

## **Environmental Education in the Field Of Teacher Training Programme: Challenges and Prevention**

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### **Abstract**

*Now a day's both developing and developed countries are facing the environmental degradation problems. To protect our environment we should become environmentally aware and sensitive. In the formal education system, teaching of environmental education in teacher education programmes not only depends upon curriculum and other facilities but also the improvement of the quality of teachers in terms of environmental issues like knowledge, awareness, attitudes and skills and preservation of our environment. Teacher plays a vital role in developing positive attitude towards awareness of environment among students. The purpose of this study is to examine the importance of environmental education into teacher training programmes. For the study 100 B.Ed student teachers were selected as samples collected through randomly. Descriptive survey method was used in this study. Data were collected and analysed by using Taj Environmental Attitude Scale. Result found that there is significant difference in the attitude towards the environment among B.Ed student teachers. The study recommends that environmental education should be incorporated into the teacher training programmes.*

**Key words:** Environmental education, Teacher education, B.Ed student teachers.

### **Introduction**

In India, the Environmental Education movement started on the last quarter of twentieth century. Maximum environmental problems are found in the developing countries, due to the lack of proper education. To protect and preserve our natural resources we have a right type of attitude and awareness towards environment conservations. Schools, colleges and universities play an important role in generating environmental attitude and awareness among the learners'.

National Policy of Education (1986) emphasized 'there is a paramount need to create a consciousness of the environment. It must permeate all ages and all sections of society beginning with the child. Environmental consciousness should inform teaching in schools and colleges. This aspect will be integrated in the entire educational process.' So that the National Curriculum Framework for Teacher Education (2009) recommended objectives for introducing environmental education in all levels of teacher training programme for developing among student teachers attitude, awareness and sensitivity towards environmental concern and promoting skills for meeting environmental challenges. The objectives of environmental education in teacher training programmes are- a) prepare the teachers to teach environmental education, b) develop awareness about environmental aspects among student teachers, c) enable the student teachers to understand about the concepts of environmental education and d) prepare the teachers to develop their own curriculum basing on the local requirements to the environmental aspects (Bhattacharjee, 2015).

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So that the faculty members of teacher training programmes should be – a) examine the major environmental issues critically from local, regional, national and international point of view, b) make sure that the student teachers become sensitive towards environment and its related problems, c) train the student teachers in simulation to play important role during environmental hazards like cyclones, earthquakes, floods etc, d) develop the knowledge, skills, attitudes for preserving and improving the environment for the student teachers, e) taught the student teachers how in curriculum construction, the concept of environment education can be included, f) make them as 'role model' in environment protection and conservation, g) dedicated to provide environmental literacy including emphasis on all aspects of environment (Bhattacharjee, 2015).

### **Related literature**

**Jogan (2017)** made a study on Environmental awareness among B.Ed. student teachers of Gulbarga city. Survey method was applied on 240 B.Ed. trainee teachers. The findings revealed that level of environmental awareness is high among B.Ed. student teachers.

**Agbor (2016)** carried on The importance of incorporating environmental education (EE) into teacher education programmes in Nigeria. The purpose of this study is to examine the importance of incorporating environmental education into teacher education programmes in Nigeria. A structured and suitable questionnaire was designed along a four-point Likert-type scale of strongly agree (4), agree (3), disagree (2) and strongly disagree (1), on all the items on lecturers' perceptions of the importance of incorporating EE into teacher education, the relationship between EE and information about the environment, and the approaches in incorporating environmental education in teacher education curriculum. Expending a linear regression analysis, the study found that there were significant relationships on the importance of incorporating EE into teacher education, the relationship between EE and information about the environment, and the approaches in incorporating environmental education and teacher education curriculum.

**Ali (2016)** studied on A study of environmental awareness among the students of technical courses of Aligarh Muslim University (A.M.U.). The present investigation has been carried out on environmental awareness among the students of technical courses of A.M.U. in Aligarh district (U.P). The sample is drawn from Women's Polytechnic, University Polytechnic and Faculty of Engineering of A.M.U. The sample comprised of 100 students (50 boys and 50 girls) and was drawn by incidental sampling technique. The investigator used descriptive survey method and Environmental Awareness Ability Measurement (EAAM) scale as tool. For that descriptive survey method of research was used. The investigator found difference among girls and boys student of technical courses of A.M.U. about environmental awareness but did not find any valid reason for such difference. The researcher also found that the female students of technical courses are more aware than the male students of technical courses of A.M.U.

**Sarita, Kavita & Kumar (2015)** conducted a study on A study of responsible environment behaviour among B.Ed. students in relation to their gender & locality. This was an empirical research with a sample of 200 B.Ed. students studying in four B.Ed. colleges belonging to rural and urban areas selected randomly from Rohtak city of Haryana. The study was conducted through descriptive survey method. The results indicated that there was no significant difference in responsible environment behaviour of boys and girl B.Ed. students. The results also indicated that there was no significant difference in the responsible environment behaviour of urban and rural B.Ed. students.

**Das (2015)** observed that the importance of environmental awareness in air pollution among college student: a socioeconomic issue. The present study was aims to investigate the concept of environmental awareness in air pollution of under graduate college students of Purulia District. Concept and attitude of environment awareness in air pollution measure by questionnaire was used to assess their environment awareness. The data were analyzed with the help of statistical techniques like mean, standard deviation and t-value. The result of analysis shows that, there exists significant difference in air pollution awareness among college student. Science students are more aware than commerce and arts students in air pollution.

### **Significance of the study**

In any society every human being has a responsibility to protect, preserve and conserve our environment. In the teacher education programmes, in particular, need to work in the direction and develop a positive attitude towards the environment among its learners, because the teachers carry the legacy to the future generation. If the teachers are able to change the attitude towards the environment among the learners' and also make them more responsible, then half the battle is won. B.Ed. students are would be teachers. They should have a sensitive to school children regarding the environmental issues. Therefore, there is a need to undertake this research to find out the attitude and awareness of environment among the learners'. Maximum research had been done on college students, school students but little research had been done on B.Ed. students.

### **Methodology**

#### **Operational definition**

##### **Environmental Attitude**

It is defined as the student teachers' concern for the physical environment.

##### **Environmental Awareness**

It is an awareness, to preserve and protect the natural resources and environment.

##### **Environmental Education**

It is a process of learning experiences, to gather the knowledge, understanding, skills and awareness with desirable attitudinal changes about individual's relationship with his natural and manmade surroundings.

##### **B. Ed. Student Teachers**

Bachelor students who take up admission in teacher training education

##### **Teacher Education**

Teacher education is a programme that is related to the development of teacher proficiency and competence that would enable and empower the teacher to meet the requirements of the profession and face the challenges therein.

### **Objective**

- To compare the environmental attitude between male and female of B.Ed. student teachers.
- To study the level of environmental awareness between male and female of B.Ed. student teachers.

### **Hypothesis**

H<sub>01</sub>: There is no significance difference the environmental attitude between male and female of B.Ed. student teachers.

H<sub>02</sub>: There is no significant difference the level of environmental awareness between male and female of B.Ed. student teachers.

**Research design**

Descriptive survey research design was used for the present study.

**Population**

The B.Ed. student teachers in teacher training colleges of education of Kolkata and South 24 parganas district of West Bengal comprised the Population of the present study.

**Sample**

For the present study, the investigator was done random sampling for taking sample of 100 students from B.Ed. colleges belonging to Kolkata and South 24 parganas district of West Bengal. Breaking of sample is given in the following table no. 1:

| Area              | Total no. of students | Boys | Girls |
|-------------------|-----------------------|------|-------|
| Kolkata           | 50                    | 25   | 25    |
| South 24 parganas | 50                    | 25   | 25    |

**Instrument Used**

Taj Environmental Attitude Scale (TEAS) was used in the present study, developed by Dr. Haseen Taj in 2001. TEAS consisted of 61 items spread over six areas – attitude towards (1) Health and Hygiene, (2) Wild life, (3) Forests, (4) Polluters, (5) Population Explosion, (6) Environmental Concern. It is rating scale, ranging from 4(strongly agree) to 1(strongly disagree) for favorable items and for unfavorable items the scoring is reversed, i.e. from 1 (strongly agree) to 4 (strongly disagree). The reliability of this scale was 0.60 (test-retest method).

**Statistical Techniques**

In the present study the following statistical measures used:

1. Descriptive statistics (Mean, Standard Deviation)
2. Inferential statistics (t-test)

**Analysis and interpretation of the data**

Objective 1: To compare the environmental attitude between male and female of B.Ed. student teachers.

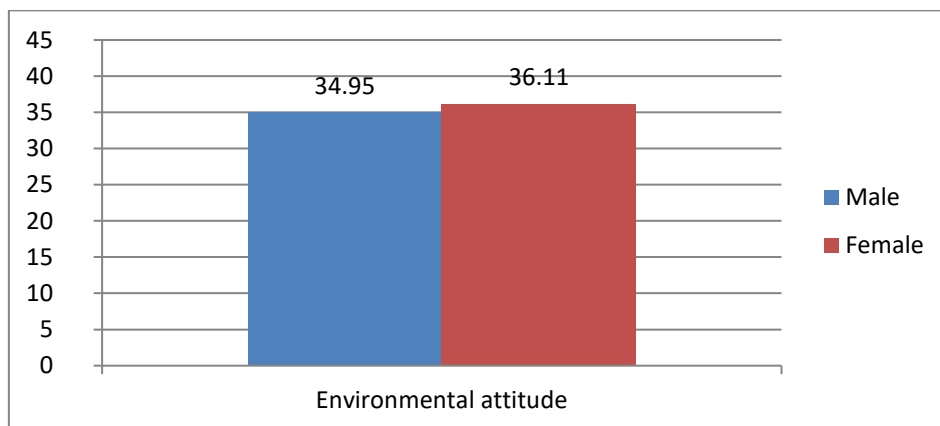
**Table 2: Comparison the environmental attitude between male and female of B.Ed. student teachers**

| Variable               | Sample | N  | M     | SD   | 't' value |
|------------------------|--------|----|-------|------|-----------|
| Environmental attitude | Male   | 50 | 34.95 | 4.37 | 1.99*     |
|                        | Female | 50 | 35.11 | 3.90 |           |

**\*significant at 0.05 level**

Table 1 revealed that the mean scores of environment attitude of male and female B.Ed. student teachers are 34.95 and 35.11 with SD's 4.37 and 3.90 respectively. The t-value came out from the above two groups is 1.99 which is significant at 0.05 levels of significance. Therefore, the null hypothesis (H<sub>01</sub>) is rejected which means there is significance difference between the environment attitude of male and female of B.Ed. student teachers. It can be understood graphically through bar diagram as fig.1 shown below:





**Fig.1: Mean scores of environmental attitude of male and female B.Ed. student teachers**

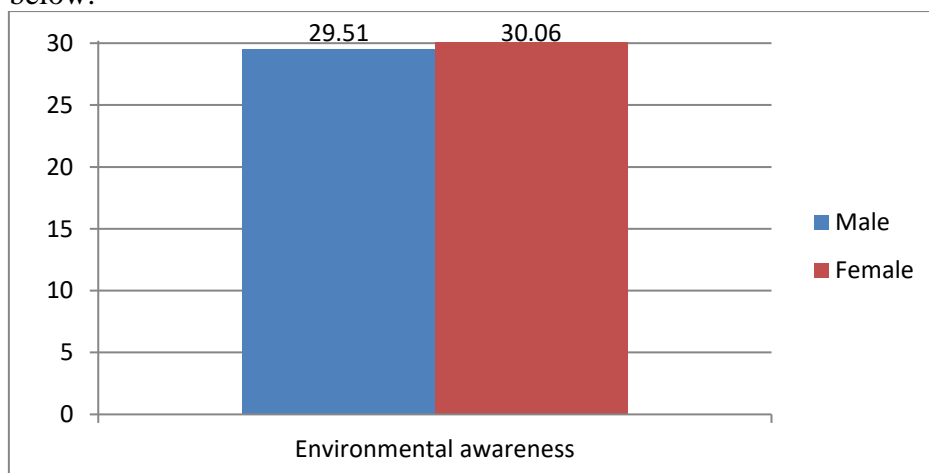
Objective 2: To study the level of environmental awareness between male and female of B.Ed. student teachers.

**Table 3: Comparison the environmental awareness between male and female of B.Ed. student teachers**

| Variable                | Sample | N  | M     | SD   | 't' value |
|-------------------------|--------|----|-------|------|-----------|
| Environmental awareness | Male   | 50 | 29.51 | 3.28 | 2.69**    |
|                         | Female | 50 | 30.06 | 3.57 |           |

\*\* Significant at 0.01 level

Table 2 revealed that the mean scores of environment awareness of male and female B.Ed. student teachers are 29.51 and 30.06 with SD's 3.28 and 3.57 respectively. The t-value came out from the above two groups is 2.69 which is significant at 0.01 levels of significance. Therefore, the null hypothesis ( $H_{02}$ ) is rejected which means there is significance difference between the environment awareness of male and female of B.Ed. student teachers. It can be understood graphically through bar diagram as fig.2 shown below:



**Fig.2: Mean scores of environmental awareness of male and female B.Ed. student teachers**

### **Problems of environment education in teacher training programs**

1. There is lack of proper pre-service training in EE (environment education) also lack of knowledge about what should be the scope and content of EE at various levels of pre-service training programmes.
2. EE has been introduced as an optional subject into teacher training courses.
3. It is base on natural science content and hence is not chosen by 'non- science group' students who feel they may not be able to capture it.
4. Studies found that in the Indian educational institutions lecturers are not at all offered with adequate resources by the management to impart sustainable environmental education (Siddqui and Khan, 2015).
5. Research revealed that teachers create students who are environmentally literate but at first they should be environmentally knowledgeable as well as they should have favorable attitudes towards the environment and also concern for environmental problems. But the results observed that there is lack of qualified teachers (Turner et al., 2009). Also mention that teachers do not practice innovative methods to teach EE. Lecture method is mostly used by the maximum teachers (Hasan and Ismail, 2011).

### **Suggestions for better teaching learning environment**

In order to help students grow in knowledge, skill and value, attitudes and awareness relevant to environment following methods should be used:

- a. Studies expressed that four teaching strategies such as field trip, case study, learning cycle, and inquiry oriented instruction can be used and also seminars and workshops of EE for pre-service and in-service teachers to attain the objectives in Environmental Education. The participants believed that student-centered classroom activities rather than teacher-centered ones should be used in an environment-related course (Teksoz et al., 2010).
- b. Distance education has emerged as a non-formal, learner-centric, cost effective, alternative method of teaching-learning, across the world. The instructional gap is bridged between the teacher and learner who are removed from direct, immediate, face to face contact. Distance education employs a multimedia approach for instruction which involves a blend of print and non-print media. Research studies reveal that technology has a positive impact on the teaching learning system and this has brought about more positive attitudinal changes among learners. Teaching has become more dynamic and both students and teachers have become equally enthused. In this context, open and distance learning can be used for promoting Environmental Education (Pant, H., 2005).
- c. Collaborative ventures could be created between the teachers and community through the agencies of schools, colleges, universities and other institutions. Such collaborations could include campaigns on environment awareness, tree plantations, and waste management or also in developing instructional materials on EE (Muppudathi. G, 2012).
- d. PCK (Pedagogical Content Knowledge) is one of the important knowledge field needed by teachers for teaching any disciplines to their students. Under PCK itself, teachers need to be acquainted with particular knowledge. This instrument can be used to identify what teachers know and what teachers do not know and to identify teachers' misconception especially regarding their subject matter knowledge and knowledge about the context. Gaps in teachers' knowledge can be identified and guidelines for

more effective Environmental Education programs for teachers can be planned (Dhull and Verma, 2017).

- e. Studies revealed that education faculties should collaborate with NGOs working on environment so that teacher candidates can understand their aims, ambitions and work plans. This kind of information could be more effective for teacher candidates. Further, teacher candidates could have a chance to be active participants in environmental solutions (Dhull and Verma, 2017).

### **Conclusion**

The findings of this study concluded that B.Ed. student teachers have positive attitude towards environment. It is clear that female B.Ed. student teachers have positive attitude towards environment than male B.Ed. student teachers. With regard to gender, it is revealed that the level of environmental awareness of female B.Ed. student teachers have high than male B.Ed. student teachers. It is suggested that there should be an environmental education as a mandatory subject in the teacher training courses, environmental education should include in the beginning stage of school education, each and every teacher in all levels of education must teach and engage students regarding the importance of natural resources and its availability, further suggested that B.Ed. student teachers are taking initiative steps for spreading environmental awareness.

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## **Don't Forget About Us: Current Attitudes of Adolescent Students' Towards Disabled People**

**Bijoya Saha\***

### **Abstract**

*This article investigated attitudes of general adolescent students' towards disabled people. An attitude towards disabled people (ATDP) was used to measure attitudes of adolescent students'. The present study examined 200, high school adolescent students' age between 16-18 from various schools in South 24 parganas district, Kolkata, West Bengal. The study measured whether gender, habitat and subject streams affect the attitudes of adolescent students towards disabled people.*

**Key words:** Attitudes, Inclusion, Disabled people.

### **Introduction**

#### ***An Indian Scenario***

Although India shows growing interest towards inclusion by implementing various government schemes like Integrated Education of Disabled Children, Project Integrated Education of the Disabled (National Council of Educational Research and Training, 1987), Equal Opportunities, Protection of Rights and Full Participation, Integrated Education for the Disabled Children, Education for All (2010), and Sarva Siksha Abhiyan (2000) but the success of such initiatives is very scarce and not at par with the expectation and some of the very reasons are the lack of positive attitudes and non-acceptance by the typical people in society (Laws & Kelly, 2005). The recent Census report (Census 2011) reports 26.8 million people with disabilities in India, 15 million men and 11.8 million women of which only 49% of the population with disabilities is literate and 34% are employed (NSSO, 2002). Community and public places are still full of architectural barriers and are hardly accessible by all groups of people including the elderly, aged, pregnant women and sick who would need to walk with crutches or stick however temporarily. There is absence of a minimum necessity like ramp in the public places (Halder, 2008, 2009) which acts as a stumbling block to a barrier free inclusive environment for all. For most of the people in India integration, mainstreaming, inclusion are still a theoretical concepts as very few adult people have experienced someone with a disability in their school as it began just recently (Paterson, Boyce, & Jamieson, 1999).

#### ***Disability and the Cultural Context: an Important Consideration***

Cultural factors influence attitudes towards most of the happenings in society, including attitudes towards any group or individual. Hence it is imperative that attitude towards any group and individual is culture and country specific. Disability in India is still not seen as something 'normal' or 'natural', rather it is seen as an 'evil eye'. Indians in general have an ambivalent attitude towards Person with disabilities (disabled people) and the religious beliefs about disability only add to its complexities. In India the general notion is that people with disabilities cannot be happy or enjoy a good quality of life. Researchers have suggested that societies develop patterns of coping with a disability based on their cultural beliefs, shared values, social cognitive processes and affective meanings (Triandis, 1996).

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Hindus (constituting 85 percent of the total population in India) believe the concept of divine punishment and that disability is a consequence of misdeeds performed in the previous life (often referred to as the doctrine of Karma). The majority of literature has highlighted that families would go through the natural process of shock, feelings of helplessness, hostility, shame, denial, withdrawal, rejection and grief when a child is born with a disability. Parent's expectations and aspirations are found to be very high in India and thus accepting that their child is different seems to be the most challenging tasks for the parents (Kumar & Rao, 2008). The parents do not see their child as a source of support or income and thus would prefer to spend on the healthy or the so called 'typical' children especially the male.

#### ***Attitudes, Adolescents and People with Disabilities***

Attitudes are defined as an idea charged with emotions which predispose a class of actions to a particular class of social situations. Attitudes are often described as a multidimensional concept (Eagly & Chaiken, 1993) which includes an affective component, involving statements of feelings towards people with disabilities (disabled people), behavioural component, involving statements about actual or intended behaviour towards disabled people and Cognitive component, involving statements about beliefs and knowledge about disabled people.

Attitudes are latent or referred psychological processes that are present in all people and are given expression or form when evoked by specific referents. Attitudes are acquired through experience over time and are socially constructed so person's personal characteristics and demography play an important role. They can be considered a learned disposition or internal biasing mechanism that focuses a person's attention and provides a framework within which one encodes experience and guide parameters for one's behaviour. However attitudes are composed of positive and negative reactions toward an object, accompanied by beliefs that impel individuals to behave in a particular way rather than other. Negative attitudes and non-acceptance most commonly observed (Gething, 1994; Novak, 1993) has been designated as the fundamental source of disablement in our society and is one of the most significant factors influencing inclusion.

Acceptance of adolescents with disabilities by their peers without disabilities is considered to be of primary importance to their successful integration at school (Schwartz et al., 2001). As adolescents are in an exploration and experimentation period, they need adult guidance and facilitation to create a sense of safety so that they can step out of their own egocentric selves and develop a sense of empathy towards others (Nowicki & Sandieson, 2002; Wong, 2008). There is also evidence that indicates negative attitudes are manifested in bullying and teasing behaviour at school having dramatic effects on the lives of young students with disabilities, resulting in difficulties in joining group activities, declining academic performance, dropping out of school and or problem behaviour (Ollendick et al., 1992; McDougall et al., 2004). On the other hand, recent research has shown that students without disabilities can hold positive attitudes towards both their peers with disabilities and inclusion, and can also benefit themselves from the experience of being in an inclusive school environment (Helmstetter, Peck, & Giangreco, 1994; Kishi, & Meyer, 1994; Peck, Donaldson, & Pezzoli, 1990; York, & Tundidor, 1995). However, results on the attitudes of the adolescent students towards various factors associated with disabled people are inconsistent (Brook, & Galili, 2000; Brook, & Geva, 2001). Also attitudes towards disabled people differ across cultures (Tirosh et al., 1997).

The way in which society perceives disabled people affects their wellbeing, quality of life and state of mind. In order for students with disabilities to learn and grow to their full potential, it is necessary to ensure the presence of a socially accepting and supportive environment at school where students can experience positive interactions with peers, develop meaningful friendship, and enjoy increased participation in all types of school activities.

### **Review of literature**

**Mpofu et al. (2017)** made a study on Psychological well-being of adolescents with physical disabilities in Zimbabwean inclusive community settings: An exploratory study. The purpose of this study was to explore the psychological well-being of adolescents with physical disabilities living in inclusive community settings of Makonde Urban in Zimbabwe. Purposive sampling was used to select 14 participants (9 males and 5 females). Data were collected through face-to-face interviews and transcribed verbatim. Four themes emerged from the thematic analysis of data sources. It was found that participants who were adolescents with physical disabilities living in inclusive community settings of Makonde Urban in Zimbabwe were having high levels of autonomy and choice, purpose in life, positive relations with others and good personal growth and self-acceptance.

**Fisher et al. (2016)** carried out Policies to change attitudes to people with disabilities. The study analysed published evidence about the effectiveness of such programmes using a framework of the interrelationship among three levels of policy intervention to change attitudes: personal level – directed at changing the attitudes of individuals; organizational level – concerning attitudinal barriers in domains such as employment, education and health; and government level – legally mandating behaviour change. The analysis founds that the following policy types can be effective if used together: policies that involve direct contact with people with disability; information and awareness campaigns; education and training about disability; and antidiscrimination enforcement. Policy characteristics that contribute to effectiveness include a positive programme experience for participants; multifaceted and prolonged interventions; and adequate programme resources. Policy effectiveness to change attitudes relies on corresponding reinforcement at all three policy levels.

**Hong et al. (2014)** conducted a study on Children's Attitudes towards Peers with Disabilities: Associations with Personal and Parental Factors. The purpose of this study was to investigate the following: (i) associations among children's prior contact with people with disabilities and the three dimensions of children's attitudes towards people with disabilities: children's understanding of and their feelings about people with disabilities and their behavioral intentions to make inclusion decisions; (ii) the relation between children's behavioral intentions to make inclusion decisions and the demands of activity contexts and the types of disabilities; and (iii) the association between parents' attitudes and children's attitudes. Participants included 94 typically developing four- and five-year-old preschoolers. Children's understanding of disabilities and their prior contact with people with disabilities were found to be positively related to their feelings about people with disabilities; children's understanding of disabilities was a significant moderator of the relation between their behavioral intentions and activity contexts or types of disabilities. The hypothesized association between parents' attitudes and children's attitudes was not significant. Preschoolers may benefit from having more regular contact

with people with disabilities to develop positive feelings towards their peers with disabilities, which is also related to their understanding of disabilities.

**Laat et al. (2013)** worked on attitudes of children and adolescents toward persons who are deaf, blind, paralyzed or intellectually disabled. This study aimed to explore Dutch students' attitudes toward deaf, blind, paralyzed or intellectually disabled persons and to determine whether age, self-esteem, gender, religion and familiarity with a disabled person have a significant effect on these attitudes. The attitudes of 200 high school and 144 university students were determined with two standardised questionnaires. Two factors were found: behavior–positive affect and cognition–negative effect. With regard to the first factor respondents had more positive attitudes toward deaf, blind and paralyzed persons than toward intellectually disabled persons. The cognition and negative affect factor showed that respondents had more positive attitudes toward deaf and blind persons than toward paralyzed and intellectually disabled persons. Being older and familiarity with a disabled person had a significant positive effect on attitudes, while self-esteem and gender had only a partial effect and having religious beliefs was not a significant predictor in this study.

**Boer, Pijl, and Minnaert (2012)** examined students' attitudes towards peers with physical disabilities. The findings of the study were: Students' beliefs feelings and behavioral intentions towards peers with disabilities indicated that students held neutral and positive attitudes. Gender, age, experience with and knowledge about disabilities, parental influence all the variables were significant effect on their attitudes towards peers with disabilities. Peers showed negative attitudes towards students with behavioral and intellectual problems. Attitudes of peers and social participation of students with disabilities were related.

**Bossaert (2011) and his associate** worked on the attitude towards peers with disabilities. They found that although secondary school students had favorable attitudes towards peers with disabilities, but some variables like gender, age, self-rated peer support, "disability knowledge", acquaintance with persons with disabilities, type of relation, frequency of contact, education type, and types of disabilities influenced on their attitudes.

### **Emergence of the problem**

As majority of research on attitudes towards disabled people has focused on Western Industrialized populations, a considerable problem occurs when trying to generalize results to developing countries (Wang et al., 1997). From a theoretical perspective, a cultural exploration can contribute to a better understanding of the universality versus cultural specificity of the construct of attitudes towards disability (Schwartz et al., 2001). It is important to know which variables relate to the attitudes of typically developing people without disabilities so that appropriate interventions can be implemented at the right time at an early stage in schools. Normalization and community integration will lead to more positive attitude of the people with disabilities in community but it is necessary to change the general people's behaviour his/her attitude change first before integration of the disabled people in community (Schwartz & Armony- Sivan, 2001), because our behaviour reflect our attitudes (Budisch, 2004). In order for disabled people to learn and grow to their full potential, it is necessary to ensure the presence of a socially accepting environment where people can experience positive interactions with peers to develop meaningful friendships and enjoy increased participations in school activities (Simeonsson et al., 2001).

To formulate the principle of inclusion of disabled people, there is a key factor in fostering positive attitude and also acceptance of the adolescents. In the present study the authors expected that the maximum effect on attitudes would be seen in the Indian adolescents rather than young children, because adolescents are more sensitive than younger children due to their ability to think hypothetically, so we started an intervention study in higher secondary schools. Due to its complexities in India very little in-depth research has been carried out to study the attitudes of adolescent towards disabled people. It is hypothesized that people without disabilities will show positive attitude towards disabled people.

### **Methodology**

#### **Research Questions**

- (a) Whether there is any effect of gender (boys and girls) on the attitudes of the general adolescent students towards disabled people?
- (b) Whether there is any effect of habitat (urban and rural areas) on the attitudes of the general adolescent students towards disabled people?
- (c) Whether there is any effect of subject streams (science, commerce and arts) on the attitudes of the general adolescent students towards disabled people?

#### **Definition of the important terms**

##### **Disabled people**

Disabled people are those who have difficulties that make it harder for them to learn or access education than most people of the same age. These kinds of people may need extra help because of a range of needs, such as in thinking and understanding, physical or sensory difficulties, emotional and behavioural difficulties or difficulties with speech and language or how they relate to and behave with other people.

##### **Mainstreaming**

It specifically refers to the inclusion of disabled people into general classrooms. Many mainstreaming proponents explicit excluded people with disabilities from their reform plans.

##### **Inclusion**

It generally refers to the placement of disabled people in general education classrooms.

##### **Attitude**

It refers to the general students view point /disposition towards people with disabilities. It includes Cognitive components-beliefs/knowledge, Affective components-feelings and behavioural component-predisposition to act in a particular way.

##### **Habitat (Urban and rural areas)**

In this study the urban areas mean- the areas under a corporation, municipality, cantonment or a notified area committee, where minimum population should be 5000, more than 75% of adults engaged in non agricultural pursuits. The population density should be 400 people per square kilometre.

Mention above these categories do not fall under the areas considered as rural areas.

##### **Research design**

Descriptive survey research design was applied in this study.

##### **Participants**

The total number of the participants in this study were 200 (N=200). The sample was drawn from general adolescents. The age range of the participants (boys and girls) was between 16-18 years under West Bengal Council of Higher Secondary Education. 100 students were selected from each category of habitat (urban and rural areas). 100 students

were selected from each category of gender (Boys and Girls). Participants were selected through stratified random sampling method and the schools in South 24 Parganas district was selected through random sampling method.

**Description of tools**

Attitude toward Disabled People (ATDP): To assess the attitudes towards disabled people the ATDP scale by Yuker, H.E. and Block, J.R. (1971) was used which consisted of 27 items in a 5 point likert type scale, which was validated in the local context and Cronbach Alpha scores ranged from 0.67 to 0.90 for all of the items of the scale.

**Variables**

In the present study researcher was used two types of variables-

**Independent variables**

- (a) Gender (Boys and Girls)
- (b) Habitat (Urban and Rural areas)
- (c) Stream (Science, Commerce and Arts)

**Dependent variables**

- (a) Attitudes towards disabled people

**Statistical treatment and data analysis**

- (a) Descriptive statistics like Mean, Median, and S.D. were done for this study.
  - (b) For testing of group difference 't' test and analysis of variance (ANOVA) were used.
- The data was analyzed by using Statistical Packages for Social Science (SPSS) version 16.

**Results and Discussion**

The study was conducted to measure the attitudes towards disabled people by the higher secondary adolescent school students in south 24 parganas district (Kolkata) with respect to gender (boys and girls), stream (science, commerce and arts) and habitat (urban and rural areas). Attitudes were assessed using Attitude toward Disabled People Scale.

**Research question**

- a) **Whether there is any effect of gender (boys and girls) on the attitudes of the general adolescent students towards disabled people?**

Independent sample t-test was used to examine the differences in attitude among boys and girls of higher secondary school students.

**Table 1. Shows the Mean, S.D and 't' test values for attitude toward disabled people scale (ATDP) with respect to gender (boys and girls).**

| Variable                         | Boys (N=100)            | Girls (N=100)           | t- value |
|----------------------------------|-------------------------|-------------------------|----------|
| Attitude Towards Disabled People | M = 68.45<br>S.D = 7.69 | M = 70.13<br>S.D = 6.87 | -1.90 NS |

**NS = Non significant**

Table 1 represents the mean, S.D., and 't' score of two groups boys (N=100) and girls (N=100) in the attitude scale. Though the mean score of the girls adolescent students indicates high score (M=70.13) than the boys adolescent students (M=68.45) the 't' score (t=-1.90) clearly indicates that there is no significant difference (table value of 't' at 0.05% level is 1.97) between boys and girls in attitude towards disabled people.

**There is no significant difference in the attitude of the general adolescent students towards disabled people with respect to gender.**



In this regards researcher also examined the level of attitude of general higher secondary school students (boys and girls).

**Table 2. Shows level of attitudes of boys and girls**

| Level of Attitude | Boys (N=100) | Girls (N=100) | % of students |
|-------------------|--------------|---------------|---------------|
| High              | 39           | 41            | 40%           |
| Medium            | 49           | 53            | 51%           |
| Low               | 12           | 6             | 9%            |

From the above table it can be concluded that participants have medium level of attitudes towards disabled people than high and low level of attitudes. Also described that in the high level attitudes maximum number of girls accepted the disabled people than boys because attitude and acceptance both are interrelated. In this study the results reveal that the attitudes of girls and boys general adolescent school students are equal, but the mean score of girls indicate high than boys students. Alghzo (2004), Budisch (2004), Law and Kelly (2005), Hutzler (2012) found that adolescent girls had more favourable attitudes than boys. Kolkata, a metropolitan has a various culture, participation in different professional groups. This may be a contributing factor in the difference of mean between the responses of the two groups.

**Research question**

**b) Whether there is any effect of habitat (urban and rural areas) on the attitudes of the general adolescent students towards disabled people?**

Independent sample t-test was used to examine the differences in attitude of the adolescent students towards disabled people among urban and rural areas students.

**Table 3. Shows the Mean, S.D. and 't' test values for attitude toward disabled people scale (ATDP) with respect to habitat (urban and rural areas).**

| Variable                        | Urban (N = 100)         | Rural (N = 100)         | t- value        |
|---------------------------------|-------------------------|-------------------------|-----------------|
| Attitude Towards Disable People | M = 62.35<br>S.D = 6.26 | M = 55.70<br>S.D = 5.69 | 4.30** (p>0.01) |

**\*\* Significant at 0.01 level**

The 't' test score ('t'=4.30, p<0.01) indicate (table 3) significant differences between urban and rural areas of general adolescent higher secondary school students in the ATDP scale towards disabled people. Mean score of urban areas students (M = 62.35) indicated more positive attitudes towards disabled people when compared with the rural areas students (M = 55.70). Thus significant differences were located in the attitudes of the general adolescent higher secondary school students with respect to habitat (urban and rural areas). It also indicates that urban areas students were more open to disabled people than the rural areas students and the possible reasons may be urban areas people exposures to varied people of various cultures, ethnicity and differences.

**There is significant difference in the attitude of the general adolescent students towards disabled people with respect to habitat (urban and rural areas).**

**c) Whether there is any effect of subject streams (science, commerce and arts) on the attitudes of the general adolescent students towards disabled people?**

Analysis of variance (ANOVA) was used to examine the differences in attitude of the adolescent students towards disabled people among science, commerce and arts subjects' students.

**Table 4. Shows the Mean, S.D. and 'F' values for attitude toward disabled people scale (ATDP) with respect to subject streams (science, commerce and arts)**

| Streams  | No. of students in each category | Mean  | S.D. | F value | Significance |
|----------|----------------------------------|-------|------|---------|--------------|
| Science  | 65                               | 47.25 | 6.60 | 7.70    | NS           |
| Commerce | 65                               | 45.31 | 7.34 |         |              |
| Arts     | 70                               | 51.39 | 6.32 |         |              |

**NS= Non-significant**

The mean and S.D. of all three subjects stream are represented in above table no.4. Though the mean score indicated differences among the three groups of subjects stream (science, commerce and arts) but one way ANOVA (analysis of variance) showed no significant difference in attitude ( $F= 7.70, p>0.05$ ) among the three groups (science, commerce and arts). Above table indicates that arts group students have favorable attitude than science and commerce groups' students.

**There is no significant difference in the attitude of the general adolescent students towards disabled people with respect to subject streams (science, commerce and arts).**

**Suggestive Measures for promoting positive attitudinal change**

Implementing programs at early stage of adolescent can build more positive/ favourable attitudes and increase the acceptance level towards people with disabilities and is perhaps the first step towards creating an inclusive environment and to make mainstream a success.

***Extending Knowledge and Information regarding disability***

Knowledge of various disabilities and their special needs, rights and equality of opportunities can foster attitudinal change and remove misconceptions through prolonged social contact between students with and without disabilities. This can also help students to develop empathy towards all and respect differences (Wong, 2008). Cognitive and affective understanding of the positive values toward disability may facilitate social acceptance of students with disabilities in integrated classroom (Hastings & Graham, 1995).

***Opportunities for social contacts and healthy interactions in Schools***

The schools should create 'inclusive culture' in the schools and encourage opportunities for meaningful contact and interaction with disabilities as a key variable in shaping attitudes (Manetti et al., 2001; Maras & Brown 2000; Rimmerman et al., 2000). Earlier researchers (Wong, 2008) found that students revealed a willingness to help their peer with disabilities but they reported lack of opportunities. Hence, such educational practices based on social interdependence theory, collaborative and cooperative teaching and peer tutoring (Shapiro, 1999) are some of the strategies which should be included in rural and urban schools to promote an inclusive environment conducive to the social acceptance of the students with disabilities. Carefully structured and meaningful contacts situations (Hastings & Graham, 1995) can facilitate reciprocal learning process for both students with and without disabilities.

***Educational Programs***

Mainstream environment should entail organization of various programs, orientations and including topics related with people with disability from time to time for building preparedness for acceptance among the typical students. Short term awareness programs may be beneficial in this regard to develop a sense of responsibility and respect towards disabled people so that they may leave their stereotypy and welcome peer friendship with

students with mild to severe disabilities without any inhibition and develop altruistic behaviour and respect differences.

### **Family Initiatives**

Research shows that parents of typically developing children seem to hold a predominant role in shaping the attitudes of their children (Miller et al., 1996) for accepting and respecting differences. Parents support, initiatives, encouragement and involvement is also regarded as an important variable in facilitating more open attitudes (Miller et al., 1996; Palmer et al., 2001). When both groups of parents (with and without disabilities) are positive towards inclusive education, teachers and support staffs become more inclined to realize inclusive environment (Boer et al., 2012). Thus initiatives need to be taken by the family members especially parents for developing a feeling of acceptance towards disabled people.

### **Conclusions**

Although there is a widespread support for inclusion at a philosophical level, there are some concerns that the policy of inclusion is difficult to implement because teachers are not sufficiently well prepared and supported to work in inclusive ways. Inclusion requires teachers to accept the responsibility for creating school environment in which all children can learn and feel they belong there. If, the school environment is favour for the inclusion, students' also show positive attitude towards disabled people. Inclusive learning community should foster collaboration, problem solving, self-directed learning and critical discourse.

The negligible difference in the mean scores of the males and females, urban and rural areas, different subject streams in the attitudes towards disabled people in the present study is an indication that more research is required on more samples from various cultures. Also interesting would be to identify the facilitating and inhibiting variable/ factors of attitudes by correlating attitudes with other variables like age, previous contact with a person with disability in order to study the differential effect more carefully.

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## **Financial Performance Evaluation of Select Pharmaceutical Companies in India**

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### **Abstract**

Indian pharmaceutical industry has been witnessing significant growth over past few years. The size of the Indian pharmaceutical market increased from USD 6 Billion in 2005 to USD 33 Billion in 2017.5 By 2020, India's pharmaceuticals market is expected to reach USD 55 Billion and become one of the largest pharmaceutical market in the world.6 The pharmaceuticals sector has attracted FDI worth USD 15.72 Billion between April 2000 and March 2018, according to data published by Department of Industrial Policy and Promotion (DIPP).

The current paper strives to analyse the financial health of five select pharmaceutical companies in India for the past 10 years, from 2006-07 to 2015-16 by using Altman's Z-score Model. The study revealed the bankruptcy zone, healthy zone and grey zone/zone of ignorance.

**Key Words: Pharmaceutical Industry, Altman's Z score model, Financial health**

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### **1.1. Introduction**

India is the largest provider of generic drugs globally. Indian pharmaceutical sector industry supplies over 50 per cent of global demand for various vaccines, 40 per cent of generic demand in the US and 25 per cent of all medicine in UK.

India enjoys an important position in the global pharmaceuticals sector. The country also has a large pool of scientists and engineers who have the potential to steer the industry ahead to an even higher level. Presently over 80 per cent of the antiretroviral drugs used globally to combat AIDS (Acquired Immune Deficiency Syndrome) are supplied by Indian pharmaceutical firms.

The pharmaceutical sector was valued at US\$ 33 billion in 2017. The country's pharmaceutical industry is expected to expand at a CAGR of 22.4 per cent over 2015–20 to reach US\$ 55 billion. India's pharmaceutical exports stood at US\$ 17.27 billion in 2017-18. In 2018-19 these exports are expected to cross US\$ 19 billion.

Indian companies received 304 Abbreviated New Drug Application (ANDA) approvals from the US Food and Drug Administration (USFDA) in 2017. The country accounts for around 30 per cent (by volume) and about 10 per cent (value) in the US\$ 70-80 billion US generics market.

India's biotechnology industry comprising bio-pharmaceuticals, bio-services, bio-agriculture, bio-industry and bioinformatics is expected grow at an average growth rate of around 30 per cent a year and reach US\$ 100 billion by 2025.

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### **Investments and Recent Developments**

The Union Cabinet has given its nod for the amendment of the existing Foreign Direct Investment (FDI) policy in the pharmaceutical sector in order to allow FDI up to 100 per cent under the automatic route for manufacturing of medical devices subject to certain conditions. The drugs and pharmaceuticals sector attracted cumulative FDI inflows worth US\$ 15.83 billion between April 2000 and June 2018, according to data released by the Department of Industrial Policy and Promotion (DIPP).

Some of the recent developments/investments in the Indian pharmaceutical sector are as follows:

- In August 2018, the market grew by 8.7 per cent year-on-year with sales of Rs 11,342 crore (US\$ 1.69 billion).
- During April-June 2018, pharmaceutical sector in India witnessed private equity and venture capital investments of US\$ 396 million.
- In 2017, Indian pharmaceutical sector witnessed 46 merger & acquisition (M&A) deals worth US\$ 1.47 billion
- The exports of Indian pharmaceutical industry to the US will get a boost, as branded drugs worth US\$ 55 billion will become off-patent during 2017-2019.

### **1.2. Literature Review**

- 1) **Vikas Tyagi (2014)** in his paper investigated the financial health of logistic industry in India based on Z score analysis. It reveals that Indian logistic industry was healthy industry .It is good that average Z score value increases from 2006 to 2010 (2.54 to 3.01) when Indian economy was hit by global recession. This indicates the overall performance of Indian logistic industry was good.
- 2) **Mizan and Hossain's (2014)** study has been conducted to assess the financial health of cement industry of Bangladesh. The study revealed that among the five firms, two firms are financially sound as they have higher Z score than the benchmark (2.99). Another firm is in the grey area that is the firm is financially sound, but the management requires special attention to improve the financial health of the organization. The other two firms are at serious risk of financial crisis.
- 3) **Krishna Chaitanya (2005)** measured the financial distress of IDBI with the help of Altman's Z score to predict that IDBI is not in the health zone and is likely to be insolvent in the near future.
- 4) **Selvam, M. and others (2004)** made a study to predict the financial health and viability of India Cement Ltd. concluded that, the cement company under the study was just on the range of financial collapse.

### **1.3. Objectives Of The Study**

- To analyze financial health of select pharmaceutical companies in India by using Altman's "Z" score model.
- To compare the financial health of sample pharmaceutical units in India

### **1.4. Scope of the Study**

The research paper titled "Financial Performance Evaluation of Select Pharmaceutical Companies in India" is restricted to only 5 Pharmaceutical companies (Cadila Healthcare, Glaxo Smithkline, Glenmark, Divi's Laboratories and Torrent Pharmaceuticals) in India. It is based on the Audited Annual Reports of the select companies for past 10 years from 2006-07 to 2015-16. An attempt was made to evaluate the financial health of these select companies with the help of Altman's Z-score Model.

## **1.5 RESEARCH METHODOLOGY**

This study has been based on secondary data. The data has been collected from the Annual reports of five pharmaceuticals companies in India. Other information related to pharmaceutical industry has been collected from official websites and Accounting journals. No primary data has been collected.

## **1.6 SAMPLING TECHNIQUES**

The top 5 Pharmaceutical Companies were selected on the basis of ownership (public ltd.), revenue earned, number of employees more than 10,000, established before LPG era and listed on NSE and BSE.

## **1.7 Tools of Analysis**

**A) RATIO ANALYSIS:** The present study uses various ratios for financial analysis which has been used in Edward Altman model.

- 1)  $X1 = \text{Working Capital} / \text{Total Assets}$  (Stand for liquidity measure)
- 2)  $X2 = \text{Retained Earnings} / \text{Total Assets}$  (Stand for measure of reinvested earning)
- 3)  $X3 = \text{Earnings Before Interest and taxes} / \text{Total Assets}$  (Stand for profitability measure)
- 4)  $X4 = \text{Market Value Equity} / \text{Total Liability}$  (Stand for leverage measure)
- 5)  $X5 = \text{Sales} / \text{Total Assets}$  (Stand for sales generating ability).

## **B) EDWARD ALTMAN MODEL**

Rather than searching for single best ratio professor Edward Altman has introduced new model in 1968 called Altman Z-score is used for predicting liquidity position and financial economist. The Z-score is composite credit score for manufactures involving measure of firm's performance including measures of corporate liquidity, cumulative and current profitability, leverage and sales productivity. Each measure is assigned a compute determined weighting such, that when an analyst multiplies the weights lines the financial performance and sums up this five factors, the result is the overall Z-score.

The lower the score, the higher the odds are that a company is headed for bankruptcy. A Z-score of lower than 1.8, in particular, indicates that the company is heading towards bankruptcy. Companies with scores above 3 are unlikely to enter bankruptcy. Scores in between 1.8 and 3 lie in a grey area or the Zone of Ignorance.

## **1.8 Financial Health of Pharmaceutical Industry-An Analysis**

### **List of Select Pharmaceutical Companies in India**

- 1) **CADILA HEALTHCARE**
- 2) **GLAXO SMITHKLINE**
- 3) **GLENMARK PHARMACEUTICALS**
- 4) **DIVI'S LABORATORIES**
- 5) **TORRENT PHARMACEUTICALS**
- 1) **CADILA HEALTHCARE**



**TABLE NO.1. Z-SCORE OF CADILA HEALTHCARE**

| <b>YEAR</b> | <b>WC/TA*</b><br><b>1.2</b> | <b>RE/TA*</b><br><b>1.4</b> | <b>EBIT/TA*</b><br><b>3.3</b> | <b>MVE/TL*</b><br><b>0.6</b> | <b>S/TA*</b><br><b>1.0</b> | <b>TOTAL</b> |
|-------------|-----------------------------|-----------------------------|-------------------------------|------------------------------|----------------------------|--------------|
| 2006-07     | 2.964                       | 1.987                       | 5.303                         | 0.678                        | 0.980                      | 11.912       |
| 2007-08     | 4.208                       | 2.444                       | 8.897                         | 1.879                        | 2.160                      | 19.588       |
| 2008-09     | 3.298                       | 1.709                       | 4.491                         | 0.536                        | 0.780                      | 10.814       |
| 2009-10     | 3.283                       | 3.023                       | 7.366                         | 0.632                        | 0.786                      | 15.090       |
| 2010-11     | 3.360                       | 3.081                       | 7.583                         | 0.645                        | 0.785                      | 15.454       |
| 2011-12     | 0.599                       | 1.950                       | 4.689                         | 0.408                        | 0.511                      | 8.157        |
| 2012-13     | 0.793                       | 4.449                       | 10.728                        | 0.488                        | 0.388                      | 16.846       |
| 2013-14     | 0.983                       | 2.026                       | 5.000                         | 0.424                        | 0.565                      | 8.998        |
| 2014-15     | 1.140                       | 0.242                       | 0.660                         | 0.508                        | 0.639                      | 3.189        |
| 2015-16     | 0.138                       | 0.316                       | 0.917                         | 0.133                        | 0.735                      | 2.239        |

Cadila healthcare reveals excellent situation except low level recorded only during 2015-16, otherwise the company recorded healthy scores during entire period of study. The highest score (19.588) registered during 2007-08 and the least (2.239) was found during 2015-16.

**2) GLAXO SMITHKLINE**

**TABLE NO.2. Z-SCORE OF GLAXO SMITHKLINE**

| <b>YEAR</b> | <b>WC/TA*</b><br><b>1.2</b> | <b>RE/TA*</b><br><b>1.4</b> | <b>EBIT/TA*</b><br><b>3.3</b> | <b>MVE/TL*</b><br><b>0.6</b> | <b>S/TA*</b><br><b>1.0</b> | <b>TOTAL</b> |
|-------------|-----------------------------|-----------------------------|-------------------------------|------------------------------|----------------------------|--------------|
| 2006-07     | -0.070                      | 0.550                       | 1.475                         | 0.001                        | 1.253                      | 3.209        |
| 2007-08     | 0.516                       | 0.522                       | 1.452                         | 0.000                        | 1.132                      | 3.622        |
| 2008-09     | 0.962                       | 0.406                       | 1.419                         | 0.005                        | 1.084                      | 3.876        |
| 2009-10     | 0.992                       | 0.407                       | 1.478                         | 0.005                        | 1.113                      | 3.995        |
| 2010-11     | 0.984                       | 0.314                       | 1.581                         | 0.000                        | 1.243                      | 4.122        |
| 2011-12     | 0.690                       | 0.262                       | 0.102                         | 0.000                        | 0.864                      | 1.918        |

|         |       |        |       |       |       |        |
|---------|-------|--------|-------|-------|-------|--------|
| 2012-13 | 0.655 | 0.223  | 0.736 | 0.000 | 0.823 | 2.437  |
| 2013-14 | 0.665 | 14.720 | 1.983 | 0.000 | 0.466 | 17.834 |
| 2014-15 | 0.541 | 0.204  | 0.815 | 0.000 | 1.038 | 2.598  |
| 2015-16 | 0.428 | 0.172  | 0.620 | 0.000 | 0.919 | 2.139  |

Glaxo reveals excellent financial situation except during 2014-15 and 2015-16 the company was found in zone of ignorance and the bankruptcy was predicted during the year 2011-12 which needed immediate attention to overcome bankruptcy by the management of Glaxo Smithkline.

**3) GLENMARK PHARMACEUTICALS**

**TABLE NO.3. Z-SCORE OF GLENMARK PHARMACEUTICALS**

| YEAR    | WC/TA*     | RE/TA*     | EBIT/TA*   | MVE/TL*    | S/TA*      | TOTAL  |
|---------|------------|------------|------------|------------|------------|--------|
|         | <b>1.2</b> | <b>1.4</b> | <b>3.3</b> | <b>0.6</b> | <b>1.0</b> |        |
| 2006-07 | 7.214      | 1.315      | 3.927      | 0.323      | 5.833      | 18.612 |
| 2007-08 | 6.260      | 3.298      | 8.616      | 0.335      | 0.510      | 1.019  |
| 2008-09 | 0.972      | 1.310      | 6.112      | 2.142      | 3.720      | 14.256 |
| 2009-10 | 0.620      | 0.701      | 1.558      | 1.421      | 0.401      | 4.701  |
| 2010-11 | 0.701      | 0.941      | 2.620      | 2.090      | 0.384      | 6.736  |
| 2011-12 | 0.936      | 1.172      | 2.957      | 0.598      | 0.494      | 6.157  |
| 2012-13 | 0.985      | 1.392      | 3.227      | 0.628      | 0.502      | 6.734  |
| 2013-14 | 0.811      | 1.436      | 3.917      | 0.725      | 0.555      | 7.444  |
| 2014-15 | 1.410      | 0.185      | 0.531      | 0.769      | 0.675      | 3.570  |
| 2015-16 | 1.924      | 2.005      | 5.547      | 1.056      | 6.047      | 16.579 |

Glenmark Pharmaceuticals reveals excellent financial situation during all the years. The company recorded healthy scores during the entire period of study. Hence, the financial health of Glenmark Pharmaceuticals is good.

**4) DIVI'S LABORATORIES**

**TABLE NO.4. Z-SCORE OF DIVI'S LABORATORIES**

| YEARS   | WC/TA*<br>1.2 | RE/TA*<br>1.4 | EBIT/TA*<br>3.3 | MVE/TL*<br>0.6 | S/TA*<br>1.0 | TOTAL |
|---------|---------------|---------------|-----------------|----------------|--------------|-------|
| 2006-07 | 0.505         | 0.370         | 1.030           | 0.001          | 0.998        | 2.904 |
| 2007-08 | 0.462         | 0.494         | 1.267           | 0.000          | 1.032        | 3.255 |
| 2008-09 | 0.512         | 0.435         | 1.109           | 0.000          | 0.873        | 2.929 |
| 2009-10 | 0.421         | 0.297         | 0.789           | 0.000          | 0.571        | 2.078 |
| 2010-11 | 0.414         | 0.321         | 0.828           | 0.000          | 0.685        | 2.248 |
| 2011-12 | 0.514         | 0.273         | 0.818           | 0.000          | 0.658        | 2.263 |
| 2012-13 | 0.497         | 0.267         | 0.818           | 0.000          | 0.666        | 2.248 |
| 2013-14 | 0.530         | 0.293         | 0.881           | 0.000          | 0.664        | 2.368 |
| 2014-15 | 0.542         | 0.265         | 0.785           | 0.000          | 0.689        | 2.281 |
| 2015-16 | 0.622         | 0.308         | 0.901           | 0.000          | 0.740        | 2.571 |

With respect to Divi's Laboratories the highest (3.255) was found during 2007-08 and the company was showing healthy situation. Except this period from the year 2006-07 to 2015-16 the company was found to be in the zone of ignorance. Hence it is recommended that the financial situation need to be considerably improved by Divis Laboratories.

**5) TORRENT PHARMACEUTICALS**

**TABLE NO.5. Z-SCORE OF TORRENT PHARMACEUTICALS**

| YEARS   | WC/TA*<br>1.2 | RE/TA*<br>1.4 | EBIT/TA*<br>3.3 | MVE/TL*<br>0.6 | S/TA*<br>1.0 | TOTAL |
|---------|---------------|---------------|-----------------|----------------|--------------|-------|
| 2006-07 | 0.400         | 0.196         | 0.508           | 0.000          | 1.095        | 2.199 |
| 2007-08 | 0.376         | 0.218         | 0.548           | 0.000          | 1.000        | 2.142 |
| 2008-09 | 0.473         | 0.204         | 0.492           | 0.000          | 0.892        | 2.061 |
| 2009-10 | 0.493         | 0.199         | 0.706           | 0.000          | 0.946        | 2.344 |
| 2010-11 | 0.445         | 0.235         | 0.683           | 0.000          | 0.973        | 2.336 |

|         |       |       |       |       |       |        |
|---------|-------|-------|-------|-------|-------|--------|
| 2011-12 | 0.277 | 0.169 | 0.475 | 0.000 | 0.771 | 1.692  |
| 2012-13 | 3.401 | 2.281 | 6.544 | 1.155 | 0.780 | 14.161 |
| 2013-14 | 0.416 | 2.464 | 7.300 | 0.623 | 0.743 | 11.546 |
| 2014-15 | 0.259 | 1.340 | 4.036 | 0.340 | 0.524 | 6.499  |
| 2015-16 | 0.264 | 0.337 | 1.063 | 0.085 | 0.722 | 2.471  |

It is observed that the financial viability of Torrent Pharmaceuticals was considered to be in the grey zone or the zone of ignorance during the years 2006-07, 2007-08, 2008-09, 2009-10, 2010-11 and 2015-16, whereas the financial viability was found to be in the healthy Zone during the periods 2012-13, 2013-14, 2014-15 and bankruptcy zone during 2011-12 which reveals the situation of uncertainty of the company during few periods.

**Z SCORE OF CONSOLIDATED ALTMAN'S 'Z' SCORE MODEL**

| <b>Years</b> | <b>Cadila<br/>Healthcare</b> | <b>Glaxo<br/>Smithkline</b> | <b>Glenmark<br/>Pharmaceuticals</b> | <b>Divi's<br/>Laboratories</b> | <b>Torrent<br/>Pharmaceuticals</b> |
|--------------|------------------------------|-----------------------------|-------------------------------------|--------------------------------|------------------------------------|
| 2006-07      | 11.912                       | 3.209                       | 18.612                              | 2.904                          | 2.199                              |
| 2007-08      | 19.588                       | 3.622                       | 19.019                              | 3.255                          | 2.142                              |
| 2008-09      | 10.814                       | 3.876                       | 14.256                              | 2.929                          | 2.061                              |
| 2009-10      | 15.090                       | 3.995                       | 4.701                               | 2.078                          | 2.344                              |
| 2010-11      | 15.454                       | 4.122                       | 6.736                               | 2.248                          | 2.336                              |
| 2011-12      | 8.157                        | 1.918                       | 6.157                               | 2.263                          | 1.692                              |
| 2012-13      | 16.846                       | 2.437                       | 6.734                               | 2.248                          | 14.161                             |
| 2013-14      | 8.998                        | 17.834                      | 7.444                               | 2.368                          | 11.546                             |
| 2014-15      | 3.189                        | 2.598                       | 3.570                               | 2.281                          | 6.499                              |
| 2015-16      | 2.239                        | 2.139                       | 16.579                              | 2.571                          | 2.471                              |
| <b>Z</b>     | <b>11.229</b>                | <b>4.575</b>                | <b>10.381</b>                       | <b>2.515</b>                   | <b>4.745</b>                       |

**1.9 Findings**

In our study we have analysed the financial health of five pharmaceutical industries in India through Z-score analysis. Findings of the study are as follows:

In case of Cadila Healthcare the year 2007-08 figure i.e. 19.588 is higher as compared to remaining years and less in the year 2015-16 (2.239).

Further Glaxo smithkline is having higher score of 17.834 in the year 2013-14 and lower score of 1.918 in the year 2011-12.

Here Glenmark is showing higher figures in year 2007-08 i.e.19.019 and less in the year 2014-15 (3.570).

Divi's Laboratories is having strong financial status during all 10 years except in the year 2007-08 which is 3.255.

Financial status of Torrent Pharmaceuticals during the year 2012-13 and 2013-14 is quite higher i.e.14.161 and 11.546 respectively whereas it is approximately same in all remaining years.

### **1.10 Conclusion**

The Indian Pharmaceutical Industry has shown great potential and continues to grow consistently. Though, since health is an important subject, the industry continues to be regulated. Multiple Ministries continue to regulate the pharmaceutical industry such as the Health Ministry, Chemicals and Fertilizers Ministry, Science and Technology Ministry, Food Ministry *etc.*

However, the Indian generic drug sector is robust and is establishing its presence in foreign markets. Given that the regulatory framework has been streamlined further in the last couple of years, Indian generic companies have been seeing an increasing number of foreign investments. The new drug sector is also expected to record a healthy growth owing to significant industry wise increase in R&D expenditure and proposed new drug launches. Thus, the Indian pharmaceutical sector continues to be an attractive destination for multinational pharmaceutical companies and investors.

To sum up, the financial viability of five pharmaceutical industries taken for the study revealed the bankruptcy zone, healthy zone and grey zone/zone of ignorance.

From the entire study period of the Divi's laboratories revealed Grey zone or the zone of ignorance. Only during the period 2007-08 financial viability was found in healthy zone. This industry needed special attention to overcome the zone of ignorance.

In case of Torrent Pharmaceuticals it can be concluded that first six years were found to be in Grey zone. During the year 2012-13 it showed healthy zone certainly decreased in the following periods.

Glaxo Smithkline reveals healthy zone during most of the periods and grey zone during few periods of the entire study.

Cadila Healthcare showed the healthy zone during the entire study.

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## **Electoral Landscape and Space for the Under-Privileged**

**DR. SAKET KUMAR\***

The second decade of 21<sup>st</sup> century represents the full unfolding of the contradiction between the logic of political equality and that of social inequality, something that Ambedkar had warned against in the constituent assembly itself. The dynamics of political equality triggered off by the institution of universal adult franchise and the self-reproductive processes of the structure of socio-economic inequality inherited from the past have both crossed a certain threshold without being able to tame the other completely. Yogendra Yadav points out, as the participatory upsurge leads to the downward spread of democracy, the political processes begin to disturb the inherited ritual social hierarchy and trouble the established elite with hitherto unknown anxieties. Since elections are associated with much of this upheaval, the spectacle of elections are associated with much of this upheaval, the spectacle of election has come to occupy an aura of 'samudra manthan', the grand ritual churning of the social sea by the small gods of democracy with the help of the modern instrument of a vote. But just as this churning seems poised to yield the proverbial 'amrita', it comes up against the rocky bed of economic inequality. The maya of collective action and the invisible 'rakshasa' called ideology conspire against all the small gods. The churning does not stop, the spectacle goes on.<sup>1</sup>

In the 1950s, India's national politics was dominated by English-speaking, urban politicians trained in law. Most Politicians came from the upper castes, and many leaders were trained abroad. Lower down the political hierarchy, an agrarian and "vernacular" elite dominated local and state politics.<sup>2</sup> By the 1960s, a democratic empowerment of the lower castes was the catalytic agent for the social transformation. The lower castes were always numerically larger than the Brahmins, but were unable to use their numbers before the rise of universal franchise. A classic distinction between horizontal and vertical political mobilization proposed by Lloyd and Susanne Rudolph captured the essence of North-South political differences at the time.<sup>3</sup> In south India, lower castes had already developed their own leaders and parties by the 1950s and 1960s, whereas in North India the model of mobilization was topdown, with lower castes dependent on the upper castes in a clientelistic relationship. At the national level, the Congress party aggregated horizontally, as it brought together different linguistic and religious groups, but at the local level, it was a typical clientelistic party, building a pyramid of caste coalitions under the existing social elite.<sup>4</sup>

White on the one hand, a wide range of social and political developments have been shaped by the changing power equations within the political system and have also influenced the nature, course and directions of electoral politics, on the other. The impact of social change on the working of the electoral process and political institutions, the more 'inclusive' nature of electoral politics and participation, the end of one party domination and the emergence of a competitive party system, are all a reflection of this trend.

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Actually, it was the political developments of the 1990s that have clearly contributed to the 'federalizing of electoral politics and the empowering of the Indian citizen'.<sup>5</sup> A linked development is the more inclusive nature of Indian politics with the 'electoral political arena (in the 1990s) witnessing greater participation and more intense politicization than before'.<sup>6</sup> Its political implications are far reaching and central to the democratic theory debate in the country.

Post-Independent India has witnessed 16 elections to the lower house of the national legislature and an equal number of elections at the state level. For a meaningful analysis of the developments in India's electoral politics, over the last six decades, five clear phases can be delineated.

Phase I: 1952-67 denotes the one dominant party system or the Congress Dominance' marking the overwhelming dominance of the Congress party both at the centre as well as in the states. Scholars have pointed out that the Congress during this period was a 'party of consensus'.<sup>7</sup> Phase II: 1967-89 signifies the 'Congress Dominance under Challenge' from the opposition forces. It has also been described as the second Congress system. Phase III: 1989-98 characterizes the 'Post-Congress Polity and the Emergence of a Multi-Party System'. The big story that came up during this period is the relative decline of the Congress and the rise of BJP and other regional and state based parties in the electoral scenario.<sup>8</sup> Phase IV characterizes the second decade of the post-congress polity (1999-2009) in which, elections at last began to produce majorities. The ruling coalitions remained comfortably in power for entire tenures, and by 2009, one of the two main contenders managed to inch ahead of the other in terms of seats and votes. Finally, Phase IV: 2014 onwards firmly pushed the polity back into the era of single-party majority. The post-Congress polity has taken a firmly non-Congress route.<sup>9</sup> interestingly, all these developments are linked to the electoral fortunes of the Congress party.

#### **Electoral Landscape: Shifting Paradigm**

Electoral politics in the first phase, often referred to as the Nehruvian phase, was marked by one party domination at the national level and in most of the states of India. The competition was invariably between the all omnipresent Congress parties and regionally fragmented minor opposition groups. The Congress party too, underscored the inevitability of centralization of power to ensure 'nation building'. This phase witnessed the gradual – yet steady – thinning down of the line of distinction between party and government.<sup>10</sup> Electoral politics, in this phase, saw an attempt to forge a 'broad consensus' on issues, which resulted in what, Kothari had referred to as the 'Congress system'. The consensus became possible because of the high level of legitimacy of the 'national political elite' and the coalition of diverse social groups that was brought together in that period. The low level of mobilization among the under-privilege social groups also facilitated this process. The second phase (1967-77) signaled a transition, for the monopoly of the Congress and the savarna jatis was challenged for the first time in north India. The process had started much earlier in the south. This phase was also witness to increasing tension between the contestants/parties in the electoral fray on account of the breakdown of the consensus culture that had been so evident in the earlier years. New social alliances across caste groups emerged at the state level and often dictated the nature and direction of electoral outcomes. Non-Congress governments were voted to power in the states on the one hand and Indira Gandhi attempted to increasingly assert her authority within the Congress party on the other. The constitutional provisions were systematically misused and the values that

governed the functioning of political institutions were greatly undermined. This phase also ushered in the trend of frequent elections in some states of India, triggered off by instability of state governments in view of their fluid legislative majorities.

In the above mentioned context, it need to be emphasized that the victory of the Janata Party in the 1977 national elections, was heralded by many as the emergence of a new and welcome phase in India's electoral politics. It was hoped that the developments of 1977, was an expression of the clear emergence of a truly competitive electoral system. Rajni Kothari has succinctly articulated the changes that were underway in the country: " An electoral democracy that had... broadened its social base nad shown special regard for diverse types of minorities and hence gained so much legitimacy got eroded over time and forced the political managers to compromise with monied and mafia interests ... The erosion of parliamentary, party and federal institutions and decline of authority of the State and of the national political leadership has also been one of the reasons for the rise of new actors on the scene, new forms of political expression and new definitions of the content of politics.<sup>11</sup>

It can be argued that the process of democratic re-engineering which the developments of 1977 sought to usher in were reversed as a result of the electoral politics of the early 1980s, with the return of the Congress party to power at the national level and in many of the states. It appeared as if, a non Congress government at the national level was a mere brief 'aberration' to Congress monopoly. However, a deeper analysis of the nature of electoral competition in the 1980s reveals, that the 'historic elections of 1977, had ushered in certain irreversible trends. The halo of 'invincibility of the Congress' at the national level had now disappeared and it was no longer now perceived as the natural and inevitable choice of the electorate, either nationally or regionally. The capacity of the non-Congress parties to forge and sustain a united front against the Congress was now seen as the key to challenge Congress domination.<sup>12</sup> The 'index of opposition unity' as developed by Butler and Roy,<sup>13</sup> was an effective measure to explain the fluctuating fortunes of both the Congress and the non-Congress opposition.

### **Conclusion**

Six Decades of experimenting with electoral politics and democratic governance permits a meaningful assessment oif trends and developments. Over the years, the electoral system has adapted to the Changing times even while retaining its original intended Character. The first president of India, very rightly asserted that the decision of the framers of the constitution to the guarantee universal adult franchise was 'an article of faith' in the wisdom and maturity iof the electorate. Over the years, cynicism had been expresse4de in several quarters about the capacity of the large illiterate, impoverished Indian masses to judiciously exercise their franchise. However, experience has shown that the faith that the founding fathers placed in the inherent capacities of the common Indian citizen was not misplaced. In recent year, the Vibrancy and vitality of the electoral and democratic process has been largely on account of the enthusiasm and participation of the socially and economically underprivileged. The broadening of the base of political participation has been steady yet gradual. The electoral process has not been immune to the fundamental transformation taking place in society. In fact, it has reflected those changes. A more inclusive and participative electoral system has been the natural by product of this trend. The implication is far reaching and throws up new challenges. The dynamism and enthusiasm of the 'newly enfranchised groupsj' is met with 'cynicism' and excessive

moralization' on the part of the traditional elite. Further, the emerging contradiction between the fact of political equality and the reality of socio-economic equality stares the system squarely in the face.

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## **Politics in Hayavadana” The Play of Girish Karnad**

**Ravindra B Thakare\***

### **Abstract**

*The play Hayavadana starts with prayer to Lord Ganesha and Bhagavata sings the verses for the success of the play. In the verses, the narrator talks of the incompleteness of God and declares that man is not wise enough to comprehend what is complete and what is incomplete! He says that people should accept God no matter the shape one visualizes Him. Bhagavata introduce the place and setting, which are announced as the city of Dharmapura ruled by the King Dharmasheela. The two lead characters are introduced – Devadatta and Kapila. Devadatta, son of Brahmin Vidyasagara, is considered a great scholar with wonderful poetic abilities. Kapila, son of Ironsmith Lohita, is considered a daring personality with unbelievable physical skills. Girish Karnad is a well-known personality famous for his acting skills and direction abilities. Most people are not aware of the spell bounding plays written by Karnad in Kannada language. Mann used mock-heroic tone to tell the story, whereas Karnad focuses on the incompleteness, twisting relations, humanity and the dark nature of humans to tell the story. However, there is not much seriousness that one could observe in the play and everything goes as if it is normal. Hayavadana is written in two acts with the involvement of Bhagavata who is the commentator to the actions done in the play. A scream is heard off the stage and Bhagavata pauses and carries on with the description of the two. He says that Devadatta and Kapila are inseparable friends and live like brothers. They are compared to Rama and Lakshmana, Lava and Kusha, Krishna and Balarama. Another scream comes from the same direction and the narrator wonders what is causing the disturbance. He sees an actor who is anxious and comes to the narrator. Words stutter from his mouth as he tries to explain something he has witnessed. After Bhagavata calms him down, the actor explains the strange thing he saw. He explains that he saw a horse that spoke when he was about to urinate on the road. The actor says that the horse with a thick voice tells him not to commit such thing in public. Bhagavata asks the actor to leave the matter and prepare for the play. However, the actor says that he is too nervous to hold a sword and cannot act. Therefore, the narrator asks the actor to back and find the talking horse [as an attempt to clear the confusion of the actor. As Bhagavata tries to motion the play, the actor comes back shouting that it or he is coming. Confused Bhagavata and worried about the discretion of the audience, he asks the curtain to be lowered and decides to inspect the matter before allowing the audience to witness it. Bhagavata discovers a strange being with the head of a horse and the body of a man. At first, he believes that the horse head is a mask and tries to remove to no use. After a few futile attempts, Bhagavata realizes that the horse head is indeed real and the being is half-man, half-horse.*

**Keyword:** Hayavadana, Politics, Bhagavata

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## **Introduction**

Hayavadana (1971) is a play based upon ancient and modern sources—the ancient Sanskrit *Kathasaritasagara* and the novella of the 20<sup>th</sup> century novelist, Thomas Mann in the narrative but also modern Western theatrical traditions and indigenous folk theater from India. It is a story about two men in love with one woman and through this typical tale of love, Karnad raises philosophical questions about human identity and social questions about women's desires and societal restrictions. Exciting, funny, dramatic, rebellious, this play showcases a range of theatrical devices and embeds a tragedy of unfulfilled desires in a comedy of social and political incompleteness. Hayavadana is very disturbed about his birth and goes on to narrate the details of his parents. The Princess of Karnataka was a very lovely girl who was allowed to choose a husband of her own choice. Many came to see her from far regions of the world like Africa, Persia and China. However, she did not like any of them. Then one day Prince of Araby came to see her riding on his white stallion. She faints the moment she looks at the scene. King and the Queen decide that he is the right man for the Princess and make all the arrangements. The Princess recovers and announces that she is in love with the white stallion. She insists on marrying the horse and unable to dissuade her feelings, the wedding is done. She and the horse live together for fifteen years and the horse transforms into a celestial being. The celestial being or Gandharva is cursed by Kubera for misbehaving and he regains his actual state after leading the life where he could get human love. After transforming into his former self, he offers the princess to come to the Heavens and live with him. However, she refuses and this act angers the celestial being. He curses her to become a horse and she feels very happy about the curse. Gandharva leaves the palace and goes to Heaven, Princess becomes a horse and roams freely; whereas, the fate of the child born to them becomes questionable. Hayavadana asks Bhagavata to suggest a solution. He names a number of temples and Hayavadana says that he has already tried them all. Finally, he asks Hayavadana to visit the Kali Temple of Chitrakoot.

## **The Play of Girish Karnad “Hayavadana”**

Humanism forms the core of Girish Karnad's works - be it his own writings or the films or dramas that he has acted in. P. Dhanavel in *The Indian Imagination of Girish Karnad* enlists as many as eight characteristics of humanism wherein he says “any return to the past in general is deemed to be humanistic. All of Karnad's plays fall in this category, and thus he is deeply a humanist. Another feature of humanism must be a sympathetic understanding and analysis of problems, trials and travails of men and women of all ages. Through all his plays Karnad has done so. His real achievement is that he is relevant to the modern times without being overtly so. To a reader not wanting to draw parallels between the ancient and the modern, Karnad's plays provide enjoyment just by the interesting story and a very well-knit plot. However, all his plays touch the core of very modern human concerns. *Hayavadana*, Karnad's third play was published in 1970. The symbolic core of *Hayavadana* comprises the philosophic crisis of estrangement between mind and body. Like its predecessor *Tughlaq*, *Hayavadana* too is thoroughly modern in outlook and spirit. Again in the manner employed in its predecessor here in *Hayavadana* too. Karnad goes back in time to make a very relevant social comment. Only here the inspiration is not history but mythology and folk core. Karnad here explores all the modern concerns through the lens of the eternal emotion of love. Through folk tale and myth Karnad gives us an insight into the issues of modern life in entirely new ways. *Hayavadana* is traditional

yet modern. Vanashree Tripathi feels that "*Karnad's confabulation of the classics with the folk tales of the transposed heads and the story of a half-man, half-horse, playfully dilutes the prototypical themes (Shakuntalam and Mrichhakatikam), where the ideal balance between duty and passion is restored. Hayavadana, in exploring the realm of love: erotic—man-woman, male bonding, parent-child, offers us insight into the desires, hopes, fulfilment and frustration it breeds*" Hayavadana meaning 'the one with the horse's head' is named after a horse headed man, who wants to shed the horse's head and become human. The central episode of *Hayavadana*, the story of Devadatta and Kapila comes from *Vetalapanchavimsati* in *Kathasaritsagara*. An ancient collection of stories in Sanskrit and is blended with the myth of Hayagriva in the *Mahabharata*. However, of his own admission, Karnad has "*drawn heavily on Thomas Mann's reworking of the tale in 'The Transposed Heads.'*" The story is about Devadatta and Kapila, two close friends. Devadatta is a man of "intellect", and Kapila a man of "muscles". Devadatta falls in love with Padmini and marries her. Kapila also falls in love with her and slowly Padmini gets attracted towards him. Padmini is travelling with her insecure and jealous husband Devadatta and his friend Kapila. Devadatta, suspecting his wife's loyalties, goes to a temple of Goddess Kali and beheads himself. Kapila finds the body and, rightfully feeling that he will be accused of having killed his dearest friend because he, Kapila, coveted his wife, in turn beheads himself. When Padmini finds the truncated bodies of the two men in her life she is beyond consolation. Afraid of the scandal that is bound to follow, she too prepares to kill herself. Now the goddess Kali takes pity and comes to her aid. Padmini needs only to rejoin the heads to the bodies and the goddess will bring them back to life. Padmini follows the instructions; the men come back to life—except that in her confusion she has mixed up the heads. And this creates a major confusion in their lives. There arises the confusing question regarding who is the real Devadatta. The head or the body? This incident gives Karnad an opportunity to explore the crisis of identity that modern man is experiencing. The original Sanskrit tale poses a moral problem while Mann seems to argue that head should not be held superior to body. Even the transposition of heads will not liberate the protagonists from the psychological limits imposed by nature. Karnad poses a different problem, more relevant to the modern complex life, and redefines the original myth. Karnad problematises the issue of personal identity, adding a sub-plot to the main story. Along with the central theme runs the sub plot, the story of Hayavadana, the horse-man. In the beginning of the play, he appears as a man with a horse's head, searching for completeness. The Sutradhara of the play, Bhagavata, sends him to the temple of Kali. Towards the end of the play we can see him. Coming back from the temple as a complete horse. The horse head has won over the human body. But he is not yet complete, as he still has got a man's voice. In the end, however, Hayavadana achieves completeness when he loses the human voice too and acquires a perfect neigh. Karnad employs this mythological tale to show modern man's efforts towards achieving a sense of completeness, and a search of human identity in a world of tangled human relationships. The confusion of identities in the main plot of Devadatta-Padmini-Kapila reveals ambiguous nature of human personality. After their heads are transposed Devadatta and Kapila do not retain their original selves. Thus they lose themselves. Padmini, who after the exchange of heads, thinks that she has the best of both the worlds, slowly reaches disillusionment. The play seems to suggest that if perfection or completeness means fusion of two polarities, such completeness is not possible. Padmini's search for the complete man, who must have the

best attributes of mind and body, is frustrated in spite of her best efforts and she realizes that it is the intellect that is supreme and always determines what a man is or becomes. The myth has been reinterpreted and has been used to present a very modern problem of tangled relationships in the contemporary society. Padmini's predicament is the predicament of a modern emancipated woman in our society who is torn between two polarities - a woman who loves her husband but at the same time is also attracted towards someone else for a different aspect of his personality. The 'sub-plot' of *Hayavadana* deepens the significance of the main theme of incompleteness by treating it on a different plain. The horseman's search for completeness ends with his becoming a complete horse and the triumph of the animal head over the so called superior human intellect. Karnad has created a bizarre world to make a commentary on the modern life. He uses the conventions and motifs of folk tales and folk theatre— chorus, masks, curtains, dolls/puppets, the story within the story. It is a world of incomplete individuals, indifferent gods, dolls that speak and children who cannot. It is a world which is indifferent to the desires and frustrations, joys and sorrows of human beings. The play blends modernist ideas of identity and completeness with folk lore and myth effortlessly. *Hayavadana* presents a universal and very real emotional dynamics that lie close under the whimsical surface of the plot: friendship and jealousy, self-possession and self-doubt, and most importantly, love.

*Hayavadana* is unique in sense that it encompasses all the aspects of life and experience. All three spheres of existence - divine, human and animal are encompassed and Karnad looks at the problems of each with a sympathetic and discerning eye.

*Hayavadana* is a complex play and it reflects and symbolizes Karnad's deep concern and keen understanding of human problems. As has already been said the plot of *Hayavadana* comes from written traditions of folk lore. The two folk tales which go into the making of *Hayavadana* provide ample scope to Girish Karnad's dramatic imagination to weave a world which is as desperately seeking completeness in the same way as the modern world also is. Both the stories explore the incompleteness of man. The whole of the story of the sub-plot of *Hayavadana* though inspired by the myth of Hayagriva from *Mahabharata* has been invented by Karnad. In all his plays Karnad goes back into the past to explore the present. In *Hayavadana* also he is doing the same thing. Modern civilization has made man want to achieve everything so that nothing is left to be conquered. Interestingly modern man calls it a quest for completeness. All the principal characters of the play Padmini, Devadatta, Kapila and Hayavadana are searching for completeness either in themselves or in others. In this respect the play is reflective of the modern 'perfect' existence. However, through the main plot Karnad also raises the question as to what really completeness means. Throughout the play Devadatta, Padmini and Kapila are trying to find an existence which they can call complete, and till the end this quest remains incomplete. Karnad seems to be suggesting that completeness is a myth, at least, for human beings. The conclusion does indicate that Hayavadana has succeeded in achieving completeness and he is happy with his completeness. As the play draws to its end Hayavadana has lost his human voice too and he is enjoying his complete animal hood.

#### **Hayavadana - A Quest for Identity**

The play *Hayavadana* is based on the idea that humans are imperfect and thus have a number of limitations. The play also deals with woman emancipation. Padmini gives preference to her sexual desires and gets an opportunity to remain with both the persons



she loves though fails to fulfil her desire (mind of her husband and body of her lover). The play is divided into two acts

### **Act-1**

Bhagavata, a stage player enters the stage and raises some rhetorical questions on the perfection and imperfection in context to Gods and humans. *Puja* is done. He tells an anecdote of two best friends namely Devadatta (man of mind) and Kapila (man of the body). As the play is about to begin an actor (Actor-1), who was supposed to perform, comes running towards Bhagavata and is quite frightened. Upon asking, he tells that while he was defecating, a horse taunted him by talking in a human voice. Bhagavata does not believe him. While they are arguing, the horse namely Hayavadana enters the stage who has a head of the human and body of a horse. His look astonishes the audience. Bhagavata enquires Hayavadana about its condition, suspecting that some curse might have fallen on him. However, Hayavadana rejecting his opinion tells that his mother, a princess fell in love with a horse. After 15 years the horse attained the human shape. Princess did not accept him in the human figure. Thus he cursed her and she became a horse and later on gave birth to Hayavadana. Bhagavata suggests him to visit the *Kali* temple as the Goddess *Kali* is believed to cure all such diseases. He also asks Actor-1 to accompany Hayavadana. They depart and Bhagavata begins the play. Devadatta is sitting on a chair. Kapila, his best friend comes and finding him in quite a miserable condition asks about the cause. Devadatta requests him to leave him alone. Kapila guesses that Devadatta might have fallen in love again as he had fallen 15 times before within two years and thus this condition of his is not unusual. However, when Devadatta shows his seriousness towards his love, Kapila also becomes serious. Devadatta gives clues about the residence of the girl and Kapila sets out for her search. He succeeds in finding her (Padmini) at last and talks to her about Devadatta. Through the efforts of Kapila, Devadatta and Padmini get married. However, in a course of time, Padmini gets attracted towards the Kapila because of his strong body and Devadatta becomes aware of it. One day the three decide to visit some fair in Ujjain. On the way, Devadatta asks Kapila and Padmini to visit some temple. They resist but Devadatta does not listen to them and both go away ultimately. Devadatta then goes to Mother *Kali's* temple and beheads himself as he cannot live without his wife as well as his friend. Kapila and Padmini return and find Devadatta missing. Kapila sets out in his search and found him lying dead, he also beheads himself. Padmini after waiting for long also starts searching for them and finding them dead, she also decides to end her life, but she is stopped by Goddess *Kali* who in a mocking way insults both Devadatta and Kapila for killing themselves not in her name but for selfishness reasons (Devadatta kills himself in the name of Padmini and Kapila kills himself for his friend). Goddess *Kali* gives Padmini an opportunity to bring both of them back to life. In haste, Padmini mixes up the heads of both. As a result, Devadatta's head is fitted on the body of Kapila and vice-versa. Goddess *Kali* knows the intentions of Padmini and says that humans can never give up selfishness. They all laugh but soon a quarrel arises between the two friends over the matter whom does Padmini belong to. Having failed to find any solution the three go to an old sage who declares that the man having Devadatta's head is the rightful husband of Padmini. Both Padmini and Devadatta return back happily. However, Kapila being deeply hurt decides to remain in the forest in solitude.



### **Act-2**

After some months Padmini becomes pregnant. After some months, Devadatta's body starts assuming its original shape that weakens the love of Padmini for him. Their relationship loses affection and both quarrel often. One day she, along with her child, goes to the forest to meet Kapila who does not like her coming and asks her to go back. But she insists telling him that he is the rightful father of the child. She also asks him to complete the uncompleted love by sleeping with him. Kapila cannot resist and both start love-making. Meanwhile, Devadatta also comes to the forest with a sword. However, his wrath vanishes when he sees Kapila waiting for him. Both are convinced that they cannot solve the matter of Padmini and thus decide to end their life by fighting. A fierce fight starts between the two friends and both are killed. Padmini hands over the child to Bhagavata requesting him to handover him to some tribe and herself commits *Sati* along with the pyre of the two. Play ends. Actor (Actor-2) comes running and tells Bhagavata that he has seen a horse reciting National Anthem of India. While Bhagavata is in confusion, Actor-1 arrives with a child who was handed over to him by the tribe in the forest (who cannot speak) while he had gone with Hayavadhana. He tells Bhagavata that on the way Hayavadhana left him alone and he returned back. That patriotic horse also comes and Bhagavata at once recognizes him as Hayavadana. Hayavadana tells Bhagavata that Goddess Kali instead of giving him the shape of humans made him a complete horse. However, he still has the voice of humans and he wants to get rid of it. He has heard that those who sing patriotic songs have the worst voice. This is why he was singing National Anthem of India so that he might lose it. Hayavadana starts singing songs and suddenly starts laughing. Seeing him laughing, the child also starts laughing and consequently their voices are interchanged. The boy gets human voice and Hayavadana, the voice of horse. Concluding *Puja* is performed.

### **Politics in Hayavadana**

The original play poses a moral problem- while Mann uses it to ridicule the mechanical conception of life which differentiates between body and soul. He ridicules the philosophy which holds the head superior to the body. The human body, Mann argues, is a fit instrument for the fulfillment of human destiny. Karnad's play poses a different problem, that of human identity in a world of tangled relationships. Another critic U.R. Anantha Murthy in his "A note on Karnad's Hayavadana", says that the play exposes to the audience the significant theme like incompleteness in a comic mode. The play opens with Ganesh Puja—with the offering of worship accompanied by singing to the God Ganesha. The use of elephant headed God is remarkable because Lord Ganesha with human body and animal head aptly expresses the central theme of incompleteness of being. Hayavadana is a man with the head of a horse: "Haya" means horse and "vadana" means face. Bhagavata is something of a chorus, commenting upon the theme of the play. He proceeds to tell us the story of the two youths, Devadatta and Kapila. Devadatta is the son of the Reverend Brahmin, Vidya Sagar. He represents the intellect. On the other hand, Kapila is the only son of an iron-smith. He is dark and plain in physical appearance, has no equal in strength. The story is interrupted by an Actor who comes terrified by horse speaking like a man. After Hayavadana has gone off the stage, the thread of the main plot is picked up. Kapila and Devedatta talk about wrestling but Devadatta is engaged in the thought of a girl by whom he is fascinated. Kapila eventually succeeded in getting Padmini married to Devedatta. Padmini is the daughter of leading merchant in Dharmapura. Devadatta-

Padmini-Kapila is the admiring citizens of Dharmapura like Rama-sita-Lakshmana. All three go on a trip while padmini is pregnant so it is difficult for Devedatta to show his unwillingness for journey. But at the eleventh hour they all set out for Ujjain by a cart driven by Kapila. On the way Padmini is strongly fascinated by Kapila's skill in driving a cart his strong muscles and his ability. Padmini's attraction towards Kapila could not remain hidden from Devedatta when Padmini expresses her desire to go to the temple, but Devedatta refuses to accompany her due to disgust and asks Kapila to escort her. He says "Good-bye Kapila, Good-bye padmini, may the Lord Rudra bless you. You are two pieces of my heart. Live happily together. I shall find happiness in that". This remark clearly indicates that Devadatta is deeply hurt by Padmini's attraction towards Kapila. But as Padmini and Kapila set out for the temple, he also goes to the temple of Kali to fulfil his promise, where he finds a sword and cuts off his head to offer it to Goddess Kali. Kapila goes in search of his friend but finds his dead body. So, Kapila also cuts off his head in repentance. After seeing it padmini also proposes to go their way but Kali forbids her to do so, and asks her, "Put these heads back properly. Attach them to their bodies and then press that sword on their necks. They will come up alive, is that enough?". However, Padmini keeps the heads on the two bodies, but in her excitement she puts Devadatta's head on Kapila's body and vice-versa. Then she presses the sword on their necks exactly according to the instruction of the Goddess when they become alive the two friends make claims and counter claims to the hand of Padmini. Finally Devadatta takes her away.

The second act of Hayavadana is largely Karnad's creation for he develops it from a question that he asks himself as he arrives at the end of a traditional story. His development of the second act is based to a greater extent on the story of by Thomas Mann, but the conclusions offered are to be interpreted differently. The second act shows that the solution Vikrama gave to the problem is insufficient in the present situation. Padmini's act of going with Devedatta's head is based on the same solution. But if the head controls the body it logically follows that it will transform the body. That is what happens and so far as padmini is concerned she again remains with Devedatta, her husband. Worse still, she is forced to watch the transformation taking place and thus loses Kapila bit by bit. Ultimately, she finds herself faced with the same problem which faced her in the first act. She misses Kapila's impulsiveness and his physicality consequently. Devadatta loses Padmini to Kapila once again. The emphasis of the play is on padmini, the woman who is faced with this impossible situation. Here Karnad takes a leap from the original story and develops it further. Padmini's predicament is the predicament of a modern, emancipated woman in our society who is born between two polarities, a woman who loves her husband as well as someone else for two different aspects of their personalities. She is fascinated by both Devadatta and Kapila and this creates the problem. The two men cannot accept each other when it comes to sharing a woman and all the three destroy themselves in the process. The two have to die and reduce their beloved Padmini to ashes. Devadatta makes it clear that there are "No grounds for friendship now. No question of mercy. We must fight like lions and kill like cobras".

The play ends with Devadatta and Kapila fighting with each other when both are dead, Padmini decides to perform Sati. Before sacrificing herself, padmini makes it clear that she cannot hope to get perfection even in her next life. As she prays to "kali, mother of all nature", she says: You must have your joke even now other women can die praying that they should get the same husband in all the lives to come. You have not left me even that

little consolation. While Padmini has a child. The child connects the thematic strands of the main plot and sub-plot. He grows up as Kapila's child in the forest and at the age of five is given over to a traveler going to the city to be delivered into the hands of his grandparents. The child is hopelessly incomplete because he has lost the child's natural privilege to laugh and enjoy. The child becomes complete when he laughs in response to Hayavadana's laughter.

In "Hayavadana", Karnad presents the conflict between body and soul. By using the masks, he has in some ways brought together the Indian idea of masks and Mann's hypothesis of body for fulfilling destiny. Regarding the use of masks, Karnad points out: Western theatre has developed a contrast between face and the mask—The real inner person and the exterior one presents or wishes to present to the world outside. But in the traditional Indian theatre, the mask is character represents not a complex psychological entity but an ethical archetype, the mask merely presents in enlarged detail its essential moral nature. Hayavadana marked another major change of direction, not only in his writing but in post-independence theatre as a whole.

The story of Devedatta, Kapila, and Padmini in Karnad's Hayavadana follows elements of characterization and the order of events in Mann's Novella, closely enough to be considered in some respects, a 'de-orientalized' contemporary Indian theatrical version of it. In fact, Hayavadana unites so-called urban and western aesthetics, techniques and visual practices. It means that Hayavadana is a play about more than style. In addition to its thematic richness; Hayavadana is also a bold experiment in dramatic technique which holds a revealing lesson for all practitioners of Indian drama. Hayavadana provides a model for modern Indian theatre.

### **Conclusion**

Hayavadana is one of Karnad's most remarkable works. The plot of Hayavadana comes from Kathasaritsagara, an ancient compilation of stories in Sanskrit. The central event in the play—the story of Devadatta and Kapila—is based on a tale from the Vetala-panchavimshika, but he has borrowed it through the Sanskrit tale, told by a ghost to an adventurous king, gains a further mock-heroic dimension in Mann's version. The original story poses a moral problem whereas Mann uses it to ridicule the mechanical notion of life which differentiates between body and soul. He ridicules the philosophy which holds the head superior to the body. The human body, Mann argues, is a device for the completion of human destiny. Even the transposition of heads did not liberate the protagonists from the psychological limits imposed by nature. Karnad's play poses a different problem, that of human identity in a world of tangled relationships. When the play opens, Devadatta and Kapila are the closer of friends—'one mind, one heart', as the Bhagavata describes them. Devadatta is a man of intellect, Kapila a 'man of the body'. Their relations get complicated when Devadatta marries Padmini. Kapila falls in love with Padmini and she too starts drifting towards him. The friends kill themselves and in a scene, hilariously comic but at the same time full of dramatic connotation, Padmini transposes their heads, giving Devadatta Kapila's body and Kapila Devadatta's. As a result Padmini gets the desired 'Man'. Kali understood each individual's moral fibre and was indifferent than the usual stereotypical portrayal of god and goddesses. The result is a confusion of identities which reveals the ambiguous nature of human personality. Initially Devadatta—actually the head of Devadatta on Kapila's body—behaves differently from what he was before. But slowly he changes to his former self. So does Kapila, faster than Devadatta.

But there is a difference. Devadatta stops reading texts, does not write poetry while Kapila is haunted by the memories in Devadatta's body. Padmini, after the exchange of heads, had felt that she had the best of both the men, gets slowly disappointed. Of the three only she has the capacity for complete experience. She understands but cannot control the circumstances in which she is placed. Her situation is beautifully summed up by the image of river and the scarecrow in the choric songs. A swordfight that leaves both the friends dead brings the baffling story to end. The death of the three protagonists was not portrayed tragically; the deaths serve only to emphasize the logic behind the absurdity of the situation. The sub plot of 'Hayavadana', the horse-man, deepens the significance of the main theme of incompleteness by looking at it from different perspective. The horse man's search for completeness ends comically, with his becoming a complete horse. The animal body triumphs over what is considered, the best in man, the Uttamaga, the human heads! Probably to make a point Karnad names the play 'Hayavadana', human's search for completeness. Karnad uses the conventions and motifs of folk tales and folk theatre – masks, curtain, dolls, and the story-within-a-story to create a bizarre world. His plays plot revolves around a world of incomplete individuals, indifferent gods, dolls that speak and children who cannot, a world unsympathetic to the desire and frustration, joys and sorrows of human beings. What is real is only the tremendous, absurd energy of the horse and its rider who move around the stage symbolizing the powerful but monotonous rhythm of life. Karnad's work has the tone and expression of great drama. He has the outstanding ability and the power to transform any situation into an aesthetic experience.

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## **Window of Opportunity**

**Simranjit Kaur\***

### **Abstract**

*The population in this age group is full of ideas, energy and passion, combined with an unmatched ability to bring about meaningful change in social behaviour and attitudes. They can challenge stereotypes, embrace good practices and think out-of-the-box. Thus, their potential to make a real difference in the time of disasters must not be underestimated. Through an improved access to education along with better understanding of risks and opportunities, the youth in India can help the country and contribute towards making unprecedented leaps towards the achievement of development goals such as alleviation of poverty and injustice, reduction of disaster risks or provision of solutions for adapting to climate change. Youth represent the most dynamic segment of the population and are the future of the Nation. India is one of the youngest nations in the world. About 65% of India's population is under 35 years of age. The focus of the Government is on youth-led development. The Youth should be "active drivers" and not merely the "passive recipients" of development.*

**Key Words:** Youth, Windows, India

### **Introduction**

Youth are the most important and dynamic segment of the population in any country. It is believed that developing countries with large youth population could see tremendous growth, provided they invest in young people's education, health and protect and guarantee their rights. We can undoubtedly say that today's young are tomorrow's innovators, creators, builders and leaders. But they need the required support in terms of good health and opportunities skills to transform the future. The economic trigger happens when a country's more hands to work available than more mouths to feed. To put it succinctly, working age population has to be larger than the dependent population. Demographic dividend refers to the growth in an economy that is the resultant effect of a change in the age structure of a country's population. India has this window of opportunity to improve its growth story.

According to Sample Registration System 2013, "there was decline in share of population of age group 0-14 from 36.3% to 28.4% during 1991-2013. On the other hand, proportion of economically active population has increased from 57.7% to 63.3% during 1991-2013". This implies that by second decade of present century India would manage to create a large and growing labour force which deliver unexpected may spin offs in terms of Growth and Prosperity.

According to Indian labour report, "300 million youth will enter the labour force by 2025 and 25% of the world's workers in the next three years will be Indians". Population projection indicate that In 2020 the average Indian will be only 29 years old compared with 37 in China and USA, 45 in Western Europe and 48 in Japan. Consequently while the

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global economy is expected to witness a shortage of young population of around 56 million by 2020, India will be only country with a youth surplus of 47 million.

Many States of India have registered significant increases in working age population. In the famous book DREAMING WITH BRICS: The path to 2050, Goldman Sachs confidently predicted that it is on account of this advantage that among the BRIC Countries, India would be amongst the top three economies in terms of GDP in the years nearing 2050.

But the utilization of this bonus ultimately depends upon the 'POLICY ENVIRONMENT'. India is facing a major deficit in the area of health and education. Thus the conversion of a growing labour force into quality workforce is difficult to achieve. India's rank in Human Capital Formation is 78 out of 122 nations. In education it is 63 and in Health and Wellness it is 112. India's poor rankings are an indication that it is not fully equipped to reap the benefits of DEMOGRAPHIC BONUS. However the State of women might prevent India from capitalising on this opportunity. Because of decline in 0-14 age group population, policy measures in the field of education should be such that instead of expanding the number of primary schools, focus should be on improving access to education considering the high dropout rates among senior students And also on Removing gender disparity especially in the higher age group and in rural areas. Various skill development programmes are already running to reap the benefits of demographic dividend. Hopefully, India would succeed in utilizing this window of opportunity.

#### **Youth Can Be an Antidote to Bad Governance and Corruption**

They have power to change. Education programs should aim to teach and young minds right from the school level the importance of choosing right people who would take charge of governance. Conventionally, youth have been asked to keep away from politics. Youth should be motivated to consider politics as a means to serve the nation. They should be oriented on anti-corruption drives with focus on prevention, education, and strategies for fighting corruption. Good governance is realistic with youth empowerment. The pivotal role of youth who are afresh with ideas and not ideals will help in this movement towards a transparent civil society structure which can influence the political administration for the benefit of the society. For Eg: Youth Arts and Sports Club once a prominent site in Kerala's villages had a dual role to encourage youths participation in social and political activities through awareness and also empowering the people for rights and assisting them at various levels. Over the years, this has decreased owing to the relative unimportance and support given by the political and state machinery in promoting such youth initiatives, inspite of the fact that they were effective systems to encourage youth towards politics and disseminate information at the grassroot level. It is only through a strong system of representation that democracy work and it is only through a strong youth representation that the dynamism and vigour of a country be maintained. It is therefore important to acknowledge the role of civil societies in empowering youth towards strengthening of the democratic system of the country. The solution lies to effectively utilize modern tools in disseminating the belief among youth on their participation and representation in democracy through civil society initiatives.

#### **India's a Young Country — and the Youth Want To Change the World**

In order to understand how young people are shaping India and its democracy, Sengupta profiled several different people, including a 14-year-old girl named Varsha. Varsha is the

daughter of a press wala (a merchant who presses clothes for a living), but she wants to become a police officer.

“When she was growing up, the big talk all over the country was about violence against women and so she wanted to do her part, she wanted to help keep women and girls safe,” says Sengupta.

“School was to be her exit ticket,” says Sengupta, but Varsha’s biggest challenge was persuading her father. “And this was not so easy because her father, while he was really her defender, her real champion, he was also the defender of the kinds of rules that kept girls like Varsha from realizing truly their potential.” Her father wanted her to get some education, but ultimately marry into a good family. This story was a familiar one says Sengupta, “like the stories of so many young Indian women who I met, who were just pushing pushing, pushing their elders all along the way.” This push for change will resonate throughout the world as this massive concentration of young working-age people grows up. “They are going to be migrating in larger and larger numbers. They're going to have an effect on the planet's ability to save itself, because India is going to have to grow its economy.

### **Conclusion**

A nation’s future depends on its youth since they will be the future decision makers and stakeholders of the developmental process. One of the daunting tasks is to devise ways to enable our future generations to cope with the perils of environmental catastrophe. Thus, developing leadership skills and competencies in the youth is critical for sustainable development. Youth should be made aware of the choices available to them for sustainable growth. It is also important to impart the relevant values, attitudes and skills so that they develop environmentally conscious and display responsible behaviour. They need to learn and practice these skills to protect, preserve and restore the environment. The wise youths that we have out there should be taken into consideration. Some of them, though educated are unemployed. They should be given an opportunity to expose their intelligence to the world and make themselves into someone. Some organisations and other firm should assist the youths; so they can make our land a great and educated one. They will make a huge difference in society and the entire world. The youths are our life and nation. They will make our country proud. The country will be recognized. The youths just need the support from their fellow citizens and they will perform their duties.

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**कृषि विकास स्तर मापन व नियोजन  
(राजस्थान के विशेष संदर्भ में)**

**Measurements of the agricultural Development Levels and  
Planning" (Special Reference to Rajasthan)**

**हरि चरण मीणा\***

**प्रस्तावना**

वैसे तो कृषि, प्राचीन काल से ही मनुष्य की आजिविका का मुख्य आधार रही है, परंतु वर्तमान परिप्रेक्ष्य में जलवायु परिवर्तन, मरुस्थलीय प्रसार, गिरता भू-जल-स्तर, बढ़ता औद्योगिकरण, नगरीकरण, बदलते भूमि उपयोग से कृषि योग्य भूमि निरन्तर कम होती जा रही है, जबकि मानव संसाधन विकास इतनी तीव्र गति से हो रहा है कि आगामी वर्षों में विशाल जन-समूह के समक्ष खाद्यान्न समस्या उभर सकती है। नवीन तकनीकी व सुनियोजित तरीकों से कृषि का सतत विकास आवश्यक है, जिससे मानव संसाधन विकास व कृषि के विकास में धनात्मक सहसंबंध रखते हुए अधिकतम उत्पादन बनाम संरक्षण द्वारा खाद्यान्न समस्या से निजात पा सके। राजस्थान में कृषि के विकास को यहाँ की स्थलाकृति, उच्चावच, जलवायु, मृदा की संरचना, संघटन व उर्वरकता, प्राकृतिक वनस्पति एवं सांस्कृतिक विकास ने प्रभावित किया है। जिससे क्षेत्रीय स्तर पर कृषि के सतत विकास में विषमता पायी जाती है।

प्रस्तुत शोध-पत्र में द्वितीयक आँकड़ों के आधार पर सांख्यिकी विधियों से विश्लेषण द्वारा राजस्थान में कृषि के सतत विकास स्तर का मापन कर मानचित्रण द्वारा राजस्थान में कृषि के सतत विकास स्तर का मापन कर मानचित्रण की वर्णमात्री विधि द्वारा राजस्थान के मानचित्र में व्यक्त किया गया है, जिसे उचित नियोजन द्वारा विभिन्न जिलों में व्याप्त कृषि विकास की असमानताओं को दूर किया जा सके।

**पिछले अध्ययनों का इतिहास**

कृषि संबंधित अध्ययन विभिन्न भूगोलवेत्ताओं, कृषि वैज्ञानिकों, अर्थशास्त्रियों एवं सांख्यिकीविदों ने भिन्न-भिन्न प्रकार से किया है ऐसे अध्ययन विश्व स्तर से लेकर गाँव स्तर तक शोध ग्रंथों एवं पेपरों में लिपिबद्ध है फिर भी विदेशी विद्वानों में जे.सी.वीवर, डी.व्हीटलसी (1936), एल.डी. स्टाम्प (1958), ओ.एच.के. स्पेट आदि के कार्य महत्वपूर्ण हैं। जबकि कृषि से संबंधित भारतीय अध्ययनों में आर.एल. सिंह, जसबीर सिंह, मोहम्मद शफी, एस.एस. भाटिया, पी.सेन गुप्ता, माजिद हुसैन (1976) वी.के. राँय (1985) रामाप्रसाद (1992), आदि के शोध कार्य व अध्ययन उल्लेखनीय हैं साथ ही अनेक विश्वविद्यालय व संगठन कॉलेज में भी कृषि से संबंधित शोध कार्य व अध्ययन कराये जाते रहे हैं।

**अध्ययन क्षेत्र**

प्रस्तुत शोध का अध्ययन क्षेत्र राजस्थान राज्य भारत के पश्चिमी भाग में स्थित है। जिसकी अक्षांशीय स्थिति 23° 3' उत्तरी अक्षांश से 30° 12' उत्तरी अक्षांश तक तथा देशान्तरीय स्थिति 69° 30' पूर्वी देशान्तर से 78° 17' पूर्वी देशान्तर तक है। इसका कुल भौगोलिक क्षेत्रफल 3,42,239 वर्ग किमी है, राजस्थान की कुल स्थलीय सीमा 5920 किमी है पाकिस्तान देश 1070 किमी अन्तर्राष्ट्रीय (रेड क्लिफ रेखा) सीमा बनाते हुए राज्य के पश्चिम में स्थित है इसके उत्तर व उत्तर-पूर्व में क्रमशः पंजाब, हरियाणा व उत्तर प्रदेश राज्य सीमा बनाते हैं जबकि पूर्व-दक्षिण-पूर्व एवं दक्षिण में क्रमशः उत्तर प्रदेश, मध्यप्रदेश व गुजरात राज्य सीमा बनाये हुए हैं, राजस्थान की उपरोक्त भौगोलिक स्थिति व स्वरूप मानचित्र संख्या-1 में प्रदर्शित है, प्रशासनिक दृष्टि से इसमें 7 संभाग, 33 जिले, 244 तहसीले एवं 44672 राजस्व गाँव हैं, जनगणना 2011के अनुसार कुल जनसंख्या 6,86,21,10,12 है राज्य की कुल जनसंख्या का लगभग 65 प्रतिशत भाग कृषि पर निर्भर है।

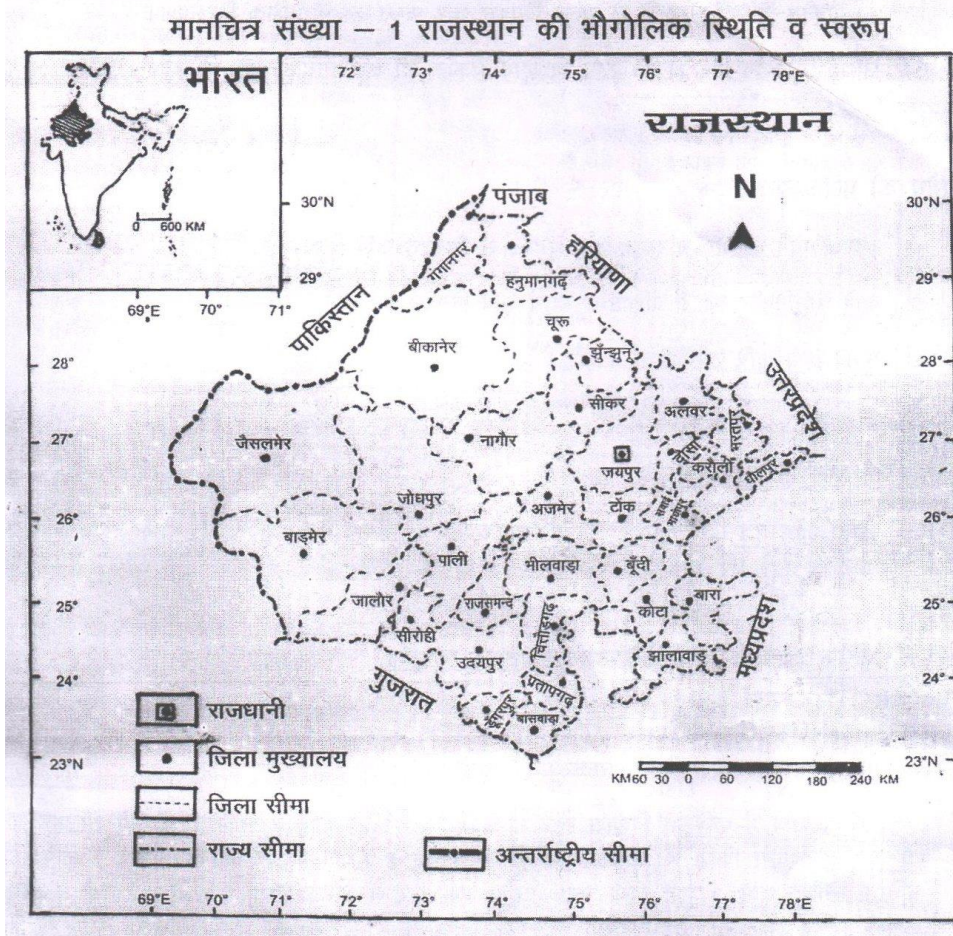
भौगोलिक दृष्टि से पश्चिमी क्षेत्र में मरुस्थलीय भूमि, मध्य में कर्णवत विस्तृत अरावली पर्वतमाला, उत्तरी-पूर्वी व पूर्वी क्षेत्र में विस्तृत समतल उपजाऊ मैदान तथा दक्षिणी-पूर्वी क्षेत्र पठारी (हाड़ोती का पठार) है, राज्य की सबसे ऊँची चोटी माउन्ट आबू पर गुरु शिखर 1727 मीटर है, पर्यावरणीय परिस्थितियों के अनुरूप यहाँ पर शुष्क मरु-स्थलीय जलवायु पायी जाती है, जिससे गर्मियों में दिन के समय अत्यधिक तापमान के साथ गर्म "लू" व आँधिया चलती है जबकि रात में अत्यधिक ठण्ड पड़ती है। चुरु जिले में सर्दियों का तापमान 0° से भी कम पहुँच जाता है इस वर्ष सीकर जिले के फतेहपुर में -3.5° सेल्सियस तापमान तथा चुरु में -2.7° सेल्सियस तापमान (स्रोत:- राजस्थान पत्रिका दिनांक 8 जनवरी 2013, पृ.सं. -1) रहा है, जबकि पश्चिमी राजस्थान में गर्मियों का तापमान कभी-कभी 49° सेल्सियस तक पहुँच जाता है, वर्षा का 90 प्रतिशत भाग ग्रीष्मकालीन मानसून द्वारा जून के अंतिम सप्ताह से सितम्बर

\* स्कूल व्याख्याता राजकीय उच्च मा0 वि0 सिंघनिया, हिण्डौन सिटी



के मध्य प्राप्त होता है, वर्ष 2010 के अनुसार यहा की औसत वार्षिक वर्षा 68.40 से.मी. है, जबकि सामान्य औसत वर्षा 57.15 सेमी है। यह पायी जाने वाली मिट्टियों में बालू (रेतीली) मिट्टी, दोमट मिट्टी, लाल-पीली मिट्टी, काली मिट्टी, कछारी मिट्टी, मिश्रत लाल-काली मिट्टी प्रमुख है, अपवाह क्षेत्र की दृष्टि से चंबल, बनास, माही, लूनी, बाणगंगा, गम्भीर, साबरमती नदियाँ महत्वपूर्ण स्थान रखती है, 31 मार्च 2011 के अनुसार राज्य में राष्ट्रीय उच्च मार्गों की 5724 किमी लंबाई, राजकीय उच्च मार्गों की 11866 किमी लंबाई, मुख्य जिला सडकों की 7829 किमी लंबाई, अन्य जिला सडको की 24480 किमी लंबाई, ग्रामीण सडको की 1,39,135 किमी लंबाई है जिनमें एनएच-8, एनएच-11, एनएच-12, एनएच-15, एनएच-79 महत्वपूर्ण है दिल्ली-मुम्बई रेलमार्ग तथा दिल्ली-अहमदाबाद

मानचित्र संख्या - 1 राजस्थान की भौगोलिक स्थिति व स्वरूप



रेलमार्ग राज्य से गुजरते हैं फलस्वरूप राज्य के सांस्कृतिक, सामाजिक, आर्थिक, राजनैतिक एवं भौगोलिक एकता का विकास हुआ है, जिससे कृषि के सतत विकास को भी प्रोत्साहन मिला है।

शोध के उद्देश्य

प्रस्तुत शोध के प्रमुख उद्देश्य निम्नानुसार है।

1. सतत कृषि विकास की दृष्टि से पिछड़े जिलों का अभिज्ञान।
2. मानव संसाधन विकास के अनुपात में ही कृषि उत्पादन एवं कृषि में सतत विकास को बनाये रखना।
3. सांख्यिकीय विधियों से कृषि के सतत विकास स्तर मापन का भौगोलिक विश्लेषण।
4. उचित नियोजन द्वारा क्षेत्रीय स्तर पर कृषि विकास की असमानताओं को दूर करना।

शोध की परिकल्पनाएँ

1. बदलते भूमि उपयोग व सांस्कृतिक भूदृश्य से सिमटते कृषि क्षेत्र।
2. कृषि आधुनिकीकरण से परिवर्तित सतत कृषि विकास।
3. मानव द्वारा कृषि उपयोगिता में वृद्धि।



### समंक संकलन के स्रोत

प्रस्तुत शोध पत्र द्वितीयक आँकड़ों के सांख्यिकीय विश्लेषण पर आधारित है समंक संकलन में कई पत्र-पत्रिकाएँ, पुस्तकों एवं शोधकार्यों के अवलोकन के साथ-साथ निम्न कार्यालयों से आँकड़े प्राप्त किये हैं।

1. आर्थिक एवं सांख्यिकीय निदेशालय, राजस्थान सरकार, जयपुर।
2. पत कृषि भवन, जयपुर।
3. सूचना एवं जनसम्पर्क विभाग, राजस्थान, जयपुर।

प्रस्तुत शोध में कृषि के विकास स्तर मापन हेतु 2011 के कृषि से संबंधित आँकड़ों को सूचकांकों के रूप में उपयोग किया है। सांख्यिकीय विश्लेषण हेतु 7 सूचनाओं के रूप में क्रमशः

- 1 कृषि योग्य भूमि,
- 2 सिंचित भूमि,
- 3 शुद्ध बोया गया क्षेत्र,
- 4 एक बार से अधिक बोया गया क्षेत्र
- 5 रबी की प्रमुख फसलों (गेंहूँ, जौ, चना, राई-सरसों) का कुल उत्पादन
- 6 खरीफ की प्रमुख फसलों (ज्वार, बाजरा, मक्का, चावल, मूँगफली, गन्ना, कपास) का कुल उत्पादन
- 7 साक्षरता आदि को चुना है जिनका विवरण तालिका संख्या 1 में स्पष्ट हैं।

### शोध प्रविधि

सतत् कृषि विकास स्तर मापन हेतु 2011 के समको को सूचकांकों के रूप में निर्धारण कर मुख्यतः औसत/समान्तर माध्य, मानक विचलन, प्रमापीकरण मान, सकल प्रमापीकरण मान, सामूहिक सूचकांक मान आदि सांख्यिकीय विधियों से विश्लेषण द्वारा मापन कर कृषि के सतत् विकास स्तर को 6 श्रेणियों में विभाजित कर मानचित्रण की वर्णमात्री विधि से व्यक्त किया गया है।

### तालिका संख्या-1 चुने गये सूचकांकों की सन् 2011 के अनुसार राजस्थान में जिलेवार स्थिति

| क्र. सं. | जिले का नाम | कृषि योग्य भूमि (हेक्टेयर में) | सिंचित भूमि (हेक्टेयर में) | शुद्ध बोया गया क्षेत्र (हेक्टेयर में) | एक बार से अधिक बोया गया क्षेत्र (हेक्टेयर में) | रबी की प्रमुख फसलों का कुल उत्पादन (मि.टन) | खरीफ की प्रमुख फसलों का कुल उत्पादन (मि.टन) | साक्षरता प्रतिशत में |
|----------|-------------|--------------------------------|----------------------------|---------------------------------------|--|--|---|----------------------|
| 1        | 2           | 3                              | 4                          | 5                                     | 6  | 7  | 8   | 9                    |
| 1.       | अजमेर       | 648469                         | 117551                     | 456311                                | 319137   | 290242                                     | 160040                                      | 70.46                |
| 2.       | अलवर        | 573711                         | 478570                     | 507171                                | 352049   | 1126142                                    | 255143                                      | 71.68                |
| 3.       | बांसवाडा    | 299530                         | 99309                      | 225704                                | 106488   | 218990                                     | 285933                                      | 57.20                |
| 4.       | बारां       | 416668                         | 306626                     | 338497                                | 235908   | 650529                                     | 122694                                      | 67.38                |
| 5.       | बाडमेर      | 2587572                        | 254363                     | 1792429                               | 186981   | 21500                                      | 231850                                      | 57.49                |
| 6.       | भरतपुर      | 421583                         | 333627                     | 396466                                | 200453   | 1025497                                    | 204050                                      | 71.16                |
| 7.       | भीलवाडा     | 763441                         | 195313                     | 443433                                | 289532   | 435394                                     | 556220                                      | 62.71                |
| 8.       | बीकानेर     | 2647453                        | 470324                     | 1646822                               | 233450   | 379725                                     | 103274                                      | 65.92                |
| 9.       | बूंदी       | 349513                         | 236758                     | 261376                                | 182541   | 807893                                     | 222672                                      | 62.31                |
| 10.      | चित्तौडगढ़  | 516181                         | 199273                     | 313347                                | 206984   | 496374                                     | 424491                                      | 62.51                |
| 11.      | चूरू        | 1313433                        | 119898                     | 1172489                               | 402589   | 87719                                      | 217400                                      | 67.46                |

|               |              |          |         |          |         |          |         |       |
|---------------|--------------|----------|---------|----------|---------|----------|---------|-------|
| 12.           | दौसा         | 278275   | 168495  | 229493   | 162922  | 455890   | 184406  | 69.17 |
| 13.           | धौलपुर       | 198996   | 11456   | 156473   | 69737   | 358789   | 107574  | 70.14 |
| 14.           | डूंगरपुर     | 230441   | 38737   | 131617   | 55053   | 113721   | 190678  | 60.18 |
| 15.           | गंगानगर      | 953415   | 866419  | 769860   | 302870  | 1469716  | 559510  | 70.25 |
| 16.           | हनुमानगढ़    | 894465   | 671248  | 832429   | 445709  | 1123337  | 566179  | 68.37 |
| 17.           | जयपुर        | 885416   | 38911   | 684431   | 487281  | 851105   | 315389  | 76.44 |
| 18.           | जैसलमेर      | 3283129  | 232488  | 725685   | 151900  | 134813   | 20527   | 58.04 |
| 19.           | जालौर        | 910759   | 337609  | 699335   | 4216190 | 164618   | 129155  | 55.58 |
| 20.           | झालावाड      | 443807   | 219115  | 327958   | 241654  | 404118   | 56864   | 62.13 |
| 21.           | झुन्झुनू     | 513859   | 236217  | 424576   | 309308  | 432063   | 229895  | 74.72 |
| 22.           | जोधपुर       | 2023698  | 407169  | 1371703  | 208423  | 225411   | 335259  | 67.09 |
| 23.           | करौली        | 260045   | 131660  | 202933   | 140822  | 428576   | 215286  | 67.34 |
| 24.           | कोटा         | 328588   | 243313  | 270112   | 188745  | 582153   | 45688   | 77.48 |
| 25.           | नागौर        | 1599856  | 328088  | 1329398  | 529810  | 215737   | 250547  | 64.08 |
| 26.           | पाली         | 948672   | 127567  | 648728   | 238294  | 171960   | 127971  | 63.23 |
| 27.           | प्रतापगढ़    | 251832   | 85808   | 174174   | 98249   | 224525   | 132223  | 56.30 |
| 28.           | राजसमंद      | 300209   | 49068   | 94697    | 50932   | 137343   | 132400  | 63.93 |
| 29.           | सवाई माधोपुर | 350380   | 194484  | 290621   | 211708  | 447461   | 102175  | 66.19 |
| 30.           | सीकर         | 659556   | 295253  | 535678   | 310895  | 491788   | 214873  | 72.98 |
| 31.           | सिरोही       | 262374   | 105068  | 167928   | 72627   | 128963   | 51159   | 56.02 |
| 32.           | टोंक         | 616207   | 194845  | 484964   | 229868  | 609115   | 100496  | 62.46 |
| 33.           | उदयपुर       | 519919   | 76895   | 242175   | 93666   | 250897   | 235564  | 62.74 |
| ज्वजंस पद र्ण |              | 27252352 | 8321825 | 18349013 | 7652775 | 14953110 | 7087585 |       |

गणना की सरलता हेतु चुने गये सूचकांको को (प्रतिशत) में व्यक्त किया गया है जो कि निम्न प्रकार परिकलित किये गये है।

|  |   |   |      |
|--|---|---|------|
| कृषि योग्य भूमि का प्रतिशत                     | = | $\frac{\text{जिले की कृषि योग्य भूमि}}{\text{जिले का कुल भौगोलिक क्षेत्रफल}}$   | ग100 |
| सिंचित भूमि का प्रतिशत                         | = | $\frac{\text{जिले की कुल सिंचित भूमि}}{\text{जिले की कृषि योग्य भूमि}}$   | ग100 |
| शुद्ध बोये गये क्षेत्र का प्रतिशत              | = | $\frac{\text{जिले का शुद्ध बोया गया क्षेत्र}}{\text{जिले की कृषि योग्य भूमि}}$  | ग100 |
| एक बार से अधिक बोया गया क्षेत्र का प्रतिशत     | = | $\frac{\text{जिले का एक बार से अधिक बोया गया क्षेत्र}}{\text{जिले का शुद्ध बोया गया क्षेत्र}}$                        | ग100 |
| रबी की प्रमुख फसलों का कुल उत्पादन का प्रतिशत  | = | $\frac{\text{जिले में रबी की प्रमुख फसलों का कुल उत्पादन}}{\text{राजस्थान में रबी की प्रमुख फसलों का कुल उत्पादन}}$   | ग100 |
| खरीफ की प्रमुख फसलों के कुल उत्पादन का प्रतिशत | = | $\frac{\text{जिले में खरीफ की प्रमुख फसलों के कुल उत्पादन}}{\text{राजस्थान में खरीफ की प्रमुख फसलों के कुल उत्पादन}}$ | ग100 |
| साक्षरता का प्रतिशत                            | = | $\frac{\text{जिले की साक्षरता जनसंख्या}}{\text{जिले की कुल जनसंख्या}}$  | ग100 |

**तालिका संख्या-2 चुने गये सूचकांकों का प्रतिशत में प्रदर्शन**

| क्र. सं. | जिले का नाम | कृषि योग्य भूमि प्रतिशत में | सिंचित भूमि प्रतिशत में | शुद्ध बोया गया क्षेत्र प्रतिशत में | एक बार से अधिक बोया गया क्षेत्र प्रतिशत में | रबी की प्रमुख फसलों का कुल उत्पादन प्रतिशत | खरीफ की प्रमुख फसलों का कुल उत्पादन प्रतिशत में | साक्षरता प्रतिशत में |
|----------|-------------|-----------------------------|-------------------------|------------------------------------|---|--|---|----------------------|
| 1        | 2           | 3                           | 4                       | 5                                  | 6   | 7  | 8   | 9                    |
| 1.       | अजमेर       | 76 <sup>९</sup> 3           | 18 <sup>९</sup> 13      | 70 <sup>९</sup> 37                 | 69 <sup>९</sup> 93                          | 1 <sup>९</sup> 34                          | 2 <sup>९</sup> 26                               | 70 <sup>९</sup> 46   |
| 2.       | अलवर        | 73 <sup>९</sup> 24          | 83 <sup>९</sup> 42      | 88 <sup>९</sup> 40                 | 69 <sup>९</sup> 41                          | 7 <sup>९</sup> 53                          | 3 <sup>९</sup> 60                               | 71 <sup>९</sup> 68   |
| 3.       | बांसवाडा    | 66 <sup>९</sup> 03          | 33 <sup>९</sup> 15      | 75 <sup>९</sup> 35                 | 47 <sup>९</sup> 18                          | 1 <sup>९</sup> 46                          | 4 <sup>९</sup> 03                               | 57 <sup>९</sup> 20   |
| 4.       | बारां       | 59 <sup>९</sup> 57          | 73 <sup>९</sup> 59      | 81 <sup>९</sup> 24                 | 69 <sup>९</sup> 69                          | 4 <sup>९</sup> 35                          | 1 <sup>९</sup> 73                               | 67 <sup>९</sup> 38   |
| 5.       | बाडमेर      | 91 <sup>९</sup> 84          | 9 <sup>९</sup> 83       | 69 <sup>९</sup> 27                 | 10 <sup>९</sup> 43                          | 0 <sup>९</sup> 14                          | 3 <sup>९</sup> 27                               | 57 <sup>९</sup> 49   |
| 6.       | भरतपुर      | 83 <sup>९</sup> 20          | 79 <sup>९</sup> 14      | 94 <sup>९</sup> 04                 | 50 <sup>९</sup> 55                          | 6 <sup>९</sup> 86                          | 2 <sup>९</sup> 88                               | 71 <sup>९</sup> 16   |
| 7.       | भीलवाडा     | 72 <sup>९</sup> 64          | 25 <sup>९</sup> 58      | 58 <sup>९</sup> 08                 | 65 <sup>९</sup> 29                          | 2 <sup>९</sup> 91                          | 7 <sup>९</sup> 85                               | 62 <sup>९</sup> 71   |
| 8.       | बीकानेर     | 87 <sup>९</sup> 04          | 17 <sup>९</sup> 77      | 62 <sup>९</sup> 20                 | 14 <sup>९</sup> 18                          | 2 <sup>९</sup> 54                          | 1 <sup>९</sup> 46                               | 65 <sup>९</sup> 92   |
| 9.       | बूंदी       | 60 <sup>९</sup> 06          | 67 <sup>९</sup> 74      | 47 <sup>९</sup> 78                 | 69 <sup>९</sup> 83                          | 5 <sup>९</sup> 40                          | 3 <sup>९</sup> 14                               | 62 <sup>९</sup> 31   |

|                |              |                    |                    |                    |                    |                     |                     |                    |
|----------------|--------------|--------------------|--------------------|--------------------|--------------------|---------------------|---------------------|--------------------|
| 10.            | चितौडगढ़     | 68 <sup>प</sup> 75 | 36 <sup>प</sup> 60 | 60 <sup>प</sup> 70 | 66 <sup>प</sup> 05 | 3 <sup>प</sup> 32   | 5 <sup>प</sup> 99   | 62 <sup>प</sup> 51 |
| 11.            | चूरु         | 94 <sup>प</sup> 77 | 09 <sup>प</sup> 13 | 89 <sup>प</sup> 27 | 34 <sup>प</sup> 33 | 0 <sup>प</sup> 53   | 3 <sup>प</sup> 04   | 57 <sup>प</sup> 46 |
| 12.            | दौसा         | 81 <sup>प</sup> 50 | 60 <sup>प</sup> 55 | 82 <sup>प</sup> 47 | 70 <sup>प</sup> 99 | 3 <sup>प</sup> 05   | 2 <sup>प</sup> 60   | 69 <sup>प</sup> 17 |
| 13.            | धौलपुर       | 66 <sup>प</sup> 13 | 56 <sup>प</sup> 00 | 78 <sup>प</sup> 63 | 44 <sup>प</sup> 57 | 2 <sup>प</sup> 40   | 1 <sup>प</sup> 52   | 70 <sup>प</sup> 14 |
| 14.            | डूंगरपुर     | 59 <sup>प</sup> 76 | 16 <sup>प</sup> 80 | 57 <sup>प</sup> 12 | 41 <sup>प</sup> 83 | 0 <sup>प</sup> 76   | 2 <sup>प</sup> 69   | 60 <sup>प</sup> 18 |
| 15.            | गंगानगर      | 87 <sup>प</sup> 21 | 90 <sup>प</sup> 88 | 93 <sup>प</sup> 06 | 39 <sup>प</sup> 34 | 9 <sup>प</sup> 83   | 7 <sup>प</sup> 89   | 70 <sup>प</sup> 25 |
| 16.            | हनुमानगढ़    | 92 <sup>प</sup> 18 | 75 <sup>प</sup> 04 | 77 <sup>प</sup> 30 | 53 <sup>प</sup> 54 | 7 <sup>प</sup> 51   | 7 <sup>प</sup> 99   | 68 <sup>प</sup> 37 |
| 17.            | जयपुर        | 80 <sup>प</sup> 09 | 43 <sup>प</sup> 95 | 22 <sup>प</sup> 10 | 71 <sup>प</sup> 20 | 5 <sup>प</sup> 69   | 4 <sup>प</sup> 45   | 76 <sup>प</sup> 44 |
| 18.            | जैसलमेर      | 85 <sup>प</sup> 52 | 7 <sup>प</sup> 08  | 76 <sup>प</sup> 79 | 20 <sup>प</sup> 93 | 0 <sup>प</sup> 90   | 0 <sup>प</sup> 29   | 58 <sup>प</sup> 04 |
| 19.            | जालौर        | 86 <sup>प</sup> 20 | 37 <sup>प</sup> 07 | 73 <sup>प</sup> 90 | 60 <sup>प</sup> 94 | 1 <sup>प</sup> 10   | 1 <sup>प</sup> 82   | 55 <sup>प</sup> 58 |
| 20.            | झालावाड      | 70 <sup>प</sup> 20 | 49 <sup>प</sup> 37 | 82 <sup>प</sup> 63 | 73 <sup>प</sup> 68 | 2 <sup>प</sup> 70   | 0 <sup>प</sup> 80   | 62 <sup>प</sup> 13 |
| 21.            | झुन्झुनू     | 86 <sup>प</sup> 86 | 45 <sup>प</sup> 99 | 67 <sup>प</sup> 78 | 72 <sup>प</sup> 85 | 2 <sup>प</sup> 89   | 3 <sup>प</sup> 24   | 74 <sup>प</sup> 72 |
| 22.            | जोधपुर       | 89 <sup>प</sup> 68 | 20 <sup>प</sup> 12 | 78 <sup>प</sup> 04 | 15 <sup>प</sup> 19 | 1 <sup>प</sup> 51   | 4 <sup>प</sup> 73   | 67 <sup>प</sup> 09 |
| 23.            | करौली        | 51 <sup>प</sup> 56 | 50 <sup>प</sup> 63 | 82 <sup>प</sup> 20 | 69 <sup>प</sup> 39 | 2 <sup>प</sup> 87   | 3 <sup>प</sup> 04   | 67 <sup>प</sup> 34 |
| 24.            | कोटा         | 63 <sup>प</sup> 03 | 74 <sup>प</sup> 05 | 83 <sup>प</sup> 09 | 69 <sup>प</sup> 88 | 3 <sup>प</sup> 89   | 0 <sup>प</sup> 64   | 77 <sup>प</sup> 48 |
| 25.            | नागौर        | 90 <sup>प</sup> 70 | 20 <sup>प</sup> 51 | 68 <sup>प</sup> 38 | 39 <sup>प</sup> 85 | 1 <sup>प</sup> 44   | 3 <sup>प</sup> 54   | 64 <sup>प</sup> 08 |
| 26.            | पाली         | 76 <sup>प</sup> 94 | 13 <sup>प</sup> 45 | 69 <sup>प</sup> 16 | 36 <sup>प</sup> 73 | 1 <sup>प</sup> 15   | 1 <sup>प</sup> 81   | 63 <sup>प</sup> 23 |
| 27.            | प्रतापगढ़    | 61 <sup>प</sup> 16 | 34 <sup>प</sup> 07 | 31 <sup>प</sup> 54 | 56 <sup>प</sup> 40 | 1 <sup>प</sup> 50   | 1 <sup>प</sup> 87   | 56 <sup>प</sup> 30 |
| 28.            | राजसमंद      | 66 <sup>प</sup> 31 | 16 <sup>प</sup> 34 | 82 <sup>प</sup> 94 | 53 <sup>प</sup> 78 | 0 <sup>प</sup> 92   | 1 <sup>प</sup> 87   | 63 <sup>प</sup> 93 |
| 29.            | सवाई माधोपुर | 70 <sup>प</sup> 48 | 55 <sup>प</sup> 51 | 81 <sup>प</sup> 22 | 41 <sup>प</sup> 88 | 2 <sup>प</sup> 99   | 1 <sup>प</sup> 44   | 66 <sup>प</sup> 19 |
| 30.            | सीकर         | 85 <sup>प</sup> 19 | 44 <sup>प</sup> 77 | 64 <sup>प</sup> 00 | 58 <sup>प</sup> 03 | 3 <sup>प</sup> 29   | 3 <sup>प</sup> 03   | 72 <sup>प</sup> 98 |
| 31.            | सिरोही       | 50 <sup>प</sup> 66 | 40 <sup>प</sup> 05 | 80 <sup>प</sup> 75 | 43 <sup>प</sup> 25 | 0 <sup>प</sup> 86   | 0 <sup>प</sup> 72   | 56 <sup>प</sup> 02 |
| 32.            | टोंक         | 85 <sup>प</sup> 83 | 31 <sup>प</sup> 62 | 87 <sup>प</sup> 70 | 47 <sup>प</sup> 40 | 4 <sup>प</sup> 07   | 1 <sup>प</sup> 42   | 62 <sup>प</sup> 46 |
| 33.            | उदयपुर       | 37 <sup>प</sup> 45 | 14 <sup>प</sup> 79 | 46 <sup>प</sup> 58 | 38 <sup>प</sup> 68 | 1 <sup>प</sup> 68   | 3 <sup>प</sup> 32   | 62 <sup>प</sup> 74 |
| ज्वजंस पद त्रण |              | 79 <sup>प</sup> 63 | 30 <sup>प</sup> 54 | 67 <sup>प</sup> 33 | 41 <sup>प</sup> 71 | 100 <sup>प</sup> 00 | 100 <sup>प</sup> 00 | 67 <sup>प</sup> 06 |

विश्लेषण हेतु प्रत्येक सूचकांक का प्रतिशत निकाल कर (जो कि तालिका संख्या-2 में व्यक्त है) व्यक्तिगत श्रेणी में व्यवस्थित करते हुये निम्नलिखित चरणों में सांख्यिकीय विश्लेषण कर अध्ययन को दिशा दी है।

**पहला चरण :-** सूचकांको के समान्तर माध्य का मापन

$$\bar{x} = \frac{\sum x}{N}$$

$\bar{x}$  = व्यक्तिगत समंक श्रेणी का समान्तर माध्य

$\sum x$  = व्यक्तिगत समंक श्रेणी का योग

$N$  = व्यक्तिगत श्रेणी के समंको की संख्या

**दूसरा चरण :-** सूचकांको के प्रमाप विचलन का मापन

$$\sigma = \sqrt{\frac{\sum d^2}{N}}$$

$\sigma$  = मानक विचलन (प्रमाप विचलन)

$\sum d^2$  = समान्तर माध्य से लिये गये विचलन के वर्गों का योग

$N$  = व्यक्तिगत श्रेणी के समंको की संख्या

**तीसरा चरण :-** प्रमापीकरण मान का परिकलन

$$\frac{x - \bar{X}}{\sigma}$$

$x$  = व्यक्तिगत श्रेणी के समंको का मूल्य

$\bar{X}$  = व्यक्तिगत समंक श्रेणी का समान्तर माध्य

$\sigma$  = व्यक्तिगत श्रेणी के समंको की संख्या

**चौथ चरण**

इस चरण में जिलेवार सूचकांको के प्रमापीकरण मान का योग (+) धनात्मक या (-) ऋणात्मक ज्ञात किया गया है।

**पांचवा चरण :-** सामूहिक सूचकांक मान का परिकलन

$$\frac{\sum \frac{x - \bar{X}}{\sigma}}{N}$$

पहला चरण :- सूचकांको के समान्तर माध्य का मापन

$$\bar{x} = \frac{\sum x}{N}$$

(यहाँ  $N$  = सूचकांको की संख्या है।)

उपरोक्त चारणों से प्राप्त प्रत्येक जिले का सामूहिक सूचकांक मान तालिका संख्या-03 में दर्शाया गया है।

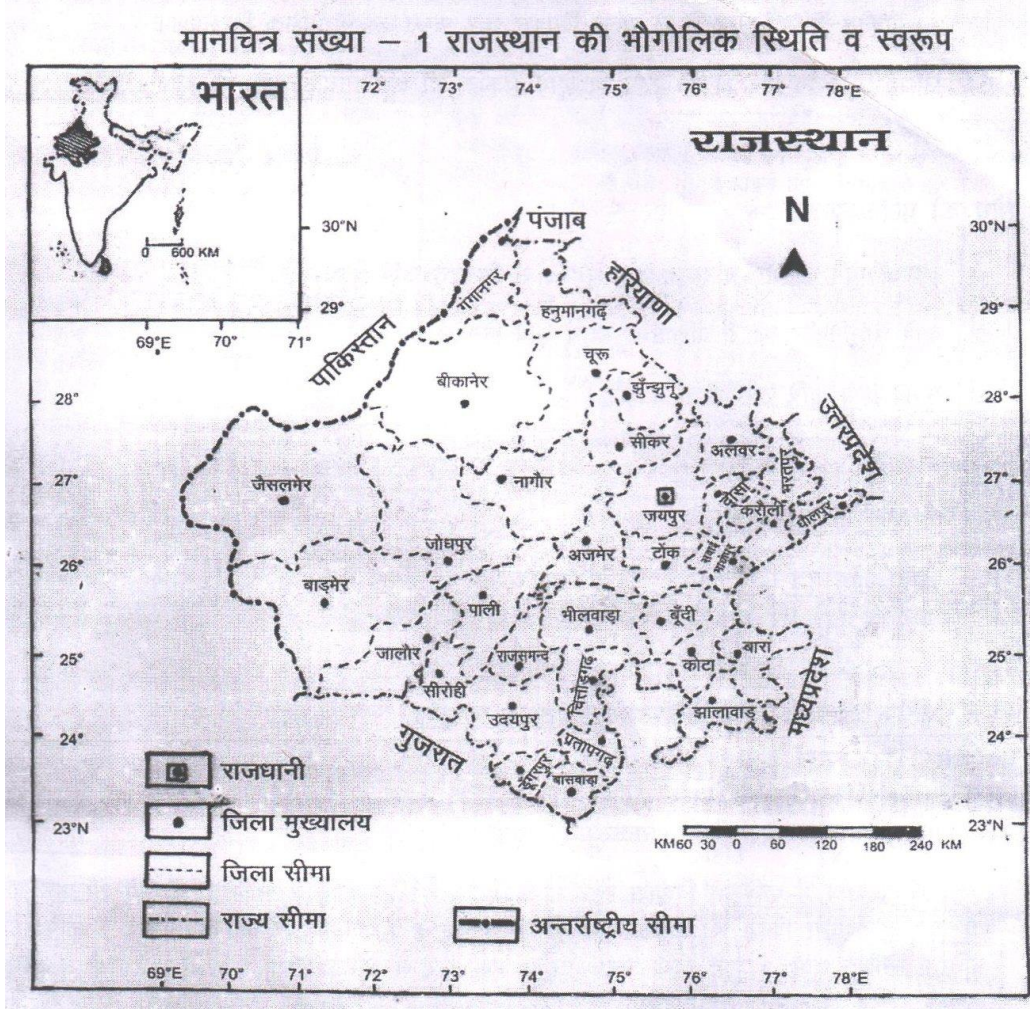
**तालिका संख्या-3 जिलेवार सामूहिक सूचकांक मान**

| क्र. स. | जिले का नाम | सामूहिक सूचकांक मान | क्र. स. | जिले का नाम | सामूहिक सूचकांक मान | क्र. स. | जिले का नाम | सामूहिक सूचकांक मान |
|---------|-------------|---------------------|---------|-------------|---------------------|---------|-------------|---------------------|
| 1.      | अजमेर       | -0.11               | 12.     | दौसा        | +0.37               | 23.     | करौली       | +0.60               |
| 2.      | अलवर        | +0.91               | 13.     | धौलपुर      | +0.02               | 24.     | कोटा        | +0.79               |
| 3.      | बांसवाड़ा   | -0.16               | 14.     | डूंगरपुर    | -0.58               | 25.     | नागौर       | -0.35               |
| 4.      | बांरा       | +0.72               | 15.     | गंगानगर     | +1.08               | 26.     | पाली        | -0.64               |
| 5.      | बाड़मेर     | -1.04               | 16.     | हनुमानगढ़   | +0.98               | 27.     | प्रतापगढ़   | -0.19               |
| 6.      | भरतपुर      | +0.71               | 17.     | जयपुर       | +0.69               | 28.     | राजसमन्द    | -0.84               |
| 7.      | भीलवाड़ा    | +0.10               | 18.     | जैसलमेर     | -1.56               | 29.     | सवाईमाधोपुर | +0.11               |
| 8.      | बीकानेर     | -0.77               | 19.     | जालौर       | -0.49               | 30.     | सीकर        | +0.30               |
| 9.      | बूंदी       | +0.60               | 20.     | झालवाड़     | +0.09               | 31.     | सिरोही      | -0.42               |
| 10.     | चित्तौड़गढ़ | +0.20               | 21.     | झुंझुनु     | +0.46               | 32.     | टोंक        | -0.27               |
| 11.     | चुरू        | -0.43               | 22.     | जोधपुर      | -0.29               | 33.     | उदयपुर      | -0.39               |



राजस्थान के सतत् कृषि विकास स्तर को निम्न श्रेणियों में व्यक्त किया गया है। जो कि मानचित्र संख्या – 2 में प्रदर्शित है।

मानचित्र संख्या– 2 राजस्थान में सतत कृषि विकास स्तर



1. उच्चतम कृषि विकास स्तर वर्ग (+1.00 से अधिक सा.सू.मान)

इस वर्ग में राज्य का मात्र एक जिला गंगानगर है। सिंचित क्षेत्र की अधिकता व सिंचाई के साधनों के विकास के कारण गंगानगर जिले में कृषि का उच्चतम विकास हुआ है।

2. उच्च कृषि विकास स्तर वर्ग (+0.50 से +1.00 तक)

इस वर्ग में कुल 8 जिले सम्मिलित हैं जो क्रमशः हनुमानगढ़, अलवर, बांरा, भरतपुर, जयपुर, कोटा, बूंदी व करौली जिले हैं इस वर्ग के कई जिलों प्रशासनिक स्थिति व तकनीकी विकास के कारण तथा कई समतल उपजाऊ मैदान एवं नदियों के अपवाह क्षेत्र के प्रभाव के कारण कृषि का उच्च विकास हुआ है।

3. मध्यम कृषि विकास स्तर वर्ग (0.00 से + 0.50 तक)

राज्य के भीलवाड़ा, चित्तौड़गढ़, दौसा, धौलपुर, झालावाड़, झुंझनू, सवाई माधोपुर एवं सीकर कुल 8 जिलों में कृषि का मध्यम विकास हुआ है इस वर्ग के जिलों में क्षेत्रीय स्तर पर कृषि संसाधनों के सामान्य विकास के प्रभाव के कारण कृषि का विकास मध्यम स्थिति में हुआ है।

4. निम्न कृषि विकास स्तर वर्ग (-0.50 से 0.00 तक)

अजमेर, बांसवाड़ा, चुरु, जालौर, जोधपुर, नागौर, प्रतापगढ़, सिरौही, टोंक, उदयपुर कुल 10 जिलों में औसत स्तर में निम्न कृषि का विकास हुआ है। चुरु, जालौर, जोधपुर, नागौर आदि जिलों में कृषि विकास पर मरुस्थलीय परिस्थितियों का प्रभाव है जबकि अजमेर, सिरौही व उदयपुर जिलों में अरावली की पहाड़ियों से कृषि योग्य भूमि का कम पाया जाना है बांसवाड़ा, प्रतापगढ़ जिलों में साक्षरता व आर्थिक पिछड़ेपन का कृषि पर प्रभाव दृष्टिगोचर होता है।

**5. निम्नतम कृषि विकास स्तर वर्ग (-1.00 से -0.50 तक)**

राज्य के चार जिले बीकानेर, डूंगरपुर, पाली व राजसमंद में कृषि का विकास निम्नतम हुआ है बीकानेर व पाली जिलों में मरुस्थलीय स्थिति एवं असिंचित भूमि की अधिकता का प्रभाव है जबकि डूंगरपुर व राजसमंद में अकृषित भूमि की अधिकता, सामाजिक पिछड़ापन व कृषि के परम्परागत तरीकों का प्रभाव है।

**6. अति निम्नतम कृषि विकास स्तर वर्ग (-1.00 से अधिक ऋणात्मक मान)**

राज्य के जैसलमेर व बाड़मेर जिलों में कृषि विकास की दयनीय स्थिति पाई गई है। विस्तृत रेतीला मरुस्थल, 10 सेमी से कम औसत वार्षिक वर्षा व सिंचाई सुविधाओं के अभाव के कारण इन दोनों जिलों में कृषि का अतिनिम्नतम विकास पाया गया है।

**निष्कर्ष एवं नियोजना**

प्रस्तुत शोध में कृषि विकास से संबंधित द्वितीयक समकों के सांख्यिकीय विश्लेषण से निष्कर्ष रूप में स्पष्ट हुआ है कि राजस्थान के विभिन्न जिलों में कृषि के सतत् विकास में असमानता पाई गई है जहाँ कई जिलों में उच्चतम व उच्च कृषि विकास हुआ है तो कई जिलों में कृषि विकास की दयनीय स्थिति है। राज्य की स्थलाकृति, उच्चावच्य, जलवायु, मृदा, प्राकृतिक वनस्पति, जल व सिंचाई संसाधन, पशुपालन एवं भूवैज्ञानिक संगठन और सांस्कृतिक विकास का प्रभाव कृषि के सतत् विकास पर लक्षित होता है। जिससे क्षेत्रीय स्तर पर राजस्थान में कृषि के सतत् विकास में विषमता है, राज्य के उच्चतम व उच्च कृषि विकास वाले जिलों में कृषि का उच्चतम विकास स्तर ही बनाये रखना तथा मध्यम, निम्न निम्नतम एवं अति निम्नतम कृषि विकास वाले जिलों में उचित नियोजन द्वारा कृषि के विकास को औसत स्तर से उच्च कर क्षेत्रीय स्तर पर विभिन्न जिलों में कृषि का समान विकास करना आवश्यक है जिसके लिए निम्न नियोजन उपयोगी हो सकता है।

- 1- बंजर व अनुपजाऊ भूमि पर अधिकाधिक पशुपालन द्वारा खेतों में गोबर की खाद एवं हरी खाद से मिट्टी उर्वरता में वृद्धि की जाये।
- 2- ग्रामीण स्तर पर रोजगार के अवसर प्रदान किए जाये जिससे कृषि कार्य में संलग्न जनसंख्या रोजगार के साथ-साथ कृषि भी कर सकें।
- 3- कृषि के विकास की दृष्टि से पिछड़े जिलों में कृषि आधुनिकीकरण को अपनाकर उन्नत किस्म के खाद, बीजों का उपयोग किया जाये।
- 4- निम्न कृषि विकास वाले जिलों में क्षेत्रीय स्तर पर कृषि से संबंधित योजनाओं को लागू किया जाये साथ ही किसानों को आर्थिक मदद व कृषि संसाधन उपलब्ध कराये जाये।
- 5- समय-समय पर ग्रामीण स्तर पर कृषि से संबंधित कार्यशालाओं का आयोजन कर किसानों को कृषि के संबंधित नवीन तकनीक व रासायनिक पदार्थों के प्रयोग के बारे में साक्षर किया जाये चूंकि अशिक्षित व्यक्ति रासायनिक खाद, बीज व दवाइयों का सही प्रयोग नहीं कर पाता जिससे कभी-कभी संपूर्ण कृषि चौपट हो जाती है।
- 6- भारत की नदी जोड़ो परियोजना को तुरंत क्रियान्वित रूप देकर वर्ष पर्यंत बहने वाली नदियों का जल मरु क्षेत्र में जिलों में पहुँचाकर जल का सदुपयोग करते हुए कृषि का सतत् विकास किया जा सकता है।
- 7- बदलते भूमि उपभोग पर नियंत्रण किया जाये जैसे-औद्योगिकरण, नगरीकरण आदि।
- 8- बीहड़, उबड़-खाबड़ क्षेत्रों का समतलीकरण द्वारा कृषि योग्य भूमि में वृद्धि की जाये। उपरोक्त तथ्यों का सकारात्मक रूप देकर कृषि विकास की दृष्टि से पिछड़े जिलों में कृषि का उच्चतम सतत् विकास द्वारा मानवीय जीवन स्तर उच्च किया जा सकता है। जो मानव कल्याण कि हित में होगा।

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## **Enhancing Soft Skills among the Students Hailing From Low, Moderate and High Social Strata**

**Dr. S. Devasahayam Selvakumar\***

**S.Mercy Johanna\*\***

### **Abstract**

The article is about the study of soft skills enhancing among the students hailing from low, moderate and high school strata. The population for the study comprises all the secondary school students studying in IX standard in Government, Government Aided and Self finance schools. The investigator had used stratified random sampling technique for selecting the sample from 16 high schools in Tirunelveli District. 1020 (5% of the entire population) students were selected randomly. Data was analysed through mean, standard deviation, "t" test and Anova. Soft Skills Questionnaire prepared and standardized by the investigator and Dr.S.Devasahayam Selvakumar (2016). Findings show that 54% of secondary students have moderate level of soft skills. Moreover, they have moderate level of personal skill (42.5%), communication skill (48.4%), interpersonal skill (34.9%), motivational skill (43.6%), Problem solving skill (40.5%) and aesthetic skill (50.5%); but they have low level of critical thinking skill (39.4%). The boy students hailing from high socio-economic strata found to be higher than the students hailing from moderate and low socio-economic strata in soft skills and its dimensions – critical thinking skill, communication skill and problem solving skill. The girl students hailing from high socio-economic strata found to be higher than the students hailing from low and moderate socio-economic strata in critical thinking skill and aesthetic skill - dimensions of soft skill

**Keywords:** soft skills, students, low, moderate and high school strata.

### **Introduction**

The rapid social change, consequent upon modernization, urbanization, globalization and the media boom has made the lives of youth, their expectations, values and outlook very different from those of older generations. Students are considered as the most powerful members of the society due to their physical and intellectual capabilities. So, educating soft skills is not less important than theoretical teachings. The process of developing social character, morality and sentiments of the pupils is as important as the formation and development of knowledge.

Soft skills include psychosocial competencies and interpersonal skills that help people to solve their problems, develop critical and creative thinking to the issues, making rational decisions, communicate effectively, build and keep healthy relationships with others and cope with stress and emotions in their lives.

Education is the main tool to develop innate potentialities of an individual. It makes one to not only realize his/her potentialities but also enables to use them for development of oneself and the society. Soft skills education is an integrated and developmental approach to help children and adolescents learn how to deal with difficulties of their lives, growing

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up and risk situations. Children spend more time in schools; once educating soft skills becomes objective of comprehensive education of pupils personality, schools become an environment for them to understand the core value of morality, humanity and personality, and to have interest, pleasure and to turn it into actions. Educating soft skills needs the involvement of various forces in society i.e. school, family, society, community and the government.

### **Significance of the Study**

Soft skills education is a value-based program which aims to provide students with strategies to make rational decisions that contribute to a meaningful life. It helps children to understand their self and to understand their skills, abilities and areas of development. It also helps children to get along with other people and adjust with their environment and making responsible decisions. The main objective of soft skill education is to enable the learner to develop a concept of oneself as a person of worth and dignity. Soft skills education is a basic learning need for all individuals. Various skills like empathy, responsibility, effective communication, intellectual abilities, self-esteem, self-confidence, interpersonal skills etc. develop to their maximum level, if practiced effectively. We need to develop soft skills education as an integral part of our formal education process.

### **Objectives of the Study**

- To find out the levels of Soft skills along with its dimensions among the secondary students hailing from low, moderate and high social strata.
- To find out the significant difference among the secondary boy students hailing from low, moderate and high social strata in their soft skills in total and its dimensions.
- To find out the significant difference among the secondary girl students hailing from low, moderate and high social strata in their soft skills in total and its dimensions.

### **Hypotheses of the Study**

- The levels of Soft Skills in total and its dimensions of Secondary Students hailing from low Socio-Economic Status are not high.
- There is no significant difference among the secondary boy students hailing from low, moderate and high social strata in their soft skills in total and its dimensions.
- There is no significant difference among the secondary girl students hailing from low, moderate and high social strata in their soft skills in total and its dimensions.

### **Design of the Study**

#### **Population and Sample**

The population for the study comprises all the secondary school students studying in IX standard in Government, Government Aided and Self finance schools. The investigator had used stratified random sampling technique for selecting the sample from 16 high schools in Tirunelveli District. 1020 (5% of the entire population) students were selected randomly.

#### **Tools used**

Soft Skills Questionnaire prepared and standardized by the investigator and Dr.S.DevasahayamSelvakumar (2016).

#### **Analysis of Data**

The collected data are analyzed using the relevant statistical procedures, the details of which are given in the following tables.

#### **Hypothesis-1**

The levels of soft skills in total and its dimensions of secondary students hailing from low socio-economic status are not high.



**Table -1: Levels of Soft skills along with its dimensions of secondary students hailing from low socio-economic status**

| Soft Skills and its dimensions | Low        |             | Moderate   |             | High       |             |
|--------------------------------|------------|-------------|------------|-------------|------------|-------------|
|                                | N          | %           | N          | %           | N          | %           |
| Personal Skill                 | 156        | 27.1        | 245        | 42.5        | 175        | 30.4        |
| Critical Thinking Skill        | 227        | 39.4        | 215        | 37.3        | 134        | 23.3        |
| Communication Skill            | 167        | 29          | 279        | 48.4        | 130        | 22.6        |
| Interpersonal Skill            | 184        | 31.9        | 201        | 34.9        | 191        | 33.2        |
| Motivational Skill             | 157        | 27.3        | 251        | 43.6        | 168        | 29.2        |
| Problem Solving Skill          | 176        | 30.6        | 233        | 40.5        | 167        | 29.0        |
| Aesthetic Skill                | 166        | 28.8        | 291        | 50.5        | 119        | 20.7        |
| <b>Total</b>                   | <b>147</b> | <b>25.5</b> | <b>311</b> | <b>54.0</b> | <b>118</b> | <b>20.5</b> |

From the above table, it is observed that 54% of secondary students have moderate level of soft skills. Moreover, they have moderate level of personal skill (42.5%), communication skill (48.4%), interpersonal skill (34.9%), motivational skill (43.6%), Problem solving skill (40.5%) and aesthetic skill (50.5%); but they have low level of critical thinking skill (39.4%). Hence, the formulated hypothesis-1, “The levels of soft skills in total and its dimensions of secondary students hailing from low socio-economic status are not high” is partially verified.

**Hypothesis-2**

There is no significant difference among the secondary boy students hailing from low, moderate and high social strata in their Soft skills in total and its dimensions.

**Table 2: Difference among the secondary boy students hailing from low, moderate and high social strata in their Soft skills along with its dimensions**

| Soft Skills and its dimensions | Level of Socio-Economic Status | Mean   | SSb     | SSw      | Calculated 'F' Value | Level of Significance |
|--------------------------------|--------------------------------|--------|---------|----------|----------------------|-----------------------|
| <b>Personal Skill</b>          | Low                            | 24.07  | 15.348  | 3711.442 | 0.842                | NS                    |
|                                | Moderate                       | 24.30  |         |          |                      |                       |
|                                | High                           | 24.72  |         |          |                      |                       |
| <b>Critical Thinking Skill</b> | Low                            | 21.40  | 106.969 | 5237.141 | 4.156                | 0.05                  |
|                                | Moderate                       | 21.96  |         |          |                      |                       |
|                                | High                           | 23.17  |         |          |                      |                       |
| <b>Communication Skill</b>     | Low                            | 24.60  | 23.374  | 6366.838 | 0.747                | NS                    |
|                                | Moderate                       | 24.91  |         |          |                      |                       |
|                                | High                           | 25.39  |         |          |                      |                       |
| <b>Interpersonal Skill</b>     | Low                            | 25.67  | 4.762   | 3771.881 | 0.257                | NS                    |
|                                | Moderate                       | 25.89  |         |          |                      |                       |
|                                | High                           | 25.90  |         |          |                      |                       |
| <b>Motivational Skill</b>      | Low                            | 25.09  | 21.696  | 5475.985 | 0.806                | NS                    |
|                                | Moderate                       | 25.18  |         |          |                      |                       |
|                                | High                           | 25.94  |         |          |                      |                       |
| <b>Problem Solving Skill</b>   | Low                            | 24.75  | 40.586  | 6508.234 | 1.269                | NS                    |
|                                | Moderate                       | 25.04  |         |          |                      |                       |
|                                | High                           | 25.86  |         |          |                      |                       |
| <b>Aesthetic Skill</b>         | Low                            | 25.32  | 82.525  | 5513.624 | 3.046                | 0.05                  |
|                                | Moderate                       | 25.34  |         |          |                      |                       |
|                                | High                           | 26.92  |         |          |                      |                       |
|                                | Low                            | 171.23 |         |          |                      |                       |

|              |          |        |          |          |       |    |
|--------------|----------|--------|----------|----------|-------|----|
| <b>Total</b> | Moderate | 172.29 | 1386.314 | 118668.2 | 2.377 | NS |
|              | High     | 177.89 |          |          |       |    |

It is evident from the above table that there is a significant difference among secondary school boy students hailing from low, moderate and high socio-economic strata in their soft skills and its dimensions - critical thinking skill, communication skill and problem solving skill. It is also concluded that the boy students hailing from high socio-economic strata found to be higher than the students hailing from moderate and low socio-economic strata in soft skills and its dimensions – critical thinking skill, communication skill and problem solving skill. Hence, the formulated hypothesis -2 “There is no significant difference among the secondary school boy students hailing from low, moderate and high social strata in their soft skills and its dimensions such as critical thinking skill, communication skill and problem solving skill” is rejected; but it is accepted for the dimensions personal skill, interpersonal skill, motivational skill and aesthetic skill.

**Hypothesis-3**

There is no significant difference among the secondary girl students hailing from low, moderate and high social strata in their Soft skills in total and its dimensions.

**Table 3: Difference among the secondary girl students hailing from low, moderate and high social strata in their Soft skills along with its dimensions**

| Soft Skills and its dimensions | Level of Socio-Economic Status | Mean  | SSb     | SSw      | Calculated 'F' Value | Level of Significance |
|--------------------------------|--------------------------------|-------|---------|----------|----------------------|-----------------------|
| <b>Personal Skill</b>          | Low                            | 24.07 | 15.348  | 3711.442 | 0.842                | NS                    |
|                                | Moderate                       | 24.30 |         |          |                      |                       |
|                                | High                           | 24.72 |         |          |                      |                       |
| <b>Critical Thinking Skill</b> | Low                            | 21.40 | 106.969 | 5237.141 | 4.156                | 0.05                  |
|                                | Moderate                       | 21.96 |         |          |                      |                       |
|                                | High                           | 23.17 |         |          |                      |                       |
| <b>Communication Skill</b>     | Low                            | 24.60 | 23.374  | 6366.838 | 0.747                | NS                    |
|                                | Moderate                       | 24.91 |         |          |                      |                       |
|                                | High                           | 25.39 |         |          |                      |                       |
| <b>Interpersonal</b>           | Low                            | 25.67 | 4.762   | 3771.881 | 0.257                | NS                    |
|                                | Moderate                       | 25.89 |         |          |                      |                       |

|                              |          |        |          |          |       |      |
|------------------------------|----------|--------|----------|----------|-------|------|
| <b>Skill</b>                 | High     | 25.90  |          |          |       |      |
|                              | Low      | 25.09  |          |          |       |      |
| <b>Motivational Skill</b>    | Moderate | 25.18  | 21.696   | 5475.985 | 0.806 | NS   |
|                              | High     | 25.94  |          |          |       |      |
|                              | Low      | 24.75  |          |          |       |      |
| <b>Problem Solving Skill</b> | Moderate | 25.04  | 40.586   | 6508.234 | 1.269 | NS   |
|                              | High     | 25.86  |          |          |       |      |
|                              | Low      | 25.32  |          |          |       |      |
| <b>Aesthetic Skill</b>       | Moderate | 25.34  | 82.525   | 5513.624 | 3.046 | 0.05 |
|                              | High     | 26.92  |          |          |       |      |
|                              | Low      | 171.23 |          |          |       |      |
| <b>Total</b>                 | Moderate | 172.29 | 1386.314 | 118668.2 | 2.377 | NS   |
|                              | High     | 177.89 |          |          |       |      |

It is evident that from the above table that there is no significant difference among the secondary girl students hailing from low, moderate and high socio-economic strata in the above-mentioned variable except for the dimensions - critical thinking skill and aesthetic skill. It is also concluded that the girl students hailing from high socio-economic strata found to be higher than the students hailing from low and moderate socio-economic strata in critical thinking skill and aesthetic skill - dimensions of soft skill. Hence the formulated hypothesis-3, "There is no significant difference among the secondary girl students hailing from low, moderate and high social strata in their soft skills and its dimensions - personal skill, interpersonal skill, motivational skill, communication skill and problem-solving skill" is accepted; but it is rejected for the dimensions - critical thinking skill and aesthetic skill.

**Findings of the Study**

- 54% of secondary students have moderate level of soft skills. Moreover, they have moderate level of personal skill (42.5%), communication skill (48.4%), interpersonal skill (34.9%), motivational skill (43.6%), Problem solving skill (40.5%) and aesthetic skill (50.5%); but they have low level of critical thinking skill (39.4%).

- There is a significant difference among secondary school boy students hailing from low, moderate and high socio-economic strata in their soft skills and its dimensions - critical thinking skill, communication skill and problemsolving skill. It is also concluded that the boy students hailing from high socio-economic strata found to be higher than the students hailing from moderate and low socio-economic strata in soft skills and its dimensions – critical thinking skill, communication skill and problem solving skill.
- There is no significant difference among the secondary girl students hailing from low, moderate and high socio-economic strata in the above-mentioned variable except for the dimensions - critical thinking skill and aesthetic skill. It is also concluded that the girl students hailing from high socio-economic strata found to be higher than the students hailing from low and moderate socio-economic strata in critical thinking skill and aesthetic skill - dimensions of soft skill

### **Educational Implications**

It is desirable to inculcate soft skills that are good-to-have. They may be engaged in providing a learning environment where trust, initiative, taking risks are encouraged, demonstrating alternative paths to content mastery, cultivating a sense of responsibility, differentiating opportunities for personal growth and for team growth, challenging new obstacles and situations etc. These skills can be regarded as the additional generic skills and a bonus to the students.

### **Conclusion**

The main goal is to support the students, so that they can holistically develop the outlook of creating a class of students who will be active, caring and respectful members of their communities and who will make the world a better place.

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## **Impact of Personal and Professional Characteristics of Teachers on Students Creative Ability**

**Niranjan Maity\***

**Dr. Manoj Kumar Pradhan\*\***

### **Abstract**

Creativity has been understood differently by different works and it is new field. It is said to be cognitive function of the total personality, although it seems that cognition may be means of expression of creativity, while the emotional factors might appear to be impelling forces. In any case, creativity could be understood as the urge or capacity for producing something new in the realm of ideas, concepts, and things or are creations. Present researchers wanted to find out the impact of personal and professional characteristics of teachers on students creative ability. To establish the hypothesis 300 higher secondary English medium school students were selected randomly from four Districts, which are located in southern part of west Bengal. The tools used the present study one is standardized scale that is Passi test of creativity(PTC-p) and another is self made test that is personal and professional characteristics of teachers through students perceptions. The main objectives of this study that is find out the impact of teachers' personal and professional characteristic level (Low, Moderate and High) on the perception of students' creative ability. On the basis of scores obtained, Calculation was done by using statistics named One-way ANOVA test. The analysis of results indicate that there is a significant impact of teachers' personal and professional characteristics (low, moderate and high) exists on the mean of students' creative ability.

**Key Words- Creativity, Personal Characteristics, Professional Characteristics, Level of teacher's characteristics, Students Perception**

### **Introduction**

Modern science, industry, communication and the arts own their dazzling progress and achievement to human ingenuity and creativeness. Modern science is forever discovering new relations and new solutions to problems; in industry new ideas, techniques and ways of doing things are being devised everyday; our victory over time and space is due to bold planning and creative imagination of great pioneers and music- markers, painters and poets are forever seeking fresh fields and pastures new. In fact the vast and splendid edifice of civilization we have built step by step is a testimony to the original and creative thinking of man. Pioneers, inventors, scientists and artists over centuries have contributed to our welfare, health, security, convenience, entertainment and happiness. Naturally, therefore, individuals endowed with creativeness in any field of human endeavor are held in high esteem, they enjoy higher status and prestige, and they are more liberally remunerated by society. Creative thinking in the sciences, in human relations, in industry and in the arts is generally considered to be the highest form of mental activity for it is due to such new ideas, fresh insights and original creations that the human race has been able to record

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creative gains in history. Education dedicated to the development of all that is best in an individual and to the promotion of constructive and progressive forces in society is responsible for the development of creative ability and talents among young people for the benefit of both the individual and the society. Creative thinking also helps the individual to achieve a sense of personal dignity and esteem. It has therefore both social and personal implications.

### **Creativity**

Creativity means to make a form out of what is formless. In other words, creativity means to bring into existence that which never existed before. It always refers to some original, uncommon, unconventional and unusual mode of behaviour, creation or product. Osborn says the mortal man can never know and explore out the secrecy behind one's creativity. It is a secret deeper than the secret of life itself. Therefore, Cyril Burt the famous British psychologist said that man's brain can extend itself to unfold the mysteries of the universe. It may go even beyond the cosmos. Creative imagination is priceless effort of all the individuals. Every individual is creative in nature, but the difference lies in degree and kind. The term creativity is extremely fuzzy. It is impossible to spell out completely what we mean by creativity in a manner is as difficult as defining electricity.

### **Teacher's Personal and Professional Characteristics' of teachers**

'Teacher's Personal and Professional Characteristics' was constructed by the present researcher to identify and measure the personal and professional characteristics of Teachers through student's perception, which has played a pivotal role in developing creative ability in their creativity.

### **Research questions**

1. Whether Teachers' personal characteristics level (Low, Moderate, and High) play a pivotal role in the development of creative ability on the students?
2. Whether Teachers' professional characteristics level (Low, Moderate, and High) play a pivotal role in the development of creative ability on the students?

### **Objectives of the study**

1. To find out the impact of teachers' personal characteristic level (Low, Moderate and High) on the perception of students' creative ability.
2. To find out the impact of teachers' professional characteristic level (Low, Moderate and High) on the perception of students' creative ability.

### **Hypotheses of the study**

**H<sub>01</sub>**- There is no significant impact of the differential level of Personal characteristics of teachers on the creative ability of students.

**H<sub>02</sub>**- There is no significant impact of differential level of the Professional characteristics of teachers on the creative ability of students.

### **Methodology**

Descriptive survey method used here. **Population**- The population for the present study includes higher secondary students from English medium back ground of four district i.e.- Purba Medinipur, Paschim Medinipur, Howrah, North 24 Pgs. **Sample**- The data thus were collected from a sample group of 300 students (N = 300: 150= Boys and 150 Girls) from four districts of West Bengal. These informants are the students of class XI and class XII of different Government and Private English Medium Schools located in the urban areas of Purba- Medinipur, Paschim Medinipur, Howrah and North 24 Parganas of West Bengal. **Tools**- 1.A self made standardized questionnaire was used which measure 'Teacher's

Personal and Professional Characteristics', entitled Test on Personal and Professional characteristics of Teacher. 2. 'Passi Tests of Creativity' (PTC) was adapted after B.K. Passi (2005) supplied by the National Psychological Corporation, Agra, India for measuring Creative Ability of the respondents. The PTC was developed for the purpose of measuring creativity in school Children. **Techniques-** One-way ANOVA test was used to analyse the raw data.

**H<sub>01</sub>:** There is no significant impact of various levels of teachers' personal characteristic on the perception of student's creative ability

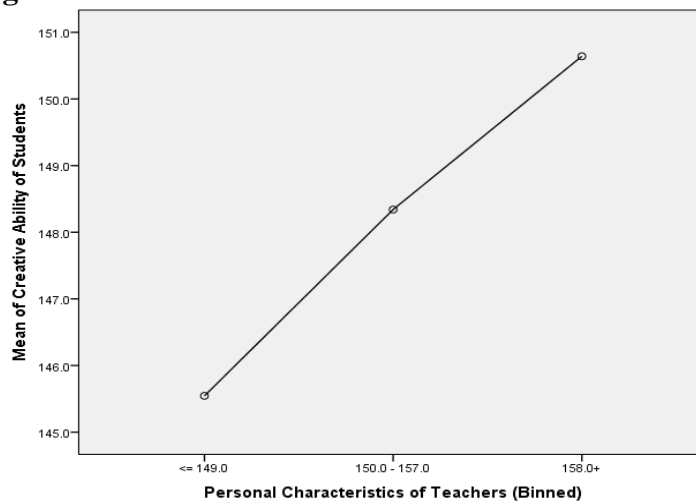
Showing the effect of teachers' personal characteristics, categorized into three different levels (Low, Moderate and High) on the perception of students' creative ability. On the basis of equal percentile scores of teachers' personal characteristics this is presented below in the table 1

**Table- 1: Level of Teachers Personal Characteristics**

| Teacher Characteristics | Level    | Percentile score | N   |
|-------------------------|----------|------------------|-----|
| Personal                | Low      | <= 149.0         | 112 |
|                         | Moderate | 150.0 - 157.0    | 88  |
|                         | High     | 158.0+           | 100 |

The above table no-1, shows that low level teachers personal characteristics is N=112, moderate level teachers personal characteristics is N=88 and high level teachers personal characteristics is =100 represented.

**Fig-1 showing the mean Plot of Level of teachers Personal characteristics (Binned)**



**Table-2: Personal characteristic at various levels of Teachers.**

| Variable                  | Level of Teachers Personal Characteristic | N   | Mean    | Std. Deviation | Std. Error |
|---------------------------|---|-----|---------|----------------|------------|
| Students Creative Ability | Low                                       | 112 | 145.545 | 11.6688        | 1.1026     |
|                           | Moderate                                  | 88  | 148.341 | 14.9427        | 1.5929     |
|                           | High                                      | 100 | 150.640 | 12.9064        | 1.2906     |

Table 2 shows that the mean of low level personal characteristics of the teachers is 145.54, which is less than the mean of moderate level personal characteristics of teachers (148.34) with respect to students' creative ability. It also shows that the mean of moderate level teachers' personal characteristics (148.341) is lower than the mean of higher level personal characteristics of teachers (150.64) with respect to students' creative ability.

**Table-3 Impact of Teacher Personal Characteristic on Students' Creative Ability**

|                           |                | Sum of square | df  | Mean square | F     | Sig. |
|---------------------------|----------------|---------------|-----|-------------|-------|------|
| Students Creative ability | Between Groups | 1381.207      | 2   | 690.604     | 4.019 | .019 |
|                           | Within Groups  | 51030.590     | 297 | 171.820     |       |      |
|                           | total          | 52411.797     | 299 |             |       |      |

Table 3 depicts that the computed value of  $F_{(2,299)} = 4.019$  and  $p = 0.019$  ( $p < 0.05$ ) which is lower than 0.05 level ( $p < 0.05$ ). Here the null hypothesis is significant at 0.05 level of significance and  $H_{014}$  is rejected at 0.05 level. Hence it is concluded that a significant impact of teachers' personal characteristics (low, moderate and high) exists on the mean of students' creative ability.

**H<sub>02</sub>: There is no significant impact of various levels of teachers' professional characteristics on the perception of student's creative ability**

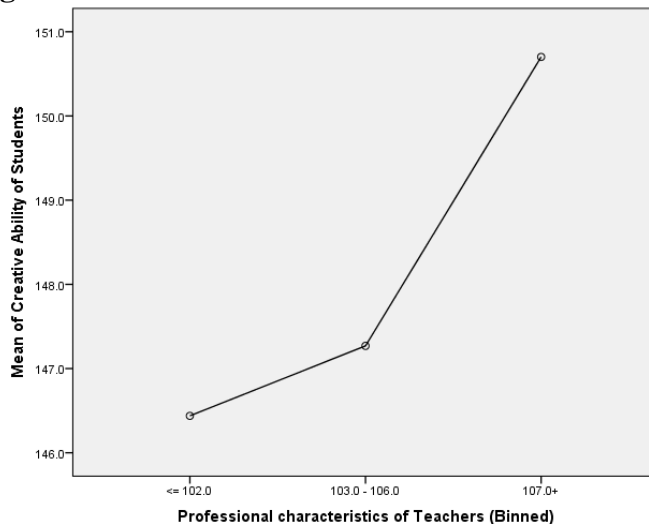
Showing the effect of teachers' professional characteristics, categorized into three levels (Low, Moderate and High) on the basis of perception of students' creative ability. On the basis of equal percentile scores of teachers' professional characteristics these are presented below in the table 4

**Table- 4: Level of Teachers Professional Characteristics**

| Teacher Characteristics | Level    | Percentile score | N   |
|-------------------------|----------|------------------|-----|
| Professional            | Low      | $\leq 102.0$     | 114 |
|                         | Moderate | 103.0 - 106.0    | 89  |
|                         | High     | 107.0+           | 97  |

The above table no-4, shows that low level teachers professional characteristics is  $N=114$ , moderate level teachers professional characteristics is  $N=89$  and high level teachers professional characteristics is  $N=97$  represented.

**Fig- Showing the mean Plot of Level of teachers Professional characteristics (Binned)**



**Table-5: Professional characteristics at various levels of Teachers**

| Variable                  | Level of Teachers Professional Characteristic | N   | Mean    | Std. Deviation | Std. Error |
|---------------------------|---|-----|---------|----------------|------------|
| Students Creative Ability | Low   | 114 | 146.439 | 12.8924        | 1.2075     |
|                           | Moderate                                      | 89  | 147.270 | 13.2260        | 1.4020     |
|                           | High  | 97  | 150.701 | 13.3870        | 1.3592     |

Table 5 shows that the mean of low level professional characteristics of the teachers' is 146.43, which is less than the mean of moderate level professional characteristics of teachers (147.27) with respect to students' creative ability. It also shows that the mean of moderate level teachers' professional characteristics (147.27) is lower than the mean of higher level professional characteristics of teachers (150.70) with respect to students' creative ability.

**Table-6 Impact of Teacher Professional Characteristic on students' Creative Ability**

|                           |                | Sum of square | df  | Mean square | F     | Sig. |
|---------------------------|----------------|---------------|-----|-------------|-------|------|
| Students Creative ability | Between Groups | 1031.869      | 2   | 515.934     | 3.165 | .040 |
|                           | Within Groups  | 48409.812     | 297 | 162.996     |       |      |
|                           | total          | 49441.681     | 299 |             |       |      |

Table 6: Depicts that the computed value of  $F_{(2,299)} = 3.165$  and  $p = 0.040$  ( $p < 0.05$ ) is lower than 0.05 level ( $p < 0.05$ ). Here the null hypothesis is significant at 0.05 level of significance and  $H_{015}$  is rejected at 0.05 level. Hence it is concluded that a significant impact of teachers' professional characteristics (low, moderate and high) on the mean of students' creative ability.



## **Conclusion**

The results confirm that the level of teachers' personal characteristics (High, Moderate, and Low) has significant effect on the creative ability of students. It declares that the teachers with high personal characteristics have a greater effect on the students' creative ability. It also found that the teachers with moderate personal characteristics has a moderate/ average/ normal effect on the students creative ability and the teachers' those who possessed a low level of personal characteristics has a lesser effect on the students creative ability at all.

The results confirm that the level of teachers' professional characteristics (High, Moderate, and Low) has significant effect on the creative ability of students. It declares that the teachers with high professional characteristics have a greater effect on the students' creative ability. It also found that the teachers with moderate professional characteristics has a moderate/ average/ normal effect on the students creative ability and the teachers' those who possessed a low level of professional characteristics has a lesser effect on the students creative ability at all.

Finally it can be concluded that, the level of personal & professional characteristics of teachers' always have a significant influence on students' creative ability with equal proportion.

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## भाषा विश्लेषण में विभिन्न दृष्टिकोण और भेद

विश्वेश्वर शर्मा\*

### सारांश

भाषा व्यक्ति की अभिव्यक्ति का एक सशक्त माध्यम है। इसलिए इसकी प्रकृति और स्वरूप को समझना आवश्यक हो जाता है। भाषा की परिभाषा एवं उसके विभिन्न भेद : मातृभाषा, राजभाषा, राष्ट्रभाषा अन्तर्राष्ट्रीय भाषा के साथ-साथ सांस्कृतिक भाषा भी अपने महत्व को सिद्ध करती है। क्योंकि सांस्कृतिक भाषा उस प्रदेश की संस्कृति एवं परम्पराओं को जीवित रखती है। विद्यार्थियों के सभी प्रकार की भाषा का बोध होना आवश्यक भी है और सीखना भी चाहिए। इन भाषाओं के दोनों रूप शाब्दिक और अशाब्दिक अपना-अपना महत्व रखते हैं। इसलिए भाषा का विश्लेषण कई दृष्टिकोण से करने की आवश्यकता है। विद्यार्थी के जीवन में शिक्षा प्रारम्भ से लेकर अन्त समय तक इन भाषाओं की आवश्यकता को ध्यान में रखकर शिक्षण करवाया जा सकता है।

**मुख्य शब्दावली :** शाब्दिक, अशाब्दिक भाषा, सांस्कृतिक दृष्टिकोण एवं अन्तर्राष्ट्रीय परिप्रेक्ष्य।

### प्रस्तावना

ईश्वर की सम्पूर्ण सृष्टि में मानव ही एक ऐसा प्राणी है, जिसे वाग्देवी ने अपनी कृपा-दृष्टि से कृतकृत्य किया है। वहीं भाषा का प्रयोग कर सकता है। भाषा के कारण ही मनुष्य सृष्टि के अन्य जीवधारियों में सर्वोत्तम है। भाषा का आविष्कारक मनुष्य ही है। जिसके लिए ईश्वर का आशीर्वाद प्राप्त होता रहा है। भाषा के अभाव में मनुष्य विचार, भाव और अनुभूति की अभिव्यक्ति असम्भव होती है। भाषा प्रत्येक देश, काल और परिस्थिति में अपनी प्रासंगिकता रखती है तथा प्रत्येक सभ्यता में सांस्कृतिक मूल्यों परिमार्जित कर आगे स्थानान्तरित किये जाने में भाषा की अपनी एक महत्ता होती है।

भाषा के दो रूप बताये गए हैं-शाब्दिक और अशाब्दिक।

अशाब्दिक भाषा से तात्पर्य अनुभूतियों से है। भाषा का उपयोग प्रत्येक व्यक्ति अपने व्यावसायिक सामाजिक और राजनैतिक जीवन में करता है। भाषा सम्प्रेषण का एक अच्छा साधन है। भाषा एक-दूसरे व्यक्ति को समझने एवं समयोजन करने की योग्यता प्रदान करता है। इसलिए भाषा में अभिव्यक्ति की क्रियात्मकता होती है।

### भाषा की परिभाषाएं

भाषा भाव, विचार तथा अनुभवों को व्यक्त करने का सांकेतिक साधन है। भाषा का सम्बन्ध विचार से होता है और यह विचार शक्ति विधाता ने केवल मनुष्य को ही दी है। इसलिए शास्त्रीय अर्थ में- विचार की अभिव्यक्ति के लिए किसी समाज द्वारा स्वीकृत जिन ध्वनियों संकेतों का व्यवहार होता है, उसे भाषा कहते हैं। सुमित्रानन्दन पन्त जी के अनुसार, “भाषा संसार का नादमय चित्र है, ध्वनियम स्वरूप है, यह विश्व की हृदयंगनी की झंकार है, जिसके स्वर में अभिव्यक्ति होती है।” स्वीट के अनुसार-“ध्वनात्मक शब्दों द्वारा विचारों की अभिव्यक्ति भाषा है। इस प्रकार भाषा को मनुष्य की अन्तःमन और व्यवहार का चित्रात्मक रूप कहा जाता रहा है। अतः हम कह सकते हैं कि -विचारात्मक अभिव्यक्ति का वह सशक्त माध्यम अर्थात् भाषा विचार विनिमय का एक सशक्त साधन है। इसके अभाव में प्रकाशयुक्त सृष्टि की कल्पना भी नहीं की जा सकती, न ही मनुष्य व संस्कृति का आलिंगन कर पाता।

भाषा की विशेषताओं को निम्नप्रकार से कहा जा सकता है:-

- 1) भाषा के माध्यम से मनुष्य अपने विचारों व भावों को स्थानान्तरित करता है।
- 2) भाषा मनुष्य के संस्कारों के परिमार्जन का एक उपकरण है।
- 3) किसी भी सभ्यता से सांस्कृतिक प्रतिमानों के स्थानान्तरण का एक सशक्त माध्यम भाषा ही है।
- 4) भाषा के द्वारा सांस्कृतिक ज्ञान का संचय, प्रसारण व वर्धन होता है।

### भाषा की प्रकृति

- 1) भाषा एक सांस्कृतिक सम्पत्ति है, जो परिवार, समाज या राष्ट्रीय परिप्रेक्ष्य में सीखी जाता है।
- 2) भाषा प्रतीकात्मक है।
- 3) भाषा किसी सभ्यता का सांस्कृतिक चित्रण है।

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- 4) भाषा संस्कृति का एक साधन है।
- 5) भाषा एक व्यवहारिक कुशलता है।
- 6) भाषा अनुकरणशीलता है।
- 7) भाषा मूलतः मौखिक साधन है।
- 8) भाषा परिवर्तनशील है।

#### विभिन्न दृष्टिकोण

**भाषा सम्बन्धी ज्ञानात्मक दृष्टिकोण** - भाषा के माध्यम से हम सामाजिक आदान-प्रदान करते हैं। मनुष्य एक सामाजिक प्राणी है। वह समाज में निरन्तर रचना चाहता है। इसलिए विचार विनिमय करने में आवश्यकता की पूर्ति करने में भाषा का बंटवारा करने में भाषा अपनी विशिष्ट भूमिका निर्वहन करती है। इन्हीं के द्वारा जो चिह्न निर्धारित किये गये, उन चिह्नों में शब्दों का जामा पहनाया, वही कालान्तर में भाषा बनी।

**सांस्कृतिक दृष्टिकोण** - भाषा को हम परम्परा से प्राप्त किसी भी सांस्कृतिक उपलब्धि के समान परम्परा से प्राप्त भाषा का संरक्षण करना, उसकी सुरक्षा करना सभी का कर्तव्य बन जाता है। परन्तु संस्कृति के हेरफेर अनुसार भाषायी परिवर्तनशील है। एक पीढ़ी दूसरी पीढ़ी की भाषा में अन्तर सहज ही देखा जा सकता है।

**धार्मिक दृष्टिकोण** - 'धार्यते इति धर्म' के अनुसार जिस प्रकार हम धर्म को धारण करते हैं। उसी प्रकार मानव जन्म के साथ ही किसी न किसी रूप में भाषा का वरण कर ही लेता है। चाहे वह व्यक्तरूप हो या अव्यक्त ईश्वर का स्मरण करने में हम विविध माध्यम से सुन्दर भाषा बोलकर उपासना करते हैं। देव स्तुति पूजा पाठ कर्मधार्य इत्यादि से भाषा हमारी सहायक दृष्टिगत होती है।

#### भाषा के विभिन्न रूप

**मातृभाषा** :- जब एक व्यक्ति अपने सम्पर्क में आने वाले सभी व्यक्तियों का अनुसरण करते हुए अपनी भाषा कौशल और शब्दकोश का संकलन करता है। शैक्षिक क्षेत्र में मातृभाषा का अर्थ अधिक व्यापक रूप में लिया जाता है। माता और मातृभाषा के समान मातृभाषा भी वंदनीय होती है। मातृभाषा ज्ञान पर ही अन्य भाषाओं और समस्त ज्ञान-विज्ञान का बोध निर्भर करता है। मातृभाषा हमारे अध्ययन और चिंतन की नींव होती है।

**राजभाषा** - राजनीतिक दृष्टि से किसी राज्य का शासन कार्य जिस भाषा में होता है। वह उस राज्य की राजभाषा कहलाती है।

**राष्ट्रीय भाषा** - जिस भाषा में किसी राष्ट्र विशेष का शासन कार्य चलता है वह उस राष्ट्र की राष्ट्रभाषा कहती है। इस भाषा का प्रयोग अधिक लोगों द्वारा किया जाता है। एक राष्ट्र अखण्डता के लिए एक राष्ट्रभाषा होना परमावश्यक होता है।

**विदेशी भाषा** :- किसी देश के सब भाषाएं जो अन्य देशों की राष्ट्रभाषाएं और उस देश की मूलभाषा सांस्कृतिक भाषा अथवा मातृभाषा नहीं हो। विदेश भाषाएं कही जाती हैं। इस दृष्टि से हमारे देश के लिए फ्रेंच, जर्मन, रशियन, जापानी, चीनी भाषाएं विदेशी भाषा कहा जा सकता है। हमारे देश में प्रचुर मात्रा में प्रयोग होने वाली अरबी, फ़ारसी और अंग्रेजी भाषाएं भी विदेशी भाषाएं हैं। क्योंकि इनका संबंध हमारे देश की किसी भी मूल भाषा, सांस्कृतिक भाषा या मातृभाषा से नहीं है।

**अन्तर्राष्ट्रीय भाषा**- जिस भाषा के माध्यम से संसार के सभी राष्ट्र विचारों का आदान-प्रदान करते हैं। उसे अन्तर्राष्ट्रीय भाषा कहते हैं। आज वैश्विकता के दौर में सम्पूर्ण विश्व एक ग्लोबल विपेज है। अतः अन्तर्राष्ट्रीय सूचना और सम्प्रेषणों के लिए एक समान भाषा का प्रयोग करते हैं तो इसे अन्तर्राष्ट्रीय भाषा कहा जाता है।

**सांस्कृतिक भाषा** :- जब भाषा में किसी राष्ट्र की प्राचीन सभ्यता संस्कृति, आचार-विचार और ज्ञान का भण्डार निहित होता है। तो वह उस राष्ट्र की सांस्कृतिक भाषा कही जाती है। इस दृष्टि से भारत की सांस्कृतिक भाषा संस्कृत है। पूर्व संस्कृति के यथोचित ज्ञान के लिए सांस्कृतिक भाषा का ज्ञान अपेक्षित होता है। भारतीय प्राचीन संस्कृति के लिए संस्कृत भाषा का ज्ञान अवश्य ही करना चाहिए। इस प्रकार यूरोप की सांस्कृतिक परम्परा के ज्ञान के लिए ग्रीक तथा लेटिन भाषाओं का महत्व है। हमारी संस्कृति के मूल ग्रन्थ को सांस्कृतिक भाषा अथवा संस्कृत ही है।

#### निष्कर्ष

भारत एवं यूरोप की प्राचीन संस्कृति के बोध हेतु वहां की भाषा का ज्ञान अवश्य ही करना आवश्यक होता है। इसलिए संस्कृत, ग्रीक तथा लेटिन भाषाओं का महत्व और अपनी आवश्यकता है। इसलिए भाषा के विभिन्न दृष्टिकोण जैसे : धार्मिक, सांस्कृतिक एवं उद्योग को समझना उतना ही आवश्यक हो जाता है। जितना इनके भेद : शाब्दिक एवं अशाब्दिक स्वरूप का इतिहास समझना देना ही प्रयाप्त नहीं होगा। वर्तमान में विभिन्न स्तरीय भाषाओं को समझना भी आवश्यक हो गया है। क्योंकि वैश्वीकरण के दौरान में ग्लोबल विलेज की संकल्पना बिना एक समान अन्तर्राष्ट्रीय भाषा के होनी सम्भव नहीं है।

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## **Role of Social Support in Mental Health and Well-being of LGBT Community**

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### **Abstract**

LGBT individuals experience higher rates of mental health problems as compared to heterosexual individuals. The purpose of this review paper was to examine studies, evaluating social support and its effects on the mental health in the LGBT population. Higher levels of social support were associated with positive self-esteem. Lack of social support (or low social support) was associated with higher levels of depression, anxiety, self-harm behaviours, suicidal ideations, internalised homophobia, and low self-esteem. Interdisciplinary approach from diverse professions and keeping protective factors into consideration could provide valuable insight in supporting the development of inclusive and comprehensive interventions programs for this population.

**Keywords: LGBT, Social Support, Mental Health, Well-being**

### **Introduction**

Gender is a social construct characterising of women and men, such as roles, relationships and norms between groups of women and men. It differs from one society to another society and is dynamic in nature. While most individuals are either male or female by birth, they are taught suitable norms and behaviours. Some of them consist of: how they should interact with others of the same or opposite sex within households, communities and work places. When individuals or groups do not follow conventional gender norms they often face stigma, discriminatory practices or social exclusion – all of which adversely affect overall well-being, influence an individual's susceptibility to different health conditions and diseases and their enjoyment of good mental, physical health and wellbeing. They also have an effect on individual's access to and uptake of health services and on the health outcomes they experience throughout the life-course (World Health Organisation). Many at times one mistakes SEX and GENDER to be the same but both of them hold different meanings. Sex is the anatomy of the reproductive system and the secondary sexual characters. It is the biological difference, that is, male and female. Hence, it is vital to be accepting of people of different genders orientation. As we can now see that gender is not a nominal term, a person's gender can vary and lies on a large SPECTRUM in which s/he can identify herself/himself. Some of the major broad categories are referred to as LGBT.

According to American Psychological Association, "LGBT is shorthand for Lesbian, Gay, Bisexual, and Transgender or gender non-conforming. The LGB part of LGBT is in reference to the sexual orientation of individuals. To understand LGBT one needs to understand the meaning and importance Sexual Orientation. Psychology today defined

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sexual orientation as "patterns of emotional, romantic, and sexual attraction—and our sense of personal and social identity based on those attractions. Sexual orientation lies on a continuum; it cannot be broken down into binary form."

The "T" in LGBT stands for transgender or gender non-conforming, and is an umbrella term for people whose gender identity or gender expression does not conform to that typically associated with the sex to which they were assigned at birth. Some who do not identify as either male or female prefer the term "genderqueer." While it is important to understand that sexual orientation and gender identity we must also understand that they are not the same thing, they do both reflect differing forms of gender norm transgression and share an intertwined social and political history. Due to the lack of knowledge about the difference between gender and sex many of us in the society find it difficult to comprehend the LGBT individuals. This in turn plays a role of non-acceptance, discrimination, victimization, and stereotyping different individuals on the basis of their sexual orientation. The latter causes a build-up of negative emotions and feelings inside the individual at the receiving end which can not only induce stress but also hamper the mental functioning and it turn her/his overall mental health.

The most appropriate way to deal effectively with both the negative and positive situational demands related to a person's gender, and mental health well-being in the longer run, is by providing *social support*. It is one of the *key* is factor which allows one to become resilient towards all the stressors pertaining to gender and sexual orientation. Social support refers to the various ways in which individuals aid others. To receive support from another, one must participate in at least one important relationship. Some of the major sources of social support are families, schools, peers, and mass media. However, social support has often been summarized as a network of individuals on whom one can rely for psychological or material support to cope effectively with stress. Social support is theorized to be offered in the form of instrumental support (i.e., material aid), appraisal/informational support (i.e., advice, guidance, feedback), or emotional support (i.e., reassurance of worth, empathy, affection).

World Health Organisation (2014) defined mental health as "a state of well-being in which every individual realizes his or her own potential, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to her or his community."

The most effectively method to comprehend with all the negative and positive situational demands related to a person's gender, and mental health and well-being in the longer run, is via social support. It is a key factor which allows one to become resilient towards all the stressors pertaining to gender and sexual orientation. Social support refers to the various ways in which individuals aid others. To receive support from another, one must participate in at least one important relationship. Some of the major sources of social support are families, schools, peers, and mass media. Social support is theorized to be offered in the form of instrumental support (i.e., material aid), appraisal/informational support (i.e., advice, guidance, feedback), or emotional support (i.e., reassurance of worth, empathy, affection).

Social support has also been linked improved adjustment to specific illnesses. Lack of social support has been associated with increased anxiety and depression, an increase in cardiovascular problems, cancer, eating disorders, feelings of helplessness, and unhealthy

behaviors (e.g., sedentary lifestyle, habitual alcohol use).(www.psychology.iresearchnet.com)

### **Aim**

To study the role of social support in the mental health and well-being of LGBT community

### **Objectives**

1. To see whether social support can be used as an intervention.
2. To understand a different demographic (people from a sexual minority) and their mental health.
3. To compare the different agents of support they receive in comparison to the 'general public'.
4. To see how accepted LGBTs are in today's day and age.

### **Review of Literature**

Hatzenbuehler et al. (2017) aimed to see the affect of high and low level of social support by exposing different communities (in USA), same sex marriage. Data from a sample of 352,343 LGBT respondents and non-LGBT respondents based in was taken. Findings showed that both the variables can be related to each other as they influence the sexual orientation and health disparities. It also supports that the stigma around LGBT community affects the LGBT mental health. Another study by Trujillo et al. (2017) explored that there was an association between discrimination, mental health, and suicidal ideation in Trans individuals due to the social support. They found out that discrimination on lack of social support caused depressive symptoms which lead to suicidal ideation. It was also found out that discrimination caused suicidal ideation only for those who have low social support. Most importantly it is the support from families' and friends' that contributed to reduce symptoms of post-traumatic stress disorder and depression in children between the ages of 16-19 years, where as in 20 year old individuals mainly support from friends' contributed towards reducing the clinical symptoms (Wise et al. 2017). In another longitudinal study over 5.5 years was done on a sample of 232 LGBT individuals between 16-20 years of age. Findings reported that presence of social support can lead to mental health whereas its absence can cause psychological distress (McConnell et al. 2016). Watson et al. (2016) also studied the various sources of social support that may play a role in promotion of better psychosocial adjustment of LGB (N=835) youth using the social support theory. Findings of the study reported that lower depression and high self-esteem were found in all of them who had parental support, except lesbians for whom self-esteem was not related to social support. They concluded that parents, clinicians, and schools are a road map that will help in finding support. In another study by Budge et al. (2014), researchers explored the association between depression, anxiety, coping, and social support in queer individuals. Findings of the study were that there was a direct relationship between social support and depression and anxiety. Coping was related to depression and anxiety. Also, they said that via coping factors and social support we can predict the presence and absence of anxiety.

In a comparative study between the LGB men and women and their heterosexual peers in regards to the function and composition of social support network. Findings suggested that both the types of people relied less on their families, more on friends/coworkers, for everyday support (discussing problems and participating in bonding and social activities) but when major support (financial aid) was required lesbians, bisexual women, and

heterosexual men and women relied on family, whereas, gay and bisexual men depended on others with the same sexual orientation (Frost et al. 2016). In a study by Lyons (2016) it was observed that emotional support plays an important role in the psychological well-being. Emotional support can be considered a tool to promote psychological well-being amongst aging gay men. Another study by Dickenson et al. (2016) analysed how sexual activity and positive mental health outcomes were influenced by family support and gender. They found out those girls who had support from family, those who participated in homosexual intercourse had higher levels of symptoms for depression. In the case of LGB youth with less family support displayed no connection between sexual activity and symptoms of depression. They concluded that context is crucial for the determination of futility or benefits of homosexual intercourse in the LGB youth. Hughes (2016) also tried to understand how the experience of loneliness and social support among LGBT people were correlated. They found out that lack of social bond and living alone lead to lower mental health and high psychological stress. However, when in crisis they received help from their family and peers. Kwon, P. (2013) wrote an article, which included a theoretical framework, on how social support is a resilience factor of a LGB individual. It influences their developmental needs and acceptance of their sexual orientation. It causes prejudices too. Two things which help a LGB individual in being healthy psychologically are hope and optimism. Graham et al. (2013) also found that social support from family and peers, irrespective of their sexual orientation, was directly influencing their well-being (Doty et al. 2010) and on the contrary family support received did not have any effect on the quality of the relationship in the same-sex couples.

Olson et al. (2016) did his research on socially transitioned transgender children and their mental health. Results revealed that there was a slight increase in the levels of anxiety but not in depression in comparison to non-transgender children (of the same age group). They concluded that acceptance and support received in their gender identity lead to such a result. In another study by Claes et al. (2015) examined the relationship of intra- and interpersonal problems with non suicidal self injury in Trans People. The sample consisted of untreated individuals with a diagnosis of transsexualism. A positive correlation was seen between the two variables. The concluded that lack of social support should be of utmost consideration while analyzing transgender people and their psychological functioning. Budge et al. (2013) tried to see the connection between coping style (facilitative and avoidant) of transgender individuals (N=226) and distress and transition status, social support, and loss. Findings revealed that they had extremely high level of depressive symptoms and anxiety levels and that more often than not avoidant coping style is used. They concluded that interventions such as higher social support are required to reduce the avoidant coping style and boost the mental well-being.

A study done by Birkett et al. (2015) highlighted various factors which influence psychological distress amongst LGBTQ over time. The sample consisted of 231 LGBTQ adolescents between the ages 16-20 years. Results indicated that experiencing less victimization leads to less psychological stress. Also, that social support received from immediate family, friends and significant partners was negatively correlated to psychological distress. In order to examine the specific risk factors and protective factors influencing LGBTQ individuals to the manifestation of suicidal ideation and self-harm Liu et al. (2012) in his research found that the specific risk factors related to suicidal ideation were history of suicide, prospective victimization, less social support, impulsivity whereas

for self-harm the factors were suicide attempt history, being a female, nonconformity of gender in childhood, expectations of being hopeless and being victimized.

Schrimshaw et al. (2013) wanted to see why bisexual men had worse mental health in comparison to gay men and to see why the former conceal their identity more in comparison to the latter. The sample was of 203 non-gay, behaviorally bisexual men who do not unveil their same-sex behavior in front of their lady partners. Factors that were considered responsible were high salary, identifying themselves as straight, living in a house with either their girlfriend or wife, sex with women on a higher rate in comparison to sex with men. Those who have poor mental health, internalized homophobia and less emotional support they did not disclose this information to their social groups.

Berghe et al. (2010) looked how stress of being LGB, the stigma around it and internalized homo-negativity LGB youth (N=743, aged less than 26 years). They also analysed the positive and negative effects of social support on the mental health of the latter. It was found that unsupportive social interactions (or communication) to have the greatest impact on the mental health, followed by the stigma around it and internalized homo-negativity.

### **Discussion**

In many of the researches it has been found out that the lack of social support regarding being LGBT leads to mental health problems, stress, internalized homophobia, and emotional and psychological distress. It has also been seen that the presence of social support from families, peers, schools, media, and from other individuals of LGBT community can act as an intervention and (or) precautionary measure to aid LGBTs to good mental health and well-being. Many researches have been found that support everything which has been mentioned formally. In one of the research it was found that social support increases self-acceptance, self-esteem and LGBT-esteem and that it also helps in decreasing suicide rates. In another one it was observed that social support acts as a resilience factor which in turn promotes mental health. Three different studies have also been reviewed which had three very interesting perspectives.

In the first one they found out that, many at times to find social support or to cope with stress regarding their sexual orientation LGBTs (majorly women) indulge in health compromising behaviours, such as, smoking and drinking.

In the next one it was observed that, low social support was the onset of high levels of depressive symptoms and suicidal ideation in contrast to that of the 'normal/general' public.

In the last one it was stated that, the location at which LGBTs residence, that is, urban or rural can have an impact on the levels of psychological distress and the availability of social support. If person belongs to the rural area more often than not, the mental health of that LGBT individual is compromised.

All these researches show how those who are not cis-gender get ignored by developed and western society, very few researches or surveys are there to show the contemporary milieu of LGBT community in India. From our day-to-day interaction it seems that the situation is very similar to that in the developed nations and that there is great resistance towards them which seems to be full of contrast to the past. If we talk about Ancient India where homosexuality was prevalent and accepted, evidently, in the Kamasutra, the carvings in Khajuraho and even during the Mughal period where homosexuality was practiced by emperors and sultans though there were laws forbidding the same. Transgenders would generally be entertainers in the courts or perform at religious ceremonies. The turning point



when being LGBT was looked down upon was during Colonialism. Which led to the establishment of contradicting standards of living, rules (like Section 377) and looked down upon the LGBT community, leading to a change in the Indian perception? This means that even though LGBT was unacceptable through certain periods in history, it cannot be seen as something new or unheard of/ unnatural. It is something which needs to be accepted by the Indian society. The supreme court recently made some alterations to the section 377 which decriminalised homosexuality and will definitely be a catalyst in bringing about a cultural change in India with time as it is not only harmless but also it will help to control the population rates and help orphans get a home—through same sex parents. 'Right to Privacy' as a fundamental law—which insures and accepts people who identify themselves as any gender. Another policy was also introduced in a while back in Kerala which provides reservation for transgender students in colleges. This is a major step towards making the people from the trans community economically independent, creating job opportunities and aid them in busting myths that people have about them.

### **Recommendations**

- Social support should be of utmost consideration while analysing the sexual minorities and their psychological and sociological functioning.
- Lack of social support may cause mental health problems, cause stigma around being of a sexual minority, suicidal tendencies, bullying, loneliness, and lead to internalized homo-negativity. So it becomes exceedingly vital that the general population is sensitised and educated about these counterparts in the society to reduce the stigma built around them.
- Social support (majorly of the family) and parental acceptance has positive correlation with mental well-being. This means that a major presence of self-acceptance and lower suicide rates are observed for those who had social support regarding their sexual orientation.
- Individuals who do not get support are on the receiving end of a lot of stress. The presence of stress in young sexual minority women has been seen to promote maladaptive coping mechanisms, which are, compromising behaviours like drug and alcohol abuse.
- Social support is a resilience factor for people in the LGBT community as it brings hope and optimism which in turn promotes mental health.
- Level of support is inversely proportional to stress, depression, and anxiety.
- High level of psychological distress and internalized homophobia is caused due to parental rejection (regarding sexuality)
- Social support has a direct link with an LGBT individual's self-esteem and LGBT-esteem.
- Parents, peers, clinicians, and schools are the road map to finding social support. In the modern times, social support can also be gained from the internet.
- Fewer symptoms of Post-Traumatic Stress Disorder (PTSD) were seen in those sexual minorities which had family support.
- Suicidal ideation and depressive symptoms were found in only those who had low social support regarding their sexual orientation.

## **Conclusion**

Social support is positively correlated to the mental health of LGBTs. The presence or absence of the same can make an enormous difference. It is evident that, for future, one must further analyse the social, environment and the psychology of the LGBT community to fittingly measure how their mental health is being compromised. More Indian researches are required in this area. LGBT community friendly policies are required like reservation for LGBT communities in colleges and government jobs all over India. Awareness programs are required within the LGBT community regarding the psychological distress that they might encounter due to the societal pressure like discrimination and victimization. On top of that, the most critical requirement is to educate the society and culturally bring about a change. Teach them that gender is not binary, that it isn't abnormal, unnatural, or a disease, and increase acceptance of the LGBT community. Steps are required at both societal as well as individual level so that change can be integrated in to the society and culture as the concept of gender is becoming more dynamic with time.

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## मानसिक स्वास्थ्य : शिक्षक तथा छात्र के मानसिक स्वास्थ्य पर प्रभाव डालने वाले कारक

**Arpit Suman Toppo\***

शिक्षा का प्रमुख कार्य एवं उद्देश्य व्यक्ति का सर्वांगीण विकास करना है। कहा गया है कि स्वस्थ शरीर में स्वस्थ मस्तिष्क/मन का वास होता है। व्यक्ति के शरीर में मस्तिष्क का महत्वपूर्ण स्थान है क्योंकि व्यक्ति जो भी कार्य करता है वह अपने मस्तिष्क के अनुसार ही करता है। जब तक हमारा मस्तिष्क स्वस्थ नहीं रहता है तब तक हम किसी भी कार्य को ठीक से नहीं करता है वे जीवन की विभिन्न परिस्थितियों का सामना सफलतापूर्वक नहीं कर पाते, वे सदा एक प्रकार से मानसिक उलझन या परेशानी में रहते हैं। इसका कारण मानसिक दुर्बलता या किसी प्रकार का विकार होता है। संसार में वे ही व्यक्ति भौतिक और सामाजिक परिस्थितियों में अपने को समायोजित कर पाते हैं जिनका मानसिक स्वास्थ्य अच्छा हो। मानव जीवन में शारीरिक स्वास्थ्य के समान ही मानसिक स्वास्थ्य की ओर भी ध्यान देना अति आवश्यक है। व्यक्तित्व का विकास तभी संभव है जब बालक के शरीर और मन पूर्ण रूप से स्वस्थ हों, क्योंकि शरीर और मन का घनिष्ठ संबंध है। शारीरिक स्वास्थ्य और मानसिक स्वास्थ्य एक दूसरे को प्रभावित करते रहते हैं। इसलिए शिक्षा मनोविज्ञान के अंतर्गत मानसिक स्वास्थ्य का अध्ययन विशेष महत्व रखता है क्योंकि शिक्षण-प्रक्रिया को सफल बनाने के लिए शिक्षक और छात्र दोनों के मानसिक स्वास्थ्य को अच्छा रखना अति आवश्यक है।

हेडफील्ड के अनुसार –“साधारण शब्दों में हम कह सकते हैं कि मानसिक स्वास्थ्य सम्पूर्ण व्यक्तित्व का पूर्ण सामंजस्य के साथ कार्य करना है।”

कुप्पूस्वामी के अनुसार –“ मानसिक स्वास्थ्य का अर्थ है – दैनिक जीवन में भावनाओं, इच्छाओं, महत्वाकांक्षाओं, आदर्शों में संतुलन रखने की योग्यता। इसका अर्थ है– जीवन की वास्तविकताओं का सामना करने और उनको स्वीकार करने की योग्यता।”

शिक्षा के द्वारा ही बालक का मानसिक स्वास्थ्य अच्छा बनाया जा सकता है। शिक्षा-प्रक्रिया की सफलता मानसिक स्वास्थ्य पर ही निर्भर है जैसे कि मनोवैज्ञानिक फ्रैंडसन का विचार है– “मानसिक स्वास्थ्य और सीखने में सफलता का बहुत घनिष्ठ संबंध है।”

इस कथन के अनुसार शिक्षण-प्रक्रिया में छात्र एवं शिक्षक दोनों के मानसिक स्वास्थ्य का ठीक होना अनिवार्य है। मानसिक रूप से स्वस्थ न होने पर बालक को शिक्षा ग्रहण करने में तथा शिक्षक को शिक्षण – कार्य में सफलता नहीं मिलती।

बालकों के मानसिक स्वास्थ्य को बनाए रखने में शिक्षक का महत्वपूर्ण स्थान है। बालकों के मानसिक स्वास्थ्य की उन्नति के लिए विद्यालय जो कार्य करता है उसमें अध्यापक ही विशेष रूप से सहायक होता है। अतः शिक्षक के मानसिक स्वास्थ्य का भी ठीक रहना अति आवश्यक है। शिक्षक के मानसिक स्वास्थ्य में बाधा डालने वाले कारक –

- 1) अपर्याप्त वेतन-स्थायी शिक्षकों के लिए वेतन की समस्या नहीं होती परन्तु प्राईवेट, संविदा के शिक्षकों के लिए यह प्रमुख समस्या है। वर्तमान समय में यह गंभीर समस्या है। उनको कार्य के अनुरूप वेतन नहीं मिलता जिससे उनकी आर्थिक दशा ठीक नहीं रहती। आवश्यकताओं की पूर्ति न होने के कारण उनका शारीरिक और मानसिक स्वास्थ्य खराब हो जाता है।
- 2) अधिक कार्यभार – विद्यालयों तथा महाविद्यालयों में शिक्षकों को गैर शैक्षणिक कार्य करने होते हैं जिससे उनमें कार्यभार होने के कारण सदैव मानसिक तनाव की स्थिति में रहते हैं।
- 3) शैक्षिक उपकरणों का अभाव– बालकों को ठीक से शिक्षा देने के लिए विद्यालय में शिक्षण के लिए उपयुक्त सहायक सामग्री की व्यवस्था होनी चाहिए।
- 4) समाज में आदर का अभाव– प्राचीन काल में गुरु को प्राप्त था, किन्तु आज भौतिक वादी दृष्टिकोण ने इस विचार धारा में परिवर्तन कर दिया है। इन बातों से अध्यापक का मानसिक स्वास्थ्य प्रभावित होता है।
- 5) निरंकुश व्यवस्था– बहुत से विद्यालयों तथा महाविद्यालयों के प्रधानाचार्य प्रबंधक और निरीक्षक स्वेच्छाचार से काम लेते हैं। शिक्षकों को बात-बात पर आतंकित किया जाता है। आवश्यकता पड़ने पर आकस्मिक अवकाश नहीं

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दिया जाता है। स्वेच्छाचारी व्यवस्था में शिक्षकों में असंतोष फैल जाता है। इस प्रकार के वातावरण में भी शिक्षक का मानसिक स्वास्थ्य ठीक नहीं रह पाता।

6) शिक्षकों में परस्परिक संघर्ष – प्रायः विद्यालयों तथा महाविद्यालयों में शिक्षकों और प्रधानाचार्य में किन्ही कारणों से संघर्षपूर्ण स्थिति शिक्षकों के मस्तिष्क में भी संघर्ष उत्पन्न कर देती है, फलस्वरूप शिक्षक सदैव मानसिक अशांति का अनुभव करता है।

7) परिवारिक कठिनाइयाँ – आर्थिक स्थिति का प्रभाव उसके पारिवारिक जीवन पर भी पड़ता है। अनियमित और अल्पवेतन के कारण परिवार में अशांति बनी रहती है। परिवार में जब सुख-शांति नहीं मिलती हो तो वह विद्यालय में बालकों के साथ उचित व्यवहार तथा ठीक से शिक्षण कार्य नहीं कर पाता।

छात्र के मानसिक स्वास्थ्य को प्रभावित करने वाले कारक

छात्रों के मानसिक स्वास्थ्य को प्रभावित करने वाले अनेक कारक होते हैं। प्रमुख कारक निम्नलिखित हैं –

1) वंशानुक्रम – दोषपूर्ण वंशानुक्रम के कारण छात्र में मानसिक दुर्बलता जैसे-बुद्धि की कमी या स्नायु संबंधी रोग पाए जाते हैं। इस कारक वह मानसिक रूप से अस्वस्थ रहता है।

2) शारीरिक दोष – शारीरिक दोष के कारण भी बालक में हीनता की भावनाएँ पैदा हो जाती हैं। उसके लिए हीनता की भावनाएँ अपने साथियों और समाज के बीच समायोजन की समस्याएँ पैदा कर देती हैं।

3) पारिवारिक कारण – परिवार का वातावरण परिवार की निर्धनता, कठोर अनुशासन, माता-पिता का अनुचित व्यवहार, माता-पिता की अत्यधिक ममता, माता-पिता के ऊँचे आदर्शों का प्रभाव भी छात्र के मानसिक स्वास्थ्य को प्रभावित करता है।

4) मनोवैज्ञानिक कारण – मानसिक संघर्ष, संवेगात्मक तनाव, भावना ग्रंथियाँ, चिन्ता, मानसिक दुर्बलता और थकान आदि का भी छात्र के मानसिक स्वास्थ्य पर बुरा प्रभाव डालता है।

5) सामाजिक कारक – छात्र के मानसिक स्वास्थ्य पर समाज के दोषपूर्ण संगठन और वातावरण का भी प्रभाव पड़ता है। असंगठित समाज के बालकों का मानसिक स्वास्थ्य अच्छा नहीं रह सकता, क्योंकि उस वातावरण में सदा कलह, लड़ाई-झगड़े, विभिन्न प्रकार की सामाजिक बुराईयाँ, जैसे-चोरी, झूठ, बेईमानी आदि दिखाई देती हैं। इस प्रकार के समाज में पलने वाले बालकों में संवेगात्मक अस्थिरता ईर्ष्या, द्वेष, कलह, आचरणहीनता आदि दुर्गुण स्थान बना लेते हैं। समाज के जातीय और धार्मिक संघर्ष, धनी और निर्धन में ईर्ष्या, द्वेष, असहयोग आदि – बालकों में मानसिक तनाव पैदा कर देते हैं। समाज की इस प्रकार की स्थिति और वातावरण बालक के मानसिक स्वास्थ्य के लिए हानिकारक होती है।

6) विद्यालयी तथा महाविद्यालयी कारक – छात्र के मानसिक स्वास्थ्य पर विद्यालय वातावरण, दोषपूर्ण पाठ्यक्रम, अनुपयुक्त शिक्षण विधियाँ, दोषपूर्ण परीक्षा प्रणाली प्रतियोगिता की भावना, शिक्षक के व्यक्तित्व का प्रभाव छात्र के मानसिक स्वास्थ्य को प्रभावित करता है।

शिक्षक तथा छात्र के मानसिक स्वास्थ्य की रक्षा करने में, परिवार, समाज, विद्यालय, महाविद्यालय का विशेष उत्तरदायित्व है। क्योंकि शिक्षण-प्रक्रिया को सफल बनाने के लिए शिक्षक और छात्र दोनों के मानसिक स्वास्थ्य का ठीक होना आवश्यक है।

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## **A Study on the Metacognition of Under Graduate Students**

**Dr.V.Thamodharan\***

### **Abstract**

Meta-cognition refers to learners' autonomous awareness of their own mental process and the ability to reflect, control, evaluate and regulate their own cognitive process. This study explored the relationship of meta-cognition of undergraduate students with demographic variables like gender, subject studying and area of residence. The study was conducted on the sample of 1000 undergraduate students of Thoothukudi District. The Meta-cognitive Awareness Inventory (MAI) developed by Schraw and Dennison (1994) was adopted to measure the Meta-cognition of under graduate students. The findings of the study revealed that Meta-cognition of male undergraduate students differs significantly from the female students; on the other hand subject studying, area of residence has no significant impact on the Meta-cognition of undergraduate students. This study suggests under graduate students to understand and regulate their own thinking process to resolve the real life complexities.

### **Introduction**

Besides providing knowledge to the learner, the present educational system aimed to teach them “learning how to learn”, to organize their thinking processes to solve different problems and to develop competencies to meet future challenges.

Generally in a class room some students are active, self directed learners know how they learn and are able to apply what they know to various learning situations. Others may be average students who work hard and who have awareness of their learning strengths and weaknesses, but who may not adequately regulate their learning. Still others may be passive learners who have little awareness of how they learn and how to regulate their learning. In essence, teachers are faced with classrooms full of students who come to them with various levels of meta-cognitive skills.

### **Meta-cognition and its importance**

Meta-cognition is generally defined as the activity of monitoring and controlling one's cognition. It can further be defined as what we know about our cognitive processes and how we use these processes in order to learn and remember (Ormrod, 2004). Researchers further conceptualize meta-cognition by breaking down meta-cognition into two subcomponents, meta-cognitive knowledge and meta-cognitive regulation. These two subcomponents have been theorized to be related to one another (Brown, 1987; Flavell, 1987; Schraw and Dennison, 1994).

Meta-cognitive knowledge can be described as what we know about our own cognitive processes. Declarative, procedural and conditional knowledge may all be considered subcomponents of meta-cognitive knowledge (Schraw and Moshman, 1995). Declarative knowledge involves what we know about how we learn and what influences how we learn.

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Procedural knowledge is our knowledge about different learning and memory strategies/procedures that work best for us. Conditional knowledge is the knowledge we have about the conditions under which we can implement various cognitive strategies. As a whole, our knowledge of cognition refers to what we know about how we learn; what we know about the procedures and strategies that are the most effective for us; and, what we know about the conditions under which various cognitive activities are most effective (Schraw and Moshman, 1995).

Meta-cognitive regulation in contrast to meta-cognitive knowledge may be thought of as the actual activities in which we engage in order to facilitate learning and memory (Schraw and Moshman, 1995). Meta-cognitive regulation can be broken down into three component activities.

These include planning, monitoring and evaluating. Planning involves just that, planning out a cognitive task by selecting appropriate strategies and cognitive resources. Monitoring involves the awareness of our progress through a cognitive task and our ability to determine our performance. Finally, evaluating involves taking a look at the outcome and determining if the learning outcome matches our learning goals and if the regulation processes we used were effective (Schraw and Moshman, 1995). So in order to excel in academics, students should have well developed meta-cognitive knowledge and meta-cognitive regulatory skills

### **Significance of the study**

Today we are living in a world of science and technology, where an explosion of knowledge is taking place and stepping into the modern technocratic age. For a meaningful life, an individual needs academic excellence to adjust his environment. In the technologically sophisticated modern world, one should aware of meta-cognitive skills in order to make something creative. A good education should be able to show the students how to learn, how to remember, how to motivate themselves and how to control their own learning, so that they can teach how to learn. For all these reasons, meta-cognitive skills are quite important.

Meta-cognition plays an important role in communication, reading comprehension, language acquisition, social cognition, attention, self-control, memory, self-instruction, writing, problem solving, and personality development. Meta-cognitive skills are usually conceptualized as an interrelated set of competencies for learning and thinking, and include many of the skills required for active learning, critical thinking, reflective judgment, problem solving, and decision-making. Students whose meta-cognitive skills are well developed are better problem-solvers, decision makers and critical thinkers, are more able and more motivated to learn, and are more likely to be able to regulate their emotions (even in difficult situations), handle complexity, and cope with conflict. Individuals with a high level of meta-cognitive knowledge and skills identify blocks to learning as early as possible and change 'tools' or strategies to ensure goal attainment. The person who have the awareness of meta-cognitive knowledge, is able to know about his own strengths and weakness, the nature of task at hand, and available 'tools or skills'. Recognizing the importance of meta-cognition the investigator attempts to find the meta-cognition of undergraduate students.

### **Objectives of the study**

The objectives of the study were as follows:

1. To find out the significant difference between male and female undergraduate students in their meta-cognition.
2. To find out the significant difference between arts and science undergraduate students in their meta-cognition.
3. To find out the significant difference between rural and urban undergraduate students in their meta-cognition.

**Sample**

By using stratified random sampling technique a sample of 1000 under graduate students was selected from all arts and science colleges in Thoothukudi district.

**Tool used in the study**

To measure the meta-cognition of the sample the investigator adopted the Meta-cognitive Awareness Inventory (MAI) developed by Schraw and Dennison (1994).

**Results of the study**

**Table 1: Difference in the Meta-Cognition of Under Graduate Students with Respect to Gender**

| Gender | Count | Mean  | S.D   | Calculated 't' value | Table value at 5% level | Remark      |
|--------|-------|-------|-------|----------------------|-------------------------|-------------|
| Male   | 415   | 39.30 | 7.613 | 2.999                | 1.96                    | Significant |
| Female | 585   | 40.75 | 7.335 |                      |                         |             |

**Table 2: Difference in the Meta-Cognition of Under Graduate Students with Respect to their Subject**

| Subject Studying | Count | Mean  | S.D   | Calculated 't' value | Table value at 5% level | Remark          |
|------------------|-------|-------|-------|----------------------|-------------------------|-----------------|
| Arts             | 534   | 39.92 | 7.554 | 1.035                | 1.96                    | Not Significant |
| Science          | 466   | 40.41 | 7.398 |                      |                         |                 |

**Table 3: Difference in the Meta-Cognition of Under Graduate Students with Respect to their Area of Residence**

| Area of Residence | Count | Mean  | S.D   | Calculated 't' value | Table value at 5% level | Remark          |
|-------------------|-------|-------|-------|----------------------|-------------------------|-----------------|
| Rural             | 554   | 39.98 | 7.301 | 0.803                | 1.96                    | Not Significant |
| Urban             | 446   | 40.36 | 7.703 |                      |                         |                 |

From the table 1 it is inferred that the calculated't' value is greater than the table value. Hence the null hypothesis is **Rejected**. That is, there exists significant difference in the meta-cognition of under graduate students with respect to their gender.

From the table 2 it is inferred that the calculated't' value is less than the table value. Hence the null hypothesis is **Accepted**. That is, there exists no significant difference in the meta-cognition of under graduate students with respect to their subject studying.

From the table 3 it is inferred that the calculated't' value is less than the table value. Hence the null hypothesis is **Accepted**. That is, there exists no significant difference in the meta-cognition of under graduate students with respect to their area of residence.

**Findings and discussions**

Significant difference exists in the meta-cognition of under graduate students with respect to gender, but no significant difference exists in the meta-cognition of under graduate

students with respect to their subject studying and area of residence.

Hu Zhihai and Liang Ningjian (2004) found that there was significant sex difference in meta-cognition of college students. Ahmet Oguz Akturk and Ismail Sahin (2010) found that Female students use meta-cognitive learning strategies significantly higher than male students. In this study also female under graduate students have more meta-cognition than male students.

Good learners are meta-cognitively adept and poor ones meta-cognitively deficient in how they tackle learning tasks in most subjects (Baird, 1986, 1992, 1998; Shuell, 1998; Wang & Peverly, 1986 as cited by Conner, 2006). Now a day's females are seems to be good learners and their achievement is high when compared to male students. So naturally they are more aware of their thinking and learning and they are good monitors and evaluators of their cognitive processes than male students. This may be the reason for the significant difference in the meta-cognition of under graduate students with respect to gender

### **Recommendations**

Meta-cognitive strategies seem to be abstract unless practiced individually by the students.


- Continuous and constant follow-up and counselling are necessary to make the students to practice metacognition.
- Practice should be given to the students to articulate their own thinking. Thinking skills and self-regulation strategies can be trained rather than storing information.
- Opportunities should be given to the students to employ their judging ability, critical thinking, analytical skills, problem solving strategies and creativity irrespective of the subjects they learn.
- Students can be encouraged to use more mind maps while writing and learning.
- Reflective thinking strategies must be explicit, valued and practiced and regulation of cognition should be improved.
- Brain storming and cybernetic technique can be used in the class room.
- Guided self-evaluation experiences can be introduced to the students through individual conferences and checklists focusing on their thinking processes.
- Training can be given to the students, how to learn, how to remember, how to motivate them and how to control their own learning.
- Proper attention may be given to develop library habits among students as it has a positive impact on the meta-cognitive awareness of students.
- Facilitated group interaction should be encouraged and the Class room atmosphere should provide frequent opportunities for students to self-assess what they know and do not know.

### **Conclusion**

Meta-cognition is essential to successful learning because it enables individuals to better manage their cognitive skills and to determine weaknesses that can be corrected by constructing new cognitive skills. Training of meta-cognition strategies helped the college students to know why, when, and how to use the strategies. Teachers must improve their students' meta-cognitive awareness in order to improve their learning abilities. "The more students know about effective learning strategies, the greater their meta-cognitive awareness and the higher their classroom achievement is likely to be" (Mango 2010).

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## **Intellectual Skills Of Higher Secondary Students In Relation To Their And Academic Achievement**

**Dr. V. Thamodharan\***

### **Abstract**

This research article focuses its attention on the relationship between the intellectual skills of higher secondary students and their academic achievement. The investigator adopted survey method for collecting the data. The investigator prepared and validated a scale to measure intellectual skills of higher secondary students. For measuring the academic achievement, the half-yearly marks of the students were considered. All the higher secondary students studying standards XI and XII in the higher secondary schools in Tirunelveli District formed the population of the study. From the population, the investigator has chosen 1130 students using simple random sampling technique. For analyzing the data, the investigator used Mean, SD, 't' Test, 'F' test and Pearson's Product Moment Correlation. The findings showed that the intellectual skills of higher secondary students are significantly correlated with their academic achievement.

**Keywords:** Intellectual Skills, Academic Achievement.

### **Introduction**

In the present day context, the students are more intellectual and capable of learning new things and concepts because of the explosion of technology and the gadgets like computers, kindles and mobile phones. There is a huge change in the knowledge procurement not only in the school but also in the outer world open for the younger generation promoting intellectual skills of the learning community. Hence, there is a need for a change in the education system to cater the intellectual needs of the students to fulfill their educational requirements.

The adoption of new techno-based curriculum by which a child will be able to acquire the intellectual skills to adopt successfully with his surroundings is mainly determined by two factors like conducive learning environment both in the school and in the home and novel teaching techniques. Enriched learning environment stimulates the child to improve from the lowest academic performance.

### **Intellectual Skills**

Intellectual skills are critical, analytical, synthesising and problem-solving skills. Critical thinking clarifies goals, examines assumptions, discerns hidden values, evaluates evidence, accomplishes actions, and assesses conclusions. The list of core critical thinking skills includes observation, interpretation, analysis, inference, evaluation, explanation, and meta-cognition. There is a reasonable level of consensus among experts that an individual or group engaged in strong critical thinking gives due consideration to evidence through observation, context, relevant criteria for making the judgment well, applicable methods or

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techniques for forming the judgment and applicable theoretical constructs for understanding the problem and the questions in hand.

In addition to possessing strong critical-thinking skills, one must be disposed to engage problems and decisions using those skills. Critical thinking employs not only logic, but also gives broad intellectual criteria such as clarity, credibility, accuracy, precision, relevance, depth, breadth, significance, and fairness (Robert A. Slavin, 2006).

Preparing for tests and other assessments is a larger part of intellectual skills. Knowing how to take notes, study skills, organization and time management are all important factors for students' learning. Being able to effectively prepare for tests through studying requires that the student's notes are neatly organized, legible, and that they make sense to the student. The use of modern techniques of teaching, memorization skills, learning methods are important as well.

Another important set of intellectual skills relates to read reference materials. Knowing how to prepare for the test, getting enough sleep in the night, eating a good and nutritional meal, methods for better rest taking may have a significant influence on the student's academic performance. Knowing these things may also help a student to overcome school anxiety.

Intellectual skills are important for a students' success not only in the school, but also in their career too. Time management, organization and representation of study materials, note taking, discussion with the friends and relatives and many other skills pertaining to the students' learning are inevitable. Learning these sub skills early can lead to academic success of the school going children.

### **Need and Significance of the Study**

Education helps the learners to improve their abilities and skills, values and attitudes. It is not only a passive learning but also an interactive process. Every student should be capable of adopting new concepts in order to accommodate all the factors that would help them to improve their wholesome personality development and academic performance. Students require certain intellectual skills that are specially meant for their academic performance. They have to manage their learning for successful scoring. In this respect, the schools have emerged to instill the required intellectual skills among the students by providing the necessary skill development programmes with practical based learning.

Skill-based education is the important at the higher secondary level. Moreover, the students are considered as the most productive members of the society. Most of them are unable to use their intellectual skills in the right way due to several problems. In the present day context, a number of students engage in non-academic activities having the hand shaken with the anti-social elements that create personality misbehaviour. This threatens the society.

It is quite obvious that no system of education has come forward to initiate a separate programme regarding the skill-oriented development among the students. In this regard, intellectual skills of a student play a vital role to improve their academic performance. Hence, the investigator has planned this study.

### **Definitions of the Terms**

#### **Intellectual skills**

Intellectual skills such as reasoning, problem solving, concept formation and creative thinking were categorized in terms of increasingly complex behaviors. The categories of

intellectual skills were comprehension, application, analysis, synthesis, and evaluation. Operationally, it is the score obtained by the higher secondary students on Intellectual Skills Questionnaire prepared and validated by the investigator.

**Academic Achievement**

Academic achievement refers to the performance shown by the students in the tests conducted in the school. Here, it refers to the half-yearly marks of the students.

**Higher Secondary Students**

By this, the investigator means that the students studying standards XI and XII in the higher secondary schools in Tirunelveli District.

**OBJECTIVES**

1. To find the level of intellectual skills and academic achievement of higher secondary students.
2. To find the significant difference in the intellectual skills and academic achievement of higher secondary students with regard to gender, locality of school, type of school and religion.
3. To find the significant relationship between the intellectual skills of higher secondary students and their academic achievement.

**Method and Procedure**

The investigator adopted survey method for the present study. The investigator prepared and validated a questionnaire to measure intellectual skills of higher secondary students. For measuring the academic achievement, the half-yearly marks of the students were considered. All the higher secondary students in the higher secondary schools in Tirunelveli District formed the population of the present study. From the population, the investigator has chosen 1130 students using simple random sampling technique. For analyzing the data, the investigator used Mean, SD, 't' Test, 'F' test and Pearson's Product Moment Correlation.

**Analysis and Findings**

**Null Hypothesis – 1**

The level of intellectual skills and academic achievement of higher secondary students are not high.

**Table - 1: Level of Intellectual Skills and Academic Achievement of Higher Secondary Students**

| Variables            | Low |       | Moderate |       | High |       |
|----------------------|-----|-------|----------|-------|------|-------|
|                      | N   | %     | N        | %     | N    | %     |
| Intellectual Skills  | 206 | 18.23 | 751      | 66.46 | 173  | 15.31 |
| Academic Achievement | 223 | 19.74 | 695      | 61.50 | 212  | 18.76 |

It is inferred from the above table that 18.23%, 66.46% and 15.31% of higher secondary students are low, moderate and high respectively in their intellectual skills.

19.74%, 61.50% and 18.76% of higher secondary students are low, moderate and high respectively in their academic achievement.

**Null Hypothesis – 2**

There is no significant difference between male and female higher secondary students in their intellectual skills and academic achievement.

**Table - 2: Difference in the Intellectual Skills and Academic Achievement of Higher Secondary Students with regard to Gender**

| Variables            | Gender | N   | Mean   | SD     | Calculated 't' Value | Table Value | Remark |
|----------------------|--------|-----|--------|--------|----------------------|-------------|--------|
| Intellectual Skills  | Male   | 603 | 71.39  | 4.50   | 2.29                 | 1.96        | S      |
|                      | Female | 527 | 71.99  | 4.27   |                      |             |        |
| Academic Achievement | Male   | 603 | 872.88 | 152.31 | 1.56                 | 1.96        | NS     |
|                      | Female | 527 | 887.29 | 156.53 |                      |             |        |

It is inferred from the above table that the calculated 't' value is greater than the table value at 5% level of significance, the null hypothesis is rejected in the case of intellectual skills. Hence, there is significant difference between the male and female higher secondary students in their intellectual skills. The female students have better intellectual skills. But, the calculated 't' value is less than the table value at 5% level of significance, the null hypothesis is accepted in the case of academic achievement. Hence, there is no significant difference between the male and female higher secondary students in their academic achievement.

**Null Hypothesis – 3**

There is no significant difference between the higher secondary students studying in rural and urban schools in their intellectual skills and academic achievement.

**Table - 3: Difference in the Intellectual Skills and Academic Achievement of Higher Secondary Students with regard to Locality of School**

| Variables            | Locality of School | N   | Mean   | SD     | Calculated 't' Value | Table Value | Remark |
|----------------------|--------------------|-----|--------|--------|----------------------|-------------|--------|
| Intellectual Skills  | Rural              | 611 | 71.89  | 4.43   | 1.99                 | 1.96        | S      |
|                      | Urban              | 519 | 71.36  | 4.35   |                      |             |        |
| Academic Achievement | Rural              | 611 | 868.91 | 154.49 | 2.53                 | 1.96        | S      |
|                      | Urban              | 519 | 892.19 | 153.47 |                      |             |        |

It is inferred from the above table that the calculated 't' values are greater than the table value at 5% level of significance, the null hypothesis is rejected in the case of intellectual skills and academic achievement. Hence, there is significant difference between the rural and urban school students in their intellectual skills and academic achievement. The rural school students have better intellectual skills. But, the urban school students have better academic achievement.

**Null Hypothesis – 4**

There is no significant difference among the higher secondary students studying in government schools, aided schools and matriculation schools in their intellectual skills and academic achievement.

**Table - 4: Difference in the Intellectual Skills and Academic Achievement of Higher Secondary Students with regard to Type of School**

| Life Skills          | Type of School | Mean   | SSb      | SSw         | Calculated 'F' Value | Table Value | Remark |
|----------------------|----------------|--------|----------|-------------|----------------------|-------------|--------|
| Intellectual Skills  | Government     | 71.60  | 2.05     | 21880.84    | 0.05                 | 2.99        | NS     |
|                      | Aided          | 71.69  |          |             |                      |             |        |
|                      | Matriculation  | 71.71  |          |             |                      |             |        |
| Academic Achievement | Government     | 878.75 | 52315.81 | 26859055.59 | 1.10                 | 2.99        | NS     |
|                      | Aided          | 874.02 |          |             |                      |             |        |
|                      | Matriculation  | 891.11 |          |             |                      |             |        |

(df = 2, 1127)

It is inferred from the above table that the calculated 'F' values are less than the table value at 5% level of significance, the null hypothesis is accepted. Hence, there is no significant difference among the students studying in government, aided and matriculation schools in their intellectual skills and academic achievement.

**Null Hypothesis – 5**

There is no significant difference among the higher secondary students belonging to Hinduism, Christianity and Islam religions in their intellectual skills and academic achievement.

**Table - 5: Difference in the Intellectual Skills and Academic Achievement of Higher Secondary Students with regard to Religion**

| Variables            | Religion  | Mean   | SSb        | SSw         | Calculated 'F' Value | Table Value | Remark |
|----------------------|-----------|--------|------------|-------------|----------------------|-------------|--------|
| Intellectual Skills  | Hindu     | 71.82  | 104.89     | 21778.00    | 2.71                 | 2.99        | NS     |
|                      | Christian | 71.31  |            |             |                      |             |        |
|                      | Muslim    | 70.85  |            |             |                      |             |        |
| Academic Achievement | Hindu     | 896.79 | 1194632.17 | 25716739.22 | 26.18                | 2.99        | S      |
|                      | Christian | 835.43 |            |             |                      |             |        |
|                      | Muslim    | 797.98 |            |             |                      |             |        |

It is inferred from the above table that the calculated 'F' value are greater than the table value at 5% level of significance (df = 2, 1127), the null hypothesis is rejected in the case of academic achievement. Hence, there is significant difference among the students belonging to Hindu, Christian and Muslim religions in their academic achievement. The Hindu students have better academic achievement. But, the calculated 'F' value is less than the table value at 5% level of significance, the null hypothesis is accepted in the case of the intellectual skills. Hence, there is no significant difference among the students belonging to Hindu, Christian and Muslim religions in their intellectual skills.

**Null Hypothesis – 6**

There is no significant relationship between intellectual skills of higher secondary students and their academic achievement.



**Table - 6: Relationship between Intellectual Skills of Higher Secondary Students and their Academic Achievement**

|  | N    | Calculated 'r' Value | Table Value | Remark |
|--|------|----------------------|-------------|--------|
| Intellectual Skills vs. Academic Achievement | 1130 | 0.290                | 0.062       | S      |


It is inferred from the above table that the calculated 'r' value is greater than the table value at 5% level of significance, the null hypothesis is rejected. Hence, there is significant relationship between intellectual skills of higher secondary students and their academic achievement.

**Conclusion**

It is concluded that the intellectual skills of higher secondary students is significantly correlated with their academic achievement. The female students and rural school students have better intellectual skills. The urban school students belonging to Hindu religion have better academic achievement. So, the investigator strongly believed that adequate measures may be taken for improving the intellectual skills of the higher secondary students to promote their academic achievement in a better manner.

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## **Analysis of Financial Health of Selected Private Sector Oil Companies in India Using Altman's Z Score Model**

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### **Abstract**

*Finance is considered as the wheel of any business. Financial Health is a description of the state of a company's monetary transactions. The organization with good financial health usually deals well with its finances, makes its payments on time, and knows how to manage its money. Some organizations in poor financial health usually owe a lot of money and are not making their payments on time. A company's financial health is measured by taking a snapshot of its assets and liabilities at one moment in time, usually at the end of a reporting period. Therefore, monitoring the financial health of a company is necessary and it can be done by continuous evaluation of its sales and profit. It is also necessary to benchmark the efficiency of utilization of capital and assets, return to shareholders as well as predicting financial distress or failure. India is the third largest energy and oil consumer in the world after China and the United States and the Oil and Gas occupied approximately 35% share in India's total energy consumption. Therefore, Oil Industry plays a vital role in developing the industry and also country. The aim of this paper is to study and analyze the financial health of selected private sector companies in Oil Industry in India. Independent Sample 't' Test and Multiple Discriminant Analysis (MDA) by applying Altman Z Scores Model are employed to analyze the financial health of the selected Private Sector Oil Companies in Indian Oil Industry.*

*The study revealed that the Financial Health of Reliance Industries Limited is better than Nayara Energy Limited during the study period. Overall, the study revealed that the selected oil companies in private sector are financially good during the study period of 10 years from 2008-09 to 2017-18. It is suggested that the management of the Reliance Industries Limited and Nayara Energy Limited should formulate appropriate policies and strategies to improve the financial health of the organization.*

**Keywords:** *Financial Health, Z Scores, Oil Industry, Working Capital, Retained Earnings, Net worth, EBIT, Net Sales.*

### **Introduction**

Finance is considered the wheel and life blood of any business. Financial Health is a description of the state of a person or company's finances. The organization with good financial health usually deals well with its finances, makes its payments on time, and knows how to manage its money. Some organizations in poor financial health usually owe a lot of money and are not making their payments on time. A company's financial health is measured by taking a snapshot of its assets and liabilities at one moment in time, usually at

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the end of a reporting period. Due to intense competition among the business community, every organization is doing something better than others to capture the business.

### **Formulation of Problem**

In the changing scenario, every business strives hard for its survival and it can only be possible when the company has sufficient finance to meet out its long-term and short-term commitments. To meet long-term commitment, it needs permanent capital and for short-term commitment, it needs working capital. The performance of the company is judged by its financial statements, which throws light on the profitability, operational efficiency, solvency and overall financial health of the company. The assessment of the corporate financial condition is important to financial analysts worldwide. The ability to discriminate between the weak and the strong, or between those that will fail or prosper, is critical to successful economic development. Bankers, suppliers of trade credit, stockholders, stock exchanges and governmental regulatory bodies etc., have all vested interests in appraising the strength of emerging and established companies.

Therefore, monitoring the financial health of a company is necessary and it can be done by continuous evaluation of its sales and profit. It is also necessary to benchmark the efficiency of utilization of capital and assets, return to shareholders as well as predicting financial distress or failure. Hence, this study is conducted to analyse the financial health of selected Private Sector companies in Oil Industry in India.

### **Objective of the Study**

The objectives refer to the questions to be answered through the study. They indicate what researcher trying to get from the study. The following is the main objective of the study:

- ❖ To apply and verify the Altman "Z" Score Model to predict financial health of the selected Private Sector Oil Companies in Indian Oil Industry during the study period of 10 years from 2008-09 to 2017-18.

### **Scope of the Study**

The scope of the study is to ascertain the Financial Health of selected Private Sector companies in Oil Industry in India. The scope of the study is confined to two private sector oil companies in India only i.e. Reliance Industries Limited and Nayara Energy (Essar) Limited. The results of the study is limited to the period of ten years from 2008-09 to 2017-18. The study applied five financial ratios and Multi Discriminant Analysis using Altman's Z score to predict and analyse the financial health of the selected private sector oil companies in India.

### **Methodology Used For Analysis**

To properly assess financial health, traditional financial ratio analysis is very important, but it can be used in conjunction with other tools. This study combines ratio analysis with statistical techniques and discriminant analysis. In order to assess the financial health of the selected Private Sector Oil Companies in Indian Oil Industry, the following Ratios are used:

- ❖ Working Capital to Total Assets Ratio (WCTA)
- ❖ Retained Earnings to Total Assets (RETA)
- ❖ EBIT to Total Assets (ETA)
- ❖ Net worth to Total Liabilities Ratio (NWTL)
- ❖ Total Assets Turnover Ratio (TATR)

**Analysis of Financial Health of Private Sector Oil Companies**

Independent Sample ‘t’ Test and Multiple Discriminant Analysis (MDA) by applying Altman Z Scores Model are employed to analyse the financial health of the selected Private Sector Oil Companies in Indian Oil Industry.

The results of the analysis of Financial Health of the selected Private Sector Companies (Reliance Industries Limited and Nayara Energy (formerly ‘Essar Oil Limited’) Limited) in Oil Industry in India using Altman’s Z Scores are given below:

**Working Capital to Total Assets Ratio (WCTA)**

H<sub>0</sub>: There is no significant difference between Reliance Industries Limited (RIL) and Nayara Energy (Essar) Limited (NEL) in Oil Industry with respect to Working Capital to Total Assets Ratio (WCTA) during the study period.

An independent-samples t-test was conducted to compare the difference between Reliance Industries Limited (RIL) and Nayara Energy (Essar) Limited (NEL) in Oil Industry with respect to Working Capital to Total Assets Ratio (WCTA) during the study period of 10 years from 2008-09 to 2017-18.

**TABLE 1: OIL COMPANIES – WORKING CAPITAL TO TOTAL ASSETS RATIO (WCTA)**

| VARIABLES                             | PRIVATE SECTOR OIL COMPANIES |       |       |     |        |        | t - value | p - value |
|---------------------------------------|------------------------------|-------|-------|-----|--------|--------|-----------|-----------|
|                                       | RIL                          |       |       | NEL |        |        |           |           |
|                                       | N                            | Mean  | SD    | N   | Mean   | SD     |           |           |
| Working Capital to Total Assets Ratio | 10                           | .0500 | .1135 | 10  | -.1060 | .04993 | 3.978     | 0.001**   |

**Source: Source: Secondary Data (Computed from Annual Reports) (\*\*1% Level of Significance)**

As the P value is lesser than Sig. Value (0.01) in the Working Capital to Total Assets Ratio Score (0.001), the Null Hypothesis is rejected. Based on the Working Capital to Total Assets Ratio mean Score, we can say that the mean score of Reliance Industries Limited - RIL (M = 0.0500) is more than Nayara Energy Limited – NEL (M = - 0.1060). It is indicated that Nayara Energy Limited has negative mean value in case of its Working Capital.

It is also indicated that Reliance Industries Limited has little more ability to cover its short-term financial obligations (Current Liabilities) by comparing its total current assets to its total assets when compared with Nayara Energy Limited. Hence, there is a significant difference between Reliance Industries Limited (RIL) and Nayara Energy (Essar) Limited (NEL) in Oil Industry with respect to Working Capital to Total Assets Ratio (WCTA) during the study period of 10 years from 2008-09 to 2017-18.

**Retained Earnings to Total Assets (RETA)**

H<sub>0</sub>: There is no significant difference between Reliance Industries Limited (RIL) and Nayara Energy (Essar) Limited (NEL) in Oil Industry with respect to Retained Earnings to Total Assets Ratio (RETA) during the study period.

An independent-samples t-test was conducted to compare the difference between Reliance Industries Limited (RIL) and Nayara Energy (Essar) Limited (NEL) in Oil Industry with respect to Retained Earnings to Total Assets Ratio (RETA) during the study period of 10 years from 2008-09 to 2017-18.

**TABLE 2: OIL COMPANIES – RETAINED EARNINGS TO TOTAL ASSETS (RETA)**

| VARIABLES                               | PRIVATE SECTOR OIL COMPANIES |       |       |     |       |        | t - value | p - value |
|---|------------------------------|-------|-------|-----|-------|--------|-----------|-----------|
|   | RIL                          |       |       | NEL |       |        |           |           |
|   | N                            | Mean  | SD    | N   | Mean  | SD     |           |           |
| Retained Earnings to Total Assets Ratio | 10                           | .5270 | .0163 | 10  | .0980 | .08613 | 15.478    | 0.000**   |

Source: Source: Secondary Data (Computed from Annual Reports)  
 (\*\*1% Level of Significance)

As the *P* value is lesser than Sig. Value (0.01) in the Retained Earnings (Reserves) to Total Assets Ratio Score (0.001), the Null Hypothesis is rejected. This ratio indicates the good measure of leverage, where a high ratio indicates that assets are funded from internal resources rather than from external injected equity capital or debt.

Based on the Retained Earnings to Total Assets Ratio mean Score, we can say that the mean score of Reliance Industries Limited - RIL (M = 0.5270) is more than Nayara Energy Limited – NEL (M = 0.0980). This indicates that Reliance Industries Limited has more retained earnings than Nayara Energy Limited, and is able to fund its operations from internal resources rather than rely on external debt and capital injections. Hence, there is a significant difference between Reliance Industries Limited (RIL) and Nayara Energy (Essar) Limited (NEL) in Oil Industry with respect to Retained Earnings to Total Assets Ratio (RETA) during the study period.

**EBIT TO TOTAL ASSETS (ETA)**

H<sub>0</sub>: There is no significant difference between Reliance Industries Limited (RIL) and Nayara Energy (Essar) Limited (NEL) in Oil Industry with respect to Earnings before Interest and Tax (EBIT) to Total Assets Ratio (ETA) during the study period.

An independent-samples t-test was conducted to compare the difference between Reliance Industries Limited (RIL) and Nayara Energy (Essar) Limited (NEL) in Oil Industry with respect to Earnings Before Interest and Tax (EBIT) to Total Assets Ratio (ETA) during the study period of 10 years from 2008-09 to 2017-18.

**TABLE 3: OIL COMPANIES – EBIT TO TOTAL ASSETS (ETA)**

| VARIABLES                  | PRIVATE SECTOR OIL COMPANIES |       |       |     |       |        | t - value | p - value |
|----------------------------|------------------------------|-------|-------|-----|-------|--------|-----------|-----------|
|                            | RIL                          |       |       | NEL |       |        |           |           |
|                            | N                            | Mean  | SD    | N   | Mean  | SD     |           |           |
| EBIT to Total Assets Ratio | 10                           | .0860 | .0084 | 10  | .1130 | 0.0616 | -1.372    | 0.187     |

Source: Source: Secondary Data (Computed from Annual Reports)  
 (5% Level of Significance)

As the *P* value is greater than Sig. Value (0.05) in the Earnings Before Interest and Tax (EBIT) to Total Assets Ratio Score (0.187), the Null Hypothesis is accepted. This ratio indicates the general profitability or productivity of the company's assets. More value indicates more profitability on the assets of the company. It also indicates that how effectively a company is using its assets to generate earnings before contractual obligations must be paid. Higher the ratio indicates the lesser bankruptcy.



Based on the Earnings Before Interest and Tax (EBIT) to Total Assets Ratio mean Score, we can say that the mean score of Reliance Industries Limited - RIL (M = 0.0860) and Nayara Energy Limited – NEL (M = 0.1130) is more or less same. This indicates that there is no much difference in the profitability on the assets of Reliance Industries Limited and Nayara Energy Limited during the study period. Hence, there is no significant difference between Reliance Industries Limited (RIL) and Nayara Energy (Essar) Limited (NEL) in Oil Industry with respect to Earnings before Interest and Tax (EBIT) to Total Assets Ratio (RETA) during the study period.

**NETWORTH TO TOTAL LIABILITIES RATIO (NWTL)**

H<sub>0</sub>: There is no significant difference between Reliance Industries Limited (RIL) and Nayara Energy (Essar) Limited (NEL) in Oil Industry with respect to Net worth to Total Liabilities Ratio (NWTL) during the study period.

An independent-samples t-test was conducted to compare the difference between Reliance Industries Limited (RIL) and Nayara Energy (Essar) Limited (NEL) in Oil Industry with respect to Net worth to Total Liabilities Ratio (NWTL) during the study period of 10 years from 2008-09 to 2017-18.

**TABLE 4: OIL COMPANIES – NETWORTH TO TOTAL LIABILITIES (NWTL)**

| VARIABLES                            | PRIVATE SECTOR OIL COMPANIES |       |        |     |       |       | t - value | p - value |
|--------------------------------------|------------------------------|-------|--------|-----|-------|-------|-----------|-----------|
|                                      | RIL                          |       |        | NEL |       |       |           |           |
|                                      | N                            | Mean  | SD     | N   | Mean  | SD    |           |           |
| Net Worth to Total Liabilities Ratio | 10                           | .5360 | .02011 | 10  | .1380 | .0816 | 14.972    | 0.000**   |

**Source: Source: Secondary Data (Computed from Annual Reports)**  
 (\*\*1% Level of Significance)

As the P value is lesser than Sig. Value (0.01) in the Net worth to Total Liabilities Ratio Score (0.000), the Null Hypothesis is rejected. It indicates that the proportion of Net worth to Total Liabilities of the company. Higher the ratio indicates the lesser bankruptcy.

Based on the Net worth to Total Liabilities Ratio mean Score, we can say that the mean score of Reliance Industries Limited - RIL (M = 0.5360) is more than Nayara Energy Limited – NEL (M = 0.1380). This indicates that Reliance Industries Limited has more proportion of Net worth to Total Liabilities than Nayara Energy Limited during the study period. Hence, there is a significant difference between Reliance Industries Limited (RIL) and Nayara Energy (Essar) Limited (NEL) in Oil Industry with respect to Net Worth to Total Liabilities Ratio (NWTL) during the study period.

**TOTAL ASSETS TURNOVER RATIO (TATR)**

H<sub>0</sub>: There is no significant difference between Reliance Industries Limited (RIL) and Nayara Energy (Essar) Limited (NEL) in Oil Industry with respect to Total Assets Turnover Ratio (TATR) during the study period.

An independent-samples t-test was conducted to compare the difference between Reliance Industries Limited (RIL) and Nayara Energy (Essar) Limited (NEL) in Oil Industry with respect to Total Assets Turnover Ratio (TATR) during the study period of 10 years from 2008-09 to 2017-18.

**TABLE 5: OIL COMPANIES – TOTAL ASSETS TURNOVER RATIO (TATR)**

| VARIABLES                   | PRIVATE SECTOR OIL COMPANIES |       |       |     |       |       | t - value | p - value |
|-----------------------------|------------------------------|-------|-------|-----|-------|-------|-----------|-----------|
|                             | RIL                          |       |       | NEL |       |       |           |           |
|                             | N                            | Mean  | SD    | N   | Mean  | SD    |           |           |
| Total Assets Turnover Ratio | 10                           | .8820 | .3250 | 10  | 1.345 | .4440 | -2.661    | 0.016*    |

**Source: Source: Secondary Data (Computed from Annual Reports) (\*5% Level of Significance)**

As the *P* value is lesser than Sig. Value (0.05) in the Total Assets Turnover Ratio (TATR) Score (0.016), the Null Hypothesis is rejected. This ratio indicates how efficiently a company can use its assets to generate sales. A company with a high total asset turnover ratio can operate with fewer assets than a less efficient competitor, and so requires less debt and equity to operate.

Based on the Total Assets Turnover Ratio (TATR) mean Score, we can say that the mean score of Nayara Energy Limited – NEL (M = 1.345) is more than Reliance Industries Limited - RIL (M = 0.8820). This indicates that Nayara Energy Limited is more efficient in utilizing its assets to generate sales than Reliance Industries Limited during the study period. Hence, there is a significant difference between Reliance Industries Limited (RIL) and Nayara Energy (Essar) Limited (NEL) in Oil Industry with respect to Total Assets Turnover Ratio (TATR) during the study period.

**Multiple Discriminant Analysis of Financial Health of Private Sector Oil Companies Using Altman’s Z Score**

In 1968, Edward Altman published what has become the best known predictor of bankruptcy. This predictor is a statistical model that combines five financial ratios to produce a product called a Z-score. **Altman** used multiple discriminate analysis (MDA) in his effort to find out a bankruptcy prediction model. He selected 33 publicly traded manufacturing bankrupt companies between 1946 and 1965 and matched them to 33 firms on a random basis. The ratios used in Altman model are working capital over total assets, retained earnings over total assets, earnings before interest and taxes over total assets market, value of the equity over book value of total liabilities and sales over total assets. The model has proven to be a dependable instrument in forecasting failure in a diverse mix of business entities.

Dr. Altman’s original model is calculated as:

- X<sub>1</sub> = Working Capital / Total Assets**
- X<sub>2</sub> = Retained Earnings / Total Assets**
- X<sub>3</sub> = EBIT / Total Assets**
- X<sub>4</sub> = Net Worth / Total Liabilities**
- X<sub>5</sub> = Sales / Total Assets**
- Z = Overall Index of Bankruptcy**

**CALCULATION OF ‘Z’ SCORE VALUE:**

**Formula**

$$Z = (1.2 * X_1) + (1.4 * X_2) + (3.3 * X_3) + (0.6 * X_4) + (1 * X_5)$$

The Altman’s Guidelines is as follows:

**TABLE 6: ALTMAN GUIDELINES**

| SITUATION | Z SCORES             | ZONES       | REMARKS   |
|-----------|----------------------|-------------|---|
| I         | Below 1.8            | Bankruptcy  | It's failure is certain and extremely likely and would occur probably within a period of two years      |
| II        | Between 1.8 and 2.99 | Healthy     | Financial viability is considered to be healthy. The failure in this situation is uncertain to predict. |
| III       | 3.0 and above        | Too Healthy | Its financial health viable and not to fall.  |

For determining the financial health of the selected Private Sector Oil Companies, this study used Z Score Model, which provides the financial soundness of a business and roadmap outlining the direction the business is heading. The study has made an attempt to evaluate the general financial health of the selected Private Sector Oil Companies (Reliance Industries Limited and Nayara Energy (Essar) Limited based on the market share of (during past five years) Oil Industry through "Z" score analysis with the five weighted financial ratios (X1 to X5) which are given below:

- X1 = Working Capital / Total Assets
- X2 = Retained Earnings / Total Assets
- X3 = EBIT / Total Assets
- X4 = Net Worth / Total Liabilities
- X5 = Sales / Total Assets

In order to get the Z Scores, the five weighted financial ratios (X1 to X5) were calculated and the values obtained were applied in the Overall Z Score formula ( $Z = (1.2 * X_1) + (1.4 * X_2) + (3.3 * X_3) + (0.6 * X_4) + (1 * X_5)$ ). The following scores were arrived:

**Z SCORES OF RELIANCE INDUSTRIES LIMITED (RIL)**

**TABLE 7: Z SCORES OF RELIANCE INDUSTRIES LIMITED (RIL)**

| YEAR                              | X1    | X2   | X3   | X4   | X5   | TOTAL        |
|-----------------------------------|-------|------|------|------|------|--------------|
| 2008-09                           | 0.06  | 0.71 | 0.28 | 0.31 | 0.60 | 1.96         |
| 2009-10                           | 0.08  | 0.75 | 0.30 | 0.33 | 1.01 | 2.46         |
| 2010-11                           | 0.11  | 0.73 | 0.32 | 0.32 | 1.10 | 2.57         |
| 2011-12                           | 0.26  | 0.77 | 0.32 | 0.34 | 1.24 | 2.93         |
| 2012-13                           | 0.23  | 0.78 | 0.30 | 0.34 | 1.26 | 2.91         |
| 2013-14                           | 0.13  | 0.74 | 0.28 | 0.32 | 1.18 | 2.65         |
| 2014-15                           | 0.07  | 0.75 | 0.26 | 0.33 | 0.93 | 2.35         |
| 2015-16                           | -0.09 | 0.72 | 0.28 | 0.31 | 0.57 | 1.80         |
| 2016-17                           | -0.10 | 0.73 | 0.26 | 0.32 | 0.45 | 1.66         |
| 2017-18                           | -0.13 | 0.70 | 0.27 | 0.31 | 0.48 | 1.63         |
| <b>TOTAL SCORE</b>                |       |      |      |      |      | <b>22.91</b> |
| <b>AVERAGE Z SCORE (22.91/10)</b> |       |      |      |      |      | <b>2.291</b> |

Source: Secondary Data (Computed from Annual Reports)

**Interpretation**

The Z scores relating to general financial health of Reliance Industries Limited (RIL) in the Private Sector Oil Industry obtained during the ten years period varied from 1.63 to 2.93.

The scores of the companies during the 10 years period are above the value of 1.8 (except two years) which indicates the healthy financial position. The company's health positions are too good in the year 2011-12 since the Z score is maximum (2.93). During the past three years (2015-16 to 2017-18), the company's health position are lightly diminishing. The average Z score is 2.291 (> 1.8) which is a good indicator of financial soundness of the company. Overall, as per the Altman's guidelines, the company's financial position is **HEALTHY** during the study period.

**Z SCORES OF NAYARA ENERGY LIMITED (NEL)**

**TABLE 8: Z SCORES OF NAYARA ENERGY LIMITED (NEL)**

| YEAR                              | X1    | X2    | X3    | X4   | X5   | TOTAL        |
|-----------------------------------|-------|-------|-------|------|------|--------------|
| 2008-09                           | -0.12 | 0.18  | -0.09 | 0.11 | 1.73 | 1.82         |
| 2009-10                           | -0.13 | 0.14  | 0.29  | 0.11 | 1.32 | 1.73         |
| 2010-11                           | -0.02 | 0.09  | 0.29  | 0.07 | 1.39 | 1.82         |
| 2011-12                           | -0.13 | 0.03  | 0.34  | 0.03 | 1.45 | 1.72         |
| 2012-13                           | -0.13 | -0.01 | 0.49  | 0.02 | 1.86 | 2.22         |
| 2013-14                           | -0.23 | 0.03  | 0.31  | 0.03 | 1.90 | 2.03         |
| 2014-15                           | -0.16 | 0.06  | 0.63  | 0.06 | 1.44 | 2.01         |
| 2015-16                           | -0.05 | 0.27  | 0.54  | 0.13 | 0.61 | 1.50         |
| 2016-17                           | -0.12 | 0.26  | 0.44  | 0.12 | 0.72 | 1.43         |
| 2017-18                           | -0.15 | 0.33  | 0.52  | 0.15 | 1.03 | 1.88         |
| <b>TOTAL SCORE</b>                |       |       |       |      |      | <b>18.15</b> |
| <b>AVERAGE Z SCORE (18.15/10)</b> |       |       |       |      |      | <b>1.815</b> |

**Source: Secondary Data (Computed from Annual Reports)**

**Interpretation**

The Z scores relating to general financial health of Nayara Energy (Essar) Limited (NEL) in the Private Sector Oil Industry obtained during the ten years period varied from 1.43 to 2.22. The scores of the company during the 10 years period are above the value of 1.8 (except four years) which indicates the healthy financial position. The company's health position is good in the year 2012-13 since the Z score is maximum (2.22). During the past three years (2015-16 to 2017-18), the company's health position are diminishing more. The average Z score is 1.815 (> 1.8) which is a normal indicator of financial soundness of the company. Overall, as per the Altman's guidelines, the company's financial position is **HEALTHY** during the study period.

**Suggestions and Conclusion**

Financial health of an organization is a Centre theme for all the stakeholders. Any decision of an organization is taken on the basis of financial soundness of an organization. In this context, Altman's Z score plays a vital role in deciding the financial bankruptcy of an organization and there by an organization can judge its financial position. The present study was conducted to analyze, predict and compare the financial health of selected private sector companies in Oil industry in India. Out of two companies, Reliance Industries Limited has higher average Z score (2.291) than Nayara Energy Limited (1.815). This indicates that the Financial Health of Reliance Industries Limited is better than Nayara Energy Limited during the study period. Overall, the study revealed that the selected oil companies in private sector are financially good during the study period of 10

years from 2008-09 to 2017-18. It is suggested that the management of the Reliance Industries Limited and Nayara Energy Limited should formulate appropriate policies and strategies to improve the financial health of the organization. The companies should maintain sufficient working capital to meet current obligations and use the fixed assets efficiently in order to get more sales which leads to better profitability of the organization.

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## **Determinants of Secondary School Teachers' Attitude towards E-Learning in West Bengal"**

**Amitava Jana\***

### **Introduction**

Globalization, once thought as a concept has become a sheer reality at the end of the twenty1st century. This phenomenon coupled with the advancement in Information and Communication Technologies (ICT) has revolutionized the business as well as the educational organizations across the globe. The current globalization thrust to the World economy is being driven by the Internet technology. This has further resulted in the emergence of an Internet based world of e-economy, e-business and e-education.

E-learning is an extremely adaptable technology that can be used to cover different delivery modes-self-paced, interactive or live learning can match the varied training needs. E-learning makes new knowledge and skills available immediately and reduces the learning time required to master even the most complicated topics. E-learning is the changing trend of education. The modern technologies particularly the Internet, made education no longer limited to the four walls of the classroom. Measuring attitude and efforts to improve attitude towards technology is very much essential to effect any change through technology.

### **The Problem**

A good statement of a problem must clarify excite what is to be determined. In the present study the statement of the problem is:

**“Determinants of Secondary School Teachers' Attitude towards E-Learning in West Bengal”**

### **E-Learning**

‘E-learning’ as a term is a hybrid. Like many compounds, the two elements have worked together to create a new hybrid. Nevertheless, it is made up of two parts: E + learning. ‘E-learning’ the researcher has turned away from other names that might equally have been useful, such as computer-assisted learning, technology-enhanced learning, instructional technologies or online learning. These terms fall into the trap that many studies of the relationship between technology and learning/education have fallen into, of assuming that learning exists independently of technologies and that in various ways technologies enhance it.

### **E-learning and Teacher Education**

Information communication technology (ICT) can be defined as tools and applications support through which or by means of which information is transferred, recorded, edited, stored, manipulated and disseminated with enormous quantities in the minimum possible time. In the present electronic media and educational technology will have important place in the educational system at the school education and teacher training education the role of the Central Institute of Educational Technology (CIET) and SIET, TASEs, CTEs, and DIETS is more and they to be equipped with electronic media. At the higher education stage, IGNOU and UGC country guide classroom have to provide all facilities and the

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educational media research centers (EMRCS) and Audio visual research centers (AVRCS) should be strengthened for producing suitable and affective programmes.

Educational system around the world are under increasing pressure to use the information and communication technologies (ICTs) to teach students the knowledge and skills they need in the 21 century.

To effectively harness the power of the new information and communication technologies (ICTs) to improve learning, the following essential conditions should be approached.

- ❖ Students and teachers must have sufficient access to digital technologies and the internet in their classrooms, schools and teacher education institutions.
- ❖ High quality meaningful and culturally responsive digital content must be available for teachers and learners.
- ❖ Teachers must have the knowledge and skills to use the new digital tools and resource to help all students achieve high academic standards.
- ❖ Teacher's education institutions are faced with the challenge of preparing a new generation of teachers to effectively use the new learning tools in their teaching practices.

### **Scope of the Study**

The present study has an extended in understanding the attitudes of school teachers towards e-learning in their teaching learning process:

- 1) This study is helpful to know the attitude of school teachers towards e-learning.
- 2) This study would help the government in taking various measures to improve the communication systems and new technologies like 3G in the telecom space have already started to be implemented to make things better.
- 3) Social Implications of E-Learning is another segment of the study that is very important to be understood for the success of e-learning in India.
- 4) Also, the study is helpful in understanding the aptness, appraisal, attuneness, interactive and congenial factors of learner.

### **Objectives**

**Following are some of the objective of problem-**

- (1) To study the effect on attitude of different schools teacher towards e-learning.
- (2) To study the effect of school type on attitude of different schools teacher towards e-learning.
- (3) To study the effect of gender type on attitude of teachers towards e-learning.
- (4) To study the effect of interaction between school type and gender type on attitude of teachers towards e-learning.

### **Hypothesis**

In the light of previous studies conducted in this area, following hypothesis has been formulated for testing in this investigation:-

#### **Hypothesis-H<sub>1</sub>**

There will be no significant effect of school type on attitude of school teachers towards e-learning.

#### **Hypothesis- H<sub>2</sub>**

There will be no significant effect of gender type on attitude of school teachers towards e-learning.

### Hypothesis- H<sub>3</sub>

There will be no significant effect of Interaction of school type and gender type teachers on attitude towards e-learning.

### Sampling

In the present study for collection of data random purposive sampling was used. Total 50 government and 50 private school teachers are taken.

#### “Attitude of school teachers towards e-learning”

| Schools    | Teachers |        |       |
|------------|----------|--------|-------|
|            | Male     | Female | Total |
| Government | 25       | 25     | 50    |
| Private    | 25       | 25     | 50    |
| Total      | 50       | 50     | 100   |

### Tool

The tool used for present study is E-learning orientation scale(E-LOS) made by Dr. S. Chaturbevi, Dr.S. Dhar & Dr. U. Dhar.

The E-learning orientation scale(E-LOS)will enable to discriminate in 14 factors , these are Aptness, Appraisal, Attuneness, Empowerment, Accessible, Futuristic, Interactive, Learner focused, optimal utilization, Explicit, Flexible, Congenial, Innovation, Updation. These factors were subjected to second order factor analysis to identify the dimensions. The dimensions were Conductive, Adaptive, Purposeful, Comprehensible, Observant and Productive. The tool consist of 43 question each to be rated on 5 points. Each statement has 5 alternative answers. The subject has to select only one answer.

### Analysis and Interpretation of Data

In the present study the problem deals with attitude of school teachers towards e-learning. There are only two variables there are area which is independent variable and another attitude which is dependent variable. Related to this problem there is three hypotheses. To test the significance of hypothesis the raw data is collected from government and private school teachers and in West-Bengal were tabulated mean and to way ANOVA value were calculated with help of them on the basis of the significance.

**TABLE SHOWING CALCULATION OF TWO WAY ANOVA**

| AREA              | MALE   | FEMALE   | TOTAL   |
|-------------------|--|--|---|
| <b>GOVERNMENT</b> | $\Sigma X_1=3372$<br>$\Sigma X_1^2=457524$<br>$N_1=25$<br>$M_1=134.88$ | $\Sigma X_2=3279$<br>$\Sigma X_2^2=429732$<br>$N_2=25$<br>$M_2=131.16$ | $\Sigma X=6651$<br>$\Sigma X^2=887256$<br>$N=50$<br>$M=133.02$    |
| <b>PRIVATE</b>    | $\Sigma X_3=3950$<br>$\Sigma X_3^2=626070$<br>$N_3=25$<br>$M_3=158$    | $\Sigma X_4=3842$<br>$\Sigma X_4^2=592546$<br>$N_4=25$<br>$M_4=153.68$ | $\Sigma X=7792$<br>$\Sigma X^2=1218616$<br>$N=50$<br>$M=155.84$   |
| <b>TOTAL</b>      | $\Sigma X=7322$<br>$\Sigma X^2=1083594$<br>$N=50$<br>$M=146.44$        | $\Sigma X=7121$<br>$\Sigma X^2=1022278$<br>$N=50$<br>$M=132.09$        | $\Sigma X=14443$<br>$\Sigma X^2=2105872$<br>$N=100$<br>$M=139.27$ |

Where,

X = Obtained Score

$\Sigma$  = Summation of  
 N = Number of sample  
 M = Mean of samples

**TABLE SHOWING CALCULATION OF ANOVA**

| Source of variation | df       | SS         | Ms         | F-ratio  | Result                                     |
|---------------------|----------|------------|------------|----------|--|
| <b>AREA (A)</b>     | 2-1      | 13018.81   | 13018.81   | 193.94   | Significant at 0.05 level.<br>>p/s at 0.05 |
| <b>SEX (B)</b>      | 2-1      | 404.01     | 404.01     | 6.01     | Significant at 0.05 level.<br>>p/s at 0.05 |
| <b>(A)x(B)</b>      | 1 x 1    | 5259729.43 | 5259729.43 | 78351.98 | Significant at 0.05 level.<br>>p/s at 0.05 |
| <b>SSW</b>          | 100-4=96 | 6444.44    | 67.13      |          |  |

Where,

**df** = Degree of freedom  
**SS** = Sum of squares  
**MS** = Mean of square  
**F** = f-value  
**P** = Probability  
**S** = Significant

**Interpretation of Data**

**H<sub>1</sub>:** “There will be no significant effect of school type on attitude of school teachers towards e-learning.”

**Conclusion**

The F for A (Area) is 193.94 for which df is 1 in numerator and 96 in denominator. The required F-value for df =1/96 at 0.05 level as 3.94 and 0.01 level 6.64 as the obtained F exceeds the value at 0.05 level, indicates the significant effect of area on attitude of school teachers towards e-learning.

**H<sub>2</sub>:** “There will be no significant effect of gender type on attitude of school teachers towards e- learning.”

**Conclusion**

The F for B (Sex) is 6.01 for which df is 1/96. The required F-value for df =1/96 at 0.05 level as 3.94 and 0.01 level 6.64 as the obtained F exceeds the value at 0.05 level, indicates the significant effect of sex type on attitude of school teachers towards e-learning.

**H<sub>3</sub>:** “There will be no significant effect of Interaction of school type and gender type teachers on attitude towards e-learning.”

**Conclusion**

The obtained F is 78351.982 for which df is 1/96. The required F-value for df =1/96 at 0.05 level as 3.94The obtained F-value is smaller than the required (table)F-value. This indicates that there is no significant effect of interaction on attitude between school type

and sex type teachers towards e-learning. Thus the null hypothesis is accepted at 0.05 level.

The objective of this present study is to find out the attitude of school teachers towards e-learning, it is seen that most of the private school teachers are having better positive attitude towards e-learning other than government school teachers, the reason behind this may be the private school teachers are have to equipped themselves with new e-learning oriented tools related to teaching and learning to make them survive and stand in the competency, on the other hand government school teachers are job security and because of this they are not eager to use new e-learning oriented tools in teaching. Private schools are having higher competency level they have to make them equipped with new technologies of education to run in competition of better and modern schools and in government schools there is no encouragement and emphasis is given by administration and principal on teacher to use new technology in teaching.

### **Suggestions**

Under this section various suggestions are being presented for the betterment of the educational environment. In the present context the academic aspect should be linked with the changing technologies such as e-learning. On the basis of research it was formed that the teachers of the school take least interest in the incorporation of new technology.

- (1) Minimum infrastructure for the e-learning should be provided to all educational institutions.
- (2) Minimum instructional facilities should be provided for the teachers for the betterment of the teacher on e-learning.
- (3) The refresher courses workshops conferences etc. on e-learning and its implication should be organized for the teachers for creating interest in them.
- (4) Various competitive programme should be organized between the school and the teacher for motivation.

### **Follow Up Studies**

- (1) To study the attitude of middle schools teacher towards e-learning.
- (2) To study the attitude of higher secondary schools teacher towards e-learning.
- (3) To study the attitude of girls adolescents towards e-learning.
- (4) To study the attitude of boys adolescents towards e-learning.
- (5) To study the attitude of parents of the students towards e-learning.
- (6) To study the attitude of B.Ed. trainees towards e-learning.
- (7) To study the attitude of non-technical college students towards e-learning.



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## **“Export performance of India in agriculture sector after Liberalisation”**

**Saurabh\***

**Dr. Varun Kumar\*\***

### **Abstract**

Export of agriculture based products has been India's economic strength historically. Agriculture provides basic ingredients to humanity and it also gives raw material to industries. Agriculture is the base of any economy. Indian farmers are facing lot of problems as they are not getting Biocides and Fertilizers easily. The Government of India aims to double the income of farmers by 2022. Export of agriculture products is one of the best option by which Income of farmers can be double. India need proper market for different types of crops which can provide money to farmers for their crops and from these market place products can be enhance and can be export to other countries . Therefore, large amount of investment needed in public infrastructure. India is the emerging economy of the world and needs to improve its performance in exporting agriculture products by 2022.

**Keywords:** - *Agriculture, Exports, Liberalisation.*

**Introduction:** - Agriculture plays an important part in economic growth of country. Agriculture sector in around 18% of India's Gross Domestic Product (GDP). Traditionally, Indians are dependent on agriculture for their livelihood and it provides employment to 50% of the countries workforce. India has emerged as the second largest producer of fruits and vegetables in the world. India is the largest producer of many agriculture products like wheat, rice, pulses and spices.

During the mid-1960s, our country faced the scarcity of agriculture products. Green Revolution started in India by M.S. Swaminathan in 1960s which increased food grain production. India fulfils the demand of countrymen as well as exported many agriculture goods. In the year 2017 India's agriculture export amount \$ 33.87 billion which is 10.50% of total export of country. Economic liberalisation was initiated by the than Finance Minister Dr. Manmohan Singh in the year 1991. After trade liberalisation in 1991, exports of goods and services doubled form 7.3% of GDP in 1990 to 14% in 2000.

**Present situation of Agriculture Sector in India:** - The impressive agricultural growth and gains since 1947 stand as a tribute to the farmer's resilience to multiple challenges and to their grit and determination to serve and secure the nations demand for food raw material for its agro-industries.

India today is not only self-sufficient in respect of demand for food, but is also a net exporter of agro-products occupying seventh position globally. It is one of the top producers of cereals (wheat and rice), pulses, fruits, vegetables, milk, meat and marine fish. However, there remain some chinks in the production armoury, when evaluated

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against nutritional security that is so important from the perspective of harvesting the demographic dividend of the country. The country faced deficit of pulses and oilseeds. The availability of fruits and vegetables and milk and meat and fish has increased, thanks production gains over the decades, but affordability to vast majority, including large number of farmers too, remains a questionable.

In total 70% of India's exports comes from agricultural sector. The increased exports pay for the imported oil, machinery, etc. Even though export surpluses are available for these commodities along with competitive prices, the export is often hampered by non-competition. WTO regulations are not uniform in all countries. They vary from country to country. Developed countries use these to minimize import from developing countries. To meet these challenges, Indian agriculture and agricultural processing sector have to adopt measures like Hazards analysis and critical control points (HACCP) and Total quality management (TQM).

**Important Government Schemes and Programmes for Indian farmers:** - Government of India is giving more priority for welfare of the farmers. In this regard it is implementing several farmers welfare schemes to revitalize agriculture sector and to improve their economic conditions. Therefore, the government has rolled out new initiatives, schemes, programmes and plans to benefit all the farmers. Following are the some important schemes by the government for the farmers-

- ❖ **Pradhan Mantri Fasal Bima Yojana (PMFBY)** – This scheme is an actuarial premium, based scheme under which farmer has to pay maximum premium of 2% for Kharif, 1.5% for Rabi food and oilseed crops and 5% for annual commercial or horticultural crops and remaining part of the actuarial premium is shared equally by the Centre and State Government. One of the objectives of the scheme is to facilitate prompt claims settlement. The claims must be settled within two months of harvest subject to timely provision of both yield data and share of premium subsidy by the State Government.
- ❖ **Livestock insurance Scheme-** This scheme aims to provide protection mechanism to the farmers and cattle rearers against any eventual loss of animals due to death. The scheme also demonstrates the benefit of the insurance of livestock to the people and popularizes it with the ultimate goal of attaining qualitative improvement in livestock and their products.
- ❖ **Soil Health Card Scheme-** This scheme was launched in 2015 in which State Government has to issue Soil Health Card to all farmers in the country. The Soil Health Cards provides information to farmers on nutrient status of their soil along with recommendation on appropriate dosage of nutrients to be applied for improving soil health and its fertility.
- ❖ **Pradhan Mantri Krishi Sinchai Yojana (PMKSY)-** It was launched on 1<sup>st</sup> July, 2015 for providing end-to-end solutions in irrigation supply chain. In this scheme water sources, distribution network and farm level applications is used to creating sources for assured irrigation, but also creating protective irrigation by harnessing rain water at micro level. PMKSY adopts State level planning and projectised execution that allows states to draw up their own irrigation development based on District Irrigation Plans and State Irrigation plans.
- ❖ **Paramparagat Krishi Vikas Yojana (PKVY)-** It is implemented with a view to promote organic farming in the country. To improve soil health and organic matter

content and increase net income of the farmer so as to realise premium prices. Under this scheme, an area of 5 lakh acre is targeted to be covered through 10,000 clusters of 50 acre each, from the year 2015-16 to 2017-18.

- ❖ **National Agriculture Market (e-NAM)**- The aim of this scheme is to provide e-marketing platform at national level and support creation of infrastructure to enable e-marketing. This innovative market process is revolutionizing agriculture markets by ensuring better price discovery. It brings in transparency and competition to enable farmers to get improved remuneration for their produce moving towards 'One Nation, One Market'.
- ❖ **Gramin Bhandarna Yojna**- The main objective of this scheme is to provide scientific storage capacity for crops in rural areas.

**The Agricultural and Processed Food Products Export Development Authority (APEDA)**:- The Agricultural and Processed Food Products Export Development Authority (APEDA) were established by the Government of India under the Agricultural and Processed Food Products Export Development Authority Act passed by the Parliament in December, 1985. The Act came into effect from 13<sup>th</sup> February, 1986 by notification issued in the Gazette of India.

**Important Functions of APEDA**- In accordance with the Agricultural and Processed Food Products Export Development Authority Act 1985, the following functions have been assigned to the Authority-

- ❖ Development of industries relating to the scheduled products for export by way of providing financial assistance or otherwise for undertaking surveys and feasibility studies, participation in enquiry capital through joint ventures and other reliefs and subsidy schemes;
- ❖ Registration of Persons as exporters of the scheduled products on payment of such fees as may be prescribed;
- ❖ Fixing of standards and specifications for the scheduled products for the purpose of exports;
- ❖ Carrying out inspections of meat and meat products in slaughter houses, processing plants, storage premises, conveyances or other places where such products are kept or handled for the purpose of ensuring the quality of such products;
- ❖ Improving of packaging of the Scheduled products;
- ❖ Improving of Marketing of the scheduled products outside India;
- ❖ Promotion of export oriented production and development of the scheduled products;
- ❖ Collection of statistics from the owners of factories or establishments engaged in products or from such other persons as may be prescribed on any matter relating to the scheduled products and publication of the statistics so collected or of any portions thereof or extracts therefrom;
- ❖ Training in various aspects of the industries connected with the scheduled products;
- ❖ Such other matters as may be prescribed.

**Products Monitored by APEDA**

- ❖ APEDA is mandated with the responsibility of export promotion and development of the following scheduled products:
- ❖ Fruits, Vegetables and their Products.
- ❖ Meat and Meat Products.
- ❖ Poultry and Poultry Products.

- ❖ Dairy Products.
- ❖ Confectionery, Biscuits and Bakery Products.
- ❖ Honey, Jaggery and Sugar Products.
- ❖ Cocoa and its products, chocolates of all kinds.
- ❖ Alcoholic and Non-Alcoholic Beverages.
- ❖ Cereal and Cereal Products.
- ❖ Groundnuts, Peanuts and Walnuts.
- ❖ Pickles, Papads and Chutneys.
- ❖ Guar Gum.
- ❖ Floriculture and Floriculture Products.
- ❖ Herbal and Medicinal Plants.

**Agriculture Sector and Vision 2022:-** The government has responded to the problem of low income of farmers by constituting a panel, which will recommend ways to double the income of farmers by 2022. While this may be an overtly ambitious target, if we want to boost stagnated agricultural growth a shift has to be made, as finance minister Arun Jaitley said in parliament, from food security of the nation to income security of the farmers. However, there are many hurdles that have to be crossed if we want to achieve this objective.

Now constituted DFI (Doubling Farmer's Income) Committee besides all these broad sectoral aspects, invites farmer's income into the core of its deliberations and incorporates it as the fulcrum of its strategy. Agriculture in India today is described by a net sown area of 141 million hectares, with field crops continuing to dominate, as exemplified by 55 per cent of the area under cereals. However, agriculture has been diversifying over the decades. Horticulture now accounts for 16 per cent of net sown area. The nation's live stock population counts at more than 512 million. However, economic indicators do not show equitable and egalitarian growth in income of the farmers. The human factor behind agriculture, the farmers, remains in frequent distress, despite higher productivity and production. The demand for income growth from farming activity, has also translated into demand for government to procure and provide suitable returns. In a reorientation of the approach, this Committee suggests self-sustainable models empowered with improved market linkage as the basis for income growth of farmers.

**Opening up of the markets: -** The National Agricultural Policy of 2000 stated that private sector participation will be promoted through contract farming and land leasing arrangements to allow accelerated technology transfer, capital inflow and assured market for crop production. However, there has not been any significant participation by the private sector in agriculture. One of the major factors that has deterred private players from entering the agricultural sector is the long pending reform of wholesale markets, which are regulated by the Agriculture Produce Management Committee (APMC) Act. The APMC forces the farmers to sell their produce in government-controlled marketing yards. While the objective of APMC was to regulate markets and increase market yards, it has acted as a major obstacle to private investment.

In 2003, however, the central government mooted a mode. APMC, but as noted by the task force on agriculture constituted by NITI Aayog, this has not been implemented by many states in east India. Therefore, to increase Private sector Participation in agriculture, it is imperative to remove these entry barriers. Further, although the government has launched the National Agriculture Market, which provides farmers and electronic medium to sell



their produce anywhere in India, it is yet to be seen whether farmers can actually derive benefits from this platform.

**Research and Development is the future:** - One of the major barriers to boosting farm productivity is the lack of new technologies and major breakthroughs. While the National Agriculture Research System played a major role in the green revolution, in recent years there hasn't been any major breakthrough in research. One of the main problems for this is the lack of financial resources. If we compare the data of the percentage of agricultural GDP spending on research and development in Asia, then the figures development in 2010, in the same year China spent almost double than amount. Even our neighbor Bangladesh spent 38% of its agricultural GDP on research and development in that year. As a result of this resource crunch there has not been diffusion of new agricultural innovations and practices that is critical for enhancing farm productivity. Further, there is a lack of interest of students in pursuing research in agriculture. As the Economic Survey notes, even in states where agriculture is relatively more important (as measured by their share of agriculture in state GDP), agriculture education is especially weak if measured by the number of students enrolled in agricultural universities. There has also not been any major contribution from the private sector towards research and development. Government should thus woo private players by giving them incentives to play a major role in agricultural research and development.

Many have cast doubts over the ambition of government to double the income of farmers by 2022. As Ashok Gulati, former chairman of Commission for Agricultural Costs and Prices notes, doubling of real incomes of farmers would be a "miracle of miracles", as it would imply a compound growth rate of 12% per annum. Further, India spend is also skeptical of government ambition as their analysis shows that after adjusting for rising costs, and Indian farmer's income effectively rose only 5% per Year over a decade (2013-2013). All this, in many ways, paints a bleak picture of future of Indian agriculture. If we however want to save the future of our farmers and permanently cure the ills of Indian agriculture, major policy interventions have to be made at the earliest.

#### **Findings and Suggestions**

- ❖ To achieve a higher growth rate and stability in the face of recurrent droughts and rapidly declining water table.
- ❖ To increase levels of investment, particularly private, in the agriculture sector for modernization, diversification and commercialization.
- ❖ To achieve coordinated development of agriculture and livestock for maximizing benefits to farmers. Fodder availability and development of a dairy network hold the key to a vibrant livestock sector.
- ❖ To modernize agriculture markets to ensure better realization for the producer and availability of produce to buyers and for stimulating diversification agriculture.
- ❖ To encourage setting up of agro-processing and agri-businesses enterprises for value addition in agriculture produce and generating new employment opportunities.

**Conclusion:** - Most of the Indians are directly or indirectly depending on the agriculture. Some are directly attached with the farming and some other people are involved in doing business with these goods. India has the capacity to produce the food grains which can make vast difference in Indian Economy. To achieve targeted mark by the government it needs to provide support in case of land, bank loans and other machineries to the small

farmers along with the big farmers with this we can expect some improvement in Indian economy.

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## **Identity Crisis in the Novels of Manju Kapur**

**Javeed Ahmad Kar\***

### **Abstract**

Identity is must for human beings, without identity human being is nothing and to assume identity on this planet human beings has to prefer differ things such as home, name, fame and popularity. In Indian writing in English, authors tried to exhibit the contemporary issues of the society. Indian writing in English has been divided in to three phases: Pre-independent period, post-independent period and contemporary. In these phases authors raise different issues. So, far as the case of feminist writers they highlighted the female issues in their works. Feminist authors have highlighted the posture of male sexism and atrocities committed against women. The male magnitude and their dominance is a part and parcel of Indian society from many generations. Women have no status in society; they were treated as second class citizen of the society. Authors depicted that women has no existence on earth. Throughout life they are dominated by male society. Before marriage they are under parents and after marriage husband they became the property of 'others'. There are some female writers who shared their experiences in their novels and became the epitome of other women. Manju Kapur also depicted the issues related the women, how they are struggling in their life in order to identity in the male dominated society. The present paper aims to examine the identity crisis in the novels Manju Kapur.

**Keywords:** *Identity Crisis, Patriarchal Hegemony, Human Values, Inequality and Discrimination.*

### **Introduction**

Manju Kapur (born in Amritsar, India) is an Indian novelist. Her first novel, *Difficult Daughters* was published in 1988 and won the 1999 Commonwealth writers' Prize, best first book, Europe and South Asia. Currently she teaches English Literature at Delhi University under the name Manjul Kapur Dalmia. Manju Kapur in the postmodern period has raised the issue of evil social customs and identical crisis in her novels. She wrote further more novels including *A Married Women, Home, The Immigrant, Custody, Shapping, The World, and Brothers* were highly acclaimed and very successful among readers and critics. The Novel *Custody* has become the part of television in recent times.

### **Difficult Daughters**

Her first novel *Difficult Daughters* give detailed accounts of the serious problems of an urban Arya Samaj family in Amritsar. The family is of upper middle class. This novel was published in 1948. Kapur minutely observes the indescribable sufferings of an Indian woman after Indian independence, the collapse of human values, patriarchal hegemony on a woman, interstate and inter-religious marriage, organic family bonds, man and woman relationship domestic violence, woman, sexual victimization, and above all the crisis of woman identity. The novelist explores in her novels how gender discrimination creates injustice an inequality between a woman and a man is that the role of a woman in a family, in particular and in a society, in general, is determined by the attitude of their male

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counterparts. *Difficult Daughters* narrates the plight of Virmati, a young woman, who revolts against her mother's life centering on the notorious domesticity of married life and child producing machine. She goes to Lahore for study. She impressed with her cousin, Shakuntala. "Here we are, fighting for the freedom of the nation, but women are still supposed to marry, and nothing else". (DD15) Virmati realizes that her parents' only demand to her marriage. Viramati desires higher education; she met with Oxford Return Professor Harish, who was already married. Their attraction leads them marriage, but as second wife she does not get any space in his family. She is fully dependent on him. She fails to carve an identity of her own as she willingly loses hers in his identity. The novel finally shows that attitudinal difference to life between Virmati and her mother and that of between Virmati and her daughter.

### **A Married Woman**

In the novel, *A Married Woman*, Astha is the central character who is the only daughter of her God fearing parents. She makes an arranged marriage which her parents want. Her mother's commitment to her husband ultimately leads her to think that the happy relationship between her mother and father should be her aim in life. Astha is an educated woman. She finds a teaching job in a school but her husband does not attach any importance to it. Her husband has got the foreign degree in MBA and at a certain point in their conjugal life, a problem crops up as to whether the birth of a male offspring depends on the female or male sex. This difference of opinion makes her married life seriously cleavage. Her husband's indifference to her ultimate gives her an escape route and she becomes a poet. This is not acceptable to the patriarchal ego of her husband and his social surroundings. Astha meets Aijaz, a Muslim social worker who appreciates her genius as a poet and a writer. This appreciation boosts up her spirit as a powerful writer, Aijaz's premature death during the traumatic Hindu-Muslim riot. She met with Aijaz's widow Pipeelika. She has lesbian relations with Pipeelika. Astha wants both her husband and Pipeelika. "They struggle between tradition and modernity and develop the awareness of the New Woman, who has a voice of her own". (Kumar 200) But some reason Pipeelika leaves for the USA. Astha devotes herself to painting. *A Married Woman* is a novel that shows the female protagonist is in her search for an identity as a human being. Kapur here appears to be a woman writer who belongs to the next generation of her parents as well her husband. The culture of patriarchal oppression makes her bold and sensitive to her husband. The culture of patriarchal oppression makes her bold and sensitive to her search for identity. The novel shows the cleavage between the persons of two generations.

### **The Immigrant**

Ashok Kumar rightly says "In *The Immigrant* Nisha's dream of a happy married life ends with a sour note and she is surging ahead with the hope of establishing herself independently on her own foot in an alien country" (Kumar 68). Kapur's next important novel is *The Immigrant* (1998). The narrative of this novel is different from her earlier novels. Nina and Ananda both are non-resident Indians and settle in Canada. Ananda is a successful Canadian dentist. Nina is a permanent resident of Delhi. She goes to Canada to settle and marry Anand. The communication between Anand and Nina portrays a kind of the search for self Nina firms her feet to be independent and before having a child, she wishes to herself and says, "I miss home-I miss a job-I miss doing things. I feel like a shadow. What am I but your wife" (IM 222). These sentences compel the search for own identity.

### **Custody**

Kapur's another novel Custody presents the reality of modern life resulting in the dissolution of Marriage. In Custody, Ishita is married with Suryakanta, a rich family's only son. Every family members attention on Ishta, when doctor confirmed it she cannot produce child. Changing attitude of her family and her husband, she has no choice but to leave the house. She decided to make an identity of herself. Kapur's novels are replete with marital disharmony, owing to the influence of the modern life, woman's search for identity, feminist consciousness and parental domination and its impact upon their off springs.

### **Concluding Remarks**

Thus, Manju Kupur frankly depicted the problems of women in conservative society. She peeped into the mind of characters and portrayed the same in her works. She showed that women are not happy with male so, they developed the lesbian relationship. The development of such relationship showed that female doesn't want to follow the norms of the traditional society. She remained honest in highlighting the female issues and their personal which they faced in every aspect. The novels of Manju Kapur gave us the concept of feminism and their efforts in biased social system. The way she expressed the feelings and emotions of a women, she shows the freedom of a women in the contemporary society.

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## **The Special Status of Jammu and Kashmir (Article 370)**

**Mudasir Hamid\***

**Imtiyaz Rashid lone\*\***

### **Abstract**

The Indian Constitution is a mixture of various other constitutions and is the most efficient and written constitution that any country has ever produced. The constitution makers of India had to be very cautious while drafting the Indian constitution because of the diversity of the country. With the collapse of British rule in the country, India got its independence on 15th of August 1947 and since then every state in India has its own unique diversity, but the state of northern end is the most focus attracting state of the Indian Nation. The Indian Constituent Assembly adopted Article 370 on 17 October 1949 which ensured special status to the state of Jammu and Kashmir .But this article was made temporary and not permanent under part xxi of the constitution of India, which deals with the "Temporary, Transitional and special Provisions", Jammu and Kashmir has been accorded a special status under Article 370. The Article 370 can be revoked only if a new constituent assembly of Jammu and Kashmir is convened and is willing to recommend its revocation. The purpose of my paper is to explore a lot of questions about Article 370 and the need for the incorporation of this Article. This paper will also tell us that if this Article is in the favor of the subjects of Jammu and Kashmir then the government of India should put it functioning or the same should be abrogated.

**Keywords:** Constitution, Article370, Jammu and Kashmir.

### **Introduction**

After the end of British rule in India and from 15th August 1947, the main object of the Indian Independence Act 1947 was to set up two independent *Dominions in* India known as *India* and *Pakistan* and after 15th August 1947. After that was the lapse of the mighty British Rule in India. The Constituent Assembly set up in 1946 according to the Cabinet Mission Plan was not a Sovereign body. After the Independence of the country, it became the task of the Constituent Assembly to draft the Constitution for the country. The drafting committee was prepared on 29th 1947 by the constituent assembly to draft the constitution for the country. B. R. Ambedkar, the Chairman of the Drafting Committee, moved for its consideration on the same and in his speech stated that, -" No constitution is perfect and the Drafting Committee itself is suggesting certain amendments to improve the Draft Constitution. But the debates in the Provincial Assemblies give me courage to say that the constitution as settled by the Drafting Committee is good enough to make this country start with. I feel that it is workable, it is flexible and it is strong enough to hold the country together both in peace time and war time. Indeed, if I may say so, if things go wrong under the new Constitution, the reason will not be that we had a bad Constitution. What we will have to say is that Man was vile".

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The draft committee prepared a draft constitution consisting 315 Articles and 8 schedules which further went under several amendments. The Draft Constitution was finalized by the Constituent Assembly on 26th November 1949 and came into force on 26th January 1950. It took the Constituent Assembly about three years to frame the Indian Constitution which is the World's lengthiest Constitution. The Independence Act 1947 gave birth to two independent dominions known as India and Pakistan and over 560 princely states got sovereignty and became completely independent. All Indian states but three (Junagarh, Hyderabad and Kashmir) acceded to either dominion. The states which entered India agreed upon the condition that their constitutions would be framed by their own constituent assemblies. However it was soon realized that the constitutions for the respective states would also be framed by the constituent assembly of India and would form an integral part of India.

Regarding the state of Jammu and Kashmir the government of India had to face many difficulties. The then ruler Maharaja Hari Singh wanted the accession of the state of Jammu and Kashmir to India only on the three conditions: Defense, Foreign Affairs and communication. The Drafting Committee pointed out that under the provisions of the Draft Constitution all States in Part III would accept List I, List II, all provisions relating to fundamental rights and the provisions relating to High Courts and Supreme Court. However, with regard to the State of Jammu and Kashmir the Government of India decided that the accession of the State should continue on the existing basis until the State could be brought at par with other States. For this purpose a special provision was made in respect of the State of Jammu and Kashmir. The Ministry of States suggested for consideration of the Drafting Committee the following approach to this Question:

1. Jammu And Kashmir State may be treated as a part of Indian Territory and shown in states specified in part III of schedule I.
2. A special provision may be made in the constitution to the effect until Parliament provides by law that all the provisions of the constitution applicable to the states specified in part III will apply to this state, the power of Parliament to make laws for the state will be limited to the items specified in the schedule to instrument of Accession governing the accession of this state to the dominion of India or to the corresponding entries in list I of the new constitution.

But after sometime the people of the state began demanding good governance from the Maharaja and also the Poonchi Muslims started riots and captured some areas, the Maharaja's army also went against the ruler. On 20 October 1947, Azad Kashmir forces supported by Pakistan army attacked the frontiers of the state and marched towards Srinagar getting more local support along the way, as there was 75% Muslim population in the state.

Maharaja Hari Singh, the then ruler of Jammu and Kashmir, approached India for assistance. India dispatched its troops to halt the advance of the Azad Kashmir forces, with the condition that the state of J&K would accede to India. Hence the Instrument of Accession was signed between the Indian PM, Pundit Jawaharlal Nehru and Maharaja Hari Singh on 26 October 1947. Sheikh Abdullah was appointed as the head of the emergency administration and he endorsed the accession to India as an ad hoc arrangement, which would ultimately be decided by taking the wish of the people of J&K into consideration through holding of a plebiscite. The troops of Azad Kashmir and Pakistan forces were

compelled to go back to the line of the present line of control. Pakistan .And the issue was taken over by the United Nations Security council for resolution.

The government of India adopted Article 370 and made a commitment that the people of the state, through their own constituent assembly, would determine the internal constitution and the nature and extent of the jurisdiction of the Indian union over the state, and the Indian constitution could only provide an interim arrangement regarding the state i.e. October 1949 to November 1952 until the decision of the constituent assembly of the state. There are many reasons for giving this special status to Jammu and Kashmir, firstly, India had accepted that it was a disputed territory and as per the United Nations mandate a fair and impartial plebiscite was required to be held in the state. Secondly by providing the people of the state with special privileges, it would win their hearts and minds but unfortunately this never happened.

The relationship of the state of Jammu and Kashmir after signing the instrument of Accession was determined by various provisions of the Constitution of India, which came into force on 26th January 1950, which deals with the name and territory of the Union clearly includes the state of Jammu and Kashmir as a part of the Indian territory and the name of the state is also included in the First schedule of the Constitution .Article 370 of the Constitution, further clarifies the relationship of Kashmir with India by enumerating the heads in which the Indian Parliament would have power to make laws for the state of Jammu and Kashmir . As by the Instrument of Accession only Defense, External Affairs and Communication were acceded to India, Article 370 of the constitution provided Parliament with power only to make laws for the state of Jammu and Kashmir with regard to Defense, external Affairs and Communication. Article 370 of the constitution of India further provided the state of Jammu and Kashmir with the right to form a constituent assembly to draft a Constitution for the state. On 26th January 1957 the Constitution of Jammu and Kashmir was enacted and under section 3 of the said constitution, the relationship of the state with the union of India was further clarified wherein it clearly stated that the state of Jammu and Kashmir is an integral part of the Constitution of India.

Kashmir enjoys a special position within the Indian Dominion by virtue of Article 370 of the Indian Constitution. The position guaranteed by Article 370 was not even changed when the state was transferred to Part A from Part B of Schedule 1 of the Indian Constitution. The special position Jammu and Kashmir enjoyed under Article 306A of the original Constitution has been maintained. Hence, all the provisions of the Constitution of India relating to the States in the First Schedule are not applicable to Jammu and Kashmir even though it is one of the states **specified** in that Schedule.

### **Research Methodology**

Research methodology followed is the doctrinal method. The doctrinal method used here is the Case law studies, Statutes, Articles, Reports, Journals, Periodicals, Magazines, Newspapers of National agencies and also i have consulted many books published on the same topic.

### **Objectives**

1. To study about the incorporation of Article 370.
2. To study about the importance of Article 370 in the constitution of India.
3. To examine whether this Article should be put functioning or abrogated.
4. To study about the hindrances which the state of Jammu and Kashmir is facing due to this Article on the way of development.

### **Suggestions**

In the light of above instances, i would like to suggest that the state of Jammu and Kashmir, having its own Flag and Constitution beside other states of the Indian Union, the Indian Union should held a plebiscite with all the stakeholders and especially the people of Jammu and Kashmir should be given the choice to choose on their own free will. At the time of incorporation of Article 370, it was put on a temporary and transitional basis. But why this Article was not abrogated in the last 7 decades. I think this Article is only advantageous to the rulers and not for the subjects of the State. So it should be put upon the people of the State of Jammu and Kashmir that whether this Article should be put functioning or abrogated as far as the development of the state of Jammu and Kashmir is concerned.

### **Conclusion**

The Article 370 Of the Indian Constitution has been a subject of debate since long. The people of Jammu and Kashmir live a different life from that of other fellow Indians. This is mainly of the secular character of the India. As Kashmir is a Muslim dominated state with a little population of Hindus and Sikhs

The exclusion of the Jammu and Kashmir state from the Constitutional organization of India and its reconstitution into a separate political identity based upon the Muslim precedence had serious repercussions both inside and outside the state. The special provisions envisaged by Article 370 did not embody any rights, specifically the right to equality of opportunities and protection against discrimination, right to freedom and right to liberty. The Interim government remained in power for a decade before the Constitution of Jammu and Kashmir was finally framed in 1957. As the Constitution of India came into force on 26<sup>th</sup> January 1950 with a unique provision -Article 370, which meant that the people of the state lived under a different set of laws being a part of the Indian Union. After the signing of the Instrument of Accession, Sheikh Abdullah somehow got the power. Sheikh Abdullah made it clear that the final decision would be taken by the State Assembly to appease the Muslim Society and from that time the State of Jammu and Kashmir got a special position in the shape of Article 370. But nobody knew that it could prove to be dangerous for the Indian Union in future .As the Parliament can make laws for the rest of the Country but this Article prohibits it in the case of J&K. Since the incorporation of this Article, it has been a subject of controversy within the Indian Union. Since long most of the Indians have been demanding for its abrogation but some others are opposing this demand. As once Dr. Farooq Abdullah, the states then Chief Minister even threatened a revolt if the Article was abrogated. In nutshell the government of India should find a solution for the betterment of the subjects of the state of Jammu and Kashmir in case of this Article.

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## **Demonetization in India**

**Imtiyaz Rashid Lone\***

**Mudasir Hamid\*\***

### **Abstract**

India has amongst the highest level of currencies in circulation at 12.1% of GDP. Cash on hand is an estimated at around 3.2% of household assets, higher than investment in equities, or roughly around \$220 billion. Of this cash, 87% is in the form of Rs. 500 and Rs. 1,000 notes or roughly Rs. 14 lakh crore (\$190 billion). A significant portion of the household cash on hand is generated by economic transactions that are not reported to tax authorities or generated through corruption. Scrapping the higher demonization money would either result in these being brought into the system or the money just disappearing. The present paper highlights the probable consequences of this decision on various economic variables and entities.

**Key Words:** Currency, Black Money, Corruption, GDP, ATMs etc.....

### **Introduction**

On 8 November 2016, Prime Minister of India Honourable Narendra Modi announced the demonetization in an unscheduled live televised address to the nation at 8:15 P.M. In the announcement, PM Modi declared circulation of all Rs.500 and Rs.1,000 banknotes of the Mahatma Gandhi Series as invalid effective from the midnight of the same day, and announced the issuance of new Rs.500 and Rs.2,000 banknotes of the Mahatma Gandhi New Series in exchange for the old banknotes. After PM Modi's announcement, the Governor of the Reserve Bank of India, Mr. Urjit Patel, and Economic Affairs secretary, Mr. Shaktikanta Das explained in a press conference that one purpose of the action was to fight terrorism funded by counterfeit notes. While the supply of notes of all denominations had increased by 40 percent between 2011 and 2016, the Rs.500 and Rs.1,000 banknotes increased by 76 percent and 109 percent, respectively, owing to forgery. They said that forged cash was used to fund terrorist activities against India and that the demonetization had a counter-terrorism purpose. Patel also informed that the decision had been made about six months ago, and the printing of new banknotes of denomination Rs.500 and Rs.2,000 had already started. However, only the top members of the government, security agencies and the central bank were aware of the move. But media had reported in October 2016 about the introduction of Rs.2,000 denomination well before the official announcement by RBI. This statement has led to much debate, because the Reserve Bank governor six months before the announcement was Raghuram Rajan, while the new banknotes have the signature of the newly appointed governor, Mr. Urjit Patel.

The announcement was made by the Prime Minister of India Narendra Modi in an unscheduled live televised address at 20:00 Indian Standard Time (IST) on 8 November. In the announcement, PM declared that use of all Rs.500 and Rs.1,000 banknotes of the

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Mahatma Gandhi Series would be invalid past midnight, and announced the issuance of new Rs.500 and Rs.2,000 banknotes of the Mahatma Gandhi New Series in exchange for the old banknotes. The banknotes of Rs.100, Rs.50, Rs.20, Rs.10 and Rs.5 of the Mahatma Gandhi Series and Rs.2 and Rs.1 remained legal tender and were unaffected by the policy. The government claimed that the demonetization was an effort to stop counterfeiting of the current banknotes allegedly used for funding terrorism, as well as a crackdown on black money in the country. The move was also described as an effort to reduce corruption, the use of drugs, and smuggling.

However, in the days following the demonetization, banks and ATMs across the country faced severe cash shortages with severe detrimental effects on a number of small businesses, agriculture, and transportation. People seeking to exchange their notes had to stand in lengthy queues, and several deaths were linked to the inconveniences caused due to the rush to exchange cash. Also, following the announcement, the BSE SENSEX and NIFTY 50 stock indices crashed for the next two days. Initially, the move received support from several bankers as well as from some international commentators. It was heavily criticised by members of the opposition parties, leading to debates in both houses of parliament and triggering organised protests against the government in several places across India.

#### **Why it is done?**

The government claimed that the demonetization was an effort to stop counterfeiting of the current banknotes allegedly used for funding terrorism, as well as a crackdown on black money in the country. The move was also described as an effort to reduce corruption, the use of drugs and smuggling.

The aim is to wash the stock of "black money" out of the economy and get it into the licit, banked and taxable, part of the economy. P.M Modi announced that the notes of Rs 500 and Rs 1000 "will not be legal tender from midnight tonight" and these will be "just worthless pieces of paper. PM also urged people to 'join this mahayajna against the ills of corruption. The reasoning given by PM Modi was:

- \* To tackle black money in the economy.
- \* To lower the cash circulation in the country which "is directly related to corruption in our country," according to PM Modi.
- \* To eliminate fake currency and dodgy funds which have been used by terror groups to fund terrorism in India?
- \* The move is estimated to scoop out more than more than Rs 5 lakh crore black money from the economy, according to Baba Ramdev, a staunch Modi supporter.

#### **Back grounds of demonetization in India**

The French were the first to use the word Demonetize, in the years between 1850 -1855. Since then many countries have used the word and the policy with immense restriction and discomfort, for it disrupts economics and population at large.

India has demonetized before: First time on 12 Jan 1946 (Saturday), second time on 16 Jan 1978 (Monday), Third time on 8th November 2016 (Tuesday), Indian governments had demonetized bank notes. In January 1954, banknotes of 100 and 1,000 rupees were withdrawn and new notes of 100, 500 and 1000 rupees were introduced in 1954. The Janata Party coalition government demonetized banknotes of 1000, 5000 and 10000 rupees on 16 January 1978 as a means of curbing counterfeit money and black money. In 2012, the Central Board of Direct Taxes had recommended against demonetization, saying in a

report that "demonetization may not be a solution for tackling black money or economy, which is largely held in the form of benami properties, bullion and jewellery". According to data from income tax probes, black money holders keep only 6% or less of their ill-gotten wealth as cash, hence targeting this cash may not be a successful strategy. On 28 October 2016 the total banknotes in circulation in India was Rs.17.77 trillion (US\$260 billion). In terms of value, the annual report of Reserve Bank of India (RBI) of 31 March 2016 stated that total bank notes in circulation valued to Rs.16.42 trillion (US\$240 billion) of which nearly 86% (around Rs.14.18 trillion (US\$210 billion)) were Rs.500 and Rs.1,000 banknotes. In terms of volume, the report stated that 24% (around 22.03 billion) of the total 90266 million banknotes were in circulation. In the past, the Bharatiya Janata Party (BJP) had opposed demonetization. BJP spokesperson Meenakshi Lekhi had said in 2014 that "The aamaurats and the aadmis (general population), those who are illiterate and have no access to banking facilities, will be the ones to be hit by such diversionary measures." The Government of India devised an Income Declaration Scheme (IDS), which opened on 1 June and ended on 30 September 2016. Under the scheme, the black money holders could come clean by declaring the assets, paying the tax and penalty of 45% thereafter.

### **Objectives**

The objectives of demonetization as delineated by PM Modi on 08th November are being debated in the Parliament and certain important aspects that have emerged are as follows:

**1. Remove Black Money from the System -:** It is a known fact that a parallel black money economy exists in India. However, what needs to be understood here is that only 6% of the total black money exists in the form of cash. In fact, 90% of this black money is parked overseas in tax heavens like Mauritius and Singapore. The balance is in the form of Benami properties and Gold. Interestingly, there has been a major surge in the import of gold since 9/11. Secondly, government has recently allowed Rs 7000 crore of bad debts of State Bank of India to be converted into Non Performing Assets (NPA). Similarly, bad debts and disproportionate assets acquired through corrupt means by absconders like Vijay Malaya and Lalit Modi are far from being recovered. Besides, a lot of agencies like builders, CAs and even private banks are in full swing to help convert black money into white. Thus, the objective of squeezing out black money from the market by demonetization may not really curb illicit wealth. Black money stored in the form of Rs 500 and Rs 1000 notes will be taken out of our system. As predicted by ICICI Securities Primary Dealership the government's plan to scrap Rs.500 and Rs.1,000 notes will uncover up to Rs.4.6 lakh crore in black money.

**2. Stop Terror Funding -:** It is a well known fact that the terrorists do not deal in cash, but invariably their funding is done through electronic transfers. The terror organisations utilise hawala route, mainly through fake/ shell companies operating abroad to draw funds. Thus, unless we have more stringent means to monitor electronic banking and tackle black money stashed in tax heavens, we will not be able to stop funding of terror outfits. There is a UN Charter on preventive steps against terror funding that could be adopted. Demonetization of the currency may not be an effective step to stop terror funding.

**3. Reduce Corruption -:** The most effective way to curb corruption is not by attacking the demand side of it, but the supply side of corruption. The biggest reason for corruption to multiply in our country is the requirement of funding of political parties. The same

indirectly, pressurises the executive also to become corrupt. The big corporate houses are free to support political parties by paying in tax exempted money as party funds. Naturally, they would then demand favours from the government in return, ushering in corruption. Secondly, the big black money hoarders would have already devised means to convert their black money into white and the new Rs 2000 notes would only facilitate fresh hoarding. Fake Indian Currency Notes (FICN) network will be dismantled by the demonetisation measures. Taking out 500 and 1000 rupee notes out of circulation will have a lasting impact on the syndicates producing FICN's, thus affecting the funding of terror networks in Jammu and Kashmir, North-eastern states and Naxalite hit states. The demonetization is definitely a good step, however, the planning and execution of the exercise is seriously flawed. It is sure to have some positive affects at least in the short and medium terms. However, I sincerely hope that the gruelling exercise is over soon and life comes back to normal for common people like us.

### **Conclusion**

Ten months have passed since the Prime Minister announced the decision that high denominational currency notes would cease to be a legal tender. Subsequently, those notes have been demonetised. When 86% of a country's currency constituting 12.2% of its GDP, is squeezed out of the market and sought to be replaced by a new currency, there would obviously be significant consequences of that decision. Now that the queues outside the banks have disappeared and the remonetization has moved ahead, it would be worthwhile to analyze the rationale behind the decision and its impact.

**1. Steps against Black Money -:** The Narendra Modi Government had absolute clarity from day one that it would move against the shadow economy and black money. It's first decision was to constitute SIT under the directions of the Supreme Court. The Prime Minister had proposed to the G20 at Brisbane that international cooperation in sharing information with regard to base erosion and profit shifting should be expedited. The arrangement with the United States furthered this object. The NDA Government completed its agreement with Switzerland that w.e.f. 2019; details of assets held by Indian citizens in Switzerland and vice versa would be provided to each other. Since 1996, the Double Taxation Avoidance Treaty with Mauritius was being renegotiated. The treaty effectively incentivised roundtripping. It was renegotiated. Similar treaties with Cyprus and Singapore have also been renegotiated. The Black Money Law dealing with illegal assets outside India opened a window for disclosure with 60% tax and provides a ten year imprisonment. The Income Declaration Scheme (IDS) 2016 was highly successful with a 45% tax. The PAN card requirement for cash transaction beyond rupees two lakhs put hurdles on expenditure through black money. The Benami law legislated in 1988 and never implemented. It was amended and has been put into action. The GST, which is scheduled to be implemented this year, will provide for better indirect tax administration and being a more efficient law will check tax evasion. The demonetization of high denominational currency notes was the big step in the same direction.

**2. The New Normal -:** In the year 2015-16, 3.7 crore assesses of the total population of over 125 crores, filed income tax returns. Out of these, 99 lakhs declared income below Rs.2.5 lakhs and paid no taxes; 1.95 crores declared income less than Rs.5 lakhs; 52 lakhs declared income between Rs.5 to 10 lakhs, and only 24 lakhs declared income above Rs.10 lakhs. No better evidence is required to substantiate that both in the matter of direct and indirect taxes India continues to suffer being a hugely tax noncompliant society.

Expenditure required for poverty eradication, national security and economic development have to be compromised with on account of tax non-compliances. For seven decades the Indian "normal" has been to undertake transactions partly in cash and partly in cheque. "Pucca" and "Kachha" accounts are a part of the business language. Tax evasion has been considered as neither unethical nor immoral. It was just a way of life. Several Governments have allowed this "normal" to continue even though this compromised with larger public interest. The Prime Minister's decision is intended to create a new "normal". It seeks to change the expenditure pattern of India and Indians. It is obviously disruptive. All reforms are disruptive. They change the retrograde status quo. The demonetisation puts a premium on honesty and penalises dishonest conduct.

**3. The Adverse Consequences of Cash -:** Paper currency is a zero interest anonymous bearer bond. It has no name or history attached to it. Crime can take place with or without cash but excessive cash as a medium of exchange is favoured by the underground economy. It results in noncompliance in the matters of tax payments which creates an unjust enrichment in favour of the evader as against the poor and the deprived. Mountains of cash money reach tax havens through the hawala route from the original paper currency. Cash facilitates real time untraceable payments. Cash is the medium which funds bribery, corruption, counterfeit currency and terrorism. Ethical and developed societies aided by technology have consistently moved towards banking and digital transactions as against the excessive use of cash. Paper currency opens the doors for many vices. When Governments are able to collect more tax from tax evaders, they are in a better position to collect less tax from everyone else. Reducing cash may not eliminate crime and terrorism but it can inflict serious blow on them. States have shown that the stores of cash do not disappear on their own till Governments take active steps to reduce the quantum of paper currency.

**4. The Magnitude of the Decision -:** The Prime Minister's decision to replace the high denominational currency and eventually demonetize it required both courage and stamina. The implementation of the decision carried pain. It can lead to short term criticism and inconveniences. Drop in economic activity on account of the currency squeeze during the demonetization period would have a transient impact on the economy. The decision involves high level of secrecy and printing substantial amounts of paper currency, distribution through banks, post offices, banking mitras and ATMs. The fact that large quantum of high denominational currency has been deposited with the banks does not render this money to be legitimate cash. Black money does not change its colour merely because it is deposited in bank. On the contrary, it loses its anonymity and can now be identified with its owner. The Revenue Department would thus be entitled to tax this money. In any case, the amendment to the Income Tax Act itself provides that the said money, if voluntarily declared or if involuntarily detected, would be liable for differential and high rates of taxation and penalty.

**5. The Situation Today -:** The period of pain and inconveniences is getting over. Economic activity is being restored. The banks today admittedly have a lot more money available in order to lend for growth. Since this money constitutes low cost deposits with the banks, it is bound to bring down the rate of interest. Both these things have already happened. Lakhs of crores, which were floating in the market as loose currency, have now entered the banking system. Not only has the money lost its anonymity, its owners, after being taxed, are entitled to put it to more effective uses. The size of the banking



transactions and consequently the size of the economy are bound to increase. In the medium and long run, the GDP would be bigger and cleaner. Money entering into the banking system and officially transacted would give an ample scope for higher taxation – both direct and indirect. The Centre and the State Governments would both stand to gain. The economy would also be serviced by both cash and highly digitized transactions.

**6. The Opposition -:** There was no social unrest while implementing such a major decision. All opinion polls conducted by independent media organizations have shown that an overwhelmingly large percentage of people have supported the Government's decision. The opposition disrupted a full Session of Parliament. Their protests have been ineffective. Their exaggerated claims on the disruption of the economy have proved wrong. It is a tragedy that a national party like the Congress decided to adopt a political position, opposing technology, change and reforms. It sided with black money friendly status quo.

**7. The Marked Difference -:** There was a marked difference in the approach of the Prime Minister and his opponents. The Prime Minister was being futuristic, and thinking of a more modern, technology driven cleaner economy. He is now speaking of cleaning the political funding systems. His opponents want a cash dominated, cash generating and cash exchange system to continue. The difference between Prime Minister Narendra Modi and Rahul Gandhi was clear the Prime Minister was thinking of the next generation while Rahul Gandhi was only looking at how to disrupt the next Session of Parliament.

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## कृषि जोतो का भौगोलिक विश्लेषण (करौली जिले के विशेष संदर्भ में)

बल्लू राम मीणा\*

सारांश

प्रस्तुत शोध अध्ययन में कृषि से सम्बन्धित क्षेत्रीय कारको में कृषि जोतो के विश्लेषणात्मक अध्ययन की ओर ध्यानाकर्षित करने का प्रयास है चूंकि कृषि विकास में कृषि जोतो का बदलता स्वरूप एक चुनौतीपूर्ण भावी समस्या है जनसंख्या में निरन्तर धनात्मक परिवर्तन किसी क्षेत्र की स्थानीय कृषि एवं कृषि जोतो को प्रभावित करें बिना, अछूता नहीं रहने वाला तथ्य है जिससे सिमटते कृषि क्षेत्रों के साथ-साथ कृषि जोतो के आकार में निरन्तर पारिवारिक विघटनों से ऋणात्मक परिवर्तन हुए है जिससे न केवल सामाजिक व्यवस्था प्रभावित होती है, बल्कि कृषि उत्पादन एवं उत्पादकता भी निर्धारित होती है।

प्रस्तुत शोध अध्ययन में 2000-01 के द्वितीयक समंको का आधार वर्ष मानकर कृषि जोतो की संख्या एवं आकार में हुए दशकीय परिवर्तन का परिकलन कर कृषि जोतो का करौली जिले के विशेष संदर्भ में सामयिक एवं स्थानिक वितरण का विश्लेषण करने का प्रयास किया है अपेक्षानुसार मानचित्रण, सारणीयन एवं आरेखण की सहायता से समंको को निरूपित कर अध्ययन को दिशा प्रदान की है।

करौली जिले में कृषि जोतो के विश्लेषण से स्पष्ट हुआ है कि संयुक्त जोतो एवं संस्थागत जोतो की संख्या में निरन्तर कमी होकर व्यक्तिगत जोतो की संख्या में वृद्धि हुई हैं जो कि चिन्तनीय तथ्य है जिसे चकबन्दी, हदबन्दी एवं राजकीय प्रयासों तथा जागरूकता से संयुक्त जोतो व संस्थागत जोतो में परिवर्तित किया जा सकता है जिससे पारिवारिक एवं सामाजिक भावना के विकास के साथ कृषि उत्पाद एवं उत्पादकता वृद्धि की अपेक्षा की जा सकती है।

**मूल बिन्दू (key word) :** कृषि जोत, आकार, सामयिक परिवर्तन, स्वामित्व, स्थानिक वितरण।

प्रस्तावना

कृषि का मानव जीवन में विशिष्ट स्थान एवं महत्व है आदि काल से मानव ने कृषि क्रियाकलापों को किया, जो समय के साथ-साथ विकास क्रम से बढ़ते हुए आधुनिक कृषि गत विशेषताओं से युक्त हुई है पर एक विशिष्ट भौगोलिक विडम्बना है कि मानव के विकास क्रम में जहाँ मानवीय संसाधन में उत्तरोत्तर वृद्धि देखने को मिली है वही कृषि क्षेत्र निरन्तर सिमटते रहे है जो किसी भी स्थानिक क्षेत्र के इस तथ्य को भी अंकित करता है कि कृषि जोतों की संख्या में जहाँ वृद्धि हुई है, वही कृषि जोतों के आकार में निरन्तर कमी एक चिन्तनीय विषय है। चूंकि मनुष्य की खाद्यान्न आपूर्ति के साथ-साथ राजस्थान जैसे कृषि प्रधान राज्य में लगभग 75 प्रतिशत से अधिक जनसंख्या को प्रत्यक्ष या परोक्ष रूप से कृषि रोजगार का आधार है।

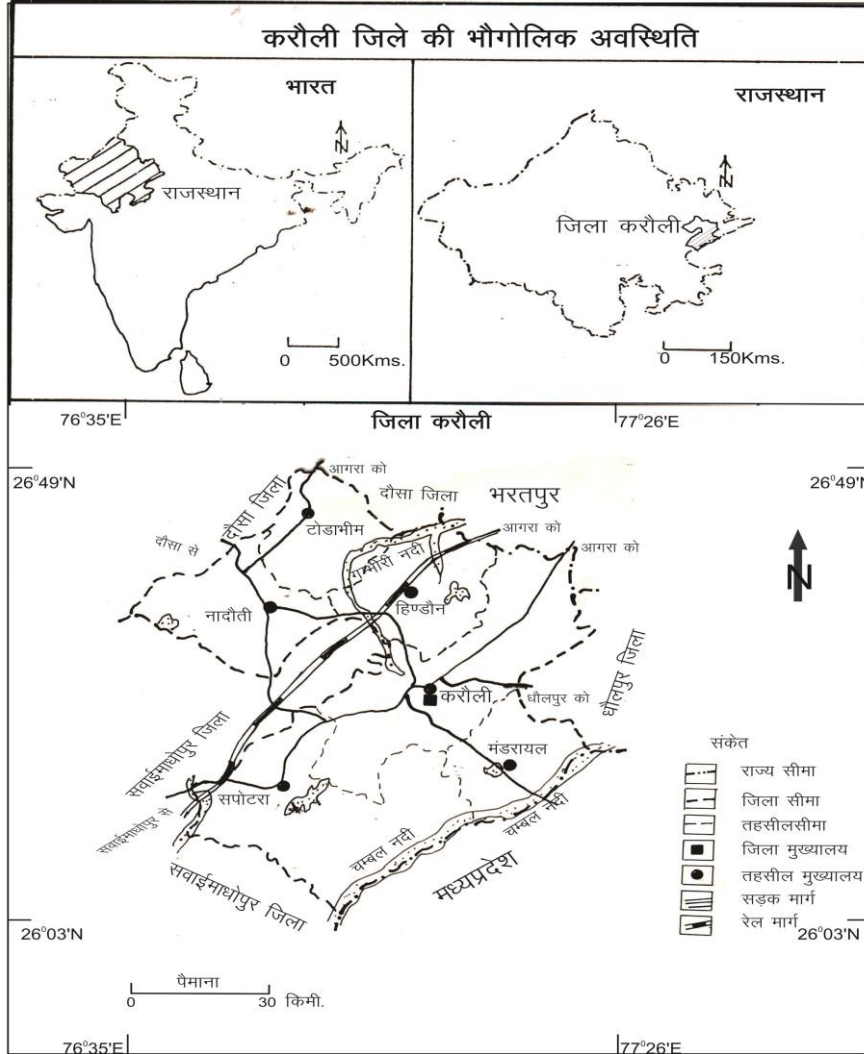
प्रस्तुत शोध अध्ययन में स्थानिक स्तर पर करौली जिले में कृषि जोतो का विभिन्न पहलुओं के आधार पर विश्लेषणात्मक अध्ययन कर लिपिबद्ध करने का प्रयास किया गया है। आवश्यकतानुसार सांख्यिकीय विश्लेषण, आरेख, मानचित्रिकरण आदि विधियों का अनुप्रयोग कर विभिन्न पहलुओं को स्तरीकरण के आधार पर निरूपित करने का प्रयास है।

अध्ययन क्षेत्र

प्रस्तुत शोध अध्ययन का भौगोलिक क्षेत्र के रूप में सम्पूर्ण करौली जिले को ही अध्ययन इकाई के रूप में निर्धारित किया है जो कि राजस्थान राज्य के पूर्वी भाग में अवस्थित उबड़-खाबड़, कटा-फटा, जंगल एवं बिहड़ो युक्त डांग क्षेत्र है। ग्लोबीय अवस्थिति अनुसार करौली जिला का अक्षांशीय विस्तार 26°3' उत्तरी अक्षांश से 26°49' उत्तरी अक्षांश तक है। तथा देशान्तरीय विस्तार 76°35' पूर्वी देशान्तर से 77°26' पूर्वी देशान्तर तक है। भू-पत्रकों के आधार पर कुल भौगोलिक क्षेत्रफल 5524 वर्ग किलोमीटर है जनगणना 2011 के अनुसार करौली जिले की कुल जनसंख्या 1458248 है जिसमें 274032 व्यक्ति प्रत्यक्ष काश्तकार एवं 45784 खेतीहर मजदूर कृषि में संलग्न है। जबकि कुल भौगोलिक क्षेत्र का 40.10 प्रतिशत भाग ही वास्तविक बोया गया कृषि क्षेत्र है जो निरन्तर जनसंख्या के अनुपात में कम होता जा रहा है।

\* असिस्टेन्ट प्रोफेसर, भूगोल राजकीय महाविद्यालय, माँगरौल (बाँस) लेखक को राजस्थान भूगोल परिषद से युवा भूगोलवेत्ता पुरस्कार भी प्राप्त है।

मानचित्र 1



### शोध के उद्देश्य

प्रस्तुत शोध अध्ययन का प्रमुख उद्देश्य करौली जिले में कृषि जोतो का विश्लेषणात्मक अध्ययन करना है। जो निम्न प्रकार गौण उद्देश्यों के रूप में भी अभिव्यक्त है।

- जिला स्तर को ही अध्ययन इकाई के रूप में निर्धारित कर कृषि जोतो का स्वामित्व अनुसार भौगोलिक विश्लेषण करना।
- करौली जिले में कृषि जोतो में हुए सामयिक परिवर्तन का विश्लेषणात्मक अध्ययन करना।
- कृषि जोतो का क्षेत्रीय आकार अनुरूप सामयिक तथा स्थानिक वितरण को अभिव्यक्त करना।

### शोध परिकल्पनाएँ

प्रस्तुत शोध अध्ययन की निम्न शोध परिकल्पनाएँ हैं।

- करौली जिले में कृषि जोतो के आकार अनुरूप वितरण में सामयिक समानता नहीं है।
- कृषि जोतो के स्वामित्व अनुरूप विश्लेषण करे तो कृषि जोतो में सामयिक एवं स्थानिक विविधता पाई गयी है।
- वृहद-आकार की कृषि जोतो में संख्यात्मक परिवर्तन सामयिक आधार पर होकर लघु आकार कृषि जोतों में सतत् संख्यात्मक वृद्धि हुई है।

### समंक स्रोत

प्रस्तुत शोध अध्ययन में भौगोलिक अध्ययन हेतु द्वितीयक समंको का संकलन किया गया है जिसमें करौली जिले के सन् 2000-01 तथा 2011-12 के समंको का चयन करौली जिले में कृषि जोतो के सामयिक परिवर्तन एवं विश्लेषण हेतु अनुप्रयुक्त किया गया है जिन्हें निम्नलिखित कार्यालयों तथा पत्र-पत्रिकाओं एवं प्रतिवेदनों से प्राप्त किया गया है।

1. कृषि गणना प्रतिवेदन 2000-2001, जिला-करौली।
2. कृषि गणना प्रतिवेदन 2011-12 जिला-करौली।
3. जिला सांख्यिकी रूपरेखा जिला-करौली, कार्यालय सहायक निदेशक, आर्थिक एवं सांख्यिकी विभाग, जिला-करौली।
4. आर्थिक एवं सांख्यिकी निदेशालय, राजस्थान सरकार, जयपुर।

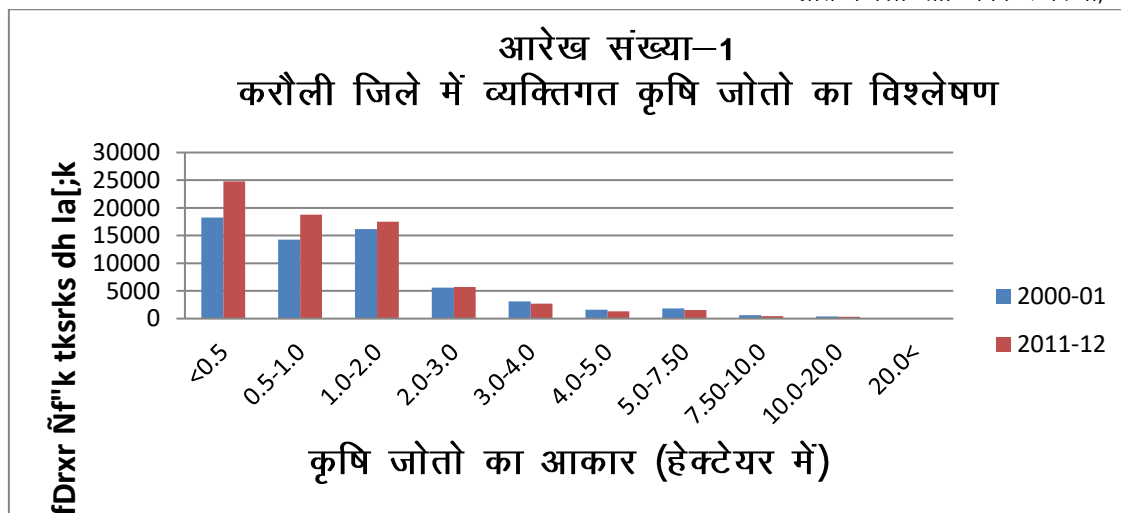
**शोध विधि तंत्र**

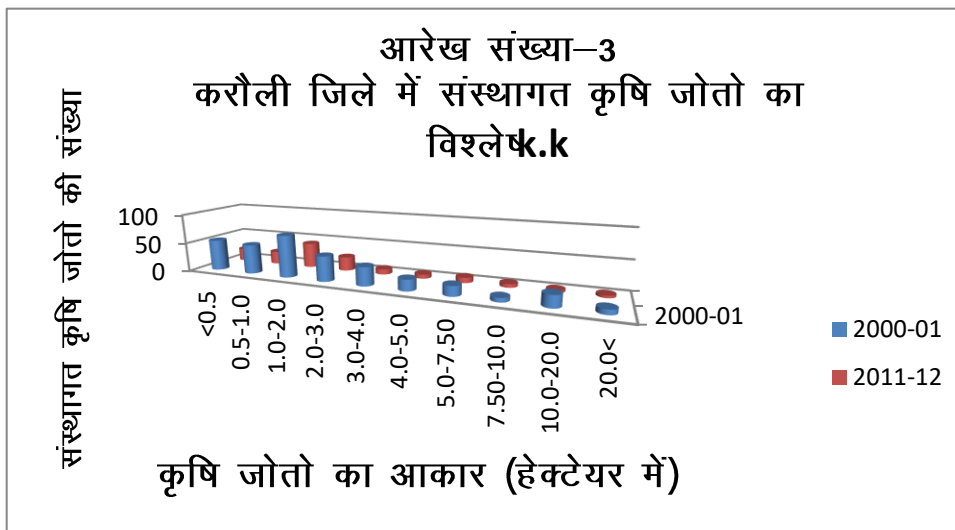
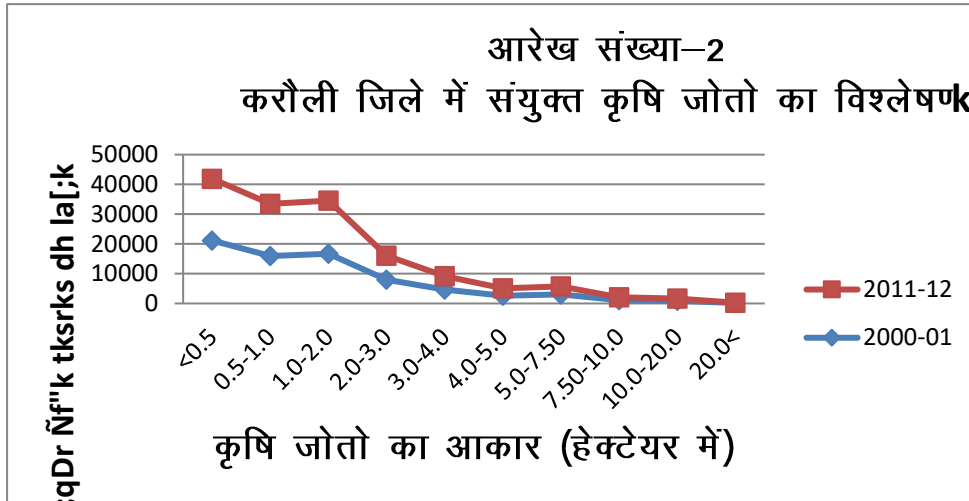
प्रस्तुत शोध अध्ययन में करौली जिले की कृषि जोतो का विश्लेषणात्मक अध्ययन, अध्ययन के क्रमबद्ध उपागम के आधार पर किया जायेगा जिसमें कृषि जोतो का आकार के अनुरूप वर्गीकरण तथा स्वामित्व के आधार पर वर्गीकरण कर द्वितीयक समंको की सहायता से कृषि जोतो की संख्या एवं क्षेत्र में दशकीय परिवर्तन एवं वृद्धि का विश्लेषण किया जायेगा जिन्हें मानचित्रण, सारणीयन एवं अपेक्षित आरेखों की सहायता से निरूपण का प्रयास है।

**सारणी 1, आकार एवं स्वामित्व के अनुसार करौली जिले में कृषि जोतो का संख्यात्मक विश्लेषण**

| क्र.स. | कृषि जोतो का आकार (हेक्टेयर में) | व्यक्तिगत जोतो की संख्या |         | कृषि जोतो में सामयिक परिवर्तन | संयुक्त जोतो की संख्या |         | सामयिक परिवर्तन | संस्थागत जोतो की संख्या |         | सामयिक परिवर्तन | कृषि जोतो की कुल संख्या |         | सामयिक परिवर्तन |
|--------|----------------------------------|--------------------------|---------|-------------------------------|------------------------|---------|-----------------|-------------------------|---------|-----------------|-------------------------|---------|-----------------|
|        |                                  | 2000-01                  | 2011-12 |                               | 2000-01                | 2011-12 |                 | 2000-01                 | 2011-12 |                 | 2000-01                 | 2011-12 |                 |
| 1.     | <0.5                             | 18259                    | 24783   | +6524                         | 21155                  | 20749   | -406            | 53                      | 22      | -31             | 39467                   | 45554   | +6087           |
| 2.     | 0.5-1.0                          | 14290                    | 18770   | +4480                         | 15986                  | 17512   | +1526           | 50                      | 22      | -28             | 30326                   | 36304   | +5978           |
| 3.     | 1.0-2.0                          | 16172                    | 17516   | +1344                         | 16732                  | 17811   | +1079           | 72                      | 43      | -29             | 32976                   | 35370   | +2394           |
| 4.     | 2.0-3.0                          | 5581                     | 5719    | +0138                         | 7984                   | 8030    | +46             | 43                      | 24      | -19             | 13608                   | 13773   | +165            |
| 5.     | 3.0-4.0                          | 3102                     | 2732    | -0370                         | 4699                   | 4423    | -276            | 32                      | 9       | -23             | 7833                    | 7164    | -669            |
| 6.     | 4.0-5.0                          | 1586                     | 1297    | -0289                         | 2580                   | 2451    | -129            | 19                      | 7       | -12             | 4185                    | 3755    | -430            |
| 7.     | 5.0-7.50                         | 1814                     | 1523    | -0291                         | 3003                   | 2679    | -324            | 17                      | 9       | -8              | 4834                    | 4211    | -623            |
| 8.     | 7.50-10.0                        | 614                      | 475     | -139                          | 1124                   | 994     | -130            | 7                       | 6       | -1              | 1745                    | 1475    | -270            |
| 9.     | 10.0-20.0                        | 392                      | 323     | -069                          | 872                    | 744     | -128            | 20                      | 4       | -16             | 1284                    | 1071    | -213            |
| 10.    | 20.0<                            | 19                       | 25      | +6                            | 161                    | 101     | -60             | 8                       | 4       | -4              | 188                     | 130     | -58             |
| योग    |                                  | 61829                    | 73163   | +11334                        | 74296                  | 75494   | +1198           | 321                     | 150     | -171            | 136446                  | 148807  | +12361          |

स्रोत: जिला सांख्यिकी रूपरेखा, करौली





सारणी 1 में विश्लेषित कृषि जोतो से स्पष्ट होता है कि करौली जिले में वर्गीकृत कृषि जोतो में सन् 2000-01 में 61829 व्यक्तिगत जोते, 74296, संयुक्त जोते तथा 321 संस्थागत जोते हैं जबकि कुल जोतो की संख्या 2000-01 में 136446 है वहीं सन् 2011-12 के अनुसार करौली जिले की कृषि जोतो का अवलोकन करे तो 73163 व्यक्तिगत जोते, 75494 संयुक्त जोते एवं 150 संस्थागत जोते हैं जबकि कुल कृषि जोतो की संख्या स्वामित्व के अनुसार 148807 है जिससे स्पष्ट होता है कि कुल कृषि जोतो में दशकीय परिवर्तन 12361 कृषि जोतो की वृद्धि के साथ करौली जिले में हुआ है।

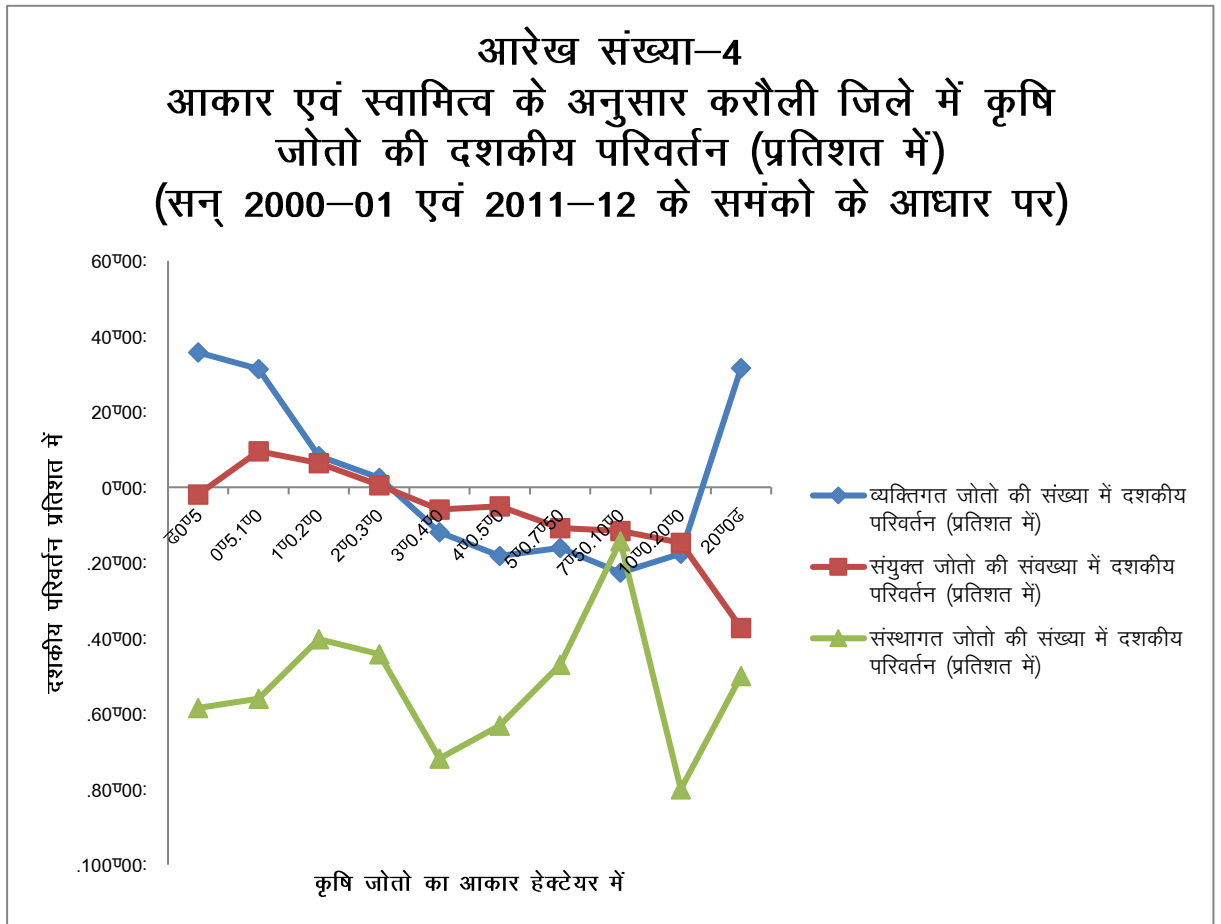
आकार के अनुरूप करौली जिले में कृषि जोतो पर दृष्टिपात करे तो सन् 2000-01 में सबसे अधिक संख्या 0.5 हेक्टेयर से छोटी कृषि जोतो की है जो कि 39467 है जबकि 20 हेक्टेयर से अधिक आकार की कृषि जोतो की संख्या मात्रा 188 है वहीं 2011-12 के अनुसार 0.5 हेक्टेयर से छोटी जोतो की संख्या में वृद्धि होकर 45554 हुई है जबकि 20 हेक्टेयर से बड़ी कृषि जोतो की संख्या घटकर मात्र 150 हो गयी है।

आकार एवं स्वामित्व के अनुसार करौली जिले की कृषि जोतो में हुए दशकीय परिवर्तन को सारणी संख्या 1 में प्रतिशत में अभिव्यक्त किया गया है जिसमें स्पष्ट रूप से वर्गीकरण के आधार पर कृषि जोतो को व्यक्तिगत जोते, संयुक्त जोते, एवं संस्थागत जोतो में विश्लेषित किया गया है वहीं आकार के अनुरूप कृषि जोतो को दस वर्गों में विश्लेषित कर दशकीय परिवर्तन को प्रतिशत में अभिव्यक्त किया गया है। जो कि निम्न सूत्र द्वारा परिकलित है।

कृषिगत जोतो में दशकीय परिवर्तन (प्रतिशत में) =  $\frac{\text{कृषि जोतो की संख्या का दशकीय अन्तर}}{\text{आधार वर्ष में कृषि जोतो की संख्या}} \times 100$   
**सारणी 2 आकार एवं स्वामित्व के अनुसार करौली जिले में कृषि जोतो का दशकीय परिवर्तन (प्रतिशत में)**  
 (सन् 2000-01 एवं 2011-12 के समको के आधार पर)

| क्र. स. | कृषि जोतो का आकार (हेक्टेयर में) | व्यक्तिगत जोतो की संख्या में दशकीय परिवर्तन (प्रतिशत में) | संयुक्त जोतो की संख्या में दशकीय परिवर्तन (प्रतिशत में) | संस्थागत जोतो की संख्या में दशकीय परिवर्तन (प्रतिशत में) | योग/कृषि जोतो की कुल संख्या में दशकीय परिवर्तन (प्रतिशत में) |
|---------|----------------------------------|---|---|--|--|
| 1.      | <0.5                             | +35.73%   | -1.92%  | -58.49%  | +15.42%  |
| 2.      | 0.5-1.0                          | +31.35%   | +9.55%  | -56.00%  | +19.71%  |
| 3.      | 1.0-2.0                          | +8.31%  | +6.45%  | -40.27%  | +7.25%   |
| 4.      | 2.0-3.0                          | +2.47%  | +0.58%  | -44.18%  | +1.21%   |
| 5.      | 3.0-4.0                          | -11.92%   | -5.87%  | -71.87%  | -8.54%   |
| 6.      | 4.0-5.0                          | -18.22%   | -5.00%  | -63.15%  | -10.27%  |
| 7.      | 5.0-7.50                         | -16.04%   | -10.79%   | -47.05%  | -12.89%  |
| 8.      | 7.50-10.0                        | -22.63%   | -11.57%   | -14.28%  | -15.47%  |
| 9.      | 10.0-20.0                        | -17.60%   | -14.68%   | -80.00%  | -16.59%  |
| 10.     | 20.0<                            | +31.58%   | -37.27%   | -50.00%  | -30.85%  |
|         | ;ksx                             | +18.33%   | +1.61%  | -53.27%  | +9.05%   |

—स्वयं लेखक द्वारा परिकल्पित





## निष्कर्ष

तालिका संख्या 2 में परिकल्पित दशकीय परिवर्तन के विश्लेषण एवं सारणी 1 के अवलोकन से करौली जिले में कृषि जोतो के विश्लेषणात्मक अध्ययन को निष्कर्ष निम्न प्रकार अभिव्यक्त किया जा सकता है।

**1. व्यक्तिगत जोते:** करौली जिले में व्यक्तिगत जोतो के अन्तर्गत सबसे अधिक दशकीय परिवर्तन 0.5 हेक्टेयर से छोटी कृषि जोतो में 35.73 प्रतिशत हुआ है जो कि चिन्तनीय विषय है चूंकि यह तथ्य कृषि भूमि पर बढ़ते जनसंख्या दबाव को व्यक्त करता है। वही सामाजिक तौर पर संयुक्त परिवारों के विघटन को भी अभिव्यक्त करता है।

सबसे अधिक ऋणात्मक वृद्धि 7.50–10.0 हेक्टेयर के कृषि जोतो में –22.63 प्रतिशत हुई है तथा 20.0 हेक्टेयर से बड़ी कृषि जोतो में 31.58 प्रतिशत की धनात्मक वृद्धि हुई है कुल व्यक्तिगत कृषि जोतो में दशकीय परिवर्तन के तौर पर 18.33 प्रतिशत धनात्मक वृद्धि हुई है।

**2. संयुक्त जोते:** करौली जिले में संयुक्त जोतो के अन्तर्गत 0.5–1.0 हेक्टेयर आकार की कृषि जोतो में 9.55 प्रतिशत धनात्मक वृद्धि के साथ सबसे अधिक है जबकि 20 हेक्टेयर से बड़ी जोतो में सबसे अधिक –37.27 प्रतिशत ऋणात्मक वृद्धि हुई है जो कि एक चिन्तनीय विषय है।

**3. संस्थागत जोते:** संस्थागत जोतो के विश्लेषणात्मक अध्ययन से स्पष्ट हुआ है कि करौली जिले में प्रत्येक आकार की संस्थागत कृषि जोते ऋणात्मक ही दशकीय वृद्धि के रूप में परिवर्तन हुआ है। जिसमें सबसे कम –14.28 प्रतिशत ऋणात्मक वृद्धि 7.50 से 10.0 हेक्टेयर आकार की कृषि जोतो में तथा सबसे अधिक –80 प्रतिशत ऋणात्मक वृद्धि 10.0 से 20.0 हेक्टेयर की कृषि जोतो में दशकीय परिवर्तन के रूप में हुआ है।

करौली जिले में प्रत्येक आकार की कृषि जोतो में व्यक्तिगत, संयुक्त एवं संस्थागत कृषि जोतो का विश्लेषण इस तथ्य को जरूर अंकित करता है कि छोटे-छोटे खेतों की निरन्तर संख्या में वृद्धि स्थानीय कृषकों को गहन कृषि करने को ही मजबूर करता है जो कि मात्र भरण-पोषण एवं आजीविका की कृषि ही कही जा सकती है जबकि समय की मांग के अनुरूप विस्तृत एवं व्यापारिक कृषि का विकास होना अपेक्षित है परन्तु कही ने कही कृषि जोतो का आकार ने इन्हें जरूर प्रभावित किया है।

## सुझाव

कृषि विकास को क्षेत्रीय स्तर पर जितना आर्थिक, एवं सामाजिक कारकों ने प्रभावित किया है उतना ही निर्धारण में कृषि जोतो के आकार की भूमिका होती है। परन्तु उक्त विश्लेषण से तो करौली जिले में कृषि जोतों का विश्लेषणात्मक अध्ययन कृषि विकास के क्षेत्र में एक चिन्तनीय विषय के रूप में दृष्टिगत होता है, परन्तु चकबन्दी, हदबन्दी, सहकारी खेती, संस्थागत जोतो एवं संयुक्त जोतो का विकास न केवल कृषि विकास को आगे बढ़ा सकेगा बल्कि अपखण्डित परिवारों को जोड़कर सामाजिक विकास में भी स्थानीय स्तर पर महत्वपूर्ण भूमिका निभा सकता है, परन्तु राष्ट्रीय, राजकीय एवं स्थानीय प्रशासन एवं स्थानीय समाज के योगदान के बिना मात्र स्वप्न है।

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## **A study: Adjustment Level of Innovative and Emerging Teachers**

**Assistant Prof. Alka B. Pandya (M. A. M.Ed., GSET)\***

### **Abstract**

*In this study, conducted in Junagadh city of Gujarat State, the investigator tried to find out the Adjustment Level of innovative and emerging teachers and found that, in total group, maximum 33.46% teacher trainees (43 teachers out of 125) have Good Adjustment Level. In different group, maximum 53.71% teacher trainees of Non-aided College (28 teachers out of 53) have Good Adjustment Level. Maximum 38.34% teacher trainees of Aided College (27 teachers out of 72) have Average Adjustment Level. Maximum 40.1% teacher trainees of Aided College (29 teachers out of 72) have Poor Adjustment Level. Further it is concluded that, there is no significant difference in the Level of Adjustment between male and female teacher trainees, and teacher trainees of open class category and backward class category, while there is significant difference in the Level of Adjustment between teacher trainees aided college and non-aided college.*

### **1. Introduction**

Adjustment, as an important psychological variable can be defined 'as an index of integration between need and satisfaction, promote or demote self-system, achievement motivation, remains relates to scholastic achievement, social acceptance, sex, age, economic as well as social status, social maturity and moral system. From psychological point of view, adjustment is the process by means of which the individual attempt so maintain a level of psychological and physiological equilibrium, or more simply, adjustment refers to behavior directed towards tension reduction. It is also true that personality of an individual consists of his persistent tendencies to make kind of adjustment between his need and situation. A balanced personality is the result of proper adjustment of an individual of his environment. Home, health, social and emotional, adjustment are the four areas of adjustment. Home adjustment refers in terms of a healthy relationship with family member, possessed healthy and balanced home life, adjustment of health, in terms of physical as well as mental illness, social, adjustment in terms of social behavior extroversion introversion, submissiveness, shyness etc. and emotional adjustment refers to nervousness, depression and other factors of emotional aspect of the life.' Teaching is an interactive process, primarily involving classroom, which takes place between teacher and pupils and occurs during certain definable activities.' It is generally agreed that the 'good-ness' of an educational program to a large extent is dependent on quality of teachers available to implement it. A school may have excellent material resources- equipment, building, library, computer laboratory, play ground and other facilities along with a curriculum appropriately adopted to suit the community need, but if the teachers are misfit or indifferent to their responsibilities, the whole program is likely to

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be ineffective and wasted. For this, teacher should have balanced personality and have a good level of adjustment. Therefore researcher has taken present study.

**2. Objectives**

1. To measure the Adjustment Level of teacher trainees.
2. To compare the Adjustment Level of male and female teacher trainees.
3. To compare the Adjustment Level of teacher trainees of open class category and backward class category.
4. To compare the Adjustment Level of teacher trainees of Aided institute and Non-Aided institute.

**3. Hypothesis**

1. There is no significant mean difference in the score of Adjustment Level of male and female teacher trainees.
2. There is no significant mean difference in the score of Adjustment Level of teacher trainees of open class category and backward class category.
3. There is no significant mean difference in the score of Adjustment Level of teacher trainees of Aided institute and Non-Aided institute

**4. Sample**

For the study, 125 trainee teachers were randomly selected from one aided and one non-aided teacher training institutes, of Junagadh city of Gujarat State.

**5. Tool**

For the present study, the researcher used Indian Adaptation of Bell's Adjustment Inventory. Every statement has two alternative choices, yes and no. The split-half reliability of the inventory is 0.9126 and Test Re-test reliability is 0.876. The validity of inventory

**6. Data**

The test is in English. First it was translated in Gujarati. Colleges and Teacher trainees were randomly selected. Before administration of test, all necessary instructions were given. Items were scored as per the instructions given in manual. Different groups and tables were prepared. For further interpretation mean, standard deviation and t-test was applied.

**Table 1: Classification of teacher trainees with respect to Computer Phobia**

| Group                   | N   | Adjustment Level |            |            |
|-------------------------|-----|------------------|------------|------------|
|                         |     | Good             | Average    | Poor       |
| Total                   | 125 | 43(33.46%)       | 41(32.54%) | 40(32.54%) |
| Male                    | 42  | 18(40.86%)       | 15(34.86%) | 18(41.86%) |
| Female                  | 83  | 11(41.80%)       | 28(31.33%) | 30(32.90%) |
| Open Class Category     | 31  | 15(23.88%)       | 8(14.28%)  | 10(23.26%) |
| Backward Class Category | 94  | 38(42.16%)       | 38(41.08%) | 11(19.74%) |
| Aided College           | 72  | 30(21.61%)       | 28(38.34%) | 15(23.55%) |
| Non-Aided College       | 53  | 28(31.86%)       | 12(23.54%) | 10(21.44%) |

From table 1, it is concluded that, in total group, maximum 33.46% teacher trainees (43 teachers out of

125) have Good Adjustment Level. In different group, maximum 53.71% teacher trainees of Non-aided College (28 teachers out of 53) have Good Adjustment Level.

Maximum 38.34% teacher trainees of Aided College (27 teachers out of 72) have Average Adjustment Level. Maximum 40.1% teacher trainees of Aided College (29 teachers out of 72) have Poor Adjustment Level

**Table 2: Comparison of teacher trainees with respect to the Computer Phobia**

| Group     | N  | MEAN  | S.D. | T-- Value | Level of Significance |
|-----------|----|-------|------|-----------|-----------------------|
| MALE      | 42 | 20.12 | 7.9  | 1.30      | NOT Significance      |
| FEMALE    | 82 | 21.34 | 8.9  |           | NOT Significance      |
| OPEN      | 31 | 23.67 | 7.3  | 0.6       | NOT Significance      |
| B.C.      | 93 | 22.55 | 8.8  |           | NOT Significance      |
| Aided     | 70 | 25.88 | 7.1  | 2.66      | Significance          |
| NOT Aided | 54 | 20.55 | 8.3  |           | Significance          |

Level of Significance= 0.05 From table-2 it is found that, t-value=1.30 is not significant at 0.05 level. Hence the null hypothesis (1) is accepted. It is concluded that there is no significant difference in the Level of Adjustment between male and female teacher trainees. From table-2, it is found that, t-value=0.6 is not significant at 0.05 level. Hence the null hypothesis (2) is accepted. It is concluded that there is no significant difference in the Level of Adjustment between teacher trainees of open class category and backward class category From table-2, it is found that, t-value=2.66 is significant at 0.05 level. Hence the null hypothesis (3) is rejected. It is concluded that there is significant difference in the Level of Adjustment between teacher trainees aided college and non-aided college.

**7. Conclusion**

- From table 1, it is concluded that, in total group, maximum 33.46% teacher trainees (43 teachers out of 125) have Good Adjustment Level. In different group, maximum 53.71% teacher trainees of Non-aided College (28 teachers out of 53) have Good Adjustment Level. Maximum 38.34% teacher trainees of Aided College (27 teachers out of 72) have Average Adjustment Level. Maximum 40.1% teacher trainees of Aided College (29 teachers out of 72) have Poor Adjustment Level.
- There is no significant difference in the Level of Adjustment between male and female teacher trainees, and teacher trainees of open class category and backward class category, while there is significant difference in the Level of Adjustment between teacher trainees aided college and non-aided college.

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## **EDUCATION AS EMANCIPATION:** **HAZARI'S UNTOUCHABLE: AUTOBIOGRAPHY OF AN** **INDIAN OUTCASTE**

**Piyush B. Chaudhary\***

### **Abstract**

This paper focuses upon the exploitation faced by the untouchables in a caste-based society of India. Emphasis would be laid on as to how this exploitation takes place and how education continues to play an important role in the emancipation of Dalits. This would be done by critically analysing the autobiographical work *Untouchable: The Autobiography of an Indian Outcaste*<sup>1</sup> by Hazari, the first Dalit to write his autobiography in English. Also, an attempt will be made to try and understand if the position of Dalits in modern contemporary society has changed or are they still fraught with the shackles of the age old caste system.

Hazari was the first Dalit to write his autobiography in English. His *Autobiography of an Indian Outcaste* shows us how he suffered and how he finally emancipated himself from the age-old caste system, though not entirely but definitely up to the extent that he earned a respectable position in a society which was earlier bent on denting his identity as a Dalit. His deep account gives us an insight into his bent of mind, his different jobs, his efforts to get educated, his chance meeting with Mr Newman which was a turning point in his life and his final journey to France. Anyone reading his autobiography will surely understand how Hazari develops his mind and character throughout his work and he does that by using a very unreflective and personal mode of writing.

In the first few pages of his *Autobiography*, Hazari wastes no time to show us how exploitation takes place in a society ruled by upper castes. He jumps straight to the point very early into his autobiography where he gives us detailed descriptions of the deplorable life they had to live: "As soon as an animal such as a cow, horse or goat died, we brought it to a field to skin it. We took the meat for cooking and eating, and the skin to be sold when dry. We left the carcass for the vulture to clean and when the vultures had finished; we collected the bones which we sold" (Hazari, p.8).

Such was the life which the untouchables were living. In the next few pages Hazari also tells us how his community members were considered to be the harbourers of evil spirits. Hazari tells us that in their village during a marriage they used to:

"...collect money, which is thrown to us over the head of the bridegroom. If there are any evil spirits about that time, they will not harm the bridegroom as this money is thrown as an offering to them. In other words we are thought of as the harbourers of evil spirits... It is a way of asking the evil spirit to be kind to the bridegroom and bless his marriage" (Hazari, p.10).

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And this happens in the contemporary Indian marriages even today, also known as 'nazar-utarna'<sup>2</sup>, where coins are flung over the head of the bridegroom so that no evil spirit may cast its unlucky spell on the newlywed couple. And the children running over to get hold of this flung money are none other than children living in slums and belonging to the lower castes. For these children this practice is not degrading at all. For them it's a treasure; a treasure which they could not even think of possessing in their remotest thought.

Hazari, next turns to the funeral processions in his village and he vividly describes the scene where the untouchables collect the fruits, shawls, coins thrown at the dead body of the upper castes (Hazari, p.11). It is the dead here that are providing for the stomachs of the untouchables when the living could not. This practice exists even today in many villages of north and south India. The lower caste children run behind the dead bodies of the upper castes and as soon as they are rested near the ghats, they hover around the body and collect coins, silk shawls, fruits and many other items which these lower castes cannot afford. To emerge from such a deplorable condition, Hazari correctly analysed that it is only education that can save the untouchables from any further exploitation. It was not an easy task but he still goes relentlessly in search for education as for him it was the only means of emancipation.

Further we see that in chapter five, entitled 'Work', Hazari for the first time came to know of the advantages of a government job by a clerk at Mr Mason's house. For an untouchable getting a government job was nothing less than a dream. His father enrolled him to a local Madrasa where he learnt to read and write for the first time. He had to drop out of the Madrasa soon as his poor parents had no money to afford his fees. This shows the lack of economic security given to untouchables by the upper castes. Muktabai, an eleven year old student of Phule's school, in her essay "A Revolt of a Dalit Girl"<sup>3</sup>, also raises her similar concerns regarding the lack of economic security faced by the Dalits. She says: "Nobody gives us employment because we are untouchables. No job means no money. We have to endure grinding poverty" (Muktabai, p.73). She very vividly describes the problems faced by the women of her community: "When our women give birth to babies, they do not even have a roof over their heads. How they suffer in the rain and the cold... If they get some disease while giving birth, where will they get money for the doctors or the medicines? Was there ever any doctor among you who was human enough to treat such people free of cost?" (Muktabai, pp.73-74).

Moreover, only the people from the upper castes became doctors as they had access to education unlike the untouchables who had none. They were never given an opportunity to go to schools. Even if they tried to do so, they were beaten and humiliated. This isolated them from education and they remained deprived of it. Raj Kumar expresses his similar views when he says:

"It is a well-known fact that the untouchables have not many options to improve themselves. Poverty is so rampant that they can hardly afford to send their children to schools and colleges for an education which will fetch them a secured job. Those who struggle to get an education face a hostile environment from the upper caste teachers, fellow students and the society at large. Thus, an untouchable dream to become someone other than an untouchable never materialises. Since, there is no alternative available to them, Hazari and his community are forced to perform a variety of menial jobs assigned to them by the upper caste" (Kumar, p.162).

Kumar's observations are indeed a response to those who believe that the Dalits themselves are to be blamed for their downfall. This is how the exploitation of a Dalit takes place. This is how they are deprived of anything that will emancipate them from the shackles of the caste system. How is it possible then to rise above their lowly degraded status unless some external aid is provided to them? This aid comes to Hazari in the form of a foreigner. Hazari gets an opportunity to go abroad due to a foreigner, Mr Newman, one of his English patrons. But what about the million other Dalits, who could not even dream of being fed properly, leave alone dreaming for a proper education? Not everyone can be a Hazari.

Due to their lack of education and the practice of following baseless rituals, Hazari very early in his autobiography tells that: "In our community we do not consult doctors or herbalist in causes of illness, but try first to affect a cure by offering blood sacrifices to various gods and goddesses" (Hazari, p.16). However, towards the end of his autobiography, during his stay at Aligarh, Hazari finds himself to be in a much better position to criticise the useless rituals which led to delay in proper diagnosis of the disease which led to the death of his younger brother. He says: "My people had not troubled to send for a doctor, but had given him a herbal medicine and promised the goddess a fat pig on his recovery" (Hazari, p.175). It is yet again his education that allows him to condemn the superstitions and rituals which he left behind in search for knowledge. So time and again throughout the *Autobiography* we see how education has led Hazari to become a better and a more rational person than he was ever before. And here once again the words of Muktabai can be quoted to further show the need for education to become a rational being. She speaks to the Dalits:

"Only the medicine of knowledge will cure and heal you. It will take you away from your wild beliefs and superstitions. You will become righteous and moral. It will stop your exploitation... So please work hard and study. Get educated and become good human beings" (Muktabai, p.75).

Most importantly, towards the end of his autobiography Hazari understands that it is his knowledge which has helped him evade 'Karma'<sup>4</sup>. His community had made it a habit of living under such conditions. The obvious reason for this was lack of proper education and enlightenment. Hazari, however, does not accept his fate or Karma like the others. He very succinctly says that the fate and lives of his parents were "bound to the eternal wheel of Karma, and so would mine have been but for the knowledge which I had gained" (Hazari, p.177). He fully understands that it is his search for knowledge which allows him to evade the vicious cycle of this Karma. He is willing to do everything to gain education. A few pages later in his autobiography he asks himself: "Did my life lie in the pursuit of religion or in change of religion? I realised that education without religion meant nothing to me; my studies must be related to my spiritual life. It seemed I would have to turn to Islam, where the community is a true brotherhood and not merely a formal system" (Hazari, p.181).

Here he decides to change his religion. The point that must be highlighted here is that Hazari changed his religion not for any social or political gain but to secure an opportunity to be educated. But again this is not to say that he was completely oblivious of the many practices and beliefs in Islam which deserved criticism. He vocalises his opinions on the hypocrisies of any religion and not merely Hinduism which made him suffer the most. All this is because of the education that he gained. Had he got no access to education, he

would never have developed such an intelligent state of mind. But logically, as soon as Hazari gets converted to Islam, he is no more an untouchable. Still there is something in him which pulls him back. He says: "There was something I could never get rid of – the fact that I was born an Untouchable" (Hazari, p.188). This is due to his birth in a lowly, degraded family. Hazari remains unsettled, indecisive and his untouchable self never ceases to leave him. At the end of his autobiography he is still unsure about his liberation. His real identity still haunts him. Still we admire Hazari for his strenuous efforts to get educated. Raj Kumar very perfectly analysing the contemporary status of the Dalits says that: "Today, when atrocities against the Dalits are increasing at an alarming rate and the Hindu fundamentalists are trying to exterminate them subtly and systematically, one feels admiration for the kind of effort Hazari put into his work to make his presence felt amongst us today" (Kumar, pp.161). Kumar's analysis brings together the contemporary situation of the Dalits who are still under the danger of being decimated by the upper castes. Things have not changed much for the Dalits.

The recent suicide of Rohith Vemula at the Hyderabad University in January 2016 is one such example. The precedence of this can be found in 2008, when a young PhD scholar Senthil Kumar committed suicide in his hostel room in the same university as he was not given a supervisor to complete his research due to his caste background. Just by giving them reservation, the society as well as the government does not seem to do much for them. Reservation might provide them with the access to education, but it does not provide them with the access to equality. Similar views are held by Senthilkumar Solidarity Committee<sup>5</sup>, which says: "The death of Senthil Kumar, a Dalit research scholar, at the University of Hyderabad...is one more example of how, reservations notwithstanding, caste discriminations continue to afflict India's institutions of higher learning" (Senthilkumar Solidarity Committee, 2008).

Looking into caste oppressions through the contemporary times, we see that the original exploitation of the Dalits has taken a new and a different form. Now there are different kinds of violence and different means of regulating them. The caste based vote – bank politics is one very common way by which even today the members of the deprived classes such as the scheduled castes are lured by the temptations from the politicians. Even today in states like Bihar, Madhya Pradesh, Chhattisgarh and Telangana, the public votes for a particular candidate belonging to the scheduled castes with the hopes of getting a better standard of life. Obviously their hopes get demolished. It is like tempting a child by showing them a candy and then snatching it away right when they extend their hands for it. So we can infer from this that even today, only the original physically violent means of oppression has ended, not the oppression itself. Exploitation has taken new and distinct forms. This entire oppression will end only with the beginning of proper awareness and education. There is an urgent need for Dalit studies and Dalit literature to be incorporated in the academics at both school and college levels. The need for such studies in the education system is necessary as it will help to sensitise the young minds about the various forms of caste discrimination. Only education can bring a concrete transformation in society because the objective of education is sustainable development and equality. Education does not mean studying only to become a graduate but to become a conscious graduate. Education shall be so holistic that it makes every mind aware, sensitive and responsive. Education is the greatest and the most effective means for the emancipation of

the Dalits. And this is precisely what the need of the hour is to curb the continuous exploitation of Dalits in the contemporary society.

### **Notes and References**

1. All references, henceforth, will be made to Hazari's *Untouchable: The Autobiography of an Indian Outcaste*, Praeger Publishers, New York, 1970 (second printing).
2. 'Nazar-utarna'. The term is used as a method to ward off evil eyes at auspicious times such as weddings. This is done by throwing money over the head of the bridegroom so that any evil spirit, if present, may not be able to cast its unlucky gaze on the couple. The money is then given to poor and lower caste children for whom the event is a matter of fortune.
3. Originally written in Marathi language as *MangMaharachyaDukhvisayi* ('About the Grief of Mangs and Mahars') the essay was first published in 1855 by Dyanodaya, a journal based in Ahmednagar. The translation used here is by BrajRanjan Mani.
4. (In Hinduism and Buddhism) Karma is the sum of a person's actions in this and previous states of existence, viewed as deciding their fate in future existences.
5. The Senthilkumar Solidarity Committee is a group of activists based in Hyderabad which was established after Senthil Kumar committed suicide following discriminations faced by him being a dalit.

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## राज्यपाल की भूमिका : अनुच्छेद 356 के संदर्भ में

डॉ गुंजन कुमार\*

भारत में राज्यपालों की भूमिका की चर्चा में सर्वप्रथम अनुच्छेद 356 अर्थात् राज्य में राष्ट्रपति शासन और मंत्रिपरिषद की बर्खास्तगी की बात आमतौर पर होती है और राष्ट्रपति शासन की अवधि में वह स्वेच्छाचारी प्रतित होता है। उनकी भूमिका उस ब्रिटिश गवर्नर के समतुल्य हो जाती है जो लोकतंत्र का दमन एवं साम्राज्यवादी शोषण के यंत्र का एक प्रमुख स्तंभ था। स्वतंत्र भारत में भी वह कभी राज्यों में मंत्रिपरिषद की नियुक्ति एवं पदच्युति का भाग्यविधाता प्रतीत होता है तो, कभी एक याचक के रूप में राज्यपाल की भूमिका विशेषकर अनुच्छेद 356 के प्रयोग के संदर्भ में का अध्ययन किया गया है। साथ ही बोम्मई मुकदमें पर सर्वोच्च न्यायालय के फैसले के बाद उनकी भूमिका में आए बदलाव की समीक्षा भी की गयी है।

31 दिसंबर, 1600 ई. में ईस्ट इंडिया कंपनी का उदय हुआ। भारत में राजनीतिक अराजकता का लाभ उठाकर कंपनी ने यहां की राजनीति में दखल देना प्रारंभ कर दिया। विजित भारतीय प्रदेशों में कंपनी के प्रशासनिक मामलों की देख रेख हेतु भारत को चार प्रेसिडेंसियों में विभाजित किया गया और इन प्रेसिडेंसियों में गवर्नरों की नियुक्ति की गई। कंपनी के मामलों में ब्रिटिश संसद का हस्तक्षेप 1773 ई. के 'रेग्युलेटिंग एक्ट' के माध्यम से हुआ और यहीं भारतीय कार्यकारिणी का जन्म हुआ। बंगाल का गवर्नर, भारत का गवर्नर-जनरल बन गया। बंगाल न्यायालय अधिनियम 1781 ई. द्वारा न्यायिक विषयों में भी गवर्नर-जनरल की स्थिति मजबूत हुयी। 1833 ई. के एक्ट ने ईस्ट इंडिया कंपनी को पूर्णतया प्रशासकीय संस्था बना दिया और सपरिषद गवर्नर-जनरल सर्वोच्च पदाधिकारी बना रहा। 1857 ई. के विद्रोह के बाद ब्रिटिश शासनकाल आरंभ होता है, जब ईस्ट इंडिया कंपनी का शासन समाप्त कर दिया गया। 1892 ई. से केन्द्रीय विधानमंडल में निर्वाचन की व्यवस्था प्रारंभ हुई। जिससे संसदीय उत्तरदायी सरकार का पदार्पण भारत में हो गया। 1919 ई. के भारत शासन अधिनियम द्वारा संघात्मक व्यवस्था को मजबूत बनाया गया। फिर भी केन्द्र और प्रांत दोनो में ही मंत्रिपरिषद पर नौकरशाही हावी रही। क्योंकि गवर्नर और गवर्नर-जनरल हमेशा ही नौकरशाही को प्राथमिकता देते रहे।

1935 ई. के अधिनियम द्वारा यद्यपि संघवाद को बढ़ावा देने का प्रयास किया गया। लेकिन, गवर्नर को अध्यादेश जारी करने, मंत्रिपरिषद को बर्खास्त करने एवं सदन द्वारा पारित विधेयक को सुरक्षित रखने का अधिकार देकर जनतंत्र पर गवर्नरतंत्र को महत्व दिया जाता रहा। फलस्वरूप वास्तविक स्वशासन मात्र दिखावा बन गया और गवर्नर एवं गवर्नर-जनरल का अधिनायकवादी शासन चलता रहा।

संविधानसभा में राज्यपाल की नियुक्ति को लेकर विवाद हुए। लेकिन, राष्ट्रीय एकता की रक्षा के लिए इसे 'लिएजन-ऑफिसर' के रूप में नियुक्ति किया गया। पुनः उनके मनोनयन या निर्वाचन को लेकर भी बहस हुयी। परंतु राज्यपालों को अनुच्छेद 356 के अंतर्गत दिये जाने वाले अधिकारों को लेकर संविधान सभा में काफी वाद-विवाद हुआ। प्रारूप संविधान के अनुच्छेद 275 द्वारा उसे संकटकालीन अधिकार दिये गये थे। श्री कामथ ने इस संदर्भ में राज्यपाल को मंत्रिपरिषद की सलाह से कार्य करने का सुझाव दिया। वहीं काजी सईद कसीमुद्दीन जैसे लोग इसे संविधानिक तानाशाही मान रहे थे। दूसरी तरफ श्री टी. कृष्णमाचारी का कहना था कि "यह तानाशाही संविधान की रक्षा के लिए अतिआवश्यक है।" संविधानिकतंत्र की विफलता की स्थिति में राज्यपाल को राज्य का प्रशासन अपने नियंत्रण में करने का अधिकार दिया गया तथापि सदस्यों की राय थी कि यह केन्द्र का राज्य प्रशासन के मामलों में हस्तक्षेप होगा। जिससे राज्य की स्वायत्ता एवं संघीय व्यवस्था को आघात लगेगा। बाद में व्यवस्था की गयी कि किसी राज्य में राष्ट्रपति शासन लगाने से पूर्व राज्यपाल से प्रतिवेदन लिया जाएगा। इस पर भी आशंका उठी कि कहीं राज्यपाल प्रतिवेदन ही नहीं भेजे और व्यवहार में तमिलनाडू की राज्यपाल श्रीमति फातिमा बीबी प्रकरण में ऐसा हुआ भी।

राज्यपालों द्वारा आपातवक्तियों के दुरुपयोग की आशंकाओं का उतर देते हुए प्रारूप समिति के अध्यक्ष डॉ. भीमराव अम्बेदकर ने कहा कि जब राज्य सरकार संविधान सम्मत कार्य नहीं करेगी, उस परिस्थिति में ही राज्य में राष्ट्रपति शासन लगाया जायेगा और इस अनुच्छेद का दुरुपयोग नहीं होगा, यह प्रायः अनुपयोगी ही रहेगा। डॉ. अम्बेदकर के इस स्पष्टीकरण के बाद कि केन्द्र द्वारा पहले राज्य सरकार को चेतावनी दी जाएगी, तभी बर्खास्त किया जायेगा, संविधान सभा ने उक्त प्रावधान को स्वीकार कर लिया।

### संविधान और राष्ट्रपति शासन

राज्यपाल संविधान का रक्षक होता है (अनुच्छेद 159) इसलिए राज्य में कानून-व्यवस्था के मसले की निगरानी करना उसका कर्तव्य है। संघीय सरकार का भी यह कर्तव्य है कि वह सुनिश्चित करे कि राज्य की सरकार संविधान के

\* राजनीति विज्ञान विभाग एल एन एम यू दरभंगा बिहार



उपबंधों के अनुसार चले। (अनुच्छेद 355) संविधान के अनुच्छेद 356 (1) के अनुसार केन्द्र सरकार को जब यह लगे कि किसी राज्य में सांविधानिकतंत्र विफल हो गया है, तो वह राष्ट्रपति शासन लगा सकती है। यह घोषणा राज्यपाल के प्रतिवेदन के आधार पर भी हो सकती है और अन्य श्रोत से प्राप्त सूचना के आधार पर भी। इसके अलावे यदि केन्द्र अपनी कार्यपालिका शक्तियों के अधीन कोई निर्देश राज्य सरकार को दे, और राज्य सरकार उसपर अमल नहीं करती है, तो राज्य सरकार को अनुच्छेद 365 द्वारा बर्खास्त किया जा सकता है। अनुच्छेद 356 लगाने से पूर्व केन्द्र अनुच्छेद 355 के अधीन राज्य सरकार को सलाह, निर्देश या चेतावनी दे सकता है।

संविधानविद् डी.डी. बसु ने इस संबंध में अपनी पुस्तक 'भारत का संविधान— एक परिचय' में लिखा है कि यह एक प्रपीडक शक्ति है जिससे संविधान द्वारा विहित प्रसामान्य परिसंघीय राज्य व्यवस्था का जीवंत तत्व समाप्त हो जाता है।

### राज्यों में राष्ट्रपतिशासन

भारत का संविधान 26 जनवरी 1950 को लागू हुआ। तब से लेकर अब तक करीब 120 बार अनुच्छेद 356 का प्रयोग किया जा चुका है। आंकड़े बताते हैं कि इस अनुच्छेद के प्रयोग या दुरुपयोग की घटनाओं की पृष्ठभूमि राजनीतिक वातावरण थी। इसलिए यह आवश्यक है कि विभिन्न कालखंडों के अंतर्गत अनुच्छेद 356 लगाये जाने की घटनाओं का विप्लेषण किया जाय। इस आधार पर हम इस संदर्भ में भारतीय राजनीति के उतार-चढ़ावों को निम्न कालखंडों में विभाजित कर सकते हैं:—

1. 1950 ई. से 1967 ई. तक।
2. 1967 ई. के बाद से 1994 ई. तक।
3. 1994 ई. के बाद से वर्तमान तक।

### 1967 ई. तक राष्ट्रपति शासन

प्रथम आम चुनाव से लेकर 1967 ई. की अवधि में केरल को छोड़ पूरे देश में कांग्रेस की सरकारें थीं। अतः अनुच्छेद 356 के प्रयोग पर विवाद कम हुए। 1966 ई. तक मात्र 7 (सात) बार ही राज्यों में राष्ट्रपति शासन लगाया गया। एक दलीय सरकारों एवं पंडित नेहरू के व्यक्तित्व के कारण राज्यपाल संस्था हासिए पर रही और केन्द्र-राज्यों में विवादों का समाधान दलीय आधार पर सुलझा लिये गये। राज्यपालों को अपनी स्वविवेकी शक्तियों के प्रयोग का अवसर कम ही प्राप्त हुआ। फिर भी 1950 ई. में संविधान लागू होने के अगले ही वर्ष 1951 ई. में संविधान संशोधन भी हुआ और अनुच्छेद 356 का प्रयोग भी। सर्वप्रथम 1951 ई. में पंजाब की कांग्रेसी सरकार में फूट के चलते राष्ट्रपति शासन लगाया गया और विधानसभा निलंबित की गयी।

1953 ई. में जम्मू-कश्मीर की बहुमत प्राप्त शेख अब्दुल्ला की सरकार को राष्ट्रीय सुरक्षा को अक्षुण्ण रखने के लिए बर्खास्त किया गया। इसी वर्ष पेप्सू में दल-बदल से उत्पन्न हालात के चलते राष्ट्रपति शासन लगाया गया। यद्यपि गैर-कांग्रेसी विपक्ष को मौका दिये बिना ही विधानसभा भंग कर दी गई। 1954 ई. में ही आंध्रप्रदेश में विषवास मतदान में पराजित मुख्यमंत्री टी. प्रकाशम् की सलाह पर विधानसभा भंग करने के राज्यपाल के निर्णय को लेकर गंभीर विवाद हुए। इसी की पुनरावृत्ति कोचीन (केरल) में भी हुई। परंतु 1955 ई. में गैर-कांग्रेसी मुख्यमंत्री की सलाह पर राज्यपाल ने कोचीन विधानसभा को भंग नहीं कर कांग्रेस को सरकार बनाने का अवसर दिया। 31 जुलाई, 1959 ई. को देश की एकमात्र गैर-कांग्रेसी केरल की कम्युनिष्ट पार्टी सरकार की बर्खास्तगी ने राजनीतिक पतन एवं राज्यपाल को केन्द्रीय अभिकर्ता सिद्ध कर दिया। इस प्रकार यह स्पष्ट हो गया कि अनुच्छेद 356 का प्रयोग भविष्य में विरोधी दल की राज्य सरकार की बलि लेने का माध्यम बनेगा।

### 1967 ई. के बाद से 1994 ई. तक अनुच्छेद 356 का प्रयोग

1967 ई. में सम्पन्न हुए चतुर्थ आम चुनावों में देश के 9 (नौ) राज्यों में एक साथ गैर-कांग्रेसी सरकारों का उदय हुआ। यह कांग्रेसी छतरी के खिसकते जनाधार का प्रमाण था। प्रधानमंत्री इंदिरा गांधी पूर्व में भी केरल की घटनाओं के चलते विवादित रही थी और यह कैसे संभव था कि वह एक साथ इतने गैर-कांग्रेसी सरकारों को बर्दास्त करती। यह आर्षका सही साबित हुई। 24 जनवरी 1966 ई. से 24 मार्च 1977 तक के प्रथम कार्यकाल में श्रीमति गांधी द्वारा 30 बार अनुच्छेद 356 का प्रयोग किया गया। इसके बाद विपक्षी जनता पार्टी सरकार ने भी 24 मार्च 1977 ई. से 14 जनवरी 1980 तक की अवधि में 17 बार राष्ट्रपति शासन लगाया। 14 जनवरी 1980 ई. में सत्ता वापसी ही श्रीमति गांधी ने 16 बार अनुच्छेद 356 का प्रयोग किया।

इस प्रकार 1966 ई. से 1984 ई. के अठारह वर्षों की अवधि में कुल 73 बार राष्ट्रपति शासन लगाया गया। इन सभी मामलों में कांग्रेस ने विपक्षी पार्टी शासित राज्यों में तो जनता पार्टी ने कांग्रेसी राज्य सरकारों को ही अधिकांशतः बर्खास्त किया। इस तरह अनुच्छेद 356 बदला लेने की राजनीति का माध्यम बन गया। स्वयं सरकारिया आयोग ने 1988 ई. में प्रस्तुत अपने प्रतिवेदन में माना है कि राष्ट्रपति शासन लगाए जाने के 66 प्रतिषत मामलों में अनुच्छेद 356 का दुरुपयोग हुआ है।

केन्द्र-राज्य संबंधों को लेकर उठे विवादों को हल करने हेतु 1983 ई. में न्यायमूर्ति आर.एस. सरकारिया की अध्यक्षता में एक आयोग का गठन हुआ जिसे सरकारिया आयोग कहा जाता है। इसने 1988 ई. में प्रस्तुत अपने प्रतिवेदन में

राज्यपाल पद से जुड़े विभिन्न पहलुओं पर सुझाव दिये इनमें अनुच्छेद 356 भी शामिल है। इस अनुच्छेद से संबंधित सुझावों को निम्न बिंदुओं के अन्तर्गत रखा जा सकता है।

1. अनुच्छेद 356 का प्रयोग तभी करना चाहिए जब सभी व्यवस्थाएं प्रभावहीन हो जाये।
2. राज्य सरकारों को पहले चेतावनी देनी चाहिए।
3. राज्यों में आंतरिक उपद्रव एवं अशांति के स्थिति में संविधानिक उपायों का प्रयोग होना चाहिए।
4. अल्पमत सरकार और प्रशासन में भ्रष्टाचार के चलते सांविधानिक तंत्र विफल होने पर विधानसभा को भंग कर कार्यवाहक सरकार बनाना चाहिए। ऐसे प्रस्ताव को संसद में 60 दिनों के भीतर रखना चाहिए। ऐसे घोषणा से विधानसभा, राज्यपाल या राष्ट्रपति द्वारा विघटित नहीं होना चाहिए।
5. अनुच्छेद 352 द्वारा 356 लागू करने की सूचना संसद को देनी चाहिए। साथ ही राज्यपाल के प्रतिवेदन को संसद में प्रस्तुत होना चाहिए। इस प्रतिवेदन को मीडिया में प्रसारित करना चाहिए।
6. सामान्य अवस्था में राज्यपाल द्वारा 356 (1) द्वारा राष्ट्रपति शासन लागू होता है। मास डिसमिसल की घटना 1992 ई. में भी हुई, जब केन्द्र सरकार ने अयोध्या में विवादित ढाँचा तोड़ने के बाद चार भाजपा शासित राज्य सरकारों को बर्खास्त कर दिया। ये राज्य थे उत्तर प्रदेश, मध्य प्रदेश, हिमाचल प्रदेश एवं राजस्थान। इन सरकारों की बर्खास्तगी का कारण प्रतिबंधित सांप्रदायिक संगठनों पर नियंत्रण करने में राज्य सरकार की विफलता कहा गया। परंतु, संबंधित राज्यपाल आज तक उस विफलता का प्रमाण नहीं दे सके हैं।

इस मास डिसमिसल के बाद अनुच्छेद 356 के अबाध पर कुछ अंकुश लगा है। इसका कारण है एस. आर. बोम्मई बनाम भारत संघ नामक मुकदमें पर सर्वोच्च न्यायालय की व्यवस्था। आगे हम विस्तार से इस मुकदमें पर माननीय सर्वोच्च न्यायालय के फैसले पर गौर करेंगे।

#### बोम्मई प्रकरण

1989 ई. में कर्नाटक में जनतादल की सरकार को बर्खास्त कर दिया गया था, जबकि मुख्यमंत्री श्री एस. आर. बोम्मई ने राज्यपाल को बहुमत सिद्ध करने की बात कही थी। परन्तु, मुख्यमंत्री को विधानसभा में बहुमत का परिचय देने का अवसर नहीं दिया गया। गौरतलब है कि उस समय केन्द्र में कांग्रेस की सरकार थी, जिसका नेतृत्व राजीव गांधी कर रहे थे और जनतादल, कांग्रेस की धुर विरोधी थी।

श्री बोम्मई ने मामले को उच्च न्यायालय में चुनौती दी। परन्तु उच्च न्यायालय का निर्णय था कि विधानसभा में बहुमत का परिचय करवाना या न करवाना राज्यपाल की स्वाविवेकी शक्ति है। उच्च न्यायालय के निर्णय को सर्वोच्च न्यायालय में चुनौती दी गई नौ सदस्यों वाली पीठ ने निम्न बिंदुओं पर अपनी व्यवस्था दी, जो इतिहास बन गया है।

#### अनुच्छेद 356 की व्याख्या

न्यायालय ने स्पष्ट किया कि आपात स्थिति को छोड़ कर राष्ट्रपति को चाहिए कि पहले राज्य सरकार को चेतावनी दी जाय, कानून-व्यवस्था ठीक करने का प्रयास हो। अनुच्छेद 356 का प्रयोग अंतिम विकल्प हो।

#### अनुच्छेद 356 की न्यायिक समीक्षा

न्यायालय के अनुच्छेद 356 को भी न्यायिक समीक्षा के अंतर्गत रख दिया जिससे वह देखेगी कि क्या इस अनुच्छेद के प्रयोग की वास्तव में आवश्यकता थी या नहीं। या कहीं इसका दुरुपयोग तो नहीं हुआ।

#### अनुच्छेद 74(02) की व्याख्या

न्यायालय ने स्पष्ट किया कि न्यायिक पुनर्विलोकन भारत की संविधान का एक आधारभूत स्तंभ है। अतः न्यायालय उन सूचनाओं, तथ्यों एवं सामग्रियों को न्यायालय में प्रस्तुत करने को कह सकती है, जो केन्द्रीय मंत्रिपरिषद राष्ट्रपति को भेजती है।

#### विधानसभा का कवघटन एवं भाक्ति परीक्षण

न्यायालय ने व्यवस्था दिया कि विधानसभा को विघटित करने के पूर्व संसद का अनुमोदन आवश्यक होगा साथ ही किसी मंत्रिपरिषद के बहुमत का अनुमान लगाना उचित नहीं है। शक्ति परीक्षण का फैसला विधानसभा में ही होना चाहिए। यहां किसी व्यक्ति विरोध की संतुष्टि का प्रश्न नहीं है।

अदालत ने साफ कर दिया कि राष्ट्रपति भले ही अनुच्छेद 356 लगाने की मंजूरी देते हैं। लेकिन, राष्ट्रपति यह कदम मंत्रिपरिषद की सलाह से उठाते हैं। इसीलिए मंत्रिपरिषद की सलाह पक्षतापूर्ण थी तो उसे अवैध ठहराया जा सकता है। इस स्थिति में न्यायालय को अनुच्छेद 356 की पूर्व स्थिति बहाल करने का अधिकार होगा और न्यायालय उस स्थिति में भी ऐसा कर सकती है जबकि संसद ने राष्ट्रपति शासन की घोषणा की संपुष्टि कर दी हो।

इसके साथ ही न्यायालय ने जोड़ देकर कहा कि किसी राज्य में सत्तारूढ़ दल को यदि लोकसभा चुनावों में पराजय का सामना करना पड़े तो इस आधार पर कि यह दल अलोकप्रिय हो गया है के आधार पर उसे बर्खास्त नहीं किया जा सकता। और न ही राज्य की लचन वित्तीय स्थिति को लेकर भी।

इस प्रकार बहुमत से माननीय सर्वोच्च न्यायालय ने कर्नाटक विधानसभा को भंग करने के निर्णय को असांविधानिक घोषित किया।

### 1994 ईत्र के बाद राष्ट्रपति भासन

बोम्मई मुकदमें पर फैसला आने के बाद से लेकर अब तक तीस बार राज्यों में राष्ट्रपति शासन लगाया गया है। सर्वप्रथम बिहार की चर्चा करें। बिहार में 1995 ईत्र में राष्ट्रपति शासन लगाया गया क्योंकि राज्य विधानसभा की अवधि समाप्त होने वाली थी और नये विधानसभा के गठन तक राज्य के वित्तीय मामलों का निपटारा करना आवश्यक था। अतः राज्य में राष्ट्रपति शासन लगाया गया ताकि राज्य के वित्तीय मामलों का निपटारा संसद कर सके। क्योंकि संविधानतः राष्ट्रपति शासन में संसद ही राज्य के विधानसभा के कार्यों का निपटारा करती है। इस दृष्टिकोण से राज्य में राष्ट्रपति शासन लगाना आवश्यक था।

1995 ईत्र में ही उत्तर प्रदेश में राष्ट्रपति शासन लगाया गया, जब राज्य की मायावती सरकार से भाजपा ने समर्थन वापस ले लिया। गौरतलब है कि राज्य में भाजपा एवं बसपा की गठबंधन सरकार थी। उधर भाजपा के समर्थन वापसी के बाद राज्यपाल ने राष्ट्रपति को सूचित किया कि राज्य में वैकल्पिक सरकार के गठन की संभावना नहीं है। इस तरह 18 अक्टूबर को राज्य में राष्ट्रपति शासन लगा दिया गया और विधानसभा भी भंग कर दिया गया। यह राष्ट्रपति शासन करीब एक वर्ष तक चलता रहा। एक वर्ष की समाप्ति के बाद अगले ही दिन पुनः 18 अक्टूबर, 1996 को राष्ट्रपति शासन की अवधि बढ़ा दी गई। इस बार भी यह पांच महीनों तक चलता रहा।

राज्यपाल द्वारा भेजे गए प्रतिवेदन कि राज्य में वैकल्पिक सरकार के गठन की संभावना नहीं है, को न्यायालय में चुनौती दी गई क्योंकि 425 सदस्यों वाली विधानसभा में भाजपा के 179 विधायक थे। और भाजपा ने सरकार गठन का दावा भी किया था जिसे राज्यपाल श्री रोमेश भंडारी ने टुकरा दिया था। श्री के. सूर्यप्रसाद का मानना है कि स्वर्गीय वी. पी. नरसिंहराव ने अनुच्छेद 356 के प्रयोग में वहीं मापदण्ड अपनाये जो श्रीमति गांधी अपनाती थी और जिसे स्वर्गीय राजीव गांधी ने आगे बढ़ाया था। यानि विपक्षी पार्टियों को सरकार बनाने का अवसर प्रदान नहीं करना। 1996 ई. में गुजरात में एक बहुमत प्राप्त सरकार को यह कहकर पदच्युत कर दिया गया कि सदन में जिस समय सत्तापक्ष ने बहुमत सिद्ध किया था, उस समय हंगामा हो रहा था। राज्यपाल के इस प्रतिवेदन के आधार पर केन्द्र सरकार ने राष्ट्रपति शासन लगा दिया। और विधानसभा को निलंबित कर दिया गया। राज्य में 18 माह पुरानी भाजपा सरकार के मुख्यमंत्री श्री सुरेश मेहता की सरकार राज्यपाल के स्वविवेक का शिकार हो गया। इस समय केन्द्र में संयुक्त मोर्चा की सरकार थी, जो कांग्रेस के समर्थन से चल रही थी।

19 मार्च, 1998 ई. को केन्द्र में भाजपा गठबंधन की सरकार बनी। इस सरकार ने भी ज्यादातर वैसे लोगों को ही राज्यपाल नियुक्त किया था जिनकी राजनीतिक पृष्ठभूमि संघ परिवार से थी जैसे:- मदनलाल खुराना, कैलाशपति मिश्र, सुंदर सिंह भंडारी, भाई महावीर, केदारनाथ साहनी एवं विष्णुकांत शास्त्री के नाम लिये जा सकते हैं। भाजपानीत सरकार द्वारा वर्ष 1999 ई. में बिहार में लगाया गया राष्ट्रपति शासन बड़े विवाद का कारण बना। राज्य में प्रतिबंधित संगठन द्वारा किए गए एक नरसंहार के बाद राज्यपाल श्री सुंदर सिंह भंडारी ने अपने प्रतिवेदन में केन्द्र को यह सूचित किया कि राज्य का प्रशासन संविधानतः नहीं चल रहा एवं राज्य में कानून व्यवस्था की स्थिति गंभीर है। इस आधार पर राज्य में 12 फरवरी 1999 ई. को केन्द्र ने राष्ट्रपति शासन लगा दिया।

बिहार सरकार की बर्खास्तगी का यही संविधानिक पहलू है। यदि इससे परे राजनीतिक पहलू पर नजर डाले तो तस्वीर कुछ इस तरह बनती है। राज्य में राष्ट्रीय जनता दल की बहुमत प्राप्त सरकार थी। और भाजपा विधानसभा में विपक्षी दल थी। दूसरी तरफ केन्द्र में राजद, विपक्ष में बैठती थी। दूसरी बात यह कि भाजपा नेता लालकृष्ण आडवाणी को श्री लालू प्रसाद यादव ने ही रथ यात्रा के दौरान समस्तीपुर से गिरफ्तार करवाया था। इससे पहले भी 1998 में एन. डी.ए. सरकार ने बिहार में राष्ट्रपति शासन लगाने संबंधी प्रस्ताव कैबिनेट से पारित करवाकर राष्ट्रपति श्री के. आर. नारायणन के पास भेजा था। लेकिन, राष्ट्रपति ने उक्त प्रस्ताव को केन्द्रीय मंत्रिपरिषद को पुनर्विचार हेतु लौटा दिया था। साथ ही बोम्मई मुकदमें से संबंधित कुछ यक्ष प्रश्न भी खड़े किये और सरकार उन प्रश्नों का उत्तर नहीं दे सकी। लेकिन 1999 ई. में दुबारा प्रस्ताव आने पर राष्ट्रपति के पास विकल्प नहीं थे। इसीलिए उस प्रस्ताव को स्वीकृति प्रदान की गई।

बिहार में राष्ट्रपति शासन लगाना एवं उसे पुनः वापस लेना श्री अटल बिहारी वाजपेयी सरकार की मजबूती थी, क्योंकि उपरोक्त न्यायिक फैसले के आलोक में राष्ट्रपति शासन को संसद की स्वीकृति आवश्यक थी और एन.डी.ए. को राज्य सभा में बहुमत प्राप्त नहीं था। दूसरी तरफ मजबूत विपक्ष का होना, गठबंधन की राजनीति एवं न्यायिक सक्रियतावाद के चलते बिहार के संदर्भ में राष्ट्रपति शासन की वापसी एक महत्वपूर्ण उपलब्धि मानी जा सकती है।

यही कारण था कि केन्द्र की एन.ड.ए. सरकार अपने ही घटक दलों के दवाबों के बाद भी पश्चिम बंगाल एवं तमिलनाडू में राष्ट्रपति शासन लगाने से परहेज करती रहीं। गौरतलब है कि ए.आई.डी.एम.के. ने 1998-99 ई. में केन्द्र सरकार से मांग की थी कि तमिलनाडू की डी.एम.के. सरकार को बर्खास्त करें, जहां वह विपक्ष में थी। कुछ इसी तरह की मांग एन.डी.ए. घटक और तृणमूल कांग्रेस की नेत्री ममता बनर्जी ने भी की थी। ममता बनर्जी पश्चिम बंगाल की

वामपंथी पार्टी की सरकार को बर्खास्त करवाना चाहती थी। इन दोनों ही पार्टियों ने अपनी मांग न माने जाने पर एन. डी.ए. सरकार का साथ छोड़ दिया था।

श्री वाजपयी के बाद डॉ. मनमोहन सिंह सरकार में भी राज्यपालों की भूमिका संदेह के बादलों में घिरती रही। इस संबंध में गोवा, बिहार एवं झारखंड के उदाहरणों से इंदिरा एवं जनता युग की याद ताजा हो गयी, जब राज्यपालों ने केन्द्र की सत्ताधारी दल को लाभ पहुंचाने का कार्य किया। 2005 में गोवा के राज्यपाल श्री एस.सी. जमीर द्वारा भाजपा सरकार बर्खास्तगी, राज्यनीतिक विद्वेष का उदाहरण बना। राज्यपाल ने इसबार विधानसभा अध्यक्ष की कार्यशैली को अनुचित बताकर मंत्रिपरिषद को बर्खास्त कर दिया। यह मामला सदन में बहुमत सिद्ध करने से जुड़ा था। इसी वर्ष बिहार के राज्यपाल सरदार बूटा सिंह तो कुछ ज्यादा ही आगे निकल गए। वर्ष 2005 में राज्य विधानसभा को भंग करवा दिया। जब एनडीए ने सरकार गठन हेतु करीब-करीब बहुमत जुटा लिया था तो, सरकार का गठन नहीं होने दिया और अंततः विधानसभा भंग करने के मसले पर सर्वोच्च न्यायालय के फैसले के बाद राज्यपाल को वापस जाना पड़ा। न्यायालय ने रामेश्वर प्रसाद (6) बनाम भारत संघ नामक मुकदमें में स्पष्ट कहा कि राज्यपाल बहुमत के दावे को नकार कर यह नहीं कह सकता कि बहुमत अवैध साधनों से जुटाया गया है और विधानसभा भंग करना अंतिम विकल्प होना चाहिए। इस मुकदमें में भी संसद की स्वीकृति की बाधिता दुहराई गई यही कारण है कि अब केन्द्र सरकार राज्यों में राष्ट्रपति शासन लगाने में थोड़ा हिचकने लगी है। इसका प्रमाण 2007 ई. में गुजरात, 2007-8 में राजस्थान में देखने को मिला। इन दोनों ही राज्यों में भाजपा की सरकारें थीं और राज्य में कानून-व्यवस्था की स्थिति बिल्कुल ही दयनीय हो चुकी थी। गुजरात में फर्जी एनकाउंटर एवं अल्पसंख्यकों में न्याय का अभाव एवं राजस्थान गुर्जर आंदोलन के अराजकता के बाद भी राष्ट्रपति शासन का नहीं लगना इसका प्रमाण है कि बोम्मई प्रकरण पर न्यायालय के फैसले का प्रभाव अब दिख रहा है। यहां पश्चिम बंगाल में नंदीग्राम एवं महाराष्ट्र में राज ठाकरे के गुंडों के उत्पात की चर्चा इसलिए उल्लेखनीय नहीं होगा। क्योंकि इन दोनों ही राज्यों में कांग्रेस का अपना हित था। पश्चिम बंगाल के सत्तारूढ़ वाम-मोर्चा का समर्थन केन्द्र की कांग्रेसी सरकार को प्राप्त था। वहीं महाराष्ट्र में उसकी अपनी ही सरकार है।

उपरोक्त घटनाओं के आधार पर यह समझ लेना कि अब अनुच्छेद 356 का दुरुपयोग नहीं होगा, या नहीं हो रहा है, ठीक नहीं होगा। आज भी यदि केन्द्रीय सरकार जिसके पास संसद के दोनों सदनों में बहुमत हो वह इसका दुरुपयोग कर सकती है। उदाहरण के लिए हम नागालैंड की घटना को ले सकते हैं जहां 03 मार्च 2008 को राष्ट्रपति शासन लगाया गया है। यह एक बहुमत प्राप्त सरकार थी। और राज्य में विधानसभा का कार्यकाल समाप्त होने को था। एन. चुनावपूर्व सरकार की बर्खास्तगी का कारण यही लगता है कि चूंकि राज्य में भाजपा-जदयू की सरकार थी, और केन्द्र में कांग्रेस की सरकार है। ऐसे में कांग्रेस राज्य विधानसभा चुनाव अपने नियंत्रण में करवाना चाहती हो। क्योंकि विधानसभा की अवधि समाप्त होने के बाद भी श्री नेफियु रियो (मुख्यमंत्री) की सरकार केयर-टेकर के रूप में बनी रहती, तो केन्द्र सरकार ने राष्ट्रपति शासन लगाना शायद इसलिए उचित समझा हो ताकि चुनाव की घोषणा से पूर्व राष्ट्रपति शासन की अवधि में प्रशासन को प्रभावित किया जा सके।

इस बर्खास्तगी को लेकर मुख्यमंत्री श्री रियो ने न्यायालय का दरवाजा खटखटाया है। उन्होंने इसे 'लोकतंत्र की हत्या' बताया। हाल ही में मोदी शासनकाल की दो घटनाओं का उल्लेख करना आवश्यक है, जहां न्यायालय ने राज्यपाल व राष्ट्रपति की भूमिका पर न केवल सवाल उठाए वरन अरुणाचल प्रदेश की कालिखों पुल सरकार को हटने का आदेश दिया। यह इतिहास में पहली बार हुआ था। दूसरी तरफ मई 2016 में उत्तराखंड में हटाए गए कांग्रेसी मुख्यमंत्री श्री हरीष रावत को विधानसभा में बहुमत सिद्ध करने का मौका दिया गया। उच्च न्यायालय ने राष्ट्रपति को भी आड़े हाथों लिया था। अनुच्छेद 356 के दुरुपयोग के घटनाओं से चिंतित होकर श्री एस.के.खन्ना ने कहा "केन्द्र सरकार इस अनुच्छेद का दुरुपयोग करती है और यह प्रवृत्ति संघवाद के भावना के विरुद्ध है।" प्रख्यात संविधानविद् सुभाष सी. कश्यप का सुझाव है कि इस संबंध में सरकारिया आयोग के सुझावों को अमल में लाया जाना चाहिए। तभी इसका दुरुपयोग रुकेगा।

उपरोक्त घटनाओं के विलेषण से स्पष्ट होता है कि जिस राज्यपाल पद का साक्षात्कार स्वतंत्रता आंदोलन के समय राष्ट्रवादियों को हुआ था, वह उत्तरदायी सरकार में भी स्वेच्छाचारी एवं निरंकुश था। लेकिन, स्वतंत्र भारत के संविधान निर्माताओं ने इस पद को राष्ट्रीय एकता की रक्षार्थ रखा ताकि आपात स्थिति में केन्द्र, राज्यों पर नियंत्रण रख सके। इसीलिए संविधान में राज्यपाल के शक्तियों की व्याख्या उसी प्रकार की गई। जैसी व्याख्या 1935 ई. के भारत शासन अधिनियम में थी और बार-बार यह आवासन दिया गया कि राज्यपाल संविधानिक प्रधान होंगे, यही बात अनुच्छेद 356 के संबंध में भी दुहराई गई।

80 के दशक के बाद दल-बदल एवं गठबंधन की राजनीति से उत्पन्न वातावरण में राज्यपालों ने इस अनुच्छेद का मनमाना प्रयोग शुरू किया। खासकर केन्द्र की विपक्षी पार्टियों को सरकार के गठन का अवसर न देकर विधानसभा को भंग करना या सरकार की बर्खास्तगी दोनों ही प्रकार की घटनाओं की मानो बाढ़ सी आ गई। इसी बीच प्रशासनिक सुधार आयोग, राजा मन्नार कमिटी, गवर्नर्स कमिटी एवं सरकारिया आयोग की सिफारिशें भी आई जिन्हें

ठंडे बस्ते में डाल दिया गया। परंतु 1994 ई. में बोम्मई मुकदमें पर सर्वोच्च न्यायालय की व्यवस्था से अनुच्छेद 356 के दुरुपयोग पर कुद अंकु"ग लगा है। फिर भी संसद में बहुमत प्राप्त दल इसका दुरुपयोग नहीं करेगा इसकी गारंटी नहीं दी जा सकती है।

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## **Countering Marginalization through New Media in North East India**

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### **Abstract**

The engagement of the mainstream Indian media with the Northeast India publics remains marginal. This becomes evident when compared to the extensive coverage that events, even conflicts in the rest of the country receive. The result of this disengagement is that voices from the Northeast find a little space in newspapers and less air-time in private television news channels that are printed or aired out of metropolitan centres of India. This research explores the methods of countering marginalisation through new media in North East India. The paper examines the rise of counter hegemonic new media platforms in North East region as a tool of communication as well as political participation, mobilisation, engagement and knowledge, for the commoner. The study analyses alternative media sources originating from North East and it tries to identify the relationship between new media and resisting marginalisation in North East India

**Keywords:** Marginalisation, Counter-hegemony, New Media, North East Countering Marginalisation through New Media in North East India

### **Introduction**

A number of studies have suggested that mainstream media, public or private, are often apparatuses not of democracy, but of hegemony (Bennett et al., 2004; Gitlin, 1980; Harcup, 2003; Howley, 2005; McChesney, 1999). Indeed, research into news organizations and routines has documented that “instead of promoting a ‘marketplace of ideas,’ in which all viewpoints are given adequate play, media neutrality can tend to privilege dominant, mainstream positions” (Gurevitch & Blumler, 1990, p. 33). As regard to North East India, studies have established that the region is marginalised as well as stereotyped in Indian mainstream media. In metropolitan India, the dominant image of the Northeast still remains that of a wild frontier and for most of the Indian media, this characterisation is not even regarded as insensitive. (Sen, 2011).

### **India's Mainstream Media and the North East**

Northeast India comprises of the seven sister states of Assam, Arunachal Pradesh,

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Meghalaya, Nagaland, Manipur, Mizoram, Tripura and the adjacent himalayan state of Sikkim. It spreads over an area of over 262,230 sq.km, almost 8 percent of India's geographical area with a population of 45 million according to Census of India, 2011.

North-East region represents the diversity of the country. Though it is said that "unity in diversity" is the unique characteristic of India, attitude and behaviour of various sectors of the mainland of the country including the administrators, politicians, media, and social scientists, etc. are contrary to this notion. This section of the country is considered very much different from the mainland of the nation. The term 'North-East' is relevant only as a geographical entity, but some misconceived notions of commonness have been attributed to it and this superimposition has been accepted as reality (Chaudhury, 1999).

Moreover, it is an irony that such a vast territory of India remains very poorly represented in the national media. News and developments taking place in the region, generally, don't find prominence in Indian mainstream media.

### **Social Media and Journalism**

Social media is defined as a group of Internet-based applications that build on the ideological and technological foundations of Web 2.0, and that allow the creation and exchange of user-generated content. (Kaplan and Haenlein, 2010) Furthermore, social media depend on mobile and web-based technologies to create highly interactive platforms through which individuals and communities share, co-create, discuss, and modify user-generated content. They introduce substantial and pervasive changes to communication between organizations, communities, and individuals.

In recent times, social media, blogs and citizen journalists have taken over Indian journalism by storm. The world is now witnessing successive development in both technology and democracy in the field of digital media. The Internet provides interactive features through social media networks like Face Book, Twitter, Youtube and Whatsapp. More than ever, people are using Twitter, Facebook and other social media sources to learn about what is happening in the world as legacy news outlets becomes increasingly less relevant to the digital generation.

Social media is part of everyday interactions and, as a result, its study is gaining importance in the social sciences. Social media has been analysed as bearing the promise of an open and inclusive platform for communication (Dahlgren, 2005; Castells, 2007; Ellison et al., 2009; Iosifidis, 2011). Theoretically, it allows exchanges between strangers, the expression of marginalised voices and offers new possibilities to collaborate. News content on Social media have established themselves as a viable and supporting in publishing news.

### **Literature Review**

Studies have been conducted on the representation of the north eastern region in the main stream media of India. However, besides those few research papers and articles, many online forum and various journals discussed about this specific issue and other issues related to it. In an article, Fourth Estate on Sale (December, 2009) published in EPW, it has been pointed out about the media's saleability in the market which resists it to be an independent estate. Media's role is to disseminate information to all but it could also be a barrier in this mission. Before individual practitioners skewed news induced by the material prospects but now a days it became institutionalised in nature. And they sell space and time for coverage as in case of advertisement. And the article argued that content became a side-issue in other words; since there was no value on it from the point of view of the publisher.

From there to leveraging content it as a direct revenue source was a short step.

Kshetrimayum in an article *Shooting the Sun: A Study of Death and Protest in Manipur* (October, 2009) established the view that while the killings of the people of Bihar and no-Manipuris are widely covered by the national media, daily lives of the people of Manipur and their hurdles and consequent protests in life could not find space and time in the national media. According to him this is a bias as Manipur is considered an exceptional state due to its ethnic crisis. He pointed out that the academia as well as the national media seem to have been stuck in the trap of late modernity, where the state is expected to respond to the "interests" of a "population" articulated in terms of tribe, ethnicity, insurgency, etc., while denying access to the ethos, and day to day lived experience of the Manipuris as a people.

A Heinrich Boll Foundation special report on, "Text, Image and Vision: Media Representation of India's Northeast and Democratic Space" (2010) with the collaboration of Sadokpam states that the rapid expansion of the media in India does not necessarily lead to wider coverage of the country's marginal or peripheral regions. The news covered by the metro-based media is insufficient compared to the quantum of issues confronting the Northeast region. And the studies also suggested that the media should not under represent and misrepresent the north eastern region due to the corporatisation, indifference and deficiency of proper knowledge about the region.

In a media report (July 26, 2013) by Indira Akoijam published in the online media watchdog organisation *The Hoot* shows that national media remained indifferent and ignorant to the coverage of the issues and problems of north east region. And the news published mainly is minimal and brief in form and is hardly visible to attract the attention of the readers. The report argued that mainstream or not, the media realises that a region is worthy of coverage only when there is a story that will stir the entire nation.

However, the Indian news environment is changing rapidly with the diffusion of digital media. One of the most notable trends is the explosion of social media such as Facebook and Twitter as news platforms. Social media offer opportunities for news organizations to reach more people than ever before. Increasingly, people consume the news by liking or following journalists or news organizations on Facebook or Twitter. For journalists, social media have become powerful tools to capture information flow, gauge public opinion, and disseminate news, particularly in crisis situations. Individual journalists increasingly create their own social media pages for public consumption to promote their news products and build personal brands.

Numerous scholars have presented evidence that in this regard, mainstream media have subtly but effectively diminished citizens' civic abilities, established parameters on discourse, and thus stifled the progress of participatory democracy (Bagdikian, 2000; Bennett, 2005).

### **Theoretical Framework**

Discourses can be classified into dominant those that shape policy and alternative that contest dominant discourses. This classification derives inspiration from both the Gramscian concepts of hegemony and counter-hegemony and from the Foucauldian analysis of power. For Gramsci, hegemony combines coercion and consent to consolidate the power position of a specific social group. Consent is crucial because hegemony is enacted, rather than imposed. It consists of "a prevailing common sense formed in culture, diffused by civic institutions, that informs values, customs, and spiritual ideals and induces

'spontaneous' consent to the status quo" (Peet, 2002: 56). Common sense is both material and discursive; it refers "to the sedimented –and at times contradictory –ideologies through which people act in the world. This resonates with Hajer's –a critical reader of Foucault – definition of the dominant discourse as one that is institutionalised, i.e. translated into concrete institutional arrangements, and is capable of structuration, i.e. shapes how society views the world (1993).

While Gramsci considered power to be real, in that it could be deployed and achieved, he was also interested in how power can "remain conveniently invisible, disseminated throughout the texture of social life and thus 'naturalised' as custom, habit, spontaneous practice" (Eagleton, 1991: 116). This resonates with the Foucauldian interest in the techniques of power that lead people to internalise specific government forms.

The Gramscian notion of counter-hegemony is key to this analysis. Counter-hegemony has not received much attention in the political literature. Yet, following Karriem (2009: 317) in insisting on the dynamism between hegemony and counter-hegemony: "Hegemony is never absolute. It is continuously contested by oppositional forces, reformulated due to tensions or splits in the ruling bloc, and adapted to changing circumstances".

Crucially, counter-hegemonic discourses might appropriate elements of hegemonic discourses and redefine them or use them to their advantage, as a key tool for resistance. This is what some scholars have claimed globalisation does: while it is the product of capitalism it also allows the creation of global resistance networks. Conversely, an important consolidation tool for the hegemon is to colonise elements from counter-hegemonic discourses, modify or partially empty their meaning, and integrate them in the hegemon (Dryzek, 1997; Peet, 2002). The counter-hegemony is more than simply resistance. It is in a position to challenge the hegemon and offers an alternative common sense.

Political communication scholars have explored whether social media in itself constitutes a new type of public sphere with enhanced participation and deliberation (Dahlgren, 2005). Building on the idea that online media manages to free itself from the vested interests that filter what gets published in traditional media (Gerhards and Schafer, 2010) –since access to social media platforms only requires access to a device connected to the internet –they argue that social media increases users opportunities to campaign without going through formal structures (Wring and Ward, 2010). This would make possible the expression of positions that were ignored or marginalised and give space to forms of expression that were banned. The kind of discourses identified by political ecologists as denouncing oppressive structures in mainstream discourses could find the light through social media. Additionally, social media has been analysed as a platform that constitutes and strengthens communities and fosters different forms of participation (Rojas et al., 2009). This platform would then present an opportunity for those defending marginalised discourses to strengthen their communities and challenge dominant discourses.

The idea of a virtual public sphere builds on the ideal of deliberative democracy, which emerged from the work of two philosophers, Jürgen Habermas and John Rawls. These philosophers criticise the structures that, in democratic societies, hinder horizontal and inclusive deliberations; truly democratic deliberation, they believe, rests on an exchange of arguments between citizens affected by a certain decision. Feminists and other critical scholars have, however, highlighted the limitations of such an exchange. They have shown that rational argumentation is biased, being a typically western and masculine form of

expression. Therefore, a truly inclusive space would include alternative modes of expression such as narration, lyric, etc. The virtual public sphere not only seems to fulfil the conditions posed by Habermas and Rawls, it also opens up possibilities to express messages in those ways that are traditionally absent from the public deliberative sphere. Thus, social media could provide a space for the representation and strengthening of the marginalised discourses for the people of North East India.

### **Methodology**

This research is explorative and, as such, it has limitations, but this approach has been necessary given the lack of studies specifically of this kind on North East India. The analysis follows the method of discourse analysis. The first important choice was to select the social networking sites on which the study would focus. Facebook was chosen over the rest of social media for its widespread use. Secondly, purposive sampling was conducted to select the users. Its explicit aim was to include users likely to champion an alternative discourse. Specifically, a criterion-based sampling was adapted, which consists of selecting a few cases that represent a range or extremes, so that one can learn from the comparisons and contrasts. This paper intends to contribute to the field by analysing, from a political communication perspective, whether the kind of tools social media provides benefit alternative discourses. In particular, it analyses the ways in which the uses of social media by selected group foster alternative discourse production and dissemination.

The Facebook posts were drawn from - TNT-The Northeast Today, Stop Discriminating People from the North-East India, News from Assam, [tripurainfoway.com](http://tripurainfoway.com). 180 Facebook posts were drawn from Facebook pages working on North East India from different perspectives. The duration was purposively chosen to examine issues related to politics, racism, discrimination, insurgency and violence, sexual assaults, economy and infrastructure.

### **Findings and Summary**

The main discourses of the Facebook pages included discrimination, corruption and changing the system, infrastructure, safety of women, lack of focus on education and healthcare, social justice, empowerment of common man, better opportunities for youth, etc.

One, interesting factor is that all of the four Facebook pages extensively address issues of discrimination faced by North-East Indians. Another aspect which is distinct and visible was the voicing against the National media on issues of stereotyping. Actual account of a lot of political news was provided on these Facebook pages.

Key issues mostly found in the posts are related to harassment and discrimination almost every day by the people especially women. Citizens from mainland India continue to verbally abuse and stereotype the people from North East by calling "Chinky", "Nepali", "Bahadur", "Chinese" and various other slurs have become a daily occurrence. Many Indians are hypersensitive to any perceived (real or imaginary) racial slur they may receive outside India. However within India, the same people remain largely oblivious to the far more frequent and intense racial insults, harassment and violence heaped on India's citizens from north-east India. Such issues related to racism were continuously highlighted in this page.

The continued sexual assaults and heinous crimes against the women of the North East India were also seen in these posts. Metropolitan Indian cities have a tendency to be notorious regarding women's safety in general but the recent spike in such untoward



incidents indicate that sexual predators find the “different” looking (Mongoloid facial features) women as an ‘easier prey’.

There were a number of posts criticising the lack of modern infrastructure & economic development in NE region because of the myopic view of the Government at Delhi on the region via a security lens only. Six decades after the nation's independence, many of its citizens are still forced to conduct their daily life with guns pointed at them by their own Government. The indigenous inhabitants of the North East are still forced to live with the draconian Armed Forces special Powers Act (Arunachal Pradesh, Assam, Manipur, Nagaland and Tripura) along with Jammu and Kashmir) which is a misguided mechanism that has done more harm than good. Decades of ASFPAs has only helped propagate a culture of violence and hate. Fundamental rights of the people need to be recognized. India as the largest democratic country cannot overlook the loopholes in the myopic vision by the central leaders of the past. The issue of AFSPA was also highlighted in the posts.

### **Conclusion**

Media is responsible for creating images of North East in readers or viewers. It is through mainstream media reporting that the stereotyped images of North East have been created in the minds of the people of mainland India. It is through media that the readers and audiences know about the insurgency of the North East. But recently, New Media has perpetuated the stereotypes and negative opinions to a certain extent. The key points of media pluralism and informed debate raised by Fraser (1993) is visible in the results of this study generally support the idea that new media create a viable counter hegemonic and open public sphere. In this sense, social media were shown to offer an important venue for articulating the views, hopes, and claims of non-elite groups as well as contributing to a more robust exercise of democratic citizenship and civil liberties. The very distinct coverage of alternative media provided a much more diverse set of voices that are much more thoroughly covered than usual elite, powerful sources found in the mainstream press.

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## **A Study on the Sources and Mobilization of Fund Raising and Taking Health Care by Affected People Due To the Industrial Pollution in Thoothukudi District**

**Mrs. M. Surath Sheba\***

### **Abstract**

The paper highlights the steps taken towards the sources of mobilisation of fund raising and taking health care by the affected people due to the industrial pollution in Thoothukudi district. In the early fifties our government launched the process of industrialization as a deliberate policy of economic growth (Raddar Datt 2005). Last few decades our economy attains high growth of economic development through the industrial growth. Due to the necessities of industrialization, people considered that the environmental degradation is as common characteristics of both developed and developing countries. The changing economic trends, rapid urbanization and industrialization have complicated to manage pollution efficiently due to lack of advanced technology in developing countries. In order to study the impact of industrial pollution on affected people care taking and sources of mobilisation of fund raising for the purpose the researcher has taken two taluks namely Thoothukudi and Kovilpatti taluks among 8 taluks based on the many industries covered the above mentioned taluks. 75 affected people were selected as the sample affected people in Thoothukudi taluks and out of 75 affected people were selected as the sample affected people in Kovilpatti taluks. Hence 150 sample affected people in both taluks of Thoothukudi district based on the due to industrial pollution.

### **Introduction**

Industrialization plays an important role in India's economic development. Due to the necessities of industrialization, people considered that the environmental degradation is as common characteristics of both developed and developing countries. Normally environment is affected by the population growth, economic growth, urbanisation, industrialization, deforestation etc. Among all these things, Industrialization is one of the major Causes of environmental degradation. This study an attempt is made to discuss the sources of mobilization of fund raising by the affected people to meet medical expenses for their health in both Thoothukudi and Kovilpatti taluks. It is the important factor to determining to influence either government hospital or private hospital. Hence, the present study the sources of mobilizations of fund raising by the affected people to meet medical

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expenses for their health and taking health care by the affected people due to industrial pollution in Thoothukudi district.

### **Statement of the Problem**

The changing economic trends, rapid urbanization and industrialization have complicated to manage pollution efficiently due to lack of advanced technology in developing countries. As a result pollution in different forms is not only changing in quantity but also changing in composition from organic to non biodegradable wastes like paper, packing waste, effluents, plastics, glass, metal wastes among other wastes which lead to more hazardous to healthy living of the people. The quantities and characteristics of pollution produced vary from country to country and the factors that influence it are the average level of income, the sources, the population, social behavior, climate, industrial production and the market for waste materials (Baldisimo 1988). Unplanned human settlements, rapid resource use and improper waste disposal worsen the situation and affect the life of the present and future generations.

Improper disposal of wastes causes all types of pollution. The main impacts created by water pollution on health impacts, environmental impacts like contamination of surface and ground water due to indiscriminate dumping of wastes and the formation of leachate, economic impacts like land price decrease and social impacts like disamenity effects. It's found that due to the lack fund taken the steps of sources of mobilizations of fund raising by the affected people to meet medical expenses for their health and taking health care by the affected people due to industrial pollution

### **Objectives of the Study**

1. To analyse the sources of mobilization of fund rising to meet medical expense by the affected people due to the industrial pollution.
2. To offer suitable suggestions based on the finding of the study

### **Methodology**

Designing a suitable methodology and selection of analytical tools are essential for a meaningful study of any research problem. Hence, this section is devoted to the description of the methodology, which includes the sources of data, sampling design, collection of data and percentage analysis.

### **Sources of Data**

The study involves collection of primary as well as secondary sources of data. The primary data were collected by personal observations and conducting faces to face interview among the sample units by administering the structural questionnaires. Much care is taken to see that the investigators' biases and affected people' biases might not influence the data collection. The secondary data was collected from both published and unpublished sources.

### **Sampling Design**

In Thoothukudi district consists of 8 taluks, out of 8 chosen only two taluks namely Thoothukudi and Kovilpatti based on the many industries covered the above mentioned taluks. 75 affected people were selected as the sample affected people in Thoothukudi taluks and 75 affected people were selected as the sample affected people in Kovilpatti taluks. Hence 150 sample affected people in both taluks of Thoothukudi district based on the due to industrial pollution.

### **Results**

The present study the sources of mobilization of fund raising by the affected people to meet medical expenses for their health in Thoothukudi taluk are presented in table 1

**TABLE 1: SOURCES OF MOBILIZATION OF FUND RASING BY THE AFFECTED PEOPLE TO MEET MEDICAL EXPENSES IN THOOTHUKUDI TALUK**

| Sl. No | Sources   | Number of Affected people | Percentage |
|--------|---|---------------------------|------------|
| 1      | Own Savings   | 15                        | 20.00      |
| 2      | Gift – Remittance                                     | 8                         | 10.66      |
| 3      | Borrow From Friends – Relatives                       | 13                        | 17.33      |
| 4      | Health Insurance                                      | 12                        | 16.00      |
| 5      | Borrowing From Institution /Money Lenders             | 9                         | 12.00      |
| 6      | Donation From NGO                                     | 2                         | 2.66       |
| 7      | Charitable Institutions Money lenders                 | 1                         | 1.33       |
| 8      | Sold / Pledged Jewels                                 | 13                        | 17.33      |
| 9      | Cutting down or reducing and other family expenditure | 2                         | 2.66       |
|        | Total   | 75                        | 100.00     |

Source: Survey data

Note: Figures in brackets are % to the total.

It is clearly understood from the above Table.1 that out of 75 affected people maximum 15 (20.00 %) of the respondent are meet out their medical expenses by using their own savings followed by 14 (18.66 %) of the respondent are pledged their jewels for medical expenses, 13 (17.33 %) of affected people are borrow from friends / relatives, 12 (16.00 %) of the respondent affected people by using health insurance for to meet medical expenses, 9 (12.00 %) of the respondent are borrow from institutions money lenders for their medical expenses, 8 (10.66 %) of the respondent affected people by using gift remittance for their medical expenses, 2 (2.66 %) of the respondent are borrow from charitable institutions money lenders and reducing other family expenditure for to meet out their medical expense respectively in the study area.

**TABLE 2: SOURCES OF MOBILIZATION OF FUND RISING BY THE AFFECTED PEOPLE TO MEET MEDICAL EXPENSES IN KOVILPATTI TALUK**

| Sl.No | Sources                                    | Number of Affected people | Percentage |
|-------|--|---------------------------|------------|
| 1     | Own Savings                                | 16                        | 21.33      |
| 2     | Gift – Remittance                          | 8                         | 10.66      |
| 3     | Borrow From Friends – Relatives            | 13                        | 17.33      |
| 4     | Health Insurance                           | 12                        | 16.00      |
| 5     | Borrowing From Institution / Money Lenders | 9                         | 12.00      |
| 6     | Donation From NGO                          | 1                         | 1.33       |



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|   |   |    |        |
|---|---|----|--------|
| 7 | Charitable Institutions Money lenders                 | 1  | 1.33   |
| 8 | Sold / Pledged Jewels                                 | 14 | 18.66  |
| 9 | Cutting down or reducing and other family expenditure | 1  | 1.33   |
|   | Total   | 75 | 100.00 |

Source: Survey data

Note: Figures in brackets are % to the total.

It is clearly understand from the above Table 2 that out of 75 affected people maximum 16 (21.33 %) of the affected people are meet out their medical expenses by using their own savings followed by 14 (18.66 %) of the respondent are pledge their jewels for medical expenses, 13(17.33 %) of the affected people are borrow from friends/relatives, 12 (16.00 %) of the respondent by using health insurance for to meet medical expenses, 9 (12.00 %) of the respondent are borrow from institutions/moneylenders for their medical expenses, 8(10.66 %) of the affected people by using gift - remittance for their medical expenses, 1(1.33 %) of the affected people are borrow from charitable institutions money lenders and reducing other family expenditure for to meet out their medical expenses respectively in the study area.

### Findings

- Regarding the sources of mobilization of fund raising by the affected people to meet medical expenses observed that out 75 affected people maximum 15 (20.00%) of the affected people to meet medical expenses by using their own savings followed by 13 (17.33%) of the affected people are sold pledged jewels for to meet their medical expenses respectively in Thoothukudi taluk whereas out of 75 affected people maximum 16 (21.33%) the affected people to meet – medical expenses by using their own savings in Kovilpatti taluk.
- Regarding the sources of mobilization of fund raising by the affected people to meet medical expenses observed that out 75 affected people maximum 13 (17.33%) of the affected people to meet medical expenses by using borrow from relatives 13 (17.33%) of the affected people are sold pledged jewels for to meet their medical expenses respectively in Thoothukudi taluk whereas out of 75 affected people maximum 13 (17.33%) the affected people to meet – medical expenses by using sold pledged jewels in Kovilpatti taluk.

### Suggestions

1. Highest Priority to be placed on education, health care, food and employment of men and women, and policies of the state should respect our social reproductive and economic rights.
2. Dialogue with all sections of society including professionals for evolving ethical codes, horns of care and more open profession.
3. Regulating the quality of care provided by hospitals and practioners by setting up minimum standards to be followed.
4. Strengthening sources of mobilization of fund raising by the affected people to meet medical expenses for their health - Government policy whereby the local authority should be given the right.
5. Community must be familiarized with health facilities available locally and ensure full utilization of existing health facilities and build public opinion for expanding such services and improving their quality.

### Conclusion

Health has to be acquired and cannot be bestowed on anyone at all. This applies equally to the individuals and community. People themselves and community organizations play a pivotal role in initiating, promoting and sustaining health development of the society. Solution lies in empowering people and making them self – reliant in health care. Ignorance of the people needs to be place by knowledge and skill. Massive information, Education and Communication (IEC) drive is necessary to inform the people on health institutions NGO's and others concerned are a must to ensure Health for all in the country. Unavoidable in the health expenditure. Hence, people may have the health insurance it is more helpful to meet out the medical expense at the time of health treatment. Finally the researcher concluded that prevention is better than cure.

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## **Effectiveness of Aadhar Card in Education**

**Somnath Maji\***

**Avantika Gupta\*\***

**Abstract:** This paper presents a brief summary on Aadhar Card and discusses the scope and advantages of linking Aadhar Card to various field of system. Aadhar is a centralized and universal identification number. It is biometric document that stores an individual's personal details in a government data base at it fast becoming the government's base for public welfare and citizen services. Aadhar is a paperless online anytime-anywhere identity. Aadhar empowers residents of India with a unique identity and a digital platform to authenticate anytime, anywhere. Aadhar is a random generated number that does not depend on caste, creed, religion and geography. Aadhar serves as a proof of identity and address across India.

**Method:** We conducted literature survey based on the various research articles, leading newspapers, case studies and the observation of Supreme Court of India.

**Findings:** Aadhar Scheme Implementations is one of the most significant projects in India. After launching this project, the process of working in the various fields like Communication & Technology, Banking Sector, and Education Sector has given a sector great changer after digitalization. Aadhar Card has changed the life of people. It gives celerity and transparency in all services. The use of Aadhar Card as identity document for delivery of services easier and smoother benefits or subsidies simplifies the government delivery process and enables beneficiaries to get their entitlements directly and in a beamless manner.

**Improvements:** There are many issues related to security and privacy of the Aadhar Card need to be addressed.

**Keywords:** Aadhar Card, UIDAI

**Introduction:** Aadhar Card is a 12-digit unique identification number issued by the Indian Government to every individual resident in India. The "Unique Identification Authority of India." (UIDAI) which functions under the planning commission of India is responsible for managing Aadhar number and Aadhar identification cards. This number will serve as a proof of identity and address anywhere in India. Each Aadhar number will be unique to an individual and will remain valid for life. The main objective is to provide universal identity to every Indian resident. It will also help in reducing the corruption since every individual carries only one unique number.

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Aadhar Card becomes mandatory for school students. It will be linked with children's admission numbers and government benefits; they are entitled to over 1 cr. children in the state up to 14 years of age will be brought under Aadhar.

A beginning of new nursery admission session 2018-19, many school have made it mandatory to mention the Aadhar number of kids for admission procedure.

In education, the aim of Aadhar card is to ensure that no child dropout of school before he/she complete education and at least till attaining elementary education. He/she will get benefits of all government schemes.

To complete the target, Education officers, Director, School principals, Teachers, BDO, BEO, Gram Pradhan, Aaganwadies, Assistant teachers have been given responsibility of reviewing the Aadhaar Card. Status of children upto 6 to 14 years age in their areas. The government wants schools staff to create maximum awareness among student and ensure their registration quickly.

A notice was issued on March 21, 2017 University Grant Commission has asked to all universities in India to include Aadhar number on a degree before it is issued to a student. UGC says, this step will help to reduce the prevalence of fake degree and frauds.

So Aadhar Card has been made compulsory for school and college students who wished to be eligible for the Central Government Scholarship and National Means-cum-Merit Scholarship Schemes. In addition the Human Resources Development (HRD) ministry announced that the students who were granted the scholarship already and did not have Aadhar Number would have to apply for the card by June 30.

This compulsion echoes the step taken by the government which made the Aadhar Card necessary for those candidates who are applying for NEET, UGC-NET, CSIR-NET, and GATE exams. Aadhar Card is all set to become an important identification document for all student who are appearing in Board Examination (like – U.P. Board, CBSE Board & ICSE Boards) as well as competitive examinations like JEE Mains, JEE Advanced, CAT , UPPSE, IAS etc. & all engineering examination even for class XIth and XIIth Boards.

Aadhar Card was required as a pre-requisite for registration. It is a Mandatory document for every student (candidate) who aspires to appear for the major examination across the country. The Aadhar Number has been made necessary to check fraud and impersonation. Aadhar Card could become the base for all the key examination in a move.

It helps to follow the educational progress of candidates and help build the digital academic repository move. It is expected to control forged enrolment and impersonation and thus will lessen mismanagement.

UIDAI recently launched **“Baal Aadhar” a blue colour Aadhar Card for the children** below the age of 5 years. Even for a new born baby can be enrolled for Aadhar. In Baal Aadhar Card, children who are under below the age of 5, no biometric details are necessary for getting this card. However Aadhar Card needs two mandatory biometric updates:

- (a) When the child reaches age of 5.
- (b) When the child reaches age of 15.

For getting your child enrolled for Aadhar only 2 documents are required –

- (a) The child's birth certificate.
- (b) Aadhar Card of anyone of parents i.e. mother or father.

Besides child's school ID can also be used for his/her Aadhar enrolment. So we need to visit the Aadhar centre along the child biometric authentication.

I think, Aadhar Card number should be mentioned in children's identity card and it should be digitalized and working with groups and card or any other source. Children who are going in play school, nursery school, primary level of school, for those Aadhar number will play a role of safety device. If any child from the school's outside area are kidnapped, then anyone or police administration will trace the location of that incident. So digital Aadhar number will play as a safety device in children's identity card.

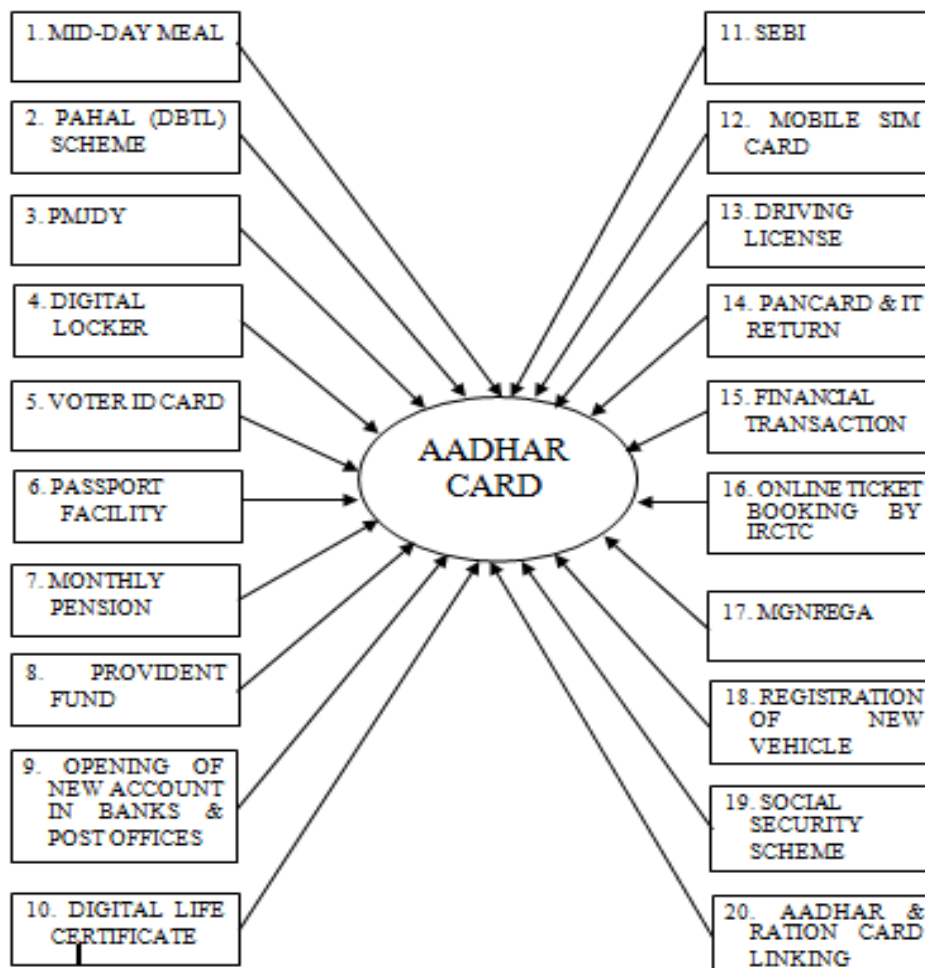
**“Operation Smile” (Muskan)** was launched by the district police on Febuary 1. According to this mission, Police traced the entire minor and handed over to their respective families. The missing minor is traced with the help of eyes retina, finger printing in Aadhar Card. Aadhar Card becomes a big sources for those children who had missed with their families due to any reason.

Most of the rape cases, to find out a biological father; Aadhar Card plays a very important role. So Aadhar Card maintains a Pivot role for every citizen without any discrimination.

India is one of the highest ranking countries in the world which has a high percentage of malnourished children, according to the World Bank. On the Global Hunger Index, India ranks 67 among 80 countries. Therefore the government's priority should be feed the children rather than arm twists them into getting an Aadhar Card. We get benefits of Aadhar Card in the field of education as well as various sector like communication, Banking, Social Security Schemes etc. Some of the benefits of Aadhar Card in different sectors are listed below:



**REPRESENTATION OF AADHAR CARD'S LINKING WITH DIFFERENT SECTORS**



**(1) Mid-day Meal:** Mid-day meal benefits require Aadhar cooks-cum-helpers earning of scheme must also register with Aadhar. Aadhar Card has been made compulsory in mid-day meal. Students will now be required to have an Aadhar number for getting their mid-day meals across the country except Jammu & Kashmir, Meghalaya and Assam. The use of Aadhar Card as identity document for delivery of services easier and smoother, benefits or subsidies simplifies the government delivery process and enables beneficiaries to get their entitlements directly and in a beamless manner. The use of Aadhar Card in Mid-day meal is aimed at ensuring greater transparency and to increase overall efficiency.

**(2) PAHAL (DBTL) Scheme:** The full form of PAHAL is **Pratyakash Hanstantrit Labh**. The PAHAL scheme is also called DBTL i.e. Direct Benefit Transfer for LPG. This scheme was launched to provide liquefied petroleum gas (LPG) cylinder Of Indene, Bharat, HP at subsidized rate to the Indian Consumer. This will mark on end to duplicate or misuse of LPG connections which are very common in India. In this scheme, we have to link Aadhar number with 17 digit LPG consumer number. Now we can get direct benefit transfer by linking bank account to the LPG number.

**(3) Pradhan Mantri Jan Dhan Yojna (PMJDY):** The scheme was launched on 28 August 2014 by Prime Minister Mr. Narendra Modi. This scheme is recorded by

“Guinness Book of World Record.” In this scheme, we can open the bank account by submitting our Aadhar number. The benefit offered are **Rupay Card**; free zero balance, saving account, life and accidental insurance and many others.

Those who have been issued Rupay Card are eligible for accident cover of Rs. 1 Lakh and life insurance covers of Rs. 30,000.

**(4) Digital lockers:** Digi lockers required person to link his/her 12 digit Aadhar card. Digital locker is also called **Digi Locker**. Digital lockers facility has launched by Indian government. We can be stored our marriage certificate, Voter ID cards, High school/ University documents, tax related documents and many others. This facility of digi lockers will end the fake documents.

**(5) Voter ID Card Linking:** The purpose of linking voter ID card to Aadhar number to eliminate the bogus voters. Once an Aadhar number is linked it would impossible for a multiple voter ID card holder to make its illegal use.

**(6) Passport facility:** If we need a passport, Aadhar number is necessary. If we have Aadhar number, we can get passport in a shortly week. It will serve as a proof of identity and address.

**(7) Monthly Pension:** To get monthly pension, Aadhar number is necessary. We have to register our Aadhar number to our respective department in order to receive monthly pension. It will stop fraud incidents.

**(8) Provident Fund:** It becomes necessary to link the Aadhar number with our bank account because the money of provident fund will be given to the account holder who have registered their Aadhar number with employee provident fund organization (EPFO)

**(9) Opening New Bank accounts in the Post-offices & Banks:** Now Aadhar number is a valid proof to open a new bank account in the post office and bank account. It becomes a valid proof as well as address proof.

**(10) Digital Life Certificate (Jeevan Praman Scheme):** India's honorable Prime Minister Mr. Narendra Modi has launched Jeevan Praman Scheme. By launching digital life certificate which would benefit for pensioners. This self certificate would be Aadhar based and work as a part of pensioner's existence.

**(11) SEBI:** The full form of SEBI is “**Securities & Exchange Board of India.**” Aadhar Card is accepted by SEBI as a address proof for investing in the stock market and mutual funds.

**(12) Mobile Sim Cards:** To stop the crime/fraud/terrorist activities/viral activities/hacking/ aggressive audio/videos all users of mobile phones either prepaid or post-paid, are required to link Aadhar number to the mobile number. Aadhar no. is also mandatory while buying new mobile connection.

**(13) Driving License:** Most of the people make multiple licenses for their use to stop using the multiple licenses; the government has been made compulsory to link their Aadhar number with driving license.

**(14) PAN CARD & I.T Return:** Linking of Aadhar Card with PAN Card has been made mandatory to crub black money and not doing so will results in PAN Card deactivation and I.T. return would be considered in valid.

**(15) Financial Transactions above Rs. 50,000/- :** Aadhar Card will be must for making transaction above Rs. 50,000/- .

**(16) Online Ticket Booking by IRCTC: Indian Railway Catering & Tourism Corporation (IRCTC)**, the online ticket booking arm of Indian Railways accounts can be linked to the Aadhar Card number.

According to IRCTC, a user can book 6 e-tickets in a month via its number along with at least one passenger also being verified via Aadhar. Website which can be increased to 12 tickets in a month. If passenger get themselves verified through their Aadhar Card number along with at least one passenger also being verified via Aadhar.

**(17) MGNREGA: Mahatma Gandhi National Rural Employment Guarantee ACT (MGNREGA)**. This scheme was launched in 2005 with an aim to provide at least 100 days of guaranteed work in the rural areas across India.

Central government wants to link Aadhar Card and MGNREGA card to work jointly as well as transparency and maintain the official records as such. By linking Aadhar Card and MGNREGA card people those are living in rural area get benefits under this scheme.

**(18) Registration of New Vehicles:** Aadhar Card must be compulsory for buying new vehicle. During registration of new vehicle, Aadhar number of owner is mandatory. This is being done because it will stop to curb issue of fake licenses and registration of stolen vehicle.

**(19) Social Security Scheme:** Aadhar Card is mandatory to avail benefits of social security schemes like – Atal Pension Yojna, Pradhan Mantri Ujjwala Yojna, and Sukanya Yojna etc.

**(20) Aadhar Ration Card Linking:** Linking Aadhar Card to ration card is important to get the food grains and fuel at a discount price.

**Security of Nation Representatives:** Aadhar Card should be compulsory for those people who want to meet our nation representatives like: Honorable President, Prime Minister, Governor, and Chief Minister of Any State etc. Finger printer & Check-in system should be applied for entrance in the house.

Except given points here a list of recent announcements by the government where Aadhar was made mandatory (**both welfare & non-welfare scheme**)

- (a) Beedi/Iron ore/Lime stone workers need Aadhar for availing house subsidy.
- (b) Aadhar Card is compulsory for supplementary nutrition program.
- (c) Aadhar Card is mandatory for farmers wanting to take crop insurance benefit.
- (d) Aadhar Card is necessary for Janani Suraksha Yojna, Horticulture Department (Under Integrated) & National Apprenticeship Promotion Scheme.
- (e) Aadhar Card is mandatory for benefits under Grih Kalyan Kendra Scheme.
- (f) Aadhar mandatory is mandatory to avail training under integrated Child Development Services of the ministry of Women & Child Development.
- (g) Aadhar mandatory for financial support under National Mission for Empowerment of Women Maternity Benefit Program & Integrated Child Protection scheme, vocational Training for women.
- (h) Aadhar Card mandatory for e-panchayat training benefits & students who wish to avail central scholarships at the college level.
- (i) Soil Health Management scheme & Soil Health Card Schemes require Aadhar.
- (j) Aadhar is mandatory for benefits under Research and Development in water sector and in National Social Assistance Program.
- (k) Aadhar card is now mandatory for disabled children between 6 – 14 years and are eligible for benefit under Sarva Shiksha Abhiyan.

- (l) At crèches school, supplementary meals are required. It requires Aadhar Card also.
- (m) Aadhar Card is mandatory for those “Disabled students” who wants to take benefits under National Action Plan for skill training of persons with disabilities.
- (n) For trained female community Health Activist “ASHA” or Accredited Social Health Activist, Aadhar Card is mandatory.
- (o) National Award Scheme for Retechnology Innovation in Petro chemicals and Downstream Plastics processing Industry makes Aadhar Card mandatory.

### **Conclusion**

Ultimately conclude that Aadhar is one of the clearest government identity documents and nearly all of its services are accessible online. It is a unique identity number of an individual which gives a digital certificate of any individual at National and International level. Aadhar scheme implementation will be a gain for everybody as Aadhar Card maintained equality and allocates grant/subsidies to every citizen without being partial.

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## **History and Growth of Mutual Funds in India**

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### **Abstract**

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India's mutual funds industry has grown by leaps and bounds in the 25 years since private players made an entry. From a handful of asset management companies then to 43 now, the industry has seen a healthy proliferation of fund management capacity.

Mutual Funds have engaged as an important financial intermediary globally, particularly in India where retail investors represent 97.17% of the 4.70 crore investor accounts. Mutual Funds protect the interest of the small investors through diversifying side, and also by providing benefits from upland market retires Mutual Funds is the ideal investment vehicle for today complex modern financial scenario.

The present paper signifies about the history of mutual funds and also about the growth trend of mutual funds in India.

**Key words:-**Mutual Funds and performance, growth, equity, debt AUM, NAV.

### **Introduction**

“Financial Market” is a generic term which is used for all money and capital markets where financial instruments are bought and sold capital is an important instrument in the development of any Economy. The level of Eco development depends on the rate of capital formation and capital formation is conditioned by the mobilization of investible funds. Investments in securities are spread across a wide range of industries and other sectors thereby reducing the risk. ASSET MANAGEMENT COMPANIES (AMCs) normally come out with a member of scheme having different objectives which at different times.

“MUTUAL FUNDS” is a trust that pools the savings of various investors with common financial goals. The money which is collected from them is invested in shares, debentures and other securities and the income generated through these investments is shared by its unit holding in proportion to the number of units owned by them. With the increasing emphasis on domestic savings and their mobilization and allocation in profitable investments, the scope of mutual funds operation has increased. IT is another important medium of intermediation between supplies and uses of financial reserves which have come into recognition in India and abroad become of higher investor return and low risk and cost. The fact in that the mutual funds have a lot of potentials to grow but to capitalize the potential fully, it would need to create the market innovative products and frame clear marketing strategies.

### **History of Mutual Funds**

Prof. K. Geert Roumenhorst in “The origins of Mutual Funds” stated that the origin of pooled investing concept dates back to the late 1700s in Europe, when “a Dutch Merchant and a broker invited subscription from investors to form a trust to provide an opportunity to diversify for small. Investors with limited means. The emergence of “Investment pooling” in England in the 1800s brought the concept closer to the Versus Shoes. The enactment of two British laws, the Joint Stock companies Act, of 1862 and 1867, permitted investors to share in the profits of an investment enterprise and limited investors liability to the amount of investment capital devoted to the enterprise. Thereafter, in 1868, the foreign and colonial Government Trust was formed in London.

The Scottish American Investment Trust, formed in February 1873, by fund pioneer Robert Fleming, invested in economic potential of the US, chiefly through American railroad bonds. The first mutual or “Open ended” funds was introduced in Boston in March, 1924.

### **Objectives of the study**

- ❖ To elucidate (Shed light on) the history of Mutual Fund.



❖ To Study the growth of Mutual Funds in India.

### **Research Methodology**

This research is mainly based on secondary sources of data.

Data has been taken from AMFI – Association of Mutual Funds in India, CRISIL, SEBI fact book and other recognized Journals and publications. This research is descriptive in nature.

### **The Mutual Fund Industry in India**

The mutual fund industry in India started in 1963 with the formation of Unit Trust of India (UTI) at the initiative of Reserve Bank of India (RBI) and the Government of India. The objective then was to attract small investors and introduce them to market investments.

Since then the history of mutual funds in India can be broadly divided into distinct phases.

#### **Phase I (1964-87): Growth Of UTI**

In 1963, UTI was established by an Act of Parliament. As it was the only entity offering mutual funds in India, it had a monopoly. Operationally, UTI was set up by the Reserve Bank of India (RBI), but was later delinked from the RBI. The first scheme, and for long one of the largest launched by UTI, was Unit Scheme 1964.

Later in the 1970s and 80s, UTI started innovating and offering different schemes to suit the needs of different classes of investors. Unit Linked Insurance Plan (ULIP) was launched in 1971. The first Indian offshore fund, India Fund was launched in August 1986. In absolute terms, the investible funds corpus of UTI was about Rs 600 crores in 1984. By 1987-88, the assets under management (AUM) of UTI had grown 10 times to Rs 6,700 crores.

#### **Phase II (1987-93): Entry of Public Sector Funds**

The year 1987 marked the entry of other public sector mutual funds. With the opening up of the economy, many public sector banks and institutions were allowed to establish mutual funds. The State Bank of India established the first non-UTI Mutual Fund, SBI Mutual Fund in November 1987. This was followed by Canbank Mutual Fund, LIC Mutual Fund, Indian Bank Mutual Fund, Bank of India Mutual Fund, GIC Mutual Fund and PNB Mutual Fund. From 1987-88 to 1992-93, the AUM increased from Rs 6,700 crores to Rs 47,004 crores, nearly seven times. During this period, investors showed a marked interest in mutual funds, allocating a larger part of their savings to investments in the funds.

#### **Phase III (1993-96): Emergence of Private Funds**

A new era in the mutual fund industry began in 1993 with the permission granted for the entry of private sector funds. This gave the Indian investors a broader choice of 'fund families' and increasing competition to the existing public sector funds. Quite significantly foreign fund management companies were also allowed to operate mutual funds, most of them coming into India through their joint ventures with Indian promoters.

The private funds have brought in with them latest product innovations, investment management techniques and investor-servicing technologies. During the year 1993-94, five private sector fund houses launched their schemes followed by six others in 1994-95.

**Phase IV (1996-99): Growth and SEBI Regulation:** Since 1996, the mutual fund industry scaled newer heights in terms of mobilization of funds and number of players. Deregulation and liberalization of the Indian economy had introduced competition and provided impetus to the growth of the industry.

A comprehensive set of regulations for all mutual funds operating in India was introduced with SEBI (Mutual Fund) Regulations, 1996. These regulations set uniform standards for

all funds. Erstwhile UTI voluntarily adopted SEBI guidelines for its new schemes. Similarly, the budget of the Union government in 1999 took a big step in exempting all mutual fund dividends from income tax in the hands of the investors. During this phase, both SEBI and Association of Mutual Funds of India (AMFI) launched Investor Awareness Programme aimed at educating the investors about investing through MFs.

**Phase V (1999-2004): Emergence of a Large and Uniform Industry**

The year 1999 marked the beginning of a new phase in the history of the mutual fund industry in India, a phase of significant growth in terms of both amount mobilized from investors and assets under management. In February 2003, the UTI Act was repealed. UTI no longer has a special legal status as a trust established by an act of Parliament. Instead it has adopted the same structure as any other fund in India - a trust and an AMC.

UTI Mutual Fund is the present name of the erstwhile Unit Trust of India (UTI). While UTI functioned under a separate law of the Indian Parliament earlier, UTI Mutual Fund is now under the SEBI's (Mutual Funds) Regulations, 1996 like all other mutual funds in India.

The emergence of a uniform industry with the same structure, operations and regulations make it easier for distributors and investors to deal with any fund house. Between 1999 and 2005 the size of the industry has doubled in terms of AUM which has gone from above Rs 68,000 crores to over Rs 1, 50,000 crores.

**Phase VI (From 2004 Onwards): Consolidation and Growth**

The industry has lately witnessed a spate of mergers and acquisitions, most recent ones being the acquisition of schemes of Allianz Mutual Fund by Birla Sun Life, PNB Mutual Fund by Principal, among others. At the same time, more international players continue to enter India including Fidelity, one of the largest funds in the world.

**An Evolving story**

|             |  |
|-------------|--|
| 1963        | Formation of the Unit Trust of India   |
| 1964        | Launch of the maiden scheme of UTI - Unit Scheme   |
| 1987        | Entry of public sector funds, SBI Mutual Fund was first one followed by Canbank Mutual Fund                                |
| 1993        | Emergence of private sector funds Franklin Templeton (erstwhile Kothari Pioneer) was the first of its kind                 |
| 1993 - 2003 | ❖ Robust growth and revised MF regulation from SEBI in 1996,<br>❖ Entry of foreign funds, several mergers and acquisitions |
| 2009        | Removal of the entry load  |
| 2012        | ❖ Single plan structure for mutual fund schemes<br>❖ Cash investment allowed in mutual funds                               |

|      |  |
|------|--|
|      | <ul style="list-style-type: none"> <li>❖ Fungibility of total expense ratio (TER) allowed</li> <li>❖ Portion of TER to be used for investor education</li> <li>❖ Entire exit load to be credited to the scheme</li> <li>❖ Launch of Rajiv Gandhi Equity Savings Scheme (RGESS)</li> </ul>  |
| 2013 | <p>Reduction in Securities Transaction Tax (STT) for equity funds<br/>                 Uniform Dividend Distribution Tax (DDT) of 25% on all debt mutual funds<br/>                 Product labeling<br/>                 Introduction of direct plans</p>   |
| 2014 | <p>Changed the definition of 'long term' for debt mutual funds to 36 months from 12 months for LTCG<br/>                 Tax exemption limit for investment in financial instruments under Section 80 C raised to Rs 1.5 lakh from Rs 1 lakh</p>   |
| 2015 | <p>Launch of MF Utility (MFU) – Digital aggregator platform by the industry, for the industry<br/>                 SEBI asked fund houses to shift from colour coding to Riskometer which classified schemes based on the risk profile<br/>                 EPFO started investing in the equity market via Exchange Traded fund (ETF)<br/>                 SEBI allowed gold ETFs to invest up to 20% of their assets in the government's Gold Monetisation Scheme</p>  |
| 2016 | <p>SEBI tightened norms for mutual fund investment in corporate bonds<br/>                 Allowed investment advisors to use the infrastructure of the stock exchanges for sale and purchase of mutual fund units<br/>                 Provided easy entry to the foreign fund managers keen to enter India.</p>  |
| 2017 | <p>SEBI allowed mutual funds to invest in REITs and InvITs<br/>                 Allowed investment up to Rs 50,000 per mutual fund per financial year through digital wallets<br/>                 Instant access facility to the liquid funds investors (via online mode) of up to Rs 50,000 or 90% of the folio value, whichever is lower<br/>                 Government discontinued the tax benefits of RGESS</p>   |
| 2018 | <p>SEBI asked fund houses to benchmark returns of equity schemes against a total return index (TRI)<br/>                 SEBI introduced categorisation and rationalisation of mutual fund schemes making it simpler for investor to understand<br/>                 LTCG of 10% without indexation introduced for equity-oriented funds for investment horizon of &gt; 1 year, subject to capital gains of over Rs 1 lakh per assessee per year. Dividend plans of equity-oriented funds subject to a DDT of 10%, deducted at source<br/>                 Mutual fund houses asked to disclose TER for all schemes under a separate head on their websites on a daily basis.<br/>                 SEBI further redefined the scope for T15/B15 cities to T30/B30 and push for higher penetration.</p> |

**Structure Of Mutual Funds In India**

In India, the mutual fund industry is highly regulated with a view to imparting operational transparency and protecting the investor's interest. The structure of a mutual fund is determined by SEBI regulations. These regulations require a fund to be established in the form of a trust under the Indian Trust Act, 1882. A mutual fund is typically externally managed. It is now an operating company with employees in the traditional sense.

Instead, a fund relies upon third parties that are either affiliated organizations or independent contractors to carry out its business activities such as investing in securities. A mutual fund operates through a four-tier structure. The four parties that are required to be involved are a sponsor, Board of Trustees, an asset management company and a custodian.



### Organisation Structure of Mutual Funds

**Sponsor:** A sponsor is a body corporate who establishes a mutual fund. It may be one person acting alone or together with another corporate body. Additionally, the sponsor is expected to contribute at least 40% to the net worth of the AMC. However, if any person holds 40% or more of the net worth of an AMC, he shall be deemed to be a sponsor and will be required to fulfill the eligibility criteria specified in the mutual fund regulation.

**Board Of Trustees:** A mutual fund house must have an independent Board of Trustees, where two-thirds of the trustees are independent persons who are not associated with the sponsor in any manner. The Board of Trustees of the trustee company holds the property of the mutual fund in trust for the benefit of the unit-holders. They are responsible for protecting the unit-holder's interest.

**Asset Management Company:** The role of an AMC is highly significant in the mutual fund operation. They are the fund managers i.e. they invest investors' money in various securities (equity, debt and money market instruments) after proper research of market conditions and the financial performance of individual companies and specific securities in the effort to meet or beat average market return and analysis. They also look after the administrative functions of a mutual fund for which they charge management fee.

**Custodian:** The mutual fund is required by law to protect their portfolio securities by placing them with a custodian. Nearly all mutual funds use qualified bank custodians. Only a registered custodian under the SEBI regulation can act as a custodian to a mutual fund.

Over the years, with the involvement of the RBI and SEBI, the mutual fund industry has evolved in a big way giving investors an opportunity to make the most of this investment avenue. With a proper structure in place, the industry has been able to cater to more number of investors. With the increase in awareness about mutual funds several new players have joined the bandwagon.

### Result and Discussion

#### 1. GROWTH IN AUM

**Indian Mutual Fund industry's Average Assets Under Management (AAUM) stood at Rs. 24.09 Lakh Crore (INR 24.09 Trillion)**

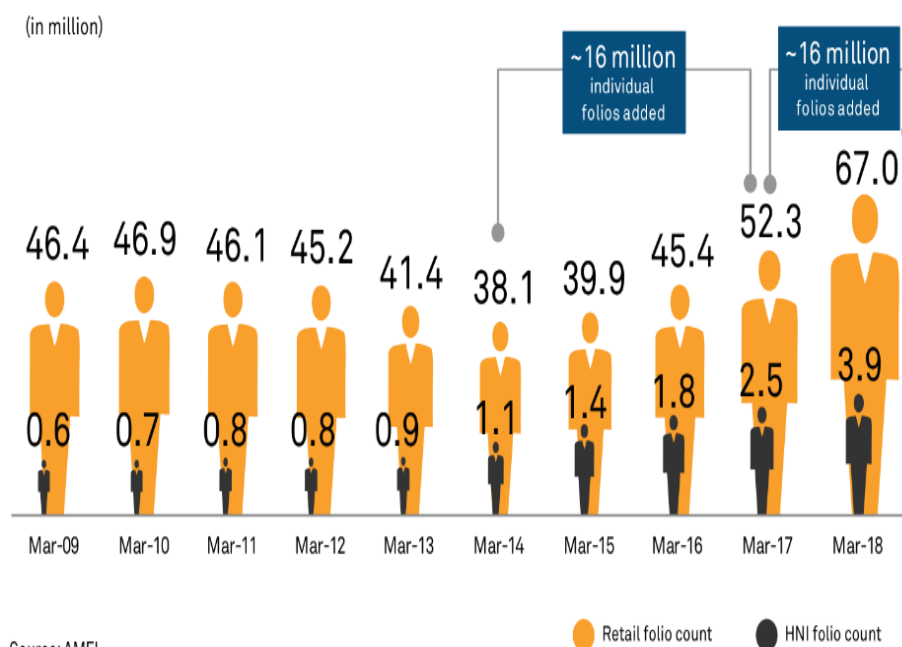
Average Assets Under Management (AAUM) of Indian Mutual Fund Industry for the month of December 2018 stood at 24,08,538 crore.

The AUM of the Indian MF Industry has grown from 4.13 trillion as on 31st December 2008 to 22.86 trillion as on 31st December, 2018, about 5 ½ fold increase in a span of 10 years!! The MF Industry's AUM has grown from 8.26 trillion as on 31st December, 2013 to

22.86 trillion as on 31st December, 2018, more than 2 ½ fold increase in a span of 5 years!!

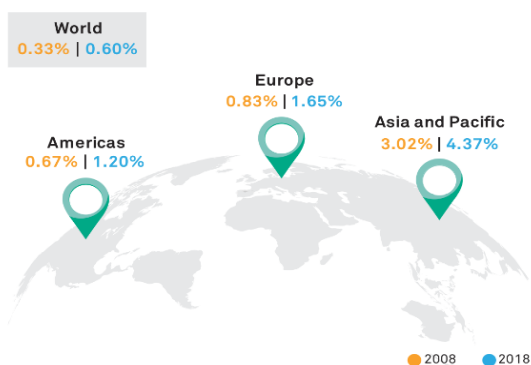
The Industry's AUM had crossed the milestone of **10 Trillion** (10 Lakh Crore) for the first time in May 2014 and in a short span of about three years, the AUM size had increased more than two folds and crossed 20 trillion (20 Lakh Crore) for the first time in August 2017. The Industry AUM stood at 22.86 Trillion (22.86 Lakh Crore) as on 31st December, 2018.

**The total number of accounts (or folios as per mutual fund parlance) as on December 31, 2018 has crossed a landmark of 8 crore** and stood at 8.03 crore (80.3 million), while the number of folios under Equity, ELSS and Balanced schemes, wherein the maximum investment is from retail segment stood at 6.76 crore (67.6 million). **This is 55th consecutive month witnessing rise in the no. of folios.**

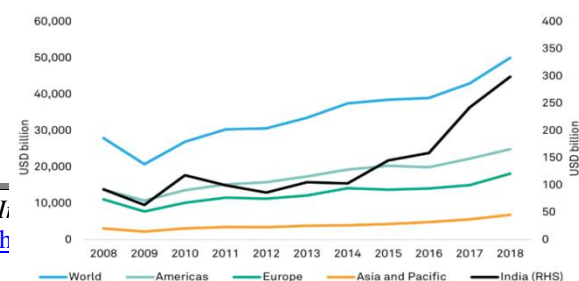


## 2. Indian MF's making their mark globally & domestically

|                | 2008 (%) | 2018 (%) |
|----------------|----------|----------|
| Americans      | 0.67     | 1.20     |
| Europe         | 0.83     | 1.65     |
| Asia & Pacific | 3.02     | 4.37     |
| World          | 0.33     | 0.60     |



Growth of Indian MF assets versus the world and major regions



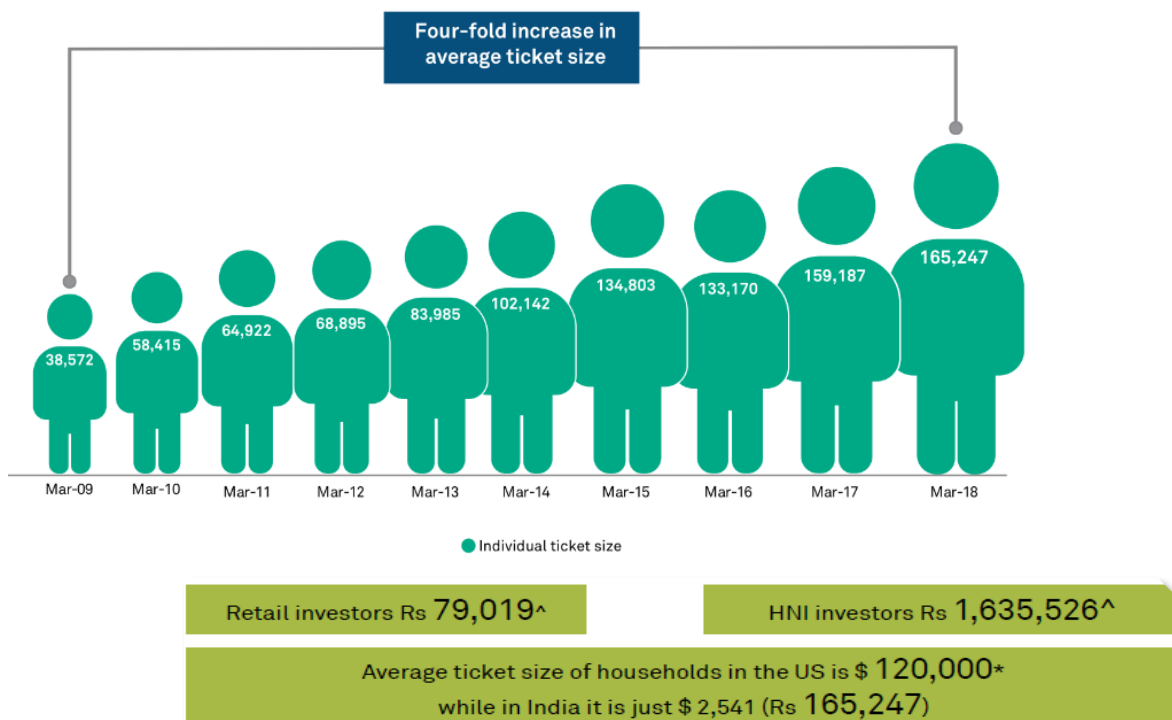
Data used for representation pertains to first quarter of the respective calendar year  
Source: International Investment Funds Association (IIFA)

Data used for representation pertains to first quarter of the respective calendar year for open-ended funds only  
Source: IIFA



The rise in the industry's share has come on the back of robust growth in industry assets, supported by an expanding domestic economy, robust inflows, and increased participation, especially by individual investors. The biggest spur has come from higher financial savings and growing awareness of such products among investors. Over the past 10 years, the Indian mutual fund industry has grown at an annualised 12.5%<sup>1</sup> – more than double the rate of growth clocked by the world and developed regions (Americas and Europe). Asia-Pacific, of which India is a part, has grown at just over 8% over this period.

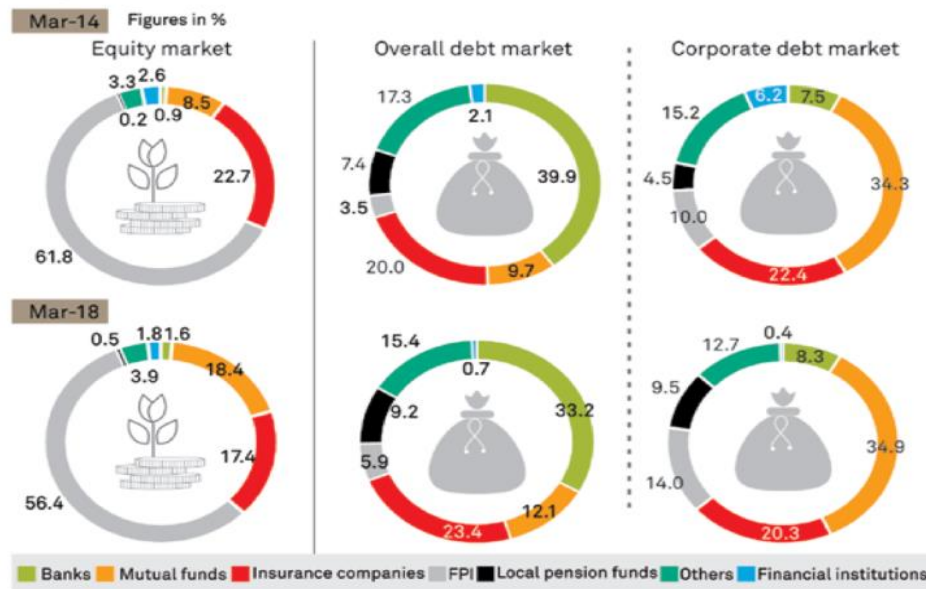
This growth rate has also turned the fortunes of the mutual fund industry in the domestic financial market, boosting its presence among financial investments. The industry, though, is dwarfed by banks and insurance, which benefit from a long history. As per data analysed, the share of mutual funds has increased in the last three years to 14% of the financial savings/ assets in India even as the share of banks – which have traditionally got the bulk of financial investments – has fallen to 65%, as of March 2018, from 71% in March 2016.



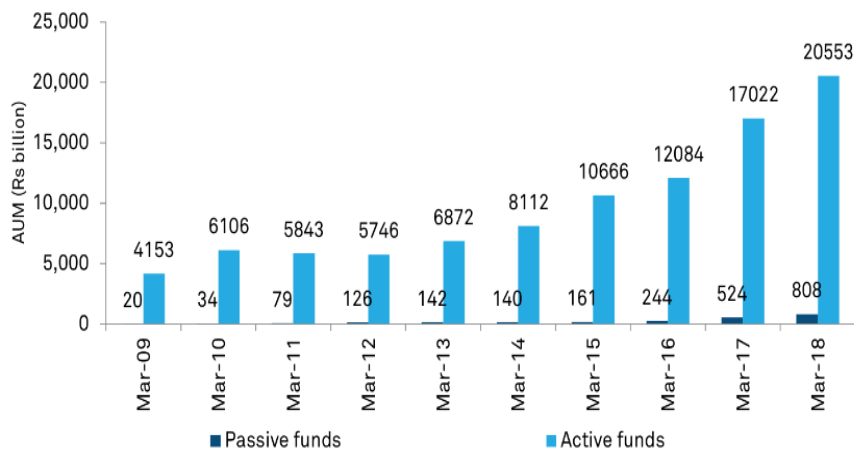
**Ticket size**

is computed as assets managed for a given investor category divided by the number of accounts for that category Source: AMFI, CRISIL Research, ICI

**Rising share of mutual funds in Indian financial markets**



Source: National Securities Depository Limited (NSDL), RBI  
 Mutual funds includes MFs, alternative investment funds, and portfolio managers  
 FPIs includes foreign institutional investors (FIIs), sub-accounts, qualified foreign investors (QFIs), and foreign depositories  
 Others includes brokers, corporates, depository receipts, foreign currency convertible bonds (FCCBs), Hindu undivided families (HUFs), non-resident Indians (NRIs), overseas corporate bodies (OCBs), partnership firms, and trusts  
 Strategic investments (FDI, Foreign venture capital investments) have been excluded



Data considered is the month-end AUM  
 Passive funds include index funds and ETFs  
 Source: AMFI

**Passive funds gaining popularity**

The domestic mutual fund industry is dominated by actively managed funds. As of March 2018, Indian mutual fund industry had only 4% of its assets in passive funds. However, the growth in assets of passive funds has been impressive, with an increase of more than 19 times in the past 10 years at a CAGR of 34%. Investment by the Employees' Provident Fund Organisation (EPFO) in passive funds is a major reason for such growth and equity exchange traded funds (ETFs) have been the biggest beneficiaries of the move.

**Mutual funds have adopted digital technology across the payment spectrum**

Within the payment spectrum, the Unified Payments Interface (UPI) has been progressively adopted by many fund houses to facilitate payment transactions seamlessly and reduce turnaround time. UPI interface can reduce the transaction time (including allotment of unit) for investor to one day compared with 2-3 days in case of conventional internet banking. The industry has also been adopting newly available facilities and options, a recent development being the migration from Electronic Clearing Service (ECS) to a more advanced and efficient clearing platform called National Automated Clearing House (NACH). Investors can now use the one-time mandate (OTM-NACH) facility to eliminate the operational hassles arising out of ECS mandate for subsequent investments. As a result, the SIP registration mandate, which usually took 15-20 days in case of ECS, has been cut to 5-10 days by OTM-NACH. Further, adoption of AADHAR for e-KYC has proved to be a game changer for online investing, enabling the country to take a giant leap, and changing the economics of providing financial services to the masses.

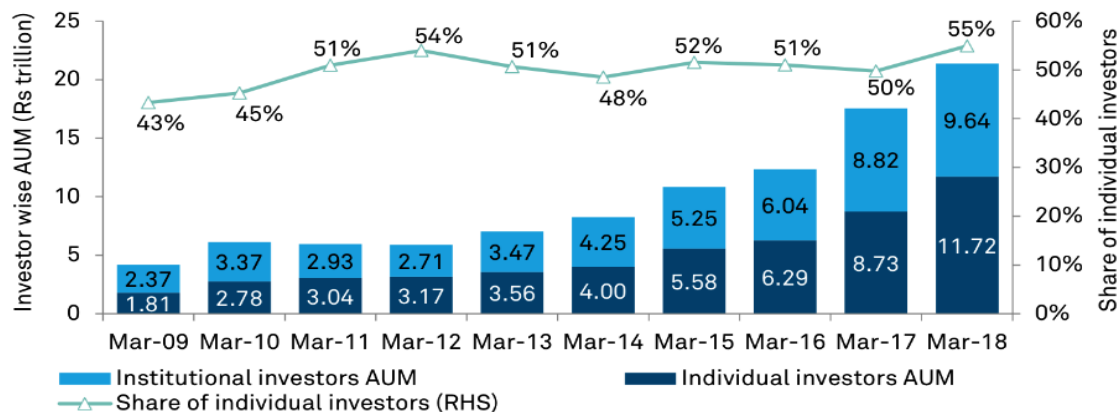
Mutual funds have adopted digital technology across the payment spectrum



Source: RBI, CRISIL Research

### **Individual investors gaining momentum**

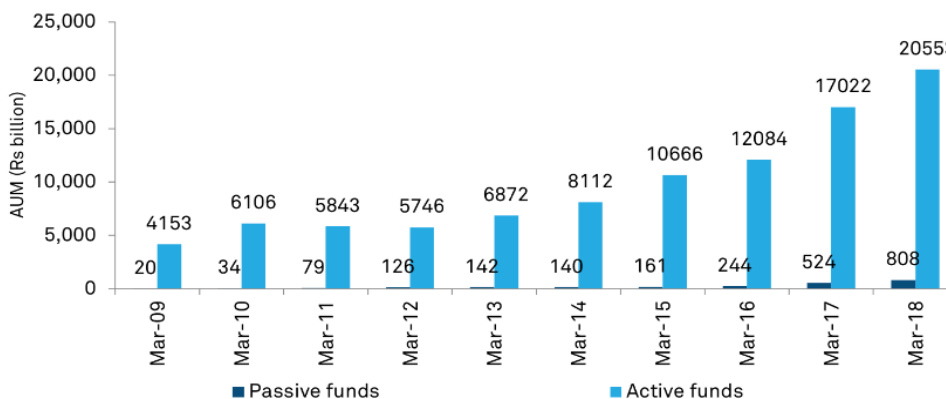
Healthy returns on investments and increasing awareness among the masses have boosted participation of individual investors (retail and HNI) in mutual funds. As on March 31, 2018, the industry had roughly 71 million individual folios, of which 67 million were retail folios. The surge in interest of retail investors is reflected in the fact that more than 16 million retail folios were added just last year -- equal to those added in the three years preceding that. Given this, the industry, which traditionally tilted towards institutional investors (corporates, banks/ financial institutions and FIIs/ FPIs), is shifting towards individual investors (retail and HNI). Last fiscal, individual investors surpassed their institutional counterpart in asset share, led by a sharp 34% on-year increase in their assets, compared with only 9% for institutional investors.



Data considered is the month-end AUM  
Source: AMFI

### Assets of individual investors has grown faster

This increase in individual assets is also reflected in the ticket size of their investments, which has grown four-fold in the last ten years.



Data considered is the month-end AUM  
Passive funds include index funds and ETFs  
Source: AMFI

### Passive funds gaining popularity

The domestic mutual fund industry is dominated by actively managed funds. As of March 2018, Indian mutual fund industry had only 4% of its assets in passive funds. However, the growth in assets of passive funds has been impressive, with an increase of more than 19 times in the past 10 years at a CAGR of 34%. Investment by the Employees' Provident Fund Organisation (EPFO) in passive funds is a major reason for such growth and equity exchange traded funds (ETFs) have been the biggest beneficiaries of the move.

### Conclusion

The industry has taken many challenges in its stride, achieved new milestones and kept growing, ably supported by evolving and timely regulatory changes.

The ratio of the industry's assets under management (AUM) to bank deposits has grown from 13% as of March 2016 to 22% as of March 2018. Monthly SIP contributions and accounts have trebled in the past two years, which suggests more people are following the

disciplined investment approach that the mutual funds industry has been advocating for long.

Good part is, this growth has not been just an urban phenomenon. Assets under management from cities beyond the top 15 (B15) have grown at 32% annualised since 2014. Encouraged by the regulator, the industry has also been adopting best practices, and improving transparencies such as through re-categorisation of schemes, daily disclosure on total expense ratio, and uniform and timely publication of data.

Industry initiatives such as the 'Mutual Funds Sahi Hai' campaign, sharp focus on digitalisation, and increasing financialisation of savings and assets will go a long way in ensuring that the industry continues to grow at a substantially faster clip than India's GDP. Over the past few years, the industry has been lapping up digital technology to bring in efficiencies of time and costs in transaction processing and customer servicing.

As newer technologies evolve, the industry will have to be nimble-footed to keep adopting and adapting to leverage them and increase penetration

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## **Pragmatic and Innovative Learning Strategies for Effective Learning**

**Ms. Jugnu Khatter\***

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The conventional methods of learning call for drastic changes in the modern age through improvised technology and innovations in curriculum and assessment. The expectations and demand of modern age is to have pragmatic and innovative techniques so as to equip learners with necessary skills through their active engagement and participation in teaching and learning process.

**Key Words:** Active Participation, Innovative teaching Techniques

*"Innovation is not about timing. it is about creating something that fulfils an unmet need."*  
**-Jeremy Gutsche**

In education process, learner active participation refers to the extent of attention, curiosity, interest, optimism, motivation and passion that learners show in teaching leaning process. When learners are actively engaged with the content being taught, they learn more rapidly and retain more. Learners who are actively engaged in the work tend to persist more and find more joy in completing the work. The biggest challenge for any teacher in learning process is capturing each learner's attention, and conveying ideas effectively enough to create a long lasting impression. Innovative Learning Strategies can empower learners to think critically, access and analyze information, creatively problem solving, work collaboratively and communicate with clarity and impact.

In this research article, few innovative teaching strategies are discussed that engage learners: (1) inquiry-based learning, (2) problem-based learning (3) Review Learning (4) Jigsaws Learning (5). Smart classroom technology (6) Heuristic learning .These innovative teaching strategies encourage learners to use their imagination to dig deep when engaging with the content in the teaching learning process. The learners are actively involved with the learning and can work with their peer group in collaborative groups to showcase their learning achievements.

### **Inquiry-Based Learning**

Inquiry-based learning is one of the effective teaching strategies in the classroom because learners learn best when they construct their own meaning with the help of their abilities, capacities and interests. Inquiry-based learning helps in generating learner curiosity. Teachers act as a guide and facilitators during the inquiry-based learning process.

There are mainly three steps in the process:

1. To prepare questions and arrange them in a sequence.
2. To present the questions in appropriate way so that curiosity may be created among the learners.
3. To ask new questions by liking with learner's responses. Teacher is able to recognize the intention of learners and provides motivation accordingly.

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Inquiry-based learning allows learners to pose the questions and convert that information into useful knowledge, thus increase the level of learner engagement.

### **Project-Based Learning**

*"A problem well defined is a problem half-solved."*

*–John Dewey*

Project-based learning is an effective and enjoyable way to learn. It also develops deeper learning competencies required for success in real life situations. The main focus of this is to socialize a child as it provides an opportunity for work experience, divergent thinking and social efficiency.

There are six steps in the process:

1. To identify a problem related to life situation of the learner.
2. To select and define the problem.
3. To prepare a plan for finding out the solution of the problem.
4. To implement the plan.
5. To evaluate the workability of the project plan.
6. To prepare of record of the project.

Project-based learning uses real-world scenarios, challenges, and problems to engage learners in critical and creative thinking, problem solving, teamwork, and self-management. The teacher's work is to provide proper guidance. It uses collaboration, digital tools, and problem solving skills to come up with a solution to the problem presented.

### **Review Learning**

Review learning develops the ability of critical thinking among learners. The learners are assigned to review an independent topic or one topic is assigned to a group of learners. This type of learning requires self-motivation and involvement in the subject matter.

This mainly involves four steps:

1. A topic, problem or area is selected to review critically.
2. A list of relevant literature and sources is prepared by pupils with the guidance of a teacher
3. To go through the available material to collect relevant information or material.
4. On the basis of relevant literature, the pupils prepare a review of the topic or idea or problem assigned to him.

In this type of learning, learners have to perform much of library and historical work. The learners should have the patience consulting the topic from available literature and should have the feeling of cooperation to help each other in this regard, if working in a group.

### **Jigsaws Learning**

The jigsaw learning technique is a "tried and true" i.e. co-operative learning technique that helps learners to create their own learning. Learners are arranged in groups and assigned a different piece of information. In their own groups, learners learn and understand the piece of information well enough to be able to teach it to another group of learners.

Through this learning technique, learners become experts on the learning as they teach their peer group. Once all groups have learned their information, they are placed into new groups with members from each of the small groups. Each group member shares the information and knowledge they gained in their informational group. This learning technique brings lessons to life and challenges learners to create their own learning. This challenge engages learners and motivates them to share their learning with others learners.

### **Smart Classroom Technology**

Many schools have become one-to-one schools, i.e., each Learner has his/her own technology device (a tablet or Laptop) to work with each day. Learners can take the technology device home to complete their homework.

Teachers must use technology in a smart managed way and with a wide variety of activities. Several activities that lead to learner engagement are Google Docs, YouTube videos, Quizlet, Kahoot!, and the Remind app. These innovative apps and websites can help teachers engage the learners, remind them and encourage them about upcoming assignments and homework, provide visual learning through videos, organize their learning, provide group collaboration, and provide check-ups on learning through games and online quizzes.

### **Heuristics Learning**

*"Heuristic Method is a method of teaching which involves our placing the learners as far as possible in the attitude of a discoverer"*- **Armstrong**

It is based upon the assumption of Herbert Spencer that the learner should be told as little as possible and he should be encouraged to learn himself as much as possible.

This learning technique involves 'trial and error' and invention technique. It requires more logical and imaginative thinking in formulating the number of tentative solutions for the problem. It helps in developing scientific attitude towards the problem.

Main steps of this type of learning are:

1. Define objectives and opportunities.
2. Map the process or constituent elements of system.
3. Express impact of each step or element.
4. Link each impact back to each objective.
5. Organize and consolidate generated statements.

This is a psychological method as the learner learns and experience by self-practice. It inculcates in the learner the interest for the subject and also develops willingness in them.

### **Brain Storming Learning**

This type of learning consists of a problem solving situation in which learners have to analyze and evaluate the workability of their own suggestions of the problem. It is based on an assumption that learners can learn better in a group rather than in individual study. It encourages for the original ideas and more creative strategy of learning.

This learning technique involves following steps:

1. Plan all phases of the problem and think about the sub-problems which may emerge.
2. Select sub-problems to be attached.
3. Think about the data or differences which may help involving them.
4. Select the probable sources of data and collect most relevant data.
5. Decide and select ideas most likely lead to the situation.
6. Consider the possible ways to test these ideas and test them in terms of relevance, adequacy and sufficiency.
7. Imagine all possible contingencies and ways of meeting them.
8. Take decision about the final solution of the problem.

This learning technique provides more ideas of good quality.

Each of the above discussed learning techniques provide an opportunity to learners for questioning, research, use of smart technology, and create meaning from provided materials and research. These techniques also allow learners to solve problems, challenge

themselves, and present their findings to others. Learner's engagement builds on curiosity, interest, passion, abilities, aptitude and attention.

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## आखिरी दिन उपन्यास में जीवन तत्व

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जीवन वास्तव है। वर्तमान सभ्यता हमारे जीवन को जटिलता की ओर ढकेल रही है। क्रमशः हम अर्थ निर्भर होते जा रहे हैं। अर्थ निर्भर विज्ञान की नींव पर खड़ा दृष्टिकोण हर विषय का मूल्यांकन करना सिखाता है। परीक्षण, निरीक्षण द्वारा प्रत्येक विषय की सत्यता की जाँच करने की प्रवृत्ति वर्धित हो रही है किंतु इतना सब होते हुए भी शांति के लिए मानव की हाहाकार बिंदुमात्र भी कम नहीं हुआ। विभिन्न धर्मों के आचरणगत विविध पार्थक्य, नियम कानून के जाल में आज, मनुष्य अंधविश्वास को मानने को राजी नहीं है।

अतीत के सांस्कृति पूर्णरूप से विद्यमान रहने हुए भी, परीक्षण – निरीक्षण के माध्यम से शांति के लिए सारा जीवन जो आंतरिक प्रयास चलाता रहा, उसीके फलस्वरूप जो कुछ अनुभव किया, सत्य स्वरूप समझा, वह सब घरेलु जन समावेश में प्रश्नोत्तर के रूप में विभिन्न समस्याओं के समाधान हेतु चर्चा किया करता था। उस समय समझा कि विभिन्न लोग कितनी ही समस्या में पड़कर अंतहीन दुख चिन्ता व यंत्रणा में जीवन का अधिकांश समय व्यतीत करते हैं। सभी शांति लाभ के लिए उत्सुक हैं। सारे विषय एक दूसरे से विशेष रूप से जडित हैं, अतः एक ही बात को कई बार बोलना पड़ा है, तथापि प्रत्येक विषय पर यथासंभव युक्ति निर्भर होने का प्रयास किया है। रात दिन जो बातें सुख, शांति, पुरुषार्थ, आशक्ति आदि को हम सुना करते हैं, उन शब्दों व विषयों का यथार्थ अर्थ व तात्पर्य यथासंभव विश्लेषण करने का प्रयत्न किया है।

ऐसे ही शांति की महत्व, विषय या शांति के बारे में मनुष्य को अपने आखिरी दिन में ज्ञान आएगा, इस ज्ञान का चित्र है आखिरी दिन उपन्यास। हिन्दी साहित्यकारों में रमेशचन्द्र शाह का नाम प्रसिद्ध है। बहुआयामी साहित्यकार रमेशचन्द्र शाह को अब तक एकाधिक आखिल भारतीय सम्मान और पुरस्कार प्राप्त हो चुके हैं। वर्ष 2001 में व्यास सम्मान तथा वर्ष 2004 में उन्हें पद्मश्री से अलंकृत किया गया। यात्रावृत्त के लिए “महापंडित राहुल सांस्कृत्यायन पुरस्कार” केन्द्रीय भाषा संस्थान, आगरा का 2005 में मिला। उन्होंने अपनी रचनाएँ में अपने जीवन ही आरंभ से अंत तक हर एक घटना को और हर एक पल्लुओं को भी लिखा है। शाह का “आखिरी दिन” एक प्रयोगात्मक उपन्यास है, अथवा दूसरे शब्दों में कहा जा सकता है कि यह उपन्यास एकांत में एक बीहड़ अनुभव

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का मंथन करने का प्रयत्न है जो उनके पिछले तीन उपन्यासों से सर्वथा भिन्न है। इसकी विषय – वस्तु भी तात्कालिक है और उसी हिसाब से इसका रूप तंत्र भी क्षिप्र और तात्कालिक है।

एक लेखक गुरु की खोज में कश्मीर की शंकराचार्य पहाड़ी पर यों ही टहलने निकल गया तो वह कश्मीरी आतंकवादियों के हाथ लग गया। उन्होंने वही किया जो ऐसे किसी व्यक्ति के साथ वे करते। कूटा-पीटा, पूछताछ की, कोठरी में पटक दिया। अब मुर्दार लेखक क्या करे? वह सिर्फ प्रतिक्षा करता है कि अब वे आर्येंगे, अब आर्येंगे सोचता है और सब कुछ खत्म। यही वह चरमसीमा है, जहाँ से लेखक की आत्मा भयमुक्त हो जाती है।

जिन्दगीभर – भयग्रस्त बनी रहने वाली लेखकीय आत्मा एकान्त में ही भयमुक्त हो पाती है। फिर स्मृति की लोट-पोट में एकांत का ही सहारा रह जाता है।<sup>1</sup> कभी गुरु का, कभी दोस्त का, तो कभी तत्व चिन्तन का। अस्तित्ववादी नकल से परे शाह की यह वैचारिकता भारतीय ढंग से मृत्यु के प्रश्नों का सीधा सामना करती हुई उसका अपनी तरह से विमर्श करती है।

आखिरी दिन! ..... क्या किसी ज्योतिषी ने मुझे वरदान दिया है? यह कि मेरा अपहरण कर लिया गया है और किसी भी क्षण मेरे चिथड़े उड़ा दिए जाएँगे? .....सिर्फ इसलिए कि मेरी जान की कीमत अदा करने को कोई तैयार नहीं?2

शरद ऋतु का सौन्दर्य महाकवि जानते थे या फिर इनसे पूर्ववर्ती वैदिक ऋषियों की अभिलाषा थी की हम सौ शरद जिए सौ शरद से आत्मा निकलते समय, अर्थात् मौत के समय हमारा आँख खोलता है। उपन्यास में भी सूत्रधार इंद्रजीत मलहोत्रा आतंकवादियों के हाथ पड़कर खुद ही एक किस्सा बन गया था।

“ मैं शिवसूत्रों की व्याख्या करता हूँ। यह पहला ही सूत्र लोगों के मत के विरोध में है जो नर और नारायण के बीच द्वैत का प्रतिपादन करते हैं। यह सूत्र बताता है कि चैतन्य-शिव-चैतव्य ही – सम्पूर्ण विश्व की आत्मा है।”<sup>3</sup>

किस्सा, जो जितना दिलचस्प है, उतना ही दारुण भी। दिलचस्प इसलिए, कि इन्द्रजीत है मलहोत्रा पर हसँना आता है और दारुण इसलिए कि वह किस्सा नहीं हकीकत है। जिसे और किसी तरह बयान करना मुश्किल है।

“कितनी विचित्र बात है? मौत मेरे इतने पास है और फिर भी मेरा हृदय बिलकूल स्वाभाविक ढंग से धड़क रहा है। जैसे मेरे साथ कुछ भी असामान्य घटा हो न हो। जैसे मैं अपने घर में हूँ। तुम्हारी हालत इस वक्त एक बिल्ली के पंजे में फँसे हुए चूहे सभी बदतर है।”<sup>4</sup>

जीवात्मा और परमात्मा दोनों मानवदेह में विद्यमान रहते हैं, देह में जीवात्मा के रहते तक ही जीवन है। कहा जा चुका है की जीवात्मा और परमात्मा एक अखण्ड चैतन्य सत्ता है। विश्व के प्रत्येक वस्तु में यह चेतन्य सत्ता विराजमान रहती है। जैसे परमात्मा का नाश नहीं होता, वहाँ जीवात्मा भी नाश नहीं होता। जैसे हम पुराने कपड़े बदलकर नए रूप धारण करते हैं, वैसे ही जीवात्मा मृत्यु के

बाद नया शरीर धारण करती है। इससे हम पिंड छुड़ा नहीं सकते, क्योंकि ये इन्द्रजीत ऐसे मानव हर एक मन में हर घर में विद्यमान है, हर एक के मन में भी हैं। हममें से हर कोई मल्होत्रा है, अपनी विशिष्टता में ही सामान्य और अपनी सामान्यता में ही विशिष्ट है।

“सन्नाटा! अरे, यह मैं क्या बोल गया है? सिखाया-पढ़ाया इतने दिनों का सब बेकार चला गया?...” ले जाओ इस कमीने को। छुट्टी करो साले की-मेरे पीछे से कोई चीखता है। अरे, मेरे पीछे भी कोई खड़ा है, इसका तो मुझे बिलकूल मान ही नहीं था।<sup>5</sup>

आप माने, न माने मृत्यु जरूर है, जमीन में पड़े हुए हर एक इनसान एक दिन अवश्यक मृत्यु से मिलता है। उपन्यास में भी मल्होत्रा का हालत यही है, वास्तव में बात यह है कि जीवन और मृत्यु के बीच अहंकार का सेतु विद्यमान है। यह अहंकार सेतु विध्वस्त होने पर जीवन व मृत्यु पृथक रह जाते हैं। जिस अवस्था में हम पराशांति रूपी अमृत का पान करते हैं, वही तो असली जीवन है। अहंकार के वशवती होकर जो जीवन जीते हैं, वह मृत्यु स्वरूप हैं। हमारी जो मृत्यु होती है, वह मृत्यु का एक अध्याय मात्र है। मृत्युकाल में हमारा शरीरस्थ अपान वायु, प्राणवायु को विस्तृत होकर ग्रास कर लेता है। वैसे ही अहंकारवश हमें जन्म जन्मांतर तक घूमना पड़ता है। वास्तविक शांति पाना हो जो किसी पर भी आसक्त होना नहीं चलेगा। सब कुछ भोग करने में कोई बाधा नहीं है। सबके ऊपर जी-जान से स्वामित्व का त्याग करके भोग करना है। निर्लिप्त होकर जीवन निर्वाह कर सके तो कहीं अटकने की सम्भावना नहीं रहती। कर्तव्य बोध से यथावत् कर्तव्य करते जाओ।

#### निष्कर्ष

शांति एक ऐसी अवस्था है जो मनुष्य को हर विपदा में भी शांत रखती है एवं मन को एक अनिर्वर्चनीय आनन्द में डुबोए रखती है। यह शांति किसी विषय-वस्तु पर निर्भर नहीं होती, बल्की अंतःकारण की एक विशेष अवस्था में इसका अनुसंधान मिल सकता है। सामाजिक व पारिवारिक जीवन यापन के दौरान मानव विषय भोग की उपेक्षा नहीं कर पाता। उसे अपना अस्तित्व बनाए रखने के लिए विषयभोगों के बीच ही शांति की खोज करनी होगी। यहाँ यह स्मरण रखना होगा कि शांति व्यक्ति केन्दित है।

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## **Treatment and Rehabilitation of Alcohol Addicts in Punjab: Approaches, Challenges and Concerns**

**Dr. Manpreet Grewal\***

*Substance Abuse is a complex problem having medical and social ramifications which impacts not only the individual but society at large. It affects not only the user and their families but all sections of society. It can affect anybody regardless of age, sex, socio-occupational status. The growing menace of alcohol and drug abuse is of great concern today; the most effective way to lower the human and societal burden of substance abuse is to prevent it in the first place. For such a complex multifaceted problem the prevention strategies also needs to be multidimensional in nature. The present paper makes a modest attempt to review varied approaches and challenges in the treatment and rehabilitation of alcohol addicts in Punjab through empirical study of three de-addiction centres of the Punjab and raises some concerns.*

**Keywords:** Drug, Alcohol abuse, prevention, de-addiction, approaches, concerns.

### **Substance Abuse and Alcohol Addiction**

Before considering the problem of substance abuse and prevention, let's comprehend what is the actual meaning of substance abuse. Drug is a chemical which when administered alters the functioning of one or more systems of the humans. Drugs like alcohol, cannabis, heroin etc. alters' one's mood, thinking and behaviour so as to induce pleasure and they can cause physical and psychological dependence. In order to differentiate them from commonly used medical drugs they are called psychoactive substances or simply substances. Addiction is an older term and is now not used technically because of its pejorative connotation. Abuse is used specifically to cover both abuse and dependence phenomenon.<sup>†</sup> The World Health Organization in 1992 has enlisted Alcohol, Opioids, Cannabis, Sedative hypnotics, Cocaine, Other Stimulants, Hallucinogen, Tobacco Volatile Solvents (Thinner, Petrol, etc.) in the categories of psychoactive substances an important contributor to death & disability causes 1.8 million deaths each year. Alcohol consumption has increased in recent decades. Most of the increase is in developing countries. Widespread prevalence i.e.78-93% of adult males use alcohol<sup>‡</sup>. Alcoholism is a progressive disease and the situation goes from bad to worse if alcoholic addict continues to drink. Once alcoholism sets in, it is not possible to drink in a controlled manner. No matter how hard the alcoholic addict tries he is unable to reduce the quantity and frequency of drinking.

India with a population of over 1 billion people, has about 3 million (about 0.3 percent of population) estimated victims of different kinds of drug usages. Such population comes from diverse socio-economic, cultural, religious and linguistic backgrounds. The use of dependence-producing substances, in some form or the other has been a universal phenomenon. In India also, the abuse of alcohol, opium and cannabis had not been entirely

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<sup>†</sup> *Ibid.*

<sup>‡</sup> Substance Abuse : A Growing Menace Mission Prevention, *Journal of Mental Health and Human behaviour*, p37,13(1) JMHHB 2008.

unknown. India in the biggest supplier of illicit demand for opium required primarily for medicinal purposes. Besides this, India is located close to the major poppy growing areas of the world, with 'Golden Crescent' (i.e. countries of Pakistan, Afghanistan and the Iran) on the North West and 'golden Triangle' (i.e. countries of Burma, Thailand and Cambodia) on the North-East. These make India vulnerable to drug abuse particularly poppy growing areas and along the transit/ trafficking routes.<sup>§</sup> India is also one of the largest producers of alcohol in the world and contributes to 65% of production and nearly 7% of imports into the region. The precise estimate of unrecorded alcohol production and consumption is very vague. However, a collective review reveals that 30% of adult men and 3% of adult women consume alcohol. From a policy perspective, it has been identified that India has nearly 62 million alcohol users, 17% of whom are alcohol dependents.<sup>\*\*</sup>

The emerging trend includes-initiation of alcohol use at an early age, greater consumption among women and youth, greater permeation in meal and semi-urban areas, increasing preference for beverages with high alcohol content, hazardous and harmful alcohol use. Alcohol's increasing availability and use has also brought myriad problems affecting both the Individual and Society. Efforts to tackle the problem have been piecemeal and fragmented resulting in lack of direction and focus.<sup>††</sup>

### **Indian Scenario**

Till a decade ago data on substance use in our country were limited to few epidemiological studies done in Chandigarh, Bangalore, Delhi, Lucknow etc. The famous project-extent, patterns and trends of drug abuse in India conducted jointly by Ministry of Social Justice and Empowerment and UNIDCP (United Nations International Drug Control Programme).<sup>‡‡</sup> It not only covers to extent of substance abuse among general and specific population but also gives indication on regional variations and on changing trends in substance abuse. The outcome of the survey was that Alcohol, cannabis, opium and heroin are the major drugs abused in the country. Relative importance of drugs as seen in general population is different from treatment seekers. Relative proportion of opiate users is high in treatment centers though their prevalence is low in general population. Alcohol is most frequently used substance. According to the survey report, 17-26% of current users of various substances were dependent users. Projected figures of total users of substance would be about 25% of adult male population. The increase in alcohol consumption in India over last 2 decades (106%) is alarming. The high prevalence of opiate use in India is worrying phenomenon. The number of person requiring treatment is enormous.<sup>§§</sup>

### **Recent report on the State of Punjab**

"Punjab is considered as a drugged state, drug addiction is touching alarming level: A survey shows the most popular drugs among students are Alcohol (38%), Smack (37%) and Cigarettes (25%). A study by Chandigarh based Institute of Development and Communication found that the households, affected by drug abuse were 61% in Majha, 64% in Malwa and 68% in Doaba. Survey conducted by department of Social Security Development of women and children reported 67% of households in Punjab have one drug

<sup>§</sup> Alcohol and Drug Demand Reduction and Preventive Policies. Available at: <http://www.socialjustice.nic.in?aldd> (visited on November 20, 2015).

<sup>\*\*</sup> Alcohol policy and challenges in India-IOGT International. Available at: <http://www.iogt.org>blog>2013/09/29>test>. (visited on November 20, 2014)

<sup>††</sup> *Ibid.*

<sup>‡‡</sup> *Ibid.*

<sup>§§</sup> *Ibid.*



addict.<sup>\*\*\*</sup> There are certain factors which are associated with drug/alcohol dependence, such as, the alcohol abuse in a phenomenon mainly among the males in India but now even women have also started indulging in abuse of few drugs such as alcohol, tobacco and tranquilizers. The age group which is more prone to alcohol intake is between 15-24. The menace of alcohol and drugs are used by the people of all occupation but nearly half of the addicts were unemployed.<sup>†††</sup> To slay the dragon of alcoholism, different approaches harping on the treatment of the alcohol addicts and their subsequent rehabilitation are available but how far have they succeeded in containing the said problem of alcoholism needs to be looked into.

#### **Prevention of Alcoholism: A Mission**

Alcohol consumption is a matter of grave concern to people and the government throughout the world. Looking at the worrying increase in number of substance abusers, preventing substance abuse is one of the best investments we can make in our country's future. Prevention involves Four phased programme: -

- i. **Awareness programmes and Strategies:** The strategies are designed to create environments and conditions that support behavioral health and the ability of individuals to withstand challenges. <sup>†††</sup>
- ii. **Prevention:** Delivered prior to the onset of a disorder, these interventions are intended to prevent or reduce the risk of developing a behavioral health problem, such as underage alcohol use, alcohol misuse, and abuse, and illicit drug use.
- iii. **Treatment:** These services are for people diagnosed with substance abuse and alcohol addiction.
- iv. **Recovery:** These services support individual's abilities to live productive lives after rehabilitation, and can often help with abstinence

Education is an essential component for any comprehensive approach to alcohol prevention and policy and can help reduce the risk for harm. The aim of alcohol Education is twofold: raising awareness and sharing knowledge and skills that will enable consumers to make healthy and informed choices about their drinking, helping those who choose to drink avoid patterns that are associated with health and social harm to themselves and others<sup>§§§</sup> and providing substantial knowledge to the at risk population including young people, pregnant women, or individuals and groups not within the mainstream for prevention and health care require particular attention with regard to alcohol education.

#### **National Drug De-addiction Programme**

The Government of India has funded 483 detoxification and 90 counseling centers country-wide, under the auspices of the National Drug De-addiction programme to treat people with substance abuse disorders. The Indian Alcohol Policy Alliance (IAPA) was launched on May 4, 2005 by Dr. Yoganand Shastri, Hon'ble Minister of Health and Social Welfare, NCT Delhi, to achieve the objectives including, providing a forum for alcohol control policy advocacy through meetings, information sharing through publications, electronic communications and other appropriate means. The alliance will encourage and promote

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<sup>\*\*\*</sup> Substance Abuse : A growing Menace Mission Prevention, *Journal of Mental health and human behaviour*, p3-7,13(1) JMHHB 2008.

<sup>†††</sup> *Ibid.*

<sup>†††</sup> Prevention of substance Abuse and Mental illness. | SAMHSA, Available at: <http://www.samhsa.gov/prevention>.

<sup>§§§</sup> Alcohol education-Icap <http://www.icep.org/tabid/default> (visited on October 10, 2015).

governmental and non-governmental efforts to prevent and reduce alcohol-related harm and bring attention to the social economic and health consequences of alcohol use.

### Alcohol Rehabilitation Program

#### (A) Clinical Methods: Medications

To gauge the medical condition of Alcoholic condition certain tests can be prescribed from time to time. Drug toxicology tests are most commonly performed on urine, since most drugs and their breakdown products are excreted in the urine in higher concentrations than in the blood, and because urine toxicology tests are often inexpensive and quick. Alcohol toxicology tests are routinely performed on blood and breathe as well as urine. **Medicines for Withdrawal**, most often used to treat withdrawal symptoms during detoxification include **Anti anxiety medicines** (benzodiazepines such as diazepam) which treat withdrawal symptoms such as delirium tremens (DT) and **Seizure medicines** to reduce or stop severe withdrawal symptoms during detoxification. **Medicines for Recovery**, medicines which help an alcoholic addict stay sober during recovery include **Ant abuse (Disulfiram)**, **Naltrexone (ReVia, Vivitrol)**, **Campral (Acamprosate)**, **Topiramate (Topamax)**, which may help treat alcohol problems. **Vitamins and Supplements** help improve nutrition during recovery. Thiamine helps prevent Wernicke-Korsakoff Syndrome, which causes brain damage. Alcoholic Addict might need supplements to help replace fluids and electrolytes.\*\*\*\*Tramadol rehabilitation that includes a Tramadol detox is often the best option for patients. There will be two different parts to the program that the addict must follow because the drug is addictive both physically and mental **Naltrexone** drug has also been developed for the treatment of opiate dependence.†††

#### (B) Non-Clinical Methods

Non-clinical or therapeutic methods of treatment provide that the addicts should be removed from their environments to "resocialize" them and prepare them for the re-entry into conventional society. These include

- **Family Therapy** involves multidisciplinary therapy measures for which the family with its net-work of relationships and behavioral interactions, rather than individual alone, is regarded as a unit of treatment. The treatment of family as a unit is therefore essential.††††
- **Yoga Therapy:** The basic purpose of yoga is to help individual person overcome physical discomfort and emotional tensions by training the addict to forget unpleasant experience and to face stressful situation boldly. The mind experience more autonomous pleasure and no longer remains baseline dependent on an external agent.§§§§

### Alcohol Rehabilitation Program

Alcoholism is a chronic disease. Like other chronic diseases, it left untreated, alcoholism can have serious life threatening consequences. Fortunately, there are effective treatment programs for alcoholism:-

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\*\*\*\* *Ibid.*

†††† Sidney Schnol, *The Encyclopedia of Psychoactive Drugs. Getting help, treatment of Drug Abuse*, 48, London, 1989.

†††† *Ibid*, p. 144

§§§§ Gurpreet Kaur, 'A Socio Legal Study of Drug Abuse, Alcoholism and Crime in India', Deptt of Laws, Punjabi University, unpublished LLM Dissertation, 2007.

### Alcohol Detox Programs

Alcohol detox is an important preliminary step in the management of alcoholism. It is a medically supervised period of alcohol withdrawal. During this period, a doctor may administer medications to control symptoms and the individuals are monitored by health professionals to ensure his or her safety. In addition to medical care during withdrawal from alcohol, the person usually also receives education about his or her alcohol problem and its treatment. Typically, alcohol detoxification takes place in a regular medical ward of a hospital, a specialized detoxification, unit, or in an outpatient clinic. Detox, which may last a few days, to more than a week, is an important and necessary preparation for treatment.

### Alcohol Rehabilitation Programs

Alcohol rehabilitation takes place in variety of settings such as hospital based programs, clinic based programs, Residential rehabilitation program, Day treatment programs, Out-patient programs, Intensive Out-patient programs, In-Patients programs, Group Counseling programs, Individual Counseling programs, Self-help Groups, After-Care/Follow-up programs etc are various programs which provides for rehabilitation of Alcohol Addicts.

### Steps in an Alcohol Rehab Program \*\*\*\*\*

- **Initial Assessment:** When a person is first admitted to an alcohol rehab program, he or she receives a through clinical assessment. The assessment is then used to help determine the best approach to treatment.
- **Development of a Plan:** Following the assessment, if any detox program or other medical care is required, the person will be assigned a care manager or counselor. Together they will plan out a detailed treatment plan to address the problem and real the goals. The plan is carried out by team of professionals that may include social worker, counselor, nurse, psychologist, psychiatrist or other professional. ††††
- **Group and Individual Counseling:** Counseling is an integral part of the treatment for alcoholism. Counseling gives the individual in rehabilitation tools to accomplish important goal-overcome denial, become motivated to solve problems, re-establish healthy connections with family and friends, change behavior and create a recovery lifestyle.
- **Individual Assignments:** Throughout the rehabilitation process, the person will be given materials to read, listen to, and watch, will be asked to write about him or her experiences or responses to treatment and given new behavior to try.
- **Education about Substance Use Disorders:** Often people are in the state of denial they believe their drinking is normal. In order to program in recovery, they need to confront the fact that they have a problem with alcohol.
- **Life Skills Training:** In Rehab, a person needs training for such as managing a person, stress, frustration, employment skills, developing social and communication skills.
- **Relapse Prevention Training:** It is important that the person recovering from alcoholism learn to recognize situations that can trigger a release and how to avoid it.
- **Orientation to Self-Help Groups:** Most alcohol rehab programs require participants to join a self-help group after the, program ends to help them continue on the path of

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\*\*\*\*\* 12-Step Alcohol Detox and Recovery Programs - WebMD [www.webmd.com/mental-health/addiction/alcohol-detox-programs](http://www.webmd.com/mental-health/addiction/alcohol-detox-programs).

†††† Ibid.

recovery. Taking part in a self-help group is not considered part of treatment, but rather an essential part of maintenance.††††

- **Follow up and after Care Programs:** Expert's emphasis that it's important to consider someone who has had a problem with alcohol dependence and is now sober to always be in recovery. To help prevent relapse people who have gone through treatment for alcoholism will periodically meet with a counselor or a group. The purpose is to assess how well the person is managing and to offer help in dealing with the challenges of daily living without alcohol. The above are few steps which are applied for the rehabilitation of the alcoholics.§§§§§

### **De-Addiction Centers in Punjab**

Drug rehabilitation is a term for the processes of medical or psychotherapeutic treatment, for dependency on psychoactive substances such as alcohol, prescription drugs, and street drugs such as cocaine, heroin or amphetamines. The general intent is to enable the patients to cease substance abuse, in order to avoid the psychological, legal, financial, social and physical consequences that can be caused, especially by extreme abuse. The deaddiction and rehabilitation centers' are anti-drug treatment centers' committed to drug abuse, prevention, controlled treatment rehabilitation of addicts addicted to alcohol, drugs, sedatives, tranquilizers or pain killers. These centers are pivotal to crusade against substance abuse and related problems. In these centers' the treatment includes medication for depression or others disorders, counseling by experts and sharing of experience with other addicts. Some rehabilitation centers' include medication and spiritual wisdom in the treatment process. The drug treatment and rehabilitation program should involve multipronged approach that includes treatment at physical, mental, social and spiritual plane.

Alcoholism and Drug addiction is a huge problem in Punjab. According to a recent' United Nation report, Punjab has the second highest number of drug addicts in India. According to Guru Nanak University, 73.5% of those aged between 16-35 years are drug addicts. The state is recorded an astronomical rise in consumption of Alcohol as per capita consumption in liquor in Punjab has increased by 59% from 2.5 proof liters to 4.09 proof liters in just a span of six years i.e. 2005 to 2011.\*\*\*\*\*There are plenty of de-addiction centres in Punjab, to help the alcoholics and drug addicts who have joined hands to do away with social problems. With enormous increase in alcohol consumption, the problem of rehabilitation of alcohol addicts has assumed great significance. Though formal measures and de-addiction centers' are in place but the need is to see that how far and to what extent have they been successful in rehabilitating the addicts and through what measures. The need is to delve into the socio-economic profile of the addicts and the nature of addiction. As such, Empirical study of three De-addiction and Rehabilitation centres namely Akal De-addiction Centre, Cheema Sahib Sangrur; Gurukripa Foundation, Drug Counseling and Rehabilitation Centre, Karamsar,Rara Sahib and Punjab Red Cross Saket Hospital Patiala was carried out. These three de-addiction centers' have been selected for empirical survey depending upon their divergent nature and approach. Akal De-addiction Centre, Cheema

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†††† 12-Step Alcohol Detox and Recovery Programs - WebMD [www.webmd.com/mental-health/addiction/alcohol-detox-programs](http://www.webmd.com/mental-health/addiction/alcohol-detox-programs).

§§§§§ *Ibid.*

\*\*\*\*\* Government Planning Commission "Report of the Working Group on Disease Burden for 12th Five Year Plan" May 9, 2011 also available at : <http://www.planning.commission.gov.in> (visited on April 12, 2015).

Sahib is a private Endeavour wherein alcohol addiction is considered to be a medical problem. Proper medical facilities and equipments are available, Apart from clinical methods; counseling, spirituality, physiotherapy related services are emphasized and focused upon. Gurukripa Foundation Drug Counseling and Rehabilitation Centre, Karamsar ,Rara Sahib is also a private Endeavour but with a rigid and conventional approach wherein alcohol addicts and drug abuses are considered as offenders and treated accordingly. Punjab Red Cross Saket Hospital in government initiative with nominal fees and liberal approach but how far is it catering to the needs of the addicts, needs to be looked into.

#### **Akal Deaddiction Centre, Cheema Sahib, District Sangrur**

Akal De-addiction Centre situated at Cheema Sahib, Sangrur was established in the year July 2004 under the aegis of the Kalgidhar Society over the last 10 years ,the kalgidhar society rehabilitation centre in the rural north India provides an in house rehabilitation program. This centre is popular for addiction treatment amongst the afflicted populace, both local and abroad. The Akal De-addiction Centre situated at Cheema Sahib, Sangrur is licensed for 30 beds and ensures the requisite staff as per requirement of the licensing authority. Dr (Col) Rajinder Singh and Dr.Sanjeev provided requisite information about the centre, the addicts, the structured daily Schedule followed by the addicts, their staff on the panel, and the mode of treatment, the medicines used and the nature of their approach. The centre has fully equipped and well organized outpatient department (OPD).All types of basic amenities are available within the premises of the centre. The in-patients are provided with all the daily amenities. All the in-patients at the centre are males. Proper medical facilities are provided to all the in-patients. Dr. Rajinder Singh is one prominent doctor among panel of doctors that the institute has. He was formerly in the armed forces as former Senior Adviser (psychiatrist).He is one dynamic person who is treating the addicts with humane touch and also providing them spiritual guidance and path for recovery. He is helped in his Endeavour by another doctor Dr. Sanjeev. Around the clock nursing facility is there to take care of these patients. Being a private Endeavour in the arena of social work, in-house patients were charged Rs 25000 for treatment. However, free medical facilities were paid to those below poverty line.

#### **Procedure of Treatment**

**(A) IN-PATIENTS:** As per the information provided by the doctors and staff of the centre that the admission to the rehabilitation centre largely depends on the determination and willingness of the addicts to leave drugs and lead a normal life for the sake of their personal good and social good i.e. for their family, relatives and friends. At the first instance the addict is admitted for a span of 30 days. In this centre three important steps are used:

a) **DETOXIFICATION:** In Drug detoxification, the patient is treated for his withdrawal symptoms. It is the first step of treatment. Detoxification or 'detox', is an option if you are alcohol-dependent. If one is alcohol-dependent one has a strong desire to drink alcohol. In addiction one's body gets used to consuming alcohol in large quantity. Therefore an addict starts to develop withdrawal symptoms 3-8 hours after the effect of last drink of alcohol wears away. So even if a person wants to abstain from drinking, it often becomes difficult due to withdrawal systems. Withdrawal symptoms include feeling sick (nausea), sweating, craving for alcohol. Convulsions occur in small number of cases. As a result a person's continues to drink alcohol to save itself from



these withdrawal symptoms .So if a person needs to recover from his addiction; the first step towards recovery is Detox. Detoxification or 'detox' ,involves taking a short course of a medicine which helps to prevent withdrawal symptoms when you stop drinking Alcohol. The most commonly used medicine for 'detox' is Chlordiazepoxide. This is a benzodiazepine medicine. Other possible medication that can be considered is Lorazepam.

- b) **COUNSELING:** In the period of 30 days, in the first week, detoxification process is continued, when the body becomes free from the craving of the drug, which he takes before coming to de-addiction centre. After that he is counseled by the psychiatrist regarding the repercussions of consuming drugs and alcohol. The In-patients are also provided with the facility to channelize the mental and physical energies in constructive activities and indoor games such as carom, chess and television.
- c) **EMPHASIS ON SPIRITUALITY:** Whereas in the centre, recitation of *Path* and *Simran* are encouraged to increase mental strength of the addicts to abstain from immoral activities such as alcohol or drug consumption, violence etc. Spirituality is an essential component (apart from psychological and medical ones) of the overall management and treatment of addiction patients in the centre. For this purpose a structured time table is followed. Counseling and physiotherapy related services are provided to each and every patient and the respective family members. Many of the community based Alcohol treatment programmes in Indian communities across the country have a strong cultural or spiritual component at there is intended to revitalize traditional beliefs and serve as the primary sources of Individual strength in maintaining sobriety. The research community, however, has been reluctant to accept the idea that culture and Indian spirituality may be important to the prevention and treatment of alcohol problem. At least two reasons exist for this attitude. First, non-Indian views of the psychology of behaviour are primarily secular and, for the most part, relegate culture to a peripheral role. Second, methods to measure spirituality, cultural beliefs, and values have not been well developed, hindering scientific study in those areas. A number of recent studies have attempted to find a link between cultural identification and substance use among Indian adolescents, but so far no relationship has been found (Beavvais, 1998). Although culture may not be a protective factor, but the extremely strong belief, held by Indian elders and others that culture is a critical protective factor suggests that more research is needed in this area.<sup>†††††</sup>
- d) **MEDICATION:** All types of latest medicines are used to treat the patients. The prescribed medicines are dispensed to the patients visiting the OPD (i.e. out patient department) for follow-up and treatment. It is ensured that there is adequate stock of all these medicines. Medicines such as Liafen and Campral (acamprosate) are administered to the patients in phases.
- e) **REGULAR FOLLOW UP:** The records of the patients are properly kept and maintained and there is regular follow-up so that the addicts who are recouping don't succumb to relapse. After 30 days, when drug addicts is sent to his house, the doctors of the centre demand report on the progress of the addicts at regular interval of one month from their parents, wife or other family members. In case of relapse, addict would be readmitted for treatment on concessional basis.

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<sup>†††††</sup> Ibid.

- f) **OUT-DOOR PATIENTS:** Under this treatment, the OPD patients are not kept in this centre, only medicines are provided to them. The indoor-patients are males but out-door patients include females. The names of females as ODP is kept under anonymity/confidential to save them from so called social stigma of being called an Alcoholic or Drug addict.
- g) Further as per the information provided by doctors on duty, Dr Rajinder and Dr. Sanjeev, the most of the cases were relating to addiction and intake of alcohol, heroin, sulpha, opium, smack and miscellaneous drugs like corax syrup.

| S.NO. | ADDICTION                         | NO OF ADDICTS | PERCENTAGE |
|-------|-----------------------------------|---------------|------------|
| 1.    | Alcohol ,could be with drug abuse | 14            | 46%        |
| 2.    | Heroin                            | 05            | 16%        |
| 3.    | Opium                             | 04            | 13%        |
| 4.    | Sulpha                            | 02            | 6%         |
| 5.    | Smack                             | 02            | 6%         |
| 6.    | Misc                              | 03            | 10%        |

As per the empirical data collected of 30 In-house patients, on monthly basis it was found that about 46%(14) in-house patients were undergoing treatment for excessive Alcohol intake and addiction, about 16%(5) In -house patients were being treated for opium addiction and 13%(4) for heroin addiction; about 6%each (2 each) for treatment of addiction to sulpha, smack and about 10%(3) for misc drug including corax syrups. Certain Case Studies were carried out and the details and analysis of the same are as under;

**CASE HISTORY OF ADDICTS**

(A)

Name : **Ramveer**  
 Age : 28 years  
 Residence : Dhiapi, (Mansa) Tehsil Bhikhi Distt Mansa  
 Marital Status : Married  
 Occupation : Agriculture (60 Acres Land)  
 Type of Addiction : Consumes half bottle of alcohol and one bottle of corax syrup daily.

History of Addiction: He is a rich landlord having 60 acres of land. He belongs to Sikh religion. He is married with 7 year old daughter. He started consuming Alcohol at a early age of 18years. Peer pressure and bad company forced him to consume alcohol and subsequently a bottle of corax syrup daily. Alcohol consumption everyday along with corax syrup was not a problem for him due to his good financial background. Due to his addiction he was suffering with body pains, fatigue, trembling and irritation, seeing him suffering due to his addiction, his wife got him admitted at Akal rehabilitation. He follows a structured time-table and now he is determined to leave his addiction and wants to lead a normal life.

(B)

Name : **Manpreet Singh**  
 Age : 27 Years  
 Residence : Darangwalatehsil Abohar District Faizalka  
 Status : Marital Status

Occupation : Agriculture (20 acres of land) the said land is given on Lease, owning two tractors

Type of Addiction: Consumes one bottle of alcohol daily (home brewed and Indian made foreign liquor) and subsequently starting taking injection of heroin. He started consuming Alcohol at the age of 17 years.

History of Addiction: He is an agriculturist having 20 acres of land, which is given on lease. He belongs to Sikh religion. His father had expired when he was small and he has mother, grandmother and two younger sisters to look after. He is married and has a 4 year old son. He starts consuming Alcohol at a very young age of 16 years in company of his friends, hiding this fact from his parents. Due to excessive drinking, he developed problem in his liver and then he was admitted in Sanjeevini hospital by his mother. When he was discharged from the hospital, he abstained from alcohol for eight months and then, by force his cousins in a marriage gave him injection of heroin drug, and then subsequently it had ill effects on his health such as water from eyes, liver damage, body aches. Looking at his deteriorating health his mother got him admitted in Akal rehabilitation centre. Though the addict was feeling homesick but he was determined to quit alcohol and heroin for his betterment

(C)

Name : **Parmeshwar Preet Singh**  
Age : 17 Years  
Residence : 182, Besides Sarvatkari Vidya Mandir School, Namdev Marg, Sangrur  
Status : Single/Student  
Occupation : Student (Thapar Polytechnic College, Patiala) Type of  
Addiction : Smoked more than 10 cigarettes, consumed Alcohol and also weed (sulpha).

History of Addiction: He was a student of Thapar Polytechnic College, Patiala but was rusticated due to quarrel. He is Hindu by Religion. He was a national level Boxer and he also won prizes in Karate. His family consists of mother and father both are advocates, one elder sister and one younger brother. He was forced to take drugs (sulpha, weed) by his roommates who from Tibet. Once his roommates forced him, then he started taking it regularly and he had no problem in procuring the alcohol and drugs due to sound financial background. His father found out about his addiction; he got him admitted in Akal rehabilitation centre. He is trying hard to leave his addiction and again join his studies.

(D)

Name : **Anmolpreet**  
Age : 21 Years  
Residence : Bhatinda  
Status : Single/Student  
Occupation : Student B.A. Final (DAV College)

Type of Addiction : Consumed Alcohol and Heroin Daily

History of Addiction: He is the student of B.A Final year in DAV College, Bhatinda. He belongs to Sikh religion started consuming heroin from the age of 19 years. Peer pressure and curiosity were the two reasons which led him to be Addict. The addict had no trouble procuring alcohol and drugs from his family since he belongs to rich family. The addict wants to leave alcohol and drugs for his own good.

(E)

Name : **Blam Singh**  
Age : 32 Years  
Residence : Mansa  
Status : Married  
Occupation : Agriculture and Business Background  
Type of Addiction : Consumed 2 or 3 bottles of Alcohol daily

History of Addiction: He belongs to rich family having 12 acres of land and has urban property. He belongs to Sikh religion. His family consists of his parents, his wife and his 8 year old daughter. As he contracted liver problem due to excessive alcohol consumption he decided to give up this habit to lead safe, healthy living. He was taking alcohol in excess from last 7 or 8 years. His parents and his cousin admitted him in the rehabilitation centre to help him give up this habit by following a structured and healthy time-table in the centre.

(F)

Name : **Kulwant Singh**  
Age : 31 Years  
Residence : Ludhiana  
Status : Married  
Occupation : Bus Conductor  
Type of Addiction: Consumes Opium and 2 bottles of corax syrup daily.

History of Addiction: He is serving as a bus conductor and has been consuming opium from last 6 years. He starting taking it in the company of other bus drivers and conductors because he believe it provides him energy to work for long tedious hours. He further held he is not remorseful that he is opium addict. He is married with a 4 year old son. He has been admitted by his wife to Rehabilitation centre three times earlier also, still he believes that intake of opium and certain quantity of alcohol provides him energy and stamina which is required for his kind of occupation.

(G)

Name : **Gursand Singh**  
Age : 32 Years  
Residence : Patiala  
Status : Married  
Occupation : Landlord/Having 22 acres of Land

Type of Addiction: Has been consuming Smack and Alcohol daily from last 12 years.

History of Addiction: He belongs to rich family having 22 acres of land. In his family he has a father who is a retired lecturer, mother is a homemaker, and has two younger brothers who are Advocates. He is married since two years and due to his addiction he has marital discord. He agreed that he used to make lame excuses to extract money from his parents to purchase smack and alcohol. The concerned addict is not willing to work because he says he belongs to affluent family and he has no regret regarding his addiction. His father and brothers got him admitted in the Akal rehabilitation centre .Now he is trying to leave his addiction and lead normal life.

(H)

Name : **Jaswinder Singh**  
Age : 32 Years

Residence : Sunam  
Status : Married  
Occupation : Service/Employed In Electricity Board  
Type of Addiction : He consumed one bottle of Alcohol and had Opium daily.

History of Addiction: He is employed in electricity board and also owns 20 acres of land. His father was also an opium addict and even he consumes opium daily and he said that he will not leave opium till his death. He is married and has 3 children. He is not guilty that he is an addict .He says that he has provided all facilities to his family and it's his life he will live as he wants to.

It is pertinent to note that during the survey it came to light that most of the drug addicts started with alcohol addiction, however gradually they became addicted to drugs like opium, sulpha, heroin. Further it is very important to mention here that combination of alcohol and drugs was being taken by some addicts undergoing treatment in this rehabilitation centre. As per the socio-economic profile of the 30 indoor patients is concerned it was found that about 70 % ( 21 patients) were married and 30% (9 patients) were unmarried. However it is stated that the patients had developed the problem at a younger stage but agreed to undergo rehabilitation program when the repercussions the drug abuse/alcohol addiction started telling on them and their social life. Further as per the educational profile of the indoor patients, about 76% (23 patients) had received school level education though only 33 % ( 10 patients) had received higher/professional education. About 24 % (7 patients) were uneducated. Classifying them on occupational basis, it was found that about 16 patients were agriculturists, 9 patients were in service (including retired employee, drivers/ and conductors), 3 patients were businessmen and 4 patients were students.

### **Gurukripa Foundation, Drug Counseling and Rehabilitation Centre, Karamsar, Rara Sahib**

This rehabilitation centre is located in Rara Sahib, Tehsil Payal and District Ludhiana. Rara Sahib is a village near Ludhiana city in Punjab, India. The village was transformed from simple Rara to Rara sahib due to visit by the sixth Sikh Guru, Guru Hargobind Ji. This rehabilitation centre is in Rara Sahib and is a private Endeavour started by a person Baljinder Singh. Being a private Endeavour no financial assistance of any sort is provided by the government. This centre was started in 2008. Mr Baljinder who is running this centre provided me all the required information regarding this centre, such as that there is a panel of qualified doctors in the centre, such as Dr. Anshuman Mittal, Dr. Sandeep Bhambri to take care of patients. Since the foundation of the centre in 2007, more than one thousand patients have been treated in the rehabilitation centre in nine years of its inception. The Gurukripa Foundation, Drug Counseling and Rehabilitation Centre have procured licence from the Punjab government.

### **Procedure of Treatment**

The procedure of treatment and rehabilitation is different in various rehabilitation centers'. There are three phases of treatment provided by them.

- 1. PRE-ASSESSMENT STAGE:** Under this phase, when the patient first comes to the centre, he is not directly admitted to the rehabilitation centre, infact first interview session takes place of the addict in which his drug history is taken, his determination to leave his addiction is checked and some counseling is done in which he is given information regarding the bad repercussions of the drugs. Then he is given a particular



date of admission in future in the rehabilitation centre. This time period is given to him so that he can prepare himself to leave the Alcohol and drugs and for getting admitted to the rehabilitation centre.

- 2. ADMISSION STAGE:** The patient is admitted on the date given to him. In this rehabilitation centre they admit an addict at least for period of six months. During these days. Indoor record of the patient is maintained, physical check up is done. He is also searched so that he is not carrying any drugs. Then his treatment starts, it is called "detoxification period". First ten days of admission of addict are very crucial, because their urge to take drugs is more but slowly their urge decreases and they move to the period of recovering from addiction. During their stay at the centre, medicines are provided for detoxification of the addict. During these six months, they remain in centre and the main gate of the centre is locked so that the addicts cannot move out of the centre so that they cannot procure alcohol and drug. The addict who is admitted in the centre is charged rupees ten thousand (Rs10,000) per month for his treatment. When under certain circumstances the addicts refuse to get admitted in the rehabilitation centre, the parents and the family members who are troubled due to his addiction and concerned for his health can contact the Guru kripa rehabilitation centre and the centre authorities take the help of police authorities to pick up the addict from his house with the permission of his family and get him admitted in the centre.

**3. POST ADMISSON PHASE/ FOLLOW UP STAGE**

This the final phase, which is also called 'follow-up' phase in which counseling is done followed up by medicines. The addicts/patients are asked by the authorities to periodically visit the centre for further counseling so that they should not resume taking alcohol and drugs. As per Dr Sandeep Bambri; their centre has 65% success rate of recovery of addicts and 30%-35% there are relapse cases also.

**CASE HISTORY OF ADDICTS**

(A)

Name : **Hardeep Singh**  
Age : 27 Years  
Residence : Muthadda Tehsil Phillaur District Jalandhar  
Marital Status : Unmarried  
Occupation : Agriculture

Type of addiction: The addict started consuming Alcohol when he was 16 years old and at the age of 20 starting having heroin (i.e. Chita in Punjab)

History of Addiction: The Addict is from Agriculture background. He was not interested in studies and so he studied till 8<sup>th</sup> standard. He belongs to Sikh religion. His Family consists of father, mother and two brothers and the patient is the middle sibling. He started drinking at the age of 16 years and his father also drank alcohol with him, and by the time he was 20 years old he started having heroin (i.e. Chita).The addict told me that he started consuming alcohol due to his father and friends and the urge of experimentation. He further stated that due to his addiction of alcohol and heroin, he was suffering from physical side effects such as pain in the whole body, amnesia (no sleep), lifelessness and irritation. He further said that his parents first got him admitted in Guru Tegh Hospital and took medicines to recover from addiction. He was admitted in the rehabilitation centre by his maternal uncle (mamaji).Further; the addict informed that he is on the way to recovery and now he wants

to stay more in the rehabilitation centre and help other addicts to get over with their addiction.

(B)

Name : **Arun**  
Age : 19 Years  
Residence : Amritsar  
Marital Status : Unmarried  
Occupation : Not Employed

Type of addiction: The addict first started drinking Alcohol and subsequently taking heroin.

History of Addiction: He started drinking at the early age of 16 years. He was studying in B.I.K School, Amritsar, but he subsequently left the school and quit studies. He started taking alcohol due to his friends who forced him to experiment and due to his addiction he was having bad effects on his body such as fever, body pains, nausea, etc. His father died recently and he is having his mother and younger brother. He was admitted in the rehabilitation centre by his mother and he further said that they follow a strict schedule at the centre and they sometime use punitive measures like making a person stand for long hours, treating them as offenders of society and god .He further informed me that due to his alcohol addiction he used to fight at home and even steal money from his mother. Now he was remorseful and he wants to quit his addiction. He said his determination and his faith in god's path would help him recover.

(C)

Name : **Vishal**  
Age : 32 years  
Residence : Kharar  
Marital Status : Unmarried  
Occupation : Service

Type of Addiction: He is addicted to Smack and he has alcohol in normal quantity.

History of addiction: He belongs to a middle-income group family. He was in service in Kharar (Punjab).He, at the age of 20, starting taking alcohol in normal quantity and subsequently his friends forced him to experiment with Smack. He starting taking smack in small quantity and when his wrong habit became an addiction even he didn't realize. Due to his addiction to smack he stopped eating food on the right time, he couldn't get good sleep, he felt depressed. Due to deteriorating health his parents admitted his to Batra Hospital, Hanna for his rehabilitation. Not only this he starting going to his job late, he didn't do his duties properly in his job and due to his non-professional attitude his services were terminated. He was admitted in this rehabilitation centre by his family. He is recovering very nicely in the gurukripa foundation centre. Further he got engaged to a girl from Kharar and he disclosed to her the fact of his addiction because he decided to tell his fiancée the truth regarding his addiction and then leave the decision on her whether to marry him or not. He further has decided that when he is fully recovered he will help other addicts to leave their addiction to Alcohol and various other drugs.

(D)

Name : **Palaram**  
Age : 23 Years  
Residence : Samana, Near Ludhiana

Marital Status : Unmarried

Occupation : Student

Type of Addiction: First he started with Opium, then started having Alcohol, later he started taking Heroine injection, in short he had cocktail of drugs.

History of Addiction: He is a student and in final year of his study which he is carrying on. He belongs to the family of servicemen. His father and mother are serving in Central Punjab Works Department (CPWD). He took to drugs because his cousin offered him and said he would feel good. He purchased heroin from Amritsar, Moga and Ferozpur. He said that heroin is very costly drug, it costs Rs.5000 per gram. He even stole his parent's money and even ATM to purchase drugs. He took drugs by different modes such as, sniffing, foil or injection. He further said that his parents found out about his addiction after two years of addiction and when it started telling on his health. Physical consequences of taking drugs was feeling of low and depression, fatigue, listless body, pain in the body. When parents found out, the addict was admitted for 4 times in Hospital D.M.C, but there was not much improvement. He was admitted to the Guru Kripa Rehabilitation Centre where he is recovering from his addiction. He further stated that the centre provided them indoor games like, chess, ludo, carrom etc.

(E)

Name : **Jasmal Singh**

Age : 48 Years

Residence : Village and Post Office Sunet

Marital Status : Married

Occupation : Agriculturist/Doing No Work

Type of Addiction: He is addicted to opium. He consumes more than three doses of 10 gms of opium daily and also consumes Alcohol.

History of Addiction: He is a rich landlord and has 25 Acres of land. His family has wife who is a homemaker, he has a grown-up son and daughter. He belongs to Sikh religion. He started taking opium when he was 17 years old and now he has been in this addiction since last three decades. He has no interest in working, in fact he bought opium and alcohol from the income of land. Due to this opium addiction over so many years he is now suffering from many health problems such as liver damage, kidney problem, sugar, body aches. And subsequently he also started drinking alcohol. His elder brother to save his life and to help him recover from his addiction he admitted him in Gurukripa rehabilitation centre at RARA Sahib. He stayed in the rehabilitation centre for a period of three months and his family was not satisfied with the centre services. As per the addict he was treated badly, if he had craving for opium in the starting and as punishment he was not given any food and many times made to stand at one place for long hours. He further said that the rehabilitation centre didn't treat them as patients but as offenders of god and society and gave them punitive punishments. The addict stayed at the rehabilitation centre for three months but he didn't feel any improvement, in fact he lost lot of weight, became irritable and at the name of the centre he used to get violent. In short, the patient and his family were not happy with the treatment of the centre.

(F)

Name : **Binder Singh**

Age : 36 Years

Residence : Village Sherpur

Marital Status : Married

Occupation : Landlord and Owner of Taxi

Type of addiction: He is a multiple drug abuser. He consumed smack at a very early age. He became alcoholic dealing with taxi customers and recently started taking 5-6 morphine injections also.

History of Addiction: He belongs to family of landlords and he lives in joint family in which many male members take opium, so it was very normal habit to have opium. He belongs to Sikh Religion. He started taking alcohol with his taxi drivers. Later on he also experimented with morphine injection. Infact the patient is a multiple abuser of drugs. The effect of his addiction on the family led to marital disharmony and fight with wife and relatives. Due to his addiction he even physically assaulted his wife. His addiction embarrasses his family when he behaves in uncivilized manner. He was admitted in the rehabilitation centre by uncle and cousin. Now he said he wanted to quit drugs and alcohol and lead a civilized life. He is determined that once he recovers from addiction he will often come to rehabilitation centre for counseling and follow-up so that he can save himself from relapse. He also accepts due to his addiction he is suffering various health problems i.e. watering eyes, pain in the body, digestion problem, lacks of appetite and liver problems. Dues to his addiction the other family members also don't respect him. He further said the Guru Kripa rehabilitation centre considers drug and alcohol addicts as offenders and uses harsh methods and punishments to help them recovers from their addictions.

A perusal of the addicts of this centre bring to light the following facts firstly most of the addicts belong to the age group of 17-35 years, secondly 60% of the addicts were undergoing treatment of drug abuse while 40% are trying to overcome alcohol addiction. Thirdly about 75% of the addicts at the centre were educated and this fact is distressing. Fourthly all the indoor patients are males. Fear of social stigmatization, harassment and social prejudices and bias prevent the female addicts to openly access rehabilitation programs openly and more less disclose their identity.

#### **Punjab Red Cross Saket Hospital, Patiala**

As the Red Cross is mainly a relief organization, people look upon it for immediate help during any natural or manmade calamity or disaster. The Punjab Red Cross generally provides relief to the suffering people during calamities like floods, fire, earthquakes etc. in the form of earthquake ration, clothes, blankets, milk powders, wheat, rice, medicines through the social workers and Volunteers of Red Cross. To help the Drug-Addicts to give up the addiction and over-come Drug-Abuse, Red Cross is running De-addiction centers at Khanpur (Ropar), Patiala, Bathinda, Gurdaspur. Amritsar, Mansa, Moga, Faridkot, Sangrur, Nawanshaher and counseling centers in Chandigarh where the Addicts are given free treatment, Yoga therapy and counseling services, so that they can develop strong will power to desist the attraction and craving for drug abuse Family counseling services by qualified Psychiatrists are provided to the Addicts to enable them to overcome their Addiction. One of the de-addiction Centers of Red Cross is also established at Patiala and is known as Punjab Red Cross Saket Hospital Patiala. The Punjab Red Cross is a registered non-profit organization. Another very important feature of the rehabilitation centre in Patiala is that a **Drug De-addiction Centre exclusively for women has been started at Saket Hospital Complex at Patiala. It is the first such centre in India for Women Addicts.** The centre in Patiala was inaugurated by Shri B.D.Pande by Governor Punjab on

26 May 1984. This Red Cross Drug De-Addiction Treatment Cum Rehabilitation Centre at Patiala is aided by Ministry of Social Justice and Empowerment, Government of India, New Delhi. This Rehabilitation Centre has been licensed to have only 30 bed rehabilitation centre. There are various other facilities which are provided by the centre to the addicts/patients such as free medicines for Indoor patients and medicines are available at nominal charges for out-door patients. X-Ray facilities on very nominal rate of Rs 70/- per x-ray, Physiotherapy on very economical rates.

### **Mode of Treatment**

In this centre there are two modes of treatment which are followed:

**1. Indoor Treatment**

**2. Outdoor Treatment**

**1. INDOOR TREATMENT:** In the rehabilitation centre, Shrimati Parminder Kaur Manchanda, who was the project director, provided requisite information regarding all aspects of the centre. She informed that the patients/Addicts were at first admitted for a period of one month (i.e. 30 days) and they followed four steps for de-addiction of the patient:

**a) Pre-Advice/Guidance**

**b) Medicines and De-addiction**

**c) Counseling**

**d) Follow-up**

At first when the patients comes to de-addiction centre he is interviewed by the counselor regarding the history of the drugs he has consumed, the reason behind his consumption, his health concerns and his determination level. Since the rehabilitation centre is funded by the centre, the addict is admitted at very nominal admission fee of Rs 100/ per day. So for one month the addict has to pay Rs 3340/- (Rs 3000/-meal for 30 days, Rs 300/-Refundable security's 40/-file charges) nominal charges for a period of one month. Due to the lesser charges, this centre is more approachable and its admission is always full. The very first week of admission is very hard on the patient because his craving for the drugs or alcohol is more and during this time the addict is given some medicines and pre-occupied by different activities to suppress his craving for the drugs. Simultaneously, a panel of doctors including a psychiatric, counsel and advise the addicts regarding the ill-effects of consuming drugs and alcohol or any other drugs. The addicts when they are in the centre follow a structured time-table getting up at 5.am in the morning starting with prayer, Yoga classes, group counseling, individual counseling, playing indoor games, watching T.V and the lights get off at night at 9.30pm. The Centre keeps them busy so that their mind is occupied and they should not crave for alcohol or drugs. They get nutritious meal to help them regain good health. After a period of 30 days patient is discharged and he is asked to visit the Drug Rehabilitation Centre at intervals to keep a follow-up so that he doesn't fall again in the clutches of Addiction. Being a government venture there is not much strictness in the centre. Sometimes certain drugs and alcohol also gets smuggled in the centre.

**1. OUTDOOR TREATMENT:** The second modes via which the patients can be treated are outdoor patients. Under this treatment the patients/addicts are not admitted in the centre but they are examined by the doctors and are given medicines for their addiction, they are counseled by trained psychiatric and they can go home. The treatment at this centre for outdoor patients is very cheap, they only pay Rs 20/- per visit. Due to the affordability of the centre, people from all income groups avail its



facility. As per Dr Parminder kaur indoor treatment is better than outdoor because a vigil can be kept on the indoor patients so that they don't retort back to their addiction, which is not possible in the case of outdoor patients. The relapse rate among outdoor patients is much higher than indoor patients. The OPD (outdoor patients department) is visited by patients who are addicted to different drugs such as heroin, smack, tobacco, opium, alcohol, sulpha, weed etc.

### **CASE HISTORY OF ADDICTS**

(A)

Name : **Sanjay**  
Age : 32 Years  
Residence : Banur, Near Patiala  
Marital Status : Married  
Occupation : Service in Private Institution

Type of Addiction: Having pack of cigarette and one bottle of Liquor every day.

History of Addiction: He belongs to the family of serviceman. His father died when he was just 17 leaving behind his mother and two sisters. He being the eldest had to carry out all duties and due to stress he started taking alcohol as suggested by his friends and subsequently he also started smoking cigarettes. He got married and now has two children, yet he is unable to give up his alcohol. Due to his this addiction there is marital discord in his family. He fights and quarrels on petty issues. His mother and wife got him admitted to the Punjab Red Cross, hospital in Patiala. He is on the way to recovery though he has reduced the smoking of cigarettes and alcohol but he is still not over his addiction.

(B)

Name : **Sagar**  
Age : 8 Years  
Residence : Patiala  
Marital Status : Unmarried  
Occupation : Domestic Help

Type of Addiction : He is addicted to smoking sulpha and chewing tobacco

History of Addiction: The addict is a small child of 8 years. He belongs to poor family. His father is dead and his mother is working in the houses as a domestic help. He was in 2<sup>nd</sup> standard when his father died and he left his studies due to lack of money and started working as domestic help. There he met some more people he told him that sulpha and tobacco is stress-busters. He started his addiction when he was 7 years old. His mother admitted him to the rehabilitation centre to help him recover from addiction. Some people wrongly encourage him that it looks fashionable for a small child to smoke.

(C)

Name : **Ashok Kumar**  
Age : 25 Years  
Residence : Patiala  
Marital Status : Unmarried  
Occupation : Not Working

Type of Addiction: He smokes at least 10 cigarettes of sulpha and more than half a bottle of Alcohol daily.

History of Addiction: He belongs to poor family. His father is a gardener in Thapar College and mother is a domestic help. He is Hindu by religion. From last 8 years he is

addicted to sulphur and alcohol. He got his addiction due to his Peer group. He is admitted in the rehabilitation centre by his father. He has come to the centre second time. He is not working. He procures the drugs and alcohol by taking advance from friends and relatives. Due to addiction he is suffering from body aches, loss of appetite sleepless nights. Now he admitted in the centre from three months and he is on the way to recovery.

(D)

Name : **Avtar Singh**  
Age : 54 Years  
Residence : Nabha Road Patiala  
Marital Status : Married  
Occupation : Not Working

Type of Addiction: He has been consuming alcohol from last 25 years

History of Addiction: He belongs to financially strong family. He belongs to Sikh Religion. He is married and has one daughter whose marriage is lined up on 17 January 2016. His family left him in the rehabilitation centre to help him recover from his addiction. He has been drinking alcohol from last 25 years. This is the third time he has come in rehabilitation centre, yet he has not overcome his addiction. The rehabilitation centre in Patiala is very affordable and that's why when the addicts don't listen to the family and trouble them, the family admits him in the centre.

(E)

Name : **Darshan Singh**  
Age : 35 Years  
Residence : Rajpura  
Marital Status : Married  
Occupation : Labour

Type of Addiction : Has been consuming country liquor in excess.

History of Addiction: He belongs to a poor family. He is Hindu by Religion. He is married, having four sons and his wife is a domestic help. He is a laborer he earns daily and uses all his earning in drinking country liquor. He does not give a single penny home and due to which there is marital dispute with his wife. He is so much addicted that he in influence of liquor beats his wife and children. The addict is admitted in the rehabilitation centre by his friend. He is a hardcore addict of alcohol and after he finishes a bottle he then gets mentally unstable.

(F)

Name : **Jaspal Singh**  
Age : 30years  
Residence : Patiala  
Marital Status : Unmarried  
Occupation : Service

Type of addiction : He consumes sulphur, sukha leaves.

History of Addiction: He belongs to landlord family and he is also in government service. He was starting consuming sulphur in the company of his friends. Earlier he took sulphur cigarettes just for enjoyment and later it became his addiction. He due to his addiction he was suffering from body pain, fatigue, and due to his addiction he is unable to perform in service and he takes lot of holidays due to which he is reprimanded by his head many

times. He believes due to addiction he has lost his respect, confidence and peace of mind. Now he is determined to leave his addiction and lead a normal life.

(G)

Name : **Anoop Singh**  
Age : 12 Years  
Residence : Nabha  
Marital Status : Unmarried  
Occupation : Student  
Type of addiction : He sniffs white fluid and consumes alcohol

History of Addiction: Anoop belongs to middle-income family. He is Sikh by Religion. His Father is a landlord and mother is a homemaker. He has a elder sister and a younger brother. He is a student of 7<sup>th</sup> standard in government school in Nabha .He got in the bad company they taught him to sniff the white fluid and he started liking it and slowly he became addicted to it. His father got him admitted to the Saket rehabilitation centre for giving up his addiction. And as informed by the authorities he was on way of recovery and was going to be discharged.

As per the empirical survey regarding 35 indoor patients, it was found that most of that most of the addicts belonged to the age groups of 20-35 years, though there was an addict as young as 8 years and the oldest being 65 years. About 70% were working. Those who were working, included those in service, those working as domestic help, daily wagers and agriculturists. About 66% were alcohol addicts.

What emerges from the empirical survey of three drugs de-addiction /rehabilitation centres' operating in Punjab namely Akal De-addiction Centre, Cheema Sahib, Sangrur, Gurukripa Foundation, Drug Counseling and Rehabilitation Centre, Karamsar, Rara Sahib, and Punjab Red Cross Saket Hospital ,Patiala is that exhibition of will to undergo treatment by the addict is integral to the success of the rehabilitation programme . Akal De-addiction Centre appeared to be congenial de-addiction centre for rehabilitation of addicts in terms of medical facilities, equipments, counseling, physiotherapy related services. The humane approach and emphasis in spirituality goes a long way in helping the addicts to recover from the medical problem. On the contrary the rigid approach of Gurukripa Foundation wherein harsh treatment as well as punitive punishments were meted out to the addicts ,did not go well with many of the patients as 'fear', 'violence' and 'irritability' made its impression on their minds. Red Cross Saket Hospital Patiala is a viable deaddiction centre with its nominal fees. But keeping in mind, the limited availability of beds (i.e. 30-35 beds), and question arises as to how these de-addiction centers' reach out to the addicts is a burning question as effective treatment is being received by miniscule proportion.

### **Conclusions and Suggestions**

Substance abuse is a complex problem having a medical and social ramification which impacts not only the individual user his or her family but also society at large. The growing menace of alcohol and drug abuse in India has become a great concern today with alcohol, cannabis, opium and heroine being the major drugs abused in the country. Alcohol consumption has increased manifold. Drug abuse and alcohol addiction has touched alarming level in Punjab with 67% of households having one addict. To slay the dragon of alcoholism, different approaches harping on the treatment of alcohol addicts and their subsequent rehabilitation are available. Prevention of substance abuse involves four steps-

awareness programmes and strategies to create and reinforce behavioral health, preventive interventions intended to prevent or reduce the risk of developing behavioral health problem, treatment for those diagnosed with substance abuse and alcohol addiction and recovery after rehabilitation. Many official preventive policies and organizations are operating under the Ministry of Social Justice and Empowerment (MSJE) to curb and tackle the problem of alcohol and drug abuse. Setting up and funding of detoxification and counseling centers' under National Drug De-addiction Programme and a forum for alcohol control, policy advocacy in shape of Indian Alcohol Policy Alliance are appreciable steps taken in this direction.

In 2011 Gazette notification was issued by government of Punjab entitled Punjab Substance Use Disorder Treatment and Counseling and Rehabilitation Centre Rules 2011 which made an integrated set of specifications centre established under section 71(2) of the 'The Narcotics Drugs and Psychotropic Substances(NDPS )Act', 1985 while laying down admission and licensing procedure, the relevant authorities and their functions and it also prescribed minimum standards of care to be followed by any de-addiction centre. However to establish and sustain high quality deaddiction services throughout the state, one needs to go beyond the minimum standard to upgrade the deaddiction centres and enhance their functionality, for this purpose, financial and administrative support by the government needs to be provided on continual basis and hence the need for stronger political will and resolve and funding in a phased and sustained manner to tackle the social malady. Identification of substance abuse at the grass root level, proper training of medical and nursing staff working in the deaddiction centres, documentation and monitoring of referral cases, maintenance of cross referral systems and parallel linkages with agencies and organizations and self help groups functioning against alcoholism and drug abuse ,availability of basic medicines are some of the ways in which the drug deaddiction centres can improvise their functioning and upgrade their services. Coordination at multi-sectoral, multi-departmental and multidisciplinary levels can go a long way in improving health service in the state. As substance abuse is rampant in the prisons of Punjab, de-addiction centres or services should be ideally set up in jails while checking the inflow of drugs in the jail. Prisons Staff should be sensitized and trained in detecting and apprehending drugs and Alcohol.

Gap in the availability of treatment services for alcohol and opioids dependents has become a matter of concern. As per Punjab Opioid Dependence Survey (PODS) jointly conducted by the society for Promotion of Youth and Masses and National Drug Dependence Treatment Centre of AIIMS (2016) on 3620 opioid dependent individuals across 10 District of Punjab, admission to a de-addiction centre which appears to be the most focused upon Treatment Strategy in the state is reported by just about 8% individuals in the last year 2015.\*\*\*\*\*Though admittedly majority of the addicts are males, another issue of concern is that social factors such as fear, social stigmatization and inhibitions keeps the women addicts away from these de-addiction centers'.

As Alcoholism is a disease, clinical methods for the treatment of the alcohol addicts needs to be cautiously used with medicines for rehabilitation, suppression of withdrawal symptoms and recovery, need to be administered to the addict. Humane touch is essential. Treating alcoholics as offenders and subjecting them to torture is not a desirable action. 'Money' consideration need not be overemphasized by the rehabilitation centres.

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\*\*\*\*\* Correspondent, 2.3 lakh Opioid dependent in 10 Punjab Districts. *The Tribune*, 15 January 2016.

Multidisciplinary therapy measures including family therapy need to be adopted as family with its network of relationships and behavioral interactions are regarded as a unit of treatment. However, self- realization to start life afresh can help in the rehabilitation of the addict in the long run. Further, Community action and Gram Panchayats can help identify drug addicts who need treatment. §§§§§§ The drug treatment and rehabilitation program should involve multipronged approach that includes treatment at physical, mental, social and spiritual plane.

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§§§§§§ Identify addicts with help of Gram Panchayats: HC, *The Tribune*, 14 July, 2018



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## **Peasant Response to Canalization and Colonization in Colonial Punjab: A Historical Enquiry**

**Dr. Kirat Grewal\***

*The study of developmental experience of the Punjab's agriculture would be incomplete without taking into consideration the historical fact of protracted colonial domination and the way mechanism of imperial exploitation affected the different segments and regions of the Indian economy. As far as agriculture is concerned, there were striking variations in the colonial state's policy towards different regions of India. It largely depended upon the areas specific economic conditions as well as the position that a particular region held in the scheme of the colonial exploitation. Question for review here as to why did the British give an agricultural orientation to the Punjab's economy? Section I of the research paper makes a broad attempt to draw connection between British induced canal colonization experiment and British imperial interests.*

*It is believed that the British Government, through its agricultural policies brought about an 'agricultural transformation' in the province; it infused life into agriculturally vapid, insipid and spiritless lands of now so called Western Punjab of today through the processes of canalization and colonization, it also prompted the development of irrigation and technology along with stimulation of trade, transport, communication and infrastructural facilities like electricity The reaction of the peasants in canal colonies to British agricultural policies requires introspection. Many other queries need to be resolved. How far did the British succeed in developing these colonies as models of agronomic practice or in reducing severity of famines? What response or reaction did these evoke in the various strata of the colonists? What was the native reaction towards British effort to establish 'market oriented' and 'monetized' economy; and how far did they succeed in playing the role 'cut out' for them in the complex mechanism of the agrarian economy? Sections II and III make a modest attempt to look into the said issues.*

**Keywords:** agriculture, policy, transformation, peasant, response

### I

After annexing Punjab to the British Empire in 1849, the colonial masters adopted such administrative and agricultural measures and policies which suited their imperial interests. They realized the ample inherent potentialities of this agricultural province and diverted their energies and efforts in making it a 'profit-yielding' possession.<sup>1</sup> One important dimension of agricultural growth under British rule was the extension of irrigation projects. For achieving the said purpose, an effective and an extensive network of canal irrigation system was laid out. It subsequently resulted in the colonization of sparsely cultivated and thinly populated arid and dry western plains of Punjab. The real motive of the British behind its policy of canalization and colonization of wasteland in Colonial Punjab was to serve its imperialist interests-fiscal, political and military. It aimed at exaction of higher land revenue and water advantage rate by bringing more areas under cultivation. Hari Singh in his book 'Agrarian Scene in British Punjab' rightly observes:

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The British therefore developed Punjab as an ideal colonial market. It is with this objective that canal irrigation was developed and ten million acres of wasteland were colonized and arid lands were converted into blooming field of wheat, cotton and oilseeds.<sup>2</sup>

Now, the question arises as to what extent were the fiscal interests of the government, the driving force behind its policy of agricultural colonization, satiated. The agricultural experiment fulfilled the expectations of the rulers to a large extent. Greater financial gains were appropriated by the colonial State through the enhancement of revenue. The Administrative Report of 1929-30 illustrates the extent to which financial prosperity of the Punjab came to be linked with that of the colonies. During the said year, eight colony districts paid the land revenue of Rs. 2,21 lakhs as compared to Rs. 2,34 lakhs collected from the remaining 21 districts. Even in terms of canal water rates, the eight districts paid Rs. 2.81 lakhs.<sup>3</sup>

Financial interests primarily hovering around the *abiana* (water tax), enhanced land revenue and sale of colony lands induced the British to stimulate changes in the agricultural economy of the province and transform it into 'a Hydraulic society *par excellence*'.<sup>4</sup> Through its agricultural policies, the British colonial regime played an unprecedented entrepreneurial role in creating in the Punjab what had been described without exaggeration as the 'largest irrigation system' in the world. Realization of political and military ends was at the bottom of its heart. "So long as you have a loyal and contented Punjab peasantry" said Sir Malcolm Hailey, the Governor of Punjab in 1920s in an insight that remains to be bothered "you can rely on your Indian army and can face with confidence any situation that may arise in other provinces."<sup>5</sup> While rallying the support of the landed peasantry around its imperio, the imperial state was able to secure its military interests, to a certain extent. About 1915, the Commissioner of Rawalpindi gave a very encouraging report of the successful working of the horse breeding conditions in the Lower Jhelum colony. The demand for remounts due to the war was the test that the scheme was designed to meet and the Commissioner felt gratified to learn that it had met it very well.<sup>6</sup> During the year 1915-16, the system of service grants-horse breeding on the Lower Jhelum, mule breeding and maintenance of camel cadres began to work with increasing smoothness. Only 13 cases of *lambardars* who held squares on mule breeding conditions defaulted in the three districts of Lyallpur, Gujranwala and Jhang. The Remount Department was able to purchase 1100 mules from Lyallpur District alone. In the Lower Chenab colony, three of the four grantee camel corps was mobilized without much difficulty. However the poverty and sifless character of the *Baloch* grantees and great liability of disease among camels appeared to the chief factors that militated against its ultimate success.<sup>7</sup> As such, these grants failed in the longer run.

The process of colonization of these arid tracts was not an easy task to accomplish. The immigrant grantees carved out a niche for themselves in the canal colonies after fighting all odds.<sup>8</sup> Early settlers had no path of roses to tread. Initially they had to face a number of formidable difficulties in the form of desolate area, uncongenial climate (scorching heat in summer), lack of amenities with means of irrigation in its infancy, backward means of transport and communication, scarcity of labour, hostility of the aboriginal tribal population and outbreak of epidemics like cholera. These problems were overcome step by step largely due to the vigilance and assiduity of the government officials and indomitable and adventurous spirit of the Punjabi farmers.<sup>9</sup> The next section illumines the role played

by the colonists, the peasant colonists in particular, in making these deserted areas bloom like a rose.

## II

The agricultural transfiguration could not be possible without active cooperation and enthusiastic adherence of the peasantry. The overwhelming positive response to government's policy of colonization is evident from the fact that there was large scale migration from different areas of the Punjab to the canal colonies. There was heavy drift of population into the canal area of Montgomery and Lyallpur. The bulk of these colonists were from the most congested districts of the centre and north of the province. In Montgomery, a small percentage only constituting 3% of the population of canal area was foreign born.<sup>10</sup> To quote Mr. Jacob -

In respect of urbanization, the truth of the matter is that upto the present the movement of the population of the Punjab has been only towards occupying desert spaces which canal irrigation has rendered fertile.<sup>11</sup>

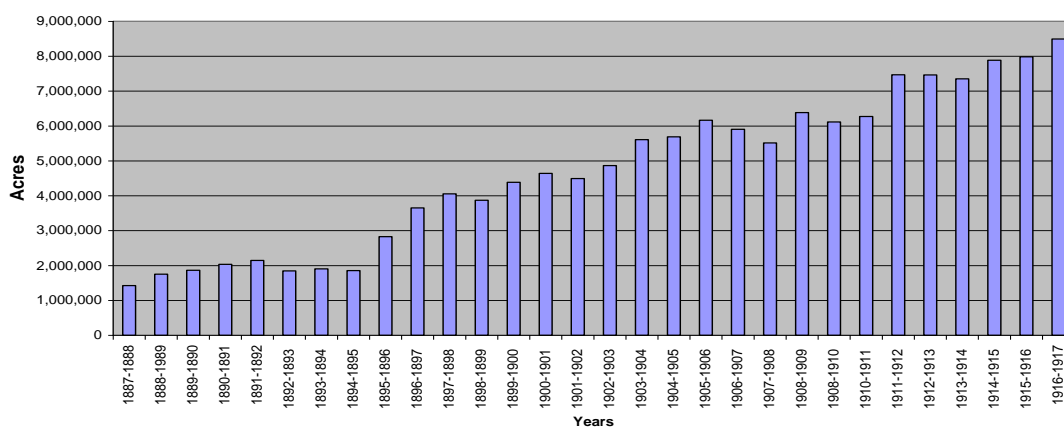
Colonization, as a process, could not lead to a 'special' and 'abnormal' increase in population for the simple reason that all the colonists had migrated to the colonies from the other districts within Punjab. However, the population statistics of particular districts indicated an upward trend. For instance, large scale immigration to the Chenab Colony did produce notable results in respect of sustainability of life. Similarly, the population of Jhang, Gujranwala and Multan increased by 129%, 29% and 12% respectively.<sup>12</sup> Opening up of tracts for intensive irrigation led to regional movement of the people towards Sirsa, Hissar, Ferozepur and Lahore districts in the first stage followed by movement towards districts of Jhang and Lyallpur, Sheikhpura and Shahpur and then towards Montgomery and Multan in successive stages.<sup>13</sup> In an interesting series of diagrams showing isopleths of rural population per square mile for the last four census, Mr. Jacob illustrated the steady movement of population towards the south west under the influence of expanding irrigation.<sup>14</sup>

The majority of immigrants were from Sailkot, Amritsar, Jullundur, Gurdaspur, Ludhiana, Ambala, Ferozepur, Gujrat and Jhelum. The overt response of the peasant proprietors to shift to canal colonies from their aboriginal places-districts of Sailkot, Amritsar and Jhelum, Gurdaspur, Hoshiarpur, Ludhiana, Ambala, Lahore and Gujrat portrayed their unending love for the land to the extent that it being in distant and desolate countryside did not act as a deterrent.<sup>15</sup> The result was the creation of new and prosperous centres of population.<sup>16</sup> The colonies, in chronological order of their settlement, were Sidhnai, in Multan district, Chunian, in Lahore district; Lower Chenab, in the districts of Lyallpur, Sheikhpura and Jhang; Lower Jhelum, in Shahpur and Jhelum district, Upper Jhelum, in Gujrat district; Lower Chenab, in Gujranwala and Sheikhpura Districts, Lower Bari Doab, in the Ravi tehsils of Montgomery and Multan districts; Nili Bar, in the Sutlej tehsils of Montgomery and Multan districts; Lower Chenab Extensions in Lyallpur district (including areas since transferred from Montgomery, Multan and Jhang districts).

The British agricultural policies oriented towards canalization and colonization yielded result in the form of augmentation in agricultural production. In 1868-69, the cultivated area of the province was only 20,172,000 acres of which 598500 acres was irrigated mostly from the wells and 14187000 acres was unirrigated. By 1886, over 5 million acres was irrigated by wells, private inundation canals and river beds.<sup>17</sup> Area irrigated by canals during the year 1902-03 rose to slightly over 5<sup>1/2</sup> million acres on account of Chenab and

Jhelum Canals.<sup>18</sup> The increase in area under irrigation did have a bearing on agricultural production.<sup>19</sup> Expansion of irrigation facilities not only resulted in increase in percentage of cultivated to cultivable area but also in sown to cultivated area and matured to the sown area.<sup>20</sup> Consequently, there was a good increase in cultivation on lands irrigated by the canals - Lower Chenab, Lower Jhelum and Chunion canals. Deputy Commissioner of Lyallpur expressed his satisfaction with the working of Irrigation Department.<sup>21</sup> By 1917, there was a gradual shift of unirrigated land to land under state canals.<sup>22</sup>

Diagram - 1  
Showing Total Area Irrigated  
By  
Punjab Canals- Major Works



Administration Report by the Chief Engineer, Irrigation Works, Punjab, of the Canals in the Punjab for the year 1916-17.

The increase in area under cultivation reached to the extent of 29,140,000 acres of which 9678000 acres was irrigated by state canals and nearly five million acres by private means i.e. wells and petty inundations. First, the land of eleven and then thirteen million acres was brought under cultivation by the State canals in the years 1922 and 1930 respectively.<sup>23</sup> The great increase in gross cultivated area over total area in the Punjab rose from 37 percent in 1868 to 53 percent in 1947 largely due to the contributory factor of the canal colonies.<sup>24</sup> The induction of the element of canalization in the agricultural economy of the province had far reaching implications. It brought about reduction in crop failures due to scanty rainfall in settled areas dependent on the vagaries of weather thereby raising the profit of cultivation.<sup>25</sup> Also, it did turn deserted lands into flourishing tracts brimming with prosperity, Calvert claimed: ‘Where great areas of waste are brought under the plough, the work of colonization brings both wealth to colonists and relief to their congested home districts’.<sup>26</sup>

Concurrent trends of complementary nature were witnessed with increase in area under cultivation and irrigation bringing about increase in total agricultural yield.<sup>27</sup> Moreover, they helped in escalation in the prices of land and agricultural produce subsequently. Land, soon, emerged as a marketable entity and agriculture a profitable enterprise. With increase in the value and volume of agricultural produce, there was manifold increase in the price of land. The total average price per acre increased from rupees 8 per acre in 1868-69 and then Rs. 200 in 1926-27 and then to Rs. 312 and Rs.333-4 in 1927-28 and 1929-30 respectively.<sup>28</sup>

Drift towards commercialization of agriculture from relative subsistence was a logical corollary to the extension of means of irrigation and transport. Rise of modern industries in Britain led to spurt in the demand of raw materials which, in turn, accelerated the need for specialization of Indian agriculture imbuing it with commercial overtones. The inevitable result of the changed scenario was production of cash crops such as sugarcane, oil seeds and cotton along with food crops, mainly wheat on a large scale in the Punjab. 'Market oriented' and 'monetized' agricultural economy began to take shape in the province with forces of market determining the nature of cultivation.<sup>29</sup> Opening up of a large number of avenues in the form of markets in other parts of India and European countries further acted as propellant in kindling the 'fire' of commercialization of agriculture in Punjab. Government policy in regard to custom and transit duties provided the much needed 'push' to set Punjab on the track of commercialization.<sup>30</sup> It was the government policy of liberalization of trade tariff rates that stimulated the trade in agricultural produce especially during the first decade of the twentieth century.<sup>31</sup>

Rapid commercialization of agriculture during British rule set in motion a new kind of monetized economy.<sup>32</sup> Along with phenomenal expansion of credit, the problem of growing indebtedness of the Punjab peasantry cropped up. Multiplicity of inter-connected factors- need and necessity, poverty as well as prosperity resulted in large section of Punjab peasantry falling into the enticing trap of debt.<sup>33</sup> To curb the rising trend of agricultural land passing out of the hands of indebted agriculturists in favour of non-agriculturist moneylenders, the *Land Alienation Act* (1900) was passed but it was ingrained with discrepancies. Attempted evasions of this Act were not uncommon. *Benami* transactions<sup>34</sup> through agriculturists became a worrying factor.<sup>35</sup> Further, it led to the mushrooming of the class of agriculturist moneylenders in the Punjab.<sup>36</sup> The Land Alienation Act provided the agriculturist moneylender a distinct edge over the non-agriculturist moneylender as he was not bound by any kind of restriction in acquiring land in case of default.<sup>37</sup> After the passage of the Act, there was tremendous growth of 'agriculturist' moneylenders<sup>38</sup> in Punjab. The 'boom' in moneylending business was accompanied by growing tension between the mortgagor and mortgagee. As early as 1915, the Muslim peasants in the districts of Multan, Jhang and Muzzafargarh attacked the Hindu moneylenders and burnt their account books.<sup>39</sup> The Machiavellian agriculturist moneylenders proved to be as exacting and 'astute' in their methods with regard to rate of interest and recovery of loan.<sup>40</sup> About sixty moneylenders were killed between 1932 and 1936.<sup>41</sup> The question for review here is that 'how far the government's efforts to develop alternate sources of credit met with success.' The progress of the cooperative movement was slow. There were 15480 agricultural societies and only 12 land mortgage banks in the whole province by 1929.<sup>42</sup> Government promoted credit institutions failed to reach out to a large proportion of the Punjab peasantry due to their cumbersome procedure for grant of loan, unattractive rates of interests and exacting manner of recovery of loan.<sup>43</sup>

'Regional political considerations' became the underlying force behind the agricultural policies of the state under the British rule. Ushering a uniform policy based solely on the protection and prevention of famine was not something that the state was keen on.<sup>44</sup> However, one needs to see as how far did the agricultural policy of the state especially with regard to famine relief and irrigation projects work effectively to palliate the ill effects of famine. Famine Commission of 1901 had been quite vocal on the issue as to how an increase in area under irrigation could mitigate to some extent the rigours of famines:



Since the transfer of the Government from East India Company to the Crown, there have been seven famines and one severe scarcity in the various provinces of British India. After 1901, we have no scarcities although there have been several cases of failure of monsoon. During this period, irrigated area increased considerably giving us good surplus in normal years. This result is mainly due to the foresight of Lord Curzon who appointed the Irrigation Commission of 1901 with the object of extending facilities for Irrigation and inaugurated the Agricultural Department.<sup>45</sup>

Development of irrigation works was intricately associated with the bid of the government to lessen the severity of famines. The recurrence of famines was intimately connected with the paucity of irrigated area. There was a proportionate decrease in the virulence of famines with increase in irrigated area.<sup>46</sup> However, Critics allege that famines, a reoccurring phenomenon under colonial era were not only the output of natural factors but also the policies of the British imperialists who were responsible for converting the draught like situations into the severe famines. Such calamities had negative outcome with the rise in the prices of foodgrains causing numerous hardships and posing serious problems in the form of rising crime rates,<sup>47</sup> dacoities and grain riots especially in South East Punjab. While petty thefts were provoked by pangs of hunger, artificial scarcity generated by manipulative activities of the *baniyas* evoked collective outrage.<sup>48</sup> Price rise and scarcity caused by exports kindled popular discontent which erupted in the form of grain riots. Vernacular newspapers like *Mulla Do Piazza*, *Lahore Gazette*, *Kohinoor*, *Gham-Khwai-i-Hind*, *Aftab-i-Punjab* and *Ashraf-ul-Akbar* gave vent to the feelings of growing frustration among the masses and urged upon the government 'to act' in time.<sup>49</sup>

While essentially conforming to then dominant economic philosophy of *laissez faire*<sup>50</sup> which continued to influence the thinking process of the administration, the British authorities tried to arrest the growing discontent among the masses by initiating some relief measures and evolving a few codes.<sup>51</sup> Relief was administered in the form of relief works, gratuitous relief, suspensions and remissions of revenue and provision of *takavi* loans.<sup>52</sup> But, administration of relief could not be claimed as a matter of right. Rather, it was a matter of 'concession' by the state who wanted to create an image of saviour in the form *ma baap* in the eyes of the wretched masses during such adversities.<sup>53</sup> The economic critique of colonialism by the nationalist forces on the question of famine and its related issues (poverty, land revenue assessment, export of foodgrains along with lacunae in the relief programmes) did indirectly help the British to apprise themselves of mass sentiments. They became more conscious in their policy of granting concessions and relief provided by them helped in checking large scale agrarian outburst.<sup>54</sup>

The simultaneous development of canals, railways and roads did not render Punjab absolutely free of liabilities. But, it did provide some respite to the famine stricken people with means of transport acting as agents of famine protection and canal colonies as disbursers of immense surplus stocks being produced therein. The "canal colonies" fed the famine stricken areas of the Punjab during the days of the scarcity.<sup>55</sup> Incalculable help was rendered by Chenab and Jhelum Canals by reducing the pressure on the soil in thickly populated districts and increasing the productive power of the Punjab province.<sup>56</sup>

Construction of relief works served as a source of employment for the famine stricken people groped in insecurity.<sup>57</sup> For instance, in 1877-78, excavation of the branches of Sirhind Canal provided employment to many persons adversely affected by scarcity and inflation in terms of rise in prices of food commodities or articles.<sup>58</sup> Canal tracts

everywhere especially the Chenab Colony offered a field of labour of which classes who first experienced the punch of famine were not slow to take advantage. However, relief labourers, in a few cases, felt that government or *Sirkar* was trying to extract cheap labour by getting the work done at low wages from them thereby taking advantage of the hard times they were passing through. District Commissioner of Ferozepore affirms this view in his report.<sup>59</sup>

### III

Undoubtedly, the revolutionary change in the agro economy of the province was initiated by the state through its policies but it was the overwhelming response of the peasantry in the canal colonies that took this agricultural revolution to its logical conclusion. The positive response of the peasantry can be gauged from the fact that the peasants actively responded to the 'call' of the state in terms of change in pattern of crops, adoption of mechanical innovations and improved methods of cultivation. Acting as per the British conception of development of canal colonies as representative 'models' of agronomic practice, the canal colonists, especially the peasant proprietors, did readily absorb the disseminated agricultural technology. They began cultivating better quality seeds to fetch higher prices.<sup>60</sup> Continual efforts made by Experimental Farms at Lyallpur and Sargodha to popularize the improved varieties of seeds met with considerable success. Increased sales of cotton seeds (250 mounds in 1906-07) and wheat (358 mounds in 1906-07) brought to light the fact that canal colonists did show eager appreciation of experiments undertaken by the Agricultural Department. There was a considerable expansion of area under acclimatized American cotton as it fetched higher price per mound, above that of indigenous varieties. Small experiments with Egyptian varieties were made in the various districts. In Hissar, there was not much success but in Muzzarfargarh and Mianwalli, the outturn was excellent.<sup>61</sup>

Lyallpur, the epicenter of agricultural research, did try to explore many lines of advance particularly in the context of mechanization of agriculture. Judicious use of new and improved mechanical implements, hoes, drills, harrows, reapers, iron Persian wheels, sugarcane crushers and iron ploughs were advocated. The dynamic Punjabi agriculturists displayed enthusiasm by purchasing these implements.<sup>62</sup> The scientifically inclined peasant proprietors gave overt response and unhesitatingly took to the use of sugarcane crushers, iron ploughs and iron Persian wheels. In response to spurt in trade of agricultural products, the canal colonists increasingly diverted acreage under cultivation to commercial crops and took to improved methods of cultivation like rotation and double cropping.<sup>63</sup> More valuable crops such as oilseeds, cotton, gram and wheat came to increasingly sown while area under less remunerative crops decreased. The cultivation of oil-seeds, cotton, gram and wheat between 1876 and 1921 increased by 577, 131, 70 acres and 35 percent respectively while the cultivation of barley in corresponding period declined by 41 percent.<sup>64</sup>

The above discussion pertains to the response of the Punjab peasantry as a whole to the official policy of canalization and colonization. But, the question arises as to what was the response of the different categories of selected canal colonists towards agricultural development. It is beyond doubt that selection of the colonists was a delirious task. Genuine attempt was made to select the agricultural tribes especially from Central Punjab keeping in view their physical fitness, line of descent and possession of resources and burning desire to start afresh in strange land with inbuilt difficulties.<sup>65</sup>

Canal colonists could be broadly classified into peasant proprietors, yeomen, and landlords apart from auction purchasers, service grantees, *janglis* and a small fragment of depressed classes. The bulk of land was granted to the peasant proprietors<sup>66</sup> as the British wanted the peasant proprietors to serve as the foundation stone of the agricultural transformation they envisioned to chip in.<sup>67</sup> True to aspirations of the British, the peasant proprietors displayed their admirable qualities and did full justice to the 'role' assigned to them. Industrious peasant proprietors were active recipients of the canal colonization experiment. The colonizing traits of the peasant proprietors came in full flow when they readily adapted to innovations in the field of science and technology.<sup>68</sup> However, the differential response of the peasant proprietors cannot be negated. They varied in terms of their agricultural skill, vision, managerial and entrepreneurial abilities and work ethos. On similar plane, tribal and regional differentiation among them could not be overlooked.<sup>69</sup> Difference in response and economic condition of the peasant proprietors sprung out of the heterogeneity in resources, agricultural expertise and varying degree of infrastructural availability. The agricultural prosperity did not touch all the sections of the peasant proprietors evenly. The peasant proprietors residing in the vicinity of cities and towns like Lahore, Amritsar, Multan, Peshawar, Ludhiana were placed in better position on account of their proximity to the market and accessibility to the new technology.

Differential response was evident during the days of famine. Famines were a source of worry and anxiety to the peasant proprietors living in desolate areas ravaged by famine. In sharp contrast, the better placed peasant proprietors took advantage of the situation. Dependency ratio within the family also determined the economic plight of the peasant proprietors.<sup>70</sup> As an ardent player in the process of modernization and commercialization of agriculture, they broke the path for agricultural development. The entrepreneurial skills of the peasant proprietors came into sharp focus as they supplemented their agricultural income from subsidiary occupation and diverted their additional income for productive purposes like purchase of land. In the sphere of capital investment by private enterprise, the peasant proprietors took the lead by vastly improving their holdings at their own expense.<sup>71</sup>

But the other two classes of colonists-yeoman and landlord, however, belied the expectations of the imperial rulers. The contention of the rulers was that they were striking the right chord by attracting the 'pick' of larger peasant proprietors as these agricultural classes would by the dint of their wealth, ability, creditworthiness and resourcefulness would prove to be of immense value but in reality they met with ignominious failure.<sup>72</sup> Capitalist element was inducted to strengthen the colony by providing for natural leaders of superior intelligence and wider outlook.<sup>73</sup> The obvious advantages in propitiating the landed gentry with valuable grants of land were taken into consideration. Prevalence of still 'semi feudal character in certain parts of the Punjabi society was also acknowledged. Genuine effort was made to restore prestige and influence of this class reeling under reoccurrent partition of the family estates and rise of an affluent, educated middle class. But, the capitalist landlord failed to make optimum use of opportunity provided to him. Rather, he faced the daunting task with indifference. Toeing a similar line, the yeoman failed to perform in accordance to the role 'cut out' for him within the colonial framework. The failure of the landlord and yeoman to pioneer the agricultural revolution in the state brought home the fact that mere hereditary advantage exclusive of strength of character and degree of capacity can not lift men above their fellows.<sup>74</sup> Capitalist landlords or larger

owners hardly showed inclination towards direct cultivation of their holdings. The incessant problem of absentee landlordism cropped up.<sup>75</sup> A large proportion of their area was leased out to the tenants. A considerable number of tenants who leased-in holding of large landowners were also proprietors of small holdings.<sup>76</sup>

An important dimension of agricultural change under the British was witnessed in the pattern of relationship between the cultivators, *kamas* and *kamins*.<sup>77</sup> The new change seen in the relationship between the proprietor and *kamins* occurred largely due to the decline in the *kamiana*, customary wage rate at the time of the harvest, against the backdrop of general price rise and persistence on cash payment which affected their economic fortunes adversely.<sup>78</sup> The higher wage rate in the canal colonies allured the *kamins* to migrate there.<sup>79</sup> For instance, many carpenters and blacksmiths residing in the densely populated central and sub mountane districts migrated there.<sup>80</sup> There were visible signs of emergence of contractual relations between the *zamindars* and the *kamins* on the ruins of traditional *sepi* system. With traditional caste calling turning unremunerative, many *kamins* gave up their traditional occupation. A sizeable number of *kamins* took to reclamation of waste lands in the canal colonies.<sup>81</sup> Possession of land bestowed on them prestige and helped them to climb up the social ladder.<sup>82</sup>

The aim of each new colony, as far as possible was to produce a community similar to that which the colonists had left in their houses. In pursuance of this policy, a small piece of land was normally set aside for distribution among village artisans and menials who, otherwise, would not have been attracted. As such, each such estate had its own composition of carpenters, potters, blacksmiths, and cobblers and so on. We also have references of peasant colonists who brought their artisans from their own old villages as they reposed greater trust on them.<sup>83</sup> Though *kumhars*, *tarkhans* and *lohars* were predominant, we find references of a number of other *kamins* who carried out their assigned tasks. In Montgomery, we have *chhimbas*, *danzis* and *dhobis* who were predominantly Muslims. Apart from them, there were *jhinwaar*, *julaha*, *nai*, *mochi*, *sonar*, *fakirs* and *mirasi*. Among the depressed classes were included *chamars*, *chuharas* and *ods*. A small portion of land had been reserved for the depressed classes also. In Montgomery, *ods* employed themselves on contract labour, though a certain number of them had been planted in separate estates as grantees in colonies.<sup>84</sup>

The gradual increase in the number of the agricultural labour during the second half of the nineteenth century was explicable in terms of general rise of the population of the Punjab especially in Central and South West districts and an increased demand for labour in canal colonies on public works.<sup>85</sup> The rise in the wages of labour in the North Western and canal districts of the province<sup>86</sup> coincided with the decline in the customary rates of wages in the central and submountane districts of the province.<sup>87</sup> As such, agricultural labourers (including many small landowners) who had imbibed a greater mobility in their character with commencement of modern means of communication migrated to the canal colonies in search of more remunerative wages and better livelihood. But, they failed to acquire land. However, there was a marked improvement in the condition of labour both in terms of food and housing facilities.<sup>88</sup> The cumulative impact of agricultural changes under British rule was to induce a change in the character of long pervading self sustaining village unit. The change became discernible when it opened new grounds in the direction of commercialization of agriculture. Production for subsistence gave way to production for



market. In its social implication, it did lead to loosening of ties of locality, kinship and caste to some extent.<sup>89</sup>

While allocating land, the *janglis* weren't left out. In Jhelum Colony alone, 11000 acres were granted to them by September 1912 bringing the total area to 436,159 acres.<sup>90</sup> The colonization of *bar* lands exercised a healthy civilizing effect on the aboriginal tribes of the *bar*. It was observed that the people in the canal colonies were more open to new ideas. They showed a decided tendency to assimilate fresh ideas no matter relating to the agriculture or social custom.<sup>91</sup> The colonies turned out to be true models of agronomic practice. The peasant proprietors, in particular, were more receptive to new ideas related to agricultural technology and economy.<sup>92</sup> The women residing in the canal colonies and central Punjab enjoyed comparatively a higher standard of living than their counterpart in southern Punjab as the former were seen leading a more vibrant and colourful lifestyle enjoying the various amenities of life. Arian women were seen supplementing their scanty petticoats with voluminous ones.<sup>93</sup> Whereas, the women in the South-East led a harsh life of sweat and toil slogging hard in the field for a longer stretch of time. The harsh geographical conditions prevalent there had rendered their lives hard.<sup>94</sup>

The general standard of living was high in the canal colonies. This fact was reiterated time and again in the progress report of the canal colonies. The colonies were provided with modern facilities of communication, schools, markets and other amenities of civilization on a scale atleast as generous as the other districts of the province.<sup>95</sup> Recognizing the importance of good communication, colonies were linked through a network of metalled and unmetalled roads and railways. In matters which are the *sine qua non* of successful colonization, the colonists did respond well.<sup>96</sup> They were successfully induced to building houses<sup>97</sup> and sinking wells in the village's sites.<sup>98</sup> Lyallpur Colony emerged as one of the richest tracts in the world primarily due to the initiatives taken by the government and industry and skill displayed by its first settlers. In the words of Malcolm Daring, 'The colony thus offers a remarkable example of the beneficence of a wise Government turned into admirable account by the labour of a hardworking peasantry'.<sup>99</sup>

Growing demand for education was a natural reflex of growing prosperity and burning new ambitions of persons residing in the colonies. Efforts were made by the government to meet the ever growing demand for school and educational facilities. Following the example of Lyallpur and Shahpur, where compulsory education was started in selected areas, other areas also embarked upon the programme of expansion in educational field.<sup>100</sup> In Lower Bari Doab Colony, twenty five new primary schools were started during the year 1919-20.<sup>101</sup> However, Punjab Administrative Report, 1910-11 asserts how increase in the more serious classes of criminal cases was more marked in the Central Range and in particular in the prosperous districts of Sailkot Amritsar, Gujranwala, and Lyallpur and how connection of strong drink with serious crime had become a matter of grave concern.<sup>102</sup> By 1910-11, cattle theft rose to 2305 cases. Harvests well above the average during the said period and continuous demand for cattle may have partly contributed to the increase.

Colony towns became 'model towns' in terms of prosperity and growth. By 1914, many colony towns, themselves, had been equipped with modern drainage system, water works and public buildings despite want of funds for expansion. The process of colonization did bring in its train a large scale migration and agricultural growth. It accelerated the rate at which urbanization took place in the canal colonies. A number of new markets and *mandis*



sprang up on the basis of private enterprise. *Warburton mandi* was the first instance of a town in canal colony towns which was entirely controlled by private management. *Nanakana* market was another town manned by private body. These came up in light of Mr. Maynard policy which deprecated State's interference in commercial enterprise.<sup>103</sup> Emergence of new urban centres and markets along the railway line such as *Phullarwan*, *Sargodha*, *Bhalwal*, *Sargodha*, *Shahjiwana* in Lower Jhelam Colony,<sup>104</sup> *Chichawali* Road, *Khanewal* and *Mian Channun* in Lower Bari Doab Colony facilitated the marketing and export of agricultural produce.<sup>105</sup> The prosperity of agricultural settlement was intimately bound up with the prosperity of the towns and markets upon which they depend.<sup>106</sup> In Lower Bari Doab Colony, the prices obtained from the sale of town sites were as remarkable as those of agricultural land. A few new town shops in Montgomery yielded Rs 5 lakh per acre. When the Lieutenant Governor visited the *mandis* of the Lower Bari Doab Colony during the year 1919-20, he was highly impressed by the quality of buildings erected and an air of prosperity that prevailed there.<sup>107</sup> However, large scale migration towards canal colonies did, to a certain extent, slacken the rate of urbanization in other parts of the province.

Rise of agro based industries such as cotton ginning; rice hulling was the positive fallout of agricultural growth in the Punjab especially in the canal colonies. The setting up of agro-processing factories bolstered the process of urbanization in the areas where they were started.<sup>108</sup> Many ginning factories were built in accordance to the plans approved by the Agricultural Department. By 1917, Ginning factories were already in existence at *Jahanian*, *Mian Channun*, *Chithawatni*, *Montgomery* and *Okara*.<sup>109</sup> In March 1918, the Financial Commissioner conferred with Agricultural and Colony officers and with representatives of one of the great cotton exporting firms on the question of ginning facilities in the Lower Bari Doab Colony. As a result, it was decided to establish more factories, each having 4 gins at *Khanewal*, *Mian Channun*, *Montgomery* and *Okara* and to introduce as many as possible competing interests.<sup>110</sup> The ginning factories, sold under special conditions at prices below market rates, were distributed among as many different interests as possible (including Japan Trading Company) in order to minimize risks of the formation of a ring against the producers.<sup>111</sup> Contribution made by the *Ramgarhias* in the rise of agro based industries cannot be overlooked.

#### IV

To cap it, one can say that the agricultural experiment undertaken by the State in the 'canal colonies' would not have fructified in the absence of cooperation of the peasantry. The enterprising and the industrious peasants of the Punjab evoke our admiration. It was this diligent, laborious and persevering peasantry which enthusiastically responded to the 'call' of the State to start fresh in the *bar* lands. The promptitude with which they accomplished the daunt task with alacrity evinces their immense passion for land and high degree of mobility in their character. However, there was variation in the response of the different sections of the canal colonists. Against the expectations, the capitalists and the yeomen failed to break the path of agricultural development. It were the assiduous peasant proprietors gifted with scientific aptitude who proved worthy of this task and crowned the government's efforts with success. At the micro level, the differential response amongst the peasant proprietors could be seen in light of disparity in their resources, agricultural expertise and other variables. *Janglis*, too, gradually assimilated into the civilized peasant society. Implicit change could be noticed in the pattern of relationship between the

cultivators and *kamins* with development of contractual relations between the two. Agricultural labourers benefited from the rise in wages in canal colonies. The canal colonies proved to be a source of incalculable help – providing food, fodder and employment in days of distress. However, a section of disgruntled labourers expressed its disillusionment with regard to the exaction of cheap labour. Canal colonies came to serve as models of agronomic growth to a large extent. Colony towns emerged as 'model towns' in terms of prosperity and growth. Agricultural growth coincided with the rise of agro based industries in the province.

It would be a folly to presume that response of the canal colonists was uniform or standardized through the times. There were cases of deviation when canal colonists expressed divergent views with regard to the agricultural policies of the British. Violent outburst was witnessed in 1907 against the background of politically charged atmosphere. Disturbances in 1907 clearly indicated serious breakdown of communication against the ruler and the ruled and central and Punjab Governments. Agitation or resentment over the Land Colonization Bill threatened to blow up into a conflagration. The timely intervention of Lord Minto saved the day by preventing the situation from exploding giving clear proof of the dexterity of the British in handling agitations and protecting their interests. The 1920s saw the rise of leftist forces in the Punjab countryside. The government aligned with the Unionist Party drawing its base from large owners, to keep the forces of peasant radicalism at bay.

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## Legalizing Euthanasia : A Comparative Analysis of International & National Perspectives

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### *Abstract*

*Legalization of Euthanasia has been a matter of debate among different Nations since decades now. Many Nations like UK and USA have their own laws and provisions pertaining to legalization of Euthanasia or not. In India, in a latest Judgment of 2018, the Hon'ble Supreme Court of India has allowed passive Euthanasia. However, it is subject to certain restrictions. The present paper makes an attempt to compare and analyze the position of Euthanasia from legal point of view in different countries.*

**Keywords — Euthanasia, Legalization, Passive, Restriction, Legal, Analyze**

### **Introduction**

Viewed from a traditional Judeo-Christian point of view, euthanasia is murder and a blatant violation of the biblical commandment “Thou shalt not kill.” From a secular perspective, one of the principal purposes of law is to uphold the sanctity of human life. “Euthanasia” is a broad term for mercy killing—taking the life of a hopelessly ill or injured individual in order to end his or her suffering. Some afflictions cause people to suffer through extreme physical pain in their last days, and euthanasia may seem like a compassionate way of ending this pain. Euthanasia is so controversial because it pits the plight of suffering, dying individuals against religious beliefs, legal tradition, and, in the case of physician-assisted death, medical ethics.\*\*\*\*\*

The term “euthanasia” is derived from ancient Greek term meaning “good death.”††††††† The term euthanasia originally meant only “good death” but in modern society it has also come to mean a death free of any anxiety and pain, often brought about through the use of medication.††††††† It has also come to mean “mercy killing” that is, deliberately putting an end to someone’s life in order to spare the individual’s suffering.§§§§§§§

However, Alexander Morgan Capron argued in his work upon euthanasia\*\*\*\*\* , argued that the translation of the Greek word euthanasia-‘easy death’- contains ambiguity/ it connotes that the means responsible for death are painless, so that the death is an easy one. But it also suggests that the death sought would be a relief from a distressing or intolerable condition of living (or dying), so the death, and not merely the means through which it is achieved, is good or right in itself. Usually, both aspects are intended when the term

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\*\*\*\*\* James O. Torr, *Euthanasia* (2000) Opposing Viewpoint Series p.12.

††††††† Robert Orfali, *Death with Dignity- The case for Legalizing Physician Assisted Dying and Euthanasia* (2011) Mill City Press p.5.

††††††† Michael Manning, *Euthanasia and Physician-Assisted Suicide: Killing or Caring?* (New York: Michael Paulist Press 1998), p.1.

§§§§§§§ *Ibid.*

\*\*\*\*\* Alexander Morgan Capron, “Euthanasia”, in 2 *Encyclopedia of Crime and Justice*, Sanford H. Kadish ed., (1983), p.709.

euthanasia is used; but when that is not the case, there can be consequences in legal analysis.††††††††

“Euthanasia” is a loaded term. The topic is highly controversial: people have been grappling with it for ages. The current debate over euthanasia straddles multiple disciplines— including ethics, law, public policy, medicine, philosophy, and the existential meaning of life and death.

The **Declaration on Euthanasia by the Vatican's Sacred Congregation for the Doctrine of the Faith** defines euthanasia as “an action or an omission which of itself or by intention causes death, in order that all suffering may in this way be eliminated.”††††††††

The **Black's Law Dictionary** defines Euthanasia as the act or practice of killing or bringing about death of a person who suffers from an incurable disease or condition, esp. a painful one, for reasons of mercy.

### **Legalizing Euthanasia: Global Scenario**

Legal means rules, law endorsed by the Sovereign to safeguard the interest of its subjects. To incorporate these rules, regulation you have to take a view of the verdicts given by courts. These form the basic source of legal jurisprudence. They are comprehensive with the charters of the States, the Acts and rules. The decisions given by the Apex Courts always have an authoritative value and are binding on the lower courts in any state. The decisions delivered by the court are considered precedents. They steer the judiciary when similar cases appear in front of them for adjudication. They hold a prominent position in codification of any statute. In England, the House of Lords' various decisions show variations about euthanasia. There is no unanimous opinion amongst them. It indicates changes in their decisions as per the changing social norms and cultural veracities. In some countries it is legalized or in others, it is criminalized.

Euthanasia is presently legalized in countries like Netherlands, Belgium and Luxembourg. States like Switzerland, Germany, Albania, Colombia, and in the US States of Oregon, Washington, Vermont, New Mexico, Montana give permission for assisted Suicide. The state of Netherlands, Belgium and Luxembourg legalize assisted suicide or euthanasia. It has been observed that legalization of euthanasia is mainly due to three prominent factors. They are

- 1) Individualization, that is right of autonomy
- 2) Diminishing taboos with respect to death.
- 3) Extending life of a terminally ill not being the only suitable focal point of medical cure. §§§§§§§§

Dialogues about the possibility of legislation on euthanasia or assisted dying occurred in many states like United Kingdom, France, Columbia and Australia. Discussions concerning the possibility of law frequently related to anxiety concerning the model of the Netherland, Belgium, Switzerland or Oregon. It was verified whether other countries could implement it like them. On 20th May, 2013, Governor Peter Shumlin signed Vermont's doctor prescribed suicide bill, namely “Patient Choice at End of Life” bill. The legislation was effective immediately. \*\*\*\*\*

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†††††††† Bryan A. Garner, Editor in chief, Black's Law Dictionary, 8<sup>th</sup> Ed. , USA p.594.

†††††††† Congregation for the Doctrine of the Faith, Declaration on Euthanasia (Vatican City: 1980), Part II

§§§§§§§§ Shetye Medha Sachindra, “Understanding euthanasia a critical study of euthanasia from social and legal perspective” Shri Jagdishprasad Jhabarmal Tibarewala University, 2015 Chapter 8

\*\*\*\*\* Shetye Medha Sachindra, “Understanding euthanasia a critical study of euthanasia from social and legal perspective” Shri Jagdishprasad Jhabarmal Tibarewala University, 2015 Chapter 8, p3.

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## Countries Which Have Legalized Euthanasia

### 1. Australia

The Northern Territory of Australia was the first country to legalize euthanasia. It did so by passing the Rights of the Terminally Ill Act, 1996. It was held to be legal in the case of *Wake v. Northern Territory of Australia*<sup>††††††††</sup> by the Supreme Court of Northern Territory of Australia. Subsequently, the Euthanasia Laws Act, 1997 legalized it.<sup>††††††††</sup>

### 2. Netherlands

Lengthy discussions of the proponents on the issue resulted in a legislation for euthanasia. The tradition of mercy and the physicians support also helped in the legalization of euthanasia. The enactment came into force in the year 2002. This legislation made assisted suicide and euthanasia legal. The enforcement of the act was with strict stipulations of care. In 1973, the "Postma case" activated discussions of the populace on the subject in the State. The medicinal fraternity also accepted brought a change that where there is no recourse a individual should not be forced to survive in opposition to his desires when suffering is the only thing left in life for them.<sup>§§§§§§§§</sup> Over a period of time, it was observed that assisted suicide and euthanasia had now become a necessity for those that suffered terminal sickness. The Euthanasia Act of 2002 was enacted. It was enforced in April.<sup>\*\*\*\*\*</sup> The Act levied restrictions on its implementation. Under the provisions of the act euthanasia had to be administered only to the enduring patients whose condition was irretrievable.

Netherlands is the first country in the world to legalize both euthanasia and assisted suicide in 2002. According to the Penal Code of Netherlands killing a person on his request punishable with 12 years of imprisonment or fine and also assisting a person to commit suicide is also punishable by imprisonment up to three years or fine. Thus, though active euthanasia is technically unlawful in the Netherlands, it is considered justified (not legally punishable) if the physician follows the guidelines.

### 3. Belgium

After Netherlands, Belgium in 2002 legalized euthanasia. It was the second state in the European continent to have legislation on euthanasia. There was no implementation of it on cases which did not deserve it. With these reports the governing body of the state decided to expand the scope of euthanasia.<sup>††††††††</sup> In 2013, the expanded legislation was passed by parliament. This new reform permitted the young to terminate life with aid of the physician.<sup>††††††††</sup>

The Belgian Parliament had enacted the 'Belgium Act on Euthanasia' in September, 2002. It defines euthanasia as "intentionally terminating life by someone other than the person concerned at the latter's request". Requirements for contemplating euthanasia are very strict. They include that the patient must be an adult, has repeated and well considered the

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<sup>††††††††</sup> (1996) 5 NTLR 170

<sup>\*\*\*\*\*</sup> "How should Australia regulate voluntary euthanasia and assisted suicide?" Available at [http://eprints.qut.edu.au/54757/1/How\\_Should\\_Australia\\_Regulate\\_Voluntary\\_Euthanasia\\_and\\_Assisted\\_Suicide\\_A21\\_\(White\\_and\\_Willmott\).pdf](http://eprints.qut.edu.au/54757/1/How_Should_Australia_Regulate_Voluntary_Euthanasia_and_Assisted_Suicide_A21_(White_and_Willmott).pdf) accessed on 01-05-17

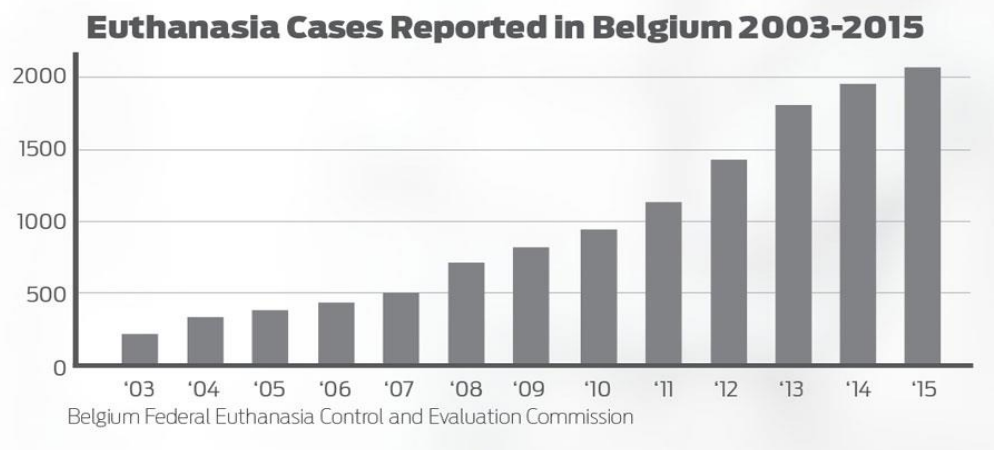
<sup>§§§§§§§§</sup> Shetye Medha Sachindra, "Understanding euthanasia a critical study of euthanasia from social and legal perspective" Shri Jagdishprasad Jhabarmal Tibarewala University, 2015

<sup>\*\*\*\*\*</sup> Ibid.

<sup>††††††††</sup> Rucha Dhananjay Kulkarni, "An Analytical Study Of Euthanasia In India With Reference To Aruna Shanbaug's Case" 2014-2015

<sup>\*\*\*\*\*</sup> Shetye Medha Sachindra, "Understanding euthanasia a critical study of euthanasia from social and legal perspective" Shri Jagdishprasad Jhabarmal Tibarewala University, 2015

request which is voluntary, and he/she must be in a condition of unbearable physical or mental suffering that can be alleviated. All these acts must be referred to the authorities before allowing in order to satisfying essential requirements. §§§§§§§§§§



Source §§§§§§§§§§ : Euthanasia

#### 4. Luxembourg

After Netherlands and Belgium, Luxembourg ranks as the third place in the continent to enact legislation on euthanasia. According to the Act the incurable could legally terminate life. Similar to the earlier legislations, of Netherlands and Belgium this also had certain stipulations to be followed during its execution. It was exactly the same as those two countries. †††††††††† Lydie Err, a communist, played a major role in sketching the legislation. †††††††††† The Act did not permit the implementation without the patient's request. It could be a demand in existence or a one made by the patient explicitly before. The physician had to confirm the demand and the irretrievable situation of the aspirant before enforcement. §§§§§§§§§§

#### 5. Switzerland

Switzerland is the state known for performance of assisted suicide. Though there was no legislation on the subject, assisted suicide has been executed in the state ever since 1940. This is the only state which does not restrict the assistance to be given limited to the physician only. Unlike the other states the aid given to the patient to end life in this country can be extended by any being. §§§§§§§§§§

According to Article 115 of Swiss Penal Code, suicide is not a crime and assisted suicide is a crime if and only if the motive is selfish. It does not require the involvement of physician nor is that the patient must be terminally ill. It only requires that the motive must be

§§§§§§§§§§ Rucha Dhananjay Kulkarni ,“An Analytical Study Of Euthanasia In India With Reference To Aruna Shanbaug’s Case” 2014-2015,

§§§§§§§§§§ “Euthanasia”, available at <http://legatus.org/tag/euthanasia/> accessed on 01-05-2017

†††††††††† Rucha Dhananjay Kulkarni ,“An Analytical Study Of Euthanasia In India With Reference To Aruna Shanbaug’s Case” 2014-2015,

†††††††††† Shetye Medha Sachindra, “Understanding euthanasia a critical study of euthanasia from social and legal perspective” Shri Jagdishprasad Jhabarmal Tibarewala University, 2015

§§§§§§§§§§ Ibid.

§§§§§§§§§§ Shetye Medha Sachindra, “Understanding euthanasia a critical study of euthanasia from social and legal perspective” Shri Jagdishprasad Jhabarmal Tibarewala University, 2015

unselfish. In Switzerland, euthanasia is illegal but physician assisted suicide has been made legal. ††††††††††††

### **6. Albania**

In the year 1999 Euthanasia was legalized in Albania. It stated that any form of voluntary euthanasia was legal under the Rights of the Terminally Ill Act, 1995. Passive euthanasia is considered legal if three or more family members consent to the decisions.

### **7. Colombia**

Colombia has no specific law on the issue but it has been held by their constitutional court, that voluntary euthanasia can be administered. Till the enactment the precedent of this apex court delivered in 1997 is considered to be the law for the state. The ruling has permitted euthanasia for incurable patients if they show their explicit desire for the performance of the act. ††††††††††††

### **8. Japan**

Japan waits for a law in the state. However the two judicial decisions have paved the possible way for the legislation. In 1962, the judicial authority of Nagoya permitted the patient to terminate life by withdrawal of life supporting system. In one more judgment delivered in 1995 on the subject in the Tokai university case the court permitted death with mortal drugs. From the above it can be seen that the state courts are for both the types of euthanasia viz, active and passive. §§§§§§§§§§§§ The regulations for active euthanasia are more or less the same like passive with slight variations. The difference is that in passive the consensus could be given by the patient or his relatives but for active it could be given by the patient only and all the resources of relieving agony of the patient had turned futile. \*\*\*\*\*

### **9. United States**

Only few countries like Oregon, Vermont, Washington, New Mexico and Montana permit suicide with aid of the physicians and passive euthanasia. However the active type is banned all over US.

### **10. Oregon**

The state has enacted implemented the “Death with Dignity Act (DWDA)” in the year 1994. However, it was enforced and put into implementation in 1997. This was the first state of the U S to have legislation on “physician assisted death”. Like the other laws prevalent this Act also laid similar regulations for its enforcement. This law is restricted for the adults in their state. The criterion is that the patient had to be an adult citizen of Oregon and also domiciled in the country. He should be a competent person possessing the ability of making a choice. The individual should have been ailing with the disease for a considerable period and in the final stages of his illness where his approximate survival period would not cross six months. ††††††††††††

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†††††††††††† Rucha Dhananjay Kulkarni ,“An Analytical Study Of Euthanasia In India With Reference To Aruna Shanbaug’s Case” 2014-2015,

†††††††††††† Shetye Medha Sachindra, “Understanding euthanasia a critical study of euthanasia from social and legal perspective” Shri Jagdishprasad Jhabarmal Tibarewala University, 2015

§§§§§§§§§§§§ Ibid

\*\*\*\*\* Ibid

†††††††††††† Shetye Medha Sachindra, “Understanding euthanasia a critical study of euthanasia from social and legal perspective” Shri Jagdishprasad Jhabarmal Tibarewala University, 2015



### **11. Washington**

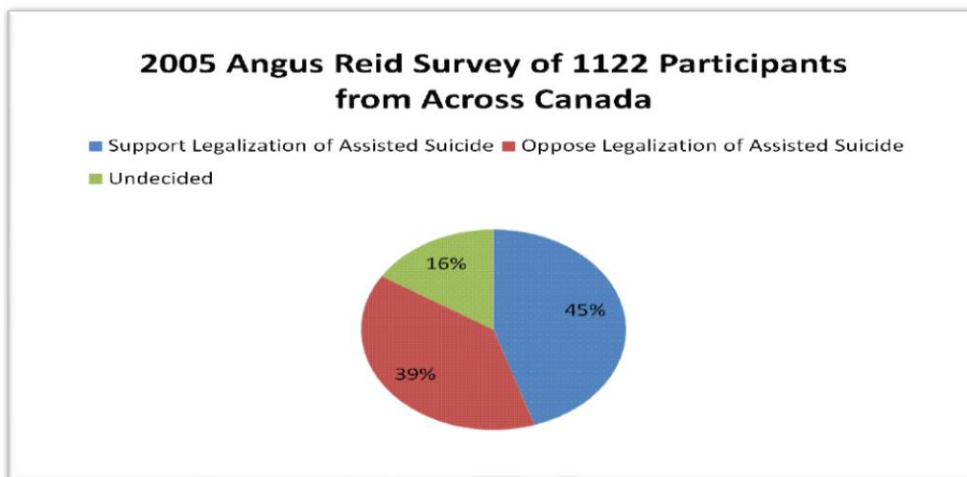
Washington State also consented to the act of Oregon and enacted as a law in their state in 2008. However the ban on physicians to aid suicide in Oregon does exist here. Pursuant to the apex court judgment in 2009 which permitted the doctors to aid their sick people with fatal medication.

### **12. Montana**

After the above two narrated states Montana was the next to permit death with the assistance of doctors. The judgment given in the “Baxter v. Montana” was the cause of this permission. In this case the court gave a ruling that aid of the doctors for termination of the sick should not be considered an act opposing public policy.

### **13. Canada**

In Canada, patients have the rights to refuse life sustaining treatments but they do not have the right to demand euthanasia or assisted suicide. In Canada, assisted suicide is a crime under the Canadian criminal law. This has been confirmed in the case of *Rodriguez v. Attorney, (1994)*. The verdict stressed about the possible abuse,. They felt that the patients interest would be subdued to the others interest if Physician Assisted Suicide is allowed. However passive euthanasia is justified in the state and therefore allowed.\*\*\*\*\*



Source\*\*\*\*\*: Euthanasia Prevention Coalition (EPC)

In March 2005 EPC participated in an Angus Reid survey of 1122 participants from across Canada. 45% of Canadians supported the legalization of assisted suicide, 39% of Canadians opposed the legalization of assisted suicide while 16% were undecided.

### **14. Mexico**

Active euthanasia is unlawful in the state. However from 2008 the country permits it, if the vulnerable is in a vegetative state enabling to understand the situation because of the ailment.

### **15. The United Kingdom**

The euthanasia was illegal in United Kingdom. On November 5, 2006 British Royal College of Obstructions and Gynecologists submitted a proposal to the Nuffield Counsel of

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\*\*\*\*\* “Euthanasia and Assisted Suicide in Canada” available at <http://www.lop.parl.gc.ca/content/lop/ResearchPublications/2010-68-e.pdf> accessed on 02-05-2017

\*\*\*\*\* “EPC response to Quebec euthanasia poll” Available at <http://alexschadenberg.blogspot.in/2009/08/epc-response-to-quebec-euthanasia-poll.html> accessed on 01-05-17



In India, active euthanasia is undoubtedly illegal. Since in cases of euthanasia or mercy killing there is an intention on the part of the doctor to end the life of the patient, such cases would clearly fall under Section 300(1)\*\*\*\*\* of the Indian Penal Code, 1860. It attracts punishment for murder under Section 302††††††††††††††††††††.

In India, the Aruna Shanbaug case has been a landmark judgement in this respect. Justice Katju and Justice Mishra allowed removal of life saving devices for terminally sick in a non recoverable unconscious condition. However permission of High Court is essential to perform the act. This has been the law of the land till legislator enact a law in respect to it. Emphasis was given on human autonomy. The judgement also establishes that each individual should be able to live with least amount of decorum, as soon as the condition of survival cascades under the lowest point. The human beings have to be permitted to finish such convoluted subsistence. It recommended the deletion of section 309 of I.P.C. Rejection of active euthanasia because of the high probability of its misuse in the country. ††††††††††††††††††††

The decisions discussed above promote legalization of euthanasia, with necessary safeguards. This is because of the rejection of euthanasia in number of cases. It has been observed that while enacting a law on euthanasia the perpetrators can be aware of the possible drawbacks emphasized in these negative judgments, and take precautions of the possible abuse to strengthen the legislation that they shall be enacting.

In July 2014, the Supreme Court had issued notice to all States seeking their views on whether a terminally ill person can execute a “living will” that his or her life support system be withdrawn if he or she reaches a vegetative state with no hope of revival. In May 2016, health ministry uploaded the draft bill and asked people to give their views via email (topassiveeuthanasia@gmail.com) before June 19, 2016, so that it can take a decision to enact/not to enact a law on passive euthanasia. §§§§§§§§§§§§§§§§§§§§

In 2018, The Constitution Bench of Chief Justice Dipak Misra and Justices AK Sikri, AM Khanwilkar, DY Chandrachud and Ashok Bhushan was delivering its verdict on a PIL filed by NGO Common Cause in 2005 seeking robust system of certification for passive euthanasia and legal recognition for ‘living will’ in India.\*\*\*\*\*

The Bench also held that the right to live with dignity also includes the smoothening of the process of dying in case of a terminally ill patient or a person in Persistent vegetative state with no hope of recovery. “A failure to legally recognize advance medical directives may amount to non-facilitation of the right to smoothen the dying process and the right to live with dignity. Further, a study of the position in other jurisdictions shows that Advance Directives have gained lawful recognition in several jurisdictions by way of legislation and in certain countries through judicial pronouncements. ††††††††††††††††††††

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\*\*\*\*\* **Section 300:** Murder.—Except in the cases hereinafter excepted, culpable homicide is murder, if the act by which the death is caused is done with the intention of causing death

†††††††††††††††††††† **Section 302** Punishment for murder.—whoever commits murder shall be punished with death, or imprisonment for life, and shall also be liable to fine.

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§§§§§§§§§§§§§§§§§§§§ *Ibid.*

\*\*\*\*\* Available at <http://www.livelaw.in/breaking-right-die-dignity-fundamental-right-sc-allows-passive-euthanasia-living-will-issues-guidelines> accessed on 12-03-2018

†††††††††††††††††††† *Ibid.*

## **Conclusion**

It is observed that judicial decisions have a significant impact on the civilization to nurture their decisions in having legislation for mercy killing. The Northern Territory of Australia was the first state to legalize euthanasia. They accepted "Rights of the Terminally Ill Act 1995". But still the validity of the act was challenged and it was only after the Supreme Court's decision confirming it the first euthanasia death was administered under the act. It has been examined that the social taboos prevalent against euthanasia also have been broken by the decisions and paved way for an awakening about the subject. It also aided in creating awareness about the issue amongst the common man, physician's nurses etc. Discussions were conducted among them which enabled to gain a momentum pertaining to the subject in most of the countries. As a result euthanasia was thus legalised in few of the states viz. Netherlands, Belgium and Luxembourg. Following them states of Oregon Montana, Washington, Germany also approved Physician Assisted Suicide. The decisions also assisted the legislators to avoid the slippery slope. \*\*\*\*\*

The judicial decisions reflected the due care criterion. The standards, norms and measures that had to be adopted by the legislators were emphasised. This enabled the legislators to have strict legislations with specified conditions which ought to be fulfilled. Thus the legislations stating that euthanasia to be administered in terminally ill cases without a hope of relief can be an example of the stipulations levied while enacting an act.

The decisions also helped in guiding the physicians to decide in which cases it can be administered whether only relating or affecting the body or germ plasma also. Whether it has to be restricted to major or minors also has been guided by the courts in number of cases. It has also been observed that where assisted suicide is permitted by the legislators, restrictions have been levied that it needs to be implemented only in cases where there exists a selfless motive. This motive is thoroughly confirmed and if found negative the person is to be held guilty. Further it has been observed that these stipulations are the similar in most of the countries. But it seems that the Oregon death with dignity act has more stringent regulations to be a full proof legislation for the state. The criteria of having a witness for the assertions of desire to extinct living are noteworthy. However most of the decisions depict that the judiciary is in favour of passive euthanasia all over the globe.

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\*\*\*\*\* Rucha Dhananjay Kulkarni , "An Analytical Study Of Euthanasia In India With Reference To Aruna Shanbaug's Case" 2014-2015

## हठप्रदीपिका एवं हठरत्नावलि आधारित योग और मूल्य शिक्षा का महत्व

डॉ राकेश गिरि\*

नवज्योति सिद्ध

अच्छा स्वास्थ्य प्रत्येक मानव का अधिकार है, लेकिन यह 70% व्यक्तिगत रूप से स्वयं पर तथा 30% सामाजिक तथा पर्यावरणीय कारकों पर निर्भर है। इस 70% को बनाये रखने का कार्य हमारे नैतिक मूल्य, व्यवहार, विचार तथा शिक्षा पर निर्भर करता है, कि हम क्या तथा कैसे सोच के साथ किन मूल्यों पर जीवन चला रहे हैं?

गांधी जी कहा करते थे कि धर्म के बिना राजनीति मौत का फन्दा है तथा हमारा बाह्य जीवन हमारे आन्तरिक जीवन का दर्पण होना चाहिए। आज के भौतिक युग में मूल्य शिक्षा चरित्र-निर्माण के लिए आवश्यक है।

**मूल्य का शाब्दिक अर्थ है—** उपयोगिता, वांछनीयता, महत्व। सामान्यतः किसी समाज में जिन आदर्शों को महत्व दिया जाता है और जिनसे उस समाज के व्यक्तियों का व्यवहार निर्देशित व नियन्त्रित होता है, उन्हें उस समाज के मूल्य कहते हैं। दर्शन-शास्त्र में मनुष्य के जीवन के प्रति दृष्टिकोण को मूल्य की संज्ञा दी जाती है। भारतीय दार्शनिकों की दृष्टि से मोक्ष और भोग दो भिन्न मूल्य हैं। धर्मशास्त्र में नैतिक नियमों को मूल्य माना जाता है। मानवशास्त्री मूल्यों को सांस्कृतिक लक्षणों के रूप में स्वीकार करते हैं। उनकी दृष्टि से संस्कृति और मूल्य भिन्न होते हैं। कोई संस्कृति अपने मूल्यों से ही पहचानी जाती है। उदाहरण के लिए हिन्दू संस्कृति को लीजिए, यह चार पुरुषार्थ और पांच महावतों की संस्कृति है ये ही हिन्दू समाज के मूल्य हैं।

- मूल्य किसी समाज द्वारा स्वीकृत विश्वास, आदर्श, सिद्धान्त, नैतिक नियम व व्यवहार मानदण्डों को व्यक्तियों द्वारा दिया गया महत्व है।
- मूल्य व्यक्ति की पसन्द पर निर्भर करते हैं। कोई व्यक्ति किसी विश्वास, आदर्श सिद्धान्त, नैतिक नियम और व्यवहार मानदण्ड को अधिक महत्व देता है कोई अन्य को।
- मूल्य का पालन करने में व्यक्ति को सन्तोष मिलता है मूल्यों की रक्षा के लिए लोग प्राण तक न्यौछावर कर देते हैं।
- भिन्न-भिन्न समाजों के मूल्य भिन्न-भिन्न होते हैं, मूल्यों से ही उनकी पहचान होती है।

इस युग में मूल्यों को विभिन्न मूल्य वर्गों में रखने का परम्परा चल पड़ी है, जैसे-आध्यात्मिक मूल्य, भौतिक मूल्य, सामाजिक मूल्य, सांस्कृतिक मूल्य, धार्मिक मूल्य, नैतिक मूल्य, सौन्दर्य बोधात्मक मूल्य, आर्थिक मूल्य, राजनैतिक मूल्य, राष्ट्रीय मूल्य, मानवीय मूल्य और सार्वभौमिक मूल्य आदि।

**मूल्यः—** साधारणतः मूल्य शब्द का प्रयोग व्यक्ति की पसन्द-नापसन्द अथवा प्राथमिकताओं के निर्धारण के लिए किया जाता है।

**ननली के अनुसार :-** "मूल्य जीवन के लक्ष्यों तथा जीवन शैली से सम्बन्धित होते हैं"

**मूल्य शिक्षा—** "जो शिक्षा हमें मूल्यों के बारे में ज्ञान कराये तथा उन्हें कैसे विचार व व्यवहार में लाया जाये इसका ज्ञान कराये वही मूल्य शिक्षा है।" मूल्य शिक्षा की आवश्यकता तो सदैव से रही है, आज भी है, कल भी रहेगी, आज तो इसकी अत्याधिक आवश्यकता है। बिना मूल्यों के मनुष्य का व्यवहार निश्चित नहीं हो सकता।

मूल्य शिक्षा के तीन पद होते हैं— संज्ञानात्मक, भावात्मक, और क्रियात्मक; आज स्थिति यह है कि हमें मूल्यों का ज्ञान तो है परन्तु वे हमारे भावात्मक पक्ष के अंग नहीं हैं, आज आवश्यकता है मूल्यों को भावना में उतारने की उन्हें आचरण का आधार बनाने की। मूल्यों के अभाव में भाषा अर्थ हीन हो गई है, व्यवहार अनिश्चित हो गया है, लोगों का एक-दूसरे पर से विश्वास उठ गया है। यदि हम मानव सभ्यता और संस्कृति की सुरक्षा चाहते हैं तो हमें मूल्य शिक्षा पर बल देना होगा।

सत्य, अहिंसा, ईमानदारी कर्तव्यपरायणता, सफाई, श्रम, समानता व सहयोग ये कुछ मूल्य हैं जो प्रत्येक मानव को अपनाने चाहिए इन सभी को अपनाने में योग एक सहायक की भूमिका निभायेगा; योग विद्या कर्तव्यपरायणता व

\* एसोसिएट प्रोफेसर एवं विभागाध्यक्ष योग विज्ञान गुरुकुल कार्गंडी विवि विद्यालय, हरिद्वार

\*\* शोध छात्रा: योग विज्ञान विभाग गुरुकुल कार्गंडी विवि विद्यालय, हरिद्वार

\*\*\*\*\* Yoga and Wellness: National Yogweek 2011, Kaivalyadhan Pune, P-7

+++++ पलोड एवं लाल : शैक्षिक चिन्तन एवं प्रयोग, आर०लाल० बुक डिपो, मेरठ पृष्ठ सं० 541

+++++ पलोड एवं लाल : शैक्षिक चिन्तन एवं प्रयोग, आर०लाल० बुक डिपो, मेरठ पृष्ठ सं० 544

\*\*\*\*\* गुप्ता डॉ० एस०पी०: आधुनिक मापन एवं मुल्यांकन, शारदा पुस्तक भवन इलाहाबाद- पृ०सं०-320

\*\*\*\*\* पलोड एवं लाल : शैक्षिक चिन्तन एवं प्रयोग, आर०लाल० बुक डिपो, मेरठ पृष्ठ सं० 550



ईमानदारी तथा यम व नियमों का पालन करने पर विशेष बल देती है, जिससे मानव समाज आत्मोत्थान व जगतकल्याण के मार्ग पर चलकर मूल्य शिक्षा को अपनाये।

योग विद्या में यम-नियमों को मूल्य माना गया है जो अष्टांग योग महर्षि पतंजलि द्वारा प्रतिपादित है, उसमें इनका विस्तार पूर्वक वर्णन मिलता है।

योग साधन में यम-नियमों को मूल्यों के अन्तर्गत रखकर उनके अनुरूप जीवन व्यतीत करना सार्थक होगा। अष्टांग योग में महर्षि पतंजलि ने योग के आठ अंगों में यम को प्रथम तथा नियम को द्वितीय स्थान पर रखा है, जिन पर चलकर ही साधक आगे के अंगों पर (आसन, प्राणायाम, प्रत्याहार, धारणा, ध्यान व समाधि) अग्रसर होगा।

स्वात्माराम कृत हठप्रदीपिका में दस यम व दस नियम बताये गये हैं—

यम— अहिंसा सत्यमस्तेयं ब्रह्मचर्यक्षमा धृतिः।

दया र्जवं मिताहार, शौचं चैव यमा दशः।

अहिंसा, सत्य, अस्तेय, ब्रह्मचर्य, क्षमा, धैर्य, आर्जव, दया, मिताहार तथा शौच।

नियम—तपः सन्तोष आस्तिक्यं दानमीश्वर पूजनम्।

सिद्धान्त वाक्य श्रवणं ह्रीमतीं च तपो हुतम्।

नियमा दश संप्रोक्ता योग शास्त्र विशारदैः।

तप, सन्तोष, आस्तिक, दान, ईश्वर पूजा, स्वाध्याय, ह्री, मति, तप, होम।

श्री निवास योगी कृत हठरत्नावली में केवल नियमों का वर्णन किया गया है उन्होंने दो प्रकार के नियम बताये हैं—मानसिक तथा कायिक।

#### मानसिक नियम

मनः प्रसाद सन्तोषो मौनमिन्द्रिय निग्रहः।

दया दाक्षिण्यमास्तिक्यमार्जवं मार्दवं क्षमा।

भाव शुद्धिरहिंसा च ब्रह्मचर्यं स्मृतिर्धृतिः।

इत्येवमादयरचान्ये मानसा नियमा स्मृताः।

प्रसादित मन, सन्तोष, मौन, इन्द्रिय-संयम, दया नम्रता, आस्तिकता, आर्जव सज्जनता, क्षमा, शुद्ध-विचार, अहिंसा, ब्रह्मचर्या, स्मृति, सहिष्णुता।

#### कायिक नियम

स्नानं, शौचं ऋतं सत्यं जप होमश्च तर्पणम्।।

तपोदान्ति स्तितिक्षा च नमस्कारः प्रदक्षिणम्।।

व्रतोपवास काद्याश्च कायिका नियमाः स्मृताः।

स्नान, शौच, व्रत, सत्य, जप, होम, तर्पण, तप, तितिक्षा, सहनशलता।

यम एवं नियमों को हमें योग के संसाधन बनाकर मूल्य शिक्षा ग्रहण करनी चाहिए। जैसे— स्वात्माराम जी ने दस यम तथा दस नियम बताये हैं उन्हें उदाहरण के तौर पर समझा जा सकता है कि कैसे ये पालन करें—

(1) अहिंसा— "शरीर वाणी व मन से सब कालों में समस्त प्राणियों के प्रति अप्रीति का भाव छोड़कर प्रेमपूर्वक व्यवहार करना अहिंसा है। हिंसा के विपरीत आचरण अहिंसा है, मन वचन व कर्म से किसी प्राणी को पीड़ा न पहुँचाना। जैसे—किसी अन्धे या लगड़े को वही कहकर पुकारना जो उसमें कमी है, व्यक्ति को वाचिक पीड़ा पहुँचाना है। कबीर दास जी कहते हैं—

"ऐसी वाणी बोलिये मन का आपा खोय, ओरन की शीतल करे खुद भी शीतल होय।"

आज हम बलि के नाम पर जीव हत्या कर रहे हैं, भ्रूण-हत्या, (जो एक संगीन अपराध है) तथा इसे करवाना भी हिंसा है। कोई भी कार्य हमारा स्वार्थ के वशीभूत होकर नहीं होना चाहिए, हमें अहिंसा रूपी योग मूल्य को अपनाना चाहिए।

(2) सत्य— जैसा देखा सुना पढा या अनुमान किया हुआ ज्ञान मन में है, वैसा ही वाणी से बोलना, हाथ से लिखना तथा शरीर की अन्य चेष्टाओं से प्रकट करना सत्य है।

हमे सदैव सत्यरूपी मूल्य शिक्षा को अपनाना चाहिए—

+++++ रामदेव स्वामी: योगदर्शन, महर्षि पतंजलि प्रणीत, दिव्य प्रकाशन, कनखल, पृ0सं0-62।

+++++ दिगम्बर जी स्वामी, ज्ञा पीताम्बर: हठप्रदीपिका, कैवल्य धाम श्री मन्नाधव योग मन्दिर समिति पृ0सं0-9

\*\*\*\*\* Yogi Shrinivasa: Hathratnavali, Gharote, Dr. M.L. Devnath Dr. Parimal Jha Dr. Vijay Kant. Lonawala. P-96

\*\*\*\*\* Yogi Shrinivasa: Hathratnavali, Gharote, Dr. M.L. Devnath Dr. Parimal Jha Dr. Vijay Kant. Lonawala.

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+++++ Yogi Shrinivasa: Hathratnavali, Gharote, Dr. M.L. Devnath Dr. Parimal Jha Dr. Vijay Kant. Lonawala.

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\*\*\*\*\* रामदेव स्वामी: योगदर्शन, महर्षि पतंजलि प्रणीत, दिव्य प्रकाशन, कनखल, पृ0सं0-62।

\*\*\*\*\* रामदेव स्वामी: योगदर्शन, महर्षि पतंजलि प्रणीत, दिव्य प्रकाशन, कनखल, पृ0सं0-62।

कबीर दास जी ने कहा भी है—'

“साँच बराबर तप नहीं झूठ बराबर पाप, जाँके हृदय साँच है, ताके हृदय आप।” आज हम सत्य को छोड़कर असत्य के मार्ग पर चल रहे हैं, इसका सबसे बड़ा उदाहरण है— हम मोबाइल पर सबसे ज्यादा झूठ बोलते हैं कोई कहता है कि कहां पहुंच गये आप अधिकांशतः जो जहाँ होता है वहाँ बतलाता नहीं है, कहेगा वहाँ पहुँच गये, बस अभी आये इत्यादि।

सत्यता ही जीवन का आदर्श होना चाहिए जैसे राजा हरिचन्द्र का नाम सत्यवादिता के लिए लिया जाता है।

**(3) अस्तेय—** वस्तु के स्वामी की आज्ञा के बिना किसी वस्तु को न तो शरीर लेना न ही लेने के लिए किसी को वाणी से कहना और न ही मन में लेने की इच्छा करना 'अस्तेय' कहलाता है।

चोरी न करना या किसी वस्तु को बिना किसी की आज्ञा से न लेना।

आज समाज में अनेक प्रकार के चोरी करने के ढंग विकसित हो रहे हैं जैसे— नेट बैंकिंग के जरिये पैसे का ट्रांसफर, फरेब करना आदि। मनुष्य को योगरूपी मनोवृत्ति अपनाकर अस्तेय के मार्ग पर चलना चाहिए।

**ब्रह्मचर्य—** स्मरण, कीर्तन, केलि, प्रेक्षण, ग्रहयभाषण, संकल्प, अध्यवसाय तथा मैथुन क्रिया—ये आठ मैथुन के अंग माने गये हैं। इनके विपरीत आचरण ही ब्रह्मचर्य है जो आयु, आरोग्य और सुख देने वाला है।

जिसका आचरण ब्रह्म समान हो व वीर्य का रक्षण करना। हमारे समाज में ब्रह्मचर्य के अभाव में अनेक अपराध हो रहे हैं, जैसे—व्यक्ति कामुकता की ओर अग्रसर होकर यौन अपराध कर रहे हैं, प्रत्येक दिन समाचार—पत्रों में रेप की घटना जरूर पढ़ने को मिलती है तथा इसके अतिरिक्त यौन—शोषण, वेश्यावृत्ति, देहव्यापार आदि गतिविधियों में मनुष्य लिप्त होकर वीर्य का क्षरण कर रहा है, जो मनुष्य संयमित जीवन शैली तथा अच्छे विचार रखे, तो उससे चित्त की एकाग्रता इन्द्रियों पर अधिकार, शारीरिक व बौद्धिक बल की प्राप्ति होगी। जो योग साधना द्वारा सम्भव है।

**अपरिग्रह—**हानिकारक एवं अनावश्यक वस्तुओं का शारीरिक स्तर पर तथा हानिकारक एवं अनावश्यक विचारों का मानसिक स्तर पर संग्रह न करना अपरिग्रह कहलाता है।

अनावश्यक पदार्थ व विचार एकत्र न करना।

उदाहरण के लिए मानव देहज प्रथा के द्वारा धन लेता है, जो समाज की कुरीति है तथा अन्य साधनों से भी सदैव धन कमाने की सोचता है जबकि योग मार्ग अपनाकर ही कम साधनों में सन्तुष्ट रहना सीखा जा सकता है।

**धृति अर्थात् धैर्य—** आज समाज में धैर्य की कमी है, सभी आज समाज में अधार्थुद भाग में व्यस्त हैं जैसे—रेडलाइट पर सिंगलन तोड़ना, जाम में फंसे होने पर भी लगातार हार्न बजाना, आगे निकलने की हौड़ आदि। यह सभी धृति न होने के कारण हैं, यह योग साधना द्वारा सम्भव है कि हम संयमित जीवन जीये।

**दया—** हमें सदैव दूसरों के दुःख दूर करने की कामना करनी चाहिए, प्राणी मात्र पर दया, वृद्ध जनों की सेवा करनी चाहिए, कोई हमसे मदद मांगने आये, तो निस्वार्थ भाव से उसकी सहायता करनी चाहिए।

**भिताहार—** आहार और संयम।

कुछ व्यक्ति केवल खाने के लिए ही जीते हैं बल्कि हमें केवल जीने के लिए खाना चाहिए।

“कोमल भोजन कीजिये, आधी रखियो भूख।

पवन वसे सुख से जहां तन नहीं पावे दुःख। (चरणदास)

हमें आधा पेट ही भोजन करना चाहिए, जिससे शरीर भी स्वस्थ रहे तथा अन्न की भी बचत हो। हमें कभी भी झूठा भोजन नहीं छोड़ना चाहिए। शादी पार्टी आदि दावत में हम प्लेट दूँ-दूँ कर भर लेते हैं तथा आधे से ज्यादा वहीं प्लेट में छोड़ देते हैं। जो अन्न का अपमान है।

**शौच—** शौच शुद्धि को कहते हैं, जो दो प्रकार की होती है—ब्राह्म्य शुद्धि तथा आन्तरिक शुद्धि शरीर, वस्त्र, खानपान तथा वस्त्र आदि को पवित्र रखना, ब्राह्म्य शुद्धि कहलाती है तथा सुविधा, स्वादयाय तथा सत्याचरण आदि के द्वारा अन्तःकरण को शान्त—निर्मल—पवित्र रखना आन्तरिक शुद्धि कहलाती है।

स्वात्माराम ने शौच की पतंजलि के विपरीत यम में गणना की है— शौच अर्थात् मानसिक व शारीरिक शुद्धि। कहावत है कि 'स्वस्थ शरीर में ही स्वस्थ मस्तिष्क निवास करता है।' अतः हमें शारीरिक व मानसिक दोनों शुद्धि आवश्यक है।

**नियम—तप—** सत्य के मार्ग पर चलते हुए परिस्थिति व उपास्थित होने वाले सर्दी—गर्मी भूख—प्यास, मान—अपमान आदि द्वन्द्वों को सहना तप कहलाता है।

सुख:दुख शीत आदि द्वन्द्वों को सहना।

\*\*\*\*\* रामदेव स्वामी: योगदर्शन, महर्षि पतंजलि प्रणीत, दिव्य प्रकाशन, कनखल, पृ0सं0-62।

+++++ सिंह प्रो0 रामहर्ष: स्वस्थवृत्त विज्ञान, चौखम्बा संस्कृत प्रतिष्ठान नई दिल्ली—पृ0सं0-28।

\*\*\*\*\* रामदेव स्वामी: योगदर्शन, महर्षि पतंजलि प्रणीत, दिव्य प्रकाशन, कनखल, पृ0सं0-63।

##### रामदेव स्वामी: योगदर्शन, महर्षि पतंजलि प्रणीत, दिव्य प्रकाशन, कनखल, पृ0सं0-65।

\*\*\*\*\* रामदेव स्वामी: योगदर्शन, महर्षि पतंजलि प्रणीत, दिव्य प्रकाशन, कनखल, पृ0सं0-65।

**सन्तोष**— जितना मिल जाये उतने में ही प्रसन्न रहना। लेकिन आज ऐसा नहीं है, व्यक्ति के अन्दर सन्तोष समाप्त हो गया है उसे प्रत्येक क्षण अधिक से अधिक लेने के लालच में लगा रहता है।”

**ह्री**— लज्जा। आज समाज में लज्जा का अभाव है, किसी की कोई शर्म नहीं, कोई भी कैसे ही परिधान पहनकर निकल जाता है, हमें उचित वस्त्र धारण करने चाहिए, फैशन के नाम पर नग्न नाच हो रहा है जो कि समाज हेतु अनुचित है।

**मति**— विचारशीलता : हमारे विचार अच्छे होने चाहिए, हमे सादा जीवन उच्च विचार के आदर्श पर जीवन निर्वाह करना चाहिए। हमें विचार शील होकर ही सभी कार्य सम्पन्न करने चाहिए। योग साधना द्वारा हमारे विचारों से सकारात्मकता आती है जो मनुष्य में नवीन ऊर्जा का संचार करती है।

**हवन**— होम जो अति प्राचीन काल की विद्या है, जिससे समाज आज अनभिज्ञ हो रहा है, हमें इसे जानने की अति आवश्यकता है, होम— पांच प्रकार के मुख्यतः माने गये हैं— (1) अतिथि यज्ञ, पितृ यज्ञ, बलिवेश्व देव यज्ञ, ब्रह्मयज्ञ, देवयज्ञ। आज यज्ञ चिकित्सा की आवश्यकता है, हमारा वातावरण अति दूषित हो चुका है। जिसे हवनादि क्रिया द्वारा शुद्ध किया जा सकता है, हवन करना हमारे मूल्यों में होना चाहिए, जो योग कि एक अनूठी विद्या है। हवन में घी तथा सामग्री का प्रयोग होता है, जो अग्नि के साथ मिलकर वातावरण में उत्पन्न हजारों प्रकार के विषाणुओं को मारता है तथा वायु शुद्ध करता है।

इन सबके अतिरिक्त अन्य यम व नियम हैं जिन्हें मूल्य शिक्षा के अन्तर्गत रखकर हम जीवन में क्रान्तिकारी परिवर्तन ला सकते हैं। आज मूल्य शिक्षा की प्रत्येक क्षेत्र में आवश्यकता है।

#### उपसंहार

मूल्याधारित शिक्षा सभी के लिए आवश्यक है। यदि हमारी मूल्याधारित शिक्षा होगी, तभी हमें सुशासन मिलता है। दया, करुणा, परोपकार, सेवाभाव, बृद्धजनों की सेवा, बड़ों का सम्मान, गुरुजनों का आज्ञापालन, देशहित, देशप्रेम, अच्छा चरित्र, सुशासन, सच्चाई ईमानदारी, प्यासे को पानी, भूखे को रोटी खिलाना आदि।

ये मूल्य हैं जिनसे चरित्र तथा राष्ट्र का निर्माण होता है, जिस देश के नागरिक राष्ट्रवादी, आदर्शवादी, चरित्रवान होंगे वह दिनोंदिन उन्नति की राह पर अग्रसर होगा।

हमारी सरकार मूल्याधारित शिक्षा प्रदान करना चाहती है, वह डॉ०, इंजीनियर, वकील आदि पर जोर न देकर मूल्याधारित शिक्षा पर जोर दे रही है, क्योंकि यदि एक इंजीनियर में आदर्शवादिता, नैतिक मूल्य तथा सत्यता होगी, तब वह पुल, सड़क, मकान आदि बनाते समय अच्छा सीमेन्ट लगायेगा तथा ये गुण उसमें विद्यमान नहीं होंगे तो वह भ्रष्ट मार्ग पर आगे बढ़ सभी में मिलावट करेगा जिसके भयंकर परिणाम भुगतने पड़ सकते हैं जैसे— बिल्डिंग का टूट जाना, पुलगिर जाना, सड़क बनने से पहले टूट जाना आदि।

अतः हमें मूल्याधारित शिक्षा ही ग्रहण करनी चाहिए, जिससे हमें सच्चाई के मार्ग पर आगे बढ़ स्वयं तथा राष्ट्र की उन्नति कर सकें तथा हमारे अन्दर वसुधैव कुटुम्बकम् की भावना का विकास हो। अतः मूल्य शिक्षा आज अति आवश्यक है। यह सब योगमय जीवन शैली अपनाकर कार्य करना सम्भव है। मूल्य शिक्षा में योग का संसाधन के रूप में प्रयोग कर व्यक्ति स्वयं में अमूल्य चूक परिवर्तन कर सकता है, मूल्य शिक्षा में योग एक सहायक की भूमिका का निर्वाह करेगा, जो जीवन के प्रत्येक क्षेत्र में कारगर सिद्ध होगा।

## श्रीमद्भगवद्गीता में भक्तियोग का स्वरूप

**डा० ईश्वर भारद्वाज\***

**वन्दना पंवार†**

ईश्वर के प्रति अत्यन्त प्रेम ही भक्ति है। भगवान के साथ सम्बन्ध जोड़ने के कारण भक्ति भी योग ही है। भक्तियोग में भगवान एवं भक्त का सम्बन्ध रहता है। भक्तियोग प्रेम की उच्च पराकाष्ठा को कहा है। भक्ति सबसे सरल सुगम रास्ता है। और भक्तियोग का अधिकारी कोई भी बन सकता है। संसार के सभी पुरुष, स्त्री, वृद्ध, बालक भक्तियोग के अधिकारी बन सकते हैं। भक्ति की साधना का विषय भगवान है। उसकी प्राप्ति ही इस साधना का अन्तिम लक्ष्य है। जब व्यक्ति संसार के भौतिक पदार्थों से मोह त्याग कर अनन्य भाव के साथ ईश्वर की उपासना करता है, वह भक्ति कहलाती है। इस भक्तियोग साधना के द्वारा न जाने कितने मुमुक्षु साधक मुक्ति पा गए हैं। साधक के सभी कर्म, यज्ञ, तप उसी के लिए हैं। ईश्वर की शरण में जाकर, भजन करना, उपासना करना, इस साधना के मुख्य अंग हैं। भक्तियोग में भावों को ही प्रधानता दी जाती है। भावों के द्वारा ही भगवान की प्राप्ति होती है। गीता की भक्ति को शरणागत भक्ति कहा गया है। भक्ति का लक्ष्य मोक्ष की प्राप्ति है। इसलिए अद्वैतवादी आचार्य शंकर ने भी भक्ति साधना का महत्व प्रकट करते हुए कहा है।

**मोक्ष कारण सामग्यां भक्तिरेव गरीयसी ।**

**स्वरूपानुसंधान भक्तिरित्यभिधीयते ।।**

“मोक्ष प्राप्ति समस्त साधनों में से भक्ति साधना ही सबसे बढ़कर है और अपने स्व-स्वरूप का अनुसंधान करना ही भक्ति कहलाता है।

भक्तियोग के द्वारा स्वरूप का अनुसंधान यानि अन्वेषण करना और अन्त में उसी परमत्व में स्थिति प्राप्त कर लेना ही भक्तियोग है।

**भक्तियोग का अर्थ** : भक्ति शब्द 'भज सेवायाम्' धातु से 'क्तिन्' प्रत्यय लगाकर बनता है, जिसका अर्थ है सेवा, पूजा, उपासना करना। भक्ति वह भावना है, जिसमें उपासक पूर्ण रूप से ब्रह्म के भाव में खोकर सर्वतो भावेन तदरूपता को ही अनुभव करता है। इसलिए कहा गया है—

**“भक्तिनाम प्रेम विशेषः”**

भगवान के प्रति प्रेमविशेष का नाम ही भक्ति है। भक्तिशास्त्रों में भक्ति की परिभाषाएं निम्न रूपों में दी गई हैं। परन्तु सबका लक्ष्य एक ही है। नारद भक्ति सूत्र में कहा गया है—

**पूज दिष्वनुराग इति पराशर्यः ।**

भगवान की पूजा—अर्चना तथा उपासनादि में विशेष अनुराग का होना ही भक्ति है।

**कथा दिष्वितिगर्भः**

आचार्य गर्ग के अनुसार — भगवान के दिव्य गुण कथा के श्रवणादि में अनुराग का होना ही भक्ति है। वेदों में भी भक्ति का वर्णन मिलता है।

**भद्रं कर्णेभिः श्रुणुयाम देवाः**

इसमें देवताओं से प्रार्थना की गयी है कि हम भद्रपदवाच्य परमेश्वर के नाम, गुण, चरित्रों का श्रवण करें।

रामचरित मानस में गोस्वामी तुलसीदास जी ने अयोध्याकाण्ड के 35 चं० के दोहे में 9 प्रकार की भक्ति का वर्णन किया है।

- |                                  |                                     |
|----------------------------------|-------------------------------------|
| 1. संतो का संग                   | 6. वेदों का अध्ययन                  |
| 2. गुरु सेवा करना                | 7. समस्त जग ईश्वरमय है।             |
| 3. ईश्वर गुण का श्रवण            | 8. संतोष करना।                      |
| 4. अभिमान रहित ईश्वर गुणगान करना | 9. किसी के सामने दीनता प्रकट न करना |
| 5. इन्द्रिय संयम                 |                                     |

**भक्त के प्रकार** : श्रीमद्भगवद्गीता में चार प्रकार के साधकों का उल्लेख मिलता है।

\* अध्यक्ष, मानव चेतना एवं योग विज्ञान विभाग, गु० कां० वि० वि०, हरिद्वार

†† शोधछात्रा, मानव चेतना एवं योग विज्ञान विभाग, गु० कां० वि० वि०, हरिद्वार

..... विवेक चुड़ामणि — 32

..... नारद भक्तिसूत्र — 16

..... नारद भक्तिसूत्र — 17

..... शु०यजु० — 25/21

..... रामचरितमानस, अयोध्याकाण्ड — 35

**चतुर्विधा भजन्ते मा जनाः सुकृतिनोऽर्जुन ।**

**आर्तो जिज्ञासुरर्थार्थी ज्ञानी च भरतर्षभः ।।**

हे भरतवंशी अर्जुन! चार प्रकार के पुण्यशाली मनुष्य मेरा भजन करते हैं – आर्त, अर्थार्थी, जिज्ञासु, ज्ञानी ।

1. **आर्त** : चार प्रकार के भक्तों में से प्रथम आर्त भक्त है। ऐसे भक्त प्रकृति के गुणों से उत्पन्न संसार के दुःख-सुख आदि भयानक विपदाओं से घिर जाते हैं। तब वे भगवान की शरण में आते हैं।

2. **अर्थार्थी** : अर्थ की कामना करने वाले, सांसारिक वस्तु जैसे स्त्री, पुरुष, धन, वैभव, मान, प्रतिष्ठा आदि प्राप्ति की इच्छा से भजने वाले भक्त हैं। इनकी साधना के पीछे सांसारिक सुख-सुविधा के भोगने की इच्छा होती है।

3. **जिज्ञासु** : ऐसे भक्त बौद्धिक ज्ञान की प्राप्ति के लिए ब्रह्मतत्त्व को यथार्थ रूप से जानने के लिए जिज्ञासु भक्त होते हैं।

4. **ज्ञानी** : ऐसे साधक को कोई कामना की आवश्यकता नहीं, सब जगह ईश्वर ही दिखाई देता है। इसलिए गीता में कहा है – ज्ञानी त्वात्मैव मे मतम्। ज्ञानी भक्त तो मेरा स्वरूप ही है। ऐसा मेरा मत है। ज्ञानी भक्त ही उत्तम श्रेष्ठ है।

भागवत पुराण में भक्ति के नौ प्रकार बताये गये हैं।

**श्रवणं कीर्तन विष्णोः स्मरणं पादसेवनम् ।**

**अर्चनं वन्दनं दास्य सख्यमात्मनिवेदनम् ।।**

गीता में भी नवधा भक्ति का वर्णन है।

1. **श्रवण** : शांत मन होकर, श्रद्धा भक्ति से विश्वास के साथ भगवान के दिव्य गुण, लीलाओं के विषय में श्रवण करना, श्रवण भक्ति है। गीता में कहा है कि जो मनुष्य जीवन-मुक्त महापुरुषों से ईश्वर के विषय में ज्ञान प्राप्त कर उनकी उपासना करते हैं, ऐसे मनुष्य मृत्यु से तर जाते हैं। श्री कृष्ण कहते हैं कि तू ज्ञानियों के निकट जाकर उनको प्रणाम कर, उनकी सेवा कर, तभी वह तुझे तत्वज्ञान का उपदेश देंगे। यह सुनने वाला ज्ञान ही श्रवण भक्ति कहलाता है।

2. **कीर्तन** : कीर्तन का अभिप्राय गायन, नर्तन, मात्र से ही नहीं किन्तु भगवान के दिव्य लीला चरित्र का कथन करने का नाम भी कीर्तन है। इसमें भक्त हर रूप में भगवान को देखकर उसका कीर्तन करता है। अर्जुन कहता है— है केशव! आपके नाम रूप आदि का कीर्तन करने से यह सारा जगत हर्षित हो रहा है और अनुराग को प्राप्त हो रहा है।

3. **स्मरण** : इसमें साधक एकचित्त होकर निरन्तर भगवान के स्मरण में रहता है। उस परमात्मा के स्वरूप का चिन्तन करता है। नित्य निरन्तर अनन्य भाव से उस भगवान की लीलाओं का स्मरण करता है। गीता में श्रीकृष्ण भगवान कहते हैं— जो मनुष्य एकचित्त होकर मेरा स्मरण करते हैं, उसको मैं सहज ही प्राप्त हो जाता हूँ। और मुझमें चित्तवाला होने से तु मेरी कृपा से सभी विघ्नों से तर जायेगा। सभी महात्मा मेरा स्मरण करते हैं। तु भी मुझमें चित्त वाला हो। तु भी इस भवसागर से पार हो जायेगा।

4. **पादसेवन** : भगवान के दिव्य पादयुगल हृदय में श्रद्धाभक्तिपूर्वक सतत् ध्यान करना ही पादसेवन कहलाता है। जब साधक सबको भगवान का रूप समझकर कि भगवान सबके हृदय में स्थित है, ऐसे भावों से सभी प्राणियों को मन, वाणी, शरीर के द्वारा उनकी सेवा करता है, और मुझ परमात्मा को नमस्कार करता है, ऐसा भाव मुझे प्रिय है।

5. **अर्चन** : अर्चन का तात्पर्य पूजन से है। अतः भगवान का विधिपूर्वक विशेष रूप में पूजन करने का नाम अर्चन है। इसे स्थूल या मानसिक रूप दोनों से किया जा सकता है। साधक उस परमात्मा की अपने कर्मों के द्वारा अर्चना करके सिद्धि को प्राप्त हो जाता है।

6. **वन्दन** : गीता में अर्जुन भगवान श्रीकृष्ण को बार-बार नमन कर कहते हैं – हे प्रभु! तुम्हें हजारों बार प्रणाम हो। इस प्रकार स्तुति और मंत्रों के द्वारा उत्तम स्त्रोत्रों से भगवान की स्तुति करना वन्दन भक्ति है। साधक बार-बार ईश्वर की वन्दना करता है। हे प्रभो आप मेरे सभी अपराधों को क्षमा करो।

7. **दास्य** : भगवान के प्रति अपने को सेवक भाव या उपासक भाव बनाए रखना, भगवान का शिष्य बनना दास्य भक्ति है। जैसे— हनुमान जी भगवान श्रीराम के प्रति रखते थे। जब गीता में अर्जुन मोह में फंसकर तनावयुक्त स्थिति

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में होते हैं तब अर्जुन कहते हैं— हे प्रभु मैं आपका शिष्य हूँ। मुझे आप शिक्षा प्रदान कीजिए। भगवान श्रीकृष्ण कहते हैं — तु मुझे अपने को समर्पित कर, मेरा भक्त हो जा, तु मुझको ही प्राप्त हो जायेगा।

**8. सख्य भक्ति :** भगवान के प्रति मत्र भाव रखकर उसकी भक्ति करना सख्यभक्ति कहलाती है। जैसे— सुदामा, उद्धव, अर्जुन की भक्ति आदि। इसमें साधक भगवान को मित्र के समान मानता है। गीता में अर्जुन श्रीकृष्ण भगवान को अपना सखा मानते हैं और अपने अपराधों की क्षमा मांगते हैं। सख्य भक्ति में अपने अपराध से न छिपाव, अपितु सख्य भाव से सब कुछ उन्हें बताकर कल्याण की कामना करना, मोक्ष की कामना करना सख्य भक्ति कहलाता है।

**9. आत्म निवेदन :** अपने को भगवान के स्वरूप में सर्वतो भावेन समर्पण कर देना आत्मनिवेदन है। भगवान की शरण में जाना, भगवान के तत्व, रहस्य, प्रभाव, महिमा को समझकर अहंकार रहित होकर अपने मन से श्रद्धापूर्वक अपने को, अपने सम्पूर्ण कर्मों को समर्पण कर देना।

इस प्रकार उपरोक्त तथ्यों के आधार पर कहा जा सकता है कि श्रीमद्भगवद गीता वर्णित भक्तियोग एक ऐसा माध्यम है, जिसमें प्रत्येक व्यक्ति परमात्मा तक पहुंचने के लिए स्वतंत्र है। भक्तियोग परमात्मा प्राप्ति का सबसे सरल मार्ग है।

## **SAARC: Challenges and Reforms**

**Dr. Ramesh Kumar\***

### **Abstract**

Today, the world is at a turning point. The changes that we are undergoing are global in scope, radical, essential and structural in content. As we have arrived the 21st century a sense of optimism prevails for achieving peace and prosperity through effective role-play of local as well as universal organizations. Many view Asia as having a diversity of features in common with Europe of the nineteenth century: underdeveloped international organizations, mixed domestic orders, rising nationalism, high but differential progress rates, and bitter, emotional rivalries between insecure neighbors. The achievement of states in today's world is not so much measured in terms of capacity for defending borders or generating uniquely national organizations, but in terms of capability to adapt to local and global trends, promote exports, draw investments, and skilled labor, deliver a beneficial environment for transnational companies, build attractive institutions of research and advanced learning, wield political influence on the local and global scene, and also brand the nation culturally in the global market-place.

**Keywords:** -Nation, Domestic, Mutual, Achievements, World, Dispute, Cooperation

### **Introduction**

SAARC is a manifestation of the determination of the individuals of South Asia to unite regionally and to work together towards finding keys to their mutual problems in a spirit of friendship, trust and understanding. The collective economy of SAARC is 3rd major in the world in the terms of GDP (PPP) after the United States of America and China and 8th biggest in the terms of nominal GDP. SAARC nations comprise 3% of the world's area and in contrast having 21% (around 1.7 billion) of the world's entire population. India makes up over 70% of the area and population among these eight countries. The idea of regional collaboration in South Asia was first mooted in May 1980. The Foreign Secretaries of the seven countries, specifically, Bangladesh, Bhutan, India, Maldives, Nepal, Pakistan and Sri Lanka met for the first time in Colombo in April 1981 which led to the identification of five comprehensive areas (Agriculture, Rural Development, Telecommunications, Meteorology, and Health and Population Activities) for regional co-operation. Subsequently four other areas (Science and Technological co-operation, Transport, Postal Services and Sports, Arts and Culture) were recognized for regional cooperation. The SAARC Preferential Trading Agreement was signed in April 1993 in Dhaka. It paved way to the Treaty on South Asian Free Trade Area (SAFTA). SAFTA was signed by all the member countries during the twelfth 'SAARC Summit' held in Islamabad.<sup>1</sup>

### **Factors responsible for less progress**

SAARC is a regional organization with solid ambitions, but is constrained by regional politics compared to other regional organizations such as the European Union or the ASEAN. The record of its success is hardly impressive. Despite the geo-strategic position, the area is one of the poorest, socially complex, under developing and slightest integrated

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in the world. SAARC has accomplished 28 years of its existence. Although it's not a long period for a regional friendship to establish its worth in supporting regional cooperation and solidarity, however, the way SAARC has shown downward trends throughout these years. There are many challenges and hurdles being faced by SAARC in the way of regional collaboration. No doubt, the tension between India and Pakistan hinders the SAARC from functioning efficiently. From over six decades, the two neighbors have remained mired in an adversarial position which has been one of neither war nor peace. The responsibility for changing these precarious conditions rests on both sides but India being the major political player, obviously carries a larger share of the responsibility for changing a highly volatile condition, which can generate hostilities between the two nuclear countries. Kashmir has continued the bone of contention between India and Pakistan. Numerous attempts have been made so far towards the normalization of their relations. Their contradictory relations have wide ranging implications for the region and the SAARC.<sup>2</sup>

The insistence of some of the SAARC nations on forming sub regional groupings has also reduced the status of SAARC. In fact, the ineffectiveness of SAARC leads to the growth of an alternative approach. In this context, India, in recent years, has started giving prominence to its entry in the ASEAN because India sees more prospects of its progress by aligning its economy with the ASEAN countries. Indian strategists have advocated that New Delhi would be better off in the ASEAN than it is in the SAARC. In this regard Pakistan has made serious efforts in developing close relations with west Asia and the gulf region by using its Islamic identity. Bangladesh, also playing up its Islamic roots, has begun to improve its relation with its Muslim neighbors in the Southeast Asia –Indonesia and Malaysia. Nepal has also made sporadic efforts resisting Indian pressure by developing closer ties with China. Bharat, Bangladesh, Nepal, Bhutan and Sri Lanka are the affiliates of the Bay of Bengal Initiative for Multisector Technical and Economic Cooperation (BIMSTEC) and the South Asian Sub-Regional Economic Cooperation (SASEC). Pakistan and Maldives are not associates of both South Asian sub regional organizations. SAARC as a regional inter-governmental association is very exclusive as far as regional conflicts are concerned. The regional states do not have a mutual approach to resolving interstate disputes in the region. India highlights on bilateralism and also rejects the role of extra-regional powers in determining regional disputes. Other regional countries, on the other hand, do not reject the part of extra-regional powers. It seems that the South Asian nations have not been able to improve clear perspectives on domestic and regional matters. Their domestic difficulties have often shaped their attitude towards the SAARC. It seems that due to definite preconceived notions SAARC has not been viewed as an independent variable. Other reasons pertain to a lack of convergence of political security of the member countries as also an absence of a perceived threat to their vital interest from mutual enemy factors which contributed towards the viability of other regional grouping such as the European Union and the ASEAN. Besides these political changes and mutual distrust among the member countries of SAARC, another severe hurdle to the functioning of the organization is the asymmetry between India and the other member in terms of demography and economic and technological progress. It is a strange feature of SAARC that India overpowers the other member states due to its size of population and GDP. India is closely thrice the size of all the other states put together in area and population. This preponderance is replicated in its economy, technological development and military

competency. New Delhi contains more than three quarters of the regional GDP and two-thirds of the region's worldwide exports. Besides, India is located in the center of the region while other countries are on the periphery. Therefore, India linked all member states and provided the connection amongst all member states. Therefore, it is correct to say that the region cannot move forward without the support of India. All the South Asian states form border with India. These nations have bilateral arrangements with India. It is challenging to find an easy regional alternative to these bilateral arrangements.

The serious constraint in this regard is that none of these states form border with each other, except India. India alone can offer transit facilities to landlocked ton nines like Nepal and India. Another main hurdle is that the region is divided in into two groups: Middle income group and the least developed group. Pakistan, India, Maldives and Sri Lanka belong to the first group while Bhutan, Bangladesh and Nepal are in the second group. This inequality between the both groups resulted in decrease of economic corporation in the region. The second group needs special and preferential treatment which is not easier for other South Asian nations. Besides these, the extent of complementarities which represents the level of economic collaboration in a region is very poor in the case of SAARC. Most associates of the SAARC export similar products. They contend rather than support each other.<sup>3</sup>The formation of the SAARC should be seen as a fresh departure from conventional ways by which weaker authorities have tried to counter a much stronger one. Instead of countering strength by a system of associations, other countries have tried to draw the stronger one into their arms, in order to disarm it and make its 'preponderant strength innocuous'. Thus, the smaller nations of southern Asia, hope through the SAARC to be capable to forestall the use of that greater power (India) for hostile purposes especially with regard to the formation of a new coercive order on the subcontinent.<sup>4</sup>

It has been argued that to some extent, the SAARC is a reply to the globalism that is being progressively dominated by the G7. It is also a reply to the increasing regionalism around the world. It should also be seen as a reply to the felt regional requirements. Given the political realities, especially Indo-Pak relations and the other conflicts that split Indian society, SAARC can only be a promoting device in possible areas. Since India is the 'core state', it should be seen as a strength for the success of the SAARC and also a nation that can be counted on for regional collaboration.<sup>5</sup>Almost all the agreements and conventions, adopted and signed by SAARC members, are concentrating on promotion of economic and social interactions and relations. There is hardly any important development, under the banner of SAARC, to encourage mutual trust and resolve common disputes. Dispute deciding has been, unfortunately, left out of the scope of SAARC; since its inception. Even "SAARC Regional Convention on Suppression of Terrorism" was nothing but ratification and execution of the UNO resolutions and conventions. Almost all SAARC bodies and other bodies and offices are working in the social fields. Political fields and development of trust and promotion of cooperation in political fields have been left out of the focus.<sup>6</sup>

The regional economies, however, are facing slumping claim for their exports, significant decrease in foreign investment particularly foreign direct investment. The decline in exports has weakened the region's current account situation. Despite the fact that the region constitutes about one-fifth of humanity and massive resources, it is confronted with the formidable tests posed by poverty, unemployment, low levels of manufacture and burden of population. These restrictions have severely hampered the efforts to accomplish the SAARC objectives of encouraging welfare of the people of the South Asia and improving

quality of life through enhanced economic growth, social progress and cultural progress in the region.<sup>7</sup> India has excluded Pakistan from the list of SAARC member countries with which it will be connecting its state-of-the-art National Knowledge Network (NKN) for sharing scientific databases and remote access to advanced research facilities. The government has kicked off the process of appointing a telecom company that will connect and extend the NKN to research and education networks in six South Asian Association of Regional Cooperation member states — Afghanistan, Bangladesh, Bhutan, Maldives, Nepal and Sri Lanka. Pakistan is the only SAARC nation that has been left out of this initiative.<sup>8</sup>

The next problem is the influence of China's unprecedented forays into each of these nations. Instead of telling the Nepal govt. to sort out matters with India, for example, as it had in the past, China opened up an array of alternative trade and connectivity possibilities after the 2015 India-Nepal border blockade: from the highway to Lhasa, cross-border railway lines to the progress of dry ports. In Sri Lanka, Bangladesh, the Maldives and Pakistan, China grips strategic real estate, which could also be fortified militarily in the future. At present, it means China has a stake in the inner politics of that countries.<sup>9</sup>

#### **Issues before SAARC**

The destiny of SAARC today is to either swim together or risk sinking separately in the fight against poverty and unemployment as well as in meeting the hurdles of the environment, national security, and globalization.

Now a day, there are five crucial issues on SAARC: -

**First**, SAARC is off and on in a limbo. Thus the first concern is this: how to grapple with SAARC's indefinite future and how to put it back on the rails again, and not permit in the future, international political changes disturbing the functioning of SAARC.

**Second**, SAARC has to resolve whether essential economic collaboration in an increasingly globalised world economy can be accomplished despite continuing political battles.

The issue is whether political differences — beyond vital state interest matters — can be set aside by each member state while a more harmonious environment is shaped through healthy economic cooperation.

**Third**, is SAARC so fragile that it cannot persist if bilateral controversial political questions are elevated in its deliberations without undermining its utility?

**Fourth**, given that India is 70 per cent of SAARC nations, geographically and economically, and that the other SAARC nations have borders only with India and not with each other, unlike in the European Union, do India has the distinct responsibility to go the extra mile to make SAARC work?

**Fifth**, given the way WTO disciplines are to be obligatory, does SAARC need a "level playing field" regional treaty, modelled on the General Agreement on Tariffs and Trade, with cross-retaliatory powers and a Regional Trade Organization (RTO) to implement it?<sup>10</sup>

#### **A road map for reforms**

To address these five concerns and overcome the present impasse in SAARC and to make it work, two preconditions have to be achieved:

(1) India has to go the extra mile to make SAARC work because India is 70 per cent of SAARC, and has mutual borders with seven SAARC Countries.



(2) South Asian Nations have to work on the mutual values and public historical perceptions of the individuals of the region, consciously addressing needed political differences.

Transparency in action in bilateral dealings is main to attaining these two preconditions. No nation of the region should either act the big brother or be a dog in the manger.

Hence, mindful of the uphill duty of promoting South Asian regional integration, there are some following reforms:

(a) No SAARC countries should internationalise any bilateral matter beyond the SAARC forum.

(b) SAARC will do all it can to facilitate the formation of the South Asian Free Trade Area (SAFTA) immediately. Thereafter, SAARC decides to make Sri Lanka's coast the gateway to the Association of Southeast Asian Nations (ASEAN) by developing the hard substructure and freight movement facilitation.

(c) SAARC should strive to improve investment activity between its member countries, and not merely trade. South Asian joint venture upgrade schemes should also be promoted on a priority.

(d) The energy sector should be connected together through a combined South Asian electric power grid system and countries could pool their technical and financial resources in combined projects.

(e) In only the fields of science and technology, universities in SAARC countries should pool their faculties and communicate across borders or involve in online education using the Internet.

(f) Broader popular support at the grass-root level must be vastly developed by encouraging freer legal movement of people for economic and cultural tourism reasons by minimising immigration actions.

(g) Effective steps must be undertaken to mutually deter cross-border, illegal migration, terror attacks and chunk the narcotics trade and drug trafficking.

It should be recalled that the EU was made possible only due to the conclusion drawn by the people of Europe, after the experience of two dreadful world wars, that a 3<sup>rd</sup> world war would finish Europe totally. Hence, despite a fierce history of warfare, European countries sank their differences and shaped the EU. Furthermore, there were some leaders like Adenauer, de Gaulle, Schuman and de Gasperi who had an image of a peaceful progress of the continent and dared to embark towards this objective.

But as the standard saying goes, it takes two to tango. With two of the eight SAARC countries in possession of deliverable nuclear arms, it is imperative for the nonviolent existence of SAARC countries that they effectively bind together and grow harmoniously.<sup>11</sup>

### **Time for renewal**

Reflecting on this context, one is reminded of a South African proverb which says one must invent a stranger to renew oneself. The stranger is the other that renews the self, reveals the unities and reciprocities behind difference. In the South Asian context, India must adapt these words of wisdom by inventing and reinventing the neighbor every day. It has to invent a South Asia which is civilisational, reciprocal, and local in its diversity. Merely thinking as a nation state reveals the procrustean nature of the Indian mind, making it a victim of 19th century mindsets.

Even experiments which could have been promising have lost their creative power. One of the most exciting of these regional ideas was the creation of the South Asian University (SAU), with a faculty from all South Asian countries. While we have the faculty, what we lack is a South Asian theory of culture and knowledge which should anchor this imagination. SAU looks like any other university, part of the embassy set in South Delhi. It needs a manifesto which makes South Asia central to its imagination. Such a manifesto must transform ecology and culture into a theory of South Asian diversity and difference. The borderland, the frontier, the island, the riverine communities have to anchor a local imagination which diversifies South Asia as a region. Out of ecology should emerge a creative sense of regionalism as a new style of ecological politics rather than treating the region as a lesser order of politics in a global regime.<sup>12</sup>

### **Conclusion**

India has no cause to shed tears for the SAARC. It is no longer the only game in town. In fact, it was never much of a game. Nor should it sorrow the passing away of "South Asia". Change is the only enduring fact of life. Geographies are not fixed; they evolve, sometimes gently and quickly at others. How we imagine and construct regions changes according to situations. The British Raj extended from Aden to Malacca at its peak. "South East Asia" did not exist until the 2<sup>nd</sup> World War. The "Asia-Pacific" originated into usage only in the late 1980s. The "Indo-Pacific" was a novelty a decade ago. "Political South Asia" was a development of the 1980s.<sup>13</sup> It has not continued the test of time. As India's footprint goes way beyond the Subcontinent, Bangladesh develops the throbbing heart of the Bay of Bengal and an economic bridge to East Asia and Sri Lanka arises as an Indian Ocean hub, Delhi wishes to reimagine its economic and political geography.

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## प्रयागराज (इलाहाबाद) जनपद में चकबन्दी एवं उसकी सफलता का मापन एवं मूल्यांकन

वेद प्रकाश वेदी\*

### अब्सट्रैक्ट

चकबन्दी का महत्व भू-जोतो के संहतीकरण में है। प्रथम योजना काल से ही चकबन्दी प्रक्रिया को विभिन्न राज्यों में क्रियान्वित किया गया है। 2010 में चकबन्दी प्रक्रिया में सुधार एवं संशोधन की कवायद चल रही है। प्रस्तुत शोध प्रपत्र में चकबन्दी की उपादेयता का परीक्षण हुआ है। चकबन्दी का मुख्य उद्देश्य 'भू-जोतो का संहतीकरण' करना है। इस उद्देश्य पूर्ति में चकबन्दी किस हद तक सफल है इसे मापने हेतु सूत्र एवं विधि तन्त्र की खोज की गई है। तदपश्चात जनपद के 2 ग्रामों का चयन कर उनमें चकबन्दी की सफलता का मापन एवं मूल्यांकन किया गया है। इस अध्ययन में प्राथमिक आँकड़ों का प्रयोग हुआ है जिसे जनपद के 80300 कार्यालय एवं सम्बन्धित ग्राम के राजस्व अभिलेख- जो0च0आ0प0- 23 भाग एक से एकत्रित एवं संगणित किया गया है। जनपद में कुल 78 ग्रामों, रकबा 39429 एकड़ में चकबन्दी चल रही है। इनमें से सर्वाधिक ग्राम फूलपुर तहसील में है। चकबन्दी की सफलता को प्रतिशत में ज्ञात किया गया है जो भू-जोत संहतीकरण के सन्दर्भ में है। ग्राम मवैया हिन्दुवानी में चकबन्दी सफलता का प्रतिशत 50.54 है और ग्राम नैकीपुर में चकबन्दी सफलता का प्रतिशत 74.57 (अभिलेखीय) एवं 60.52 (वास्तविक) है। अर्थात् यहाँ समस्त चरों पर चकबन्दी का प्रभाव सकारात्मक रहा है। जनपद में चकबन्दी के माध्यम से भू-जोतों के औसत आकार में वृद्धि हुई है जो चकबन्दी की सफलता का द्योतक है। इस शोध अध्ययन से चकबन्दी का परिणाम ही नहीं बल्कि चकबन्दी की आवश्यकता के स्तर को भी ज्ञात किया जा सकता है।

**मूल शब्द** – चकबन्दी, भू-जोत, संहतीकरण, मापन, कृषि विकास।

### प्रस्तावना

भूमि सुधारों में चकबन्दी कृषि विकास हेतु, भू-जोतों की पुनर्व्यवस्था है। हमारे देश में जनसंख्या कृषि, उत्तराधिकार कानून एवं सीमित कृषि संसाधन के कारण भू-जोतों का विखण्डन एवं बिखराव सतत जारी है। इसी का परिणाम है कि भू-जोतों का औसत आकार निरंतर घट रहा है एवं उनकी संख्या उत्तरोत्तर बढ़ रही है। यह एक प्रचलित अवधारण है कि छोटी एवं बिखरी भू-जोतें मशीनीकृत खेती (Mechanized farming) में एक बाधा हैं। छोटी एवं बिखरी भू-जोतों से कृषि उत्पादन में अधिक लागत आती है। चकबन्दी का मूल उद्देश्य है बिखरी हुई जोतों को एकत्रित करके उन्हें और अधिक संहत बना देना। 2010 जोत चकबन्दी अधिनियम 1953 के अनुसार – 'चकबन्दी किसी कटक के विभिन्न खातेदारों के बीच उनकी जोतों की ऐसी पुनर्व्यवस्था है जो उनके जोतों को अधिक संहत (Compact) बना देती है। चकबन्दी प्रक्रिया इस मूल कार्य के अलावा 'खेत की आधारीक संरचना' को भी बनाती है। जैसे सिंचाई हेतु नाली, चकमार्ग, सेक्टर मार्ग, ग्रामीण सम्पर्क मार्ग, खलिहान, खाद के गड्डे, सामुदायिक भवन आदि हेतु भूमि का आवंटन आदि।

भारत में सर्वप्रथम 1920 में बड़ौदा में चकबन्दी अधिनियम पास हुआ था। स्वतन्त्रता उपरान्त प्रथम योजना के समय ही 2010 में, 2010 जोत चकबन्दी अधिनियम 1953 एवं 2010 जोत चकबन्दी नियमावली 1954 बनाए गए। इस राज्य में चकबन्दी योजना का प्रारम्भ सन् 1954 में मुजफ्फर नगर जिले की कैराना तहसील व सुल्तानपुर जिले की मुसाफिर खाना तहसील से हुआ था एवं 1958 से सम्पूर्ण प्रदेश में लागू किया गया। वर्तमान में कुछ ग्रामों में प्रथम चक्र की एवं अधिकांश ग्रामों में द्वितीय चक्र की चकबन्दी प्रक्रिया जारी है। किन्तु यह प्रक्रिया अपने उद्देश्य में कितनी सफल है ? इसका उत्तर ज्ञात करने के लिए चकबन्दी पूर्व एवं चकबन्दी बाद की भू-जोत व्यवस्था का तुलनात्मक अध्ययन आवश्यक है।

### अध्ययन क्षेत्र

प्रयागराज (इलाहाबाद) जनपद का नाम इसके मुख्यालय शहर के नाम पर पड़ा है। यह जनपद 24° 47' उत्तरी और 25° 43' उत्तरी अक्षांश एवं 81° 31' पूर्वी और 82° 21' पूर्वी देशान्तर के मध्य अवस्थित है। इसका कुल क्षेत्रफल 5482 किमी<sup>2</sup> है। यह जिला उत्तर प्रदेश के दक्षिणी पूर्वी भाग पर स्थित है। इसके भू-क्षेत्र में गंगा का मैदान एवं विन्ध्यन

\* (असिस्टेंट प्रोफेसर भूगोल, के.एस.साकेत पी.जी. कालेज, अयोध्या)  
शोध छात्र (भूगोल) सी0एस0जे0एम0 यूनिवर्सिटी, कानपुर

पठार का मिलन क्षेत्र है। यह जनपद पूर्व में भदोही, मिर्जापुर, पश्चिम में कौशाम्बी एवं उत्तर में प्रतापगढ़ और जौनपुर एवं दक्षिण में चित्रकूट एवं मध्य प्रदेश राज्य से किया हुआ है।



यह जनपद कुल 8 तहसीलों एवं 20 ब्लॉकों में विभाजित है। जनपद के कुल राजस्व ग्रामों की संख्या 3196 है। इस जनपद के 68 प्रतिशत व्यक्ति कृषि पर प्रत्यक्ष रूप से निर्भर है। कृषि गणना वर्ष 2010-11 में कुल जोतें 551964 थीं जिसके अन्तर्गत कुल क्षेत्रफल 388021 हे० है। इस जनपद में 15 ग्राम क्षेत्रफल 12682 एकड़ प्रथम चक्र की चकबन्दी के एवं 63 ग्राम रकबा 26747 एकड़ द्वितीय चक्र की चकबन्दी के अन्तर्गत अर्थात् कुल 78 ग्राम, रकबा 39439 एकड़ चकबन्दी प्रक्रिया के अधीन है (जुलाई 2017)। ऐतिहासिक स्रोतों के अनुसार मिस्टर मांटगोमरी साहब ने सन् 1839 में इस जिले का बन्दोबस्त किया था।

#### अध्ययन का उद्देश्य

प्रस्तुत शोध पत्र के उद्देश्य निम्नलिखित हैं-

1. प्रयागराज (इलाहाबाद) जनपद में चकबन्दी प्रक्रिया के अधीन ग्रामों में चकबन्दी कार्यों के स्तर, अवधि, ग्रामों की संख्या, चकबन्दी में व्यवधान का अध्ययन करना।
2. भू-जोतों के संहतीकरण के संदर्भ में चकबन्दी की सफलता मापन हेतु सूत्र एवं विधितंत्र की खोज करना।
3. भू-जोतों के संहतीकरण में चकबन्दी की भूमिका का अध्ययन करना।
4. जनपद में चकबन्दी के पूर्व और चकबन्दी के बाद की भू-जोत व्यवस्था का तुलनात्मक अध्ययन करना।
5. जनपद में चकबन्दी की सफलता का मापन एवं मूल्यांकन करना।

#### विधि तंत्र

शोध के उद्देश्यों के अनुसार आंकड़ों तथा सूचनाओं को एकत्रित किया गया है। इस अध्ययन में मात्र प्राथमिक आंकड़ों का प्रयोग हुआ है एवं उनका वर्गीकरण एवं सारणीयन किया गया है। जनपद में चकबन्दी प्रक्रिया के अन्तर्गत ग्रामों के आंकड़े कार्यालय बन्दोबस्त अधिकारी चकबन्दी, प्रयागराज (इलाहाबाद) से संकलित किये गये हैं। चकबन्दी प्रक्रिया की सफलता के मापन हेतु तहसील हण्डिया के 2 ग्रामों को चुना गया है जिनमें चकबन्दी चल रही है। उन ग्रामों के राजस्व (चकबन्दी) अभिलेखों से वांछित तथ्य एवं आंकड़े लिए गये हैं। आंकड़ों के सारणीयन एवं विश्लेषण द्वारा निष्कर्ष निकाले गये हैं। व्यापक विश्लेषण के उपरान्त सूत्र एवं विधितंत्र की खोज की गई है। जिसमें स्वयं द्वारा चकबन्दी करने के अनुभव का सहारा लिया गया है।



**चकबन्दी सफलता मापन के सूत्र**

1. चकबन्दी की सफलता का प्रतिशत =  $\frac{a-b}{a-1} \times 100$

जहाँ—

$a$  = चकबन्दी पूर्व प्रति चकदार भू-जोतों की औसत संख्या

$b$  = चकबन्दी बाद प्रति चकदार भू-जोतों की औसत संख्या

$1$  = स्थिरांक

$100$  = स्थिरांक

या

2. चकबन्दी की सफलता का % =  $\frac{A-B}{A-100} \times 100$

जहाँ—

$A$  = चकबन्दी पूर्व प्रति 100 कृषकों पर भू-जोतों की संख्या

$B$  = चकबन्दी बाद प्रति 100 कृषकों पर भू-जोतों की संख्या

$100$  = स्थिरांक

या

3. चकबन्दी की सफलता का % =  $x \frac{1}{y} \times 100$

जहाँ—

$x$  = चकबन्दी पूर्व एवं चकबन्दी बाद के प्रति कृषक भू-जोतों की औसत संख्या का अन्तर

$y$  = चकबन्दी पूर्व प्रति कृषक भू-जोतों की औसत संख्या-1

$100$  = स्थिरांक

या

4. चकबन्दी की सफलता का % =  $d \frac{100}{\ell}$

जहाँ—

$d$  = चकबन्दी पूर्व प्रति 100 कृषकों पर भू-जोतों की संख्या और चकबन्दी बाद प्रति 100 कृषकों पर भू-जोतों की संख्या का अन्तर

$\ell$  = चकबन्दी पूर्व प्रति 100 कृषकों पर भू-जोतों की संख्या-100

$100$  = स्थिरांक

वर्तमान में तहसील बारा और सदर को छोड़कर अन्य सभी 6 तहसीलों के विभिन्न ग्रामों में चकबन्दी चल रही है। चकबन्दी के अधीन सर्वाधिक ग्राम फूलपुर एवं हंडिया तहसील में (56 ग्राम) हैं (देखें तालिका-1)।

**तालिका-1 चकबन्दी प्रक्रिया के अन्तर्गत ग्रामों का तहसीलवार विवरण  
(वित्तीय वर्ष 2017-18, माह जुलाई 2017)**

| क्र. | तहसील  | प्रथम चक्र के अन्तर्गत ग्रामों की संख्या | द्वितीय चक्र के अन्तर्गत ग्रामों की संख्या | कुल योग |
|------|--------|--|--|---------|
| 1.   | हंडिया | 04                                       | 19   | 23      |
| 2.   | फूलपुर | 03                                       | 30   | 33      |
| 3.   | मेजा   | 05                                       | 02   | 07      |
| 4.   | सोरांव | —  | 03   | 03      |
| 5.   | कोरांव | 01                                       | 09   | 10      |
| 6.   | करछना  | 02                                       | —  | 02      |
| 7.   | बारा   | —  | —  | —       |
| 8.   | सदर    | —  | —  | —       |
| योग— |        | 15                                       | 63   | 78      |

स्रोत-कार्यालय, बन्दोबस्त अधिकारी चकबन्दी प्रयागराज (इलाहाबाद)।

**तालिका-2 प्रथम चक्र की चकबन्दी में चल रहे ग्रामों का विवरण**

**(01 अप्रैल, 2017 की स्थिति)**

| तहसील  | ग्राम का नाम   | धारा- 4(2) के अधीन गजट का दिनांक | वर्तमान कार्य का स्तर | बाधाएं-विवरण  |
|--------|----------------|----------------------------------|-----------------------|---------------|
| म्जा   | चौकठा नरवर     | 7-2-2016                         | धारा 4 पूर्ण          | नया प्रसार    |
| म्जा   | धरावल          | 7-2-2016                         | धारा 4 पूर्ण          | नया प्रसार    |
| म्जा   | कोना           | 7-2-2016                         | धारा 4 पूर्ण          | नया प्रसार    |
| म्जा   | दिधलो          | 7-2-2016                         | धारा 4 पूर्ण          | नया प्रसार    |
| फूलपुर | तुलापुर        | 7-2-2016                         | धारा 4 पूर्ण          | नया प्रसार    |
| करछना  | मदनुआ उपरहार   | 4-9-2016                         | धारा 4 पूर्ण          | नया प्रसार    |
| करछना  | रवनिका         | 4-5-2014                         | धारा 4 पूर्ण          |               |
| फूलपुर | मलावां बुजुर्ग | 7-4-2015                         | सर्वे पूर्ण           |               |
| कोरांव | मांडो          | 16-4-2005                        | धारा 9 पूर्ण          |               |
| हंडिया | काजीपुर        | 10-5-1996                        | धारा 9 पूर्ण          | प्रत्यावर्तित |
| हंडिया | बढौली          | 10-5-1996                        | धारा 9 पूर्ण          | धारा 6        |
| हंडिया | रसूल पुर मवैया | 10-5-1996                        | धारा 10 पूर्ण         | विरोध         |
| हंडिया | जम'ैद पुर      | 10-5-1996                        | धारा 10 पूर्ण         | विरोध         |
| म्जा   | बसहरा          | 17-7-1982                        | धारा 24 पूर्ण         | न्यायालय स्टे |
| फूलपुर | राजेपुर        | 16-2-1991                        | धारा 10 पूर्ण         |               |
| योग    | 15 ग्राम       |                                  |                       |               |

स्रोत-कार्यालय, बन्दोबस्त अधिकारी चकबन्दी प्रयागराज (इलाहाबाद)।

**तालिका-3 द्वितीय चक्र की चकबन्दी में चल रहे ग्रामों का विवरण**

**(01 अप्रैल, 2017 की स्थिति)**

| तहसील  | ग्राम का नाम | धारा 4क-2 के अधीन गजट का दिनांक | वर्तमान कार्य का स्तर | बाधाएं-विवरण |
|--------|--------------|---------------------------------|-----------------------|--------------|
| फूलपुर | अहिराई       | 09-4-2016                       | धारा 4क-2 पूर्ण       | नया प्रसार   |
|        | रैदैपुर      | 09-4-2016                       | धारा 4क-2 पूर्ण       | नया प्रसार   |
|        | चमरुपुर      | 09-4-2016                       | धारा 4क-2 पूर्ण       | नया प्रसार   |
|        | करकटेपुर     | 09-4-2016                       | धारा 4क-2 पूर्ण       | नया प्रसार   |
|        | चन्दीपट्टी   | 09-4-2016                       | धारा 4क-2 पूर्ण       | नया प्रसार   |
|        | ओहरपुर       | 09-4-2016                       | धारा 4क-2 पूर्ण       | नया प्रसार   |
|        | अगहुंआ       | 09-4-2016                       | धारा 4क-2 पूर्ण       | नया प्रसार   |
|        | गौहानी       | 09-4-2016                       | धारा 4क-2 पूर्ण       | नया प्रसार   |
|        | गहरपुर       | 09-4-2016                       | धारा 4क-2 पूर्ण       | नया प्रसार   |
|        | करमहा        | 09-4-2016                       | धारा 4क-2 पूर्ण       | नया प्रसार   |
|        | कहली         | 09-4-2016                       | धारा 4क-2 पूर्ण       | नया प्रसार   |
|        | बाकराबाद     | 09-4-2016                       | धारा 4क-2 पूर्ण       | नया प्रसार   |
|        | उधौपुर खगिया | 09-4-2016                       | धारा 4क-2 पूर्ण       | नया प्रसार   |
|        | परमानंदपुर   | 09-4-2016                       | धारा 4क-2 पूर्ण       | नया प्रसार   |
|        | गोबर्धनपुर   | 09-4-2016                       | धारा 4क-2 पूर्ण       | नया प्रसार   |
|        | चक अफजलपुर   | 09-4-2016                       | धारा 4क-2 पूर्ण       | नया प्रसार   |
|        | आगरापट्टी    | 09-4-2016                       | धारा 4क-2 पूर्ण       | नया प्रसार   |
|        | मूल्हापुर    | 09-4-2016                       | धारा 4क-2 पूर्ण       | नया प्रसार   |
|        | चन्द्रावट    | 09-4-2016                       | धारा 4क-2 पूर्ण       | नया प्रसार   |
|        | राजेपुर      | 09-4-2016                       | धारा 4क-2 पूर्ण       | नया प्रसार   |

|        |                   |            |                 |               |
|--------|-------------------|------------|-----------------|---------------|
|        | चकशेष अहमद        | 09-4-2016  | धारा 4क-2 पूर्ण | नया प्रसार    |
|        | चक फात्मा         | 09-4-2016  | धारा 4क-2 पूर्ण | नया प्रसार    |
|        | गगौर              | 09-4-2016  | धारा 4क-2 पूर्ण | नया प्रसार    |
|        | खानपुर            | 09-4-2016  | धारा 4क-2 पूर्ण | नया प्रसार    |
|        | चकफैजुल्ला        | 09-4-2016  | धारा 4क-2 पूर्ण | नया प्रसार    |
|        | चकयार उर्फ रामपुर | 09-4-2016  | धारा 4क-2 पूर्ण | नया प्रसार    |
|        | अतनपुर            | 09-4-2016  | धारा 4क-2 पूर्ण | नया प्रसार    |
|        | गोरापुर           | 09-4-2016  | धारा 4क-2 पूर्ण | नया प्रसार    |
|        | गोडवा             | 09-4-2016  | धारा 4क-2 पूर्ण | नया प्रसार    |
|        | आदमपुर उपरौरा     | 09-4-2016  | धारा 4क-2 पूर्ण | नया प्रसार    |
| हडिया  | मन्दर             | 03-05-2014 | धारा 4क-2 पूर्ण | विरोध         |
|        | टेला              | 03-05-2014 | धारा 4क-2 पूर्ण | विरोध         |
|        | कुन्दनपुर         | 09-12-2006 | धारा 4क-2 पूर्ण | धारा 6        |
|        | बाबूपुर साथर      | 09-12-2006 | धारा 4क-2 पूर्ण | विरोध         |
|        | पूरेमिश्र         | 09-12-2006 | धारा 4क-2 पूर्ण | धारा 6        |
|        | दयालापुर          | 09-12-2006 | धारा 4क-2 पूर्ण | धारा 6        |
|        | कनकपुर मवैया      | 09-12-2006 | धारा 4क-2 पूर्ण | धारा 6        |
| कोरांव | चपरों             | 09-12-2006 | धारा 4क-2 पूर्ण |               |
|        | कुटिया कुंडीर     | 09-12-2006 | धारा 4क-2 पूर्ण |               |
|        | महुली             | 09-12-2006 | सर्वे पूर्ण     |               |
|        | रामपुरकला         | 09-12-2006 | सर्वे पूर्ण     |               |
|        | कुकुरहटा          | 09-12-2006 | सर्वे पूर्ण     |               |
|        | धूस               | 09-02-2013 | धारा 8 पूर्ण    | न्यायालय स्टे |
| हडिया  | मलेथुआ            | 09-12-2006 | धारा 9 पूर्ण    |               |
|        | पतैया             | 09-12-2006 | धारा 9 पूर्ण    |               |
|        | चकअजीज            | 03-05-2014 | धारा 9 पूर्ण    |               |
|        | बन्दीपट्टी        | 09-12-2006 | धारा 9 पूर्ण    |               |
| कोरांव | पथरताल            | 09-12-2006 | धारा 9 पूर्ण    |               |
|        | जमुआ              | 09-12-2013 | धारा 9 पूर्ण    | न्यायालय स्टे |
| हडिया  | नैकीपुर           | 09-12-2006 | धारा 10 पूर्ण   |               |
|        | भवानीपुर          | 09-12-2006 | धारा 10 पूर्ण   | विरोध         |
|        | पूर सतभामा        | 09-12-2006 | धारा 10 पूर्ण   | धारा 6        |
| कोरांव | बंशीपुर           | 09-12-2006 | धारा 10 पूर्ण   |               |
| म्जा   | लखनपुर टप्पा      | 20-08-2011 | धारा 10 पूर्ण   | विरोध         |
| म्जा   | विसहिजनकलां       | 20-08-2011 | धारा 10 पूर्ण   |               |
| हडिया  | मवैया हिन्दुवानी  | 03-05-2014 | धारा 10 पूर्ण   |               |
| हडिया  | भेलखा             | 09-12-2006 | धारा 23 पूर्ण   |               |
|        | गौहरपुर ता मसाढी  | 09-12-2006 | धारा 23 पूर्ण   |               |
|        | यासीनपुर          | 09-12-2006 | धारा 23 पूर्ण   | विरोध         |
|        | मोहम्मदाबाद       | 09-12-2006 | धारा 23 पूर्ण   |               |
| सेरांव | सांगीपुर          | 10-07-1982 | धारा 23 पूर्ण   |               |
|        | करौंदी            | 10-07-1982 | धारा 23 पूर्ण   | न्यायालय स्टे |
|        | कठवर परवेजपुर     | 10-07-1982 | धारा 23 पूर्ण   | न्यायालय स्टे |
| योग    | 63 ग्राम          |            |                 |               |

स्रोत-कार्यालय, बन्दोबस्त अधिकारी चकबन्दी प्रयागराज (इलाहाबाद)।

प्रथम चक्र की चकबन्दी के कुल 15 ग्रामों में से 3 ग्रामों में चकबन्दी का विरोध है। ये सभी ग्राम हडिया तहसील के हैं, जब कि द्वितीय चक्र की चकबन्दी के कुल 63 ग्रामों में से 11 ग्रामों में चकबन्दी का विरोध है। यहां उल्लेखनीय है कि विरोध के कारण अवरूद्ध 11 ग्रामों में से 10ग्राम मात्र हडिया तहसील के हैं। इस प्रकार हडिया के कुल 23 ग्रामों

में से 13 ग्रामों में विरोध के कारण चकबन्दी अवरुद्ध है। सर्वाधिक निर्बाध गति से चकबन्दी सम्पन्न होने वाली तहसील कोरांव है। सामान्यतः द्वितीय चक्र में चकबन्दी का विरोध अधिक होता है। इसका मुख्य कारण ग्रामों में गुटबन्दी एवं चकबन्दी की कम जरूरत का होना है।

अपखंडित एवं बिखरी भू-जोतों के संहतीकरण में चकबन्दी की भूमिका का अध्ययन या चकबन्दी की सफलता के मापन हेतु 2 ग्रामों को प्रतिदर्श रूप में लिया गया है। पहला है-ग्राम मवैया हिन्दुवानी, परगना मह, तहसील-हंडिया और दूसरा है-ग्राम नैकीपुर, परगना केवाई तहसील हंडिया, जिला प्रयागराज।

**प्रथम प्रतिदर्श- ग्राम मवैया हिन्दुवानी, परगना मह तहसील हंडिया, जिला प्रयागराज**

**(क) चकबन्दी (चक0 सृजन/संहतीकरण) के पूर्व की दशा**

1. एक चक/गाटा के स्वामित्व वाले चकदार या कृषक (CH-23 के भाग-1 चकदारों के क्रमांक) = 140
2. दो चक/गाटों के स्वामित्व वाले चकदार या कृषक = 42
3. तीन चक/गाटों के स्वामित्व वाले चकदार या कृषक = 36
4. चार चक/गाटों के स्वामित्व वाले चकदार या कृषक = 10
5. पांच चक/गाटों के स्वामित्व वाले चकदार या कृषक = 6
6. छः चक/गाटों के स्वामित्व वाले चकदार या कृषक = 3
7. सात चक/गाटों के स्वामित्व वाला चकदार या कृषक = 1
8. चौदह चक/गाटों के स्वामित्व वाला चकदार या कृषक = 1
9. सत्रह चक/गाटों के स्वामित्व वाला चकदार या कृषक = 1

**तालिका-4 ग्राम मवैया हिन्दुवानी (चकबन्दी के पूर्व की दशा)**

| क्र. | चकदारों की श्रेणियां | चकदारों की संख्या | कुल चकों या गाटों की संख्या | भू-जोतों का औसत आकार हे0 में | प्रति 100 कृषकों पर भू-जोतों की संख्या |
|------|----------------------|-------------------|-----------------------------|------------------------------|--|
| 1    | 1 चक वाले            | 140               | 140×1=140                   | 0.1240                       | 191                                    |
| 2    | 2 चक वाले            | 42                | 42×2=84                     |                              |  |
| 3    | 3 चक वाले            | 36                | 36×3=108                    |                              |  |
| 4    | 4 चक वाले            | 10                | 10×4=40                     |                              |  |
| 5    | 5 चक वाले            | 6                 | 6×5=30                      |                              |  |
| 6    | 6 चक वाले            | 3                 | 3×6=18                      |                              |  |
| 7    | 8 चक वाले            | 1                 | 1×8=8                       |                              |  |
| 8    | 14 चक वाले           | 1                 | 1×14=14                     |                              |  |
| 9    | 17 चक वाले           | 1                 | 1×17=17                     |                              |  |
| योग  | 9 श्रेणियां          | 240               | 459                         |                              |  |

स्रोत-ग्राम के जोत चकबन्दी आकार पत्र 23 भाग-1 से आगणित

**(ख) चकबन्दी (चक सृजन/संहतीकरण) के बाद की दशा-**

1. एक चक/गाटा के स्वामित्व वाले चकदार या कृषक = 155
2. दो चक/गाटों के स्वामित्व वाले चकदार या कृषक = 38
3. तीन चक/गाटों के स्वामित्व वाले चकदार या कृषक = 16
5. चकबन्दी पृथक (CH-18) होने वाले चकदार या कृषक = 31

तालिका-5 ग्राम मवैया हिन्दुवानी (चकबन्दी के बाद की दशा)

| क्र. | चकदारों की श्रेणियां | चकदारों / कृषक की संख्या | कुल चकों या गाटों की संख्या | प्रति 100 कृषकों भू-जोतों की संख्या | भू-जोतों का औसत आकार हे० |
|------|----------------------|--------------------------|-----------------------------|-------------------------------------|--------------------------|
| 1    | 1 चक वाले            | 155                      | 155×1=155                   | 145                                 | 0.1631हे०                |
| 2    | 2 चक वाले            | 38                       | 38×2=76                     |                                     |                          |
| 3    | 3 चक वाले            | 16                       | 16×3=48                     |                                     |                          |
| 4    | चकबन्दी पृथक (CH-18) | 31                       | =70                         |                                     |                          |
| योग  |                      | 240                      | 279+70=349                  |                                     |                          |

तालिका-6 चकबन्दी पूर्व एवं बाद का तुलनात्मक चार्ट; ग्राम-मवैया हिन्दुवानी

| चकदारों की श्रेणियां                   | चकबन्दी पूर्व          |            | चकबन्दी बाद            |            | चकदारों की श्रेणियों में परिवर्तन/चकों की संख्या में परिवर्तन | प्रभाव    | चकबन्दी सफलता का स्तर (%में) |
|--|------------------------|------------|------------------------|------------|---|-----------|------------------------------|
|  | चकदारों की सं०         | चको की सं० | चकदारों की सं०         | चको की सं० |   |           |                              |
| 1 चक वाले                              | 140                    | 140        | 155                    | 155        | +15   | सकारात्मक | 50.54                        |
| 2 चक वाले                              | 42                     | 84         | 38                     | 76         | -4  | सकारात्मक |                              |
| 3 चक वाले                              | 36                     | 108        | 16                     | 48         | -20   | सकारात्मक |                              |
| 4 चक वाले                              | 10                     | 40         | शून्य                  | -          | समाप्त  | सकारात्मक |                              |
| 5 चक वाले                              | 6                      | 30         | शून्य                  | -          | समाप्त  | सकारात्मक |                              |
| 6 चक वाले                              | 3                      | 18         | शून्य                  | -          | समाप्त  | सकारात्मक |                              |
| 7 चक वाले                              | 1                      | 8          | शून्य                  | -          | समाप्त  | सकारात्मक |                              |
| 8 चक वाले                              | 1                      | 14         | शून्य                  | -          | समाप्त  | सकारात्मक |                              |
| 14 चक वाले                             | 1                      | 17         | शून्य                  | -          | समाप्त  | सकारात्मक |                              |
| 17 चक वाले (CH-18)                     | -                      | -          | 31                     | (CH-18)    | -   |           |                              |
| योग                                    | 240                    | 459        | 240                    | 349        | -110 चकों की संख्या   | सकारात्मक |                              |
| प्रति 100 कृषकों पर भू-जोतों की संख्या | 191 (प्रति चकदार 1.91) |            | 145 (प्रति चकदार 1.45) |            | -46   | सकारात्मक |                              |
| भू-जोत का औसत आकार (हे०) में           | 0.1240                 |            | 0.1631                 |            | +0.0391   | सकारात्मक |                              |

स्रोत- ग्राम के जोत चकबन्दी आकार पत्र 23 भाग-1 से संगणित सूत्र-

$$1. \text{ चकबन्दी की सफलता का } \% = \frac{A-B}{A-100} \times 100$$

$$= \frac{191-145}{191-100} \times 100 = \frac{46}{91} \times 100 = 50.54\%$$

या

$$2. \text{ चकबन्दी की सफलता का } \% = x \frac{1}{y} \times 100$$



$$= .46 \frac{1}{.91} \times 100 = 50.54\%$$

द्वितीय प्रतिदर्श – ग्राम नैकीपुर, परगना-केवाई, तहसील- हंडिया, प्रयागराज

तालिका –7 चकबन्दी पूर्व एवं बाद का तुलनात्मक चार्ट; ग्राम-नैकीपुर

| चकदारों की श्रेणियां                   | चकबन्दी पूर्व                    |               | चकबन्दी बाद       |               | चकदारों की श्रेणियों/चकों की संख्या में परिवर्तन | चकबन्दी का प्रभाव | चकबन्दी सफलता का स्तर ; में)          |
|--|----------------------------------|---------------|-------------------|---------------|--|-------------------|---------------------------------------|
|  | चकदारों की संख्या                | चको की संख्या | चकदारों की संख्या | चको की संख्या |  |                   |                                       |
| 1 चक वाले                              | 300                              | 300           | 446               | 446           | +146   | सकारात्मक         | 74.57<br>(अभिलेखीय;<br>449चकदारों पर) |
| 2 चक वाले                              | 82                               | 164           | 67                | 134           | -15  | सकारात्मक         |                                       |
| 3 चक वाले                              | 36                               | 108           | 6                 | 18            | -30  | सकारात्मक         |                                       |
| 4 चक वाले                              | 10                               | 40            | समाप्त            | -             | समाप्त   | सकारात्मक         |                                       |
| 5 या अधिक चक वाले                      | 21                               | 105           | समाप्त            | -             | समाप्त   | सकारात्मक         |                                       |
| योग                                    | 449                              | 717           | 519               | 598           | -119 (चकों की संख्या)                            | सकारात्मक         | 60.52<br>(वास्तविक:519<br>चकदारों पर) |
| प्रति कृषक भू-जोतों की औसत संख्या      | 1.59 (717/449)<br>1.38 (717/519) |               | 1.15              |               | -0.44<br>-0.23                                   | सकारात्मक         |                                       |
| प्रति 100 कृषकों पर भू-जोतों की संख्या | 159<br>138                       |               | 115               |               | -44<br>-23                                       | सकारात्मक         |                                       |
| भू-जोत का औसत आकार                     | 0.1240 हे०                       |               | 0.1631 हे०        |               | +0.0328हे०                                       | सकारात्मक         |                                       |

स्रोत : ग्राम के जोत चकबन्दी आ०प० 23 भाग-1 से संगणित

$$\text{चकबन्दी सफलता (अभिलेखीय) का \%} = \frac{A-B}{A-1} \times 100 = \frac{1.59-1.15}{1.59-1} \times 100 = 74.57\%$$

$$\text{चकबन्दी सफलता (वास्तविक) का \%} = \frac{1.38-1.15}{1.38-1} \times 100 = 60.52\%$$

$$\text{या } d \frac{100}{l} = 23 \frac{100}{38} = 60.52\%$$

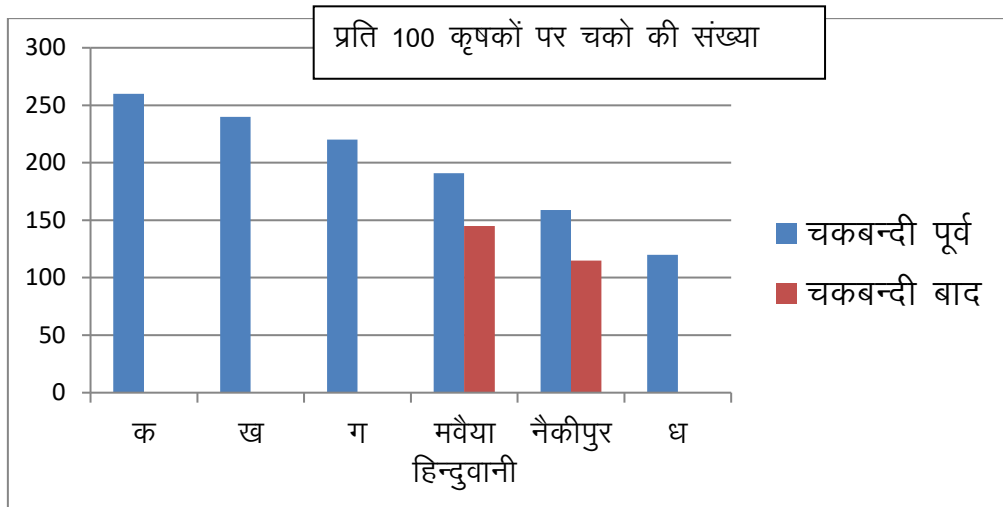
प्रथम प्रतिदर्श में ग्राम मवैया हिन्दुवानी में चकदारों या कृषकों की संख्या चकबन्दी पूर्व एवं पश्चात् एक समान है। किन्तु दूसरे प्रतिदर्श नैकीपुर में चकबन्दी बाद कृषकों की संख्या भी बढ़ी है। ऐसा प्रायः होता है क्योंकि कई कृषक मौके पर अपने हिस्सानुसार भूमि बॉट कर खेती तो करते हैं किन्तु अभिलेखों में उनका नाम अंकित नहीं रहता है। चकबन्दी प्रक्रिया में उनका भी नाम स्वतन्त्र खातेदार के रूप में दर्ज हो जाता है। और इस तरह चकबन्दी बाद चकदारों की संख्या बढ़ जाती है। इसी से अभिलेखीय सफलता % एवं वास्तविक सफलता % में अन्तर है। ग्राम के कुछ चकदार भले ही चकबन्दी पूर्व अभिलेख में दर्ज नहीं रहते किन्तु मौके पर वास्तव में वो काबिज रहते हैं। इस तरह चकबन्दी बाद के समस्त चकदार वास्तविक रूप से चकबन्दी पूर्व ही अपने-अपने गाटों पर काबिज रहते हैं। वास्तविक सफलता का प्रतिशत चकबन्दी बाद के चकदारों की संख्या से निकाला गया है। जबकि अभिलेखीय सफलता का प्रतिशत चकबन्दी पूर्व के अभिलेखों में दर्ज चकदारों की संख्या से निकाला गया है।

प्रश्न उठता है कि किन गाँवों की चकबन्दी आवश्यक है या चकबन्दी की आवश्यकता की तीव्रता की पहचान कैसे हो ? भू-जोतों के पूर्ण संहत होने की दशा में प्रत्येक चकदार के पास मात्र एक-एक चक होगा। अर्थात् प्रति कृषक भू-जोतों की औसत संख्या 1 होगी। किन्तु यह आदर्श दशा है जो असम्भव है। प्रति कृषक भू-जोतों की औसत संख्या 1 से जितना अधिक होती जायेगी, चकबन्दी आवश्यकता की तीव्रता उतनी अधिक बढ़ती जायेगी। इससे चकबन्दी करने वाले ग्रामों की वरीयता निर्धारित की जा सकती है कि किस ग्राम को चकबन्दी की अधिक जरूरत है

किसको कम। ऐसे ग्रामों को एक ग्राफ पर प्रदर्शित किया जा सकता है। उदाहरण स्वरूप कुल 6 ग्राम है जहाँ चकबन्दी पूर्व प्रति 100 कृषकों पर चकों या गाटों की संख्या इस प्रकार है क-260, ख-240, ग-220, मवैया हिन्दुस्तानी-191, नैकीपुर-159 और घ-120 चक।

यहाँ पर चकबन्दी की आवश्यकता की तीव्रता का वरीयता क्रम अधिक से कम की ओर इस प्रकार है।

क ख ग → मवैया हिन्दुस्तानी नैकीपुर घ → → →  
चकबन्दी करने के उपरान्त प्रति 100 कृषकों पर चकों की संख्या 100 के आदर्श स्थिति की ओर नीचे आती है। जिस ग्राम की यह चक संख्या 100 बिन्दु की ओर जितनी नीचे आती है उस ग्राम की चकबन्दी की सफलता उतनी ही अधिक रहती है। जैसा कि ग्राफ पर नैकीपुर एवं मवैया हिन्दुस्तानी की स्थिति को चकबन्दी पूर्व एवं चकबन्दी बाद की दशा में दिखाया गया है।



### निष्कर्ष एवं सुझाव

प्रयागराज जनपद में कुल 78 ग्रामों में चकबन्दी प्रक्रिया जारी है। जिसमें से 15 ग्रामों में प्रथम चक्र की एवं 63 ग्रामों में द्वितीय चक्र की चकबन्दी चल रही है। फूलपुर में सर्वाधिक 33 ग्राम एवं सबसे कम करछना तहसील में मात्र 02 ग्रामों (प्रथम चक्र) में चकबन्दी चल रही है। हण्डिया तहसील के कुल 23 ग्रामों में से 13 ग्रामों में चकबन्दी वाधित है जिसका मुख्य कारण गावों में गुटबन्दी एवं कृषकों का विरोध है। इस शोध के माध्यम से चकबन्दी की सफलता के मापन हेतु गणितीय सूत्र एवं विधितंत्र की खोज की गई है। जिसके द्वारा हम चकबन्दी की सफलता को प्रतिशत में माप सकते हैं साथ ही चकबन्दी की आवश्यकता की पहचान करने के तरीके एवं विधितंत्र की खोज की गई है। इनके द्वारा विभिन्न ग्रामों में चकबन्दी की आवश्यकता की तीव्रता एवं चकबन्दी के प्रतिफल का तुलनात्मक अध्ययन, समीक्षा एवं मूल्यांकन कर सकते हैं। इन्हीं तरीकों से जनपद के हण्डिया तहसील के 2 ग्राम प्रतिदर्श के रूप में किए गए हैं। जहाँ चकबन्दी हो रही है। ग्राम मवैया हिन्दुस्तानी में चकबन्दी की सफलता प्रतिशत 50.54 प्रतिशत है। समस्त चरों पर चकबन्दी का सकारात्मक प्रभाव है। चकबन्दी पूर्व प्रति 100 कृषकों पर भू-जोतों की संख्या 191 थी, भू-जोत का औसत आकार 0.1240 हे० था, कुल गाटे 459 थे। चकबन्दी करने के बाद उक्त तथ्य क्रमशः 145, 0.1631 हे० और कुल गाटे घटकर 349 हो गए। ग्राम नैकीपुर में चकबन्दी की सफलता प्रतिशत अभिलेखीय 74.57 प्रतिशत एवं वास्तविक 60.52 प्रतिशत है। समस्त चरों पर चकबन्दी का सकारात्मक प्रभाव है। चकबन्दी पूर्व प्रति 100 कृषकों पर भू-जोतों की संख्या 159 अभिलेखीय एवं 138 वास्तविक थी। भू-जोत का औसत आकार 0.1647 हे० था, कुल गाटे 717 थे। चकबन्दी उपरान्त उक्त तथ्य क्रमशः 115, 0.1975 हे० और कुल गाटे घटकर 598 हो गए। इस प्रकार इन दोनों ग्रामों की चकबन्दी करना लाभदायक रहा। तुलनात्मक रूप से मवैया हिन्दुस्तानी की अपेक्षा नैकीपुर में चकबन्दी का परिणाम अधिक सकारात्मक रहा।

इस शोध का निष्कर्ष है कि चकबन्दी इस जनपद के भू-जोतों के संहतीकरण एवं भू-जोतों के औसत आकार वृद्धि में अपनी भूमिका का निर्वाह किया है। यह आवश्यक है कि चकबन्दी के परिणाम को और बेहतर बनाने के लिए सरकार को चकबन्दी सुधार में रुचि लेनी चाहिए। वर्तमान सरकार ने चकबन्दी की खामियों को दूर करने एवं इसकी बेहतरी के लिए उ०प्र०जो०च० अधिनियम में संशोधन सुझाने के लिए राजस्व परिषद के अध्यक्ष प्रवीर कुमार की अध्यक्षता में एक कमेटी गठित की है जिसने कई सुझाव दिये हैं। जिस ग्राम में चकबन्दी की आवश्यकता हो वहीं इसे लागू किया जाये। इस कदम से चकबन्दी के प्रति विरोध के स्वर कम होंगे। चकबन्दी प्रक्रिया में कम्प्यूटर का प्रयोग अति आवश्यक है। चकबन्दी न्यायालयों एवं कार्यालयों को आधुनिक संसाधनों से युक्त किया जाए। अभिलेखों के

नवीनीकरण में डिजिटाइजेशन को अपनाना अति आवश्यक है। निःसन्देह यदि चकबन्दी प्राधिकारी अपनी कर्तव्य निष्ठा के साथ कार्य करेंगे तो चकबन्दी का कल्याणकारी स्वरूप अवश्य दिखाई देगा।

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## भूमंडलीकरण के दौर में पंचायती राज संस्थाओं की भूमिका

**Durgesh Kumar Tripathi\***

भूमंडलीकरण के अर्थ में भारी बदलाव आया है। जेम्स एल. वाटसन ने भूमंडलीकरण को सांस्कृतिक दृष्टि से परिभाषित किया है। वह यह प्रक्रिया है जिसके अंतर्गत दैनिक जीवन के अनुभव मॉलों और विचारों को सांस्कृतिक रूप में व्यक्त करते हैं। विश्व बैंक भूमंडलीकरण को एक विशुद्ध आर्थिक प्रक्रिया मानता है। कई लोग भूमंडलीकरण को पूंजीवाद की विस्तारवादी और शोषक प्रवृत्ति की अभिव्यक्ति मानते हैं जिसमें इंटरनेट, मोबाइल फोन, टी.वी. आदि की बड़ी भूमिका है। आरंभ में कंदमूल, फल, शिकार और मछली मारकर लोग अपना गुजर-बसर करते रहे। पहली बार गेहू का जिक्र तुर्की में मिलता है। फिर छः से चार हजार वर्ष ईसा पूर्व वह तुर्की से सिंधु घाटी होते हुए चीन पहुंचा। चीन में 11,500 वर्ष पहले चावल की खेती आरंभ हुई जो दक्षिण एशिया होते हुए अन्यत्र फैली। जमीन लड़ाई का मुख्य मुद्दा हो गई। अंतर्राष्ट्रीय व्यापार, निवेश तथा सूचना प्रौद्योगिकी के माध्यम से विश्व के विभिन्न देशों के बीच सामाजिक, सांस्कृतिक व आर्थिक अंतर्क्रिया व एकीकरण की प्रक्रिया को भूमंडलीकरण कहते हैं। इसका चरित्र बहुआयामी है। यह एक प्रक्रिया के साथ ही एक अवधारणा भी है। इसे अन्य नामों, जैसे- वैश्वीकरण, उदारीकरण, बाज़ार-अर्थव्यवस्था या एक विश्वग्राम की परिकल्पना के तौर पर भी जाना जाता है। भारत जैसे अन्य विकासशील तथा तीसरी दुनिया के देशों पर भूमंडलीकरण का प्रभाव प्रत्यक्ष तथा परोक्ष दोनों रूपों में पड़ा है।

भूमंडलीकरण के माध्यम से विभिन्न देशों के बीच की अर्थव्यवस्था में संरचनात्मक परिवर्तन, उपभोक्ता की अभिरुचि, जीवन शैली, और मांग में बदलाव लाना भूमंडलीकरण का प्रमुख उद्देश्य रहा है। भूमंडलीकरण की प्रक्रिया से बाजार में आंतरिक एवं बाह्य प्रतिस्पर्धा को तेजी से बढ़ाने के लिए एक से अधिक देशों की अर्थव्यवस्था को एक स्वतंत्र व्यापार की संबंधता से जोड़ना रहा है। भूमंडलीकरण का सबसे प्रमुख उद्देश्य यह रहा है कि विश्व की अर्थव्यवस्था पद्धति में एक ऐसी प्रक्रिया को अपनाया जाय जिससे सम्पूर्ण अर्थव्यवस्था को सुनियोजित तरीके से स्वतंत्र व्यापार संतुलन बनाया जा सके। विश्व के सभी देश एक मुक्त व्यापार संगठन की प्रक्रिया में भाग ले सकें। भूमंडलीकरण के कारण विकसित एवं विकासशील देशों के साथ एक सामंजस्य की स्थिति को लेकर सम्पूर्ण विश्व की आर्थिक प्रक्रिया में एक विवाद की समस्या बनी हुई है।

भूमंडलीकरण की अर्थव्यवस्था को भारतीय अर्थव्यवस्था के द्वारा समझा जा सकता है। जैसे कि - भारतीय अर्थव्यवस्था में उत्तरोत्तर उदारीकरण के माध्यम से भूमंडलीकरण करने के लिये किये गये प्रयासों एवं विश्व व्यापार संगठन के प्रावधानों को लागू करने के परिणामस्वरूप देश की

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अर्थव्यवस्था पर जो प्रभाव पड़े हैं, उनकी समीक्षा तथा आकलन करके भूमण्डलीकरण का भारतीय अर्थव्यवस्था पर प्रभाव को समझा जा सकता है। भूमण्डलीकरण आपसी प्रतिस्पर्धा को बढ़ावा देता है। जिसके माध्यम से विश्व के सम्पूर्ण देश उदारीकरण की प्रक्रिया में समान रूप से भाग ले सके एवं सामंजस्य बनाये रखे। भूमण्डलीकरण के माध्यम से बुनियादी आर्थिक उद्देश्यों की प्राप्ति होती है। उदारीकरण एवं भूमण्डलीकरण के प्रभावों की समीक्षा करने के लिए विश्व व्यापार संगठन के मुख्य प्रावधानों का देश के कृषि, उद्योग, अंतर्राष्ट्रीय व्यापार विनियोग एवं सेवा आदि क्षेत्रों का आकलन करना आवश्यक है।

### **भूमण्डलीकरण के प्रभाव**

#### **आर्थिक एवं राजनीतिक प्रभाव**

भूमण्डलीकरण के वर्तमान दौर में कोई भी राजनीतिक घटनाक्रम का प्रभाव सारे संसार को प्रभावित करता है। विश्वयुद्ध एवं उसके परिणामों ने संपूर्ण विश्व को प्रभावित किया है। वर्तमान विश्वव्यापी आर्थिक मंदी का कारण विकसित देश की राजनीतिक हलचल का परिणाम है। पूरे विश्व में विकसित देश महाशक्ति के रूप में उभरकर सामने आये हैं और इनके राजनीतिक और आर्थिक सम्बन्ध पूरे विश्व को प्रभावित करते हैं। ऐसा भूमण्डलीकरण के कारण ही सम्भव हुआ है

#### **गरीबी उन्मूलन कार्यक्रमों पर प्रभाव**

गरीबी उन्मूलन कार्यक्रम भारतीय अर्थव्यवस्था की सबसे बड़ी चुनौती है। गरीबी का उन्मूलन करना जैसी समस्या को लेकर पंचवर्षीय योजनाओं के द्वारा गरीबी उन्मूलन के प्रयासों से विभिन्न कार्यक्रमों को क्रियान्वित किया गया है। विश्व के अनेक देशों में आज भी गरीबी की समस्या व्याप्त है। विकासशील देशों में गरीबी की समस्या एक निरपेक्ष न होकर सापेक्ष गरीबी में बदल गयी है। भारतीय अर्थव्यवस्था में भूमण्डलीकरण से उत्पन्न एक सबसे बड़ी समस्या आर्थिक असमानता की है जिसको गरीबी उन्मूलन आदि के द्वारा कम किया जा सकता है।

#### **भूमण्डलीकरण से ग्लोबल वार्मिंग की समस्या**

भूमण्डलीकरण से ग्लोबल वार्मिंग की समस्या सामने आई है। ग्लोबल वार्मिंग का संबंध एक देश से नहीं है। बल्कि सम्पूर्ण विश्व से है। तीव्र औद्योगिकीकरण एवं परिवहन के द्वारा उत्पन्न हानिकारक विकिरणों के प्रभाव से अंटार्कटिका के ऊपर ओजोन परत में छिद्र का हो गया है। विकसित देशों द्वारा विलासिता की सुविधाओं का अत्यधिक उपयोग किया गया। भारी मात्रा में वातानुकूलित गैसों का उपयोग एवं मोटर वाहनों द्वारा वायु प्रदूषण आदि के द्वारा अंटार्कटिका के ऊपर ओजोन परत में छिद्र के होने से एक नई समस्या का जन्म हुआ है। जिससे वहाँ की बर्फ पिघलकर समुद्र के जलस्तर में वृद्धि, तापमान में वृद्धि आदि समस्याओं ने विश्व के भविष्य को खतरे में डाल दिया है। पर्यावरणीय प्रदूषण के साथ वायुमण्डल में कार्बन डाइ आक्साइड, ओजोन,



सल्फर डाइ आक्साइड, आदि गैसों के बढ़ते प्रभाव से ग्लोबल वार्मिंग की समस्या सम्पूर्ण विश्व के देशों में समान रूप से बनी हुई है

जलवायु परिवर्तन के कारण भी कृषि पर प्रतिकूल प्रभाव परिलक्षित हो रहे हैं। तापमान में वृद्धि के कारण धान के उत्पादन में कमी दर्ज की जा रही है, जल संकट की विभीषिका बढ़ती जा रही है, सिंचाई हेतु पर्याप्त जल उपलब्ध नहीं होने के कारण फसलें बर्बाद हो रही हैं। जलवायु परिवर्तन के कारण अर्द्धशुष्क क्षेत्रों व शुष्क क्षेत्रों में कृषि व्यवस्था पर प्रश्नचिह्न लग जाएगा तथा सिंचाई हेतु जल प्राप्त नहीं होने से कृषि चौपट हो जाएगी। इसी सन्दर्भ में हमें इस तथ्य पर भी ध्यान देना होगा कि जलवायु परिवर्तन के साथ उचित जल प्रबन्धन व जल उपयोग व्यवस्था विद्यमान नहीं होने के कारण देश में भू-जल स्तर तेजी से गिरता जा रहा है। डार्क जोन एरिया में वृद्धि हो रही है जिसके कारण कृषि व्यवस्था की स्थिति निराशाजनक होती जा रही है। जलवायु परिवर्तन के कारण मिट्टी की उर्वरा में कमी आने, लवणता बढ़ने तथा जैव-विविधता में हास होने की वजह से कृषि व्यवस्था पर विपरीत प्रभाव पड़ने की सम्भावना व्यक्त की जा रही है।

### **भूमंडलीकरण में पंचायती राज संस्थाओं की भूमिका**

भूमंडलीकरण, उदारीकरण, निजीकरण, बाजारीकरण आज के पूँजीवाद की प्रकृति को चिन्हित करने के सरलीकृत सूत्र मात्र है। यह सब तो पूँजी की प्रकृति में निहित है- जब से पूँजीवाद का प्रादुर्भाव हुआ यह सब होता रहा है। आज भूमंडलीकरण का विशेष अर्थ पूँजी का भूमंडलीकरण है पर इतना ही कहना पर्याप्त नहीं। आज का पूँजीवाद पहले से अधिक जटिल, अधिक आक्रामक, अधिक ग्लैमराइज्ड, अधिक व्यापक तथा अधिक सूक्ष्म और सांस्कृतिक हो गया है और इसी लिए पहले से अधिक खतरनाक और इतिहास विरोधी हो गया है। भूमंडलीकरण वास्तव में आधुनिकता की लाक्षणिकता है और आधुनिकता पूँजीवाद ही नहीं समाजवाद में भी चरितार्थ हुई है। इसलिए भूमंडलीकरण पूँजीवाद के लिए ही नहीं, समाजवाद के लिए भी अनिवार्य है। दूसरे, भूमंडलीकरण को न केवल रोका नहीं जा सकता, भूमंडलीकरण आर्थिक ही नहीं राजनीतिक और सांस्कृतिक रूप से भी चरितार्थ होता है और होगा ही।

### **लोकतांत्रिक विकेन्द्रीकरण में पंचायती राज संस्थाओं की भूमिका**

लोकतांत्रिक विकेन्द्रीकरण में पंचायती राज संस्थाओं की भूमिका महत्वपूर्ण है। भारत में पंचायतों की परिकल्पना नई नहीं है बल्कि यह प्राचीनकाल से ही हमारे समाज के ताने-बाने का अटूट हिस्सा रही है। देश के ग्रामीण विकास में पंचायती राज संस्थाओं से जो सहयोग प्राप्त हो रहा है वह अद्वितीय है। पांच व्यक्तियों की सभा अर्थात् पंचायत के साथ हमारी प्राचीन संस्कृति जुड़ी हुई है। पंच परमेश्वर यानी पांचों पंच जब एक साथ कोई निर्णय देते थे तो वह परमेश्वर की आवाज मानी जाती थी। भारतीय समाज में पंच परमेश्वर केवल स्थानीय स्तर के प्रशासनिक कार्यों तक ही सीमित नहीं थे बल्कि आपसी विवादों को हल करने स्थानीय विकास गतिविधियों को आगे बढ़ाने

स्थानीय संस्कृति के संरक्षण और सामुदायिक सेवाओं में भी महत्वपूर्ण भूमिका निभाते थे। वास्तव में पंचायत उस सभा का नाम है जहां पंच इकट्ठा होते हैं स्थानीय विकास की योजनाएं तैयार करते हैं जनकल्याणकारी और सामुदायिक विषयों पर विचार-विमर्श करते हैं और इस संबंध में स्थानीय जन भावनाओं के अनुरूप निर्णय लेते हैं।

आजादी के बाद देश में लोकतंत्र को मजबूत करने के लिए ढेर सारे प्रयास हुए। इन्हीं प्रयासों में से एक है-पंचायतीराज व्यवस्था की स्थापना। इतिहास में झांके तो सबसे पहले ब्रिटिश शासन काल में 1882 में तत्कालीन वायसराय लार्ड रिपन ने स्वायत्त शासन की स्थापना का प्रयास किया लेकिन वह सफल नहीं हुआ। इसके उपरांत ब्रिटिश शासकों ने स्थानीय स्वशासन संस्थाओं की स्थिति की जांच करने तथा उसके संबंध में सिफारिश करने के लिए 1882 तथा 1907 में शाही आयोग का गठन किया, जिसके तहत 1920 में संयुक्त प्रांत, असम, बंगाल, बिहार, मद्रास और पंजाब में पंचायतों की स्थापना के लिए कानून बनाए गए। पंचायती राज व्यवस्था को लोकतांत्रिक जामा पहनाने का काम आजादी के बाद शुरू हुआ। 1993 में संविधान में 73वां संशोधन करके पंचायत राज व्यवस्था को संवैधानिक मान्यता दी गई। बाद में संविधान में भाग 9 को फिर से जोड़ कर तथा इस भाग में सोलह नए अनुच्छेदों को मिलाकर संविधान में 11वीं अनुसूची जोड़कर पंचायत के गठन, पंचायत के सदस्यों के चुनाव, सदस्यों के लिए आरक्षण तथा पंचायत के कार्यों के संबंध में व्यापक प्रावधान किए गए।

### **पंचायती राज प्रणाली एवं सामाजिक परिवर्तन**

पंचायती राज प्रणाली का मुख्य परिणाम सामाजिक परिवर्तन के रूप में सामने आया है और इसने बाल-विवाह, जुए की प्रवृत्ति और नशे की लत जैसी सामाजिक बुराइयों में कमी लाने में मदद की है। पंचायती राज के माध्यम से ग्राम समाज का सशक्तिकरण हुआ है। इससे महिला साक्षरता स्तर में वृद्धि हुई है और घरेलू हिंसा की घटनाओं में कमी आई है। अधिकांश पंचायतों की प्राथमिकता रही है कि ज्यादा से ज्यादा संख्या में बच्चे और विशेष रूप से बालिकाएं स्कूल जाएं। पंचायत के निर्वाचित प्रतिनिधियों ने जिन प्रमुख विकासात्मक मुद्दों को आगे बढ़ाया है उनमें शुद्ध पेयजल की आपूर्ति, स्थानीय सड़क निर्माण और स्वच्छता जैसे विषय शामिल हैं। हालांकि, स्थानीय शासन प्रणाली में महिलाओं को अभी कई चुनौतियों से निपटना पड़ रहा है, लेकिन ग्रामीण महिलाओं में संवैधानिक प्रावधानों, सरकारी नीतियों, सामाजिक गतिविधियों और अपने अधिकारों के प्रति जागरूकता बढ़ी है और अब वे राजनीतिक सत्ता और निर्णय प्रक्रिया में भागीदारी कर रही हैं। पंचायती राज संस्थाओं में उनका योगदान बड़े पैमाने पर बढ़ा है। अब वे पंचायती राज संस्थाओं में अपनी भागीदारी के माध्यम से “गांव बढ़ेगा तो देश बढ़ेगा” का नारा का बुलन्द करते हुए ग्रामीण विकास के क्षेत्र में परचम लहरा रही हैं। गांवों को खुले में शौच मुक्त बनाने में पंचायती राज संस्थाओं और विशेष रूप से महिला सरपंचों की भूमिका अग्रणी रही है।

## **पंचायतीराज व्यवस्था का विकेंद्रीकरण**

पंचायतों को कौन-कौन सी शक्तियां प्राप्त होगी और वे किन जिम्मेदारियों का निर्वहन करेंगी, इसका उल्लेख संविधान में 11वीं अनुसूची में किया गया है। ग्राम पंचायत में 6 समितियों का उल्लेख है- जैसे, नियोजन एवं विकास समिति, निर्माण कार्य समिति, शिक्षा समिति, प्रशासनिक समिति, स्वास्थ्य एवं कल्याण समिति तथा जल प्रबंधन समिति। क्षेत्र पंचायत एवं जिला पंचायत में भी इसी प्रकार की समितियों की व्यवस्था का उल्लेख है। पंचायतीराज व्यवस्था के लागू हो जाने से विकास की अपार संभावनाओं को बल मिला है। गांव के लोगों में जागरूकता बढ़ी है। लोग अपने अधिकारों और कर्तव्यों के प्रति सजग हुए हैं। साथ ही लालफीताशाही जिसकी वजह से कार्यों में अड़चन देखने को मिलता था, उस पर विराम लग गया है। पंचायतीराज व्यवस्था ने विकास का विकेंद्रीकरण करके उसका लाभ आम जनता तक पहुंचाने में अहम भूमिका का निर्वहन किया है। आज ग्रामीण जीवन की सकारात्मक प्रगति से साफ है कि जिस उद्देश्य से पंचायतीराज व्यवस्था का ताना-बाना बुना गया था, वह अपने लक्ष्य को आसानी से साध रहा है। प्रत्येक पंचायत एक छोटा गणराज्य होता है, जिसकी शक्ति का स्रोत पंचायतीराज व्यवस्था है। भारतीय लोकतंत्र की सफलता भी इसी गणराज्य में निहित है।

## **पंचायती राज संस्थाओं का भारत में महत्व**

राजनीतिक दृष्टि से पंचायती राज संस्थाओं का भारत में अत्यधिक महत्व है। पंचायतों चुनावों में राजनीतिक दल भी महत्वपूर्ण भूमिका अदा करने लगे हैं और पंचायतों को भी राष्ट्र एव राज्य स्तर की राजनीति का आधार माना जाने लगा है। लोकसभा और विधानसभा के चुनावों में सफलता प्राप्त करने हेतु राजनीतिक दल और उनके नेता यह अनुभव करने लगे हैं कि पंचायत पंचायत समितियों और जिला परिषदों पर अधिकार किया जाना अपरिहार्य है।

भारत सरकार का पंचायती राज मंत्रालय, पंचायतों को सुदृढ़ और सशक्त बनाने तथा संविधान में वर्णित प्रावधानों के अनुसार अधिकार सम्पन्न बनाने के लिए गहन प्रयास कर रहा है। इस संबंध में राष्ट्रीय ग्राम स्वराज अभियान की नई पुनर्गठित योजना के तहत पंचायतों की शक्तियों का अंतरण करने और उनमें पारदर्शिता एवं जवाबदेही को बढ़ावा देने के ठोस उपाय करने हेतु राज्यों को प्रोत्साहित किया जा रहा है और उन्हें आवश्यक सहायता और समर्थन उपलब्ध कराया जा रहा है। पुनर्गठित योजना के अंतर्गत वर्ष 2030 तक सतत विकास लक्ष्यों की प्राप्ति हेतु पंचायतों को सक्षम बनाने, हिसाब-किताब का पारदर्शी तरीके से रख-रखाव और सेवा-सुपुर्दगी के लिए पंचायतों के बीच ई-गवर्नेंस के व्यापक प्रसार का लक्ष्य रखा गया है।

केंद्र या राज्यों की योजनाएँ तभी सफल हो सकती हैं जब पंचायतें इसे पूरे मनोयोग से लागू करें। ग्राम पंचायतें अपनी विभिन्न समितियों के माध्यम से गाँव में विकास कार्यों को संचालित करती हैं जैसे नियोजन एवं विकास समिति, निर्माण एवं कार्य समिति, शिक्षा समिति, जल प्रबंधन समिति

समेत अनेक समितियाँ होती हैं जो ग्रामीण विकास से जुड़े मुद्दों की देखरेख करती हैं। अगर हम ग्राम पंचायत के कामों को देखें तो इनके अधिकार क्षेत्र में ग्राम विकास सम्बन्धी अनेक कार्य हैं जैसे कृषि, पशुधन, युवा कल्याण, चिकित्सा, रख-रखाव, छात्रवृत्तियाँ, राशन की दुकानों के आवंटन जैसे छोटे-बड़े बहुत से महत्वपूर्ण मुद्दे हैं जिसके लिये उन्हें किसी और का मुँह नहीं ताकना होता है।

### निष्कर्ष

निष्कर्षतः कहा जा सकता है कि भूमण्डलीकरण से विषमताएँ अधिक ही उत्पन्न हुई हैं और हो रही हैं। यदि विकासशील देश को विकसित देश बनने की दिशा में अग्रसर होना है तो निश्चय ही उसे भूमण्डलीकरण को भी साथ-साथ लेकर चलना होगा यह सच है कि इससे खतरे अधिक हैं। भारत में भूमंडलीकरण के विरोध के सुर इसलिए उठे कि बहुत लोग उससे लाभान्वित होने की जगह उससे घाटे में रहे। भूमंडलीकरण का नकारात्मक पहलू खत्म करने के लिए जरूरी है कि लोगों की आमदनी, शिक्षा और कौशल का अंतर कम किया जाए। सिर्फ आय का अंतर कम करने से काम नहीं चलेगा। पंचायती राज व्यवस्था में व्याप्त विष को काबू करने के लिए वास्तविक सत्ता सम्पन्न लोकतान्त्रिक स्थानीय संस्थाओं की स्थापना आवश्यक है क्योंकि वर्तमान व्यवस्था का लोकतान्त्रिक स्वरूप प्रायः लुप्त होता जा रहा है। अतः प्रशासनिक तनाव को समाप्त करना अत्यावश्यक है भूमंडलीकरण और स्थानीयता के विभिन्न उपकरणों-संप्रदायवाद, जातिवाद या उग्र क्षेत्रीय अस्मिता की जुगलबंदी का लक्ष्य सामान्य सर्वभारतीय चेतना को कमजोर करना और भारत के लोगों को लगातार संकीर्णता की ओर धकेलना ही नहीं है, बहुराष्ट्रीय उपनिवेशवाद और घरेलू उपनिवेशवाद के नए जाल बिछाना भी है।

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## **Morality and Immorality in the Novels of D.H. Lawrence**

**Rayees Ahmad Ganaie\***

### **Abstract**

D.H Lawrence although was initially considered as an immoral and a taboo writer but his writings contain immense volume of harsh truth inside. His characters explicitly are obviously are sinister and committing the immoral acts, the acts which are anti-human but the somehow linked with the chastity and for their immoral actions there are some compelled by the social forces of their time. His heroines are often found the prey of the mysterious obsessions and their society is generating the compulsive forces by the presentation of characters seems so bizarrely in spoliation. His characters have their morality but which is not seen because that is harboring in their intrinsic personality. They are rational hence they are fully familiar of morality and chastity. Most of D.H. Lawrence's literary work manifests a determined and painstaking effort to answer the questions posed by the series of crises that simmered throughout the Victorian era and erupted with the First World War. Deeply hurt and angered by what he saw as the degeneration and waste of human life caught in the nets of sterile conventions, imposed by an aged, failing civilization and fading religious dogmas, he bravely undertook the necessary task to find and reclaim the fundamental values of life through a persistent if sometimes contradictory exploration of human identity and the self.

**Keywords:** Moral, Immoral, Society, Humanism and Culture.

His three important works, *A Study of Thomas Hardy* (1914-1915), "Education of the People" (1918) and *Fantasia of the Unconsciousness* (1918), show how relentlessly, Lawrence was considering the possibility of establishing a harmonious world by modifying modern attitudes and taking account of gender, religion and psychology. These concerns were widespread at the time and his thinking contains a multiplicity of political and cultural influences, derived from theosophy, socialism, sexual reformism, evolutionism and religious primitivism. The inter-textual references in his work, not only reflect the conflicts of an intellectual at times of protracted and serious crisis – a part of the inevitable rhetoric of anxiety in an era of torment – but also provide a key for a better understanding of his work, a text that more than most seems open to interpretation.

Lawrence's novels in which there are characters particularly heroines which seems the sinners but that is not the total reality. Basically, there is a fine balance of vices and virtues in the character of his fictional characters. According their mind and heart they are living in a saintly world while as their explicit world is considered as immoral and sinister. It is the balance not of the personality of his characters but of almost of every human. His characters are squeezed by the social forces and especially the force of patriarchal social set up of those times. Everyone talks and ridicules upon the sins of others without searching out the reasons behind. So we can say that D.H Lawrence is the one of that kind of truth which itches harshly.

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The significance of D.H. Lawrence's Nonconformist past is widely acknowledged and yet the more precise nature of its character and influence has been largely ignored. One possible reason for this is Lawrence's own tendency to minimize, in retrospect, the extent of his involvement with the Chapel religion of his childhood. In relation to other key influences, critics have pointed out Lawrence's tendency to 'cover his traces' and to insist that 'what he advocated came from his deeper self ... not outside') Eleanor Greene thus explains Lawrence's 'violent renunciation' of Nietzsche, while Cohn Milton concludes his study of Nietzsche's influence on the early works of D.H. Lawrence with the observation: "Nietzsche's influence on Lawrence was profound, but precisely because of this it is only rarely evident in direct references or obvious borrowings. Instead it tends to appear in that more subtle and pervasive fashion which we might expect when ideas have been thoroughly assimilated and creatively used"<sup>1</sup>

Graham Hough, in *The Dark Sun*, devotes a chapter to 'The Quarrel with Christianity' he says he shows a surprising lack of scholarly differentiation in his perception of 'Christianity'. This is most explicitly revealed in a footnote when he dismisses the Christian attitude to sexuality:

I take it for granted that Christianity does depreciate sexuality, or at most make reluctant concessions to it; and that Lawrence was right in believing this, wherever else he was wrong; and that the Chestertonian ... trick of representing Christianity as a robustly Rabelaisian sort of faith is a vulgar propagandist perversion.<sup>2</sup>

The *White Peacock* seems to be strongly influenced, both positively and negatively, by Lawrence's inherited notions of Christianity. The setting, mood and imagery, the plot, the dilemmas and the characters, are all shaped by Eastwood Congregationalism and are more fully understood when interpreted in this context. These values - of order, control, and rationality - are not, of course, confined to Reid or to Eastwood Congregationalism or to Christianity. From the much wider grouping of values, I am, in analyzing the Eastwood Congregationalist influence, selecting but one strand in a whole complex of influences on the novelist. I am not, of course, suggesting that the complexity can be reduced to a single strand, or that Lawrence's work can be 'explained' by this one influence.

In *The Rainbow* by D. H. Lawrence, they are three initiation protagonists superficially; however, they can be integrated into an initiation experience. The protagonists Lydia and Anna serve as a pretext for Ursula, the central protagonist. Their pursuit is the same; Ursula has achieved the final goals of self-discovery and initiation which her forerunners fail to. In this way, the initiation experiences of the first and second generations of Brangwen family are just the variations of Ursula's initiation experience. In addition, they lay foundation for Ursula's growth.

Lydia is a daughter of a Polish landowner and she is widowed when she marries Tom Brangwen. Though she is thirty-four years old at that time, she can also be viewed as initiation protagonist, for she does not achieve the goal of maturity and self-discovery. As for the age limitation of protagonists in *Bildungsroman*, Professor Rui mentions:

"The age of initiation protagonists is mainly from thirteen to twenty or so, while there is no absolute restriction. Toni Morrison's *Song of Solomon* is universally viewed as a *Bildungsroman*, in which the initiation protagonist is more than thirty years old. The initiation protagonists are defined as the youth by most experts, while the implication of word "youth" is obscure."<sup>3</sup>

Actually, the initiation experience for Lydia is a process of discovering herself and regaining her own identity. At the very beginning, when Lydia marries Lensky—a young doctor who is superior to her both intellectually and economically, she is completely conquered by Lensky and loses herself totally. “Lydia, as if drugged, followed him like a shadow, serving, echoing” In the patriarchal society, the majority of women have long been denied the access to education and social activities, so they are inferior to men both spiritually and economically, as Zhang states: “Marriage is the traditional and maybe the only way for women to enhance their economic and social status. Thus a woman tends to choose, or rather have not much choice but to marry a husband who is superior to her either spiritually or economically. This inevitably leads to a discrepancy in socioeconomic status and in intelligence between the husband and wife, which usually results in the subjugated and dependent position of woman in the family. So apart from the social suppression, women are suppressed more directly by their husbands”<sup>4</sup>

The reason becomes that the women get strokes of compulsions to move towards immodesty world. So the women are herself less responsible for her immoral acts whenever she is not having such kind of intentions.

Lawrence believed that sacred experiences occur when a person develops an unselfconscious, impersonal, and spontaneous relationship with another person or being. This relationship must be both mutual and felt, and it is the relationship itself that activates the religious awareness. The relationship is a means to awareness as well as a form of awareness itself: deep connection produces profound reciprocal awareness; expanded awareness enables a full sense of connection. The sacred encounters represented in Lawrence's novels are experienced by the characters as an influx of passion or peace.

Sons and Lovers is the most autobiographical of D H Lawrence's novels published in 1913. It is often called the magnum opus in the realm of literature. Lawrence is the minute observer of man and woman relationship. The female characters play dominant role in his novels. They represent certain thoughts and ideas. Sons and Lovers present three prominent female characters-Mrs Morel, Miriam and Clara Dawes. These three women are all tragic characters and their tragedies lie in the fact that they only function as stones in Paul's life and the world of men and their suffering from the imprisonment of the patriarchal society. Mrs Morel is pitifully diagnosed with Oedipus complex, which enables her to be a powerful hermaphrodite and gains access to power. Miriam is imprisoned by Victorian morality, but her world is not purely spiritual. Clara is the woman who makes Paul a real man, but Paul only sees the physical aspect of her. So Paul's patriarchal character is revealed in the discussion of these three women. This paper attempts to show that these three women are wholly responsible for their own tragedy giving an analysis of the Victorian morality and industrial civilization.

Paul's first lover, Miriam, was a beautiful and shy girl. She is modelled after Jessie Chambers, the one-time close friend of Lawrence. Many of the incidents in which Paul and Miriam are involved together were written by Jessie herself and Lawrence incorporated the passages supplied by her in the novel virtually without any change. Miriam is the daughter of Mr and Mrs Leivers of the Willey Farm. Although living in a country village which was controlled by her father and brothers who looked down upon her, she was irreconcilable to mediocrity. She did not want to follow the same old disastrous road of average village girls; she looked forward to making life meaningful Learning is the only distinction to which she thinks to aspire. It would be unjust to her to attribute her desire for knowledge to

mere vanity. Her interest in intellectual pursuits is partially genuine. But in reality there was no such room for her to exist; what she had was just the freedom of imagine. Paul's appearing made Miriam have her own idol, but this love soon added pain to her life because of her religious zeal. Since she was very young, Miriam sincerely believed in religion which played a major role in her life. She thought "God was omnipotent, and He knew everything in the world"<sup>5</sup>. So even her love to Paul may request the permission of the God: "O'Lord, let me not love Paul Morel. Keep me from loving him, if I ought not to love him"<sup>6</sup>. We can see that under religion's control, Miriam's emotion severely depressed. She was only a doll, without anything of her own idea. Miriam consciously built their intimate relationship on imagination, namely spirit on love, not flesh on love.

In *The Rainbow* Anna is a kind of lady who loves to visit the church constantly and she is often the devotee of worship but when some kind of suppressions ache her, she feels to something negative or immoral because she tries to be so unchained from the social chaos and oppressions. Anna perceives the church as a place where a mystery unfolds and not as a place of adoration of the Absolute God. The Lincoln Cathedral episode is the symbolic epitome of this split from the traditional religion of rule and dogma. The church, symbol of "an outmoded Absolute"<sup>7</sup> stands for Anna as the ultimate confine in which she would feel "roofed in"<sup>8</sup> and deprived of her freedom. Yet, Anna, claiming "another right"<sup>9</sup> responds to the mystical aspects of the cathedral like a new goddess among old gods. Her impulse to reject her husband's almost sexual need for the womb-like warmth of the church is completely logical: she believes he is unfair to her; *she* is the female her husband must adore and embrace. She feels betrayed by his attachment to the church, and consequently adopts an antagonistic attitude towards the place.

Lawrence is very great in presenting both sides of a women, he shows us the scences where the women are saintly inside and sometimes busy in the walks of immortal journey. But his works have not only depicted only the humiliation and contamination of his character but side by side they are of great souls as they think pure with pristine intensity but when circumstances bamboozle upon, they get forced to commit fouls. And also he has a tremendous respect for women. In one of his essays Lawrence writes: "A woman is one bank of the river of my life, and the world is the other"<sup>10</sup>

### **Conclusion**

D.H Lawrence has justified goodly the dichotomy of morality and immorality in his works. He has never deliberately heightened the virtues and nor he has suppressed their vices. With employing his subjectivity, he has presented the reasonable tension between vice and virtue. He is candidly making his readers to realize that the good and bads are running coincide in the human personality, we cannot deny the fact that a man cannot be a perfect saint because he has the dealing and desires in this world and also the social life is somehow responsible for the immoral behavior of man. If he will live with full social liberty, he will live with the moral purification.

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## **A Study on Factors Influencing the Job Satisfaction among Teachers of Private and Government Schools in Theni District**

**K.Mathankumar & Dr. K.Vanitheeswari\***

### **Abstract**

*This paper attempts to explore the factors influencing the job satisfaction level of government and private school teachers in Theni district. The main objective of this paper is to compare the factor influencing the level of job satisfaction of the respondents from Government and Private school teachers. The paper adopted the qualitative research methodology to address the research problem. For conducting Teacher's survey Likert scale based questionnaire was developed. Chi-square tests were carried out the association between the independent and dependent variables. The study also found that demographic factors like age, education, Gender, Marital status, Area of Residence, Designation, Family size, Mode of Transportation, Classes handling, Training, and the Job Satisfaction Level. The convenient sampling has been used for selecting the sample and sample size related to 400 respondent teachers. The data are collected using a questionnaire, analysed and interpretations are drawn. The paper concludes with suggestions to the findings of the study and suggestions given in the study will be useful to the Government and Private school teachers to enhance the level of job satisfaction.*

**Keywords: Government School, Private School, Job Satisfaction and Chi Square**

### **Introduction**

India has a long tradition of learning and education has always been valued. Accordingly, education has always been assigned high priority in the national development strategy and conscious efforts have been made towards the massive expansion of educational facilities in the country. In absolute terms, the education system created in the country is vast when viewed in respect to the number of institutions, students and teachers and the variety of educational activities. However, effective utilization and success of educational set-up to produce quality output has become a subject matter of concern. Several Committees and commissions who examined the functioning of educational set-up in the country have expressed concern about the quality and job satisfaction towards on overall improvement of the education system. The Educational Commission observed that "the destiny of India is being shaped in her classrooms" and 'as is the teacher, so is the nation' to emphasize the importance of the teachers. The Commission further observed that all the different factors which influence the quality of education and their contribution towards national development such as the quality, competence, and character of the character of teachers are undoubtedly the most significant. The national policy of education recognized the crucial role of teachers and stated that the status of teacher reflects on the socio-cultural ethos of a society. The government and the community should endeavor to create conditions which will help motivate aspire teachers on constructive and creative lines.

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It is relevant to mention that in the present scenario of education in our country, one comes across candidates with relatively superior qualifications and adequate professional degrees getting entry into the teaching profession; yet the adequate professional degrees getting entry into the teaching profession, yet the problem of deteriorating education standards both qualitatively and quantitatively seems to be assuming alarming dimensions. Therefore, there should be some other important determinants of this phenomenon besides academic and professional qualifications of teachers; such determinants appear to be job satisfaction. Job satisfaction among school teachers has been considered as a vital factor for the improvement of education system and thus has got an unshakeable place in educational researches.

A teacher has a powerful and abiding influence in the formation of the character of every future citizen. He/she act as a pivot for the transmission of intellectual and technical skills and cultural traditions from one generation to the other. The responsibility of the teacher is very great.

The term "Teaching" is derived from the root word 'taikjon' – a Latin word which means 'Show how'. Teaching involves the most difficult and complex series of functions. Teaching is an activity and a unique professional human activity in which one creatively uses himself/herself and his/her knowledge to promote learning and thereby enhancing the welfare of others. Teaching is a four phased process. At first, it formulates the goals of education, selects and organizes the content of instructions. Thirdly, it involves selecting suitable devices to measure a student's learning. Finally, it undertakes the appropriateness of teaching. The word 'Teacher' can be expressed as;

**T-** Talented, **E-** Enthusiastic, **A-**Affectionate, **C-**Creative, **H-**Humble, **E-** Energetic  
**R-** Radiant

The teaching profession has become very challenging complex and multifaceted. Parents hand over the future of their children to the teacher. So, a teacher should carry out the expectations of home, society, community and nation. A teacher is a topmost person in the professional pyramid because the teacher makes all others professionals. In order to discharge the duties, one has to follow challenging commitments and ethics, dealing with such moral commitment, duties and obligations. A teacher can perform his/her duties wholeheartedly when he/she is satisfied with his/her job.

Job satisfaction refers to a person's feeling of satisfaction on the job, which acts as a motivation to work. It is not self-satisfaction, happiness or self-contentment but satisfaction on the job. This term relates to the total relationship between an individual and the employer for which he/she is paid. Satisfaction does not mean the simple feeling-state accompanying the attainment of any goal; the end-state of feeling accompanying the attainment by an impulse of its objective.

Job satisfaction expresses the amount of agreement between one's emerging expectation and rewards that the job provides. Job satisfaction is a pleasurable or positive emotional reaction to a person's job experiences. The extent of job satisfaction is measured through different aspects such as Work, Workplace, Salary, Job Security, Promotional opportunities, Incentives etc.

There are a number of different definitions of job satisfaction. One Comprehensive definition is that it is a generalized attitude, resulting from any specific attitudes in three areas; (i) Specific job factors, (ii) Individual assessment, and (iii) Group relationships. Satisfaction from doing anything related to his/her job will give energy and inspiration to a

teacher to love his/her jobs more. The epithet "only a great teacher can mold a great student" portrays the role of the teacher in shaping the young of today worthy citizens of tomorrow. Thus the role of a teacher cannot be underestimated. At the same time when a teacher is satisfied with his/her job, one can expect a better performance from his/her job. Their job satisfaction is closely related to the nature of job. After qualifying to be a teacher, only a few could get posting in government schools. Thus most of the qualified persons have to choose private schools only. Many of them get good experience and go to the government schools through the Teachers Recruitment Board (TRB). Their satisfaction level in government school teachers and private school teachers are entirely different as they have to work in a different environment. In order to probe into this fact, the researcher has made an attempt to have "Job Satisfaction among Teachers of Private and Government Schools in Theni District –A Comparative Analysis".

### **Statement of the Problem**

There are a number of teachers working in Government and Private Schools. They have different level of satisfaction. The satisfaction level of teachers working in government and private is entirely different due to many reasons like Salary, Workload, Leave Facility, Working Hours, stress etc. Due to these reasons, their level of satisfaction may be high or low as compared to government and private schools. While working in government schools they may not have good input and thus not able to give quality education. But they have good salary. In a private school they may have good input, the ability to give quality education but their salary is very low as compared to government schools. In spite of that they have to answer Chief Educational Officers and other government departments relating to schools for the results. Hence they are in a hectic situation. Thus the level of satisfaction differs in both the schools. Thus in order to analyse this fact the researcher has made an attempt to study, "Job Satisfaction among Teachers of Private and Government Schools in Theni District –A Comparative Analysis".

### **Objectives of the study**

The present study is done with the objective of assessing the job satisfaction of teachers working in various Government and Private schools. The specific objectives of the study are

1. To know the Socio-economic profile of the respondents
2. To compare the factor influencing the level of job satisfaction of the respondents from Government and Private school teachers.

### **Hypotheses**

Based on the objectives of the study, the following hypotheses have been framed. There is a significant relationship between the Demographic Characteristics, Family Details, Educational Qualification, Designation, Mode of Transportation, Classes handled by the respondents, Promotion Training and the Leave Type and the Level of Satisfaction of Government and Private school teachers.

### **Statistical Analysis**

Percentage Analysis for Analyzing Demographic Characteristics of Sample Respondent like Age, Sex, Income, Expenditure Pattern, Marital status, Education Qualification, Number of Children. Chi-Square test has been applied to study the factor influencing the level of satisfaction of the respondents from Government and Private school teachers.

### **Period of Study**

The researcher collected relevant details from the respondents during the period between January 2018 and August 2018.

### **Review of Literature**

**Smritikana Mitra Ghosh (2015)<sup>1</sup>** in his study "*Study on Job Satisfaction among Government and Private School Teachers of Ranchi*" investigated how the government and private school teachers are satisfied with their jobs differentiating between male and female counterparts. The sample size was 200 teachers (100 private and 100 government school teachers). He collected data using the Job Satisfaction scale developed by Muthayya (2005). The t-test was used to verify the significant difference in the level of job satisfaction between male and female school teachers. His findings also revealed that the mean score of male school teachers was slightly higher than female school teachers. Finally, he concluded that there is a similar level of difference in their job satisfaction among government and private school teachers, male and female counterparts.

**Amithkumar (2015)<sup>2</sup>** in his study "*Job satisfaction among Female Teachers: A Comparative Study*" aimed to compare the job satisfaction of female teachers working in Government and private schools regarding the facilities provided to them and to find the factors affecting their job satisfaction. Data were collected from a sample of 200 respondents including 100 Government and 100 private teachers. The data were collected through the structured questionnaire and the data were analyzed by using SPSS. The T-test was used to test whether there is any significant difference in the level of job satisfaction among private and government school teachers. His findings revealed that there is a significant difference between government and private school teachers in almost every facility. He also found that Payscale, a location of school and opportunities for further development are the factors deciding the level of job satisfaction.

**Tushar Kanti Ghosh and Panta U.K (2014)<sup>3</sup>** in their research "*A Comparative Study of Job Satisfaction among Teacher Educators in Different Types of Secondary Teachers Training Institution in West Bengal*" aimed to examine the level of teacher educator's job satisfaction in relation to different types of B.Ed teaching institutions. This study focused on the salary structure, job security, working environment, workload, a relationship among other colleagues and security. The sample of 30 teacher educators was selected. The collected data were analyzed by using mean, standard deviation and t-test. Their findings revealed that the teacher educators of Government & Government aided colleges are more satisfied regarding their job other than the teacher educators of self financing colleges. This is mainly due to the bad working environment, insufficient infrastructure, poor salary structure, job insecurity and minimum guaranty of increment in self financing colleges. Finally, he concluded that the stress and strain are hampering the teaching capabilities.

**Achanta and Reddy (2014)<sup>4</sup>** in their paper "*Job Satisfaction Among Primary School Teachers in Krishna District*" compared the level of job satisfaction among primary school teachers in Krishna District. Data were collected from 100 teachers. 50 teachers were males and 50 teachers were females and they selected randomly. Results depicted that male teachers got the high mean score as compared to female teachers in their job satisfaction scores.

**Nabin Thakur (2014)<sup>5</sup>** in his article "*A Comparative Study on Job Satisfaction of Teacher Educators in Relation to Private Teachers Training Institutions*" aimed to study the level of job satisfaction of teacher educators in relation to private training institutions and to

compare the level of job satisfaction of male and female teacher educators. The data were collected by using Job Satisfaction scale developed by S.P. Ananda (1993). These data were obtained from 100 teacher educators of 20 private teachers training institutions. He used to mean, standard deviation, and t-test to analyze these data. His findings revealed that there was no significant difference in the level of job satisfaction of female and male teacher educators and there was no significant difference in the level of job satisfaction among the teacher educators of different private teachers training institutions. He concluded that the teacher educators of private institutions show an equal level of job satisfaction but it is not suitable for those ones who are working in a bad environment. Hence, the responsibility should be taken by the college authority as well as the concerned universities to ensure job satisfaction among teachers.

### **Methodology**

The present study is a descriptive and analytical one. The aim of this study is to compare the satisfaction level of teachers working in private and Government schools. In order to carry out the research, primary as well as secondary data have been used; primary data has been collected through self structured questionnaire which was designed on a five point likert scale ranging from highly satisfied (5) to highly dissatisfied (1). In questionnaire there are 30 statements that are related to job satisfaction of the respondents. The study covers the Government and Private schools located in Theni district

### **Sample Design**

In this research, the researcher has made use of the sampling technique. The convenient sampling has been used for selecting the sample. For the purpose of a study, target population was the teachers working in government and private schools. The sample size related to 400 respondent teachers.

### **Framework of Analysis**

For analyzing the data collected through primary sources, they are put to various statistical tests. The tests employed in this study are explained below.

### **Percentage Analysis**

It refers to a special kind of ratio. It is used to make comparisons between two or more series of data. Percentages are used to describe relationships.

Percentage= (No. of Respondents / Total No. Respondents) X100

### **Chi-Square Test**

The  $\chi^2$  tests one of the simplest and most widely used non-parametric tests in statistical work where O refers to the observed frequencies and E refers to the expected frequencies.

To determine the value of  $\chi^2$ , the steps required are;

- i) Calculate the expected frequencies. The expected frequency is calculated from the following equation.

$$E = \frac{RT \times CT}{N}$$

E =Expected frequency

RT=The row total for the row containing the cell.

CT=The column total for the column containing the cell.

N=The total number of observation

- ii) Take the difference between observed and expected frequencies and obtain the squares of these difference, i.e obtain the value of (O-E).

iii) Divide the values of (O-E) obtained in step by the respective expected frequency and obtain the total  $\sum \frac{[O-E]^2}{E}$ . This gives the value  $\chi^2$  which can range from zero to infinity.

If  $\chi^2$  is zero it means that the observed and expected frequencies completely coincide. The greater the discrepancy between the observed and expected frequency, the greater shall be the value of  $\chi^2$ . In order to test whether there is any significant relationship between the age and the satisfaction level of the respondents.

**Result and Discussions**

**Table1: Demographic Consideration of the Respondents**

| <b>Age</b>                | <b>No of respondents</b> | <b>Percentage</b> |
|---------------------------|--------------------------|-------------------|
| Below 30 yrs              | 163                      | 40.75             |
| 30-40                     | 151                      | 37.75             |
| 40-50                     | 86                       | 21.5              |
| <b>Total</b>              | <b>400</b>               | <b>100</b>        |
| <b>Gender</b>             | <b>No of respondents</b> | <b>Percentage</b> |
| Male                      | 154                      | 38.5              |
| Female                    | 246                      | 61.5              |
| <b>Total</b>              | <b>400</b>               | <b>100</b>        |
| <b>Marital Status</b>     | <b>No of respondents</b> | <b>Percentage</b> |
| Married                   | 242                      | 60.5              |
| Unmarried                 | 158                      | 39.5              |
| <b>Total</b>              | <b>400</b>               | <b>100</b>        |
| <b>Area of respondent</b> | <b>No of respondents</b> | <b>Percentage</b> |
| Rural                     | 265                      | 66.25             |
| Urban                     | 62                       | 15.5              |
| Semi-Urban                | 73                       | 18.25             |
| <b>Total</b>              | <b>400</b>               | <b>100</b>        |
| <b>Educational level</b>  | <b>No of respondents</b> | <b>Percentage</b> |
| UG-B.Ed                   | 146                      | 36.5              |
| PG –B.Ed                  | 182                      | 45.5              |
| PG –M.Ed                  | 72                       | 18                |
| <b>Total</b>              | <b>400</b>               | <b>100</b>        |
| <b>Designation</b>        | <b>No of respondents</b> | <b>Percentage</b> |
| PG Asst                   | 76                       | 19                |
| Sr .Grad                  | 84                       | 21                |
| Sel .Grade                | 61                       | 15.25             |
| M.Phil –M.Ed              | 179                      | 44.75             |
| <b>Total</b>              | <b>400</b>               | <b>100</b>        |
| <b>No of dependents</b>   | <b>No of respondents</b> | <b>Percentage</b> |
| 1- 3                      | 170                      | 42.5              |
| 4 -6                      | 230                      | 57.5              |
| <b>Total</b>              | <b>400</b>               | <b>100</b>        |
| <b>Family Size</b>        | <b>No of respondents</b> | <b>Percentage</b> |
| Nuclear                   | 260                      | 65                |
| Joint                     | 140                      | 35                |



| <b>Total</b>                  | <b>400</b>               | <b>100</b>        |
|-------------------------------|--------------------------|-------------------|
| <b>Mode of Transportation</b> | <b>No of respondents</b> | <b>Percentage</b> |
| Walk                          | 38                       | 9.5               |
| School bus                    | 152                      | 38                |
| Auto                          | 134                      | 33.5              |
| Scooter                       | 50                       | 12.5              |
| Other modes of transfer       | 26                       | 6.5               |
| <b>Total</b>                  | <b>400</b>               | <b>100</b>        |
| <b>Classes handling</b>       | <b>No of respondents</b> | <b>Percentage</b> |
| up to 5th                     | 181                      | 45.25             |
| 6 -8                          | 115                      | 28.75             |
| 9 & 10                        | 37                       | 9.25              |
| 11 &12                        | 67                       | 16.75             |
| <b>Total</b>                  | <b>400</b>               | <b>100</b>        |
| <b>Training</b>               | <b>No of respondents</b> | <b>Percentage</b> |
| Yes                           | 117                      | 29.25             |
| No                            | 130                      | 32.5              |
| No idea of the statement      | 153                      | 38.25             |
| <b>Total</b>                  | <b>400</b>               | <b>100</b>        |

**Source: Primary Data**

Table 1 reveals that a majority of 163 (40.75%) respondents are in the age group of Below30years whereas a minimum of 151 (37.75 %) respondents belong to the 30 - 40 years group followed by 86 who are in the age group of 40-50 years. The 400 respondents, a majority of 246 (61.5 %) are female and 154 respondents are male, who constitute 38.5 percent to the total. The 400 respondents, a majority of 242 (60.5%) are married and 158 respondents are unmarried, who constitute 39.5 percent to the total. The majority 265 (66.25 %) of respondent residence in Rural area, whereas a minimum of 62 (15.5%) respondents are in the Urban area. The majority 182 (45.5%) of respondent are with the literacy of PG – B.Ed and 146 (36.5%) respondents are with UG – B.Ed. The majority 84 (21%) of respondent designation in Sr.grad, whereas a minimum of 61 (15.25 %) respondents are in Sel.Grade designation. The majority 230 (57.5 %) of the respondent of are in 4 -6 dependents, whereas minimum of 170 (42.5%) respondents are in 1-3 dependents. The majority 260 (65%) of the respondent of are in Nuclear family, whereas a minimum of 140 (35%) respondents are in a joint family. The majority 152 (38%) of respondent travel by school bus, whereas the minimum 26 (6.5%) respondents travel by other modes of travellers. The majority 181 (45.25 %) of respondent are handling up to 5th, whereas the minimum 37 (9.25%) respondents are handling 9<sup>th</sup>&10<sup>th</sup> classes. The majority 153 (38.25 %) of respondent have no idea about training provided by the intuition and 29.25 percent of the respondents are satisfied with the training given to them.

**Table 2: Chi-Square Analysis**

| Hypothesis   | Chi-Square Value |             | Degrees of Freedom | Hypothesis Rejected/Accepted |
|--|------------------|-------------|--------------------|------------------------------|
|  | Calculated Value | Table value |                    |                              |
| Age and the Job Satisfaction Level                 | 13.805           | 5.99        | 2                  | Rejected                     |
| Gender and their Job Satisfaction Level            | 6.287            | 5.99        | 2                  | Rejected                     |
| Marital status and their Job Satisfaction Level    | 18.065           | 5.99        | 2                  | Rejected                     |
| Area of Residence and Job Satisfaction Level       | 21.190           | 9.44        | 4                  | Rejected                     |
| Educational level and their Job Satisfaction Level | 29.685           | 9.44        | 4                  | Rejected                     |
| Designation and Job Satisfaction Level             | 63.36            | 12.6        | 6                  | Rejected                     |
| No of dependents and their Job Satisfaction Level  | 9.705            | 5.99        | 2                  | Rejected                     |
| No.of Family and their Job Satisfaction Level      | 3.648            | 5.99        | 2                  | Accepted                     |
| Mode of Transportation and Job Satisfaction Level  | 11.91            | 15.5        | 8                  | Accepted                     |
| Classes handling and the Job Satisfaction Level    | 22.88            | 12.6        | 6                  | Rejected                     |
| Training and the Job Satisfaction Level            | 0.608            | 9.49        | 4                  | Accepted                     |

**Sources: Primary Data**

It is inferred from table 2 that calculated the value of No.of Family, Mode of Transportation, and Training less than the table value. Hence, the hypothesis is accepted. From the chi-square test, it is found out that there is no relationship between No.of Family, Mode of Transportation, Training and Job Satisfaction. From the above analysis, it is found that the calculated value exceeds the table value, the null hypothesis is rejected. The Age, Gender, Occupation, Marital status, Area of Residence, Educational level, Designation, No of dependents, and customer satisfaction has a significant relationship.

**Suggestions**

On the basis of the findings of the study, the researcher has made the following suggestions. For improving the teaching job in global environment, the following suggestions are cited.

- ✓ Practice, training and knowledge help to complete an activity in a successful way. Training only will help the teachers learn more about new trends and perform their work in an efficient manner.
- ✓ The teachers belonging to the same area must be recruited in nearby areas which will increase their level of job satisfaction.
- ✓ Teacher's efforts should be highly appreciated by the institutions.
- ✓ Necessary refreshments and orientation programmes may be given to the teachers to reduce their pressure on jobs.

- ✓ Enough training should be given to the teachers.
- ✓ It is further suggested that the institution should create better working conditions and working environment to improve the job satisfaction of teachers.
- ✓ Education is the backbone of a nation. If a researcher is unhappy and dissatisfied with their job and feels insecurity on the job the future of the nation lines endangered.
- ✓ So, the condition of the teachers should be considered. We have to take the best step to make them satisfied with their job.

### **Conclusion**

Job satisfaction is the Aladdin's lamp that holds magical powers to draw out the best of the skill, knowledge, and ability of the teachers for attaining the miracle of success in an institution. The more contented teachers are happier and more efficient in delivering their service. When the teachers are motivated towards quality and excellence, institutions will scale greater heights of success. The development will accelerate the progress of society, which in turn will trigger the growth of the nation's personality and prosperity. The present study has made an attempt to study the level of job satisfaction of Government and Private school teachers Theni. This study will be helpful for future researchers for doing their research work relating to job satisfaction in different angles. The findings of the study and suggestions given in the study will be useful to the Government and Private school teachers to enhance the level of job satisfaction.

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## **Effectiveness of Digital Concept Mapping In Learning Social Science**

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### ***Abstract***

The purpose of this study was to find out effectiveness of Digital Concept Mapping in learning Social Science. Digital concept mapping is an innovative teaching tool that can clarify and deepen students understanding of the content. Digital concept mapping is an enabling skill to enhance the development of students' achievement and thinking skills through more meaningful learning activities. The findings of this study revealed that learning through the digital concept mapping is more effective than the traditional method in enhancing achievement in Social Science.

***Key Words:*** Digital Concept Mapping, Achievement

### **Introduction**

“Education is the movement from the darkness to light”- Allan Bloom. According to Jawaharlal Nehru, the future of the Nation is being shaped in her classrooms. The future of the nation is in the hands of the teachers or the educational system. Educational system depends upon the curriculum transaction. Curriculum transaction depends upon effective teaching learning process which means methods and strategies of teaching. Outcome of learning depends upon the method of teaching adopted by the teacher.

The growth of Science and technology tremendously changed the world. Today we are living in the digital world. Therefore the education system also tries to gear itself to provide training to meet the growing challenges. In this juncture, we have to move towards the innovative methods of teaching. Digital concept mapping is an interesting and innovative technique of teaching.

### **Need and Significance of the Study**

The study of Social Science is an integral component of general education. Social Science is a compulsory subject during the first ten years of schooling. “Social Science is the study of human relations”- Jarolimick. Social Science is the study of the activities of social and physical environment –Michels. The study of Social Science is very important in creating knowledgeable and engaged citizens for our nation. Teaching of Social Science helps to analyze the social, political, and economic trends of the past.

According to Secondary Education Commission (1952-53), “Even the best curriculum and most perfect syllabus remains dead unless quickened into life by the right method of teaching”. Therefore selection of appropriate method of teaching for a particular topic is very important. Only through proper methods of teaching we can achieve the objectives of teaching. A review of literature related to methodology of teaching revealed that lecture method is the most commonly used method for teaching Social Science at the high school level. This method does not provide opportunity for the active participation of students in

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teaching learning process. This is not suitable for developing various intellectual abilities and skills among students.

To make the teaching-learning process more meaningful and fruitful teachers have to select suitable strategies and create a good learning environment. Suitable learning situations must be provided to develop various intellectual abilities and skills among the students. The trend of transmitting subject matter mechanically should be removed. Social Science teaching should be made more interesting by involving the students.

To make teaching Social Science interesting and meaningful digital concept mapping technique can be used. Concept maps present the key concepts and principles to be taught in a highly concise manner. According to Novak (1984), concept map is the graphical and hierarchial representation of concepts that exists in the mind. This metacognitive tool can do a great deal to overcome the difficulties faced with respect to Social Science learning.

Using digital concept maps in instruction on a specific topic helps to make the instruction "conceptually transparent" to students. Many students have difficulty in identifying the important concepts in a text, lecture or other form of presentation. Part of the problem stems from a pattern of learning that simply requires memorization of information, and no evaluation of the information is required. Such students fail to construct powerful concept and propositional frameworks, leading them to see learning as a blur of myriad facts, dates, names, equations, or procedural rules to be memorized. For these students, the subject matter of most disciplines, and especially science, mathematics, and history, is a cacophony of information to memorize, and they usually find this boring. Many feel they cannot master knowledge in the field. If concept maps are used in planning instruction and students are required to construct concept maps as they are learning, previously unsuccessful students can become successful in making sense out of science and any other discipline, acquiring a feeling of control over the subject matter (Bascones & Novak, 1985).

Digital concept mapping in teaching Social Science means the teaching of Social Science concepts through the use of the software concept mapping. It helps to develop skills of understanding and using Social Science concepts by actively and visually approaching them. Through digital concept mapping teaching learning process become more interesting and meaningful. The present study has been undertaken to find out the effectiveness of digital concept mapping in learning Social Science.

### **Objectives of the Study**

- To find out the effectiveness of digital concept mapping in learning Social Science by comparing the posttest achievement scores of treatment groups (digital concept mapping group and traditional method group).

### **Hypotheses**

- ◇ There exists no significant difference in the mean pretest scores of achievement in Social Science of experimental group and control group.
- ◇ There exists no significant difference in the mean posttest scores of achievement in Social Science of experimental group and control group.
- ◇ There exists no significant difference in the mean gain scores of achievement in Social Science of experimental group and control group

### **Methodology**

The Experimental Method was adopted for conducting the present study. Pretest posttest nonequivalent group design was used. The experimental group was taught by using digital



concept mapping technique and the other group was taught by traditional method. The sample consisted of 66 students of ninth standard studying in Mar Gregorious Matric Higher Secondary School, Kirathoor, Kanyakumari District, Tamil Nadu. Digital concept maps for selected concepts in Social Science of standard IX and Achievement test in Social Science prepared by the investigator were used as tools. The collected data were analysed by using the statistical techniques such as arithmetic mean, standard deviation and t test.

**Result and Discussion**

Before the experiment was conducted, Achievement Test in Social Science was administered as pretest for both the experimental group and the control group to identify the entry behavior of the students. For the obtained pretest scores of the experimental group and the control group, mean, standard deviation and t test were calculated. After conducting the experiment, achievement test in Social Science was administered as posttest for both the experimental and the control groups. The results are given below.

**Table -1: Data and results of test of significance of the difference between mean pretest scores of achievement in Social Science of experimental group and control group**

| Group                   | Mean  | SD   | N  | Mean Difference | t     | P     | Level of significance |
|-------------------------|-------|------|----|-----------------|-------|-------|-----------------------|
| Digital Concept Mapping | 22.27 | 6.18 | 33 | 2.31            | 1.812 | 0.075 | NS                    |
| Traditional             | 24.58 | 3.90 | 33 |                 |       |       |                       |

From the above table, it is clear that the calculated t value, 1.812 ( $p > 0.05$ ) is not significant at any level. Since the calculated t value is not significant at any level, the null hypothesis “there exists no significant difference in the mean pretest scores of achievement in Social Science of experimental group and control group” is accepted. This shows that there is no significant difference between the pretest scores of achievement in Social Science of students in experimental and control group. Hence it is inferred that before the experiment students in experimental and control groups were similar in their achievement in Social Science.

**Table 2: Data and results of test of significance of the difference between mean posttest scores of achievement in Social Science of experimental group and control group**

| Group                   | Mean  | SD    | N  | Mean Difference | T     | p     | Level of significance |
|-------------------------|-------|-------|----|-----------------|-------|-------|-----------------------|
| Digital Concept Mapping | 46.45 | 15.44 | 33 | 8.30            | 2.793 | 0.007 | 0.01                  |
| Traditional             | 38.15 | 7.30  | 33 |                 |       |       |                       |

From table 2, it is seen that the calculated t value 2.793 ( $p < 0.01$ ) is significant at 0.01 level. Since the calculated t values are significant at 0.01 level the null hypothesis “there exists no significant difference in the mean posttest scores of achievement in Social Science of

experimental group and control group” is rejected. This shows that there is significant difference between the mean posttest scores of achievement in Social Science of students in experimental group and control group. Since the mean of the posttest scores of experimental group is greater than that of control group, it can be interpreted that Digital concept mapping is more effective in enhancing the achievement in Social Science.

**Table-3: Data and result of test of significance of difference between the gain scores of achievement in Social Science of experimental group and control group**

| Group                   | Mean  | SD    | N  | Mean Difference | T     | p     | Level of significance |
|-------------------------|-------|-------|----|-----------------|-------|-------|-----------------------|
| Digital Concept Mapping | 24.18 | 13.29 | 33 | 10.60           | 4.197 | 0.000 | 0.01                  |
| Traditional             | 13.58 | 5.85  | 33 |                 |       |       |                       |

From the table, it is clear that the calculated t value (4.197;  $p < 0.01$ ) is significant at 0.01 level. Since the calculated t value is significant at 0.01 level, the null hypothesis “there exists no significant difference in the mean gain scores of achievement in Social Science of experimental group and control group” is rejected. This shows that there is significant difference between the mean gain scores of achievement in Social Science of students in experimental group and control group. The mean gain scores of experimental group is greater than that of control group. Hence it can be interpreted that digital concept mapping is more effective in enhancing the achievement in Social Science.

**Conclusion**

The findings of the study revealed that learning through digital concept mapping technique is more effective than the traditional method. The study implies that the traditional method is inadequate for the realization of the teaching objectives of Social Science. Hence adequate training should be given to teachers in the preparation and use of digital concept maps for teaching Social Science. This will help to improve the present method of teaching Social Science in high schools.

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## **TYRANNOUSNESS OF MANSPLAINNING IN NORA OKJA KELLER'S *FOX GIRL***

**Sam Jerome Sharone B\***

### **Abstract**

The year 2018 was the tipping point for the women across the world when they outpoured themselves and voiced out against the sexual harassment through social networks. It all began in the year 2017 when the hashtag '#metoo' started trending in twitter. Eventually, it gained significance at a global level. The women who work in various fields like fashion, music, film, sports, politics, even in religious sectors came forward to share their bitter sexual experiences such as rape, sexual assault or harassment, verbal abuse by men in their domestic spaces and workplaces which is purely nonconsensual. Apparently, the power mongers among men in their respective fields wielded their power over women through 'mansplaining'. As a result, few women rebelled against the sexual misconduct although few succumbed to it. This article sheds light on the concept of 'mansplaining' which explains how the two major characters from the novel *Fox Girl* became subservient to the tyrannous nature of the men.

**Keywords:** *mansplaining, GIs, sexual hierarchisation, sexual politics, patriarchal society, nonconsensual, #metoo, calamities, pretention*

The Earth is the only planet inhabited by humans. The Earth is fondly called as 'The Mother Earth' because it mainsprings the birth of all living creatures, especially humans. The Earth nurtures all beings irrespective of their differences. The Earth is filled with full of life and energy. In the face of earth, mankind has faced many natural calamities. Meanwhile, the occurrence of man-made disasters on earth is massive and horrendous. Man-made disasters are always destructible and humans are vulnerable to it. It has occurred in various forms over the ages among which war is one of the most devastating disasters that the mankind has ever witnessed. It is an annihilator because it is ruinous and lethal for human beings in both ways alike physically and mentally.

War brings horrendous effect upon men, women and children irrespective of their nation, race, class and community. The war brings to end the lives of numerous innocent creatures living on the Earth. The aftermath effects of every war, by nature continue and affect the psyche of human beings. It inflicts trauma majorly upon women and children because of their dependency on men. In every family, the man takes the upper hand and tries to exercise his power on others by asserting his supposed birthright of being born as a Man. Mary Wollstonecraft (1759–1797) in her book *A Vindication of the Rights of Woman*, asserts how women are being treated and seen by men in the course of history: "Pleasure is the business of woman's life, according to the present modification of society, and while it continues to be so, little can be expected from such weak beings" (52).

*Fox Girl* (2002) is a novel written by Nora Okja Keller, an acclaimed Asian American author. She was born in Korea and moved to America during her childhood; she was raised in Hawaiian state and became an immigrant of Hawaii. Her parents are German and

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Korean descendants respectively. Since she was raised by her mother who was a Korean, she was greatly influenced by her mother's characteristic and attitude. She was awarded with the American Literary Awards like American Book Award and Pushcart Prize award.

*Fox Girl* tells the story of two teenage girls namely Hyun Jin and Sookie and traces the devastating condition of Korean women who are abandoned because of the World Wars. Both the girls are prostitutes in their teenage, aspiring dreamers who want to settle down in US by marrying an American Soldier (GIs) or by having a GI as their partner. This paper highlights how these two characters Hyun Jin and Sookie are ignored and forgotten by their own family members and became a prey to the manipulative ideas of the society with reference to the concept of 'Mansplaining'.

The Oxford Dictionary defines Mansplaining as: "(of a man) explain (something) to someone, typically a woman, in a manner regarded as condescending or patronizing" (<https://en.oxforddictionaries.com/definition/mansplain>). It deals with the verbal complexities between Men and Women that arises from the family and the cultural setup in the society. Men expect women to think and work in the way that they understand and see things, When Men explain things to women they presume that women are ignorant and unequal in par with the experiences of Men in the various fields of knowledge. Men's dominance in discourses over women is patriarchal and it stems right out of the family. A father who is the supposed head of the family expects his family members especially the female members of the family to remain silent and obey him. Rebecca Solnit in her book *Men Explain Things to Me* states:

The point of the essay was never to suggest that I think I am notably oppressed. It was to take these conversations as the narrow end of the wedge that opens up space for men and closes it off for women, space to speak, to be heard, to have rights, to participate, to be respected, to be a full and free human being. This is one way that, in polite discourse, power is expressed—the same power that in impolite discourse and in physical acts of intimidation and violence, and very often in how the world is organized—silences and erases and annihilates women, as equals, as participants, as human beings with rights, and far too often as living beings.(13)

This paper intends to throw light on Lobetto, an errand boy and a friend of Hyun Jin and Sookie in the novel *Fox Girl*. Lobetto is half Korean and half American since he was born to an American Sergeant GI named James Robert Williams and a prostitute mother. Lobetto was born out of an unintended pregnancy, He was disowned by his father since he was born out of wedlock but Lobetto pursues his dreams and firmly believes that one day he could migrate to America and live with his father. He works for the street clubs, his job is to Pimp and bring more GIs to the clubs. Even though, he is fatherless, he always boasts about himself, by proclaiming that he is an American although he is only a half-American. He helps his school friend Sookie in finding her missing mother who is also a prostitute. Lobetto being cunning and crooked guy helps even his own friends only in return for monetary benefits. "Why should I do anything for you?" He squatted outside of his doorway, squinting up at us. "What do you mean?" I scolded. "It's your job to deliver messages." Lobetto continued to look up at us, his curls corkscrewing into his eyes. He yawned. Then he spat at our feet. "A Job means money" (74).

The *Fox Girl* portrays the Post-Korean war torn society, the story explores the conditions of the throwaway youngsters and homeless people who lived during the 1960s, in America



Town. The conditions of the people are completely devastated by war such that people were so desperate to flee from their homeland to escape the deplorable condition and wanted to settle down in America. In *Fox Girl*, young girls innocently believed that they will be taken to America by the GIs, if they yield and sell their flesh to the craving desires of men. Some go even to an extent of allowing the GIs to carry out all sorts of sexually pervasive acts like sodomy or buggery on them. Korean girls presuppose that these sexual favours will please the GIs. Consequently, such ideas are imposed and imbibed into the young minds of Korean girls by the society. Sookie and Hyun Jin also firmly believed in such man made practices.

Chazu, a young man who is currently Sookie's boyfriend was earlier the boyfriend of Sookie's mother DukHee. He is known for his patriarchal attitude and vociferous voice. When there is a verbal fight between Chazu and Sookie over a bar girl, Chazu takes advantage of her and treats her like a dog. "You are one crazy bitch," he said. He winked at his friends. "What did I tell you, she's crazy for me?"(137).

In Club Rose, a bar known for several booths for prostitution, a GI nicknamed 'Happy Chicken', who is a friend of Chazu approaches Hyun Jin and fondles her in a pervasive manner. When Hyun Jin is reluctant to co-operate him, Happy Chicken throws Hyun Jin away from his lap and calls her as 'Dragu', which means a woman who fails to satisfy the sexual desires of a man. After this incident, Sookie chides and teaches Hyun Jin how to please men to get their attention. Sookie says "Make the men feel like big shots, but treat them like little babies laugh, say, and 'You are so funny!' Put your hand on their arm, say, 'You are so Strong!' Dance with them; touch their face, say, 'You are so sexy!' When they buy you drinks, drink! When you start feeling good, lean into them and say, 'Let's honeymoon!'"(131).

Sookie explains the Korean term 'hunni' which means 'to do anything'. Sookie insists that one can go to any extent so as to satisfy the men to get things done for them. Sookie says "Rub your chest against him; lick his mouth, his ears, his neck: put your hands down his pants," (131). The manner in which Sookie convinces Hyun Jin explains the illusion and attitude imprinted in women by the patriarchal society that, Women should go to any extent to gratify the physical and egoistical needs of men. It makes the women believe that men are worthy of praise and women have to succumb themselves to get favours from men, in a way men also treat themselves as pleasure givers and women are pleasure seekers.

When Hyun Jin was sent out from her house by her own family, she sheltered into Lobetto's house. Lobetto who is known for pimping, invites three GI JOE's to his house and offers Hyun Jin for a hard cash. Initially, Hyun Jin made a promise that she would do anything for Lobetto but Lobetto exploits her love for him and force her to go with the three GI's. When Hyun Jin refuses, Lobetto literally forces and pushes Hyun Jin to have sexual intercourse with the three GIs. He persuades Hyun Jin that "It's nothing you haven't done before. Just do what you did with Sookie's Joes and you'll be fine"(150). "Keep a good attitude," he hissed at me in Korean. "Smile!"(151). Even though, Lobetto tries to convince Hyun Jin and make her believe that it's all going to be alright once she submits herself to the pervasive act, she continued to show her disapproval through screaming and shouting.

When the three GIs are startled by the unexpected behaviour of Hyun Jin, Lobetto convinces them that "It's her act," "She always does this. Makes it more exciting

for you” (151). One of the GIs goes further and mansplained that “I think it’s their culture or something; they cry so they won’t feel guilty when they enjoy it”(152). There is a notion or a belief in a patriarchal society which has passed on from one generation to the other that, ‘women enjoy forced sex’ right from the marital rape with in the family which happens inside the four walls. (<https://www.psychologytoday.com/us/blog/all-about-sex/201508/why-do-women-have-rape-fantasies>). The above thought or argument is mentioned by a well-known San Francisco researcher and journalist Michael Castleman M.A, in his article “Why Do Women Have Rape Fantasies?”.

The heinous accusation of the patriarchal society is that women are the reason for their rape. The GIs considered Hyun Jin’s act of disapproval as an act of pretention and her cries are taken as sexual cues assuming that it will make Hyun Jin guilt-free about herself. Thus the way patriarchal society imbibes women’s cry of helplessness as an act of pretense is a serpentine notion that is deeply ingrained in the minds of people mostly among men and women.

Susan Brownmiller, a notable feminist condemns that:

Such efforts often seek to challenge views of rape as a “crime of passion,” motivated by the perpetrator's overwhelming lust (presumably in response to the victim's sexual attractiveness and/or provocation). Thus, in addition to challenging victim-blaming assumptions, feminists often emphasized rapists' non-sexual motivations, such as anger and the desire for dominance and control; on this view, the rapist is a violent criminal like other violent criminals, not just a guy seeking sex a bit too vigorously. Similarly, this approach emphasizes that rape victims are real crime victims, not vaguely titillating people who had some overly rough sex and might just have liked it. (<https://plato.stanford.edu/entries/feminism-rape/>)

Women are mansplained by the patriarchal ascriptions of society that rape is just another kind of violence and women should succumb to the sexual needs of men so as to gain economical favours and to sustain in their career growth. This the way the society mansplains both men and women, however the truth is, men subdue and degrade women by hiding the truth of sexual hierarchisation. This sexual hierarchisation obliterates women’s power, uniqueness, subjectivity, their importance in society and finally it conceals the face of ‘sexual politics’.

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## **Teacher Education Programme and Professional Competence**

**DR.SUCHITRA BEHERA\***

Education fulfils the demand of the society by imparting knowledge to its members. The requirements of the society are changing day by day. So education tries to meet the needs by various types of programmes. Teacher education program is one of them, it has also different aspects. Teacher's professional competency is one of them. National council for teacher education has drafted a curriculum frame work for different types of teacher training program. This curriculum frame work consists of theory, Practical and field engagement for the teacher educators. This course should be transact through a variety of approaches such as, case studies, group presentation ,projects, discussions ,observation of children, observation of school activities, community participation and interaction. it covers the various aspects of professional competencies. This type of courses reflects on teacher educators activities. These types of competencies develop the creative thinking, divergent thinking, convergent thinking, and analytical thinking among the teacher educators. It also emphasizes on the classroom activities as well as the co-scholastic activities of teacher educator. Holistic development can takes place through professional competencies activities. The present study focuses on the teacher education programme meant for secondary level teachers.

**Key words:** (professional competencies, teacher education, holistic)

**Introduction:-**The primary aim of teacher education programme is to develop educational skills that are compatible with education policies and to enable teachers to deliver these policies. It is a complex task to define the terms teaching practices and effective teaching .Effective teaching strategy depends on student's age group, personality, learning ability, social backgrounds, formal measurements, and student test scores. Teacher's qualifications and teaching experience are not sufficient to evaluate teacher's competencies now days. There are several other factors should be taken into consideration like knowledge of information and communication technology, knowledge of art in education, knowledge of health physical education, knowledge of work education, knowledge of community participation and self-development etc. These are important in 21<sup>st</sup> century.

- Education repairs the younger generation to face the realities of the globalization, urbanization and industrialization. So the role of school is very important to impart knowledge and a molding the characters of student, thus the role of teacher in society is vital for its improvement.
- Focus on the text book is the only criteria to improving knowledge and understanding of the children is not enough for qualitative education. For quality of education pupil's performance, pupil's actual learning is also necessary. Teacher's personal competencies can develop these among the pupil's.
- Education for all is not an easy task so the teachers have to be competent enough to impart education to every type of student as per their capabilities

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- A very high proportion of teachers at primary and secondary school level have no professional teaching qualifications. Many of them not being educated beyond secondary school level. Conducted studies related to teacher education are as follows: The aim of these professional competencies to enable the student-teachers to understand childhood, child development adolescence.(sharma2003).It aims to develop understanding About children of different age group through close interactions and observation with children from diverse socio-economic and cultural background (saraswathi 1999). This course will include issues of marginalization of difference and diversity and stereotyping, this ideas would underline children's lives experience for instance. Living in an urban slum, growing up as a girl and growing up in a dalit household (Mishra2007, Nambissan 2009, Parry 2005, Rampal and Mandu 2013).

National council for teacher education (NCTE) through its curriculum framework two year (B.Ed) program (2014) has divided into 2 courses comprising theory and projects for EPC (Enhancing professional competencies) courses and one internship program. These courses are spread over two year duration. NCTE has suggested various courses on a comprehensive way. The purpose of this paper is to identify course wise activities as suggested in curriculum framework (2014) in the local and regional context. It helps the teachers and teacher educators to enhance their professional competencies.

### **Professional Competency**

Competencies are a standardized requirement for an individual to properly perform a specific job .A person possesses a competence as long as the skills, abilities, and knowledge that constitute that competence are a part of them, Enables the person to perform effective action within a certain workplace and environment. The educational result reflected in readiness to perform a certain practice in the professional sphere on the basis of a system of knowledge, skills, experience of the learners. Competence is understood as an excellent capability.

### **Professional Competencies in Teacher Education**

Teacher education program is imparting teaching from primary to higher level of education. There are mandatory competencies in teaching profession. A teacher must hold in all areas presented in the standards, they will be able to reflect on their pedagogical training, both theoretical and practical, and will be able to assess his job performance. Each field of expertise is an important and in close cross. Co-relation and independence with the other,

Competence includes knowledge, skills, attitudes and experiences, to be target category of profession of educators.

Ability to carry out defined task in a particular context, with a high level of excellence. In a teaching profession a teacher competences can be categorized:-

- Special professional competence
- General educational competence
- Didactic and psycho-didactic competence
- Diagnostic and interventional competence
- Social psycho-social and communicative competence
- Managerial and normative competence
- Professional and personality cultivating competence

There are two distinct meaning of “competence” in education from theoretical point of view and operational point of view, an individual’s cognitive structure contains considerable, theoretical and practical knowledge. This knowledge can be available to the outside world by way of reproductive skills (i.e., speech, writing, painting, etc) or supportive skills associated to skilled behavior, so professional competencies of the teacher includes subject matter knowledge, knowledge of teaching learning, pedagogical content knowledge and teaching experiences.

**Indian Education Commission** (1964-1966) opined regarding the role of teachers, that of all different failures, which influence the quality of education and its contribution to national development, the quality competence and character of teacher are undoubtedly the most significant. The entire process of teaching learning transaction depends on the efficiency of a teacher, who is in turn able to manifest potentialities of a child into actuality.

### **NCTE Framework**

**In elementary level** the duration of course is 2 years It consists of theoretical activities like philosophy of elementary education, principles status issues and problems of elementary education, Emerging Indian society, sociology of education and cultural anthropology for elementary school teachers, Integrated approach to teaching in the elementary schools, peace education social harmony, environmental education, elementary education in other countries, ICT in elementary schools. Health, hygiene, life skills and physical education ,nutrition and balanced diet, safety education and disaster management, finance and planning of elementary education, Teaching of mother tongue and regional language, Evaluation in elementary education, guidance and counseling, aesthetic education, inclusive education, pedagogical analysis of school subjects.

**Practical activities:** internship of elementary school for a duration of one semester, communication skills, mother language and regional language and foreign language, plantation and water harvesting, energy harvesting, soil and grasslands management celebration of local festivals , work experience organization of games and sports, community interaction , disaster management and safety education , scouting and girl guiding. Action research, case study, field work, Activities for self expression, visit to local fairs and historical sites, nature study, beautification of schools, Cleanliness and personal hygiene of students, evaluation of answer scripts, preparation of tests, preparation of exam results, aesthetic education, maintenance of school and students records. The whole concentration of the curriculum is to bringing self-improvement in the development of professional competencies and performance competencies

### **Secondary level teacher education**

Secondary education occupies a very critical place in education not only because the children become more mature and develop additional psychological characteristics but also because of it special educational functions. So the teachers are expected to play somewhat different role and prepare students for the two fold responsibilities to cater the needs of students for life and prepare them for senior secondary schools so the teacher education program reach in content with the following

The duration of course is two years (4semesters)

### **Theoretical**

Compulsory parts consists of principles, status, problems and issues in secondary education in India and the region concerned, emerging Indian society and secondary



education, philosophy of secondary education, Indian and western philosophy, sociological education and cultural anthropology, psychology of learning and motivation of secondary school level Students, curriculum and instructional design for secondary school level. Environmental education, action research and innovative practices, peace education and social harmony, health, hygiene and physical education, evaluation and measurement safety and disaster management, planning and finance, guidance and counseling, ICT and its use in secondary education, inclusive education.

### **Practical activities**

Internship for one semester at secondary school, teaching of two subjects and pedagogical analysis, communication skills, environmental protection, eco-system structure and functions ,plantation and harvesting, energy harvesting, work experience, beautification of schools, organization of games and sports, organization of literary activities, organization of tours and excursion, organization of fieldwork, physical education , community work, cleanliness of students,. Implementation of action, research, case studies and field work, preparation of tests, to measure abilities, evaluation of answer scripts, sectional work, and its evaluation, preparation of maps, charts diagrams improvising of low cost and no cost teaching aids, educational games, diagnostic testing and remedial teaching.

Besides these programme mentioned above their certain and other components need to be integrated into the programs of teacher education among them are yogic education, physical education, and aesthetic education.

In present curriculum of elementary teacher education and secondary teacher education, all the components are included: It is true that a few institutions have increased the duration and have taken innovative program particular at the elementary level, but by and large, the program of teacher education at secondary level does not show much deviation from its old models and practices except the modernization and enrichment of its course.

- The educational climate in this institution is more or less prescriptive they adopt rigid posture in place of flexible approach with the teacher education demands.
- Teacher education is organized by many types of institutions in the country. There are multi-faculty institutions with department of education. Philosophy, psychology, sociology etc. those teachers can be invited to teach and assist in the teaching of certain pedagogical subjects
- The increased duration of teacher education along with semester system can provide opportunity for adopting an integral approval in teaching especially in the teaching of physical education, yogic education, aesthetic education, social science, life skills, ICT education etc.
- In the first two semester courses common for all students may be taught but in the third and fourth semester specialized courses should be obtained with practice teaching and internship may be arranged with flexibility to change

### **Present Status of EPC in Teacher Education**

The curriculum framework of NCTE was changed in the year 2014 .Before that one year courses were running at elementary level and also secondary level. The changes in time duration and curriculum affect all the teacher training institution.

- During implementation, it is difficult for the teacher educators to implement the vast curriculum within 2 years duration. Though the previous year curriculum was also vast to complete within a year.

- The organizational structure of curriculum transaction was also difficult for the teacher educators to understand in various teacher education institutions. Several workshops were conducted to provide the detail knowledge of this.
- In this curriculum there is the internship program of one semester that means 6 months. When it was conveyed to the district education officers they have made a negative attitude towards this, If they will provide the school for the 6 months how can the school's academic work will be takes place on time. Most of the schools principal's have opinion that how can we totally dependent to the invoice trainees , though the school have no sufficient teachers , but consequently the schools administration and the teacher education institutions collaboratively solve this type of problems.
- Practicum in every course makes the students work exaggerated to organize properly. But definite guidelines were provided by teacher's educators to facilitate their works.
- Various type of activities outside the classroom and inside the classroom makes the students busy enough in their work, there is a commitment to complete the work can be seen among the trainees.

In the era of digitalization ICT is an important component of professional competencies. There were no sufficient ICT facilities in various teacher education institutions. After implementation of new curriculum framework 2014 ICT lab was setup in teacher education institutions and ICT training was given to the trainee teachers to develop their professional competency. They learned to use smart boards, digital classes, and power point presentation etc with the basics of information and communication technology.

- Art in education is an interesting subject for everyone. It develops the aesthetic senses among the students. Art in education is also divided into two parts, such as fine arts and performing arts but, everyone is not perfect in both. So there should be an option given to the interest area of the trainee teachers. When we made it compulsory for all the real talent can't be reflect. Art in education is helpful for the trainee teachers to prepare various type of teaching, learning materials and making the learning easy buy performing sometimes. It is time taken and perfect practice required. One semester is not enough to make the trainee teachers a best artistic one.
- Self development is the important component of professional development as well as personal development. The theoretical knowledge helps the trainee teachers for their future. But the real situation is quite different to practice these. So, self development is only in the theoretical concept for them. Some new techniques should be included in the self development course.

### **Yogic Education**

Yoga provides the mental peace to the trainee teachers, for yoga session the perfect time is the morning. It is difficult to organize a yoga session in the day time that's 10:30 am to 4:30 pm. So the teacher trainees are able to acquire the basic knowledge.

- **Physical education**

Physical education develops the physical fitness of the trainee teachers and provides the knowledge about different types of games and sports. There is a significance of the physical education in teacher's education programm.

- **Inclusive education**

It is the recent concept of the trainee teachers to handle a classroom with variety of student. It provides the attitude of equality among the trainee teachers they easily treat all the students equally as per their capacities and capabilities.

The teacher educators are the implementers and organizers of the program. The effort and positive attitude to re-orient teacher education program is initiated by them. So all the above mentioned subjects knowledge must they possess to develop a right attitude among the trainee teachers

**Conclusions-** there are positive and negative side of every work. There is also a positive input of new curriculum initiated by NCTE with special emphasis to professional competencies. It will produce new competent teachers for the new era of digitalization. The society is dynamic and progressive we can't behold the traditional ideas in the teacher education program to meet the need of society the present curriculum with professional competence is necessary. It also covers the all bases of education like sociology, philosophy, psychology, technology, physiology with the holistic approach of personality development.

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## **Role of Social Skills Training In Intellectual Disability**

**Jaismin\***

**Panjtan\*\***

**Rohit Kumar Maurya\*\*\***

**Sweta\*\*\*\***

### **Abstract**

**Introduction:** Intellectual disability is commonly known as mental retardation. It has several various causes like chromosomal abnormalities, genetic metabolic disorders, infections etc. Intellectual Disability is a condition which shows impairment in nearly all areas of functioning. Researches show that social skills training play important role in improving deficit areas of functioning in children with intellectual disability. **Aim:** The study aims at imparting social skills training in children with intellectual disability. **Methodology:** The study was a case study, where in parents came up with their child having speech delays and not age appropriate behavior. Socio-demographic data sheet, Developmental Screening test, Vineland Social Maturity Scale, Seguin form board test and BASIC- MR was used as study tools. The broad target areas selected were motor skills, self-help skills and communication skills. **Result:** It was found that social skills training had significant role in improving motor and communication skill in the child with intellectual disability. **Conclusion:** The study reveals that use of social skills training can help parents enhance various deficits of children with intellectual disability.

**Keywords:** Intellectual disability, Parent, Social Skills Training, Reinforcement, Activities.

### **Background**

Social skills training use behavioral theories and techniques to communicate their feelings. Social skill training refers as the ability to express feelings and desires to others and communicate interest (Lieberman et al. 1975). It is the capacity to express positive and negative feeling in the context of social setting (Hersen and Bellack 1977). Lieberman et al. (1989) breaks social interaction into a three-stage process in which different sets of skills exist at each stage. These three skills are receiving skills, processing skills and sending skills. Receiving skills means the skills for recognizing environmental and interpersonal cues. Processing skills involves the ability to identify and allocate internal resources for interaction. Sending skills controls the actual content and message flow in interaction. Many important social skills are like survival social skills, interpersonal social skills, problem solving skills, fine motor skills, self-help skills, and communication skills. Specific techniques as instruction, modeling, role-playing, shaping, chaining, prompting, fading feedback, and reinforcement of positive interactions may be used in social skills training.

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Poor or impaired social skills are one of the various symptoms and problems of individuals with intellectual disability (ID). Any individual with ID faces deficit in different areas of functioning like communication skills, self-help skills, motor skills, speech and language. Sometimes, more than one developmental disorder is present in ID. The AAMR (2002) definition explained that the mental retardation is a disability in which significant limitations, both in intellectual functioning and in adaptive behavior and it expresses in the any areas such as conceptual, social, and practical adaptive skills, the disability originating before the age of 18.

ID could also be understood in terms of mild / moderate / severe and profound ID. This means that any individual with IQ 50 to 69 may be capable of acquiring language with some delay and are known as educable, for such individuals can gain academic achievement to some extent. Individuals with IQ range 35 to 49 might be trained in daily living activities (ADL) and can develop comprehension and use of language. Severe level of ID ranges between IQ 20 to 34 has significantly limited capacity to learn any skills. Individuals with IQ below 20 are often associated with physical disorders and achievement of developmental milestones is significantly delayed.

These conditions occur due to several other causes. The causes could be understood in terms of prenatal, natal & post natal factors. Anything like chicken pox, jaundice, drug intake, harmful use of alcohol, and high fever during the period of pregnancy may become a factor causing the condition of ID in an individual. Chromosomal abnormalities and maternal disease such as diabetes mellitus, high blood pressure, chronic disease and hypothyroidism also lead to ID. The natal causes of ID may be premature delivery, oxygen supply to child's brain, abnormal delivery, low birth weight (less than 2Kg), trauma to head of new born, excessive coiling of umbilical cord, hemorrhage or bleeding in brain. The post natal factors may be jaundice, seizures, injury, encephalitis etc. to the baby. Malnutrition may be one of the major causes of developmental delays in children in developing countries. Therefore, it is very visible that ID is a condition that could be a result of several casual factors and also preventive measures (regular check-up, adequate nutrition, avoid radiation in early stage of pregnancy, proper immunization etc.) in these areas could help healthy growth in children.

However, we are in great need of managing a population of children with intellectual disability a lot of whom required care and support throughout their lives. Children with ID show significant deficit in adaptive, cognitive and social behaviors which results in greater problems for their caregivers. Gresham (1981) concluded a review of the social skills training with children with disability that this training represents very effective method to successful mainstream of the children and recommended that more research employing in area such as between group design, technique comparison, discriminant analysis and social validation of behavior change was needed. If they are given a chance to join others during childhood, they will improve social skills. Therefore training should be started very early. The family, neighbors, friends and society at large are responsible for social skills training of a person with intellectual disability (NIMH, 1990). Dr. Aruna Karra conducted a study on social skills of children with ID who were attending home based program and children who were attending regular special schools. Findings of the study have indicated the need to emphasize on training of social skills of children attending home based programs. Social Skills is important for developing skills in functional academics, community living and vocational training to children with ID. Therefore, teachers and parents should focus on



social skills as a part of the school curriculum for the overall development of children with ID.

### **Description of the Case**

#### **Case Summary**

Index patient mister X, 7 year old boy, studying in nursery school, Hindu, Hindi speaking belonging to middle socio-economic status, hailing from rural area, he was brought for treatment purpose by his parents.

#### **Chief complain**

- Speech not clear
- Toilet training was not present
- 

#### **Clarification of the symptoms**

His parent was reported that he had problem in speaking. He had also reported unable to differentiate between two things, toilet training not present, stubborn. These complaints were reported since childhood. His father was also reported that his son had problem in expressing his genuine wants and feeling. He was always used bodily gesture and posture for his demand. At the time of delivery birth cry was absent and he was admitted in hospital because of breathing problem. He was started sitting at the age of 1 year. He was started walking at the age of 2½ years. He had speech difficulty. Developmental milestones were delayed. Current functioning was showed that he was 7 year old, he was not performed the functions like dresses without supervision; he was gone about neighborhood, baths with assisted. He was not able to follow rules of the game. Sometime he was overcome simple obstacles. Behavioral observation was indicated that eye contact was partially maintained. He was tried to cooperate during the test but task completion was not present. He was not done any given task according to the instructions given by the examiner. He was not able to repeat the word.

#### **Measures Used For Screening**

Child was assessed with the help of Developmental Screening Test. He was obtained month value of developmental age is 58 it corresponding DQ is 69 at present the child is having mild retardation in developmental functioning. On the Vineland Social Maturity Scale he was obtained 32 SA 55 months and the corresponding SQ 64 indicates mild impairment in social functioning. He was not able to perform on SFB test.

#### **Measures Used As Study Tool**

Behavioral assessment scales for Indian children with MR (BASIC MR) was administered to assess the behavioral skills like motor activity daily living, language, reading and writing, social and prevocational skills. And problem behavioral like violent destructive behavior and temper tantrum, misbehavior with other etc. The total obtained score in part A is 393 corresponding 55.57 indicating moderate level of retardation in various domains. Part A consist 7 sub scales measuring Motor: this is the 1st subtest of BASIC MR, the obtained score is 43 corresponding poor achievement in the area motor functioning. Activities of daily living (ADL): In this domain obtained score is 33 corresponding very poor performance in the area of ADL Language: In this domain obtained score is 30 corresponding very poor performance in language. Reading- Writing (RW): In this domain obtdomain obtained score is 29 corresponding very poor achievement in this area such as matches similar object, reading names. Numbers-Time(NT): The obtained score is 28 corresponding very poor of achievement in this area. Domestic Social (DS): The obtained

score is 60 corresponding moderately functional performance. Prevocational Money: the obtained score in this area 37 corresponding very poor achievement in this area. The total obtained score in part B is 22 indicating not significant behavioral issues in various domain. Part A consist 10 sub scales measuring. There is high score in domain of violent and destructive behavior such as hit other pushes other.

### **Selection of Target Behavior**

Motor deficit behavior

Self-help skill deficit behavior

Communication skill deficit behavior

### **A-B-A Model of Behavior**

**Antecedent of Behavior-** delayed developmental milestone

**Behavior-** Difficulty in picking, catching, opening, closing, balancing object. Inadequate performance in maintaining brushing, toilet behavior and bathing. Difficulty in passing verbal messages. He was not used names of familiar objects, cannot prints (writes) simple words, cannot reads on own in iterative, can't follows local current events.

**Consequence-** he was not able to achieve his task performance.

### **Behavioral Characteristics of Target Behavior**

Child showed deficit behavior in motor functioning, self help skill deficit, communication skills deficit.

**Frequency & duration-** In the motor skill deficit behavior such as difficulty in grasping were occurred 5 to 7 time in task performance. Difficulty in organizing blocks was occurred 5 to 9 time in a task. In the self help deficit behavior such as brushing, toilet, bathing behavior was occurred in a day at the level of indicate. For example child was able to indicate the toilet behavior. In the communication deficit behavior was occurred at time of commutations. For example in nonverbal communication he was able to indicate what he wants to say by gesture and posture. In verbal communication he was not able to achieve.

**Severity-** In the motor skills behavior child showed poor achievement in the area of motor functioning. In the self help skill behavior child showed very poor performance in the area of ADL. Communication skill training comes under three dimension language, reading-writing, and number time. It showed poor functioning in this area.

### **Therapeutic Phase & Technique**

#### **Initial Phase**

Parent of child with intellectual disability was welcomed in the session. Guidelines for participation were reviewed: confidentiality, self-care, communication with instructor, no advice-giving, etc. Parents were asked to inform about the nature of condition, causal factors, course, prevalence, treatment options available and their outcomes to help them in clearing the misconception and understand the deviance. They were also informed about the importance of patience and controlling their temperamental styles. On the basis of disability certification government provides various facilities such as job reservation. Parents 34 were also made aware about the need of training of the child in various skills for activities of daily living. They were told how to cope up with the stress and tension in their family because of their child's behavior. Parents were suggested to develop sense of hope, encouragement, acceptance and honesty towards child problem

#### **Middle Phase**

Motor skills training were started to provide training for muscles movement of hand to

catch the ball, making the building by using puzzles. Parents were suggested to give water in plant daily. Parents were asked to hold a glass of water properly, transfer the object from one hand to second hand, Paper folding, use of scissor for cutting the paper, asked to unwrap the packet of the child, use of nail cutter. In the self help skill Parent was suggested about group activity of the child where all family members were included in front of all the family members, child taught about how to do brushing. Parent was suggested to give the child some solid food by which he started muscles exercise, Ask to do candle blowing and blow up balloon with mouth. Brushing, Eating, Dressing and toilet training: -initially they were asked to do task analysis. It was a method of breaking a task into simple situation like "wearing a shirt" can be analyzed into simpler tasks like holding the shirt with both hands, inserting hands through sleeves, pulling shirt up and then buttoning. In the case of brushing backward chaining and for dressing foreword chaining techniques were used with identifying reward. Chaining was also used to for toilet training. Successful completion of the task was reinforced. Gradually parents were asked to deliver the reinforcement only when the child shows behavior more perfectly. Then taking feed back of the previous session that is he is following instruction of brushing. He was able to do brushing but sometime due to his stubborn behavior he was not performed. Chaining technique was continued for brushing in routine and also asked the feedback of toilet behavior. Another session was started with parent buttoning in shirt. Verbal reinforcement technique was used for when child complete the task of buttoning. 36 Parent were suggested to demonstrate to the child ties lyses then he was tried to use his hand toward shoes. In communication skill training parent was suggested to involve child at meal time, initiate talk with him, giving reflection for his action.

#### **Final phase**

Parents was asked to continue practice at home and also asked the feedback about the sessions.

#### **Post Assessment Measures**

BASIC MR- Motor: this is the 1st subtest of BASIC MR, the obtained score is 65 corresponding achievement moderately functional in the area motor functioning. Activities of daily living (ADL): In this domain obtained score is 49 corresponding poor ADL. Language: In this domain obtained score is 39 corresponding very poor performance in language. Reading- Writing (RW): In this domain obtained score is 35 corresponding very poor achievement in this area such as matches similar object, reading names. Numbers-Time (NT): The obtained score is 30 corresponding of very poor achievement in this area. Domestic Social (DS): The obtained score is 90 corresponding He has functional in this area. Prevocational Money: the obtained score in this area 49 corresponding poor achievement in this are. The total obtained score in part B is 18 indicating behavioral issues were reduced in various domains. Part A consist 10 sub scales measuring.

#### **Outcome of Target Behavior**

##### **Outcome of motor skills training**

Motor skills training were given to improve motor functioning of child. Base line assessment score suggested 43% achievement in motor functioning of child. After skills training post assessment score in indicating that the child has been achieve 65 % of motor functioning.

### **Outcome of self skills training**

Self help skills training was given to improve activity of daily living functioning of child. Base line assessment score suggested 33% achievement in activity of daily living functioning of child. After skills training post assessment score in indicating that the child has been achieve 49 % of activity of daily living functioning.

### **Outcome of communication skills training**

Communication skills training cover three domains in BASIC-MR such as Language, Reading Writing, and Number time. Communication skills training were given to improve communication of child. Base line assessment score of language suggested 30% achievement in language of child. After skills training post assessment score in indicating that the child has been achieve 39 % in language. Base line assessment score of reading & writing suggested 29% achievement in reading & writing of child. After skills training post assessment score in indicating that the child has been achieve 35 % in reading & writing. Base line assessment score of number time suggested 28% achievement in the domain of number time ability of child. After skills training post assessment score in indicating that the child has been achieve 30 % in number time domain.

### **Frequency & duration**

Motor deficit behavior was reduced as per skills training, behavior was occurred 3 to 4time in a task. In the self skills deficit behavior was reduce and child showed improvement such as he was able to achieve open and removing his cloth, brushing and toilet behavior. In communication he was improved in some areas such as smiling, greeting, responding, obeying.

**Severity:** Outcome revealed that motor functioning was improved at the level of moderately functional. In the dimension of self help activity outcome revealed that improvement was very poor to poor functioning. In the dimension of communication skill behavior is moderate in his functioning.

### **Discussion**

The aim of the present study was to find out the role of social skills training in children with intellectual disability. Three skill training were selected in present study *motor skill* training, *self help skill* training and *communication skill* training. Children with intellectual disability shows limited capacity in there are as of functioning. The study was conducted by Anggraini Sudono (1995; 55) regarding motor skills in which game tools used in training fine motor are string up beads, put a tennis ball into the basket, catch a tennis ball, and put puzzles, climbing. Fine motor skills are 67 child's ability to do activities related to motion control and ability to concentrate and it was in support of the present study finding. A study was conducted by F. O'Brien C. Bugle N. H. Azrin ( 1972) on "Training and Maintaining A retarded child Proper eating" finding of the study to demonstrate that continued motivational procedures are needed after training to maintain the retardate's continued use of proper eating skills. This study is supporting to present study that is proper time for skill training and motivation is required for acquiring skills of ADL by children with intellectual disability. A study was conducted by Ryan G, Brady S, Holloway J, Lydon H, (2017) that Behavioral skill training was effective for increasing appropriate conversation interactions for all six participants, and maintenance was evident 4 weeks post intervention. The findings were discussed in favors of relation to the importance of social interactions and communication amongst this population. This study is supporting to communication skills of present study.

## **Conclusion**

Present study has been carried out to enumerate the role of social skills training in children with intellectual disability on children and parent or caregiver. Present study is indicating social skills training play a significant role in improving awareness towards the condition of children with intellectual disability. The present study helping promote towards in the areas of training such as motor skills, self help skills, communication skills. It can be concluded that the social skills training increases abilities children with mental retardation and decreases deficit behaviors.

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The ICD-10 Classification of Mental and Behavioral Disorder Clinical Description and Diagnostic Guidelines

## **Consumer Attitude towards Skin Care Products-A Study With Reference To Madurai City**

**S. RANJITH\***

### **Abstract**

The Objective of this research paper consumer attitude towards skin care products. This research is conducted in Madurai city. The main purpose of this paper is to investigate the influence on consumer attitude towards skin care products. The research questionnaire was developed and distributed to male consumers only in Madurai city by using convenience sampling method. 144 completed questionnaires were returned and then 140 valid were analysed by using percentage, garret ranking mean and standard deviation.

**Keywords:** Attitude, Brand preference, Factors influence, Satisfaction level.

### **Introduction**

Improve technology, better education, advancement in science and economic growth has provided people with a chance to better standard of living. With increased purchasing power and increasing number of dual earning has made people more conscious towards beauty, hygienic and better life style.

Today men are more active, liberal moving ahead and taking part in walk of life so they become more concentrate towards their look appearance it effects the repaid growth of beauty care industry. Skin care products not only increase the physical appearance of persons but also the confidence and assurance of individual to meet the challenges of society with great ease than ever before to meet this growing demand skin care products by men.

### **Statement of the problem**

In the fashionable world there is a general perception that beauty products are purchased by men's. Who are students, service class, working peoples, business class and others that these skin care products may improve their style, attractiveness and personality?

The previous researchers said that employed men's spending pattern on beauty products is more than unemployed men.

But these perceptions are completely false in the fashionable world, as nowadays skin care products become an necessary object and are used by majority of men's irrespective of their occupation, education and age, the persons are visiting men's beauty parlours and buying the skin care products in various places. Increase in sale of skin care products and mushrooming of beauty clinics in the city are living example of the above statement. The reason behind this is due to upliftment found in the economic conditions of the people and this attitude of the people in Madurai city makes the researcher to conduct the study about the "consumer attitude towards skin care products among various areas in Madurai city". The researcher is also very anxious to study about the brand preference and factors influence the purchasing pattern by the respondents was made him to undergo this research.

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### **Review of Literature**

**Vinith Kumar Nair and Prakashpillai(2007)**<sup>1</sup> in their presentation on “ A Study on Purchase Pattern on Cosmetics among Consumers in Kerala” have analysed the cosmetic sector based on variables such as mode of purchase, point of purchase, brand selection , shop preference, brand preference, brand awareness, purchase decision factors and spending patterns.

**NeerajKaushik and Deepak Gupta (2009)**<sup>2</sup>in their work “A Study of Consumer’s Buying Pattern of Cosmetic Products in South Haryana” reveal that purchase pattern of cosmetics is highly influenced by factors such as price and quality.

**SiddarthShriramShimpi (2012)**<sup>3</sup> investigated and evaluated the attitude characteristics which affect consumer buying behaviour towards male cosmetic products in Pune City. A questionnaire was developed and distributed to male consumers in Pune aged between 20 to 50 years by using convenience sampling technique

### **Scope of the study**

In the modern era of competitive environment, life styles of men have changed and it influences the men to beautify them to improve their physical appearance and style. This study is helps to find out the various factors influencing the buying pattern, and satisfaction level which influence the attitude towards skin care products and the impact various sources to get the information to purchasing the skin care products. The present study also identifies the various beauty maintenance problems faced by the consumers in the study area.

### **Objectives of the Study**

1. To study the demographic profile of the respondents.
2. To study the brand preference of skin care products among the respondents.
3. To understand the factors influencing to buy the skin care products among the respondents.
4. To know the satisfaction level of the respondents.

### **Methodology**

This study is based upon both primary and secondary data. Primary data was collected with the help of questionnaire. Secondary data were obtained from internet, articles, and magazines.

### **Sampling Technique**

The researcher has adopted convenience sampling techniques for data collection. Data were collected from 140 respondents with the help of questionnaire in Madurai City.

### **Statistical Tools**

Percentage Analysis for analysing demographic characteristics of sample respondent like Age, Educational Qualification, Marital Status, Occupation, Monthly Income and to measure the attitude of the respondents towards skin care towards the Brand prefer in skin care, Come to know about skin care products, Where to you Buy skin care products, Amount spent to buy the beauty products per month. Garret Ranking Score is used to Rank the factors influencing to buy the skin care products. Mean and Standard Deviation is used to know about the satisfaction level of the respondents towards skin care products.

**Data Analysis and Interpretation**

**Table 1: Demographic Characteristics of Respondents**

| S. No. | Characteristics           | Category         | Frequency | %    |
|--------|---------------------------|------------------|-----------|------|
| 1      | Age                       | 15-20 years      | 20        | 14.3 |
|        |                           | 21-25 years      | 58        | 41.4 |
|        |                           | 26-30 years      | 22        | 15.7 |
|        |                           | 31-40 years      | 22        | 15.7 |
|        |                           | Above 40 years   | 18        | 12.9 |
| 2      | Educational Qualification | Illiterate       | 10        | 7.1  |
|        |                           | Up to school     | 34        | 24.2 |
|        |                           | UG/diploma       | 60        | 42.9 |
|        |                           | PG/profession    | 42        | 30.0 |
|        |                           | Others           | 4         | 2.9  |
| 2      | Marital Status            | Single           | 78        | 55.7 |
|        |                           | Married          | 62        | 44.3 |
| 3      | Occupation                | Student          | 40        | 28.6 |
|        |                           | Gov't employee   | 38        | 27.1 |
|        |                           | Self-employee    | 28        | 20.0 |
|        |                           | Private employee | 26        | 18.6 |
|        |                           | Others           | 8         | 5.7  |
| 4      | Monthly Income            | Below Rs10000    | 24        | 17.1 |
|        |                           | Rs10001-20000    | 78        | 55.7 |
|        |                           | Rs20001-30000    | 16        | 11.4 |
|        |                           | Above Rs30001    | 22        | 15.7 |

Source: Primary Data

The breakdown of the respondent's demographic characteristics is shown in Table 1. The majority of the respondents are the age of 21-25 years (41.4%). Fifty six percent of respondents are single, twenty nine percent of the respondents are of students and forty three percent of the respondents are of UG/ diploma. Almost fifty six percent of respondents reported Monthly Income 10001-20000.

**Attitude of the Respondents**

**Table 2: Brand prefer in skin care of the respondents**

| S.No | Brand prefer in skin care | No. of respondents | Percentage |
|------|---------------------------|--------------------|------------|
| 1    | Himalaya                  | 46                 | 32.8       |
| 2    | Garnier                   | 12                 | 8.5        |
| 3    | Pathanjali                | 22                 | 15.7       |
| 4    | Lakme                     | 14                 | 10         |
| 5    | L'Oreal                   | 10                 | 7          |
| 6    | Others                    | 36                 | 25.7       |
|      | Total                     | 140                | 100        |

Source: Primary Data

From the table 2 shows that 32.8 per cent of the consumer to prefer the Himalaya brand in skin care, 25.7 per cent of the consumer to prefer the other category brand in skin care, 15.7 per cent of the consumer to prefer the Pathanjali brand in skin care, 10 per cent of the consumer to prefer the Lakme brand in skin care, 8.5 per cent of the consumer to prefer the

Garnier brand in skin care and 7 per cent of the consumer to prefer the L'Oreal brand in skin care products.

**Table 3: Come to know about skin care products of the respondents**

| S.No | Come to know about skin care products | No. of respondents | Percentage |
|------|---------------------------------------|--------------------|------------|
| 1    | TV/Advertisement                      | 78                 | 55.71      |
| 2    | Social media                          | 12                 | 8          |
| 3    | Friends                               | 30                 | 20.8       |
| 4    | Pop-ups                               | 10                 | 6.9        |
| 5    | Others                                | 10                 | 6.9        |
|      | Total                                 | 140                | 100        |

Source: Primary Data

From the table 3 clear that 55.71 per cent of the consumer are aware of skin care products through TV/advertisement, 20.8 per cent of the consumer are aware of skin care products through friends, 8 per cent of the consumer are aware of skin care products through social media and 6.9 per cent of the consumer are aware of skin care products through pop-ups and other category.

**Table 4: Where to you buy skin care products of the respondents**

| S.No | Where to you Buy skin care products | No. of respondents | Percentage |
|------|-------------------------------------|--------------------|------------|
| 1    | Online                              | 8                  | 5.5        |
| 2    | Super market                        | 44                 | 31.42      |
| 3    | Skin care parlour                   | 30                 | 20.8       |
| 4    | Malls                               | 12                 | 8          |
| 5    | Retail store                        | 46                 | 32.85      |
|      | Total                               | 140                | 100        |

Source: Primary Data

From the table 4 reveals that 32.85 per cent of the consumer to buy skin care product in the retail store, 31.42 per cent of the consumer to buy skin care products in the super market, 20.8 per cent of the consumer to buy skin care product in the skin care parlour, 8 per cent of the consumer to buy skin care product in the malls and 5.5 per cent of the consumer to buy skin care product in the online.

**Table 5: Amount spent to buy the beauty products per month of the respondents**

| S.No | Amount spent to buy the beauty products per month | No. of respondents | Percentage |
|------|---|--------------------|------------|
| 1    | Rs100-200   | 40                 | 28.5       |
| 2    | Rs200-500   | 54                 | 38.57      |
| 3    | Rs500-1000  | 38                 | 27.14      |
| 4    | Rs1000-2000                                       | 4                  | 2.7        |
| 5    | Above Rs2000                                      | 4                  | 2.7        |
|      | Total   | 140                | 100        |

Source: Primary Data

From the table 5Shows that 38.57 per cent of the consumer spent to buy the skin care products at Rs.200-500 per month, 28.5 per cent of the consumer spent to buy the skin care products at Rs.100-200, 27.14 per cent of the consumer spent to buy the skin care products



at Rs.500-1000 per month, 2.7 per cent of the consumer spent to buy the skin care products at Rs.1000-2000 and above Rs.2000per month.

**Table 6: Ranking of the factors influencing to buy the skin care products**

| S.No | Factors                           | Garret Ranking Score | Ranking |
|------|-----------------------------------|----------------------|---------|
| 1    | Medical reasons                   | 48.5                 | VIII    |
| 2    | Personal hygiene                  | 52.2                 | V       |
| 3    | Improving the skin                | 53.9                 | IV      |
| 4    | Self-confident                    | 54                   | III     |
| 5    | Attractiveness                    | 57.1                 | II      |
| 6    | Anti- aging/solving skin problems | 50.1                 | VII     |
| 7    | Reduse skin spots and pimples     | 57.5                 | I       |
| 8    | Oil free face                     | 50.3                 | VI      |
| 9    | Suitability to skin type          | 38.9                 | IX      |
| 10   | Popularity of brand               | 32.2                 | X       |

Source: primary Data

From the table 6shows that the responses of the respondents on the factor influencing to purchase of skin care products, reduce skin spot and pimples got first ranking the highest garret ranking score 57.5, attractiveness got second ranking with the garret ranking score 57.1, self confident got third ranking with the garret ranking score of 54,improving the skin got the fourth ranking with the garret ranking score of 53.9, personal hygeiene got the fifth ranking with the garret ranking score 52.2, oil free face got the sixth ranking with the garret ranking score of 50.3, anti-aging/solving skin problems got the seventh ranking with the garret ranking score of 50.1, medical reason got the eighth ranking with the garret ranking score of the 48.5, suitable to skin type got the ninth ranking with the garret ranking score of 38.9, popularity of the brand got the tenth ranking with garret ranking score 32.2 respectively.

**Table 7: Opinion about the satisfaction level of the respondents towards skin care products**

| S.No | Satisfaction level | Mean | SD    |
|------|--------------------|------|-------|
| 1    | Price              | 4.27 | .677  |
| 2    | Quality            | 4.17 | .758  |
| 3    | Fragrance          | 3.43 | .858  |
| 4    | Quantity           | 3.81 | 1.154 |
| 5    | Flavour            | 3.14 | 1.129 |
| 6    | Packing            | 3.20 | 1.207 |
| 7    | Offers & discount  | 3.01 | 1.252 |
| 8    | Colour             | 3.69 | 1.067 |
| 9    | Varity             | 3.63 | .916  |
| 10   | Availability       | 3.84 | .807  |
| 11   | Result             | 4.04 | 1.024 |
| 12   | Side Effect        | 3.84 | 1.254 |

Source: primary Data

The above table shows the mean and standard deviation of individual satisfaction level. Respondents give more importance to price of skin care product (mean = 4.27; SD = 0.677), making special effort to choose the best quality of skin care products (mean = 4.17; SD = 0.758), result is another important factor of using in skin care products (mean = 4.04; SD = 1.024), the side effects in notable one for after using the skin care products (mean = 3.84; SD = 1.254), frequently buying of favourite skin care product with the help of location or availability (mean = 3.84; SD = 0.807), quantity of skin care products (mean = 3.81; SD = 1.154), colour of skin care products (mean = 3.69; SD = 1.067), verity of skin care products (mean = 3.63; SD = 0.916), Fragrance of skin care products (mean = 3.43; SD = 0.858), Flavour of skin care products (mean = 3.14; SD = 1.129), Packing of skin care products (mean = 3.20; SD = 1.207), Offers & discount (mean = 3.01; SD = 1.252). Hence, it is concluded that consumers are having more conscious on Price, Quality, Result, Side effect, availability of the skin care products.

### **Findings**

1. The study shows that majority of the respondents that is 58 (41.4 per cent) are in the age group of 21-25 years.
2. The study shows that 60 (42.9 per cent) respondents studied UG/ diploma.
3. The study shows that 40 (28.6 per cent) respondents are students.
4. The study shows that 78 (55.7 per cent) respondents are single.
5. It is noted that 78 (55.7 per cent) respondents earn a monthly income Rs 10001-20000.
6. The study shows that 78 (55.71 per cent) of the respondents to know about the skin care products to TV/advertisement.
7. Most of the consumer spend around 200-500 Rs per month on skin care products and they purchase it from Retail store.
8. Most of the respondents are use in Himalaya skin care products.

### **Suggestions**

- The male consumers have to use only men's skin care products. And don't use the female's skin care products.
- Male consumers should check and verify the manufacturing dates and expiry dates, composition, dosage, storage and other details of the skin care product.
- The manufacturers should say the exact facts and result to consumers.
- Company tries to identify the consumer's attitude towards these skin care product. So that it help them to position their products to the particular category of people rather spending unnecessarily on non-targeted people.

### **Conclusion**

Now a day's men are not same as in their old generation. Move and change in men's attitude and environment make them consume lot of lot beauty products. But mostly conscious to skin care products. In this research, identify that men consume more on skin care products. Especially in this younger generation is more conscious to use in skin care more than older generation. And there are many reasons identify to use skin care product by men, but the very most five important reasons are Reduce skin spots and pimples, Attractiveness, Self-confident, Improving the skin and Personal hygiene. These five reasons reveal that men are concerning on their appearance and personality. And men there are many reasons to satisfy the use of skin care products, that reasons are Price, Quality, Result, Side effect, availability, Quantity. The result of this study shows that men are more

comfortable to use and buy skin care products more than it used to be. Men have changed day to day on their buying attitude.

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## **Women Rights: A Constitutionally Added Privileges for Women Upliftment**

**Shahina T V P\***

**Keywords:** Women, Rights, Consitution, Legal, Education, Progress

No nation can rise to the height of glory unless your women are side by side with you.

Muhammed Ali Jinnah

### **Statement of the Problem**

The constitution guarantees the rights of every individual irrespective of the gender. Because when half of the population is not considered equally, there is an imbalance created in a society which makes trouble in the progress of a society. Rights are meant for the well-being of a society to live a dignified life, with all the basic needs. Rights are for the wellbeing of the people and its awareness allows everyone to think about their own rights and also make them allowed to think about the way it has to be protected. Rights never meant for unlimited actions of men without considering his fellow one, instead of that, it is the way of identifying one's rights by approving others interest also. Modern nations are highly providing their citizen's rights in order to show their concern to their people irrespective of the pluralities any society bearing. India, the biggest democratic country in the world, is very keen on their people's rights as India a land of diversities. National leaders of India were very cautious about the plural culture of the nation while making a constitution for India. This alertness among Indian leaders about the future of India leads to make a constitution for the country, including all kinds of people without an exception. Women, one among them not as some other.

The Constitution of India is the supreme law of India. It frames fundamental political principles, procedures, practices, rights, powers, and duties of the government. It imparts constitutional supremacy and not parliamentary supremacy, as it is not created by the Parliament but, by a constituent assembly, and adopted by its people, with a declaration in its preamble. Parliament cannot override it. The world's longest constitution is the Indian's constitution. At its commencement, it had 395 articles in 22 parts and 8 schedules. It consists of approximately 145,000 words, making it the second largest active constitution in the world. Currently, it has a preamble, 25 parts with 12 schedules, 5 appendices, 448 articles, and 101 amendments. (<https://www.toppr.com/guides/civics>)As of January 2019, there have been 124 Amendment Bills and 103 Amendment acts to the Constitution of India since it was first enacted in 1950 (<https://en.wikipedia.org/>, n.d.). Though the constitution of India adopted on the 26<sup>th</sup> of November, 1949 which came to effect on the 26<sup>th</sup> of January 1950 through which a door opened for demanding rights and live according to it.

Within the framework of a democratic polity, our laws, development policies, Plans, and programmers have aimed at women's advancement in different spheres. India has also ratified various international conventions and human rights instruments committing to secure equal rights of women. The Constitution of India not only grants equality to women

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but also empowers the State to adopt measures of positive discrimination in favour of women for neutralizing the cumulative socio-economic, education and political disadvantages faced by them. Fundamental Rights, among others, ensure equality before the law and equal protection of the law; prohibits discrimination against any citizen on grounds of religion, race, caste, sex or place of birth, and guarantee equality of opportunity to all citizens in matters relating to employment. Articles 14, 15, 15(3), 16, 39(a), 39(b), 39(c) and 42 of the Constitution are of specific importance in this regard. (<https://www.quora.com/>)

Though the constitution empowers the rights of women, the reality is far different from this. From birth onwards women facing so many issues. As some family doesn't interested with the girl child, the family itself deny the right of birth of girl child, also the continual delivery of girl child is considered as a burden to the family. When she is growing, problems also occur there, though many of the people's attitude with regards to the approach to girl child changed due to the effective classes in schools and related spaces, but the media is not free from this negative news related to the girl child and also the insecurity she feels in itself her home, which is continuing. As far the education of girl child is getting importance because education enables her to act confidently and lead her family and society in aptly. But as far the education of girl child in a remote village is not received as in the constitution. If the family is not in a condition to send their child to school and having both boy and girl the option is only for boys, because girl education is not at all useful to the family. In a society, it is not the class; color makes hindrance to her progress, the main difference based on gender. Education enables her to think differently and act according to it. Educated women can create a responsible mind and it passes through the next generation also. Jawaharlal Nehru once said, "To awaken the people, it is the women who must be awakened. Once she is on move, the family moves, the village moves and the nation moves."

Education is an acritical input in human resources development and is essential for the country's economic growth. Though the major indicators of socio-economic development viz., the growth rate of the economy, birth rate, death rate, infant morality rate (IMR) and literacy rate, are all interconnected, the literacy rate has been the major determinant of the rise or fall in the other indicators. There is enough evidence even in India to show that a high literacy rate, especially in the case of women, correlates with low birth rate, low IMR and an increase in the rate of life expectancy. The recognition of this fact has created awareness on the need to focus upon literacy and elementary education programme, not simply as a matter of social justice but more to foster economic, social wellbeing and social stability. (Aggarwal.J.C., 2010)

### **Objectives**

1. To discuss the importance of women rights as it cannot achieve the desired ends
2. To evaluate to what extent the awareness of rights assists women to occupy their position in society.
3. To examine various provisions which ensure equality of opportunity and status.

### **Research Questions**

1. Which are the rights guaranteed by the constitution of India for women for ensuring equality?
2. Why the rights of women are often denied though it is clearly mentioned?





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### **Findings of the Study**

Legislation and enactments are not literal words, instead of that, the assurance of these things lead society into progress. It is not the lack of laws creates problems among the society instead of that ineffectiveness and failure in implementation of laws worsen the situation. From home to society, see a lot of problems faced by women were unanswered. Generally or specifically women facing issues in various fields. In our society, many women are empowered through education but many through their self-employment. Even though the uneducated people must agreeing the fact that it is the education which helps anyone to know about their rights. When women are denying their study, employment, wages or reducing the salary or opportunity as women which produce an imperfection in the growth of a society. Educational institutions and related areas and different associations must take energetic programme for making awareness among women of their rights. The principles enshrined in the preamble of the Indian constitution become meaningful and useful when the whole persons in society come to know about their rights and treat equally. We are free from every foreign domination, but we are not free from customs and believes with regard to women. After independence, the leaders of our Nation was well aware of the conditions and attitudes of the people, and very carefully look forward as far as women rights are concerned. Women and children were the sufferers whenever and wherever violations occur. So every society should think about the need for making a better condition for women in order to maintain the equality of status.

An Oxfam report on inequality published on Jan. 21, 2019 revealed that in the workplace, women still receive 34% less wages than their male counterparts for the same work. When governments reduce their expenditures on essential public services such as education and healthcare, women and girls are the first ones to lose out on these services," according to the report (Bhattacharya, 2019)

By providing education to women, which furnish social, economic and political awareness, legal literacy, feeling of security both in and outside of the home, equal chances and equal consideration which improve the life of women and growth of society in all levels as Khan Abdul Ghaffar Khan (Bacha Khan) says,

"If you wish to know how civilized a culture is, look at how they treat its women".

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## **Rural Infrastructure and Rural Development: An Economic Analysis in Tamilnadu**

**R. Sampath\***

**Murugan\*\***

### **Abstract**

In any country, the level of infrastructure determines the economic development and the development in infrastructure of a country leads to increase in access to market, access to financial service, farm and non-farm income, access to education, in turn, there is an increase in the level of output and employment opportunities (Rai Suddin and Hossian 1990; Antle 1984). This article is an attempt to explore the major factors determining economic development in the rural areas of Cuddalore district of Tamilnadu. It has taken access to market, access to financial services, and access to health care services are taken as independent variables. It has encompassed household income, expenditure and saving as dependent variables. It has taken one infrastructurally most developed block and one infrastructurally least developed block and brought out interesting findings on the major factors determining household development in the selected blocks of Cuddalore district of Tamil Nadu state.

**Keywords:** Income Distribution, Household expenditure, Household income, Institutional borrowings.

### **I. Introduction and Background of the Study**

The adequacy of infrastructure helps determine a country's economic development in terms of diversifying production, expanding trade, coping with population growth, reducing poverty and improving environmental conditions. (Morris 2003). Further, improving infrastructural service is the key to poverty-alleviation leading to more productivity and employment opportunity. They also help the poor to have improved access to education, health, sanitation, drinking water, etc. (Bhatia 1999). As infrastructural services contribute directly to welfare, its economic and social impacts cannot be viewed in isolation and have to be part of the broader development process.

Productivity in economic and social spheres and in the fields of agriculture and animal health, etc. depends on how the infrastructural services are directly delivered to the poor (Morris and Morris 2003).

Further, infrastructural services give impetus to different fields of economic and social activities like, rural productivity, marketing network, water, sanitation, health care, education and transport, which, in turn leads to employment generation.

It is noticed that in the recent years the role of the government (both central and state) is increasing in terms of general infrastructure development viz., power, roads, buildings, etc. and also in specific schemes for poverty alleviation (Crain and Oakley 1995). However,

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due to institutional rigidity and imperfections, the infrastructure fund is underutilized, misutilized or becoming irrelevant to actual users (Ghosh and Prabir 1998). By and large, in any modern society infrastructure plays a vital role in determining the overall productivity and development of a country's economy as well as standard of people (Shane and Spiller 1995). So, infrastructure has a marking impact on rural economic development. It may be seen that in a country like India, the seven major infrastructure components are very significant in accelerating the pace of economic development viz., energy, transport, irrigation, finance, communication, education and health (Charles et al., 2005). Further, the components of infrastructure are divided into economic infrastructure and social infrastructure. The economic infrastructure components include energy, transport, irrigation, finance, and communication; the social infrastructure components encompass education and health (Ford et al. 1991). It is noticed to be a matter of great concern that the provision of rural infrastructure in development and poverty alleviation is highly challenging and improvement has been tardy in rural areas. The rural communities are deprived of opportunities, and a well-developed infrastructure could not be offered due to lack of funds (lich 1994). However, in the recent years, the development of infrastructure in rural areas has been on the increase, but, there is variation in the rate of development of social and economic infrastructure components across the districts of Tamil Nadu.

The previous studies in the area of rural infrastructure have focused on social infrastructure components and economic infrastructure components in isolation as well as their impact on economic growth, some other studies have focused on the role of institutions in creating infrastructure and its maintenance. Most of the studies have taken single components of rural economic infrastructure. Some examples are: Sulk and Rao (2001), Salim and Mcclery (2005); Lebo and Schelling (2001) Nuno and Venables (1999); Somik (1999).

In this context, the present study makes an attempt to explore the major factors determining the household development in infrastructurally most developed block and infrastructurally least developed block in Cuddalore district of Tamil Nadu.

## **II. Objectives**

1. To analyse the major factors determining the rural development in the infrastructurally most developed villages and infrastructurally least developed villages.
2. To explore the major factors determining the level of development in most developed block and least developed block in the study region.

## **III. Methodology**

This study is based on primary data as well as secondary data. As far the as primary data are concerned, they have been collected from the respondents of the study region. It is related to social and economic infrastructure components in the study region. The secondary data have been collected from Cuddalore District Statistical Office and they are related to indicators of economic infrastructure development in the Cuddalore and Mangalore blocks of Cuddalore district. With regard to sampling design of the study, this study has adopted multistage stratified random sampling method. In the first stage, Cuddalore district is selected and at the second stage, Cuddalore block and Mangalore block are selected. The rationale behind the selection of these two blocks is that Cuddalore block is with a well-developed infrastructure and Mangalore block is underdeveloped infrastructure.

Further, the sample collection is involved in different stages. In the first stage, the village panchayat president and office bearers of village panchayat have been interviewed so as to

elicit information regarding village infrastructure components. In the next stage, the interview would involve collection of information relating to living conditions, livelihood development and socio economic conditions of the respondents in the study region. In the next stage, four villages were selected on the basis of well-developed infrastructure and another village was selected on the basis of less infrastructure development from the selected two blocks. Further, at the final stage, 150 respondents from each of the blocks are selected for the present study. However, the total sample size of the study is 300.

**IV. Frame work of Analysis.**

In order to examine the major infrastructural components determining the rural household development, the Multiple Regression model has been employed.

In the analysis, access to market, access to financial services, access to health care services, access to education and farm and non-farm income are taken as independent variables. Further, household income, household expenditure and household saving are taken as dependent variables in the Multiple Regression Model. By taking the above said dependent variables and independent variables in the model, the major determinants of rural household development are discussed.

**Table – 1: Multiple Regression Analysis (Per capita Household Income)**

| S.No | Predictor Variables                     | Coefficients | t-value | P-level significance |
|------|---|--------------|---------|----------------------|
| 1.   | Access to market                        | 42.612       | 4.93    | 0.0142 <sup>s</sup>  |
| 2.   | Access to financial service             | 10.147       | 5.91    | 0.0042 <sup>s</sup>  |
| 3.   | Access to health care services          | 3.441        | 7.11    | 0.0019 <sup>Ns</sup> |
| 4.   | Farm/Non Farm income                    | 18.331       | 6.46    | 0.0032 <sup>s</sup>  |
| 5.   | Access to education                     | 11.445       | 2.64    | 0.0141 <sup>Ns</sup> |
| 6.   | Most Developed and Underdeveloped block | 10.742       | 8.41    | 0.0012 <sup>s</sup>  |
| 7.   | Developed and Underdeveloped villages   | 9.248        | 10.34   | 0.0017 <sup>s</sup>  |
|      | Overall R <sup>2</sup>                  |              |         | 0.94                 |
|      | Overall F                               |              |         | 18.28                |

Source: Computed

C.D.: Critical Difference Value

Significance of 'F' Value at 5 per cent level

**Table – 2: Multiple Regression Analysis (Household Expenditure)**

| S.No | Predictor Variables                     | Coefficients | t-value | P-level significance |
|------|---|--------------|---------|----------------------|
| 1.   | Access to market                        | 10.98        | 4.12    | 0.0241 <sup>s</sup>  |
| 2.   | Access to financial service             | 8.492        | 3.09    | 0.0051 <sup>s</sup>  |
| 3.   | Access to health care services          | 4.241        | 4.21    | 0.0039 <sup>s</sup>  |
| 4.   | Farm/Non Farm income                    | 16.554       | 5.99    | 0.0049 <sup>s</sup>  |
| 5.   | Access to education                     | 12.092       | 4.82    | 0.0351 <sup>s</sup>  |
| 6.   | Most Developed and Underdeveloped block | 10.002       | 2.26    | 0.0072 <sup>s</sup>  |
| 7.   | Developed and Underdeveloped villages   | 8.554        | 5.63    | 0.0034 <sup>s</sup>  |
|      | Overall R <sup>2</sup>                  |              |         | 0.69**               |
|      | Overall F                               |              |         | 17.14                |

Source: Computed



C.D.: Critical Difference Value

Significance of 'F' Value at 5 per cent level

**Table – 3: Multiple Regression Analysis (Saving)**

| S.No | Predictor Variables                     | Coefficients | t-value | P-level significance |
|------|---|--------------|---------|----------------------|
| 1.   | Access to market                        | 19.514       | 5.14    | 0.0214 <sup>s</sup>  |
| 2.   | Access to financial service             | 18.441       | 4.11    | 0.0034 <sup>s</sup>  |
| 3.   | Access to health care services          | 13.549       | 5.09    | 0.0005 <sup>s</sup>  |
| 4.   | Farm/Non Farm income                    | 22.642       | 1.24    | 0.3115 <sup>Ns</sup> |
| 5.   | Access to education                     | 19.147       | 0.16    | 0.4151 <sup>Ns</sup> |
| 6.   | Most Developed and Underdeveloped block | 10.942       | 6.142   | 0.0012 <sup>s</sup>  |
| 7.   | Developed and Underdeveloped villages   | 8.144        | 3.541   | 0.0008 <sup>s</sup>  |
|      | Overall R <sup>2</sup>                  |              |         | 0.88                 |
|      | Overall F                               |              |         | 56.28                |

**Source:** Computed

C.D.: Critical Difference Value

Significance of 'F' Value at 5 per cent level

**V. Results and Discussion**

The results of multiple Regression model are shown in Tables 1, 2, and 3. It could be observed from the results presented in the table 1 that all the five independent variables viz., access to market, access to financial service, access to health care services, access to educational service and farm and non–farm income have jointly explained 94% of the variations in the household income of the selected respondents in the rural. It means that out of 100% variation in the rural household income, about 94% is attributed to the given five independent variables. Further, the overall 'F' ratio is also found to be statistically significant, which are based on R2. Therefore, all the five independent variables selected for the model irrespective of the infrastructurally most developed block, infrastructurally least developed block infrastructurally developed and least developed villages are found to be appropriate. It is pertinent to point out from the results that all the five independent variables are statistically significant at 5% level. It is noticed from the value of coefficient that even one percent increase in access the market, could lead to 42.61% in the household income of the rural households. Similarly, the same one unit increase in access to financial services, access to health care facilities, farm and non–farm income will lead to increase in rural household income at 10.14 %, 3.44 %, 18.33 %,11.44 % in the most developed block, the least developed block, the most developed village and the least developed village in the Cuddalore district.

It could be attributed to the fact that the economic development of rural areas are highly dependent on the provision of socio–economic infrastructural components like access to market through well equipped road facilities along with transport facilities, provision of credit, facilities for saving with formal financial institutions, better health care facilities and access to education. When all these basic services are adequately provided in the rural areas, there is an ample scope for increasing rural household income irrespective of areas. More specifically, when there is adequate provision of credit

for farm and non-farm services, the farm and non-farm income increase among the rural household. Though these services are provided to the people in the study region, the people in the rural areas are dependent on non-institutional credit for their farm and non-farm activities and this inhibits the house hold development in the rural areas. Similarly, education is a vital social infrastructural component which plays a crucial role in creating human capital in the rural areas and it has contributed much to the rural household income. By and large, it could be observed from the study region that both farm and non-farm incomes are dependent on the foresaid socio-economic infrastructural components and as a result the household income is determined.

Table-2 exhibits the results of the major infrastructural components determining rural household saving of the selected respondents in the study region. It is noticed that the all the five independent variables viz., access to market, access to health care services, farm and non-farm income, and access to education, have jointly exhibited 88 % of variation in rural household saving in the study region. It is seen that out of 100 % variation in rural household saving, about 88% of variation could be attributed to the five independent variables selected for the present study. In addition, the overall ' F ' value is also found to be statistically significant and it is based on R<sup>2</sup>. Therefore, one may deduce that all the five independent variables for the model irrespective of the most developed block, the least developed block, most developed village and the infrastructurally least developed village are found to appropriate. In addition, it could be observed from the results that all the five independent variables are found to be statistically significant at 5 % level.

It could be observed from the value of co-efficient that one unit in the access to market will lead to an increase in saving at Rs. 19.51 in the study region. Similarly, the increase in the provision of infrastructural facilities viz., access to financial services, access to health care services, increase in farm and non-farm income and access to educational services will lead to increase in saving at Rs.18.44, Rs.13.54, Rs.22.64, and Rs. 19.14 in the study region. It implies the fact that when the access to market increases in an area, that will lead to increase in farm and non-farm income. Further, it is important to bring out from the study that if there is access to market, the farmers and the rural entrepreneurs are able to sell their products directly to the consumers. It also eradicates the brokerage and the role of middlemen in marketing the produce in the study region. In addition, the consumers are also benefited when there is direct access to market for the sale of produce in the study region. Similarly, access to better health care services, farm and non-farm income, and access to education are important infrastructural components in determining rural saving. It implies that when there is access to formal financial services, the people in rural areas are able to get credit from banking institutions in time at low rate of interest and this will help take up farm and non-farm activities resultant the return is quite encouraging. This leads to increase in saving among the rural households. Further, the provision of financial services in the rural areas paves the way for financial inclusion in the rural areas. Similarly, the provision of educational services help the people to get rid off poverty and for better standard of living when they become literate and also forming the pathway to higher education, employment, income and saving. Further, it may be pointed out from the results that provision of all these social and economic infrastructural components led to an increase in both farm and non - farm

income in the study region and as a result the saving of the people in the rural areas has increased.

Table - 3 exhibits the major factor determining the rural household expenditure in the study region. It could be observed from the results that all the five independent variables viz., access to market, access to financial services, access to health care services farm and non-farm income, and access to educational services have jointly exhibited 69% of variation in the household expenditure. It means that out of 100% variation in the rural household expenditure, 69% of variation is ascribed to all the five independent variables selected for the present analysis and the remaining portion is attributed to other variables in determining the rural household expenditure. In addition, the overall 'F' ratio is found to be significant in the model. Therefore, one notices that all five independent variables selected for the present study are noticed to be appropriate in the selected blocks and villages in Cuddalore District. Further, it is also observed from the study that all the five independent variables are found to be statistically significant at 5 per cent level. It could be brought out from the value of co-efficient that when there is one unit increase in access to market, there is an increase in household expenditure at Rs.10.98. similarly, when there is one unit increase in access to financial services, access to health care services, farm and non-farm income, access to education, the household expenditure increases at Rs. 8.49, Rs. 4.24, Rs.16.55, and Rs.12.09 irrespective of blocks and villages selected for the present study. It could be attributed to the fact when there is access to market and access to financial services, the people in the study region are able spend more on buying goods and services and also they incur expenditure on paying interest to the credit which they borrow for productive purposes and they are also using the credit for unproductive purposes. In addition, it could be observed that since the availability of better health care facilities leads to expenditure on medicine and others, it has led to expenditure on health in the study region. Regarding farm and non-farm income, it could be observed that when the income from these sources increase, people are able to increase their household expenditure on various items. Very importantly, the provision of educational services has led to increase in rural household expenditure. One may observe that nowadays people are spending more on education. Further, most of the people in the rural areas are using the education provided by private institutions and they attract more expenditure on education. To sum up, the major factors which determine the household development in the study region are access to market, access to formal financial services in terms of provision credit for farm and non-farm activities, better access to health care services and access to education. These socio-economic infrastructural components play a crucial role in determining the rural household and this has led to overall rural economic development in the study region.

## **VI. Conclusion**

- i.** It could be inferred from the results that the provision of rural infrastructure in the study regions has largely contributed to the rural household development in terms of household income, savings and investment in the Cuddalore block as compared to the Mangalore block which is least developed block selected for the present study.
- ii.** In the case of farm income and non-farm income, they are relatively high in the rural areas of Cuddalore block as compared to Mangalore block. It could be attributed to access to market, access to financial services and access to education.

- iii. It is evident to conclude that rural infrastructure plays a key role in reaching a large mass of poor and that has contributed to the overall development in rural areas.
- iv. Relatively poor infrastructure in the Mangalore block it limits market access and access to education in Cuddalore district.
- v. Government programmes for infrastructural development like Bharat Nirmal has played a vital role in provision rural infrastructure viz., rural housing, irrigation, drinking water, rural roads, rural electrification and rural telecommunication in Cuddalore block and that is low in Mangalore block of Cuddalore district.

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## **Gender sensitization by formal education and creating a path for women empowerment**

**Kitty Mukherjee & Gouri Malhotra\***

### **Abstract**

India aspires to be one of the progressive, literate and developed nations by the year 2020. Women empowerment is crucial for the overall progress of the nation. There are consistent efforts to enhance women participation in the growth of the country. However India is a country facing high level of gender discrimination and gender related issues.

Any kind of social change or reformation related to gender inequality in the Indian Society will require a sensitization process. Gender and its accompanying power relations are a part of all institutions of society be it family, educational institutions, religious systems. This paper explains the need of gender sensitization in educational institution and strategies to be adopted through formal schooling to promote gender sensitization. It also describes different programs developed to deal with various gender related issues.

**Keywords:** Gender, Gender sensitization

**Introduction:** India in 2020 will be one of the most developed nations by creating, more literate, emancipated and economically progressive society. For a country to prosper economically the women empowerment is necessary. Constant efforts are being made to empower the women folk so that there is equal participation of them.

Any kind of reformation in the society is possible only through gender sensitization. Gender and with its power equations are inherent in all institutions of society, for example family, educational institutions, systems of religion, norms, sanctions and belief etc. This process brings about changes in the mind sets of people who consider men and women as separate entities and so have different functions to perform in socio-economic area. In other words Gender 'refers to the socio cultural and psychological traits linked to males and females through particular social contexts. Gender is the achieved status of the human being as per the sociologists. Biologically the two may be different and people may have regarded woman as weaker section but the fact is the two different species are having equal status.

Gender sensitization therefore refers to the modification of behavior by raising awareness of gender equality concerns. This can be achieved by conducting various sensitization campaigns, workshop, programs etc. Gender sensitization refers to theories which claim that modification of the behavior of teachers and parents (etc.) towards children can have a causal effect on gender equality. Gender sensitizing "is about changing behavior and instilling empathy into the views that we hold about our own and the other sex." It helps people in "examining their personal attitudes and beliefs and questioning the 'realities they thought they know."

Gender sensitization makes people more sensitive towards the problem of women and so they tend to think about different reforms required to raise the status of women by empowering them. It initiates Policy makers to address gender related issues as a priority as gender bias hinders in attaining an equitable social and economic order.

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According to the Country Report of the Government of India, "Empowerment means moving from a weak position to a position where in one can execute power." Education of women is the most powerful tool of change of position in society. Education also brings a reduction in inequalities and functions as a means of improving their status within the family. To increase the level of education of women in all sections and for dilution of gender bias established schools, colleges and universities play important role.

### **Strategies to promote gender sensitization through School**

School is considered to be the first social system an individual comes in touch with. It emerges as an instrument of change as far as gender sensitization is considered. School can create favorable environment that allows every individual to nurture and flourish their talent with no gender discrimination. This in first instance tries to develop the perception that women are no subordinate to men and they have an equally important role to play in decision making at household, community and organization level.

Gender bias varies greatly according to the socio-cultural and economic contexts prevailing in the society. Therefore after having deep insight into the socio – economic contest and understanding the psychological situations of the people different strategies can be planned. Following strategies promote gender sensitization in school.

1. Making teaching learning process more participatory. Participation of students in class room Activities irrespective of gender can be an instrument to achieve predetermined objectives. The Participatory approach should be such that emotions and experience have a definite and valued Place.
2. Providing space for individual children to express themselves freely in the classroom, without fear of judgement, and stereotyping are essential building blocks for their future endeavors where they can build confidence in taking wise decisions in their life.
3. To build up approaches that encourage learners to compare, comment and think about elements that exist in their own environment. It is necessary to critically question the received knowledge.
4. Encouraging educational activities in school for inculcating moral values among children and equal respect for boys and girls.
5. Various safety measures for girls in the school environment.
6. The teacher act as facilitator to create gender sensitized environment. The teacher's role is to provide a safe space for children to express themselves and simultaneously to build in certain forms of interaction. While consolidating and constructively pushing the limits of learner's understanding, she needs to be conscious of how differences are expressed. An atmosphere of trust would make the classroom a safe space where children can share experiences, where conflict can be acknowledged and constructively questioned, where resolutions, however tentative, can be mutually worked out. A space where they can practice democratic ways of interacting with each other and build skills to negotiate with conflicts outside the school. For girls in particular, school and classrooms should be spaces to discuss processes of decision making, to interrogate the basis of their decisions and to make informed choices.

### **Major steps taken for gender sensitization in Education**

Ministry of Human Resource and Development Government of India promoting gender sensitization through following steps -

- School curriculum to be re-examined and revised with the view of promoting gender sensitization.

- Gender positive materials and module be an integral part of teacher's annual in-service programme.
- It is advised that School assessment programme incorporate Gender sensitive parameters that promote gender sensitivity in classroom transaction and school extra co-curricular activities.
- It has also proposed that from upper primary classes, Physical Education classes should include training in self defence for girls.

#### **University Grant Commission**

A taskforce was constituted by UGC to in January 2015 to review the measures for ensuring safety of women on campus and programmes for gender sensitivity. This task force is mandated to review the present arrangements on campuses for the safety and security of girls and women.

#### **Central Board of Secondary Education (CBSE)**

- It is preparing the gender sensitive modules to train teachers and thereby help students battle Stereotypes against women from a young age, gender sensitive module for teachers will be in the Form of advocacy programme for sensitization and creating awareness.
- The latest syllabus on Health and Physical Education for class I to X developed by National Council for Training and Education based on NCF National Curriculum Framework included Topics related to self defence which is included for upper primary classes under the theme HumanBody, Security and safety, self defence and protection.
- The efforts have also been made to introduce value education and Gender studies in School Syllabus.

**Conclusion** - On the basis of the above discussion we come to a conclusion that gender sensitization can be achieved through formal education and it can necessarily bring a change in the mindsets of the individuals in the society. The main focus should be on breaking the stereotypes and mind set related to gender prevalent in the society. The time has come for the stakeholders of education to take important step in the area of gender sensitization and thereby empowering women in cultivating a strong, rational and progressive society.

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## **The Role of Participation in Sports on Mental Health of Adolescents**

**Pushpanjali\***

**Priyadarshani Narain\*\***

### **Abstract**

**Background:** Adolescence is a time of transition, as individuals struggle to deal with physical, cognitive, and social changes throughout this developmental period. Such change can be stressful and require significant psychological adjustment.

**Aim:** The study aimed to find out the impact of participation in sports on the personality traits, emotional intelligence and the mental health of the high school students.

**Settings and Design:** This study was a quantitative study with a cross-sectional design. Questionnaires were used for data collection purposes.

### **Methods and Material:**

The sample for the present study was consisting of 400 adolescent students studying in secondary schools in Patna District in the age range of 11 to 16 years. Psychological assessments were done using Socio-demographic and Personal data sheet, sports Participation Scale designed by the researcher and Mental Health Battery (Singh and Sen Gupta, 2000)

**Results:** Results reveals that there is significant differences found between both the groups in context of different domains of mental health battery i.e. emotional stability, Overall adjustment, Autonomy, Self concept variables.

**Conclusions:** The study findings establish that domains of mental health battery i.e. emotional stability, Overall adjustment, Autonomy, Self concept were also significantly different between Adolescents participating in sports and Adolescents those not participating in sports.

**Key words:** Adolescence, Participation in sports, Mental Health.

### **Introduction**

The time of growing up from childhood to adulthood is known as the Adolescence. Adolescence is a period of physical growth. However, it is more than that. Adolescence is a time for the maturing of mind and behaviors as well. This is an age when adolescence is growth spurt in life. This is an age when adolescents are unaware and to know about their sexuality. Consequently get involved in different sexual activates. They may face many problems sex related issues and rights as they lack knowledge about physical, psychological and psycho-sexual changes accompanying their growth and development.

Adolescents are the resources of any country. India is a young country as adolescents form one-fifth of the population which comprise more than 200 million. Addressing young people's mental-health needs is crucial if they are to fulfill their potential and contribute fully to the development of their communities. Health needs of adolescents those particularly highly involved in sports have neither been researched nor addressed

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adequately particularly their emotional intelligence, mental health and personality issues are often misunderstood unrecognized or underestimated.

Sports and physical activity is essential throughout the life cycle; however it is particularly fundamental during childhood and adolescence in order to maintain normal growth and development and also to establish lifestyle patterns that will reduce risk factors.<sup>[1]</sup>

The aim of the present study is to find out the impact of participation in sports (particularly those involving vigorous physical activities) on the mental health of the high school students. The study also aims at comparing the impact of participation in sports on the male and female students' mental health.

Review studies suggest that there have been numerous of study conducted in the field of adolescents and their participation in sports activity, but very few numbers of studies available in Indian context. The current study is being undertaken to explore whether adolescents participation in sports can be of clinical uses in understanding psychological health of adolescents.

The psychological health benefits associated with physical activity are well documented for all age groups. Mutrie<sup>[2]</sup> reports that epidemiological evidence has demonstrated the relationship between physical activity and a reduced risk of developing clinically defined depression. She also notes that exercise has an antidepressant effect similar to that found from psychotherapeutic techniques. A meta-analysis by Gruber of 27 studies supports the view that physical activity has a positive effect on self-esteem for children and youth. An overall effect size of 0.41 was found for physical activity on self-esteem, meaning that children in studies experiencing a physical activity intervention displayed an increase in self-esteem scores of nearly one-half of a standard deviation (0.41). He also compared self-esteem scores among pre-adolescent children and handicapped children and the results provided "convincing evidence of a moderately strong positive effect of activity on self-esteem for normal children and a larger effect for those classified as 'handicapped'. Other benefits of physical activity to mental health include reduced levels of stress and anxiety, with positive effects found on emotion and mood.<sup>[3]</sup>

The result and observations made from this study may be used to understand and plan a strategy to betterment of adolescent's sports and their mental health. In Indian context there are few study found on adolescent sports specially in context to Bihar state. Keeping of these points in view, present study was done with following aims:

#### **Objectives of the investigation**

- To find out the role of participation in sports on mental health of adolescents participating in sports and adolescents those not participating in sports.
- To find out the role of participation in sports on mental health of male and female adolescents

#### **Hypotheses**

Following hypotheses have been formulated for the present study for empirical validation.

- There will be no significant difference on mental health of adolescents participating in sports and adolescents those not participating in sports.
- There will be no significant difference on mental health of male and female adolescents participating in sports.

### **Study design**

This study was a quantitative study with a cross-sectional design. Questionnaires were used for data collection purposes. The independent variable in this study was the sports participation. The dependent variable is mental health.

### **Sample**

The sample for the present study would consist of 400 adolescent students studying in secondary schools in Patna District in the age range of 11 to 16 years. Of the total 400 adolescents, 200 (100 male and 100 female students) would be those involved in different sports activities involving high level of physical activity in a group like cricket, football, volleyball, basketball, whereas the other 200 (100 male and 100 female students) samples would be the adolescents not much involved in sports, particularly those sports involving vigorous physical activities. All the samples were collected by using purposive sampling. Responses were solicited from individuals who were not suffering from any severe or chronic psychological or physical disorder.

**Tools:** The following tools would be employed to conduct the present study.

### **Socio-demographic and Personal Data sheet**

It is a semi-structured, Proforma especially drafted for this study by researcher. It contains information about socio-demographic variables like age, sex, religion, education, marital status, domicile and occupation.

**Sports Participation Scale:** This is self developed scale to collect information regarding adolescent participation in sports, particularly those sports involving vigorous physical activities. It measures time spending in sports in a week, type of sport, active participation in sports etc.

**Mental Health Battery** (Singh and Sen Gupta, 2000): The battery was developed by Arun Kumar Singh and Alpana Sen Gupta. The battery covers six indices of Mental Health containing a total of 130 items. These indices are: Emotional Stability, Over-all Adjustment, Autonomy, Security-Insecurity, Self-Concept, and Intelligence. Temporal stability and internal consistence reliability of Mental Health Battery is .76 to .87 for different indices. Validity Coefficients of Mental Health Battery dimension range is .60 to .82 for different indices.

### **Procedure**

400 adolescents in the age range of 11 to 16 had been selected purposively for the present study. Out of these 200 high school students, 200 were those who participated in sports involving vigorous physical activities on a regular basis while the other 200 samples did not participate in any such activity. They were contacted at different high schools of the Patna District. After establishing rapport the samples were administered the sports participation scale, and the mental health battery. The two groups namely those participating in sports and not participating in sports were then compared on different dimensions of mental health using the above-mentioned tools and were statistically analyzed. Further, the male students participating in sports are compared to the female students participating in sports on the above mentioned scales using appropriate statistical tests.

### **Statistical analysis**

The statistical analysis was done with the help of Statistical Package for social Sciences-20 (SPSS-20). To analyze group differences between group 1 (involved in different sports activities involving high level of physical activity) and group 2 (don't involved in different

sports activities involving high level of physical activity) on certain socio-demographic variables and psychological variables chi square test and t test was applied

### **Results and discussion**

The present study was conducted with the purpose to study and find out the impact of participation in sports (particularly those involving vigorous physical activities) on the mental health of the high school students. The study also aims at comparing the impact of participation in sports on the male and female students' mental health. Present study is a quantitative study with a cross-sectional design. Cross-sectional design is the most popular and objective approach to assess role psychological variables. The cross-sectional design of most population based studies limits the possibility to draw conclusions on the temporal nature of the association between sports activity and mental health among adolescents. Also state this research design is valuable for isolating the causal impact of specific variables. The structure of the design, especially the use of good control group, helps maximize the internal validity of research. <sup>[4]</sup>

### **Socio-demographic characteristics of the sample**

The Table 1 presents descriptive information about the socio-demographic characteristics of the entire sample. Table 1 shows information about gender, domicile, religious belief and type of family between group 1 and group 2, shows that there was no statistically significant difference found between the groups in domicile, religious belief and type of family variables.

### **Comparison between Group 1 (Adolescents participating in sports) and Group 2 (Adolescents those not participating in sports) on study variables**

To know whether adolescents were participating in sports (group1) and adolescents those not participating in sports (group 2) were compared using t test. The following table portrays the group differences in psychological variables. These differences for the group 1 and group 2 were calculated to find out group difference in Mental Health Battery. Table 2 reveals that there were significant differences were found in Emotional stability ( $t = 9.428$ ,  $p < .001$ ), Overall adjustment ( $t = 10.725$ ,  $p < .001$ ), Autonomy ( $t = 8.554$ ,  $p < .001$ ), Self concept ( $t = 4.677$ ,  $p < .001$ ) between Group 1 (Adolescents participating in sports) and Group 2 (Adolescents those not participating in sports) on Mental Health Battery variables. No significant differences were found on Security Insecurity ( $t = .25$ ,  $p > .05$ ), and Intelligence ( $t = 1.74$ ,  $p > .05$ ) on Mental Health Battery variables.

Results are supported by a research conducted by Centre for Research on Girls and Women in Sport, 1997 reported that physical self-esteem may be enhanced during adolescence (for both boys and girls) through sports involvement. The health benefits of sports, such as increased aerobic power, increased muscle strength, and decreased obesity have been clearly demonstrated.

Several study reported that the health benefits of sport participation for adolescents has found that adolescents who participate in sport are more vigorously active, less likely to be overweight or engage in risky health behaviors, and more likely to participate in sport or other forms of physical activity as adults. <sup>[5-7]</sup>

### **Comparison of between Group3 (Male Adolescents participating in sports) and Group 4 (Female Adolescents participating in sports) on study variables**

Table 3 reveals that there were significant differences were found in Emotional stability ( $t = 3.903$ ,  $p < .001$ ), Self concept ( $t = 2.090$ ,  $p < .05$ ) between Group3 (Male Adolescents

participating in sports) and Group 4 (Female Adolescents participating in sports) On Mental Health Battery variables.

No significant differences were found in Overall adjustment ( $t=1.01$ ,  $p> .01$ ), Autonomy ( $t=.85$ ,  $p> .01$ ), Security Insecurity ( $t=.16$ ,  $p> .01$ ), Intelligence ( $t=1.05$ ,  $p> .01$ ) on Mental Health Battery variables.

Similar finding were reported study conducted by Byrne<sup>[8]</sup> he investigate motives for participation in sport having regard to gender, type of sport, general mental health and social physique anxiety. Participants were 120 females and 140 males from various sporting teams and clubs who volunteered to take part in the study. Each participant was asked to fill out a number of questionnaires based on participation motives, general health and social physique anxiety. Reported no significant difference in mental health levels existed between males and females.

Similar pattern of finding reported in a research conducted by Sagatun <sup>[9]</sup> they reported girls had more symptoms of mental health problems than boys. At both age 15 and 18 years, ethnic minorities reported more mental health problems than ethnic and girls reported more symptoms of mental health problems than boys.

### **Conclusion**

It was found that different domains of mental health battery i.e. emotional stability, Overall adjustment, Autonomy, Self concept were also significantly different between Adolescents participating in sports and Adolescents those not participating in sports.

Between male Adolescents participating in sports and female adolescents participating in sports were also measured and found that some domains of mental hath were significantly different.

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**Result Table**

**Table-1: Presents descriptive information about the socio-demographic characteristics of the entire sample**

| Variables              |              | Group 1 | Group 2 | Chi square P Value (df) |
|------------------------|--------------|---------|---------|-------------------------|
| <b>Gender</b>          | Male         | 100     | 100     | -----                   |
|                        | Female       | 100     | 100     |                         |
| <b>Domicile</b>        | Rural        | 113     | 97      | .249 (2)                |
|                        | Urban        | 26      | 34      |                         |
|                        | Semi urban   | 61      | 69      |                         |
| <b>Religion Belief</b> | Hinduism     | 140     | 129     | .202 (3)                |
|                        | Islam        | 52      | 62      |                         |
|                        | Christianity | 8       | 6       |                         |
|                        | Others       | 6       | 3       |                         |
| <b>Type of Family</b>  | Nuclear      | 105     | 92      | .194 (1)                |
|                        | Joint        | 95      | 108     |                         |

**Table-2: Comparison of Mental Health Battery between Group 1 (Adolescents participating in sports) and Group 2 (Adolescents those not participating in sports).**

| Areas of assessment          |                            | Group 1 (Mean ±SD) | Group 2 (Mean ±SD) | t value | P    |
|------------------------------|----------------------------|--------------------|--------------------|---------|------|
| <b>MENTAL HEALTH BATTERY</b> | <b>Emotional stability</b> | 11.64±2.10         | 9.46±2.50          | 9.428   | .000 |
|                              | <b>Overall adjustment</b>  | 28.92±4.47         | 25.64±3.21         | 10.725  | .000 |
|                              | <b>Autonomy</b>            | 11.32±1.97         | 9.56±2.13          | 8.554   | .000 |
|                              | <b>Security Insecurity</b> | 10.26±1.76         | 10.22±1.33         | .255    | .799 |
|                              | <b>Self concept</b>        | 9.70±2.59          | 8.60±2.08          | 4.677   | .000 |
|                              | <b>Intelligence</b>        | 23.67±2.38         | 23.27±2.19         | 1.746   | .082 |

**Table-3: Comparison of Mental Health Battery between Group3 (Male Adolescents participating in sports) and Group 4 (Female Adolescents participating in sports).**

| Areas of assessment          |                            | Group 3 (Mean ±SD) | Group 4 (Mean ±SD) | t value | P    |
|------------------------------|----------------------------|--------------------|--------------------|---------|------|
| <b>MENTAL HEALTH BATTERY</b> | <b>Emotional stability</b> | 12.20±1.90         | 11.08±2.14         | 3.903   | .000 |
|                              | <b>Overall adjustment</b>  | 29.24±4.45         | 28.60±4.49         | 1.012   | .313 |
|                              | <b>Autonomy</b>            | 11.44±2.22         | 11.20±1.70         | .857    | .393 |
|                              | <b>Security Insecurity</b> | 10.28±1.67         | 10.24±1.87         | .160    | .873 |
|                              | <b>Self concept</b>        | 10.08±2.61         | 9.32±2.52          | 2.090   | .038 |
|                              | <b>Intelligence</b>        | 23.60±2.75         | 23.96±1.99         | -1.057  | .292 |

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## **Financial Performance Analysis of Select Housing Finance Companies (HFCs) In India**

**Mrs. Aarti R. Popkar\***

**Dr. Pravin D. Sawant\*\***

### **Abstract**

*Over the ages, a shelter has remained as one of the most basic and important needs of human beings. However, with high costs of construction materials and high capital costs, accessibility and affordability of house ownership continues to remain a challenge. Housing Finance Companies (HFCs) acts as a bridge to provide financing and open up the housing market to aspiring house owners. However, HFCs are facing more number of challenges in comparison with commercial banks and concentrate more on efficiency in order to survive. The main aim of this research paper is to analyze the financial performance of the two top most Housing Finance Companies (HFCs) in India at present, namely, HDFC and India bulls housing, by using the CAMEL model (Capital Adequacy, Asset Quality, Management Efficiency, Earning Capability and Liquidity) from the period 2013 to 2018. During the study it was observed that, as per CAMEL model, Indiabulls housing Ltd. is performing better as compared to HDFC ltd but with a minor difference.*

**Keywords:** Housing Finance Companies (HFCs), CAMEL model, HDFC ltd. and Indiabulls housing finance.

### **1.1 Introduction**

Housing is also an investment activity and provides impetus to economic growth. Housing sector accounts for 1% of the GDP as well as 6.9 % of the total employment. Housing is the fourth largest employment generation sector in the country. For every 1 lakh invested in the housing sector, 4 new jobs were created and 2.9 lakhs got added to the GDP through multiplier effect (NHB Report on Trend & Progress of Housing, 2016). At present majority of the banks and housing finance institutions considered housing finance is low risk and fast growing business. The importance accorded to the housing loan is a recent phenomenon in India. In the initial stages of the housing finance market, HFCs are the leaders in the market having a market share of more than 70 %. Since 2003 onwards the housing Finance markets grow tremendously. HFCs also increased their market share and acquired second largest group among the housing market in India.

### **1.2. Literature Review**

**1) Sarker (2005)** scrutinized the CAMEL model for regulation and supervision of Islamic banks by the central banking Bangladesh. The study enabled the regulators and supervisors to get a Shariah benchmark to supervise and inspect Islamic banks and financial institutions from an Islamic perspective.

**2) Siva and Natarajan (2011)** empirically tested the applicability of CAMEL norms and its consequential impact on the performance of SBI Groups. The study concluded that

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annual CAMEL scanning helps the commercial bank to diagnose its financial health and alert the bank to take preventive steps for its sustainability.

**3) Chaudhry and Singh (2012)** analyzed the impact of the financial reforms on the soundness of Indian Banking through its impact on the asset quality. The study identified the key players as risk management, NPA levels, effective cost management and financial inclusion

**4) Srinivas and Saroja (2013)** conducted a study to compare the financial performance of HDFC Bank and ICICI Bank using CAMEL framework and found no significance difference between the ICICI and HDFC bank's financial performance but they concluded that the ICICI bank performance is slightly less compared with HDFC.

### 1.3 Importance Of The Study

As the housing loan demanded increases in our society, loans lent by the housing financial institutions play a pivotal role in the housing sector. Housing requirement in the country is fulfilled by several formal and informal groups of institutions. The most prominent group among the formal housing finance sector in India is Scheduled Commercial Banks and Housing Finance Companies. Since not much research work has been done in the area of comparative analysis of housing loans offered by HDFC Ltd. and INDIABULLS HOUSING FINANCE , the current paper strives to conduct financial analysis of these two companies using CAMEL model.

### 1.4. Objectives of the Study

The two main objectives of the study are:

- 1) To analyze the financial position and performance of the select Housing Finance Companies (HFCs) in India using CAMEL model.
- 2) To conduct a comparative study of HDFC housing Ltd. and INDIABULLS housing finance.

### 1.5. Scope of the Study

The research paper titled “Financial Performance Analysis of Select Housing Finance Companies (HFCs) In India” is restricted to only top two HFCs (*HDFC and Indiabulls housing finance*) in India. It is based on the Audited Annual Reports of the select companies for past 05 years from 2013-14 to 2017-18. An attempt was made to evaluate the financial health of these select companies by using CAMEL model.

### 1.6 Research Methodology

#### ❖ Sample of the study

The top two Housing Finance Companies were selected on the basis of market capitalization and net profit as on 7<sup>th</sup> January 2019.

| Select HFCs        | Market Capitalisation(Cr.) | Net Profit ( Cr.) |
|--------------------|----------------------------|-------------------|
| HDFC ltd.          | 339208.69                  | 12163.69          |
| Indiabulls Housing | 34161.41                   | 3566.52           |

Source: [www.moneycontrol.com](http://www.moneycontrol.com)

❖ **Source of Data:** The study is based on only secondary data which was collected from audited annual reports of companies, journals and different websites.

#### ❖ Period of the study

The study consists for the period of five years from 2013-14 to 2017-18.

### ❖ **Tools and Analysis**

CAMEL is a ratio-based model used to evaluate the performance of HFCs with the help of different criteria, viz. Capital Adequacy, Asset Quality, Management Quality, Earnings and Liquidity (with limited ratio). The present study is a descriptive research study based on analytical research design.

#### **1.6 Camel Approach**

CAMEL is a system of rating for on-site examinations of banks. Officially known as the Uniform Financial Institutions Rating System (UFIRS), CAMEL is a supervisory rating system adopted by the Federal Financial Institutions Examination Council (FFIEC) on 1979. CAMEL stipulates the evaluation of financial institutions on the basis of five critical dimensions which are: Capital adequacy, Asset quality, Management, Earnings and Liquidity. Sensitivity to market risks, a sixth dimension was added in 1997 and the acronym was changed to CAMELS. These components are used to reflect financial performance, operating soundness and regulatory compliance of financial institutions. Each of these six components is rated on a scale of 1 (best) to 5(worst). They are defined as follows:

##### **1) C- Capital Adequacy**

A minimum amount of capital is necessary to maintain the safety and soundness of the financial institution. Capital adequacy acts as an important indicator to build and maintain the investors' confidence in the HFCs. It helps the HFCs to absorb the risk of potential losses in the adverse economic conditions and provides a hedge against insolvency. Following ratio measures capital adequacy.

##### **Advance to Assets Ratio**

This is the ratio that indicates an HFC's aggressiveness in lending which ultimately results in better profitability. Higher ratio of advances/ deposits including receivables (assets) is preferred to a lower one.

Symbolically,

$$\text{Advance to Assets Ratio} = \frac{\text{Total Advances}}{\text{Total Assets}}$$

##### **2) A- Asset Quality**

Asset Quality reflects the magnitude of credit risk prevailing in the housing finance due to its composition and quality of loans, advances, investments and off- balance sheet activities. The financial soundness of HFCs is determined with the quality of assets that it possesses. Asset quality defines the financial health against loss of value in the assets, as asset weakening, risks the solvency of the financial institutions.

##### **Gross Non-Performing Assets to Net Advances Ratio**

Gross Non-Performing Assets (GNPA) to Net Advances Ratio is a measure of the quality of assets in a situation, where the management has not provided for loss on NPAs. It reflects the quality of advances made by the HFCs. Gross NPAs are the sum total of all loan assets that are classified as NPAs as per RBI guidelines as on Balance Sheet date. The Gross NPAs are measured as a percentage of Net Advances. A low ratio signifies that the bank has granted sound loans and proves the good quality of advances.

Symbolically,

$$\text{Gross NPA Ratio} = \frac{\text{Gross Non-Performing Assets}}{\text{Net Advances}}$$

##### **3) M- Management Efficiency**

The Management Efficiency parameters signal the ability of the board of directors and senior managers to identify, measure, monitor and control risks associates with the HFCs.

Management Efficiency is an important element of the CAMEL model. This parameter is used to evaluate management efficiency as to assign premium to better quality HFCs and discount poorly managed ones. It means management's adherence to standards and policies, capability to plan and be anticipatory, leadership and innovative qualities.

**Asset Turnover Ratio**

Asset Turnover measures how quickly a HFC turns over its asset through its income, both interest incomes as well as non-interest income. It measures the ability of a housing company to use its assets to efficiently generate income. The higher the ratio indicates that the company is utilizing all its assets efficiently to generate income.

Symbolically,

$$\text{Asset Turnover Ratio} = \text{Total Income} / \text{Total Assets.}$$

**4) E- Earning Quality**

The quality of earnings is a very important criterion that determines the ability of HFCs to earn consistently. It basically determines the profitability of the company and explains its sustainability and growth in earnings in future.

**Interest Income to Total Income Ratio**

Interest income to total income indicates the capability of the HFCs in generating interest income from its advances. Housing Company. In other words, this ratio computes the income from lending operations as a percentage of the total income generated by the HFC in a year.

Symbolically,

$$\text{Interest Income to Total Income Ratio} = \text{Interest Income} / \text{Total Income.}$$

**5) L- Liquidity**

Liquidity is an important aspect for any organization dealing in money and housing companies rank ahead in the list of institutions that deal with money and therefore have to maintain that apt balance between profitability and liquidity. Incapability of HFCs to manage its short term liquidity liabilities and loan commitments can undesirably impact its performance by substantially increasing its cost of funds.

**Liquid Assets to Total Assets**

It measures the overall liquidity position of the HFCs. The liquid asset includes cash in hand, balance with institutions and money at call and short notice. The total assets include the revaluation of all the assets.

$$\text{Liquid Asset to Total Asset ratio} = \text{Liquid Asset} / \text{Total Asset}$$

**1.7 Financial Performance Analysis Of Select Housing Finance Companies In India**

**Table No:1 .CAPITAL ADEQUACY OF SELECT HFCs UNDER CAMEL APPROACH (FROM 2013-14 TO 2017-18)**

| YEARS                  | HDFC LTD.   | Ranking year wise | INDIABULLS HOUSING | Ranking year wise |
|------------------------|-------------|-------------------|--------------------|-------------------|
| 2017-18                | 0.69        | 2                 | 0.84               | 1                 |
| 2016-17                | 0.69        | 2                 | 0.80               | 1                 |
| 2015-16                | 0.91        | 1                 | 0.80               | 2                 |
| 2014-15                | 0.91        | 1                 | 0.81               | 2                 |
| 2013-14                | 0.89        | 1                 | 0.80               | 2                 |
| <b>Average</b>         | <b>0.82</b> |                   | <b>0.81</b>        |                   |
| <b>Overall Ranking</b> | <b>1</b>    |                   | <b>2</b>           |                   |



**SOURCE: Annual Audited Reports of Companies**

**Interpretation**

As far as Capital Adequacy is concerned, in the year 2013-14 to 2015-16 HDFC Ltd was better than INDIABULLS HOUSING and in the later years, from 2016-17 to 2017-18 INDIABULLS HOUSING has overcome HDFC Ltd. but if overall scenario is seen than HDFC is ranking better than Indiabulls housing.

**Table No.2 ASSET QUALITY OF SELECT HFCs UNDER CAMEL APPROACH (FROM 2013-14 TO 2017-18)**

| YEARS          | HDFC LTD. (%) | Ranking year wise | INDIABULLS HOUSING (%) | Ranking year wise |
|----------------|---------------|-------------------|------------------------|-------------------|
| 2017-18        | 1.11          | 2                 | 0.77                   | 1                 |
| 2016-17        | 0.79          | 1                 | 0.85                   | 2                 |
| 2015-16        | 0.7           | 1                 | 0.84                   | 2                 |
| 2014-15        | 0.67          | 1                 | 0.85                   | 2                 |
| 2013-14        | 0.69          | 1                 | 0.83                   | 2                 |
| <b>Average</b> | <b>0.792</b>  |                   | <b>0.828</b>           |                   |
| <b>Ranking</b> | <b>1</b>      |                   | <b>2</b>               |                   |

**SOURCE: Annual Audited Reports of Companies**

**Interpretation**

As far as Asset Quality of Select HFC's From 2013-14 to 2017-18 is concerned, from 2013-14 to 2016-17 HDFC Ltd was better than INDIABULLS HOUSING and only in the year 2017-18 INDIABULLS HOUSING has performed better then HDFC Ltd. but if overall scenario is seen than, HDFC ltd. stands first in the race as the a low ratio signifies that the bank has granted sound loans and proves the good quality of advances.

**Table No. 3.MANAGEMENT EFFICIENCY OF SELECT HFCs UNDER CAMEL APPROACH (FROM 2013-14 TO 2017-18)**

| YEARS          | HDFC LTD.   | Ranking year wise | INDIABULLS HOUSING | Ranking year wise |
|----------------|-------------|-------------------|--------------------|-------------------|
| 2017-18        | 0.12        | 1                 | 0.11               | 2                 |
| 2016-17        | 0.13        | 1                 | 0.11               | 2                 |
| 2015-16        | 0.11        | 2                 | 0.12               | 1                 |
| 2014-15        | 0.11        | 2                 | 0.13               | 1                 |
| 2013-14        | 0.11        | 2                 | 0.13               | 1                 |
| <b>Average</b> | <b>0.11</b> |                   | <b>0.12</b>        |                   |
| <b>Ranking</b> | <b>2</b>    |                   | <b>1</b>           |                   |

**SOURCE: Annual Audited Reports of Companies**

**Interpretation:** Asset quality ratio measures the capability of a housing company to use its assets to expertly generate income. The higher the ratio indicates that the company is utilizing all its assets efficiently to generate income. As far as Management Efficiency is concerned, in the year 2013-14 TO 2015-16 INDIABULLS HOUSING was in better position than HDFC Ltd and in the later years from i.e. in the year 2016-17 to 2017-18

HDFC Ltd has overcome INDIABULLS HOUSING. But if overall scenario is seen, INDIABULLS HOUSING is ranking better then HDFC Ltd as higher ratio is preferable for the company.

**Table NO. 4.EARNING QUALITY OF SELECT HFCs UNDER CAMEL APPROACH (FROM 2013-14 TO 2017-18)**

| YEARS          | HDFC LTD.   | Ranking year wise | INDIABULLS HOUSING | Ranking year wise |
|----------------|-------------|-------------------|--------------------|-------------------|
| 2017-18        | 0.55        | 2                 | 0.89               | 1                 |
| 2016-17        | 0.57        | 2                 | 0.89               | 1                 |
| 2015-16        | 0.95        | 1                 | 0.90               | 2                 |
| 2014-15        | 0.98        | 1                 | 0.89               | 2                 |
| 2013-14        | 0.99        | 1                 | 0.92               | 2                 |
| <b>Average</b> | <b>0.81</b> |                   | <b>0.90</b>        |                   |
| <b>Ranking</b> | <b>2</b>    |                   | <b>1</b>           |                   |

**SOURCE: Annual Audited Reports of Companies**

**Interpretation**

A greater ratio signifies that the company has sound interest earning position and proves the good earning quality. As far as Earning Quality of Select HFC's From 2013-14 To 2017-18 is concerned, in the year 2013-14 to 2015-16 HDFC Ltd was better than INDIABULLS HOUSING and in the later years from i.e. in the year 2016-17 to 2017-18 INDIABULLS HOUSING has overcome HDFC Ltd. but if overall scenario is seen then INDIABULLS HOUSING is ranking better than HDFC Ltd.

**Table NO. 5.LIQUIDITY OF SELECT HFCs UNDER CAMEL APPROACH (FROM 2013-14 TO 2017-18)**

| YEARS          | HDFC LTD.    | Ranking year wise | INDIABULLS HOUSING | Ranking year wise |
|----------------|--------------|-------------------|--------------------|-------------------|
| 2017-18        | 0.005        | 2                 | 0.036              | 1                 |
| 2016-17        | 0.016        | 2                 | 0.055              | 1                 |
| 2015-16        | 0.018        | 2                 | 0.038              | 1                 |
| 2014-15        | 0.013        | 2                 | 0.061              | 1                 |
| 2013-14        | 0.034        | 2                 | 0.099              | 1                 |
| <b>Average</b> | <b>0.017</b> |                   | <b>0.058</b>       |                   |
| <b>Ranking</b> | <b>2</b>     |                   | <b>1</b>           |                   |

**SOURCE: Annual Audited Reports of Companies**

**Interpretation**

With regard to Liquidity of Select HFC's From 2013-14 To 2017-18 is concerned, in all years i.e. from 2013-14 TO 2017-18 INDIABULLS HOUSING was better than HDFC Ltd and as far as overall scenario is concerned than INDIABULLS HOUSING wins the race as higher the ratio indicates that the company is having good liquidity position.

**Table NO.6. COMPOSITE RANKING (OVERALL PERFORMANCE) OF SELECT HFCs AS PER CAMEL MODEL**

|                        | <b>HDFC LTD.</b> | <b>INDIABULLS HOUSING</b> |
|------------------------|------------------|---------------------------|
| <b>C</b>               | <b>1</b>         | <b>2</b>                  |
| <b>A</b>               | <b>1</b>         | <b>2</b>                  |
| <b>M</b>               | <b>2</b>         | <b>1</b>                  |
| <b>E</b>               | <b>2</b>         | <b>1</b>                  |
| <b>L</b>               | <b>2</b>         | <b>1</b>                  |
| <b>Average</b>         | <b>1.6</b>       | <b>1.4</b>                |
| <b>OVERALL RANKING</b> | <b>2</b>         | <b>1</b>                  |

### 1.8 Conclusion

From our study it can be concluded that, from 2013-14 to 2017-18, **INDIABULLS HOUSING** is performing better than the **HDFC LTD.** from the CAMEL Model point of view but with a minor difference. Presently housing finance is in the ascendant, the competition between these two players and their subsequent growth augur well for the growth in the housing finance sector.

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**Annexure1**

**HDFC LTD. CAPITAL ADEDUACY (TOTAL ADVANCES TO TOTAL ASSETS)**

| <b>YEARS</b> | <b>TOTAL ADVANCES (CRS)</b> | <b>TOTAL ASSETS (CRS.)</b> |
|--------------|-----------------------------|----------------------------|
| 2017-18      | 388002.6                    | 562701.26                  |
| 2016-17      | 325360.35                   | 474137.34                  |
| 2015-16      | 263853.01                   | 288752.84                  |
| 2014-15      | 232231.12                   | 253951.66                  |
| 2013-14      | 201313.25                   | 225757.39                  |

**INDIABULLS HOUSING FINANCE LTD. CAPITAL ADEDUACY (TOTAL ADVANCES TO TOTAL ASSETS)**

| <b>YEARS</b> | <b>TOTAL ADVANCES (CRS)</b> | <b>TOTAL ASSETS (CRS.)</b> |
|--------------|-----------------------------|----------------------------|
| 2017-18      | 110560                      | 131902.77                  |
| 2016-17      | 83087.66                    | 103705.39                  |
| 2015-16      | 60901.28                    | 75719.71                   |
| 2014-15      | 46472.92                    | 57231.19                   |
| 2013-14      | 35579.99                    | 44416.93                   |

**Annexure 2**

**HDFC LTD. MANAGEMENT EFFICIENCY (TOTAL INCOME TO TOTAL ASSETS)**

| <b>YEARS</b> | <b>TOTAL INCOME (CRS)</b> | <b>TOTAL ASSETS (CRS.)</b> |
|--------------|---------------------------|----------------------------|
| 2017-18      | 69141.67                  | 562701.26                  |
| 2016-17      | 61087.63                  | 474137.34                  |
| 2015-16      | 30956.57                  | 288752.84                  |
| 2014-15      | 27470.86                  | 253951.66                  |
| 2013-14      | 24197.67                  | 225757.39                  |

**INDIABULLS HOUSING. MANAGEMENT EFFICIENCY (TOTAL INCOME TO TOTAL ASSETS)**

| <b>YEARS</b> | <b>TOTAL INCOME (CRS)</b> | <b>TOTAL ASSETS (CRS.)</b> |
|--------------|---------------------------|----------------------------|
| 2017-18      | 14640.4                   | 131902.77                  |
| 2016-17      | 11690.55                  | 103705.39                  |
| 2015-16      | 9225.55                   | 75719.71                   |
| 2014-15      | 7270.39                   | 57231.19                   |
| 2013-14      | 5904.61                   | 44416.93                   |

**Annexure 3**

**HDFC LTD. EARNING QUALITY (INTEREST INCOME TO TOTAL INCOME)**

| <b>YEARS</b> | <b>INTEREST INCOME (CRS)</b> | <b>TOTAL INCOME (CRS.)</b> |
|--------------|------------------------------|----------------------------|
| 2017-18      | 38245.24                     | 69141.67                   |
| 2016-17      | 35005.26                     | 61087.63                   |
| 2015-16      | 29257.31                     | 30956.57                   |
| 2014-15      | 26959.88                     | 27470.86                   |
| 2013-14      | 23894.03                     | 24197.67                   |

**INDIABULLS HOUSING FINANCE LTD. EARNING QUALITY (INTEREST INCOME TO TOTAL INCOME)**

| <b>YEARS</b> | <b>INTEREST INCOME (CRS)</b> | <b>TOTAL INCOME (CRS.)</b> |
|--------------|------------------------------|----------------------------|
| 2017-18      | 13061.91                     | 14640.4                    |
| 2016-17      | 10399.03                     | 11690.55                   |
| 2015-16      | 8289.92                      | 9225.55                    |
| 2014-15      | 6464.93                      | 7270.39                    |
| 2013-14      | 5419.39                      | 5904.61                    |

**Annexure 4**

**HDFC LTD. LIQUIDITY (LIQUID ASSETS TO TOTAL ASSETS)**

| <b>YEARS</b> | <b>LIQUID ASSETS (CRORES)</b> | <b>TOTAL ASSETS (CRS.)</b> |
|--------------|-------------------------------|----------------------------|
| 2017-18      | 3012.39                       | 562701.26                  |
| 2016-17      | 7496.78                       | 474137.34                  |
| 2015-16      | 5304.69                       | 288752.84                  |
| 2014-15      | 3364.65                       | 253951.66                  |
| 2013-14      | 7715.52                       | 225757.39                  |

**INDIABULLS HOUSING FINANCE LTD. LIQUIDITY (LIQUID ASSETS TO TOTAL ASSETS)**

| <b>YEARS</b> | <b>LIQUID ASSETS (CRORES)</b> | <b>TOTAL ASSETS (CRS.)</b> |
|--------------|-------------------------------|----------------------------|
| 2017-18      | 4747.8                        | 131902.77                  |
| 2016-17      | 5682.52                       | 103705.39                  |
| 2015-16      | 2901.7                        | 75719.71                   |
| 2014-15      | 3490.28                       | 57231.19                   |
| 2013-14      | 4419.03                       | 44416.93                   |



## **A Study of the Impact of ICT in Achievement of Biological Concepts of School Level Students**

**Dr. Hemantkumar Y. Deore\***

### **Abstract**

The contests of the era academics across the world are varied. To address them academics ought to be equipped and may have special tools in her covets. The main objective of this paper is too measured upon innovative teaching methodology i.e., ICT to the academic community and give insights on how an innovative approach can address the global educational challenges and how the classrooms can be converted into interactive challenging learning environments. This study focused on effectiveness of ICT learning on academic achievement of students at the under school level. The researcher used Post-test equivalent group design. The research asserts that ICT learning as self-perpetuating neurocognitive approaches towards, unadulterated joys of learning which results in 'learning celebrations'. Hence the researcher recommends the intensive application of this approach for the effective classroom transactions. Further, the researcher advocates the academicians and educators to inform this approach across the world for the betterment of the learner community.

**Keywords:** ICT- Learning, Academic Achievement, Biological concepts

Teaching is a system of interactive interaction between teacher, learner and learning environment. To develop an effective teaching learning process, there are many factors involved which are directly or indirectly related to the learners. Research is the soul progress in teaching and learning situations. In today's context the teaching and learning process is not simple as learners are exposed to wide experiences and opportunities. Hence to unleash the power and potential of the learners, a robust, fully functioning learning environment is more critical than ever before.

The 21st century challenges demands a change in the roles of teachers, a modified learning environments and classrooms in which learning is more challenging but stress free and friendly environment where learning is more joyful and leads to internalization process. So it is obvious that the learners are at less advantage and will not achieve the wholesome aim of education i.e., all round development of personality if we adopt conventional approaches. Hence researchers and academicians are forced to think of new strategies and revise educational formula to adapt to the changing demands of the learners. Therefore this study is located within the impact of ICT- learning of students of school level on their academic achievement in Biological concepts.

ICT learning is learning in accordance with the way in which PowerPoint presentation is designed to learn. It is an ICT approach. It is a way of thinking about learning or it is learning with the ICT . Teaching children using ICT learning methods can be beneficial to students and their developing brains. Thus the researchers undertaken proposed to study the impact of ICT learning as a teaching strategy on some of the very important concerns of student's i.e. academic achievement.

### **Methodology**

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Experimental method was selected for the study. The posttest equivalent group design. Experimental group constituted students which are selected randomly and they underwent experimental treatment namely ICT learning strategy. The researcher taught Biological concepts through ICT learning. The same Biological concepts taught through lecture method in the control group simultaneously.

### **Treatment**

The researchers designed appropriate learning and teaching strategy based on the PowerPoint presentation. The lesson transcripts designed were incorporated the 10 basic concepts of ICT learning. The treatment hours spread over 10 slides each PowerPoint presentation of 40 minutes duration. The overall treatment period consists of 10 hours including the testing periods.

### **Objective of the Study**

To compare experimental and control groups on post-test scores of the Academic Achievement .

### **Hypothesis of the Study**

There is no significant difference between the experimental and control groups on post-test scores of the Academic Achievement.

### **Variables of the Study**

#### **Independent Variables**

ICT Learning in the experimental group and the lecture method in the control group

**Dependent Variables:** Academic Achievement

**Control Variables:** Age, Intelligence, students and teacher's behavior and personality

#### **Operational Definitions**

**Academic Achievement:** Academic Achievement refers to the total scores obtained by an individual as measured on the test constructed by the researcher in the selected topics from the subject of Biological concepts at school level.

**ICT:** This is refers to those technologies that determine the efficiency & effectiveness with which we communicate and the devices that allow us handle information.

**SCHOOL LEVEL STUDENTS:** Students studying in class of 8 th in one of the English medium schools of Shirpur.

**Sample:** The study was carried out on a sample of 50 students from one school level students. Each 25 students from two divisions. Further groups named as control and experimental groups. The stratified random sampling was used for selecting school level students.

**Tools:** Achievement Test in Biological concepts (Researcher-made)

The investigators prepared an achievement test based on the selected Biological concepts which were taught by ICT learning and textbook oriented method.

### **Result and Discussion**

The null hypothesis states that there is no significant difference in the post-test scores on academic achievement of students of experimental and control groups. The technique used for testing this hypothesis is t-test. The obtained t ratio is 3.9 which is more than table t-value 2.064 and hence it is significant at 0.05 level. Hence the null hypothesis is rejected.

**Conclusion:** There is significant difference in the post-test scores on academic achievement of experimental and control group.

### **Conclusions of the Study**

Education is a light that shows the mankind the right direction to surge. The purpose of education is not just making a student literate but adds rationale thinking, knowledge ability and self-sufficiency. A willingness to change brings progress in any field. Creativity can be developed and innovation benefits both students and teachers. The researcher found that the teaching would be highly effective if the teachers start using the ICT in their classrooms.

The findings of the study have a major bearing on the curriculum planners to explore new dimensions to keep students as well as teachers abreast with new explosions in research. The ICT learning as a teaching strategy it brings the shift from teaching to learning, student - centered approach, construction of learning environments, active learning and learning strategies. It also provides scope for self-organized and self-directed learning along with interactive and collaborative learning and learning become authentic and situated learning.

The use of ICT learning in educational institutions has the potential not only to improve education, but also to empower people, strengthen governance and stimulate the effort to achieve the human development goal for the country. The research finding supports that it develops dynamic interaction and more teacher-pupil collaboration, which leaves scope for better stress management options, which is a burning issue in the education sector. The findings of the research brought advantages of a holistic view of the classroom, taking the physical and affective dimensions of learners into account if their cognitive side is to function optimally.

The following are the conclusions of the study:

There is an impact of the ICT learning on academic achievement in Biological concepts of school level students.

The post test scores of the experimental group are found to be significantly greater than that of the control group. The score was found to be very high in the case of academic achievement

Thus ICT learning is effective in improving the academic achievement in Biological concepts. Teaching occupy a central position in the developments of a country; good education its concern. The teacher, the taught and the locale where teaching takes place are the integers that attract our attention. So the study found that the treatment ICT learning is effective in improving the academic achievement among students

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## **Development and Validation of Assessment Scales for Accreditation of Quality Management in Colleges of Education**

**DIVAKARA NAIK K.S. \***

### **Abstract**

The purpose of the accreditation is to serve the needs of society by identifying those institutions or programmes of study that meet acceptable standards of educational quality, accreditation should be sponsored and conducted only when there is demonstrable social need. The present study has probed into the issue of assessment and accreditation from its root source of conceptualization to field by tryout and feasibility. Objective of the study is to validate the set of tools evolved assessment and accreditation of colleges of education. For the sample the researcher selected ten experts from various fields like administration, research and teaching who have rich experience of functioning of colleges of education. For the validation of the tools construct validity approach was employed. Construct validity involved experts inspecting the items and deciding whether they are sufficiently consonant with the parameters. The researcher also used the rating re-rating reliability the prepared tools were given to ten experts from various fields for rating the colleges of education. Using test re-test method the researcher compared the rating and re-rating.

**Introduction:** Accreditation, as commonly understood is the recognition accorded to an institution that meets standards or satisfies criteria, laid down by competent agency, association or organization. Its essential purpose is to recognize ensure and promote quality in education in general and quality in teacher education in particular. With the processes of globalization having set in accreditation has acquired a new dimension. International cooperation in the field of education is increasing for the purpose of giving equivalence to degrees and diplomas and for transfer of credits internationally accepted standards will have to be involved. The accreditation system provides useful service not only to the students and public but also to the institutions themselves. There are two types of accreditation system one is intuitional and second one specialized. Institutional accreditation is conducted by national and regional accreditation agencies and looks at the institution as a total operating unit. Specialized accreditation relates to specific professional related programmes. The accreditation bodies are often associations or councils of professions like medicine or law or engineering. The main objective of accreditation is to ensure that the quality of education and training meets the minimum requirement of the profession.

The present scale consists of seven sub scales including profile of the institution. 1. Rating scale for assessment of curricular aspects. 2. Rating scale for assessment of teaching-learning and evaluation. 3. Rating scale for assessment of research consultancy and extension. 4. Rating scale for assessment of infrastructure and learning resources. 5. Rating scale for assessment of student support and progression. 6. Rating scale for assessment of governance, leadership and management. And 7. Rating scale for assessment of internal quality assurance cell of colleges of education in Karnataka state.

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**Objective:** The objective of the study was to develop and validate the set of tools consisting of seven different scales related to accreditation of colleges of education.

**Sample:** A total number of ten experts from ten colleges of education were selected.

**Selection of Items:** all 360 items were pooled for final consideration. Out of 360 items 257 items were selected for construction of the rating scales and processing for the parameters. After finalizing the development and selection of items draft rating scales were structured for each of the parameters. The structured rating scales were subjected to the process of reliability and validity.

**Validity of the scale:** The researcher concentrated on the rating scale efficiency (validation of scales) it is very important aspect of quality of the rating scale. The purpose of ascertaining validity 'construct validity' method was used. For this purpose ensuring construct validity, the tools prepared and details of the two dimension present were referred to a team of 10 administrative and academic personnel of the colleges of education with specific request to give their judgment on five point scale, after carefully considering each of the constructed rating scales their gestaltically for usability for practical purpose of assessment of the parameter and conceptual clarity. The experts whose expertise was availed for this construct validation were different from the experts. The expert judgments which validate the construct.

**Reliability of the scale:** For computation of reliability of the scales the researcher used the technique of self-correlation of the scales and computed co-efficient of reliability which also is known as co-efficient of stability. For ensuring the rating re-rating reliability the prepared tools were given to ten experts from various fields like administration, research and teaching for rating the colleges of education they work for, learn in and interact with. The experts were given the same tools after three months to re-rate similarity. Using test re-tests method for comparing the rating and re-rating reliability was estimated. Hence, for finding out the reliability of tools developed the researcher focused on the stability of rater that is assessment over a period of time. The researcher followed the following steps.

1. Administration of the scales on the selected sample.
2. Repetition of administration of the scales on the same sample after a lapse of three months to avoid a spuriously high result.
3. Computation of correlation between the first and second set of scores using SPSS computer statistical software package.

The calculated reliability co-efficient of each of the scale is in the following lines. 1). Rating scale for assessment of curricular aspects **0.84**. 2). Rating scale for assessment of teaching-learning and evaluation. **0.89**. 3). Rating scale for assessment of research consultancy and extension **0.83**. 4.) Rating scale for assessment of infrastructure and learning resources **0.85**. 5.) Rating scale for assessment of student support and progression **0.87**. 6.) Rating scale for assessment of governance, leadership and management **0.90**. and 7.) Rating scale for assessment of internal quality assurance cell **0.86**. it is clear that all the seven scales are highly reliable since the range of the co-efficient of reliability is between 0.83 to 0.90 which shows accurate repeatability of scores over time.

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## **Job Stress and Organizational Commitment among Teachers**

**Parminder Walia (Mentor & Corresponding Author)\***

**Mandeep Kaur\*\***

### ***Abstract***

*The role of human resources in an organization or an institution cannot be undermined as its success depends on how effectively these resources are managed. Job Stress is one issue that certainly cannot be overlooked as it adversely affects the human capital. The present research aimed to study the relationship between job stress and organizational commitment of school teachers. Significant negative relationship was found between the two variables. The results also showed that there were significant differences in organizational commitment of the teachers with low, average and high job stress.*

**Key Words:** *Job Stress, Organizational commitment*

### **Introduction**

Human resources are vital assets for every organization and account for a large part of organization's cost and thus need to be managed effectively. Occupational stress is one growing problem, which adversely affects the human capital, leading to health problems, reduced performance and productivity. Occupational Stress has been defined by World Health Organization as "the response people may have when presented with work demands and pressures that are not matched to their knowledge and abilities and which challenge their ability to cope". According to Beehr and Newman, "Job Stress is a condition arising from the interaction of the people and their jobs, and characterized by changes within people that force them to deviate from their normal functioning".

The various sources of stress may be individual related, groups related or organization related. Individual, group and organizational stressors are called work stressors, whereas extra organizational stressors (e.g. stress related to economic or political changes) are referred to as non-work stressors. Organizational stressors may be job related (e.g. lack of job autonomy, job variety, job security etc.), or physical factors (work environment, temperature, noise etc.). Group stressors refer to lack of group cohesiveness, lack of social support, interpersonal and intergroup conflicts. Individual factors include personality of a person, ability to cope, pace of life etc. Stress is not always bad, rather an optimum level of stress (ie. Eustress) is healthy and motivates employees, thus leading to a high performance, but beyond a level, it turns into distress, which certainly has negative consequences like anxiety, nervousness, exhaustion, leading to a lower productivity and affecting performance.

Organizational commitment is one variable which has been reported to improve performance, reduce absenteeism and lead to a better job satisfaction. Mowday, Porter and Steers (1982) defined organizational commitment as "A strong belief in and acceptance of the organization's goals and values, a willingness to exert considerable effort on behalf of the organization and a strong desire to maintain membership in an organization".

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O' Reilly defined organizational commitment as “an individual's psychological bond to the organization, including a sense of job involvement, loyalty and belief in the value of the organization”. Allen and Meyer (1990) split organizational commitment in to three components – affective, continuance, and normative commitment. Affective commitment refers to the emotional attachment, identification and involvement an employee has with its organization. Continuance commitment is a measure of willingness of an employee to continue working for the same organization. A normative commitment is the feeling of obligation, or sense of responsibility of an employee towards his / her work place.

Maryam, Y., Yarmohammadian M.H., Javadi Marzieh (2008) conducted a study with the aim to evaluate organizational commitment and job stress among the teaching hospitals managers and found no significant differences between managers' job stress and organizational commitment. Khatibi et al. (2009) conducted research to study the relationship between job stress and organizational commitment among National Olympic and Paralympics Academy (NOPA) employees. The results indicated a significant and negative relationship between job stress and organizational commitment. As the employees' job stress increases, their commitment to organization decreases and vice versa. No significant differences were found between age and job stress and age and organizational commitment. Further no gender differences were found in job stress as well as organizational commitment. Butt, Z. U. (2009) studied the relationship between job stress and organizational commitment in nongovernmental organizations of Pakistan. The level of occupational stress experienced by NGO employees was found to be high. The occupational roles that employees play were reported as the main source of stress. The level of employees' organizational commitment was generally moderate but with a tendency towards high. Normative commitment was reported as the strongest form of commitment. Demographic variables of age, experience, job position and income as well as gender significantly influenced the relationship between occupational stress and organizational commitment. Michael, O et al.(2009) stated that stress hinders the coordinator's sense of emotional commitment. There is a decrease in coordinator's sense of belonging with the rise in level of stress. It was also found that overall continuance commitment was not influenced by stress in the coordinator's job.

Masihabadi et al. (2015) collected a data from 170 auditors from Tehran and Mashhad. The results showed that job stress had negative effect on organizational commitment. Bhatti et. al. (2015) studied a sample of middle level bank employees and found a negative relation between job stress and organizational commitment. Ahmad,S.(2016) studied the relationship between job stress and organizational commitment among public servants in Pontian, Johor and found job stress and organizational commitment to be significantly negatively correlated. Zehra et al. (2017) studied a sample of 1900 doctors and found that males experienced more stress than females. Affective commitment and normative commitment was found to be higher among females. However, Continuance commitment was higher in case of males. Both occupational stress and organizational commitment were found to be higher in case of private hospitals.

In the present research, an effort has been made to study the relationship between job stress and organizational commitment among teachers, as teaching is a profession which is both physically as well as mentally challenging. Though in the past teaching was considered to be relatively stress free , but, due to increasing workloads, increasing teaching hours,

overcrowded classes, frequently changing curriculum and competitive environment, the pressure of work is increasing in this profession as well.

### **Objectives**

**The objectives of the research were to**

- study the differences in organizational commitment and job stress of government sector and private sector teachers
- study the differences in organizational commitment and job stress of teachers in different age groups
- study the relationship between job stress and organizational commitment
- Study the differences in organizational commitment of teachers at varied levels (high, average, low) of job stress.

### **Hypothesis**

- H1 There will be no significant difference in job stress of government sector and private sector teachers
- H2 There will be no significant difference in organizational commitment of government sector and private sector teachers
- H3 There will be no significant difference in job stress of teachers of different age groups
- H4 There will be no significant difference in organizational commitment of teachers of different age groups
- H5 There will be no significant relationship between job stress and organizational commitment.
- H6 There will be no significant difference in the organizational commitment of teachers at varied levels (high, average, low) of job stress.

### **Sample**

A sample of 150 teachers from the schools of Chandigarh was taken. From this total sample of 150 teachers, 103 worked in government schools and 47 work in private schools, 143 were married, 6 were single and 1 was widowed.

### **Tools used**

Organizational commitment was measured using a 15 item scale given by Mowday, Steers and Porter (1979). The items were scored on rating scale from 1 to 7. Job stress was measured using a 15 item stress in general scale by Stanton et al. (2001). The job stress was measured on a three point ratio scale where, 1.5 = not sure, 0 = no and 3 = yes.

### **Statistical techniques used**

Pearson correlations were calculated to study the relationship between job stress and organizational commitment. Further, one way ANOVA was used to study the differences in the organizational commitment of the teachers at varied levels (high, average, low) of job stress.

### **Results and Discussion**

Table 1 shows that job stress scores ranged between 1.50 and 33.0. The mean job stress was found to be 9.03 and standard deviation was 5.87. For the variable of organizational commitment total score ranged between 59 to 93. The mean organizational commitment was 73.03 and standard deviation was 8.06.

|          | N   | Minimum | Maximum | Mean  | Std. Dev. |
|----------|-----|---------|---------|-------|-----------|
| OC Total | 150 | 59      | 93      | 73.03 | 8.06      |
| JS Total | 150 | 1.50    | 33.00   | 9.03  | 5.87      |

**Differences in Organizational Commitment and Job Stress of Government Sector Teachers and Private Sector Teachers**

Significant differences were found in Organizational commitment of Government school teachers and Private Sector school teachers as t-value was found to be significant ( $t = 3.74$ ;  $p = .01$ , Table 2), thus indicating that government and private sector teachers do not have same level of organizational commitment. The government school teachers showed a higher organizational commitment as compared to private sector teachers ( $t = 3.74$ ,  $p = .01$ ). Further, the t value for job stress was also found to be significant ( $t = 3.70$ ,  $p = .01$ ) and hence the results showed significant differences in the job stress of government and private sector teachers. The government teacher showed a lower level of job stress than the private school teachers.

|          | Govt.(0); Pvt. (1) | N   | Mean  | Std. Deviation | t    | Sig(2-tailed) |
|----------|--------------------|-----|-------|----------------|------|---------------|
| OC Total | 0                  | 103 | 74.62 | 8.25           | 3.74 | .000          |
|          | 1                  | 47  | 69.53 | 6.44           |      |               |
| JS Total | 0                  | 103 | 7.88  | 3.84           | 3.70 | .000          |
|          | 1                  | 47  | 11.55 | 8.34           |      |               |

Hence  $H_1$  and  $H_2$  stands not accepted.

**Age and Organizational Commitment and Job Stress**

Table 3(a) and (b) below shows that no significant differences were found either in organizational commitment or in the job stress of the teachers of different age groups as both the F values were found to be insignificant.

|  | Age                | Frequency | Percent |
|--|--------------------|-----------|---------|
|  | 25-35 years        | 35        | 23.3    |
|  | 36-45 years        | 35        | 23.3    |
|  | 45-55 years        | 60        | 40.0    |
|  | More than 55 years | 20        | 13.3    |
|  | Total              | 150       | 100.0   |

|          |                | Sum of Squares | df  | Mean Square | F    | Sig. |
|----------|----------------|----------------|-----|-------------|------|------|
| OC total | Between Groups | 282.70         | 3   | 94.23       | 1.46 | .23  |
|          | Within Groups  | 9403.20        | 146 | 64.41       |      |      |
|          | Total          | 9685.89        | 149 |             |      |      |
| JS total | Between Groups | 91.04          | 3   | 30.35       | .88  | .45  |
|          | Within Groups  | 5054.58        | 146 | 34.62       |      |      |
|          | Total          | 5145.62        | 149 |             |      |      |



Hence H<sub>3</sub> and H<sub>4</sub> are accepted.

**Relationship between Job Stress and Organizational Commitment**

Pearson correlations were calculated to find the relationship between job stress and organizational commitment (Table 4). Organizational commitment was found to be significantly negatively correlated with job pressure (r = -.325, p=0.01), job threat (r = -.220, p=0.01) and with overall job stress (r = -.346, p=0.01).

|              | OC TOTAL  | Job pressure | Job Threat | JS Total  |
|--------------|-----------|--------------|------------|-----------|
| OC TOTAL     | 1         | -.325(**)    | -.220(**)  | -.346(**) |
| Job pressure | -.325(**) | 1            | .305(**)   | .876(**)  |
| Job threat   | -.220(**) | .305(**)     | 1          | .726(**)  |
| JS Total     | -.346(**) | .876(**)     | .726(**)   | 1         |

\*\*Correlation significant at 0.01 level (2-tailed).

Hypothesis H<sub>5</sub> thus cannot be accepted.

**Organizational commitment of teachers at varied levels (high, average and low) of job stress**

Analysis of Variance was applied to study the organizational commitment of teachers at varied levels (high, average and low) of job stress. The results are shown in Table 5 below.

| OC TOTAL       | Sum of Squares | df  | Mean Square | F    | Sig. |
|----------------|----------------|-----|-------------|------|------|
| Between Groups | 943.31         | 2   | 471.66      | 7.93 | .00  |
| Within Groups  | 8742.58        | 147 | 59.47       |      |      |
| Total          | 9685.89        | 149 |             |      |      |

F ratio was found to be significant at 0.01 level of significance (F = 7.93). The results indicate that there were significant differences in organizational commitment of the teachers with low, average and high job stress. Post hoc test (Bonferroni, Table 6) shows the significance of the differences in mean scores on organizational commitment among teachers with high, low and average job stress.

| Dependent Variable: OC TOTAL |           |              |                       |            |      |                         |             |
|------------------------------|-----------|--------------|-----------------------|------------|------|-------------------------|-------------|
| (I) VAR00002                 | Mean(N)   | (J) VAR00002 | Bonferroni            |            |      | 95% Confidence Interval |             |
|                              |           |              | Mean Difference (I-J) | Std. Error | Sig. | Lower Bound             | Upper Bound |
| Low                          | 75.01(69) | Average      | 1.90                  | 1.42       | 0.56 | -1.55                   | 5.35        |
|                              |           | High         | 6.71(*)               | 1.69       | 0.00 | 2.63                    | 10.80       |
| Average                      | 73.12(51) | Low          | -1.90                 | 1.42       | 0.56 | -5.35                   | 1.55        |
|                              |           | High         | 4.82(*)               | 1.77       | 0.02 | .52                     | 9.11        |
| High                         | 68.30(30) | Low          | -6.71(*)              | 1.69       | 0.00 | -10.80                  | -2.63       |
|                              |           | Average      | -4.82(*)              | 1.77       | 0.02 | -9.11                   | -.52        |

\* The mean difference is significant at the .05 level

The mean difference was found to be significant between low and high group (Mean difference = 6.71 ;  $p = .01$  ,  $M_h = 68.30$  ,  $M_l = 75.01$  ). The teachers with low level of job stress showed higher organizational commitment as compared to teachers with higher level of job stress. Significant differences in organizational commitment were also found between teachers with average level of job stress and high level of job stress ( Mean difference = 4.82 ;  $p = .05$  ,  $M_a = 73.12$  ,  $M_h = 68.30$  ). However, no significant differences were found in organizational commitment between the teachers with low level of job stress and average level of job stress.

Hypothesis  $H_6$  thus cannot be accepted.

The results indicate that the teachers who are less stressed show high organizational commitment, while those who are highly stressed have low organizational commitment. Hence it can be concluded that, in order to increase the organizational commitment of such teachers, an effort should be made to lower their job stress by providing them more freedom in doing their job, providing job security, good working conditions and reducing the role conflicts and role ambiguity.

### **Conclusion**

From the above results, it can be concluded that the government school teachers have lower job stress and higher organizational commitment as compared to the teachers teaching in private schools. Neither job stress nor organizational commitment was found to be related to the age of the teachers. A negative correlation was found between job stress and organizational commitment. The results indicated that the teachers who are less stressed show high organizational commitment, while those who are highly stressed have low organizational commitment.

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## ਗੁਰਮਤਿ ਕਾਵਿ ਦੇ ਵਿਭਿੰਨ ਕਾਵਿ ਰੂਪ

Manjeet Kaur\*

ਗੁਰਮਤਿ ਕਾਵਿ ਧਾਰਾ ਮੱਧਕਾਲੀ ਸਾਹਿਤ ਦੀ ਪ੍ਰਮੁੱਖ ਕਾਵਿ ਧਾਰਾ ਹੈ, ਜਿਸ ਦਾ ਫੈਲਾਅ 12ਵੀਂ ਸਦੀ ਤੋਂ ਲੈ ਕੇ 18ਵੀਂ ਸਦੀ ਤੱਕ ਫੈਲਿਆ ਹੋਇਆ ਹੈ। ਗੁਰੂ ਨਾਨਕ ਦੇਵ ਜੀ ਨੂੰ ਅਸੀਂ ਇਸ ਕਾਵਿ ਧਾਰਾ ਦਾ ਮੋਢੀ ਮੰਨਦੇ ਹਾਂ, ਜਿਨ੍ਹਾਂ ਨੇ ਆਪਣੀ ਬਾਣੀ ਰਚਨਾ ਰਾਹੀਂ ਸਾਹਿਤ ਸਿਰਜਣ ਦੇ ਨਵੇਂ ਪ੍ਰਤੀਮਾਨ ਸਥਾਪਿਤ ਕੀਤੇ ਅਤੇ ਬਾਅਦ ਦੇ ਗੁਰੂਆਂ ਨੇ ਵੀ ਨਾਨਕ ਬਾਣੀ ਦਾ ਵਿਸਥਾਰ ਕੀਤਾ। ਪਰ ਇਹ ਵੀ ਸੱਚ ਹੈ ਕਿ 12ਵੀਂ ਸਦੀ ਦੇ ਸੰਤ ਜੈ ਦੇਵ ਅਤੇ ਸੂਫੀ ਕਵੀ ਸ਼ੇਖ ਫਰੀਦ ਦੀ ਰਚਨਾ ਵੀ ਆਦਿ ਗ੍ਰੰਥ ਵਿੱਚ ਸ਼ਾਮਿਲ ਹੈ। ਇਸ ਕਰਕੇ ਇਸ ਕਾਵਿ ਧਾਰਾ ਦਾ ਪਸਾਰ 12ਵੀਂ ਸਦੀ ਤੱਕ ਪਿੱਛੇ ਚਲਾ ਜਾਂਦਾ ਹੈ। ਗੁਰੂ ਗ੍ਰੰਥ ਸਾਹਿਬ ਵਿੱਚ ਦਰਜ ਬਾਣੀ ਦਾ ਚਰਿੱਤਰ ਬਹੁ ਭਾਸ਼ੀ ਤੇ ਬਹੁ ਪਸਾਰੀ ਹੈ। ਜਿਸ ਨੂੰ ਅਸੀਂ ਗੁਰਮਤਿ ਕਾਵਿ ਧਾਰਾ ਦਾ ਪ੍ਰਮੁੱਖ ਅਤੇ ਪ੍ਰਮਾਣਿਕ ਗ੍ਰੰਥ ਸਵੀਕਾਰ ਕਰਦੇ ਹਾਂ। ਗੁਰਮਤਿ ਕਾਵਿ ਧਾਰਾ ਦੇ ਸਮੂਹ ਬਾਣੀਕਾਰ ਇਸ ਵਿਸ਼ੇਸ਼ ਪ੍ਰਕਾਰ ਦੀ ਵਿਸ਼ਵ ਦ੍ਰਿਸ਼ਟੀ ਅਤੇ ਜੀਵਨ ਜਾਂਚ ਨਾਲ ਪ੍ਰਤੀਬੱਧ ਹਨ। ਇਸ ਦੇ ਸਾਹਮਣੇ ਸਾਰੇ ਪ੍ਰਾਂਤਕ ਅਤੇ ਭਾਸ਼ਾਈ ਵੱਖਰੇਵੇਂ ਨਿਗੂਣੇ ਹੋ ਜਾਂਦੇ ਹਨ।

ਸਾਹਿਤ ਰੂਪ ਦੇ ਜਨਮ ਵਿਕਾਸ ਅਤੇ ਪਤਨ ਦੇ ਮਗਰ ਸਮਾਜਿਕ ਤੇ ਸੱਭਿਆਚਾਰਕ ਕਾਰਣ ਗਤੀਸ਼ੀਲ ਹੁੰਦੇ ਹਨ। ਸਮਾਜਿਕ ਤੇ ਸੱਭਿਆਚਾਰਕ ਸਥਿਤੀ ਸਾਹਿਤ ਰੂਪਾਂ ਨੂੰ ਪ੍ਰਭਾਵਿਤ ਕਰਦੀ ਰਹਿੰਦੀ ਹੈ। ਕਾਵਿ ਰੂਪਾਂ ਦੀ ਵੀ ਆਪਣੀ ਸੱਭਿਆਚਾਰਕ ਸਾਰਥਕਤਾ ਹੁੰਦੀ ਹੈ। ਇਸੇ ਲਈ ਕਿਹਾ ਜਾਂਦਾ ਹੈ ਕਿ ਹਰ ਸੱਭਿਆਚਾਰ ਦੇ ਆਪਣੇ ਸਾਹਿਤ ਰੂਪ ਅਤੇ ਕਾਵਿ ਰੂਪ ਹੁੰਦੇ ਹਨ। ਜਿਨ੍ਹਾਂ ਦੀ ਆਪਣੀ ਵਿਸ਼ੇਸ਼ ਸੱਭਿਆਚਾਰਕ ਹੋਂਦ ਹੁੰਦੀ ਹੈ। ਪੰਜਾਬੀ ਦੇ ਕਾਵਿ ਰੂਪ ਸੱਭਿਆਚਾਰਕ ਜੀਵਨ ਦੇ ਵੱਖ ਵੱਖ ਪਹਿਲੂਆਂ ਨਾਲ ਸੰਬੰਧਿਤ ਹੈ। ਕੁਝ ਕਾਵਿ ਰੂਪ ਸਾਡੇ ਧਾਰਮਿਕ ਕਾਰਜਾਂ ਨਾਲ ਸੰਬੰਧਿਤ ਹਨ ਜਿਵੇਂ. ਆਰਤੀ, ਸਲੋਕ, ਸ਼ਬਦ, ਆਦਿ। ਕੁਝ ਕਾਵਿ ਰੂਪ ਸਮਾਜਿਕ ਕਾਰਜਾਂ ਵਿੱਚ ਵਿਸ਼ੇਸ਼ ਹੋਂਦ ਰੱਖਦੇ ਹਨ। ਜਿਵੇਂ. ਵਾਰ, ਲਾਵਾਂ, ਘੋੜੀ, ਅਲਾਹੁਣੀ ਆਦਿ। ਕਵੀ ਇਨ੍ਹਾਂ ਕਾਵਿ ਰੂਪਾਂ ਨੂੰ ਆਪਣੇ ਵਿਰਸੇ ਤੋਂ ਹੀ ਪ੍ਰਾਪਤ ਕਰਦਾ ਹੈ ਤੇ ਆਪਣੀ ਮੌਲਿਕਤਾ ਤੇ ਅਨੁਭਵ ਸਦਕਾ ਵਿਲੱਖਣਤਾ ਤੇ ਵੱਖਰਤਾ ਪੈਦਾ ਕਰਦਾ ਹੈ। ਕਾਵਿ ਰੂਪਾਂ ਦੀ ਸਾਰਥਕਤਾ ਚਿੰਨ੍ਹਾਂ ਕਾਰਜਾਂ ਤੱਕ ਹੀ ਸੀਮਿਤ ਹੋ ਕੇ ਨਹੀਂ ਰਹਿ ਜਾਂਦੀ ਸਗੋਂ ਇੱਕ ਤੋਂ ਵੱਧ ਦਿਸ਼ਾਵਾਂ ਵੱਲ ਸੰਕੇਤ ਕਰਦੀ ਹੈ। ਇਨ੍ਹਾਂ ਦੀ ਕਾਵਿਕ ਸਾਰਥਕਤਾ ਵੀ ਹੈ ਤੇ ਸਮਾਜਿਕ ਸੱਭਿਆਚਾਰਕ ਵੀ ਹੈ। ਗੁਰੂ ਨਾਨਕ ਦੇਵ ਜੀ ਦੇ ਸਿਧਾਂਤ ਅੰਜਨੁ ਮਹਿ ਨਿਰੰਜਨ, ਗਿਰਹੀ ਮਹਿ ਉਦਾਸਾ, ਜਲੁ ਮਹਿ ਕਮਲੁ ਨਿਗਲਮ, ਅੰਜਨੁ, ਗਿਰਹੀ, ਜਲੁ ਚਿੰਨ੍ਹਾਂ ਦਾ ਪਹਿਲਾਂ ਆਉਣਾ ਇਸ ਦਾ ਇੱਕ ਸਧਾਰਨ ਸਬੂਤ ਹੈ। ਪੰਜਾਬੀ ਯੂਨੀਵਰਸਿਟੀ ਦੁਆਰਾ ਗੁਰੂ ਨਾਨਕ ਦੇਵ ਜੀ ਉਨ੍ਹਾਂ ਕਰਵਾਏ ਗਏ ਸੈਮੀਨਾਰ ਵਿੱਚ John B. Chelhu ਨੇ ਆਪਣੇ ਖੋਜ ਪਰਚੇ Religion and Guru Nanak ਵਿੱਚ ਇਸ ਨੁਕਤੇ ਨੂੰ ਹੀ ਕੇਂਦਰ ਬਿੰਦੂ ਬਣਾਇਆ ਹੈ:-

“His religion was not isolated in a cold spirituality. He showed that religion properly belongs to this world to the life of man caught up in the daily problems of this earth.”<sup>1</sup>

ਕਾਵਿ ਰੂਪਾਂ ਵਿੱਚ ਨਵੇਂ ਅਨੁਭਵ ਦਾ ਸੰਚਾਰ ਨਵੀਂ ਚੇਤਨਾ, ਨਵੀਂ ਸੰਵੇਦਨਾ, ਨਵੀਨਤਾ ਦੇ ਪੱਖ ਅਹਿਮ ਰਹੇ ਹਨ। ਇਨ੍ਹਾਂ ਕਾਵਿ ਰੂਪਾਂ ਦੀ ਸਾਰਥਕਤਾ ਦਾ ਇੱਕ ਹੋਰ ਪੱਖ ਇਹ ਹੈ ਕਿ ਇਨ੍ਹਾਂ ਤੋਂ ਅਨੰਦ ਦੀ ਵੀ ਪ੍ਰਾਪਤੀ ਹੁੰਦੀ ਹੈ, ਪਰ ਇਨ੍ਹਾਂ ਦੀ ਸਮਾਜਿਕ ਵਰਤੋਂ ਦਾ ਪੱਖ ਵੀ ਮਹੱਤਵਪੂਰਕ ਰਿਹਾ ਹੈ। ਗੁਰੂ ਸਹਿਬਾਨ ਸੂਫੀ ਅਤੇ ਕਿੱਸਾ ਕਵੀਆਂ ਨੇ ਪ੍ਰਬੰਧਮਈ ਕਾਵਿ ਰਚਨਾ ਕੀਤੀ ਹੈ। ਗੁਰੂ ਨਾਨਕ ਦੇਵ ਜੀ ਨੇ ਦੋਹਾਂ ਰੂਪਾਂ (ਪ੍ਰਬੰਧ ਅਤੇ ਮੁਕਤਕ) ਵਿੱਚੋਂ ਆਪਣੇ ਥੀਮ ਲਈ ਜਿਸ ਕਾਵਿ ਰੂਪ ਦੀ ਵਰਤੋਂ ਕੀਤੀ ਹੈ। ਉਹ ਹੈ ਮੁਕਤਕ, ਇਸਦਾ ਪ੍ਰਭਾਵ ਗੁਰੂ ਗ੍ਰੰਥ ਸਾਹਿਬ ਵਿੱਚ ਅੰਕਿਤ ਵਾਰਾਂ ਇੱਕ ਖਾਸ ਤਰ੍ਹਾਂ ਦੇ ਪ੍ਰਬੰਧ ਨੂੰ ਰੂਪਮਾਨ ਕਰਦੀਆਂ ਹਨ। ਪਰ ਉਨ੍ਹਾਂ ਦੇ ਵਿੱਚ ਪ੍ਰਬੰਧ ਕਾਵਿ ਰੂਪ ਦੇ ਦਰਸ਼ਨ ਨਹੀਂ ਹੁੰਦੇ। ਇਨ੍ਹਾਂ ਨੂੰ ਮੁਕਤਕ ਪ੍ਰਬੰਧ ਦੇ ਰੂਪ ਵਿੱਚ ਪ੍ਰਵਾਨ ਕੀਤਾ ਜਾ ਸਕਦਾ ਹੈ। ਪੰਜਾਬੀ ਸਾਹਿਤ ਦਾ ਪ੍ਰਬੰਧ 10ਵੀਂ ਸਦੀ ਦੇ ਨੇੜੇ ਤੇੜੇ ਹੋਇਆ ਅਪਭ੍ਰੰਸ਼ ਭਾਸ਼ਾ ਦੇ ਸਾਹਿਤ ਨੂੰ ਇਸਦਾ ਮੂਲ ਸੋਮਾ ਪ੍ਰਵਾਨ

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ਕੀਤਾ ਗਿਆ ਹੈ। ਪੰਜਾਬੀ ਵਿੱਚ ਅਪਭ੍ਰੰਸ਼ ਸਾਹਿਤ ਦੇ ਪ੍ਰਮੁੱਖ ਰੂਪਾਂ ਅਤੇ ਛੰਦਾਂ ਆਦਿ ਨੂੰ ਗ੍ਰਹਿਣ ਕੀਤਾ ਗਿਆ। ਪੰਜਾਬੀ ਵਿੱਚ ਸਾਹਿਤ ਦਾ ਮੁੱਢਲਾ ਰੂਪ ਲੋਕ ਸਾਹਿਤ ਦੀ ਨਕਲ ਵਿੱਚ ਦਿਖਾਈ ਦਿੰਦਾ ਹੈ। ਨਾਥ ਸੰਪ੍ਰਦਾਇ ਦੇ ਪ੍ਰਸਿੱਧ ਅਚਾਰੀਆ ਗੋਰਖ ਨੂੰ ਪੰਜਾਬੀ ਸਾਹਿਤ ਦਾ ਮੁੱਢ ਮੰਨਿਆ ਜਾਂਦਾ ਹੈ। ਗੋਰਖ ਨਾਥ ਦੀ ਬਾਣੀ ਵਿੱਚੋਂ ਕਈ ਟੁਕੜਾਂ ਅਖਾਣਾਂ ਦੇ ਰੂਪ ਵਿੱਚ ਪ੍ਰਸਿੱਧ ਹੋ ਗਈਆਂ ਹਨ। ਸੂਫੀਮਤ ਦੇ ਬਾਨੀ ਬਾਬਾ ਫਰੀਦ ਨੇ ਸ਼ਬਦਾਂ ਤੇ ਸਲੋਕਾਂ ਦੀ ਰਚਨਾ ਕੀਤੀ ਜੋ ਗੁਰੂ ਗ੍ਰੰਥ ਸਾਹਿਬ ਵਿੱਚ ਦਰਜ ਹੈ। ਡਾ. ਸਿਮਰ ਅਨੁਸਾਰ:-

“ਗੁਰੂ ਨਾਨਕ ਦੇਵ ਜੀ ਨੇ ਅਨੁਭੂਤੀ, ਸ਼ਰਧਾ ਦੇ ਬਲਪੁਰ  
ਆਪਣੇ ਮੂਲ ਮੰਤ੍ਰ ਅਥਵਾ ਬੀਜ ਮੰਤ੍ਰ ਵਿੱਚ ਪ੍ਰਮਾਤਮਾ ਦੇ  
ਨਵਰੂਪ ਦੀ ਵਿਆਖਿਆ ਕੀਤੀ ਹੈ। ਉਨ੍ਹਾਂ ਦੀ ਬਾਣੀ ਵਿੱਚ  
ਉਪਾਸਕ ਦੀ ਆਤਮਿਕ ਬਿਰਤੀ ਦੇ ਅਨੁਕੂਲ ਬ੍ਰਹਮ ਦੇ ਨਵਰੂਪ  
ਦਾ ਨਿਰੂਪਣ ਤਿੰਨ ਪ੍ਰਕਾਰ ਮਿਲਦਾ ਹੈ। ਅਰਥਾਤ ਨਿਰਗੁਣ  
ਬ੍ਰਹਮ, ਸਰਗੁਣ ਬ੍ਰਹਮ, ਤੇ ਨਿਰਗੁਣ ਸਰਗੁਣ ਦੋਹਾਂ ਦਾ ਮਿਸ਼ਰਤ।”<sup>2</sup>

ਬਾਬਾ ਫਰੀਦ ਅਤੇ ਗੁਰੂ ਨਾਨਕ ਦੇਵ ਜੀ ਦੀ ਬਾਣੀ ਵਿੱਚ ਲੰਮੇ ਸਮੇਂ ਦਾ ਵਕਫਾ ਹੈ, ਲੱਗਦਾ ਹੈ ਕਿ ਇਸ ਸਮੇਂ ਦੌਰਾਨ ਜੋ ਵੀ ਸਾਹਿਤ ਕੀਤੀ ਪਰ ਉਸਦੀ ਸੰਭਾਲ ਨਹੀਂ ਹੋ ਸਕੀ।

15ਵੀਂ ਸਦੀ ਵਿੱਚ ਗੁਰੂ ਨਾਨਕ ਦੇਵ ਜੀ ਨੇ ਪੰਜਾਬੀ ਵਿੱਚ ਬਹੁਪੱਖੀ ਕਾਵਿ ਰਚਨਾ ਰਾਹੀਂ ਇਸ ਨੂੰ ਪ੍ਰਫੁੱਲਿਤ ਕੀਤਾ। ਉਨ੍ਹਾਂ ਨੇ ਜਿਨ੍ਹਾਂ ਕਾਵਿ ਰੂਪਾਂ ਦੀ ਖਾਸ ਤੌਰ ਤੇ ਵਰਤੋਂ ਕੀਤੀ ਉਹ ਹਨ- ਸ਼ਬਦ, ਛੰਦ, ਪਹਿਰੇ, ਕਾਫੀ, ਪੱਟੀ, ਅਲਾਹੁਣੀ, ਸੋਹਲੇ, ਬਾਰਾਮਾਂਹ, ਥਿਤੀ ਆਦਿ। ਗੁਰੂ ਅੰਗਦ ਦੇਵ ਜੀ ਦੀ ਮੁੱਖ ਰੂਪ ਵਿੱਚ ਸਲੋਕਾਂ ਦੀ ਹੀ ਵਰਤੋਂ ਕੀਤੀ ਗਈ ਹੈ। ਉਨ੍ਹਾਂ ਦੇ ਸਲੋਕਾਂ ਵਿੱਚ ਪੰਜਾਬੀ ਰੰਗ ਵਧੇਰੇ ਹੈ। ਗੁਰੂ ਅਮਰਦਾਸ ਜੀ ਨੇ ਸ਼ਬਦ, ਵਾਰ, ਸਲੋਕ, ਛੰਦ, ਕਾਫੀ, ਅਲਾਹੁਣੀ, ਸੋਹਲੇ ਅਤੇ ਅਨੰਦ ਦੀ ਰਚਨਾ ਕੀਤੀ ਹੈ। ਗੁਰੂ ਰਾਮਦਾਸ ਜੀ ਨੇ ਸ਼ਬਦ, ਭੰਡ, ਪਹਿਰੇ, ਵਣਜਾਰਾ, ਵਾਰ, ਘੋੜੀਆਂ ਆਦਿ ਰੂਪਾਂ ਦੀ ਵਰਤੋਂ ਕੀਤੀ। ਗੁਰੂ ਅਰਜਨ ਦੇਵ ਜੀ ਨੇ ਬਾਰਾਮਾਂਹ, ਸਲੋਕ, ਵਾਰ, ਥਿਤੀ, ਰੁਤੀ, ਸੋਹਲੇ, ਪਹਿਰੇ, ਬਾਵਨ ਅੱਖਰੀ, ਬਿਰਹੜੇ ਅਤੇ ਮੁੰਦਾਵਣੀ ਆਦਿ ਦੀ ਰਚਨਾ ਕੀਤੀ। ਗੁਰੂ ਤੇਗ ਬਹਾਦਰ ਜੀ ਨੇ ਸਲੋਕ ਦੇ ਪਦਿਆਂ ਦੀ ਰਚਨਾ ਕੀਤੀ। ਗੁਰੂ ਗੋਬਿੰਦ ਸਿੰਘ ਜੀ ਨੇ ਪੰਜਾਬੀ ਵਿੱਚ ਸੋਹੜੀ ਕਵਿਤਾ ਵੀ ਰਚੀ ਸੀ। ਇਸ ਵਿੱਚ ਚੰਡੀ ਦੀ ਵਾਰ ਅਤੇ ਕੁਝ ਸ਼ਬਦ ਹਨ। ਗੁਰੂ ਗ੍ਰੰਥ ਸਾਹਿਬ ਆਪਣੇ ਆਪ ਵਿੱਚ ਇੱਕ ਵਿਲੱਖਣ ਰਚਨਾ ਹੈ। ਦੁਨੀਆ ਦੇ ਸਾਹਿਤਕ ਦੀ ਕੋਈ ਪੁਸਤਕ ਸ਼੍ਰੀ ਗੁਰੂ ਗ੍ਰੰਥ ਸਾਹਿਬ ਦੀ ਪ੍ਰਣਾਲੀ ਦੇ ਅਧਾਰ ਤੇ ਸ਼ਾਇਦ ਰਚੀ ਗਈ ਹੋਵੇ। ਤਕਨੀਕੀ ਪੱਖ ਤੋਂ ਇਸ ਦੀ ਸਕੀਮ ਅਤੇ ਵਿਵਸਥਾ ਵਿਲੱਖਣ ਤੇ ਬੇਮਿਸਾਲ ਹੈ। ਸਾਰੀ ਰਾਗਾਂ ਦੀ ਸੁਨਿਸ਼ਚਿਤ ਤਰਤੀਬ ਵਿੱਚ ਸੰਪਾਦਿਤ ਕੀਤੀ ਗਈ ਹੈ। ਗੁਰੂ ਗ੍ਰੰਥ ਸਾਹਿਬ ਵਿੱਚ ਰਾਗਾਂ ਤੇ ਦੋਹਾਂ ਸੰਬੰਧੀ ਸੁਚੇਤ ਦ੍ਰਿਸ਼ਟੀਕੋਣ ਦੀ ਵਰਤੋਂ ਕੀਤੀ ਗਈ ਹੈ। ਸਾਰੀ ਬਾਣੀ ਰਾਗਾਂ ਦੇ ਸਿੱਖ ਗੁਰੂਆਂ ਘਰ ਦੇ ਰਬਾਬੀਆਂ, ਭੱਟਾਂ ਅਤੇ 12ਵੀਂ ਤੋਂ 17ਵੀਂ ਸਦੀ ਦੇ ਸੂਫੀ, ਸੰਤਾਂ ਤੇ ਭਗਤਾਂ ਦੀ ਬਾਣੀ ਦਾ ਸਕੰਲਨ ਹੈ। ਗੁਰੂ ਗ੍ਰੰਥ ਸਾਹਿਬ ਦੇ ਆਰੰਭ ਵਿੱਚ ਨਿਤਨੇਮ ਦੀਆਂ ਬਾਣੀਆਂ ਹਨ। ਫਿਰ ਮੱਧਵਰਗੀ ਭਾਗ ਵਿੱਚ ਰਾਗ ਅਨੁਕੂਲ ਬਾਣੀਆਂ ਤੇ ਫਿਰ ਰਾਗ ਮੁਕਤ ਬਾਣੀਆਂ ਦਰਜ ਹੋਈਆਂ ਹਨ ਅਤੇ ਅੰਤ ਵਿੱਚ ਮੁੰਦਾਵਣੀ ਹੈ। ਇਹ ਗ੍ਰੰਥ ਪ੍ਰਮਾਤਮਾ ਦੇ ਸਰੂਪ ਵਰਣਨ ਤੋਂ ਆਰੰਭ ਹੋ ਕੇ ਪ੍ਰਮਾਤਮਾ ਦੇ ਨਾਮ ਮਹੱਤਵ ਉੱਪਰ ਮੁੱਕਦਾ ਹੈ।

ਗੁਰਮਤਿ ਸਾਹਿਤ ਵਿੱਚ ਲੋਕ ਭਾਸ਼ਾ ਦਾ ਪ੍ਰਯੋਗ ਨਿਵੇਕਲੇ ਢੰਗ ਨਾਲ ਹੋਇਆ ਹੈ। ਲੋਕ ਭਾਸ਼ਾ ਦੇ ਪ੍ਰਸਾਰ ਦੇ ਉਸ ਸਮੇਂ ਤੱਕ ਪ੍ਰਚੱਲਤ ਅਧਿਆਤਮਕ ਸ਼ਬਦਾਵਲੀ ਨੂੰ ਵੀ ਲੋਕ ਪ੍ਰਿਯ ਬਣਾਇਆ ਹੈ। ਕਵਿਤਾ ਦੇ ਰਾਗ ਦਾ ਚੈਵੀ ਸੰਜੋਗ ਰਚਾਇਆ ਤੇ ਰਸ ਭਰੇ ਧਾਰਮਿਕ ਭਾਵਾਂ ਨੂੰ ਕਾਵਿ ਰਾਹੀਂ ਪ੍ਰਗਟਾਇਆ ਹੈ। ਅਨੇਕਾਂ, ਮੁਹਾਵਰੇ, ਅਖਾਣਾਂ, ਅਲੰਕਾਰਾਂ, ਰੂਪਕਾਂ ਸੰਕੇਤਾਂ, ਇਤਿਹਾਸਕ, ਮਿਥਿਹਾਸਕ, ਹਵਾਲਿਆਂ, ਪ੍ਰਤੀਕਾਂ, ਬਿੰਬਾਂ ਤੇ ਚਿੰਨ੍ਹਾਂ ਆਦਿ ਨਾਲ ਪੰਜਾਬੀ ਕਾਵਿ ਨੂੰ ਚਮਕਾਇਆ ਤੇ ਸ਼ਿੰਗਾਰਿਆ ਤੇ ਸੰਵਾਰਿਆ ਹੈ। ਬੋਲੀ ਦੇ ਲਗਭਗ ਸਾਰੇ ਰੂਪਾਂ ਦਾ ਪ੍ਰਯੋਗ ਹੋਇਆ ਮਿਲਦਾ ਹੈ। ਡਾ. ਜੀਤ ਸਿੰਘ ਸੀਤਲ ਆਪਣੀ ਪੁਸਤਕ ਪੰਜਾਬੀ ਸਾਹਿਤ ਦਾ ਅਲੋਚਨਾਤਮਕ ਇਤਿਹਾਸ ਵਿੱਚ ਲਿਖਦੇ ਹਨ:-

“ਗੁਰਮਤਿ ਨੇ ਭਾਰਤ ਵਿੱਚ ਇੱਕ ਨਵੇਂ ਅਸਲੀ ਧਰਮ ਦਾ ਰੂਪ  
ਧਾਰਿਆ ਜਿਹੜਾ ਪ੍ਰਚੱਲਤ ਧਰਮਾਂ ਤੋਂ ਅੱਡਰਾਂ ਤੇ ਨਿਆਰਾ  
ਹੁੰਦੇ ਹੋਏ ਵੀ ਭਾਰਤੀ ਪਰੰਪਰਾ ਵਾਲਾ ਸੀ ਜਿਸ ਨੇ ਪੰਜਾਬ ਵਿੱਚ  
ਨਵੀਂ ਜੀਵਨ ਜਾਂਚ ਸਿਖਾਈ, ਨਵੀਂ ਕੌਮ ਤੇ ਕੌਮੀਅਤ ਦੀ



ਨੀਂਹ ਰੱਖੀ ਅਤੇ ਭਾਰਤ ਦੇ ਵਾਸੀ ਨੂੰ ਅਵੱਖ, ਗੋਰਵ, ਗੈਰਤ ਦਾ  
ਸੱਚਾ ਸੱਚਾ ਜੀਵਨ ਜੀਉਣਾ ਦੱਸਿਆ। ਗੁਰਮਤਿ ਸਮੂਹ ਮਾਨਵ  
ਜਾਤੀ ਦੇ ਵਿਸ਼ਵ ਮਨੁੱਖਤਾ ਦਾ ਧਰਮ ਹੈ। ਇਸ ਨੇ ਜਿੱਥੇ  
ਭਾਰਤੀ ਸੱਭਿਅਤਾ, ਆਚਰਣ ਤੇ ਆਦਰਸ਼ ਨੂੰ ਉੱਚਿਆ ਕੀਤਾ,  
ਉੱਥੇ ਉਤਮ, ਆਤਮਕ ਤੇ ਦੈਵੀ ਸਾਹਿਤ ਨੂੰ ਵੀ ਜਨਮ ਦਿੱਤਾ।”<sup>3</sup>

ਗੁਰਮਤਿ ਕਾਵਿ ਵਿੱਚ ਸ਼ਬਦ, ਸਲੋਕ, ਵਾਰ, ਕਾਫੀ, ਪੱਟੀ, ਬਾਰਾਮਾਹ, ਰੁੱਤੀ, ਥਿਤੀ, ਪਹਿਰੇ, ਛੰਦ, ਅਲਾਹੁਣੀ, ਸੋਹਲਾ, ਆਰਤੀ, ਘੋੜੀਆਂ ਆਦਿ ਨੂੰ ਵਿਸ਼ੇਸ਼ ਰੂਪ ਵਿੱਚ ਵਰਤਿਆ ਗਿਆ ਹੈ। ਇਨ੍ਹਾਂ ਕਾਵਿ ਰੂਪਾਂ ਦੇ ਕੁਝ ਲੱਛਣ ਤੇ ਵਿਸ਼ੇਸ਼ਤਾਵਾਂ ਇਸ ਤਰ੍ਹਾਂ ਹਨ:-

### 1. ਸ਼ਬਦ :-

ਸ਼੍ਰੀ ਗੁਰੂ ਗ੍ਰੰਥ ਸਾਹਿਬ ਵਿੱਚ ਇਸ ਰੂਪ ਦੀ ਕਾਫੀ ਵਰਤੋਂ ਕੀਤੀ ਗਈ ਹੈ। ਸ਼ਬਦ ਛੰਦ ਦੀ ਖਾਸ ਜਾਤ ਨਹੀਂ ਅਨੇਕਾਂ ਛੰਦਾਂ ਦਾ ਰੂਪ ਸ਼ਬਦ ਵਿੱਚ ਦੇਖਿਆ ਜਾ ਸਕਦਾ ਹੈ। ਸ਼ਬਦਾਂ ਵਿੱਚ ਵਰਣਾਂ ਦੀ ਗਿਣਤੀ ਅੱਡ ਅੱਡ ਮਿਲਦੀ ਹੈ। ਇਸ ਵਿੱਚ ਵਰਣਾਂ ਅਤੇ ਮਾਤਰਾਵਾਂ ਦੀ ਗਿਣਤੀ ਅਤੇ ਵਿਸ਼ਰਾਮ ਆਦਿ ਅੱਡ ਅੱਡ ਹਨ। ਪਦੇ, ਦੁਪਦੇ, ਚਉਪਦੇ ਆਦਿ ਸਭ ਇਸ ਵਿੱਚ ਆ ਜਾਂਦੇ ਹਨ। ਅੱਡ ਪਦਾਂ ਦੀ ਰਚਨਾ ਨੂੰ ਅਸ਼ਟਪਦੀ ਕਿਹਾ ਜਾਂਦਾ ਹੈ। ਆਰਤੀ ਗੁਰੂ ਨਾਨਕ ਦੇਵ ਜੀ ਦਾ ਰਾਗ ਧਨਾਸਰੀ ਵਿੱਚ ਆਰਤੀ ਦਾ ਇੱਕ ਸ਼ਬਦ ਮਿਲਦਾ ਹੈ। ਜਿਸ ਬਾਰੇ ਕਿਹਾ ਜਾਂਦਾ ਹੈ ਕਿ ਉਨ੍ਹਾਂ ਨੇ ਜਗਨਨਾਥ ਪੁਰੀ ਦੀ ਯਾਤਰਾ ਸਮੇਂ ਉਥੋਂ ਦੇ ਮੰਦਰ ਵਿੱਚ ਬੈਠ ਕੇ ਉਸਾਰਿਆ ਸੀ।

“ਕੈਸੀ ਆਰਤੀ ਹੋਇ ਭਵ ਖੰਡਨਾ ਤੇਰੀ ਆਰਤੀ  
ਅਨਹਦਾ ਸ਼ਬਦ ਵਾਜੰਤ ਭੇਰੀ ਰਹਾਉ ॥”<sup>4</sup>

ਸਿੱਖ ਮਰਿਆਦਾ ਵਿੱਚ ਕੀਰਤਨ ਸੋਹਿਲਾ ਤੇ ਆਰਤੀ ਸਭ ਸੌਣ ਲੱਗਿਆ ਪੜ੍ਹੇ ਜਾਂਦੇ ਹਨ। ਇਸ ਲਈ ਆਰਤੀ ਨੂੰ ਆਰਤੀ ਸੋਹਿਲਾ ਵੀ ਕਿਹਾ ਜਾਂਦਾ ਹੈ।

### 2. ਸਲੋਕ :-

ਸਲੋਕ ਤੇ ਅਰਥ ਹਨ: ਯਸ਼, ਮਹਿਮਾ, ਉਸਤਤ ਆਦਿ ਇਹ ਲਜਿਹਾ ਕਾਵਿ ਰੂਪ ਹੈ, ਜਿਸ ਵਿੱਚ ਕਿਸੇ ਮਹਾਂਪੁਰਖ ਦੇ ਯਸ਼ ਦਾ ਗਾਇਨ ਰਾਗਾਂ ਵਿੱਚ ਦਰਜ ਹੈ। ਗੁਰੂ ਅਮਰਦਾਸ, ਗੁਰੂ ਅਰਜਨ ਦੇਵ ਜੀ ਅਤੇ ਗੁਰੂ ਤੇਗ ਬਹਾਦਰ ਜੀ ਨੇ ਕਾਫੀਆ ਦੀ ਰਚਨਾ ਕੀਤੀ। ਗੁਰੂ ਸਹਿਬਾਨ ਨੇ ਇਸ ਕਾਵਿ ਰੂਪ ਦੀ ਰਚਨਾ ਮਨੁੱਖਾਂ ਜਨਮ ਨੂੰ ਸਫਲ ਬਣਾਉਣਾ, ਪ੍ਰਭੂ ਹਥਿਆਰ ਤੇ ਸੰਸਾਰਿਕ ਨਾਸ਼ਮਾਨਤਾ ਆਦਿ ਦੇ ਭਾਵਾਂ ਨੂੰ ਪ੍ਰਗਟਾਉਣ ਲਈ ਕੀਤੀ।

### 3. ਬਾਰਾਮਾਹ :-

ਇਹ ਪੰਜਾਬੀ ਦਾ ਵਿਸ਼ੇਸ਼ ਕਾਵਿ ਰੂਪ ਹੈ ਜਿਸ ਵਿੱਚ ਬਿਕਰਮੀ ਸਮੰਤ ਤੇ ਬਾਰਾਂ ਮਹੀਨਿਆਂ ਦੇ ਆਧਾਰ ਤੇ ਕਵੀ ਆਪਣੇ ਮਨੋਭਾਵਾਂ ਨੂੰ ਪ੍ਰਗਟਾਉਂਦਾ ਹੈ। ਇਸ ਵਿੱਚ ਚੇਤਰ ਦੇ ਮਹੀਨੇ ਤੋਂ ਵਰਣਨ ਸ਼ੁਰੂ ਕਰਕੇ ਫੱਗਣ ਦੇ ਮਹੀਨੇ ਤੇ ਮੁਕਾਇਆ ਜਾਂਦਾ ਹੈ। ਬਾਰਾਂ ਮਹੀਨਿਆਂ ਵਿੱਚ ਕਈ ਰੁੱਤਾਂ ਬਦਲਦੀਆਂ ਹਨ, ਜੋ ਮਨੁੱਖੀ ਮਨ ਉਪਰ ਆਪਣਾ ਪ੍ਰਭਾਵ ਪਾਉਂਦੀਆਂ ਰਹਿੰਦੀਆਂ ਹਨ। ਇਸ ਕਾਵਿ ਰੂਪ ਵਿੱਚ ਬਿਰਹਾ ਦੇ ਰੰਗ ਨੂੰ ਪ੍ਰਕ੍ਰਿਤੀ ਚਿਤਰਣ ਦੀ ਪਿੱਠਭੂਮੀ ਵਿੱਚ ਪੇਸ਼ ਕਰਕੇ ਜਿਆਦਾ ਉਘਾੜਿਆ ਗਿਆ ਹੈ। ਸਾਉਣ ਦਾ ਮਹੀਨਾ ਇਸ ਪੱਖੋਂ ਵਿਸ਼ੇਸ਼ ਪ੍ਰਭਾਵ ਰੱਖਦਾ ਹੈ। ਗਿਆਰਾਂ ਮਹੀਨਿਆਂ ਵਿੱਚ ਵਿਯੋਗ ਤੇ ਬਿਰਹਾ ਦੀ ਪ੍ਰਮੁੱਖਤਾ ਰਹਿੰਦੀ ਹੈ ਆਮ ਤੌਰ ਤੇ ਬਾਰਵੇਂ ਮਹੀਨੇ ਵਿੱਚ ਸੰਯੋਗ ਮੁੱਖ ਤੇ ਆਨੰਦ ਦੀ ਪ੍ਰਾਪਤੀ ਦਿਖਾਈ ਜਾਂਦੀ ਹੈ। ਪੰਜਾਬੀ ਦਾ ਪਹਿਲਾ ਬਾਰਾਮਾਹ ਗੁਰੂ ਨਾਨਕ ਦੇਵ ਜੀ ਨੇ ਲਿਖਿਆ ਜੋ ਤੁਖਾਰੀ ਰਾਗ ਵਿੱਚ ਹੈ। ਬਾਰਾਮਾਹ ਤੁਖਾਰੀ ਵਿੱਚ ਜੀਵ ਰੂਪੀ ਇਸਤਰੀ ਆਪਣੇ ਪਤੀ ਰੂਪ ਪ੍ਰਮਾਤਮਾ ਦੀ ਉਡੀਕ ਵਿੱਚ ਬਿਰਹਾ ਦੀ ਸ਼ਲ ਨਾਲ ਭੋਗਦੀ ਹੈ। ਸਾਉਣ ਦੇ ਮਹੀਨੇ ਬੱਦਲਾਂ ਦੇ ਸ਼ੋਰ ਬਿਜਲੀ ਦੀ ਚਮਕ ਅਤੇ ਇਕੱਲ ਉਸ ਨੂੰ ਬਹੁਤ ਤੜਫਾਉਂਦੇ ਹਨ।

ਗੁਰੂ ਅਰਜਨ ਦੇਵ ਜੀ ਨੇ ਮਾਝ ਰਾਗ ਵਿੱਚ ਬਾਰਾਮਾਹ ਦੀ ਰਚਨਾ ਕੀਤੀ ਅਤੇ ਗੁਰਮਤਿ ਦੇ ਕਰਮ ਸਿਧਾਂਤ ਦੀ ਵਿਆਖਿਆ ਕੀਤੀ ਹੈ। ਮਨੁੱਖ ਆਪਣੇ ਕਰਮਾ ਸਦਕਾ ਵਿਛੜਿਆ ਹੈ ਅਤੇ ਦਰ ਦਰ ਤੇ ਭਟਕਦਾ ਹੈ। ਉਸਦੀ ਇਸ ਦੁਖਦਾਈ ਅਵਸਥਾ ਦਾ ਹੱਲ ਨਾਮ ਸਿਮਰਨ ਨਾਲ ਹੀ ਹੋ ਸਕਦਾ ਹੈ।

“ਕਿਰਤ ਕਰਮ ਕੇ ਵੀਛੁੜੇ ਕਰਿ ਕਿਰਪਾ ਮੇਲਹੁ ਰਾਮ”<sup>5</sup>

#### 4. ਰੁੱਤੀ :-

ਰੁੱਤਾਂ ਦੇ ਆਧਾਰ ਤੇ ਕਾਵਿ ਰਚਨਾ ਕਰਨੀ ਬਹੁਤ ਪੁਰਾਣੀ ਹੈ। ਭਾਰਤੀ ਕਾਵਿ ਰੂਪ ਵਿੱਚ ਖੱਟ ਰਿਤੂ ਵਰਣਨ ਇਕ ਸੁਤੰਤਰ ਕਾਵਿ ਰੂਪ ਹੈ, ਜਿਸ ਦੀ ਮਹਾਂਕਵੀ ਕਾਲੀਦਾਸ ਨੇ ਵੀ ਵਰਤੋਂ ਕੀਤੀ ਹੈ। ਗੁਰੂ ਅਰਜਨ ਸਾਹਿਬ ਦਾ ਅਜਿਹਾ ਮੌਲਿਕ ਰੂਪ ਰੁੱਤੀ ਰਾਮਕਲੀ ਰਾਗ ਵਿੱਚ ਮਿਲਦਾ ਹੈ। ਇਸ ਵਿੱਚ ਨਾਲ ਦੀਆਂ ਰੁੱਤਾਂ ਦੇ ਆਧਾਰ ਤੇ ਮਨੁੱਖੀ ਜੀਵਨ ਦੇ ਭਾਵਾਂ ਨੂੰ ਪੇਸ਼ ਕੀਤਾ ਜਾਂਦਾ ਹੈ। ਗੁਰੂ ਅਰਜਨ ਦੇਵ ਜੀ ਨੇ ਰੁੱਤਾਂ ਦੇ ਵਰਣਨ ਦੇ ਆਧਾਰ ਤੇ ਦੱਸਿਆ ਹੈ ਕਿ ਆਮ ਸਿਮਰਨ ਲਈ ਹਰ ਰੁੱਤ ਸੁਹਾਵਣੀ ਤੇ ਅਨੁਕੂਲ ਹੁੰਦੀ ਹੈ। ਇਸ ਤਰ੍ਹਾਂ ਇਸ ਰੂਪ ਦੀ ਰਚਨਾ ਸਿਰਫ਼ ਗੁਰੂ ਅਰਜਨ ਦੇਵ ਜੀ ਨੇ ਕੀਤੀ। ਇਸ ਰਚਨਾ ਦਾ ਆਰੰਭ ਪ੍ਰਮਾਤਮਾ ਦੀ ਵੰਦਨਾ ਨਾਲ ਹੁੰਦਾ ਹੈ। ਇਕ ਛੰਦ ਤੇ ਸਲੋਕ ਤੋਂ ਮਗਰੋਂ ਇਹ ਰਚਨਾ ਬਸੰਤ ਰੁੱਤ ਤੋਂ ਸ਼ੁਰੂ ਹੁੰਦੀ ਹੈ।

#### 5. ਥਿਤੀ :-

ਇਹ ਗੁਰੂ ਗ੍ਰੰਥ ਸਾਹਿਬ ਦੀ ਖਾਸ ਬਾਣੀ ਹੈ, ਜੋ ਥਿਤਾਂ ਨਾਲ ਸੰਬੰਧਤ ਹੈ। ਭਾਰਤੀ ਲੋਕ ਪਰੰਪਰਾ ਵਿੱਚ ਥਿਤਾਂ ਨਾਲ ਕਈ ਤਰ੍ਹਾਂ ਦੇ ਵਿਸ਼ਵਾਸ ਤੇ ਵਹਿਮ ਭਰਮ ਜੁੜੇ ਹੋਏ ਹਨ। ਚੰਦਰਮਾਂ ਦੀਆਂ ਤਾਰੀਖਾਂ ਦੇ ਹਿਸਾਬ ਨਾਲ ਏਕਮ ਤੋਂ ਲੈ ਕੇ ਅਮਾਵਸ ਤੱਕ ਪੰਦਰਾਂ ਰਾਤਾਂ ਦੇ ਆਧਾਰ ਤੇ ਇਸ ਨੂੰ ਪੰਦਰਾਂ ਛੰਦਾਂ ਜਾਂ ਪਦਾਂ ਵਿੱਚ ਲਿਖਿਆ ਜਾਂਦਾ ਹੈ। ਗੁਰੂ ਸਾਹਿਬਾਨ ਨੇ ਲੋਕਾਂ ਨੂੰ ਵਹਿਮ ਭਰਮਾਂ ਦੀ ਨਿਰਮੂਲਤਾ ਵਿੱਚੋਂ ਕੱਢਣ ਲਈ ਥਿਤੀ ਦੀ ਰਚਨਾ ਕੀਤੀ ਹੈ। ਗੁਰੂ ਗ੍ਰੰਥ ਸਾਹਿਬ ਵਿੱਚ ਗੁਰੂ ਨਾਨਕ ਦੇਵ ਜੀ ਅਤੇ ਭਗਤ ਕਬੀਰ ਜੀ ਦੀ ਇੱਕ ਇੱਕ ਥਿਤੀ ਰਚਨਾ ਮੌਜੂਦ ਹੈ। ਗੁਰੂ ਨਾਨਕ ਦੇਵ ਜੀ ਦੀ ਭਾਗ ਬਿਲਾਵਲੀ ਦੀ ਇਸ ਰਚਨਾ ਵਿੱਚ ਪ੍ਰਮਾਤਮਾ ਦੇ ਨਿਰਾਕਾਰ ਸਰੂਪ ਅਤੇ ਸ਼ਿਸ਼ਟੀ ਦੀ ਰਚਨਾ ਕਰਨ ਦਾ ਵਰਣਨ ਹੈ। ਇਸ ਵਿੱਚ ਉਨ੍ਹਾਂ ਨੇ ਦ੍ਰਿੜ ਕਰਵਾਇਆ ਹੈ ਕਿ ਪ੍ਰਮਾਤਮਾ ਘਟਿ ਅੰਦਰ ਸਮਾਇਆ ਹੋਇਆ ਹੈ ਅਤੇ ਜੀਵ ਨੂੰ ਉਸਦਾ ਗਿਆਨ ਪ੍ਰਾਪਤ ਕਰਨਾ ਚਾਹੀਦਾ ਹੈ।

“ਅਵਲ ਅੱਲਾਹ ਨੂਰ ਉਪਾਇਆ

ਕੁਦਰਤਿ ਦੇ ਸਭ ਬੰਦੇ ॥

ਏਕ ਨੂਰ ਤੇ ਸਭ ਜਗਿ ਉਪਜਿਆ

ਕਉਣ ਭਲੇ ਕਉ ਮੰਦੇ ॥”<sup>6</sup>

ਭਗਤ ਕਬੀਰ ਜੀ ਹਿੰਦੂ ਧਰਮ ਜਾਂ ਮੁਸਲਮਾਨ ਧਰਮ ਵਿੱਚੋਂ ਕਿਸੇ ਇੱਕ ਵੀ ਧਰਮ ਦੇ ਪੱਖ ਵਿੱਚ ਨਹੀਂ ਸਨ। ਉਹ ਸਭ ਨੂੰ ਬਰਾਬਰ ਸਤਿਕਾਰ ਦਿੰਦੇ ਸਨ।

ਵਾਰ ਸਤ (ਸਤਵਾਰਾ) ਇਸ ਕਾਵਿ ਰੂਪ ਵਿੱਚ ਹਫ਼ਤੇ ਦੇ ਸੱਤ ਦਿਨਾਂ ਦੇ ਨਾਂਵਾਂ ਦੇ ਆਧਾਰ ਤੇ ਵਿਚਾਰ ਵਿਸ਼ਵਾਸ ਤੇ ਭਾਵਨਾਵਾਂ ਨੂੰ ਪ੍ਰਗਟਾਇਆ ਜਾਂਦਾ ਹੈ। ਇਸ ਨੂੰ ਲੋਕ ਗੀਤਾਂ ਵਿੱਚ ਸਤਵਾਰਾ ਕਿਹਾ ਜਾਂਦਾ ਹੈ। ਬਿਲਾਵਲ ਰਾਗ ਵਿੱਚ ਗੁਰੂ ਅਮਰਦਾਸ ਜੀ ਦੀ ਇਹ ਬਾਣੀ ਹੈ। ਜਿਸ ਵਿੱਚ ਉਨ੍ਹਾਂ ਨੇ ਐਤਵਾਰ ਤੋਂ ਸ਼ਨੀਵਾਰ ਤੱਕ 10 ਛੰਦਾਂ ਵਿੱਚ ਇਸ ਦੀ ਰਚਨਾ ਕੀਤੀ ਹੈ। ਇਸ ਵਿੱਚ ਹਰ ਦਿਨ ਨੂੰ ਕਿਸੇ ਵਿਸ਼ੇਸ਼ ਕਰਮ ਨਾਲ ਜੋੜ ਕੇ ਦੇਖਿਆ ਗਿਆ ਹੈ। ਇਸ ਵਿੱਚ ਗੁਰੂ ਸਾਹਿਬ ਨੇ ਇਹ ਦੱਸਿਆ ਹੈ ਕਿ ਦਿਨ ਵਾਰ ਤੇ ਥਿਤਾਂ ਸਭ ਪ੍ਰਮਾਤਮਾ ਦੇ ਬਣਾਏ ਹੋਏ ਹਨ ਜੋ ਵਾਰੀ ਵਾਰੀ ਆਉਂਦੇ ਹਨ, ਜਿਨ੍ਹਾਂ ਨਾਲ ਮਘਦਾ ਜਾਂ ਚੰਗਾ ਜੋੜਨਾ ਨਿਰਮੂਲ ਹੈ। ਉਨ੍ਹਾਂ ਨੇ ਇਸ ਰਚਨਾ ਵਿੱਚ ਸ਼ਿਸ਼ਟੀ ਜੀਵ ਤੇ ਗਿਆਨ ਮਾਰਗ ਦੇ ਨੁਕਤੇ ਤੋਂ ਸਪੱਸ਼ਟ ਕੀਤੇ ਹਨ। ਸਾਰੇ ਵਾਰ ਪਵਿੱਤਰ ਹਨ, ਪਰ ਧਾਰਮਿਕ ਪਾਖੰਡੀਆਂ ਨੇ ਲੋਕਾਂ ਨੂੰ ਗੁੰਮਰਾਹ ਕਰਨ ਲਈ ਕਈ ਵਿਸ਼ਵਾਸ ਤੇ ਭਰਮਜਾਲ ਬਣਾ ਦਿੱਤੇ ਹਨ। ਥਿਤੀ ਵਾਰ ਨੇਵਹਿ ਆਦਿ ਗੁਰਬਾਣੀ ਤੱਕ ਇਸੇ ਵਿਚਾਰ ਨੂੰ ਪ੍ਰਗਟ ਕਰਦੀ ਹੈ।

#### 6. ਪਹਿਰੇ :

ਪਹਿਰੇ, ਵਣਜਾਰੇ, ਕਰਹਲੇ, ਕਾਫੀਆਂ, ਘੋੜੀਆਂ, ਸੋਹਲੇ ਆਪਦ ਸ਼ਬਦਾਂ ਅਤੇ ਸਲੋਕਾਂ ਵਜੋਂ ਜਾਣੇ ਜਾਂਦੇ ਇਹ ਲੋਕ ਕਾਵਿ ਰੂਪ ਵਿੱਚ ਢਾਲ ਕੇ ਪੇਸ਼ ਕੀਤਾ ਗਿਆ ਹੈ। ਅਸੀਂ ਦੇਖਦੇ ਹਾਂ ਕਿ ਗੁਰੂ ਰਾਮਦਾਸ ਜੀ ਦੀ ਰਚਨਾ ਸ਼ੈਲੀ ਗੁਰੂ ਅਮਰਦਾਸ ਤੋਂ ਪ੍ਰਭਾਵਿਤ ਹੈ। ਉਹਨਾਂ ਦੀ ਇਸੇ ਰਚਨਾ ਸ਼ੈਲੀ ਨੂੰ ਪਛਾਣਦਿਆਂ ਡਾ. ਭਾਈ ਜੋਧ ਸਿੰਘ ਜੀ ਲਿਖਦੇ ਹਨ:

“ਗੁਰੂ ਅਮਰਦਾਸ ਆਪਣੀ ਕਵਿਤਾ ਦੇ ਤੋਲ ਵਾਲ ਦੀ ਬੜੀ ਖੁੱਲ ਲੈਂਦੇ ਹਨ। ਉਹਨਾਂ ਦੀ ਵਿਚਲੀ ਲੈਅ ਕਰਕੇ ਰਸ ਦਿੰਦੀ ਹੈ ਅਤੇ ਰੂਹ ਨੂੰ ਆਪਣੇ ਪਿੱਛੇ ਰਚਾ ਲੈ ਜਾਂਦੀ ਹੈ।”<sup>7</sup>

ਰਾਤ ਦੇ ਚਾਰ ਪਹਿਰ ਹੁੰਦੇ ਹਨ। ਇਸ ਕਾਵਿ ਰੂਪ ਵਿੱਚ ਮਨੁੱਖੀ ਜੀਵਨ, ਬਚਪਨ, ਢਲਦੀ ਉਮਰ ਅਤੇ ਬੁਢਾਪੇ ਦੇ ਚਾਰ ਪਹਿਰਾਂ ਵਿੱਚ ਵੰਡ ਕੇ ਅਧਿਆਤਮਕ ਵਿਚਾਰਾਂ ਨੂੰ ਪੇਸ਼ ਕੀਤਾ ਗਿਆ ਹੈ। ਇਸ ਦੀ ਵਰਤੋਂ ਗੁਰੂ ਨਾਨਕ

ਦੇਵ ਜੀ , ਗੁਰੂ ਰਾਮਦਾਸ ਜੀ ਅਤੇ ਗੁਰੂ ਅਰਜਨ ਦੇਵ ਜੀ ਨੇ ਕੀਤੀ ਹੈ। ਇਹ ਮਨੁੱਖੀ ਜੀਵਨ ਦੀ ਹਨੇਰੀ ਰਾਤ ਦੇ ਪਹਿਰਾਂ ਵਾਂਗ ਹੈ। ਮਨੁੱਖ ਅਗਿਆਨਤਾ ਦੇ ਹਨੇਰੇ ਵਿੱਚ ਭਟਕਦਾ ਹੋਇਆ ਆਪਣਾ ਜੀਵਨ ਵਿਅਰਥ ਗੁਆ ਲੈਂਦਾ ਹੈ। ਇਸੇ ਲਈ ਮਨੁੱਖ ਨੂੰ ਵੱਖ ਵੱਖ ਪਹਿਰਾਂ ਵਿੱਚ ਪ੍ਰਮਾਤਮਾ ਦੇ ਨਾਲ ਨਾਲ ਜੁੜਨ ਤੇ ਆਤਮਿਕ ਆਨੰਦ ਪ੍ਰਾਪਤ ਕਰਨ ਦੀ ਪ੍ਰੇਰਨਾ ਦਿੱਤੀ ਹੈ।

#### 7. ਘੋੜੀ :-

ਗੁਰੂ ਰਾਮਦਾਸ ਜੀ ਨੇ ਘੋੜੀ ਲੋਕ ਕਾਵਿ ਰੂਪ ਰਸਮ ਦਾ ਰੂਪਾਂਤਰਣ ਕਰਕੇ ਵਡਹੰਸ ਰਾਗ ਵਿੱਚ ਦੋ ਘੋੜੀਆਂ ਰਚੀਆਂ ਹਨ, ਜਿਨ੍ਹਾਂ ਵਿੱਚ ਲੋਕ ਪਰਲੋਕ ਦੇ ਸੁੱਖਾਂ ਨੂੰ ਪ੍ਰਾਪਤ ਕਰਨ ਦਾ ਉਪਦੇਸ਼ ਦਿੱਤਾ ਗਿਆ ਹੈ। ਇਨ੍ਹਾਂ ਵਿੱਚ ਦੋਹ ਰੂਪੀ ਲਾੜੀ ਨੂੰ ਘੋੜੀ ਦੇ ਪ੍ਰਤੀਕ ਰਾਂਹੀ ਰੂਪਮਾਨ ਕੀਤਾ ਗਿਆ ਹੈ। ਦੋਹ ਰੂਪੀ ਘੋੜੀ ਉੱਤੇ ਚੜ੍ਹ ਕੇ ਸਾਧ ਸੰਗਤ ਦੀ ਜੰਝ ਲੈ ਕੇ ਸੰਸਾਰ ਦਾ ਕਠਿਨ ਮਾਰਗ ਕੱਟ ਕੇ ਜੀਵ ਆਤਮਾ ਦਾ ਪ੍ਰਮਾਤਮਾ ਦਾ ਨਾਲ ਮਿਲਾਪ ਹੁੰਦਾ ਹੈ, ਇਸ ਦੀ ਵਰਤੋਂ ਗੁਰੂ ਰਾਮਦਾਸ ਜੀ ਨੇ ਹੀ ਕੀਤੀ ਹੈ।

“ਹਰਿ ਹਰਿ ਕਾਜੁ ਰਚਾਇਆ ਪੂਰੇ ਮਿਲਿ ਸੰਤ ਜਨਾ ਜੰਝ ਆਈ,  
ਜਨ ਨਾਨਕ ਹਰਿਵਹੁ ਪਾਇਆ ਮੰਗਲੁ ਮਿਲਿ ਸੰਤ ਜਨਾ ਵਸਾਈ॥”<sup>8</sup>

#### 8. ਸੋਹਲਾ :-

ਸੋਹਲਾ ਪਦਾਂ ਦੇ ਸਮੁੱਚ ਨੂੰ ਸੋਹਲਾ ਕਿਹਾ ਜਾਂਦਾ ਹੈ। ਜਿਵੇਂ ਅੱਠ ਪਦਾਂ ਵਾਲੀ ਰਚਨਾ ਨੂੰ ਅਸ਼ਟਪਦੀ ਤੇ ਚਾਰ ਪਦਾਂ ਵਾਲੀ ਰਚਨਾ ਨੂੰ ਚਉਪਦਾ। ਇਸ ਦੀ ਵਰਤੋਂ ਗੁਰੂ ਨਾਨਕ ਦੇਵ, ਗੁਰੂ ਰਾਮਦਾਸ ਜੀ , ਗੁਰੂ ਅਰਜਨ ਦੇਵ ਜੀ ਨੇ ਮਾਰੂ ਰਾਗ ਵਿੱਚ ਕੀਤੀ ਹੈ। ਗੁਰੂ ਰਾਮਦਾਸ ਜੀ ਨੇ ਇਸ ਰਾਹੀਂ ਮਾਰੂ ਰਾਗ ਤ੍ਰਿਸ਼ਨਾ ਦੀ ਅੱਗ ਵਿੱਚ ਸੜ ਰਹੇ ਸੰਸਾਰਿਕ ਜੀਵਾਂ ਨੂੰ ਮੁਕਤੀ ਦਾ ਪੈਗਾਮ ਦਿੱਤਾ ਹੈ। ਮੋਹ ਮਾਇਆ ਨੂੰ ਤਿਆਗ ਕੇ ਗੁਰੂ ਦੀ ਮਹਿਮਾਂ ਨੂੰ ਦਰਸਾਇਆ ਹੈ। ਇਸ ਵਿੱਚ ਪਾਖੰਡ ਦਾ ਵਿਰੋਧ ਕਰਕੇ ਗੁਰਮੁੱਖ ਤੇ ਮਨਮੁੱਖ ਦੀ ਵੱਖਰੀ ਵੱਖਰੀ ਮਾਨਸਿਕਤਾ ਦਾ ਵਰਣਨ ਕੀਤਾ ਹੈ। ਗੁਰੂ ਅਰਜਨ ਦੇਵ ਜੀ ਨੇ ਧਨ ਤੇ ਧਿਰ ਨੂੰ ਪਿਰ ਪ੍ਰਤੀਕ ਬਣਾ ਕੇ ਸਰੀਰ ਅਤੇ ਮਨ ਦੀ ਵਾਰਤਾਲਾਪ ਰਾਹੀਂ ਅਧਿਆਤਮਕ ਗਿਆਨ ਪੇਸ਼ ਕੀਤਾ ਹੈ।

#### 9. ਅਲਾਹੁਣੀ :-

ਅਲਾਹੁਣੀਆਂ ਗੁਰੂ ਨਾਨਕ ਦੇਵ ਜੀ ਦੀ ਪ੍ਰਸਿੱਧ ਰਚਨਾ ਹੈ। ਇਸ ਰਚਨਾ ਦਾ ਪ੍ਰੇਰਨਾ ਸਰੋਤ ਲੋਕ ਸਾਹਿਤ ਰੂਪ ਵਿੱਚ ਅਲਾਹੁਣੀਆਂ ਹਨ। ਅਲਾਹੁਣੀਆਂ ਉਹ ਲੋਕ ਗੀਤ ਹੈ ਜੋ ਇਸਤਰੀਆਂ ਵੱਲੋਂ ਮਰ ਚੁੱਕੇ ਪ੍ਰਾਣੀ ਦੀ ਮੌਤ ਮੌਕੇ ਉਸ ਦੀ ਪ੍ਰਸੰਸਾ ਵਿੱਚ ਗਾਇਆ ਜਾਂਦਾ ਹੈ, ਪਰ ਇਸ ਬਾਣੀ ਵਿੱਚ ਗੁਰੂ ਨਾਨਕ ਦੇਵ ਜੀ ਨੇ ਮਰ ਚੁੱਕੇ ਪ੍ਰਾਣੀ ਦੀ ਥਾਂ ਪ੍ਰਮਾਤਮਾ ਦੀ ਸਲਾਹੁਤਾ ਕੀਤੀ ਹੈ :

“ਆਵਹੁ ਮਿਲਹੁ ਸਹੇਲਿਓ

ਸਿਮਰਨੁ ਸਿਰਜਨਹਾਰੋ ॥

ਗਾਵਹੁ ਗੀਤੁ ਨਾ ਬਿਰਹਤਾ

ਨਾਨਕ ਬ੍ਰਹਮ ਬੀਚਾਰੋ॥”<sup>9</sup>

ਗੁਰੂ ਨਾਨਕ ਦੇਵ ਜੀ ਅਤੇ ਗੁਰੂ ਅਮਰਦਾਸ ਜੀ ਨੇ ਵਡਹੰਸ ਰਾਗ ਵਿੱਚ ਇਸ ਦੀ ਵਰਤੋਂ ਕੀਤੀ ਹੈ। ਉਨ੍ਹਾਂ ਨੇ ਮਨੁੱਖ ਨੂੰ ਨਾਸ਼ਮਾਨਤਾ ਦਾ ਅਰਥ ਸਮਝਾ ਕੇ ਪ੍ਰਭੂ ਦੀ ਭਗਤੀ ਵੱਲ ਜੁੜਨ ਤੇ ਭਾਵਾਂ ਮੰਨਣ ਲਈ ਪ੍ਰੇਰਿਆ ਹੈ। ਸਮੁੱਚੇ ਰੂਪ ਵਿੱਚ ਕਿਹਾ ਜਾ ਸਕਦਾ ਹੈ ਕਿ ਗੁਰੂ ਸਹਿਬਾਨ ਨੇ ਕਾਵਿ ਰੂਪ ਵਿੱਚ ਲੋਕ ਕਾਵਿ ਰੂਪ ਦੀ ਵਰਤੋਂ ਵਧੇਰੇ ਕੀਤੀ ਹੈ, ਛੰਦ , ਘੋੜੀ , ਅਲਾਹੁਣੀ , ਪਹਿਰੇ, ਸੋਹਿਲਾ , ਰੁੱਤੀ , ਥਿਤੀ , ਬਾਰਾਮਾਹ । ਇਸਦਾ ਸਪਸ਼ਟ ਕਾਰਣ ਉਨ੍ਹਾਂ ਦੀ ਰਚਨਾ ਦੀ ਸੰਚਾਰਮੁਖੀ ਬਿਰਤੀ ਦਾ ਹੈ। ਉਨ੍ਹਾਂ ਦੀ ਬਾਣੀ ਦਾ ਕੇਂਦਰੀ ਪੱਖ ਲੋਕ ਸੰਚਾਰ , ਲੋਕ ਸੰਬੋਧਨ , ਲੋਕ ਮੰਗਲ ਅਤੇ ਲੋਕ ਉਪਦੇਸ਼ ਦਾ ਹੈ। ਲੋਕ ਸੰਬੋਧਨ ਲਈ ਉਨ੍ਹਾਂ ਦੇ ਕਾਵਿ ਰੂਪਾਂ ਦੀ ਵਰਤੋਂ ਨੂੰ ਉਚਿੱਤ ਸਮਝਾਇਆ ਹੈ ਪਰ ਕਾਵਿ ਰੂਪ ਦੀ ਪ੍ਰਕ੍ਰਿਤੀ ਦੇ ਖੇਤਰ ਵਿੱਚ ਉਨ੍ਹਾਂ ਨੇ ਇੱਕ ਵੱਡਾ ਪਰਿਵਰਤਨ ਲਿਆਂਦਾ ਹੈ। ਜਿਸ ਨੂੰ ਰੂਪਾਂਤਰਨ ਦਾ ਨਾਂ ਦਿੱਤਾ ਜਾ ਸਕਦਾ ਹੈ। ਇਸ ਤਰ੍ਹਾਂ ਸਾਰੇ ਕਾਵਿ ਰੂਪ ਗੁਰੂ ਸਾਹਿਬ ਦੀ ਛੋਹ ਨਾਲ ਸਿਰਮੌਰ ਕਲਾਤਮਕ ਸਥਾਨ ਪ੍ਰਾਪਤ ਕਰ ਗਏ ਹਨ ।

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## **“Teachers’ Perception towards Mobile Wallet Payment System and A Comparative Study of Leading Mobile Wallet Service Providers”**

**Radhakrishna Nayak\***

### **Abstract**

India's drive to become a less-cash economy will help the mobile wallet industry grow to \$4.4 billion by 2022. The projection of a compound annual rate (CAGR) of 148 per cent over five years comes despite several industry watchers writing off the digital wallet model. The RBI bulletin shows steep rise in usage of mobile wallet payment especially after demonetization. The government of India has mooted a 6-point formula to boost digital payment system as a part of ongoing 'Digital India Campaign'. According to Ministry of Commerce and Information Technology, digital transactions in India have seen big growth in volume from about 10,000 million transactions in 2016-17 to 20,450 million in 2017-18. There is great scope for mobile wallet industry in India and considered as world's fastest-growing mobile payment market followed by China, having 75.5 per cent surge in mobile wallet users from 32 million in 2016 to 56.2 million in 2017. This number is expected to grow to 77.8 million, nearly 30 per cent of India's total number of Smartphone users in the year 2018. In this research article authors tried to evaluate college lecturers' perception and behavior towards adoption of mobile wallets in their day-to-day payments. A sample of 50 lectures selected randomly through convenience sampling and surveyed by distributing structured questionnaires. To understand the dominance in Indian mobile wallet industry, major 10 service providers considered on the basis of market coverage for comparative study. Final interpretations drawn by applying different statistical techniques like chart, table, ANOVA analysis, chi-square test, t-test and trend analysis. Final interpretations would be used by wallet service provider for better understanding of Indian digital market to extend their business.

**Keywords: Cashless Economy, Demonetization, Lecturer Perception, Mobile Wallet, Service Providers.**

### **1.0 Introduction**

In today's world mobile play an important part of everyday life. Because of technology, mobile user can nowadays use their mobile to make money transaction or payment by using different application installed in their mobile such as paytm, phone pay etc., Beside payment we can also store receipt, coupons, and cards, bills in the mobile, when mobile performs the basic functions of a leather wallets, in digital world such wallets would be called as "Mobile wallet or digital wallets". Thus the Digital wallet refers to an electronic device or online service that allows an individual to make electronic transaction. The digital payment service works as cashless payment service where people do not have to pay cash or swipe their debit card and credit card at offline merchant.

There are different types of mobile wallet in India:

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- a. **Closed wallet:** E-wallet which is designed for making full or part payment for the services directly provided by the wallet issuer. A closed wallet cannot be used for making payments to any third party service providers or money transfer. Some of the examples for closed wallets are amazon wallet, ola money etc.
- b. **Semi closed wallet:** Even in case of semi-closed wallet also, money cannot be withdrawn. Semi closed wallet are used to purchase the goods and services. Issuer and merchant have a specific contract between them. Major semi closed wallets dominating in the markets are Paytm, Mobilewiki etc.
- c. **Open wallet:** Unique nature of these kinds of wallet includes money withdrawal facility at ATM centers. Open wallets also performs basic utilities such as shopping, bill payment, fund transfer, reservation facility etc. Most frequently used open wallets in India are Visa and Master cards.

Developing countries like India, more than 60% is covered with rural area where people believe strongly traditional touch and feel method of purchasing. Recent survey showed that India is one of the destinations where trend of cashless economy concept started to adopt from government level. This leads for great opportunities both for the mobile wallet service providers and users. Attitude of Indians also changed towards using mobile wallet, which got supported with an increased number of Android cell phone users. New era in Indian digital world started after central governments scheme of demonetization. According to study of GOOGLE-BCG report estimated that India's digital payment industry would grow to us \$500billion by 2020, which will contribute 15% of country's GDP. Therefore India represents a largest market opportunity for digital payment.

Here are some of the mobile wallets companies in India which is often used by people for their transaction.

- a. **Paytm:** Paytm is one of the largest mobile commerce platforms in India, offering its customers a digital wallet to store money and make quick payments which was launched in 2010, Paytm works on a semi-closed model and has a mobile market, where customer can load money and make payment to merchants who have operational tie-ups with a company. Number of installation is 1000,000+ according to a recent study of 2017. One can easily call them the "Whatsapp" of the digital wallet space.
- b. **Phonepe:** Phone-pe started as UPI payment app and later was acquired by Flip kart to be launched as digital wallet for e-commerce giant. It definitely has a lot of smart people behind the app as a first time users will find the app is really easy to use
- c. **Mobikwik:** Mobikwik is an independent mobile payment network that that supposedly connects 25 million users 50,000 retailers and more. The mobile wallet lets its users and money using debit ,credit cards ,net banking and even doorsteps cash collection service ,which can in turn be used to recharge, pay utilize bills and shop at market places.

According to survey about digital payments and mobile wallets in India ,indicates the growing need for secure ,faster and efficient payment methods for online market place, Thus, the day is not far where you will walk around without physical wallet and pay your retailers shop through online.

### **1.1 Review of Literature**

**Baraga & Masson (2017):** Research survey on the topic "Payment Model Influencing Consumer Purchase Mode", reveals that Digital wallet payment brings extra convenience such as flexibility, saves time, ease to use, security convenient and also information can be

stored under one roof and also shoppers are highly influenced by the attractive discounts for payment through digital.

**Samsher Singh (2017):** Empirical study on the topic "The study of consumer perception of digital payment mode", which was published in Journal of Internet Banking and commerce in the year 2017, identified many issues towards consumers perception towards use and convince of digital payment mode. Major finding are, 1. The card transaction after demonetization saw a huge growth in India. 2. The percentage of cash transaction has been a rapid decline due to increase in adoption of non cash instrument such has PAYTM, payment cards, electronic transfer etc., 3. There're huge opportunities to Indian digital payment industry and therefore, service provider can explore this opportunity through introducing innovative market attraction strategies to dominate the industry.

**DezonShira& Associates (2017):** Investigation under the title "Growth of Digital payment system in India", tried to identify issues related for revolutionary growth of Indian digital payment system. Major findings revealed that, 1. Along with innovative ideologies of private players such as paytm, paypal, google pay, even Indian government also started to take initiatives to promote concept of Digital India by introducing BHIM app., Adhar etc., which will be very favorable for Indian digital payment industry. 2. This study shows the new apps to ease the transfer of funds, especially in rural communities. 3. Digital payment industry is fast highly attractive destination for foreign investors keen to establish in India. 4. This study estimated that India's digital payment industry would grow to \$500 billion by 2020, So that it contributes to 15% of GDP.

**David Lillierond and Fabinsundelin (2017):** The research titled "Factors to consider when adapting to mobile payment" show a various factors which contribute while adopting a mobile payment includes, 1. It is important that mobile service should be fast; many consumers cancelled their purchase for the reason that the payment process was not fast enough and because of lengthy registration process. 2. Another important factor which contributes for success of mobile payment is, it should be easy to use. 3. Time and efforts required for learning using mobile payment also considerable factor for success of mobile wallet.

**Dr.s.Manikandam, J.Maryjayakandi (2016):** Research paper on, "An empirical study on consumer adoption of mobile wallet with special reference to Chennai", provided empirical evidence with notable justifications. Mobile wallet will alter other modes of online payment systems in future. Factor like loyalty, convince of shopping plays an important role in adoption of mobile wallet in fast developing countries like India. **S.Wycech (2015):** The study "An investigation of attitude concerning mobile payment", concluded major findings which helped us to draw the research gap. Investigation identified 2 types of digital payment modes i.e., mobile wallet & NFS. NFS is a mode of payment which is done through wireless communication limited to just to 10 cm; but this mode is rarely used. Further, investigator highlights adoption issue by stating difficulties of adopting a perfect mobile payment service that will suit both the user and merchant. While identifying major factors which concerns for preventing users from adopting mobile wallet is security issue and other related threats. Finally in this study also authors identified a great future for Indian mobile wallet payment system showing empirical evidence of gaining rapid popularity of adoption ratio.

**1.2 Research Gap:** There are well defined studies found both in India and outside the country, which tried to focus on the issues related for mobile wallet payment system

and main concerns in its adoption. Separate studies found both in the users and services providers angles, but found no studies which includes following three issues together.

- a. Teachers' perception towards usage and adoption of mobile wallet payment system in Dhakshina Kannada District.
- b. Comparison of leading mobile wallet service provider with empirical evidence.
- c. Individual evaluation of top mobile wallet service provider along with finding possible best strategies to dominate the industry.

## **2.1 Objectives**

1. To study the present status of mobile wallet adoption by teachers of Dhakshina Kannada District.
2. To critically analyze the perception and attitudes of teachers towards mobile wallet.
3. To compare performance of top digital wallet service providers in Indian market.
4. To critically evaluate each individual top mobile wallet service providers.
5. To suggest for formulating effective strategies for both customers and service providers of mobile wallet.

## **2.2 Hypothesis**

### **Hypothesis 1:**

$H_0$  = Teachers' stream of post-graduation is independent of number of mobile wallets held by them.

### **Hypothesis 2:**

$H_0$  = Teachers' income level is independent of average balance kept in mobile wallet.

### **Hypothesis 3:**

$H_0$  = There is no significance difference in popularity and usage of different mobile wallet platforms.

### **Hypothesis 4:**

$H_0$  = There is no significance difference in teachers opinion regarding security issue.

### **Hypothesis 5:**

$H_{11}$  = There is no significance difference in opinion of elimination of carrying paper currency by teachers.

$H_2$  = All teachers very likely to refer mobile wallet to family and friends.

**2.3 Limitations:** The research has been conducted on the basis of primary as well secondary data. Primary data is collected by distributing well structured questionnaire to the teachers of different colleges in Dhakshina Kannada District. This research is restricted only 50 respondents, lack of large sample advantages would be found. This study covers only teachers' attitude towards adoption of mobile wallet in Dhakshina Kannada District, which reduced scope of the paper. While evaluating top players in Indian mobile wallet industry, well known and popular service providers only considered.

**3.0 Methodology:** Empirical research on teachers' perception towards adoption of mobile wallet is backed with both primary and secondary data.

**3.1 Sources of Data:** Empirical research on teachers' perception towards adoption of mobile wallet is backed with both primary and secondary data.

- a. **Primary Data:** To know the teachers perception and attitude towards adoption of mobile wallet for day to day's financial transactions, a group of 50 teachers randomly selected from different colleges of Dhakshina Kannada district. A set of well defined questionnaires distributed to collect the respondents reaction.

**b. Secondary Data:** To evaluate and compare the major players in Indian mobile wallet industry, data have been collected from deferent websites, news papers, journals and books. Conceptual framework related for Indian mobile wallet segment is done through secondary sources of information.

**3.2 Tools of Analysis:** Review of literature helped to identify research gap, which is represented as hypothesis to provide empirical evidence. Hypothesis in this study evaluated through different statistical tools like tables, charts, chi-square test, ANOVA one-way and two-way. Final interpretation drawn by evaluating respondents' reactions after using mentioned critical statistical tools.

**3.3 Scope of Study:** This research covers perception and adoption status towards mobile wallet usage among teachers' of Dhakshina Kannada district. For the better evaluation and comparison, top 10 mobile wallet service providers from Indian industry used on the basis of market shares.

**3.4 Social Relevance:** Teachers are an extremely important facet of any society for a number of reasons and their role in society is both significant and valuable. Teachers are the people who educate the youth of society and considered as pillars of any nation. It is well known fact that their knowledge will be multiplied among the society with in the short period of time. Teachers' awareness and adoption status of digital wallet system is important issue to decide the route towards which an industry is climbing. Creating awareness related to top mobile wallet operators and its status of working considered as focal issue to be discussed.

**4.0 Data Interpretation**

**4.01. Table showing stream of education and nature of profession**

|                 | Government |    | Private |    | Total     |            |
|-----------------|------------|----|---------|----|-----------|------------|
|                 | No.        | %  | No.     | %  | No.       | %          |
| <b>Commerce</b> | 12         | 24 | 18      | 36 | <b>30</b> | <b>60</b>  |
| <b>Arts</b>     | 03         | 06 | 05      | 10 | <b>08</b> | <b>16</b>  |
| <b>Science</b>  | 04         | 08 | 08      | 16 | <b>12</b> | <b>24</b>  |
| <b>Total</b>    | 19         | 38 | 31      | 62 | <b>50</b> | <b>100</b> |

Source: Primary data

Table 4.01 shows respondents classification on the basis of their stream of education and nature of profession. Maximum of total respondents i.e., 60% are from commerce background, whereas 24% from science and 16% is from arts background. 68 % of the respondents are having their job with private organization, whereas 38% of respondents are government employees.

**4.02. Table showing average annual income**

|                  | Number of respondent | Percentage |
|------------------|----------------------|------------|
| Less than 150000 | 00                   | 00         |
| 150000-250000    | 30                   | 60         |
| Above 250000     | 20                   | 40         |
| Total            | 50                   | 100        |

Source: Primary data

Table 4.02 shows classification of respondents into different groups based on average annual income. Research yields that 60% of the teachers having average income level

between Rs.1,50,000 to Rs.2,50,000. Nearly 40% of teachers earns above Rs.2,50,000 and no respondents found in the group of lesser than Rs.1,50,000 average annual income.

**4.03 Table showing number of bank account by respondent**

|               | Number of respondent | percentage |
|---------------|----------------------|------------|
| one           | 07                   | 14         |
| two           | 18                   | 36         |
| Three or more | 25                   | 50         |
| Total         | 50                   | 100        |

Source: Primary data

Table 4.03 shows a classification of respondents on the basis of number of bank account held by them. This table shows that nearly 50% of respondents' hold 3 or more than 3 bank accounts. 36% teachers hold 2 bank accounts and 16% hold only one active bank account.

**4.04. Table showing the managing bank transaction**

|                            | Number of respondent | percentage |
|----------------------------|----------------------|------------|
| Visiting bank branch       | 05                   | 10         |
| Net banking/mobile banking | 20                   | 40         |
| Through mobile wallets     | 25                   | 50         |
| Total                      | 50                   | 100        |

Source: Primary data

Table 4.04 represents a classification of teachers on basis of how they manage their banking transactions. It was found that 50% of teachers use e-wallet for managing financial transactions, 40% teachers uses either net banking or mobile banking and only 10% will feel very comfortable to visit each time bank branch for their banking transactions.

**4.05 Table showing device used for operating mobile wallet**

|              | Number of Respondent | Percentage |
|--------------|----------------------|------------|
| Smartphone's | 40                   | 80         |
| Tablets      | 08                   | 16         |
| Computer     | 02                   | 04         |
| Total        | 50                   | 100        |

Source: Primary data

In above table information on device which is used by respondents for operating mobile wallet is given. 80% respondents use their smart phones, 16% of respondents use tablets but just 4% teachers use either laptop or desktops.

**4.06. Table showing source of information about mobile wallet**

|                      | Number of respondent | percentage |
|----------------------|----------------------|------------|
| Friends              | 20                   | 40         |
| Social media         | 20                   | 40         |
| Magazines/television | 10                   | 20         |
| Total                | 50                   | 100        |

Source: Primary data

Table 4.06, represents classification of respondents on the basis of source of information about mobile wallet, we can observe that friends and social media are main source of information for the teachers to use e-wallet, it covers 40% each respectively. 20% respondents initially came to know about mobile wallet through magazines or television.



**4.07 Table showing factors which contribute for convenience of using mobile wallet**

|                          | Number of respondent | Percentage |
|--------------------------|----------------------|------------|
| Only easy to operate     | 03                   | 06         |
| Only time saving         | 02                   | 04         |
| Only Safety and security | 01                   | 02         |
| Only Immediate payment   | 01                   | 02         |
| All the Above            | 42                   | 88         |
|                          | 50                   | 100        |

Source: Primary data

Table 4.07 represents classification of respondents on the basis of convenience of using mobile wallet. Table depicted that 88% like to use mobile wallet for all the favorable factor such as easy to operate, time savings, safety & security and immediate payment. Negligible % of respondents found liking to use mobile wallet for any individual reason.

**4.08 Table showing average balance maintained in mobile wallets**

|                | Number of respondent | Percentage |
|----------------|----------------------|------------|
| Less than 500  | 10                   | 20         |
| 500-1000       | 18                   | 36         |
| More than 1000 | 22                   | 44         |
| total          | 50                   | 100        |

Source: Primary data

Table 4.08 represents average balance maintained by teachers in mobile wallet. 45% teachers keep more than Rs.1000 cash in their mobile wallet, 36% respondents balance between Rs.500 to Rs.10000 and only 20% people maintain lesser than Rs.500.

**4.09. Table showing purpose of using mobile wallet:**

|                       | Number of respondent | Percentage |
|-----------------------|----------------------|------------|
| Money transfer        | 03                   | 06         |
| Recharge/bill payment | 15                   | 30         |
| shopping              | 02                   | 04         |
| All the above         | 30                   | 60         |
|                       | 50                   | 100        |

Source: Primary data

Table No.4.09 shows different purpose for which teachers use their e-wallet service. 60% respondents use e-wallet for all kinds of financial transactions such as money transfer, recharge or bill payment, shopping etc. 30% respondents use mobile wallets just for recharge or bill payment only.

**4.10 Table showing possibility of success in elimination of paper currency**

|                 | Number of respondent | Percentage |
|-----------------|----------------------|------------|
| More than 60%   | 20                   | 40         |
| 30% -60%        | 25                   | 50         |
| Lesser than 30% | 03                   | 6          |
| Not possible    | 02                   | 4          |
|                 | 50                   | 100        |

Source: Primary data

Table number 4.10 shows respondents opinion for success of eliminating paper currency through usage of mobile wallet. Half of the respondents strongly believe that eliminating paper currency is possible to the extent 30% to 60%. While 40% believe that elimination of paper currency can be achieved more than 60%.

**4.11 Table showing issue related to security in using mobile wallets**

|                | Number of respondent | Percentage |
|----------------|----------------------|------------|
| Strongly Agree | 02                   | 04         |
| Agree          | 33                   | 66         |
| Neutral        | 15                   | 30         |
| Disagree       | 00                   | 00         |
| total          | 50                   | 100        |

Source: Primary data

Table number 4.11 shows revealed that 66% of the teachers are happy with security related issue in usage of mobile wallets, but 30% doesn't have any opinion and supported neutral.

**4.12 Table showing likeliness to refer mobile wallets to others**

|             | Number of respondent | Percentage |
|-------------|----------------------|------------|
| Very likely | 12                   | 24         |
| likely      | 38                   | 76         |
| neutral     | 00                   | 00         |
| unlikely    | 00                   | 00         |
|             | 50                   | 100        |

Source: Primary data

Table No. 4.12 shows likeliness of teachers to refer mobile wallet among their friends and family members. 76% of the teachers like to refer, whereas 24% very much likes to about reference e-wallet to others, that it shows that about 76% of teachers just likes to refer e-wallet to other, where as 25% very likely to refer.

## 5.0 Testing Hypothesis

### Hypothesis 1

**H<sub>0</sub> = Teachers' stream of post-graduation is independent of number of mobile wallets held by them. (Chi-square Test)**

**5.01 Table showing comparative data of teachers' stream of education and number of mobile wallets held**

|                           |          | Number of Mobile Wallets Held |     |               |
|---------------------------|----------|-------------------------------|-----|---------------|
|                           |          | One                           | two | Three or more |
| Stream of Post-Graduation | Commerce | 2                             | 10  | 18            |
|                           | Arts     | 1                             | 3   | 4             |
|                           | Science  | 4                             | 5   | 3             |
|                           |          |                               |     |               |

Source: Primary data

**Calculation**

**Applying chi-square test**

| Observed                       | Expected | (O-E) <sup>2</sup> | [(O-E) <sup>2</sup> /E] |
|--------------------------------|----------|--------------------|-------------------------|
| 2                              | 4.2      | 4.84               | 1.152                   |
| 10                             | 10.8     | 0.64               | 0.059                   |
| 18                             | 15       | 9                  | 0.600                   |
| 1                              | 1.12     | 0.0144             | 0.013                   |
| 3                              | 2.88     | 0.0144             | 0.005                   |
| 4                              | 4        | 0                  | 0.000                   |
| 4                              | 1.68     | 5.3824             | 3.204                   |
| 5                              | 4.32     | 0.4624             | 0.107                   |
| 3                              | 6        | 9                  | 1.500                   |
| <b>Σ [(O-E)<sup>2</sup>/E]</b> |          |                    | <b>6.640</b>            |

Source: Primary data

**Chi-square calculated value = 6.640**

V = (r-1)\*(c-1), (3-1)\*((3-1)

For V = 4, X<sup>2</sup><sub>0.05</sub> = **9.49**

**Interpretation:**

Table value for V = 4, X<sup>2</sup><sub>0.05</sub> is **9.49** calculated chi-square value is 6.640. Since calculated value is lower than expected table value, **Null hypothesis need to be accepted.** Finally it can be concluded that **“Teachers’ stream of post-graduation is independent of number of mobile wallets held by them”.**

**Hypothesis 2**

H<sub>0</sub> = Teachers’ income level is independent of average balance kept in mobile wallet. (Chi-square Test)

**5.02 Table showing comparative data of income level and average balance maintained in e-wallets**

|                      | Income Level |                |                     |                |
|----------------------|--------------|----------------|---------------------|----------------|
|                      |              | Below 1,50,000 | 1,50,000 – 2,50,000 | Above 2,50,000 |
| Average Balance Kept | Below 500    | 0              | 4                   | 6              |
|                      | 500-1000     | 0              | 12                  | 6              |
|                      | Above 1000   | 0              | 14                  | 8              |

Source: Primary data

**Calculation**

**Applying chi-square test**

| Observed                       | Expected | (O-E) <sup>2</sup> | [(O-E) <sup>2</sup> /E] |
|--------------------------------|----------|--------------------|-------------------------|
| 0                              | 0        | 0                  | 0.000                   |
| 4                              | 6        | 4                  | 0.667                   |
| 6                              | 4        | 4                  | 1.000                   |
| 0                              | 0        | 0                  | 0.000                   |
| 12                             | 10.8     | 1.44               | 0.133                   |
| 6                              | 7.2      | 1.44               | 0.200                   |
| 6                              | 0        | 36                 | 0.000                   |
| 6                              | 13.2     | 51.84              | 3.927                   |
| 8                              | 8.8      | 0.64               | 0.073                   |
| <b>Σ [(O-E)<sup>2</sup>/E]</b> |          |                    | <b>6.000</b>            |

Source: Primary data

**Chi-square calculated value = 6.000**

$V = (r-1)*(c-1), (3-1)*((3-1)$

For  $V = 4, X^2_{0.05} = 9.49$

**Interpretation:**

Table value for  $V = 4, X^2_{0.05}$  is **9.49**, calculated chi-square value is 6.00. Since calculated value is lower than expected table value, **Null hypothesis need to be accepted**. Finally it can be concluded that **“Teachers’ income level is independent of average balance kept in mobile wallet”**.

**Hypothesis 3**

$H_0 =$  There is no significance difference in average popularity and usage frequency of different mobile wallet platforms. (T-test)

**5.03 Table showing comparative data of popularity and usage of different mobile wallets among teachers**

| Mobile Wallet Platforms                | Google pay | Paytm | Phonepe | Amazon pay | BHIM | SB I | Myairtel | Free charge |
|--|------------|-------|---------|------------|------|------|----------|-------------|
| Average Popularity and Usage frequency | 60         | 65    | 34      | 15         | 12   | 2    | 3        | 2           |

Source: Primary data

**Calculation**

$$T = \frac{[(\text{Mean} - \text{Hypothetical Mean}) / S] * \sqrt{gn}}{1}$$

| X  | (X-Mean)                      | (X-Mean) <sup>2</sup> |
|--|-------------------------------|-----------------------|
| 60   | 35.88                         | 1287.02               |
| 65   | 40.88                         | 1670.77               |
| 34   | 9.88                          | 97.52                 |
| 15   | -9.13                         | 83.27                 |
| 12   | -12.13                        | 147.02                |
| 2  | -22.13                        | 489.52                |
| 3  | -21.13                        | 446.27                |
| 2  | -22.13                        | 489.52                |
| <b>193</b>   | <b>Total</b>                  | <b>4710.88</b>        |
| <b>Calculated Mean = 24.125</b>                                | <b>Hypothetical Mean = 40</b> |                       |
| <b>Standard Deviation = 25.95</b>                              |                               |                       |
| <b>T = { [(24.125 - 40)/25.95] * √8 } = 8.26</b>               |                               |                       |
| <b>V = (n-1), (7-1)= 6,. For V=6, t<sub>0.05</sub> = 1.895</b> |                               |                       |

**Interpretation**

Calculated t-test value is **8.26**, whereas table value for **V=6, t<sub>0.05</sub> is 1.895**. Since calculated value is greater than table value, it can be concluded that there is no evidence for null hypothesis and need to be rejected. Finally it can be concluded that, **“There is no significance difference in average popularity and usage frequency of different mobile wallet platforms”**.

**Hypothesis 4:**

**H<sub>0</sub> = There is no significance difference in teachers opinion regarding security issue.**

**5.04 Table showing data related for opinion regarding security issues.**

(Test for proportion of success – Large sample)

50 samples, number of secure -35, Number of unsecure-15

**Calculation**

|                                      |   |
|--------------------------------------|---|
| Standard Error = 0.065               | $[(\text{Difference}) / \text{S.E}] = [(35-25)/0.065] = 153.85$ |
| Standard table value at 0.05 is 1.96 |   |

**Interpretation:**

Calculated value for large sample testing proportion of success showed 153.85, under 5% significance level standard value is 1.96. Since calculated value is very higher than minimum required value, null hypothesis is required to be rejected. It can be concluded that, **“There is significance difference in teachers’ opinion regarding security issue”**.

**Hypothesis 5:**

**H<sub>1</sub>= There is no significance difference in the opinion of elimination of carrying paper currency by teachers.**

**H<sub>2</sub>= There is no significance difference in the teachers likeliness to refer mobile wallet among family members and fiends groups.**

**5.05 Table showing comparative data of teachers’ opinion in reducing use of paper currency and agreement level**

|                 |             | Possibility Eliminating Paper Currency |         |             |
|-----------------|-------------|--|---------|-------------|
|                 |             | 30 or below                            | 30 - 60 | 60 or above |
| Agreement Level | Very likely | 1                                      | 6       | 5           |
|                 | likely      | 4                                      | 19      | 15          |
|                 | neutral     | 0                                      | 0       | 0           |
|                 | unlikely    | 0                                      | 0       | 0           |

Source: Primary data

**Two way ANOVA table**

| Source of Variance          | Square of Sum | Df. | Mean of Square | F value   |
|-----------------------------|---------------|-----|----------------|---|
| Variance between the column | 72.22         | 2   | 36.11          | F <sub>1</sub> =(36.11/10.41)<br>F <sub>1</sub> = 3.47  |
| Variance between the row    | 251.55        | 3   | 83.85          |   |
| Residual Value              | 62.45         | 6   | 10.41          | F <sub>2</sub> =(83.85/10.41)<br>F <sub>2</sub> = 10.41 |
| Total                       | 386.22        | 11  |                |   |

Source: Primary data



### Interpretation

**H<sub>1</sub> = There is no significance difference in the opinion of elimination of carrying paper currency by teachers.**

Two Way Variance Analysis obtained calculated value of 'F<sub>1</sub>' is 3.47. The table value of F at **5% significance level is 19.247 (V<sub>1</sub> = 6 and V<sub>2</sub> = 2)**. The calculate value is lesser than the table value, hence the experiment provides no evidence against the Null Hypothesis (**Null hypothesis is accepted**). We therefore conclude that, **there is no significance difference in the opinion of elimination of carrying paper currency by teachers.**

**H<sub>2</sub> = There is no significance difference in the teachers likeliness to refer mobile wallet among family members and friends groups.**

Two Way Variance Analysis obtained calculated value of 'F<sub>2</sub>' is 10.41. The table value of F at **5% significance level is 8.9406 (V<sub>1</sub> = 6 and V<sub>2</sub> = 3)**. The calculate value is higher than the table value and hence the experiment provides evidence against the Null Hypothesis (**Null hypothesis is rejected**). We therefore conclude that **all teachers very likely to refer mobile wallet to family and friends.**

### 6. Findings

Ultimate intension of this study is to evaluate the perception of teachers towards usage of mobile wallet and also, to evaluate major players in "Indian Mobile Wallet Industry", following major issues were noticed.

- Commerce teachers' usage frequency of mobile wallets dominates both science and arts background based teachers. Also, comparison between government and private teachers showed that, mobile wallet adoption ratio of private teachers highly superior to government teachers.
- Maximum teachers having average annual income range between Rs.1,50,000 to Rs.2,50,000 and 40% of the teachers even found with average annual income range above Rs.2,50,000.
- More than half of the teachers hold 3 or more bank account for different purpose.
- Mobile wallet/Digital wallets are highly operated through Smartphone's only.
- Friend/social media are the real influencing factor to the teachers to go for mobile wallet in their day-to-day's financial transactions.
- Most of the teachers maintain more than Rs.1000 balance in their e-wallets and which will be used for major transactions like money transfer, recharge/bill payments and shopping. But majority of teachers' just use mobile wallet only for recharge/bill payments only.
- This study observes that safety/security issue in the mobile wallet usage to the teachers' place a remarkable role, 2/3<sup>rd</sup> only happy but nearly 1/3<sup>rd</sup> of respondents couldn't have any opinion is real concern for success of expanding mobile wallet usage.
- More than average teachers opine that elimination of paper currency usage by teachers is possible to extent of 30% to 60%, while 40% teachers feels that it's possible to the extent of more than 60%.
- The study on teachers' perception shows that e-wallet is convenient mode for payment since, which is easy to operate, secure and possibility of immediate transfer of money without any delay.

- All teachers likely to suggest their family members and friends for opting mobile wallets which will results eliminating carrying paper currency.
- The survey shows that the usage of e-wallet and mobile banking is staidly increasing when compare to traditional mode of managing financial transaction.
- “Teachers’ stream of post-graduation is independent of number of mobile wallets held by them”.
- “Teachers’ income level is independent of average balance kept in mobile wallet”.
- “There is no significance difference in average popularity and usage frequency of different mobile wallet platforms”.
- “There is significance difference in teachers’ opinion regarding security issue”.
- “There is no significance difference in the opinion of elimination of carrying paper currency by teachers”.
- “We therefore conclude that all teachers very likely to refer mobile wallet to family and friends”.

#### **7. Suggestions**

Authors’ in this empirical study, tried to provide some remarkable ideas which is discussed below.

- There is a lack of awareness among teachers about use of e-wallet of other streams when compare to commerce so proper guidelines must be given to them so that they can adopt an e-wallet for their financial transactions.
- Safety/security issue plays a dominating role for the success of mobile wallets. Service provider should take extra care and tighten security measures to create confidence among the users.
- Mobile wallet must be easy to use; it must not contain a lengthy process which consumes more time to learn;
- Aggressive promotional activities like cash back, discounts, free shopping, free balance, reference bonus, feedback offers etc., could be implemented by service provider to explore and exploit the on-going paper less currency trend.
- Teachers both private and government institutions must be provided with proper awareness about superiority of implementing e-wallets.

#### **8. Conclusion**

As per major researches there are huge opportunities for Indian e-wallet segment but lack of awareness among the public’s found for very large extent. Most of the dominating service producers in the Indian e-wallet segment started to lead market by providing exciting offers, discounts, vouchers etc., teachers’ awareness, perception and attitude is one attempt for knowing the present status of mobile wallet for very learned segment of the society. Finally it found that average of much leaned sections of the society applying e-wallet for their day-to-day financial transaction and very likely to refer among the family members, friends circle.

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## **Hospitality Stakeholders' perception on importance of employability skills: Empirical evidence from West Bengal**

**Santanu Dasgupta\***

**Prof. Dr. Vinitaa Agrawal\*\***

### **Abstract**

Hospitality industry is one of the fastest growing industries in the world. The demand for manpower is ever growing. The demand of the industry, for the manpower, changes, moves and upgrades according to the need of the hour. As the scenario is changing worldwide, the Indian hospitality scenario has also kept its pace in line with the world. The requirement of employability skills in the hospitality industry has now overpowered the technical skills requirement. Hospitality HR Managers are keen to recruit the students who are ahead of others in soft skills. Psychometric Tests have overpowered trade tests for the entry level students in the industry. The role of the hospitality institutions has become very important at this junction. The prioritization of the skills mostly looked for in the industry is mostly not integrated in the hospitality syllabus. The concept of employability skills that was used earlier was connected to job readiness skills and to sustain employability. However, the job-oriented focus is increasingly connecting the impact of employability skills to the outcome of performance. It is now linked to employees' professional advancement. The purpose of this paper is to study the perception of the hospitality stakeholder (employers, students and faculty members) on the importance of employability skills. The study revealed a significant difference in stakeholders' perception.

**Keywords:** Hospitality industry, employability, employers

### **1. Introduction**

Hospitality industry is one of the fastest growing industries in the world. The demand for manpower is ever growing. The demand of the industry, for the manpower, changes, moves and upgrades according to the need of the hour. As the scenario is changing worldwide, the Indian hospitality scenario has also kept its pace in line with the world. The requirement of employability skills in the hospitality industry has now overpowered the technical skills requirement. Hospitality HR Managers are keen to recruit the students who are ahead of others in soft skills. Psychometric Tests have overpowered trade tests for the entry level students in the industry.

The perception of various stakeholder on the nature of employability has been analyzed in various studies, such as businesses (Christou, 2002; Millar, Mao, & Moreo, 2010; Rajan, Van Eupen, Chapple, & Lane, 2000; Sisson & Adams, 2013), faculty members (Millar et al., 2010; Ring, Dickinger, & Wöber, 2009), students (Christou, 2002), and employees (Lane, Puri, Cleverly, Wylie, & Rajan, 2000).

Various models of employability skills were developed and introduced by different eminent research scholars in the United Kingdom (1980s) in European continent (1990s)

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and in Australia (2000). Both technical skills and personal attributes were given equal weight in those models.

“Employability” doesn’t merely talk about attaining jobs (Atkins, 1999). The ultimate aim of the hospitality curriculum is to make students “job ready” for the market. The employability skills focus on those attributes that assist a hospitality graduate to achieve this goal.

Higher education institutions should prepare students for future employment. Employability skills are equally important for the students, employers, and educational institutions. The main focus of the hospitality management and related curriculum is to supply qualified and job ready man power to hotels, restaurants, and related businesses. So, the enhancement of student employability is equally important for the industry, education institutes, and students. However, many researchers (Chapman & Lovell, 2006; Jauhari, 2006; Raybould & Wilkins, 2005; Munar and Montaña, 2009) have argued that the curriculum content differ substantially from the actual requirements of the industry. So the expectation of the industry is somewhat met but the desired lever is never reached. So the need of the hour is to identify the prime employability skills that a hospitality graduate will require to successfully advance in his career. The curriculum should be designed to bridge the gap between teaching output and the industry requirements.

## **2. Review of Literature**

Omar et al (2012) extracted data and information from 300 online jib advertisements from electronic data base of a renowned job portal ([www.jobstreet.com.my](http://www.jobstreet.com.my)) and tried to analyze graduate employability skills in demand. 5 major industry sectors- Construction industry, engineering, accounting/ finance, information technology and law were chosen for the research. In the study it was found that the graduates from niche institutions were in high demand at the job market as compared to the mediocre institutions. Skill proficiency was given priority over academic excellence by most of the recruiters. But on the other hand CGPA was the parameter for most of the recruiters from IT and accounting farms. Most required soft skills by the employers irrespective of industry were communication or inter personal skills followed by computer skills, foreign language and team work. Majority ads were looking for graduates who have some experience and know at least one foreign language. The research found that graduate unemployment will continue to shoot up unless the graduates are prepared by the HEI’s with soft skills.

Boyadjieva and Trichkova (2015) aimed to study the relationship between profile of HEI’s and graduate employability in Bulgaria. The study revealed that the graduates from both public and private HEI’s are equally employable but the researchers witnessed a visible difference in the employability of graduates of different HEI’s studying same course. The characteristics and culture of the institutions, quality of faculty members imparts a very strong impact on employability of their students. The style of functioning of the HEI’s greatly influences the thinking of a student regarding labour market, competition for jobs and employability. The researchers mentioned that education system, political stability and the job market directly influence the graduate employability and is nation specific.

Dasgupta (2017) in his study on hospitality curriculum taught in West Bengal pointed out that, there is lack of presence of employability skills in the different curriculum taught in the institutions and universities. The top institutions in the state produce above average professionals but the gap remains due to the lacuna in the curriculum. The researcher also mentioned that due to lack of proper infrastructure the small institutes in the state are



producing below standard students. They do not have to suffer with unemployment due to abundance of job in the hospitality industry.

Tesone and Ricci (2012) investigated the attributes expected in the entry level graduates in hospitality and tourism industry in at Orlando, Florida. The desired competencies which dominated the list were teamwork, communication, customer service, high level of tolerance and realistic career expectations. A large number of respondents indicated their satisfaction in their industry career choice and are ready to recommend the same to their relatives and friends. The study suggested the existence of a well-built correlation among hospitality colleges and the industry. It was clearly evident in the study that employers hire students primarily based on their attitude rather than skills and knowledge. Majority of the respondents expressed their interest in employment of students from secondary and undergraduate schools.

### **3. Objectives of the Study**

This paper is focusing on the perceptual difference on the importance of Employability skills of hospitality graduates in West Bengal. The paper was developed based on the data collected for the pilot study of the research in which the author is engaged.

#### **The objectives of the study are as follows:**

1. To measure the perception of hospitality stakeholders (employers, faculty members and students) with reference to the importance of employability skills.
2. Identify the difference in perception of hospitality stakeholders regarding the importance of employability skills.
3. To rank the top ten employability skills as perceived by the stakeholders.

### **4. Research Methodology**

#### **4.1 Questionnaire**

A two part questionnaire that has been a pilot study of the ongoing research was developed by the researcher for data collection. The first part of the questionnaire was related to the demographic background while the second part was related to the employability skills. The questionnaire had 34 employability skills set that are required by hospitality professional. The skills were included in the questionnaire and divided into the 5 skill sets after reviewing books, previously published research papers and articles based on similar studies. The skill sets included *a) Basic Academic Skills b) Personality Traits c) Work Related Skills d) Interpersonal Skills e) Social Skills.*

| <b>Basic Academic Skills</b>          | <b>Personality Traits</b>      | <b>Work Related Skills</b>       | <b>Interpersonal Skills</b> | <b>Social Skills</b>        |
|---------------------------------------|--------------------------------|----------------------------------|-----------------------------|-----------------------------|
| Intellectual achievement              | Physical appearance            | Innovative ideas                 | Listening skills            | Respect for self and others |
| Depth in subject knowledge            | Grooming                       | Learning skills                  | Decision making skills      | Sharing and caring attitude |
| Practical experience                  | Self confidence                | Dedication / tenacity            | Problem solving skill       | Honesty and integrity       |
| Reading skill                         | Discipline                     | Positive attitude towards change | Power of reasoning          | Empathy                     |
| Written communication skill           | Enthusiasm and self motivation | Sense of responsibility          | Willingness to work         |                             |
| Basic mathematical / numerical skills | Self Awareness                 | Desire for achievement           | Teamwork                    |                             |
| Verbal communication skill            | Positive Thinking              |                                  | Work under pressure         |                             |
| Foreign language                      |                                |                                  | Leadership                  |                             |
| Basic computer/ IT skill              |                                |                                  |                             |                             |

The researcher also conducted electronic search with terms like *employability skills*, *hospitality job skills* and *employability skills in hospitality*. Skills were drawn from the published research articles and books proposing employability and competency model. The respondents were asked to rate their perceived importance of each employability skill on a 5 point Likert Scale from 1 (*extremely unimportant*) to 5 (*extremely important*). The demographic section of the questionnaire that was distributed to the hospitality executives contained questions related to their age, gender, years of experience and the department (*Front Office, Housekeeping, Food Production, Food & Beverage Service, Human Resource, Learning & Development*) they work at. The demographic section of the questionnaire distributed to the Hospitality Faculty Members contained questions related to their age, gender and years of experience. The demographic section of the questionnaire distributed to the Hospitality Students contained questions related to their gender, year/semester and the name of the organisation where they have completed their industrial training.

**4.2 Data Collection**

Purposive random sampling method was used for this study. The researcher carefully omitted those executives from the survey who do not possess minimum 5 years of experience. This was done to ensure rich feedback. The faculty members who are teaching core subjects in hospitality were engaged in the survey. The faculties who were involved in the survey were on the similar criteria like the hospitality executives for similar reason. The students from the final year batches were involved in the survey as they have already

undergone their compulsory industrial training. The students after an industry exposure are expected to relate themselves with the importance of employability skills in the industry. The researcher personally visited the hospitality colleges for data collection and administration of the process. The questionnaires were sent to the hospitality executives over email and WhatsApp. Out of 63 questionnaires sent to the hospitality executives, 55 were returned. Of those, 40 were valid (73% valid return rate). The valid feedback from faculty members were 43 out of 50 (86% valid return rate) and for students the numbers were 65 out of 90 (72% valid return rate). The invalid questionnaires included those which were incomplete and which were marked in more than one rating.

**4.3 Reliability and Validity**

The data collected from 88 valid feedbacks were tested with Cronbach's Alpha where the test result was 0.998 for the 9 basic academic skills, 0.999 for 7 personality traits, 0.998 for 5 work related skills, 0.967 for 8 interpersonal skills and 0.999 for social skills. The above statistical analyses confirmed the validity of construction of the questionnaire used in this research.

**5. Data Analysis and Interpretation**

The data used in this study was collected from October 2018 to December 2018 in West Bengal, India. One way ANOVA test using IBM SPSS Statistical Package Version 23 was used to analyze the data. The survey enlightens on the difference in perception of the hospitality executives, faculty members and undergraduate hospitality students. A significant difference was found between the groups regarding the importance of employability skills.

**Demographic statistics of the Respondents**

Gender ratio of the 148 respondents collected from the hospitality industry and hospitality institution from West Bengal (40 hospitality executives, 43 faculty members and 65 students) are as follows:

**Table 1: Gender ratio of the respondents**

| Respondents | Hotel Executives |           | Faculty Members |           | Students |           |
|-------------|------------------|-----------|-----------------|-----------|----------|-----------|
|             | Number           | Ratio (%) | Number          | Ratio (%) | Number   | Ratio (%) |
| Male        | 26               | 65        | 31              | 72        | 55       | 85        |
| Female      | 14               | 35        | 12              | 28        | 10       | 15        |
| Total       | 40               |           | 43              |           | 65       |           |

*Source: Primary Data*

Out of 40 respondents from the hospitality industry 65% were male members while 35% were female members. The faculty male female ratio was 72% (male) and 28% (female) while the final year undergraduate student ration was male dominated (85%) with only 15% female respondents.

**Table 2: Work Experience of Hospitality Executives and Faculty Members**

| Experience       | Hotel Executives | Ratio% | Faculty Members | Ratio% |
|------------------|------------------|--------|-----------------|--------|
| 5 - 10 Yrs       | 10               | 25     | 7               | 16.3   |
| 11 - 15 Yrs      | 8                | 20     | 12              | 27.9   |
| 16 - 20 Yrs      | 12               | 30     | 17              | 39.5   |
| 21 - 25 Yrs      | 7                | 17.5   | 3               | 7.0    |
| 26 - 30 Yrs      | 3                | 7.5    | 3               | 7.0    |
| 30 Yrs and above | 0                | 0      | 1               | 2.3    |

*Source: Primary Data*

Out of 40 hospitality executives, 75% of the respondents were having work experience within 20 years, while the rest 25% were quite senior members of their team with experience between 21 – 30 years. There was no respondent (hospitality executive) in this survey who was having work experience above 30 years.

The highest number of faculty members participated from the experience group between 16 – 20 years (39.5%) followed by the experience group of 16 – 20 years (27.9%). However, only 1 respondent who was having more than 30 yrs of experience participate in this group.

**Table 3: Age group of Hospitality Executives and Faculty Members**

| Age Group        | Hotel Executives | Ratio% | Faculty Members | Ratio% |
|------------------|------------------|--------|-----------------|--------|
| 26 - 30 Yrs      | 17               | 42.5   | 19              | 44.2   |
| 36 - 45 Yrs      | 15               | 37.5   | 12              | 27.9   |
| 46 - 55 Yrs      | 8                | 20     | 8               | 18.6   |
| 55 Yrs and above | 0                | 0      | 4               | 9.3    |

*Source: Primary Data*

80% of the hospitality executives who participated in the survey were aged between 26 – 45 yrs with only 20% between 46 – 55 yrs. There was no respondent (hospitality executive) found in the survey who was aged above 55 yrs. 72% of the faculty members belonged to the age group between 26 – 45 yrs. Less than 20% faculty members belonged to the age group of 46 – 55 yrs, while less than 10% of the faculty members were above the age of 55 yrs.

**Table 4: Comparison between perceptions of hospitality stakeholders on employability skills**

| Dimensions                   | Category | Mean   | Std. Deviation | F Value | Level of Sig. |
|------------------------------|----------|--------|----------------|---------|---------------|
| <b>Basic Academic Skills</b> | Industry | 36.925 | 2.4431         | 1.635   | .20           |
|                              | Faculty  | 36.791 | 3.1363         |         |               |
|                              | Students | 37.969 | 4.6367         |         |               |
| <b>Personality Traits</b>    | Industry | 31.825 | 2.3522         | 1.743   | .18           |
|                              | Faculty  | 31.488 | 2.9791         |         |               |
|                              | Students | 32.415 | 2.4868         |         |               |
| <b>Work Related Skills</b>   | Industry | 26.450 | 2.5212         | 3.019   | .05           |
|                              | Faculty  | 26.442 | 2.5940         |         |               |
|                              | Students | 27.477 | 2.5007         |         |               |
| <b>Interpersonal Skills</b>  | Industry | 35.650 | 3.0680         | .143    | .87           |
|                              | Faculty  | 35.698 | 3.6157         |         |               |
|                              | Students | 36.000 | 4.0774         |         |               |
| <b>Social Skills</b>         | Industry | 18.30  | 2.151          | .890    | .41           |
|                              | Faculty  | 17.70  | 2.252          |         |               |
|                              | Students | 18.08  | 1.947          |         |               |

*Source: Primary Data (N: Industry= 40, Faculty=43, Student=65)*

The above chart clearly signifies the difference in perception between the hospitality stakeholders. Highest level of significance has been noticed in the interpersonal skills set followed by social skills, basic academic skills and personality traits. Lowest level of significance has been noticed in the work related skills.

**Table 5: Ranking of employability skills as perceived by hospitality stakeholders (Top 10)**

| RANKING | INDUSTRY                       | Mean | FACULTY                    | Mean | STUDENT                     | Mean |
|---------|--------------------------------|------|----------------------------|------|-----------------------------|------|
| 1       | Willingness to work            | 4.93 | Practical experience       | 4.97 | Positive Thinking           | 4.88 |
| 2       | Positive Thinking              | 4.89 | Listening skills           | 4.83 | Grooming                    | 4.86 |
| 3       | Practical experience           | 4.82 | Discipline                 | 4.80 | Teamwork                    | 4.82 |
| 4       | Discipline                     | 4.78 | Verbal communication skill | 4.78 | Self confidence             | 4.79 |
| 5       | Enthusiasm and self motivation | 4.77 | Willingness to work        | 4.66 | Sense of responsibility     | 4.71 |
| 6       | Self Awareness                 | 4.59 | Teamwork                   | 4.51 | Willingness to work         | 4.66 |
| 7       | Intellectual achievement       | 4.50 | Depth in subject knowledge | 4.44 | Discipline                  | 4.41 |
| 8       | Depth in subject knowledge     | 4.02 | Grooming                   | 4.32 | Respect for self and others | 4.31 |
| 9       | Listening skills               | 3.79 | Learning skills            | 4.11 | Decision making skills      | 4.24 |
| 10      | Sense of responsibility        | 3.65 | Positive Thinking          | 3.99 | Practical experience        | 4.10 |

Source: Primary Data

A per the study conducted, a difference in perception on importance of employability skills have been noticed clearly. Industry executives gives most priority to willingness to work, while the faculty members think that practical experience is the most important part. But the students and industry executives have ranked *positive thinking* on the top 2. A significant difference has been noticed on Practical experience between the perception of faculty members (*ranking is 1*) and the students (*ranking is 10*).

**6. Conclusion**

The study raises an alarm for the faculty members on bridging the gap between the thought processes regarding the demand of the industry. It also shows that there is a strong need of awareness among the hospitality graduates to know the employability skills that are having top priority in the industry. The study also enlightens the need for more industry-academia contact to eliminate the perceptual difference between the industry executives and faculty members.



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## **Conceptual and Descriptive Study of Child Labour in India**

**Dr.Sangappa V.Mamanshetty\***

### **Abstract**

Child labour refers to the employment of children in any work that deprives children of their childhood, interferes with their ability to attend regular school, and that is mentally, physically, socially or morally dangerous and harmful. Of an estimated 215 child laborers around the globe: approximately 114 million (53%) are in Asia and the Pacific; 14 million (7%) live in Latin America; and 65 million (30%) live in sub-Saharan Africa. Global number of children in child labour has declined by one third since 2000, from 246 million to 168 million children. More than half of them, 85 million, are in hazardous work (down from 171 million in 2000). Asia and the Pacific still has the largest numbers (almost 78 million or 9.3% of child population), but Sub-Saharan Africa continues to be the region with the highest incidence of child labour (59 million, over 21%). There are 13 million (8.8%) of children in child labour in Latin America and the Caribbean and in the Middle East and North Africa there are 9.2 million (8.4%). Agriculture remains by far the most important sector where child labourers can be found (98 million, or 59%), but the problems are not negligible in services (54 million) and industry (12 million) – mostly in the informal economy. Child labour among girls fell by 40% since 2000, compared to 25% for boys. Child labour in India is addressed by the Child Labour Act 1986 and National Child Labour project. Today in India, there are more than 10.12 million children who are spending their childhood learning carpet-weaving, beedi-rolling, domestic labour, agriculture, firework and apparel manufacture and countless other occupations instead of going to school and receiving quality education. In this background, the present paper, in Section I, highlights the characteristic and causes for child labour, Section II, Analyses the Problem of Child Labor in India, bonded child labour, consequences and exploitation of child labour. Lastly Section III mainly focused on policy initiatives of government of India to protect child labour.

**Keywords:** National Child Labour project, National Child Labour Policy, Child labour, bonded child labour.

### **Introduction**

Indian Child labour refers to the employment of children in any work that deprives children of their childhood interferes with their ability to attend regular school, and that is mentally, physically, socially or morally dangerous and harmful. This practice is considered exploitative by many international. Legislations across the world prohibit child labour. These laws do not consider all work by children as child labour; exceptions include work by child artists, supervised training, certain categories of work such as those by Amish children, some forms of child work common among indigenous American children, and others. Child labour in India is addressed by the Child Labour Act 1986 and National Child Labour project.

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Today in India, there are more than after 10.12 million children who are spending their childhood learning carpet-weaving, beedi-rolling, domestic labour, agriculture, firework and apparel manufacture and countless other occupations instead of going to school and receiving quality education. Child labor is work that harms children or keeps them from attending school. Around the world and in the U. S., growing gaps between rich and poor in recent decades have forced millions of young children out of school and into work. The International Labor Organization estimates that 215 million children between the ages of 5 and 17 currently work under conditions that are considered illegal, hazardous, or extremely exploitative. Underage children work at all sorts of jobs around the world, usually because they and their families are extremely poor. Large numbers of children work in commercial agriculture, fishing, manufacturing, mining, and domestic service. Some children work in illicit activities like the drug trade and prostitution or other traumatic activities such as serving as soldiers of an estimated 215 child laborers around the globe: approximately 114 million (53%) are in Asia and the Pacific; 14 million (7%) live in Latin America; and 65 million (30%) live in sub-Saharan Africa. Global number of children in child labour has declined by one third since 2000, from 246 million to 168 million children. More than half of them, 85 million, are in hazardous work (down from 171 million in 2000). Asia and the Pacific still has the largest numbers (almost 78 million or 9.3% of child population), but Sub-Saharan Africa continues to be the region with the highest incidence of child labour (59 million, over 21%). There are 13 million (8.8%) of children in child labour in Latin America and the Caribbean and in the Middle East and North Africa there are 9.2 million (8.4%). Agriculture remains by far the most important sector where child laborers can be found (98 million, or 59%), but the problems are not negligible in services (54 million) and industry (12 million) – mostly in the informal economy. Child labour among girls fell by 40% since 2000, compared to 25% for boys.

#### **Characteristics of Child labour**

Child labour involves at least one of the following:

- ❖ Violates a nation's minimum wage laws
- ❖ Threatens children's physical, mental, or emotional well-being
- ❖ Involves intolerable abuse, such as child slavery, child trafficking, debt bondage, forced labor, or illicit activities
- ❖ Prevents children from going to school
- ❖ Uses children to undermine labor standards

*Child labour can be found in nearly every industry. An estimated 60% of child labor occurs in agriculture, fishing, hunting, and forestry. Children have been found harvesting: bananas in Ecuador, cotton in Egypt and Benin, cut flowers in Colombia, oranges in Brazil, cocoa in the Ivory Coast, tea in Argentina and Bangladesh, Fruits and vegetables in the U.S. Children in commercial agriculture can face long hours in extreme temperatures, health risks from pesticides, little or no pay, and inadequate food, water, and sanitation. Manufacturing; About 14 million children are estimated to be directly involved in manufacturing goods, including: Carpets from India, Pakistan, Egypt, Clothing sewn in Bangladesh; footwear made in India and the Philippines, Soccer balls sewn in Pakistan, Glass and bricks made in India, Fireworks made in China, the Dominican Republic, El Salvador, Guatemala, India, and Peru, Surgical instruments made in Pakistan. Mining and Quarrying; Child laborers suffer extremely high illness and injury rates in underground mines, opencast mines, and quarries. Children as young as 6 or 7 years old break up rocks,*

and wash, sieve, and carry ore. Nine-year-old work underground setting explosives and carrying loads. Children work in a range of mining operations, including: Gold in Colombia, Charcoal in Brazil and El Salvador, Chrome in Zimbabwe, Diamonds in Cote d'Ivoire, Emeralds in Colombia, Coal in Mongolia.

### **Causes for Child Labour**

**Primary causes:** International Labour Organisation (ILO) suggests poverty is the greatest single cause behind child labour. For impoverished households, income from a child's work is usually crucial for his or her own survival or for that of the household. Income from working children, even if small, may be between 25 to 40% of the household income. Other scholars such as Harsch on African child labour, and Edmonds and Pavcnik on global child labour have reached the same conclusion. Lack of meaningful alternatives, such as affordable schools and quality education, according to ILO, is another major factor driving children to harmful labour. Children work because they have nothing better to do. Many communities, particularly rural areas where between 60–70% of child labour is prevalent, do not possess adequate school facilities. Even when schools are sometimes available, they are too far away, difficult to reach, unaffordable or the quality of education is so poor that parents wonder if going to school is really worth it.

**Cultural causes:** In European history when child labour was common, as well as in contemporary child labour of modern world, certain cultural beliefs have rationalized child labour and thereby encouraged it. Some view that work is good for the character-building and skill development of children. In many cultures, particular where informal economy and small household businesses thrive, the cultural tradition is that children follow in their parents' footsteps; child labour then is a means to learn and practice that trade from a very early age. Similarly, in many cultures the education of girls is less valued or girls are simply not expected to need formal schooling, and these girls pushed into child labour such as providing domestic services. Child labour in Brazil, leaving after collecting recyclables from a landfill. Agriculture employs 70% of the world's child labour.

**Macroeconomic causes:** Biggeri and Mehrotra have studied the macroeconomic factors that encourage child labour. They focus their study on five Asian nations including India, Pakistan, Indonesia, Thailand and Philippines. They suggest that child labour is a serious problem in all five, but it is not a new problem. Macroeconomic causes encouraged widespread child labour across the world, over most of human history. They suggest that the causes for child labour include both the demand and the supply side. While poverty and unavailability of good schools explain the child labour supply side, they suggest that the growth of low paying informal economy rather than higher paying formal economy is amongst the causes of the demand side. Other scholars too suggest that inflexible labour market, size of informal economy, inability of industries to scale up and lack of modern manufacturing technologies are major macroeconomic factors affecting demand and acceptability of child labour. Other causes are; d). Have or increase the income of a poor family e). To reduce the labor cost in a production organization f). Reasons for engaging as domestic aid as the children are less doubtful about dishonesty or less liable to misbehave or be violent.

### **Problem of Child Labor in India:**

Child Labor has become a big problem in India. It is no doubt, a socio-economic problem. A national survey had shown that more than 16 million children between eight to fourteen are largely appointed in hotels and boarding houses, in tea-shops, restaurants, in

commercial firms, in factories and fisheries. They are engaged into all sorts of work for the sake of earning something for the family. As a result, they are also deprived of primary education, without which chance of success in life is remote. Children are employed in agricultural labor; they drive carts and take care of cattle. Girl children have to act as maid servants and baby sitters. They cook and clean, they wash clothes and collect fuel. It is true that a number of laws have been imposed to prevent child labor. But they are more flouted than obeyed. The ban has been imposed to save the children from hazardous works and to restore their care-free childhood. But some opines that if the ban is imposed without the arrangements of proper rehabilitation of the child workers, it would be of no effect. There is no state which is free from the evil of the curse of child labor is not continued to India alone. It has widely spread to such developing countries as Nepal, Pakistan, Bangladesh, Burma and Sri Lanka. Poverty is not the only factor responsible for children being engaged as labor. They came cheaper and their parents don't have employment opportunities. Appropriate social security measures should be adopted for ensuring the enactment of the law. Indian Government must come forward to remove this curse with adequate financial help to the poor family. The Government must arrange for free education and treatment for the children. Child Labor Act must be properly maintained and followed to protect child labour.

**Bonded child labour :** Bonded child labour is hidden phenomenon's as majority of them are found in informal sector .Bonded labour means the employment of a person against a loan or debt or social obligation by the family of the child or family as a whole. It is a form of slavery. Children who are bonded with their family or inherit debt from their parents are often found in agriculture sector or assisting their families in brick kilns, and stone quarries. Individual pledging of children is a growing occurrence that usually leads to trafficking of children to urban areas for employment and have children working in small production houses versus factories. Bonded labourers in India are mostly migrants' workers, which open them up to more exploitation. So they mostly come from low caste groups' .Bonded labourers are at very high risk for physical and sexual abuse and neglect sometimes leading to death .The often is psychologically and mentally disturbed and has not learnt many social skills or survival skills. In 2000 the ILO estimated 5.5 million children had been forced in labour in Asia. While the bonded labour liberation Front placed 10 million bonded children in India alone. In 1998 the government of India labeled bonded child labour as marginal problem with only 3000 or so cases. A survey in Tamilnadu in 1995 found 125,000 bonded labourers in the state alone. child bonded labour in India is mostly in the agriculture sector but has recent times been moving into other sectors such as beedi-rolling, brick kilns, carpet weaving ,commercial sexual exploitation, construction, fireworks and matches factory, hotels hybrids cotton seed production ,leather ,mines ,quarries ,silk and synthetic gems etc.

In 1977, India passed legislation that prohibits solicitation or use of bonded labour by anyone, including children. Evidence of continuing bonded child labour continue. A report by the Special Rapporteur to India's National Human Rights Commission, reported the discovery of 53 child labourers in 1996 in the state of Tamil Nadu during a surprise inspection. Each child or the parent had taken an advance of Rs. 10, 0000 to 25, 0000. The children were made to work for 12 to 14 hours a day and received only Rs. 2 to 3 per day as wages. According to an ILO report, the extent of bonded child labour is difficult to determine, but estimates from various social activist groups range up to 350,000 in 2001.



Despite its legislation, prosecutors in India seldom use the Bonded Labour System (Abolition) Act of 1976 to prosecute those responsible. According to one report, the prosecutors have no direction from the central government that if a child is found to be underpaid, the case should be prosecuted not only under the Minimum Wages Act, 1948 and the Child Labour (Prohibition & Regulation) Act, 1986, the case should include charges under the Bonded Labour Act of India. The few enforcement actions have had some unintended effects.

**Consequences of Child labour:** The presence of a large number of child labourers is regarded as a serious issue in terms of economic welfare. Children who work fail to get necessary education. They do not get the opportunity to develop physically, intellectually, emotionally and psychologically. In terms of the physical condition of children, children are not ready for long monotonous work because they become exhausted more quickly than adults. This reduces their physical conditions and makes the children more vulnerable to disease. Children in hazardous working conditions are even in worse condition. Children who work, instead of going to school, will remain illiterate which limit their ability to contribute to their own well being as well as to community they live in. Child labour has long term adverse effects for India. To keep an economy prospering; a vital criterion is to have an educated workforce equipped with relevant skills for the needs of the industries. The young labourers today will be part of India's human capital tomorrow. Child labour undoubtedly results in a trade-off with human capital accumulation. Child labour in India are employed with the majority (70%) in agriculture some in low-skilled labour-intensive sectors such as sari weaving or as domestic helpers, which require neither formal education nor training, but some in heavy industry such as coal mining. According to the International Labour Organisation (ILO), there are tremendous economic benefits for developing nations by sending children to school instead of work. Without education, children do not gain the necessary skills such as English literacy and technical aptitude that will increase their productivity to enable them to secure higher-skilled jobs in future with higher wages that will lift them out of poverty.

**Child labour and exploitation :** Nearly a quarter of a million children, or 16 out of every 100 children worldwide, are engaged in exploitative child labour—in violation of Convention on the Rights of the Child and international labour standards. Almost three-quarters of them work in hazardous environments, such as mines or factories, or with dangerous substances, such as chemicals. The majority of child labourers are—invisible—hidden from sight and behind the reach of the law. Many of these children are not only being exploited, they are often being denied education, basic health care, adequate nutrition, leisure time and the safety and security of their families and communities. In general, girls' domestic work is the most invisible of all and there is some evidence that girls may constitute the majority of child workers.

UNICEF regards education as a powerful means of preventing child labour. Children who are in school are at less risk of exploitation. Conversely, children who are working and have an opportunity to learn are in a better position to improve their situation. Since 1986 UNICEF has sponsored an inter-regional programme called "Education as a Preventive Strategy," which seeks to respond to three main challenges:

- Access. Getting working children into the classroom. Strategies to achieve this include early childhood programmes, distance learning, bilingual education and flexible scheduling of classes, so that children who are working can also attend school.

- Second chance opportunities. Getting working children in school often requires transitional arrangements, including non-formal education and accelerated classes.
- Retention. Keeping children at risk of dropping out because of economic, cultural and social reasons, in school. Interventions include financial incentives to families, and improving the quality of education by integrating life skills and livelihood components.

Among the 35 countries where the programme is operating is India. In Firozabad in Uttar Pradesh, for example, children are often employed in the glass bangle industry to help their families make ends meet. Although child labour is strictly prohibited by law, enforcement rarely occurs in the homes or small informal enterprises where most of these children can be found. Making a bangle involves 32 steps, many of which can be hazardous to children: heating and joining the ends of the bangle over a kerosene flame; cutting designs in the bangles using fast moving blades; and using chemical-based silver and gold polish for decoration. Project Chiragh, supported by UNICEF and other partners, uses education as a lever to support children and their families who depend on this trade. Raising awareness about the dangers of child labour and the value of education is carried out through street plays, door-to-door canvassing, folk songs, dances and magic and video shows. Following such campaigns, children between the ages of six and 14, especially girls in hard-to-reach areas, are encouraged to attend Alternative Learning Centers after work, as a stepping stone to formal education. In Benin, children from impoverished families are often sent to urban areas to become domestic workers or to find employment in other areas.

Some of these children are illegally —trafficked within and between countries. The lucky ones are intercepted at border crossings and sent home. Others, mostly the poorest children with the lowest levels of education, slip through the cracks. To prevent this from happening in the first place, UNICEF sponsored training for 170 village committees in Benin in subjects including child labour, child trafficking and child rights. Committee members, in turn, alerted parents to the dangers of trafficking and of the value of education. Radio broadcasts and TV spots—many of which were produced with or by children—also helped to spread the word.

**Magnitude of Child Labour in India:** The magnitude of child labour in India has been witnessing enormous decline in the last two decades, both in terms of magnitude and workforce participation rates. Evidence drawn from the National Sample Survey data suggest that India's child workforce during 2004-05 was estimated at little over nine million (9.07 million) as against twenty-one and half million (21.55 million) in 1983. During this period, the number of child employment has declined sharply by 12.48 million. There is considerable fall in child workforce is observed among boys than girls. The corresponding fall in boys and girls workforce during 1983 to 2004- 05 is observed to have decreased from 12.06 to 4.76 million, and 9.49 to 4.31 million, respectively. In effect, the gender difference that existed between boys and girls (adverse against boys) during the early 1980s has almost dissipated in recent years, the difference being slowed down from 2.57 million to roughly 0.45 million. However, in absolute numbers, the problem is large. As per the Census 2001, there are 1.26 crores economically active children in the age-group of 5-14 years. It was 1.13 crores in the 1991 Census. As per NSSO survey 2009-10, the working children are estimated at 49.84 lakh which shows a declining trend. As per the Global Report on Child Labour published by International Labour Organization last year, the activity rate of children in the age group of 5-14 years is 5.1 per cent in Latin America and Caribbean Region, which is the lowest in the world. In the Asia-Pacific Region, it is

18.8 per cent. In comparison to that, the activity rate of children in India, as per 2001 census is 5 percent.

**Table-1, Data on Child Labour based on Employment Unemployment Surve during NSS 66th Round (2009-10)16**

| Sl no. | Major states all India | RURAL Age group 5-14 |         | URBAN  |        |
|--------|------------------------|----------------------|---------|--------|--------|
|        |                        | Male                 | Female  | Male   | Female |
| 1      | Andhra Pradesh         | 88156                | 110191  | 20767  | 15548  |
| 2      | Assam                  | 144655               | 31909   | 11833  | 757    |
| 3      | Bihar                  | 224292               | 38665   | 11017  | 2548   |
| 4      | Chhattisgarh           | 3669                 | 7321    | 636    | 0      |
| 5      | Delhi                  | --                   | --      | 18576  | 0      |
| 6      | Gujarath               | 150487               | 207937  | 15945  | 16282  |
| 7      | Haryana                | 22664                | 17471   | 28073  | 3988   |
| 8      | HimachalPradesh        | 2300                 | 2942    | 21560  | 0      |
| 9      | Jammu & Kashmir        | 11274                | 16872   | 1139   | 0      |
| 10     | Jharkhand              | 63684                | 14661   | 4123   | 0      |
| 11     | Karnataka              | 89796                | 113429  | 20763  | 2479   |
| 12     | Kerala                 | 1182                 | 0       | 0      | 1583   |
| 13     | Madhya Pradesh         | 91454                | 32812   | 57688  | 9063   |
| 14     | Maharashtra            | 66370                | 127996  | 54230  | 12077  |
| 15     | Orissa                 | 54390                | 38288   | 36522  | 5363   |
| 16     | punjab                 | 16802                | 6433    | 15664  | 9937   |
| 17     | Rajasthan              | 93055                | 261871  | 43184  | 7826   |
| 18     | TamilNadu              | 0                    | 13880   | 3471   | 0      |
| 19     | UttarKand              | 14810                | 7239    | 3219   | 2103   |
| 20     | Uttar pradesh          | 1012294              | 546320  | 147820 | 68899  |
| 21     | West Bengal            | 357265               | 134657  | 31946  | 27716  |
|        | All India              | 2511101              | 1727271 | 546897 | 198602 |

India, Ministry of Labour and Employment, Annual Report 2012-13, p. 91

**SECTION- Government Initiatives Child Labour and Constitutional Provisions** The framers of the Constitution of India deemed it necessary to include special Provisions in the Constitution for the protection of the rights of working children<sup>4</sup>

| Article | Title  | Description  |
|---------|--|--|
| 21 A    | Right to Education   | The State shall provide free and compulsory education to all children of the age of 6 to 14 years in such manner as the State, by law, may determine   |
| 24      | prohibition of employment of Children's in Factories             | No child below the age fourteen years shall be employed in work in any factory or mine or engaged in any other hazardous employment  |
| 39      | The state shall in Particular direct its policy towards securing | That the health and strength of workers, men and women, and the tender age of children are not abused and that citizens are not forced by economic necessity to enter avocations unsuited to their age or strength |

**Legislation for Child Labour in India**

The first protective legislation for child labour in India was seen in 1881 in the form of Indian factories Act which had the provisions prohibiting employment of children below 7 years, limiting the working hours for children to 9 hours a day and providing 4 holidays in a month and rest hours. This was actually made by the ruling British Government to decrease the production in Indian industries through some legal restrictions. It may be submitted that the labour legislations in India including protective legislation for children have been greatly influenced with the result of various Conventions and Recommendations adopted by International Labour Organisation. Besides Constitutional provisions, there are several legislative enactments which provide legal protection to children in various occupations.

- The Children (Pledging of Labour) Act, 1933
- The Employment of Children Act, 1938
- The Minimum Wages, Act 1948 and rules made thereunder by the government
- The Factories Act, 1948
- The Plantations Labour Act, 1951
- The Mines Act, 1952
- The Merchant Shipping Act, 1958
- The Motor Transport Workers' Act, 1961
- The Apprentices Act, 1961
- The Atomic Energy Act, 1962
- The Beedi and Cigar Workers (Conditions of Employment) Act, 1966
- The Shops and Establishment Act in Various States, and
- Child Labour (Prohibition and Regulation) Act, 1986.

Child Labour (Prohibition and Regulation) Act (1986) was the culmination of efforts and ideas that emerged from the deliberations and recommendations of various committees on child labour. Significant among them were the National Commission on Labour (1966-

1969), the Gurupadaswamy Committee on Child Labour (1979) and the Sanat Mehta Committee (1984). The Act aims to prohibit the entry of children into hazardous occupations and to regulate the services of children in non-hazardous occupations. In particular it is aimed at (i) the banning of the employment of children, i.e. those who have not completed their 14th year, in 18 specified occupations and 65 processes; (ii) laying down a procedure to make additions to the schedule of banned occupations or processes; (iii) regulating the working conditions of children in occupations where they are not prohibited from working; (iv) laying down penalties for employment of children in violation of the provisions of this Act and other Acts which forbid the employment of children; (v) bringing uniformity in the definition of the child in related laws. The Child Labour (Prohibition and Regulation Amendment Bill, 2012 was introduced in Rajya Sabha on 4 December, 2012 further to amend the Child Labour (Prohibition and Regulation) Act, 1986. The amendment also seeks a blanket ban on employing children below 18 years in hazardous industries like mining. The Bill is referred to Standing Committee on Labour and Employment.

#### **Judicial Efforts towards the Problem of Child Labour**

On 10th December 1996 in Writ Petition (Civil) No.465/1986 on MC Mehta verses State of Tamil Nadu, the Supreme Court of India, gave certain directions on the issue of elimination of child labour. The main features of judgment are as under

- Survey for identification of working children;
- Withdrawal of children working in hazardous industry and ensuring their education in appropriate institutions;
- Contribution @ Rs.20,000/- per child to be paid by the offending employers of children to a welfare fund to be established for this purpose;
- 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.5,000/- to the welfare fund to be made by the State Government;
- 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 deposited in the welfare fund as long as the child is actually sent to the schools;
- 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.
- The implementation of the direction of the Hon'ble Supreme Court is being monitored by the Ministry of Labour and compliance of the directions have been reported in the form of Affidavits on 05.12.97, 21.12.1999, 04.12.2000, 04.07.2001 and 04-12-2003 to the Hon'ble Court on the basis of the information received from the State/UT Governments.

#### **National Child Labour Policy**

Constitutional and legislative provisions providing protection to children against employment has been elaborated in the National Child Labour Policy announced in 1987. The policy addresses the complex issue of child labour in a comprehensive, holistic and integrated manner. The action plan under this policy is multi-pronged and mainly consists of: 1, A legislative action plan; 2, Focuses on general development programmes for the benefit of the families' of children; and 3, Project-based action plan in areas of high



concentration of child labour. .

**National Child Labour Project Scheme:** For rehabilitation of child labour, Government had initiated the National Child Labour Project (NCLP) Scheme in 1988 to rehabilitate working children in 12 child labour endemic districts of the country. Its coverage has increased progressively to cover 271 districts in the country presently. As on date the Scheme is in operation in 266 districts. Under the NCLP Scheme, children are withdrawn from work and put into special schools, where they are provided with bridging education, vocational training, mid-day meal, stipend, health-care facilities etc. and finally mainstreamed to the formal education system. At present, there are around 7,000 NCLP schools being run in the country with an enrolment of three lakh children. Till date more than 9 lakh working children have already been mainstreamed to regular education under the NCLP Scheme. The NCLP scheme is a Central Sector scheme. Under the scheme, project society's are set up at the district level under the Chairpersonship of the Collector/ District Magistrate for overseeing the implementation of the project. Instructions to involve civil society and NGOs have also been issued. Table-2 Number of child labourers rescued, rehabilitated and Mainstreamed through national child labour project scheme during the last three years and current year, state-wise

India, Ministry of Labour and Employment, Annual Report 2012-13, p. 91 Convergence with Programmes of Other Ministries/Departments: Convergence of services from different government departments is one of the key components of the NCLP which leads to the overall success of the programme. The NCLPs make efforts to utilise the services of other departments at various levels. Most important among the different departments has been the Department of Education. Since different forms of child labour cannot be ended only by improving school enrolment and educational rehabilitation, efforts for improvement of socio-economic environment of the child labour families will be strengthened. Some of the prominent schemes of these Ministries/department, which could have an explicit component for child labour and their family are given below and could be utilized for government interventions for elimination of child labour. This is however, only an indicative list and could be extended to others programmes to: a) Schemes of Department of Education

- Sarva Shiksha Abhiyan (SSA)
- Mid Day Meal Scheme

**b) Schemes of Ministry of Women & Child Development:**

- ICPS scheme For providing food and shelter to the children withdrawn from work
- through their schemes of Shelter Homes, etc
- Balika Samridhi Yojana and admission of children withdrawn from into residential
- Schools under SC/ST/OBC Schemes.
- Schemes of Ministry of Rural Development
- Mahatma Gandhi National Rural Employment Guarantee Act (MGNREGA).
- Swarnjayanti Grameen Rozgar Yojana (SGRY)
- Indira Awas Yojana (IAY)

**d) Scheme of Ministry of Labour & Employment**

- Rashtriya Swasthya Bima Yojana (RSBY)
- Skilled Development Initiative Scheme (SDIS)

**e) Other Social security schemes**

- Indira Gandhi National Old Age Pension Scheme-9-

- National Family Benefit Scheme
- Janani Suraksha Yojna
- Handloom Weavers' Comprehensive Welfare Scheme
- Handicraft Artsans' Comprehensive Welfare Scheme
- Pension to Master craft persons
- National scheme for Welfare of Fishermen and Training and Extension of Janashree Bima Yojana

As poverty and illiteracy are the prime reasons for child labour, a combined and coordinated effort of the various departments would greatly help to mitigate this problem. The National Policy on Child Labour prescribes the need to focus on general development programmes for the benefit of the families of child Labour. Providing income generation opportunities to the parents of child labour would enable them to send their children to school rather than work. Moreover, encouraging the parents of the working children to form Self Help Groups (SHGs). This would also help to bring children from these families to the fold of education.

#### **Elimination of Child Labour in India – Coordination with ILO**

The International Labour Organisation (ILO) launched the International Programme for Elimination of Child Labour (IPEC) in the year 1991 with the objective to end child labour globally. India was the first country to sign the Memorandum of Understanding (MOU) in the year 1992. During the 11th Plan Period, three Projects viz., INDUS Project, Andhra Pradesh Phase-II & Karnataka Project were implemented in the country under ILO-IPEC. Jointly funded by the Ministry of Labour, Government of India and the Department of Labour, United States of America (USDOL), the INDUS Child Labour Project was implemented in ten hazardous sectors in 21 districts across five states viz. Delhi (NCT Delhi), Maharashtra (Districts of Amravati, Jalna, Aurangabad, Gondia and Mumbai Suburban), Madhya Pradesh (Districts of Damoh, Sagar, Jabalpur, Satna and Katni), Tamil Nadu (Districts of Kanchipuram, Thiruvannamalai, Tiruvallur, Nammakkal and Virudhunagar) and Uttar Pradesh (Districts of Moradabad, Allahabad, Kanpur Nagar, Aligarh and Ferozabad). The project adopted a participatory method to identify beneficiaries and enrolling child workers in schools, transitional education centres and vocational training centres was seen as a key strategy for rehabilitation of child and adolescent workers withdrawn from work. The project was instrumental in the operationalising the public education component in the field. The Project also developed income generation strategies for child labour elimination by linking child labour families with the ongoing government schemes that provide access to micro credit and subsidies. The project has systematically worked at developing a comprehensive multipronged communication strategy.

A variety of tools have been developed to aid awareness raising efforts at the field level. Through its Action Programmes, the INDUS project worked towards sensitizing and building capacities of key government agencies and civil society partners in project states on child labour. The project, through an action research to study the occupational health and safety made efforts to develop interim solutions to protect adolescents and young adults from hazards at work places. The project has also operationalised a beneficiary tracking system, for tracking and following up on the progress of all project beneficiaries. Through this project, an estimated 103,152 children and adolescent workers were withdrawn and rehabilitated. The Project was concluded in March 2009.

### **Conclusion**

Government has accordingly been taking proactive steps to tackle this problem through strict enforcement of legislative provisions along with simultaneous rehabilitative measures. State Governments, which are the appropriate implementing authorities, have been conducting regular inspections and raids to detect cases of violations. Since poverty is the root cause of this problem, and enforcement alone cannot help solve it, Government has been laying a lot of emphasis on the rehabilitation of these children and on improving the economic conditions of their families.

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## **The Contemporary Muslim Societies and Evolution of the Religious Extremism: A Critical Assessment**

**Dr. Showkat Hussain\***

### **Abstract**

The Quranic concept of *Ukhuwah* (Universal Brotherhood) and *Islah* (Non-violent effort) seems to be non-existent in the Contemporary Muslim societies. The Muslims have been experiencing worst form of the religious extremism (*Tashaddud*) creating threat to their identity as well as confusing the Muslim governments in a mutilated religious fervor. The things worsened around 1995 in many Muslim societies including Central Asia, Iraq, Syria, Afghanistan, Pakistan and Egypt mostly due to the literal understanding and interpretation of the text (*Zahir*), casual approach with regard to the involvement in the *Ulum* or by way of misappropriation of the context (*al-Tanazur*). The bypass of the *Islahi* approach, ignorance of the socio-cultural legacies and mismanagement of the universal Quranic teachings has been the causes troubling the Muslim societies worldwide. From 2002 onwards, the extremist thought evolved with such a great might that Muslim societies are yet to find out as how to deal with this situation. The western approach in this context is confusing, as they fix it as 'Jehadi onslaught' on the world, which resulted in the defamation of Islam and its humanistic values. The post 2010 scenario is altogether different, as the Muslim world has experienced a variety of changes, narratives and discourses in socio-political and religious context. The concept of Modernity (*Tajdid*) is not being confused with Westernization or the vulnerable religious extremism (*Tashaddud*). In the given context, the passionate themes of the *Kulliyat Rasail Nur* by Bedduzaman Said Nursi (1876-1960) can play a significant role for better understanding of Islam and its concern for the promotion of the humanistic intrinsic values. This paper is an attempt to highlight the causes for the evolution of the extremist ideology, its critical assessment and Said Nursi's vision for the contemporary Muslim world.

**Key words:** *Zahiri*, *Tajdid*, Salafism, Multifaith society, *Tasahadud*, *Takfir*, Radicalism

### **Introduction**

Since 1990, the Muslim societies have again been in the continuous process of transition as well as transformation. Due to certain socio-economic and political reasons, the religious discourse and its interpretation has been a crucial debate in the current circumstances. In the given scenario, the Muslim intellectuals are in a constant search of derivations (*Takhrij al-Ahkam al-Shara'i li dafa al-Harj wa al-Taklif*) and possibilities that could help in understanding the socio-religious phenomenon for transforming institutions in different aspects of the socio-economic and political life.<sup>1</sup>

This process of reallocation has proved to be a 'fresh-breath' to the studies in Islam and researches in the contemporary phase of the Muslim societies.

The essence of the Islamic faith is puritan as well as compassionate. However, Islam in the twentieth century has been associated with critical aspects of the reformation, revolution and refutation (*Takfir*) of the groups existing within and accusing each other of promulgating *biddah* (Innovation).<sup>2</sup> The Political and intellectual movements responded to

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the challenge of European colonialism, achieved independence, and established modern Muslim states to safeguard the broader perspectives of religion and the society. In the last decades of the twentieth century, a second binary struggle emerged. This Islamic resurgence (*al-Nahzah wa al-Harkah fi al-Islam*) signals both the failures of the Muslim societies and deep-seated, unresolved religio-cultural issues, as Muslims continue to struggle with the meaning and relevance of Islam in the world today.<sup>3</sup> The issues have extended from textual criticism and interpretation of the Quran and Prophetic traditions to the role of religion in state as well as in the society. This resurgence has yielded a variety of questions, from the nature of the state and Islamic law to pluralism, status of the penal laws (*Hudud* ordinances) in the modern Muslim societies and rights of the women and the minorities.<sup>4</sup> Moreover, the explanation of religion upon the philosophical and spiritual grounds has also been an upbeat and a huge challenge for the Muslim intellectuals. The Quranic impressions regarding *Tazkiyah*, *Ihsan*, *Ukhuwah*, *Tarahum* and *Uswah* of the Prophet Muhammad (S.A.W) are to be explored for much wider spectrum to offer the humanistic values of Islam to mankind as a whole. The contemporary Turkish philosopher and intellectual, Bediuzaman Said Nursi (1877-1960) has estimated onslaught of the modern issues and challenges particularly with regard to the emerging Muslim societies and assessed the circumstances very well. Said Nursi, in his magnum opus '*Kulliyat-i-Rasail Nur*' affirms that the Quranic spirit of harmony and 'Positive action' can serve humanity much better in socio-political and spiritual aspects as this approach, as he asserts, shall conform prosperity and lead of the Muslim Ummah for the present day world.<sup>5</sup>

### **Genesis and Nature of the Extremist Ideology**

To offer Islamic value system to the present day world, the Muslims face some gigantic challenges that hinder the progress of Islam in the contemporary world. The traits of extremist ideology (*al-Tashadud*) are being observed in the overall structure of the major contemporary revivalist movements and *Dawah* organizations of Middle East and North Africa.<sup>6</sup> The verses of the Quran: 2:190-191 (*al-Baqarah*), 4: 74-75 (*al-Nisa*), 9: 5, 9: 13-15 (*al-Tawbah*), 9: 38, 39, 111 (*al-Tawbah*) and relevant *Ahadith* of the Prophet Muhammad (S.A.W) are being quoted out of context. This approach, as observed, has predicted destructive outcome troubling the Muslims with human as well as the heavy material/resource loss.<sup>7</sup> The contemporary Islamic revivalist movements link *Jihad* and *Ijtihad* as a cohesive trend both in academic as well as in active aspects of life and the revival. Although, the Quran and *Sunnah* of the Prophet Muhammad (S.A.W) remain normative for common Muslims, but the questions of interpretation, authenticity, and application have become contentious items that has been examined throughout centuries.<sup>8</sup> Some Muslims see little need to substantially redefine past approaches and practices; others strike out into new territory (*Ijtihad*). Some Muslim scholars distinguish the eternal, immutable principles and laws in the Quran from those prescriptions that are contingent responses to specific contexts.<sup>9</sup> Other scholars distinguish between the Meccan and Medinan *Surahs* (chapters): the Meccan chapters are regarded as the earlier and more religiously binding texts; the Medinan are seen as primarily political, concerned with prophet Muhammad's (S.A.W) creation of the Medinan state and therefore not universally binding. Still other Muslim scholars have distinguished between the Quran's eternal principles and values, which are to be applied and reapplied to changing socio-political contexts, and past legislation that was primarily intended for specific historical periods.



Some groups call back to the so called original source and brand others as the *Ahl al-Biddah* (The people of innovation).<sup>10</sup>

The *Uswah* (life-style ) of the Prophet Muhammad(S.A.W) has always been normative and motivational in Islam, from earliest times Muslim scholars saw the need to critically examine and authenticate the enormous number of *Ahadith* (Prophetic traditions), to distinguish between authoritative texts and fabrications (*al-Mauzuat*).<sup>11</sup> In the twentieth century a sector of modern Western scholarship questioned the historicity and authenticity of the *Ahadith*, maintaining that the bulk of the Prophetic traditions were written much later. Most Muslim scholars and some Western (non-Muslim) scholars have taken exception with this sweeping position.<sup>12</sup> Many *Ulama* continue to unquestioningly accept the authoritative collections of the past; other Muslim scholars have in fact become more critical in their approaches and uses of *Ahadith* literature. These, and similar other connotations have become ground for the continuous debates within and outside concerning the Islamic movements and the Muslim societies.<sup>13</sup> As such, the Extremist thought in the contemporary Muslim societies has been result of many causes and approaches to the understanding of the text and interpretation of the religion.<sup>14</sup> The *Zahiri* (Literalist) trend being the utmost one. The modern *Zahiri* (literalist) trend is more dangerous than the early *Zahiri* School of the medieval times.<sup>15</sup> They closely follow the spirit and methodological approach of the early literalists, though they do not have as much knowledge of the Qur'an and traditions like the early *Zahiri* scholars. They exist both in the West and in the East; they are not confined to a country or a region. Their impact seriously affects people in Muslim and non-Muslim communities.<sup>16</sup> These groups have been very much curious to get a footing space in the modern Islamic discourse.

### **The Emerging Approaches and Exposition**

The extremist and radical outfits deploy literalist and casual approach for exposition of the religion and application of the penal laws in contemporary Muslim societies. The Modern *Zahirists*, or the neo-literalists, have features and methodological approaches that distinguish them from other Muslim trends and schools. Their literal interpretation of Islam affects their views, stances, and dealings with others.<sup>17</sup> They stick very closely to literal meanings of texts, while ignoring or putting aside other necessary factors of legal deduction such as the deeper meanings of the texts, the context, various interpretations and more importantly, the concept of the social change (*al-Tagaur*).<sup>18</sup>

Consequently, the new approaches to the study and interpretation of Islam's sacred sources have been accompanied by similar debates over the nature of Islamic law, the *Shariah*. As noted, many *Ulama* continue to equate the *Shariah* with its exposition in legal manuals developed by the early law schools.<sup>19</sup> Other Muslims from Islamic modernists such as Sheikh Muhammad Abduh (1849-1905), Sir Sayyid Ahmad Khan (1817-1899), and Sir Muhammad Iqbal(1877-1938) to Islamic revivalists and neo-modernists have distinguished between those laws based on clear texts of the Quran and Hadith and those that are the product of human interpretation and application, the product of reason and custom.<sup>20</sup> Hassan al Banna (1906-1949), Syed Qutub (1906-1966) and Maulana Maudoodi (1903-1979) have exposed the political aspect and of *Quran* and *Sirah* (life of the prophet Muhammad ) giving clear direction to the establishment of the Islamic state.<sup>21</sup> This approach has been a significant trend to boast the revivalist Islam in the modern period. Some intellectuals express this distinction as that between the eternal law of God (*Shari'ah*) and its human interpretation and application (*fiqh*) by early jurists. The

distinction is often articulated in terms of the classical division of law into a Muslim's duties or obligations to God (*'Ibadah*) and his or her duties to others (*Mu'amalat*).<sup>22</sup>

The Contemporary Muslim discussion and debate over the role of Islam in the state and society reflect a broad array of questions and issues which are relevant as well as realistic. For example, Is there one classical model or many possible models for the relationship of religion to political, social, and economic development? If a new Islamic synthesis is to be achieved that provides continuity with past tradition, how will this be accomplished, imposed from above by rulers and the *Ulama* or legislated from below through a representative electoral process? The question of Legal reform remains a contested issue in many Muslim communities.<sup>23</sup> Since 1975, Many emerging Muslim states followed a pattern of implementing Western-inspired legal codes. The process of legal change did not reflect widespread social change so much as the desires of a small secular-oriented sector of the population.<sup>24</sup> The Muslim Governments introduced, and in some cases, imposed reforms from above through legislation. The process, contradictions, and tensions inherent in modernization programs in most Muslim societies were starkly reflected in family law (marriage, divorce, and inheritance) reforms. The Family law, which is regarded as the heart of the *Shari'ah* and the basis for a strong, Islamically oriented family structure and society, was the last area of law to be touched by the reformers. Even then, unlike most areas of law that implemented Western-inspired legal systems and codes, Muslim family law was not displaced or replaced but instead subjected to selective reform.<sup>25</sup> The Officials often employed an Islamic modernist rationale, in an ad hoc and haphazard manner, to provide an Islamic facade and legitimacy. These reformative models were seen in Egypt, Turkey, Pakistan and pre-revolution Iran. But, the revivalist forces have always been criticizing and involved in overthrowing such systems as being alien to the spirit of the "Original" Islam.<sup>26</sup>

### **Socio-legal Dimensions of the Muslim Societies**

Every reformist and revivalist notion tries to manifest its might over the socio-legal aspect of a society. The emerging Muslim societies were an opportunity for European ideologies to publicize their nature. Over a time, these socio-economic theories of modern Europe were being criticized by the Muslim intellectuals as being exploitive and class-oriented. The Muslim intellectuals also examined the classical as well as the contemporary mechanisms of the socio-political institutions for political and judicial debates. In the given context, the legal procedures and aspects of jurisprudence also became a crucial debate in the contemporary Muslim societies.<sup>27</sup> The courses of Family law ordinances were drawn up and implemented by the state, not by the *Ulama*, pitting religious leaders against both secular and Islamic modernists. The *Ulama* tended to object to any tampering with Islamic law, maintaining that (1) they and they alone were the qualified experts in Islamic doctrine and law; (2) the law was sacred and unchangeable; and (3) modernists were unduly influenced by the West and thus family law reforms were simply an illegitimate attempt to "Westernize" the sacred law.<sup>28</sup> However, the government imposed reforms that were ultimately accepted, albeit reluctantly. Modernizing elites accommodated the force of tradition in their unwillingness to directly challenge or invalidate classical Islamic law. Thus, violation of the law in these cases did not render an act invalid, but only an illegal attempt.<sup>29</sup>

Moreover, punishments in the form of fines (*Diyat*) and imprisonment for men who ignored reforms that limited their right to polygamous marriages or to divorce were often

minimal. The contemporary resurgence of Islam triggered the Ulama's reassertion of the authority of the past, as they called for a return to the *Shari'ah* and sought to repeal family law reforms and reassert classical, medieval formulations of Muslim family law. This approach also became a resurgent trend in the contemporary Muslim societies for which the revivalist forces strived much hard.<sup>30</sup>

The introduction of shariah laws has become a matter of political debate in which legality is often ignored. In more recent decades, the debate over whether the *Shari'ah* should be part of or the basis of a country's legal system has become a sensitive, and at times contentious, issue. If it should be, to what extent it will work? Does Islamization of law mean the wholesale reintroduction of classical law, the development of new laws derived from the Quran and Sunnah of the Prophet, or simply the acceptance of any law that is not contrary to Islam? Who is to oversee this process: rulers, the *Ulama*, or the Muslim parliaments? As Iran, Sudan, Afghanistan, Pakistan, and Saudi Arabia demonstrate, the implementation of *Shari'ah* has not followed a fixed pattern or set interpretation even among those dubbed conservative or fundamentalist.<sup>31</sup> For example, women in Saudi Arabia and Afghanistan under the Taliban regime (1994-1998) could not vote or hold public office due to their interpretation of the *Shari'ah*. In Pakistan and Iran, despite other strictures and problems, women vote, hold political office in parliaments and cabinets, teach in universities and hold responsible professional positions. However, Islamization of law has underscored several areas that have proved particularly problematic. The *Hudud* (punishments as prescribed by the Quran and Hadith for certain crimes, such as alcohol consumption, theft, fornication, adultery, and false witness), the status of non-Muslims (*dhimmis*), minorities, and women as such involve the question of change in Islamic law.<sup>32</sup>

### **The *Shari'ah* and the Penal Inclusions**

Although many traditionalists and neo-revivalists as well as the extremist organizations call for the reimplementing of the *Hudud* punishments, but other Muslims argue that they are no longer appropriate due to prevailing socio-political conditions.<sup>33</sup> Among those who advocate imposition of the *Hudud* (for example, amputation for theft or stoning for adultery), some call for its immediate introduction and others argue that such punishments are contingent upon the creation of a just society in which people are not driven to steal in order to survive.<sup>34</sup> Some critics charge that although appropriate relative to the time period in which they were introduced, *Hudud* punishments are unnecessarily harsh in a modern context. Although many Muslim rulers and governments try to avoid directly addressing the issue of the *Hudud*, Prime Minister Mahathir Mohamad of Malaysia (In office 1981-2003), advocate of a modernized Malaysia with a moderate, tolerant Islam, directly criticized the conservatism of his country's *Ulama*, their legal opinions (Fatwas), and religious courts. In addition, he refused to allow the Malaysian state of Kelantan, the only state controlled by PAS (the Islamic Party of Malaysia), an Islamic opposition political party, to implement the *Hudud* Ordinances.<sup>35</sup>

The reintroduction of Islamic law has often had a particularly pronounced negative impact on the status and role of women and minorities, raising serious questions about whether it constitutes a setback in the gains made in many societies.<sup>36</sup> During the post-independence period, significant changes occurred in many countries, broadening the educational and employment opportunities and enhancing the legal rights of Muslim women.<sup>37</sup> Women became more visible in the professions (as teachers, lawyers, engineers, physicians) and in

government offices. Admittedly, these changes affected only a small proportion of the population and varied from one country or region to another, influenced by religious and local traditions, economic and educational development, and government leadership. The contrasts could be seen from Egypt and Malaysia to Saudi Arabia and Iran.<sup>38</sup>

### **The Extremist and Radical Scenario**

Apart from the judicial and legal issues, the contemporary Muslim societies have been struggling between the extremist version and state version of the Islamic value systems.<sup>39</sup> One result of contemporary Islamic revivalism has been a reexamination of the role of women in Islam, and at times a bitter debate over their role in society. More conservative religious voices among the *Ulama* and Islamists have advocated a return to veiling and sexual segregation as well as restricting women's education and employment. Muslim women are regarded as culture bearers, teachers of family faith and values, whose primary roles as wives and mothers limit or exclude participation in public life.<sup>40</sup> The imposition of reputed Islamic laws by some governments and the policies of some Islamist movements reinforced fears of a retreat to the past: in Afghanistan, the Taliban enforcement of veiling, closure of women's schools, restriction of women in the workplace; in Pakistan, General Zia ul-Haq's (In office 1978-1988) reintroduction of the *Hudud* punishments and a law that counted women's testimony as half that of men's; greater restrictions on women in the Islamic Republics of Iran and Sudan; the murderous brutality of Algeria's Armed Islamic Group toward unveiled or more westernized professional women.<sup>41</sup> In fact, the picture is far more complex and diverse, revealing both old and new patterns. This state of affairs could also be seen in the extremist version of State in Iraq, Syria, Nigeria and Somalia from 2002-2014.<sup>42</sup>

**The** radical forces have been opposing the institutional mechanisms openly, describing them as the anti-Islamic and Westernized.<sup>43</sup> Women issues and the feministic themes have become hot debates in the contemporary Muslim societies. Muslim women in the modern era had two clear choices or models before them: the modern westernized lifestyle common among an elite minority of women or the more restrictive traditional "Islamic" lifestyle of the majority of women, who lived much the same as previous generations.<sup>44</sup> The social impact of the Islamic revival, however, produced a third alternative that is both modern and firmly rooted in Islamic faith, identity, and values.<sup>45</sup> Muslim women, modernists, and Islamists have argued on Islamic grounds for an expanded role for women in Muslim societies. Distinguishing between Islam and patriarchy, between revelation and its interpretation especially by the (male) *Ulama* in patriarchal settings, Muslim women have reasserted their right to be primary participants in redefining their identity and role in society. In many instances, this change has been symbolized by a return to the wearing of Islamic dress and *Hijab*. This has not simply meant a wholesale return to traditional Islamic forms of dress, however, for some it is the donning of a head scarf (*Hijab*); others from Cairo to Kuala Lumpur have adopted new forms of Islamic dress, modest but stylish, worn by the students and the professionals. Initially prominent primarily among urban middle-class women, this new mode of dress has become more common among a broader sector of society. For many it is an attempt to combine religious belief and values with contemporary levels of education and employment, to subordinate a much-desired process of social change to indigenous, Islamic values and ideals. The goal is a more authentic rather than simply westernized modernization.<sup>46</sup>



Practically speaking, Islamic dress has the advantage of enabling some women to assert their modesty and dignity while functioning in public life in societies in which Western dress often symbolizes a more permissive lifestyle. It creates a protected, private space of respectability in crowded urban environments.<sup>47</sup> For some it is a sign of feminism that rejects what they regard as the tendency of women in many Muslim societies to go from being defined as sexual objects in a male-dominated tradition to being exploited as sexual objects Western-style. Western feminism is often seen as a liberation that has resulted in a new form of bondage to dress, youthfulness and physical beauty, sexual permissiveness and exploitation, a society in which women's bodies are used to sell every form of merchandise from clothing to automobiles and cellular phones. Covering the body, it is argued, defines a woman and gender relations in society in terms of personality and talents rather than physical appearance.<sup>48</sup>

### **Facet of the Contemporary Muslim Societies**

The Contemporary Muslim societies reflect both the old and the new realities so far as their understanding of the religion is concerned. The extremist voices can be observed very much loud, but they fail to be recognized as the model for the ideal Islamic society. In Afghanistan, Iran, Sudan and Nigeria, the traditional patterns remain strong and are indeed reasserted and defended by those who call for a more widespread return to traditional forms of Islamic dress and sexual segregation or seclusion in public life.<sup>49</sup> At the same time, however, Muslim women have also become catalysts for change, empowering themselves by entering the professions, running for elective office and serving in parliament, becoming students and scholars of Islam, conducting their own women's study groups, and establishing women's professional organizations, journals, and magazines. Women's organizations from Egypt and Iran to Pakistan and Indonesia - such as Women Living under Muslim Laws, based in Pakistan but international in membership, Malaysia's Sisters in Islam and Muslim Mahila Manch in India are active internationally in protecting and promoting the rights of Muslim women in the contemporary era.<sup>50</sup>

The simultaneous call for greater political participation and for more Islamically oriented societies has not only had a negative impact on non-Muslim communities, but it has also sparked a lively discussion and debate among Muslim intellectuals and religious leaders over the status of non-Muslims in an Islamic state. The traditional doctrine of non-Muslims as *ahl-al-Dhimmah* (protected people) enabling many to practice their faith and hold positions in society, was advanced relative to its times and to the then far more exclusive approach of Western ideologies based on the strict adherence of religion. By modern standards of pluralism and equality of citizenship, however, it amounts to second-class status. More conservative Muslim voices continue to celebrate and defend this doctrine, while other Muslims from Egypt to Indonesia have advocated a redefinition of the status of non-Muslims, in terms of their right to full and equal citizenship, which would enable an egalitarian and pluralist society of Muslims and non-Muslims. This is reflected in debates in Egypt over whether the Copts can serve in the army or should have to pay a special tax and similar discussions about issues of religious and political pluralism in countries such as Lebanon, Pakistan, Malaysia, and Indonesia.<sup>51</sup>

Moreover, the questions of citizenship and the exercise of political rights have become increasingly significant for Muslim minority communities in the second half of the twentieth century.<sup>52</sup> At no time in history have Muslim minorities been as numerous and widespread. Both the swelling numbers of Muslim refugees and the migration of many



Muslims to Europe, Canada, South America, and the United States, where Islam is now the second or third largest religion, make the issue of minority rights and duties within the majority community an ever-greater concern for Islamic jurisprudence.<sup>53</sup> The Questions like, Can Muslim minority communities accept full citizenship and participate fully politically and socially within non-Muslim majority communities that are not governed by the Islamic law<sup>54</sup>? What is the relationship of Islamic law to civil law? What is the relationship of culture to religion? How does one distinguish between culture and religion, that is, between the essentials of Islam and its cultural (Egyptian, Pakistani, Turkish/Central Asian, Sudanese, Indian, Indonesian) expressions? These quarries are concerned and connected with the current phase of Islam.<sup>55</sup> As such; the current Muslim scholarship has a gigantic challenge to discover the possibilities of the full growth of Islam without any sort of extremist or radical component to offer the peaceful message of Islam to the existing and forthcoming human generations.

### **Conclusion**

Since 1995, the Muslim societies around globe have remained under a constant grip of the extremist voices calling for the ultimate revival and back to the “*Original*” Islam. The literature produced so far is evident to that fact that the extremist Ideologies have been influencing the contemporary Muslim societies by one way or the other. The definitions to the “*Original*” are also subjective within the extremist groups. The scholars both Muslim and non-Muslim give attracting themes and titles to this phenomenon to present horrific and gigantic latitudes of the radical movements of the contemporary era. The location, size and face of the contemporary Muslim societies have been very much critical as well as demanding. The history of Islam in the contemporary times continues to be one of the dynamic changes in the world. Muslim societies have experienced the effects of rapid change and with it the challenges in religious, political, and economic development. Muslims continue to grapple with the relationship of the present and future to the past. The critical question is the relationship of faith (Physical and Spiritual aspect of *al-Din*), tradition and concern for the humanistic values which remained, and are, the crucial issues in the Muslim scholarship. This also includes the reconciliatory (Positive action) and *Islahi* approach presented by Beddiuzamman said Nursi in the underlying themes of the *Kulliyat-i-Rasail Nur*. This celebrated collection, as researches have proved, is indeed a futuristic interpretation of Islamic value system to present Quran and *Uswah* of the Prophet Muhammad (S.A.W) from the point of truth, spirituality and wisdom.

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## **Increasing Suicidal Rates in Kashmir Valley: A Comparative Analysis of Some Leading Dailies of Kashmir Valley**

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### **Abstract**

The Kashmir valley is one of the most communally unstable and politically disturbed regions all over the world. It is a conflict torn region. There is also absence of uninterrupted electricity due to the shortage of power generation, weather conditions and conflicting situations. Thus, the electronic and the internet media are interrupted every now and then. In such a situation, the only uninterrupted source of information in the Kashmir valley is the print media which is possibly omnipresent. Hence, reporting in newspapers should be done responsibly because as far as the Kashmir valley situation is concerned, the newspapers could be thought of as an influencing medium. The purpose of the present study is to find out the role of newspapers in highlighting the increased suicide rates in the Kashmir valley.

### **Aims and Objectives**

#### **Aims**

The study is undertaken to understand the role of print media in Kashmir valley in highlighting the increasing suicidal rates in the Valley.

#### **Objectives of the study**

The study is undertaken with the following research objective:

To study the pattern of portrayal of suicide in five leading newspapers of Kashmir in order to understand how these newspapers have reported the issues related to suicides.

#### **Methodology**

**Comparative Analysis of five leading dailies of Kashmir; Greater Kashmir, Rising Kashmir, Kashmir Images, The DAILY Aftab and Srinagar Times from 1<sup>st</sup> January 2010 up to 31<sup>st</sup> December 2015**

#### **Frequency**

The tables below tabulate the total number of reports published in the different newspapers under study, along with the total number of reports published particularly on suicides in these newspapers. The tables also calculate the percentage of reports devoted to suicides in the said newspapers. The data has been collected for the period 1<sup>st</sup> JANUARY 2010 to 31<sup>st</sup> DECEMBER 2015.

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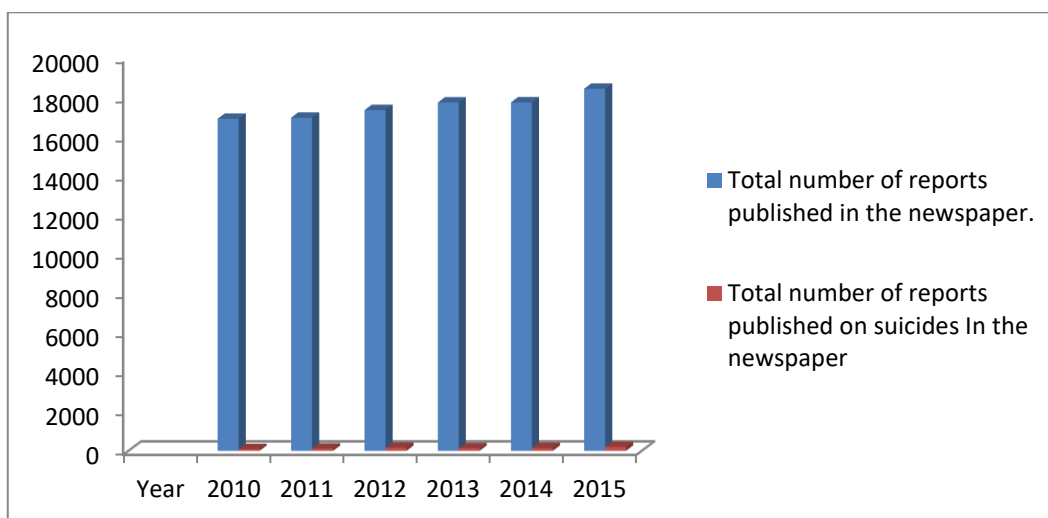
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**Table 4.1: Reports published in GREATER KASHMIR**

| Period of Research   | Total number of reports published in the newspaper. | Total number of reports published on suicides in the newspaper | Percentage   |
|--|---|--|--------------|
| 1 <sup>st</sup> January 2010-31 <sup>st</sup> December2010 | 15200   | 109  | 0.71%        |
| 1 <sup>st</sup> January 2011-31 <sup>st</sup> December2011 | 16100   | 118  | 0.73%        |
| 1 <sup>st</sup> January 2012-31 <sup>st</sup> December2012 | 16545   | 196  | 1.18%        |
| 1 <sup>st</sup> January 2013-31 <sup>st</sup> December2013 | 18122   | 223  | 1.23%        |
| 1 <sup>st</sup> January 2014-31 <sup>st</sup> December2014 | 18545   | 231  | 1.24%        |
| 1 <sup>st</sup> January 2015-31 <sup>st</sup> December2015 | 19842   | 251  | 1.26%        |
| <b>TOTAL</b>   | <b>104354</b>                                       | <b>1128</b>  | <b>1.08%</b> |



**Fig. 4.1: The comparative report chart of "Greater Kashmir" from 2010-2015**

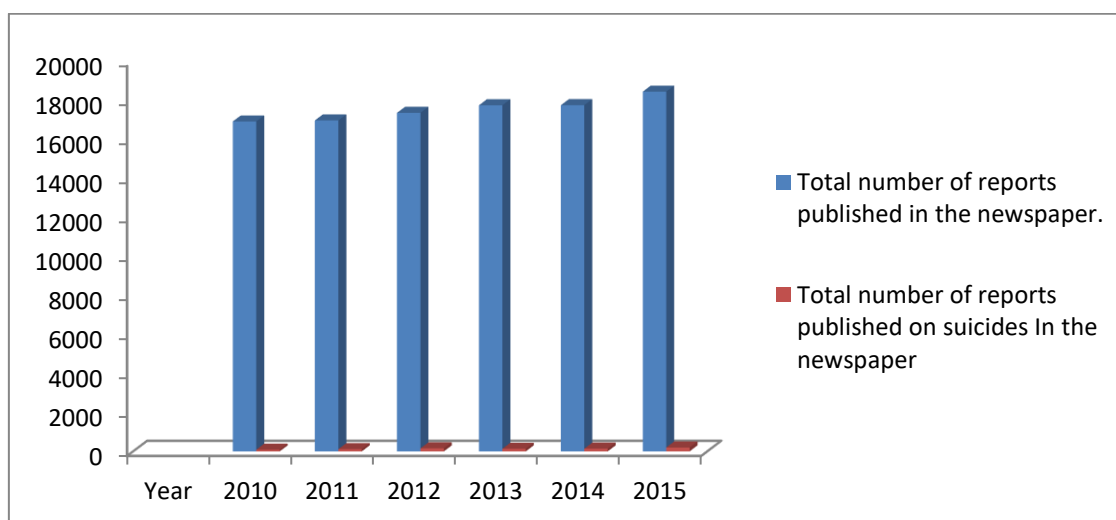
**Inference**

Greater Kashmir has published a total of 104354 news stories during the six year period of the research, from 2010 to 2015. The number of reports has been on a continual increase from the start year till the year 2015. The initial year demonstrated a publication of 15200 reports, while the last year showed that the newspaper published a higher 19842 reports. Out of these 104354 reports, it has published 1128 stories on suicide which makes it to a meager 1.08% space given to suicide reports with respect to the total number of news stories published. However, a slight increase is visible in the reports on suicides as well over the five year period. The year 2010 saw the publication of 109 reports on suicides, while the year 2015 published more than double, i.e., 251 reports devoted to suicides alone.



**Table 4.2: Reports published in RISING KASHMIR**

| Period of Research   | Total number of reports published in the newspaper. | Total number of reports published on suicides in the newspaper | Percentage   |
|--|---|--|--------------|
| 1 <sup>st</sup> January 2010-31 <sup>st</sup> December2010 | 16200   | 108  | 0.66%        |
| 1 <sup>st</sup> January 2011-31 <sup>st</sup> December2011 | 18000   | 209  | 1.16%        |
| 1 <sup>st</sup> January 2012-31 <sup>st</sup> December2012 | 16920   | 267  | 1.57%        |
| 1 <sup>st</sup> January 2013-31 <sup>st</sup> December2013 | 18720   | 295  | 1.57%        |
| 1 <sup>st</sup> January 2014-31 <sup>st</sup> December2014 | 17280   | 297  | 1.71%        |
| 1 <sup>st</sup> January 2015-31 <sup>st</sup> December2015 | 16200   | 297  | 1.83%        |
| <b>TOTAL</b>   | <b>103320</b>                                       | <b>1473</b>  | <b>1.42%</b> |



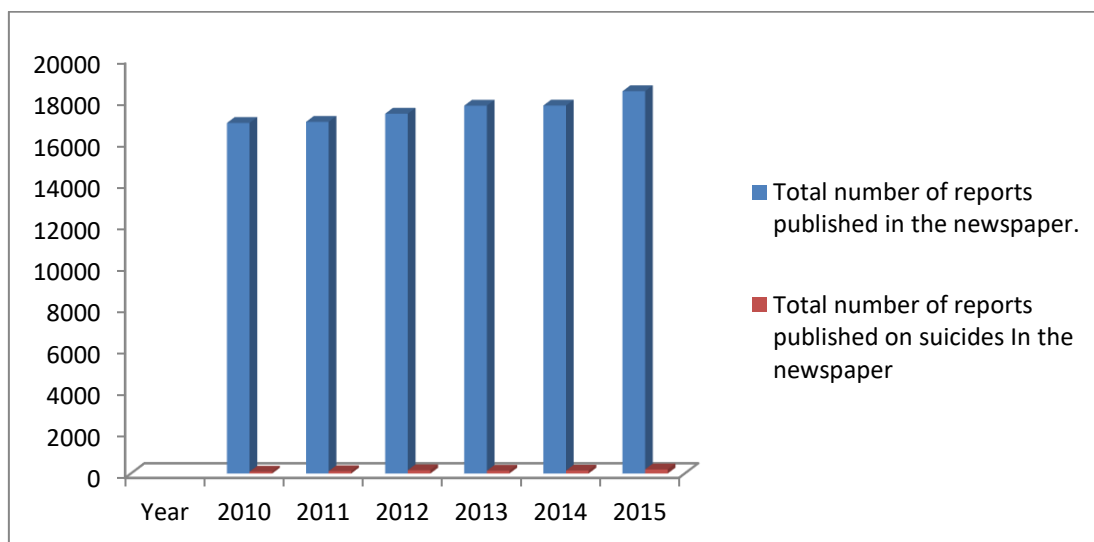
**Fig.4.2: The comparative report chart of "Rising Kashmir" from 2010-2015**

**Inference**

Rising Kashmir has published 103320 news stories during the six year period of the research. The newspaper does not demonstrate a continual increase over the time period, and in fact shows fluctuating results for the number of reports published with both the years 2010 and 2015 publishing the same number of reports (16200). Out of 103320 reports it has published 1473 stories on suicide which makes it to a meager 1.42% space given to suicide reports with respect to the total number of news stories published. However, as opposed to its fluctuating pattern of total number of reports (rising and decreasing), the number of reports published specifically on the suicides show a continual (but slight) increase, from 108 reports in 2010 to 297 reports on suicide in 2015.

**Table 4.3: Reports published in KASHMIR IMAGES**

| Period of Research  | Total number of reports published in the newspaper. | Total number of reports published on suicides in the newspaper | Percentage   |
|---|---|--|--------------|
| 1 <sup>st</sup> January 2010- 31 <sup>st</sup> December2010 | 14200   | 123  | 0.86%        |
| 1 <sup>st</sup> January 2011- 31 <sup>st</sup> December2011 | 16440   | 187  | 1.13%        |
| 1 <sup>st</sup> January 2012- 31 <sup>st</sup> December2012 | 16876   | 197  | 1.16%        |
| 1 <sup>st</sup> January 2013- 31 <sup>st</sup> December2013 | 18333   | 242  | 1.32%        |
| 1 <sup>st</sup> January 2014- 31 <sup>st</sup> December2014 | 18441   | 252  | 1.36%        |
| 1 <sup>st</sup> January 2015- 31 <sup>st</sup> December2015 | 18847   | 261  | 1.38%        |
| <b>TOTAL</b>  | <b>103137</b>                                       | <b>1262</b>  | <b>1.22%</b> |



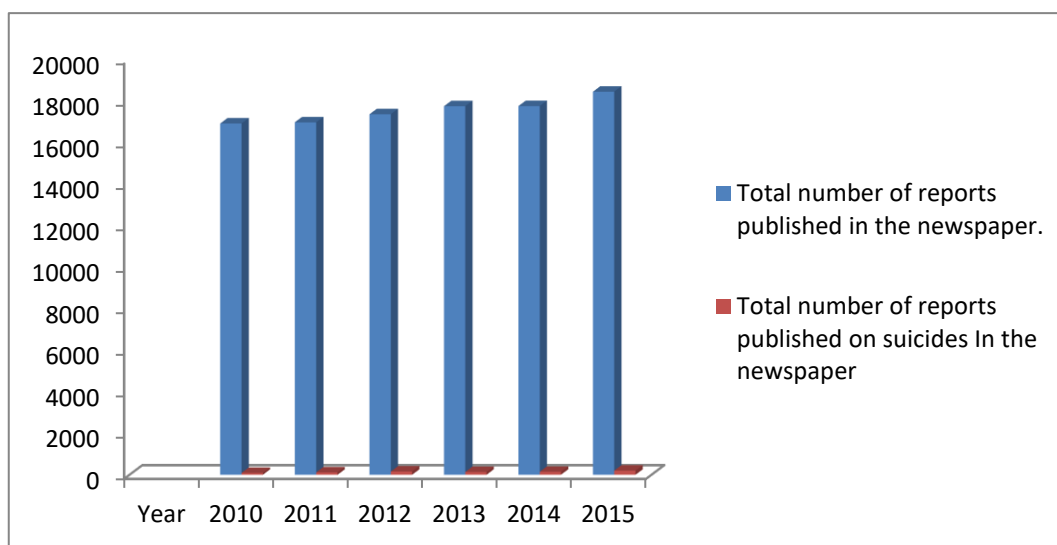
**Fig. 4.3: The comparative report chart of “Kashmir Images” from 2010-2015**

***Inference***

Kashmir Images has published 103137 news stories during the six year period of the research. A continuous increase is witnessed in the total number of reports published, from 14200 in 2010 to 18847 in 2015. Out of 103137 reports it has published 1262 stories on suicide which makes it to a low 1.22% space given to suicide reports with respect to the total number of news stories published. The reports on suicide showed a continuous increase from 123 in 2010 to 261 in 2015.

**Table 4.4: Reports published in THE DAILY AFTAB**

| Period of Research  | Total number of reports published in the newspaper. | Total number of reports published on suicides In the newspaper | Percentage   |
|---|---|--|--------------|
| 1 <sup>st</sup> January 2010- 31 <sup>st</sup> December2010 | 9000  | 99   | 1.1%         |
| 1 <sup>st</sup> January 2011- 31 <sup>st</sup> December2011 | 11223   | 131  | 1.16%        |
| 1 <sup>st</sup> January 2012- 31 <sup>st</sup> December2012 | 13637   | 171  | 1.25%        |
| 1 <sup>st</sup> January 2013- 31 <sup>st</sup> December2013 | 13982   | 133  | 0.95%        |
| 1 <sup>st</sup> January 2014- 31 <sup>st</sup> December2014 | 14743   | 151  | 1.02%        |
| 1 <sup>st</sup> January 2015- 31 <sup>st</sup> December2015 | 14876   | 163  | 1.09%        |
| <b>TOTAL</b>  | <b>77461</b>  | <b>848</b>   | <b>1.09%</b> |



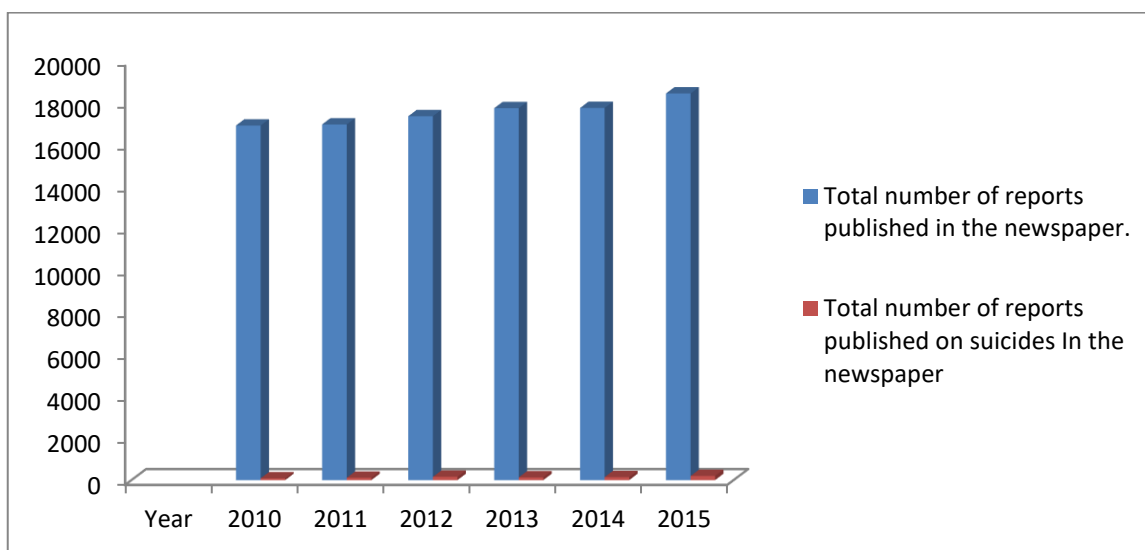
**Fig.4.4: The comparative report chart of “The Daily Aftab” from 2010-2015**

**Inference**

The Daily Aftab has published 77461 news stories during the six year period of the research, with 9000 in 2010 increasing to 14876 in 2015. Out of 77461 reports it has published 848 stories on suicide which makes it to 1.09% space given to suicide reports with respect to the total number of news stories published. These reports showed an increase from 123 in 2010 to 163 in 2015, with an exception of the year 2013 when the reports decreased from the previous year.

**Table 4.5 Reports published in SRINAGAR TIMES**

| Period of Research  | Total number of reports published in the newspaper. | Total number of reports published on suicides in the newspaper | Percentage   |
|---|---|--|--------------|
| 1 <sup>st</sup> January 2010- 31 <sup>st</sup> December2010 | 16920   | 87   | 0.51%        |
| 1 <sup>st</sup> January 2011- 31 <sup>st</sup> December2011 | 16974   | 113  | 0.66%        |
| 1 <sup>st</sup> January 2012- 31 <sup>st</sup> December2012 | 17364   | 157  | 0.90%        |
| 1 <sup>st</sup> January 2013- 31 <sup>st</sup> December2013 | 17752   | 133  | 0.74%        |
| 1 <sup>st</sup> January 2014- 31 <sup>st</sup> December2014 | 17759   | 142  | 0.79%        |
| 1 <sup>st</sup> January 2015- 31 <sup>st</sup> December2015 | 18451   | 197  | 1.06%        |
| <b>TOTAL</b>  | <b>105220</b>                                       | <b>829</b>   | <b>0.78%</b> |



**Fig. 4.5: The comparative report chart of “Srinagar Times” from 2010-2015**

**Inference**

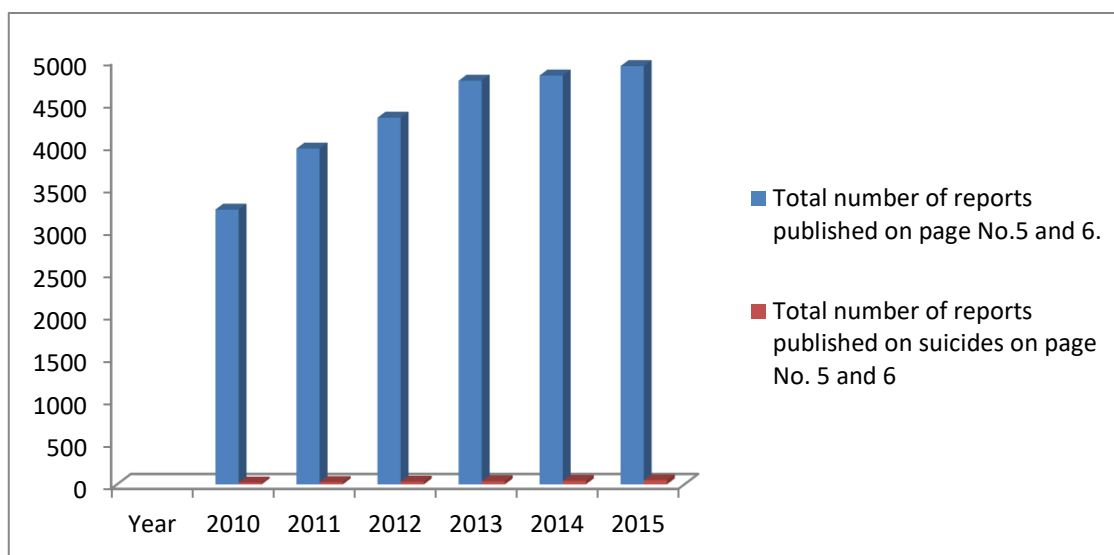
Srinagar Times has published 105220 news stories during the six year period of the research. However, only a slight increase can be observed from 16920 in 2010 to 18451 in 2015. Out of 105220 reports it has published 829 stories on suicide which makes it to a meager 0.78% space given to suicide reports with respect to the total number of news stories published. These reports on suicide showed an increase from 87 in 2010 to 197 in 2015.

**Resultant Space**

The tables reflect the total number of reports published by Greater Kashmir, Rising Kashmir, Kashmir Images, The Dially Aftab and Srinagar Times on page No’s 5 and 6 from 1st January 2010 to 31<sup>st</sup> December 2015 and the overall resultant Space given to Suicide reports during the six year period considered for the research.

**Table 4.6: Reports published in Greater Kashmir on page no 5 and 6**

| Period of Research  | Total number of reports published on page No. 5 and 6 | Total number of reports published on suicides on page No. 5 and 6 | Percentage   |
|---|---|---|--------------|
| 1 <sup>st</sup> January 2010- 31 <sup>st</sup> December2010 | 3240  | 76  | 2.34%        |
| 1 <sup>st</sup> January 2011- 31 <sup>st</sup> December2011 | 4320  | 87  | 2.01%        |
| 1 <sup>st</sup> January 2012- 31 <sup>st</sup> December2012 | 4680  | 92  | 1.96%        |
| 1 <sup>st</sup> January 2013- 31 <sup>st</sup> December2013 | 3240  | 93  | 2.87%        |
| 1 <sup>st</sup> January 2014- 31 <sup>st</sup> December2014 | 2520  | 97  | 3.84%        |
| 1 <sup>st</sup> January 2015- 31 <sup>st</sup> December2015 | 5040  | 101   | 2%           |
| <b>TOTAL</b>  | <b>23040</b>  | <b>546</b>  | <b>2.36%</b> |



**Fig. 4.6: The comparative report chart of “Greater Kashmir” from 2010-2015**

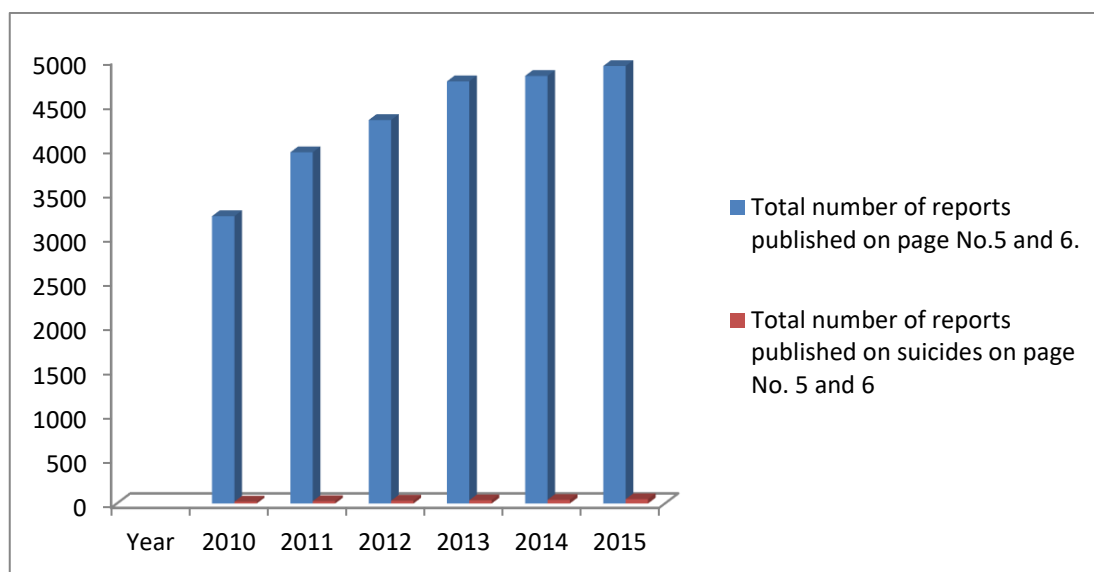
**Inference**

Greater Kashmir has published 23040 stories on page No. 5 and 6 during the six year period of the research. The reports increased from 3240 in 2010 to 5040 in 2015, but with a fluctuating trend across the five years. Out 23040 of reports it has published 546 stories on suicide which makes it to 2.36% space given to coverage of suicide reports with respect to the total number of news stories published on page No. 5 and 6 on suicide.



**Table 4.7 Reports published in RISING KASHMIR on page no. 5 and 6**

| Period of Research  | Total number of reports published on page No. 5 and 6 | Total number of reports published on suicides on page No. 5 and 6 | Percentage  |
|---|---|---|-------------|
| 1 <sup>st</sup> January 2010- 31 <sup>st</sup> December2010 | 3960  | 69  | 1.74%       |
| 1 <sup>st</sup> January 2011- 31 <sup>st</sup> December2011 | 4320  | 78  | 1.8%        |
| 1 <sup>st</sup> January 2012- 31 <sup>st</sup> December2012 | 4680  | 89  | 1.90%       |
| 1 <sup>st</sup> January 2013- 31 <sup>st</sup> December2013 | 3600  | 97  | 2.6%        |
| 1 <sup>st</sup> January 2014- 31 <sup>st</sup> December2014 | 4320  | 101   | 2.3%        |
| 1 <sup>st</sup> January 2015- 31 <sup>st</sup> December2015 | 5040  | 113   | 2.2%        |
| <b>TOTAL</b>  | <b>25920</b>  | <b>547</b>  | <b>2.1%</b> |



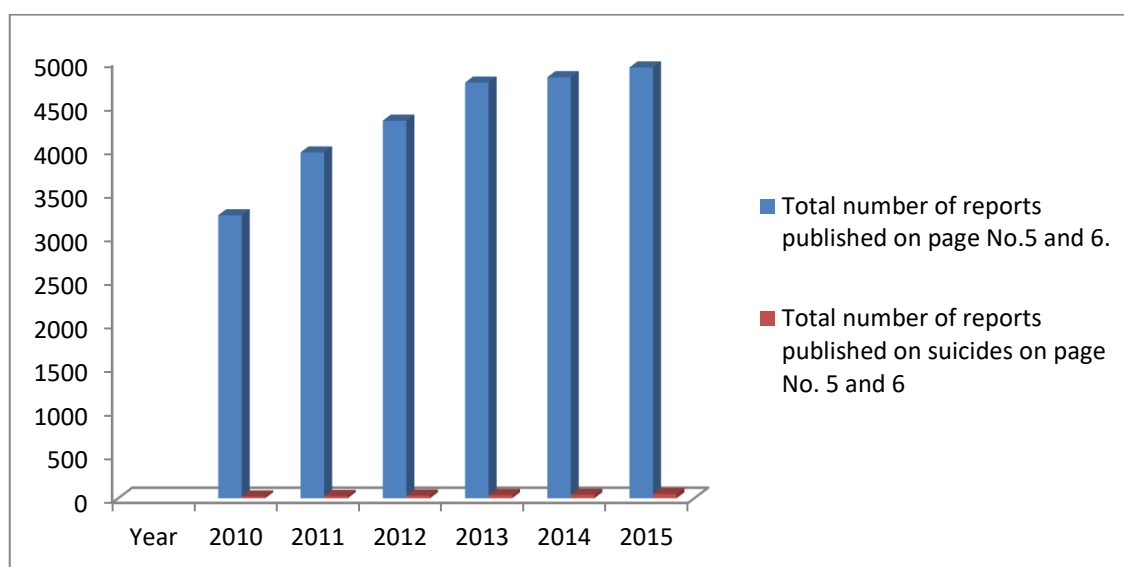
**Fig. 4.7: The comparative report chart of “Rising Kashmir” from 2010-2015**

**Inference**

Rising Kashmir has published 25920 stories on page No. 5 and 6 during the six year period of the research. The increase from 3960 in 2010 to 5040 in 2015 is also accompanied with fluctuations across the other years. Out 25920 of reports it has published 547 stories on suicide which makes it to 2.1% space given to coverage of suicide reports with respect to the total number of news stories published on page No. 5 and 6 on suicide.

**Table 4.8 Reports published in KASHMIR IMAGES on page no 5 and 6**

| Period of Research  | Total number of reports published on page No. 5 and 6 | Total number of reports published on suicides on page No. 5 and 6 | Percentage  |
|---|---|---|-------------|
| 1 <sup>st</sup> January 2010- 31 <sup>st</sup> December2010 | 3240  | 26  | 0.8%        |
| 1 <sup>st</sup> January 2011- 31 <sup>st</sup> December2011 | 3960  | 31  | 0.78%       |
| 1 <sup>st</sup> January 2012- 31 <sup>st</sup> December2012 | 4320  | 54  | 1.2%        |
| 1 <sup>st</sup> January 2013- 31 <sup>st</sup> December2013 | 3600  | 63  | 1.7%        |
| 1 <sup>st</sup> January 2014- 31 <sup>st</sup> December2014 | 4680  | 71  | 1.5%        |
| 1 <sup>st</sup> January 2015- 31 <sup>st</sup> December2015 | 4320  | 83  | 1.9%        |
| <b>TOTAL</b>  | <b>24120</b>  | <b>328</b>  | <b>1.3%</b> |



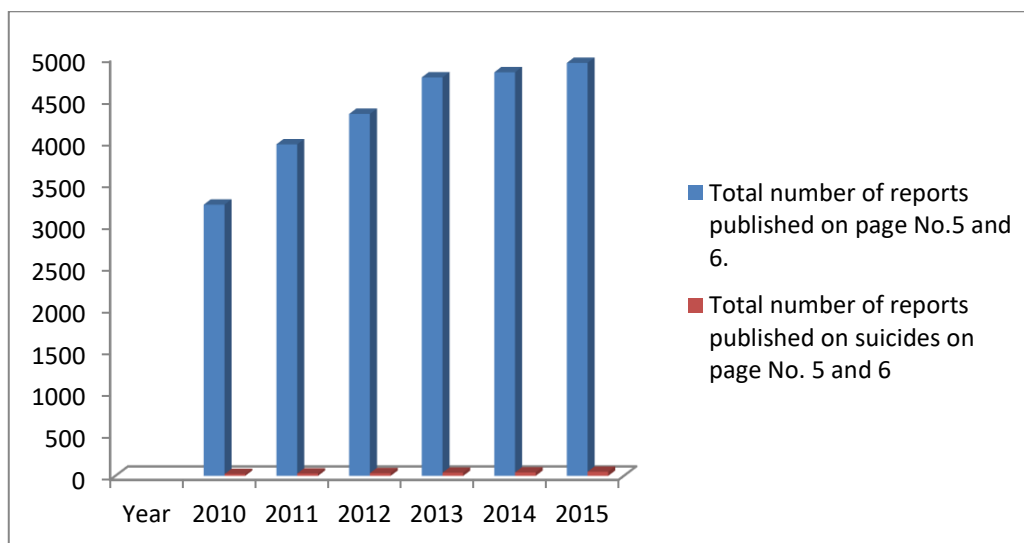
**Fig. 4.8: The comparative report chart of “Kashmir Images” from 2010-2015**

**Inference**

Kashmir Images has published 24120 stories on page No. 5 and 6 during the six year period of the research. The reports showed an increase from 3240 in 2010 to 4320 in 2015, with an exception of the year 2013 and 2015 wherein the number of reports on page 5 and 6 decreased from the previous year. Out 24120 of reports it has published 328 stories on suicide which makes it to 1.3% space given to coverage of suicide reports with respect to the total number of news stories published on page No. 5 and 6 on suicide.

**Table 4.9 Reports published in THE DAILY AFTAB on page no. 5 and 6**

| Period of Research  | Total number of reports published on page No. 5 and 6 | Total number of reports published on suicides on page No. 5 and 6 | Percentage   |
|---|---|---|--------------|
| 1 <sup>st</sup> January 2010- 31 <sup>st</sup> December2010 | 2520  | 24  | 0.95%        |
| 1 <sup>st</sup> January 2011- 31 <sup>st</sup> December2011 | 2880  | 27  | 0.93%        |
| 1 <sup>st</sup> January 2012- 31 <sup>st</sup> December2012 | 3240  | 31  | 0.95%        |
| 1 <sup>st</sup> January 2013- 31 <sup>st</sup> December2013 | 3600  | 33  | 0.91%        |
| 1 <sup>st</sup> January 2014- 31 <sup>st</sup> December2014 | 3960  | 39  | 0.98%        |
| 1 <sup>st</sup> January 2015- 31 <sup>st</sup> December2015 | 3967  | 43  | 1.08%        |
| <b>TOTAL</b>  | <b>20167</b>  | <b>197</b>  | <b>0.97%</b> |



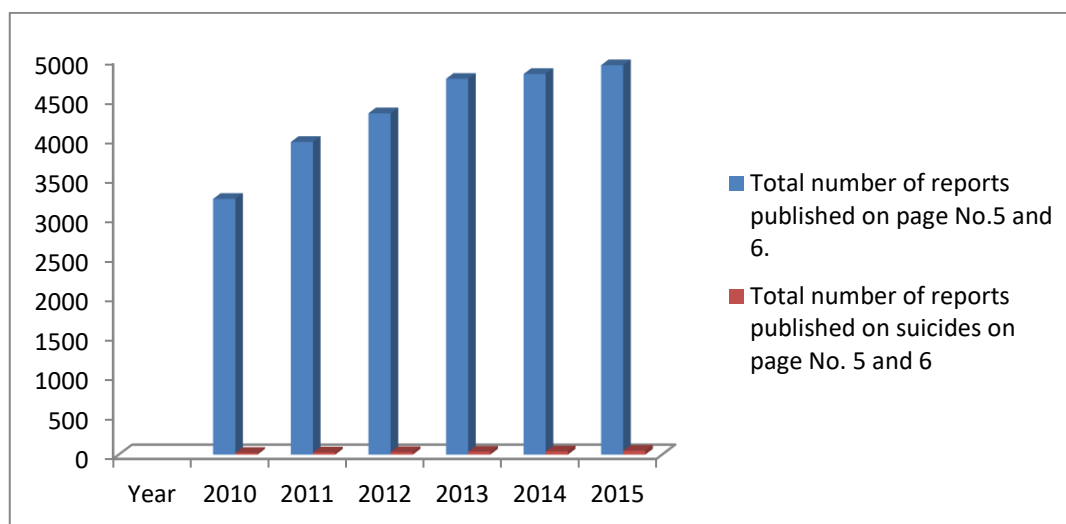
**Fig. 4.9: The comparative report chart of “The Daily Aftab” from 2010-2015**

**Inference**

The Daily Aftab has published 20167 stories on page No. 5 and 6 during the six year period of the research. These reports increased from 2520 in 2010 to 3967 in 2015. Out 20167 of reports it has published 197 stories on suicide which makes it to 0.97% space given to coverage of suicide reports with respect to the total number of news stories published on page No. 5 and 6 on suicide.

**Table 4.10 reports published in SRINAGAR TIMES on page no. 5 and 6:**

| Period of Research  | Total number of reports published on page No. 5 and 6 | Total number of reports published on suicides on page No. 5 and 6 | Percentage  |
|---|---|---|-------------|
| 1 <sup>st</sup> January 2010- 31 <sup>st</sup> December2010 | 3240  | 21  | 0.64        |
| 1 <sup>st</sup> January 2011- 31 <sup>st</sup> December2011 | 3960  | 27  | 0.68        |
| 1 <sup>st</sup> January 2012- 31 <sup>st</sup> December2012 | 4324  | 32  | 0.74        |
| 1 <sup>st</sup> January 2013- 31 <sup>st</sup> December2013 | 4760  | 37  | 0.77        |
| 1 <sup>st</sup> January 2014- 31 <sup>st</sup> December2014 | 4821  | 41  | 0.85        |
| 1 <sup>st</sup> January 2015- 31 <sup>st</sup> December2015 | 4933  | 49  | 0.99        |
| <b>TOTAL</b>  | <b>26038</b>  | <b>207</b>  | <b>0.79</b> |



**Fig. 4.10: The comparative report chart of “Srinagar Times” from 2010-2015**

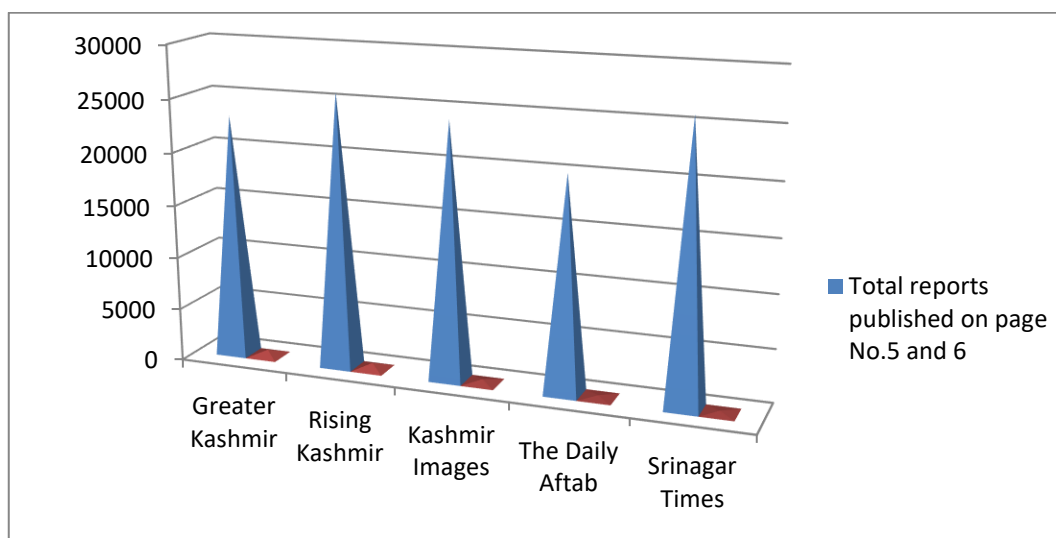
**Inference**

Srinagar Times has published 26038 stories on page No. 5 and 6 during the six year period of the research. These showed an increase from 3240 in 2010 to 4933 in 2015. Out 26038 of reports it has published 207 stories on suicide which makes it to 0.79% space given to coverage of suicide reports with respect to the total number of news stories published on page No. 5 and 6 on suicide.

**4.1.2. Comparative percentage of coverage by five newspapers under study**

**Table 4.11 Comparative percentage of coverage by newspaper under study on page no.5 and 6**

| Name of the newspaper | Total no. of reports published on page No. 5 and 6 | Total number of reports published on suicide on page No. 5 and 6 | Percentage |
|-----------------------|--|--|------------|
| Greater Kashmir       | 23040  | 546  | 2.36       |
| Rising Kashmir        | 25920  | 547  | 2.11       |
| Kashmir Images        | 24120  | 328  | 1.35       |
| The Daily Aftab       | 20167  | 197  | 0.97       |
| Srinagar Times        | 26038  | 207  | 0.79       |



**Fig.4.11: Comparative percentage of coverage by Greater Kashmir, Rising Kashmir, Kashmir Images, the Daily Aftab and Srinagar Times from 2010-2015**

It can therefore be seen from the above table and chart, that the newspaper Srinagar Times published the most number of reports on its Page 5 and 6 (26038). On the other hand, the newspaper The Daily Aftab published the least number of reports on its page number 5 and 6 (20167). For the reports on suicide on these pages, the Rising Kashmir published the highest number of reports (547), while the Daily Aftab again published the lowest number of reports on suicide. The daily Aftab therefore has been found as the newspaper to have published the lowest number of reports and suicide reports on pages 5 and 6.

Thus from the findings above it is very clear that the five newspapers which were selected for the study from 2010 to 2015 have given a very little coverage to suicide issues. It was found that very little percentage suicide reports appeared on page No. 5 or 6 of these newspapers. These reports got published in the form of single column news stories. Such reports mostly described the death of the suicide victim and sometimes the cause of the death was also written. The details exposed in the newspapers were therefore only limited. During the study period the researcher never found any suicide report which could have



been published on the front page of these newspapers. This highlights the lack of importance given to such reports. Other issues like politics, conflict, health, education, environment, sports etc. on the contrary, got a good coverage in all the five selected newspapers whereas the suicide got the minimal percentage in terms of both the frequency and the space. This is an urgent issue which must be given adequate attention by the relevant parties.

### **Discussio and Analysis**

The objective of the study was to find out the portrayal of increased suicidal rates in Kashmir by five leading newspapers published from the valley which include: Greater Kashmir, Rising Kashmir, Kashmir Images, The Daily Aftab and Srinagar Times. The purpose was to analyze the reportage given by these five dailies to the suicide issues in Kashmir. All the five newspapers have given a good coverage to stories related to politics, conflict, health, education, environment, sports and other issues. However, there was a considerable difference in the coverage of suicide stories by all the five leading dailies of Kashmir. The evaluation of data also reveals that the limited efforts, inappropriate portrayal and reporting of increasing suicidal rates in Kashmir by the state's print media houses results in the failure of creating awareness among the policy makers. Suicide has been evolved into a serious societal epidemic in Kashmir and if the trend goes unreported may potentially trigger more future suicides. This project thus, investigates contemporary suicide epidemic through an analysis of the portrayal of suicide in the print media of Kashmir. The analysis of data presents considerable but surmountable challenge in highlighting the need of united and collaborative initiatives in this direction by the print media organisations in order to explore a mechanism which may result in the reduction of suicidal incidents. Appropriate dissemination of information and awareness are essential elements in the success of suicide prevention programmes and print media can play a predominant role in this regard. The extremely low, or rather minimal reports published on suicides is glaring given the rising number of suicides witnessed by the Kashmir Valley in the wake of the present scenario.

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## **Relationship between Scientific Interest and Academic Achievement of Secondary School Students**

**Gurudeva.B.R\***

### **Abstract**

The purpose of the present study was to find out the relationship between scientific interest and academic achievement of secondary schools students from Davangere district with regard to gender, localities, medium and type of school. A sample of 100 secondary schools students were randomly selected for this study. And correlation analysis treatment was given to find out the significance between the two variables. For this purpose eight objectives were framed according to the objectives hypotheses were tested. The findings of study reveals that there is positive and significant relationship between scientific interest and academic achievement boys, girls, rural, urban students, Kannada and English medium students and government and private school students.

### **Introduction**

Scientific knowledge is doubling itself in some fifteen years and this means that a normal individual will soon get out of date in relation to his awareness of the fast changing world around him. We cannot help this but what must ensure is that the new generation studying in the schools and colleges and the universities is taught what is reasonably modern and not fed on what is obsolete. Science hobbies and other leisure time activities will develop the interest in science among the students. If the pupil become curious and develops such an interest in science that he is always eager and is on look out to different activities. The academic achievement of the students in the schools depends on the effectiveness of scientific interest and attitude towards day today science.

### **Objectives of the Study**

The following objectives were framed for the present study.

1. To investigation the relationship between scientific interest and academic achievement of boys studying in secondary schools.
2. To investigation the relationship between scientific interest and academic achievement of girls studying in secondary schools.
3. To investigation the relationship between scientific interest and academic achievement of rural students studying in secondary schools.
4. To investigation the relationship between scientific interest and academic achievement of urban students studying in secondary schools.
5. To investigation the relationship between scientific interest and academic achievement of government school students.
6. To investigation the relationship between scientific interest and academic achievement of private school students.
7. To investigation the relationship between scientific interest and academic achievement of Kannada medium students studying in secondary schools.
8. To investigation the relationship between scientific interest and academic achievement of English medium students studying in secondary schools.

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### **Hypotheses of the Study**

In pursuance of objectives 1 to 8 the following null hypotheses were set up for the present study.

1. There is no significant relationship between scientific interest and academic achievement of boys studying in secondary schools.
2. There is no significant relationship between scientific interest and academic achievement of girls studying in secondary schools.
3. There is no significant relationship between scientific interest and academic achievement of rural students studying in secondary schools.
4. There is no significant relationship between scientific interest and academic achievement of urban students studying in secondary schools.
5. There is no significant relationship between scientific interest and academic achievement of government school students.
6. There is no significant relationship between scientific interest and academic achievement of private school students.
7. There is no significant relationship between scientific interest and academic achievement of Kannada medium students studying in secondary schools.
8. There is no significant relationship between scientific interest and academic achievement of English medium students studying in secondary schools.

### **Design of the Study**

#### **Method**

The present study is a survey type research, which helps to know the scientific interest and academic achievement of secondary school students of Davangere district. The study also intends to investigate the relationship between boys and girls, urban and rural, government and private schools and Kannada and English medium of students studying in different secondary schools.

#### **Sample**

A total number of 100 students studying in secondary school from Davangere district were selected by using random sampling technique.

#### **Tools used**

The following tools were used for the present study.

- 1) Scientific interest scale developed and standardized by L.N.Dubey and Archana Dubey.
- 2) Academic achievement test developed by the investigator were used.

#### **Collection of data**

In order to study the relationship between scientific interest and academic achievement of secondary school students the investigator used two different tools one is developed and standardized by L.N.Dubey and Archana Dubey and academic achievement test developed by the investigator were used to collect required data by the secondary school students of Davangere district.

#### **Analysis of Data**

After data was collected and classified, it was subjected to statistical test of significance correlation coefficient technique was applied.

**Table: 1. Correlation of Mean, SD and 't' Value between Scientific Interest and Academic Achievement of Boys Studying in Secondary Schools (n=100)**

| Variables   | Mean     | Std. Dv. | Correlation Coefficient | t-value | p-value | Signi. |
|---|----------|----------|-------------------------|---------|---------|--------|
| Scientific Interests                                | 169.4000 | 16.3931  | 0.4950                  | 3.9468  | <0.05   | S      |
| Academic Achievement                                | 313.5800 | 28.3607  |                         |         |         |        |
| <b>Girls students studying in secondary schools</b> |          |          |                         |         |         |        |
| Scientific Interests                                | 175.1000 | 12.0835  | 0.3353                  | 2.6454  | <0.05   | S      |
| Academic Achievement                                | 321.5400 | 31.5835  |                         |         |         |        |
| <b>Rural students studying in secondary schools</b> |          |          |                         |         |         |        |
| Scientific Interests                                | 271.8529 | 17.3067  | 0.6455                  | 4.8809  | <0.05   | S      |
| Academic Achievement                                | 324.5000 | 29.0394  |                         |         |         |        |
| <b>Urban students studying in secondary schools</b> |          |          |                         |         |         |        |
| Scientific Interests                                | 172.5200 | 13.3160  | 0.4876                  | 3.8692  | <0.05   | S      |
| Academic Achievement                                | 320.7800 | 27.3923  |                         |         |         |        |

Significant at 0.05 level

It reveals that there is a positive and significant relationship between scientific interest scores and academic achievement among boys, girls, rural, urban secondary school students at 0.05 level of significance (0.4950, t=3.9468), (r=0.3353, t=2.4654), (0.6455, t=4.8809) and (0.4876, t=3.8692). This indicates that the scientific interest scores are closely related with academic achievement scores of boys, girls, rural and urban secondary school students. This further implies that as the scientific interest better the academic achievement of the students will also better.

**Findings of the table 1**

1. Positive significant correlation between scientific interest and academic achievement of boy's girls studying secondary schools.
2. Positive significant correlation between scientific interest and academic achievement of rural and urban students studying in secondary schools.
3. Positive significant correlation between scientific interest and academic achievement of government and private school students.
4. Positive significant correlation between scientific interest and academic achievement of Kannada and English medium students.

**Table: 2. Correlation of Mean, SD and 't' Value between Scientific Interest and Academic Achievement of Government School Students studying in Secondary Schools (n=100)**

| Variable   | Mean     | Std. Dv. | Correlation Coefficient | t-value | p-value | Signi. |
|--|----------|----------|-------------------------|---------|---------|--------|
| Scientific Interests   | 171.9394 | 13.1452  | - 0.3090                | 2.5990  | <0.05   | S      |
| Academic Achievement   | 319.6515 | 30.6837  |                         |         |         |        |
| <b>Private School Students studying in Secondary Schools</b> |          |          |                         |         |         |        |
| Scientific Interests   | 169.529  | 17.3067  | 0.6255                  | 4.7808  | <0.05   | S      |
| Academic Achievement   | 313.5000 | 20.0394  |                         |         |         |        |
| <b>Kannada medium Students studying in Secondary Schools</b> |          |          |                         |         |         |        |
| Scientific Interests   | 171.9394 | 13.1452  | 0.2092                  | 2.4980  | <0.05   | S      |
| Academic Achievement   | 319.6515 | 30.6837  |                         |         |         |        |
| <b>English medium Students studying in Secondary Schools</b> |          |          |                         |         |         |        |
| Scientific Interests   | 171.9800 | 15.9329  | 0.3881                  | 2.9179  | <0.05   | S      |
| Academic Achievement   | 314.3400 | 32.5987  |                         |         |         |        |

Significant at 0.05 level.

It shows that there is a positive and significant relationship between scientific interest scores and academic achievement scores among government, private school, Kannada and English medium students of secondary schools at 0.05 level of significance (-0.3090,t=2.5990), (r=0.6255, t=4.7808), (0.2092,t=2.4980) and (0.3881,t=2.9179). This indicates that the scientific interest scores are closely related with academic achievement scores of government, private, Kannada and English medium students of secondary schools. This further implies that as the scientific interest is better naturally the academic achievement in science is also better.

**Findings of the table 2**

5. Positive significant correlation between scientific interest and academic achievement of government school students.
6. Positive significant correlation between scientific interest and academic achievement of private school students
7. Positive significant correlation between scientific interest and academic achievement of Kannada medium students studying in secondary schools.
8. Positive significant correlation between scientific interest and academic achievement of English medium students studying in secondary schools.

**Educational Implications**

Based on the present findings of the study the educational implications are stated here it shows that there is a lot of improvement of academic achievement of secondary school students by increasing scientific interest in the students. And more exposure to innovative



science learning that enables to improve interest and achievement in their subject. Effective science instruction can bring about improvement in students learning at all level of product, process and attitudinal dimensions of science. Improvement in student's achievement in science, science process skills and attitude towards science will be found positive correlation between scientific interest and academic achievement in science among students.

### **Discussion and Conclusions**

For the present study some of the important studies were supported and similar studies were conducted by **Shet.D.(2012)**, **Puniot, (2013)** **Acharya, K (2013)**, **Singh,R (2013)** **and Shrivastav (2014)** have found that there is difference among the students in respect of their scientific interest and academic achievement. Similarly, there are some studies have supported for the present study such as **Reddy, S.N.(2015)**. **Ramesh, V. (2015)**. **Ganapathy, S. (2015)** **Viswanath, (2015)** have found that there is positive correlation among the variables and the scientific interest and academic achievement. On the basis of the present findings of the study the following conclusions could be drawn that boys and girls, rural and urban, government and private and Kannada and English medium students respectively differ found significant correlation in respect of their scientific interest and academic achievement.

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## दिल्ली सल्तनतकालीन आयात, निर्यात एवं निर्माण का केन्द्र

**कुसुम राय (Kusum Ray)\***

दिल्ली सल्तनत की स्थापना के साथ भारत में मुस्लिम शासन प्रारम्भ हुआ। दिल्ली सल्तनत सैन्य शक्ति द्वारा स्थापित थी एवं सैन्य विजयों द्वारा ही सुदृढ़ हो रही थी, इसलिए शासकों का पूरा ध्यान सैन्य सुदृढ़ीकरण पर ही केन्द्रित था। व्यापारिक गतिविधियों के प्रोत्साहन के लिए शासकों ने विशेष प्रयास नहीं किए। परंतु भारत में व्यापारिक नगरों एवं व्यापार, वाणिज्य की परम्परा सैन्धव काल से ही सुदृढ़ रही है। भारत में प्राचीन काल से ही उन्नत व्यापारिक नगरों का अस्तित्व रहा है।

पूर्व मध्यकाल में केन्द्रीय सत्ता के अभाव में व्यापारिक गतिविधियों में कमी हो रही थी एवं व्यापारिक नगरों की चमक धीमी पड़ती जा रही थी। इन परिस्थितियों में स्थापित दिल्ली सल्तनत के शासकों ने व्यापार को प्रोत्साहित करने के लिए यद्यपि कोई विशेष प्रयास नहीं किया, परंतु उनके आने से संचित धन बाहर निकला तथा शासकों एवं दरबारियों की शहरी जीवन शैली, सैन्य आवश्यकताओं एवं निर्माण कार्यों के कारण व्यापारिक गतिविधियों को प्रोत्साहन देना उनकी अनिवार्यता हो गई।

शासक वर्ग केवल अपनी सेना की आवश्यकता को अधिक महत्व देते थे, साथ ही राज परिवार की आवश्यकता के कारण उत्पादनों एवं आवश्यक वस्तुओं का आयात करते थे। इस काल खंड में शासकों ने राजकीय उत्पादन एवं सार्वजनिक उद्योगों की स्थापना पर किसी प्रकार ध्यान नहीं दिया। संपूर्ण मध्य काल में सामान्यतः भारतीय व्यापारिक वर्गों ने व्यापारिक नगरों को अपने व्यापार केन्द्र के रूप में विकसित किया। परन्तु कुछ शासकों ने सेना के साथ जन मानस की भावनाओं को ध्यान में रखते हुए वस्तुओं की मांग एवं पूर्ति एवं वस्तुओं के मूल्य निर्धारण में आवश्यक कदम अवश्य उठाये थे। इस प्रकार सल्तनत कालीन कुछ प्रमुख नगर जो सैन्य राजनीति के केन्द्र थे, वे व्यापार के केन्द्रों के रूप में विकसित हो गये थे।

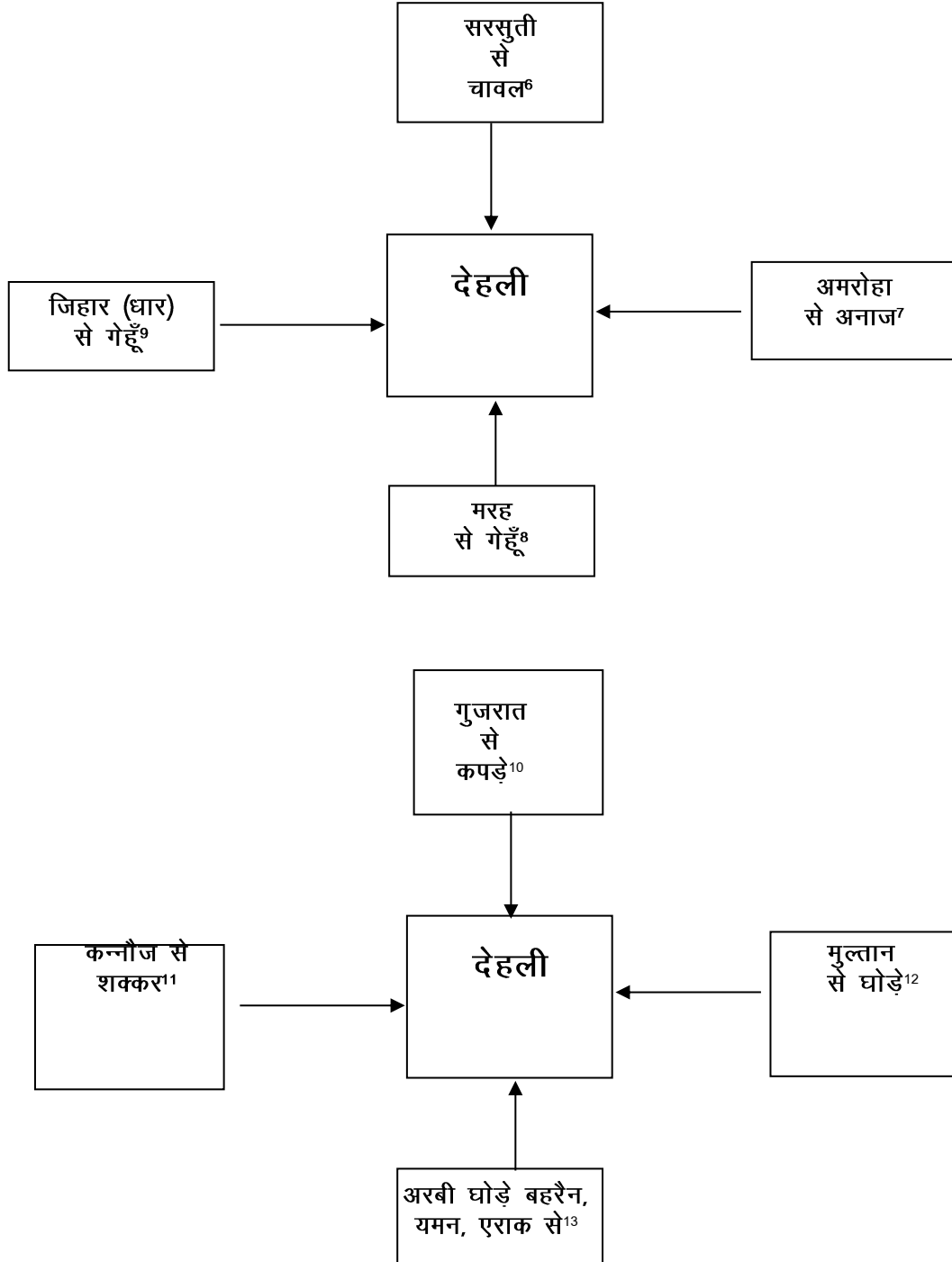
इन नगरों में सर्वाधिक महत्वपूर्ण नगर दिल्ली था। दिल्ली सल्तनत की राजधानी तथा प्रशासनिक केन्द्र होने के कारण स्वाभाविक रूप से काफी महत्वपूर्ण नगर था। नये-नये निर्माण कार्यों तथा शाही कारखानों में कार्य करने के लिए मजदूर, शिल्पी तथा कारीगर वर्ग का दिल्ली आगमन हुआ। जहाँ निर्माण कार्यों के कारण मांग में वृद्धि हुई, वहीं कारखानों ने उत्पादन को बढ़ावा दिया। दिल्ली जहाँ विभिन्न प्रकार की वस्तुओं को निर्माण का प्रमुख केन्द्र था, वहीं दासों तथा घोड़ों के व्यापार का भी प्रमुख केन्द्र था। सैन्य अधिकारियों के रहने के कारण यहाँ दासों तथा घोड़ों की निरन्तर मांग बनी रहती थी।

देहली का पूर्व नाम इन्द्रप्रस्थ था। कुतुबुद्दीन ऐबक द्वारा किला ए-रायपिथौरा को राजधानी बनाने के बाद से यह लगातार विस्तारित होती रही। प्रशासनिक केन्द्र होने के कारण तथा राज परिवार की आवश्यकताओं के कारण यहाँ व्यापारिक गतिविधियों को लगातार प्रोत्साहन मिलता रहा। प्रशासनिक आवश्यकताओं के कारण दिल्ली में अत्यधिक भवनों का निर्माण किया गया, जिससे भवन निर्माण उद्योग को काफी प्रोत्साहन मिला, दिल्ली में भवन निर्माण के लिए अल्लाउद्दीन खिलजी के काल में 70 हजार भवन निर्माता एकत्र किए गए थे।<sup>1</sup> दिल्ली में निर्मित मस्जिद और मीनारों की अमीर खुसरो ने काफी प्रशंसा की है। पत्थर काटने वालों की प्रशंसा करते हुए अमीर खुसरो कहते हैं कि वे अपनी कला में फ़रहाद से भी बढ़ कर थे।<sup>2</sup> नित्य नये निर्माण कार्यों ने व्यापारिक गतिविधियों को प्रोत्साहन किया जिससे दिल्ली काफी विस्तारित और भव्य नगर में परिवर्तित हो गई। इब्ने बतूता देहली का वर्णन करते हुए कहता है कि यह एक भव्य तथा शानदार नगर है। यह केवल हिन्दुस्तान का ही सबसे बड़ा नगर नहीं अपितु पूर्व के इस्लामी नगरों में भी यह सबसे बड़ा है।<sup>3</sup>

नित्य नये निर्माण कार्यों तथा शासकों की आवश्यकताओं एवं लोगों की आवश्यकताओं ने यहाँ एक विस्तृत बाजार को जन्म दिया। इब्ने बतूता बताते हैं कि देहली तथा दारुल खिलाफा के मध्य में हौजे खास स्थित है। यहाँ इन लोगों का एक बाजार है जो संसार का एक बहुत बड़ा बाजार कहा जा सकता है।<sup>4</sup>

देहली की विस्तृत होती आवश्यकताओं के कारण व्यापारी बड़ी मात्रा में अनाज देश के विभिन्न भागों से लाकर दिल्ली में बेचते थे। इब्ने बतूता ने दिल्ली में स्थित अनाज के गोदामों का वर्णन किया है।<sup>5</sup> देश के विभिन्न भागों से दिल्ली में निम्न वस्तुएँ आती थीं –

\* शोधार्थी – समाज विज्ञान अध्ययनशाला देवी अहिल्या विश्वविद्यालय इन्दौर म.प्र.



इस प्रकार दिल्ली देश और विदेश के आयात का प्रमुख केन्द्र था। कुछ व्यापारी शाही धन से भी व्यापार करते थे। इन्ने बत्तूता बताता है कि सैयिद अबुल हसन एबादी शाही धन से व्यापार करता था और सुल्तान के लिए एराक तथा खुरासान में अस्त्र-षस्त्र तथा अन्य सामग्री मोल लिया करता था।<sup>14</sup> दिल्ली आयात के साथ-साथ कुछ वस्तुओं के उत्पादन का भी प्रमुख केन्द्र था। यहाँ से मिश्री का निर्यात मुल्तान को किया जाता था।<sup>15</sup> दिल्ली रेशमी कपड़ों के उत्पादन का प्रमुख केन्द्र था। सुल्तान के कढ़ाई कारखाने में 4000 हजार रेशम का कार्य करने वाले कारीगर कार्य करते थे।<sup>16</sup> दिल्ली रंगाई तथा छपाई का भी महत्वपूर्ण केन्द्र था।<sup>17</sup>

शाही कारखानों में राज परिवारों तथा अधिकारियों से संबंधित विभिन्न प्रकार की वस्तुओं का उत्पादन होता था। इस कारखानों के लिए सामान चीन तथा एराक से भी लाया जाता था।<sup>18</sup> अफीफ़ ने फ़िरोजशाह द्वारा स्थापित विभिन्न कारखानों का विवरण दिया है, जैसे – शाही वस्त्र का प्रबंध करने वाले, पत्थर काटने वाले। वह लिखता है कि 12000 दास विभिन्न प्रकार के शिल्पकार हो गये।<sup>19</sup>

इस प्रकार दिल्ली विभिन्न प्रकार की व्यापारिक गतिविधियों का प्रमुख केन्द्र था। व्यापारिक गतिविधियों को प्रोत्साहित करने के लिए सुल्तानों ने मार्गों की सुरक्षा के इन्तजाम किए। बरनी लिखते हैं कि तुगलक शाह की तलवार की धाक समस्त लुटेरों तथा डाकूओं के हृदय में इस प्रकार आरूढ़ कर दी थी कि उनके राज्य काल में लुटेरे मार्ग के रक्षक बन गये।<sup>20</sup> मार्गों की सुरक्षा ने व्यापारिक गतिविधियों को अत्यधिक बढ़ावा दिया। इसके साथ ही साथ मार्गों में पत्थर के खम्भे लगे होते थे। जिस पर विभिन्न स्थानों की दूरी का अंकन होता था।<sup>21</sup> यात्रियों के विश्राम के लिए विभिन्न स्थानों पर खनकाहों का भी निर्माण किया गया।<sup>22</sup> इस सुविधाओं के अतिरिक्त सुल्तान फ़िरोज-षाह-तुगलक ने व्यापारियों पर लगने वाले अनावश्यक करों को समाप्त कर दिया।<sup>23</sup> अफीफ़ व्यापारियों की सम्पन्नता का वर्णन करते हुए कहते हैं कि व्यापारियों को प्रत्येक वर्ष अधिक लाभ तथा बाजार वालों को हर साल मूल से अधिक ब्याज एवं मजदूरी करने वालों को प्रत्येक वर्ष पिछले वर्ष की अपेक्षा अच्छी मजदूरी प्राप्त होती थी। व्यापारी चार-चार वर्ष व्यापार हेतु दूर-दूर के प्रसिद्ध राज्यों की यात्रा के लिए जाते थे।<sup>24</sup>

इस समय व्यापारी विभिन्न प्रकार के वर्गों में विभक्त थे जो विभिन्न प्रकार के व्यापारिक कार्यों में संलग्न थे। व्यापारियों में साहों (साहूकारों), सर्गाफों, ऋणदाताओं तथा मुहत्तकिरान (अनाज को छिपाकर एकत्र करने वाले तथा बाद में अधिक मूल्य पर बेचने वाले चोर बाजारी करने वाले) का वर्णन मिलता है।<sup>25</sup> बक्काल<sup>26</sup> नामक वर्ग का भी उल्लेख है जो कि केवल अनाज के व्यापारी नहीं थे अपितु संपूर्ण वैष्य व्यापारियों के संदर्भ में हैं। कारवान<sup>27</sup> तथा बाजारियों<sup>28</sup> का भी विवरण मिलता है। बाजारियान शब्द का प्रयोग खुदरा व्यापारियों तथा दुकानदारों के लिए किया गया है। इस काल में कारवानी और बंजारे अनाज का व्यापार किया करते थे।

सल्तनत कालीन शासकों ने अपनी सैन्य आवश्यकताओं के लिए पुराने मार्गों की यथोचित व्यवस्था की तथा नये मार्गों का निर्माण किया। इन मार्गों के कारण व्यापारियों का आवागमन सुलभ हो गया। व्यापारी अपना माल घोड़ों, बैलों तथा गधों पर लादते थे। इन्हे बत्तूता बताता है कि हिन्दुस्तानी लोग बोझ लादने के लिए बैलों के अतिरिक्त अन्य किसी पशु से काम नहीं लेते। यात्रा में भी बैलों पर ही बोझ लादते थे।<sup>29</sup> पूरे भारत में नदियों का जाल बिछा होने से व्यापारी जल मार्ग का भी अत्यधिक प्रयोग करते थे। विदेश यात्रा पर व्यापारी तीन-चार साल के लिए जाते थे।

सल्तनत की राजधानी होने के कारण दिल्ली विभिन्न मार्गों द्वारा देश के विभिन्न भागों से जुड़ी हुई थी, इन मार्गों को तत्कालीन इतिहासकारों ने इस प्रकार दर्शाया है :-

|   | सम्पर्क मार्ग                     | संदर्भ स्रोत   |
|---|-----------------------------------|--|
| 1 | दिल्ली-दीपालपुर-मुल्तान           | अफीफ़-तारीखे फ़ीरोजशाही, तुगलक कालीन भारत, भाग-2 (अनुवादक-रिज़वी), पृष्ठ-59.           |
|   | सम्पर्क मार्ग                     | संदर्भ स्रोत   |
| 2 | दिल्ली-कड़ा-सम्मलपुर-जाजनगर       | इन्षाये माहरु, तुगलक कालीन भारत, भाग-2 (अनुवादक-रिज़वी), पृष्ठ-382.                    |
| 3 | दिल्ली-पालम-मसऊदाबाद-हाँसी-सरसुती | इन्हे बत्तूता, यात्रा विवरण, तुगलक कालीन भारत, भाग-1 (अनुवादक-रिज़वी), पृष्ठ-172-173.  |
| 4 | दिल्ली-हाँसी-फतहाबाद              | जियाउद्दीन बरनी-तारीखे फ़ीरोजशाही, तुगलक कालीन भारत, भाग-2 (अनुवादक-रिज़वी), पृष्ठ-14. |
| 5 | दिल्ली-लखनौती-पंडुवा-अवध          | जियाउद्दीन बरनी-तारीखे फ़ीरोजशाही, तुगलक कालीन भारत, भाग-2 (अनुवादक-रिज़वी), पृष्ठ-40. |

उपरोक्त रास्तों का व्यापारी आवागमन के लिये प्रयोग करते थे।

इस प्रकार तुर्की शासन की स्थापना ने देहली को एक नया प्रकाश प्रदान किया। देहली उस काल से ही विष्व के श्रेष्ठ नगरों में से एक हो गया एवं व्यापार का महत्वपूर्ण केन्द्र बन गया था।





24. अफीफ, शम्स सिराज – तारीखे फीरोज शाही, तुगलक कालीन भारत, भाग-2, (अनुवादक – सैय्यद अत्तहर अब्बास रिजवी), प्रकाशक- हिस्ट्री डिपार्टमेंट, अलीगढ़ मुस्लिम युनिवर्सिटी, अलीगढ़, 1957, पृष्ठ संख्या 89-90
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## **GROWING LITERACY AND UNEMPLOYMENT IN PASCHIMI CHAMPARAN DISTRICT (BIHAR): A CORRELATION IN GEOGRAPHY**

**PRABHU SAHNI\***

### **ABSTRACT**

*Pashchim Champaran (West Champaran), a district of Bihar has been released by Directorate of Census Operations in Bihar. Enumeration of key persons was also done by census officials in Pashchim Champaran District of Bihar. Pashchim Champaran had population of 3,935,042 of which male and female were 2,061,110 and 1,873,932 respectively., Pashchim Champaran had a population of 3,043,466 of which males were 1,600,839 and remaining 1,442,627 were females. Pashchim Champaran District population constituted 3.78 percent of total Maharashtra population. Pashchim Champaran District was at 3.67 percent of Maharashtra population. There was change of 29.29 percent in the population compared to population as per 2001. In the previous census of India 2001, Pashchim Champaran District recorded increase of 30.40 percent to its population compared to 1991. West Chamaparan is one of the famous district of Bihar, which has a glorious past. West Champaran District was carved out of the old Champaran District in the year 1972 as a result of re-organization of the District in the state. It was formerly a subdivision of Saran District and then Champaran District with its Head quarters as Bettiah. It is said that Bettiah got its name from Baint (Cane) plants commonly found in this district. The name Champaran is a degenerate form of Champaka aranya, a name which dates back to the time when the district was a tract of the forest of Champa (Magnolia) trees & was the abode of solitary asectics.*

**Keywords:** *Pashchim Champaran, Unemployment, Growing literacy, Bihar*

### **INTRODUCTION**

West Champaran is an administrative district in the state of Bihar. →West Champaran district was carved out of old champaran district in the year 1972. It is part of Tirhut division. →West Champaran is surrounded by hilly region of Nepal in the North, Gopalganj & part of East Champaran district in the south, in the east it is surrounded by East Champaran and in the west Padrauna & Deoria districts of Uttar Pradesh. →The mother-tongue of this region is Bhojpuri. →The district has its border with Nepal, it has an international importance. →The international border is open at five blocks of the district, namely, Bagha-II, Ramnagar, Gaunaha, and Mainatand & Sikta, extending from north-west corner to south-east covering a distance of 35 kms. Agriculture is the main source of income of the people in West Champaran. →Sugar mills are established at Majhauilia, Bagaha, Ramnagar, Narkatiaganj, Chanpatia and Lauria. →Some rice mills are also being run successfully and the produce is being marketed to different places outside the district. →Cottage industries based on local available natural and agricultural

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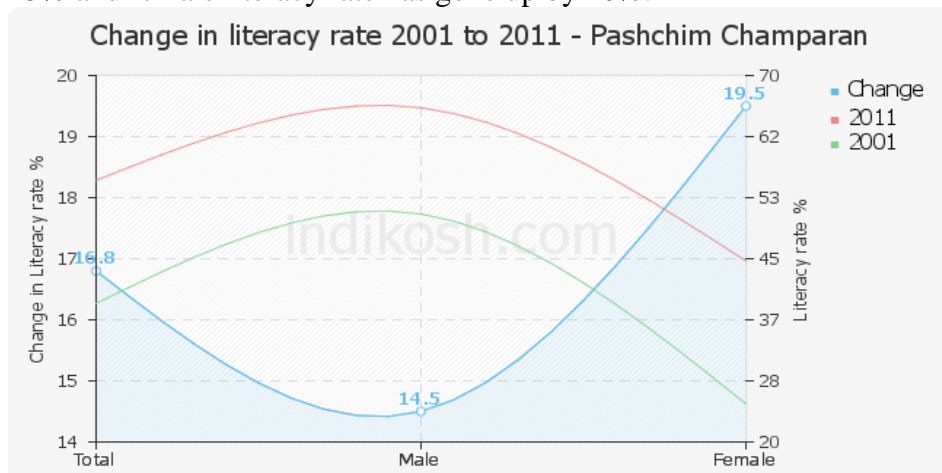
produce catering the local needs such as Gur (raw-sugar), basket, rope, matweaving etc are also popular

**PASHCHIM CHAMPARAN LITERACY**

Average literacy rate of Pashchim Champaran in 2011 were 55.70 compared to 38.93 of 2001. If things are looked out at gender wise, male and female literacy were 65.59 and 44.69 respectively. For 2001 census, same figures stood at 51.08 and 25.23 in Pashchim Champaran District. Total literate in Pashchim Champaran District were 1,759,481 of which male and female were 1,091,226 and 668,255 respectively. In 2001, Pashchim Champaran District had 932,347 in its district.

**LITERACY**

Total about 17.6 lakh people in the district are literate, among them about 10.9 lakh are male and about 6.7 lakh are female. Literacy rate (children under 6 are excluded) of Pashchim Champaran is 56%. 66% of male and 45% of female population are literate here. Overall literacy rate in the district has increased by 17%. Male literacy has gone up by 15% and female literacy rate has gone up by 20%.



*Change in literacy rate 2001 to 2011 - Pashchim Champaran*

|               | Total | Male  | Female |
|---------------|-------|-------|--------|
| <b>Change</b> | 16.8% | 14.5% | 19.5%  |
| <b>2011</b>   | 55.7% | 65.6% | 44.7%  |
| <b>2001</b>   | 38.9% | 51.1% | 25.2%  |

**SUB DISTRICTS, VILLAGES AND CITIES WITH HIGHEST LITERACY RATE IN PASHCHIM CHAMPARAN**

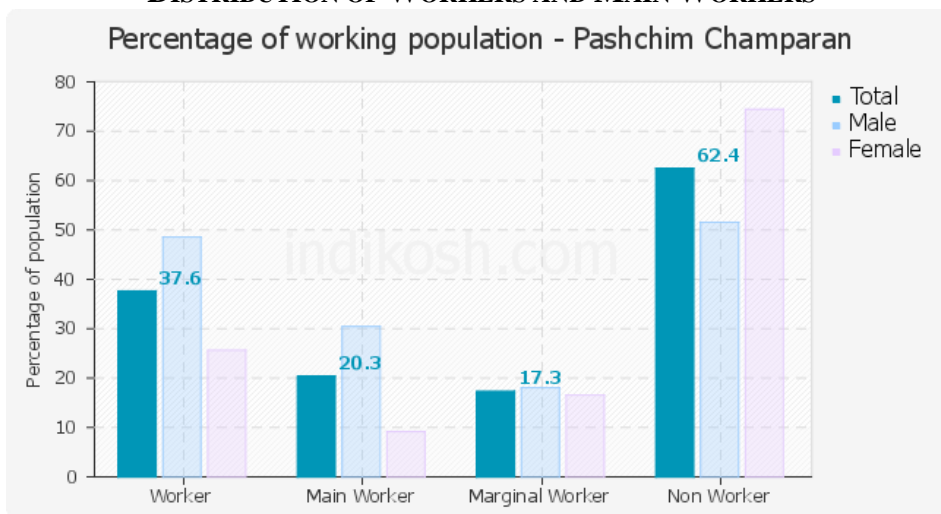
One of the important characteristics of the population, on which information is obtained in the census, is literacy. For the purpose of census, a person is deemed to be literate if he or she can read and write with an understanding of any language. A person who can merely read but cannot write is not considered as literate. A person could, however, be a literate without having had any formal education or having passed any minimum educational standard. Ability to merely sign one's name is not adequate to qualify a person as literate

| Sub Districts |                 | Villages      |                 | Cities         |                 |
|---------------|-----------------|---------------|-----------------|----------------|-----------------|
| Name          | Literacy Rate % | Name          | Literacy Rate % | Name           | Literacy Rate % |
| Bettiah       | 75              | Sitlapur      | 100             | Bettiah        | 81              |
| Lauriya       | 60              | Pachgachhia   | 100             | Narkatiaganj   | 77              |
| Gaunaha       | 59              | Basantpur     | 100             | Kargahia Purab | 72              |
| Chanpatia     | 58              | Bisambharapur | 100             | Tola Mansaraut | 70              |
| Narkatiaganj  | 57              | Nandtola      | 97              | Chanpatia      | 68              |
| Ramnagar      | 55              | Itwa          | 95              | Ramnagar       | 66              |
| Bagaha        | 55              | Tahkaul       | 90              | Hat Saraiya    | 65              |
| Sikta         | 55              | Bhatni        | 89              | Bagaha         | 60              |
| Majhaulia     | 54              | Saithaul      | 85              |                |                 |
| Mainatanr     | 54              | Majharia      | 85              |                |                 |

**WORKERS PROFILE OF PASHCHIM CHAMPARAN**

Pashchim Champaran has 38% (about 14.8 lakh) population engaged in either main or marginal works. 48% male and 26% female population are working population. 30% of total male population is main (full time) workers and 18% are marginal (part time) workers. For women 9% of total female population are main and 17% are marginal workers. The total workforce in the district is 1,478,947. On gender level, 32.43 percent of workforce is females and 67.57 percent are males. Out of the total workforce, 92.44 percent lives in rural areas of the district. Only 7.56 percent of workforce lives in urban areas. Out of the total workforce, 53.93 percent constitutes main workers in the district. Out of which 89.45 percent lives in rural areas and remaining 10.55 percent in urban areas of the district. Among total main workers, 78.65 percent are males and 21.35 percent are females.

**DISTRIBUTION OF WORKERS AND MAIN WORKERS**



**Total Workers**

|       | Male       |                | Female     |                | Total      |                |
|-------|------------|----------------|------------|----------------|------------|----------------|
|       | Population | Percentage (%) | Population | Percentage (%) | Population | Percentage (%) |
| Rural | 904942     | 66.20          | 462136     | 33.80          | 1367078    | 92.44          |
| Urban | 94340      | 84.33          | 17529      | 15.67          | 111869     | 7.56           |
| Total | 999282     | 67.57          | 479665     | 32.43          | 1478947    | 100.00         |

**Total Main Workers**

|       | Male       |                | Female     |                | Total      |                |
|-------|------------|----------------|------------|----------------|------------|----------------|
|       | Population | Percentage (%) | Population | Percentage (%) | Population | Percentage (%) |
| Rural | 553533     | 77.59          | 159902     | 22.41          | 713435     | 89.45          |
| Urban | 73756      | 87.69          | 10353      | 12.31          | 84109      | 10.55          |
| Total | 627289     | 78.65          | 170255     | 21.35          | 797544     | 100.00         |

***Percentage of working population - Pashchim Champaran***

**AGRICULTURE WORKERS**

Out of the total main workers, 58.27 percent belong to main agriculture workers. Out of which, 74.67 percent are males and 25.33 percent are females. On the ground of residence, 96.47 percent are residing in rural areas. Only 3.53 percent are living in urban areas of the district.

**DISTRIBUTION OF AGRICULTURE WORKERS**

**Agriculture Workers**

|       | Male       |                | Female     |                | Total      |                |
|-------|------------|----------------|------------|----------------|------------|----------------|
|       | Population | Percentage (%) | Population | Percentage (%) | Population | Percentage (%) |
| Rural | 333092     | 74.29          | 115261     | 25.71          | 448353     | 96.47          |
| Urban | 13940      | 84.90          | 2479       | 15.10          | 16419      | 3.53           |
| Total | 347032     | 74.67          | 117740     | 25.33          | 464772     | 100.00         |

Source: Census of India, 2011

**HOUSEHOLD INDUSTRY WORKERS**

Out of the total main workers, 23.87 percent are working as a main worker in household industries. Out of which, 70.19 percent are males, and 29.81 percent are females. Majority (81.66 percent) of them are from rural areas. Only 18.34 percent are from urban areas of the district.

**DISTRIBUTION OF HOUSEHOLD INDUSTRY WORKERS**

**Household Industry Workers**

|       | Male       |                | Female     |                | Total      |                |
|-------|------------|----------------|------------|----------------|------------|----------------|
|       | Population | Percentage (%) | Population | Percentage (%) | Population | Percentage (%) |
| Rural | 10540      | 67.78          | 5011       | 32.22          | 15551      | 81.66          |
| Urban | 2827       | 80.96          | 665        | 19.04          | 3492       | 18.34          |
| Total | 13367      | 70.19          | 5676       | 29.81          | 19043      | 100.00         |



**OTHER WORKERS**

Out of the total main workers, 19.89 percent of workers are involved in other works. Out of which 84.18 percent are males and 15.82 percent are females. The majority (63.98 percent) belongs to rural area and 36.02 percent to urban areas of the district.

**DISTRIBUTION OF OTHER WORKERS**

Other workers

|       | Male       |                | Female     |                | Total      |                |
|-------|------------|----------------|------------|----------------|------------|----------------|
|       | Population | Percentage (%) | Population | Percentage (%) | Population | Percentage (%) |
| Rural | 83158      | 81.95          | 18317      | 18.05          | 101475     | 63.98          |
| Urban | 50370      | 88.15          | 6770       | 11.85          | 57140      | 36.02          |
| Total | 133528     | 84.18          | 25087      | 15.82          | 158615     | 100.00         |

Source: Census of India, 2011

**DISTRIBUTION OF MARGINAL WORKERS**

Marginal workers

|       | Male       |                | Female     |                | Total      |                |
|-------|------------|----------------|------------|----------------|------------|----------------|
|       | Population | Percentage (%) | Population | Percentage (%) | Population | Percentage (%) |
| Rural | 351409     | 53.76          | 302234     | 46.24          | 653643     | 95.93          |
| Urban | 20584      | 74.15          | 7176       | 25.85          | 27760      | 4.07           |
| Total | 371993     | 54.59          | 309410     | 45.41          | 681403     | 100.00         |

**Conclusion**

Rural residents have lower literacy levels than urban residents. The disparities between urban and rural populations tend to be greater in those poorer countries in which overall literacy rates are comparatively low. In large measure, the influence of urbanization on literacy acquisition and retention reflects differences in access to formal schooling, higher-quality education and non-formal education programmes. Urban residents, in contrast to rural residents, tend also to reside in more literate environment, which are more demanding of literacy skills in written languages, and which offer greater rewards to those who possess them. Regional or provincial differences in literacy are particularly prevalent in countries with large illiterate populations. The India Labour and Employment Report 2016 of the Institute for Human Development (forthcoming, Oxford University Press, henceforth "the report") presents compelling evidence of how the employment situation has improved during the 21st century. But it also emphasizes the awesome challenge of unemployment that still faces us. The report concludes with a long menu of policy suggestions ranging from removal of capital subsidies to labour law reform and education policy. Two points in particular are worth noting. India's growth has to be led by manufacturing, not services because, among other reasons, employment elasticity is higher in manufacturing. Also, a large section of the labour force has little or no education, and cannot be employed in skilled jobs in the services sector. Nor can they be easily skilled, given their lack of basic

education. Outside agriculture, they can only be employed in low-skill jobs in the manufacturing sector.

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## बौद्ध धर्म एवम् उसकी प्रगति का अध्ययन

संदीप बि"नोई\*

सार

बौद्ध धर्म भारत की श्रमण परम्परा से निकला धर्म और महान दर्शन है। ईसा पूर्व 6वीं शताब्दी के गौतम बुद्ध द्वारा बौद्ध धर्म की स्थापना हुई। मज्झिम निकाय तथा निदान कथा से महात्मा बुद्ध के जन्म की कथा का बोध होता है। गौतम बुद्ध का जन्म 563 ई.पू. में कपिलवस्तु को लुबिनी (नेपाल) नामक वाटिका में हुआ था। उनके पिता का नाम शुद्धोधन और माता का नाम महामाया था। शुद्धोधन कपिलवस्तु के शाक्य गण के प्रधान थे। गौतम बुद्ध के बचपन का नाम सिद्धार्थ था। बौद्ध श्रुतियों के अनुसार, जन्म होने पर वे खड़े हो गए। सात उग भरे और कहा यह मेरा अन्तिम जन्म है, इसके बाद मेरा कोई जन्म नहीं होगा तथा इनका महापरिनिर्वाण 483 ईसा पूर्व कुशीनगर (भारत) में हुआ। उनके परिनिर्वाण के अगले पाँच शताब्दियों में बौद्ध धर्म पूरे भारतीय उपमहाद्वीप में फैला और अगले दो हजार वर्षों में मध्य, पूर्व और दक्षिण-पूर्वी जम्बू महाद्वीप में भी फैल गया। बौद्ध धर्म में प्रमुख सम्प्रदाय हैं—हीनयान, थेरवाद, महायान, ब्रजयान और नवयान, परन्तु बौद्ध धर्म एक ही है एवम् सभी बौद्ध सम्प्रदाय बुद्ध के सिद्धान्त ही मानते हैं।

भूमिका

महात्मा बुद्ध के जन्म के सातवें दिन ही उनकी माता महामाया का देहावसान हो गया। इसलिए उनका लालन-पालन उनकी मौसी महा प्रजापति गौतमी ने किया। उनके गौत्र का नाम गौतम था इसलिए उन्हें गौतम भी कहा गया है। सिद्धार्थ बचपन से ही मननशील थे। कहा जाता है कि एक बार बचपन में ही एक वृद्ध, एक रोगी, एक मृतक तथा बाद में एक सन्यासी को देख कर चिन्तामग्न हो गए थे। वृद्ध, रोगी और मृतक को देख कर उन्होंने मन में यह धारणा बना ली कि संसार में सर्वत्र दुःख है। इन दुःखों से मुक्ति की चिन्ता उन्हें परेशान करने लगी। वे घंटों एकान्त में बैठकर चिन्तन में डूबे रहते। उनकी सांसारिकता की ओर से विरक्ति को भावना और प्रवृत्ति से उनके पिता चिन्तित रहने लगे। उन्हें सांसारिकता में प्रबल करने की दृष्टि से उनके पिता ने उनका विवाह यशोधरा नामक एक अत्यन्त सुन्दर कन्या से कर दिया। यशोधरा रामग्राम की कोलिय राजकुमारी थी। सिद्धार्थ ने लगभग 12 वर्षों तक गृहस्थ जीवन बिताया। इसी बीच उनके एक पुत्र हुआ। वे पुत्र जन्म से और भी क्षुब्ध हो गए और कहा कि राहु आ गया। इसी से उसका नाम राहुल पड़ गया। उस प्रकार जन्म, जरा, रोग, मृत्यु, दुःख और अपवित्रता ने उन्हें संसार त्याग और निवृत्ति की ओर उत्प्रेरित किया। उन्होंने 29 वर्ष की अवस्था में गृहत्याग दिया। अपने प्रिय साईस (छन्न) की सहायता से एवं अपने प्रिय घोड़े कथक पर चढ़कर उन्होंने गृह त्याग किया।

बुद्ध की तपस्या एवं धर्म चक्र परिवर्तन

बौद्ध अनुश्रुतियों के अनुसार वे उरुबेला नामक ग्राम में तपस्या करने बैठ गये। किन्तु इससे पूर्व उन्हें दो गुरुओं का संरक्षण मिला। अलार कलाम ने उन्हें सांख्य दर्शन की शिक्षा दी परन्तु वे इस शिक्षा से संतुष्ट नहीं हुए। उनके दूसरे गुरु रुद्रक राम पुत्र थे। माना जाता है कि 35 वर्ष की अवस्था में गया में उरुबेला नामक स्थान पर निरंजना नदी के तट पर पीपल वृक्ष के नीचे उन्हें ज्ञान (बोध) प्राप्त हुआ। वैशाख पूर्णिमा के दिन उन्हें निर्वाण प्राप्त हुआ।

अनुश्रुतियों के अनुसार सबसे पहले उन्होंने तपस्सु और मल्लिक नामक दो बनजारों को दीक्षा दी। निर्वाण का शाब्दिक अर्थ है—बुझ जाना या कामना का अन्त कर देना। फलता इसका अर्थ दुःख का अन्त कर देना भी है। परन्तु यह केवल अन्त नहीं है यह मस्तिष्क की शक्ति अवस्था है। निर्वाण प्राप्त करने के बाद गौतम बुद्ध ने सारनाथ में अपने पूर्व के पाँच साथियों को पहली बार बौद्ध धर्म में दीक्षित किया।

यह इतिहास में धर्मचक्र प्रवर्तन के नाम से जाना जाता है। सारनाथ के लिए एक और नाम आया है, वह है ऋषिपत्तन। इसके पश्चात् महात्मा बुद्ध काशी पहुँचे। वहाँ एक धनी व्यक्ति यश महात्मा बुद्ध का शिष्य बन गया। काशी के बाद बुद्ध उरुबेला पहुँचे। वहाँ कश्यप के नेतृत्व में अनेक ब्राह्मण पुरोहित बुद्ध के शिष्य बन गए। उरुबेला बिम्बिसार अपने अनुचरों के साथ बुद्ध के दर्शन एवं उनके उपदेश सुनने के लिए स्वयं उपस्थित हुआ। उसी समय सारिपुत्र एवं मौदूल्यायन भी बुद्ध के शिष्य बन गए। बौद्ध धर्म के प्रचार कार्य में इन ब्राह्मण विद्वानों का उल्लेखनीय हाथ रहा। फिर बुद्ध अपनी जन्मभूमि कपिलवस्तु पहुँचे। वहाँ उनका भव्य स्वागत हुआ। उसी समय उनका पुत्र राहुल एवं परिवार के अनन्य सदस्य उनके शिष्य बन गए। यहाँ से तथागत वैशाली पहुँचे। यहीं पर महात्मा बुद्ध ने प्रजापति गौतमी के विशेष आग्रह पर स्त्रियों को संघ में प्रवेश को स्वीकृति प्रदान की। महाप्रजापति गौतमी प्रथम महिला थी जिसे बौद्ध संघ में प्रवेश दिया गया। आगे चलकर वैशाली की नगरवधु आम्रपाली भी बुद्ध की शिष्या बनी। इसी के तर्क-वितर्क के कारण बुद्ध के संघ में नर्तकी और रूपाजीवन को प्रवेश देना पड़ा।

\* विषय—इतिहास यू.जी.सी.—नैट

वर्षा के दिनों में बौद्ध भिक्षु एक निश्चित स्थान पर ठहर जाते थे । उन्हीं की सुविधाओं को ध्यान में रखकर बेलवन एवम् जेतवन नामक बाग का निर्माण करवाया गया। 80 वर्ष को आयु में 483 ई.पू. में कुशीनगर में महात्मा बुद्ध ने अपना शरीर त्याग किया । यह घटना महापरिनिर्वाण के नाम से जानी जाती है। मृत्यु से पहले महात्मा बुद्ध का अन्तिम वर्षा काल वैशाली था।

उनके भस्म और अवशेष का विभाजन आठ भागों में किया गया। यह भस्म निम्नलिखित शासकों को प्राप्त हुई— (1) वैशाली के लिच्छवि, (2) कपिलवस्तु के शाक्य, (3) रामग्राम के कोलिय, (4) वेदुदीप के ब्राह्मण, (5) कुशीनारा के मल्ल, (6) अलकप्पा के बुलीगण, (7) पिप्लीवन के मौर्य और (8) मगध का अजातशत्रु।

बौद्ध धर्म ने सामान्य जनों के बीच प्रचलित चैत्य की अवधारणा को अपना लिया। महात्मा बुद्ध के अवशेष पर प्रारंभ में आठ स्तूपों का निर्माण हुआ। प्रारंभ में हम एक स्तंभ को परिकल्पना देखते हैं जो शैव धर्म की लिंग पूजा पर आधारित था, किन्तु बाद में वह लुप्त हो गया। उनके लिए कई, उपाधियों का प्रयोग किया जाता है। बुद्ध (इंलाइटेंड) तथागत (वह जिसने पा लिया हो), शाक्यमुनि (शाक्यों का गुरु) । बुद्ध को आत्मा का अस्तित्व नहीं स्वीकारने के कारण अनन्ता, कामदेव (मार) को पराजित करने के कारण मारजीत, सम्पूर्ण लोक को जीतने वाला अर्थात् लोकजीत कहा गया है। बुद्ध का कनकमुनि नाम पूर्व जन्म से संबंधित था तथा इसी नाम पर कीनकमान स्तूप बना। बौद्ध धर्म के बारे में विस्तृत चर्चा ग्रंथों में की गई है।

### बौद्ध धर्म के सिद्धान्त

विद्वानों ने बौद्ध ग्रन्थों के आधार पर बौद्ध धर्म के सिद्धान्तों एवं दार्शनिक पक्ष की विवेचना की है । इनके आधार पर बौद्ध धर्म के सिद्धान्तों की चर्चा की जा सकती है।

**कारण सिद्धान्त**— महात्मा बुद्ध की मान्यता थी कि प्रत्येक कार्य एक कारण पर निर्भर होता है, अर्थात् संसार का कोई भी कार्य अकारण नहीं है। सृष्टि को समस्त घटनायें एक क्रम में हो रही है तथा एक घटना अथवा कार्य दूसरे कार्य के लिए कारण बन जाता है । इसे प्रतीत्य समुत्पाद (पतिचच समुत्पाद) मध्यमा प्रतिपदा का नाम दिया गया। यह विचार आस्तिकता (शा)वतता का सिद्धान्त एवं नास्तिकता (उच्छेदवाद) के बीच का मार्ग है । आस्तिकता के नियम के अनुसार कुछ वस्तुयें नित्य हैं। उनका कोई आदि या अन्त नहीं है। ये किसी कारण का परिणाम नहीं है, आत्मा एवं ब्रह्म इसी कोटि में आते हैं । दूसरी ओर नास्तिकतावादी, चार्वाक एव लोकायत यह मानते हैं कि वस्तुओं के नष्ट हो जाने पर कुछ भी शेष नहीं रहता। बुद्ध ने दोनों मतों को छोड़कर मध्यम मार्ग अपनाया जिसके अनुसार वस्तुओं का अस्तित्व है किन्तु वे नित्य नहीं हैं। उनकी उत्पत्ति कुछ कारणों पर निर्भर है। वस्तुओं का पूर्ण विनाश नहीं होता बल्कि उनका परिणाम शेष रह जाता है। बुद्ध के हृदय में ज्ञान प्राप्ति से पूर्व अनेक शंकायें उत्पन्न हुई थी। उन्होंने विचार किया कि मनुष्य ऐसी दुःखपूर्ण स्थिति में क्यों है, जन्म, मृत्यु एवं दुःख से मुक्ति का मार्ग, अन्ततः उन्हें ज्ञात हुआ जिसे आर्य सत्य चतुष्टय अथवा चत्वारि आर्य सत्यानि कहा गया। चार आर्य सत्य बौद्ध धर्म के सिद्धान्तों की आधारशिला हैं—दुःख, दुःख समुदाय, दुःख निरोध एवं दुःख निरोध का मार्ग ।

**दुःख**—महात्मा बुद्ध सम्पूर्ण संसार को दुःखमय मानकर चलते हैं । जरा, रोग, मृत्यु के दुःखमय दृश्यों को देखकर ही सिद्धान्त ने सन्यास धारण किया था। ज्ञान प्राप्ति के बाद वे इस निष्कर्ष पर पहुँचे कि मानव जाति दुःख से ग्रसित है। जरा, रोग, मृत्यु, अप्रिय का संयोग, प्रिय का वियोग, इच्छित वस्तु की अप्राप्ति आदि सभी आसक्ति से उत्पन्न होते हैं, अतः सभी दुःख हैं। क्षणिक विषयों में आसक्ति ही पुनर्जन्म तथा बन्धन का कारण है, सांसारिक सुखों को यथार्थ सुख समझना केवल अदूरदर्शिता है। मनुष्य मिथ्या धारणा से अपना तादाम्य अपने शरीर या मन से कर लेता है जिसके परिणामस्वरूप उसे विविध प्रकार के भौतिक सुखों की तृष्णा होती है। तृष्णा के वशीभूत होकर मनुष्य अहंभाव से विभिन्न प्रकार के स्वार्थपूर्ण कार्य करता है एवं तृष्णा सम्पूर्ति न होने पर दुःख का अनुभव करता है। बुद्ध ने अपने शिष्यों को एक उदाहरण देते हुए बताया था कि दुःख की इस व्यापक वेदना से जितने आँसू बहाये हैं वे ही अधिक हैं, इन चारों समुद्रों का जल नहीं ।

**दुःख समुदाय**— इस सन्दर्भ में सवाल यह उठता है कि दुःख का कारण क्या है। बुद्ध ने प्रतीत्य समुत्पाद के माध्यम से दुःख का कारण जानने का प्रयास किया। सिद्धान्त के अनुसार सभी वस्तुएँ कारणों एवं परिस्थितियों पर निर्भर करती हैं । अतः दुःख का भी कारण है । दुःख अथवा जरा, मृत्यु तब ही संभव है जबकि जन्म (शरीर धारण) हो अर्थात् दुःख जन्म (या जाति) पर निर्भर है। जन्म का होना तब ही संभव माना गया जबकि जन्म से पूर्व कोई अस्तित्व हो जिसे भव (भाव) नाम दिया है। कहा जा सकता है कि भव का कारण है। भव से अभिप्राय कर्म से है जिसके कारण पुनर्जन्म होता है। प्रक्रिया में वह कौन सा कारण है जिसके होने से भव को उत्पत्ति होती है। भव का आधार उपादान माना गया। यदि मनुष्य कामना के वशीभूत होकर कर्म न करे तो जन्म नहीं होता अर्थात् सकाम कर्म अथवा मोह को उपादान नाम दिया गया। उपादान का हेतु तृष्णा (वासना) को माना है । यह उत्कृष्ट इच्छा करना कि जिन भोजनों से हमें परितृप्ति होती है उनसे हमारा कभी वियोग न हो, इसको तृष्णा कहा गया । रूप, शब्द, स्पर्श, रस एवं गंध से तृष्णा सम्बद्ध होती है। तृष्णा का आधार वेदना है। पूर्व विषय भोग या सहानुभूति से हमारी तृष्णा जाग उठती है अर्थात् इन्द्रिय—जन्य अनुभूति को वेदना की संज्ञा दी गई। वेदना की अनुभूति के लिए ज्ञानेन्द्रिय का सम्पर्क आवश्यक है। ज्ञानेन्द्रिय के सम्पर्क (इन्द्रिय जन्य चेतना) को स्पर्श कहा गया। इन्द्रिय जन्य चेतना के अभाव में

अनुभूति संभव नहीं है। स्पर्श हेतु पाँच इन्द्रिय एवं मन आवश्यक है। इसे षडायतन कहकर सम्बोधित किया है। इन छः आयतनों (षडायतन) के लिए बुद्धि (या मन) एवं शरीर होना आवश्यक है। 'उच्यतेनायं मनुष्य के शरीर एवं बुद्धि के समन्वय के कारण उत्पन्न हुई, मनःस्थिति पर आश्रित है। इसी मानत् तात्त्विक स्थिति को नामरूप कहा गया है जो शरीर एवं बुद्धि के साथ कार्य करने की शक्ति को स्पष्ट करता है। चेतना के बिना नामरूप नहीं हो सकते अर्थात् चेतना (विज्ञान) ही नामरूप का हेतु है। चेतना से तात्पर्य किसी वस्तु विशेष के बारे में सोचने वाली विचारधारा है और चेतना का आधार संस्कार माना गया। कर्म के अनुसार निर्मित संस्कार से विज्ञान या चेतना संभव होती है। संस्कार को उत्पत्ति के विषय में बुद्ध की धारणा थी कि इसका एकमात्र कारण अविद्या (अविज्जा) है। क्षणिक विषयों को सुखद समझ लेना ही अविद्या है। अविद्या के नाश से ही संस्कार नष्ट होंगे। इसी क्रम से मनुष्य को जन्म, मृत्यु या दुःख से मुक्ति सम्भव मानी गई।

प्रतीत्य समुत्पाद प्रक्रिया के अन्तर्गत यदि दुःख के कारण को नष्ट कर दिया जाये तो दुःख निरोध संभव है। अविद्या के निरोध से दुःख को नष्ट किया जा सकता है क्योंकि अविद्या से ही तृष्णा उत्पन्न होती है और तृष्णा जिसके फलस्वरूप पुनर्जन्म होता है एवं नवीन चेष्टायें उत्पन्न होती हैं। इसको संसार का दुश्चक्र (भव चक्र) कहा गया।

**दुःख निरोध का मार्ग**—संसार में दुःख है, दुःख समुदाय है। उसी प्रकार दुःख से मुक्ति का मार्ग भी है। अविद्या एवं तृष्णा से उत्पन्न मनोवृत्तियों के निरोध का विधान भी है। तृष्णा से ही आसक्ति तथा राग का उद्भव होता है। रूप, शब्द, गंध, रस तथा मानसिक तर्क-वितर्क आसक्ति के मौलिक कारण हैं। दुःख के निवारण के लिए तृष्णा का उन्मूलन आवश्यक है। धम्मपद में कहा गया है कि तृष्णा से शोक उत्पन्न होता है, भय की बात ही क्या। बुद्ध ने भिक्षुओं को निर्देशित किया है कि रूप, वेदना, संज्ञा, संस्कार एवं विज्ञान का निरोध ही दुःख का निरोध है। कहा गया है कि इच्छाओं का परित्याग ही मुक्ति का मार्ग है एवं इच्छाओं का परित्याग अष्टांगिक मार्ग द्वारा किया जा सकता है। अष्टांगिक मार्ग को दुःख निरोधगामिनी प्रतिपदा भी कहा जाता है। अष्टांगिक मार्ग को तीन स्कन्ध में विभक्त किया जाता है—प्रथम प्रज्ञा स्कन्ध में सम्यक् दृष्टि, सम्यक् संकल्प एवं सम्यक् वाक सम्मिलित किये गये हैं। सम्यक् कर्मान्त, सम्यक् आजीव शील स्कन्ध के अन्तर्गत रखे गये हैं। समाधि स्कन्ध में सम्यक् व्यायाम, सम्यक् स्मृति एवं सम्यक् समाधि आते हैं।

सत्य एवं असत्य तथा सदाचार एवं दुराचार का विवेक द्वारा चार आर्य सत्त्यों का सही परीक्षण करना सम्यक् दृष्टि है। इसे नीर-क्षीर विवेक भी कहा जा सकता है। अविद्या के कारण मिथ्या दृष्टि उत्पन्न हो जाती है जिसे समाप्त किया जाना होता है। सब वस्तुएँ अनित्य हैं, इस तरह जब प्रज्ञा से मनुष्य देखता है तो वह दुःखों से विरक्ति को प्राप्त होता है, यही विशुद्धि का मार्ग है। इच्छा एवं हिंसा को भावना से मुक्त संकल्प को सम्यक् संकल्प कहा गया। आर्य सत्त्यों के अभिज्ञान मात्र से लाभ नहीं होता जब तक उनके अनुसार जीवन यापन करने का दृढ़ संकल्प न किया जाये। धम्मपद में विवेचन मिलता है कि युवा होकर भी जो आलसी हैं जिसके मन और संकल्प निर्बल है ऐसा व्यक्ति प्रज्ञा के मार्ग को प्राप्त नहीं करता।

सत्य, विनम्र एवं मृदुता से समन्वित वाणी को सम्यक् वाक् कहा गया। उल्लेख मिलता है कि मिथ्यावादिता, निद्रा, अप्रिय वचन तथा वाचालता से बचना चाहिए। वाणी को रक्षा करने, मन से संयमी बनने एवं शरीर से बुरा कार्य न करने को शुद्धि का मार्ग बताया है।

**सम्यक् संकल्प** को वचन में ही नहीं वरन् कर्म में भी परिणत करना चाहिए अर्थात् सत्कर्मों में संलग्न होना ही सम्यक् कर्मान्त है। दूसरे शब्दों में अहिंसा, अस्तेय, इन्द्रिय संयम ही सम्यक् कर्म है। किया हुआ वह कर्म अच्छा होता है जिसको करके मनुष्य को सन्ताप नहीं होता। जीवन-यापन को विशुद्ध प्रणाली को सम्यक् आजीव कहा है अर्थात् मन, वचन एवं कर्म के शुद्ध उपाय से जीविकोपार्जन करना है। किन्तु इसका अभिप्राय भिक्षु एवं गृहस्थ के लिए अलग-अलग था।

**सम्यक् व्यायाम** के बारे में विवरण मिलता है कि व्यक्ति को पुराने हो भावों का नाश, नवीन बुरे भावों का अनाविभाव, मन को उत्तम कार्यों में लगाना एवं शुभ विचारों को धारण करने को चेष्टा करनी चाहिए। सम्यक् व्यायाम से तात्पर्य विशुद्ध एवं विवेकपूर्ण प्रयत्न है।

**सम्यक् स्मृति** से मनुष्य सभी विषयों से विरक्त हो जाता है एवं सांसारिक बन्धनों में नहीं पड़ता। बौद्ध व्यवस्था में स्मृति के चार रूप माने गये हैं। प्रथम कायानुपश्यना से तात्पर्य शरीर को प्रत्येक चेष्टा को समझते रहना। दूसरी चित्तानुपश्यना है अर्थात् चित्त के राग-देष आदि पहचानना। तीसरी वेदानुपश्यना से अभिप्राय दुःख एवं सुख दोनों ही अनुभूतियों के प्रति सजग रहना। चतुर्थ धर्मानुपश्यना अर्थात् शरीर, मन, वचन की प्रत्येक चेष्टा को समझना।

चित्त की एकाग्रता को समाधि कहा गया है। समाधि द्वारा पुराने क्लेश जड़-मूल से नष्ट हो जाते हैं और तृष्णा एवं वासनाओं से मुक्ति मिलती है तथा सत्त्वगुण को वृद्धि होती है। इसमें मनुष्य को अपने मन को नियन्त्रित करने का अभ्यास करना होता है। मन को चंचलता पर संयम पा लेने पर ज्ञान में एकाग्रता बढ़ती है। बौद्ध दर्शन में समाधि के कुछ स्तरों का उल्लेख मिलता है उग्रचार समाधि एवं अप्यना समाधि आदि।

**निर्वाण**—बुद्ध ने उनके उपदेशों को विचारपूर्वक ग्रहण करने को आज्ञा भी दी, क्योंकि प्रत्येक मनुष्य को अपना निर्वाण स्वयं को प्राप्त करना होता है। ज्ञान की आन्तरिक अवस्था में परिणत करने के लिए प्रज्ञा, शील, समाधि आवश्यक है



एवं सत्य का साक्षात्कार तब तक नहीं हो सकता जब तक विचार एवं कर्म का संयम न हो। शील एवं समाधि को अवस्था को स्पष्ट करते हुए दासगुप्त ने लिखा है— हम अन्तर और बाहर से तृष्णा के पाश से जकड़े हुए हैं (तन्हाजटा) और इससे छुटकारा पाने का उपाय केवल यह है कि हम जीवन में उचित (शील) के ध्यान, समाधिज्ञान (प्रज्ञा) को स्थान दें। संक्षेप में शील का अर्थ है पाप कर्मों से दूर रहना। अतः सर्वप्रथम शील को धारण करना आवश्यक है। शील का धारण करने से दुर्वासनाओं से उत्पन्न दुष्कर्मों से दूर रहने के कारण भय और चिंता से मुक्ति होती है। शील के पश्चात् समाधि की क्रिया प्रारम्भ होती है। समाधि के द्वारा पुराने कोश जड़मूल से नष्ट हो जाते हैं और तृष्णा और वासनाओं से मुक्ति मिलती है एवं सत्त्वगुण की वृद्धि होती है। इसके द्वारा ज्ञान को प्राप्ति होती है और ज्ञान से मुक्ति प्राप्ति होती है जिसको अर्हत् कहते हैं। बौद्ध धर्म का एक मात्र लक्ष्य निर्वाण प्राप्त करना है। सामान्यतः इसका अभिप्राय जीवन-मृत्यु के चक्र से विमुक्ति माना है। हिरियन्ना ने निर्वाण की व्याख्या करते हुए लिखा है कि यह वास्तव में किसी मरणोत्तर अवस्था का सूचक नहीं है। यह तो उस अवस्था का सूचक है जो व्यक्ति के जीवित रहते हुए पूर्णता को प्राप्ति के बाद आती है। यह ऐसी अवस्था है जिसमें सामान्य जीवन की संकीर्ण रूचियों समाप्त हो गई होती हैं और व्यक्ति पूर्ण शान्ति और समत्व का जीवन बिताता है। यह मन को एक विशेष वृत्ति का सूचक है और वह जो इस वृत्ति को प्राप्त कर चुका है, अहत् कहलाता है, इसका अर्थ है योग्य या पावन।

निर्वाण का तात्पर्य परमज्ञान भी माना जाता है, यह तृष्णा या आसक्ति से मुक्त होने का अभिज्ञान है, जिसे पूर्ण विशुद्धि भी कहा है। निर्वाण की प्राप्ति इस जीवन में भी संभव है, जैसा हिरियन्ना ने लिखा है कि कुछ विद्वान इस अवस्था को अनिर्वचनीय मानते हैं तथा इसके अस्तित्व के विषय में मौन है तथा इसका शाब्दिक अर्थ दुःख से मुक्ति माना गया। थॉमस ने निर्वाण तथा परिनिर्वाण में भेद किया तथा निर्वाण इसी जीवन काल में तथा परिनिर्वाण मृत्यु के बाद संभव माना गया। निर्वाण को प्राप्ति के बाद पुनर्जन्म एवं उत्पन्न होने वाले दुःख संभव नहीं होते क्योंकि जन्य ग्रहण करने के लिए आवश्यक कारण नष्ट हो जाते हैं। बौद्ध धर्मावलम्बन हेतु व्यक्ति भिक्षु बनकर (संघ में प्रवेश) या गृहस्थ साधक के रूप में रह सकता है। किन्तु निर्वाण सामान्यतः भिक्षु बनने पर ही संभव माना है। अर्हत् की अवस्था का विवेचन धम्मपद में मिलता है, जिसका मार्ग समाप्त जो शोक रहित तथा सर्वथा विमुक्त है, सब ग्रन्थियों से छूट चुका संताप नहीं। उसका मन शान्त एवं वाणी तथा कर्म शान्त होते हैं।

कर्म-बौद्ध दर्शन में कर्म सिद्धान्त को स्वीकार किया है। मिलिन्दपन्थो में नागसेन कहते हैं कि मनुष्य अपने कर्मों के अनुसार सुख-दुःख का भोग करते हैं। कर्म-फल से ही मनुष्य कुछ दीर्घजीवी एवं कुछ अल्पजीवी, स्वस्थ-अस्वस्थ, कुरूप, धनी-निर्धन होते हैं। सब अपने कर्मों का ही फल प्राप्त कर रहे हैं परन्तु कर्म-फल इस जीवन में अथवा अन्य जीवन में तभी प्राप्त होता है जब मनुष्य राग, द्वेष एवं मोह-बन्धन में फंसा रहता है। लोभ एवं मोह का परित्याग कर मनुष्य जब अपरिग्रह का मार्ग ग्रहण करते हुए निष्काम कार्य करता है तब कर्म स्वतः समूह नष्ट हो जाते हैं। तृष्णा के अभाव में स्वयं कर्म विकसित नहीं हो सकता। तृष्णा के प्रति विरक्त होने एवं इसका परित्याग करने पर ही दुःख से मुक्ति संभव मानी गई। वासना का नाश होने पर अहत् पद प्राप्त होता है और उसके पश्चात् उसके किये हुए कर्मों का फल प्राप्त नहीं होता, उसके कर्म नष्ट हो जाते हैं। पूर्व जन्म के कर्म-शेष रहने पर भी अर्हत् तृष्णा हो जाता है क्योंकि कामना के कारण ही कर्म फल मिलता है। वासना के नष्ट हो जाने पर अज्ञान, राग द्वेष एवं लोभ का भी नाश हो जाता है। कर्म 3 प्रकार के कहे गए हैं— मानसिक, शारीरिक (कायिक) तथा वाचिक (वाणी द्वारा किए गए कार्य)। अर्हत् पद प्राप्त होने पर कोई कामना शेष नहीं रह जाती है उसके शरीर एवं वाणी से किए कर्म का कोई फल नहीं होता। बुद्ध ने कर्म के आधार पर ही चरों वर्गों के लिए मुक्ति का प्रतिपादन किया। उनकी धरना थी कि मनुष्य चाहे वह ब्राह्मण हो, क्षत्रिय हो, वैश्य हो अथवा शूद्र हो, सम्यक कर्म करने से मोक्ष का अधिकारी होगा।

**अनात्मवाद**— बुद्ध ने आत्मा को अनावश्यक कल्पना मानकर उसका निषेध करते हुए मात्र चेतना की अवस्था को स्वीकार किया। बुद्ध की मान्यता थी कि संसार अनित्य, क्षणिक एवं दुःख रूप है जो दुःख रूप है वह आत्मा नहीं हो सकती। इस तथ्य को अन्य लोगों (अबौद्धों) ने भी मान लिया कि पृथ्वी, जल, तेजस तथा वायु अर्थात् चार भूतों से निर्मित देह आत्मा नहीं है और अपनी आत्मा को चित्त के रूप में स्वीकार किया गया। तथापि विद्वानों की धारणा है अप्रत्यक्ष रूप से बुद्ध संभवतः आत्मा के अस्तित्व को स्वीकार करते थे किन्तु इस तथ्य को अभिव्यक्त नहीं करना चाहते थे। आत्मा सम्बन्धी प्रश्न पूछे जाने पर बुद्ध मौन रहे, तदुपरान्त आनन्द को कहा कि— आत्मा को अस्वीकृति से भौतिक वादियों के नास्तिकवाद का समर्थन होता है और आत्मा की स्वीकृति से शास्त्रवाद का, वस्तुतः दोनों ही मिथ्या धारणाएं हैं। इस सन्दर्भ में हिरियन्ना ने लिखा है कि बौद्ध धर्म आत्मा का ऐसी स्थायी सत्ता के रूप में, जो बदलती हुई शारीरिक और मानसिक अवस्थाओं के बीच स्वयं अपरिवर्तित बनी रहे, अवश्य निषेध करता है, पर उसके स्थान पर एक तरल आत्मा को स्वीकार करता है, जिसे अपने तरलत्व के कारण ही परस्पर बिल्कुल पृथक और असमान अवस्थाओं की सन्तान नहीं माना जा सकता। इस प्रकार बुद्ध इस दृष्टि से भी मध्यमा प्रतिपदा का अनुगमन करते हुए आत्मा को स्वीकृति एवं अस्वीकृति पर सामान्यतः मौन रहे। जगत् नरवर है अतः अनात्मवाद के विवेचन का अभिप्राय है कि सम्पूर्ण अनुभूत जगत् में आत्मा नहीं है। आत्मा को स्वीकार नहीं किये जाने के कारण का उल्लेख करते हुए कुछ विद्वानों ने लिखा है कि बुद्ध आत्मवाद का प्रचार करते तो संभवतः जनता में अपने प्रति आसक्ति उत्पन्न होती जो दुःख का मूल कारण है। इसके विरुद्ध अनात्मवाद का प्रचार करने पर मृत्योपरान्त कुछ शेष नहीं

रहना मानव के मानसिक त्रास का कारण बनता है। डॉ. राधाकृष्णन की मान्यता थी कि महात्मा बुद्ध आत्मा में विवास करते थे।

**पुनर्जन्म**— बौद्ध धर्म पुनर्जन्म में विवास करता है, किन्तु इसमें नित्य आत्मा अस्तित्व स्वीकार नहीं किया है। अतः यह विचार परस्पर विरोधी है। कहा गया है कि कर्ता के बिना कर्म हो सकता है तो आत्मा के बिना भी पुनर्जन्म हो सकता है। बौद्ध धर्म में न केवल जीवन समाप्ति के बाद पुनर्जन्म माना गया बल्कि प्रतिक्षण पुनर्जन्म को स्वीकार किया है। पुनर्जन्म मृत व्यक्ति का नहीं होता बल्कि उसी के संस्कार वाले दूसरे व्यक्ति का जन्म हो सकता है। मृत्यु के बाद व्यक्ति का चरित्र बना रहता है एवं अपनी मानसिक शक्ति से अन्य व्यक्ति को जन्म देता है अर्थात् आत्मा का पुनर्जन्म न होकर चरित्र का होता है। यह प्रक्रिया तब तक चलती रहती है जब तक कि तृष्णा पर विजय प्राप्त न कर ली जाये। हिरियन्ना ने कहा है जो भी हो बुद्ध ने इस सिद्धान्त को एक बड़ी सीमा तक तर्क संगत बना दिया— इससे जुड़े हुए अलौकिक और भौतिकवाद के तत्व बिल्कुल निकाल दिये। बुद्ध ने इन दोनों मतों को अस्वीकार कर दिया और कर्म को नैतिकता के क्षेत्र में अपनी ही प्रवृत्ति के अनुसार स्वतंत्रतापूर्वक काम करने वाला एक अपौरुषेय नियम माना।

**अनीवरवाद**— सृष्टि कर्ता के रूप में बुद्ध ने ईश्वर को स्वीकार नहीं किया क्योंकि ऐसा करने पर ईश्वर को दुःख का सर्जक भी मानना होगा। यद्यपि कुछ विद्वान् बुद्ध को नितान्त अनीवरवादी नहीं मानते बल्कि नितान्त कर्मवादी होने के कारण एवं मानव जाति को जटिल सवालों से दूर रखने के लिए ईश्वर सम्बन्धी प्रश्नों का विवेचन अनावश्यक समझा। डॉ. राधाकृष्णन की मान्यता है कि— ईश्वर को अनिर्वचनीय परम तत्व के रूप में स्वीकार किया जाये तो चार्वाक को छोड़कर किसी भी भारतीय दर्शन को अनीवरवादी नहीं कहा जा सकता।

**प्रयोजनवाद**— यथार्थवादी बुद्ध ने जीवन के ठोस तथ्यों को स्वीकार करने के लिए प्रेरित किया। यद्यपि उनके उपदेशों में परलोक का विवेचन मिलता है। ऐसा करना संभवतः कर्म सिद्धान्त को स्वीकृति हेतु अपेक्षित था, तथापि बुद्ध जिस वस्तु के विषय में प्रत्यक्ष रूप से ज्ञान न हो उसका बहिष्कार करना उचित समझते थे। उन्होंने वेद प्रमाण्य एवं यज्ञ प्रक्रिया को भी अस्वीकार किया अर्थात् वे प्रत्यक्ष एवं तर्क के दायरे के बाहर किसी भी तथ्य की स्वीकृति के लिए सहमत नहीं थे। इस दृष्टि से बुद्ध को प्रयोजनवादी भी कहा जाता है, क्योंकि उनके उपदेश उन्हीं विषयों से सम्बद्ध थे जिन्हें मानव कल्याण के लिए आवश्यक समझा गया। महात्मा बुद्ध ने लोक, जीव, परमात्मा, आत्मा सृष्टि सम्बंधी अनेक विवादों को अप्रयोज्य मानते हुए दस अकथनीय सिद्धान्तों का विवेचन किया। लोक से सम्बन्धित तथ्य है—क्या लोक नित्य है, अनित्य है, शान्त है, अनन्त है ? इसी प्रकार जीव से सम्बद्ध तथ्य है— क्या जीव एवं शरीर एक हैं अथवा— भिन्न हैं, क्या मृत्यु के बाद तथागत होते हैं या नहीं होते हैं, वस्तुतः बौद्ध में आदर्शवाद एवं यथार्थवाद का व्यवहारपरक संयोजन देखा जाता है। बुद्ध जीवन को दुःखमय पाया। अतः उससे बचना आवश्यक है साथ ही दुःख से बचने के उपायों की चर्चा की। किन्तु बुद्ध के उपदेशों को दुःखवादी कहने का तात्पर्य यह नहीं कि वे निराशावाद की ओर उन्मुख करने वाले हैं क्योंकि अहत् की अवस्था इस लोक एवं जीवन में शान्ति की संभावना—को स्वीकार करती है।

बुद्ध ने सर्वप्रथम अपने साथी पाँच ब्राह्मणों को उपदेश दिया एवं अपना शिष्य बनाया—कोडन्न, वप्प, भद्विय, महानाम एवं अस्सजि। तदनन्तर बनारस के धनी व्यापारी के पुत्र यश ने बौद्धत्व स्वीकार किया। ऋषिपत्न के भद्र ने भी 30 युवाओं के साथ दीक्षा ग्रहण की थी। अन्य प्रमुख शिष्यों में कस्सप, राहुल (बुद्ध का पुत्र), नन्द (मौसेरां भाई), अनुरुद्ध, आनन्द, उपालि, अनुप्रिय, देवदत्त, सुदत्त (अनाथपिण्डक) आदि। अनाथपिण्डक जो श्रावस्ती का श्रेष्ठी था, ने राजगृह में आकर दीक्षा ग्रहण की थी। उसने श्रावस्ती में लौटकर राजकुमार जेत के एक सम्पूर्ण उद्यान में बिछायी जाने की तादाद में मुद्रायें तेज कुमार को प्रदान कर उसका उद्यान खरीद लिया था और वह उद्यान महात्मा बुद्ध को उसने भेंट किया था। आनंद के आग्रह पर मौसी महाप्रजापति, भट्ट कच्चाना (यशोधरा) आदि महिलाओं को कुछ प्रतिबन्ध के साथ, भिक्षुओं से कम महत्त्वपूर्ण स्थान प्रदान करते हुए, संघ में प्रवेश की स्वीकृति प्रदान की थी।

बौद्ध अनुयायी दो प्रकार के थे— गृहस्थ एवं भिक्षु। संघ में 15 वर्ष से ऊपर के स्त्री, पुरुषों के लिए प्रवेश बिना किसी जातीय भेदभाव के खुला था। किन्तु दण्डापराधी, कोढ़ी रोगी एवं दास इससे वंचित थे। प्रवेश पाने के इच्छुक व्यक्ति को अपना एक गुरु बनाना होता था जो उसे संघ में प्रवेश दिलाने हेतु भिक्षुओं के अधिवेशन में प्रस्ताव रखता था। सभा से स्वीकृति मिलने पर उसे दीक्षा दी जाती थी एवं सदाचार पूर्ण जीवनचर्या के नियम समझाये जाते थे। इसके साथ ही उसे बौद्ध ग्रंथों का अध्ययन भी अपने गुरु के निर्देशन में करना होता था। भिक्षुओं के दैनिक कार्य धर्म के निश्चित अध्यादेशों से नियंत्रित थे। संघ के विधान की अवज्ञा के लिए दण्ड का प्रावधान था। बौद्ध संघ के नियम बनाये जाने का अधिकार संस्थापक को दिया गया। बौद्ध संघ में अनेक स्थानीय संघ थे किन्तु उनका कोई केन्द्रीय संगठन नहीं था। परस्पर स्थानीय संघों में मत-वैभिन्य की अवस्था में समस्त संघों का अधिवेशन आमन्त्रित किया जाता था जिसे संगीति कहा जाता था। बुद्ध के निधन के पश्चात् राजगृह में प्रथम संगीति का आयोजन हुआ जिसमें उनको शिक्षाओं का संग्रह किया गया। एक संघ के सदस्य को दूसरे संघ में स्वतः सदस्य मान लिया जाता था। संघ के समस्त महत्त्वपूर्ण निर्णय मतदान द्वारा किये जाते थे अर्थात् संघ का संचालन लोकतांत्रिक सिद्धान्तों से संचालित होता था। समस्त सदस्यों के अभाव में सभा का आयोजन नहीं किया जाता था। किसी भी भिक्षु को संघ में अनुपस्थित

रहने की स्थिति में अपना मत व्यक्त करके जाना होता था। परिषद् प्रत्येक भिक्षुक को उसके पापों के लिए दण्डित करने के लिए अधिकृत थी। संघ के दैनिक कार्यों के संचालन के लिए अनेक अधिकारियों को नियुक्त की जाती थी।

भिक्षुणियों का अलग वर्ग होता था, जिसे भिक्षुओं के संघ के अधीन समझा जाता था। महात्मा बुद्ध की मान्यता थी कि महिलाओं के संघ में प्रवेश से धर्म अधिक काल तक जीवित नहीं रह सकता और संघ में भिक्षुणियों को निम्न स्थान प्रदान किया गया।

**बौद्ध दर्शन**— महात्मा बुद्ध ने बहुत ही व्यावहारिक दर्शन देने को कोशिश की है। वे आत्मा एवं ब्रह्म से संबंधित विवाद में नहीं उलझना चाहते थे। उन्होंने आत्मा की सत्ता को अस्वीकार कर दिया। भारतीय धर्म के इतिहास में यह एक क्रांतिकारी कदम था। सृष्टि के विषय में बौद्ध धर्म को अलग मान्यता है। वह यह कि सृष्टि दुःखमय है, यह सृष्टि क्षणिक है और सृष्टि आत्माविहीन है। बौद्ध धर्म का मानना है कि आत्मा नहीं है और जिसे हम एक व्यक्ति के रूप में जानते हैं वस्तुतः वह भौतिक एवं मानसिक तत्वों के पाँच स्कंधों से निर्मित है। जो निम्नलिखित हैं (1) रूप, (2) संज्ञा, (3) वेदना, (4) विज्ञान और (5) संस्कार।

#### महायान बौद्ध धर्म

महात्मा बुद्ध अपने सिद्धांतों का अधिकाधिक प्रचार करना चाहते थे। उन्होंने अपने अनुयायियों को विभिन्न दिशाओं में बौद्ध धर्म के प्रचार का निर्देश दिया था। स्वयं बुद्ध ने भी ज्ञान प्राप्ति के बाद आजीवन अपने सिद्धांतों का प्रचार किया। बुद्ध की प्रेरणा एवं बौद्ध धर्मानुयायियों के सदस्य उत्साह, अपूर्व लगन एवं निष्ठा से बौद्ध धर्म का प्रचार सभी दिशाओं में तेजी से होने लगा और बौद्ध धर्म की अत्यंत द्रुत गति से न केवल भारत बल्कि विदेशों में भी फैल गया। बौद्ध धर्म के प्रचार और विकास में बौद्ध संघ व्यवस्था और संगीतियों का विशिष्ट योगदान रहा। तत्कालीन गणराज्यों में प्रचलित संघ व्यवस्था को ही महात्मा बुद्ध ने अपनाया था। बौद्ध धर्म के विकास और विस्तार में चार सभाओं (संगीतियों) का महत्वपूर्ण योगदान रहा। इस सभा के बाद बौद्ध धर्म के प्रचारार्थ विभिन्न देशों में भिक्षुओं को भेजा गया। सम्राट अशोक के प्रयासों एवं सहयोग से बौद्ध धर्म का प्रसार पश्चिमी और दक्षिणी एशिया में संभव हुआ। चतुर्थ संगीति सम्राट कनिष्क के समय से आयोजित को गई। इसमें त्रिपिटकों पर विभाषाशास्त्र (महाविभाषा) की संस्कृत में रचना को गई। कनिष्क की मुद्राओं पर बुद्ध तथा अन्य देवताओं को आवृत्तियों का अंकन इस तथ्य को इंगित करता है कि बौद्ध धर्म अब अपने मौलिक विचारों से दूर होता जा रहा था। प्राचीन बौद्ध मत के अनुसार, बुद्ध मानव जगत के पथ प्रदर्शक मात्र थे। परन्तु धीरे-धीरे उनका स्थान देवपरक हो चला था। वे (बुद्ध) देवरूप माने जाने लगे, जिन्हें उपासना द्वारा प्राप्त किया जा सकता था। उनके चतुर्विध बोधिसत्वों एवं अन्य देव परिवार का आविर्भाव हुआ। इसमें संदेह नहीं कि आवागमन के बन्धन से मुक्ति प्राप्ति के प्रयास का प्राचीन आदर्श अब भी जीवित था। इस विचार का भी आविर्भाव हो चला था कि प्रत्येक मनुष्य अपना लक्ष्य बुद्धत्व प्राप्ति कर सकता है और संसार को दुःख से मुक्त करने के लिए बुद्धत्व प्राप्त कर सकता है।

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- 6) मथुरायां वासवदत्ता नाम गणिका। दिव्यावदान (कावेल एवं नीलवाला संस्करण), पृ.199
- 7) आर.सी. शर्मा, बुद्धिस्ट आर्ट ऑफ मथुरा, पृ.5

## वैदिक वाङ्मय में औषधीय वनस्पतियाँ : एक अध्ययन

नितेश कुमार मिशर\*

वनस्पतियों से साम्य रखने वाली ऋचाओ का उल्लेख सर्वप्रथम ऋग्वेद में देखने को मिलता है । सभी वनस्पतियाँ फलती-फूलती नहीं और जो फूलती हैं, उन पर फल ही लगते हैं यह भी आवश्यक नहीं है । औषधीय गुणों वाली ऐसी समस्त वनस्पतियों से प्रार्थना की गई है कि वह उनके समुदाय को रोगों से मुक्त करें वैदिक चिंतकों की मान्यता के अनुसार सृष्टि के सभी तंत्र अपने-अपने अधिष्ठाता देवता से संबंधित रहते हैं और वनस्पतियों को उनके औषधीय गुण बृहस्पति देवता से प्राप्त होते रहते हैं ।

### **मुञ्चन्तु माशपध्याक्षथो वरुण्यादुत ।**

अथो यमस्य षड्वीशात् सर्वस्माददेवकिल्बिषात् ॥ ऋ०10/97/16

औषधियाँ मुझे शाप जनित रोगों से मुक्त करें, बल्कि वरुण देवता के शाप से भी दूर रखें, यम देवता की बेड़ियों से मुक्त रखें इतना ही नहीं समस्त दैव प्रदत्त पापों को मुझसे दूर रखें ।

मनुष्य के कष्ट तीन प्रकार के बताए गए हैं :

1-आधिदैविक : दूसरे मनुष्यों अथवा संसार के अन्य प्राणियों के द्वारा जो भौतिक कष्ट भोगना पड़ता है उसे

आधिदैविक की संज्ञा दी गई है ।

2-आधिभौतिक: सामान्यतः कष्टों की अनुभूति इंद्रियों के माध्यम से की जाती है ।

3-आध्यात्मिक: इनके अतिरिक्त कभी-कभी विशुद्ध मानसिक कष्ट भी भोगने पड़ते हैं । इन्हीं को आध्यात्मिक कहा जाता है ।

कष्ट वस्तुतः मन के विकारों के कारण पैदा होते हैं और उनका कोई स्पष्ट बाह्य उपाय कारण नहीं रहता । उक्त मंत्र में इन सभी प्रकार के कष्टों से मुक्ति की प्रार्थना की गई है । शाप जनित कष्ट उसे कहा जाता है कहा जा सकता है जो दूसरे के द्वारा कर्मणा अथवा वाचा के माध्यम से किसी को पहुंचाया जाता है दूसरे के अहित की भावना भी कदाचित कष्ट का कारण बन सकती है उसे मानसिक कहते हैं ।

### **अवपतन्तीरवदन् दिव्या ओषधसपरि ।**

यं जीवमश्रवामहैनसरिष्यातिपुरुषः॥ ऋ०10/97/17

दुलोक से पृथ्वी पर आती हुई औषधियाँ बोलती हैं कि जिस जीव को हम व्याख्या व्याप्त या आच्छादित कर लें उस पुरुष का विनाश कभी नहीं होता प्राचीन मनीषी वनस्पतियों के औषधीय गुणों को स्वर्ग की देन मानते हैं । पृथ्वी पर होने वाले घटनाएं देवताओं के नियंत्रण में होती हैं । अतः औषधियाँ भी देवों कि प्राणियों पर अनुकंपा से प्राणियों को प्राप्त होती हैं स्वर्ग से आती हुई औषधियाँ जो कहती हैं उनके अधिष्ठाता देवता का कथन माना जाता है -

मावो रिषत्खनिता यस्मै चाहं खनामि वः ।

द्विपच्चतुपदस्माकं सर्वस्त्वनातुरमा॥ ऋ०10/97/20

औषधि प्राप्ति के लिए भूमि का खनन कर्ता वनस्पतियों को हानि पहुंचाता ही है कदाचित प्रार्थना के माध्यम से वह अपनी विवशता व्यक्त करता है शायद वह यह कहना चाहता है कि अवांछित तौर पर वनस्पतियों को नुकसान पहुंचाना उसका उद्देश्य नहीं है ।

वनस्पतियों को अनावश्यक रूप से नष्ट नहीं करना चाहता। उसका समूल उच्छेदन नहीं करना चाहता । उत्खनन कर्ता के कार्य को हिंसा के तौर पर न देखा जाए । वह प्रार्थना करता है कि औषधियाँ उससे संबंधित सभी जनों अर्थात् द्विपाद और चतुष्पाद को रोग मुक्त करें । खनन कर्ता निकटस्थ और दूरस्थ वनस्पतियों से प्रार्थना करता है , जो देवताओं से भी तीन युग पूर्व उपस्थित थी तथा उनका

\* शोधार्थी, साँची बौद्ध-भारतीय ज्ञान अध्ययन विश्वविद्यालय, भोपाल, मध्य प्रदेश

भरण पोषण करने वाली औषधियों की संख्या सबसे अधिक बताई गई है। इस भूमंडल पर सर्वप्रथम औषधियां उत्पन्न हुई थी जो जड़ी बूटियों के रूप में स्थित थी। तदनन्तर तीन युगों के पश्चात मनुष्य एवं देवताओं की उत्पत्ति हुई।

चारों वेदों में अश्विनो देव की स्तुतियों एवं उनके द्वारा सम्पादित अनेक औषधि तथा शल्य के विख्यात कार्यों के उल्लेखों से युक्त हैं अश्विनो जहां औषधियों द्वारा उपचार करते थे वही शल्य तथा प्रत्यारोपण कार्यों में भी उतने सिद्ध हस्त थे। केवल ऋग्वेद में अश्विनो देव से संबंधित मंत्रों की संख्या 634 है यह संख्या तीनों में प्राप्त शेष मंत्रों की संख्या से कहीं अधिक है। ऋग्वेद में औषधियों के तीन प्रकार बताए गए हैं।

1-दिव्य

2-पार्थिव

3. जलीय

त्रिंशो अश्विन दिव्यानि त्रिःपार्थिवानि त्रिरूदतमद्रभ्यः। ऋ0 - 1/34/6

**शुभ कर्मों** के पालन कर्ता अश्विन देव हमें द्युलोक, भूलोक और जलज ये तीन प्रकार की औषधियां तीन बार प्रदान करें। इससे दिव्य पार्थिव एवं जलीय इन तीन प्रकार की औषधियों का ज्ञान प्राप्त होता है। यास्क के अनुसार ऋग्वेद में वर्णित 33 देवों में अग्नि, इंद्र, आदि देव की तरह अश्विनो का वर्णन प्राप्त होता है जो एक युगल देव हैं। इन्हें देवताओं का वैद्य के रूप में इनके गुणों का गान किया गया है। अश्विनो को देवताओं के भिषक न केवल वैदिक संहिताओं में प्राप्त होता है अपितु ब्राम्हणों एवं आरण्यको में भी स्वीकारा गया है अश्विनो और देवताओं के वैद्य होने के साथ-साथ मनुष्यों की भी चिकित्सा की है इसका वर्णन इस प्रकार है दिव्य भिषक युगल अश्विनो के अनेक अद्भुत एवं रोमांचकारी कार्य वेदों में वर्णित है अश्विनीकुमारों ने कवि ऋज्जाश्व, परावृज, कण्व, आदि ऋषियों को नेत्र ज्योति प्रदान की परावृज अंधा एवं पंगु था उसे पंगुत्व रोग से मुक्त कर के चलने योग्य बनाया। नार्षद ऋषि को श्रवण शक्ति प्रदान की। कलि तथा च्यवन तरुण बनाया। शाहदेव्य और श्याव बंदन को दीर्घायु प्रदान की। दधीचि ऋषि को अश्व के शिर का एक भाग लगाया तथा पठर्वा का पेट ठीक किया और बीमना और विश्वक की बुद्धि का उपचार किया और उन्हें बुद्धिमान बनाया, इंद्र को मेष का वृषण लगाए, अश्विनीकुमारों ने अपने दिव्य उपचार से पृथिवी, पुरूकुत्स, दशव्रज अर्जुनेय दधीचि सिन्धु वशिष्ठ नर्य शयु विधन्त आदि पुरुषों को आयुर्वेदिक सहायता प्रदान कर संरक्षण प्रदान किया वत्स मांघाता मनु पौर भारद्वाज पृथुश्रवाः आदि को विभिन्न प्रकार से सहायता की राजकुमारी विपश्यला को लोहे की टांग लगाकर चलने योग्य बनाया दधिमति जो कि निःसंतान थी उसे पुत्रवती बनाया, विमद जो नपुंसक था उसे पत्नी योग्य बनाकर पत्नी प्रदान किया। इन सभी राशियों को भेषज उपचार से आरोग्य प्रदान किया। इस प्रकार दिव्य वैद्य अश्विनो ने वैदिक युग में सैकड़ों व्यक्तियों का भेषज उपचार करके उन्हें रोगमुक्त स्वस्थ एवं जीवन यापन करने का अवसर प्रदान किया ये सभी वर्णन ऋग्वेद के प्रथम मंडल 112 से 119 सूक्तों में प्राप्त होते हैं अश्विनो को विभिन्न रोगों से संबंधित औषधियों का ज्ञान था तथा ऋग्वेद में औषधियों को सम्मान दिया जाता था ऋग्वेद में कहा गया है कि :

**औषधीरिति मातरसूतद्वोदेवीरूपब्रुवे | ऋ0 - 10/97/4**

अर्थात् औषधियों को माता देवी की संज्ञा से अभिहित किया गया है। औषधियां मातृवत् पालन करने वाली होती हैं अर्थात् जिस प्रकार एक माता अपने पुत्र को समस्त दुखों से दूर करने का प्रयास करती है उसी प्रकार औषधियां भी विभिन्न रोगों से दूर करती हैं। औषधियों को दिव्य शक्तियों को धारण करने के कारण उन्हें देवी की संज्ञा से संबोधित किया गया है। औषधियों में सोम को राजा कहा गया है क्योंकि सोम एक पेय औषधी है जो मूज्वान पर्वत पर प्राप्त होता है तथा इंद्र अग्नि आदि देवों का प्रिय पेय है जिसे पीने के पश्चात् इन दिनों की वाक शक्ति प्रबल होने के साथ-साथ स्फूर्ति दायक हो जाती थी समस्त औषधियां अपने राजा सोम से कहती हैं कि जिस रोगी के लिए ब्रह्म का ज्ञान धारण करने वाला भिषक हमारी योजना करता है उस रोगी को हम औषधियों के द्वारा रोग मुक्त कर दिया जाता है यहां पर सोम का तात्पर्य चंद्रमा से ग्रहण कर सकते हैं क्योंकि समस्त औषधियां या वनस्पति चंद्रमा से रस तथा शक्ति ग्रहण कर के जीवित रहती हैं जिनसे मानव रोगों के उपचारार्थ प्रयोग की जाती है। मानव शरीर के विकास के साथ-साथ वातावरण एवं खान पान में परिवर्तन आने के साथ रोग उत्पन्न होने लगे कहा जाता है कि - “आवश्यकता आविष्कार की जननी है”। मनुष्य ने नए नए रोगों के उपचारार्थ प्रकृति के अक्षुण्ण भंडार से नई-नई औषधियों का गवेषण एवं आविष्कार किया और रोगों से मुक्ति पाने का शतत प्रयास करता गया। इसी प्रयास का प्रथम दर्शन ऋग्वेद में प्राप्त होता है राजा अथवा क्षत्रिय सभा में उपस्थित होते हैं जहां औषधियां एकत्रित होती हैं उस विशेष ज्ञानवान व्यक्ति को वैद्य कहते हैं। वह पैशाची शक्तियों का हनन करने वाला कहा जाता है। औषधियों के उपलक्ष में ऋग्वेद के दशम मंडल में कहा गया है कि -



यत्रौषधी समम्मत राजानः समिताविव ।

विप्र उच्यते भिषग्रक्षोहामीवचातनः॥ ऋ0 - 10/97/6

जिस देश में औषधीय ऐसे इकट्ठे होती हैं जैसे राजा लोग संग्राम में एकत्र होते हैं। उन औषधियों संगमन स्थल पर वह ब्राह्मण वैद्य कहा जाता है। जो राक्षसों का विनाशक होता है अपने सामर्थ्य को देने वाली औषधियों का बल रूग्ण में अपने वीर्य को प्रकट करता है जैसे गाय गोष्ठ से प्रकट होती हैं। उसी प्रकार रोग ग्रस्त पुरुष के शरीर में औषधियों का बल उत्पन्न होता है। समस्त औषधियां सर्वत्र व्याप्त हैं तथा रोगों पर आक्रमण करती हैं जिस प्रकार चोर मनुष्य धन समूह पर उत्तेजित होकर धावा बोलता है। ऐसा करके औषधीय गुण शरीर में विद्यमान रोग रूपी पाप को नष्ट कर देते हैं। ऋग्वेद में औषधियों से रोग मुक्ति के लिए प्रार्थना की गई है जो इस प्रकार है -

या फलिनीर्याः अफला अपुष्पायाश्चपुष्पिणी।

बृहस्पतिप्रसूतास्तानोमुञ्च्वहसः॥ ऋ0 -10/97/15

अर्थात् हे औषधियों जो फल से युक्त हैं तथा जो फल से विहीन हैं जो पुष्प से विहीत हैं तथा जो पुष्पवत हैं वह सभी औषधियां बृहस्पतिदेव के अनुज्ञात होकर मनुष्यों को व्याधि रूप पाप से मुक्त करें।

भैषज्य के दृष्टिकोण से अथर्ववेद का अत्यधिक महत्व है। इसे भैषज्य वेद भी कहा जाता है। अथर्ववेद में भैषज्य परक मंत्रों की संख्या लगभग 1081 है। अथर्ववेद इहलोक से संबंधित विषयों का वर्णन करता है तथा जिसमें भैषज्य द्वारा जन कष्ट निवारण का प्रयास किया गया है। अथर्ववेद का उपवेद आयुर्वेद माना जाता है। स्वामी दयानंद सरस्वती का मत है हेमाद्रि तंत्रों को अथर्ववेद का उपवेद माना है तंत्र विद्या भी अंततः मानव पीड़ा हरण के लिए होती है अतः भैषज्य विद्या में तंत्र विद्या का समावेश हो जाता है अथर्ववेद भैषज्य शास्त्र का मूल आधार है। अथर्ववेद में औषधियों का वर्णन करते हुए कहा गया है कि -

तत ते कृणोमि भैषजमं सुभैषजमं । अथर्ववेद - 2/3/1

औषधियों के द्वारा विभिन्न रोगों की चिकित्सा होती है अतः इसे भैषज और सुभैषज (उत्तम चिकित्सा) कहा गया है। जिसके माध्यम से विभिन्न रोगों की चिकित्सा की जाती है

ओषधिनाम् रसेन.....वियक्ष्मेण समायुषा। अथर्ववेद - 3/31/10

औषधियां जीवन रक्षक होती हैं और चिकित्सा के प्रमुख साधन हैं औषधियों के रस से विभिन्न दवाएं बनाई जाती हैं। रस आयु वर्धक होते हैं जिसमें मानव को स्वास्थ्य प्रदान किया जा सकता है।

अतएव द्युलोक और भूलोक को औषधियों का पिता और माता बताया गया है समुद्र जल वर्षा का कारण तथा समुद्र में नाना प्रकार की औषधियां जन्म लेती हैं जो मानव कल्याणार्थ औषधि के रूप में प्रयुक्त की जाती हैं।

या ओषधयः सोमरज्जीर्बह्वीः शतविचक्षणा।

बृहस्पति प्रसूतास्ता नोमुञ्चन्वहसः॥ अथर्ववेद - 6/96/12

औषधियों को सोमरूपी राजा की रानियां बताया गया है अथवा सोम रूपी चंद्रमा से सामर्थ्य ग्रहण करने वाली सैंकड़ों कार्यों के संपादन में समर्थ एवं सैंकड़ों रोगों के निवारण में वैद्य बृहस्पति द्वारा तैयार की गई अथवा वैद्य द्वारा निर्धारित औषधियां हमारी पीड़ा एवं पाप जन्म रोगों को हमसे छुड़ाए अथवा रोगों का परिहार करें।

अथर्ववेद के मंत्रों का आयुर्वेद से सम्बन्ध बताया गया है तथा अथर्व का अर्थ भैषज किया गया है। अथर्ववेद का नाम ब्रह्म वेद भी है। गोपथ ब्राह्मण के अनुसार ब्रह्म शब्द ही भैषज वाचक है। अंगिरस का अर्थ भैषज्य से सम्बन्ध है। रस या रसायन विज्ञान को भी अंगिरस कहा है। अथर्ववेद के औषधि सूक्त में औषधि की परिभाषा एवं प्रकार का विस्तृत वर्णन प्राप्त होता है।

या वभ्रवो शुक्रारोसिणीरूत पृश्रयः।

असिक्रीः कृष्णाओषधिः सर्वाच्छावदामसि ॥ अथर्ववेद - 8/7/1-28

जो औषधियां वीर्यवर्धक क्षतों को भरने वाली, रस पोषण करने वाली श्याम रंग की, कृष्ण वर्ण की या विलेखन करने वाली औषधियां हैं उन सभी की हम प्रशंसा करते हैं अथवा जो औषधियां भूरे श्वेत-श्याम एवं कृष्ण वर्ण की हैं और जो चितकबरी फलियों वाली हैं और पुष्टिकर हैं उन औषधियों के सेवन का उपदेश करते हैं। शाकपूणि ने वनस्पतियों को अग्नि की संज्ञा दी है। वर्तमान समय में वनस्पति शब्द का

सामान्य अर्थ वृक्ष रूप में ग्रहण किया जाता है। पाश्चात्य समय में वृक्ष विरुद्ध वनस्पतियों के मध्य अंतर स्थापित है। वृक्ष शब्द का अर्थ रूढ़ हो जाता है तथा सुश्रुत संहिता में इन्हीं औषधियों को दो भागों में विभक्त किया गया है --

1-स्थावर

2-जंगम

सुश्रुत संहिता में स्थावर औषधियों को चार भागों में विभक्त किया गया है -

1- वनस्पति - तासु अपुष्पायाश्चपुष्पिणी फलवन्तो वनस्पतयः।

2-वृक्ष - पुष्प फलवन्तो वृक्षा ।

3-विरुध - प्रतानवत्यस्तम्बिन्यश्च वीरुधः ।

4- औषधि - फल पाकनिष्ठा इति ओषधयः ।

जंगम औषधियों को चार भागों में विभक्त किया गया है ।

1- जरायुज

2- स्वेदज

3- अंडज

4- उद्भिज

चरक ने भी उपरोक्त की तरह पादप जगत को चार भागों में विभक्त किया है दोनों का पादप जगत का विभाजन लगभग समान है चरक के द्वारा पादप जगत का विभाजन इस प्रकार है -

1-वनस्पति -जिसमें फूल के बिना ही फलों की उत्पत्ति होती है। जैसे - गूलर, कटहल।

2- वानस्पत्य - जिसमें फूल के बाद फल लगते हैं। जैसे - आम, अमरुद आदि।

3-औषधि - जो फल पकने के बाद स्वयं सूखकर गिर पड़ते हैं। उन्हें औषधि कहते हैं। जैसे - गेहूं, चना, जौ इत्यादि।

4-विरुध- जिनके तन्तु निकलते हैं वे विरुध कहलाते हैं। जैसे - लताएं, बेर इत्यादि।

वैशेषिक मतानुसार पादप जगत को 6 वर्गों में विभाजित किया है:

1-त्रिण

2-ओषधि

3-लता

4-अवतान

5-वृक्ष

6- वनस्पति

अमरकोश में भी पादप वर्ग का उल्लेख मिलता है जिसमें उत्पादकों को उपरोक्त मत के अनुसार 6 वर्गों में वर्गीकृत किया गया है -

1- वृक्ष

2- क्षूपा

3 - लता

4- औषधि

5 - त्रिण

6 -दुम

वैदिक मतानुसार औषधीयां मानव जीवन से पूर्व भी विद्यमान थी। यह विश्व के प्राचीनतम ग्रंथ ऋग्वेद से भी प्राचीन हैं। औषधीयां रोगों से पूर्व ही विद्यमान थी औषधि शब्द का अर्थ सायण ने अपने निरुक्त में इस प्रकार दिया है --

**औषः पाकः आसुधीयते इत्योषध्यह । नि०- १.२७**

अर्थात्- जिसका फल पकते हैं उन्हें औषधि कहा जाता है औषधि ही औषधि कहलाती है।

यास्क ने निरुक्ति करते हुए कहा हैं -

**ओषधय ओषधयंतीति वा ओषत्येना धयन्तीति वा दोषद्यपतन्तीति वा ।**

अर्थात्- जो शरीर में शक्ति उत्पन्न करें ,उसे धारण करती है या दोषों को दूर करती हैं वे ओषधियाँ या औषधि होती हैं ।

शतपथ ब्राह्मण में भी कहा गया हैं -

**ओषम धयति तत ओषधयः संभवन । शत०ब्रा० - २.२.४.५**

ओषधियां दोष नाशक होती हैं जो औषधियों में त्रिदोष नाशन की क्षमता होती है । औषधियों में वातावरण के प्रदूषण को भी नष्ट करने की शक्ति रखती है ।

ऐतरेय ब्राह्मण में कहा गया है -

**प्राणो वै बनस्पति । ऐ०ब्रा० - २.४.५. २३.७.२३**

यह वाक्य ऐतरेय ब्राह्मण में तीन बार आया है जो एक महत्त्वपूर्ण दिशा की ओर संकेत करता है वनस्पतियां प्राण हैं कहने का तात्पर्य है की वनस्पतियां हमारी प्राण हैं । कहने का तात्पर्य है कि वनस्पतियां हमारी प्राण प्रद शक्ति हैं । जिसे वर्तमान परिप्रेक्ष में ऑक्सीजन के नाम से जाना जाता है ।

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**International Journal of Research in Social Sciences**

Vol. 9 Issue 1(1), January 2019,

ISSN: 2249-2496 Impact Factor: 7.081

Journal Homepage: <http://www.ijmra.us>, Email: editorijmie@gmail.com

Double-Blind Peer Reviewed Refereed Open Access International Journal - Included in the International Serial Directories Indexed & Listed at: Ulrich's Periodicals Directory ©, U.S.A., Open J-Gate as well as in Cabell's Directories of Publishing Opportunities, U.S.A

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## **India Policy towards Nepal during United Progressive Alliance (UPA II)**

**Tariq Rashid wani\***

**Gulzar Ahmad Chopan\*\***

**Bilal Ahmad Mir\*\*\***

### **Abstract**

*The paper attempts to highlight India's policy towards Nepal during United Progressive Alliance UPA II. The paper focuses economic and political relations between India and Nepal. The paper also focuses Nepal's President Visit, India's External affair minister visit, constitutional problem in Nepal. The paper also attempted highlights some issues of convergence and divergence between India and Nepal.*

### **Introduction**

The united progressive Alliance (UPA) II led by the Indian National congress formed the government after obtaining the majority in the Lok Sabha election which was held in 5 phases between 16 April to May 13 may 2009, With an electorate of 714 million. Manmohan Singh became the first prime minister since Jawaharlal Nehru in 1962 to be re-elected after completing a full five year –terms the UPA was able to put a comfortable majority with support from 322 seats out of 543 seats of the house.<sup>1</sup> India want to improved relations with neighbours, could be brought about to solve disputes through peace means.

### **Objective**

1. To analysis India Policy towards Nepal during United Progressive Alliance (UPA II)
2. To examines economic and political relations between India and Nepal.

### **Methodology**

The methodology undertaken in this research work entitled: “India Policy towards Nepal during United Progressive Alliance (UPA II)” includes historical and analytical methods. The historical records and official document are examined: primary as well as secondary sources that are available on the subject have been used. A primary source includes policy documents, reports, official statements and interview of policy makers. In the secondary sources, the major works of different distinguished authors in the field have also been included and analysed.

### **Discussion**

The Foreign of Nepal Sujata Koirala visited India from 5-10 August 2009 where she held fruitful discussion with their counterparts.<sup>ii</sup> The India proposed to Nepal an extradition treaty between the two country to combat terrorism and cross-border criminal activities. The proposal was made during talk between External affairs minister S.M Krishna and foreign minister of Nepal.<sup>iii</sup> Prime minister of Nepal paid a five-day official visit to New Delhi at the invitation of India. The two leaders have also met earlier on the sides' line of

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the XVth NAM summit at Sherm –el-sheikh, Egypt. The two prime ministers expressed their satisfaction on the old age, close cordial and multifaceted relations between India and Nepal and expand them further. India also expressed full support the peace process in Nepal and also the efforts to bring economic transformation in Nepal.<sup>iv</sup>

India and Nepal initialled the revised Treaty of Trade and Agreement of Cooperation to Control Unauthorised Trade, which contributes to further enhancing bilateral trade. India had also promised to beef up Nepal's road and rail links in the underdeveloped Terai region and agreed to the utilisation of the Visakhapatnam port for the movement of transit traffic to and from Nepal. It was also favourably consider the request for usage of an additional sea port on its western coast. India had invested Rs. 1,485 crores in strengthening Nepal's rail and road linkages in the Terai region.<sup>v</sup>

Further trade promotion measures are to be examined by the Commerce Secretary-level Inter-Governmental Committee, which has been asked to meet in two months. In a joint statement issued following the visit of the Nepali Prime Minister, which concluded on Saturday, both countries agreed to wrap up a new Agreement on Avoidance of Double Taxation and sign it at an early date.

The Minister of external affairs S.M. Krishna paid an official visit to Nepal from 15-17 January 2010 and held interactive discussion with parliamentarians represents the different political parties in the constitutional Assembly. He also met senior political leaders of various political parties of Nepal. During the visit, he held discussion with the deputy prime minister and minister for foreign affairs. The India and Nepal expressed satisfaction at bilateral cooperation for home resources development in Nepal. A total of four MoUs for various project to be conducted with India's assistance were signed they included (i) construction of Terai roads with an estimated cost of Rs.805 crores (ii) construction of a science learning centre at an estimated cost IRs.16.6 crores. (iii) MoU between Nepal stock Exchange Limited (NEPSE) and central Depository Services (India) Ltd. (CDSIL) India at an estimated cost of IRs.9.2 crores. (iv) Apart from this, India continued assistances Nepal at the grassroots level, MoU for electrification of five different VCDs in Nepal at the cost of IRs.6.3 crores.<sup>vi</sup> India and Nepal discussed cooperation to check cross-border crime. Such as, smuggling of arms, fake Indian currency and human trafficking and also agreed to combat terrorism jointly. Krishna stated that, " I brought to notice of Nepalese leadership that the territory of Nepal is being used for anti Indian activities ,fake notes, smuggling and drug trafficking and we want government of Nepal to prevent such un healthy activities." And they assured him that Nepalese territory will not be allowed to be used for anti Indian activities and that they will be vigilant. Krishna told Prachanda that India was not interfering in the internal affairs of Nepal "we want bilateral relation at even keel." the joint statement India expressed its commitment to assist Nepal in strengthening its peace stability and democratic institutions and for its economic development<sup>vii</sup>

In keeping with the tradition of regular high level visit between India and Nepal, Nepali newly elected president Ram Baran Yadav paid an official visit to New Delhi on 15-18 2010.the president met the Indian counterpart Pratibha patil and Prime minister Manmohan Singh during the visit. He also met congress president and UPA chairperson Sonia Gandhi and opposition leaders.

The visit resulted to signing of agreement between two countries. Such as air service, extension of rail way establishment of Nepal –Bharat Maitree Polytechnique at Hetauda, establishment of Nepal –Bharat Maitri Sabhagraha in Birgunj. India was demanded by

Nepal for food grains. Manmohan Singh announced the supply of 50,000 metric tons of wheat 25,000, metric tons of rice 10,000 metric tons of pulses to Nepal accordingly. Additional two hundred thousand metric tons of wheat, if required, was conveyed. Apart from food gains assistance, India promised to assist in economic development in Nepal.<sup>viii</sup> Prime Minister Dr. Manmohan Singh met Prime Minister Shri Madhav Kumar Nepal on the sidelines of the XVIth SAARC Summit in Thimphu in April 2010. The two Prime Ministers expressed their satisfaction at the ancient, close, cordial and many-sided relations between Nepal and India and agreed to expand this further.<sup>ix</sup>

External Affairs minister of India S.M. Krishna and foreign secretary, Nirupama Rao arrived in Kathmandu on 20 April 2011 on three day visit to Nepal, amid the political deadlock that has stalled the progress in the peace process and hindered the drafting of a new constitution. The visit is significant because it came at the time when Nepal's coalition government is horn-locked over the issue of cabinet expansion.<sup>x</sup> He hold meeting with Nepalese leadership on matters of mutual concerns including political impasse. He met deputy prime minister and financial minister Bharat Mohan Adhikari. Krishna stated that, "I would like to convey to the leadership of Nepal that India committed to working the people of Nepal for a democratic and stable, peaceful and prosperous Nepal." He said that the relation with Nepal would continue to be a matter of the highest priority for India. The visit was aimed to strengthened and expand bilateral relation. The Nepali foreign secretary, Madam Kumar Bhattarai stated that "the Indian side reiterated its supports for peace process and constitution writing in Nepal. They also offered assistance in matters related to economy and trade. Both sides agreed to activate the multiple official mechanisms between the two countries and holding meeting that are pending as soon as possible, and sign agreements that have been approved by the governments." The discussion also covered contentious issues such as border strip maps, an extradition treaty and the security concerns of the countries.<sup>xi</sup> With the meeting prime minister of Nepal Jhalanath Khanal, Krishna conveyed his congratulations on the formation of new government. Khanal expressed his commitment to strengthened unique relations between two countries, and extended an invitation to Manmohan Singh to visit Nepal. Krishna's on effort to conclude the peace and constitution process. "We felt that the Indian minister's approach was very positive and he expressed his good will." He also met Nepali president, Ram Baran Yadav. He emphasised to the Indian delegation that while there were challenges, there is no alternative but continues work on peace process and implements the peace agreement and draft constitution.<sup>xii</sup> India faces a dual problem in its relationship with Nepal. On the one hand Nepal recognised that India has to played, can play and should play a positive role in bring an end to the peace process. On the other hand there is all-around unhappiness about how India is seen to be playing the role. At the same time it is very difficult for India to have Nepal policy with the changing of political dynamics as multiple leaders have emerged in Nepal with loads differences with each other's India had maintained its stand that a peaceful and stable Nepal would serve the interest of both India and Nepal.<sup>xiii</sup> In this regard the Foreign Secretary of Nepal said:

"We believe that a peaceful, democratic, stable, strong and prosperous Nepal is not just in India's interest but would also contribute to the prosperity of our region. It is for the Nepalese people through the elected political representatives to come to an agreement on the nature of the constitution they want. We do feel India-Nepal relations would be strengthened by establishment of a multi party democracy".<sup>xiv</sup>

India's development assistance to Nepal is concerned; India had taken development cooperation for Nepal in the various fields. Small Development Projects (SDPs), one of the main stays of India's development cooperation with Nepal, was further strengthened during 2012.

MoUs for 29 new projects worth Rs 65.88 Crores were signed between January-November 2012. 40 Ambulances and 8 school buses were gifted to health care and educational institutions respectively. Work was in progress on 225 SDP involving an outlay of Rs 369.12 Crores in various parts of Nepal. India and Nepal was working together to expedite execution of 600 KMs roads in Terai region of Nepal in the 1st phase with Indian financial assistance of approximately Rs 700 Crores. In October 2012 established two Integrated Check Posts (ICPs) at Birgunj and Birantnager at an estimated cost of Rs 200 Crores and two cross-border railway links on the India-Nepal border from Jaynagar (India) to Bardibas (Nepal) and Jogbani (India) to Birantnager (Nepal) at an estimated cost of Rs 680 Crores.<sup>xv</sup> India continued to be Nepal's largest trading partner and source of FDI. According to figures for the Nepalese fiscal year ending July 2012, bilateral trade with India accounted for 65.1% of total Nepalese external trade. India accounts for 46% of the total foreign investments in Nepal. Embassy of India, Kathmandu and BP Koirala India-Nepal Foundation (BPKF) organized several events during the year Indo-Nepal Youth Conference in which eminent young Professionals from film, fashion, music, literature and business took part was held in Kathmandu on 13-14 May 2012.<sup>xvi</sup>

India continues to supports for a peaceful and stable Nepal, the press played a significant role relation in straining the India and Nepal by misquoting some Indian bureaucrats. In one occasions on May 16, 2012, the consulate General of India S.D Mehta was reported to have instigated the Terai political leaders for protest for Madhesi before May 27, 2012. Such report sparked demands for recalling the consulate General. However, Indian refuted the allegation and eventually the Nepali government dropped the demand to recall the same .but such reports misled the political parties as well as youth of the Nepal in developing anti – Indian sentiments. So Nepal media should give up such groundless allegation on the political leaders and bureaucrats to prevent to developing anti – Indian feelings of the Nepali people. The year of 2012 was a significant year for India and Nepal relation.<sup>xvii</sup>

In The connection of second constituent Assembly cum- parliament elections which were held in Nepal on 19 November 2013. Government of India extends the request logistical support o the government of Nepal. High level election interaction was maintained with Nepal which including the visit of external minister Salam Khurshid to Nepal on 9 July 2013 .He met Nepal's president Ram Baran Yadav and justice Khila Raj Regime and other top leadership across the political spectrum.. Khurshid is expected to press hard for timely elections in Nepal. The senior minister of external affairs (MEA) pointed out that:

“Our known position is that we want early elections in November for a new constitution in Nepal. The minister will reiterated that offer of all logistical assistance related to elections.<sup>xviii</sup>

Since the dissolution of Nepal's constitution assembly in May the country had been without a legislature. Disputes over what party would lead the country; the election paralysed political process for almost year. So India is understood to have played an active role in encouraging this arrangement as away to break the political logjam.<sup>xix</sup> This visit also yielded a memorandum of understanding which committed 764 vehicles to supports

Nepal's constitution assembly elections more than 700 of which go to the security agencies and the rest of the election commission. Khurshid further said that, to extend support and cooperation to the election, India was paying an official and goodwill visit to Nepal support the choices made by Nepali people as whatever political system and what kind constitution they want to setup here, the external minister of India expressing solidarity towards Nepal's election process, pressing and encouraging Nepali leaders for holding election and ensuring their participation in the second constitution Assembly election (CA).<sup>xx</sup> Foreign secretary Sujatha Singh paid an official visit to Kathmandu, on 14-15 September 2013 to discuss key bilateral issues with Nepali top leaders. Singh said that "India is committed to working with the government and people of Nepal for a democratic, stable, peaceful and prosperous Nepal. S. Singh said: "our relation with Nepal will continue to be matter of the highest priority. She also met Nepalese counterpart Arjun Bahadur Thapa and minister of foreign affairs and minister of foreign affairs leader of major political parties including (UCNP) Maoist chief, Prachanda, Nepali congress president Sushil Koirala and CPN-UML chairman Jhala Nath Khanal. She further said, that "I will be conveying to them the greeting and good wishes of our leadership and use the opportunity to review progress in our multifaceted bilateral relations."<sup>xxi</sup> From the Nepalese side, former prime minister and UCPN (M) chairman Pushpa Kamal Dahal (April 13), former prime minister and senior leader of congress Sher Bahadur Deuba (June 2013), former prime minister and senior leader of CNP-UML. Madhav Kumar, Nepali congress president Sushil Koirala (August 2013) visited India.<sup>xxii</sup>

On addressing the Annual conclave of Indian Ambassador Commissioners on 4<sup>th</sup> November in New Delhi the prime ministers Manmohan Singh emphasised what he perceived to be the "five principle" that defined Indian foreign policy in his words.

First Recognition that India's relations with the world – both major powers and our regional neighbours – were increasingly shaped our developmental priorities. The most important objective of Indian foreign policy had to be create a global environment conducive to the well being of the great country.

Second, the greater integration with the world economy will benefit India and enable our people to realize their creative potential.

Third, we seek stable long term and mutually beneficial relations with all the powers. We are prepared for work with the international community to create a global economic and security environment beneficial to all nations.

Fourthly we recognise that the Indian sub-continent's shared destiny requires greater regional cooperation and connectivity. Towards this end we must strengthen regional institutional capacity and invest in connectivity.

Fifthly our foreign policy is not defined merely by our interest but also by the values which are very dear to our people. India's experience of pursuing economic development within the framework of a plural, secular and liberal democracy had inspired people around the world and should continue to do so. They five principals are known as "Manmohan Singh doctrine."<sup>xxiii</sup>

Indian Prime Minister Dr. Manmohan Singh met the chairman of the council of minister Khila raj regime in October 2013. Elections were successfully conducted on 19 November 2013, with a record turnout that Nepal of nearly 70%. Prime minister, Manmohan Singh congratulated Nepali prime minister. Sushil Koirala on his appointment as new prime minister of Nepal in February 2014. Prime minister Dr. Manmohan Singh had a bilateral



meeting with Prime Minister. Sushil Koirala on the sidelines of the BIMSTEC Summit in Myanmar on 3 March 2014, during which bilateral issues were discussed.<sup>xxiv</sup>

### **Conclusion**

India's policy towards Nepal was currently on track absolutely and reflected the matured stand it had taken in relations with its neighbours in recent years. It had promptly responded to the request to supply Nepal with necessary battle tested military equipment ideally suited for local conditions. This was a response that other countries cannot hope too much. Recent seizure of Maoist leadership in India and their handing over to Nepal had been much appreciated in the Kingdom. There needed to be sustained reciprocity in this matter. The rise of communist insurgencies in Asia concerns Washington deeply and it was prepared to support Nepal with money and equipment. This was too welcomed if it comes after suitable consultation with India. External weapons in a region is always destabilising as the devastations in Africa has demonstrated years after the Cold War. Sophisticated weapons with the Maoists and their possible spread to their counterparts in eastern India can had enormous implications. US troops in the region to counter insurgency was neither required nor necessary. It was neither troops nor the will that Nepal lacked, but economic and hardware support from appropriate quarters. US presence only created uncertainty and was likely to yield greater hostility and provide ammunition to Maoist propaganda, undermining, in turn, the overall counter insurgency effort.

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## **Identity Crisis in Newsrooms: A Study of Media in Telugu States**

**Dr. Chandra Shekhar Ghanta\***

### **Abstract**

Newsrooms in Indian print media portray a different picture as far as representation and identity of pluralistic character of the society is concerned. Almost in all newspapers, national, regional or vernacular, the journalistic staff is dominated by dominant upper castes. How these sections react to the issues concerning disadvantaged or marginalized groups, including Dalits, Tribal, BCs and the religious minorities and how they get reflected in newspapers is a pertinent question which needs to be examined and which attracts academic interests. These include gate keeping mechanisms and the process of selection of news, politics and caste equations involved. The present paper examines the question of diversity of newsrooms in newspapers of the two Telugu speaking states of Telangana and Andhra Pradesh wherein people who come from different social, religious and cultural backgrounds discharge their duties in reporting and editorial desks. How news stories are selected and what treatment is given to news stories involving caste and identity issues and reasons for dumping or sidelining stories involving marginalized and religious minorities without focusing into real causes for the incidents. This selective exclusion of stories and stereotyping incidents highlighting only violent aspects involving Dalit and Muslims shows the dominant character of media. These identity issues become even more important in today's situation wherein marginalized started asserting their identity and culture, inviting confrontation from those who demand status quo. The study makes a point that media should be more pluralistic and accommodative to the divergent views and aspirations of various sections, their identities for democratic values to flourish, and this is possible only when newsrooms remains divergent and attain a pluralistic character.

**Keywords:** Identity, Marginalized, Media, Newsrooms, Stereotyping

### **Introduction**

India is a nation of rich cultural heritage, home to several communities practicing different traditions, customs and religious beliefs. The country reflects the picture of pluralistic character with diversified groups, each group protecting its own culture thereby maintaining the identity of its own. Communities with different identities live in harmony and that is the hallmark of the democratic fabric of the country. Pluralism gets represented with each group protecting and preserving their own identity in terms of cultures and traditional practices and correspondingly respecting, accepting and accommodating the traditions, customs and cultures of other groups. Democracy flourishes only when people enjoy an equal right in representation and this becomes possible when society accepts and encourages the existence of cultural plurality and divergent opinions. Media acts as a harbinger in upholding and protecting the pluralistic and divergent values imbibed in the Constitution, which guarantees freedom of speech. Media has a sacrosanct role in civilized society as it has a bounded and responsible duty of informing publics, making them aware about things happening in their environment and helping them form a prudent opinion

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about various issues. In a country like India, the Media should provide space for dissemination of information to all sections reflecting the structure of the society. Media should give space to divergent cultures, languages, ethnic or cultural identities, politics, religion or beliefs. Knowledge plays a significant role in helping people react to issues and this materializes with access to information provided by media. Media is divergent with expansion of new outlets cropping on the regional language front. However, the social character of newsrooms is quite different from the existing society with the domination of forward castes. Newsrooms are crucial in selecting news stories, framing them and staff adopts various mechanisms in selection of news including gate keeping and agenda setting to filter stories for public consumption.

### **Aims and Objectives**

The present paper looks into the social character of newsrooms and how idea of identity is framed in selection of news and gate keeping mechanisms employed. The paper is divided into three sections. Firstly the paper probes into the composition of staff in newsrooms of newspapers in Telugu speaking states of Telangana and Andhra Pradesh and these include both English and Telugu language press. Is there diversity in newsrooms? What changes newsrooms witnessed in last two decades after journalism became a job career for Dalits, Other Backward Classes and Minorities? The second part deals with gate keeping mechanism in newsrooms and methods in selection of news stories and parameters employed. How issues and incidents involving Dalits, Tribals, BCs and religious minorities are reflected in media? The third and final chapter explains about the influence of identity of individuals and groups and what role they play in portraying issues concerning identity movements and staff reaction to these issues in newsrooms. Do staff has independence in selection of news and in highlighting these identity issues.

### **Theoretical Framework**

Identity is the people's concepts of who they are, of what sort of people they are, and how they relate to others (Hogg & Abrams, 1988). Identity is also defined as the way individuals and groups define themselves and are defined by others on the basis of race, ethnicity, religion, language and culture (Deng, 1995). Identity refers to the ways in which individuals and collectivities are distinguished in their social relations with other individuals and collectivities (Jenkins, 1996).

Identity emerges as a kind of unsettled space, or an unresolved question in that space, between a number of intersecting discourses ... (Until recently, we have incorrectly thought that identity is) a kind of fixed point of thought and being, a ground of action ... the logic of something like a 'true self'. ... (But) Identity is a process, identity is split. Identity is not a fixed point but an ambivalent point. Identity is also the relationship of the other to oneself (Hall, 1989).

(Taylor & Whittier, 1999) define collective identity as the "shared definition of a group that derives from members' common interests, experiences, and solidarity." A sense of wellness, or connection to other members of the group/category, is an essential component of collective identity, but the concept goes far beyond that. (Prentice, Miller, & Lightdale, 1994) specifically distinguish between group identities based on common bonds (attachments to individual group members) and those based on common identities (attachments directly to the group or category). The latter form of attachment is necessary to produce a collective identity.

The paper applies the theory of media diversity which stipulates that the media should carry a maximum variety of content to the greatest variety of audience. Media should reflect the geographical diversity and structure of the society where relevant according to language, ethnic or cultural identity, politics, religion or belief. Media should carry content reflecting the cultural, social, economic realities of the societies in which they operate and also provide equal access to the voices of various social and cultural minorities that make up the society (McQuail, 2010). Mere increasing the media outlets does not increase the diversity of the content, but much more of the same mixture (van der, 2004). What needs to be done is increasing the diversity in the newsrooms.

### **Indian Newsrooms: Question of Diversity and Plurality**

Media in India is facing a major crisis as far as representation of divergent sections is concerned. Though the country has pluralistic tendencies in several spheres, media has systematically failed to identify and portray its characteristics effectively. This could be attributed to the lack of plurality and diversity in newsrooms. The lack of diversity in India newsrooms was first highlighted by Kenneth J. Cooper, the then Washington Post correspondent, himself an African-American, tried to find a Dalit media person in New Delhi in 1996. Cooper wrote about his failure to do so, and B.N. Uniyal publicised Cooper's inquiries in *the Pioneer*. "Suddenly, I realised," Uniyal wrote, "that in all the 30 years I had worked as a journalist I had never met a fellow journalist who was a Dalit; no, not one." "Nothing had changed by the time I published India's Newspaper Revolution in 2000. Nothing had changed by 2006 when a survey on the 10th anniversary of the Cooper-Uniyal inquiry found not a single SC or ST among more than 300 media decision-makers." (Jeffrey, 2012). However, the situation is quite different in the United States. Concrete efforts have increased the strength of coloured journalists from the meager three per cent to nearly 12.55 percent against the anticipated 15 per cent of the total workforce in newsrooms by 2000. However, things are changing in the medium and small newspapers and only less than three percent of the total newspapers reflect the real US. Their per cent has increased from a mere four in 1978 to 11 per cent in 2011, though they missed the stipulated target of 20 per cent by 2000 due to the efforts of the American Society of News Editors (ASNE) which has set the "Year 2000 goal" stating that by 2000, their representation in newsrooms should be in proportionate to their population in the country. (Monroe, 2003)

In India, poor or near absence of Dalits in newsrooms in a majority of newspapers and channels could be one of the main reason for poor representation of Dalits in news. Also the bourgeois mindset of people working in media is other reason for misinterpretation of the issues. It is only a Dalit or a person with Dalit perspective who can give an insight into the problems of the subaltern sections. With none from these sections in the newsroom, it is foolhardy to expect the representation of the Dalits in the media.

Robin Jeffrey, who made an extensive study of Indian newspapers comments that there were no Dalits in a majority of Indian newspapers in 1990s. 'In 1996, Washington Post New Delhi bureau chief Kenneth Cooper said that practices designed to diversify newspaper staffs has no currency in India.' Though they constitute nearly 25 per cent of total 1.3 billion populations, Dalits have no proper representation in newsrooms. India had a Dalit President, but not a senior Dalit journalist. While media organizations often cite 'lack of qualification' as the reason for poor presence of Dalits in newsrooms, several issues like illiteracy, poverty, multi-languages, divisions with community and deep-seated

prejudices of caste Hindu media proprietors made it difficult for Dalits to get entry into media. Due to absence of Dalits in newsrooms, issues concerning them are not seen through their viewpoints. Hence insight reporting about Dalit issues doesn't get reported. The strength of Dalit journalists has increased to a few hundreds, but still a majority of them are working in vernacular press in lower and middle positions without any decision making authority in selection of news. Unfortunately, English and Hindi newspapers and channels are still dominated by caste Hindus.

Jaffrey says that unlike blacks in the US, Dalits in India failed to emerge as a consolidated group because Dalit middle class and Dalit merchant groups failed to identify themselves with Dalitness and take on bourgeois, rather taking up Dalit identity. Lack of education is also another drawback. He says that on several occasions, the absence of senior Dalit journalists in English media has resulted in misinterpretation of content concerned of Dalits.

Australian scholar, Denis Kane, in his work, 'Representation of Dalits in India's English Language Print Media', BA (Hons) thesis in Asian Studies, La Trobe University, 1997, ppiii-iv, says that 'The page 4 edition of December 6, 1996, of English daily, *Pioneer* contained no mention of the 40<sup>th</sup> death anniversary of Ambedkar, nor it carried the commemorative reports on the event on December 7. But on December 6, it carried a three-column picture of a Buddhist monk taking photograph of two other monks on Mumbai beach with a cutline 'A troika of Buddhist mendicants takes pleasure in worldly pursuits in total negation to (sic) Buddhist philosophy'. If this has happened to a person who remained revered hero of Dalits and who converted to Buddhism, one can conclude that the Dalits are not on the mental maps of the people who create Indian newspapers.

Similar situation prevails in English, Telugu and Hindi Newspapers in the Telugu speaking states of Andhra Pradesh and Telangana is concerned.

The Telugu daily newspaper Vaartha was the first newspaper which has given a prominence place to a Dalit. M. Satish Chandar, who belongs to the Mala community (Scheduled Caste) rose from stringer to the rank of Associate Editor in the daily. Earlier, he worked as a stringer and as a staff reporter in Udayam Telugu daily which was later closed. His elevation to the associate editor in Vaartha marks a new beginning for Dalits in newsrooms. However, this remained for a short period as he was forced to quit following the differences cropped up between with the then editor of daily A.B.K. Prasad in selection and prioritizing the news. He later established AP College of Journalism in 1997 and started training nearly 150-200 students every year. He later worked as executive editor in the same daily from 2008 to 2011 and was chief editor for Andhra Prabha from 2004-2006 and from 2016 till date. He was editor of Subrabhatam weekly from 1993 to 1994. He is regarded as pioneer in Dalit journalism. He wrote several books highlighting the plight of Dalits and is presently operating a blog.

From 2005-06 things have changed a lot in the field of Telugu and English journalism with lot of new papers entering the market. Also a cross-section of people from the marginalized sections who rose to the status of the middle classes has started aspiring for jobs in the journalism and media outlets. Majority of them are the first generation literates in their families and they have started applying for posts in the media. At the same point of time, most of the Telugu newspapers have started their own schools of journalism, recruiting aspirants, training them and absorbing them on successful completion. While some have started providing quota others have no such facility. So the entry of Dalits into



the media newsrooms have started in a big way and this was more in the electronic media rather than in newspapers.

So by 2008-2009 we could find a sizeable number of people from the marginalized sections working both in editorial desk and reporting. However, a majority remained to the junior level and promotions and pay increases are less.

A mention has to be made about the editor of Sakshi, another Telugu newspaper. Murali, who belongs to toddy tappers' (Gouds) community, became the editor of the daily in 2008 and still continuing. Allam Narayana of Perika caste was editor of Namaste Telangana Telugu newspaper from its inception till his elevation as chairman, Telangana Press Academy. Similarly, Veeraiah is the editor of Nava Telangana, the mouthpiece of the CPI (M). He belongs to Backward Class.

The most astonishing journey is that of Koppula Nagaraju. He was the first person from Madiga community to become a journalist in an English newspaper. He belongs to Sarapaka village in Khammam district of Telangana state and worked as a construction worker, sold ice creams, painted sign boards before joining journalism diploma course in Bengaluru. Later, he did his post graduation from the University of Hyderabad and joined the New Indian Express Hyderabad bureau in 2011. His story in NIE is of fighting for identity. He used to file four to five stories, all byline worth as the topics varied from prisoners turning doctors for their fellow inmates to HIV/AIDS victims to problems of prisoners in jails (Sheth, 2015). There was also discrimination towards him in award of annual increment.

Another important aspect about the presence of Dalits in the newsrooms is the keeping their identity in secret. Most Dalits who work in newsrooms, especially in English dailies keep their caste identity a secret, to avoid from being discriminated. The stories filed by Dalits doesn't get appreciation even when copies are of good quality (both language-wise and content wise) and when it comes to discussion of Dalit politicians and their corruption, it is discussed loudly so as to antagonize Dalit staff in newsrooms (Sheth, 2015). This incidents happening in newsrooms of most liberal newspaper (like *The Hindu*) is shocking. This exposes the identity of the staff in the newsrooms.

The second point which has to be examined is the gate keeping mechanism employed by the staff is scrapping the stories involving marginalised sections. Staff in newsrooms refuses to entertain the stories emanating from marginalized sections, quoting as not their readers. The only exception is either atrocities or violence committed against them or whenever they raise a banner of revolt against the discrimination they are subjected to in their daily lives. We witness several such news stories in the recent past, take for example the suicide of Rohit Vemula, PhD scholar from the University of Hyderabad, the Una protest, wherein the Dalits rallied in large numbers and took out a massive march protesting against the flogging of four Dalit youths on charges of transporting the cattle. They stopped removing the Caracas of dead cattle in Gujarat protesting against the attacks and also against the discrimination.

It was the Hindustan Times, which has deputed its Bengaluru bureau staffer and who himself is a Dalit; Sudipto Mondol which has broke the ice and covered extensively about the Rohit Vemula. Instead of focusing on the daily events, he went to the native village of Vemula and given a glimpses of his past, his childhood, throwing more light into the life of the suicide scholar, forcing the outside society to take a note of the tragedy involving the



caste discrimination which has unfolded in the highest educational institutions. This could be an exception as far as reportage of marginalized sections are concerned.

The representation given to Dalits in newsrooms in Telugu dailies is far better when compared to their English counterparts. The main outcome of absence of marginalized sections in newsrooms is the complete absence of coverage of news stories related to these sections and the main culprit for this is the lack of diversity in newsrooms. (Varadarajan, 2006)

Though the English newspapers are in the forefront in providing coverage to the divergent sections what needs to be examined is the quality of coverage and the content they print. Most of the news stories about Dalits involve violence and nothing constructive about these communities were covered in the newspapers, which show the biased attitude. Also there is no place for divergent opinions or views in the newsrooms and these could be judged by the pages being printed by the newspapers. Except for one or two dailies, no newspaper has a separate page for literary stories, thereby stifling the voice of the creative minds. Also

Things are improving in regional front with many newspapers which have their own schools of journalism recruiting freshers and training them according to their policies, providing stipend and absorbing them after successful completion of training. Reservations are being provided for Dalits, OBCs and minorities. The Caravan magazine in 2013 has advertised for the post of staff writer exclusively under Journalistic Diversity (Reserved Position) seeking applications from the Scheduled Caste/Scheduled Tribes for its New Delhi newsroom. (Sharma, 2013)

#### **Gender Parity: A case of exclusion**

A 2013 report by The Hoot suggests there are only 21 identified registered Dalit journalists in mainstream Indian media. Similarly, tribal journalists often end up working as unidentified stringers, aiding national and international journalists as 'fixers' for local stories. There is no cohesive study that looks at the magnitude of the social exclusion that exists within Indian media. Most women journalists are also stuck in the middle and lower rungs of the media hierarchy. Not surprisingly, while on one hand the corporate marketing structure keeps them away from covering grassroots issues, the lack of representation from different sections of society in decision-making positions further desensitises mainstream media to the stories that affect people from the margins (Dixit, 2017). Neha Dixit, a senior women journalist has been targeted for writing a story on girl trafficking under headline 'Operation Babylift' in *Outlook* magazine stating that nearly 31 tribal girls between the age group of three and 13 were illegally taken away from their parents with a promise to give them free education. They were shifted from their native Assam state to Punjab by three RSS affiliated outfits, the Rashtra Sevika Samithi, Sewa Bharati and Vidya Bharati. Instead of focusing on the issue, the outfits started targeting the woman journalists and showcause notices were issued to the magazine editor and the journalist for reporting the issue. Mud slinging was indulged against the woman journalist. She received Chameli Devi Jain award for an outstanding woman mediapersons on March 1. But the mental ordeal she was subjected for writing the story shows the lack of diversity in the media newsrooms.

#### **Conclusion**

Plurality and lack of diversity in newstories are the casualty with the absence of marginalised sections in newsrooms. These sections could not find their voices heard as

their issues find no place in media. Attempts to accommodate the stories reflecting the plights of marginalised are viewed with contempt. Media has to become more diversified by accommodating more people from different stratas and this is possible only when the media organisations become more prudent and realistic in improving the content. Instead of being more stereotyping about these communities, positive reporting and their success stories need to be carried more.

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## **Water and Human Health**

**Dr. Yogendra Singh\***

**Dr. Chitra Sejwar\*\***

### **Introduction**

With two thirds of the earth's surface covered by water and the human body consisting of 75 percent of it, it is evidently clear that water is one of the prime elements responsible for life on earth. Water circulates through the land just as it does through the human body, transporting, dissolving, and replenishing nutrients and organic matter, while carrying away waste material. Further in the body, it regulates the activities of fluids, tissues, cells, lymph, blood and glandular secretions. "Access to safe water and adequate sanitation is the foundation of development. For when you have a medieval level of sanitation, you have a medieval level of disease, and no country can advance without a healthy population" (UNICEF 1997).

### **Present Scenario of Water Supply and Sanitation**

The provision of basic water services has proven to be a key element in advancing economic and social development and eliminating a host of debilitating and costly diseases. The failure of the decade to completely satisfy basic human needs for water and water services was the result of rapid population growth, underinvestment, growing urbanization and misdirected priorities. The extent of the problem means many governments; organisations and agencies must be involved in planning and implementing programs. Unfortunately, other social problems are often given higher priority and rapid population growth makes it difficult to catch up with basic water needs.

Eliminating water-related diseases requires more than merely constructing infrastructure or providing clean water. It also requires maintenance and operation of that infrastructure, teaching children about adequate hygiene habits, identifying other transmission routes such as unclean handling of food and controlling disease vectors. Water and sanitation services for so many remains the major element of one of the most significant health disasters of the 21<sup>st</sup> century.

### **Basic Human Needs for Water**

.. It is essential for water planning to secure basic human and environmental needs for water (and). Develop sustainable water strategies that address basic human needs, as well as the preservation of ecosystems.(UNICEF,1997)

Implicit in the concept of basic human needs for water is the idea of minimum resource requirements for certain human and ecological needs and allocation of sufficient resources to meet those needs. Different sectors of society use water for different purposes: drinking, removing or diluting wastes, producing manufactured good, growing food, producing and using energy and so on.

The water required for each of these activities varies with climatic conditions, lifestyle, culture, tradition, diet, technology and wealth, as shown years ago in the groundbreaking work of White et al. The absolute minimum amount of water is that requires solely for human survival. To maintain the water balance in a living human, the amount of water lost

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through normal activities must be regularly restored. While the amount required keeping a person alive depends on surrounding environmental conditions and personal physiological characteristics, the overall variability of needs is quite small. Minimum water requirements for fluid replacement have been estimated at about three litres per day under average temperate climate conditions.

Basic water requirements for human should also include any water necessary for disposing of human wastes. Extensive research has shown the distinct health advantages of access to adequate sanitation facilities as well as of protecting drinking water from pathogenic bacteria and viral and protozoan agents of disease. Effective disposal of human wastes controls the spread of infectious agents and interrupts the transmission of water-related diseases. In reviews of epidemiological studies related to water and sanitation, the availability of adequate sanitation services was the most direct determinant of child health after the provision of basic drinking water and water for hygiene.

Access to some water for sanitation together with education about water use decreases the incidence of diseases, increases the frequency of hygienic food preparation and washing and reduces the consumption of contaminated food products.

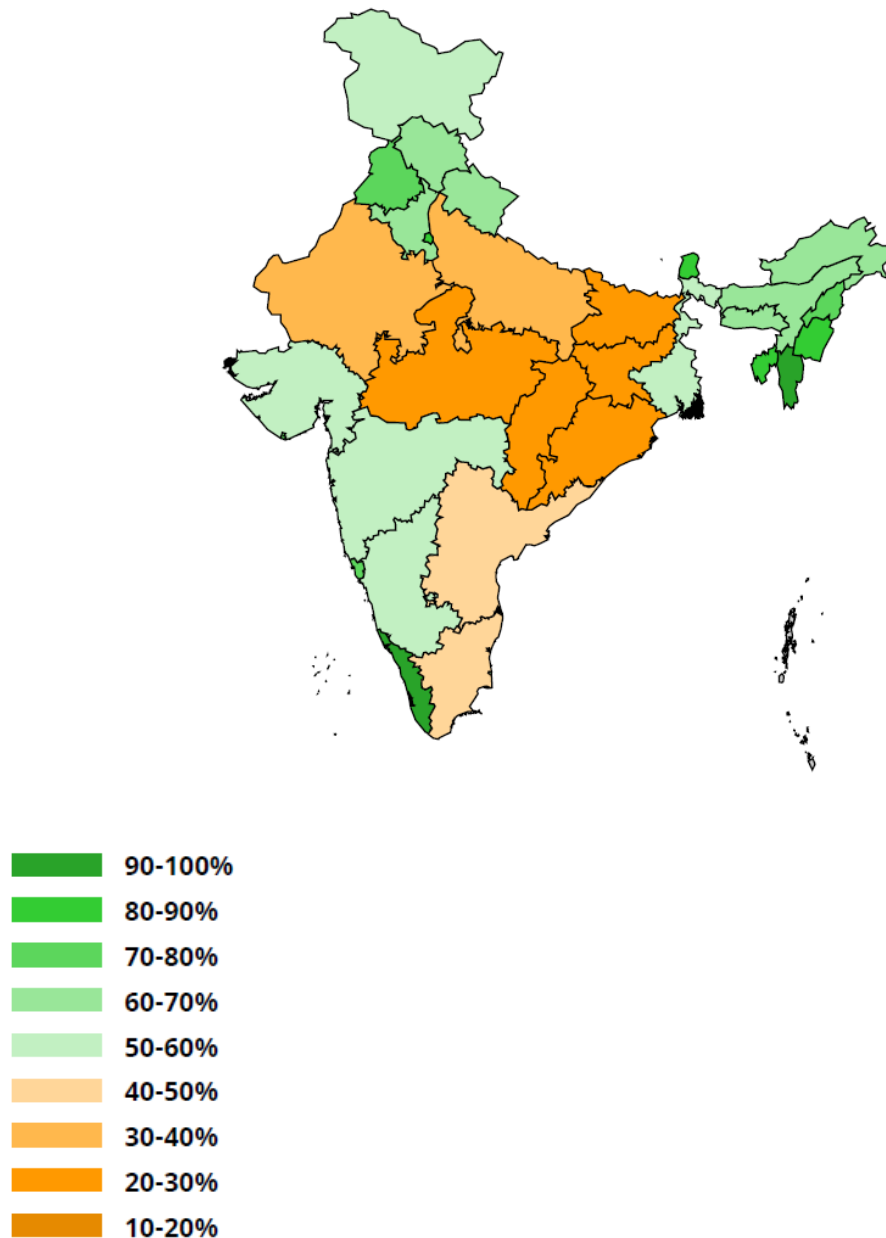
On top of these direct sanitation requirements, additional domestic water are used for basic hygiene (washing, showering and bathing) and for food preparation. Combining information on water to meet these needs adds another 25 litres per day as a part of the water required for basic human needs.

### **Role of Government in Guaranteeing Basic Water Requirement to Meet Basic Human Needs**

Providing water sufficient to meet basic needs should be an obligation of government, water management institutions or local communities. Nevertheless, failure to provide this basic need is a major human tragedy. In most developing countries, perhaps most easily discernible in the poorest countries, unclean water and poor *sanitation* exposes billion of men, women and children to a plethora of diseases that debilitate them and greatly reduce their productivity. Currently, some estimated 884 million people worldwide lack access to improved water supply and 2.6 billion people lack access to improved sanitation (WHO/UNICEF 2010).

The most affected are populations in developing countries, living in extreme conditions of poverty, normally peri-urban dwellers or rural inhabitants. Among the main problems responsible for this situation are: lack of priority given to the sector, lack of financial resources, lack of sustainability of water supply and sanitation services, poor hygiene behaviours, and inadequate sanitation in public places including hospitals, health centres and schools. Providing access to sufficient quantities of safe water, the provision of facilities for a *sanitary disposal* of excreta, and introducing sound hygiene behaviours are of capital importance to reduce the burden of disease caused by these risk factors (WHO 2010).





Source: *Swaniti Initiative*

The graphical representation depicts the percentage of households with toilets. The data has been mapped out for two years, namely, 2001 and 2011.

### **The Social and Economic Cost of Failing to Meet Basic Needs**

Failing to meet basic water requirements is the direct cause of most water-related diseases, resulting in high costs to both communities and governments. When governments provide the water, costs are less. Additional treatment of drinking water is a fundamental requirement of water management in most places and offers the greatest protection from

many water-related diseases. Water infiltration was introduced in the late 1800s removing most microbiologic contaminants and controlling the transmission of cholera and typhoid.

**Water-Related Diseases**

Water related diseases are a major concern in most of the developing countries, although they have largely been eliminated as a serious health problem in industrialized countries. Water-related diseases can be placed in four classes: waterborne, water-washed, water-based and water-related insect vectors.

Waterborne diseases include those, for which water is the agent of transmission, particularly those pathogens transmitted from excreta to water to humans. These include most of the enteric and diarrheal diseases caused by bacteria, parasites and viruses, such as cholera, giardia and rotaviruses. Drinking water contaminated by human or animal excreta is the main source of water-related diseases. The first such diseases identified were typhoid and cholera, both of which remain serious problems in many regions of the India. Also in this group are over 30 species of parasites that infect the human intestines, including helminths, viruses and protozoa. While many of these are local problems, seven are distributed globally or cause serious illness: amoebiasis, giardiasis, Taenia solium taeniasis, ascariasis, hookworm, trichuriasis and strongyloidiasis.

**TABLE 1 ESTIMATES OF GLOBAL MORBIDITY AND MORTALITY OF WATER RELATED DISEASES (1990s)**

| <b>Disease</b>         | <b>Morbidity (episodes/year or year people infected)</b> | <b>Mortality (deaths/year)</b>         |
|------------------------|--|--|
| Diarrheal Diseases     | 1,000,000,000  | 3,300,000                              |
| Intestinal helminths   | 1,500,000,000 (people infected)                          | 100,000                                |
| Schistosomiasis        | 200,000,000 (people infected)                            | 200,000                                |
| Dracunculiasis         | 150,000 (in 1996)  | -                                      |
| Trachoma               | 150,000,000 (active cases)                               | -                                      |
| Malaria                | 400,000,000  | 1,500,000                              |
| Dengue fever           | 1,750,000  | 20,000                                 |
| Poliomyelitis          | 114,000  | -                                      |
| Trypanosomiasis        | 275,000  | 130,000                                |
| Bancroftian filariasis | 72,800,000 (people infected)                             | -                                      |
| Onchocerciasis         | 17,700,000 (people infected; 270,000 blind)              | 40,000 (mortality caused by blindness) |

Source: WHO 1995b.

Improvements in water quality directly reduce the incidence of waterborne diseases. Water-washed diseases result from inadequate sanitation or contact with contaminated water and can be prevented by washing with clean water. These include trachoma and typhus, which are eye and louse-borne diseases and diarrheal diseases that can be passed directly from person to person.

Water-based diseases come from hosts that either live in water or require water for part of their life cycle. These diseases are passed to humans when they are ingested or come into contact with skin.

**TABLE 2 CLASSIFICATIONS OF WATER RELATED DISEASES**

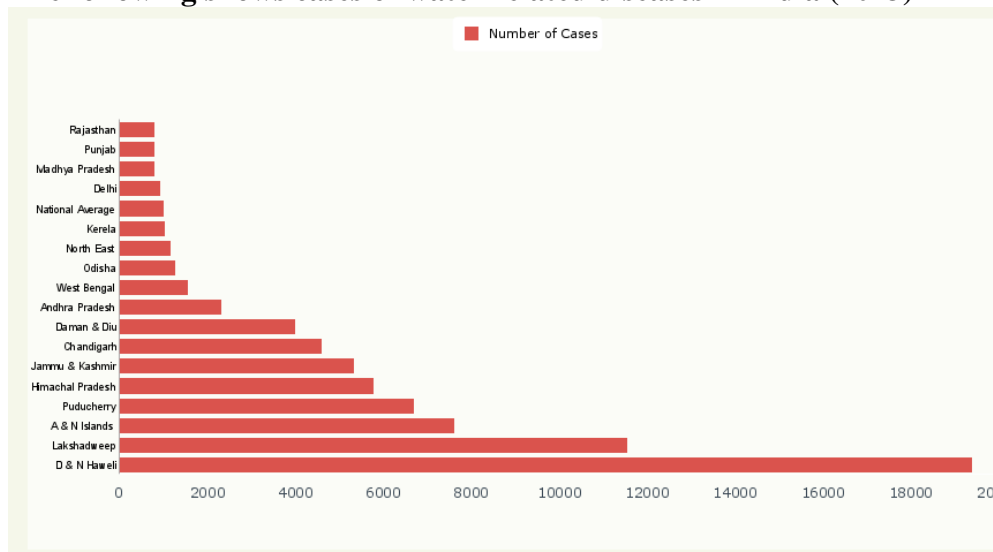
| Category Agent   | Infection   | Pathogenic   |
|--|---|--|
| <b>Waterborne (faecal-oral)</b><br>Diarrhoea and dysenteries | Amoebiasis<br>Camphylobacter intertis<br>Cholera<br>E.coli diarrhea<br>Giardiasis<br>Rotavirus diarrhea<br>Salmonellosis<br>Shigellosis (bacillary dysentery)     | Protozoa<br>Bacterium<br>Bacterium<br>Bacterium<br>Protozoa<br>Virus<br>Bacterium<br>Bacterium |
| Enteric fevers   | Typhoid<br>Paratyphoid<br>Poliomyelitis<br>Ascariasis (giant roundworm)<br>Trichuriasis (whipworm)<br>Strongyloidiasis<br>Taenia solium taeniasis (pork tapeworm) | Bacterium<br>Bacterium<br>Virus<br>Helminth<br>Helminth<br>Helminth<br>Helminth                |
| <b>Water-washed</b>  | Infectious skin diseases<br>Infectious eye diseases<br>Louse-borne typhus<br>Louse-borne relapsing fever  | Miscellaneous<br>Miscellaneous<br>Rickettsia<br>Spirochete                                     |
| <b>Water-based</b>   | Schistosomiasis<br>Dracunculiasis<br>Clonorchiasis<br>Others  | Helminth<br>Helminth<br>Helminth<br>Helminth   |
| <b>Water-related insect vector</b>                           | Trypanosomiasis<br>Filariasis<br>Malaria<br>Onchocerciasis<br>Yellow fever<br>Dengue fever<br>Others  | Protozoa<br>Helminth<br>Protozoa<br>Helminth<br>Virus<br>Virus<br>Virus                        |

Source: Adapted from R.G. Feachem 1984

The final category – diseases associated with *water-related insect vectors* – includes those spread by insects that breed or feed near contaminated water, such as malaria, onchocerciasis, trypanosomiasis, dengue fever and yellow fever. While these diseases are not directly attributable to water quality, they are often spread by large-scale development of water systems that create conditions favourable for their hosts.

India Launched its eradication program in 1984 and seems on the verge of success. The number of recorded cases has dropped successively from 39,792 in 1984 to 4,800 cases in 1990 to only 9 cases in 1986.

**The following shows cases of water related diseases in India (2013)**



Statewise Cases Per Lakh Population (2013), (Indian Express.)

It is evident from the data that the cases of water-related diseases are diversely distributed throughout all states with the number of cases being the least in Rajasthan and the maximum in D&N Haveli.

| S.No. | Particulars                        | UIS Prescribed Limits<br>IS: 10500, 1991  |                   | Presentable Effects   |
|-------|------------------------------------|---|-------------------|---|
|       |                                    | Desirable Limit                           | Permissible Limit |   |
| 1.    | Colour (Hazen Unit)                | 5   | 25                | Makes water aesthetically under suitable  |
| 2     | Odour                              | Essentially free from objectionable odour |                   | Makes water aesthetically under suitable  |
| 3     | Taste                              | Agreeable                                 |                   | Makes water aesthetically under settable  |
| 4     | Turbidity (NTU)                    | 5   | 10                | High turbidity indicates contamination/pollution  |
| 5     | pH                                 | 6.5                                       | 8.5               | Indicative of acidic or alkaline waters, affects taste and corrodes water supply system   |
| 6     | Hardness as CaCO <sub>3</sub> mg/l | 300                                       | 600               | Affects water supply system (scaling), excessive soap consumption, calcification of arteries may cause urinary concretions, diseases of kidney or bladder and stomach disorder. |
| 7     | Iron(Fe), mp/l                     | 0.3                                       | 1.00              | Give bitter sweet astringent taste. Causes staining of laundry and porcelain. It is essential for nutrition   |

|    |                                   |       |               |   |
|----|-----------------------------------|-------|---------------|---|
| 8  | Chloride (Cl),<br>mg/l            | 250   | 1000          | May be injurious to some people suffering from diseases of heart or kidneys. Taste, indigestion. corrosion and palatability are affected  |
| 9  | Residual Chlorine, mg/l           | 0.20  | No Relaxation | Excessive free chlorine in drinking water may cause asthma. Colitis and eczema (only when water is chlorinated).  |
| 10 | Total Dissolved Solids/TDS, mg/l  | 500   | 2000          | Palatability decreases and may cause gastro-intestinal irritation in human, may have laxative effect palatability upon transits.  |
| 11 | Calcium (Ca) mg/l                 | 75    | 200           | Insufficiency causes severe rickets excess concretions in the body such as kidney or bladder stones and irritation in urinary passages. Essential for nervous and muscular system, cardiac functions and in coagulation of blood.   |
| 12 | Magnesium (Mg), mg/l              | 30    | 100<br>150    | Its salts are cathartic and diuretic High cone. May cause effect particularly on new users. Mg deficiency is associated with structural and functional changes. It is essential as an activator of many enzyme systems.   |
| 13 | Copper (Cu). mg/l                 | /0.05 | 1.5           | Astringent taste but essential element in human metabolism. Deficiency results in nutritional anaemia in infants. Large amount may result in liver damage. Cause central nervous system irritational and depression. In water supply system it chances corrosion of aluminium particular. |
| 14 | Sulphate (SO <sub>4</sub> ). mg/l | 200   | 400           | Causes gastro intestinal irritation. With Mg or Na can have a cathartic effect on users. Conc. more than 750 mg/l. along with Mg may have laxative effect.  |
| 15 | Nitrate (NO <sub>3</sub> ) mg/l   | 45    | 100           | Causes infant methaemoglobinaemia (Blue Babies) at very high come,  |



|    |                       |        |               |   |
|----|-----------------------|--------|---------------|---|
|    |                       |        |               | causes gastric cancer and adversely affects central nervous system and cardiovascular system.   |
| 16 | Fluoride (F).<br>mg/l | 1.0    | 1.5           | Reduces dental carries very high concentration may cause crippling skeletal floozies. Loss than 1.0 mg/l is essential.  |
| 17 | Cadmium (Cd) mg/l     | 0.01   | No Relaxation | Acute toxicity may be associated with renal. Arterial hypertension. Itai –Itai disease. Cd salt cause cramps. Nausea. Vomiting and diarrhea.  |
| 18 | Land (Pb) mg/l        | 0.05   | No Relaxation | Toxic in acute and chronic exposures. Burring in mouth. Severe inflammation of gastro-intestinal tract with vomiting and diarrhoea. Chronic toxicity produces nausea. Severe abdominal pain. Paralysis. Mental confusion. Visuals, disturbance anaemia etc. |
| 19 | Zinc (Zn) mg/l        | 5      | 15            | An essential element in human metabolism. Lasted threshold for Zn accurse at about 5 mp/l. imparts assignment taste to water.   |
| 20 | Chromium (Cr), mg/l   | 0.05   | No Relaxation | Hexavalent state of Cr produces lung tumours. Can produce coetaneous and nasal mucous membrane ulcers and dermatitis.   |
| 21 | Arsenic (As) mg/l     | 0.05   | No Relaxation | Causes skin damage. Circulatory problems. Increased risk of skin cancer.  |
| 22 | Antimony (Sb) mg/l    | 0.006  |               | Increase in blood cholesterol. Decrease in blood sugar.   |
| 23 | Aluminium (Al), mg/l  | 0.03   |               | Leads to neurological disorders.  |
| 24 | Barium (Ba), mg/l     | 2      |               | Increases blood pressure.   |
| 25 | Beryllium (Bo), mg/l  | Absent | 0.0002        | Is carcinogenic (cancerous).  |
| 26 | Cyanide (CN) mg/l     | 0.05   |               | Causes nerve damage. Thyroid problem.   |
| 27 | Mercury (Hg)          | 0.001  |               | Neurological and renal  |

|    |  |        |               |   |
|----|--|--------|---------------|---|
|    | mg/l                                   |        |               | disturbances Excess causes gonadotoxic and mutagenic effects and disturbs the cholesterol metabolism.   |
| 28 | Manganese (Mg) mg/l                    | 0.1    | 03            | Essential as a cofactor in enzyme systems and metabolism processes. Excess causes change in appetite and reduction in metabolism of Iron to form haemoglobin. Imparts undesirable taste and stains plumbing fixtures and laundry. |
| 29 | Selenium (Sc), Mg/l                    | 0.01   | No Relaxation | Leads to hair, finger loss and numbness in fingers or loss. Circulatory problems.   |
| 30 | Boron (B) mg/l                         | 1.00   | 5.0           | Affects central nervous system. May cause nausea, cramps. Convulsions. Coma. Etc.   |
| 31 | Alkalinity as CaCO <sub>3</sub> , mg/l | Absent | 600           | Imparts distinctly unpleasant taste, may be deleterious to in mans in presence of high pH, hardness and TDS.  |
| 32 | Pesticides, ug/l                       |        | 0.00          | Imparts toxicity when it accumulates in organs of human body affecting immune and nervous system. May be carcinogenic.  |
| 33 | Phosphate (PO <sub>4</sub> ), mg/l     |        | No guideline  | High conc. May cause vomiting and diarrhoea, stimulate secondary hyperthyroidism and bone loss.   |
| 34 | Sodium (Na), Mg/l                      |        | No guideline  | Harmful to persons suffering from carbine, renal and circulatory diseases.  |
| 35 | Potassium (K), mg/l                    |        | No guideline  | An essential nutritional element but in excess is laxative.   |
| 36 | Nickel (Ni), mg/l                      |        | No guideline  | Non toxic element but may be carcinogen Ice (cancerous). Can react with DNA resulting in DNA damage.  |

|    |   |  |              |  |
|----|---|--|--------------|--|
| 37 | Pathogens/100 ml<br>(A)Total coli form<br>(B)Facial coli form     | 1<br>Absent  | 10<br>Absent | Causes Water Borne Diseases Like Jaundice, Typhoid, Cholera etc. produces infections involving skin. Mucous membrane of eyes, ears and throat. |
| 38 | Radioactivity :<br>-Beta-particles<br>-Alpha particles<br>-Radium | 0-4millirems/year<br>0-15picocuries/year<br>0-5picocuries/year |              | Increases risk of cancer.  |

Source: Central Laboratory, Delhi Jal Board, Wazirabad Water Box

**Conclusion**

Unless basic needs are met, large-scale human misery and suffering will continue and grow in the future. Diseases associated with inadequate access to clean drinking water or inadequate sanitation services remain a scourge. While the disease has a number of characteristics that make it particularly susceptible to eradication, the most important factor is provision of safe, clean drinking water supplies. Eliminating water-related diseases requires more than merely constructing infrastructure or providing clean water. It also requires maintenance and operation of that infrastructure, teaching children about adequate hygiene habits, identifying other transmission routes such as unclean handling of food and controlling disease vectors.

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## **Comparative Study of Professional Commitment of Government School Teachers and Matriculation School Teachers in Virudhunagar District**

**Dr. V. THAMODHARAN\***

### ***Abstract***

A committed teacher requires Solomon's wisdom, Freud's insight, Einstein's knowledge and Florence Nightingale's dedication. Teaching involves sincere commitment to a complex, demanding, and often thankless profession. Professional commitment signifies an attitude reflecting the strength of the bond between an employee and an organization. Professional Commitment is a passion to the work involved in teaching or a specific aspect of teaching. The main aim of the study is to compare the level of professional commitment of Government School teachers and Matriculation school teachers. The survey method has been adopted and data were collected from 100 teachers in Virudhunagar District, Tamilnadu. The present study followed stratified random sampling method. Teachers' Professional Commitment tool with five dimensions like Commitment to the learner, Commitment to the society, Commitment to the profession, Commitment to achieve excellence and Commitment to basic human values. This tool consists of 60 statements. The findings of this study on level of professional commitment of Matriculation School teachers have been described.

### **Introduction**

"It is the supreme art of the teacher to awaken joy in creative expression and knowledge" – Albert Einstein. The teacher in the emerging Indian society has a very pivotal role to play in the social reconstruction and in the transmission of wisdom, knowledge and experience from one generation to another. The quality of teaching depends a great deal on the level of teachers' involvement in relation to the profession. On the one side, the relation teacher establishes with one's students, the nature of the teaching activity and the work carried on in the professional community, the relations with peers, superiors, student's parents leads to professional achievement. Because of the complexities of the task of teaching and the obligation to meet varying individual needs, high levels of skills are necessary to respond intelligently to multiple demands in a complex and changing environment.

### **Need for the Study**

Undoubtedly teaching is called a noble profession. But today how many teachers are loyal to their profession? How many love their profession? The investigator has undertaken the study to compare the level of professional commitment of the teachers working in Government schools and matriculation school. It is also an attempt to find out the suggest measures to enhance their commitment to profession.

### **Objectives of the Study**

- To find out the level of professional commitment and its dimensions of teachers working in the government schools and matriculation schools with regard to gender,

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location, management, type of schools, designation, marital status, teaching subjects and length of service.

- To find out the significant difference between the professional commitments of teachers working in government and matriculation schools with respect to background variables.

### **Hypotheses of the Study**

- There is no significant difference between male teachers working in government and matriculation schools in their professional commitment and its dimensions.
- There is no significant difference between female teachers working in government and matriculation schools in their professional commitment and its dimensions.
- There is no significant difference between the teachers working in government and matriculation rural schools in their professional commitment and its dimensions.
- There is no significant difference between the teachers working in government and matriculation urban schools in their professional commitment and its dimensions.
- There is no significant difference between the SGT teachers working in government and matriculation schools in their professional commitment and its dimensions.
- There is no significant difference between the B.T. teachers working in government and matriculation schools in their professional commitment and its dimensions.
- There is no significant difference between the P.G.Ts working in government and matriculation schools in their professional commitment and its dimensions.
- There is no significant difference between the single teachers working in government and matriculation schools in their professional commitment and its dimensions.
- There is no significant difference between the married teachers working in government and matriculation schools in their professional commitment and its dimensions.

### **Methodology**

The Survey method has been adopted to compare the professional commitment of the teachers working in Government Schools and Matriculation schools in Virudhunagar District.

### **Sample**

A sample of 100 teachers working in Government Schools and 100 teachers working in Matriculation Schools in Virudhunagar District was selected for the present study through stratified random sampling method.

### **Tool used in the present study**

Teachers' Professional Commitment Scale standardized by Dr. Silverstin has been adapted for the present study. It has 60 statements covering five dimensions like Commitment to the learner, Commitment to the society, Commitment to the profession, Commitment to achieve excellence and Commitment to basic human values. The responses are expressed in terms of 3 point scale of Always (A), Sometimes (S) and Never (N). The reliability coefficient was calculated by test and retest method which is equal to 0.65. The content validity was also established.

### **Analysis and Interpretation of Data**

To find the meaningful interpretation of raw scores collected from Teachers in Virudhunagar District, the data is analysed using mean, standard deviation and 't' test.



**Comparison of the Professional Commitment of Government and Matriculation School Teachers**

**NULL HYPOTHESIS: 1**

There is no significant difference between men teachers working in government and matriculation schools in their professional commitment and its dimensions.

**Table 1: Difference between men teachers working in government and matriculation schools in their professional commitment**

| Men           | N  | Mean   | SD    | 't' Value | Remarks at 5% level |
|---------------|----|--------|-------|-----------|---------------------|
| Government    | 50 | 168.66 | 8.12  | 2.24      | S                   |
| Matriculation | 18 | 162.39 | 10.80 |           |                     |

(At 5% level of significance the table value of 't' is 1.96)

It is inferred from the above table that the calculated value of 't' is greater than the table value at 5% level. Therefore the null hypothesis is rejected. There is significant difference between men teachers working in government and matriculation schools in their professional commitment and its dimensions, such as commitment to learner, commitment to society, commitment to profession, commitment to achieve excellence and commitment to basic human values.

**NULL HYPOTHESIS: 2**

There is no significant difference between women teachers working in government and matriculation schools in their professional commitment and its dimensions.

**Table 2: Difference between women teachers working in the government and matriculation schools in their professional commitment**

| Women         | N  | Mean   | SD    | 't' Value | Remarks at 5% level |
|---------------|----|--------|-------|-----------|---------------------|
| Government    | 50 | 167.82 | 8.95  | 2.80      | S                   |
| Matriculation | 82 | 162.95 | 10.76 |           |                     |

(At 5% level of significance the table value of 't' is 1.96)

It is inferred from the above table that the calculated value of 't' is greater than the table value at 5% level. Therefore the null hypothesis is rejected. There is a significant difference between women teachers working in government and matriculation schools in their professional commitment and its dimensions, such as commitment to learner, commitment to society, commitment to profession, commitment to achieve excellence and commitment to basic human values.

**NULL HYPOTHESIS: 3**

There is no significant difference between the teachers working in government and matriculation rural schools in their professional commitment and its dimensions.

**Table 3: Difference between the teachers working in government and matriculation rural schools in their professional commitment**

| Rural         | N  | Mean   | SD    | 't' Value | Remarks at 5% level |
|---------------|----|--------|-------|-----------|---------------------|
| Government    | 51 | 169.43 | 8.10  | 3.50      | S                   |
| Matriculation | 54 | 162.74 | 11.32 |           |                     |

(At 5% level of significance the table value of 't' is 1.96)

It is inferred from the above table that the calculated value of 't' is greater than the table value at 5% level. Therefore the null hypothesis is rejected. There is a significant

difference between the teachers working in government and matriculation rural schools in their professional commitment and its dimensions, such as commitment to learner, commitment to society, commitment to profession, commitment to achieve excellence and commitment to basic human values.

**NULL HYPOTHESIS: 4**

There is no significant difference between the teachers working in government and matriculation urban schools in their professional commitment and its dimensions.

**Table 4: Difference between the teachers working in government and matriculation urban schools in their professional commitment**

| Urban         | N  | Mean   | SD    | 't' Value | Remarks at 5% level |
|---------------|----|--------|-------|-----------|---------------------|
| Government    | 49 | 167.00 | 8.84  | 2.06      | S                   |
| Matriculation | 46 | 162.98 | 10.09 |           |                     |

(At 5% level of significance the table value of 't' is 1.96)

It is inferred from the above table that the calculated value of 't' is greater than the table value at 5% level. Therefore the null hypothesis is rejected. There is a significant difference between the teachers working in government and matriculation urban schools in their professional commitment and its dimensions, such as commitment to learner, commitment to society, commitment to profession, commitment to achieve excellence and commitment to basic human values.

**NULL HYPOTHESIS: 5**

There is no significant difference between the SGT teachers working in government and matriculation schools in their professional commitment and its dimensions.

**Table 5: Difference between SGT teachers working in government and matriculation in their professional commitment**

| SGT           | N  | Mean   | SD    | 't' Value | Remarks at 5% level |
|---------------|----|--------|-------|-----------|---------------------|
| Government    | 17 | 169.06 | 10.27 | 2.85      | S                   |
| Matriculation | 12 | 157.08 | 11.70 |           |                     |

(At 5% level of significance the table value of 't' is 1.96)

It is inferred from the above table that the calculated value of 't' is greater than the table value at 5% level. Therefore the null hypothesis is rejected. There is a significant difference between the SGT teachers working in government and matriculation schools in their professional commitment and its dimensions, such as commitment to learner, commitment to society, commitment to profession, commitment to achieve excellence and commitment to basic human values.

**NULL HYPOTHESIS: 6**

There is significant difference between the BT teachers working in government and matriculation schools in their professional commitment and its dimensions.

**Table 6: Difference between the BT teachers working in government and matriculation schools in their professional commitment**

| BT            | N  | Mean   | SD    | 't' Value | Remarks at 5% level |
|---------------|----|--------|-------|-----------|---------------------|
| Government    | 71 | 168.11 | 8.44  | 2.74      | S                   |
| Matriculation | 34 | 162.65 | 10.08 |           |                     |

(At 5% level of significance the table value of 't' is 1.96)

It is inferred from the above table that the calculated value of 't' is greater than the table value at 5% level. Therefore the null hypothesis is rejected. There is a significant difference between the B.Ed. teachers working in government and matriculation schools in their professional commitment and its dimensions, such as commitment to learner, commitment to society, commitment to profession, commitment to achieve excellence and commitment to basic human values.

**NULL HYPOTHESIS: 7**

There is no significant difference between the PGTs working in government and matriculation schools in their professional commitment and its dimensions.

**Table 7: Difference between the PGTs working in government and matriculation schools in their professional commitment**

| PGTs          | N  | Mean   | SD    | 't' Value | Remarks at 5% level |
|---------------|----|--------|-------|-----------|---------------------|
| Government    | 12 | 167.83 | 6.71  | 1.48      | NS                  |
| Matriculation | 54 | 164.26 | 10.65 |           |                     |

(At 5% level of significance the table value of 't' is 1.96)

It is inferred from the above table that the calculated value of 't' is less than the table value at 5% level. Therefore the null hypothesis is accepted. There is no significant difference between the PGTs working in government and matriculation schools in their professional commitment and its dimensions, such as commitment to learner, commitment to society, commitment to profession, commitment to achieve excellence and commitment to basic human values.

**NULL HYPOTHESIS: 8**

There is no significant difference between the single teachers working in government and matriculation schools in their professional commitment and its dimensions.

**Table 8: Difference between the single teachers working in government and matriculation schools in their professional commitment**

| Single        | N  | Mean   | SD   | 't' Value | Remarks at 5% level |
|---------------|----|--------|------|-----------|---------------------|
| Government    | 58 | 168.66 | 8.27 | 3.46      | S                   |
| Matriculation | 27 | 161.63 | 8.90 |           |                     |

(At 5% level of significance the table value of 't' is 1.96)

It is inferred from the above table that the calculated value of 't' is greater than the table value at 5% level. Therefore the null hypothesis is rejected. There is a significant difference between the single teachers working in government and matriculation schools in their professional commitment and its dimensions, such as commitment to learner, commitment to society, commitment to profession, commitment to achieve excellence and commitment to basic human values.

**NULL HYPOTHESIS: 9**

There is no significant difference between the married teachers working in government and matriculation schools in their professional commitment and its dimensions.

**Table 9: Difference between the married teachers working in government and matriculation schools in their professional commitment**

| Married       | N  | Mean   | SD    | 't' Value | Remarks at 5% level |
|---------------|----|--------|-------|-----------|---------------------|
| Government    | 42 | 167.67 | 8.92  | 2.28      | S                   |
| Matriculation | 73 | 163.30 | 11.34 |           |                     |

(At 5% level of significance the table value of 't' is 1.96)

It is inferred from the above table that the calculated value of 't' is greater than the table value at 5% level. Therefore the null hypothesis is rejected. There is a significant difference between the married teachers working in government and matriculation schools in their professional commitment and its dimensions, such as commitment to learner, commitment to society, commitment to profession, commitment to achieve excellence and commitment to basic human values.

**Findings**

The data was analysed by using descriptive statistics t-test. The important findings of the present study are briefly summarized below:

- Male teachers working in government schools are better than those working in matriculation schools.
- Female teachers working in government schools are better than those working in matriculation schools.
- The teachers working in government rural schools are better than those working in matriculation rural schools.
- The teachers working in government urban schools are better than those working in matriculation urban schools.
- There is a significant difference between SGT teachers working government and matriculation schools in their professional commitment. The SGT teachers working in government schools are better than those working in Matriculation schools.
- There is a significant difference between B.T. teachers working in government and matriculation schools in their professional commitment. The B.T. teachers working in government schools are better than those working in matriculation schools.
- There is no significant difference between the PG Teachers working in government and matriculation schools in their professional commitment.
- The single teachers working in government schools are better than those working in matriculation schools.
- The married teachers working in government schools are better than those working in matriculation schools.

**Comparison of the Government and Matriculation School Teachers**

The 't' test (2.24) reveals that the government male teachers are more committed than matriculation male teachers. It may be due to the fact government male teachers are getting more salary and training programmes when compared to matriculation male teachers.

The 't' test (2.80) reveals that government female teachers are more committed than matriculation female teachers. It may be due to the fact that they have the more salary, special benefits and incentives, which encourage them to have real professional commitment.

The 't' test (3.50) reveals that the teachers working in government rural schools are more committed than those working in matriculation rural schools. It may be due to the fact the government gives special incentives in the form of awards for teachers and in rural matriculation school gives less salary to their teachers due to poor economical background of the parents.

The 't' test (2.85) reveals that the SGT teachers working in government schools are more committed than those working in matriculation schools. It may be due to the fact that they receive reasonable scale of pay and regular increments in salary which probably give them job satisfaction so that they have better professional commitment.

The 't' test (2.74) reveals that the B.T. teachers working in government schools are more committed than those working in matriculation schools. It may be due to freedom from occupational stress and workload from the part of management on those teachers unlike in matriculation schools and scale of pay.

The 't' test (3.46) reveals that the single teachers working in government schools are more committed than those working in matriculation schools. It may be due to their youthfulness and enthusiasm that make them more committed in their profession whereas in matriculation schools, more workload for single teachers makes them stressful.

The 't' test (2.28) reveals that the married teachers working in government schools are more committed than those working in matriculation schools. It may be due to the fact that after marriage they are more mature and responsible. They also have the job security.

### **Suggestions**

In general the teachers working in government schools are better than those working in matriculation schools in their professional commitment. There is a need for focus on matriculation school teachers. The following are some suggestions, which could be applied for both government and matriculation school teachers.

- Teachers should be paid reasonable and attractive salary especially for matriculation school teachers so that they may render their service whole-heartedly and qualitatively with a deep sense of satisfaction.
- Job security should be ensured for matriculation school teachers to deepen professional commitment of teachers.
- Special in-service training programmes especially for matriculation school teachers should be arranged to update their subject knowledge in order to equip themselves better.
- Equal treatment by the management should be ensured in all the aspects.
- Teachers should participate in training programmes for continued professional growth like refresher courses, seminars, symposia and conferences.

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## **Curriculum Shift at Master of Education Level: Analysis Based On NCTE Framework**

**Dr Baiju K.Nath**

### **Introduction**

In its broadest sense, curriculum refers to sum total experiences of individuals not only in school but society as well. Such learning experiences can be the compilation of curricula at specific stages of education, ranges from pre-school through higher education. Master of Education (M.Ed.) is a professional and research oriented post graduate level programme aims to develop prospective teacher educators. NCTE, the controlling body of teacher education programmes and institution in India, provides guidelines for proper functioning of institutions and for the conduct of effective teacher education programmes. In order to ensure the occurrence of essential components in teacher education programmes, NCTE developed and disseminated curriculum frameworks from time to time. The recent curriculum framework was developed in 2014, which brought out systemic changes in teacher education programmes, especially B.Ed., and M.Ed. The transformative and evidential change was the duration these programs, which enhanced to two years from the existing one year. Two year M.Ed. programme spreads over four semesters, is designed to prepare professionally committed and competent teacher educators, curriculum developers, educational policy analysts, supervisors, school counselors, school principals, educational researchers, educational administrators, and educational planners who can develop education according to the national aspirations and global trends. The progame also aims to prepare educational experts capable of generating knowledge and to find solutions to the problems and issues relating to the theory and practice of the varied fields in education.

**Key Terms:** Curriculum revision, Master of Education, NCTE, Curriculum Framework, University of Calicut

### **Significance of the Investigation**

A sudden increase in the duration of a post graduate level programme from one year to two years brought out varied demands simultaneously. Though the change suggested to enhance quality of teacher education, it is essential to explore the challenges occurred due to the sudden change in the nature of Master of Education programme.

Research in M.Ed. Curriculum signifies the area of investigation. Patnakar, P.S. (2014) found out that, "M.Ed. Curriculum as a Quality Indicator in teacher education, on the basis of student feedback. M.Ed. curriculum is playing very important role in shaping the personality of students also indirectly enhance the quality of Teacher Education (Jadhav & Patankar, 2014).

### **Objective of the Investigation**

The investigation was conducted to analyse the M.Ed. Curriculum of Calicut University in comparison with the curriculum frameworks for one year and two year proposed by NCTE

### **Method of Investigation**

Document analysis was the method followed for the study. Among the three primary types of documents, Public document were depened for the study. Public Records are the official, ongoing records of an organization's activities.

“Best and Kahn (1992) confirm the significance of Document analysis in educational research. They say when document analysis is used as descriptive research; current document and issues are the foci. It serves as a useful purpose in adding knowledge to field of inquiry and in explaining certain social events.”

### **Sources of Data**

The sources of data for the investigation included both primary and secondary sources. The primary sources include National Curriculum Framework for Teacher Education 2010, NCTE curriculum frame work 2014, M.Ed. Curriculum 2013 (one year), and M.Ed. Curriculum 2015 (two year) of University of Calicut. Various research studies conducted in the area of investigation was considered as secondary sources of data for the investigation.

### **Technique of Analysis**

Thematic analysis was used as the technique for analysis. The data sources for the study are curriculum documents. Thematic analysis is used in qualitative research and focuses on examining themes within data. This method emphasizes organization and rich description of the data set. Thematic analysis goes beyond simply counting phrases or words in a text and moves on to identifying implicit and explicit ideas within the data. The themes for analysis were selected on the basis of National council for teacher education curriculum frame work. The themes thus fixed for analysing the curriculum are; 1. Vision, 2. Programme Objective, 3. Programme Structure 4. Regulation, 5. Mode of Transaction. and 6. Assessment. Each of these six themes was divided into a set of criteria (sub themes) and all of them were properly defined in order to conduct objective analysis of the curriculum. On the basis of analysis each sub theme was categorised as highly effective, moderately effective or less effective.

### **Sub-themes for Assessing M.Ed. Curriculum**

The sub themes used to analyze both the one year and two years M.Ed. Curriculum of NCTE and University of Calicut are listed below.

#### **1. Vision**

1) Planned and systematic

Sequential arrangement of course schedule to attain specific objectives.

2) Significant purpose

The purpose should be clearly stated

3) Desirable

Socially acceptable, useful and leading to progress of nation

4) Clear values

Values are stated in clear or understandable form.

5) Feasible

Possibility of implementation

6) Easy to communicate

Stated in simple form so that, it is understandable to all.

#### **2. Programme Objectives**

1) Specific

Defined precisely the expected outcomes of the programme

2) Measurable

The outcomes shall be easy to measure using appropriate tools

3) Achievable

Able to complete successfully within a given time frame

**4) Relevant**

Appropriate to the level of the learner and needs of the field.

**3. Regulation**

**1) Preamble**

Preamble means introduction of the section. The preamble gives an overall view of the nature of the programme.

**2) Eligibility for application and admission**

The basic qualification prescribed by an institution for a student in order to join a programme of study.

**3) Duration, semester and working days**

Duration is the length of time in which a programme should be completed. Semester is a unit of 100 days in various programmes. Working days is the number of days in which an institution or organisation is going to function in a semester and in an academic year. The regulation clearly specifies the duration, semester, and working days and semester breaks.

**4) Unit of Intake**

A fixed number of people taken into an institution for a programme. The unit assigned as per the regulation for M.Ed. Programme.

**5) Admission procedure**

Admission procedure is the step taken by an institution for selection of candidates for a programme. The admission procedure is clearly explained.

**6) Fee structure**

Details of fee required for a programme of study. The year wise programme fee for M.Ed.

**7) Programme implementation**

Programme implementation is sequence of processes by which Components and events or activities which already planned is put in to effect. Sequencing of components and activities are easy to put into practice.

**8) Assessment**

Assessment is a process of judging the performance of students work throughout the programme. The assessment procedure is well defined and easy to implement

**9) Staff**

Number of persons required for an institution for its good functioning. Teacher student ratio, provision for specialist teachers, and non teaching staff including librarian

**10) Institutional facilities**

Overall facilities of an institution for conducting a programme. Clearly specified institutional requirements for the successful conduct of master of education Programme.

**11) Managing committee**

Managing committee includes a number of persons for managing a particular institution. Duties of management are mentioned in the document.

**4. Programme Structure**

**1) Entry level expectation and qualification of students**

Entry level expectation and qualification is the educational qualification for a student expected to have for joining a course in an institution.

**2) Components of programme structure**

Outline of the programme should be clearly presented.

**3) Compulsory courses**

The courses which are mandatory for all students. Nature of compulsory courses, weightage given to each and overlapping of topics in those courses in the M.Ed. curriculum

**4) Specialization courses**

Courses that will help to gain knowledge in particular area of study in academics or opportunity to choose a subject based on their choice from the given group of subjects. Nature of specialization courses, equal weightage given to each special paper and overlapping of topics with compulsory courses in the M.Ed. curriculum.

**5) Internship**

Working as a trainee in an organization or work location for a limited period of time in order to obtain some real –life work experience. The nature, objectives, schedule and duration of internship is stated properly.

**6) Research and dissertation**

A Research based report submitted for the successful completion of the course. All necessary guidelines for the research work and report preparation are clearly given.

**7) Relationship between specialization and internship**

Provision to link the internship with the subject area specialization of student

**8) Relationship between specialization and dissertation**

Provision for linking area of specialization of the student and dissertation work given

**9) Specialization between internship and dissertation**

Provision for linking internship and dissertation work is given

**10) Practical**

The practical work is listed properly and explained adequately for all courses and for the programme in general.

**11) Time duration**

Clearly specify the time frame to achieve various objectives.

**12) Examination pattern**

Examination pattern means that, the pattern of question paper to be used in the examination should be properly listed and must be explained adequately.

**13) Syllabus**

Courses or subjects that are offered for M.Ed. programme with topic details

**5. Mode of Curriculum Transaction**

**1) Variety**

Variety means way to express things in a new way from the usual routine. Provision for various types of transaction methods in the curriculum.

**2) Interactive**

Sharing the ideas of one with others and making good relationship. Provision to practices interactive methods for transaction.

**3) Practicum**

Practical works in association with each courses. Adequacy, meaningful and appropriateness of practical work in various courses in the curriculum.

**4) Workshop**

An activity session with specific objectives to provide hands on experience. Provision for workshops in different courses in different semesters.

**5) Seminars**

A presentation on relevant topics in selected areas of a course or programme



## 6) Assignments

Assignment is a learning task that is given by the teacher to the students to assess their performance.

## 7) ICT

The ICT is a set of tools and devices used by the teacher for the better learning opportunities. Provision for utilising ICT facilities in various courses.

## 8) Policy analysis

Analysis of various policy documents. Provision of analysis of policy documents with appropriate courses in the curriculum.

## 6. Assessment

### 1) Assessment of students

Monitor and assess the activities and performance of students.

Specify variety of tools and techniques for assessment with adequate explanation on assessment procedure

### 2) Assessment of theory courses

Measuring of student performance in each subject on the basis of specific procedure. Provision for various measures and types for the assessment of theory courses.

### 3) Internship and its evaluation-

Attachment of students to an institution for a specific duration for field experience. Provision for internship in the programme with adequate instruction for implementation and evaluation.

### 4) Assessment of practicals

Conduct of practical examination. Detailed description on specific guidelines for assessing student performance in practical work.

### 5) Assignment

Assignment is a learning task that is given by the teacher to the students to assess their performance. Detailed guideline for assessment of assignment.

### 6) Evaluation of research proposal

Assessment of the research proposal prepared by students. Detailed guideline for assessment of research proposal is given.

### 7) Evaluation of dissertation

Assessment of final report of research work done by a candidate. Detailed guideline for assessment of research proposal is given in the curriculum.

The data collected were analysed using the themes and sub themes.

## **Findings obtained from analysis of one year M.Ed. Curriculum of University of Calicut**

### Theme – Vision

- The sub themes, identified as highly effective are; purpose specific, socially acceptable, useful for the progress of nation and easy to communicate as the statement of vision in simple terminology.
- The sub themes, identified as moderately effective are; planned and systematic means how far the vision of curriculum helpful to attain nation's needs, and feasibility of the vision.
- The sub theme, identified as less effective, is implementability.

### Theme – Programme Objective

- All sub themes under the theme were identified as moderately effective. Hence, the programme objectives were moderately: specific, measurable, achievable and relevant.

#### Theme - Regulation

- The sub themes, identified as highly effective, under the Regulation are eligibility for application and admission, admission procedure and duration, semester and working days.
- No sub themes, identified as moderately effective, under Regulation.
- Remaining eight sub themes are not mentioned in the curriculum. They are preamble, unit of intake, fee structure, programme implementation, assessment, staff, institutional facilities and managing committee.

#### Theme – programme structure

- The sub themes, identified as highly effective, under the Programme structure are components of programme structure, specialization course, examination pattern, time bound, and syllabus.
- The sub themes, identified as moderately effective, under Programme structure are compulsory courses, practical, research dissertation.
- The sub themes, rate as less effective, under Programme structure are relationship between specialization and dissertation.
- Remaining four sub themes such as, entry level expectation and qualification, internship, relationship between internship and dissertation, relationship between specialization and internship, were are not mentioned in the curriculum.

#### Theme -Transaction mode

- The sub themes, identified as Highly effective, under the Transaction mode are variety, seminar and assignment
- The sub themes, identified as Moderately effective, under Transaction mode are interactive and practicum
- The sub themes, rate as Less effective, under Transaction mode are Workshop, ICT, and policy analysis.

#### Theme – assessment/evaluation

- The sub themes, identified as highly effective, under Assessment/Evaluation are assessment of theory paper, assessment of field experience/practicals, evaluation of research proposal and evaluation of dissertation.
- The sub themes, identified as Moderately effective, under Assessment are assessment of students
- The sub themes, rate as Less effective, under Assessment are assignment
- The remaining sub theme, internship and its evaluation was not mentioned in the curriculum, as there was no such a component in one year programme.

### **Findings obtained from analysis of Two year M.Ed. Curriculum of University of Calicut**

#### Theme - vision

- The sub themes, identified as Highly effective, under vision, are planned and systematic, significant purpose, desirable, feasible and easy to communicate.
- No sub themes identified as Moderately effective under the Vision
- The sub theme, identified as Less effective, under the Vision is clear values.

#### Theme – programme objective

- The sub themes, identified as Highly effective, under the Programme objective are specific, measurable, achievable and relevant
  - No sub themes, identified as Moderately effective under the Programme objective
  - No sub themes, identified as Less effective, under the theme Programme Objective
- Theme - Regulation

- The sub themes, identified as Highly effective, under the Regulation are eligibility for application and admission, duration, semester and working days and admission procedure.
- The sub themes, identified as Moderately effective, under Regulation are preamble and programme implementation
- No sub themes, rate as less effective, under Regulation
- Remaining six sub themes are not mentioned in the curriculum. They are unit of intake, fee structure, assessment, staff, institutional facilities and managing committee.

Theme – programme structure

- The sub themes, identified as Highly effective, under the Programme structure are components of programme structure, internship, research dissertation, practical, examination pattern, time bound.
- The sub themes, identified as Moderately effective, under Programme structure are compulsory courses, specialization courses, relationship between specialization and dissertation and syllabus.
- No sub theme identified as less effective, under programme structure.
- Remaining sub themes are not mentioned in the curriculum. They are entry level expectation and qualification, relationship between specialization and internship, relationship between dissertation and internship.

Theme – Transaction mode

- The sub themes, identified as Highly effective, under the Transaction mode are variety, interactive, practicum, seminar, ICT and assignment.
- No sub themes, identified as Moderately effective, under Transaction mode
- The sub themes, identified as Less effective, under Transaction mode are workshop and policy analysis

Theme - Assessment or Evaluation

- The sub themes, identified as Highly effective, under the Assessment/Evaluation are assessment of students, assessment of theory paper, internship and its evaluation, assessment of practicals/ field experience, evaluation of research proposal and evaluation of dissertation.
- No sub themes, identified as Moderately effective, under Assessment/Evaluation
- The sub themes, rate as Less effective, under Assessment/Evaluation are assessment of assignment

**Findings obtained from Comparison of One year and Two M.Ed. Curriculum of University of Calicut**

Theme - Vision

- No sub themes, shows significant difference under the theme Vision
- The sub theme, shows slight variations under the theme Vision is desirable
- The sub themes, shows similarities under the theme Vision are planned and systematic, significant purpose, feasible and easy to communicate.

- Both the one year and two year M.Ed. curriculum didn't clearly specify the sub theme clear values in an understandable manner

Theme – Programme objective

- No sub themes, shows similarities under the theme programme objective.
- All the sub themes, shows significant difference under the theme Programme objective are specific, measurable, achievable and easy to communicate.

Theme - Regulation

- The sub themes, shows significant difference under the theme Regulation are duration, semester and working days and admission procedure
- The sub theme, shows slight variations under the theme Regulation are eligibility for application and admission
- No sub themes, shows similarities under the theme Regulation
- One year M.Ed. programme of university of Calicut 2013 does not mention the sub themes programme implementation and preamble in the regulation part. Two year M.Ed. curriculum mentioned the same but not completely.
- Both one year and two year M.Ed. curriculum didn't mention the remaining six sub themes. They are unit of intake, fee structure, assessment, staff, institutional facilities and managing committee.

Theme – Programme structure

- The sub themes, shows significant difference under the theme Programme structure are components of programme structure, compulsory courses, specialization courses, practical, examination pattern and time duration.
- The sub themes, shows slight variations under the theme Programme structure are dissertation and syllabus
- No sub themes, shows similarities under the theme Programme structure.
- Sub theme internship was clearly mentioned in two year curriculum but in one year curriculum no such provision for internship.
- The sub theme relationship between specialization and dissertation was clearly mentioned in the two year University of Calicut curriculum but one year curriculum not specified clearly.
- Both one year and two year curriculum doesn't mention the remaining three sub themes. They are entry level expectation and qualification, relationship between dissertation and internship and relationship between specialization and internship.

Theme – Transaction mode

- The sub themes, shows significant difference under the theme Mode of curriculum transaction are variety, interactive, and practicum
- No sub themes, shows slight variations under the theme Mode of curriculum transaction
- The sub themes, shows similarities under the theme Mode of curriculum transaction are assignment and seminar
- Two year curriculum clearly mentioned the sub themes ICT and workshop but one year curriculum not specified it clearly.
- Both one year and two year curriculum did not clearly mentioned the sub theme policy analysis.

Theme – Assessment /Evaluation

- No sub theme shows significant difference under the theme Assessment/Evaluation.
- The sub theme, shows slight variations under the theme Assessment/ Evaluation are evaluation of research proposal and evaluation of dissertation
- The sub themes, shows similarities under the theme Assessment/ Evaluation are assessment of theory paper.
- One year curriculum clearly specified the subtheme practical but two year curriculum not specified clearly.
- Two year curriculum clearly mentioned the sub theme assessment of students but one year curriculum not specified clearly.
- Both one year and two year curriculum not specified clearly under the theme assessment/evaluation are assignment.
- Two year M.Ed. curriculum clearly specified the evaluation criteria of internship, while it is not mentioned in the one year curriculum because internship was not a programme in the same.

#### **Findings obtained from analysis of one year M.Ed. Curriculum of University of Calicut 2013 and NCFTE 2010**

##### Theme - Vision

- The sub themes, shows significant differences under the theme Vision are planned and systematic, significant purpose, desirable, feasible and clear values.
- The subtheme, shows similarities under the theme Vision is easy to communication

##### Theme – Programme objective

- Both NCTE and university one year curriculum not clearly specified the programme objectives.

##### Theme - Regulation

- No sub themes, shows significant difference under the theme Regulation
- The sub themes, shows similarities under the theme Regulation are eligibility for application and admission and admission procedure.
- The sub themes, preamble, unit of intake, fee structure, staff and institutional facilities are clearly mentioned in NCTE curriculum but university curriculum does not mention the same.
- Both university and NCTE one year curriculum not mentioned the sub themes programme implementation, assessment and managing committee under the theme regulation.
- The sub theme, duration, semester and working days was clearly mentioned in university of Calicut curriculum but it is not mentioned about semester system in the NCTE curriculum.

##### Theme – Programme structure

- No sub themes, shows significant difference under the theme Programme structure
- The sub theme, shows slight variations under the theme Programme structure are components of programme structure, compulsory courses, specialization courses and dissertation.
- The subtheme, shows similarities under the theme Programme structure is syllabus
- The sub themes practical, time duration and examination pattern was clearly mentioned in the university of Calicut curriculum but NCTE not specified clearly.



- The sub theme relationship between specialization and dissertation was clearly mentioned in the NCTE curriculum but university not specified.
- Both university and NCTE one year M.Ed. curriculum does not mention sub themes entry level expectation and qualification, internship, relationship between specialization and internship and relationship between internship and dissertation under the theme programme structure.

Theme – Transaction mode

- No sub themes, shows significant difference under the theme Mode of curriculum transaction
- The sub themes, shows similarities under the theme Mode of curriculum transaction are variety, seminar, assignment and practicum
- Both NCTE and university one year M.Ed. curriculum, not clearly specified the sub themes under the theme transaction mode are ICT and workshop.
- The sub themes interactive and workshop was clearly mentioned in the NCTE curriculum but university not specified.

Theme – Assessment/Evaluation

- No sub themes, shows significant difference under the theme Assessment/Evaluation
- The sub theme, shows slight variations under the theme Assessment/ Evaluation are assessment of theory paper
- No sub themes, shows similarities under the theme Assessment/ Evaluation
- Both university and NCTE one year curriculum, not clearly mentioned the sub themes assessment of students, and assignment.
- The sub themes, assessment of practical's/field experience, evaluation of research proposal and evaluation of dissertation was clearly mentioned in the university of Calicut curriculum but NCTE not specified.

**Findings obtained from analysis of Two year M.Ed. Curriculum of University of Calicut Two year Curriculum Framework of NCTE2014**

Theme - Vision

- Two year M.Ed. curriculum of university of Calicut specified the vision of the particular programme, while it is not mentioned in the two year curriculum of NCTE 2014.

Theme – Programme objective

- The sub themes, shows significant difference under the theme Programme objective are specific
- No sub theme shows slight variations under the theme Programme objective.
- The sub themes, shows similarities under the theme Programme objective are measurable, achievable and relevant

Theme - Regulation

- No sub themes, shows significant difference under the theme Regulation.
- The sub theme shows slight variations under the theme Regulation are admission procedure.
- The sub themes, shows similarities under the theme Regulation are eligibility for application and admission and duration, semester and working days
- The sub themes preamble and programme implementation was clearly mentioned in the NCTE curriculum but university of Calicut not specified.

- The sub themes, unit of intake, fee structure, staff, assessment, managing committee and institutional facilities are clearly mentioned in the NCTE two year curriculum but university not specified.

Theme – Programme structure

- No sub themes, shows significant difference under the theme Programme structure
- The sub theme, shows slight variations under the theme Programme structure are components of programme structure, compulsory courses, specialization courses, practical and time duration
- The sub themes, shows similarities under the theme Programme structure are internship syllabus and dissertation
- The sub themes, entry level expectation and qualification, relationship between internship and dissertation, and relationship between specialization and internship are clearly mentioned in the NCTE curriculum but university doesn't mention the same.
- The sub theme examination pattern was clearly mentioned in the university of Calicut curriculum but NCTE not.
- The subtheme relationship between specialization and dissertation was clearly mentioned in NCTE curriculum but university not.

Theme – Transaction mode

- No sub themes, shows significant difference under the theme Mode of curriculum transaction
- The sub theme, shows slight variations under the theme Mode of curriculum transaction are workshop
- The sub themes, shows similarities under the theme Mode of curriculum transaction are variety, interactive, seminar, assignment and practical
- Both curriculum doesn't provide clear picture about policy analysis

Theme – Assessment/Evaluation

- The sub themes, shows significant difference under the theme Assessment/Evaluation are assessment of theory paper.
- The sub theme, shows slight variations under the theme Assessment/ Evaluation are assessment of students
- The sub themes, shows similarities under the theme Assessment/ Evaluation are internship and its evaluation and evaluation of dissertation.
- Both curriculums doesn't provide clear picture about assessment of assignment.
- The sub themes assessment of practicals/field experience and evaluation of research proposal are clearly mentioned in the university of Calicut curriculum but not specified clearly.

**Conclusion**

The study thematically analysed the one year and two year M.Ed. Curriculum with respect to NCTE curriculum framework. Vision, programme objective, regulation, programme structure, mode of curriculum transaction and assessment or evaluation are the major themes used for analysis in the study. The findings of the study lead to the following conclusions.

The one year curriculum of the University of Calicut 2013 shows marginal difference with NCFTE 2010 one year curriculum. The regulation part of university is less effective when

compared to NCTE curriculum whereas programme structure and assessment of university is described than that of NCTE one year curriculum.

The one year curriculum of Calicut University shows distinct difference with the two year curriculum in 2015. Even though regulation part of both one year and two year curriculum are less effective, the two year is slightly better than that of the other. Whereas programme objectives and transaction mode of two year curriculum are improved than that of one year curriculum. The programme objective of two year curriculum clearly defines the practical and internship in a better way. The significant difference between one year and two year curriculum is that more practicals and internship as an additional component included in the programme structure of two year curriculum.

The two year curriculum of Calicut University shows marginal difference with NCTE two year curriculums. The theme programme objective and transaction mode are highly effective in both NCTE and university two year curriculum. The theme vision was not mentioned in NCTE curriculum, while it is clearly mentioned in the university curriculum. Programme structure and regulation part of NCTE is better than that of university of Calicut, while assessment part of university is better than that of NCTE.

#### **Policy Implications of the Study**

The following specific implications were drawn on the basis of the study.

Though NCTE proposed certain guidelines / curriculum framework for one and two year curriculum, which is not comprehensive and hence, universities and institutions conducting M.Ed. course should take necessary steps to develop comprehensive curriculum

It is evident from the analysis, that same topics/content were included in different papers of the same semester and for papers in different semesters in the syllabi of Calicut university. Hence, a cross paper and cross semester checking is essential to eliminate unnecessary repetition.

The two year curriculum has many advantages than one year curriculum in terms of practical components. But, the schedule of practical are not logically placed in the curriculum, hence, should be properly arranged.

M.Ed. is a research oriented course and hence, data collection should be an inevitable component in the curriculum. But, there is no mention about data collection either in one year or two year curriculum of Calicut University. In the existing two year M.Ed. curriculum, four teacher education practicals and data collection were placed in semester three along with three courses of four credits each of ninety hours duration. Thus it is impractical to get adequate time for coverage of content under theory papers

As per the regulation mentioned by NCTE, the classes for M.Ed, should began on first week of July every year, which causes extension of a two year course to three academic years. Hence, it may be good to begin a new M.Ed., batch on first of June itself.

There is no mention about the schedule of semester end external examination in the curriculum, which may cause undue delay in the conduct of examination and declaration of result. As the theory courses were of 90 hours duration in a 100 days semester, it may be possible to conduct the semester end examination by the end of the semester itself.

In the existing curriculum, the last date of submission of dissertation is mentioned as last working day of the semester. If the last date of submission of dissertation should be modified as one month prior to end of fourth semester, it will eliminate the delay in valuation of dissertation, conduct of viva voce and declaration of results.

There is no provision for evaluation of courses and course content by students, as they are the major beneficiaries of any programme. Hence, a mechanism should be formulated to identify necessary modifications of the courses and the course content based on student evaluation.

Such changes should be incorporated immediately, and a yearly updating of courses and content should be followed by university for the welfare of the students.

The two year M.Ed., curriculum has a new component, internship in teacher education institutions. But, no specific guidelines were given for the proper conduct of internship and its schedule.

The curriculum should provide an academic calendar and the institutions should stick on the calendar, but such a calendar is not included in the curriculum.

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## Technology in Retail

### Debasis Dash

### Dr. Puspendra Khandelwal

#### **Abstract**

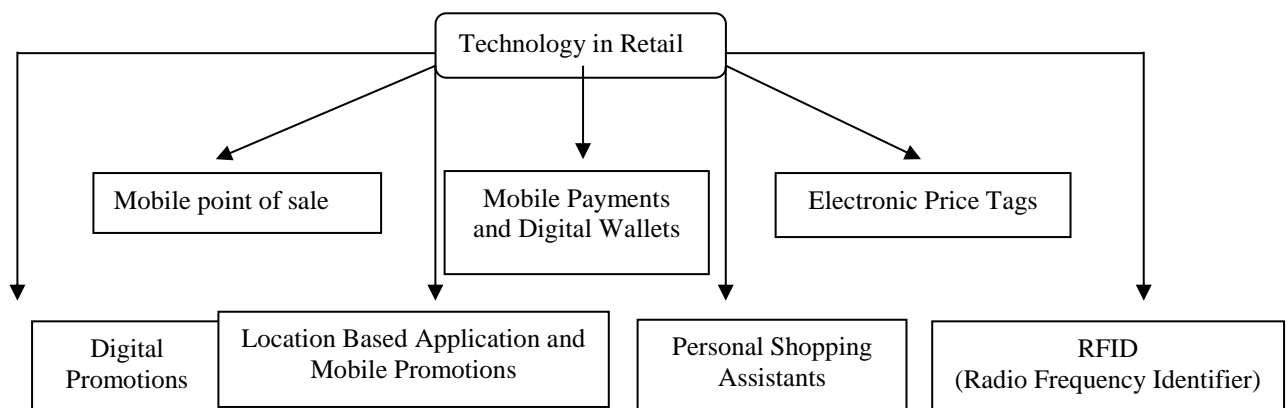
Technology apart from being widely used today has been accepted and adopted by the modern world to a great extent. Such adoptions are so common that six among every ten individuals in the US are aware of the internet and are using it to make their life better (Internet, Science & Tech, Pew Research Center, April 3, 2014). Hence, it becomes important for various industries to get updated on technology to match the expectations of customers worldwide including the fast changing Indian economy. Among the various sectors that are keen to satisfy their customers with state of art technology, the fast growing retail sector is one of the primary adopters of technology. As part of the same the retail industry has done excellently well to include various specific technological applications, software and tools to attract more customers by promising to satisfy their needs in a better and effective manner. It is often discussed that adaptation to new technologies is a highlighted source of competitive advantage, and in marketing it is a must. This article focuses on current and future technological developments in the retail industry and its impact on retailers.

#### **Introduction**

Adopt or perish. This is the call to business people from the modern digitized civilization. When we talk of adoption, change is what we refer to; and very specifically in relation to business/marketing this change is change in technology. This is where we often come across the word digitization. Digitization can be defined as “converting information into digital format where, information is organised into discrete units of data often referred to as bit(s) that can be separately addressed usually in multiple bit groups called byte(s)”. In short, it is a binary data that computers and similar computing devices can process.

#### **Elements of technology adopted by Retail:**

There are in fact many aspects of technology that are being currently used by retailers worldwide. In this article we shall concentrate on the common aspects that are being used and their impact on retail stores. We shall discuss seven areas/ elements of latest technology that has helped the industry.





## **Digital Promotions**

Digitization of promotions for products of companies and their activities is common these days. This platform has helped companies to throw messages on one-on-one basis, making communications more specific, target oriented and faster. This has mostly been online because of low cost affordability of the internet and growing reach among different segments of customers.

The digitized promotional messages are based on collected and analysed data about customers and hence have become popular among customers. This has helped companies to build customer loyalty and which eventually helps increase the footfall in a store and sales per individual customer through an increase in the basket size of the customers. These digitized promotion messages may take the form of weekly digital fliers-made to fit the target group preferences; printed coupons redeemable at the cash counter inside the store; mails with special discount codes; SMS with offers; etc.

Let us discuss some of the examples of digital promotions to explore the beauty of such adoptions by the retailers.

### **a) Sweepstakes**

It involves participants to fill in simple forms, entering their information for availing a chance to win a prize. This helps in building positive customer database quickly and easily. This process is usually conducted through emails, phone messages, or even on the webpage of the concerned company.

### **b) Vote Promotion**

It allows participants to vote for an image or idea displayed by a business. It involves leads interacting with different products and voting for the liked ones, which provides an idea of the needs or wants of the existing or potential customers. This helps the company identify the demand for products, and the improvements needed to place not so liked products strongly.

### **c) Photo Promotion**

It requires the participants submitting a photo relating to a specific theme. This helps businesses with the opportunity to gain information that can be effectively used as a social media or marketing tool.

### **d) Referral Promotions**

It allows a company to grow a brand by reaching existing customers or fans. This promotion type allows customers to sign-up to win a reward provided; they have referred a certain minimum number of individuals to the various products or services available with a company.

### **e) Essay Promotion**

People submit text entries related to a certain topic. This helps companies gather ideas and feedback related to specific products or even product lines.

## **Location Based Application and Mobile Promotions**

Location based application and mobile promotions helps the retailers build confidence as, these have a huge impact on the customer's purchase decision. Usually, a purchaser makes a purchase decision before stepping into the retail store with the help of internet, online reviews of existing users or experts, friends and relatives who are using the same or similar products, etc. But this decision can be enhanced and modified to an instant purchase decision for a new unplanned product while they are inside a store, purchasing a pre-

planned product. This increases the chances of purchasing more products as well as related or even complimentary products.

It is usually noticed that the customer who has already made the purchase decision before he enters the store and hence, rushes to the place where his decided product is placed in the store. In the process he only visits 20-30% of the entire shopping area of the store, thereby, reducing the chances to see and decide on extra purchases instantly.

Therefore, in store based mobile shopping applications such as Foursquare, Shopkick, Lookup, PepperTap, Grofers, Innoz, etc., prove useful as most customers these days carry smart phones with themselves. The in-store mobile promotion creates the potential for growing sales from more time spent by customers on shops. These in-store applications provide location sensing features to offer product information, coupons, and other related offers when, shoppers are still conveniently positioned to buy. They attract customers as they offer reward points that are immediately redeemable in the store. Customers get reward points each time they enter the application and use it. It helps the store to receive instant messages from the customers which inform the staff that customers are in store. This helps stores to track the customer's purchase history and anticipate what he/she might intend to buy next from his/her purchasing habits.

Such applications also help customers interact with shopping assistants and book appointments and can ask for suggestions and expertise from the assistants before finally deciding to purchase the product. It also allows the customers to get informed about the schemes, discounts, and offers of the store from time to time.

### **Mobile Point of Sale**

The orthodox process of point of sale popularly known as POS in marketing has proved to be cumbersome and irritating both for the customers and the people at the cash counter of retail stores. Standing in long queues to reach the cash counter and then the process of payments at the cash counter before finally owning a product has proved to be a hindrance in modern retail. Research has also proved that this process has created negativity towards purchasing from malls and other retail giants.

The mobile point of sale is quite similar to its earlier counterpart, but has proved itself fast enough and convenient for both customers and sales staff of stores. This technology has helped collection of sales data at the place of sale. The mobile POS has allowed the assistants the freedom of accepting payments anywhere in the store and hence spends more time with the customers. This has helped the stores staff to provide customers with service directly on the shop floor where they have a chance to influence their purchasing decisions which include- additional services such as recommending a related or complementary product; informing on special offers and schemes; gathering suggestions and feedback from customers to improve service quality, product quality, etc.

Hence, mobile POS can be effectively used as a cost saving tool to solve the queue problem. Again, the extra ease of being served at the place the product is picked adds to the customer delight.

### **Mobile Payments and Digital Wallets**

With smart phones in every pocket, mobile digital services are on a high. People have started using smart phones as a single point of interaction for almost every activity which includes- electricity and telephone bill payment; online purchases using debit or credit cards or even e-banking; travel, movie, hotel bookings etc.

Digital applications such as RuPay, Google Wallet, PayPal, Paytm, yatra.com, loan assistant, cam scanner, etc are proving very convenient for the customers to transact. This has practically given a new tool for business in India, which is popularly being called as M-Commerce or Mobile Commerce.

### **Personal Shopping Assistants**

Personal Shopping Assistants or PSAs are touch screens with built in wireless connectivity which allow or make sure that they can move inside the store and can be attached to the shopping carts used for shopping by the shoppers/customers. It is loaded with the retailer's website, product offerings, digital fliers, events in the store, and much more. Besides, the PSAs provide for scanning, layouts and navigation facilities and capabilities of the store, that prove extremely useful to big retail stores.

This also provides for a running total of the customer's purchase at the end of each product purchase. This helps customers keep a track of how much they have already spent for purchases, and what more they can still purchase with updated calculations of their pocket balance. The scanning function helps customers to be sure that the product they have selected for a purchase is actually listed for sale.

In relation to the recipes and products on sale the assistants also serve as a tool for cooking inspiration. The customers scan the product bar codes of the discounted products to access a list of possible recipes to choose from. Thus, customers can narrow down the list by entering their personal preferences and hence, eliminate those recipes that might contain health threatening ingredients.

The time bound constraint customers are actually the ones who are highly benefited from the assistants. Since, these customers target a speedy checkout, the assistants prove handy. As the contents of the shopping basket are pre-scanned the customers need not take their shopping out of the basket at all and hence do not require placing the articles on the conveyor belt.

Also the payment process is made easier as the total of shopping is already done by the assistants and the same is instantly conveyed to the cash system. The customers only need to pay a pre-known amount at the cash counter to complete the process of purchase.

### **Electronic Price Tags**

An electronic price tag is used by retailers for displaying product pricing on shelves. Typically, electronic display modules are attached to the front edge of retail shelving. Such modules use electronic paper (e-paper) or liquid crystal display (LCD) to show the current product price. A communication network allows the price display to be automatically updated whenever a product price is changed.

The benefits provided by the electronic price tags are:

- The customers will know the benefits of accurate pricing that saves them time and trouble at the cash counter.
- Potential arguments between the customer and the cashier can be avoided.
- It helps making the shopping experience pleasant for the customers
- It reduces the possibility of returned products that customers either leave directly at the cash counter or return later due to a higher than expected pricing.
- Labour cost in terms of creating and informing price to customers for various products is saved.

**Radio Frequency Identification (RFID) Technology**

RFID is a system that consists of three parts namely- a reader, a transponder and a computer network. He reader primarily identifies a small transponder by sending out radio signals on a continuous basis. The transponder is usually attached to the product (Packaging of a product) and responds to a signal. This information is then communicated through a computer network that processes the data.

The RFID improves traceability within the whole supply chain which means that the retailer is able to track down the flow of goods in the distribution channel at any given point. This helps proper inventory management. Further, the RFID reduces the chances of products getting lost. It also helps locating the products in large stores and warehouses and at the same time helps inspection of presence of all items or products. All this helps increase customer delight.

RFID is appreciated by customers as it proves to be an ideal tool to reduce time t cash counters. As already discussed the transponder receives the signal and communicates the cash system the product details including price, thereby, helping a speedier checkout process.

**Key findings**

|   |  |
|---|--|
| Digital Promotions                                | Digital promotions are dependent on customers’ attitude towards modern technology and its use in their daily lives;<br>Customer data collection raises an issue of privacy infringement but is vital for a commercial success of digital promotions;<br>Data analytics skills are necessary for discovering insightful information about customers’ shopping behaviour and tailoring appropriate promotions;   |
| Location-based Applications and Mobile Promotions | A link is created between customers’ smartphone shopping applications and retailers’ promotion offers;<br>Customers are encouraged to discover more products and visit other parts of the store which may translate into increased store sales;<br>It is up to customers to decide whether or not they want to receive the retailer’s promotions which decreases data-privacy concerns;  |
| Mobile Point of Sale                              | The technology creates a stronger link between the customer and the assistant which may translate into increased sales and customer satisfaction;<br>Customers’ time is not wasted in lines;<br>Payment options are limited to credit cards and mobile applications;   |
| Mobile Payments and Digital Wallets               | Digital wallets combine the functionality of mobile payments with digital couponing, digital storage of various cards and loyalty membership programs into one solution;<br>Digital wallets are “portable” between mobile devices, as well as on-line;<br>Both mobile payment applications and digital wallets suffer from not-yet developed retail infrastructure, from too many players each offering a proprietary solution, data privacy concerns; |
| Personal Shopping Assistants                      | The technology provides various benefits from information about product location and characteristics, store sales, shopping tips and suggestions, to quick check-out process;<br>Retailers gain access to even more data about their customers;<br>Customers using this technology seem to spend more money;   |
| Electronic Price Tags                             | Electronic price tags are a convenient replacement for traditional paper price tags and offer the retailer the option to change prices quickly;<br>They “eliminate” customers’ complaints about incorrect product prices;<br>They free stores’ personnel to attend to other tasks, i.e. they present time  |

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|  | and labor savings;   |
| Radio Frequency Identification (RFID) Technology | RFID technology has various applications in the retail store but also in the whole supply chain;<br>RFID tags can contain all kinds of product-related information that customers could access using their mobile devices;<br>Privacy issues surround this technology; |

**Conclusion**

Digital coupons and promotions present a potential for affecting business model innovation, especially in the years to come. Location-based applications and promotions present a potential for affecting business model innovation, especially in the years to come. The mobile point of sale technology does not currently present the potential for affecting business model innovation. Both mobile payments and digital wallets currently do not present the potential to affect business model innovation. Nevertheless, the situation may be vastly different in just a few years' time. Even though the Personal Shopping Assistant technology and electronic price tags offer several benefits, it is unlikely to lead to business model innovation. RFID technology has the potential to affect business model innovation now and even more so in the future.

Though the technological developments are being used widely worldwide to make retail a more attractive place for customers, developing countries like India are yet to explore the benefits to a maximum. But, yes, in the years to come and the Government focussing on digitization, it is expected that the Indian retail industry will soon catch up with global standards of use of technological developments and be one of the hottest market places in the world.

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## **“Employment-Generation Programmes in India-An Overview”**

**Dr.N.Thyagaraju\***

The causes of unemployment include increased population, rapid technological change, lack of education or skills and rising cost lead to financial, social and psychological problems. There are four main causes of unemployment. Firstly, the increased population which leads to higher unemployment rates. The **problem of unemployment** is rising but still many industries are **facing the problem** of skilled candidate for their company. There are employment opportunities in **India**, but the rising population **problem** creates the **unemployment**. A policy for employment generation. The United Nations Development Programme has warned that India need to generate 28 crore jobs before 2050 to absorb all the new entrants into the work force. The Government has taken a few initiatives in this direction lately. A change in the underlying economic policies is necessary.

**Employment generation** is a natural process of social development. Human beings bring with them into the world an array of needs that present employment opportunities for others to meet. Were it not so, the world could not have sustained a more than tripling of population over the past century.

Employment generation has been one of the important objectives of development planning in India.

The problem of employment is closely interlinked with the eradication of poverty. There are three main aspects of the employment problem in India. They are the problem of proportion of labour to total population, problem of productivity of labour and problem of unemployment and underemployment of labour. These three aspects are interrelated. Low rate of employment among women is a striking feature in India. There has almost been no change in LFPR (labour force participation rate). The dependency rate is quite high in India. Problem of unemployment and underemployment is the chronic feature of the Indian economy. The rate of unemployment is different in different states. Sector wise unemployment in India is rural and urban unemployment. Urban unemployment is of two types viz, industrial unemployment and educated unemployment. Rural unemployment is more than 70% as rural population is more than 70% of the total population in India. Inequality exists both in developing and developed economies. According to a general survey done by the National Sample Survey Organization (NSSO), 58% of total employment exists in rural sector and only 38% in urban sector of our country.

**Anti poverty measures and Employment Generating programmes are:**

1. Integrated Rural Development Programme (IRDP):
2. Jawahar Rozgar Yojana/Jawahar Gram Samridhi Yojana:
3. Rural Housing – Indira Awaas Yojana:
4. Food for Work Programme:
5. Sampoorna Gramin Rozgar Yojana (SGRY):
6. Mahatma Gandhi National Rural Employment Guarantee Act (MGNREGA) 2005:
7. National Food for Work Programme:
8. National Rural Livelihood Mission: Ajeevika (2011)

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9. PradhanMantriKaushalVikasYojna:

10. National Heritage Development and Augmentation Yojna (HRIDAY)

### **1. Integrated Rural Development Programme (IRDP)**

The Integrated Rural Development Programme (IRDP), which was introduced in 1978-79 and universalized from 2nd October, 1980, aimed at providing assistance to the rural poor in the form of subsidy and bank credit for productive employment opportunities through successive plan periods. On 1st April, 1999, the IRDP and allied programmes were merged into a single programme known as Swarnajayanti Gram SwarozgarYojana (SGSY). The SGSY emphasizes on organizing the rural poor into self-help groups, capacity-building, planning of activity clusters, infrastructure support, technology, credit and marketing linkages.

### **2. Jawahar Rozgar Yojana / Jawahar Gram Samridhhi Yojana (JRY)**

Under the Wage Employment Programmes, the National Rural Employment Programme (NREP) and Rural Landless Employment Guarantee Programme (RLEGP) were started in Sixth and Seventh Plans. The NREP and RLEGP were merged in April 1989 under Jawahar RozgarYojana (JRY). The JRY was meant to generate meaningful employment opportunities for the unemployed and underemployed in rural areas through the creation of economic infrastructure and community and social assets. The JRY was revamped from 1st April, 1999, as Jawahar Gram SamridhhiYojana (JGSY). It now became a programme for the creation of rural economic infrastructure with employment generation as the secondary objective.

### **3. Rural Housing – Indira AwaasYojana**

The Indira AwaasYojana (LAY) programme aims at providing free housing to Below Poverty Line (BPL) families in rural areas and main targets would be the households of SC/STs. It was first merged with the JawaharRozgarYojana (JRY) in 1989 and in 1996 it broke away from JRY into a separate housing scheme for the rural poor.

### **4. Food for Work Programme**

The Food for Work Programme was started in 2000-01 as a component of EAS It was first launched in eight drought-affected states of Chhattisgarh, Gujarat, Himachal Pradesh, Madhya Pradesh, Orissa, Rajasthan, Maharashtra and Uttaranchal. It aims at enhancing food security through wage employment. Food grains are supplied to states free of cost, however, the supply of food grains from the Food Corporation of India (FCI) godowns has been slow.

### **5. SampoornaGraminRozgarYojana (SGRY)**

The JGSY, EAS and Food for Work Programme were revamped and merged under the new SampoornaGraminRozgarYojana (SGRY) Scheme from 1st September, 2001. The main objective of the scheme continues to be the generation of wage employment, creation of durable economic infrastructure in rural areas and provision of food and nutrition security for the poor.

### **6. Mahatma Gandhi National Rural Employment Guarantee Act (MGNREGA) 2005**

It was launched on February 2, 2005. The Act provides 100 days assured employment every year to every rural household. One-third of the proposed jobs would be reserved for women. The central government will also establish National Employment Guarantee Funds. Similarly, state governments will establish State Employment Guarantee Funds for implementation of the scheme. Under the programme, if an applicant is not provided employment within 15 days s/he will be entitled to a daily unemployment allowance.

**Salient features of MGNREGA are:** Right based framework, Time bound guarantee of employment, Labour intensive work, Women empowerment, Transparency and accountability, Adequate funding by central government

#### **7. National Food for Work Programme**

It was launched on November 14, 2004 in 150 most backward districts of the country. The objective of the programme was to provide additional resources available under Sampoorna Grameen Rojgar Yojna. This was 100% centrally funded programme. Now this programme has been subsumed in the MGNREGA from Feb.2, 2006.

#### **8. National Rural Livelihood Mission: Ajeevika (2011)**

It is the skill and placement initiative of Ministry of Rural development. It is a part of National Rural Livelihood Mission (NRLM)—the mission for poverty reduction is called Ajeevika (2011). It evolves out the need to diversify the needs of the rural poor and provide them jobs with regular income on monthly basis. Self Help groups are formed at the village level to help the needy.

#### **9. PradhanMantriKaushalVikasYojna**

The cabinet on March 21, 2015 cleared the scheme to provide skill training to 1.4 million youth with an overall outlay of Rs. 1120 crore. This plan is implemented with the help of Ministry of Skill Development and Entrepreneurship through the National Skill Development Corporation. It will focus on fresh entrant to the labour market, especially labour market and class X and XII dropouts.

#### **10. National Heritage Development and Augmentation Yojna (HRIDAY)**

HRIDAY scheme was launched (21 Jan. 2015) to preserve and rejuvenate the rich cultural heritage of the country. This Rs. 500 crore programme was launched by Urban Development Ministry in New Delhi. Initially it is launched in 12 cities: Amritsar, Varanasi, Gaya, Puri, Ajmer, Mathura, Dwarka, Badami, Velankanni, Kanchipuram, Warangal and Amarvati. These programmes played/are playing a very crucial role in the development of the all sections of the society so that the concept of holistic development can be ensured in the real sense.

#### **11. Prime Minister's Employment Generation Programme (PMEGP)**

Prime Minister's Employment Generation Programme (PMEGP) is a credit-linked subsidy programme aimed at generating self-employment opportunities through establishment of micro-enterprises in the non-farm sector by helping traditional artisans and unemployed youth. Any individual above 18 years of age is eligible. For setting up of projects costing above Rs.10 lakh in the manufacturing sector and above Rs. 5 lakh in the business /service sector, the beneficiaries should possess at least VIII standard pass educational qualification. General category beneficiaries can avail of margin money subsidy of 25 % of the project cost in rural areas and 15% in urban areas. For beneficiaries belonging to special categories such as scheduled caste/scheduled tribe/OBC /minorities/women, ex-serviceman, physically handicapped, NER, Hill and Border areas etc. the margin money subsidy is 35% in rural areas and 25% in urban areas. The Scheme was launched during 2008-09. A total of 4.23 lakh micro enterprises have been assisted with a margin money subsidy of Rs 8695.27 crore providing employment to an estimated 35.48 lakh persons since 2008-09 till 2016-17 across the country including the State of Maharashtra. The State/UT-wise details of number of micro units setup and Margin Money disbursed under PMEGP during the last two years is given.

(Rs. In lakh)

| Year    | Target   |              |                       | Achievement |                        |                      |
|---------|----------|--------------|-----------------------|-------------|------------------------|----------------------|
|         | Projects | Margin Money | Employment Generation | Projects    | Margin Money disbursed | Employment Generated |
| 2015-16 | 4860     | 9718.42      | 38880                 | 2497        | 5285.03                | 20161                |
| 2016-17 | 3056     | 6111.30      | 24448                 | 2325        | 6001.36                | 17799                |

Following steps have been taken by the Government for effective implementation of PMEGP

Scheme and achieving the targets:

- In order to streamline the process of application flow and fund flow and to bring in transparency and better financial management and to prevent parking of funds at Nodal bank level an online PMEGP-MIS web portal has been introduced. All applications and fund flow will be processed online in stipulated time frame.
- Publicity is being made through print and electronic media, awareness camps at District level and State level are being organized in order to propagate the PMEGP scheme for the development of micro industries.
- Exhibitions are also conducted at district/state/zone and national level for providing marketing support to the entrepreneurs/units.
- For speedy completion of EDP training, these are being conducted through Departmental Training Centres as well as RSETIs/RUDSETIs as per MOU executed between KVIC & MCR.
- Industries such as Khadi, processing of Pashmina Wool, handloom and power loom units, value added products for tea, coffee, rubber etc. and transport activities are now eligible for funding under PMEGP.

### Rural Employment Generation Programmes in India

For uplifting the rural sector of our country, the Ministry of Rural Development and the Government of India in coordination with Department of Rural Development and Department of Land Resources have been carrying forward various schemes. These schemes are formulated to benefit the citizens of rural India who will eventually become the pillars of Indian Economy in the long run.

The Khadi & Village Industries Commission (KVIC) launched the **Rural Employment Generation Programme (REGP)** on 1st April, 1995 for **generation** of two million jobs under the KVI sector in the **rural** areas of the country. Get information on its main objectives, salient features, implementation, status and progress of the REGP and new initiatives. Information on REGP circulars, projects and employment opportunities are also available.

### Schemes for Rural Development launched by Government of India

1. Pradhan Mantri Gram Sadak Yojana.
2. Deen Dayal Upadhyaya Grameen Kaushalya Yojana.
3. Swarnjayanti Gram Swarozgar Yojana (SGSY)/ National Rural Livelihood Mission.
4. Prime Minister Rural Development Fellows Scheme.
5. National Rural Employment Guarantee Act (NREGA).
6. Sampoorna Grameen Rozgar Yojana (SGRY).

7. SarvSikshaAbhiyan.
8. Sansad Adarsh Gram Yojana (SAGY)
9. National Social Assistance Programme
10. Antyodaya Anna Yojana (AAY)
11. PradhanMantriAwaasYojana (Gramin)/ Indira AwasYojana
12. Antyodaya Anna Yojana (AAY)
13. Provision of Urban Amenities in Rural Areas (PURA)

#### **1. Pradhan Mantri Gram SadakYojana (PMGSY)**

Launched on 25 December 2000 by then Prime Minister AtalBihari Vajpayee, the scheme aims at enhancing rural road connectivity. This scheme provides connectivity to the habitations with less or no connectivity at all and helps in poverty reduction by promoting access to economic and social services. This ensures sustainable poverty reduction in the long run as people get an opportunity to get connected with the rest of the world. The scheme has been benefiting several villagers and is helping those lead better lives. Nearly 82% of roads have been built till December 2017 which has successfully connected several rural areas to cities. Remaining 47,000 habitations will also get connected by all-weather roads by March 2019. Earlier, the scheme was funded only by the central government but after the recommendation of 14th Finance Commission report the expense is shared by both state and central government.

#### **2. Deen DayalUpadhyayaGrameenKaushalyaYojana (DDUGKY)**

DeenDayalUpadhyayaGrameenKaushalyaYojana, a part of National Livelihood Mission, has the objectives of catering to the career aspirations of the rural youth and adding diversity to the income of rural families. Launched on 25th September 2014, the scheme's prime focus is on the rural youth of poor families aged between 15 and 35. An amount of Rs 1500 crores has been provided for the scheme which will help in enhancing employability. The yojana is present in 21 States and Union Territories across 568 districts and 6215 blocks changing the lives of youth. Around 690 projects are being implemented by 300 partners. As per the government reports, over 2.7 lakh candidates have been trained till now and nearly 1.34 lakh candidates have been placed in jobs.

#### **3. Swarnjayanti Gram SwarozgarYojana (SGSY)/ National Rural Livelihood Mission**

Swarnjayanti Gram SwarozgarYojana which is redesigned as National Rural Livelihood Mission was launched in 2011. Also known as Ajeevika, this scheme aims at empowering women self-help model across the country. Under this scheme, the government provides a loan of 3 lakh rupees at an interest rate of 7% which can be reduced to 4% at the time of repayment. The scheme was aided by World Bank and aimed at creating efficient and also effective institutional platforms for poor people. It also helped in increasing the household income by improving access to financial services. NRLM also helps in harnessing the capabilities of the poor so that they can participate in the growth of the economy of the country.

#### **4. Prime Minister Rural Development Fellows Scheme**

The Prime Minister Rural Development Fellowship (PMRDF) is a scheme initiated by the Ministry of Rural Development, implemented in collaboration with State Governments. It has dual goals of providing short-term support to the district administration in the underdeveloped and remote areas of the country and develops competent and committed leaders and facilitators who can serve as a resource for a long-term.



### **5. National Rural Employment Guarantee Act (NREGA)**

As per the National Rural Employment Guarantee Act (NREGA) of 2005, 100 days of employment is guaranteed to any rural household adult who is willing to do unskilled manual work in a financial year. The Act addresses the working people and their fundamental right to live life with dignity. If a person does not get a job within 15 days, he is eligible for getting unemployment allowance. National Rural Employment Guarantee Act (NREGA) also highlights the importance of basic right to work. Amendments have been introduced to this act to minimise corruption in the scheme.

### **6. Sampoorna Grameen Rozgar Yojana (SGRY)**

The Sampoorna Grameen Rozgar Yojana (SGRY) was launched in 2001 to provide employment to the poor. It also aimed at providing food to people in areas who live below the poverty line and improving their nutritional levels. Other objectives of this Yojana were to provide social and economic assets to the people living in rural areas. The scheme did not include the employment of contractors or middlemen.

### **7. Sarv Siksha Abhiyan**

Pioneered by former Prime Minister Atal Bihari Bajpayee, the Sarv Siksha Abhiyan was launched in 2000. It is an attempt to provide an opportunity to all children between 6 and 14 years of age to get free education which is also a basic fundamental right. The state and the central government share the expenses of this project.

### **8. Sansad Adarsh Gram Yojana (SAGY)**

Sansad Adarsh Gram Yojana (SAGY) is a rural development project launched in 2014 by the Government of India in which each Member of Parliament will take the responsibility of three villages and look after the personal, human, social, environmental and economic development of the villages. This would substantially improve the standard of living as well as the quality of life in the villages. No fundings have been provided to this project as fundings can be raised through existing schemes.

### **9. National Social Assistance Programme**

National Social Assistance Programme signifies the fulfilment of Directive Principles in Article 41 and 42 of the constitution which states that it is the duty of the state to provide assistance to the citizens in terms of sickness, unemployment, old age in limits of the economic capabilities. It is basically a centrally sponsored scheme of Government of India which provides financial help to widows, elderly, people with disability in form of pensions. The scheme was launched on August 15 in 1995.

### **10. Pradhan Mantri Awas Yojana (Gramin)/ Indira Awas Yojana**

Indira Awas Yojana revamped as Pradhan Mantri Gramin Awas Yojana in 2016 is a welfare programme created by the Indian Government to provide housing to rural poor people in India. The goal of this scheme is to provide home to all citizens till 2022. The cost of constructing the houses will be shared by the centre and the state. The scheme has been implemented in rural areas throughout India, except in Delhi and Chandigarh. Houses developed under this scheme will have basic amenities such as toilet, electricity connection, drinking water connection, LPG connection etc. The allotted houses will be jointly under the name of husband and wife.

### **11. Antyodaya Anna Yojana (AAY)**

Launched by the former Prime Minister Atal Bihari Vajpayee in 2000, the Antyodaya Anna Yojana aimed at providing food grains to around 2 crore people at subsidised rates. As per the scheme Below Poverty Line (BPL) families were provided 35 kgs of food grains. Rice

was provided at the rate of Rs 3/kg and wheat at the rate of Rs 2/kg. The scheme was first launched in Rajasthan but has now been implemented in all Indian states.

### **12. Provision of Urban Amenities in Rural Areas (PURA)**

PURA is a strategy for Rural Development in India which was proposed by former President APJ Abdul Kalam in his book Target 3 billion. PURA proposes that urban infrastructure and services should be provided in rural areas to create opportunities outside the cities. This will also prevent the migration of youth from the rural areas to urban areas. The Central Government has been running PURA programs in various states since its launch in 2004.

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**Implementation of Mahatma Gandhi National Rural Employment Guarantee Act (MGNREGA) On Women Empowerment in Rural Development: A Case Study of EGRA Blocks I and II in Purba Medinipur, West Bengal**

**BIMAL DUARI\***

**Abstract**

In India, 70 percent of the population lives below the poverty line. Generally women are the true sufferer of poverty and unemployment. The Mahatma Gandhi National Rural Employment Guarantee Act (MGNREGA) scheme inaugurated by the Government of India in 2005 affords at least 100 days of demand driven guaranteed wage employment in a financial year to every rural households and appears to be the largest employment guarantee scheme in the world. In hence any development programme emphasis on Rural Development and women assumes greater significance. In its World Development Report 2014, the World Bank termed it a “stellar example of rural development”. Through the scheme provides such an opportunity to women, but it is confuse whether the social status and welfare of women have been upgraded much. Hence a study is highlighted on the real situation of women who enjoyed the benefit under MGNREGA scheme in Egra-I and Egra-II of Purba Medinipur district of West Bengal state. The study is based on the survey method and the primary data collected from the respondents on convenient sampling basis. The scheme gives an opportunity for women to attain social and economic empowerment and Rural Development. Total numbers of samples are 60(30 samples in Egra-I+30 samples in Egra-II), selected on appropriate sampling basis.

**Keywords:** Women Empowerment, Poverty, Rural Development, Employment, MGNREGA

**Introduction**

India has adopted a number of innovative strategies and approaches for ensuring the basic right of the rural population. Rural development has witnessed several changes over the years in its emphasis, approaches, strategies and programs. Through Panchayath Raj system, the Government has been implementing a number of programs aimed at ensuring a sustainable and holistic development for rural areas and the trust of these programs remain on all round economic and social transformation in rural India. Women's dependence on others often resulted in exploitation. If women get opportunity to work and become economically independent, their dependence on others comes down and they be able to make decisions regarding their lives. It is established fact that provision of employment is crucial for achieving inclusive growth, poverty eradication and empowerment of women. The MGNREGA, by providing legal guarantee to work, makes a paradigm shift from all earlier wage employment programmes. This programme plays a vital role for the upliftment of the women in the rural areas. National Rural Employment Guarantee Act was enacted on 5th September, 2005 and came into force on 2nd February, 2006.

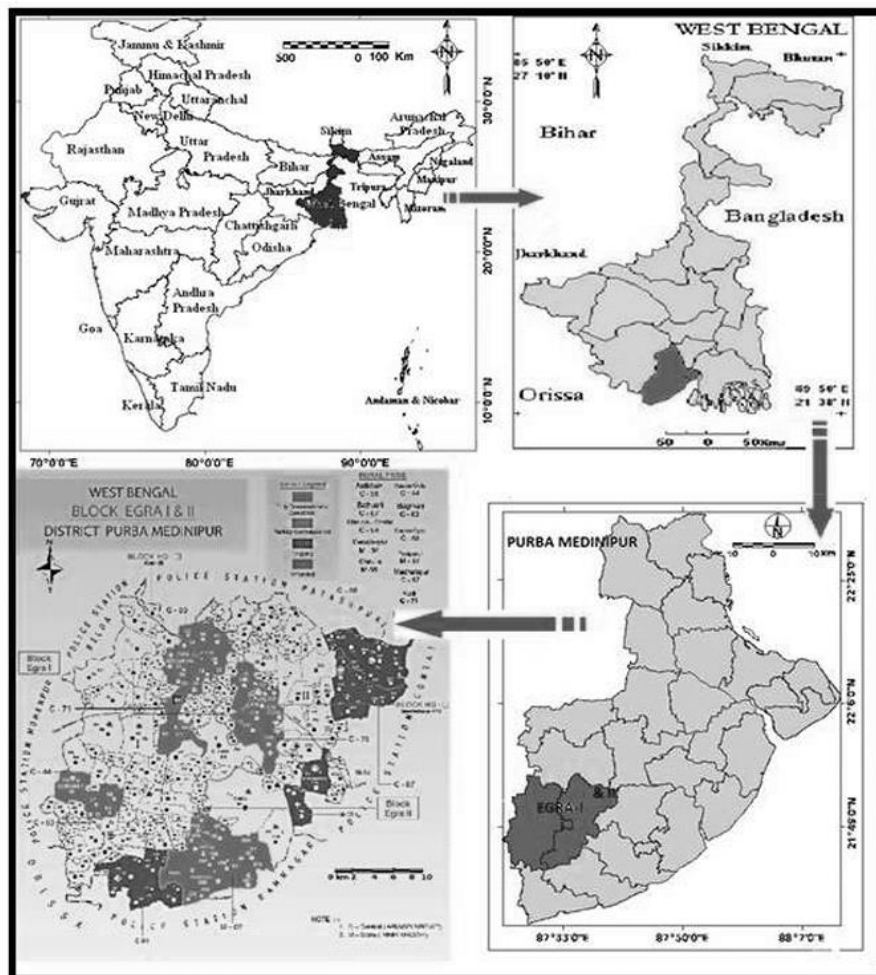
Act was renamed by an Amendment as the Mahatma Gandhi National Rural Employment Guarantee Act and it is now commonly referred to as Mahatma Gandhi NREGA or

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MGNREGS. In its first year 200 districts were covered and later extended to cover 619 district all over the country. This Act is expected to provide livelihood and social security to rural unemployed people and thereby an opportunity to promote over all community development and alter the balance of power in rural society. Fundamental principles and aims of MGNREGA such as Rights based approach to work, Payment of minimum wage, equal entitlement and wage for women, creating productive assets through the wage employment provided under this act, enhancing livelihood security of people in rural areas by guaranteeing 100 days of employment, providing social safety network by providing an employment source in the absence of or inadequate alternative employment, empowerment of rural poor through the process of a right based Law, provision of work within 5 km radius of village within 15 days of application, wages are to be paid according to minimum wage act 1948, which will not be less than Rs 60/ per day, at least one third of the beneficiaries should be women who have registered and requested for work under the scheme, etc. inherently emphasize empowerment of women in rural India.

### Location of the Study Area



Egra block I and Egra block II of Purba Medinipur, West Bengal are located on latitudinal extension 21°30'25''N-21°45'N and longitudinal extension 86°45'E-87°45'E. Geomorphologically this area located in a part of 'Digha –Kanthi' coastal plain, that which lower part of coastal tract in West Bengal. On the other hand this study area situated under



the 'Dubda basin' at lower part of Rasulpur river. Coastal alluvial and older alluvial plain covered with all over the study area during the Quaternary period of geological time scale, Geomorphic process base sandy, and sandy-loamy soil are formed due to long term of weathering, erosion and depositional process on during time. Egra block I consistence of 8 rural gram- pachayats and Egra block II consistence of 8 rural grampachayats. Total geographical study area is 40106.1sq Hecter.

### **Review of Literature**

**Anupam Hazra (2009)** indicated that as a result of implementation of MGNREGA, the wages raised, migration slowed down, productive assets created in rural India. He mentioned that the public awareness of the program is high in Rajasthan.

**Sanjay Roy (2009)**, based on the field survey in Tripura, indicated that creation of durable commodity assets like rural roads, water bodies, tanks, market sheds, for the unemployed youths have brought a shift in the livelihood of rural people and given a fresh impetus to the tottering hope of common people of Tripura.

**Gundati Ramesh and Krishna Kumar (2009)** noticed that Andhra Pradesh is one of the successful states in implementing MGNREGA, especially empowering women.

**Subhabrata Dutta (2009)** MGNREGA Program reduced the seasonal and disguised unemployment in the agricultural sector. MGNREGA eliminated contractors and middleman and played as a catalyst in rural economy. Sudha Narayanan and Upasak Das (2009) argued that states such as in Kerala, Himachal Pradesh, Sikkim, West Bengal, Meghalaya and Bihar, the women share in MGNREGA increases more than ten percent.

**Babita pandey and Tanveer Ahmedwani (2014):** study focused on women participation in MGNREGA in Kashmir. The study shows that role of women's in MGNREGA is a distant dream of achieving for it was meant and finds that Kashmir has the lowest percentage of women's participation. The study is based on primary data.

**Dinesh (2012):** The paper examines the India's MGNREGA it impact on women participation. The analysis brings the notice that MGNREGA has positive impact on employment pattern of women. The women have benefited both individual and community, here gained benefits of women as community can be understood by presence in the Gramsabha, but the poor implementation across the nation (lack of child care facility, illegal presence of contractors, etc) accured the gender sensitiveness of this act mainly in north eastern states.

**Gowhar Bashir Ahangar (2014):** paper analyzed the women participation in MGNREGA special reference to Anantnag districts in Jammu & Kashmir. The study examine that 90% of the surveyed respondents believe after joining in MGNREGA their socio economic status is improved and the participation of women in Gram Saba's is also increased Result are interpreted with using the primary and secondary sources of data for overcoming with the specified findings.

**Diego Maiorano and Chakkradhar Budha (2014)** in their study on 'MGNREGA in Andhra Pradesh's tribal area' pointed out that, scheduled tribes are by far the most disadvantaged group in India's society and in most cases they live in very remote area where very little economic activity taken place. The MGNREGA in tribal areas constitute an essential safety net against starvation and destitution particularly during the lean agricultural season.

**Sudha Narayanan and Upsalk (2014)** have in their study on 'women participation and rationing in the employment guarantee scheme' pointed out that the MGNREGA that



guaranties employment of every rural household for 100 days different progressive provision to incentive wise participation of women in the programme.

**Planning Commission (2008)** conducted a survey in 20 states to study the impact of MGNREGA. The result showed a shift of low income groups (about 50 percent) towards high income category, significant increase in the expenditure on food and non-food items (6 percent) and change in the expenditure pattern, procurement of live stock (68 percent) and house hold articles (42 percent) and initiation of saving for the first time (2percent) clearing of outstanding loan (1/5th of sample households) where some of the positive impacts of MGNREGA on rural households.

**Objectives:**

1. To Study the MGNREGA scheme.
2. To Analysis the social and economic empowerment of women in EgraBlocks I and II of Purba Medinipur.
3. To understand the impact of MGNREGA scheme on the quality of life of women.
4. To suggest suitable measures to further strengthening of the project.

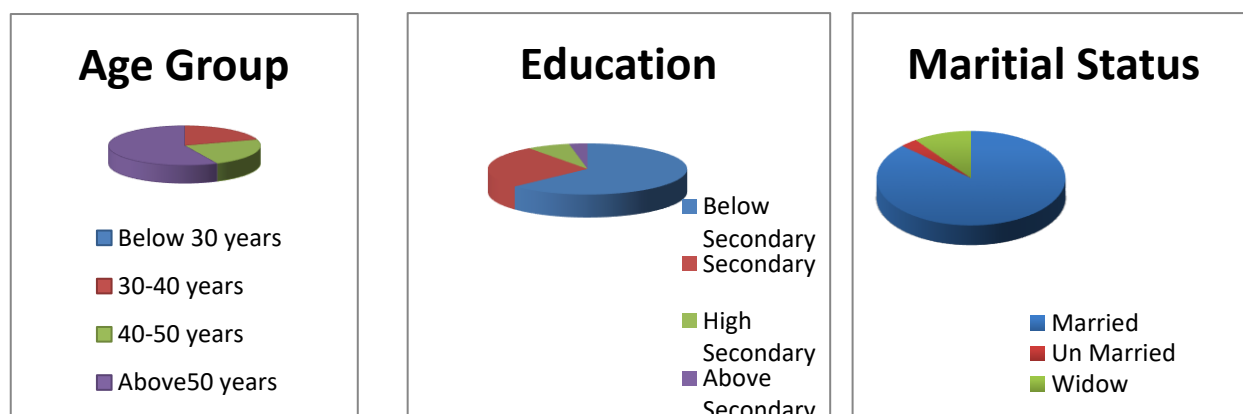
**Hypothesis:**

1. Women in Egra-I and Egra-II Blocks attained social empowerment.
2. Women in Egra-I and Egra-II Blocks attained economic empowerment.

**Methodology**

The study is designed as an empirical one based on the survey method. The samples under this study are taken from Egra-I and Egra-II Blocks of Purba Medinipur district of West Bengal state. Total numbers of samples are 60, selected on convenient sampling basis. The study is primarily based on the primary data collected from the respondents. A structured questionnaire was prepared to collect information regarding, social status and economic status of women. The secondary data has been collected mainly from various publications of Government of India, Government of West Bengal journals and periodicals and articles in connection with the study. The collected data are, statistically analyzed and interpretations are made.

**Result and Discussion**



**Fig-Personal Profile of Responds**

**Source:** Field survey And Author computation

**Table 2 Monthly income and savings before and after joining the scheme**

| Category        | Variable       | Before |            | After  |            |
|-----------------|----------------|--------|------------|--------|------------|
|                 |                | Number | Percentage | Number | Percentage |
| Monthly income  | Nil            | 35     | 58         | -      | -          |
|                 | Less than 5000 | 25     | 42         | 40     | 67         |
|                 | 5001-10000     | -      | -          | 20     | 33         |
|                 | 10001-15000    |        |            |        |            |
|                 | Above 15000    |        |            |        |            |
| Monthly savings | Nil            | 42     | 70         |        |            |
|                 | Less than 2000 | 16     | 27         | 34     | 57         |
|                 | 2001-4000      | 2      | 3          | 22     | 37         |
|                 | 4001-6000      |        |            | 4      | 6          |
|                 | Above 6000     |        |            |        |            |

Source: Field survey an Author calculation

**Table 3 Awareness about the scheme and sources of information**

| Category | Variable             | Number of respondent | Percentage |
|----------|----------------------|----------------------|------------|
|          | Aware                | 60                   | 100        |
|          | Not aware            | -                    | -          |
|          | Gram panchayat       | 56                   | 94         |
|          | Government officials | 4                    | 6          |

Source: Field survey And Author calculation

**Table 4 Registration of members**

| Year       | Number | Percentage |
|------------|--------|------------|
| Up to 2014 | 48     | 80         |
| 2015       | 8      | 14         |
| 2016       | 2      | 3          |
| 2017       | 2      | 3          |
| 2018       | -      | -          |
| Total      | 60     | 100        |

Source: Field survey And Author calculation

**Table 5 Number of days worked in 2009-2018**

| Category        | Variable      | Number | Percentage |
|-----------------|---------------|--------|------------|
| Number of works | Less than 50  | 2      | 3          |
|                 | 50-150        | 20     | 33         |
|                 | 150-250       | 14     | 24         |
|                 | 250-350       | 8      | 13         |
|                 | 350 and above | 16     | 27         |

Source: Field survey And Author calculation

**Table 6.Engagement in other work, reasonable wages and promptness in wages and works in own property**

| Category                       | Variable         | Number | Percentage |
|--------------------------------|------------------|--------|------------|
| Engagement in other work       | Positive         | 26     | 43         |
|                                | Negative         | 34     | 57         |
| Promptness in receipt of wages | Regular          | 44     | 73         |
|                                | Irregular        | 16     | 27         |
| Reasonable wages received      | Received         | 56     | 93         |
|                                | Not received 4 7 | 4      | 7          |
| Works in own property          | Done             | 26     | 43         |
|                                | Not done         | 34     | 57         |

Source: Field survey and Author calculation

**Table 7.Preference of spending**

| Category            | Total score | Rank |
|---------------------|-------------|------|
| Savings             | 240         | 1    |
| House hold expenses | 212         | 2    |
| Education           | 138         | 3    |
| Entertainment       | 112         | 5    |
| Others              | 120         | 4    |

Source: Field survey and Author calculation

The data relating to personal profile showing middle aged women are the main beneficiaries of the scheme. Majority of the women (63 percent) of MGNREGA scheme has education below secondary level. Majority of the respondents are married one. All the respondents maintain saving bank account after registering the scheme and wages are distributed through bank accounts. Before registering this scheme, 57 percent of respondents have no monthly income. But the situations have changed after joining the scheme where women have income up to Rs. 5,000. No respondents come under no income category after joining the scheme. Before registering the scheme, 70 percent of the respondents have no savings, while after joining the scheme there are no women without savings. Whole of the respondents are aware about MGNREGA scheme on account of publicity of the scheme. Majority (94 percent) of the respondents got information about the scheme from Grampanchayat which plays an important role in providing information about Government scheme to the public. The present study reveals that 80 percent of the women worker joined the scheme before 2014. Among 60 respondents highest (33 percent) of the women worked between 50 to 150 days between the period of 2009 to 2018. Majority of the respondents worked for 50 days and more and the total number of working days was minimum in the year 2014. The scheme is utilized by 47 percent of the respondent for working in their own property. MGNREGA scheme is the only source of the income for 57percent of the respondent. Majority (93 percent) of the respondent are of the view that the wage rate fixed. MGNREGA scheme is reasonable. The study reveals that 73 percent of the respondents agree that there is promptness in payment of wages. The study shows that economic empowerment index is 2.24 (based on various economic factors) and in respect of income, savings, bank dealings. Purchasing power and self reliance women showed an improved status. Less empowerment is attained in the case of control over money and standard of living. The study reveals that social empowerment index is 2.09 (based on various social factors) and in respect of majority of the factors women attained empowerment. Freedom of mobility, change in social outlook and ability to face challenges are the aspect in which women are yet to attain improvement.

**Table 8.Economic status of women**

| Variable                     | Weighted score |            |          | Total weighted score | Mean score |
|------------------------------|----------------|------------|----------|----------------------|------------|
|                              | Agree          | No opinion | disagree |                      |            |
| Income increased             | 126            | 32         | 2        | 160                  | 2.67       |
| Standard of living increased | 24             | 76         | 14       | 144                  | 1.9        |
| Savings increased            | 78             | 60         | 4        | 142                  | 2.37       |
| Self reliance                | 48             | 60         | 14       | 122                  | 2.03       |
| Control over money increased | 12             | 68         | 22       | 102                  | 1.7        |
| Bank dealings increased      | 174            | 4          | 0        | 178                  | 2.97       |
| Purchasing power increased   | 24             | 92         | 6        | 122                  | 2.03       |
| Total                        | 15.67          |            |          |                      |            |

**Source:** Field Survey Author calculation

Economic empowerment index = Total of mean score ÷ No of variables =  $15.67 \div 7 = 2.24$   
 The analysis reveals that in respect of all factors having a mean score 2.24 or nearest value to it, women have attained empowerment. In respect of income, savings, bank dealings, self reliance and purchasing power the position of women has improved. And in case of standard of living and control over money only slight improvement has been achieved. Since the mean score of majority of the factors lie near the index the set hypothesis that women attained economic empowerment is accepted.

**Table 9. Social status of women**

| Variable                         | Weighted score |            |          | Total Weighted score | Mean score   |
|----------------------------------|----------------|------------|----------|----------------------|--------------|
|                                  | Agree          | No opinion | Disagree |                      |              |
| Decision making                  | 48             | 60         | 14       | 122                  | 2.03         |
| Participation in social events   | 60             | 52         | 14       | 126                  | 2.1          |
| Ability to express opinion       | 72             | 56         | 81       | 136                  | 2.27         |
| Involvement in social problem    | 30             | 80         | 10       | 120                  | 2            |
| Freedom of mobility              | 18             | 60         | 24       | 102                  | 1.7          |
| Self confidence                  | 78             | 60         | 4        | 142                  | 2.37         |
| Ability to face challenges       | 12             | 56         | 28       | 96                   | 1.6          |
| Co operation among group members | 150            | 20         | 0        | 170                  | 2.83         |
| Changes in social outlook        | 12             | 78         | 22       | 112                  | 1.87         |
| <b>Total</b>                     |                |            |          |                      | <b>18.77</b> |

**Source:** Field Survey Author calculation

Social empowerment index = Total mean score ÷ number of variables =  $18.77 \div 9 = 2.09$

The analysis shows that in respect of all factor having mean score 2.09 or nearest value to it, women are found to attain social empowerment. As majority of the factor, identified for measuring social advancement show a positive result, the set hypothesis that women attain social empowerment after joining the MGNREGA scheme is accepted. While freedom of mobility, ability to face challenges and changes in social outlook are the factors in which women get less empowerment.

**Suggestion**

- i) Being a programme that brings about a change in the life of rural women, measures should be taken to strengthen the programme with effective implementation and greater participation.
- ii) The recent wage provided under (MGNREGA) scheme is not sufficient to maintain the daily life; therefore Government should increase the minimum wage.



- iii) MGNREGA scheme guaranties only 100 days work. Since a number of persons depend the scheme, it is needed to increase the working days a minimum of 20 days in a month.
- iv) For considering the future life of the workers introduces a pension scheme to those who work under MGNREGA scheme for at least 3 years continuously.
- v) Team spirit must be created among the women by making them aware that this scheme is not merely a means of earning something, but for the upliftment of poor people. Cultural programme can be arranged for them to create a feeling of unity.
- vi) Providing financial support to low income group of members and introduction of educational scholarship to the children of members shall be considered. Suitable measures should take to make regular payments.

### **Conclusion**

Father of our nation Mahatma Gandhi had a vision that India after its independence should achieve self sufficiency of villages in which everyone would have adequate food, shelter, clothing, proper hygienic and sanitation facilities and every person willing to work is provided with gainful employment. The study reveals that women work force participation under the scheme surpasses the statutory minimum requirement of 33 percent and the trends indicate an increase in the participation rate at the national level, every year women participation has been around 48 percent. The scheme provides an opportunity for women to attain social and economic empowerment. It calls for intervention by authorities to ensure smooth functioning of this programme, free from malpractices and corruption so that it can act as a tool to rejuvenate the unproductive and under productive section of our country in coming years.

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## **Beijing's Raj Mandala: Pakistan's Silk Route towards Military Dominance**

**Dr. Shalini Sharma\***

Pakistan cannot be discounted as a factor in Sino-Indian relations rather China's relations with Pakistan was a result of Sino- Indian friction. In this context Kautilya's Mandala theory proves to be true. History proves the fact that with the deterioration of Sino-Indian relations, Sino-Pak relationship developed and strengthened over the years as China continued to provide support to Pakistan both military and moral during the Indo-Pakistan war and over the issue of Kashmir. These issues obviously disturbed the process of normalization of relations between India and China. Thus, Pakistan can be treated as a psychological variable. The US-Sino-Pak axis of 1970's endangered India's security. Besides this the military aid provided by China to Pakistan and the building of Karakoram Highway were also a cause of tension for India.

The strategic importance of the Karakoram Highway is quite obvious. It links Xinjiang with Tibet through the Aksai-Chin. In case of attack on Pakistan by sea, military aid from China can reach Pakistan through this route. The bridges on the Karakoram Highway are capable of carrying light weight tanks. To protect the highway from subversive small military bases along the highway have been constructed. Despite the apparent vulnerability of the road, its usefulness in time of peace and war is conspicuously apparent.

The Karakoram Highway allows China access into Kashmir on a much larger scale than the Aksai-Chin Road (through Chinese occupied area) ever can. The development of communications in the trans-border area adjoining the Karakoram and Kulun in China is as important as Karakoram Highway.

Thus, the argument that the Silk Road would facilitate trade and communication between China and Pakistan was not convincing. Though the text of the agreement was not published, the purpose of the road was other than trade and communication. In fact, this meant the opening of a direct bridge for supply of arms between the two countries. The Government of India protested against it to both China and Pakistan.

The construction of Karakoram Highways, as India's note to China had underlined, demonstrates. "China's coalition with Pakistan to undermine the sovereignty of India and provides proof of China's policy of aggravating relations between India and Pakistan".

In a statement in the Lok Sabha, the External Affairs Minister Dinesh Singh expressed his fear about the security of India: This road will help extend the Chinese road network in the Tibet-Xinjiang area into the northern Kashmir. It will give easier access to Chinese troops from the areas under the illegal occupation of China in North-East Kashmir and from Tibet into Gilgit area in Pakistan-occupied Kashmir which lies to the north of the ceasefire line. The military significance of this road is therefore self-evident.

This highway reduced a journey of two weeks to nine hours. It also provided an easier access to Chinese troops from areas which they have illegally occupied in the North-East of Kashmir, and areas from Tibet to Gilgit in the Pak-occupied Kashmir which lie immediately to the north of the ceasefire line, dividing the armed forces of India and Pakistan in Kashmir.

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When the highway was finally completed and inaugurated in 1978, the then External Affairs Minister of India A.B. Vajpayee reiterated in the Lok Sabha the illegality of its construction and its strategic implications for the security of India.<sup>7</sup> The construction of the Karakoram Highways and the Khunjerab pass road were demonstrations of China's firm commitment to consolidate and perpetuate its close ties with Pakistan.

There was a fear in India that China aimed to weaken India by playing on the fears of the smaller neighbors and supporting Pakistan which was India's only military competitor in South-Asia, because of military aid that it received from U.S.A. and China.

The very first military agreement between China and Pakistan, which bound them into a strategic military relationship, was signed in July 1966. Within agreement values at \$ 120 million was promised to be supplied military. However, the arms transfers from China to Pakistan from 1966 to 1980 amounted to more than \$630 million military supplies were given free of cost till 1978 and then at cost price.

A high-level, military-scientific delegation headed by Bhutto visited Beijing between 26-30 May 1976. Two agreements resulted from this visit. One was for scientific cooperation and the other for military cooperation. For the first time a Joint Military Committee was established. It held three meetings before the two Prime Minister, Bhutto and Hua Guofeng reviewed the work of the committee.

All these collaborations between the two countries of South-Asia i.e., China and Pakistan took place at the time, when India-China were taking great interest to normalize their relations after a long period of eighteen years. It is significant to both that even during this period or normalization of relations between China and India, Pakistan continued to receive arms supply from China.

In 1977 Pakistan received 60F-6 Shanghai Fighters. During 1978, got 50T-59 tanks, 24, F-4 (MIG-17 Version) and 5 Hainan class patrol boats from China. The year 1979 saw another consignment of 50T-59 tanks. Pakistan also received sixty-five F-6aircrafts by 1980 against an order placed in 1979, and again received 20 CSA-I (SAM batteries) in 1980 against an order placed in 1979. In addition, 2 Romes class submarines were also received in 1980. Pakistan further received 2 Hoba class FAC (guns) in 1980and also received Q-5 Fantan. A Fighters Ground Attach (FGA) aircrafts during the period 1982 to 1984 and 16 Hai Ying Missiles (Sh M/s Sh M) in 1984. The Military assistance continued in form of unspecified number of artillery guns and ammunition.<sup>12</sup> China has also helped Pakistan in building defense infrastructural facilities like a tank rebuild factory near Amelpur to replace pattontanks in Pakistan by T-54 and T-59 tanks.

A major role of Pakistan, particularly after 1971 has been to serve as a bridge head for Sino-American detente and cooperation. Pakistan played a key role in facilitating Henry Kissinger's secret visit to Beijing and the US-China rapprochement in 1971.

Thereafter the three countries developed broad strategic cooperation aimed at the Soviet Union, Afghanistan, the Gulf, Indian Ocean and South Asia. China, the US and the Palestine were key backers of the Afghan rebellion, while the Chinese facilities to thus in Xinjiang to monitor satellite information of Soviet, Gulf and South West Asian regions. This cooperation has aggravated tensions in the region and poses a serious threat to not only India but also others. In the context of India's strained relations with both Pakistan and China, the Pakistan China-US strategic consensus and the resultant Pak military build-up posed a serious threat to India and the cause of a costly arms race in the region. Another reason which gave impetus to the Sino-Pak axis and clouded the Sino-Indian relations was

that India was considered to be dominant and the major obstacle in Chinese progress towards acquiring the status of a great Asian power. Here Pakistan proved to be significant as it could be used to balance India and could contribute with the global designs of China. China feared that India could in collaboration with the United States and Soviet Union form a block in Asia to check the penetration of Chinese influence. But this has not occurred rather point in a reverse direction i.e. the Pakistan, China diplomatic, political and military friendship seemed to be integrated to serve one underlying purpose to isolate and neutralize India.

In nutshell, from 1980 to 1990, bilateral military transaction between China and Pakistan were worth over \$ 500 million. The Stockholm International Peace Research Institute (SIPRI) in its estimates (1992) said that between 1987 and 1991 the total Chinese arms-transfers to Pakistan were worth \$ 1,027 million at 1990 constant prices. In 1990, China and Pakistan also signed a ten year Memorandum of Understanding (MoU) on defense covering cooperation in weapons procurement, military related technology.

The adverse effect of these developments between China and Pakistan on Indian security could hardly be underestimated and it certainly complicated confidence building efforts between them.

However, the military-alliances of China and Pakistan have given New Delhi sleepless nights. Even during the period of Sino-Indian normalization India was worried about the Sino-Pak military links and probably in every meeting of India and China the issue of military aid has been raised.

China is said to have responded to questions in the JWG (Joint Working Group) between India and China, about missiles transfers to Pakistan, and made assertion that they were few in numbers and not directed against India. But the fact is China's commitment to Pakistan was deeper and more fundamental than virtually any other country. The Americans have given enough evidence to believe that Chinese help was critical for Islamabad in achieving nuclear weapon capability. A leading US specialist on Chinese foreign policy has argued that China's support for Pakistan's nuclear effort is rooted in a desire to see it outside orbit, China's overriding strategic interest to keep Pakistan independent, powerful and confident enough to present India with a standing threat China's leaders believe that possession of nuclear weapons was one factor deterring attack by the vastly superior superpowers, and they may have concluded that nuclear weapon are Pakistan's best long - term guarantee of independence from Indian hegemony.

In December 1980 the noted British author, Major Edger O'Ballance, writing in a Washington Journal, National Defence, claimed that it was in 1976 - that "Pakistan persuaded China to supply nuclear technology and apparatus". According to him China had suspended nuclear cooperation with Pakistan after the overthrow of Bhutto in July 1977, but "after the Soviet-assisted coup in Afghanistan in April 1978, China suddenly became friendlier with the Zia regime in Pakistan and some nuclear liaison was resumed". The Pakistan Urdu daily Jung reported this in August 1978. The Iraqi News Agency reporting from Islamabad enquired view this "special relationship" that existed between the two countries. According to this report, it was also meant to make Pakistan equal to India in the nuclear field and also to minimize India's influence as a nuclear power in the region.

Although Pakistan regretted the statements of western and Indian mass media had called it incorrect and misleading yet Pakistani Scholars clarified that keeping in view the close ties



between Pakistan and China, it has been assumed that China must have provided Pakistan information about the design of nuclear bombs.

This question has cropped up from time to time and India's concern in this matter grew after U.S. intelligence reports stated that there has been nuclear collaboration at some extent. It was 15 September, 1986, that the Sino-Pakistan agreement on cooperation in the nuclear field was matured which gave a dimension to the existing relationship between these two friendly neighboring countries. During Pakistani Prime Minister Mohammad Khan Junejo's visit to PRC in 1985, the decision to negotiate the agreement was reached between the Chinese and Pakistani leaders.

Under this arrangement, the PRC sold two mini research reactors to Pakistan in November 1989 and February 1990. In November 1989, China also agreed to pull a 300 megawatt pressurized water nuclear plant based on the design of its own first nuclear energy plant at Qinshan then under construction. In August, 1990, Beijing agreed to supply enriched uranium to Islamabad.

Reports about China's assistance to nuclear-weapon programme and the supply of M-II missiles that carry nuclear warheads, revealed the lethal character of the Sino-Pakistani ties. It created insecurity for the entire region and the issue emerged as a crucial problem in Sino-Indian relations. The progress Pakistan has made with Chinese assistance, including training for its military in Saudi Arabia with Chinese. CSS-2 IRB Ms deployed these, substantiates that there is potential for nuclear tipped missiles in Pakistan. It is adverse effect on Indian security can hardly be overstated and it certainly complicates confidence building efforts between India and China.

China has confirmed the supply of M-II missile and the impact of the missiles on the regional military balance cannot be under-rated. This shakes the credibility of various statements being issued in Washington and Islamabad. It is obvious that Pakistan received the M-I 1 missiles before India completed the Prithvi Missile tests. It was, in fact, prudent for India to have developed its indigenous capability in the missile field.

Thus, China is Pakistan's main arms supplier, as much to earn foreign exchange as to gain leverage in the strategic destiny of the sub-continent. More immediately its main aim is to bring pressure bear on India.

The dispatch of M-II missiles underlines that the strategic significance of China's special relations with Pakistan goes far beyond a mutual defense arrangement. So, it is clear that India's China policy must be highly unrealistic if it discounts the danger of Sino-Pak collaboration.

It is well known that Pakistan's stance towards India has not been friendly. But Chinese dimension to the Pakistan problem has further raised Indian suspicion. Furthermore, Indian defence experts saw that India was much prepared to meet any threat but China was able to upset the balance by its arms exports to Pakistan.

It was because of this that China raised the Pakistan issue in all meetings between India and China. During the visit of Chinese Prime Minister Li Peng when the question was asked, whether China's special relationship with Pakistan was impeding Sino-Indian ties, he replied: It is true that China and Pakistan enjoy sound relations. But this is in no way an impediment to normal relations between China and India. We hope disputes between Pakistan and India will be solved properly through political consultations under the five principles of peaceful coexistence instead of resorting to arms.

Thus, the Pakistan shadow continued to hang over the processor Sino-Indian normalization of relations.

According to the Chinese, their supply of M-II missiles to Pakistan were limited in quantity and only for defense needs and not to be used against other countries, yet the Chinese knew fully well that the Chinese armaments were being freely used by the militants in Kashmir, Punjab and also for the training of the militants in their camps.

Kashmir issue and China's stand Kashmir is a sensitive issue for India and its relations with other countries is to a great extent conditioned by their stand on Kashmir. China considered this to be an issue between India and Pakistan and hoped that both the parties would settle it peacefully between themselves, but after 1962, it changed its stance and politically and morally supported Pakistan's position on Kashmir issue with Pakistan. After 1979 a shift was again noticed in the China's policy on Kashmir with the starting of the process of normalization of relations between India and China. During this period China studiously avoided or under played its support to Pakistan on Kashmir. This period also saw a change in the regional environment with the coming of the Janta Government in India.

There was a change in the Indian domestic scene, for the first time non-congress government came to power, which adopted a policy of improving relations with neighbors. Efforts were thus made to improve relations with Pakistan China welcomed this make and the Chinese foreign minister Huang Hue at press conference stated that China considered Kashmir to be a bilateral conflict and was of the opinion that it should be solved in accordance with the Shimla Agreement. This shows that China no longer favored the internationalization of the issue. It was in January 1994 that China further clarified its stand and asserted that it was against an independent Kashmir. Chinese Ambassador to India Cheng Ruishen, told the PTI, about relevant UN resolutions that it only indicated the historical background of the issues.<sup>32</sup> This stand of China reduced one instant in these relations which was a major hurdle in the process of normalization as it posed as a idiocentric variable.

Consequently, in September 1993, a landmark agreement between India and China was signed regarding the agreement on the Line of Actual Control.<sup>33</sup> According to Beijing's new thinking which in fact a resurrection of its stand held in the heyday of Sino-Indian fraternization. To some extent, the different rhetoric now articulated by China may also be explained by the latter's desire to shed off an unwanted baggage of holding indefinitely to a static position which has become unproductive with the passage of time.

But this did not mean a major change in the Sino-Pak relations, China was no less friendly with Pakistan although it had changed its stance on Kashmir the nuclear collaboration and the weapon and missiles given to Pakistan continued.

Having remained a party with vested-interest in the Indo-Pak confrontation for a considerable length of time during which it developed a long-term military relationship with Pakistan. China continued to woo Pakistan with its aid programmed even though this affected India adversely. In this respect, Beijing's regular supply of sophisticated armaments, fighter aircraft and missiles to Pakistan and lately, its alleged transfer of 5,000 ring magnets which could be used for Pakistan's uranium enrichment programme, was constructed in some quarters as perpetuating elements of divisiveness in the South Asian region. In assessment of Chinese arms proliferation by the US Army War College, rightly predicted that "in the 1990's China would continue its close military, technology and

assistance in developing Pakistan's indigenous weapons producing capability. The study also mentioned the signing of a ten-year memorandum of understanding, seeking cooperation in projects of Research and Development (R&D) and co-production arrangement to stress the scope of the military ties.

In mid-1990's China completed the electricity-generating turbine for Pakistan's Chasm Nuclear Power Station. The 310-MW turbo-generator was built by Shanghai Electrical Machinery plant, which was to be delivered to the Chasm site, some 200 km southwest of Islamabad. The facility is due for completion in 1999.

While considering China's stance forwards the subcontinent, the question of Pakistan continues to loom large and cast its shadow on Sino-Indian relations. China's commitment to Pakistan remains strong and not likely to wither away in the next few years.

Improvement of relations between India and Pakistan since the Shimla Agreement has helped ease Sino-Indian relations and to promote the process of normalization. But the danger spot still remains. Any sudden deterioration in India's relations with Pakistan could easily bring about an equally sudden deterioration in Sino-Indian relations. It has happened in the past and may will happening future again succeed.

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## संत रविदास की रचनाओं में निहित भक्ति सौन्दर्य का अध्ययन

**Dr. RAM KUMAR\***

सार

संत रविदास जी का जन्म संवत् 1433 में हुआ था । संत रविदास जी ने अनेक ऐसी रचनायें लिखी , जिन्होंने समाज में फैली विभिन्न बुराइयों को खत्म करने में बहुत ही महत्वपूर्ण योगदान दिया । उनकी कई रचनाओं में भक्ति सौन्दर्य का भी उल्लेख मिलता है , जहाँ उन्होंने अपना भगवान के प्रति अपनी प्रेम-भावना को उजागर किया है । रविदास जी ने अपनी प्रारंभिक शिक्षा संतो व महात्माओं से ही ग्रहण की थी । इसीलिए साधू दृ संतों का उनके जीवन पर गहरा प्रभाव था ।

मुख्य-शब्द: भक्ति , प्रेम, ईश्वर

भूमिका

रविदास जी जात-पात को नहीं मानते थे । उनकी नजर में सभी लोग बराबर थे । वे हमेशा सभी लोगों की खुशियों की कामना करते थे । उनका मानना था कि ईश्वर हर जीवित प्राणी के अंदर विमान है तथा एक-दूसरे के साथ प्रेम-पूर्वक रहकर ही हमें अपना जीवन व्यतीत करना चाहिए । उनके अनुसार मनुष्य में द्वेष की भावना नहीं होनी चाहिए क्योंकि यही द्वेष की भवन ही बाद में लड़ाई का कारण बनती है ।

संत रविदास जी की ये धारणा थी कि भगवान् से प्रेम करने के लिए मनुष्य के अंदर सदाचार तथा सुव्यवहार की भावना होना अनिवार्य है क्योंकि अच्छी भावना के साथ ही ईश्वर की भक्ति करना आसान हो जाता है । रविदास जी ने अनेक भजनों को प्रस्तुत किया है जो भक्ति के सौन्दर्य से परिपूर्ण हैं ।

रविदास जी के इन भजनों एवं रचनाओं को सुनकर और पढ़कर मन भक्ति-भावना से भर जाता है । उनका मानना था कि ईश्वर की भक्ति करने का सौभाग्य बहुत ही कम लोगों को प्राप्त होता है । उनके अनुसार ईश्वर की भक्ति का पथ बहुत ही कठोर है । भगवान् अपने भक्तों की समय दृ समय पर परीक्षा लेते रहते हैं और जो भक्त इन परीक्षाओं को पार कर लेता है , वह मनुष्य ईश्वर का परम भक्त बन जाता है ।

रविदास जी कहते हैं कि जीवन में केवल वही व्यक्ति सफलता प्राप्त करते हैं जो बिना किसी अभिमान के अपना कार्य करते हैं तथा जिनकी नीयत साफ होती है ।

रविदास जी के अनुसार सभी मनुष्य अपना-अपना कर्म करते हैं और उसी के अनुसार ही उन्हें जीवन में फल प्राप्त होता है । वे कहते हैं कि जो मनुष्य अच्छी नीयत से कर्म करते हैं , उन्हें हमेशा अच्छा फल प्राप्त होता है और जो मनुष्य बुरी नीयत से कर्म करते हैं , उन्हें कभी अच्छा परिणाम प्राप्त नहीं होता है ।

संत रविदास जी के अनुसार केवल वही मनुष्य , ईश्वर की प्राप्ति कर सकते हैं जो विनम्रता-पूर्वक आचरण करते हैं य केवल ऐसे व्यक्ति ही ईश्वर के सच्चे भक्त बन सकते हैं । रविदास जी के बारे में ऐसी धारणाएँ हैं कि उनकी रचनाएँ व भजन सुनकर श्रोताओं को ऐसा सुखद एहसास होता था कि वे अपनी सब समस्याओं को भूल जाते थे और ईश्वर की भक्ति में विलीन हो जाते थे ।

ये उनकी दिव्य वाणी का ही प्रभाव था कि समाज के अनेक वर्गों के लोग उनकी भक्ति-भावना देखकर उनके अनुयायी बन जाते थे । ऐसा माना जाता है कि 'मीराबाई' जी भी संत रविदास जी से प्रेरित थी तथा उनकी रचनाओं के प्रभाव-स्वरूप ही उन्होंने कृष्णजी की भक्ति शुरू की थी ।

आज भी संत रविदास जी की रचनाएँ समाज के लिए एक मुख्य माध्यम है जिसके जरिये कोई भी मनुष्य, ईश्वर की भक्ति कर सकता है । उन्होंने अपने जीवन के जरिये इस बात को प्रमाणित कर दिया कि कोई भी मनुष्य सद्भावना से भक्ति करके ईश्वर को प्राप्त कर सकता है ।

संत रविदास जी अपनी रचनाओं के माध्यम से मनुष्य में निहित हिंसा-भावना का विरोध किया । उनके अनुसार , प्रत्येक प्राणी को मिल-जुल कर जीवन व्यतीत करना चाहिए । वे कहते हैं कि ईश्वर की प्राप्ति के लिए मनुष्य में समता की भावना का होना बहुत ही जरूरी है क्योंकि ईश्वर केवल उन्ही भक्तों को मिलते हैं जो दूसरे प्राणियों के साथ सद्भावना के साथ रहते हैं ।

संत रविदास जी की रचनाएँ मनुष्य को दयाभाव तथा करुण भाव का भी सन्देश देती हैं । उनके अनुसार यही दो भाव मनुष्य को ईश्वर की प्राप्ति में सफल कारगर होते हैं । उनका मानना था कि ईश्वर के उपासक को कभी भी किसी परिस्थिति में अपना धैर्य नहीं खोना चाहिए क्योंकि ईश्वर अपने उन सभी भक्तों की सहायता करते हैं जो किसी भी परिस्थिति में हार नहीं मानते तथा हमेशा ही ईश्वर की भक्ति में लीन रहते हैं ।

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### संत रविदास की रचनाओं में निहित भक्ति सौन्दर्य

संत रविदास जी की रचनाएं भक्ति-भाव से परिपूर्ण होती थीं। ऐसा माना जाता है कि आज भी उनकी रचनाएँ मनुष्य में ईश्वर के प्रति भक्ति-भावना जगाने में सक्षम हैं। ये उनका ईश्वर के प्रति अटूट विश्वास ही था जो उनकी विभिन्न रचनाओं में ईश्वर के प्रति भक्ति-भाव नजर आता है।

उनका मानना था कि ईश्वर एक है और उसकी प्राप्ति के अलग-अलग मार्ग हैं। सभी धर्मों में विभिन्न माध्यमों का जिक्र मिलता है, जिसके जरिये ईश्वर की प्राप्ति की जा सकती है। उनके अनुसार, ईश्वर को प्राप्ति का तरीका विभिन्न धर्मों में अलग-अलग हो सकता है, मगर सभी धर्मों का मुख्य उद्देश्य, अपने अनुयायियों को यह प्रेरित करना है कि किस तरह ईश्वर की प्राप्ति की जा सकती है।

संत रविदास जी ने अपनी रचनाओं में भगवान को विभिन्न नामों से पुकारा है। कहीं जगह वे भगवान को दयालु कहते हैं तो कहीं दरियादिल और तो कहीं दयावान। इन सभी नामों के जरिये रविदास जी ये बताने की कोशिश करते हैं कि ईश्वर बहुत ही अच्छे दिल वाले हैं और अपने भक्तों पर कोई भी कष्ट नहीं आने देते।

संत रविदास जी ने अपनी रचनाओं में आत्मा और परमात्मा के मिलन को दर्शाने के लिए विभिन्न शब्दों जैसे मोर, चकोर, पानी, दीया-बाती आदि का भी प्रयोग किया है ताकि सरल भाषा में मनुष्य को ईश्वर की प्राप्ति तथा उसके सुखद एहसास को महसूस किया जा सकें।

रविदास जी के अनुसार मनुष्य की आत्मा, उस परम पिता परमात्मा से मिलने के लिए उतनी ही व्याकुल होती है, जितने कि चकोर पक्षी चाँद से मिलने के लिए बेचौन होता है और दीया दृबाती एक-साथ रहने के लिए व्याकुल रहते हैं। ठीक इसी प्रकार ही मनुष्य की आत्मा, ईश्वर की प्राप्ति के लिए सदा व्याकुल रहती है।

संत रविदास जी के अनुसार मनुष्य का मन तब तक उदास रहता है जब तक उसमें भक्ति-भावना का समावेश न हो क्योंकि भक्ति-भावना के माध्यम से ही मनुष्य का चित्त प्रसन्न हो जाता है, फिर कोई भी भावना मनुष्य के लिए विशेष नहीं होती। भक्ति-भावना ही मनुष्य में निहित सब भावनाओं का त्याग स्थान है क्योंकि भक्ति-भावना इतनी विशालकाय होती है कि ये बाकि सभी भावनाओं को अपने वश में कर लेती है और मनुष्य ईश्वर की भक्ति के पथ पर बिना किसी भय के चल पड़ता है। इसी पथ पर ही चलकर अंततः मनुष्य ईश्वर को प्राप्त करने में सफल हो जाता है।

संत रविदास जी कहते हैं कि मनुष्य के अंदर भक्ति-भाव तब तक उजागर नहीं हो सकता, जब तक उसमें प्रेम-भाव न हो। रविदास जी के अनुसार बिना प्रेम-भाव के ईश्वर की भक्ति करना व्यर्थ है क्योंकि प्रेम भावना ही भक्ति दृ भाव की जड़ है। जब तक मनुष्य का दुसरे मनुष्य के प्रति प्रेम की भावना न हो तब तक वह मनुष्य ईश्वर की प्राप्ति नहीं कर सकता। अतः ईश्वर को प्राप्त करने के लिए, प्रेम-भाव का होना बहुत ही महत्त्वपूर्ण है, चाहे वह मनुष्य किसी भी धर्म का अनुयायी हो।

रविदास जी के अनुसार ईश्वर के प्रति भक्ति-भाव के लिए त्याग और तपस्या बहुत ही कारगर साबित होते हैं। वे कहते हैं कि बिना त्याग एवं तप के भक्ति-भावना को पाना बहुत ही मुश्किल है।

रविदास जी के भजनों एवं रचनाओं में भक्ति-रस का एहसास होता है। उनके भजनों के द्वारा ऐसा महसूस होता है कि हम ईश्वर के पास जा रहे हैं। मन पूर्ण रूप से शांत हो जाता है। उनके भजनों को सुनकर मन में चल रहे सभी विकार समाप्त हो जाते हैं एवं मन एकाग्र होकर भगवान की भक्ति में विलीन हो जाता है। आज भी उनके भजनों के माध्यम से भगवान् से जुड़ा जा सकता है।

रविदास जी के भजनों एवं रचनाओं में भक्ति-रस का एहसास होता है। उनके भजनों के द्वारा ऐसा महसूस होता है कि हम ईश्वर के पास जा रहे हैं। मन पूर्ण रूप से शांत हो जाता है। उनके भजनों को सुनकर मन में चल रहे सभी विकार समाप्त हो जाते हैं एवं मन एकाग्र होकर भगवान की भक्ति में विलीन हो जाता है। आज भी उनके भजनों के माध्यम से भगवान् से जुड़ा जा सकता है।

“ऊंच नीच तुम ते तरे, आलजु संसारु।”

उपरोक्त उद्धरण में 'संसार' के साथ 'आलजु' (निर्लज्ज) विशेषण जोड़ा गया है अर्थात् इस निर्लज्ज संसार में हे ईश्वर! आप के नाम से छोटे-बड़े भवसागर को पार कर जाते हैं। अतः यहाँ पर 'निर्लज्ज' विशेषण का प्रयोग 'मानव' के साथ प्रयोग न होकर 'संसार' के साथ प्रयोग हुआ है। अतः यहाँ पर विशेषण विचलन प्राप्त होता है।

“प्रभु जी तुम चन्दन हम पानी, जाकी अंग-अंग बास समानी।

प्रभु जी तुम दीपक हम बाती, जाकी जोति बरै दिन-राति।।”

प्रस्तुत पद में रविदास जी ने सेवक सेव्य भाव द्वारा चन्दन, पानी, चंद-चकोर, दीपक-बाती के गूढ़ संबंधों के प्रतीकों द्वारा दास्य भाव का चित्रण सुन्दर रूप में किया है। इस प्रकार यहाँ प्रतीक के प्रयोग द्वारा अर्थ विचलन है।

मुहावरों के रूप में अर्थ विचलन –

अंक माल लै-गले लगाना।

अंक राखि – गोद में बैठाना।

कजलि कू कोठरी –कलंक, बदनामी का कारण।

अतः यहाँ पर मुहावरों के रूप में अर्थ विचलन है।

### **निष्कर्ष**

अतः निष्कर्ष रूप से कहा जा सकता है कि संत रविदास वाणी में जहाँ कहीं भी विचलन मिलता है, वह सौदेश्य हैं। ध्वन्यात्मक विचलन से उनकी भाषा हमें अधिक प्रभावपूर्ण रूप में प्राप्त होती है। उनकी वाणी में लिंग और विचलन पर अवधी का प्रभाव नजर आता है। "वास्तव में संत रविदास का काव्य है एक चर्मकार के प्रति समाज की हीन और उपेक्षित दृष्टि। घृणा और सामाजिक प्रताडनाओं के बीच रविदास ने टकराव और भेदभाव को मिटाकर प्रेम और एकता का संदेश देकर आज भी अपनी प्रासंगिकता सिद्ध कर दी है।"

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## राजस्थान की राजनीति में अनुसूचित जाति के विधानमण्डलीय अभिजन: 13वीं विधानसभा के संदर्भ में

डॉ. सीताराम बैरवा\*

सारांश

प्रस्तुत शोध पत्र में राजस्थान की 13वीं विधानसभा चुनाव 2008 में अनुसूचित जाति के निर्वाचित अभिजनों का अध्ययन वि"लेषण किया गया है। यह शोध पत्र प्रस्तुतकर्ता द्वारा किये गये आनुभाविक-व्यावहारिक शोध में प्राप्त तथ्यों पर आधारित है। शोध पत्र में राजस्थान की जननांकीय एवं भौगोलिक स्थिति के साथ-साथ परिसीमन द्वारा परिवर्तित विधानसभा सीटों का संभावित उल्लेख किया गया है। इसमें राजस्थान की राजनीति के संक्षिप्त वर्णन के साथ एस. सी वर्ग के विधानमण्डलीय अभिजनों की चुनावी राजनीति एवं क्षेत्रीय मुद्दों एवं विकास की राजनीति का सांगोपांग मूल्यांकन किया गया है। राजस्थान की राजनीति में एस.सी. वर्ग के विधायकों के महत्व, परिसीमन का प्रभाव एवं प्रत्यक्ष भागीदारी का भी वि"लेषण किया गया है। एस.सी. वर्ग के विधायकों पर पड़ने वाले दबावों एवं इनके द्वारा प्रभावित किये जाने वाले कारकों का भी उल्लेख किया गया है। शोध पत्र में विधानसभा क्षेत्रों की समस्याओं एवं चुनौतियों का विधायकों द्वारा इनके निवारण हेतु किये गये प्रयासों के साथ-साथ युक्तियुक्त सुझावों का भी उल्लेख किया गया है।

**मुख्य भाव** : विधानसभा, चुनाव, अनुसूचित जाति, राजनीति, भागीदारी आदि।

प्रस्तावना

प्रजातांत्रिक राष्ट्रों में कुछ व्यक्ति सामाजिक स्तर के गुणों के कारण शासक बनने के लिए योग्य माने जाते हैं। इसका आधार सम्पत्ति, व्यक्तिगत गुण, साहस नेतृत्व, योग्यता भी होता है। जनता की तुलना में शासक वर्ग हमें"गा सत्ता का संचालन करने में निपुण होता है, जो राजनीतिक दृष्टि से सबसे ज्यादा शक्ति"गाली होते हैं, ये अभिजन वर्ग भी कहलाते हैं। अभिजन एक आम नागरिक की तरह न होकर असाधारण योग्यता रखने वाला समूह जो शासन की बागडोर अपने हाथों में रखकर संचालित करता हो, वह उस राष्ट्र का सभ्रान्त वर्ग ही होता है। ऐसे वर्ग का प्रमुख कार्य शासन में बने रहना, शासन की शक्तियों का उपयोग करना, शासन में अपना प्रभाव बनाए रखना है।<sup>1</sup>

अभिजन समाज का वह अल्पसंख्यक वर्ग है जो प्रभुत्व, सामान्य सत्ता की वैधता, सत्ता में रहने के समय जन समर्थन से युक्त होता है, साथ ही खुलापन, बहुसंख्यकों से पृथक्ता रखता है। वि"व का कोई भी समाज या समुदाय तब तक लोकतांत्रिक नहीं हो सकता जब तक वह अपने सभी नागरिकों को समान रूप से निर्णय की प्रक्रिया में सहभागी होने का अधिकार नहीं देता। ऐसे समाज में किसी भी व्यक्ति अथवा समूह को उसके अधिकारों से वंचित नहीं किया जा सकता। व्यक्तियों की सहभागिता ही जनतांत्रिक समाज की आधार"गाला है। राजनीतिक अभिजनों को ही समाज का प्रतिबिम्ब माना जाता है।<sup>2</sup>

प्रस्तावित अध्ययन में राजनीतिक अभिजन वर्ग का जनता से जुड़ाव, क्षेत्र का भ्रमण करने की वास्तविकता, राजनीतिक संस्कृति में पीढ़ीगत गति"गालता परिलक्षित हो रही है अथवा नहीं का, अध्ययन किया गया है। राजनीतिक अभिजन वर्ग नगरीय परिवे"ग या ग्रामीण परिवे"ग में से किससे अधिक प्रभावित होते हैं, का अध्ययन किया गया है। जनतांत्रिक विचारधारा में मानवीय सम्बन्धों के इतिहास में सदैव महत्वपूर्ण रही है। आज किसी भी दे"ग की राजनीतिक व्यवस्था के वि"लेषण में राजनीतिक अभिजन ही समाज के मुख्य अभिजन होने के साथ ही जनता की आकांक्षाओं एवं भावनाओं के प्रतिनिधि तथा नागरिक स्वतंत्रताओं के संरक्षक होते हैं। राजनीतिक अभिजन वर्ग ही सामाजिक, आर्थिक एवं राजनीतिक परिवर्तनों के माध्यम से आधुनिकीकरण के वास्तविक एवं व्यवहारिक प्रणेता माने जाते हैं।<sup>3</sup>

राजनीतिक अभिजन वर्ग का आम जन के लिए वि"ष महत्व होने के कारण इनके व्यक्तित्व, क्रियाकलापों और व्यवहारों, उद्भव, संगठन एवं बदलते जीवन प्रतिमानों का वि"लेषण किया जाना चाहिए। प्रस्तुत अध्ययन वि"लेषण इसी संदर्भ में एक प्रयास है जिसमें 13वीं विधानसभा में अनुसूचित जाति के निर्वाचित विधायकों के सामाजिक, राजनीतिक उद्भव तथा बदलते जीवन प्रतिमानों का पता लगाने एवं इनकी भूमिका के मूल्यांकन का प्रयास किया गया है। राजनीतिक व्यवस्था को अभिजन वर्ग कैसे प्रभावित करता है, तथ्यों का पता लगाकर उनका वि"लेषण करना ही अध्ययन का उद्दे"य है। तथ्यों के यथार्थ के बिना जन साधारण के मन में अनेक प्रकार की निराधार धारणाएँ पनपती हैं और हमारे सामने जो कुछ भी तथ्य आते हैं उनमें आग्रह पूर्वक मत होते हैं, पर वि"वसनीय आधार पर सामग्री बहुत कम होती है।

\* एषोपेट प्रोफेसर एवं विभागाध्यक्ष राजनीति विज्ञान विभाग राजेश पायलट राजकीय स्नातकोत्तर महाविद्यालय, लालसोट, जिला दौसा, राजस्थान

### राजस्थान की राजनीति एक परिचय

राजस्थान की राजनीति के परिप्रेक्ष्य में कहा जा सकता है कि यहाँ भौगोलिक विषमता अत्यधिक होने के कारण जनसंख्या का निवास भी उसी प्रकार विषमता लिए हुए है। एक ओर जहाँ थार का मरुस्थल है तो दूसरी ओर डांग क्षेत्र फैला हुआ है तथा एक ओर घना उपजाऊ क्षेत्र है तो दूसरी ओर अरावली की पर्वतमाला आच्छादित है। इस प्रकार राजस्थान के विकास की गति प्रत्येक क्षेत्र के लिए नई-नई चुनौतियों को स्वीकारते हुए तीव्र गति से उत्तरोत्तर बढ़ रही है। राजस्थान के समग्र विकास के लिए इसको 7 प्रशासनिक संभागों में विभाजित किया गया है। प्रत्येक संभाग की अपनी विशेषता है। किसी संभाग में आदिवासी निवास करते हैं तो किसी में सामाजिक दृष्टि से कमजोर एवं पिछड़े (अनुजाति) लोग निवास करते हैं।

राजस्थान के 33 जिलों में 200 विधानसभा क्षेत्र हैं। नए परिसीमन के बाद भी राज्य की विधानसभा सीटों की संख्या में वृद्धि नहीं की गई है क्योंकि कानूनी बाध्यता के कारण 2026 ई0 तक इसकी संख्या में वृद्धि नहीं की जा सकती। राजनीतिक स्वतंत्रता एवं सामाजिक न्याय की अवधारणा के तहत समता मूलक समाज की स्थापना के लिए आरक्षण के संवैधानिक प्रावधानों के अनुसार अनुसूचित जाति एवं जनजाति के लिए विधानसभा क्षेत्र आरक्षित किए गए हैं, जहाँ से केवल इन्हीं वर्गों के प्रत्यागियों चुनाव लड़ सकते हैं। राजस्थान की राजनीति भी अन्य राज्यों की तरह अनेक झंझावातों को सहन करती हुई नये आयाम निर्धारित कर रही है।<sup>4</sup>

राजनीति में अब कई नई चुनौतियाँ दिन प्रतिदिन नया स्वरूप लेकर आ रही हैं। सरकार भी अपने को नये स्वरूप में ढालने का प्रयत्न कर रही है। अब अनुसूचित जाति एवं जनजाति वर्ग के लोग सरकार को अपनी जागृति का सशक्त संदेश देने लगे हैं। सरकार भी अब इनकी भूमिका को नकार नहीं सकती। कांग्रेस पार्टी तो अनुसूचित जाति एवं अनुसूचित जनजाति को अपना परम्परागत वोट मानती है। राजस्थान में अनुसूचित जाति एवं अनुजाति की जनसंख्या के अनुसार सीटें आरक्षित की गई हैं। अतः सम्पूर्ण राजस्थान में इनका प्रतिनिधित्व दिखाई देता है।

राजस्थान की 13वीं विधानसभा का गठन 11 दिसम्बर 2008 को किया गया। इसका कार्यकाल 1 जनवरी 2009 से 12 दिसम्बर 2013 तक रहा। पार्टी ने एक बार पुनः अशोक गहलोत को मुख्यमंत्री बनाया। दिनांक 30.08.2013 तक विधानसभा के 11 सत्रों में 119 बैठकें आयोजित की जा चुकी हैं। इसमें विधानसभा के अनुसूचित जाति के विधायकों का अध्ययन समग्र दृष्टि से किया जाने का प्रयास किया गया है। राजस्थान का पूर्ण विकास 1956 में हो जाने से पूर्व भी राजनीतिक अभिजनों की प्रधानमंत्री या मुख्यमंत्री बनने की लालसा रही। राजस्थान के निर्माता, कर्णधारों की स्थिति भी सत्ता लालच से अछूती नहीं रह सकी। 2013 के आम चुनावों में गहलोत सरकार के मंत्री एवं विधायकों के भ्रष्टाचार एवं व्यभिचार के सामने विकास के मुद्दे गौण हो गए और जनता ने भाजपा को 163 सीटों का ऐतिहासिक बहुमत प्रदान कर पुनः सत्ता सौंपी तथा कांग्रेस केवल 21 सीटों तक ही सीमित कर रह गई और तीसरे मार्च के रूप में किरोड़ीलाल मीणा की राजपा भी केवल 4 सीट ही जीत कर खाता ही खोल पाई। 13 दिसम्बर 2013 को वसुन्धरा राजे सिंधिया ने राजस्थान के मुख्यमंत्री पद की शपथ ली।

राजस्थान की 13वीं विधानसभा के चुनाव में न रुका न झुका, बदल गया राजस्थान। चुनाव परिणामों ने बदलाव के मायने ही बदल दिए। जातिवाद के माध्यम से बांटने वालों को बेनकाब कर दिया। व्यक्तिवादी व्यवस्था भंग कर दी। पारिवारिक बोझ कंधे से उतार दिए। परिवर्तन की घिसी-पिटी परिभाषा तक को बदल दिया। सत्ता-विरोधी लहर यानि एंटी-इन्कम्बेंसी की तय्युदा परम्परा को ढहाने का वोटों के गुजरात वाले अनुभव को दोहराया गया-किन्तु नए तेवरों के साथ। यानि सत्ता-विरोधी स्वाभाविक लहर को रोकने के लिए मौजूदा मंत्री-विधायकों के टिकट काटे गए। यही मोदी फार्मूला भाजपा ने सभी राज्यों में लागू किया। मध्यप्रदेश के मतदाताओं ने इसे स्वीकार कर लिया वहीं राजस्थान में रद्द कर दिया। परम्परा के साथ कई नए प्रयोग किए गए। राजस्थान में वसुन्धरा राजे का आक्रामक व्यक्तित्व लोगों को पसंद नहीं आया। जिस वसुन्धरा की 2003 की परिवर्तन यात्रा के हम राही बने थे, वही वसुन्धरा सरकार उन्हें भ्रष्टाचार में आकण्ठ डूबी नजर आई। अशोक गहलोत को पहली बार इतने उग्र रवैये को समर्थन मिला।<sup>5</sup>

जनता ने सबसे ज्यादा जातिवादी राजनीति व साम्प्रदायिक मुद्दों को को तरजीह दी है। वसुन्धरा ने गुर्जर आन्दोलन को खत्म करने के लिए आरक्षण की कई श्रेणियाँ बना दी, इसलिए सभी जातियों में सत्ता की भागीदारी की महत्वाकांक्षी जागी और विधानसभा चुनाव जाति के नाम पर लड़ा गया। वसुन्धरा निरंकुशवादी होने का दण्ड दिया गया। विवेन्द्रसिंह को करारा जवाब मिला। मीणा बहुल 30 सीटों को हराने का दावा करने वाले किरोड़ीलाल मीणा भी असफल हो गये। अजजा का सर्वाधिक ताकतवर हिस्सा मानने वालों को नया ट्रेंड दिखाया गया। विधानसभा चुनाव में सभी दिग्गज राजनीतिक अभिजन एवं अध्यक्ष हार गये जिनमें-ममता शर्मा (बूंदी), प्रदेशाध्यक्ष महिला काँग्रेस, नीरज डांगी(रेवदर), प्रदेशाध्यक्ष, युवक काँग्रेस, धीरज गुर्जर (जहाजपुर), प्रदेशाध्यक्ष, एनएसयूआई, अशोक लाहोटी (सिविल लाइन, जयपुर), प्रदेशाध्यक्ष, भाजयुमो सभी चुनाव हार गए। किरण माहेवरी (राजसमंद) को छोड़ पांच सांसद (रघुवीर सिंह कौशल-अंता, धनसिंह रावत-बांसवाड़ा, श्रीचंद कृपलानी-चित्तौड़गढ़, निहालचंद मेघवाल-रायसिंह नगर तथा डॉ0 कर्णसिंह- बहरोड़) चुनाव हार गए। भाजपा के दिग्गज सुमित्रा सिंह, मदन दिलावर, कालूलाल गुर्जर, सावर

लाल, यूनुस खान, नाथूसिंह गुर्जर, कनकमल कटारा भी चुनाव हार गए। तारानगर से राजेन्द्र राठौड़ ने चंदनमल वैद्य के बेटे सीएस बैद्य को हराकर सबको चौंका दिया।<sup>6</sup>

- वागड़ के बागीदौरा क्षेत्र से काँग्रेस प्रत्याग्नी महेन्द्रजीत सिंह मालवीया सर्वाधिक 44689 वोटों से जीते। उन्हें जदयू प्रत्याग्नी जीतमल खांट के विरुद्ध 76113 वोट मिले।
- निम्बाहेड़ा से निर्वाचित काँग्रेस प्रत्याग्नी उदयलाल आंजना को सबसे ज्यादा 95622 वोट मिले। उन्होंने भाजपा के अगोक नवलखा को 38510 वोटों से पराजित किया।
- भाजपा के बागी प्रत्याग्नी किरोडीलाल मीणा को टोडाभीम से निर्दलीय प्रत्याग्नी के रूप में सबसे अधिक 87239 वोट मिले। मातादीन 33912 वोटों से हारा।
- मुख्यमंत्री वसुन्धरा राजे ने भाजपा प्रत्याग्नी के रूप में सबसे ज्यादा 81593 वोट प्राप्त किए। राजस्थान में अनुसूचित जाति के आरक्षित विधानसभा क्षेत्र

**सारणी संख्या 1 अनुसूचित जाति के आरक्षित निर्वाचन क्षेत्र**

| क्र. सं. | संभाग   | थजला         | अनुसूचित जाति विधानसभा क्षेत्र | कुल संख्या |
|----------|---------|--------------|--------------------------------|------------|
| 1.       | अजमेर   | टजमेर        | अजमेर दक्षिण                   | 1          |
|          |         | भीलवाड़ा     | शाहपुरा                        | 1          |
|          |         | नगौर         | मेड़ता, जायल                   | 2          |
|          |         | टोंक         | निवाई                          | 1          |
| 2.       | बीकानेर | बीकानेर      | खाजूवाला                       | 1          |
|          |         | चुरू         | सुजानगढ़                       | 1          |
|          |         | गंगानगर      | अनूपगढ़, रायसिंहनगर            | 2          |
|          |         | हनुमानगढ़    | पीलीबंगा                       | 1          |
| 3.       | भरतपुर  | भरतपुर       | बयाना, वैर                     | 2          |
|          |         | धौलपुर       | बसेडी                          | 1          |
|          |         | करौली        | हिण्डौन                        | 1          |
|          |         | सवाई माधोपुर | खण्डार                         | 1          |
| 4.       | जयपुर   | टलवर         | अलवर ग्रामीण, कटूमबर           | 2          |
|          |         | दौसा         | सिकराय                         | 1          |
|          |         | जयपुर        | चाकसू, दुदू, बगरू              | 3          |
|          |         | झुंझुनू      | पिलानी                         | 1          |
|          |         | सीकर         | धोद                            | 1          |
| 5.       | जोधपुर  | बाड़मेर      | चौहटन                          | 1          |
|          |         | जालौर        | जालौर                          | 1          |
|          |         | जोधपुर       | बिलाड़ा,भोपालगढ़               | 2          |
|          |         | पाली         | सोजत                           | 1          |
|          |         | थसरोही       | रेंवदर                         | 1          |
| 6.       | कोटा    | बारा         | बारा-अटरू                      | 1          |
|          |         | बूंदी        | केशोरायपाटन                    | 1          |
|          |         | झालावाड़     | डग                             | 1          |
|          |         | कोटा         | भवानी मंडी                     | 1          |
| 7.       | उदयपुर  | बांसवाड़ा    | -                              |            |
|          |         | चित्तौड़गढ़  | कपासन                          | 1          |
|          |         | डूंगरपुर     | -                              |            |
|          |         | प्रतापगढ़    | -                              |            |
|          |         | उदयपुर       | -                              |            |
|          | कुल     | 33           | 34                             | 34         |

- काँग्रेस अध्यक्ष सी.पी. जोग्नी एक वोट से हारे।
- चुनावों के बाद सरकार गठन में काँग्रेस को 6 मतों के समर्थन की आवश्यकता थी। बसपा के सभी 6 विधायक काँग्रेस में सम्मिलित हो गए।<sup>7</sup>



कुल विधानसभा सीट एवं आरक्षण की स्थिति :

सारणी संख्या 2 विधानसभा चुनाव-2008, सीट एवं आरक्षण

|     | आरक्षण  |          |            |     | निर्वाचित विधायक |         |            | कुल |
|-----|---------|----------|------------|-----|------------------|---------|------------|-----|
|     | सामान्य | अनु.जाति | अनु.जनजाति | कुल | सामान्य          | अनुजाति | अनु.जनजाति |     |
| योग | 141     | 34       | 25         | 200 | 135              | 34      | 31         | 200 |

चुनाव परिणाम की स्थिति\*

सारणी संख्या 3 विधानसभा चुनाव-2008 वर्गवार परिणाम

| वर्ग    | कुल प्रत्याशी |               |                 |      | विजयी प्रत्याशी |               |        |     |
|---------|---------------|---------------|-----------------|------|-----------------|---------------|--------|-----|
|         | सामान्य       | अनुसूचित जाति | अनुसूचित जनजाति | कुल  | सामान्य         | अनुसूचित जाति | जनजाति | कुल |
| पुरुष   | 1528          | 279           | 233             | 2040 | 121             | 26            | 24     | 171 |
| महिला   | 92            | 32            | 30              | 154  | 14              | 8             | 7      | 29  |
| कुल योग | 1620          | 311           | 263             | 2194 | 135             | 34            | 31     | 200 |

Source: [www.rajassembly.nic.in](http://www.rajassembly.nic.in)

अनुसूचित जाति के राजनीतिक अभिजनों की राजनीतिक दल वाइज स्थिति

सारणी संख्या 4 चुनाव परिणाम में अनुसूचित जाति के दलवार विधायक

| क.सं. | राजनीतिक दल | कुल | पुरुष | महिला | कुल | कुल प्रतिशत |
|-------|-------------|-----|-------|-------|-----|-------------|
| 1     | INC         | 96* | 9     | 3     | 12  | 35.29%      |
| 2     | BJP         | 79# | 9     | 5     | 14  | 41.18 %     |
| 3     | BSP         | 6@  | 6     | 0     | 6   | 17.65%      |
| 4     | CPM         | 3   | 2     | 0     | 2   | 05.88%      |
| 5     | SP          | 1   | 0     | 0     | 0   | 0           |
| 6     | LSWP        | 1   | 0     | 0     | 0   | 0           |
| 7     | JD(U)       | 1   | 0     | 0     | 0   | 0           |
| 8     | IND         | 13  | 0     | 0     | 0   | 0           |
|       | कुल योग     | 200 | 26    | 8     | 34  | 100%        |

\* काँग्रेस द्वारा चुनाव में जीती गई सभी सीट। # भाजपा ने एक सीट टोडाभीम उपचुनाव में और जीती (78+1)

@बसपा के सभी 6 अभिजन काँग्रेस में सम्मिलित हो गए।

अनुसूचित जाति के निर्वाचित राजनीतिक अभिजनों की पृष्ठभूमि राजनीतिक पृष्ठभूमि -

(अ) 13वीं विधानसभा में अनुसूचित जाति के निर्वाचित विधायक<sup>9</sup>

सारणी संख्या 5 अनुसूचित जाति के निर्वाचित विधायक

| वि0क्षेत्र संख्या | विधान सभा क्षेत्र का नाम | विधायक का नाम         | निकटतम प्रतिद्वंदी     | चुनावी रंगत व कारण                            |
|-------------------|--------------------------|-----------------------|------------------------|---|
| 05                | रायसिंह नगर              | दौलतराज नायक काँग्रेस | निहालचंद, भा.          | सत्ता विरोधी लहर, विरासती वोट बैंक, नया चेहरा |
| 06                | अनूपगढ़                  | पवन दुग्गल, माकपा     | कुलदीप इंदौरा, कां.    | घड़साना आंदोलन में भूमिका, दलित समर्थन        |
| 09                | पीलीबंगा                 | आदराम मेघवाल काँग्रेस | धर्मेंद्र मोची भा.     | भाजपा कार्यकर्ताओं की नाराजगी                 |
| 12                | खाजूवाला (बीकानेर)       | डॉ. वि०वनाथ भा0       | गोविन्दाराम मेघवाल नि0 | त्रिकोणीय संघर्ष                              |
| 24                | सुजानगढ़ )               | मा0 भंवरलाल कां0      | खेमराम, भा0            | भाजपा बागी का फायदा                           |
| 25                | पिलानी (झुंझुनू)         | सुन्दरलाल भा0         | हनुमान प्रसाद कां0     | जातिगत मतों का समर्थन, वरिष्ठता               |

|     |                  |                       |                      |  |
|-----|------------------|-----------------------|----------------------|--|
|     |                  |                       |                      | का लाभ   |
| 34  | धौंद             | पेमराम माकपा          | परसराम मोरदिया कां०  | मकपा का जनधार, जातिगत धुवीकरण एवं बागी             |
| 45  | दुदू             | बाबूलाल नागर कां०     | बाबूलाल बछेर भा०     | विकास एवं सामाजिक प्रतिष्ठा                        |
| 56  | बगरू             | गंगादेवी कां०         | रक्षपाल कुलदीप भा०   | स्थानीय, महिला को सहानुभूति                        |
| 58  | चाकसू            | प्रमिला कुण्डारा भा०  | अभोकतंवर नि०         | काँग्रेस में फूट व बगावत                           |
| 65  | अलवर ग्रामीण     | टीकाराम जूली कां०     | जगदीश प्रसाद भा०     | जातिगत मतों का धुवीकरण, जिला प्रमुख पद लाभ         |
| 69  | कठूमर            | बाबूलाल बैरवा भा०     | रमेश खींची कां०      | व्यापक जनाधार, मौजूदा विधायक से नाराजगी            |
| 75  | बैर              | बहादुर सिंह भा०       | अतर सिंह बसपा        | संघर्षशील छवि, जातिगत आधार                         |
| 76  | बयाना            | ग्यारसाराम भा०        | मुन्नीदेवी बसपा      | आरक्षित सीट का फायदा                               |
| 77  | बसेड़ी (धौलपुर)  | सुखराम भा०            | उषा नि०              | परिसीमन के बाद नई सीट से अपेक्षा                   |
| 82  | हिन्डौन          | भरौसीलाल कां०         | राजकुमारी भा०        | प्रत्याशी की स्वच्छ छवि, सत्ता विरोधी लहर          |
| 87  | सिकराय           | ममता भूषेण कां०       | गीता वर्मा भा०       | गूर्जर-मीणा मतों का समर्थन एवं संघर्षशील छवि       |
| 93  | खण्डार           | अभोक बैरवा कां०       | हरि नारायण भा०       | व्यापक जनाधार, विकास कार्य                         |
| 95  | निवाई            | कमल बैरवा कां०        | सतीश चंदेल भा०       | नया चेहरा, सत्ता विरोधी लहर                        |
| 101 | अजमेर दक्षिण     | अनिता भदेल भा०        | राजकुमार जयपाल कां०  | बागी ललित भाटी के कारण काँग्रेस को नुकसान          |
| 108 | जायल             | मंजू देवी कां०        | मंजू भा०             | महिला एवं नये चेहरा की सहानुभूति                   |
| 111 | मेड़ता सिटी      | सुखराम भा०            | पांचाराम कां०        | परिसीमन से बदले समीकरण                             |
| 117 | सोजत             | संजना अगरी भा०        | रतन पवार कां०        | भा०के बागी मैदान में होने के बावजूद बेहतर चु० प्र० |
| 126 | भोपालगढ़         | श्रीमती कसमा भा०      | हीरा देवी कां०       | परिसीमन  |
| 131 | बिलाड़ा          | अर्जुनलाल भा०         | शंकरलाल कां०         | नया चेहरा, जनता से जुड़ाव                          |
| 140 | चौहटन            | पदमाराम मेघवाल कां०   | तरुण राय भा०         | कां० के परम्परागत वोट                              |
| 142 | जालौर            | रामलाल मेघवाल कां०    | जोगेश्वर गर्ग भा०    | मौजूदा विधायक के प्रति नाराजगी                     |
| 148 | रेंवदर           | जगसीराम भा०           | नीरजडांगी कां०       | जन-सम्पर्क, जमीन से जुड़ाव                         |
| 167 | कपासन (चित्तौड़) | शंकरलाल बैरवा कां०    | अर्जुनलाल नि०        | सत्ता विरोधी लहर                                   |
| 181 | शाहपुरा          | महावीर मोची कां०      | श्रीकृष्ण सोनगरा भा० | भा० के विरुद्ध सत्ता विरोधी लहर                    |
| 185 | के०रायपाटन       | सी०एल० प्रेमी कां०    | गोपाल भा०            | शुगरमील चालू नहीं होने से भा० के खिलाफ माहौल       |
| 192 | रामगंज मंडी      | चंद्रकांता मेघवाल भा० | रामगोपाल का०         | कां० में गुटबाजी, सक्रियता का लाभ                  |
| 195 | बारा-अटरू        | पानाचंद कां०          | मदन दिलावर भा०       | दिलावर के खिलाफ जनाक्रोश                           |
| 197 | डग (झालावाड)     | मदनलाल कां०           | रामलाल भा०           | भा० के विरुद्ध सत्ता विरोधी लहर                    |

अनुसूचित जाति के विधायकों पर किये गये आनुभाविक शोध का समग्र मूल्यांकन

- विधानसभा में सामाजिक, आर्थिक विकास की दृष्टि से नवयुवकों एवं बुजुर्ग पीढ़ी की तुलना में प्रोढ़ आयु वर्ग (41-50) के विधायकों की आवक विधानसभा में अधिक है। जिसमें 54.54 प्रतिशत विधायक 50 वर्ष से अधिक आयु के हैं। जिसके फलस्वरूप सरकार एवं विधानमण्डलीय कार्यों में गंभीरता देखी जा गई।
- विधायकों के शिक्षा सम्बन्धी तथ्यों से ज्ञात होता है कि निरक्षर व्यक्ति को जनता अपना विधायक चुनना पसंद नहीं करती है। 13वीं विधानसभा में अनुसूचित जाति के 59.10 प्रतिशत विधायक व्यावसायिक एवं स्नातकोत्तर तक शिक्षा प्राप्त है। साक्षात्कार के लिए चयनित सभी उत्तरदाता उच्च शिक्षा प्राप्त है जिसके कारण नौकरशाही पर

इनकी निर्भरता कम हो जाती है और उस पर निर्देशन एवं नियंत्रण बढ़ता है। कार्यों में भी गतिशीलता बनी रहती है तथा पैडिंग नहीं रहते हैं।

- विधायकों के आय के स्रोतों की जानकारी जुटाने से ज्ञात होता है कि अनुसूचित जाति के 18.18 प्रतिशत विधायक करोड़पति हैं तथा विधायक बनने के बाद भी उनके व्यवसाय बराबर जारी है जो उनकी आर्थिक सुदृढ़ता के द्योतक है।
- अनुसूचित जाति के विधायकों के राजनीति के प्रेरक तत्वों में विचारधारा, पारिवारिक वातावरण, आरक्षण एवं सामाजिक दबाव प्रमुख हैं। इनमें स्वप्रेरणा से सबसे अधिक विधायक निर्वाचित हुए हैं।
- 13वीं विधानसभा में अनुसूचित जाति के विधायकों की किसी न किसी राजनीतिक दल से सम्बद्धता है। इस विधानसभा में दोनों वर्गों के राजनीतिक दल वाइज विधायक निम्न प्रकार हैं—काँग्रेस—18, भाजपा के 14 तथा शेष अन्य पार्टियों से निर्दलीय हैं।
- राजनीतिक दलों के विधायकों से प्राप्त तथ्यों के आधार पर स्पष्ट है कि वे या तो छात्र-राजनीति से जुड़े हुए थे या विचारधारा से सम्बंधित थे। स्वप्रेरणा से निर्वाचित विधायक भी राजनीति विचारधारा से जुड़े थे।
- विधानसभा चुनाव में अधिकांश विधायक स्वयं के बूते पर चुनाव लड़े व जीते। सर्वेक्षण के तथ्यों से ज्ञात हुआ है कि राजनतिक दलों अथवा भामाग्राहों के चंदों की उन्हें आवश्यकता ही नहीं पड़ी क्योंकि अधिकांश विधायक करोड़पति हैं।
- अनुसूचित जाति के विधायकों द्वारा शासन में प्रत्यक्ष भागीदारी के रूप में लिए गए निर्णयों के सम्बन्ध में जानकारी मिलती है कि विधायक स्वविवेक से जनहित में निर्णय लेते हैं। उन्होंने अनुचित हस्तक्षेप को स्वीकार नहीं किया है। चूंकि मुख्यमंत्री गहलोत ने भी समस्त अधिकार अपने मंत्रियों को देकर स्वयं केवल निरीक्षण परीक्षण किया है और किसी प्रकार का अनुचित हस्तक्षेप करने से परहेज किया है जिससे मंत्रियों की निर्णय क्षमता में वृद्धि हुई साथ ही मुखिया के प्रति सकारात्मक रवैया एवं विश्वास बना रहा।
- विधानसभा क्षेत्रों में ग्रामीण विकास कार्यों के संदर्भ में पेयजल सम्बंधित प्रयास बहुत मायने रखते हैं। इस प्रयास में एक विधायक श्री दुग्गल (अनुपगढ़) के द्वारा निरन्तर नहरी पानी की आपूर्ति के लिए आंदोलन आदि करने पर उनके विरुद्ध कई संगीन धाराओं में आपराधिक मुकदमें न्यायालय में विचाराधीन थे और श्री दुग्गल ने जमानत हेतु उच्च न्यायालय में दिनांक 18.05.2013 को अर्जी दी गई थी। राजस्थान की जल सम्बन्धी समस्या प्राकृतिक है। सरकार इसके लिए अथक प्रयास कर रही है।
- भारत सरकार की महात्मा गाँधी राष्ट्रीय ग्रामीण रोजगार गारंटी योजना, स्वर्ण जयंती रोजगार योजना, प्रधानमंत्री ग्राम सड़क योजना, 12वें वित्त आयोग एवं राज्य वित्त आयोग के द्वारा ग्रामीण विकास के लिए दी जाने वाली राशि मील का पत्थर साबित हुई है।
- विद्युतीकरण भी ढांचागत विकास का महत्वपूर्ण आयाम है। विद्युत, ग्रामीण व शहरी दोनों की आवश्यकता है। विधायकों ने इस सम्बन्ध में सर्वाधिक कार्य कृषि कनेक्शन, घरों में विद्युतीकरण आदि के कार्य कराये।
- शिक्षा का महत्व हर जगह परिलक्षित होता है। विधायकों ने अपने विधानसभा क्षेत्रों में प्रा0, उच्च प्रा0, मा0 विद्यालय, आ0टी0आई0, कॉलेज, तकनीकी कॉलेज आदि के लिए अथक प्रयास किया। शिक्षा के ढांचागत विकास एवं सुविधाओं के लिए निर्माण, पेयजल व्यवस्था आदि कार्यों पर भी बल दिया। कुछ विधायकों ने नये कॉलेज खुलवाने तथा उनको क्रमोन्नत कराने में भी सफलता पाई।
- गरीबी रेखा के नीचे के लोगों के लिए इन्दिरा आवास तथा मुख्यमंत्री आवास योजना के माध्यम से घर तथा सभी के लिए मुख्यमंत्री निःशुल्क दवा योजना में निःशुल्क दवाएं उपलब्ध कराकर उनको उपकृत किया।
- विधानसभा क्षेत्रों में चिकित्सा एवं स्वास्थ्य के क्षेत्र में भी नर्स, दाई डॉक्टरर्स आदि की नियुक्ति तथा स्वास्थ्य केन्द्र खुलवाने के प्रयास किये जिससे स्वास्थ्य के प्रति लोगों में जागृति आयी तथा चिकित्सा के महत्व को भी समझने लगे।
- विधानसभा क्षेत्र के ग्रामीण ढांचागत विकास द्वारा विकास दर में वृद्धि तो होती ही है साथ ही मजदूरों का पलायन पर भी रोक लगती है। इसके लिए सम्पर्क सड़क के द्वारा प्रत्येक गांव को एक दूसरे से सम्पर्क सड़कों के द्वारा जोड़ने का अभूतपूर्व प्रयास किया।
- क्षेत्रीय विकास में आने वाली बाधाएं भी विकास को अवरुद्ध कर उसे पीछे धकेल देती है। प्रमुख अवरोधों में राजनीतिक दुष्प्रेरण, प्रशासन का असहयोग, धन की अपर्याप्तता आदि हैं। 86.36 प्रतिशत विधायक धन की कमी को प्रमुख अवरोध मानते हैं।
- विधायकों की दृष्टि में तीन कारक प्रमुखतः उनको अभिजन प्रस्थिति तक पहुँचाने में सहायक रहे हैं, जिनमें शिक्षा, संवैधानिक प्रावधान एवं पारिवारिक ख्याति तथा सम्पत्ति शामिल है। उक्त कारकों के साथ-साथ साहित्य

एवं महापुरुषों का व्यक्तित्व भी महत्वकाक्षाओं की पूर्ति करता है। अधिकांश राजनीतिक अभिजन डॉ० भीमराव अम्बेडकर का प्रभाव स्वीकार करते हैं। इस तथ्य में कोई आंका नहीं हो सकती है, क्योंकि डॉ० अम्बेडकर ने अपना सम्पूर्ण जीवन असहाय, दीनहीन, उपेक्षित, अस्पृश्य एवं पीड़ित वर्ग के विकास में लगाया। कबीर, रविदास, महात्मा ज्योतिराव फूले एवं गौतम बुद्ध जैसे उद्धारकों का प्रभाव भी दलित अभिजनों के जीवन में रहा है।

- विधानसभा का क्षेत्र बहुत बड़ा होने निर्धारित कोष राशि विकास के लिए बहुत कम रहती है। विधायकों से प्राप्त तथ्यों से भी स्पष्ट होता है दो करोड़ रुपये का सालाना कोष अपर्याप्त रहता है।
- क्षेत्रीय विकास को गति देने के लिए आवश्यक है कि इसके मार्ग में आने वाली बाधाओं एवं चुनौतियों का सामना निष्पक्ष, निजी हित से उपर उठकर किया जाना चाहिए। प्राकृतिक रूप के क्षेत्रीय पिछड़ेपन को मध्यनजर रखते हुए भी कोष स्वीकृत किया जाना चाहिए।

स्वतंत्रता प्राप्ति के बाद सबसे महत्वपूर्ण लक्ष्य सदियों पुरानी समाज व्यवस्था का पुनर्निर्माण करना था। इस उद्देश्य से अनुसूचित जाति के लिए राजनीतिक, सामाजिक, आर्थिक न्याय व विकास हेतु अनेक संवैधानिक रक्षोपाय किये गये। लेकिन उम्मीदों के अनुरूप न तो न्याय मिला, न विकास हुआ और न ही सामता मूलक समाज बन पाया।<sup>11</sup>

समतातूलक समाज की स्थापना के लिए सरकारें विभिन्न प्रयास कर रही हैं। राजस्थान सरकार ने जातिवाद को मिटाने के वर्ष 2013-2014 के बजट में अनुसूचित जाति के लिए विभिन्न कल्याणकारी योजनाएं चलाई, जैसे अनुसूचित जाति एवं सवर्ण जातियों में विवाह सम्बंध स्थापित करने पर राज्य सरकार द्वारा नव दम्पति के जीवन निर्वाह हेतु पांच लाख रुपये की आर्थिक सहायता दिये जाने का प्रावधान किया गया परन्तु दावा खोखला साबित हुआ।<sup>12</sup>

वर्तमान में सभी राजनीतिक दल अनुसूचित जातियों को अपना वोट बैंक बनाए रखने हेतु चुनावों के समय अनेक प्रलोभन देकर आकर्षित करते हैं लेकिन चुनावों के बाद इन घोषणाओं पर विभिन्न ध्यान नहीं दिया जाता। समाज एवं जाति के ठेकेदारों को राजनेताओं द्वारा प्रलोभन दिये जाते हैं जो समाज को चुनाव के समय समाज को बरगलाने का कार्य करते हैं। हाल ही में 15वीं विधानसभा के 7 दिसम्बर 2018 को हुए चुनावों में राजस्थान की राजनीति के विनिर्लेषण के सम्बन्ध में कहा जा सकता है कि राजस्थान की राजनीति बिजली पानी सड़क से नहीं, जाट-राजपूत, गुर्जर-मीणा से चलती है। आबादी की दृष्टि से राजपूतों की आबादी 7825223, जाटों की 9831531, गुर्जरों की 6523102 तथा मीणाओं की आबादी 5805412 है जिनमें 14वीं विधानसभा के निर्वाचित विधायक क्रमशः 27, 7, 31 एवं 8 हैं। और बाकी सब मुद्दे बेमतलब के हैं।

103वां संविधान संशोधन अधिनियम 2019 और भारतीय राजनीति में नई उभरती प्रवृत्तियों में देश की राजनीति आज के समय में पानीपत के युद्ध की भांति दिखाई दे रही है। संसदीय चुनावों को एक निर्णायक युद्ध करार दिया जाकर किसी राजनीतिक दल का एक नायक घोषणा कर दे कि वह कभी हार स्वीकार नहीं करता है तो मतदाता भी चुनावों के चौकाने वाले फैसले के लिए अपने को मजबूत करते दिखाई दे रहे हैं। संविधान में 103वें संशोधन के जरिये सरकारी नौकरियों तथा क्षेत्रीय संस्थानों में 10 प्रतिशत पद व सीटें गैर आरक्षित हिन्दुओं तथा अन्य अनारक्षित वर्गों जिसमें कि मुस्लिम भी शामिल है के लिए कर दी गई है। अब देश में 95 फीसदी परिवार किसी न किसी प्रकार के आरक्षण के लाभ की सीमा में आ गये हैं। सरकार के पास इस बात का कोई आंकड़ा नहीं है कि कितने आदिवासियों-दलितों को आरक्षण का लाभ मिल चुका है और कितने वंचित रह गये हैं। देश में जातीय संरचना के बारे में 2011 जनगणना की रिपोर्ट भी बाकी है। देश की मौजूदा हालत है कि बेरोजगारी बेलगाम बढ़ रही है और लोगों से रोजगार के साधन भी छिन रहे हैं। दिसम्बर 2018 में बेरोजगारी दर 7.38 प्रतिशत थी और पिछले बारह महिनों के दौरान जिनके पास पहले से रोजगार था उनकी संख्या 4.78 करोड़ से घट कर 39.69 करोड़ रह गई। रोजगार में सबसे ज्यादा कमी ग्रामीण क्षेत्रों में आई है। भाजपा ने सत्ता में आते ही दो करोड़ नई नौकरियां उपलब्ध कराने का भी वादा किया था लेकिन वह जुमला सिद्ध हुआ। लोगों को आरक्षण की बजाय नौकरियों की जरूरत है। सवर्णों की नाराजगी को आरक्षण के माध्यम से भाजपा किस प्रकार दूर करती है यह भविष्य के गर्भ में है। मध्य प्रदेश, राजस्थान, छत्तीसगढ़ में सवर्ण बहुल 35 लोकसभा सीट तथा गुजरात में 12 सवर्ण बहुल सीट को प्राप्त करने का माध्यम यह आरक्षण बन सकता है। जो दल सदैव आरक्षण का विरोध करता रहा है और अचानक लोकसभा चुनाव में ऐनकेन प्रकारेण जीत दर्ज करने के लिए अपनी नैतिकता को ताख में रखकर जिस प्रकार आरक्षण की व्यवस्था लागू की है इससे इसकी चिन्ता साफ समझा जा सकता है। जनता कब और क्यों नाराज हो जाए इसके बारे में कोई स्पष्ट नहीं का जा सकता परन्तु सरकारें केवल जीतते रहने को ही अपना अधिकार न समझे। सर्वव्यक्तिमान समझी जाने वाली इन्दिरा गांधी को 1977 में राजनारायण से रायबरेली सीट से 55200 वोटों से पराजित होना, 2014 लोकसभा चुनाव में उत्त प्रदेश से बसपा का सफाया हो जाना कोई आश्चर्यजनक नहीं था क्योंकि जनता तानाशाही को हर्षित बरदाश्त न नहीं करती। हाल ही में सपा बसपा गठबंधन में दोनों दलों की चिन्ता साफ देखी जा सकती है। भाजपा मेक इन इण्डिया, स्किल इण्डिया जैसे नारों के साथ तुष्टीकरण की नीति से दूर थी परन्तु सत्ता का मद उसे भा गया और वोट के लिए कोई भी मैकियावेलियन सिद्धांत को आनाने को तैयार हो गई और अचानक लोकसभा चुनाव उसे

पानीपत का निर्णायक युद्ध दिखाई देने लगा। रामलीला मैदान में जुटे भाजपा कार्यकर्ताओं के माथे पर तिलक लगाकर संकल्पों के कवच पहनाये जाना और जनता को डराया जाना कि तथाकथित युद्ध में यदि भाजपा नहीं जीती तो देश फिर से गुलाम हो जाएगा। यह भाजपा की सबसे घृणित और बौखलाहट पूर्ण सत्ता के खो जाने का डर साफ दिखाई दे रहा है। सवर्णों के फायदे के लिए एट्रोसिटी एक्ट में बदलाव का मंजर देना चुका है। जाति की राजनीतिक दरारे किस कदर भाजपा के द्वारा बढ़ाई जा रही है देश की जनता के लिए बड़ी चुनौती है। जाति के आधार पर पड़ने वाली यह नई दरार सबका साथ, सबका विकास नारे को पूरी तरह से छलनी करके ही दम लेगी।<sup>13</sup>

अनुसूचित जाति के विधायकों के समक्ष चुनौतियां

- सामाजिक जातिवादी अत्याचार एवं अस्पृश्यता का वैश्वानुगत कलंक।
- शैक्षणिक, सामाजिक एवं अर्थिक पिछड़ापन एवं अल्पसंख्यक।
- अवसरवादिता, जातिवाद, साम्प्रदायित्व एवं क्षेत्रीयता।
- दल बदल एवं दलीय नेतृत्व।
- धन बल एवं भुज बल।
- गैर सरकारी संगठन एवं भामागणों की कमी।
- बहुसंख्यक जातियों का मिश्रण परन्तु संगठन एवं नेतृत्व का अभाव।
- भ्रस्टाचार।
- भूमिहीन समाज एवं जातियां।
- सवर्णों के साथ-साथ अनुसूचित जनजाति द्वारा भी अत्याचार किया जाना।

सुझाव

- शिक्षा एवं प्रशिक्षण की अति आवश्यकता।
- भ्रस्टाचार, घूसखोरी एवं भाई-भतीजावाद पर नियंत्रण।
- विधानमण्डल बैठकों में भागीदारी
- नौकरशाही पर नियंत्रण।
- सामाजिक एवं राजनीतिक चेतना।
- आर्थिक सुदृढ़ता।
- संगठन एवं नेतृत्व एवं पारस्परिक सद्भाव एवं सहयोग भावना
- सामाजिक एवं धार्मिक अंधविश्वासों को दूर करना।

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## **A Study on Sustainable Management of Rainwater Resource in South Andaman**

**Vijay Prasad\***

**Dr. S. Allah Baksh\*\***

### **Abstract**

Water is a precious resource and vital for the existence of life on the Earth. Water is a limited resource, it is essential to have conservation and management of water for sustainable use. Rain is liquid water, a major component of the water cycle and responsible for depositing fresh water on the earth. The Andaman and Nicobar islands are non-contiguous group blessed with an annual average rainfall of 3000mm/290cm. Rain is the pivotal source of water feeds ground and surface water resources. Islands groundwater level is low and saline under the influence of seawater nearer to coastal belt. These islands have bestowed with rainfall, so conservation and management of rainwater is the best possible solution of all before it runoff in the sea. The islands administration adopted sustainable conservation and management of rainwater by constructing rainwater dams, tanks, reservoirs, supply water to people houses through pipe connection after treatment /purification for drinking, household use and fish farmers harvest rainwater in ponds for irrigation, and integrated and composite fish culture is emphasized in the present study. The study also emphasizes on people and community-based water management, awareness, conservative method for reducing water evaporation from soil and highlighted the issues and challenges can steer scarcity of water in South Andaman District of these islands.

**Keywords:** Rainwater, Conservation and Management, Ponds, Integrated and Composite Fish Culture

### **Introduction**

Andaman and Nicobar Islands (ANI) is an archipelago of 572 islands, covering an area of 8249 Sq. Km spread over about 780 Km from North to South in the southeastern part of Bay of Bengal. These islands are a non-contiguous group, only in 38 islands have permanent inhabit and divided into three districts, namely the North and Middle Andaman district, South Andaman district and the Nicobar district. Of the total land area, 92% of the land is covered with rain forests, only 6% area cover under cultivation and rest is barren. ANI has a population of 3,80,581 (Census 2011) of which South Andaman District has a population of 2,38,142 and North and Middle Andaman District has 1,05,597 and Nicobar District has a population of 36,842. ANI bestowed with an annual average rainfall of about 3000mm. per year spread from May to November. The islands receive rainfall from both the southwest and northeast monsoons is highly varied, anomalous and has relative humidity varies from 79% to 89%, wind speed varies from 7km/hr.to10km/hr.

These islands have bestowed with rainfall, so conservation and management of rainwater is the best possible solution of all before it runoff in the sea. The islands administration adopted sustainable conservation and management of rainwater by constructing rainwater

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dams, tanks, reservoirs, and supply to people houses through pipe connection after treatment /purification for drinking, household use and fish farmers harvest rainwater in ponds for irrigation, and integrated and composite fish culture is emphasized in the present study.

The study also emphasizes on people and community-based water management, awareness and strict compliance of water bye-laws, maintenance of rainwater harvesting structures in buildings, adopting the mulching technique to residue soil moisture minimizing evaporation losses from soil and highlighted the issues and challenges can steer scarcity of water in South Andaman district of these islands.

### **Review of Literature**

**S.V. Ngachan**, ICAR Meghalaya studies on rainwater harvesting and its diversified uses for sustainable livelihood support in North East regions of India- adopting low-cost technologies for rainwater harvesting as a viable alternative to conventional irrigation and drinking water supply, technology option for mitigation of droughts, preserving groundwater, preventing saline intrusion, storing and harvesting rainwater as artificial storage and soil media as groundwater.

**Laxmi Narayan Sethi (2007)** - Economics of rainwater harvesting in the on-farm reservoir for integrated rain fed farming system in Eastern India- Studies on techno-economic feasibility of rain water harvesting and recycling processes in the line and un-line, alternatives to harvest excess runoff generated from individual field during monsoon season for sustainable production of rice-fish and to increase overall agricultural productivity of integrated rainfed farming system.

**Sasmita Panda (2016)** studies on composite fish culture for gainful employment, is the most technique to obtain the maximum yield of fish from a pond/ reservoir. The technology involves the employment of compatible and on competing for fish culture through the utilization of different feeding zone of the pond or reservoirs, resulting in maximum production of fish per unit area of water.

### **Objectives**

- 1.To analyze rainwater harvesting infrastructure facilities of the area.
- 2.To examine various method/ technology adopted for the conservation, management and distribution system of rainwater.
- 3.To highlight the importance of harvesting rainwater for crop irrigation, integrated fish farming, and composite fish culture.
- 4.To analyze the preservation measures residue soil moisture, minimizing evaporation losses from soil.
- 5.Highlighted the issues and challenges can steer scarcity of water in future.

### **Methodology**

The present study dealt with various methods/ technology adopted by islands administration for sustainable management of rainwater used for drinking after treatment/purification and fish farmers harvests rainwater in ponds for irrigation, integrated and composite fish culture. For the study primary data collected through field visit, secondary data has been collected from the Meteorological Department, Port Blair, Fisheries Department and Directorate of Economics & Statistics, A&N Administration and by review of relevant research articles, journals and local newspapers.

### Rain Water Conservation Infrastructure

The available reservoirs and tanks showing area in hectares of South Andaman District of A&N Islands is shown in Table-No.1.

**Table-1: Availability of Reservoirs and Tanks in Hectares of South Andaman District of Andaman and Nicobar Islands**

| S.No | Name                | Area in Ha. |
|------|---------------------|-------------|
| 1.   | Dhanikari Reservoir | 65          |
| 2.   | Dilthaman Tank      | 03          |
| 3.   | Chakkargaon Tank    | 03          |
| 4.   | Nayagaon Tank       | 03          |
|      | <b>Total</b>        | <b>74</b>   |

**Source:** Directorate of Economics & Statistics, A&N Administration

The A&N Islands has 07 nos. dam, 68nos. of reservoirs, total 79 water treatment plants and village provided with piped water is 268. The detailed year wise (2013-2017) recorded rainfall of A&N Islands and South Andaman District, temperature (max-min) and average humidity (8.30 Hrs. & 17.30 Hrs.) are shown in Table No.2:

**Table-2: Year Wise Recorded Rainfall of Andaman and Nicobar Islands**

| Year                          | 2013       | 2014    | 2015    | 2016    | 2017    |      |
|-------------------------------|------------|---------|---------|---------|---------|------|
| Rainfall (in mm), A&N Islands | 3672.34    | 2597.76 | 2837.13 | 2833.19 | 3292.40 |      |
| South Andaman District        | 3405.40    | 2877.00 | 2887.90 | 3650.10 | 3292.40 |      |
| Temperature (°C)              | Max.       | 31.0    | 31.0    | 31.2    | 24.8    | 30.9 |
|                               | Min.       | 24.5    | 24.8    | 24.7    | 24.8    | 24.9 |
| Average Humidity (%)          | 8.30 Hrs.  | 80      | 77      | 78      | 78      | 79   |
|                               | 17.30 Hrs. | 83      | 80      | 81      | 81      | 83   |

**Source:** Meteorological Department, Port Blair and Directorate of Economics & Statistics, A&N Administration

### Rain Water Conservation, Management and Distribution System

Islands groundwater level is low and saline under the influence of seawater nearer to coastal belt. These islands have bestowed with the average annual rainfall is about 3000 mm rainfall. Conservation and management of rainwater is the best possible solution of all before it runoff in the sea. The islands administration adopted sustainable conservation and management of rainwater by constructing rainwater dams, tanks, reservoirs, supply to people houses through pipe connection after treatment /purification for drinking and household use. To remove the scarcity of water, the administration has taken broad measures to harvest rainwater from the Rutland area in South Andaman District by laying pipeline connection, the creation of reservoir/storage facilities at various locations and by tapping base flow of water earlier runoff into the sea. The concrete gravity Dhanikari dam height increased to ease the water supply sustainability to South Andaman District particularly in Port Blair municipal area. The Islands Administration adopted the conservation, management and distribution system of rainwater by:

#### a). Construction of Water Dam

Dhanikhari Dam is a major source for water supply to entire South Andaman region. As an alternative, Rutland water supply project launched by the administration to augment the water resources for the Islanders. The National Hydroelectric Power Corporation and the Andaman Public Works Department constructed concrete gravity Dhanikhari water Dam, for storing Dhanikhari nallah river with design discharge of 225 m<sup>3</sup>/S with increased height

of 67.5 meter, length of 132 meters, storing capacity 7730 million liters, with reservoir area 611,524 m<sup>2</sup> (151 acres), 1 spillway 3 spans of 3.6m x 3.6 m (Orifice with wall)- model scale 1:25 discharging capacity of spillway.

Water storage facilities in Jawahar Sarovar, Lambaline pond / tank, Diltaman, Nayagaon and Chakkargaon tank, sweet water lake at Sippighat, Rutland water supply project, 14 m high earthen dam on Indira nallah, Karupaswamy nallah, 14 m high dam on Kamsrat Nallah, 13m high dam on Koila Nallah, Mithakhari, salinization plant at Tylerabad and reservoir for 100 day storage in rural areas taken up water treatment plant for purification.

#### **b). Water Treatment Plants for Purification of Water**

The islands administration provides clean and safe water by purifying rainwater from water treatment plants provide elixir of life and ensuring healthy living, free from water-borne disease and ailments. The water supplied to Port Blair and its surroundings are treated at the four locations namely Lambaline, Dairy farm, Garacharma and Diltaman tank. Treated water from these plants is distributed to urban and suburban areas through pumping stations. The water treatment plant has the facility of one sedimentation tank, five slow sand filter units, pumping station, and a laboratory. The filter units have laying pipelines provide treated water to each rural village overhead tank, supplied to each house through pipe connection.

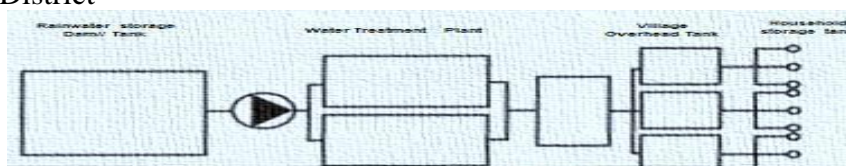
There are altogether 79 nos. water treatment plants have been established in the ANI. In South Andaman district, the administration has set up water treatment plant at Lambaline, Dairy Farm, Chakargaon, Garacharma, Dhanikhadi, Tirur, Guptapara, Bambooflat, Ferrargunj. Neil, Havelock and at Little Andaman provides purified water to peoples.

#### **c). Construction of Village Overhead Water Tank**

The village overhead water tank is concrete or iron made tank having approximately 50,000-liter storage capacity of water which is maintained /administered by government agencies like Andaman Public Work department in a rural area and Port Blair Municipal Council in the urban area of South Andaman. Treated water from water treatment plant is provided to each village/ward overhead tank through a pipeline connection.

#### **d). Water Supply from Village Water Overhead Tank to Individual House**

The treatment water supplied to each village water overhead tank and then water is systematically supplied through the pipeline to each household for drinking and household use. The people store the water in the concrete and plastic tank. During monsoon season, the treated water supplied on alternate days for an hour and once in three days during the summer season. The people store the water in the concrete and plastic tank. Water charges for domestic supply of treated water are subsidized @ of Rs.18/- per month. Water charges for religious institutions are treated as domestic connection, while water charges for commercial, establishments, institutions, Government Departments varies on quantity. The Flow chart shows rainwater conservation, purification and supply system in South Andaman District



The flow chart shows rainwater conservation, purification, and supply system in South Andaman District

### Construction of Rain Water Harvesting Structure / Tank

The islands administration started designing the roofs of govt. buildings for harvesting rainwater from the rooftop. The practice is already been adopted by constructing rainwater harvesting structure/tank in office buildings and administration encourage people to construct rainwater harvesting structure in their house by availing department schemes so that substantial quantity of rainwater be harvested and used.

### Harvesting Rainwater for Irrigation, Integrated Fish Farming and Composite Fish Culture

Water is vital not only for drinking but also for agriculture and fresh water fish culture. Rainwater harvesting is very useful in these islands as it has semi-arid and dry sub-humid regions. Farmers heavily depend on rain as the most useful source of water for irrigation and freshwater fish culture, required in large quantity. These islands have raining season lasts nearly for 8 months, receives an annual rainfall of 3000mm, made practicable to harvest rainwater in minor irrigation ponds utilized for integrated fish farming and composite fish culture and used the stored rainwater for irrigation during the summer season. The detailed area wise minor irrigation ponds exist in South Andaman District used for integrated fish farming and composite fish culture is given in Table No.3.

**Table-3: Area Wise Minor Irrigation Ponds Exist in South Andaman District used for Integrated fish Farming and Composite Fish Culture**

| S. No. | Place                   | Minor Irrigation Ponds (No.) | Water Area ( Ha. ) |
|--------|-------------------------|------------------------------|--------------------|
| 1.     | Port Blair to Jirkatang | 533                          | 34.64              |
| 2.     | Neil Island             | 70                           | 4.55               |
| 3.     | Havelock Island         | 105                          | 6.82               |
| 4.     | Little Andaman          | 80                           | 5.20               |
|        |                         | <b>788</b>                   | <b>51.21</b>       |

Source: Department of Fisheries, A&N Administration

### Integrated Fish Farming and Composite Fish Culture in Rain Nourished Ponds

Integrated fish farming is a system of culture freshwater fish with agricultural / livestock farming by using rain nourished ponds. Utilizing harvested rainwater in the pond for increasing agriculture productivity with freshwater fish of Indian Major Carps (Catla, Rohu, and Mirgal) and Exotic Carps (silver, grass and common carp). Having potential of rainfall and harvesting ponds the fish farmers also adopted composite fish cultures in which more than one type of compatible fishes are cultured in the pond and get maximum production. Even the smaller size and seasonal ponds are utilized for fish culture. The fish seed requirements are fulfilled by the Department of Fisheries provides pathogen free oxygenated live fish seeds of Indian Major Carps and Exotic carps to Pisciculturist or fish farmers on the nominal rate.

### People and Community-based Water Management and Awareness

Water has been used for drinking, sanitation, irrigation and freshwater fish culture. Water resource management requires active cooperation at individual and community level by making awareness among them for sustainable management of rainwater resources. Proper management of water as a resource cannot be ensured by the Central or even the State Government on its own. The government can provide funding, knowledge, technical and management support. Better management requires awareness, development of individual and community knowledge of ensuring proper regulation, minimize wastage and enhance



efficiency. In these islands, the APWD, Panchayats and Municipal Council positioned to entrust sustainable management of water resources with people and community participation.

### **Conservative Method for Reducing Water Evaporation from Soil**

Evaporation is the major component of water loss, if not curtailed it drain away all the water collected with enormous human efforts and cost. Measures such as mulching, residue soil moisture management and minimizing evaporation. In-situ moisture conservation increase water absorption capacity of soil and reduced wasteful evaporation of water.

### **Issues and Challenges**

- a) The continuous increase in population and migratory labour from West Bengal.
- b) Tourism expansion.
- c) Wastage/misuse of water.
- d) Nonmaintenance of constructed rainwater harvesting structure.
- e) Low groundwater potential having the influence of seawater.
- f) High evaporation and precipitation.
- g) Lack of awareness and people participation.
- h) The requirement of raw water for real state building construction.
- i) The requirement of drinking water for passenger vessel and fishing boats.

### **Conclusion**

These islands have raining season lasts nearly for 8 months, receives an annual rainfall of 3000mm from southwest and northeast monsoons having the formation of frequent rainfall. Islands groundwater is at a low level and also saline under the influence of seawater. Rain is the pivotal source of water which feeds ground and surface water resources. So the conservation and management of rainwater resources is the best possible solution before it flows off in the sea. The islands administration adopted sustainable conservation and management of rainwater by constructing rainwater dams, tanks, reservoirs, supply water to people houses through pipe connection after treatment /purification for drinking, household use and fish farmers harvest rainwater in ponds for irrigation, and integrated and composite fish culture is emphasized in the present study. The study also emphasizes on people and community-based water management, awareness, conservative method for reducing water evaporation from soil and highlighted the issues and challenges can steer scarcity of water in South Andaman District of these islands.

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## शस्य प्रतिरूप परिवर्तन एवं सिंचाई : जयपुर जिले का वृहत् अध्ययन

(संवर्धन, जलसंधारण, बेहतर दक पतपहंजपवद: । मै जैनकल वी श्रंपचनत क्येजतपबज)

डॉ. सीमा श्रीवास्तव\*

नीरज कुमार जाँगिंड\*\*

सार (इंजतंबज)

भारत की 60 प्रतिशत से भी अधिक जनसंख्या प्रत्यक्ष एवं अप्रत्यक्ष रूप से अपनी आजीविका के लिए कृषि कार्यों पर निर्भर है। अतः कृषि विकास शोध कार्य की दृष्टि से एक महत्वपूर्ण क्षेत्र है। फसल प्रतिरूप किसी कृषि प्रदेश के कृषि-भूदृश्य का प्रतीक है, जो वहाँ की कृषि आगतों, प्रौद्योगिकी विकास, संस्थागत ढांचा, फसल-वैविध्यकरण और कृषि प्रवृत्तियों का द्योतक है। जिले में 1971 की तुलना में 2015 में विशुद्ध सिंचित क्षेत्र में 199.45 प्रतिशत की वृद्धि दर्ज की गई, जिसके प्रभाव स्वरूप अधिक सिंचाई आवश्यकताओं वाली फसलें, मुख्यतः गेहूँ, राई व सरसों के क्षेत्र में तुलनात्मक रूप से अधिक वृद्धि हुई। इससे जिले में फसल-प्रतिरूप में परिवर्तन आया और साथ ही जिले में सात फसली संयोजन स्थापित हुआ। प्रस्तुत अध्ययन का प्रमुख उद्देश्य जिले में कृषि प्रवृत्तियों का अध्ययन करते हुए फसल प्रतिरूप ज्ञात करना है, जिससे कि जिले के कृषक फसलों का चयन आसानी से कर सकें ताकि अधिक उत्पादन से सामाजिक-आर्थिक जीवन स्तर को ऊँचा बढ़ा सकें। अन्य कारणों में स्थानीय भौतिक, आर्थिक, सामाजिक व संस्थागत कारक महत्वपूर्ण हैं, जो मिलकर कृषि-भूदृश्य का निर्माण करते हैं। विभिन्न प्रकार के फसल प्रतिरूप कृषि विकास को प्रभावित करते हैं और फसल प्रतिरूप को प्रभावित करने वाले विभिन्न कारणों में से सबसे महत्वपूर्ण सिंचाई कारक है। प्रस्तुत शोध-प्रत्र जयपुर जिले के संदर्भ में फसल प्रतिरूप में होने वाले परिवर्तन पर सिंचाई के विभिन्न प्रभावों का तुलनात्मक एवं विश्लेषणात्मक अध्ययन प्रस्तुत करता है। यह शोध कार्य उपलब्ध सामग्री, रिपोर्ट्स तथा विभिन्न सांख्यिकीय आंकड़ों की सहायता से पूर्ण किया गया है। आर्थिकी एवं सांख्यिकीय रूपरेखा, जयपुर, कृषि अनुसंधान विभाग, दुर्गापुरा आदि संस्थाओं एवं विभिन्न रिपोर्ट्स को से सांख्यिकीय तथ्यों एवं आंकड़ों को संग्रहित किया गया एवं द्वितीयक आंकड़ों को सारणीय प्रारूप में वर्गीकृत एवं विश्लेषित किया गया। 1971 में जयपुर जिले में सर्वाधिक कृषि क्षेत्र पर बाजरा (2.49 लाख हेक्टेयर) तथा उसके बाद क्रमशः खरीफ दालें (1.42 लाख हेक्टेयर), चना (1.22 लाख हेक्टेयर) तथा गेहूँ (1.02 लाख हेक्टेयर) बोया गया। सिंचाई सुविधाओं के विकास के फलस्वरूप गेहूँ के अधीन क्षेत्रफल बढ़कर 2015 में 1.58 लाख हेक्टेयर हो गया, जो कि बाजरा (2.97 लाख हेक्टेयर) के बाद सर्वाधिक है। प्रस्तुत अध्ययन में विभिन्न फसलों के प्रारूप में परिवर्तनों का एवं इन पर सिंचाई के प्रभावों का विश्लेषण करने के लिए उपलब्ध आंकड़ों का तुलनात्मक अध्ययन भी किया गया है।

सूचक शब्द: फसल प्रतिरूप में परिवर्तन, जयपुर, सिंचाई का प्रभाव।

### 1. परिचय

वर्तमान में जलवायु परिवर्तन के युग में कृषि व इसके अन्तर्गत फसल प्रतिरूप का अध्ययन महत्वपूर्ण। संग्रहण एवं आखेट के बाद आदिम मानव का प्रमुख व्यवसाय पशुपालन एवं कृषि ही रहा है। मानव सभ्यता के विकास के साथ-साथ कृषि में नवोन्मेष होता रहा, जिसके फलस्वरूप नवीन कृषि पद्धतियाँ प्रचलित हुईं। इन कृषि पद्धतियों एवं अन्य कारणों से फसल-प्रतिरूप भी परिवर्तित होता रहा है।

फसल-प्रतिरूप से तात्पर्य किसी प्रदेश में दिये गये काल बिन्दु पर मुख्य फसलों के समय में प्राप्त कृषि के स्वरूप एवं फसलों के स्थानिक विस्तार अर्थात् कृषि भू-दृश्य से है, जो वहाँ कि कृषि परम्पराओं, कृषि के स्थागत कारकों, आधुनिक आगतों एवं प्रौद्योगिकी प्रयोगों को प्रतिबिम्बित करता है। सामान्यतः इसमें कृषि भू-दृश्य पर प्राप्त फसल क्षेत्र का विस्तार, फसल संयोजन, फसल वैविध्यकरण, फसल गहनता एवं कृषि की प्रवृत्तियों को शामिल किया जाता है। किसी भी प्रदेश में फसल-प्रतिरूप का स्थानिक एवं कालिक विश्लेषण किया जाता है, जो किसानों के लिए यह निर्धारित करना आसान कर देता है कि कौनसी फसल कितने क्षेत्र में बोनी है, जयपुर जिले में वर्तमान में तीन प्रकार की फसलें बोयी जाती हैं-प्रथम रबी, द्वितीय खरीफ, तृतीय जायद। रबी फसल के अन्तर्गत गेहूँ, चना, राई व सरसों एवं जौ, खरीफ फसल के अन्तर्गत बाजरा, ज्वार, मूंगफली, एवं जायद फसल के अन्तर्गत ग्रीष्मकालीन सब्जियाँ, तरबूज, खरबूज आदि शामिल हैं। अध्ययन क्षेत्र में मुख्यतः रबी एवं खरीफ फसलें मुख्य रूप से पायी जाती हैं जबकि जायद फसलें नगण्य हैं।

जयपुर जिला अर्द्धशुष्क जलवायु के अन्तर्गत आता है। अतः यहाँ फसल-प्रतिरूप सामान्यतः वर्षा पर निर्भर करता है, जिससे बाजरा, खरीफ दालें, तिल जैसी फसलें अधिक पैदा कि जाती हैं, जिसके लिए जल की आवश्यकता कम होती है। किन्तु कुछ दशकों से राष्ट्रीय स्तर के प्रयासों के कारण जिले में सिंचाई सुविधाओं का विकास हुआ, जिससे स्वाभाविक तौर पर फसल-प्रतिरूप में परिवर्तन आया। सिंचाई के साथ ही जल की अधिक आवश्यकता वाली फसलों के क्षेत्र में वृद्धि हुई। इस प्रकार फसल प्रतिरूप को निर्धारित करने वाले कारणों में सिंचाई कारक सर्वाधिक महत्वपूर्ण हो गया है।

### 2. उद्देश्य

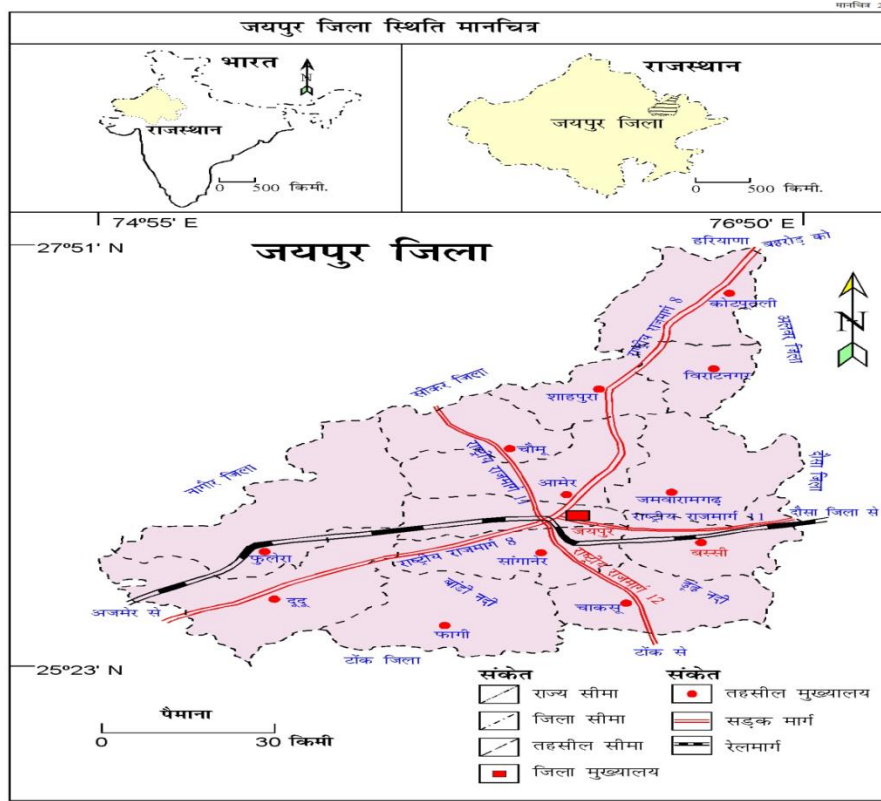
- जयपुर जिले में सिंचाई सुविधाओं का तुलनात्मक अध्ययन करना एवं इसकी फसल-प्रतिरूप के निर्धारण में भूमिका को निर्धारित करना।
- अध्ययन क्षेत्र में वर्तमान फसल-प्रतिरूप ज्ञात करना, ताकि कृषकों के निर्णय लेने में आसानी रहे।
- कृषकों की सामाजिक-आर्थिक स्थिति पर प्रकाश डालना।

### 3. अध्ययन क्षेत्र

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जयपुर जिला राजस्थान राज्य के मध्य-पूर्व भाग में स्थित है। इसका अक्षांशीय विस्तार  $26^{\circ}25'$  से  $27^{\circ}51'$  उत्तरी अक्षांश एवं देशान्तरीय विस्तार  $74^{\circ}55'$  से  $76^{\circ}15'$  पूर्वी देशान्तर है। यह राजस्थान राज्य के 3.23 प्रतिशत भाग पर विस्तृत है। जयपुर जिले का क्षेत्रफल 11,061.44 वर्ग कि.मी. है। इसके उत्तर में सीकर, उत्तर-पूर्व में हरियाणा, पूर्व में अलवर व दौसा तथा दक्षिण-पूर्व में सवाई माधोपुर, दक्षिण में टोंक और पश्चिम में अजमेर तथा उत्तर-पश्चिम में नागौर जिले हैं। जयपुर जिले में 15 पंचायत समितियाँ हैं, जिसमें कुल 2402 गाँव (2348 आबाद व 54 गैर-आबाद) हैं। इसके अलावा जयपुर जिले में 1 नगर निगम, 1 नगर विकास प्राधिकरण, 11 कस्बे हैं।



4 विवरण

4.1 सिंचाई एवं सिंचाई के साधन

किसी भी प्रदेश में कृषि विकास हेतु सिंचाई महत्वपूर्ण है। फसल-प्रतिरूप को निर्धारित करने वाले कारकों में यह सर्वाधिक प्रभावशाली है। जयपुर जिले में वर्ष 1971-72 में कुल विशुद्ध सिंचित क्षेत्र 219449 हेक्टेयर था, जो वर्ष 2015-16 में बढ़कर 657138 हेक्टेयर हो गया। 1971-72 में कुल विशुद्ध सिंचित क्षेत्र में कुओं द्वारा सिंचित क्षेत्र 203449 हेक्टेयर, तालाब द्वारा सिंचित क्षेत्र 15884 हेक्टेयर तथा अन्य साधनों द्वारा सिंचित क्षेत्र 116 हेक्टेयर था। इस प्रकार 1971-72 की तुलना में 2015-16 में कुल विशुद्ध सिंचित क्षेत्र में 199.45 प्रतिशत की वृद्धि दर्ज की गई। वर्तमान में सिंचाई के सर्वप्रमुख साधन नलकूप व कुएँ हैं, जबकि अन्य साधनों में तालाब व नहर नगण्य है। सारणी 4.1 में जिले में प्रमुख फसलों के अन्तर्गत सिंचित क्षेत्र तथा कुल क्षेत्र दर्शाया गया है।

सारणी 4.1 जयपुर जिला प्रमुख फसलों के अन्तर्गत सिंचित क्षेत्र तथा कुल क्षेत्र (1971-2016)

| फसल/ वर्ष |                  | (हेक्टेयर)              |         |         |         |         |
|-----------|------------------|-------------------------|---------|---------|---------|---------|
|           |                  | 1971-72                 | 1981-82 | 1991-92 | 2001-02 | 2015-16 |
| गेहूँ     | कुल कृषि क्षेत्र | कुल क्षेत्र -<br>507907 | 169973  | 150231  | 170012  | 157649  |
|           | सिंचित क्षेत्र   |                         | 160122  | 14637   | 169849  | 157251  |
| बाजरा     | कुल कृषि क्षेत्र | 248355                  | 244897  | 229018  | 297158  |         |
|           | सिंचित क्षेत्र   | 81031                   | 18492   | 34307   | 5477    |         |
| ज्वार     | कुल कृषि क्षेत्र | 31160                   | 24251   | 24246   | 40375   |         |
|           | सिंचित क्षेत्र   | 441                     | 97      | 247     | 112     |         |
| मक्का     | कुल कृषि क्षेत्र | 20184                   | 9597    | 7878    | 1837    |         |
|           | सिंचित क्षेत्र   | 11173                   | 3117    | 3749    | 338     |         |

|       |                  |                           |       |       |       |       |
|-------|------------------|---------------------------|-------|-------|-------|-------|
| जौ    | कुल कृषि क्षेत्र | सिंचित क्षेत्र-<br>212720 | 82156 | 47117 | 58131 | 60508 |
|       | सिंचित क्षेत्र   |                           | 71256 | 43876 | 57880 | 60249 |
| गन्ना | कुल कृषि क्षेत्र | 373                       | 408   | 102   | 137   | 27    |
|       | सिंचित क्षेत्र   | 130                       | 255   | 76    | 97    | 27    |
| कपास  | कुल कृषि क्षेत्र | 58                        | 128   | 41    | 111   | 203   |
|       | सिंचित क्षेत्र   | 36                        | 126   | 35    | 111   | -     |

स्रोत :- जिला सांख्यिकीय रूपरेखा, जयपुर

4.2 रबी फसलों के अन्तर्गत फसल-प्रतिरूप एवं परिवर्तन :-

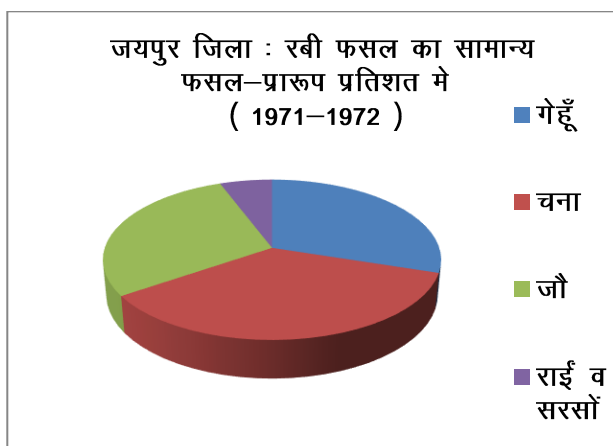
सारणी 4.2 एवं 4.3 और आरेख 4.1 एवं 4.2 में जयपुर जिले में रबी फसलों के अन्तर्गत प्रमुख फसलों का फसल-प्रतिरूप का वर्ष 1971-72 एवं 2015-16 का तुलनात्मक अध्ययन किया गया है, साथ ही सारणी 4.4 में विभिन्न वर्षों के अन्तर्गत जिले में रबी फसलों के क्षेत्र का विवरण किया गया है।

सारणी संख्या 4.2 जयपुर जिला: रबी फसल का सामान्य फसल-प्रारूप

( 1971-1972 )

आरेख 4.1

| फसल         | प्रयुक्त भूमि<br>( हेक्टेयर ) | कुल कृषि क्षेत्र का<br>प्रतिशत |
|-------------|-------------------------------|--------------------------------|
| गेहूँ       | 102.6                         | 11.95                          |
| चना         | 121.8                         | 14.18                          |
| जौ          | 98.6                          | 11.48                          |
| राई व सरसों | 19.8                          | 2.30                           |



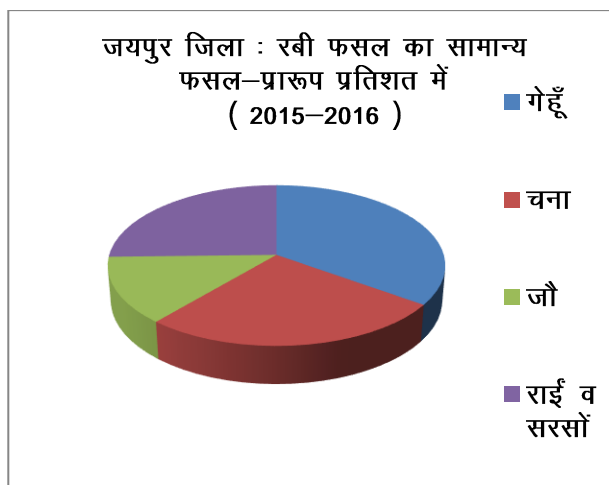
स्रोत :- जिला सांख्यिकीय रूपरेखा, जयपुर

सारणी संख्या 4.3 जयपुर जिला: रबी फसल का सामान्य फसल-प्रारूप

( 2015-2016 )

आरेख 4.2

| फसल         | प्रयुक्त भूमि<br>( हेक्टेयर ) | कुल कृषि क्षेत्र का<br>प्रतिशत |
|-------------|-------------------------------|--------------------------------|
| गेहूँ       | 157.6                         | 16.89                          |
| चना         | 118.5                         | 12.70                          |
| जौ          | 60.5                          | 6.49                           |
| राई व सरसों | 114.5                         | 12.27                          |



स्रोत :- जिला सांख्यिकीय रूपरेखा, जयपुर

सारणी संख्या 4.4 जयपुर जिले में विभिन्न वर्षों के अन्तर्गत रबी फसल क्षेत्र (हेक्टेयर)

| फसल         | 1971  | 1981  | 1991  | 2001  | 2016  |
|-------------|-------|-------|-------|-------|-------|
| गेहूँ       | 102.6 | 159.3 | 150.2 | 170.0 | 157.6 |
| चना         | 121.8 | 67.5  | 49.4  | 39.9  | 118.5 |
| जौ          | 98.6  | 76.2  | 47.1  | 58.1  | 60.5  |
| राई व सरसों | 19.8  | 5.8   | 142.4 | 61.7  | 114.5 |

स्रोत :- जिला सांख्यिकीय रूपरेखा, जयपुर

उपर्युक्त सारणी एवं आरेखों के अनुसार जिले में 1971-72 में गेहूँ फसल के अधीन 102.6 हजार हेक्टेयर क्षेत्र था, जो कुल कृषि क्षेत्र का 11.95 प्रतिशत था। चूंकि 1971-72 के समय जिले में पर्याप्त सिंचाई सुविधाओं का भाव था और गेहूँ के लिए सिंचाई कि अधिक आवश्यकता होती है। 2015-16 तक जिले में सिंचाई सुविधाओं के अन्तर्गत वृद्धि देखी गयी, जिसके फलस्वरूप 2015-16 में गेहूँ फसल के अधीन क्षेत्र बढ़कर 157.6 हजार हेक्टेयर हो गया जो जिले के कुल कृषि क्षेत्र का 16.89 प्रतिशत है। इसी प्रकार राई व सरसों के अधीन क्षेत्र वर्ष 1971-72 में कुल फसल क्षेत्र का मात्र 2.30 प्रतिशत ( 19.8 हजार हेक्टेयर ) था, जो 2015-16 में 12.27 प्रतिशत हो गया। किन्तु चना फसल के अन्तर्गत क्षेत्र 1971-72 में 14.18 प्रतिशत से घटकर 2015-16 में 12.70 प्रतिशत, जौ फसल का क्षेत्र 11.48 प्रतिशत से घटकर 2015-16 में मात्र 6.49 प्रतिशत रह गया।

इस प्रकार 1971-72 से 2015-16 के काल में कुल फसल क्षेत्र के अधीन विभिन्न फसलों के अन्तर्गत राई व सरसों और गेहूँ के अनुपातिक प्रतिशत क्षेत्र में वृद्धि, जबकि जौ व चना में गिरावट दर्ज की गयी। जिले में इस समयावधि के दौरान रबी की सभी प्रमुख फसलों के क्षेत्र में सामान्यतः वृद्धि दर्ज की गई, जिसमें सिंचाई, खाद व उर्वरक एवं नवीन प्रौद्योगिकी आदि का योगदान रहा है इससे कुल उत्पादन में वृद्धि हुई, जिससे कृषको की सामाजिक-आर्थिक स्थिति में भी सुधार हुआ।

सारणी 5.8 जयपुर जिला : रबी फसल के अन्तर्गत क्षेत्र (2015-16)

| तहसील            | गेहूँ | जौ    | चना   | राई व सरसों | तारामीरा | योग   |
|------------------|-------|-------|-------|-------------|----------|-------|
| जयपुर            | 7837  | 3482  | 09    | 2035        | 31       | 13394 |
| बस्सी            | 17300 | 3365  | 2326  | 4386        | 555      | 27932 |
| चाकसू            | 5116  | 1029  | 3983  | 11247       | 500      | 21883 |
| कोटखाबदा         | 3513  | 920   | 1855  | 8459        | 326      | 15073 |
| सांगानेर         | 6158  | 2308  | 363   | 1847        | 572      | 11248 |
| आमेर             | 19889 | 9359  | 703   | 4480        | 265      | 34696 |
| जमवारागढ़        | 17034 | 3953  | 46116 | 6316        | 619      | 32539 |
| चौमूं            | 17643 | 11445 | 506   | 9492        | 108      | 39194 |
| फुलेरा मु. सांभर | 7725  | 4840  | 15660 | 1784        | 2419     | 32428 |
| किशनगढ़ रेनवाल   | 8620  | 6006  | 2829  | 6439        | 2407     | 26301 |
| मौजमाबाद         | 4432  | 1117  | 27542 | 5239        | 377      | 38707 |
| दूदू             | 3339  | 2462  | 30071 | 2137        | 582      | 38591 |
| फागी             | 7966  | 2213  | 24009 | 16768       | 1360     | 52377 |
| कोटपुतली         | 15484 | 19007 | 1706  | 26961       | 39       | 63197 |
| शाहपुरा          | 9262  | 3930  | 2031  | 4698        | 371      | 20292 |
| विराटनगर         | 6831  | 2172  | 385   | 2215        | 101      | 11704 |

स्रोत : जिला सांख्यिकीय रूपरेखा, जयपुर

सारणी 4.5 में जिले के अन्तर्गत तहसील स्तर पर 2015-16 में रबी की प्रमुख फसलों का क्षेत्रीय विस्तार दर्शाया गया है। जिले के तहसील स्तर पर 2015-16 में रबी फसलों के अन्तर्गत सर्वाधिक क्षेत्र कोटपुतली तहसील में ( 63197 हेक्टेयर ) और न्यूनतम सांगानेर तहसील में ( 11248 हेक्टेयर ) पाया गया। गेहूँ फसल के अधीन सर्वाधिक क्षेत्र क्रमशः आमेर, चौमूं, बस्सी एवं जमवारागढ़ तहसील में तथा न्यूनतम क्रमशः दूदू, कोटखाबदा, मौजमाबाद व चाकसू में पाया गया।

4.3 खरीफ फसलों के अन्तर्गत फसल-प्रतिरूप एवं परिवर्तन :-



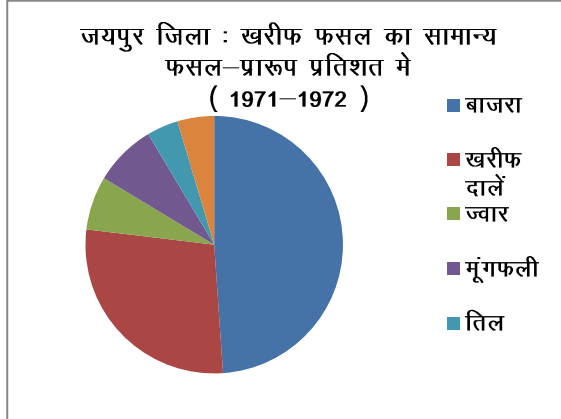
सारणी 4.6 एवं 4.7 और आरेख 4.3 एवं 4.4 में जिले के अन्तर्गत प्रमुख खरीफ फसलों का वर्ष 1971-72 एवं 2015-16 का तुलनात्मक प्रदर्शन किया गया है एवं साथ ही सारणी 4.8 में विभिन्न वर्षों के दौरान जिले में खरीफ फसलों के अन्तर्गत क्षेत्र का विवरण दिया गया है।

सारणी संख्या 4.6 जयपुर जिला : खरीफ फसल का सामान्य फसल-प्रारूप

( 1971-1972 )

आरेख 4.3

| फसल        | प्रयुक्त भूमि ( हेक्टेयर ) | कुल कृषि क्षेत्र का प्रतिशत |
|------------|----------------------------|-----------------------------|
| बाजरा      | 248.5                      | 28.94                       |
| खरीफ दालें | 142.2                      | 16.56                       |
| ज्वार      | 34.3                       | 3.99                        |
| मूंगफली    | 39.6                       | 4.61                        |
| तिल        | 20.1                       | 2.34                        |
| मक्का      | 23.5                       | 2.73                        |



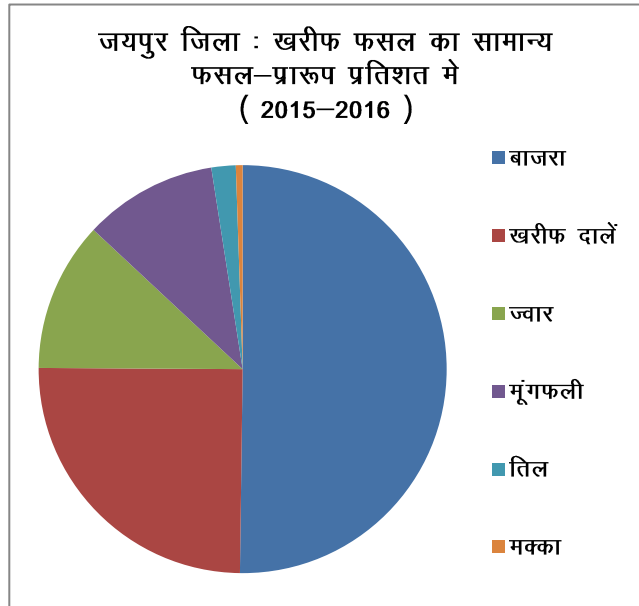
स्रोत :- जिला सांख्यिकीय रूपरेखा, जयपुर

सारणी संख्या 4.7 जयपुर जिला : खरीफ फसल का सामान्य फसल-प्रारूप

आरेख 4.4

( 2015-2016 )

| फसल        | प्रयुक्त भूमि ( हेक्टेयर ) | कुल कृषि क्षेत्र का प्रतिशत |
|------------|----------------------------|-----------------------------|
| बाजरा      | 297.2                      | 36.53                       |
| खरीफ दालें | 85.8                       | 18.10                       |
| ज्वार      | 40.4                       | 8.63                        |
| मूंगफली    | 36.0                       | 7.7                         |
| थल         | 6.4                        | 1.4                         |
| मक्का      | 1.8                        | 0.39                        |



स्रोत :- जिला सांख्यिकीय रूपरेखा, जयपुर

सारणी संख्या 4.8 जयपुर जिले में विभिन्न वर्षों के अन्तर्गत खरीफ फसल क्षेत्र (हेक्टेयर)

| फसल        | 1971  | 1981 | 1991  | 2001 | 2016  |
|------------|-------|------|-------|------|-------|
| बाजरा      | 248.5 | 266  | 244.8 | 229  | 297.2 |
| खरीफ दालें | 142.2 | 81.5 | 54.6  | 66.5 | 85.8  |
| ज्वार      | 34.3  | 38.8 | 24.2  | 24.2 | 40.4  |
| मूंगफली    | 39.6  | 354  | 28.5  | 43.2 | 36.0  |
| तिल        | 20.1  | 13.4 | 9.6   | 3.7  | 6.4   |
| मक्का      | 23.5  | 20.1 | 9.5   | 7.9  | 1.8   |

स्रोत :- जिला सांख्यिकीय रूपरेखा, जयपुर

जयपुर जिले में खरीफ की मुख्य फसल बाजरा है। तत्पश्चात् खरीफ दालें, ज्वार, मूंगफली, तिल एवं मक्का आदि प्रमुख हैं। इन फसलों में तुलनात्मक रूप से सिंचाई की कम आवश्यकता होती है, किन्तु अनिश्चित मानसून तथा सूखा के समय सिंचाई की उपलब्धता महत्वपूर्ण हो जाती है। सिंचाई के विकास के कारण खरीफ फसलों के अधीन कुल क्षेत्र में भी वृद्धि दर्ज की गयी है। उपर्युक्त सारणी एवं आरेखों से स्पष्ट होता है कि वर्ष 1971-72 में बाजरा फसल के अधीन क्षेत्र 248.5 हजार हेक्टेयर था, जो कुल कृषि क्षेत्र का 28.94 प्रतिशत था। 2016-16 में यह बढ़कर 297.2 हजार हेक्टेयर हो गया, जो कुल कृषि क्षेत्र का 36.53 प्रतिशत है। इसी प्रकार खरीफ दालों का अनुपातिक क्षेत्र 1971 के 16.56 प्रतिशत से बढ़कर 2015-16 में 18.10 प्रतिशत हो गया। ज्वार और मूंगफली फसल का क्षेत्र भी 1971-72 के क्रमशः 3.99 प्रतिशत एवं 4.61 प्रतिशत से बढ़कर 2015.16 में क्रमशः 8.63 प्रतिशत एवं 7.7 प्रतिशत हो गया। किन्तु तिल व मक्का का क्षेत्र 1971-72 के क्रमशः 2.34 प्रतिशत एवं 2.73 प्रतिशत से घटकर 2015-16 में मात्र क्रमशः 1.4 प्रतिशत एवं 0.39 प्रतिशत रह गया। इस प्रकार बाजरा, खरीफ दालें, मूंगफली एवं ज्वार के अनुपातिक क्षेत्र प्रतिशत में वृद्धि जबकि तिल व मक्का के क्षेत्र में कमी दर्ज की गयी।

सारणी 4.9 जयपुर जिला : खरीफ फसलों के अन्तर्गत क्षेत्र (2015-16)

(हेक्टेयर )

| तहसील            | बाजरा | ज्वार | मक्का | तिल  | मूंगफली | खरीफ दालें | योग   |
|------------------|-------|-------|-------|------|---------|------------|-------|
| जयपुर            | 11256 | 15    | 01    | 14   | 3250    | 08         | 14559 |
| बस्सी            | 18484 | 1061  | 85    | 1015 | 1857    | 86         | 22595 |
| चाकसू            | 9480  | 2756  | 38    | 793  | 1711    | 403        | 15182 |
| कोटखावदा         | 6784  | 385   | 47    | 926  | 1524    | 150        | 9816  |
| सांगानेर         | 17196 | 95    | 19    | 211  | 1397    | 415        | 19340 |
| आमेर             | 27489 | 06    | 55    | 34   | 7386    | —          | 34970 |
| जमवरामगढ़        | 21970 | 206   | 486   | 638  | 1218    | 45         | 24575 |
| चौमूं            | 27765 | 22    | 59    | 32   | 9008    | —          | 36886 |
| फुलेरा मु. सांभर | 28980 | 1081  | 05    | 170  | 2007    | 20230      | 52473 |
| किशनगढ़ रेनवाल   | 26038 | —     | —     | 03   | 1567    | 5554       | 33162 |
| मौजमाबाद         | 8024  | 5750  | 262   | 124  | 1276    | 22399      | 37835 |
| दूदू             | 5507  | 10153 | 386   | 459  | 01      | 14983      | 31491 |
| फागी             | 14705 | 9366  | 294   | 1851 | 2675    | 21367      | 50258 |
| कोटपुतली         | 36317 | 33    | —     | 62   | 43      | 206        | 36854 |
| शाहपुरा          | 22117 | 9445  | 11    | 19   | 877     | 13         | 32482 |
| विराटनगर         | 15047 | 01    | 89    | 45   | 283     | 02         | 15467 |

स्रोत : जिला सांख्यिकीय रूपरेखा, जयपुर

सारणी 4.9 में जिले के अन्तर्गत तहसील स्तर पर 2015-16 में खरीफ की प्रमुख फसलों का क्षेत्रीय विस्तार दर्शाया गया है, जिसके अनुसार खरीफ फसलों के अन्तर्गत सर्वाधिक क्षेत्र फागी तहसील में ( 50258 हेक्टेयर ) जबकि न्यूनतम क्षेत्र कोटखावदा तहसील में ( 9816 हेक्टेयर ) दर्ज किया गया। खरीफ की मुख्य फसल बाजरा के अधीन सर्वाधिक क्षेत्र क्रमशः कोटपुतली, फुलेरा, चौमूं तथा आमेर तहसील में पाया गया, जबकि न्यूनतम क्षेत्र क्रमशः दूदू, कोटखावदा, मौजमाबाद एवं चाकसू तहसीलों में पाया गया।

#### 4.4 फसल-संयोजन

फसल-संयोजन से तात्पर्य है- दिये गये काल बिन्दु पर विभिन्न फसलों के कुल बोये गये क्षेत्र का अनुपातिक विश्लेषण। यह दिये किसी वर्ष में विभिन्न फसलों के सकल बोये गये क्षेत्र में प्राप्त प्रतिशतता को अवरोही क्रम के रूप में दर्शाया जाता है। अध्ययन क्षेत्र में फसल संयोजन ज्ञात करने हेतु वीवर की मानक विचलन विधि का प्रयोग किया गया तथा सैद्धान्तिक वक्र से वास्तविक विचलन के द्वारा जिले का फसल संयोजन प्राप्त किया गया।

$$\text{मानक विचलन (°णक) त्र } \frac{\sum D^2}{n}$$

यहाँ पर शकश क्षेत्रीय ईकाई के वास्तविक प्रतिशत और सैद्धांतिक वक्र में अन्तर तथा शकश दिये गये संयोजन से फसलों की संख्या है।

उपर्युक्त विधि द्वारा गणना करने पर वर्ष 2015 में जयपुर जिले में सात- फसली संयोजन पाये गये। अतः जिले में बाजरा-खरीफ दाले-गेहूँ- चना-राई व सरसों-ज्वार-मूंगफली संयोजन स्थापित है।

#### 4. निष्कर्ष

- जयपुर जिले के अन्तर्गत सिंचित क्षेत्र में 1971 की तुलना में 199.5 प्रतिशत वृद्धि दर्ज की गयी है। वर्तमान में सिंचाई का सर्वप्रमुख साधन कुएँ व नलकूप है। ( 1971 में कुल सिंचित क्षेत्र 219449 हेक्टेयर था, जो बढ़कर 2015 में 657138 हेक्टेयर हो गया )
- सिंचाई साधनों के विकास के फलस्वरूप जिले में गेहूँ, राई व सरसों, बाजरा, खरीफ दालें, ज्वार और मूंगफली के अन्तर्गत क्षेत्र के आनुपातिक प्रतिशत में तुलनात्मक वृद्धि दर्ज की गई।
- 1971 से 2015 के काल में तिल, मक्का, चना तथा जौ के अधीन क्षेत्र में आनुपातिक प्रतिशत में तुलनात्मक रूप से गिरावट दर्ज की गई।
- जिले में 2015-16 में सात फसली प्रारूप पाया गया जिसमें सर्वप्रमुख फसल बाजरा है। यह सात फसली प्रारूप है :- बाजरा-खरीफ दालें-गेहूँ-चना-राई व सरसों-ज्वार-मूंगफली।
- जिले में व्यवसायिक फसलों का अंश 1971 की तुलना में 2015-16 में बढ़ा है, जिसका अर्थ है कि- जिल में अब निर्वाहक कृषि के स्थान पर गहन कृषि एवं कृषि विशेषीकरण का महत्व बढ़ रहा है। अतः पहले की तुलना में किसान अब अधिक आत्मनिर्भर हुये है।
- जिले में 2015 में रबी फसलों के अन्तर्गत सर्वाधिक क्षेत्र कोटपूतली तहसील में ( 63197 हेक्टेयर ) और न्यूनतम सांगानेर तहसील में ( 11248 हेक्टेयर ) दर्ज किया गया, जबकि खरीफ फसलों के अन्तर्गत सर्वाधिक क्षेत्र फागी तहसील में ( 50258 हेक्टेयर ) और न्यूनतम कोटखावदा तहसील ( 9816 हेक्टेयर ) में दर्ज किया गया।
- बाजरा के अन्तर्गत सर्वाधिक क्षेत्र क्रमशः कोटपूतली, फुलेरा, चौमूं एवं आमेर में और न्यूनतम क्षेत्र क्रमशः दूदू, कोटखावदा, मौजमाबाद एवं चाकसू तहसीलों में है। जबकि गेहूँ के अन्तर्गत सर्वाधिक क्षेत्र क्रमशः आमेर, चौमूं, बस्सी एवं जमवारामगढ़ में और न्यूनतम क्षेत्र क्रमशः दूदू, कोटखावदा, मौजमाबाद एवं चाकसू तहसीलों में पाया जाता है।
- सिंचाई हेतु भू-जल के अत्यधिक दोहन के कारण भू-जल स्तर में गिरावट आ रही है, जिससे कृषि संकट उभर कर सामने आ रहा है। जिले के कही क्षेत्र डार्क जोन घोषित हो चूके है। अतः सिंचाई की नवीन पद्धतियों जैसे- फव्वारा पद्धति, बूँद-बूँद सिंचाई आदि को अपनाना आवश्यक हो गया है।

#### 5. संदर्भ ग्रन्थ सूची

- आर्थिक एवं सांख्यिकीय निदेशालय, राजस्थान
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## **“Assessment for Learning or Of Learning: A Perception of Trainees”**

**Dr. Sushma N Jogan\***

### **Abstract**

“Assessment is like a yardstick which measures teacher and students’ performances”  
An assessment plays vital role in educational process. It is also helpful for policy makers, stakeholders and educationists for proper implementation of curriculum under education system. Over past two decades more emphasis is given on assessing learners’ performances and emerged as an essential step too. The present paper highlights the perception of trainees towards assessment. In this regard the researcher reviewed previous studies and identified certain gaps and hence decided to take up the study. In order to achieve this, the following objectives were framed to find out the effects of assessment for or of learning on students’ outcome; to articulate the significant of formative assessment; to identify the difference between male and female opinion towards assessment. Hypotheses were framed followed by objectives. To conduct the current study the researcher has used self prepared questionnaire to collect data. Data was analysed through statistical tools systematically by using SPSS software version 20. The findings of the study revealed that there is no significant difference between the opinion of male and female. Therefore changes and development in the assessment are required, giving emphasis on methodologies of teaching with an increasing greater focus on students’ active participation.

**Keywords:** assessment for learning, trainees, perception, assessment of learning, formative and summative.

### **Introduction**

There is a debate on frequent changes and development in the assessment practice over the world. Many current assessment and instruction practices encourage students to demonstrate current knowledge and to play a passive role in the assessment process, rather than developing critical thinking abilities and being active in their own learning. Education constantly looks for innovations that bring about improvement in teaching with the express purpose of improving student learning. What is quite noticeable in all this transformation is that those in the midst of it need catalysts such as frameworks, models, advice, and other guidance. Frameworks are very useful to effect improvement as they provide a useful way to examine possibilities (Bonk & Dennen 2007; Eun, 2011). The distinction between summative and formative functions in education was first explored by Scriven (1967) in the context of curriculum evaluation. Bloom (1969) extended the distinction to include classroom teaching. For Bloom, the purpose of formative evaluation was “to provide feedback and correctives at each stage in the teaching-learning process” (p. 48), whereas summative evaluation was used to judge what the learner had achieved at the end of a course. Significant works have been undertaken elaborating Bloom’s distinction, especially by Sadler (1989), Black and Wiliam (1996) and Harlen (1997, 2012). The essence of Bloom’s distinction holds today; however the term ‘formative evaluation’ is often replaced

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by that of 'formative assessment', connoting a wider focus on teaching and learning rather than curriculum and programmes

### **Need and significance of the study**

For the teachers, this entails a major change of their roles, from a presenter of content to a practitioner of more productive pedagogy, involving shared responsibility for learning by student and teacher (Klenowski, 2007). Vygotsky's conception of the Zone of Proximal Development (1978) suggests that the aim of teaching is to encourage the learner to be ever more independent from the teacher. During the learning process, students are helped to use assessment information to set goals, make learning decisions related to their own improvement, develop an understanding of what quality work looks like. They self-assess, seek feedback from their peers and teachers, and reflect on how these take them to the next step of learning (Chappuis and Stiggins, 2002).

This shows that the teacher plays a significant role in assessing learners' level of achievement and also to identify self teaching practice with continuous and regular assessment. With this theoretical background, the researcher understood the need to conduct the study in an effective way with certain framed objectives.

### **Review of related literature**

**1. Ninomiya Shuichi** (2016) investigated the possibilities and limitations of assessment for learning: exploring the theory of formative assessment and the notion of "closing the learning gap". Together these claims point towards the theoretical problems of the evolved form of formative assessment and lead to a discussion of the main dilemmas for formative assessment: the kind of learning that is taking place, the effects of explicit learning objectives, the tension of accountability pressure and high-stakes summative assessments. Finally, by applying the suggestions above, this paper provides a critical analysis of recent assessment policy in Japan, emphasizing criterion-referenced approach in classroom assessment and proposes a pathway for developing formative assessment further

**2. Maria Teresa & Pamela Sammons** (2013) identified some of the problems with assessment for learning related to the feasibility of the approach. Critics recognise this aspect rigorous research due to the frequency with which contextual aspects have emerged as obstacles in different studies. Also stated that further research is needed to identify more clearly the relative merits of different strategies; and a particular focus should be given to measuring the impact on a range of student outcomes including attainment, attitudes, classroom behaviour, engagement and motivation, and self-concept as a learner. In addition, further study of students' perceptions and opinions of this method of assessment is needed.

**3. Sayed Ahmad Javid Mussawy** (2009) conducted a study on assessment practices: student's and teachers' perceptions of classroom assessment. He found there must be increasing awareness about classroom assessment and support authentic assessments approaches could yield by embedding classroom assessment as a subject in the curriculum of education faculties. Furthermore, to increase the knowledge of classroom assessment within higher education institutions, short-term course, workshops and seminars should be conducted and supported.

### **Operational terms defined**

**1. Assessment for learning:** is the process of seeking and interpreting evidence for use by **learners** and their teachers to decide where the **learners** are in their **learning**,



where they need to go and how best to get there. In other words learners it is nothing but adaption.

2. **Trainees:** are the graduate students who pursue another graduation in education field. They are also called as student teachers.
3. **Perception:** the dictionary meaning of perception is the way in which something is regarded, understood, or interpreted. In this paper the researcher made an attempt to perceive the understanding of assessment among trainees.
4. **Assessment of learning:** it is typically administered at the end of a unit or grading period and evaluates a student's understanding by comparing his or her achievement against a class-, district-, or nationwide benchmark or standard.
5. **Formative:** the goal to monitor student learning to provide ongoing feedback that can be used by instructors to improve their teaching and by students to improve their learning.
6. **Summative:** to evaluate student learning at the end of an instructional unit by comparing it against some standard or benchmark.

#### **Objectives**

1. To find out the effects of assessment for or of learning on students' outcome
2. To articulate the significant of formative assessment.
3. To know the difference between assessment for learning and assessment of learning.
4. To identify the difference between male and female opinion towards assessment.

#### **Research questions**

1. Whether there is a difference between male and female opinion towards assessment.
2. Is there any behavioural changes among male and female trainees?

#### **Procedure of the study**

The researcher has understood the significance of assessment in teaching and learning process. To identify this and to make trainees understand about assessment, the researcher decided to take up the study to identify the perception of assessment for learning or assessment of learning. The researcher developed questionnaire and the same has distributed to the second semester trainees in the classroom and asked to fill the questionnaire in the provided time. Meantime trainees also discussed regarding the importance of assessment. Finally trainees also gave valuable recommendations regarding assessment. In this way the present study was taken up successfully.

#### **Methodology**

**1. Samples and sampling technique:** For the present study, the investigator selected all the trainee teachers through adopting purposive sampling technique. The total samples were taken for the study is 50 trainees.

#### **2. Method and tool**

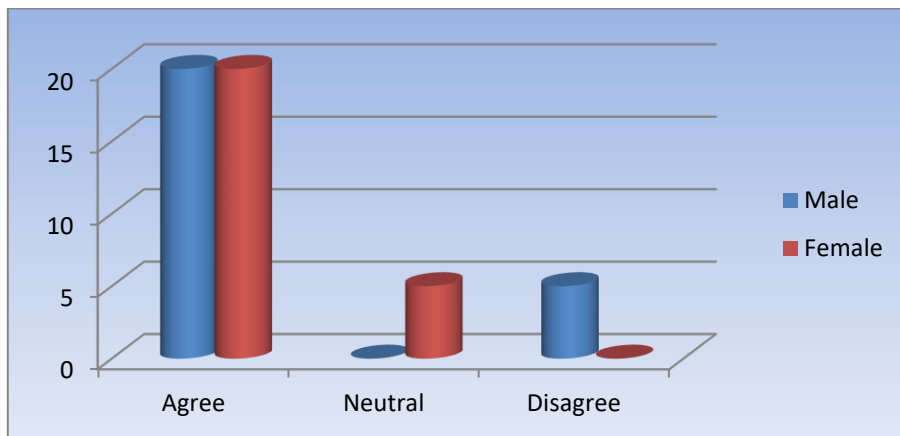
Survey method has followed by the researcher and self prepared questionnaire was used to obtain data

**3. Statistical technique:** percentage analysis was used.

#### **4. Analysis and interpretation of data**

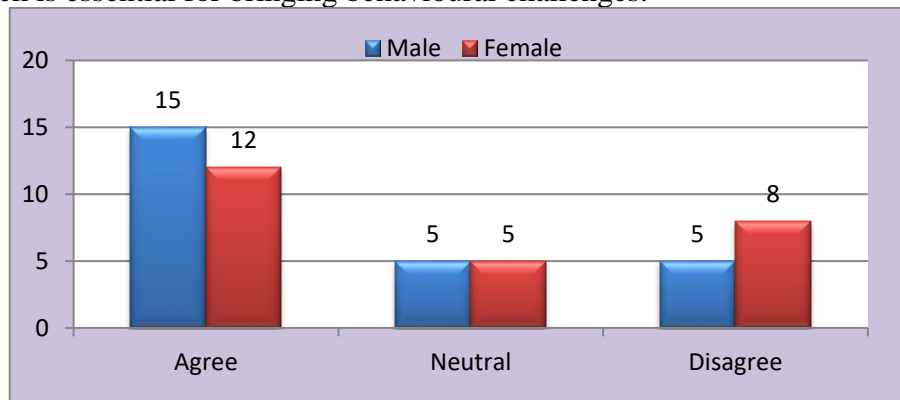
The researcher has analyzed data in the form of bar and chart diagram as interpreted below:

1. Do you think assessment can be done continuously?



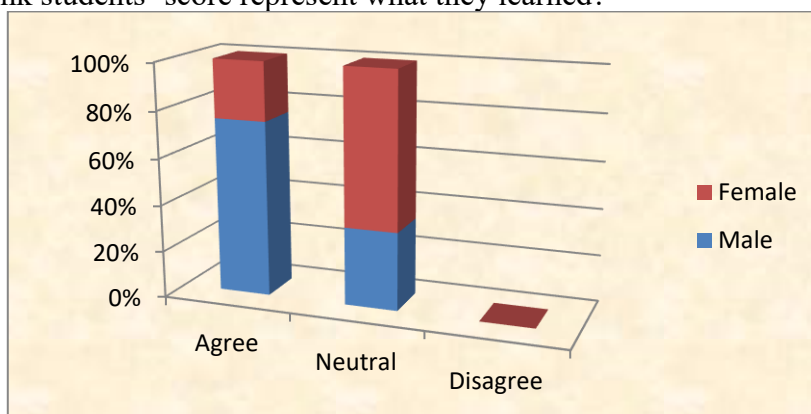
The above table chart reveals that almost all the trainees agreed with the above mentioned statement.

2. Feedback is essential for bringing behavioural challenges.



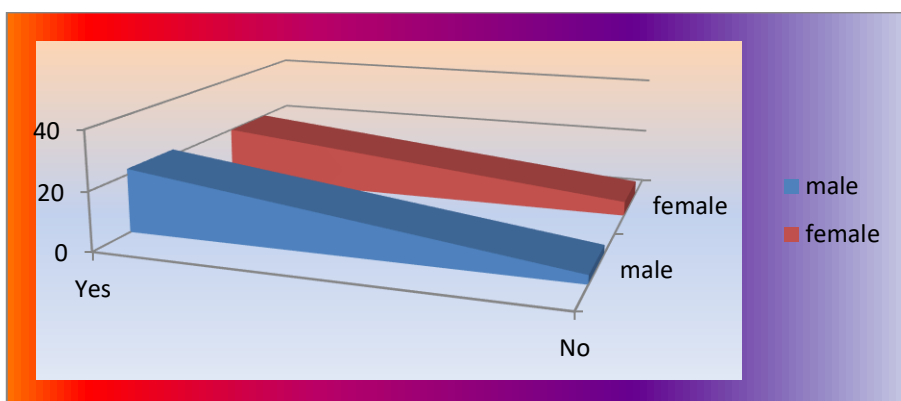
The above bar diagram shows that 15 male and 12 female trainees agreed with the above mentioned statement.

3. Do you think students' score represent what they learned?



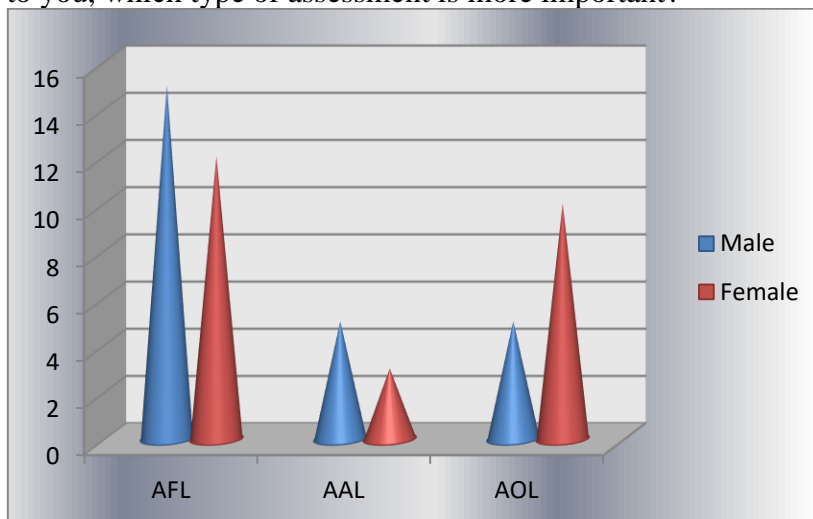
The above bar diagram shows that 15 male and 5 female trainees agreed, 10 male and 20 female marked for neutral and 0 for disagree with the above mentioned statement. This shows that marks cannot decide what and how much students have learnt.

4. Whether assessment impacts on learning?



The above bar diagram reflects that 22 male and 20 female trainees said yes and 3 male and 5 female says no with the above mentioned statement. This shows that marks assessment really have a good impact on learning.

5. According to you, which type of assessment is more important?



The above bar diagram shows that 15 male and 12 female trainees opined for AFL (Assessment for learning) , 5 male and 3 female opted for AAL (Assessment as learning), 5 male and 15 female opted for AOL (Assessment of learning) with the above mentioned statement. This shows that assessment for learning is more important because it gives an opportunity for improvement whereas assessment as learning is used to decide and to draw conclusion regarding the students' level of achievement.

### Findings and discussion

The findings and discussion of the study are as given below:

1. Found the effects of assessment for or of learning on students' outcome.
2. Identified the difference between assessment for learning and assessment of learning.
3. Found the difference between male and female's perception towards assessment for learning.

### Conclusion

Assessment for learning is necessary since there is a chance for betterment in learners' performances but there should be consideration for assessment of learning also because this helps to make judgment. In this way, we can conclude that continuous assessment at regular intervals is important to focus on.

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## जीवन में शारीरिक शिक्षा व स्वास्थ्य शिक्षा की महत्ता

**Dr Paramjit Kaur\***

### प्रस्तावना

1. शरीर से सम्बन्धित कुछ समस्याओं का जिक्र करना।

2. समस्याओं के समाधान हेतु कुछ ज्ञान

अगर कोई देश तरक्की करना चाहता है तो उसे सबसे पहले अपने देश के नागरिकों को स्वस्थ करना होगा क्योंकि किसी देश की तरक्की उसके नागरिकों पर निर्भर करती है और अगर उसके देश के नागरिक स्वस्थ नहीं हैं, उन्हें शारीरिक शिक्षा का ज्ञान नहीं है तो देश का बहुत सारा पैसा और समय बेकार जाता है और हम देश को आगे बढ़ने से रोकते हैं और अगर उसके देश के नागरिक स्वस्थ हैं तो देश ऑल राउंड डवलपमेंट करता है और यही बात हमारे जीवन में भी लागू होती है। यदि हम अपने जीवन में सुख से आनंद की ओर जाना चाहते हैं तो सबसे पहले हमें जीवन में शारीरिक शिक्षा और हम कैसे स्वस्थ रह सकते हैं, इसका ज्ञान होना जरूरी है, तभी हम अपने जीवन में सुख के साथ-साथ आनंद अनुभव कर सकते हैं हम सब हर रोज लगातार जीवन में जन्म से लेकर मृत्यु तक भाग रहे हैं जिससे हमारा स्वास्थ्य लगातार गिरता जा रहा है और हम बीमारियों में हादसों के शिकार होते जा रहे हैं। हमें अपने जीवन में शारीरिक शिक्षा और स्वास्थ्य शिक्षा का ज्ञान और महत्त्व पता होना बहुत जरूरी है तभी हम हमारा परिवार, गांव, शहर व देश तरक्की कर सकता है अगर हमें जीवन में शारीरिक शिक्षा और अपने स्वस्थ रहने का ज्ञान है तो हम सब अनंत शक्ति के स्वामी बन सकते हैं और उस शक्ति से परिचित कराने की कला अगर किसी विषय में है तो वो है शारीरिक शिक्षा। इसलिए आगे हम जीवन में शारीरिक शिक्षा के ज्ञान व स्वास्थ्य शिक्षा के बारे में बात करेंगे और कोशिश करेंगे कि हम ज्यादा से ज्यादा इनके बारे में जानकर अपनी लंबी आयु स्वस्थ रहकर जिए और अपने देश की तरक्की में अपना योगदान दें। मानव की प्रत्येक क्रिया का आधार उसका शरीर है मानव के कार्य चाहे वे वैचारिक हो या आंगिक दोनों में ही उसके शरीर की मांसपेशियां किसी न किसी रूप में क्रियाशील होकर कार्य करती हैं, स्वस्थ शरीर में ही स्वस्थ मस्तिष्क निवास करता है

मानसिक और संवेगात्मक विकास शारीरिक विकास पर आधारित है। वास्तव में व्यक्ति के व्यक्तित्व के संपूर्ण विकास के लिए शरीर और मस्तिष्क का एकीकृत प्रशिक्षण होना आवश्यक है और इस एकीकृत प्रशिक्षण का मूल आधार व्यक्ति का शरीर है, कुछ व्यक्ति शारीरिक शिक्षा को केवल शरीर की ही शिक्षा मानते हैं, जो कि गलत है इसे केवल शरीर की ही शिक्षा मानना गलत है। शारीरिक शिक्षा व्यक्ति को शारीरिक रूप से स्वस्थ, हष्ट-पुष्ट, बलवान तथा मानसिक रूप से तेज व संवेगात्मक रूप से संतुलित बौद्धिक रूप से प्रखर तथा सामाजिक दृष्टिकोण से सुव्यवस्थित नागरिक बनाती है, जिससे वह समाज में बहुत अच्छे से रहते हुए अपना व औरों का जीवन आनंदमय बनाते हैं तथा दूसरों को अपना अधिक से अधिक सहयोग देता है। हम सभी के लिए शारीरिक शिक्षा नई नहीं है, वास्तव में यह बहुत पुराने समय से मौजूद है लेकिन पहले इसका उपयोग विभिन्न रूपों में किया जाता था। अलग-अलग लोग इसका अर्थ भी अलग-अलग लेते हैं। वास्तव में यह शब्द बहुत बड़े आधार वाला है। आरंभ में शारीरिक शिक्षा शब्द का प्रयोग शारीरिक क्रियाओं के लिए किया जाता था क्योंकि शरीर शिक्षा लोगों को जीवित रहने के लिए आवश्यक मानी जाती थी। शारीरिक शिक्षा युवाओं के लिए अत्यंत आवश्यक है क्योंकि शारीरिक शिक्षा का लक्ष्य व्यक्ति का सर्वांगीण विकास है। आधुनिक युग में संसार में अनेक स्वास्थ्य समस्याएं हैं दूसरी और मशीनीकरण बढ़ गया है। हाथ से किए गए परिश्रम को अधिक महत्त्व नहीं दिया जाता ऐसे में शारीरिक शिक्षा उसके जीवन को स्वस्थ रखने के लिए आवश्यक है अगर उसे शारीरिक शिक्षा का ज्ञान है तो वह अपने जीवन को नष्ट होने से बचा सकता है। शारीरिक शिक्षा के कई पक्ष हैं अगर हम शारीरिक शिक्षा के मनोवैज्ञानिक पक्ष की बात करें तो हम कह सकते हैं कि मनोविज्ञान एक ऐसा विषय है जिसमें मानव के व्यवहार का अध्ययन करके मानव के मस्तिष्क की स्थिति का ज्ञान हो जाता है। शारीरिक शिक्षा के माध्यम से मानव के विचारों एवं व्यवहार में श्रेष्ठता लाने का प्रयास किया जाता है। यदि वास्तव में ही हम मानव के विचारों तथा व्यवहार में श्रेष्ठता लाना चाहते हैं तो इसके लिए हमें शिक्षा के क्षेत्र में मनोवैज्ञानिक सिद्धांतों को अपनाना चाहिए व अपने दृष्टिकोण को मनोवैज्ञानिक बना लेना चाहिए। इस प्रकार का दृष्टिकोण अपना लेने से शारीरिक शिक्षा के कार्यक्रमों को सरल एवं लाभदायक बनाया जा सकता है, मनोविज्ञान एक ऐसा विषय है जिसमें मानव के व्यवहार का अध्ययन करके मानव के मस्तिष्क की स्थिति का ज्ञान हो जाता है।

शारीरिक शिक्षा के माध्यम से मानव के विचारों एवं व्यवहार में श्रेष्ठता लाने का प्रयास किया जाता है यदि वास्तव में ही हम मानव के विचारों तथा व्यवहार में श्रेष्ठता लाना चाहते हैं तो इसके लिए हमें शिक्षा के क्षेत्र में मनोवैज्ञानिक सिद्धांतों को अपनाना चाहिए व अपने दृष्टिकोण को मनोवैज्ञानिक बना लेना चाहिए। इस प्रकार का दृष्टिकोण अपना लेने से शारीरिक शिक्षा के कार्यक्रमों को सरल एवं लाभदायक बनाया जा सकता है। हमें शारीरिक शिक्षा के कुछ

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मनोवैज्ञानिक पक्षों का अध्ययन करना चाहिए मानव जीव शरीर और मन से एक ही इकाई के दो अंग हैं मन के बिना शरीर और शरीर के बिना मन का कोई अस्तित्व नहीं रहता।

प्रसिद्ध विद्वान मैक दुग्गल तथा वाटसन ने भी अपने तर्कों के आधार पर यह सिद्ध कर दिया कि मन तथा शरीर एक ही इकाई के दो अंग हैं जैसे शरीर के स्वास्थ्य और रोग मुक्त होने की अवस्था में मन की स्थिति प्रसन्न खुश और चुस्त बनी रहती है परंतु जब शरीर अस्वस्थ हो या किसी भी कारण से पीड़ा हो रही हो तो मन की स्थिति दुखी, चिड़चिड़ी व उदास बनी रहती है उदाहरण के तौर पर यदि सिर में दर्द हो तो पढ़ाई या किसी भी अन्य काम में मन नहीं लगता संवेगात्मक स्थिति में भी मन की जो अवस्था होती है तो उसका शरीर पर भी प्रभाव पड़ता है जैसे कि डर लगने पर शरीर अपनी रक्षा व्यवस्था की तो तैयारी करता ही है इसके साथ ही उसके हृदय की धड़कन भी तेज हो जाती है और खून का प्रेशर बढ़ जाता है और सांस की गति भी बढ़ जाती है। इसी प्रकार क्रोध आने पर हमारी आंखें और चेहरा लाल हो जाता है। आवाज तेज हो जाती है तथा शरीर कई बार कंपने लगता है। इसी प्रकार मन दुखी होने पर भूख कम हो जाती है, दिमाग में तनाव से दर्द होने लगता है, शरीर पर थका होने पर मानसिक कार्य करने को भी मन नहीं करता। इस प्रकार मन और शरीर के संबंध का हमारे जीवन में बहुत महत्व है और इसका हमारे जीवन पर प्रभाव पड़ता है। शारीरिक अवस्था का मानसिक अवस्था और व्यवहार पर तथा मानसिक अवस्था का शारीरिक अवस्था और व्यवहार पर प्रभाव पड़े बिना नहीं रह सकता।

इस प्रकार मनोवैज्ञानिक सिद्धांत को भी जीवन में अपनाकर अनेक मानसिक समस्याओं का हल किया जा सकता है जिससे हमारे जीवन में सुख और आनंद की अनुभूति होती है। इसी प्रकार शारीरिक शिक्षा और योग का भी हमारे जीवन में सुख और आनंद की अनुभूति होती है। इसी प्रकार शारीरिक शिक्षा और योग का भी हमारे जीवन में बहुत प्रभाव पड़ता है। समाज के नियम, आचरण संहिताओं तथा मर्यादाओं का अनुगमन करने और उन्हें एक ठोस रूप प्रदान करने में योग द्वारा प्रशिक्षित मन और मस्तिष्क महत्वपूर्ण भूमिका निभाते हैं और स्वस्थ शरीर में ही स्वस्थ मस्तिष्क निवास करता है और योगाभ्यास तो शरीर और मन को सशक्त एवं सबल बनाता ही है। योग द्वारा मन की वृत्तियों पर अंकुश लगाकर चित्त की शांति और निर्मलता की प्राप्ति होती है। योग का अभ्यास करने वाला संयमित विचार तथा कर्म से श्रेष्ठ बनता चला जाता है। फलस्वरूप उसमें सामाजिक तथा नैतिकगुणा का ऐसा अंकुर फूटता है कि जिस से ना केवल उसे व्यक्तिक दृष्टि से लाभ पहुंचता है अपितु समाज को एक नई दिशा प्रदान करने और सामाजिक प्रगति में अपना बहुमूल्य योगदान देने में भी वह पीछे नहीं हटता: योग इस तरह सामाजिक, नैतिक उत्कर्ष की एक ऐसी पावन भूमि और सुरमय वातावरण प्रस्तुत करता है जिसके आधार पर किसी भी समाज या राष्ट्र की प्रगति का भवन खड़ा किया जा सकता है शारीरिक शिक्षा का अगर हमें ज्ञान है तो यह शिक्षा हमारे संस्थानों का भी ज्ञान कराती है जैसे रक्त संचार, श्वसन संस्थान, स्नायु प्रणाली, मांसपेशीय संस्थान, पाचन संस्थान आदि के बारे में ज्ञान प्राप्त होता है। शारीरिक शिक्षा सभी क्रियाओं से संबंधित होती है और जब हम सारी क्रियाएं करते हैं तो उनका हमारे शरीर के विभिन्न संस्थानों पर बहुत प्रभाव पड़ता है। शारीरिक शिक्षा व्यक्ति के स्वास्थ्य का विकास करने में भी योगदान देती है। वह व्यक्ति की स्वास्थ्य संबंधी आदतों का विकास करती है। कई रोगों से बचाव की शिक्षा भी प्रदान करती है। आज के युग में शारीरिक शिक्षा के अनेक कार्यक्रम चिंता, दबाव व तनाव को काफी सीमा तक कम करते हैं ताकि व्यक्ति के स्वास्थ्य को उन्नत किया जा सके। इस प्रकार आज की तीव्र गति से बदलते हुए वातावरण में शारीरिक शिक्षण एक जटिल समस्याओं, चुनौतियों और अवसरों का डटकर सामना कर रही है। इसलिए शिक्षा के क्षेत्र में कार्य करने वाले अध्यापकों के लिए यह एक बड़ा उत्तरदायित्व है कि वे अपने आप को शैक्षिक अध्ययन के क्षेत्र में अग्रिम पंक्ति में रखें इस प्रकार कह सकते हैं कि जीवन में शारीरिक शिक्षा एवं स्वास्थ्य के महत्व का बहुमूल्य योगदान है।

#### **सारांश**

अगर हमें जीवन व अपने देश को स्वस्थ व आनंदमय बनाना है तो हमें शारीरिक शिक्षा व कुछ अन्य तत्वों का ज्ञान होना बहुत जरूरी है, जो हमारे शरीर व जीवन पर प्रभाव डालते हैं।

#### **सन्दर्भ—सूची**

1. मेवा सिंह 7 व 9 पेज न0
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## **Impact of WTO on India's Foreign Trade with USA**

**Dr. Varender Kaur\***

### **Abstract**

There was no international organization which dealt with trade issues between countries up to the end of 1994. GATT was created through agreement between trading countries to rules out the put national business. Then a new form of GATT comes with the same legal and organizational set up as the fund and the Bank and this new form of GATT is known as WTO. This paper dealt with the theoretical foundation of WTO. It explains about objectives for which WTO came into force. WTO is a strong international organization that ruled over the international business of the countries. India is a developing country and make efforts to increase its imports and decrease in imports. There is a strong impact of establishment of an international organization on the import and export of India. And USA is the top most developed country in the world who always tries to increase its business in developing countries like India. Impact of establishment of WTO on India's foreign trade especially with a developed nation (USA) is examined in the paper with same secondary data. Ten years period before establishment of WTO and ten years past establishment of WTO considered to compare the impact of WTO on India is foreign trade.

**Keywords:** - WTO, GATT, developed nation.

### **Introduction**

World Trade organization comes into for on January 1, 1998. Its Headquarter situated in Geneva Switzerland WTO has 164 member at present. India is a foundation member with in GATT from 1947 and in WTO from 1995 WTO is the successor organization to the GATT dealing with international trade rules and regulations. It have a open trading system based on multilaterally agreed rules. It provide better trade grounds, improve market access and greater export opportunities to the member countries. No other issue in recent time has generated so much heat then the likely impacts of the new international economic order on world economy in general and developing countries in particular. The ultimate setting up of the WTO is expected to bring about all the trading economics weather developed or developing countries in one Umbrella and increased income from liberalization, improved market access and greater export opportunities besides greater estimation of the trading environment. The government of India has also been harping on this tune. However, critics have pointed out that the entire contractual process was completely dominated by the developed countries (especially the USA) and the results that have emerged. In the form of various agreements are highly titled in their favor. The US economy was more open in the nineties than in the forties. Since it took decades to repair the damage to international market infected by the depression.

**Objective of the Study:-**The main aim of the study are as follows:-

1. To study the basic foundation of world trade organization.
2. To study the position of India as a foundation member of WTO.
3. To study the impact of establishment of WTO on India foreign trade with USA.

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**Research Methodology:-** The basic purpose of the study is to analyse the impact of existence of WTO on India US trade so the study is based on secondary data that was collected from various annual reports issued by international organizations .

### **Review of Literature**

G. Neranjan(1997), In his research, "USA's trade with Asian countries" explained the business relationship of India and USA in the reference of GATT and WTO regimes. The researcher says that in the new era India was required to implement the policies effectively because natural and human resources are a heavy potential in our country.

Frank G Hisner (1997), in his study "External trade of USA", analyzed that there has been a tremendous change in international business environment, which guaranteed to have strong relations with other countries. The researcher feels that India and USA, both are strong business powers. So, business between them does not affect with a few restraints.

Kamlesh Sharma, (1997), this study "Examining various issues in Indo-US economic relations", make a focus on relation between USA and India and analyzed that the USA is a major trading partner of India but its share in US imports and exports is less than one percent. The research suggested some effective plans and policies to increase its share up to one per cent.

Rajat Kathuria, Arindam Banik and Gouranga Gopal Das,(1998), in their research, "Indo-US Economic Cooperation," explained trade between India and USA in which researcher explained US as India's biggest trading partner with flow of trade about US\$7 billion in 1993. The study also explained various barriers in bilateral trade.

### **WTO and India**

India is a foundation member of the GATT (1947), it actively participated in the Uruguay Round Negotiations and is a founding member of the WTO. Within the WTO, India is committed to ensuring that the sectors in which the developing countries enjoy a comparative advantages are adequately opened up to international trade, and also that the special and different treatment provisions for developing countries under the different WTO Agreements are translated into specific enforceable dispensations, in order that developing countries are facilitated in their developmental efforts. India feels that the multilateral system would itself gain if it adequately reflected these concerns of the developing countries, so as to create the necessary impetus to enable developing country members to catch up with their developed country counterparts.

Under the Uruguay Round India has bounded 67 per cent of all its tariff lines, whereas prior to that only 6 per cent of tariff lines were bound. The bindings range from 0 to 300 per cent for agricultural products from 0 to 40 per cent for other products. Under the Uruguay Round manufactured products were bound at 25 per cent on intermediate goods and 40 per cent on finished goods. The phased reduction to these bound level from the very high level prevailing in 1990, is where necessary, in installments over the period March 1995 to the year 2005. In textiles where reductions will be achieved over ten years, India has reserved the right to duty levels prevailing in 1990, if the integration process envisaged under the Agreement on Textile and clothing does not materialize in full or is displayed, finally, in agriculture where except for a few goods. India bound rates range from 100 to 300%. India is in the process of renegotiating some of its tariff bounding. Many applied tariffs are below the Uruguay Round levels.

According to the Government of India, since our country existing and potential export competitiveness line in these product groups, it is logical to believe that India will obtain

large gains in these sectors. Assuming that India market share in world to improves from 0.5% to 1% and that we are able to take advantage of the opportunities thus created, the govt. believes that the trade gains may conservatively be placed at 2.7 billion US dollars extra export per year. The phasing out of the MFA by 2005 will benefit India as the exports of textiles and clothing will increase. The third benefit that India expert relates to the improve prospectus for Agricultural products due to reflection in domestic subsidies and barriers to trade. The most serious disadvantages to India are likely to flow from the Agreement pertaining to the TRIPS, TRIMS & services. In fact TRIPS protection is anti-competition and anti-liberalization and goes against the spirit of opening up the word economy and global integration in amounts to legalizing the monopoly of MNC's. Thus protection of IPR's is, itself, a barrier to trade.

**Impact of WTO on Trade between India and US**

There are lot favorable and unfavorable impacts of the WTO on the Indo US trade. To study the impacts in detail the two segments of bilateral trade between the two countries i.e. pre WTO trade and post WTO trade on the basis of a time period of ten year are as follows:-

**Impact on Indian Exports to USA**

To study the impact of WTO on India's Exports to USA the researcher has considered the data of 10 years pre WTO and of 10 years post WTO as follows:-

**Table 1: Position of India's exports from USA**

| Exports (Pre WTO) |          | Exports (Post WTO) |          |
|-------------------|----------|--------------------|----------|
| Year              | Exports  | Year               | Exports  |
| 1986              | 2283.20  | 1996               | 6880.5   |
| 1987              | 2528.60  | 1996               | 7731.1   |
| 1988              | 2952.30  | 1998               | 7928.7   |
| 1989              | 2952.30  | 1999               | 8590.2   |
| 1990              | 3314.33  | 2000               | 9220.9   |
| 1991              | 3197.21  | 2001               | 10735.1  |
| 1992              | 2780.65  | 2002               | 11010.1  |
| 1993              | 4550.91  | 2003               | 12014.02 |
| 1994              | 5309.50  | 2004               | 12209.3  |
| 1995              | 5726.20  | 2005               | 13745    |
| Total             | 36834.24 | Total              | 100065.1 |

Average exports performance of Post WTO is greater than exports performance of pre – WTO era, hence there is an increase in Indian export performance

The overall pre WTO export trend is increasing during the period for 1986 to 1995. The export value to the year 1986 was \$ 2283.20 million which rise up to \$ 5726.20 million in the year 1995. The average exports value was \$ 3683.42 million. On the other hand post WTO export trend is quite different from pre WTO exports, because as shown by the above table a tremendous growth in exports during the period of 1995-96 to \$ 13745 million up to the year 2004-05. The average growth rate in exports for post WTO is \$ 10006.51 million for ten years which leaves far behind the value of pre WTO exports i.e. only 3683.4 for ten years.

**WTO Impact on Imports of India from USA**

Like exports, imports from USA are also divided into two categories i.e. pre WO imports and post WTO imports as follows:

**Table 2: Position of India's imports from USA**

| Exports (Pre WTO) |          | Exports (POST WTO) |         |
|-------------------|----------|--------------------|---------|
| Year              | Exports  | Year               | Exports |
| 1986              | 1509.70  | 1996               | 4020.8  |
| 1987              | 1459.86  | 1996               | 3895.2  |
| 1988              | 2483.50  | 1998               | 3753.7  |
| 198               | 2463.81  | 1999               | 3628.0  |
| 1990              | 2486.22  | 2000               | 3473.5  |
| 1991              | 2002.68  | 2001               | 3132.9  |
| 1992              | 1914.48  | 2002               | 3023.6  |
| 1993              | 2761.09  | 2003               | 3067.6  |
| 1994              | 2294.0   | 2004               | 3187.8  |
| 1995              | 3295.8   | 2005               | 3230.5  |
| Total             | 22671.54 | Total              | 34413.6 |

Average performance of Indian imports in pre WTO is greater than post WTO duration. In other words due to existence of WTO Indian imports from USA are decreasing.

The reason behind this increasing rate of imports is the post WTO policies, which had to implement by Indian government, being a member of WTO. Reduction in non-tariff barriers, removal of quota and tariff etc. made the economics of India as well as of rest of the world more open that why the post WTO imports from USA are higher than that of pre WTO imports.

**Conclusion:-**In the end, it can be conclude by the researcher on the basis of the results drawn after the study of secondary data, that overall impact of WTO on Indo US trade is positive. Yet we have not achieved what we had expected while India signed the agreement at the time of Uruguay. But as it has already been mentioned, the impact of WTO cannot only be evaluated in quantitative terms. We cannot deny the benefits coming out of the Uruguay Round in terms of intangible things. First of all, our attitude regarding exports has changed. We have continued our process of global integration, keeping in mind our obligations and commitments to the world trade organization. The domestic economic policies regarding USA are gradually getting changed to go in for a higher degree of integration. We are now moving towards one of the healthy competitors in USA market scenario rather than a marginal especially because of their long run beneficial effects likely to accrue to India, clearly in a few specified sectors, which have witnessed phenomenal growth and export dynamism in recent years. India must, thus look at new pastures for which it has adequate domestic's capabilities and promising exports expansions.

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## भारतवर्ष के पश्चिमी भाग में अवस्थित पौराणिक तीर्थ

### Dr Krishna Devi\*

पश्चिमी भारत के पौराणिक तीर्थों के अन्तर्गत गुजरात, काठियावाड़, मुम्बई प्रदेश के पौराणिक तीर्थ शामिल हैं। इस खण्ड के कुछ भागों में मराठी बोली जाती है। शेष प्रायः पूरे भाग की भाषा गुजराती है यद्यपि गुजराती की अपनी लिपि है फिर भी वह देवनागरी लिपि से बहुत मिलती-जुलती है। हिन्दी इस पूरे भाग में समझ ली जाती है और जिसे हिन्दी भाषा-भाषी समझ सके ऐसी हिन्दी प्रायः सामान्य व्यक्ति भी बोल लेते हैं।

#### **सोमेश्वर तीर्थ (प्रभास)**

सौराष्ट्र (गुजरात) के काठियावाड़ क्षेत्र में ऐतिहासिक प्रभास तीर्थ अवस्थित है। जहाँ सोमनाथ का प्रसिद्ध मन्दिर है। सोमनाथ अनादि तीर्थ है। भगवान शंकर के सुप्रसिद्ध 12 ज्योतिर्लिंगों में सोमनाथ ज्योतिर्लिंग का प्रथम स्थान है। यह प्रभास क्षेत्र लकुलीश पाशुपत मत के शैवों का केन्द्र स्थल रहा है। इसके पास ही भगवान श्रीकृष्ण के चरण में जरा नामक व्याघ्र का बाण लगा था। इस प्रकार ये स्थान शैव, वैष्णव दोनों का ही महातीर्थ है। कालक्रम से यहाँ आततायियों के अनेक आक्रमण हुए और सोमनाथ मन्दिर अनेक बार गिरा तथा बना है। इस स्थान को वेराबल, सोमनाथपाटण, प्रभास या प्रभासपाटण भी कहते हैं। पुराणों में प्रभास प्रभास तीर्थ का बड़ा ही उत्कृष्ट वर्णन मिलता है। प्रभास तीर्थ को स्वर्ग के समान माना गया है। प्रभास की परिक्रमा करने से पृथ्वी की परिक्रमा का फल मिलता है।

मन शुद्ध हो जाता है और मनुष्य के मरने पर स्वर्ग लोग की प्राप्ति होती है।<sup>2</sup> कहते हैं कि सोमनाथ में महामृत्युञ्जय का जाप करने से मनुष्य के समस्त पाप नष्ट हो जाते हैं।

#### **अम्बा जी शक्तिपीठ (प्रभास)**

गुजरात राज्य के गिरनार पर्वत के प्रथम शिखर पर देवी अम्बा जी का विशाल मन्दिर है। 'अम्बा' जी को 'अम्बिका' के नाम से भी सम्बोधित किया जाता है। अम्बा जी के इस तीर्थ को शक्तिपीठ के रूप में मान्यता प्राप्त है। इस तीर्थ स्थान पर देवी सती के देह का 'उदर' भाग गिरा था। यहाँ की शक्ति 'चन्द्रभागा' और भैरव 'वक्रतुण्ड' हैं।<sup>3</sup> कुछ ग्रन्थों के अनुसार अम्बाजी (प्रभास) शक्तिपीठ में पुष्करावती देवी का स्थान है। अम्बाजी तीर्थ के समीप स्थित लोगों के अनुसार चन्द्रभागा एवं पुष्करावती महामाया अम्बादेवी जी के ही अन्य नाम हैं। पौराणिक कथा के अनुसार गुजरात के अर्बुदारण्यक्षेत्र<sup>5</sup> में पर्वत शिखर पर देवी सती के शव के हृदय का एक भाग गिरा था, उसी अङ्ग की आराधना इस स्थल पर आरासुरी अम्बिका देवी जी के नाम से होती है। पुराणों में विवरण मिलता है कि नारायण के चक्र से कटकर देवी सती के देह के अंग पृथक् होकर भूतल पर गिरे और पाषाणमय हो गये। यहाँ सती के देह के अंग गिरे वह स्थल महातीर्थ और मुक्तिक्षेत्र शक्तिपीठ कहलाये। यही तीर्थस्थान देवताओं के लिये दुर्लभ प्रदेश बन गये। माँ अम्बिका (आरापुरी) जी को तीनों समय तीन प्रकार के वस्त्र पहनाये जाते हैं। जिससे देवी प्रातः 'बाला' दोपहर को 'युवा' एवं सांयकाल को 'वृद्धा' के रूप में दिखायी देती है। वास्तव में माँ अम्बिका जी यहाँ कोई मूर्ति नहीं है। माँ को जिस रूप में देखोगे वह उसी रूप में दिखाई देगी। यहाँ एक आले में वस्त्रालङ्कार से इस प्रकार शृङ्गार किया जाता है कि सिंहपर बैठी भवानी के दर्शन होते हैं। मन्दिर के पीछे मानसरोवर नामक तालाब भी है जो बहुत पवित्र माना जाता है। इसमें स्नान करने का बड़ा ही पुण्यात्म माहात्म्य बताया गया है। तीर्थयात्री को इस स्थल पर ब्रह्मचर्य पूर्वक रहना पड़ता है। इस स्थान पर ब्रह्मचर्य के नियम को भङ्ग करने से अनिष्ट होता है। प्रभास शक्तिपीठ का आधुनिक समाज में बड़ा ही माहात्म्य बताया गया है। इस तीर्थ स्थान के दर्शनों के लिये देश-विदेश से लाखों श्रद्धालु आते हैं। हजारों-लाखों मनुष्यों की कामनाएं माँ अम्बिका की कृपा से पूरी हो जाती है। इस स्थान पर भक्तों की माँ अम्बे के प्रति बड़ी आस्था व विश्वास है। इस तीर्थ में एक बार आने से परलोक में मोक्ष की प्राप्ति होती है।

#### **आबू तीर्थ**

आबू तीर्थ अहमदाबाद-दिल्ली आबूरोड स्टेशन से 17 किलोमीटर की दूरी पर अवस्थित है। आबू उत्तम तीर्थ है यह तीर्थ स्थान एक पर्वत के रूप में अवस्थित है। आबू तीर्थ स्थान को वर्तमान समय में माऊंट आबू के नाम से पहचाना जाता है। आबू पर्वत 14 मील लम्बा और दो से चार मील चौड़ा भी है। जनश्रुतियों के अनुसार आबू नाम हिमालय के पुत्र अर्बुद के नाम पर पड़ा था। अर्बुद बहुत ही प्रसिद्ध एवं शक्तिशाली साँप था जिसने एक गहरी खाई में भगवान शिव के पवित्र वाहन नंदी बैल की जान बचाई थी।

माऊंट आबू तो प्राचीन काल से ही ऋषि-मुनियों का निवास स्थान रहा है। पौराणिक कथाओं के अनुसार हिन्दूधर्म के तैत्तिरीय करोड़ देवी-देवता इसी गिरि पर भ्रमण करने आते थे। कहा जाता है कि यहाँ पहले पृथ्वी में जाने के लिये एक सुरंग भी थी। यहाँ का महर्षि वशिष्ठ का आश्रम तीनों लोकों में विख्यात है। महर्षि वशिष्ठ ने इसी स्थान पर असुरों के विनाश के लिये यज्ञ किया था। इस स्थान पर यदि मनुष्य एक रात भी निवास कर लेता है तो उसे हजार

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गोदान करने का पुण्य प्राप्त होता है। इस स्थान की एक विशेषता यह भी है कि मथुरा से द्वारिका जाते समय भगवान श्रीकृष्ण इस स्थल पर पधारे थे। आबू शिखर बहुत ही पवित्र तीर्थ माना गया है। आबू पर्वत जाने के लिये दो रास्ते हैं। एक नया और एक पुराना। पुराने रास्ते में ऋषिकेश का मन्दिर आता है। जिसमें भगवान श्री कृष्ण ने रात को विश्राम किया था। इस स्थल को द्वारिका का द्वार कहा जाता है। आबू के मार्ग में कई धर्मशालाएँ भी हैं। वहाँ से थोड़ी दूरी पर मणिकर्णिका तीर्थ तथा सूर्यकुण्ड है जोकि बहुत ही पवित्र तीर्थ माने गये हैं। यहाँ यात्री स्नान करते हैं। माऊंट आबू में देलवाड़ा जैन मन्दिर सुप्रसिद्ध हैं। देलवाड़ा (दिलवाड़ा) मन्दिर के अतिरिक्त आबू में गौतमाश्रम, यज्ञेश्वर, अचेलेश्वर, अचलगढ़, कनखल, नागतीर्थ आदि प्रसिद्ध स्थान हैं जो आबू की महानता को और विकसित करते हैं। आबू के इन तीर्थों पर आकर एवम् इनके दर्शन करने से आत्मिक शान्ति का अनुभव होता है। आबू तीर्थ में स्नान एवं दान का बड़ा ही पुण्यात्म महत्त्व है। इन तीर्थ स्थानों में पितरों को दिया गया श्राद्ध अनन्त फल की तृप्ति कराने वाला होता है।

### नागेश्वर तीर्थ

नागेश्वर तीर्थ सौराष्ट्र गुजरात के द्वारिका तट पर अवस्थित है। नागेश्वर तीर्थ भगवान शिव को समर्पित है। नागेश्वर तीर्थ भगवान शिव के बारह ज्योतिर्लिङ्गों में से एक है। हिन्दू धर्म के अनुसार नागेश्वर अर्थात् नागों का ईश्वर होता है। यह नागेश्वर भगवान सर्व विषों से हमारी रक्षा करते हैं। इस सुप्रसिद्ध ज्योतिर्लिङ्ग के दर्शन की शास्त्रों में बड़ी महिमा बताई गई है। कहा गया है कि जो श्रद्धापूर्वक इसकी उत्पत्ति और महात्म्य को सुनेगा, वह समस्त पापों से मुक्त होकर समस्त ऐहिक सुखों को भोगता हुआ अन्त में परमपद को प्राप्त होगा। नागेश्वर ज्योतिर्लिङ्ग की उत्पत्ति के सम्बन्ध में एक पौराणिक कथा है जिसके अनुसार सुप्रिय नाम का एक बड़ा ही धर्मात्मा और सदाचारी वैश्य था। जो भगवान शिव का परम भक्त था। वह सदैव भगवान शिव की भक्ति में मग्न रहता था। अपने प्रत्येक कार्य भगवान शिव को अर्पित करके करता था किन्तु सुप्रिय की शिवभक्ति के दारुक नामक एक राक्षस बहुत ही क्रोधित रहता था। उसे भगवान शिव की आराधना अच्छी नहीं लगती थी। वह निरन्तर प्रयत्न करता रहता था कि सुप्रिय किसी भी प्रकार से शिवभक्ति न कर पाये। संयोगवश एक दिन सुप्रिय अपनी शिव भक्ति में लीन था तब दारुक राक्षस ने उस पर आक्रमण कर दिया परन्तु सुप्रिय इससे विचलित नहीं हुआ तथा वह भगवान शिव को पुकारने लगा। फलतः भगवान शिव ने एक ऊँचे स्थान पर चमकते हुये सिंहासन में स्थित ज्योतिर्लिङ्ग रूप में दर्शन दिया तथा धर्म का नाश करने वाले दारुक राक्षस को मारकर अपने भक्त सुप्रिय नामक वैश्य की रक्षा भी की और उसे पाशुपत अस्त्र भी दिया जिससे वह अपने शत्रुओं का नाश कर सके। भगवान शिव के आदेशानुसार इस ज्योतिर्लिङ्ग का नाम नागेश अर्थात् नागेश्वर पड़ा तथा संसार का उपकार करने के लिए अनेक लीला करने वाले साम्ब सदाशिव वहाँ ज्योतिर्लिङ्ग के रूप में अवस्थित हो गये।<sup>16</sup> इस प्रकार तीनों लोकों की कामनाओं को पूर्ण करने वाले ज्योतिर्लिङ्गों में श्रेष्ठ नागेश्वर की उत्पत्ति हुई।<sup>17</sup>

नागेश्वर ज्योतिर्लिङ्ग को दसवाँ नागेश्वर नामक अवतार कहा गया है जो अपने भक्तों की रक्षा तथा दुष्टों का दण्ड देने के लिये हुआ है।<sup>18</sup> नागेश्वर ज्योतिर्लिङ्ग के दर्शनों के लिए देश-विदेश से तीर्थयात्री आते हैं। इस ज्योतिर्लिङ्ग के दर्शन तथा पूजा करने से समस्त पापों का नाश हो जाता है।<sup>19</sup>

### हाटकेश्वर तीर्थ

आनर्तदेश में परम मनोहर एवं सर्वतीर्थमय शुभ हाटकेश्वर क्षेत्र है जो महापातकों का भी नाश करने वाला है।<sup>20</sup> हाटकेश्वर तीर्थ भगवान शिव को समर्पित है। भगवान शिव के मुख्य लिङ्गों में से एक हाटकेश्वर लिङ्ग है जिसे पाताले हाटकेश्वरम् कहा जाता है। हाटकेश्वर का मुख्य लिङ्ग पाताल में है। हाटकेश्वर तीर्थ गुजरात राज्य के वडनगर क्षेत्र में स्थित है। वडनगर नागर ब्राह्मणों का मुख्य स्थान रहा है। हाटकेश्वर महादेव नागर ब्राह्मणों के कुलदेवता हैं। इसी कारण जहाँ-जहाँ नागर ब्राह्मणों ने अपनी बस्ती बसायी, वहाँ-वहाँ उनके द्वारा विस्थापित हाटकेश्वर महादेव मन्दिर भी हैं। इस प्रकार देश में अनेकों स्थानों पर हाटकेश्वर महादेव का मन्दिर है किन्तु सबसे प्राचीन एवं प्रधान मंदिर वडनगर में ही अवस्थित है। कहा जाता है कि इस मन्दिर में जो व्यक्ति पंद्रह दिन भी भक्तिपूर्वक भगवान शिव की पूजा करता है, वह सभी पापों से मुक्त होने पर भी भगवान शिव के लोक में सम्मान व आदर से सम्पन्न होता है।<sup>21</sup> हाटकेश्वर तीर्थ को तो धरती का स्वर्ग कहा जाता है। इस स्थान पर हाटकेश्वर तीर्थ के अतिरिक्त अनेक देव मन्दिर व जैन मन्दिर भी हैं जो बहुत ही सुप्रसिद्ध हैं। इस स्थान की प्राचीन कथानुसार त्रिलोक को मापते समय भगवान वामन ने पहला पद वडनगर में ही रखा था। वडनगर का प्राचीन नाम चमत्कारपुर था। इसके अतिरिक्त भगवान श्रीकृष्ण भी परमधाम पधारने के पूर्व इस पवित्र स्थल पर पधारे थे। यहाँ यादवों के साथ पाण्डव भी पधारे थे उन्होंने अनेक शिवलिङ्गों की स्थापना भी की थी। जिनके पूजन से इस लोक में समस्त सुखों को देने वाली सभी प्रकार की सम्पत्तियाँ मिलती हैं और परलोक में निःसंदेह उत्तम मुक्ति मिलती है।

### भद्रकाली तीर्थ

महाराष्ट्र के नासिक में स्थित भद्रकाली मन्दिर प्रधान 51 शक्तिपीठों में से एक है। भद्रकाली तीर्थ हिन्दू श्रद्धालुओं का प्रमुख तीर्थ स्थल है। भद्रकाली मन्दिर का शिखर नहीं है। सिंहासन पर नवदुर्गाओं की मूर्तियाँ हैं। उनके मध्य में माता भद्रकाली की ऊँची मूर्ति है। पौराणिक कथा के अनुसार भगवान विष्णु के सुदर्शन चक्र द्वारा काटे जाने पर भगवती सती के शरीर के अंगों में से चिबुक भाग नासिक (जनस्थान) में इसी पवित्र स्थल पर गिरा था। तब से यह स्थान शक्तिपीठ के रूप में प्रसिद्ध हो गया। इस तीर्थ स्थल पर भगवती सती 'भामरी' के रूप में जबकि भगवान भोलेनाथ 'विकृताक्ष' भैरव के रूप में प्रतिष्ठित हैं।

### मही नदी तीर्थ

मही नदी मालवा के पर्वत से उत्पन्न हुई है और दक्षिण समुद्र में जाकर मिली है। उसके दोनों तट पर परम पुण्यमय तीर्थ हैं जो सबके के लिए कल्याणकारी है, इसे माही के नाम से भी सम्बोधित किया जाता है। इस पवित्र तीर्थ को गुप्त क्षेत्र भी कहा जाता है। मही नदी के तट पर नौ नाथ और चौरासी सिद्ध रहते हैं इसकी पुष्टि की गई है। इसके अतिरिक्त मही के किनारे पर नौ शिव मन्दिर एवं कई देवियों के स्थान भी हैं। जिनमें शत्रुघ्नी माता का स्थान बड़ा ही अलौकिक है। उसके ईद-गिर्द दो-तीन मील तक कोई गाँव नहीं दिखाई देता है। धारनाथ से शत्रुघ्नी माता के मन्दिर तक के स्थान को गुप्त-तीर्थ कहते हैं। मही नदी के विषय में पौराणिक परिचय भी प्राप्त होता है। कहा जाता है कि प्राचीन काल में बुद्धिमान नृपश्रेष्ठ इन्द्रद्युम्न ने जब यहाँ यज्ञ किया तब इनके द्वारा यह पृथ्वी दो अंगुल ऊँची कर दी गयी थी। उस समय जैसे गीले काठ के तपने पर उससे पानी चूता है, उसी प्रकार यज्ञाग्नि द्वारा तपती हुई पृथ्वी से जल का स्रोत टपकने लगा। उस जलराशि को समस्त देवताओं ने नमस्कार किया, वही मही नामक नदी है। पृथ्वी पर जो कोई भी तीर्थ है उन सबके जल से उत्पन्न साररूप मही नदी का जल माना गया है।

### माहात्म्य

प्रभास में दस बार, पुष्कर की सात बार और प्रयाग की आठ बार यात्रा करने से जो फल प्राप्त होता है वही फल मही-सागर संगम तीर्थ की एक बार यात्रा करने से होता है। जो कुरुक्षेत्र की पांच बार, नकुलीश की तीन बार, आबू की छः बार, वस्त्रापथ (गिरनार) की तीन बार, गङ्गा की पांच बार, कूपोदरी की चार बार, काशी की छः बार तथा गोदावरी की पाँच बार यात्रा करने का फल है। वही शनिवार युक्त अमावस्या को मही सागर की यात्रा करने से होगा। मही सागर संगम में किया हुआ स्नान दान, जप, होम और पिण्डदान सब अक्षय होता है। इसके अतिरिक्त पूर्णिमा और अमावस्या को यहाँ किया हुआ स्नान, दानादि कर्म उत्कृष्ट फल देने वाला होता है।

### घृणेश्वर तीर्थ

घृणेश्वर तीर्थ भगवान शिव के बारह ज्योतिर्लिङ्ग में से एक है। यह ज्योतिर्लिङ्ग बारह ज्योतिर्लिङ्गों में अन्तिम ज्योतिर्लिङ्ग है। भगवान शिव का यह प्रसिद्ध तीर्थ महाराष्ट्र के औरंगाबाद शहर के समीप दौलताबाद के पास स्थित है। घृणेश्वर ज्योतिर्लिङ्ग को धुश्मेश्वर, धुसृणेश्वर के नाम से भी जाना जाता है। घृणेश्वर मन्दिर का निर्माण अहिल्याबाई होल्कर द्वारा करवाया गया था। शहर के शोर से दूर स्थित यह मन्दिर शान्ति एवं सादगी से परिपूर्ण है। घृणेश्वर मन्दिर से दक्षिण में पाँच किलोमीटर दूर दौलताबाद का किला है। यहाँ धारेश्वर शिवलिङ्ग और एकनाथ जी के गुरु श्रीजनार्दन महाराज की समाधि भी है। इसके अतिरिक्त बौद्ध भिक्षुओं द्वारा निमित्त एलोरा की प्रसिद्ध गुफाएँ इस मन्दिर के समीप स्थित हैं।

### सिद्धपुर तीर्थ

भारत में जैसे पितृश्राद्ध के लिये गया प्रसिद्ध है वैसे ही मातृश्राद्ध के लिये सिद्धपुर प्रसिद्ध है। इसे मातृगया क्षेत्र कहा जाता है। इस स्थान का प्राचीन नाम श्रीस्थल है किन्तु पाटण नरेश सिद्धराज जयसिंह ने अपने पिता गुजरेश्वर मूलराज सोलंकी द्वारा प्रारम्भ किये गये रुद्रमहालय को पूरा किया। तभी से इस स्थान का नाम सिद्धराज के नाम पर सिद्धपुर हो गया। सिद्धपुर में देवी माता के रूप में पूजा जाती है। सिद्धपुर तीर्थ अहमदाबाद से 60 किलोमीटर की दूरी पर स्थित है। सिद्धपुर तीर्थ के विषय में पौराणिक कथा भी प्रचलित है। कहा जाता है कि प्राचीन काल में जब देवताओं और असुरों का समुद्र मंथन हुआ था उस समुद्र मंथन में जो उत्तम चीजों का प्रादुर्भाव हुआ था उनको तो देवताओं ने ले लिया और विष महादेव ने पी लिया, जिससे दानव अत्यन्त क्रोधित हो गये तथा देवताओं से युद्ध करने लगे। देवताओं की प्रार्थना से भगवान शिव असुरों का संहार करने लगे, जिससे वह अत्यन्त क्रोधित हो गये। तब असुर स्वर्ग लोग से भागते हुये पृथ्वी लोक, पृथ्वी लोक से रसातल लोक पहुँच गये। भगवान शिव उनके पीछे-पीछे रसातल लोक पहुँचे तब भगवान शिव के शरीर से जो पसीने की बूँदें निकली वहाँ माताओं की उत्पत्ति हुई। माताओं ने शिव आज्ञा से असुरों का रसातल लोक में सर्वनाश कर दिया। तब सभी देवों ने माताओं को वर दिया कि जिस प्रकार शिव की लोक में पूजा होती है। उसी प्रकार सर्वदा माताओं को भी पूजा प्राप्त होगी। अतः तब सभी माताएँ इसी स्थल पर स्थित हो गयीं। तब से यह स्थल मातृतीर्थ (सिद्धपुर) के नाम से प्रसिद्ध हो गया।

### कोटेश्वर तीर्थ

कोटेश्वर तीर्थ गुजरात राज्य के कच्छ प्रदेश में अवस्थित है। कोटेश्वर तीर्थ एक बंदरगाह में स्थित है। यह प्राचीन तीर्थ स्थल महादेव (शिव) को समर्पित है इसी कारण इस तीर्थ स्थल को कोटेश्वर महादेव के नाम से भी सम्बोधित किया जाता है। कोटेश्वर महादेव तीर्थ की पौराणिक कथा भगवान शिव के परमभक्त रावण से सम्बन्धित है। भगवान

शिव ने रावण को वरदान स्वरूप एक आध्यात्मिक शिव लिंग प्रदान किया था। किन्तु अभिमानी रावण को अधिक उत्सुकतापूर्ण होने के कारण कोटेश्वर में ही गिर गया तथा वह शिवलिंग एक हजार प्रतिमाओं में बदल गया। इन सब में से मुख्य लिंग को पहचानने में रावण असमर्थ हो गया। अतः उसने एक शिवलिंग को पकड़ लिया। जिसके चारों ओर कोटेश्वर मन्दिर बनाया गया। कोटेश्वर तीर्थ पर स्नान करके कोटेश्वर महादे जी का दर्शन करने से पाँच यज्ञों के करने का फल प्राप्त होता है। कोटेश्वर तीर्थ से 4 कि.मी. की दूरी पर नारायण सरोवर तीर्थ है। श्रीमद्भागवत पुराण में वर्णित पाँच पवित्र सरोवरों में से एक सरोवर नारायण सरोवर है। नारायण सरोवर से तात्पर्य है विष्णु का सरोवर। यहाँ सिन्धु नदी का सागर से संगम भी होता है इसी संगम के तट पर पवित्र नारायण सरोवर स्थित है। इस पवित्र सरोवर में अनेक प्राचीन सन्त महात्माओं के आने के भी प्रसंग उपलब्ध होते हैं। आदि शंकराचार्य, चीनी यात्री ह्वेनसांग ने भी इस सरोवर के दर्शन किये थे।

#### भीमशंकर तीर्थ

भीमशंकर तीर्थ द्वादश ज्योतिर्लिङ्गों में से छठा ज्योतिर्लिङ्ग है। भीमशंकर ज्योतिर्लिङ्ग का स्थान मुम्बई से दौ सौ मील दूर दक्षिण-पूर्व में सह्याद्रि पर्वत के शिखर पर अवस्थित है। इस शिखर को डाकिनी-शिखर कहते हैं। यहीं से भीमा नदी भी निकलती है। यह दक्षिण-पश्चिम दिशा की ओर बही हुई रायचूर जिले में कृष्णा नदी से जाकर मिलन करती है। भीमशंकर तीर्थ पर जाने का मार्ग वन से होता हुआ पर्वत तक जाता है। वहाँ तक पहुँचने का कोई भी सरलतापूर्ण मार्ग नहीं है। तथापि महाशिवरात्रि उत्सव के समय पूना से भीमशंकर के पास तक वाहनों का उचित प्रबन्ध किया जाता है। अन्य समय पर भीमशंकर तीर्थ पर जाने के लिये नासिक से 88 मील तक बस के द्वारा पहुँचा जाता है। आगे 36 मील का रास्ता टैक्सी द्वारा तय करना पड़ता है। भीमशंकर तीर्थ के समीप कई धर्मशालाएँ हैं जिन्हें तीर्थयात्री व पण्डों के ठहरने के लिए बनाया गया है। भीमशंकर से लगभग एक फर्लांग पहले ही शिखर पर देवी-मन्दिर है। वहाँ से नीचे उतरने पर भीमशंकर तीर्थ दिखाई देता है। यहाँ 'डाकिन्याँ भीमशंकरम्' इस कथन के अनुसार 'डाकिनी' ग्राम का तो कहीं पता नहीं लगता। किन्तु भगवान शंकर जी सह्याद्रि पर्वत पर अवस्थित हैं। और भीमशंकर के नाम से उत्पन्न भीमेश्वर नामक लिङ्ग भी यहीं स्थिति है। यह लिङ्ग शारीरिक एवं आध्यात्मिक बल को देता है एवं असुरी शक्तियों का विनाश भी करता है। भीमशंकर लिंग से थोड़ी-थोड़ी जल की बूंदें भी गिरती रहती हैं। मन्दिर के पास दो कुण्ड हैं जिन्हें नाना फडनवीस ने बनवाया था।

#### द्वारिका धाम

द्वारिका तीर्थ सप्त मोक्ष पुरियों की गणना में अन्तिम पुरी अर्थात् नगरी है। द्वापर युग में इस नगरी का निर्माण भगवान श्रीकृष्ण ने किया था। भगवान श्रीकृष्ण की यह राजधानी चारों धामों में से एक धाम भी है जो वर्तमान समय में द्वारका धाम के नाम से विख्यात है। द्वारिका का एक अन्य नाम कृष्णतीर्थ भी है। द्वारिका धाम भारत देश के गुजरात राज्य में समुद्र तट पर अवस्थित है। किन्तु आज द्वारिका नाम से कई स्थान कहे जाते हैं। दो-तीन स्थान मूलद्वारका नाम से विख्यात हैं। गोमती द्वारिका तथा वेत-द्वारिका-ये दोनों द्वारका पुरी में ही अवस्थित हैं। द्वारिका के विषय में कहा जाता है कि भगवान श्रीकृष्ण के परमधाम जाने पर ही द्वारकापुरी समुद्र में डूब गयी। केवल श्रीकृष्ण का निजी मन्दिर नहीं डूबा। गोमती द्वारिका और वेत द्वारका वास्तविक द्वारका के एक ही अंश हैं। ऐसा मारने में कोई भी आपत्ति नहीं है कि द्वारका के जलमग्न हो जाने पर भक्तों ने कई स्थलों पर द्वारिका धाम का अनुमान करके मन्दिर बनवाये किन्तु जब वास्तविक द्वारका की प्रतिष्ठा हो गयी, तब उन अनुमानित स्थलों को मूल द्वारिका के नाम अभिहित किया जाने लगा।

वर्तमान द्वारिका गोमती द्वारका कही जाती है। कहा जाता है कि जरासंध के लगातार आक्रमणों से विवश होकर श्री कृष्ण ने इसे बसाया था। इसका उद्घान रैवतक एवं पहाड़ी गोमन्त थी। महाभारत के अनुसार इसकी लम्बाई दो योजन एवं चौड़ाई एक योजन थी। ब्रह्मपुराण एवं विष्णुपुराण के अनुसार वृष्णियों एवं अन्धकों ने कालयवन के डर से मथुरा छोड़ दी थी और कृष्ण की सहमति लेकर कुशस्थली चले गए और द्वारिका का निर्माण किया। भगवान श्रीकृष्ण ने समुद्र से 12 योजन भूमि मांगी थी और वाटिकाओं, भवनों एवं ढ़ दीवारों के साथ द्वारका का निर्माण किया था और वहाँ मथुरा वासियों को बसाया था। यह नगरी कठियावाड़ में ओखा के पास है। द्वारिका धाम में अन्य तीर्थ और भी हैं। जिनके दर्शन पुण्यतम माने गये हैं। जैसे गोमती, निष्पाप सरोवर, श्रीरणछोड़राय का मन्दिर अति पवित्र एवं प्रमुख हैं।

#### श्रीरणछोड़राय का मन्दिर

श्रीरणछोड़राय का मन्दिर द्वारका धाम का मुख्य मन्दिर है। इसे द्वारिकाधीश मन्दिर भी कहा जाता है। यह मन्दिर परकोटे के भीतर है, जिसमें चारों ओर द्वार हैं। मन्दिर सात-मंजिला एवं शिखरयुक्त है। मन्दिर में मुख्य पीठ पर श्रीरणछोड़राय की श्यामवर्ण चतुर्भुज मूर्ति है। इन्हीं को रणछोड़राय जी कहा जाता है। भगवान ने हाथों में शंख, चक्र, गदा और कमल धारण किए हैं। बहुमूल्य अलंकरणों तथा सुन्दर वेशभूषा से सजी प्रतिमा हर किसी का मन मोह लेती है। श्रीरणछोड़राय जी की मूर्ति का चरण-स्पर्श करने के लिए निश्चित दक्षिणा भी दी जाती है। पुण्यमय द्वारिका के विषय में कहा जाता है कि द्वारिकावासी का दर्शन और स्पर्श करके भी मनुष्य बड़े-बड़े पापों से मुक्त हो स्वर्गलोक में निवास करते हैं। वायु द्वारा उड़ायी हुई द्वारिका की धूल भी रज पापियों को मुक्ति देने वाली कही गयी है, फिर साक्षात् द्वारिका धाम की तो बात ही क्या।

### पावागढ़ तीर्थ

पावागढ़ तीर्थ एक सिद्ध क्षेत्र माना जाता है। पावागढ़ तीर्थ एक पर्वत के रूप में विख्यात है। इस स्थल में अनेक पवित्र तीर्थ विद्यमान हैं। पावागढ़ पर्वत बड़ौदा शहर से तीस मील दूर ईशान कोण में अवस्थित है। पर्वत तक पहुँचने के लिये मुहानादार मार्ग बना हुआ है। इस मार्ग में सात द्वार भी मिलते हैं। छठे द्वार के पश्चात् दूधिया तालाब मिलता है। जिसे बहुत पवित्र माना गया है। यात्री इस तालाब में स्नान करके अपने को पवित्र करते हुये पापों से मुक्ति पाते हैं। दुधिया सरोवर से ही महाकाली शिखर प्रारंभ होता है। इस शिखर पर महाकाली का प्राचीन मन्दिर है। मन्दिर में महाकाली के दर्शन करके ऐसा प्रतीत होता है कि मूर्ति भूमि में प्रविष्ट हो रही है। महाकाली का यह प्राचीन मन्दिर गुजरात राज्य के चार प्रमुख देवी स्थानों में से एक है। कुछ लोग इस स्थान को शक्तिपीठ मानते हैं। यहाँ देवी सती के कमर का पतन हुआ था। अश्विन शुक्ल प्रतिपदा से दशमी तक यहां बहुत बड़ा मेला लगता है। महाकाली तीर्थ के विषय में कहा गया है कि विन्ध्यांचल में जो महाकाली कालीखोह में हैं। वही देवी इस स्थल में निवास करती है। लोगों को अनेक बार देवी के प्रत्यक्ष दर्शन भी हुए हैं।

पावागढ़ क्षेत्र में जैन तीर्थ की भी अवस्थिति है। पावागढ़ में दो जैन-मन्दिर हैं। पावागढ़ पर्वत के पाँचवें दरवाजे से आगे जैन-मन्दिर मिलते हैं जहाँ से पाँच करोड़ मुनि मोक्ष गये थे।

### करवीर तीर्थ (शक्तिपीठ)

करवीर तीर्थ महाराष्ट्र प्रान्त के कोल्हापुर शहर में अवस्थित है। कोल्हापुर पुराण प्रसिद्ध करवीर-क्षेत्र है। जो स्वयं देवी लक्ष्मी द्वारा निर्मित है। इस तीर्थ में महाकाली को अंबा बाई के नाम से भी अभिहित किया जाता है। कोल्हापुर एक महानीय पीठ है। यहाँ महालक्ष्मी मन्दिर को 51 शक्तिपीठों में से एक माना जाता है। यहाँ देवी सती के तीनों नेत्र गिरे थे। यहाँ की शक्ति महिषमर्दिनी और भैरव क्रोधीश है। करवीर तीर्थ महालक्ष्मी का सर्वश्रेष्ठ सिद्धपीठ है। महालक्ष्मी को यहाँ 'करवीर सुवासिनी' एवं 'कोलापुरनिवासिनी' भी कहा जाता है। मन्दिर का प्रधान भाग नीले पाषाणों से बना हुआ है। मन्दिर के भीतर देवी लक्ष्मी का श्रीविग्रह वज्रमिश्रित रत्नशीला का स्वयंभू और चमकीला है। उसके मध्य में स्थित पदमरागमणि भी स्वयंभू है, मूर्ति अत्यन्त प्राचीन होने के कारण बहुत घिस गयी थी। इसलिये सन् 1954 ई. में कल्पोक्त विधि के द्वारा मूर्ति का वज्रलेप अष्टबन्धादि संस्कार किये गये। उसके उपरान्त अब श्रीविग्रह स्पष्ट रूप से दिखायी देता है। यहाँ महालक्ष्मी के चतुर्भुज हाथों में मातुलुङ्ग, गदा, ढाल और पानपात्र हैं। मस्तक पर नाग, लिंग और योनि है। स्वयंभू मूर्ति में ही सिर पर किरीट उत्कीर्ण होकर विराजते हैं। शेषफणों ने उस परछाया की है। साढ़े तीन फुट ऊँची यह मूर्ति अत्यन्त सुन्दर एवं आकर्षक है। देवी लक्ष्मी की यह सर्वोत्कृष्ट प्रतिमा 40 किलोग्राम की है। मन्दिर परिसर में काशी विश्वेश्वर, कार्तिकस्वामी, सिद्धिविनायक, महासरस्वती, महाकाली, श्रीराम एवं श्रीदत्ता भी विराजमान हैं। मन्दिर के समीप ही पाँच नदियों के संगम से एक नदी बहती है जिसे पंचगंगा कहा जाता है। यह नदी आगे चलकर समुद्रगामिनी महानदी कृष्णा से जा मिलती है।

### लोणार तीर्थ

लोणार एक वैष्णव तीर्थ है, यह तीर्थ भगवान विष्णु को समर्पित है। मेहकर से लोणार 15 मील दूर है। यह तीर्थ नमक की झील के रूप में सुप्रसिद्ध है। इस झील को लोणार कुण्ड कहा जाता है। पद्मपुराण एवं अकबर आइने में इस कुण्ड को 'विष्णु गया' के रूप में वर्णित किया गया है।

### महाबलेश्वर तीर्थ

महाबलेश्वर क्षेत्र भारत के महाराष्ट्र राज्य का अत्यन्त प्रसिद्ध तीर्थस्थान है। यह सुप्रसिद्ध तीर्थ स्थान भारत देश के महानगर मुम्बई से 64 किलोमीटर दक्षिण पूर्व में और सतारा नगर के पश्चिमोत्तर में पश्चिमी घाट की सह्याद्रि पहाड़ियों में 1438 मीटर की ऊँचाई पर अवस्थित है। महाबेश्वर के पास में ही एक पर्वत से पवित्र कृष्णा नदी निकलती है। पर्वत से धारा एक कुण्ड में प्रविष्ट होकर गोमुख से बाहर निकलती है। कृष्णा नदी का उद्गम होने से ही यह स्थान तीर्थ स्थल के रूप में विख्यात हुआ है। यह कृष्णा नदी भगवान कृष्ण का शरीर मानी जाती है।

महाबलेश्वर में महाबलेश्वर नाम से दो शिव मन्दिर हैं। एक प्राचीन महाबलेश्वर मन्दिर तथा दूसरा नवीन महाबलेश्वर मन्दिर। प्राचीन महाबलेश्वर मन्दिर ही मूल महाबलेश्वर मन्दिर है। मूल महाबलेश्वर मन्दिर के सम्बन्ध में पौराणिक विवरण मिलता है कि यहाँ सृष्टि के प्रारम्भ में ब्रह्मा, विष्णु एवं महेश ने तप किया था। तप के पश्चात् ब्रह्मा जी ने यज्ञ किया। यज्ञ करते समय यहाँ महाबल एवं अतिबल नामक दो दैत्यों ने विघ्न प्रारम्भ किया। इसमें अतिबल नामक दैत्य का तो भगवान विष्णु ने संहार कर दिया किन्तु महाबल दैत्य बलवान एवं वरदान से सम्पन्न था। वह किसी भी पुरुष के द्वारा मरने में अवध्य था इसलिये त्रिदेवों की प्रार्थना पर आदिमाया ने प्रकट होकर महाबल का सर्वनाश किया। मृत्यु से पूर्व महाबल ने त्रिदेवों से यहाँ स्थित रहने तथा इस क्षेत्र को अपने नाम से प्रसिद्ध होने का वरदान मांग लिया। तब से ही यह स्थान महाबलेश्वर रूप से भगवान विष्णु ने तथा कोटीश्वर रूप से ब्रह्मा जी ने नित्य निवास किया। महाबलेश्वर में कृष्णा नदी के अतिरिक्त चार अन्य नदियों का उद्गम माना जाता है। सावित्री, कृष्णा,

वेण्या, ककुद्यती (कोयन) और गायत्री।<sup>54</sup> यह सभी नदियाँ गंगा के समान पवित्र मानी गयी हैं। महाबलेश्वर में महाबलेश्वर, अतिबलेश्वर तथा कोटीश्वर ये तीन प्राचीन मन्दिर तो हैं ही, कृष्णाबाई का मन्दिर भी प्राचीन है। इसके साथ-साथ यहाँ रुद्रतीर्थ, चक्रतीर्थ, हंसतीर्थ, पितृमुक्ति, अरण्यतीर्थ आदि हैं। कृष्णाबाई मन्दिर के पास एक बड़ी



धर्मशाला है। मन्दिर के समीप ही एक कुण्ड है जिसे ब्रह्मकुण्ड कहा जाता है। इसमें स्नान महापुण्यप्रद माना जाता है। इस कुण्ड में पाँच नदियों के प्रवाह के अतिरिक्त भागीरथी और सरस्वती नदियाँ भी मानी जाती हैं<sup>55</sup> किन्तु उनमें केवल वर्षा ऋतु में ही जल रहता है।

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यत्र यत्र स्थिता देव्यो मातृतीर्थं ततो विदुः ।  
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(ख) यस्त्विदं श्रुणुयान्नित्यं स्मेरदपि पठेत्तथा ।  
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## **Observation Method Of Research**

**NIRANJAN MOHAPATRA\***

**Ms. Vandana\*\***

### **Abstract**

Researchers have been doing their research works and they have using different type of research methods for their research work which depend on the purpose of their research. Observation method is one of the most useful methods of data collection for research especially in social sciences. As an ethnographic research method, observation has a long history. The value of observation is that it permits researchers to study people in their native environment in order to understand “things” from their perspective. A few library and information science (LIS) studies have included this method; however, observation is gaining favour as LIS researchers seek to understand better the role of information in people's everyday lives.

### **Introduction**

There are two major approaches to gathering information about a situation, problem or phenomenon, which are categorized as:

- Primary data
- Secondary data

Information gathered using the first approach is said to be collected from secondary sources, where as the sources used in the second approach are called primary sources. There are several methods can be used to collect primary data. The choice of the method depends on the purpose of the study. Such methods are:

- Observation Method
- Interview Method
- Questionnaire Method
- Experimental Method
- Case Study Method

Observation method is one of the most useful methods of data collection for research especially in social sciences. Even in the libraries this method is used to understand the behavior and attitude of the users in making use of the library services. In, this method the researcher observes an activity and notes down the information/data standing from a close distance. The observer could use notebooks, pre-designed preformed, cameras and tape recorders.

### **Concept**

Observation means watching carefully. All the things, situations we are seeing in our routine life, are not observation because they are mostly casual and without any purpose. There may not be any motive behind seeing. Observation is different from casual seeing; it is being done systematically with a definite purpose. In the process of observation the

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observer uses all his sensory organs in an integrated manner. The observer obtains information about the World around him for a definite purpose. Observation method of collecting the data is one of the oldest and this technique is used by both the scientists and social scientists. The collection of data through this method is easy, but it is not true in scientific investigation. Limitations could be overcome by doing it more scientifically. It become a scientific tool and method of the data collection, when it serves a formulated research propose, is systematically planning and recording, it subjected to check and control on validity and reliability.

### **Definitions**

Definitions of observation per se are difficult to find in the literature. **Gorman and Clayton** (2005) define observation studies as those that “involve the systematic recording of observable phenomena or behaviour in a natural setting”. **Chatman** (1992) defined ethnography as a method that allows the researcher to get an insider's view through observation and participation “in **social** settings that reveal reality as lived by members of those settings”

Observe means “**to watch attentively in a scientific manner**” and it has been defined by different people as follows:

- It is “a planned methodical watching that involves constraints to improve accuracy”. (**Ram Ahuja**)
- It is “a systematic viewing of a specific phenomenon in its proper setting for the specific purposed of gathering data for a particular study”. (**Krishna Swami**).
- In an observational study, the current status of phenomenon is determined not by asking but by observing. (**Ronald R Powell**).

### **Purpose**

The purpose of the observation method is to collect valid data for qualitative research used in both basic and applied research. The purpose of observation is to:

- Capture the human conduct as it actually happens;
- Provide more graphic description of social life;
- Study important events and situations;
- Verify and extend the generalizations or theories formed on the basis of other studies;
- Gain insights in to the problem.

### **Characteristics**

The characteristics of observation method of data collection are:

- Involve both mental and physical activity; (Attention only on the relevant items)
- Study made on selective relevant sample basis;
- Take place in natural surroundings and no controls on the surroundings.
- Observing in natural environment not artificial/laboratory environment;
- Helps the researcher to determine the reality by him or herself;
- Avoids manipulations;
- Could be observation of fewer items and must serve the formulated research purpose.

### **Planning**

Observation involves human interaction and use of their sensory organs. Human beings have their own limitations as well as the observation is likely to be influenced by their background or culture. To overcome the limitations and collect factual data, there is a need for planning for observation. The planning includes preparation of step-by-step procedure.



- Examine the relevance of the observation method for collecting data
- Identify the type of data required. (If observation method is suitable)
- Decide types of behavior and Identify specific types of questions.
- Identify the samples and examine the conditions of events and activities
- Provide training to the observer. (both theoretically and practically)
- Take decisions on the basis of the observer's background.
- Plan the observation tools, techniques.
- Decide the place and the timings period for observation
- Identify subjects/items to be observed.
- Take measures to validate the data

### **Processing**

Williamson suggested four stages for the observer:

1. choosing the research site;
2. gaining access in setting and taking a role;
3. jotting down notes;
4. Formulating the analysis.

Ramamurthy state three steps for the processing of observation:

1. **Sensation:** The Observer uses their five senses to gather information.
2. **Attention:** The Observer attentively gathers only the relevant information.
3. **Perception:** The Observer forms the perception from the gather information.

### **Recording Of Observtion Data**

The observer has to record the observations systematically. He may collect the data single handedly when he observing or recording the data. So he may need a background, such as:

- knowledge of the subject,
- experience,
- adaptability,
- flexibility,
- Ability to mix with others.
- Training to concentrate on the study.

### **The observer needs to know**

- The topic and background of the research;
- Purpose of the observation;
- Knowledge of the group / people to be studied;
- Level and extent of involvement;
- Environment or conditions in of the observation;
- Knowledge of tools and techniques used for data collection.

### **Tools and Techniques**

There are many ways to recording observation data. The selection of the method depends upon the purpose of the observation.

- **Narrative Recording:** The Researcher records a description in his/her own words. Write down the information either as a summary or in key words.
- **Recording on Scales:** Some observers may prepare to develop a scale in order to rate various aspects of the interaction or phenomenon. A scale may be one-, two- three-directional depending upon the purpose of the observation. Such as:

**Negative**-----<-----<-----<-----**Natural**----->----->-----**Positive**

-5    -4    -3    -2    -1    0    1    2    3    4    5

- **Categorical Recording:** Some observers may decide to record his/her observation data using categories such as:
  - **Two categories-** Passive/Active, Positive/Negative;
  - **Three categories-** Always/sometimes/never
  - **Five Categories-** Strongly agree/ agree/uncertain/ disagree/ strongly disagree
- **Recording on Electronic Devices:** Observation can be recorded using electronic devices such as audio / video recordings, cameras etc. and analysis latter.

#### Types Of Observation Methods

**Participant observation:** The investigator become a member of the group or and participates in all the activities and functions of the group, also investigates / observes the situation. This method is used in social sciences (by sociologists, anthropologists) to study the society and behavior of its members such groups as: inmates of jail, agricultural labor, study of tribal culture etc. Even this method could be used for studying the users of the library, in terms of their behavior in searching for information.

**Non-participant observation:** The observer gets detached with the group and does not intervene in their activities. The observer is ever present but never participating. In this case both feel uncomfortable but the facts are collected in more formal manner. This method could be used in Library Users studies.

**Systematic observation:** Stated procedures are used for observation and recording the data has to be done following certain rules or logical approach. This data could be possibly replicated.

**Unsystematic observation:** Does not follow any rules or logic and replication becomes difficult.

**Structured observation:** Organized and planned which employs formal procedure. The observer is supposed to know the situation and therefore need to prepare specific plan for recording the data. It is subjected to high levels of control and differentiation.

**Unstructured observation:** The observer has not be able structure his program like: the relationship between him and the group; the period of observation; type of behaviour to be observed, etc. He will depend on the natural situation. The participant observation could be of this type, which is not in his control and difficult to structure.

**Natural observation:** Made in natural settings.

**Laboratory observation:** is made in the Laboratory using scientific tools.

**Open observation:** The identities of the researcher as well as the purpose of study are known to the participants.

**Hidden observation:** Both the identity and purpose are kept hidden from the people under observation.

**Direct observation:** The observer does not attempt to control / manipulate the situation. It merely records what occurs.

**Indirect observation:** The observer may observe the physical traces left behind and make conclusions about the subject. It is being made where either the subject is dead or refuses to take part in the study.

**Covert observation:** The subjects / group being observed are not aware that they are being observed. Participant observation could be covert observation as the observer is a participant in the group and their activities.

**Overt observation:** The subjects are aware that they are being observed. Once the subjects know that they are being observed, there is every possibility of change in their behaviour.

#### **Advantages**

The observation method has several advantages such as:

- Getting non-biased responses from the responds.
- Independent the respondent's willing to respond.
- Provide accurate and realistic data as it is based on firsthand experience.
- Helps the researchers in getting the relevant data.
- Obtained the currently happening data

#### **Disadvantages**

The observation method has also several disadvantages such as:

- Expensive Methodology
- Slowness of Investigation
- Don't allow the researchers to evaluate the past data.
- The Researchers can not present at everyplace when a new event occurs.
- Some observations can't be treated as objects of observation.

#### **Application Of Observation Method In Library**

Observation method is used in libraries, the data collected is analyzed, and the outcome is used for improvement of the library activities and services. Such as:

- **Users study:** Helps to know Information seeking behavior of users; their attitude, needs/demands, reading habit, feedbacks etc.
- **Documents Study:** Helps to study the frequently used and demanded documents like books, periodicals, CD/DVDs etc. for new acquisition, add multiple copies for existing ones and weed out of documents.
- **Suppliers/Vendors study:** Evaluate different supplier/vendors to select the effective one for supplying books/periodicals in suitable time and price.
- **Staffs Study:** Interaction of the library staffs with the users; evaluate the rating of user satisfactory service; know the work efficiency of staffs; and identify the time used for a processing of new documents i.e. stamping/leveling/accessioning/cataloguing/classifying of a book.
- **Relationship Study:** Choose the relationship with other libraries/institutes for resource sharing according to observed their previous support and cooperation. Also handle the users of different categories by different relations through observing them and categorized according to their standard and quality etc.

#### **Conclusion**

Lot of research studies on information seeking behavior is being made by the researchers in Library and Information science. They use questionnaire method of data collection rather than observation method. Probably, if they use this method the results could be more accurate. Further, the data collected from observation may be combined with the data collected through other methods / sources and the conclusions be made, which can be used for improvement of the library. Observation method is very useful for librarians. It is useful both in service development as well as in management of libraries. It is a continuing method for libraries to study about the users, documents, staffs and so on.

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## **A Comparative Study of Job Involvement between Public and Private Sector Employees**

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**Abstract-** The aim of the present study is to compare job involvement of the private and public sector employees. For fulfillment of this study, we comprised total 200 sample private (100) and public sector(100) employee. For assessing job involvement of employees, job environment scale constructed and standardized by Aggarwal (1978) is administrated on them. Data was collected from different private and public sector of Haridwar, Rishikesh, Roorkee and Dehradun district of Uttarakhand state. For this study, data is analyzed by using parametric statistical technique (M, SD, t test). Results revealed significant difference between private and public sector employees on the variable of job involvement in the term of job duration. Private sector employees of 1-10 year duration of job showed more job involvement than public sector employees. On the other hand, public sector employees of 10-20 years duration of job were more involved in their job compared to private sector employees.

**Keywords:** *Job Involvement, Employee, Private and Public Sector*

### **Introduction**

Nowadays, the organizations paradigm has been remarkably changed both private and public. From the late 1970s through the 2000s, a revolution swept the world. So, there is a growing recognition that human capital is an investment and performance is determined by human resource management. Management style that promotes employee involvement may help to satisfy employee desire for empowerment. Because of improving employee behaviors are major aspects of a manager's job. So, managers often try to influence work-related attitudes in order to create behavioral changes. This attitude might be related to impact what employees behaviorally do. Brown (1996), Rebinowitz and Hall (1977) on the basis of the results from several studies have concluded that job involvement and participation in decision making are positively and significantly related to each other.

Job involvement has been defined as internalizing values of "goodness and importance of working" among people. Lodahl and Kejner (1965) define it as "the degree to which a person's work performance affects his self-esteem". It is a subjective condition that makes people devoted to their work (Schaufeli WB 2002). It is a desirable feature that makes people spend energy and do their best in their work and organizational roles (Kahn WA 2009). The involvement in job is the degree to which a person identifies himself with his job, actively participates in it and considers his or her perceived performance level important to self-worth (Blau and Boal,1987).

Although, it is not related with a superfluity toward job, it causes workers to enjoy their work and reduces their fatigue (Gholipoor A, Bolaghi A, Ghasem 2007). Job involvement not only increases the workers' job satisfaction, organizational commitment (Carson KD, Carson PP, Bedeian AG 1995), organizational citizenship behavior, emotional attachment

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to the organization, voluntary actions beyond the job description, and participation in organizational decisions, but also reduces the desire to leave the job (Saks AM 2006). Studies have shown a correlation between work outcomes, work quality, organizational efficiency and the employees' job involvement (Harter JK, Schmidt FL, Hayes T 2002). Job involvement would not only result in timely presence at work, employees' feeling of success in their job, and a sense of goal attainment and optimism about the organization but also would lead to the belief of congruency between personal and organizational goals. Some jobs are more likely to provide both internal and external motivations to enhance peoples' job involvement (McDonald SF 2011).

However, some people may dedicate their time so much to work and be preoccupied with the organizational goals so that they forget their personal lives (Snir R & Zohar D, 2008). People who work in jobs with high workloads and necessity for overtime working may present some job involvement behaviors, however, they eventually would experience exhaustion, job dissatisfaction, and desire to quit their job (Adib-Hajbaghery et al 2012). How job involvement generates feelings of estrangement of purpose, isolation in the organization or feeling of separation between life and job as perceived by an employee. This creates co-relation between job involvement and work isolation (Rabinowitz and Hall, 1981).

Employees with a high level of job involvement strongly identify with and care about the kind of work they do. High levels of job involvement have been found to be related to fewer absences and lower resignation rates i.e., the job holder reacts to the work itself by attending regularly or being absent, or by quitting (Blau,1986). A job involved person appears to be one for whom work is very important part of life and who is affected personally by his whole job situation; the work itself, his co-workers, the organization etc. An involved employee expects his work to be intrinsically rewarding because he thinks work provides him the opportunity for self-expression (Kanungo et al, 1975). While the employee does not involved living off the job. It is believed that job involvement increases as a result of satisfying job experiences, more involved a person more effort he will exert on the job.

Allport (1943) defined job involvement as active participation in one's job. In other words job involvement is a degree to which employees are actively engaged in it, in order to fulfill their intrinsic needs. Fulfillment of these needs enables the achievement of personal satisfaction. In a later but significant contribution, Blau (1985) posited the view that job involvement provides the opportunity for individuals to make decisions, the foundation for strengthening their job involvement. Continuing his critique, Blau, citing Dubin's (1956) not insignificant contribution, informs us that job involvement is the perception that the work we do is so important that anything related to it or affected by it has a profound impact on our self-image. In a similar vein Paullay, Alliger, and Stone-Romero (1994) suggest that an integral part of employees' self-definition is the degree to which they are involved in their job. Consequently, highly job-involved employees are more committed to their organization, invest substantial effort in order to achieve organizational objectives (Rotenberry & Moberg, 2007), and are thus less likely to turnover (Kuruzüm, Cetin, & Irmak, 2009; Pfeffer, 1994). Utilizing these constructs, and by synthesizing critically the work of Greenhaus (1971), Gordon, Philpot, Burt, Thompson, and Spiller (1980), and Morrow (1983), Blau (1985) makes a case for the relationship between these aspects of job involvement and organizational commitment.

In this chapter above as provide a review of the theoretical and empirical literature. Job involvement have each received attention as work-related attitudes and subsequent predictors of work-related outcomes (Freund, 2005). Nutt and Backoff (1987) posited, there are critical difference between public and private sectors. Public organization's goal are more vague, ambiguous, and complex and often change and information on achieving goals is weak or unavailable. And the private-sector variables of market volatility and competition should be replaced by the need for action and responsiveness in public settings. Perry and Rainey (1988) focus on the differences and similarities of organizations in these two sectors. The government tends to be more bureaucratic than private organization.

The aim of this paper is to analyze empirical test to classify the workers/employees' character in the private and public organization. This paper is structured as follows:

**Objectives**

1. To know the job involvement of public and private sector employees.
2. To compare job involvement in the term of job duration of public and private employees.

**Hypothesis**

1. There will be no significant difference of job involvement between public and private sector employees.
2. There will be no significant difference of job involvement in the term of job duration between public and private sector employees.

**Variables**

**Independent variable** – (I) Employees (Private and public sector) (ii) job duration

**Dependent variable** - Job involvement

**Sample**

The total sample of the study consisted of 200 participants, and divide them into two group private sector (100) and public sector (100) employees, further each group of employees bifurcated according to their duration of job (1-10 and 10-20 years). In this study, we controlled gender of employee, so only male participants has included. For measuring job involvement of employees job involvement scale constructed and standardized by Agrawal (1978) administered on them. Data was collected from different private and public sector organization (Banking sector and companies) of Haridwar, Roorkee, Rishikesh and Dehradun district of Utrakhand state. Data was analyzed by using Mean, S.D, and 't' parametric statistical technique.

**Sample structure**

**Results and interpretation**

**Table -1: Mean, S.D, and 't' value on job involvement of public and private sector employees**

| Sectors | N   | Mean   | S.D   | 't'  |
|---------|-----|--------|-------|------|
| Public  | 100 | 159.26 | 14.28 | 1.40 |
| Private | 100 | 162    | 13.29 |      |

Table 1 indicates that no significant difference was found between private and public sector employees on job involvement. The mean value of private sector employees (M=162) is higher than the public sector employees (M=159.26). Therefore, null hypothesis in respect of this condition is accepted.

**Table – 2: Comparison of job involvement of private sector employees on duration of job (Mean, S.D, and ‘t’).**

| Sectors         | N  | Mean   | S.D   | ‘t’   |
|-----------------|----|--------|-------|-------|
| Private (1-10)  | 50 | 168.40 | 13.48 | 7.3** |
| Private (10-20) | 50 | 140.23 | 14    |       |

Table 2 depicts that significant difference has found on job involvement of private sector employees of 1-10 years and 10-20 years duration of job. The ‘t’ value found significant at both level of confidence. (‘t’=7.3, p<0.01). Private sector employees of duration of job 1-10 years more involved in their job compare to private sector employees of duration of 10-20 years of job. Therefore, null hypothesis in respect of this criterion is rejected at the both level of confidence.

**Table- 3: Comparison of job involvement of Public sector employees on duration of job (Mean, S.D, and ‘t’).**

| Sectors        | N  | Mean   | S.D  | ‘t’  |
|----------------|----|--------|------|------|
| Public (1-10)  | 50 | 148.43 | 13.3 | 2.8* |
| Public (10-20) | 50 | 155.50 | 12   |      |

Table 3 shows that there are significant difference found on job involvement of public sector employees of 1-10 years and 10-20 years duration of job. The ‘t’ value (2.8) significant at 0.05 level of confidence. Public sector employees of duration 10-20 years of job found more job involvement compare to employees of duration 1-10 years of job.

**Table – 4: Comparison of job involvement of Private & Public sector employees with duration (1-10) of job (Mean, S.D, and ‘t’).**

| Sectors        | N  | Mean   | S.D   | ‘t’    |
|----------------|----|--------|-------|--------|
| Private (1-10) | 50 | 168.40 | 13.48 | 7.47** |
| Public (1-10)  | 50 | 148.23 | 13.3  |        |

Table 4 depicted that the significant difference found between private and public sector employees of 1-10year duration of job. The ‘t’ value (7.47) significant at the both level of confidence. Private sector employees are involved in their job more compare to public sector employees of 1-10 years job duration. So, here null hypothesis is rejected at the both level of confidence.

**Table – 5: Comparison of job involvement of Private & Public sector employees with duration (10-20) of job (Mean, S.D, and ‘t’).**

| Sectors         | N  | Mean   | S.D | ‘t’   |
|-----------------|----|--------|-----|-------|
| Private (10-20) | 50 | 140.23 | 14  | 5.8** |
| Public (10-20)  | 50 | 155.50 | 12  |       |

Above table indicates that a significant difference found between private and public sector employees of 10-20 year duration of job. The ‘t’ value is significant at the both level of confidence. (‘t’-5.8, p<0.01). Public sector employees showed more involved in their job compare to private sector employees of 10-20 years of job duration.

**Discussion and Conclusion**

The present study was carried out to examine job involvement between private and public sector employee. Results showed there is significant difference in private employee between 1-10year and 10-20yr of job duration. Private sector employee who spending 1-10yr of job duration showed more job involvement compare to private 10-20yr. Many factor may be to come these type of results. As- new joining of service, promotion of job, less income or other demographic variable etc. Because in their study, S. K. Shrivastav and

Anshika Gupa (1998) found that higher the income higher the Job Involvement, while lower the income lower Job Involvement. Baba's (1979) examined the relationship between the education and the job involvement, out of 16 factors, he found positive relationship between level of education and job involvement. This means that as the level of education increase, degree of the job involvement was also increased. R.M.Antharaman and sarah John's, found that there was positive co-relation between age and job involvement. On the contrary, Public sector employees of duration 10-20 years of job found more job involvement compare to employees of duration 1-10 years of job. Here experience and satisfaction of job may affects the level of job involvement. As studied by Hellriegel and Slocum (2007) have argued that since satisfaction is a determinant of the work experience, it follows that high levels of job satisfaction are indicators of deeper organizational commitment and job involvement. Another study done by Nagarathum's (1978) examined a study over the sample of 30 nurses of government hospitals of Andhra Pradesh. He divided nurses into three groups on the basis of length of service, higher, middle and lower group. There was significant difference between the groups.

To the compare between private and public sector employee's job duration 10-20yr. Public sector employees showed more involved in their job compare to private sector. This finding is supported by some other studies have shown that full-time employees, those with permanent employment and the employees with higher levels of authority show higher levels of job involvement. (Probst TM, 2000).

Therefore, On the basis of obtained findings it is concluded that there are no differences exist between private and public sector employees' job involvement on the overall duration of job. It is also observed that private sector employees who have spent their job-duration 1-10yr are more involved in job that reflects the level of satisfaction with job (Rehman & Ash 1987). And the private sector employees who have spent their job duration 10-20yr, are less involved in their job. To demonstrate this result could be some reason as job security, less payment, passion of job etc. So management tries to concentration on employee involvement especially on public sector employees' with job duration 1-10yr and the private sector employees' who have spent 10-20yr of job. It will be help to increase pay, promotion, job security, rewards and reduce work load etc. As a research done by Gandhrav Joshi's (1995) studied the employees of the private sector and public sector, over the variables of job satisfaction and the job involvement; Personal variables like sex, age, experience, length of the service, monthly income etc. were also considered. Result indicated that there was a significant difference between scores of public sector and private sector employees'.

#### **Limitation and suggestion**

1. Small sample was the limitation of this study, so larger sample size for further studies get more reliable and valid results.
2. Study conducted only male participants was also the limitation of this study, if female participants also included in further research results will be more reliable.
3. We included only some area of Utrkhand state. Other state should be included for more significant results.
4. Should be including other variable such as: job satisfaction, job stress, and mental health etc. in future research.

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## **Case Report**

### **Cognitive-Behavioral Management Along With Couple Counseling In A Case Of Marital Disharmony**

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**AMOOL RANJAN SINGH\*\*\***

#### **Abstract**

Now-a-days, in families unhappiness and discontent among husband and wife often end in marital disharmony and divorce. Studies revealed that the causes of marital disharmony among couples are lack of trust, extra-marital affairs and unmet expectations, communication gap and so on. It is also found that the marital discord leads to depression vice versa. Cognitive behavioral management and couple counseling are widely used psychological management strategy for marital disharmony. In the present study a 34 year old house wife with symptoms of low mood, aggression, irritability, crying spells, fatigability, not maintaining daily routine work, low self-esteem, hopelessness, helplessness, self-harm, decreased libido, poor marital relationship, disturbed sleep and appetite came for help. The complaints were addressed using various cognitive-behavioral techniques and couple counseling over 5 months in 16 sessions. The techniques such as psycho-education, activity scheduling, relaxation and breathing exercises, thought monitoring along with the couple counseling techniques were also used to improve the marital adjustment and enhance the personal and familial well-being. Two monthly follow-up sessions were done in which the client showed the significant improvement in self-esteem, marital adjustment and was also able to manage her daily routine and activities properly.

**Key words:** Extra-marital affair, communication gap, marital disharmony, cognitive-behavioral management, couple counseling

Marriage is a basic institution in every society. According to Nukunya (1992), marriage is a social union or legal contract between people that creates kinship. It is the recognized social institution, not only for establishing and maintaining the family, but also for creating and sustaining the ties of kinship. According to Gbenda and Akume (2002), marriage is a divine situation which should be a special relationship for life and harmoniously integrate the husband and wife into becoming one 'flesh'. Healthy couple relationships are fundamental to a healthy society, as the relationship between the spouses is the primary building block of the family, and the arena where the most adult identity issues are confronted. A positive intimate relationship provides a secure base (Bowlby, 1988) from which to face the world and is emerging as one of the primary determinant of physical and mental health, whereas the relationship breakdown and marital discord are linked to a wide

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range of negative health and wellbeing outcomes such as depression. Thus, the marital relationship and patterns of interaction determine the quality of marital life of the couples. Marital disharmony is normal part of married life. When two people come together in marriage, each partner comes into the union with his/her individualized personal characteristics, needs, attitudes, values and idiosyncrasies (Uwe, 2006). Therefore, each one is going to react differently to life challenges. Marital disharmony can be seen as a strain in marriage interaction between couples who are living together. Many factors are associated with this such as lack of trust, extra-marital affairs and unmet expectations, communication gap and so on.

Marital counseling, also known as “couples counseling,” is a style of psychotherapy. Couples counseling assists all types of couples in recognizing and resolving conflicts in order to advance their relationships. The counselor helps the patients to gain insights in to their emotional difficulties and gradually restore their confidence and love, thus creating conditions for decisions and co-operation. Couples counseling is often used to address specific concerns, including: divorce, betrayal, anger, financial concerns, substance use and abuse, conflicts around parenting, blended families, sexual problems, lack of communication, etc (Marriage Counseling, 2011). In couples counseling, the relationship is the primary emphasis, while each spouse should also anticipate focusing on self-improvement and awareness (Foote, 2014). Marital therapy is also beginning to be considered the treatment of choice in areas such as depression, agoraphobia and alcoholism where the problems have been traditionally treated from an individual intra-psychic viewpoint (Jacobson et al., 1989). Byrne, Carr, and Clark, (2004) reported significant impact on couples. Lewis et al. (1976) reported that if it is possible to intervene on the individual, couple or family level in therapy the couple level may have the most potential for influencing all the three levels in a powerful and positive way.

#### **CASE**

Ms. S.K. 34 year old female, educated up to post-graduation, Hindu, Hindi speaking house wife belonging to middle socio-economic status, hailing from urban area of Ranchi, Jharkhand, was brought by her husband at RINPAS OPD and she was referred for psychotherapy. She was presented with the chief complaints of having decreased sleep, low mood, aggressiveness, irritability, weakness, crying spells, hopelessness, helplessness, low self-esteem and decreased libido. She was apparently maintaining well 3 months back. She was a good house wife and was careful to her family. At the same time she had some doubt that her husband is having extra-marital affair. Some time they have discussed on that matter and at that time she used to talk in loud sound. And gradually the conflict started between them and she became symptomatic. Symptoms started with aggression and irritability in her behaviour toward family member. She used to throw the things when she became aggressive and didn't talk in sound manner. She became lonely and not taking interest in talking to others. Her daily routine was disturbed; she was not doing her house hold work at times. Her appetite has also been decreased, not taking interest in having food. Most of the time, she used to feel low mood, worthless hopeless and helpless. And she also having crying spells. Her interest in sexual activity was also decreased. The patient has little insight about her illness, reflecting good prognostic indicator.

## **Measures**

### **Beck Depression Inventory**

In Beck depression inventory obtained score was 29 which suggest mild level of depression in the patient. Elevated scores indicate low mood, pessimism, sense of failure, guilt feelings, crying spells, work difficulty, insomnia, fatigability, decreased libido and loss of health.

### **Marital Adjustment Questionnaire**

It was used to assess the level of marital adjustment between the couple. This test was administered on both the partners. On this test they scored 9, which indicate low level of marital adjustment between them.

### **Treatment Plan**

- Motivational counseling and psycho-education
- Supportive psychotherapy
- Cognitive Behavioral strategies
- Couple therapy

Total, there were 16 sessions, 10 individual sessions and 6 sessions with her husband. Sessions were weekly scheduled.

### **Psychological Intervention**

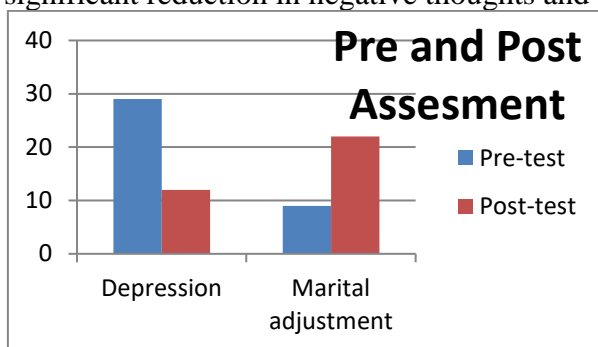
During clinical interviewing a good rapport was established with the client. The intervention started with psycho-education and motivational counseling. In psycho-education the severity of the illness, causes of illness, treatment approach and prognosis of the illness were emphasized. Although the patient was motivated to participate in the therapy she was still motivated to be regular in between the sessions and also to follow all the instructions given to her. In the next phase supportive psychotherapy was used to support the client ego defense mechanism. Cognitive behavioral strategies and couple counseling were also given to the patient to address her depressive symptoms and marital disharmony respectively.

In order to improve level of functioning her activities were scheduled in such a manner that patient was able to manage her time effectively and maximum time spent in work and leisure time being utilizes with friends, family and other hobbies. And to relax the patient, she was taught focused breathing exercise so that she is able to gain a sense of control and also to feel fresh. Her exercise was scheduled in daily activity. So, that she was able to maintain it without significant effort. To modify the depressive cognitions, patient's automatic negative thoughts were assessed and the cognitive errors were identified. She was taught to challenge the negative thought by logical reasoning by herself. Technique such as examining the evidence and inducing dissonance were used.

Along with these cognitive behavioral strategies marital counseling was also used simultaneously so that, the impact marital counseling may facilitate the modification of depressive cognition of the patient along with the relationship harmony. During couple counseling, positive behavior exchange technique was introduced: it is a caring days techniques developed by Richard Stuart was used in which they were taught to perform little tasks specifically positive behavior for each other and consequently this develop the sense of caring. Communication skill and problem solving ability were also focused. The couple was motivated couple to explore their problems from a new perspective and learn new ways to recognize and resolve conflicts and also build trust and improve communication that may have eroded the quality of their interactions.

Gradually the conflicts and relational difficulties between the couple were managed and the depressive cognition was also modified. After that the therapy sessions were concluded with a debriefing when she expressed so much confidence that she could manage everything well. We took 5 months to finish the therapy sessions and re-assessment was done after one month when she came for follow-up.

In post-assessment we find the significant improvement in positive mood and self-esteem, daily routine and activities, there is also reduction in anger and irritability and also the significant reduction in negative thoughts and conflict between the couple.



## Discussion And Conclusion

### Discussion

The study has revealed some causes of marital disharmony among couples such as lack of trust, sexual deprivation, communication gap, infidelity and unmet expectations and in turn which also lead to negative mental health such as depression, anxiety etc. This case report highlights the efficacy of marital counseling in the management of marital disharmony as well as modification of depressive cognition. This study is consistent with that of Jacobson et al. (1989) who opined that marital therapy is also beginning to be considered the treatment of choice in areas such as depression, agoraphobia and alcoholism where the problems have been traditionally treated from an individual intra-psychoic viewpoint. The main success of the therapy depends on how well we are focus on the unresolved conflicts between the couple and which lead to the depressive cognition in the patient. This is in conformity with assertion of Abdul and Yusuf (2013) who suggested that effective communication, resourcefulness of family members and marital counseling as most appropriate strategies for resolution of marital disharmony and marital stability. In this the eclectic approach was followed as because we could not strict to a single therapeutic technique, so, in that we integrate psycho-education, supportive psychotherapy, cognitive behavioral strategies and couple counseling according to the symptoms and conflicts of the patient.

### Conclusion

The present study has revealed the causes and major consequence of marital disharmony. The patient and her husband are encouraged to use the resolution strategies aimed at helping them understand each other and overcome disharmony in their relationship. So that, the harmonious relationship impact and facilitate the recovery of positive mental health which is affected by the depressive cognition, the secondary symptom of marital disharmony.



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## मूल्यों का जीवन में औचित्य

**Dr. Veer Singh\***

मूल्य मनुष्य के बेहतर जीवन हेतु आधार स्तम्भ माने जाते हैं, जो भावी जीवन को भी प्रभावित करते हैं। मूल्यों का मानव जीवन में औपचारिक एवं अनौपचारिक ढंग से प्रवेश होता है। ये समय, परिस्थिति, सामाजिक जीवन, आर्थिक स्थिति इत्यादि से प्रभावित होकर व्यक्ति के चरित्र के माध्यम से अभिव्यक्त होते हैं। एक आदर्श समाज में प्रचलित आध्यात्मिक, सामाजिक एवं नैतिक मूल्यों का पालन लोगों को सम्मान दिलाता है। इनके आधार धर्म व दर्शन होते हैं। इसके साथ ही धर्म व दर्शन का मूल आधार भी मूल्य ही होते हैं, जो परस्पर एक दूसरे पर सिक्के के दो पहलुओं की तरह होते हैं। मूल्य लोगों को बेहतर जीवन जीने के लिए प्रेरित करते हैं। किन्तु वर्तमान में कुछ मानव अपने स्वार्थी स्वभाव के कारण नकारात्मकता को धारण करने लगे हैं, जो कुछ अल्पकालिक उद्देश्यों की पूर्ति जरूर करते हैं परन्तु उनके जीवन में ईर्ष्या, लालच, स्वार्थ, तनाव, अहंकार, कुण्ठा जैसे विकारों से घिर जाता है। इस समस्या के समाधान हेतु, आनन्दपूर्ण जीवन व सम्मानपूर्ण जीवन हेतु न केवल युवाओं को आगे आना होगा बल्कि अनुभवी लोगों का भी योगदान जरूरी है अन्यथा सार्थक परिणामों की प्राप्ति संभव नहीं है। मूल्यों की पुनर्स्थापना एवं विश्वास बहाली हेतु हमें **प्रथम कदम**—आध्यात्मिक आधार पर चैतन्य आत्मा के साथ सम्बन्ध बनाते हुए एवं लैंगिक भेदभावों से मुक्त शैक्षिक जीवन अपनाने की जरूरत है। जिसे हम औपचारिक व अनौपचारिक शैक्षिक जीवन में ग्रहण कर सकते हैं। **दूसरा कदम**—जिसमें ईश्वर के साथ निरंतर, शाश्वत व यथार्थ सम्बंधों को मजबूती प्रदान करनी होगी, जिससे हमें बाधाओं का सामना करने में साहस की प्राप्ति होगी और जीवन में सरलता आ पायेगी। ऐसे प्रयास मानव जीवन को उत्कृष्टता की ओर ले जा सकते हैं।

मूल्य जीवन में लिये विकल्पों व निर्णयों के आधार स्तम्भ होते हैं। जो भावी जीवन को भी प्रभावित करते हैं। मूल्य जीवन में औपचारिक व अनौपचारिक ढंग से प्रवेश करते हैं और ये समय, परिस्थिति, आयु, सामाजिक जीवन, आर्थिक स्थिति व राजनैतिक स्थिति से प्रभावित होते रहते हैं। मूल्यों का सदुपयोग जीवन को आसान व उपयोगी बना देता है व मूल्यों को नकारने पर जीवन, संस्कृति व सभ्यता को विनाश की ओर आमन्त्रित करना ही होता है।

मूल्यों की स्थापना हेतु हमें लौकिकता या भौतिकता से परे हटना होगा व जीवन में युवा व वरिष्ठ नागरिकों को नवाचारों के माध्यम से समस्या को देखते हुए हमें औपचारिक व अनौपचारिक ढंग से विकारों का समाधान करना होगा। इस कार्य हेतु हमें सर्वप्रथम मानव मूल्यों की ओर ध्यान देने की जरूरत है जिनको आध्यात्मिक स्तर के साथ सम्बन्ध स्थापित करके मूल्यों में विश्वास की इमारत का निर्माण करना होगा। इसके साथ ही ईश्वर के साथ शाश्वत व यथार्थ सम्बन्ध बनाने की जरूरत भी है। जिससे हम बाधाओं का सामना करने में साहस की प्राप्ति होगी व मूल्यों को बनाये रख पाने में भी आसानी रहेगी। साहस व मूल्यों के अभाव में जीवन में नकारात्मकता आ जाती है और नकारात्मकता के अन्त करने हेतु हमें शैक्षिक जीवन में मूल्यों के अर्थ, परिभाषा, महत्व को स्पष्ट करने की जरूरत है। मूल्यों के अभाव के कारण ही तो हमने परतन्त्रता को व अनेक सामाजिक कष्टों का वहन किया है। स्वतन्त्रता प्राप्ति के पश्चात भारतीय शिक्षा नीतियों में मूल्यों को धारण करने की बात अनेक बार कही किन्तु मूल्यों को धारण करने की मंशा पूरी तरह न होने के कारण मूल्यों में वृद्धि के स्थान पर कमि ही होने लगी है। वर्तमान भारत में ऐसे अनेक मामले सामने आ रहे हैं, जिनमें कुछ मामलों में तो उच्च शिक्षा प्राप्त व्यक्तियों के द्वारा भी अमानवीय कार्यों का किया जाना रहा है जैसे— गुजरात के राजकोट की जयश्रीबेन ने अपने बेटे को पढाया लिखाया व प्रोफेसर के पद पर भी नियुक्त हुए। डॉ. पत्नी से शादी हुई और माँ के लकवाग्रस्त होने पर बेटे द्वारा छत से गिराकर मारनें, मुम्बई की आशा साहनी के मामले में, सूरत की चंदाबेन के मामले में, इलाहाबाद के कमलेन्द्र श्रीवास्तव के मामले में, गुरुग्राम के रेयान स्कूल के मामले में, लखनऊ के प्राचार्य की छात्र द्वारा गोलीकाण्ड में लोगों की तहजीब के स्तर को देख सकते हैं। ये मामले तो बस बानगी भर हैं। ऐसे गम्भीर मुद्दे समाज में तेजी से बढ़ रहे हैं। इसके साथ ही विधालयों व महाविधालयों में देश के भविष्य रूपी विधाथियों के सम्बन्ध में भी अनेक व्याभिचार के मामलों को आसानी से देख पायेंगे। जैसे—

- 1 सामंजस्य का अभाव
- 2 संवेगात्मक संतुलन का अभाव
- 3 नैतिकता का अभाव
- 4 हिंसात्मक रवैये को अपनाना
- 5 शीघ्रता से आक्रामक होना
- 6 मादक पदार्थों का बढ़ता दुरुपयोग

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7 भ्रष्टाचार एवं अवैध कार्यों में वृद्धि

8 मूल्य रहित विज्ञान एवं प्रौद्योगिकी

9 युवाओं द्वारा समय का दुरुपयोग व्यर्थ के क्षेत्र में करना। हत्यादि

इन सब विषयों को ध्यान से समझने पर हम पायेंगे की हमारे देश में तालीम की ओर हम कितने लालायत हैं व तहजीब की ओर ध्यान देने की जरूरत ही नहीं समझ रहे। तालीम व तहजीब में असंतुलन के कारण समाज विकृति की ओर ही जायेगा, और वास्तव में देखा जाए तो तहजीब के अभाव में सहयोग, समायोजन, सहिष्णुता, आनन्द, पवित्रता, नैतिकता, प्रसन्नता, प्रेम, शान्ति, शुद्धता इत्यादि गुणों से दूर ही हो जाते हैं व हम पशु समान बन जाते हैं और जीवन में विकारों द्वारा ग्रस्त हो जाते हैं। इन विकारों के समाधान हेतु समाज के अलावा प्रमुख भूमिका प्रबुद्ध शिक्षक वर्ग की ही बनती है, और शिक्षक वर्ग को सामाजिक उत्थान हेतु आगे आना ही होगा अन्यथा सभ्यता का विनाश दूर नहीं है। इस गम्भीर समस्या के समाधान हेतु शिक्षक वर्ग को इसे स्वयं के गौरव से जोड़ना ही होगा कि— एक शिक्षक को गौरव तब होगा जब एक राष्ट्र गौरवशाली होगा, और राष्ट्र गौरवशाली तब होगा जब मानव के जीवन में मूल्यों का निर्वाह हो। इस प्रकार एक शिक्षक तभी सफल होगा जब प्रत्येक विद्यार्थी में राष्ट्रनिर्माण की व मूल्यों की भावना जागृत हो जायेगी। ऐसा होने पर समाज में तालीम के साथ तहजीब भी प्रवाहित होगी और चारों ओर सुखी जीवन व प्रसन्नतापूर्ण जीवन हो सकता है। यही हमारे जीवन का सार है।

### मूल्यों को धारण करने के उद्देश्य

मूल्यों को जीवन में धारण करने के वैसे तो अनेकों उद्देश्य हैं लेकिन उनमें से कुछ पर विचार करना वर्तमान समय की मांग है, जो निम्नानुसार हैं—

- 1 शैक्षिक लक्ष्यों की प्राप्ति करने में।
- 2 शिक्षा के स्तरों के अवमूल्यनों को रोकने में।
- 3 भ्रष्टाचार एवं अवैध कार्यों को रोकने हेतु।
- 4 प्रकृति के दोहन को रोकने हेतु।
- 5 मानवीय मूल्यों की प्राप्ति हेतु।
- 6 हिंसक प्रवृत्ति को रोकने हेतु।
- 7 मादक पदार्थों के बढ़ते दुरुपयोग को रोकने हेतु।
- 8 लोक कथाओं के अवमूल्यन को रोकने हेतु।
- 9 सामाजिक कुप्रवृत्तियों पर नियंत्रण रखने हेतु।
- 10 राष्ट्र निर्माण व सांस्कृतिक मूल्यों को बनाये रखने हेतु।

### मूल्यों का सामान्य वर्गीकरण

अध्ययन के दृष्टिकोण से मूल्यों का वर्गीकरण निम्नानुसार हैं—

1 **वैश्विक मूल्य:**— जो प्रत्येक परिस्थिति में व भौगोलिक क्षेत्र में प्रत्येक जीव प्राप्त करना चाहता है। ये मूल्य अपरिवर्तनीय होते हैं। इन मूल्यों पर किसी भी धर्म का प्रभाव नहीं पड़ता है। साथ ही वैश्विक मूल्य, मानवीय मूल्यों के आदर्श एवं आधार होते हैं। इस प्रकार के मूल्य आदर्श व्यवहार का आधार बनकर सभ्य समाज का निर्माण करते हैं, और सभ्य समाज से राष्ट्रनिर्माण व सभ्य संसार के मार्ग का सृजन होता है। इन सबके लिए ज्ञान, शान्ति, पवित्रता, प्रेम, सुख, आनन्द, प्रसन्नता, शक्ति इत्यादि गुणों की को बनाये रखने की जरूरत होती है।

2 **मानवीय मूल्य:**— मनुष्य के सभ्य जीवन की निरन्तरता को बनाये रखने हेतु हमें मानवीय मूल्यों को भी सहयोग देना होगा। ये मूल्य दैनिक जीवन में वैश्विक मूल्यों को निरपेक्ष ढंग से प्रकट करने के माध्यम हैं। जैसे सत्यता, विनम्रता, सहनशीलता, सहयोग, उत्तरदायित्व, धैर्यता, एकता, सरलता आदि। इस प्रकार के मूल्य समय परिस्थिति के अनुरूप ही होते हैं और ये गुण मानवता के सम्मान व गौरव की अभिव्यक्ति का प्रयास करते हैं।

3 **अल्पकालिक मूल्य:**— अल्पकालिक मूल्य, समाज के अन्य कारकों जैसे रिक्ति—रिवाज, स्वास्थ्य, सुरक्षा की भावना, मानवीय सम्बन्ध, शैक्षिक स्थिति, महिलाओं को दिये जाने वाले सम्मान के स्तर एवं पीढी के साथ आने वाले बदलाव के तत्त्वों पर निर्भर होते हैं। इस प्रकार के मूल्यों में स्थाईत्व का अभाव पाया जाता है। व्यक्ति के जीवन के कुछ मूल्य शैशवावस्था में, कुछ बाल्यावस्था में व कुछ परिपक्वावस्था में महत्वपूर्ण प्रतीत होते हैं। जिनसे उनमें निर्णय लेने की शक्ति, जोखिम लेने की शक्ति, गतिशीलता, स्वतन्त्रता व अवसरों की प्राप्ति में आनन्द लेने की व घर व समाज को दिशा देने की क्षमता आ जाती है। ये क्रियाएं ही अल्पकालिक मूल्य होते हैं। इनके अलावा निम्न मूल्यों को भी ध्यान में रखना होगा। **सौन्दर्यात्मक मूल्य, कलात्मक मूल्य, सांस्कृतिक मूल्य, आर्थिक मूल्य, पर्यावरणीय मूल्य, नैतिक मूल्य, पारिवारिक मूल्य, राजनैतिक मूल्य, व्यवसायिक मूल्य, धार्मिक मूल्य, सामाजिक मूल्य इत्यादि।**

**मूल्यों की स्थापना में सहायक प्रमुख विधियां:**— मूल्य जीवन की अमूल्य निधि होने के कारण इन्हे जीवन में धारित कर जीवन का श्रृंगार निम्न विधियों से कर सकते हैं—

- 1 ध्यानशक्ति के माध्यम से
- 2 शिक्षक छात्रों के मध्य अंतर्क्रिया व प्रेरक पाठ्यक्रम द्वारा
- 3 प्रतिबद्धता के भाव से

- 4 आदर्श नेतृत्व
- 5 आत्म पहचान की क्षमता विकसित करके
- 6 आत्म संयम की भावना
- 7 दण्ड रहित सुधार की विधियां
- 8 आध्यात्म को बिन्दु बनाकर
- 9 व्यक्तिगत उत्तरदायित्व के स्वीकार करने की भावना से
- 10 निंदक को मित्र के रूप में स्वीकार करके
- 11 नकारात्मकता में भी सकारात्मकता खोजने की क्षमता विकसित करके
- 12 फल की इच्छा को त्याग कर
- 13 निर्णय लेने की क्षमता का विकास करके
- 14 माता-पिता व परिवार की जागरुकता से
- 15 लोक कथाओं को सकारात्मक दृष्टिकोण से देखकर
- 16 सरकारी प्रयासों द्वारा

#### मूल्यों को धारण करते समय रखी जाने वाली सावधानियाँ

बच्चे सामाजिक जीवन के प्रत्यक्षदर्शी होने से समाज की नैतिकता सम्बन्धी बातों व दोषों को आसानी से ग्रहण कर लेते हैं। वे माता-पिता, परिवार, समाज व अध्यापकों के व्यवहार, वाणी, सम्बोधन, कल्पनाओं, इच्छाओं एवं आचरण के माध्यम से उम्मीद से भी ज्यादा ही सीख पाते हैं। अतः व्यस्कों, अध्यापकों व प्रेरणादायकों के लिए आवश्यक हो जाता है कि वे वैसा ही आचरण करें, जैसा वे देखना चाहते हैं। बच्चे जिस ढंग से जीवन जीते हैं उसी रूप में सीख पाते हैं। जैसे-

- |                          |                         |
|--------------------------|-------------------------|
| उपेक्षा करने पर          | - झगडा करना             |
| हंसी का पात्र बनाने पर   | - शर्मिलापन             |
| सहनशीलता के साथ पालन से- | आत्मविश्वास से परिपूर्ण |
| सच्चाई से जीने पर        | - न्याय की भावना        |
| सुरक्षित रहने से         | - विश्वास करना          |

#### मूल्यों के धारण करने में आने वाली प्रमुख बाधाएं एवं चुनौतियां

- 1 सांस्कृतिक चुनौतियां - अ - जातिगत समाज  
ब - ऐतिहासिक एवं सांस्कृतिक विरासत
- 2 सामाजिक चुनौतियां - अ - रुढ़िवादी विचारधारा  
ब - सामाजिक आर्थिक स्तर
- 3 धार्मिक चुनौतियां - अ - अंधविश्वास  
ब - कट्टरविचार धारा
- 4 बौद्धिक चुनौतियां - अ - शिक्षा का गिरता स्तर ब - शिक्षा में मूल्यों का अभाव स - प्रतिस्पर्धा को जीवन में धारण द - ज्ञान के महत्व को समझ न पाना
- 5 व्यक्तिगत चुनौतियां - अ - रुचि का अभाव ब - भौतिकता का त्याग न कर पाना स - आध्यात्मिकता से बढती घृणा

ये चुनौतियां अपने आप में बहुत कुछ छिपाये हुए हैं। इनका सामना किसी एक विधि से तो कर पाना अत्यधिक कठिन है। इसके लिए हमें अनेक स्तरों पर प्रयास करने की जरूरत होगी तभी हम मूल्यों को समाज में देख पायेंगे।

**निष्कर्ष :-** मूल्य जीवन की अमूल्य रत्न है जो हमें धनवान और सम्पन्न बनाते हैं। मूल्य जीवन में खुशी प्रदान करने वाले सच्चे मित्र होते हैं। मूल्यनिष्ठ जीवन से स्वमान में आत्मविश्वास व गौरव की अनुभूति होती है। जिससे आत्मा, परमात्मा के निकट आने योग्य बनती है और जीवन वास्तविक तथा सार्थक बन जाता है। मूल्यों के माध्यम से स्वतंत्र, स्वावलम्बी, विश्वासी एवं निर्बन्धकर्ता बन पाते हैं। जिससे भौतिक समस्याओं से मूल्यों की रक्षा कर पाने में सक्षम हो सकते हैं। इस प्रकार मूल्य, सभ्यता और मानवता के विकास के मापक के रूप में कार्य करते हैं। व समझ सकते हैं कि मानव सभ्यता और सामाजिक व्यवस्था को बनाये रखने में अनेक स्तरों पर प्रयास करके जीवन में पवित्रता का, आनन्द का, सुख का, शान्ति का, सहयोग का, सहानुभूति का, सहनशीलता का, ईमानदारी का, सत्यता का, विनम्रता का, एकता का, सरलता का जीवन में निवास करने में सफल हो सकते हैं और व्यर्थ के मोह-माया से, भ्रष्टाचार जैसी कुप्रवृत्तियों को दूर करके औचित्यपूर्ण जीवन जीना ही श्रेष्ठ होगा। जो सामाजिक व संस्कृति को दीर्घायु बनाने में भी सहायक हो सकता है।

## विद्यार्थियों के लिए ध्यान की आवश्यकता एवं उपयोगिता

### कनकलता उपाध्याय\*

डॉ. रमा शर्मा\*\*

#### सारांश

ध्यान एवं योग की सार्थकता प्राचीन काल से वर्तमान तक सर्वसिद्ध रही है। पुराण, उपनिषद् के साथ अन्य चिकित्साशास्त्रों के अष्टांग योग में इसकी उपयोगिता एवं विधियों का उल्लेख मिलता है। ऐसा नहीं है कि ध्यान की उपयोगिता केवल आध्यात्मिक जीवन तक सीमित है, बल्कि यह व्यक्ति के सर्वांगीण विकास में अपना अहम् योगदान भी देता है। वर्तमान में विद्यार्थियों एवं उनके माता-पिता को उसके भविष्य एवं अन्य प्रकार की चिंताओं एवं कुण्टाओं का सामना करना पड़ता है। इसलिए विद्यार्थियों के ध्यान की आवश्यकता एवं उपयोगिता सर्वसिद्ध रही है और हमेशा रहेगी। विद्यार्थियों को ध्यान की उपयोगिता के कारण ही उनको जीवन में ध्यान सीखाया जा सकता है और उसके सकारात्मक प्रभावों को प्रत्यक्ष रूप में देखा जा सकता है।

**मुख्य शब्दावली :** ध्यान, अंतरआत्मा, आत्म-अनुभूति और अष्टांग आदि

#### प्रस्तावना

योग द्वारा मनुष्य अपने मन तथा व्यक्तित्व की अवस्थाओं तथा दोषों का सामना करता है। यह मनुष्य को उसके संकुचित और निम्नविचारों से मुक्ति दिलाता है, ऐसे विचार जो उसके दिमाक पर समाज और वातावरण द्वारा थोपे गये थे। यह उसे अपने मध्यबिन्दु की ओर केन्द्रित करता है ताकि वह अपने आप को पहचान सके, यह जान सके कि वह वास्तव में कौन है? उसके जीवन का लक्ष्य क्या है?

योग एक महासमुद्र के समान है जिसके तीर पर सारा संसार बसा है। योग के विभिन्न पहलू हैं जो कि प्रत्येक व्यक्ति की आवश्यकताओं और उद्देश्यों की पूर्ति करते हैं। योग का शाब्दिक अर्थ है 'शुद्ध चेतना और मानव में निहित व्यक्तिगत चेतना का मिलन। लेकिन इस ऊँचाई तक पहुँचने के लिए हमें सीढ़ी पर सबसे पहला कदम रखना होगा।

#### ध्यान का सर्वकालिक परिप्रेक्ष्य

अपने जीवन में जब भी हम कुछ अनुचित (अनैतिक) करते हैं हमारी अंतरआत्मा हमें सदैव आवाज देती है यह कृत्य अनुचित है। लेकिन जब हम अपनी अंतरआत्मा की आवाज को अनसुना कर देते हैं तो हमारा अपनी अंतरआत्मा के साथ संपर्क कमजोर हो जाता है। जैसे जैसे उसका अपनी अंतरआत्मा के साथ संपर्क कमजोर होता जाता है वैसे वैसे हम उदास रहने लगते हैं और खुशियाँ भौतिक वस्तुओं में ढुंढने लगते हैं व्यक्ति समस्याओं को हल करने में असक्षम हो जाते हैं जिससे तनाव उसका हमसफर बन जाता है और ऐसी परिस्थितियों में उसे स्वयं को वापस अपनी अंतरआत्मा के साथ जोड़ना होता है और इसका सबसे अच्छा तरीका ध्यान या मैडिटेशन है।

#### ध्यान की अवधारणा

मैडिटेशन खुद पर नियंत्रित रखने एवं आत्म बोध की एक पद्धति है, जो उसकी जिंदगी को आसन एवं खुशमय बनाता है। मैडिटेशन से हमारा आत्म-विश्वास और एकाग्रता बढ़ता है जिससे हमारी समस्याओं के प्रति दृष्टिकोण बदल जाता है। वह समस्याओं को रचनात्मक तरीकों से बड़ी आसानी हल कर पाते हैं जिससे तनाव कम होता है। जब व्यक्ति के जीवन में तनाव या दबाव कम होता है तो वह प्रसन्नचित और स्वस्थ रहता है। इसी प्रकार यदि बालकों में ध्यान का विकास किया जाये तो वे अपने जीवन में अधिक सफलता प्राप्त कर सकते हैं, ऐसा शोधक का मानना है।

जैसे कहा है-

“ते ध्यान योगानुगता अपश्यन्  
देवात्मशक्तिं स्वगुणैर्निगढाम्।  
य कारणानि निखिलानि तानि  
कालात्मयुक्तन्यधितिष्टत्येक’ ॥ श्वेता १/३ ॥

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\*\* सहायक प्रोफेसर बुनियादी शिक्षक प्रशिक्षण महाविद्यालय, गांधी विद्या मंदिर, सरदारशहर



उन ब्रह्मवादी महर्षियों ने चित की एकाग्रता रूप ध्यानयोग अवलम्बन करते हुए सत्व, रज और तम एवं उनके कार्यादि रूप अपने से ढके हुए परमात्मा की शक्तिक दर्शनकि जहां परमात्मा अकेला ही कालादि से लेकर समस्त कारणों का एकमात्र आधार है अधिष्ठान है।

ध्यान मन की एक सहज अवस्था है, यह बालक के जिंदगी को बदल देता है जिससे वह भौतिक वस्तुओं में खुशियाँ ढूँढना छोड़कर खुश रहना सीख जाते हैं। बालक के जीवन का हर पल खुशनुमा हो जाता है और बालक वर्तमान में जीना सीख जाते हैं। जब बालक का मन शांत एवं संतुष्ट होता है तो वह एकग्रतापूर्वक रह है जिससे वह समस्याओं को बेहतर तरीके से हल कर पाते हैं और उन्हीं समस्याओं में उसे समाधान की संभावनाएं दिखने लगती हैं। अन्तमौन के द्वारा उनके मन की गहराइयों में छिपे संस्कारों को बाहर निकाला जा सकता है। बच्चों को पूर्ण स्वतंत्रता के बीच सोचने, कल्पना करने तथा अन्तदर्शन की छुट देना चाहिये। परन्तु सर्वप्रथम उन्हें यह जानकारी प्रदान की जाय कि उनके मन के भीतर क्या कुछ हो रहा है। इसलिये उन्हें स्वतंत्ररूप से अथवा लंबे समय के लिये अन्तमौन का अभ्यास नहीं कराया जाय। जानकार व्यक्ति के मार्गदर्शन में थोड़े समय के लिये अन्तमौन कराया जाय। इस प्रकार वह धीरे-धीरे अपने मन से उन संस्कारों को निकाल बाहर करेंगे जिन्हें वह पसंद नहीं करते।

### विद्यार्थियों के लिए ध्यान

माता-पिता की बच्चों के विषय में अनावश्यक चिन्ता उनके मस्तिष्क के विकास में बाधक होती है। यह सच है माता-पिता को अपने बच्चों का पूरा ध्यान रखना चाहिये। वह अपने बच्चों को अनावश्यक फर्नीचर की तरह बाहर तो फेंक नहीं सकते अथवा उनके प्रति उदासीनता भी नहीं बरत सकते परन्तु उनके विकासक्रम में एक अवस्था ऐसी आती ऐसी आती है जब उनके मन मस्तिष्क की पूरी सफाई आवश्यक होती है। यह अन्तमौन के अभ्यास द्वारा संभव होता है।

भारत में पारंपरिक रूप से बच्चों को आठ से दस वर्ष की आयु के बीच योगाभ्यास प्रारंभ कराया जाता है। इस आयु में हिन्दुओं में एक संस्कार होता है जिसके अन्तर्गत बच्चों को सूर्यनमस्कार, नाडी, शोधन प्राणायाम तथा गायत्री मंत्र का अभ्यास सिखाया जाता है। आज भी किसी न किसी रूप में इस परंपरा का निर्वाह किया जाता है। परन्तु बच्चे के औपचारिक शिक्षक में योग का समावेश जरूरी होता था।

धारणा की परिपक्व अवस्था का नाम ध्यान है, क्योंकि धारणा परिपक्व हो जाने पर वही धारणा ध्यान के रूप में परिणत हो जाती है। ध्यान अष्टांगयोग का सातवां अंग विशेष है। ध्यान साधना के बिना योग एक विडम्बना मात्र ही बन कर रह जायगा इसमें किंचित् मात्र संदेश नहीं है। ध्यान से असीम मानसिक बल अपार इच्छाशक्ति और शान्ति मिलती है इसलिये योगी को अवश्य ही ध्यान परायण होना चाहिये। ध्यान के विषय में योगशास्त्र में कहा है कि -

“तत्र प्रत्ययैकतानता ध्यानम्”

ध्यान में जाने के लिए बाह्य दुनिया के कोलाहल से हटकर यौगिक क्रियाओं का आश्रय लेना होगा। अपने अन्तर्मन की आवाज को सुनना होगा। अब अन्तर्मन की आवाज कैसे सुनी जाय, बहुत आसान है, अगर हम बाहर की आवाजों को सुनना बंद कर दे तो आवाज रह जाएगी वही अन्तर्मन की आवाज है और इसे सुनना ही ध्यान या समाधि है। जैसे-जैसे आप ध्यान करते जाएंगे ये आवाजें स्पष्ट होती जाएंगी, कभी आप धीमी गति से बह रहे नदी के जल प्रवाह की आवाज सुनेंगे तो कभी रिमझिम गिरती बारिश के बुंदों की। वे सारी आवाजें जो आप बाहर की दुनिया में सुनते हैं, आप को अपने अंदर भी सुनाई देगी और धीरे-धीरे कब आप आत्म-अनुभूति की ओर कदम बढ़ा चुके होंगे आपको पता भी नहीं चलेगा।

### निष्कर्ष

प्राचीन औपनिषदिक युग में जिस काल में भारतीय ऋषि-महर्षियों के आध्यात्मिक ज्ञान-विज्ञान मानो पर्याप्त मात्रा में विकसित हुआ था। आज तो उसका ह्रास ही हुआ है। उस काल के बड़े-बड़े ऋषि-मुनियों का ज्ञान चरम सीमा तक पहुँच चुका था जिसकी कोई तुलना नहीं की जा सकती है। इन ऋषि-मुनियों के नाम इस प्रकार हैं व्यास, वसिष्ठ, आरुणि, वामदेव, उद्दालक, याज्ञवल्क्य, शौनक, कत्यायन, आश्वलायन, सत्यकाम, भार्गव, गौतम, तथा पिप्पलाद आदि कितने ही ऋषि-मुनि इस कोटि के थे कौन इनकी गणना करे। इनके ज्ञान अभी लुप्त नहीं हुई है श्रुति, स्मृति आदि ग्रन्थों में स्वर्णाक्षरों में अंकित पड़े हुए है। हम चाहे तो उस महान ज्ञानराशि को प्राप्त कर सकते हैं और उस ज्ञान के आधार पर तथा अध्यात्मयोग के द्वारा उस परम सत्यवस्तु का साक्षात्कार भी प्राप्त कर सकते हैं। अर्थात् अध्यात्म योग के द्वारा परमात्मदेव को जानकार विद्वान् हर्ष और शोक से रहित हो जाता है अतः जिस साधना के द्वारा आत्मदर्शन या ब्रह्मसाक्षात्कार हो वह अध्यात्मयोग अर्थात् ध्यानयोग ही है। विद्यार्थियों के जीवन में ध्यान का बहुत अधिक महत्वपूर्ण योगदान हो सकता है। विद्यार्थियों को ध्यान की उपयोगिता और उसके महत्व को उनके जीवन में सीखाया जा सकता है और उसके सकारात्मक प्रभावों को प्रत्यक्ष रूप में देखा जा सकता है।

**सन्दर्भ ग्रन्थ सूची**

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## **Online Trading In Retail Brokerage – Customers Perception**

**Dr.D.Madan Mohan\***

### ***Abstract***

*The study entitles Customers Perception towards online trading in Retail Brokerage . The objective is to study the impact of the Customers perception towards online trading. To study the influence of stock and investment strategies in Retail Brokerage . To study the influence of demographic profile on investors perception on online trading. Primary data is collected from structured questionnaire with 100 respondents. Descriptive research design is used in this study. Primary data is collected from convince sampling technique. The collected data is been classified and tabulated and analyzed using tools such as percentage analysis, H -test (Kruskal-wallis) (Mann Whitney U test). From this study customer perception of Online Trading, its inferred that in gender level of investors, 60% belongs to male. Occupation of investors are been classified as private sector 70%,.Education qualification of customers is UG-70%. There is no significant difference between the Gender with respect to preference of attributes of share trading company. There is no significant difference among the Occupations, Educational qualification with respect to preference of attributes of share trading company. Customers invest in mutual funds as its risk is low and returns are more rather than bonds and shares. Online trading is been preferred by customers rather than Offline trading. Major reason for customers to invest in online trading is its conveyance and user friendly.*

**Key Words:** CUSTOMERS PERCEPTION, ONLINE TRADING.

### ***Introduction***

Conceptually the mechanism of stock market is very simple. People who are exposed to the same risk come together and agree that if anyone of the person suffers a loss the other will share the loss and make good to the person who lost. We also here observe the Customer's Perception towards Online Trading and its related procedures. The Initial part of the project focuses on the sales of types of the products of the company, Further the project tells us about the profile of the company ( RETAIL BROKERAGE ). It provides knowledge about the company's history, mission, vision and customer base and about the company in detail and management of the company. Also it gives special emphasis on the selling of products and management of the company. This project will help the people in getting lot of their answers related to investment options and the ways to analysis the market. The data in the project can also help the company in making the strategy for potential investor's.

### ***Objective Of Study***

- To study the customers perception towards online trading in Retail Brokerage ltd, Chennai.
- To study the investor's awareness in the ONLINE trading.
- To study the influence of stock and investment strategies in RETAIL BROKERAGE .

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- To study the influence of demographic profile on investors awareness on stock market in RETAIL BROKERAGE.

### **Review Of Literature**

Laforet, S., & Li, X. (2005). Consumers' attitudes towards online and mobile banking in China. *International journal of bank marketing*, 23(5), 362-380. The aim of this study is to investigate the market status for online/mobile banking in China. With the recent and forecasted high growth of Chinese electronic banking, it has the potential to develop into a world-scale internet economy and requires examination.

Ha, H. Y. (2004). Factors influencing consumer perceptions of brand trust online. *Journal of Product & Brand Management*, 13(5), 329-342. Unlike the traditional bricks-and-mortar marketplace, the online environment includes several distinct factors that influence brand trust. As consumers become more savvy about the Internet, the author contends they will insist on doing business with Web companies they trust. This study examines how brand trust is affected by the following Web purchase-related factors: security, privacy, brand name, word-of-mouth, good online experience, and quality of information. The author argues that not all e-trust building programs guarantee success in building brand trust. In addition to the mechanism depending on a program, building e-brand trust requires a systematic relationship between a consumer and a particular Web brand. The findings show that brand trust is not built on one or two components but is established by the interrelationships between complex components. By carefully investigating these variables in formulating marketing strategies, marketers can cultivate brand loyalty and gain a formidable competitive edge.

Carlos Roca, J., José García, J., & José de la Vega, J. (2009). The importance of perceived trust, security and privacy in online trading systems. *Information Management & Computer Security*, 17(2), 96-113. The purpose of this paper is to test an augmented technology acceptance model (TAM) in the online financial trading context. This research aims to investigate how e-investors are influenced by perceived trust, security, and privacy jointly with traditional TAM constructs.

Hassanein, K., & Head, M. (2007). Manipulating perceived social presence through the web interface and its impact on attitude towards online shopping. *International Journal of Human-Computer Studies*, 65(8), 689-708. Electronic commerce typically lacks human warmth and sociability, since it is more impersonal, anonymous and automated than traditional face-to-face commerce. This paper explores how human warmth and sociability can be integrated through the web interface to positively impact consumer attitudes towards online shopping. An empirical study was undertaken to investigate the impact of various levels of socially rich text and picture design elements on the perception of online social presence and its subsequent effect on antecedents of attitudes towards websites. Higher levels of perceived social presence are shown to positively impact the perceived usefulness, trust and enjoyment of shopping websites, leading to more favorable consumer attitudes. Implications of these finding for practitioners and future research are outlined.

Lee, S., Lee, S., & Park, Y. (2007). A prediction model for success of services in e-commerce using decision tree: E- customer's attitude towards online service. *Expert Systems with Applications*, 33(3), 572-581. This research attempts to identify some characteristics of services which encourage customers to buy online and to develop a prediction model for success based on customer recognitions of service offerings in e-commerce. For the purpose, a survey was conducted on potential e-customers for their

understandings of service offerings extracted from Portal Sites. Collected data were used to develop a prediction model using decision tree which showed superior prediction accuracy to conventional techniques. The results will help predict online success judging from customer acceptance and afford a better understanding of how to facilitate future adoption of services in e-commerce.

Lee, M. C. (2009). Factors influencing the adoption of internet banking: An integration of TAM and TPB with perceived risk and perceived benefit. *Electronic commerce research and applications*, 8(3), 130-141. Online banking (Internet banking) has emerged as one of the most profitable e-commerce applications over the last decade. Although several prior research projects have focused on the factors that impact on the adoption of information technology or Internet, there is limited empirical work which simultaneously captures the success factors (positive factors) and resistance factors (negative factors) that help customers to adopt online banking. This paper explores and integrates the various advantages of online banking to form a positive factor named perceived benefit. In addition, drawing from perceived risk theory, five specific risk facets – financial, security/privacy, performance, social and time risk – are synthesized with perceived benefit as well as integrated with the technology acceptance model (TAM) and theory of planned behavior (TPB) model to propose a theoretical model to explain customers' intention to use online banking. The results indicated that the intention to use online banking is adversely affected mainly by the security/privacy risk, as well as financial risk and is positively affected mainly by perceived benefit, attitude and perceived usefulness. The implications of integrating perceived benefit and perceived risk into the proposed online banking adoption model are discussed. Lee, M. C. (2009). Factors influencing the adoption of internet banking: An integration of TAM and TPB with perceived risk and perceived benefit. *Electronic commerce research and applications*, 8(3), 130-141. This study investigates how stock investors perceive and adopt online trading in Taiwan. We developed a research model which integrates perceived risk, perceived benefit and trust, together with technology acceptance model (TAM) and theory of planned behavior (TPB) perspectives to predict and explain investors' intention to use online trading. The model is examined through an empirical study involving 338 subjects using structural equation modeling techniques. The results provide support for the proposed research model and confirm its robustness in predicting investors' intentions to adopt online trading. In addition, this study provides some useful suggestions and/or implications for the academicians and practitioners in the area of online trading.

### **Research Methodology**

Research Design adopted is descriptive research because as descriptive explains the study and aims at finding the present scenario of the Investor investing behavior at RETAIL BROKERAGE LTD. Structured questionnaires is used to collect the data from 100 respondents based on convenience method. The tools used for analysis regression, percentage analysis, kruskal Wallis test and Mann Whitney.

*Table 1 Analysis of gender*

| <b>Gender</b> | <b>Frequency</b> | <b>Percent</b> |
|---------------|------------------|----------------|
| Male          | 60               | 60.0           |
| Female        | 40               | 40.0           |
| Total         | 100              | 100.0          |



From the table 1 it's clear that 60% of investors are male and 40% of investors are female.

**Table 2 Analysis of Occupation**

| Occupation | Frequency | Percent |
|------------|-----------|---------|
| Public     | 20        | 20.0    |
| Private    | 70        | 70.0    |
| Business   | 5         | 5.0     |
| Others     | 5         | 5.0     |
| Total      | 100       | 100.0   |

From table 2 its clear that majority of investors work in private sector and the least belongs to business and others

**Table 3 Analysis of Education Qualification of Investor**

| Educational Qualification | Frequency | Percent |
|---------------------------|-----------|---------|
| School                    | 5         | 5.0     |
| UG                        | 70        | 70.0    |
| PG                        | 18        | 18.0    |
| Others                    | 6         | 6.0     |
| Professional              | 1         | 1.0     |
| Total                     | 100       | 100.0   |

From the table 3 it is clear that 70% of investors have perceived UG as their education and least belong to Professional Degree.

**Table 4 Analysis of Financial Instrument**

| Financial Instrument | Frequency | Percent |
|----------------------|-----------|---------|
| SHARES               | 31        | 31.0    |
| MUTUAL FUNDS         | 59        | 59.0    |
| BONDS                | 5         | 5.0     |
| OTHERS               | 5         | 5.0     |
| Total                | 100       | 100.0   |

From the table 4 its clear that customers invest mostly in mutual funds as its risk level is less. and business people prefer shares.

**Table 5 Analysis on Type of Trading Of Investor**

| Trading Type   | Frequency | Percent |
|----------------|-----------|---------|
| Online         | 70        | 70.0    |
| Offline        | 20        | 20.0    |
| Not applicable | 10        | 10.0    |
| Total          | 100       | 100.0   |

From the table 5 it's clear that investors prefer online trading than offline trading

**Table 6 Analysis on Customer's Reason to invest on Online trading.**

| REASON                      | Frequency | Percent |
|-----------------------------|-----------|---------|
| PRIVACY                     | 10        | 10.0    |
| USER FRIENDLY & TIME SAVING | 16        | 16.0    |
| CONVIENCE                   | 15        | 15.0    |
| ALL OF THE ABOVE            | 59        | 59.0    |
| Total                       | 100       | 100.0   |

From the table 6 its clear that reason to invest on online trading are its privacy, user friendly, and convenience

**Table 7 Analysis on Factors That Motivates Investors To Invest In Securities.**

| Factors                   | Frequency | Percent |
|---------------------------|-----------|---------|
| NEW IPO                   | 15        | 15.0    |
| ENTRY OF FII'S            | 16        | 16.0    |
| MORE RETURNS IN LESS TIME | 59        | 59.0    |
| OTHERS                    | 9         | 9.0     |
| Total                     | 100       | 100.0   |

From table 7 its clear that factor that motivates investors to invest in securities are more returns in less time.

**Table 8 Analysis on factor that online trading motivates the customer to invest in securities**

| Motivates | Frequency | Percent |
|-----------|-----------|---------|
| YES       | 60        | 60.0    |
| NO        | 40        | 40.0    |
| Total     | 100       | 100.0   |

From the table 8 it's clear that 60% of customers are motivated by online trading to invest.

**Table 9 Analysis of awareness about Retail Brokerage**

| Awareness | Frequency | Percent |
|-----------|-----------|---------|
| YES       | 68        | 68.0    |
| NO        | 32        | 32.0    |
| Total     | 100       | 100.0   |

From the table 9 it's clear that 68% of customers have heard about Retail Brokerage and 32% of customers have not heard about it.

**Table 10 Analysis on Preference of Brokerage firm**

| Preference of brokerage | Frequency | Percent |
|-------------------------|-----------|---------|
| A                       | 10        | 10.0    |
| B                       | 59        | 59.0    |
| C                       | 9         | 9.0     |
| D                       | 10        | 10.0    |
| E                       | 7         | 7.0     |
| ANYOTHER                | 5         | 5.0     |
| Total                   | 100       | 100.0   |

From the table 10 it is clear that 59% customers prefer to invest in Retail Brokerage 10% in ICICI another 10% in kotak and the rest in others.

**Table 11 Analyses on Factor Differentiates Of Share Trading Company**

| <b>Factor</b>           | <b>Frequency</b> | <b>Percent</b> |
|-------------------------|------------------|----------------|
| BROKERAGE               | 68               | 68.0           |
| RESEARCH EXPOSURE       | 3                | 3.0            |
| DIAL UP TRADE FACILITY  | 10               | 10.0           |
| MAGAZINE                | 4                | 4.0            |
| EXPOSURE                | 5                | 5.0            |
| ACCOUNT OPENING CHARGES | 10               | 10.0           |
| Total                   | 100              | 100.0          |

From the table 11 its clear that how customers differentiates their trading company from others.68 % of the investor differentiates the share trading company from others,10 % Dial up trade facility and Account Opening Charges,5% in Exposure and 4% in Magazine.

**Table 12 Analysis on Customer's level of Frequency of Trading**

| <b>Duration</b> | <b>Frequency</b> | <b>Percent</b> |
|-----------------|------------------|----------------|
| DAILY           | 30               | 30.0           |
| WEEKLY          | 39               | 39.0           |
| MONTHLY         | 21               | 21.0           |
| YEARLY          | 10               | 10.0           |
| Total           | 100              | 100.0          |

From the table 12 it's clear that customers invest daily 30%, weekly 39%, monthly 21%, and yearly 10%.

**Table 13 Analysis on investor's income category**

| <b>Income</b> | <b>Frequency</b> | <b>Percent</b> |
|---------------|------------------|----------------|
| 0-15000       | 10               | 10.0           |
| 15000-35000   | 30               | 30.0           |
| 35000-60000   | 39               | 39.0           |
| ABOVE 60000   | 21               | 21.0           |
| Total         | 100              | 100.0          |

From the table 13 its clear that majority of investors category fall under 35000-60000, least belongs to 0-15000.

**Table 14 Analysis of investment percentage from investors earning.**

| %         | Frequency | Percent |
|-----------|-----------|---------|
| UPTO 10%  | 60        | 60.0    |
| UPTO 25%  | 30        | 30.0    |
| UPTO 50%  | 5         | 5.0     |
| ABOVE 50% | 5         | 5.0     |
| Total     | 100       | 100.0   |

From the table 14 it's clear that investors up to 60% of population from sampling invest 10% of their earning in trading.

**Table 15 ANALYSIS OF GENDER AND PREFERENCE OF ATTRIBUTES OF SHARE TRADING COMPANY**

**NULL HYPOTHESIS:** There is no significant difference between the genders with respect to preference of attributes of a share trading company.

**ALTERNATIVE HYPOTHESIS:** There is a significance difference between the genders with respect to preference of attributes of a share trading company.

|                   | Gender of the customer | N   | Ranks               |         |
|-------------------|------------------------|-----|---------------------|---------|
|                   |                        |     | Mann-Whitney U test | P value |
| CUSTOMER SERVICE  | Male                   | 60  | 1077.00             | .288    |
|                   | Female                 | 40  | 0                   |         |
|                   | Total                  | 100 |                     |         |
| PROPER GUIDANCE   | Male                   | 60  | 1084.00             | .354    |
|                   | Female                 | 40  | 0                   |         |
|                   | Total                  | 100 |                     |         |
| REGULAR UPDATES   | Male                   | 60  | 1075.00             | .344    |
|                   | Female                 | 40  | 0                   |         |
|                   | Total                  | 100 |                     |         |
| TRUSTWORTHINE SS  | Male                   | 60  | 1080.00             | .378    |
|                   | Female                 | 40  | 0                   |         |
|                   | Total                  | 100 |                     |         |
| BROKERAGE CHARGES | Male                   | 60  | 1181.00             | .870    |
|                   | female                 | 40  | 0                   |         |
|                   | Total                  | 100 |                     |         |

From the table 15 it's clear that the significant value (p value) is greater than .05 there is no significant difference between the gender with respect to preference of attributes of a share trading company.

**Table 16 Analysis of occupation and preference of Attributes of a share trading company**

**NULLHYPOTHESIS:** There is no significant difference among the occupation with respect to preference of attributes of a share trading company

**ALTERNATIVE:** There is a significant difference among the occupation with respect to preference of attributes of a share trading company.

| Ranks             |                            |    |        |         |
|-------------------|----------------------------|----|--------|---------|
|                   | Occupation of the investor | N  | H-TEST | P-VALUE |
| CUSTOMER SERVICE  | Public                     | 20 | 48.000 | .863    |
|                   | Others                     | 5  |        |         |
|                   | Total                      | 25 |        |         |
| PROPER GUIDANCE   | Public                     | 20 | 42.500 | .552    |
|                   | Others                     | 5  |        |         |
|                   | Total                      | 25 |        |         |
| REGULAR UPDATES   | Public                     | 20 | 47.500 | .858    |
|                   | Others                     | 5  |        |         |
|                   | Total                      | 25 |        |         |
| TRUSTWORTHINESS   | Public                     | 20 | 37.500 | .385    |
|                   | Others                     | 5  |        |         |
|                   | Total                      | 25 |        |         |
| BROKERAGE CHARGES | Public                     | 20 | 36.500 | .283    |
|                   | Others                     | 5  |        |         |
|                   | Total                      | 25 |        |         |
|                   |                            |    |        | 2.915   |

From the table 16 it's clear that the significant value (.05) is greater than .05 there is no significant difference among the occupation with respect to preference of attributes of a share trading company

**Tables 17 Analyses of gender and preference of quality of service of Trading company**

**NULL HYPOTHESIS:** There is no significant difference between the gender with respect to preference of attributes of a share trading company

**ALTERNATIVE HYPOTHESIS:** There is a significance difference between the gender with respect to preference of attributes of a share trading company

|   | Gender of the customer | Mean Rank | Mann-Whitney U test | P value |
|---|------------------------|-----------|---------------------|---------|
| A | Male                   | 51.37     | .275                | .600    |
|   | Female                 | 49.20     |                     |         |
|   | Total                  |           |                     |         |
| B | Male                   | 53.19     | 1.516               | .218    |
|   | Female                 | 46.46     |                     |         |
|   | Total                  |           |                     |         |
| C | Male                   | 51.20     | .094                | .760    |



|        |        |       |       |      |
|--------|--------|-------|-------|------|
|        | Female | 49.45 |       |      |
|        | Total  |       |       |      |
| D      | Male   | 45.46 | 4.930 | .026 |
|        | Female | 58.06 |       |      |
|        | Total  |       |       |      |
| OTHERS | Male   | 50.25 | .012  | .912 |
|        | Female | 50.88 |       |      |
|        | Total  |       |       |      |

From the table 17 it's clear that the significant value (.05) is greater than .05 so there is no significant difference between the gender with respect quality of service of trading company

**Table 18 Analyses of occupation and preference of quality and services of trading company**

**NULLHYPOTHESIS:** There is no significant difference among the occupation with respect to preference of attributes of a share trading company

**ALTERNATIVE:** There is a significant difference among the occupation with respect to preference of attributes of a share trading company.

|        | occupation of the investor | Mean Rank | H-TEST | P value |
|--------|----------------------------|-----------|--------|---------|
| A      | Public                     | 48.53     | 3.142  | .370    |
|        | Private                    | 50.94     |        |         |
|        | Business                   | 40.50     |        |         |
|        | Others                     | 62.30     |        |         |
|        | Total                      |           |        |         |
| B      | Public                     | 57.55     | 5.441  | .142    |
|        | Private                    | 47.64     |        |         |
|        | Business                   | 42.30     |        |         |
|        | Others                     | 70.50     |        |         |
|        | Total                      |           |        |         |
| C      | Public                     | 55.28     | .841   | .840    |
|        | Private                    | 49.39     |        |         |
|        | Business                   | 51.70     |        |         |
|        | Others                     | 45.80     |        |         |
|        | Total                      |           |        |         |
| D      | Public                     | 55.88     | 1.057  | .788    |
|        | Private                    | 49.25     |        |         |
|        | Business                   | 51.50     |        |         |
|        | Others                     | 45.50     |        |         |
|        | Total                      |           |        |         |
| OTHERS | Public                     | 52.00     | .933   | .818    |
|        | Private                    | 50.46     |        |         |
|        | Business                   | 40.00     |        |         |
|        | Others                     | 55.50     |        |         |
|        | Total                      |           |        |         |

From the table 18 it's clear that the significant value (.05) is greater than .05 so there is no significant difference between the occupations with respect quality of service of trading company.

### **Conclusion**

The company deals with online trading in India. It offers a broad range of financial products and services including securities, brokerage, mutual fund distribution , loan against share, ESOP financing, IPO financing and wealth management. From this study customer perception of Online Trading, its inferred that in gender level of investors, 60% belongs to male. Occupation of investors are been classified as private sector 70%,.Education qualification of customers is UG-70%. There is no significant difference between the Gender with respect to preference of attributes of share trading company. There is no significant difference among the Occupations, Educational qualification with respect to preference of attributes of share trading company. Customers invest in mutual funds as its risk is low and returns are more rather than bonds and shares. Online trading is been preferred by customers rather than Offline trading. Major reason for customers to invest in online trading is its conveyance and user friendly.

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## ब्रज की 'साँझी' : एक आलोचनात्मक अध्ययन

डॉ. राज भारद्वाज\*

वृन्दावन, जो देश की राजधानी दिल्ली के दक्षिण में तथा पश्चिमी उत्तर प्रदेश में स्थित ब्रज-क्षेत्र के रूप में जाना जाता है। पारम्परिक तथा लोक कलाओं में अपने योगदान तथा श्री कृष्ण की जन्मस्थली एवं क्रीडास्थली होने के कारण ब्रज अथवा वृन्दावन का सम्पूर्ण विश्व में एक विशेष महत्व है। इसी कारण इसे धाम नहीं अपितु गोलोकधाम कहा जाता है। इन्हीं पारम्परिक तथा लोक कलाओं के मध्य ब्रज की साँझी कला का एक विशेष एवं महत्वपूर्ण स्थान है। ब्रज की परम्परा में ही साँझी कला का विकास श्रीराधा के प्रतिरूप में हुआ तथा किस प्रकार एक उच्चतम धर्म में एक लोक परम्परा का अनुकूलन हो सकता है, साँझी इसका सबसे बड़ा उदाहरण है। इसीलिए साँझी को ब्रज के रसिकों तथा संतों ने वैष्णव-यंत्र की उपाधि दी है। साँझी पर अनेकों भक्तों रसिकों तथा संतों ने असंख्य पदों की रचना की है जिनमें रसखान, सूरदास, हित हरिवंश सम्प्रदाय, गौड़ीय सम्प्रदाय, भारतेन्दु हरिश्चन्द्र आदि प्रमुख हैं। इन पदों को साँझी महोत्सव के समय मंदिरों में गाया जाता है।

**मनवाञ्छित फल पाईये जो कीजै इहि सेव।**

**सुनों कुँवरि वृषभानु की यह साँझी साँचों देव ।।**

साँझी कला वृन्दावन की लोक संस्कृति में निहित है। इस कला को 15वीं/16वीं शताब्दी में वैष्णव मंदिरों द्वारा प्रतिवर्ष एक महोत्सव के रूप में स्थापित किया गया। साँझी कला एक उच्च परिष्कृत कला है, जिसे ब्राह्मण पुजारियों तथा आचार्यों द्वारा वृन्दावन के प्राचीनतम वैष्णव मंदिरों में एक उत्सव के रूप में मनाया जाने लगा। वर्तमान में, साँझी की कला एक विलुप्त होती हुई कला है जिसका दर्शन आज मात्र कुछ ही मंदिरों में प्राप्त होता है। इन्हीं में वृन्दावन के प्राचीनतम सप्त देवालयों में से एक श्रीराधारमण मंदिर है। इसी परम्परा में आचार्य सुमित गोस्वामी का जन्म श्री मुकुन्दचरण गोस्वामी के प्रथम पुत्र के रूप में वृन्दावन में 25 सितम्बर, 1977 को हुआ था। जिस परम्परा में यह है उसका इतिहास सोलहवीं शताब्दी से वैष्णव गुरु श्री दामोदर दास गोस्वामी जी से है। लगातार सोलहवीं पीढ़ी से उनका परिवार श्रीराधारमण जी की सेवा में रत् है। श्रीराधारमण देवजी का मंदिर वृन्दावन के प्रमुख तथा प्राचीनतम सप्त-देवालयों में से एक है। श्रीराधारमण जी का श्रीगोपाल भट्ट गोस्वामी जी द्वारा 1554 संवत् से स्वयं प्रकट श्रीविग्रह है। श्रीगोपाल भट्ट गोस्वामी जी छः चैतन्यों से जुड़े तथा वृन्दावन के प्रमुख षड्गोस्वामियों में से एक हैं।

सांस्कृतिक तथा पारम्परिक लोक कलाओं तथा श्रीकृष्ण की क्रीडास्थली एवं जन्मस्थली ब्रज में जन्म लेने के पश्चात् आचार्य सुमित गोस्वामी के मन में ब्रज की प्राचीनतम लोक एवं पारम्परिक कला साँझी के लिए बचपन से ही विशेष लगाव था। पारिवारिक परम्परा के अनुसार श्रीराधारमण मंदिर के आचार्यों ने अपनी उत्कृष्ट कला तथा साहित्य में प्रवीणता के लिए समस्त भारत वर्ष में तथा देश से बाहर भी उच्च प्रतिष्ठा अर्जित की है। दर्शन शास्त्र में अपनी स्नातकोत्तर स्तर की शिक्षा पूर्ण करने के पश्चात् आचार्य सुमित गोस्वामी ने कला के क्षेत्र में प्रवेश किया। कई पीढ़ियों से राधारमण मंदिर के गोस्वामियों द्वारा कला तथा साहित्य के क्षेत्र में योगदान रहा है, वर्तमान पीढ़ी में आचार्य श्री सुमित गोस्वामी श्रीराधारमण मंदिर की कला परम्परा के प्रमुख प्रतिनिधि हैं।

आचार्य श्री सुमित गोस्वामी ने अपने दादाजी स्वर्गीय कृष्णचरण गोस्वामी जी से साँझी की इस उत्कृष्ट कला का ज्ञान प्राप्त किया। साँझी उत्तर-पश्चिम उत्तर प्रदेश में ब्रज क्षेत्र की एक प्राचीन परम्परा है। भगवान श्रीकृष्ण की पौराणिक स्थली एवं लोक परम्परा में निहित साँझी की परम्परा को 15वीं/16वीं शताब्दी के मध्य वैष्णव मंदिरों द्वारा ग्रहण किया तथा ब्राह्मण-आचार्यों द्वारा अत्यधिक परिष्कृत कला के रूप में विकसित किया गया था।

पौराणिक कथाओं के अनुसार श्रीराधा ने श्रीकृष्ण का ध्यान आकर्षित करने तथा श्रीकृष्ण के प्रति अपना प्रेम व्यक्त करने के लिए अपनी सखियों के साथ मिलकर विभिन्न प्रकार से साँझी कला का चित्रण किया। साँझी का शाब्दिक अर्थ है. साज, सज्जा व सजावट। एक अर्थ और भी है, साँझी अर्थात् साँझ। संध्या के समय, जिसे गोधुलिवेला भी कहते हैं, जब श्रीकृष्ण गाय चराकर ग्वालवालों के साथ जंगल से वापिस आते थे, तब मार्ग में श्रीराधा अपनी सखियों के साथ मिलकर श्रीकृष्ण को रिझाने के लिए साँझी का चित्रण करती थीं।

**श्री राधारमण लाल प्यारी की निजकर साँझी चीतत!**

**सखी भेष धरि रसिक शिरोमणि बिलसत हैं सुख की तत!!**

**रीझत प्यारी रस में भीजत रजनी रस में बीतत!**

**गुणमंजरी मन हरत सखिन के कोटि काम छवि छीजत!!**

**साँझ समे जमुना कै कूले फूल लेत फल पाये री!**

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**लतन ओट सौ निकसि अचानक नैन सौ नैन मिलाये री!!**

**महा मुदित वृषभानु भवन में गावत गीत सुहाये री!**

**साँझी के पूजन वृन्दावन आवत भये मन भाये री !!**

**—गुणमंजरी (श्रीराधारमण मंदिर)**

पौराणिक कथाओं के अनुसार श्रीराधा चूँकि मानिनीदेवी थी, इसलिए प्रायः सभी लीलायें श्रीकृष्ण ने श्रीराधा को मनाने के लिए की है, परन्तु मात्र कुछ ही लीलायें श्रीराधा ने श्रीकृष्ण को रिझाने के लिए की हैं। साँझी उनमें से एक है। साँझी श्रीराधाकृष्ण के प्रेम का प्रतीक है तथा ब्रज में साँझी को श्रीराधा का प्रतिरूप मानकर संध्या के समय उसकी उसी प्रकार पूजा—अर्चना की जाती है जिस प्रकार ब्रज के वैष्णव मंदिरों में प्रभु की पूजा—अर्चना होती है।

16वीं शताब्दी के समय मथुरा, वृन्दावन, गोवर्धन तथा आसपास के क्षेत्र तथा अन्य पवित्र स्थलों को श्रीकृष्ण की जन्मस्थली, क्रीडास्थली एवं तीर्थयात्रा के केन्द्र के रूप में विकसित किया गया। षड्गोस्वामियों, हितहरिवंश तथा स्वामी हरिदासजी की प्रेरणा के अनुसार वृन्दावन के युवा श्रीकृष्ण तथा उनकी आल्हादिनी शक्ति श्रीराधाजी की लीलास्थली के रूप में जाना जाने लगा तथा इसके पश्चात कई भक्तों, सन्तों तथा रसिकों ने वृन्दावन वास किया और वृन्दावन वास के समय श्रीकृष्ण तथा श्रीराधा की लीलास्थली के रूप में उनका विश्वास और दृढ़ तथा अनुभव विकसित होने लगा। धार्मिक ग्रन्थों में उनके दिव्य प्रेम की अभिव्यक्ति के रूप में अत्यधिक वर्णन प्राप्त होता है। कृष्ण को देव तथा श्रीराधा को उनकी रचनात्मक शक्ति के अवतार के रूप में माना गया है, जिसके अध्ययन तथा अनुभव से ही परमानन्द का अनुभव होता है। मंदिरों में उत्सव के रूप में इस लोक एवं पारम्परिक व्यवस्था को एक विशेष भक्ति उत्पन्न करने के रूप में इसका विस्तार किया गया। मान्यताओं के अनुसार श्रीकृष्ण ने भी सखीवेश धारण कर श्रीराधा के साथ साँझी का अंकन किया था। इस सम्बन्ध में सूरदासजी ने एक पद की रचना की है—

**यह वानी जानी मन मोहन कहयो सबन समुझाय!**

**भैया बछरा देखे रहियो भैया छाल धराय !!**

**ऐसे कहि चले श्याम सुंदर पहुँचे जहाँ सब आई!**

**सखी रूप है मिलि लाडिली फूल दिये हर खाई !!**

**कर सौ कर राधा संग शोभित साँझी चीती जाय !**

**षटरस के व्यंजन अरपे तब मन अभिलाख पुजाय !!**

**कीरति रानी लेत बलैया विधि सौ विनय सुनाय !!**

**सूरदास अविचल यह जोरी सुख निरखत न अघाय !!**

वृन्दावन में श्रीराधारमण मंदिर की तरह ब्रज के बड़े मंदिरों में, रंगीन सूखे रंगों के साथ साँझी का अंकन एक श्रमसाध्य तथा जटिल शिल्प के रूप में विकसित हुआ। हाल के वर्षों में इस कला तथा कलाकारों की संख्या में गिरावट हो रही है, मंदिरों में भी यह मंहगी तथा श्रमसाध्य होने के कारण लुप्त हो रही है, क्योंकि ब्रज के युवा भी अधिक श्रमसाध्य तथा खर्चीली होने के कारण अपने बड़ों से इस शिल्प को सीखना नहीं चाहते। साँझी की इस विलुप्त होती कला को बचाने तथा संजोने का बीड़ा आचार्य सुमित गोस्वामी ने उठाया है, इसी श्रृंखला में श्री सुमित गोस्वामी प्रतिवर्ष पितृपक्ष के समय साँझी महोत्सव का आयोजन श्रीराधारमण मंदिर प्रांगण में निरन्तर रूप से कर रहे हैं।

वर्ष 1999 में स्नातकोत्तर स्तर की शिक्षा पूर्ण करने के पश्चात आचार्य सुमित गोस्वामी ब्रज की इस साँझी कला को बचाये रखने के लिए समस्त भारतवर्ष में अपनी प्रदर्शनियों, कार्यशालाओं तथा संगोष्ठी के माध्यम से प्रचार-प्रसार कर रहे हैं। वर्ष 2012-13 में लघु चित्रकला के क्षेत्र में आचार्य सुमित गोस्वामी को राज्य पुरस्कार भी प्राप्त हो चुका है।

**तब लगि ललिता ललित लली सौ कही बात हित जान!**

**सुनों कुँवरि मिलि खेलें साँझी यह खेल रसखान !!**

**—रसखान**

साँझी कला श्रीराधाकृष्ण के प्रेम की चरमतम अवस्था की परम्परा है, जो कि इस ब्रज में ही विकसित हुई है तथा यहीं संजोई गई है। अष्टकोण में निहित तथा श्रीराधाजी की कला होने के कारण इसे वैष्णव यंत्र भी कहा गया है। साँझी की सेवा करने तथा अपने निकट स्थापित अथवा अंकन करने से श्रीराधा एवं श्रीकृष्ण दोनों की ही साक्षात् प्रत्यक्ष अनुभूति प्रतीत होती है तथा श्रीराधाकृष्ण की पूर्ण कृपा प्राप्त होती है। इसी ब्रज अथवा वृन्दावन में जो श्रीराधाकृष्ण की लीलास्थली है, एक समय में साँझी कला अपने शिखर पर थी।

**आज दोरु खेलत साँझी साँझ!**

**नन्द किशोर राधा गोरी, जोरि सखियन माँझ!!**

**कुसुम चुनन में रुनझुन बाजत, कर चूरी पग झाँझ !!**

**हरिशचन्द्र निधि शख गरुरी, भई रूप लखि बाँझ !!**

**—भारतेन्दु हरिश्चन्द्र**



**संदर्भ ग्रंथ**

1. ब्रज की साँझी सं. महेश नारायण शर्मा, वृन्दावन शोध संस्थान, रमणरेती, वृन्दावन, उ.प्र. भारत
2. गुजमंजरी- श्री गल्लू जी महाराज राधारमण मंदिर वृन्दावन, उ.प्र.
3. ब्रज की साँझी कला के दुर्लभ ऐतिहासिक संदर्भ- प्रगति शर्मा, ब्रज संस्कृति शोध संस्थान, पत्थरपुरा वृन्दावन (मथुरा) उ.प्र.
4. साँझी के पद- सूरदास, सूकर क्षेत्र शोध संस्थानए कासगंज (उ.प्र.)
5. साँझी लीला- सूरदास, नागरी प्रचारिणी सभा, वाराणसी (उ.प्र.)
6. ब्रज की लोक-संस्कृति, गिरि"ा कुमार चतुर्वेदी, कल्पतरु प्रका"ान, शहादरा, दिल्ली

## महात्मा गाँधी जी : स्वराज व सत्याग्रह

लेखिका : श्रीमती सरोज कुमारी\*

### संक्षेप

महात्मा गाँधी जी भारतीय इतिहास के महानतम लोगों में से एक हैं। गाँधी जी ने अपने "सत्याग्रह" के सिद्धान्त पर चल कर भारत को स्वतन्त्र करवाने में अहम भूमिका निभाई। ये महात्मा गाँधी जी ही थे जिन्होंने आम भारतीय जनता में "आत्मबल" पैदा किया और "विशिष्ट वर्ग" की राजनीति को "जन राजनीति" में तबदील किया।

**मुख्य भाव** – स्वराज, सत्याग्रह, रंगभेद।

### परिचय

महात्मा गाँधी जी का जन्म गुजरात स्थित पौरबन्दर नामक स्थान पर मोहनदास कर्मचन्द गाँधी के रूप में 2 अक्टूबर 1869 ई0 में हुआ। अपनी स्कूली शिक्षा प्राप्त करने के बाद "बैरिस्टर" की डिग्री के लिए; उच्च शिक्षा हेतु वे 1881 ई0 में लंदन गए। "बैरिस्टर" बनकर 1891 ई0 में भारत लौटे। अपनी जीविका उपार्जन हेतु; बम्बई हाई कोर्ट में वकालत करनी शुरू की। 1893 ई0 में किसी मुकद्दमे की "पैरवी" के लिए दक्षिणी अफ्रिका गए। उन्होंने दक्षिणी अफ्रिका में पहली बार रंगभेद नीति का सामना किया। उनको इस घटना ने अन्दर से हिला दिया। गाँधी ने इस नीति के खिलाफ दक्षिण अफ्रिका में पहली बार "सत्याग्रह-आन्दोलन" चलाया। गाँधी जी अपने "सत्याग्रह के अनुभव" के साथ 1915 ई0 में भारत आए और देखते ही देखते भारतीय राजनीतिक पटल पर छा गए।

हम गाँधी जी के नेतृत्व में भारतीय स्वतन्त्रता संघर्ष की कुछ महत्वपूर्ण घटनाओं का वर्णन कर रहे हैं—

### 1915-16 ई0 की राजनीतिक परिस्थितियाँ

गाँधी जी ने न तो ऐनी बैसन्ट और तिलक के नेतृत्व में चले "होमरूल आन्दोलन" (1915-17) में और न ही अखिल भारतीय राष्ट्रीय कांग्रेस और अखिल भारतीय मुस्लिम लीग के बीच 1916 ई0 के "लखनऊ समझौते" में भाग लिया। उन्होंने अपने आपको सक्रिय राजनीति से अलग रखा। उस समय गाँधी जी नहीं; बल्कि तिलक व बैसन्ट भारतीय राजनीति पर छाए हुये थे और सरकार भी उनसे प्रभावित थी। 1917 ई0 में एडविन मोंटैग्यू ने अपनी डायरी में लिखा कि – "तिलक भारत में सबसे प्रभावशाली नेता हैं।" गाँधी जी ने दो वजह से अपने आप को समकालीन राजनीतिक आन्दोलनों से दूर रखा। उस समय मौटे तौर पर दो विचारधाराओं के नेतृत्व में आन्दोलन चल रहे थे। एक उग्र / गरम पंथ और दूसरी नरम / उदारवादी। उनके विचार इन दोनों ही राजनीतिक विचारधाराओं से मेल नहीं खाते थे। गाँधी जी ने अपने मित्रों को बताया कि "मैं (गाँधी जी) किसी संगठन में तभी शामिल हो सकता हूँ जब मैं उसकी नीतियों को प्रभावित करूँ। मैं उसकी नीतियों से प्रभावित होने के लिए उसमें शामिल नहीं होऊँगा। इसका अर्थ यह नहीं है कि नई रोशनी ग्रहण करने के लिए मेरा दिमाग खुला नहीं है। मेरे कहने का अर्थ यह है कि यह नई रोशनी चकाचौंध करने वाली हो जो मुझे सम्मोहित कर ले।"

### "गाँधी जी और स्वराज"

गाँधी जी ने स्वराज के बारे में अपने विचार खुल कर रखे हैं। वे कहते हैं कि प्रत्येक भारतीय का लक्ष्य 'स्वराज प्राप्ति होना चाहिए'। "स्वराज की सच्ची खुमारी उसी को हो सकती है, जो आत्मबल अनुभव करके शरीर बल से नहीं दबेगा और निडर होगा तथा सपने में भी तोप बल का उपयोग करने की बात नहीं सोचेगा।" स्वराज का अर्थ बताते हुए वे कहते हैं कि "हम अपने ऊपर राज करे वहीं स्वराज है"। वे कवि तुलसीदास जी के एक दोहे को समझाते हुए कहते हैं कि "दया धरम का मूल है, पाप मूल अभिमान, तुलसी दया न छौडिये, जब लग घट में प्रान।" गाँधी जी कहते हैं कि मुझे तो यह वाक्य "शास्त्र वचन" जैसा लगता है। दयाबल "आत्मबल है" आत्मबल ही सत्याग्रह है। इस प्रकार सत्याग्रह का अर्थ समझाते हुए वे कहते हैं कि "सत्याग्रह या आत्मबल" को अग्रेजी में "पैसिव रेजिस्टान्स" कहा जाता है। उदाहरण देकर वे समझाते हैं कि मुझ पर लागू होने वाला कोई कानून सरकार ने पास किया। वह कानून मुझे पसन्द नहीं है। अब अगर मैं सरकार पर हमला करके यह कानून रद्द करवाता हूँ तो कहा जायेगा कि मैंने शरीर बल का उपयोग किया। अगर मैं उस कानून को मंजूर ही न करूँ और उस कारण से होने वाली सजा भुगत लूँ तो कहा जाएगा कि मैंने आत्मबल या सत्याग्रह से काम लिया। सत्याग्रह में मैं अपना ही बलिदान देता हूँ। यही स्वराज की कुंजी है।"

स्वराज कैसे पाया जा सकता है? इस पर गाँधी जी कहते हैं कि "स्वराज तो सबको अपने लिए पाना चाहिए और सबको उसे अपना बनाना चाहिए। दूसरे लोग जो स्वराज दिला दे वह स्वराज नहीं है बल्कि परराज्य है। हिन्दुस्तान के स्वराज का अर्थ है कि हम किसी का भी जुल्म या दबाव नहीं चाहते, चाहे वो "गौरा" हो या हिन्दुस्तानी हो। हम सबको तैरना सीखना और सिखाना है।

\* पद व पता : पी.जी.टी. (इतिहास) आरोही मॉडल वरिष्ठ माध्यमिक विद्यालय भिवानी रोहिला (हिसार)

### गाँधी जो और सत्याग्रह

गाँधी जी ने "सत्याग्रह का इस्तेमाल सबसे पहले दक्षिण अफ्रीका में अंग्रेजों की रंगभेद नीति के खिलाफ किया था। 1915 में भारत वापिस लौटने के बाद गाँधी जी दो साल तक भारत की परिस्थितियों व भारतीय लोगों को समझने के लिए भारत का दौरा करते रहे। अगले दो साल 1917 व 1918 के दरमियान, गाँधी जी ने तीन स्थानीय सत्याग्रह आन्दोलनों का नेतृत्व किया। इन आन्दोलनों से ही गाँधी जी की भावी राजनीति व रणनीति का पता चलता है। यानि अब वे भारतीय राजनीति में किसानों व मजदूरों की बात उठाने वाले थे। ये दो तबके अति शोषित व पिछड़े हुए थे और दो सबसे बड़े बहुसंख्यक तबके भी थे। इस तरह गाँधी जी ने "जन-राजनीति" की शुरुआत की।

### चम्पारण सत्याग्रह

गाँधी जी ने 1917 ई0 में बिहार राज्य के चम्पारण जिले में पहली बार "सत्याग्रह" आन्दोलन चलाया। यहाँ पर यूरोपीय नील उत्पादक मालिक, रैयतों का शोषण कर रहे थे। वे रैयतों को अपनी भूमि पर 3/20 भाग पर नील की खेती करने और निश्चित कीमत पर बेचने के लिए मजबूर कर रहे थे। चम्पारण के रैयतों ने गाँधी जी के दक्षिणी अफ्रीकी आन्दोलन के बारे में सुन रखा था। इसलिए उन्होंने अपनी सहायता करने के लिए चम्पारण में आने का आमन्त्रण दिया। बी0आर0 नंदा लिखते हैं कि गाँधी जी बिहार के बारे में भारत के मानचित्र पर बिहार के अलावा और कुछ नहीं जानते थे इसी कारण शुरुआत में गाँधी जी ने आने से मना कर दिया। बिहार के एक रैयत रामकुमार शुक्ला गाँधी जी से दिसम्बर 1916 ई0 में कांग्रेस के कलकता अधिवेशन में मिले और जब तक गाँधी जी बिहार नहीं आए तब तक उनके पीछे-पीछे घूमते रहे। यह रामकुमार शुक्ला की दृढ़ता ही थी जो गाँधी जी के चम्पारण आने के लिए हॉ करवा ली। 1917 ई0 में गाँधी जी चम्पारण पहुँचे। रैयतों की स्थिति की जांच पड़ताल शुरू की। इसमें उन्होंने अपने सहयोगी - "ब्रज किशोर", राजेन्द्र प्रसाद, महादेव देसाई, नरहरि पारेख, जे.बी. कृपलानी तथा बिहार के अनेक बुद्धिजीवियों का सहायोग भी लिया। " गाँधी जी कलकता से पटना गए। पटना से मुजफ्फरपुर गये और मुजफ्फरपुर से मोतीहारी (चम्पारण जिले का मुख्यालय) गए। चम्पारण मजिस्ट्रेट ने गाँधी को अगली ट्रेन से ही चम्पारण से चले जाने का आदेश दिया गाँधी जी ने आदेश मानने से मना कर दिया और मुकद्दमे का सामना करने और सजा पाने के लिए तैयार हो गये। उस समय तक गाँधी जी की छवि "राज-विरोधी" नहीं थी इसलिए भारत सरकार ने स्थानीय सरकार के आदेश को रद्द कर दिया और जांच के लिए एक कमेटी गठित की जिसमें गाँधी को भी सदस्य बनाया गया। आखिरकार गाँधी जी आयोग को यह समझाने में कामयाब हो गए कि "तिनकठिया" व्यवस्था खत्म होनी चाहिए और किसानों से जो अवैध वसूली हुई है उसके लिए उन्हें हरजाना दिया जाना चाहिए। नील उत्पादक मालिक 25 प्रतिशत हरजाना देने के लिए राजी हो गए। गाँधी जी भी मान गए।

इस प्रकार गाँधी जी का भारत में पहला सत्याग्रह आन्दोलन सफल रहा।

### अहमदाबाद मिल हड़ताल

1918 ई0 में गाँधी जी ने अहमदाबाद कपड़ा मिल मालिकों और मजदूरों के झगड़े के बीच मध्यस्ता की। मिल मालिकों व मजदूरों के बीच "प्लेग बोनस" को लेकर विवाद खड़ा हो गया। 1917 ई0 में मिल मालिक मजदूरों को "प्लेग बोनस" दे रहे थे जो उनकी मजदूरी का 80 प्रतिशत तक था ताकि उस क्षेत्र में फैली प्लेग बिमारी की वजह से मजदूर अपनी नौकरी छोड़ कर न जाये। बाद में जब मिल मालिकों ने यह "प्लेग बोनस" खत्म किया तो मजदूरों का यह तर्क था कि प्रथम विश्व युद्ध की वजह से मंहगाई लगभग दुगनी हो गई है इसलिए यह बोनस मिलना चाहिए। अहमदाबाद के कमिश्नर को लगा कि कहीं दोनों गुटों के बीच शक्ति परीक्षण न हो जाये। उन्होंने गाँधी जी को दोनों पक्षों में समझौता करवाने के लिए कहा। क्योंकि मिल-मालिकों में से एक अंबालाल साराभाई के संबंध गाँधी परिवार से थे। साराभाई ने गाँधी आश्रम के लिए भी अनुदान दिया था। गाँधी जी ने इस मुद्दे को कमिश्नर की अध्यक्षता में गठित एक ट्रिब्यूनल को सौंपने का सुझाव दिया। जो दोनों पक्षों ने मान भी लिया जिसमें कुल 7 सदस्य होने थे। 3 मिल-मालिकों की तरफ से और 3 मजदूरों की तरफ से। लेकिन मिल-मालिकों ने अपने-आपको बढ़त देने के लिए इसके समझौते से बंधे होने से अपने आपको अलग कर लिया और 20 प्रतिशत बोनस देने और जो मजदूर इसको स्वीकार नहीं करेंगे उसको नौकरी से निकालने की धमकी दी और अपने मिल मालिकों की यूनियन बनाने के लिए कहा। इस पर गाँधी जी टिप्पणी कि "वे चिटियों की यूनियन के खिलाफ हाथियों की यूनियन बना रहे हैं", इस नाजुक स्थिति में गाँधी जी मजदूरों को भूख हड़ताल पर जाने के लिए कहते हैं। पाँच दिन बाद, मजदूरों को हिम्मत देने के लिए खुद भी हड़ताल पर बैठ गए। आखिरकार मिल मालिक मुद्दे को ट्रिब्यूनल को सौंपने के लिए राजी हो गए। बाद में ट्रिब्यूनल ने 35 प्रतिशत बोनस देने का फैसला दिया।

### खेड़ा आन्दोलन

जैसे ही अहमदाबाद का मुद्दा सुलझा, इसी दौरान बम्बई प्रैसिडेन्सी के खेड़ा जिले के किसान और स्थानीय अधिकारियों के बीच "भूराजस्व माफी" को लेकर विवाद हो गया। 1918 ई0 में सुखे की वजह से किसानों की सारी फसल खराब हो गयी। "भूराजस्व संहिता" के अनुसार यदि किसी वर्ष सामान्य से 25 प्रतिशत कम फसल की पैदावार होती है तो पूरा राजस्व "माफ होगा। परन्तु कितनी फसल खराब हुई इस बात को लेकर जल्दी ही मतभेद हो गया। "भारतीय समाज सेवक" के तीन सदस्यों द्वारा जांच-पड़ताल की गई और बाम्बे विधान सभा के तत्कालीन सदस्य

वी०जे० पटेल और गांधी जी द्वारा अनुमान गया कि अच्छी वार्षिक फसल उत्पादक के 3/4 से ज्यादा फसल खराब हो गई। सरकारी अधिकारियों ने इस अनुमान को मानने से इन्कार कर दिया।

गुजरात सभा ने अब इसमें सक्रिय भूमिका निभाई। इस साल गाँधी जी इस सभा के अध्यक्ष थे। जब अपील, याचिकाओं व प्रैस से अधिकारियों पर कोई असर नहीं पड़ा तो गांधी जी ने आन्दोलन को अपने हाथ में ले लिया। यह वास्तव में पहला कृषि सत्याग्रह आन्दोलन था जिसका भारत में गांधी ने नेतृत्व किया। मुख्य समस्या कृषकों का भय निकालना था। अधिकारियों का भय, जमीन व भूमि जब्त करने का भय। गांधी जी और पटेल जी ने खेड़ा जिले के गांवों का दौरा किया और किसानों को सत्याग्रह के लिए तैयार किया। सरकार लगान न देने वाले किसानों की सम्पत्ति, भूमि को जब्त कर रही थी और पशुओं को हॉक के ले जा रही थी। पहले से ही प्लेग, महंगाई और सूखे की मार से ग्रस्त खेड़ा के किसान अब और संघर्ष करने की स्थिति में नहीं थे। इसी बची गांधी जी को पता चला कि सरकार ने अधिकारियों को गुप्त निर्देश दिया कि लगान उन्हीं से वसूला जाए जो देने की स्थिति में थे। गांधी जी का मकसद पूरा हो गया और आन्दोलन समाप्त कर दिया। इस संघर्ष के दौरान वल्लभ भाई पटेल गांधी जी के अनुयायी बन गये।

समग्र रूप में, चम्पारण, अहमदाबाद और खेड़ा आन्दोलन ने संघर्ष के गांधीवादी तरीके को आजमाने का अवसर दिया। इस प्रकार गांधी जी इन तीन स्थानीय संघर्ष से देश की जनता के नजदीक गए। उनकी समस्याओं का समझने का अवसर मिला। इस प्रकार गांधी जी गरीबों के मसीहा के रूप में उभरे। 1919 के "रॉलैट कानून" के खिलाफ चलाए अपने अगले सत्याग्रह आन्दोलन से गांधी जी ने "अखिल भारतीय राजनीति" में प्रवेश किया। अगले तीन दशक तक भारतीय राजनीति के सर्वमान्य नेता के रूप में छाए रहे।

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## **Performance Evaluation Of Selected Mutual Fund Schemes In India**

**SAHIL KAPOOR\***

**SHUBHAM KAPOOR\*\***

### ***Abstract***

Today a large portion of the savings of the investors in India are engaged in Mutual Funds through Lump sum option and Systematic Investment Plan, in order to choose the best funds from very large basket of funds, one must ensure the fund's schemes performance by comparing them to a proxy or a benchmark and with risk free rate of interest prevailing. The main purpose of this paper is to evaluate the performances of selected equity diversified mutual fund schemes in India by comparing it with BSE Sensex and 91 day T-bills rate. Secondary data have been used for the study of 3 years i.e. 2016-2018. Risk measure tools like Sharpe ratio, Treynor ratio and Jensen ratio have been used for the study. The study concludes that in 2016, 3 out of 5 schemes had outperformed the market while in 2017, all the schemes had outperformed the market and further in 2018, all the 5 schemes had underperformed the market index.

**Keywords:** Systematic Investment plan, Sharpe, Treynor, Jensen, and Risk.

### **Introduction**

In India, various investment alternatives are available for all types of investors according to their risk appetite, every investor has two main basic objectives i.e. they want high returns by bearing low amount of risk, and these objectives can be fulfilled by Mutual Funds. These are the funds which are carried on by the Asset Management Companies In India and their objective is to collect the money from the investors in small amounts and invest the pooled amount in various stocks and bonds listed in financial market. In this way, not only the risk is diversified but also returns are maximized. In India, UTI was the first company which had issued very first unit scheme in 1964. Later on many public sector and private sector corporations made their entry in Mutual funds. There are 44 Asset Management Companies currently working in mutual funds and presently the average asset under management is over 20 lakh crores.

### **Literature Review**

- **N. BHAGYASREE and Mrs. B. KISHORI, (2016)** had examined the performance of 30 open ended equity diversified schemes in India in their paper. They collected secondary data for 5 years i.e. from April 2011 to march 2015 in their study from the official websites of AMFI and BSE. Their objective was to study the performances of selected funds. They used various tools like average return, beta, standard deviation, Sharpe, Treynor and Jensen ratio. They concluded that 14 out of 30 schemes had performed better than proxy and Sharpe ratio for all schemes were positive for the study period.

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- **DR. M. RAVICHANDRAN and A. JEYARAJ, (2017)** had examined the performance of 20 open ended equity diversified schemes in India in their paper. They collected secondary data for 4 years i.e. from April 2013 to march 2017 in their study from the official websites of AMFI and BSE. Their objective was to study the performances of selected funds. They used various tools like average return, beta, standard deviation, Sharpe, Treynor and Jensen ratio. They concluded that Beta for all the schemes were less than market volatility and 10 out of 20 schemes showed better Sharpe ratio and Jensen ratio as compared to market for the study period.

### **Statement Of The Problem**

Mutual funds provides the investor a complete set of portfolio according to their risk appetite and equity diversified funds are those funds which invests their money into large, mid and small cap stocks which help the investor in earning more returns by diversification of risk. So whether in reality these funds are generating more returns than risk free returns by taking into account the systematic or total risk is the central theme of this research paper.

### **Objectives Of The Study**

1. To study the performance of selected mutual fund schemes.
2. To compare the risk adjusted returns of selected mutual fund schemes.
3. To identify the top performing schemes on the basis of risk adjusted measures.

### **Research Methodology**

The present study includes equity diversified funds which are given rank 1 by CRISIL for the quarter ended October to December 2018 and BSE Sensex have been used as a benchmark for comparing the schemes and for the risk free rate of interest 91 day treasury bills have been used. Secondary data of daily NAV's of schemes from the official website of AMFI and daily closing prices of BSE Sensex from the official website of BSE and for Treasury bill, official website of RBI have been used for the period of 3 years i.e. from 2016 to 2018. The method of data analysis includes Average Annual Returns, Standard Deviation, Beta, Sharpe ratio, Treynor ratio and Jensen ratio have been used to compare the schemes which is presented in the form of graphs.

### **Sample Size**

|          | <b>MUTUAL FUND SCHEMES SELECTED FOR STUDY</b> |
|----------|---|
| <b>1</b> | CANARA ROBECO EQUITY DIVERSIFIED FUND (G)     |
| <b>2</b> | KOTAK STANDARD MULTICAP FUND –D (G)           |
| <b>3</b> | MIRAE ASSET India EQUITY – D (G)              |
| <b>4</b> | MIRAE ASSET India EQUITY (G)                  |
| <b>5</b> | UTI EQUITY FUND (G)                           |

### **Tools**

- **PERFORMANCE MEASURE**
  1. **SHARPE RATIO/ MEASURE**

It reflects the excess return earned on a portfolio over risk free return per unit of total risk.

Average rate of return on portfolio - Average rate of return on a risk free investment  
Standard deviation of return of portfolio

**2. TREYNOR RATIO/ MEASURE**

It reflects the risk premium earned over risk free investment per unit of systematic risk.

Average rate of return on portfolio - Average rate of return on a risk free investment  
Beta of portfolio

**3. JENSEN RATIO/ MEASURE/ ALPHA**

It reflects the difference between the return actually earned on a portfolio and the return the portfolio was supposed to earn, given it's Beta as per the Capital Asset Pricing Model.

$$\text{Average Return on Portfolio} - \left\{ \begin{array}{l} \text{Risk-Free} \\ \text{Return} \end{array} \right. + \text{Beta of Portfolio} \left\{ \begin{array}{l} \text{Average return} \\ \text{on market} \\ \text{Index} \end{array} \right. - \left. \begin{array}{l} \text{Risk} \\ \text{free} \\ \text{return} \end{array} \right\}$$

• **RISK**

**4. STANDARD DEVIATION**

It reflects the total return consisting of controllable (unsystematic) and uncontrollable (systematic) risk.

$$\left[ \frac{\sum (\text{Return of portfolio} - \text{Mean Return of portfolio})^2}{\text{Number of Returns of portfolio}} \right]^{1/2}$$

**5. BETA**

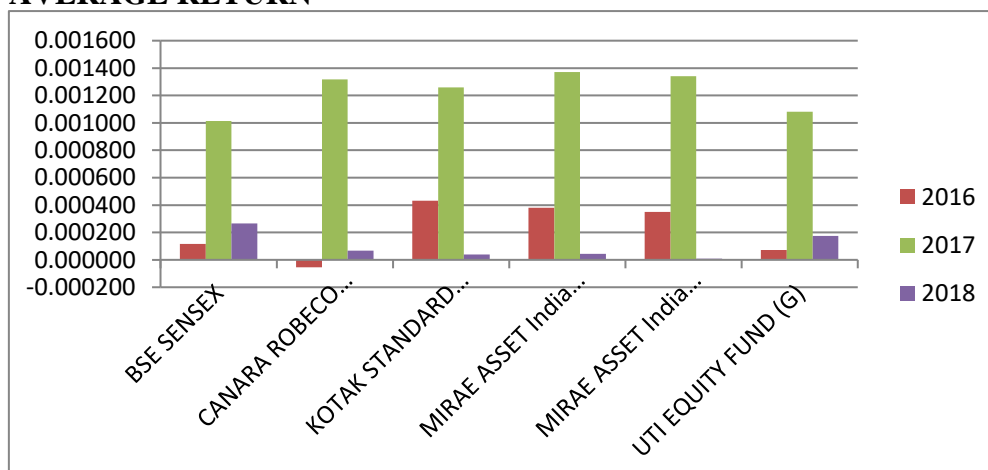
It reflects the systematic risk which is uncontrollable.

$$\frac{\text{Covariance (Return of portfolio, Return on market index)}}{\text{Variance (Return on market index)}}$$

**Analysis And Interpretation**

1. To study the performance of selected mutual fund schemes.

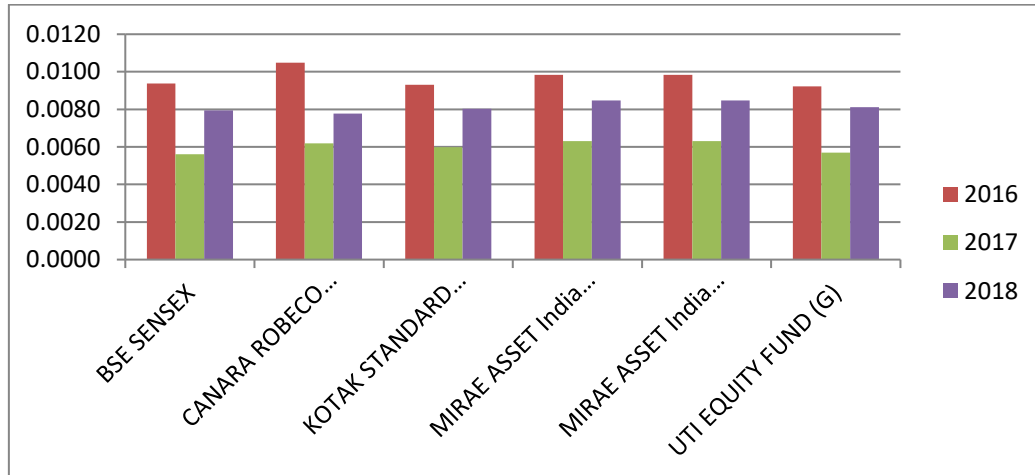
**AVERAGE RETURN**



From the above graph, it can be concluded that as far as Average Annual Returns are concerned, in 2016, only 2 schemes i.e. CANARA ROBECO EQUITY DIVERSIFIED FUND (G) and UTI EQUITY FUND (G) were giving lower returns and rest 3 i.e. KOTAK STANDARD MULTICAP FUND –D (G), MIRAE ASSET India EQUITY – D (G) and

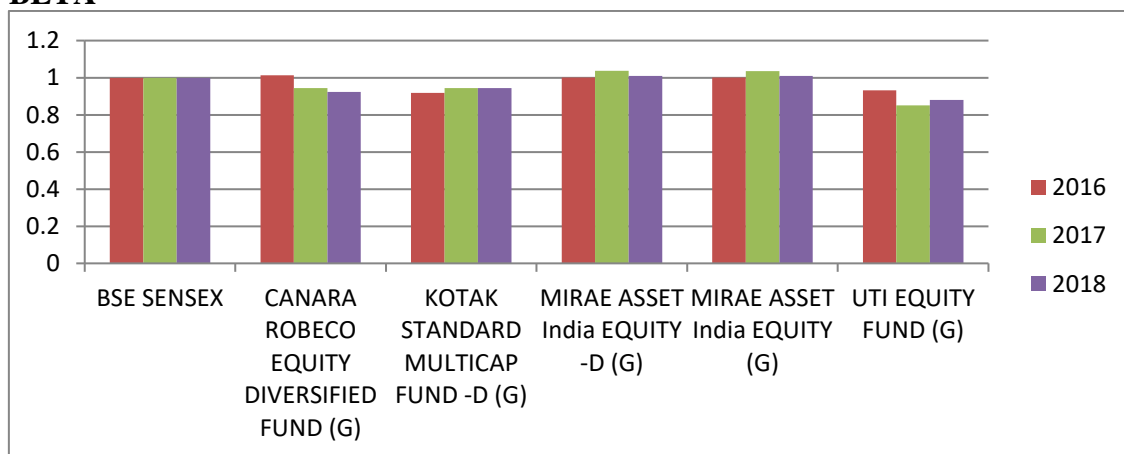
MIRAE ASSET India EQUITY (G) were giving higher returns as compared to benchmark returns. In 2017, all the schemes were giving more returns than benchmark index. In 2018, all the schemes were giving lower returns than BSE Sensex.

**STANDARD DEVIATION**



From the above graph, it can be concluded that as far as Standard deviation i.e. Total risk is concerned, all schemes for all the years are having high standard deviation than market index.

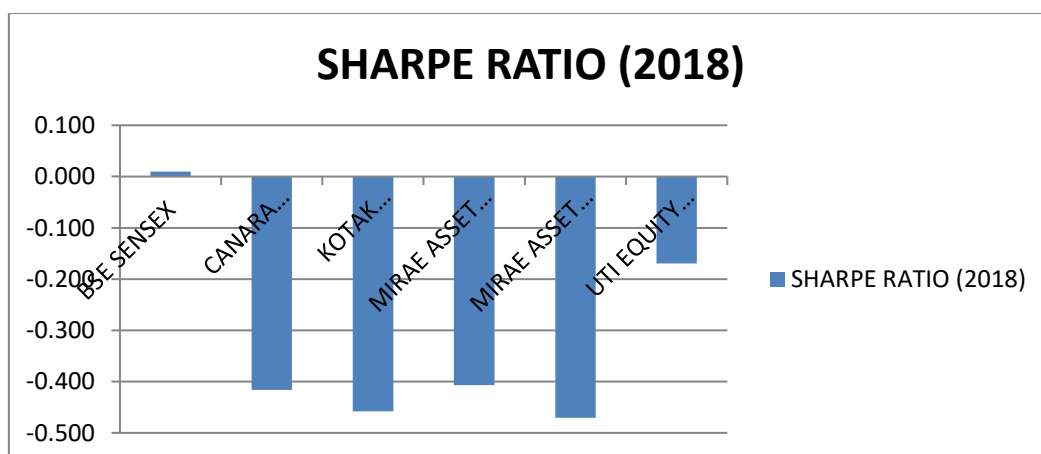
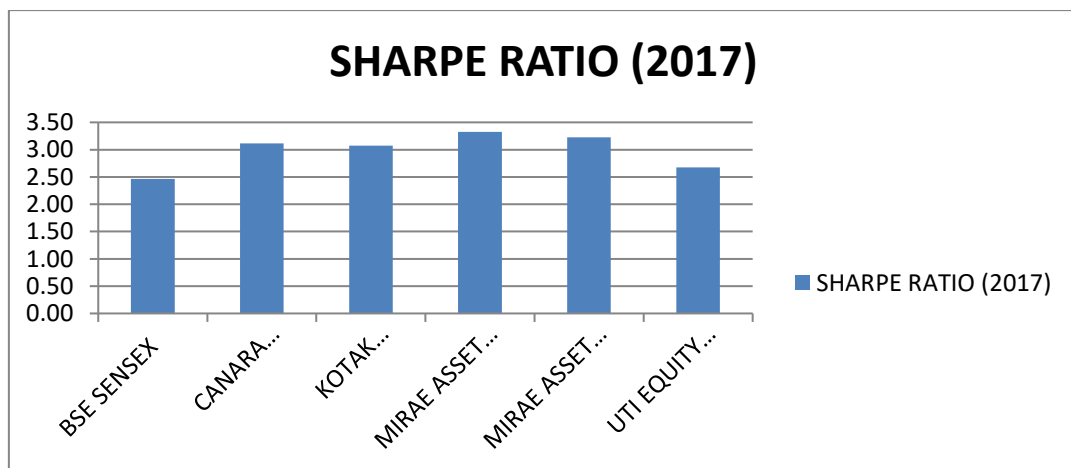
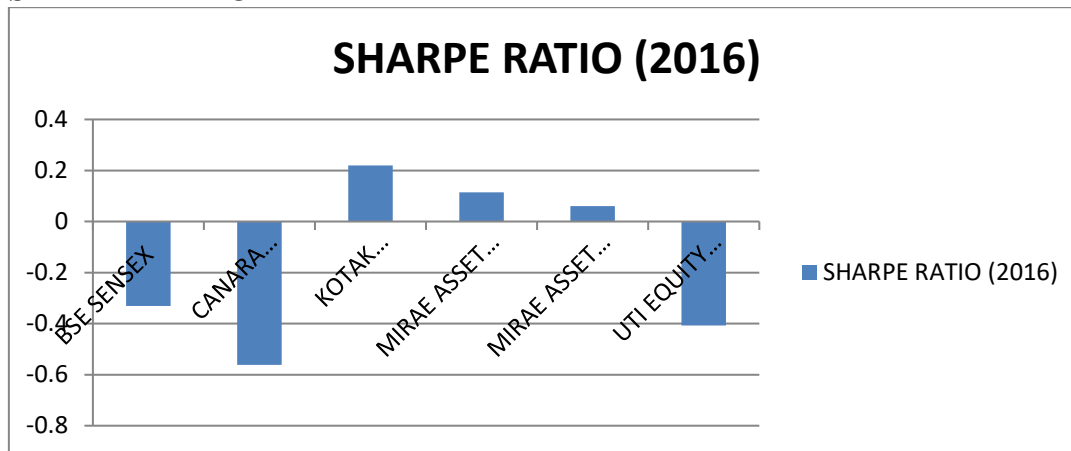
**BETA**



From the above graph, it can be concluded that as far as Systematic Risk is concerned, only 2 schemes i.e. KOTAK STANDARD MULTICAP FUND –D (G) and UTI EQUITY FUND (G) are having less volatility than market for all the years. For the year 2017, there were 2 schemes i.e. MIRAE ASSET India EQUITY – D (G), MIRAE ASSET India EQUITY (G) which were having more volatility than BSE. As far as CANARA ROBECO EQUITY DIVERSIFIED FUND (G) is concerned, scheme had volatility 1 in 2016 and later on in 2017 and 2018, it was less than 1.

2. To compare the risk adjusted returns of selected mutual fund schemes.

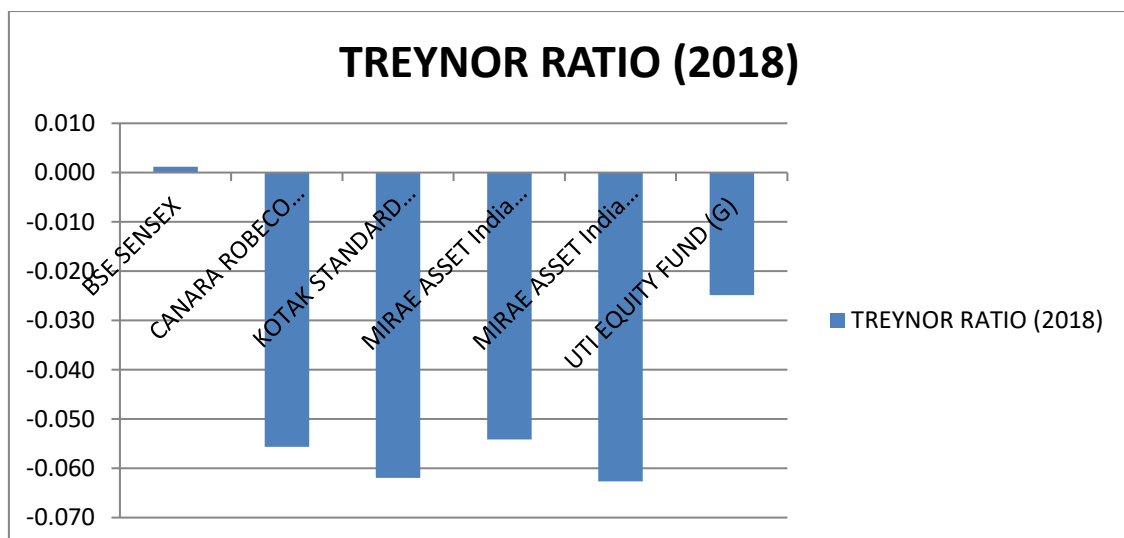
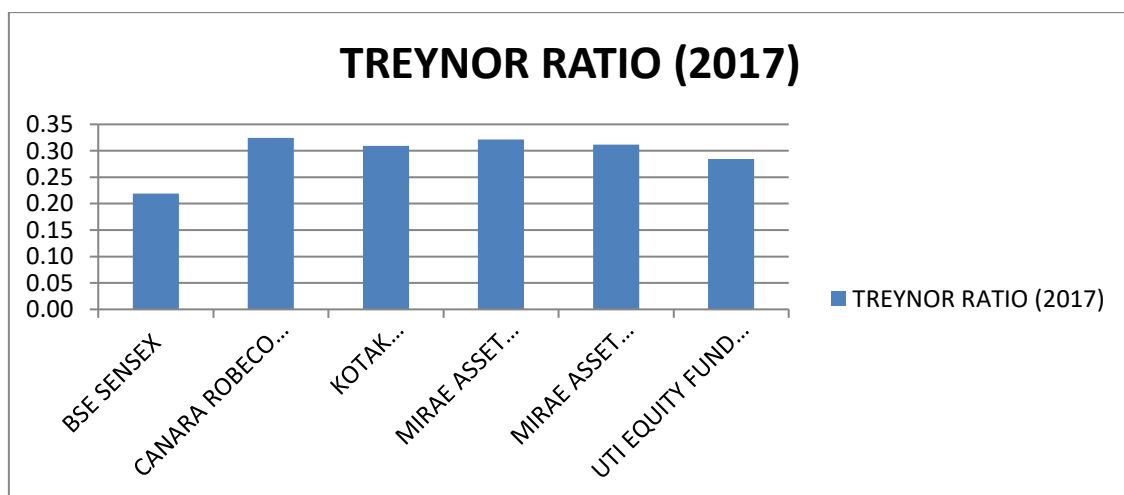
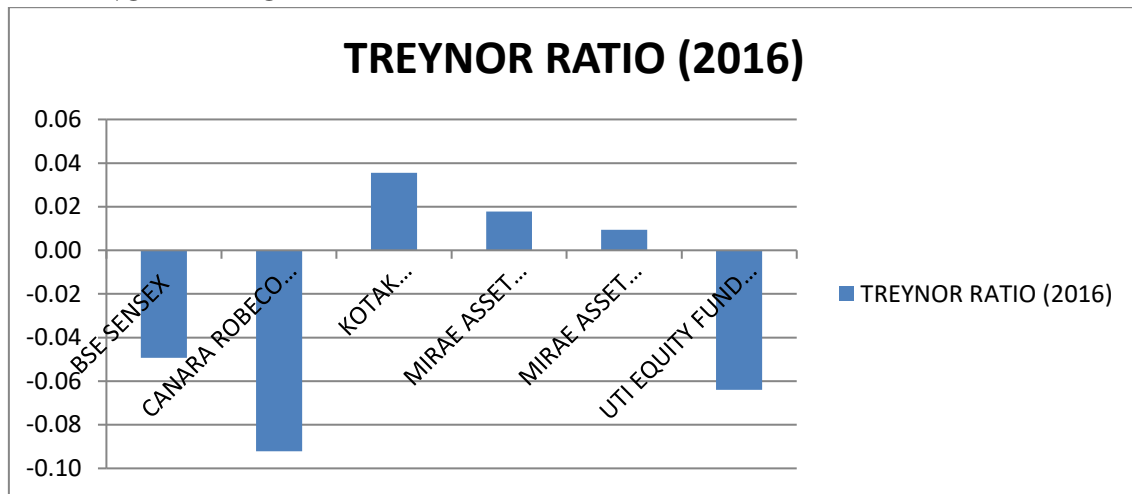
### SHARPE RATIO



### Interpretation

From the graphs it can be concluded that in 2016, 3 schemes out of 5 i.e. KOTAK STANDARD MULTICAP FUND –D (G), MIRAE ASSET India EQUITY (G) and MIRAE ASSET India EQUITY – D (G) were outperformed the market. In 2017, all schemes were outperformed the market. In 2018, all schemes were underperformed the market.

### TREYNOR RATIO

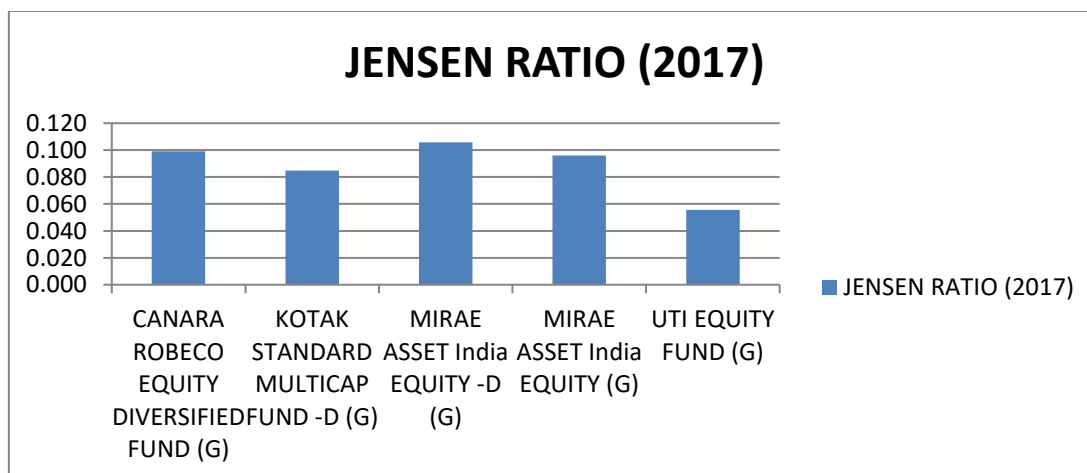
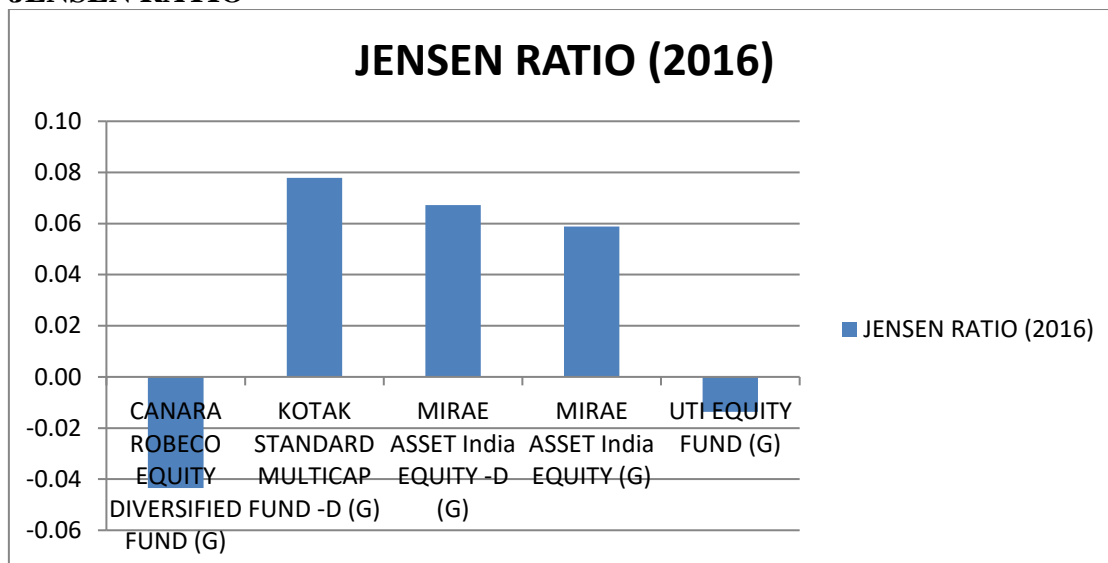


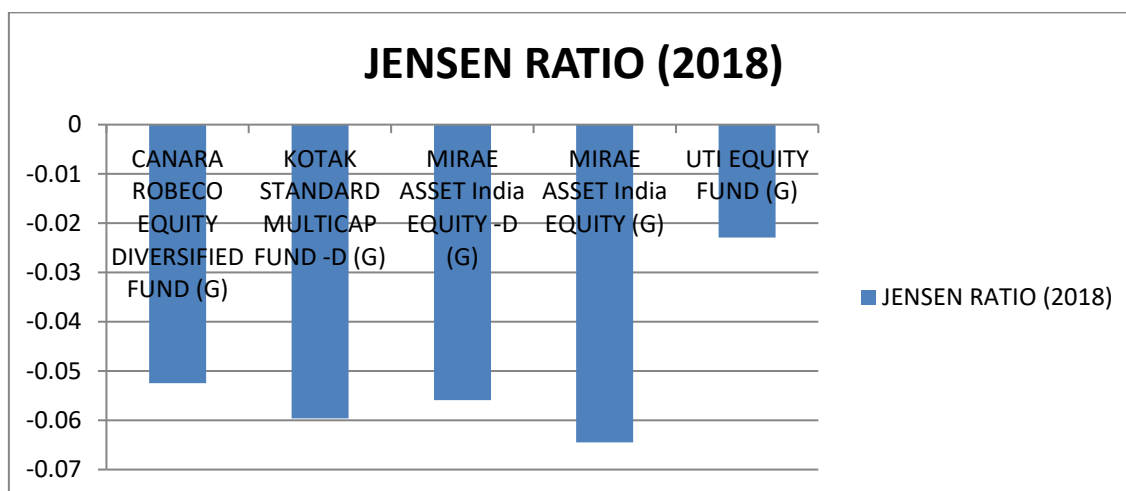


**Interpretation**

From the graphs it can be concluded that in 2016, 3 schemes out of 5 i.e. KOTAK STANDARD MULTICAP FUND –D (G), MIRAE ASSET India EQUITY (G) and MIRAE ASSET India EQUITY – D (G) were outperformed the market. In 2017, all schemes were outperformed the market. In 2018, all schemes were underperformed the market.

**JENSEN RATIO**





**Interpretation**

From the graphs it can be concluded that in 2016, 3 schemes out of 5 i.e. KOTAK STANDARD MULTICAP FUND –D (G), MIRAE ASSET India EQUITY (G) and MIRAE ASSET India EQUITY – D (G) were outperformed the market. In 2017, all schemes were outperformed the market. In 2018, all schemes were underperformed the market.

3. To identify the top performing schemes on the basis of risk adjusted measures.

**RANKING FOR THE YEAR 2016**

| RANK | SHARPE RATIO                              | TREYNOR RATIO                             | JENSEN RATIO                              |
|------|---|---|---|
| 1    | KOTAK STANDARD MULTICAP FUND –D (G)       | KOTAK STANDARD MULTICAP FUND –D (G)       | KOTAK STANDARD MULTICAP FUND –D (G)       |
| 2    | MIRAE ASSET India EQUITY – D (G)          | MIRAE ASSET India EQUITY – D (G)          | MIRAE ASSET India EQUITY – D (G)          |
| 3    | MIRAE ASSET India EQUITY (G)              | MIRAE ASSET India EQUITY (G)              | MIRAE ASSET India EQUITY (G)              |
| 4    | UTI EQUITY FUND (G)                       | UTI EQUITY FUND (G)                       | UTI EQUITY FUND (G)                       |
| 5    | CANARA ROBECO EQUITY DIVERSIFIED FUND (G) | CANARA ROBECO EQUITY DIVERSIFIED FUND (G) | CANARA ROBECO EQUITY DIVERSIFIED FUND (G) |

**RANKING FOR THE YEAR 2017**

| RANK | SHARPE RATIO                     | TREYNOR RATIO                             | JENSEN RATIO                          |
|------|----------------------------------|---|---------------------------------------|
| 1    | MIRAE ASSET India EQUITY – D (G) | CANARA ROBECO EQUITY DIVERSIFIED FUND (G) | MIRAE ASSET India EQUITY – D (G)      |
| 2    | MIRAE ASSET India EQUITY (G)     | MIRAE ASSET India EQUITY – D (G)          | CANARA ROBECO EQUITY DIVERSIFIED FUND |

|   |   |                                     |                                      |
|---|---|-------------------------------------|--------------------------------------|
|   |   |                                     | (G)                                  |
| 3 | CANARA ROBECO EQUITY DIVERSIFIED FUND (G) | MIRAE ASSET India EQUITY (G)        | MIRAE ASSET India EQUITY (G)         |
| 4 | KOTAK STANDARD MULTICAP FUND – D (G)      | KOTAK STANDARD MULTICAP FUND –D (G) | KOTAK STANDARD MULTICAP FUND – D (G) |
| 5 | UTI EQUITY FUND (G)                       | UTI EQUITY FUND (G)                 | UTI EQUITY FUND (G)                  |

**RANKING FOR THE YEAR 2018**

| RANK | SHARPE RATIO                              | TREYNOR RATIO                             | JENSEN RATIO                              |
|------|---|---|---|
| 1    | UTI EQUITY FUND (G)                       | UTI EQUITY FUND (G)                       | UTI EQUITY FUND (G)                       |
| 2    | MIRAE ASSET India EQUITY – D (G)          | MIRAE ASSET India EQUITY – D (G)          | CANARA ROBECO EQUITY DIVERSIFIED FUND (G) |
| 3    | CANARA ROBECO EQUITY DIVERSIFIED FUND (G) | CANARA ROBECO EQUITY DIVERSIFIED FUND (G) | MIRAE ASSET India EQUITY – D (G)          |
| 4    | KOTAK STANDARD MULTICAP FUND – D (G)      | KOTAK STANDARD MULTICAP FUND –D (G)       | KOTAK STANDARD MULTICAP FUND –D (G)       |
| 5    | MIRAE ASSET India EQUITY (G)              | MIRAE ASSET India EQUITY (G)              | MIRAE ASSET India EQUITY (G)              |

**conclusion**

It can be concluded that as far as volatility is concerned, 2 out of 5 schemes i.e. KOTAK STANDARD MULTICAP FUND –D (G) and UTI EQUITY FUND (G) were less volatile than market index for all the years. Further, according to the risk adjusted measures, in 2016, 3 out of 5 schemes i.e. KOTAK STANDARD MULTICAP FUND –D (G), MIRAE ASSET India EQUITY – D (G), MIRAE ASSET India EQUITY (G) had outperformed the market while in 2017, all the schemes had outperformed the market and further in 2018, all the 5 schemes had underperformed the market index. At last as far as top performing schemes are concerned, KOTAK STANDARD MULTICAP FUND –D (G), MIRAE ASSET India EQUITY – D (G) and UTI EQUITY FUND (G) were at top in 2016, 2017 and 2018 respectively.

**Limitations Of The Study**

The study is limited to a sample of 5 equity diversified mutual fund schemes which are given Rank 1 by CRISIL and for 3 years only.

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## **Factors determining the Inter firm Cooperation among Industrial Clusters: A Case of Sports Goods Cluster at Jalandhar**

**Dr. Priya Jhamb\***

### **Abstract**

Clusters have been in existence in India for centuries and are famous for their products at both national and international level. Cluster is an important source for employment creation as well as economic growth. In recent years, particular attention has been paid for the development of industry cluster. The present study attempts to find out factors affecting the interfirm cooperation among the clustered firms. It is found that Mutual dependence between firms, spatial proximity between firms, positive role of industry association, regional characteristics and personal skills of management are various factors affecting the level of cooperatives among the clustered firms.

**Keywords:** Clusters, interfirm cooperation.

### **Introduction**

The concept of industrial clusters has attracted the attention of various researchers during the last few decades. Research shows that industrial clusters play an important role in contributing to the economies of developing countries in terms of output, employment, exports and productivity (Schmitz (1995); Tewari (1999); Knorringa (1999); Nadvi (1999)). This research aims to study the cooperative strategies among cluster based firms. Various researchers have consistently defined the role and importance of economic externalities (Marshall, 1920; Porter, 1990) such as information sharing and knowledge spillover within industrial clusters. Anderson and Narus (1990) define cooperation as the complementary actions taken by firms in interdependent relationships to achieve mutual outcomes over time. Birley (1985) stated that close proximity at the regional level facilitates frequent face to face interaction in both formal and informal settings. These networks become the basis of a rich information exchange that enables firms to learn about new alliance and market opportunities with reliable partners (Gulati, 1999). Morgan and Hunt (1994) suggested that to be an effective competitor in the global economy requires more cooperation and networking between the firms, which will lead to establishing or maintaining marketing competitive advantage. Many researchers have highlighted the importance of inter firm cooperation and trust embeddedness for improving its competitiveness in the market.

A number of Government and non government organizations have developed various cluster development programmes for establishing linkages between the clustered firms. Often the firms in the cluster do not have sufficient resources to face the competitiveness. It becomes necessary for the firms to form collaborative networks. The formation of network of the firms help to exchange, access, retrieve and communicate information to other actors located in the cluster. The timely availability of the information helps the firms in the cluster to improve its competitiveness. The present study will present an initiative

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aiming to find out various factors enhancing the collaborative ability of the firms to improve its competitiveness.

Maskell (2001) suggested that the social process of learning and innovation in inter firm cooperation works best when partners involved are sufficiently physically close to allow frequent interaction and effective exchange of information. The social process that is embedded in regional communities that share a common knowledge base and culture may be the best facilitator for inter firm collaboration (Mckelvey *et al*, 2002).

Clusters provide a better environment for the formation of networks in order to share information with other firms because of proximity, common objective and mutual trust.

Swann and Prevezer (1996) suggests that clusters in industries where multiple linkages can be created among the member firm present significantly stronger growth patterns than clusters in industries with much lower linkages between member firms. Through social interaction the firm learns how to cooperate and coordinate their reciprocal activities there by generating more value along the value chain as compared with a chain in which the firm transacts arm's length. (Blankenburg *et al* 1996; pg.1037). In industrial cluster, one can see the total population working as a big networked company. The concept of cluster is found helpful in capabilities building, skill up gradation, up gradation of technology, public private partnership and other aspects necessary for the growth and development of small and medium enterprises. There is an increasing agreement that clustering helps small enterprises to overcome growth constraints and compete in international markets (Nadvi and Schmitz, 1999). To achieve these objectives, co operation between enterprises located in the cluster plays an important role. Networks become the basis of a rich information exchange that enables firms to learn about new alliances and market opportunities with reliable partners (Gulati, 1999).

### **Objectives Of The Study**

The present study is undertaken on sports goods cluster of Jalandhar to analyze various factors influencing the inter firm cooperation within industrial clusters.

### **Review Of Literature**

An industry cluster is a group of related firms, industries or suppliers and various institutions located at a particular place. The firms within the cluster have better access to information than other firms (Bianchi and Bellini, 1991; Porter, 1998; Poudar and St. John, 1996).

Fisher and Reuber (2003) stated that the key for success of industrial cluster in developing countries are the cooperation among large firms and SMEs, the collective responsibility of local association, the relationship between the parties along the value chains and financial incentives by support industries.

A number of research studies on industrial clusters highlighted the requirement for joint action to face the competitive pressure due to globalization and liberalization (Mexico), increased competition (Brazil) (Schmitz and Nadvi, 1999).

McCormick (1999) stated that changes in business environment encourage industrial clusters to get engaged in the process of information sharing and exploring new opportunities for learning new designs and techniques.

Knorriga (1999) conducted a study on traditional industrial cluster and found that most firms in the cluster cooperate with buyers, suppliers, sub contractors and local producers.

Nadvi (1999) examined the level of cooperation in Sialkot Stainless Steel Surgical Equipment and found that local firms have great level of cooperation with their suppliers, producers and subcontractors.

Schmitz (1999) explored the level of cooperation in the Sinos Valley and found that greater level of cooperation between producers and dealers improved the quality of goods.

Rabellotti (1995) conducted a study on shoe cluster in Mexico and found that informal relationship play an important role in the development of cluster.

Knorriga (1999) conducted a study of knit footwear industry in India to find out relationship between horizontal and vertical cooperation and found that cooperation with buyers, suppliers, subcontractors and industry associations put positive impact on firm performance.

Anderson and Narus (1990) concludes that mutual dependence, level of communication, trust and contribution of each individual firm affects the inter firm cooperation between the clustered firms.

Dickinson and Ramaseshan (2004) found internal and external factors as major factors affecting the inter firm cooperation between the clustered firms. Internal factors include characteristics of firm and management while external factors include characteristics of region and industry. Turner (2008) discussed various factors affecting as inter firm cooperation as trade formality, target compatibility and product necessity and replaceability.

Kai (2001) concluded that there are two types of factors affecting inter firm cooperation between the clustered firms; internal and external. The internal factors include increasing rate of profit and expansion in market share. On the other hand, the external factors include change in demand of consumers, globalization of economy and increasing competitive pressure in global market.

Jin (2007) also explored internal and external factors which affect interfirm cooperation between the clustered firms. The internal factors include level of information flow, capabilities of firms, management perspectives and trust between the partners. The external factors include economic, social, legal and cultural environment.

### **Sports Goods Cluster At Jalandhar**

The origin of sports goods Industry of India can be traced back to Sialkot, Pakistan. In 1947, after partition, the entrepreneur belonging to one community decided to shift from Sialkot. The workers belonging to that community also migrated along with the entrepreneurs. As per the resettlement plan of Government of India, initially these migrants settled in Batala but later on shifted from Batala to Jalandhar. (UNIDO, 2001, p.3). At Jalandhar, the raw material required was easily available. Some of the migrants shifted to Meerut where also the raw material required was available.

Punjab and Meerut have emerged as the leading centers for sports goods manufacture and the only industry which appears to offer some prospects is sports goods industry of Punjab. Meerut is yet to become powerful (Chandra Mohan, 2002).

Jalandhar has grown as the major centre of Indian sports goods industry. Meerut in Uttar Pradesh is the second and Gurgaon in Haryana is the third largest cluster of sports goods manufacturing. (NPC, 2009, p.1).

### **Database And Methodology**

The data was collected through a specially designed structured questionnaire. Before designing the questionnaire, it was proposed to visit the cluster to understand the present

status of cluster. Ten firms were visited to get an overview about functioning of the cluster. To have a broader outlook of the cluster, the office bearers of the local associations (SGMEA, SGFI, Sports Forum, AISGI) and support institutions (UNIDO) were also contacted. This interaction with the firms and associations provided an insight to frame the questionnaire.

The data was collected at two levels:

#### **Level I**

At this level, the researcher started collecting the data. The universe of the study was sports goods units registered with District Industries Centre i.e. 734. The number of firms visited for the present study was 100. Both qualitative and quantitative information was required for the present study. The data was collected from December 5, 2017 to December 30, 2017. The firms were contacted with a letter of introduction. Personal investigation method was used. Each firm was visited by the researcher herself. The owners of firms were personally contacted to get information on all the aspects. Apart from collecting information on the basis of questionnaire, long discussions were undertaken to get more and more information. The initial response of the firms was very discouraging. Some of the firms outrightly rejected to provide information. The acquaintance with industry associations especially SGMEA and SGFI proved very helpful. In some cases the staff of SGMEA accompanied the researcher to these firms. The interviews were conducted with the owner of the firms. Most of the interviews were carried out at the factory premises. One or two interviews were also conducted at their retail outlets. On an average three to five firms were covered in a day.

#### **Level II**

The interaction at this level was with industry associations, office bearers of support institutions and experts in the clusters. This interaction provided a lot of qualitative information. The aim was to get the detailed information on the networking pattern of the cluster. The leaders of the associations and the project managers were contacted. The venue of the interview was the office of these associations. In Jalandhar cluster, five industry associations are located. These associations are:

1. Association of Indian Sports Goods Industry (AISGI)
2. Sports Goods Manufacturer and Exporters Association (SGMEA)
3. Sports Goods Foundation of India (SGFI)
4. Sports Goods Export Promotion Council (SGEPC)
5. Sports Forum

These associations act as a mediator between the Government and the cluster. It provides information to the firms regarding new Government policies and on the other hand, provides information to the Government about the problems and requirements of the cluster. The interaction with the office bearers provided information about the functioning of cluster, networking pattern of the firms, problems faced by various firms, Government policies designed for the cluster, recommendations for the growth and development of cluster etc.

#### **Need of the study**

The clusters in India are facing competition from the domestic as well as international market. The majority of the Indian clusters are facing various problems like obsolete technology, lack of information, poor linkages in market, poor quality products and inadequate system of management. It is seen that most of the clusters are surviving only

because of low cost of labour. They do not participate in supportive production networks, neither have they collaborated nor they compete with other firms on the basis of improvement in product, skills or technology.

Some of the main obstacles hampering cluster development are: the lack of a cultural attitude towards cooperation both at the firm and the institutional level; the significance of transaction costs that need to be borne to identify suitable network partners and to forge relationships; the absence of incentives to the implementation of common projects; the imperfect market functioning for the provision of crucial inputs for networking development such as information and innovation; and the high risk of free riding that is especially faced in contexts where the legal framework to back up joint endeavours is relatively underdeveloped (Ceglie *et al*, 1999).

The UNIDO report on 'Reconstructing and Modernization of Small and Medium Enterprise Clusters in India' (1996) points out that the clusters are required to expand their exports and for this purpose there is need to create relationships both within the cluster and overseas clusters.

The present study is conducted on sports goods cluster of Jalandhar to find out the pattern of cooperation between the firms and to further identify various factors determining the inter firm cooperation between the firms located in the cluster. The identified factors will provide an insight to the industry to enhance the level of cooperation between the firms.

### **Result And Discussion**

Pilot survey and review of literature provides us some important variables which determines the inter firm cooperation among the clustered firms. These were mutual trust, proximity, shared history and experience of management, intimacy between owners, regional economic and cultural environment, entrepreneurs education and technical skills, dependence on other firms, willingness of entrepreneurs to cooperate, positive role of industry association and incentives by the government.

Factor Analysis is applied to find out small number of uncorrelated variables and to replace the large number of correlated variables.

**Reliability of Scale:** Before applying factor analysis, it is required to check the reliability of scale. The reliability of scale can be tested by Cronbach's Alpha.

The Cronbach's Alpha is 0.677 which is acceptable for factor analysis.

**Adequacy of data for Factor Analysis:** After checking the reliability of collected data, it is mandatory to check the adequacy of the data.

The data adequacy tests were conducted on the basis of following considerations.

1. Adequate Sample Size: The minimum sample size should be at least 5 times of variables taken under consideration (Hair 2006, p.136). The sample size is 100 firms and variables taken are 21 which are appropriate for Factor Analysis.

2. Construction of Correlation Coefficient Matrix of Explanatory Variables: The large number of correlations greater than 0.30 among the variables supports the appropriateness of data for the use of Factor Analysis.

3. Construction of Anti-image Correlation Matrix: The anti- image correlations show that partial correlations were low, signifying that accurate factors exist in the data.

4. Kaiser- Meyer- Oklin (KMO) Measure of Sampling Adequacy: The computed value of KMO statistic is 0.651 which is acceptable for Factor Analysis.

5. Bartlett's Test of Sphericity: The Bartlett's tests chi square value is 1755.695, d.f. 210, significance at 0.000 shows that correlation coefficient matrix is not an identity matrix. All

the above values exposes that the collected data is fit for the purpose of factor analysis in the present study. The Principal Component Analysis through Orthogonal Rotation with Varimax Method was used for extracting the factors and the number of factors was finally chosen on the basis of 'Latent Root Criteria'. The variables with loadings more than or equal to 0.50 (ignoring the signs of + and - ) have been taken up for analysis in the study. The variables with their factor loadings and percentage of variance explained by each factor are given in Table 1.1.

**Table 1.1: Factors Determining the Inter firm cooperation between the firms located in Sports Goods Cluster at Jalandhar**

| Label     | Factors                                       | Factor Loadings |
|-----------|---|-----------------|
| <b>F1</b> |   |                 |
| 9         | Mutual dependence between firms               | .853            |
| 8         | Vision of firm                                | .848            |
| 3         | Shared history and experience of management   | .835            |
| 13        | Entrepreneurs education and technical skills  | .753            |
| 5         | Intimacy between the owners of the firms      | .562            |
| <b>F2</b> |   |                 |
| 2         | Spatial proximity within firms                | .699            |
| 16        | Regional culture and traditions               | .697            |
| 10        | Cultural environment of economy               | .676            |
| 6         | Characteristics of industry                   | .648            |
| 15        | Economic globalization                        | .564            |
| 11        | Economic environment of economy               | .533            |
| <b>F3</b> |   |                 |
| 20        | Positive role of industry association         | .561            |
| 18        | Entrepreneurs Personal/ Informal Relationship | .503            |
| 21        | Incentives by Government                      | .481            |
| 17        | Dependence on other firms                     | .471            |
| 1         | Mutual trust between firms                    | .430            |
| <b>F4</b> |   |                 |
| 7         | Regional characteristics                      | .574            |
| 19        | Willingness of entrepreneur to cooperate      | .439            |
| <b>F5</b> |   |                 |
| 4         | Personal ability and skills of management     | .610            |
| 14        | Competing pressure in global market           | .584            |
| 12        | Scarcity of resources                         | .485            |

Total five factors have been extracted which collectively account for 71.561 percent of total variance. The percentage of variance explained by factors separately varies from 27.175 to 7.598 and communalities range from 0.920 to 0.509. The formation of these five factors is explained in detail in the following pages:

**Factor I:** It highlights dynamic approach and highlights the importance of mutual dependence between the firms. The vision of firm, shared history and experience of management affects the level of inter firm cooperation between the clustered firms. Further entrepreneurs education and intimacy between them also increases the cooperation between the clustered firms.



**Factor II:** This factor highlights the importance of spatial proximity within firms. The presence of firms within cluster improves the chances of cooperation between the firms. Further, the regional, cultural and economic environment of the economy also affects the cooperation between the firms. Further the economic globalization also enhances the cooperativeness between the firms.

**Factor III:** This factor advocates the positive role of industry associations. The presence of active association with the cluster motivates firms to cooperate. The informal relation of firms and incentives by Government also improves the chances of cooperation between the firms. The dependence of one firm upon another and mutual trust between them increases the chances of cooperation between the firms.

**Factor IV:** This factor advocates regional characteristics of the clustered firms. It highlights the willingness of entrepreneurs to cooperate as an important element in improving the chances of cooperativeness between firms.

**Factor V:** This factor proves that personal skill and ability of management is very important for improving cooperation between the firms. The competing pressure in the global market and scarcity of resources also improves the chances of firms to cooperate.

**Conclusion:** The study concludes that sports goods cluster of Jalandhar is labour intensive industry where most of the entrepreneurs are themselves highly skilled workers. They follow the policy of personalized marketing. Mutual dependence between firms, spatial proximity between firms, positive role of industry association, regional characteristics and personal skills of management are various factors affecting the level of cooperatives among the clustered firms.

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## **Challenges of Learning English as a Second Language(ESL)**

**Dr. Neha\***

### **Abstract**

Teaching and learning English in India has always been a challenge, both for the teachers and the taught. Widely spoken throughout the world English took over Indian languages with the coming of the colonial rule. Gradually it became part of the curriculum in academic institutes and language of communication of the elite. The English rule faced a stiff resistance in Punjab from the native ruling power and the language faced a challenge in becoming a medium of instruction and conversation in the state. The result is that learning the language is a phobia and a complex challenge for the majority. Mushrooming of private and commercial institutes have made it all the more important to sensitize the English teachers to focus and tackle the students at all levels of growth and grooming.

The paper aims to focus on some of the key objectives by creating awareness on the current trends, issues and challenges that language teachers and learners have to face. Several obstacles such as a big number of students in the classroom, rural background, lack of motivation and confidence, illiteracy, inability to read and write, inappropriate and impractical curriculum, lack of participation and response and above all unavailability of trained and qualified teachers make the entire process of implementing quality education and skill orientation futile.

**Keywords:** colonial,elite,sensitize,futile

### **Introduction**

India is a diversified country. Each and every state of India has some unique culture language and fashion as well. Around 1600 languages are spoken in India by 1.25 billion Indians. The most spoken language in India is Hindi which is spoken by 45% of Indian as their native language. Hindi is spoken widely in North India. But if you ever visit southern part of India, you will find many other languages like Tamil, Telugu and Malayalam etc.

Usually each State recognizes one state language for official purposes, and this position is, indeed, contrary to the multilingual nature of the states. However, in reality, most of the states have accepted more than one language for official purposes to meet the aspirations of their linguistic minorities. But the use of the minority languages is usually restricted to a particular district or districts within the state. There are safeguards provided to the linguistic minorities in the Constitution of India. A Commission for the Linguistic Minorities has been constituted under the provisions of the Constitution. The Constitution makes provisions for the use of the minority languages at the district level and below, like the Municipalities, Tehsils, etc. where a linguistic minority constitutes 15 to 20% of the total population of the district. Important government notices, rules and other publications should be published in the minority languages. Here have been certain decisions of the Supreme Court that largely support the views of the linguistic minorities. Presently, the trend is not to impose a specific language requirement as a pre-requisite for employment, but to train the officials compulsorily in the official language of the state once the candidates are recruited to the jobs under the government.

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*English as a Second Language* (ESL or TESL) is a traditional term for the use or study of the English language by non-native speakers in an English-speaking environment (it is also known as English for speakers of other languages.) That environment may be a country in which English is the mother tongue (e.g., Australia, the U.S.) or one in which English has an established role (e.g., India, Nigeria). Also known as *English for speakers of other languages*.

*English as a Second Language* also refers to specialized approaches to language teaching designed for those whose primary language is not English.

English as a Second Language corresponds roughly to the Outer Circle described by linguist Braj Kachru in "Standards, Codification and Sociolinguistic Realism: The English Language in the Outer Circle" (1985).

### **Historical Basis of English in India**

The background of English in India language extends to the times before the arrival of British traders to the East Indies (The English project and the English language in India), it is widely known that English in India de facto started around 1600. The language has had an exponential growth in different ways ever since British traders set their feet on India; it soon began to compete with local languages. English became „the language of the Supreme Court in Calcutta“ in 1977 (Gupta, 1996: 189). Never did it take too long for English to be determined to be the language of higher education, law and administration. The development in the function of English in India has been associated to phases of institutionalization of English Bilingualism.

### **English a second language**

"Basically, we can divide up countries according to whether they have English as a native language, **English as a second language**, or English as a foreign language. The first category is self-explanatory. The difference between English as a foreign language and English as a second language is that in the latter instance only, English has actual assigned communicative status within the country. All told, there is a total of 75 territories where English has a special place in society. Braj Kachru has divided the English-speaking countries of the world into three broad types, which he symbolizes by placing them in three concentric rings:

- **The inner circle:** these countries are the traditional bases of English, where it is the primary language, that is Great Britain and Ireland, the United States, Canada, Australia, and New Zealand.
- **The outer or extended circle:** these countries represent the earlier spread of English in non-native contexts, where the language is part of the country's leading institutions, where it plays a second-language role in a multilingual society. e.g. Singapore, India, Malawi, and 50 other territories.
- **The expanding circle:** this includes countries that represent the importance of English as an international language though they have no history of colonization and English has no special administrative status in these countries, e.g. China, Japan, Poland and a growing number of other states. This is English as a *foreign* language. It is clear that the expanding circle is the one that is most sensitive to the global status of English. It is here that English is used primarily as an international language, especially in the business, scientific, legal, political and academic communities."

The term '**English as Second Language**' (ESL) has traditionally referred to students who come to school speaking languages other than English at home. The term in many cases is



incorrect, because some who come to school have English as their third, fourth, fifth, and so on, language. Some individuals and groups have opted for the term "Teaching English to Speakers of Other Languages" (TESOL) to represent better the underlying language realities. In some jurisdictions, the term 'English as an Additional Language' (EAL) is used. The term 'English Language Learner' (ELL) has gained acceptance, primarily in the United States. The difficulty with the term 'ELL' is that in most classrooms, everyone, regardless of their linguistic backgrounds, is learning English.

### **Position of English as a second language in India**

English has a dominant position in India as a second language. No other language has such adoptability as English has. English is the connecting language for people from different states having stark lingual difference. In India, it is basically useful between the interaction of North Indian and South Indian. English is the official language of India with Hindi. Many states prefer their specific regional language for official purpose, like Maharashtra and West Bengal, but English is all pervading in India. Before 90s, it was considered the language of elites, but after the Mobile Revolution and with the expansion of cable networks and Internet, English has now become the language of middle class Indian. Expansion of English medium schools also helped to prosper it. Whereas I think, in modern days, it's not big deal to converse in English. Though the right wing parties still try to encourage hindi while leaders of other states encourage their vernaculars, nonetheless, English has a stronghold in India.

As such, Kachru (1983: 19) interpreted all these developments to three stages of „missionary“, „government policy“, and „diffusion“. The missionary phase is marked by the primary exploitation of English for education by Indian East Company. Government policies stage was associated with success of „Anglicist Group“ in getting the Minute (1835) approved. Kachru has also touted the expansion of English to higher education as: „diffusionstage, associating it with enforcement of a government policy which endorsed English the official and academic language of India in 1854. Likewise, Krishnaswamy and (2006) in another prominent interpretation divided such institutionalization process into five stages. First, „exploration“ began with the establishment of the British East India Company and the arrival of missionaries in India to educate Indians. Second, „consolidation“: In this stage, the English-competent Indians were assigned to offices and English was made the official language of education in 1873. Third, „dissemination“: English domains in India were expanded by opening a number of schools, colleges and universities pursuing the establishment of British government. Forth, „Identity“: English was linked with power, wealth, and social status. Krishnaswamy and Krishnaswamy also associated the more recent changes in the use of Indian English to development in Information Technology and called it „globalization“. The stages supposedly have resulted in developing variations in of English in India.

### **Two-Dimensional Growth of English in India**

Identifying the position of Indian English as a non-native variety could also be explained from other facets as the two-dimensional growth of English in the multilingual and multicultural context of India. Observing the trend, it can be found out that English has increasingly become popular in Indian, and the widespread use of the language has turned it status from what was traditionally regarded as “library language”, the language used only for scientific fields and mostly, if not always, in written form. The growth is regarded to be two-folds. The first dimension of this change is related to “depth” of such expansion

showing an increase in the language use domains in India. The language which was initially started as a means of instruction at higher education in a very limited scope, is now used not only as a medium of instruction but also for communication and correspondence in parliament, the law courts, broadcasting, the press, and the education system, for unifying people all across the country, and people's daily life. This functional expansion has moved its position from a "library language" to a language widely spoken in the Indian sociocultural context.

Nonetheless, the better quality of English instruction and ever increasing use of English as a medium of instruction in schools have augmented English knowledge of current generations. The status of English language has increasingly empowered in the land of religion, dance and cricket. As such, it is now being learned and spoken as a second language by Indians, and is regarded as „a bridge between the major first-language dialects of the world, such as British and American English.

### **English Proficiency**

The other significant factor that can be evidenced for distinguishing English as a second language from English as a foreign language is the language Proficiency. There are some marked differences between the language knowledge of people speaking English as a second language and that of those exploiting it as a foreign language. Chances are speakers of a language as a foreign language may also be highly proficient in English, yet the language proficiency of general public in that setting is markedly low. Many of the people at large may not be able to speak a word in English, whereas most regular people at all levels of education possess degrees of the language abilities indicating bilingualism in a country where it is spoken as a second language. For instance, India adopted „three language formula" policy in which the instruction of English has not been limited to being as just a subject; it rather plays the great role medium of instruction in many schools. English is the first language for 85% of secondary school students who go to private schools. Furthermore, instruction of English in public and aided schools begins at a young age when the students are still in their childhood and can benefit from neural plasticity of the brain and attain relatively high English proficiency. All above factors have results in an all-in increase in language proficiency.

### **Difficulties and Problems in Learning English**

Students can have various difficulties and problems in learning English:

- They can make different mistakes in English pronunciation, grammar, orthography and vocabulary usage.
- There is a connection between the native language of a learner and the particular difficulties in learning and using English, and the kind of mistakes a learner typically makes in English pronunciation, grammar and vocabulary as there is native language interference in learning and using English.
- Listening comprehension and speaking in English are the skills generally more frequently used than reading and writing in daily living in an English speaking country. Listening comprehension and speaking in English are more difficult and more important for learners to master than reading and writing.
- When reading and writing a text a learner has more time for thinking and pauses than when listening and speaking in English in daily living.
- An ESL/EFL learner can also look up unknown vocabulary in English dictionaries and use other English reference books when reading and writing a text in English, which is

impossible when listening and speaking in English. Therefore, listening comprehension and speaking in English are more difficult than reading and writing.

- English vocabulary for daily living requires more time and is more difficult to master by foreign learners than English grammar.
- Vocabulary is one of the most comprehensive and difficult aspects of English for foreign learners to master thoroughly. They should first concentrate on learning the most frequently used and therefore most important English vocabulary for their practical real life needs.
- Multiple sense English words and synonyms (words with a similar meaning) present special difficulty for foreign learners. Other difficulties in learning and using English vocabulary include fixed word collocations, phrasal verbs, idioms, proverbs and regional differences in vocabulary usage. There are differences in English usage in English-speaking countries in terms of spelling, pronunciation, vocabulary and grammar.
- English usage can also be formal and informal. Formal English is the language of the mass media, education, business, economy, commerce, technology, science, etc. Informal English includes colloquial, slang and dialect usage. It is harder for foreign learners to master informal than formal English vocabulary.

### ***Challenges in teaching English to Indian Children***

But because English is not the mother tongue of most Indians, our experience of the language is unique. As a parent when we try teaching our child a language that is not our mother tongue, we encounter challenges of this nature:

#### ***Vocabulary***

Even though English is a language that assimilates and evolves quickly, many times as parents we do not find words in English for common words in our regional languages. This could be because equivalent words do not exist in English or because we are not familiar with the appropriate word. Either way, many times we face the reality of inadequacy of English for truly communicating all our lived experiences to our children.

#### ***Cultural & Personal Disconnect***

When we read English books or stories or even sing rhymes, many times we realise that these situations or events make no sense in the Indian context. Even names of characters in these stories and rhymes seem alien to our surroundings. We often tend to switch back to our mother tongue when we want our words to be more 'impactful'.

#### ***Grammar***

It would be fair to say that most of us truly did not learn English grammar by remembering the rigorous rules that were taught to us as children. A clear majority of English speaking population in India would find it hard to define what a 'Preposition' or an 'Abstract Noun' is. Most of us learn grammar by hearing people talk. Over a period, we learn to develop an instinct for what appears (or sounds) to be grammatically correct or incorrect. This fact adds to the challenges in teaching English.

#### ***English is NOT the only language our Children are learning:***

Most parents teach at least 2 languages to their children if not more. If you are a Tamilian guy married to a Marathi girl living in Bangalore, your kid probably is exposed to the following languages: Tamil, Marathi, Hindi, Kannada & English.

### ***Spoken versus Written English***

Learning to speak a new language is easier than learning its script and grammar and writing it. It is then perhaps not very surprising that we Indians are a lot better at speaking English than writing it.

#### **Conclusion:**

As an Indian, we face unique challenges in teaching English to our young children. At the risk of stating the obvious, the language is part of the legacy left behind by our British conquerors who ruled us for the better part of 250 years. This and many other reasons have ensured that the English language has a very important place in our country. It is often said that India now has the second largest English speaking population in the world. Many Indian parents push their children to learn the English language because it is the predominant language in the globalised world. As Indians our experience of English language is unique. It is not native to us but it still is understood in most parts of our country. As Abdul Kalam says: "Winners don't do different things but they do things differently." We don't need to teach a new concept everyday but we can teach the same concept in an innovative way in the form of games and music which students will enjoy and learn.

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## **Critical Evaluation of Foreign Direct Investment (FDI) in Indian Economy**

**Dr. Harsh Kumar\***

**Amir Siddiqui\*\***

### **Abstract**

*With the impact of globalization, developing countries in Asia witnessing a huge surge in the foreign direct investment during the past two decades. Foreign direct investment is important for growth of the nation. India is the preferable destination for the investors who wants to invest. And India has become favorite destination for the investors around the globe. So now there are different forms of FDI available in India. Foreign companies from different countries are investing in India and it is beneficial for India as well as for the companies who are investing. India is a developing country and growing economy, which attracts the foreign countries to invest in India. Government of India have allowed FDI in various sectors such as automobile, aviation, chemicals, biotechnology, food processing, IT etc. Foreign direct investment helps to transfer technology, financial resources and innovative & improved management. Indian company may receive foreign direct investment through government route or from automatic route. The basic need of foreign direct investment is to fulfill the need of savings which a developing company requires. It plays an important role for the long-term growth of a developing country by increasing competitiveness in the domestic market and through the transfer of technology, building infrastructure, and by generating job opportunities for the country. For India, FDI is considered as development tool which helps India to achieve overall development.*

**Keywords**— *Foreign Direct Investment (FDI), Inflow, Factors, Impact of FDI, Advantages of FDI, Vertical FDI, Horizontal FDI, FDI in Information Technology, Construction, Employment*

### **Introduction**

Foreign direct investment has played important role for the globalization form the last two decades. The expansion in the FDI since mid-eighties by the multinationals contributed in many changes, such as infrastructure, technology, deregulation and privatization in many countries including in India. Foreign direct investment helps developing country like India in capital formation and helps to fill the gap between domestic savings and investments. FDI boost output, skills levels, technology and linkages with other economies In India FDI made its entry in 1991-92, with the aim to bring the investment to the India.

When a firm takes over the other firm located or situated in any other country by owing more than 10% of the equity of the company. For a country FDI increases the strength of the connection to the world trade networks and finance and its development path. FDI becomes the bridge for the countries to fill the gaps between savings and investments for the economic development of the nation. Foreign capital helps to cover the domestic savings constraint to provide access to the better technologies which promotes efficiency

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and higher productivity to the current production rate and it also generates new production opportunities. Same is happening in India, with the help of the FDI production level has increased and with the help of FDI one can see improved technology and higher job opportunities.

### **Objective of the Study**

- To analyze the trend of inflow of FDI in India
- To explain the factors responsible for growth of FDI in India
- To assess the impact of FDI in India economy

The background of the foreign direct investment can be traced with the establishment of the east India Company. During the colonial era British capital came to India and after the Second World War Japanese companies entered the Indian market and increased their trade with India but at that time UK was the most dominant investor in India and after the Independence various policies were made keeping in mind the nation's interest by the policy makers. They designed the FDI policies so that it can provide benefit to India's growth and to improve the technology and to mobilize the foreign exchange resources. When the time was critical for the Indian economy, Indian government took the help of World Bank & IMF to stabilize the macroeconomic structural adjustment program. And the under the new foreign policy restored the confidence of the foreign investors so they can easy invest their money and avoid any fraud. Government of India made foreign Investment Promotion Board whose main function was to invite the foreign investors and facilitate the foreign investment. According to the first Prime Minister of India foreign investment necessary for the nation not just for supplementing the domestic capital but also to secure the capital equipments & technical, industrial and scientific knowledge. Industrial policy 1965 allowed multinational companies to venture through technical collaboration in India & the country faced two severe crises in the form of financial resource mobilization and in foreign exchange at the time of second five year plan. And then the government adopted the more liberal by allowing frequent equity participation to the foreign companies. Government also made some changes and provides many tax concessions and more simplified licensing process and de revised some industries such as heavy electrical, aluminum, fertilizers etc. in order to boost the foreign direct investment in India which lures the investors from other countries to invest in India such as Japan, Mauritius, Germany, etc. Because of significant outflow of foreign reserves in the form of remittances of dividends, royalties, profits, etc. and then government adopted the stringent foreign policy in the year 1970 and at that time government adopted the restrictive and selective policies for the foreign capital, and the ownership of the foreign countries was concerned. And right after that government setups the foreign Investment board and revised the foreign exchange regulations and policies and to act in order to regulate the foreign capital and flow of FDI in India. During the 1980's the balance of payment was big task for the India and the prices of the oil was soaring and government was forced to make changes in the foreign policy. And it was the time when government allowed the MNC's to operate in India and government encourages the FDI. Government then introduced reforms in the industrial sector by aiming to increase the competency, efficiency and for the growth of the industry through stable policy for the FDI flow.

In the early nineties Indian economy faced severe balance of payment crisis and there was difficulties in the exports. And this is because of the hike in petroleum prices due to the war in gulf. And India was only left with the amount of exchange reserves which can only

finance its three weeks of imports & the overall balance of payment reached Rs4472 crores in negative. The inflation rate was at 13% , foreign reserves were Rs11416 crores. And India's credit rating fell in the international market for the short & long term borrowing. And at that time finance minister of India Dr. Manmohan Singh with the help of IMF and World Bank introduced the macro-economic stabilization. And a result of this India opened its doors for the Foreign direct investment inflows and India adopted more liberal foreign policy in order to re create the confidence of the foreign investors in the Indian market.

Under the new investment policy government of India constituted the Foreign Investment Promotion Board (FIPB) and whose function was to invite the investors to the India through single window system from the PM's office. And the foreign equity capital was increased to 51% for the existing companies. Government also allowed the foreign brand names for the domestic produced products and then India became the member of Multilateral Investment Guarantee Agency.

**FDI Inflow in India-1948-2010**

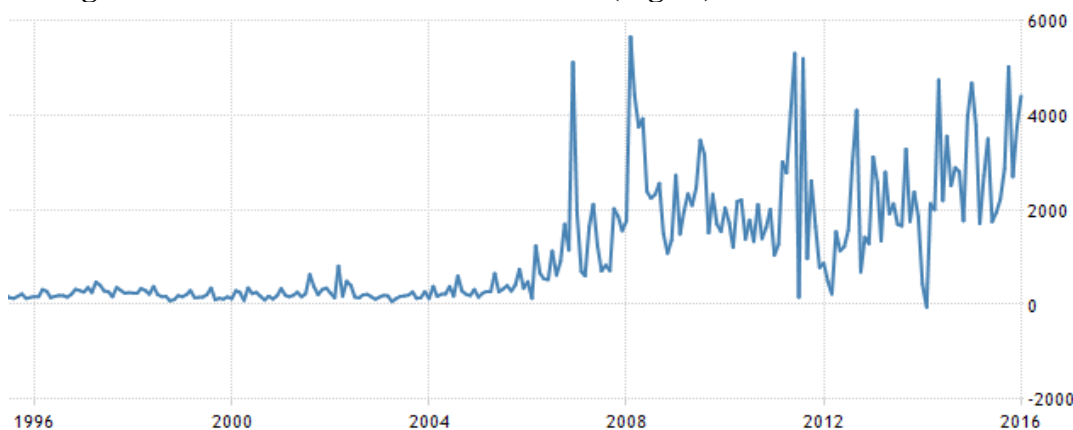
| Amount Of FDI | Mid 1948 | March 1964 | March 1974 | March 1980 | March 1990 | March 2000 | March 2010 |
|---------------|----------|------------|------------|------------|------------|------------|------------|
| In Cr (Rs)    | 256      | 565        | 916        | 933.2      | 2705       | 18486      | 123378     |

FDI is a win-win situation for the both host and the home country. Home countries want to take the vast market opened by the industrial growth and on the other hand host countries want to acquire the technological advances and other skills such as managerial which supplement the domestic and foreign exchange.

And as the result of these reforms India opened its doors for the inflow of the FDI and India adopted a more liberal attitude by allowing more frequent equity. India & China are the two emerging and developing countries as per the survey of 2011-2012 china was the most preferable destination for the investors but recently India surpassed china and US in the year 2015. FDI inflow during the month January – June India stood at \$31billion ahead of US's \$27 billion and China's \$28 billion.

As per the data from the FDI markets, FDI inflow in India grew 47% to \$24 billion in the first half of the year 2014. And in the year 2016 FDI increased by 4413 Million USD and from the year from 1995-2016 is 1140.50 Million USD & the highest was in 2008 5640 Million USD.

**Foreign Direct Investment From 1996-2016 (Fig1.2)**



As we can see with the help of the fig 1.2 the growth of the FDI was started for the year 2006 and in the year 2008 FDI was maximum till now and now India has passed the China and US.

Foreign Direct Investment Is investment made by a entity or a company based in another country. FDI differs from the direct investment such as portfolio flows, where institutions invest in equities listed on a nation's stock exchange. And those entity who are making direct investment have different degree of influence and control over the company into which the investment is made. Economies which have good work growth prospects attracts large amount of foreign direct investment than closed highly regulated economies. Investing company may make investment in a number of ways either by setting up associate company or by setting up the subsidiary in the foreign country by acquiring the shares of overseas company or through the merger joint venture. Investors must own 10% of the voting rights or ordinary shares of the investors.

#### **Advantages of FDI in India**

- Integration into global economy- Countries which invites FDI can gain access to wider and global platform.
- Economic growth- Growth of the home country increases with the help of the FDI.
- Trade- Foreign direct investment increased the trade between India and other countries and it boosted the growth in import export.
- Technology diffusion and knowledge transfer- FDI helps in the outsourcing knowledge from the India both in import and export production.
- Increased Competition- Foreign Direct Investment boost the level of competition in host country. Home companies have to improve their work to compete with the foreign companies which they do to stay in the market. Foreign direct investment increased the quality of the products. And the maximum profits gained by the foreign firms through these joint ventures is spent on Indian market.
- Human Resource Development- Employees of the country which are associated with the FDI valued for their skills globally.
- Employment- FDI ensures numbers of employment opportunities to India. It helps in creating many job opportunities.

#### **Types of FDI**

Vertical Foreign Direct Investment

Horizontal Foreign Direct Investment

Vertical Foreign Direct Investment: It takes place when MNC's owns some shares of the foreign company. Basically where multi plant firms duplicates the same activities in the multiple countries.

Horizontal Foreign Direct Investment: When FDI happens when MNC's carries out the same business operation in the different country & it is guided by the different motives that are taken to strengthen the existing market.

#### **Benefits of FDI to India**

- Incorporated technologies
  - Finance health
  - Resource Transfer

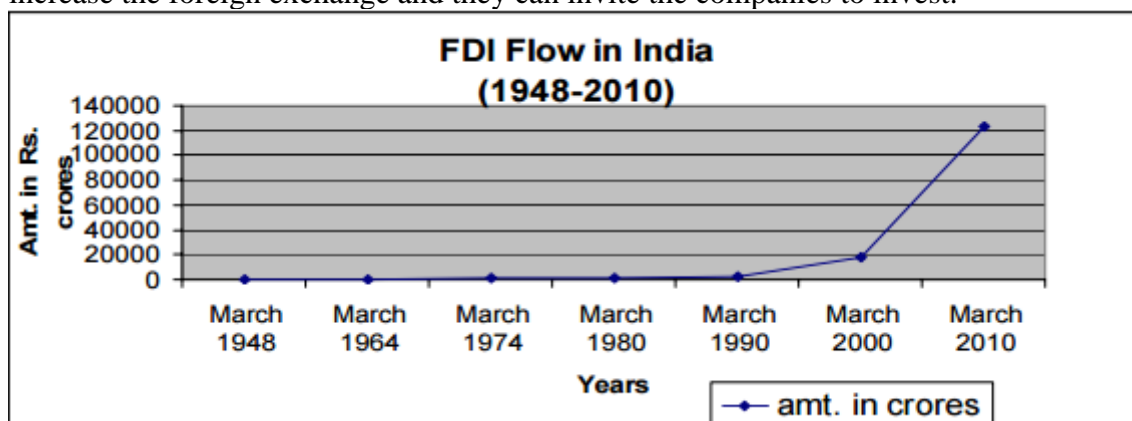
- Employment
- Growth of capital stock
- Managerial and labor skills
- Improved infrastructure
- Incorporated technologies
- Balance of payment

1. Import Substitution

2. Source of export increase

With the help of FDI in India's Economic development will be improved foreign country will be investing in India which will be helpful for the growth of the Indian economy. And through the FDI technologies are transferred. In the developed country technology are more improved than the developing countries so in India foreign countries come up with the upgraded technology which helps in high rate in productivity and improved products. It also improves the Human Capital Resource because when a foreign company will come to India then they will give training to the employs and there will be improvement in the skills Jobs opportunities are being created in the India with the help of the foreign direct investment. With the help of FDI income generation increases & FDI opens up the window for the import and export between the two or more countries and for getting FDI India needs to keep its interest at low rates. And it becomes easier for the entities to borrow finance at lesser rates.

FDI leads to increase in profit as the tax cut expanded marketability for singularly differing industries. And for the countries who are investing they can get the labor and other things at low cost in comparison with the home country this might look unfair because there are companies in the India which will face challenge because of this but this is also a factor which brings the foreign countries to invest in India. As India is a developing country so the stage for the foreign companies are very big there are so many sectors where they can invest and Indian government made special policies for the companies so that they can increase the foreign exchange and they can invite the companies to invest.



The FDI inflows in India during mid 1948 were Rs, 256 crores. It is almost double in March 1964 and increases further to Rs. 916 crores. India received a cumulative FDI inflow of Rs. 5,384.7 crores during mid 1948 to march 1990 as compared to Rs.1,41,864 crores during August 1991 to march 2010. That there has been a steady flow of FDI in India after its independence. But there is a sharp rise in FDI inflows from 1998 onwards.

U.K. the prominent investor during the pre and post independent era stands nowhere today as it holds a share of 6.1 percent of the total FDI inflows to India.

### **FDI in Construction**

The data from the financial year 2015 shows that the primary inflow was in the infrastructure sector. According to the research Infrastructure contributes 8% in the Indian GDP and it is expected that this figure will be touching 10% in the year 2017. India's infrastructure sector is well set and ready to take big leap to provide many investing opportunities. \$1 trillion investments are projected for the year 2012-2017. \$ 650 Billion is estimated in the next 20 years. And 100% FDI permitted with the automatic route. The growth rate for GDP in construction is 8.1%.

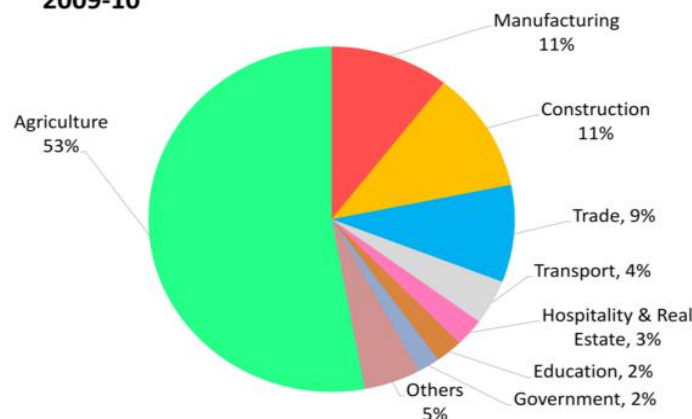
### **Reasons to Invest in India in Construction sector.**

- It will remain buoyant because of the increased demand in the real estate.
- It contribute 8% to the India's GDP.
- \$650 billion will be required for the further urban infrastructure which gives foreign investors to invest.
- And 70% of the funding under SBM will be mobilized legally from private sector.

Construction is the second largest employer after the agriculture to the economic activity. It employs more than 35million people. 50% of the demand comes from the infrastructure sector. Indian cities are significantly contributing to the GDP and it is to be increased 70-75 per cent in the year 2030. In 2001 around 286 people were living in the urban areas but as per the census the population has increased to 377 million. And it is expected to increase by 590 million by 2030. Between the year 20015-2008 the real estate sector grew about 30%. And the estimation for the Indian real estate market is \$78.5 billion and by 2017 it is estimated \$140 billion.

### **Employment provided by various sectors**

**Employment by Sector (%)  
2009-10**



Government of India has announced in the budget 2014-2015 to develop hundred smart cities. &0.6 billion has already been allocated for the project. And to encourage this various policy were made which will attract the investors and it will be focusing on the neo-middle class.

### **Major Investors in Construction**

- Hine (USA)
- Veolia ( France)



- Ascends (Singapore)
- Aqualyng AS (Norway)
- Tishman Speyer (USA)
- Emaar Properties (UAE)
- The Trump Organization (USA)
- Alstom (FRANCE)
- Hydro-Comp Enterprise (Cyprus)
- GIZ (Germany)

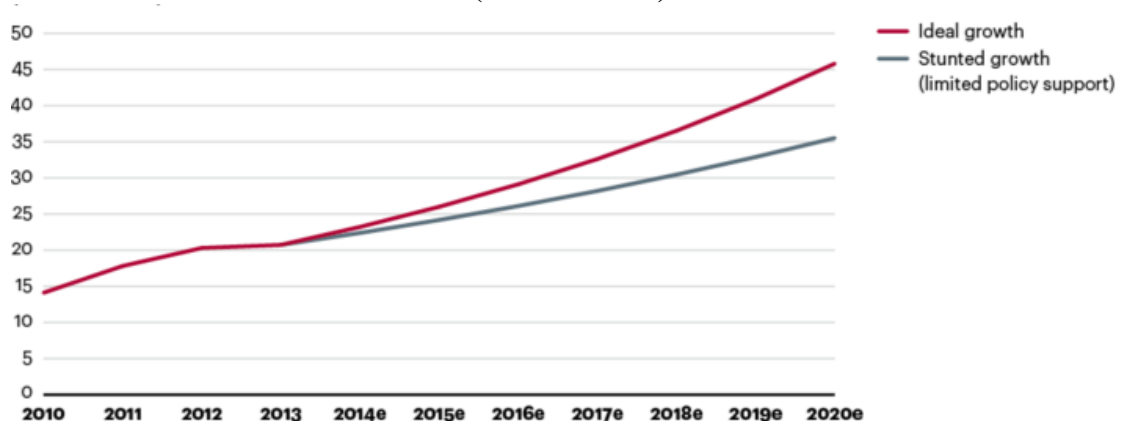
### **FDI in Automobile**

As we can see the population of India is second largest and the demand for cars are increasing day by day so there is a tough competition for the automobile sector in India. India is third largest automotive market by volume and four largest auto manufacturing hubs. The GDP contribution is 7.1% and it is expected that 6 million vehicles to be sold annually.

### **Reasons to invest in Automobile Industry**

- By 2016 India is expected to be the third largest automotive market.
- Sale of tractors are expected to increase at CAGR of 8-9% in the next five upcoming years. The production for the two wheelers has grown to 15.9 million.
- Car market of India has potential to grow 6 million + units by 2020.
- Global car companies are putting efforts to penetrate the Indian market and they are planning to setup export-oriented production hubs.
- Government is supporting to setup the NATRIP centers. And many car brands such as Hyundai, Suzuki, GM are interested in setting up R&D base in India.
- In the upcoming time electric cars to gain sizable market.

### **Growth projection of India's automobile Industry Vehicle Production (Million units)**



### **Foreign Investors in Automobile sector**

- Suzuki (Jap)
- Nissan (Jap)
- Piaggio (Italy)
- Volkswagen (Germany)
- Renault (France)
- Hyundai (South Korea)
- GM (USA)

- BMW ( Germany)
- Ford (USA)
- Toyota (Japan)

#### **Aviation Sector**

- India is 9<sup>th</sup> largest aviation industry in the world
- In the year 2013 there were 163 Million passengers
- 60 million passengers are expected in year 2017
- Around 85 million international airline will connect 40 countries
- India is expected to be the third largest aviation market by the year 2020
- And there will be around 800 aircrafts by 2020.

#### **Reasons to invest in Aviation sector**

- As India is one of the fastest growing economy and the aviation market is at the ninth place so it's a good sector to invest in.
- And India is now projected to be the 3<sup>rd</sup> largest by 2020.
- In 2013 the total numbers o passengers was 163.06 millions.
- Indian aviation sector is likely to invest \$12.1 billion during 2012-2017.

#### **FDI in IT and BPM**

The growth of the IT industry can be seen widely in India. Foreign companies are investing in huge amount in India and it is one of the sectors which is getting high benefits with the FDI.

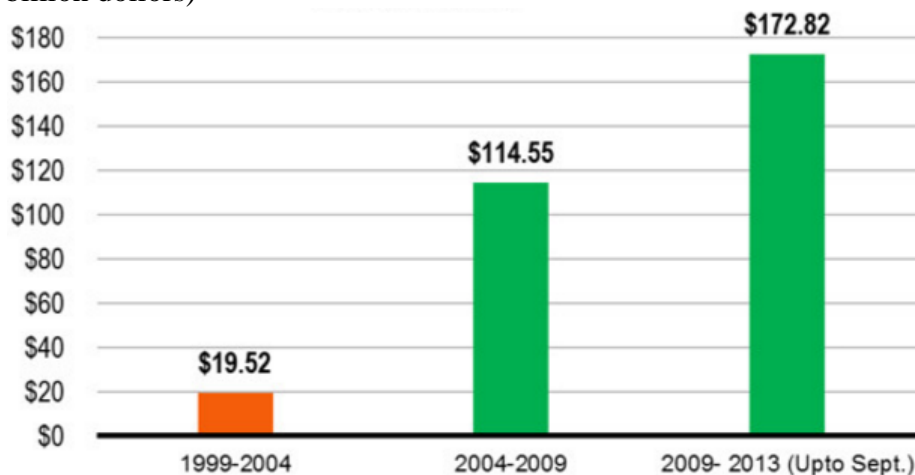
- In 2015 the revenue was \$146 billion
- By the end of 2020 it is expected that it will reach USD200 billion.

#### **Reasons to invest in IT and BPM sector**

- It constitutes of 9.5% GDP of the Indian economy and it also contributes to the public welfare significantly.
- India's IT industry amounts to 55% of the global market.
- In India 60% firms are used as testing service.
- Rapid growing urban infra increased the growth of the several IT sectors in the country.
- In the last 5 years IT sector has saved \$200 billion in 5 previous years.

#### **FDI in India in IT**

(In billion dollors)



**Foreign Investors**

- Steria (France)
- Oracle Corporations (USA)
- Qualcomm (USA)
- Ricoh (JAPAN)
- Tibco (USA)
- Philips (Netherlands)
- Sap (Germany)

**FDI in Oil and Gas sector**

India is fourth largest consumer of the crude oil and of petroleum products. And it is second largest in the Asia. India has 740MMT of proven oil reserves. India is a developing country and the population of India is second largest so the consumption of the oil and petroleum products is very high so it is an opportunity for the foreign countries producing the oil and petroleum to invest in India.

**Top FDI inflows received by Indian companies in petroleum and natural gas sector**

| Nos. | Name of the Indian Company            | Foreign Collaborator / Country                    | RBI's Regional Office | Amount of FDI inflows Rupees/(US \$) |
|------|---------------------------------------|---|-----------------------|--------------------------------------|
| 1    | Relogistics Infrastructure P. Ltd.    | Biometrix Marketing P. Ltd. Singapore             | Mumbai                | Rs. 18,519.1 (US \$ 458.9)           |
| 2    | Reliance Gas Transportation Infrs.    | Bio Metrix Marketing P. Ltd. Singapore            | Mumbai                | Rs. 16,420.0 (US \$ 411.8)           |
| 3    | Reliance Gas Transportation           | Biometrix Marketing Pvt. Ltd. Singapore           | Ahmedabad             | Rs. 14,863.8 (US \$ 368.3)           |
| 4    | Castrol India Ltd                     | Castrol Ltd Acquisition Of Share                  | --                    | Rs. 8,645.7 (US \$ 192.1)            |
| 5    | Hindustan Oil Exploration Com. Ltd.   | Eni Uk Holdings Plc Acquisition Of Share          | --                    | Rs. 3,765.9 (US \$ 82.7)             |
| 6    | Hazira Lng Pvt Ltd                    | Netherlands                                       | Ahmedabad             | Rs. 3,368.8 (US \$ 73.2)             |
| 7    | Hindustan Oil Exploration Company Ltd | Various Nris/ Fiis U.K.                           | Ahmedabad             | Rs. 2,203.6 (US \$ 48.4)             |
| 8    | Hansen Drives Ltd                     | Hansen Drives Pte Ltd Singapore                   | Chennai               | Rs. 2,200.0 (US \$ 45.2)             |
| 9    | Caltex Gas India (P) Ltd              | U.S.A.  | Chennai               | Rs. 1,750.0 (US \$ 38.0)             |
| 10   | Bharat Shell Ltd.                     | Shell Overseas Investment Bv Acquisition Of Share | --                    | Rs. 1,524.0 (US \$ 38.7)             |

**Reasons to invest in India**

- India is growing economy and one of the main drivers for the demand is population.
- Government has changed the policies to bring the investors and accepted natural gas pricing formula.
- The surplus refining capacity is about 4.3 million barrels/ day.
- The gas pipeline network is 15000km and the construction for the 15000 is underway.
- Some of the Indian companies have found the natural gas in the deep waters such as ONGC, Reliance Industries limited.

- Demand for the petroleum is increasing and government is unable to fulfill that demand in low cost so it's a opportunity for the foreign investors to invest in the sector.
- Various policies were made to bring the investor to invest in India.

### **Conclusion**

India has become an attractive destination for FDI, but there are some challenges and areas for improvement still persist. Until these aspects are addressed, India will not become the most sought after destination for FDI. India is focusing on maintaining political and social stability along with a reliable regulatory environment.

In spite of the time tested advantages of FDIs, there are many challenges facing larger FDIs in India, such as:

(A) Resource challenge: India is known to have vast endowment of natural and human resources. On one hand, there is manpower and on the other, significant availability of fixed and working capital. Paradoxically, there are some underexploited or unexploited resources as well.

Plentiful resources are available in rural as well as urban areas. The focus is to increase infrastructure 10 years down the line, for which the requirement will be an amount of about US\$ 150 billion. This is one of the starting steps to overcome challenges facing larger FDI.

(B) Equity challenge: Indian economy is definitely developing at a faster pace now than before but in spite of that it can be observed that economic growth is unevenly distributed. Both in terms of demographic spread as well as geographic reach, the economic growth is unbalanced. This means that while more of urban areas have been tapped, the poorer sections are inadequately utilized. To get the complete picture of growth, it is essential to make sure that the rural section has more or less the same amount of development as the urbanized ones. Thus, fostering social equality and at the same time, a balanced economic growth is long overdue.

(C) Challenges in Political System: The foundational support of political system in India has to be there towards the countries which have invested in India. This can be worked out when foreign investors put forward their inclination for increasing FDI capital in various sectors like banking, and insurance in India. So, efforts should be build common ground between our democratic set-up and the foreign countries investing in India. This would increase the reforms in the FDI domain of India.

(D) State Level Challenge: Very important among the major challenges facing larger FDI, is the need to speed up the implementation of policies, rules, and regulations at federal decision making level. The vital part is to keep the implementation of policies in all the states of India at par. Thus, asking for equal pace in policy implementation among the states in India is important. India must also focus on areas of poverty reduction, liberalization in trade, and strengthening of banking and insurance sectors, especially in the wake of recent financial frauds and lapses. Challenges facing larger FDI are not just restricted to the ones mentioned above, because trade relations with foreign investors will always bring in new challenges in investments.

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## इक्कीसवीं सदी के उपन्यासों का अध्ययन

**Dr. Kamlesh Khyalia\***

**सार**

भारतीय उपन्यास 21 वीं सदी में एक जीवंत और ऊर्जावान अभिव्यंजक स्थान रहा है। 20 वीं शताब्दी के उत्तरार्ध के भारतीय उपन्यासों की भव्य उत्तर-आधुनिक इशारों की खासियत है कि विक्रम चंद्रा, अमिताव घोष और सलमान रुश्दी जैसे स्थापित लेखकों के नए उपन्यासों के साक्ष्य इस समय में नए लेखकों के एक स्लेट के रूप में सामने आए हैं। नए उपन्यास विधाओं की एक सीमा को पार करना। इनमें से कुछ लेखक किरण देसाई, अरविंद अडिगा, गीता हरिहरन, समीना अली, करण महाजन और अमिताव कुमार हैं। सामान्य तौर पर, ष्विशाल, बैंगी मॉन्स्टर के रूप में महत्वाकांक्षी साहित्यिक कथा साहित्य से दूर चले गए हैं, जिसने 1980 और 1990 के दशक में कई स्मारकीय उत्तर औपनिवेशिक नौसैनिकों के प्रकाशन का नेतृत्व किया। य सबसे अधिक गतिशील और प्रभावशाली भारतीय लेखन भारत के वर्तमान समकालीन सामाजिक और राजनीतिक समस्याओं के बदलते परिदृश्य से बंधे हुए नए उपन्यास रूपों और साहित्यिक शैलियों का उपयोग करता है। नई पीढ़ी के ऑट हॉर्स ने भी आधुनिक भारत में जीवन की संपूर्णता का प्रतिनिधित्व करने की आकांक्षा को छोड़ दिया है, और इसके बजाय बहुत अधिक सीमित क्षेत्रीय और सांस्कृतिक कथा ढाँचों का पता लगाने का लक्ष्य रखा गया है।

**परिचय**

भारतीय उपन्यास 21 वीं सदी में एक जीवंत और ऊर्जावान अभिव्यंजक स्थान रहा है। जबकि भव्य उत्तर औपनिवेशिक इशारों में से कुछ सबसे प्रभावशाली हैं 20 वीं सदी के भारतीय उपन्यास विक्रम चंद्रा, अमिताव घोष और सलमान रुश्दी जैसे स्थापित लेखकों द्वारा नए उपन्यासों के साक्ष्य रहे हैं, इस अवधि में नए लेखकों की एक स्लेट भी सामने आई है, जिसमें नए उपन्यास मोड की एक श्रृंखला को शामिल किया गया है। सामान्य तौर पर, ष्विशाल, के रूप में एमिटी वने साहित्यिक कल्पना से दूर एक कदम रहा है ष्वैंगी राक्षस ष्विसके कारण कई स्मारकीय उत्तर औपनिवेशिक उपन्यासों का प्रकाशन हुआ 1980 और 1990 के दशक (रुश्दी की मिडनाइट्स चिल्ड्रन ख1981,, विक्रम सेठ की एक उपयुक्त लड़का ख1993,, और रोहिंटन मिस्त्री की एक ललित संतुलन ख9 ६६ ५, बिंदु में तीन मामले)। इस तरह के उपन्यास अभी भी प्रकाशित हो रहे हैं – दो उल्लेखनीय उदाहरण चंद्रा के सेक्रेड गेम्स (2006), और घोष के इबिस ट्रिलॉजी (2008-2015) हो सकते हैं – लेकिन सबसे अधिक गतिशील और प्रभावशाली भारतीय लेखन तेजी से नए उपन्यास रूपों और साहित्यिक शैलियों की खोज कर रहा है। अमित चौधरी ने एक बार ष्वड़े, उत्तर आधुनिक भारतीय अंग्रेजी उपन्यास का वर्णन किया था ष्वॉर्म की मिमिसिस, जहां पुस्तक की लार्जनेस की लार्जनेस को बढ़ाता है देश इसका प्रतिनिधित्व करता है। 1 इस विचार का एक अन्य संस्करण फ्रेड्रिक जेम्सन की बहुप्रचारित राष्ट्रीय रूपक "अवधारणा हो सकती है।

2 बेशक, 1980 और 1990 के दशक में भी अंग्रेजी में लिखने वाले सभी भारतीय उपन्यासकार बैंगी राष्ट्रवादी रूपक की ओर नहीं बढ़े चौधरी खुद एक मामला प द बिंदु है। फिर भी, 2000 के बाद से प्रकाशित सबसे रोमांचक नए भारतीय कथा साहित्य में, नई पीढ़ी के लेखकों ने आधुनिक भारत में जीवन की संपूर्णता का प्रतिनिधित्व करने की आकांक्षा को छोड़ दिया है, और इसके बजाय बहुत अधिक सीमित क्षेत्रीय और सांस्कृतिक एल कथात्मक ढाँचों का पता लगाने का लक्ष्य रखा है।

इस उभरती हुई साहित्यिक संस्कृति का कोई केंद्रीय एजेंडा या परिभाषित मुहावरा नहीं है – और यह कुछ मायनों में है – हालांकि तीन प्रमुख समूहों ने 21 वीं सदी की शुरुआत में भारतीय साहित्य के कुछ प्रमुख विषयों को लिया रू ष्वन्या उर प्रतिबंध यथार्थवाद, ष्वलिंग और धर्म, ष्वऔर ष्वेश्वीकरण। ष्वभारत, अतीत का वर्णन करते हुए। "स्पष्ट होने के लिए, ये ढीले समूह हैं जो भारतीय कथा साहित्य में कुछ महत्वपूर्ण नए रुझानों का वर्णन करने में मदद करते हैं। वास्तविकता में, अधिकांश ग्रंथों में इन ओ विषयगत क्षेत्रों में एक से अधिक ओ के तत्व होते हैं, कुछ के साथ (उदाहरण के लिए, अरुंधति रॉय का द मिनिस्ट्री ऑफ यूटीलिटी हैप्पीनेस ) तीनों में फैला हुआ है।

यहां ध्यान मुख्य रूप से अंग्रेजी में लिखे गए उपन्यासों पर दिया जाएगा, जिन कारणों से नीचे लेसा जीए पर नोट में अधिक विस्तार से पता लगाया जाएगा। इसके अलावा, यह बताना महत्वपूर्ण है कि यहां जोर दिया गया है भारतीय उपन्यास, बजाय भारतीय प्रवासीकथा। इस प्रकार, झूम्या लाहिडी या चित्रा दिवाकरुनी जैसे लेखकों द्वारा प्रवासी-कथा साहित्य वर्तमान निबंध में हमारी चिंता का विषय नहीं है। प्राथमिक हित समकालीन उपन्यास है कि भारत में स्थापित कर रहे हैं में है, और है कि भारतीय साहित्य किसी तरह से भारत के भीतर होने के बारे में बातचीत करने के लिए योगदान के रूप में देखा जा सकता है। उस ने कहा, यह ध्यान रखना लाजिमी है कि यहां कोई भी लेखक, जो

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भारत में मुख्य रूप से आधारित हैं और जो विदेश में स्थित हैं, के बीच कोई विश्लेषणात्मक अंतर नहीं है। इस प्रकार, क्योंकि वे पूरी तरह से भारत में स्थापित हैं, पद्म विश्वनाथन की द टॉस ऑफ अ लेमन (2008) या चंद्रा के सेक्रेड गेम्स जैसी किताबें यदि उनके लेखक संयुक्त राज्य अमेरिका में रहते हैं, तो उन्हें भारतीय उपन्यास ई वे माना जाना चाहिए।

भारत में लगभग बीस अलग-अलग साहित्यिक भाषाएं हैं। वर्तमान निबंध के लेखक सहित आलोचकों की भाषाई सीमाएँ भारतीय साहित्य के अधिकांश साहित्यिक अध्ययनों में एक मुद्दा है, जिसे यूरोपीय परंपराओं के तरीके से एक विलक्षण राष्ट्रीय साहित्यिक परंपरा के रूप में नहीं समझा जा सकता है। बल्कि, भारतीय साहित्य को आंतरिक रूप से तुलनात्मक समझा जाना चाहिए, और कोई भी विश्लेषण जो इसे अपनी संपूर्णता में प्रस्तुत करने का दावा करता है (और, स्पष्ट होने के लिए, वर्तमान निबंध यह दावा नहीं कर रहा है) तुलनात्मक होना चाहिए। यह सब कहा गया, अंग्रेजी कम से कम सार्वजनिक साहित्य की अर्थव्यवस्था के संदर्भ में भारतीय साहित्य के लिए प्रमुख भाषा बनी हुई है। भारतीय भाषाओं में लेखकों को अक्सर शिकायत होती है कि उनके काम भारत के अनजाने और अनजान देश के सबसे पढ़े-लिखे पाठकों द्वारा अनजान हैं। लघु कथाओं के एक हालिया संग्रह में, हिंदी लेखक उदय प्रकाश ने हिंदी साहित्य की माध्यमिक स्थिति के बारे में अपनी शिकायत को स्पष्ट किया "जब अंग्रेजी यहाँ थी, तो मैं अंग्रेजी था जिसने हमें गुलाम बना दिया था। अब जब अंग्रेजी चली गई है, यह हिंदी है जो हमें दासों में बदल गई है।" ३

### बाजार

हालांकि पूर्ववर्ती भारतीय लेखकों की पीढ़ी ने अक्सर शिकायत की थी कि उन्हें वास्तव में विराम देने और भारतीय पाठकों के बीच व्यापक पाठक और रुचि हासिल करने के लिए पश्चिमी प्रकाशन की स्थिति की आवश्यकता थी, इसलिए वेस टर्न प्रकाशन प्रभुत्व की धारणा को स्थानांतरित करना शुरू हो गया है। घरेलू भारतीय प्रकाशन उद्योग भाप हासिल करने के लिए जारी है, जिसमें हर साल नए लेखकों की बढ़ती संख्या को उनकी स्थिति या पश्चिम से कनेक्शन से स्वतंत्र प्रकाशित किया जाता है। हालांकि इससे पहले लंदन या न्यूयॉर्क में पहले प्रकाशन के लिए एक भारतीय लेखक के लिए यह निष्क्रिय था, सबसे अधिक व्यावसायिक रूप से सफल नए भारतीय लेखक (यानी, चेतन भगत) पश्चिमी प्रकाशकों से दिलचस्पी बढ़ा रहे हैं बाद वे पहले से ही खुद को भारत में लोकप्रिय ब्रांडों के रूप में स्थापित कर चुके हैं।

सुदूर और दूर, घरेलू भारतीय प्रकाशन बाजार में विकास के साथ सबसे अधिक पहचाने जाने वाले लेखक, पश्चिम में पूरी तरह से अज्ञात होने की संभावना है, चेतन भगत। 2000 के दशक में, भगत ने सात लोकप्रिय उपन्यास और दो गैर-प्रकाशन पुस्तकें प्रकाशित कीं। कई उपन्यास या तो व्यावसायिक हिंदी फिल्मों के रूप में निर्मित हुए हैं कुछ मामलों में, भगत खुद पटकथा में शामिल थे। वन नाइट / द कॉल सेंटर (2005) भारत को वैश्वीकरण करने की एक प्रमुख विशेषता लेता है - इंटरनेट आधारित कॉल सेंटर जो शहरी केंद्रों में बहुराष्ट्रीय निगमों द्वारा बड़े पैमाने पर पश्चिमी उपभोक्ताओं की जरूरतों को पूरा करने के लिए स्थापित किए गए थे - और इसका उपयोग एक समूह की मुसीबतों का पता लगाने के लिए एक तैयार डिवाइस के रूप में उपयोग करता है युवा भारतीयों की। कॉलेज कैंपस में सेट किए गए अन्य भगत उपन्यासों ने उनके उपन्यासों के पीढ़ीगत फोकस को और भी अधिक प्रत्यक्ष ( फाइव प्वाइंट समवन) बना दिया है २००४, और 2 राज्य २००९)। महानगर के पाठकों के लिए भगत की विभिन्न सामाजिक मुद्दों को उठाने की इच्छा के लिए ये उपन्यास उल्लेखनीय हैं (क्रॉस-क्षेत्रा एल रोमांस इन 2 राज्यों, भारतीय विश्वविद्यालयों में तनाव और टंड की समस्या फाइव पॉइंट किसी, में धार्मिक असहिष्णुता की समस्या द 3 मिस्टेक्स ऑफ माय लाइफ २००० चंबा), आम तौर पर जनता के मनोरंजन के लिए पैक किया जाता है।

भगत अच्छी तरह से जानते हैं कि उनकी सफलता को भारत के महानगरीय आलोचकों (पुस्तक आलोचकों, वे सभी मुझसे नफरत करते हैं, की तुलना में जनता के स्वाद के साथ अधिक करते हैं, उन्होंने 2008 में न्यूयॉर्क टाइम्स पर चुटकी ली)। उसकी सफलता का पैमाना - एक आँकड़ा बताता है कि उसके पास है हाल के वर्षों में गंभीर साहित्यिक कथा साहित्य के सबसे सफल लेखक अरविंद अडिगा की तुलना में अधिक टी हजारों मिलियन किताबें बेची गई हैं। अडिगा के उपन्यास और लघु कहानी संग्रह को प्रकाशन की सफलता माना गया है, हालांकि भारत के भीतर उनकी सफलता ने रुश्दी-रॉय मॉडल का अनुसरण किया है, जो पश्चिमी आलोचकों द्वारा सम्मानित बुकर पुरस्कार विजेता लेखक के रूप में उनकी स्थिति का परिणाम है। अडिगा की द व्हाइट टाइगर अडिगा के 2008 की बुकर पीआर ऑस के बाद 200,000 प्रतियां बिकीं, लेकिन उसका बाद का संग्रह हत्याओं के बीच बहुत छोटा प्रारंभिक प्रिंट रन था।

2000 के बाद से, एंग्लोफोन भारतीय कथा बाजार में शैली कथा साहित्य का तेजी से विस्तार हुआ है। जबकि लुगदी फिक्शन हमेशा भारतीय भाषाओं में गढ़े गए फिक्शन डब्ल्यू का हिस्सा रही है, विज्ञान कथा, फंतासी और सैन्य ६ जासूसी थ्रिलर जैसी शैलियों को रेखांकित किया गया था, खासकर अंग्रेजी भाषा के उपन्यास के प्रतिष्ठा-उन्मुख उपभोक्ताओं के लिए।

समित बसु (2010) जैसे लेखकों की नई पीढ़ी के उदय के साथ गोमवर्ल्ड ट्रिलॉजी य अशांति 2012, प्रतिरोध, घरेलू विज्ञान कथा साहित्य में तेजी से वृद्धि हुई है। बसु के बाद के उपन्यासों में वे विशेष रूप से उल्लेखनीय हैं भारतीय पाठकों के लिए पश्चिमी सुपर हीरो कहानी के सम्मेलनों को फिर से करना। जैसा कि बसु ने इसे एक साक्षात्कार में

रखा था प्रतिरोधरू अमेरिकी सुपर हीरो कहानी की रक्षा करने और दुनिया संरक्षण परिवर्तन के एजेंट के रूप खलनायक के साथ, के बारे में आमतौर पर है, लेकिन मैं भारतीय उपमहाद्वीप, जहां यथास्थिति वास्तव में कुछ है कि के लिए कहता है नहीं है करने के लिए है कि लागू करने के लिए एन ओ कारण देखा संरक्षण। " ६ अंग्रेजी-भाषा के बीच फैंटेसी भी काफी लोकप्रिय हो गई है

भारतीय पाठक, अमीश त्रिपाठी के उद्भव के साथ, और अशोक बैंकर। अंत में, मजबूत पत्रकारिता वाले लेखकों ने विशेष रूप से पुरुष पाठकों की ओर उन्मुख सैन्य और जासूसी कथा पर अपना हाथ आजमाया अनिरुद्ध बहाल के बंकर 13 (2003) और तरुण तेजपाल के में से एक थिक रों मेरे हत्यारों की कहानी (2009)।

### नई शहरी यथार्थवाद

भारतीय कथा साहित्य में नए शहरी यथार्थवाद में एक अत्यधिक यथार्थवादी शैली की विशेषता है जो स्थानीय विवरणों और अक्सर पटना या हैदराबाद जैसे क्षेत्रीय शहरों पर जोर देती है, बजाय राष्ट्रीय महानगरीय केंद्रों (यानी, दिल्ली और मुंबई) के। शैली में आपराधिकता, हिंसात्मक ई, भ्रष्टाचार, और उदार भारतीय पाखंड की एक खुली आंखों की स्वीकृति (विशेषकर युगपत धन संचय और शहरी झुग्गी विकास के युग में) और जाति जैसे विषयों के दोहरे मानकों के साथ एक मुठभेड़ की सुविधा है। और धार्मिक पक्षपात इस शैली पर जोर देने वाले लेखन के फटने के लिए शुरुआती बिंदु एक अच्छी किताब हो सकती है, सुकेतु मेहता का अधिकतम शहररू बॉम्बे लॉस्ट एंड फाउंड (2004)। 2005 में पुलित्जर पुरस्कार के लिए एक अंतिम पुस्तक ने भारत में पश्चिमी पाठकों और पाठकों के बीच एक सनसनी पैदा कर दी। मेहर की क्षमता प्राप्त करने की क्षमता है पुलिस द्वारा लक्षित हत्याएं (फ़ुटभेड़), बॉम्बे के गैंगस्टर, यौनकर्मी, भ्रष्ट राजनेता, और बॉलीवुड फिल्म सितारों और निर्माताओं के सभी के निहितार्थ ने इस प्रकार के मेट एरियल में रुचि की बाढ़ को ढीला कर दिया। लेखकों में से कई जिन्हें हम न्यू अर्बन रियलिज्म के साथ जोड़ते हैं, वे भी राज्य हिंसा और धार्मिक कट्टरपंथ के विभिन्न रूपों के बीच तनाव में रुचि रखते हैं जो आतंकवाद को खिलते हैं। कुछ मायनों में, न्यू अर्बन रियलिज्म ब्रिटिश और षट् 9१1 फिक्शन का भारतीय एनालॉग हो सकता है।

अमेरिकी प्रकाशन दुनिया। अंत में, यह स्वीकार करना महत्वपूर्ण लगता है कि न्यू अर्बन रियलिज्म को लेखकों की नई पीढ़ी के लिए एक तरह से देखा जा सकता है, जो पहले आए थे उससे खुद को अलग करने के लिए उप-शैली जी मदमतससल ऐसे रुश्दी के पुरानेजादुई यथार्थवाद या स्मॉल थिंग्स की राय की भगवान की सूक्ष्मता के रूप में काल्पनिक तत्वों मेबीमू (2010)। जबकि 2008 की फिल्म स्लमडॉग मिलियनेयर, विकास स्वरूप के प्रश्नोत्तर (2015) का सबसे सीधा रूपांतरण था, उस हिट फिल्म के निर्माताओं औरडरावने नेल लेखकों ने स्वतंत्र रूप से स्वीकार किया कि वे भी सोच रहे थे अधिकतम शहर मुंबई सड़क अपराध के उनके चित्रण में। आश्चर्यजनक रूप से, जबकि रॉय के पहले उपन्यास के ओवर-द-टॉप रिसेप्शन ने इसे एक पाठ के रूप में स्थापित किया रॉय के सबसे हालिया उपन्यास, द मिनिस्ट्री ऑफ यूटेस्ट हैप्पीनेस के खिलाफ हाल ही के उपन्यासकारों ने खुद की स्थिति को बताया (2017), वास्तव में शहरी यथार्थवाद के एक भाग के रूप में देखा जा सकता है।

अरविंद अडिगा के बुकर पुरस्कार – व्हाइट टाइगर जीतने वाले नए शहरी यथार्थवाद की ओर रुझान को बढ़ाता है (हालाँकि इसे वैश्वीकरण के उपन्यास के रूप में भी पढ़ा जा सकता है)। अडिगा का आम तौर पर जटिल व्यक्तिगत इतिहास है जो आधुनिक के लिए अपने दृष्टिकोण की वैश्विकता के लिए बोलता है

भारतरू उनका जन्म चेन्नई में हुआ था, उन्होंने ऑस्ट्रेलिया में भाग लिया और कोलंबिया और ऑक्सफोर्ड विश्वविद्यालयों में अध्ययन किया। उन्होंने कई वर्षों तक एक पत्रकार के रूप में भारत में काम किया, और संकेत दिया है कि उनकी यात्रा, विशेष रूप से ग्रामीण भारत में, जो लिखने के लिए प्रेरित थे द व्हाइट टाइगर। इस उपन्यास में बिहार के षिछड़े राज्य के एक ग्रामीण हिस्से में अपनी मामूली परवरिश से निम्न-जाति की पृष्ठभूमि के एक गरीब व्यक्ति के उदय का पालन करने के लिए एक प्रथम व्यक्ति के दंभ का उपयोग किया गया है (आदिगा के उपन्यास में षडार्कनेस के रूप में वर्णित) एक बहुत महानगरीय दिल्ली में धनी और शक्तिशाली स्थिति – और अंततः टेक हब जो है आज का बैंगलोर।

कुछ आलोचकों ने उल्लेख किया है कि अदिगा के उपन्यास की विधि, इसकी पॉलिश शैली और इसके साथ है अमेरिकी षरिच क्विक क्विक सेल्फ-हेल्प बुक्स पर खेलते हैं, वास्तव में भारतीय समाज के ग्रामीण और कमजोर क्षेत्रों के बहुत हाशिए पर दोहरा सकते हैं कि उपन्यास पर सवाल उठने लगते हैं। जबकि आधुनिक भारत के वैश्वीकरण का अडिगा का खाता सटीक और ध्यान से चिह्नित है, षडार्कनेस के बारे में उनके लेख सार की ओर हैं। अमिताव कुमार के रूप में नोट किया गया कि मैं उनकी पुस्तक की आलोचना करता हूँ, लेकिन इस उपन्यास में ग्रामीण बिहार के बारे में कुछ नहीं है नायक के कथित अंतरंग संबंध को दर्शाता है। 10 एक अन्य आलोचक, संजय सुराह्यम ने, स्लीड-ऑफ-द-हैंड पर सवाल उठाया है जिसने आदिगा को एक व्यक्ति द्वारा रचित प्रथम-व्यक्ति कथालिखने के लिए अनुमति दी है, जो उपन्यास हमें बताता है, वास्तव में नहीं है धाराप्रवाह अंग्रेजी में "हम विश्वास करने के लिए हैं – यहां तक कि यथार्थवादी की परंपराओं के भीतर भी उपन्यास – कि एक व्यक्ति जो वास्तव में मैथिली या भोजपुरी में काम करता है, वह अपने एक्सप्रेस कर सकता है मूल भाषा में विचार जो वह नहीं बोलता है।" 99

लिंग और धर्म के लिए धर्मनिरपेक्षता से परिभाषित के सिद्धांत नदकपदह, साफ तौर पर भारतीय संदर्भ में, बराबर के रूप में सभी धार्मिक समुदायों के प्रति उपचार – 1980 के दशक के बाद से भारतीय सार्वजनिक क्षेत्र में संकट में है।

कई सार्वजनिक सार्वजनिक बहसों के केंद्र में भारतीय धार्मिक समुदायों में ओ ओ महिलाओं की स्थिति है। पहले गंभीर विवादों में से एक में शाह बानो, एक मुस्लिम महिला शामिल थी, जिसे उसके पति ने मुस्लिम पर्सनल लॉ के तहत तलाक दे दिया थाय उभरते हुए हिंदू अधिकार ने उनके मामले में रुचि ली, हालांकि धर्मनिरपेक्षवादियों ने अल्पसंख्यक मुस्लिम समुदाय पर दबाव बनाने के लिए डिजाइन किए गए एक स्व-सेवा इशारे के रूप में उनकी भागीदारी को देखा। इसके बाद, हिंदू अधिकार के एक लंबे अभियान ने दिसंबर 1992 में अयोध्या में बाबरी मस्जिद के विघटन का नेतृत्व किया, इसके बाद बॉम्बे (मुंबई) में बम विस्फोटों की एक लहर के बाद, और बाद में धार्मिक दंगे हुए, जिसमें सैकड़ों लोग मारे गए। सांप्रदायिक हिंसा की एक और भयानक घटना हुई गुजरात 2002 में, एक घटना है जो वर्तमान एमओएम एनटी में प्रभाव है। उस गहन सामाजिक और राजनीतिक फोकस के बावजूद, 21 वीं सदी में उपन्यासों का एक नया निकाय सामने नहीं आया है जो सौदा करता है मुख्य रूप से धार्मिक सहिष्णुता और असहिष्णुता के मुद्दों के साथ, हालांकि कई उपन्यास (कई पहले से ही उल्लेख किए गए) इन विषयों के साथ किसी तरह से निपटते हैं। इसके विपरीत, 20 वीं सदी के अंत में काफी संख्या में महिलाओं की स्थिति पर जोर देने के साथ धार्मिक हिंसा के विषय पर केन्द्रित थे य पाकिस्तान के लिए खुशवंत सिंह की ट्रेन की तरह उपन्यास, अमिताभ घोष छाया लाइन रों है, और मुकुल केसवन के ग्लास के माध्यम खोज रहे हैं भारतीय उपमहाद्वीप के विभाजन के संबंध में विशेष रूप से लैंगिक सांप्रदायिक हिंसा से निपटा।

कहा कि, 2000 के बाद से, कई उपन्यास प्रकाशित हुए हैं जो धर्मनिरपेक्षता की बहस में विशेष रूप से नारीवादी संवेदनशीलता लाते हैं। कुछ मायनों में, ये उपन्यास अरुंधति रॉय की जमींदारी द गॉड ऑफ स्मॉल थिंग्स की छाया में लिखे गए हैं, जो केरल के ईसाई समुदाय में जातिगत हिंसा के कारण धार्मिक सीमाओं के पार भी जाति की व्यापकता के प्रति संवेदनशील था। लिंग और धर्मनिरपेक्ष इतिहास के तहत लिखी गई इस तरह की किताब का एक उल्लेखनीय उदाहरण पदम हो सकता है। विश्वनाथन की द टॉस ऑफ अ लेमन, जो 10 वर्ष की आयु (1896 में) के नायक के बाल विवाह से शुरू होकर, तमिल ब्राह्मण महिलाओं की एक श्रृंखला के जीवन की पड़ताल करती है, और आगे बढ़ने के साथ-साथ वह युवा ब्राह्मणत्व के साथ-साथ वरुण के रूपों का सामना करती है। दोस्तों और परिवार में निर्देशित जाति पूर्वाग्रह।

बारिश के दिनों में समीना अली का मद्रास (2004) को कुछ अन्य उपन्यासों के रूप में व्यापक रूप से समीक्षा नहीं की गई थी, लेकिन यह कई कारणों से उल्लेखनीय है यह समकालीन भारतीय मुस्लिम समुदाय में महिलाओं के अलगाव का दस्तावेज है, जबकि राज्य के अधिकारों की रक्षा में विफलता को भी चिह्नित करता है। मुसलमानों के खिलाफ भेदभाव की समस्या। इसके अलावा, अली महिलाओं से संबंधित पारंपरिक पितृसत्तात्मक प्रणाली की खामियों की पड़ताल करता है (जिसमें ट्रिपल टा लाक, अरेंज मैरिज और पारंपरिक चिकित्सा पर अतिशयोक्ति शामिल है जब आधुनिक चिकित्सा महिलाओं के स्वास्थ्य और शारीरिक रूप से सुनिश्चित करने में बहुत अधिक प्रभावी है। अखंडता)। अली का नायक लैला नाम की एक युवती है, जिसका परिवार निहित है पुराने शहर, हैदराबाद, भारत के सबसे पुराने और सबसे रूढ़िवादी मुस्लिम परिक्षेत्रों में से एक की तनहा पर्यावरण तवदे। कुतुब शाही राजाओं द्वारा शहर को पांच सौ साल से अधिक समय पहले बसाया गया था, और लगभग 200 वर्षों तक एक स्वतंत्र छोटा राज्य बना रहा, जब इसे सर्व-शक्तिशाली मुगल साम्राज्य द्वारा घेर लिया गया था। 14 जबकि ओल्ड सिटी के मुस्लिम खंड ने अपने शाही गौरव के दिनों से एक अच्छी डील को अस्वीकार कर दिया है, यह एक दुर्जेय पड़ोस बना हुआ है – जिसमें बड़ी हवेली और क्षेत्र के चारों ओर एक विशाल, छह मील की दीवार है। ओल्ड सिटी के भीतर, बुर्का में महिलाओं को देखने या अजान सुनने या कई अन्य मस्जिदों से प्रार्थना करने के लिए असामान्य नहीं है। यह भी के सिद्धांतों को खोजने के लिए आम बात है इस्लामी शरिया-के रूप में मुस्लिम विवाह से भारतीय सिविल लॉ में पवित्र एक्ट अभी भी सेना में बहुत ज्यादा।

### वैश्वीकरण भारत, अतीत का वर्णन

वैश्वीकरण के साथ जुड़ाव ने 1990 के दशक की शुरुआत से भारतीय कथा साहित्य में काफी हद तक अनुमति दी है, और वर्णित कई उपन्यासों को वैश्वीकरण के संदर्भ में भी अच्छी तरह से समझा जा सकता है। लेकिन जब विषय अब आम हो गया है, तो वैचारिक क्षेत्र में प्रवेश करना इतना सरल नहीं है।

कुछ लेखकों ने त्वरण और सांस्कृतिक समानता के सौंदर्य के माध्यम से वैश्वीकरण के प्रभाव का पता लगाने का विकल्प चुना है हर चीज बदल रही है और सभी प्रतिष्ठानों और परंपराओं को जड़ से खत्म किया जा रहा है। मिडनाइट्स चिल्ड्रन के बाद सलमान रुश्दी के कुछ काम यहाँ विशेष रूप से उल्लेख के लिए प्रासंगिक लगते हैं शैतानी छंद, संकरता और विस्थापन के अपने आलिंगन के साथ। दरअसल, उनके निबंध में काल्पनिक होमलैंड्स जल्द ही प्रकाशित होने के बाद, रुश्दी ने अपने उपन्यास को एक प्रमाण के साथ वर्णित किया जो बहुत अच्छी तरह से वैश्वीकरण सौंदर्य के बारे में अधिक व्यापक रूप से हो सकता है ५ शैतानी छंद हाइब्रिडिटी, अशुद्धता, परस्पर क्रिया का परिवर्तन करता है, जो मानव, संस्कृतियों के नए और अप्रत्याशित संयोजनों से आता है। विचारों, राजनीति, फिल्मों, गीतों।

इस नस में हाल के उपन्यास हरि कुंजरु के प्रसारण हैं (2005) और राणा दासगुप्ता की टोक्यो रद्द (2005)। दासगुप्ता के इन उपन्यासों में, विशेष रूप से एक प्रकार की वैश्विक ठाठ को स्थापित करने में इतनी अच्छी तरह से निवेश

किया जाता है कि वे लगभग बेघर लगते हैं (फ्रेम कथा में मौजूद एकमात्र स्थान जो विभिन्न एपिसोडिक शॉर्ट्स को बांधता है टोक्यो रद्द कर दिया गया एक साथ एक अंतरराष्ट्रीय हवाई बंदरगाह है)।

#### निष्कर्ष

दक्षिण एशियाई साहित्य के सर्वश्रेष्ठ आलोचकों में से कई स्वयं उपन्यासकार हैं। सबसे अच्छी तरह से सलमान रुश्दी हो सकते हैं उनके काल्पनिक होमलैंड छात्रवृत्ति और विश्लेषण के लिए वैचारिक जमीनी स्तर का बहुत कुछ निर्धारित किया गया है। 16 रुश्दी अमित चौधरी के बाद एक और मददगार उपन्यासकार, हो भारतीय उपन्यास के फ्रेमिंग की खोज कर रहे हैं उनके एक अंतरिक्ष समाशोधनरु भारत, साहित्य और आधुनिकता पर विचार राष्ट्रीय रूपक का ढोंग करने के बाद भारतीय साहित्य के बारे में सोचने का एक तरीका खुल गया है। 17 भारतीय साहित्य 2000 के बाद की प्रामाणिकता के बारे में बहस के लिए एक अच्छा प्रारंभिक बिंदु हो सकता है द व्हाइट टाइगर, बोस्टन रिव्यू में अमिताव कुमार का निबंध, 18 और संजय सुब्रह्मण्यम की प्छायरी। 19 बेशक, ये निबंध एक अन्य उपन्यासकार, विक्रम चंद्रा के प्रामाणिकता से निपटने के पहले के निबंध की पुनरावृत्ति हैं ८ प्रामाणिकता की संस्कृति।

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## **Performance Appraisal of Indian Mutual Fund Using DEA**

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### **Abstract**

*Indian mutual fund industry is in its progression stage and possesses a tremendous scope for development. The present paper investigates the performance of mutual fund schemes about their efficiency. This study analyses the impact of various attributes of mutual fund schemes on their efficiency. Analysis has been done by employing Data Envelopment Analysis (DEA) technique. It is a non - parametric technique that is capable of handling of multiple inputs and outputs. It is free from the biasness of selecting a benchmark portfolio as with traditional performance measures. The analysis shows that a large number of mutual fund schemes are inefficient. In the sample, only 20 percent schemes are performing efficiently and nearly 4 percent schemes are near efficient. Rest 76 percent schemes are performing inefficiently. Through DEA, the study proposes a peer group set and target set of inputs for all the inefficient schemes to achieve efficiency level.*

**Keywords:** Mutual Funds, efficiency, Data Envelopment analysis, performance, Asset under management, Input, Output, Sharpe Ratio

### **Introduction**

Mutual funds' performance assessment has become an important area of research for academicians and managers in finance. It has relevance as mutual funds in India have gained immense popularity during last decade. As on 31 March 2018, there are 42 mutual fund companies with over 11,000 schemes and the average asset under management (AUM) as Rs.18,349,588 million as compared to the 29 companies, 451 schemes and Rs. 1,496,000 million AUM on 31st March 2005. These companies offer a wide variety of schemes such as Open - Ended, Close-Ended, Interval, Growth, Income, Balanced, Equity Linked Savings Scheme (ELSS) and so on that caters to the investors' needs, risk tolerance and return expectations. Mutual funds provide an opportunity to invest in equity market with small sum of money, at low cost and get benefited from the diversification with professional expertise. Therefore, Indian mutual fund industry is in its growth phase and possesses a tremendous scope for development. There are some crucial issues which need to be investigated. First and foremost, the performance of mutual funds in terms of efficiency should be investigated. Second, the impact of their attributes on performance should be explored. This will help investors in selecting the right fund catering to their need and will help mutual fund companies in giving better performance. It might help policy makers in framing suitable policies.

Next section discusses the past literature both in terms of concept and empirical study and objectives of the study. Then, methodology of the study has been discussed in detail followed by the analysis of the data, its interpretation, research outcomes and findings. Last section presents the conclusion of the study.

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## **Literature Review**

For years, both academicians and practitioners have been attempting to measure the investment performance of mutual funds. During early years, the rate of return was the only measure of performance and risk component was not well thought out. Markowitz (1952) & Tobin (1958) suggested risk measure in terms of variability of returns or variance. In earlier times, mutual fund performance measure was based on the Capital Asset Pricing Model (CAPM) and traditional performance measures as Treynor (1965), Sharpe (1966) and Jensen (1968). John, G. and Donald Mc. (1974) analyzed 123 American mutual funds during 1960–1969 by applying traditional measures and concluded that more aggressive portfolios outperform the less aggressive one. After that various studies as Cumby R.E. & Glen J.D. (1990), Lhabitant F.S. (1995), Cai J. et al. (1997), Kao G.W. et al. (1998), Redman A.L. et al. (2000), Chan L.H. et al (2002) and Otten R. & Bams D. (2002) were conducted in different countries on the performance evaluation of mutual funds by using the traditional performance measures. Agudo LF, Magallon MV (2005) studied the persistency in mutual fund performance. Daraio, C. and Simar, L., (2006) and Jagric, T. et al. (2007) explored the factors responsible for mutual fund performance. Renneboog, L. et al. (2008) socially responsible investments funds.

Jonathan B. Berkad Jules H. van Binsbergen (2015), Using the value gained by a mutual fund from capital markets as the measure of skill. Meir Statman And Denys Glushkov (2016), classify and measure the performance of mutual funds along a range from high social responsibility to low social responsibility by adding two social responsibility factors to the common four-factor model. Keswani et al. (2017) studied open-end domestic equity mutual funds from 27 countries. Halil Kiyamaz, Koray D. Simsek, (2017) examined the performance of US mutual funds investing primarily in emerging market equities and bonds. Mekonnen, M et al. (2018) examined the relationship between US mutual fund class type, fund longevity, portfolio turnover, management turnover, and annual risk-adjusted performance. Naveed; Syed Umar Farooq (2018) evaluated the performance of Pakistan mutual funds using CAPM model.

In recent years Data Envelopment Analysis (DEA) technique introduced by Charnes, A. et al. (1978), has been adopted to assess the performance of mutual funds. First use of DEA methodology to evaluate mutual fund performance dates back to the pioneering work by Murthi B.P.S. et al. (1997). Authors proposed that the traditional measures possess potential problems in analyzing the portfolio performance as identifying the appropriate benchmark, accounting for the effects of market timings and incorporating the consequences of transaction cost. They developed a DEA based performance measurement method termed as DEA portfolio efficiency index (DEPI) by taking excess return as output and standard deviation and transaction loads as inputs to investigate the performance of 2083 mutual funds in the third quarter of 1993.

Basso, A. and Funari, S. (2001) extended the use of DEA and indicated that the deficiencies of traditional performance indices can be compensated by this technique. Some more studies conducted worldwide as Galagedera D. & Silvapulle P. (2002) examined 257 Australian mutual funds, Anderson R.I. et al. (2004) assessed 348 Real Estate mutual funds, Gregoriou, G.N. et al. (2005) tested the performance of 614 hedge funds, Chen, Z. and Lin, R. (2006) evaluated 14 mutual funds, Daraio, C. and Simar, L. (2006) evaluated the performance of six categories of mutual funds, Lin, R. and Chen, Z. (2008) analyzed 78 American mutual funds, Soongswang, A. and Sanohdontree, Y. (2011)

analyzed 138 open ended equity mutual funds in Thailand, Tsolas, I.E. (2011) analyzed 15 natural resources exchange traded funds, Zhao, X. et al. (2011) evaluated a sample of 25 Chinese mutual funds by using DEA analysis. Liu, W. et al. (2015) analyzed the efficiency of portfolio via DEA. Galagedera, D. et al. (2016) assessed relative performance of decision - making units and proposed a two-stage DEA model for the same. Zhou, Z. et al. (2017) proposed a DEA frontier improvement approach under the mean-variance framework and extended it to a general risk-return framework. All these studies were conducted in the countries outside India. Basso, A. and Funari, S., (2017) studies the role of mutual funds size in their performance with a data envelopment analysis approach.

In India, perhaps the first study on performance of mutual funds was conducted in 2000 by Chander, R. (2000) and Singh, P. & Singla, S.K. (2000) by using traditional performance measures. Some more studies conducted to assess the performance of mutual funds are by Gupta, A. (2001), Sagar, N.R. and Madava, R. (2003), Gupta, O.P. & Gupta, A. (2004), Muthappan, P.K. & Damodaran, E. (2006), Anand, S. & Murugaiah, V. (2007), Goel S., Sharma, R. & Mani, M. (2012), Gaurav, K. & Mohanty, P. (2013) and Sekhar, G.V.S. (2014) by attempting the traditional performance measures. Kaur, A. (2011) and Goel, S. and Mani, M. (2016) studied the persistency in mutual fund performance. Maheen. M (2018) analyzed the impact of active management on the performance of six SBI Mutual Fund schemes by using Ex-Post and ex-Ante Tracking Error data.

Sinha, R.P. (2014) and Inderjit, K. (2014), analyzed the performance by using DEA technique. Zamani, L. et al. (2014), examined the portfolio selection using Data Envelopment Analysis. Saxena, P. et al. (2016), pick out inefficient units from a data set of similar units and analyzed their performance amongst their peer group. Thus, the efficiency of the energy companies in CNX 500 Index of the NSE using data envelopment analysis was evaluated. Goel, S. and Mani, M. (2018) analyzed the efficiency performance of Indian mutual funds using DEA.

### **Objectives of Study**

Present study contributes by extending the existing work on mutual funds' performance evaluation. The review of literature shows that in India, researchers have analyzed the mutual fund performance in terms of risk and return by using traditional measures such as Sharpe, Treynor and Jensen's alpha. Issue of efficiency has not gained much attention and has been explored in a very few studies with small sample size, little set of inputs and outputs and a short time period. Present study is an exhaustive one that analyzes the performance of Indian mutual fund industry by evaluating the performance of equity mutual fund schemes for more than a decade i.e., twelve years from April 2006 to March 2018. Hence, this research fills the gap in existing literature and evaluates the performance of Indian mutual fund industry in terms of efficiency with the whole available set of their inputs and outputs. Therefore, the objective of the study is

***“To study the performance of mutual funds in India using DEA”***

### **Research Methodology**

#### ***i. Time period, population, sampling and data collection***

To study the performance of Indian mutual funds industry, a long time-period of twelve years (April 2006 to March 2018) has been taken. Present study analyses the performance of open-ended mutual fund schemes. These schemes are a medium to long term Investment Avenue that might be affected by the movements of stock indices. The long time-period of study incorporates the impact of various bullish (upward) and bearish

(downward) stock market periods. It takes account of the Sensex bullish period (2006 - 2008), market crash of 2008, the recovery of Sensex from 2008, market crash (2009 - 2011), a bearish period of 2011 and again a bullish period from 2012 onwards. Therefore, the longtime gives overall result in performance while facing the bullish and bearish period in the Sensex or Indian Stock Market. All the 463 open ended mutual fund schemes that were operational on 1 April 2006 are the population for the study. Sample mutual fund schemes have been selected through following criteria:

Only open-ended mutual fund schemes have been considered because they possess several advantages over close-ended mutual funds (Muthappan, P.K. and Damodharan, E. 2006), (Inderjit, K. 2014), (Henriksson, R.D. 1984), (Cai, J. Chan, K.C. and Yamada, T. 1997), (Otten, R. and Bams, D. 2002) and (Bauer, R. et al. 2006). Moreover, the data for very few close ended mutual funds schemes is available. All those schemes which have been redeemed, closed or merged after March 31, 2006, have been excluded from the study. In the present research, apart from NAV, data for other attributes as expense ratio, AUM is also required. Therefore, only those schemes for which complete data set are available for the period of study has been considered. Hence out of 463 schemes, 143 fit into the sample. Some of the secondary data attributes as expense ratio is declared on yearly basis. Therefore, for maintaining the unanimity, yearly data has been used. For calculating RISK ( $\beta$ ), Bombay Stock Exchange index- BSE Sensex, is taken as surrogate for market portfolio. BSE Sensex has been a widely accepted market proxy (Chander, R. 2000 and Kaur, A. 2011). Yield on 91-day Treasury Bills (T-bills) has been used as a surrogate for risk free rate of return as done by most of the researcher (Lee, and Rahman, 1990), (Kao, Cheng, and Chan, 1998), (Chander, R. 2000), (Gupta, A. 2001), (Tripathy, N.p. 2004), (Muthappan, P.K. and Damodharan, E. 2006), (Kaur, A. 2011) and (S Goel and M Mani, 2018). Data has been collected from Alpha data base of CMIE, RBI Bulletin, Website of AMFI, Bombay Stock Exchange, mutual fund companies and Value Research.

#### ***ii. Empirical methods for data analysis***

Present study analyzes the performance of mutual fund schemes in terms of their efficiency by employing input-oriented Data Envelopment Analysis, DEA BCC model.

DEA is a non-parametric linear programming method. It is the ratio of the weighted sum of outputs to the weighted sum of inputs such that, efficiency of all the units is less than or equal to unity. DEA measures the efficiency in two steps. First, an empirical production frontier- benchmark for all Decision-making units (DMUs) is identified as the ratio of weighted sum of outputs to weighted sum of inputs. Second, efficiency for each individual DMU is calculated as its distance from the frontier. All DMUs lying on the efficient frontier are efficient and possess an efficiency score as one. DMUs that do not lie on the efficient frontier are inefficient and possess an efficiency score of less than one. The farther is a DMU from the efficiency frontier, the more inefficient it is and lesser is its efficiency score. In the current study, DMUs are the sample mutual fund schemes. DEA provides a weighted combination of efficient schemes (Peer Group) for each inefficient scheme, that it might follow for becoming efficient. DEA handles multiple inputs and outputs. It concures the traditional measures' problems as benchmark selection and transaction costs (Grinblatt, M. and Titman, S. 1989), (Grinblatt, M. and Titman, S. 1993) and (Murthi, B.P.S. at al., 1997)



**iii. Selection of variables and model**

a. *Variables Selection:* Input and output variables are chosen as per the objective of the study. Therefore, outputs are the benefits derived from the investment whereas, inputs are the resources expanded by the investors. Hence, return performance as Sharpe Ratio (SHARPE) and Jensen's Alpha (ALPHA) are taken as the output variables and the major resources or charges expanded by the investors as load fee (LOAD), expense ratio (EXPENSE), risk  $\beta$  (RISK) and minimum initial investment (MINII) are the input variables.

b. *Model Selection:* Input orientation version of the DEA model (that provides information as the required proportional decrease in inputs while maintaining the current level of outputs) developed by Banker, R.D. Charnes, A. and Cooper, W.W. (1984) named BCC hereafter, is employed. This model is an extension of the original DEA model devised by Charnes, A. Cooper, W.W. and Rhodes, E. (1978) known as CCR model.

c. *Model Description:* Relative efficiency of a designated fund '0' by CCR model is,

$$\text{Max } (\sum_{r=1}^s \mu_r y_{r0}) / (\sum_{i=1}^m v_i x_{i0}) \dots\dots\dots(i)$$

$$\text{Subject to } (\sum_{r=1}^s \mu_r y_{rj}) / (\sum_{i=1}^m v_i x_{ij}) \leq 1 \dots\dots\dots(ii)$$

n=total number of funds, s=number of outputs, m=number of inputs,  
 $y_{rj}$ =positive output level of fund j, r=1, 2, ....., s,  
 $x_{ij}$ =positive input level of fund j, i=1, 2, ....., m  
 $\mu_r$ =variable input weight,  $v_i$ =variable output weight

The objective function (i) is the ratio of weighted sum of outputs to the weighted sum of inputs. The weights are the optimum values of the variables  $\mu_r$  and  $v_i$  that are to be determined as solution to the CCR model. The CCR model is only appropriate when using Constant Return to Scale (CRS) i.e., if all the outputs change by same amount as the change in input (Charnes, A. et al., 1978). If this assumption doesn't hold, the BCC model of Banker et al. (1984) should be used. Linear programming for the envelopment form of the input-oriented BCC model is:

$$\text{Min } \theta \dots\dots\dots(iii)$$

$$\text{Subject to } \sum_{j=1}^n \lambda_j y_{rj} \geq y_{r0}, \dots\dots\dots(iv)$$

$$\theta x_{i0} \geq \sum_{j=1}^n \lambda_j x_{ij}, \dots\dots\dots(v)$$

$$\sum_{j=1}^n \lambda_j = 1, \dots\dots\dots(vi)$$

$$\lambda_j \geq 0, \dots\dots\dots(vii)$$

$\theta$  and  $\lambda_j$  are the non - negative variables. The variable  $\theta$  is the proportional reduction required in each input of the designated fund to achieve efficiency. If the value of  $\theta$  is one, the fund is efficient otherwise it is labeled as inefficient. The set of  $\lambda_j$ , (j=1, 2, ....., n) values defines a point on the efficient frontier surface. Therefore, for an inefficient fund, the points defined by  $\lambda_j$  values are the role model or peer group to be followed for becoming efficient. Due to the constraint represented by equation (vi), this model follows Variable Returns to Scale (VRS). VRS indicate that the increase in outputs is higher or lesser than the scale of inputs.

Therefore, CCR model is more restrictive due to CRS than BCC model that follows VRS. If a fund is deemed as efficient as per the CCR model, it is also efficient as per the BCC model. However, the reverse is not always true.



*d. Variables / attributes*

(i) **Load Status (LOAD)** i.e., fee charged by Mutual Fund Company. It is coded as 1 for schemes with load fee, 0 otherwise.

(ii) **Expense Ratio (EXPENSE)** is the average of eleven years expense ratios of mutual fund schemes i.e., April 2006 to March 2018.

(iii) **Minimum Initial Investment (MINII)** is the minimum amount needed initially by the investors to invest in a mutual fund scheme.

(iv) **Risk (RISK)**: Systematic risk measure beta ( $\beta$ ) for all the sample mutual fund schemes has been obtained by regression equation,  $R_{pt} = \alpha_p + \beta_p \times R_{mt} + \hat{\epsilon}_p$  ..... (viii). Where,  $R_{pt}$  is return on mutual fund scheme for the year t;  $R_{mt}$  is the return on the market index for time t;  $\alpha_p$  represents the coefficient term;  $\beta_p$  is beta coefficient;  $\hat{\epsilon}_p$  is the error term. The  $\sigma$  of all the sample schemes has been calculated on the yearly returns.

(v) **Risk Adjusted Return (SHARPE)**: It has been computed by Sharpe Ratio ( $S_p$ ) as,  $S_p = (R_p - R_f) / \sigma_p$  ..... (ix). Where,  $S_p$  is the Sharpe ratio;  $R_p$  is the average yearly return;  $R_f$  is the average risk-free rate of return (91 days T-Bills);  $\sigma_p$  stands for the total risk of the yearly returns of portfolio.

(vi) **Jensen's Alpha (ALPHA)**: Jensen's alpha for the sample schemes has been calculated as,  $R_{pt} - R_{ft} = \alpha_p + \beta_p (R_{mt} - R_{ft}) + \epsilon_{pt}$  ..... (x). Where,  $R_{pt}$  = return on mutual fund scheme for the year t;  $\alpha_p$  = Alpha, the intercept that measures the stock selection capability;  $R_{ft}$  = risk free return for the year t;  $R_{mt}$  = return on the market portfolio in year t;  $\beta_p$  = Beta of the portfolio and  $\epsilon_{pt}$  = Error term.

**Interpretation and Results**

DEA Run was conducted for 143 sample mutual fund schemes. Every mutual fund scheme has been coded for the representation purpose. DEA run shows that a very few numbers of schemes as 29 (20 percent of the sample) are DEA efficient and that nearly 6 schemes (4 percent of the sample) are near efficient which might achieve efficiency by a small reduction in their inputs. Based on DEA run, sample mutual fund schemes are categorized in to five types as efficient schemes (efficiency score 1), near efficient schemes (efficiency score from 1 to 0.90), above average efficient schemes (efficiency score from 0.89 to 0.60), below average efficient schemes (efficiency score from 0.59 to 0.40) and inefficient schemes (efficiency score between 0.39 to 0) .

**Table i: Mutual Fund Schemes with their Efficiency Score**

| SN | SCHEME-SCORE   |                   |                         |                         |                 |
|----|----------------|-------------------|-------------------------|-------------------------|-----------------|
|    | Efficient      | Near Efficient    | Above Average Efficient | Below Average Efficient | Inefficient     |
| 1  | BNPMP_G-1.00   | HDFCCMgmt_SG-0.90 | JM_Idq-0.78             | UTIMasEqP_G-0.59        | BSLF_EqG-0.39   |
| 2  | BSLS_G-1.00    | HDFCHInt_G-0.85   | JM_IG-0.78              | SBIBC_G-0.57            | PrinLC_G-0.39   |
| 3  | CREqDiv_D-1.00 | HDFCCMgmt_CG-0.85 | DSPBMIP_Dm-0.77         | SBIBC_D-0.56            | SundSF_D-0.40   |
| 4  | CREqTS_D-1.00  | BSLIP_G-0.84      | DSPBMIP_Dq-0.77         | HSBCMIPR_Dq-0.56        | FIFlxCap_G-0.39 |
| 5  | CREqTS_G-1.00  | KFlexD_G-0.82     | BNPMIP_G-0.76           | CRI_G-0.56              | HDFC_GG-0.40    |
| 6  | DSPBST_D-1.00  | BSLIP_Dq-0.81     | ICICIP_BlenPBD-0.76     | HSBCMIPS_Dm-0.56        | TDYld_D-0.40    |
| 7  | FITS_G-1.00    |                   | DSPB_EqG-0.76           | CRI_Dq-0.55             | JM_BG-0.40      |
| 8  | FITS_D-1.00    |                   | BSLDB_G-0.75            | SBIM_GI.D-0.55          | SundSF_G-0.39   |

|    |                  |  |                     |                    |                 |
|----|------------------|--|---------------------|--------------------|-----------------|
| 9  | HDFCFR_IG-1.00   |  | ICICIP_BlenPBG-0.75 | HSBCMIPS_Dq-0.54   | Prin_DG-0.39    |
| 10 | HDFCTS_G-1.00    |  | DSPBITig_D-0.74     | ICICIPDyn_G-0.54   | DSPBITig_G-0.39 |
| 11 | HDFCTS_D-1.00    |  | DSPBT100_EqD-0.74   | LICN_BG-0.53       | HDFCP_D-0.39    |
| 12 | KTSS_G-1.00      |  | UTI_BG-0.72         | LICN_BD-0.52       | Prin_DD-0.39    |
| 13 | KTSS_D-1.00      |  | UTI_BI-0.72         | HDFCMY_D-0.51      | UTIBanS_G-0.39  |
| 14 | LTTS_D-1.00      |  | JMST_G-0.71         | BSLMI_G-0.50       | HDFCCB_G-0.39   |
| 15 | LTUltST_Cum-1.00 |  | SBIM_MultD-0.70     | HDFCMY_G-0.50      | UTIBanS_I-0.39  |
| 16 | LICNTP_D-1.0     |  | SBIM_BD-0.69        | HSBCMIPS_G-0.49    | TEqOpp_D-0.39   |
| 17 | LICNTP_G-1.00    |  | SBIM_BG-0.69        | HDFCCG_Sav.-.48    | HDFC_GD-0.39    |
| 18 | PrinPTS_G-1.00   |  | LICN_BG-0.68        | ICICIPMIP25_G-0.48 | Tinf_D-0.38     |
| 19 | PrinTS_G-1.00    |  | IDFCI_G-0.67        | HDFCMIP_Dq-0.48    | TInf_G-0.38     |
| 20 | RIRS_BG-1.00     |  | BSLDB_Dq-0.66       | KMIP_Dm-0.48       | FIPri_G-0.38    |
| 21 | RITS_GG-1.00     |  | DSPBST_G-0.65       | KMIP_G-0.48        | FIPri_D-0.38    |
| 22 | RITS_D-1.00      |  | ICICIP_BlenPAG-0.65 | BSLMIP2_G-0.48     | BSLMid_G-0.38   |
| 23 | S_IG-1.00        |  | ICICIP_BlenPAD-0.62 | KMIP_Dq-0.48       | BSLMidC_D-0.37  |
| 24 | STG_D-1.00       |  |                     | BSLInd_D-0.47      | HDFCCB_D-0.37   |
| 25 | STG_G-1.00       |  |                     | BP_BD-0.47         |                 |
| 26 | TF_G-1.00        |  |                     | BSLMIP_D-0.47      |                 |
| 27 | TYC_G-1.00       |  |                     | HSBCI_G-0.46       |                 |
| 28 | TrTS_G-1.00      |  |                     | CR_BG-0.45         |                 |
| 29 | TrTS_D-1.00      |  |                     | FI_BG-0.43         |                 |
| 30 |                  |  |                     | CR_BD-0.43         |                 |
| 31 |                  |  |                     | SBINifl_G-0.43     |                 |
| 32 |                  |  |                     | ICICIPT00_G-0.43   |                 |
| 33 |                  |  |                     | FI_BD-0.43         |                 |
| 34 |                  |  |                     | ICICIP_BG-0.43     |                 |
| 35 |                  |  |                     | BNP_DYldD-0.43     |                 |
| 36 |                  |  |                     | DSPB_BG-0.43       |                 |
| 37 |                  |  |                     | HDFC_BG-0.42       |                 |
| 38 |                  |  |                     | T_BG-0.42          |                 |
| 39 |                  |  |                     | BSL_DD-0.42        |                 |
| 40 |                  |  |                     | T_BD-0.42          |                 |
| 41 |                  |  |                     | BNP_EqD-0.42       |                 |
| 42 |                  |  |                     | ICICIP_Dm-0.42     |                 |
| 43 |                  |  |                     | BNP_EqG-0.42       |                 |
| 44 |                  |  |                     | K_BG-0.42          |                 |
| 45 |                  |  |                     | Prin_BG-0.42       |                 |
| 46 |                  |  |                     | BNP_DYldG-0.41     |                 |

|    |  |  |  |                   |  |
|----|--|--|--|-------------------|--|
| 47 |  |  |  | Prin_BDh-0.41     |  |
| 48 |  |  |  | DSPB_BD-0.41      |  |
| 49 |  |  |  | ICICIPT100_D-0.41 |  |
| 50 |  |  |  | FIB_G-0.411       |  |
| 51 |  |  |  | HDFCCG_Inv.-0.41  |  |
| 52 |  |  |  | BSLMNC_G-0.41     |  |
| 53 |  |  |  | Sund_BD-0.41      |  |
| 54 |  |  |  | HDFCP_G-0.41      |  |
| 55 |  |  |  | BSLMNC_D-0.41     |  |
| 56 |  |  |  | HDFC_BD-0.41      |  |
| 57 |  |  |  | PrinLC_Dh-0.41    |  |
| 58 |  |  |  | ICICIPInf_D-0.40  |  |
| 59 |  |  |  | FIFlxCap_D-0.40   |  |
| 60 |  |  |  | TDYld_G-0.40      |  |
| 61 |  |  |  | JM_BD-0.40        |  |

Source: data analysis by authors

The average efficiency score of all the mutual fund schemes taken together is 0.6145. 23 schemes (16 percent) are above average efficient and possess an efficiency score from 0.79 to 0.60. That means these schemes are providing only 79 to 60 percent of outputs. 61 schemes (43 percent) are below average efficient with efficiency score of is 0.59 to 0.40. These are providing 59 to 40 percent of the output. In a similar manner, nearly 24 schemes (17 percent) are inefficient and possess an efficiency score as low as 0.39 to 0.30. However, no scheme possesses an efficiency score below 0.30.

From DEA analysis, we get not only the status of efficiency of mutual fund schemes but also the means of achieving the efficiency level for all inefficient mutual fund schemes. Inefficient mutual fund schemes might achieve efficiency by following one or more of the efficient mutual fund schemes, known as peer group in a definite proportion. Therefore, the percentage of reduction required in each input and the targeted value of inputs (known as virtual input) is found out from these peer group set. Table ii provides the peer group set and target input values for near efficient, above average efficient, below average efficient and inefficient mutual fund schemes respectively. For example, inefficient scheme BNP\_DYLDG might achieve efficiency level by following its peer group: 3 percent of BSLS\_G, 41 percent of DSPBST\_D, 13 percent of LICNTP\_D and 43 percent of S\_IG. By doing so, the set of virtual or target input set can be derived as,

LOAD:  $0.03 \times (\text{LOAD of BSLS\_G}) + 0.041 \times (\text{LOAD of DSPBST\_D}) + 0.13 \times (\text{LOAD of LICNTP\_D}) + 0.43 \times (\text{LOAD of S\_IG}) = 0.03 \times 0 + 0.41 \times 1 + 0.13 \times 0 + 0.43 \times 0 = 0.41$ . This requires 59 percent reduction in its original LOAD value as 1.

EXPENSE:  $0.03 \times (\text{EXPENSE of BSLS\_G}) + 0.041 \times (\text{EXPENSE of DSPBST\_D}) + 0.13 \times (\text{EXPENSE of LICNTP\_D}) + 0.43 \times (\text{EXPENSE of S\_IG}) = 0.03 \times 0.4911 + 0.41 \times 0.9844 + 0.13 \times 2.2567 + 0.43 \times 0.33 = 0.85$ . Original EXPENSE (as 2.61) should be lowered by 67.24 percent and bring down to a value of 0.85.

In a similar manner, the target values of BETA and MINII have been found as:

BETA:  $0.03 \times (\text{BETA of BSLS\_G}) + 0.041 \times (\text{BETA of DSPBST\_D}) + 0.13 \times (\text{BETA of LICNTP\_D}) + 0.43 \times (\text{BETA of S\_IG}) = 0.82$ . Therefore, original BETA should be lowered by 58.7 percent and bring down to a value of 0.82.

MINII:  $0.03 \times (\text{MINII of BSLG}_G) + 0.041 \times (\text{MINII of DSPBST}_D) + 0.13 \times (\text{MINII of LICNTP}_D) + 0.43 \times (\text{MINII of S}_IG) = 2,065$ . Original MINII should be lowered by 58.7 percent and bring down to a value of 2,065.

Thus, the peer group set provides the target or virtual input values for all the inefficient schemes such that these might achieve efficiency level.

**Table ii: Peer Groups Set and Virtual Inputs with reduction required in original Inputs for Near Efficient Schemes**

| INEFFICIENT SCHEMES: PEER GROUP SET WITH RESPECTIVE WEIGHTS (%)  | VIRTUAL INPUT AND REDUCTION (%) REQUIRED               |
|--|--|
| <i>NEAR EFFICIENT SCHEMES</i>  | <b>LOAD, EXPENSE, BETA (β) and MINII</b>               |
| <b>BSLIP_G: BSLG<sub>G</sub>(18), LICNTP<sub>D</sub>(4), S<sub>IG</sub>(77)</b>                            | <b>0.00(0.0), 0.44(73.8), 0.96(16.3), 4,186(16.3)</b>  |
| <b>BSLIP_DQ: BSLG<sub>G</sub>(18), LICNTP<sub>D</sub>(8), S<sub>IG</sub>(74)</b>                           | <b>0.00(0.0), 0.52(69.1), 0.94(19.1), 4,048(19.1)</b>  |
| <b>HDFCCMGMT_SG: BNPMP<sub>G</sub>(14), BSLG<sub>G</sub>(11), S<sub>IG</sub>(75)</b>                       | <b>0.00(0.0), 0.38(10.5), 1.05(10.5), 4,748(52.52)</b> |
| <b>HDFCCMGMT_CG: BSLG<sub>G</sub>(17), S<sub>IG</sub>(83)</b>  | <b>0.00(0.0), 0.36(15.6), 0.99(15.6), 4,195(58.1)</b>  |
| <b>HDFCHINT_G: BSLG<sub>G</sub>(6), DSPBST<sub>D</sub>(21), HDFCFR<sub>IG</sub>(65), S<sub>IG</sub>(9)</b> | <b>0.85(14.7), 0.39(55.5), 1.01(14.7), 4,268(14.7)</b> |
| <b>KFLEXD_G: BSLG<sub>G</sub>(18), LICNTP<sub>D</sub>(5), S<sub>IG</sub>(78)</b>                           | <b>0.00(0.0), 0.45(41.5), 0.96(17.8), 4,111(17.8)</b>  |
| <i>ABOVE AVERAGE EFFICIENT SCHEMES</i>   |  |
| <b>BNPMIP_G: DSPBST<sub>D</sub>(53), LICNTP<sub>D</sub>(17), RLTS<sub>GG</sub>(7), TYC<sub>G</sub>(24)</b> | <b>0.76(23.6), 1.64(31.7), 0.97(23.6), 764.1(23.6)</b> |
| <b>BSLDB_G: BSLG<sub>G</sub>(10), DSPBST<sub>D</sub>(36), HDFCFR<sub>IG</sub>(39), S<sub>IG</sub>(15)</b>  | <b>0.75(25.1), 0.53(44.1), 0.88(25.1), 3,745(25.1)</b> |
| <b>BSLDB_DQ: BSLG<sub>G</sub>(16), DSPBST<sub>D</sub>(42), S<sub>IG</sub>(42)</b>                          | <b>0.42(58.3), 0.63(33.9), 0.78(33.9), 3,309(33.9)</b> |
| <b>DSPB_EQG: DSPBST<sub>D</sub>(52), RLTS<sub>GG</sub>(48)</b>   | <b>0.52(47.7), 1.49(23.9), 1.30(32.7), 762(23.9)</b>   |
| <b>DSPBITIG_D: DSPBST<sub>D</sub>(49), RLTS<sub>GG</sub>(51)</b>   | <b>0.49(51.2),</b>                                     |

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|  | 1.53(25.6),<br>1.35(32.9),<br>744(25.6)                  |
| <b>DSPBMIP_DM: DSPBST_D(54), LICNTP_D(12), RLTS_GG(11), TYC_G(23)</b>    | 0.77(23),<br>1.61(28.5), 1.03(23),<br>770(23)            |
| <b>DSPBMIP_DQ: DSPBST_D(53), LICNTP_D(20), RLTS_GG(3), TYC_G(23)</b>     | 0.77(23.3),<br>1.64(27.4),<br>0.91(23.3),<br>767(23.3)   |
| <b>DSPBST_G: BSLS_G(16), DSPBST_D(44), S_IG(40)</b>                      | 0.44(56.1),<br>0.64(34.6),<br>0.76(34.6),<br>3,268(34.6) |
| <b>DSPBT100_EQD: DSPBST_D(48), RLTS_GG(52)</b>                           | 0.48(51.8),<br>1.54(25.9),<br>1.36(31.9),<br>741(25.9)   |
| <b>ICICIP_BLENPAG: BSLS_G(14), DSPBST_D(51), HDFCFR_IG(14), S_IG(22)</b> | 0.65(35.5),<br>0.67(39), 0.75(35.5),<br>3,227(35.5)      |
| <b>ICICIP_BLENPBG: BSLS_G(16), DSPBST_D(21), S_IG(62)</b>                | 0.21(78.6),<br>0.50(25.5),<br>0.88(25.5),<br>3,723(25.5) |
| <b>ICICIP_BLENPAD: BSLS_G(16), DSPBST_D(50), S_IG(35)</b>                | 0.50(50.3),<br>0.68(37.8),<br>0.74(37.8),<br>3,112(37.8) |
| <b>ICICIP_BLENPBD: BSLS_G(18), DSPBST_D(23), S_IG(59)</b>                | 0.23(77.2),<br>0.51(23.8),<br>0.86(23.8),<br>3,818(23.8) |
| <b>IDFCI_G: BSLS_G(14), DSPBST_D(49), HDFCFR_IG(17), S_IG(20)</b>        | 0.66(33.6),<br>0.65(42.1),<br>0.77(33.6),<br>3,323(33.6) |
| <b>JM_IDQ: BSLS_G(15), LICNTP_D(7), S_IG(77)</b>                         | 0.00(0.0),<br>0.50(78.4),<br>0.97(22.2),<br>3,893(22.2)  |
| <b>JM_IG: BSLS_G(15), LICNTP_D(7), S_IG(78)</b>                          | 0.00(0.0),<br>0.49(78.9),<br>0.97(22.2),<br>3,892(22.2)  |
| <b>JMST_G: BSLS_G(19), DSPBST_D(37), S_IG(44)</b>                        | 0.37(62.9),<br>0.60(28.7),<br>0.78(28.7),<br>3,564(28.7) |
| <b>LICN_BG: BSLS_G(29), CREQTS_G(54), DSPBST_D(17)</b>                   | 0.17(83.4),<br>1.57(32.5),<br>0.21(32.5),<br>3,377(32.5) |
| <b>SBIM_BD: DSPBST_D(38), LICNTP_D(18), RLTS_GG(37), TYC_G(6)</b>        | 0.45(55.4),<br>1.71(30.8),                               |



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|  | 1.22(30.8),<br>692(30.8)                                 |
| <b>SBIM_BG: DSPBST_D(37), LICNTP_D(12), RLTS_GG(48), TYC_G(3)</b>              | 0.40(60),<br>1.69(31.5),<br>1.35(31.5),<br>685.07(31.5)  |
| <b>SBIM_MULTD: DSPBST_D(41), RLTS_GG(52), RLTS_D(7)</b>                        | 0.41(59.3),<br>1.61(29.7),<br>1.41(29.7),<br>704(29.7)   |
| <b>UTI_BG: DSPBST_D(44), RLTS_GG(52), RLTS_D(4)</b>                            | 0.44(55.9),<br>1.58(28), 1.39(28),<br>721(28)            |
| <b>UTI_BI: DSPBST_D(44), RLTS_GG(47), RLTS_D(9)</b>                            | 0.44(55.9),<br>1.58(28), 1.34(28),<br>721(28)            |
| <b>BELOW AVERAGE EFFICIENT SCHEMES</b>   |  |
| <b>BNP_DYLDG: BSLS_G(3), DSPBST_D(41), LICNTP_D(13), S_IG(43)</b>              | 0.41(58.6),<br>0.85(67.2),<br>0.82(58.7),<br>2,065(58.7) |
| <b>BNP_DYLDD: BSLS_G(7), DSPBST_D(43), LICNTP_D(19), S_IG(31)</b>              | 0.43(57.4),<br>0.99(61.9),<br>0.75(57.4),<br>2,133(57.4) |
| <b>BNP_EQG: BSLS_G(3), DSPBST_D(42), LICNTP_D(12), S_IG(43)</b>                | 0.42(58.4),<br>0.85(66.5),<br>0.82(58.4),<br>2,082(58.4) |
| <b>BNP_EQD: BSLS_G(7), DSPBST_D(42), LICNTP_D(22), S_IG(30)</b>                | 0.42(58.2),<br>1.03(59.4),<br>0.74(58.2),<br>2,091(58.2) |
| <b>BP_BD: DSPBST_D(47), LICNTP_D(10), RLTS_GG(4), RLTS_D(12), S_IG(27)</b>     | 0.47(53.2),<br>1.11(53.2),<br>0.88(53.2),<br>1,406(53.2) |
| <b>BSL_DD: BSLS_G(2), CREQTS_G(8), DSPBST_D(42), LICNTP_D(1), S_IG(46)</b>     | 0.42(58.1),<br>0.80(58.1),<br>0.79(58.1), 2,098(58.1)    |
| <b>BSLIND_D: BSLS_G(1), DSPBST_D(36), S_IG(63)</b>                             | 0.36(63.9),<br>0.57(52.6),<br>0.93(52.6),<br>2,370(52.6) |
| <b>BSLMIP_D: BSLS_G(11), CREQTS_G(4), DSPBST_D(46), LICNTP_D(17), S_IG(21)</b> | 0.46(53.5),<br>1.06(53.5),<br>0.66(53.5),<br>2,323(53.5) |
| <b>BSLMIPII_G: BSLS_G(11), DSPBST_D(48), LICNTP_D(18), S_IG(23)</b>            | 0.48(52.2),<br>1.01(52.8),<br>0.69(52.2),<br>2,390(52.2) |
| <b>BSLMNC_D: BSLS_G(1), DSPBST_D(41), LICNTP_D(10), S_IG(49)</b>               | 0.41(59.5),<br>0.78(68.4),                               |

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|  | <b>0.85</b> (59.5),<br><b>2,026</b> (59.5)   |
| <b>BSLMNC_G: BSLS_G(1), DSPBST_D(41), LICNTP_D(7), S_IG(51)</b>                | <b>0.41</b> (59.2),<br><b>0.74</b> (70.2),<br><b>0.87</b> (59.2),<br><b>2,040</b> (59.2) |
| <b>BSLMI_G: BSLS_G(11), CREQTS_G(9), DSPBST_D(50), LICNTP_D(1), S_IG(29)</b>   | <b>0.50</b> (50),<br><b>0.88</b> (60.4), <b>0.67</b> (50),<br><b>2,501</b> (50)          |
| <b>CR_BD: BSLS_G(1), DSPBST_D(43), LICNTP_D(2), S_IG(53)</b>                   | <b>0.43</b> (56.9),<br><b>0.66</b> (72.5),<br><b>0.88</b> (56.9),<br><b>2,157</b> (56.9) |
| <b>CR_BG: DSPBST_D(45), RLTS_GG(4), S_IG(48), TF_G(3)</b>                      | <b>0.45</b> (55),<br><b>0.74</b> (69.3), <b>0.92</b> (55),<br><b>2,249</b> (55)          |
| <b>CRI_G: BSLS_G(17), CREQTS_G(5), DSPBST_D(56), LICNTP_D(6), S_IG(16)</b>     | <b>0.56</b> (44.3),<br><b>0.95</b> (47), <b>0.60</b> (44.3),<br><b>2,785</b> (44.3)      |
| <b>CRI_DQ: BSLS_G(16), CREQTS_G(11), DSPBST_D(55), LICNTP_D(2), S_IG(16)</b>   | <b>0.55</b> (45.5),<br><b>0.98</b> (45.5),<br><b>0.57</b> (45.5),<br><b>2,727</b> (45.5) |
| <b>DSPB_BD: BSLS_G(4), DSPBST_D(41), LICNTP_D(17), S_IG(37)</b>                | <b>0.41</b> (58.9),<br><b>0.94</b> (59), <b>0.78</b> (58.9),<br><b>2,057</b> (58.9)      |
| <b>DSPB_BG: BSLS_G(4), DSPBST_D(43), LICNTP_D(13), S_IG(41)</b>                | <b>0.43</b> (57.4),<br><b>0.86</b> (62.5),<br><b>0.80</b> (57.4),<br><b>2,129</b> (57.4) |
| <b>FI_BD: BSLS_G(5), DSPBST_D(43), LICNTP_D(15), S_IG(37)</b>                  | <b>0.43</b> (57.1),<br><b>0.91</b> (63.5),<br><b>0.78</b> (57.1),<br><b>2,147</b> (57.1) |
| <b>FI_BG: BSLS_G(5), DSPBST_D(43), LICNTP_D(12), S_IG(39)</b>                  | <b>0.43</b> (56.7),<br><b>0.86</b> (65.5),<br><b>0.80</b> (56.7),<br><b>2,166</b> (56.7) |
| <b>FIB_G: BSLS_G(2), CREQTS_G(0), DSPBST_D(41), LICNTP_D(10), S_IG(47)</b>     | <b>0.41</b> (59.1),<br><b>0.80</b> (59.1),<br><b>0.84</b> (59.1),<br><b>2,046</b> (59.1) |
| <b>FIFLXCAP_D: BSLS_G(1), CREQTS_G(9), DSPBST_D(40), LICNTP_D(2), S_IG(48)</b> | <b>0.40</b> (59.9),<br><b>0.81</b> (59.9),<br><b>0.79</b> (59.9),<br><b>2,007</b> (59.8) |
| <b>HDFC_BG: BSLS_G(3), DSPBST_D(42), LICNTP_D(11), S_IG(44)</b>                | <b>0.42</b> (57.8),<br><b>0.81</b> (62.2),<br><b>0.82</b> (57.8),<br><b>2,111</b> (57.8) |
| <b>HDFC_BD: BSLS_G(3), CREQTS_G(4), DSPBST_D(40), LICNTP_D(10), S_IG(43)</b>   | <b>0.40</b> (59.5),<br><b>0.87</b> (59.5),<br><b>0.80</b> (59.5), <b>2,024</b> (59.53)   |
| <b>HDFCCG_INV.: BSLS_G(3), DSPBST_D(41), LICNTP_D(13), S_IG(43)</b>            | <b>0.41</b> (59.1),  |

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|  | <b>0.86(62.3),<br/>0.82(59.1),<br/>2,044(59.1)</b>                 |
| <b>HDFCCG_SAV.: BSLS_G(12), DSPBST_D(48), LICNTP_D(18), S_IG(22)</b>             | <b>0.48(51.6),<br/>1.01(55.3),<br/>0.68(51.6),<br/>2,421(51.6)</b> |
| <b>HDFCMIP_DQ: BSLS_G(8), CREQTS_G(9), DSPBST_D(48), S_IG(34)</b>                | <b>0.48(52.1),<br/>0.84(52.1),<br/>0.70(52.1),<br/>2,395(52.1)</b> |
| <b>HDFCMY_G: BSLS_G(11), CREQTS_G(8), DSPBST_D(50), LICNTP_D(2), S_IG(29)</b>    | <b>0.50(50.4),<br/>0.88(51.2),<br/>0.68(50.4),<br/>2,481(50.4)</b> |
| <b>HDFCMY_D: BSLS_G(12), CREQTS_G(12), DSPBST_D(51), S_IG(25)</b>                | <b>0.51(49), 0.92(49),<br/>0.63(49), 2,551(49)</b>                 |
| <b>HDFCP_G: BSLS_G(1), DSPBST_D(41), LICNTP_D(10), S_IG(48)</b>                  | <b>0.41(59.3),<br/>0.78(60.5),<br/>0.85(59.3),<br/>2,033(59.3)</b> |
| <b>HSBCI_G: BSLS_G(76), HDFCFR_IG(24)</b>  | <b>0.24(75.8),<br/>0.42(63.3),<br/>0.53(54.4),<br/>8,790(91.2)</b> |
| <b>HSBCMIPS_G: BSLS_G(12), CREQTS_G(2), DSPBST_D(49), LICNTP_D(15), S_IG(23)</b> | <b>0.49(51.3),<br/>0.99(54.6),<br/>0.68(51.3),<br/>2,433(51.3)</b> |
| <b>HSBCMIPR_DQ: BSLS_G(42), LICNTP_D(15), S_IG(43)</b>                           | <b>0.00(0.0),<br/>0.69(69.2),<br/>0.71(44.2),<br/>5,585(44.2)</b>  |
| <b>HSBCMIPS_DM: BSLS_G(40), LICNTP_D(14), S_IG(46)</b>                           | <b>0.00(0.0),<br/>0.66(69.8),<br/>0.74(45.4),<br/>5,456(45.4)</b>  |
| <b>HSBCMIPS_DQ: BSLS_G(40), LICNTP_D(14), S_IG(47)</b>                           | <b>0.00(0.0),<br/>0.66(69.7),<br/>0.74(45.7),<br/>5,427(45.7)</b>  |
| <b>ICICIP_BG: BSLS_G(5), DSPBST_D(43), LICNTP_D(13), S_IG(40)</b>                | <b>0.43(57.1),<br/>0.86(63.8),<br/>0.80(57.1),<br/>2,146(57.1)</b> |
| <b>ICICIP_DM: BSLS_G(6), DSPBST_D(42), LICNTP_D(19), S_IG(34)</b>                | <b>0.42(58.4),<br/>0.98(58.9),<br/>0.76(58.4),<br/>2,082(58.4)</b> |
| <b>ICICIPDYN_G: DSPBST_D(14), S_IG(86)</b>                                       | <b>0.14(85.6),<br/>0.42(45.8),<br/>1.05(48.7),<br/>2,712(45.8)</b> |
| <b>ICICIPINF_D: BSLS_G(1), CREQTS_G(8), DSPBST_D(40), LICNTP_D(3), S_IG(47)</b>  | <b>0.40(59.7),<br/>0.82(59.7),</b>                                 |

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| <b>ICICIPMIP25_G: BSLS_G(11), CREQTS_G(0), DSPBST_D(48), LICNTP_D(18), S_IG(23)</b> | <b>0.80(59.7),<br/>2,016(59.7)<br/>0.48(52), 1.00(52),<br/>0.69(52), 2,398(52)</b> |
| <b>ICICIPT00_G: BSLS_G(4), DSPBST_D(43), LICNTP_D(12), S_IG(41)</b>                 | <b>0.43(57), 0.85(64),<br/>0.80(57), 2,151(57)<br/>0.41(59.1),</b>                 |
| <b>ICICIPT100_D: BSLS_G(5), CREQTS_G(3), DSPBST_D(41), LICNTP_D(16), S_IG(36)</b>   | <b>0.97(59.1),<br/>0.76(59.1),<br/>2,048(59.1)<br/>0.40(59.9),</b>                 |
| <b>JM_BD: BSLS_G(5), CREQTS_G(0), DSPBST_D(40), LICNTP_D(22), S_IG(33)</b>          | <b>1.03(59.9),<br/>0.76(59.9),<br/>2,005(59.9)<br/>0.41(58.5),</b>                 |
| <b>K_BG: BSLS_G(8), CREQTS_G(2), DSPBST_D(41), LICNTP_D(23), S_IG(26)</b>           | <b>1.10(58.5),<br/>0.71(58.5),<br/>2,075(58.5)<br/>0.48(52.2),</b>                 |
| <b>KMIP_DM: BSLS_G(13), DSPBST_D(48), LICNTP_D(23), S_IG(16)</b>                    | <b>1.10(54), 0.65(52.2),<br/>2,393(52.2)<br/>0.48(52.4),</b>                       |
| <b>KMIP_DQ: BSLS_G(13), DSPBST_D(48), LICNTP_D(23), S_IG(17)</b>                    | <b>1.10(53.9),<br/>0.65(52.4),<br/>2,379(52.4)<br/>0.48(52.2),</b>                 |
| <b>KMIP_G: BSLS_G(12), DSPBST_D(48), LICNTP_D(20), S_IG(20)</b>                     | <b>1.05(55.9),<br/>0.67(52.2),<br/>2,390(52.2)<br/>0.53(47.3),</b>                 |
| <b>LICN_BG:BSLS_G(14),CREQTS_G(11),DSPBST_D(53), LICNTP_D(0), S_IG(23)</b>          | <b>0.92(47.3),<br/>0.62(47.3),<br/>2,635(47.3)<br/>0.52(47.7),</b>                 |
| <b>LICN_BD: BSLS_G(13), CREQTS_G(11), DSPBST_D(52), S_IG(24)</b>                    | <b>0.91(47.7),<br/>0.63(47.7),<br/>2,616(47.7)<br/>0.41(58.5),</b>                 |
| <b>PRIN_BG: BSLS_G(4), DSPBST_D(41), LICNTP_D(14), S_IG(40)</b>                     | <b>0.88(65.5),<br/>0.80(58.5),<br/>2,074(58.5)<br/>0.41(58.8),</b>                 |
| <b>PRIN_BDH: BSLS_G(5), DSPBST_D(41), LICNTP_D(19), S_IG(35)</b>                    | <b>0.97(62), 0.77(58.8),<br/>2,062(58.8)<br/>0.40(59.6),</b>                       |
| <b>PRINLC_DH: BSLS_G(3), DSPBST_D(40), LICNTP_D(15), S_IG(42)</b>                   | <b>0.89(62.6),<br/>0.81(59.6),<br/>2,020(59.6)<br/>0.00(0.0),</b>                  |
| <b>SBIBC_D: LICNTP_D(2), RLTS_GG(6), S_IG(92)</b>                                   | <b>0.48(79.2),<br/>1.17(44.2),<br/>2,793(44.2)<br/>0.00(0.0),</b>                  |
| <b>SBIBC_G: RLTS_GG(9), S_IG(90), TF_G(1)</b>                                       | <b>0.50(78.1), 1.21(43),<br/>2,851(43)</b>   |

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| <b>SBIM_GL.D: DSPBST_D(55), RLTS_GG(33), S_IG(13)</b>                           | <b>0.55(45.5),<br/>1.25(45.5),<br/>1.15(53.6),<br/>1,091(45.5)</b> |
| <b>SBINIFI_G: BSLS_G(1), CREQTS_G(1), DSPBST_D(43), S_IG(55)</b>                | <b>0.43(57), 0.64(57),<br/>0.88(57), 2,152(57)</b>                 |
| <b>SUND_BD: BSLS_G(6), DSPBST_D(41), LICNTP_D(22), S_IG(32)</b>                 | <b>0.41(59.2),<br/>1.03(61.4),<br/>0.75(59.2),<br/>2,038(59.2)</b> |
| <b>T_BD: BSLS_G(5), DSPBST_D(42), LICNTP_D(16), S_IG(38)</b>                    | <b>0.42(58.1),<br/>0.91(61), 0.79(58.1),<br/>2,097(58.1)</b>       |
| <b>T_BG: BSLS_G(3), DSPBST_D(42), LICNTP_D(11), S_IG(44)</b>                    | <b>0.42(58),<br/>0.81(65.3), 0.83(58),<br/>2,100(58)</b>           |
| <b>TDYLD_G: BSLS_G(1), DSPBST_D(40), LICNTP_D(10), S_IG(49)</b>                 | <b>0.40(59.9),<br/>0.79(69), 0.86(59.9),<br/>2,006(59.9)</b>       |
| <b>UTIMASEQP_G: LICNTP_D(2), RLTS_GG(1), S_IG(97)</b>                           | <b>0.00(0.0),<br/>0.38(69.9),<br/>1.13(41.3),<br/>2,933(41.3)</b>  |
| <b>INEFFICIENT SCHEMES</b>  |  |
| <b>BSLF_EQG: BSLS_G(0), DSPBST_D(40), LICNTP_D(9), S_IG(50)</b>                 | <b>0.40 (0.0),<br/>0.77(63.9),<br/>0.87(60.0),<br/>1,998(60.0)</b> |
| <b>BSLMIDC_D: CREQTS_G(2), DSPBST_D(37), RLTS_D(13), S_IG(47)</b>               | <b>0.37(62.5),<br/>0.84(62.5),<br/>0.92(62.5),<br/>1,874(62.5)</b> |
| <b>BSLMID_G: DSPBST_D(38), LICNTP_D(4), RLTS_GG(5), RLTS_D(6), S_IG(48)</b>     | <b>0.38(62.5),<br/>0.84(62.5),<br/>0.96(62.5),<br/>1,876(62.5)</b> |
| <b>DSPBITIG_G: BSLS_G(1), CREQTS_G(1), DSPBST_D(39), LICNTP_D(10), S_IG(49)</b> | <b>0.39(60.7),<br/>0.81(60.7),<br/>0.85(60.7),<br/>1,967(60.7)</b> |
| <b>FIFLXCAP_G: BSLS_G(0), DSPBST_D(40), LICNTP_D(10), S_IG(50)</b>              | <b>0.40(60.3),<br/>0.79(61.3),<br/>0.86(60.3),<br/>1,984(60.3)</b> |
| <b>FIPRI_G: DSPBST_D(38), LICNTP_D(2), RLTS_GG(0), RLTS_D(11), S_IG(48)</b>     | <b>0.38(62.2),<br/>0.83(62.2),<br/>0.92(62.2),<br/>1,890(62.2)</b> |
| <b>FIPRI_D: CREQTS_G(1), DSPBST_D(38), RLTS_D(13), S_IG(48)</b>                 | <b>0.38(62.2),<br/>0.83(62.2),<br/>0.92(62.2),<br/>1,888(62.2)</b> |
| <b>HDFCCB_D: CREQTS_G(2), DSPBST_D(37), LICNTP_D(10), RLTS_D(4), S_IG(47)</b>   | <b>0.37(63), 0.88(63),<br/>0.86(63),<br/>1,849(63.02)</b>          |



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| <b>HDFCCB_G: DSPBST_D(39), LICNTP_D(10), RLTS_GG(1), S_IG(50)</b>             | <b>0.39(61.1),<br/>0.80(66.6),<br/>0.88(61.1),<br/>1,943(61.1)</b> |
| <b>HDFC_GD: CREQTS_G(7), DSPBST_D(39),, RLTS_D(4), S_IG(50)</b>               | <b>0.39(61.3),<br/>0.80(61.3),<br/>0.84(61.3),<br/>1,935(61.3)</b> |
| <b>HDFC_GG: BSLS_G(1), DSPBST_D(40), LICNTP_D(11), S_IG(49)</b>               | <b>0.40(60.4),<br/>0.80(61.7),<br/>0.86(60.4),<br/>1,982(60.4)</b> |
| <b>HDFCP_D: CREQTS_G(8), DSPBST_D(39), RLTS_D(2), S_IG(51)</b>                | <b>0.39(60.7),<br/>0.78(60.7),<br/>0.83(60.7),<br/>1,967(60.7)</b> |
| <b>JM_BG: BSLS_G(2), DSPBST_D(40), LICNTP_D(15), S_IG(43)</b>                 | <b>0.40(60.4),<br/>0.89(65.3),<br/>0.82(60.4),<br/>1,979(60.4)</b> |
| <b>PRIN_DD: BSLS_G(3), DSPBST_D(39), LICNTP_D(17), S_IG(41)</b>               | <b>0.39(60.8),<br/>0.93(63.1),<br/>0.81(60.8),<br/>1,960(60.8)</b> |
| <b>PRIN_DG: BSLS_G(2), DSPBST_D(39), LICNTP_D(15), S_IG(44)</b>               | <b>0.39(60.7),<br/>0.87(65.2),<br/>0.83(60.7),<br/>1,968(60.7)</b> |
| <b>PRINLC_G: BSLS_G(1), DSPBST_D(40), LICNTP_D(11), S_IG(49)</b>              | <b>0.40(0.2),<br/>0.79(66.7),<br/>0.86(60.2),<br/>1,990(60.2)</b>  |
| <b>SUNDSF_G: BSLS_G(1), DSPBST_D(39), LICNTP_D(14), S_IG(46)</b>              | <b>0.39(60.6),<br/>0.85(63.9),<br/>0.84(60.6),<br/>1,969(60.6)</b> |
| <b>SUNDSF_D:BSLS_G(3),CREQTS_G(7),DSPBST_D(40),<br/>LICNTP_D(10),S_IG(40)</b> | <b>0.40(60.3),<br/>0.94(60.3),<br/>0.76(60.3),<br/>1,986(60.3)</b> |
| <b>TDYLD_D: BSLS_G(2), DSPBST_D(40), LICNTP_D(16), S_IG(42)</b>               | <b>0.40(60.4),<br/>0.90(64.7),<br/>0.82(60.4),<br/>1,981(60.4)</b> |
| <b>TEQOPP_D: BSLS_G(1), DSPBST_D(39), LICNTP_D(15), S_IG(46)</b>              | <b>0.39(61.2),<br/>0.87(64.6),<br/>0.84(61.2),<br/>1,938(61.2)</b> |
| <b>TINF_G: CREQTS_G(0), DSPBST_D(38), LICNTP_D(13), RLTS_D(1), S_IG(48)</b>   | <b>0.38(62), 0.84(62),<br/>0.86(62),<br/>1,900.47(62)</b>          |
| <b>TINF_D: BSLS_G(0), CREQTS_G(4), DSPBST_D(38), LICNTP_D(9), S_IG (48)</b>   | <b>0.38(61.6),<br/>0.85(61.6),<br/>0.83(61.6),<br/>1,918(61.6)</b> |

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| <b>UTIBANS_I: BSLS_G(1), DSPBST_D(39), LICNTP_D(15), S_IG(45)</b>  | <b>0.39(61.2),<br/>0.87(66.1),<br/>0.84(61.2),<br/>1,939(61.2)</b> |
| <b>UTIBANS_G: DSPBST_D(39), LICNTP_D(10), RLTS_GG(1), S_IG(50)</b> | <b>0.39(60.8),<br/>0.78(69.4),<br/>0.88(60.8),<br/>1,958(60.8)</b> |

Source: data analysis by authors

The major cause of inefficiency among mutual fund schemes is load fee followed by expense ratio, minimum initial investment and risk ( $\beta$ ). Need of average reduction required in Load is highest among all the inputs as 54.36 percent with mean targeted value as 0.34. After Load, Expense ratio of the scheme should be reduced on an average by 45.17 percent and should achieve a mean targeted value as 1.06. Requisite of reducing the risk ( $\beta$ ) on an average is 39.38 percent to achieve a mean targeted value as 1. Similarly, minimum initial investment must be reduced on an average by 39.40 percent and attain a mean targeted value of 2304.22.

### Conclusion and Suggestions

Indian mutual fund industry has completed 54 years till 2018. In spite of such a long experience and huge establishment, a very less number of mutual fund schemes are performing efficiently. Out of the total sample schemes, only 20 percent are performing efficiently with efficiency score as 1 while 4 percent are near efficient with an efficiency score of 0.9 to 0.8. 16 percent of schemes are above average efficient with efficiency score as 0.8 to 0.6. 43 percent schemes are below average efficient with a score value of 0.59 to 0.4. Approximately 17 percent schemes are performing inefficiently with an efficiency score as 0.39 to 0.3. However, no mutual fund scheme is below 30 percent efficient. The average efficiency score of all the schemes taken together is 0.6145. AMFI, governing bodies as SEBI and mutual fund companies should take corrective measures for this.

For achieving efficiency level, all the inefficient schemes might follow their peer group of efficient mutual fund schemes in particular weights and attain virtual input values. A critical examination of the results shows that Load fee and expense ratio is the major cause of inefficiency. Therefore, mutual fund companies might take corrective measures to reduce these. Also, risk in terms of beta and minimum initial investment has not been found as a major cause of inefficiency among schemes.

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## **Emergence of the Gender Issues in the Geographical studies**

**Anil Kumar\***

### **Abstract**

The concept of gender in feminist writings and other sociological discourses became popular in the early 1970. In simple terms, gender explain the differences between men and women in social terms as men, and as what a man can do; as “woman”, and as what a woman can or cannot do. Therefore, gender is an analytical category that is socially constructed to differentiate the biological difference between men and women. The term gender is also used to describe the differences in behaviour between men and women which are described as “masculine” and “feminine”. Feminist writings focus on this aspect and claim that these differences are not biological but are social constructions of patriarchal society. Some theorists suggest that the biological differences between men and women also result in their mental and physical differences. They argue that biologically, men are physically and mentally superior to women. Other theorists suggest that the biological difference between men and women are exaggerated. The differences are socially constructed by the patriarchal system of society by which men are described as superior to women.

**Keywords:** gender, women, sex, male, society, boologically.

### **Introduction**

#### **Sex and Gender**

The term “sex” and “gender” are concepts used by academicians, researchers and feminist writers to make a distinction between the biologically different “male” and “female” and between the socially different “man” and “woman”. Feminist sociologists suggest that there is a need to understand and distinguish between the two terms “sex” and “gender” in academic discourses and writings.

#### **Sex**

In a very broad way, “sex” refers to the biological and physiological differences between male and female sex. The term sex is a physical differentiation between the biological male and the biological female. Thus, when an infant is born, the infant comes to be labelled “boy” or “girl” depending on their sex. The genital differences between male and female are the basis of such characterization. There is a biological difference between the sexes and most people are born (expect for a few ambiguous cases) as one sex or another. However, it has been argued that having been born into one sex or another, individuals are then socialized according to specific gender expectations and roles. Biological males learn to take on masculine roles. They are socialized to think and act in masculine ways. Biological females learn to take on feminine roles. They are socialized to think and behave in feminine ways. As the feminist writer Simone de Behaviour puts it “one is not born a man but becomes one”, “one is not born a woman but becomes one.”

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## **Gender**

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### **What do men control in the Patriarchal System**

Different areas of women's lives are said to be under patriarchal control:

#### **Women's productive or labour power**

Men control women's productivity both within the household and outside, in paid work. Within the household women provide all kinds of services to their husbands, children and other members of the family throughout their lives. Feminist writer Sylvia Walby calls this as the “patriarchal mode of production” where women's labour is expropriated by then husbands and others who live there. She calls housewives as the „producing class“ and husbands are the „expropriating class“. The work done by housewives is not considered as work at all and housewives become dependent on their husbands. Men also control women's labour outside the home. They make women to sell their labour or they may prevent their women from working. They may appropriate what women earn often women are excluded from better paid work. They are usually working in jobs with low wages; or work within the home in what is called home based production, which is itself an exploitative system.

#### **Women's Reproduction**

Men also control women's reproductive power. In many societies women have no control over then reproduction capacities. They cannot decide how many children they want, whether to use contraceptives, or a decision to terminate pregnancy. In addition men control social institutions like religion and politics which are male dominated. Control is institutionalized by laying down rules regarding women's reproduction capacity. For example, in the Catholic Church, the male religious hierarchy decides whether men and women can use birth control contraceptives. In modern times, the patriarchal state tries to control women's reproduction through its family planning programmes. The state decides the optimum size of the country's population. In India for example the birth control programme limits the family size and discourages women from having more than two children. On the other hand, in Europe, where birth rates are low, women are lured through various incentives have more children. Women are given long paid maternity leave, child care facilities and opportunities for part-time jobs.

### **Control over Women's Sexuality**

Women are obliged to provide sexual services to their husbands according to their needs and desires. Moral and legal regulations exist to restrict the expression of women's sexuality outside marriage in every society, while male promiscuity is often condoned. Another way of exercising control over women's sexuality is when men force their wives, daughters or other women in their control into prostitution. Rape and threat of rape is another way in which women's sexuality is controlled through notions of „shame“ and „honour“, family honour. Lastly, women's sexuality is controlled through their dress, behaviour and mobility which are carefully monitored by the family and through social, cultural and religions codes of behaviour.

**Women's Mobility:** Besides control of women's sexuality, production and reproduction, men also control women's mobility. The imposition of purdah restriction on leaving the house, limit on interaction between the sexes are some of the ways by which the patriarchal society controls women's mobility and freedom of movement. Such restrictions are unique to women, while men are not subject to such restrictions.

**Property and other Economic Resources:** most property and other productive resources are controlled by men and are passed on from father to son. Even in societies where women have legal rights to inherit property, customary practices, social sanctions and emotional pressures that prevent them from acquiring control over them. According to UN statistics, "Women do more than 60% of the hours of work done in the world, but they get 10% of the world's income and own 1% of the world's property".

We have seen how men control different areas of women's lives through the patriarchal order of the society.

### **Some important critical areas of concern include:**

1. The persistent and increasing burden of poverty on women.
2. Unequal access to and inadequate educational opportunities.
3. The equalities in access to health and related services.
4. Violence against women.
5. Advance peace, promote conflict resolution and reduce the impact of armed or other Conflicts on women.
6. Inequality in women's access to and participation in the definition of economic structures and policies and the productive process itself.
7. Inequality between men and women in the sharing of power and 'decision-making at all levels.
8. Insufficient mechanisms at all levels promote the advancement of women.
9. Lack of awareness of and commitment to [internationally and nationally recognised human rights of women. The enjoyment of all universal human rights by women.
10. Inequality in women's access to and participation in all communications systems, especially the media; and their insufficient mobilisation to promote women's contribution to society.
11. Lack of adequate recognition and support for women's contribution to managing natural resources and safeguarding the environment.
12. Persistent discrimination against and violation of the rights of the girl child]\* Survival, protection and development of the girl child.

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## **Socio - Religious Reforms And The National Awakening**

**Sunil kumar\***

### **Abstract**

The spirit of reform embraced almost the whole of India beginning with the efforts of Raja Rammohan Roy in Bengal leading to the formation of the Brahmo Samaj in 1828. Apart from the Brahmo Samaj, which has branches in several parts of the country, the Paramahansa Mandali and the Prarthana Samaj in Maharashtra and the Arya Samaj in Punjab and North India were some of the prominent movements among the Hindus. There were several other regional and caste movements like the Kayasth Sabha in Uttar Pradesh and the Sarin Sabha in Punjab. The backward castes also started the work of reformation with the Satya Sodhak Samaj in Maharashtra and the Sri Narayana Dharma Paripalana Sabha in Kerala. The Ahmadiya and Aligarh movements, the Singh Sabha and the Rehnumai Mazdeyasana Sabha represented the spirit of reform among the Muslims, the Sikhs and the Parsees respectively. Despite being regional in scope and content and confined to a particular religion, their general perspectives were remarkably similar; they were regional and religious manifestations of a common Consciousness.

**Keywords:** spirit, national, reforms, hindu, religion.

### **Introduction**

'I regret to say,' wrote Raja Rammohan Roy in 1828, 'that the present system of religion adhered to by the Hindus is not well calculated to promote their political interest. The distinctions of castes introducing innumerable divisions and sub-divisions among them has entirely deprived them of patriotic feeling, and the multitude of religious rites and ceremonies and the laws of purification have totally disqualified them from undertaking any difficult enterprise. It is, I think, necessary that some change should take place in their religion at least for the sake of their political advantage and social comfort.'" Written at a time when Indians had just begun to experience the 'intellectual and cultural turmoil that characterized social life in nineteenth century India this represented the immediate Indian response. The British conquest and the consequent dissemination of colonial culture and ideology had led to an inevitable introspection about the strengths and weaknesses of indigenous culture and institutions. The response, indeed, was varied but the need to reform social and religious life was a commonly shared conviction. The social base of this quest which has generally, but not altogether appropriately been called the renaissance, was the newly emerging middle class and the traditional as well as western educated intellectuals. The sociocultural regeneration in nineteenth century India was occasioned by the colonial presence, but not created by it.

The spirit of reform embraced almost the whole of India beginning with the efforts of Raja Rammohan Roy in Bengal leading to the formation of the Brahmo Samaj in 1828. Apart from the Brahmo Samaj, which has branches in several parts of the country, the Paramahansa Mandali and the Prarthana Samaj in Maharashtra and the Arya Samaj in Punjab and North India were some of the prominent movements among the Hindus. There were several other regional and caste movements like the Kayasth Sabha in Uttar Pradesh

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and the Sarin Sabha in Punjab. The backward castes also started the work of reformation with the Satya Sodhak Samaj in Maharashtra and the Sri Narayana Dharma Paripalana Sabha in Kerala. The Ahmadiya and Aligarh movements, the Singh Sabha and the Rehnumai Mazdeyasana Sabha represented the spirit of reform among the Muslims, the Sikhs and the Parsees respectively. Despite being regional in scope and content and confined to a particular religion, their general perspectives were remarkably similar; they were regional and religious manifestations of a common Consciousness.

Although religious reformation 'was a major concern of these movements, none of them were exclusively religious in character. Strongly humanist in inspiration, the idea of otherworldliness and salvation were not a part of their agenda; instead their attention was focused on worldly existence. Raja Rammohan Roy was prepared to concede the possible existence of the other world mainly due to its utilitarian value. Akshay Kumar Dutt and Ishwarchandra Vidyasagar were agnostics who refused to be drawn into any discussion on supernatural questions. Asked about the existence of God, Vidyasagar quipped that he had no time to think about God, since there was much to be done on earth. Bankim Chandra Chatterjee and Vivekananda emphasized the secular use of religion and used spirituality to take cognizance of the material conditions of human existence.

Given the inter-connection between religious beliefs and social practices, religious reformation was a necessary prerequisite for social reform. 'The Hindu meets his religion at every turn. In eating, in drinking, moving, sitting, standing, he is to adhere to sacred rules, to depart from which is sin and impiety.' Similarly, the social life of the Muslims was strongly influenced by religious tenets. Religion was the dominant ideology of the times and it was not possible to undertake any social action without coming to grips with it.

Indian society in the nineteenth century was caught in a vicious web created by religious superstitions and social obscurantism. Hinduism, as Max Weber observed, had 'become a compound of magic, animism and superstition' and abominable rites like animal sacrifice and physical torture had replaced the worship of God. The priests exercised an overwhelming and, indeed, unhealthy influence on the minds of the people. Idolatry and polytheism helped to reinforce their Position. As suggested by Raja Rammohan Roy, their monopoly of scriptural knowledge and of ritual interpretation imparted a deceptive character to all religious systems. The faithful lived in submission, not only to God, the powerful and unseen, but even to the whims, fancies and wishes of the priests. There was nothing that religious ideology could not persuade people to do — women even went to the extent of offering themselves to priests to satisfy their carnal pleasures.

Social conditions were equally depressing. The most distressing was the position of women. The birth of a girl was unwelcome, her marriage a burden and her widowhood inauspicious. Attempts to kill girl infants at birth were not unusual. Those who escaped this initial brutality were subjected to the violence of marriage at a tender age. Often the marriage was a device to escape social ignominy and, hence, marital life did not turn out to be a pleasant experience. An eighty-year-old Brahmin in Bengal had as many as two hundred wives, the youngest being just eight years old. Several women hardly had a married life worth the name, since their husbands participated in nuptial ceremonies for a consideration and rarely set eyes on their wives after that. Yet when their husbands died they were expected to commit Sati which Rammohan described as 'murder according to

every shasfra.' If they succeeded in overcoming this social coercion, they were condemned, as widows, to life-long misery, neglect and humiliation.

Another debilitating factor was caste; it sought to maintain a system of segregation, hierarchically ordained on the basis of ritual status. The rules and regulations of caste hampered social mobility, fostered social divisions and sapped individual initiative. Above all was the humiliation of untouchability which militated against human dignity.

Two important intellectual criteria which informed the reform movements were rationalism and religious universalism. Social relevance was judged by a rationalist critique. It is difficult to match the uncompromising rationalism of the early Raja Rammohan Roy or Akshay Kumar Dutt. Rejecting supernatural explanations, Raja Rammohan Roy affirmed the principle of causality linking the whole phenomenal universe. To him demonstrability was the sole criterion of truth. In proclaiming that rationalism is our only preceptor,' Akshay Kumar went a step further. All natural and social phenomena, he held, could be analyzed and understood by purely mechanical processes. This perspective not only enabled them to adopt a rational approach to tradition but also to evaluate the contemporary socio-religious practices from the standpoint of social utility and to replace faith with rationality. In the Brahma Samaj, it led to the repudiation of the infallibility of the Vedas, and in the Aligarh Movement, to the reconciliation of the teachings of Islam with the needs of the modern age. Holding that religious tenets were not immutable, Syed Ahmed Khan emphasized the role of religion in the progress of society: if religion did not keep pace with and meet the demands of the time. It would get fossilized as in the case of Islam in India.

The perspectives on reform were not always influenced by religious Considerations A rational and secular outlook was very much evident in Posing an alternative to prevalent social practices. In advocating widow marriage and opposing polygamy and child marriage, Akshay Kumar was not concerned about religious sanction or whether they existed in the pa His arguments were mainly based on their effects of Society. Instead of depending on the scriptures, he cited medical Opinion against Child marriage. He held very advanced ideas about marriage and family: courtship before marriage, partnership and equality as the basis of married life and divorce by both law and custom. In Maharashtra, as compared to other regions, there was less dependence on religion as an aid to social reform. To Gopal Han Deshmukh, popularly known as Lokahitavadi whether social reforms had the sanction of religion was immaterial. If religion did not sanction these, he advocated that religion itself should be changed as it was made by man and what was laid down, in the scriptures need not necessarily be of contemporary relevance.

Although the ambit of reforms was particularistic, their religious perspective was universalistic. Raja Rammohan Roy considered different religions as national embodiments of universal theism. The Brahma Samaj was initially conceived by him as a universalist church. He was a defender of the basic and universal principles of all religions — the monotheism of the Vedas and the Unitarianism of Christianity — and at the same time attacked polytheism of Hinduism and the trinitarianism of Christianity. Syed Ahmed Khan echoed the same idea: all prophets had the same din (faith) and every country and nation had different prophets. This perspective found clearer articulation in Keshub Chandra Sen's ideas. He said 'our position is not that truths are to be found in all religions, but all established religions of the world are true.' He also gave expression to the social implications of this universalist perspective: 'Whoever worships the True God daily must

learn to recognize all his fellow countrymen as brethren. Caste would vanish in such a state of society. If I believe that my God is one, and that he has created us all, I must at the same time instinctively, and with all the warmth of natural feelings, look upon all around me — whether Parsees, Hindus, Mohammadans or Europeans — as my brethren.'

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## **The Problem of Inter-Community Marriage in Bapsi Sidhwa's An American Brat**

**Kathadbhai Ramjibhai Chhaiya\***

**Dr. Prof. Jaydipsinh K. Dodiya\*\***

### **Abstract**

The intent of the paper is to discuss the problem of inter-community marriage as discussed in Bapsi Sidhwa's novel, *An American Brat*. Marriage is an integral part of one's life in India. It is considered as one of the Sanskars amongst the sixteen. It is not simply an occasion of tiding with each other with a silk knot but it is a meeting of two souls. In the mentioned novel, Sidhwa talks about the problems of inter-community marriage. Inter-community marriage seems to be very simple at the first stage but it may raise many burning problems. However, it is difficult to accept and respect the beliefs and values of the other communities as a husband and his better half. The novelist figures out at this problem in her novel.

### **Key Words:**

Inter Community Marriage, Marriage Institute, Sanskara, Orthodox, Religion, Beliefs, Values

### **[1] Introduction**

There are many rituals and customs in Indian society. Marriage is one of the integral and important institutes of life. Marriage is not only a simple occasion but it is a ritual of meeting and matching two hearts and souls. According to the Indian religion, bride and groom both take seven vows for each other and make a better half of each other. Many Indian and Non-Indian authors deal with the theme of marriage. Bapsi Sidhwa is not an exception in the matter of dealing with the marriage theme in her literary works. Bapsi Sidhwa hints at the problem of inter-community marriage in her first novel *The Crow Eaters*.

### **[2] Inter-Community Marriage**

Inter-community marriage means a marriage takes place between two distinct persons having different caste, class and culture. However, with the expansion of education, people have come out from the walls of orthodoxy. People have become broad-minded and accept other's views and value people's beliefs. It is difficult to overcome with the blood-rooted religious beliefs and thoughts. As a result of this, a conflict breaks out between the husband and his better half. The same case happens with the characters of present novel.

Yazdi, the second son of the successful businessman Faredoon Junglewalla, is sensitive and aggrieved at the conspicuous commercialism and sycophancy of the Parsis. His father does not allow him to marry Rosy Watson, his childhood Anglo-Indian sweetheart. Bapsi Sidhwa shows through Faredoon's speech the rationale behind the traditional Parsi

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opposition to any inter-community marriage. Bapsi Sidhwa locates the theme of inter-community marriage in a non-Parsi context in her next novel, *The Pakistani Bride*. The two inter-community marriages depicted are between the white American Carol and the Pakistani Muslim Farrukh and between the girl from the plains Zaitoon and the tribal from the hills, Sakhi. Both Carol and Zaitoon are victimized and the marriage causes them intense agony and unhappiness. The novelist shows that marriage outside the community can be self-damaging thereby seemingly endorsing the traditional Parsi constrain of inter-community marriage.

In *An American Brat* the theme of marriage is examined in detail and in Parsi context. Feroza's horizons widen when she joins a larger university in the Cosmopolitan city of Denver. She moves into an apartment with two American girls and sheds many of her social inhibitions in their company. Her newly acquired confidence and sense of freedom culminates in her falling in love with a Jewish boy, David Press, at Denver. When Feroza announces that she wants to marry David, her family in Pakistan is both agitated and shocked. The mother Zareen flies to Denver to dissuade Feroza from taking a step that would lead her being ex-communicated and expelled from the faith. The parents think that such a marriage would bring shame to the family honour. The family's opposition to Feroza's impending marriage represents the predominant traditionalist view of the Parsi community to such inter-community marriages as these. However, the author depicts the growing discontent with such ancient traditions among the younger generation of Parsis.

Zareen, when she sees David and finds him a suitable match, has doubts about the rigid code. She expresses the author's own uneasiness with the ancient tradition. Zareen begins to understand the logic of the younger Parsis' opposition, she says:

Perhaps the teenagers in Lahore were right. The Zoroastrian *Anjumans* in Karachi and Bombay should move with the times that were sending them to the New World... The various *Anjumans* would have to introduce minor reforms if they wished their tiny community to survive (*An American Brat*, 288).

Zareen is now trapped in a paradox. She finds David admirable and appealing. Yet she is also aware that such a marriage would deprive her daughter of her faith, heritage, family and community. Zareen recalls the warning from the Athornan Mandal and the notice from the Bombay Zoroastrian Jashan Committee. As a mother she fears that the marriage would be a problematic affair for her daughter. The novelist narrates Zareen's anxieties:

Zareen knew what she must do. However admirable and appealing David was, however natural to the stimulating and carefree environment, he would deprive her daughter of her faith, her heritage, her family, and her community. She would be branded an adulteress and her children pronounced illegitimate. She would be accused of committing the most heinous sacrileges. Cut off from her culture and her surroundings like a fish in shallow waters, her child would eventually shrivel up. And her dread for Feroza altered her opinion of David.(289)

Feroza's affair with David makes her mother restless. Even Feroza and David sense the change in her mood. They realise how fragile their happiness is and how vulnerable they are. Zareen is fully determined to divert Feroza from David at any rate. She uses the tactics of "If you can't knock him out with sugar, slug him with honey," (272) to thwart the marriage.

She pretends to agree to the marriage but insists on the rituals and ceremonies, which she knows, will frighten David, a very private and reserved person. The relationship

disintegrates and Zareen's play particularly triumphs. As a Parsi writer, Bapsi Sidhwa does not take a rebellious stance against the dominating ideology of her community. However, Sidhwa is no conformist. She does not endorse the traditional Parsi code on inter-community marriage. Instead, through Zareen and Feroza's reactions, she hints at the need for change. Zareen realizes that by denying her daughter freedom of choice in marriage, she proves to be extremely rigid. Similarly Feroza is heart-broken after David's departure. However, she does not compromise and remains firm in her decision not to submit to the dictates of Parsi laws against inter-community marriages. She expresses her convictions towards the end of the novel thus:

There would never be another David, but there would be other men, and who knew, perhaps somebody she might like someone enough to marry him. It wouldn't matter if he was a Parsee or of another faith. She would be surer of herself, and she wouldn't let anyone interfere.... As for her religion, no one could take it away from her; she carried its fire in her heart. (317)

Thus, Feroza's stay in America certainly affects her fundamental attitude. She journeys through her own community's Parsi culture, her country, its Islamic culture and the Western culture of America. The orthodoxy of Feroza's community becomes a big hurdle on the path of her opposed marriage to David Press. Indira Bhatt rightly puts it:

Surprisingly the Parsi community that prides itself as westernised and liberated community is in fact not so liberal. Bapsi Sidhwa portrays Parsi community's traditional dictum of double standards - one for the man, another for the woman especially when it is the question of inter-faith marriage. Man's inter-faith marriage is acceptable and his wife of the other faith and their children are accepted into the Parsi fold. But if a woman marries a non-Parsi, she is an outcast and debarred from community and even from their temple-Agyari. The Parsis are fundamentalists to the core and the priests are not prepared to move with the times even when the community is dwindling. To such a community family background belongs Feroza, the protagonist of *An American Brat*. It is this paradoxical situation of social life of the community where women are treated as equals and religious attitude of the elders where women are considered inferior that Bapsi Sidhwa portrays. (93) Feroza's conservative mother Zareen ironically realizes that by denying her daughter freedom of choice in marriage, she is doing great injustice to her. David's departure breaks Feroza's heart. She is in a helpless state, as she feels emotionally let down.

As far as the Indian expatriates in the U.S.A. are concerned, they are quite adept in adapting to the new environment and making them safe and secure there. The instinct of adaptability is profusely observed in the expatriate Indians. Shashi plays the role of a beggar tactfully to get money in America. Shashi's brother Deepak and his pregnant sister-in-law Mala come to America with a purpose. If the child is born in America, they will have an advantage of the child's American citizenship. Feroza's first experience of the U.S. is her encounter with the immigration official who badgers her and tries to get her to admit that she has come to America to get married and the uncle is not an uncle. At this stage she is so upset that she starts weeping and shouting that she will go back to her own country. Manek, her uncle warns her to be silent and manages to convince the immigration official of their true relationship assuring him that she would go back to Pakistan the moment her visa expires. Bapsi Sidhwa exposes Feroza to the cruel and harsh realities of life when she lands in America. Feroza is exposed to the ways of the New World for the first time in her

life. Bapsi Sidhwa makes Feroza's arrival at New York a little unrealistic only to show to Feroza that the new world is not as simple as her third world country Pakistan.

The family ties are given too much importance in Parsis. The young Parsis may go to foreign lands to earn their fortunes but they do not forget to their family, relatives, friends and their motherland like the character of Manek in the novel. Feroza's maternal uncle Manek returns to Lahore from the U.S. to marry a girl and visit his family and friends. After landing at the Lahore airport, he feels comfortable in speaking Gujarati. He shows a kind of discomfort while speaking English during his stay in America for a long time.

Speaking this wretched English all the time has worn away my jaws. Don't anyone dare talk to me in English. (*An American Brat*, 196)

Manek's mother Khutlibai has great faith in religion and there is hardly any conversation where she misses talking about her community and her religion. She tells Manek:

Now I know why you haven't picked up an American wife! Say what you like, but ours are ours! Didn't I tell you—in the end one is comfortable only with one's own kind! (196)

In this dialogue Manek talks about language and gives importance to his mother tongue and curses English whereas Khutlibai talks about the marriage. She firmly believes that any Parsi boy or a girl must marry a person from her own community. Such marriages are allowed, respected and give solace and comfort to both husband and wife in the journey of married life. So whether it is a question of language or marriage, the Parsis feel comfortable within the community. To marry outside the community is a kind of threat to their religion. The Parsis as conditioned by the king Jadhav Rana speak Gujarati in their homes. When Manek was in America, he happened to meet some Gujarati Patels who run motels in California and other places of America. Sidhwa describes an incident:

The moment Manek opened his mouth and spoke, the Atlanta Patels could tell from his distinctive accent that he was a Parsee. (200)

### [3] **Conclusion**

Love and respect for the community is present in the pages throughout the novel. Inter-community marriage creates problem between husband and wife and amongst the family members. With proper understanding and enough maturity, many issues and problems can be sort out. Sidhwa through her works, attempts to point out the burning problems and at the same time **fingers** out some solutions to these problems.

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## **Levels Of Industrial Development In Haryana**

**Prof. Binu Sangwan, Manisha, Ph.D (Research Scholar)\***

### **Abstract**

Industrial development has an important role in the economic growth of a country or state. It is the heart of the innovative process. It brings the revolution in the social life of the people, agricultural development by way of mechanization of agriculture and generating employment opportunities. Industrial Development also helps in the progress of transport, trade, communication, social & cultural environment, human resource and all other economic activities. The present study is an attempt that tries to analyse the inter-district variations in the levels of industrial development in Haryana during the period 2011-12 to 2016-17. Industrial development has been measured on the bases of standard z-score. The present study reveals that there are inter-district variations in the industrial development in the state. High level of industrial development was found in Faridabad and Gurugram districts and attained first & second ranks (on the basis of their composite z-score) respectively and medium level of industrial development has been found in Yamunanagar, Panipat, Sonapat and Rewari and attain third, fourth, fifth, sixth rank respectively during the year 2011 in the state. Rests of the districts has revealed low to very low level of industrial development in the state. Very low level of industrial development has been found in four districts namely Bhiwani, Fatehabad, Palwal and Nuh during the period 2011-12. Moreover, results of composite z-score of the levels of industrial development in the state have revealed the almost similar spatial pattern during 2011 and 2016.

**Keywords:** Standard z-score, variations, industrial development, spatial pattern, Haryana

### **Introduction**

Haryana is one of the better performing states of India. Exceptional performance by Haryana in secondary and tertiary sectors has catapulted the state amongst the industrially most developed states in the country. Haryana is marketed as offering superior locational advantage on the outskirts of national capital. That is why the state has industrial complexes near the city Delhi. The share of Industries in gross state domestic production is 30 percent, which is more than the share of the agricultural (18 percent) sector. The number of large and medium scale units increased phenomenally from 157 in 1966 to 1722 in 2011. Small scale industries also increase in number of units from 4519 in 1966 to about 70000 in 2011. The number of registered working factories increased impressively from 1168 in 1966 to 10580 in 2011. On the production front, Haryana produced 67 percent cars, 60 percent motorbikes, 50 percent tractors and 50 percent refrigerators of the country. There is a lot of scope for the development of agro-based industries.

It can be said that Haryana is a relatively small and economically better performing state, the factors responsible for that are political, locational, substantial policy making etc. In term of its location policy the state has followed some strategy as a part of the wider national design: (i) establishment of new industrial estates (ii) identification of industrially backward areas for special favour (iii) establishment of projects in the joint sector.

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Government of Haryana has notified the new Industrial Policy 2015 which lays emphasis on balanced regional and sustainable development, employment generation & inclusive growth.

It is observed that overall industrial development in the state is going on in a better way. But there are variations in the levels of industrial development in the state. That is why there is a need to study the levels of industrial development in the state to attain the balanced industrial development.

### **Objectives of the study**

Main objectives of the present study are-

- To examine the districts wise spatial pattern of industrial development in Haryana over the time period 2011-12 and 2016-17.
- To find out the reasons responsible for changes in spatial pattern in the state.

### **Database and Methodology**

#### **Database**

For the assessment of industrial development secondary data have been used collected from statistical abstract of Haryana, various issues government of Haryana; Large, Medium and Small Scale Industries, Department of Industries and Commerce, Haryana.

#### **Methodology**

In the present study an attempt has been made to calculate the levels of industrial development over the period 2011-12 and 2016-17 in the state. For determining the levels of industrial development eight indicators have been used. These indicators are directly or indirectly related to industrial development. These indicators are as follows:

- Xi Number of registered working factories per lakh population
- Xii Number of registered working factories per thousand square kilometre area
- Xiii Number of workers employed in registered working factories per lakh population
- Xiv Number of workers employed in registered working factories per thousand square kilometre area
- Xv Large and Medium scale industries per lakh of population
- Xvi Large and Medium scale industries per thousand square kilometre area
- Xvii Small scale industries per lakh of population
- Xviii Small scale industries per thousand square kilometre area

To determine the overall levels of industrial development, all the indicators have been transformed into indices using Z score method. The formula is-

$$\text{Z-Score (Zi)} = \frac{X_i - \bar{X}}{\text{S.D.}}$$

Where, Zi -Z-Score For ith observation Xi - Original Value of ith observation  $\bar{X}$  - Mean value of X' variables, S.D.- Standard Deviation of X' variable

After that, the results obtained from the z-scores of different indicators combine together and make composite standard score (CSS). Statistical equation of the composite standard score (CSS) can be expressed as:

$$\text{Composite Standard Score (CSS)} = \frac{\sum Z_{ij}}{N}$$

Where, CSS= composite standard score, Z<sub>ij</sub>= Z-score of an indicator j in block i, and N= number of indicators.

In order to categorize the districts, according to the level of the development, the composite score were divided into three classes that are high, medium, low and very low.



**Spatial pattern of levels of industrial development in Haryana**

In the present study levels of industrial development in Haryana has been analysed on the bases of composite z-score. Composite z-score comprises all the selected eight indicators, which reflects overall levels of industrial development. Rank wise status of all the districts also calculated on the basis of their composite z-score value (Table 1.2). To indicate the levels of industrial development in the state, overall scores have been divided in to four categories are as follows-

- (1) Areas having high level of development (3.47 and above)
- (2) Areas having moderate level of development (-0.18 to 3.47)
- (3) Areas having low level of development (-4.35 to -0.18)
- (4) Areas having very low level of development (Below -4.35)

**Table 1.1: Haryana: Levels of Industrial Development, 2011 and 2016**

| Categories | Range of z-score | 2011             |   | 2016             |  |
|------------|------------------|------------------|---|------------------|--|
|            |                  | No. of Districts | Name of Districts   | No. of Districts | Name of Districts  |
| High       | 3.47and Above    | 2                | Faridabad, Gurugram   | 2                | Faridabad, Gurugram  |
| Medium     | -0.18 to 3.47    | 4                | Yamunanagar, Panipat, Sonipat, Rewari   | 4                | Panipat, Sonipat, Yamunanagar, Rewari  |
| Low        | -4.35 to -0.18   | 11               | Panchkula, Ambala, Rohtak,Hisar, Karnal, Kurukshetra,Jhajjar,Jind, Sirsa, Mahendragarh, Kaithal | 11               | Panchkula, Ambala, Rohtak, Karnal, Hisar, Jhajjar, Kurukshetra, Jind, Mahendragarh, Sirsa, Kaithal |
| Very Low   | Below -4.35      | 4                | Bhiwani, Fatehabad, Palwal, Nuh   | 4                | Bhiwani, Palwal, Fatehabad, Nuh  |

**Source:** Compiled by researcher

**Areas having High Level of development (3.47 and above)**

In this category those districts are involved whose z-score value is 3.47 and above. The high level of industrial development was found in Faridabad and Gurugram districts and attain first and second rank respectively during the period 2011 in the state (Table 1.1, 1.2). The reasons responsible for that are both are fallen in the National Capital Region and also has the advantage of the nearness of capital Delhi. Due to these advantages both the districts are experiencing high industrial development because they attract a number of investors to invest in the districts. That is why both districts have high number of registered working factories and number of workers employed in the factories.

Both districts have also the advantage of location because Gurugram situated on the National Highway No. 8 on Delhi-Jaipur road and Faridabad along the National Highway No. 2. Due to infrastructure facilities, transportation facilities, total electrification environment and favourable government policies all these facilities make the districts highly industrially developed in the state. In Faridabad, a large number of small, medium and large scale industrial units are located. According to Mayors Foundation survey Faridabad has been described as the eighth fastest growing city in the world and rank third in India. On the other hand Gurugram famous as the cyber city of Haryana. It ranks

number one in India in growth of IT sector. It is also specialized in the rubber goods, automobile spares, cutlery, manufacturing of pottery etc.

After the analysis, it is observed from the Table 1.1 & Figure 1.1, 1.2 that Faridabad and Gurugram are leading districts in the industrial development also during the year 2016 in the state. This shows that not a lot changes happened in the state during the period 2011 and 2016.

**Areas having Moderate Level of development (-0.18 to 3.47)**

The medium level of industrial development has been found in Yamunanagar (2.34), Panipat (3.41), Sonipat (2.08) and Rewari (1.22) districts and attain third, fourth, fifth, sixth rank respectively during the year 2011 in the state (table 4.9). In the Yamunanagar, Panipat and Sonipat districts high number of registered working factories and high number of workers employed in the factories. These districts have well-developed transport connectivity. Panipat and Sonipat located at National Highway No. 1. The districts are part of the national capital region and Sonipat located just north to Delhi.

**Table 1.2: Haryana, rank-wise levels of Industrial development  
Based on Composite Z-Score, 2011 and 2016**

| 2011         |                   |       | 2016         |                   |       |
|--------------|-------------------|-------|--------------|-------------------|-------|
| Districts    | Composite z-score | Ranks | Districts    | Composite z-score | Ranks |
| Faridabad    | 21.19             | 1     | Faridabad    | 21.7              | 1     |
| Gurugram     | 16.8              | 2     | Gurugram     | 17.8              | 2     |
| Yamunanagar  | 3.47              | 3     | Panipat      | 3.16              | 3     |
| Panipat      | 3.41              | 4     | Sonipat      | 2.88              | 4     |
| Sonipat      | 2.08              | 5     | Yamunanagar  | 2.8               | 5     |
| Rewari       | 1.22              | 6     | Rewari       | 1.26              | 6     |
| Panchkula    | -0.18             | 7     | Panchkula    | -0.35             | 7     |
| Ambala       | -1.1              | 8     | Ambala       | -1.17             | 8     |
| Rohtak       | -1.17             | 9     | Rohtak       | -1.33             | 9     |
| Hisar        | -1.25             | 10    | Karnal       | -1.46             | 10    |
| Karnal       | -1.64             | 11    | Hisar        | -1.58             | 11    |
| Kurukshetra  | -2.64             | 12    | Jhajjar      | -2.06             | 12    |
| Jhajjar      | -2.69             | 13    | Kurukshetra  | -2.86             | 13    |
| Jind         | -3.45             | 14    | Jind         | -3.47             | 14    |
| Sirsa        | -3.6              | 15    | Mahendragarh | -3.65             | 15    |
| Mahendragarh | -3.73             | 16    | Sirsa        | -3.81             | 16    |
| Kaithal      | -3.83             | 17    | Kaithal      | -4.02             | 17    |
| Bhiwani      | -4.35             | 18    | Bhiwani      | -4.49             | 18    |
| Fatehabad    | -5.85             | 19    | Palwal       | -5.8              | 19    |
| Palwal       | -6.09             | 20    | Fatehabad    | -5.91             | 20    |
| Nuh          | -6.45             | 21    | Nuh          | -6.49             | 21    |

**Source:** Compiled by researcher

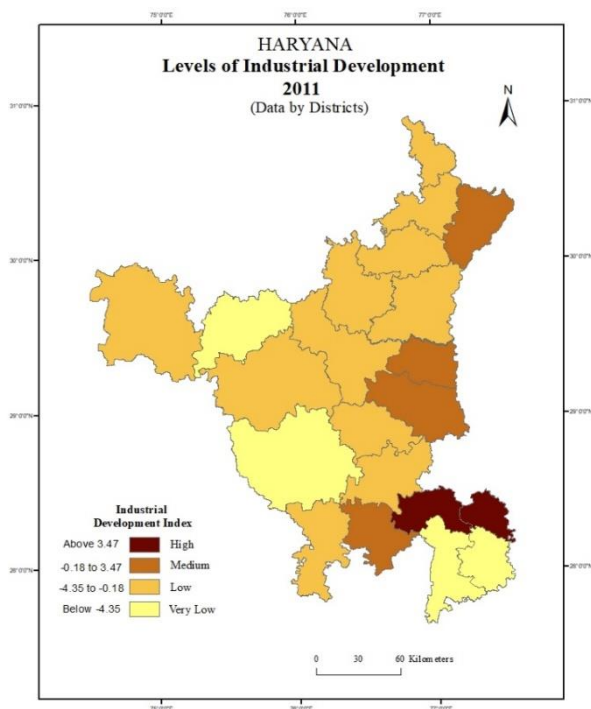


Fig. 1.1

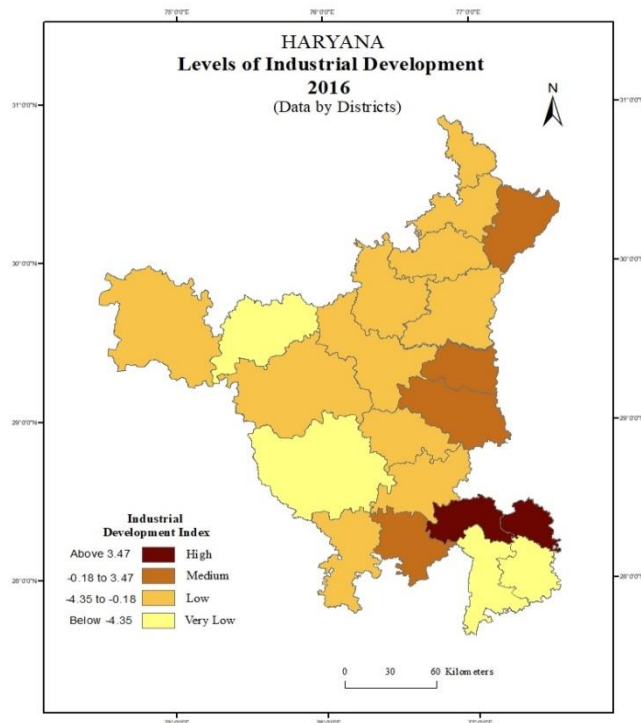


Fig. 1.2

The districts have one of the best rail and road connectivity to the state capital Chandigarh and other main commercial hubs of the neighbouring states. In both districts fertile soil which helps in agriculture and infrastructure that leads to its industrial development. Panipat is famous for its textiles and carpets. Yamunanagar has also the benefit of closeness to the National Highway No. 1 and the state capital Chandigarh. The district produces Steel, brass, paper machinery, sugar machinery and highly efficient equipments for petrochemical plants. Its plywood industries are well known over the country for its finest timber. Rewari district is located 82 km from the national capital Delhi, which helped in district's industrial growth. It is known for its brass works. Moderate number of large and medium scale industries located in the district, which is help in its industrial development.

It is observed from the Table 1.2 & Figure 1.1, 1.2 that during the period 2011 to 2016, only changes identified in term of the ranking of the districts like Yamunanagar rank third during the year 2011 but in the year 2016 rank fifth in the industrial development. Now in the year 2016 Panipat rank third in the industrial development. But the changes are not identified in the category of the districts, in other words, same districts lie in different z-score categories in 2016 as in 2011 (table 1.1)

#### Areas having Low Level of development (-4.35 to -0.18)

Low level of industrial development has been found in Panchkula, Ambala, Rohtak, Hisar as followed by Karnal, Kurukshetra, Jhajjar, Jind, Sirsa, Mahendragarh and Kaithal districts in the state in 2011. In these districts, the number of registered working factories, number of workers and density of large and medium scale industries is low, but these

districts are rich in agricultural production. That is why these districts are able to provide a good base for agro-based and allied industries like rice sellers, spinning and weaving mills, oil mills, sugar mill, bakeries etc. In these districts, mainly small and medium scale industries are located.

As compared to other districts Jhajjar, Panchkula and Ambala are in better position. Jhajjar situated in National Capital Region and Panchkula district is a part of the Chandigarh capital region. The closeness of Panchkula from Union Territory of Chandigarh gives it an advantage of economic development. In the Ambala district Ambala-Chandigarh road (National Highway-5) area has been assigned for industrial use, due to this there is an increase in the number of registered working factories in the district.

These districts have the potential of industrial development. As a result, it has been observed (Table 1.2) that Jhajjar district has shift from the thirteenth rank to twelfth rank of industrial development during the period 2011 to 2016 in the state. On the other hand there is not any shift in the districts identified in this category.

#### **Areas having Very Low level of development (Below -4.35)**

In this category, those districts are involved whose z-score value is below -4.35. The very low level of industrial development was found in Bhiwani, Fatehabad, Palwal and Nuh districts during the period 2011 in the state (Table 1.1). Nuh lies in very low industrially developed among the districts in 2011 in the state. The reasons responsible for very low industrial development in these districts are lack of enhanced infrastructure facilities, physical factors also not supportive of development and lack of natural resources.

#### **Conclusion**

The present study reveals that the spatial distribution of industrial development is not uniform in the study region. High level of industrial development (3.47 and above) was found in Faridabad and Gurugram districts and attained first & second ranks (on the basis of their composite z-score) during the period 2011 respectively. Both districts are fall in national capital region (NCR). Also number of policy initiatives announced by the government of Haryana from time to time has provided an impetus for rapid industrial development in both districts. Medium level (-0.18 to 3.47 z-score) of industrial development has been found in Yamunanagar (2.34), Panipat (3.41), Sonipat (2.08) and Rewari (1.22) and attain third, fourth, fifth, sixth rank respectively during the year 2011 in the state. These districts are famous for utensils (Rewari) woolen goods/blankets, brass metal wares and pottery (Panipat) and sugar industries (Yamunanagar).

Low level of industrial development has been found in eleven districts namely Panchkula, Ambala, Rohtak, Hisar, Karnal, Kurukshetra, Jhajjar, Jind, Sirsa, Mahendragarh and Kaithal. Very low level of industrial development was found in Bhiwani, Fatehabad, Palwal and Nuh during the period 2011 in the state. That is due to low level of infrastructure facilities and physical constraints. Nuh is the very low industrially developed district in the state in 2011. The overall analysis of industrial development in the state has revealed the almost similar spatial pattern during 2011-12 and 2016-17.



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## **Female Work Participation Rate In Haryana: A District Level Analysis**

**Amit Bairagi\***

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### **Abstract**

*Haryana is a developing state and it opens up to the new employment opportunities in different economic sectors of the state. These employments are for both male and female population. The present study tries to find out that in the present times the female work participation rate in the state at district level and examines that which district has how much share of female workers from their female population. The data used for this study is the secondary data which is available from the census of India, 2011. Arc GIS 10.3 is used to create maps to represent this regional pattern at district level. The study concluded that the well developed districts have the low female work participation rate and under developed district has the high work participation rate. It is also found that the developed district has a large share of main female workers and low share of marginal worker, and under developed districts have a large share of marginal female workers and a low share of main female workers.*

**Keywords:** Female work participation rate, Haryana, main workers, marginal workers.

### **Introduction**

Present study is devoted to the district level data on work participation of females. Haryana is a state of growing industrialization and development. Haryana's economy is growing very rapidly and with growing economy there is also a scope for growing opportunities for employment in all sectors of economy. Because of increasing opportunities and increased demand of labor not only males are getting jobs but females are also getting jobs in various economic sectors in the state. Because of this females are also playing an important role in the state's economy. There is no doubt that Share of females in economic activities is continuously increasing with increasing economic growth of the state. But this share of females is not same in all regions of Haryana. To understand and to find out this regional pattern of female workers in Haryana a study has been made in the current chapter.

### **Objective of the Study**

- To examine the Female work participation rate in Haryana
- To analyse the main and marginal female workers in Haryana

### **Database and Methodology**

#### **Database**

The present study is based on the secondary data. The data has been collected by the census of India 2011.

#### **Methodology**

In present study the Female Work Participation Rate is defined as the percentage of total female workers to total female population.

$$\text{Female Work Participation Rate} = \frac{\text{Total Female Workers}}{\text{Total Female Population}} * 100$$

This is also known as the Crude Female Work Participation rate. The Adult Female Work Participation can be also calculated to understand this phenomenon better.

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$$\text{Adult Female Work Participation Rate} = \frac{\text{Total Adult Female Workers}}{\text{Total Adult Female Population}} * 100$$

Adult population includes the age group of 15 to 59 year olds.

To represent the female work participation rate effectively the ArcGIS 10.3 has been used to create maps of the state to show the spatial dimensions of this phenomenon.

### District-Wise Female Work Participation Rate in Haryana

In this section only work participation of females is taken in consideration for the census of India 2011. Both crude and adult female work participation rate has been computed to understand the regional disparities in female workers in different parts of Haryana. Crude work participation Rate defined as the percentage of total workers in total population. It takes all age groups of population dependent or independent in total population. Adult Work Participation Rate defined as the percentage of total workers belongs to age group of 15-59 and the total population of 15-59 age groups. This study is made for all areas, rural areas and for urban areas of all 21 districts of the state as shown in the following table 1.

**Table 1: District-wise Female Work Participation Rate of Haryana in 2011**

| Districts      | Crude        |              |              | Adult*       |              |              |
|----------------|--------------|--------------|--------------|--------------|--------------|--------------|
|                | All Areas    | Rural        | Urban        | All Areas    | Rural        | Urban        |
| Ambala         | 9.82         | 7.67         | 12.55        | 13.48        | 10.63        | 16.95        |
| Bhiwani        | 25.05        | 28.75        | 9.94         | 37.03        | 43.06        | 14.09        |
| Faridabad      | 12.13        | 11           | 12.42        | 17.08        | 16.78        | 17.15        |
| Fatehabad      | 23.64        | 26.99        | 9.39         | 35.26        | 40.76        | 13.32        |
| Gurgaon        | 16.09        | 16.64        | 15.83        | 23.44        | 24.77        | 22.86        |
| Hisar          | 25.03        | 30.74        | 12.61        | 36.45        | 45.77        | 17.49        |
| Jhajjar        | 17.24        | 19.7         | 10.04        | 24.75        | 28.62        | 14.04        |
| Jind           | 24.98        | 29.46        | 10.02        | 36.71        | 44.00        | 14.06        |
| Kaithal        | 16.13        | 18.1         | 9.17         | 23.76        | 27.05        | 12.88        |
| Karnal         | 14.76        | 15.57        | 12.87        | 21.08        | 22.72        | 17.52        |
| Kurukshetra    | 15.04        | 16.49        | 11.41        | 21.18        | 23.55        | 15.67        |
| Mahendragarh   | 24.26        | 26.61        | 10.29        | 35.67        | 39.38        | 14.73        |
| Mewat          | 12.61        | 13.42        | 6.26         | 23.50        | 25.44        | 10.55        |
| Palwal         | 13.95        | 15.26        | 9.49         | 22.44        | 25.32        | 13.84        |
| Panchkula      | 17.82        | 18.08        | 17.62        | 25.04        | 25.96        | 24.37        |
| Panipat        | 14.98        | 16.4         | 13.31        | 21.81        | 24.64        | 18.70        |
| Rewari         | 24.04        | 29.07        | 9.38         | 34.92        | 42.67        | 13.44        |
| Rohtak         | 14.88        | 18.05        | 10.61        | 21.92        | 27.29        | 15.27        |
| Sirsa          | 21.64        | 25.19        | 10.77        | 31.62        | 37.47        | 14.84        |
| Sonapat        | 19.75        | 22.75        | 13.25        | 28.66        | 33.62        | 18.56        |
| Yamunanagar    | 8.26         | 7.76         | 9.06         | 11.64        | 11.09        | 12.45        |
| <b>Haryana</b> | <b>17.79</b> | <b>20.83</b> | <b>12.11</b> | <b>26.11</b> | <b>31.38</b> | <b>16.99</b> |

*Source: Census of India 2011*

*Note:\*- 15-59 age group*

From the above table we tabulate the CWPR and AWPR in all three regions-

- **All Areas**

In all areas, the maximum CWPR of females is in Bhiwani district which is 25.05 percent which is about 7 percent more than the states average (17.79), followed by Hisar (25.03) and Jind (24.98) districts. On the other hand, the maximum AWPR of females is also in Bhiwani district, 37.03 percent which is 12 percent more than the CWPR and about 11 percent more than the states average (26.11). Second and third highest AWPR is in Hisar and Jind districts which are 36.71 percent and 36.45 percent respectively. The minimum CWPR of females is in Yamunanagar district (8.26) which is about 9 percent less than the states average, followed by Ambala and Faridabad districts which is 9.82 percent and 12.13 percent respectively. The minimum AWPR is also in the same district as CWPR, which is Yamunanagar with only 11.64 percent AWPR which is about 15 percent less than states average. It is then followed by, same as CWPR, Ambala (13.48) and Faridabad (17.08) districts. As shown in the fig. 1.

- **Rural**

In rural areas, the maximum CWPR is 30.74 percent in Hisar which is about 10 percent higher than Haryana (20.83), followed by Jind (29.46) and Rewari (29.07) districts. The maximum AWPR is in Hisar district about 46 percent about 15 percent more than Haryana, which is followed by Jind (44) and Bhiwani (43.06) districts. The minimum CWPR is in Ambala district which is about 7.67 percent which is about 13 percent less of Haryana CWPR, followed by Yamunanagar (7.76) and Mewat (11) districts. The minimum AWPR district is same as CWPR which is Ambala (10.63) district lower by about 21 percent of Haryana, followed by Yamunanagar (11.09) and Faridabad (16.78) districts as shown in fig 1.

- **Urban**

In Urban areas, the maximum CWPR is in Panchkula district which is 17.62 percent, about 5 percent more than the state (12.11), followed by Gurgaon and Panipat districts which is 15.83 percent and 13.31 percent respectively. The maximum AWPR districts are the same as CWPR districts which is Panchkula (24.37), about 7 percent more than the state (16.99), Gurgaon (22.86) and Panipat (18.70). The minimum CWPR is in Mewat district (6.26) which is about 6 percent less than Haryana, which is then followed by Yamunanagar (9.06) and Kaithal (9.17). The minimum AWPR is also includes same districts as in CWPR, which is Mewat (10.55), about 6 percent less than of Haryana, Yamunanagar (12.45) and Kaithal (12.88) districts as shown in fig. 1. This regional pattern can be seen in fig. 2.

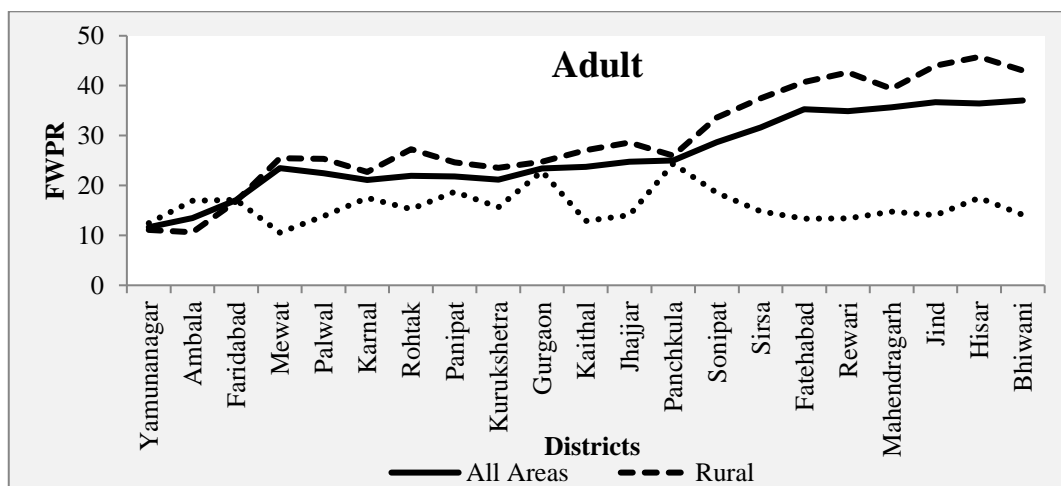
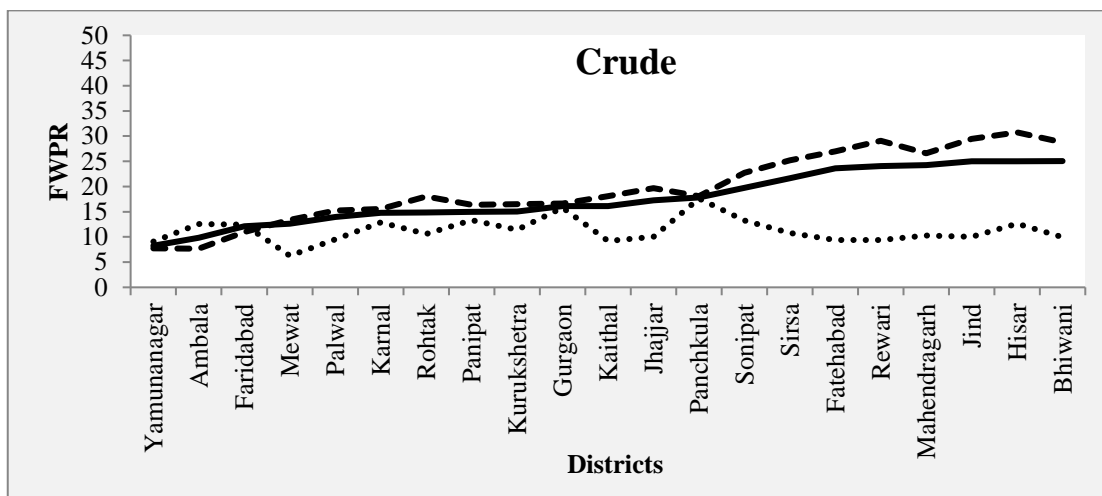


Figure 1- District-wise Female Work Participation Rate of Haryana in 2011

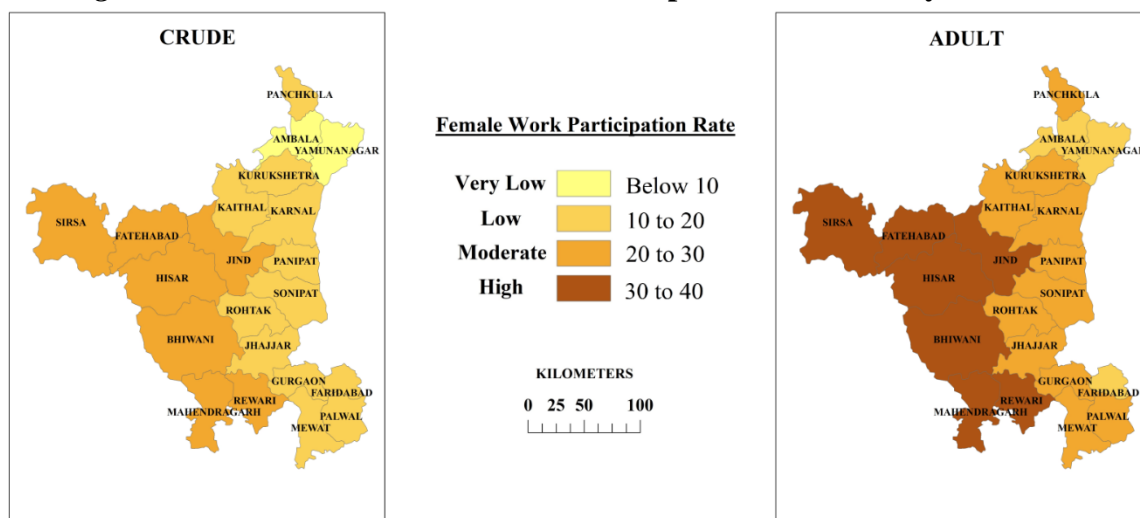


Figure 2: District-wise Crude and Adult Female Work Participation Rate, Haryana (2011)



### Adult Female Workers in Haryana

From further on the present study is confined to Adult section of female population and female workers. Because Haryana is a developed state and the difference between Crude and Adult female work participation is very less about 2-3 percent maximum. This difference is greater in less developed states, because every member of the family try to gain some income to increase their family income. No matter if he/she is less than 15 year old or older than 60 year, they will work to improve their family condition. On other hand, Haryana is a developed state and this is the main reason behind this low difference in CWPR and AWPR. The working population in a developed region is mainly confined to 15-59 year age group, which the working age group. Hence this the case of Haryana in which majority of workers confined in the age group of 15-59 year.

### District-wise Main and Marginal Workers

In beginning a comparative study of Crude and Adult Female workers has been made, now we study the Main and Marginal share of female workers in the total female workers at district level in the state. This is shown in the following table 2.

**Table 2 : District-wise Female Adult Work Participation Rate of Haryana in 2011**

| Districts      | Main Female Workers in Total Female Workers (%) |              |              | Marginal Female Workers in Total Female Workers (%) |              |              |
|----------------|---|--------------|--------------|---|--------------|--------------|
|                | All Areas                                       | Rural        | Urban        | All Areas   | Rural        | Urban        |
| Ambala         | 73.15   | 64.38        | 79.81        | 26.85   | 35.62        | 20.19        |
| Bhiwani        | 46.16   | 44.08        | 70.31        | 53.84   | 55.92        | 29.69        |
| Faridabad      | 73.84   | 59.59        | 77.07        | 26.16   | 40.41        | 22.93        |
| Fatehabad      | 52.84   | 50.87        | 76.87        | 47.16   | 49.13        | 23.13        |
| Gurgaon        | 78.53   | 52.68        | 90.67        | 21.47   | 47.32        | 9.33         |
| Hisar          | 55.04   | 51.34        | 74.72        | 44.96   | 48.66        | 25.28        |
| Jhajjar        | 53.57   | 48.91        | 79.82        | 46.43   | 51.09        | 20.18        |
| Jind           | 47.57   | 45.19        | 70.69        | 52.43   | 54.81        | 29.31        |
| Kaithal        | 50.26   | 46.72        | 74.87        | 49.74   | 53.28        | 25.13        |
| Karnal         | 57.31   | 50.1         | 77.46        | 42.69   | 49.9         | 22.54        |
| Kurukshetra    | 60.88   | 53.91        | 85.33        | 39.12   | 46.09        | 14.67        |
| Mahendragarh   | 34.25   | 32.21        | 65.09        | 65.75   | 67.79        | 34.91        |
| Mewat          | 44.04   | 42.85        | 63.21        | 55.96   | 57.15        | 36.79        |
| Palwal         | 41.12   | 36.8         | 64.74        | 58.88   | 63.2         | 35.26        |
| Panchkula      | 74.82   | 60.16        | 86.27        | 25.18   | 39.84        | 13.73        |
| Panipat        | 63.34   | 51.25        | 80.82        | 36.66   | 48.75        | 19.18        |
| Rewari         | 49.21   | 45.47        | 82.16        | 50.79   | 54.53        | 17.84        |
| Rohtak         | 68.56   | 59.47        | 88.7         | 31.44   | 40.53        | 11.3         |
| Sirsa          | 52.08   | 48.77        | 76.05        | 47.92   | 51.23        | 23.95        |
| Sonipat        | 53.74   | 47.93        | 75.15        | 46.26   | 52.07        | 24.85        |
| Yamunanagar    | 69.2  | 58.95        | 82.79        | 30.8  | 41.05        | 17.21        |
| <b>Haryana</b> | <b>55.45</b>                                    | <b>47.74</b> | <b>80.05</b> | <b>44.55</b>  | <b>52.26</b> | <b>19.95</b> |

*Source: Census of India 2011*

In the above table a comparison is shown in the main and marginal share of female workers in total female workers. This comparison is done in three ways; All areas- in

which total interested population is taken, Rural areas- in this section population of only villages has been taken and at last Urban areas- only interested in the population which belongs to the city region of the state/districts.

• **All Areas**

Gurgaon district has the maximum number of main female workers which is 78.53 percent and minimum number of marginal workers which is 21.47 percent in the state. This is because Gurgaon is one of the most developed districts in Haryana and the nature of employment here is largely permanent, therefore it has maximum main female worker percentage in all districts in the state. On the other hand the maximum marginal and minimum main female worker percentage is in the Mahendragarh district which is 65.75 percent and 34.25 percent respectively. It is because of its harsh geography, environment and lack of industries in the district and its poor connectivity with other developed and industrialized areas. The regional pattern of this phenomenon in Haryana is well depicted in the fig. 3. given below.

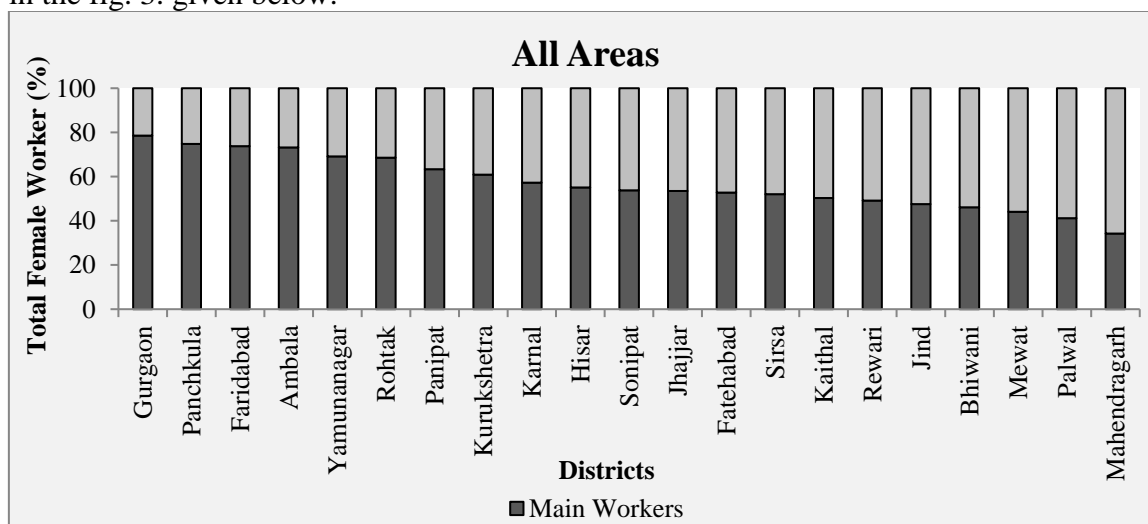


Figure 3: District-wise Share of Main and Marginal Female Works in total female workers in All areas, Haryana, 2011

• **Rural**

Ambala is the district having maximum main workers and minimum marginal workers share of female workers percentage from the total female workers, which is 64.38 percent and 35.65 percent respectively. This is because of its proximity to Chandigarh which gives it a benefit to industries established here. These industries then provide a permanent employment to both male and female workers. On the other hand, Mahendargarh is the district having maximum marginal female workers and minimum main female workers share of the total female workers which are 67.79 percent and 32.21 percent respectively. This is because Mahendragarh district is not well developed hence the industries and economic activities here are not well established in a way which provide work in complete year. Spatial dimensions of this phenomenon in all districts can be easily seen in the fig 4. given below.

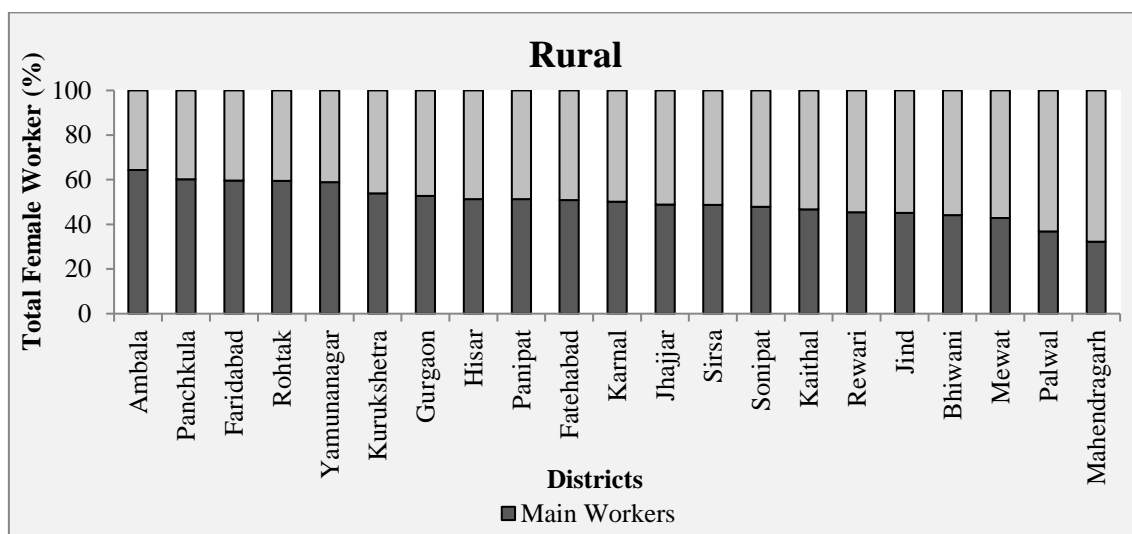


Figure 4: District-wise Share of Main and Marginal Female Works in total female workers in Rural areas, Haryana, 2011

• Urban

The share of female workers from total female workers in urban areas is more than 60 percent in all districts of Haryana. The maximum main female workers and minimum marginal female worker percentage share from total female workers is in Gurgaon district which is 90.67 percent and 9.33 percent respectively.

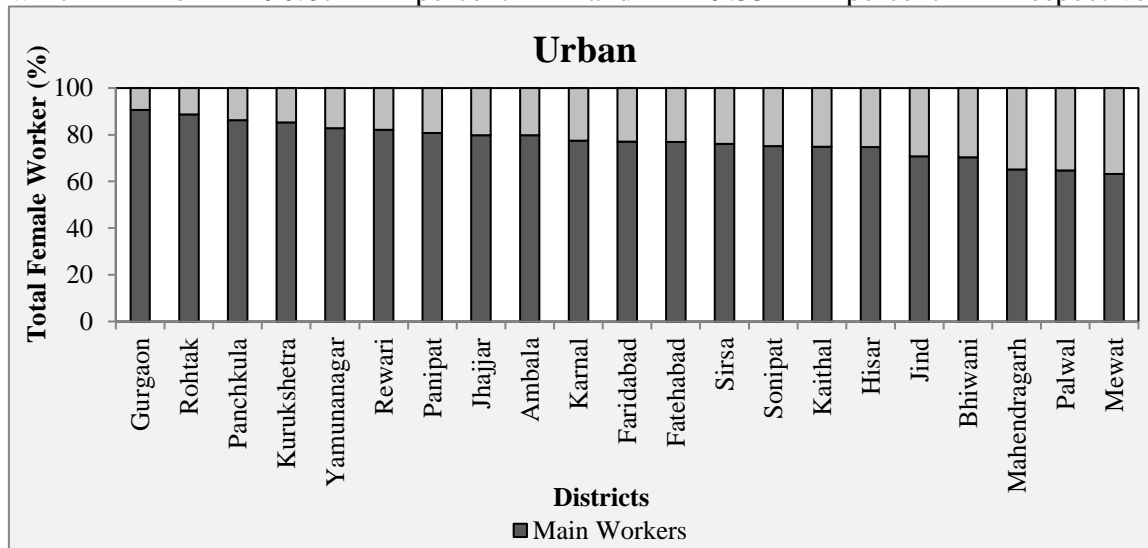


Figure 5- District-wise Share of Main and Marginal Female Works in total female workers in urban areas, Haryana, 2011

This is because of the well establishment of various industries in the district, which is a result of its proximity and good connectivity with the national capital New Delhi. Therefore industries here provide a permanent employment to both male and female workers. The IT based industries gives many opportunities to female worker to earn a decent livelihood. On the other hand, maximum marginal and minimum main female workers share from to total female workers is in Mewat District which is 63.21 percent and 36.79 percent respectively. The share of marginal female worker from total workers is less

than 37 percent in urban areas of all districts in the state. This regional pattern of the phenomena is well represented in the fig 5., given above.

**Conclusion:**

The overall analysis reveals that there is a trend in female work participation rate in all districts in the state. The districts along the Yamuna River have a low female work participation rate and when we move eastern to western region districts of Haryana the female work participation rate states to increase with the increasing distance from the river. This is mainly because of the fact that the Haryana is an agriculturally dominated state and most of females work in this economic activity. Agriculture activity does not demand any education or a specific set of skills. The western district of the state has under developed agricultural landscape in which most of work is done manually. The female workers in these districts manually work in the fields and increase the female work participation in these districts. On the other hand the eastern districts along the river are the well developed districts and provide work in tertiary sector of economy. This economic sector demands a basic level of education and a particular set of skills. The women who have these qualities can enter in these economic activities. But such female workers are less in these districts. Therefore the female work participation rate is low in these districts.

The developed districts has a high share of main female workers in total female worker because these district has various national and international level industries which provides permanent jobs to female workers working in them. In under developed districts agriculture is the main economic activity and it only provides a temporary work to female workers, therefore the share of marginal female workers is high in these districts.

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## **Gender Disparity in Literacy : A Study of India Scenario**

**Mr. Mandeep Mor\***

**Abstract:-** Gender disparity in literacy is a major concern in contemporary world especially in India. Gender disparity in literacy occurs when there are systematic differences at school level between men & women. In this paper, an attempt has been made to analyze the spatial pattern of total literacy rates and gender disparity in literacy rates in India. The research work is entirely based on secondary data which is collected from different sources. Many statistical techniques have been used for the analysis of the data. India is continuously improving in the total literacy rate which reflects the reduction of gender disparity in literacy. North – Eastern states are much well condition in terms of male-female literacy disparity along with southern states of India. But, middle western parts are still facing the curse of gender disparity in literacy. Key word :- Gender disparity, Total literacy, female literacy.

### **Introduction**

According to census, “ A person aged seven years or more than seven years who can read & write with understanding in any language is called a literate person”.

“Educate one man, you educate one person, but educate woman, and you educate a whole civilization.” Mahatma Gandhiji

The 21<sup>st</sup> Century is known for women, as they established their rights at every stage of life literacy is the basic requirement for every civilized person. Literacy reflects the socio-economic and cultural setup of a nation. Literacy is essential not only for eradication of poverty, but also for mental isolation for cultivating peaceful and friendly international relations and for permitting the free play of demographic processes as well.

Gender inequality in literacy is a result of the continual discrimination of one group of people based upon gender. The male-female disparity in literacy rate is still very high, although female literacy is increased since the independence but the immense majority of women are still illiterate.

Gender disparity in literacy reduced the total literacy level which reflects the negative results on growth of economy of the economic of the country, as education is the most active indicator of economic growth. It is also a responsible factor to create different social pollution. Male & female literacy disparity are differing from rural to urban or agricultural economy society to industrial society depending on educational facilities, social custom and parent's educational level.

### **Objectives**

The main objectives of the study are as follows :

- To analyze the spatial variation in literacy of men and Women in India.
- To recommend some useful suggestions that can be helpful for decreasing the gender disparity in India.

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**Data base and methodology**

The research work is based on secondary data and data has been collected from different sources i.e., census of India, differential books and published articles. Different statistical techniques have been used and analysed the data. Karl person's correlation technique is used for correlating total literacy rate with gender disparity. Location quotient technique is used for analyzing the concentration of female literacy. Ginni's coefficient technique is applied to measure the degree of inequalities in literacy.

**Discussion**

**Literacy rates in India 1951-2011**

| Census Year | Total Literacy | Male literacy | Female literacy | Gender Disparity in literacy |
|-------------|----------------|---------------|-----------------|------------------------------|
| 1951        | 18.33          | 27.16         | 08.86           | 18.30                        |
| 1961        | 28.30          | 40.40         | 15.35           | 25.50                        |
| 1971        | 34.45          | 45.96         | 21.97           | 23.99                        |
| 1981        | 43.57          | 56.38         | 29.76           | 26.62                        |
| 1991        | 52.21          | 64.13         | 39.29           | 24.84                        |
| 2001        | 64.84          | 75.26         | 53.67           | 21.59                        |
| 2011        | 74.04          | 82.10         | 65.50           | 16.60                        |

Source : Census of India 1951-2011

In the year 1951, total literacy rate of India was only 18.33% in which 27.16% was male literacy and only 08.86% was female literacy. The gender disparity in literacy was about 18.3% In the census of 1981, it was noted that total literacy rate was 43.57% by comprising of male literacy of 56.8% and female literacy of 29.76% and gender disparity for the year 2001 was reduced at 21.59% from the 24.84% in previous decades. In the latest census of 2011, the total literacy rate is reached at 74.04% while male literacy rate is 82.10% and female is 65.50%. The gender disparity in literacy is being reduced by nearly 5% and reached at 16.60%

For the implementation of many act and programmes as well as increasing awareness among people are the responsible factors for declining trends of gender disparity in literacy.

**State wise Total Literacy rate, Male & Female literacy and Gender and gender disparity in literacy between 2011 & 2001**

| States           | Literacy rate | Male literacy | Female literacy | Disparity | Literacy rate | Male literacy | Female literacy | Disparity | Reducing rates of disparity |
|------------------|---------------|---------------|-----------------|-----------|---------------|---------------|-----------------|-----------|-----------------------------|
| Kerala           | 93.9          | 96.0          | 92.0            | 4         | 90.9          | 94.2          | 87.7            | 6.5       | 0.25                        |
| Mizoram          | 91.6          | 93.7          | 89.4            | 4.3       | 88.8          | 90.7          | 86.8            | 4.0       | -0.03                       |
| Tripura          | 87.8          | 92.2          | 83.1            | 9.1       | 90.9          | 81.0          | 64.9            | 16.1      | 0.70                        |
| Goa              | 87.4          | 92.8          | 81.8            | 11        | 88.8          | 88.4          | 75.4            | 13.1      | 0.21                        |
| Himachal Pradesh | 83.8          | 90.8          | 76.6            | 14.2      | 73.2          | 85.4          | 67.4            | 17.9      | 0.37                        |
| Maharashtra      | 82.9          | 89.8          | 75.5            | 14.3      | 82.0          | 86.0          | 67.0            | 18.9      | 0.46                        |
| Sikkim           | 82.2          | 87.3          | 76.4            | 10.9      | 76.5          | 76.0          | 60.4            | 15.6      | 0.47                        |

|                      |      |            |            |            |            |             |            |              |                |
|----------------------|------|------------|------------|------------|------------|-------------|------------|--------------|----------------|
| Tamil Nadu           | 80.3 | 86.8       | 73.9       | 12.9       | 76.9       | 82.4        | 61.5       | 18.0         | 0.51           |
| Nagaland             | 80.1 | 83.3       | 76.7       | 6.6        | 68.8       | 71.2        | 60.5       | 9.7          | 0.31           |
| Manipur              | 79.8 | 86.5       | 73.2       | 13.3       | 73.5       | 80.3        | 59.6       | 19.8         | 0.65           |
| Uttrakhand           | 79.6 | 88.3       | 70.7       | 17.6       | 66.6       | 83.3        | 57.8       | 23.7         | 0.61           |
| Gujrat               | 79.3 | 87.2       | 70.7       | 16.5       | 70.5       | 79.7        | 59.6       | 21.9         | 0.54           |
| West Bengal          | 77.1 | 82.7       | 71.2       | 11.5       | 71.6       | 77.0        | 63.4       | 17.4         | 0.59           |
| Punjab               | 76.7 | 81.5       | 71.3       | 10.2       | 69.1       | 75.2        | 55.7       | 11.9         | 0.17           |
| Haryana              | 76.6 | 85.4       | 66.8       | 18.6       | 68.6       | 78.5        | 56.9       | 22.8         | 0.42           |
| Karnataka            | 75.6 | 82.8       | 68.1       | 14.7       | 69.7       | 76.1        | 59.6       | 19.2         | 0.45           |
| Meghalaya            | 75.5 | 77.2       | 73.8       | 3.4        | 67.9       | 65.4        | 50.5       | 5.8          | 0.24           |
| Orissa               | 73.5 | 82.4       | 64.4       | 18         | 66.6       | 75.4        | 54.6       | 24.8         | 0.68           |
| Assam                | 73.2 | 78.8       | 67.3       | 11.5       | 62.6       | 71.3        | 51.9       | 16.7         | 0.52           |
| Chhatisgarh          | 71.0 | 81.5       | 60.6       | 20.9       | 63.1       | 77.4        | 50.3       | 25.5         | 0.46           |
| Madhya Pradesh       | 70.6 | 80.5       | 60.0       | 20.5       | 63.3       | 76.1        | 42.2       | 25.8         | 0.53           |
| Uttar Pradesh        | 69.7 | 79.2       | 59.3       | 19.9       | 56.3       | 68.8        | 42.2       | 26.6         | 0.67           |
| Jammu & Kashmir      | 68.7 | 78.3       | 58.0       | 20.3       | 55.5       | 66.6        | 43.0       | 23.6         | 0.33           |
| Jharkhand            | 67.6 | 78.5       | 56.2       | 22.3       | 53.6       | 67.3        | 38.9       | 28.4         | 0.61           |
| Andhra Pardesh       | 67.6 | 75.6       | 59.7       | 15.9       | 60.5       | 70.3        | 50.4       | 19.9         | 0.40           |
| Rajasthan            | 67.1 | 80.5       | 52.7       | 27.8       | 60.4       | 75.7        | 43.9       | 31.9         | 0.41           |
| Arunchal Pradesh     | 67.0 | 73.7       | 59.6       | 14.1       | 54.3       | 63.8        | 43.5       | 50.3         | 0.62           |
| Telangana            | 66.5 | -----<br>- | -----<br>- | -----<br>- | -----<br>- | -----<br>-- | -----<br>- | -----<br>--- | -----<br>----- |
| Bihar                | 63.8 | 73.5       | 53.3       | 20.2       | 47.0       | 59.7        | 33.1       | 26.6         | 0.64           |
| Lakshadwe ep         | 92.3 | 96.1       | 88.2       | 7.9        | 86.7       | 92.5        | 80.5       | 12.1         | 0.42           |
| Daman & Diu          | 87.1 | 91.5       | 79.6       | 11.9       | 78.2       | 86.8        | 65.6       | 21.2         | 0.93           |
| Pondicherry          | 86.5 | 92.1       | 81.2       | 10.9       | 81.2       | 88.6        | 73.9       | 14.7         | 0.38           |
| Chandigarh           | 86.4 | 90.5       | 81.4       | 9.1        | 81.9       | 86.1        | 76.5       | 9.7          | 0.06           |
| Delhi                | 86.3 | 91.0       | 80.9       | 10.1       | 81.7       | 87.3        | 74.7       | 12.6         | 0.25           |
| Andaman & Nikobar    | 86.3 | 90.1       | 81.8       | 8.3        | 81.3       | 86.3        | 75.2       | 11.1         | 0.28           |
| Dadra & Nagar Haveli | 77.7 | 86.5       | 65.9       | 20.6       | 57.6       | 71.2        | 40.2       | 31.0         | 1.04           |
| India                | 74.0 | 82.1       | 65.5       | 16.7       | 64.8       | 75.3        | 53.7       | 21.6         | 0.49           |

Source : Cenus of India 2011 & 2001

This table shows the state wise distribution of total literacy rate, male literacy rate, Female literacy rate and gender disparity in literacy rate in the year of 2001 & 2011. In the year of

2001, India has the total literacy rate of 64.8% whereas male literacy was 75.3% and female literacy was 53.7% with the disparity between two genders of 21.6% but in the year of 2011, this picture slightly changed with the gender gap where literacy is 16.7%.

Among them the Rajasthan having the highest gender disparity with 27.8% in 10 states and literacy rates are more than Indian national average 16.7% on the other rest of 24 states and union territories are found with the gender disparity in literacy below the Indian average 16.7%.

**No of states with Gender disparity in literacy 2011**

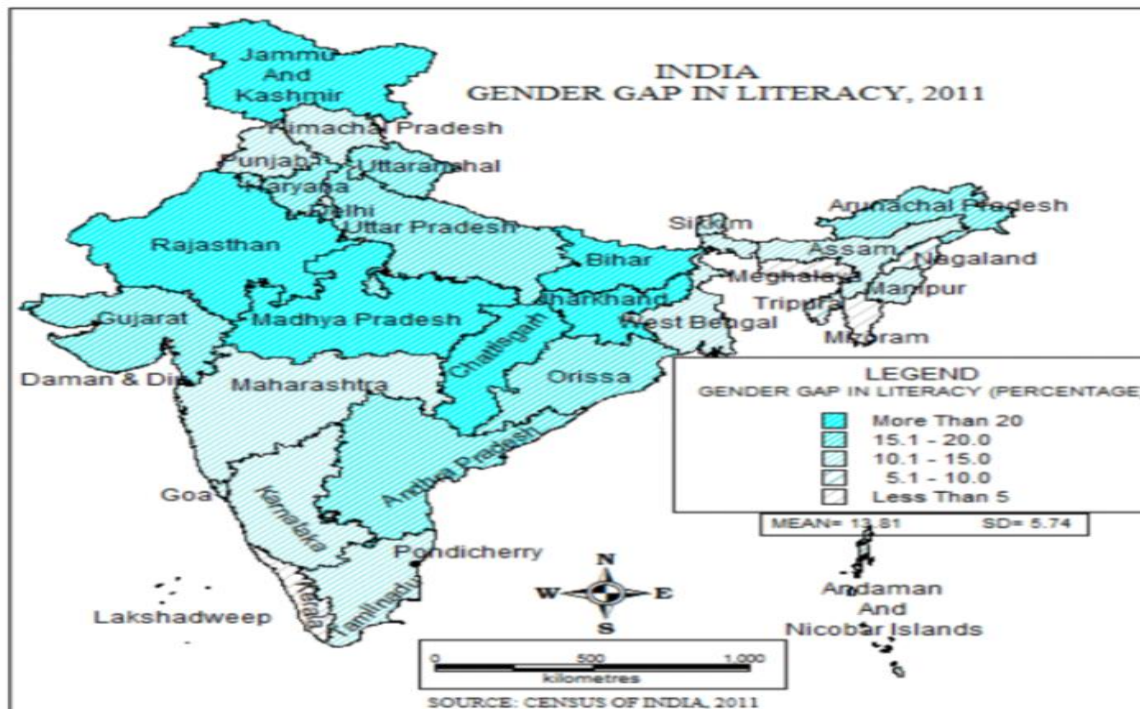
| No of states | Total literacy rates | Gender disparity class |
|--------------|----------------------|------------------------|
| 08           | 86.7                 | <10                    |
| 20           | 78.6                 | 10 to 20               |
| 07           | 69.5                 | >20                    |

Sources : Calculated by census analysis

The gender disparity in literacy is divided in three phases. There are 8 states and union territories lie in the first class category names as Meghalay, Kerala, Mizoram, Nagaland etc.

But most of the states and union territories include the ranges of gender disparity are territories are in this class whose average literacy rates are 78.6% and there names are Delhi, Himachal Pradesh, Goa, Punjab, Sikkim, Pondicherry, Gujrat, Orissa, Haryana etc. At the end, the last 7 states and union territories are pucluded in this 3<sup>rd</sup> category Jammu & Kashmir, Bihar, Dadra & Nagar haweli, Jharkhand, Rajasthan more than 20% of gender disparity in literacy rates. In this phase, these states face more differences in male – female literacy level.

Figure 2: Spatial distribution of gender gaps in literacy in India, 2011



This map shows the spatial pattern of male & female literacy disparity in India. Three states named as Kerala, Meghalaya and Mizoram have gender disparity in literacy of below 5% where most of the middle western part is covered by a very large proportion of gender disparity in literacy. Southern parts along with North- Eastern parts of India are experiencing a well condition in terms of gender disparity in literacy.

State wise Total Literacy rate, Male & Female literacy rate of India 2011

| States           | Total literacy rate | Female literacy rate | Location Quotient |
|------------------|---------------------|----------------------|-------------------|
| Kerala           | 93.9                | 92.0                 | 0.87              |
| Mizoram          | 91.6                | 89.4                 | 0.86              |
| Tripura          | 87.8                | 83.1                 | 0.84              |
| Goa              | 87.4                | 81.8                 | 0.83              |
| Himachal Pradesh | 83.8                | 76.6                 | 0.81              |
| Maharashtra      | 82.9                | 75.5                 | 0.81              |
| Sikkim           | 82.2                | 76.4                 | 0.82              |

|                      |       |       |       |
|----------------------|-------|-------|-------|
| Tamil Nadu           | 80.3  | 73.9  | 0.81  |
| Nagaland             | 80.1  | 76.7  | 0.85  |
| Manipur              | 79.8  | 73.2  | 0.81  |
| Uttrakhand           | 79.6  | 70.7  | 0.79  |
| Gujrat               | 79.3  | 70.7  | 0.79  |
| West Bengal          | 77.1  | 71.2  | 0.82  |
| Punjab               | 76.7  | 71.3  | 0.82  |
| Haryana              | 76.7  | 66.8  | 0.77  |
| Karnataka            | 75.6  | 68.1  | 0.80  |
| Meghalaya            | 75.5  | 73.8  | 0.86  |
| Orissa               | 73.5  | 64.4  | 0.78  |
| Assam                | 73.2  | 67.3  | 0.81  |
| Chhatisgarh          | 71.0  | 60.6  | 0.76  |
| Madhya Pradesh       | 70.6  | 60.0  | 0.75  |
| Uttar Pradesh        | 69.6  | 59.3  | 0.75  |
| Jammu & Kashmir      | 68.7  | 58.0  | 0.75  |
| Jharkhand            | 67.6  | 56.2  | 0.74  |
| Andhra Pardesh       | 67.6  | 59.7  | 0.78  |
| Rajasthan            | 67.1  | 52.7  | 0.69  |
| Arunchal Pradesh     | 67.0  | 59.6  | ----- |
| Telangana            | 66.5  | ----- | ----- |
| Bihar                | 763.8 | 53.3  | 0.74  |
| Lakshadweep          | 92.3  | 88.2  | 0.85  |
| Daman & Diu          | 87.1  | 79.6  | 0.81  |
| Pondicherry          | 86.5  | 81.2  | 0.83  |
| Chandigarh           | 86.4  | 81.4  | 0.83  |
| Andaman & Nikobar    | 86.3  | 81.8  | 0.84  |
| Delhi                | 86.3  | 80.9  | 0.83  |
| Dadra & Nagar Haveli | 77.4  | 65.9  | 0.75  |

Source: Census of India 2011

This table shows the concentration of female literacy rates within the total literacy rates in India 2011. Location quotient technique is used to analyze this concentration. No states are found where concentration of female literacy is uniform, as all are facing very critical conditions in terms of female literacy. Kerala have the highest concentration 0.87 of female literacy. The unequal distribution of male- female literacy disparity in respect of total literacy rates is calculated in literacy where Ginni's co-efficient value is 0.28.

**Conclusion**

There is a positive significant difference between male & female literacy rate in India. Gender disparity in literacy is 16.7% of 2011 census.

To remove this disparity in gender literacy in India proper educational opportunities should be provided for women especially in the rural areas at village level employment opportunities should be generated for women Education plays the main role for women and their children. Thought for the 'Right to Education' Act, 2009 gender disparity will be



reducing continuously, a target time will be marked for achieving the zero gender disparity in literacy. Education is the most important part for increasing the literacy rate Kerala, Mizoram, Nagaland, Tripura and Lakshadweep have a little bit gender disparity in literacy as these states are experiencing a well total literacy rates.

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## **Role Of Remote Sensing & Gis In Agriculture Fields**

**Reena Devi\***

### **Abstract**

*Over the period, level of pollution in air, water, and soil has crossed the limit considerably because of poor environmental management. An integrated geo-spatial technology i.e. Remote Sensing (RS), Geographic Information System (GIS), and Global Positioning System (GPS) can also help in assessing, understandings, utility mapping, and service facility. The main objective of the present research paper is to enlighten advanced technology viz. Remote Sensing, GIS and GPS in determining the degree of environmental pollution and remedial measures thereof. The remotely sensed data could be analyzed with the help of GIS and may be verified partially with GPS. Today various softwares, like, ARC-GIS, ERDAS imagine, GRAM ++, are being used. In addition, softwares like, BASINS 4.0, GEOMATICA, GRASS and like that many others are available at free of cost. Geographic Information System software's satellite data is available at free of cost from Global Land Cover Facility (G. L. C.F.).*

**Key Words:** Remote Sensing, GIS, GPS, D-GPS, GEOMATICA, GRAM ++, ERDAS IMAGINE, ARC-GIS, GRASS, Environmental Pollution.

### **1.0 Introduction**

Over the period, level of pollution in air, water, and soil has crossed the limit considerably because of poor environmental management. An alteration against the laws of nature changes the energy pattern, radiation level, chemical or physical constitution or the abundance of organism defined as environmental pollution (Khopkar, S. M., 2004, p. 7). Increasing population and urbanization leads to increase in environmental pollution rate (Bhatt, Bindu, Gupta, Amit Kumar and Gogoi Gunin, 2003). An integrated geo-spatial technology i.e. remote sensing (RS), geographic information system (GIS) and global positioning system (GPS) can contribute substantially in a more supplementary fashion to some of the interactive operations that should become an asset for assessing, understandings, utility mapping and service facility to solve complex urban environmental issues (Idowu Innocent Abbas and J.A. Ukoje, 2009).

Recent advances in atmospheric remote sensing offer a unique opportunity to compute indirect estimates of air quality, particularly for developing countries that lack adequate spatial –temporal coverage of air pollution monitoring (Ludovic BASLY and Lucien WALD). Remote Sensing technique is used to measure and monitor the real extent of the environmental degradation, especially environmental pollution.

To state the present status of the environment and to provide quantifiable estimates of the amount of environmental degradation the field of Geoinformatics is must essential (Bhatt, Bindu, Gupta, Amit Kumar and Gogoi Gunin, 2003). Over the last two decades, satellite data of the cloud free environment with high resolutions is available at various scales. Earth observation by satellites gives new solutions in gathering spatial environmental information on cities as Proceeding of National Conference on Population, Environment and Tourism (ISBN 978-81-922415-0-0) Nya. Tatyasaheb Athalye Arts, Ved S. R. Sapre

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Commerce and Vid. Dadasaheb Pitre Science College Devrukh 2 well as biodiversity rich regions. A review of current studies on use of satellite data for air pollution monitoring clearly indicates that the instrumentation on the satellites can provide us with valuable information about the constituents of atmospheric pollution, but rather limited as far as the study of surface concentrations is concerned.

## **2.0 Objectives**

The main objective of the present research paper is to enlighten advanced technology viz. Remote Sensing, GIS and GPS in determining the degree of environmental pollution and remedial measures thereof. However, the specific objectives are as under

1. To comment on the role of Remote Sensing, Geographical Information System (GIS), and Global Positioning System (GPS) in the study of environmental pollution and monitoring.
2. To explain the sources of satellite data and GIS softwares.

## **3.0 Methodology**

There is an excessive awareness in the society for environmental pollution. However, the degree accuracy in the determination is poor due to the lack of knowledge in monitoring methodology. Recently Geoinformatics, which includes Remote Sensing, Geographical Information System (GIS), and Global Positioning System (GPS), is becoming emerging techniques in interdisciplinary of research.

The present research paper focused on the theoretical aspect only. Hence, the related data is collected through the various books, journals, and websites explained in the references.

The following flow chart tries to explain about research methodology researcher can opt for to analyze data related to environment.

## **4.0 Remote Sensing – Data Collection Technique**

The environmental pollution and its monitoring is the matter of concern for sustainable development. Conventionally environmental pollution and planning is generally being carried out in four phases, viz. monitoring, modeling, development of decisions by planner and finally by execution (*Singh, Savindra, 2003, p. 393*). Previous studies demonstrate that the conventional approaches to assess the pollution level are not efficient towards contact measurement, integrated path measurement, simultaneous analysis, and flux measurement. These techniques are inadequate at global level. Since, data collection plays the major role in environmental quality, precision in status planning, accuracy and speed is on the priority. It has been found that remote sensing environmental pollution monitoring equipments have the capability to assess the pollution status in the desired area that may be more beneficial for environmental pollution management.

Today there are number of satellites mapping the earth constantly. In India, the National Remote Sensing Centre (NRSC) is the focal point for distribution of remote sensing satellite data products in India and its neighboring countries. NRSC has an earth station at Balanagar, about 55Km from Hyderabad, to receive data from almost all contemporary remote sensing satellites such as IRS-P5, IRS-P6, IRS-P4, IRS-1D, IRS-1C, IRS-P3, ERS-1/2, NOAA series, AQUA and TERRA satellites.

In addition to the above-mentioned satellites, ENVISAT, OCEAN SAT, CARTOSAT, WiFS, LISS series, RADAR SAT etc. are some more important satellites whose data is used for the detection of environmental pollution. Following pictures depicts recent tragic accident of the “Mumbai oil spilt” in the Arabian Sea.

Remote sensing data may be used for the study of water quality, air quality, land use and

land degradation, forest cover change, fire detection etc. The remote sensing data is available from NRSC at concessional rate as well as on Internet (Download from Global Land Cover Facility (GLCF)).

### **5.0 GPS And GIS Techniques**

GPS is the most advanced system used for the verification of data collected through satellite. There are two types of GPS - Hand GPS and D GPS- used for the verification of data. Geographic Information System (GIS) is used by the environmentalists, planners and scientists for the better, efficient, and cost effective approach towards environmental planning using spatial records. GIS is the technique used for the analysis of data i.e. spatial as well as non-spatial data. Satellite imagery may be analyzed by the two ways- manual analysis and automated analysis.

The ERDAS Imagine is the basic software used for the image analysis. Along with ERDAS Imagine Arc-GIS software is used for the analysis of spatial as well as non-spatial data. In addition to these two softwares there are so many softwares available either at low cost or free of cost from the internet. These includes GRAM ++, ILWIS, GEOMATICA , GRASS, BASINS 4.0 and so many. Proceeding of National Conference on Population, Environment and Tourism

### **6.0 Conclusion**

Space technology is one of the best-suited means for the assessment of damage brought about by environmental pollution as well as detection of environmental pollution. Remote sensing satellites provide synoptic view, repetitive coverage, and high-resolution images. This advanced high-resolution sensor technology has provided immense scope to the mapping and monitoring of environmental pollution by using Remote Sensing, GIS, and GPS techniques. The development in the remote sensing and GIS provide the base for the environmental pollution monitoring, that includes water quality, air quality, forest fire detection, soil pollution and erosion, etc. This has proved by the example of Mumbai oil spilt. GPS used for the verification of data. In short, Remote Sensing technique is used for the environmental pollution monitoring is more beneficial than the conventional methods. GPS used for verification of data and GIS used for the analysis of data.

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## **Climate Change and its Impact on Agriculture**

**Mr. Naresh kumar\***

### **Abstract**

Global climate change is a change in the long-term weather patterns that characterize the regions of the world. The term "weather" refers to the short-term (daily) changes in temperature, wind, and/or precipitation of a region (Merritts *et al.* 1998). In the long run, the climatic change could affect agriculture in several ways such as quantity and quality of crops in terms of productivity, growth rates, photosynthesis and transpiration rates, moisture availability etc. Climate change is likely to directly impact food production across the globe. Increase in the mean seasonal temperature can reduce the duration of many crops and hence reduce the yield. In areas where temperatures are already close to the physiological maxima for crops, warming will impact yields more immediately (IPCC, 2007). Drivers of climate change through alterations in atmospheric composition can also influence food production directly by its impacts on plant physiology. The consequences of agriculture's contribution to climate change, and of climate change's negative impact on agriculture, are severe which is projected to have a great impact on food production and may threaten the food security and hence, require special agricultural measures to combat with.

**Index Terms-** Climate change, Greenhouse Effect, Greenhouse gases (GHGs), Global Warming Potential (GWP), Inter governmental Panel on Climate Change (IPCC), parts per million (ppm).

### **1. Introduction**

Climate change is any significant long-term change in the expected patterns of average weather of region (or the whole Earth) over a significant period of time. It is about non-normal variations to the climate, and the effects of these variations on other parts of the Earth. These changes may take tens, hundreds or perhaps millions of year. But increased in anthropogenic activities such as industrialization, urbanization, deforestation, agriculture, change in land use pattern etc. leads to emission of green house gases due to which the rate of climate change is much faster. Climate change scenarios include higher temperatures, changes in precipitation, and higher atmospheric CO<sub>2</sub> concentrations. There are three ways in which the Greenhouse Effect may be important for agriculture. First, increased atmospheric CO<sub>2</sub> concentrations can have a direct effect on the growth rate of crop plants and weeds. Secondly, CO<sub>2</sub>-induced changes of climate may alter levels of temperature, rainfall and sunshine that can influence plant and animal productivity. Finally, rises in sea level may lead to loss of farmland by inundation and increasing salinity of groundwater in coastal areas.

The greenhouse effect is a natural process that plays a major part in shaping the earth's climate. It produces the relatively warm and hospitable environment near the earth's surface where humans and other life-forms have been able to develop and prosper. However, the increased level of greenhouse gases (GHGs) (carbon dioxide (CO<sub>2</sub>), water vapor (H<sub>2</sub>O), methane (CH<sub>4</sub>), nitrous oxide (N<sub>2</sub>O), hydrofluorocarbons (HFCs),

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\* Msc Geography (UGC NET)



perfluorocarbons (PFCs), and sulfur hexafluoride (SF<sub>6</sub>) etc) due to anthropogenic activities has contributed to an overall increase of the earth's temperature, leading to a global warming. The average global surface temperature have increased by 0.74 °C since the late 19<sup>th</sup> Century and is expected to increase by 1.4 °C - 5.8 °C by 2100 AD with significant regional variations (IPCC, 2007). The atmospheric CO<sub>2</sub> concentration has increased from 280 ppm to 395 ppm, CH<sub>4</sub> concentration increased from 715 ppb to 1882 ppb and N<sub>2</sub>O concentration from 227 ppb to 323 ppb from the year 1750 and 2012. The Global Warming Potential (GWP) of these gases i.e, CO<sub>2</sub>, CH<sub>4</sub> and N<sub>2</sub>O are 1, 25 and 310 respectively.

Projected scenarios of global warming indicate that the global average surface temperature could rise by 1.4 to 5.8°C by 2100. The projected rate of warming is unprecedented during last 10,000 years.

All climate models indicate a rising trend in temperature. Precipitation pattern has changed with decreased rainfall over south and south-east Asia. More intense and longer droughts have occurred since 1970s. Perpetual snow cover has declined on both area and depth of snow cover. Global mean sea level is projected to rise by 0.18 to 0.59 m by the end of the century.

Six of the 10 countries most vulnerable to climate change are in the Asia-Pacific. Bangladesh tops the list followed by India, Nepal, the Philippines, Afghanistan and Myanmar. In Bangladesh, for example, about one-fifth of the nation's population would be displaced as a result of the farmland loss estimated for a 1.5 m sea-level rise. The Maldives Islands in the Indian Ocean would have one-half of their land area inundated with a 2 m rise in sea level.

## **2. Indian Scenario Of Climate Change**

The warming may be more pronounced in the northern parts of India. The extremes in maximum and minimum temperatures are expected to increase under changing climate , few places are expected to get more rain while some may remain dry. Leaving Punjab and Rajasthan in the North West and Tamil Nadu in the South, which show a slight decrease on an average a 20 per cent rise in all India summer monsoon rainfall over all states are expected. Number of rainy days may come down (e.g. MP) but the intensity is expected to rise at most of the parts of India (e.g. North East). Gross per capita water availability in India will decline from 1820 m<sup>3</sup>/ yr in 2001 to as low as 1140 m<sup>3</sup>/yr in 2050.

Corals in Indian Ocean will be soon exposed to summer temperatures that will exceed the thermal thresholds observed over the last 20 years. Annual bleaching of corals will become almost a certainty from 2050. Currently the districts of Jagatsinghpur and Kendrapara in Odisha; Nellore and Nagapattinam in Tamilnadu; and Junagadh and Porabandar districts in Gujarat are the most vulnerable to impacts of increased intensity and frequency of cyclones in India (NATCOM, 2004). The past observations on the mean sea level along the Indian coast show a long-term (100 year) rising trend of about 1.0 mm/year. However, the recent data suggests a rising trend of 2.5 mm/year in sea level along Indian coastline. The sea surface temperature adjoining India is likely to warm up by about 1.5–2.0°C by the middle of this century and by about 2.5–3.5 °C by the end of the century. A 1 meter sea-level rise is projected to displace approximately 7.1 million people in India and about 5764 sq km of land area will be lost, along with 4200 km of roads (NATCOM, 2004).

Over 50% of India's forests are likely to experience shift in forest types, adversely impacting associated biodiversity, regional climate dynamics as well as livelihoods based on forest products. Even in a relatively short span of about 50 years, most of the forest

biomass in India seems to be highly vulnerable to the projected change in climate. Further, it is projected that by 2085, 77% and 68% of the forested grids in India are likely to experience shift in forest types.

### **3. Crop Responses To Expected Climate Change Factors**

Climate change scenarios include higher temperatures, changes in precipitation, and higher atmospheric CO<sub>2</sub> concentrations which may affect on yield (both quality and quantity), growth rates, photosynthesis and transpiration rates, moisture availability, through changes of water use (irrigation) and agricultural inputs such as herbicides, insecticides and fertilizers etc. Environmental effects such as frequency and intensity of soil drainage (leading to nitrogen leaching), soil erosion, land availability, reduction of crop diversity may also affect agricultural productivity.

An atmosphere with higher CO<sub>2</sub> concentration would result in higher net photosynthetic rates (Cure & Acock 1986, Allen et al. 1987). Higher CO<sub>2</sub> concentrations may also reduce transpiration (i.e. water loss) as plants reduce their stomatal apertures, the small openings in the leaves through which CO<sub>2</sub> and water vapor are exchanged with the atmosphere. The reduction in transpiration could be 30% in some crop plants (Kimball 1983). However, stomatal response to CO<sub>2</sub> interacts with many environmental (temperature, light intensity) and plant factors (e.g. age, hormones) and, therefore, predicting the effect of elevated CO<sub>2</sub> on the responsiveness of stomata is still very difficult (Rosenzweig & Hillel 1995). For every 75 ppm increase in CO<sub>2</sub> concentration rice yields will increase by 0.5 t/ha, but yield will decrease by 0.6 t/ha for every 1 °C increase in temperature (Sheehy et al., 2005). CO<sub>2</sub> enrichment have generally shown significant increases in rice biomass (25-40%) and yields (15-39%) at ambient temperature, but those increases tended to be offset when temperature was increased along with rising CO<sub>2</sub> (Ziska et al., 1996a,b; Moya et al., 1998). Yield losses caused by concurrent increases in CO<sub>2</sub> and temperature are primarily caused by high-temperature-induced spikelet sterility (Matsui et al., 1997a). Increased CO<sub>2</sub> levels may also cause a direct inhibition of maintenance respiration at night temperatures higher than 21°C (Baker et al., 2000). In rice, extreme maximum temperature is of particular importance during 3 flowering which usually lasts two to three weeks. Exposure to high temperature for a few hours can greatly reduce pollen viability and, therefore, cause yield loss. Spikelet sterility is greatly increased at temperatures higher than 35 °C (Osada et al., 1973; Matsui et al., 1997b) and enhanced CO<sub>2</sub> levels may further aggravate this problem, possibly because of reduced transpirational cooling (Matsui et al., 1997a).

A key mechanism of high temperature-induced floret sterility in rice is the decreased ability of the pollen grains to swell, resulting in poor thecae dehiscence (Matsui et al., 2000). Significant genotypic variation in high-temperature induced floret sterility exists. Variation in solar radiation, increased maintenance respiration losses or differential effects of night vs. day temperature on tillering, leaf-area expansion, stem elongation, grain filling, and crop phenology have been proposed as possible causes (Peng et al., 2004; Sheehy et al., 2005). In a recent climate chamber study, there was first evidence of possible genotypic variation in resistance to high night temperatures (Counce et al., 2005) High CO<sub>2</sub> levels and/or temperature are likely to affect crop development rates.

Warming will accelerate many microbial processes in the soil-floodwater system, with consequences for the C and N cycle. Crop residue decomposition patterns may change. Increased soil temperature may also lead to an increase in autotrophic CO<sub>2</sub> losses from the soil caused by root respiration, root exudates, and fine-root turnover. Climate change

impacts will also impact on rice production through rising sea level rise. Most studies project decreased yields in non-irrigated wheat and in rice, and a loss in farm-level net revenue between 9% and 25% for a temperature increase of 2–3.5°C. Aggarwal and Mall (2002) observed that a 2 °C increase resulted in a 15–17% decrease in grain yield of rice and wheat. Fungal and bacterial pathogens are also likely to increase in severity in areas where precipitation increases. Under warmer and more humid conditions cereals would be more prone to outbreaks of pest and diseases thereby reducing yield.

#### **4.1 Impact Of Climate Change On World'S Agriculture**

Climate change is likely to directly impact on food production across the globe. Increase in the mean seasonal temperature can reduce the duration of many crops and hence reduce final yield. In areas where temperatures are already close to the physiological maxima for crops, warming will impact yields more immediately (IPCC, 2007).

World agriculture faces a serious decline within this century due to global warming. Overall, agricultural productivity for the entire world is projected to decline between 3 and 16 % by 2080. Developing countries, many of which have a average temperatures that are already near or above crop tolerance levels, are predicted to suffer an average 10 to 25% decline in agricultural productivity the 2080s. Rich countries, which have typically lower average temperatures, will experience a much milder or even positive average effect, ranging from a 8% increase in productivity to a 6% decline. Individual developing countries face even larger declines. India, for example, could see a drop of 30 to 40%.

The figure shows the results obtained using the Hadley climate model for the years 2020, 2050 and 2080 . The maps show that increased temperatures in many parts of Africa will reduce food production. The decrease in rainfall in Australia will reduce crop yields but this decline can be overcome by irrigation in some cases. The increase in rainfall combined with a moderate increase in temperatures in North America may benefit food production. The burden of climate change is likely to fall disproportionately on the poorer countries of the world.

To interpret the maps we have to remember that the results obtained depend on climate, the effect of CO<sub>2</sub> levels on crop growth and changes in socioeconomic conditions. For example, in developed countries lower rainfall levels can be overcome through irrigation but these technological solutions are not necessarily possible in less developed countries.

#### **4.2 Impact Of Climate Change On India'S Agriculture**

India's agriculture is more dependent on monsoon from the ancient periods. Any change in monsoon trend drastically affects agriculture. Even the increasing temperature is affecting the Indian agriculture. In the Indo-Gangetic Plain, these pre-monsoon changes will primarily affect the wheat crop (>0.5°C increase in time slice 2010-2039; IPCC 2007). In the states of Jharkhand, Odisha and Chhattisgarh alone, rice production losses during severe droughts (about one year in five) average about 40% of total production, with an estimated value of \$800 million (Pandey, 2007).

Increase in CO<sub>2</sub> to 550 ppm increases yields of rice, wheat, legumes and oilseeds by 10-20%. A 1°C increase in temperature may reduce yields of wheat, soybean, mustard, groundnut, and potato by 3-7%. Much higher losses at higher temperatures. Productivity of most crops to decrease only marginally by 2020 but by 10-40% by 2100 due to increases in temperature, rainfall variability, and decreases in irrigation water. The major impacts of climate change will be on rain fed or un-irrigated crops, which is cultivated in nearly 60% of cropland. A temperature rise by 0.5°C in winter temperature is projected to reduce rain

fed wheat yield by 0.45 tonnes per hectare in India (Lal et al., 1998). Possibly some improvement in yields of chickpea, rabi maize, sorghum and millets; and coconut in west coast. Less loss in potato, mustard and vegetables in north-western India due to reduced frost damage. Increased droughts and floods are likely to increase production variability.

Recent studies done at the Indian Agricultural Research Institute indicate the possibility of loss of 4 – 5 million tons in wheat production in future with every rise of 1°C temperature throughout the growing period. Rice production is slated to decrease by almost a tonne/hectare if the temperature goes up by 2 ° C. In Rajasthan, a 2°C rise in temperature was estimated to reduce production of Pearl Millet by 10-15%. If maximum and minimum temperature rises by 3°C and 3.5°C respectively, then Soyabean yields in M.P will decline by 5% compared to 1998. Agriculture will be worst affected in the coastal regions of Gujarat and Maharashtra, as fertile areas are vulnerable to inundation and salinisation.

### **5. Agricultural Productivity And Food Security**

Food security is both directly and indirectly linked with climate change. Any alteration in the climatic parameters such as temperature and humidity which govern crop growth will have a direct impact on quantity of food produced. Indirect linkage pertains to catastrophic events such as flood and drought which are projected to multiply as a consequence of climate change leading to huge crop loss and leaving large patches of arable land unfit for cultivation and hence threatening food security. The net impact of food security will depend on the exposure to global environmental change and the capacity to cope with and recover from global environmental change. On a global level, increasingly unpredictable weather patterns will lead to fall in agricultural production and higher food prices, leading to food insecurity.

Food insecurity could be an indicator for assessing vulnerability to extreme events and slow-onset changes. This impact of global warming has significant consequences for agricultural production and trade of developing countries as well as an increased risk of hunger. The number of people suffering from chronic hunger has increased from under 800 million in 1996 to over 1 billion recently. United Nations population data and projections (UN 2009) show the global population reaching 9.1 billion by 2050, an increase of 32 per cent from 2010. The world's population is expected to grow by 2.2 billion in the next 40 years to 2050, and a significant part of the additional population will be in countries that have difficulties feeding themselves. Preliminary estimates for the period up to 2080 suggest a decline of some 15–30 per cent of agricultural productivity in the most climate-change-exposed developing country regions – Africa and South Asia.

Even the IPCC, scarcely alarmist, says 0.5 °C rise in winter temperature would reduce wheat yield by 0.45 tons per hectare in India. Rice and wheat have a total share in total food grain production in India. Any change in rice and wheat yields may have a significant impact on food security of the country. And this when Indian agriculture has already pushed into crisis, and 2.56 lakh farmers have committed suicide since 1995.

According to A K Singh, deputy director-general (natural resource management) of the Indian Council of Agricultural Research (ICAR), medium-term climate change predictions have projected the likely reduction in crop yields due to climate change at between 4.5 and 9 per cent by 2039. The long run predictions paint a scarier picture with the crop yields anticipated to fall by 25 per or more by 2099. With 27.5% of the population still below the poverty line, reducing vulnerability to the impacts of climate change is essential. Indian food production must increase by 5 million metric tons per year to keep pace with



population increase and ensure food security. Coping with the impact of climate change on agriculture will require careful management of resources like soil, water and biodiversity. To cope with the impacts of climate change on agriculture and food production, India will need to act at the global, regional, national and local levels.

#### **6. Climate Change – Mitigation And Adaptation In Agriculture**

1. Assist farmers in coping with current climatic risks by providing value-added weather services to farmers. Farmers can adapt to climate changes to some degree by shifting planting dates, choosing varieties with different growth duration, or changing crop rotations.
2. An Early warning system should be put in place to monitor changes in pest and disease outbreaks. The overall pest control strategy should be based on integrated pest management because it takes care of multiple pests in a given climatic scenario.
3. Participatory and formal plant breeding to develop climate-resilient crop varieties that can tolerate higher temperatures, drought and salinity.
4. Developing short-duration crop varieties that can mature before the peak heat phase set in.
5. Selecting genotype in crops that have a higher per day yield potential to counter yield loss from heat-induced reduction in growing periods.
6. Preventive measures for drought that include on-farm reservoirs in medium lands, growing of pulses and oilseeds instead of rice in uplands, ridges and furrow system in cotton crops, growing of intercrops in place of pure crops in uplands, land grading and leveling, stabilization of field bunds by stone and grasses, graded line bunds, contour trenching for runoff collection, conservation furrows, mulching and more application of Farm yard manure (FYM).
7. Efficient water use such as frequent but shallow irrigation, drip and sprinkler irrigation for high value crops, irrigation at critical stages.
8. Efficient fertilizer use such as optimum fertilizer dose, split application of nitrogenous and potassium fertilizers, deep placement, use of *neem*, *karanja* products and other such nitrification inhibitors, liming of acid soils, use of micronutrients such as zinc and boron, use of sulphur in oilseed crops, integrated nutrient management.
9. Seasonal weather forecasts could be used as a supportive measure to optimize planting and irrigation patterns.
10. Provide greater coverage of weather linked agriculture-insurance.
11. Intensify the food production system by improving the technology and input delivery system.
12. Adopt resource conservation technologies such as no-tillage, laser land leveling, direct seeding of rice and crop diversification which will help in reducing in the global warming potential. Crop diversification can be done by growing non-paddy crops in rain fed uplands to perform better under prolonged soil moisture stress in kharif.
13. Develop a long-term land use plan for ensuring food security and climatic resilience.
14. National grid grain storages at the household/ community level to the district level must be established to ensure local food security and stabilize prices.
15. Provide incentives to farmers for resource conservation and efficiency by providing credit to the farmers for transition to adaptation technologies.



16. Provide technical, institutional and financial support for establishment of community banks of food, forage and seed.
17. Provide more funds to strengthen research for enhancing adaptation and mitigation capacity of agriculture.

### **7. Conclusion**

Climate change, the outcome of the “Global Warming” has now started showing its impacts worldwide. Climate is the primary determinant of agricultural productivity which directly impact on food production across the globe. Agriculture sector is the most sensitive sector to the climate changes because the climate of a region/country determines the nature and characteristics of vegetation and crops. Increase in the mean seasonal temperature can reduce the duration of many crops and hence reduce final yield. Food production systems are extremely sensitive to climate changes like changes in temperature and precipitation, which may lead to outbreaks of pests and diseases thereby reducing harvest ultimately affecting the food security of the country. The net impact of food security will depend on the exposure to global environmental change and the capacity to cope with and recover from global environmental change.

Coping with the impact of climate change on agriculture will require careful management of resources like soil, water and biodiversity. To cope with the impact of climate change on agriculture and food production, India will need to act at the global, regional, national and local levels.

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## **National Capital Regional Plan 2001: A Strategical Analysis**

**Jagmohan\***

### **Abstract**

Urbanization and Industrialization are two main key factors for development in any country and both are continuously increasing day by day. Particularly in India NCR is a big evidence of the rapid growth of industrialization and urbanization. India is a fast urbanizing country and this trend is fully visible in NCR. As per Census 2011, 31.2% of the total population lives in urban areas. NCR is even more urbanized with 62.5% of its total population living in urban areas. However, excluding NCT Delhi, NCR is less urbanized (27%). The number of million-plus cities in India has increased more than four times over the last three decades from 12 in 1981 to 53 in 2011. Million-plus cities together have a population of 160.7 million and account for 43% of total urban population of the country. Out of 53 million-plus cities, four cities, namely, Delhi, Meerut, Ghaziabad and Faridabad are in the NCR and Gurugram UA is on the verge of becoming a million plus city. In this paper we will try to examine the various strategical aspect of national regional plan 2001. The National Capital Territory of Delhi, which had recorded an extraordinary growth of population during 1941-1951, nearly doubling its population, experienced an average decadal growth rate of above 50% since 1951 except in the decade 1991-2001 when it was about 47%. Growth rate has further declined to about 21% during 2001-2011. In view of rapid growth of population in Delhi (90%) during 1941-51 due to influx of large number of refugees after Partition, an Interim General Plan for Delhi was prepared in 1956 stressing the need for planning for Delhi in the regional context. Subsequently, the Master Plan for Delhi (MPD-1962) for the perspective year 1981 recognized the need for planning Delhi in the regional context.

**Keywords:** urban, plan, development, area, regional, NCR.

### **Introduction**

India is a fast urbanizing country and this trend is fully visible in NCR. As per Census 2011, 31.2% of the total population lives in urban areas. NCR is even more urbanized with 62.5% of its total population living in urban areas. However, excluding NCT Delhi, NCR is less urbanized (27%). The number of million-plus cities in India has increased more than four times over the last three decades from 12 in 1981 to 53 in 2011. Million-plus cities together have a population of 160.7 million and account for 43% of total urban population of the country. Out of 53 million-plus cities, four cities, namely, Delhi, Meerut, Ghaziabad and Faridabad are in the NCR and Gurugram UA is on the verge of becoming a million plus city. The National Capital Territory of Delhi, which had recorded an extraordinary growth of population during 1941-1951, nearly doubling its population, experienced an average decadal growth rate of above 50% since 1951 except in the decade 1991-2001 when it was about 47%. Growth rate has further declined to about 21% during 2001-2011. In view of rapid growth of population in Delhi (90%) during 1941-51 due to influx of large number of refugees after Partition, an Interim General Plan for Delhi was prepared in 1956 stressing the need for planning for Delhi in the regional context. Subsequently, the Master

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Plan for Delhi (MPD-1962) for the perspective year 1981 recognized the need for planning Delhi in the regional context. Taking cognizance of the recommendations of the draft Master Plan for Delhi, Government of India set up a High Powered Board in 1961 under the chairmanship of the Union Home Minister. In 1973, the Board was reconstituted under the chairmanship of the Union Minister of Works and Housing (now Ministry of Urban Development). The task of preparing a comprehensive Regional Plan was entrusted to the Town and Country Planning Organization (TCPO). TCPO prepared the Regional Plan-1981 for NCR in 1973, which was approved by the High Powered Board.

### **Approaches and Methodology**

For this research paper most of the data is collected by using secondary sources like Data & records available with NCRP Reports. Books and Journals, Article, Reports, various website and News papers, Tahsil office Reports, Census Handbook, Record of Town Planning Office NCRB web sites also will be used as a secondary sources of data.

### **Objective of the study**

1. To understand the basic functions of NCRPB.
2. To suggest the major strategies for regional plan 2001.
3. To highlight the different strategies for regional plan development.

### **Regional Plan- 2001**

The Regional Plan-2001, approved by the Board in November 1988 and notified on 23rd January, 1989, visualized the important goal of "a balanced and harmoniously developed region, leading to dispersal of economic activities and immigrants to Delhi, thereby leading to a manageable Delhi". The Plan proposed "a policy of strict control on creation of employment opportunities within the Union Territory of Delhi, moderate control in the Delhi Metropolitan Area and, encouragement with incentives, in the areas outside Delhi Metropolitan Area within the NCR". The NCRPB Act, 1985, stipulates that the Regional Plan shall be reviewed periodically. In compliance to this mandate, NCRPB constituted a Steering Committee to conduct the review exercise and its recommendations were approved by the Board in the year 1999. It recommended that future of Delhi lies in the sequential development of its metropolitan region and a lot remains to be accomplished in the coming decades.

### **Selection of counter magnet Area**

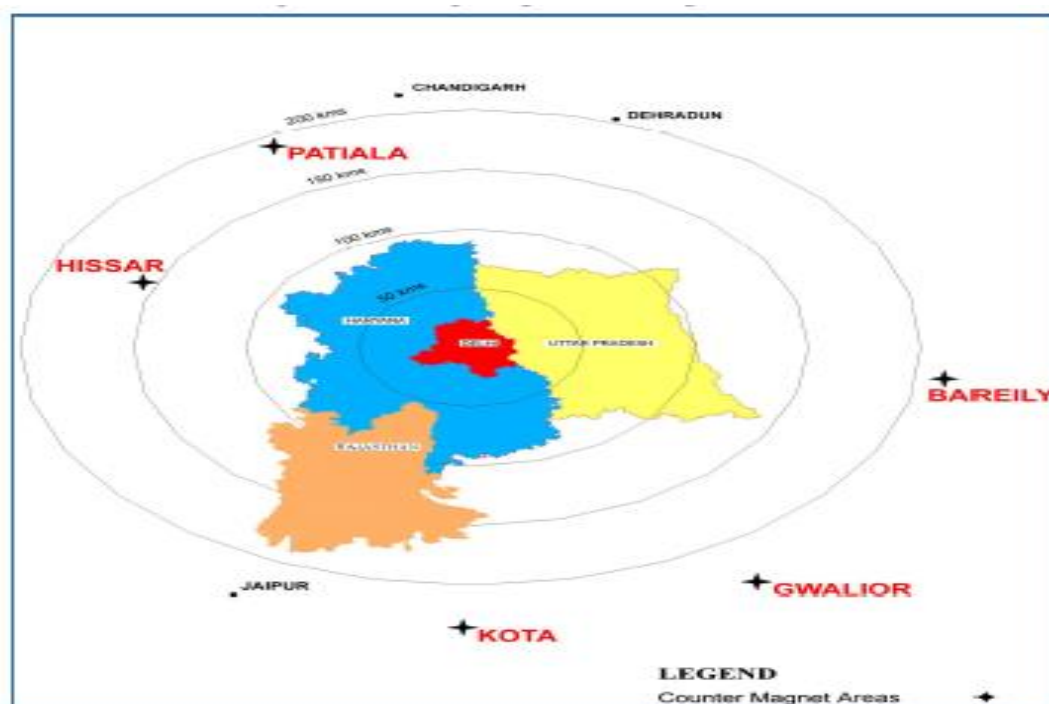
In order to select CMAs top 100 districts were short listed based on migration data analysis as the contenders since these were contributing about 3/4th of the total migration to the Region i.e., NCT-Delhi and Rest of NCR districts. The identification criteria like distance, population at stage-I, special consideration for lateral addition and deletion at stage-II and final criteria for selection i.e. migration from influence zone, development index like infrastructure development index and district development index were used for selecting the Counter Magnet Areas. Based on these identification criteria, the top 100 districts were subjected to consideration such as distance and subsequently the cities/towns in these districts were considered for population and locational attributes. Considering these aspects, the Study report recommended thirteen cities/towns contender for proposed counter-magnet areas. Adding in the five existing counter-magnet areas and two recommended by the State Governments, the twenty cities/towns were subject to further study i.e., existing conditions of development and strategy for further development. Since, some of the cities/towns are located in proximity i.e., within 100 km distance were deleted and cities/towns with better potential for industrial and other development or for other

significant reasons were retained. The remaining fifteen cities/towns were further examined from the point of view of influence zone and sending migration less than one lakh to focus on areas/zone sending maximum migration. Nine cities/towns selected in the previous stage and finally to select the proposed CMA's on the basis of their economic potential, in addition to the composite infrastructure index compiled by CMIE, the Study report also applied District Development Index published by Ministry of Finance. Considering the various aspects, Study report recommended six cities/towns as Counter-Magnet Areas for NCR requiring immediate developments which are located in all directions of high migration with respect to NCR/NCT-Delhi.

Areas to the National Capital Region were discussed in the 56th meeting of the statutory Planning Committee of the Board following cities/towns were identified as Counter-Magnet Areas for NCR.

1. Ambala in Haryana
2. Bareilly in Uttar Pradesh
3. Dehradun in Uttarakhand
4. Hisar in Haryana
5. Kanpur Nagar in Uttar Pradesh

#### COUNTER MAGANET AREA 2001



Sources: [www.ncrpb.nic.in](http://www.ncrpb.nic.in)

It was also decided that these counter-magnet areas shall be an area of about 120 kms radius around the above identified towns as zone of influence for migration. Concerned State Governments shall notify their respective Counter-Magnet Areas proposed to be developed in and around these towns and prepare Development Plan and Plan of Action for its implementation. While preparing the Plan, the concerned State Governments will consider the strategies proposed for their development in the said Study. The Committee regarding the three existing CMAs, namely, Gwalior in MP, Kota in Rajasthan and Patiala in Punjab decided that these may continue as Counter-Magnet Areas. However, financing

to the projects of these Counter-Magnet Areas would be given low priority. Further, the committee recommended that the Ministry of Urban Development, Government of India and Planning Commission may be requested to consider a Special Package for Allahabad, Gorakhpur and Muzzafarpur and area around these cities/towns to improve the infrastructure facilities and employment opportunities in these areas as in the Study these three places had a very low infrastructure development index in comparison to other identified places. NCR Planning Board would not associate in any kind of intervention with these areas.

### **Development Proposal for Counter Magnet Area**

In order to make the counter-magnets areas capable to undertake their assigned roles more effectively, their future development proposed to cover the following aspects:

#### **1. Strengthening economic base of Function:**

The success of the counter-magnet areas as interceptors of migration entirely depends upon their capacity to generate more and more economic activities so that they can provide adequate opportunities to the working-age group population of the surrounding areas, who would otherwise be tempted to migrate to Delhi. The concerned State Governments may develop the counter-magnet areas as Model Industrial Estates or Technology Parks or Special Economic Zones (SEZ) for attracting economic investments therein and projects be taken up jointly by the State Governments and the Central Ministry of Commerce and Industry. Simultaneously, other physical infrastructure and fiscal incentives could be provided so as to attract industry to these Counter-Magnet Areas.

#### **2. Up gradation of physical and social infrastructure:**

In order to support and sustain the economic infrastructure suggested in the counter-magnet areas, physical and social infrastructure of a very high order needs to be provided in these areas for which the concerned Development Authorities and the State governments will have to prepare joint projects which could be financially supported by the NCRPB through its prevailing funding pattern for NCR areas. Specialized social, cultural and institutional activities like universities and centre of higher education i.e., professional colleges could be established as well as encourage development of tourist destinations.

#### **3. Strengthening of Regional linkages:**

In order to support and sustain the economic infrastructure suggested in the counter-magnet areas, physical and social infrastructure of a very high order needs to be provided in these areas for which the concerned Development Authorities and the State governments will have to prepare joint projects which could be financially supported by the NCRPB through its prevailing funding pattern for NCR areas. Specialized social, cultural and institutional activities like universities and centre of higher education i.e., professional colleges could be established as well as encourage development of tourist destinations.

### **National Capital Region Planning Board**

The economic potential of the region can be leveraged through a number of economic drivers - commercial, industrial and services - in the region, as well as the availability of qualified, educated, skilled and mobile populations. However, the NCRPB while promoting regional economic development has to uphold the federal identity of the constituent states. The benefits of development arising from the rapid urbanization in NCT-Delhi and the Central National Capital Region (CNCR) metros have not spread evenly to the other parts of the region. While the development of Gurugram, Faridabad, Ghaziabad and NOIDA has been extremely visible in the cities' infrastructure status in



provision of both physical and social heads has not kept pace with the rapidly rising demand for civic services. The benefits of growth, measured in terms of provision and access to basic infrastructure, have been distributed unevenly, thereby creating environmental stresses. In order to successfully plan for NCR, which is one of the largest metropolitan regions in the world –? NCRPB needs to focus on achievable targets, to ensure its policies are effective and driven by consensus and commitment of all its stakeholders.

### **Conclusion**

There is clearly a need to design a new strategy that could enable the implementation of the Plan, with NCRPB playing the role of main custodian of agglomeration strategy for the region. NCRPB's focus should be on improving the level of urban infrastructure/services as well as the rest of social infrastructure to make the cities vibrant and truly liveable and capable of offering employment opportunities. The foundation of implementation strategy have to be clearly stated policies that spell out the rules and framework guidelines for achieving the vision of the RP-2021 in overall as well as sectoral terms. It would be the responsibility of the respective state governments, their municipal and other para-statal bodies, to work out the detailed strategies for achieving these plan objectives. The policies for each sector such as settlement pattern, economic base, rural development, regional land use, environment, disaster management, heritage and tourism, transportation, power, water, sewerage, solid waste management, should be detailed out in the respective Sub-Regional Plans. In addition, some of the measures which are already in the Plan like rationalisation of tax structures, removing restrictions on inter-state movement of taxis and auto rickshaws, uniform telecom and power supply and inter-state transport connectivity should also be pursued. A key component of the RP-2021 needs to be its linked with the JnNURM, an initiative that could play a crucial role in achieving the balanced urban growth in NCR. JnNURM is critical also because it is directed towards achieving some essential reforms in municipal governance, especially the ones focused on increasing the financial health of the urban local bodies and ensuring sustainability of infrastructure and basic services provided under the said programme. The overall management and creditworthiness of urban local bodies and service providers ultimately determine the sustainability of infrastructure development. Central and State fiscal transfers into the urban sector are dependent on the efficiency of utilisation of funds by the beneficiary cities. Municipal governance and systemic reforms in the delivery of critical services like water supply and sanitation should be the 'bottom line' benefits that the NCRPB must work to ensure. In brief, the JnNURM offers a key instrumentality that can enable the NCRPB to leverage its position in attaining its main objective of sustainable development of NCR in a regional context. Alongside, it shall be helping the participating states in getting the requisite resources for investment in infrastructure and urban services for achieving the said objective.

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## **Plastic Waste: An Overview**

**Preeti\***

### **Abstract**

Plastics have become a vital asset for humanity. Though extensive research and new technologies have led to invent of newer and safer plastics, but drawbacks and challenges of plastics have never been resolved. Plastic is a highly useful material and its applications are expected to increase as more new products and plastics are developed to meet demands. Although plastic waste may not always cause detectable harm or death as an isolated factor, when combined with other impacts, such as uncontrolled fishing or oil spills, it may contribute cumulatively to serious impacts. Policy responses to plastic waste come in many forms work on many levels, ranging from beach clean-ups to bans on plastic waste disposal at sea, to targets for waste management and recycling. Plastic waste has the additional complication of spanning many policy areas, such as marine management, coastal management, waste management and the regulation of chemicals. This range of responses is necessary for such a global problem with such local variation, but to ensure plastic waste does not fall through the holes in the net of responsibility, there is a need to harmonise efforts and co-ordinate between different policy areas. To conclude, it is not the plastics to blame, but it is the misuse of plastics. The present time need is to look for biodegradable measures and effective policies and their implement Plastic waste is a growing concern and the drivers behind it look set to continue.

**Keywords:** waste, plastic, management, recycling, policy, factor.

### **Introduction**

Plastic is a kind of material that is commonly known and used in everyday life in many forms. It becomes an important part of every one's life. Plastics have become a vital asset for humanity, often providing functionality that cannot be easily or economically replaced by other materials. Plastic products have brought benefits to society in terms of economic activity, jobs and quality of life. Plastics have taken over from paper, glass and cardboard in packaging, usually reducing cost and also providing better care of the items. Plastics also play a very vital role in hospitals and medical field. Plastics are used on large scale in hospitals. Plastics may be easy and convenient for everyday use, but their negative impacts on our health cannot be overlooked. Due to its non-biodegradable nature, it keeps on piling in the environment and is creating tons of trash around the world. Hence, with plastics, it is a full circle of problems and challenges that need to be resolved. Unfortunately, the properties of plastic that make it so valuable also make its disposal problematic, such as its durability, light weight and low cost persist in the environment. Although it is important to try and determine sources of plastic waste for developing and monitoring policy, it should be remembered that the distinction between land-based and sea-based sources is irrelevant for prevention, as all plastic is produced on land. If we are to reduce overall amounts of plastic waste, the land is where the greatest efforts need to be made.

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\* Rohtak

**What Is Plastic**

Plastics are synthetic substances produced by chemical reactions. Almost all plastics are made from carbon and petroleum, except a few experimental resins derived from corn and other organic substances. Plastics are polymers, very long chain molecules that consist of subunits linked together by chemical bonds. The monomers of petrochemical plastics are inorganic materials and are not biodegradable.

**Plastic Scenerio In India**

As per a 2013 estimate by the Central Pollution Control Board (CPCB), Indians throw out 15,342 tonnes of plastic waste every day, of which about 60% is recycled, most of it in the informal sector. While the recycling rate in India is considerably higher than the global average of 14%, there are still over 6,100 tonnes of plastic which are either landfilled or end up polluting streams or groundwater resources. While some kinds of plastic do not decompose at all, others could take up to 450 years to break down, leaving a vexing problem to address.

An Indian on average uses 11 kg of plastic a year, and less than half the global average. While the Indian government's target does not seem alarming next to developed countries' love of plastics, the fact that there is no comprehensive mechanism in place yet to manage the waste we generate should be reason enough to panic.

PLASTICWASTE CONSUMPTION IN INDIA

| Year | Consumption (Tonnes) |
|------|----------------------|
| 1991 | 61000                |
| 2001 | 475346               |
| 2011 | 958644               |

Source: Central Pollution Control Board

A survey of 60 Indian cities by the CPCB found that plastic accounts for 8% of all solid waste, with the figure going up to over 10% in nine cities, including Delhi that produces the maximum plastic waste in the country, Kolkata and Ahmedabad. A third of Hyderabad's households segregate their waste, while in Mumbai only 27% do. Plastics' share of global oil consumption is expected to more than treble to 20% between 2014 and 2050, and plastics' share of the global carbon budget will see an even steeper rise, from 1% to 15%. From last two decades environmentalists are very much interested in developing the techniques for the management of solid waste generated through day to day human practices. The 5 R's Reduce, Recycle, Reuse, Recover, and Residual Management have been considered to be a base of waste management and should be strictly followed in order to promote ecological balance through conscious human behaviour and choices.

**Recycling of plastic in India**

India recycles about 60% of its plastics, compared to world's average of 22%. Plastic waste contains the calorific value equal to fuel. India has among the lowest per capita consumption of plastics and consequently the plastic waste generation is very low.

PLASTIC WASTE CONSUMPTION

| Description                                     | World | India |
|---|-------|-------|
| Per capita per year consumption of plastic (kg) | 24    | 6-7   |
| Recycling                                       | 15-20 | 60    |
| Plastic in solid waste (%)                      | 7     | 9     |

Source :-Plastic Waste Management Board.

### **Advantages**

1. Plastics are poor conductors of heat which makes them suitable for use.
2. Plastics are poor conductors of electricity .so they are used in electrical appliances
3. They are insoluble in water.They are water resistant.
4. Plastics are very light,low weight, less energy to transport and distribute, and use.
- 5.Low energy consumption to make 1 bag, compared to alternatives.
- 6.Durable, can be used many times. They are easy to carry.
- 7.It can be recycled. This is depending on type of polymer used, and how it is made.
8. Low material cost. Very little material is used to make 1 bag,so it is material efficient.
- 9.It will not let water penetrate. So it will protect what you carry.

### **Disadvantages**

- 1.When plastics are burned,they produce toxic gases and smoke.
2. Most plastic wastes littering the roadsides cause disease causing microorganisms.
3. Plastics dumped in water bodies pose a threat to aquatic life.
4. Plastics prevent the rainwater from seeping into the ground.
- 5.Dumping of plastics in the ground affects the plants growing in the area as they don't get enough water from the soil.
6. Plastics pollute environment.
7. Plastic bags can suffocate.
8. They will use a very long time to degrade.
9. In nature, polymer bags can “block” stomach on birds, sea animals and other animals. They will thendie slowly, and painfully.

Many aspects, that is a negative side, can be “solved” by either national legislation, and/or design of the bag. The bag can be “made” so that it can be Reused, Recycled or get another end use. Like making candles, fuel, or something else. But, with no “laws” there will be no “control”. And the negative aspect will be there. Either national laws, and/or international laws must make a set of rules for how polymer bags can be used in the right manner.

### **Impacts Of Plastic Waste**

Impact on environment:-

Plastic is one of the major toxic pollutants of present time. Plastic pollutes earth and leads to air pollution and water pollution. This also mixes with food chain effecting environment. There is no safe way to dispose plastic waste and waste causes serious damage to environment during its production process, during its usage and during its disposal process.

Impact on drainage system:-

Plastic bag wastes contribute to blockage of drains and gutters, are a threat to aquatic life when they find their way to water bodies, and can cause livestock deaths when the livestock consume them.

Impact on ecosystem:-

A very small amount of total plastic production is effectively recycled; the remaining plastic is sent to landfills, where it is destined to remain entombed in limbo for hundreds of thousands of years, where its toxic compounds are spewed throughout the atmosphere to be accumulated in biotic forms throughout the surrounding ecosystems.



**Impact on urban areas:-**

Plastic waste is a major environmental and public health problem in Indian set up in the urban areas. Plastic shopping or carrier bags are one of the main sources of plastic waste in our country. Plastic bags of all sizes and colors dot the city's landscape due to the problems of misuse and overuse in India.

**Impact on marine life:-**

The harmful effects of plastic on aquatic life are devastating, and accelerating. Most of our knowledge is around plastic waste in the marine environment, although there is research that indicates that plastic waste in landfill and in badly managed recycling systems could be having an impact, mainly from the chemicals contained in plastic.

**Impact on health:-**

These all have known negative effects on human and animal health. The actual role of plastic waste in causing these health impacts is uncertain. This is partly because it is not clear what level of exposure is caused by plastic waste, and partly because the mechanisms by which the chemicals from plastic may have an impact on humans and animals are not fully established.

**Impact on wildlife:-**

When ingested by wildlife, plastic could cause the transfer of chemicals into the organism's system. However, once ingested, micro plastics may pass through the digestive system more quickly than larger plastics, potentially providing less opportunity for chemicals to be absorbed into the circulatory system.

**Impact on habitats:-**

Plastic waste also affects habitats, both on land and sea. Visually, plastic waste is a problem for human habitats, but it also has substantial impacts on wildlife habitat. Plastic waste could encourage the invasion of species who prefer hard surfaces and, as a result, indigenous species may be displaced, particularly those who prefer sandy and muddy bottoms.

### **Plastic Waste Management**

Waste management has a large part to play in preventing plastic waste becoming harmful. Incorrectly managed landfills may cause waste to reach the environment. Wastewater is another potential source, both in terms of microplastic that has not been effectively filtered. Since plastic lends itself well to alternative means of disposal, such as recycling and energy recovery, it has been suggested that landfill bans could reduce the amount of plastic waste in landfill.

**Reduced use of plastic:-**

Plastic pollution can be reduced by using less plastics products and switching to alternatives. Now focus on another important part of eco-friendly living: reduce your use of plastic. Source reduction (Reduce and Reuse) can occur by altering the design, manufacture, or use of plastic products and materials. Tips for safer, more sustainable use of plastics: Plastic pollution can be reduced by using less plastics products and switching to alternatives. Now focus on another important part of eco-friendly living: reduce your use of plastic.

**Tips for safer, more sustainable use of plastics:**

- ❖ Avoid plastic bottled water.
- ❖ Minimize the use of canned foods and canned drinks.
- ❖ Bring your own cloth bags to the grocery store or any store.

- ❖ Don't buy convenience foods packages in plastic.
- ❖ Buy bread from bakeries that package in paper.
- ❖ Buy laundry detergent in boxes, not liquid in plastic containers.
- ❖ Buy bulk cereal; bring your own paper bags

**Reuse of Plastic**

Reuse is a step up from recycling. In fact, reuse is the middle-man between reduce and recycle, and some would be surprised at how many opportunities for reuse there really are – once you start looking for them.

Reuse plastic produce bags for sandwiches, plastic grocery bags for small trash bags, and re-use.

Tips for plastic reuse:-

- ❖ Use old plastic bags as garbage bags instead of buying new ones
- ❖ Refill your old plastic bottles at home instead of buying water when you're out.

**Recycling of plastic**

Among the existing solutions recycling is one of the most convenient and easiest ways. There are various ways to participate through government programs or programs run by environmental organizations.

| Description                                     | World | India |
|---|-------|-------|
| Per capita per year consumption of plastic (kg) | 24    | 6-7   |
| Recycling                                       | 15-20 | 60    |
| Plastic in solid waste (%)                      | 7     | 9     |

Source :-Plastic Waste Management Board.

Recycle tips for plastic waste:-

- ❖ Batteries except for car batteries
- ❖ E-waste: computers, radios, and other electronic devices
- ❖ Screens, monitors, and televisions
- ❖ Plastic, paper, metal, cardboard, and e-waste

**Plastic And The Future**

Looking ahead, we do not appear to be approaching the end of the 'plastic age' consider that the speed of technological change is increasing exponentially such that life in 2030 will be unrecognizable compared with life today; plastics will play a significant role in this change. Plastic materials have the potential to bring scientific and medical advances, to alleviate suffering and help reduce mankind's environmental footprint on the planet. For instance, plastics are likely to play an increasing role in medical applications, including tissue and organ transplants; lightweight components, will reduce fuel usage in transportation; components for generation of renewable energy and insulation will help reduce carbon emissions and smart plastic packaging will no doubt be able to monitor and indicate the quality of perishable goods. Preventing plastic becoming waste could depend on how it is used. For these to be successful interventions, there may need to be a value placed on disposable products to encourage their reuse and encourage manufacturers to design them for reuse and recycling. Prevention can also work at the level of plastic becoming waste with the use of targets, taxes and bans but these must be carefully implemented.

## **Conclusion**

In conclusion, plastics offer considerable benefits for the future, but it is evident that our current approaches to production, use and disposal are not sustainable and present concerns for wildlife and human health. We have considerable knowledge about many of the environmental hazards, and information on human health effects is growing, but many concerns and uncertainties remain. There are solutions, but these can only be achieved by combined actions. There is a role for individuals, via appropriate use and disposal, particularly recycling; for industry by adopting green chemistry, material reduction and by designing products for reuse and end-of-life recyclability and for governments and policymakers by setting standards and targets, by defining appropriate product labelling to inform and incentivize change and by funding relevant academic research and technological developments. There is also a need for better education and awareness around plastic waste. Waste management is highly important in addressing the issues of plastic waste. The systems differ from country to country and region to region. In our opinion, these actions are overdue and are now required with urgent effect; there are diverse environmental hazards associated with the accumulation of plastic waste and there are growing concerns about effects on human health also. For these to be successful interventions, there may need to be a value placed on disposable products to encourage their reuse and encourage manufacturers to design them for reuse and recycling.

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## सुभद्रा कुमारी चौहान का जीवन परिचय

### अनुप कुमार यू. जी. सी. नेट (हिंदी)\*

सुभद्रा कुमारी चौहान (१६ अगस्त १९०४-१५ फरवरी १९४८) हिन्दी की सुप्रसिद्ध कवयित्री और लेखिका थीं। उनके दो कविता संग्रह तथा तीन कथा संग्रह प्रकाशित हुए पर उनकी प्रसिद्धि झाँसी की रानी (कविता) के कारण है। ये राष्ट्रीय चेतना की एक सजग कवयित्री रही हैं, किन्तु इन्होंने स्वाधीनता संग्राम में अनेक बार जेल यातनाएँ सहने के पश्चात अपनी अनुभूतियों को कहानी में भी व्यक्त किया। वातावरण चित्रण-प्रधान शैली की भाषा सरल तथा काव्यात्मक है, इस कारण इनकी रचना की सादगी हृदयग्राही है। उनका जन्म नागपंचमी के दिन इलाहाबाद के निकट निहालपुर नामक गांव में रामनाथसिंह के जमींदार परिवार में हुआ था। बाल्यकाल से ही वे कविताएँ रचने लगी थीं। उनकी रचनाएँ राष्ट्रियता की भावना से परिपूर्ण हैं। सुभद्रा कुमारी चौहान, चार बहने और दो भाई थे। उनके पिता ठाकुर रामनाथ सिंह शिक्षा के प्रेमी थे और उन्हीं की देख-रेख में उनकी प्रारम्भिक शिक्षा भी हुई। १९१९ में खंडवा के ठाकुर लक्ष्मण सिंह के साथ विवाह के बाद वे जबलपुर आ गई थीं। १९२१ में गांधी जी के असहयोग आंदोलन में भाग लेने वाली वह प्रथम महिला थीं। वे दो बार जेल भी गई थीं। सुभद्रा कुमारी चौहान की जीवनी, इनकी पुत्री, सुधा चौहान ने 'मिला तेज से तेज' नामक पुस्तक में लिखी है। इसे हंस प्रकाशन, इलाहाबाद ने प्रकाशित किया है। वे एक रचनाकार होने के साथ-साथ स्वाधीनता संग्राम की सेनानी भी थीं। डॉ० मंगला अनुजा की पुस्तक सुभद्रा कुमारी चौहान उनके साहित्यिक व स्वाधीनता संघर्ष के जीवन पर प्रकाश डालती है। साथ ही स्वाधीनता आंदोलन में उनके कविता के जरिए नेतृत्व को भी रेखांकित करती है। १५ फरवरी १९४८ को एक कार दुर्घटना में उनका आकस्मिक निधन हो गया था।

### **आरंभिक जीवन**

उनका जन्म नागपंचमी के दिन इलाहाबाद के निकट निहालपुर नामक गांव में रामनाथसिंह के जमींदार परिवार में हुआ था। बाल्यकाल से ही वे कविताएँ रचने लगी थीं। उनकी रचनाएँ राष्ट्रियता की भावना से परिपूर्ण हैं। सुभद्रा कुमारी चौहान, चार बहने और दो भाई थे। उनके पिता ठाकुर रामनाथ सिंह शिक्षा के प्रेमी थे और उन्हीं की देख-रेख में उनकी प्रारम्भिक शिक्षा भी हुई। १९१९ में खंडवा के ठाकुर लक्ष्मण सिंह के साथ विवाह के बाद वे

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जबलपुर आ गई थीं। १९२१ में गांधी जी के असहयोग आंदोलन में भाग लेने वाली वह प्रथम महिला थीं। वे दो बार जेल भी गई थीं। सुभद्रा कुमारी चौहान की जीवनी, इनकी पुत्री, सुधा चौहान ने 'मिला तेज से तेज' नामक पुस्तक में लिखी है। इसे हंस प्रकाशन, इलाहाबाद ने प्रकाशित किया है। वे एक रचनाकार होने के साथ-साथ स्वाधीनता संग्राम की सेनानी भी थीं। डॉ. मंगला अनुजा की पुस्तक सुभद्रा कुमारी चौहान उनके साहित्यिक व स्वाधीनता संघर्ष के जीवन पर प्रकाश डालती है।

सुभद्रा कुमारी चौहान का जन्म नागपंचमी के दिन 16 अगस्त 1904 को इलाहाबाद के पास निहालपुर गाँव में हुआ था। उनके पिता का नाम 'ठाकुर रामनाथ सिंह' था। सुभद्रा कुमारी की काव्य प्रतिभा बचपन से ही सामने आ गई थी। आपका विद्यार्थी जीवन प्रयाग में ही बीता। 'क्रास्थवेट गर्ल्स कॉलेज' में आपने शिक्षा प्राप्त की। 1913 में नौ वर्ष की आयु में सुभद्रा की पहली कविता प्रयाग से निकलने वाली पत्रिका 'मर्यादा' में प्रकाशित हुई थी। यह कविता 'सुभद्राकुँवरि' के नाम से छपी। यह कविता 'नीम' के पेड़ पर लिखी गई थी। सुभद्रा चंचल और कुशाग्र बुद्धि थी। पढ़ाई में प्रथम आने पर उसको इनाम मिलता था। सुभद्रा अत्यंत शीघ्र कविता लिख डालती थी, मानो उनको कोई प्रयास ही न करना पड़ता हो। स्कूल के काम की कविताएँ तो वह साधारणतया घर से आते-जाते तांगे में लिख लेती थी। इसी कविता की रचना करने के कारण से स्कूल में उसकी बड़ी प्रसिद्धि थी। 1919 ई. में उनका विवाह 'ठाकुर लक्ष्मण सिंह' से हुआ, विवाह के पश्चात वे जबलपुर में रहने लगीं। सुभद्राकुमारी चौहान अपने नाटककार पति लक्ष्मणसिंह के साथ शादी के डेढ़ वर्ष के होते ही सत्याग्रह में शामिल हो गईं और उन्होंने जेलों में ही जीवन के अनेक महत्वपूर्ण वर्ष गुज़ारे। गृहस्थी और नन्हे-नन्हे बच्चों का जीवन सँवारते हुए उन्होंने समाज और राजनीति की सेवा की।

आपका पहला काव्य-संग्रह 'मुकुल' 1930 में प्रकाशित हुआ। इनकी चुनी हुई कविताएँ 'त्रिधारा' में प्रकाशित हुई हैं। 'झाँसी की रानी' इनकी बहुचर्चित रचना है। कविता : अनोखा दान, आराधना, इसका रोना, उपेक्षा, उल्लास, कलह-कारण, कोयल, खिलौनेवाला, चलते समय, चिंता, जीवन-फूल, झाँसी की रानी की समाधि पर, झाँसी की रानी, झिलमिल तारे, ठुकरा दो या प्यार करो, तुम, नीम, परिचय, पानी और धूप, पूछो, प्रतीक्षा, प्रथम दर्शन, प्रभु तुम मेरे मन की जानो, प्रियतम से, फूल के प्रति, बिदाई, भ्रम, मधुमय प्याली, मुरझाया फूल, मेरा गीत, मेरा जीवन, मेरा नया बचपन, मेरी टेक, मेरे पथिक, यह कदम्ब का पेड़-2, यह कदम्ब का पेड़, विजयी मयूर, विदा, वीरों का हो कैसा वसन्त, वेदना, व्याकुल चाह, समर्पण, साध, स्वदेश के प्रति, जलियाँवाला बाग में बसंत. सन् 1904 में इलाहाबाद के निहालपुर ग्राम में जन्मी सुभद्राकुमारी चौहान की कविताओं में राष्ट्रचेतना और ओज कूट-



कूट कर भरा है। बचपन से ही आपके मन में देशभक्ति की भावना इतने गहरे तक पैठ बनाए हुए थी कि सन् 1921 में अपनी पढ़ाई छोड़ आपने असहयोग आंदोलन में सक्रिय रूप से भाग लिया। आज़ादी की इस लड़ाई में आपने कई बार जेल-यात्रा की। विवाह के बाद आप जबलपुर में बस गईं। कथनी-करनी की समानता सुभद्रा जी के व्यक्तित्व का प्रमुख अंग है। आपकी रचनाएँ सुनकर मरणासन्न व्यक्ति भी ऊर्जा से भर सकता है। बिना किसी लाग-लपेट के सीधे-सीधे सच्चा काव्य रचने वाली यह कवयित्री सन् 1948 में एक सड़क दुर्घटना में हमसे बिछड़ गईं। 'मुकुल' और 'त्रिधारा' आपके काव्य संग्रह हैं। 1920 - 21 में सुभद्रा और लक्ष्मण सिंह अखिल भारतीय कांग्रेस कमेटी के सदस्य थे। उन्होंने नागपुर कांग्रेस में भाग लिया और घर-घर में कांग्रेस का संदेश पहुँचाया। त्याग और सादगी में सुभद्रा जी सफ़ेद खादी की बिना किनारी धोती पहनती थीं। गहनों और कपड़ों का बहुत शौक़ होते हुए भी वह चूड़ी और बिंदी का प्रयोग नहीं करती थी। उन को सादा वेशभूषा में देख कर बापू ने सुभद्रा जी से पूछ ही लिया, 'बेन! तुम्हारा ब्याह हो गया है?' सुभद्रा ने कहा, 'हाँ!' और फिर उत्साह से बताया कि मेरे पति भी मेरे साथ आए हैं। इसको सुनकर बा और बापू जहाँ आश्वस्त हुए वहाँ कुछ नाराज़ भी हुए। बापू ने सुभद्रा को डाँटा, 'तुम्हारे माथे पर सिन्दूर क्यों नहीं है और तुमने चूड़ियाँ क्यों नहीं पहनीं? जाओ, कल किनारे वाली साड़ी पहनकर आना।' सुभद्रा जी के सहज स्नेही मन और निश्छल स्वभाव का जादू सभी पर चलता था। उनका जीवन प्रेम से युक्त था और निरंतर निर्मल प्यार बाँटकर भी खाली नहीं होता था। 1922 का जबलपुर का 'झंडा सत्याग्रह' देश का पहला सत्याग्रह था और सुभद्रा जी की पहली महिला सत्याग्रही थीं। रोज़-रोज़ सभाएँ होती थीं और जिनमें सुभद्रा भी बोलती थीं। 'टाइम्स ऑफ़ इंडिया' के संवाददाता ने अपनी एक रिपोर्ट में उनका उल्लेख लोकल सरोजिनी कहकर किया था। सुभद्रा जी में बड़े सहज ढंग से गंभीरता और चंचलता का अद्भुत संयोग था। वे जिस सहजता से देश की पहली स्त्री सत्याग्रही बनकर जेल जा सकती थीं, उसी तरह अपने घर में, बाल-बच्चों में और गृहस्थी के छोटे-मोटे कामों में भी रमी रह सकती थीं।

सुभद्रा कुमारी चौहान ने 15 वर्ष की आयु से ही लिखना शुरू कर दिया था। जिस समय इन्होंने लिखना शुरू किया राजनैतिक दृष्टि से उथल पुथल का युग था। ब्रिटिश शासक बनिए की तरह यहां आए थे और प्लासी के युद्ध के बाद तो उन्होंने अपनी जड़े ही जमानी शुरू कर दी थी। धीरे-धीरे अंग्रेजी शासन का दमन चक्र बढ़ता चला गया। भारतीय स्वयं को भाग्य के भरोसे छोड़ निराशाजनक स्थिति में पहुंच गए थे। ऐसे में कवियों, साहित्यकारों ने अपनी कलम के माध्यम से देशवासियों को जागृत किया। वर्तमान के आइने में स्वर्णिम अतीत की झांकी दिखाकर लोगों को प्रेरित किया। गांधी जी ने सत्याग्रह

का जो पाठ पढ़ाया था उससे राष्ट्रीय आंदोलन को अत्यन्त मजबूती मिली। सुभद्रा कुमारी चौहान का हृदय भी देशप्रेम से ओत प्रोत था। देश पर कुर्बान हुए वीरों को नौजवानों का प्रेरणा स्रोत मानती हैं। अनुभूति पत्रिका के अनुसार "हिंदी काव्य जगत में ये अकेली ऐसी कवयित्री हैं जिन्होंने अपने कंठ की पुकार से लाखों युवक-युवतियों को युग-युग की अकर्मण्य उदासी को त्याग, स्वतंत्रता संग्राम में अपने को समर्पित कर देने के लिए प्रेरित किया है। सहज सरल भाषा में जटिल से जटिल भावों को पिरोकर पाठक के मन में उत्साह जगा देती हैं। "बुंदेलखंड में लोक-शैली में गाये जाने वाले छंद को लेकर उसी में झाँसी की रानी जैसी रोमांचक कथा लिखना उनकी प्रतिभा और दृष्टि दोनों का परिचय देता है।" यद्यपि उनकी इस रचना को अंग्रेजों ने जब्त कर लिया था तथापि भारतीय जन-जन को यह कविता कंठाग्र हो गयी थी। सुभद्रा जी की काव्य साधना के पीछे उत्कट देश प्रेम, अपूर्व साहस तथा आत्मोत्सर्ग की प्रबल कामना है। इनकी कविता में सच्ची वीरांगना का ओज और शौर्य प्रकट हुआ है। हिंदी काव्य जगत में ये अकेली ऐसी कवयित्री हैं जिन्होंने अपने कंठ की पुकार से लाखों भारतीय युवक-युवतियों को युग-युग की अकर्मण्य उपासी को त्याग, स्वतंत्रता संग्राम में अपने को समर्पित कर देने के लिए प्रेरित किया। वर्षों तक सुभद्रा जी की 'झाँसी वाली रानी थी' और 'वीरों का कैसा हो वसंत' शीर्षक कविताएँ लाखों तरुण-तरुणियों के हृदय में आग फूँकती रहेंगी।

झाँसी की रानी

सिंहासन हिल उठे राजवंशों ने भृकुटी तानी थी,  
बूढ़े भारत में आई फिर से नयी जवानी थी,  
गुमी हुई आज़ादी की कीमत सबने पहचानी थी,  
दूर फिरंगी को करने की सबने मन में ठानी थी।  
चमक उठी सन सत्तावन में, वह तलवार पुरानी थी,  
बुंदेले हरबोलों के मुँह हमने सुनी कहानी थी,  
खूब लड़ी मर्दानी वह तो झाँसी वाली रानी थी।।  
कानपूर के नाना की, मुँहबोली बहन छबीली थी,  
लक्ष्मीबाई नाम, पिता की वह संतान अकेली थी,  
नाना के सँग पढ़ती थी वह, नाना के सँग खेली थी,  
बरछी ढाल, कृपाण, कटारी उसकी यही सहेली थी।  
वीर शिवाजी की गाथायें उसकी याद ज़बानी थी,  
बुंदेले हरबोलों के मुँह हमने सुनी कहानी थी,  
खूब लड़ी मर्दानी वह तो झाँसी वाली रानी थी।।

### रचनाएँ

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- मेरा नया बचपन
- जलियाँवाला बाग में बसंत
- साध
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- बालिका का परिचय
- स्मृतियाँ
- सभा का खेल

### **कथा साहित्य**

'बिखरे मोती' उनका पहला कहानी संग्रह है। इसमें भग्नावशेष, होली, पापीपेट, मंझलीरानी, परिवर्तन, दृष्टिकोण, कदम के फूल, किस्मत, मछुये की बेटी, एकादशी, आहुति, थाती, अमराई, अनुरोध, व ग्रामीणा कुल १५ कहानियां हैं! इन कहानियों की भाषा सरल बोलचाल की भाषा है! अधिकांश कहानियां नारी विमर्श पर केंद्रित हैं! उन्मादिनी शीर्षक से उनका दूसरा कथा संग्रह १९३४ में छपा। इस में उन्मादिनी, असमंजस, अभियुक्त, सोने की कंठी, नारी हृदय, पवित्र ईर्ष्या, अंगूठी की खोज, चढ़ा दिमाग, व वेश्या की लड़की कुल ९ कहानियां हैं। इन सब कहानियों का मुख्य स्वर पारिवारिक सामाजिक परिदृश्य ही है। 'सीधे साधे चित्र' सुभद्रा कुमारी चौहान का तीसरा व अंतिम कथा संग्रह है। इसमें कुल १४ कहानियां हैं। रूपा, कैलाशी नानी, बिआल्हा, कल्याणी, दो साथी, प्रोफेसर मित्रा, दुराचारी व मंगला - ८ कहानियों की कथावस्तु नारी प्रधान पारिवारिक सामाजिक समस्यायें हैं। हींगवाला, राही, तांगे वाला, एवं गुलाबसिंह कहानियां राष्ट्रीय विषयों पर आधारित हैं। सुभद्रा कुमारी चौहान ने कुल ४६ कहानियां लिखीं और अपनी व्यापक कथा दृष्टि से वे एक अति लोकप्रिय कथाकार के रूप में हिन्दी साहित्य जगत में सुप्रतिष्ठित हैं!

### **सम्मान**

भारतीय तटरक्षक सेना ने २८ अप्रैल २००६ को सुभद्राकुमारी चौहान की राष्ट्रप्रेम की भावना को सम्मानित करने के लिए नए नियुक्त एक तटरक्षक जहाज़ को सुभद्रा कुमारी चौहान का नाम दिया है।<sup>[5]</sup> भारतीय डाकतार विभाग ने ६ अगस्त १९७६ को सुभद्रा कुमारी चौहान के सम्मान में २५ पैसे का एक डाक-टिकट जारी किया है।

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## **Impact of Environmental Pollution on Human Rights: An Assessment**

**Anshuman Singh\***

### **Abstract**

Environmental pollution intensified with the growing disparity in economic conditions of the various people of the society. Erection of various hydra projects for generation of electricity as well as storage of water for irrigation purpose disturbs the course of the river concerned. Excessive use of fertilizer and pesticides as well as drainage of the underground water resources has deprived the natural equilibrium of its age old strength; consequently the few rich people are getting richer at the cost of deprivation, misery and degradation of the millions of human beings of country. Discharge innumerable passing vessels and occasional oil shocks not only a pollute but also pose a grave risk to the aquatic creatures and their environs. The fundamental right enjoined in the Indian Constitution, grunting right to life and rights to property have been violated time and again. An appraisal of the historical background to environmental protection in India would indicate that forests & wildlife were considered as vital ingredients of the global system. The right to five in a clean and healthy environment is not a recent invention of the-higher judiciary in India. The right has been recognized by the legal system and the judiciary in particular for over a century or so. Links between human rights and environmental protection were expressed from the first international conference on the human environment, held in Stockholm in 1972. At the concluding session of the Conference, the participants adopted a final declaration whose preamble proclaimed that Man is both creature and moulder of his environment, which gives him physical sustenance and affords him the opportunity for intellectual, moral, social and spiritual growth.

**Keywords:** Environmental pollution, Human Rights, Indian Constitution, Global system

### **Introduction**

The first approach, which can be called the environmental approach to human protecting environmental quality, is a pre-condition to the enjoyment of internationally-guaranteed human rights, especially the rights to life and health. The second rights-based approach, perhaps appropriately called the human rights approach to environmental protection, is most common in international environmental agreements adopted since 1992. It is also instrumentalist, but instead of viewing environmental protection as an essential element of human rights, it views certain human rights as essential elements to achieving environments protection. The third and most recent approach views the links as indivisible and inseparable and thus posits the right to an environment of a specific quality as an independent substantive human right. At present, examples of this are found mainly in national law and in regional human rights and environmental treaties. According to Protection of Human Rights Act, 1993 Section 2(d) 'Human Right's" means the rights relating to life, liberty, equality and dignity of the individual guaranteed by the constitution or embodied in the International Covenants and enforceable by Courts in India.

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In the United Nations Conference on the Human Environment held in Stockholm In June 1972 in which India participated, decision were taken to take appropriate steps for the preservation of the quality of air, and control of air pollution. The Government has decided to implement these decisions of the said conference in so far as they relate to the preservation of the quality of air and control of air pollution. Environmental protection and ecological balance are essential to ensure that development is sustainable in the long run. Environmental problems in India can be broadly classified as (i) those arising as negative effects of the very process of development, and (ii) those arising from conditions of poverty and underdevelopment. In the wake of the Bhopal gas tragedy, the Government of India enacted the Environment (Protection) Act, 1986. The laws that existed prior to the enactment of EPA essentially focused on specific pollution (such as air and water). The need for a single authority which could assume the lead role for environmental protection was answered through the enactment of EPA. The Constitution of India originally adopted, did not contain any direct and specific provision regarding fire protection of natural environment. Perhaps, the framers of the Indian Constitution, at that time, considered it as a negligible problem.

The UN Declaration on right provides that Economic, Social and Cultural Rights includes the proper to Health, together with healthy living conditions and out there, accessible and acceptable quality health services. Right are loosely of 2 types – negative and positive. Negative right are people who prohibit actions that are harmful to the physical, mental or emotional aspects of somebody's being. Each human being has the proper to measure a dignified life as somebody's. Right to life, privacy, human punishments etc. are examples of negative rights. Positive rights are sometimes political and economic right, just like the right to food, education so on. Similarly the protection of the atmosphere has been integral to the cultural and non-secular ethos of most of the human communities. Nevertheless, on a careful analysis of various provisions prior to the 42<sup>nd</sup> Constitutional Amendment, reveals that some of the Directive Principles of State Policy showed a slight inclination towards environmental protection, it can be inferred from Art. 39(b), Art. 47, Art. 48 and Art. 49.

Judicial activism in India provides an impetus to the campaign against pollution. The path for people's involvement in the judicial process has been shown. If this had not been done so, the system would have collapsed and crumbled under the burden of its insensitivity. The Courts in India have played a distinguishing role in gradually enlarging the scope of a qualitative living by applying various issues of environmental protection. Consequently, activities posing a major threat to the environment were curtailed so as to protect the individual's inherent right to wholesome environment. Environmental pollution intensified with the growing disparity in economic conditions of the various people of the society. Erection of various hydal projects for generation of electricity as well as storage of wafer for irrigation purpose disturbs the course of the river concerned. Indiscriminate filling of the water bodies, especially in urban and semi-urban areas, aggravates fire situation and rudely shake up the ecosystem. Environmental protection is not possible without public awareness and participation. There has been a paradigm shift over the concept of right to environment since the last three decades, primarily after a series of global cooperative initiatives.

### **Causes of Environmental Pollution**

- **Pollution from cars, trucks, and other vehicles** is and has been our major environmental pollution issue for almost a century now. The problem is we did not realize this until the problem had manifested to monumental proportions.
- **Fossil fuel emissions from power plants** which burn coal as fuel contributed heavily, along with vehicles burning fossil fuels, to the production of smog. Smog is the result of fossil fuel combustion combined with sunlight and heat.
- **Carbon dioxide** is another product from all of the vehicles on the planet as well as unreformed power plants and other industrial facilities. A continually growing population of humans and **clear cutting of forests** has exacerbated this problem so natural defences are no longer present and carbon dioxide levels are on the rise.
- **Water pollution is a major issue.** Many industries dump wastes into rivers, lakes, ponds, and streams in an attempt to hide wastes from EPA inspectors. These water sources feed major crops and food becomes contaminated with a variety of chemicals and bacteria, causing rampant health problems.

### **Effect of Environmental Pollution on Human Rights**

In recent years the relationship between human rights and environmental issues has become an issue of vigorous debate. The link between the two emphasises that a decent physical environment is a precondition for living a life of dignity and worth. Environmental degradation and human rights was first placed on the international agenda in 1972, at the UN Conference on the Human Environment. The human right to a healthy environment is controversial, inter alia, because it has individual as well as collective aspects. If, for instance, after a period of foreign domination it emerges that the physical environment of the dominated people has been severely damaged, it is generally considered logical to allow for a claim to protection (i.e., restoration) of the environment not only by individuals, but in equal measure by the affected population as a whole. The right to a healthy environment which is linked with the right to life of the people at large. Health of an individual is the most important individual & social asset. One may be from any strata of society for him 'health is wealth'. And rightly health has been considered very important in the constitution of the WHO:

Environment pollution is the main source and cause of violation of basic human right. Any decrease or increase of natural ingredients in atmosphere, soil, water, earth etc. are causes of environment pollution in the form of physical, chemical or biodiversity manner. The concept of environment as a basic human right must also encompass a respect for the right of other species to survive on this planet; it is keeping all this in mind -that environment is fast being recognized as a human right. Environment consists of whole system in separable form chemical biological, social physical and cultural elements those are inter-linked individually and reacts collectively and individually. The environment of any living organism is not static it is always variable and changing.

Components of the environment are air, water, soil, noise, land, forest, world life etc. those are receptacle to each other. In the other hand in man-made - environment include technology, transportation, housing, exploitation or experiment of the nuclear weapons etc. The environmental pollution now constitutes the biggest hazards not only the human existence but also the existence of all the gifts that nature has so kindly bestowed to man.

### **Effect of pollution on life and liberty**

Environmental noise does not usually contribute to deafness but notable exceptions may include noisy discothèques and “personal stereos”. Radioactivity is associated with an exposure dependent risk of some cancers notably leukaemia. Contrary to popular belief however, most radiation to which the average person is exposed is natural in origin, and, of the man-made sources, medical diagnosis and treatment is on average the largest source to the individual. Growing human population, urbanization and large scale industrialization in the country have led to environmental degradation, pollution and occupation related Hazards. Environmental pollution is responsible for health hazards such as asthma, -cancer, hypertension, etc. Incidence of occupation related morbidity and mortality too is very high in India. It is estimated that about 17% of the occupational diseases occurring in the world and 18% of the deaths due to occupational diseases take place from various industrial toxicants and environmental pollutants.

### **Effect of Pollution on the Health of Human beings**

Environmental pollution is one the greatest challenges that the world is facing today. It began since industrial revolution, increasing day by day and causing irreparable damage to Mother Earth. Environmental pollution has its own causes, effects and solutions. Looking into these will help you identify the causes and what steps you can take to mitigate those effects. Broadly, environmental pollution consists of six basic types of pollution, i.e. air, water, land, soil, noise, and light. When people think of environmental pollution, most focus on fossil fuel and carbon emissions, but there are different contributing factors. Chemical pollution in bodies of water contributes to illnesses. Electromagnetic pollution has effects on human health but is uncommonly considered in present times despite the fact we essentially expose ourselves to it on a daily basis. The construction of irrigation systems and other systems of water control such as terracing of hillsides and dykes for flood control constitutes drastic transformation of natural ecosystems to improve human welfare. All human economic activity utilizes the environment through the use of natural resources as, raw materials for production and its use through the use of natural resources as, raw materials for production and it's through consumption. The economic livelihood of people who depended on fish and other aquatic life suffers as a result. Eating fish which may have been contaminated by mercury can cause serious health problems. Another major set of challenges arise from emerging global environmental concerns -such as climate change, stratospheric ozone depletion, and biodiversity loss.

### **Climate Change and Health**

Environment pollution is that the main supply and explanation for violation of basic right. All the explanations are established by scientific analysis and experiment. Any decrease or increase of natural ingredients in atmosphere, soil, water, earth etc. are causes of surroundings pollution within the sort of physical, chemical or variety manner. As a result it attracts the essential right, i.e. in gist. Surroundings pollution is that the main supply and explanation for violation of basic right. All the explanations any kind of surroundings pollution violates the essential right that is tacit. Global climate change encompasses a vary of complicated repose linkages with health. These embrace direct Impacts, like temperature-related ill health and death; the health impacts of utmost weather events; the result of pollution within the sort of spores and moulds. alternative impacts-follow a lot of convoluted pathways like people who make to water- and food-borne diseases; vector-home and rodent-borne diseases; or food and water shortages. Global climate change

impacts won't be equally distributed round the world. Some regions are expected to fare worse -than others.

### **Climatic change and Health Hazards**

Life, livelihoods, culture and society are fundamental aspects of human existence - hence, their maintenance and enhancement is a fundamental human right. Destruction of the environment and, thereby, of natural resources is, therefore, a violation or leads-to -the violation of human rights, as we will see later. But for now, we must keep in mind those human rights violations can lead to environmental destruction or breakdown in sustainable common property management. This could lead to loss of access to clean air and water; loss of access to productive land; loss of energy sources and biomass; loss of food and health security; social and economic marginalisation, and physical displacement. The traditional economy of the indigenous peoples rested on their concept of and relationship with nature. For most such communities, land, water and forest belong to Mother Earth; human beings enjoy only the right to use them, nobody can own them; they ought not to be bought and sold, appropriated or otherwise privatised.

### **India's environmental problems**

The environmental issues in Asian nation are growing apace. The increasing economic development and a apace growing population that has taken the country from three hundred million folks in 1947 to over one billion people these days is golf stroke a strain on the surroundings, infrastructure, and therefore the country's natural resources. Industrial pollution, eating away, deforestation, fast manufacture, urbanization, and land degradation are all worsening issues. Environmental issues are exacerbated by its significant reliance on coal for power generation. Coal provides over 1/2 the country's energy wants and is employed for nearly three-quarters of electricity generation. Whereas Asian nation is lucky to own voluminous reserves of coal to power economic development, the burning of this resource, particularly given the high ash content of India's coal, has return at a price in terms of heightened public risk and environmental degradation. The government estimates the price of environmental degradation has been running at four.5% of value in recent years. The low energy potency of power plants that bum coal could be a tributary issue. India's coal plants are previous and aren't outfitted with the foremost electronic equipment pollution controls. Vehicle emissions are accountable for seventieth of the country's pollution. the key downside with government efforts to safeguard the surroundings has been social control at the native level, not with a scarcity of laws. Pollution from vehicle exhaust and trade could be a worsening downside for Asian nation. It's usually aforesaid that city is one in all the foremost contaminated cities within the world. And by implication, folks tend to believe that it's the foremost contaminated town in Asian nation.

### **Problem of Environmental pollution in the India**

Existing human rights can't be totally understood and enforced while not taking in to account of their environmental elements. as an example, the rights to health, food, safe operating conditions and equity can't be realised while not attention to environmental issues like dean potable, sanitation, the employment of pesticides and chemical fertilizers, indoor pollution, or the separation of risky waste facilities in minority and poor communities. In several cases environmental degradation violates the principle of even-handed distribution of resource among the folks. As a result the unprivileged categories of individuals in society are denied distributive justice, and their basic rights are curtailed. As an example, in city and cities, a minority of automobile house owners causes large



pollution and accidents. The poor folks, from street hawkers to pavement dwellers, are the worst victims. Again, environmental plunder involves disguised violence. It's not open act for physical attack. It's Associate in nursing indirect and hidden violence that ends up in the destruction of lives and livelihoods of the poor folks.

### **Environmental Rights**

Environmental human rights include 3 main areas: the proper to a dean and safe atmosphere, the proper to act to safeguard the atmosphere and therefore the right to data, to access to justice, and to participate in environmental higher cognitive process. Each human rights and environmental agendas are progressively at the forefront of world situations nowadays, notably those, which involve folks being displaced for reasons of resource extraction, conservation, or war. vast flows of migrants, refugees, and therefore the reconciliation' and transfer typically related to any quite war or terrorist activity, also because the varied types of territorial claims created by 'indigenous' peoples, conservation teams, and military units, demand attention to problems with each human rights and atmosphere.

At the center of this issue there are 2 key queries viz: are the forests, water, air, and food that are essential to human survival as common product to be shared by all? And are they scarce economic goods, like minerals and timber that are optimized after they are subject to industrial pressures of provide and demand?

The key environmental challenges that the country faces relate to the nexus of environmental degradation with financial condition in its several dimensions, and economic process. These challenges are as such connected with the state of environmental resources, like land, water, air and their flora and fauna. The proximate drives of environmental degradation are increase, technology and consumption decisions, and financial condition, resulting in changes in relation<sup>^</sup> between folks and ecosystems, and development activities like intensive agriculture, polluting business, and unplanned urbanization.

### **Conclusion**

A diverse developing society like ours provides varied challenges within the economic, social, political, cultural, and environmental arenas. All of those coalesce within the dominant imperative of alleviation of mass economic condition, reckoned within the multiple dimensions of resource security, health care, education, authorization of the underprivileged, and elimination of gender disparities. Property development issues within the sense of sweetening of human well-being, loosely planned, are a continual theme in India's development philosophy. For this to occur there's a necessity for balance and harmony between economic, social and environmental wants of the country. Asian nation conjointly plays a crucial role in many vital international initiatives involved with the atmosphere. It's a celebration to the key many-sided agreements, and recognises the interdependencies among, and trans-boundary character of, many environmental issues.

It is more and more evident that poor environmental quality has adversely affected human health. Environmental factors are calculable as being accountable in some cases for nearly twenty percent of the burden of malady in Asian nation and variety of environment-health factors are closely coupled with dimensions of economic condition (e.g., deficiency disease, lack of access to scrub energy and water). It's been established that interventions targeted at environmental management - e.g., reducing indoor pollution, protective sources of safe water, sanitation measures, improved public health governance - provide

tremendous opportunities in reducing the incidence of variety of measures would be troublesome to accomplish while not in depth awareness raising and education. Another major set of challenges arise from rising international environmental issues like global climate change, stratospheric gas depletion, and diverseness loss.

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## भारतीय स्वतंत्रता संघर्ष में महिलाओं का योगदान (1857-1947 ई०)

डा० अवधेश कुमार \*

भारतीय सामाजिक तथा राजनैतिक जीवन में महिलाओं की भूमिका महत्वपूर्ण रही है। भारतीय स्वतंत्रता संघर्ष में महिलाओं ने पुरुषों के साथ कंधे से कंधा मिलाकर अपना महत्वपूर्ण योगदान दिया। 1857 की क्रांति में बेगम हजरत महल, बेगम जीनत महल, रानी ईश्वर कुमारी, चौहान रानी, रामगढ़ की रानी अवंती बाई, तुकलाई सुल्तान, जवानी बेगम, महारानी तपस्वनी, तुलसीपुर की रानी राजेश्वरी देवी, दारिया बाद की रानी, ओरछा की रानी, लखनऊ की बेगम आलिया, नाना साहब की पुत्री मैना बाई, आदि ऐसी महिलायें रहीं जिन्होंने 1857 की क्रांति में अपना महत्वपूर्ण योगदान दिया।<sup>1</sup> किन्तु ऐतिहासिक सन्दर्भों में इन महिलाओं के नाम का प्रायः उल्लेख नहीं मिलता है। 1857 की क्रांति में प्रताप चन्द्र सिंह की रानी जिन्हें अनूप पहर की रानी भी कहा जाता है की भूमिका बहुत महत्वपूर्ण रही। 1857 की क्रांति की सूचना जब चौहान रानी को प्राप्त हुई तो उन्होंने अंग्रेजों के विरुद्ध तलवार उठाने का निर्णय लिया तथा मुगल बादशाह बहादुर शाह जफर के समर्थन में अपने आप को स्वतंत्र होने की घोषणा कर दी। उनके नेतृत्व में क्रांतिकारियों ने अनूप पहर के आस-पास के क्षेत्रों के पुलिस थानों, कचहरी तथा कोशागार पर अधिकार कर लिया। चौहान रानी के नेतृत्व में अनूप पहर के आस-पास के क्षेत्रों पर क्रांतिकारियों का मई 1857 तक कब्जा हो गया।

1857 की क्रांति में मुजफ्फरनगर की महिलाओं की भूमिका बड़ी महत्वपूर्ण रही। मुजफ्फरनगर में समाज की उच्च वर्ग तथा निम्नवर्ग की महिलाओं ने 1857 की क्रांति में जोर-शोर से सहभागिता की। 1857 की क्रांति में मेरठ में आषा देवी की भूमिका केन्द्रीय रही।<sup>2</sup> आषा देवी के पति मेरठ के क्रांतिकारियों में अपना महत्वपूर्ण स्थान रखते थे। उन्होंने 1857 की क्रांति में सहभागिता करने हेतु लोगों को प्रेरित किया। श्रीमती आषा देवी ने कई महिलाओं को संगठित किया तथा उन्हें अंग्रेजों के विरुद्ध हथियार उठाने हेतु प्रोत्साहित किया। श्रीमती आषा देवी द्वारा गठित किये गये संगठन में समाज के सभी वर्गों की महिलायें सम्मिलित थीं। इन महिलाओं ने मिलकर अंग्रेजों का प्रतिनिधित्व करने वाले सरकारी संस्थानों पर आक्रमण किया तथा उनमें आग लगा दिया। श्रीमती आषा देवी द्वारा महिलाओं के भीतर स्वतंत्रता के लिए जगायी गयी अलख का परिणाम ये हुआ कि महिलाओं ने अंग्रेजों के समक्ष कड़ा प्रतिरोध प्रस्तुत किया। श्रीमती आषा देवी द्वारा किये गये प्रयत्नों के फलस्वरूप मुजफ्फरनगर में अंग्रेजी सरकार की जड़े हिल गई किन्तु अंग्रेजों ने श्रीमती आषा देवी के नेतृत्व में होने वाले क्रांतिकारी प्रयासों का कठोरता से दमन कर दिया तथा अनेक महिला क्रांतिकारियों के साथ श्रीमती आषा देवी को फांसी दे दी गई।<sup>3</sup>

1857 की क्रांति में अपना सर्वस्व न्यौछावर करने वाली महिलाओं में रानी लक्ष्मी बाई का नाम प्रसिद्ध है। रानी लक्ष्मी बाई ने न केवल अंग्रेजों का प्रतिरोध किया बल्कि भारतीयों के बीच राष्ट्र भक्ति की भावना को जगाने में भी अपना महत्वपूर्ण योगदान दिया। महारानी लक्ष्मी बाई के पति की मृत्यु के पश्चात् अंग्रेजों ने झांसी पर अधिकार कर लिया। अंग्रेजों की कुटिल चाल से बचते हुए महारानी लक्ष्मी बाई अपने पुत्र के साथ चुपके से झांसी से निकल गई तथा अंग्रेजों के विरुद्ध अपनी लड़ाई छेड़ने के लिए उन्होंने बहुत सी महिलाओं को संगठित किया। महिलाओं को संगठित करके उन्होंने दुर्गा दल नामक एक संगठन बनाया।<sup>4</sup> अपने राज्य की सुरक्षा के लिए रानी लक्ष्मीबाई ने अपनी सेना को सशक्त किया। झांसी के लोग अपनी रानी का साथ देने के लिए पूर्णतया तत्पर थे, हालांकि रानी की सेना में वीरों की कमी नहीं थी लेकिन उनके सैनिक अंग्रेजी सेना के मुकाबले कम कुशल तथा कम प्रशिक्षित थे।

अंग्रेजी सेना को टक्कर देने के लिए रानी लक्ष्मीबाई ने प्रशिक्षित तोपचियों की खोज पुरु की तथा युद्ध स्थल में उचित स्थान पर तोपों को लगाने की निगरानी स्वयं की। रानी के समर्थन में झांसी के अनेक मंदिरों में प्रार्थना सभाओं का आयोजन किया गया तथा युद्ध में घायल होने वाले सैनिकों को पुजारियों द्वारा आषीर्वाद भी दिया जाता था। सेना को युद्ध सामग्री उपलब्ध कराने में तथा रसद की आपूर्ति सुनिश्चित करने में स्त्रियों ने महत्वपूर्ण भूमिका निभायी। अंग्रेजी सेना के जनरल ह्यूरोज ने स्वयं इस बात का उल्लेख किया है कि स्त्रियां तोप खाने के भीतर क्रांतिकारियों को गोला बारूद तथा अन्य युद्ध सामग्री पहुंचाने हेतु तत्पर थीं।<sup>5</sup> 1857 की क्रांति में झलकरी बाई ने भी अपना महत्वपूर्ण योगदान दिया तथा अंग्रेजी सेना का बहादुरी के साथ मुकाबला किया।

लखनऊ की बेगम हजरत महल ने 1857 की क्रांति में अंग्रेजों के विरुद्ध हथियार उठाकर अपनी बहादुरी का परिचय दिया तथा स्वयं को स्वतंत्र घोषित कर दिया। अपने सहयोगियों के मदद से अवध के अनेक क्षेत्रों को उन्होंने अंग्रेजों के प्रभाव से मुक्त कराया। बेगम हजरत महल ने लड़ाकू महिलाओं की एक ऐसी फौज तैयार की जो पुरुषों के वस्त्र धारण करती थी। बेगम हजरत महल के नेतृत्व में समाज के सभी वर्गों की महिलाओं ने 1857 की क्रांति में अपना योगदान दिया। हिन्दू तथा मुस्लिम महिलाओं के अतिरिक्त समाज के निम्न वर्ग की महिलाओं ने भी अपना बलिदान दे कर के अवध के क्षेत्र को अंग्रेजों से मुक्त कराने का प्रयास किया।

1857 की क्रांति में समाज के निम्न वर्ग की महिलाओं भूमिका विचारणीय रही। दलित समाज की ऊदा देवी ने साहस का परिचय देते हुए महिलाओं को संगठित किया तथा अंग्रेजी सेना का सामना बड़ी वीरता से किया। ऊदा देवी पुरुषों का वस्त्र धारण करती थी तथा क्रांति के दौरान महिलाओं को संगठित करके उनके भीतर राष्ट्र प्रेम की भावना को जाग्रत करती थी। इसी प्रकार अवध की अन्य महिला क्रांतिकारी बेगम आलिया की भूमिका भी उल्लेखनीय थी। कानपुर की अजीजुन बाई ने महिलाओं को संगठित किया तथा अंग्रेजों के विरुद्ध स्वतंत्रता प्राप्त करने हेतु अपना बलिदान दिया अजीजुन बाई एक बहुत ही सुन्दर नाचने तथा गाने वाली महिला थीं। पेपवा नाना साहब द्वारा किये गये आवाहन से प्रभावित होकर वह 1857 की क्रांति में सम्मिलित हुई। अजीजुन बाई एक ऐसी महिला थीं, जो कि न तो किसी राजघराने से संबंधित थी और न ही उनके पास कोई ऐसी सम्पत्ति थी जिसे अंग्रेजों ने हड़पा था बल्कि वह स्वतः स्फूर्त राष्ट्र भक्ति के वशीभूत होकर क्रांति में सम्मिलित हुई थीं। अपने देश को स्वतंत्र कराने के लिए उन्होंने युद्ध कला का प्रशिक्षण प्राप्त किया तथा अनेक अन्य स्त्रियों को भी प्रशिक्षित किया।

अजीजुन बाई ने न केवल घायल क्रांतिकारी सैनिकों का इलाज करती थीं बल्कि क्रांतिकारियों के लिए युद्ध सामग्री, भोजन तथा वस्त्र भी एकत्रित करती थी। क्रांतिकारियों की युद्ध में सफलता सुनिश्चित करने के लिए वह अंग्रेजी सेना से संबंधित गुप्त सूचनायें भी क्रांतिकारियों तक पहुंचाती थीं। अजीजुन बाई स्वयं

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घोड़े पर सवार होकर अंग्रेजी सेना से टक्कर लेती थीं तथा क्रान्तिकारियों का उत्साहवर्धन भी करती थीं। युद्ध में जब अजीजुन बाई को अंग्रेजों द्वारा बन्दी बनाया गया तो उनके सौन्दर्य से प्रभावित होकर अंग्रेजी सेना के जनरल ने कहा था कि यदि तुम अपना अपराध स्वीकार कर लो तो तुम्हें मुक्त कर दिया जायेगा किन्तु अजीजुन बाई ने भारत की स्वतंत्रता की कामना करते हुए अपने प्राण च्यौछावर कर दिये।

1905 में पुरु होने वाला स्वदेशी आन्दोलन भारतीय स्वतंत्रता संघर्ष का महत्वपूर्ण पड़ाव था। स्वदेशी आन्दोलन में पहली बार महिलायें घर से बाहर निकल कर अंग्रेजी सरकार का विरोध करने हेतु आगे आयीं। महिलाओं ने अंग्रेजी सरकार के विरुद्ध होने वाले प्रदर्शनों में अपनी सहभागिता सुनिश्चित की। महिलायें धरनों पर भी बैठी तथा अंग्रेजी दमन चक्र का जोरदार तरीके से मुकाबला भी किया। क्रान्तिकारी आन्दोलन में भी महिलाओं की भूमिका महत्वपूर्ण रही। होमरूल आन्दोलन को पुरु करने में श्रीमती एनी बेसेंट की पहल केन्द्रीय थी। एनी बेसेंट ने पूरा प्रयास किया कि बाल गंगाधर तिलक को कांग्रेस में सम्मिलित किया जाय। 'न्यू इंडिया तथा 'कामनह्वील' नामक समाचार पत्रों के माध्यम से उन्होंने आम जन मानस के भीतर अंग्रेजों के विरुद्ध विचार धारा का प्रचार-प्रसार किया। एनी बेसेंट के प्रयासों से देश के बड़े हिस्से में अंग्रेजों के विरुद्ध राजनीतिक बहस तेज हुई। विभिन्न जन-सभाओं तथा भाषणों के आयोजन के माध्यम से राष्ट्रियता के भावना का प्रचार-प्रसार किया गया।

भारतीय राजनीति में महात्मा गांधी के प्रवेश के साथ स्वतंत्रता संघर्ष में महिलाओं की भूमिका का नया अध्याय पुरु हुआ। महात्मा गांधी महिलाओं को पुरुशों के समान मानते थे। महात्मा गांधी का मानना था कि महिलाओं को पुरुशों के समान ही शिक्षा प्राप्त करने का अवसर उपलब्ध होना चाहिए<sup>6</sup> क्योंकि जब तक महिलायें शिक्षित नहीं होगी तब तक महिलायें सबल नहीं हो पायेगीं। महात्मा गांधी का यह विष्वास था कि भारतीय राष्ट्रीय आन्दोलन तब तक सफल नहीं होगा जब तक कि उसमें महिलाओं की समुचित भागीदारी नहीं होगी। राष्ट्रीय आन्दोलन को सफल बनाने के लिए उन्होंने राष्ट्रीय आन्दोलन से महिलाओं को जोड़ने का बीड़ा उठाया।

महात्मा गांधी अंग्रेजों के विरुद्ध अहिंसात्मक आन्दोलन चलाना चाहते थे। अहिंसात्मक आन्दोलन को सफल बनाने के लिए महात्मा गांधी ने बहुत सारे कार्यक्रमों को भारतीय राष्ट्रीय कांग्रेस की नीतियों के अन्तर्गत सम्मिलित किया। महात्मा गांधी का मानना था कि महिलाओं का स्वभाव बहुत कोमल होता है तथा महिलायें अहिंसा का अवतार होती हैं।<sup>7</sup> अतः महिलायें आसानी से अहिंसा को अपना सकती हैं। उनका मानना था कि महिलाओं के भीतर त्याग एवं संयम का गुण होता है। अतः राष्ट्रीय आन्दोलन को अहिंसात्मक बनाने में महिलाओं की भूमिका महत्वपूर्ण हो सकती है। राजनैतिक जीवन में महिलाओं की सहभागिता सुनिश्चित करने के लिए महात्मा गांधी ने महिलाओं से जुड़ी अनेक समस्याओं का समाधान खोजने का प्रयास किया।

बाल-विवाह, दहेज प्रथा तथा पर्दा प्रथा का विरोध करते हुए महात्मा गांधी ने महिलाओं के समक्ष उत्पन्न होनी वाली चुनौतियों का निराकरण करने का प्रयास किया। महात्मा गांधी ने पुत्रियों तथा पुत्रों में भेदभाव को अस्वीकार करते हुए दोनों को समान महत्व देने की बात कही। बाल-विवाह को समाज का अभिषाप बताते हुए उन्होंने भारतीयों को इससे दूर रहने की शिक्षा प्रदान की। महात्मा गांधी ने विधवा पुनर्विवाह पर जोर देते हुए यह कहा कि भारतीय धर्मग्रन्थ वैधव्यता को प्रोत्साहित नहीं करते अपितु हिन्दुओं को अपनी प्रगतिशील विचारधारा का परिचय देते हुए विधवाओं के पुनर्विवाह का समर्थन करना चाहिए। दहेज प्रथा का विरोध करते हुए महात्मा गांधी ने कहा कि जो लोग लड़कियों के विवाह में दहेज लेते हैं उन्हें दुःख उठाना पड़ता है।<sup>8</sup>

महात्मा गांधी का मानना था कि महिलाओं तथा पुरुशों की बौद्धिक क्षमता समान होती है। अतः महिलाओं को भी पुरुशों के समान सामाजिक तथा राजनैतिक क्षेत्रों में स्वतंत्रता प्राप्त होनी चाहिए।<sup>9</sup> सीता का आदर्ष महिलाओं के समक्ष प्रस्तुत करते हुए महात्मा गांधी ने कहा कि महिलाओं को अपने अधिकारों के प्रति साचेत होना चाहिए। उन्होंने कहा कि महिलाओं को नकली आभूषणों के प्रति आकर्षित नहीं होना चाहिए बल्कि अपने उज्ज्वल चरित्र के माध्यम से लोगों के समक्ष आदर्ष प्रस्तुत करना चाहिए। राष्ट्रीय आन्दोलन में महिलाओं की सहभागिता का आह्वान करते हुए उन्होंने कहा कि भारतीय राष्ट्रीय आन्दोलन वस्तुतः भारतीय स्त्रियों की स्वतंत्रता का आन्दोलन है।<sup>10</sup> उन्होंने कहा कि जब तक पूरे देश की बेटियां बेटों के समान कन्धे से कन्धा मिलाकर खड़ी नहीं होगी तब तक न तो उन्हें समानता प्राप्त होगी और न ही भारत स्वतंत्र हो सकेगा। महात्मा गांधी ने महिलाओं से देश की स्वतंत्रता हेतु अपने आभूषण, काते हुए सूत तथा अन्य वस्तुओं को भेंट करने के लिए निवेदन किया। 30 सितम्बर 1927 को मद्रुरै में दिये गये अपने भाषण के माध्यम से उन्होंने महिलाओं द्वारा उपलब्ध कराये गये भेंट के लिए धन्यवाद देते हुए कहा कि महिलाओं के द्वारा दी गई थैलियों को दान अथवा भीख के रूप में नहीं बाटा जायेगा बल्कि सूत कातने वालों को पारिश्रमिक के रूप में दिया जायेगा।

विदेशी वस्त्रों के बहिष्कार पर जोर देते हुए महात्मा गांधी ने कहा कि महिलाओं को सीता का आदर्ष अपनाते हुए महगं कपड़े तथा आभूषणों का त्याग करके केवल खादी को अपनाना चाहिए क्योंकि खादी के अपनाने से लोगों के भीतर स्वदेशी की भावना विकसित होगी तथा राष्ट्रीय आन्दोलन मजबूत होगा। महात्मा गांधी जब भी राष्ट्रीय आन्दोलन में सहयोग हेतु भेंट के रूप में महिलाओं से आभूषण लेते थे तो वे महिलाओं से यह वचन भी लेते थे कि महिलायें गहने भेंट करने के पश्चात् अपने माता-पिता व पति से पुनः गहने खरीदने की मांग नहीं करेंगीं। राष्ट्रीय आन्दोलन को सशक्त बनाने के लिए महात्मा गांधी ने महिलाओं से कहा कि न केवल वे स्वयं खादी पहनें बल्कि पुरुशों तथा बच्चों को भी खादी पहनने हेतु प्रेरित करें। खादी के माध्यम से महात्मा गांधी महिलाओं को आर्थिक रूप से आत्म निर्भर बनाना चाहते थे।

महात्मा गांधी द्वारा चलाये गये रचनात्मक कार्यक्रमों में महिलाओं की भूमिका बहुत महत्वपूर्ण थी। षराब बन्दी रोकने हेतु महिलाओं ने अनेक स्थानों पर धरना दिया। असहयोग आन्दोलन के दौरान राष्ट्रीय स्त्री सभा का गठन किया गया। इस संगठन के माध्यम से महिलाओं को राष्ट्रीय आन्दोलन से जोड़ने में काफी सहायता प्राप्त हुई। महिलाओं की सहभागिता के कारण जहां एक ओर खादी का प्रचार प्रसार हुआ वहीं दूसरी ओर सूत कातना भी काफी लोकप्रिय हुआ। महात्मा गांधी कहते थे कि महिलाओं को अपने वस्त्रों के लिए स्वयं सूत कातना चाहिए।

महात्मा गांधी ने उच्च तथा निम्न सभी वर्गों की महिलाओं की दशा सुधारने तथा उन्हें भारतीय राष्ट्रीय आन्दोलन से जोड़ने का प्रयास किया। महिलाओं को सूत कातने का प्रशिक्षण देने के लिए महात्मा गांधी ने अलग से व्यवस्था की। भारतीय राष्ट्रीय कांग्रेस के भीतर महिला संघकीकरण को प्रोत्साहित करने हेतु उन्होंने 1917 में सरोजनी नायडू को कांग्रेस का अध्यक्ष बनवाने में महत्वपूर्ण भूमिका निभायी। असहयोग आन्दोलन के दौरान महात्मा गांधी के प्रयासों से महिलाओं ने जोर-शोर से आन्दोलन में अपनी सहभागिता सुनिश्चित की। 1928 ई० में नेहरू रिपोर्ट पर चर्चा करते समय भारतीय राष्ट्रीय कांग्रेस ने यह स्पष्ट किया कि राजनीतिक क्षेत्र में महिलाओं की नियोग्याताओं को दूर करने का प्रयास किया जायेगा तथा राष्ट्र निर्माण में उनकी समुचित सहभागिता के लिए उन्हें आमंत्रित और प्रोत्साहित किया जायेगा।<sup>11</sup>

राष्ट्रीय आन्दोलन के अन्तर्गत सविनय अवज्ञा आन्दोलन में महिलाओं की सहभागिता अभूतपूर्व रही है। विदेशी कपड़ों के बहिष्कार तथा षराब बन्दी के लिए आयोजित किये गये धरनों में महिलाओं ने बढ़-चढ़ के भाग लिया। सविनय अवज्ञा आन्दोलन के दौरान समाज के हर वर्ग की महिलाओं ने भाग लिया। इस आन्दोलन में न केवल षहरी क्षेत्र की महिलायें सम्मिलित हुई अपितु ग्रामीण क्षेत्र की महिलाओं ने भी अपनी उपस्थिति दर्ज की। भारत छोड़ो आन्दोलन के दौरान बहुत सारी महिलाओं ने अपना योगदान दिया। हजारों महिलाओं ने भूमिगत होकर आन्दोलनकारियों की सहायता की। पटना, हुगली, बाली, चिसुरा तथा महेशाला आदि स्थानों पर महिलाओं ने आत्म रक्षा समितियों की स्थापना की।<sup>12</sup> सुभाष चन्द्र बोस की आजाद हिन्द फौज में अनेक महिलायें सम्मिलित हुई तथा भारत को स्वतंत्रता दिलाने में उन्होंने तन-मन तथा धन से सहयोग किया।

इस प्रकार भारतीय स्वतंत्रता संघर्ष में महिलाओं की भूमिका अत्यन्त महत्वपूर्ण रही। 1857 की क्रांति में अपनों क्रांतिकारी कारनामों के माध्यम से महिलाओं ने अंग्रेजों को स्तब्ध किया तथा अंग्रेजों के दमन का मुकाबला किया। अनेक महिलाओं ने न केवल महत्वपूर्ण रूप से अपनी सहभागिता की अपितु आम जन मानस को स्वतंत्रता संघर्ष में सम्मिलित होने के लिए प्रोत्साहित किया। भारतीय राष्ट्रीय आन्दोलन के विभिन्न चरणों में महिलाओं की भूमिका सराहनीय रही। महात्मा गांधी के प्रयासों से राष्ट्रीय आन्दोलन में महिलाओं की सहभागिता निरन्तर बढ़ी तथा महिलाएं भी भारत की स्वतंत्रता की साक्षी बनी।

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## द्वितीय विश्व युद्ध के दौरान भारतीय सेना

### अजय कुमार\*

#### सारांश

1939 में द्वितीय विश्व युद्ध के दौरान भारतीय सेना में मात्र 200,000 लोग शामिल थे। युद्ध के अंत तक यह इतिहास की सबसे बड़ी स्वयंसेवी सेना बन गई जिसमें कार्यरत लोगों की संख्या बढ़कर अगस्त 1945 तक 25 लाख से अधिक हो गई। पैदल सेना (इन्फैन्ट्री), बख्तरबंद और अनुभवहीन हवाई बल के डिवीजनों के रूप में अपनी सेवा प्रदान करते हुए उन्होंने अफ्रीका, यूरोप और एशिया के महाद्वीपों में युद्ध किया। भारतीय सेना ने इथियोपिया में इतालवी सेना के खिलाफ; मिस्र, लीबिया और ट्यूनीशिया में इतालवी और जर्मन सेना के खिलाफ; और इतालवी सेना के आत्मसमर्पण के बाद इटली में जर्मन सेना के खिलाफ युद्ध किया। हालांकि अधिकांश भारतीय सेना को जापानी सेना के खिलाफ लड़ाई में झोंक दिया गया था, सबसे पहले मलाया में हार और उसके बाद बर्मा से भारतीय सीमा तक पीछे हटने के दौरान; और आराम करने के बाद ब्रिटिश साम्राज्य की अब तक की विशालतम सेना के एक हिस्से के रूप में बर्मा में फिर से विजयी अभियान पर आगे बढ़ने के दौरान। इन सैन्य अभियानों में 36,000 से अधिक भारतीय सैनिकों को अपनी जान गंवानी पड़ी, 34,354 से अधिक घायल हुए और लगभग 67,340 सैनिक युद्ध में बंदी बना लिए गए। उनकी वीरता को 4,000 पदकों से सम्मानित किया गया और भारतीय सेना के 38 सदस्यों को विक्टोरिया क्रॉस या जॉर्ज क्रॉस प्रदान किया गया। भारतीय सेना एक अनुभवी सेना थी जिसने प्रथम विश्व युद्ध के बाद से उत्तर पश्चिम सीमांत के छोटे-मोटे संघर्षों में और 1919-1920 और 1936-1939 के दौरान वजीरिस्तान में दो प्रमुख अभियानों और तृतीय अफगान युद्ध में युद्ध किया था। भारतीय सेना में मानव बल की कमी नहीं थी लेकिन उनके बीच कुशल तकनीकी अधिकारियों का अभाव अवश्य था। घुड़सवार सेना (कैवलरी) को एक यंत्रिकृत टैंक सेना में रूपांतरित करने का काम शुरू ही हुआ था कि अपर्याप्त संख्या में टैंकों और बख्तरबंद वाहनों की आपूर्ति की असमर्थता एक रूकावट बन कर खड़ी हो गई।

#### संगठन

1939 की भारतीय सेना प्रथम विश्व युद्ध के समय की भारतीय सेना से अलग थी जिसमें 1922 में सुधार किया गया था और जो एकल बटालियन वाले रेजिमेंटों से एकाधिक-बटालियन वाले रेजिमेंटों में तब्दील हो गयी थी। कुल मिलाकर सेना को 21 कैवलरी रेजिमेंट और 107 इन्फैन्ट्री बटालियनों में बदल दिया गया था। जमीनी सेना में अब चार इन्फैन्ट्री डिवीजन और पांच कैवलरी ब्रिगेड शामिल

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थे। घुसपैठ से उत्तर पश्चिम सीमांत की रक्षा करने के लिए 12 इन्फैन्ट्री ब्रिगेडों के एक रक्षात्मक बल को तैनात किया गया था और इन्फैन्ट्री के एक तिहाई 43 बटालियनों को आंतरिक सुरक्षा और नागरिक शक्ति की सहायता करने का काम सौंपा गया था। 1930 के दशक में भारतीय सेना ने आधुनिकीकरण का एक कार्यक्रम शुरू किया और अब उनके पास अपना खुद का तोपखाना इंडियन आर्टिलरी रेजिमेंट था और कैवलरी ने यंत्रचालन का सहारा लेना शुरू कर दिया था।<sup>1</sup> 1936 तक भारतीय सेना ने युद्ध के समय में सिंगापुर, फारस की खाड़ी, लाल सागर और बर्मा के लिए एक-एक ब्रिगेड और मिस्र के लिए दो ब्रिगेडों की आपूर्ति की थी।<sup>9</sup> लेकिन 1939 तक अतिरिक्त कटौती के फलस्वरूप भारतीय सेना में 18 कैवलरी रेजिमेंट और 96 इन्फैन्ट्री रेजिमेंट रह गए जिनकी संख्या कुल मिलाकर 194,373 थी जिसमें 34,155 गैर-लड़ाके भी शामिल थी। वे सीमांत अनियमित बल से 15,000, सहकारी बल (भारत) से 22,000 जिसमें यूरोपीय और एंग्लो-भारतीय स्वयंसेवी भी शामिल थे, भारतीय प्रादेशिक बल से 19,000 और भारतीय राज्य बल से 53,000 लोगों को भी बुला सकते थे।

भारतीय सेना ने अपर्याप्त तैयारी और आधुनिक हथियारों और उपकरण की कमी के साथ द्वितीय विश्व युद्ध में लड़ना शुरू किया। इसे किसी भी दुश्मनी में शामिल होने की उम्मीद नहीं थी और यूरोप में युद्ध शुरू होने के बाद ब्रिटिश सरकार के मुताबिक इसकी कोई गुंजाइश नहीं थी। इसलिए उस समय काफी आश्चर्य प्रकट किया गया जब चौथी इन्फैन्ट्री और पांचवीं इन्फैन्ट्री डिवीजन को उत्तर अफ्रीकी और पूर्व अफ्रीकी अभियानों में लड़ने का अनुरोध किया गया और चार खच्चर-सवार कंपनियों को फ्रांस में ब्रिटिश अभियान बल में शामिल होने का अनुरोध किया गया।

#### **1940**

मई 1940 में और पांच इन्फैन्ट्री डिवीजनों और एक बख्तरबंद डिवीजन के गठन पर ब्रिटिश और भारतीय सरकारों के बीच एक समझौता हुआ जो 6वां, 7वां, 8वां, 9वां और 10वां इन्फैन्ट्री डिवीजन और 31वां भारतीय बख्तरबंद डिवीजन बना। इन नए डिवीजनों को मलाया (9वां डिवीजन) और इराक (6वां, 8वां और 10वां डिवीजन) की रक्षा के लिए इस्तेमाल किया जाना था। बख्तरबंद डिवीजन के तीसरे भारतीय मोटर ब्रिगेड को मिस्र जाना था लेकिन बाकी बख्तरबंद डिवीजन के गठन को कुछ समय के लिए रोक दिया गया क्योंकि बख्तरबंद वाहनों की संख्या कम थी।

#### **1941**

मार्च 1941 में भारत सरकार ने भारत के लिए रक्षा योजना को संशोधित किया। जापानियों की योजना और विदेश भेजे जाने वाले डिवीजनों को प्रतिस्थापित करने की आवश्यकता को देखते हुए पहले से निर्मित पांच नए इन्फैन्ट्री डिवीजनों, चौदहवें, सत्रहवें, उन्नीसवें, बीसवें और चौतीसवें डिवीजनों और दो बख्तरबंद रचनाओं, बत्तीसवें भारतीय बख्तरबंद डिवीजन और पचासवें भारतीय टैंक ब्रिगेड के लिए सात नए बख्तरबंद रेजिमेंटों और 50 नई इन्फैन्ट्री बटालियनों की जरूरत थी।

#### **1942**

1942 में ज्यादातर विदेशों में कार्यरत पहले से गठित डिवीजनों के साथ सेना ने और चार इन्फैन्ट्री डिवीजनों (तेईसवां, पच्चीसवां, अट्ठाईसवां, छत्तीसवां) और तैंतालीसवें भारतीय बख्तरबंद डिवीजन का गठन किया। हालांकि 1942 के दौरान घटने वाली घटनाओं और जापानी विजयों के लिए मायने रखने वाले अट्ठाईसवें डिवीजन का गठन नहीं किया गया था और इसके लिए निर्धारित इकाइयों का इस्तेमाल कहीं और किया जाता था। विशिष्ट रूप से छत्तीसवें डिवीजन का निर्माण एक ब्रिटिश भारतीय सेना संगठन के रूप में किया गया था लेकिन उसका गठन मेडागास्कर अभियान और ब्रिटेन से भारत पहुँचने वाले ब्रिटिश ब्रिगेडों से किया गया था। 1942 में निर्मित अंतिम डिवीजन छब्बीसवां भारतीय इन्फैन्ट्री डिवीजन था जिसका गठन जल्दबाजी में कलकत्ता के पास प्रशिक्षण प्राप्त कर रहे या डेरा डाले विभिन्न यूनिटों से किया गया था।

1942 में मलाया और बर्मा में लड़ी जाने वाली लड़ाइयों में कथित खराब प्रदर्शन के बाद यह निर्णय लिया गया कि मौजूदा इन्फैन्ट्री डिवीजन जरूरत से ज्यादा मशीनीकृत थे। इसके खंडन के लिए सत्रहवें और उनतालीसवें डिवीजन को चुनकर हल्के डिवीजनों के रूप में गठित किया गया जिसमें केवल दो ब्रिगेड थे जो काफी हद तक जानवरों और चार पहिए वाले वाहन पर निर्भर थे।

दिसम्बर 1942 तक एक एक समझौता किया गया जिसके तहत भारत को आक्रामक अभियानों का आधार बनाने पर बल दिया गया। 34 डिवीजनों के लिए सहायता प्रदान की जानी चाहिए जिसमें दो ब्रिटिश, एक पश्चिम अफ्रीकी, एक पूर्व अफ्रीकी और ग्यारह भारतीय डिवीजन और बर्मा सेना के बचे हिस्से शामिल होंगे।

### 1943

1943 की योजनाओं में एक और इन्फैन्ट्री डिवीजन, एक हवाई डिवीजन और एक भारी बख्तरबंद ब्रिगेड शामिल था। तैंतीसवें और तैंतालीसवें बख्तरबंद डिवीजनों को मिलाकर केवल चौवालीसवें भारतीय बख्तरबंद डिवीजन का गठन किया गया। इन्फैन्ट्री डिवीजन रचना में एक बदलाव किया गया जब उन्हें डिवीजनल सैन्य टुकड़ियों के रूप में दो अतिरिक्त इन्फैन्ट्री बटालियन प्राप्त हुए।<sup>1</sup>

सेना की तत्परता की खबर देने के लिए और सुधार का सुझाव देने के लिए 1943 में एक समिति गठित की गई। इसकी सिफारिशें इस प्रकार थीं:

1. कैडेट अधिकारियों और शिक्षित रंगरूटों पर सबसे पहला दावा इन्फैन्ट्री का होना चाहिए और अधिकारियों और गैर अधिकृत अधिकारियों (एनसीओ) की गुणवत्ता में सुधार किया जाना चाहिए और उनके वेतन में वृद्धि की जानी चाहिए।
2. बुनियादी प्रशिक्षण को बढ़ाकर नौ महीने कर देना चाहिए जिसके बाद दो महीने का विशेष जंगल प्रशिक्षण दिया जाना चाहिए।
3. सुदृढीकरण प्रणाली में सुधार किया जाना चाहिए और अनिवार्य भर्तियों में अनुभवी एनसीओ को शामिल किया जाना चाहिए।
4. इन्फैन्ट्री ब्रिगेडों में एक ब्रिटिश, एक भारतीय और एक गोरखा बटालियन शामिल होना चाहिए।

## 1944

योजनाबद्ध चौवालीसवें भारतीय हवाई डिवीजन को अंत में चौवालीसवें बख्तरबंद डिवीजन से गठित किया गया और इकतीसवें बख्तरबंद डिवीजन को सेना के एकमात्र बख्तरबंद डिवीजन के रूप में छोड़ दिया गया। इन्फैन्ट्री डिवीजन रचना में फिर से बदलाव हुआ; उन्हें अब तीन इन्फैन्ट्री ब्रिगेडों और डिवीजनल सैन्य टुकड़ियों के रूप में सौंपे गए तीन इन्फैन्ट्री बटालियनों के साथ मानकीकृत कर दिया गया। जंगल युद्ध के लिए दिए जाने वाले प्रशिक्षण में 116वें ब्रिगेड की सफलता की सराहना की गई। मई 1944 से 116वें ब्रिगेड ने चौदहवीं सेना के लिए निर्धारित यूनिटों को प्रशिक्षण दिया और रिसलपुर प्रशिक्षण ब्रिगेड से रूपांतरित 150वें ब्रिगेड ने दक्षिणी सेना के लिए निर्धारित यूनिटों को प्रशिक्षित किया। पश्चिमी युद्धक्षेत्र के लिए निर्धारित यूनिटों को प्रशिक्षण देने के लिए 155वें भारतीय इन्फैन्ट्री ब्रिगेड का गठन किया गया

### इन्फैन्ट्री डिवीजन

इन्फैन्ट्री डिवीजनों में तीन इन्फैन्ट्री ब्रिगेड और तीन इन्फैन्ट्री बटालियन होते थे। आम तौर पर प्रत्येक ब्रिगेड में एक बटालियन ब्रिटिश और दो बटालियन भारतीय या गोरखा थे। तीन ब्रिगेडों को पूरी तरह से गोरखा बटालियनों से निर्मित किया गया था। युद्ध में बाद में ब्रिटिश इन्फैन्ट्री सुदृढ़ीकरण खास तौर पर दक्षिण पूर्व एशियाई युद्धभूमि में अधिक दुर्लभ होने की वजह से बर्मा में लड़ने वाले ब्रिगेडों में ब्रिटिश बटालियनों की जगह भारतीय यूनिटों को रखा गया।

एक मानक एमटी (मेकैनिकल ट्रांसपोर्ट) स्थापन वाले एक डिवीजन में डिवीजनल यूनिट एक टोही यूनिट थे जिनके पास एक यंत्रिकृत कैवलरी रेजिमेंट और विकर्स मशीन गन से लैस एक भार मशीन गन बटालियन भी होता था। (भारतीय सेना के प्रत्येक रेजिमेंट को इसकी इन्फैन्ट्री बटालियनों के अलावा एक मशीन गन बटालियन के रूप में विकसित किया गया।) डिवीजनल तोपखाने (आर्टिलरी) में तीन फील्ड आर्टिलरी रेजिमेंट, एक टैंक-भेदी और एक विमान-भेदी रेजिमेंट था। तीन इंजीनियर फील्ड कंपनियों और एक इंजीनियर फील्ड पार्क कंपनी के साथ संकेत, चिकित्सा और परिवहन यूनिट थे।

भूमिका के आधार पर इन्फैन्ट्री रचना में भिन्नता थी। 1942 में गठित हल्के डिवीजनों (चौदहवां, सत्रहवां और उनतालीसवां) में केवल दो ब्रिगेड थे और उसमें काफी भारी उपकरण का अभाव था। छः खच्चर और चार जीप कंपनियों द्वारा परिवहन सुविधा प्रदान की जाती थी। इस प्रकार के डिवीजन को बाद में हटा दिया गया। जैसा कि नाम से पता चलता है, पशु एवं यंत्रिकृत परिवहन डिवीजन (ए एण्ड एमटी) (सातवां, बीसवां और तेईसवां और बाद में पांचवां) पशु और वाहन परिवहन का एक मिश्रण था। खास तौर पर वाहन पर ले जाए जाने वाले फील्ड आर्टिलरी रेजिमेंटों में से एक रेजिमेंट को खच्चरों पर ले जाए जाने वाले एक पर्वत आर्टिलरी रेजिमेंट द्वारा प्रतिस्थापित कर दिया गया। डिवीजनल टोही यूनिट को एक हल्के ढंग से सुसज्जित इन्फैन्ट्री बटालियन द्वारा प्रतिस्थापित किया गया और एक अन्य मानक इन्फैन्ट्री बटालियन में एचक्यू डिफेन्स यूनिट की व्यवस्था थी।

## **बख्तरबंद डिवीजन**

इसे 1940, 1941 और 1942 की योजनाओं के तहत एक बख्तरबंद डिवीजन के रूप में गठित करने का इरादा था। हालांकि, भारतीय बख्तरबंद रचनाओं को उपकरणों की कमी का सामना करना पड़ा। 1940 में इकतीसवें बख्तरबंद डिवीजन के गठन में टैंकों की कमी झलक रही थी जिसमें सबसे पहले एक बख्तरबंद और दो मोटर ब्रिगेड थे। 1940 के अंत में इसे दो बख्तरबंद और एक मोटर ब्रिगेड में बदल दिया गया। जब तीसरे भारतीय मोटर ब्रिगेड को मिस्र भेजा गया तब दो बख्तरबंद ब्रिगेडों और एक सहायक समूह के ब्रिटिश बख्तरबंद डिवीजन को अपना लिया गया।

जून 1942 में डिवीजन की स्थापना को एक बख्तरबंद और एक इन्फैन्ट्री ब्रिगेड के रूप में निर्दिष्ट किया गया। अधिशेष बख्तरबंद ब्रिगेड (50वां, 254वां, 255वां और 267वां) स्वतंत्र ब्रिगेड बन गए और उन्होंने बर्मा अभियान में अपनी सेवा प्रदान की। मार्च 1943 में तकनीकी कर्मचारियों की कमी के फलस्वरूप बख्तरबंद बल की और समीक्षा करनी पड़ी और बत्तीसवें और तैंतालीसवें बख्तरबंद डिवीजनों को मिलाकर चौवालीसवें भारतीय बख्तरबंद डिवीजन बनाया गया। मार्च 1944 में एक अतिरिक्त समीक्षा के फलस्वरूप बख्तरबंद बल में एक डिवीजन (इकतीसवां बख्तरबंद डिवीजन जो मध्य पूर्व में सेवारत था) और बर्मा में सेवारत तीन टैंक ब्रिगेड (50वां, 254वां और 255वां) रह गए।

## **हवाई सेना**

29 अक्टूबर 1941 को ब्रिटिश 151वें पैराशूट बटालियन, 152वें भारतीय पैराशूट बटालियन और 153वें गोरखा पैराशूट बटालियन, एक मध्यम मशीन गन कंपनी और एक मध्यम मोर्टार टुकड़ी की सहायता से भारतीय 50वें स्वतंत्र पैराशूट ब्रिगेड का गठन किया गया। 151वें बटालियन का नाम बाद में 156वां बटालियन रखा गया और वह ब्रिटेन लौट गया और एक अन्य गोरखा बटालियन (154वां) का गठन किया गया लेकिन मार्च 1944 में संगशाक की लड़ाई में बहुत ज्यादा अंतर्भुक्त होने के दौरान यह ब्रिगेड के साथ शामिल नहीं था।

चौवालीसवें भारतीय बख्तरबंद डिवीजन के मुख्यालय को अप्रैल 1944 में 9वें भारतीय हवाई डिवीजन में बदल दिया गया जिसे कुछ सप्ताह बाद 44वां हवाई डिवीजन नाम दिया गया। भारत के जापानी हमले की वजह से देर होने के बाद जुलाई में डिवीजन को गठित करने का काम फिर से शुरू हुआ। इसमें 50वें पैराशूट ब्रिगेड को और बाद में छिन्न-भिन्न हो रहे चिन्दिन बल के दो ब्रिगेडों को समाहित कर लिया गया। इस डिवीजन में अब 50वां, 77वां पैराशूट ब्रिगेड और 14वां एयरलैंडिंग ब्रिगेड, दो फील्ड आर्टिलरी रेजिमेंट, दो विमान-भेदी रेजिमेंट और एक संयुक्त विमान-भेदी और टैंक-भेदी रेजिमेंट शामिल था।

## **आर्टिलरी (तोपखाना)**



रॉयल आर्टिलरी अभी भी भारतीय सेना के गठन के लिए आवश्यक कुछ आर्टिलरी प्रदान करता था लेकिन भारतीय आर्टिलरी रेजिमेंट का गठन 1935 में शुरू में चार घोड़ों से चलने वाली बैटरियों की सहायता से किया गया था। युद्ध के दौरान रेजिमेंट का विस्तार किया गया और 1945 तक 10 फील्ड आर्टिलरी रेजिमेंट, 13 पर्वत आर्टिलरी रेजिमेंट, 10 टैंक-भेदी आर्टिलरी रेजिमेंट का गठन किया गया। निर्मित चार भारी विमान-भेदी आर्टिलरी रेजिमेंटों और पांच हल्के विमान-भेदी आर्टिलरी रेजिमेंटों से तीन विमान-भेदी ब्रिगेडों का गठन किया गया। युद्ध के दौरान रेजिमेंटों की सेवा के लिए 1945 में इसे *रॉयल इंडियन आर्टिलरी* के खिताब से सम्मानित किया गया।

### **इंजीनियर**

भारतीय इंजीनियर, सेना के प्रत्येक डिवीजन का एक हिस्सा थे। इंजीनियर्स सैन्यदल ने दो सैनिक टुकड़ी कंपनियों, 11 फील्ड कंपनियों और एक फील्ड पार्क कंपनी के साथ युद्ध शुरू किया। युद्ध के दौरान हुए विस्तार से इंजीनियरों की कुल संख्या में भी वृद्धि हुई; पांच आर्मी ट्रूप कंपनियां, 67 फील्ड कंपनियां, छः स्वतंत्र फील्ड स्क्वाड्रन, 20 फील्ड पार्क कंपनियां और दो स्वतंत्र फील्ड पार्क स्क्वाड्रन.

### **महिला सहायक सैन्यदल**

महिला सहायक सैन्यदल का गठन मई 1942 में किया गया था जिसके रंगरूटों की न्यूनतम आयु 18 साल थी और उन्हें क्लेरिकल या घरेलू ड्यूटी प्रदान की गई थी। दिसंबर 1942 में न्यूनतम आयु को कम करके 17 साल कर दिया गया और युद्ध के अंत तक 11500 महिलाओं को सूचीबद्ध किया गया था।<sup>1</sup> स्वयंसेवी स्थानीय सेवा या सामान्य सेवा शर्तों पर भर्ती हो सकते थे। सामान्य सेवा के लिए भर्ती किए गए रंगरूटों को भारत में कहीं भी अपनी सेवा प्रदान करने के लिए भेजा जा सकता था। दो मिलियन पुरुषों की तुलना में 11500 महिलाओं का एक सैन्यदल ज्यादा नहीं लगता है लेकिन भर्ती में हमेशा जातिगत और साम्प्रदायिक संकोच एक रुकावट बंकर खड़ी हो जाती थी। उस समय भारतीय महिलाएं सामाजिक रूप से या काम के समय पुरुषों से मिलती जुलती नहीं थी और सैन्यदल के एक बहुत बड़े हिस्से का गठन एंग्लो-एशियाई संप्रदाय से हुआ था।

### **भारतीय राज्य बल**

युद्ध के दौरान भारतीय राज्यों या सामंती राज्यों ने 25,00,00 लोग उपलब्ध कराए थे। उन्होंने पांच कैवलरी रेजिमेंटों और 36 इन्फैन्ट्री बटालियनों का योगदान दिया था और उनके बीच 16 इन्फैन्ट्री बटालियनों के साथ-साथ सक्रिय सेवा प्रदान करने वाली संकेत, परिवहन और अग्रदूत कंपनियां भी थीं। जापानी कैद में होने के दौरान उनमें से एक कप्तान महमूद खान दुरानी को जॉर्ज क्रॉस से सम्मानित किया गया।

### **चिन्दिता**

चिन्दित (जिसका नामकरण एक पौराणिक जानवर के नाम पर किया गया था जिसकी मूर्तियां बर्मा के मंदिरों की पहरेदार थीं) ब्रिगेडियर ओर्डे विंगेट के दिमाग की उपज थी जिनका सोचना था कि शत्रु रेखा के पीछे लंबी दूरी वाले भेदी हमले बर्मा में जापानियों के खिलाफ मुख्य प्रयास साबित होंगे। 1943 में उन्होंने 77वें भारतीय इन्फैन्ट्री ब्रिगेड द्वारा ऑपरेशन *लांगक्लाथ* चलाया। 1944 में उन्होंने एक बहुत बड़ा ऑपरेशन चलाया जिसमें 70वें ब्रिटिश इन्फैन्ट्री डिवीजन शामिल था। तीन और ब्रिगेडों के साथ इसके तीन ब्रिगेडों को मिलाकर *स्पेशल फ़ोर्स* का निर्माण किया गया और जिसका काम तीसरे भारतीय इन्फैन्ट्री डिवीजन को कवर करना था। चिन्दित वास्तव में साधारण इन्फैन्ट्री यूनिट थी जिन्हें उनकी उपलब्धता के आधार पर मिशन के लिए मनमाने ढंग से चुना गया था। उनकी चयन प्रक्रिया में कोई कमांडो, हवाई या अन्य चयन प्रक्रिया नहीं थी हालांकि ऑपरेशनों के लिए दिए जाने वाले प्रशिक्षण के दौरान कम अनुकूल कार्मिकों की कुछ "छंटाई" की गई थी।

चिन्दित को फरवरी 1945 में भंग कर दिया गया। कई ब्रिगेड मुख्यालय और चिन्दित ऑपरेशन के कई दिग्गजों को पुनर्गठित किया गया और उन्हें 44वें हवाई डिवीजन में मिला लिया गया जबकि सेना के मुख्यालयों और संकेत यूनिटों से XXXIV भारतीय सैन्यदल का गठन किया गया।

### **मध्य पूर्व और अफ्रीका**

#### **उत्तरी अफ्रीका**

युद्ध की घोषणा से ठीक पहले एक भारतीय इन्फैन्ट्री ब्रिगेड को मिस्र में ब्रिटिश चौकी को मजबूत करने के लिए भेजा गया था। अक्टूबर 1939 में एक और ब्रिगेड भेजा गया और दोनों को मिलाकर चौथे भारतीय इन्फैन्ट्री डिवीजन का निर्माण किया गया। मार्च 1940 तक मिस्र में दो और ब्रिगेड और एक डिवीजनल मुख्यालय भेजा गया जो पांचवां भारतीय इन्फैन्ट्री डिवीजन बना।

ऑपरेशन कम्पास (चौथा भारतीय और सातवाँ बख्तरबंद डिवीजन) द्वितीय विश्व युद्ध के दौरान वेस्टर्न डेजर्ट अभियान का सबसे पहला और प्रमुख गठबंधन सैन्य ऑपरेशन था। इसके परिणामस्वरूप ब्रिटिश और कॉमनवेल्थ की सेना ने लीबिया के एक बहुत बड़े क्षेत्र में घुस गई और उसने लगभग सम्पूर्ण साइरेनैका, 115000 इतालवी सैनिकों, सैकड़ों टैंकों और तोपों और 1100 से अधिक विमानों पर कब्जा कर लिया जिसमें उसके बहुत कम लोग घायल हुए। इतालवियों के खिलाफ मित्र राष्ट्र की सफलता ने जर्मनों को उत्तर अफ्रीका को मजबूत करने पर मजबूत कर दिया। इरविन रोमेल की कमान में अफ्रीकी सैन्यदल ने मार्च 1941 में हमला किया। तीसरे भारतीय मोटर ब्रिगेड ने 6 अप्रैल को मेइकिली में काफी देर तक युद्ध किया जिससे नौवें ऑस्ट्रेलियाई डिवीजन को सुरक्षित ढंग से टोब्रुक लौटने का मौका मिल गया।

जून 1941 में ऑपरेशन बैटलएक्स (चौथा भारतीय और सातवाँ बख्तरबंद) का मकसद पूर्वी साइरेनैका को जर्मन और इतालवी सेना से खाली करना था; इसके प्रमुख फायदों में से एक फायदा यह हुआ कि टोब्रुक की घेराबंदी हटा ली गई। यह ऑपरेशन उतना सफल साबित नहीं हुआ क्योंकि

पहले दिन इसे अपने आधे से अधिक टैंक गंवाने पड़े और इसे अपने तीन हमलों में से केवल एक में ही जीत हासिल हुई थी। दूसरे दिन उन्हें मिश्रित परिणाम हासिल हुआ जहाँ उन्हें अपने पश्चिमी दिशा में पीछे की तरफ हटना पड़ा और अपने केन्द्र में उन्होंने एक महत्वपूर्ण जर्मन जवाबी हमला करके उन्हें भगा दिया। तीसरे तीन ठीक जर्मन घेराबंदी अभियान से पहले ब्रिटिश सेना पीछे हटने में कामयाब हो गई जिससे वह इस भयानक विपद से बाल-बाल बच गई नहीं तो उनकी वापसी का रास्ता बंद हो गया होता।

18 नवम्बर से 30 दिसम्बर 1941 तक ऑपरेशन क्रूसेडर (चौथा भारतीय, सातवाँ बख्तरबंद, पहला दक्षिण अफ्रीकी, दूसरा न्यूजीलैंड और सत्तरवां ब्रिटिश डिवीजन) चलाया गया। शुरू-शुरू में एक्सिस बख्तरबंद सेना की इन्फैन्ट्री के आगे बढ़ने से पहले इसे नष्ट करने की योजना बनाई गई थी। सीडी रेजेघ में अफ्रीका कोर्प्स द्वारा सातवें बख्तरबंद को भारी हार का सामना करना पड़ा। बाद में मिस्र की सीमा पर एक्सिस किले की मोर्चेबंदी के लिए रोमेल के बख्तरबंद डिवीजनों के आगे बढ़ने पर उन्हें मित्र इन्फैन्ट्री का कोई मुख्य निकाय दिखाई नहीं दिया जो किले से होकर गुजरते हुए टोब्रुक के लिए रवाना हो गया था इसलिए रोमेल को टोब्रुक की लड़ाई में सहायता करने के लिए अपने बख्तरबंद यूनिटों को लेकर पीछे हटना पड़ा। टोब्रुक में कुछ सामरिक सफलता प्राप्त करने के बावजूद अपने शेष सैनिकों की रक्षा की जरूरत को महसूस करते हुए रोमेल को अपनी सेना को लेकर टोब्रुक के पश्चिम में गजाला की रक्षा रेखा की तरफ और उसके बाद एल अघीला के रास्ते वापस लौटने के लिए मजबूर होना पड़ा।

चौथा डिवीजन अप्रैल 1942 में साइप्रस और सीरिया के लिए रेगिस्तान से रवाना हुआ। मई 1942 तक टोब्रुक के दक्षिण में लड़ रहे पांचवीं भारतीय से जुड़ा उनका 11वां ब्रिगेड लौट आया था। उनका पांचवां ब्रिगेड जून 1942 में लौट आया और मरसा मत्रुह में युद्ध किया। मई से जून 1942 तक गजाला की लड़ाई में भाग लेने के समय सीरिया से दसवां भारतीय इन्फैन्ट्री डिवीजन पहुँच गया उसके बाद एल अलामीन की पहली लड़ाई में 72 घंटे तक एक्सिस सेना को रोके रखा जिससे आठवीं सेना को सुरक्षित ढंग से पीछे हटने का मौका मिला। एल अलामीन की दूसरी लड़ाई के लिए एचक्यू चौथा डिवीजन लौट आया और उसने आठवीं सेना की पंक्ति के केन्द्र में रुवेसत रिज पर कब्जा किया और सीमा के केन्द्र की तरफ ध्यान भटकाने के इरादे से एक नकली और दो छोटे हमले किए। ऑपरेशन पुगिलिस्ट (चौथा भारतीय, दूसरा न्यूजीलैंड और पचासवां नॉर्थम्ब्रियन डिवीजन) ट्यूनिशियाई अभियान का एक ऑपरेशन था। इसका मकसद मारेथ लाइन में एक्सिस सेना को नष्ट करना और स्फाक्स पर कब्जा करना था। पुगिलिस्ट खुद दुविधा में पड़ गया और एक निर्णायक सफलता हासिल करने में नाकामयाब हो गया। हालांकि इसने हमले का एक वैकल्पिक मार्ग अपनाया था और इस प्रकार इसने सुपरचार्ज II का मार्ग प्रशस्त कर दिया जो तेबागा गैप के माध्यम से एक चौंकानेवाली पैतरेबाजी थी।

### **पूर्वी अफ्रीका**

ब्रिटिश सोमालीलैंड की इतालवी जीत की शुरुआत 3 अगस्त 1940 को हुई और 3/15वां पंजाब रेजिमेंट पहले से हाथ में मौजूद सेना में से था और उसे 7 अगस्त को 1/2रे पंजाब रेजिमेंट द्वारा अदन से तुरंत मजबूत किया गया। टग आर्गन की लड़ाई के बाद ब्रिटिश सेना को पीछने हटने पर मजबूर होना पड़ा और 3/15वां पंजाब चंदावल के हिस्से का निर्माण कर रही थी। 19 अगस्त तक ब्रिटिश और भारतीय बटालियनों को अदन ले जाया गया। ब्रिटिश सेना को 38 सैनिकों की मौत, 102 घायल सैनिकों और 120 लापता सैनिकों का नुकसान उठाना पड़ा जबकि इतालवी सेना को 465 सैनिक की मौत, 1530 घायल और 34 लापता सैनिकों का नुकसान हुआ था।

दिसंबर 1940 में सूडान में पांचवें भारतीय इन्फैन्ट्री डिवीजन में शामिल होने के लिए मिस्र से तुरंत चौथे भारतीय इन्फैन्ट्री डिवीजन को भेजा गया। फरवरी से अप्रैल 1941 तक चौथे और पांचवें भारतीय इन्फैन्ट्री डिवीजन ने करेन की लड़ाई में भाग लिया और अभियान के अंत तक एरिट्रिया और एबिसिनिया से इतालवी सेना को खदेड़ दिया गया और उनमें से 220000 को युद्ध में बंदी बना लिया गया।<sup>1</sup>

### **इराक और फारस**

1941 में सोवियत संघ के थलचर आपूर्ति मार्ग की रक्षा के लिए सेना को एंग्लो-इराकी युद्ध में भाग लेना पड़ा। प्रो जर्मन रशीद अली से मित्र राष्ट्र के हित के लिए इराक को सुरक्षित करने के लिए अप्रैल में 8वें भारतीय इन्फैन्ट्री डिवीजन ने बसरा में उतरकर बगदाद के लिए कूच किया। जून 1941 में सोवियत संघ के जर्मन आक्रमण ऑपरेशन बरबरोसा के तहत जर्मन सेना के आगे बढ़ने की वजह से फारसी तेल क्षेत्र खतरे में आ गया। अगस्त 1941 में 8वें और 10वें भारतीय इन्फैन्ट्री डिवीजनों ने तेल अधिष्ठापनों को सुरक्षित करने के लिए दक्षिणी फारस पर हमला कर दिया।

ईरान (अगस्त-सितम्बर 1941) के तेज और आसान एंग्लो-सोवियत हमले में 8वां और 10वां भारतीय इन्फैन्ट्री डिवीजन, दूसरा भारतीय बख्तरबंद ब्रिगेड और चौथा ब्रिटिश कैवलरी ब्रिगेड सब शामिल थे। दक्षिण से 8वें डिवीजन और 24 वें भारतीय ब्रिगेड की दो बटालियनों ने शत अल-अरब के जल-थल को पार करते हुए अबादान के पेट्रोलियम अधिष्ठापनों पर कब्जा कर लिया। उसके बाद 8वां डिवीजन बसरा से कसार शेख की तरफ रवाना हुआ और 28 अगस्त तक अहवाज पहुँच गया जब शाह ने दुश्मनी बंद करने का आदेश दिया। और आगे उत्तर की तरफ मेजर जनरल विलियम स्लिम के नेतृत्व में ब्रिटिश और भारतीय सैन्य टुकड़ियों की आठ बटालियनों ने खानाकिन से नफ्त-इ-शाह तेलक्षेत्र में प्रवेश किया और कर्मनशाह और हमादान की तरफ ले जाने वाले पाई ताक पास की तरफ रूख किया। रात में रक्षकों के पीछे हटने के बाद पाई ताक स्थिति पर 27 अगस्त को कब्जा कर लिया गया और 29 अगस्त को कर्मनशाह पर हमले की योजना को रद्द कर दिया गया जब रक्षकों ने आत्मसमर्पण की शर्तों पर बातचीत करने के लिए लड़ाई बंद करने का अनुरोध किया।

## **दक्षिण-पूर्वी एशिया**

पर्ल हार्बर पर हमला करने के आठ घंटे से भीतर जापानी सेना ने 8 दिसम्बर 1941 को हांग कांग पर हमला कर दिया जिसके रक्षकों में 5/7वां राजपूत रेजिमेंट और 2/14वां पंजाब रेजिमेंट भी शामिल था। आत्मसमर्पण करने पर मजबूर होने से पहले 18 दिनों तक इस टुकड़ी ने मोर्चा संभाले रखा था।

## **मलाया**

मिस्र की तरह भारतीय सेना ने युद्ध शुरू होने से ठीक पहले मलाया में अपना एक इन्फैन्ट्री ब्रिगेड भेज दिया। 1941 तक सभी प्रशिक्षण और उपकरण को उत्तर अफ्रीका और मध्य पूर्व में लड़ने के लिए तैयार किया गया और बर्मा और मलाया में मौजूद सेना को पश्चिम में तैनात सेना की सहायता के लिए भेज दिया गया। इसलिए 1941 के वसंत के मौसम में 9वें भारतीय इन्फैन्ट्री डिवीजन को मलाया भेज दिया गया।

8 दिसम्बर को जापानी सेना ने मलाया प्रायद्वीप पर हमला कर दिया जिसके रक्षकों में 9वां और 11वां भारतीय इन्फैन्ट्री डिवीजन, 12वां भारतीय इन्फैन्ट्री ब्रिगेड और III भारतीय सैन्यदल में इम्पीरियल सर्विस ड्रप्स की कई स्वतंत्र बटालियन और यूनिट शामिल थी। 11वें भारतीय डिवीजन ने 11 से 13 दिसम्बर पर जिट्रा की लड़ाई, 30 दिसम्बर से 2 जनवरी तक कम्पार की लड़ाई और 6 से 8 जनवरी 1942 तक स्लिम नदी की लड़ाई में युद्ध किया। जनवरी 1942 में इनके सुदृढीकरण के लिए 44वें भारतीय इन्फैन्ट्री ब्रिगेड और 45वें भारतीय इन्फैन्ट्री ब्रिगेड को भेजा गया था। 45वें ब्रिगेड ने 14 से 22 जनवरी तक मुआर की लड़ाई में युद्ध किया और लड़ाई के अंत में इस ब्रिगेड के 4000 लोगों में से केवल 800 लोग ही जीवित बचे थे।

## **बर्मा अभियान 1944**

एक सीमित संबद्ध आक्रमण के बाद फरवरी में एडमिन बॉक्स की लड़ाई (5वां, 7वां और 26वां भारतीय, 81वां (पश्चिम अफ्रीका) डिवीजन, 36वां ब्रिटिश इन्फैन्ट्री डिवीजन) लड़ी गई। जापानियों ने 7वें डिवीजन की विभिन्न लाइनों में व्यापक रूप से घुसपैठ कर लिया था और बिना पता चले वे उत्तर की तरफ चले गए और कलापंजिन नदी को पार कर लिया और पश्चिम और दक्षिण में फैल गए और 7वें डिवीजन के मुख्यालय पर हमला कर दिया। आगे के डिवीजनों को पीछे हटने के बजाय अपनी स्थिति को बनाए रखने और वहीं अड़े रहने का आदेश दिया गया जबकि आरक्षित डिवीजनों को उनकी मदद के लिए आगे बढ़ने का हुक्म दिया गया। युद्ध के मैदान में एडमिन बॉक्स की लड़ाई बहुत गंभीर थी और जापानी गोलाबारी की वजह से भीड़ भरी रक्षा सेना की भारी क्षति हुई और दो बार गोला बारूद में आग लग गया। हालांकि रक्षकों के बाहर निकलने की सभी कोशिशों को 25वें ट्रैग्स की टैंकों द्वारा नाकाम कर दिया गया। हालांकि मित्र राष्ट्र के हताहतों की संख्या जापानियों से अधिक थी लेकिन फिर भी जापानियों को अपने कई जखमी सैनिकों को मरने के लिए छोड़ देना पड़ा। बर्मा अभियान में पहली बार जापानियों की रणनीति का मुकाबला किया गया था उअर उन्हें उनके



खिलाफ इस्तेमाल किया गया था और ब्रिटिश और भारतीय सैनिकों ने एक बड़े जापानी हमले को नाकाम कर दिया था। इम्फाल की लड़ाई और संगशाक की लड़ाई (17वां, 20वां, 23वां भारतीय डिवीजन, 50वां भारतीय पैराशूट ब्रिगेड और 254वां भारतीय टैंक ब्रिगेड) मार्च से जुलाई 1944 तक उत्तर-पूर्व भारत के मणिपुर राज्य की राजधानी इम्फाल शहर के आसपास के क्षेत्र में हुई थी। जापानी सेना ने इम्फाल में मित्र राष्ट्र की सेना को नष्ट करने की कोशिश की और भारत पर हमला किया लेकिन उन्हें भारी नुकसान के साथ बर्मा लौटने के लिए मजबूर कर दिया गया।

कोहिमा की लड़ाई (50वां भारतीय पैराशूट ब्रिगेड, 5वां, 7वां भारतीय और दूसरा ब्रिटिश डिवीजन) जापानी यू गो आक्रमण के लिए एक मोड़ साबित हुई। जापानियों ने कोहिमा रिज पर कब्जा करने की कोशिश की जो इम्फाल में प्रमुख ब्रिटिश और भारतीय सेना की आपूर्ति के लिए इस्तेमाल किए जाने वाले सड़क के लिए बहुत मायने रखता था। जापानियों को उनके कब्जे वाले मोर्चे से खदेड़ने के लिए ब्रिटिश और भारतीय सहायता सेना ने जवाबी हमला किया। जापानियों ने रिज को छोड़ दिया लेकिन कोहिमा-इम्फाल सड़क को अवरुद्ध करना जारी रखा। 16 मई से 22 जून तक ब्रिटिश और भारतीय सैनिकों ने पीछे हट रहे जापानियों का पीछा किया और सड़क को फिर से खोल दिया। 22 जून को इस लड़ाई का अंत हो गया जब कोहिमा और इम्फाल से आगे बढ़ रहे ब्रिटिश और भारतीय सैनिक माइलस्टोन 109 पर मिले।<sup>1</sup>

### **सिंगापुर**

9वें और 11वें भारतीय डिवीजनों पर कब्जा करने के साथ 31 जनवरी से 15 फरवरी तक चलने वाली सिंगापुर की लड़ाई का अंत हुआ जिसमें 12वें, 44वें और 45वें ब्रिगेड और 55000 भारतीय सैनिकों को युद्ध में बंदी बना लिया गया था। सिंगापुर की लड़ाई में भारतीय यूनिटों ने बुकित तिमाह की लड़ाई और पसिर पंजांग की लड़ाई में युद्ध किया।

### **बर्मा**

उसी समय 1941 के वसंत के मौसम में 9वें डिवीजन को मलाया के सुदृढीकरण के लिए भेजा गया और एक इन्फैन्ट्री ब्रिगेड को बर्मा के सुदृढीकरण के लिए बहजा गया जिसके बाद उसी वर्ष बाद में एक दूसरे ब्रिगेड को भेजा गया। 8 दिसम्बर को जापानी सेना ने सियाम से बर्मा पर हमला कर दिया। जुलाई 1942 में अंतिम ब्रिटिश और भारतीय सैनिकों ने बर्मा से भाग कर भारत लौट गए।

### **बर्मा पर जापान की जीत**

बिलीन नदी की लड़ाई फरवरी 1942 में 17वें भारतीय इन्फैन्ट्री डिवीजन द्वारा लड़ी गई थी। 17वें डिवीजन ने दो दिनों की निकट-क्वार्टर जंगल लड़ाई में बिलीन नदी पर जापानियों को रोके रखा। जापानियों ने चक्कर में डाल देने वाली रणनीति अपनाई और अंत में घेराबंदी के फलस्वरूप उन्हें पीछे हटना पड़ा। अंधेरे की आड़ में डिवीजन अलग हो गया और सितांग पुल की तरफ धुल भरे रास्ते से 30 मील (48 कि.मी.) पीछे हटना शुरू कर दिया।<sup>1</sup> सितांग पुल की लड़ाई के बाद 17वें डिवीजन को

अपने अधिकांश टॉप, वाहन और अन्य भारी उपकरण गंवाने पड़े. इसकी पैदल सेना में 3484 सैनिक थे जो इसकी स्थापना से 40 प्रतिशत अधिक था हालांकि लड़ाई शुरू होने से पहले इसकी शक्ति पहले से ही कम थी। 17वें डिवीजन के बचे खुचे सैनिकों और मध्य पूर्व वहां पहुंचे 7वें ब्रिटिश बख्तरबंद ब्रिगेड द्वारा मार्च में पेगु की लड़ाई लड़ी गई। येनंगयोंग तेल क्षेत्रों के नियंत्रण के लिए 7वें बख्तरबंद ब्रिगेड, 48वें भारतीय इन्फैन्ट्री ब्रिगेड और प्रथम बर्मा डिवीजन के बीच अप्रैल में येनंगयोंग की लड़ाई छिड़ गई। इस लड़ाई में जापानियों को भारी नुकसान उठाना पड़ा लेकिन मित्र राष्ट्र की सेना तेल क्षेत्रों पर कब्जा करने के लिए काफी कमजोर थी और उन्हें उत्तर की तरफ पीछे हटना पड़ा. मानसून के कारण अलग-थलग पड़ने से ठीक पहले मई में वे सही सलामत भारत लौट गए। मोहन सिंह ने प्रथम भारतीय राष्ट्रीय थलसेना के रूप में मलाया के अभियान के दौरान बंदी बनाए गए या सिंगापुर में हथियार डालने वाले युद्ध में बंदी 40000 भारतीय कैदियों में से लगभग 12000 कैदियों का नेतृत्व किया जो दिसंबर 1942 में भंग हो गया।

### **बर्मा अभियान 1943**

दिसंबर 1942 में शुरू होने वाले अराकान अभियान की शुरुआत उस समय एक तात्कालिक गठन के रूप में 14वें भारतीय इन्फैन्ट्री डिवीजन द्वारा की गई थी जो विफल रही. औसत ब्रिटिश और भारतीय सैनिकों को जंगल में लड़ने के लिए सही ढंग से प्रशिक्षित नहीं किया गया था और इसके साथ-साथ बार-बार की हार ने उनका मनोबल तोड़ दिया. पीछे के क्षेत्रों में खराब प्रशासन की वजह से हालत और बिगड़ती चली गई। हताहतों की जगह लेने के लिए अनिवार्य रूप से भेजे गए सहायक सैनिकों में भी कुछ हद तक सम्पूर्ण बुनियादी प्रशिक्षण का अभाव देखा गया।

भारतीय सेना की हाई कमान की योग्यता पर भी सवाल खड़ा किया गया जिसके फलस्वरूप सुप्रीम अलाइड कमांडर साउथ ईस्ट एशिया कमांड के पद का निर्माण हुआ और आर्मी हाई कमान के कंधे पर आंतरिक सुरक्षा और प्रशासन पर ध्यान देने का काम डाल दिया गया। इम्फाल के दक्षिण में लगातार गश्ती गतिविधि और कम महत्वपूर्ण लड़ाइयां चलती रही लेकिन किसी भी सेना के पास निर्णायक ऑपरेशनों को अंजाम देने के लिए संसाधन नहीं थे। 17वें डिवीजन ने इम्फाल के दक्षिण में तिद्दिम नगर 100 मील (160 कि.मी.) के आसपास डेरा डाला जहाँ 33वें जापानी डिवीजन की यूनिटों के साथ इसकी छोटी-मोटी झड़प हुई. जापानियों के कब्जे में चिंद्विन नदी पर कलेवा बंदरगाह से एक छोटा और आसान आपूर्ति लाइन थी और 1942 के ज्यादातर समय तक और 1943 तक ऊपरी हिस्से पर उनका कब्जा था।

### **बर्मा अभियान 1945**

27 जनवरी 1945 को इरावाडी नदी को पार करते हुए गुरखा रायफल्स

जनवरी और मार्च 1945 के बीच लड़ी गई मेइक्तिला और मंडले की लड़ाइयां (5वां, 7वां, 17वां, 19वां, 20वां भारतीय, दूसरा ब्रिटिश डिवीजन और 254वां और 255वां भारतीय टैंक ब्रिगेड) बर्मा अभियान

की चरम सीमा पर निर्णायक लड़ाइयां साबित हुईं. सैन्य प्रचालन सम्बन्धी मुश्किलों के बावजूद मित्र राष्ट्रों ने मध्य बर्मा में बहुत बड़े पैमाने पर बख्तरबंद और मशीनीकृत सेना को तैनात करने में कामयाबी हासिल की और हवाई वर्चस्व को भी अपने कब्जे में रखा. इन लड़ाइयों के दौरान बर्मा में तैनात ज्यादातर जापानी सेना को नष्ट कर दिया गया जिससे मित्र राष्ट्र को बाद में राजधानी रंगून और बहुत कम संगठित विरोध के साथ देश के अधिकांश हिस्से पर फिर से कब्जा करने में आसानी हुई. रामरी द्वीप की लड़ाई (26वां भारतीय इन्फैन्ट्री डिवीजन) जनवरी और फरवरी 1945 के दौरान छः सप्ताह तक बर्मा अभियान के दक्षिणी मोर्चे पर XV भारतीय सैन्यदल 1944-45 के हिस्से के रूप में लड़ी गई। 1942 में तेजी से आगे बढ़ रही शाही जापानी सेना ने अभियान के आरंभिक चरणों में शेष दक्षिणी बर्मा के साथ बर्मा तट से कुछ दूर स्थित रामरी द्वीप पर कब्जा कर लिया। जनवरी 1945 में मित्र राष्ट्र रामरी और इसके पड़ोसी क्षेत्र चेदुबा को फिर से हासिल करने के लिए हमला करने में सक्षम थे और वे उस पर समुद्र आपूर्ति एयरबेस बनाना चाहते थे। ऑपरेशन ड्रैकुला और एलिफैंट प्वाइंट की लड़ाई (5वां, 17वां इन्फैन्ट्री और 44वां भारतीय हवाई डिवीजन, दूसरा, 36वां ब्रिटिश डिवीजन और 255वां टैंक ब्रिगेड) का नाम ब्रिटिश और भारतीय सेना द्वारा रंगून की एक हवाई और जलथल हमले के लिए दिया गया था। जब इस हमले की शुरुआत की गई थी तब शाही जापानी सेना ने पहले से शहर को छोड़ दिया था।

### **मलाया और सिंगापुर में वापसी**

जनवरी 1945 में 3 कमांडो ब्रिगेड के साथ 25वें भारतीय इन्फैन्ट्री डिवीजन ने दक्षिण पूर्व एशिया में पहली बार बहुत बड़े पैमाने पर जलथल ऑपरेशन में भाग लिया, अक्यब द्वीप के उत्तरी तटों पर उतरने के लिए उन्हें चार मील चौड़े मायू एस्चुअरी के पार ले जाया गया और उसके अगले सप्ताह उन्होंने मायर्बाव और रुयवा पर कब्जा कर लिया। अप्रैल 1945 में आक्रमण लैंडिंग भूमिका के लिए चुने जाने पर इस डिवीजन को मलाया पर आक्रमण करने के लिए ऑपरेशन जिपर की तैयारी के लिए दक्षिण भारत बुला लिया गया। हालांकि उस समय दुश्मनी बंद हो गई थी लेकिन फिर भी ऑपरेशन को योजनाबद्ध तरीके से आगे बढ़ाया गया और 9 सितम्बर को मलाया में सबसे पहले 23वें और 25वें डिवीजन को उतारा गया और उसके बाद उन्होंने जापानी सेना के आत्मसमर्पण को स्वीकार किया।

ऑपरेशन टाइडरेस (5वां भारतीय इन्फैन्ट्री डिवीजन) की शुरुआत तब हुई जब सैनिकों को 21 अगस्त को सिंगापुर के लिए त्रिंकोमाली और रंगून से रवाना किया गया। यह बेड़ा 4 सितम्बर 1945 को सिंगापुर पहुंचा और जापानी सैनिकों ने 12 सितम्बर 1945 को एडमिरल लॉर्ड लुईस माउंटबेटन, सुप्रीम अलाइड कमांडर साउथ ईस्ट एशिया कमांड के सामने आधिकारिक रूप से सिंगापुर में आत्मसमर्पण कर दिया.

## **सम्पूर्ण पराजय**

जापानियों के आत्मसमर्पण के बाद कुछ डिवीजनों को जापानियों के हथियार छीन लेने और स्थानीय सरकार की मदद करने के लिए भेजा गया। 7वें डिवीजन ने थाइलैंड की तरफ कदम बढ़ाया जहां इसने जापानी सेना को निरस्त्र किया और युद्ध में बंदी बनाए गए मित्र राष्ट्र के सैनिकों को आजाद कराया और उन्हें स्वदेश भेज दिया। 20वें डिवीजन को देश के दक्षिणी भाग पर कब्ज़ा करने के लिए इंडो चीन भेजा गया। वहां विएट मिन्ह के साथ कई लड़ाइयां लड़ी गईं जो आजादी पाने पर आमादा थे। 23वें डिवीजन को जावा भेजा गया जहां युद्ध के समापन पर डच औपनिवेशिक शासन और स्वाधीनता संग्रामों के बीच काफी अव्यवस्था और विवाद उत्पन्न हुआ।

## **यूरोप**

### **फ्रांस**

शायद द्वितीय विश्व युद्ध के दौरान भारतीय सेना की किसी भी यूनिट की सबसे असामान्य तैनाती 1940 में हुई थी जब भारतीय सेना सेवा सैन्यदल की चार खच्चर कंपनियों ने फ्रांस में ब्रिटिश अभियान बल (बीईएफ) को शामिल होना पड़ा और उन्हें मई 1940 में बीईएफ के शेष सैनिकों के साथ डंकर्क से खदेड़ दिया गया और उन्हें जुलाई 1942 में इन्गालिंद में ही डेरा डालना पड़ा।

### **इटली**

मित्र राष्ट्रों की सेना ने 9 सितम्बर 1943 को इटली में कदम रखा और इस अभियान में चौथा, 8वां, 10वां डिवीजन और 43वां स्वतंत्र गोरखा इन्फैन्ट्री ब्रिगेड सब शामिल थे अक्टूबर 1943 में एड्रियाटिक मोर्चे पर लड़ने वाला 8वां भारतीय डिवीजन बारबरा लाइन पर पहुंचा जिससे नवंबर के आरम्भ में सम्बन्ध-विच्छेद हो गया था। 8वें डिवीजन ने जर्मन रक्षात्मक बर्नहार्ड लाइन पर किए गए हमले का नेतृत्व किया, सैन्यो नदी को पार किया और ठीक पेस्कारा तक पहुंच गया जहाँ आठवीं सेना वसंत में बेहतर मौसम के आने का इंतजार कर रही थी।

चौथे भारतीय डिवीजन ने मॉंटे कैसीनो की दूसरी लड़ाई में भाग लिया। आठवीं सेना के मोर्चे पर 11 मई को मॉंटे कैसीनो की अंतिम चौथी लड़ाई में XIII सैन्यदल ने चौथे ब्रिटिश इन्फैन्ट्री डिवीजन और आठवें भारतीय डिवीजन द्वारा रैपिदो की क्रॉसिंग पर दो बार जमकर मुकाबला किया। 18 मई तक जर्मनों को अपनी अगली लाइन तक पीछे हटना पड़ा। अपेनिंस के शिखर सम्मलेन के साथ युद्ध के अंतिम चरणों में गोथिक लाइन ने रक्षा की अंतिम प्रमुख लाइन का निर्माण किया। अगस्त में गेमानो की लड़ाई (यूनान की तरफ बढ़ने से पहले चौथे भारतीय डिवीजनों की अंतिम लड़ाई) में एड्रियाटिक और सेन्ट्रल अपेनिन मोर्चे पर गोथिक लाइन से संपर्क टूट गया था। 18 सितम्बर को XIII सैन्यदल के मोर्चे की दायीं तरफ 5वीं सेना की सुदूर राइट विंग और ट्रैक रहित मैदान में लड़ने वाले 8वें भारतीय डिवीजन ने फेमिना मोर्टा की ऊंचाइयों पर कब्ज़ा कर लिया और 6वें ब्रिटिश बख्तरबंद डिवीजन ने फोर्ली जाने वाले रूट 67 पर सैन गोर्देजो पास पर कब्ज़ा कर लिया था। 5

अक्टूबर को ब्रिटिश X सैन्यदल से ब्रिटिश V सैन्यदल में रूपांतरित होने वाले 10वें भारतीय डिवीजन ने पहाड़ियों में फिउमिसिनो नदी के ऊपरी हिस्से को पार कर लिया था और नदी के जर्मन रक्षात्मक लाइन पर डेरा जमाए जर्मन टैंथ आर्मी यूनिटों को बोलोग्ना की तरफ पीछे हटने के लिए मजबूर कर दिया था। मॉंटे कैसीनो की अंतिम लड़ाई में रैपिदो को पार करने के दौरान निभाई गई भूमिका के बदले में 8वें डिवीजन को 1945 के वसंत के मौसम में किए गए आक्रमण में रक्षात्मक सुरंगों और आगे-पीछे के बंकरों से भरे हुए सेनियों के उस पार जाने की महत्वपूर्ण भूमिका निभाने का अवसर मिला. 29 अप्रैल 1945 को जर्मनों ने आत्मसमर्पण करने के एक समझौते पर हस्ताक्षर किया और 2 मई को औपचारिक रूप से इटली में दुश्मनी समाप्त हो गई।

### **यूनान**

जर्मनों की वापसी के बाद देश को स्थिर करने के लिए 24 अक्टूबर 1944 को चौथे भारतीय इन्फैन्ट्री डिवीजन को जहाज से यूनान भेजा गया।<sup>1</sup> व्यापक रूप से फैले तीन क्षेत्रों में फैलने के लिए चौथे डिवीजन के लिए योजना की आवश्यकता थी। डिवीजनल सैनिक टुकड़ियों वाले 7वें भारतीय ब्रिगेड को यूनानी मैसेडोनिया, थ्रेस और थ्रेसली आबंटित किया गया और उन्हें युगोस्लाविया और बुल्गारिया की सीमा पर नजर रखने का निर्देश दिया गया। 11वां भारतीय ब्रिगेड पश्चिमी यूनान और आयोनियन द्वीपों के नगरों की मोर्चाबंदी करेगा. 5वां भारतीय ब्रिगेड एजियन क्षेत्र और साइक्लेड्स पर कब्जा करेगा और उस द्वीप में दुश्मनों की मोर्चे को बर्बाद करके क्रीट की तरफ आगे बढ़ेगा.

3 दिसम्बर को यूनानी सरकार के ईएलएएस सदस्यों ने इस्तीफा दे दिया. एक आम हड़ताल की घोषणा की गई और पुलिस ने प्रदर्शनकारियों पर गोली चलाई. इटली में चौथे ब्रिटिश इन्फैन्ट्री डिवीजन और 46वें ब्रिटिश इन्फैन्ट्री डिवीजनों को यूनान के लिए रवाना होने का आदेश दिया गया। 15 जनवरी को एथेंस में एक संघर्ष विराम संपन्न हो चूका था जिसकी शर्तों के तहत ईएलएएस ने राजधानी और सलोनिका से पीछे हटने और ग्रामीण घने क्षेत्रों पर कब्जा करने का फैसला किया। छिटपुट घटनाओं को छोड़कर यूनान में इस संघर्ष विराम के ऑपरेशनों का अंत हुआ।

### **भारत**

14वें भारतीय इन्फैन्ट्री डिवीजन और 39वें भारतीय इन्फैन्ट्री डिवीजन को 1943 में प्रशिक्षण संरचनाओं में बदल दिया गया और वे युद्ध के अंत तक भारत में बने रहे. सिर्फ भारत में अपनी सेवा प्रदान करने वाले अन्य यूनिटों में 32वां भारतीय बख्तरबंद डिवीजन और 43वां भारतीय बख्तरबंद डिवीजन शामिल था जिसे 1943 में 44वें भारतीय हवाई डिवीजन के रूप में बदले जाने से पहले उसका गठन कभी पूरा नहीं हुआ। असम आधारित 21वें भारतीय इन्फैन्ट्री डिवीजन को भी 1944 में 44वें हवाई डिवीजन का निर्माण करने के लिए तोड़ दिया गया। 34वें भारतीय इन्फैन्ट्री डिवीजन ने



सीलोन के लिए मोर्चेबंदी की और युद्ध के दौरान वहीं बना रहा लेकिन 1945 में उन्हें भंग कर दिया गया और उसके बाद से उनकी सक्रीय सेवा कभी नहीं दिखाई दी.

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## भारतीय स्वतंत्रता का क्रांतिकारी आंदोलन

केशव कुमार\*

सारांश

भारत की स्वतंत्रता के लिये अंग्रेजों के विरुद्ध आन्दोलन दो प्रकार का था, एक अहिंसक आन्दोलन एवं दूसरा सशस्त्र क्रान्तिकारी आन्दोलन। भारत की आज़ादी के लिए 1857 से 1947 के बीच जितने भी प्रयत्न हुए, उनमें स्वतंत्रता का सपना संजोये क्रान्तिकारियों और शहीदों की उपस्थित सबसे अधिक प्रेरणादायी सिद्ध हुई। वस्तुतः भारतीय क्रांतिकारी आंदोलन भारतीय इतिहास का स्वर्ण युग है। भारत की धरती के जितनी भक्ति और मातृ-भावना उस युग में थी, उतनी कभी नहीं रही। मातृभूमि की सेवा और उसके लिए मर-मिटने की जो भावना उस समय थी, आज उसका नितांत अभाव हो गया है। क्रांतिकारी आंदोलन का समय सामान्यतः लोगों ने सन् 1857 से 1942 तक माना है। श्रीकृष्ण सरल का मत है कि इसका समय सन् 1757 अर्थात् प्लासी के युद्ध से सन् 1961 अर्थात् गोवा मुक्ति तक मानना चाहिए। सन् 1961 में गोवा मुक्ति के साथ ही भारतवर्ष पूर्ण रूप से स्वाधीन हो सका है। जिस प्रकार एक विशाल नदी अपने उद्गम स्थान से निकलकर अपने गंतव्य अर्थात् सागर मिलन तक अबाध रूप से बहती जाती है और बीच-बीच में उसमें अन्य छोटी-छोटी धाराएँ भी मिलती रहती हैं, उसी प्रकार हमारी मुक्ति गंगा का प्रवाह भी सन् 1757 से सन् 1961 तक अजस्र रहा है और उसमें मुक्ति यत्न की अन्य धाराएँ भी मिलती रही हैं। भारतीय स्वतंत्रता के सशस्त्र संग्राम की विशेषता यह रही है कि क्रांतिकारियों के मुक्ति प्रयास कभी शिथिल नहीं हुए। भारत की स्वतंत्रता के बाद आधुनिक नेताओं ने भारत के सशस्त्र क्रान्तिकारी आन्दोलन को प्रायः दबाते हुए उसे इतिहास में कम महत्व दिया गया और कई स्थानों पर उसे विकृत भी किया गया। स्वराज्य उपरान्त यह सिद्ध करने की चेष्टा की गई कि हमें स्वतंत्रता केवल कांग्रेस के अहिंसात्मक आंदोलन के माध्यम से मिली है। इस नये विकृत इतिहास में स्वाधीनता के लिए प्राणोत्सर्ग करने वाले, सर्वस्व समर्पित करने वाले असंख्य क्रांतिकारियों, अमर हुतात्माओं की पूर्ण रूप से उपेक्षा की गई।

**मूलशब्द:** भारतीय स्वतंत्रता, क्रांतिकारी आंदोलन, स्वाधीनता, भारतीय क्रांतिकारियों, विद्रोह

**भूमिका**

भारत को मुक्त कराने के लिए सशस्त्र विद्रोह की एक अखण्ड परम्परा रही है। भारत में अंग्रेज़ी राज्य की स्थापना के साथ ही सशस्त्र विद्रोह का आरम्भ हो गया था। बंगाल में सैनिक-विद्रोह, चूआड़ विद्रोह, सन्यासी विद्रोह, संथाल विद्रोह अनेक सशस्त्र विद्रोहों की परिणति सत्तावन के विद्रोह

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के रूप में हुई। प्रथम स्वातन्त्र्य-संघर्ष के असफल हो जाने पर भी विद्रोह की अग्नि ठण्डी नहीं हुई। शीघ्र ही दस-पन्द्रह वर्षों के बाद पंजाब में कूका विद्रोह व महाराष्ट्र में वासुदेव बलवन्त फड़के के छापामार युद्ध शुरू हो गए। संयुक्त प्रान्त में पं. गेंदालाल दीक्षित ने शिवाजी समिति और मातृदेवी नामक संस्था की स्थापना की। बंगाल में क्रान्ति की अग्नि सतत जलती रही। सरदार अजीतसिंह ने सत्तावन के स्वतंत्रता-आन्दोलन की पुनरावृत्ति के प्रयत्न शुरू कर दिए। रासबिहारी बोस और शचीन्द्रनाथ सान्याल ने बंगाल, बिहार, दिल्ली, राजपूताना, संयुक्त प्रान्त व पंजाब से लेकर पेशावर तक की सभी छावनियों में प्रवेश कर 1915 में पुनः विद्रोह की सारी तैयारी कर ली थी। दुर्देव से यह प्रयत्न भी असफल हो गया। इसके भी नए-नए क्रान्तिकारी उभरते रहे। राजा महेन्द्र प्रताप और उनके साथियों ने तो अफगान प्रदेश में अस्थायी व समान्तर सरकार स्थापित कर ली। सैन्य संगठन कर ब्रिटिश भारत से युद्ध भी किया। रासबिहारी बोस ने जापान में आज़ाद हिन्द फौज के लिए अनुकूल भूमिका बनाई।

मलाया व सिंगापुर में आज़ाद हिन्द फौज संगठित हुई। सुभाषचन्द्र बोस ने इसी कार्य को आगे बढ़ाया। उन्होंने भारतभूमि पर अपना झण्डा गाड़ा। आज़ाद हिन्द फौज का भारत में भव्य स्वागत हुआ, उसने भारत की ब्रिटिश फौज की आँखें खोल दीं। भारतीयों का नाविक विद्रोह तो ब्रिटिश शासन पर अन्तिम प्रहार था। अंग्रेज़, मुट्ठी-भर गोरे सैनिकों के बल पर नहीं, बल्कि भारतीयों की फौज के बल पर शासन कर रहे थे। आरम्भिक सशस्त्र विद्रोह में क्रान्तिकारियों को भारतीय जनता की सहानुभूति प्राप्त नहीं थी। वे अपने संगठन व कार्यक्रम गुप्त रखते थे। अंग्रेज़ी शासन द्वारा शोषित जनता में उनका प्रचार नहीं था। अंग्रेज़ों के क्रूर व अत्याचारपूर्ण अमानवीय व्यवहारों से ही उन्हें इनके विषय में जानकारी मिली। विशेषतः काकोरी काण्ड के अभियुक्त तथा भगतसिंह और उसके साथियों ने जनता का प्रेम व सहानुभूति अर्जित की। भगतसिंह ने अपना बलिदान क्रान्ति के उद्देश्य के प्रचार के लिए ही किया था। जनता में जागृति लाने का कार्य महात्मा गांधी के चुम्बकीय व्यक्तित्व ने किया। बंगाल की सुप्रसिद्ध क्रान्तिकारी श्रीमती कमला दास गुप्ता ने कहा कि क्रान्तिकारी की निधि थी 'कम व्यक्ति अधिकतम बलिदान', महात्मा गांधी की निधि थी 'अधिकतम व्यक्ति न्यूनतम बलिदान'। सन् 42 के बाद उन्होंने अधिकतम व्यक्ति तथा अधिकतम बलिदान का मंत्र दिया। भारत की स्वतंत्रता प्राप्ति में क्रान्तिकारियों की भूमिका महत्वपूर्ण है।

भारतीय क्रान्तिकारियों के कार्य सिरफिरे युवकों के अनियोजित कार्य नहीं थे। भारतामाता के परों में बंधी शृंखला तोड़ने के लिए सतत संघर्ष करने वाले देशभक्तों की एक अखण्ड परम्परा थी। देश की रक्षा के लिए कर्तव्य समझकर उन्होंने शस्त्र उठाए थे। क्रान्तिकारियों का उद्देश्य अंग्रेज़ों का रक्त बहाना नहीं था। वे तो अपने देश का सम्मान लौटाना चाहते थे। अनेक क्रान्तिकारियों के हृदय में क्रान्ति की ज्वाला थी, तो दूसरी ओर अध्यात्म का आकर्षण भी। हंसते हुए फाँसी के फंदे का चुम्बन करने वाले व मातृभूमि के लिए सरफरोशी की तमन्ना रखने वाले ये देशभक्त युवक भावुक ही नहीं,

विचारवान भी थे। शोषणरहित समाजवादी प्रजातंत्र चाहते थे। उन्होंने देश के संविधान की रचना भी की थी। सम्भवतः देश को स्वतंत्रता यदि सशस्त्र क्रांति के द्वारा मिली होती तो भारत का विभाजन नहीं हुआ होता, क्योंकि सत्ता उन हाथों में न आई होती, जिनके कारण देश में अनेक भीषण समस्याएँ उत्पन्न हुई हैं।

जिन शहीदों के प्रयत्नों व त्याग से हमें स्वतंत्रता मिली, उन्हें उचित सम्मान नहीं मिला। अनेकों को स्वतंत्रता के बाद भी गुमनामी का अपमानजनक जीवन जीना पड़ा। ये शब्द उन्हीं पर लागू होते हैं:

*उनकी तुरबत पर नहीं है एक भी दीया,*

*जिनके खूँ से जलते हैं ये चिरागे वतन।*

*जगमगा रहे हैं मकबरे उनके,*

*बेचा करते थे जो शहीदों के कफन।।*

नाविक विद्रोह के सैनिकों को स्वतंत्र भारत की सेना में महत्वपूर्ण कार्य देना न्यायोचित होता, परन्तु नौकरशाहों ने उन्हें सेना में रखना शासकीय नियमों का उल्लंघन समझा। अनेक क्रांतिकारियों की अस्थियाँ विदेशों में हैं। अनेक क्रांतिकारियों के घर भग्नावशेष हैं। उनके घरों के स्थान पर आलीशान होटल बन गए हैं। क्रांतिकारियों की बची हुई पीढ़ी भी समाप्त हो गई है। निराशा में आशा की किरण यही है कि सामान्य जनता में उनके प्रति सम्मान की थोड़ी-बहुत भावना अभी भी शेष है। उस आगामी पीढ़ी तक इनकी गाथाएँ पहुँचाना हमारा दायित्व है। क्रांतिकारियों पर लिखने के कुछ प्रयत्न हुए हैं। शचीन्द्रनाथ सान्याल, शिव वर्मा, मन्मथनाथ गुप्त व रामकृष्ण खत्री आदि ने पुस्तकें लिखकर हमें जानकारी देने का महत्वपूर्ण कार्य किया है। इतर लेखकों ने भी इस दिशा में कार्य किया है।

### **क्रांतिकारी आंदोलन का विकास : प्रथम चरण**

क्रांतिकारी आंदोलन का जन्म महाराष्ट्र में हुआ था लेकिन कालांतर में इसका प्रधान केन्द्र बंगाल बन गया। भारत के अन्य प्रांतों तथा विदेशों में भी भारतीय क्रांतिकारी सक्रिय हुए।

#### **बंगाल**

बंगाल के क्रांतिकारी नेता बरीन्द्र कुमार घोष (अरविंद घोष के छोटे भाई) और भूपेन्द्र नाथ दत्त (स्वामी विवेकानंद के छोटे भाई) थे। इन दोनों ने युगांतर तथा संध्या नामक क्रांतिकारी पत्रों द्वारा क्रांतिकारी विचारधारा का प्रचार किया। इन्हें क्रांति का अग्रदूत भी माना जाता है। युगांतर और संध्या दोनों अत्यधिक लोकप्रिय सिद्ध हुए। क्रांतिकारियों ने अनुशीलन-समिति नामक संस्था का गठन किया जिसमें सदस्यों को भारतीय इतिहास, संस्कृति और राष्ट्रवाद तथा राजद्रोहात्मक सिद्धांतों की शिक्षा व शारीरिक प्रशिक्षण दिया जाता था। इसकी लगभग 200 शाखाएं थीं तथा ढाका और कलकत्ता इसके मुख्य केन्द्र थे। इसके सदस्यों को मां काली के समक्ष अपने कर्तव्यों का निर्वाह करने के हेतु व्रत लेना पड़ता था। बंगाल में 1907 से ही वातावरण क्रांतिमय हो गया था और अंग्रेजी



शासन के विरुद्ध सशस्त्र आंदोलन प्रारंभ हो गया। 6 दिसंबर 1907 को मिदनापुर के समीप क्रांतिकारियों द्वारा उस रेलगाड़ी में बम फेंका गया जिसमें बंगाल का गवर्नर यात्रा कर रहा था। दूसरी घटना 23 दिसंबर 1907 को हुई जब क्रांतिकारियों ने ढाका के भूतपूर्व जिला मजिस्ट्रेट को गोली मारने का असफल प्रयत्न किया था। तीसरी घटना 30 अप्रैल, 1908 को मुजफरपुर में घटी जिसने भारत तथा ब्रिटेन में पूरी सनसनी फैला दी। क्रांतिकारियों ने मुजफरपुर के जज किंग्सफोर्ड की हत्या करने का प्रयास किया। किंतु किंग्सफोर्ड के स्थान पर उसकी गाड़ी में दो अंगरेज महिलाएं थीं जो घटनास्थल पर ही मारी गईं। इस अपराध के लिए 18 वर्षाीय युवक खुदुदुदीराम बोसेसेस को फांसी की सजा दी गई। खुदीराम के बलिदान का भारतीय युवकों पर गहरा प्रभाव पड़ा। वह बंगाल का राष्ट्रीयवीर शहीद बन गया। उस पर देश भक्तिपूर्ण कविताएँ लिखी गयीं जो हर बंगाली की जुबान पर छा गईं। अगली घटना अलीपुर “ाड़यंत्र केस 1910 के नाम से प्रसिद्ध है। सरकार को कलकत्ता में एक क्रांतिकारी “ाड़यंत्र का बोध हुआ। जिसमें कुछ बम डायनामाइट और कारतूस बरामद हुए। इस घटना के संबंध में 31 व्यक्ति गिरतार हुए जिनमें अरविंद घोष भी थे। कन्हाईलाल और सत्येन्द्र को फांसी की सजा मिली तथा वीरेन्द्र को देश निष्कासन की। अंत में क्रांतिकारियों की ओर से कुछ अन्य हत्याएं भी की गईं जिनका संबंध मुजफरपुर तथा अलीपुर केस से था।

### **महाराष्ट्र**

क्रांतिकारी आंदोलन बंगाल से पहले महाराष्ट्र में प्रारंभ हो गया था। महाराष्ट्र में क्रांतिकारी आंदोलन के नेता चापेकेकेकर बंधु विनायक दामोदेदेदर सावरकर एवं उनके भाई गणेश सावरकर तथा श्यामजी कृष्ण वर्मा थे। लोकमान्य तिलक के बंदी बनाए जाने पर महाराष्ट्र में क्रांतिकारी आंदोलन का उदय हुआ। तिलक की रचनाओं से क्रांतिकारियों ने प्रेरणा ग्रहण की थी। क्रांतिकारियों के संगठन अभिनव भारत का केन्द्र नासिक था। सावरकर बंधुओं ने सन् 1900 में एक देशभक्त संगठन मित्र मेलेलेला की स्थापना की थी। सन् 1904 में यह एक क्रांतिकारी संगठन बन गया और इसका नाम अभिनव भारत कर दिया गया। संपूर्ण महाराष्ट्र में इसकी शाखाएं फैली हुई हैं। प्रशासन को निष्क्रिय बनाने के लिए क्रांतिकारियों के संगठनों द्वारा राजनीतिक हत्याओं और नौकरशाही को आतंकित करने के लिए प्रचार कार्य किए गए थे। महाराष्ट्र में क्रांतिकारियों का नारा था प्रार्राण देनेनेने से पूर्व प्रार्राण ले लो।े सन् 1899 में रैण्ड एवं अयेस्ट की हत्या की गई। चापेकर बन्धुओं को इसके लिए दण्ड दिया गया। ऐसा कहा जाता है कि इन अंग्रेजी की हत्या में श्यामजी कृष्ण वर्मा का हाथ था। वे इसके बाद इंग्लैण्ड चले गये। सन् 1906 में विनायक दामोदर सावरकर भी इंग्लैण्ड चले गये और श्यामजी कृष्ण वर्मा का हाथ बंटाने लगे। वे दोनों लंदन से अपने संदेश तथा क्रांतिकारी शस्त्र गणेश्ेश्ेश सावरकर को भेजा करते थे। 1909 में उन्होंने में गणेश सावरकर के नाम पिस्तौलों का एक पार्सल भेजा था। पार्सल मिलने से पूर्व 2 मार्च 1909 को उन्हें पुलिस द्वारा बंदी बना लिया गया। उनके विरुद्ध राजद्रोहात्मक साहित्य के प्रकाशन का आरोप था। 9 जून 1909 को उन्हें आजीवन

देश निर्वासन का दण्ड दिया गया। दिसंबर 1909 में नासिक के जिलाधिकारी जेकसन को गाली से उड़ा दिया गया। उन्होंने गणेश सावरकर को दण्ड दिया था। अभिनव समिति के 27 सदस्यों पर अभियोग चलाया गया। और उनमें से तीन को मृत्यु दण्ड दिया गया। नवंबर 1909 में गर्वनर लार्ड मिण्टो पर बम फेंककर हत्या करने का असफल प्रयास किया या था। दामोदर सावरकर भी बंदी बनाकर जहाज से भारत भेजे गये। वे किसी प्रकार जहाज से बच निकले। समुद्र को तैरकर फ्रांस के बंदरगाह में शरण ली। लेकिन वे भी गिरफ्तार कर लिए गए। उन्हें आजीवन कारावास का दण्ड दिया गया।

### **पंजाब**

प्रारंभ में पंजाब में बंगाल तथा महाराष्ट्र जैसी गुप्त समितियां नहीं थी, लेकिन सरकार की भूमि संबंधी नीति के कारण जनता के विभिन्न वर्गों में तीव्र असंतोष फैला। 1907 ई. में सरदार अजीत सिंह, भाई परमानंद तथा लाला हरदयाल ने क्रांतिकारियों का संगठित किया। सरदार अजीत सिंह और सूफी प्रसाद ने मिलकर भारत माता सोसायटी नामक संस्था की स्थापना की। इस समय बांके दयाल जी पंजाब की सभाओं में एक गीत गाया करते थे। जिसकी प्रथम पंक्ति थी: पगड़ी संभाल ओ जट्टटटा पगड़ी संभाल ओ पंजाब में यह गीत उतना ही लोकप्रिय था, जितना बंगाल में वन्दे मातरम्। 1907 में लाला लाजपतराय और सरदार अजीत सिंह की गिरफ्तारी से असंतोष बढ़ने लगा। कुछ समय के लिए पंजाब में जन असंतोष इतना बढ़ गया कि शासक 1907 ई. में 10 मई को (जो 1857 की क्रांति के प्रारंभ का दिन था) प्रदेशव्यापी विद्रोह की आशंका करने लगे थे। परंतु 1909 ई. में सरकार द्वारा भूमि संबंधी नीति में जनता की इच्छानुसार परिवर्तन कर दिये जाने पर क्रांतिकारी गतिविधियों में कमी आई। दिल्ली उस समय पंजाब का ही एक हिस्सा थी। बंगाली एवं पंजाबी देशभक्तों के लिए दिल्ली संगम स्थल था। 23 दिसम्बर, 1912 को दिल्ली के राजधानी बनने पर गर्वनर जनरल हार्डिंग के ऊपर बम फेंककर हत्या का असफल प्रयास किया गया। मई, 1913 लाहौर में अंग्रेज अधिकारियों की हत्या का प्रयत्न किया गया। इस घटना के फलस्वरूप दिल्ली के क्रांतिकारियों का पता लग गया। दिल्ली “आइयंत्र काण्ड में 13 व्यक्ति गिरतार किये गये। मास्टर अमीरचन्द्र इस समय दिल्ली के सबसे बड़े क्रांतिकारी थे

### **मद्रास**

मद्रास में भी क्रांतिकारी आंदोलन का सूत्रपात हुआ। विपिनचन्द्र पाल ने 1907 में मद्रास का दौरा कर अपने विचारों का प्रचार किया। अरविंद घोष के विरुद्ध गवाही न देने के कारण उन्हें 6 माह का दण्ड दिया गया। कारावास से छूटने पर उनके सम्मान में स्थानीय क्रांतिकारी नेता सुब्रह्मण्यम शिव एवं चिदम्बरम पिल्ले ने स्वागत का आयोजन किया। फलस्वरूप इन दोनों को 12 मार्च 1909 को बंदी बना लिया गया, इसकी प्रतिक्रिया टिनेवली में उपद्रव के रूप में हुई। शासन ने समाचार पत्र के संपादकों एवं आंदोलनकारी नेताओं को गिरफ्तार कर उन पर मुकदमा चलाया। इससे जनता में

उत्तेजना फैल गई। क्रांतिकारी संगठित होने लगे। उन्होंने सरकारी संपत्ति को हानि पहुंचायी और पुलिस चौकी एवं थानों पर हमले किये गये। शासन का दमन चक्र शुरू हो गया। नवयुवकों में उत्तेजना जागृत हुई। एम.पी.तिहल आचार्य एवं बी.बी. एस. नय्यर उनके प्रेरणास्रोत थे। 17 जून 1911 को टिनेवली के क्रांतिकारियों ने जिला मजिस्ट्रेट ऐश की हत्या कर दी गई।

### **विदेशी में क्रांतिकारी आंदोलन**

भारतीय क्रांतिकारियों की गतिविधियां देश तक ही सीमित न थी। अपितु वे विदेशों में भी सक्रिय थे। इंग्लैण्ड में श्यामजी कृष्ण वर्मा ने 1905 में नेशनल होमरूल सोसायटी की स्थापना की। उनके द्वारा इंडियन सोशियलाजिस्ट नामक मासिक पत्र का प्रकाशन किया जाता था। दामोदर विनायक सावरकर ने 1906 में लंदन पहुंचकर भारतीय क्रांतिकारियों की सहायता का कार्य प्रारंभ किया। उन्होंने वहां से अपने भाई गणेश सावरकर को पिस्तौलें भेजी थी। गणेश सावरकर को ब्रिटिश शासन के विरुद्ध युद्ध की घोषणा करने के अपराध में देश निष्कासन का दण्ड मिला था। विनायक सावरकर को लंदन में गिरफ्तार कर अण्डमान में आजीवन कारावास का दण्ड दिया गया था

फ्रांस में क्रांतिकारियों की सहायता मैडम भीखाजी कामा करती थी। एक गुजराती व्यापारी एम.एस.राना एक पारसी महिला भीखाजी कामा से विवाह कर पेरिस में बस गये थे। इनके द्वारा भारतीय छात्रों को दो हजार रूपए की यात्रा छात्रवृत्तियां दी जाती थी। मैडम कामा वन्देमातरम् नामक पत्र का संपादन करती थी। यूरोप के भारतीय क्रांतिकारी भारत में क्रांतिकारियों की सहायता करते थे। ब्रिटिश शासन के द्वारा किये जा रहे अत्याचारों का बदला लेने के लिए मदनलाल धींगंगंगरा ने सर फ्रांसिस कर्जन विली, जो भारत-मंत्री कार्यालय के एडीसी थे, को 1 जुलाई, 1909 को गोली मार दी थी। इस अपराध के लिए धींगरा को मृत्यु दण्ड दिया गया। मदनलाल धींगरा ने अभियोग के समय बयान देते हुए कहा था कि परतंत्रता की बेड़ियों में जकड़ा देश सदैव युद्धस्थल ही बना रहता है। इसी प्रकार अमेरिका महाद्वीप में भी भारतीय क्रांतिकारी सक्रिय थे। लाला हरदयाल ने 1913 में सेनफ्रांसिसको में गदर पार्टी का गठन किया था। उन्होंने उर्दू एवं गुरुमुखी में दो समाचार पत्र निकाले तथा अंग्रेजों के विरुद्ध संगठित संघर्ष का नेतृत्व किया। कनाडा एवं अमेरिका में गदरपार्टी की अनेक शाखाएं खोली गयीं। मार्च 1914 में उन्हें अमेरिकी सरकार द्वारा बंदी बनाया गया और बाद में वे जमानत पर रिहा किए गए। बाद में वे स्विट्जरलैंड चले गये।

1907 में भाई परमानंद भी यूरोप में, इंडिया सोसेसायटी से संबद्ध थे जो प्रवासी भारतीयों का प्रमुख क्रांतिकारी संगठन था। 1909 में सरदार अजीत सिंह फारस होकर पेरिस पहुंचे थे। 1913 में कोमा गाटा मारु जहाज काण्ड हुआ था। कनाडा में प्रवास करने वाले सिक्खों के संबंध में कनाडा सरकार द्वारा बनाए गए कानून का विरोध करते हुए बाब गुरुदत्तसिंह नामक एक धनी व्यापारी जो कनाडा में बस गये थे, ने एक जापानी जहाज कोमा गाटा मारु किराये पर लिया और यह जहाज सीधे कनाडा के लिए 500 भारतीयों को लेकर कलकत्ता से चला। कनाडा की सरकार ने इस जहाज को

बंदरगाह में घुसने नहीं दिया। उसे डुबाने के लिए युद्धपोत भेजे और सिक्खों पर अनेक अत्याचार किए गए। उन पर उबलता पानी डालने का प्रयास किया। दो माह तक जहां समुद्र में खड़ा रहा। इसे सिंगापुर एवं हांगकांग के बंदरगाहों में प्रवेश की अनुमति भी नहीं दी गयी। अंत में वह वापस कलकत्ता पहुँचा। यात्रियों को एक रेलगाड़ी द्वारा भेजने की योजना बनायी गयी। यात्रियों ने विद्रोह कर दिया। विद्रोह के दमन करने में 8 सिख मारे गये। और अनेक घायल हुए। बाबा गुरुदत्तसिंह भी घायल हुए परंतु बचकर निकल गये। भारतीयों को कनाडा में बसने रोकने के लिए बनाए गए इस कानून की विधि का सिखों ने विरोध किया। मेवासिंह ने कनाडा के विदेश विभाग के प्रधान होपकिंस की हत्या कर दी। इस कार्य में भी गदर दल ने प्रमुख योगदान दिया था।

### **क्रांतिकारी आंदोलन : द्वितीय चरण**

1919 में जब महात्मा गांधी द्वारा असहयोग आंदोलन प्रारंभ किया गया तो क्रांतिकारियों द्वारा भी इस आंदोलन के परिणामों की उत्सुकता के साथ प्रतीक्षा की जाने लगी। लेकिन जब इस आंदोलन को अपने लक्ष्य में सफलता प्राप्त नहीं हुई तो क्रांतिकारियों के द्वारा अपने कार्य प्रारंभ कर दिये गये। यह क्रांतिकारी आंदोलन का द्वितीय चरण था

### **काकोरी केस**

फरवरी 1920 में जेल से रिहा होने के बाद शचीन्द्र सान्याल के द्वारा भारत के सारे क्रांतिकारी दलों को संगठित करके हिन्दुस्तान प्रजातांत्रिक संघ की स्थापना की गई। इस क्रांतिकारी दल के द्वारा देश में सशस्त्र क्रांति करने के लिए बड़ी मात्रा में शस्त्र खरीदे गए और इन शस्त्रों की कीमत चुकाने के लिए रेलगाड़ी में जा रहे सरकारी खजाने को लखनऊ के निकट काकोरी में लूटने की योजना बनाई गई। 9 अगस्त 1925 को काकोरी के निकट गाड़ी रोक कर क्रांतिकारियों के द्वारा खजाना लूट लिया गया। लेकिन पुलिस गुप्तचर विभाग ने क्रांतिकारियों को गिरतार कर लिया। इन पर मुकदमा चलाया गया। इसे ही काकोरी केस के नाम से जाना जाता है। इसके नायक थे पण्डित रामप्रसाद बिस्मिल। इस केस में रामप्रसाद बिस्मिल, राजेन्द्र लाहिड़ी, रोशन सिंह और अशफाक उल्लाह को फांसी, शचीन्द्र नाथ सान्याल व बखशी को आजन्म कारावास, मन्मथनाथ गुप्त को 14 वर्ष की कैद व अन्य को कई वर्ष की सजायें दी गई। सरफरोशी की तमन्ना के गायक रामप्रसाद बिस्मिल ने मुल्को मिल्लत पर इस प्रकार अपनी शहदत दे दी।

### **असेम्बली बमकाण्ड**

इसके पश्चात् सरदार भगत सिंह, बटुकेश्वर दत्त, चन्द्रशेखर व राजगुरु आदि के द्वारा क्रांतिकारी दल का नाम जो हिन्दुस्तान सोशलिस्ट रिपब्लिकन पार्टी था, हिन्दुस्तान सोशलिस्ट रिपब्लिकन आर्मी रख दिया गया। 10 अक्टूबर 1928 को लाहौर में साइमन कमीशन के विरोध में निकले जुलूस का नेतृत्व करते वयोवृद्ध नेता और शैरे-पंजाब के नाम से प्रसिद्ध लाला लाजपतराय पर अंग्रेज पुलिस कप्तान साण्डर्स के द्वारा भीषण लाठी चार्ज किया गया था। जिसके परिणामस्वरूप

लालाजी की मृत्यु हो गई। लालाजी की यह मृत्यु भारत के लिए एक राष्ट्रीय अपमान था। और क्रांतिकारियों ने इसका बदला 17 दिसंबर 1928 को गोली मारकर साण्डर्स की हत्या कर ले लिया गया। इसके बाद 8 अप्रैल 1929 को एक और घटना हुई। केन्द्रीय असेम्बली में पब्लिक सेफ्टी बिल पर बहस चल रही थी। सदन में इस विधेयक की अस्वीकृति निश्चित थी, लेकिन यह भी निश्चित था कि गर्वनर जनरल अपने विशेष अधिकारों के आधार पर इसे कानून का रूप दे देगा। इसके पहले सरकार द्वारा जनता की इच्छा के विरुद्ध बल पूर्वक ट्रेड डिस्प्यूट्स बिल पास किया गया था। हिन्दुस्तान सोशलिस्ट रिपब्लिकन आर्मी की केन्द्रीय समिति के निर्णय पर इस बिल को रूकवाने और सरकार को जनता का मूल्य समझाने के लिए असेम्बली में बम फेंका गया था। इस कार्य के लिए भगत सिंह और बटुकेश्वर दत्त को चुना गया। यह भी निश्चित किया गया कि ये व्यक्ति बम फेंकने के बाद भागे नहीं वरन् अपने आपको गिरफ्तार करवा दें। तथा कोर्ट में बयान देकर हिन्दुस्तान रिपब्लिकन आर्मी के उद्देश्य और कार्यक्रम पर प्रकाश डालें। 8 अप्रैल 1921 को जब पब्लिक सेफ्टी बिल पर मत पड़ने वाले थे तो सरदार भगतसिंह ने दिल्ली की केन्द्रीय असेम्बली में बम फेंका। भगत सिंह और बटुकेश्वर दत्त ने इंकलाब जिन्दाबाद, साम्राज्यवाद का नाश हो के नारे लगाए। बम के साथ फेंके गये पर्चे में लिखा हुआ था बहरों को सुनाने के लिए बमों की आवश्यकता है। बम फेंकने का उद्देश्य किसी की हत्या करना नहीं, वरन् देश में जागृति पैदा करना ही था। भगत सिंह और दत्त ने अपने आपको गिरफ्तार करवा दिया गया। पुलिस ने इन पर मुकदमा चलाया। अदालत में एक लंबा बयान देकर इन क्रांतिकारियों ने हिन्दुस्तान रिपब्लिकन आर्मी के उद्देश्यों और कार्यक्रमों पर प्रकाश डाला। पुलिस ने सरदार भगत सिंह और बटुकेश्वर दत्त के अतिरिक्त उनके कई साथियों को गिरफ्तार किया था। मुकदमे की कार्यवाही के दौरान अदालतों में ये क्रांतिकारी 'सरफोशी की तमन्ना अब हमारे दिल में है' और 'मेरा रंग दे बसंती चोला' जैसी गीत गाते थे। इन क्रांतिकारियों ने जेल की अमानवीय स्थिति के विरुद्ध आमरण अनशन प्रारंभ कर दिया। इस लंबे अनशन से भारतीय जनता बहुत क्षुब्ध और उद्धेलित थी। अनशन के 64 वें दिन 13 सितंबर को जतिन दास की मृत्यु हो गई। मौत की खबर सुनकर पूरा देश रोया। 23 मार्च, 1931 को सरदार भगत सिंह शिवाराम, राजगुरु और सुखदेव को फांसी की सजा दे दी गई। फांसी के तख्ते पर ये नौजवान क्रांतिकारी गा रहे थे- दिल से निकलेगी न मर कर भी वतन की उल्फत, मेरी मिट्टी से भी खुशबू-ए-वतन आयेगी। शहीदों के इस बलिदान पर सारे देश में शोक मनाया गया।

### चटगांव विद्रोह

इस काल में बंगाल में भी क्रांतिकारी संगठित होने लगे इस क्षेत्र में सबसे अधिक सक्रिय था, चटगांव क्रांतिकारियों का वर्ग जिसके नेता मास्टर सूर्यसेन थे, और उनके सहयोगी अनंत सिंह, गणेश घोष और लोकीनाथ बाठल थे। इन्होंने चटगांव विद्रोह की योजना बनाई, जिसमें चटगांव के दो शास्त्रागारों पर कब्जा कर हथियारों को लूटना, संचार व्यवस्था को नष्ट करना और रेल-संपर्क



को भंग करना शामिल था। निश्चित दिन 18 अप्रैल 1930 को पुलिस शास्त्रागार पर कब्जा कर लिया गया, किंतु ये लोग गोला-बारूद पाने में असफल रहे। वंदे मातरम् और इंकलाब जिंदाबाद के नारों के बीच कालेज शास्त्रागार के बाहर सूर्यसेन ने तिरंगा फहराया और एक काम चलाऊ क्रांतिकारी सरकार के गठन की घोषणा की। लेकिन ये मुट्ठी भर युवा क्रांतिकारी ब्रिटिश सेना से लोहा नहीं ले सकते थे, अतः जलालाबाद की पहाड़ियों में जमकर संघर्ष के बाद सूर्यसेन और कई अन्य बवाल के गांवों में छिपने में सफल रहे, जहां बेइंतहा जुल्म के बावजूद गांव वालों ने इन्हें शरण दी। लेकिन फरवरी 1933 में सूर्यसेन गिरफ्तार कर लिये गये और 12 जनवरी 1934 को उन्हें फांसी पर लटका दिया गया।

काकोरी केस में चन्द्रशेखर आजाद भी शामिल हुए थे, परंतु वे सरकार के हाथ नहीं आये। अब क्रांतिकारी दल के नेतृत्व का भार चन्द्रशेखर आजाद पर आया, उनके सहयोगी थे, यशपाल, सुखदेव राज, राधामोहन गोकुल जी और भगवती चरण बोहरा। श्री बोहरा की धर्मपत्नी श्रीमति दुर्गा देवी ने भी क्रांतिकारी आंदोलन में साहसिक भूमिका निभाई।

### सन्दर्भ

1. क्या आपको पता है भारत-पाक बंटवारे की ये सच्चाई, सिर चकरा जाएगा आपका..! - न्यूज़ 18 इंडिया - 6 जून 2016
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## नरेश मेहता के साहित्य में राज नेताओं की स्वार्थपरता, शोषण एवं कानून की स्थिति

### डा० बोहती देवी

नरेश मेहता के उपन्यासों में सामाजिक चेतना के स्वरूप को गहनता, व्यापकता तथा सूक्ष्मता से समझने का प्रयास किया गया है। उपन्यासकार चेतना का संवाहक होता है। वह युग की राजनीतिक, सामाजिक, आर्थिक पृष्ठभूमि के दायरे में मनुष्य चेतना को व्याख्ययित ही नहीं करता अपितु उसे केन्द्र में रखकर उनकी अनुभूतियों को जीता-भोगता भी है। व्यक्ति और समाज के जीवन में परिवर्तन हर युग में होता है। उन्हीं परिवर्तनों के आधार पर जीवन-मूल्य विकसित होते हैं। ये जीवन मूल्य ही व्यक्ति के चरित्र और उसकी सम्यता एवं संस्कृति के मेरुदण्ड बनते हैं साहित्यकार के कन्धों पर समाज का दायरा दायित्व होता है। पहला सामाजिक जन चेतना को प्रतिबिम्बित कर मानवीय भावनाओं को परिष्कृत एवं संस्कारित करके प्रस्तुत करना, दूसरा परिवेश में व्याप्त मूल्यों को उद्घाटित करना। समाज और परिवेश में व्याप्त कोई लहर विशेष अथवा विचारधारा जब समूचे सामाजिक मानस को आन्दोलित अथवा विचलित करती है। तब उससे सबसे अधिक प्रभावित उपन्यासकार ही होता है, क्योंकि उसकी विशाल आत्मा अपने देश-बन्धुओं को कष्टों से विकल हो उठती है। वह स्वदेश का होकर भी सावर्भौमिक होता है। अतः साहित्य में आत्मा की प्रतिध्वनि साहित्य की हर विधा में व्याप्त है। नरेश मेहता द्वारा लिखे गए उपन्यासों में हमें समाज के कटु यथार्थ के दर्शन होते हैं। यह यथार्थ कहीं व्यंग्य, कहीं अर्थ, कहीं राजनीति और कहीं समकालीनता के स्तर पर उभरा है। मेहता जी के उपन्यासों में सामाजिक चेतना बहुविध और बहुआयामी है। मेहता जी ने सामाजिक चेतना को अपनी रचनाओं में प्रखर स्वर और वाणी दी है। उपन्यासकार गरीबी, बेरोजगारी साम्प्रदायिकता; संकुचित रीति-रिवाजों, अंधविश्वासों, भ्रष्टताओं; व्यवस्था की क्रूरता, नौकरशाही, पुलिस; भ्रष्टाचार शोषण, अन्याय आदि को सहन करते तथा संघर्ष करते हुए दृष्टिगोचर होते हैं तो कहीं विजयी मुद्रा में भी उभरते हैं। इस प्रक्रिया में से गुजरते हुए व्यक्ति की विवशता, कुण्ठा, खीझ के साथ-साथ मुक्ति के लिए छटपटाहट भी व्यक्त हुई है। नरेश मेहता के व्यक्तित्व से साक्षात्कार कर लेने और उनके कृतित्व का अध्ययन कर लेने पर यह प्रतीत होता है कि साहित्यकार परम्परागत बोध से आधुनिक की ओर निरन्तर प्रयोग करने की प्रक्रिया में रहा है। नरेश मेहता के रचना संसार के अनुशीलन से स्पष्ट होता है कि मेहता जी आधुनिक युग के सफल, श्रेष्ठ और युग के प्रतिनिधि कवि तथा गद्यकार हैं। इनकी प्रत्येक रचना में आधुनिक बोध का स्वर प्रमुख है। आधुनिक बोध से तात्पर्य उससे है जिसमें साहित्यकार समसामयिक जीवन में व्याप्त प्रश्नल स्थितियों, दारुण यंत्रणाओं, विवश जीवन, अभिशप्त व्यक्तित्व और अस्तित्व के प्रति खतरा अनुभव करता हुआ संकट के उस हर क्षण पर अपनी उपस्थिति बताता है।

यहाँ जीवन निस्सार, बोझिल, अकेला और विवशता का पर्याय बन गया है।<sup>1</sup> समसामयिकता इसका सबसे बड़ा गुण है। हम समसामयिक होकर ही आधुनिक हो सकते हैं। नरेश मेहता के अनुसार आधुनिकता से आशय परम्परा से कट जाना है। परम्परा से नए स्तर पर जुड़ना है। इनकी प्रमुख विशेषता यह है कि इन्होंने आधुनिक परिवेश को धारण करके भी धर्म, राजनीति, और संस्कृति को त्यागा नहीं अपितु उनमें जीवन की यथार्थता, प्राकृतिक चित्रण, वैयक्तिक आदर्शों और सामाजिक मूल्यों का समावेश अपनी कला के माध्यम से किया है। भाषा; कथ्य और शिल्प के क्षेत्र में भी इनका अवदान अप्रतिम है। संवेदनाओं के अनुरूप उन्होंने पात्रों के अन्तर्मथन को अपनी सघन भाषिक संरचना के माध्यम से अभिव्यक्त करने में सफलता पाई है। वह हृदय की गहनतम पतों के भीतर छिपी बारीक से बारीक भावनाओं को पकड़ने में समर्थ है। उनकी भाषा में शब्द-शब्द की आत्मा में साहित्यकार की सर्जनशीलता छिपी हुई है। श्री नरेश मेहता जी आधुनिक युग के साहित्यकारों में उपन्यास, काव्य और चिन्तन के पर्याय एवं प्रतीक बन चुके हैं। नरेश मेहता किसी भी वाद अथवा विचार धारा से परे एक प्रगतिशील साहित्यकार हैं। उनके समग्र उपन्यास साहित्य से उनके इसी रूप का दिग्दर्शन होता है। उन्होंने अपने उपन्यासों में पात्रों तथा जीवन के विविध पक्षों एवं स्थितियों का संवेदनशील कला-एकता के साथ प्रस्तुतीकरण किया है नरेश मेहता ने 'डूबते मस्तूल' से लेकर उत्तरकथा तक की लंबी यात्रा में जीवन के विविध पक्षों, मानव जीवन के यथार्थ के विविध रंगों तथा मालवा की संस्कृति के विशाल प्ररिप्रेक्ष्य को समग्रता में प्रस्तुत करने का सार्थक प्रयास किया है। उनके सभी उपन्यास एक अलग कथाभूमि को लेकर प्रस्तुत हुए हैं यद्यपि अपने उपन्यासों में नरेश मेहता ने शिल्पगत नवीन प्रयोग भी किए हैं। 'डूबते मस्तूल' में नवीन शिल्पगत प्रयोग है यह आत्मकथात्मक शैली में लिखा गया उपन्यास है। यह पथ बन्धु था उपन्यास यथार्थ भोगा हुआ और अनुभव प्रामाणिक है।

जो कृति अपने समाज के अनुरूप नहीं होती, जिसमें उस युग का बोध नहीं होता वह उस समाज में समाहित भी नहीं हो सकती। किसी भी अवस्था में सामाजिक उपादानों द्वारा चेतन मन पर पड़े संस्कारों की अवज्ञा सच्चा

साहित्य नह कर सकता। सामाजिक चेतना अपने सम्पूर्ण युग-वैभव के साथ साहित्य की सामग्री बनती है और साहित्यकार को प्रेरणा प्रदान करती है। यहां पर समाज और चेतना का अर्थ स्पष्ट करते हुए लिखा है- समाज समय को क्रमानुसार संसार में, समाज में तथा साहित्य विशेष में घटित घटनाओं से जोड़ता है वह एक विशेष प्रवृत्ति को जन्म देता है। दूसरा 'चेतना' है। प्राणी मात्र में रहने वाला वह तत्व है, जो उन्हें निर्जीव जड़ पदार्थों से भिन्न बनाता है और उन्हें चैत्य-सम्पन्न बनाकर जीवधारी सिद्ध करता है। साहित्य समय का श्रेय एवं प्रेय है। एक ओर तो वह समाज से प्रभावित होता है तथा दूसरी ओर समाज को प्रभावित करता है। साहित्य सामाजिक चेतना द्वारा ही अपने साहित्य को संवारता है जो सामाजिक देन है। अतः सामाजिक चेतना के अनुस्यूत साहित्य समाज का दर्पण है; इसमें घूसखा री, भाई भतीजावाद, और स्वार्थ की भावना ने घर कर लिया है यह पथ बन्धु था; 'उत्तरकथा' और धूमकेतु: एक श्रुति उपन्यासों में यथार्थ चित्रण हुआ है। भारतीय प्रशासन में भी शिथिलता आ गई है। सरकारी दफ्तरों में बिना घूस और सिफारिशों के कोई कर्मचारी कार्य नहीं करता। यह प्रशासन अपने कर्तव्यों, अपनी नैतिकता तथा आदर्शों से नीचे गिर चुका है पुलिस तन्त्र बड़ा ही निर्मम एवं क्रूर है। निरपराधी व्यक्ति को तरह-तरह की यातनाएँ देकर किसी जूम में फंसाना-विभाग का दैनिक कार्य है। प्रशासनिक अधिकारी भी सत्ताधारियों के हाथों की कठपुतली बनकर रह गए हैं। न्याय प्रणाली में भी राजनीति का हस्तक्षेप होने से उसे भ्रष्ट बना दिया है। यह पथ बन्धु था और उत्तरकथा में ऐसा ही वर्णन हुआ है। भारतीय समाज आरम्भ से ही धर्म से संपृक्त रहा व्यक्ति के सम्पूर्ण क्रिया व्यापार धर्म के द्वारा नियन्त्रित एवं क्रियान्वित होते हैं। व्यक्ति के जन्म-मरण, विवाह आदि में धर्म का व्यापक प्रभाव रहता है। इसी कारण भारतीय चिंतकों ने धर्म का सम्बन्ध आध्यत्मिकता से जाड़ा है जिसमें ईश्वर के प्रति आस्था अनिवार्य तत्व है परन्तु आज धर्माधिकारियों ने धर्म की भावना की कर्मकाण्डों में उलझा दिया है। जिसमें धर्म का उद्देश्य मानव कल्याण ने होकर एक वर्ग विशेष द्वारा आम जनता का शोषण करना हो गया है। मेहता जी ने धार्मिक चेतना का यह पथ बन्धु था, धूमकेतु: एक श्रुति दो एकान्त और उत्तरकथा में यथार्थ चित्रण किया है। संस्कृति वह जटिल तत्व है जिसमें ज्ञान, नीति, कानून, रीति-रिवाजों तथा दूसरों और उन योग्यताओं और आदतों का समावेश है जिन्हे सामाजिक प्राणी होने के नाते प्राप्त करता है। संस्कृति और समाज का अटूट सम्बन्ध है। भारतीय संस्कृति में अनेक संस्कृतियों का सम्मिश्रण है। इस संस्कृति में प्रत्येक धर्मों के देवी-देवताओं के लिए आदर तथा सम्मान के भाव हैं। इसमें कल्याण की भावना व्याप्त रहती है। परन्तु आज मानसिक तौर अपरिपक्व लोग जीवन के सामान्य मूल्यों से विमुख होकर एक ऐसी संस्कृति का पाषण कर रहे हैं। जा गहरे तौर पर बाजारू और भ्रष्ट हो चुकी है। क्योंकि जब प्रत्येक वस्तु और व्यक्तिश्रम के गुण, अवगुण, सम्मान और व्यवहार का प्रतिमान धन के पद प्रतिष्ठा हो तो नैतिकता और सौन्दर्य के मूल्य स्थूलित हो जाते हैं। मेहता जी के उपन्यासों में यह भी चित्रित है कि पाश्चात्य प्रभाव एवं भौतिकवादी प्रवृत्ति के कारण हमारे सांस्कृतिक मूल्य निरन्तर परिवर्तित हो रहे हैं। इस वैज्ञानिक युग में व्यक्ति सत्य का मार्ग त्यागकर असत्य का आचरण करले लग गया है। 'सत्यम् शिवम् सुन्दरम्' की भावना मानों आज लुप्त सी प्रतीत होती है। हमारी आकांक्षा और धन लिप्साएं अत्यधिक विस्तृत हो गई हैं। हमारा पूर्वी आचरण परिवर्तित होकर पश्चिमी

आर्थिक वैषम्य के कारण अमीर और गरीब व्यक्ति को अपने पेट भरने की चिन्ता रहती है तथा दूसरा धन के अगाध भंडार भरे पड़े हैं। कानूनतौर पर बन्धुओं मजदूरी पर अवश्य रोक लगी है परन्तु गरीब मजदूरों का आज भी मन चाहा शोषण किया जा रहा है। गरीबी के कारण व्यक्ति की अस्मिता समाप्त हो जाती है। उसे पापी पेट को भरने के लिए भीख मांगने के अलावा कोई और मार्ग नहीं दिखाई देता। 'यह पथ बन्धु था' उत्तरकथा, धूमकेतु एक श्रुति' उपन्यासों में आर्थिक तंगी का चित्रण किया गया है। शिक्षण पद्धति के कारण युवाओं को बेरोजगारी की भंयकर मार सहनी पड़ रही है। नौकरी केवल उन्ही लोगों को मिलती है जिसकी या तो सिफारिश होती है

समाज, जाति, परिवार आदि के परम्परागत रूप का भंजन कर व्यक्ति की चेतना एक नई दिशा की ओर मुड़ी है जिससे परम्परागत संस्कारिता विनष्ट प्रायः होती जा रही है। नरेश मेहता के उपन्यासों में पारिवारिक चेतना का यह स्वरूप कहीं द्वन्द्व के माध्यम से, कहीं मूल्यों के संघर्ष के माध्यम से, कहीं साथ-साथ मुक्ति के लिए छटपटाहट भी व्यक्त हुई है। वह सामाजिक जीवन की विभिन्न स्थितियों और अवस्थाओं का अध्ययन, मनन, और चिन्तन कर सामाजिक यथार्थ को प्रस्तुत करता है।

## Indian Farmers: Their Economic Outlook

Priti\*

### Abstract

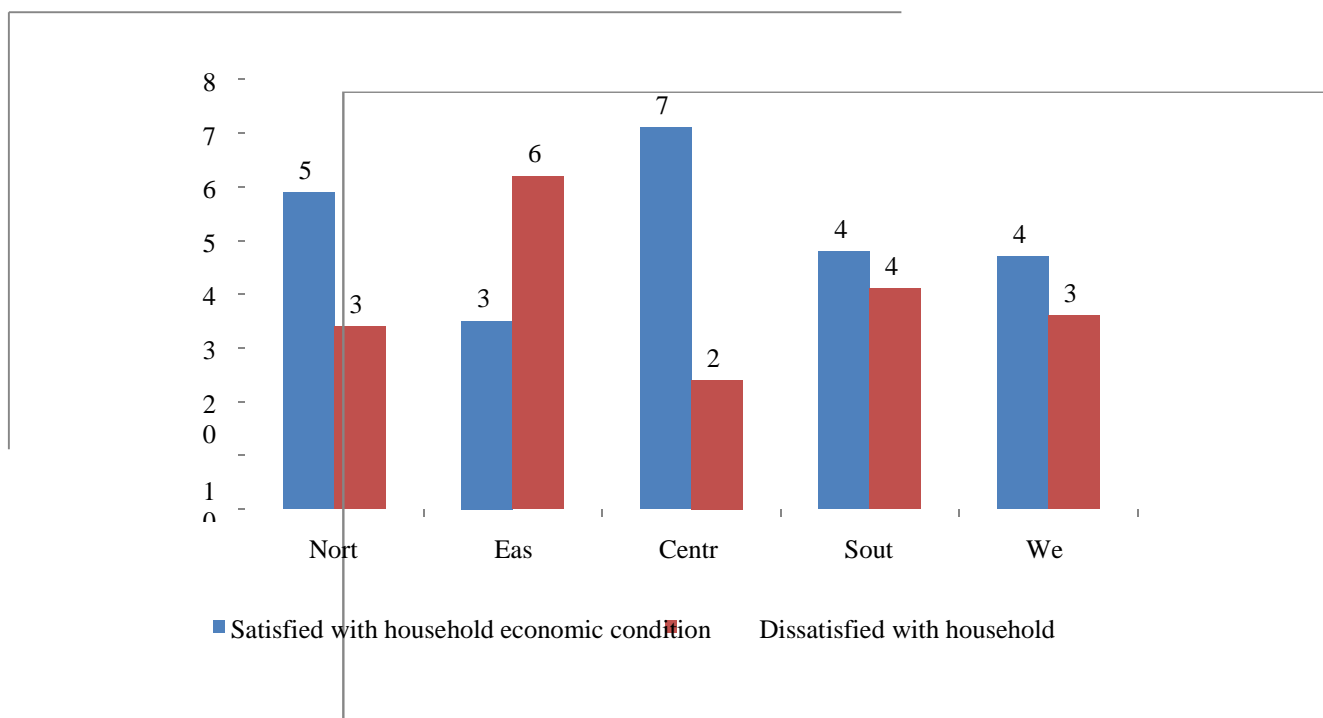
The conditions of farmers in India seem to be very unpleasant and therefore farmers do not want their children to continue farming. Low income and productivity, irregular weather cycles, and low levels of support from the government seem to be the most important reasons among farmers for such dissatisfaction. We asked farmers about their present economic condition. Around 50 per cent of the farmers are satisfied and 40 per cent were dissatisfied with their present economic condition.

**Keywords:** farmer, economic, unpleasant, weather, productivity, conditions.

### Introduction

The regional pattern suggests that farmers from Central India are more satisfied while their counterparts in Eastern India seem to be most dissatisfied with their present economic condition (Figure 4.1). Not surprisingly, landless farmers are least satisfied with their present economic condition and the large farmers are comparatively more satisfied with their present economic condition.

**Figure 4.1: Farmers' Satisfaction with Their Present Economic Condition (per cent)**



Farmers were also asked to compare their present economic condition with their condition five years ago. 40 per cent said that compared to past five years their present economic

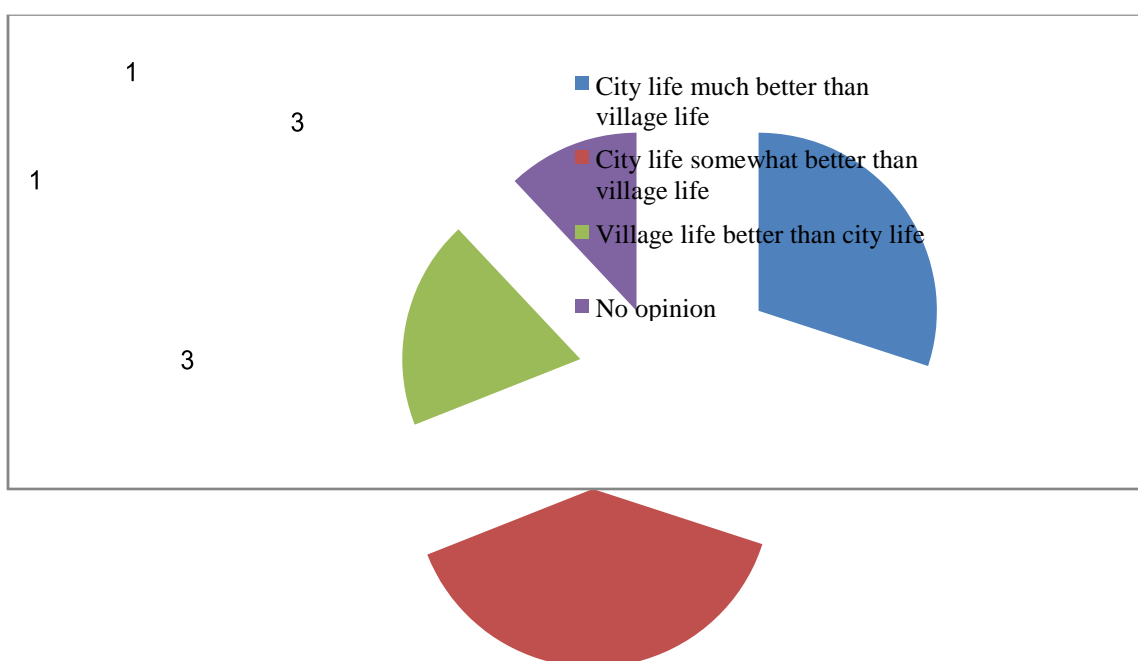
\* UGC NET (Geography)



condition has improved, 37 per cent said no change, and 15 per cent said that their condition has worsened in comparison to past five years. Nevertheless, farmers are optimist about their future economic condition. Approximately half of the respondents (42 per cent) feel their economic condition will improve, 19 per cent said it is likely to remain the same, and 10 per cent feel their economic condition will become worse in next five years. In both past and future economic condition questions, large farmers are doing very well in comparison to landless and small farmers.

The dissatisfaction with economic condition lies at the heart of why majority of farmers (69 per cent) think that city life is much better than village life. Very few farmers (19 per cent) were of the opinion that village life was better than city life (Figure 4.2).

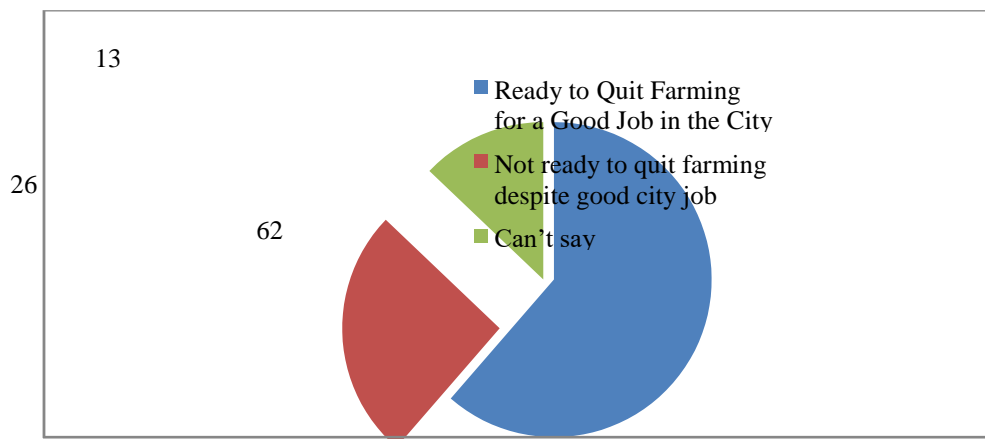
**Figure 4.2: Most farmers think that City Life is Better than Village Life (per cent)**



The study reveals that farmers who have no land (landless farmers) show a much stronger preference for city life over village life (Figure 4.3). One possible explanation could be that there are more employment opportunities in cities in comparison to villages.

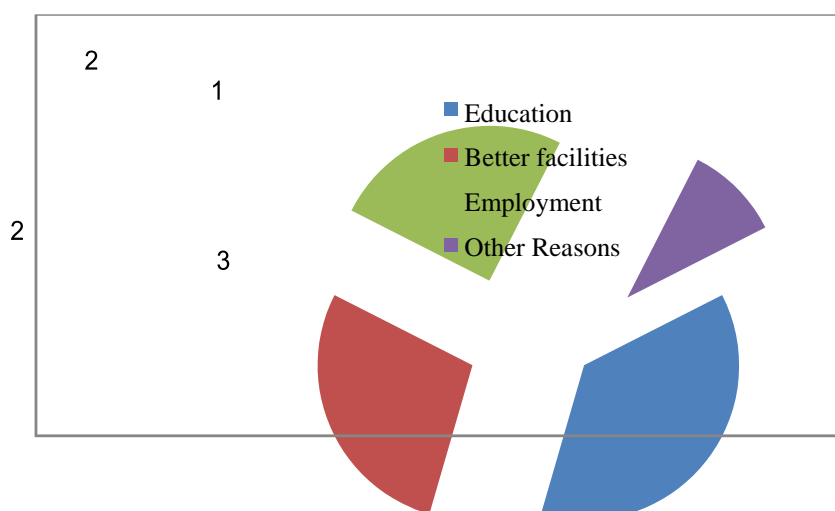
On being asked whether they would leave farming if they get an employment opportunity in the city, 61 per cent of the farmers answered in the affirmative and 26 per cent said they would not. Half the farmers who said they are ready to quit farming if given an employment opportunity in the city said that they would do so only if the city job was a good one (Figure 4.4). Farmers who have no land or a small piece of land are more open to the idea of quitting farming and migrating to cities for jobs that give a higher income. On the other hand, large farmers (those with big landholdings) are much less willing to quit farming for a city job.

**Figure 4.4: Would You Quit Farming if You Get Employed in the City?**



The study reveals that most farmers do not see a future for their children in farming and would like to see them settle in the city. When farmers were asked whether they want their children to settle in the city, as many as 60 per cent said they want their children to settle in the city. Another 14 per cent do not want their children to settle in the city, whereas 19 per cent said they will prefer their children's choice on this matter. Better education was cited as one of the most important reason of why farmers want their children to settle in cities, followed by better facilities, and employment opportunities (Figure 4.5).

**Figure 4.5: Why do farmers want their children to settle in the city?**



Note: All figures are in percentage; only among those who said that they want their children to settle in the city. Question asked: What is the main reason for which you would want your children to settle in the city?

Most farmers consider farming as their ancestral occupation and they like farming as an occupation. However, when asked whether they would like to see their children engaging in farming, only 18 per cent responded positively. 36 per cent said they do not want their

children to continue farming as their occupation and 37 per cent said they will prefer their children's choice and go with their decision while choosing their profession.

Why are farmers disillusioned with farming? Why do they not want their children to continue farming? We found various responses from farmers and most of them said they want their children to do some better job other than farming. Farmers believe that farming is not a profitable profession and earning is not enough so their children should opt out from farming. There is no future in farming that is why their children should quit farming. We also find that those who do not want their children to continue farming are more likely to say that their children should settle down in cities. The sentiment that their children should not continue farming is strongest among landless and small farmers (39 per cent) and weakest among large farmers (28 per cent).

Not only do most farmers want their children to quit farming and do some other jobs, young members of a farmer household also seem to be less interested in doing farming. In the survey we also interviewed a young person from a farmer household to know their opinion on farming and most of them (60 per cent) said that they would prefer to do some other jobs, whereas only 20 per cent said they would continue farming. Table 4.1 lists out the reasons why these young members are not interested in farming.

**Table 4.1: Why do the Young not want to pursue farming?**

|   | Per cent |
|---|----------|
| Interested in other job or work                 | 36       |
| Earning is not good                             | 22       |
| I am highly educated so this work is not for me | 8        |
| Risky/mental tension                            | 7        |
| Agriculture is a ruined area                    | 5        |
| Others  | 6        |

We also interviewed one female respondent from every sampled household. A majority of these female respondents (67 per cent) feel that agricultural income is not sufficient to meet their household expenditure. Only 20 per cent feel that agricultural income is sufficient. Similarly, 43 per cent female respondents feel that their quality of life would better if their family members had been in a profession other than farming.

**Economic Hardships**

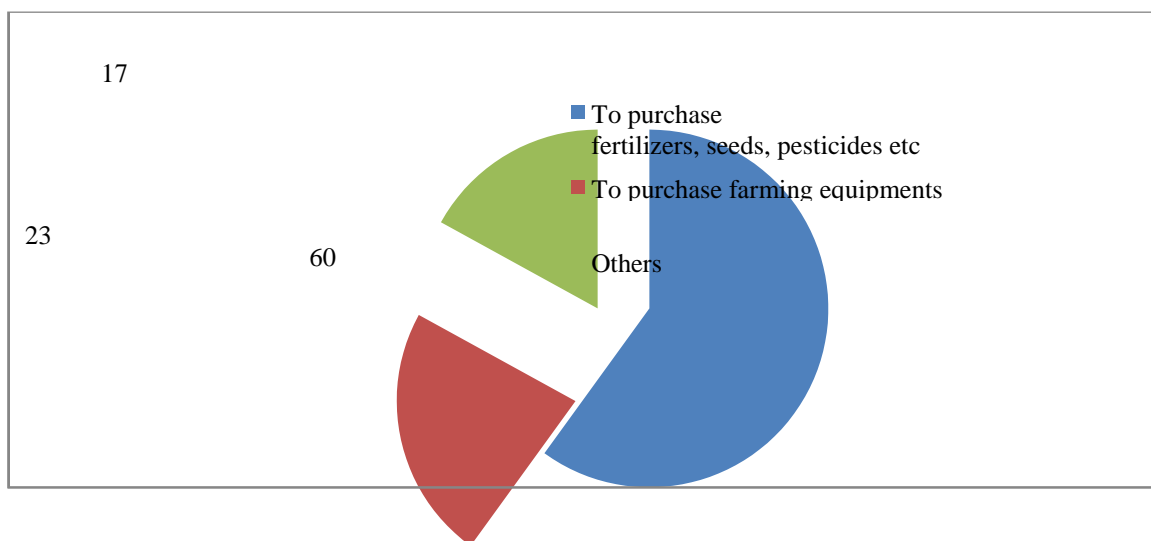
In the study, only 5 per cent respondents said that in last five years they had to sell their land. Poor financial condition (27 per cent) seems to be the most important reason followed by money required for a marriage in the family. Some farmers also had to sell their land due to the pressure of land acquisition (Table 4.2).

**Table 4.2: Reasons for selling the land**

|  | Per cent |
|--|----------|
| Poor financial condition                             | 27       |
| Money required for family marriage                   | 15       |
| Pressure of land acquisition                         | 9        |
| For business/education of son/daughter               | 9        |
| Had to return money to the money Lender              | 7        |
| Got a Good Deal                                      | 7        |
| For medical expenditure/Treatment                    | 6        |
| Property was disputed and there was pressure to sell | 4        |
| Other Reasons  | 16       |

Likewise, only two out of ten farmers said that in last five years they had take loan for farming related activity. The loans were primarily taken for purchasing fertilizers, seeds, pesticides etc, or buying farming equipments like tractor, thrasher etc. (Figure 4.6).

**Figure 4.6: Why do Farmers Take a Loan? ( per cent)**



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## अद्वैतवेदान्त में सृष्टिप्रक्रिया

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सृष्टि शब्द की व्युत्पत्ति सृज् धातु + क्तिन् प्रत्यय से हुई है। जिसका अर्थ है- व्युत्पत्ति या सृजन। सृष्टि मूलतः संस्कृत भाषा का शब्द है, इसे संसार विश्व और जगत् कहते हैं। सृष्टि शब्द के मूलतः दो अर्थ हैं 1. संसार 2. निर्माण। 'विश्व' शब्द भी विश् धातु से बना है। ब्रह्माण्ड समूचे विश्व का दूसरा नाम है इसमें जीव और निर्जीव दोनों सम्मिलित हैं। संसार जन्म और मृत्यु के क्रम को कहते हैं। जगत् का अर्थ भी संसार ही होता है। यह सब कुछ सृष्टि है जो बनती बिगड़ती रहती है।

यदि सृष्टि के कारण पर विचार करते हैं तो यह बात सामने आती है, कि बिना कारण के कोई कार्य उत्पन्न नहीं होता, अतः सृष्टि का कर्ता भी अवश्य होगा। सृष्टि का कर्ता वही हो सकता है जो सर्वज्ञ, सर्वशक्तिमान और सर्वव्यापी हो और ऐसा केवल 'ईश्वर' है। अतः ईश्वर ही अनन्त विश्व की रचना में समर्थ हो सकता है अन्य कोई नहीं। ईश्वर के सर्वज्ञत्व आदि का प्रतिपादन करते हुए श्रुतियाँ भी कहती हैं-

“य सर्वज्ञः सर्वविद् यस्य ज्ञानमयं तपः।

तस्मादेतद् ब्रह्म नाम रूपमन्नं च जायते।।”<sup>1</sup>

यदि सृष्टि के प्रयोजन पर विचार करते हैं तो जगदुत्पत्ति के अनेक प्रयोजनों का वर्णन किया गया है। परन्तु सभी मतों का खण्डन करते हुए कारिकाकार भगवान् गौडपादाचार्य जगत् की सृष्टि को ईश्वर का स्वभाव कहते हैं-

“देवस्यैष स्वभावोऽयमाप्तकामस्य कास्पृहा”<sup>2</sup>

सृष्टि के प्रयोजन के संदर्भ में श्रीजगद्गुरु श्रीमदाद्यशङ्कराचार्य जी कहते हैं कि परमात्मा की यह विचित्र रचना प्रयोजन के बिना लीलामात्र है-

“लोकवत्तु लीलाकैवल्यम्”<sup>3</sup>

भारत के समस्त आस्तिक दर्शनों में अद्वैत वेदान्त को सर्वप्रमुख माना जाता है। यों तो सभी षड्दर्शन किसी न किसी रूप में आस्तिक हैं, किन्तु बादरायण 'ब्रह्मसूत्रों', उपनिषदों तथा श्रीमद्भगवद्गीता की प्रस्थानत्रयी<sup>4</sup> पर अनन्य श्रद्धा रखने वाले वेदान्त के विभिन्न सम्प्रदाय विशिष्ट आस्तिक कहलाते हैं। अद्वैत या शाङ्करवेदान्त को इन सब में प्रमुखता प्राप्त है। इसलिए यह भारतीय अध्यात्मशास्त्र का मुकुटमणि माना जाता है। इस दर्शन को वेदान्त इसलिए कहा जाता है कि यह उपनिषदों को, जिनमें वैदिक अध्यात्मज्ञान अपनी चरणसीमा (अन्त) को पहुँचा हुआ है, और इस कारण अथवा वेदों के अन्त में होने के कारण जिन्हें 'वेदान्त' के महनीय विरुद्ध से अलङ्कृत किया गया है, सर्वाधिक प्रमाण मानता है। इसीलिए आचार्य सदानन्दयोगीन्द्र ने 'वेदान्तसार' में कहा है-

“वेदान्तो नामोपनिषत्प्रमाणम्”<sup>5</sup>

अद्वैतवेदान्त के अनुसार जगत् की सृष्टि 'अध्यारोप' और अपवादन्यायपूर्वक होती है- 'अध्यारोपापवदाभ्यां निषप्रपञ्चं प्रपञ्चयते'<sup>6</sup> अद्वैत वेदान्तानुसार जगत् की सृष्टि वास्तविक नहीं है। जैसे- 'असर्पभूतायां रज्जौ सर्पारोपवद वस्तुन्यवस्त्वारोपोऽध्यारोपः'। वस्तु है सच्चिदानन्द अद्वितीय ब्रह्म और अज्ञान से प्रारम्भ होने वाले समस्त जडपदार्थ 'अवस्तु' है। इसी अध्यारोप को 'अध्यास' भी कहते हैं। शारीरिक भाष्य में अध्यास का लक्षण इस प्रकार दिया गया है-

“स्मृतिरूपः परत्र पूर्वदृष्टावभासः”<sup>7</sup>

अज्ञान (अविद्या) सत् या असत् रूप से अनिर्वचनीय, त्रिगुणात्मक, ज्ञान का विरोधी, भावरूप कुछ है, ऐसा वृद्धजन कहते हैं। यह अज्ञान (एक होने पर भी, श्रुति आदि में) समष्टि के अभिप्राय से एक और व्यष्टि के अभिप्राय से अनेक कहा जाता है। वेदान्त शास्त्र में अज्ञान समष्टि के लिए 'माया' और अज्ञान व्यष्टि के लिए 'अविद्या' शब्द का व्यवहार किया जाता है। आचार्य विद्यारण्य स्वामी भी यही कहते हैं -

“सत्त्व शुद्धयाविशुद्धिभ्यां मायाविद्ये च ते मते”<sup>8</sup>

अज्ञान की उपाधि से युक्त होने पर आत्मा की तीन अवस्थाएँ होती हैं जो इस प्रकार हैं-1. सुषुप्ति 2. स्वप्न 3. जागरण। प्रथम सुषुप्ति की अवस्था में 'कारणशरीर' उपाधि बनता है, जिसे 'आनन्दमयकोश'<sup>9</sup> भी कहा जाता है। इसे सुषुप्तिकाल में 'प्राज्ञ' कहा जाता है।

तमोगुण की प्रधानता से युक्त और विक्षेपशक्ति सम्पन्न अज्ञान से उपहित चैतन्य (ईश्वर) से आकाश उत्पन्न होता है, आकाश से वायु, वायु से अग्नि, अग्नि से जल और जल से पृथ्वी उत्पन्न होती है। इन आकाशादि में जडता का आधिक्य दिखायी पड़ने से उनके कारण में तमोगुण की प्रधानता मानी जाती है। श्रुतियाँ भी कहती हैं-

“तस्माद्वा एतस्मादात्मन आकाशः सम्भूतः”<sup>10</sup>

सूक्ष्म शरीर (लिंग शरीर) के अन्तर्गत तीन कोश होते हैं-

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1. विज्ञानमयकोश
2. मनोमयकोश
3. प्राणमयकोश

यह बुद्धि ज्ञानेन्द्रिय सहित 'विज्ञानमयकोश'<sup>11</sup> कहलाती है। यह विज्ञानमयकोशावच्छिन्न चिदात्मा ही व्यावहारिक जीव कहा जाता है। मन ज्ञानेन्द्रियों सहित 'मनोमयकोश'<sup>12</sup> बनाता है। पञ्च कर्मेन्द्रियां और पञ्चवायु मिलकर प्राणमयकोश बनाते हैं। यह प्राणमयकोश क्रियात्मक होने से (सूक्ष्मभूतों) के रजोगुणांश का कार्य माना जाता है। इसको निम्नलिखित रूप से समझ सकते हैं –

सूक्ष्मशरीर

|   |  |
|---|--|
| → | विज्ञानमयकोश (बुद्धि + ज्ञाने0) – ज्ञानशक्तिमान्     |
| → | मनोमयकोश (मन + ज्ञाने0) – इच्छाशक्तिमान्             |
| → | प्राणमयकोश (पञ्चवायु + पञ्चकर्मे0) – क्रियाशक्तिमान् |

यहाँ पर भी समस्त सूक्ष्मशरीर एकत्वज्ञान के विषय होने से वन या जलाशय के समान 'समष्टि' होते हैं और अनेकत्व ज्ञान के विषय होने से वृक्ष या जलबिन्दु के समान 'व्यष्टि' होते हैं।

सूक्ष्मशरीर की उत्पत्ति के पश्चात् 'स्थूलसृष्टि'<sup>13</sup> का निर्माण पञ्चीकरण की प्रक्रिया द्वारा होता है। इस प्रक्रिया में (आकाशादि) स्थूलभूत पञ्चीकृत होते हैं।

द्विधा विधाय चैकैकं चतुर्धा प्रथमं पुनः।

स्वस्वेतरद्वितीयांशैर्योजनात् पञ्च पञ्च ते।।<sup>14</sup>

पञ्चीकरण हो जाने पर प्रत्येक महाभूत (स्थूलभूत) का स्वरूप इस प्रकार होता है –

पृथ्वी = 1/2 पृथ्वी + 1/8 जल + 1/8 तेज + 1/8 वायु + 1/8 आकाश

जल = 1/2 जल + 1/8 पृथ्वी + 1/8 तेज + 1/8 वायु + 1/8 आकाश

तेज = 1/2 तेज + 1/8 पृथ्वी + 1/8 जल + 1/8 वायु + 1/8 आकाश

वायु = 1/2 वायु + 1/8 पृथ्वी + 1/8 जल + 1/8 तेज + 1/8 आकाश

आकाश = 1/2 आकाश + 1/8 पृथ्वी + 1/8 जल + 1/8 तेज + 1/8 वायु

पञ्चीकरण के पश्चात् इन पञ्चीकृत भूतों से क्रमशः ऊपर-ऊपर विद्यमान भूः, भुवः, स्वः, महः, जनः, तपः, सत्यम् इन नामों वाले ऊपर के लोक तथा क्रमशः नीचे-नीचे विद्यमान अतल, वितल, सुतल, रसातल, तलातल, महातल और पाताल इन नामों वाले नीचे के लोक, समस्त ब्रह्माण्ड, उसके भीतर रहने वाले चतुर्विध स्थूलशरीर (जरायुज, अण्डज, उद्भिज स्वदेज) और उसके निर्वाह के योग्य भोजन पान उत्पन्न होते हैं।

यहाँ भी चार प्रकार के समस्त स्थूल शरीर, क्रमशः एकत्व और अनेकत्व की बुद्धि के विषय होने से वन या जलाशय के समान समष्टि तथा वृक्ष या जल बिन्दु के समान व्यष्टि होते हैं। इन स्थूलशरीरों की समष्टि से उपहित चैतन्य, सभी (विश्व) नरों प्राणियों का अधिष्ठाता होने से 'वैश्वानर' तथा नाना रूपों में विराजमान होने के कारण 'विराट्' कहा जाता है। अन्न का विकार होने के कारण 'अन्नमयकोश' और स्थूलभोगों का आधार होने से 'स्थूलशरीर' जाग्रत् कहा जाता है।

स्थूलशरीरों की व्यष्टि (अर्थात् एक स्थूलशरीर) से उपहित चैतन्य, सूक्ष्मशरीर के अभिमान का बिना परित्याग किए हुए स्थूलशरीर आदि में प्रविष्ट होने के कारण 'विश्व' कहा जाता है। इस विश्व की भी उपाधिभूता यह व्यष्टि इसका स्थूलशरीर है।

भारतीय दर्शनों में सृष्टि विषय में विविध मन्तव्य हैं। न्याय और वैशेषिक दोनों वस्तुवादी (Realistic) दर्शन हैं, यह जगत् तथा आत्मा (ईश्वर भी) की वस्तुसत्ता को स्वीकार करता है। इसमें सृष्टि परमाणु से उत्पन्न एक कार्य है, जिसका कर्ता 'ईश्वर' है। साङ्ख्य दर्शन में प्रकृति का परिणाम ही सृष्टि है। शैश्वरवादी साङ्ख्य अर्थात् योगदर्शन में यह प्रकृति का परिणाम ईश्वर की चेतन सत्ता से नियंत्रित है। वेदान्त दर्शन में भी श्री शङ्कराचार्य जी का सिद्धान्त सृष्टि को ब्रह्म का 'विवर्त' मानता है। परन्तु इनमें से कोई भी सिद्धान्त मीमांसकों को मान्य नहीं है। अतः मीमांसकों की यह धारणा है कि सृष्टि किसी की भी रचना नहीं है। न वह किसी का परिणाम है। वह नित्य है। यहाँ 'यः कल्पः स कल्पः पूर्वः' का सिद्धान्त अटल है।

तुलनात्मक दृष्टि से विचार करने पर अन्य सभी आस्तिक दर्शनों की अपेक्षा 'अद्वैत-वेदान्त' का वैशिष्ट्य यह है कि इस दर्शन में एक मात्र सच्चिदानन्द ब्रह्म को ही पारमार्थिक सत्ता माना जाता है। वह ब्रह्म अपनी माया (अविद्या) शक्ति से युक्त होकर 'ईश्वर' बनता है और नामरूपात्मक प्रपञ्च की सृष्टि करता है।

अद्वैतवादी नैयायिकों के समान सृष्टि को एक कार्य न मानकर उसको सूक्ष्मातिसूक्ष्मरूप से इस विशाल प्रपञ्च रूप में एक प्रकार से विकसित ही मानते हैं, जिस प्रकार साङ्ख्य लोग संसार को परम सूक्ष्म अव्यक्त का एक परिणाम मानते हैं, इसी प्रकार वेदान्ती लोग इस विश्व प्रपञ्च को अपने बीज 'अविद्या' से विकसित मानते हैं। परन्तु यह विकास या परिणाम केवल अविद्या से जन्म होने के कारण वेदान्त की भाषा में 'विवर्त' कहलाता है विकार या परिणाम नहीं। विकार और विवर्त को इस प्रकार समझा जा सकता है—

**सतत्त्वतोऽन्यथाप्रथा विकार इत्युदीरितः।**

**अतत्त्वतोऽन्यथाप्रथा विवर्त इत्युदाहृतः।।<sup>15</sup>**

अतः यह जगत् ब्रह्म का विवर्त मात्र है परिणाम नहीं। इस प्रकार सृष्टिप्रक्रिया अविद्या का प्रपञ्च मात्र है।

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## **Nightmare Of Demographic Dividend For India**

**Preeti Singh\***

### **Abstract**

Recently, addressing a gathering of business leaders from both public and private sectors former President of India Pranab Mukherjee said India's demographic dividend ran the risk of turning into a "demographic disaster" if jobs were not created. The "minuscule" size of the knowledge economy and benefits of education still not reaching the remotest parts of the country are "worrisome situations" which need to be corrected. India has made spectacular progress in last seven decades and particularly in last three decades since the liberalization of the economy. Our growth projector though robust has not been able to generate employment in the expected manner.

**Keywords:** Demographic dividend; Economic Growth; Human Capital; Employability; Demographic Transition.

### **Introduction**

Many nations throughout the world are confronting a demographic bulge. India, for example, will require 12-14 million new jobs every year for the next 15 years and 76 million new secondary and 21 million new university students over the same period. Without dramatically different thinking, meeting this challenge will simply not be possible. The availability of new and effective approaches to addressing this demographic trend means India will either inherit a major demographic dividend or nightmare. And, we have very little time to make a difference.

### **Demographic Dividend**

The demographic dividend is defined as a rise in the rate of economic growth due to a rising share of working population. According to UNFP, it simply means, "the economic growth potential resulting from shifts in a population's age structure, mainly when the share of the working age population (15 to 64) is larger than the share of non-working age population (14 and younger, and 65 and older). It has a positive impact on economic growth in the following ways:

- During the demographic period, personal savings grow and can be used to stimulate the economy.
- More workers are added to the labour force, including more women.
- GDP per capita is increased due to a decrease in the dependency ratio.

### **Distinctive Indian Demography**

India's demographic cycle is about 10-30 years behind that of the other countries, indicating that the next few decades present an opportunity for India to catch up to their per capita income levels.

In addition, India's Working Age (WA) to Non-Working Age (NWA) ratio is likely to peak at 1.7, a much lower level than Brazil and China.

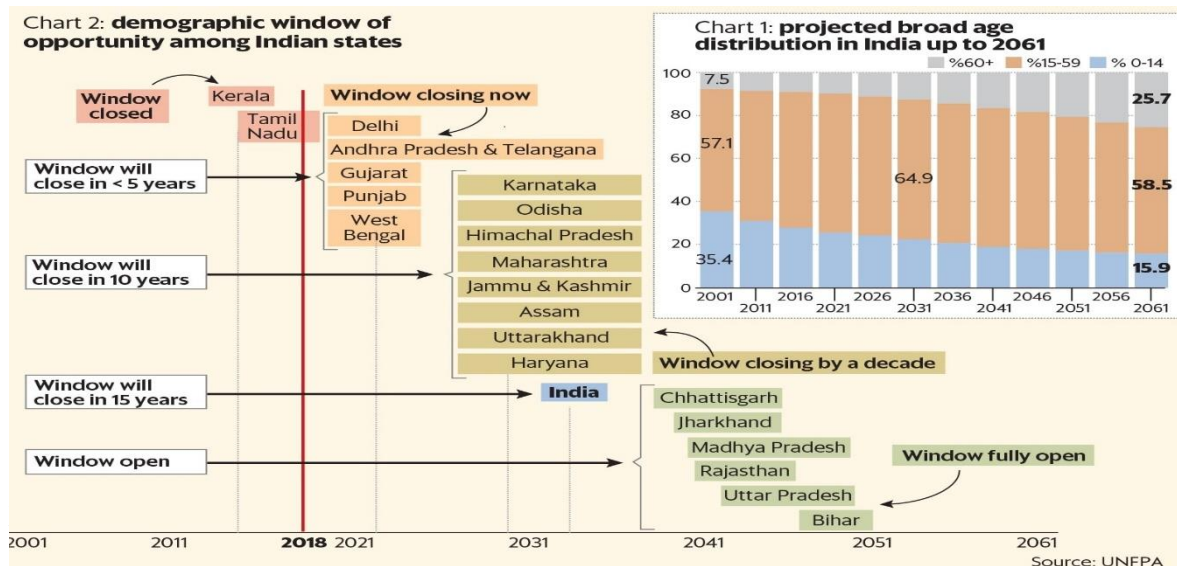
Another distinctive feature in India is the large heterogeneity among the states in their demographic profile and evolution. There is a clear divide between peninsular India (West

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Bengal, Kerala, Karnataka, Tamil Nadu and Andhra Pradesh) & the hinterland states (Madhya Pradesh, Rajasthan, Uttar Pradesh and Bihar). The peninsular states exhibit a pattern with sharp rises and declines in the working age population. In contrast, the hinterland states will remain relatively young and dynamic, characterized by a rising working age population for some time.

India's labour force participation rate is around 60 percent. ILO suggests that among 35 major economies of the world, India's labour force participation rate was ranked fifth from the bottom. China and Brazil, two of India's BRICS competitors, recorded the highest labour force participation rates. At less than 30 percent, India had the lowest women's labour force participation rate, less than half the corresponding rates for China and Brazil. According to the survey, which takes into consideration all adults and not just the labour force participation, found that unemployment and under-employment are particularly high among the 15 to 30 year old.



ways for countries to reduce poverty, achieve gender equality and create more jobs. Building human capital translates into higher rates of economic growth and job creation. Demographic dividend without investments in human capital will be a wasted development opportunity and it will further widen economic and social gaps, instead of narrowing them.

**Conclusion**

Demographic dividend does not occur automatically and can be reaped only when there is a boost in the economic activity due to large number of people in workforce. The demographic dividend is not permanent but just by a virtue of a particular phase when the nation has both increasing number of young people and also declining fertility. This window of opportunity needs to be exploited by the policy makers to make demographic dividend a reality.

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## भारतीय श्रम बाजार : एक अध्ययन

### **BABLEE\***

#### सारांश

'मेक इन इंडिया', डिजिटल इंडिया, स्वच्छ भारत अभियान जैसी प्रमुख योजनाओं से भी रोजगार सृजन की संभावना बनती है। इसके अतिरिक्त उद्यमिता को बढ़ावा देने के लिए प्रारंभ की गई योजनाओं जैसे स्टार्टअप इंडिया, स्टैंडअप इंडिया, मुद्रा, एस्पायर, अटल इनोवेशन मिशन, प्रधानमंत्री युवा योजना आदि के माध्यम से भी अधिक से अधिक रोजगार उत्पन्न होने की उम्मीद है। संक्षेप में, जबकि विधायी और योजनाबद्ध पहल अधिक से अधिक असंगठित श्रमिकों को सामाजिक सुरक्षा प्रदान करेगी, यह भी आवश्यक है कि नई नौकरियों की प्रकृति भी शिष्ट और सम्माननीय हो।

निर्माण क्षेत्र में कम दक्षता प्राप्त लोगों को आसानी से रोजगार मिल जाता है। इस क्षेत्र में मजदूरी, कामकाज की स्थितियों, सुरक्षा एवं स्वास्थ्य, कल्याणकारी उपायों को विनियमित करने के उद्देश्य से निर्माण, भवन एवं अन्य निर्माण श्रमिक (रोजगार का नियमन और सेवा शर्तें) अधिनियम, 1996 और भवन एवं अन्य निर्माण श्रमिक उपकर अधिनियम, 1996 लागू किए गए। प्रस्तुत शोध में भारतीय श्रम बाजार पर शोधार्थी ने वाणिज्यिक अध्ययन कर जो विचार उल्लेखित हुए हैं, उनका संक्षिप्त विवरण प्रस्तुत किया है।

#### भूमिका

भारतीय श्रम बाजार की प्रकृति विरोधाभासी है जिसमें 92 प्रतिशत श्रमशक्ति असंगठित क्षेत्र में कार्यरत है और 10 प्रतिशत से कम संगठित क्षेत्र में। असंगठित क्षेत्र में कार्य करने का एक बहुत बड़ा कारण औपनिवेशिक काल के बाद से आज तक मौजूद सामाजिक-आर्थिक कारक हैं। औपनिवेशिक शासन के दौरान औद्योगिकीकरण का पैटर्न कुछ ऐसा था कि कच्चे माल का निर्यात और तैयार उत्पादों का आयात किया जाता था।<sup>(1)</sup> ब्रिटेन की औद्योगिकी क्रांति का प्रभाव भारतीय अर्थव्यवस्था पर नहीं पड़ा था। हां, प्रथम विश्व युद्ध के दौरान युद्ध की जरूरतों को पूरा करने के लिए फैक्ट्री आधारित निर्माण कार्य शुरू हुआ लेकिन स्वतंत्रता के बाद देश की अर्थव्यवस्था कृषि प्रधान थी जिसमें श्रमिकों की संख्या बहुत कम थी। गैर-कृषि क्षेत्र में अंतर्जातीय प्रतिद्वंद्विता मौजूद थी क्योंकि अधिकतर गैर-कृषि कार्य जाति आधारित था। उद्यमशीलता कुछ समुदायों तक सीमित थी और जो उद्योग सामने आए थे, वे लोहे, इस्पात, खनन, कपड़ा, न्यूजप्रिंट इत्यादि पर आधारित थे। यहां भी मजदूरों की संख्या कम थी। स्वतंत्रता के बाद औद्योगिकीकरण की महालनोबिस नीति ने पूंजीगत उद्योगों पर ध्यान केंद्रित किया। इसके अतिरिक्त गैर-कृषि क्षेत्र में ग्रामीण सहकारी संघ की स्थापना की गई। और कुछ विशिष्ट उद्योगों के लिए संरक्षित किया गया। इसलिए कृषि, हस्तशिल्प, हथकरघा, छोटे और ग्रामीण उद्योगों जैसे श्रम गहन क्षेत्रों का पर्याप्त विस्तार नहीं हुआ। ये क्षेत्र आकार में छोटे रह गए और इनकी प्रकृति असंगठित ही बनी रही। कुल रोजगार में असंगठित क्षेत्र का हिस्सा 1977-78 में 92.2 प्रतिशत था जो 1933-94 में 92.7 प्रतिशत हो गया। अतः ऐतिहासिक रूप से भारत के पास नब्बे के दशक के शुरुआती वर्षों में उदारीकरण और वैश्वीकरण के प्रारंभ होने से पहले ही एक बड़ी असंगठित श्रमशक्ति मौजूद थी जो लगातार बढ़ती ही गई।<sup>(2)</sup>

असंगठित क्षेत्र के उद्यमों का राष्ट्रीय आयोग असंगठित क्षेत्र को ऐसे अनिगमित निजी उद्यम कहता है जिनके स्वामी मालिकाना या साक्षेदारी के आधार पर माल और सेवाओं की बिक्री और उत्पादन में लगे व्यक्ति या परिवार होते हैं और जिनमें दस से कम व्यक्ति या परिवार होते हैं और जिनमें इस से कम व्यक्ति कार्य करते हैं चूंकि असंगठित श्रमिक संगठित और असंगठित, दोनों क्षेत्रों में है इसलिए एनसीईयूएस उन्हें इस प्रकार परिभाषित करता है— 'असंगठित श्रमिक ऐसे श्रमिक होते हैं जोकि असंगठित क्षेत्र या घरों में काम करते हैं, लेकिन उनमें नियोक्ता द्वारा प्रदत्त सामाजिक सुरक्षा लाभ वाले नियमित श्रमिक शामिल नहीं हैं। संगठित क्षेत्र के ऐसे श्रमिक भी उनमें शामिल होते हैं जिन्हें नियोक्ता द्वारा रोजगार और सामाजिक सुरक्षा लाभ प्राप्त नहीं होता।' एनएसएसओ यूनिट स्तर के आंकड़ों पर एनसीईयूएस की परिभाषा को लागू करते हुए असंगठित रोजगार की प्रवृत्ति तालिका-1 में देखी जा सकती है।<sup>(3)</sup>

1999-2000 में देश में संगठित या असंगठित रोजगार 91.9 प्रतिशत था, जोकि 2004-05 में बढ़कर 92.2 प्रतिशत हो गया (तालिका -1)। असंगठित क्षेत्र में श्रमशक्ति के उच्च अनुपात का एक कारण यह है कि 50 प्रतिशत से ज्यादा लोग स्व-रोजगार प्राप्त हैं और असंगठित कृषि भी क्षेत्र में लगे हुए हैं।<sup>(4)</sup> इस दौरान एक ओर भारी उद्योगों पर बल

\* NET, P.G.T COMMERCIAL, GOVT. SR. SEC SCHOOL CHIRI 2650



दिया गया और दूसरी ओर एसएमई को संरक्षण देने की नीति के चलते उपभोक्ता वस्तु क्षेत्र का पर्याप्त विस्तार नहीं हुआ। परिणामस्वरूप मैन्यूफैक्चरिंग क्षेत्र में गुणवत्ता रोजगार का सृजन नहीं हुआ, चूंकि मैन्यूफैक्चरिंग इकाइयां सब्सिडी का लाभ प्राप्त करने के लिए लघु स्तरीय ही बनी रहीं। नब्बे के दशक के बाद सार्वजनिक क्षेत्र में विनिवेश की नीति के कारण विदेशी कंपनियों की प्रतिस्पर्धा में वृद्धि हुई और संगठित क्षेत्र में असंगठित रोजगार का हिस्सा 1999-2000 में 37.9 प्रतिशत से बढ़कर 2004-05 में 37.9 प्रतिशत से बढ़कर 2004-05 में 48 प्रतिशत और 2011-12 में 54.6 प्रतिशत हो गया।<sup>(6)</sup>

#### अध्ययन का उद्देश्य

प्रस्तुत शोध में भारतीय श्रम बाजार पर शोधार्थी ने वाणिज्यिक अध्ययन कर जो विचार उल्लेखित हुए हैं, उनका संक्षिप्त विवरण प्रस्तुत किया है। 'मेक इन इंडिया', डिजिटल इंडिया, स्वच्छ भारत अभियान जैसी प्रमुख योजनाओं से भी रोजगार सृजन की संभावना बनती है। इसके अतिरिक्त उद्यमिता को बढ़ावा देने के लिए प्रारंभ की गई योजनाओं जैसे स्टार्टअप इंडिया, स्टैंडअप इंडिया, मुद्रा, एस्पायर, अटल इनोवेशन मिशन, प्रधानमंत्री युवा योजना आदि के माध्यम से भी अधिक से अधिक रोजगार उत्पन्न होने की उम्मीद है। संक्षेप में, जबकि विधायी और योजनाबद्ध पहल अधिक से अधिक असंगठित श्रमिकों को सामाजिक सुरक्षा प्रदान करेंगी, यह भी आवश्यक है कि नई नौकरियों की प्रकृति भी शिष्ट और सम्माननीय हो।<sup>(6)</sup>

#### शोध अध्ययन द्वारा प्राप्त प्रतिफल

पिछले चार दशकों में भारत ने हिंदू वृद्धि दर को पीछे छोड़ दिया है और तेजी से उभरती अर्थव्यवस्था बन गया है। इसी ढांचागत परिवर्तन के चलते कृषि क्षेत्र में रोजगार में गिरावट हुई और निर्माण एवं कम कुशल सेवा क्षेत्र में असंगठित रोजगार बढ़ा। उदारीकरण के बाद के दौर में विश्वव्यापी प्रतिस्पर्धा के बढ़ने और संरक्षण एवं सब्सिडी के घटने से जोखिम बढ़ने लगा और उद्यमियों को यह मुफीद लगा कि अपने उद्यम के आकार का विस्तार न किया जाए ताकि उनके लिए नियम-कानूनों को ताक पर रखना आसान हो। कर न चुकाना पड़े। साथ ही श्रमिकों सामाजिक सुरक्षा योजनाओं का लाभ भी न देना पड़े।<sup>(7)</sup>

|           |                     | 1999-2000 |         |        |
|-----------|---------------------|-----------|---------|--------|
|           |                     | संगठित    | असंगठित | कुल    |
| औपचारिक   | संख्या              | 33.7      | 1.4     | 35     |
|           | हिस्सा <sup>®</sup> | 62.3      | 0.41    | 8.8    |
| अनौपचारिक | संख्या              | 20.5      | 341.3   | 361.7  |
|           | हिस्सा <sup>®</sup> | 37.9      | 99.6    | 91.2   |
| कुल       | संख्या              | 54.1      | 342.6   | 396.8  |
|           | हिस्सा <sup>®</sup> | 13.6      | 86.3    | 100    |
|           |                     | 2004-05   |         |        |
|           |                     | संगठित    | असंगठित | कुल    |
| औपचारिक   | संख्या              | 32.06     | 1.35    | 33.41  |
|           | हिस्सा <sup>®</sup> | 52        | 0.3     | 7.30   |
| अनौपचारिक | संख्या              | 29.54     | 396.66  | 426.2  |
|           | हिस्सा <sup>®</sup> | 48        | 99.7    | 92.7   |
| कुल       | संख्या              | 61.61     | 398.01  | 459.61 |
|           | हिस्सा <sup>®</sup> | 13        | 87      | 100    |
|           |                     | 2011-12   |         |        |
|           |                     | संगठित    | असंगठित | कुल    |
| औपचारिक   | संख्या              | 37.18     | 1.39    | 38.56  |
|           | हिस्सा <sup>®</sup> | 45.4      | 0.4     | 8.1    |
| अनौपचारिक | संख्या              | 44.74     | 390.92  | 435.66 |
|           | हिस्सा <sup>®</sup> | 54.6      | 99.6    | 91.9   |
| कुल       | संख्या              | 81.92     | 392.31  | 474.23 |
|           | हिस्सा <sup>®</sup> | 17.3      | 82.7    | 100    |

जब उद्यमियों ने अपनी कंपनियों का आकार नहीं बढ़ाया, तो आकस्मिक और ठेका श्रमिकों की संख्या बढ़ती गई। इसके अतिरिक्त बहुराष्ट्रीय कंपनियों की वृद्धि से ऑफशोर आउटसोर्सिंग और अंतरराष्ट्रीय सबकॉन्ट्रैक्टिंग में इजाफा हुआ और स्थायी रोजगार की तुलना में अस्थायी रोजगार भी बढ़ा। चूंकि ठेके पर काम देने से नियोज्यता औद्योगिक विवाद अधिनियम, 1947 से बच सकते थे और कर्मचारियों को कभी भी काम से निकाला जा सकता था। तकनीकी नवाचार ने उत्पादों का टिकाऊपन कम किया और अब लोगों को नए उन्नत उत्पाद मिलने लगे। पूंजीगत उत्पादों का आयात रियायती या शुल्क मुक्त बनाया गया। छोटे मैन्यूफैक्चरों ने मुक्त बाजार की चुनौतियों का भरपूर सामना किया। उन्होंने पे रोल पर कर्मचारी कम रखे और ठेके पर उत्पादों को निर्माण जारी रखा। सार्वजनिक क्षेत्र के विस्तार ने मुश्किल स्थितियां खड़ी कीं, जिसे सहजता से देखा जा सकता है।<sup>(8)</sup> आर्थिक जनगणना के अनुसार, 6 से कम श्रमिकों वाली इकाइयों की संख्या 1990 में 93 प्रतिशत से बढ़कर 2013 में 95.5 प्रतिशत हो गई है, जबकि इस अवधि में 10 से कम श्रमिकों वाली इकाइयों का प्रतिशत 3.5 प्रतिशत से घटकर 3.1 प्रतिशत से घटकर 2013 में 1.4 प्रतिशत हो गया और रोजगार में उनकी हिस्सेदारी इस अवधि के दौरान 37.1 प्रतिशत से घटकर 21.2 प्रतिशत हो गई।<sup>(9)</sup>

रोजगार की बढ़ती हुई आकस्मिकता या संविदा से श्रमिकों की रोजगार सुरक्षा खतरे में पड़ गई। अब उन्हें न तो स्वयं और ना ही परिवार के लिए चिकित्सा वेतन, अतिरिक्त कार्य के घंटों के ओवरटाइम, सभी समाप्त हो गए। साथ ही व्यावसायिक जोखिमों की स्थितियों में भी कोई लाभ नहीं मिलता।<sup>(10)</sup>

असंगठित क्षेत्र के विस्तार से निपटने के लिए, विभिन्न समितियों और कमीशनों का गठन किया गया जैसे श्रम पर द्वितीय राष्ट्रीय आयोग (2002), 'दसवी योजना अवधि (2002) में प्रतिवर्ष 100 लाख रोजगार के अवसरों का लक्ष्य' पर एसपी गुप्ता रिपोर्ट, 100 लाख रोजगार अवसरों के सृजन पर कार्यबल (2002), असंगठित क्षेत्र में उद्यमों के लिए राष्ट्रीय आयोग (2004-2008)। इन रिपोर्टों से यह पता चला कि देश की श्रमशक्ति बड़े पैमाने पर निरक्षर है जिसमें व्यावसायिक कौशल का स्तर बहुत निम्न है।<sup>(11)</sup>

इसके कारण वह कृषि से निकलकर मैन्यूफैक्चरिंग या सेवा क्षेत्र में दक्षतापूर्ण कार्य नहीं कर सकती। श्रम बाजार में ढांचागत परिवर्तन केवल इतना ही हुआ है कि लोग कृषि से निकलकर कम या अकुशल निर्माण क्षेत्र में काम करने लगे, खुदरा व्यापारी, उद्यमी, परिवहन क्षेत्र में निजी वाहनों के चालक, घरेलू श्रमिक, गृह आधारित श्रमिक या सुरक्षा गार्ड बन गए। ऐसे में आयोगों/समितियों की सिफारिशें श्रम कानून सुधार, कौशल विकास, व्यावसायिक प्रशिक्षण आदि से ही संबंधित थीं।<sup>(12)</sup>

**तालिका 2: रोजगार के आकार वर्ग द्वारा स्थापित इकाइयों का विभाजन (प्रतिशत में)**

| रोजगार के वर्ग के आकार द्वारा रोजगार | मद      | आर्थिक जगणना के वर्ष |      |      |      |
|--------------------------------------|---------|----------------------|------|------|------|
|                                      |         | 1990                 | 1998 | 2005 | 2013 |
| 1-5 श्रमिक                           | इकाइयाँ | 93.4                 | 94.0 | 95.4 | 95.5 |
|                                      | रोजगार  | 54.5                 | 58.6 | 67.3 | 69.5 |
| 6-9 श्रमिक                           | इकाइयाँ | 3.5                  | 3.3  | 3.4  | 3.1  |
|                                      | रोजगार  | 8.4                  | 8.3  | 10.3 | 9.3  |
| 10 और अधिक श्रमिक                    | इकाइयाँ | 3.1                  | 2.8  | 1.3  | 1.4  |
|                                      | रोजगार  | 37.1                 | 33.1 | 22.4 | 21.2 |

### नीतिगत उपाय

निर्माण क्षेत्र में कम दक्षता प्राप्त लोगों को आसानी से रोजगार मिल जाता है। इस क्षेत्र में मजदूरी, कामकाज की स्थितियों, सुरक्षा एवं स्वास्थ्य, कल्याणकारी उपायों को विनियमित करने के उद्देश्य से निर्माण, भवन एवं अन्य निर्माण श्रमिक (रोजगार का नियमन और सेवा शर्तें) अधिनियम, 1996 और भवन एवं अन्य निर्माण श्रमिक उपकरण अधिनियम, 1996 लागू किए गए। असंगठित श्रमिकों की सामाजिक सुरक्षा एवं कल्याण हेतु सामाजिक सुरक्षा अधिनियम 2008 को भी लागू किया गया। साथ ही असंगठित क्षेत्र के श्रमिकों के लिए 2008 में राष्ट्रीय स्वास्थ्य बीमा योजना शुरू की गई ताकि उनके लिए महंगी होती चिकित्सा सेवा पर व्यय करना आसान हो। इस योजना में असंगठित क्षेत्र के श्रमिकों की विभिन्न श्रेणियां शामिल हैं जैसे भवन निर्माण और अन्य निर्माण श्रमिक, रेल्वे के कुली, फुटपाथी दुकानदार, मनरेगा श्रमिक, रिक्शा चालक, कूड़ा, बीनने वाले, बीडी, श्रमिक, खान मजदूर और सफाई कर्मचारी। 31 मार्च, 2016 तक 41.3 करोड़ लोग आरएसबीवाई स्मार्ट कार्डधारक थे।<sup>(13)</sup>

ठेका श्रम को विनियमित करने के लिए ठेका श्रम (नियमन और उन्मूलन) अधिनियम 1970 को भी लागू किया गया है लेकिन यह अधिनियम 20 से अधिक श्रमिकों वाले प्रतिष्ठानों या ठेकेदारों पर लागू है इसलिए बड़ी संख्या में ठेके पर काम करने वाले श्रमिक इस अधिनियम के दायरे में आते ही नहीं। अंतर-राज्यीय प्रवासी कामगारों के रोजगार को विनियमित करने और उनकी सेवा शर्तों को लागू करने के लिए अंतरराज्यीय प्रवासी श्रमिक (रोजगार का नियमन और सेवा शर्तें) अधिनियम, 1979 को लागू किया गया है। इस अधिनियम में प्रवासी श्रमिकों के लिए कल्याणकारी उपायों

की सूची दी गई है जैसे स्थानीय कर्मचारियों के समान मजदूरी, वेतन के साथ समय-समय पर घर लौटने का अधिकार, चिकित्सा सुविधा एवं रोजगार स्थल पर आवास लेकिन इन प्रावधानों को अनदेखा किया जा रहा है और प्रवासी श्रमिक बदतर स्थितियों में रहने को मजबूर हैं।<sup>(14)</sup> इसके अतिरिक्त विशेष श्रेणियों के कर्मचारियों, जैसे सिनेमा कर्मचारी, खान मजदूर, बीडी और सिगार श्रमिक, मैला ढोने वालों के लिए विभिन्न कल्याणकारी कानून हैं। लेकिन इन कानूनों के बारे में जानकारी न होने के कारण अधिकतर असंगठित मजदूरों की स्थितियां शोचनीय बनी रहती हैं। साथ ही, अकुशल श्रमिकों की बढ़ती संख्या के कारण भी उनकी सौदेबाजी की शक्ति कमजोर होती है।<sup>(15)</sup>

#### निष्कर्ष

असंगठित श्रमिकों को सामाजिक सुरक्षा कवर देने के लिए अटल पेंशन योजना जैसी विभिन्न स्कीमें शुरू की गई हैं, जो 18-40 वर्ष के आयु वर्ग के लोगों को सदस्यता के आधार पर 1,000 रूपए प्रति माह की न्यूनतम पेंशन प्रदान करती है, जब तक वे 60 वर्ष के न हो जाएं। प्रधानमंत्री सुरक्षा बीमा योजना 12 रूपए के सालाना प्रीमियम पर 2 लाख रूपए का दुर्घटना एवं विकलांगता कवर प्रदान करती है। प्रधानमंत्री जीवन ज्योति बीमा योजना 330 रूपए के सालाना प्रीमियम पर 2 लाख रूपए का जीवन बीमा कवर प्रदान करती है। इसके अतिरिक्त प्रधानमंत्री फसल बीमा योजना फसल का नुकसान होने या अप्रत्याशित घटनाओं के परिणामस्वरूप फसलों को होने वाली क्षति के लिए किसानों को वित्तीय सहायता प्रदान करती है।<sup>(16)</sup>

प्रधानमंत्री रोजगार प्रोत्साहन योजना के तहत, सरकार कर्मचारी भविष्य निधि में 8.33 प्रतिशत नियोक्ता योगदान प्रदान करती है। कपडा क्षेत्र गए सभी नये खातों के लिए नियोक्ता के पूरे 12 प्रतिशत योगदान का भुगतान करेगी। ऐसा इसलिए किया जा रहा है ताकि छोटी कंपनियां अधिक श्रमिकों को नियुक्त करें और उन्हें सामाजिक सुरक्षा लाभ प्रदान करने को प्रोत्साहित हों। नियोक्ता प्रशिक्षुओं को भी काम पर रखें, इसके लिए राष्ट्रीय प्रशिक्षु संवर्धन योजना शुरू की गई थी जिसमें सरकार नियोक्ता द्वारा नियुक्त हर प्रशिक्षु को 25 प्रतिशत स्टाइपेंड प्रदान करती है। यह 1,500 से अधिक नहीं होना चाहिए। साथ ही फ्रेशर प्रशिक्षु, (जो बिना किसी संगठित प्रशिक्षण के सीधे आए) के बुनियादी प्रशिक्षण की लागत को साक्षा किया जाएगा 500 घंटे या तीन महीने की अधिकतम अवधि के लिए प्रति प्रशिक्षु 7500 रूपए से अधिक नहीं होना चाहिए।<sup>(17)</sup>

कौशल भारत मिशन के अंतर्गत 20 से अधिक केन्द्रीय मंत्रालयों द्वारा प्रधानमंत्री कौशल विकास योजना और कौशल विकास कार्यक्रमों को कार्यान्वित किया जा रहा है जिससे कुशल श्रमशक्ति को बेहतर मेहनताना मिल सके।<sup>(18)</sup>

ईज ऑफ डुइंग बिजनेस पहल के तहत पंजीकरण की प्रक्रिया, श्रम कानूनों का अनुपालन, निरीक्षण आदि को सरल बनाया जा रहा है ताकि अधिक से अधिक संख्या में उद्यमों की स्थापना को प्रोत्साहन मिले। 'मेक इन इण्डिया', डिजिटल इंडिया, स्वच्छ भारत अभियान जैसी प्रमुख योजनाओं से भी रोजगार सृजन की संभावना बनती है। इसके अतिरिक्त उद्यमिता को बढ़ावा देने के लिए प्रारंभ की गई योजनाओं जैसे स्टार्टअप इंडिया, स्टैंडअप इंडिया, मुद्रा, एस्पायर, अटल इनोवेशन मिशन, प्रधानमंत्री युवा योजना आदि के माध्यम से भी अधिक से अधिक रोजगार उत्पन्न होने की उम्मीद है।<sup>(19)</sup>

संक्षेप में, जबकि विधायी और योजनाबद्ध पहल अधिक से अधिक असंगठित श्रमिकों को सामाजिक सुरक्षा प्रदान करेगी, यह भी आवश्यक है कि नई नौकरियां की प्रकृति भी शिष्ट और सम्मानीय हो।<sup>(20)</sup>

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## **India Needs Skill-oriented Education to Boost Employability**

**Ujjwala singh\***

### **Abstract**

Skill based education is not a choice but a need in India where the demand for skilled professional is still very high and the desire to get skilled is low. Learners, parents and society prefer socially acceptable qualifications in pure academic subjects. Youth in the country still incorrectly believe that skill based education leads to low paid jobs and it is perceived to be meant for only academically weak students, school dropouts and for people in the lower strata. India's education and skill-related efforts are completely opposite of Aristotle's ideas. While there is a lot of an engineer, MBA degree holders and graduates of other streams of education, which are unemployed and ironically, they are unemployed in a country which is one of the world's fastest growing economies. On the other hand, the training and training of the skills given at the present time have failed to accommodate the flexibility in the minds of the students, which are necessary to deal with the economic downturn and technical changes being done at a faster pace.

Skilling needs to be an integral part of the education system. This has been best demonstrated by European countries where Government, employers, academia and community have equal participation in making a healthy skilling ecosystem. They focus on skilling right at the early learning days of a child, thus building a transversal skill which sets the foundation for quality education. This research study analyse the India Needs Skill-oriented Education to Boost Employability

**Keywords:** Skill development, Education, Employability, Economies, Training, Society.

### **Introduction**

What are the possible steps to tackle the skill crisis that will improve the education sector and / or put India in trouble? Although this matter has continued to attract attention on a large scale and there has been a broad discussion on this, there are some points related to it, which are not seriously thought out and contemplated. Only 25 per cent of graduates today are considered "employable" by employers. The biggest challenge comes due to lack of employability skills. As a result the individual's ability to conduct in the work environment in terms of communication, presentation, interpersonal skills, team working, etc. does not meet the desired levels. Inculcating employability skills requires a huge task for our education system to bring in the transition in the role from "student" to worker and prepare the candidates for the new working world.

Today's jobs demand employees to have domain knowledge, be technologically sound and have strong management skills. Thus skilling is leading to the concept of upskilling and reskilling. While upskilling is mostly focused towards fresh candidates in order to bridge the gap between education and employment; reskilling is for the people in the job who need to upgrade their skills to remain employable in the market. Over the last one year, this has become a common practice by employers to keep their existing employee abreast with newer technologies and to create talent in the house for future job roles.

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There are two dimensions of problem of mismatch between skills in India. First, education in India is very different from industry standards and expectations of employers, which is increasing the problem of unemployment in the country.

Second, due to the mismatch of skills, education and skill are not used properly. The highly educated youth are being denied jobs, for which they considered themselves suitable, in such a situation; they are increasingly applying for such jobs where they need less educational level people. We have seen graduates applying for the post of clerk, for which only higher secondary level education is enough. In recent times, due to the lack of jobs, postgraduate people, the PhD degree holders also have to look at the jobs of the jobs (blue collar jobs). Because employers are likely to get jobs for highly educated youth, in such a situation, those people whose ability was most suitable for these jobs, the job would be replaced by those who are highly educated. It is a matter of fact, to deprive the people of the job entitled to get it. Due to this, the profit from investments made on higher education also drops considerably and this situation of loss presents additional burden (or deadweight cost) for the investor. In the context of India, this is invested as a subsidy. Here, this extra burden (or deadweight cost) is a waste of taxpayers' money.

#### **Understanding the gaps**

According to educational experts, today, employers look for some mandatory attributes in their employees. These are over and above knowledge of core subject that a student may have acquired over a period of study. These skills include many attributes like good communication skills, positive approach towards challenge, general awareness, approach to lifelong learning, self-discipline and time management, sense of initiative, sharing and teamwork, stress management and much more. Owing to the fact that almost 60 percent of skilled jobs are not to be manned by white collars, there is dearth of skilled manpower in the country. For one, a huge percentage of these citizens, coming from lower income groups, don't have access to any form of formal education; and even if they have, they are not able to reach the senior secondary levels leave alone study in a college.

Among the countries which have a large share of the population of the world, among the older people are Japan, Germany, Italy and Greece. On the other hand, India is moving forward towards becoming the youngest country in the world. The fact established about the consequences of being an old country is that there is a negative impact of aging on the economic progress of the country. On aging, the supply of labor is reduced and productivity decreases, which can mean investment and decrease in income. Therefore, the current demographic profile of the world presents significant economic opportunities for India's working population (working age education). India's demographic dividend can be organized to maintain the economic growth of the countries with the age-old population, as well as encouragement to India's remittance-driven economy (remittances economy). Unfortunately, India is not fully prepared to take advantage of this opportunity.

Fourth Industrial Revolution (4 IRs) depend on us and therefore concerns are not only about the loss of jobs that happen after automation but also about the uncertainty and instability associated with the fourth industrial revolution. If our academic and skill system was consistent with global standards, then the situation in India could have been different. Eventually, the fourth industrial revolution is the product of human talent, creativity and imagination; And for the inventors of the world, innovators, researchers and technical experts, this represents a golden moment in the technical advancement chapter. In spite of this, there are many who, despite their educational qualification being satisfactory, offer



them the fourth industrial revolution challenge. In spite of this, as explained by the World Bank, published in the VV Development Report 2019, Good education makes a person capable of competing with technical obstacles. Important thinkers, logical, analytical and calculative qualifications Not, as support for creativity and curiosity, such as basic and jewelry and disaster prosperity in nutrition education truly general skills, as Aristotle had set up.

Despite the motivation being correct, the Skil India Mission was stalled during its implementation and failed to improve the business education / training (VET) system. To achieve the goal of making this arrangement consistent with employer's expectations and needs, there really is time to look at this time. But why are the efforts limited only to the VET system? No organized efforts were made to establish harmony between BA, B.Com, BSC, Engineering, MBA and other such courses and industry needs. The greatest need of this time is to meet the skill requirements of the industry and it should be reviewed whether existing academic and skill programs can meet these needs. We need to revise the policy to form new educational curriculum and to recruit existing educational programs to recognize employers formally as a key stakeholder. In fact, it should be clear beforehand that in the future, in the labor market, existing or created jobs of employment, those graduates prepared by our educational system will be employed.

In India, the growing tendency of not being educated with the skill of education and education of skill has ensured compulsory relationship between the two; what is the benefit of such education which cannot teach skills and what benefits of such skills cannot make you educated to apply for any employment? This kind of ideology has been emphasized by creating separate central ministries for disciplines like education and skill. Institutes like Vocational ITIs are seen as such units which are completely different from the formal education institutions. Discussions have been started for establishing a completely different skill university from traditional universities. Effective tastes support limited and inefficient intentions of skill, in which the skill is meant for those needs which are necessary for any type of job. This concept of skill is also evident in the structure of Skill India Mission.

At present, as the developed nations are preparing themselves to face a storm created by more advanced and technical processes of delivery of education, India's educational system is still undergoing a content reformation. A few initiatives by the current incumbent government will shift our focus to the right needs of our country's youth. Our focus has always been on educational but unfortunately not on overall skill development. This is the need of hour, in order to become a great power and utilize our biggest strength i.e. our demographic dividend. The next 5 to 10 years are extremely crucial for our country to meet the challenges ahead, in making India, the human resources capital of the world.

Every person has the right to not only for his nation, but for the whole world, he also desires to be useful to himself in every situation. The concept of hypothesis, when limited, is done as discussed above, then it guarantees not only the continuous employment but also the job, because the present's skill can prove to be a bay car in the future. Jewelry can be a skill to ensure employment, but there can be no support in the calamity. Continuous employment guarantee skills can play these two roles. India's education system and skilling programmes work in isolation, leaving a gap between the two and this result in unemployment among youngsters. We need to create a bridge that will connect the two parallel streams using available technologies. Hence, the primary focus of the educational institutions should be to encourage students to expand their skill set. In addition, they

should take up continuous and comprehensive employability tests that would assess their capabilities and enhance their skills over time to make them job-ready.

Examples of these will be those skills, which will enable those who have lost their jobs to improve their skills so that they can get employment in a new environment. It is necessary to ensure access to all those basic and general skills, which have been mentioned earlier. In order to give us formal experience while giving formal education to the students, we must include the components of formal education in vocational training. Not only that, we have to facilitate multilateral interaction of ideas and information, as well as coordination between formal education and vocational training, so that not only in the continuing world but also being successful in success, it is also possible to succeed Possible.

In addition, the Ministry has strengthened Craftsmen Training Scheme (CTS) and the Craft Instructor Training Scheme (CITS) being executed over 15,000 Industrial Training Institutes (ITIs) across the country. CTS is the flagship course taught in the ITIs and provides training across 27 engineering and seven non-engineering trades such as electricians, fitters, welders, electronics mechanics, draughtsman (civil), mechanics (motor vehicle) and wiremen.

By 2020, India will be among the youngest countries in the world, with a median age of 29. In the next two decades, while the labor force in the rest of the industrialised world is expected to decline by 4 percent, in India it is expected to increase by 32 percent. The thrust to bolstering skill development and training in future-ready skills comes from mapping a new era of industrial growth, where clearly defined job roles will require skilled and informed employees. To encounter the challenge of automation, NSDC undertakes reskilling of the existing workforce on upcoming technologies to prepare a future-ready workforce. Along with SSCs, NSDC has embarked upon a journey to identify and develop job roles related to Future of Skills in next-gen technology areas, e.g., Internet of Things (IoT), Artificial Intelligence (AI), Virtual Reality, Big Data & Analytics, Robotics, 3D Printing, Cloud Computing, Mobile Computing and Cyber Security.

### **Conclusion**

Skill development has come a long way in the past few years, especially in terms of optimum infrastructure, setting up institutional frameworks and introducing policy reforms aimed at better quality outcomes and scale. It is geared at creating an ecosystem of innovation-based entrepreneurship that generates wealth and employment, ensuring sustainable livelihoods. Holistic learning is all about the right mix of knowledge and skills. It helps in improving our abilities and enhancing the competencies. We don't have the luxury to pursue education for its own sake. All of us want Degrees and Diplomas to get us well-paying, professionally satisfying jobs or prepare us for meaningful self-employment. This can be achieved only when there is awareness and respect for skill based learning in high schools and the options to mix and match vocational skills with popular subjects within the scope of the prescribed curriculum. Awareness about skill-based, solution-centric learning can bring in a positive shift in making students aware of the actual job scenario through real work environment in the industry.

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## **Climatic Change, Global Warming and Environmental Sustainability With Reference to India**

**Sonu\***

**Abstract:** The present paper deals with Environmental Sustainability, Climatic Change & Global Warming. Climatic Change and Global Warming have become major concerns for the modern scientists. The gradual increase in average temperature of the earth is termed as CC and GW. Global warming refers to surface temperature increases while climate change includes global warming and everything else that increasing greenhouse gas levels affect. Addressing climatic change requires a good scientific understanding as well as coordinated action at national and global level. This paper addresses these challenges. This paper covers the impacts of increasing on food production, water supply, health, energy, pollution etc. The projected climate change under various scenarios is likely to have implications on food production, water supply, coastal settlements, forest ecosystems, health, energy security, etc. The adaptive capacity of communities likely to be impacted by climate change is low in developing countries. The efforts made by the UNFCCC and the Kyoto Protocol provisions are clearly inadequate to address the climate change challenge. The most effective way to address climate change is to adopt a sustainable development pathway by shifting to environmentally sustainable technologies and promotion of energy efficiency, renewable energy, forest conservation, reforestation, water conservation, etc. The issue of highest importance to developing countries is reducing the vulnerability of their natural and socio-economic systems to the projected climate change. These impacts are severe in developing nations like India where population size is heavy and the resources are limited. India and other developing countries will face challenges in promoting mitigation and adaptation strategies, bearing the cost of such an effort, and its implications for economic development.

**Keywords:** Global warming, climatic change, environmental sustainability, disaster Risk, vulnerability, risk reduction, mitigation, environment.

**Introduction:** Climate change is one of the most important global environmental challenges facing humanity with implications for food production, natural ecosystems, freshwater supply, health, etc. According to the latest scientific assessment, the earth's climate system has demonstrably changed on both global and regional scales since the preindustrial era. Further evidence shows that most of the warming (of 0.1°C per decade) observed over the last 50 years, is attributable to human activities<sup>1</sup>. The Intergovernmental Panel on Climate Change (IPCC) projects that the global mean temperature may increase between 1.4 and 5.8 degrees Celsius (C) by 2100. This unprecedented increase is expected to have severe impacts on the global hydrological system, ecosystems, sea level, crop production and related processes. The impact would be particularly severe in the tropical areas, which mainly consist of developing countries, including India. The climate change issue is part of the larger challenge of sustainable development. As a result, climate

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policies can be more effective when consistently embedded within broader strategies designed to make national and regional development paths more sustainable. The impact of climate variability and change, climate policy responses, and associated socio-economic development will affect the ability of countries to achieve sustainable development goals. The pursuit of these goals will in turn affect the opportunities for, and success of, climate policies. In particular, the socio-economic and technological characteristics of different development paths will strongly affect emissions, the rate and magnitude of climate change, climate change impacts, the capability to adapt, and the capacity to mitigate. The UN Conference on Environment and Development (UNCED) in 1992 at Rio de Janeiro led to FCCC (Framework Convention on Climate Change), which laid the framework for the eventual stabilization of greenhouse gases in the atmosphere, recognizing the common but differentiated responsibilities and respective capabilities, and social and economic conditions. The Convention came into force in 1994. Subsequently, the 1997 Kyoto protocol, which came into force in 2005, reasserted the importance of stabilizing greenhouse gas concentrations in the atmosphere and adhering to sustainable development principles. The Protocol laid out guidelines and rules regarding the extent to which a participating industrialized country should reduce its emissions of six greenhouse gases carbon dioxide, methane, nitrous oxide, chlorofluorocarbon, hydrofluorocarbons and perfluorocarbons. It requires industrialized countries (listed as Annex B countries in the Protocol) to reduce their greenhouse gas emissions by a weighted average of 5.2%, based on the 1990 greenhouse gas emissions. The reduction is to be achieved by the end of the five-year period, 2008 to 2012. The Kyoto Protocol does not require the developing countries to reduce their greenhouse gas emissions.

### **Study Area**

India has been selected as study area for present study. India lies in South-Asian country whereby 29 states and 7 UTs. India is second largest country in context to population size. India has been facing a lot of problems like over-population, environmental pollution etc. Here, Climate change and Global warming impacts on sustainable development in India.

### **Objectives**

- To show the recent trends of Climate change and Global warming
- Impacts of CC and GW on Sustainable Development in India

### **Data and Methodology**

The present study is based on the secondary source of data which is taken from the Ministry of Environment and Forests of India, Indian Institute of Science, Bangalore and Indian Institute of Management, Ahmedabad. The data also derived from IPCC (International Panel on Climate Change).

### **Results and Analysis**

In this portion, we shall study about factors contributing for climate change and global warming, Emission of GHGs and role of International agencies for controlling this trends.

### **Factors contributing to climate change – GHG emissions**

The global carbon cycle involves interaction among the atmosphere, oceans, soils and vegetation and fossil fuel deposits. The oceans contain 39,000 gigatonnes of carbon (GtC), fossil fuel deposits about 16,000 GtC, soils and vegetation about 2500 GtC, and the atmosphere about 760 GtC. Since 1850, land-use change is estimated to have released about 136 GtC and fossil fuel combustion, about 270 GtC. Of this, 180 GtC has ended up in the atmosphere, while 110 GtC has been absorbed by growing vegetation and the



remainder by the oceans. It is the increasing concentration of atmospheric CO<sub>2</sub> that is the cause for concern about global climate change. The combustion of fossil fuels and other human activities are the primary reasons for increased concentrations of CO<sub>2</sub> and other greenhouse gases. Between 1990 and 1999, an estimated 6.3 GtC/year was released due to the combustion of fossil fuels, and another 1.6 GtC/year was released due to the burning of forest vegetation. This was offset by the absorption of 2.3 GtC/year each by growing vegetation and the oceans. This left a balance of 3.3 GtC/ year in the atmosphere<sup>3</sup>. Controlling the release of greenhouse gases from fossil fuel combustion, land-use change and the burning of vegetation are therefore obvious opportunities for reducing greenhouse gas emissions. Reducing greenhouse gas emissions can lessen the projected rate and magnitude of warming and sea level rise. The greater the reductions in emissions and the earlier they are introduced, the smaller and slower the projected warming and the rise in sea levels. Future climate change is thus determined by historic, current and future emissions. Of the six aforementioned GHGs, CO<sub>2</sub> accounted for 63%, methane 24%, nitrous oxide 10%, and the other gases the remaining 3% of the carbon equivalent emissions in 2000. Thus in addition to CO<sub>2</sub>, global mitigation efforts need to focus on the two largest and rapidly increasing GHGs.

#### **Why should India be concerned about climate change?**

India is a developing nation of south Asia where all sectors are growing on rapid rate. India is a large developing country with nearly 700 million rural population directly depending on climate-sensitive sectors (agriculture, forests and fisheries) and natural resources (such as water, biodiversity, mangroves, coastal zones, grasslands) for their subsistence and livelihoods. Further, the adaptive capacity of dry land farmers, forest dwellers, fisher folk, and nomadic shepherds is very low<sup>10</sup>. Climate change is likely to impact all the natural ecosystems as well as socio-economic systems as shown by the National Communications Report of India to the UNFCCC. Some of the projected impacts of climate change in India<sup>11</sup> are as follows:

#### **Water resources**

The hydrological cycle is likely to be altered and the severity of droughts and intensity of floods in various parts of India is likely to increase. Further, a general reduction in the quantity of available run-off is predicted.

#### **Agriculture**

Simulations using dynamic crop models indicate a decrease in yield of crops as temperature increases in different parts of India. However, this is offset by an increase in CO<sub>2</sub> at moderate rise in temperature and at higher warming, negative impact on crop productivity is projected due to reduced crop durations.

#### **Forests**

Climate impact assessments using BIOME-3 model and climate projections for the year 2085 show 77% and 68% of the forested grids in India are likely to experience shift in forest types under A2 and B2 scenario, respectively. Indications show a shift towards wetter forest types in the northeastern region and drier forest types in the northwestern region in the absence of human influence. Increasing atmospheric CO<sub>2</sub> concentration and climate warming could also result in a doubling of net primary productivity under the A2 scenario and nearly 70% increase under the B2 scenario.



### **Coastal zone**

Simulation models show an increase in frequencies of tropical cyclones in the Bay of Bengal; particularly intense events are projected during the post-monsoon period. Sea level rise is projected to displace populations in coastal zones, increase flooding in low-lying coastal areas, loss of crop yields from inundation and salinization.

### **Human health**

Malaria is likely to persist in many states and new regions may become malaria-prone and the duration of the malaria transmission windows is likely to widen in northern and western states and shorten in southern states.

### **Desertification**

Globally, about 1900 Mha of land are affected by land degradation, of which 500 Mha each are in Africa and the Asia-Pacific and 300 Mha in Latin America. Climate change leading to warming and water stress could further exacerbate land degradation, leading to desertification. The United Nations Convention to Combat Desertification (UNCCD) aims to address the problem of land degradation, which is linked to climate change. It is important to note that the climate-sensitive sectors (forests, agriculture, coastal zones) and the natural resources (groundwater, soil, biodiversity, etc.) are already under stress due to socio-economic pressures. Climate change is likely to exacerbate the degradation of resources and socio-economic pressures. Thus, countries such as India with a large population dependent on climate-sensitive sectors and low adaptive capacity have to develop and implement adaptation strategies.

### **Climate Change and Sustainable Development**

Sustainable development has become part of all climate change policy discussions at the global level, particularly due to adoption of Agenda 21 and the various Conventions resulting from the UNCED-1992. The generally accepted and used definition as given by the Brundtland Commission is 'development that meets the needs of the present without compromising the ability of future generations to meet their own needs'. Sustainable development has become an integrating concept embracing economic, social and environmental issues. Sustainable development does not preclude the use of exhaustible natural resources but requires that any use be appropriately offset. This concept is not acceptable to many developing countries since it seems to disregard their aspirations for growth and development. Further, sustainable development cannot be achieved without significant economic growth in the developing countries. Three critical components in promoting sustainable development are economic growth, social equity and environmental sustainability. The question often asked is, should the current economic growth (GNP, employment, etc.) be sacrificed for long-term environmental conservation? Policy makers in developing countries often perceive a tradeoff between economic growth and environmental sustainability. However, there is a growing evidence to show that environmental conservation for sustainability of natural resources is not a luxury but a necessity when considering long-term economic growth and development, particularly in the least developed countries. The decline and degradation of natural resources such as land, soil, forests, biodiversity and groundwater, resulting from current unsustainable use patterns are likely to be aggravated due to climate change in the next 25 to 50 years. Africa, South Asia and some regions of Latin America are already experiencing severe land degradation and freshwater scarcity problems.

There are many ways to pursue sustainable development strategies that contribute to mitigation of climate change. A few examples are presented below.

- Adoption of cost-effective energy-efficient technologies in electricity generation, transmission distribution, and end-use can reduce costs and local pollution in addition to reduction of greenhouse gas emissions.
- Shift to renewables, some of which are already cost-effective, can enhance sustainable energy supply, can reduce local pollution and greenhouse gas emissions.
- Adoption of forest conservation, reforestation, afforestation and sustainable forest management practices can contribute to conservation of biodiversity, watershed protection, rural employment generation, increased incomes to forest dwellers and carbon sink enhancement.
- Efficient, fast and reliable public transport systems such as metro-railways can reduce urban congestion, local pollution and greenhouse gas emissions.
- Adoption of participatory approach to forest management, rural energy, irrigation water management and rural development in general can promote sustained development activities and ensure long-term greenhouse gas emission reduction or carbon sink enhancement.
- Rational energy pricing based on long-run-marginal-cost principle can level the playing field for renewables, increase the spread of energy-efficient and renewable energy technologies, and the economic viability of utility companies, ultimately leading to greenhouse gas emission reduction.

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## **Disasters in India - An Overview**

**NIR KUMAR\***

### **Abstract**

India's geo-climatic conditions as well as its high degree of socio-economic vulnerability, makes it one of the most disaster prone country in the world. A disaster is an extreme disruption of the functioning of a society that causes widespread human, material, or environmental losses that exceed the ability of the affected society to cope with its own resources. Disasters are sometimes classified according to whether they are "natural" disasters, or "human-made" disasters. For example, disasters caused by floods, droughts, tidal waves and earth tremors are generally considered "natural disasters." Disasters caused by chemical or industrial accidents, environmental pollution, transport accidents and political unrest are classified as "human-made" or "humaninduced" disasters since they are the direct result of human action.

**Keywords: disaster, india, climate, weather, environment, extreme, flood.**

### **Introduction**

A more modern and social understanding of disasters, however, views this distinction as artificial since most disasters result from the action or inaction of people and their social and economic structures. This happens by people living in ways that degrade their environment, developing and over populating urban centres, or creating and perpetuating social and economic systems. Communities and population settled in areas susceptible to the impact of a raging river or the violent tremors of the earth are placed in situations of high vulnerability because of their socio-economic conditions. This is compounded by every aspect of nature being subject to seasonal, annual and sudden fluctuations and also due to the unpredictability of the timing, frequency and magnitude of occurrence of the disasters.

### **Definition**

Disaster is an event or series of events, which gives rise to casualties and damage or loss of properties, infrastructures, environment, essential services or means of livelihood on such a scale which is beyond the normal capacity of the affected community to cope with. Disaster is also sometimes described as a "catastrophic situation in which the normal pattern of life or eco-system has been disrupted and extra-ordinary emergency interventions are required to save and preserve lives and or the environment"

The Disaster Management Act, 2005 defines disaster as "a catastrophe, mishap, calamity or grave occurrence in any area, arising from natural or man made causes, or by accident or negligence which results in substantial loss of life or human suffering or damage to, and destruction of, property, or damage to, or degradation of, environment, and is of such a nature or magnitude as to be beyond the coping capacity of the community of the affected area".

The United Nations defines disaster as "the occurrence of sudden or major misfortune which disrupts the basic fabric and normal functioning of the society or community".

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### **Disasters not new to Mankind**

Disasters are not new to mankind. They have been the constant, though inconvenient, companions of the human beings since time immemorial. Disasters can be natural or human made. Earthquake, cyclone, hailstorm, cloud-burst, landslide, soil erosion, snow avalanche, flood etc. are the examples of natural disasters while fire, epidemics, road, air, rail accidents and leakages of chemicals/ nuclear installations etc. fall under the category of human-made disasters. The High Power Committee on Disaster Management, constituted in 1999, has identified 31 various disasters categorized into five major sub-groups.

### **Disasters – Global Scenario**

Disasters - natural or human-made are common throughout the world. Disasters continue to occur without warning and are perceived to be on an increase in their magnitude, complexity, frequency and economic impact. Hazards pose threats to people and assume serious proportions in the under developed countries with dense population. During the second half of the 20th century, more than 200 worst natural disasters occurred in the different parts of the world and claimed lives of around 1.4 million people. Losses due to natural disasters are 20 times greater (as % of GDP) in the developing countries than in industrialized one. Asia tops the list of casualties due to natural disasters. Figure 1.1 shows the Regional distribution of disasters by type, as prepared by Centre for Research on Epidemiology of Disaster.

There have been several natural, as well as, man-made disasters. Records of natural disasters can be traced way back to 430 B.C. when the Typhus epidemic was reported in Athens. Ten deadliest natural disasters recorded in the world are dated back to 1556 when an earthquake in Shaanxi province of China occurred on 23rd January, 1556 and 8,30,000 casualties were recorded.

### **Indian Scenario**

India due to its geo-climatic and socio-economic condition is prone to various disasters. During the last thirty years time span the country has been hit by 431 major disasters resulting into enormous loss to life and property. According to the Prevention Web statistics, 143039 people were killed and about 150 crore were affected by various disasters in the country during these three decades. The disasters caused huge loss to property and other infrastructures costing more than US \$ 4800 crore. The most severe disasters in the country and their impact in term of people affected, lives lost and economic damage.

In India, the cyclone which occurred on 25th November, 1839 had a death toll of three lakh people. The Bhuj earthquake of 2001 in Gujarat and the Super Cyclone of Orissa on 29th October, 1999 are still fresh in the memory of most Indians. The most recent natural disaster of a cloud burst resulting in flash floods and mudflow in Leh and surrounding areas in the early hours of 6th August, 2010, caused severe damage in terms of human lives as well as property. There was a reported death toll of 196 persons, 65 missing persons, 3,661 damaged houses and 27,350 hectares of affected crop area.

Floods, earthquakes, cyclones, hailstorms, etc. are the most frequently occurring disasters in India. Table 1.5 gives an account of the loss due to above disasters during decade of 2001- 2010.

### **Vulnerability Profile of India**

India has been vulnerable, in varying degrees, to a large number of natural, as well as, human-made disasters on account of its unique geo-climatic and socio-economic conditions. It is highly vulnerable to floods, droughts, cyclones, earthquakes, landslides,

avalanches and forest fires. Out of 35 states and union territories in the country, 27 of them are disaster prone. Almost 58.6 per cent of the landmass is prone to earthquakes of moderate to very high intensity; over 40 million hectares (12 per cent of land) are prone to floods and river erosion; of the 7,516 km long coastline, close to 5,700 km is prone to cyclones and tsunamis; 68 per cent of the cultivable area is vulnerable to drought and hilly areas are at risk from landslides and avalanches.

### **Hazard Profile of India**

- (a) India is one of the ten worst disaster prone countries of the world. The country is prone to disasters due to number of factors; both natural and human induced, including adverse geo climatic conditions, topographic features, environmental degradation, population growth, urbanisation, industrialization, non scientific development practices etc. The factors either in original or by accelerating the intensity and frequency of disasters are responsible for heavy toll of human lives and disrupting the life supporting system in the country. The basic reason for the high vulnerability of the country to natural disasters is its unique geographical and geological situations. As far as the vulnerability to disaster is concerned, the five distinctive regions of the country i.e. Himalayan region, the alluvial plains, the hilly part of the peninsula, and the coastal zone have their own specific problems. While on one hand the Himalayan region is prone to disasters like earthquakes and landslides, the plain is affected by floods almost every year. The desert part of the country is affected by droughts and famine while the coastal zone susceptible to cyclones and storms.
- (b) The natural geological setting of the country is the primary basic reason for its increased vulnerability. The geo-tectonic features of the Himalayan region and adjacent alluvial plains make the region susceptible to earthquakes, landslides, water erosion etc. Though peninsular India is considered to be the most stable portions, but occasional earthquakes in the region shows that geo- tectonic movements are still going on within its depth.
- (c) The tectonic features, characteristics of the Hiamalya are prevalent in the alluvial plains of Indus, Ganga and Brahmaputra too, as the rocks lying below the alluvial pains are just extension of the Himalayan ranges only. Thus this region is also quite prone to seismic activities. As a result of various major river systems flowing from Himalaya and huge quantity of sediment brought by them, the area is also suffering from river channel siltation, resulting into frequent floods, especially in the plains of Uttar Pardesh and Bihar.
- (d) The western part of the country, including Rajasthan, Gujarat and some parts of Maharashtra are hit very frequently by drought situation. If Monsoon worsens the situation spreads in other parts of the country too. The disturbance in the pressure conditions over oceans, results into cyclones in coastal regions. The geo tectonic movements going on in the ocean floor make the coastal region prone to tsunami disaster too.
- (e) The extreme weather conditions, huge quantity of ice and snow stored in the glaciers etc. are other natural factors which make the country prone to various forms of disasters.
- (f) Along with the natural factors discussed in the preceding text, various human induced activities like increasing demographic pressure, deteriorating environmental conditions, deforestation, unscientific development, faulty agricultural practices and grazing, unplanned urbanisation, construction of large dams on river channels etc. are also responsible for accelerated impact and increase in frequency of disasters in the country



### **Climate Change:**

This is evident from the increase in the global average air and ocean temperatures, precipitation and extreme rainfall, widespread melting of snow and ice, storms/ storm surges/coastal flooding and rising global mean sea level, as recorded in the fourth Assessment Report of Intergovernmental Panel on Climate Change (IPCC) Figure 1.10. Climate change is expected to increase the frequency and intensity of current extreme weather events and give rise to new vulnerabilities with differential spatial and socio-economic impacts on communities. The unprecedented increase is expected to have severe impacts on the hydrological cycle, water resource, droughts, flood, drinking water, forest and ecosystems, sea level/coastal area losses of coastal wetlands and mangroves, food security, health and other related areas. The impact would be particularly disastrous for developing countries, including India and further degrade the resilience of poor, vulnerable communities, which make up between one quarter and one half of the population of the most Indian cities.

### **Reason for concern**

There is clear evidence that the observed change in surface temperature, rainfall, evaporation and extreme events and climate change is a significant environmental challenge. The main impact of global climate change will be felt due to changes in climate variability and weather extremes. Observations during the last decade and projections indicate that extreme events i.e. heat waves, cold waves, more floods, more droughts, more intense cyclones and flash floods will increase. Extreme rainfall has substantially increased over large areas, particularly over the west coast and west central India. There is thus an urgent need for a paradigm shift in disaster management, especially under changing climate.

### **Poverty and disaster vulnerability**

Poverty and risk to disasters are inextricably linked and mutually reinforcing. The poor section of the society is worst affected in case of disaster. The situation further aggravates due to the compulsion of the poor to exploit environmental resources for their survival, increasing the risk and exposure of the society to disasters, in particular those triggered by flood, drought and landslides. Poverty also compels the poor to migrate and live at physically more vulnerable locations, often on unsafe land and in unsafe shelters. These inhabitations of the poor at such locations are either due to the fact that there is no other land available at reasonable cost or it is close to the employment opportunities. The inhabitations of the poor people on marginal land are prone to all types of disasters. The type of construction of these houses further deteriorates the condition. These dwellings made up of low cost material without giving much consideration to technical aspect are easy targets of various hazards.



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## **Trend and Pattern of Major Crops in Haryana**

**Liladhar\***

### **Abstract**

Agriculture plays very important roll to determine the economy of Haryana. This paper bring out contrast on trend of five majors crops of Haryana, which are, rice, jowar, bajra, wheat and sugarcane. The paper also compares the district-wise production of these crops of Haryana in 2010-11. This paper is based on secondary source of data collected from Statistical Abstract Haryana 2011-12. Data has been analyzed with the help of general statistical techniques. Patten has been shown with the help of ARC GIS software 9.3. The study found that the area under rice and wheat is continuously increased however the area under bajra, wheat and sugarcane is decreased from 1966-67 to 2010-11. It is also found that production of rice, wheat and Bajra is mostly continuously increased from 1966-67 to 2010-11. On the other side, the production of sugarcane is decline after 2005-06 and the production of jowar is also decreased in Haryana form 1966-67 to 2010-11. Yamunanagar have the highest production of sugarcane followed by Karnal and Kurukshetra. The highest production of wheat is recorded in Sirsa followed by Hisar. The highest production of rice is recorded in Karnal followed by Kaithal, Kurukshetra and Fatehabad. Production of Bajra is highest in Bhiwani and and production of jowar is highest in Rohtak.

**Keywords:** trend and pattern, rice, jowar, bajra, wheat and sugarcane, ARC GIS 9.3.

### **Introduction**

Green revolution in India began in the 1960s, through the introduction of high-yield crop varieties and application of modem agricultural techniques, and led to an increase in food production in India. Green revolution highly influences the agriculture of Haryana. In the recent years, commercial orientation of the state agriculture is mom associated with some specific crops as a result the area and production of some crops is increased especially of rice and wheat, which influence the area and production of other crops. In this paper, focus has been made on the trend of five major crops of Haryana from 1966-67 to 2010-11. These crops am, rice, jowar, bajra, wheat and sugarcane. The district wise comparison of the production of these major crops of Haryana in 2010-11 is also focused in this paper.

### **Study Area**

The Present study has been conducted in Haryana at district level. Map 1 shows the location of Haryana in India. Haryana is a landlocked state in northern India. It is located between 27°37' to 30°53' N latitude and between 74°28' and 77°36' E longitude. The total geographical area of Haryana is 44,212 square kilometre. Haryana is a small State with 2.53 lac (Census of India 2011) populations. For administrative purposes, the State has been divided into 21 Districts.

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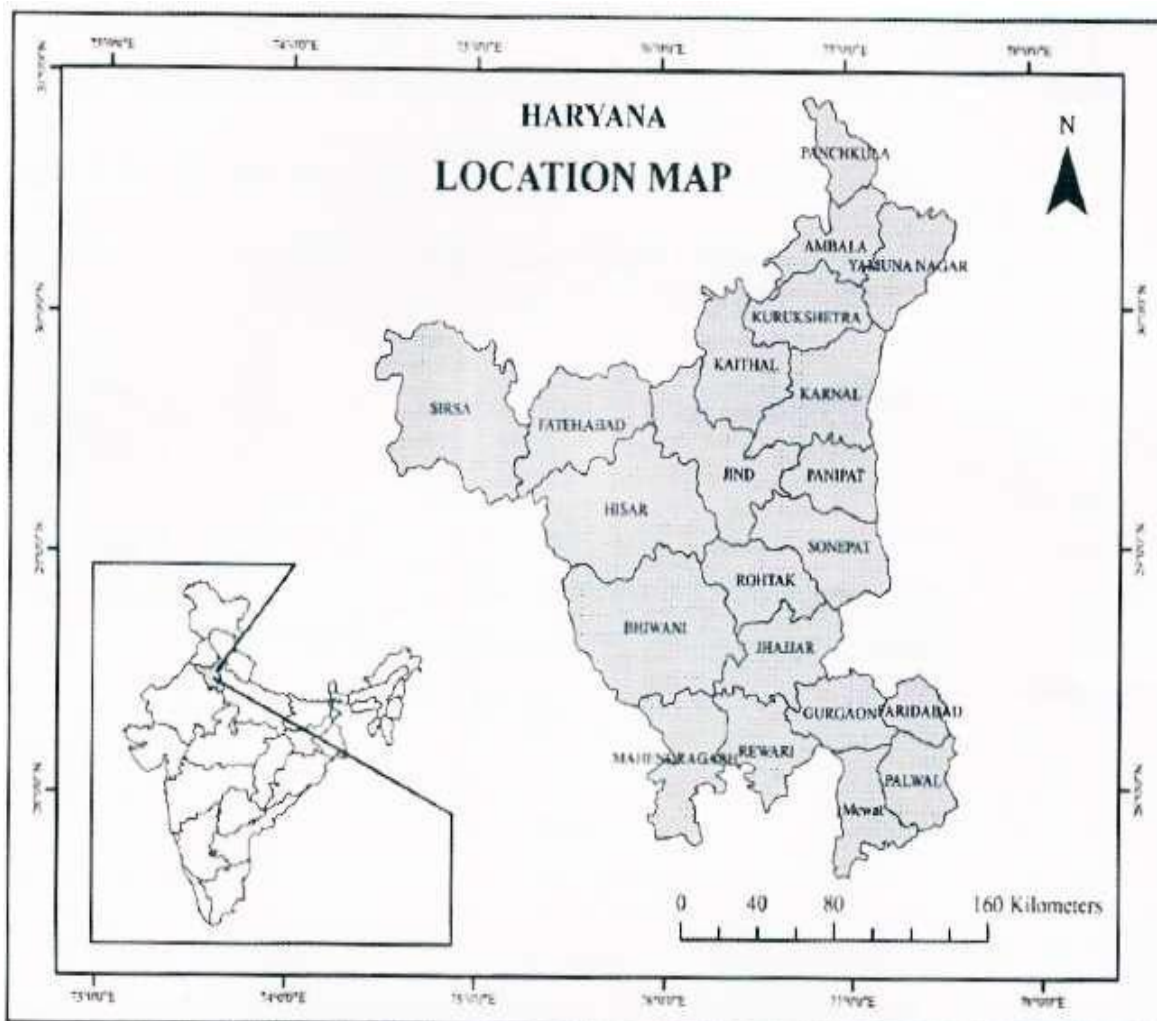


Figure 1: Location Map of Haryana in India

### Objectives

The Present study has been carried to obtain following objectives:

1. To find out the trend in area and production of five major crops (rice, jowar, bajra, wheat and sugarcane) of Haryana from 1966-67 to 2010-11.
2. To compare the district-wise production of five major crops (rice, jowar, bajra, wheat and sugarcane) of Haryana in 2010-11.

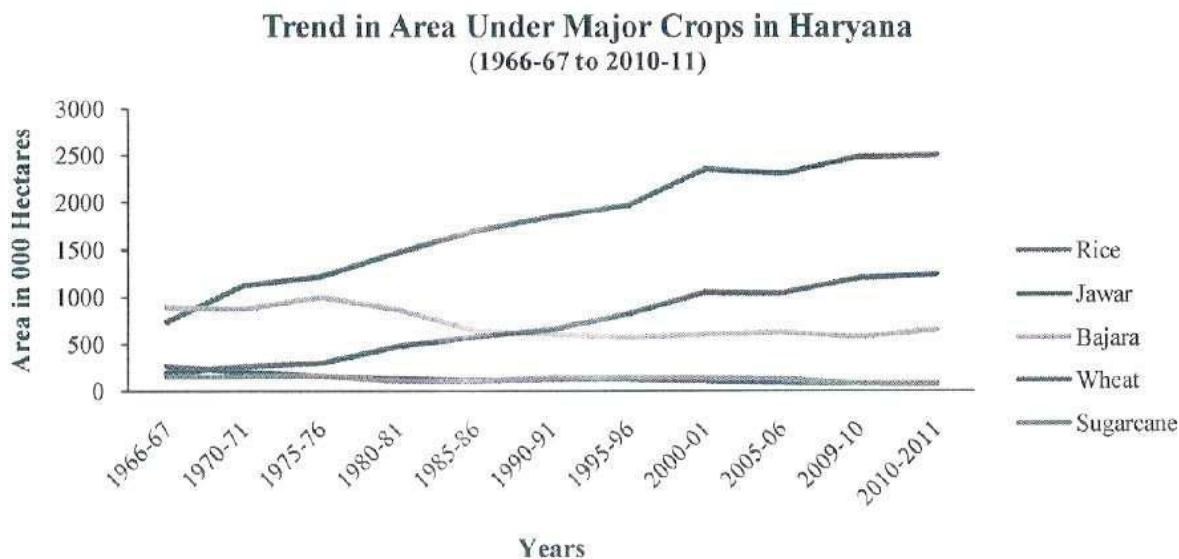
### Data Source & Methodology

This study is based on secondary data, collected from Statistical Abstract Haryana 2011-12 and Census of India 2011. Data has taken from 1966-67 to 2010-11. A temporal analysis is made to fulfil above mentioned objectives. Data has been analyzed with the help of general statistical techniques and presented with the help of appropriate tables and graphs. Patten has been shown with the help of ARC GIS software 9.3.

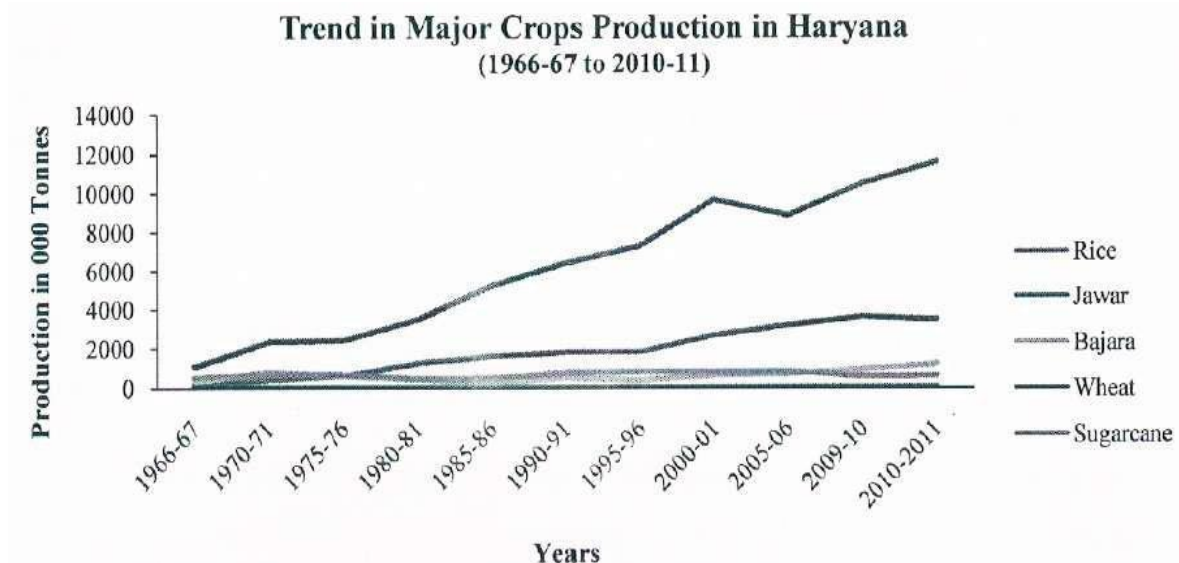
### Trend in Area and Production of Major Crops of Haryana

Figure 2 represents the trend in area under major crops in Haryana in 1966-67 to 2010-2011. It clearly represents that the area under rice and wheat is continuously increased however the area under bajra, wheat and sugarcane is decreased from 1966-67 to 2010-11. Green revolution play very important role in production of crops in Haryana especially in

the production of rice and wheat. Figure 3 shows the trend in production of five major crops of Haryana from 1966-67 to 2010-11. It clearly shows that production of rice, wheat and Bajra is mostly continuously increased from 1966-67 to 2010-11. On the



**Figure 2: Trend in Area under Major Crops in Haryana in 1966-67 to 2010-2011**  
 other side, the production of sugarcane is decline after 2005-06. The production of jowar is also decreased in Haryana form 1966-67 to 2010-11. So, it is clear that the area and production under rice and wheat is continuously increased from 1966-67 to 2010-11. Pattern of Rice, Wheat and Sugarcane in Haryana in 2010-11. Table 1 represents the production of five major crops in Haryana in 2010-11. The pattern of these five crops is as follows:



**Figure 3: Trend in Major Crops Production in Haryana in 1966-67 to 2010-2011**  
**1. Sugarcane:** In 2010-11, (Panchkula, Gurgaon, Mewat, Rewari, Mahendragarh, Sirsa and Fatehabad) have no production of sugarcane, whereas, Faridabad, Hisar Bhiwani,

Palwal, Jind and Kaithal have low production. On the other side, Yamunanagar have the highest production of sugarcane followed by Karnal and Kurukshetra.

**2. Wheat:** Wheat is one of the important crop oh Haryana. In 2010-11, the highest production of wheat is recorded in Sirsa (14,88,000 tonnes) followed by Hisar (10,26,000 tonnes) and Jind (9,82,000 tonnes). Whereas, the lowest production is recorded in Panchkula (42,000 tonnes), because , Panchkula capture lowst area under this crops then other districts.

**3. Rice:** The production of rice in 2010-11 is basically low in Mahendragarh, Gurgaon, Faridabad, Panchkula. The main cause behind this is that, in these district most of the peole engaged in non-agriculture activities. These areas are considered as industrial areas. The production is also low in Rewari, Mewat and Bhiwani, it is because that the soil of these areas is not considered good for the rice crops. On the other side the highest production of rice is recorded in Karnal followed by Kaithal, Kurukshetra and Fatehabad

**4. Bajra:** Bajra is not cropped in Ambala, Kurukshetra and Karnal. Its production is also low in Panchkula, Yamunanagar, Panipat, Faridabad, Kaithal and Palwal. It is highest in Bhiwani district followed by Mahendragarh, Hisar and Rewari.

**5. Jowar:** The production of jowar is mainly low then the other four discussed crops. In 2010-11, only 9 districts (Panchkula, Sonipat, Rohtak, Jhajjar, Faridabad, Palwal, Gurgaon, Mewat and Rewari) cropped jowar in more than 50 hectares. So, the production remains low. The highest production of jowar is recorded in Rohtak (10,000 tonnes) followed by Jhajjar (8,000 tonnes).

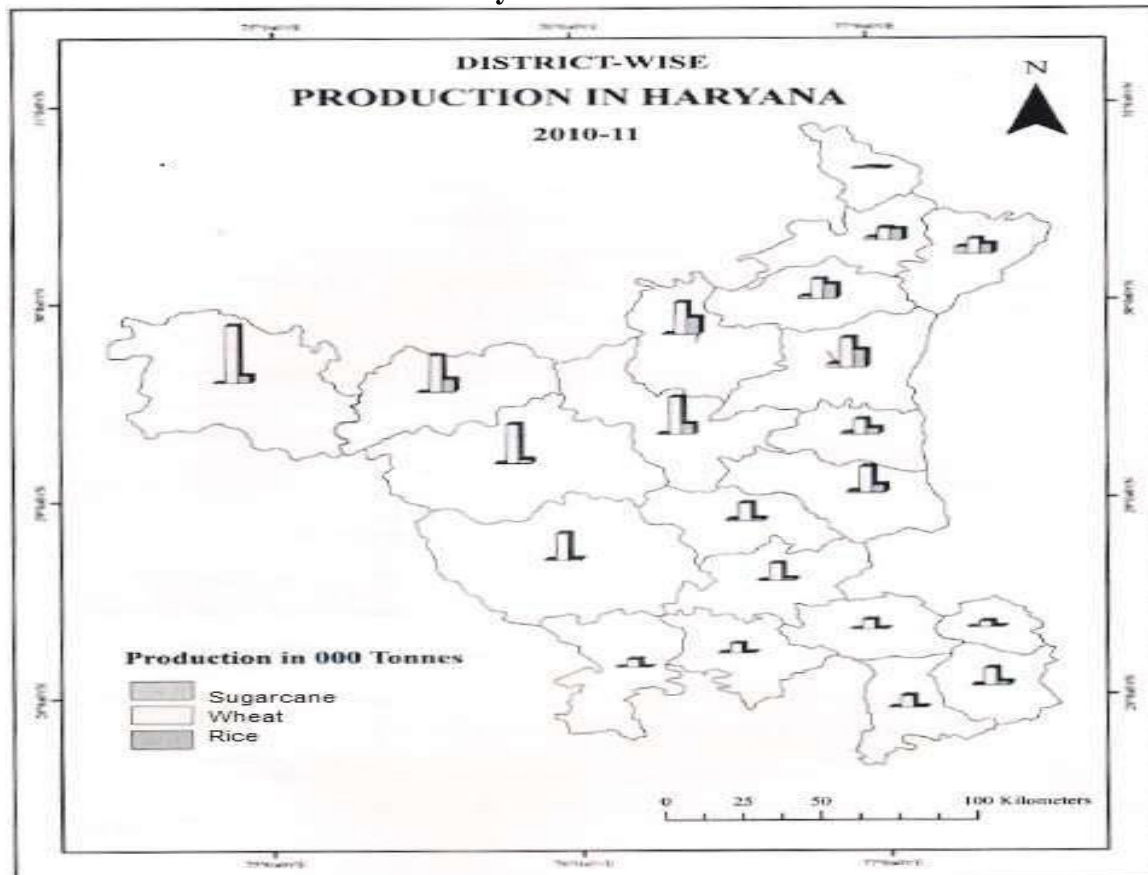
**Table 1: Production of Sugarcane, Wheat and Rice in Haryana in 2010-11**

| District     | Production in 000 Tonnes |       |      |       |       |
|--------------|--------------------------|-------|------|-------|-------|
|              | Sugarcane                | Wheat | Rice | Bajra | Jowar |
| Ambala       | 67                       | 314   | 282  | -     | -     |
| Panchkula    | 0                        | 42    | 30   | 2     | 1     |
| Yamunanagar  | 171                      | 378   | 244  | 2     | -     |
| Kurukshetra  | 63                       | 510   | 383  | -     | -     |
| Kaithal      | 15                       | 835   | 436  | 14    | -     |
| Karnal       | 91                       | 760   | 461  | -     | -     |
| Panipat      | 46                       | 399   | 174  | 2     | -     |
| Sonipat      | 50                       | 669   | 202  | 24    | 5     |
| Rohtak       | 40                       | 464   | 59   | 32    | 10    |
| Jhajjar      | 14                       | 455   | 62   | 78    | 8     |
| Faridabad    | 5                        | 145   | 18   | 5     | 1     |
| Palwal       | 12                       | 449   | 91   | 15    | 5     |
| Gurgaon      | 0                        | 240   | 14   | 65    | 1     |
| Mewat        | 0                        | 306   | 17   | 38    | 6     |
| Rewari       | 0                        | 243   | 8    | 126   | 1     |
| Mahendragarh | 0                        | 213   | 0    | 200   | -     |
| Bhiwani      | 9                        | 710   | 44   | 326   | -     |
| Jind         | 14                       | 982   | 284  | 89    | -     |
| Hisar        | 7                        | 1026  | 113  | 127   | -     |
| Fatehabad    | 0                        | 950   | 348  | 19    | -     |
| Sirsa        | 0                        | 1488  | 195  | 19    | -     |

Source: Statistical Abstract Haryana 2011-12



**Figure 4: District wise comparison of Production of Sugarcane, wheat and rice in Haryana in 2010-2011**



### Conclusion

It is found that the area under rice and wheat is continuously increased however the area under bajra, wheat and sugarcane is decreased from 1966-67 to 2011-12. It is also found that production of rice, wheat and bajra is mostly continuously increased from 1966-67 to 2011-12. On the other side, the production of sugarcane is decline after 2005-06. The production of jowar is also decreased in Haryana form 1966-67 to 2011-12. Yamunanagar have the highest production of sugarcane followed by Karnal and Kurukshetra. The highest production of wheat is recorded in Sirsa followed by Hisar. The highest production of rice is recorded in Karnal followed by Kaithal, Kurukshetra and Fatehabad. Production of Bajra is highest in Bhiwani and and production of jowar is highest in Rohtak.

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## **Impact of GST on Indian Economy**

**Annu Rani\***

### **Abstract**

Goods and Services tax popularly known as GST a single tax on the supply of goods and services, right from the manufacturer to the customer. The new tax system was launched at a function in Central Hall of Parliament on 1<sup>st</sup> July, 2017 (Friday midnight). GST which embodies the principle of "One is nation, One tax, One market" is aimed at unifying the country's \$ 2 trillion economy and 1.3 billion people into a common market. This paper is regarding to show the impact of GST on Indian Economy. Before GST, in India were many indirect taxes like VAT, Service tax etc. The cost of product was varying according to taxation slab of the particular state. Some retailer were selling their products at high rate. These things were harming the economy. Our economy has many corruption such as business man made more black money through high price of own goods or service, tax evasion etc. So government has decided to make GST so that business man has minimum cost and he could keep the prices of his goods and services at minimum and the Customer could also meet his needs at that low price. GST will be very helpful in boosting Indian economy. It will definitely act as the booster for Indian economy.

**Keywords:** GST, Indian economy, Impact, positive impact, Negative Impact.

**Research Methodology:** This paper is based on secondary data such as journal, article, and website. It is a descriptive research paper.

**Objectives:** The first objective of this paper is to highlight the impact of GST on Indian economy such as positive impact or negative impact.

• To study the features of the GST.

### **Introduction**

The Goods and Services Tax is a value added tax levied on most goods and services sold for domestic consumption. The GST is paid by consumer, but it is remitted to the government by the businesses selling the goods and service. India the idea of GST was contemplated in 2004 by the Tax Force on implementation of the Fiscal Responsibility and Budget Management Act 2003, named Kelkar committee. The revenue of government has also increased by extending the tax base. For the implementation of GST, all the products are categorized into different slabs depending on their manufacturing cost.

There are five different tax rates with GST.

First is 0% tax applied to certain foods, books, newspaper, homespun cotton cloth and hotel services under RS. 1000.

5% tax rate applies to approval below RS. 1000, packaged food items, footwear under RS. 500 etc.

12% tax rate applied to approval over RS. 1000, frozen meats, cutlery, sugar, bio-diesel etc.

18% tax rate applied to certain luxury items including makeup, pastries, swimming pools, footwear costing more than RS. 500 etc.

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28% tax rate applied on 50 luxury product and those deemed “sinful” including bodies (Indian cigarettes) cars , motor cycle etc.GST has governed by GST council. GST include both Central government and state government. GST has three components, such as CGST (Central Goods and Service tax), SGST ( State Goods and Service tax) and IGST (Integrated goods and service tax) , charged by the central government and state government respectively. GST will be charged for transcript related to intra – state which will be paid to the account of Central government where’s SGST is going to be collected by the state government for transaction within a state. In an inter state transaction of goods and services, the central government will collect IGST, which is an additional tax to be levied , to assure that the tax is received by the importer state. GST is a consumption based tax. It is based on the “ Destination principle”. GST is applied on goods and services at each stage of sake or purchase in the supply chain. GST paid on the procurement of goods and services can be set off against that payable on the supply of goods or services.

**GST include taxes**

(A) Central excise duty and Additional excise duty. Service Tax. Additional and special additional duty of customs Central cessesof surcharges on goods and services.

(B) State taxes are :

1 VAT ( Value Added Tax).  
2 Central sales tax.  
3 Purchase tax and luxury tax  
4 Entertainment tax.  
5 Entry tax &Octroi.  
6 Taxes on Lottery.

7 Taxes on betting and gambling( C ) Some taxes to be remain :

Some indirect taxes still remain after implementation of GST as follow:.

- 1 Basic excise duty.
- 2 Taxes on Liquor and petroleum products
- 3 Stamp duty.
- 4 Excise duty on tabcco products.
- 5 Property tax.
- 6 Environment tax.
- 7 State electricity duty.

**Features of GST**

- 1. GST is a collection of different taxes such as service tax, excise duty ,VAT etc.
- 2. GST has three categories:- CGST, SGST and IGST.
- 3. The GST has four tax slabs are fixed at 5%, 12%, 18% and 28% besides the 0% tax on essential.
- 4. GST divide into Central government or State government in 50:50 ratio in a tax revenue way.
- 5. The liability to pay GST in relation to supply of goods and services will arise on the date of – issue of invoice and receipt of payment ,which ever is earlier.
- 6. GST is consumption based tax.

### **Positive Impact of GST**

*Simple tax structure :*

Before implementation of GST , india has different types of taxes . But after implementation of GST , tax structure become more simpler , instead of multiple taxation under different stages of supply chain. This save money and time.

*Uniformity in tax regime :*

GST being a single tax, it has made easier for the taxpayers to pay taxes uniformly.

*Increase in export :*Due to GST , the cost of production has been a fall in the domestic market. After implementation of GST, which is a positive influence to increase the competitiveness towards the international market.

*Increase in foreign investment :*With GST, India is now a unified market and the foreign investment increase in India. The goods that are manufactured within India because of their reduced costs have become more competitive in international market leading to growth in export. The implementation of GST puts India in the line of international tax standards, making it easier for Indian business to sell in the global market.

*Transparency :*

The tax administration has started working corruption free. Also enabling sales invoice to show the tax applied has resulted in transparency.

*Easy tax paying :*The GST will indicate the requirement to maintain records and show compliance fairness of indirect tax laws of the central government and state government like service tax , excise duty VAT, Entertainment tax , Central sales tax, Luxury tax etc. They would only need to maintain record and show compliance in respect of Central goods and services tax act and State Goods and service tax act for all intra- state supplier.

*Reduce the cost of doing business :*GST has bring benefits to all the stakeholder of industry, the consumer and the government because it will lower the cost of goods and services and give a boost to the economy and make the products and services globally competitive. The GST system is largely based on technology . It will reduce the human interfare to a great extent and this would lead to speedy decision. Hence, it will result in a better and speedy environment for doing business.

*GDP:*GST could boost India's GDP growth by 0.9% - 1.7%. GST is a key for India's gross domestic product in times of challenging global environment.

### **Negative Impact of GST:**

*Increase the cost of some commodities:*The tax rate has been increased for many products, thus increasing their costs.

*Dual control:*

GST is referred to as a single taxation system but in reality it is a dual tax because both the central or State both will collect separate tax on a single transaction of sale and services.

*Some sector in less:*Sector like Textile, Media, Pharma, Dairy products, IT and Telecom are bearing the brunt of a higher tax. Also the price of commodities has increase like Jewellery, Mobile phones and credit cards.

*GST rate is higher than VAT :*After implementation of GST, the price of some goods and services will be increased because GST has high tax rate than the previous VAT rates on the goods.

*Real estate market affected :*GST has negative impact on real estate market such as it had added up to 8% to the cost of new homes and reduced demand by about 12%.

### **Conclusion**

After above discussion we can say that it is the biggest change in tax structure of India. It has positive impact as well as some negative impact. But GST has played an important role in the growth of Indian economy. A uniform taxation system in India would lead to lesser destruction of resources with the Industry in near future. GST mechanism is designed in such a way that it is expected to generate good amount of revenue for both Central and State government. It will be helpful for our nation to increase GDP. GST is like a last point retailers tax. GST is going to be collected at point of sale.

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