmony with tolerance and socio economic upliftment of all, our constitution aims to constitute our nation a Sovereign, Socialist and Democratic nation. In this direction, by the 42<sup>nd</sup> amendment in our constitution, the term Socialist and Secular was added and it was proved a very significant step. The idea behind the creation of Secular India was to implement our ancient cherished history of 'Sarva Dharma Samabhava' by prohibiting any kind of discrimination on the ground of religion, caste, race, sex or place of birth. The present paper is an attempt to analyse the concept of Secularism, its history and challenges in the context of modernizing India.

**Keywords:** Diversity, Dev Bhumi, Mighty, Pluralism, Challenges, Sarva Dharma Sambhava.

### **Introduction**

In the words of **Das (1991)** who quotes **D.E. Smith**, explains the concept of secularism in India and says that **'The secular state guarantees individual and corporate freedom of religion, deals with the individual as a citizen irrespective of his religion. It is not constitutionally connected to a particular religion nor does it seek to either promote or interfere with any religion'**. After independence in 1947, when our nation was freed from the clutches of the slavery of Britishers, the main aim of our nation makers was to create an egalitarian society. In order to achieve this aim, India was declared a secular country. But the word secular was added in our preamble of constitution by the 42<sup>nd</sup> amendment in 1976 and our constitution gave the right to every citizen to profess and practice his religion and its customs. As per this there would be equality of all religions in India, along with religious tolerance and respect. It is written in our constitution that "India is a secular nation and we as citizens of India must abide by it." Our nation is having a very rich ancient history and the philosophy of oneness of religion has been mentioned in our

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Upanishads. It preaches '**Sarva Dharma Samabhava**' which means respect for all belief systems. The religion of India flourished with its civilization and in due course of time many things started revolving with its religion. During the feudal era when the authority of a person or the state was lying in the sword, there was almost complete religious tolerance as there was respect for each other's religion and people used to live in peace and harmony. After the invasion of Mughals, few controversies arose in this nation as during the rule of autocratic ruler Aurangzeb, some Hindus were forced to adopt Islam. But during the British rule, secularism became a very prominent concept and religion became an inseparable part of politics and social life.

On the basis of divide and rule policy, many separate laws were imposed by the Britishers on different communities of India. During the struggle for independence, secularism was the main objective of political leaders and there was a very strong commitment for this. But unfortunately because of communal hatred and violence, the dawn of independence saw the division of this sub-continent and birth of Pakistan took place. All the Muslims who felt that they are insecure to live with Hindu majority in this nation went to Pakistan. It was not the end but it gave birth to many devastating serial events in which the assassination of Mahatma Gandhi who preached the lesson of secularism and tolerance was the immediate one. As India was declared a secular nation and its subjects were free to follow and adopt any religion and there was no state religion, but gradually, for the sake of petty political and other benefits, most political leaders started preaching communal ideology and it became the reason that India became a combination of communalism and secularism. In due course of time, especially in the early 80's the feeling of communalism started overpowering the ideology of secularism and a new term "**Pseudo-Secularism**" began to be used by different political parties.

The 1984 anti-Sikh riots in Delhi, The Babri Masjid/ Ram Janam Bhoomi controversy in 1992, militancy in Kashmir and Punjab are few major examples which prove the superiority of communalism in India versus secularism. The communal forces became so strong that it started oppressing minorities and the secular policies started disintegrating. At present the situation is so much deteriorating that communal and religious clashes are the biggest question on the definition of secularism in India. Thus in order to make a truly secular India, the vested interest of people behind communalism must come to an end and a liberal space and respect for each religion should be provided. Great and deep subdivision of religion needs to be addressed and everyone at a personal as well as social level must follow '**Sarva Dharma Sambhav**' philosophy. Religion is personal and must not interfere with politics and in addition if we have to strengthen secularism, whenever there is damage to religious sentiments the government must deal with the perpetrators strictly and the guilty must be punished.

### **Objective of the study**

The main objectives of this study are appended below:

1. To know the concept of secularism including its basic philosophy and aim.
2. To discuss the role of secularism and its relevance in the context of modernizing India.
3. To analyse the challenges in front of secularism and its possible solutions.

### **Review of Literature**

**(01.) Bhargava Rajeev (1999)**, in his study "**Secularism and its critics: Themes in Politics**" defines the concept of Secularism thoroughly and its meaning in view of Post Structuralist and Post-modernist literature.

(02.) **Madan T.N. (1999)**, in his study “**Secularism in its place**” criticizes the imposition of Secularism on India.

(03.) **Nandy A. (1999)**, in his study “**The Politics of Secularism and the recovery of religious tolerance**” highlights on the concept of ethnic and religious tolerance.

(04.) **Sharma R.N. (2000)**, in his study “**Textbook of Educational Philosophy**” discusses the importance of secular and democratic education in the integration of Indian Society.

(05.) **Rizvi M.M.A. (2005)** in his study “**Secularism in India: Retrospect & Prospects**” highlights on the multicultural diversity of India and also tells the concept of Secularism, its long cherished history and challenges in context of India.

(06.) **Yerankar, S. (2006)** in his study “**Secularism in India: Theory and Practice**” makes an attempt to find out the origin of secularism and its concept in India. In addition, the study deals with various other aspects of secularism including its role in government and judiciary.

(07.) **Chandra, B. (2008)** in his study “**Communalism: A primer**” identified Communalism as one of the biggest threat which our society is facing today. He has suggested his views to uproot the communal thinking from the minds of people. It is a comprehensive study distinguishing communalism and secularism.

#### **History of Secularism in India**

The feeling of equality and respect towards every person's religion and faith is not a new concept for India, but it has a long cherished history. The ancient form of Hinduism known as **Sanatan Dharma** was developed as a holistic religion and it acted as an integrating factor of different spiritual traditions into a common wave. The religious plurality of Hinduism can be better understood by the development of four Vedas and the various interpretations of the Upanishads and the Puranas. In the third century B.C., the great emperor Ashoka declared that the state would not prosecute against any religion and faith. If we come across the **12<sup>th</sup> Rock Edict**, he appealed for the toleration of all sects and also to develop a respected spirit towards all of them. The religious tolerance expressed by Ashoka more than 2,300 years ago has been one of the cherished Indian Social Value. Ashoka's secular outlook is one of the landmarks not only of Indian civilisation but also of the human civilisation itself (**Yerankar, 2006**).

Even after the advent of Jainism, Buddhism and later Islam and Christianity into the Indian soil, the quest for religious toleration and coexistence of different faiths continued. During the medieval era, after the advent of Muslim rulers in this country, the idea of secularism did not get eroded. In this phase, the Sufi and Bhakti movements played a very crucial role in binding various communities and its followers together with love and peace. The main torch bearers of these movements were **Khwaja Moinuddin Chisti, Baba Farid, Sant Kabir Das, Guru Nanak Dev, Saint Tukaram and Mira Bai** and till the end of their life, they contributed a lot towards the development of composite culture. The remarks of Guru Nanak, when he says that ‘There is no Hindu and no Musalman, as there is no distinction between man and man’ (**Rizvi, 2005**), give support to the roots of secularism. In this direction, the great Mughal emperor **Akbar** propagated **Din-e-Illahi (Divine faith)** and **Sulh-e-kul (Peace with all)** which were highly inspired by the noble idea of secularism.

During the modern era, the concept and feeling of secularism was strengthened and enriched through the freedom movement waged against the Britishers. The freedom fighters irrespective of their religion, caste or creed fought for the sake of making our

Bharat Mata free from the British rule. In the initial part of the Indian freedom movement, the liberals like **Sir Feroz Shah Mehta, Govind Ranade, and Gopal Krishn Gokhale** by and large pursued a secular approach to politics. The **Brahma Samaj** started by **Sri Raja Ram Mohan Roy** and the **Arya Samaj** led by **Swami Dayanand Saraswati** never treated other religious faiths with any antipathy. On the other hand, they tried to purify the wrong traditions which had gradually sapped the vitality of Hindu religion. The constitution drafted by **Pandit Moti Lal Nehru** as the chairman of the historic Nehru Committee in 1928, had the following provision on secularism as, **'There shall be no state religion for the commonwealth of India or for any province in the commonwealth, nor shall the state, either directly or indirectly, endow any religion any preference or impose any disability on account of religious beliefs or religious status'**.

The principal advocates of secular ideology in modern India were **Mahatma Gandhi** and **Pandit Jawahar Lal Nehru**. Gandhiji's secularism was based on a commitment to the brotherhood of religious communities based on their respect for and pursuit of truth. Whereas, Nehru's secularism was based on a commitment to scientific humanism tinged with a progressive view of historical change and he became the leading champion of the concept of secular state. Pt. Nehru was one of leading champion of the secular state concept and the emergence of the secular India on the global arena can be considered as one of his biggest achievement. He dreamt of such India which was not a 'caste ridden society' in which communalism constitutes a major threat to all the values.

The Gandhian Perspective for Indian Secularism: The view of Gandhi on secularism was different from Nehru and he emphasized not to remove religion from the public sphere, as propagated by Nehru. The vision of Gandhi on nationalism was the major non-secular alternative to the Nehruvian secular matrix. Gandhi believed that it was only through the recuperation of religion that India could truly enjoy emancipation from the colonizer. The secularism as mentioned by Gandhi was based on a non-violent idea of tolerance. Gandhiji always considered the tolerance as duty and asked his countrymen to rethink the tolerance with the vision of and in the light of his famous principle of ahimsa (non-violence) and Satyagraha. He viewed this as a form of sacrifice for the minority community of India by their majority brethren. This Gandhian principle was deeply informed by his religiosity to the extent that his every action was influenced by his religion. In other words, religion was a constitutive principle by which the worth of all worldly goals and actions could be judged.

Views of Pt. Nehru on Indian Secularism: It imagines a society based on secular democracy which does not pose any opposition to any religion but its goal is to deal the public affairs free from the eyes of religion. In fact, many commentators such as Ashis Nandy believe that religion in India cannot be cordoned off from politics because it informs all aspects of an Indian's life. This is what Gandhi meant when he referred to religion's involvement in politics. Nehru was having a very rationalistic and individualistic view of religion, and he always thought that religion is impairing the development of this nation. From the multicultural thrust of Nehru's nationalism came the ideological matrix out of which the secular narratives of the nation were constructed. Nehru always promoted the notion that India as a secular entity, not a Hindu nation, had cradled a variety of religions and sects through centuries, and in addition had acquired a degree of unity while surviving conquests and conflicts. The autobiography of Pt. Nehru **"Discovery of India"** can be considered as the documentation of this unity through history; and for him the

nationalist movement was designed to free this unity so that India could join the world-historical march towards modernity. Thus, the Nehruvian policy in the congress era was having a vision of equality towards all religions without any discrimination. In concluding term it can be understood in the Sanskrit words **Sarva Dharma Samabhava**, which means that all religions should be treated equally and always believed that secularism was the sole basis for an integrated nation, and said on many occasions that secularism does not mean the 'absence of religion, but putting religion on a different plane from that of normal political and social life.

**Relevance of Secularism in modernizing India:** On 15<sup>th</sup> August 1947, when India became free from the long struggle against British colonial rule, then it got the status of a pluralistic nation and it welcomed all religion and cultural diversity without any discrimination. The general non-discriminatory attitude of our nation has assured that ability and performance should be given due weightage and nobody should be held back because of his/her religion. The word secularism finds its origin from western nations where there was monopoly of Church and it was directly interfering every matter of common citizens. Actually, it was related to the separation of church from state affairs, and in addition, it provided a state a neutral position between different religions and in the mean while it also gave every citizen the right of professing any religion or faith without any kind of discrimination. Sometimes the term secularism is used by few people as the opposite of religion, but in reality, it takes a dispassionate view in running the affairs of the state. In the case of our nation, the term secularism basically connotes treatment of all religions on equal footing and in addition it rules out any discrimination on the basis of religion. Hence, secularism means separation of the state, politics and non-religious areas of life from religions and religions being treated as a purely personal matter (**Chandra, 2008**). So, when India is said to be a secular state, it only means that the state will not identify itself with any particular religious faith and that no person shall suffer any disability or discrimination on the basis of religion. The history of India is a very important witness of deep rootedness of its secular traditions. The culture of this pious nation is very composite and is based on various spiritual traditions and social movements.

As it is a proven fact that in our nation where there is so much diversity, Secularism plays a very important role due to its revolutionary and positive concept. It should not be considered as anti-God or negative in any means as it gives its due importance to religion in human life. The survival and prosperity of our pluralistic country basically depends on the effective implementation and successful working of secularism. In this direction our constitution empowers the State to allow every citizen living here to profess and practice any religious faith but at the same time, it can forbid any kind of interference of religion in secular activity such as elections. Recently, our honorable Prime Minister Mr. Narendra Modi gave assurance to all and worked effectively to correct the perception that his government is encouraging Hindutva by suppressing minorities. He urged the countrymen that Right to Religion is a fundamental right and promised that his government will act with iron hand in case of any kind of religious hatred activity. Secularism acts as a very effective agent in regulating the relation between the State and various religious groups by dealing with equality without any kind of discrimination. India has a population of more than 125 crores of various faiths and diverse religions. Our development and prosperity is not possible if the pious idea of secularism is not accepted as critical for our country by

one and all. Further, with prosperity and development of our country, the social welfare and economic development is also dependent on Secular view.

**Table 1: INDIA'S RELIGIOUS POPULATION DISTRIBUTION**

Sl. No.	Religion	Population (in crores)
01.	Hindu	97.85
02.	Muslim	19.97
03.	Christian	2.97
04.	Sikhs	2.43
05.	Budhist	0.94
06.	Jain	0.57
07.	Others	0.79

**Source: Registrar General & Census Commissioner**

### **Challenging factors for Indian secularism**

Now, with the widening of wisdom and various implementations of Government policies, our nation is moving from its religious root to secular tentacles. In the words of **Dr. Radhakrishnan**, who writes that there should not be any confusion between secularism with the concept of atheism but many evidences come which proves that religious fundamentalism have not been fully eroded from our society. The conflict of Ramjanmbhumi and Babri Masjid can be cited as the examples of evils of fundamentalism, which can very well be accepted as an indicative of the breakdown of the process of secularization. It has brought escalation of many ethno religious disputes and it can lead to the national disintegration. There are many causes for this sorry state of affair but the most important is the failure of Indian polity which was not able to develop on the secular line. From individual point of view, we can be Hindu, Muslim, Sikh or Christian but when our nation is concerned then our only identity is that we are Indians. The progressive social change in all respect of our society is possible only when a genuinely secular space is created and our narrow conservative trends with selfish issues should be discouraged as these issues are becoming a serious threat to our long cherished philosophy of **“Unity in Diversity”**. It is really an irony that even after so many years of independence; our narrow religious feelings mingled with selfish thinking govern our mode of participation in politics and public administration. The communal violence with hatred speeches by our politicians for creating vote bank and coming in power has now become an order of the day. In addition, the factors which hindered secularism in our nation are appended below:

(i) **Non-implementation of Uniform Civil Code:** In order to maintain the national identity and to integrate the members of all religious communities into one thread of common citizenship, the notion of uniform civil code is the need of hour. At the time of independence when our constitution was being framed then this step was considered very crucial to make a secular society but with the passage of time and increasing lust of political and other benefits, now the formulation of uniform civil code has become a problematic issue. In the year 1986, the government was forced by Muslim community to enact legislation concerning the maintenance of the divorced wife and it was felt that this was closer to their personal law. In the same way just to save the vote bank of minority, the secular view of many muslim brethren was not given any cognizance. Same path was followed by other minority community and the formulation followed by the implementation of uniform secular code was made an utopian task for many successive government. These types of constraints indicate that the path leading to a truly Indian secular society is strewn with many hurdles.

- (ii) **Religion mingled with politics:** With the passage of time, the political parties lost their ideology and just for the sake of getting power, many parties used caste and religion factor to promote their political interest and undermined the secular values. The menace of communalism also hampered the feeling of genuine secularism in India. Despite abandonment of communal electorates and a ban on the use of religion for soliciting votes, it has now become a common practice by various political parties and groups to use communal factor to get power.
- (iii) **Ineffective implementation of Government Policies:** Because of ineffective implementation of various formulated government policies, the dream of making poverty free and just economic ordered India is still a far issue. The common people suffering from abject poverty and relative deprivation could not develop any faith in the polity. The reason was that it was not able to provide them basic amenities of life necessary for their sustenance.
- (iv) **Religious and Cultural Symbols:** As India is a land of many religions and faith, so they have different traditions also. For example, the Hindu community performs many rituals like Bhumi Pujan, breaking of coconuts while performing any auspicious occasions. But on the other hand, non-Hindu community considers them as manifestations of Hindu culture. In many state functions, the performing of Hindu rituals gives wrong message on the neutrality of the state. In the last 40 years, confusion has risen between Hindu and Indian. The cultural dimension of secularism has been totally neglected and no attempt has been made in order to develop a composite Indian Culture which is based on true amalgam of all religious culture. In addition, we failed to develop any new culture which is based on secular values. It is true that this is a very tough task, but it lacks the proper efforts both by leaders as well as the countrymen. Due to the limited interpretation of the idea of secularism, which was confined to the state policy, the religious identities and other sub cultural issues and differences of opinion of Indian citizens, have continued to remain very strong. So, in this type of society, where such distinctions are emphasized, various groups and communities remain away from each other.
- (v) **Perceptions of secular state by the minorities:** If we leave the education and work related issue, then prejudice and discrimination on various factors have been perceived as very vital cause of intergroup violence and conflict. It is a fact that while dealing with communal riots, the state machinery does not act unbiased and many culprits responsible for victimizing minority group members go escort free. The result is that, the minority group start living in with a feeling of insecurity and thus their loyalties continue to be particularistic rather than universalistic.
- (vi) **Ineffective Educational System:** The defect in our traditional education system has given an encouragement to people to think in terms of groups and communities. It has failed to inculcate the pious ideas of secularism in the young minds and to promote the feeling of mutual give and take.
- (vii) **Distortion of constitutional and Democratic Institutions:** In the process of weakening of Indian secularism, the distortion of the Constitutional and democratic institutions have played a very crucial role. They did not perform as they were envisaged by the constitution makers. To take an example, it is clearly written in our constitution that religion will not be permitted for soliciting vote but in the current scenario it is a common



practice by many political parties. So, it is advent from the above that it has hampered the growth of a secular polity in our country.

### **Suggestions and Recommendations to build up a healthy Secular India**

From the above facts it is very much clear that the dream of making a society based on equality by our nation makers did not come true. So there is an urgent need of recreation of theory of secularism which should justify that religion is separated from politics. In our country which is known for its multi-cultural society there should be procedural neutrality in true letter and spirit. The crisis of Indian secularism is the result of 'reason' being overpowered by what is referred to as 'identitarian' cultural practices. The rise of fundamentalism and the communalization of politics are both anti-secularist, and together have encouraged separatist and divisive forces to offer a recipe for national disintegration along with the failure of the parliamentary democratic system, and the Constitution. So it is the dire need of the hour that we should search some practical ideas and solutions in order to combat the threat against the pious wish of making an egalitarian and secular Indian society. Some of the solutions are appended below:

- (i) **Effective change in Education System:** In the present era, the promotion of rational and scientific attitudes in the citizens of India is possible only by effective transformation of our education system. The process of modernization and change of outlook which in turn is very helpful in nation building is to a very large extent dependent on educated countrymen. The dream of making a secular India in true sense can only come true if we expose ourselves to modern science, rationality and education. In this direction, **The National Council for Educational Research & Training** has to play a very vital role as it prepares text books emphasizing our values which teach us the lesson of unbiased attitude against any community.
- (ii) **Organisation of Social Reform movement and mobilization of public opinion:** By organizing social reform movements and mobilizing public opinion, the minority community of our nation should be encouraged to participate in mainstream of national life thus making them free from the clutches of obscurantism, superstition and fundamentalism. The NGOs and other organisations should also be involved in the process of creating an awareness of Secularism and social justice.
- (iii) **Formulation and implementation of Uniform Civil Code:** To develop a positive and truly secular atmosphere in our country, the task of making a Uniform Civil Code as mentioned in Art 44 of Directive Principles of State Policy should be implemented in true letter and spirit.
- (iv) **Role of mass media:** In the present era of post-industrial society, where our lives are very much governed by mass media, so it can be used as a very effective mechanism in promotion of awareness and social justice which are the main objectives of secularism.
- (v) **Role of Political Parties:** As our nation is a democratic nation, so a very big role in the creation of effective secular India lies with the political parties contesting elections and its leaders. The leaders have to leave their petty selfish ambitions and they should behave like truly national leaders. An attempt should be made in the direction of empowering women for ensuring social justice and egalitarian society.

## **Conclusion**

Thus, the constitution of our nation is having the main aim of maintaining solidarity within the people by seeing all religion and faith with equality and respect. In addition, it has also the responsibility of securing the matters of the state and it also ensures that religion will not come in between the state and its citizen. It is true that that the state is very well allowed to interfere in the affairs of religious denominations and institutions and to make special reservations for the sake of the lowest strata of the population, but the pious idea of secularism in our nation is not motivated by enmity towards any faith or religion. Secularism is seen as the only possible option that would be able to provide harmonious and peaceful survival for the different religions and castes of Indian society. So, in order to maintain the long cherished history of Indian religious pluralism, secular ideas will have to be inculcated in the innocent minds of our young generation. For this, we should have to redesign our existing curriculum in the schools and colleges. The sacrifices and hardships of all religious communities and their contribution towards freedom and development of the country need to be focussed in the books of the history at school and college level. It is the responsibility of every Indians to stand by and believe in living with peace and equality which is the noble belief of secularism. Then only we can build the nation of our dream and say with pride **“Sare Jaha Se Achha Hindostan Hamara”**

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## **Child Labour: Causes & Its Socio-Legal Initiatives**

**DR. SANDHYA SINGH\***

### **Abstract**

**“The child is a soul with a being, a nature and capacities of its own, who must be helped to find them, to grow into their maturity, into a fullness of physical and vital energy and the utmost breadth, depth and height of its emotional, intellectual and spiritual being; otherwise there cannot be a healthy growth of the nation.”---**

**P N Bhagawati, Former CJI**

Child labour is a widespread phenomenon in the entire world, occurring predominantly in developing countries like in India, Latin America, Africa, and Asia. In the 20th century, child labour remains a very serious problem in many parts of the world. Their living conditions are really very crude and their chances for education minimal.

The problem of child labour has moved from a hard matter of regional and national concern to one of international debate. Much of the recent theoretical literature has focused attention on the fact that the decision to send children to work is most likely made not by the children themselves, but by households who do so out of dire need.

Poverty is considered to be the main root cause of child labour. In fact, this is not true; literacy and household effect are even bigger variables in the determination and the measurement of child labour in a society. This raises the issue of the impact of literacy and schooling on child labour and vice versa.

Finally, the aim of this paper is to highlight the crucial form and all aspects of child labour which is present in our society with its causes and social legal initiatives.

**Keywords:** Child Labour, predominantly, underdeveloped countries, variables, literacy.

### **Objectives**

- ✓ **The general objective of the paper is to know about the problems and causes of child Labour in various dimensions.**
- ✓ **The specific objectives of the paper are:**
  - To study the socio-economic status of child labour in society.
  - To assess the causes/reasons and contributing factors to become child labour.

### **Introduction**

**“A child is a person who is going to carry on what you have started...the fate of humanity is in his hands.”---** Abraham Lincoln.

Almost one-third of the world population consists of children. Therefore they need to be cared and protected, to keep up and improve posterity. Children are important component in social structure and potential future carries to the culture.

Biologically, a child is anyone between the stages of infancy and adulthood, or child is a human being between the stages of birth and puberty. The legal definition of "child" refers to a minor, or somebody who is yet to become an adult. It is used as an opposite to adult. It is not concerned with the age. The only qualification is that the child should be unable to

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maintain himself. Hence a child though not a minor is still a child as long as it is.

### **Meaning of Child Labour**

The children should not have to work is universally accepted, but there is no universal answer why the problem of child labour persist and how it needs to be tackled.

India is faced with the crucial task of eliminating the child labour which is prevalent in all spheres of life. Thousands of children are engaged in the carpet factories, glass factories and other hazardous industries all over the country.

The term child labour has generally found in two-fold interpretations. Firstly, it is implied to be an economic necessity of poor households and secondly, the explosive aspect in children's work concerned with the profit maximizing urge of commercial establishment. Where in children are made to work for long hours, paid low remuneration and deprived of educational opportunities.

### **Child Labour in India**

India accounts for the second highest number where child labour in the world is concerned. Africa accounts for the highest number of children employed and exploited. The fact is that across the length and breadth of the nation, children are in a pathetic condition. Child labour in India is a human right issue for the whole world. It is a serious and extensive problem, with many children under the age of fourteen working in carpet making factories, glass blowing units and making fireworks with bare little hands. According to the statistics given by the Indian government there are around 20 million Child labours in the country, while other agencies claim that it is 50 million.

The situation of Child labours in India is desperate. Children work for eight hours at a stretch with only a small break for meals. The meals are also worst, frugal and the children are ill nourished. Most of the migrant children, who cannot go home, sleep at their work place, which is very bad for their health and development. Seventy five percent of Indian population still resides in rural areas and are very poor. Children in rural families who are facing with poverty perceive their children as an income generating resource to supplement the family income.

### **National Framework to Eliminate Child Labour**

Our Indian Constitution provides many special provisions for the protection of children. Some Articles are as follows – 15(3)31, 2132, 21-A33, 2334, 2435, 39 (e)36, 39 (f)37, 4338, 4539 and 51-A (k)40. In relation with the above mentioned Conventions and Constitutional provisions, we have enacted special laws to eliminate the child labour; some important ones are as follows.

1. The Children (Pleading of Labour) Act, 1933.
2. The Factories Act, 1948.
3. The Minimum Wages Act, 1948.
4. Plantation Labour Act, 1951.
5. The Mines Act, 1952.
6. The Merchant Shipping Act, 1958.
7. The Motor Transport Workers Act, 1961.
8. The Apprentices Act, 1961.
9. The Schools and Establishments Act, 1961.
10. The Beedi Cigar Workers (Conditions of Employment) Act, 1966.
11. The Child Labour (Prohibition and Regulation) Act 1986.

### **CHILD LABOUR (PROHIBITION & REGULATION) ACT, 1986**

Recognizing in the increasing problem of child labour in our India, the Parliament passed "**The Child Labour (Prohibition and Regulation) Act, 1986**".

The purpose of this Act was to declare child labour as illegal and make it a punishable act by any citizen of India. The Act is to bring to the notice of the people of this nation that there are child labour laws to protect the child. However, in spite of this the situation has not improved, nor has it been brought under control, it is still same.

#### **Constitutional Provisions**

- ✓ **Article 24:** No child below the age of 14 years shall be employed to work in any factory or work which is hazardous.
- ✓ **Article (39-E):** The state shall direct its policy towards securing the health and strength of workers, men and women and the tender age of children are not abused.
- ✓ **Article (39-F):** Children shall be given opportunities and facilities to develop in a healthy manner and in conditions of freedom and dignity.
- ✓ **Article 45:** The state shall endeavour to provide within a period of 10 years from the commencement of the constitution for free and compulsory education for children until they complete the age of 14 years. The Implementation of Right to Education Act of 2010 ensures free and compulsory education for children between the ages of 6-14 years.

#### **Socio-Economic Factors/Causes of Child Labour**

The socio-economic factors that causes child labour-

##### ❖ **Poverty as root cause**

Poor parents cannot afford schooling for their children. Thus, mainly poor households are to send forced their children to labour instead of sending to school.

##### ❖ **Family size**

Indeed, large poor households usually have more children involved in child labour than children from smaller households, which demonstrates family size have an effect on child labour

##### ❖ **Family condition**

A growing number of children who have either lost one or both the parents and those impacted by HIV/AIDS in the family, are forced to work in order to support themselves and their siblings.

##### ❖ **Traditional or cultural factor**

Culture is another factor which is driving children into labour market. Different cultures of many societies make children start work at very young age which are related to traditions and cultural factors.

##### ❖ **Low Aspiration**

It is important for parents and children to understand that they can work hard and make something great of themselves. Low aspirations by parents and children are a major cause of child labour because in such a situation, being employed in a local factory, or selling grocery in the streets is the normal way of life. To these types of children and parents,

success only belongs to a certain region or group of people. They do not aspire to become professionals in the society or great entrepreneurs. It is a mindset that forms the very foundation of child labour.

#### ❖ **Huge demand for unskilled labourers**

The demand for unskilled labourers is another cause of child labour. Children are mostly unskilled and provide a cheap source of labour, making them an attractive option for many greedy employers. Child labour, by virtue of being cheap, increases the margin of profits for such entrepreneurs whose only objective is profit maximization even if it comes at the expense of ethics and good business practices. These types of employers can also force children to work under unfavourable conditions through manipulation or blatant threats.

#### ❖ **Early Marriages**

Marrying at an early age is a major contributing factor to overpopulation. Young parents are able to sire a lot of children because they remain fertile for a long time. Having many children with little or no resources to support those leads to child labour. Older children are forced to work in order to help their parents support the family.

#### ❖ **Discrimination between boys and girls**

We have been conditioned into believing that girls are weaker and there is no equal comparison between boys and girls. Even today, in our society, we will find many examples where girls are deprived of studies. Considering girls weaker than boys deprives them of school and education. In laborer families, girls are found to be engaged in labor along with their parents.

#### **Consequences of Child Labour**

- General Child injuries and abuses like cuts, burns and lacerations, fractures, tiredness and dizziness, excessive fears and nightmares.
- Sexual abuse, particularly sexual exploitation of girls by adults, rape, prostitution, early and unwanted pregnancy, abortion, Sexually Transmitted Diseases (STDs) and HIV/AIDS, drugs and alcoholism.
- Physical abuse that involve corporal punishment, emotional maltreatment such as blaming, belittling, verbal attacks, rejection, humiliation and bad remarks.
- Emotional neglect such as deprivation of family love and affection, resulting in loneliness, and hopelessness.
- Physical neglect like lack of adequate provision of food, clothing, shelter and medical treatment.
- Lack of schooling results in missing educational qualifications and higher skills thus perpetuating their life in poverty.
- Competition of children with adult workers leads to depressing wages and salaries.

#### **Socio-Legal Initiatives**

The Supreme Court of India, in its judgement dated 10th December, 1996 in Writ Petition (Civil) Number 465/1986, has given certain directions regarding the manner in which the children working in the hazardous occupations are to be withdrawn from work and rehabilitated, and the manner in which the working conditions of children working in non-

hazardous occupations are to be regulated and improved. The judgement of the Supreme Court envisages are as follows:

1. Survey for identification of working children (to be completed by June 10, 1997).
2. Withdrawal of children working in hazardous industries and ensuring their education in appropriate institutions.
3. Employment to one adult member of the family of the child so withdrawn from work, and if that is not possible a contribution of Rs.5000 to the welfare fund to be made by the State Government.
4. Financial assistance to the families of the children so withdrawn to be paid out of the interest earnings on the corpus of Rs.20,000/25,000.00 deposited in the welfare fund as long as the child is actually sent to the schools.
5. Regulating hours of work for children working in non-hazardous occupations so that their working hours do not exceed six hours per day and education for at least two hours is ensured. The entire expenditure on education is to be borne by the concerned employer.
6. Planning and preparedness on the part of Central and State Governments in terms of strengthening of the existing administrative/regulatory/enforcement frame-work (covering cost of additional manpower, training, mobility, computerization etc.) implying additional requirement of funds.
7. Simultaneous action in all districts of the country.
8. Contribution of Rs.20, 000 per child to be paid by the offending employers of children to welfare fund to be established for this purpose.
9. By creating the demand for skilled and trained workers, child labour cases will reduce since almost all child labourers fall under the unskilled worker category.
10. Empowering poor people through knowledge and income generating projects would go a long way in reducing cases of child labour.

### **Conclusion**

It is said that "**child is the father of man**", and the children of our country are our biggest asset. The government of India has enacted several laws in order to provide healthy social and educational environment for the development of children. But in spite of all the laws enacted, problem of child labour still persists in our Indian society that is because child labour laws are themselves flawed in some way or the other or suffer from poor implementation of programmes.

Child labour is not just an affront to the rights of a child but also it is a symbol of a society that has lost its proper way. We should, therefore, all strive to ensure that the fundamental rights of children are protected and that they are accorded the opportunity to go after their dreams, desires and aspirations. The future is much brighter when the younger generation has a good foundation for success. The innocence of a child should never be taken away for the purpose of making the lives of adults easier. It is both unfair and morally unacceptable.

Though awareness towards child labour has increased and now there are several NGO's trying their best, but today what we require is to take concrete actions, the central and respective state governments need to provide for better machinery for enforcing child labour laws. Unless this is achieved our country won't be completely free the burden of child labour.

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## **'Bi' Buzzes: Familial Space of Bisexual in *Margarita with a Straw***

**Rumpa Podder\***

### **Abstract**

Cultural phenomenon of queer has focused on the issue of the formation of the queer identity. In this process of formation family plays an important role. It is always a family which initially comes to define the 'identity' of a person. Thus family plays the role of the miniature of society. The case becomes more complicated when it comes to deal with bisexuality. This bisexual orientation itself is marginalised in the row of LGBTQIA+ group. Shonali Bose's 2014 film *Margarita with a Straw* comes to deal with a mother's dealing with her daughter's bisexual identity and eventually a celebration of this identity.

**Key words:** Film, Bisexual, Family, Marriage, Space, Queer.

I asked my husband

Am I hetero

Am I lesbian

Or am I just plain frigid? ('Composition' 64-67)

These lines from Kamala Das express the doubt of her female protagonist about her own sexual identity. The protagonist needs the help of her husband to establish even her own identity. This is where the essence of this paper lies as I seek to explore the troubled familial spaces of the sexually 'aberrant' characters of a particular Bollywood film. Erik Erikson, the famous psychologist of the twentieth century, in his theory of developmental stages has focused on the process of identity formation. People acquire their identity particularly based on their membership in various groups like the familial and the ethnic ones. Such groups satisfy the person's need for the affiliation of his identity and help him to define himself in the eyes of himself and others. The issue of gender or familial identity is also a concern of cultural studies as they deal with the construction of one's identity in socio-cultural context. Bollywood films, as a part of cultural studies, have become sensitive to this issue of identity formation as we find that the characters of the films need the approval of their family to come out as a person of alternative sexual orientation. Queer culture always criticizes these kinds of identities demanded and imposed by the families. Thus, the family has often become the centre of great tension in queer culture because families, in most ethnic communities, assume that the members are generally heterosexual. The accepted notion of a family is that it consists of a heterosexual couple with their heterosexual children and certainly it never acknowledges the fact that a queer family or queer parenting can exist. No other kind of relationship is permissible in a society built on heteronormativity as homosexual relationships automatically lead to an end of traditional family (Nayar 168). The supportive movements of 377 of Indian Penal Code which criminalizes homosexual relation, echo exactly this, "Homosexuality is a crime according to scriptures and is unnatural. People cannot consider themselves to be exclusive of a society. . . . In a society, a family is made up of a man and a woman, not a woman and a woman, or a man and a man" (wikipedia.org).

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Several protests against such statements and queer movements often question these kinds of identities that the families consider as 'normal'. Family thus becomes one of the main causes of the violation of a person's space; the parents hardly allow their children to 'choose' their sexual identity. If the child comes out to be a LGBT person, the parents generally leave no stone unturned to 'cure' him or her. But there are organisations like P-FLAG (Parents and Friends of Lesbians and Gays) who help the parents in many ways to cope up with the 'situation'. However most of the parents think that their children are passing through a temporary phase or they are mentally ill.

Such issues related to family and its values have always been treated as one of its focal points by the practitioners of cultural studies. A large part of Indian television and film industry is based on this. Bollywood film industry too has focused on the issue of sensitisation of the parents of LGBT people. Queer film studies before 1970s and 1980s used to focus on the one side of the story which narrates the part of the LGBT children; but later the films have shifted their focus on the narrative of a queer family. Their concern over the assumption of heterosexuality or heterosexual relationships as the norm within families and society is often thematized as the quest for alternative forms of relationships. Nayar rightly points it out, "Redefining the family and kinship system is, therefore, central to a queer narrative" (169). And very interestingly this also becomes the system which violates the queer space once again. In most of the cases the lack of familial support does not allow the person of alternative sexuality to establish his own identity and it leads to two possible consequences- either the person remains in the closet hiding his or her own identity or the person comes out and moves forward to establish a surrogate family which is beyond the stereotypical construction of a heterosexual family and where familial support is more important than any consanguinal bond.

The concept of a surrogate family never highlights the concept of marriage as the building blocks of any relationship. But the traditional concept of a licit sexual practice is always based on marriage. Judith Butler notes that sexuality is invariably thought of in terms of marriage and marriage as the key to legitimacy (18). Various sexual practices and relationships outside the purview of the sanctifying law become illegal and untenable. These not only enforce the distinction between the legitimate and illegitimate queer lives, but also produce distinctions among the forms of illegitimacy as Butler herself writes:

The stable pair who would marry if only they could are cast as currently illegitimate, but eligible for a future legitimacy, whereas sexual agents who function outside the purview of the marriage bond and its recognized, if illegitimate, alternative form now constitute sexual possibilities that will never be eligible for a translation into legitimacy (18).

Marriage, therefore, can never be considered as the norm that validates the particular kind of relationship and contributes to social benefits. It is what lies at the heart of the familial relationship of the queer. Queer families thus work as a threat to the nuclear family norm. The variations within queer families- gays are bringing up children, lesbians not wanting children, non-monogamy- counter the established ideals and notions of a heterosexual family which represents the ethical and 'normal' form of bonding. Even the marketing strategies that the consumer products employ through the television commercials, never aim at the queer families. Even these commercials, especially in India, hardly cast any person with alternative sexual orientation. Though very recently this scenario has started to change worldwide, the idea of the queer family as a consuming one can never be

considered as an expansion of the gender boundary; rather it must be seen as a re-affirmation of the centrality of the family to the consumer, capitalist economy (Nayar 172). But the popular cinema varies a lot from the television commercials. And while talking about Indian film industry, it has always remained a step ahead to portray the characters with alternative sexual orientations. Its engagement with comparatively a larger public viewership has always helped the queer subculture to get a larger platform to validate its presence. Bollywood films have, thus, got two distinct status – either they have championed the “language of the self definition” (Choudhuri 9) or have presented the other versions to it which are more acceptable to the larger heterosexual audience. Though with some kind of newer social developments, this scenario has started to change to some extent but the familial ‘statuses of these people remain the same. The need of such people to build a family takes them on a quest that becomes also the quest of their defining marks, their identity and their ways of livelihood. The family always remains central to their selves but paradoxically these very selves get hunted by this family resulting in destroying their familial space apart.

The problem begins as the people who are related to a person with alternative sexual orientation start to focus on their relation instead of focusing on the existence of the person as an individual. And it is the family that takes the most hideous form to the LGBT people. In Sappho for Equality's report it is mentioned how the family becomes instrumental in violating the rights of the LGBT people in the name of their ‘welfare’:

It is the family that accepts its LBT member because after all she is family and finally it is the family, whom LBT cannot think as a perpetrator, hence disregards all violence done to her. It is quite problematic to assess the relationship between family and LBT, there are many instances where the LBT person understands and speaks in clear terms about the violence done to her by her family, but it is nonetheless very complicated (41).

This complex pattern of the relationship between the LGBT and their family has been taken up by the Bollywood industry as a marketing strategy. But this is not the sole purpose of the queer films. The queer reading of the films is necessary to trace the trajectory of queer sexual ideology as Rohit K. Dasgupta asserts this:

The purpose of a queer reading of Indian cinema is not to reveal any hidden agenda to the queer identified; rather a queer reading examines the function of cinema in remoulding subjectivities, desires and pleasures. It helps us negotiate with patriarchy and masculinity and reveals the social conflicts this creates (4).

This conflict starts first within the familial space. The gays or the lesbians are at least able to form a circle around them because they are at least aware of their sexual orientation to a great extent which the bisexual people lack. Bisexuality, in spite of being a part of queer wing, has always lacked the deserving attention from the queer theorists, LGBT activists and even from the homosexuals. The movements of the bisexuals have never risen up like the Gay Liberation Movements or Lesbian Feminist Movements because the gay and lesbian groups did not consider them as sexually marginal due to their inclination towards heterosexuality as April S. Callis opines:

Also, as with the queer movement, the bisexual movement came about in part because of dissatisfaction with the strict identity politics of many gay and lesbian groups. Self-identified bisexual individuals in the late 1980s began to agitate to have the term *bisexual* added to organization names and conference titles. In many cases, as with the Northampton Pride March, the term *bisexuality* was added, and then dropped, and then added again, as

heated debates focused on who was, and/or should be part of the gay and lesbian community (21).

Bisexuality, therefore, has always remained a deprived child of queer academia. But the bisexuals also feel the threat in their familial space. The families also experience severe relational distress as the bisexual person expresses his or her sexual preferences at the resistance of the family members. While such resistance is normal even for the parents of a heterosexual youth, when the resistance is rooted in an attack on the very identity of the youth it can be severely traumatizing for the normal social development as well as the trust between parents and their children. The parents go through a grieving period of the loss of the image and expectations associated with having a 'normal' child, having to redefine their relationship as well as learning a new identity for their child. All through this process of redefinition, who suffers the most, is the child with different sexual orientation. This is the subject of the 2014 Bollywood film *Margarita with a Straw*. From the very outset of the film, it focuses on the relationship of the female protagonist, Laila, played by Kalki Koechlin and her mother, played by Revathi. Laila suffers from cerebral palsy but she is a part of an inclusive education which keeps her dream alive to be a writer. And to fulfil her dream her mother becomes instrumental but as soon as Laila's bisexual identity gets revealed to her, everything changes between them and Laila loses her familial space. As Laila goes on discovering her sexual preferences, her guilt consciousness starts to haunt her because she is unable to confess this to her mother. But finally when she says this to her mother while giving her a shower that she is a bisexual, firstly her mother mixes up the 'bi'(bisexual) and the 'bi'(maid) and finally when she gets the term properly, she just gives a vacant, disgusted look and utters only one word- "*Chhi!*" (Yuck). Laila thus, loses the support of that person from whom she has expected the most. Even Khannum, Laila's female partner, played by Sayani Gupta, has expected the support from Laila's mother which Khannum has never got from her family- "*Aai (mother) is a rock star. She is way ahead of my own Ammi (mother) and I came out to her.*" Unfortunately little did she know that when she would really 'come out' to her, she would be haunted by her own expectation? Laila's mother, who seems to be mentally a way ahead than other parents, cries out- "*Bahes mat kar Laila. Yeh sab normal nehi hain*" (Do not argue Laila. These things are not 'normal'). Laila's sexual orientation thus ravages her most intimate familial space which she shares with her mother as she is influenced by the "foundational illusions of identity" (Butler 46). This happens because there is no such act from the part of Laila which matches her gender 'performance'. We can turn to Callis for an expansion of this idea:

A man who makes sure to talk about cars and sports around his male friends is performing his gender, either consciously or unconsciously. This same argument can be made for sexuality, which is part of any gender performance. A female kissing another female can be read as a sexual performance and a (faulty/subversive/troubled) gender performance. However, how does one read bisexuality? If there are no bisexual acts, but rather, only heterosexual and homosexual ones, then how can bisexuality ever be performed? (17)

And this is the lack of performance which makes Laila's position more troublesome and that of her mother's as well. Laila can never be so 'certain' like Khannum to come out and form an out-of-home placement for herself. Khannum, a visually challenged young girl of a Pakistani Bangladeshi descent, at least is able to establish her lesbian identity but she also faces the same problem from the family members like the other people of sexual

minorities-“Parents, ristedaar; problem wohi par tha. . . Maar pitai, rona, and counselling or jab kuchh nehi kar paye tab baatein karna chhor diya” (The main problem was the parents and the relatives. . . Slaps, crying, counselling and when nothing works, they stop talking to me). Even, the surrogate family that Khannum establishes surrounding Laila gets shattered when she comes to know about the physical intimacy between Laila and Jared, her friend at the University, played by Wiliam Moseley. And it is where Laila's bisexual identity becomes more complicated as it intrudes into her familial space. But towards the end of the film when Laila's bed-ridden ill mother enquires about Khannum, it seems that she has finally agreed to share the space with her daughter. *Margarita with a Straw*, thus, in a way shows the other side of the coin too as Laila seems to get back her familial space. This reinforces the idea to reconfigure the views of a traditional Indian family where structural heterosexism rules.

Within the intimate circle of family, the space of the person with different sexual orientation is violated. But in what the queer performers in the film that I have discussed, have become successful is that they have become able to re-imagine gender, sexuality, age and politics in their own way. Thus they produce the new form of history and identity (Ranjan 4). The dictates of marriage and reproduction get a new dimension here. The queer subjects in the film keep on discovering that the quest to build a family which also leads them to the way where they can define their own identity. The film embodies that the queer familial space is not only about the aspect of consanguinal bonds or about the economical support; rather it is all about the craving for love and support which the queer subject lacks in every way letting the familial space to be violated.

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## **Teaching – Learning Process in a Digital Era**

**DR POONAM SHARMA\***

### ***Abstract***

*The digital revolution is transforming our work, our organizations and our routines. It is transforming the way children and young people play, access information, communicate with each other and learn. But, so far, this revolution has not transformed most schools or most teaching and learning process in classrooms. There is no doubt that education has an important role to play in increasing the competitiveness and reducing unemployment, but policy makers may take full advantage of emerging technologies in education while avoiding their downsides. With the objective of performing within the education field in the "digital revolution" and to how strongly it is embedded both in school curricula and in teachers' education, the present paper throws light on teaching & learning in the digital era.*

*The aim of this paper is to provide a review on how we currently understand the role of teachers in the digital era, new trends of teaching and learning and challenges faced by digital teaching learning. As digital technologies become increasingly universal in daily life, it becomes ever more important to consider not only how they might contribute to learning, but also why. Teachers are expected to become technologically oriented and responsible not only for their teaching but also for their students' learning. In this digital era, teachers' role has shifted from mere preacher to the manager of student's social and emotional behaviours; motivator for slow learner and a fast learner in digital environment. He has to keep watch on the time spent by learners for their proper time management which make certain that the learner utilize optimum e-resources. Learners will not engage in online learning if they do not subscribe to a vision about its potential benefits. Digital devices will go little used if students and teachers do not envision a new mode of schooling. Thus, the challenge of the digital era is as much about making well-informed decisions, as it is a matter of developing insight into what convinces teachers and students to make the most of their technologies in the first place.*

**Key Words:** *digital teaching, digital learning*

### **Introduction**

***“Students, educators and parents agree – we need a different kind of learning experience to prepare students for the future”***

The generation of young people, who were born around 1990s, may be called "digitalnatives", since they were born together with Internet and mobile technologies. Typical knowledge practices for this generation are claimed to be multi-tasking, that is, carrying out several activities side-by-side. With global connectivity facilitated by ICT, searching for any information today has become a child's play. The Y-Generation of today is much smart in using all the technological gadgets like computers, laptops, iPads and

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mobiles, so by adopting these same technology into the classrooms makes them feel easy and conversant.

With passage of time, the education system all over the world has gone through a dramatic change. The traditional education system no longer fulfills the modern day complex needs where everything is dynamic and evolving at a very fast pace. There is a huge amount of transformation that takes place in the present world in every nanosecond. Therefore, a new and modern way of education is required to handle such transformation arising as a result of creation of huge amount of information in a systematic manner. Thus, to resolve the shortcomings of the traditional education system, the world is moving towards digital education which addresses all the issues and challenges of traditional education. Digital Education can be defined as the use of a combination of technology, digital content and instruction in the education system to make it more effective and efficient than the traditional education system.

Due to this transformation, there is a contention among some intellectuals that whether teachers can replace the computers. The role of the teacher in the entire teaching-learning process cannot be undermined. Very popular remark by Kothari Commission in India was made way back in 1964 stating that 'no people can rise above the level of its teachers'.

### **Reciprocity of Digital Teaching Learning and Teachers**

Digital fare will eventually accomplish much of the diagnosis of learning levels and provision of matching instruction, particularly in core knowledge and skills that today distinguish teachers from peers. But successful teaching is much more than delivery of core instruction, no matter how effective. It also involves the following:

1. motivating students to take on next challenges and persist despite barriers;
2. helping students with time and task management and other habits critical to success;
3. building children's social and emotional skills and fortitude;
4. mentoring and modeling life skills;
5. addressing personal and family situations that may impede learning;
6. helping students dig deeper into material and develop higher-order thinking skills (analytical, conceptual, and creative); and
7. Taking responsibility for ensuring learning outcomes by making changes when a student's learning growth stalls—below or above standards.

These distinguishing aspects of teachers who produce outstanding learning results with more students are not ones that technology can fully replace. At the same time, in order to become a profession in which teachers are rewarded and may reach more students over time, the teaching needs the digital-learning revolution. Digital learning has the potential to transform teaching in three primary ways as follow:

#### **1.f Enabling teachers to reach more students:**

Teachers will increasingly be able to teach more students in person as digital learning replaces portions of instruction in an individualized fashion and provides time-saving student data; reach students remotely via technology; and capture and share their performances and methods widely through video and smart software that individualizes learning.

#### **2.f Attracting and retaining the best teachers:**

As teachers reach more students, they will be able to earn more out of regular per-pupil funds. The combination of higher pay and career opportunities made possible by digital learning will, in turn, help teaching attract and keep the best performers.

### **3.f Boosting effectiveness**

Digital learning also has the potential to boost the effectiveness of average teachers—those who keep their students on track, but who struggle to close achievement gaps or help middling students leap ahead. We see several ways that digital learning could help these teachers achieve better outcomes as delivering initial knowledge and skill instruction, generating real-time student data and lesson-plan advice and also enhancing professional development.

### **New Trends of Digital Teaching Learning**

#### **1. Digitalized classroom**

A complete revolution in the way we learn today has been brought by technology. Teachers teaching in the classroom can capture the students and the full strength in the class by digital screens, thus facilitating each child to get the same base content and input from the teachers. This feature of digital era has increased the Student engagement as it combines various instructional styles. Each student gets in contact to world-class education, which is not easy to impart by the traditional white chalk and black board teaching. This new learning is more interesting, personalized and enjoyable. With this technological inclusion in the school teaching the students feel studying as enjoyable, easy, competent and above all interesting.

#### **2. Video based learning**

Video-based learning has geared up in Indian teaching learning system and has made Teaching learning engaging, entertaining and exploring. It enables learning with a pedigree of learning out of leisure with creativity, fun and entertainment on cards via the wonderful Apps, podcasts, videos, interactive software, ebooks and online interactive electronic boards.

#### **3. Massive open online course**

A massive open online course (MOOC) is an online course aimed at unlimited participation and open access via the web. Since the population of India is huge, massive open online course (MOOC) are said to be gateways for a lot of Indians in terms of bringing an educational revolution. Online distant learning programs give a great opportunity to avail high quality learning with the help of internet connectivity.

#### **4. K12 sector game based learning**

K-12 School is a terminology used as Kindergarten through XII grade. Various start-up companies have been the contributor for this sector. Today the world is of Y-generation people who are acquainted with the technological developments taking around them, and they are also surrounded with the required skills and abilities. K-12 creates the game based learning environment, which enables the learner to easily get the word of education in India and give us a better self-trained Y generation.

### **Merits of Digital Teaching Learning**

Digital Learning has become very popular with time. The following are the merits of Digital Learning:

#### **1. No physical boundaries**

Digital Learning has no locational and time restrictions. In case of face-to-face learning, the location limits the group of learners to those who have the ability to participate in the area. But this is not the case in digital learning. In digital learning, there is no physical restriction and the learner can attend the sessions anytime, anywhere according to his/her comfort.



## **2. More involvement**

Digital learning is a more engaging experience as compared to traditional learning. Through digital learning, a course can be designed in a way that makes it interactive and fun through the use of multimedia.

## **3. Economic**

Digital learning is a cost-effective way as compared to traditional learning. This is directed towards both learners and teachers. In digital learning, there is a good chance that you don't have to pay exorbitant amounts of money to acquire textbooks for school or college. As textbooks often become obsolete after a certain period of time, e-learning is definitely a cost-effective way of learning because of the reduced cost.

## **4. Flexible**

Digital learning is a more flexible way of learning. In the case of traditional learning where all the students have to be present in the class when the teacher is teaching. The same is not the case with digital learning. In digital education, the student can study at the time of his own comfort.

## **Precautions to Be Taken In Teaching Learning Process in a Digital Era**

Providing deeper learning experiences for students requires transforming teaching. Just how do education systems move from print to digital? The path is not uniform; there are many variables for school to consider as they transition from the classic, print materials to digital learning environments. Most importantly, teachers must consider essential conditions prior to jumping from print to digital content:

### **1. Essential conditions**

Support the essential conditions necessary for the successful acquisition and implementation of digital instructional materials for successful digital learning.

### **2. Leadership**

State and local leadership is vital for developing a shared vision, empowering leaders and cultivating a culture of collaboration and innovation for digital learning environments.

### **3. Equity of access**

Both high-speed broadband and device access, in and out of school, are critical to fully implementing digital instructional materials to meet teaching learning and career goals.

### **4. Accessibility for all students**

Providing accessibility for all students must be a consideration when acquiring, developing and implementing digital instructional materials.

### **5. Interoperability considerations**

The acquisition of complementary systems that work together is a necessary condition to efficiently implement digital instructional materials and resources and maximize the benefits of those resources.

### **6. Student data and privacy**

Developing and enforcing policies that supplement federal laws to protect the privacy, security and confidentiality of student data is critical.

## **Challenges to Digital Teaching Learning**

Some of the challenges that digital teaching learning could face are:

- 1.** For those institutions offering online digital-learning courses, awarding a recognized degree or certificate for students might become imperative. Most students and their potential employers are happy only when a certifying endorsement is given.

2. A fall out of the above could be escalating a number of Online Institutions offering courses with spurious certificates, which may not have any value.

3. Since, the digital or e-learning method is self-paced and self-learned, the attention length of the student may not be enough for him/her to learn a concept.

4. Generally the duration of the course also matters in this mode of lecture delivery.

5. The Legal implications of e-learning come into play. Once again, we should not forget that e-learning over internet is across geographical boundaries. This makes it all the more, tougher for the enforcing authorities to have a global legal framework for the net offender.

6. Measuring the level of success and the Return on Investment would be difficult:

**a) Cost**

While delivery costs of digital-learning are significantly reduced compared to costs associated with classroom learning delivery, especially when large numbers of learners are involved. The initial development and purchase of digital learning products represents a major barrier to the adoption of digital-learning training within organizations. In any case, organization must weigh the initial costs of developing e-learning against savings accrued from economics of scale at delivery time.

**b) Lack of time**

Long development cycles prohibit many institutions from engaging in production of custom digital-learning training. Lengthy time-to-promote is especially true for small institutions who have limited capacities to produce complex, media-rich, highly interactive and customized solutions. As a result, an increasing number of institutions are starting to outsource their e-learning activities to an application service provider.

**c) Content Incompatibility and scarcity**

Locating appropriate off-the-shelf e-learning material or converting custom digital learning (i.e., classroom-based) material for use on an e-learning platform proves a major challenge for institutions. The difficulty resides primarily in the lack of interoperability between content materials purchased outside the company on the one hand, and both proprietary content and in-house applications.

**d) Technological Barriers**

Severe limitations of technology infrastructure also serve to hamper enthusiasm and the widespread use of digital learning technologies. These restrictions range from inadequate network speed and bandwidth capacity to incompatibility across different platforms and between different content materials. The bandwidth refers to the capacity of a communication channel to carry information (e.g., text, graphics, audio and videos). The insufficient bandwidth was rated as the most significant barrier that increased transfer speed would result in increased usage for them.

**Suggestions**

Young generation have smartphones, computers, laptops that are changing the way of education. They actively participate in social communication through online communities since early childhood. But the problem lays in the fact that these activities take place after the formal learning is over and there is no synchronization between this informal learning with the formal learning. Informal learning is often more engaging and effective than formal learning. Furthermore, the students with the best skills in technology are also the ones who are often non-participative in the formal learning. To solve this issue, Social and Emotional Learning (SEL) should be provided by teachers and parents. Social and Emotional Learning (SEL) includes the skills that are needed to regulate oneself and

interact with others in constructive ways. Social and emotional skills are critical to being a good student, citizen, and worker. Many risky behaviors which include drug use, violence, bullying etc can be prevented or reduced when the method of social and emotional learning is used. Social and Emotional Learning (SEL) can be best adopted by effective classroom instruction, student engagement in positive activities in and out of the classroom, and broad parent and community involvement in education.

### **Conclusion**

In the end, the transformative power of any technology in schools depends on human choices and circumstances. As digital technologies become increasingly universal in daily life, it becomes ever more important to consider not only how they might contribute to learning, but also why. It may be concluded that digital-learning is an innovative approach to learning. It is a holistic way of teaching and learning that meets the needs of today's digital natives. It is an environment made up of collaboration, choice, and an array of technological resources that supports a successful online learning experience.

However, in order for learners to be successful in this learning environment the challenges to digital-learning must be overcome with support and best practice solutions. Teachers and learners must embrace the shift away from traditional classroom practices to a digital-learning approach to education. Despite the fact that today's learners are digital natives, the use of technology for e-learning can be overwhelming and provide student motivation challenges, however, with the proper supports from teachers, learners can be successful within these e-learning environments. Finally, and probably the most important challenge for the teacher is to focus on the overall elements of a well-developed course. Developing a purposeful and well defined online course, this supports the teacher and learner, means devoting the appropriate time and embedding the applicable course elements into the digital learning environment.

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## **Teachers' Accountability and Learning Outcomes**

**Dr.Tapan Kumar Sahu\***

### **Abstract**

Traditionally in ancient India, teachers were looked up as a God's disciple. They were responsible for the all-round development of their pupils and were considered as the spiritual father of their pupils. On the contrary, the present status of teachers in India is abysmal, due to the lack of accountability, on their own part, towards their pupils, their profession and society at large. They work just for the pay cheques and are not committed to their highly honorable profession. Many committees and commissions in education had recommended regular evaluation of teacher performance to ensure accountability. In the present paper the author have tried to throw some light on accountability issues related to school outcomes in India.

***Key words: Teachers' accountability, profession, evaluation, learning outcome***

### **Introduction**

The teaching profession is said to be the oldest and most respected all over the world. Therefore, in order to retain the public perception of the profession, it is important that what goes on within the walls of the classroom is a true reflection of what teaching is and should be. However, certain teachers' behaviour and conduct, may directly impact on the academic performance of the learners. The purpose of this discourse is to address the question of teachers' conduct and accountability in order to enhance excellent academic performance of the students, and in so doing meet the challenges of the 21st century. Some of the duties which the teacher should perform in line with this expectation include using a well developed curriculum, supervision of the students' activities, continuing professional development, amongst others.

### **Teacher's place in ancient India**

In Bhartiya Darshan, 'Guru' had a significant place. The word 'Guru' consists of two words, 'Guru'. The word 'Gu' indicated darkness and 'ru' means controller. It means to avoid darkness or ignorance. Guru was considered as the greatest treasure of knowledge. He satisfied the needs and curiosity of his students. He was the spiritual father of his pupils. He was responsible for the boarding and lodging for his pupils in the gurukul, supervised their health and character, treat each pupil equally and make no discrimination among them. He was responsible for the all-round development of his pupils. He commanded highest regard not only from his pupil but from all classes of society and even the ruler. He was worshipped as God disciple because he creates, sustains knowledge and destroys the weeds of ignorance.

### **Present scene**

Mass education in India appears to be in a degrading condition. Education imparted by some teachers is far from satisfactory. Majority of students lack fundamental knowledge in different areas of education. Such teachers do not feel it to be their responsibility. They are involved in private tuition and coaching centers to get some remuneration. Commitment on the part of the teachers has been reduced to a great extent. Teachers, who consider their job

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as a profession, work only for pay cheque. Their work is considered useful for their own sake. Since per chance they have occupied a professional chair they try for their own good, at the cost of others. Kabe (2011) found in his research that all the inputs to the educational system in India like, government funds, teachers' salaries, students' enrolment rates and access, teacher qualification, training and school infrastructure have been taken care of. Even then, according to the Annual Status of Education Report (ASER-2010), the student learning levels in India is abysmal- 46% of 5th grades cannot read basic text in their local language; and 64% cannot do basic mathematical functions. The drop-out rates are very high (more than 50% drop out by 8th grade) and only 12.4% actually graduate from college. This all can be explained only by one factor-Accountability. Almost 65% of the teaching resources are wasted in India as a result of teacher absence and inactivity in school classrooms. Teacher absenteeism is chronic in India and only half the teachers who are actually present in the classroom are actively teaching. The lack of teacher responsibility in India stems from poor monitoring, high level of corruption, influence and power of teacher unions, inability to hire/fire teachers, seniority-based salary structure and extreme centralized nature of the educational system.

According to IIM Calcutta Report on Education (2010) - 'teacher's accountability is a concern'. It points out 'managing committees do not spend time on academic matters. The committees spend most of the time on matters concerning physical infrastructure.' It is essential to ensure that a teacher regularly spends 5 hours in the school every working day. A teacher should also take classes as per schedule. The report recommends innovative means of learning and incentives. An incentives scheme (in the lines of Pratibha Parvin Madhya Pradesh) may be launched for the teachers in primary and upper primary schools (Indian Express, 4th July 2010).

NPE (1986) calls upon teachers to be accountable to the students, parents, community and their own teaching profession. It enunciated that a system of teacher evaluation –open, participative and data based would be created. It also stated that norms of accountability would be laid down with incentives for good performance and disincentives for non-performance.

On the lines of the above recommendations of NPE(1986) state cabinet of Himachal Pradesh took a decision that 'Teachers and headmasters of all government owned schools affiliated to Himachal Pradesh Board of school education will now be held responsible and accountable for poor results of their students in classes VIII, X and XII. The performance of the school in these examinations will not only reflect directly on the annual confidential report (ACR) of the teacher and the headmasters it will also lead to a bar on salary increments. If a class scores a result of 75% and above, its teacher will be marked 'outstanding' in the ACR while 65% results will earn a 'very good' for the class teacher. If the result of a school and a particular subject is below 25% the headmaster and the teacher will be given a warning. If similar results are repeated, their increments can be stopped and they can be transferred too. (Indian Express, 10th Dec. 2009).

The Punjab government also strictly implementing accountability measures by linking it with the academic performance of students- Penalizing teachers in government schools for poor results of Class X students in Punjab School Education Board (PSEB) exams, the state government has decided not to give one annual increment to them. The directive is for cases in which the pass percentage is 20 per cent or less.(Tribune News Service 5th Jan 2018)Even during the previous government,Punjab education minister Daljeet Singh

Cheema take cognizance of poor academic performance- After the students, now it is the teachers who are worried about their results as the Punjab education department is planning to summon about 800 teachers — 400 each of class X and class XII — with the poorest performance in their respective subjects. The class X and class XII results of the Punjab School Education Board have not been up to the mark. So Punjab Education Minister Daljeet Singh Cheema will hold classes of most of such teachers whose results have not even up to 20 to 25 per cent in their respective subjects. Annual confidential reports (ACRs) of these teachers will be written on the basis of the results of these teachers. They may also face departmental action. (Indian Express, June 3rd 2016)

But in case of Private school, method of ensuring teachers' accountability is totally different from their government counterparts. Teachers in private schools face a stronger accountability mechanism. There are instances of Principal of private schools removing teachers for repeated absence, giving corporal punishments and low student performance in their subjects. But no such cases are seen in case of government school teachers as these teachers are protected by law. Thus the accountability of the private school teachers ensures positive outcomes for students. Accountability can also be strengthened by increasing community involvement in school management and providing beneficiaries, including parents and other local members of the community, authority to play a role in selecting teachers as well as an appropriate mandate to punish or reward good performance. Such beneficiaries may have a considerable informational advantage over remotely located government officials in monitoring teacher performance and understanding the needs of local students. One can sight to a number of reasons for this low teacher accountability in India is the power of teachers unions, low moral accountability of teachers, and the wrong people entering the teaching professions and so on. But moreover it is the combination of a lack of political will, and a centralized education system, due to which there is low community participation (parents/students have no power) in the education system.

#### **A question here arises “What is Accountability?”**

According to Webster's Encyclopedia Dictionary, accountability means one's subjection to having to report, explain or justify and he is responsible and answerable to somebody else. Leon Lessinger (1971) stated that “accountability is the product of a process.” Accountability means that a public or private agency entering into a contractual agreement to perform a service will be held answerable for performing according to agreed upon terms, with an established time period, and with a stipulated use of resources and performance standards. (Taylor 1992).

In layman's language accountability means an accounting of one's performance with respect to the responsibility given to an individual. The account of his or her performance is taken by an authority or by the society in general. Accountability is thus- measurement of the assigned responsibility actually performed by a person or a group. The term 'accountability' is concerned with the total outcome of the task given. Every employee is directly accountable to his superiors and organization and finally to the public or the society at large. Accountability may be regarded as an acid test for measuring efficiency and proficiency of the employees at their respective placements. It touches upon the sincerity of purpose, commitment and devotion to duty and profession. (Mohanty, 2000)

Teaching is a profession like any other profession but the roles and responsibilities of a teacher are more significant than in many other professions as he is regarded as an

important source or generator and transmitter of knowledge, a creator of values and a self-sacrificing nation builder. That is why the teacher is apt to be more accountable than any other public servant.

Accountability has two aspects- moral and legal (Wagner, 1989). Moral accountability is based on upon a sense of responsibility, a feeling that one is responsible to one's clients (students and parents) to colleagues and to oneself. Legal accountability is being responsible to one's employer only in terms of fulfillment of terms of employment. For maintenance of quality it is necessary to devise an accountability evaluation system which shifts the emphasis from legal accountability to moral accountability to generate a feeling of responsibility rather than the feeling of failure. (Powar, 2002)

### **The 21st Century Learning**

The 21st century refers to certain core competencies such as collaboration, digital literacy, critical thinking and problem solving that advocates and believes that schools need to teach to help students thrive in today's world (Teacher.pd, 2015). The 21st century learning also means hearkening to corner stones of the past to help navigate our future (Wessling, 2015). According to Berry (2015), the 21st century is one in which student's master content while producing, synthesizing and evaluating information from a wide variety of subjects and sources with an understanding of and respect for diverse cultures.

In summary, he advocated that students should be able to demonstrate the 3Cs, including creativity, communication and collaboration, and that powerful learning of this nature demands well prepared teachers who draw on advances in cognitive sciences and are strategically organized in teams in and out of cyberspace, with many emerging as teacher entrepreneurs who would work closely with students in their local communities. In analyzing this thought process, teachers are expected to be well grounded in ICT in order to access and use information in helping students to enjoy learning at every level of the educational system in Nigeria. Although in the past few years, schools have made efforts to assist teachers in gaining computer-based knowledge, many are still unable to use the computer which makes them to remain at the level of operating, using old methods and ideas in teaching their students. Unfortunately, such students can only reproduce whatever they have learnt, but may be unable to develop the idea of innovation.

Furthermore, the 21st century learning embodies an approach to teaching that marries content to skill and that without skills; students are left to memorize facts. This is the reason why the 21st century learning paradigm offers an opportunity to synthesize content with skills. (Wessling, 2015). In line with this reasoning, the American Association of Colleges for Teacher Education noted that amongst others, education will prepare all students with 21st century knowledge and skills; teacher administrators will possess, teach and assess 21st century knowledge and skills and that new teachers will be prepared to become change agents for embedding 21st century knowledge and skills in curricula, in accordance with national and state standard.

### **Teaching quality & Learning Outcomes**

The (EFA) Education for All goals and (MDG) Millennium Development Goals cannot be realized unless needs of all learners are met and this is highly dependent on teaching quality. Teaching quality is a mix of both teacher characteristics, such as inputs (professional qualifications, experience, place of residence, in-service training, etc.), and what the teacher 'does' and demonstrates in the classroom (practices, attitudes, content knowledge). It can be understood as teaching that produces learning. In the literature, there



are studies which provide information on teaching quality and student outcomes in government and private schools. While there is clear evidence that teacher quality is a key determinant of student learning, little is known about which specific observable characteristics of teachers account for this impact (Rockoff2004; Rivkin et al. 2005). Salaries that teachers draw can also be a factor that can cause demotivation and impact the quality of teaching. Private school teachers in low-fee schools, are generally contractual and do not receive permanent employment benefits as government teachers do.

Teachers are critical in shaping learning outcomes so efforts to lift the overall quality of education need to consider ways to improve teacher effectiveness. In India high rates of teacher absence and low levels of effort have long been recognized as having a major deleterious impact on school learning (PROBE, 1999). Although teacher absence rates seem to be declining, they remain relatively high (ASER, 2011). From above, it appears that there is a major difference in teacher attendance and observable efforts between public and private schools, which largely reflect differences in employment rules. Where the regular public school teachers are normally employed by state governments on permanent contracts, teachers in private schools are employed at the school level on contractual basis. Evidence on the impact of contract or “para-teachers”, which have been recruited in large numbers by some state governments to fill shortfalls, is consistent with evidence on the effectiveness of private school teachers and further reinforces the importance of effective accountability mechanisms. Para-teachers are recruited locally, normally on a fixed-term contract, to work in public schools. Part of the rationale for recruiting para-teachers was to assist regular teachers but in practice para-teachers often perform the same function as regular teachers, despite being paid a fraction of regular teacher salaries. The teachers in public schools get paid 3-4 times those in a private school (more than 70% of the public education budget is spent on teacher salaries), and the salary structure is seniority-based and not performance-based. Hence the teachers have no motivation to perform well in school, and there is no one to monitor them. It is reported by researchers that contract teachers are more effective than regular teachers. Moving away from permanent contracts and increasing monitoring for public school teachers would likely have a significant positive impact on teacher effort and ultimately the quality of education. Politically, however, this is likely to be very difficult. There has been a long debate about paying the government teachers (and public sector employees, in general) as per their performance. It has been argued that problems like high absenteeism, lack of teaching when in school, and abysmal quality of teaching might be alleviated if the teacher salary is made conditional on outcomes reflecting their performance.

In recent years, learning outcomes have gained increasing importance in the policy debate on basic education in India. Recent findings reveal that although about 93 percent of Indian children in age group 6-14 years are in school, learning achievements are low. According to the ASER survey, 67 percent of children in grades 3 to 5 cannot read a simple text (ASER, 2005-2006). The NCERT (2006) baseline surveys across Indian states find average scores between 40 and 60 percent on curriculum based math and language tests. The problem of poor quality of outcome is not a problem of India alone or of education sector alone. A number of developing countries have a dismal record on the delivery of basic services like education, health and sanitation despite the fact that governments as well as donor agencies have channeled significant resources into these services (World Development Report, 2004).

Poor learning in schools may be, in part, due to high absence rates among teachers. A view that has gained consensus is that the mechanisms of accountability in public service delivery are often weak resulting in dysfunctional services. School teachers and health workers, among other public workers, have high rates of absenteeism in many countries. Chaudhury et. al. (2006) document teacher absence in schools in several developing countries including India. Absence ranges from 11 to 27 percent among primary school teachers.

Interventions that provide physical resources alone are not enough to improve outcomes if workers delivering the service do not perform as expected. With the aim of increasing the accountability of public workers, various Indian states have decentralized control over local public services to local communities. The Sarva shiksha abhiyan which is a nationwide government scheme initiated in 2001 to universalize quality education envisages increasing accountability of schools to the community through greater involvement of village education committees and parent-teacher associations.

Nevertheless, high teacher absence rates recorded in recent studies confirm that teachers continue to have low levels of accountability and motivation. The lack of accountability may be partly attributed to the fact that the communities are largely uninformed about the controls that have been devolved to them, as found in recent surveys.

### **Conclusion**

The government education officials, though dissatisfied with how teaching in private schools need to be aware of the challenges currently facing government schools. It is quite important for the education department to think of innovative ways to gain the community's respect for the schools and is crucial to examine what teaching practices are adopted in the classrooms. Private school teachers are displaying certain teaching behaviors that are leading to better learning outcomes, for example, providing children with regular feedback by correcting their homework regularly, displaying more impartial behavior towards students and showing more belief in the efficacy of their schools. Thus, question is why are teachers in government schools, who are better, trained, better qualified, equipped with better content knowledge, and better paid than private school teachers, not producing better learning outcomes for children?

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## **Techniques, Analysis and Interpretation of Comparative Study of Personality Traits among Hearing & Speech Impaired Students and Normal Students in Dakshin Dinajpur District of West Bengal**

**SUMEDHA BANERJEE\***

### **Abstract**

Personalities of individuals are different from each other in various aspects. To develop social & economic condition of the country, it is important to mainstream special children with normal ones. For that we need to know the personality traits and behaviours of the hearing and speech impaired students. The present paper thus focuses on “Techniques, analysis and interpretation of comparative study of personality traits among hearing & speech impaired students and normal students in Dakshin Dinajpur district of West Bengal.” The present study is conducted with the objectives to study the techniques, tool, analysis, interpretation and assessment of the hearing and speech impaired girls and boys with normal students and its impact in all aspects about the knowledge for their personality, social and just life with better understanding as a whole. A comparative study of personality factors of hearing and speech impaired students and normal students of special & general high schools located in Dakshin Dinajpur district of West Bengal is done by –14 Personality Factor of Cattell or H.S.P.Q. (High School Personality Questionnaire) (Hindi version by Kapoor and Mehrotra 1967). It implicates an attempt to know the particular fields of hearing and speech impaired students in respect to their personality where they lag behind in providing their fields of achievement and adjustment for opportunities and dignity that hearing and speech impaired girls and boys securing an equal concern and respect.

**Key Words:** Personality traits, hearing impaired, speech impaired, normal students, Cattell 14 P.F., H.S.P.Q.

### **Introduction**

It is a well-known fact that no two individuals are alike. They differ from each other in various aspects. The experience encountered in childhood in great measure from the foundation of personality, which will be manifested by a given individual later in life. These experiences when translated in terms of class room are interpersonal relationships involving pupil and teacher as well as pupil and classmates.

The word “**Personality**” is originated from the Latin word ‘Personare’ which means as ‘Producing sound’. The word “Personality” also expresses sound of a character in ‘mask’. The word ‘Persona’ was used in ancient time in expressing a person’s deeds.

**“Personality is that which permits a prediction of a person what will he does in a given situation & Trait is a mental structure or an interference which is made from**

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**observed behavior-accounts for regularity or consistency in the behavior.” – R.B.Cattell.**

A comparative study of personality factors among hearing & speech impaired and normal students of high schools in the Dakshin Dinajpur district of West Bengal is done by collecting data from the 200 students, special school and normal school. Students are expected to have a related balanced personality, perfectly sound in body and mind. He must be a man of high character. He should be capable of understanding the potentials about himself. To find out the personality characteristics of hearing and speech impaired ones and the normal ones and where the special students are lagging for care and adjustment is a key process for proper social inclusion and mainstreaming.

**Justification of the problem**

In the democratic country like ours, we need the social economic development of each child, as each child is special to our country and where we struggle for the mainstreaming of special children with normal ones, we need to know the personality traits of special children like hearing & speech impaired. This is because personality traits describes the

- mental organization
- dynamic ,internal and developmental
- sum total of potential behaviours and human character
- unique adjustment to the environment

Our study thus will be an attempt to know the particulars fields of hearing & speech impaired students in respect to their personality where they lag behind in providing their fields of achievement and adjustment.

**Objectives of the study**

- To study the personality factors of hearing & speech impaired boys.
- To study the personality factors of hearing & speech impaired girls.
- To study the personality factors of normal boys.
- To study the personality factors of normal girls.
- To compare the personality factors among hearing & speech impaired students and normal boys.
- To compare the personality factors among hearing & speech impaired students and normal girls.

**Operational Definitions**

**Speech Impairment:** Speech disorders or speech impediments are a type of communication disorder where 'normal' speech is disrupted. This can mean stuttering, lisps, etc. Someone who is unable to speak due to a speech disorder is considered mute.

**Hearing Impairment:** Hearing impairment is a partial or total inability to hear. A deaf person has little to no hearing. Hearing loss may occur in one or both ears. In children hearing problems can affect the ability to learn spoken language and in adults it can cause work related difficulties. In some people, particularly older people, hearing loss can result in loneliness. Hearing loss can be temporary or permanent.

**Personality Traits:** Cattell defined, “Trait is a mental structure or an interference which is made from observed behavior-accounts for regularity or consistency in the behaviour.”

**14 Personality Factor of Cattell or H.S.P.Q. (High School Personality Questionnaire) (Hindi version by S.D.Kapoor):** An Indian adaptation of the Cattell's 14PF in Hindi has

been developed by S.D.Kapoor and K.K. Mehrotra (1967) having questionnaire measuring 14 dimensions of personality was found useful for the present study.

### **Hypothesis**

- There is no significant difference between personality traits of hearing & speech impaired boys and normal boys.
- There is no significant difference between personality traits of hearing & speech impaired girls and normal girls.
- There is no significant difference between personality traits of hearing & speech impaired students and normal students.

### **Methodology**

For the measurement of certain personality traits of hearing & speech impaired students and normal students, selection and definition of the problem survey of related information, its collection and reporting is done.

### **Descriptive Method**

For the present research descriptive survey method is used. This method is one of the most commonly used approaches to educational problems where data are subjected to parametric treatment and sampling error is put to minimum. The survey studies collect three types of informations.

- Of what exists by studying and analyzing important aspects of present situation.
- Of what we want by clarifying goals and objectives possibly through a study of the condition existing.
- Of how to get through discovering the possible means of achieving the goals on the basis of the experiences of other or the opinion of experts.

### **Population**

All the deaf and dumb students and normal students are from district Dakshin Dinajpur, state West Bengal.

1. Suchetana Abashik Pratibandhi Vidyalaya, Gangarampur.
2. Daulatpur High School (H.S.), Daulatpur.

### **Sample**

Total 200 students have been selected randomly for this study. 100 deaf and dumb students from a special school - Suchetana Abashik Pratibandhi Vidyalaya, Gangarampur and 100 normal students from a high school - Daulatpur High School (H.S.), Daulatpur.

<b>Name of the School</b>	<b>No. of Students</b>
Suchetana Abashik Pratibandhi Vidyalaya, Gangarampur, Dakshin Dinajpur	100
Daulatpur High School (H.S.), Daulatpur, Dakshin Dinajpur	100
<b>Total</b>	<b>200</b>

### **Variable**

This study was designed to identify the factors related to the personality of the hearing and speech impaired students and the normal students favouring inclusion in the social life. These variables are:

- Gender - Boys / Girls,
- School- Special / General
- Student- Normal / Hearing & Speech Impaired

This study was designed to analyze different personality traits according to the 14 P.F. of H.S.P.Q. TOOL. The study survey the sample to find out:

- personality traits of hearing impaired girls
- personality traits of hearing impaired boys
- personality traits of speech impaired girls
- personality traits of speech impaired boys
- personality traits of normal girls
- personality traits of normal boys

#### **Procedure of the study**

It is concerned with the personality factor testing, identifications, and collection & reporting of the different traits of the personality factors with the help of Personality Factors of Cattell's test -14 Personality Factors used in H.S.P.Q.

#### **Tool**

Psychological tests are frequently used as tools in the form of questionnaire in the school surveys for causal relationship studies. A comparative study of Personality Traits is done by **-14 Personality Factor of Cattell or H.S.P.Q. (High School Personality Questionnaire) (Hindi version by S.D.Kapoor and K.K. Mehrotra 1967).**

#### **High School Personality Questionnaire by Cattell**

An Indian adaptation of the Cattell's 14 PF in Hindi has been developed by S.D.Kapoor and K.K. Mehrotra (1967) having questionnaire measuring 14 dimensions of personality was found useful for the present study. The questionnaire has two forms namely A and B in which form A and B were parallel hence form B was selected for the purpose. Junior (Jr.) Senior (Sr.) High School personality questionnaire invented by Cattell (1962,1963) was designed to measure the 14 dimensions of personality of ages of 12 to 13 years school students. Each dimension measured by HSPQ has a technical name and an alphabetical symbol for reference, e.g. A, B, C etc. Each dimension is defined by two poles (extremes). Each pole of each factor describes the list of behaviours, presented to the left and right of the extreme opposite characteristics. In case of the measurement of personality high score or a low score in a test respectively does not always mean good or bad.

#### **Administration of the test**

With the cooperation of the Head of the institution, the H.S.P.Q. Booklets were distributed to the students. The students were told it was a simple personality test. Important instructions were given and during the test meaning of difficult words were made clear. The test was completed within forty – five minutes.

#### **Reliability and Validity of the test**

The research was on Indian sample thus the adapted 14 P.F. Questionnaire in Hindi is fairly reliable on various indices. The dependability coefficient is re - administered after so brief a time interval that a trait itself is assured not to have changed (by maturation, learning or fluctuation).

#### **Scoring procedure of the test**

There are total 142 questions asked in M.C.Q. pattern. The students were motivated to give one answer for each question. All the answer sheets were scored with the help of standardization table provided in the manual (Kapoor and Mehrotra, 1967). For every correct answer score is one and for every incorrect answer score is zero.

### **Analysis of data**

Analysis of data includes organization of data, studying of the tabulated material, determining the interesting facts to help in interpretation and drawing conclusion. Qualitative data have to be treated statistically to make the significance clear.

### **Statistical Technique**

1. Calculation of mean.
2. Calculation of S.D.
3. Calculation of 't' value
4. Testing the significance of 't' value

**Mean:** Mean was used as a measure of central tendency of the distribution of scores on different factors. The use of mean was justified because the variables were continuous. Means were calculated by using the following formulas.

$$\text{Mean (M)} = \Sigma X/N$$

Here M= Mean,  $\Sigma X$  = Sum of the Frequencies, N = Number of Scores

### **Standard Deviation**

Standard Deviation of any distribution is the most suitable index of variability. It may be defined as Root Mean Square Deviation from mean. It is denoted by the Greek letter sigma.

Formula:

$$\text{S.D.} = i\sqrt{\Sigma fx^2/N - (\Sigma fx/N)^2}$$

Where

N = total frequency

i= class interval

fx =multiplication of frequency & x

$fx^2$  = multiplication of frequency & deviation of x from the midpoint for each class

### **"t" value**

t test for measuring if the sample S.D. differ significantly or not, was also used.

Formula:

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{S_1^2}{n_1} + \frac{S_2^2}{n_2}}}$$

Where,

x1 = Mean of first set of values

x2 = Mean of second set of values

S<sub>1</sub> = Standard deviation of first set of values

S<sub>2</sub> = Standard deviation of second set of values

n<sub>1</sub> = Total number of values in first set

n<sub>2</sub> = Total number of values in second set.

### **Level of Significance**

Here two level of significance of any statistics were considered viz. 0.05 and 0.01 levels. If the probability the value of statistics by chance where less than 0.05, it was considered significant at the level similarly when the probability was less than 0.01, it was considered significant at that level. Level of significance devoted the type to commit in rejecting a true null hypothesis.

### Hypothesis Testing

As a result of statistical analysis of the data their interpretation is drawn if there is or not any significant difference between hearing & speech impaired and normal student in factors of personality traits.

#### Data shown only for 4 Factors A, B, C, D of all 14 personality factors

Showing the Mean, S. D., & 't' of 100 normal students and 100 Hearing & Speech impaired students on Factors A, B, C, D only among Cattell's 14 personality factors:

Personality traits	Hearing & Speech impaired students		Normal students		't' test	Level of significance
	MEAN	S.D.	MEAN	S.D.	't' value	N.S./ S
A	5.92	1.94	6	1.86	0.22	N.S.
B	5.58	1.88	5.98	1.97	1.14	N.S.
C	6.18	1.88	5.84	1.92	1.13	N.S.
D	6.12	2.09	5.74	1.92	1	N.S.

**FACTOR A:** The mean score of hearing & speech impaired students is 5.92 and a normal student is 6 & 't' value is 0.22. There is no significant difference between hearing & speech impaired students and normal students in factor A.

**FACTOR B:** The mean score of hearing & speech impaired students is 5.58 and a normal student is 5.98 & 't' value is 1.14. There is no significant difference between hearing & speech impaired students and normal students in factor B.

**FACTOR C:** The mean score of hearing & speech impaired students is 6.18 and a normal student is 5.84 & 't' value is 1.13. There is no significant difference between hearing & speech impaired students and normal students in factor C.

**FACTOR D:** The mean score of hearing & speech impaired students is 6.12 and a normal student is 5.74 & 't' value is 1. There is no significant difference between hearing & speech impaired students and normal students in factor D.

This way the rest of the test has been administered, data collected, analyzed & interpreted.

### Findings

There is no significant difference between hearing & speech impaired students and normal students in these factors. Thus both hearing & speech impaired and normal students have personality factors that are showing no diversion in population. The followings are the personality traits of respective 4 factors among the 14.

**FACTOR A:** The mean score in factor A indicates that hearing & speech impaired students are detached, cool and critical whereas normal students are warm hearted, easy going and participating. Since there is no significant difference between them, thus there may be a variation in the population where either both are outgoing warm hearted easy going and participating or both tends to be reserved detached cool critical.

**FACTOR B:** The mean score in factor B indicates that hearing & speech impaired students are concrete thinking and less intelligent whereas normal students are more intelligent, bright & abstract thinking. Since there is no significant difference between



them, thus there may be a variation in the population where either both are concrete thinking and less intelligent or both tends to be more intelligent, bright and abstract thinking.

**FACTOR C:** The mean score in factor C indicates that hearing & speech impaired students are emotionally stable, faces reality, calm and mature whereas normal students are unstable, affected by feelings. Since there is no significant difference between them, thus there may be a variation in the population where either both are unstable, emotional and affected by feelings or both tends to be emotionally stable, faces reality, calm and mature.

**FACTOR D:** The mean score in factor D indicates that hearing & speech impaired students are excitable, impatient, demanding, overactive and unrestrained whereas normal students are phlegmatic temperament, undemonstrative, deliberate, inactive and stodgy. Since there is no significant difference between them, thus there may be a variation in the population where either both are under demonstrative, deliberate, inactive or both tend to be excitable, impatient and overactive.

This way the rest of the test has been interpreted & resulted.

#### **Educational implications and contributions in the field of work**

There are various educational implications. There is a common concept of common people that the normal children showed much better behavioural functioning as compared to the blind, the hearing & speech impaired. The disabled children may exhibit low personality traits, behaviours and self concept as compared to normal ones. But the disabled children did not differ significantly from the normal ones with regard to their personality traits. More- over, the independence responsibility and maturity of the disabled children did not differ much from the normal children. By establishing a relationship between the hearing & speech impaired students and normal students and their personality factors the students can thus modify the prevailing common concept of common people, behavior pattern in the relevant direction. The study is more useful for the students who may relate studies observing in different situations. Hearing & speech impaired students can arrange for the substitute in a more logical manner.

#### **Limitations**

There are many limitations to the study. There are the followings:

- There are may be shortage of time and constraints in the sample which may or may not be increased.
- The sample of the present study included only 200 students (100 Hearing & speech impaired and 100 normal students).
- Socio – economic status of the students were not given due importance in the study.
- Here descriptive (survey) method to be used.
- Moreover the study may be delimited among the one high school and one special school only of Dakshin Dinajpur district of West Bengal.

#### **Conclusion**

This study is an attempt to know techniques, analysis and interpretation of the particular fields of Hearing & Speech Impaired students in respect to the personality of normal students where they lag behind in providing their fields of achievement and adjustment. It is important to mainstream special children with normal ones for the development of each & every children which will further develop the social & economic condition of the country. Seeing the present need there may be further studies also. Similar studies can be

made in larger population, even among the girls, or in a backward ethnic group, or even in rural & urban regions.

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## **Oscillation between Loss, Memory and Mourning: An Interdisciplinary Approach to the Psychological Trauma in Mahasweta Devi's *Mother of 1084***

**Md Mojammel Hoque\***

### **Abstract**

Psychoanalysis and literature make the intimate connection. Psychoanalysis is concerned with the psyche of the people on the one hand, and on the other literature concerns with literary texts which illustrate the imaginary people as representations of the real individuals. . In the most general sense, trauma theory examines the ways in which traumatic occurrences are processed by and through literary texts. Interestingly, trauma has an inherently ethical, social, political, and historical dimension. Therefore, we cannot limit it only in the psychological studies. Mahasweta Devi's *Mother of 1084* is a literary text that is perfectly applicable to a trauma theory interpretation. The two major women characters- Sujata and Nandini- embody a post- traumatic psychology. The theme of the play focuses on the awakening of an apolitical mother through psychological and emotional turmoil. The play shows post- traumatic stress through the oscillation of loss, memory, and mourning as a result of the police repression of the Naxal Movement. In fact, it illustrates an episode of changing which begins from trauma, suffering and pain to knowledge and understanding.

**Keywords:** Memory, Psychoanalysis, Trauma, Interdisciplinary

Mahasweta Devi is one of the major names in Indian Literature. She is a dedicated social activist – cum writer who has denied to accept the existing ideals and have tried to reveal the realities of the downtrodden people. A major part of her career has been spent in chronicling with unflinching commitment, the 'little stories' of pain and misery of the have-nots. In her preface to a collection of short stories, Mahasweta Devi writes: "It is my conviction that a story writer should be motivated by a sense of history that would help her readers to understand their own times. I have never had the capacity nor the urge to create art for art's sake. Since I haven't learnt to do anything more useful, I have gone on writing. I have found authentic documentation to be the best medium for protest against injustice and exploitation" (Five Plays, XIII). In *Mother of 1084*, Mahasweta Devi retells history and chronicles the psychological traumatic stories of personal loss, memory and mourning in a 'deadly time'

Psychoanalysis and literature make the intimate connection. Psychoanalysis is concerned with the psyche of the people on the one hand, and on the other literature concerns with literary texts which illustrate the imaginary people as representations of the real individuals. Significantly, individuality and subjectivity are the great terms for both of them. The alliance between feminism, psychoanalysis and literary criticism can create a new form of epistemology for literary studies. In the most general sense, trauma theory examines the ways in which traumatic occurrences are processed by and through literary

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texts. Trauma theory attempts to understand the different ways by which traumatic occurrences are demonstrated, processed, exposed, and repressed throughout a variety of literary and historical texts. Trauma theorists are interested not only in how various writers might attempt to negotiate and resolve their own personal traumas through their writings, but also the ways in which literary texts serve to record and pronounce cultural traumas. Interestingly, trauma has an inherently ethical, social, political, and historical dimension. Therefore, we cannot limit it only in the psychological studies. It influences naturally to the different fields of the studies in order to show its interdisciplinary role and its profound impact that it has both within and beyond the field of studies.

The term 'trauma' refers to the sudden intrusion of new and unexpected knowledge into someone's psyche, usually due to a sudden confrontation with violence or death. This traumatic event leaves the survivor emotionally and intellectually divided between what he or she felt or believed in before the event and what he or she now knows or believes in, in turn causing a psychic separation in identity and consciousness, which often leaves the survivor confused, frightened, and disturbed. A traumatic event is often an event which leads one into an immediate confrontation with the reality or possibility of death, a confrontation which leads to a new and sudden awareness of one's mortality and vulnerability, something which serves to deeply upset one's psychic state.

Trauma theorists have shown a particular interest in acts of 'testimony' in literary and historical texts. Testimony refers to the attempt by a survivor of a traumatic event to place him or herself on record, to give voice and meaning (and, by effect, understanding) to the traumatic event which he or she struggles to reconcile him or herself to. Testimony – the assertion and attempted reconciliation of the traumatic event- offers a way for the traumatic event to be ordered, understood, and resolved.

Mahasweta Devi's *Mother of 1084* is a literary text that is perfectly applicable to a trauma theory interpretation. The two major women characters- Sujata and Nandini- embody a post- traumatic psychology. The theme of the play focuses on the awakening of an apolitical mother through psychological and emotional turmoil. In the opening scene, Sujata is shown as a sensible, beloved, yet ignorant mother who had not known till the shock of an early phone call from the police morgue to witness and identify the corpse number 1084- that of her son Brati who has been murdered by the hooligans actively supported by the police because of his involvement with the Naxalite movement. With the loss of Brati, she had become fully isolated. She is in possession of a traumatized psyche. Sujata's ideological moorings have secluded her even from the other members of her family: "She could not weep before those whose first concern at Brati's death had been to seek a way to hush up the news; her throat closed up tight".

The personal shortcomings of Sujata get slowly repaired with the assistance of Nandini and her interactions with Somu's mother. The interaction with Somu's mother has enabled Sujata to get a glimpse of elementary humanity of the poor, as contrasted with the humanity of the affluent society. The incident Somu's father, who has turned frantic when the hooligans came for his son, and had wanted to die first, exposes the essential inhumanity of Dibyanath, whose only concern after getting the news of his son's death, was to hush up the embarrassing news of his son's association with the Naxalite movement.

Nandini also shatters Sujata's world of illusion, her 'all is right with the world, let's go on nicely' attitude – an attitude that has resulted in making her believe in the politically

constructed 'grand narrative' and accept it as 'real':" Nandini: (screams) No.No. No. It was never quiet, nothing's quiet. Nothing's changed. Thousands of young men rot in the prisons without trial, they're denied the status of political, ....Torture continues with greater sophistication and more secrecy,..." Nandini finally makes Sujata realize that her silence and detachment have enhanced the tragedy of Brati and thousand other youths and thereby enables Sujata to come out of her muted, and complacent solitary existence: " never mind", finally asserts Sujata, ' I'll find my way out".

The moment Sujata has decided not to compromise but to lead a life of commitment Sujata has transformed herself from an apolitical to a politically conscious woman. She does not restrict her voice in the private affairs but starts condemning outspokenly the evils of the tyrannical society. Meeting Saroj Pal in the party, Sujata gets so much agitated that she urges the mass to rise against the brutal suppression that he has been continuing all through his in the name of 'mass action'. Sujata addresses the audience: "Where is the place where there no killer, no bullets, no prison, no van?...If the siren screeches again, if the vans rush, and Saroj Pal chases another young man somewhere, you'll be lost again".

Though Sujata collapses at the end, as an act of atonement for the sin of passive endurance of evil, yet she has been able to inspire the party- people who have rushed up to her, breaking their freeze, towards the end of the play. Though Sujata dies yet, as her name suggests, she brings a hope for regeneration and resurrection, through the displacement of self-centredness and complacency. Sujata's plea that her final words should be 'borne on the winds over the whole state to every nook and corner" in order to "tear down the happiness of everyone cooped up in his own happy happiness" must succeed in curing the modern disease of silence and seclusion.

The psycho-physical shock that Nandini received in the solitary-cell finds an external manifestation in the very outward appearance of Nandini: "Nandini wears dark glasses. Everything about her, her form, the way she sits, the way she speaks, gives the impression of a tight secretiveness, a self- imprisonment." But as the play proceeds, it is palpable in Nandini the indomitable life-force through which one can overcome all sorts of humiliation- the burning cigarette of Saroj pal pressing Nandini's cheek, the torment in the prison house or the extreme dishonour in the solitary cell. Though the nightmares of the prison make her feel that every man approaching her is a policeman, yet she always generates courage not to be confined like Sujata, in the prison- houseof the past days: "I have to harness my present and think of the future".

Thus, the play Mother of 1084 shows post- traumatic stress through the oscillation between loss, memory, and mourning as a result of the police repression of the Naxal Movement. Trauma as a new phenomenon makes an interdisciplinary role for itself. Significantly, trauma does not always have a negative meaning. The play illustrates an episode of changing which begins from trauma, suffering and pain to knowledge and understanding. It encompasses the political, historical, psychoanalysis, and the literary criticism. It also agrees with Freud's explanation of neurotic people: " They have, indeed, driven it out of consciousness and out of memory, and apparently saved themselves a great amount of psychic pain, but in the unconscious the suppressed wish still exists, only waiting for its chance to become active, and finally succeeds in sending into consciousness.."In fact, the play Mother of 1084 brings a new insight about trauma as it opens the new doors to the new possibilities for experience and new modes of understanding.

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## 'SMALL THINGS' OF FEMININITY: EXPLORING THE 'ÉCRITURE' OF *THE GOD OF SMALL THINGS*

**Rosnara Khatun\***

### **Abstract**

In language, female difference was suppressed and only the male norm remained as the sole voice. The expression of female sexuality in literature is essential in order to break the deadlock of masculinist writing. Thus came ideas about a uniquely feminine writing that could defy the masculine linguistic code. Feminine writing is an imperfect translation of the French term 'Écriture Feminine'. This feminine practice of writing can be applied in Arundhati Roy's novel *The God of Small Things*. The central ideas of écriture feminine, literally "women's writing", are presented in this paper.

[**Key-words:** masculinist, feminine, écriture feminine etc.]

Écriture feminine is a uniquely feminine style of writing, characterized by disruptions in the text; gaps, silences, puns, rhythms and new images all signal écriture feminine. In language female difference was suppressed. The male norm remained as the sole voice because the subjective woman does not exist in the male view. She is other, different and lacking. The language learnt by a woman is a 'given', it does not emanate from herself. Her self is also a 'given'. So what happens to language? She is distanced from her body and if she cannot feel the presence of the body in her language, then how does she speak and what does she write? The difference of woman's literary practice must be sought in "the body of her writing and not the writing of body." This language written with body is theorized in Arundhati Roy's novel *The God of Small Things*. For Virginia Woolf "a woman's writing is always feminine." And this feminine practice of writing can be applied in this novel. *The God of Small Things* is pre-eminently a novel by a woman seen through the eyes of a woman. While the texture of the novel is suffused with feminine sensibility, the structure of the novel is also by and large feminine in the sense. This present paper deals with some of the features which make this novel an écriture feminine text.

In the novel "The God of Small Things", there are three generations of women. Each of them was born and raised under different circumstances. Starting from the oldest generation, there is Mammachi, then the generation of Ammu, and the youngest generation is Rahel. Ammu is portrayed as a tragic figure, a woman struggling against her family, her motherhood and society. In Ammu, the novelist has presented, with compassion, a woman, a feminist locked in a struggle with her family, its 'hidden morality' with society and tragically with herself. Her broken marriage, her unwantedness in her parental family, her love for her children and her womanly desires lead her to her untimely death. These are not small things. These are terribly tyrannical forces against which she tries to rebel and thereby meets a tragic end. Ammu defies the laws of the society to realize her own world of freedom. She is the victim of gender discrimination in her family right from her childhood. Ammu's realization leads to serious silent resilience in every aspect of her life. In her attempts of exploring the realms of freedom she provides a space for Velutha, an untouchable, to experience equality. She understands that the social positions of Women in

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India and untouchables are almost similar. Elaine Showalter defines this movement as "...the inscription of the feminine body and female difference in language and text." Écriture feminine is more of a description of an ideal, future achievement rather than a particular type of writing. Not that this is a new concept. There were a few precursors. Virginia Woolf for instance said in 1929 in her essay "*Women and Fiction*":

"But it is still true that before a woman can write exactly as she wishes to write, she has many difficulties to face. To begin with, there is the technical difficulty – so simple, apparently; in reality, so baffling – that the very form of the sentence does not fit her. It is a sentence made by men; it is too loose, too heavy, too pompous for a woman's use."

Helene Cixous, the French feminist author subscribes to the view that "a woman does not write like a man", because she speaks with the body. She first coined the word écriture feminine where she asserts "Women must write herself; must write about women and bring women to writing, from which they have been driven away as violently as from their bodies." Helene Cixous challenged women to write themselves out of the world men constructed for women. Women need to re-frame language, push out rules. Cixous claims that by writing her self, women will be able to return to the body which has been more than confiscated from her. "Censor the body and you censor breath and speech at the same time. Write your self; your body must be heard." In the year 1975 Helene Cixous published an essay called "The Laugh of the Medusa". In it, she develops an entirely new theoretical concept with the aim of giving rise to feminist voice. Viewed from the angles of the gynocritics, the narrative of *The God of Small Things* is authentically a feminine narrative.

As Arundhati Roy engrosses herself deeply in revealing the psychic depth of human emotions, she leans on the pattern of non-verbal language for analyzing the emotions of unconscious mind. The two female characters, Rahel and Ammu can be best analyzed in this regard. The god of small things uses mainly the perspective of Rahel, a memorial reconstruction of the past through feminine sensibility. Rahel and Estha, the alter ego of the author, on the other hand is adept in their use and abuse of the English language. The breaking of form and the consistent breaking of sentences and words are made to serve the broken and fragmented world of women. The feminine quality of the novel is also evident in some of the small but authentically feminine actions of some of the characters. When in love with Velutha, Ammu tries to assure herself that her youth and physical charms are not yet completely lost. "Ammu undressed and put a red toothbrush under a breast to see if it would stay. It didn't. Where she touched herself her flesh was taut and smooth. Under her hands her nipples wrinkled and hardened like dark nuts, pulling at the soft skin on her breasts" The physicality of Ammu is expressed with feminine language. These are all part of feminine writing which celebrates the woman's feelings, emotions and experiences. Though the last chapter of the novel was criticized by many critics as 'vulgar' and 'erotic', its poetry and feminist contention help to raise it from the level of mere sensationalization of sex. It shows Ammu's sense of power over her body as,

"they had nothing. No future. So they struck to the small things."

The ease with language begins here:

"Gentle half-moons have gathered under their eyes and they are as old as Ammu was when she died. Thirty one.

Not old,

Not young.



But a viable die-able age.”

Where are the rules of language? Poetry in half phrases is what one feel when we read Roy. “His face grew dark and outdoorsy,” ‘outdoorsy’ is a new word Roy has coined. Such experiments abound in this book. She adopts the process of pun, the repetition of sentences, distortions, twistings, and rhymes in prose writings. One sentence paragraphs give the semblance of poetry in prose:

“who was he?

who could he have been?

the god of loss.

the god of small things.

the god of goose bumps and sudden smiles.”

This is sheer poetry. Arundhati Roy has put in this novel two important metaphors- Laltain and Mombatti which suggest the two forces- the god of big things and the god of small things. Most of the images, words and phrases are deliberately distorted; sometimes two or three words combined together in an idiosyncratic way; sometimes even the rules of grammar are consciously neglected; sometime the reversed spelling are placed to arouse sensation in reader's mind. This novel is a book that comes alive with a language unconditioned.

The expression of female sexuality in literature is essential in order to break the deadlock of masculinist writing. The female ‘I’ does not exist in language; therefore when a woman says ‘I’, she is temporarily talking from the position of a man. So how, then, can a woman speak? In answer to this question came ideas about a uniquely feminine writing that could defy the masculine linguistic code. Feminine writing is an imperfect translation of the French term *écriture féminine*. If such writing is difficult or frustrating to read, it is because the feminine voice has been repressed for so long and can only speak in borrowed language, and it is unfamiliar when it is heard. Roy has used the body of language, not the language of body what Elaine Showalter had prescribed in her essay ‘*Feminine Criticism in the Wilderness*’. Ammu violates the men's arena when she embarks on a journey of self-discovery- the discovery of her body, soul and mind. Arundhati Roy as a feminist writer indulges in experimental writing that exemplifies the concept of *écriture féminine*, the aim of which is to disrupt phallogocentric systems of patriarchy. The kind of liberty that Roy takes with spellings, syntax and sentence patterns, reflects a feminine sensibility that characterize and at the same time authenticates the discourse. The novel is a genuine linguistic expression of womanhood.

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## **Employees Counselling In Insurance Sector**

**Dr. Rita\***

### **Abstract**

Employees Counselling include initiating special counseling session, offer specific and concrete suggestions to employees, to tell the employees about their strengths and weaknesses etc. There is no formal system of counseling in LIC. Mostly in the LIC the immediate manager's help in counseling as they are known to the employees and employees can open up fast and easily with the manager. When an employee with a grievance against the manager and cannot possibly speak to the same manager about the reason of grievance then the employees can open with other manager. The employees won't have to do a lot of explaining as the organization is same because the rule, policies and company structure is known to the manager.

**KeyWords-** Employees counseling, Employees productivity, grievances

### **Introduction**

Employee counseling or counseling is a discussion between the counsellor and the counselled which is aimed at making the counselled person feel better and comfortable about self, and thus better equipped to deal with the daily life problems and work situations. Thus, counselling is a process of finding a resolution i.e. determination/perseverance of solving the problems faced and not necessarily a solution. Some characteristics of Counseling are:

- Counseling is a communication between the counsellor and the counselled. It's an exchange of ideas between the two.
- Counseling is a process and not an advice giving procedure. It is a long-term process and takes some time for the person(s) involved to understand the problem and learn how to cope with it.
- Counseling is about clarifying and helping the counselled to handle him or her in the time of crisis and be able to meet the demands of life. Both professional and non-professional counsellors can provide counselling.
- Counselling is usually private and confidential so that the employee is free to speak out without a fear of retribution i.e. penalty from the employers.
- Counselling is beneficial to the organisation as it helps to solve problems relating to both job and personal life of the employees; thus helping them perform better on the job and also giving a more humane look to the organisation. Emotional makeup of the employees plays a big part in their work efficiency.
- Counselling helps in understanding the employee grievances and also lets the employee know about the company rules and policies and disciplinary actions as well without being too much impersonal.

### **Types of Employees Counseling**

Counseling session depends upon the counsellor to give it a direction. The type of direction the counsellor gives to the session differentiates it into three types of counselling:

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**Directive Counseling:** In this type of counseling the counsellor gives the vision its full direction. The counsellor leads the session completely and this type of counselling fulfils the criteria of the counsellor giving advice and reassurance. The counsellor listens to the counselled and decides on behalf of the counselled as to what should be done. It also helps in releasing the emotional tension. But this form of counselling does not equip the counselled person to handle similar situations in future as no self - growth has taken place. The self - growth can be achieved when a Development person tries to look for the answers himself or herself with some help from someone,' else. But, as stated earlier, in this case a person will always have to look towards someone else to advice and sort out the problems in future. All said and done, one should remember that in many cases advice acts as reassurance. In adverse conditions advice and reassurances act as morale boosters and in the long nm help on taking a course of action to resolve the difficult situation.

**Non-Directive Counselling:** This type of counselling is counselee oriented. This means that the counsellor focuses on the counselee and his or her problems without any sort of interference. The counsellor does not act as an advisor; rather the counsellor only listens to the counselee, understands the problem but does not offers any solutions. The counselee here has to the find the solution on his or her own. This type of counselling helps in employee orientation as the employees are given a chance to find their own solution. Thus they are prepared to handle at least similar kinds of problems in future on their own.

**Co-operative/Participative Counselling:** This is a compromise between the above two extreme types of counselling. It is a mutual contribution for diagnosing a problem, analyzing the problem and then looking for a solution. It is a mutual counsellor -counselee relationship where both participate to find a solution. Here an exchange of ideas takes place between the two. Both the participants provide a bit of knowledge, experience and insight and thus it is a case of balanced compromise.

#### **Review of Literature**

**T.V. Rao and D.F. Pereira (1988)** edited a book entitled 'Recent experiences in HRD' which is based on the papers presented in a national seminar held in Mumbai in February 1985. The seminar was jointly organized by Larsen and Tourbo Ltd. And the HRD centre of XLRI Jamshedpur in which experiences of twenty five different organizations on HRD were shared. In his paper entitled "Integrated Human Resource Development System," T.V. Rao opines that HRD is a process, not merely a set of mechanisms and techniques. The mechanisms and techniques such as performance appraisal, counseling, training and organization development interventions are used to facilitate initiative and promote this process in a continuous way. **Kuldeep Singh (2003)** in his study "Strategic HR Orientation and Firm Performance in India" concludes that the strategic alignment of HR planning, selection, performance evaluation, compensation, development, staffing policies results in better organizational performance. The aim of the present study was to find out the relationship between the human resources management practices and firm level performance. The study conducted on 82 Indian firms indicates that there is a significant relationship between the two human resources practices, namely, training and compensation, and perceived organizational and market performance of the firm.

**Singh (2004)** found that there was a positive relationship amongst several HRM practices like selection ( $r = 0.32$ ), performance appraisal ( $r = 0.32$ ), training ( $r = 0.32$ ), compensation system ( $r = 0.32$ ) employee participation ( $r = 0.32$ ) with firm performance. Out of these practices only Training ( $\square = 0.37, 0.39$ ) and Compensation system ( $\square = 0.41, 0.43$ ) had

positive impacts on perceived general and market performance of the firms, indicating that an addition of (1) unit in training will enhance (0.37) the firm's performance and (0.39) in the firm's market performance, secondly, an increase of (1) unit in compensation will increase (0.41) in the firm's performance and (0.43) in the firm's market performance. On the other hand two practices, namely job definition ( $\beta = -0.21$ ) and career planning system ( $\beta = -0.15$ ) had a negative and an insignificant impact on perceived firm performance.

**Charles Moseley (2004)** in the study "The Human Resource Dimension and Reform" concludes that only by empowering employees, to accept the responsibility and to make decisions as fully active participants in the life of the organization, can organizations hope to create the kind of responsiveness needed to meet the changing needs of customers in today's business environment.

**Teseema & Soeters (2006)** used eight HR practices in their research paper which are recruitment and selection practices, placement practices, training practices, compensation practices, employee performance evaluation practices, promotion practices, grievance procedure and pension system. According to them these HR practices can affect the employee performance.

### **Objectives of Study**

The study has been carried out with the following main objectives.

- To examine the extent of the employees counseling which are being used in LIC.
- To study how demographic variables like gender, designation, the level of education of the employees affect the employees perception about the HRD practices.
- To establish the impact of the HRD practices to the employees productivity of the corporations applying them.

### **Research Design**

#### **Sampling**

For the purpose of the study, the researcher selected the branches of LIC on the basis of judgmental sampling and respondents on the basis of non probability random sampling.

#### **Sample Design**

#### **Data Collection and period of study**

The researcher personally contacted 150 employees in four selected branches of LIC in Northern India. They were appraised about the purpose of the study and request was made to them to fill up the questionnaire with correct and unbiased information.

#### **Questionnaire**

The questions were designed to facilitate the respondents to identify major strengths and weakness of the Corporations and provide insights. The endeavors were to identify the key human resource climate issues, on which employee's perception can be obtained. The respondents were requested specifically to ignore their personal prejudices and use their best judgment on a 5 point Likert scale. The purpose of this exercise was to make the response a true reflection of organization reality rather than an individual opinion. The 5 point of the scale indicated in the questionnaire are- 1. Strongly disagree, 2 disagree, 3- Undecided, 4-Agree and 5- Strongly Agree. Reliability (Cronbach's coefficient alpha) of the questionnaire has found to be 0.78. HRD climate where most employees have positive attitudes to the HRD policies and practices on that dimension and thereby to the organization itself.

#### **Hypothesis**

**Ho1.1** There is no significant difference between the perception of male and female employees regarding counseling.

**Ho1.2** There is no significant difference between the perceptions of employees at different levels regarding counseling.

**Ho1.3.** There is no significant difference between the perception of graduate and post graduate employees regarding counseling.

**Employees Counseling**

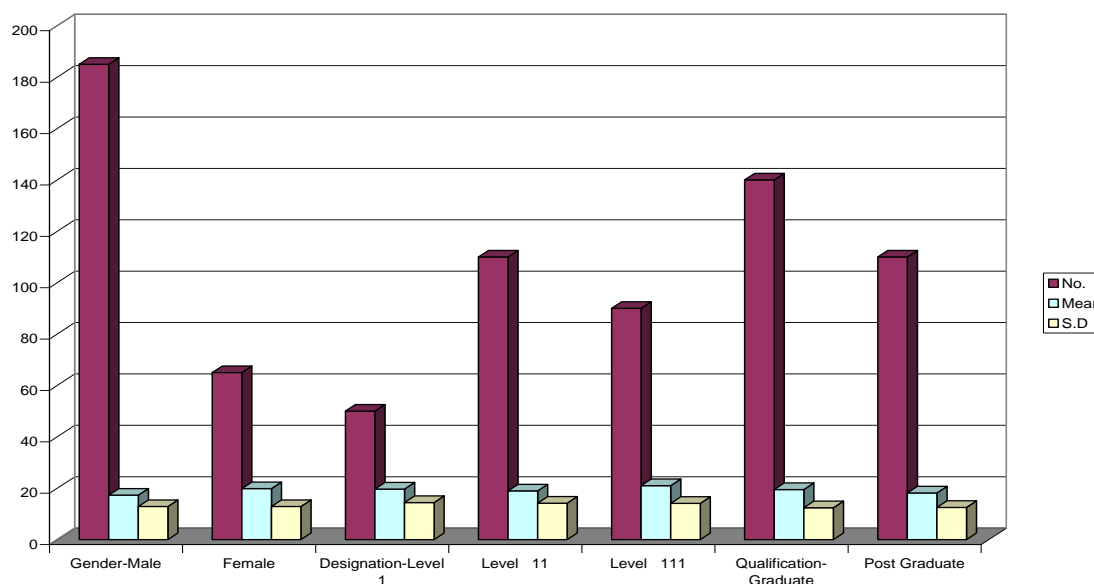
The results in the following table reveal that in the scale for counseling, the highest mean score (19.82) is for female and the lowest (13.93) is for employees at level II. The same has been shown graphically in figure

**Table: 5.6 Scale for Employees Counseling**

Factor	No.	Mean	S.D
<b>Gender-Male</b>	185	17.29	12.85
<b>Female</b>	65	19.82	12.87
<b>Designation-Level 1</b>	50	19.66	14.42
<b>Level 11</b>	110	18.93	14.18
<b>Level 111</b>	90	20.98	14.09
<b>Qualification-Graduate</b>	140	19.47	12.40
<b>Post Graduate</b>	110	18.16	12.50

Source-Own Analysis

**Graph 5.6: Scale for Employees Counseling**



**Findings**

1. The difference is significant between the perception of Male and Female employees regarding the counseling in selected branches of LIC.
2. There is a significant difference among the perception of employees at different levels regarding counseling.
3. The difference is significant between the perception of Graduates and Post Graduates employees regarding the counseling in selected branches of LIC.

**Hypothesis- 1.1**

**Ho:** There is no significant difference between the perception of male and female employees regarding counseling.

**Tab.5.21 Perceptual differences between male and female employees regarding counseling**

Group	size	Mean	t- value	df	P value
Male	185	17.29	6.14	248	.0001*
Female	65	19.82			

**\*P<0.05**

Summary of “t”test presented in the above table indicates that t-value (6.14) is significant as p-value (0.0001) is less than 0.05. Hence the hypothesis stating, the difference is not significant between the perception of male and female employees regarding counseling is rejected at 0.05 level of significance. So there is a significant difference between the perception of male and female employees regarding counseling.

Mean value for males (17.29) is more than females (19.82) therefore it is concluded that female employees have better perception of counseling than male employees.

**Hypothesis- 2.2**

**Ho:** There is no significant difference between the perceptions of employees at different levels regarding counseling.

**Tab.2.2 Perceptual differences between employees at different level regarding counseling.**

**\*P<0.05**

Group	size	Mean	F- value	df	P value
Class-I	50	16.66	2.752	2	0.022*
Class-II	110	13.93			
Class-III	90	17.98			

Summary of the univariate analysis of variance presented in the above table indicates that p-value (0.022) is less than 0.05 as F value (3.271) is significant at 0.05 level of significance. Hence the hypothesis is rejected at 0.05 level of significance, so there is a significant difference among the perception of employees at different levels regarding counseling.

As the results are significant it was decided to run LSD Post Hoc test of multiple comparison. Only significant mean differences are presented here.

**Table 2.23 Summary of multiple comparison regarding different level groups**

Groups	Mean difference	p_value
Class I Vs class III	1.32	0.001
Class II Vs class III	4.05	0.005

From LSD Post Hoc test it is concluded that class III is significantly different from the other two groups in their perception of counseling.

### Hypothesis- 2.3

**Ho:** There is no significant difference between the perception of graduate and post graduate employees regarding counseling.

This hypothesis was tested by applying “t”test statistics.

**Tab5.24. Perceptual differences between Employees with graduate and postgraduate qualification regarding counseling.**

Group	size	Mean	t- value	df	p-value
Graduate	140	19.47	2.31	248	.021*
Post-Graduate	110	18.16			

\* $P > 0.05$

Summary of “t”test presented in the above table indicates that t-value (2.31) is significant as p-value (0.021) is less than 0.05. Hence the hypothesis stating the difference is not significant between the perception of graduate and post graduates employees regarding counseling is rejected at 0.05 level of significance. So there is a significant difference between the perception of graduate and post graduate employees regarding counseling in selected branches of LIC

Mean value for graduate (19.47) is more than Postgraduate Employees (18.16) therefore it is concluded that graduate employees have better perception of counseling than post graduate employees.

### Conclusion

Employees Counselling include initiating special counseling session, offer specific and concrete suggestions to employees, to tell the employees about their strengths and weaknesses etc.

There is no formal system of counseling in LIC. Mostly in the LIC the immediate manager's help in counseling as they are known to the employees and employees can open up fast and easily with the manager. When an employee with a grievance against the manager and cannot possibly speak to the same manager about the reason of grievance then the employees can open with other manager. The employees won't have to do a lot of explaining as the organization is same because the rule, policies and company structure is known to the manager.

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## **Effect of FDI on Retail Sector: An Indian Perspective**

**Dr. Manish Kannoja\***

### **Abstract**

Retail industry in India is undoubtedly one of the fastest growing retail industries in the world. It is the largest among all industries accounting to 10 per cent of the country GDP and employs around 8 per cent of the workforce. There are 70% population are living in rural areas and their income is very low as compare to urban population. But now a day's money order income is generating a huge number of rural customers because migrated people send money to their home. Retail growth is largely driven by increasing incomes, good demographics, varying lifestyles, growth of the middle and lower class segment and a high potential for penetration into urban and rural markets. Recently government of India has allowed to FDI in retail sector which is resulted into a considerable attention of foreign investors in retail sector. So that a large number of corporate houses like Aditya Birla , Bharti, Reliance, Pantaloon, Vishal, Tata, RPG, Raheja's and Piramals's have diversified to add retail to their sector portfolio. The retail industry is expected to grow at a rate of 14% by 2013. The first step towards allowing Foreign Direct Investment in Retail was taken in the year 2006. Subsequently the government of India has allowed 100% FDI in single brand retail to give consumers greater access to foreign brands, with the ongoing debate whether it should be allowed in multi-brand retail or not. India's retail sector is witnessing accelerated growth, with retail development taking place not just in major cities and metros, but also in Tier-II and Tier-III cities. The purchasing power of Indian consumer is growing in categories like apparels, cosmetics, shoes, watches, beverages, food and even jewelry.

**Key words:** FDI, Retail Growth, Industry, Population, Development, Income, Retail Market.

### **Introduction**

Retail word is derived from the French word retailer which means breaking the bulk or cut in to pieces. The goods and services which reach the end consumer for their personal use and not for resale can also be defined as retail. It can also be defined that the right merchandise, at the right place, right time, to the right customer in the right quantity with the right price is also another definition for retail. Hence the process of providing the goods and services to the end consumer for their use is called retailing. The retail industry in India is the largest private industry accounting for 10% of the GDP and the second largest employer after agriculture contributing to about 6 -7% of employment. Retailing is the set of business activities that adds value to the products and services sold to consumers for their personal or family use. Often people think of retailing only as the sale of products in stores, but retailing also involves the sale of services: lodging in a motel, a doctor's examination, a haircut, a DVD rental or a home delivered pizza. Retailing is the business of buying goods in large quantities from a manufacturer or a wholesaler and then selling these products and services to consumers for fulfilling their personal or family needs. A

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retailer is, in fact, the final links in the distribution channel connecting the manufacturers with the consumers. As boom in rural retail sector there are several new players coming day by day from other sectors. Now government of India is opening the door for FDI in retail sectors. If foreign investor opens retail industries in rural areas as like big bazaar, Vishal megamart in village there will be a huge competition in market.

Foreign direct investment in the single brand retail sector of India was limited to 51% now as per the recent development and declaration of the government of India (made in September 2012). This limit is finally comprehensive up to 100% ownership by foreign retailers and investors. Thus great and vague opportunity for entering into huge and plentiful retail sector of India is now kindly offered to all foreign companies, retailers and investors of the world over. To globally important and popular single brand retailers like IKEA, Apple, Nike, and several others. This statement of Indian government is positively a superb boon. The retail market of India is one of the largest and most progressive retail markets in the whole world with a high growth rate equalling to 15% every year. Currently the retail industry of India (including both single and multiple brands) is worth US \$450 billion and contribute about 15% to the national GDP of India each year. All sectors of Indian financial system have been developing and progressing fast constantly since a decade to expand and enrich the retail industry also besides all other sectors. The national GDP growth rate of 8% has been boosting the financial status of the majority of Indian population to enhance their purchasing power. After the recent FDI liberation policies in the retail sector of India. The organised retail sector of India is expected to grow with a rate of over 10% every year. The foreign direct investment in the single brand and multi brand retail sectors is hoped to reach the level of US \$2.5-3 billion in the next five years. Still the foreign single brand retailers will have to procure at least 30% of their products from local or domestic industries and companies to do business in India. It may be noted that in the multi brand retail sector the permitted level of FDI is up to 51% only.

The revised conditions of this sector are that up to 100% ownership would be permitted in single brand product retail trading under the government approval route. Subject to the following condition such as single brand product should be sold only, product should be sold under the same brand internationally, single brand product-retail trading would cover only products which are branded during industrialized, the foreign shareholder should be the proprietor of the brand, in admiration of proposals linking FDI beyond 51% mandatory sourcing of at least 30% of the value of the products sold would have to be done from Indian small industries/village and cottage industries, artisans and craftsmen, application is submitted seeking permission from the government for FDI in retail trade of single brand products to the secretariat for industrial assistance in the department of industrial policy and endorsement. The application will specially point out the product/ product categories which are proposed to be sold under a single brand would require fresh approval from the government. Application would be processed in the department of the industrial policy and promotion to determine whether the products proposed to be sold satisfy the notified guideline before being considered by the FIBP for government approval.

### **The Historical view of FDI in India**

FDI in India can be traced back with the establishment of East India Company of Britain. British capital came to India during the colonial era of Britain in India. However, researchers could not portray the complete history of FDI pouring in India due to lack of abundant and authentic data. Before independence major amount of FDI came from the

British companies. British companies setup their units in mining sector and in those sectors that suits their own economic and business interest. The PDS or Public Distribution System would easily emerge as the single largest retail chain existing in the country. The evolution of the public distribution of grains in India has its origin in the 'rationing' system introduced by the British during World War II. In fact, towards the end of the first five-year plan (1956), the system was losing its relevance due to comfortable food grains availability. The co-operative movement was again championed by the government, which set up the Kendriya Bhandars in 1963. Today, they operate a network of 112 stores and 42 fair price shops across the country. In the past decade, the Indian market place has transformed dramatically. However, from the 1950's to the 1980's, investment in various industries was limited due to low purchasing power in the hands of the consumer and the government policies favoring the small-scale sector. Initial steps towards liberalization were taken in the period from 1985- 90. It was but natural that with the growth of textile retail, readymade branded apparel could not be far behind and the next wave of organized retail in India saw the likes of Madura Garments, Arvind Mills, etc. set up showrooms for branded menswear. The concept of organized retailing has gained momentum in the last few years. The large corporate houses have displayed more than a fleeting interest in this sector. Big houses like Tatas, Piramals, Rahejas, S Kumar's, RPG etc. have already made their presence felt in organized retailing by investing in either of the format like- malls, big departmental stores, chain stores, discount stores. The concept of malls started with Ansal Plaza's Shopper's Stop in Delhi. During the 1970s period the government adopted a selective and highly restrictive foreign policy as far as foreign capital, type of FDI and ownerships of foreign companies was concerned. Government had setup Foreign Investment Board and enacted Foreign Exchange Regulation Act in order to regulate flow of foreign capital and FDI flow to India.

### **FDI in Retail Sector**

Foreign direct investment (FDI) in the retail sector in India is restricted. In 2006, the government eased retail policy for the first time, allowing up to 51 per cent FDI through the single brand retail route. Since then, there has been a steady increase in FDI in the retail sector, and the cumulative FDI in single-brand retail stood at \$195 million by the middle of 2010 (DIPP, 2010). Foreign Investment in India is governed by the FDI policy announced by the Government of India and the provision of the Foreign Exchange Management Act (FEMA) 1999. The Reserve Bank of India ('RBI') in this regard had issued a notification, which contains the Foreign Exchange Management (Transfer or issue of security by a person resident outside India) Regulations, 2000. This notification has been amended from time to time. The Ministry of Commerce and Industry, Government of India is the nodal agency for motoring and reviewing the FDI policy on continued basis and changes in sectoral policy/ sectoral equity cap.

### **Retail Scenario of India**

In last one and half decades, many corporate giants have entered into retailing and have successfully professionalized this business. Many international retailers have entered Indian market and many are about to enter to explore retailing opportunities. The leading Indian corporates have jumped into the act of retailing can be another reason. These corporates have started their chain of retail stores helped in increasing the share of organized retail in India. The organized retail which had a share of 3% in 2003 has increased to 8% in 2014 which is expected to reach 20% in 2020. Currently the Indian retail

has touched \$600 US billion which is equal to Wal-Mart. Retailing industry, accordingly to Global Industry Classification Standard (GICS), is growing at the rate of 5%. In year 2009, total turnover of retail industry in the world is estimated to be \$12,104 billion. It is one of the major sources of employment, too. It enjoys 6% to 7% share in total employment in India and China. In some developed countries, its contribution in total employment much higher than India. For example, share of retail in total employment in Brazil, U.S.A., Korea, and U.K. is 15%, 12%, 18%, and 11% respectively. Wal-Mart Stores is ranked first in terms of revenues (\$ 287989 millions, 2004), and number of employees (1700000 employees in 2005) among leading multinational retailers across the globe. A CRISIL report says that the Indian retail market is the most fragmented in the world and that only 2% of the entire retailing business is in the organized sector. This suggests that the potential for growth is immense. There are about 300 new malls, 1500 supermarkets and 325 departmental stores currently being built in the cities across India.

### **Growth of Retail Companies in India**

India is expected to become the world's fastest growing e-commerce market, driven by robust investment in the sector and rapid increase in the number of internet users. Various agencies have high expectations about growth of Indian e-commerce markets. Indian e-commerce sales are expected to reach US\$ 200 billion! by 2026 from US\$ 39 billion in 2017. Luxury market of India is expected to grow to US\$ 30 billion by the end of 2018 from US\$ 23.8 billion 2017 supported by growing exposure of international brands amongst Indian youth and higher purchasing power of the upper class in tier 2 and 3 cities, according to ASSOCHAM. The growth of retail companies in India is most pronounced in the metro cities of India; however, the smaller towns are also not lagging behind in this regard. The retail companies are not only targeting a few metros in India, but also are considering the second graded upcoming cities like Ahmedabad, Baroda, Chandigarh, Coimbatore, Cochin, Ludhiana, Pune, Trivandrum, Shimla, Gurgaon, and others. The South Indian zones have adopted the process of shopping in the supermarkets for their daily requirements and this has also been influencing other cities as well where many hypermarkets are coming up.

### **FDI in India**

Government of India has allowed 100 per cent Foreign Direct Investment (FDI) in online retail of goods and services through the automatic route, thereby providing clarity on the existing businesses of e-commerce companies operating in India. Foreign direct investment (FDI) in the retail sector in India is restricted. In 2006, the government eased retail policy for the first time, allowing up to 51 per cent FDI through the single brand retail route (see Section 2 for a classification of organized retail in India). Since then, there has been a steady increase in FDI in the retail sector, and the cumulative FDI in single-brand retail stood at \$195 million by the middle of 2010 (DIPP, 2010). Foreign investment in the single-brand retail sector in India has been resilient to the global economic crisis of 2007-08. Given India's large population and rapidly expanding middle-class, there is robust and growing demand and a rapidly expanding market. The retail sector of India handles about \$250 billion every year, and is expected by veteran economists to reach to \$660 billion by the year 2015. The business in the organized retail sector of India, is to grow most and faster at the rate of 15-20% every year, and can reach the level of \$100 billion by the year 2015

### **FDI Effect on Retail Sector**

For the unorganized sector, this could result in an overall increase in consumption and give them an opportunity to improve operational efficiency. The decrease in their market share, if any, is likely to be just 1-2% according to researchers by 2016. Another factor in favor of FDI in retail is that competition between Walmart-like retailers will keep food prices and inflation in check as lower food wastage implies lesser inflation. The biggest gainers will be our farmers. In an agrarian economy like ours, this becomes the selling point for this reform. A study by Sobel and Dean (2008) denies any long run impact of Walmart's entry on small retailers in US apart from the reallocation of small businesses resulting in expansion or contraction, whereas (Jia,2008; Basker 2005) report a decline in the number of small retailers. According to Balasubramanyam (2013) lower income group neither demand nor afford international variety of products because of cost, reach and storage concerns unlike higher income group who are interested in wide range of products. Rugraff et al. (2009) is also of the view that local companies benefit from the spill-over of latest technologies, know how, organisational and managerial practices that MNCs bring along. Hansen (2014) supports linkage between MNCs and local enterprises but argues that the development impact of linkage which includes creating jobs, developing skills and upgrading capabilities in the local economy eventually depends on government intervention.

### **Conclusion**

In the light of the above discussion, it can be said that FDI policy should allow foreign owned firms to enter the retail sector in India. FDI also paves the way for industry restructuring, which enables global growth as it implies reduced production costs for companies and creation of new markets. One hopes that the government would stand up to its responsibility, because what is at stake is the stability of the vital pillars of the economy- retailing, agriculture, and manufacturing. Export oriented sector should be opened for the FDI so that higher growth of economy could be achieved through the growth of these sectors. In principle, governments should not prevent anybody, Indian or foreign, from setting up any business unless there are very good reasons to do so. India retail industry is surely inching its way towards becoming the next boom industry. The future of the retail industry looks promising, as more and more Government policies have come into play, making it favourable to do business. India is being seen as a potential hub of the foreign direct investment in the retail sectors. Many foreign investors retail sector sees the light of the Day it will see many changes in the coming years. As more and more local rural retail outlets are dotting the Indian geography, contest is no more controlled between local rural sector as well as urban retailing. It is now quite evident between local rural retailers' as well urban retailers. As the government has collaborated with PepsiCo in China, similar initiatives by the Indian government could promote sustainable agriculture and accelerate development of farmers. The farmers will benefit from FDI as they will be able to get better prices for their produce. The elimination of the intermediate channels in the procurement process will lead to reduction of prices for consumers respectively. The whole economy will be benefitted including government and people at large with the reform process. Retailers venturing the Indian market must ensure that they have considered the opportunities and the challenges to maximize their returns.

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## **Cruelty against Women in India under Section 498A of IPC**

**Anuradha Jaidka, M.A (Sociology)\***

### **Abstract**

The concept of equality between male and female was almost unknown to us before enactment of the Constitution of India. The problem of violence against women is as old as the world in cosmologies, mythologies or legends. Matrimonial Cruelty in India is a cognizable, non-bailable and non-compoundable offence. Harassment of the woman where such harassment is with a view to coercing her or any person related to her to meet any unlawful demands for any property or valuable security or is on account of failure by her or any person related to her to meet such demand. The section was enacted to combat the menace of dowry deaths. It was introduced in the code by the Criminal Law Amendment Act, 1983 (Act 46 of 1983). By the same Act section 113-A has been added to the Indian Evidence Act to raise presumption regarding abetment of suicide by married woman. The main objective of section 498-A of I.P.C is to protect a woman who is being harassed by her husband or relatives of husband. The meaning of cruelty is given in explanation to section 498A. Section 304B does not contain its meaning but the meaning of cruelty or harassment as given in section 498-A applies in section 304-B as well. Under section 498-A of IPC cruelty by itself amounts to an offence whereas under section 304-B the offence is of dowry death and the death must have occurred during the course of seven years of marriage.

**Keywords:** 498A IPC, Constitution, Matrimonial Cruelty, Dowry, Criminal law, Women.

### **Introduction**

Section 498-A was introduced in the year 1983 to protect married women from being subjected to cruelty by the husband or his relatives. A punishment extending to 3 years and fine has been prescribed. Harassment for dowry falls within the sweep of latter limb of the section. Creating a situation driving the woman to commit suicide is also one of the ingredients of "cruelty". Section 498-A is distinguishable from section 4 of the Dowry Prohibition Act because in the latter mere demand of dowry is punishable and existence of element of cruelty is not necessary, whereas section 498-A deals with aggravated form of the offence. It punishes such demands of property or valuable security from the wife or her relatives as are coupled with cruelty to her. Most cases where Sec 498A is invoked turn out to be false (as repeatedly accepted by High Courts and Supreme Court in India) as they are mere blackmail attempts by the wife (or her close relatives) when faced with a strained marriage. A basic investigation of the section 498A uncovers that an arrangement which was initially intended to shield the lady from being badgering and physically tormented by the spouses or relatives tragically has been mishandled to problem the husband and his family. Despite this pervasive nature of domestic violence, as the National Crime Records Bureau data shows, only 1,13,403 cases were registered in the country during 2015 under Section 498A. That's a mere 0.1 per cent of the women who have faced marital violence.

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Of the 1.13 lakh cases filed under the Section in 2015, 90 per cent were charge-sheeted while only 3,314 cases fell through for being 'mistake of fact or of law'.

### **Cruelty and Harassment**

Cruelty can be of various structures, for example, mental, physical, immediate or roundabout, proposed or unintended. It additionally relies on various elements and conditions, for example, social foundation of the lady, mental and physical conditions, and so on. The Supreme Court of India through different choices has clarified the idea of Cruelty. Every harassment does not amount to "cruelty" within the meaning of Section 498-A. For the purpose of Section 498-A, harassment simpliciter is not "cruelty" and it is only when harassment is committed for the purpose of coercing a woman or any other person related to her to meet an unlawful demand for property, etc. Cruelty can either be mental or physical. It is difficult to straitjacket the term cruelty by means of a definition because cruelty is a relative term. Dowry demand is included in the "unlawful demand" as contemplated under Explanation (b) of Section 498-A; however, it need not be the only demand. Section 498 A is perhaps the most reviled of all laws dealing with marital disputes, especially among men's rights groups who have been campaigning to have it scrapped. They often cite its frequent "misuse" and hold up court judgments such as the recent one to validate their position.

A new dimension has been given to the concept of cruelty under Section 498-A, of the Indian Penal Code which section runs as under: "Whoever, being the husband or the relative of the husband of a woman, subjects such woman to cruelty shall be punished with imprisonment or a term which may extend to three years and shall also be liable to fine." Section 498-A of the I.P.C. speaks of cruelty to wife by husband or the relatives of the husband. 498-A, I.P.C. is concerned that to constitute an offence of cruelty as explained under sec. 498-A of I.P.C., willful conduct which is of such a nature as is likely to drive the women to commit suicide should be cogently established to hold the accused guilty of the said offence.

### **498 A and Status of Women**

Section 498A of the Indian Penal Code (IPC), which defines the offence of matrimonial cruelty, was inserted into the IPC by an amendment in 1983. Offenders are liable for imprisonment as well as a fine under the section and the offence is non-bailable, non-compoundable and cognizable on a complaint made to the police officer by the victim or by designated relatives. Article 498 A passed by Indian Parliament in 1983, Indian Penal Code 498A, is a criminal law (not a civil law) which is defined as follows, "Whoever, being the husband or the relative of the husband of a woman, subjects such woman to cruelty shall be punished with imprisonment for a term which may extend to three years and shall also be liable to fine. The offence is Cognizable, non-compoundable and non-bailable. Any critical analysis of Sec 498A would be incomplete without understanding the history of criminal law reform in India. The demand for criminal law reform came about because of the large number of women that were dying in their matrimonial homes due to dowry-related harassment.

### **Section 498A and the Allegation of Misuse**

In the last many years of criminal law reform a common argument made against laws relating to violence against women in India has been that women misuse these laws. The police, civil society, politicians and even judges of the High Courts and Supreme Court have offered these arguments of the "misuse" of laws vehemently. The allegation of misuse

is made particularly against Sec 498A of the IPC and against the offence of dowry death in Sec 304B. The 2003 Malimath Committee report on reforms in the criminal justice system also notes, significantly, that there is a "general complaint" that Sec 498A of the IPC is subject to gross misuse; Sec 498A was introduced in the IPC in 1983 and the reforms of the past 20 years have not been adequately evaluated at all by the government with respect to their deterrence goals, despite the institutionalization of law and policy to criminalise domestic violence. The perspective of the state and its agencies needs to change from that of protecting the husbands and in-laws against potential "misuse" of the laws of domestic violence to that of implementing their real purpose – to recognise that such violence is a crime and protect women who have the courage to file complaints against their abusers.

Article 15 of the Constitution prohibits discrimination on grounds of religion, race, caste, sex or place of birth. However, it allows special provisions for women and children. Article 21A provides for free and compulsory education to all children from the ages of six to 14 years. Many women rights' groups justify the abuse of this section as being a common feature with all other laws and that also the ratio of false cases to that of true ones as being very low. But this still does not change the truth that there is slowly a rise in the abuse of S.498A IPC. The abuse of this section is rapidly increasing and the women often well- educated know that this section is both cognizable and non-bailable and impromptu works on the complaint of the woman and placing the man behind bars. When women accuse their husbands under S.498A IPC by making the offence non-bailable and cognizable, if the man is innocent he does not get a chance quickly to get justice and 'justice delayed is justice denied'. Therefore, the lawmakers must suggest some way of making this section non-biased to any individual such that the guilty is punished and the person wronged is given justice.

### **Conclusion**

Section 498A which has generally caused the disgrace of being legitimate fear based oppression' was basically consolidated to battle the underhanded practices of share and endowment passing's. The incorporation of Section 498A IPC, 1860 however appeared to be productive and successful in the early years of its decree shockingly another period of mercilessness rose with the entry of 21st century. Dowry violence against a woman may be seen as viewing her as an individual found wanting in some respect. The system of dowry is becoming uglier day by day. The parents of a girl have to pay a heavy price in the name of dowry to the parents of the bridegroom. Section 498-A, I.P.C. was grafted on to the Indian Penal Code specifically to deal firmly and effectively with all cases of cruelty and harassment to women. It is the horrifying number of atrocities committed in the name of dowry and unfortunate number of wife burning incidents that brought Section 498-A of the Indian Penal Code on the statute book. Many husbands and their relatives are being harassed by unscrupulous wives and their ill-advised parents by involving dowry related laws to the verge of, or in-fact, driving them to suicide. The provision under Sections 498A, 406 and 306 with good intentions but the implementation has left a very bad taste and the move has been counterproductive.

### **Suggestion**

There is also need to create social awareness and mobilise public opinion against dowry through an intensive educational programme at all levels, particularly in the rural pockets. In the cases of actual physical injury, offence under Section 498-A, I.P.C. should be made bailable. It has to be remembered that criminal prosecution cannot be allowed to become a



personal vendetta of the complainant/wife. Appointing an advisor to the police department to handle women's issues: At present the police department is primarily dominated by men; women are side-lined to occupy subsidiary positions. Lady prosecutors need to be appointed in all cases of crimes against women and all such cases should, ideally, be tried before a lady magistrate/judge. Legal aid and advice should be made available to the woman victim and her family and her case should be decided at the earliest. The provision of law may be amended so that the social worker can lodge a complaint on behalf of the victim women. Therefore it has been suggested that some criteria or some standard of norms should be imposed upon the word 'Cruelty' for providing the remedy of divorce on the basis of it.

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## **A Study of Opinion of Guardian Regarding RTE Rule**

**Hina J. Raval\***

As shown in RTE – 2009, each child should be facilitated with enough classrooms, teachers, toilets, drinking water facilities and education; no discrimination should be there in any form; children should not be punished in any way and should be treated with fear free; eligible students can not be denied his or her right of admission, can not be failed, and can not be removed from the schools and these issues are addressed in the RTE act-2009. All these rules and regulations should be appropriately implemented and for that the government has assigned responsibilities to mother, father, school, teacher and society.

Many years have been passed after the implementation of RTE -2009 and therefore it is necessary to know if the benefit of implementation of this act has reaches the needy children, handicapped children and the people of remote area of our society. This research study has been taken up by the researcher to know guardian's opinions opinions of their guardians of students who have obtained admission regarding RTE – 2009 act.

### **2. Statement of the Problem**

The investigator has decided to study opinion of guardians. The title of the present study is:

### **A Study of Opinion of Guardian Regarding RTE Rule**

### **4. Objectives of the Study**

#### **Objectives in Context to Guardian**

1. To construct and standardize the opinionnaire for the guardian to know opinion towards RTE students having admission under RTE.
2. To study opinions of the guardian of students having admission under RTE.
3. To study opinions of the guardian of students having admission under RTE in context to Economical Status.
4. To study opinions of the guardian of students having admission under RTE in context to area.

### **5. Variables of the Study**

The demographic variables in the study are:

**Table-1: Classification of Variables in Context to Guardian**

Sr. No.	Types of Variables	Variable	Level	Category of Levels
1	Independent	Area	2	⊙ Rural ⊙ Urban
2	Independent	Economical Status	2	⊙ Medium Level ⊙ Low Level
3	Dependent	Opinions on RTE		

### **6. Hypotheses of the Study**

Hypothesis in the present study were as follows:

Ho<sub>1</sub> There will be no significant difference between the mean scores of opinion on RTE of guardian of students of urban and rural area having admission under RTE.

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- Ho<sub>2</sub> There will be no significant difference between the mean scores of opinion on RTE of guardian having medium and lower level economical status of students having admission under RTE.
- Ho<sub>3</sub> There will be no significant difference between the mean scores of opinion on RTE of guardian of students of rural and urban area having medium level of economical status having admission under RTE.
- Ho<sub>4</sub> There will be no significant difference between the mean scores of opinion on RTE of guardian of students of rural and urban area having lower level of economical status having admission under RTE.
- Ho<sub>5</sub> There will be no significant difference between the mean scores of opinion on RTE of guardian of students of rural area having medium and lower level of economical status having admission under RTE.
- Ho<sub>6</sub> There will be no significant difference between the mean scores of opinion on RTE of guardian of students of urban area having medium and lower level of economical status having admission under RTE.

### 7. Limitations of the Study

Limitations of the present study were as follows:

- The scope of present study is limited to North Gujarat Region.
- This study is conducted for the upper primary schools guardians of students having admission under RTE.

### 8. Population, Sample and Method of the Study

#### • Population of the study

The researcher had decided to know opinion of guardian of upper primary school students of Gujarati medium of North Gujarat region. Therefore, guardian of students of upper primary schools having admission under RTE of North Gujarat Region (Gujarati Medium) became the population of the present study.

#### • Sample

The population for the present study was guardians of upper primary schools of Gujarati Medium of the North Gujarat region. Guardians were selected using cluster sampling technique. Thus, upper primary schools were selected through random sampling method and the guardians from those selected schools were selected using cluster sampling method.

No attempt has been made to maintain the equal ratio of guardian and final sample was selected with reference to variable described in Table-3.

**Table-3: Final Sample with Reference to Variables in Context to Parents**

Area	Economical Status of Parents		Total (Parents)
	Medium	Low	
Rural Area	351	305	656
Urban Area	284	214	498
Total	635	519	1154

• **Method of the Study**

In the present study, Descriptive Survey Method was selected since the research was dealt with the data collection and analysis opinion of guardians of upper primary schools having admission under RTE.

**9. Tools of the Study**

In the present study, self prepared and standardize opinionnaire for guardians was constructed.

**10. Construction of the Opinionnaire**

The separate opinionnaire for students and guardians was prepared in four stages; (I) Preparation of the first draft; (II) Pre-piloting of the opinionnaire; (III) Pilot testing of the opinionnaire and (IV) Preparation of the final version of the opinionnaire. In constructing the statements for the opinionnaire researcher studied the related literature to understand the concept and nature of opinion. After the discussion with experts, opinionnaires prepared. There were total 44 statements selected for final form of opinionnaire for guardians.

**11. Data Collection**

In the present study the final version of the two Opinionnaire was administered on the their parents of North Gujarat Region (Gujarati medium). The data was collected according to the instructions.

**12. Data Analysis**

After the completion of the data collection, all the Opinionnaire were checked by the researcher. Incomplete filled up and without personal information opinionnaires were rejected. Opinionnaire having a specific pattern of responses were also rejected. Statistical measurements like Percentage,  $Q_1$  and  $Q_3$ , Mean, Standard Deviation, Standard Error of mean, Mean difference and critical ration were carried out.

**13. Major Findings**

In the present research study, the objectives of the research were to study opinions of guardians and therefore the researcher has presented findings in two ways:

1. Findings related to opinions of students and guardians.
2. Findingd based on null hypotheses.

**Parents' Opinions Regarding RTE:**

Following were the opinions of parents regarding RTE:

1. It is due to RTE that children got the admission in nearby school.
2. It is due to RTE act government provides all the necessary facilities for education.
3. Attention has been paid to the problems of children.
4. Parents do not have clear opinion for the statement that it is due to RTE quality of mid-day meal has been improved.
5. It is due to implementation of RTE meetings in the schools for students' education have not been conducted.
6. It is due to RTE children do take interest in education.
7. It is due to RTE discrimination in admission procedure has been removed.
8. It is due to RTE wards get admission easily in the schools.
9. It is due to facilities for toilets made available for boys and girls separately in schools children are sent to schools without hesitation.
10. Children are freed from expenses of education.
11. It is due to RTE, education without stress has been given in real sense.

12. It is due to RTE fear of failure among children is decreased and therefore they don't pay attention on education.
13. It is due to RTE, fear of removal from schools is removed.
14. Physical punishment given by teachers has been stopped.
15. Fear of exam is decreased due to implementation of RTE.
16. It is due to implementation of RTE, children get admissions without discrimination.
17. RTE is blessing for education.
18. It is due to RTE extra fees which were collected by the schools has been decreased and therefore economic burden has been decreased.
19. It is after implementation of RTE students are taught by play-way method.
20. It is due to implementation of RTE, textbooks of syllabus are made available.
21. Schools arrange parents' meeting and therefore steps for improvement in children's education can be implemented.
22. Extra classes are arranged for removal of childrens' educational weaknesses.
23. It is due to RTE teaching has been done with the help of Smartboard and Smartclass.
24. Parents do not have clear opinion for the statement that scholarship under RTE has been given on time.
25. Enough attention has been paid for primary need of children.
26. It is due to RTE private tuition has been removed.
27. Parents feel that their grievence has been immediately addressed due to implementation of RTE.
28. Enough care has been taken for health of children.
29. Schools motivate the students to come everyday in schools.
30. It is due to RTE, level of education has been increased.
31. It is due to RTE, parents have freed from the anxiety of their wards' future.
32. It is due to RTE each child has been given equal education.
33. Work has been implemented in accordance to planning.
34. It is due to implementation of RTE admissions in the private schools are made available.
35. RTE is only act and it has not been implemented.
36. Schools do not have enough infrastructure of facilities like libraries.
37. Schools charges extra fees even if there is an act of RTE.
38. No benefit of RTE act has been given by schools.
39. It is due to RTE there is no need to give reference for admission.
40. Parents do not have clear opinion for the statement that it is due to RTE interviews are not taken in the schools.
41. It is due to RTE children could be educated with higher self-respect.
42. In RTE recommendation till upper primary education has been made and no recommendation after that has been made and therefore it is not useful for poor people.
43. Discrimination among children are seen who have taken admission under RTE act.
44. Parents are of opinion that no recommendations has been made for weak students.

#### **Findings In Terms Of Null Hypotheses**

1. Parents of urban area students were found to have positive opinions with regard to RTE as compared to Parents of urban area students. Thus, the effect of area on upper primary school parent's opinions of RTE was observed.

2. Parents of lower income were found to have positive opinions with regard to RTE as compared to Parents of medium income of upper primary schools. Thus, the effect of economic status on upper primary school parent's opinion of RTE was observed.
3. Parents of lower income of rural area were found to have positive opinions with regard to RTE as compared to Parents of medium income of rural of upper primary schools. Thus, the effect of economic status on rural upper primary school parent's opinion of RTE was observed.
4. Parents of medium income of urban area were found to have positive opinions with regard to RTE as compared to Parents of lower income of urban of upper primary schools. Thus, the effect of economic status on urban upper primary school parent's opinion of RTE was observed.
5. Parents of medium income of urban area were found to have positive opinions with regard to RTE as compared to Parents of medium income of rural area of upper primary schools. Thus, the effect of economic status was seen on opinions of parents having medium income with regard to RTE.
6. Parents of lower income of rural area were found to have positive opinions with regard to RTE as compared to Parents of lower income of urban area of upper primary schools. Thus, the effect of economic status was seen on opinions of parents having lower income with regard to RTE

#### **14. Conclusion**

This research study has been attempted to study the opinions of upper primary school students' parents with regard to RTE. Since the present research study has been limited to the Gujarti medium upper primary schools of North Gujarat region, it cannot be applicable to entire population. Eventhough, this research study has been associated with guardians, it will be useful for each class of society and this would be worth for researcher's attempt to conduct this research study.

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## **Alienation In The 21<sup>st</sup> Century: A Critical Analysis Of The Relationship Between Work And Technology**

**Prashant Singh\***

### **Abstract**

Alienation at work was described by Marx in the 1840s, but continues to be relevant today. The problem persisted into the 20th and 21st centuries, particularly in low autonomy jobs. Today factors such as division of labour and the displacement of certain skills contribute to alienation despite the automation of manual labour. Alienation, from a sociological perspective, can be described as a feeling of powerlessness, meaninglessness and estrangement as a result of being unable to find fulfilment in one's work. The idea was formulated in Karl Marx's early writing (Fulcher, & Scott, 2003) that coincided with the Industrial Revolution when the "agrarian, handicraft economy" was being replaced by "industry machine manufacture" (Britannica, 2015). Marx saw work as a means for people to express themselves creatively and central to human nature (Fulcher, & Scott, 2003). In 1950s-60s sociologists saw (Subberwal, 2009) that alienation was more widespread than manual labour and relevant to modern work, particularly bureaucracies or service sectors that offered limited freedom. In order to compete in today's markets, employers seek to increase efficiency through technological innovation. Today most routine production work has been automated. The McKinsey report (2012) points out there is a "growing polarisation of opportunities in the labour market," with strong demand for both the highest (IT, engineering) and lowest-skill jobs (like food preparation, caregiving), but decreasing opportunities for those in between. This is accompanied by a widening income gap. This growing inequality and division of labour is reminiscent of the factors identified by Marx as contributing to alienation.

**Keywords:** Alienation, Work and technology, Labour, Industrial Revolution, Production.

### **Introduction**

The first major topic of the Manuscripts is alienation, a term that has many interpretations. Alienation has a technical and legal meaning, and we often use it to describe how we are or feel separated from activities or situations which we do not like. A dictionary definition is "withdrawing or separation of a person or his affections from an object or position of former attachment" or, in the case of property, "a conveyance of property to another." The concept of alienation may not be unduly elusive or difficult to understand, but it obviously doesn't follow that there are no complexities or slippery issues here. Perhaps especially once we get beyond the basic idea, or venture further into the relevant literature.

Three interesting complexities are introduced here. Respectively, they concern: the distinction between subjective and objective alienation; the need for a criterion identifying candidate separations as problematic; and the relationship between alienation and value.

Capitalism is a system that endlessly promises people happy and self-fulfilled lives. In the United States this vision even has a name: the American Dream. But when we look around us, reality falls far short. We see this reflected in everything from divorce rates, child

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abuse, domestic violence, alcoholism, drug abuse, stress, mental illness, and general feelings of isolation and frustration that so many people experience.

Marx's most detailed discussion of alienation is in his Economic and Philosophical Manuscripts, which he wrote in 1844 but which were not published until the 1930s. In this work, Marx focuses on what he calls "alienated labor," because he sees alienation at work as the central form of alienation. This is based on the assumption that the need to engage in free, creative labor is a central part of human nature. It's precisely because capitalism systematically frustrates that need, that it is an alienating system.

### **Origins of the concept Alienation**

Sociological usage of the term stems from Marx's concept of alienation which he used to develop the effects of capitalism on the experience work in particular and society more generally. Marx applied the concept of alienation to work in industrial capitalist societies, arguing that emancipation for workers lay in their wresting control away from the small, dominating ruling class. Marx's historical materialist approach began with the way people organise their affairs together to produce goods and survive.

Later, Marxist inspired industrial sociologists used the concept to explore working relations under particular management systems in factories. Marx's well known (but much misunderstood) solution to the ills of alienation was communism – a way of organizing society in which workers would have much more control over their working conditions, and thus would experience much less alienation. Marx's concept of alienation was very abstract and linked to his general theory of society, with its revolutionary conclusions, and as such, not especially easy to apply to social research.

In contemporary sociology, alienation has been used in a variety of ways. In the sociology of labour, some writers use alienation in the Marxian sense, as the way in which private property and capitalism alienate the worker from what they create. Other writers consider alienation to have a more social-psychological interpretation, with interpretations such as of powerlessness, meaninglessness, normlessness, self-estrangement and social isolation (Krahn and Lowe, p. 358).

### **Four aspects of Alienation**

**The product of labour:** The worker is alienated from the object he produces because it is owned and disposed of by another, the capitalist. In all societies people use their creative abilities to produce objects which they use, exchange or sell. Under capitalism, however, this becomes an alienated activity because 'the worker cannot use the things he produces to keep alive or to engage in further productive activity

**The labour process:** The second element of alienation Marx identified is a lack of control over the process of production. We have no say over the conditions in which we work and how our work is organised, and how it affects us physically and mentally. This lack of control over the work process transforms our capacity to work creatively into its opposite, so the worker experiences 'activity as passivity, power as impotence, procreation as emasculation, the worker's own physical and mental energy, his personal life - for what is life but activity? - as an activity directed against himself, which is independent of him and does not belong to him'.

**Our fellow human beings:** Thirdly, we are alienated from our fellow human beings. This alienation arises in part because of the antagonisms which inevitably arise from the class structure of society. We are alienated from those who exploit our labour and control the things we produce.



**Our human nature:** The fourth element is our alienation from what Marx called our species being. What makes us human is our ability to consciously shape the world around us. However, under capitalism our labour is coerced, forced labour. Work bears no relationship to our personal inclinations or our collective interests. The capitalist division of labour massively increased our ability to produce, but those who create the wealth are deprived of its benefits. Marx's descriptions of this process in the Manuscripts are extremely powerful indictments of the system:

Marxism, as a dialectical theory of history must itself be conditioned by changing historical contexts. While surely the manuscripts remain the starting point, close to 180 years later, capitalists societies are quite different. This already clear to the cultural Marxists who noted the migration of commodification from political economy to the larger culture. The concept of alienation from our bodies fails to convince as computer mediated communication requires the involvement of our sensory organs, as doe's personal interaction. During much of the twentieth century, research on the effects of technology on work exemplified one of two themes. One, grounded in Marx, Mills, and Braverman, pointed to the destructive impacts of technology on employees summarized here by the term alienation. The alternative theme, seen in Blauner, Woodward, and Trist, argued that the technologies of production did not necessarily lead to adverse impacts on employees. Marx was working like a madman in order to coordinate his economic studies. He was coordinating his economic analyses on capitalism. In order to do that, he regularly visited the library of the British Museum. There he could grasp the classical economy from Adam Smith to David Ricardo and coordinate his studies as quickly as possible, in order to make them available for the working class. At first glance, the wage system seems to be based on an equal exchange. The wage system can be defined as an exchange system: a worker brings to the job market his or her work or, put in a more appropriate way, his or her capacity to work.

Marx developed his theory of alienation to reveal the human activity that lies behind the seemingly impersonal forces dominating society. He showed how, although aspects of the society we live in appear natural and independent of us, they are the results of past human actions. For Hungarian Marxist Georg Lukács Marx's theory 'dissolves the rigid, unhistorical, natural appearance of social institutions; it reveals their historical origins and shows therefore that they are subject to history in every respect including historical decline'. Marx showed not only that human action in the past created the modern world, but also that human action could shape a future world free from the contradictions of capitalism. Marx developed a materialist theory of how human beings were shaped by the society they lived in, but also how they could act to change that society, how people are both 'world determined' and 'world producing'. For Marx, alienation was not rooted in the mind or in religion, as it was for his predecessors Hegel and Feuerbach. Instead Marx understood alienation as something rooted in the material world. Alienation meant loss of control, specifically the loss of control over labour. To understand why labour played such a central role in Marx's theory of alienation, we have to look first at Marx's ideas about human nature.

**Alienation and capitalism: all in a day's work**

In feudal society humans had not yet developed the means to control the natural world, or to produce enough to be free from famine, or to cure diseases. All social relationships were 'conditioned' by a low stage of development of the productive powers of labour and

correspondingly limited relations between men within the process of creating and reproducing their material life, hence also limited relations between man and nature'. Thus alienation arose from the low level of the productive forces, from human subordination to the land and from the domination of the feudal ruling class. In Capital Marx described how 'the social relations between individuals in the performance of their labour appear at all events as their own mutual personal relations, and are not disguised under the shape of social relations between the products of labour'.

The relationship between technology and alienation is still relevant today as it was 150 years ago. Alienation is the estrangement of individuals from work conceptualised by Marx against the backdrop of capitalism and industrialisation that forced workers into exploitative, routine production jobs. Modern sociologists recognised alienation as more widespread across jobs with limited worker autonomy. The role played by disciplines is at the core of the functioning of a capitalist society. But how shall we understand the function of discipline and also the fact that the worker accepts the condition of such an unequal contract? In the Marxist tradition, the theory of value takes two forms. On the one hand, it is known as the theory of abstract labour. This means that work is the unit present in all commodities, since work is the common substance required in order to produce something. Each form of work is referred to abstract labour. However, in Marx the question of the law of value has a different form. One never stops to say that Marx took the theory of value from the classical political economy, from authors like Steuart, Smith, and in particular Ricardo. One thinks that the classical political economy elaborated a theory according to which the value of commodities depends on the socially necessary labour time in order to produce them. One thinks that Marx simply took this theory from the classics without transforming it. The theory of value takes the form of an antagonism in Marx's account. It is the motor of a constitutional imbalance. In fact, so-called necessary labour is not a fixed quantity, but it depends on the class struggle led by the working class.

Given what has been said, we might suggest that alienation, while a structural condition, is present in many other realms of modern society besides factory work. As Hochschild (1984) has shown, the emotional labor of service work, subjected to "feeling rules" can be just as alienating as the physical labor of production. Applying a Marxist approach to twenty-first-century information society is demanding and rewarding in equal measure; demanding in terms of the complex lines of argument required to unpick largely hidden phenomena, yet rewarding for its fine-grained analytical tools that uncover the power structures in any historical materiality. We will draw particularly on the early writings of Marx (Marx, 1963, 1986) and recent poststructuralist developments concerning hegemony and superstructure, and argue that such an endeavour provides a better understanding of the practices of digital technology in our time. To this end, we revisit a Marxian understanding of alienation and technology in the light of Foucault's concept of pastoral power, so capturing the new ways of distributing power in the digital era.

Alienated individuals have to be alienated from something, as a result of certain objectifying and dualistic practices that manifest themselves in the historical framework. Alienation is then a consequence of human totality and human self-consciousness standing in opposition to each other. As such, religious alienation is connected with the dualistic construction of body and soul, or the empirical life on earth and the spiritual life in heaven, whereas political alienation is connected with the (bourgeois) dualistic creation of the individual as abstract citizen and private human being (Marx 1963). Marx developed his

theories during the era of modern industry, when workers were assembled in large factories or offices to work under the close supervision of a hierarchy of managers who were the self-appointed brains of the production process. Workers could be seen as extensions of machines rather than machines being the extensions of workers. According to Marx, the alienation of labour occurs when the worker is alienated from the product of his work and therefore becomes alienated from work itself. His argument is that it is essential to human beings to express ourselves creatively, but that we lose contact with ourselves if this is not the case in our own working conditions. In industrialized society, working conditions deny us control of our work and the world we live in.

This basic idea of alienation picks out a range of social and psychological ills involving a self and other. More precisely, it understands alienation as consisting in the problematic separation of a subject and object that properly belong together. A Marxian approach to analysing the distribution of power is still needed in the twenty-first century. It provides analytical tools that not only expose alienation and reification in terms of material conditions of labour (extreme Taylorism), but also reveal alienation and reification in terms of material and objectifying practices in digital culture. Furthermore, an analysis of the subject as a target for commodification and dislocation allows us to see how reification is performed and operates today.

#### **Problems with Marx's analysis of alienation**

**Solution:** The explanation was not well worked out in terms of its implications and how it might be eliminated. The solution of communism has not occurred, and does not seem a likely prospect in the near future.

**Changes in capitalism:** Marx's approach to the study of alienation helps explain a lot of what does occur in labour markets, and alienation is an important concept in the sociology of labour. At the same time, living and working conditions and the structure of the labour market have changed considerably since the time when Marx was writing.

**Origins of alienation:** Marx deals only with work for capitalists, seeing the roots of alienation only in exchange of labour and private property. Similar feelings and causes of estrangement and alienation may be related to ethnicity or race (alienation from the economic system, by being left out of the system), region (Prairie or western alienation, which may be tied more to the distribution, rather than production, of the surplus) or other aspects of society that are not directly tied to production.

**Approaches of other sociologists:** Weber used rationalization and bureaucracy to describe some of the ways that people feel trapped. Durkheim used the division of labour and anomie to describe the sense of rootlessness and disconnection that people felt from society.

#### **Conclusion**

However, Marx's writings on alienation, from the Manuscripts to the Grundrisse and Capital, demonstrate that for him alienation was not merely a state of mind. The roots of the individual psyche were to be located in how society as a whole is organised. As one Marxist described it, 'The life activity of the alienated individual is qualitatively of a kind. His actions in religion, family affairs, and politics and so on, are as distorted and brutalised as his productive activity. Alienation was seized upon to explain the miseries of modern life, and the 'lonely crowd', 'those aggregations of atomised city dwellers who feel crushed and benumbed by the weight of a social system in which they have neither significant purpose nor decision-making power'. Alienation came to refer predominately to a state of

mind, rather than an understanding of how social organisation affected human beings. The truth is that there are no lasting individual solutions to the problem of alienation. Human happiness, wellbeing, and individuality can only be fully realized in a society free of exploitation and oppression, and achieving that kind of society requires a collective struggle to change the world. Marx's contribution was to provide a systematic analysis of alienation, and show how it had material origin, being rooted in the organization of labour and private property. His theoretical approach is also evident in the study of alienation, with a dialectical analysis combining elements from various other writers, but developing a new approach to the study of alienation.

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## भारतीय राजनीति में जाति की भूमिका स्थानीय चुनाव के विशेष संदर्भ में

अंशुमान सिंह\*

“सम्य समाज” और “राजनीतिक समाज” के बीच की सीमाओं को हटाने का मतलब था कि जाति ने अब राजनीतिक क्षेत्र में बहुत बड़ी भूमिका निभाई और पुलिस और न्यायिक प्रणाली जैसे अन्य सरकारी संस्थानों को भी प्रभावित किया। यद्यपि जाति ऐसी संस्थाओं तक अपनी पहुँच सुनिश्चित करती थी, लेकिन उस जाति के स्थान ने भी महत्वपूर्ण भूमिका निभाई। यदि एक क्षेत्र में एक निचली जाति को पर्याप्त रूप से केंद्रित किया गया था, तो वह अपनी जाति के सदस्यों की एकाग्रता की जब को राजनीतिक शक्ति में बदल सकती है और फिर स्थानीय रूप से प्रमुख उच्च जाति के आधिपत्य को चुनौती दे सकती है। राजनीति में जाति की शक्ति में लिंग की भी महत्वपूर्ण भूमिका है। राजनीतिक व्यवस्था के भीतर महिलाओं का प्रतिनिधित्व भी उनकी जाति से जुड़ा हुआ है। निम्न, अधिक रूढ़िवादी जातियों में ऊपरी, अधिक सामाजिक रूप से उदार, जातियों की तुलना में राजनीति में महिला भागीदारी कम है। इसने उच्च-जाति की महिलाओं की अनुपातहीनता के कारण राजनीतिक कार्यालय पर कब्जा करने के लिए बड़ी संख्या में उच्च जाति के समकक्षों की तुलना की है। जाति की पदानुक्रम और राजनीति में इसकी भूमिका और सत्ता और संसाधनों तक पहुँच ने जाति लाइनों के साथ संरक्षक-ग्राहक संबंधों का एक समाज बनाया है। कांग्रेस के वर्चस्व के दौर में यह कट्टर संरचना सबसे अधिक प्रचलित थी। इससे अंततः वोट बैंकिंग की प्रथा को बढ़ावा मिला, जहाँ मतदाता केवल उन्हीं उम्मीदवारों को वापस ले जाते हैं जो उनकी जाति में हैं, या वे अधिकारी जिनसे उन्हें किसी प्रकार का लाभ प्राप्त होने की उम्मीद है।

ऐतिहासिक रूप से भारत में जाति की राजनीति की संरचना को बदलना बहुत कठिन रहा है। हाल ही में हालांकि, भारत में मुख्य रूप से आर्थिक उदारीकरण के कारण जाति की राजनीति में एक प्रवाह रहा है। निचली-जाति के सशक्तीकरण में यह उछाल कुछ क्षेत्रों में भ्रष्टाचार के स्तर में वृद्धि के साथ। यह आंशिक रूप से निचली जाति के विकास कार्यक्रमों और कानून के नियम को मानने के कारण था क्योंकि उच्च जातियों द्वारा निचली जातियों को वश में करने के लिए इस्तेमाल किए जाने वाले उपकरण था।

हालाँकि, समकालीन भारत ने जाति के प्रभाव को कम करना शुरू कर दिया है। यह आंशिक रूप से सभी जातियों को शिक्षा के प्रसार के कारण है, जिसका राजनीतिक व्यवस्था पर लोकतांत्रिक प्रभाव पड़ा है। हालांकि, खेल मैदान का यह “बराबरी” विवाद के बिना नहीं रहा है। मंडल आयोग और इसकी कोटा प्रणाली एक विशेष रूप से संवेदनशील मुद्दा रहा है।

### जाति आधारित लामबंदी

हालिया साक्ष्य बताते हैं कि जाति का प्रभाव कम हो रहा है। एक लंबे समय से स्थापित, अपरिवर्तित संस्था के बजाय, जाति राजनीतिक प्रभाव के अधीन है। पूरे भारत के इतिहास में राजनीतिक नेतृत्व में बदलाव से जाति व्यवस्था की संरचना में बदलाव आया है। भारत के औपनिवेशिक अतीत ने एक लचीली संस्था के रूप में जाति को आकार दिया है, एक नई प्रणाली का निर्माण किया है जिसका राजनीतिक गतिशीलता पर महत्वपूर्ण प्रभाव है। भारत के कुछ क्षेत्रों में, जाति व्यवस्था के राजनीतिक पुनर्निर्माण हुए हैं। उदाहरण के लिए, पंजाब राज्य में बहुजन समाज पार्टी की शुरुआत सबसे पहले शहरी राजनीतिक उद्यमियों द्वारा की गई थी, जो पूर्व निम्न जाति समूहों से संबंधित थे। स्वतंत्रता के बाद के युग में व्यवहार्य जाति व्यवस्था सीमांत समूहों की पहचान और राजनीतिक गोलबंदी के लिए एक उपकरण के रूप में कार्य करती है। विभिन्न राजनीतिक नेतृत्व सार्वजनिक सेवाओं और राजनीतिक प्रतिस्पर्धा तक पहुँचने में लोगों के विभिन्न समूहों को असमान अधिकार देने के लिए जाति व्यवस्था को बदल सकते हैं और प्रभावित कर सकते हैं।

भारत में, समाज को ऊँची जातियों, निम्न जातियों (अन्य पिछड़ी जातियों या ओबीसी के रूप में जाना जाता है, भारतीय और सामाजिक रूप से “शैक्षिक रूप से पिछड़े” वर्गों में), अनुसूचित जाति (दलित, जिसे पहले “अछूत” कहा जाता है) के बीच विभाजित किया गया है, और अनुसूचित जनजातियों (आदिवासियों के रूप में जाना जाता है)।

“आरक्षण के माध्यम से सकारात्मक कार्रवाई” की धारणा केवल 1970 के दशक के मध्य में दिखाई दी जब राजनेताओं राम मनोहर लोहिया और चौधरी चरण सिंह के नेतृत्व वाली समाजवादी पार्टियों ने इसे एक अलग राजनीतिक पहचान के रूप में निचली जातियों को जुटाने और समेकित करने के लिए उपयोग करना शुरू कर दिया। निचली जातियों की पहचान केवल 1955 में शुरू हुई, जब काका कालेलकर के तहत पहले पिछड़ा वर्ग आयोग ने तकनीकी, पेशेवर और सरकारी संस्थानों में विभिन्न आरक्षण कोटा की सिफारिश की।

फिर 1990 में, निचली जाति की लामबंदी तब और बढ़ गई जब द्वितीय पिछड़ा वर्ग आयोग – जिसे मंडल आयोग के नाम से जाना जाता है – ने सिफारिश की कि शैक्षणिक संस्थानों और सार्वजनिक रोजगार में 27% पद ओबीसी के

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लिए आरक्षित हों। रूढ़िवादी छात्र संगठनों सहित गैर-राजनीतिक निकायों द्वारा इसका हिंसक विरोध किया गया था। इनमें से कई राष्ट्रीय स्वयंसेवक संघ (आरएसएस) के करीबी थे, जो एक अति-राष्ट्रवादी विचारधारा समूह है जो भाजपा का समर्थन करता है। 2006 में, इन छात्र-छात्राओं ने प्रमुख सामाजिक शिक्षण संस्थानों में 27% निम्न जाति की नौकरी के आरक्षण को लागू करने के कांग्रेस-नीत सरकार के फैसले का जमकर विरोध किया।

चुनाव और मतदान में जाति बहुत महत्वपूर्ण भूमिका निभाती है। राजनीतिक दल निर्वाचन क्षेत्र में जाति के आधार पर अपने उम्मीदवारों का चयन करते हैं। चुनावों में मतदान और ऊपर से नीचे तक राजनीतिक समर्थन का जमावड़ा जाति के आधार पर चलता है। जाति का कारक मंत्रियों की परिषद के गठन और सरकार में विभिन्न राजनीतिक पदों पर नियुक्तियां करने को भी प्रभावित करता है।

राजनीति में एक दबाव समूह के रूप में भी जाति कार्य करती है। जाति के आधार पर राजनीतिक सौदेबाजी भी की जाती है। जाति संगठन एक दूसरे के साथ सामूहिक सौदेबाजी के लिए जाति के सदस्यों को संगठित करने के लिए उभरे हैं। भारत में प्रशासन जाति के प्रभाव से बच नहीं पाया है। सार्वजनिक अधिकारियों की पोस्टिंग, स्थानांतरण और नियुक्तियां जातिगत विचारों से प्रभावित होती हैं। यहां तक कि प्रशासनिक कर्तव्यों को पूरा करने में सार्वजनिक अधिकारियों का व्यवहार जातिगत विचारों से प्रभावित होता है।

एक धारणा के रूप में राजनीति आम तौर पर सरकारी या राज्य मामलों को चलाने की कला या विज्ञान पर लागू होती है, जिसमें नागरिक सरकारों के भीतर व्यवहार भी शामिल है, लेकिन यह संस्थानों, क्षेत्रों और समाज के कॉर्पोरेट, शैक्षणिक और धार्मिक क्षेत्रों जैसे विशेष रुचि समूहों पर भी लागू होता है। इसमें "अधिकार या शक्ति से जुड़े सामाजिक संबंध" और नीति बनाने और लागू करने के लिए इस्तेमाल किए जाने वाले तरीके और रणनीति शामिल हैं। आधुनिक राजनीतिक प्रवचन लोकतंत्र और लोगों और राजनीति के बीच संबंध पर केंद्रित है। यह माना जाता है कि जिस तरह से लोग सरकारी अधिकारियों को चुनते हैं और सार्वजनिक नीति के बारे में निर्णय लेते हैं।

पूरी दुनिया में, राजनीतिक प्रक्रियाएं सामाजिक परिवेश से बाहर निकल गई हैं। एक सामाजिक संगठन के आसपास जनजाति, वंश, जाति, वर्ग मौजूद हैं। अर्थव्यवस्था, राजनीति, धर्म, परिवार और रिश्तेदारी नेटवर्क ने एक सामाजिक संरचना के तहत काम किया है। प्रसिद्ध दार्शनिक ने कहा कि मनुष्य एक राजनीतिक जानवर है। उन्होंने सामाजिक तत्व को ध्यान में रखा था। भारतीय समाज का विस्तार करते हुए, यह बहु-जातीय होने के साथ-साथ बहु-धार्मिक भी है। भारतीय धर्म पैंटिस्टिक हैं जिसमें प्रकृति को धर्मशास्त्र की अभिव्यक्ति के रूप में देखा जाता है। भारत में राजनीति का बहुत महत्व है जैसे कि देश को अधिक कुशलता से चलाना, देश को अच्छे नियमों और मानदंडों के साथ प्रबंधित करना, देश के विकास के बारे में आंतरिक मामलों में देखना, देश को बाहरी दुनिया का प्रतिनिधित्व करना, देश के लिए विभिन्न नीतियां जारी करना।

### जाति

जाति, अपने सदस्यों के संयुक्त प्रयास के माध्यम से, वर्तमान में राजनीति और प्रशासन दोनों में मुख्य रूप से मताधिकार और पंचायती राज जैसी संस्थाओं के माध्यम से हस्तक्षेप करती रही है। चाहे वह भारतीय राजनीतिक दलों की गुटबाजी हो या उम्मीदवारों का नामांकन और चुनाव प्रचार का तरीका, ज्यादातर चीजों को जातिगत हितों और जातिगत संतुलन के जरिए समझाया जा सकता है।

आदर्श रूप से, जाति और लोकतांत्रिक राजनीतिक प्रणाली विपरीत मूल्य प्रणालियों का संकेत देते हैं। जाति पदानुक्रम है। जाति-उन्मुख सामाजिक व्यवस्था में एक व्यक्ति की स्थिति जन्म से निर्धारित होती है। पुजारियों और अनुष्ठानों द्वारा प्रबलित विभिन्न पवित्र ग्रंथों द्वारा इसकी धार्मिक स्वीकृति है। परंपरागत रूप से, उच्च जातियों को न केवल धार्मिक क्षेत्र में बल्कि आर्थिक, शिक्षा और राजनीतिक क्षेत्रों में भी कुछ विशेषाधिकार दिए गए थे। प्रथागत कानून जन्म और लिंग के आधार पर अलग-अलग होते हैं। 'अर्थात्, कुछ नियम महिलाओं और शूद्रों के लिए कठिन हैं और नर और ब्राह्मणों के लिए नरम हैं। इसके विपरीत, लोकतांत्रिक राजनीतिक प्रणाली एक व्यक्ति की स्वतंत्रता और स्थिति की समानता की ओर पीठ करती है। यह कानून के शासन के लिए है। स्थिति की परवाह किए बिना कोई भी कानून से ऊपर नहीं है। संविधान के तहत भारतीय लोकतांत्रिक प्रणाली सभी नागरिकों के बीच स्वतंत्रता, समानता और बंधुत्व के लिए है। यह समतावादी सामाजिक व्यवस्था के निर्माण के लिए संघर्ष करता है। जाति संघों और राजनीतिक दलों के बीच इस तरह की बातचीत के तीन परिणाम हैं। एक, जाति के सदस्य विशेष रूप से गरीब और हाशिए पर हैं जो पहले राजनीतिक प्रक्रियाओं से अछूते रहे थे और उनका राजनीतिकरण हो गया और वे इस उम्मीद के साथ चुनावी राजनीति में भाग लेने लगे कि उनके हितों की सेवा की जाएगी। दूसरे, जाति के सदस्य विभिन्न राजनीतिक दलों में विभाजित हो जाते हैं, जो जाति को कमजोर करते हैं। अंत में, संख्यात्मक रूप से बड़ी जातियों को निर्णय लेने वाले निकायों में प्रतिनिधित्व मिलता है और परंपरागत रूप से प्रमुख जातियों की ताकत कमजोर हो जाती है। यह राज्य की अधिकांश विधानसभाओं में मध्यम और पिछड़ी जाति के प्रतिनिधित्व का उदय बताता है।

राजनीति में विभिन्न जातियों की रुचि और विचारशीलता का चार कारकों के संदर्भ में अध्ययन किया जा सकता है: राजनीति में जातियों की रुचि, राजनीतिक ज्ञान और जातियों की राजनीतिक जागरूकता, राजनीतिक दलों के साथ जातियों की पहचान, और राजनीतिक मामलों पर जातियों का प्रभाव। रजनी कोठारी (1970) ने इस मुद्दे का मूल्यांकन

करके जाति और राजनीति के बीच के संबंधों की छानबीन की कि जातियों के वोट के कारण राजनीतिक व्यवस्था का क्या होता है। उन्होंने पाया कि शिक्षा, सरकारी संरक्षण और धीरे-धीरे मताधिकार का विस्तार करने वाले तीन कारक जाति व्यवस्था में प्रवेश कर चुके हैं, क्योंकि देश में लोकतांत्रिक राजनीति को प्रभावित करने के लिए जाति व्यवस्था आ गई है। आर्थिक अवसर, प्रशासनिक संरक्षण और नए संस्थानों और नए नेतृत्व द्वारा पेश किए गए सत्ता के पदों ने जातियों को राजनीति में खींच लिया। यह भागीदारी (राजनीति में जातियों की) दो चीजों के परिणामस्वरूप हुई: राजनीतिक व्यवस्था के लिए संरचनात्मक और वैचारिक आधार पर नेतृत्व को उपलब्ध कराई गई जाति प्रणाली, और स्थानीय राय के लिए रियायतें बनाने और आर्थिक और राजनीतिक उद्देश्यों के लिए जातियों को संगठित करने के लिए नेतृत्व लागू किया गया था।

जाति व्यवस्था, जो पवित्रता और प्रदूषण, पदानुक्रम और अंतर के दर्शन पर आधारित है, सामाजिक गतिशीलता के बावजूद, शूद्रों और बहिष्कृतों के प्रति अति संवेदनशील रही है, जो अनुष्ठान अशुद्धता का अपमान झेल रहे थे और गरीबी, अशिक्षा और राजनीतिक के इनकार में रहते थे। शक्ति। जाति के आधार पर टकराव की पहचान की राजनीति के आधार पर कहा जा सकता है कि यह जाति के आधार पर उत्पीड़ित जाति समूहों को सुरक्षात्मक भेदभाव के रूप में राज्य का समर्थन प्रदान करने के मुद्दे पर है। जाति पर आधारित इस समूह की पहचान जो जातिगत पहचान के आसपास राजनीतिक चेतना के आगमन से प्रबलित हुई है, जाति-आधारित राजनीतिक दलों द्वारा संस्थागत है जो जातियों सहित विशिष्ट पहचान के हितों को बनाए रखने और उनकी रक्षा करने के लिए स्वीकार करते हैं। इसके बाद, राजनीतिक दलों में उच्च जाति का प्रभुत्व है, निचली जाति के प्रभुत्व वाली बसपा (बहुजन समाज पार्टी) या सपा (समाजवादी पार्टी), जिसमें यह तथ्य भी शामिल है कि वाम दलों ने चुनावी राजनीति में दूरी निकालने के लिए जातिगत पैटर्न का पालन किया है। राजनीतिकरण के अग्रगामी परिणाम का तर्क यह दिया जा सकता है कि भारतीय समाज और राजनीति में जाति आधारित पहचान की राजनीति की दोहरी भूमिका रही है। इसने तुलनात्मक रूप से जाति-आधारित भारतीय समाज का लोकतांत्रिकरण किया लेकिन साथ ही साथ वर्ग-आधारित संगठनों के विकास को अस्थिर कर दिया।

#### निष्कर्ष

यह सर्वविदित है कि चुनावों में जाति की भूमिका के दो आयाम हैं। एक पार्टियों और उम्मीदवारों का है और दूसरा मतदाताओं का है। पिछली धारणा मतदाताओं का समर्थन करती है जो खुद को विशेष सामाजिक और आर्थिक हितों के चैंपियन के रूप में पेश करते हैं, बाद में एक पार्टी या उम्मीदवार के पक्ष में अपने वोट का प्रयोग करते हैं चाहे लोग जाति पर विचार करते हैं। पार्टी टिकट बांटने में कुछ पार्टियां कुछ जातियों को शामिल करती हैं। नामांकन करते समय उम्मीदवार पार्टियां एक उम्मीदवार की जाति और एक निर्वाचन क्षेत्र में विभिन्न जातियों की संख्यात्मक ताकत को ध्यान में रखते हैं। जाति के नेताओं ने भी अपने अनुयायियों को जाति के आधार पर लामबंद किया ताकि वे अपनी ताकत दिखा सकें।

यह मूल्यांकन किया जा सकता है कि भारतीय संस्कृति में धर्म की महत्वपूर्ण भूमिका है। राजनीतिक नेताओं ने महसूस किया कि भारत में एकता बनाए रखने के लिए धर्मनिरपेक्ष बने रहने की आवश्यकता है। इसलिए गांधीजी विभिन्न धार्मिक समूहों के बीच भाईचारे का प्रचार कर रहे थे। नेहरू धर्मनिरपेक्षता के प्रबल समर्थक थे। उनके प्रयासों ने धर्म को राजनीति से अलग नहीं किया बल्कि राजनीति में निहित स्वार्थों ने राजनीतिक लाभ हासिल करने के लिए जाति और धर्म का शोषण करना शुरू कर दिया। स्वतंत्रता के बाद धार्मिक स्थानों का उपयोग राजनीतिक प्रचार के लिए किया जाता है और राज्य की राजनीतिक नियंत्रण हासिल करने के लिए लोगों की धार्मिक भावनाएं उत्तेजित होती हैं। धर्म राजनीतिक पार्टी के इस उद्भव ने भारत में धर्मनिरपेक्षता को खतरे में डाल दिया है। यह डर है कि अगर यह सफल हो जाता है तो संभावना है कि आधार के रूप में जाति और धर्म के साथ कई अन्य राजनीतिक दल सामने आ सकते हैं।

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## **Female Consciousness in the novels of Shashi Deshpande**

**Rajbir Singh\***

### ***Abstract***

*In almost all traditional societies the gender roles have a set pattern . Women are often considered inferior to men in patriarchal societies. “While the mind and its capacity to reason are associated with masculinity, the body together with our emotional sensibilities, are associated with the feminine” (James). Indian society is no exception. Girl child is supposed to behave in a certain way so that she is married in a good house. According to Manusmriti, ‘marriage is the upanayana for the woman, serving her husband is like serving guru and learning at gurukula, household work is like the two yajnas done in the morning and evening.’ Since women were denied social power and self expression, they went against what society saw as acceptable , a patriarchal world. Many women writers in their fiction protelsted against the traditions of patriarchal Indian culture. They deconstruct the traditional image of Indian womanhood by creating powerful female characters who break the shackles of docility and compliance. Like other contemporary Indian feminist writers, Shashi Deshpande explores and exposes the prominent patriarchal premises and prejudices embedded in Indian culture and life styie. In a variety of ways she challenges the ideology of gender which justifies the inequitable divisions between male and female . Deshpande’s treatment of woman’s life – her ambitions, self-image, conflicts, disenchantments and despairs in personal, familial and social life – is only her way, as a novelist, to explore and dramatize the true human nature of these experiences. Since woman is the subaltern, the other in the patriarchal set up, she tends to represent powerfully the predicament of all those who are underprivileged and oppressed in the power game, including those of male sex. The human tendency to dominate, control and subjugate others, by use of force or manipulation, appears to be, according to her, the root cause of disrupting and shattering one’s sense of wholeness and one’s feeling of being in harmony with self and the environment. One of the most pervasive forms of this struggle to gain and perpetuate power over others is perceptible in the institution of patriarchy. Deshpande’s fiction is, in fact, a penetrative critique of this system which seems to be at work in all the areas of life of her men and women with equally discordant and disjunctive consequences for both.*

Shashi Deshpande's *That Long Silence*, which won the prestigious Sahitya Akademi award for 1990, tells the sad story of a middle-aged Indian Housewife whose silence is more eloquent than her speech and portrays the conflict between her ardent aspiration 'to become a writer and the gendered oppositions. *The Dark Holds No Terrors* narrates the story of a woman doctor called Saruta, who is married to Manohar, a college teacher. Her life becomes a hell when her husband becomes jealous of her professional success. In the vain hope of getting support and protection from her father, she goes back to her own house. Unable to get any consolation or comfort from her father, she decides to return to her husband and confront the reality with courage. *Roots and Shadows* begins with the

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description of the day before Mini's wedding. All women in the house have got up very early and started their work. Even the bride is not an exception. She is pouring hot water into a bucket for her father's bath. One woman tells her then, "Never mind your father today. You're a bride You shouldn't do any work. Put that bucket down" (2). Mini, a typical Indian Hindu woman, would not leave any duty unfinished even on her wedding day. She is advised to take a day off from the daily routine and to do what she liked on that day. But within no time she hears her father loudly asking, "Where's my bath water?" and she rushes to the bath room with hot water. The novelist purposefully included this description at the beginning of her novel to show how an Indian reality – the traditional patriarchal concept 'women- are for men' is so deep rooted in Indian minds that it operates in a natural and unquestionable way. On the other hand, if it were the marriage of a son, he would not have bothered about the household chores and he would have taken his own time as he wished without the slightest prick of conscience.

Women's deep commitment to the family shows the strength of their character. But it is a pity that the unlimited potential of the majority of Indian women is simply wasted or unexploited, as people are unaware of its possibilities. Their energy and ability are manifested only in minor tasks such as cooking, washing, cleaning and such other household duties. While thinking about the life style and social assignments of Indian women, one might call to mind Mrs Caroline Simon's words: "There are four things a woman needs to know: How to look like a girl, act like a lady, think like a man and work like a dog" (Maurus 154).

Deshpande's women protagonists, particularly those in the novels of first phase, tend to see their bodies as adversaries to their own sense of self, yearning for freedom and dignity. This gets intensified when they realize that they are used as mere objects of sex by their men. This commodification of their bodies hurts their mind and souls, throwing them into a bottomless abyss of alienation. Saru develops feelings of disgust and hatred for her body when it is taken by force, at night, by Manohar to hurt and humiliate her. Sex for her becomes a dirty word, a torture, destroying her self-respect. Jaya, too, feels disenchanted when she finds that it is not love but sex which dominates and controls the man-woman relationship in marriage. It doesn't take her long to realize that her husband can approach her only through her body. Sex for her, therefore, becomes only a boring and mechanical activity to be gone through compulsively every night for the sake of her husband, in order to keep their marriage going. The reduction of woman's body to a kind of commodity, meant for man's consumption, causing pain, humiliation and even hatred for self, manifests itself in traumatizing form of rape, both within and outside marriage. Deshpande shows that an unwilling surrender of body to man generates feelings of utter helplessness and worthlessness in a woman. Deshpande has depicted the devastating effects of rape on the psyche of women through a number of her characters. In *Roots and Shadows*, for example, Akka goes through the piercing pain of forced sex at the hands of her husband when she is only thirteen. She knows nothing about sex and is not even ready physically or mentally for this relationship when she is given in marriage to a man who is a sex hungry brute. She cries, protests and tries to run away from this torture. But her ruthless mother-in-law does not spare her and she is forced to surrender to her husband's carnality. Like Akka, Mira in *The Binding Vine* is also subjected to rape inside marriage when she is forced to marry a man who is obsessed with her body. Repeated invasions of her body by her

husband create in her an intense disliking not only for the act of sex but also for the man she is married to.

Shashi Deshpande reminds the Indian readers that the human resources of a half of the population should not be wasted or misused. Depicting the successful doctor Sam, the well known journalist Indu, the committed social worker Leela, the great musician Savitribai Indorekar and others, the novelist communicates a very relevant and important message that women's energy, creativity and intelligence can be wisely tapped and used not only for the welfare of the family but also for the betterment of the society. When they become significant contributors, they will become 'visible' in the society and will be respected and appreciated by the society. The change in the traditional role of wives due to higher education and employment of women is also presented in the fiction of Shashi Deshpande. She has created a number of wives who are earning members in almost all her novels. When the wife becomes an earning member, there occurs a change in the equilibrium of the power structure within the family.

Through her novels, Shashi Deshpande shows how with many tensions and difficulties, the family is shifting from an authoritarian to a democratic type of relationship. In such a context husband and wife are partners, equally responsible for the good of the family. The novelist purposefully creates certain situations where women have to take the upper hand or assume the leadership of the family. In Deshpande's novels the modern as well as the older generation of women can be seen demanding space and struggling for it. Many of them question the unequal relationship between man and woman, which is considered the natural outcome of the social code that frames the institution of marriage. One of the major woman characters of the novel *If I Die Today* Shanta, the wife of Dr.Kulkarni, is patiently tolerant of her husband's escapades. Their daughter, 14 year old Mriga disapproves of the family tensions. Dr.Kulkarny, in spite of being modern and westernized, is seized by the desire for a son and heir. He never forgives Mriga for not being a son. Manju the wife of Vijay does not find any happiness in being a mother. She considers motherhood a burden. She represents an insatiate craze for freedom. She is not willing to submit herself to the circumstances; instead she resists them.

A new age begins with Urmila, the protagonist of *The Binding Vine*, who breaks the long silence, which had become hallmark of woman's existence. The earlier women protagonists Saru, Indu and Jaya have already begun to question the patriarchal norms of the society and have realized the need to free themselves from this bondage. They are aware that age old societal norms and their predestined roles have subjected them to severe humiliation and consequent alienation from self and society. Through their journey into their past they finally succeed in knowing about themselves but only within limited purview of their own lives. These women's interests are centered around themselves and their relations. They have no interest in raising their feelings "to purge society of its evils and blaze forth in a trail of glory." But, as Indira Nityanandam remarks, "The Binding Vine is a refreshing change from the first three novels of Deshpande. Protest comes easily to her protagonist here and there is less agony...." Urmila of *The Binding Vine* goes many steps ahead of her predecessors by her efforts to help and to forge a solidarity with women who are victims of patriarchy and sexism in the novel. *The Binding Vine* begins with the painful experience of the protagonist Urmila (Urmi) who has lost her one year old daughter Anu, in an accident. Urmi represents those confident and strong women who are at their best in their professional and familial duties.

She is realistic and has a good understanding of the reality of human relations. She undergoes a series of experiences in her personal, familial and societal life which happen to be instrumental in her inner growth and development. She gains enough courage to face any embarrassing situation in life.

What makes the protagonist of the novel *Urmi* different from other women characters of Deshpande is that in her life, men are absent, dead or too young.

Deshpande critically analyses the unique female consciousness and women's position in contemporary society. Her deep insight into the complexity of the problems faced by Indian women, their space and vision, makes her distinct from contemporary feminist writers. Hence she has added a new dimension to the feminism in the Indian literature in English. It is in the context of the emergence of a new order in all walks of human activity worldwide that Deshpande looks at the psyche of women. The world she depicts is the fictionalization of her personal experiences, so that the element of reality in these works is much higher. Her writing is pre-eminently a part of Indian literature and emerges from her rootedness in middleclass Indian society. Every novel is a realistic representation of one or the other of the emerging socio-cultural situation and the challenges faced by Indian middleclass women in the familial as well as in the social situations.

*The Dark Holds No Terrors*, her first novel, is the story of a woman who tries to establish her identity in the most adverse social, familial and financial conditions. It also graphically depicts the growth of a woman psychologically from childhood to adulthood.

In the novel *If I Die Today* which belongs to the genre of detective fiction the author tries to highlight certain features of patriarchal middle-class society. The major character who is affected by the evil social system is *Mriga*, a fourteen year old girl.

*Come Up and Be Dead* reveals the inner conflict of the protagonist who is constrained to live in a private space in which she is destined to be a spinster. In spite of her professional efficiency, the 'agony of indecision' and feeling of insecurity are reflected very much in her relationship with others. The novel is the revelation of the inner world of different women characters. *Roots and Shadows*, is a graphic representation of certain evil social practices which suppress women throughout their lives. The novel is the story of a woman who assumes a new life despite the evil conventional forces which pose strong challenges. The women characters prefer many ways to attain their identity. The women like *Jaya*, *Sumi*, *Madhu*, and *Mira* express their suppressed feelings and angst by their writings. *Devayani*, *Indu*, *Urmila*, *Manjari* are some of the characters that find their way through sharing experiences of others. *Urmila* and *Arundhati* believe in raising voice against women's oppression. *Devayani* and *Manjari* emerge as 'new woman' not submitting to the social conventions, and pave their own way of identity and liberty.

Deshpande has pointed out a very crucial social issue related to women's oppression. Her characters belong to upper class society, they are educated and financially independent, yet they are not happy with their lives. Modern education and financial independence do not fulfil their demand. In fact, they are demanding honour and dignity on humanitarian ground. Therefore, mere call for sisterhood and raising voice against injustice are not sufficient. They are one sided efforts. It is man who needs to respect woman for her sacrifice. *Shashi Deshpande* creates a number of female characters who have deep awareness of women's present inferior status and the numerous factors leading to this condition. In fact these women characters become the mouthpiece of the author herself

who has been engaged in the process of 'consciousness raising' for the uplift of ordinary Indian women.

Using the stream of consciousness and a narrative technique which goes back and forth, Shashi Deshpande attempts to unravel the woman question and the inner world of women in her novels. Her novels are wisely and wonderfully structured on the themes of self exploration and self-discovery made by the central female characters. The novelist has also explored the Herculean obstacles women have to encounter when they try for self-discovery and self-actualisation. The positive and stimulating aspects of feminist ideologies and women's liberation embodied in her novels make them significant pieces of feminist fiction. Shashi Deshpande has in fact succeeded in making remarkably realistic portrayals of middle class, educated Indian women who often feel aggrieved and annoyed by the all pervading and mighty sexism. She vehemently attacks the andro-centric ideologies and the foolish complacency of its unthinking followers including women. As a writer of acute feminist consciousness, she emphatically declares the demands and the desires of women "to live without fear. . fear of being unloved, misjudged, misunderstood, displeasing, without the fear of failure" (Roots and Shadows 174) and thus to regain 'her place in humanity' (Beauvoir 292) as a full human being.

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## **Transforming India Through Skill Development**

**Dr. Madhu Rai\***

### **Abstract**

Skills and Knowledge are the driving forces of economic growth and social development of any country determinants of socioeconomic development of a country. Nations that have a highly skilled workforce have enhanced productivity and growth. India is experiencing significant economic transformation with a dynamic macro-economic environment which would have clear priorities for building a consensus towards speedy socio-economic development of the country. The National Skill Development Corporation (NSDC), formed under a public-private partnership and tasked with imparting skills to 150 million people out of 500 million overall by 2022, has identified some of the newer areas of proficiency. They include manufacturing skills linked to solar panels, waste management, auditing and assessment, research and improvement of new technology, and public transit skills. It is estimated that 93% of our labour force works in the informal sector is devoid of any formal skill development system. With projections of GDP growth at 8% to 9% in the near future, it is necessary that the secondary and tertiary sectors grow at 10% to 11%; assuming agriculture sector grows at 4%. This entails migration of workforce from the primary sector to secondary and tertiary sectors.

This paper reviews the current state of education, skills development, and employment for Indian youth, and considers the challenges facing India's skills development system.

**Keywords:** Skill Development, Economic Growth, Social Development, Productivity

### **Introduction**

Skill development has emerged as a key strategy to realize the potential of demographic advantage of having the youngest workforce with an average age of 29 years in comparison with the advanced economies to create human resource for improving country's competitiveness and growth. The National Skill Development Mission launched by the Government of India envisions skilling at scale with speed and standards with focus on strengthening Institutional Training, Infrastructure, Convergence, Training of Trainers, Overseas Employment, Sustainable Livelihoods and Leveraging Public Infrastructure. Skills in the manufacturing and service sector are diverse from those in the agriculture sector. This signifies that there will be skill gaps in the imminent years because of migration which can only be filled with massive skill development of the youth. The National Policy targets to skill and reskill about 400 million by 2022. It's a huge challenge considering that the percentage of the formally trained in India are low at 4.69 per cent of the total workforce compared to countries like Germany with 75%, Korea with 96%.

The schism between the skill demands of industry and the aspirations of the youth has widened leading to a paradoxical situation where industry is looking for skilled manpower and skilled youth are looking for jobs. The latest India skill Report indicates that only about 47% coming out of educational institutions are employable.

Recent reports on the much-touted skilling scheme, the Pradhan Mantri Kaushal Vikas Yojana (PMKVY), indicates that policy is still far from achieving its intended result.

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According to the report in the Indian Express, data revealed that of the 30.67 lakh candidates who had been trained or were undergoing training across the country in June 2017, only 2.9 lakh had received placement offers.

### **Definitions of Skill development**

According to the World Employment Report (1998), the term 'skill' refers to an acquired and practiced ability or to a qualification needed to perform a job or certain task competently. It is a multidimensional concept as most jobs require a combination of skills for adequate performance, ranging from physical abilities to cognitive and interpersonal skills.

According to the Planning Commission's Committee on India Vision 2020 skill can also be perceived as the ability to direct human energy efficiently to achieve desired goals. It is one of the attributes that generate knowledge resources, the others being technology, organisation, information and education skill.

(ILO, 2009). Skills development is a key to improving household productivity, employability and income-earning opportunities for women and also for enhancing food security and promoting environmentally sustainable rural development and livelihoods.

### **A broad definition of training and skills**

Training and skills development is understood in broad terms, covering the full sequence of life stages. Basic education gives each individual a basis for the development of their potential, laying the foundation for employability.

Initial training provides the core work skills, general knowledge, and industry based and professional competencies that facilitate the transition from education into the world of work.

Lifelong learning maintains individuals' skills and competencies as work, technology and skill requirements change.

Different countries focus on different elements as they see relative strengths and weaknesses in their own skills development systems, and as they learn more about innovations and experience in other countries. (ILO. 2010) Skills development enhances both people's capacities to work and their opportunities at work, offering more scope for creativity and satisfaction at work.

### **Skill Development - Meaning and Focus**

The objective of Skill Development is to create a workforce empowered with the necessary and continuously upgraded skills, knowledge and internationally recognized qualifications to gain access to decent employment and ensure India's competitiveness in the dynamic global market. It aims at increasing the productivity and employability of workforce (wage and self-employed) both in the organized and the unorganized sectors. It seeks increased participation of youth, women, disabled and other disadvantaged sections and to synergize efforts of various sectors and reform the present system with the enhanced capability to adapt to changing technologies and labour market demands.

According to the International Labour Organization (ILO) "Skill development is of key importance in stimulating a sustainable development process and can make a contribution in facilitating the transition from an informal to formal economy. It is also essential to address the opportunities and challenges to meet new demands of changing economies and new technologies in the context of globalization."

Skills development can help build a "virtuous circle" in which the quality and relevance of education and training for women and men fuels the innovation, investment, technological



change, enterprise development, economic diversification and competitiveness that economies need to accelerate the creation of more jobs.

### **Present scenario of Skill development**

Only 5% of students in India take up vocational education. This is quite low compared to other Asian countries such as China, Malaysia etc. Prime Minister Dr. Manmohan Singh puts a huge focus on vocational education. The National Knowledge Commission and the Planning Commission states lack of skill to be a major hurdle in all economic development.

National Policy on Skill Development, 2009 aims to train 500 million people by 2022 by empowering all individuals through improved skills, knowledge and nationally and internationally recognised qualifications to gain access to decent employment and ensure India's competitiveness in global market. It also aims to increase produce workforce in organised and unorganised sectors especially among youth, women, disables, disadvantage sections.

Out of this 500 million, National Skill Development Corporation (NSDC) will train 150 million, Ministry of Labour will train 100 million, MHRD 50 million and the rest 230 million shall be trained by 21 ministries, departments and various other organisations.

Majority of educated and uneducated job seekers in rural and urban areas have no skills. 90% of employment is in unorganised sector. By 2020, 220 million students will pass out from school - out of which 150 mill will not enroll for college education; they need training in vocational trade. There are three kinds of target groups here -

### **What are Skill Development Indicators?**

Skills and knowledge are driving forces of economic growth and social development for any country. Given that developing skills requires huge investments, it is necessary to have availability of real time data on what constraints skill development in a region/area/district/state; identification of sectors where skill development is most needed; how well the skills of individuals match those required in the labour market, and the outcomes of various interventions undertaken thus far. The Skill Development Indicators (SDI) would bring the available data from different sources at one place – as a single resource – for the purpose of evaluation of skill development initiatives across the country. The SDI would enable the states to evaluate and compete with their own past performances and comparing the changes in the indicators from time to time will make it possible to track improvement or progress of states and of different skill development programmes. The indicators would also facilitate sharing of best practices across different sectors and States/UTs.

In the pre-independence era skill development or vocational training did not exist; by the way of ancestry only a skill was transferred from one person to another. After independence, several agencies were set up for the purpose of building a strong network of skilled population. Although there are multiple initiatives/agencies that are set up for this purpose yet skilling youth has manifold challenges. Some of the challenges are:

- Absence of an integrating body for skilling to coordinate initiatives and monitoring of schemes
- Lack of alignment among various stakeholders like Central Government agencies, vocational training centres, State Government agencies and skill development providers
- Lack of proper infrastructure and capacity to meet the training demands of the industry

• Lack of awareness on these programs in remote and backward locations of the country. Nonetheless, the Sector Skill Councils are working for eliminating most of these challenges, but most of them are still in an embryonic stage. There is an imminent need to shift the focus to large-scale and quality-based training, so as to meet the challenges and reap benefits for an ever increasing workforce in India.

#### **Skill development Agencies in India**

As per the 11<sup>th</sup> five year plan, an integrated action on skill development was formulated that introduced a three tier model for various skill development agencies in the country. The following government Ministries/departments are involved in skill development in India in direct or in indirect manner: Recently, a Ministry for Skills Development and Entrepreneurship was specifically created to this effect. In order to ensure significant stakeholder collaboration in this national mission, the National Skills Development Corporation, a unique PPP body, was entrusted with driving private sector participation through access to funding.” This institutionalised structure at the apex level is helping drive the ambitious skilling target. Recently, the National Institute of Open Schooling (NIOS) has taken a giant step by signing an MOU with the Directorate General of Training (DGT) under Ministry of Skill Development and Entrepreneurship (MSDE), GOI

- Ministry of Human Resource Development (MHRD)
- All India Technical Council Education (AICTE)
- **Ministry of Labour and Employment-** Directorate General of Employment and Training (DGET) regulates the setting up of Industrial Training Institutes (ITIs) and Private Industrial Training Centres (ITCs) for providing vocational training.
- **National Council on Vocational Training (NCVT)** – This is an advisory body under the Ministry of Labour and Employment. It is responsible for formulating standards and curriculum for craftsmen’s training, conducting All India Trade Tests and awarding National Trade Certificates.
- **National Skill Development Corporation (NSDC)** - It is Public Private Partnership model that promotes skill development through for-profit vocational institutions and providing funding to enterprises that provide skill training. One of its roles is to ensure that there is a match in skill training vis-à-vis industry requirement.
- **Ministry of Skill Development and Entrepreneurship (MSDE)** – The Ministry contributes to the framing of skill policy and aims to consolidate all the efforts of several ministries in skill development. NSDC has been brought under the ambit of this Ministry.
- **National Skill Development Agency (NSDA)** – It coordinates and harmonizes the skill development efforts of the Government and private sector in order to achieve the skilling targets of the Five Year Plans.

Besides these agencies many central ministries and state governments also carry out skill development programs and initiatives in their respective sphere.

#### **Vocational education and training**

- **MHRD** - National Vocational Education Qualifications Framework (NVEQF) was launched by MHRD in September of 2012. Additionally, this shall result in increased the Gross Enrolment Ratio (GER) in higher education from 18.3% currently to the targeted 30% by the end of year 2020. Haryana state was the first to implement the NVEQF.

- **National Institute of Open Schooling (NIOS)** - National Institute of Open Schooling (NIOS) imparts distance vocational education courses for student dropouts after the 5th, 7th, 8th and 10th standards. It has the largest open schooling system in the world. Approximately, 25,000 students take admission each year in vocational courses.
- **Central Board of Secondary Education (CBSE)** - CBSE caters to 40 vocational courses in different sectors at the level of senior secondary and four vocational courses at secondary level. CBSE endeavours to introduce more courses in collaboration with relevant industry to facilitate joint certification.

### **Relevance of Skill Development in India**

**Demographic Dividend:** India is expected to have the world's largest young workforce by 2022. With a rich demographic dividend, where more than 65% of the population belongs to the working age group, this is an opportune time for India to take advantage of this one-time demographic window and enhance its growth and supply skilled manpower to the rest of the world.

**Technology:** Technology is evolving at a rapid pace and is threatening to put millions of jobs at risk. According to a World Bank Report, automation threatens 69% of the jobs in India. Therefore, reskilling and learning new technologies for the existing workforce as well as the new employees will become essential; to not only retain the workforce, but also to drive the successful digital technology transformation of the economy.

**Manufacturing:** The manufacturing industry has emerged as one of the high growth sectors in recent times as well as a major employment provider. Certain manufacturing industries, such as transport equipment, petroleum and electrical machinery, require specialised training and therefore, building human capital is essential to boost employment opportunities in this sector. This would also help to increase the share of manufacturing in India's GDP.

**Productivity:** With developed countries facing high levels of unemployment and falling wages, emerging nations can no longer rely on low cost labor as a growth strategy. They will need to develop a skilled, productive workforce to compete globally.

### **Skills: Standards and Policies**

Success of skills depends on the general level of economic growth, the extent of FDI, the degree to which exports are composed of higher value added items, the degree to which there are skills mismatches, and the rates of growth of productivity. Estimating skill mismatches is critical. Setting standards would be imperative.

NSU would set policy directives and education as per NSQF, enroll students in the country, provide skills and training, award certifications, diplomas and degrees at various certification levels, create sub centres, allow any existing college/ITI/Polytechnic to conduct skill programs. It would also create Skill content and pedagogy in all languages and models of delivery, interface with other relevant bodies, would also help Entrepreneurship cells, estimate skill gaps, opportunities for CSR initiatives, conduct skill research, local and foreign collaborations, a robust LMIS, Skill Trainers and trainee accreditation process. Integration with MSME sector for creation of new jobs would also be done as also, execution "Make in India" campaign, skill roadmap for the next 10 years, establish community college networks, promote work integrated training models, create skill integrated scholarship, and anchor all this in a complete e-governance framework with payment gateways, all very important in creating a credible system. A large number of verticals like Automobiles, IT, Communications, Paramedical, Manufacturing,

Construction, Retail, Healthcare, tourism, etc. need to be nurtured. These can be short duration, focused, modular, credit based, in multi languages and flexible.

### **Skill Development and Economic Progress**

Skill development can be defined as proficiency that is acquired or developed through training or experience. Global leaders have acknowledged the role and impact of skill development via their national policies. This strengthens the ability of individuals to adapt to changing market demands and benefit from innovation and entrepreneurial activities. Apart from primary determinants of skills development, it is also essential to address the opportunities and challenges to meet new demands of changing economies in the context of competitiveness.

The future prosperity of countries depends ultimately on the number of persons in employment and how productive they are at work. It's a dynamic scenario where the most successful or progressive nations shall be one that can counter VUCA (Volatility, Uncertainty, Complexity, Ambiguity) (Abidi& Joshi, 2015). Hence, skill development can be connected to a broader growth, employment and development mandating government intervention.

### **Recommendations**

Based on the discussion above, some suggestions for policy may be offered here. First, for India to promote industrial development and achieve sustainable growth, it must increase its investment in education and training for youth. In particular, to move further into a knowledge-based economy and move up the value chain, it is indispensable for India to improve the quality of education at every level. In view of the enormity of the challenge of skilling 500 million workforce by 2022, a strong leadership is required to achieve these figures. The strategy should focus on Speed, Scale, Capacity, Collaboration, Knowledge and Productivity. This can be manifested by empowering the youth by making them self-reliant and independent of external support. This can be achieved only by having a plan of action, which is futuristic and aims towards providing sustainable livelihood opportunities to the masses. While basic literacy is a must, Skills Development of the youth is important for the holistic growth of the country.

### **Conclusion**

Indeed, Indian young people fall into two main groups. A tiny fraction from economically well-off middle classes get good education and training and well-paid jobs in the organized sector. India needs to tap into the skills of its large workforce so as to ensure increased economic productivity and inclusive social growth. Despite several initiatives being taken up by the Government in this front; there is a need for better coordination, integration and alignment of all skill initiatives. In India, the bulk of employment is in rural areas and in the unorganized sector, and almost all manufacturing firms are in the informal sector. Given the highly-stratified and segmented nature of the labor market, Indian youths must acquire education, training, and skills if they are to find decent jobs and experience any social mobility. Moreover, innovative approaches and solutions must be applied to address the key challenges and leverage opportunities. It is also important that people are sensitized and motivated and encouraged for taking up skill development initiatives. Despite government's initiatives, in a country obsessed with engineers and doctors, vocational education is still struggling to shed its marginalized image. Perception about these courses is the biggest challenge in making them acceptable to all. Lack of career path for students who opt for these courses is another major challenge. This paper has identified an

enormous skills gap in India between what industries demand based on recent rapid economic growth and the skills that young people acquire through vocational training.

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## दिल्ली सुल्तानों का व्यक्तिगत जीवन और धर्म तथा धार्मिक निर्माण कार्य: एक आलोचनात्मक अध्ययन

डॉ. प्रतिभा सिंह\*

इस्लाम धर्म का मुख्य उद्देश्य यह है कि एकेश्वरवादी धर्म का प्रचार हो और इसके निमित्त गैर मुसलमानों के विरुद्ध लगातार युद्ध कर, उन्हें इस्लामानुयायी बनाना तथा 'दारुल हर्ब' को 'दारुल इस्लाम' में परिवर्तित करना था। टाइटस का विचार है कि इस्लामी राज्य में धर्म और राजनीति दोनों की व्यवस्था है। इस्लाम में राजनीति केवल राजनीति ही नहीं और धर्म केवल धर्म ही नहीं है। इस्लाम में राजनीति और धर्म अलग नहीं किये जा सकते। इस्लाम धर्म केवल एक धर्म और विश्वास का ही नाम नहीं है और न यह मात्र इबादत का रूप है। वास्तव में यह एक पूरे जीवन की नियमावली है, जो जन्म से लेकर मृत्यु पर्यन्त जीवन का निर्देशन करती है। प्रशासन और राजनीति कट्टर इस्लामी कानूनों से प्रभावित थी। उसके जनकल्याणकारी कार्य भी समाज के एक विशिष्ट वर्ग (मुसलमान) के लिए थे। अफीफ जनता की समृद्धि और अच्छी स्थिति का विवरण देता है, परन्तु उसके 'जनता' शब्द का तात्पर्य केवल मुस्लिम समाज से है। फीरोज के निर्माण कार्यों का अप्रत्यक्ष प्रभाव अन्य नागरिकों पर भी पड़ा। उसके नहर निर्माण योजना से कृषक जनता, जो क्रमशः हिन्दू थी लाभान्वित रही, पर फीरोज के इस सुधार कार्य से मुस्लिम समाज ही अधिक सन्तुष्ट रहा। मुस्लिम उलेमा ही काजी न्यायाधिकारी तथा प्रशासनिक पदों पर नियुक्त होते थे। परन्तु इनका पद वंशानुगत नहीं था, फिर भी वे अत्यन्त कट्टर और धर्मान्ध थे। इस्लाम का प्रसार और हिन्दुत्व का विनाश करना ही उनका एकमात्र उद्देश्य था। सुल्तान की महत्वाकांक्षायें तथा आचरण भी कुरान द्वारा निर्देशित थे। अपने व्यक्तिगत जीवन में उसे धर्म और धार्मिक आचरण को महत्व देना पड़ता था। जुम्मे और ईद के दिन खुतबा पढ़वाना, इस्लामी भूखण्डों की रक्षा करना, मुसलमानों के मुकदमों का निर्णय करना, विरोधियों का दमन करना तथा दान कार्य के लिए धन एकत्र करना एवं धर्म प्रचार करना, सिक्कों पर धार्मिक भावना का उल्लेख करना सुल्तानों के लिए अनिवार्य था, उसे मशफबरदार या कुरान ढोने वाला नियुक्त करना पड़ता था।

सुल्तान के धार्मिक पदों पर विद्वान, उपदेशक नियुक्त होते थे। सद्र-उस-सुद्र धार्मिक पद था, सर्वोच्च काजी ही इस पद का भी प्रमुख होता था। खतीबुल खुताबा का पद भी सद्रपद के अधीन था। इसी तरह दीवानी रिसालत भी धार्मिक पद था। सुल्तान के इमाम और उपदेशकों को यही नियुक्त करता था। कभी-कभी कजा, खिताबत, इमामत, हिसाबाह और दादबेकी का यह पद, एक ही व्यक्ति को दे दिया जाता था। अपने व्यक्तिगत जीवन में प्रत्येक सुल्तान ने धार्मिक सिद्धान्तों तथा मान्यताओं का पालन करना चाहा। कुतुबुद्दीन अपने असीम दान कार्यों के कारण 'लाख बख्श' तथा मीठी आवाज में कुरान पढ़ने के कारण 'कुरान ख्वा' के नाम से भी प्रसिद्ध है। सुल्तान शमसुद्दीन इल्तुतमिश अत्यन्त धार्मिक था। युद्ध के अभियानों में उसके साथ उपदेशक और इमाम रहते थे। इन उपदेश सम्बन्धी सभाओं का बड़े विस्तार के साथ मिनहाज वर्णन करता है। दिन में तो सुल्तान अपने शाही कार्यों में व्यस्त रहता था किन्तु रात्रि में अपने नमाज की चटाई बिछाकर पूरी रात प्रार्थना में बिता देता था। रात में सूफियों के खानकाहों में भी जाता था।

अपने व्यक्तिगत जीवन में एक कट्टर मुसलमान की भाँति धार्मिक सिद्धान्तों के मानने का पाबन्द था। मंगोलों के विरुद्ध जिहाद करने के कारण उसे 'अल मुजाहिद फी सबीलिल्लह' की पदवी लेने की योजना बनायी गयी, परन्तु उसने स्वयं ही अस्वीकार कर दिया और यह कहा कि उसने यह सब कुछ प्रतिष्ठा की प्राप्ति के लिए किया था। यह सुल्तान के सरल हृदय का प्रतीक है। योग्यता के ऊँचे शिखर पर पहुँचकर भी वह एक नम्र और धर्म भीरु शासक रहा। धर्म सुधारक की भाँति अलाउद्दीन ने समाज सुधार कार्य किया। शराब बन्दी और वेश्यावृत्ति का अन्त किया। यही प्रश्न इल्तुतमिश के काल में भी उठाया गया था। परन्तु शेखनुरुद्दीन ने यह कहकर वेश्यावृत्ति को वैध स्वीकार कर लिया कि इसके अभाव में मुसलमानों के घरों में भ्रष्टाचार बढ़ेगा। करमातियन्स, इस्माइलियन तथा जादूगरों आदि पर भी नियंत्रण किया गया। इन सबके बावजूद अलाउद्दीन को नजमियों पर अत्यधिक विश्वास था। उपरोक्त सुधारों में केवल शराब बन्दी राजनीतिक कार्यों से प्रेरित थी। इब्नबतूता लिखता है कि सुल्तान ने नमाज के सम्बन्ध में आदेश दिये थे कि लोग जुम्मे की नमाज में उपस्थित रहें, जो व्यक्ति नमाज न पढ़े, उसे कठोर दण्ड दिया जाय। नमाज न पढ़ने पर उसने एक दिन में नौ व्यक्तियों को कत्ल करवा दिया था। सुल्तान ने ऐसे पदाधिकारी नियुक्त किये थे, जो विशेष रूप से यह देखते थे कि नमाज के समय कौन व्यक्ति घूम रहा है। यहाँ तक कि उसने यह आदेश दिया कि सभी लोग नमाज, वजू और इस्लामी सिद्धान्तों को याद रखें। उनसे इस विषय पर प्रश्न किया जाता था। जो उत्तर नहीं दे पाते थे, उन्हें कठोर दण्ड दिया जाता था। इस्लामी रीति सिखाने के लिए कुछ पदाधिकारी नियुक्त किये गये थे। कुरान में भी नमाज के सतत प्रयत्नशील रहना मुसलमानों का फर्ज कहा गया है। निःसंदेह

\* डॉक्टर ऑफ फिलॉसफी मध्यकालीन एवं आधुनिक भारतीय इतिहास विभाग लखनऊ विश्वविद्यालय लखनऊ

सुल्तान के दार्शनिक विचारधारा ने उसे मुस्लिम समाज में अप्रिय कर, उसके विरुद्ध जिहाद और फतवा जारी करवाया। आज के व्यक्तिवादी धर्म तथा तत्व मीमांसा के युग में इन धार्मिक तथा दार्शनिक बातों का विशेष महत्व नहीं है। मुहम्मद अपने युग की परम्परा और विचारों से कहीं अधिक आगे हैं। तत्कालीन समाज भी उसे समझने में असमर्थ रहा है। उसका व्यक्तित्व का विवरण भी एक पहली है जो अनेक असंगतियों का सम्मिश्रण है जो अनेक ऐसी उक्तियों से भरा पड़ा है जो एक दूसरे से मेल नहीं खाती। यह भी कहा जाता है कि जब अलाउद्दीन ने अपनी बराबरी पैगम्बर से कर नवधर्म चलाने की इच्छा प्रकट की थी, किन्तु उसे ऐसे किसी विरोध का सामना नहीं करना पड़ा।

राजधानी परिवर्तन को लेकर विद्वानों में मतभेद है। जहाँ तक देवगिरि को राजधानी बनाने का प्रश्न है, बरनी यह सही कहता है कि राजधानी दिल्ली केन्द्र में नहीं थी तथा सुदूर दक्षिण पर पूर्ण नियंत्रण नहीं रखा जा सकता था। परन्तु इब्नबतूता के अनुसार जनता को दण्ड स्वरूप राजधानी परिवर्तन करना तथा इसामी के अनुसार दिल्ली की जनता से नाराज होना आदि कारण उचित नहीं लगते। फीरोज के काल में अनेक धर्म परिवर्तनों का उल्लेख मिलता है। इस संदर्भ में वजीर मलिक मकबूल किवामुल मुल्क विशेष उल्लेखनीय हैं। अफीफ लिखता है कि वह तेलंगाना का हिन्दू था, जिसका नाम कुन्नु था। उसकी मृत्यु के बाद उसका पुत्र खानेजहाँ वजीर बना। जफर ख़ाँ नामक पदाधिकारी के विषय में कहा जाता है कि वह राजस्थान के टोंक परिवार से सम्बन्धित था। इसकी बहन फीरोज से ब्याही थी। हिन्दू माता से उत्पन्न और हिन्दू परिवारों से वैवाहिक सम्बन्ध करके भी फीरोज घोर धर्मान्ध था। सम्भवतः अर्द्ध हिन्दू की स्थिति मध्यकालीन समाज में हीनता का कारण रही हो। अतः फीरोज ने अपने को कट्टर मुसलमान दिखाने का प्रयत्न किया। कुछ इतिहासकारों ने हिन्दुओं के प्रति फीरोज की नीति को धर्मान्धता की संज्ञा दी है। लेकिन आज के नवीन स्रोतों और सामग्रियों का अध्ययन करने से यह पता चलता है कि फीरोज धर्मान्ध नहीं था, क्योंकि कोई भी शासक धर्मान्ध और जनकल्याणकारी कार्य एक साथ नहीं कर सकता। फीरोज तुगलक की जनकल्याणकारी कार्य किसी एक समुदाय के लिए नहीं थी बल्कि सभी समुदाय उसके इस कार्य से लाभान्वित हुए। यद्यपि फीरोज शरियत का पालन करता था और करना भी चाहिए क्योंकि कोई भी व्यक्ति अपने धर्म में गहरी आस्था रखे तो उसे धर्मान्ध कहना गलत होगा। व्यक्तिगत जीवन में धर्म को प्रोत्साहित करने के लिए सुल्तानों ने अनेक धार्मिक इमारतें बनवायीं। कुतबुद्दीन ऐबक से ही मुस्लिम वास्तुकला का इतिहास प्रारम्भ हुआ है। अपने प्रारम्भिक आक्रमणों के दौरान में ऐबक ने जो धार्मिक इमारतें बनवायी थी, उन्हें देखकर यह अनुमान होता है कि ये भवन अति शीघ्रता में बने थे, जिससे भारत जैसे मूर्ति पूजक देश की विजित प्रजा पर इस्लाम धर्म का प्रभाव डाला जा सके। यह अनुमान किया जाता है कि इन भवनों के निर्माता हिन्दू थे तथा अधिकांश प्रारम्भिक इमारतें हिन्दू मन्दिरों के सामग्रियों से बनी थी। कुछ ही भवन विशुद्ध इस्लामी भवन थे। इन भवनों की विशेषता भी यह है कि इन पर मुस्लिम शैली की अपेक्षा हिन्दू प्रभाव अधिक परिलक्षित होता है। ऐबक की निर्मित मस्जिदों में 'कुवतुल इस्लाम' और 'अढ़ाई दिन का झोपड़ा' इसका प्रमाण है।

खलजी काल में अनेक इमारतें बनीं। जलाउद्दीन खलजी द्वारा निर्मित मण्डोर की मस्जिद उल्लेखनीय है। अलाउद्दीन ने 'हौज-ए-शम्सी की मरम्मत कर इसके मध्य में एक मकबरा बनवाया था। इसने 'कुवतुल मस्जिद' का विस्तार कराया। सम्भवतः मुस्लिम आबादी में वृद्धि होने से जुम्मे की नमाज के समय मस्जिद का सहन छोटा पड़ता था। इसी मस्जिद के प्रवेश द्वार पर एक विशाल दरवाजा था जो अलाई दरवाजा के नाम से प्रसिद्ध है। भवन का बाहरी भाग मुस्लिम शैली पर आधारित है, परन्तु अन्दर के निर्माण कार्य में देशी तत्व है। उसकी मेहराबे नुकीली नहीं वरन् अर्द्ध वृत्ताकार है। सुल्तनत के इतिहास में फीरोज का काल निर्माण का काल था। चालीस वर्षीय शान्ति के काल में फीरोज ने अनेक इमारतें, मस्जिदें और नहरों का निर्माण किया। फरिश्ता इन निर्माण कार्यों की विस्तृत सूची देता है, पचास बाँध, चालीस मस्जिदें, तीस कालेज, बीस महल, एक सौ सराय, पाँच मकबरे, एक सौ सार्वजनिक स्नानागार, दस स्मारक स्तम्भ, दस सार्वजनिक कुएँ तथा एक सौ पच्चास कुल बनवाये। चूँकि मध्यकालीन यूरोपीय राज्य ईसाइयत से बहुत अधिक प्रभावित थे, अतः स्पष्ट है कि अंग्रेज लेखकों और प्रशासकों ने अपने स्वयं के राज्य के ढाँचे के अनुरूप ही मध्यकालीन भारतीय समाज को देखा और तदनु रूप ही उसका मूल्यांकन किया। हिन्दुओं और मुसलमानों को दो पृथक सभ्यताओं एवं संस्कृतियों के प्रतिनिधि के रूप में चित्रित करके, आंग्ल लेखकों ने 'भारत को बाँटो और शासन करो' के उद्देश्य की पूर्ति की। इस प्रकार के दृष्टिकोण के पीछे यह पूर्वमान्यता अन्तर्निहित थी कि दिल्ली सुल्तनत एवं मुगल साम्राज्य जैसे स्वेच्छाचारी राज्यों में राज्य की नीतियों की वैचारिक विषय-वस्तु का निर्धारण पूर्णतः सम्राट एवं शासन के कुछ उच्च पदस्थ अधिकारियों की धार्मिक पक्षपात की नीति द्वारा किया जाता था।

#### निष्कर्ष

इस प्रकार का दृष्टिकोण, प्रत्यक्ष और परोक्ष रूप से, मध्यकाल की राजनीति में एक प्रभावशाली धर्म के रूप में इस्लाम की तथाकथित विनाशकारी भूमिका पर अधिक जोर देना चाहता है। मध्यकालीन भारतीय इतिहास की इस आँग्ल व्याख्या से हिन्दुओं और मुसलमानों दोनों में उत्तेजना आयी और वे एक दूसरे के विरुद्ध आरोप-प्रत्यारोप लगाने लगे। इसी पृष्ठभूमि में मौलाना शिबली ने हिन्दुओं के प्रति मुसलमानों के दृष्टिकोण का प्रतिपादन किया और इसके जवाब में बालगंगाधर तिलक ने मुसलमानों के विरुद्ध हिन्दुओं के तत्सम्बन्धी दृष्टिकोण का विवेचन किया। जैसे-जैसे समय बीतता गया, दोनों परस्पर विरोधी विचारधाराओं की जड़ें मजबूत होती गयीं। मंगोलों ने अभी तक इस्लाम धर्म को

अंगीकार नहीं किया था और उन्हें काफिर माना जाता था। बरनी ने उन्हें बहुत बार 'काफिरों' के रूप में उल्लिखित किया है। अलाउद्दीन खलजी के काल तक मंगोलों को सेना में भर्ती और इस्लाम में दीक्षित किया जा रहा था। इस प्रकार स्पष्ट है कि सुल्तनत की राजनीति और नीतियों में एक प्रभावशाली भूमिका के निर्वाह के लिए धर्म के रूप में इस्लाम को बीच में नहीं लाया गया। तुर्की शासक वर्ग को इस्लाम के राजनीतिक विचारों के प्रसार एवं प्रचार के स्थान पर अपनी सत्ता एवं शक्ति को सुरक्षित और शक्तिशाली बनाये रखने की अधिक चिन्ता थी।

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## विद्युत ऊर्जा का विकास, समस्या एवं समाधान – एक दृष्टि

डा० योगेन्द्र सिंह\*

किसी भी देश के औद्योगिक विकास के लिए ऊर्जा संसाधनों की महत्वपूर्ण भूमिका होती है, जिससे न केवल उद्योग एवं कारखाने संचालित होते हैं, बल्कि परिवहन क्षेत्र में भी इनका विशिष्ट स्थान है। भारत जैसे कृषि प्रधान देश में ऊर्जा का स्थान और भी अधिक अहम है। देश ने जो भी तरक्की की हो, लेकिन 20 प्रतिशत आबादी आज भी बिजली को तरसती है और इसमें लाखों ऐसे किसान हैं, जिन्हें 125 करोड़ इंसानों के अलावा अरबों पशुओं की आबादी वाले इस देश की भूख मिटानी है, इन किसानों को खेतों को पानी देने के लिए बिजली चाहिए। अगर आँकड़ों पर विश्वास किया जाए तो 50 वर्ष के कोयले के भण्डार समाप्त हो जायेंगे व पेट्रोलियम पदार्थों के आम आदमी की पहुंच से दूर होने की आशंका है। जिससे विद्युत शक्ति पर दबाव बढ़ना स्वभाविक है। बढ़ती जनसंख्या के अनुपात में विद्युत आपूर्ति की पर्याप्तता सुनिश्चित कर पाने में हम असफल हो रहे हैं। परिणामस्वरूप देश का चौमुखी विकास प्रभावित हो रहा है। देश में आज 356 लै बिजली उत्पादन की क्षमता है। हालांकि हमारी जरूरतें 500 लै से भी पूरी न हो सकें। वर्ष 2031 तक देश में बिजली की मांग 900 लै से भी पूरी न हो सकें।

### महत्वपूर्ण शब्दावली

एन0टी0पी0सी0, जीवाष्म ईंधन, क्षयशील संसाधन, ट्रान्समिशन, नाभकीय ऊर्जा।

यदि भारत में विद्युत के विकास पर दृष्टिपात किया जाए तो स्पष्ट होता है कि 1897 में दार्जिलिंग में सबसे पहले विद्युत आपूर्ति आरम्भ हुई किन्तु देश के स्वतन्त्र होने तक विद्युत का विशेष विकास नहीं हो सका, तब स्थापित क्षमता 1400 मेगावाट मात्र थी। विभिन्न पंचवर्षीय योजनाओं के दौरान इसमें भारी पूँजी का निवेश किया गया परिणामतः 137.5 हजार मेगावाट हो गयी। देश में विद्युत ऊर्जा के विकास के लिए केन्द्रीय विद्युत प्राधिकरण सी0ई0ए0 की स्थापना व 1975 में राष्ट्रीय जल विद्युत शक्ति निगम (एन0एच0पी0सी0) तथा राष्ट्रीय ताप विद्युत शक्ति निगम (एन0टी0पी0सी0) गठित किये गये।

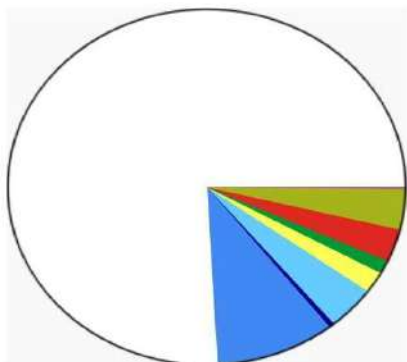
### विद्युत उत्पादन (अरब किलोवाट/घण्टा)

वर्ष	जलविद्युत	ताप विद्युत	आणविक	अन्य	योग
1950-51	2.5	2.6	--	1.5	6.6
1960-61	7.8	9.1	--	3.2	20.1
1970-71	25.2	28.2	2.4	5.4	61.2
1980-81	46.3	61.3	3.0	8.4	119.3
1990-91	71.7	186.5	6.1	25.1	289.4
2000-01	73.8	42.0	19.3	58.0	573.2
2004-05	101.2	490.4	17.0	71.4	680.0
2017-18	190.2	796.0	35.0	114.2	1135.0

स्रोत :- आर्थिक सर्वेक्षण,, 2017-18

\* एसोसिएट प्रोफेसर, भूगोल विभाग के0जी0के0 पी0जी0 कालेज मुरादाबाद।

Electricity generation (utility sector) by source in India in FY 2017-18



Coal: 986,591 GWh (75.9%)
Large Hydro: 126,123 GWh (9.7%)
Small Hydro: 5,056 GWh (0.4%)
Wind Power: 52,666 GWh (4.0%)
Solar Power: 25,871 GWh (2.0%)
Biomass: 15,252 GWh (1.2%)
Nuclear: 38,346 GWh (2.9%)
Gas: 50,208 GWh (3.9%)
Diesel: 386 GWh (0.0%)

Source : <https://en.wikipedia.org/wiki/Electricity>

विद्युत उपयोग

स्थापित क्षमता	356.100GW
जीवाष्म ईंधन उत्पादित विद्युत	79.8%
गैर परम्परागत उत्पादित विद्युत	17.3%
औसत विद्युत उपयोग	1149KWH ¼प्रतिव्यक्ति)
हस्तानान्तरण एवं वितरण खर्च	24.20%
औद्योगिक खपत	41.48%
कृषि खपत	18.08%
वाणिज्यिक खपत	5.5%
घर्षण खपत	1.27%

विश्व के प्रमुख विद्युत उत्पादक देश – 2016  
(उत्पादन बिलियन यूनिट में)

चीन	6015
अमेरिका	4327
भारत	1423
रूस	1088
जापान	1013
जर्मनी	653
कनाडा	643

विश्व के प्रमुख विद्युत उपभोगकर्ता देश

देश	KWH प्रतिव्यक्ति प्रतिवर्ष
कनाडा	14930
अमेरिका	12071
ताईवान	10632
आस्ट्रेलिया	9720
कोरिया	9742
साऊदी अरब	9658
भारत	1122

Source : <https://en.wikipedia.org/wiki/Electricity>

विद्युत ऊर्जा मुख्यतः ताप विद्युत, आणविक विद्युत तथा अन्य जैसे पवन, सौर, भूतापीय, ज्वारीय एवं लहर ऊर्जा के रूप में उपलब्ध है। भारत की नदियों में अपार जलराशि बहती है, केवल उसे विकसित करने की आवश्यकता है। देश के उत्तरी एवं उत्तरी-पूर्वी पहाड़ी क्षेत्र में जलशक्ति के विकास की उत्तम दशायेँ प्राप्त है, लेकिन खपत के क्षेत्र दूर है। केन्द्रीय विद्युत प्राधिकरण के अनुमान के अनुसार देश में जल विद्युत की वर्तमान उत्पादन क्षमता 472.15 खरब वाट प्रति घण्टा है। इसमें 62.1 अरब कि०वा० विकसित किया जा चुका है तथा 26.29 टी०डब्लू०एच० विकसित किया जा सकता है। 80 प्रतिशत सम्भावित जल विद्युत अभी भी अशोषणीय है, किन्तु पूंजीगत प्राविधिक एवं नीतिगत कठिनाईयों के कारण इनका शोषण नहीं हो पा रहा है। राष्ट्रीय जल विद्युत निगम ने अब तक 7 परियोजनाओं, वैरा सिउल (हिमांचल), लोकतक (मणिपुर), सलाल-प्रथम चरण तथा द्वितीय चरण (जम्मू कश्मीर), टनकपुर (उत्तराखण्ड), चमेरा, ऊरी (जम्मू कश्मीर) का निर्माण किया है, जिनकी स्थापित क्षमता 21.33 मेगावाट है। हिमांचल तथा देवीघाट तथा छः परियोजनाएं निर्माणाधीन है। दुलहस्ती एवं ऊरी (जम्मू कश्मीर), रंगित (नेपाल) धौलीगंगा (उ०प्र०), कुरिचू भूटान कल्पोंग (अण्डमान एवं निकोबार), उत्तर-पूर्वी विद्युत शक्ति निगम (एन०ई०ई०पी०सी०ओ०) देश के उत्तरी-पूर्वी भाग में बिजली के समेकित विकास के लिए प्रयत्नशील है।

तापीय विद्युत शक्ति स्थापित क्षमता एवं उत्पादन के अनुसार विद्युत उत्पादन का सबसे बड़ा स्रोत है। देश में उपलब्ध 60 प्रतिशत विद्युत तापीय विद्युत शक्ति से प्राप्त है, जिसके उत्पादन एवं विकास के लिए नेशनल थर्मल पावर कार्पोरेशन (एन०टी०पी०सी०) का गठन किया गया। इसकी उत्पादन क्षमता 26255 मेगावाट है। परन्तु क्षयशील संसाधन होने के कारण तापीय विद्युत पर बहुत अधिक निर्भर नहीं रहा जा सकता। समय के साथ-साथ न केवल खनिज ईंधन की उपलब्धता घटी है, बल्कि कीमत अधिक होने के कारण उत्पादन लागत भी निरन्तर बढ़ती जा रही है। अगले 50 वर्ष में कोयले का भण्डार खत्म हो जायेगा। ऐसे में अगर हमने कोयले के नये भण्डार ढूँढ लिये या फिर अत्यधिक गहराई से कोयला निकालने की तकनीक विकसित करने में सफल हो सके, तभी हमारे पास कोयला होगा लेकिन ऐसा होने का फिलहाल कोई संकेत नहीं है।

देश में ऊर्जा की बढ़ती मांग एवं सीमिति संसाधनों को देखते हुए ऊर्जा सर्वेक्षण समिति (1965), ईंधन नीति समिति (1974), ऊर्जा नीति वर्किंग ग्रुप (डब्लू०जी०ई०पी०) 1979 आदि ने अनेक महत्वपूर्ण सुझाव प्रस्तुत किये। इसके अनुसार वर्तमान भण्डारों को देखते हुए भावी आवश्यकताओं की पूर्ति मुश्किल लगती है। अतः देश में उपस्थित परमाणु साधनों का विकास अपेक्षित है। जिसके लिए 1948 में परमाणु ऊर्जा आयोग का गठन किया गया तथा 1954 में परमाणु ऊर्जा संस्थान ट्राम्बे स्थापित किया गया। आज हम परमाणु ऊर्जा के रूप में महज 4780 मेगावाट बिजली ही पैदा कर रहे हैं, लेकिन इस क्षेत्र में इतनी क्षमता है कि 2050 तक हमारी परमाणु क्षमता तीन लाख मेगावाट तक पहुंच सकती है। परमाणु शक्ति के विकास में यूरेनियम, थोरियम, बैरीलियम, जिरकन, एन्टीमिनी, ग्रेफाइट खनिज आवश्यक है। एक औसत यूरेनियम द्वारा उत्पन्न शक्ति 100 मेगावाट कोयले की शक्ति के बराबर होती है। भारत में यूरेनियम अल्प मात्रा में मिलता है। यूरेनियम के उपयोग का विशेष महत्व है। यूरेनियम 338, 235, 239 एवं 233 के परमाणुओं को विखण्डित करके नाभिकीय ऊर्जा प्राप्त की जाती है। वर्तमान परमाणु भट्टियों में उन्नियत यूरेनियम को ईंधन के रूप में प्रयोग किया जाता है। भारत में यूरेनियम का उत्पादन कम होने के कारण थोरियम पर विकिरण की बौछार करके उसे विखण्डित करके यू-233 प्राप्त करते है, किन्तु यह प्रक्रिया बहुत धीमी होती है। अतः इसके लिए फास्ट ब्रीडर रियेक्टर आवश्यक होते है। सर्वप्रथम बम्बई के निकट तारापुर में 1969 में परमाणु शक्ति गृह (2x235MB) कलपक्कम (2x235MB) तथा नरोरा (उ०प्र०) में (2x235MB) क्षमता के शक्तिगृह स्थापित किये जा चुके है। कर्नाटक में कैगाव राजस्थान में रावत भाटा में (2x235MB) का निर्माण हो चुका है। इस समय देश में कुल 2.8 हजार मेगावाट स्थापित क्षमता है। परमाणु शक्ति निःसन्देह ऊर्जा का महत्वपूर्ण स्रोत है, परन्तु इसकी प्रौद्योगिकी एवं ईंधन के लिए हम विदेशों पर निर्भर है। साथ ही कुछ अन्य समस्याएं भी है जिसके लिए अभी भारत ने अमेरिका से परमाणु समझौता किया है। प्रधानमन्त्री के अनुसार देश की बिजली जरूरतों को पूरा करने के लिए यह समझौता आवश्यक है किन्तु भारत सरकार का योजना आयोग ने बताया कि इस समझौते के लागू होने के बाद 2020 तक

परमाणु ऊर्जा से 40000 मेगावाट बिजली उत्पादन की क्षमता हासिल कर लेंगे तो भी वह हमारे बिजली उत्पादन का 9 प्रतिशत से ज्यादा नहीं होगा। यानी हमें 90 प्रतिशत से ज्यादा अन्य स्रोतों पर निर्भर रहना ही पड़ेगा। साथ ही कुछ अन्य तथ्य भी ध्यातव्य है :-

- 1) संसार के सभी देश जिन्होंने परमाणु ऊर्जा से बिजली उत्पादन के संयन्त्र स्थापित किये हैं, धीरे-धीरे अपने कारखाने बन्द कर रहे हैं तथा नये कारखाने नहीं लगा रहे हैं।
- 2) फ्रांस जो परमाणु ऊर्जा का 75 प्रतिशत बिजली इस प्रौद्योगिकी से प्राप्त करता है, वह भी आने वाले दिनों में सिर्फ एक कारखाना लगायेगा।
- 3) जामान नाभिकीय ऊर्जा को छोड़कर पुनः प्राप्य स्रोतों से विद्युत उत्पादन पर शोध के लिए भारी रकम खर्च कर रहा है।
- 4) आस्ट्रेलिया यूरेनियम की आपूर्ति करने वाला सबसे बड़ा देश है, में बिजली उत्पादन का एक भी कारखाना नहीं है।
- 5) परमाणु तकनीकी एवं ईंधन की कीमत एवं शर्तें क्या होगी यह पूर्तिकर्ता देश की दयादृष्टि पर निर्भर करेगा।

### **निष्कर्ष**

आज भी ऊर्जा के परम्परागत स्रोत महत्वपूर्ण हैं। इस तथ्य से इंकार नहीं किया जा सकता है तथापि ऊर्जा के गैर परम्परागत स्रोतों अथवा वैकल्पिक स्रोतों पर और भी ध्यान देने की आवश्यकता है। देश में पवन ऊर्जा की कुल क्षमता 45000 मेगावाट है, जिसमें अभी अपार सम्भावनाएं हैं। इसके साथ ही सौर ऊर्जा, बायोमास, बायोगैस, नगरीय और औद्योगिक कूड़े-कचरे से ऊर्जा, भूतापीय ऊर्जा, ज्वारीय ऊर्जा, लहर ऊर्जा क्षेत्र भी असीमित सम्भावनाओं से युक्त हैं। आवश्यकता है विद्युत ऊर्जा के संरक्षण, उन्नत तकनीकी व जागरूकता अभियान की, जिसके माध्यम से विद्युत आपूर्ति की किल्लत से निजात मिल सकती है।

### **सन्दर्भ ग्रन्थ**

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## भारतीय संस्कृति की अवधारणा और हजारी प्रसाद द्विवेदी

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वर्तमान कई साहित्यकारों ने देश के स्वरूप का मनोरम चित्र उपस्थित किया। किसी ने उसकी महिमा का गायन किया। अनेक रचनाओं में भारत के अतीत का गौरव और वर्तमान स्थिति की दुरावस्था का मार्मिक चित्र है। अनेक कविताओं में चुनौती, ललकार और गर्जना के साथ बलिदान की मानसिकता भी उभरी है। इन अनेक प्रकार की रचनाओं को राष्ट्रीय चेतना का मानने में कोई समस्या नहीं है। समस्या आजादी के वास्तविक सरोकारों की खोज करने वाली रचनाओं के साथ है। द्विवेदी जी ने भारतीय संस्कृति के संदर्भ में लिखा है— “भारत वर्ष का इतिहास हजारों वर्ष पुराना है। इसका जितना हिस्सा जाना जा सका है, उससे कहीं अधिक भाग अभी भी ठीक-ठीक नहीं जाना जा सका है। वह पंडितों के अनुमान का ही विषय है। परंतु इतना निश्चित है कि यह संस्कृति विकासशील रही है। आर्य, द्रविड़, किरात, हूण, शक आदि जातियों के विश्वास और रीति-नीति इसमें मिलते रहे हैं। बहुत-सी पुरानी मान्यताएँ कमजोर होती रही हैं और प्रायः विस्मृत कर दी गई हैं। जिस संस्कृति में इन्द्र, वरुण आदि देवी-देवताओं का प्राधान्य था, यज्ञ-याग का बाहुल्य था, उसमें दूसरे समय शिव, विष्णु आदि देवताओं और पूजा-पाठ, तीर्थ-व्रत आदि का प्राधान्य हो गया।” यह उद्धरण इस बात का प्रमाण है कि परंपरा एवं संस्कृति की दुहाई देने के नाम पर उनमें कूपमंडूकता रती भर भी नहीं है। बल्कि वे तो संस्कृति की उस अंतर्धारा के वाहक हैं, जो उसमें काई नहीं जमने देती है। यही कारण है कि नामवर जी ने उन्हें दूसरी परंपरा का वाहक माना है। हजारीप्रसाद द्विवेदी यद्यपि संस्कृति को किसी देश या जाति की अपनी मौलिकता नहीं मानते और विश्व मानव समुदाय के आधार पर उन्होंने एक ‘सामान्य मानव संस्कृति’ की कल्पना की है फिर भी वे विभिन्न संस्कृतियों के भौगोलिक और राष्ट्रीय संदर्भों की विशिष्टता की उपेक्षा नहीं करते। संस्कृति के विभिन्न स्तर-भेदों को स्वीकार करते हैं। द्विवेदी जी की दृष्टि मूलतः है सांस्कृतिक है, साहित्य के बाद उनके सबसे अधिक निबंध संस्कृति को विषय बनाकर लिखे गए हैं। उनके अधिकांश सांस्कृतिक निबंधों में भारतीय संस्कृति और संस्कृति की भारतीयता का ही आख्यान है। यहाँ यदि संस्कृति और साहित्य के आपसी संबंधों को याद करें तो यह स्पष्ट होगा कि द्विवेदी जी ने भारतीय संस्कृति के स्वरूप और सामर्थ्य की खोज और विवेचना केवल अपने सांस्कृतिक निबंधों में ही नहीं, बल्कि अपने पूरे साहित्य में की है।

किसी भी संस्कृति-चिंतक की भारतीय संस्कृति की अवधारणा को समझने के लिए सबसे पहले यह जानना आवश्यक है उसकी भारतीयता की अवधारणा कैसी है? वर्चस्ववादी ‘भारतीयता’ के प्रति उसका व्यवहार अनुकरण का है या प्रतिरोध का? वह भारत को क्या समझता है? उसका ध्यान और बल भारतीय वर्चस्वशील परंपरा पर अधिक है या भारत की जनता पर? आज के संदर्भ में इन प्रश्नों के आलोक में हजारीप्रसाद द्विवेदी की संस्कृति-दृष्टि की खोज और विवेचना न केवल बौद्धिक जिज्ञासा है, बल्कि राजनीतिक रूप से भी आवश्यक भी है। द्विवेदी के लिए भारतीय संस्कृति अन्य देशों की संस्कृतियों से अलग चीज नहीं है। वे भारतीय संस्कृति को विश्व-संस्कृति के संदर्भ में देखने के समर्थक हैं। उनके लिए कोई बुरी चीज भारतीय होने के कारण न ग्राह्य है और ही कोई अच्छी चीज विदेशी होने के कारण अग्राह्य है। वे संस्कृति के क्षेत्र में देशी-विदेशी के विवादों को कृत्रिम मानते हैं।

द्विवेदी का विचार है कि अपने भौगोलिक दायरे और ऐतिहासिक परंपरा में भारतवर्ष की जनता ने भी संस्कृति के क्षेत्र में महत्वपूर्ण उपलब्धियाँ हासिल की हैं। जिस हद तक ये उपलब्धियाँ संसार में अन्य देशों की उपलब्धियों की ‘अविरोधी’ और ‘पूरक’ हैं, उस हद तक उन्हें भारतीय संस्कृति कहा जा सकता है। द्विवेदी लिखते हैं, “वह मनुष्य के सर्वोत्तम को जितने अंश में प्रकाशित और अग्रसर कर सका है, उतने ही अंश में वह सार्थक और महान है। वही भारतीय संस्कृति है, उसको प्रकट करना, उसकी व्याख्या करना, या उसके प्रति जिज्ञासा-भाव उचित है।” द्विवेदी उन विचारों के समर्थक नहीं हैं, जिनके अनुसार सभ्यता और संस्कृति का प्रसार दुनियाभर में भारत से ही हुआ है, इसीलिए भारत ‘विश्वगुरु’ है। इसके विपरीत उनके विचार में संस्कृति और सभ्यता को विश्वभर के विभिन्न मानव-समुदायों ने अपनी-अपनी विशिष्ट परिस्थितियों के दायरे में विकसित किया है।

द्विवेदी जिस समय संस्कृति-चिंतन कर रहे थे, वह भारतीय नवजागरण का अंतिम दौर था। पूर्व और पश्चिम की संस्कृतियों की टकराहट से भारतीय नवजागरण का उदय हुआ। पूर्व और पश्चिम की मुठभेड़ में कुछ लोग पूर्णतः पूर्वाभिमुख हो गए, तो कुछ पूर्णतः पश्चिमोन्मुख। पहले प्रकार के लोगों ने भारतीय संस्कृति को विश्व संस्कृति की श्रेष्ठ संस्कृति कहा तो दूसरे प्रकार के लोगों ने भारतीय संस्कृति को सब तरह से हेय और हीन समझ लिया। द्विवेदी जिस तरह पश्चिम से विमुख होकर पूर्णतः ‘पूर्वाभिमुखी’ नहीं हुए वैसे ही अतीत और वर्तमान की मुठभेड़ से भागकर अतीत की शरण में नहीं गए। वे इतिहास और परंपरा को किसी भी जाति की संस्कृति के विकास में महत्वपूर्ण मानते थे, लेकिन न परंपरा उनके लिए कोई स्थिर चीज थी और न ही इतिहास का प्राचीन अध्याय स्वर्ण – मृग। द्विवेदी जी ने

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भारतीय संस्कृति संबंधी चिंतन की शुरुआत इसी आरंभिक बिंदु से की है। आदि मानव भारत की धरती पर पैदा हुआ या कि भारत में विभिन्न मानव-समूह बाहर से ही आए हैं। इस प्रश्न पर द्विवेदी ने भी विचार किया है। द्विवेदी ने द्रविड़ों को यहीं का वासी माना है। उन्होंने लिखा है – “आर्यों के आने से पहले इस देश में एक अत्यंत समृद्ध द्रविड़ सभ्यता थी।” आर्य भारतीय मूल के हैं या विदेशी – इस प्रश्न पर आज भी बहस जारी है। निष्कर्ष कुछ भी निकले, इससे द्विवेदी की संस्कृति-दृष्टि की प्रासंगिकता पर कोई प्रभाव नहीं पड़ने वाला। द्विवेदी यह मानते हैं कि समग्र भारतीय साहित्य मुख्यतः आर्य दृष्टिकोण से लिखा गया है। द्विवेदी ने स्वीकार किया है कि आर्यों का प्रभाव भारत की विभिन्न जातियों पर बहुत अधिक पड़ा है। भारत का दर्शन, धर्मतत्व और अध्यात्म आर्यों के साहित्य से प्रेरित और प्रभावित होते रहे हैं। द्विवेदी ने ‘समन्वयवाद’ को भारतीय संस्कृति की बहुत बड़ी विशेषता माना है। तुलसीदास की सफलता का कारण उन्होंने उनकी ‘समन्वय बुद्धि’ को माना है। भारतीय समाज में अनेक प्रकार की परस्पर विरोधी संस्कृतियाँ, साधनाएँ, जातियाँ, आचार-विचार और पद्धतियाँ प्रचलित हैं, ऐसे में द्विवेदी के अनुसार “भारतवर्ष का लोकनायक वही हो सकता है, जो समन्वय करने का अपार धैर्य लेकर आया हो।” जैसे द्विवेदी को ‘समन्वयवादी’ कहा जाता है वैसे ही उनके कबीर को भी समन्वयवादी कहा जाता रहा है। द्विवेदी ने कबीर को समन्वयवादी कहे जाने का विरोध किया है। उनके अनुसार कबीर समस्त बाह्यचारों के जंजालों और संस्कारों को विध्वंस करने वाले क्रांतिकारी थे। कबीर ने इन बाह्यचारों और संस्कारों का निषेध मनुष्य को मनुष्य के रूप में प्रतिष्ठित करने के लिए किया था।

द्विवेदीजी मनुष्य को सर्वोपरि मानते थे। उन्होंने अपने निबन्ध “मनुष्य ही साहित्य का लक्ष्य है” में लिखा है “समूचे जन समूह में भाषा और भाव की एकता और सौहार्द्र का होना अच्छा है। इसके लिए तर्कशास्त्रियों की नहीं ऐसे सेवाभावी व्यक्तियों की आवश्यकता है जो समस्त बाधाओं और विघ्नों को शिरसा स्वीकार करके काम करने में जुट जाते हैं।” हजारी प्रसाद द्विवेदी नयी पीढ़ी के लेखकों से सन्तुष्ट हैं। वह लिखते हैं दृ “मुझे इस बात की खुशी है कि नये साहित्यकार मनुष्य के दुख के प्रति जागरूक हैं और इस बात से व्याकुल हैं कि कहीं न कहीं कोई गलती अवश्य है जो इसको दूर करने की हमारी सारी आकाक्षाओं के बावजूद सारे प्रयत्नों को विफल बना रही है। बाधा मुख्य रूप से हमारे सामाजिक संगठन में है और जिस व्यवस्था के ऊपर इसको दूर करने की जिम्मेदारी है उस व्यवस्था के ढांचे की संरचना में है।”

आचार्य हजारीप्रसाद द्विवेदी कहते हैं कि बौद्ध धर्म चौदहवीं-पंद्रहवीं शताब्दी में जीवित था और उसका विलयन कबीरपंथ में हो गया। सही बात तो यह है कि बौद्ध धर्म आज भी जीवित है और बौद्ध धर्म के कबीरपंथ में विलीन हो जाने की बात में विलयन दर्शाने का पांडित्योचित उत्साह कुछ अधिक ही है। बौद्ध धर्म का प्रभाव जरूर कबीर साहित्य में अंतरित हुआ। यहाँ जोर देकर कहना जरूरी है कि कबीर साहित्य और कबीरपंथ के अंतर को जाने-अनजाने भुला देने से बौद्धिक विवेचन की मूल दृष्टि में ही भारी गड़बड़ी हो जाती है। आचार्य हजारीप्रसाद द्विवेदी सत्य के बहुत करीब पहुँचकर भी सत्य से मुँह फेर लेते हैं। शास्त्रीय संस्कार को इतिहास दृष्टि और आलोचना विवेक का अवरोधक मानने के अतिरिक्त इसकी अन्य क्या व्याख्या हो सकती है, कहना मुश्किल है। ऐसी जगहों पर आचार्य हजारीप्रसाद द्विवेदी का आलोचनात्मक विवेक मतिहारा हो जाता है और उनकी इतिहास दृष्टि युगों से संचित संस्कार के सामने जुआ पटक देती है। शोध और अनुसंधान की दृष्टि से मूल्यवान होने के बावजूद उनके मूल्य-निर्धारण में कहीं कुछ महत्वपूर्ण छूट जाता है, जिसकी भरपाई कठिन हो जाती है। कबीरदास और तुलसीदास के तुलनात्मक विवेचन में संस्कारों की लदनी से हुई आलोचना विवेक की क्षति तो बहुत साफ-साफ महसूस की जा सकती है।

आचार्य द्विवेदी की दृष्टि व्यापक थी। रचनाकार चाहे जिस युग का हो उसके कालजयी होने का आधार उसकी सार्वभौमिक और सार्वकालिक दृष्टि ही होती है। अपने विस्तृत अध्ययन, चिन्तन एवं मनन से आचार्य द्विवेदी ने अनुभव किया कि समाज को सचेतन बनाना चाहिए— “शताब्दियों का दीर्घ अनुभव यह बताता है कि उत्तम साहित्य की सृष्टि करना ही सबसे बड़ी बात नहीं है। सम्पूर्ण समाज को इस प्रकार सचेतन बना देना परमावश्यक है जो उस उत्तम रचना को अपने जीवन में उतार सके।”

आचार्य द्विवेदी का साहित्य विषयक चिन्तन, समष्टि व्यापक दृष्टि और समग्र भारतवर्ष को उसकी अतीत की परम्परा से जोड़ते हुए एकता और अखण्डता के सूत्र में बांधने की कामना ही उन्हें ‘आम से ‘खास’ बनाती है। इनका मानना था कि समाज के एक बड़े भाग में हीन भावना ग्रन्थि बनकर छा गयी है। यही ग्रन्थि सामाजिक संरचना को उसकी अजस्र धारा में प्रवाहित होने से रोक रही है। सदियों से दबी, कुचली, मर्माहत जनता के विषय में हमारा समाज भिन्न नहीं हो पाया है। इस सम्बन्ध में कार्य-कारण सम्बन्धों की एकरूपता के बिना सामाजिक समस्या का समाधान असम्भव है। हजारीप्रसाद जी ने हिन्दी साहित्य के ऊपर से हिन्दू का बिल्ला उतार उसके स्रोतों को सैद्धान्तिक रूप से बौद्ध सिद्धों और जैन मुनियों की वाणी में खोजा। इस तरह वे राजाओं की गाथाओं में न जाकर जनमानस का हृदय टटोल रहे थे। संत कबीर पर उनकी पुस्तक इसी तरह के प्रयत्नों का फल है। सूफियों पर उनका यह वक्तव्य ध्यान देने योग्य है – निर्गुण भाव के शास्त्र-निरपेक्ष साधकों की भाँति इन कवियों में अधिकतर शास्त्र-ज्ञान-विरहित थे, पर निस्संदेह पहुँचे हुए प्रेमी थे। इन्होंने प्रेम के जिस एकांतिक रूप का चित्रण किया है, वह भारतीय साहित्य में नई चीज़ है। प्रेम की इस पीर के आगे ये लोकाचार की कुछ परवाह नहीं करते थे। भारतीय काव्य-साधना में प्रेम की ऐसी उत्कट तन्मयता दुर्लभ थी।

**संदर्भ**

आचार्य हजारी प्रसाद द्विवेदी की साहित्य-सर्जना, लेखक- विध्वनवासिनी नंदन पाण्डेय, पृष्ठ-91

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आचार्य हजारीप्रसाद द्विवेदी: कबीर दृ उपसंहार: राजकमल प्रकाशन

आचार्य हजारीप्रसाद द्विवेदी: भारतीय साहित्य की प्राण-शक्ति: विचार-प्रवाह: हिंदी ग्रंथ रत्नाकर

आचार्य हजारीप्रसाद द्विवेदी: मध्यकालीन साहित्यों की परस्पर सापेक्षिता: विचार-प्रवाह: हिंदी ग्रंथ रत्नाकर

आचार्य हजारीप्रसाद द्विवेदी: मध्यकालीन साहित्यों की परस्पर सापेक्षिता: विचार-प्रवाहछ ग्रंथ रत्नाकर

आचार्य हजारीप्रसाद द्विवेदी: हिंदी साहित्य की भूमिकादृ हिंदी साहित्य: भारतीय चिंता का स्वाभाविक विकास: राजकमल

आचार्य हजारीप्रसाद द्विवेदी: हिंदी साहित्य की भूमिकादृ हिंदी साहित्य: भारतीय चिंता का स्वाभाविक विकास: राजकमल प्रकाशन

प्रफुल्ल कोलख्यान: बाजारवाद और जनतंत्र: धर्म, समाज और राज्य: आनंद प्रकाशन

हजारी प्रसाद द्विवेदी (भारतीय साहित्य के निर्माता) दृ विश्वनाथ प्रसाद तिवारी, पृष्ठ-80

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## **Impact of Mindfulness Training in Improving Environmental Attitude of College Students**

**Suneel Chaudhary\***

### **Abstract**

Mindfulness is to be fully aware about present experience in a non-judgemental way. The objective was to examine the impact of mindfulness training on Environmental attitudes of College students of Moradabad City. Semi- experimental method was used for the present study. By using multi stage cluster sampling 80 students people were randomly selected from different aided degree college of Moradabad City. For Measuring, Thompson and Barton (1994) Environmental attitudes Questionnaire was used. The subjects learned and practiced mindfulness for 4 months. After this phase the post-intervention scores on Environmental attitude were obtained from subjects and were compared with the pre-intervention scores. The results show significant difference in Environmental attitude of college students. Results suggest that mindfulness training could be effective intervention for improving the Environmental attitude of college students. It means that Mindful awareness is a powerful tool that leads to skillful action on behalf of ourselves, residents of the planet and the environment, if we will only take the time to stop and pay attention. The study findings have implications for further research as well for designing environment promoting interventions.

**Keywords:** Mindfulness Training, Environmental attitude.

### **Introduction**

Attitudes are a basic, pervasive part of social life. Psychologists define an attitude as an enduring evaluation, positive or negative, of people, objects, or ideas. (Eagly and Chaiken, 1998). We believe in attitudes and find them useful for understanding the behavior of others. 'Environmental attitude' is defined as 'the collection of beliefs, affect, and behavioral intentions a person holds regarding environmentally related activities or issues' (Schultz et al., 2004).

It is clear that individuals with negative attitudes towards the environment will be inconsiderate towards environmental problems and will continue to pose problems to the environment (Uzun and Saglam 2006). Nowadays, the issues about the environment in India have been arisen from day by day due to economic development as well as the global industrialization activities. It is critical that society to be made aware of Environmental risk and figure out the solution to eliminate those risks. Environmental education is crucial to prepare environmentally literate students who, as future citizens, would play an active role in protecting the environment.

Environmental attitudes are conceptualized in terms of attitude theory as being composed of beliefs and affect toward an object. The environment as an object is difficult to define and this has implications for the study of general environmental attitudes. Attitudes are based on values, have horizontal and vertical structure and tend from general to specific.

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The positive environmental attitudes tend to show consistency with related beliefs and behaviors. Efforts to search and find out the motives behind the protection of the environment and a person's consciousness of the environment constitute the focal point of research of environment psychology.

Some researchers consider various factors, including mindfulness related to environmental attitudes. Mindfulness means maintaining a moment-by-moment awareness of our thoughts, feelings, bodily sensations, and surrounding environment.

Mindfulness also involves acceptance, meaning that we pay attention to our thoughts and feelings without judging them—without believing, for instance, that there's a "right" or "wrong" way to think or feel in a given moment. When we practice mindfulness, our thoughts tune into what we're sensing in the present moment rather than rehashing the past or imagining the future.

Though it has its roots in Buddhist meditation, a secular practice of mindfulness has entered the American mainstream in recent years, in part through the work of Jon Kabat-Zinn and his Mindfulness-Based Stress Reduction (MBSR) program, which he launched at the University of Massachusetts Medical School in 1979. Since that time, thousands of studies have documented the physical and mental health benefits of mindfulness in general and MBSR in particular, inspiring countless programs to adapt the MBSR model for schools, prisons, hospitals, veterans centers, and other environments.

According to Jon Kabat-Zinn the practice of mindfulness may be beneficial to many people in Western society who might be unwilling to adopt Buddhist traditions or vocabulary. Western researchers and clinicians who have introduced mindfulness practice into mental health treatment programs usually teach these skills independently of the religious and cultural traditions of their origins.

Mindfulness has come to be seen as a mode of being, rather than a formal meditation practice, which can be practiced and maintained outside a formal setting.

Mindfulness is a state of alert attentiveness to one's experience on a moment-by-moment basis, strongly anchored in the present moment. It is strongly embedded in a system of values that advocates compassionate care for oneself, for others and for the world we live in. All of these elements are viewed as interconnected, reflected in meditation teacher Jack Kornfield's observation, "Tending ourselves, we tend the world. Tending the world, we tend ourselves."

One of the earliest realizations that typically come from mindfulness practice concerns the degree to which these inner aspects of consciousness can directly influence our behavior. It's as if our thoughts, comprise a form of 'virtual reality,' in which we act according to what we think is going on, rather than being fully aware of what is actually happening. We often miss things that are happening right in front of us because our minds are seldom focused in the present. This lack of attention can lead us to treat ourselves, others and the environment in careless and reactive ways that potentially can do great harm. Stephanie Kaza (2008), author of "Mindfully Green," put it this way: "Much of our ignorance about environmental degradation is the result of not seeing, not smelling, not tasting, not hearing, and not feeling the deeper impacts of environmental suffering. We are too busy or perhaps too afraid to pay attention what is going on." Jacob *et al*,(2009) found a significant relationship between mindfulness and Pro-environmental Behavior and environmentally responsible lifestyle.

The awareness that comes from paying attention in the present moment helps us become more tuned in to our own lives and those of others. Mindful awareness is a powerful tool that leads to skilful action on behalf of ourselves, residents of the planet and the environment, if we will only take the time to stop and pay attention. Against this backdrop, the present study was undertaken to examine the impact of mindfulness training on Environmental attitudes of College students of Moradabad City. The hypothesis is as follows:

1. Level of environmental Attitude of college students will be significantly different after mindfulness training.

### **Method**

**Sample:** The semi-experimental method with within subject design was used for the present study. By using multi stage cluster sampling 80 students were randomly selected from different aided degree college of Moradabad City. Only graduate students were included in the sample.

**Tool:** The Scale of Environmental Values developed by (Thompson and Barton) in 1994 to measure the environmental value orientations. It consists of 25 statements, with responses organized on a 5-point Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree), and measures the environmental values orientations in three dimensions (anthropocentrism, ecocentrism, and environmental apathy). It has been found that the reliability coefficients (Cronbach's alpha) for the environmental values orientation dimensions (ecocentrism, anthropocentrism, and apathetic) were 0.67, 0.58, and 0.42 respectively.

### **The Structure Sessions: Mindfulness Training**

The material of training sessions in this method was according to Kabat-Zinn's(1994) mindfulness based stress reduction (MBSR) model. It was done through classroom exercises about mindfulness together with discussion about mindfulness experience. Details in this regard were displays in Table 1:

#### **Table 1 List of mindfulness-based intervention sessions:**

**Session 1:** Welcome and guidelines, brief personal introductions, the implementation of the pre-test, body-scan meditation, homework assignments (body scan, and mindfulness of a shared activity).

**Session 2:** Eating a raisin with awareness, self-awareness, and three- minute breathing meditation homework.

**Session 3:** Body meditation, group dialogue about pro-environmental attitudes and behaviors.

**Session 4:** Body meditations and group discussions about exercise training on various aspects of environmental attitudes.

**Session 5:** Body meditation, focus on the concepts anthropocentrism in group discussion exercises.

**Session 6:** Body meditation, meditation practice and focus on the ecocentrism, and environmental apathy.

**Session 7:** Body meditation, group discussion review of the program, focusing on the lessons learned by the end.

**Session 8:** Appreciating the implementation of the post-test.

### Results and Discussion

The present study was undertaken to examine the impact of mindfulness training on Environmental attitudes of College students of Moradabad City. From the results given in table 1, it appeared that there is substantial level of difference in environmental attitude score after mindfulness training in students. The mean of pre test scores were 73.20 and 41.02 respectively for students. The results indicate that mindfulness enhances environmental attitude of students, as the difference between the pre and post test scores of students was also found statistically significant (\*\* P<0.01). Thus, hypothesis presuming significant difference in attitude scores of college students after mindfulness training was found to be proved. In conclusion we can say that the mindfulness training increases the environmental attitudes of college students.

**Table -1: Mean, SD and t-value of Pre and Post environmental Attitude Scores of College Students**

Students	N	Mean	SD	t-value
Pre Test	40	73.20	15.78	10.28**
Post Test	40	41.02	11.91	

\*\* P<0.01

This finding is consistent Jacob *et al*, (2009) found a significant relationship between mindfulness and Pro-environmental Behavior and environmentally responsible lifestyle. Also Amel *et al*, (2009) found Mindfulness increases our ability to pro-environmental attitudes and behaviors. In other words, awareness of one's inner thoughts facilitates empathy for others' inner status and this empathy can improve environmental attitudes (Block-Lerner *et al*, 2007).

Therefore, mindfulness, by making cognitive and mental changes in individuals, improves self-control and responsibility, and these changes enable them to control and supervise their emotions and attitudes. These changes ultimately improve and enhance behaviors such as pro-environmental behaviors. Given the mentioned cases and the research results, it is suggested that organizational systems, with appropriate mechanisms, work toward creating useful behaviors, such as environmental attitudes, in employees. This way there would be a better and healthier environment for employees, so the Mindfulness trainings can be the most important mechanism.

The study findings have implications for further research as well for designing environment promoting interventions. Various efforts for mindfulness training of college students are needed so students can actively involve themselves in the environmental protection activities. This study attended a very limited part of impact of mindfulness training in enhancing environmental attitude of students. There is a need to have more comprehensive and complete random studies covering larger aspects of the environment and a larger sample from different levels, gender, and locale of students.

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## पंचायती राज और महिला नेतृत्व की समस्याएं

मनोज\*

**सार**

73 वें संविधान संशोधन के द्वारा पंचायती राज संस्थानों को संवैधानिक दर्जा तथा उनमें कमजोर वर्गों और विशेषकर महिलाओं के लिए आरक्षण से संबंधित प्रावधानों किए गए। 1993 के 73 वें संवैधानिक संशोधन के विभिन्न आयामों का विश्लेषण और अध्ययन करने का प्रयास किया गया है ताकि महिलाओं के सशक्तीकरण पर संवैधानिक संशोधन के प्रभाव को समझा जा सके। यह सच है कि पंचायती राज संस्थानों में महिलाओं के लिए आरक्षण ने उनके सशक्तीकरण के लिए बहुत बड़े द्वार खोले हैं, खासकर कमजोर वर्ग की महिलाओं के लिए। हालांकि कई चुनौतियां और मुद्दे हैं पितृसत्तात्मक व्यवस्था और मानसिकता, कठोर जाति विभाजन और ग्रामीण समाज में व्याप्त जातिगत भेदभाव, बड़े पैमाने पर महिला निरक्षरता और पुरुष पर महिला निर्भरता आदि ने यह सुनिश्चित किया है कि, बड़े पैमाने पर सत्ता की असली चाबी अभी भी पुरुषों के हाथों में हैं। अध्ययनों से पता चला है कि कुछ दक्षिणी और पश्चिमी राज्य उत्तरी और कुछ पूर्वी राज्यों की तुलना में अधिक उन्नत हैं। बिहार मापदंडों पर इतना प्रभावशाली नहीं है, जिसने पंचायती राज संस्थानों में महिलाओं के लिए 50% आरक्षण प्रदान किया है और उनके सशक्तीकरण के लिए बहुत बड़ा प्रोत्साहन दिया है।

**परिचय**

गाँव ग्रामीण भारत में सामाजिक जीवन की मूल इकाई है। भारतीय आबादी की दो-तिहाई से भी अधिक जनसंख्या अभी भी गांवों में रहती है। ग्रामीण जनता की समृद्धि के लिए सरकार की चिंता स्वतंत्रता के तुरंत बाद, इसके द्वारा अपनाए गए विभिन्न उपायों में परिलक्षित हुई, ताकि बहुत कुछ बेहतर हो सके। कई प्रमुख नेताओं जैसे: महात्मा गांधी, जवाहरलाल नेहरू और जय प्रकाश नारायण ने संकेत दिया कि स्वतंत्र भारत का प्रमुख कार्य लोकतंत्र को जमीनी स्तर पर ले जाना और ग्रामीण जनता को राष्ट्रीय पुनर्निर्माण के कार्य में शामिल करना होगा। महात्मा गांधी के अनुसार, सच्चे लोकतंत्र को केंद्र में बैठे बीस लोगों द्वारा काम नहीं किया जा सकता था। उन्होंने आत्मनिर्भर और आत्मनिर्भर ग्राम गणराज्य की परिकल्पना की जो अपने मामलों का प्रबंधन करने में सक्षम थे। भारतीय

\* Phd शोधार्थी, इतिहास विभाग, हिमाचल प्रदेश विश्वविद्यालय, शिमला

संविधान का अनुच्छेद 40 "राज्य के नीति निर्देशक सिद्धांतों" के शीर्षक के तहत यह प्रावधान करता है कि: "राज्य ग्राम पंचायतों को व्यवस्थित करने के लिए कदम उठाएगा और उन्हें ऐसी शक्तियाँ और अधिकारों से संपन्न करेगा जो उन्हें कार्य करने में सक्षम बनाने के लिए आवश्यक हो"।

1988 में, पंचायती राज संस्थाओं के कामकाज और केंद्र-राज्य संबंधों के मूल प्रश्न पर गौर करने के लिए सरकारिया आयोग की स्थापना की गई थी। आयोग ने सिफारिश की कि जिला परिषद, नगर निगम जैसे स्थानीय स्व-संस्थानों को वित्तीय और कार्यात्मक दोनों रूप से मजबूत किया जाना चाहिए। बलवंत राय मेहता समिति (1957) की सिफारिशों के बाद त्रिस्तरीय पंचायती राज व्यवस्था की शुरुआत की गई थी। अशोक मेहता समिति के बाद जी.वी.के. राव समिति (1985), एल.एन. सिंघल कमेटी (1986) और सरकारिया आयोग (1988) का गठन त्रिस्तरीय पंचायती राज व्यवस्था को अधिक कार्यात्मक और प्रभावी बनाने के लिए किया गया है। 73 वां संशोधन अधिनियम 24 अप्रैल 1992 को पारित हुआ जो 1993 से प्रभावी हो गया। यह देश में एक मजबूत जीवंत पंचायती राज संस्थानों की नींव रखता है। सामाजिक न्याय, और राजनैतिक लामबंदी के दृष्टिकोण से, पंचायती राज की त्रिस्तरीय व्यवस्था को बनाए रखते हुए, इस संशोधन में विभिन्न उद्देश्य में शामिल हैं: (i) समाज के कमजोर वर्गों, अर्थात् अनुसूचित जातियों और अनुसूचित जनजातियों को सशक्त बनाना। सकारात्मक प्रयासों के माध्यम से स्थानीय स्व-शासन में पिछड़ा वर्ग और महिलाओं को उचित प्रतिनिधित्व प्रदान करना (ii) पंचायती राज संस्थाओं के माध्यम से अपनी आवश्यकताओं की पहचान करने और उन्हें पूरा करने में लोगों की प्रत्यक्ष भागीदारी के लिए ग्राम सभा को मजबूत करना; (iii) ग्रामीण स्थानीय निकायों को निधियों के प्रवाह को सुनिश्चित करने के लिए एक तंत्र (राज्य वित्त आयोग) प्रदान करना ताकि वे अपने कार्यों और जिम्मेदारियों का निर्वहन कर सकें; (iv) संविधान की 11 वीं अनुसूची में उल्लिखित कार्यों को सुनिश्चित करना (v) राज्य निर्वाचन आयोग के माध्यम से बहु-स्तरीय पंचायत राज संस्थाओं को नियमित और समय पर चुनाव करवाना। इस प्रकार, वास्तव में, संविधान का 73 वां संशोधन भारत के संवैधानिक इतिहास में एक मील का पत्थर बन गया है

### **अध्ययन का उद्देश्य**

1. पंचायती राज संस्थानों में विशेष रूप से महिलाओं की राजनीतिक भागीदारी से संबंधित सफलता / विफलता के लिए जिम्मेदार कारकों का विश्लेषण करना।
2. ग्रामीण जनता पर पंचायती राज संस्थाओं के प्रभाव की जांच करना।

3. पंचायती राज संस्थाओं को और मजबूत बनाने और महिलाओं (दलित)के सशक्तीकरण के लिए उपाय सुझाना।

### **पंचायती राज संस्थाओं में महिलाओं की भागीदारी**

73 वें संवैधानिक संशोधन ने पूरे देश में एक तिहाई सीटों को महिलाओं के लिए आरक्षित कर उनकी राजनीतिक भागीदारी और जमीनी स्तर पर निर्णय लेने की क्षमता का विकास किया है। यह दो तरह से पंचायती राज संस्थाओं में महिलाओं के लिए आरक्षण प्रदान करता है; सदस्यों के स्तर पर और अध्यक्षों के लिए। अनुच्छेद 243 (डी) के खंड (2) और (3) के अनुसार, पंचायतों के प्रत्येक स्तर पर सदस्यों के प्रत्यक्ष चुनाव के लिए एक तिहाई सीटें महिलाओं के लिए आरक्षित होंगी। हालांकि राजनीतिक गतिविधि के विभिन्न स्तरों पर महिलाओं का प्रतिशत काफी बढ़ गया है, फिर भी महिलाओं को शासन और निर्णय लेने की प्रक्रिया में कम प्रतिनिधित्व दिया जाता है।

लोकसभा में अतारांकित प्रश्न संख्या 1122 के संदर्भ में दिनांक 08.02.2018 को दिया गया उत्तर।

राज्य / केन्द्र शासित प्रदेशों में महिला सरपंचों की संख्या

- 1 Andhra Pradesh 6,584
- 2 Andaman & Nicobar 24
- 3 Assam 1,093
- 4 Bihar 3,772
- 5 Chandigarh 4
- 6 Chhattisgarh 5,822
- 7 Dadra & Nagar Haveli 11
- 8 Daman & Diu 6
- 9 Goa 73
- 10 Gujarat 4,676
- 11 Haryana 2,565
- 12 Himachal Pradesh 1,631
- 13 Jharkhand 2,284
- 14 Karnataka 3,050
- 15 Kerala 471
- 16 Lakshadweep 4
- 17 Madhya Pradesh 11,864
- 18 Maharashtra 13,960
- 19 Manipur 68
- 20 Odisha 3600
- 21 Punjab 4,431
- 22 Rajasthan 5341
- 23 Sikkim 88
- 24 Tamil Nadu 4,289
- 25 Telangana 4,602

26 Tripura 285

27 Uttar Pradesh 19,992

28 Uttarakhand 4,007

29 West Bengal 1,557

कुल जोड़ 1,06,154.

### **मुद्दे और चुनौतियां**

यह आशा की गई थी कि पंचायती राज संस्थानों को दी गई संवैधानिक गारंटी निश्चित रूप से इन संस्थानों के कामकाज में सुधार तथा समस्याओं की बेहतर जांच हो सकेगी। यह उन्हें जीवंत और व्यवहार्य ग्रामीण स्थानीय स्व-सरकारी संस्थानों के रूप में कार्य करने और स्थानीय मामलों के प्रबंधन में लोगों की बेहतर भागीदारी के लिए सीखने, प्रतिक्रिया देने, बदलने की क्षमता हासिल करने में सक्षम बनाता है। राजनीतिक और प्रशासनिक विकेंद्रीकरण की प्रक्रिया के तहत पंचायती राज संस्थानों को स्वायत्तता और प्रशासनिक क्षमताओं का सही क्रियान्वयन, उचित नियोजन की क्षमता और प्रभावी कार्यान्वयन के लिए पर्याप्त संसाधनों के साथ उचित निर्णय लेने की समता होनी चाहिए। यह देखा गया है कि पंचायतों और नगरपालिकाओं के चुनावों में महिला भागीदारी तथा जनभागीदारी बढ़ी है परंतु यह विकेंद्रीकरण का मतलब नहीं था। उन्हें पर्याप्त शक्तियाँ और संसाधनों की भी आवश्यकता होती है। पंचायती राज संस्थानों की वित्तीय स्थिति भी इतनी अच्छी नहीं है। नतीजतन, वे ठीक से योजना क्रियान्वयन और प्रभावी ढंग से कार्यपालन को लागू करने में असमर्थ हैं। 29 विषय जो उन्हें सुपुर्द की गई थी। ऐसे में उनके विकास के लक्ष्य केवल कागजों पर ही रह जाएंगे। यदि स्थानीय आवश्यकताओं के लिए धन का आकार न्यूनतम है, तो इससे बड़ी संख्या में स्थानीय विकासात्मक गतिविधियों में कमी आती है। सामान्यतः पंचायती राज संस्थानों के पास अपनी स्थानीय आवश्यकताओं की तुलना में आंतरिक वित्त पोषण का स्तर कम होता है। वे ज्यादातर बाहर के फंडों पर निर्भर होते हैं, जो बड़ी संख्या में पंचायती राज संस्थानों को वितरित अनुदान के रूप में होते हैं और स्थानीय विकास के आधार को मजबूत करने के महत्वपूर्ण कार्य को पूरा करने के लिए काफी अपर्याप्त होते हैं। कुछ राज्यों ने पंचायती राज संस्थानों से संबंधित वित्त आयोग का गठन किया है लेकिन उनके द्वारा दी गई ज्यादातर सिफारिशों को राजनीतिक कार्यकुशलता की कमी के कारण व्यावहारिक रूप नहीं दिया गया है। पंचायती राज संस्थानों में महिलाओं और अन्य कमजोर वर्गों का आरक्षण भी अपेक्षित स्तर पर बदलाव नहीं ला सका है। पुरुष का प्रभुत्व, जाति का कारक, गरीबी, अशिक्षा, सांस्कृतिक अवरोधन आदि इसके कुछ कारण हैं। अनुसूचित जाति और महिलाओं के लिए सीटों के आरक्षण के बावजूद, उच्च जातियों के पुरुषों में व्यवहारिक विमर्श और निर्णय लेने का वर्चस्व है। कुछ मामलों में, बैठक के एजेंडे भी उन्हें नहीं दिए जाते हैं और उनमें से कुछ में नेतृत्व के रूप



में योगदान करने के लिए आत्मविश्वास की कमी होती है जब कुछ महत्वपूर्ण मामलों पर चर्चा की जाती है। कुछ राज्यों में ग्राम सभा, ग्रामीण विकास योजनाओं की योजना, प्रोग्रामिंग, कार्यान्वयन और समीक्षा में सक्रिय रूप से शामिल नहीं हैं। पर्याप्त शक्तियों की कमी और कार्यों की प्रासंगिकता के कारण मतदाता ग्राम सभा की बैठकों को गंभीरता से नहीं लेते हैं। इस संस्था की भूमिका और प्रासंगिकता के बारे में जागरूकता पैदा करने की बहुत आवश्यकता है ताकि वास्तविक लोकतांत्रिक मूल्य को आत्मसात किया जा सके।

### **निष्कर्ष और सुझाव**

यह निष्कर्ष निकाला कि ग्रामीण लोग लोकतांत्रिक विकेंद्रीकरण और राजनीतिक भागीदारी के बारे में सचेत नहीं हैं। पंचायत चुनावों में अपने वोट डालने के बाद वे अपने आगे के कर्तव्यों को भूल जाते हैं और उन्हें अभी तक पंचायती राज संस्थानों में विकास प्रतिभागियों के रूप में कार्य करना सीखना बाकी है और यहां तक कि उन्हें खुद को जमीनी स्तर के शासन के हिस्से के रूप में सोचने के लिए सिखाया जाना बाकी है। अध्ययन में यह भी पाया गया है कि पंचायती राज संस्थानों से जुड़े प्रमुख पुरुष कुछ महिला प्रतिनिधियों को उनकी भूमिका तथा प्रदर्शन में कमतर आंकते हैं। इसलिए, महिला नेताओं को उनकी भूमिका के प्रदर्शन में कमतर आकने से वस्तुतः महिला आरक्षण की अहमियत बाधित होती है। इसलिए पार्टी की राजनीति विशेष रूप से पंचायती राज संस्थानों पर सत्ताधारी पार्टी का हस्तक्षेप, प्रभुत्व लोकतांत्रिक विकेंद्रीकरण और जमीनी स्तर के शासन और दर्शन का उल्लंघन करता है। इस प्रकार यह स्पष्ट है कि कई कारक पंचायती राज संस्थानों में विकेंद्रीकरण की जड़ों को प्रभावित कर रहे हैं। यह महसूस करना महत्वपूर्ण है कि प्रतिनिधि भागीदारी हमारे सामाजिक-आर्थिक ग्रामीण संरचना में बड़े पैमाने पर महत्वपूर्ण परिवर्तन कर सकती है। इस संरचना को बदलना या कम से कम शोषण के खिलाफ गरीबों की स्थिति को मजबूत करना पंचायती राज की सफलता के लिए एक महत्वपूर्ण आवश्यकता है। विकास की गतिशीलता के उभरते परिदृश्य और विकेंद्रीकृत नियोजन पर जोर ने विकास के नए आयाम खोले। संक्षेप में, पंचायती राज के संस्थागत, संरचनात्मक और कार्यात्मक रूप को न केवल विकास की गति के अनुरूप होना चाहिए, बल्कि विकास की रणनीतियों और नीतियों के साथ भी होना चाहिए जो समय के साथ विकसित हुए हैं। इसलिए, इस प्रणाली को अधिक प्रभावी बनाने के लिए और प्रदर्शनों को जन उन्मुख बनाने के लिए निम्नलिखित सुझाव दिए गए हैं: ग्राम सभाओं को ग्राम पंचायतों द्वारा किए जाने वाले विकास कार्यों के योजना निर्माण, कार्यान्वयन, निगरानी और मूल्यांकन में पूरी तरह से शामिल किया जाना चाहिए। ग्राम सभा के सदस्यों के बीच जागरूकता पैदा करने का काम गैर सरकारी संगठनों को सौंपा जा सकता है। महिलाओं की

उपस्थिति भी विशेष रूप से सुनिश्चित की जानी चाहिए। चूंकि पहली बार महिलाओं ने बड़े पैमाने पर पंचायती राज राजनीति में प्रवेश किया है, इसलिए उनके लिए उचित प्रशिक्षण बेहद आवश्यक है। इस संबंध में यह अनुशांसा की जा सकती है कि महिला प्रतिनिधियों के लिए दो प्रकार के प्रशिक्षण दिए जाएं, अर्थात् एक विशेष रूप से उनके लिए और दूसरा उनके पुरुष समकक्षों के साथ संयुक्त रूप से।

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## महर्षि याज्ञवल्क्य के पाठ्यक्रम का आधुनिक भारतीय शिक्षा के संदर्भ में अध्ययन

**Vaishali\***

### Abstract

प्रस्तुत शोध-पत्र में महर्षि याज्ञवल्क्य के पाठ्यक्रम का आधुनिक भारतीय शिक्षा के संदर्भ में अध्ययन है शोधार्थी ने महर्षि याज्ञवल्क्य द्वारा दिये गये पाठ्य विषय जिनमें चार वेद, वेदांग, उपवेद, षड्दर्शन, इतिहास, पुराण, अठारह महापुराण, अठारह उपपुराण, स्मृति आदि तथा पाठ्यसहगामी विषयों में इन्द्रियों का संयम, तप, अहिंसा, गुरुसेवा, सदाचार, इसके साथ-साथ लौकिक व सामाजिक अनुभव देना, भ्रमण, शास्त्रार्थ, विद्वानों की संगति, कृषि, गौरक्षा तथा सभी शिल्पों का आधुनिक भारतीय शिक्षा के संदर्भ में विवरण प्रस्तुत किया गया है ।

### प्रस्तावना

महर्षि याज्ञवल्क्य को एक वैदिक ऋषि, दार्शनिक, शिक्षाविद् व योगी के रूप में याद किया जाता है । महर्षि याज्ञवल्क्य शुक्ल यजुर्वेद व शतपथ ब्राह्मण के दृष्टा है। जहां तक महर्षि याज्ञवल्क्य के काल का प्रश्न है । वे परिवर्ती संहिताओं तथा ब्राह्मणों के काल के महर्षि है । ये वैशम्पायन के शिष्य थे । गरुडपुराण, कूर्मपुराण वृहदारण्यकोपनिषद आदि में इनका विशेष रूप से उल्लेख है । इन्होंने योग शास्त्र की भी रचना की । ऐसा कहा जाता है कि याज्ञवल्क्य ने प्रजापति ब्रह्मा से योगशास्त्र का अध्ययन किया था और उसे अपनी पत्नी गार्गी को सिखाया था । इनके द्वारा चिन्तन को भारत में ही नहीं वरन् विदेशों में भी स्वीकार किया गया है । याज्ञवल्क्य स्मृति की रचना जर्मनी विद्वान के अनुसार 400ई. में हुई । याकोबी ने 400ई. के बाद माना है । डॉ. काणे के अनुसार याज्ञवल्क्य स्मृति का रचना काल 100ई. पूर्व है । महर्षि याज्ञवल्क्य राजा जनक के भी गुरु थे । इनके शिक्षा दर्शन में पाठ्यविषय व पाठ्यसहगामी क्रियाओं को विशेष स्थान है जो आज के युग में भी प्रासंगिक है ।

### पाठ्यक्रम में निहित :

#### पाठ्यविषय व पाठ्यसहगामी क्रियायें

महर्षि याज्ञवल्क्य के शिक्षा दर्शन में जिन पाठ्यविषयों व पाठ्यसहगामी क्रियाओं की चर्चा की है । उनमें चार वेद ऋग्वेद, सामवेद, यजुर्वेद, अथर्ववेद, (संहिता, ब्राह्मण, आरण्यक, उपनिषद भाग सहित) । वेदांग जिसमें शिक्षा, कल्प, निरुक्त, व्याकरण, छन्द, ज्योतिष । उपवेद-जिसमें धनुर्वेद, गन्धर्ववेद, आयुर्वेद, स्थापात्य वेद । षड्दर्शन जिस में सांख्य, योग, न्याय, वैशेषिक, मीमांसा, वेदान्त । इतिहास पुराण (रामायण, और महाभारत) । अठारह महापुराण तथा अठारह उपपुराण, स्मृति जिसमें मनुस्मृति, हारित स्मृति, याज्ञवल्क्य स्मृति, अंगिरा स्मृति, कात्यायनस्मृति, ब्रह्मस्पतिस्मृति, व्यास स्मृति, गौतम स्मृति आदि । इसके अलावा आध्यात्मिक विद्या वार्ता, दण्डनीति, साहित्य, मृतसंजीवनी विद्या आदि का भी पाठ्यविषयों में समावेश है । इसके बाद इन्होंने 64 कलाओं जिसमें 24 कर्माश्रया, 20 धूताश्रय, 16 श्यनोपचारिका तथा चार उत्तर कलाएं – इस प्रकार 64 मूलकलाएं और अवान्तर कलाएं भी हैं । जो कुल मिलाकर 518 होती है । कुछ प्रमुख मूलकलाएं जैसे गाना, वाद्य बजाना, चित्रकारिता, नृत्य करना, पत्तियों के द्वारा आकृति बनाना । घर को पुष्पों से सजाना, शरीर, कपड़ों तथा दातों पर रंग चढ़ाना, शैथ्या की रचना, पानी को वाद्य की तरह बजाना, विचित्र औषधियों का प्रयोग, विभिन्न प्रकार की मालायें बनाना, वस्त्रालंकार, हाथी दांत के पतलों से कान के गहने बनाना, गन्ध युक्त आभूषण बनाना, हाथ की सफाई, भिन्न-भिन्न प्रकार के पेय तैयार करना, सब्जी बनाने का कौशल, सिलाई करना, पिरोना, जाली बुनना, सूतक्रीड़ा, पहेली पूछना, श्लोक आदि पढ़ने की मनोरंजक रीति, समस्या समाधान की योग्यता विकसित करना, बेंत तथा बांस से विविध प्रकार की वस्तुओं का निर्माण करना, बढईगिरी, वास्तुकला, धातुशोधन, खानों का ज्ञान, वृक्षायुर्वेद योगा, मुर्गा, तीतरों, बकरों की लड़ाई, तोता मैना का प्रशिक्षण, मालिश कौशल, गुप्त भाषा ज्ञान, विभिन्न देशों की भाषाओं का ज्ञान, फूलों से गाड़ी, घोड़ा आदि बनाना, यंत्रों का निर्माण, स्मरण विद्या वाक्यपूर्वी का ज्ञान, छन्दों का ज्ञान, अलंकारों का ज्ञान, छलित योग, जुआ खेलना, पासे खेलना, बच्चों के खेल, शिष्टाचार, विनमता सिखाने वाली विद्या, विजयदायिनी विद्या, व्यायाम विद्या आदि उपरोक्त सभी कलाएं पाठ्य-विषय से सम्बन्धित है । पाठ्यसहगामी क्रियाओं में इन्द्रियों का संयम, तप, अहिंसा, गुरुसेवा, सदाचार, इसके साथ-साथ लौकिक व सामाजिक अनुभवों द्वारा ही छात्रों को परिपक्व बनाने का प्रावधान है । इसके लिए एक स्थान से दूसरे स्थान तक भ्रमण करना, प्रकृति के साथ मिलकर जीवन यापन करना, शास्त्रार्थ करना, विद्वानों की संगति करना । इसके साथ-साथ कृषि करना, गौरक्षा तथा सभी शिल्पों का समायोजन पाठ्यक्रम में किया गया है ।

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## याज्ञवल्क्य पाठ्यक्रम

### आधुनिक भारतीय परिप्रेक्ष्य में

आज के भारतीय शिक्षा के परिवेश में पाठ्यक्रम विविधता को अपनाया जा रहा है इस कार्य को हमारे महर्षि याज्ञवल्क्य ने हजारों साल पहले अपने पाठ्यक्रम को विविधतापूर्ण कर दिया था और उस विविधता तक हम आज तक भी नहीं पहुँच पाये हैं । महर्षि याज्ञवल्क्य ने पाठ्यविषय की अगर हम बात करें तो लगभग 600 पाठ्यविषयों व कलाओं की बात कही है जोकि एक अदभुत व आश्चर्यजनक बात है । दुख इस बात का है हमने अपनी भारतीय शिक्षा में पाश्चात्य दर्शन व शिक्षाविदों को ज्यादा महत्व दिया है और अपने शिक्षाविदों व उनके द्वारा दिये गये शिक्षादर्शन को भूल गये । अगर हमको अपने भारतीय परिवेश के अनुसार सर्वांगीण विकास करना है तो हमें ऐसा पाठ्यक्रम अपनाना पड़ेगा जिसमें मानसिक, आध्यात्मिक, शारीरिक और भावनात्मक विकास हो सके । जीवन किस तरह से सुदंर व आत्मनिर्भर बनाना है और उसका अंतिम लक्ष्य क्या है इस बात को समझना है तो इसके लिये हमें याज्ञवल्क्य जी द्वारा दिये गये पाठ्यक्रम को समझना होगा । इन्होंने सारा पाठ्यक्रम चार आश्रम व्यवस्था को ध्यान में रखकर बनाया है और अगर हम उनके दर्शन और इनके पाठ्यक्रम की साहयता ले तो आज भी परिप्रेक्ष्य में बहुत लाभ मिल सकता है । क्योंकि इनके पाठ्यक्रम में बहुत से विषय और कलाएं ऐसी हैं जिसे हम आज के भारतीय पाठ्यक्रम में हर स्तर पर शामिल कर सकते हैं और अपने भारत की बेरोजगारी, जनसंख्या वृद्धि, भ्रष्टाचार, नैतिक पतन, मानव, मूल्यों की गिरावट, अनुशासन की समस्या आदि बहुत सारी समस्याओं का हल कर सकते हैं । इन्होंने स्थानीय आवश्यकताओं को ध्यान में रखकर पाठ्यक्रम का निर्माण किया था जिससे कि व्यक्ति आत्म-निर्भरता को प्राप्त करते हुए अपने जीवन को चरम लक्ष्य की ओर ले जा सके । उन्होंने सर्वांगीण विकास को अपनाया उसमें किसी एक पक्ष को नहीं वरन सभी पक्षों को महत्ता दी है । इसमें अगर हम ज्ञानात्मक पक्ष की बात करें तो ज्ञान सभी वेद, वेदांग, कल्प, शिक्षा, निरुक्त, व्याकरण, छन्द, ज्योतिष, उपवेद, षड्दर्शन, इतिहास पुराण, 18 महापुराण, 18 उपपुराण, स्मृति, आध्यात्मिक विद्या आदि का सम्पूर्ण ज्ञान प्राप्त करने की बात कही है । अगर हम शारीरिक पक्ष को देखें तो इसके 64 कलाओं जिसमें 24 कर्माश्रय, 20 धृताश्रय, 16 श्यनोपचारिका तथा चार उत्तरकलाओं व अवान्तर कलाएं जो कुल मिलाकर 518 होती हैं का प्रशिक्षण देना और अगर हम भावात्मक पक्ष की बात करें तो उसके लिये संस्कारों की बात की है जिसमें तप, अहिंसा, सामाजिक अनुभवों को प्रदान करना, गुरुसेवा, सदाचार, इन्द्रियों को संयम आदि को महत्ता देकर सभी पक्षों पर बल दिया है आज के भारतीय परिप्रेक्ष्य में हम इन सभी पक्षों में से काफी कुछ सीख सकते हैं । और अपने पाठ्यक्रम में सम्मिलित कर सकते हैं ।

**सार :** उपरोक्त सभी पाठ्यविषयों और पाठ्यसहगामी क्रियाओं से हम सबको यह पता चलता है कि महर्षि याज्ञवल्क्य द्वारा प्रतिपादित इतनी विविधतापूर्ण पाठ्यविषय व पाठ्यसहगामी क्रियाओं का हजारों साल पहले देना हमारे गौरवपूर्ण इतिहास की महत्वपूर्ण घटना है । आज के भारतीय परिप्रेक्ष्य में जहाँ बेरोजगारी की इतनी बड़ी समस्या है इस समस्या को हल करने के लिये और इसके साथ-साथ हमारी शिक्षा-प्रणाली में पाठ्यक्रम की समस्याओं और पाठ्यसहगामी क्रियाओं से सम्बन्धित समस्याओं के समाधान हेतु हम महर्षि याज्ञवल्क्य द्वारा प्रतिपादित क्रियाओं को अपने पाठ्यक्रम का हिस्सा बनाने के प्रयोग कर सकते हैं । क्योंकि सम्पूर्ण विकास की अवधारणा जिसमें लौकिक व अलौकिक दोनों की शैक्षिक गतिविधियों को शामिल करने से ही सर्वांगीण विकास होगा ।

### सन्दर्भ ग्रन्थ सूची

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2. डा. पी.वी. काणे अनुवादक अर्जुन चौबे "धर्मशास्त्र का इतिहास" ।
3. विज्ञानेश्वरकृत 'ऋजुमिताक्षरा भाष्य' ।
4. अपराकृत 'अपराक-याज्ञवल्क्य-धर्मशास्त्र-निबंध आनन्दाश्रम प्रेस, पूना ।
5. शर्मा डा. भीष्मदत्त 'महान शिक्षा दार्शनिक' ।
6. प्रसाद काशी 'मनु एवम् याज्ञवल्क्य' ।
7. मैक्समूलर 'लैक्चर्स ऑन वैदान्त फिलासफी' ।

## "विकासखण्ड-दोस्तपुर (जनपद-सुलतानपुर) में अनुसूचित जातियों की जनसंख्या-वृद्धि के बदलते प्रतिरूप : एक भौगोलिक अध्ययन"

अतुल कुमार दुबे\*

### शोध-सारांश

प्रस्तुत शोध-पत्र में विकासखण्ड-दोस्तपुर में न्यायपंचायतवार अनुसूचित जातियों की जनसंख्या में आंशिक परिवर्तन देखा गया। 2001 की जनगणना के अनुसार अध्ययन क्षेत्र की अनुसूचित जाति की जनसंख्या 23.95 प्रतिशत थी, जो 2011 में 0.76 प्रतिशत की वृद्धि होने से 24.71 प्रतिशत हो गयी, जो कि जिला सुलतानपुर (25.08 प्रतिशत) अनुसूचित जाति की जनसंख्या के सापेक्ष कम है। अध्ययन क्षेत्र की अधिकांश अनुसूचित जाति प्राथमिक कार्यों में संलग्न है। बेरोजगारी एवं आर्थिक स्थिति कमजोर होने के कारण अपनी मूलभूत आवश्यकताओं को भी पूरा नहीं कर पाते। इनके जीविकोपार्जन का मुख्य आधार कृषि है। अधिकांश जनसंख्या मोची, घरेलू कार्य, दाई, बन्धुआ मजदूर आदि के रूप में कार्य करते हैं। भारतीय संविधान के अनुच्छेद-341 में अनुसूचित जाति शब्द का उल्लेख किया गया है, जबकि भारत सरकार अधिनियम, 1935 में ही अनुसूचित जाति का वर्णन मिलता है अनुसूचित जाति के लोग अत्यन्त विषम परिस्थितियों में जीवन-यापन करते हैं। भारत में कुल 1108 अनुसूचित जातियां पायी जाती हैं। इनका 81.28 प्रतिशत भाग प्राथमिक कार्यों में लगा हुआ है।

धर्म, मानव समाज का एक व्यापक तथा शाश्वत तत्व है जिसका सम्बन्ध मनुष्य की भावनाओं, श्रद्धा तथा भक्ति से है। धर्म मनुष्य के आंतरिक जीवन को प्रभावित करने के साथ ही उसके सामाजिक, सांस्कृतिक तथा आर्थिक जीवन को भी प्रभावित करता है। वर्तमान समय में मनुष्य ने विज्ञान का विकास करके प्राकृतिक पर्यावरण पर काफी नियंत्रण प्राप्त कर लिया है जिसके परिणामस्वरूप समाज में धार्मिक विश्वास में उल्लेखनीय कमी आयी है और बहुत से लोग एवं समाज किसी विशेष धर्म में रुचि नहीं रखते या धर्मनिरपेक्ष हो गये हैं किन्तु आज भी धर्म एक सार्वभौमिक तथा निर्णायक तथ्य के रूप में विद्यमान है। (एस0डी0 मौर्य, 2005)

विश्व के अलग-अलग क्षेत्रों में अलग-अलग प्रकार के धर्म पाये जाते हैं कुछ धर्म विश्वव्यापी हैं तो कुछ धर्म विशिष्ट देश या क्षेत्र तक ही सीमित हैं। जनसंख्या तथा अधिवास एक दूसरे से सम्बन्धित होते हैं। जनसंख्या की विविध विशेषताएँ-अधिवासीय स्वरूप का निर्धारण करती है अतएव जनांकीकीय तत्वों की विभिन्न विशेषताओं, जैसे जनसंख्या वृद्धि, ग्रामीण जनसंख्या वितरण, बाल जनसंख्या लिंगानुपात, अनुसूचित जाति एवं जनजाति की संरचना, साक्षरता, धार्मिक संरचना, भाषाई संरचना आदि का अध्ययन अत्यन्त आवश्यक है।

### अध्ययन क्षेत्र

प्रस्तावित अध्ययन क्षेत्र विकासखण्ड-दोस्तपुर, तहसील-कादीपुर, (जनपद-सुलतानपुर) में अवस्थित है। इस क्षेत्र का अक्षांशीय विस्तार 26°11'30" उत्तरी अक्षांश से 26°23'00" उत्तरी अक्षांश तथा देशान्तरी विस्तार 82°8'00" पूर्वी देशान्तर से 82°23'00" पूर्वी देशान्तर रेखाओं के मध्य है। अध्ययन क्षेत्र के उत्तर में मझुई नदी प्राकृतिक सीमा बनाती है। उत्तर-पश्चिम में सुलतानपुर तहसील, दक्षिण में कादीपुर विकासखण्ड, पूर्व में अखण्डनगर विकासखण्ड और पश्चिम में विकासखण्ड मोतिगरपुर एवं जयसिंहपुर स्थित हैं। चयनित अध्ययन क्षेत्र का भौगोलिक क्षेत्रफल 176 वर्ग किमी0 है। 2011 की जनगणना के अनुसार अध्ययन क्षेत्र की जनसंख्या 129040, जनघनत्व 585 व्यक्ति/वर्ग किमी0, साक्षरता 68 प्रतिशत, 8 न्याय पंचायत और 122 गाँव हैं। आलोच्य क्षेत्र की प्रमुख नदियाँ मझुई और अंकी लघु सहायक सारिताएँ हैं। (चित्र सं० 1)

### उद्देश्य

प्रस्तुत शोध-पत्र के माध्यम से शोधार्थी द्वारा अध्ययन क्षेत्र में अनुसूचित जातियों की जनसंख्या में परिवर्तन का परीक्षण करके उनकी दयनीय स्थिति में सुधार लाना तथा 2001 और 2011 की अनुसूचित जाति की जनसंख्या परिवर्तन का तुलनात्मक अध्ययन करके एवं सामाजिक और आर्थिक समस्याओं का पता लगाना एवं उनके लिए समुचित नियोजन प्रस्तुत करना।

### विधितन्त्र

प्रस्तुत शोध-पत्र के माध्यम से अध्ययन क्षेत्र की अनुसूचित जनजाति की जनसंख्या में दशकीय परिवर्तन का न्यायपंचायतवार आंकलन किया गया है तथा द्वितीयक आंकड़ों के रूप में जनगणना निदेशालय, लखनऊ द्वारा प्रदत्त सी०डी० 2001 व 2011 द्वारा प्रदत्त समकों को सरणीबद्ध करके मानचित्र के माध्यम से दर्शाया गया है।

\* शोध-छात्र, भूगोल विभाग, तिलकधारी स्नातकोत्तर महाविद्यालय जौनपुर

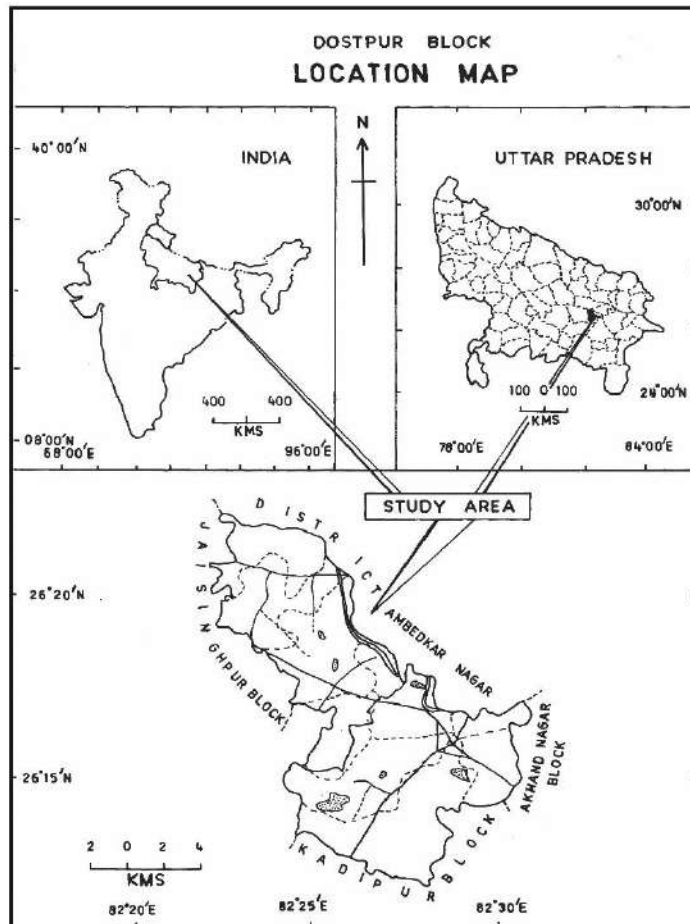


FIG. 1.1

FIG. 1

**अनुसूचित जातियों की जनसंख्या वृद्धि के बदलते प्रतिरूप**

दोस्तपुर विकासखण्ड में अनुसूचित जाति एवं जनजातियों का वितरण असमान पाया जाता है फिर भी उनकी जनसंख्या में वृद्धि हो रही है 2001 की जनगणना के अनुसार क्षेत्र की कुल जनसंख्या में 23.95 प्रतिशत अनुसूचित जाति की जनसंख्या पायी गयी थी, जो 2011 में बढ़कर 24.65 प्रतिशत हो गयी।

**तालिका संख्या – 1 विकासखण्ड दोस्तपुर में अनुसूचित जाति की जनसंख्या (प्रतिशत में)**

क्र.सं.	न्यायपंचायत का नाम	अनुसूचित जाति की जनसंख्या का प्रतिशत 2001	अनुसूचित जाति की जनसंख्या का प्रतिशत 2011	परिवर्तन प्रतिशत में
1.	सुरहुरपुर	22.05	21.53	0.52
2.	बानी	26.05	25.67	0.38
3.	द्वारीतरन पट्टी	27.70	28.20	0.50
4.	बौरा जमदीशपुर	21.88	27.40	5.52
5.	विशुनपुर छोटीपट्टी	24.39	26.22	1.83
6.	दोस्तपुर	25.75	26.16	0.41
7.	रहेलपुर	24.22	23.01	1.21
8.	दुल्लहपुर	19.59	19.51	0.08
9.	दोस्तपुर (विकासखण्ड)	23.95	24.71	0.76
10.	जिला (सुलतानपुर)	22.50	25.08	2.58

स्रोत : जनगणना निदेशक लखनऊ द्वारा प्रदत्त सी०डी०, 2001 एवं सी०डी०, 2011.

शोधार्थी ने 26 प्रतिशत के ऊपर को उच्च, 22-26 प्रतिशत को मध्यम और 22 प्रतिशत से कम को निम्न अनुसूचित जाति का क्षेत्र माना है तथा मानचित्र संख्या 4.1 में प्रदर्शित किया है। तदनुसार वर्ष 2001 में बौरा जगदीशपुर एवं रहेलपुर न्यायपंचायतों में अनुसूचित जाति का प्रतिशत 22 से कम पाया गया है एवं सुरहुरपुर,

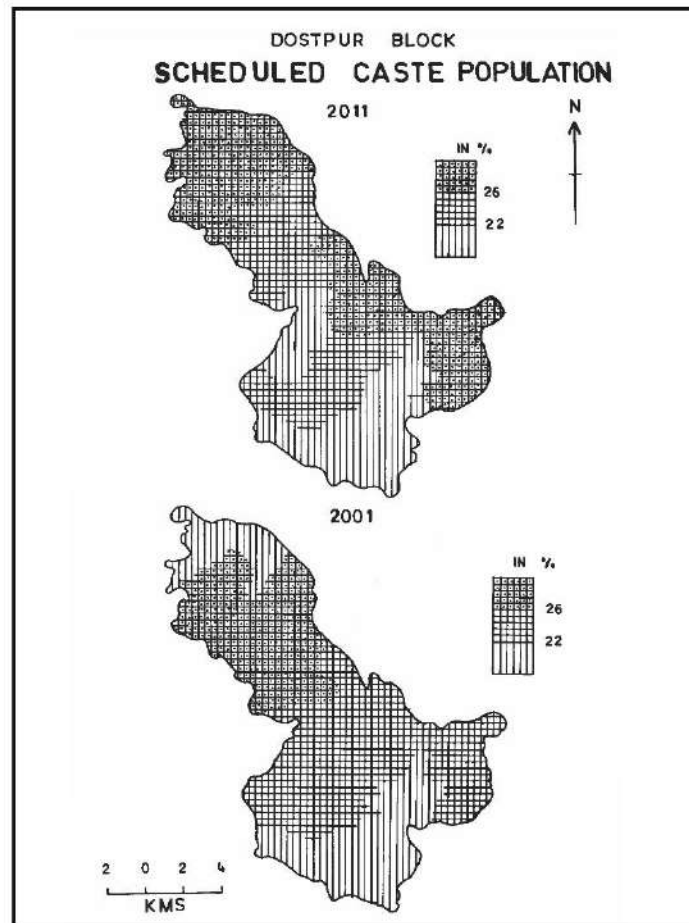


FIG. 4.1

FIG. 2



विशुनपुर छोटीपट्टी, दोस्तपुर एवं रहेलपुर न्यायपंचायतों में यह प्रतिशत 22–26 प्रतिशत के मध्य पाया गया है जबकि बानी एवं द्वारीतरनपट्टी न्यायपंचायतों में कुल जनसंख्या में अनुसूचित जाति का प्रतिशत 26 प्रतिशत से अधिक पाया गया है। वर्ष 2011 में सुरहुरपुर एवं दुल्लहपुर न्यायपंचायतों में कुल जनसंख्या की 22 प्रतिशत से कम अनुसूचित जाति पायी गयी है, बानी एवं रहेलपुर न्यायपंचायतों में अनुसूचित जाति 22 प्रतिशत से 26 प्रतिशत के मध्य पायी गयी है जबकि द्वारीतरनपट्टी, बौरा जगदीशपुर, विशुनपुर छोटीपट्टी एवं दोस्तपुर न्यायपंचायतों में अनुसूचित जाति 26 प्रतिशत से अधिक पायी गयी है।

शोधार्थी ने 26 प्रतिशत के ऊपर को उच्च, 22–26 प्रतिशत को मध्यम और 22 प्रतिशत से कम को निम्न अनुसूचित जाति का क्षेत्र माना है तथा मानचित्र संख्या 4.1 में प्रदर्शित किया है। तदनुसार वर्ष 2001 में बौरा जगदीशपुर एवं रहेलपुर न्यायपंचायतों में अनुसूचित जाति का प्रतिशत 22 से कम पाया गया है एवं सुरहुरपुर, विशुनपुर छोटीपट्टी, दोस्तपुर एवं रहेलपुर न्यायपंचायतों में यह प्रतिशत 22–26 प्रतिशत के मध्य पाया गया है जबकि बानी एवं द्वारीतरनपट्टी न्यायपंचायतों में कुल जनसंख्या में अनुसूचित जाति का प्रतिशत 26 प्रतिशत से अधिक पाया गया है। वर्ष 2011 में सुरहुरपुर एवं दुल्लहपुर न्यायपंचायतों में कुल जनसंख्या की 22 प्रतिशत से कम अनुसूचित जाति पायी गयी है, बानी एवं रहेलपुर न्यायपंचायतों में अनुसूचित जाति 22 प्रतिशत से 26 प्रतिशत के मध्य पायी गयी है जबकि द्वारीतरनपट्टी, बौरा जगदीशपुर, विशुनपुर छोटीपट्टी एवं दोस्तपुर न्यायपंचायतों में अनुसूचित जाति 26 प्रतिशत से अधिक पायी गयी है।

अध्ययन क्षेत्र की समस्त न्यायपंचायतों में अनुसूचित जाति की जनसंख्या में धनात्मक परिवर्तन दृष्टिगोचर होता है। सबसे अधिक वृद्धि बौरा जगदीशपुर न्यायपंचायत में 5.52 प्रतिशत अंकित की गई जबकि सबसे कम वृद्धि दुल्लहपुर 0.08 प्रतिशत अंकित की गयी। विशुनपुर छोटीपट्टी में 1.83 प्रतिशत और रहेलपुर 1.21 प्रतिशत की वृद्धि अंकित की गई। इसके अतिरिक्त अन्य न्यायपंचायतों में 1 प्रतिशत से कम वृद्धि अंकित की गई। सम्पूर्ण विकासखण्ड में 0.76 प्रतिशत की धनात्मक वृद्धि अंकित की गई। अध्ययन क्षेत्र में अनुसूचित जातियाँ कृषि में मजदूरी के साथ-साथ अन्य कार्यों में श्रमिकों के रूप में कार्य करते हैं। पहले की तुलना में वर्तमान काल में अनुसूचित जाति के जीवन-यापन के स्तर में सुधार हुआ है क्योंकि वर्तमान में सांस्कृतिक परिवर्तन और लोगों को विविध प्रकार की सेवाओं की आवश्यकता होने के कारण अनुसूचित जाति के लोगों के सम्मुख अव्यवस्थित सेवा क्षेत्र में सेवा करने के अवसर में वृद्धि हुई। कृषि में मशीनीकरण के प्रचार-प्रसार के कारण ये अपनी सेवाएं अधिकांशतः नगरीय केन्द्रों पर प्रदान करते हैं। चित्र संख्या 2 एवं तालिका संख्या 1 को देखने से स्पष्ट होता है कि अध्ययन क्षेत्र में अनुसूचित जातियों के वितरण का कोई क्रम नहीं है। वर्ष 2001 की तुलना में अनुसूचित जातियों की जनसंख्या में 2011 में वृद्धि हुई है। 2001 में अध्ययन क्षेत्र में 23.95 प्रतिशत अनुसूचित जातियाँ थी जबकि 2011 में यह बढ़कर 24.71 प्रतिशत हो गयी है। इसके साथ ही साथ सुलतानपुर जनपद में अनुसूचित जाति 2001 में 22.50 प्रतिशत थी जो 2011 में बढ़कर 25.08 प्रतिशत हो गयी है। विगत 10 वर्षों में इस जनसंख्या में 2.58 प्रतिशत वृद्धि दर पायी गयी है। 2011 की जनगणना के अनुसार भारत में सम्पूर्ण जनसंख्या का 16.6 प्रतिशत, उ०प्र० में 20.7 प्रतिशत और अध्ययन क्षेत्र में 24.71 प्रतिशत अनुसूचित जाति की जनसंख्या पायी जाती है। इससे यह प्रमाणित होता है कि प्रदेश और देश की तुलना में अध्ययन क्षेत्र में अधिक अनुसूचित जाति की जनसंख्या का प्रतिशत है।

#### निष्कर्ष

2011 की जनगणना के अनुसार अध्ययन क्षेत्र, सुलतानपुर जनपद, उत्तर प्रदेश व भारत में अनुसूचित जाति का प्रतिशत क्रमशः 24.71, 25.08, 20.7 व 16.6 है। इस प्रकार अध्ययन क्षेत्र में अनुसूचित जाति का प्रतिशत उत्तर प्रदेश और भारत के सापेक्ष अधिक है, परन्तु सुलतानपुर के सापेक्ष कम है। अतः अध्ययन क्षेत्र की अनुसूचित जाति की जनसंख्या, प्राथमिक कार्य की ओर आकर्षित दिखायी पड़ती है। इनका जीवन स्तर अत्यधिक निम्न है। आर्थिक दशाएँ कमजोर होने के कारण यहाँ की अनुसूचित जातियाँ, मुख्यतः सफाईकर्मी, मोची, घरेलू नौकर, बंधुआ मजदूर, दाई आदि के रूप में कार्य करते हैं और निवास के प्रतिकूल बस्तियों में निवास करके अपना जीवन-यापन करते हैं। अतः इन जनजातियों को सरकार द्वारा संचालित कल्याण कार्यक्रमों से भिन्न कराके उनकी आर्थिक स्थिति में सुधार लाया जा सके।

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## **“Motivating Individuals and Groups at Work in the 21st Century”**

**Ms. Purswani Khushbu Jetho\***

**Abstract:** *The recent study aims to find out the idea about the Motivating Individuals and Groups at Work in the 21st Century. There are so many factors which makes out a very effective skills. The paper explore the different development which are basic for the motivating for improvement of the existing quality of knowledge in the work in the light of the development of organization. Awareness about this Motivating Individuals and Groups at Work in the 21st Century is very necessary. There are different type of theories which can be used for Motivating Individuals and Groups at Work in the 21st Century like: Herzberg's motivational and hygiene factors, Dan Pink's motivation, McGregor's theory X and The principles are a set of underlying things about how to motivate the individuals, groups and its relation to organization. All organizations can have more or less systematic, integrated and proactive approaches to deal with the styles. Accordingly, a 21<sup>st</sup> century there are so many challenges which cannot simply be implemented on the basis of the existing theories, management structures and systems. It may require the detailing of work, the definition of roles, the design of structures, the motivating of new skills by employees and the reorientation of organizational goals.*

*There are many students which are unaware about effective qualities for the good leader hence the researcher feels to study on the awareness of developing a leadership style to fit 21st century challenges.*

**Keywords:** *Motivation, Theories, development, Organization, Factors, Groups, works, Herzberg's motivational, Dan Pink's, McGregor's theory X and Y etc.*

### **Introduction**

There are so many different theories of motivation required for Individuals and Groups at Work in the 21st Century. There are many challenges one individual have to face because of new strategies, new patterns for the growth of organization. Current study aims to study on the awareness of different theories, style to fit 21st century challenges. For an instance, the developing a motivating style to fit 21st century challenges gives idea to improve relationship between employees and organization, which are two interrelated factors that are important .

### **Literature Review**

There are several studies on Motivating Individuals and Groups at Work in the 21st Century. Few of them are highlighted as:

1. **Artur Sawicki** in **Motivation of Staff in 21st Century Organization** The article constitutes an attempt to present the determinants, which may exert certain influence on development of a complex employee motivational system by a 21st century organization. It includes an international study carried out in 14 countries, where 13 600 employees were researched in terms of mood and motivation for work. The author presents the current

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condition of the motivational system, functioning in European countries from the employees' perspective. The article specifies expectations of employees towards the employers, allowing the author to determine the direction that should be analysed by the 21st century organizations while developing the contemporary motivational system, which through its cohesion and complexity will motivate an employee internally and externally, therefore improve their effectiveness, what in a longer term may lead to effective realization of objectives assumed by the organization. .

**2. Naomi Ellemers, Dick De Gilder, S. Alexander Haslam in Motivating Individuals And Groups At Work: A Social Identity Perspective On Leadership And Group Performance** give idea additional understanding of work motivation can be gained by incorporating current insights concerning self-categorization and social identity processes and by examining the way in which these processes influence the motivation and behavior of individuals and groups at work. This theoretical perspective that focuses on the conditions determining different self-definitions allows us to show how individual and group processes interact to determine work motivation. To illustrate the added value of this approach, we develop some specific propositions concerning motivational processes underpinning leadership and group performance.

**3. Richard E. Clark in Fostering the Work Motivation of Individuals and Teams** has been trying to understand and explain Solid evidence supports claims that motivational programs can increase the quality and quantity of performance from 20 to 40 percent. Motivation can solve three types of performance problems: 1) people are refusing to change; and/or 2) allowing themselves to be distracted and not persist at a key task; and/or 3) treating a novel task as familiar, making mistakes but not investing mental effort and taking responsibility because of overconfidence. Everyone is motivated to do or value whatever they believe will make us effective or successful. The challenge is to find ways to support the great variety of different individual and cultural beliefs held by different people about success and what makes them effective at work. However, there are universal demotivates and positive strategies that tend to motivate everyone, despite our different beliefs and values. After describing a number of general strategies for fostering individual motivation, the article focuses on the unique motivational issues faced by teams and how to overcome them.

**The main objectives for Motivating Individuals and Groups at Work in the 21st Century:**

- a) To make a uniform and skillful system involving all the motivations and standards across the country in the country.
- b) To improve the basics & deep knowledge with quality procedures across the country in the country.
- c) To minimize the efforts and improving the skills for organization of motivating theories.
- d) To replace a lot of other patterns to reduce efforts of organization
- e) To detailing of most of the theories of motivations for individual and group at work.
- f) To improve the effect of the theories of motivations for the improvement of each and every area.
- g) To improve the competitiveness of the students, workers.
- h) To ensure the availability of knowledge for the improvement
- i) To reduce the complications in the system and organization

- j) To decrease the unhealthy competition among the organization due to unawareness of Motivating Individuals and Groups at Work in the 21st Century.
- k) To reducing the management problems to avoid further issues.
- l) To simplify the process of selection of the good leader for the organization.

Thus, there are many good and beneficial aims and objectives of Motivating Individuals and Groups at Work in the 21st Century:

**Aims and Objectives of the Study:**

- a. To explaining about motivation theories required for to fit 21st century challenges.
- b. To study about the awareness of Motivating Individuals and Groups at Work in the 21st Century:.
- c. To study of skills, responsibility, knowledge of motivation for the growth and development
- d. To explaining about Motivating Individuals and Groups at Work.

**Hypothesis:**

- a. There is not clear picture of about Motivating Individuals and Groups at Work in the 21st Century to the all sectors.
- b. Students, employees are not having proper knowledge of about the style required for the Motivating Individuals and Groups at Work in the 21st Century.

**Methodology**

Data was collected from several books and Internet. The list of the papers are mentioned in the references.

**Results of the Study**

There are a so many Motivating Individuals and Groups at Work in the 21st Century.

**How to motivate people to work more effectively?**

Individual motivation is comes from other or external inspiration that is extrinsic motivation. Individual motivation which comes within themselves that is internally is intrinsic motivation. With one theory we cannot motivate to individual or group as per the 21<sup>st</sup> century demand. So by applying so many theories and factors like increasing wages, incentive, support, by giving opportunities, self- determination, support, applying the rules, power to achieve and improve the productivity and motivate the Individuals and Groups at Work.



**Image 1.1 Motivating Individuals and Groups at Work in the 21st Century.**

There are different type of theories which can be used for Motivating Individuals and Groups at Work in the 21st Century like: Hertzberg's motivational and hygiene factors, Dan Pink's motivation, McGregor's theory X and Y are studied and explained below:

### 1.Hertzberg's motivational and hygiene factors

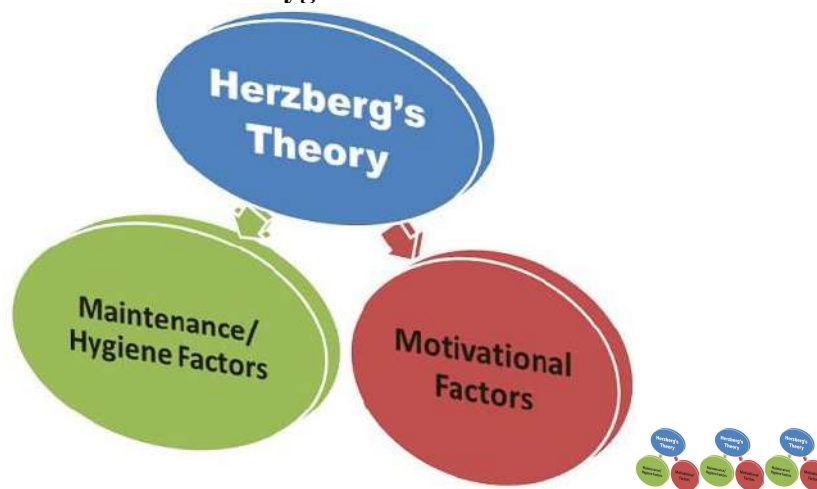


Image 1.2 Hertzberg's motivational and hygiene factors.

There are two factors considered as per Hertzberg one factor is hygiene factor and other one in motivation factor

#### Hygiene factors includes:

- Security of job
- Bigger salary
- Very attractive work environment
- Different type of benefits.

#### Motivation factor includes:

- Job satisfaction
- Appreciation
- Self-encouragement
- Growth, level of responsibility
- Recognition by management

### 2.Dan Pink's motivation

As per Dan Pink there are three main factors that gives better performance & individual satisfaction

- **Autonomy:** Reducing the level of supervision and giving freedom to complete the task individually or in group to give better productivity. This will improve the creativity within themselves, confidence and motivation level will increase. Focusing on the output rather that whole process is some time effective.
- **Mastery:** In every work or task our urge to be better and better every time leads to motivate and complete the work.at work individual or in group they should enjoy each task and to give better result every time.
- **Purpose:** The goal target to achieve for our growth. Responsibility towards organizational, community, humanity.

### 3. McGregor's theory X and Y

## MCGREGOR'S THEORY X & Y

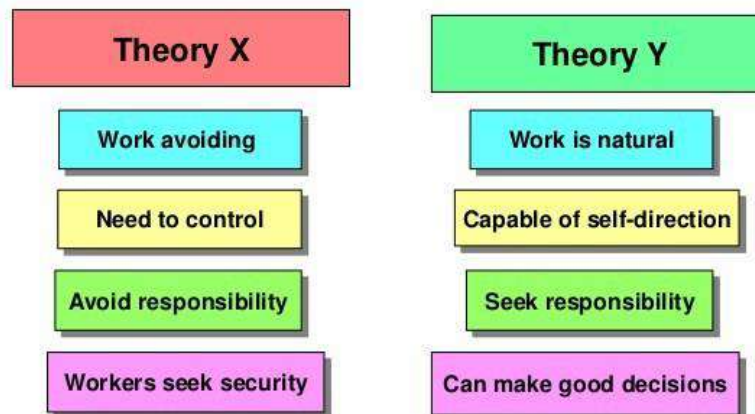


Image 1.3 McGregor's theory X and Y

This theory of motivation is human relation approach to the management. Effect of motivation is very much if they do with self-determination. The person who is irresponsible and very lazy at work environment cannot be helpful by this type of theory.

In theory X as per the understanding of manager or head employees or workers or group of people dislike to work or they just avoid the work. So manager used to push them or strictly order them with applying rules, strategies to get productive work from them and get motivated for the growth.

In theory Y as per the managers consideration employees or workers or group of people having self - management to do work. Individual they can handle and get the productive output. They are responsible towards the work, enjoying to do work, with self-estimation they can complete the task so the theory gives the strategy for the motivation.

#### Findings

- 1) There are many cases in which students themselves are confused about Motivating Individuals and Groups at Work in the 21st Century and norms of it. Therefore, students knew only that these are basics needed.
- 2) What is exactly Motivating Individuals and Groups at Work in the 21st Century very few of know.
- 3) As developing a motivation theories to fit 21st century challenges is basic & deep concept, it will not take time to understand to the students, employees also in the point of view of its organization.
- 4) It is not simple and easy to understand the styles, responsibility but we can understand and apply to improve the growth.
- 5) Overall study shows that early stage of applying theories of motivating will be a part of creating complication in the mind of students.
- 6) There are negative approach and views of students, employees about theories and its role responsibility and qualities.
- 7) Lack of facilities is also one of the major reasons to make students unaware about Motivating Individuals and Groups at Work in the 21st Century.

### **Suggestions of the Study**

- i. It is essential to give training for improvement of Motivating Individuals and Groups at Work in the 21st Century.
- ii. Need of counselling and communicating to all level of fields about Motivating Individuals and Groups at Work in the 21st Century challenges and its benefits.
- iii. It is necessary to inform the students, employees about the qualities and its effect is more advanced and innovative than normal terms.
- iv. It is essential to convey all the students, employees to make aware that there is no exemption from improving styles to anyone, so they should prepare themselves with positive attitude towards the use of it.
- v. It needs to go time to understand the particle skills, responsibility, growth from the developing a motivation theories to fit 21st century challenges and its effects to students, employees.

### **Conclusion**

There are several cases within which students, employee themselves are confused about Motivating Individuals and Groups at Work in the 21st Century and its skills, responsibility of it. Therefore, everyone knew solely that there are some of theories required for the motivation to individual or group at work. What's precisely some of important theories and its applications only a few of apprehend. It's not straightforward and simple to apply theories, styles so the idea of motivation to individual or group at work to fit 21st century challenges is very much necessary for the improvement. There is negative approach and views of scholars concerning qualities, skills which will defiantly be a disadvantage. Also lack of facilities is additionally one in every of the foremost reasons to form students unaware concerning of theories. Therefore the detailed and simpler way of motivation to individual or group at work is necessary for positive approach of the students. So that it will get easier and fully acquired by the employees which will help them overcome the phobia of the skills or motivation to individual or group at work. Motivating Individuals and Groups at Work in the 21st Century like: using Herzberg's motivational and hygiene factors, Dan Pink's motivation, McGregor's theory X and Y theories for the growth of organization is very much important.

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## **Ethnic and Minority Enterprise**

**Shri. Purswani Jetho, Chanchaldas\***

**Abstract:** *The recent study aims to find out the idea about the. Ethnic And Minority Enterprise there are so many factors which makes out a very important part of enterprises. The paper explore the different development which are basic for the motivating for improvement of the existing quality of knowledge in the work in the light of the development of enterprises. Awareness about the ethnic and minority enterprises is very necessary. There are different type of theories which can be used for ethnic and minority enterprises like: cultural Theory, structural theory, network theory, resource based theory, opportunity focused theory. The principles are a set of underlying things about how to motivate the individuals, groups and its relation to enterprises all enterprises can have more or less systematic, integrated and proactive approaches to deal with the styles. Accordingly, there are so many challenges which cannot simply be implemented on the basis of the existing theories, management structures and systems. It may require the detailing of work, the definition of roles, the design of structures, the motivating of new skills by employees and the re-orientation of enterprises goals.*

*There are many students which are unaware about effective qualities for the good ethnic and minority enterprises hence the researcher feels to study on the awareness of developing a ethnic and minority enterprises.*

**Keywords:** *ethnic, minority enterprises, cultural, network, structural, resource based, opportunity focus etc.*

**Introduction:** There are so many different theories of motivation required for Individuals and Groups at ethnic and minority enterprises. There are many challenges one individual have to face because of new strategies, new patterns for the growth of enterprises Current study aims to study on the awareness of different theories, style to fit challenges. For an instance, the developing an ethnic and minority enterprises gives idea to improve relationship between employees and enterprises, which are two interrelated factors that are important .

### **Literature Review**

There are several studies on ethnic and minority enterprises. Few of them are highlighted as:

2. **Sara Carter, Samuel Mwaura, Monder Ram, Kiran Trehan, Trevor Jones in Barriers to ethnic minority and women's enterprise: Existing evidence, policy tensions and unsettled questions** This article presents an overarching review of the evidence regarding enterprise diversity. It discusses the context of ethnic minorities and women in enterprise and summarizes research evidence relating to their relative access to finance, market selection and management skills. Policy within the field of diversity and enterprise is characterized by a number of tensions and unresolved questions including the presence of perceived or actual discrimination, the quantity and quality of ethnic minority

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and women-led businesses, potential market failure in the support provided to diverse enterprises and the substantive uniqueness of ethnic minority and women-led enterprises. Particular implications for policy and practice as well as directions for future research are discussed.

**3. Carter Gibson, Kelsey E. Medeiros, Vincent Giorgini, Jensen T. Mecca, Lynn D. Devenport, Shane Connelly, and Michael D. Mumford** in **A Qualitative Analysis of Power Differentials in Ethical Situations in Academia** Power and organizational hierarchies are ubiquitous to social institutions that form the foundation of modern society. Power differentials may act to constrain or enhance people's ability to make good ethical decisions. However, little scholarly work has examined perceptions of this important topic. The present effort seeks to address this issue by interviewing academics about hypothetical ethical problems that involve power differences among those involved.

**4. Ram & Jones** in **Ethnic Minorities In Business** The apparent distinctiveness of labour practices in ethnic minority firms has attracted much comment. For example, some maintain that intensive utilization of co-ethnic labour is an important source of competitive advantage and a signifier of a culturally-specific entrepreneurial spirit.

**The main objectives for ethnic and minority enterprises**

- a) To make a uniform and skillful system involving all the theories and standards across the country in the country.
- b) To improve the basics & deep knowledge with quality procedures across the country in the country.
- c) To minimize the efforts and improving the skills for ethnic and minority enterprises theories.
- d) To replace a lot of other patterns to reduce efforts of enterprises.
- e) To detailing with the most of theories of motivations for individual and group at work.
- f) To improve the effect of the theories of motivations for the improvement of each and every area.
- g) To improve the competitiveness of the students, workers.
- h) To ensure the availability of knowledge for the improvement
- i) To reduce the complications in the system and organization
- j) To decrease the unhealthy competition among the organization due to unawareness of ethnic and minority enterprises
- k) To reducing the management problems to avoid further issues.
- l) To simplify the process of selection of the good enterprises for the organization.

Thus, there are many good and beneficial aims and objectives of ethnic and minority enterprises

**Aims and Objectives of the Study:**

- a. To explaining about theories required for to fit challenges.
- b. To study about the awareness of Motivating Individuals and Groups at Work in the ethnic and minority enterprises
- c. To study of skills, responsibility, knowledge of motivation for the growth and development
- d. To explaining about Motivating Individuals and Groups at Work.

**Hypothesis**

- a. There is not clear picture of about Motivating Individuals and Groups at Work in the ethnic and minority enterprises to the all sectors.

b. Students, employees are not having proper knowledge of about the style required for the ethnic and minority enterprises

### Methodology

Data was collected from several books and Internet. The list of the papers are mentioned in the references.

### Results of the Study

There are some theories for ethnic and minority enterprises.

There are different type of theories which can be used for Motivating Individuals and Groups at Work in Four main are studied and explained below:

#### What is exactly the concept of ethnic and minority entrepreneurship?

Several complexities are involved in defining the concept of ethnic minority entrepreneurship is the concept involved some complexities it can be defined as the ethnic minority group creates their own business or owned solely. Ppeople sharing common national background having a set of connections and regular patterns of interaction among them.

#### 1.Cultural Theories

Different concepts regarding cultural belief, there standards, norms, values are included in the theory of cultural term for the ethnic and minority enterprises. Some Society are orthodox and there cultural belief are like that only.Gujarati, Marwari, Islamic, Siddhis used follow their values like hard work, mutual support, habit of saving, delayed gratification. This ethics only take their enterprises towards success.



Image 1.1 Cultural Theories

#### 2.Structural Theories

Job opportunity or low wages given to minority enterprises may give disadvantage to this enterprises to participate in the competition. These structural disadvantages create some barriers to minority enterprises. This disadvantage may push them to self -employment, but there are some factor like lack of awareness of other language, lack of knowledge. This type of advantage to majority Community may helpful to minority to attract towards self-growth and Enterprise.

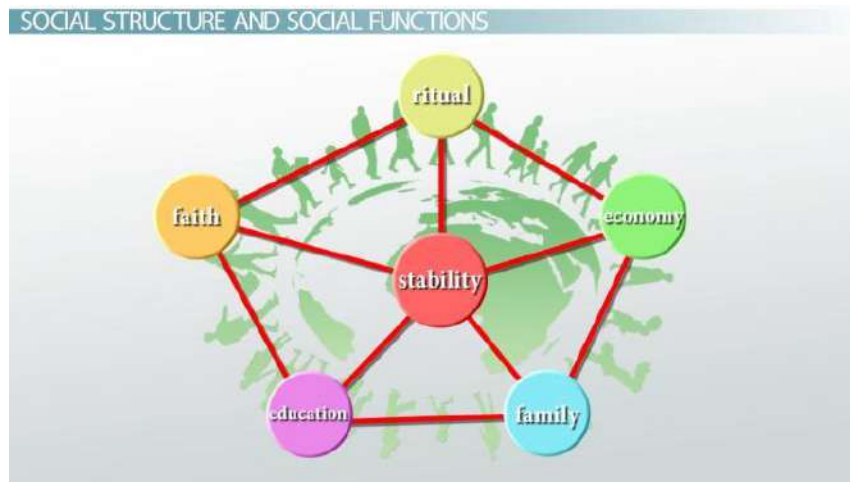


Image 1.1 Structural Theories

### 3. Network Theories

Ethnic minority entrepreneurship in terms of the Network theory explains utilization of co ethnic community networks for the searching, survival, and growing towards expanding of ethnic minority enterprises and gaining money and social mobility through the networks. Financial support without support from bank or other majority teams they can get it by co ethnic minority group of people which is very much useful.

### 4. Resource-Based Theories

The advice, information knowledge regarding minority enterprise can be given by co ethnic person. Resources from different areas for the growth will be very much beneficial. They will get information from there co ethnics past or present experience. With specific environment they will get sources and information can be successful on the basis of this theory of concept.

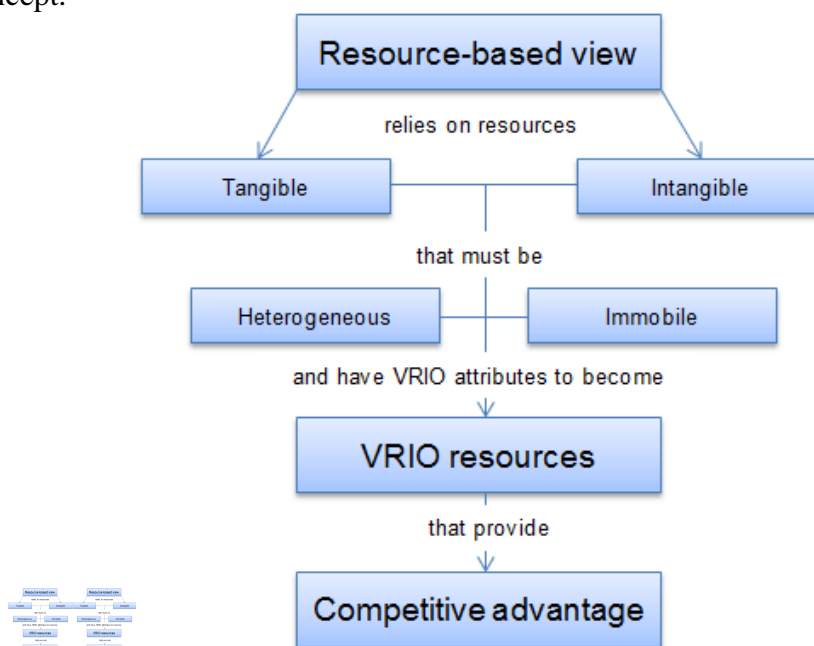


Image 1.3 Resource-Based Theories

### **Findings:**

- 1) There are many cases in which students themselves are confused about ethnic and minority enterprises standard and norms of it. Therefore, students knew only that these are basics needed.
- 2) What is exactly ethnic and minority enterprises very few of know.
- 3) As developing are theories to fit ethnic and minority enterprises is basic & deep concept, it will not take time to understand to the students, employees also in the point of view of its organization.
- 4) It is not simple and easy to understand the styles, responsibility but we can understand and apply to improve the growth.
- 5) Overall study shows that early stage of applying theories of motivating will be a part of creating complication in the mind of students.
- 6) There are negative approach and views of students, employees about theories and its role responsibility and qualities.
- 7) Lack of facilities is also one of the major reasons to make students unaware about ethnic and minority enterprises

### **Suggestions of the Study**

- i. It is essential to give training for improvement of ethnic and minority enterprises
- ii. Need of counselling and communicating to all level of fields about Motivating Individuals and Groups at Work in the ethnic and minority enterprises
- iii. It is necessary to inform the students, employees about the qualities and its effect is more advanced and innovative than normal terms.
- iv. It is essential to convey all the students, employees to make aware that there is no exemption from improving styles to anyone, so they should prepare themselves with positive attitude towards the use of it.
- v. It needs to go time to understand the particle skills, responsibility, growth from the developing a motivation theories to fit challenges and its effects to students, employees.

### **Conclusion**

There are several cases within which students, employee themselves are confused about ethnic and minority enterprises and its skills, responsibility of it. Therefore, everyone knew solely that there are some of theories required for the motivation to individual or group at work. What's precisely some of important theories and its applications only a few of apprehend. It's not straightforward and simple to apply theories, styles so the idea of motivation to individual or group at work to fit challenges is very much necessary for the improvement. There is negative approach and views of scholars concerning qualities, skills which will defiantly be a disadvantage. Also lack of facilities is additionally one in every of the foremost reasons to form students unaware concerning of theories. Therefore the detailed and simpler way of motivation to individual or group at work is necessary for positive approach of the enterprise. So that it will get easier and fully acquired by the employees which will help them overcome the phobia of the skills or motivation to individual or group at work. Motivating Individuals and Groups at Work like: using cultural theory, structural theory, network theory, resource based theory, opportunities focus theory are very much important.

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