

WATER CONSERVATION TECHNIQUES IN ANCIENT AND MEDIEVAL INDIA

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Since ages, people across different regions of India, have experienced either excess or scarce water due to varied rainfall and land topography. Yet, they have managed to irrigate their agricultural fields using localized water harvesting methods. Their traditional ways, though less popular, are still in use and efficient. They are enriched with knowledge to manage water in communal ways. Let's learn about a few traditional water conservation methods in India used by our illiterate yet successful water managers in India.

We all know water is essential, but too many of us think it's unlimited. In reality, fresh water is a finite resource that is rapidly becoming scarce. In India, a warming climate is drying up lakes and rivers, while rapid urbanisation and water pollution are putting enormous pressure on the quantity and quality of surface and ground water. The country's fragile agricultural system still depends primarily on rainfall and a bad monsoon season can wreak havoc on the national economy.

Water conservation is a key element of any strategy that aims to alleviate the water scarcity crisis in India. With rainfall patterns changing almost every year, the Indian government has started looking at means to revive the traditional systems of water harvesting in the country. Given that these methods are simple and eco-friendly for the most part, they are not just highly effective for the people who rely on them but they are also good for the environment.

History tells us that both floods and droughts were regular occurrence in ancient India. Perhaps this is why every region in the country has its own traditional water harvesting techniques that reflect the geographical peculiarities and cultural uniqueness of the regions. The basic concept underlying all these techniques is that rain should be harvested whenever and wherever it falls.

Archaeological evidence shows that the practice of water conservation is deep rooted in the science of ancient India. Excavations show that the cities of the Indus Valley Civilisation had excellent systems of water harvesting and drainage. The settlement of Dholavira, laid out on a slope between two storm water channels, is a great example of water engineering.

Chanakya's *Arthashastra* mentions irrigation using water harvesting systems. Sringeri, near Allahabad, had a sophisticated water harvesting system that used the natural slope of the land to store the floodwaters of the river Ganga. Chola King Karikala built the Grand Anicut or Kallanai across the river Cauvery to divert water for irrigation (it is still functional) while King Bhoja of Bhopal built the largest artificial lake in India.

Drawing upon centuries of experience, Indians continued to build structures to catch, hold and store monsoon rainwater for the dry seasons to come. These traditional techniques, though less popular today, are still in use and efficient. Here is a brief account of the unique water conservation systems prevalent in India and the communities who have practised them for decades before the debate on climate change even existed.

Water conservation in India is not a new concept. One of the earliest sites of the Indus Valley civilisation, Dholavira in the Gujarat state has well documented storage reservoirs in the form of lakes to collect surface run offs during the rainy season¹. Not only that, there were intricate channels and check dams for various purposes. Such structures have also been found in other sites such as Harappa and Mohenjodaro. Sringerapur tank in modern day Uttar Pradesh was built sometime in the 1st BC and is a shining example of engineering during the early period of Indian civilisation. It had a remarkable system to clean water through desiltation². Naneghat in modern day Maharashtra is perhaps the oldest example of harvesting system for storage of water.

Perhaps the most unique and elaborate network of well-connected water drainage and storage system is found in Burhanpur, Madhya Pradesh. The place not very famous today is a must visit for any student of hydrology. Any fort surviving today has well organized storage systems. This was of importance since forts were built to provide supplies during long drawn wars where outside movement was restricted.

The Indian system of using brass vessels to clean water is well documented and continues till today. It is not uncommon even today to find water filter systems made out of brass. Older people in India use brass pots to store water during the night and consume it during the day time. Almost every region in India has its own unique method of storing and conserving water prevalent since times immemorial. While some methods such as baolis in Delhi have been long forgotten, others such as guls in Uttarakhand are commonly used even today.

Water harvesting down the ages

3rd millennium B.C.	Dams built of stone rubble were found in Baluchistan and Kutch
3000 – 1500 B.C.	Indus - Sarasvati Civilization had several reservoirs to collect rainwater runoff. Each house had an individual well
321 – 291 B.C.	Archeological evidence for dams, lakes and irrigation systems in the time of Chandragupta Maurya's rule
3rd Century B.C.	Kautilya's Arthashastra mentions irrigation using water harvesting systems
1st Century B.C.	Sringerapur near Allahabad had a sophisticated water harvesting system using the floodwaters of the Ganges

- 2nd Century A.D. Grand Anicut or Kallanai built by KarikalaChola across the river Cauvery to divert water for irrigation is still functional
- 11th Century A.D. King Bhoja of Bhopal built the largest artificial lake (65,000 acres) in India fed by streams and springs
- 12th Century A.D. Rajatarangini by Kalhana describes a well- maintained irrigation system in Kashmir

Traditional water harvesting techniques

Rain water harvesting has been practiced in India for centuries and the traditional system of rain water harvesting proved more successful. In Rajasthan, a large part of which is covered by the formidable Thar desert has had a long and unbroken tradition of water conservation. For instance, builders of the famous Chittor and Ranthambore forts had the vision of exploiting the natural catchments in the forts created by the undulating hill tops. Some non-governmental organisations have led to the revival of the age old water harvesting system in Rajasthan called *Johad*. Now, *Johad* is meeting water needs of more than 700 villages in the state without any hassles.

Essentially, *Johads* are simple stone and mud barriers built across the contour of slope to arrest rain water. They have high embankments on three sides while the fourth side is left open for rain water to enter. In the villages, where *Johads* have been revived water is shared among the villagers and the farmers are not allowed to grow water intensive crops. A *Johad* prevent rain water from running off, allowing it to percolate into the ground, recharging water aquifers and improve the water balance of the earth. Significantly, the engineering knowledge to make *Johads* was entirely local and no outside expertise was utilized. Yet these *Johads* have stood the test of time and admirably withstood the ravages of rainfall. It is believed that there is not a single village in the country which can not quench the thirst and that of its fields through the revival of traditional water harvesting techniques. Following the efforts of the NGO, Professional Assistance for Development Action (PRADAN), Ratakhurd village in the semi-arid and undulating Alwar district of Rajasthan has change into a sort of green paradise.

A series of bunds put up along the hill slops were found to arrest the rain water run off. Each bund has a spillway which passes on the excess water to the rest in the line. Once checked the run-off percolates underground and increases the moisture content of the soil and recharges aquifers effectively. This makes water for irrigation available round the year.

In Gujarat, the traditional water harvesting techniques has been revived and 35 other Villages of Amreli district are known for their hard, rocky terrain on account of their peculiar geological features. These areas could not conserve rain water. However, the situation has been changed by raising dykes to check rain water along with the putting up of check dams and percolation tanks. Water and famine in these perpetually drought prone rural areas of Gujarat has become a thing of the past with flourishing green farmland fields one from all side. In the high altitude of Himalayan region, water is tapped from hill slops known as *ghuls*. These *ghuls* ranges

in length from 1-15 km and carries a discharge of 15-100 L of water/ sec. In the entire region of Western Himalaya comprising Jammu, Himachal Pradesh and Northern Uttaranchal, *guhl* is a standard harvesting technique. A cut is made in the stream, which is further extended by stone embankment, generally made of a pile of stones. Often, it goes on till several kilometres to reach the dammed with the help of trees and branches. In Maharashtra, an earthen or Masonry dam across a river or a stream is called *Bandhara*. It is generally built in a series across the length of a river, the idea being to lift the water level to a height from which they can be further diversified into irrigation channels. Such systems are seen in Khandesh and Nashik districts, Sholapur, Kolhapur, Satara and Pune areas. Among the *Gond* tribe of Western Orissa, *Kata*, *Munda* and *Bandha* are commonly adopted water conserving practices. A *Kata* is an ordinary tank constructed by putting in place a stone embankment. It is constructed on either ways, North to South or East to West and is slightly curved in both ends and so constructed to leverage on the natural drainage line. *Munda* is a small embankment built across any kind of drainage channel is it a river let and stream. Designed on a smaller scale, individual farmers could build it for limited use. *Bondha* is four sided tank excavated below a *Kata* from which it receives water by percolation.

In Meghalaya, the traditional water harvesting system of tapping flowing streams and spring water for use in irrigation is popular in the state. Umbir and Mawlyndep and many other villages of Revoi district of Meghalaya collect flowing stream water through bamboo pads for domestic use. In Jowai district, the flowing stream water are stored in small cement plastered pond through bamboo which is used by the whole community, and the overflowing water is used in the catchments areas for farming. In Nagaland, *Zabo* system is practiced in some parts of the state which combines water conservation and forestry.

In the *Angami* areas, *Cheo-ozih* is the techniques of rain water collection. The river/stream water is brought down by long channels through the hill slopes. In Assam, however, there are large water bodies like Brahmaputra and Barak and several other tributaries flowing through the state creating havoc in summer. Rain water are stored itself in the natural lakes, ponds and in the low lying areas. In some parts of the state, the ancient kings constructed big ponds to preserve rain water. In some places, the *garh* is also built to channelise river water to the agricultural field. A *garh* is like big *nala*, where the both sides have big and long embankment and the middle side is left open to flow water. In the paddy field, the whole areas is divided into small pieces in square size, creating small embankment, called *Dara*, where rain water is stored for cultivation. This is also a rain water harvesting techniques practiced in the state from the ancient time. These traditional techniques of rain water harvesting can be used in some other dry land areas in the country. However, to preserve and to stop evaporation planning more trees is necessary, which is termed as natural shed on the water shed projects. In tribal dominated ChotaNagpur belt of Jharkhand, the traditional system of conserving water is *Ahar* or surfaced irrigation tanks. It has been adapted to the gently sloping plains with the help of run-off diversion channel called *pynes*. An *ahar* basically involves an earth filled check dam across the natural drainage joining uplands for harvesting the run-off. In Garhwal region, the *gharat* or water mills continue to meet the water needs of the remote isolated villages.

It was not just kings, queens, or rich merchants who concerned themselves with the development of water resources. Communities and collectives too did the same. Thus it led to the development of various other indigenous water harvesting/collecting techniques and lifting and conveyance devices evolved in response to regional geographical realities and ecological considerations. Much of this land is located in the arid or semi-arid belts where rain falls irregularly and much of the precious water is soon lost as surface runoff. Recent droughts have highlighted the risks to human beings and livestock, which occur when rains falter or fail. While irrigation may be the most obvious response to drought, it has proved costly and can only benefit a fortunate few. There is now increasing interest in a low cost alternative - generally referred to as "water harvesting". Water harvesting is the collection of runoff for productive purposes. Instead of runoff being left to cause erosion, it is harvested and utilized. In the semi-arid drought-prone areas where it is already practiced, water harvesting is a directly productive form of soil and water conservation. Both yields and reliability of production can be significantly improved with this method. Water harvesting technology is especially relevant to the semi-arid and arid areas where the problems of environmental degradation, drought and population pressures are most evident. While all systems which collect discharges from watercourses are grouped under the term: The method of rain water harvesting it is especially beneficial in the areas, which faces the scarcity of water. People usually make complaints about the lack of water. During the monsoons lots of water goes waste into the gutters. And this is when Rain water Harvesting proves to be the most effective way to conserve water. We can collect the rain water into the tanks and prevent it from flowing into drains and being wasted. It is practiced on the large scale in the metropolitan cities. Rain water harvesting comprises of storage of water and water recharging through the technical process. For example, in the desert areas of the Thar region of what now constitutes the State of Rajasthan, and in its neighboring State of Gujarat, where water is a scarce and much valued commodity, tanks, kundis, step-wells or baolis, wells, ponds etc., were built. This led to systems like johadhs, anicuts, check-dams, khadins, tankas, adlaz, jhalara, modhera, vapi, medhbandhi (earthen structure on fields to prevent water from flowing out), the virdas of the Kutch region, etc., being developed and maintained. Water-lifting devices like draw-wells, 'rahat' and 'dhekli' systems were developed too. Between them, these systems met the drinking water, irrigation, agricultural and other water-related needs of the people of the area even in years of lesser than usual rainfall. In a similar manner, in northeastern areas of the Sub-Continent, and the foothills and lower slopes of the Himalayas, different local communities devised indigenous methods of collecting and channeling rainwater to meet their agricultural and drinking water requirements. Here, and elsewhere, practices like contour-bunding and local-level lift-irrigation schemes have used available water-resources in ways suitable to the local terrain and economy. Most of these devices and systems remained in use, with modifications, over the ensuing centuries. These include the khadin-based cultivation, tankas, nadisetc of Rajasthan, bandharas and tals of Maharashtra, the bundhis common to Madhya Pradesh and Uttar Pradesh, and Bihar's ahars and pynes. These also include the kuhls known in Himachal Pradesh and the kuhals of Jammu & Kashmir, the ponds used in the Kandi belt of Jammu, the eris of Tamil Nadu, surangams of Kerala, and the kattas of Karnataka, which are still in use today. As many of these were the result of local community action, their management and maintenance often

vested locally. Other uses of water: Water was used not just for agricultural, irrigation, occupation and industry-related and domestic needs but

We come to the conclusion know that our ancients were fully aware of the importance of water in our life. Evidences, are found in every part of India, concerning highly advanced hydraulic engineering, which are even highly preferred by the modern technicians. Development of water resources and its conservation was not only the responsibility of Kings and Queens but it was also considered to be the duty of the local community to develop and maintain such water resources. This meant that these practices were perceived by the common man as his sacred duty and by the communities as part of good local self-governance and social responsibility. Thus this water-wisdom at all levels of society ensured adequate availability of water for all, which in turn brought prosperity and richness to the state. All those techniques prevalent in ancient India are now preferred by modern technicians. And now the attempts are made to revive those ancient trends in modern period also.

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DR. B. R. AMBEDKAR'S CONTRIBUTION TO INDIA'S SOCIO-POLITICAL SYSTEM

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“I like the religion that teaches liberty, equality and fraternity”

- Dr. B. R. Ambedkar

Abstract

“Dr. Ambedkar was a freedom fighter of the truest kind, not merely dreaming of setting India free from British rule, but of transforming India into a country where freedom holds meaning for everyone. He dedicated his life for uplifting of the Dalits. Ambedkar wished social reformers to create public opinion to fight the gross inequalities in the society. It is very sad that the media in the past as well as the present has projected Ambedkar mainly as a bitter critic of the Hindu religion and a great social rebel. They have ignored Dr. Ambedkar's multi-faceted personality. Here is our little effort to focus his role in Modern India. India is a nation who has seen the best personalities who not only contributed for the freedom of India but had also developed the Indian society. As India not only suffered from the colonialism of Britishers but it was internally affected by the various religious rituals. Ambedkar himself was also affected by religious evils. Here I have provided the great workings of Ambedkar. This will cover the social and political ideas of Ambedkar.”

Keywords: *Emancipation, Inequalities, Humanist, Dalits, Reformer, Nation builder, Social Reformer, Untouchability.*

Introduction

Some people are born brilliant, some have brilliantness thrust upon them and some achieve brilliantness. To the last division, Dr. B.R. Ambedkar belongs. Dr. Ambedkar was a great patriot, social thinker, political reformer, philosophical writer with progressive ideas. He stood for all political, social and cultural activities which increased the cause of human progress and happiness. He was the soul for the Constitution of India. He crusaded for the betterment of the oppressed and depressed classes. And in this struggle, he stood rare crusading spirit, carving out in this process and playing significant role for himself among the leading architects of modern India. As a social reformer, Dr. Ambedkar believed in peaceful methods of social change.¹ He was supported to constitutional lines in the evolutionary process of social transformation. He thought the factors like law and order are indispensable for social life. It also strives to sustain institutions that will make better 'social order'. He was opposed to the violent methods in social change for it hinders the tranquillity and creates chaos. He had no faith in anarchy methods. A welfare state of all cannot be

developed on the grounds of terror, force and brutal methods. According to him violent methods to a peaceful society is not only improper but also unscientific and immoral. He was a true renaissance man, a person who excelled in many different areas of inquiry. Though he was hated by orthodox Hindus and labelled as a destroyer of Hinduism, historians now realize the crucial role Dr. Ambedkar played in recognizing Hindu society. Far from being a traitor, he played an important role in revitalizing Hinduism, reviving it by challenging everything that was unjust and unfair within it. In fact, he brought about a renaissance of Hinduism by provoking the Hindus to rethink some of the basic tenets of their religion. He had a great faith in social reformers to create public opinion against the gross As a social reformer, Dr. Ambedkar believed in peaceful methods of social change. He was supported to constitutional lines in the evolutionary process of social transformation.² He thought the factors like law and order are indispensable for social life. It also strives to sustain institutions that will make better 'social order'. He was opposed to the violent methods in social change for it hinders the tranquillity and creates chaos. He had no faith in anarchy methods. A welfare state of all cannot be developed on the grounds of terror, force and brutal methods. According to him violent methods to a peaceful society is not only improper but also unscientific and immoral. He was a true renaissance man, a person who excelled in many different areas of inquiry. Though he was hated by orthodox Hindus and labelled as a destroyer of Hinduism, historians now realize the crucial role Dr. Ambedkar played in recognizing Hindu society. Far from being a traitor, he played an important role in revitalizing Hinduism, reviving it by challenging everything that was unjust and unfair within it. In fact, he brought about a renaissance of Hinduism by provoking the Hindus to rethink some of the basic tenets of their religion. He had a great faith in social reformers to create public opinion against the gross inequalities in the society. He urged them to build organizations to deal with urgent cases of discrimination. The organizations should deal the powerful section of society to give a chance to the oppressed and depressed classes to work in different sectors. The Hindu society should give a space to depressed sections by employing them in their various sectors suited to the capacities of applicants. According to Dr. Ambedkar, social change and social justice are indeed critical to the egalitarianism that any democracy must aspire it. As a social democrat Dr. Ambedkar stressed on a much broader notion of stable reconstruction of country with inclusive growth and cultural integration in the Nation without caste discrimination. As the major architect of the Indian Constitution, Dr. Ambedkar constructed the safeguards for establishing a more equitable society to millions of oppressed and depressed classes. In this process, Dr. Ambedkar emerges not only as a valiant upholder of the Indian democratic republic, but also captures the uniquely distinctive place in the Indian Pantheon as a rare intellectual mass leader who awakened the social conscience of Modern India.³ He strongly believed that political institutions were responsible for reforming the existing social institutions by using legislative force to yield the results. Political institutions will

survive only when they actively work for social reformation. Dr. B.R. Ambedkar was a freedom fighter of the truest kind, not merely dreaming of setting India free from British rule, but of transforming India into a country where freedom holds meaning for everyone. While Mahatma Gandhi led fellow Indians in a struggle against discrimination in South Africa, Dr. Ambedkar led a battle, too, against prejudice within his own country. By securing equality for his community, he was creating a more equal world for us all.

Dr. B.R Ambedkar was among the most outstanding intellectuals of India in the 20th century in the best sense of the word. He was a leading activist and social reformer who gave his life functioning for the upliftment of the Dalits and the socially unwilling class of India. A messiah for the oppressed, he continuously fought for eradication of caste discrimination that had fragmented the Indian society and made it cripple. Born in a socially backward family, Ambedkar was the victim of caste discrimination, inequality and prejudice. However, fighting all odds, he attained higher education thus he became the first ever untouchable to attain the same. No sooner after completing his higher studies, he launched himself politically fighting for the rights of the depressed class and inequality practiced in the society. He was an advocator of social equality and justice.⁴ Academically trained as a jurist, he went on to become the first Law Minister of Independent India and the framer or chief architect of the Constitution of India. He laid special emphasis on dignity, unity, freedom, and rights for all citizens as enshrined in the constitution. Ambedkar advocated democracy in every field social, economic, political. For him social justice meant maximum happiness to the maximum number of people.

2. Objectives of the Study

1. To know the impact of the pioneering work of Dr. B. R. Ambedkar in the field of human dignity, against caste discrimination in India. 2. To highlight his role as one of the founders of Modern India. 3. To analyze and assess his Legacy and Contribution to India. 4. To know the revolutionary work of Dr. B. R. Ambedkar as the social reformer of modern India. 5. To highlight his role against casteism and for human dignity in India. 6. To assess his Contribution as nation builder, an architect of Indian constitution and as an eminent economist and educationist to Modern India.

3. Methodology

The present study on 'The Role of Dr. B. R. Ambedkar in Modern India' is based on historical method. This research is based on a good deal of primary and secondary sources that are available. Dr. B. R. Ambedkar's writings, What Congress and Gandhi have done to untouchables (1945), Federation versus Freedom (1939), The problem of Rupee: Its origin and its solution (1925), Annihilation of Caste (1936), Castes in India: Their Genesis, Mechanism and Development (1918),

Who were the Shudras (1946), The Untouchables: Who were they and why they became Untouchables (1948) and diverse collection of secondary sources for the study were also consulted.

4. As a Social Reformer

Ambedkar rose to eminence as a social reformer and a leader of the Depressed Classes of India. As such, he worked hard for their upliftment from the downtrodden position they were living in, as a result of social, economic, religious and political disabilities, sanctioned by religion and imposed by custom. The Indian society, according to him was a most undemocratic society, where the people were compartmentalized into classes and castes, not according to aptitude, ability or profession but because of birth, and this position to continue indefinitely, the son confirming himself to the hereditary calling of his father. The main aim and mission of Ambedkar's life was to try to lead the Depressed Classes towards a higher social, political and economic status and to free them from the stigma of Untouchability that lay upon their foreheads. In other words, he desired to secure for the Depressed Classes, complete equality, equality at par with the Hindus. Ambedkar realized that for this extremely difficult aim, he would have to plan an all-round attack on the system of Caste and Untouchability.⁵ The first step in this direction would be for him to explain in a convincing manner the defects, shortcomings, and evil impacts of the caste-system and how they hindered the removal of Untouchability, apart from leading to dismal, negative, disunited and separatist trends in the Hindu Society. He wrote a number of books for this purpose. But the greatest contribution of Ambedkar lies in the fact that as a leader of the Depressed Classes, he was able to awaken them to an awareness of their lowly existence and the life of degradation and ignominy that they were leading. He made them conscious of their weakness and told them how these rendered them powerless. In short he enthused in them a new spirit of restlessness, a questioning attitude and a determination to have justice done. It is on this account that he is known as a regenerator of their spirit and the inaugurator of the self-Respect Movement among the Untouchables. He made them conscious of their united strength and their power to vote.⁶ He organised them and led them to agitate in a peaceful manner for the vindication of their rights. "Education, Organisation and Agitation" were the key-words of his Self-Respect Movement.

He had aroused and awakened them against social injustice and installed in them the spirit of self-reform, self-emancipation, self-reliance, self-respect and self-confidence. He tried to free their minds of the inferiority complex that these people had because of their belief that they belonged to the lowest strata of the Hindu society, and which was inculcated in their minds by custom and usage, sanctioned by religion. But this was only the spadework for future reforms. Immediately he laid great emphasis on education-schooling for the Depressed Classes children and all possible

facilities like hostels, libraries, books and stationery. Ambedkar himself was instrumental in getting a number of such institutions opened.

Finally, Ambedkar told the Depressed Classes that they should stop observing caste and Untouchability among themselves. "Charity must begin at Home". He encouraged them to participate in inter-caste dinners and contract marriages amongst the various untouchable castes' ranks, he believed. If they could not do this, they would not be just on their part to ask the Hindus to do away with the institutions of caste and untouchability. Ambedkar himself never missed any opportunity to attend such inter-Caste feasts and marriages.

And finally, he organised them for joint action, on peaceful and constitutional lines. He trained them for satyagraha. He made them conscious of the power accruing from their right of franchise. In short, he brought about a great change in the life, outlook and general behaviour of the Untouchables. This was so far as his programme of the uplift of the Depressed Classes was concerned. There was still much more to be done. He had to arouse the conscience of the Hindus, explaining to them the injustice and inhumanity involved in the practice of Untouchability and pointing out to them how ugly the face of Indian Society looked with this stigma of untouchability upon its forehead. While Ambedkar carried on his work in the direction of arousing the Depressed Classes to the injustice involved in the caste-system and untouchability, he also carried on the work of organising them for agitation against these social wrongs. He worked equally hard right from the beginning of his career to stress upon social legislation for the Depressed Classes.⁷ He believed that while efforts for social reform must continue steps should be taken to bring about a change in the attitude of society and departure from the existing norms of behaviour. Intrinsicly this is a slow process but a very essential one. Until this change comes social legislation was necessary to protect the weaker section from social persecution. The two were supplementary to each other. This, one has to agree, was a very sound approach to the Depressed Classes problems. His love for the Depressed Classes was unbounded. He was very sad in the later years of his life it is stated, because there would be not proper leader for "these poor ignorant people" after he would die, and also because the fruit of his labour had reached the educated persons more than the uneducated.

Ambedkar stated: I have not been able to fulfil my mission. I wanted to do more for the Scheduled Castes People, and to see them as a governing class in my life. Whatever I have been able to do, is being enjoyed by the educated people. I now wanted to divert my attention to the uneducated masses, but life seems short. The second worry to my mind is that I wanted that somebody from the Scheduled Castes should come forward and take the responsibilities from me. There, however, seems none to shoulder such a heavy responsibility. Whatever may Ambedkar's own estimate of the work done by him be, his contribution in attempting to elevate the mental, moral, physical,

religious, intellectual and political standards of the Depressed Classes cannot be underestimated. But that was not at all. He had wanted to expose and explain the defects like the caste system and untouchability that had crept into the Hindu society through the ages; and how they were weakening its structure and demoralizing the Hindu Society in general.⁸ As early as 1916 he had studied the problem of caste and written his paper on its origin growth and spread. In 1936 again he made a complete exposition of caste in his lecture "Annihilation of Caste." The purpose of both these writings was largely fulfilled, it must be realized. It led to an introspection attitude among the progressive Hindus, and also among the social reformers.

5. As an emancipator of the Dalits

Untouchability is one of the major problems of our country. It has its roots in the Indian society that is based on the caste system. The castes are further divided into sub-castes. The people of the lowest caste are treated untouchabilities. They do not belong to the fold of Hinduism. Nobody knows exactly about the origin of untouchability or the caste system itself. Some historians try to trace the origin of the caste system to the Vedas, the ancient religious books of the Hindus. The Purusa Sukta in the Rig Veda describes the creation of four Vernas namely, the Brahmin, the Kshatriya, the Vaishya and the Shudra. The indigenous people were outside the Verna system.⁹ They continued to fight against the invading Aryans. But they were subjugated in the long run. In order to preserve the purity of blood, social interaction was prohibited with the members of the vanquished group. Those who did not follow the rule or violated it were forced to live away from the dominating group. Such people became outcastes and later untouchables. An attempt is made in this chapter to present Ambedkar's view on untouchability. Ambedkar was one of the most remarkable leaders who played a major role in Indian politics, especially for the upliftment of the downtrodden. He was a distinguished economist, a learned and a brilliant lawyer, an author, a great political leader and a champion of human rights and dignity. But above all, he left the mark as to how one could attain the highest glory through self-help and self-respect. He was born on 14th, April 1891 in an untouchable community known as Mahar at Mhow in Madhya Pradesh. He was the Fourteenth child in the family.¹⁰ His father Ramji Maloji Sakpal was a Subedar Major in the Army. Educated at Satara and Bombay, he took his name Ambavadekar from his native village. He was awarded a Baroda State scholarship in 1913. Maharaja Sayaji of Baroda sent Bima Rao to Columbia University in 1913 for higher studies. Two years later he took his M.A degree in economics with a dissertation on Ancient Indian Commerce. He obtained doctorate from the same University. In 1916 Ambedkar moved to the London school of Economics. A year later, he had to discontinue his studies owing to financial exigencies. He taught at Sydenham College of Commerce, Bombay.

In 1920 he resumed his studies in London and obtained M. Sc and D.SC. degrees in 1921 and 1923 respectively. Later on, his D.SC thesis was published under the title The Problem of the Rupee. On returning to home in June 1924 Ambedkar started legal practice at the Bombay High Court. This was the beginning of an active public career where he served as social worker, politician writer, and educationalist. The same year he founded Bahishkrit Hitkarini Sadha, (association for the welfare of the depressed Classes) in Bombay for the moral and material progress of the untouchables. In 1927 he started a Marathi fortnightly Bahishkrit bharat and in December 1930 the Janata a weekly. In December 1927 Ambedkar led a Satyagraha to establish the civic rights of the untouchables to draw water from the public tank Chavdar Talen at Mahar, Kolaba district. Three years later in 1930, he led another Satyagraha to establish the untouchable's right to enter the famous temple of kalaram at Nasik. Besides his leadership of the Depressed Classes, Ambedkars eminence as a jurist began to be widely recognized. In 1928 he was appointed professor at Government Law College Bombay and subsequently its principal. Seven years later in 1935 he was offered the coveted Perry Professorship of Jurisprudence.¹¹ Ambedkar felt that freedom struggle led by the congress party was a movement for power rather than for freedom. The cause of the freedom was not the genuine cause of untouchables. Therefore, he refused to join the freedom movement. But he co-operated and worked for the political rights of the people. He maintained two main principles of equality and the removal of casteism, in order to remove untouchability. All people are born equal and have to continue to remain as equals till death. He dedicated his entire life for the upliftment of the untouchables, the downtrodden, and the oppressed, which were treated by the caste Hindus as sub-humans. He wrote several books, for example Annihilation of Caste, Gandhiji and Emancipation of the Untouchables, Who are the Shudras and his writings and Speeches that are published in several volumes. His main aim was to raise consciousness among the untouchables. These books are great help to know about the practice of untouchability in our country.

Ambedkar questioned the traditional social order of the Hindu society in order to build a just and an egalitarian society. This reflects his deep commitment to humans. Thus his philosophy revolves around the welfare of humans through social and political means. As the architect of constitution, he wanted to arm the untouchables with proper political rights, education, and cultural conditions. He struggled almost forty years to restore their human rights and give them a respectable place in the society. He was looking for an ideal society that could recognize and understand sufferings and miseries of the oppressed. He dreamed to have a society in which common people; especially the untouchables would be free from all social evils. It took this topic for the paper because the life style of Ambedkar made a deep impression on friend, who is untouchable boy.¹² As a student of 3rd standard, he had a similar experience as Ambedkar had. Due

to some land dispute in the family, most of the villagers were against my family. The villages segregated my family. As a small boy, he was segregated by the rest of the students. He went to school all alone. My family members encouraged me. This continued for at least four years. He often experienced loneliness and he had bitter feeling in him. It had a bad experience in the village named Karondavera in Jharhkand. I drew water from the bucket and started drinking. A lady came started to scold me. Later on I asked the reason for her scolding. The people of that area told me that my drinking had made the water impure. This experience remains powerful in me even today. There are many people who are going through similar kinds of experiences. For such people the philosophy of Ambedkar brings hope and meaning. This dissertation includes five chapters. The paper deals with the meaning and origin of the untouchability in general. The paper focuses with the revolts of the untouchables against injustice. It consists of Ambedkar's analysis of the origin of the untouchability. The paper explores with some of the problems of the untouchables and the lastly study stress with the means for emancipation of the untouchables. Untouchability means pollution by the touch of certain persons by reasons of their birth in a particular caste or family. It leads to defilement, pollution and contamination. It is believed that the practice of untouchability is peculiar to the Hindu society. "Untouchability as a social concept has become embodied in customs and as customs differ so does untouchability. The classes, which are commonly regarded, as untouchables are Chamars, Busadh, Dom Halalkor, Hari, Mochi, Mushahar. Although they were outside the pole of Hindu Society, which recognizes only four classes namely, Brahmanas , kshatriyas, Vaishyas and Shudras, they were reckoned as part of the Hindu society for political purposes".¹³ before the Indian constitution that abolished untouchability in 1950, the untouchables were divided into three categories namely untouchables, unapproachable and unseeable. The untouchable had different names in different parts of the country. They were called outcaste untouchable namely Pariahs, Panchamas, Artishudras, Avarnas, Antyajas and Namashudras. Their touch and even voice were deemed by the caste Hindus to be polluting. So they had to clear the way at caste Hindus to be polluting. so they had to clear the way at the approach of a caste Hindu. "According to the traditional terminology, the caste Hindu are called Savarnas and the Untouchables are called Avarnas". There is difference between an untouchable and impure person. An untouchable's only the Brahmins. The touch of the impure causes pollution only on the ceremonial occasion, whereas that of the untouchable causes pollution at all times. "Ambedkar was brought up in the surrounding of an orthodox and rigid Hindu family that was divided on religious, casteist, communal, and regional lines. He complained that the Hindu society was just like a tower, which had several storeys without a ladder or an entrance. One was to die in the storeys in which one was born".

There are several instances, which would show the kind of humiliation and injustice. Ambedkar, being an untouchable, suffered in his early life. Once he and his nephews were going to meet his father at Goregoan in Satara district on a hot summer day. They had to disembark at Masur railway station and from there they had to go to Goregoan, which was at a far off distance. The two children sat on a bullock cart and started their journey. But as soon as the owner of the cart came to know that they were Mahars, they were ordered to get down from the cart. The children offered double fare. Since they were untouchable, the owner of the bullock cart did not take their money. "In the scorching heat the children were denied food and even water though the cart had all the facilities to get these essentials in the course of the journey"(4) We can imagine what scars might have been left on the sensitive heart of young, intelligent and precious child. Yet another shock was growing in the mind of Ambedkar. "It was indeed a touching scene when he came to know that his hair defiled the purity of the barbar who regarded the shaving of a buffalo a better and hoiler affair than a human being. What a terrible impression these cruel disabilities might have made upon the young mind. But he was quite strong, sensitive and yet very resolute" (5) Under the circumstances were prohibited to learn Sanskrit.¹⁴ Being an untouchable, "Ambedkar also was compelled to take Persian as the second language in the high school, though he was interested in learning Sanskrit. Sanskrit was the key to the study of the Vedas. The Vedas were neither to be heard nor to be read by the Shudras and the untouchables. The teacher never touched the notebooks of the untouchable's students. Some of them did not even ask them to recite poems or put any question to them for fear of being polluted. But at the same time, there was a Brahmin teacher in the high school who loved this boy very much and even dropped daily a part of his meal of boiled rice, bread, and vegetables into the hands of Ambedkar."(6) Students from the socially backward communities especially untouchables were segregated and made to sit separately from the other people in schools. They were given gunny bags as mat to sit upon, unlike the others who were provided with wooden planks. The upper cast students and teacher hardly communicated with the students coming from the depressed classes. A blind and foolish tradition made the high caste students believe that even talking to children of the depressed classes would pollute them. The hardships undergone by Ambedkar in Baroda are well known.¹⁵ The caste Hindus tried their best to prevent him from occupying a rented house. His peons would not hand over files to hi, because he would lose his caste status in human eyes of his colleagues. He would throw official papers on the table of the learned doctor from the distance. He would pour drinking water from the jug without touching him.

6. As a Nation builder

As a social reformer, Dr. Ambedkar believed in peaceful methods of social change. He was supported to constitutional lines in the evolutionary process of social transformation. He thought

the factors like law and order are indispensable for social life. It also strives to sustain institutions that will make better 'social order'. He was opposed to the violent methods in social change for it hinders the tranquillity and creates chaos. He had no faith in anarchy methods. A welfare state of all cannot be developed on the grounds of terror, force and brutal methods. According to him violent methods to a peaceful society is not only improper but also unscientific and immoral. He was a true renaissance man, a person who excelled in many different areas of inquiry. Though he was hated by orthodox Hindus and labelled as a destroyer of Hinduism, historians now realize the crucial role Dr. Ambedkar played in recognizing Hindu society. Far from being a traitor, he played an important role in revitalizing Hinduism, reviving it by challenging everything that was unjust and unfair within it. In fact, he brought about a renaissance of Hinduism by provoking the Hindus to rethink some of the basic tenets of their religion. He had a great faith in social reformers to create public opinion against the gross inequalities in the society. He urged them to build organizations to deal with urgent cases of discrimination. The organizations should deal the powerful section of society to give a chance to the oppressed and depressed classes to work in different sectors. The Hindu society should give a space to depressed sections by employing them in their various sectors suited to the capacities of applicants. According to Dr. Ambedkar, social change and social justice are indeed critical to the egalitarianism that any democracy must aspire to. As a social democrat Dr. Ambedkar stressed on a much broader notion of stable reconstruction of country with inclusive growth and cultural integration in the Nation without caste discrimination.¹⁶ As the major architect of the Indian Constitution, Dr. Ambedkar constructed the safeguards for establishing a more equitable society to millions of oppressed and depressed classes. In this process, Dr. Ambedkar emerges not only as a valiant upholder of the Indian democratic republic, but also captures the uniquely distinctive place in the Indian Pantheon as a rare intellectual mass leader who awakened the social conscience of Modern India. He strongly believed that political institutions were responsible for reforming the existing social institutions by using legislative force to yield the results. Political institutions will survive only when they actively work for social reformation. Dr. B.R. Ambedkar was a freedom fighter of the truest kind, not merely dreaming of setting India free from British rule, but of transforming India into a country where freedom holds meaning for everyone. While Mahatma Gandhi led fellow Indians in a struggle against discrimination in South Africa, Dr. Ambedkar led a battle, too, against prejudice within his own country. By securing equality for his community, he was creating a more equal world for us all. Dr. B. R. Ambedkar as an emancipator of the Dalits Dr. Ambedkar dedicated his life for the uplifting of Dalits. He was opposed to the theory of caste-based superiority and social discrimination. He made a path for legal rights to enact the laws in connection with progress of dalits which could positively change their lives. Dr. Ambedkar always showed his followers, through the way he lived his own life, that education and hard work alone held the key to their liberation. The untouchables

had been a demoralized, helpless group of people, but Ambedkar taught them to stop waiting for help to come from the outside and to rely upon themselves instead. The idea was a revolutionary one for a people who had always been told that their lot in life was preordained and that they had no control over it. Dr. Ambedkar said, “You can change your lot, but do not flock to temples hoping for justice to come to you in heaven. There is justice to be found on earth if you can fight for it. This idea gave them a new courage and a sense of self respect that they had never known before.¹⁷ The Ambedkar statue was an icon for depressed and oppressed classes civil rights. His posture, Constitution in his hand and showing a new path for millions of downtrodden people to modern society were symbols in the new era. To conclude, Dr. Ambedkar has always resembled in lives of 160 million strong Dalit communities throughout the country. Dr. Ambedkar views were consistently been inspiring the oppressed, depressed and the downtrodden classes to challenge the dominant strands of political articulations in the country. According to Raja Sekhar Vundru who calls Dr. Ambedkar as the other father said: “Dr. Ambedkar gave millions of untouchables an identity of their own ... (He) is now regarded as a great Indian, a person relevant for all times to come. This is not because his followers are unwavering in their devotion, or that they happen to be numerically higher than supporters of any other person (dead or living) in India, and certainly not because he probably has been represented in the highest number of statues erected for any man in history. It is because his following has transcended generations. His relevance political, social, ideological, religious, economic will persist as long as the clamour and struggle for justice and equal rights exists”. Dr. B. R. Ambedkar in “Annihilation of Caste” has remarked; an ideal society should be mobile, should be full of channels for conveying a change taking place in one part to other parts. In an ideal society there should be many interests consciously communicated and shared. There should be varied and free points of contact with other modes of association. In other words, there should be social endosmosis. This is fraternity, which is only another name for democracy. Democracy is not merely a form of Government. It is primarily a mode of associated living, of conjoint communicated experience. It is essentially an attitude of respect and reverence towards fellowmen. As a Scholar, he starved through university life, saving every penny for his family back home and to buy books. It was no easy at any point to fight his way forward without a family fortune behind him and yet he did. He turned his hardships into an opportunity to become stronger and to fight harder. He was unafraid of opposition, of thinking differently from the crowd and of speaking his mind. Dr. Ambedkar, in his brief life time, managed to acquire several University degrees at the finest schools in the world, to edit newspapers, to write books, to become the principal of a law college, to lead mass movements, to address public conferences and to work on committees involved with the making of the Indian nation.¹⁸ It was as though he sensed very early on that he had a lot to achieve and that time would always be running out for him. He was an intellectual giant and perhaps if the plight of the untouchables had not pushed him into politics, he

could have been a scholar. Books were not only his weakness. He had a penchant for fountain pens of all kinds. He enjoyed well-tailored clothes and loved dogs. As an adult, he took up both painting and playing the violin because he believed that every man should love music and art. His hobbies, be it reading or music, spoke of his softer side. But in his political career, not many people saw this side of Ambedkar. He was often described as British bulldog and Sarojini Naidu once called him Mussolini. There is perhaps no one who had escaped his sharp tongue and unforgiving sarcasm, especially if those rebukes were deserved. He was truthful to the point of being harsh. Dr. B.R. Ambedkar was the first Indian to pursue a doctorate in economics abroad. He argued that industrialisation and agricultural growth could enhance the Indian economy. He stressed investment in agriculture as the primary industry of India. According to Sharad Pawar, Ambedkar's vision helped the government to achieve its food security goal. Ambedkar advocated national economic and social development, stressing education, public hygiene, community health, residential facilities as the basic amenities. His D.Sc thesis "The problem of the Rupee: Its origin and solution" (1923) examines the causes for the Rupee's fall in value. He proved the importance of price stability over exchange stability. He analysed the silver and gold exchange rates and their effect on the economy, and found the reasons for the failure of British India's public treasury. He calculated the loss of development caused by British rule.

In 1951, Ambedkar established the Finance Commission of India. He opposed income tax for low-income groups. He contributed in Land Revenue Tax and excise duty policies to stabilise the economy. He played an important role in land reform and the state economic development. According to him, the caste system divided labourers and impeded economic progress. He emphasised a free economy with a stable Rupee which India has adopted recently. He advocated birth control to develop the Indian economy, and this has been adopted by Indian government as national policy for family planning. He emphasised equal rights for women for economic development. He laid the foundation of industrial relations after Indian independence.¹⁹ Reserve Bank of India Dr. B.R. Ambedkar was trained as an economist, and was a professional economist until 1921, when he became a political leader. He wrote three scholarly books on economics: - Administration and Finance of the East India Company - The Evolution of Provincial Finance in British India - The Problem of the Rupee: Its Origin and Its Solution. The Reserve Bank of India (RBI), was based on the ideas that Dr. B.R. Ambedkar presented to the Hilton Young Commission. Dr. B.R. Ambedkar as a Nation builder He was outspoken about his ideas of nation building. He possessed great foresight and his warnings about the future of India ring so true today. In a speech before the constituent assembly he cautioned his fellow legislators against the use of non-constitutional methods of protest, such as civil disobedience and Satyagraha, because they were essentially anarchic in nature. He rallied against the Indian tendency to engage in hero worship. He

was afraid that the people of India would lay their liberation at the feet of someone they worshipped or entrust them with extraordinary limitless powers. He also underlined the importance of creating not just a political democracy, but also a social and economic one. His Ph.D thesis was inspired to set up for the Finance Commission of India and his works helped a lot in framing guidelines for the RBI Act, 1934. He was one of the founders of Employment Exchanges in our country.²⁰ He played a vital role in establishment of the National Power Grid System, Central Water Irrigation, Navigation Commission, Damodar Valley Project, Hirakud Dam Project and Sone River Project. Dr. B. R. Ambedkar as a major contributor to Indian Constitution Dr. B.R. Ambedkar had imprinted his mark of talent and vision in drafting Indian Constitution. His statesman qualities can be easily visible in each and every article of Indian Constitution. Ambedkar preferred the parliamentary system in England than the Presidential System in America. Dr. Ambedkar described the role of President as “He is the head of the state but not the executive. He represents to nation but does not rule the nation. He is the symbol of the nation. His place in the administration is that of a ceremonial device on a seal by which the nation’s decisions are made known ... The President of the Indian Union will be generally bound by the advice of the Ministry. He can do nothing contrary to their advice nor can he do anything without their advice”.

He strongly supported for federal system. He said “The Draft constitution is, Federal Constitution as it establishes what may be called Dual polity. This Dual polity under the proposed Constitution will consist of the union at the centre and the states at the periphery each endowed with sovereign powers to be exercised in the field assigned to them respectively by the Constitution....The draft constitution can be both unitary as well as federal according to the requirements of time and circumstances. In normal times, it is framed to work as a federal system. But in times of war it is so designed as to make it work as though it was a unitary system”. Dr. B.R. Ambedkar supported the minorities’ rights that “It is wrong for the majority to deny the existence of minorities. It is equally wrong for the minorities to perpetuate themselves. A solution must be found which will serve a double purpose. It must recognize the existence of the minorities to start with. It must also be such that it will enable majorities and minorities to merge somebody into one. The solution proposed by the constituent assembly is to be welcomed because it is a solution which serves this two-fold purpose”. Dr. B.R. Ambedkar clarified about the criticisms of The Directive Principles of state policy as “whoever captures power will not be free to do what he likes with it. In the exercise of it, he will have to respect these instruments of instructions which are called Directive Principles. He cannot ignore them. He may not have to answer for their breach in a court of Law. But he will certainly have to answer for them before the electorate at election time”. Dr. B.R. Ambedkar stated about Article 32 that “If I was asked to name any particular article in this as the most important an article without which the Constitution would be a nullity I would not refer to any other article

except this one.²¹ It is the very soul of the Constitution and heart of it". Dr. B.R. Ambedkar said about independent Election Commission that "the greatest safeguard for purity of elections, for fairness in elections, was to take away the matter from the hands of the executive authority and to hand it over to some independent authority". He remarked about the Constitution as "It is workable, it is flexible and it is strong enough to hold the country together both in peace time and in war time. Indeed, if I may 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 is vile". Dr. B.R. Ambedkar was of the opinion that traditional religious values should be given up and new ideas adopted. He laid special emphasis on dignity, unity, freedom and rights for all citizens as enshrined in the Constitution. Ambedkar advocated democracy in every field: social, economic and political.²² For him social justice meant maximum happiness to the maximum number of people. Babasaheb Dr. B.R. Ambedkar, the Chief Architect of Indian Constitution was a scholar par excellence, a philosopher, a visionary, an emancipator and a true nationalist. He led a number of social movements to secure human rights to the oppressed and depressed sections of the society. He stands as a symbol of struggle for social justice. Thus Ambedkar wanted a nation to be built on the democratic method, upholding the trinity of freedom, equality and fraternity in a parliamentary democracy. Wherein majority should rule but not at the cost of minority, thus the proper protection to the marginalized is the essence of an egalitarian nation.

On 24th May, 1956, on the occasion of Buddha Jayanti, he declared in Bombay, that he would adopt Buddhism in October. On October 14, 1956 he embraced Buddhism along with many of his followers. The same year he completed his last writing 'Buddha and His Dharma'. Dr. B. R. Ambedkar's patriotism started with the upliftment of the downtrodden and the poor. He fought for their equality and rights. His ideas about patriotism were not only confined to the abolition of colonialism, but he also wanted freedom for every individual. For him freedom without equality, democracy and equality without freedom could lead to absolute dictatorship. Since 1948, Dr. B. R. Ambedkar suffered from diabetes. He was bed-ridden from June to October in 1954 due to medication side-effects and poor eyesight. He had been increasingly embittered by political issues, which took a toll on his health. His health worsened during 1955. Three days after completing his final manuscript 'The Buddha and His Dhamma', Ambedkar died in his sleep on 6 December 1956 at his home in Delhi. A Buddhist cremation was organised at Dadar Chowpatty beach on 7 December, attended by half a million grieving people. A conversion programme was organised on 16 December 1956, so that cremation attendees were also converted to Buddhism at the same place. Ambedkar was survived by his second wife, who died in 2003, and his son Yashwant (known as Bhaiyasaheb Ambedkar). Ambedkar's grandson, Ambedkar Prakash Yashwant, is the chief-adviser of the Buddhist Society of India, leads the Bharipa Bahujan Mahasangh and has

served in both houses of the Indian Parliament.²³ A number of unfinished typescripts and handwritten drafts were found among Ambedkar's notes and papers and gradually made available. Among these were *Waiting for a Visa*, which probably dates from 1935–36 and is an autobiographical work, and *the Untouchables, or the Children of India's Ghetto*, which refers to the census of 1951. A memorial for Ambedkar was established in his Delhi house at 26 Alipur Road. His birth date is celebrated as a public holiday known as Ambedkar Jayanti or Bhim Jayanti. He was posthumously awarded India's highest civilian honour, the Bharat Ratna, in 1990. On the anniversary of his birth and death, and on Dhamma Chakra Pravartan Din (14 October) at Nagpur, at least half a million people gathered to pay homage to him at his memorial in Mumbai.”

Dr. B. R. Ambedkar's political philosophy has given rise to a large number of political parties, publications and workers' unions that remain active across India, especially in Maharashtra. His promotion of Buddhism has rejuvenated interest in Buddhist philosophy among sections of population in India. Mass conversion ceremonies have been organised by human rights activists in modern times, emulating Ambedkar's Nagpur ceremony of 1956. Some Indian Buddhists regard him as a Bodhisattva, although he never claimed it himself. Outside India, during the late 1990s, some Hungarian Romani people drew parallels between their own situation and that of the downtrodden people in India. Inspired by Ambedkar, they started to convert to Buddhism. Dr. B.R. Ambedkar's was a short life and yet a most remarkable one. He rose up from dust, from being treated worse than an animal to becoming the father of the Indian Constitution. Dr. B.R. Ambedkar was truly a multi-faceted personality. A veritable emancipator of Dalits, a great National leader and patriot, a great author, a great educationalist, a great political philosopher, a great religious guide and above all a great humanist without any parallel among his contemporaries. All these facets of Dr. B.R. Ambedkar's personality had strong humanist underpinnings. It is only regrettable that the press in the past as well as the contemporary has projected Ambedkar mainly as a great social rebel and a bitter critic of the Hindu religion. Critics of Dr. B.R. Ambedkar have ignored his basic humanistic instincts and strong humanitarian convictions behind his every act or speech throughout his life. Thus we conclude Dr. B.R. Ambedkar was one of the foremost makers of Modern India.

7. As a Journalist

As part of his struggle spanning over 4 decades, Dr. Ambedkar always used print media of his own as one of the instruments to achieve his goal of emancipating the untouchables. Even in 1920 when he had just begun his struggle, he launched a Marathi fortnightly, “*Mooknayak*, (the leader of the dumb)”. Dr. Ambedkar had written editorials for this magazine. This magazine survived just for about a year and half. The magazine could be started with the financial assistance from Chhatraapti Shahu Maharaj of Kolhapur. In April 1927, Dr. Ambedkar started the magazine called “*Bahishkrit*

Bharat (The Ostracized India)". This time he was more organized. He had bought over a printing press through public donations. The press was named as "Bharat Bhushan Printing press". During the publication of B.B, Dr. Ambedkar personally took lot of care to see that every issue has very high standard of writing. This magazine was published for about 2 years. In 1930, Dr. Ambedkar started a new journal named, "Janata (The People)".²⁴ This magazine lived for 26 years. After that the magazine's name was changed to "Prabuddha Bharat (Enlightened India)". The names of the magazine which Dr. Ambedkar published had the reflection and the emphasis of the direction of his movement at a particular time. He changed the name of Janata to Prabuddha Bharat when he was in the process of launching the massive historic conversion to Buddhism. Dr. Ambedkar, in spite of his busy schedule with the political activities and his various assignments as the member of Viceroy's Council, or as the Chairman of the Indian Constitution Drafting Committee, found time to write for his magazines. He even used to send editorials while he was overseas during the Round Table Conferences and during other tours outside India. The standard of the writing was of utmost importance to him. He used to prepare editorials by writing all through the nights; but never compromised on the quality of writing. A good deal of writing and research has been done on the journalistic aspect of Dr. Ambedkar. Two Ph.D. have so far been awarded on the topic "Dr. Ambedkar and journalism". One to Dr. Gangadhar Pantawane of Dr Babasaheb Ambedkar Marathwada University Aurangabad University in the late 1960s and the second to Dr. Shoraj Singh Bechain of JNU, New Delhi. Dr. Bechain's research topic was "Effect of Dr. Ambedkar's Journalism on Dalit Literature". Numerous books e.g. "Patrakar Ambedkar" by Dr. Gangadhar Pantawane, "Lokpatrakar Ambedkar" by Sukhram Hiwrale have been published. Dr. Ambedkar's editorials of B.B. have also been published in Marathi by Ratnakar Ganvir; so also the small articles ("sputhlek" in Marathi). Dr. Ambedkar has done his writing through "Mooknayak", Bahishkrit Bharat, Janata and Prabuddha Bharat. Today Mulnivasi journalism/literature has grown considerably. The whole of it has originated from the writings of Dr. Ambedkar. Dr. Ambedkar is the sole originator of Mulnivasi journalism and Mulnivasi literature.

8. A Economist

Dr Bhimrao Ambedkar is celebrated as the "Father of Indian Constitution," and found economics closest to his heart. Ambedkar was a keen student of economics. He got his M.A. for his thesis on "Ancient Indian Commerce" and M.Sc. (London) for his thesis on "The Evolution of Provincial Finance in British India" and D.Sc. for his thesis on "The Problem of the Rupee". He was a Professor of Economics in Mumbai's Sydenham College in the early 1930s. His work "The Problem of the Rupee" was considered an instructive treatise. He wrote that closing of the Mints would prevent inflation and disturbances in the internal price level. He advocated that the standard of value should be gold and the elasticity of currency should come from this source.²⁵ That great

scholarship and hard work had gone into this book is evidenced by the rave reviews Ambedkar received from the British Press. The Times (London) described the book as an, “excellent piece of work. English style is easy; and his knowledge of his subject obviously very full. The Economist (London): “It is a clear and ably written book. Certainly, none of the other numerous works on one or the other aspect of the monetary problem have anything like the readability of this tract.” Financier: “Ambedkar deals with the problem in a very lucid and praiseworthy manner and puts forward not merely its origin, but also valuable proposals for a solution, which should be studied by bankers and those merchants whose business depends upon the exchange.” Ambedkar believed that the fundamental cause of India’s backward economy was the delay in changing the land system. The solution was democratic collectivism that entailed economic efficiency, productivity and overhauling the village economy. He said he would wipe out elements of economic exploitation and social injustice. He did not want landlords, tenants, or landless labour. His idea of economic realism sought both freedom and welfare.

9. A major Contributor to Indian Constitution

a. The Fundamental Rights

Ambedkar was a champion of fundamental rights and said: “I came into the constitution assembly with a greater aspiration than to safeguard the interest of the scheduled castes. I had not the remotest idea that I would be called upon to undertake more responsible function. I was, therefore, surprised when the assembly elected to me the Drafting Committee. I was more than surprised when the Drafting Committee elected me to be its chairman”. The Part III of the Indian Constitution guarantees the fundamental rights to the citizens against the state. Some of the fundamental rights contained in Articles 15 (2), 17, 23, and 24 are also enforceable against individuals as they are very significant rights relating to the prohibition of discrimination on grounds of religion, race, caste, sex or place of birth etc. The text prepared by Ambedkar provided constitutional guarantees and protections for a wide range of civil liberties for individual citizens, including freedom of religion, the abolition of untouchability and outlawing all forms of discrimination. Ambedkar argued for extensive economic and social rights for women. Dr. Ambedkar was rather more instrumental in incorporating Article 17 which provides for the “Abolition of Untouchability” whereby “Untouchability” is abolished and its practice in any form is forbidden.²⁶ The enforcement of any disability arising out of “Untouchability” shall be an offence punishable in accordance with law. Based on this article, the Civil rights Protection Act 1965 and the Prevention of Atrocities (Scheduled castes Scheduled tribes) Act 1989 was enacted by the Parliament for the protection of Dalit rights. Even though, caste based discrimination and violence still remains a fact of life in Today’s India, there has been considerable progress for the

historically disadvantaged sections of society. There were numerous political parties have emerged on the strength of voters from the oppressed sections, and the benefits of education and economic development have also been gradually reaching these sections. The attainment of genuine social equality is of course a gradual process and may be several generations away, but it was Dr. B.R. Ambedkar who set us on this path with a written constitution based on the philosophy considering its 'people' as the centre. It is not surprising that the invocation of his life and contributions continues to be a major factor in political mobilization, even today. He took all care to enshrine the progressive ideas and ideals of the National Congress into the Constitution. It is perhaps under his spell-binding impact that government of India introduced the bill in Lok Sabha prohibiting manual scavenging, with the provision to rehabilitate those engaged in such inhuman employment and impose stringent measures to stop such practices, quite recently.²⁷ His role was equally crucial in introducing other fundamental rights whereby Constitution provides for equal justice, freedom and dignity to all Indian citizens irrespective of caste, creed or religion. It is in this context that New York Times wrote, "The whole world acknowledges him as the leader of untouchables. But few realized his permanent impact on the constitutional set up of India". The text prepared by Ambedkar provided constitutional guarantees and protections for a wide range of civil liberties for individual citizens, including freedom of religion, the abolition of untouchability and the outlawing of all forms of discrimination. Though he made an outstanding contribution in framing the Constitution of India, his efforts in enacting the Article 32 in the Constitution which guarantees a citizen the fundamental right to move the Supreme Court directly for enforcement of his or her fundamental rights was a noteworthy one. The rationale was to secure speedy and inexpensive justice to orders or writs in the nature of habeas corpus, mandamus, certioraris etc. or any other appropriate remedy, as the case may be, for the enforcement of fundamental rights guaranteed by the Constitution. Dr Ambedkar regarded this provision as "the very soul of the Constitution and the very heart of it".

b. Socio-economic Justice for the people

The concept of socio-economic justice, as envisioned by Dr. B.R. Ambedkar is very well reflected in the Directive principles of state policy. Part IV of the constitution, which is entitled as directive principles of state policy, includes the right to adequate means of livelihood, right against economic exploitation, right of both sexes to equal pay for equal work, right to work, right to leisure and rest and right to public assistance in case of unemployment, old age, sickness and like. This part also contains some principles of economic and social justice and certain ideals which the state should strive to attain. Article 38, for instance, directs the state to bring about a social order where justice- social, political and economic shall be uniform to all the institution of national life. Article 39, directs creation of conditions where there will be no 'concentration of wealth and means

of production to the common detriment' and to see that the 'ownership and control of the material resources of the community are so distributed as the best to sub-serve the common good'.

c. Parliamentary Democracy

According to B. R. Ambedkar "The Parliamentary system differs from a non-parliamentary system in as much as the former is more responsible than the latter, but they also differ as to the time and agency for assessment of their responsibility. The Draft Constitution in recommending the Parliamentary system of executive has preferred more responsibility to more stability". He was a strong advocate of the parliamentary form of government right from the inception of the Government of India Act of 1935. He firmly believed that the parliamentary system of government alone can usher in an egalitarian society through the application of the principles of social democracy.²⁸ Dr Ambedkar's social democracy comprised politicians, political parties with high standards of political morality, honesty and integrity and strong and highly responsible Opposition party or parties committed to the cause of the downtrodden and depressed classes. The Preamble of the Indian Constitution (drafted by Dr. Ambedkar) echoes the principles of parliamentary democracy ensuring to "secure to all its citizens—Justice, Social, Economic and Political; Liberty of thought, expression, belief, faith and worship, Equality of status and of opportunity and to promote among them all—Fraternity...." Hence, Dr Ambedkar was a strong advocate of the federal structure of the Union and States based on the principles of a strong Centre and independent States. Dr Ambedkar also did great service to the nation by proposing the institution of a unified judicial system and common All India Services with a view to strengthen national unity and integrity.

d. Protective Discrimination/Reservation for the people

The real contribution of Ambedkar is reflected in the protective discrimination scheme or the reservation policy of the government envisaged under some provisions of Part III and many of Part IV dealing with the constitutional mandate to ameliorate the condition of the Scheduled Castes and Scheduled Tribes and the other backward classes. Provisions like Articles 15(4), 16 (4) and Article 30 dealing with the protection of minorities are some of the notable examples of Part III and Part XI, and Schedule V and VI dealing with the upliftment of the Scheduled Castes and Scheduled Tribes speak clearly about the substantial and significant contribution of Ambedkar for the development of untouchables. Ambedkar made it his mission to uplift the untouchables and other downtrodden masses from the unequal position of inferiority to that of equal position of parity in socio-economic status with highcaste Hindus. For achieving this goal the reservation policy or the scheme of protective discrimination was advocated and implemented by him for ten years (from the date of enforcement of Constitution) at least to ameliorate the conditions of the down-trodden sections of Hindu society.

e. State Socialism

Dr Ambedkar advocated his economic doctrine of “state socialism” in the draft Constitution. He proposed state ownership of agriculture with a collectivized method of cultivation and a modified form of state socialism in the field of industry. But due to strong opposition in the Constitution Assembly, he could not incorporate his scheme of state socialism under the fundamental rights as a part of the Constitution. The core of Dr Ambedkar’s political thinking is contained in his statements like—‘rights are protected not by law but by the social and moral conscience of society;’ and a democratic form of government presupposes a democratic form of society. Social conscience is the only safeguard of all rights, fundamental or non-fundamental. For Ambedkar, Democracy is essentially a form of society, a mode of associated living. The roots of democracy are to be searched in the social relationship, and in the terms of associated life between the people who form a society. Ambedkar knew that mere adoption of a democratic system of government in the Constitution would not be sufficient. Equality in society, equality before law and administration, constitutional morality, lack of tyranny of the majority and developing public conscience are conditions for the success of democracy in India.²⁹ The foremost condition for democracy, in Ambedkar’s opinion, is equality in society as equality is the foundation stone where the notions of liberty and fraternity develop. Dr Ambedkar also recognized the fact that the lofty ideals expressed in the Constitution would remain as they were, given the nature of contradictions inherent in society. To deny equality in social and economic life would be putting political democracy in peril. If the contradictions are not removed, those who suffer from inequality will blow up the structure of political democracy which Constituent Assembly has laboriously built up. The observations made by Dr. Ambedkar on November, 25, 1949 are prophetic and relevant considering the present political situation in our country. However the good a Constitution may be, it is sure to turn out bad because those who are called to work it, happen to be a bad lot. However bad a Constitution may be, it may turn out to be good if those who are called to work it, happen to be a good lot. The Constitution can provide only the organs of state such as legislature, the executive and the judiciary. The factors on which the workings of these organs of state depend are the people and the political parties they will set up as their instruments to carry out their wishes and policies.

f. Social Philosophy

Ambedkar was, par excellence, a spokesman of the ignored humanity—the workers, small peasants and landless labourers. He expressed the sorrows of the untouchables and tried sincerely to channel the activities of the depressed classes. In mobilising them, he created a sense of self-respect and pride in them. He dedicated his life to the cause of removal of untouchability and completely identified himself with the socially segregated section of the Indian society. He launched a life-long

crusade for liberating them from their centuries-old enslavement and ostracism. It is this crusade which “lifted him up high from a mere ghetto boy to a legend in his own lifetime”. He was born an untouchable and therefore he had an intense yearning to see that the untouchables are better placed in social, political and economic fields. He was for a total reorganisation and reconstruction of the Hindu society on two main principles—equality and absence of casteism. Dr. Ambedkar entertained a dream that political democracy can also be translated into social democracy. He tried to restructure a totally dilapidated structure.³⁰ Ambedkar’s thinking arose out of his acute dissatisfaction with the anomalous treatment meted out to the people of his community. His mind was preoccupied with the social amelioration, political enlightenment, economic well-being and spiritual awakening of the downtrodden. He had a deep faith in fundamental human rights, in the equal rights of man and woman, in the dignity of the individual, in the promotion of better standards of life and, above all, in peace and security in all spheres of human life. He was a champion of a revolution to be brought about by the dynamics of public opinion through a change in the laws of the land. He was not a Utopian, but a realist. He saw a vast difference between a revolution and real social change. For him, the transfer of power must be accompanied by such distribution of power that the result would be a real social change in the relative strength of forces operating in society. Ambedkar was entirely committed to the annihilation of the caste system. According to him, caste system is not merely a division of labour but a division of labourers. It is a hierarchy in which the division of labourers is graded one above other. This division of labour is based on neither natural aptitude nor choice of the individual concerned. It is, therefore, harmful inasmuch as it involves the subordination of man’s natural powers and inclinations to the exigencies of social rules. Ambedkar reiterated: “The caste system prevents common activity and by preventing it, it has prevented the Hindus from becoming a society with unified life and a consciousness of its own being.” Hence, the Ambedkar’s great vision enjoined the abolition of casteism in every shape and form, since he was opposed to all divisive forces and aimed at strengthening the impulse of national integration. The greatly cherished ideals of “fraternity and equality were the cement with which he wanted to bind together a totally cohesive nation”. His long-range response was a direct attack against the root cause i.e. the caste system. Baba Sahib was indeed a friend, philosopher and a guide to the people belonged to low strata of society. All these people have seen a ray of hope through the eyes of Baba Sahab. It was a great expectation which has paved the way to lighten the path of the down-trodden people of India.

10. Relevance of his Thoughts in the Present Scenario

After sixty three years of independence the government realized the importance of thoughts of Ambedkar and wanted to bring them into reality. If a country wants to sustain their existence in modern period then it needs an effective educational system. When this educational system

becomes effective, it gives proper shape to the scientific and technical development. If the base of primary education is weak, then what is the use of higher education? There should not be value of saying India as a developing country. Hence to escape from these obstacles central government declared "Right to Education" as a fundamental right from April 1, 2010. On the occasion of this day the "dream" of Ambedkar came into reality when the prime minister of India declared that the right to education is one of the fundamental rights. When we study Right to Education Act 2009, we come across with many similarities of Ambedkar's thoughts with the provisions in it. While addressing to nation, Dr. Manmohan Singh said that "Indian government is pleading to educate every child in India." This "Right to Free Education Act 2009" has been implemented since April 1, 2010 (No.35 of 2009). There are some provisions of this Act which shows its roots in the thoughts of Dr. Ambedkar:

- The Act makes free and compulsory education to all children of India in the six to fourteen years group.
- No child should be held or expelled or required to pass board examination until the completion of elementary education (up to eighth class).
- It provides 25% reservation for economically disadvantaged communities in all private and minatory schools. It also prohibits all unrecognized schools form practice and makes provisions for no donation or capitation fees and no interview or parents for admission.
- This Act is applied to all of India except Jammu and Kashmir.
- There should be combine education both for boys and girls.
- The financial burden will be shared between state government and central government on the basis of "Sarva Shikshan Abhiyan".

In April 2010 the central government agreed to share the funding for implementing the law in the ratio of 65% to 35% between the centre and the state. A ratio of 90% to 10% for north eastern states. Thus, from the provisions made in "Right to Education Act" it can be proved that the thoughts of Ambedkar before the independence are brought in reality as in "Compulsory and Free education Act" in India to bring children in the flow of education. It helped nation to reduce the traditional monopoly and slavery of ruling class. Ambedkar had already suggested that right to education should be compulsory and while implementing this government and central government have to make compromise of revenue among them. The most important matter that should be discussed is that the law did 25% reservation for economically disadvantaged communities to be expelled from dominating class in education and combine education for boys and girls. Moreover, the provisions in this will definitely release the Dalits from the dominance of certain classes.³¹ Whatever Dr. Ambedkar had thought came into reality with the successful implementation of this Act. The very concept of "night school education" was also the influence of Ambedkar's thought during the last two decades of twentieth century. Apart from these Dr. Ambedkar highlights on

higher education system. According to him, “The education in university should be society oriented. It should be scientific and away from prejudice, it should not be limited with the benefit of certain classes in society. He also adds that the aim of education is not only to teach thermos but it should enable to teach them how to develop the personality, to increase their intellectual capacities...” In another speech Ambedkar says that, “In the present system university has given very less powers to control the colleges. For him in spite of power of discipline, rejection of approval of college, university needs more powers. If these powers are endowed to university then the colleges will be treated neatly under the supervision of university...” However, when we see the statute of university we come across the various powers endowed to university. By the result of this we have management council, Senate, Academic council and various faculties of university.

11. Conclusion

Dr. Ambedkar's was a short life and yet a most remarkable one. He rose up from dust, from being treated worse than an animal to becoming the father of the Indian Constitution. Dr. Ambedkar was truly a multi-faceted personality. A veritable emancipator of Dalits, a great National leader and patriot, a great author, a great educationalist, a great political philosopher, a great religious guide and above all a great humanist without any parallel among his contemporary. All these facets of Ambedkar's personality had strong humanist underpinnings. It is only regrettable that the press in the past as well as the contemporary has projected Ambedkar mainly as a great social rebel and a bitter critic of the Hindu religion. Critics of Dr. Ambedkar have ignored his basic humanistic instincts and strong humanitarian convictions behind his every act or speech throughout his life. Thus we conclude Dr. Ambedkar was one of the foremost makers of Modern India.

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ROLE OF INFORMATION COMMUNICATION TECHNOLOGY IN EDUCATION OF STUDENTS WITH SPECIFIC LEARNING DISABILITIES IN INCLUSIVE CLASSROOM

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Abstract: In recent years, several studies and reports have highlighted the opportunities and the potential benefits of information and communication technologies (ICT) for improving the quality of education and it is very effective for specific learning disable children in inclusive classroom.

Inclusive education is a strategy based on human rights and democratic principles that confronts all forms of discrimination. Inclusive education is concerned with removing all barriers to learning, and with the participation of all learners vulnerable to exclusion and marginalization. It is a strategic approach designed to facilitate learning success for all children. Access to professional development is essential for teachers and learning support assistants to improve their ICT skills and confidence, and develop a greater understanding of appropriate access technology for students (Waddell, 2000)

- Help needs to be available for parents and carers to gain access to equipment and training, so they can support students in making better use of technology (Detheridge, 1997; Lancioni et al., 2001)
- Use of voice communication aids encourages parents and carers to have higher expectations of children's sociability and potential level of participation (Worth, 2001).

Keywords: Students with Specific Learning Disabilities (SwSLDs); Information Communication Technology (ICT); Inclusive Classroom

1. Introduction

A significant number of students with learning disabilities, or special needs, require assistance and support in their learning. The introduction of Information and Communications Technologies (ICT) and use of the Internet have played a major part in shaping the knowledge and skills of these students. Assistive technology has introduced awareness for both educators and students and for the past decade there has been a growing effort in the design and development of ICT-based platforms to enhance the learning outcomes of these students.

Information Communication Technology (ICT): "Research studies indicate fairly positive outcomes from people with profound multiple learning difficulties using micro-switches and speech output systems. However, more advice, support and training for teachers and carers is needed to help students make effective use of the technology" (Detheridge, 1997; Lancioni et al., 2001).

Inclusive Classroom: An inclusive classroom is a regular classroom setup wherein children with and without disabilities learn together. Here, students with disabilities get the exposure of learning and adapting habits as well as techniques from their non disabled peer. Children without disabilities also have the adaption and acceptance of differences shown by children with disabilities and hence children with disabilities gain confidence and attain their self esteem when accepted by the society. The moment you imbibe the attitude of gratitude in children with special needs, every moment starts making sense.

Objectives of the study:

1. Assistive technology increases the level of independence by allowing people to perform tasks which they were previously unable to achieve or had great difficulty achieving, by improving, or changing methods of interacting with the help of technology needed to achieve such tasks.
2. Due to assistive technology, people with disabilities have an opportunity of a more positive and easygoing lifestyle, with an increase in "social participation," "security and control,"

Specific Learning Disabilities: Concept and Characteristics

"Specific learning disability" means a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may manifest itself in an imperfect ability to listen, think, speak, read, write, spell or to do mathematical calculations, including conditions such as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia and developmental aphasia. The term does not include learning problems that are

primarily the result of visual, hearing or motor disabilities, of mental retardation, of emotional disturbance, or of environmental, cultural or economic disadvantage.

Characteristic of specific learning disabilities may include:

1. Slow reading
2. Difficulty in interpreting what is being read
3. Confusion between words having similar sounds or spellings
4. Difficulty remembering what is being learnt for a longer duration of time
5. Spelling errors
6. Letter reversals
7. Overly large or small handwriting
8. Slow writing rate
9. Difficulty with reasoning and abstract concepts
10. Difficulty or confusion with arithmetic operations and reversal of numbers

Factors Affecting Inclusive Education:

1. Expenses: Funding is a major limitation to the practice of inclusion. Teaching students with disabilities in a regular classroom setup requires specialists and additional staff which includes special educators, speech and language audiologies, occupational therapists, physical therapists, social workers, etc. to meet the individual needs of student. Coordinating services and providing individual support requires additional money that many schools may not have.

2. Mis-information : Some of the pronounced barriers linked with inclusion in education are negative attitudes. In generalization, these attitudes and stereotypes are usually caused by lack of knowledge and ability to understand in our society. The attitudes and abilities of regular classroom teachers and special educators in particular can be a major drawback in inclusive education. Trainings of teachers and special educators to understand, interpret and work with children with disabilities is often insufficient, or it may be disintegrated and uncoordinated. If educators will have negative attitude towards children with special needs or have low expectations of them or not consider them at par with non disabled children then children will likely receive unsatisfactory inclusive education.

3. Accessibility : A student with a disability cannot study in an Inclusive setup classroom it cannot enter the room or let it alone be the school building. Some schools are still inaccessible to students in wheelchair or to those who use other mobility aids and require elevators, ramps, paved pathways, etc to move around in the building for various activities. Accessibility can go beyond from ramps, pathways, etc to recreational areas, doors, classroom furniture arrangement, etc.

Classrooms must be able to shelter a student's assistive technological devices and also the furniture to meet individuals needs.

4. Educational modifications : Just as the surrounding environment must be accessible to students with disabilities, similarly, the curriculum must facilitate inclusive education, too. Regular classroom teachers must be willing to work with inclusive specialists to make modifications and accommodations in both teaching methodology and class and home assignments. Educators should believe in moulding the curriculum according to the need of the child and not the child according to the need of the curriculum. Educators need to be flexible in making students learn and demonstrate knowledge and understanding according to their age, level and interest. For example, for a child who finds it difficult to write must be given alternative techniques and methods to learn and prove him / her even at the time of evaluation making learning the ultimate goal.

5. Cooperation : Barrier due to cooperation in inclusive education is associated with the lack of communication among administrators, teachers, specialists, staff, parents, students and care takers. A well coordinated open communication and coordination for planning between general education teachers and special education staff plays a pivotal role for inclusion to work. Time must be managed accordingly in order to make teachers and specialists to meet and create well constructed plans to identify and implements alterations, accommodations and child specific goals. Collaboration should also exist among parents, teachers, staff, and other stakeholders to meet the individual student's needs and make child's learning possible at home.

6. The child may lose his confidence due to lack of concentration.

7. The child may become the butt of laughter among peer due to difficulties faced by the child in learning process. **Strategies For Accommodating SLDs:**

Strategies For Accommodating Specific Learning Disability

Students with specific learning disabilities may be unable to express their feeling, thoughts or may fail to understand others as because they lack in communication skills. Also academic failure may contribute to the emotional problem of the student. It is found that student with specific learning disabilities lack social skill as they have poor communication skills or fail to decode information delivered either verbal or non-verbal around them. For eg: they fail to make friends unable to understand rules and norms of the place or even of games etc. Student with specific learning disabilities may also fail to interpret and know themselves and thus have low self-esteem and self-confidence, resulting in isolation having poor self concept may also affect their non academic areas such as sports , music , dance etc. Student with specific learning disabilities have to struggle in

many areas of life especially in academic area. These students take a longer time comparatively than the student without specific learning disabilities to process and understand information and also to answer and respond to questions. It is more related to the academics as, associated with reading, writing and doing calculations. For eg: read slowly , hard to understand mathematical concept , may have bad or illegible handwriting , spelling mistakes.

Teachers can help students in many ways to deal and overcome learning, attention and other problems by adopting various methods, modifications and accommodations. Here are some of them enlisted below.

1. Presentation accommodations

- Allow students to listen to audios instead of reading text.
- Allow students to study and learn the content and understand the concepts from audiobooks, videos or movies rather than from printed text or textbooks.
- There should be fewer items per page or per line.
- Text, pictures etc must be largely printed.
- A designated reader might be appointed in class.
- Instructions should be given in both verbally and non-verbally ie in written form.
- Allow student to record lectures instead of taking written notes.
- Ask students to share notes among each other.
- Make use of visual presentation along with audio or verbal delivery of content.

2. Responsive accommodation

- Allow a student to respond in any verbal or written form either of which is easier for him.
- Allow students to use word processors to take notes or to give responses in class.
- Allow students to make use of calculator to do mathematics.

3. Arrangement accommodation

- Teaching should take place in a quiet room, also take tests or exams in a different setting- i.e a less distractible room or a place with few distractions.
- Try to identify where the child can learn comfortably for eg: either if he sits with his friend or nearer to his teacher.
- Classroom should have good lightening and acoustics.
- Tests should be taken in smaller groups.
- Teaching should be carried out in smaller groups so that a teacher can focus on the requirement of a student with specific learning disability.

4. Time accommodation

- Allow a student to take more or longer time to complete a task or a test (students with specific learning disability may be slower in accomplishing their work or may fail to meet deadlines.
- Give extra time to students to respond to oral questions, instructions or directions.

- Give frequent breaks to students after accomplishing a task.

5. Organisation accommodation

- Ask them to make use of an alarm to help in managing time.
- Ask them to use highlighter to mark important points or text.

6. Assignment modification

- Reduce the number of questions or the number of assignments.
- Provide students with the flexibility of writing short answers.
- Provide different choices of questions to be attended.
- Give alternates assignments or projects.

Conclusion:

Benefits of ICT:

1. Easy to Approach Course Material : Multimedia enables learners to understand the course material easily that can be posted on web which is accessible by learners at a time and location they feel convenient at as per their preferences.
2. Motivation : Computer based instructions can assist in giving instant feedback to the students and also, it explains the correct answer. Moreover, a computer is more patient and is non judgmental towards the students, which can give the students motivation to continue their learning.
3. Wide participation: Learning material can be spread to be wide range of audience and can be easily used for long distance learning making is compact and accessible.
4. Improves student writing : It becomes more convenient and user friendly to edit written work which can, ultimately improving the quality of their writing. The content will be easily proof read and amendments can be made.
5. Subjects are made easier to learn : Many different types of educational software are designed and developed to assist the learner to learn specific subjects or topics easily. They are made colourful and are animated which helps the learner to easily imagine and interpret the concept. This also enables the learner to remember for a longer period of time as more senses are involved i.e. multisensory approach is used here. The concept retains in mind in the form of pictures or a type of short movie.
6. More manageable structure to measure and improve outcomes: with proper management and structuring, it can be made easier to record and carry on with students work while also quickly gauging amendments to the instruction required to magnify or enhance students' learning. This enables the educator to provide student with level and age appropriate material.
7. A person with cognitive or learning impairment who has difficulty in reading, writing or spelling or has dyslexia can use literacy software solutions. It includes optical character recognition (OCR) and converts scan printed pages into electronic text. The digital talking book player allows the user to read and listen to content through a combination of text, audio and images.

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लोकसभा चुनाव 2019में दौसा संसदीय निर्वाचन क्षेत्र की चुनावी राजनीति : एक अध्ययन

लेखकगण

1.डॉ. सीताराम बैरवा 2. डॉ. गिराज प्रसाद जोनवाल ए"गोसिएट प्रोफेसर एवं विभागाध्यक्ष J.R.F. अवाडी एवं स्नातकोत्तर राजनीति विज्ञान विभागपूर्व सहायक प्रोफेसर विरुद्ध T.R.F. राजे"ग पायलट, राजकीय स्नातकोत्तर महाविद्यालय, राजे"ग पायलट, राजकीय स्नातकोत्तर महाविद्यालय, लालसोट, जिला-दौसा (राज0)लालसोट, जिला-दौसा (राज.)

सारा"ग

भारत वि"व का सबसे बड़ा लोकतंत्र है। भारत में आम चुनाव एक महोत्सव की तरह सम्पन्न होते हैं। प्रस्तुत शोध पत्र में यह जानने का प्रयास किया गया है कि संवैधानिक प्रावधानों के अनुसार भारत में संसदीय निर्वाचन क्षेत्रों की 17वीं लोकसभा आम चुनाव 2019 में चुनावी राजनीति किस प्रकार विभिन्न मुद्दों को लेकर प्रभावी राजनीति में अवतरित हुई। आम चुनाव निर्विघ्न सम्पन्न कराने हेतु भारत चुनाव आयोग के संवैधानिक और कानूनी प्रावधानों, निर्दे"गों एवं आद"ग आचार संहिता का कठोरता से पालन किया जाता है। शोध पत्र में चुनाव आयोग के आम चुनावों की तारीखों के एलान के साथ ही निष्पक्ष एवं स्वतंत्र चुनाव सम्पन्न कराने के हर संभाव प्रयासों को समझने का प्रयास किया गया है। शोध पत्र में भाजपा व कांग्रेस के चुनावी घोषणाएं एवं वादों से मतदाताओं की आजादी पर पड़े प्रभाव का भी वि"लेषण किया गया है। दौसा संसदीय क्षेत्र के इतिहास के साथ प्रमुख राजनीतिक दलों के समक्ष चुनावी चुनौतियों एवं समस्याओं के साथ व्यावहारिक चुनावी राजनीति का अध्ययन वि"लेषण करने का प्रयास किया गया है। दौसा संसदीय निर्वाचन क्षेत्र के विधानसभा क्षेत्रों में मतदान व्यवहार का अध्ययन वि"लेषण किया गया है। अध्ययन में निर्वाचित सांसद का जनता से जुड़ाव, क्षेत्र का भ्रमण करने एवं केन्द्र सरकार की योजनाओं से लाभ प्राप्त करने की वास्तविकता प्रस्तुत की गई है। राजनीतिक संस्कृति में पीढ़ीगत गति"गलता के साथ शहरी परिवे"ग एवं गामीण परिवे"ग के मतदान व्यवहार का भी अध्ययन किया गया है। क्षेत्र की समस्याओं एवं चुनौतियों के वि"लेषण के साथ भविष्य में इनके समाधान भी सुझाए गये हैं।

मुख्य भाव : चुनाव आयोग, लोकसभा, संसदीय निर्वाचन क्षेत्र, आम चुनाव, लोकतंत्र, आद"ग आचार संहिता आदि।

प्रस्तावना

लोकतंत्र में चुनावों की निष्पक्षता लोकतांत्रिक व्यवस्था का बुनियादी आधार होती है। इसमें चुनाव आयोग की भूमिका बहुत महत्वपूर्ण हो जाती है। भारतीय संविधान के अनुच्छेद 324 से 329 तक निर्वाचन प्रक्रिया सम्पन्न कराने हेतु एक सं"क्त चुनाव आयोग का प्रावधान किया गया है। भारत में मतदाताओं की संख्या बहुत अधिक होने के कारण निर्वाचन का बहुत विस्तृत कार्यक्रम तय किया जाता है। निर्वाचन सम्बन्धी सम्पूर्ण दायित्वों का निर्वहन निर्वाचन आयोग द्वारा किया जाता है। आज किसी भी दे"ग की राजनीतिक व्यवस्था के वि"लेषण में चुनाव की महत्वपूर्ण भूमिका है। चुनाव सामाजिक, आर्थिक एवं राजनीतिक परिवर्तनों एवं आधुनिकीकरण को वास्तविक एवं व्यावहारिक रूप भी देते हैं। प्रजातंत्र की सफलता स्वतंत्र एवं निष्पक्ष निर्वाचन व्यवस्था पर निर्भर करती है। लोकतांत्रिक राज्यों के उद्भव एवं विकास में चुनावी प्रक्रिया एक महत्वपूर्ण गतिविधि बन गई है। भारत में अब तक 17 आम चुनाव निष्पक्ष एवं स्वतंत्र रूप से सम्पादित हो चुके हैं। "आज चुनाव एवं चुनावी राजनीति" अति प्रभावी राजनीतिक अभिकर्ता के रूप में निर्वाचन क्षेत्रों के निर्धारण एवं पुनर्गठन में प्रभावी भूमिका का निर्वहन कर रही है। चुनाव से ही क्षेत्रीय प्रतिनिधित्व का निर्धारण तथा विकास योजनाओं का निर्माण एवं क्रियान्वयन होता है।¹

17वीं लोकसभा चुनाव एक नजर²

भारत में 17वीं लोकसभा चुनाव के लिए चुनाव आयोग द्वारा चुनाव तिथि की घोषणा रविवार 10 मार्च 2019 सांय से ही आद¹ आचार संहिता लागू कर दी गई। सम्पूर्ण दे¹ में 7 चरणों में चुनाव कराये जाने का कार्यक्रम रखा गया। पहले चरण के चुनाव 11 अप्रैल 2019 को, द्वितीय चरण 18 अप्रैल 2019, तृतीय चरण 23 अप्रैल 2019, चतुर्थ चरण 29 अप्रैल 2019, पाचवें चरण 6 मई 2019, छठे चरण 12 मई 2019 तथा सातवें चरण के चुनाव 19 मई 2019 सम्पन्न हुए। दोसा संसदीय सीट पर पांचवें चरण में चुनाव सम्पन्न हुए। लोकसभा चुनाव 2019 स्पष्ट करते हैं कि सरकार के पांच सालों के विकास रिकॉर्ड पर आधारित भाजपा के मूल अभियान "नामुमकिन अब मुमकिन है" को बालाकोट एअर स्ट्राइक पर आधारित कट्टर हिन्दु राष्ट्रवाद पर ले जाना सही फैसला रहा। शुरू से लेकर आखिर तक प्रचार खत्म होने की रात केदारनाथ की गुफा में बिताकर मोदी ने राष्ट्रवाद में हिन्दु तत्व को बनाए रखा। भगवा वस्त्रों में मंदिर के सामने बैठकर फोटो खिंचवाना भाजपा की परम्परा के विरुद्ध खुलकर हिन्दुत्व के लिए ही वोट मांगना था।

भाजपा का घोषणा पत्र (संकल्प पत्र): भाजपा के घोषणा पत्र में अनुच्छेद 370 व 35ए समाप्त करने, किसान कडिट कार्ड से एक लाख तक का कर्ज ब्याजमुक्त, सभी किसानों को प्रतिवर्ष पै¹न देने, आतंकवाद के खिलाफ जीरो टोलरेंस की नीति जारी रखना, दे¹ में रक्षा साजो सामान के निर्माण के लिए मेक इन इंडिया डिफेंस के प्रति समर्पित, केन्द्रीय सुरक्षा बलों का आधुनिकीकरण करने की दि¹ में आगे बढ़ने व तटीय सुरक्षा को मजबूत करने जैसे अनेक वादों को जनता ने अधिक तवज्जो देकर भाजपा को स्पष्ट बहुमत दिया।

कांग्रेस का घोषणा पत्र : राजद्रोह की धारा आईपीसी 124ए समाप्त करने, किसानों के लिए अलग से बजट लाने, स¹स्त्रबल वि¹ष अधिकार कानून 1958द्ध में स¹गोधन करते हुए यौन हिंसा, गायब कर देना और यातना के मामलों में प्रतिरक्षा जैसे मुद्दों को हटाया जाना, 72000 रुपये प्रत्येक नागरिक के खाते में डालने जैसे वादों को जनता ने सिरे से खारिज कर दिया। 17वीं लोकसभा के चुनाव में दे¹ भर में कांग्रेस के परम्परागत गढ़ गढ़ गये। जिनमें गुना (एम.पी.) से ज्योतरादित्य सिंधिया व अमेठी से राहुल गांधी की हार प्रमुख है। पूर्व प्रधानमंत्री एच.डी. देवेगोड़ा भी तुमकुर (कर्नाटक) से चुनाव हार गये। कांग्रेस पिछले चुनाव से केवल 8 सीट बढ़कर 52 सीट पर तथा इसके सहयागी दल मात्र 39 सीट पर ही चुनाव जीत सके। दे¹ के 19 प्रांतों जिनमें गुजरात, आंध्र प्रदेश, राजस्थान, उड़ीसा, हरियाणा, दिल्ली, जम्मू क¹मीर, उत्तराखण्ड, हिमाचल प्रदेश, अरुणाचल प्रदेश, मणिपुर, त्रिपुरा, मिजोरम, नागालैण्ड, सिक्किम, दादरा नगर हवेली, लक्षदीप, चंडीगढ़ तथा दमन-दीव शामिल हैं, कांग्रेस का खाता भी नहीं खुला। इसी प्रकार यद्यपि मोदी के राष्ट्रवाद के बावजूद भाजपा दे¹ के 10 प्रांतों जिनमें तमिलनाडु, आंध्र प्रदेश, केरल, मेघालय, मिजोरम, नागालैण्ड, सिक्किम, दादरा नगर हवेली, लक्षदीप व अंडमान में अपना खाता नहीं खोल सकी। एन.डी.ए. को कुल 355 सीट, यूपीए को कुल 91 सीट तथा महागठबन्धन को 85 व अन्य को मात्र 11 सीट पर जीत मिली।

चुनाव में अंध राष्ट्रवाद, विकासवाद-राष्ट्रीय सुरक्षा एवं हिन्दुत्व को मिजी जीत

राजस्थान में कांग्रेसने पिछले चुनावों से सबक न लेते हुए लोकसभा चुनाव 2019 में भी 2014 का के प्रदर्शन ही दोहराया और दुबारा भी एक भी लोकसभा सीट नहीं जीत सकी। यद्यपि चार माह पूर्व विधानसभा चुनाव में राजस्थान में कांग्रेस बसपा की दया पर सत्ता पर काबिज होने में सफल रही। जनजाति आरक्षित सीट पर जातीय व गैर मीणा वोटों के सहारे मैदान में खड़े उम्मीदवारों को मतदाताओं ने इस बार यद्यपि नकार दिया। अंध राष्ट्रवाद की की सुनामी ऐसी कि दो बाबा/संन्यासी भी बालकनाथ (अलवर) व स्वामी सुमेधानन्द (सीकर) से चुनाव जीत गये तथा दोसा संसदीय सीट को छोड़कर प्रदेश की लगभग सभी सीटों पर जीत का अन्तर लाखों में रहा। गौरतलब है कि गत लोकसभा चुनाव में मोदी लहर इस कदर हावी हुई कि राजस्थान से कांग्रेस को एक भी सीट नहीं मिली अनेक प्रत्या¹ियों की जमानत जब्त हो गई थी। इसमें

कोई दो राय नहीं है कि सामान्य वर्ग के निर्धन लोगों के लिए 10 प्रतिशत अलग से आरक्षण व्यवस्था के लिए किया गया संविधान संशोधन ने भाजपा का मत प्रतिशत बढ़ाने एवं भुनाने का कार्य किया। युवा भारत के सामने भाजपा का **कामदार व नामदार** का मुद्दा सफल रहा।

दौसासंसदीय निर्वाचन क्षेत्र एक नजर³

दौसा संसदीय क्षेत्र में जिले के 5 विधानसभा निर्वाचन क्षेत्रों के साथ अलवर व जयपुर जिले के चाकसू, बस्सी व थानागाजी विधानसभा क्षेत्रों को सम्मिलित किया गया है। जिले की जनसंख्या के अनुसार विधानसभा निर्वाचन क्षेत्र संख्या का निर्धारण किया गया है। राज्य की औसत विधानसभा निर्वाचन क्षेत्र की जनसंख्या का जिले की जनसंख्या में भाग देने पर प्राप्त संख्या को उस जिले की विधानसभा सीट संख्या माना जाता है। निर्वाचन क्षेत्रों के परिसीमन में उपखण्ड, तहसील के क्षेत्र को आवयक रूप से नहीं तोड़ा गया है। जैसे यदि किसी पटवार सर्कल का कोई गांव परिसीमन में दूसरे विधानसभा क्षेत्र में आ रहा है तो उसे उसी क्षेत्र में रखा गया है जिसमें उसका सम्पूर्ण पटवार सर्कल आ रहा है। इस प्रकार प्रत्येक निर्वाचन क्षेत्र की प्रासन्निक इकाई अकेली नहीं रही और बाद वाले निर्वाचन क्षेत्र की निरन्तरता भी बनी रही परन्तु नदिया, पहाड़ियों और जंगलों के कारण विभाजित क्षेत्रों को उसी निर्वाचन क्षेत्र में रखा गया है जिसकी सीमा के अन्तर्गत आते हैं। निर्वाचन क्षेत्रों का परिसीमन जिले में उत्तर से उत्तर-दक्षिण और इसके बाद जिग जैग आकार में दक्षिण दिशा में समाप्त किया गया है।

परिसीमन में दौसा संसदीयक्षेत्रकी विधानसभा सीटों में बदलाव हुआ है। नये परिसीमन में सिकराय को एस.टी. से एस.सी., दौसा को एस.सी. से सामान्य सीट बना दिया गया। अलवर का थानागाजी एवं जयपुर का चाकसू (एस.सी.) एवं बस्सी (एस.टी.) विधानसभा क्षेत्र शामिल किये गये हैं। संक्षिप्त में दौसा संसदीय सीट में निम्न विधानसभा क्षेत्र शामिल हैं—

बांदीकुड़ (85-सामान्य), महुवा (86-सामान्य),दौसा (88-सामान्य),सिकराय (87-एस.सी.),

लालसोट (89-एस.टी.),बस्सी(57-एस.टी.),चाकसू(58-एस.सी.),थानागाजी(64-सामान्य) इस प्रकार राजस्थान में परिसीमन आदेश 2002 से पूर्व राजस्थान की कुल 25 लोकसभा सीटों में 4 अनुसूचित जाति के लिए एवं 3 अनुसूचित जनजाति के लिए आरक्षित थी। नये परिसीमन में भी इन आरक्षित स्थानों की संख्या अनुसूचित जाति के लिए 4 तथा अनुसूचित जनजाति के लिए 3 रखी गई परन्तु दौसा संसदीय क्षेत्र को **सामान्य वर्ग से अनुसूचित जनजाति** के लिए निर्धारित कर दिया गया।

दौसानिर्वाचन क्षेत्र में मोदी लहर का प्रभाव

पुलवामा हमले के बाद दौसा क्षेत्र में भी राष्ट्रवाद का मुद्दा हावी रहा। मोदी व राहुल की कोई सभाएं नहीं होने के बावजूद भी मतदाताओं ने देश भर में चली न केवल नरेन्द्र मोदी की पाक पर हमले की तारीफ को पसंद किया बल्कि कांग्रेस की परिवारवादी नीति को परे सिरे से नकार भी दिया।दौसा क्षेत्र में किरोड़ीलाल मीणा का दबदबा भी खत्म हो गया। कांग्रेस के सियासी समीकरण फेल हो गये क्योंकि 8 में से 6 विधायक कांग्रेस के होते हुए भी कांग्रेस की सविता मीणा चुनाव हार गई। यद्यपि जसकौर मीणा दौसा के लिए नया चेहरा थी परन्तु पूर्व में केन्द्रीय मंत्री रहने के कारण सियासत में बड़ा नाम था। भाजपा में गुटबाजी के चलते दौसा का टिकिट काफी मजबूत एवं सबसे देरी से तय हुआजिस कारण जीत का अन्तर कम रहा। दौसा सीट से भाजपा एवं कांग्रेस दोनों पार्टियों से महिला प्रत्यायि थी परन्तु कांग्रेस की सविता मीणा दौसा विधायक मुरारीलाल मीणा की पत्नि होने के कारण मतदाताओं ने परिवारवाद को नकार दिया।भारत में चुनावों पर दुनिया की नजर रहती है। भारत में चुनावों की चैन बताती है कि जनता लोकतंत्र के लिए कितनी प्रतिबद्ध

है। डर व उग्र राष्ट्रवाद के प्रभाव में कांग्रेस की परिवारवादी न्याय की अवधारणा को धूमिल होने की संभावना से नकारा नहीं जा सकता।⁴

(ब) राजस्थान के दौसा संसदीय क्षेत्र की चुनावी राजनीति⁵

राजस्थान में दौसा संसदीय क्षेत्र सदैव ही सुर्खियों में रहा है। इतिहास पर नजर डाले तो पता चलता है कि 1952 के प्रथम चुनावों से लेकर 2019 के 17वीं लोकसभा के आम चुनावों तक में कांग्रेस व भाजपा ही सत्ता में रही है। नवलकिंशोर शर्मा 3 बार व राजेश पायलट 5 बार दौसा से सांसद रह चुके हैं। 1989 में नाथूसिंह ने पहली बार भाजपा का खाता खोला था। उसके बाद 2014 में हरीश मीणा व 2019 में जसकौर मीणा (भाजपा) ने 78444 वोटों से कांग्रेस की सविता मीणा को हराकर चुनाव जीता। इस बार नोटा सहित 12 प्रत्यायि चुनाव मैदान में थे जिनमें से 9 की जमानत जब्त हो गई। यह भी एक पहली ही रही है कि विधानसभा चुनाव में 51 हजार वोटों से जीतने वाले मुरारीलाल मीणा पत्नी सविता मीणा को नहीं जीता सके। दौसा संसदीय क्षेत्र की आठ विधानसभा क्षेत्रों में से 5 में जसकौर मीणा व तीन विधानसभा क्षेत्रों—दौसा, सिकराय, महुआ से ही आगे रह सकी। प्रत्यायिवाइज प्राप्त वोट को नीचे सारणी संख्या 1 के आंकड़ों के आधार पर विलेषित किया गया है।

सारणी संख्या 1

आम चुनाव 2019 में दौसा संसदीय निर्वाचन क्षेत्र में कांग्रेस व भाजपा को प्राप्त मत

प्रत्यायि का नाम	पार्टी	इवीएम वोट	पोस्टल वोट	कुल वोट
जसकौर मीणा	भाजपा	545481	3252	548733
द्वारका प्रसाद महेवरा	बसपा	13363	51	13414
सविता मीणा	कांग्रेस	467458	2831	470289
चन्द्र प्रकाश मीणा	नेशनलिस्ट फ्रंट	5796	2	5798
रामफूल मीणा	अम्बेडकराइट पार्टी	4990	9	4999
रिंकु कुमार मीणा	पिपुल्स पार्टी	930	1	931
अन्जु धानका	निर्दलीय	2413	13	2426
विमला देवी मीणा	निर्दलीय	1190	0	1190
भारती मीणा	निर्दलीय	2027	7	2034
मालीराम नायका	निर्दलीय	3002	0	3002
राधेश्याम मीणा	निर्दलीय	2624	0	2624
नोटा	NONE OF THE ABOVE	7373	21	7394
कुल		1056647	6187	1062834

दौसा संसदीय क्षेत्र में प्राप्त मतों का सम्पूर्ण विवरण नीचे सारणी संख्या 2 व 3 में दिया गया⁶

सारणी संख्या 2

आम चुनाव 2019 में दौसा संसदीय निर्वाचन क्षेत्र प्रत्यायियों को प्राप्त मत

विधानसभा क्षेत्र	कांग्रेस	भाजपा	अन्य
बस्सी	52935	78210	5418
चाकसू	47410	79935	4813
थानागाजी	50377	61666	4292
बांदीकुई	49141	79657	5496
महुवा	63802	45765	5593
सिकराय	74306	59449	7854
दौसा	70913	69022	4713
लालसोट	58574	71777	5579

दौसा संसदीय क्षेत्र में 1730289 कुल मतदाता हैं जिसमें 1056533 ने वोट डाला। जसकौर मीणा को 548733 यानि 51.63 प्रतिशत मत मिले जबकि कांग्रेस को 470289 यानि 44.25 प्रतिशत मत मिले। चुनावों के वोट प्रतिशत को देखें तो दौसा संसदीय क्षेत्र में 2009 में 63.98 प्रतिशत, 2014 में 61 प्रतिशत एवं 2019 में 61.20 प्रतिशत मतदान हुआ। सर्वाधिक 65.08 प्रतिशत मतदान बांदीकुई विधानसभा क्षेत्र में एवं न्यूनतम 56.99 प्रतिशत महवा में रहा।

सारणी संख्या 3

आमचुनाव 2014 में दौसा संसदीय निर्वाचन क्षेत्र के प्रत्यायियों को प्राप्त मत

प्रत्यायी	बस्सी	चाकसू	थानागाजी	बांदीकुई	महवा	सिकराय	दौसा	लालसोट	कुल	वोट प्रतिशत
जसकौर मीणा	78210	78210	78210	78210	78210	78210	78210	78210	548733	51.63%
द्वारका प्रसाद	1005	1063	928	2520	2303	2814	1337	1393	13414	01.26%
सविता मीणा	52935	52935	52935	52935	52935	52935	52935	52935	470289	44.25%
चन्द्र प्रकाश मीणा	665	693	538	545	718	1035	996	906	57980	0.55%
रामफूल मीणा	487	539	588	530	577	1026	514	729	4990	0.47%
रिंकु कुमार मीणा	120	79	107	86	130	163	114	131	931	0.09%
अन्जु धानका	691	357	329	136	191	273	243	193	2426	0.23%
विमला देवी मीणा	137	128	124	113	163	224	137	164	1190	0.11%
भारती मीणा	248	298	192	169	310	394	193	323	2034	0.19%
मालीराम नायक	473	355	313	268	383	524	335	351	3002	0.28%
राधेश्याम मीणा	392	323	365	255	226	426	273	364	2624	0.25%
नोटा	1200	1078	808	824	592	975	871	1025	7394	0.77%

उपरोक्त सारणियों के तथ्यों के आधार पर कहा जा सकता है कि दौसा संसदीय क्षेत्र की तस्वीर गत लोकसभा चुनाव की तुलना में बहुत परिवर्तित हुई। सभी मतदाताओं ने जाति के प्रत्यायी के स्थान पर मोदी के राष्ट्रवाद पर ही विश्वास किया है चाहे वह जीता या हारा हो। इस बार प्रत्यायियों का वोट प्रतिशत सर्वाधिक जसकौर मीणा (भाजपा) को 51.63 प्रतिशत तथा सविता मीणा (कांग्रेस) को 44.25 प्रतिशत मत मिले। टिकिट की भागदौड़ में किरोड़ीलाल मीणा पिछड़ गये। दोना पार्टियों के अलावा बसपा के द्वारका प्रसाद के अतिरिक्त किसी भी प्रत्यायी को एक प्रतिशत से अधिक मत नहीं मिले। नोटा को भी इस बार 7394 वोट मिले। बस्सी से पूर्व विधायक अंजू धानका की भी जमानत जब्त हो गई। गौरतलब है कि विधानसभा चुनाव में विजयी कांग्रेस का चार माह बाद ही लोकसभा चुनाव के परिणाम में दौसा, महवा व सिकराय के अलावा किसी भी विधानसभा क्षेत्र से भाजपा से अधिक वोट नहीं मिले। ज्ञातव्य है कि भाजपा को दौसा लोकसभा सीट पर 1989 में नाथूलाल गुर्जर ने नवलकिशोर शर्मा को हराकर जीत दिलाई थी, 25 साल का लम्बा इंतजार भाजपा को करना पड़ा। 2014 में हरीश मीणा व 2019 में भाजपा की जसकौर को जीत मिली। कांग्रेस प्रत्यायी के जीत के अति आत्मविश्वास को जनता ने नकार दिया।

दौसा संसदीय निर्वाचन क्षेत्र की चुनौतियाँ

1. दौसा संसदीय क्षेत्र के सभी विधानसभा क्षेत्रों में न केवल सवर्ण समाजों द्वारा अपितु दलित समाजों द्वारा भी अपने ही दलितों पर सामाजिक असमानता, छूआछूत, जातिवाद, ऊंच-नीच, वैमनस्यता भेदभावकरना आजादी के 70 वर्षों बाद ज्यों कि त्यों बना हुआ है।
2. विभिन्न दबंग समुदायों द्वारा किये जाने वाले आंदोलन एवं अत्याचार इस क्षेत्र की पहचान है। दबंग लोग अत्याचार करना अपनी प्रतिष्ठा समझते हैं। दलित महिला के साथ अप्रैल 2019 में गेंगरैप (थानागाजी) इसके ज्वलंत उदाहरण हैं।

3. भारत में नरेन्द्र मोदी ने भाजपा को शीर्ष पर पहुँचा कर व्यक्ति पूजा की प्रवृत्ति को बढ़ाया है। कांग्रेस शीर्ष नेतृत्व के परिवारवादी मोहको जनता ने पूर्णतः नकार दिया है।
4. मोदी के अंध राष्ट्रवाद, सुरक्षावाद एवं विकासवाद के साथ कमवार बनाम नामवार जैसे मुद्दों ने दौसा की राजनीति को भी नया चेहरा सांसद के रूप में दिया।
5. दल-बदल की राजनीति व राजनीतिक अनैतिकता लोकतंत्र के लिए अभिगाप बनती जा रही। दौसा से पूर्व भाजपा सांसद हरी मीणा का तुरन्त दल बदलकर कांग्रेस से विधायक बनना जैसी प्रवृत्तियाँ सरकार, प्रशासन व राजनीतिक पर्यावरण को दूषित कर रही है।
6. दौसा संसदीय निर्वाचन क्षेत्र में पारस्परिक फूट एवं आंतरिक जातिवाद, स्वार्थपरता एवं पदलिप्सा तथा दृढ़ इच्छाविक्रम का अभाव बड़ी समस्याएं हैं।
7. शिक्षा के उत्तरोत्तर विकास एवं जागरूकता के बावजूद दौसा जिले में दलितों के साथ छुआछूत देना की आजादी के 70 वर्ष बाद भी विद्यमान है। अनुसूचित जनजाति लोग भी स्वयं दलित होने के बावजूद अन्य दलितों से छुआछूत करते हैं व सामाजिक द्वेष रखते हैं एवं अत्याचार करने से भी बाज नहीं आते हैं।
8. दौसा संसदीय क्षेत्र में धीमी आर्थिक प्रगति में वर्षा की अनिश्चितता व कमी, सूखा, अकाल, पीने के पानी का अभाव आदि प्राकृतिक बाधाएं प्रमुख हैं।

सुझाव :

1. विधायक एवं सांसद के लिए शिक्षा का न्यूनतम स्तर स्नातक एवं स्नातकोत्तर निर्धारित होना चाहिए।
2. विधायक एवं सांसद सरकारी नौकर न होकर जनसेवक हैं इसलिए इनको आयकर मुक्त वेतन एवं पेंशन नहीं दिया जाना चाहिए। तथा 4 बार से अधिक बारम्बारता में चुनाव जीतने पर ही पेंशन के हकदार माने जाये। पंचायत चुनाव की भांति दो संतान का नियम इन पर भी कठोरता से लागू होना चाहिए। आम नागरिक की तरह प्रतिनिधि टोल, रेल बस आदि में शुल्क दें।
3. प्रत्येक राजनेता एवं सरकारी कर्मचारी-अधिकारी के बच्चों को सरकारी विद्यालयों में पढ़ने पर ही सरकारी नौकरी के लिए योग्य माना जाये। निजी/विदेशी संस्थानों के पढ़े-लिखे बेरोजगारों को सरकारी नौकरी न दी जाए। सरकारी संस्थानों में अपने बच्चों को नहीं पढ़ये जाने पर राजनेताओं को चुनाव लड़ने से अयोग्य घोषित करने तथा कर्मचारी-अधिकारी की वार्षिक वेतन वृद्धि एवं प्रमोशन न दिये जाने के नियम बनाये जाने चाहिए।
4. मतदान नागरिकों का अनिवार्य कर्तव्य होना चाहिए अन्यथा उनको सरकारी राहत नहीं दी जानी चाहिए।
5. देना में प्रत्येक नागरिक के लिए दो वर्ष की अनिवार्य सैनिक सेवा लागू की जानी चाहिए तथा ऐसा नहीं करने वाले नागरिक को सरकारी नौकरी से वंचित किया जाना चाहिए।
6. तबादला उद्योग भ्रष्टाचार की जननी है। केन्द्र की भांति राजस्थान में भी तबादला नीति बनें। भ्रष्टाचार निरोधक इकाइयां भी इसके विरुद्ध तभी कारगर सिद्ध हो सकती है जब जाँच के प्रत्येक स्तर की समय सीमा हो, मौजूदा कानूनों में संशोधन हो तथा सभी के सामूहिक प्रयास हो।
7. डिजिटल इंडिया एक तरह का डिजिटल भ्रष्टाचार एवं साइबर काइम को बढ़ावा दे रहा है। इन गतिविधियों पर डिजिटल सुरक्षा भी चाक चौबंद होनी चाहिए।
8. सांसद कोष का उपयोग पूर्णतः सार्वजनिक कार्यों में कर बिलों को जनता से भी प्रमाणित कराया जाना चाहिए।
9. अन्तर्जातीय विवाह को प्रोत्साहन देकर सामाजिक भेदभाव समाप्त करें, जनप्रतिनिधियों द्वारा अपने पुत्र-पुत्रियों के विवाह से इसकी शुरुआत कर मिनाल पेना की जानी चाहिए।

10. अनुसूचित जाति पर अत्याचार करने वाले अजनुसूचित जनजाति के लोगों पर भी एट्रोसिटिज कानून लागू होना चाहिए तथा सजा देने के लिए अलग से बने ट्रायल कोर्ट में केवल अनुसूचित जाति वर्ग के ही न्यायाधीश होने चाहिए।
11. अनुसूचित जाति की भूमि पर कब्जों, दावों आदि के निस्तारण के लिए आपराधिक न्यायालयों की भांति अलग ट्रायल कोर्ट हाने चाहिए तथा उनके वाद/मामले रोजाना सुनवाई के लिए तय हो जिससे शीघ्र न्याय प्राप्त हो सके। दौसा संसदीय क्षेत्र में अधिकांश दलितों की जमीन पर दूसरे दलित कहे जाने वाले अनुसूचित जनजाति एवं अन्य दबंग जाति के लोगों ने कब्जा कर रखा है, जमीन, गांव आदि से दलित बेदखल है, राजनेता भी वोट बैंक के कारण दलितों की बजाय अपराधियों का ही सहयोग करते हैं। उनके लिए न्याय केवल कल्पना मात्र है।

निष्कर्ष

लोकसभा चुनाव 2019 में भाजपा ने साबित कर दिया है कि हिन्दुत्व के एजेण्डे के साथ एक राष्ट्रीय पार्टी होने की वह ही अकेली दावेदार है। कांग्रेस किसी भी स्तर से एक बार पुनः राष्ट्रीय पार्टी के रूप में खुद को स्थापित करती दिखाई नहीं दे रही है। जातिवादी पार्टियों और राजनीति के भविष्य पर प्रश्न चिन्ह लग गया है। भाजपा के प्रतिद्वंद्वियों का भविष्य भी तय नहीं है। ऐसे में मोदी हिन्दुत्व की जीत को विजयोन्माद न बनने दे तो ही ठीक है। लोकतंत्र में सामाजिक एवं राजनीतिक चेतना तो तभी मानी जाएगी जब कमजोर और आर्थिक दृष्टि से विपन्न भी राजनीति में सहभागी बनकर नीति निर्माण में अपनी भूमिका निभाएँ। वस्तुतः आरक्षण ने निश्चय ही कमजोर वर्ग को इस ओर आगे बढ़ने के लिए प्रेरित किया है परन्तु अधिकारों एवं कर्तव्यों के प्रति जागृति अति आवश्यक है। शिक्षा प्रतिष्ठान के बढ़ने के साथ साथ जातीय संगठनों का प्रतिष्ठान भी बढ़ा है, जिससे कट्टरता एवं वैमनस्यता बढ़ी है, जो आजादी के 70 साल बाद भी सामाजिक असमानता व छुआछूत बनी रहने का द्यौतक है। अतः संसदीय क्षेत्र में सामाजिक न्याय कोसों दूर है।

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व्यक्तित्व के समग्र विकास में योग की भूमिका

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सार

विधाता द्वारा निर्मित समस्त सृष्टि स्वयं में अनूठी है परन्तु उसमें भी सर्वाधिक अनुपम कृति मनुष्य है। प्रारंभ से ही मानव का सहज स्वभाव चुनौतियों को स्वीकार करता रहा है। अतः मानव सभ्यता का इतिहास चुनौतियों से परिपूर्ण है। वर्तमान में 21वीं सदी में मनुष्य अनगिनत शारीरिक, मानसिक, संवेगात्मक और सामाजिक समस्याओं के साथ प्रविष्ट हुआ है। इन समस्याओं की भयावहता व व्यापकता को व्यक्ति के मानसिक स्वास्थ्य के समक्ष विद्यमान अनेकों संकटों के रूप में सहज ही अनुभव किया जा सकता है। आज भूमण्डलीकरण, कम्प्यूटरीकरण, सूचना प्रौद्योगिकी के अभूतपूर्व विकास एवं विश्व स्तर पर मानव अन्तर्क्रियाओं के साथ-साथ समस्त सुविधा सम्पन्न मनुष्य का जीवन अपेक्षाकृत अत्यधिक तनाव व विषाद से परिपूर्ण हो गया है। व्यक्ति का विश्वास ही परिवार व विश्व परिवार के विघटन के रूप में परिलक्षित हो रहा है। वर्तमान में व्यक्ति के जीवन के हर पक्ष में विभिन्न प्रकार के तनाव हैं। मनोवैज्ञानिक इन सभी तनावों का कारण विकृत जीवन शैली एवं सामाजिक परिवेश के प्रति कुसमायोजन को मानते हैं। ऐसे में सम्पूर्ण विश्व के विशेषज्ञों ने पुरातन ज्ञान भण्डार में से खोज प्रारंभ की। उनकी दृष्टि में भारत देश के प्राचीन ऋषियों द्वारा अन्वेषित योग विज्ञान में ही व्यक्ति की समस्त समस्याओं का सार्थक व सक्षम समाधान अंकुरित होता परिलक्षित हो रहा है। प्रस्तुत शोध पत्र के माध्यम से शोधकर्त्री ने मनुष्य के व्यक्तित्व के विभिन्न प्रकार के तनावों को दूर करने हेतु समग्र विकास में सहायक योग की भूमिका को वर्णित किया है।

संकेत शब्द : योग, समग्र विकास, व्यक्तित्व, तनाव।

प्रस्तावना

वर्तमान यांत्रिकता के युग में मनुष्यों के तनाव के स्तर में निरन्तर तीव्र गति से वृद्धि हो रही है। परिणामस्वरूप मानसिक आरोग्य बनाए रखना कठिन हो गया है। पाश्चात्य मनोचिकित्सा के क्षेत्र में नित नये विकास होने के साथ पूरब व पश्चिम में सर्वत्र विचारकों व चिकित्सकों ने योग द्वारा मानसिक आरोग्य की सम्भावनाएँ खोजने का प्रयास किया है।

फ्रायड के अनुसार, "मन के उपकरण के तीन घटक इदम, अहम्, परम अहम् हैं। इन तीनों घटकों में होने वाले असन्तुलन के परिणामस्वरूप 'असमान्यता' का उद्भव होता है। योग द्वारा मानसिक आरोग्य:—'योग' संकल्पना की जड़ मूलरूप से भारतीय विचारधारा से प्रस्फुटित हुई है, जबकि पाश्चात्य विचारधारा के मूल में मानसिक आरोग्य की संकल्पना रही है।"

यद्यपि मनुष्य का तद्गुण स्वभाव आनन्दमय होता है, तथापि प्रायः व्यक्ति अपने इस मूल स्वभाव से इतना अधिक भटक जाता है कि वह अपनी पहचान अपने मन, शरीर और पादार्थिक वस्तुओं के साथ कर लेता है। वह भौतिक सत्य की अवहेलना करता है और इस प्रकार हम इस अवास्तविक पहचान से स्वयं को अपूर्ण, सीमित, दुःखद व असहाय महसूस करते हैं। योग में मनुष्य को इस अज्ञान से दूर होने का मार्ग मिलता है। इससे मनुष्य को उसके पशुत्व से मुक्त करके पूर्णता की बुलन्दियों (ऊँचाईयों) तक ले जाने की तकनीक ही नहीं मिलती, बल्कि जीवन का मार्ग भी प्रशस्त होता है। योग जीवन का वह पक्ष है, जिसमें शांति, सामंजस्य, स्वास्थ्य, प्रेम, आनंद, परिशुद्धता और सक्षमता निहित होती है।

योग का आदि उद्भव

भारत में योग की उत्पत्ति हजारों वर्षों पूर्व हुई थी। जनश्रुतियों के अनुसार, भगवान शिव को योग का प्रवर्तक माना जाता है। सिंधु घाटी की सबसे प्राचीन सभ्यता की खुदाई के दौरान इस सभ्यता का अस्तित्व, स्वरूप विभिन्न आसन व योग की मुद्रा में प्राप्त हुये।

योग की यात्रा युगों पुरानी है, उसने प्रत्येक काल की आवश्यकताओं से जुड़कर अपने 'योग' नाम को सार्थक किया है। कभी इसने धर्म के एक अंग के रूप में मनुष्य को संस्कारित किया है, कभी कर्मयोग बनकर मनुष्यता को समाज के प्रति कर्तव्यबोध सिखाया है।

विश्व में सबसे प्राचीन ग्रन्थ वेद ऋचाएँ हैं, ऋग्वेद में सर्वशक्तिमान की प्रशंसा की गई है, अन्य तीन वेद यजुर्वेद, सामवेद तथा अथर्ववेद हैं। वैदिक काल में ब्रह्माण्ड में उच्चता प्राप्त करने के साधन थे—ज्ञान या श्रुति, जिन्हें ध्यान के माध्यम के रूप में से लिया जाता था। इसमें तीन योग सम्मिलित हैं—मंत्रयोग, प्राण योग और ध्यान योग।

मैत्रायणी उपनिषद में योग को षडांग योग कहा गया है, जो इस प्रकार वर्गीकृत किया गया है—

- (1) श्वसन नियन्त्रण (प्रणायाम),
- (2) इन्द्रिय नियन्त्रण (प्रत्याहार),
- (3) ध्यान,
- (4) एकाग्रता (धारणा),
- (5) तर्क, तथा
- (6) अर्न्तज्ञान या ज्ञानातीत अवस्था (समाधि)।

योग का सर्वाधिक असाधारण ग्रन्थ है भगवद्गीता। 'भगवद्गीता' के अनुसार, ईश्वर से मिलने के चार मार्ग हैं यथा—श्रेष्ठकर्म (कर्म योग), श्रेष्ठ श्रद्धा/उपासना (भक्ति योग), श्रेष्ठ परिशुद्ध ज्ञान (ज्ञान योग) तथा संकल्प शक्ति योग (राज योग)। भगवद्गीता के 18 अध्याय हैं। प्रत्येक अध्याय योग कहलाता है। प्रत्येक अध्याय में अंतिम सत्य तक पहुँचने का मार्ग योग का मार्ग है।

पतंजली के 'योग सूत्र' में मानव जीवन के लक्ष्य तक पहुँचने के लिये आठ सापान (आष्टांग) निरूपित हैं, जो जन्म व मृत्यु के दुःखों से मुक्ति के मार्ग हैं। इस राजयोग अर्थात् संकल्प शक्ति का योग कहा गया है।

महात्मा बुद्ध ने अष्ट मार्ग की शिक्षा दी, जिसमें ध्यान पर विशेष महत्त्व दिया है। जैन धर्म में प्रत्याहार व ध्यान, योग के दो प्रमुख खण्ड हैं। आधुनिक काल में श्री अरविन्दों द्वारा रचित 'समग्र योग' अथवा पूर्ण योग में दिव्य शक्ति के प्रति सम्पूर्ण समर्पण को आवश्यक बताया है। जो दिव्य शक्ति का मार्ग है, ताकि व्यक्ति का रूपान्तरण हो सके। श्री रामकृष्ण परमहंस भक्ति योग और दिव्य प्रेम के मार्ग का समर्थन करते हैं, उनके विचार में सभी धर्म मानव मन की विविध इच्छाओं की संतुष्टि हेतु ईश्वर के विभिन्न रूपों का प्रकटीकरण है। स्वामी विवेकानंद ने वेदान्त की शिक्षा में कर्म, भक्ति, ज्ञान व राजयोग की प्राप्ति करने और मुक्ति का मार्ग प्रशस्त करने का ज्ञान दिया।

पतंजली व गुरु गोरखनाथ ने योग के बिखरे ज्ञान को व्यवस्थित रूप देकर लिपिबद्ध किया है। योग हिन्दू धर्म के 6 दर्शनों में से एक है। छ दर्शन हैं—न्याय, वैशेषिक, मीमांसा, सांख्य, वेदान्त और योग।

योग का अर्थ व स्वरूप

'योग' शब्द संस्कृत भाषा की 'युज्' धातु से निर्मित है, जिसका अर्थ है 'मिलाना' या 'जोड़ना'। योग शास्त्रों के अनुसार, योग का मानव के मस्तिष्क और शरीर के मध्य वैसा ही संबंध है जैसे मानव का प्रकृति से है। योग का अभिप्राय है—आत्मज्ञान, योग शब्द का अर्थ हुआ आत्मज्ञान, समाधि अर्थात् चित्त वृत्तियों का निरोध। भगवद्गीता में श्रीकृष्ण जी ने कर्मों के कौशल को योग कहा है—“योग कर्मसु कौशलम्।” जैन परंपरा में भी जीवात्मा व परमात्मा के संयोग को योग कहा है। इसे शरीर, मस्तिष्क व आत्मा के संयोजन के रूप में देखा जा सकता है और साहित्य में इसका प्रयोग लक्ष्य के साथ साधन के रूप में भी किया जाता है। लक्ष्य के रूप में योग उच्चतर स्तर पर 'व्यक्तित्व के एकीकरण' को व्यक्त करता है। साधन के रूप में योग में विभिन्न प्रक्रियाएँ यौगिक साहित्य के साधन हैं और ये संयुक्त रूप में योग के रूप में जाने जाते हैं।

योग की उच्चतम भूमि में आरूढ़ योगी की सहज अवस्था है, जो कि भारतीय चिन्तन में संगठित एवं स्वस्थ व्यक्तित्व का अभीष्ट आदर्श भी है। व्यक्तित्व की विविध समस्याएँ वस्तुतः व्यक्तित्व के विघटन की समस्याएँ हैं। अखण्डता मनुष्य का चरम गुण है पर उस अवस्था को प्राप्त करने से पूर्व हर एक व्यक्तित्व न्यूनाधिक अंशों में खण्डित होता है। वह अपने चरित्र, चिन्तन, व्यवहार तथा अपने गुण, कर्म व स्वभाव को क्रमशः उदात्त ध्येय के अनुरूप संवारते हुये अपने व्यक्तित्व के संगठन का मार्ग प्रशस्त करता है। इस तरह से मनुष्य का व्यक्तित्व जब तक संगठित रहता है, तब तक वह सामाजिक परिवेश में अनुकूलित रहता है। 'योग' का अभिप्राय है 'जोड़ना'। जब हम जीवन के मार्ग के रूप में योग की चर्चा करते हैं तो यह मन के साथ शरीर के योग और इसके उपरान्त शरीर + मन का योग अर्थात् परम सत्य के साथ (भगवान) का अर्थ है। यहाँ शरीर व मन के योग का तात्पर्य स्वस्थ मन व स्वस्थ शरीर के मध्य संतुलन स्थापित करना है। इसको प्राप्त करने के पश्चात् ही ध्यान का वास्तविक आनंद प्राप्त किया जा सकता है। मन और शरीर का ईश्वर के साथ योग में समर्पण और भक्ति दोनों की अत्यधिक आवश्यकता होती है और एक बार इसकी प्राप्ति होने पर सम्पूर्ण सांसारिक आनंद अथहीन लगते हैं।

योग विज्ञान के मर्मज्ञ महर्षि पतंजलि ने अष्टांग योग के रूप में यम, नियम, आसन, प्राणायाम, प्रत्याहार, धारणा, ध्यान और समाधि इन आठ वर्गों में बाँटा है। वस्तुतः 'आष्टांग योग' पतंजलि की योग प्रणाली का केन्द्रीय स्तम्भ है। यह मानवीय प्रभागों चित्त, संवेदनाएँ, जीवन शक्ति या भौतिक शरीर सम्पूर्ण विकास और नियन्त्रण की प्रेरणा देता है।

आष्टांग योग

महर्षि पतंजलि के अनुसार, चित्तवृत्ति के निरोध का नाम योग है। (योगश्चित्तवृत्तिनिरोधः) इसकी सिद्धि के निमित्त कतिपय उपाय आवश्यक होते हैं, जिन्हें 'अंग' कहते हैं, जो संख्या में आठ हैं। आष्टांग योग के अन्तर्गत प्रथम पांच 'अंग' (यम, नियम, आसन, प्राणायाम तथा प्रत्याहार) 'बहिरंग' और शेष तीन (ध्यान, धारणा और समाधि) 'अंतरंग' के नाम से प्रसिद्ध हैं।

(अ) यम

यम का अर्थ है—संयम। यम के पांच रूप हैं, जो सामाजिक नैतिकता को इंगित करती है—

(1) अहिंसा—किसी को भी शब्दों से, विचारों से और कर्मों से अकारण हानि नहीं पहुँचाना।

(2) सत्य—विचारों में सत्यता, परम सत्य में स्थित रहना; जैसा विचार मन में है वैसा ही प्रमाणिक बातें, वाणी से व्यक्त करना।

(3) अस्तेय—चोर प्रवृत्ति का न होना।

(4) ब्रह्मचर्य—ब्रह्मचर्य के दो अर्थ निम्न हैं—(1) चेतना को ब्रह्म के ज्ञान में स्थिर करना तथा

(2) सभी इन्द्रियजनित सुखों में संयम रखना।

(5) अपरिग्रह—आवश्यकता से अधिक संचय न करना और दूसरों की वस्तुओं की इच्छा न करना।

(ब) नियम

नियम के पाँच सिद्धान्त हैं, जो व्यक्ति के व्यक्तिगत जीवन से संबंधित होते हैं—

(1) शौच (स्वच्छता)—शरीर व मन की शुद्धि।

(2) संतोष—संतुष्ट व प्रसन्न रहना।

(3) तपस (तप करना)—स्वयं से अनुशासित रहना।

(4) स्वाध्याय (आत्म चिन्तन)—अच्छा साहित्य पढ़ना व स्वयं को जानना।

(5) ईश्वर प्राणिधान—ईश्वर/सर्वोच्च शक्ति के प्रति निष्ठा रखना, पूर्ण श्रद्धा व समर्पण का भाव रखना।

(स) आसन

आसन से तात्पर्य है स्थिर और सुख देने वाले बैठने के प्रकार (स्थिर सुखासन), जो देह स्थिरता की साधना है। योगासनों के द्वारा शारीरिक नियन्त्रण होता है—

(1) प्राणायाम—इसके अन्तर्गत श्वास प्रश्वास की विशेष तकनीकी द्वारा प्राणों पर नियन्त्रण होता है। प्राणायाम मन की चंचलता और विक्षुब्धता पर विजय प्राप्त करने के लिये अत्यधिक सहायक है।

(2) प्रत्याहार—ज्ञानेन्द्रियों से अपनी चेतना को अलग करने का प्रतीक है। इसके अन्तर्गत इन्द्रियों को अर्न्तमुखी करना अर्थात् इन्द्रियों को विषयों से हटाकर एकाग्रित हुये चित्त के स्वरूप का अनुसरण करना ही प्रत्याहार है। इससे इन्द्रियाँ वश में रहती हैं और उन पर पूर्ण विजय प्राप्त हो जाती है। यम, नियम, आसन, प्राणायाम को साधने से प्रत्याहार की स्थिति घटित हो जाती है।

(3) धारणा—चित्त को एक स्थान विशेष पर केन्द्रित करना ही धारणा है। इसके अन्तर्गत—एकाग्रचित्त होकर मन को वश में करना होता है। धारणा ध्यान (शरीर व मन के अंदर) के विस्तृत क्षेत्र का द्योतक है, जिसे अक्सर संकेन्द्रण के रूप में समझा जाता है।

(4) ध्यान—जब ध्येय वस्तु को ध्यान करते हुये चित्त तद्रूप हो जाता है, उसे ध्यान कहते हैं। शरीर व मन के अंदर अपने आप को केन्द्रित करना पूर्ण ध्यान की स्थिति में किसी अन्य वस्तु का ज्ञान या उसकी स्मृति चिन्तन प्रविष्ट नहीं होती।

(5) समाधि (विमुक्ति)—आत्मा से जुड़ना, शब्दों से परे, परम चेतन्य की अवस्था—एकीकरण। यह चित्त की वह अवस्था है जिसमें चित्त ध्येय वस्तु के चिन्तन में पूर्णतया लीन हो जाती है। योग दर्शन समाधि के द्वारा ही मोक्ष प्राप्ति को संभव बताते हैं। समाधि की दो श्रेणियाँ हैं—

(अ) सम्प्रज्ञात—इसमें समाधि, वितर्क, विचार, आनंद और अस्मितानुगत होती है।

(ब) असम्प्रज्ञात—इसमें सात्विक राजस व तमस सभी 'वृत्तियों' का निरोध हो जाता है। इसी को बौद्ध धर्म में संबोधि, जैन धर्म में केवल्य और हिन्दू धर्म में मोक्ष प्राप्ति अर्थात् मुक्ति कहा है।

योग के द्वारा व्यक्तित्व का विकास—सामान्य रूप से प्रत्येक व्यक्ति अधिकांश परिस्थितियों में एक जैसा व्यवहार करता है। व्यवहार के इस सुसंगत तरीके को व्यक्तित्व के रूप में परिभाषित करते हैं। एक व्यक्ति के व्यवहार की पूर्णता में उसकी अभिवृत्तियों, संवेग, विचार, आदतें व गुण सम्मिलित होते हैं। व्यक्ति के व्यक्तित्व का विकास जन्म से प्रारंभ होता है और किशोरावस्था में उसका पुनर्गठन होता है।

व्यक्तित्व के विविध आयाम हमारे व्यवहार व शारीरिक, भावात्मक, बौद्धिक, सामाजिक व आध्यात्मिक पहलुओं से संबंधित होते हैं। समग्र व्यक्तित्व के विकास में योग की एक महत्वपूर्ण भूमिका है।

योग द्वारा व्यक्तित्व का शारीरिक आयाम—शारीरिक आयाम से अभिप्राय शरीर के सभी अंगों व प्रणालियों का भली प्रकार विकास अर्थात् व्याधि रहित स्वस्थ शरीर। आसानों, प्राणायामों की श्रृंखला शारीरिक विकास में महत्वपूर्ण भूमिका निभाते हैं।

योग द्वारा व्यक्तित्व का भावात्मक आयाम—हमारी भावनाओं, अभिवृत्तियों एवं संवेगों से संबंधित भावात्मक आयामों के विकास हेतु योग अत्यन्त प्रभावी है। संवेग दो प्रकार के होते हैं—सकारात्मक व नकारात्मक। सकारात्मक संवेग प्रेम व दयालुता आदि है जबकि नकारात्मक संवेग क्रोध व डर आदि है। भावात्मक संवेगों के विकास के लिये हमें सकारात्मक भावनाओं, अभिवृत्तियों व संवेगों का विकास करना चाहिये तथा नकारात्मक प्रवृत्तियों पर नियंत्रण रखना चाहिये, क्योंकि नकारात्मक अभिवृत्तियों व संवेग व्यक्तित्व के विकास में बाधक स्वरूप है, जबकि सकारात्मक संवेगों के विकास में योग एक महत्वपूर्ण भूमिका निर्वहन करता है। यम, नियम, आसन, प्राणायाम, प्रत्याहार और ध्यान जैसे याग के भावात्मक विकास में अत्यन्त सहायक हैं।

योग द्वारा व्यक्तित्व का बौद्धिक आयाम—बौद्धिक विकास के अन्तर्गत आलोचनात्मक चिंतन, स्मरणशक्ति, बोध,, निर्णय लेने की क्षमता, कल्पना व सृजनात्मकता आदि हमारी मानसिक योग्यताओं व प्रक्रियाओं के विकास से संबंधित है। इस आयाम के विकास से हम ज्ञान व कौशलों को अर्जित करने में सक्षम होते हैं। आसन, प्राणायाम, धारणा, ध्यान जैसे—यौगिक क्रियाएँ एकाग्रता व स्मरण शक्ति का संवर्धन करके बौद्धिक विकास में सहायता करते हैं।

योग द्वारा व्यक्तित्व का सामाजिक आयाम—व्यक्तित्व के विकास का सर्वाधिक महत्वपूर्ण पहलु प्रारंभिक समाजीकरण जो शैशवकाल में परिवार के अन्दर माता—पिता और दादा—दादी के सम्पर्क में भाषा व समाज के मूल व्यवहार के तरीके को अनुकरण द्वारा सीखते हैं, परन्तु यह समाजीकरण की प्रक्रिया जीवनपर्यन्त चलती रहती है। इस प्रक्रिया के कुछ प्रमुख तत्वों में दूसरों के प्रति सम्मान, उनके विचारों को ध्यानपूर्वक सुनना, उनमें अभिरुचि रखना तथा अपने विचारों व भावनाओं को विनम्रता, ईमानदारी व स्पष्टता के साथ प्रस्तुत करना। यम के सिद्धान्तों में सामाजिक तत्व सम्मिलित है, जो पारस्परिक संबंधों को मधुर व घनिष्ट बनाने में अत्यन्त सहायक हैं।

योग द्वारा व्यक्तित्व का आध्यात्मिक आयाम—यह आयाम जीवन मूल्यों के विकास तथा आत्म ज्ञान से संबंधित है, जो व्यक्तियों को अपनी क्षमताओं को पहचानने तथा उनके अधिकतम स्तर तक विकास करने से संबंधित है। आध्यात्मिक विकास के लिये यम, निमम, प्रत्याहार और ध्यान सहायक हैं।

योग और व्यक्तित्व विकास—योग किसी व्यक्ति में अन्तर्निहित क्षमताओं के विकास द्वारा आत्मपूर्णता की दिशा में किया गया एक सकारात्मक प्रयास है। यह एक ऐसी प्रक्रिया है जिससे व्यक्ति के एकीकृत व पूर्ण व्यक्तित्व का विकास होता है।

व्यक्ति का आध्यात्मिक आयाम उसकी अन्तरात्मा और उसके अन्तर्मान से संबंधित होता है। अन्तर्मुखी यात्रा के माध्यम से आध्यात्मिक खोज प्रारंभ होती है, तत्पश्चात् मन की सूक्ष्मतर परतें स्वतः प्रकट होने लगती है अर्थात् व्यक्तित्व के भीतरी आयामों का चार सूत्रीय विकास होता है; यथा—मैत्री, करुणा, मुदिता और उपेक्षा। ऐसा व्यक्ति स्वयं के भीतर परमात्मा और परमात्मा के भीतर सम्पूर्ण जगत को निवास करते हुये देख सकता है। योग प्रक्रिया द्वारा मनुष्य की आध्यात्मिक प्रगति के साथ सभी योग्यताएँ व क्षमताएँ प्रखर हो जाती हैं।

निष्कर्ष

वर्तमान समय में योग के द्वारा मन को नियन्त्रण में करते हुये और मानसिक आरोग्यता को प्राप्त करते हुये हम आध्यात्मिकता एवं समृद्धि को प्राप्त कर सकते हैं। वर्तमान वैश्वीकरण के युग में सूचना प्रौद्योगिकी के अभूतपूर्व विकास के साथ—साथ मनुष्य के तनाव का स्तर भी निरन्तर बढ़ रहा है। ऐसे में मानसिक आरोग्य बनाये रखने के लिये आज योग को जीवन जीने की कला एवं विज्ञान के साथ—साथ औषधि रहित चिकित्सा पद्धति के रूप में लोकप्रियता मिल रही है। योग का नियमित अभ्यास हमारे व्यक्तित्व में समता का भाव बढ़ाता है। योग का लक्ष्य रोगों की रोकथाम के अतिरिक्त व्यक्तियों के भौतिक, मानसिक, आध्यात्मिक और भावनात्मक स्तर पर सम्पूर्ण स्वास्थ्य प्रदान करना है। योग भावनात्मक स्तर पर स्थिरता, मानसिक स्तर पर एकाग्रता और अनासक्ति का भाव और शारीरिक स्तर पर स्थायी संतुलन की अवस्था है। इसमें शरीर व मन के मध्य संतुलित रूप में समन्वय स्थापित कर व्यक्तित्व को एकीकृत किया जाता है। व्यक्तित्व के चतुर्दिक् विकास में योग निम्न रूपों में विकास करता है—

- (1) मांसपेशियों के स्तर पर गहन विश्रान्ति प्रदान करना।
- (2) प्राण स्तर पर श्वास की गति को मंद करके संतुलन बनाये रखना।
- (3) मानसिक स्तर पर सृजनात्मकता व इच्छा शक्ति को विकसित करना।
- (4) बौद्धिक स्तर पर बुद्धि को कुशाग्र व मन को शांत बनाये रखना।
- (5) भावनात्मक स्तर पर जीवन में सुख का संवर्धन और समत्व का भाव बनाये रखना।
- (6) जीवन के सभी पक्षों में मनुष्य में अन्तर्निहित पूर्ण दिव्यता को प्रकट करना।

अतः व्यक्तित्व के समग्र विकास में योग न केवल भौतिक स्तर पर अपितु एक व्यक्ति के अस्तित्व के सभी स्तरों की बाधाओं में संतुलन व समन्वय स्थापित करने हेतु सहायक है।

आज के व्यस्ततम जीवन में योग ही एकमात्र ऐसा साधन है, जो मानव के तन, मन व आत्मा को शुद्ध कर प्रकृति को जीवन्त बनाये रख सकता है। 21 जून, 2015 को प्रधानमंत्री मोदी जी ने इस दिवस को अन्तर्राष्ट्रीय योग दिवस के रूप में मना कर समूचे विश्व में योग की महत्ता को एक पहचान दी।

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- (5) योग के वैज्ञानिक प्रयोग (डॉ० प्रणव पण्डया), श्री वेदमाता गायत्री ट्रस्ट, गायत्री नगर, श्रीरामपुरम, शांतिकुंज, हरिद्वार।

AWARENESS OF POSTNATAL MOTHERSON NEWBORN CARE

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Abstract:

A descriptive correlational survey to assess knowledge and practice of postnatal mothers on newborn care was carried out among 30 mothers using valid, reliable, structured knowledge and practice questionnaire. The collected data was analyzed using SPSS version 16. The findings of the study showed that most of the sample 24(80%) were in the age group 21-30 years, most of them 16(53.3%) were primipara, 15(50%) had normal vaginal delivery and 15 (50%) had LSCS. Majority of the sample 25 (83.3%) belonged to Hindu religion, most of them 19 (63.3%) belonged to joint family, most the samples 17 (56.7%) lived in a rural area, majority of the mothers 17 (56.7%) were housewives. Majority of the new- borns, 24 (80%) were above 37 weeks of gestation, most of the new born 21(70%) were below 6 days of age, majority of the new born 19(63.3%) were male, majority of newborn 16(53.3%) were above 3000 grams of birth weight. Majority 23 (76.7%) of mothers had good knowledge on new-born care. Most of 16 (53.33%) of mothers had excellent practice on newborn care. Relationship between knowledge and practice score of the mother was not statistically significant at 0.05 level ($r=0.276$, $p=0.140$). The education of the mothers ($\chi^2_{(df)}=11.642_{(3)}$, $p=0.009$) had significant association with the knowledge of the mother regarding new-born care. Keeping in mind the findings of the study it is recommended that an educational programme regarding new-born care can be organized to the antenatal and postnatal mothers

Keywords: knowledge, practice, new-born, post natal, Care Taking, Accessing Health care Facilities .

Introduction:

Children are the future of any nation. It is well established that the welfare of a child and his future are totally dependent upon the care and attention bestowed upon him before and after birth. Care of the children had always traditionally been the forte of mothers irrespective of education, income and social class differences. The important task of motherhood is to fulfil physical, emotional, social, intellectual and moral needs of children.

There is no doubt that a mother plays an important role in this regard.

Available research studies reveals that mothers had average to poor knowledge on new born care^{1, 2}

A descriptive study was conducted on "Knowledge, attitude and practice of neonatal care among postnatal mothers in a tertiary care hospital, Neonatal Division, Department of Pediatrics, in South India among 100 postnatal mothers on knowledge on and attitude towards neonatal care and the

practices they follow. Findings of the study showed that knowledge of mothers was inadequate in areas of umbilical cord care (35%), thermal care (76%) and vaccine preventable diseases. Nineteen percentages of them still practice oil instillation into nostrils of newborns and 61% of them administer gripe water to their babies. This study indicates that awareness and attitude of postnatal mothers towards neonatal care has lots of lacunae especially in those who belong to the lower socioeconomic status³. Thus the poor knowledge on part of Mothers can lead to disastrous results in the field of care giving. There is scope for improvement by providing better care and health education for antenatal mothers. If the mothers are not acquainted with knowledge pertaining to dangers signs, hygienic practices, feeding, weaning, health and nutrition including growth and behavior of children, it might affect the rearing of their children. Providing timely education in the form of intervention to the mothers could fill these gaps in knowledge of child care. It is necessary to assess the knowledge of mothers who are going to take care of newborn babies. Because for a newborns most frequent caretaker is their own mothers and it is mothers knowledge and practices that the shapes the future of the new born. Thus the present study was undertaken to assess the assess the knowledge of mothers regarding newborn care, find out the practices of mothers regarding newborn care and to find the relationship between knowledge and practice of mothers regarding newborn

Material and Methods:

A descriptive correlational study was carried out in the postnatal wards of selected tertiary care hospital of Udupi district after obtaining the ethical clearance from institutional ethical committee and administrative permission. A convenient sample of 30 mothers was selected for the study. An informed written consent was obtained after assuring the anonymity and confidentiality from the mothers. Three tools were used for data collection. **Tool 1:** Demographic Proforma, **Tool 2:** Knowledge questionnaire on newborn care and **Tool 3:** Practice questionnaire on newborn care. A structured questionnaire in the form of multiple choice questions was developed to determine the knowledge level of postnatal mothers on newborn care. The questionnaire had 20 items. The correct response carried one mark, thus the maximum possible score was 20. The areas included in the tool were breast feeding, baby's normal findings, warmth, infection, danger signs and immunization.

Structured practice questionnaire was developed to determine the practice of postnatal mothers on newborn care. The tool consisted of 20 items. The questionnaire had both positive and negative questions. For the positive questions, answer "yes" carried two points and "No" carried zero points. "Always" carried two points, "Sometimes" carried one point and "Never" carried zero points. For the negative questions "yes" carried zero point, "No" carried two points, "Always" carried zero, "Sometimes" carried one and "Never" carried two points respectively. All the tools were validated, pretested and reliability was

established. Tools were translated to Kannada and language validity was established by retranslating the Kannada version of the tool to English.

Data was collected in the month of February 2012.

Statistical analysis :

Statistical package for social sciences software (version 16) was used for statistical analysis of raw data

Results :

Sample characteristics

The data collected to describe the sample characteristics were age, type of delivery, religion, education, type of family, place of residence, occupation and the newborn characteristics like gestational age of the newborn, age of the newborn, gender of the newborn, birth weight of the newborn. Description is presented in Table 1.

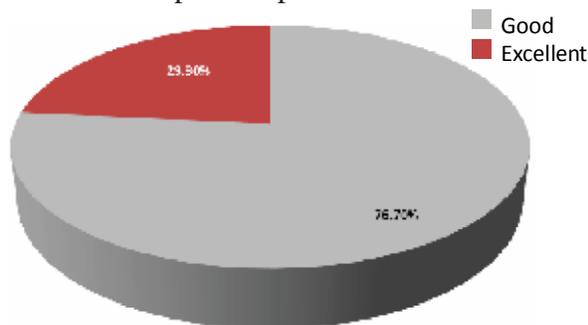


Figure 1. Frequency percentage distribution of the sample based on the knowledge on Newborn care

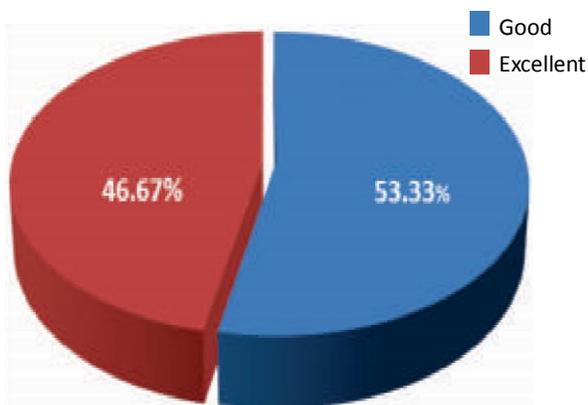


Figure 2. Frequency and percentage distribution of mothers

Table 1: Frequency and percentage distribution of mothers based on demographic characteristics. **n=30**

Sample Characteristic	Frequency	Percentage (%)
1. Age in years		
21-30	24	80
31-40	6	20
2. Parity		
Primipara	16	53.3
Multipara	14	46.7
3. Mode of Delivery		
Normal Vaginal delivery	15	50
LSCS	15	50
4. Religion		
Hindu	25	83.3
Muslim	3	10.0
Christian	2	6.7
5. Education		
Up to Secondary	14	46.7
Pre-University & Diploma	9	30.0
Diploma & Graduate	9	16.7
Post-graduate	5	6.7
6. Type of family		
Joint	19	63.3
Nuclear	11	36.7
7. Area of Residence		
Urban	13	43.3
Rural	17	56.7
8. Occupation		
Housewife	17	56.7
Unskilled & Semiskilled	5	16.7
Middleclass officer & Semi professional	5	16.7
Professional	5	10

The demographic characteristics of newborn baby's shows that 19 (63.3%), were male & 11 (36.7%) were female. Most of the babies 24 (80%) were above 37 weeks of gestation, 16 (53.3%)

of the babies weighed above 3000grams at birth & majority, 21 (70%) were below 6 days of age & 9 (30%) were above 7 days.

Distribution of mothers based on knowledge on newborn care

The findings of the study showed that 23 (76.7%) of mothers had good knowledge and only 7 (23.3%) had excellent knowledge which is depicted in figure 1.

Distribution of mothers based on practice on new born care.

The analysis of data showed that 16 (53.33%) of mothers had excellent practice and 14(46.67%) had good practice on newborn care, which is depicted in figure 2.

Description of knowledge & practice scores of mothers The mean of knowledge score was 12.5 with SD of ± 2.31 , and mean of practice score was 34.4 with SD ± 3.5 .

Relationship between knowledge and practice score of the mothers

To test significant relationship between knowledge and practice, Pearson correlation coefficient was calculated which revealed a statistically non-significant relationship between knowledge and practice at 0.05 level of significance.

Association between knowledge of mothers on newborn care and selected variables

Education status of the mothers ($\chi^2_{(df)} = 11.642_{(3)}$, $p=0.009$) had significant association with the knowledge of the mother regarding newborn care. Other demographic variables did not show any statistically significant association with knowledge score of the mothers.

Discussion:

In the present study majority of mothers had excellent knowledge and practice on newborn care. The findings are supported by a survey study conducted in 2006 which revealed that mothers' knowledge and practices were within good and satisfactory average scores in most of the studied items related to newborn care giving at home except breast feeding⁴. The study findings also revealed that mothers with higher educational status had better knowledge. Similar findings are reported in other studies also⁵. Based on the findings of the study it is concluded that postnatal mothers admitted in tertiary care hospital of Udupi had excellent knowledge on newborn care. As the knowledge increases the practice of mothers on newborn care improves. The knowledge is independent of educational status. So there is need to identify the mothers with low educational status and awareness programme to be implemented at antenatal period itself so that the newborn care can be improved. The setting and sample were selected on convenient basis limits its generalizability. There is need to carry out a large scale study to explore the different practices adopted by the mothers to provide best care to their babies.

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SCO'S MEMBERSHIP: STEPPING STONE IN INDIA'S FOREIGN POLICY

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ABSTRACT

India's Foreign Policy has taken a new turn and established a new stepping stone when it has finally been awarded full membership at Shanghai Cooperation Organization (SCO) at its latest Astana Summit. This paper explores the historical context of SCO and how India got it full membership after acquiring status of permanent observant. This paper also reflects upon the relevance of this membership for its future aspirations in Asian security forum.

This is not a hidden fact that in future India aspires for a far more important role in world security, Central Asian Trade, role in connecting with Eurasia through central Asia and the ever expanding Afghanistan issue. The paper establishes that the SCO full membership will play a vital role in helping India's aspiration on these lines.

India's major concern in recent past has been related with terrorism and it has raised its voice against it at various global forums, meets and organizations. In this context paper concludes that SCO Membership provides for a very vital platform to raise the issue related to terrorism against its troublesome neighbour. Although, the charter of SCO's prohibits the raising of bilateral issues at its platform. But behind the scenes, Moscow and Beijing seem to be craving to beget a closer India-Pakistan entente through the auspices of the SCO which will hopefully cultivate more peace in the Central – Asia and South Asia.

Finally the paper positively concludes that the SCO's full membership will play a stepping stone in India's Foreign Policy and may play the final role in establishing it as a Global leader and a future Permanent Member of United Nation's Security Council(UNSC).

Keywords: SCO, India Foreign Policy, India- Pakistan, Terrorism & UNSC

INTRODUCTION

The Shanghai Cooperation Organisation (SCO) is a permanent intergovernmental international organisation, the creation of which was announced on 15 June 2001 in Shanghai (China) by the Republic of Kazakhstan, the People's Republic of China, the Kyrgyz Republic, the Russian Federation, the Republic of Tajikistan, and the Republic of Uzbekistan. It was preceded by the Shanghai Five mechanism.

The Shanghai Cooperation Organisation Charter was signed during the St.Petersburg SCO Heads of State meeting in June 2002, and entered into force on 19 September 2003. This is the

fundamental statutory document which outlines the organisation's goals and principles, as well as its structure and core activities.

The SCO's main goals are as follows: strengthening mutual trust and neighbourliness among the member states; promoting their effective cooperation in politics, trade, the economy, research, technology and culture, as well as in education, energy, transport, tourism, environmental protection, and other areas; making joint efforts to maintain and ensure peace, security and stability in the region; and moving towards the establishment of a democratic, fair and rational new international political and economic order.

While not progressing as rapidly as many predicted, the SCO has carved out a role for itself as a hub for the coordination of specific aspects of security and economic policy, and it has become one of several important voices shaping regional politics and security in Eurasia. Indeed, an important role it has come to play is in representing its collective membership's viewpoint on international issues, which—given that its membership includes China and Russia— provides it with a significant role within the international community. Indeed, the SCO appears to be placing itself at the centre of the ongoing negotiation— or renegotiation—of the relationship between global and regional levels of governance.

Its ever growing relevance can also be helpful for India's long term Foreign Policy Agenda of proving itself as a Global Power and seeking UNSC permanent Seat. Overall India's entry as a permanent member to this International community may prove to be a stepping stone in its Foreign Policy framework.

Historical Background

SCO in its true sense has transformed into a formal Organization from a mere border resolving forum between Soviet Union, new countries formed after its disintegration and China. It was also a product of Beijing's desire to demystify and defuse its negative image within Central Asia, with a view to the long-term aim of establishing itself as an important economic player in the region . The SCO is designed to facilitate intergovernmental cooperation at a variety of different levels supported by a permanently functioning bureaucracy made up of representatives from the member states. There are also organs dedicated to specific areas of activity.

The SCO does not seek sovereign control over its member states or have the authority to enforce its decisions and recommendations. There is no formal codified procedure of decision making. The SCO operates on the basis of informal discussion, and consensual approval is needed for a decision to be adopted.

Taking these governing arrangements into account, the SCO's model of a multilateral cooperative framework can be characterized as closer to that of the Association of South East Asian Nations (ASEAN) than that of the European Union (EU) which emphasizes an approach of informal interaction and consensus building to generate trust and goodwill among its members without a "highly institutionalized legal framework

In the immediate years following its formation in 2001, the Shanghai Cooperation Organization (SCO) attracted a lot of international attention. During this period, it was often cast as a joint Russian-Chinese attempt to counteract the geopolitical influence of NATO and the US in Eurasia

and beyond. Since the late 2000s, however, interpretations of the SCO based solely on this grand geopolitical narrative have become less numerous. This is because it has become evident that there is more to the SCO than simply functioning as an anti-Western balancing alliance. Furthermore, the SCO has not come to exercise the extent of influence over the foreign policy of its member states and the region that such grand narratives afforded it. Although it is now into its second decade, questions remain about its effectiveness and future trajectory.

India & SCO

India considers Central Asia as part of its extended neighbourhood which makes SCO an important organization for India to engage with regional countries and stakeholders. India has been an observer in the SCO since 2005 and it applied for full membership of the grouping in 2014. India has been regularly attending the annual SCO summits with former Prime Minister Dr Manmohan Singh attending the 2009 summit at Yekaterinburg, Russia. India has civilizational links with the Central Asian Republic (CARs) and has been engaging them bilaterally ever since they got independence in 1991. However, since 2010 there had been a gradual rise in India's engagements with SCO. The then External Affairs Minister, S. M. Krishna said in the Lok Sabha on 28 July 2010 that "SCO has grown rapidly in importance and is playing an important role in promoting stability, economic development and in combating terrorism in the Central Asian region as well as Afghanistan"

India announced its 'Connect Central Asia' policy in 2012 and also started annual India-Central Asia Track II dialogue in the same year. India is also helping the region with infrastructure development as is evident from the development of the INSTC and the Zaranj- Delaram-Chabahar route. India has also acceded to the Ashgabat Agreement, an international trade and transit corridor between Persian Gulf and Central Asia. Other members of the agreement are Oman, Iran, Turkmenistan, Uzbekistan and Kazakhstan. Ashgabat agreement will facilitate India's trade with Eurasia and synchronise Indian efforts to develop INSTC.¹² SCO membership for India is recognition of India's legitimate interests in Eurasian region and is a result of India's constant engagement with the region. However, there are a number of challenges and opportunities which SCO membership poses for India as detailed below.

After becoming SCO's observer state in 2005. The first sign of India's "readiness to enhance its engagement with the SCO" came in the year 2010 in the Tashkent Summit when its members "lifted the moratorium on new membership and paved the way for expansion of this regional grouping". However, the doubts on the "rules and procedures" for expansion of this (SCO) body" continued and it is only when "SCO finalized procedures for taking in new members" that India could submit its "formal application for the full membership of the SCO" in 2014. India applied for full membership of SCO with various geostrategic, security and economic considerations. These considerations include "the evolving security situation in Afghanistan, capacity building in the central Asian region, connectivity with the Eurasian region, counter-terrorism and anti-narcotics, and energy cooperation." SCO, as a platform for discussion, can elevate trust and cooperation between India and the other SCO members. Thus this regional organisation can help serve India's geostrategic, security and economic interests in the Eurasian region better.

India's Prospects

Besides, economic, energy, connectivity and security interests are driving India towards SCO. It includes India's objectives of "capacity building in the central Asian region, connectivity with the Eurasian region, counter-terrorism and anti-narcotics, and energy cooperation." SCO agencies like SCO Business Council, RATS can help India in promoting these interests. India's keen interests were clear in its standing in 2012 as well as 2013 Head of State's Summit.

Building on the same line of interest in the 2015 SCO Summit in Ufa, Prime Minister Narendra Modi emphasised that improving transportation and communication networks in the region should be the major cornerstone for future growth of the area & a vast network of physical and digital connectivity that extends from Eurasia's northern corner to Asia's southern shores can be created. The International North South Transportation Corridor (INSTC) is a step in that direction. Connecting INSTC with other international networks can help the creation of an east west corridor for India, connecting it with Europe through land which will improve its economic as well as physical presence in the area. In 2016 SCO Summit, PM Modi also pointed out that "India will be pleased to contribute to the development of infrastructure in the region. We will support efforts to create an environment that eases barriers and facilitates trade and investments in the region. India's requirement for energy and resources and its vast and dynamic market will boost prosperity in the SCO region. In turn, India will deepen its engagement in human resource development, information and communication technology, pharmaceuticals and health care, banking and capital markets, small and medium enterprises and micro finance, and food security." Thus, economic and financial gains are emerging as among the principal driving force in India's joining the SCO.

These economic, financial and security issues if tackled properly and well accommodated in India's Foreign Policy will ensure India's presence at global level but will act as new stepping stone in its Foreign Policy.

India's Permanent Membership: Stepping Stone in Foreign Policy

India's membership was strongly pushed by Russia while Pakistan's entry into the grouping was backed by China. With the expansion of the grouping, the SCO will now represent over 40% of humanity and nearly 20% of the global GDP.

As an SCO member, India is expected to have a bigger say in pressing for concerted action in dealing with terrorism as well as on issues relating to security and defence in the region. India, one of the largest energy consuming countries in the world, is also likely to get greater access to major gas and oil exploration projects in Central Asia once it becomes part of the SCO. India's entry into the China-dominated grouping is seen as a major milestone as it is expected to increase the group's heft in regional geo-politics and trade negotiations besides giving it a pan-Asian hue. Experts say India's inclusion may even bring down Beijing's overarching influence over the SCO

Energy Cooperation

India, one of the largest energy consuming countries in the world, is also likely to get greater access to major gas and oil exploration projects in Central Asia as many of the SCO countries have huge reserves of oil and natural gas. As the territory of the SCO member states holds about 25% of global oil reserves, over 50% of gas reserves, 35% of coal and about half of the world's known uranium reserves. The biggest oil and gas pipelines have been laid or are being built here. It can

help in achieving mutually beneficial long-term energy security for buyers and financial commitments for sellers.

Cooperation on counter-terrorism

Cooperation is expected to emerge as a major point of India's exchange with SCO. India is expected to have a greater say in pushing for effective action in combating terrorism and on issues relating to security when it becomes a full member of the SCO, seen as a counterweight to NATO.

There is difference in the way terrorism is understood in the SCO and in the way India faces this threat. The SCO works to prevent regime destabilization in terms of terror prevention while for India; state sponsored cross border terrorism is a threat, not regime stability. SCO targets groups like East Turkestan Islamic Movement (ETIM) which are based in Federally Administered Tribal Areas (FATA) of Pakistan and Al Qaeda but groups like Lashkar-e-Toiba, Jaies-e-Mohammad, Harkat-ul-Mujahideen, Afghan Taliban and Haqqani Network do not come under SCO anti-terror ambit. China has been reluctant to take action against these groups in the past. It had blocked Indian move at the United Nations seeking action against Pakistan for releasing the 26/11 terror attack mastermind and commander of Lashkar-e-Toiba, Zaki-ur-Rehman Lakhvi and later, Indian attempt to get Jaish-e-Mohammed chief Masood Azhar designated as a terrorist by the UN was also blocked by China. SCO mechanism gives more importance to army in anti-terror operations while India gives preference to police in such matters except in border areas. SCO is also expanding cooperation in cyber security but for India, presence of China in a cyber security cooperative framework itself would be a big challenge, since it is source of some of big cyber-attacks in India. There would be limitations to Pakistan's contribution to the anti-terrorism framework within the SCO. This can be real challenge in framing policies on the issue of terrorism in relation with SCO.

But on other hand, SCO would be the first regional platform where India would be able to simultaneously engage its traditional friend, Russia and two rivals, China and Pakistan. It would be a boost for India's Central Asia policy which would have to be pro-active for its success. India has an opportunity to discuss and be aware of China's One Belt One Road initiatives through SCO, something which Russia and the CARs are already doing. India will have the opportunity of interacting with Pakistan at various levels within the SCO framework like annual summit, foreign ministers, national security advisors etc. The organization also conducts military exercises with its member states and India- Pakistan armies could get an opportunity for jointly participating in a multilateral exercise. Since India conducts bilateral exercises with China, military exercise with Pakistan would be welcome too. This may define a new chapter in India's Foreign Policy framework.

Membership of the SCO gives India an opportunity to increase its economic footprint in the region. India's major trade destinations include the US, Southeast Asia and West Asia while Central Asia lags far behind. Indian economy would also allow the Central Asian states to balance their overwhelming dependence on Russian and Chinese economies, once India's connectivity to the region is established. India enjoys soft power advantage in the region due to its historical links with Eurasia and can build on it with help of its economic power. India's core economic competencies would benefit the Central Asian economies. This will improve India's soft power image at

international level and with this increasing global footprint may attract more support and boost India's chance for its ultimate aim of UNSC Permanent Seat.

Conclusion

India's membership in the SCO will add further heft and muscle to the organization, particularly against the backdrop of continuing weakness in the international economy and anaemic global demand. India today is the fastest expanding global economy, with annual GDP growth of 7.5 percent. It represents the third largest economy (\$8 trillion) in PPP terms and seventh largest (\$2.3 trillion) in nominal dollar terms. It also inspires confidence on other indicators, such as FDI, inward remittances, savings rate, and pace of economic reforms.

Irrespective of the challenges, India's Eurasian policy will be boosted by SCO membership. India's membership of the SCO is recognition of its continuous engagement with the region where it has legitimate interests. India would be able to make use of SCO institutional set up in order to engage with the region. Duplicity in dealing with different terrorist groups and India's perceived closeness to the West would be challenges faced by India at the SCO. Given the trilateral competition between the US, Russia and China in Central Asia, India will have to carefully navigate its foreign policy path to suit its own national interests. At the same time, there would be opportunities to regularly interact with Pakistan under different SCO mechanisms, discuss energy issues, combating drug trafficking and terrorism and to increase Indian economic footprint in the region by contributing to fields like healthcare, agriculture, space, information and technology etc.

The 2017 Astana Declaration confirms member States' determination to strictly adhere to the Treaty on Long-Term Neighbourliness, Friendship and Cooperation between SCO member states in order to promote neighbourliness and friendly relations in areas of mutual interest, including making the borders with each other into borders of eternal peace and friendship. If followed in true letter and spirit may also benefit regional stability between India-Pakistan as well as Sino-India Relations.

At last, it can be well concluded with full enthusiasm that this permanent membership at SCO opens new gate for India's Foreign Policy framework with loads of opportunities as well as challenges. This may not be an automatic solution to all its regional problems and may not increase its chances for grabbing the permanent seat UNSC but rest assure it will surely provide a new direction, a new perspective and a new stepping stone to its Foreign Policy.

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Modern Banking System in 21st Century

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Abstract

The banking sector in India is under a transition period now. This transition is predominantly structural and operational in nature because of 2 major factors- Global Convergence and Information Technology.

Information technology has driven the banking operations to all together a new way having less paper work and formalities. Real time settlement, cheap and fast services are now provided by banks. Infact, their work horizon has also extended globally. Branches have been set up in various countries to give experience of international working. Vostro & Nostro Accounts have taken an enough space of Bank's Routine Operations. 24*7 assistance, accessibility at each second, Banking at your fingertips show the developed face of banking in 21st century.

The theme of this paper is that by the next decade, the banking industry is likely to be subject to major degree of more advanced changes. The objective of this paper is to take an overall view of banking industry and to present the changes that can be seen in 21st century banking with respect to its scope, structure, functions and governance. An extensive literature of secondary data is undertaken to the objectives of study.

Keywords: Transition, Convergence, Accessibility, Governance etc.

INTRODUCTION

Banking can be defined as the business activity of accepting and safeguard money owned by other individuals and entities and then lending out this money in order to earn profit.

Banking is "lifeblood" of economic activity as it collects deposits and provides credits to government and people, households and businesses. It acts as intermediary in linking savers and investors and helps the economy in growth and development by channelising the funds to their best use. Banks have the leading role in planning and implementing financial policies. Banking activity encourages the flow of money to productive use which in turn allows the economy to

grow and prosper. Imagining an economy without banking is very difficult as all business activities will come to still without banking operations. From arranging finance for household to buy car to availing huge amount of credit for businesses to invest, banking sector has been doing wonders for the world economy since a long time.

However with the passage of time the activities covered by banking business have widened and now a lot of new and additional deposits and services are also provided by banks. Banking services are not only restricted to accepting deposits and advancing loans but has extended to issuance of debit and credit cards, providing safe custody of valuable items, ATM services, lockers, and online transfer of funds across the country and world.

Here through this paper we are going to explore the recent banking issues by detailed study from oldest system to modern regime.

PHASES OF BANKING

The advancement in the Indian banking system can be classified into three phases:

1. The pre independence face i.e. before 1947
2. From 1947-91
3. 1991 and beyond

First phase: It is marked by presence of a large number of banks.

The first bank was “Bank of Hindustan” which was established in 1770 but it was liquidated in 1832. Many other banks came and failed, but some were successful also like Punjab National Bank, Bank of India, Imperial Bank of India which was later renamed as State Bank of India. In April 1935 Reserve bank of India was formed.

Analysis: 1. Most of the banks were small in size and they failed also.

2. Services provided by banks were also very basic services.

3. Due to failure public lost their confidence and relied more on unorganized sector.

Second phase: This phase was marked by **Nationalization Of Bank**. 14 commercial banks were nationalized on 19 July 1969 and 6 more commercial banks were nationalized in April 1940. Some apex level banking institutions were also setup to target the specific requirements from different sectors.

Example : NABARD, EXIM, SIDBI etc.

Analysis: 1. Public confidence was increased due to increase in efficiency in the banking system.

2. Banking activities helped different sectors to grow which ultimately led to economic

growth.

Third phase: This phase marked its beginning with economic reforms that brought liberalization in economic policies. Focus was shifted to provide banking services to large portions of assets that were still untouched. Banking sector started increasing its branches in order to cover a major part of population. Banking sector started enhancing financial inclusion in the supervision of RBI by setting up payment banks and small banks.

Analysis: 1. After new economic policy in 1991 reforms in banking sector came that laid the stepping stone of transformation in banking sector.

2. Banking sector started improving its operations by trying to meet the internationally accepted standards of performance.

3. Improvement in policy framework was undertaken by prescribing prudential norms and steps were taken to reduce the proportion of non-performing assets.

4. In order to provide speedy access to banking services to people, shift was put to online services.

5. Banking sector started increasing its horizon by converting themselves into Conglomerate. It means banking sector clubbed various services to be provided to customers. For example: they became insurance agents, depositories participants, brokers, investment bankers, merchant bankers, portfolio consultants, bankers to issue, lead managers, underwriters, advisors, guarantors, mutual fund agents, institutional investors etc.

6. They started providing services like DEMAT account, ATM, net banking, digital money, debit and credit cards, local facilities, RTGS, NEFT, travelers Cheque, fulfilling standing orders etc. along with their basic services of deposits and loans.

FOUR ESSENTIALS OF BANKING IN 21ST CENTURY

Banking in the 21st century brings a whole new set of challenges and opportunities. Voracious consumer appetites for omni-channel transactions, high expectations around customer experience, and low levels of patience and brand loyalty have put most banks on the back foot. The vast majority are playing catch-up with their customers today. These are the four essentials that are required to be fulfilled by modern banking sector:

- **The first is convenience.** Sounds simple enough but you'd be surprised how many banks think about what their systems are capable of doing as their starting point, rather than understanding what their customers actually want. Banking services need to work around the consumer's busy life – not the other way around. That means looking at what customers want to achieve from their perspective. Those that can't be flexible in adapting their services to suit consumer convenience, risk jeopardizing long term success and sacrificing market share. It is that serious.

- **The second consideration is relevance.** The goal posts of customer engagement moved several years ago. Communication must be personalized and relevant to the context of the customer. Consumers expect their banks to know them as individual customers, with awareness of their requirements and even anticipating their future requirements. This involves the need to switch to real-time banking with maximized self-service that's underpinned with personalized, tailored advice when needed.
- **The third essential is responsiveness.** This is probably one of the biggest hurdles banks face because they're typically working with disparate systems in a silo branch network. Many internal processes simply don't reflect current business need – which means they must change. But it's not just the systems that need to adapt. People must as well. There must be a consistency of message and service delivery, along with being empowered to do so. Employees need access to all of the latest and most relevant data if they are to respond accordingly. I think we'll see much tighter integration on this front moving forward as sales and customer service continue to converge.
- **The fourth and final essential is reliability.** In an increasingly fragmented industry sector (think disintermediation from the likes of Facebook, Apple and PayPal chasing the mobile wallet share), banks simply cannot afford to have an unreliable reputation. Recent research from The Economist Intelligence Unit found that consumers expect the same quality of experience as big Internet companies provide. Reliability is at the very core of quality experience.

RECENT BANKING SERVICES

Automated Teller Machines – An electronic machine which allows the user to withdraw and lodge cash, pay bills, request statement and other banking transactions. The customer requires ATM Card and ID no. to gain access to the machine. Some ATM cards are also debit cards which can be used in shops and other markets.

Phone Banking- Banking facility is made available with the help of a voice response system (VRS). It is one of the most popular products. It allows the customer to enter phase via telephone. Customers can perform a number of transactions from their office or home. Facilities offered by phone banking are information on balance, Cheque book requisition. Money transfer, queries on new schemes etc. It is also known as “TeleBanking”

Electronic Fund Transfer—It transfers money from one account to another. In this system, the sender and the receiver of funds, may be located in different cities and may even bank with different banks. Payment of insurance premium, mortgage installments are also electronically transferred from the bank to respective accounts periodically.

ATM Card--An ATM card is a dedicated payment card issued by a bank which enables a customer to access automated teller machines. These are style plastic cards with a magnetic

stripe or a plastic smart card with a chip that contains a unique card number and some security information such as an expiration date . They are also known as bank card, MAC (money access card), client card, keycard or cash card.It is issued to the customer by the bank in order to make cash withdrawals at cash machines. It provides exchange services. This service helps the customer to withdraw money even when the banks are closed.

Credit Card--A credit card is a payment card issued to users to enable the cardholder to pay seller for goods and services based on the cardholder's promise to the card issuer to pay them for the amount plus the other agreed charges. It contains a means of identification, such as signature and a small photo. These cards enable the holder to buy goods and services on credit from different outlets. The bank receives the bills from the merchants and pay on behalf of the customer. The bank charges from the cardholders for the services. It saves the cardholder from hazzlement of carrying money with him when he travels for purchasing.

Debit Card--A debit card is a payment card that automatically deducts money from a consumer's bank account to pay for a purchase. It eliminates the need to carry cash. Every time a person uses the debit card, the merchant, can get the money transferred to his account from the bank of the buyer, by debiting an exact amount of purchase from the card. To get a debit card, an individual has to open an account with the issuing bank.

Demat Account—Dematerialised form of securities have been introduced by the Securities and Exchange Board of India to regulate and to improve stock investing. The investor opens an account called "demat account" with depository participants. Banks now a days are acting as depository participants by getting themselves registered with SEBI. These DP transact business through electronic media. They get the shares in an electronic form. These DP are linked with depositories that are responsible for providing Scripless Trading to investors. One of the major benefits is that, it requires less paper work, no loss of share certificate, no bad deliveries, and lower transactions cost etc.

E-Banking--Online banking is doing banking business electronically by having internet connection and a working personal computer. It is a convenient and speedy form of banking that can be availed by customers through their banks. The complete database that the bank has about the customer's account is available to the customer at his terminal. Real time settlement services are provided by banks on

24 *7 basis.

Electronic Data Interchange—It is the electronic interchange of business information using a standardized format, a process which allows one company to send information to another company electronically rather than with paper.

Business entities conducting business electronically are called trading partners. The transfer of information related to commercial trade through the banking system,also known as financial

EDI, includes payment orders, remittance information, statements of account and message linked to documentary payments. It will be beneficial in areas such as inventory management, transport and distribution and cash management.

Cyber Cash—Cyber Cash Secure Payment System is a complete system for conducting financial transactions on the Internet. It accepts both credit card payments and cash/coin transactions. It is a great solution for any web site that wants to accept electronic payment for goods or services. It offers a secure mechanism to deliver payments between customers, merchants, and banks. Since it offers safe, efficient and inexpensive delivery of payments, across the internet, it has been described as the Federal Express of the internet payment business. The main goal of cyber cash is to work with financial institutions and merchants to provide an accessible and acceptable payment system on the internet.

E-Cheques--An electronic cheque is an electronic copy which is a scanned image of a real cheque, that is transferred by email. In addition to the cheque's 'real' signature, the transfer must be digitally signed using the sender's private key to authenticate the transfer.

Real Time Gross Settlement--Real-time gross settlement systems (RTGS) is a funds transfer system where money transfer takes place from one bank to another on a "real time" basis and "gross" basis. Settlement in the "real time" means that the transaction happens almost immediately. "Gross settlement" means the transaction is settled on one to one basis. The minimum amount to be remitted through RTGS is 2 lakh.

NEFT-- National Electronic Funds Transfer is a nation-wide payment system facilitating one-to-one funds transfer. Under this Scheme, individuals, firms and corporates can electronically transfer funds from any bank branch to any individual, firm or corporate having an account with any other bank branch in the country participating in the Scheme.

BANKS AS CONGLOMERATE

Conglomerate is something when different and distinct features are grouped together. Due to the widespread demand by customers and with the pace of modern scenario, banks have turned themselves into "conglomerate" and have started providing all kinds of services to serve their customers in a convenient manner. Some of the roles undertaken by banks are mentioned below:

INSURANCE AGENTS: Banking sector has subsumed the role of insurance agents also. They deal in all kinds of insurance policies like general insurance, fire insurance, marine insurance, life insurance etc.

PORTFOLIO CONSULTANTS: In order to advise investors regarding best options to invest their money in, banks have started acting as their consultants.

Banks now hire experts who advise customers regarding the best opportunities available in the market to yield the maximum amount of return.

UNDERWRITERS AND LEAD MANAGERS: Banks act as underwriters and lead managers by helping a new company in its initial public offer. Banks help companies through their complete process of floatation and subscribe to their shares if minimum subscription requirement is not met.

MUST-HAVES FOR A MODERN BANKING SOLUTION

1. Completely mobile

A good banking solution has to work on the smartphone from any location. No matter if riding on the train to a business meeting or sitting on the couch at home – customers should be able to check their accounts anytime and get overviews of all transaction by simply using their mobile phone.

2. Entirely digital

The days of manual signatures or personal attendance required for identification are numbered. The complete banking process has to run fully digitally. Convenient services such as video identification for registration are key features for a modern banking solution.

3. Accessible to everyone

A full-fledged account for everyone regardless of age, origin or income. Every customer should have the opportunity to create an account for money transfer and standing orders without time consuming credit scorings and background checks.

4. More than just banking Banking solutions are not only for basic banking activities. A modern service should take a step outside the box and offer added value by including features such as peer-to-peer (P2P) transactions.

5. Worldwide acceptance

As simple as it may sound, it is essential for a state-of-the-art banking solution to work worldwide by including a digital and physical credit card that is universally accepted. The service should not only allow the user to withdraw money from ATMs but also ensure global payment at the point-of-sale and online.

CONCLUSION

Indian banking sector has witnessed several structural changes from time to time. India now has a well-developed banking infrastructure, conducive regulatory environment and sound supervisory system. Banks have become efficient and sound which make them comparable to the best in the world. Technology driven banks are rendering top class services to the customers. It is equally essential to educate the customers to go at par with the introduction of innovative products. To compete and succeed in the banking market, new initiatives and innovations, new strategies, new delivery mechanisms and ability to cross sell products are imperative. At the same time, banks should align themselves with

customers and become more customer-centric with proper emphasis on relationship management. Banking in India is poised for exciting times ahead.

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A STUDY ON SOCIAL ENTREPRENEURS: WITH SPECIAL REFERENCE TO INDIA

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ABSTRACT

Social Entrepreneur is an individual who makes someone enthusiastic about doing something for society by leading the way to innovative ideas for improving and providing solution to society's problems. It is considered as the best blend of voluntary service of society and innovative ideas. The main objective of the study is to access the journey of top successful entrepreneurs as motivators. A sample of 10 successful top social entrepreneurs from 2010-2018 in India is used for analysis. The study adopts qualitative research design. The study is based on secondary data collected from various websites. The result indicates to Social Entrepreneur qualities, source of idea, challenges faced innovative ideas, societal obligation and empowering others.

The paper highlights the importance of social entrepreneurial ideas for improving the business climate in the country. Social entrepreneurship is becoming a popular form of social responsibility and a way to solve a variety of urgent social problems. In order for a society to boost social entrepreneurship, it needs a specific environment where such ideas can emerge and develop into an active business models. This paper aims to provide a comprehensive literature review of terms social responsibility and social entrepreneurship. It also examines the current social entrepreneurship activities in India. The paper concludes that social entrepreneurship has a better impact and more desirable than Corporate Social Responsibility.

KEYWORDS: Social entrepreneurs, Innovative, Successful Entrepreneur.

INTRODUCTION

A person who set up a business or various business's on the hope of getting profit taking some financial risks. For the growth of economy for any country entrepreneurship plays very crucial role. The difference between the developed and the developing countries is the difference between the numbers of entrepreneurs. Economy growth is directly proportional to the number of entrepreneurs. All the countries around the world have understood the importance of entrepreneurs in the one's country. Thus the government has started providing basic ground work and infrastructure to the entrepreneur to set up their respective enterprises, the development plane varies state to state, country to country. During 18th century an economy scholar Richard Contillon, has studied about entrepreneurship and uncertain business risks, he has defined various type of entrepreneurship on the criteria of different

traits and criteria one of them is being social. Social entrepreneurship has a very unique nature and different components. A person who start an enterprise to solve social problem as its primary objective. The social entrepreneurship has synonym like social service/ social work. In social entrepreneurship the enterprise / NGO or social worker works for poor or lower section of the nation. Social entrepreneurship is very beneficial features for any country because it helps the government in making the poor and lower section stronger which makes the bottom of pyramid of a country stronger. As India is developing country it requires social entrepreneurs to be the back of government in improving the conditions of poor and lower section. India's government time to time encourages and motivates people to be helpful to the society as a social entrepreneur as it touches every part of the society. The social entrepreneur brings change in the society, by making the profit of company its secondary objective. A social entrepreneur is a bridge between two cliffs that are lower section and economic entrepreneurs. There are many example of social entrepreneur in India which is helping India and Indian government by their work. India's maximum population resides in rural area and the main focus of social entrepreneur of uplift hem socially and economically, the requirement of the social entrepreneurship is growing day by day in India. Social entrepreneurs are covering the area of education and health sector as well so that they can provide best and less expensive education and health care to Indians. A social entrepreneur is just not providing economic help to the society but also creates a business model which produces quality products at very low price. The popularity of social entrepreneurship is growing at a very high pace in India due to the current down turn from last three years youth are developing interest in social entrepreneurship day by day in India and leaving the big expensive job packages from MNCs. Now India is getting stronger in the field of social entrepreneurship and attaching more youth toward it. There are some social entrepreneur in India who got famous worldwide from 2008 to 2018 for their fabulous and extraordinary insensitive and product.

OBJECTIVITY OF THE STUDY

1. To study the Journey of top successful Social entrepreneurs.
2. To study the idea behind their Social work.
3. To study the effect of Creative ideas of Social Entrepreneurs on Society.

RESEARCH METHODOLOGY

The present study aims to study the Social entrepreneurs and their effect on society. The data required for the study is secondary in nature collected through various websites. This study covered 10 consecutive years from 2008-2018.

SUCCESS STORIES OF TOP SOCIAL ENTREPRENEURS

1. Sharad Sagar

- **Company Name:** Dextirity Global
- **Year:** 2008

- **Idea:** Give a platform to every child in the world by giving access to educational opportunity and empowering them by giving them innovative educational platform and make new generation leaders.
- **Effect on society:** Even after facing some challenges like motivating people and to connect them with the organization, he created 4 platforms for poor children, in rural areas, to provide them all kind of resources so that they can be the future generation leaders

Four platforms:-

1. **DexConnect:-**

Connecting 3,00,000 families and students with scholastic and co-curriculum opportunities directly in their homes and classrooms.

2. **DexChallenge :-**

It is a innovative and skill building platform that improve scholastic and co-curriculum ability in children and has served 7,72,000 students in small towns and villages

3. **DexSchool :-**

It is the only of it's kind in South Asia. It is a leadership and an entrepreneurship school which encourage new ideas and new leaders. It offers a MBA program for teenagers and have 120 graduates till the date.

4. **Dex2College :-**

D2C gives a platform to school and college students and even young professionals to get world class education from world best educational institutions. 2,50,000 students reached to them so far.

- These all four platforms are the part of the organization called **Dextirity Global**

2. **Aditya Baran Mallik & Swarup Ghosh**

- **Company Name:** Best First Step Education Private Limited (BFSE)
- **Year:** 2009
- **Idea:** Provide quality skilled training which help youth to get jobs in various domains. The mission of BFSE to give education and training solution in India
- **Effect on society:** BFSE start giving importance of evolving skill training from a young age. India has around 28 million youth population and increasing every year. BFSE has making an impact on job creation and the overall employability of the country's workforce. India finds itself in a context today where young people are entering the workforce every year.

BFSE initiative was to ensure that the millions, who enter the job market untrained, receive formal skill-building opportunities. By skilling and vocational training program we can help them to improve there skills.

3. **Jeroo Billimoria**

- **Company Name:** Child and Youth Finance International (CYFI)

- **Year:** 2011
- **Idea:** To make Children and Youth financial capable and financial incorporated by sharing resources and collaboration.
- **Effect on society:** CYFI has collaborated with thousand of organizations around the world-from companies, to government, to collages, to NGOs. They help children and youth to learn about money by creating different technique and procedure to develop or enhance entrepreneurial skills and ultimately break the poverty cycle in Indian villages. Not only in India but also in 132 countries, more than 36 million children and youth worldwide get benefit.

4. Anoop Jain

- **Company Name:** Sanitation and Health Rights in India
- **Year:** 2011
- **Idea:** To stop open defecation this will be the key for the ongoing struggle for health equity and social and economic justice.
- **Effect on society:** This social entrepreneur is working for the biggest problem in India which is open defecation. He solved many problem in villages along with open defecation such as Pure water, Electricity, Personal Hygiene and etc. He made a fix pattern to fight with this which is called SHRI Solution. In this solution there are 5 step:
 1. Construct 8 toilets for men and 8 toilets for women.
 2. Dispose the human waste into biogas digester and anaerobic digestion produces methane gas.
 3. Methane gas is later used to make energy by powering a generator
 4. Filter the water through the water filter which are certified by WHO and energized by generator who got power from methane gas
 5. Consumption of pure and safe water by village people.And with the help of this SHRI Solution they are getting near to their goal of make India free from 600 Million people who defect in open and provide access to 100 million people to safe water.

5. Yuvraj Singh

- **Company Name:** YouWeCan
- **Year:** 2012
- **Idea:** To spread awareness about the diseases Cancer and fitting the disgrace attached to it.
- **Effect on Society:** Just after recovering from cancer the Indian cricketer Yuvraj Singh started his foundation Known as YouweCan we the help of this foundation he want to help the Indians to fight with the cancer. It is also a fashion brand which is to raise

funds through selling the cloths. This foundation has saved over 1 million people from cancer from rural area.

6. Ria Sharma

- **Company Name:** Make Love Not Scare
- **Year:** 2014
- **Idea:** To provide rehabilitation to the Acid attack survivors from all walks of life
- **Effect on society:** Till date they have rehabilitated 70+ survivors in their Delhi Center and they are trying to open one in Mumbai. They provide 5 stages of rehabilitation.

1. Medical

They raise funds for the survivor for their surgeries, post operative care and medicines.

2. Legal

The provide the pro-bono lawyers to the survivors and connect them.

3. Education

They provide the basic education and skill training classes so that they can earn for their living.

4. Financial

They help the survivor in gaining the income by helping them in setting up their own business or by connecting them with social entrepreneurs.

5. Psychological

They arrange Yoga classes for them and also arrange meditation classes along with Psycatrist.

7. Aditya Agarwalla

- **Company Name:** Kisan Network
- **Year:** 2015
- **Idea:** A online marketplace for farmer to sale there crop directly from there Smartphone and farmer has choices to sell it in different potential market.
- **Effect on society:** It provides a very big platform to Indians farmers to sell their vegetables in online market. They provide them services from very first step i.e. Sourcing to Delivery. This platform has created a large impact on both buyers and sellers.

1. Buyer

1. Get fresh and low price vegetables
2. Come in direct connection with the farmers
3. Quality of the product is assured.

2. Seller :-

- 1.Free advertisement facility
2. Simplest way of payment during the time of delivery

Through this platform the income of the farmers has increased along with their living standard.

8. Suhani Jalota

- **Company Name:** Myna Mahila Foundation (MMF)
- **Year:** 2015
- **Idea:** They provide health products such as sanitary napkin at affordable prices and also support and encourage them not to be afraid to talk on such topics like sanitation & menstruation
- **Effect on society:** Myna Mahila Foundation has created employment for women in rural areas and providing health products at affordable prices. The local women go door to door to sell the sanitary pads in rural areas. A survey by myna foundation tells that about 47% of women feel very uncomfortable talking about pads. More than 5,00,000 pads are manufactured with 4 pads varieties and 3000+ women using myna pads and reached 15 slums and increasing the living standard of women.

9. Anand Chowdhary & Nishant Gadihoke

- **Company Name:** Oswald Lab
- **Year:** 2016
- **Idea:** To build new technologies that will help people to grow and want to do it in a manner promoting accessibility and equality
- **Effect on society:** The Oswald has created various software's which are user friendly for Dyslexia suffering people. They have created 3 software's which give the mode of Open Dyslexia i.e.

1. **Agastya:-**

A cross - platform JavaScript library and web accessibility.

2. **Sharvan :-**

An operating device for Smart Phone and tablet computers.

3. **Valmiki :-**

A browser extension which is based on independent research done by the British Dyslexia Association and the World Wide Web Consortium to allow people with dyslexia or visual impairment access the web.

10. Shriyans Bhandari & Ramesh Dhani

- **Company Name:** Green Sole (Step toward sustainability)
- **Year:** 2017
- **Idea:** Renovate & Redesign the discarded shoes to provide footwear to everyone with no carbon footprint
- **Effect on society:** By collaborating with big corporation like Tata group, Roll Royce and Just Dial. In their very first year they provided footwear to 50,000 people in all across rural area of India and still trying to achieve the goal to connect more than

10,00,000 people in need. By doing surveys in school of rural area where surrounding near school is not good, they design and donate footwear according to need of people.

CONCLUSION

The study on social entrepreneurship reveals that we need more social entrepreneurs for growth of country as well as growth of lower section/area. The study also shows the impact of social entrepreneurs on the society. They design such products and services which make a positive impact on society and help lower section to provide better living of standard. Social entrepreneur's go to work in backward area which is generally ignored by the big economic entrepreneurs. In recent times with the help of social entrepreneurs the focus on education and wellness program (healthcare) has been increased in backward area. As we describe earlier in table that ten different peoples who come with such creative and different ideas to change the society. Social entrepreneurship also faces problem like slow growth of their own enterprise because its main objective is not to maximize the profit. Study also tells that the developed countries have more social entrepreneurs and their government is spending more on it than developing countries. We don't just respect the brand face of social enterprises but also respect the back hand workers related to that enterprise. The enthusiasm and support from Indians is very low towards social entrepreneurship because it doesn't let a person to earn more than an economic entrepreneur. They are just some names who got famous with their work but there are many more names who didn't got famous but still doing that job.

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CHALLENGES BEFORE HIGHER EDUCATION IN INDIA

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Abstract

Education is one of the significant factor to the development of a country. It provides opportunities to the people to reflect on the critical social, cultural, moral, economic and spiritual issues facing humanity. It provides specialized knowledge and skilled persons for national development. India's higher education is the third largest in the world next to United States of America and China. Presently, about 15 percent of students go for higher education from the country. In order to develop India as an educational hub for all the students across the world, there is need to strengthen higher education in terms of teaching and research. Research is an integral part of higher education. The present paper will highlight the challenges before higher education in India and at the end suggestions will be given to improve higher education system in India.

Key words: Higher education, Quality, University etc.

Introduction

In the words of Pt. Jawaharlal Nehru, 'A university stands for humanism, for tolerance, for reason, for the adventure of the ideas and for the search of truth. It stands for onward march of human race towards even higher objectives. If the universities discharge their duties adequately, then it well with the nation and the people'. Higher education occupies a crucial position in education system of a nation as it affects the overall development of a country. It provides opportunities to critically reflect upon the social, economic, cultural, moral and spiritual issues facing humanity.

India's higher education is the third largest in the world next to United States of America and china. In India, the higher education consist of Central universities, State universities, Deemed Universities, Institutes of National Importance, Institution established by state legislative act and colleges affiliated with the University(both government-aided and unaided).

UGC report 2016 shows that there exist near about 47 central universities, 353 state universities, 246 private universities, 5 institution of national importance, 14 open universities and more over 34,000 colleges functioning in India. According to this report, the student/teacher ratio in university is 20:1 and in colleges is 23:1. Ministry of human resource development (MHRD) is the highest body of governance. University grant commission controls higher education in India. The higher education sector ensures the quality of the

educational process with the help of accreditation agencies established for the purpose. The main agency which accredits universities and colleges in general education is the National Assessment and Accreditation Council (NAAC) established by the UGC in 1994.

Challenges in Higher Education

The education system of our country lag behind the developed countries in terms of many aspects even after 71th year of independence. It is very sad to see or hear that even no single university from India is able to make its position in the top 100 World Universities. Government schemes and policies were not sufficient to improve the system of education in India. There are many problems and challenges in our education system besides UGC efforts for raising the quality of higher education in India.

In present scenario, the challenges in higher education are:

1. Quality: Quality is not static one rather than it is a dynamic concept. It is multi-dimensional and multi-level in higher education. To raise the quality of higher education is one of the foremost challenges India is facing today. In India, there is still large number of colleges and universities in India who failed to meet the minimum requirements laid down by the UGC. A recent government report depicted that two-third of India's colleges and universities are below standard in terms of its teaching, pedagogy, curriculum, research etc.

2. Enrolment: In India, there is only 15 percent Gross Enrolment Ratio (GER) in higher education. This ratio is quite low if we make comparison with developing countries as well as developed countries. It has been observed that institutions of higher education are not sufficient to meet the demand of higher education of students who passed out from the school education level. There is a huge gap between the demand and supply.

3. Equity: The previous studies revealed that there is difference in the gross enrolment ratio of male and female in Indian higher education. Even regional variations have been noticed that in some states, there is high GER while some states lag behind the National GER. There is no equity in GER among different sections of the society.

4. Research and Innovation: Research is an integral part of higher education. According to the available official statistics, India spent 4.9% of Gross Domestic Product (GDP) on education. Among other countries, China, Russia, U.K., and Brazil have spent more than India. Moreover, India's higher education institutions are poorly connected to research centres. Majority of these institutions do not have high quality staff to guide the students in research work. Even there are very few Indian scholars whose writings are cited by famous western authors. Research scholars do not get fellowship on time which influences their research work. So, this is another area of challenges to higher education in India.

5. Faculty shortage: Higher education institutions are suffering from faculty shortages which affect the education of the students. On the basis of recent report of MHRD, leading higher educational institutions such as IITs and IIMs have vacant posts with them. On the other hand, we can see that most of our NET/JRF candidates are unemployed.

6. Political interferences: It has been observed that many political leaders run educational institutions. These leaders have key role to play in the governing bodies of the universities. Students of such universities forget their real educational goals and engaged in political related activities which affect the educational system of the country.

7. Inadequate facilities and Infrastructure

In India, many of the universities don't have adequate infrastructure or facilities. Even many public and private colleges run on second and third floor of the building. On the ground floor, there is photocopy shops and readymade clothing shops. Internet and Wi-Fi is still out of reach of many students.

8. Accreditation: In June 2010, NAAC has provided the data in which it was revealed that "not even 25% of the total higher education institutions in the country are accredited. Among these accredited, only 30% of the Universities and 45% of the colleges were found to be of quality to be ranked at 'A' level".

Suggestions

- 1) Method of higher education also have to be appropriate to the needs of learning to learn, learning to do, learning to be and learning to become. Methods of teaching through lectures will have to subordinate to the methods that will lay stress on self study, personal consultation between teacher and pupils, and dynamic session of seminars and workshops.
- 2) To increase the quantity of universities: India needs more universities to fill the gap between demand and supply. The former HRD Minister Kapil Sibal while addressing a higher education summit said 'We will need 800 new universities and 40,000 new colleges to meet the aim of 30 percent GER (Gross enrolment ratio) by 2020. Government alone cannot meet this aim'.
- 3) Open universities should be encouraged to offer quality programmes at the least cost.
- 4) Government should encourage foreign universities to come to India to set up independent operations or collaborate with existing Indian institutions.
- 5) In order to meet the challenge of shortage of faculty, good salary packages and benefits to the faculty so that good brains can be attracted to this profession.
- 6) Teachers should be exposed to a large number of refresher courses and seminars so as to be up-to-date with latest concept in their concept.
- 7) For research purpose every student should be provided broad band connectivity along with low priced computer accessibility.
- 8) Private sector can contribute its best to the improvement of higher education in India. Many top universities including Harvard, Yale and Stanford are the result of efforts of the private sector.
- 9) There should be need based job-oriented courses in the colleges and universities that would help to meet the demand of skill based education.

Conclusion

The present paper highlights the challenges faced by the Indian higher education system which is not praiseworthy. Efforts made by the government have not proved much adequate. Accordingly the thrust of public policy for higher education in India has to maintain the high standards of education keeping pace with developments that take place in the fields of knowledge and technology.

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**AWARENESS, PROFESSIONAL DEVELOPMENT, PRACTICES,
PROFESSIONALISM AND ITS IMPACT ON TEACHERS TEACHING STYLE:A
CRITICAL STUDY WITH SPECIAL REFERENCE TO WEST BENGAL**

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Abstract

This paper focussed on the awareness, professional development, practices, professionalism and its impact on teachers teaching style in West Bengal. The awareness of professional development is considered by educators as an essential requirement in the current educational scenario. The academic performance of children depends largely on the quality of the teacher. Knowledge of the professional development of schoolteachers is influenced by a number of variables, such as socioeconomic status, experience, personality characteristics, academic background, values, social acceptance, academic background and aptitude for teaching, etc. Teachers, administrators, policy makers and researchers can initiate some specific reforms of this study to improve the state of professional development in our schools. This document uses the method of discussion of the approach to interview several teachers in order to fully understand the knowledge of the evaluation of the professional development of teachers of primary and secondary school teachers in West Bengal, and analyses and studies its content. Finally, the document found appropriate and reasonable solutions to the problems reflected by the teachers in West Bengal.

1. OVERVIEW

Professional development is considered by educators as an essential requirement in the current educational scenario. The academic performance of children depends largely on the quality of the teacher. Awareness of the development of school teachers is influenced by a number of variables such as socioeconomic status, experience, personality characteristics, academic background, values, social acceptance, academic background and aptitude for improvement teaching, etc. Impact on professional development efforts and practices carried out by professionals. Previous studies have revealed that there is a positive relationship between teachers' professional development efforts and their job satisfaction. Specifically, they reported that highly satisfied teachers are very interested in growing according to the needs of their profession. They participate more in research and show more interest in teaching their work. The activities and policies of professional development framed by the government. They are wasted or do not give desirable results due to this lack of awareness of professional development.

Studies have also shown that, despite the efforts made by the government and several agencies for the professional development of school teachers, nothing seems to make much difference and lead to fruitful results in this direction.

2. OBJECTIVES

The present study has been conducted for fulfilling the following objectives.

- Study the awareness of professional development among teachers in high schools in West Bengal in relation to their age, sex, status, experience, school qualification and teaching flow.
- Identify the different ways of professional development practiced by high school teachers in West Bengal.

- Study the problems faced by school teachers to develop their professional development activities.
- Identify the facilities provided to teachers in West Bengal schools to carry out their professional development activities.
- Identify and describe the most perceived and least perceived professional development needs of school teachers in West Bengal.

In accordance with the nature and objectives of the present study, the descriptive investigation method of educational research was followed in this study. The whole government and the government-assisted schools in 28 areas of the West Bengal direction of education constituted the population for this study. For the selection of the sample a random multi-stage sampling was used and a convenient and convenient sampling was used for the selection of the principals for the interview program and the focus

The group discussions and the final sample consisted of five educational areas, fifty schools, fifty directors and four hundred teachers. After a detailed analysis of the data obtained by teachers and school directors through various research tools involved during the study, ie the questionnaire, the focus group discussion and the semi-structured interview, the results of the study revealed that the main objective of professional development programs and service training is to prepare and support teachers by providing them with the knowledge and skills they need in their profession that would be useful for all students to achieve high learning standards.

3. LITERATURE REVIEW

Teachers play an important role in the teaching and learning process to improve student outcomes, although many factors contribute to their success (Rivkin, Hanushek and Kain, 2000). The achievement of student learning depends on the preparation of teachers to carry out learning activities based on the knowledge and skills, aptitude and practice of teachers. This is why most literature requires that a teacher possesses good skills and performance, actively participates in professional development, participates in the knowledge of current problems, carries out tasks ethically and shows commitment or responsibility in teaching at school. These five dimensions were also identified by Sockett (1993) and Tichenor and Tichenor (2005) to analyze the practice of teacher quality. By supporting their role, teachers should also involve the opportunity to learn in professional development, such as workshops, mentoring and training, using different resources to link the results with the objectives of education by providing knowledge, skills and a good attitude to participate in the company in a positive way. . It is discussed whether these qualifications are sufficient for teachers to possess knowledge and skills to meet the needs of the students. It is in contrast to most countries with better performances, such as Singapore, which only recruits candidates who have the best academic performance and the Finnish government makes their teachers reliable and respected with a master's degree (Tuovinen, 2008).

Previously, Sudarminta (2000) had exposed the weaknesses of some teachers in the classroom; (i) lack of mastery of the material taught, (ii) discrepancy between the areas of study of the teachers studied and taught, (iii) lack of effective forms of teaching and authority in front of the students, (iv) poor motivation and dedication to become a true educator, (v) lack of emotional maturity, independence of thought and determination of the attitude of being educators, most teachers still serve only as teachers and not as educators; (vi) relatively low intellectual level of students entering LPTK teachers (recruitment staff) compared to

those entering the university. For shortcomings, Ingersoll (2007) suggested that policy makers focus on two general approaches; First, to ensure that all subjects are taught by qualified teachers by improving the qualifications of teachers and, secondly, by providing the least taught subjects by hiring new qualified teachers or resettling a teacher exceeding a moron. Furthermore, policy makers may not realize that teachers are working in a poor work environment. Therefore, the teacher also has concerns with the public and the government to overcome the limits within the profession in order to improve quality. The teacher has no autonomy for strict control of the bureaucracy, limited time and financial support to have a professional development, a minimum reward to appreciate the excellent work of the teacher, the availability of facilities and support resources such as technology and good environment to learn to facilitate teaching, access teaching sources and related information.

Meanwhile, a survey by Misbahuddin (2013) found that the factors that inhibit the development of the teaching profession in South Sulawesi in particular; the lack of knowledge of teachers to develop the profession on an ongoing basis, was considered to have sufficient capacity to not be serious in education, less benefits for the development of competence in teaching because the participants have basic skills that are irrelevant and lack of attention from the local government to the activities of the Teacher-Subjects forum or MGMP. So far, teacher training has become a challenge to support the professionalism of teachers because the government has limits to keep it. In general, the focus of training stems from reflection and evaluation, the theory and practice taught in training must be relevant to the needs of the school and place greater emphasis on the method and practice of teaching.

Professionalism as a support to the fluidity of teachers in the performance of their duties, very influenced by development and by the policy adopted. Nowadays, Indonesian teachers are challenged to adapt the technological information revolution to improve their professionalism. The development of information technology will change the teacher-student relationship model, the learning models and the education system as a whole. Information and communication technologies (ICT) must be used in education to achieve the goal and not as a barrier. The teacher's role will not be the only source of learning because many learning resources and information sources can make it easier for a person to learn. Schools will no longer be the only learning center because learning activities are no longer limited by space and time. Its goal is to increase people's participation in supporting teacher development and train them in managing their business.

Learn from past experiences where government is more powerful than marginalized society in the development process. Decentralization implies that teachers must occupy a place as actors and beneficiaries of the process of finding a solution and achieving development results for them and their environment in a broader sense. Therefore, teachers must be able to improve the quality of self-sufficiency to overcome their problems, both individually and collectively.

3. RESEARCH METHOD

In accordance with the purpose of the study, a team of 18 experts and academics was selected who met the specific conditions to carry out 3 focus group discussions. The discussion group's discussion method is useful for inviting people from different backgrounds for topics of interest and for creating an atmosphere of free group interaction, so that members of the participating group can express their experiences, opinions or opinions on topics covered by the researchers. A variety of opinions or opinions on the subject; the interviews were

conducted with the interviewees and the content of the interviews was completed and analysed. It is useful to invite people from different backgrounds to focus on the problems. Interview with interviewees and organizes and analyses the content after the interview.

The research problems are the following:

- What do you think about the evaluation of teachers' professional development in schools?
- What are the subsequent applications and the related academic results for the evaluation results?
- What influence do you think it has for you to participate in the evaluation of teachers' professional development promoted by the school?

The research phases of this study include the collection of literature and materials, focus group discussions and other phases:

4. RESEARCH FINDINGS

Based on the research questions and the results of the focus discussion, three main research results are summarized respectively:

Primary and secondary schools perform the assessment of teachers' professional development, a common vision of teachers.

The opinions of experts and academics are as follows:

- Helps improve teachers' professional development and teachers' professional dedication.
- It allows students to give some suggestions to their teachers because they are more aware of the quality of the teacher's teaching.
- Two teachers will be assessed for each grade and will not be repeated next year, and two more will be evaluated. It will be released after all the teachers have been evaluated.

Subsequent applications and the related academic results for the evaluation results

The opinions of experts and academics are as follows:

- It is possible to open personal teaching plans and allow colleagues to learn from each other.
- The content of the assessment can be simplified, so that teachers do not have to face the pressure of evaluation. Peers can integrate teaching plans.
- It is possible to observe the teacher's performance before and after and give feedback.

The impact of the evaluation of teachers' professional development promoted by the school in teachers

The opinions of experts and academics are as follows:

- The teaching plan is carefully designed, but the effect of classroom teaching cannot be achieved, which will influence the teacher's impression of the school.
- It is not harmful to observe some lessons, but it is too slow to plan lesson plans.
- The lesson plans are designed specifically only when you participate in a competition, because the work is done in normal times.

5. CONCLUSION

Awareness of professional development is also a very important factor, as revealed in this study, which is directly related to the various basic variables of the teachers who practice. The level of awareness of professional development among school teachers plays a very important role, as revealed during the study in their professional progress. For professional development programs to be successful, it is very important that they are planned taking into account the current needs and practices of teachers' professional development. Furthermore,

they must have clear and specific objectives and objectives, based on research and updated content, participants who actively participate and motivate themselves and consist of multiple training sessions for an extended period of time. The department should also try to ensure that school teachers know the different ways of professional development, along with access to up-to-date knowledge of the best practices available in their area of study and to teaching methods in the curriculum areas they must teach and treat. The results of the study are significant enough to improve the professional development of school teachers in India in general and in West Bengal in particular. All those interested in the field of education, p. For example, teachers, administrators, policy makers and researchers can initiate some specific reforms of this study to improve the state of professional development in our schools.

This helps to increase teachers' awareness of improving their professional quality and strengthen communication between schools and teachers. The conclusions are as follows:

Teachers in Macau primary and secondary schools attach great importance to evaluation activities and are willing to accept challenges and have a great desire to grow. Therefore, it is suggested that educational institutions in primary and secondary schools can use winter and summer holidays to carry out more teacher evaluation studies, workshops or growth promotion groups to learn assessment procedures and stimulate teachers' motivation to improve, in order to improve teacher education.

Select high-level teachers to guide late teachers and share personal experiences through informal meetings and related occasions, to guide late teachers and improve their knowledge, aptitude and willingness to participate in teachers' professional development assessment.

Formulate standards for the evaluation of teachers' professional development and make a detailed list of the methods, methods and contents of the standards. The principal or director may encourage colleagues to formulate standards through formal meetings or personal communications, so that more teachers know more about evaluation activities in the future and as a reference for teaching education, in order to understand the purpose evaluation of teachers and improving teachers' knowledge of professional assessment and their attitude of participation and getting rid of difficulties in assessment activities.

Encourage teachers to participate in the assessment and improve knowledge of classroom management, which is useful for solving the difficult situation of classroom management, improving teachers' knowledge on the feasibility of professional development assessment, cultivating the attitude good participation of teachers and increase their willingness to participate and improve the teacher evaluation method; achieving self-growth through evaluation, instead of considering it as an additional burden and reducing the recognition of the importance of professional teacher evaluation activities. Therefore, it is suggested that teachers help them grow and improve their professional image and improve their assessment methods.

To change this situation, the following suggestions are proposed:

Establish a fairer and more equitable evaluation mechanism for teachers' professional development.

In short, many teachers reflect the school staff performance appraisal system has some unjust and unreasonable places. In order to avoid that teachers are known or form bands in the evaluation process, the evaluation work can be released to third parties, such as a department of the Office of Education and Youth, to manage the evaluation of professional development

work teachers and the standard system must be unified, to facilitate the operation and management implementation, and also to avoid unnecessary problems.

Accelerate the number of evaluations

Too much evaluation not only carries a heavy workload for teachers, but also creates great pressure in the spirit. The purpose of the evaluation system is good, in order to promote teachers' professional development and make teachers aware of continuing vocational training. We need to simplify the number of assessments and improve the quality of each assessment so that we can know where the weak points of each assessment are, and make corrections and improvements.

Enhance the evaluation method

Neither the teacher nor self-evaluation of other comments by colleagues and directors are profound as the student teaches the teacher. These students are the direct beneficiaries of the courses taught by the teacher, and can better feel the quality of teacher education. In addition to the evaluation of other teachers, it is possible to add the assessment of students to the work of teachers. It is possible that the advice given by these students is the most pertinent.

Despite the recommendations of various committees and committees and the efforts of IASE, NCERT, SCERT, NCTE and diets, which did some to ensure compliance with the professional development needs of in-service teachers. In-service training of school teachers is a critical and uphill task and care must be taken to maintain a healthy climate of coordination between the various actors involved in the professional development work of school teachers to ensure the success of these programs.

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CULTURAL GROWTH OF SERVICE SECTOR: A STUDY ON MEDICAL COLLEGE

Dr. Qurrat.A.Hamdani

ABSTRACT

Company's culture is manifested in the values and business principles that management preaches and practices, in employees' attitudes and behaviour. It is the environment within which the employees of the organization work. We are living in a dynamic environment which forces the organizations to imbibe a change in them along with the change in culture. Culture in any organization needs to be conducive and good in the perception of its workers. The present study has been undertaken on the organizational culture of Government Medical College, Jammu. The study revealed that GMC has a dissatisfactory environment for OCTAPACE and both Medical and Para medical staffs differ in their perception towards organizational culture.

Keywords: Culture, Openness, Confrontation Trust, Pro-activity, Autonomy, Authenticity, Collaboration and Experimentation.

INTRODUCTION

Culture is the medium by which organization expresses itself to its employees or members. The core of the culture is formed by the values which are not visible but are shared by people even when membership in group changes (*Sanjeev & Aditi, 2010*). Culture appears to be transmitted among employees through behavioural expectations and normative beliefs than through "deeper" values and assumptions (*Ashkanasy, Broabfoot & Falkus, 2000*). Shared values and norms focus employees' attention on organizational priorities and guide their behaviour and decision making. Individuals may be attracted to organizations they perceive as having values akin to their own. The successful organizations consider the ideal employees as those who have internalized the organizations culture into their cognitive and affective make-up (*Peters & Waterman Jr., 1982*).

Openness is an important component of any healthy organization. It encompasses employees talking about things as they are, without inhibition and being sure things are done in love. Openness requires the employees and employers to be accessible to one another (*Punchng 2010*). It also suggests that employees and employers should always give encouragement and feedbacks to one another. The principle of openness states that an organization should make its policies and procedures about how it manages personal information readily available. Openness provisions require agencies and organizations to make their general practices relating to the handling of personal information transparent.

Confrontation is not a four letter word. It is however one of those words that seem to evoke negative emotions and responses. Just mentioning the possibility of confrontation can upset some people. Confrontation is a communication to be employed, not a fight to win or lose. In the past, organizations used to avoid confrontation rather than embracing the positive

communication value of confrontation (*Rhea B*). Avoidance behaviour began to dominate which had a negative impact on the organization and problems piling on. It is better for the organizations to face the problems rather than having a negative approach of running away from them which in the long run mars the working of the organization.

Trust may be explicitly mentioned in company values, along with themes such as 'focus on the customer' through which people can legitimately request things of one another and trust that they will support activities that are working towards these common goals. Values which act to reduce trust are often those which emphasize individual excellence and financial goals above any statements of trust. Where people are rewarded more for the achievement of individual rather than group goals, this divisive encouragement is likely to lead to non-collaborative and untrustworthy behaviour. Discouraging such overt actions are the broader social rules, including what remains of historical social values.

Authenticity is the values, purpose and passions that are at the heart of why any business, institution or organization exists and which drive what the organization is trying to achieve as well as how it goes about doing it. Authenticity is whether the organization delivers on the promises it makes, whether it offers what it says. And the reputation should match the reality (Jill 2018).

Proactivity involves self-starting goals and active displays of initiative that can be differentiated both from core task performance and from passive aspects of citizenship such as adjusting to changing work conditions. Previous research concerning proactivity has treated performance as a unitary construct or has included proactivity as a part of citizenship behaviours. It is a specific form of motivated behaviour at work and different from task performance and citizenship behaviours. It is not a reaction to external demands, but self-starting and directed towards the future. Proactive behaviour promotes change and plays a unique and crucial role in the process of innovation.

The **autonomy** of employees and managers is often dictated by an organization's structure and culture; traditional, bureaucratic organizations often have little autonomy, but newer, more organic structures rely on autonomy, empowerment, and participation to succeed. Employee autonomy is believed to have minimized some of the relational barriers between superiors and subordinates. It may improve workplace functions through the ideas and suggestions of employees, and foster relationships with a greater degree of trust between management and employees. However, increased autonomy in the organization also may create disparity among units through different work practices and rules. In the worst case, increased autonomy may allow some employees to engage in unethical behaviour.

To generate **collaboration**, we need everyone, the wagon pushers and the wagon pullers, to be involved in collaborative initiatives and to share in a common goal of improvement. Generating more teamwork and collaboration is not all that difficult and is not hard to accomplish if there is alignment in goals, measures and expectations. Organizations are successfully using joint training, looking for opportunities to form relationships, to create

organizational cultures that foster collaboration. Many organizations have learned to emphasize collaboration for things such as: annual performance reviews, requiring demonstrated collaborative competencies for promotions, getting peer-level feedback from various managers, requiring job rotations through different departments, senior management positions.

Experimentation can be stimulated in the organizations by; **building the expectation into organizational culture that experimentation is part of the job.** 3M, Google and others expect their employees to spend some significant amount of their time on items unrelated to their core job or their current task list. Part of successfully pulling this off is genuinely providing the time and supporting resources; **create systems for experimenters to turn ideas into processes, offerings and approaches.** This requires organizations to ensure that the decision-making process is uncomplicated or made less complicated and that when the time is right, there is money and support available for next steps; **putting organizations top leaders on the hook for fostering innovation** by monitoring over time how their efforts contribute to innovations that make money, cut costs or differentiate; **quit emulating organizations competitors.**

REVIEW OF RELATED LITERATURE

Results of the study on textile industry in North India by *Sanjeev & Aditi (2010)* show a positive association between cultural values and charismatic leadership styles. Organizational culture exhibiting characteristics of accountability, collaboration, decentralized leadership, alignment and adaptability hold the key to successful survival. The study focused on textile industry in the North Indian states of Himachal Pradesh and Punjab. Only the permanent employees working in the organizations were included in the survey. The result revealed that organizations should aim at creating a culture of trust as it is the harbinger of congenial working environment. In an organization that has interesting environment, members transmit more information with higher fidelity to a superior or work partner whom they trust. Trust provides conditions under which cooperation, higher performance and more positive attitudes are likely to occur.

Jayanthi & Bhuvaneshwari (2014) conducted a study on OCTAPACE in Ponnai Sugars Erode Pvt Limited using OCTAPACE framework. The study aimed at determining outlook of employees towards proactive and innovative measures taken by management as well as identifying and measuring values and belief of employees pertaining to OCTAPACE culture of their organizations. As far as dimensions of OCTAPACE are concerned, collaboration ranked first amongst the ethos of organization culture, following authenticity, autonomy, trust, proactivity, openness and confrontation. In comparison to dimensions of OCTAPACE confrontation ranked lowest.

Sulakshna, Sanjay and Luxmi (2013) emphasized impact of organizational culture on turnover intentions of employees in BPO Sector. Present study was conducted around Chandigarh to establish a relationship among organizational culture, commitment, and

turnover intentions of employees. It was concluded that turnover intention of employees in BPO sector is influenced by organizational culture and commitment. It means more BPO employees perceive organizational culture positively, the less likely they intend to quit.

SAMPLE ORGANIZATION AT A GLANCE

The sample organization taken was Government Medical College, Jammu.

Government Medical College (GMC), Jammu: - The Govt. Medical College, Jammu was started in May, 1973, as an undergraduate institution with an aim to train sixty five medical students for MBBS course per year and to serve as referral hospital for Jammu province. From the make shift sheds of yesteryears, with meagre staff and equipments, to the present day mammoth complete with chain of adequately staff and fully equipped associated hospitals, this college is now credited to be amongst a few top institutions in the Northern India. At present, govt. medical college, Jammu is catering to the patients from whole of Jammu region, parts of Kashmir valley and adjoining areas of neighbouring states of Punjab and Himachal Pradesh.

OBJECTIVES OF THE PRESENT STUDY

- 1) To study the OCTAPACE Culture present in GMC.
- 2) to examine the perception of medical and Para medical staff towards OCTAPACE Culture and
- 3) to draw conclusions and to provide result oriented guidelines.

Hypothesis

In consonance to the above objectives, the hypotheses formulated for the present research are as under:

- 1) OCTAPACE Culture in GMC is satisfactory.
- 2) There is a no difference in the perception of medical and Para medical towards OCTAPACE Culture.
- 3)

RESEARCH APPROACH AND DESIGN

The tool used for obtaining the information was a 'Structured NonDisguised Questionnaire'. A close format questionnaire was used. Closed format questions offer many advantages in time and money. Questionnaire was used to measure the organizational ethos. This questionnaire is proposed by Dr. Udai Pareek. It consisted of two Sections and 39 statements. Sec "A" consisted of 38 statements, the rating for each to be done on a scale from 5 to 1,(5)=Almost always true,(4)=Mostly true,(3)=Sometimes true,(2)=Rarely true,(1)=Not at all true. Sec "B" sought for suggestions and name, gender, age, pay scale, designation of the respondent.

Simple Random Sampling Method (SRSM) was used to cover employees from Medical, Administrative, Supportive and Technical cadres in the sample selected

organizations. A sample of 100-125 was targeted from organization covering doctors, officers, engineers, nurses and other supportive staff.

DATA ANALYSIS AND INTERPRETATION

OCTAPACE Culture in GMC.

Table I reveals that the mean score for OCTAPACE Culture in GMC is below satisfactory range with a total mean of (M.S=3.1, 52.5%). Statement 1 i.e. *“People in this organization are helpful to each other”* and statement 9 i.e. *“Employees in health care sector are not afraid to discuss or express their feelings with their subordinates”* score the highest mean score of (M.S=3.4, 60%) for the hospital. The next highest mean of (M.S=3.3, 57.5%) is scored for statement 8 i.e. *“Employees in health care sector are not afraid to discuss or express their feelings with their supervisors”* and statement 12 i.e. *“When seniors in health care sector delegate authority to juniors use it as an opportunity for development”*.

Statement 10 i.e. *“Employees in health care sector are encouraged to take initiative and do things on their own without having to wait for instructions from their supervisors”*, scores the least mean score of (M.S=2.8, 45%). The next lowest mean is scored of (M.S=2.9, 47.5%) is scored by statement 5 i.e. *“Employees in this organization are encouraged to experiment with new methods and try out creative idea”*.

Table I: OCTAPACE Culture in GMC.

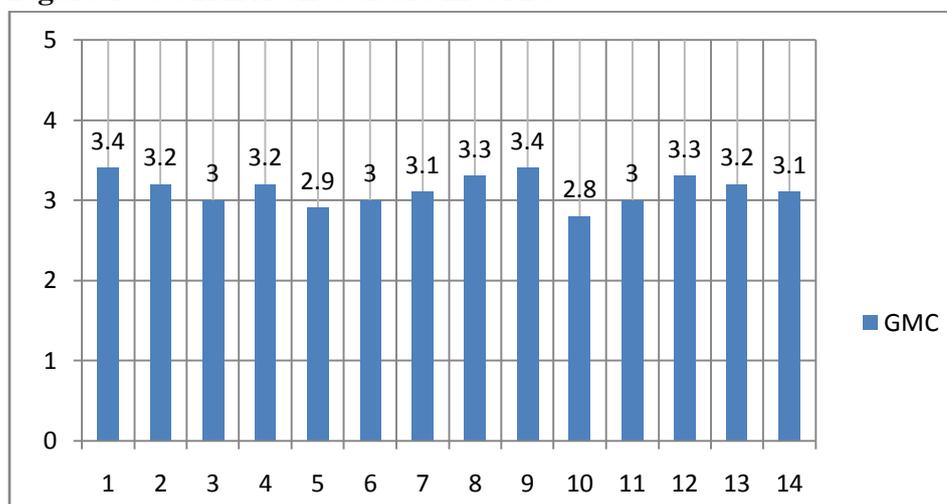
St. No	Statements	GMC (No. 100)		
		M.S	S.D	% age
1	People in this organization are helpful to each other	3.4	1.1	60
2	Employees in the health care sector are very informal and do not hesitate to discuss their personal problems with their supervisors	3.2	1.1	55
3	The psychological climate of the health care sector is very conducive for any employee interested in developing himself by acquiring new knowledge and skills.	3	1.1	50
4	People in health care sector do not have any fixed mental impressions about each other.	3.2	1	55
5	Employees in this organization are encouraged to experiment with new methods and try out creative ideas.	2.9	1.2	47.5
6	Weaknesses of employees in this organization are communicated to them in a non threatening way.	3	1.1	50
7	People trust each other in this organization.	3.1	1.1	52.5
	Employees in health care sector are not afraid to discuss or express their			

8	feelings with their supervisors.	3.3	1.1	57.5
9	Employees in health care sector are not afraid to discuss or express their feelings with their subordinates	3.4	1.1	60
10	Employees in health care sector are encouraged to take initiative and do things on their own without having to wait for instructions from their supervisors	2.8	1.1	45
11	Delegation of authority to encourage juniors to develop and handle higher responsibilities is quiet common in this organization	3	1	50
12	When seniors in health care sector delegate authority to juniors use it as an opportunity for development.	3.3	1	57.5
13	Team spirit is of high order in this organization.	3.2	1.1	55
14	When problems arise in health care sector, people discuss these problems openly and try to solve them rather than keep accusing each other behind their backs	3.1	1.2	52.5
	Total	3.1		52.5

Notes

1. M.S: mean score, S.D: standard deviation.
2. Statements: - Openness= 2, 6, 8, 9, 14. Confrontation=14. Trust=7. Authenticity=4. Proactivity=3, 5, 10. Autonomy=11, 12. Collaboration=1, 13 and Experimentation=5.

Figure I: OCTAPACE Culture in GMC



OCTAPACE Culture in GMC with Z Values.

Table II shows the status of OCTAPACE Culture in GMC using T values for evaluating the significance level. It is inferred from the table II that OCTAPACE Culture in GMC is above satisfactory level with maximum statements scoring a mean < 3. T test reveals that Ho i.e. “OCTAPACE Culture is satisfactory in GMC” is accepted at 5% level of significance for four dimensions of OCTAPACE i.e. confrontation, trust, proactivity and

experimentation. While as Ha i.e. “OCTAPACE culture is dissatisfactory in GMC” is accepted for the dimension of openness, autonomy, authenticity and collaboration.

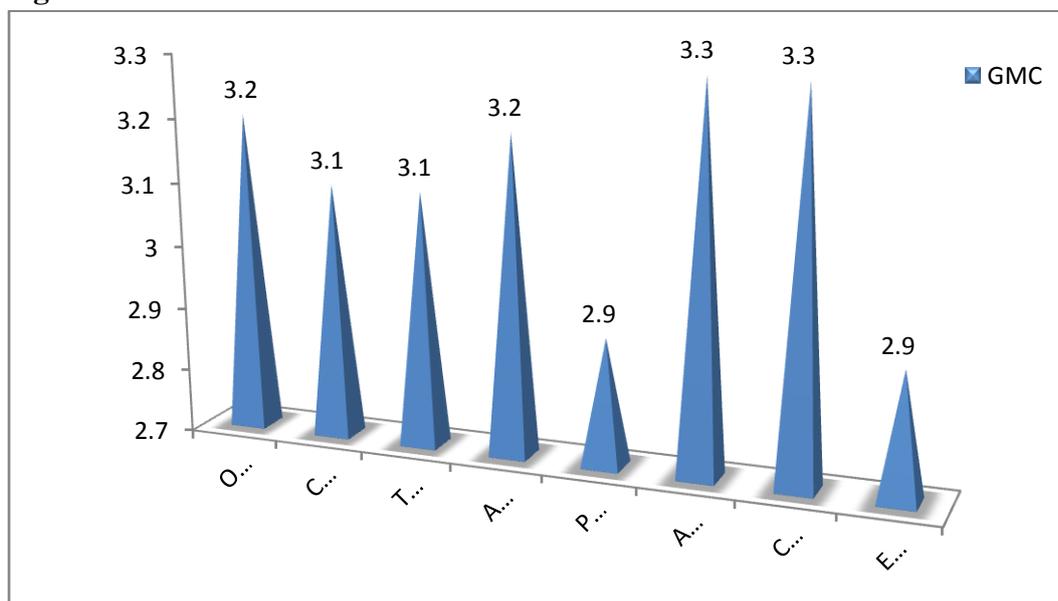
TABLE II: OCTAPACE Culture in GMC with Z values.

Variables	GMC No. 100		T Value	P value
	M.S	S.D		
Openness	3.2	0.8	2.7	0.00**
Confrontation	3.1	1.2	1.5	0.1*
Trust	3.1	1.1	1.4	0.1*
Authenticity	3.2	1	2	0.04**
Proactivity	2.9	0.9	-0.5	0.5*
Autonomy	3.3	0.8	2.3	0.02**
Collaboration	3.3	0.9	3.2	0.00**
Experimentation	2.9	1.2	-0.1	0.8*

Notes

1. M.S: mean score, S.D: standard deviation
2. *P Value >0.05= statement is accepted at 5% level of significance.
3. **Ha is accepted at 5% level of significance.

Figure II: OCTAPACE Culture in GMC with Z values.



Perception of Medical and Para medical staff towards OCTAPACE Culture.

Table III, represents the OCTAPACE Culture, with respect to medical and Para medical staff in GMC. The table represents that the perception of both the staffs towards OCTAPACE culture differs with medical staff’s perception falling below satisfactory level (M.S=2.8, 46.6%) and Para medical staffs perception to be above satisfactory (M.S=3.2, 55%). Medical staff scores the highest mean of (3.2, 55%) for statement 12 i.e. “When seniors in health care sector delegate authority to juniors use it as an opportunity for development” and the Para

medical staff scores the highest mean of (M.S= 3.6, 65%) for statement 1 i.e. *“People in this organization are helpful to each other”*.

Lowest mean score of (M.S=2.6, 40%) is scored by medical staff for statement 3 i.e. *“The psychological climate of the health care sector is very conducive for any employee interested in developing himself by acquiring new knowledge and skills.”* The Para medical staff scores the lowest mean of (M.S=2.8, 45%) against statement 10 i.e. *“Employees in health care sector are encouraged to take initiative and do things on their own without having to wait for instructions from their supervisors”*.

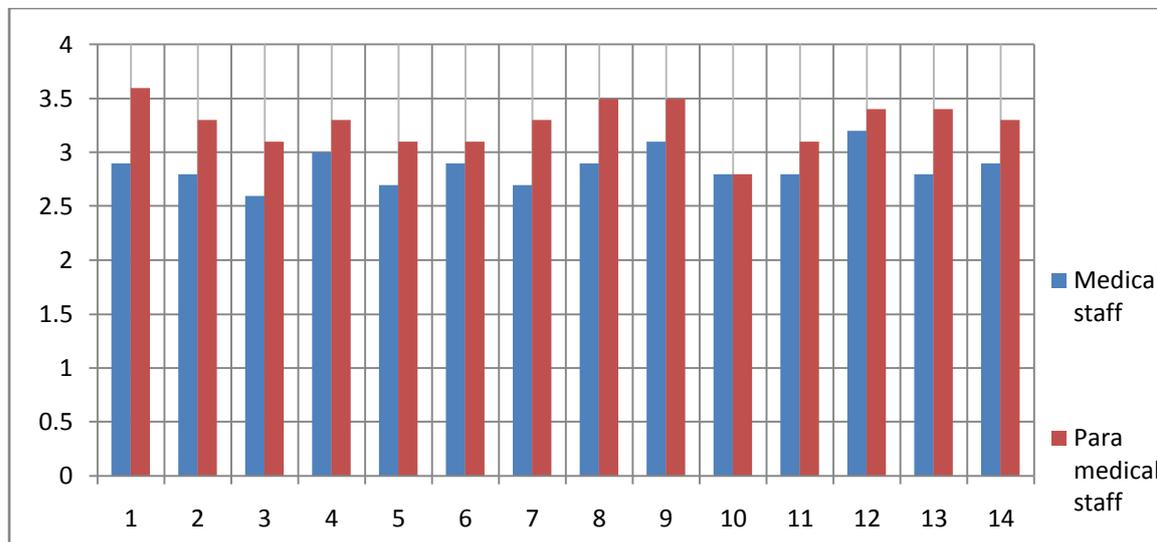
Table III: Perception of Medical and Para medical staff towards OCTAPACE Culture.

S. No	Statements	Medical staff No 33			Para Medical staff No. 67		
		M.S	S.D	%age	M.S	S.D	%age
1	People in this organization are helpful to each other	2.9	1	47.5	3.6	1	
2	Employees in the health care sector are very informal and do not hesitate to discuss their personal problems with their supervisors	2.8	1.1	45	3.3	1.1	57.5
3	The psychological climate of the health care sector is very conducive for any employee interested in developing himself by acquiring new knowledge and skills.	2.6	0.8	40	3.1	1.1	52.5
4	People in health care sector do not have any fixed mental impressions about each other.	3	1	50	3.3	1	57.5
5	Employees in this organization are encouraged to experiment with new methods and try out creative ideas.	2.7	1		3.1	1.3	52.5
6	Weaknesses of employees in this organization are communicated to them in a non threatening way.	2.9	1.2	47.5	3.1	1.1	52.5
7	People trust each other in this organization.	2.7	1.1		3.3	1	57.5
8	Employees in health care sector are not afraid to discuss or express their feelings with their supervisors.	2.9	1.2	47.5	3.5	1.1	
9	Employees in health care sector are not afraid to discuss or express their feelings with their subordinates	3.1	1.1	52.5	3.5	1	
10	Employees in health care sector are encouraged to take initiative and do things on their own without having to wait for instructions from their supervisors	2.8	1.1	45	2.8	1.1	45
11	Delegation of authority to encourage juniors to develop and handle higher responsibilities is quiet common in this organization	2.8	1	45	3.1	1	52.5
12	When seniors in health care sector delegate authority to juniors use it as an opportunity for development.	3.2	1.1	55	3.4	1	60
13	Team spirit is of high order in this organization.	2.8	1	45	3.4	1.1	60
14	When problems arise in health care sector, people discuss these problems openly and try to solve them rather than keep accusing each other behind their backs	2.9	1.2	47.5	3.3	1.1	57.5
Total		2.8		46.6	3.2		55

Notes

1. Scoring Scale : same as in table 1

Figure III: Perception of medical and Para medical staff towards OCTAPACE Culture.



Perception of Medical and Para medical staff towards OCTAPACE Culture with Z values.

Table IV reveals that medical staff scores a mean <3 for maximum number of statements and vice versa holds true for the Para medical staff.

Application of T Test reveals that the dimensions of collaboration, authenticity, proactivity, autonomy and experimentation score P Value > 0.05 hence Ho i.e. “there is no difference in perception of medical and Para medical staff towards OCTAPACE Culture is accepted” at 5% level of significance. For the dimensions of openness, trust and collaboration, p value <0.05 hence Ha i.e. “there is difference in perception of medical and Para medical staff towards OCTAPACE Culture is accepted”

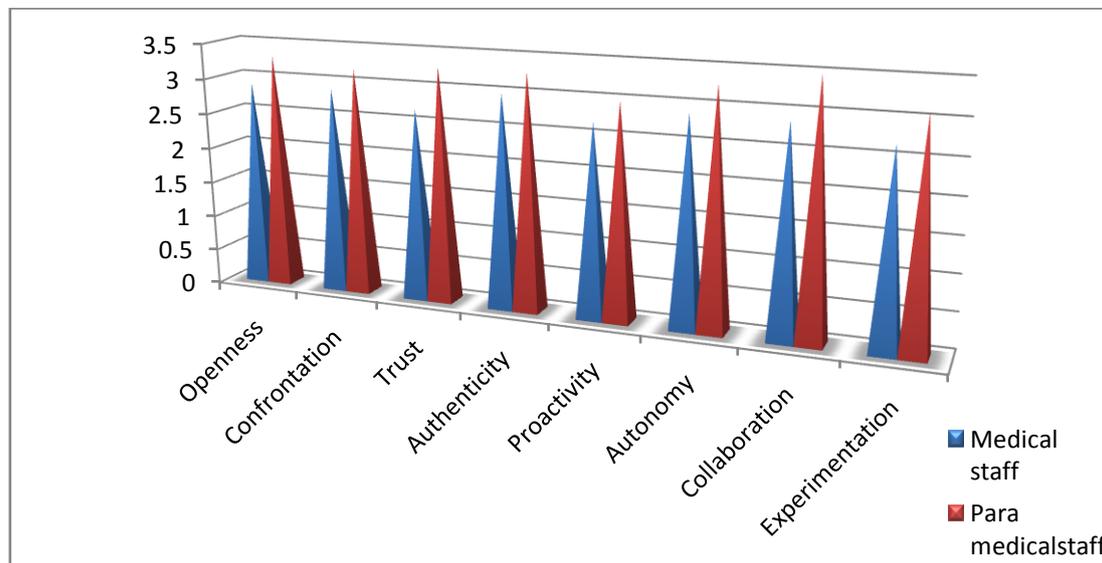
Table IV: Perception of Medical and Para medical staff towards OCTAPACE Culture with Z values.

Variables	Medical Staff N. 33		Para medical Staff N. 67		T Value	P value
	M.S	S.D	M.S	S.D		
Openness	2.9	0.9	3.3	0.8	-2.2	0.02**
Confrontation	2.9	1.2	3.2	1.1	-1.2	0.2*
Trust	2.7	1.1	3.3	1	-2.5	0.01**
Authenticity	3	1	3.3	1	-1.4	0.1*
Proactivity	2.7	0.8	3	0.9	-1.5	0.1*
Autonomy	2.9	0.7	3.3	0.8	-1.8	0.06*
Collaboration	2.9	0.8	3.5	1	-3.0	0.00**
Experimentation	2.7	1	3.1	1.3	-1.4	0.1*

Notes

1. * Ho accepted at 0.05 level of significance.
2. **Ha accepted.

Figure IV: Perception of medical and Para medical staff towards OCPAPACE culture with Z values



CONCLUSIONS

An overview of the study is that,

- 1) OCTAPACE Culture in GMC is below satisfactory.
- 2) People in GMC are helpful to each other.
- 3) Employees in this hospital are not afraid to discuss or express their feelings with their subordinates.
- 4) Employees in GMC are not afraid to discuss or express their feelings with their supervisors.
- 5) When seniors in GMC delegate authority to juniors use it as an opportunity for development.
- 6) Employees in GMC are not encouraged to take initiative and do things on their own but have to wait for instructions from their supervisors.
- 7) Employees are not encouraged to experiment with new methods and try out creative idea.
- 8) Both medical and Para medical differ in their perception towards OCTAPACE culture.
- 9) Medical staff's perception falls below satisfactory level.
- 10) Para medical staffs perception is above satisfactory.
- 11) Medical staff believes that when seniors in health care sector delegate authority to juniors use it as an opportunity for development.
- 12) Para medical staff believes that people in this organization are helpful to each other.

- 13) Medical staff perceives the psychological climate of the health care sector not very conducive for any employee interested in developing himself by acquiring new knowledge and skills.
- 14) The Para medical staff perceives that employees in health care sector are not encouraged to take initiative and do things on their own without having to wait for instructions from their supervisors.

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छायावाद

डॉ गीता सिंह) असो सयेट प्रोफेसर , आर.के.के.एमकॉलेज, नागपुर(

हिंदीसाहित्यकेइतिहासमेंछायावादीक वताकेसौवर्षपूरेहोचुकेहैं ।
देशऔरदुनियाकीतमामसमस्याओंसेनिजातपानेके लएछायावादीक वयोंनेएकआशाभरीदृष्टिसेक वता
कीओरदेखाऔरसंभवतःइसी लएबहुतजरूरीहैइनक वताओंसेरूबरूहोना ।
उसकालखंडकेसृजनकासहभागीहोनाकममहत्त्वनहींरखताखासकरइसदौरमेंजबधर्म, राजनीति, शिक्षा
, प्रौद्योगिकी, पर्यावरणसभीसवालकेघेरेमेंहैं ।
मेरे लए लखनाएकउत्सवभीहैजोआन्तरिकप्रसन्नतादेताहैऔर ववशताभी, यह ववशताएकलम्बीपरिभा
षाकीमांगभीकरतीहै - फलहालछायावाद ।
छायावादकाजन्मकाललगभग१९०५औरउसकाचरमकाल१९१९से१९३६ई .तकरहाहिंदीकाव्य -
धाराकीबीसवीशताब्दीकेप्रथमदोदशक , इसकेबादप्रगतिवादकालकाआरम्भहोताहै व धवत ,
जिसकेबीजकुछहदतकइनक वयोंमेंभीपाएजातेहैं । इसकालमेंप्रखरवैचारिकएवंमा र्मक-
भावात्मकउत्तलेंउठींसाहित्यिकऔरसांस्कृतिकक्रांतिकीप्रवृत्तिऔरसामाजिकनवजागरणअपनेको व
श्वपटलपर सद्धकरनेमेंलगाहुआथा । इनसमूचीप्रवृत्तियोंकाप्रतिनि धत्त्वकरनेवालाकालछायावादहै ।
बहुआयामी , बहुस्तरीय , सामाजिकनवीनजागृतिकीसाहित्यिकअ भवृत्तिहैछायावाद ।
निःसंदेहइसपरबंगलाकीकोमलमधुरपदाव लयोंएवंअंग्रेजीसाहित्यकेरोमांति सज्मकास्पष्टप्रभावहैजोइ
सके वकास -
यात्राकोउद्बो धतकरताहैले कनयहभीतथ्यहैइसकीएकअपनीसुदृढमौ लकऔरस्थिरपहचानहै ।
अन्यसाहित्यकेसंसर्गस्पर्शकेउपरांतभीरचनात्मकताअपनीमौ लकताकेउतरदायित्वकोबड़ीखूबसूरतीसे
निर्वाहकरतीहैइसकापुख्ताप्रमाणछायावादहैइस लएइसेप्रति ल पयाजूठनसमझनाबौ द्धकअभ्यासका
निरर्थकप्रयासहीकहाजायेगा । जयशंकरप्रसादनेइसेयोंपरिभा षत कयाहै -
'छायावादभारतीयदृष्टिसेअनुभूतिऔरअ भव्यक्तिभं गमापरअ धकनिर्भरकरतीहै । ध्वन्यात्मकता
, लाक्षणकता , सौन्दर्य , प्रकृति -
वधानऔरउपचारवक्रताकेसाथस्वानुभूतिकी ववृत्तिछायावादकी वशेषताएहैं ।

अपनेभीतरकेमोतीकोपानीकीतरहअन्तःस्पर्शकरकेभाव-

समर्पणकरनेवालीअ भव्यव्यक्तिकीछायाकान्तिमयीहोतीहै।'... अतःयहक वतापुराणकीकोईघटनायादेश

- वदेशकी कसीसुंदरीकेबाह्यसौन्दर्यकीअपेक्षावेदनाकेआधारपरस्वानुभूतिमयीअ भव्यव्यक्तिहै ।

महादेवीकामाननाहै- क वकेव्यक्तिरूपमेंअनुभूतभावोंकीस्वच्छन्दअ भव्यव्यक्तिछायावादीक वताहै ।

इनमेंसर्वात्मवादकीभावनाहै ।

इसी लएइनक वयोंनेप्रकृतिकेप्रत्येकरूपमेंउसमहाप्राणकाअनुभवकरनापरमलक्ष्यमाना ,

औरतभीयहभावस्थूलसौन्दर्यके वद्रोहमेंसूक्ष्मसौन्दर्यसत्ताकाउद्घोषकरताहै ।

युगानुरूपपद्धतिमेंगीतात्मकताएवंवेदनाकी ववृत्तिइसकीस्वाभा वकवृत्तिरहीहै

, यथार्थकीअ भव्यव्यक्तिजोअपनेस्वाभा वकरूपमेंअ भव्यव्यक्तिहैउसेसीधे-

सीधेपलायननहींकहाजासकता ।

'इंदु'में१९३ई .केआस-

पासप्रका शतजयशंकरप्रसादकीरचनाओंमेंयुगपरिवर्तनकेस्पष्टसंकेतहैंऔर१९८ई .

मेंप्रका शत'झरना'मेंछायावादीकाव्य- प्रवृत्तिछायावादकी वद्यमानताकोप्रमाणतकरतीहै ।

प्रभाकरमाचवेतथा वनयमोहनशर्मा१९३ई .

मेंइसकाप्रारंभस्वीकारतेहुएमाखनलालचतुर्वेदीकोप्रथमक वमानतेहैंजोनिश्चितरूपसेमुकुटधरपाण्डेयत

थाश्रीधरपाठककेसाथअन्यायहोगा , जिन्होंनेइसप्रवृत्तिकीआभासीयछ वपहलेहीदेदियाथा ।

आ.नंददुलारेवाजपेयीकीयहअवधारणा क ' - साहित्यिकदृष्टिसेछायावादीकाव्य-

शैलीकावास्त वकअभ्युदयसन१९२०केलगभगसु मत्रानंदनपन्तकी'उच्छवास'नामकीकाव्य -

पुस्तिकानामकेसाथमानाजासकताहै - , जब क१९२०ई .

कीजुलाईमेंश्रीमुकुटधरपाण्डेयनेछायावादपरएकलेखमाला'श्रीशारदा'मेंछपवाईथी

, कसीभीप्रवृत्तियाधाराकेजन्मकेबादहीसमीक्षाहोतीहै , पूर्वनहीं ।

छायावादवस्तुतःईसाईसंतोंकीमान सककल्पना) फैंटसमाटा(कारूपयूरोपकेकाव्य-

क्षेत्रमेंआध्यात्मिकप्रतीकात्मकचेतना

) सम्बो लज्म(रूपमेंहुआजिसकापर्याप्तप्रभावबंगसाहित्यपरपड़ाऔरउसीदरपरवहांक वताओंकीबाढसी

आगई । बंगालमेंइसेछायावादीक वताकहाजानेलागा । हिंदीमेंभीमर्मक वषयोंकेसाथकल्पना, संवेदना

, व्यंजनाशैली, लाक्ष णकता, प्रतीकात्मकता, रहस्यमयता, वस्तु- वन्यास- वश्रृंखलता, चत्रात्मकता

, बिम्बमयता , क वताकेसाध्यबने ।

इस आधार पर स्वीकारा जा सकता है कछायावाद का प्रथम दौर बंगभाषा की कोमल-रहस्यात्मक पथ पर हुई पर
, साथ में अंग्रेजी वाक्य- खण्डों के अनुवाद का भी सीधा प्रभाव भीड़नक वताओं पर पड़ा ।
यही कारण रहा कबंगलासाहित्य का निर्दिष्ट नाम कछायावाद कसी सार्थक वरोध के आभाव में हिंदी साहित्य में ब
डी सरलता से स्वीकार्य होगया और रहस्यवादी चेतना की संज्ञा के साथ-साथ अ भनवव्यंजकलाक्षणक काव्य -
शैली भी इसी नाम से चल पड़ी ।
महादेवी ने इससे स्व अनुभूत स्वच्छन्द शैली माना वहीं पन्त ने अंग्रेजी रोमांटी सज्म की देन कहा जो उन की रचनाओं
में दिखता भी है परन्तु प्रसाद और निराला के सन्दर्भ में पूर्णतः स्वीकार्य नहीं हो सकता । डॉ. राम कुमार वर्माने कहा
-परमात्मा -आत्मा दोनों की छाया जब एक -दूसरे पर पड़ने लगती है- वही कछायावाद है ।
मुकुट धर पाण्डेय ने कहा- कछायावाद काव्य का अस्पष्ट स्वरूप या कल्पना मय रूप है ।
वश्वम्भर मानव का मानना है- प्रकृति में चेतना का आरोप ही कछायावाद है । नंददुलारे वाजपेयी कहते हैं-
कछायावाद एक मानवीय सौन्दर्य- दृष्टि तथा सांस्कृतिक नवोत्थान है
, युगानुरूप स्वच्छन्द आध्यात्मिकता का प्रतिरूप है । डॉ. नागेन्द्र मानते हैं- कछायावाद एक विशेष प्रकार की भाव -
पद्धति है । जीवन के प्रति विशेष दृष्टिकोण है । डॉ. राम वलास शर्मा मानते हैं-
भक्तिकाल और रीतिकाल की भांति ही कछायावाद भी एक विशेष प्रकार की भावात्मक सोच है
, यह स्थूल के प्रति सूक्ष्म का वद्रोहन होकर कोरी नैतिकता
, द कयानू सीरूढिवादिता और सामंती साम्राज्यवादी व्यवस्था के वरोध में मध्यवर्गीय चेतना का जागरण है ।
आ .हजारी प्रसाद व वेदी ने कछायावाद काव्य -
धारा को एक आन्दोलन और भारतीय सांस्कृतिक परम्परा का विकास स्वीकारा है
, जिसमें मानवीय जीवन के नवीन मूल्यों की , नवीन शैली में अभिव्यक्ति है । इसकी आध्यात्मिक अनुभूति
, मानवतावादी वचारधारा , वैयक्तिक चंतन एवं अनुभूति इसकी प्रधान एवरेखां कत विशेषताएं हैं । आ .
महावीर प्रसाद व वेदी ने इसे मात्र 'अन्योक्ति पद्धति' की संज्ञा दी है । डॉ. राम स्वरूप चतुर्वेदी ने कहा-
कछायावादी क वयों के प्रारं भक काव्यों में प्रकृतिके प्रति एक कशोर सम्मोहन भाव दीखता है , परधीरे -
धीरे इस पद्धति का स्थान मानवीय जीवन और उसकी व वधजटिल भाव -भू मयाँ ले लेती हैं
। इस सदी के प्रखर आलोचक डॉ. नामवर संहने बड़ा ही सटीक और सार्थक कछायावाद की व्याख्या इस प्रकार दी है -
कछायावाद उस राष्ट्रीय जागरण की काव्यात्मक अभिव्यक्ति है
, जो एक ओर पुरानी रूढियों से मुक्ति चाहता था और दूसरी ओर वदेशी पराधीनता से । '

वस्तुतः छायावाद अपने युगीन चेतना का घनीभूत भावात्मक चैतन्य रूप है जिसमें व्यक्तिनिष्ठता , राष्ट्रीय जागरण , प्राचीन दम तोड़ती रूढ़ियों पर प्रभावी प्रहार , नूतन वहान का स्वागत , वदेशी भावात्मक , रागात्मक, साहित्यिक पराधीनता से सार्थक मुक्ति की शक्ति अ भव्य व्यक्ति है , यथार्थ की ठोस भूमि पर शुद्ध आदर्श के प्रतिष्ठा की काव्य- धारा है । और अपने युग धर्म का पूर्णतः निर्वाह करने वाला है, चाहे वह राजनीतिक हो, सामाजिक क्षेत्र हो या साहित्यिक । धर्म क्षेत्र तो इन कवियों का प्रकृतिके रहस्य खोलने एवं स्वयं का प्रकृति से तादात्म्य स्थापित करने में अनुरंजित था । नारी भी इन कवियों के लिए मोम की गुडियान रहकर सहचरी एवं हृदय में श्रद्धा का स्थान ग्रहण कर चुकी थी , एक प्रकार से नारी के प्रति आंदोलनात्मक वचार- भाव व्यक्त कये हैं । जड़- चेतन को एकाकार करने वाले कवयित्री के चैतन्य रूप को कैसे वस्मृत कर सकते थे! आधुनिक काल में जिस बीज को भारतेंदु ने बोया था , जिसे महावीर प्रसाद व वेदी ने सींच कर पल्लवित कया , हिंदी की इसी विकास - प्र क्रम में छायावाद फूलों- फलों से लद-फद हिंदी साहित्य का वसंत - काल है । आधुनिक - बोध लए हुए हिंदी काव्य की वजय - यात्रा है । इस वजय - यात्रा में भाव , भाषा, अर्थ गौरव कल्पना शीलता , कर्तव्य - बोध , रचना- धर्मता , सामाजिक चैतन्य , नवीन शल्प- वधान यह सभी कुछ वद्यमान है , इसी लए छायावाद की इयत्ता आज भी अक्षुण्ण है । छायावाद के 'अपारे काव्य संसारे' के चतुर्भुज बने श्री जयशंकर प्रसाद , सूर्यकान्त त्रिपाठी 'निराला , ' सुमित्रानंदन पन्त और महादेवी वर्मा । इन कवियों की साहित्यिक यात्रा उक्त सभी बातों के प्रबल प्रमाण हैं '। 'कामायनी' और 'राम की शक्ति की पूजा' जैसी रचना भारतीय संस्कृतिके सुमेरु हैं । इन पौराणिक मथकों का आधुनिकतम बोध एवं सर्वका लक प्रासंगिकता स्तुत्य है । 'हिमाद्रि' कवता भारतीय संस्कृतिका शुभ्र मुकुट है और 'दूसरी होगी कहानी / शून्य में जिसके मटेस्वर / धूल में खोई निशानी' में जीवन का उल्कट उद्घोष है । छायावादी कवता की अमूल्य निधियां हैं - प्राकृतिक सौन्दर्य को निरखने की अद्भुत सौन्दर्य- दृष्टि } प्रकृतिके प्रत्येक रूप में चेतना का निदर्शन, (मानवीय गुणों की चैतन्य अवस्था , अतीत के स्वर्णमस्वरूप में अनुराग- अटूट विश्वास , स्वच्छन्द आत्म भव्य नजना , हृदय के करुणा भाव की तरल अ भव्य व्यक्ति , स्वयं एवं दूसरों की वेदना - पीड़ा से तादात्म्य - साहचर्य भाव , शुष्क नैतिकता और रूढ़ परम्पराओं के प्रति अनास्था एवं वद्रोह की भावना , नारी के सौन्दर्य - वर्णन में उन्मुक्त वचरण , स्थूल रूप से पृथक भावनात्मक स्तर पर उसकी हृदय- वराटता को स्वीकारना , वराटसत्ता को महाप्राणतत्त्व को जानने की जिज्ञासा

,लोक रूपमें उस अलोक तत्वके दर्शन करना और इस माध्यम से स्वयंको जानना ।
कलापक्षमें भाषा अपने पूर्ण वक सतरूपमें मानवीय अलंकारों से सुशो भत होकर ।
,भावोंकी अ भव्यजनामें अप्रतिम चित्रात्मकताको निदर्शित कर , प्रतीक , बिम्ब, लाक्ष णकता ।
,बंधनमुक्त शैली) मैशैली , (अर्थगौरवमय , मुक्तछंदमें भी अद्भुत प्रवाहमयता , गीतात्मकता ।
,अपूर्व प्राकृतिक सौंदर्य- ।
वर्णन एवं उस परचेतनाका आरोप आदिके साथ छायावादी काव्य एक व शष्टस्थान रखता है ।
छायावाद और रहस्यवाद : मानव और निसर्गका अटूट संबंध है ।
मानवीय संबंधोंके जुड़नेके पूर्व ही मानव और प्रकृति एक दूसरेसे जुड़े हुए थे ।
इस जुड़ावकी व्यख्या प्रत्येक कालमें क व अपने -अपने ढंगसे करते रहें हैं ।
छायावादकी पूर्वपीठिका प्रकृतिके इन्हीं रहस्योंके खोलनेसे तैयार होती है ।
प्रकृतिके वराटतम रूपके रचयितार हैं गुरुदेवर वीन्द्रनाथ ठाकुर ।
छायावादमें जहाँ उस वराटकी प्रकृतिके कण- ।
कणमें छायाका आभास है वही इनक वयोंकी उदबुद्ध जिज्ञासा भी है उस वराटका को देखनेकी ।
छायावाद मानव तथा मानवेतरसभीमें अव्यक्तचेतनाकी वद्यमानता है वही रहस्यवादमें आत्मा और परमा ।
त्माके पारस्परिक संबंधोंकी अ भव्य कित है , एक ऐसा अटूट सम्बन्ध जैसे - नीर और क्षीर, जल और जल-लहर ।
, बीज और वृक्ष , प्रतिबिम्ब और पूर्णबिम्ब , जलमें कुम्भ , कुम्भमें जलजैसा -अ भन्न एक रूपता है ।
रहस्यवाद भारतीय साहित्यकी शाश्वत देन है , रूपभेद रहतारहा है परतत्त्व -भेदक भी नहीं रहा ।
यही एक तत्व है जो समूचे भारतीय साहित्यको एक सूत्रमें भी परोता है ।
हिंदी साहित्य अपनी जड़ों तक जब भी जानेका प्रयास करेगा उसके अतलमें इसका एक अटूट सूत्र प्राप्त होगा जो अ ।
पनी समूची सांस्कृतिक वरासतके साथ दिखाई देगा ।
सौन्दर्य- दृष्टि : छायावादीक वयोंकी सबसे ऊँची छलंग है उनकी अनुपम सौन्दर्य- दृष्टि - ।
'छिटका जीवन हरियालीपर , मंगल कुंकुमसारा .../ हेमकुम्भले उषासवेरे / भरती दुलकाती सुखमेरे ।
' और इस सौन्दर्य- ।
परखमें नारीके सौन्दर्यके प्रति निर्मल भाव भी और उससे प्राप्त करनेकी निश्छल आकांक्षा भी क - ।
पयूषस्रोत सीबहाकरो / जीवनके सुन्दर समतलमें ।
'प्रेम और सौन्दर्य जब अमर वराम बनकर सप्तमसोपान पर छाजाते हैं तब - पाती अमरप्रेम - ।
धाम/आशाकी प्यास एक रातमें भर जाती है/ सुबहको आली, शेफाली झड़ जाती है ।'

छायावादकाकालदेशकीपरतंत्रताकाहै

जबआजआजादीकेमायनेहमसबकोसमझमेंआनेलगाहैतबयहसमझनायासमझानाकठिननहींहै कछाया
वादीक वयोंमेंदेशकीपरतंत्रता कतनीदुसह्यरहीहोगी

,इस लएअपनेअतीतपरआस्थाव्यक्तकरतेहुएतथादेशकेप्रवंचकोंको धक्कारतेहुए

देशकोजगानेकाकार्यभीकररहेथे '– आजकेपराजिततो वजयीथेकलही

/उनकेसमरवीरकरमेंतूनाचतीलप– लपकरतीथी– जीभजैसेयमकी । उठीतूनलूट, त्रासभयसेप्रचारको

/दारुणनिराशाभरीआखोंकोदेखकर /दृप्तअत्याचारको .../ जन्मभू म द ल त व क ल अपमानसे /

त्रस्तहोकराहतीथी, कैसे फररूकती ? निरालाभीप्रसादकेस्वरमेंस्वर मलातेहुएयहीआस्थाप्रकटकररहेहैं

'–पशुनहीं, वीरतुम, समर -शूरकूरनहीं, कालचक्रमेंहोदबेआजतुमराजकुंवर ! समरसरताज

...!हैनश्वरयहदीनभाव ..., ब्रम्हहोतुम ! पदरजभरभीहैनहीं, पूरायह वश्वभार – जागो फरएकबार !

निरालाकीअपनेदेशवा सयोंकेप्रतिआस्थामात्रकल्पनालोकका वचरणनहींहैबल्कि वश्वास -जनितहै ।

व्यक्तिगतस्तरपरहीसहीमहादेवीभीकहतीहैं -आजजिसपरप्रलय वस्मित, मेंलगातीचलरहीनित

,मोतियोंकाहाटऔर चंगारियोंकाएकमेला' ! पन्तभीअपनीहिमधराकोसमूचीपृथ्वीकामानदंडमानतेहैं –

'मानदंडभूके, अखंडहे, पुण्यधराकेस्वर्गारोहण, प्रयहिमाद्रि, तुमकोहिमकण -सेघेरेमेरेजीवनकेक्षण

'इनक वयोंनेचाहेवहकोईपौरा णकघटनाहो, सुन्दरप्रकृतिछ वहो

,यावैयक्तिकउद्बोधनहोयाऐतिहा सकसाहसपूर्णघटनाएँहों

,सभीप्रकारकेवर्णनोंमेंअपनेअतीतकेप्रतिएकगौरवकाव्यक्त कयाहैजिसकासीधाअर्थहैइनमेआधुनिकत

मबोधकेसाथ– साथअपनेअतीतकाभीगंभीरअध्ययनथा ।

स्वच्छन्दआत्म भव्यन्जना

छायावादीक वतामेंजोबातप्रमुखतासेउभरकरआतीहैवहहैस्वच्छन्दआत्म भव्यन्जना

'टूटगएछंदकेबंध' औरमेंने'मै'शैलीअपनाई'जैसाउद्घोष कयागया

, कनबातोंके वद्रोहमेंयेबातेंकहीगईगौरतलबहै । अ भव्यक्तिकायहआवेगअपनेचरमपरथा ।

अपनेहीदेशकेदुखीभाइयोंकोदेखउनकेदुःखकीछायाजोहृदयपरपड़तीथीवाहीउनकीआत्म भव्यन्जनाथी

औरयहभीछायावादहै । इसे कसीभीसांचेयाढांचेमेंढालनेकानिरर्थकप्रयासनहीं कयागयाहै ।

देशकी वषमराजनीतिकपरिस्थितिसेअ धकसामाजिकपरिस्थितियोंकाप्रभावइनक वयोंकीसंवेदनाको

स्पर्शकररहाथा

जिनमुद्दोंकोलेकरप्रगतिवादीसाहित्य वशेषरूपसेप्रेमचंदनेजोआंदोलनात्मकरूप लयाऔरउसीमेंस्वयंको
खपादियाउनसबकासूत्रपात कसीन कसीरूपमेंछायावादीक वतामेंहोचुकाथा ।

करुणा- वेदना- पीड़ाकातादात्ममहादेवीवर्माकीक वताओंमेंअद्भुतरूपमें वद्यमानहै ।

इनकीकरुणानिरीहरूपमेंनहोकरमनुष्यकीअ मटकहानीकीसर्जनाकरतीहै

,असीमसत्तासेअ धकारपूर्वकसंवादकरतीहै ' - तुझसेपाईहूँपीड़ा , तुझमेढूढूगीपीड़ा ! मानोप्रकृति-

मानवएकाकारहोकरएकदूसरेकेदुःखमेंतिरोहितहोजानाहोजानाचाहतेहों ।

'आगहूँजिससेढलकतेबिंदुहिमजलके , शून्यहूँजिसकीबिछीहैंपांवड़ेपलके

'।स्वयंमेंउसअसीमसत्ताकीअत्यांतिकअनुभूतिहै ' - उसअसीमकासुन्दरमंदिरमेरालघुतमजीवनरे

!मेरीश्वासेकरतीरहतीनित प्रयकाअ भनन्दनरे ! पदरजकोधोनेउमड़ेआतेलोचनसेजलकणरे

!अक्षतपुल कतराममधुरमेरीपीड़ाकाचन्दनरे ! एकस्पष्टनिर्देशभी क -

'फूलकोउरमेंछिपाए वकलबुलबुलहूँ , एकहोकरदूरतनसेछांहवहचलहूँ ।'

साथमेंएकउर्जस्वितआत्म वश्वासभी क - आजजिसपरप्रलय वस्मितमेंलगातीचलरहीनित

,मोतियोंकाहाटऔं चंगारियोंकाएकमेला .. । जानलोवह मलनएकाकी वरहमेंहैदुकेला ।'

ऐसीवेदनाऔरपीड़ाजिसमेप्राणआकुल -

व्याकुलहोले कन फरभीआत्म वश्वासकीऐसीअ भव्यव्यक्ति कअब -

पंथरहनेदोअपरि चतप्राणरहनेदोअकेला ।

रुढियोंएवंनिरर्थकनैतिकतामेंअनास्था- वद्रोह :

रुढिपरम्पराओंएवंशुष्कनैतिकताजिसमेसेजीवनकीतरलतावाष्पबनकरउड़चुकीहोइनकेप्रतिइनक वयों

नेअनास्थाकेसाथ-साथ वद्रोहभीव्यक्त कयाहै

,इनका वद्रोहकोईसामान्य वद्रोहनहींथाबल्किआक्रोशपूर्णथा । क वताकी वषयवस्तुसेलेकरसाधन -

साध्यशैलीतकअर्थातभावऔरकलापक्षदोनोंरूपोंमेंव्यक्तहुआहै ।

निरालानेतोमैशैलीअपनाईऔर वषयवस्तुमेंवेदेखरहेथेअपनेदुखीभाइयोंकोयहीउनकीक वताकाआधारब

ना । औरयहआधारबनानेमेंउनकाआत्मसंघर्षभीरहाजोअपनेहीबनायेहुएआदर्शकापरिणामथा

,क वकीमर्यादासर्वोच्चसत्तासेभीरुपररखाजोबादमेंचलकरसाहित्यकीदुनियाकामानदंडबनाऔरप्रेरणा

स्रोतभी । क वतामें वद्रोहात्मकभावकोसर्वा धककठोरतमशब्दों , रूपमेंनिरालाहीव्यक्तकरतेहैं ।

'रामकीशक्तिपूजा'कोनिरालाकीशक्तिपूजाकहदियाजायतोकोई वशेषफर्कनहींपड़ेगाक्यों कमूलतःतोय

हनिरालाकाआत्म -संघर्षहै ,

इसी लएरामधरतीपरआकरउन्हीसंघर्षोंसेजूझतेहैंजिनसेएकमहामानवजूझताहैऔररामकी वजयभीउसी तरहहोतीहैजिसतरहएकमहामानवको मलतीहै

, यहीनवीनसंकल्पनानिरालाकेकाव्यकीमूलभूत वशेषताकोदर्शातीहैऔर वद्रोहकोभी |

वहींप्रसादएकसुव्यवस्थितअद्भुतमहाकाव्य' कामायनी'कीरचनाकरतेहैंले कनवेभीकईरूढहोचुकीकाव्य - जगतकीपूर्वपरम्पराओंकोतोडतेहैं |

वषयवस्तुपौरा णकलेकरभीउसेअद्यतनप्रासं गकताओंसेसम्बद्धकरतेहुएसर्गोंकी वभाजनकीसंकल्प नाओंतकएवंमहाकाव्यकीपूर्वपीठिकातककोबदलडालतेहैं |

औरयहीकारणरहा कइनक वयोंनेअनचाहेहीअपनेसम र्ततभावा भव्यव्यक्तिकेकारणअग्निपरीक्षाभीदीपर ठोसअंगारोंपरपैरटिकायेरहे , इसेकभीनहींभूलनाचाहिए | इसी लए -

तोडोकारातोडो'जैसेभावव्यक्त कयेगए ,जोजितनाराजनीतिकथाउतनाहीसामाजिकभी |

स्त्री -सौन्दर्यकाउन्मुक्तवर्णन : नारी -सौन्दर्यकाउन्मुक्त वचरणकरतेहुएइन्छायावादीक वयोंनेवेद- वाक्यजैसीनयीउद्घोषणायेंकी -

नारीतुमकेवलश्रद्धाहो वशवासरजतनगपगतलमें'उपमेयनारीकोजिसउपमासेअलंकृत कयागयाहैवहमात्र कोरीयाशुष्कआस्थानहींहैअ पतुअनुभूतिमयीगरिमा -युक्तभावनाहै | निरालाने'शेफाली ,'

'जूहीकीकली'मेंअपनेसमकालीनयथार्थकोबडेहीसशक्तरूपमेंव्यक्त कयाहै |

'तोडतीपत्थर'क वतामेंभीइन्हींभावनाओंका वस्तारदेखाजासकताहै-

एकपत्थरतोडनेवालीस्त्रीकोदेखकरक वकाहृदयझंकृतहोउठताहै ' - सजासहज सतार

,सुनीमेंनेवहनहींजोथीसुनीझंकार' | 'रामकीशक्तिपूजा'मेंतोयहभावतुर्यावस्थातकजापहुंचताहै - हृदय

-मन -भावकीस्ति थइससेऊपरतकतोजानहींसकतीथी'- ज्योति:प्रपातस्वर्गीय- ज्ञातछ वप्रथमस्वीय -

जानकी- नयन- कमनीयप्रथमकम्पनतुरीय | सहरातन , क्षणभरभूलामन , लहरासमस्त

,हरधनुर्भगकोपुनर्वारज्योंउठाहस्त , फूटीस्मितिसीता-ध्यान -लीनरामकेअधर , फर वशव- वजय-

भावनाहृदयमेंआईभर' | इनक वयोंकीयह वशेषतारहीहै कस्त्री-

प्रेमकोमानवीयधरातलपररखकरभीस्व र्गकसुख-

अतीन्द्रियभावकोउनमेआरो पत कयेहैंऔरयहअनुभूतिकीठोसधरतीका चत्रणहैमहजकल्पना -

जगतकाभाव - वलासनहीं, कल्पनाकीउडानके लएठोसधरतीकाहोनाअस्वयम्भावीहै |

वराटसत्ताकेप्रतिजिज्ञासाऔरस्वीकार्यभाव : मनुष्यनेमात्रजिज्ञासा -भावकेकारणपृथ्वी -आकाश-

पातालकोछानमारापन्तभीपूछतेहैं ' - प्रथमरश्मिकाआनारं ग ण,तूनेकैसेपहचाना ?

छायावादीक वयोंनेउसअव्यक्त वराटसत्ताकोनकेवलजिज्ञासाभरीदृष्टिसेदेखाबल्किउसकेमहाप्राणमेंअपनेप्राणतत्त्वको वसर्जित किया , यहवहशंखध्वनिथीजोभारतीयदर्शनसेओत-प्रोतथी - पन्तनेकहा - मूर्छितथींइन्द्रियां , स्तब्धजग /जडचेतनसबएकाकार । 'प्रसाद'कामायनी'मेंकहतेहैं ' - नीचेजलथा /ऊपरहिमथा / एकतरलथाएकसघन । एकतत्त्वकीहीप्रधानता / कहोउसेजडयाचेतन 'छायावादीक वपरमतत्त्वकीव्याप्तिकोस्वीकारतेहुयेउसमेएकमानवकीक्यास्थितिहैइसतथ्यकोभीदर्शातेहैं'- जीवनतेराक्षुद्रअंशहै, व्यक्तनीलघनमालामें, सौदा मनी- सं ध- सासुंदर, क्षणभररहाउजालामें । ले कनवहींइसकेठीक वपरीतनिरालाकहतेहैं कमानवहृदयसच्चिदानंदस्वरूपहै , जीवनकोक्षणभंगुरयानश्वरमाननाएकप्रकारसेकायरताहैक्यों कमानवब्रम्हस्वरूपहैयह वश्व-भारउसकेपद -रजकेबराबरभीनहींहैं । जीवनमेंइतनाअटूट वश्वासऔरव्यक्तिकेमहिमाकामंडनअपनेचरमपरहै' - मुक्तहोसदाहीतुम, बाधा-वहीनबंधछंदज्यों / डूबेआनंदमेंसच्चिदानंदरूप । ' प्रसादनेभोगवादका वरोधकरतेहुएजीवनकोदा मनीकीउपमादेकरथोडेसमयकीचमक-दमकबतायापरवहीनिरालादेशहितमेंतनकरखड़ेहोनेके लएएवंदेशपरआई वपत्तियोंकासामनाकरनेके लएमानवकोभयमुक्तसाक्षात्सच्चिदानंदस्वरूपमाना । पन्तभीइसीभावनासेभरकरअपनेसमस्तदेशवा सयोंकोजागृतकरनेके लएअपनीवाणीसेहीपूछबैठतेहैं- कएवाणीतुम्हींबताओ कतुम्हे कसप्रकारअलंकृतकरूँता कतुमजन - मनमेंमेरे वचारकोवहनकरसकोऔरमेरेदेशजनकेशून्यहृदयमेंनयीपरिस्थितियोंकासामनाकरनेके लएन एस्वरगुंजितकरदो । वेअपनीवाणीकोइतनासशक्तबनानाचाहतेहैं कवहजडऔरचेतनकेभेदकोपारकरभ वष्यकेसत्यकोस्वरदे सके ' - तुमखोलसकोमानवउरकेनिःशब्दद्वार , वाणीमेरी , चाहिएतुम्हेंक्याअलंकार । ' समूचीमानवताकोआत्माकीमहिमासेमं डतकरनाचाहतेहैं, प्रेमकीशक्तिसेपशुताकोनष्टकरनाचाहतेहैं । भौतिकवादजीवनकासाधनहोसकताहैसाध्यनहीं- इससाधनसेअनादिकाआत्ममेंदर्शनकरनाहै । कलाकीदृष्टिसेछायावादअपनेचरमपरहैइसी लएनिरालाइसेबाधा वहीनछंद -बंध - मुक्तकरतेहैंता ककलाअपनेआत्म -स्वरूपकोप्राप्तकासके । उसे कसीछायादारबड़ेपेड़कीआवश्यकतानहीं । शब्दोंकेचयनऔरउसकेआपसीतारतम्यकोदेखनाहोतोछायावादीक वतायेंउसकासर्वोत्तमउदहारणहैं ' -

हिमाद्रितुंगश्रृंगसे , प्रबुद्धशुद्धभारती / स्वयंप्रभा , समुज्ज्वला , स्वतंत्रतापुकारती /... आरातिसैन्य -
सन्धुमेंसुवाड -अग्निमेंजलो/ प्रवीरहो, जयीबनो, बढेचलो, बढेचलो ।'
जीवनसेहोरहीमुठभेड़मेंक वकहठठताहै ' - हैअमानिशा , उगलतागगनघन -अंधकार
/खोरहादिशाकाज्ञान / स्तब्धहैपवन -चार ।'यहाँनिरालाकीशब्द-
योजनापारिस्थितिकीयगंभीरताकोभली -भांतिव्यक्तकरतीहैपाठकबरबसहीउसपरिवेशमेंचलाजाताहै ।
वहीं ' गर्मपकोड़ी 'मेंसाधारणसीबोलचालकीभाषाहैतो'कुकुरमुत्ता 'मेंपूँजीवादपरकराराव्यंग ।
छायावादीक वताओंमेंइनदोनोंप्रकारकीभाषाओंकाउदहारणदेखनेको मलताहै ।
महादेवीवर्माअपनीक वतामेंकहतीहैं ' - मेरापग-पगसंगीतभरा ,/ श्वासोंसेस्वप्न -परागझरा /
नभकेनवरंगबुनतेदुकूल ,/छायामेंप्रलयबयारचली ।'
तबऐसाप्रतीतहोताहै कतत्समपदाव लयोंकीझड़ीलगगईहो ।
एकऔरउदहारणअपने वरोधाभाषीयवैभवकोबिखेरताहुआ- नयनजिसकेजलद / वहतृ षतचातकहूँ
/शलभजिसकेप्राणमेंवहनिठुरदीपकहूँ / फूलकोउरमेंछिपाए वकलबुलबुलहूँ
/एकहोकरदूरतनसेछांहवहचलहूँ/ दूरतुमसेहूँअखंडसुहा गनीभीहूँ ।'चाद्रगुप्तमेंप्रसादकेएकगीतमेंशब्द-
भावसंयोजनद्रष्टव्यहै ' - इसअनंतजलनि धकेना वकहेमेरेअनंगअनुराग !! पालसुनहलाबन
,तनतीहैस्मृति , योंउसअतीतमेंजाग / कहाँलेचलेंकोलाहलसेमुखरिततटकोछोड़सुदूर / - आह !
तुम्हारेनिर्दयडाडोंसेहोतीहैंलहरेंचूर ।' ! नेति !
छायावादकीबातबिनानामवरकेपूर्णनहींकीजासकतीउन्होंनेअपनीपुस्तकछायावादकीभू मकामेंलाखहै
"-छायावादकेकाव्य -
सौन्दर्यके ववेचनसेस्पष्टहै कयहसारासौन्दर्यव्यक्तिकीस्वाधीनताकीभावनासेउत्पन्नहुआहैऔरवह
स्वाधीनताभीव्यक्तिकेमाध्यमसेसम्पूर्णसमाजकीस्वाधीनताकीअ भव्यव्यक्तिहै ।
...इसराष्ट्रीयजागरणकेफलस्वरूपसम्पूर्णभारतमेंरामांटिककाव्यकीलहरदौड़गईथी
,जिसकाएकहिंदीकाछायावादभीहै । छायावादकीक वतायेंअपनेपीछेएक वशालपरिदृश्यकापतादेतीहैं ।
छायावादमेंजोसार्वभौमऔरशाश्वततत्त्वदिखाईपड़तेहैं , वेसौन्दर्य-
शास्त्रके कसीअलौ ककनियमसेनहींआयेहैंबल्किउसकेऐतिहा सककार्योंकेहीपुरसकारहैं- । ०-

A STUDY ON CASH TO CASHLESS ECONOMY-A BOON OR BANE IN STUDENT PERSPECTIVE

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ABSTRACT:

Cash economy is nothing but the traditional economy where people use paper money. It is so secured in the minds of people. Cashless economy is the act of carrying most of paying process through digital apps from wherever convenient. Cashless policy can also reduce cash related corruption and attract more foreign investors to the country. In many country introduction to cashless economy can be seen in the right direction. Electronic banking will be made banking transaction to be easier by bringing services closer to its users.

The main Objectives of this study is to know about the awareness level of students regarding cashless economy, to know about the satisfaction level with cashless economy, to analyse the problems faced by students due to demonetization. And also to analyse the perception of cash less economy.

The research is a descriptive research proposes to use questionnaire for data collection with a sample size of 50 respondents. This is to study the title “The study on cash to cashless economy a boon or bane in student perspective”. The information need to be collected by students of various courses by distributing questionnaires to find out the option of students regarding cash or cashless economy.

The financial safety over the digital payment channel is important for pursuing the cashless economy idea. A major obstacle for the quick adoption of alternative mode of payment is mobile internet penetration, which is crucial because point of sale terminal words over mobile internet connection, while banks have been charging money on card-based transaction which is seen in hurdle. India has been using electronic payment system for many years now.

Hence from this study researcher want to know the students preference to cash or cashless economy.

INTRODUCTION

The topic of research revolves around the use of cashless financial transactions. It is evident that cash is becoming a secondary method of payment. Cash payments have faced a constant decline over the recent decades and are predicted to continue to do so in the future. The use of this change is due to the increase in the popularism of new modes of payment.

A cashless economy is a situation in which all the transactions are made by digital means rather than physical currencies. In India most of the transactions are made through cash. So our Indian Prime Minister Narendra Modi had taken a digital India initiative on November 8th 2016. I was launched as the flagship program of the current

ruling party with a pursuit to transform India into digitally empowered society. Different digital payment methods were introduced across the country such as Bank cards, unstructured supplement service data(USSD), E-wallets and unified payment interface(UPI), National electronic funds transfer(NEFT). The whole country is witnessing the effect of demonetization and with our Prime minister hinting at a cashless economy, many people are left in confusion.

How would a cashless economy be beneficial is the question of many. The cashless transfer is soon becoming the most preferred option and there are a number of benefits of going cashless. It reduces the cost of printing and distribution of cash as digital transaction sees it all as virtual transactions, increase tax compliance and the reduce the risk of carrying cash.

The boon of this system has been progressively increasing the digital or electronic transaction of the capital. The government can able to see a healthy growth of more than 20% on month on month basis in transactions on online payment gateway like net banking, credit cards,E-wallets, mobile banking, Ewallets etc. People can easily pay their bills online, shop and schedule transactions and manage all the finance using their laptops or smartphones.

REVIEW OF LITERATURE

In **1995 Worthington** in his paper “the cashless society” describes that, “where clumsy and expensive-to handle coins and notes are replaced by efficient electronic payments initiated by various types of plastic cards is a tantalizing prospects for the twenty first century. Some of the interested parties stand to gain more than others if the cashless society becomes a reality. Paper outlines the rationale of those who are keen to promote the cashless society and the implications for marketers charged with winning consumer acceptance for payment by plastic card. Commencing with a European-wide view of the European plastic cards market, focuses on recent developments within the UK, one of the Europe’s leading countries in the use of plastic cards as a means of payments. The plastic card payment product is analyzed under the there heading of pay later, pay now and pay before and a view is offered as to the future prospects for each type of plastic card in contributing to the development of the cashless society.”

In **2000 Warwick and Mansfield** in his paper “Credit card consumer, college students knowledge and attitude”, given that “The proliferation of the credit card industry in today’s US household, and the aggressive promotional tactics employed to get college students to sign on as customers. This exploratory study takes a look at the credit activity of college students at Midwestern campus. The majority of students surveyed didnot report knowledge of their credit cards interest rate. Students appear to have a realistic attitude towards using credit cards, although not knowledgeable about

the details of their of their card. This study raise the question of whether universities and business schools are doing a better job of preparing their students to be knowledgeable consumers in the market place or not.

In 2004 Humphrey states in paper, "Replacement of cash by cards in US consumer payments" "The author uses over the past 25yerars time series data. The results shows that the share of cash in consumer payments appears to have fallen from 0.31 in 1974 to 0.20 in 2000, cheques replaced cash during the 1970, credit cards replaced some cheques during the 1980, while debit cards replaced both cash and cheques in the 1990's. Author feels even though, cash is not projected to go to zero anytime.

STATEMENT OF PROBLEM

The study is all about the awareness of student regarding the cash and cashes economy in their day to day life. They have faced many problems. Biggest bane of the cashless economy is that not everybody has the knowledge of doing digital transactions and hence its reach is limited to urban and semi urban centres only and therefore it is very difficult to implement cashless economy in a big country like india where many sections of the society in rural areas are illiterate and poor. The another demerit of the cashless economy is the digital mode of payments like credit card, E wallet payments, internet banking involves some transactions fee which is not the case with cash transactions and hence any individual thinking of doing online transactions will take into account these transaction costs and will not favour online medium transaction. It also includes no cash at the ATM's, network error , slow transferring of money due to server down, less security, fear of hacking, limited knowledge regarding use of electronic gazets, many had no electronic device only it was the major problems faced by students in using cashless economy.

Objectives:

- To know about the awareness level of students regarding cashless economy.
- To know about the satisfaction level with cashless economy.
- To analyse the problems faced by students due to demonetization.
- To analyse the perception of cash less economy.

Scope of the study is restricted to students in under graduation and post graduation of VET First grade college, JP Nagar. Research is taken place with both the urban as well as Semi urban and rural students with the age group of 18 to 21.

SCOPE OF THE STUDY

From the study came to know that online trading has a great scope in future:

- It is very useful for the business people as they can improve their sales and profit.

- It is very much useful for the customers as it saves time and give various choices.
- It also useful for the government as the online trading increase the GDP and National income.
-

LIMITATION OF THE STUDY

The study is restricted to consumer who use smart phone. Research is taken place with the urban as well as Semi urban areas and we have ignored rural areas.

RESEARCH METHODOLOGY

Research type : Empirical research

Sampling technique : Purposive

Sample size : 50 Respondents from urban and semi – urban areas.

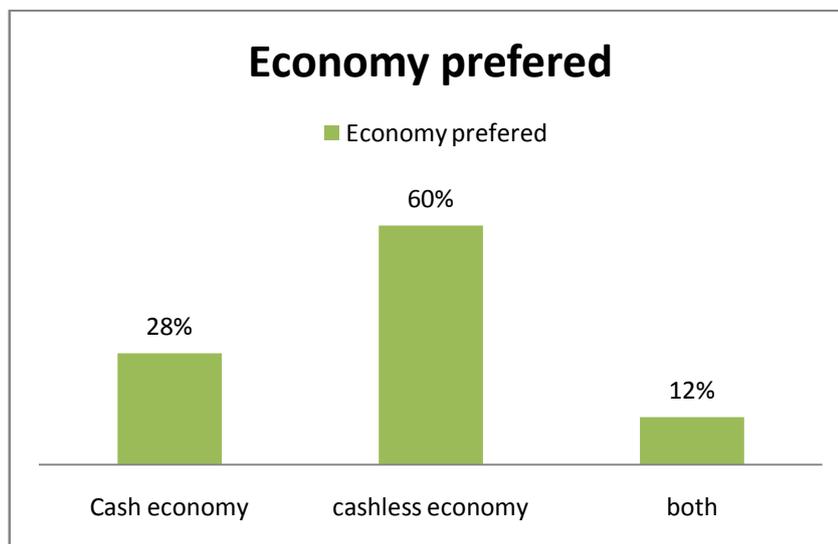
The data is collected through primary and secondary sources.

Primary data is collected by observations, personal discussion with consumers and through questionnaire. Secondary data collection includes new reports and online sources.

RESEARCH DESIGN

Findings:

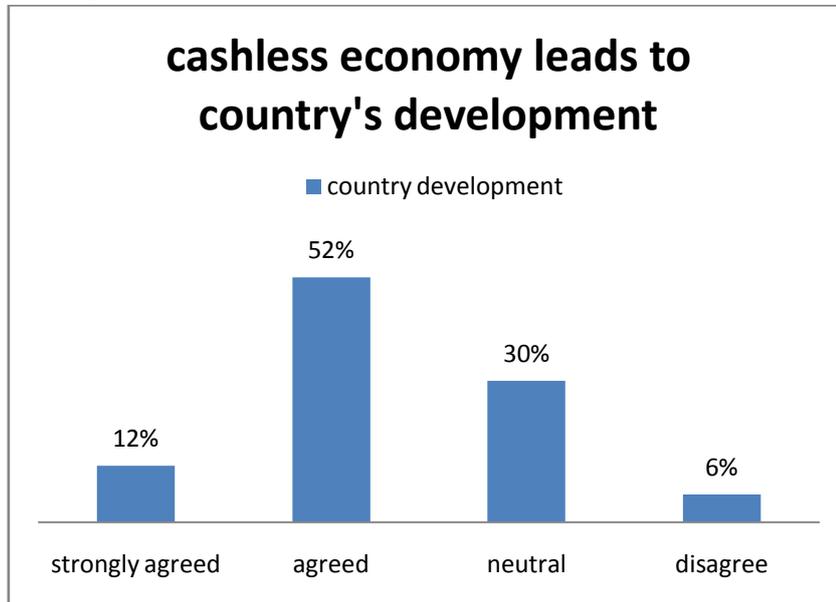
Q1: What kind of economy do you prefer?



Interpretation:

Maximum of 60% respondents prefer cashless economy as most the respondents own their smartphone and addicted to their cashless transaction.

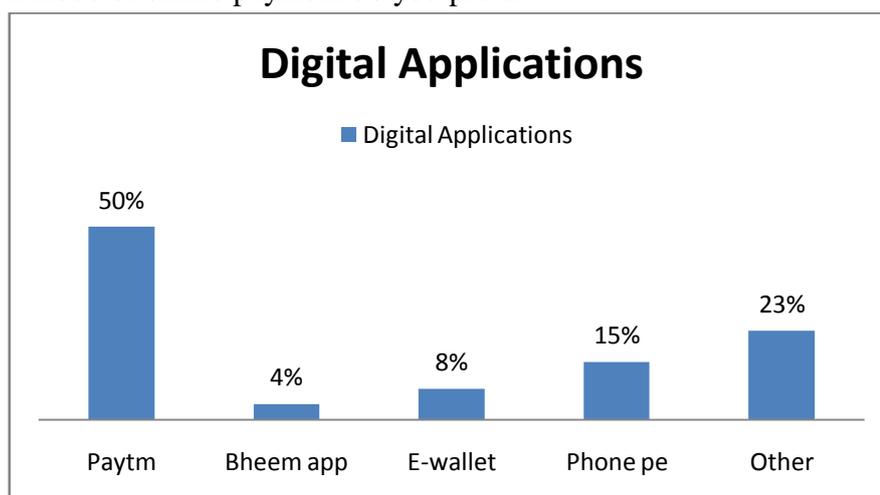
Q2: Do you agree that using the cashless economy our country grow towards developed country?



Interpretation:

Maximum of 52% respondents agreed that cashless economy leads to country's development as it reduce the paper, risk of handling cash, transaction happens within few seconds, it faster the work and minimum of 6% disagree with the statement as sometimes the transaction delayed due to technical errors.

Q3: Which mode of online payment do you prefer?

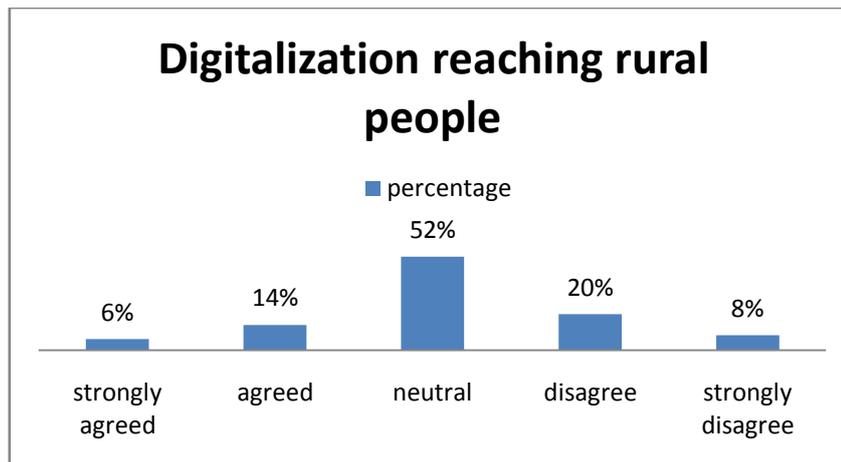


Interpretation:

Maximum of 50% students prefer Paytm app as it is most familiar to each one and adopted everywhere over the market like shops, mall, even the petty shops have paytm

and minimum of 4% prefer Bheem app as it contains unique UPI code and very few are aware about it.

Q4: "Digitalization is reaching the rural people completely" Do you agree?



Interpretation:

Majority of 52% respondents are neutral in their opinion as the digitalization has advantages as well as disadvantages it is taking time to reach rural people and minimum of 6% strongly agreed that digitalization is reaching the rural people as even the rural students are aware and using the cashless transaction applications very well.

Q5: Satisfactory level of student regarding demonetization

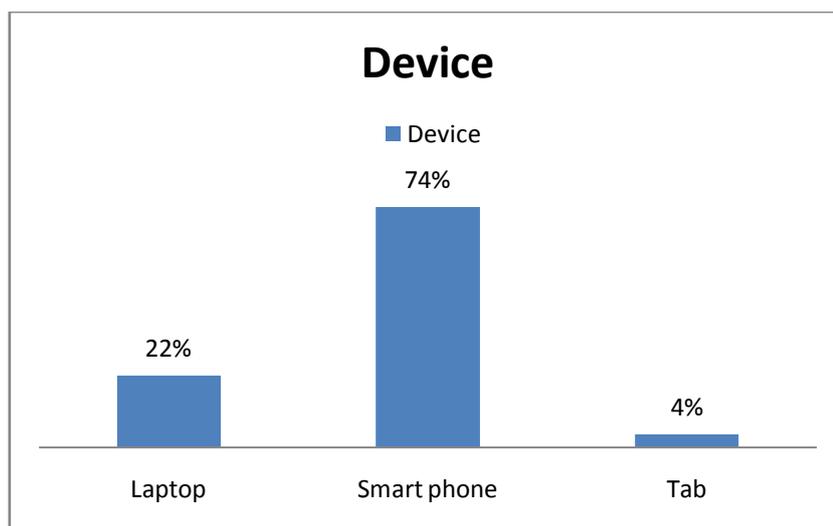


Interpretation:

Majority of 52% are neutral in their response as the demonetization affected the middle class and poor people much but less impact on the students as they don't have much

money and minimum of students are highly agreed the demonetization is very good progress for the country as it reduce corruption.

Q6: Usage of electronic device



Interpretation:

Majority of 74% responded students do their cashless transactions through their own smartphone and minimum of 4% use Tab as they can offered tabs.

Results and Discussion

Findings:

From this research the study came to know about the awareness level of cashless transaction, level to which they use digital apps, they face little problems regarding network, limitation of transfer, fear of hacking, chances of losing money, etc

The research says that about 60% of the students prefer cashless economy and 28% prefer cash and remaining 12% prefer both. In that majority are aware of the cashless economy which involves paytm, bheem app, phonepeetc

Study also gave a data that majority of student agreed that the cashless economy leads to the growth of country towards developed country and are using cashless transaction mode for payment, In that about 50% students use paytm, 23% use other apps, 15% use phone pe, 8% uses E-wallet and 4% use bheem app. About 92% students are convenient using electronic mode of payment and also felt secured.

Study also found that digitalization is reaching the rural people completely only at 20%, many have responded as neutral and only 28% are satisfied, 20% have disagreed and 52% are neutral with the satisfactory level of demonetization and the services rendered by digitalization applications.

Suggestions:

From the study it is cleared that upto 75% of the students are using smart phone for their cashless transaction. They have come across certain security problems like hacking, losing their money, frauds and some more and also network error, maximum limits of transferring money, limited knowledge about electronic mode.

By this research the study suggest that to work on the network problem, security problems, to increase the maximum limit of money transfer and also to take some more actions so that it reach rural as well as illiterates which ultimately leads to the economic development.

Conclusion

Hence this paper studied the view of Undergraduates and postgraduates on introduction of cashless economy. Data or the responses collected from the respondents shows that cashless economy will help in curbing black money, counterfeit's fake currency, reduce cash related robbery, helps in improving economic growth of our country. Major challenges that can hinder the implementation of the policy are cyber fraud, high illiteracy rate, attitude of people, lack of transparency and efficiency in digital payment system. Going cashless not only eases one's life but also helps to curb corruption and the flow of black money which results in an increase of economic growth. The expenditure incurred in printing and transportation of currency notes is reduce. In a nation like India, cashless transactions are not widespread and this is due to the technology gap and lack of proper education.

Hence students being the future of the nations they need to think of digitalization and country's growth. The government as well as educational institutions has to show interest in improving the student's knowledge in the digital field through their teaching modes and address them to create a strong cashless economy.

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FINANCIAL DISTRESS IN GREEN ENERGY COMPANIES IN INDIA

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Abstract

Energy being an important factor of industrial production is crucial in determining a country's progress. Energy industry plays significant role in the infrastructure and industrial production of the country. The Indian energy sector has an investment potential of Rs. 15 trillion which indicates immense opportunities in power generation, distribution, transmission and equipment. Postulation of bankruptcy is a critical task. Identification of the possibility of insolvency at the earlier stage may avoid perils and protect the firm from the situation of bankruptcy. It is important to detect the early signals by systematic analysis of financial performance. Financial performance may be understood as a process of determining financial strength & weakness of the companies by establishing strategic relationship between selective items of the balance sheet, profit and loss account. In this paper attempt has been made to analyze the financial performance of renewable energy companies by using Z score model. The secondary data for assessment was extracted from financial statement of these selected companies. The financial statement is sufficient to be used as a discriminating function for business organization.

Keywords: Green energy companies, Financial distress, Ratios, Z-Score

1. Introduction

The financial health of a company is of great importance for the company as well as shareholders, creditors, banks and financial institutions, investors and other stakeholders of company. The financial statements prepared by the company are the sources through which the two important factors of a company profitability and financial soundness are assessed. Analysis and interpretation of income statement and position statement is necessary for the diagnosis of the profitability and financial soundness of the business (Maheswari & Maheswari, 2010).

Corporate sickness is not new in India; it is the global phenomena and exists in all countries including the developed and developing countries (Datta, 2011). The industrial distress has been widely affecting the developing countries more and it makes the panic or stress among the government. Insufficiency of the company to tackle and cover its current financial obligations may be referred as financial distress. It is directly related to the firm's leverage decision. However, problems emanating from inefficient management of operations lead to economic distress. Economic distress can be faced by almost all-equity firm but not the financial distress because of lack of involvement of creditors. It is the presence of high leverage which causes financial distress for any industry (Prakash & Rajput, 2018).

Energy is the basic requirement for the development of country. India is facing huge shortage of electricity as the total demand and supply gap is more than 11 %. To meet the demand of energy, requirement to shift towards the green energy could be a viable option. Due to change in energy sources, it reduces the environment gas emission and provides sustainable development to the country. As per record, in 2006, India had around 80000 electrified villages. To meet the electricity demand by providing electricity to every household

Government of India launched Jawaharlal Nehru Solar mission with objective to provide clean and cheap energy to every household. The objective of this plan is to generate 20 Gigawatt (GW) energy by 2022 (Prakash, 2016). As of July 2018, total renewable power generation installed capacity (grid interactive) in the country stood at 116.82 GW, which is 33.81 % of the total installed capacity of 345.49 GW. With a potential capacity of 363 (GW) and with policies focused on the renewable energy sector, Northern India is expected to become the hub for renewable energy in India.

The importance of green energy in India calls for the need of knowing the financial health of these companies before making any investments in them. An accurate interpretation of the financial statements is required which helps in decision making for the Shareholders, creditors, bankers and the investors to form an opinion about the profitability and the overall financial position of the business (Gupta & Sharma, 2009). So, in order to understand the financial stability of the companies Altman's Z score is used.

To reduce the gap between the supply and demand of energy, government is focused and promotes adoption of green energy. The promotion of sustainable energy leads to promoters and companies to invest the money in that particular sector. This also necessitates for a detailed investigation about the financial health of the companies before any sort of investments are made in them. A detailed study was conducted on twenty listed companies in the National Stock Exchange (NSE) in India. The eight companies chosen on the basis of random sampling were Indo Windo Energy, Orient Green Power Company, Surana Solar, Suryachakra Power Corporation, Suzlon, Ujaas Energy and Websol Energy. The analysis considered the total assets, total liabilities, working capital, retained earnings, earnings before interest and tax, market value of equity and the sales revenue of these companies, pertaining to the income statement and the position statement for a period ranging from 2014-2018. This study is intended to be useful for the investors, shareholders, banks and financial institutions, creditors and other stakeholders.

2. Literature review

Khalid & Eqab (2011) studied the efficiency of financial ratios in prediction of bankruptcy with the help of Altman's Z score of Jordanian listed companies. The study found that the Altman's Z score model was 93% efficient in predicting the financial distress of the company.

Bindu & Subrahmanyam (2012) studied measures like profitability, operating efficiency, financial competence and evaluated the financial health of Dairy industry in Andhra Pradesh, India for a period of 2001 to 2011. Altman Z score was employed to check the financial health. It was found that except one which was in distress zone, the others were in safe zone.

Poongavanam & Babu (2012) examined the financial health of BHEL, Ranipet for a period of 2005 to 2009 using Altman's Z score and found that the company is healthy and the financial viability is good. It was concluded that the company must incorporate necessary steps to increase their Z score to more than 2.99 so has to stay financially strong.

Nyamboga, Omwario, Muriuki, & Gongera (2014) investigated the factors which determine the corporate financial distress of 38 non-financial public firms listed in the Nairobi stock exchange. Correlation analysis for a three-year period was done using the Pearson product-moment correlation coefficient. Debt Service Coverage Ratio (DSCR) was used as a proxy for financial distress. The significance of the correlation coefficient was tested using Student t-test. The Altman Z score model is found to have significant ability to

diagnose corporate financial distress though with a moderate correlation with DSCR, which is used as a proxy for corporate financial distress.

Santhiyavalli and Abirami (2015) analyzed the financial health of selected Indian companies in the automobile industry for a period starting from 1999-2000 to 2013-14 and found that out of the five companies analyzed, four were in the safe zone with a Z score more than three; one was in the grey zone with a Z score ranging between 1.8-2.99 and none in the distress zone with a Z score below 1.8.

Jaisheela (2015) examined the financial health of 27 leasing companies in India through Altman's Z score and found that out of the 27 companies, 14 were in safe zone and 6 were falling in grey area. It was suggested that the companies in safe zones must adopt preventive measures to avoid the chances of bankruptcy and the ones falling in the distress zones must apply immediate corrective measures.

Muvingi, Nkomo, Mazuruse&Mapungwana (2015) compared the performance of the two bankruptcy prediction models, the accounting ratio based model and the market based model. The study concluded that Altman's Z score model was more accurate in predicting bankruptcy.

Kalathinkal&Ahmed (2015) studied the financial health of Oman Cement Company through Altman Z Score Model for a period of 2009-2013. The study showed Z scores to be more than 2.90 which reflected safe position of the company in terms of solvency. The ratio was minimal in 2011 however the company did not face bankruptcy

Liang &Pathak (2016) conducted a study to examine the relationship between the financial health and the corporate performance of listed manufacturing companies of South Korea and Taiwan, using Altman's Z Score to measure the former and Return on Equity for the latter and found that there was significant positive relationship between the financial health and the corporate performance of these companies.

Shariq (2016) analyzed the financial position of Raysut cement company SAOG and its subsidiaries through Multiple Discriminate Analysis and Altman's Z score. The Z score was found to be more than the benchmark score of 2.99 except in some years of study which indicated that the company has strong financial health.

Mohan Kumar, Vasu and Narayana (2016) studied the liquidity and profitability position of the Steel authority of India using correlation method Altman's Z score for a period of 10 years starting from 2005 to 2015. It was found that the financial health of the company was safe but the Z score values were showing a decreasing trend.

In summary, the literature reveals that Altman's Z score is a commonly used metric of the risk of insolvency for publicly listed firms. It is widely used to measure bankruptcy risk, as well as a predictor for other performance variables such as return on equity. In the next section, description regarding the calculation of Z score for the companies is included.

3. Objectives of the study

The following are the objectives of the study:

1. To assess the financial health of green energy companies in India
2. To suggest the appropriate measure to reduce the distress among the companies.

4. Methodology

The research is descriptive by nature where secondary data has been used to analyze the financial strength of the selected companies

4.1 Predictability of the insolvency based on the ratios

Edward. I. Altman developed a model to predict the insolvency of a firm. Altman suggested that this model could predict the risk of insolvency as much as three reporting periods prior to the event. The Z score or overall index was computed based on the following equation:

$$Z = 0.012 * X_1 + 0.014 * X_2 + 0.33 * X_3 + 0.006 * X_4 + 0.999 * X_5$$

Where,

X_1 = Working capital / Total assets (Liquidity ratio), X_2 = Retained earnings / Total assets (leverage ratio), X_3 = EBIT / Total assets (Profitability ratio), X_4 = Market value equity / Book value of total liabilities (Solvency ratio), X_5 = Sales / Total assets (sales ratio).

Recommended Score	Interpretation (Sickness predicted)
Z score more than 2.99	No danger of bankruptcy and company is financially safe & sound
Z score from 1.80 to 2.99	It depicts signs of grey areas in the company. Company may go bankrupt within two years if no action or remedy is taken. Comes under Grey Zone.
Z score below 1.80	Distress zone. Company should take immediate action or wind up of the companies.

The Altman classify firms as either financially sound – a score above 2.99 – or headed towards bankruptcy a score below 2.99 and above 1.81 otherwise called as Grey zones and those with a score below 1.81 are classified under distress zone. The lower the score, the greater is the likelihood of bankruptcy and vice-versa. Based on the Scores Altman divided the study units into Zones of “SAFE”, “GREY”, and “DISTRESS” zones

4.1 Data Source

The data is extracted from the income statements, balance sheets, and cash flow statement of the selected sample companies. The annual report of sample companies is accessible from the National stock exchange (NSE). The sample companies are selected on the basis of market capital of the companies. The financial statement of the companies is taken in to consideration only during the period of the 2014-2018.

4.2 Data Analysis

Edward. I. Altman developed a model to predict the insolvency of a firm. Altman suggested that this model could predict the risk of insolvency as much as three reporting periods prior to the event. The Altman Multiple discriminate function is applied on the data collected from sources.

5. Data Analysis and Interpretation

5.1 Z Score Result

The ratios named above, as well as the Z score, for each company were calculated for the period 2014 to 2018 based on the audited financial statements of the companies. The Z scores calculated for different companies for 2014-2018 are provided in Table-1.

Table-1; Altman Z Score Result

No.	Name of the Companies	2014	2015	2016	2017	2018	Average Z Score	Zone
1	Indowind Energy Ltd.	0.83	0.86	0.86	0.93	1.12	0.92	Distress
2	Orient Green Power Company Ltd.	0.94	0.37	1.29	0.36	0.69	0.73	Distress

3	Surana Solar Ltd.	2.16	1.94	2.25	2.41	2.16	2.19	Grey
4	Suryachakra Power Corporation Ltd.	1.48	0.85	0.95	-7.46	-130.39	-27.25	Distress
5	Suzlon Energy Ltd.	0.04	-1.48	0.66	0.90	0.14	0.05	Distress
6	Ujaas Energy Ltd.	1.08	2.33	2.26	1.54	1.55	1.75	Distress
7	Urja Global Ltd.	24.11	4.74	11.02	3.01	1.10	8.80	Safe
8	Websol Energy System Ltd.	-03.4	-0.46	0.61	0.29	0.66	0.15	Distress

Source: Author's calculation

Inference: Table-1 depicts the Z-score for combine all X1 to X5 with respective weightage from 2014 to 2018. Present analysis discloses that Z-score for green energy firms. Out of the eight companies, only Urja Global Ltd. is in safe zone means the company's financial health is good. Altman Z score of the company Surana Solar Ltd. is in between 1.80 to 2.99. It comes under GREY zone means this company is heading towards the bankruptcy. The company should take some corrective actions for reinvigorating its financial condition. The remaining companies are in the Distress zone due to score less than 1.80 and hence are tending towards bankruptcy in future.

5.2 Working Capital and Total Assets

Based on the financial statement and balance sheet the working capital and total asset ratio of the companies are calculated in Table-2.

Table-2; Working Capital/ Total Assets, 2014-2018

No.	Company	2014	2015	2016	2017	2018	Average
1	Indowind Energy Ltd.	0.03	0.02	0.01	0.06	0.01	0.03
2	Orient Green Power Company Ltd.	-0.01	-0.05	-0.04	-0.33	-0.08	-0.10
3	Surana Solar Ltd.	0.14	0.06	0.25	0.19	0.34	0.20
4	Suryachakra Power Corporation Ltd.	-0.16	-0.22	-0.18	-0.56	-29.85	-6.19
5	Suzlon Energy Ltd.	-0.15	0.05	0.01	-0.11	-0.21	-0.08
6	Ujaas Energy Ltd.	0.24	0.35	0.31	0.24	0.25	0.28
7	Urja Global Ltd.	0.04	-0.05	0.09	0.07	0.01	0.03
8	Websol Energy System Ltd.	-0.51	-0.60	-0.60	-0.46	-0.14	-0.46

Source: Author's calculation

Table-2 shows liquidity position of the selected units of green energy companies in India. A negative net working Capital will arise when current liabilities exceed current assets i.e. there is no working capital, but there is a working capital deficit. On the other hand, high working capital indicates that either firm has too much inventory or not actively managing investment activities. If the firm cannot maintain a satisfactory level of working capital, it is likely to become insolvent and may even be pushed into bankruptcy. The Table-2 indicates that the working capital ratio of Orient Green Power Company Ltd., Suryachakra Power Corporation Ltd. and Websol Energy System Ltd. is in negative zone in all the years. Suzlon Energy Ltd. has also negative working capital except in the year 2015 and 2016. Urja Global Ltd. has negative working capital in the year 2015. The remaining companies have positive working capital in the particular year.

5.2.1 Result of Hypothesis

H₀: There is no significant difference on working capital to total assets between all selected units under study period.

H₁: There is significant difference on working capital to total assets between all selected units under study period.

Table-3; ANOVA Analysis of Working Capital to Total Assets of Selected Sample Units

ANOVA				
Source of Variation	SS	Df	MS	p value
Between Groups	85.31564	4	21.32891	0.953
Within Groups	783.3257	35	22.38073	
Total	868.6413	39		

Significance 95 % level

Table-3 shows result of hypothesis testing in relation to working capital to total assets of sampled units under study period. The p value (0.953) is more than the significance level (0.05); hence the null hypothesis (H_0) is being rejected. It indicates that the alternate hypothesis is true. It is found that the year wise liquidity condition to sales differ significantly for different companies. Therefore, it is concluded that there is significant difference on working capital to total assets between all selected units under study period.

5.3 Retained Earnings to Total Assets

Based on the financial statement and balance sheet the retained earnings and total assets ratio of the companies are calculated in Table-4.

Table-4; Retained Earnings / Total Assets, 2014-2018

No.	Company	2014	2015	2016	2017	2018	Average
1	Indowind Energy Ltd.	0.01	0.001	0.001	0.01	-0.07	-0.01
2	Orient Green Power Company Ltd.	-0.08	-0.17	-0.12	-0.08	-0.11	-0.11
3	Surana Solar Ltd.	0.03	0.07	0.02	0.02	0.01	0.03
4	Suryachakra Power Corporation Ltd.	-0.01	-0.44	-0.05	-1.72	24.71	-5.39
5	Suzlon Energy Ltd.	-0.05	-0.38	0.01	0.03	-0.09	-0.10
6	Ujaas Energy Ltd.	0.02	0.06	0.07	0.03	0.03	0.04
7	Urja Global Ltd.	0.01	0.1	0.01	0.01	0.01	0.01
8	Websol Energy System Ltd.	-0.08	-0.02	0.17	0.01	0.01	0.02

Source: Author's calculation

Table-4 shows retained earnings/total assets in percentage. The retained earnings is a term which is used to define the total amount reinvested by company over the period. The term is referred as the surplus amount for the company. The firms have choice to distribute the dividends among shareholders or to reinvest the amount for future purpose of the company. The ratio less than 100% indicates that growth might not be sustainable as it is financed through debt. Table-4 indicates negative average for Indowind Energy Ltd., Orient Green Power Company Ltd., Suryachakra Power Corporation Ltd. and Suzlon Energy Ltd., which mean the investment return decreases with debt financing, other companies leverage ratio sometimes negative and sometime positive but average is positive.

5.3.1 Result of Hypothesis

H_0 : There is no significant difference on retained earnings to total assets between all selected units under study period.

H_1 : There is significant difference on retained earnings to total assets between all selected units under study period.

Table-5; ANOVA Analysis of Retained Earnings to Total Assets of Selected Sample Units

ANOVA				
Source of Variation	SS	df	MS	p value
Between Groups	67.30367	4	16.82592	0.960925
Within Groups	525.3039	30	17.51013	
Total	592.6076	34		

Significance 95 % level

Table-5 shows result of hypothesis testing in relation to retained earnings to total assets of sampled units under study period. The F value 0.960 is more than the significance level 0.05; hence the null hypothesis (H_0) is being rejected. It indicates that the alternate hypothesis is true. To conclude that year wise reinvestment capacity conditions differ significantly for different companies. Therefore, it is concluded that there is significant difference on retained earnings to total assets between all selected units under study period.

5.4 Earnings before Interest and Taxes to Total Assets

Based on the financial statement and balance sheet the Earnings before Interest and taxes to Total Assets ratio of the companies are headed in Table-6.

Table-6; Earnings before Interest and Tax / Total Assets, 2014-18

No	Company	2014	2015	2016	2017	2018	Average
1	Indowind Energy Ltd.	0.02	0.02	0.02	0.02	-0.05	0.01
2	Orient Green Power Company Ltd.	-0.05	-0.13	-0.01	0.00	0.01	-0.04
3	Surana Solar Ltd.	0.08	0.12	0.07	0.07	0.04	0.08
4	Suryachakra Power Corporation Ltd.	0.01	-0.42	-0.04	-1.72	-24.69	-5.37
5	Suzlon Energy Ltd.	0.01	-0.33	0.02	0.09	0.01	-0.04
6	Ujaas Energy Ltd.	0.07	0.16	0.13	0.07	0.06	0.10
7	Urja Global Ltd.	0.01	0.00	0.01	0.01	0.01	0.01
8	Websol Energy System Ltd.	-0.02	-0.01	0.18	0.04	0.03	0.04

Source: Author's calculation

Table-6 shows earnings before interest and taxes/ total assets in percentage terms. It is indicator of firm's assets, independent of any tax or interest on debt. This ratio shows the productivity of firm's assets in generating earnings, independent of any tax or leverage factors. Thus, the ratio measures efficiency of firm's assets. The ultimate objective of the firm is to maximize shareholder's wealth which is directly related to earning power of assets. The table indicates that average productivity of Orient Green Power Company Ltd., Suryachakra Power Corporation Ltd. and Suzlon Energy Ltd. is in negative zone in last 5 years.

5.4.1 Result of hypothesis:

H_0 : There is no significant difference on EBIT to total assets between all selected units under study period.

H₁: There is significant difference on EBIT to total assets between all selected units under study period

Table-7; ANOVA Analysis of EBIT to Total Assets of Sampled Units

Source of Variation	SS	df	MS	p value
Between Groups	66.8517	4	16.71292	0.952007
Within Groups	526.6639	30	17.55546	
Total	593.5156	34		

Significance 95 % level

Table-7 shows result of hypothesis testing in relation to EBIT to total assets of sampled units under study period. The p value (0.952) is more than the significance level (0.05); hence the null hypothesis (H₀) is being rejected. It indicates that the alternate hypothesis is true. To conclude that year wise reinvestment capacity condition differs significantly for different companies. Therefore, it is concluded that there is significant difference on EBIT to total assets between all selected units under study period.

5.5 Market Value of Equity to Total Liability

Based on the financial statement and balance sheet the Earnings before Interest and taxes to Total Assets ratio of the companies are headed in the Table-8.

Table-8; Market value of equity / Book value of total debt, 2014-18

No.	Company	2014	2015	2016	2017	2018	Average
1	Indowind Energy Ltd.	1.13	1.16	1.20	1.19	2.16	1.37
2	Orient Green Power Company Ltd.	2.05	1.81	2.55	1.45	1.51	1.87
3	Surana Solar Ltd.	0.71	0.61	0.92	1.56	1.86	1.13
4	Suryachakra Power Corporation Ltd.	2.01	1.25	1.32	- 0.15	- 0.97	0.69
5	Suzlon Energy Ltd.	0.17	0.11	0.06	0.08	0.03	0.05
6	Ujaas Energy Ltd.	0.49	0.91	0.64	0.60	0.64	0.10
7	Urja Global Ltd.	38.48	6.57	16.55	3.57	0.95	13.22
8	Websol Energy System Ltd.	-0.18	0.25	-0.31	0.22	0.33	-0.04

Source: Author's calculation

Table-8 shows market value of equity/book value of total liabilities in percentage terms. The market value of equity is the total market value of all of the stock, both preferred and common stock. The book value of liabilities is the total value of liabilities both long term and current. The ratio shows the extent to which the value of the assets of any firm may get reduced with rising liabilities before the liabilities surpass the assets. In our study, equity ratio especially in Suryachakra Power Corporation Ltd., Suzlon Energy Ltd., Ujaas Energy Ltd. and Websol Energy System Ltd. was relatively weak. Decrease in the ratio was an indication that firm's share price was relatively low and cost of debt was relatively high.

5.5.1 Result of hypothesis

H₀: There is no significant difference on Capital Fund to Total Liability between all selected units under study period.

H₁: There is significant difference on Capital Fund to Total Liability between all selected units under study period.

Table-9; ANOVA Analysis of Capital Fund to Total Liability of Sampled Units

ANOVA				
Source of Variation	SS	df	MS	p value
Between Groups	145.4104	4	36.3526	0.737668
Within Groups	1478.413	30	49.28042	
Total	1623.823	34		

Significance 95 % level

Table-9 shows result of hypothesis testing in relation to capital fund to total liability of sampled units under study period. The p value (0.73) is more than the significance level (0.05); hence the null hypothesis (H_0) is being rejected. It indicates that the alternate hypothesis is true. Therefore, it is concluded that there is significant difference Capital Fund to total liability between all selected units under study period.

5.6 Net Sales and Total Assets

Based on the financial statement and balance sheet the Earnings before Interest and taxes to Total Assets ratio of the companies are headed in the below table

Table-10; Net Sales / Total Assets 2014-2018

No.	Company	2014	2015	2016	2017	2018	Average
1	Indowind Energy Ltd.	0.07	0.06	0.05	0.07	0.08	0.07
2	Orient Green Power Company Ltd.	0.01	0.01	0.01	0.03	0.02	0.01
3	Surana Solar Ltd.	1.26	1.00	1.13	0.99	0.48	0.97
4	Suryachakra Power Corporation Ltd.	0.47	0.68	0.57	1.43	22.86	5.20
5	Suzlon Energy Ltd.	0.16	0.14	0.53	0.65	0.48	0.39
6	Ujaas Energy Ltd.	0.22	0.76	0.95	0.62	0.61	0.63
7	Urja Global Ltd.	0.93	0.84	0.93	0.75	0.50	0.79
8	Websol Energy System Ltd.	0.57	0.47	0.65	0.58	0.51	0.56

Source: Author's calculation

Table-10 shows X_5 = sales/total assets in percentage terms also known as capital turnover ratio. It depicts the sales generating ability of the firm's assets. The capital-turnover ratio is a standard financial ratio illustrating the sales generating ability of the firm's assets. Sometimes the ratio decreases steeply for a given period as compared preceding years. This indicates that either the firm is not converting assets into sales or firm has heavily expanded because of which there is a time lag for reaching economies of scale. In this study, Suryachakra Power Corporation Ltd. used maximum capital output ratio.

5.6.1 Result of hypothesis:

H_0 : There is no significant difference on Sales to Total Assets between all selected units under study period.

H_1 : There is significant difference on Sales to Total Assets between all selected units under study period.

Table-11; ANOVA Analysis of Sales to Total Assets of Sampled Units

Source of Variation	SS	df	MS	p value
Between Groups	51.20191	4	12.80048	0.882293
Within Groups	435.2458	30	14.50819	
Total	486.4477	34		

Significance 95 % level

Table-11 shows result of hypothesis testing in relation to sales to total assets of sampled units under study period. The p value (0.88) is more than the significance level (0.05); hence the null hypothesis (H_0) is being rejected. It indicates that the alternate hypothesis is true. Therefore, it is concluded that there is significant difference Capital Fund to total liability between all selected units under study period.

6. Major Finding

- Shortage of working capital forces the companies to go for more debt funding which in turn causes high earning for share and it is favorable for profitability of the company. However, the increased leverage leads to higher chances of bankruptcy, if the higher debt cannot be efficiently serviced.
- Retained Earnings ratio for the companies Suryachakra Power Corporation is very poor which means companies fail to reinvest the amount in the production of units.
- Suryachakra Power Corporation has negative liquidity, leverage and productivity in all years.
- Only Urja Global has effective Z score hence company's financial position is good.
- The distress firm needs to take immediate action to reduce the liquidity and leverage of the firms.

7. Conclusion

The analysis reveals that, from the eight companies taken for the study for a period of 2014-2016, Urja global is financially healthy company with a very high Z scores. Even though they are in the safe zone, the companies should constantly review and improve their short-term repayment capacity, ability to retain earnings and increase sales revenue, as well as ensure long-term repayment capacity. It is found that the one company Surana Solar is in grey area as per the Z score for the five years. Hence the management needs to take appropriate policy within 2 to 3 years to make the company in safe zone. Z score of all other companies is very poor hence all companies are in the distress zone.

8. Limitations of the Study and Suggestions for Future Research

The study was conducted based on secondary data collected from National Stock Exchange published financial statements of the companies for the period of 2014-2018. Out of 15 companies listed in NSEs only 8 companies were considered for the study, and the study was confined to only companies listed under the NSEs. There is a scope for further research by including all the companies in green energy listed in NSE and even those, which are not listed in NSE.

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डॉ० भीमराव अम्बेडकर के विचार

पुष्पेन्द्र कुमार

शोध छात्र (इतिहास विभाग)

चौ०चरण सिंह विश्वविद्यालय, मेरठ

डॉ० भीमराव अम्बेडकर जी का जब जन्म हुआ उस समय भारत की परिस्थितियाँ बहुत ज्यादा खराब थी क्योंकि उस वक्त जातिवाद, अस्पृश्यता चरम-सीमा पर थी जिस कारण डॉ० अम्बेडकर को अस्पृश्य होने के कारण विद्यालय में उनके सहपाठी एवं शिक्षक उनके साथ असमानता का व्यवहार करते थे। वे कक्षा में अन्य सवर्ण विद्यार्थियों के साथ नहीं बैठ सकते थे। उन्हें नल पर पानी पीने की अनुमति तक नहीं थी।

डॉ० अम्बेडकर के समय शूद्रों का मन्दिरों में प्रवेश बन्द था। भारत में उस समय अछूतों की स्थिति बहुत दयनीय रही है। उस समय उनकी मुख्य रूप से तीन श्रेणियाँ रहीं पहली श्रेणी अस्पृश्यों की है। अर्थात् जिन्हें छुआ न जा सके। दूसरी श्रेणी में वे लोग हैं जिनके नजदीक भी न जाया जाये। तीसरी श्रेणी में वे लोग जिन्हें देखा भी न जाए। इन्हें अलग-अलग नामों से जाना जाता था अव्यज, पेरिया, अतिशूद्र आदि।

डॉ० भीमराव अम्बेडकर के समय भारत में विद्यमान सामाजिक, धार्मिक और सांस्कृतिक विभिन्नता बहुत ज्यादा थी। भारत में उस समय हिन्दू धर्म ऊँच-नीच और असमानता का पोषण करता था। हिन्दू धर्म वर्ण-व्यवस्था पर आधारित था जिसमें एक विशेष वर्ण "शूद्रों" को नीच समझा जाता था और उन पर सबसे ज्यादा अत्याचार किये जाते थे।¹

डॉ० भीमराव अम्बेडकर का जन्म भी एक शूद्र परिवार में हुआ जिस कारण यह सब यातनाएँ उन्हें भी झेलनी पड़ी थी। डॉ० भीमराव अम्बेडकर को ऐसी परिस्थितियों ने मजबूत बनाया और उन्होंने यह सब उखाड़ फेंकने का संकल्प लिया।

डॉ० भीमराव अम्बेडकर का व्यक्तित्व उनके जन्म-जात संस्कारों, पारिवारिक परिवेश, सामाजिक वातावरण की प्रतिक्रियाओं महान् व्यक्तियों की प्रेरणा और सानिध्य तथा भारत और विदेशों में हुई अंग्रेजी शिक्षा-दीक्षा के प्रभावों का सम्मिलित परिणाम था।

डॉ० भीमराव अम्बेडकर के व्यक्तित्व पर उनके पिता का गहरा प्रभाव पड़ा था उनके पिता गम्भीर धार्मिक रूचि के व्यक्ति थे। धार्मिक और अध्यात्मिक विषयों में गम्भीर रूचि अम्बेडकर को अपने पिता से विरासत में मिली थी। विद्यालय के वातावरण का अम्बेडकर के व्यक्तित्व पर नकारात्मक प्रभाव पड़ा। विद्यालय जीवन के कटु अनुभवों के अतिरिक्त, अम्बेडकर को सामाजिक जीवन के क्षेत्रों में अस्पृश्य होने के कारण अपमान को यंत्रणा को अनेक बार भोगना पड़ा। बाल्यकाल से लेकर उनके बैरिस्टर बनने तक ऐसी घटनाएँ कदम-कदम पर होती रही, जिन्होंने अम्बेडकर के मन और व्यक्तित्व को झकझोर दिया और इन सब से सबक लेकर डॉ० अम्बेडकर ने समाज में से अस्पृश्यता जैसी अमानवीय व अन्यायपूर्ण प्रथा को उखाड़ फेंकने और शताब्दियों से दलित व शोषित समुदाय को आर्थिक, सामाजिक, शैक्षिक और राजनीतिक क्षेत्रों में समाज के उच्च समझे जाने वाले वर्गों के समक्ष ला खड़ा करने का निश्चय किया।²

डॉ० भीमराव अम्बेडकर भारत में एक न्याय सम्मत सामाजिक व्यवस्था की स्थापना के लिए दलित वर्ग के उत्थान को अनिवार्य मानते थे। उनका दृढ़ मत था कि जब तक समाज

के पिछड़े और अस्पृश्य समझे जाने वाले वर्गों को अन्य वर्गों के समकक्ष सामाजिक और आर्थिक स्तर प्रदान नहीं किया जाता राजनीतिक स्वतंत्रता निरर्थक है।

डॉ० भीमराव अम्बेडकर का दृढ़ मत था कि हिन्दू समाज में दलित वर्गों की हीन स्थिति उच्च समझे जाने वाले वर्गों के अन्यायपूर्ण स्वार्थी दृष्टिकोण के कारण ही बनी है। वे यह मानते थे कि अस्पृश्यता और अन्य अन्यायपूर्ण प्रथाओं के निवारण के लिये स्वर्ण हिन्दूओं के दृष्टिकोण में परिवर्तन लाना आवश्यक है। किन्तु वे दलित वर्गों के उत्थान के लिए केवल सवर्णों के हृदय परिवर्तन पर निर्भर नहीं रहना चाहते थे। उनकी मान्यता थी कि सामाजिक व्यवस्था में वांछित परिवर्तनों के लिए स्वयं दलित वर्गों को जागरूक और संगठित होना होगा। सवर्णों को अपने दृष्टिकोण में परिवर्तन लाना होगा तथा राज्य को सामाजिक क्षेत्रों में सकारात्मक व सक्रिय भूमिका निभानी होगी। दलितों के उत्थान के लिए अम्बेडकर के विचारों को इस प्रकार रख सकते हैं।

1. हिन्दू समुदाय की मूल मान्यताओं में क्रान्तिकारी परिवर्तन लाने चाहिए।
2. जातिवाद के स्वरूप में परिवर्तन लाना चाहिए।
3. दलित वर्गों को संगठित जागरूक व शिक्षित करने की आवश्यकता है।
4. दलित वर्गों के लिए विधान मण्डलों में पृथक और पर्याप्त प्रतिनिधित्व।
5. प्रशासन में दलित वर्गों की भागीदारी के लिए सेवाओं में आरक्षण।
6. दलित वर्गों के सदस्यों को शिक्षा आदि के क्षेत्र में विशेष सुविधाएँ।³

डॉ० भीमराव अम्बेडकर मानव जीवन में धर्म व नैतिकता के महत्व को स्वीकार करते थे। उनका मत था कि धर्म और नैतिकता का बन्धन समाज को एकता के सूत्र में बाँध सकता है धर्म के महत्व के प्रति सचेतन होते हुए भी वे धर्म के नाम पर प्रचलित अन्याय भेदभाव और पाखण्डों के समर्थक नहीं थे। उनका दृढ़ मत था कि धर्म को विवेक और विज्ञान के सम्मत होना चाहिए। उनके अनुसार वही धार्मिक, विश्वास और मूल्य सामाजिक दृष्टता से उपयोगी माने जा सकते हैं। जो समता, स्वतंत्रता और बन्धुता के आदर्शों के अनुरूप हो।⁴

डॉ० भीमराव अम्बेडकर भारतीय सामाजिक व्यवस्था के प्रचलित स्वरूप को अन्यायपूर्ण मानते थे तथा सामाजिक परिवर्तन के प्रबल पक्षधर थे। उनकी दृढ़ मान्यता थी कि भारतीय समाज में शताब्दियों से कुछ वर्गों के विरुद्ध अन्याय को प्राश्रय दिया जाता रहा है। वे मनु जैसे सामाजिक संहिताकारों की कठोर आलोचना करते थे। जिन्होंने सामाजिक असमानता और भेदभाव को सामाजिक व्यवस्था में सैद्धान्तिक स्वीकृति प्रदान की।

डॉ० भीमराव अम्बेडकर ने वर्ण व्यवस्था का विरोध किया। अम्बेडकर वर्ण-व्यवस्था को अवैधानिक मानते हैं। और वर्ण-व्यवस्था की आलोचना करते हैं और कहते हैं कि वर्ण-व्यवस्था के अन्तर्गत शूद्रों को अन्य तीन वर्गों की तुलना में निम्न स्तर प्रदान किया गया है और उन्होंने इस बात की आलोचना की है कि अन्य तीन वर्णों को शूद्रों के संरक्षण के रूप में चित्रित तो किया गया है किन्तु सामाजिक संहिताकारों ने तीनों वर्णों के सदस्यों के अन्याय अथवा अत्याचारों के विरुद्ध शूद्रों के संरक्षण के लिये कोई व्यवस्थाएँ नहीं की है।⁵

डॉ० भीमराव अम्बेडकर ने जाति-व्यवस्था पर अपने विचारों में कहा है कि जाति व्यवस्था हिन्दू समाज को व्यापक रूप से प्रभावित करती रही है और आज भी यह सामाजिक

व्यवस्था की मुख्य प्रवृत्ति बनी हुई है। हिन्दू समाज में उत्पन्न हो गई अनेक विकृतियों और अन्यायों के प्रचलन के लिए अम्बेडकर जाति प्रथा को उत्तरदायी मानते हैं। डॉ० भीमराव अम्बेडकर ने कहा है कि जाति प्रथा के साथ जहो विशेषताएँ और मार्ग में बाधाएँ उपस्थित करते ह और उनका कोई सकारात्मक महत्त्व नहीं है अतः इसके कारण भारत में स्वस्थ राजनीतिक और आर्थिक विकास के मार्ग में भी बाधाएँ आई है। डॉ० भीमराव अम्बेडकर के अनुसार जाति व्यवस्था भारतीय समाज के विकास में सबसे बड़ी बाधा रही है। डॉ० भीमराव अम्बेडकर हिन्दू समाज में प्रचलित अस्पृश्यता को अनैतिक अन्यायपूर्ण और अनुचित मानते थे। उनके अनुसार अस्पृश्यता हिन्दू समाज के उत्थान के मार्ग में सबसे बड़ी बाधा है अम्बेडकर का मत है कि अस्पृश्यता की जड़े वर्ण व्यवस्था में हैं।⁶

डॉ० भीमराव अम्बेडकर ने अपने विचारों में स्त्रियों के प्रति भी दृष्टिकोण दिया है। वे स्मृतियों और अन्य शास्त्रों की इस आधार पर कटु आलोचना करते थे कि उन्होंने समाज में स्त्रियों की स्वतन्त्र भूमिका पर प्रतिबन्ध लगाए हैं इस पर उनका मत था कि स्त्रियों को शिक्षा व अन्य सामाजिक क्षेत्रों में पुरुषों के समान ही अवसर प्राप्त होना चाहिए। वे स्त्रियों के पुरुषों के अधीनस्थ और उन पर निर्भर समझे जाने की प्रवृत्ति के विरोधी थे।⁷

डॉ० भीमराव अम्बेडकर ने राज्य से जुड़े हुए सैद्धान्तिक प्रश्नों पर भी अपने विचार दिये हैं। वे एक उदारवादी राजनेता थे उन्होंने राज्य के प्रयोजन, कार्यक्षेत्र, शासन के स्वरूप, शासकीय शक्ति की मर्यादाओं तथा व्यक्तियों के अधिकारों के विषय में स्पष्ट व सटीक दृष्टिकोण का प्रतिपादन किया।

डॉ० भीमराव अम्बेडकर का मत था कि लोकतन्त्र का मर्म केवल शासन के निकायो पर जनता के प्रतिनिधियों के नियन्त्रण में निहित है। उनके अनुसार वास्तविक लोकतंत्र वह है जहाँ शासन की शक्ति में जनता के सभी वर्गों की भागीदारी को सुनिश्चित किया जा सके। इस प्रकार इनके मत में सामाजिक लोकतन्त्र राजनीतिक लोकतन्त्र की पूर्व-शर्त है।⁸

डॉ० भीमराव अम्बेडकर ने अपने विचारों में आर्थिक विचार भी रखे हैं। उनके आर्थिक विचार उनको एक महत्वपूर्ण पुस्तक 'द प्रॉब्लम ऑफ रूपीज'— इट्स ओरोजिन एण्ड सोल्यूसन (रूपये की समस्या उसकी उत्पत्ति और समाधान) में है। इस ग्रन्थ में रूपये की समस्या के सभी पहलुओं पर विचार किया है। उन्होंने रूपये के इतिहास का सर्वेक्षण किया है और उसके बारे में विविध दृष्टिकोणों की समीक्षा की है।

डॉ० भीमराव अम्बेडकर का मत था कि रूपये का मानक सोना होना चाहिए। इससे मुद्रा में लचीलापन पुनः आयेगा। इस पुस्तक को भारतीय आर्थिक चिंतन के क्षेत्र में एक महत्वपूर्ण उपलब्धि माना गया है। इस शोध प्रबन्ध में डॉ० अम्बेडकर ने ब्रिटिश सरकार द्वारा भारत के आर्थिक शोषण की एक नंगी तस्वीर दुनिया के सामने रखी जो आज एक ऐतिहासिक दस्तावेज है।⁹

डॉ० भीमराव अम्बेडकर के विचारों का वर्तमान समय में बहुत बड़ा महत्त्व है। वर्तमान समय में राष्ट्रीय एवं अन्तर्राष्ट्रीय स्तर पर डॉ० भीमराव अम्बेडकर विचारों को खूब प्रयोग में लाया जा रहा है। भारत में हर राजनीतिक पार्टी बाबा साहब के विचारों को अपना रही है। वर्तमान समय में मानवता लगभग नैतिक पतन और क्षैतिज शून्यवाद की ओर बढ़ रही है। आज के युग में मनुष्य शक्ति और सुख-सुविधाएँ प्राप्त करना चाहता है तब डॉ० भीमराव अम्बेडकर के विचारों की महत्ता ओर भी बढ़ जाती है। डॉ० भीमराव अम्बेडकर की विचारधारा

एक नई आशा, एक नई शक्ति और इससे भी अधिक एक नई प्रकार की सुव्यवस्थित योजना है जो आधुनिक दुनिया की समस्याओं का समाधान करने के लिए आगे आती है।

वर्तमान में डॉ० भीमराव अम्बेडकर के विचारों का महत्व बढ़ता जा रहा है। इनका उपयोग बड़े स्तर पर किया जा रहा है। वर्तमान समय में राष्ट्रीय एवं अन्तर्राष्ट्रीय स्तर पर राजनीतिक स्थिति इतनी पेचीदा समस्या बनी हुई है जिसका सामना करने के लिए हर कोई डॉ० भीमराव अम्बेडकर के विचारों को अपना रहा है। वर्तमान में डॉ० भीमराव अम्बेडकर के विचारों को भारतीय प्रधानमंत्री श्री नरेन्द्र दामोदरदास मोदी ने अपनाया है।¹⁰

डॉ० भीमराव अम्बेडकर जी को विश्व में एक महान समाज सुधारक एवं विद्वान के रूप में हमेशा से मान सम्मान मिला है। बाबा साहेब के महापरिनिर्वाण पर महारानी एलिजाबेथ की यह भावना सामने आई है— कि दुःख की बात है कि "महामानव डॉ० भीमराव अम्बेडकर का जन्म भारत में हुआ यदि इनका जन्म किसी अन्य देश में हुआ होता तो इनको सर्वमान्य विश्वविभूति का मान मिलता।" तो वही लंदन टाइम्स ने डॉ० भीमराव अम्बेडकर के महापरिनिर्वाण पर लिखा "भारत में ब्रिटिश शासन के अंतिम दिनों में अम्बेडकर का नाम प्रमुखता से जगमगायेगा।" उनका धीरज और दृढ़ निश्चय उनके चेहरे पर सदा झलकता था।

कोलम्बिया विश्वविद्यालय ने अपने स्थापना 1754 ई० के 250 वर्ष पूरे होने के उपलक्ष्य में 2004 में अपन श्रेष्ठ 100 पूर्व विद्यार्थियों की एक सूची जारी की। जिसे "Clombians Ahead Of Their Time Shorted List Of Notable Persons" नाम दिया गया। इस सूची में उन पूर्व छात्रों को चुना गया जिन्होंने दुनिया में महान कार्य किये और जो अपने-अपने क्षेत्र में महान रहें। इसमें डॉ० भीम राव अम्बेडकर अमेरिका के तीन पूर्व राष्ट्रपति थॉडोर रूजवेल्ट, फ्रेंकलिन रूजवेल्ट और डेबिट एसनहॉवर, छः अन्य देशों के राष्ट्रपति व प्रधानमंत्री को शामिल किया गया। ऐसे ही 100 नाम इसमें शामिल किये गये। इन सभी सम्मानित 100 पूर्व विद्यार्थियों के नाम सही क्रम में लगाने के लिए वहाँ के विद्वानों की एक कमेटी बनाई गई। इस कमेटी ने भारतीय संविधान के रचयिता तथा आधुनिक भारत के संस्थापक बाबा साहेब डॉ० भीमराव अम्बेडकर का नाम पहले नम्बर पर रखा। और इस स्मारक का अनावरण नवम्बर 2011 में अमेरिकी राष्ट्रपति बराक ओबामा ने किया। इसी कोलम्बिया विश्वविद्यालय ने दुनिया के सर्वश्रेष्ठ अर्थशास्त्री का खिताब भी डॉ० भीमराव अम्बेडकर को देकर सम्मानित किया आज भी इंटरनेट पर सर्च किये जाने वाले दुनिया की हस्तियों में बाबा साहेब शामिल है।

वर्ष 2011 में ऑक्सफोर्ड विश्वविद्यालय द्वारा बीते 100 वर्षों में विश्व में ऐतिहासिक भूमिका निभाने वाले दुनिया की महानविभूतियों का एक सर्वे किया गया। The maker of the universe के अन्तर्गत 100 महान विभूतियों को चुना गया, जिसमें विश्व को बौद्ध धम्म से परिचय कराने वाले भगवान गौतम बुद्ध को प्रथम स्थान तथा बाबा साहेब अम्बेडकर को चौथा स्थान मिला।

विश्व की महान विभूतियों में टॉप 10 में चौथा स्थान 122 करोड़ भारतीयों के लिए गर्व की बात है। सर्वे में यह भी कहा गया कि समय के साथ-साथ डॉ० अम्बेडकर के विचार प्रासंगिक होते जा रहे हैं।¹¹

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IMPACT OF INDUSTRIAL SETTLEMENT ON AGRICULTURE LAND OF FARIDABAD: A STUDY

Priya (M.A., PhD)

Abstract –The development of a country can be surveyed through the development of its economy. The country that has a solid economy is viewed as a created country. The previous Indian economy depended altogether on farming, yet now the enthusiasm of our economy movements to industry. Industry is where the crude material turns into a completed item, however industrialization is basically a procedure of technological advancement that prompts better association, specialization, division of work, which has natural driving forces for quicker development, increasingly consistent and total. Industrialization plays an indispensable and significant job in a country's monetary development. The past industrialization was extremely moderate in India, however now with the progression of time it quickens. Be that as it may, there is a noteworthy development in the Haryana National Capital Region. Modern development is happening at an extremely high rate in Faridabad contrasted with different pieces of the province of Haryana. Be that as it may, the effect of industrialization, particularly around a couple of enormous urban communities, is bothersome from the perspective of a reasonable territorial development and from the perspective of the genuine negative effects of the development of huge urban focuses on the flanking rustic economies. In this manner, the territories with agricultural underdevelopment and dry land with low agricultural potential ought to get top need for mechanical development. In light of the above, this document will focus mainly on the impact of industrial settlement on the agricultural lands of Faridabad (Haryana).

KEYWORD: Industrial Settlement, Agricultural land, Faridabad, Urbanization.

I. INTRODUCTION

The settlement is the spot of living arrangement of a person where he lives in cooperation with different individuals and with the earth. The settlement pattern is the shape or types of settlements situated in an area. The state of the principal urban areas and settlements was impacted by numerous components. The plan of foundation of businesses is of various kinds, for example, scattered, direct and nucleated. This model relies upon the development of an industrial area.

As a ground spread, the settlement discusses the more profound human alteration of the ordinary living space through the bother of structures, structures, deselected surfaces and compacted and revealed soil on the dirt surface. Up to this point, nearly everybody lived in rural areas. In 1800, just 3% of the complete populace lived in urban focuses of at any rate 5,000 and a noteworthy number of them proceeded as huge urban areas in their budgetary exercises. In 1900, 14% of the all-out populace lived in urban methodologies and this

augmentation extended quickly after 1950 to practically half today. In spite of the fact that the degree of individuals in urban regions has built up, the size and number of urban settlements are additionally extending quickly. Urban settlements spread a little moderate piece of the outside of the world. A pointer prescribed that urban domains spread just 1% of the complete area. All in all, it has been evaluated that 24 million hectares of arable land will be changed for ceaseless urban utilize 2010. This is just about 2% of the worldwide collect that arrives. Notwithstanding, it gives the present vocation supply of around 84 million individuals.

The loss of cultivation areas towards urbanization is more serious in low- and middle-income countries. One meter recommended that by 2010 over 476,000 hectares of multi-year land be developed in countries with low and central salaries. Some teachers have reported considerable concern about the loss of the cultivation area in urban development, while others complain that the controls limit the supply of land to new urban developments. The circumstances differ incredibly when starting with one country and then another and, in general, the extension of settlements in rural lands is better monitored in high-income countries. The loss of agricultural land in human settlements is undoubtedly authentic in India; about 1.5 million hectares of land (mostly rural) were destined for urban development between 1965 and 1995 and another 800,000 hectares had to be changed somewhere between 1995 and 2010.

With the rapid urbanization and expansion of urban territories, along with the process of population development, both rural and social researchers have long communicated a concern that India will have the capacity to maintain its population. Despite its large urban population, most of the Indian population lives in cities with fewer than 5,000 tenants. Agriculture still uses about 66% of labor restriction, despite the fact that the agrarian division contributes only to 27% of the country's GDP. During the 2000s, the estimate included industry and administrations developed twice as fast as estimates, including agriculture.

In 2008, the demand for food grains in the country was 193 million tons, which was achieved precisely because of the ideal storm. Constantly 2025, the request will be around 350 million tons. To meet these nutritional needs, creation must increase at a rate of 3 percent per year; except in the last five years, the rate of development in the generation of livelihoods was only 1.6%. The achievement of these objectives is much more difficult since rural researchers have just proposed a reduction in yields and there is not much extension to promote development in the agricultural territory. This exploration point was selected based on these conditions and Faridabad, a first-class city in Haryana, was selected as an examination area.

Faridabad is renowned as an industrial city and has an enormous number of little and huge industrial units. It is well known for machine parts, wood items, textures, coloring and weaving. The city has three huge gatherings of industrial units, two of which are situated in the NH-2. In the present situation, the industrial growth of the city of Faridabad is basic contrasted with the remainder of the NCR Haryana. Enterprises are in the blending stage.

Faridabad is a city in the southeast of the territory of Haryana established in 1607 AD by Shaikh Farid, the treasurer of Emperor Jahangir. Found 30 km south of Delhi, it is structured in a half circle with the industrial area along the boundary encompassing the city. Probably the most established city of Haryana, it is a clamoring industrial city, in spite of the fact that the region itself is the twelfth to be shaped on August fifteenth 1979. Faridabad, Ballabgarh and Palwal railroad stations are situated on the primary Delhi-Agra-Mathura rail line. of the Madhya railroad (CR). Faridabad is likewise called the industrial capital of Haryana. To secure the Alta Delhi-Agra parkway, Faridabad was joined into a district in 1867 [1].

There are around 200 huge/medium-sized units and 15,000 little scale units. Just Faridabad creates around 60 percent of Haryana's salary. As a task for the resettlement of Pakistani exiles after the parcel, in 1950 light industrial development started in the city. Presently popular for their territories, the outcasts built up the underlying framework of the current Faridabad [1].

There are a few explanations behind the fast growth of ventures, for example, the nearness of proper variables in charge of the growth of enterprises, for example, land, work, capital, vitality supply, sufficient atmosphere, and so on. Most businesses are available in urban areas along streets and railroad lines. . The situation of the industrial gatherings has been exhibited with the assistance of the Faridabad maps of NCR, Haryana.

II. OBJECTIVES

- To study the impact of industries on overall agriculture production in Faridabad
- To study the geographical analysis of land use pattern in Faridabad
- To study the effects of current land use pattern on rural population of Faridabad.

III. SIGNIFICANCE OF THE STUDY

The investigation of land utilize change alluded to as change location and the growth of urban focuses have picked up noticeable quality in the recent years. This is mostly because of the way that there is an expanding requirement for appropriate land utilize wanting to control different urban issues. Remote detecting procedures are of huge viable use for assets development and environmental. Truth be told, it has developed as the most proficient and successful approach to get a lot of opportune precise information about landscape. Urban land utilizes change monitoring looked at, utilizing high-determination remote detecting innovation to monitor more effective efficient, sparing a great deal of labor, material assets and time, enhance the urban land utilize database building and database and refresh productivity. The growth of city without arranging will prompt make numerous complex urban issues. Essential luxuries, for example, water, power, sewage and so on in this unique circumstance.

IV. PLANNED AND UNPLANNED DEVELOPMENT IN FARIDABAD AND ITS IMPACT

This is a planned development, which rose up out of one side of the peripheral area of the city. HUDA has planned this area by isolating them into various private, industrial, business and

recreational parts. Private and business areas are allocated to various private manufacturers with the given states of thickness principles and principles. So, these segments are created by them. The key player in this area is BPTP, which has procured 1,500 sections of land of land and is creating with a few high-thickness occupation models. However, as we inspect the whole area, we don't have numerous new ramifications and continued planned principles are pursued that don't fit the present situation of populace growth and foundation. The supply of industrial areas without independent urban communities will prompt centripetal and radiating powers that lead to the densification and development of ghettos and will have a backslide impact. Private area arranging won't give unwinding or devaluation to any part of society, aside from high-income groups. The absence of open and green spaces has caused the loss of visual nature of the space.

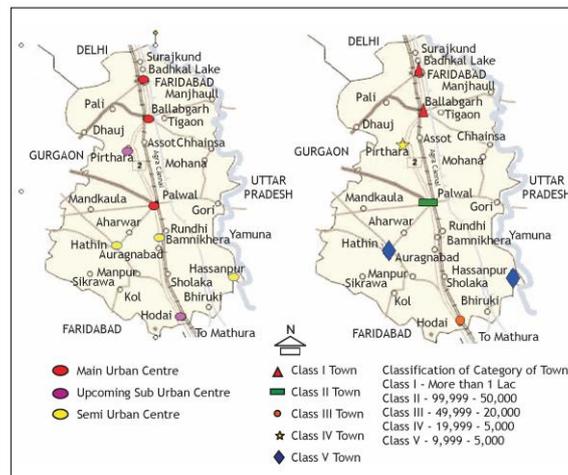


Fig. 1: Seven different sub-centers in the section of NH-2 that is in the limit of the control area of Faridabad with different characters, population and growth pattern

The peripheral area that is limited beneath the limit of the Faridabad control area is a segment from the city of Palwal to Hodal, where 7 diverse sub-foci are found with various exercises and character. This segment is mostly planned in disconnection, yet a worldwide plan isn't readied; accordingly, it has diverse growth patterns and effects that provide it an alternate guidance for growth in the area with new issues and difficulties. This sort of land use structure is unique and scattered. This area shows a blended growth in land use, including changes from land use for agricultural use to commercial use. The national interstate has various models, however these are not pursued either. Tremendous kinds of employments are found on the two sides of the street. Developments around the nodal point control its growth heading and have their growth model. Ballabgarh - Industrial focus, Prithla - NCR Dry Port, Palwal are announced as locale and eastern and western expressways. Along these lines, each inside is developing in disconnection without incorporating growth with other neighboring focuses. The blended utilization of land along the NH-2 has its bearing and impact, prompting coincidental growth with unmanned spatial planning.

unplanned development makes an increasingly clamorous circumstance that prompts enormous movement of towns to minor areas and makes more weight in urban focuses. Chaotic foundation prompts the exhaustion of characteristic assets and environmental corruption. Besides, they cause traffic clog issues because of high versatility and the inundation of individuals. The lacking combination of planning exercises with the principle center of the city causes turmoil. The scattered development can't totally use the earth totally. Private engineers have misused this circumstance, mostly to their greatest advantage when making different hubs [2].

V. INDIAN AGRICULTURE: AN OVERVIEW

In India, out of the aggregate land territory of 329 million ha, 142 million ha is dedicated to agriculture of this compose and 45 million ha is under water system. Agriculture in the rest of the 97 million ha relies upon precipitation. Around 60 per cent of the country's dairy cattle riches is amassed in rain-bolstered locales. Coarse grains, heartbeats, oilseeds and cotton are the vital rain-bolstered crops (Country Report 3 displayed at the Fourth Session of the Technical Committee of APCAEM.

The 2012 Status Report shows that agriculture in India is described by decent Agrobiological varieties in soil, rainfall, temperature and editing facilities. In addition to the favorable vitality of solar energy, the country receives about 3 billion cubic meters of water, while 14 main currents, 44 medium and 55 secondary currents share about 83% of the infiltration bowls. Up to 210 billion cubic meters of water are accessible as groundwater. The concentrated development due to the presentation and development of high-performance assortments since the 1970s has required more vital information sources and better sources of product administration in the country. However, the normal size of the goods reaching the houses has continuously decreased from 2.58 ha to 1.57 ha and much more from today. Small and small farmers approach limited resources, especially in rainy places, where creature control is still in use, which generates low profitability. Although agricultural production is generally high in the country, profitability per hectare is much lower than in the normal world. The poorer the ranch, the more evident the need for an attractive surplus with the ultimate goal that small and insignificant farmers can have reasonable wages. However, to do it sooner rather than later, we should create and spread eco-innovations anchored to environmental standards, the economy, the value of sexual orientation and the business age. This is the road to an ever-green uprising in agriculture[3-4].

VI. IMPACT OF INDUSTRIALIZATION VS. AGRICULTURE

Industrialization gives the country the status of capacity with which it can be represented, making its essence felt in the global economic platform. One of the fundamental reasons why India is an individual of the BRICS countries and is considered the next world superpower is its rapid rate of industrialization. The mechanical growth of India was recorded in 2010 at 16.8%, the most surprising in 20 years. In this way, it has a great commitment to India's economic growth rate in 2010-2011, which is estimated to be around a large 8.6%. It was

found that the interest rate in India exceeded 36% of the country's GDP and this was in light of the fact that India is gaining ground in the mechanical sector in a significant way. In this line, we understand the importance of companies to manage a country's economy and balance and strengthen the current government [5-7].

Over time, many provisions remain out of sight to ensure that the country has a modern performance to boast towards the end of the monetary year. However, in its efforts to expand businesses at an accelerated rate, the administration seems to have forgotten, on purpose or otherwise, that about 80% of our population is subject to agriculture for their work. Recent data showed that India's rural growth rate in 2010 was an unlucky 5%. This implies that it does not resemble the mechanical sector at all, the agricultural sector cannot meet the requirements of the current market, since the legislator is quicker in improving loyal companies [8].

At a time when the administration decides to implement any large-scale industrialization enterprise without reconsidering whether it will actually benefit the general population that is its recipient, it is these people who exceptionally end up in anguish and lose more. The vast majority of these companies are often organized in the immature parts of the country where the general population has been flourishing with agriculture for some time. When industrialization takes place without an adequate understanding of the requirements of these individuals, only one group benefits, in particular organizations, investors and the legislator [9].

Moreover, most of the time, this is just a sign of a bigger challenge. Here and there, the administration realizes that spontaneous industrialization will cause chaos, however, in order to enchant corporate companies and inspire them to make the country's most extreme interests, they take the land of these farmers. The legislator for this situation realizes that farmers do not have essential information on how a sector works and how they will benefit from the whole exercise. It exploits their lack of education and their inability to manage cunning lawmakers and public officials and feeds them a vast array of falsehoods and false guarantees of further development and job opportunities to motivate them to give their territories to organizations.

VII. INDUSTRIAL DEVELOPMENT IN FARIDABAD AND ITS IMPACT ON AGRICULTURAL LANDS

The Faridabad gained rapid ground in the field of industrial development and different modern ventures have just been set up. Despite the fact that as of now murmuring with industrial movement, Faridabad can possibly oblige extra industrial units. One of the main considerations which encourage such settlement is the simple accessibility of the different essential industrial foundation offices. By temperance of accessibility of such offices, various set up units have been working effectively there finished the years. Extension for the foundation of industrial units has extended in the light of requests, assets and abilities. The primary inexhaustible assets are rural items, poultry. The timberlands and mineral assets are

not sufficient for setting up substantial scale industrial units. Regardless of this limitation, in view of the accessible assets, interest for items, there exists a wide degree for building up various such industrial units.

There has been a spurt in industrial movement in the whole Faridabad which holds now the novel qualification of having the greatest industrial territories named as the Faridabad Industrial Complex. Ballabgarh, Palwal, Hodal and Hathin are the other critical industrial zones in the Faridabad. There are by and by 165 enlisted working extensive and medium-scale enterprises out of an aggregate of 218 units in the Faridabad in 1991-92. The Large and Medium-Scale industrial units have offered work to 51,537 people. A measure of Rs. 911.86crores is put resources into all these industrial units and their yearly out-turn is of the request of Rs. 1205.46crores. A fare worth of Rs. 120.81crores is likewise made by these vast and medium-scale ventures. There were 454 little scale industrial units in the Faridabad in 1966. Over the period, the Small-Scale Industrial units developed rapidly to 14,266 units in 1990-91. There are 182 little scale industrial units whose yearly generation is more than Rupees 1crore each. In the year 1977-78, the rustic industrialization Scheme (RIS) was propelled by the Haryana State government in perspective of the expanding pattern of relocation of youth from country to urban territories. In provincial territories business openings were created however the foundation of Cottage Industries units. Among the house businesses, leather tanning and shoe-production industry possesses the chief place took after via carpentry and earthenware. The carpentry business for the most part creates household items and customary kinds of wooden horticultural executes and building materials and so on. In this way, such cabin businesses produced work openings in the provincial zones.

Moreover, the Agro-based ventures are, for example, the flour-processing, malt and malt-separating, gur-production, com chips making, oilseeds and dal-processing. There are two extensive scale flour factories at Faridabad - one under the name of Capital Flour Mills Pvt. Ltd and the other one as Laximi Flour Mills - both the units having been built up in 1967. Gur-production is principally done in the Ballabgarh and Palwal squares where development of sugarcane is drilled in an extensive measure. Then again, the principle oil plants are found in the Faridabad Industrial Complex But there are a significant substantial number of oil presses found everywhere throughout the Faridabad. Dal-processing is done for the most part in the Palwal square. Plus, the vicinity of Delhi has been instrumental in the development of poultry-cultivating in the two abutting squares of Ballabgarh and Palwal. Further, there is a decent rural potential which can be used for the maker of various agro-based items.

Industrialization plays a crucial role in the economic development. The Faridabad Industrial Complex (FIC) ever since its conception has gone through about a 30 years long journey towards its goal industrialization. It has acquired various sophisticated skills so essential to industrial progress. The FIC has come to start and manage both large-medium and small-scale industries and has now become almost self-sufficient in the matter production of most of its durable consumer goods. It has also proved to be a model for others of its kind in the

sphere of industrialization. So, an attempt has been made to provide a 'contour' on the environmental impacts of industrialization which would help the administrators and planners to understand in the proper perspective the environmental hazards vis-a-vis the industrialization.

The pollution problems caused by different types of Industrial units in the FIC are detailed as follows:

Pollution caused by chemical industries

About 106 chemical based large and medium manufacturing industrial units are operating in the Faridabad. These chemical ventures manufacture colors, dehydrated synthetic cleansers, bleaching powder, optical brightening agents, sodium silicate and bentonite and so on. Colors manufacturing businesses posture genuine water pollution problem.

Pollution caused by textile industries

About 13 material based large and medium industrial units are working in various parts of the Faridabad. These units deliver nearly 4000 KLD wastewater on an average. This emanating in small-scale Industrial Area is drained through an open-drain framework yet due to inadequate capacity of this framework and lack of its maintenance, it gets over-flown shaping filthy pools of wastewater in the nearby low-lying areas. Large-Medium Industrial Areas have been furnished with shut drainage framework however because of inadequate capacity of such a framework and lack of its maintenance, these also get started crying and wastewater gets gathered near the boundary wall(s) of each industry there. Since open-drainage framework has not been given in this industrial

Pollution caused by mineral industries

In Faridabad, about 3 mineral based large and medium metal businesses are operating. According to estimation, a quantity of about 10,000 metric tons of metal sheet is created each year. The metal-based businesses utilize hot and chilly procedures. The hot procedure produces intangible clamor pollution. High temperature of the hot procedure utilized in the generation in these units creates harmful consequences for the health of the specialists who constantly work under such high temperatures in these units bringing about such health disorders as tuberculosis and eye and ear diseases and so on.

Loss of Farmland

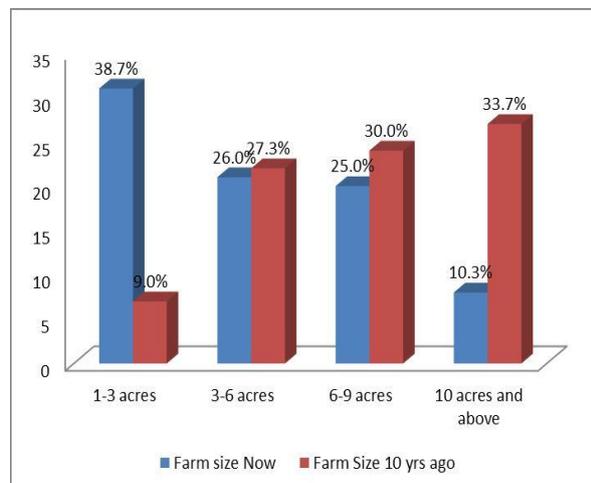


Fig.2 Farm Sizes of Respondents per Acreage

Generous measure of their homestead lands has been lost to other land utilizes because of fast urbanization of the region. Land advancements are quick devouring agricultural lands. Most farmers have lost their ranch lands to different uses in a single manner or the other. Many (38.75%) farmers currently have cultivates between 1-3 sections of land as against 26.25% of farmers who possessed land inside a similar classification ten years prior. Unmistakably 33.75% of the respondents who were farmers claimed land over 10 sections of land ten years back as demonstrated as follows.

A considerable measure of reasons represents this loss of prime agricultural lands. While others were of the view that expanded family estimate is the prime reason for the decrease of the ranch lands, another school of thought demonstrate that it could be because of different elements like the flood of transients, expanded interest for land because of population increment among others. Land in Faridabad is viewed as a public or family property and thus any individual from the family can approach it once they become an adult. Through this claim, family individuals manhandle it by taking land without farming. Flood of vagrants (farmers, workers, residents and so on.) and popularity because of regular increment additionally represented 29% and 30% individually.

VIII. CONCLUSION

There is huge development in the NCR part of Haryana. Industrial development is happening at a high rate in this area contrasted with different pieces of the province of Haryana. It turns into the principle fascination for industrialists. Indians and remote work force are beginning to introduce industrial units in this piece of Haryana and business people keep on putting resources into the enterprises of this area. The difference in businesses from Delhi to NCR is additionally an intriguing piece of industrial development with regards to this area. The significant infrastructure and the nearness of the Grand Trunk motorway give a lift to the industrial development of NCR Haryana. Every one of the urban communities of NCR Haryana have an assembled type of industrial model and these groups are scattered all through the area. Faridabad and Gurgaon have huge industrial groups, while different pieces

of Haryana have extremely little industrial groups. Missing industrial direct and nucleated models and groups of enterprises are for the most part along streets and railroads.

The growth of potential along the fundamental national thruways isn't misused. There is a ton of weight from the populace in the green belt. The lasting agricultural belt is utilized for development. A noteworthy test in peri urban areas is identified with changes in land use. In spite of the fact that these lands are customarily utilized for agricultural exercises, the interest for different uses is expanding, additionally because of urbanization and industrialization. To satisfy this need, without bargaining social value issues, it is a significant test for planning forms and institutional courses of action in these areas. As planners, it ought to be our primary worry to structure these progressively dismissed areas to re-begin further development, which will result in a total and coordinated development.

We utilized both time arrangement and cross-segment information to dissect the effect of urbanization on the agricultural part. The investigation of the effect of urbanization on the rural division has been considered for three distinct effects: i) the effect of urbanization on harvest intensity, ii) neglected of agricultural land and iii) agricultural wages.

The aftereffects of the examination of the cross-sectional information at the locale level uncover that both the intensity of water system and the education rates positively affect the level of land utilized for non-agricultural utilizations, while the agricultural pay rate has a negative effect, which demonstrates that agricultural wages are higher will in general debilitate urbanization and/or industrialization. Besides, it was discovered that populace thickness and proficiency rates positively affect urbanization, while street and banking infrastructures negatively affect the pace of urbanization. These outcomes underscore the need to increment rural infrastructure, especially streets and formal credit infrastructures, to diminish the pace of urbanization.

Land conversion is a procedure by which the land is changed from agricultural work to urban works. It is debated whether border agricultural lands should be maintained or modified in other jobs. This discussion can be discovered both from the perspective of the rural expert and the urban expert. In the opinion of the rural teacher, the conversion of the land has negative effects; The loss of top-quality agricultural land diminished agricultural occupations and destroyed interest in the foundation of the water system. Subsequently, it could influence agricultural creation and scare food security.

This examination is a contextual analysis of Faridabad. The respondents are chosen from the towns of these two regions. The primary motivation to choose these regions of Faridabad was that the land was securing of these locales by the administration for development ventures. The development venture is expanding will in one locale while of the second is under development in second region. The development ventures are so useful for the Faridabad economy however the land obtaining was exceptionally agonizing for the farmers. They were situated on strikes however the administration did not give careful consideration.

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उत्तर प्रदेश में समन्वित बाल विकास परियोजना: एक अध्ययन

अकांक्षा तिवारी

समाजशास्त्र विभाग

बाबासाहब भीमराव अम्बेडकर विश्वविद्यालय, लखनऊ

सारांश

समन्वित बाल विकास योजना महिला एवं बाल विकास विभाग की सबसे पुरानी और महत्वपूर्ण योजना है, जिसका क्रियान्वयन उत्तर प्रदेश में वर्ष 1982 से किया जा रहा है। जबकि महिला बाल विकास विभाग की स्थापना जिले में वर्ष 1988 में हुआ है। इस योजना का क्रियान्वयन आंगनवाड़ी केंद्रों के माध्यम से किया जाता है तथा इसके अन्तर्गत छः प्रकार की सेवायें हितग्राहियों (महिलाओं और बच्चों) को प्रदान की जाती हैं। वे छः सेवायें हैं— पूरक पोषण आहार, टीकाकरण, स्वास्थ्य जांच, संदर्भ सेवायें, 3 से 6 वर्ष की आयु वाले शिशुओं को स्कूल पूर्व अनापचारिक शिक्षा, महिलाओं के लिए पोषण तथा स्वास्थ्य शिक्षा शामिल है। इन सेवाओं में से टीकाकरण सेवा व स्वास्थ्य जांच सेवा का कार्य स्वास्थ्य विभाग के सहयोग से आंगनवाड़ी केंद्रों में किया जाता है। अनौपचारिक शिक्षा, पोषाहार एवं स्वास्थ्य शिक्षा व पूरक पोषण आहार का वितरण केंद्रों का संचालन करने वाली आंगनवाड़ी कार्यकर्ता, सहायिका द्वारा पर्यवेक्षक के सहयोग से हितग्राहियों को किया जाता है। उत्तर प्रदेश में समन्वित बाल विकास कार्यक्रम के प्रारंभ में 261 आंगनवाड़ी केंद्र संचालित थे। यह शोध लखनऊ जिले में सरकार द्वारा संचालित समन्वित बाल विकास परियोजना का महिला सशक्तिकरण में भूमिका के मूल्यांकन से सम्बन्धित है। इस शोध में विभिन्न योजनाओं में नामांकित महिलाओं में विकास का अध्ययन किया गया है। सर्वप्रथम विभिन्न विभागों द्वारा संचालित महिलाओं के सशक्तिकरण कार्यक्रमों की जानकारी प्राप्त की गयी है तत्पश्चात इन कार्यक्रमों की सफलता जानने के लिए 300 उत्तरदाताओं से पश्नावली के माध्यम से जानकारी प्राप्त की गयी है प्राप्त जानकारी का सारणीकरण कर सांख्यिकी आधार पर विप्लेषणात्मक मूल्यांकन का कार्य किया गया है।

1. प्रस्तावना

सन 1974 में बच्चों के लिए राष्ट्रीय नीति बनायी गई थी एवम् इसी नीति के अंतर्गत सन 1975 में लागू की गयी इस योजना में देश के 0-6 साल के आयु वर्ग के बच्चों के पोषण और स्वास्थ्य की देखभाल की जाती है। इस समय इस योजना में 4 करोड़ बच्चों का नामांकन हो चुका है। वर्तमान में केंद्र सरकार इस योजना का 90% खर्च वहन करती है बाकि का राज्य और केंद्रशासित प्रदेश करते हैं।

आईसीडीएस का विस्तृत रूप समन्वित बाल विकास योजना है, समन्वित बाल विकास योजना (आईसीडीएस) केंद्र प्रायोजित योजना है जो कि महिला एवं बाल विकास मंत्रालय (डैब्लू) द्वारा निष्पादित की जा रही है। इस योजना में केंद्र सरकार कार्यक्रमों की योजना और परिचालन लागत के लिए जिम्मेदार है जबकि राज्य सरकारें कार्यक्रम के क्रियान्वयन और स्वयं के संसाधनों के अतिरिक्त पोषण उपलब्ध कराने के लिए उत्तरदायी होते हैं समन्वित बाल विकास योजना, प्राथमिक स्वास्थ्य की देखभाल और अनौपचारिक शिक्षा के साथ पूरक पोषण की सुविधाएं उपलब्ध कराने के लिए जिम्मेदार हैं, यह विश्व में बच्चों के सन्दर्भ में सबसे बड़े कार्यक्रमों में से एक है इसके अंतर्गत बच्चों को बुनियादी

सुविधाएं (0 से 6 साल तक) और गर्भवती माताओं और बच्चों के पालन-पोषण में जुटी माताओं के स्वास्थ्य की देखभाल के लिये जरूरी पुष्टाहार, विटामिन की गोलियां, और अन्य बीमारियों के बारे में जानकारी दी जाती है कुपोषण का आशय है आयु और वजन के अनुरूप पर्याप्त शारीरिक विकास न होना। एक स्तर के बाद यह मानसिक विकास कि प्रक्रिया को भी अवरुद्ध करने लगता है। बहुत छोटे बच्चों खासतौर पर जन्म से लेकर 5 वर्ष की आयु तक के बच्चों को भोजन के जरिये पर्याप्त पोषण आहार न मिलने के कारण उनमें कुपोषण की समस्या जन्म से लेती है। इसके परिणाम स्वरूप बच्चों में रोग प्रतिरोधक क्षमता का हास होता है और छोटी-छोटी बीमारियां उनकी मृत्यु का कारण बन जाती है।

संयुक्त राष्ट्र का कहना है कि, भारत में हर साल कुपोषण के कारण मरने वाले 5 साल से कम उम्र के बच्चों की संख्या दस लाख से भी ज्यादा है। दक्षिण एशिया में भारत कुपोषण क मामले में सबसे बुरी हालत में है। राजस्थान और म० प्र० में किये गये सर्वेक्षण में पाया गया कि देश के सबसे गरीब इलाकों में आज भी बच्चे भुखमरी के कारण अपनी जान गवां रहे हैं। अगर इस ओर ध्यान दिया जाए तो इन मौतों को रोका जा सकता है। भारत में कुपोषण जितनी बड़ी समस्या है वैसा पूरे दक्षिण एशिया में और कहीं नहीं है। रिपोर्ट में लिखा गया है कि भारत में अनु० जनजाति (28%) , अनु० जाति (21%), पिछड़ी जाति (20%) और ग्रामीण समुदाय (21%) पर अत्यधिक कुपोषण का बहुत बड़ा बोझ है।

आज के समय में कुपोषण अन्तर्राष्ट्रीय समुदाय के लिये चिंता का विषय बन गया है। वास्तव में कुपोषण बहुत सारे सामाजिक, राजनैतिक कारणों का परिणाम है। जब भूख और गरीबी राजनैतिक एजेंडा की प्राथमिकता नहीं होती तो बड़ी तादात में कुपोषण सतह पर उभरता है।

जिन क्षेत्रों में भूख और गरीबी के कारण पर्याप्त पोषण नहीं मिल पाता वहां कुपोषित महिलायें एवम् किशोरी बालिकायें उन बच्चों को जन्म देती हैं। जो पैदा होते ही वृद्धिबाधित व पतले होते हैं। यह एक ऐसा चक्र है जिसके चंगुल में बच्चे अपनी मां के गर्भ में ही फंस जाते हैं। परिणामस्वरूप अल्प पोषण एक पीढ़ी तक खौफनाक उत्तराधिकार के रूप में हस्तान्तरित होता है। ये बच्चे आने वाले वर्षों में वृद्धि की भरपायी नहीं कर पाते। वे जल्द ही बीमार होने, देर से स्कूल में प्रवेश करने, सीख नहीं पाने की संभावना से ग्रसित होते हैं और बड़े होकर कम उत्पादक बन जाते हैं। परिणामस्वरूप मानव उत्पादकता से 10-15 प्रतिशत तक कम हो जाती है। जो सकल घरेलू उत्पाद को 5-10 प्रतिशत तक कम कर सकता है एवं भारतीय अर्थव्यवस्था पर बोझ बनता है।

कुपोषण जन्म या उससे भी पहले शुरू होता है और 6 माह से 3 वर्ष तक की अवधि में तीव्रता से बढ़ता है। बचपन में कुपोषित बच्चों के बाद में सुधार की संभावना बहुत कम होती है। कुपोषण मुख्यतः 6 रूपों में नजर आता है जो क्रमशः

1. जन्म के समय कम वजन
2. बचपन में बाधित विकास
3. रक्ताल्पता
4. विटामिन 'ए' की कमी
5. आयोडीन की कमी से सम्बन्धित बीमारियां

6. मोटापा

बच्चों में कुपोषण मुख्यतः दो प्रकार का होता है— सूखने वाला कुपोषण, दूसरा सूजन वाला कुपोषण। कुपोषण के सूचक बच्चों की उम्र एवं लंबाई के अनुसार वजन का कम होना, उनके हाथ-पैर पतले और कमजोर होना, पेट बड़ा होना, बच्चों को बार-बार संक्रमण होना और बीमार होना।

यह सिद्ध हो चुका है कि, पर्याप्त भोजन नहीं मिलने पर शरीर की रोगों से लड़ने की क्षमता कम हो जाती है और वह शीघ्र ही बीमारियों की चपेट में आ जाता है। जन्म के समय ढाई किलो से कम वजन होने पर बच्चों के बहुत कम उम्र में मरने की संभावना तीन गुना गढ़ जाती है जबकि जहां कुपोषण ज्यादा होता है वहां खसरा से होने वाली मौतों की दर सामान्य से चार गुना ज्यादा होती है। खून की कमी की शिकार औरतों में मातृत्व संबंधी मौतें, स्वस्थ औरतों की तुलना में पांच गुना ज्यादा होती है। अध्ययन से पता चलता है कि कुल मरीजों में से करीब तीन चौथाई की रूग्णता का कारण कुपोषण या उससे जुड़ी अन्य दिक्कतें हो सकती है।

भारत में समन्वित बाल विकास सेवा एकमात्र कार्यक्रम है जो सीधे कुपोषण निवारण के लिये जिम्मेदार है। यह आंगनवाड़ियों के विस्तृत नेटवर्क द्वारा संचालित होता है। जिसमें पूरक पोषण आहार, स्कूल पूर्व शिक्षा और स्वास्थ्य सेवाओं को बच्चों, गर्भवती एवं धात्री महिलाओं और कुपोषित बालिकाओं तक पहुंचाना आपेक्षित है।

2. समन्वित बाल विकास सेवा की उत्पत्ति

समन्वित बाल विकास सेवायें क्या हैं?

समन्वित बाल विकास सेवायें एक मात्र राष्ट्रीय कार्यक्रम है जो 6 वर्ष से कम उम्र के बच्चों की जरूरतें पूरी करता है। यह छोटे बच्चों को पूरक पोषाहार, स्वास्थ्य सुविधा और स्कूल पूर्व शिक्षा जैसी सुविधायें एकीकृत रूप से पहुंचाता है। बच्चों की स्वास्थ्य और पोषण को जरूरतें अपनी माँ से अलग पूरी नहीं हो सकती, इसी लिए कार्यक्रम में किशोरी बालिकाओं, गर्भवती महिलाओं और धात्री माताओं को भी सम्मिलित किया गया है।

भारत सरकार ने समन्वित बाल विकास सेवा को 1975 में एक परियोजना के रूप में निम्न उद्देश्यों के साथ प्रारंभ किया:

- 6 वर्ष से कम उम्र के बच्चों के पोषण और स्वास्थ्य को बेहतर बनाना।
- समुचित मनोवैज्ञानिक, शारीरिक और सामाजिक विकास की नींव डालना।
- मृत्यु, बिमारी, कुपोषण और स्कूल छोड़ने की प्रवृत्ति में कमी लाना।
- बाल विकास को बढ़ावा देने के लिए विभिन्न विभागों की नितियों और क्रियान्वयन का प्रभावशाली समन्वयन प्राप्त करना।

- उचित समुदायिक शिक्षण द्वारा बच्चों के सामान्य स्वास्थ्य, पोषण और विकास की जरूरत की देखरेख के लिए माताओं की दक्षता विकसित करना।

समंकेत बाल विकास सेवायें केन्द्रों के एक विशाल नेटवर्क द्वारा अपनी सेवायें उपलब्ध कराता है जिसे सामान्य तौर पर "आंगनवाड़ी" के नाम से जाना जाता है। आंगनवाड़ी वास्तव में एक आंगनयुक्त केन्द्र है जो सामान्य मानदेय प्राप्त आंगनवाड़ी कार्यकर्ता द्वारा चलाई जाती है और एक अंश कालीन सहायिका उसकी मदद करती है। प्रत्येक आंगनवाड़ी को करीब 1000 की जनसंख्या (लगभग 200 परिवार) तक पहुंचना होता है। स्थानीय आंगनवाड़ी समन्वित बाल विकास सेवाओं के ढांचे में नीव का पत्थर है।

देश में आंगनवाड़ियाँ 4 करोड़ बच्चों तक पहुंच रही हैं। 0 से 6 वर्ष तक के बच्चों का अनुपात करीब एक चौथाई है। पहुंच लोकव्यापीकरण से बहुत दूर है। 31:03:2005 को देश में 7 लाख आंगनवाड़ी थी। ग्रामीण क्षेत्रों में पहुंच पाने के लिये सुप्रीम कोर्ट ने सरकार को निर्देशित किया है कि आंगनवाड़ियों की संख्या 14 लाख तक बढ़ाई जाये। राष्ट्रीय सलाहकार समिति ने भी दिये हैं कि इसके अतिरिक्त शहरी क्षेत्रों में भी 3 लाख आंगनवाड़ियाँ की आवश्यकता है। अब तक सरकार ने इन आंकड़ों को स्वीकार नहीं किया है। उसका दावा है कि आवश्यकता कौफी कम है। वर्तमान में राज्य सरकारों की मांग पर अतिरिक्त 1.88 लाख आंगनवाड़ियाँ स्वीकार नहीं किया गया है। वर्तमान मापदण्डों के अनुसार ग्रामीण और शहरी क्षेत्रों में प्रति एक हजार जनसंख्या पर आंगनवाड़ी होनी चाहिये। आदिवासी क्षेत्रों में यह मापदण्ड 700 जनसंख्या पर एक केंद्र का है। इसके अलावा "मिनी आंगनवाड़ी" का मापदण्ड भी है जो भौगोलिक रूप से दूर दराज बसाहटों (जिनमें 300 से कम जनसंख्या हो) चलाई जानी ह। इसमें आंगनवाड़ी कार्यकर्ताको 50/- रुपये मासिक मानदेय दिया जाता है और सेवाएं पूरक पोषण वितरण तक सीमित रहती हैं। ये अपर्याप्त है और इस मापदण्ड को बदलना जरूरी है।

सुप्रीम कोर्ट के निर्देश से पहले समन्वित बाल विकास सेवायें कार्यक्रम समाज के अधिक गरीब परिवारों पर लक्षित था। समन्वित बाल विकास सेवायें का केन्द्र ग्रामीण था जबकि शहरी क्षेत्रों के लिए बहुत कम केन्द्र निर्धारित थे पर सुप्रीम कोर्ट ने इसे स्पष्ट कर दिया है और 'सब' का मतलब है 'सब'। सुप्रीम कोर्ट के आदेश सभी बच्चों को सम्मिलित करते हैं चाहे वे दलित हो, दूरस्थ क्षेत्रों में रहने वाले आदिवासी बच्चे हों या कच्ची बस्ती में रहने वाले बच्चे हों।

संख्या बढ़ना पोषण और स्वास्थ्य के लिये पर्याप्त नहीं है। सेवाओं के सही से लागू होने और गुणवत्ता पर बहुत कुछ निर्भर है, इसका अर्थ है सेवाओं में ज्यादा निवेश, ढांचागत कमियों को दूर करना और कर्मचारियों को ज्यादा जिम्मेदार बनना आदि।

बच्चों की बेहतरी राजनैतिक प्राथमिक नहीं है क्योंकि बच्चे वोट दाता नहीं हैं पर इसके और भी आयाम हैं। पूरे देश और समाज के सभी तबकों के लोगों के बीच प्रारम्भिक बाल्यावस्था की समझ बहुत कम है। बहुत कम लोग बाल्यावस्था में मानव जीवन के विकास में वैज्ञानिक महत्व को जानते हैं। इसी कारण सरकार और समुदाय में इस विषय पर रुचि और सहभागिता कम नजर आती है।

कुपोषण से निपटने के लिए माननीय सुप्रीम कोर्ट ने भी पहल की है। पीयूसीएल नामक संगठन ने उच्चतम न्यायालय में इस तर्ज पर एक जनहित याचिका दायर की कि अनाज भण्डारों में सड़ता है, चुहों द्वारा नष्ट किया जाता है, समुद्र में डुबोया जाता है पर जरूरत मंदों तक नहीं पहुंच पाता। न्यायालय ने इस याचिका को दर्ज किया और सरकार को निर्देशित किया कि खाद्य सुरक्षा से जुड़ी जन कल्याणकारी योजनाओं की पहुंच गरीबों तक सुनिश्चित करे। यह योजनायें हैं: समन्वित बाल विकास

योजना, अंत्योदय अन्न योजना, लक्षित जनवितरण प्रणाली, अन्नपूर्णा अन्न योजना, वृद्धावस्था पेंशन योजना, मातृत्व सहायता योजना, मध्यान्ह भोजन योजना और रोजगार मूलक योजनाये।

इस संदर्भ में उच्चतम न्यायालय करीब एक दर्जन अंतरिम आदेश जारी कर चुका है। इसमें समन्वित बाल विकास सेवा से संबंधित कई महत्वपूर्ण आदेश भी जारी किये गए हैं जैसे प्रत्येक बसाहट में आंगनवाड़ी केन्द्र स्थापित करना, स्वसहायता समूहमहिला समूहों द्वारा पोषण आहार उपलब्ध करवाना, ठेकेदारों को प्रतिबाधित करना आदि। कोर्ट ने आदेशों की अनुपालना की निगरानी के लिये भी एक व्यवस्था कायम की है। राष्ट्रीय स्तर पर कमिश्नर नियुक्त किये गए हैं और उनकी सहायता करने के लिए राज्यों में सलाहकार नियुक्त किये गए हैं। ये समय-समय पर प्राप्त शिकायतों, अध्ययनों के आधार पर कोर्ट को अवगत कराते हैं। योजनाओं के सही क्रियान्वयन के लिये मुख्य शासन सचिव को प्राथमिक रूप से जिम्मेदार बनाया गया है।

यह एक सशक्त माध्यम है। जिसके द्वारा स्थिति से प्रशासन और उच्चतम न्यायालय को अवगत कराया जा सकता है तथा सही क्रियान्वयन के लिये जिम्मेदार बनाया जा सकता है। यदि सशक्त जन पहल के माध्यम से इसे उठाया जाए तो काफी दबाव बनाया जा सकता है जो लोगों के अधिकारों को सुनिश्चित कर सकता है। सुप्रीम कोर्ट के दखल से आंगनवाड़ी कार्यक्रम अब बच्चों का कानूनी हक बन गया है। बच्चों अपना हक न जान सकते हैं न मांग सकते हैं पर नागरिक समाज इसमें एक सार्थक पहल कर सकता है और मीडिया की भूमिका अहम हो सकती है। पिछले दिनों में कुपोषण से मौतों के मामले को प्रायः सभी अखबारों ने प्राथमिकता दी और इस कारण राज्य सरकार को इसे प्राथमिकता देने के लिए दबाव निर्मित हुआ है।

अब भी कई चुनौतियां सामने हैं। बच्चों के भोजन, पोषण और स्कूल पूर्व शिक्षा तथा स्वास्थ्य के अधिकारों को सुनिश्चित करने के लिए समन्वित बाल विकास सेवा की भूमिका तय होना जरूरी है। आवश्यक है कि आंगनवाड़ियों का लोकव्यापीकरण हो जो 6 वर्ष से कम उम्र के बच्चों के अधिकारों को सुनिश्चित करने में सक्षम हो। यह तभी संभव है जब आंगनवाड़ी की सभी सेवायें 6 वर्ष से कम उम्र के सभी बच्चों, प्रत्येक गर्भवती और धात्री माताओं तथा प्रत्येक किशोरी बालिका तक पहुंच सके। गुणवत्ता पूर्ण लोकव्यापीकरण के लिये कुछ विषयों पर विशेष ध्यान केन्द्रित करना होगा :

- आंगनवाड़ी केन्द्रों की स्थापना के लिए वर्तमान जनसंख्या के मापदण्ड का संशोधन जरूरी है। संशोधित मापदण्ड यह सुनिश्चित करे कि प्रत्येक बच्चे की केन्द्र तक सहज पहुंच हो।
- आंगनवाड़ी के भौतिक ढांचे को सुधारना जरूरी है। प्रत्येक केन्द्र का पक्का भवन हो, आकर्षक साज-सज्जा हो और पर्याप्त जगह हो। इसमें भण्डारण, पेयजल, पकाने के बर्तन, खिलौने और बाल उपयोगी शौचालय जैसी बुनियादी सुविधायें हो।
- आंगनवाड़ी कार्यकर्ताओं के प्रशिक्षण को आर बेहतर बनाया जाए जिसमें 3 वर्ष से कम उम्र के बच्चों की देखरेख के लिये विशेष प्रशिक्षण, पोषण परामर्श तथा स्कूल पूर्व शिक्षा के लिये प्रशिक्षण सम्मिलित हो।
- प्रत्येक केन्द्र पर 2 आंगनवाड़ी कार्यकर्ता और एक सहायिका हो। एक कार्यकर्ता 3 वर्ष से कम उम्र के बच्चों की देखरेख के लिये जिम्मेदार हो तथा दूसरी कार्यकर्ता केन्द्र प्रबंधन और स्कूल पूर्व शिक्षा के लिए।

- आंगनवाड़ी कार्यकर्ताओं की समस्यायें विशेष रूप से अत्यधिक कार्य बोझ, कम वेतन, अनउपयुक्त कार्य माहौल आदि को सुलझाने पर जोर दिया जाए।
- 3 से 6 वर्ष की उम्र के बच्चों को स्थानीय सामग्री के उपयोग से केन्द्र पर ही बनाया पौष्टिक भोजन प्रदान किया जाए।
- आंगनवाड़ी द्वारा 6 वर्ष से कम उम्र के विकलांग बच्चों की देखरेख की व्यवस्था की जाए।
- समन्वित बाल विकास सेवा के निजीकरण के प्रयासों का पुरजोर विरोध किया जाए।
- आंगनवाड़ी से संबंधित सभी सूचनायें प्रशासन द्वारा स्वयं के पहल से जारी की जाये। प्रत्येक केन्द्र पर जरूरी सूचनाओं का एक पटल प्रदर्शित किया जाए।

3. आई.सी.डी.एस. कार्यक्रम का परिचय

समन्वित बाल विकास कार्यक्रम या एकीकृत बाल विकास योजना (संक्षिप्त में आई0सी0डी0एस0) 6 वर्ष तक के उम्र के बच्चों, गर्भवती महिलाओं, धात्री महिलाओं को स्वास्थ्य पोषण एवं शैक्षणिक सेवाओं का लाभ प्रदान करने की योजना है। वर्तमान उत्तर प्रदेश में कुल 188259 आंगनवाड़ी केन्द्र हैं। इन आंगनवाड़ी केन्द्रों के माध्यम से लगभग 97.68 लाख हितग्राहियों को आई0सी0डी0एस0 की सेवाओं से लाभान्वित किया जा रहा है।

आंगनवाड़ी केन्द्रों के माध्यम से निम्नानुसार सेवायें समन्वित रूप से दी जाती हैं

1. पूरक पोषण आहार— 6 वर्ष से कम उम्र के बच्चों, गर्भवती व दूध पिलाने वाली माताओं तथा उत्तरदाता की पहचान हेतु समुदाय के सभी परिवारों का सर्वेक्षण किया जाता है तथा वर्ष में कम से कम 300 दिन पूरक पोषण आहार प्रदान किया जाता है। वर्तमान में 06 माह से 06 वर्ष तक के बच्चों को 4 रु. प्रति बच्चा प्रतिदिन के मान से 12 से 15 ग्राम प्रोटीन एवं 500 कैलोरी युक्त पोषण आहार दिये जाने का प्रावधान है। गंभीर कुपोषित बच्चों को 6 रु. प्रति बच्चा प्रतिदिन के मान से 20–25 ग्राम घ प्रोटीन एवं 800 कैलोरी युक्त पोषण आहार तथा गर्भवती, धात्री माताओं एवं किशोरी बालिकाओं को 5. 00 रु. प्रति हितग्राही प्रतिदिन के मान से 18–20 ग्राम प्रोटीन एवं 600 कैलोरी युक्त पोषण आहार दिये जाने का प्रावधान है।
2. स्वास्थ्य जांच— प्रत्येक आंगनवाड़ी केन्द्र में प्रत्येक माह के किसी एक मंगलवार या शुक्रवार के दिन ए0एन0एम0 व स्वास्थ्य कार्यकर्ता द्वारा महिलाओं तथा बच्चों की स्वास्थ्य जांच की जाती है। स्वास्थ्य जांच के आधार पर आवश्यक सलाह भी हितग्राहियों को दी जाती है।
3. संदर्भ सेवायें— स्वास्थ्य जांच के आधार पर आवश्यक होने पर महिलाओं एवं बच्चों को खण्ड चिकित्सा अधिकारी अथवा विकासखण्ड जिला स्तरीय चिकित्सालयों में रेफर किया जाता है।
4. टीकाकरण— प्रत्येक आंगनवाड़ी माह के किसी एक सप्ताह का मंगलवार, शुक्रवार का दिन टीकाकरण के लिये निर्धारित रहता है। उक्त दिवस में ए0एन0एम0 द्वारा आंगनवाड़ी केन्द्र पर बच्चों गर्भवती महिलाओं का टीकाकरण किया जाता है।

5. पोशण एवं स्वास्थ्य सि क्षि आंगनवाड़ी कार्यकर्ता व ए0एन0एम0 के द्वारा उनके कार्यक्षेत्रों में गृह मेंट करने का प्रावधान है। गृह मेंट के दौरान महिलाओं को स्वास्थ्य एवं संतुलित भोजन से संबंधित जानकारी व सलाह दी जाती है।
6. स्कूल पूर्व अनौपचारिक सि क्षि आंगनवाड़ी केन्द्रों का मुख्य उद्देश्य बच्चों का मानसिक विकास करना भी है। जिससे वह प्राथमिक स्कूल में और बेहतर तरीके से शिक्षा प्राप्त कर सके। इसके लिये आंगनवाड़ी कार्यकर्ता द्वारा 3 से 6 वर्ष तक के बच्चों को खेल खेल में शिक्षा दी जाती है। बच्चों को प्राकृतिक संसाधनों जैसे जल, जंगल, जानवर इत्यादि के बारे में प्रारंभिक ज्ञान कराया जाता है।

4. उत्तर प्रदेश में समन्वित बाल विकास योजना

आईसीडीएस विभाग पूरे उत्तर प्रदेश में अपनी योजना के कार्यान्वयन पर निगरानी रखने का कार्य करता है। यह एक चुनौतीपूर्ण काम है और इसके लिए समाधान विकसित करने के लिए आईसीडीएस योजना, उसके उद्देश्य, उसके कार्यान्वयन और वर्तमान सूचना संग्रह और सूचना के प्रवाह को समझना जरूरी है। UPDESCO राज्य भर में स्थित 188,259 आंगनवाड़ी केन्द्रों के माध्यम से लगभग 1.15 करोड़ लोगों के बीच गर्म पका हुआ भोजन के वितरण की योजना को समझने के लिए एक संक्षिप्त अध्ययन का आयोजन किया गया है। UPDESCO ने उत्तर प्रदेश भर से लगभग 1.64 लाख पीएस – यूपीएस से मिड डे मील अथॉरिटी की भोजन गिनती इकट्ठा करने के लिए सफलतापूर्वक प्रचालित डेली मॉनिटरिंग सिस्टम (डीएमएस) को लागू करने का प्रस्ताव रखा है। UPDESCO ने ऐसी व्यवस्था को सक्षम करने के लिए एक अनूठा “डेली मॉनिटरिंग सिस्टम” को लागू करने का प्रस्ताव रखा है।

डीएमएस एमडीएम सेल के लिए एक निर्णय समर्थन प्रणाली और प्रबंधन सूचना प्रणाली को सक्षम बनाता है जो की प्रतिदिन जानकारी संग्रह और इस योजना के तहत उत्तर प्रदेश के भीतर आईसीडीएस योजना के अन्तर्गत सभी आंगनवाड़ी केन्द्रों के विश्लेषण पर आर्द्धत होगा। इसे डेली मॉनिटरिंग सिस्टम के लिए आईसीडीएस योजना के अन्तर्गत उत्तर प्रदेश के सभी आंगनवाड़ी केन्द्रों (लगभग 86000 आंगनवाड़ी केन्द्रों) तक ले जाने का प्रस्ताव है।

सारणी संख्या 1 उत्तर प्रदेश में कुपोषण के स्तर एवं पोषण आहार कार्यक्रम का वर्षवार विवरण

वर्ष	कुपोषण की स्थिति	अति कुपोषित बच्चों का NRC में भर्ती कर उपचार	स्ंचालित आंगनवाड़ी केन्द्र	पूरक पोषण आहार कार्यक्रम (राशि लाख रुपये में)		
				आवंटन	व्यय	लाभान्वित हितग्राही (औसत प्रतिदिन)
2010-11	63.04	—	1483	457.29	327.9	95894
2011-12	60.11	—	1483	536.75	422.9	223528
2012-13	59.77	—	1615	690.46	496.05	204169
2013-14	58.54	—	2054	709.12	704.40	252202
2014-15	58.34	1194	2054	550.00	548.54	319606
2015-16	56.10	1131	2054	759.26	503.84	321287
2016-17	44.22	1174	2651	777.51	742.77	367457

स्रोत— जिला महिला बाल विकास विभाग।

उपरोक्त तालिका से स्पष्ट है कि, जहां विभागने पूरक पोषण आहार हेतु वर्ष 2012-13 को छोड़कर प्रतिवर्ष आवंटित राशि में बढ़ोत्तरी की है, वही कुपोषण के स्तर में गिरावट भी आई है परंतु वर्तमान में यह स्थिति सुधरने की बजाय और बिगड़ती नजर आ रही है जो शासकीय योजनाओं की प्रभावशीलता पर प्रश्नचिन्ह लगाती है।

5. शोध प्रविधि

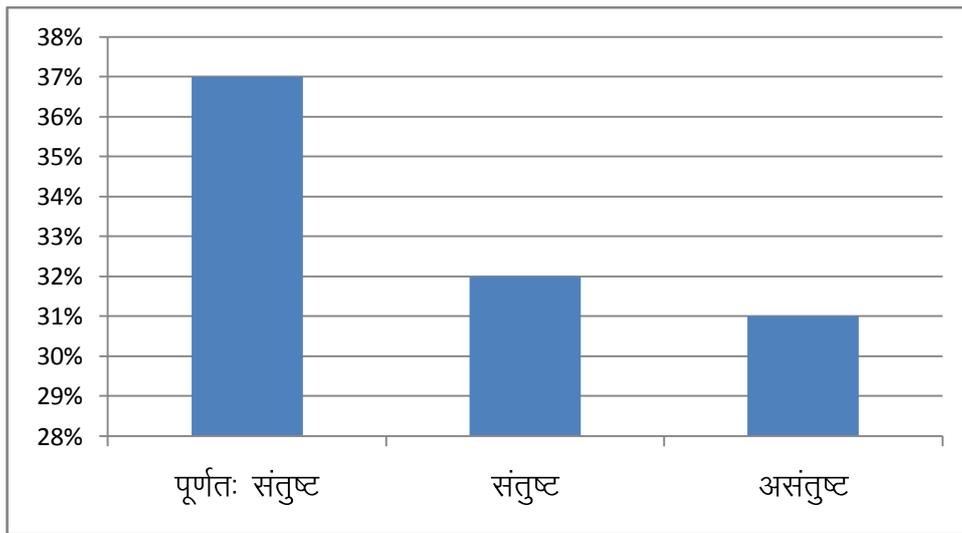
यह अध्ययन उत्तर प्रदेश के लखनऊ जिले में किया गया है और यह अध्ययन समन्वित बाल विकास योजना की भूमिका के मूल्यांकन पर आधारित है। जिनमें उन उत्तरदाता को सम्मिलित किया गया है जो इन योजनाओं में नामांकित है इस अध्ययन में 300 उत्तरदाता का चयन किया गया है। अध्ययन में 'वर्णात्मक' अध्ययन पद्धति का प्रयोग किया गया है एवं सोद्देश्यपूर्ण निदर्शन विधि का प्रयोग करते हुये अध्ययन क्षेत्र का चुनाव किया गया है इसके लिए 11 से 18 वर्ष की 300 उत्तरदाता का चयन किया गया है जो कि इन दोनों योजनाओं में नामांकित है। इस अध्ययन में प्राथमिक व द्वितीयक स्रोतों का प्रयोग करते हुये शोध से सम्बन्धित जानकारी एकत्र की गयी है, आंकड़ों का संग्रहण (विश्लेषण) सांख्यिकी विधि द्वारा ज्ञात किया गया है। प्रश्नावली से प्राप्त जानकारी एवं तथ्यों का सारणीकरण किया गया है सषक्तकरण के दो क्षेत्रों क्षमता विकास एवं सामाजिक, राजनीतिक व कानूनी जागरूकता से सम्बन्धित विभिन्न कथनों को सारणी संख्या 1.1 से 1.13 तक दर्शाया गया है।

सारणी संख्या 2

सरकार द्वारा दी जाने वाली सहायताओं से आप कितना संतुष्ट है	उत्तरदाता 300	
	उत्तरदाता	प्रतिशत
पूर्णतः संतुष्ट	111	37:
संतुष्ट	97	32:
असंतुष्ट	92	31:

इस सारणी में सरकार द्वारा दी जाने वाली सहायताओं से सम्बन्धित इस क्षेत्र के कथन पर 39: उत्तरदाता ने पूर्ण सहमति व्यक्त की है कि वे सरकार द्वारा दी जाने वाली सहायताओं से पूर्णतः संतुष्ट है तथा 32: उत्तरदाता ने उत्तरदाता ने सहमति व्यक्त की है तथा 28: सरकार द्वारा दी जाने वाली सहायताओं से असंतुष्ट है।

प्रस्तुत कथन पर उत्तरदाताओं की प्रतिक्रिया को ग्राफ के माध्यम से दर्शाया गया है जो इस प्रकार है



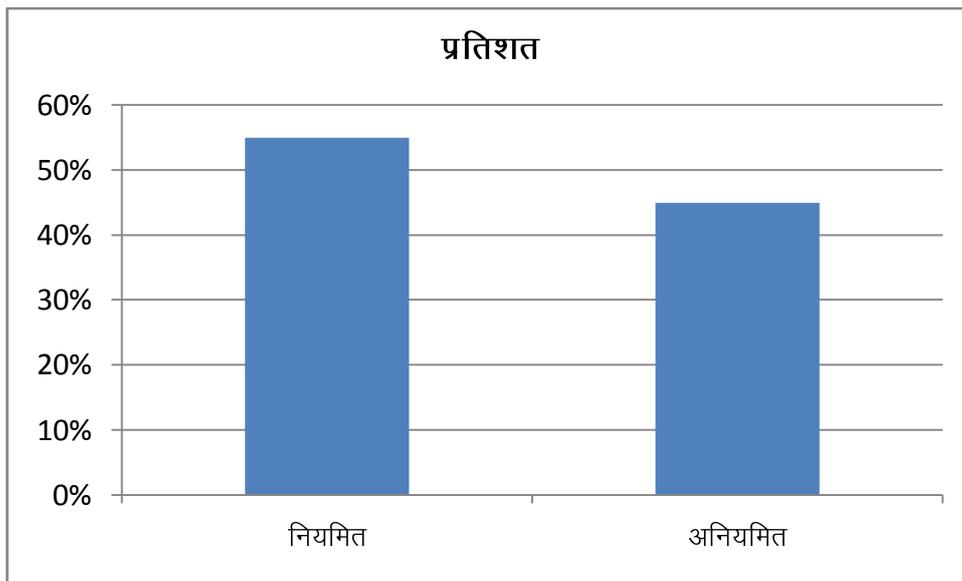
ग्राफ संख्या 1

सारणी संख्या 3

क्या वेतन आपको नियमित प्राप्त होता है	उत्तरदाता 300	
	उत्तरदाता	प्रतिशत
नियमित	160	53:
अनियमित	140	47:

इस सारणी में क्या वेतन आपको नियमित प्राप्त होता है कथन पर दोनों समूहों की उत्तरदाता की प्रतिक्रिया को दर्शाया गया है जिसमें लखनऊ के 55 उत्तरदाताओं ने सहमति व्यक्त की कि उनको वेतन नियमित प्राप्त होता है तथा 45 उत्तरदाताओं ने इससे असहमति व्यक्त की कि उनको वेतन अनियमित प्राप्त होता है।

प्रस्तुत कथन पर उत्तरदाताओं की प्रतिक्रिया को ग्राफ के माध्यम से दर्शाया गया है जो इस प्रकार है



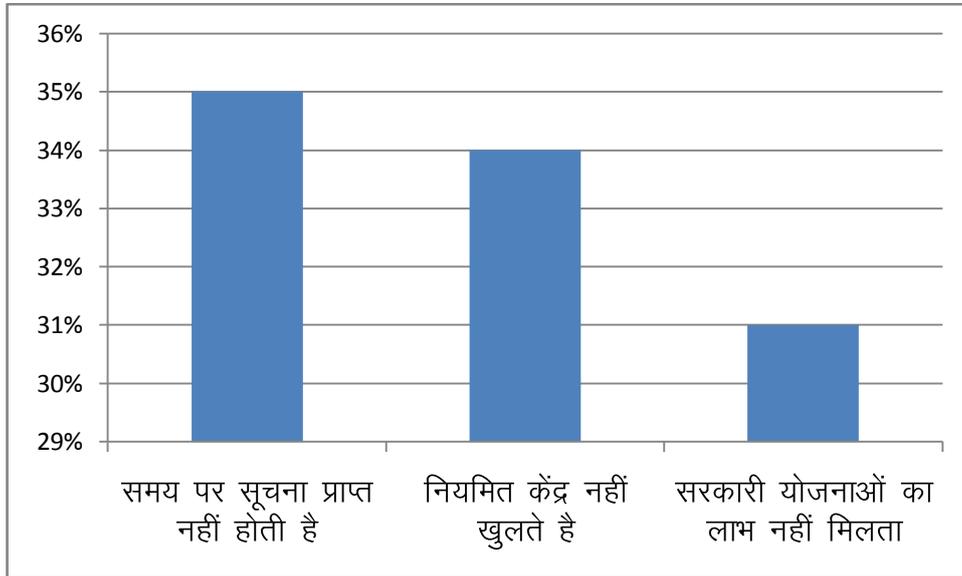
ग्राफ संख्या 2

सारणी संख्या 4

सेवाओं को प्राप्त करने में आपको किन किन समस्याओं का सामना करना पड़ता है	उत्तरदाता 300	
	उत्तरदाता	प्रतिशत
समय पर सूचना प्राप्त नहीं होती है	105	35%
नियमित केंद्र नहीं खुलते हैं	102	34%
सरकारी योजनाओं का लाभ नहीं मिलता	93	31%

इस सारणी में सेवाओं को प्राप्त करने में आपको किन किन समस्याओं का सामना करना पड़ता है कथन पर उत्तरदाताओं द्वारा दी गयी प्रतिक्रिया को दर्शाया गया है जिसमें लखनऊ की 36 उत्तरदाताओं ने कहा है कि समय पर सूचना प्राप्त नहीं होती है, 34% उत्तरदाताओं ने कहा है कि नियमित केंद्र नहीं खुलते हैं तथा 29% उत्तरदाताओं ने कहा है कि सरकारी योजनाओं का लाभ नहीं मिलता।

प्रस्तुत कथन पर उत्तरदाताओं की प्रतिक्रिया को ग्राफ के माध्यम से दर्शाया गया है जो इस प्रकार है

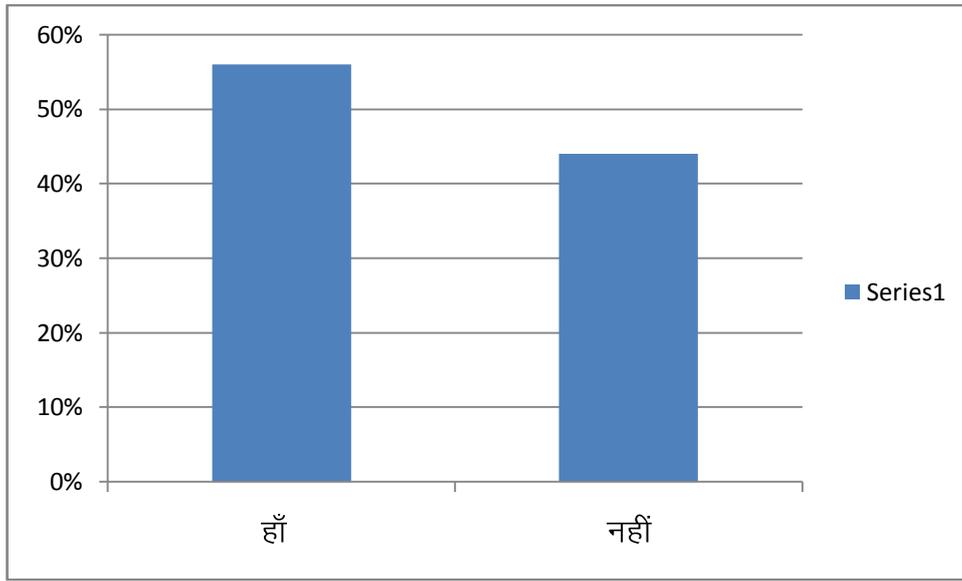


ग्राफ संख्या 3

सारणी संख्या 5

क्या आप समन्वित बाल विकास कार्यक्रम के बारे में एवं इन कार्यक्रमों के अंतर्गत प्रदान की जाने वाली सेवाओं के बारे में जानते हैं	उत्तरदाता 300	
	उत्तरदाता	प्रतिशत
हाँ	170	56%
नहीं	130	44%

इस सारणी में समन्वित बाल विकास कार्यक्रम से सम्बन्धित इस कथन पर उत्तरदाताओं द्वारा दी गयी प्रतिक्रिया को दर्शाया गया है जिसमें 60% उत्तरदाताओं ने इस पर हाँ व्यक्त की है तथा केवल 40% उत्तरदाताओं ने इस पर अपनी पूर्ण असहमति व्यक्त की।



ग्राफ संख्या 4

6. निष्कर्ष

सरकार द्वारा चलाई जा रही समन्वित बाल विकास परियोजना महिलाओं के सशक्तिकरण में महत्वपूर्ण भूमिका निभा रही हैं। ये योजनाएं महिलाओं में क्षमता निर्माण व सामाजिक राजनीतिक व कानूनी जागरूकता को भी बढ़ा रही है प्रस्तुत अध्ययन में इन योजनाओं में महिलाओं के सशक्तिकरण स्तर का मापन किया गया है जिसमें लखनऊ की 65.5 प्रतिशत महिलाओं के सशक्तिकरण का स्तर उच्च पाया गया है। 37.5 प्रतिशत महिलाओं का सशक्तिकरण का स्तर मध्यम पाया गया है इससे स्पष्ट होता है कि इन योजनाओं में सम्मिलित किशोरियां कानूनी जागरूकता, राजनैतिक जागरूकता व सामाजिक जागरूकता रखती है इसके अतिरिक्त उनमें क्षमता विकास भी पाया गया। इन योजनाओं में उन्हें वैकल्पिक रोजगारों की जानकारी दी जाती है व प्रशिक्षण भी दिया जाता है जिससे वह भविष्य में अपनी जीविकापार्जन आसानी से कर सकती है। इसके अतिरिक्त इन योजनाओं द्वारा उन्हें शारीरिक प्रशिक्षण भी दिया जाता है। इसकी वजह से वे बिना भय के कहीं भी आ जा सकती है। किसी से भी बिना झिझक आसानी से बात कर सकती है। अपने अधिकारों की जानकारी होने से वह अपने अधिकारों के लिए लड़ सकती है। बात कर सकती है। दूसरों के अधिकारों के लिए भी अपना योगदान कर सकती है। अपने तथा दूसरों के प्रति होने वाले अन्यायों के खिलाफ खड़ी हो सकती है किशोरियां अपनी आयु के अनुसार प्रत्येक कार्य करने की योग्यता रखती है व कर सकती है। पोषण शिक्षा के द्वारा उन्हें अपने को स्वस्थ रखना भी सिखाया जाता है कहा जा सकता है कि ये योजनाएं किशोरियों का सशक्तिकरण करने में मदद कर रही है और अपने उद्देश्यों में भी सफल हो रही है।

7. सुझाव

जिला सहित संभाग में व्याप्त कुपोषण, निर्धनता, अस्वच्छ वातावरण, खाद्य सुरक्षा का अभाव स्वास्थ्य सेवाओं की पहुंच का अभाव, मातृ शिशु के उचित देखभाल का अभाव एवं भ्रष्टाचार का परिणाम है। इसलिए आवश्यक है कि कार्मिक समुदाय सहयोग एवं सहभागिता से उनके सुधार की जिम्मेदारी उठाये तो ही जंग जीती जा सकती है।

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Determinants of Capital Structure in DPSUs(MDL&Midhani)in India

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1.0 Introduction

The capacity of a firm to operate its activities is based on the availability of funds. Normally, these funds in finance literature are termed as long term funds, which are contributed by owners (shareholders) and outsiders. The owners' funds are represented by equity contributions and internally generated financial resources. A unique characteristic of procuring funds is that a firm may tap any of these sources and hence the blend of these different sources of long term funds is termed as capital structure in finance literature. Capital structure ordinarily implies the proportion of debt and equity in the total capital of a firm. In the term, capital structure, 'capital refers to long term funds and structure refers to the proportion of debt and equity in capital. Further, capital is easily comprehended through accounting as the difference between total assets and current liabilities, and this residual difference is always represented by debt and equity.

This capital is supplied by long and short term borrowings, the sale of preferred and common stock and the reinvestment of earnings. He further states that, in analyzing the capital structure of an enterprise, short term debt is often excluded from considerations'. Many others include only long term sources of funds under the capital structure.

In this article, an attempt has been made to bring out the various determinants of Capital Structure of DPSUs in India. In the post liberalization and disinvestment era, the PSUs in India have become more market oriented on raising funds. The slow reduction in the budgetary support for the PSUs has become a notable factor for the PSUs. The PSUs depend more on extra-budgetary resources (EBR) for their requirements. The variables are considered keeping in view the established Capital Structure models like (i) Trade off Theory and (ii) Pecking Order Theory.

(i) Trade off Theory: The Companies have the options to trade off costs against the cost and benefit to arrive at decisions for availing borrowed funds. As per this theory, companies with stable and tangible assets will go for higher debts and vice versa.

(ii) Pecking Order Theory: As per this theory, there is a pecking order of financing under which internal financing, debt financing and equity financing are preferred in that order. The internal equity is kept at the top and the external equity at the bottom. It explains why highly profitable companies borrow less and less profitable companies borrow more.

The factors that determine the Capital structure decisions of a company generally are financial risk, operating risk, debt servicing capacity, profitability, sizes etc which are explained below.

(i) Financial Leverage (FL): This ratio is used to calculate the financial leverage of a company to get an idea to measure its ability to meet financial obligations. There are several

ratios, but the main factors looked at include debt, equity, assets and interest expenses. Generally money is borrowed for enhancement production and sales which ultimately yield in rising earnings. It is measured through the ratio of total debt to total assets. The higher the amount of debt, the higher the financial leverage. Since interest is a fixed cost (which can be written off against revenue), a loan allows an organization to generate more earnings without a corresponding increase in the equity capital requiring increased dividend payments (which cannot be written off against the earnings). However, while high leverage may be beneficial in boom periods, it may cause serious cash flow problems in recessionary period

(ii) Operating Leverage (OL): The ratio indicates the proportion between the contributions to operating profit of a business. The comparison is made between the gross margins with the EBIT of the business. A business which has a higher proportion of fixed costs and a lower proportion of variable costs is said to have used more operating leverage. Those Companies which have lower fixed costs and higher variable costs are said to employ less operating leverage and vice versa.

(iii) Gross Interest Coverage Ratio (GICR):

A measure of a company's ability to meet its financial obligations. In broad terms, the higher the coverage ratio, the better the ability of the enterprise to fulfill its obligations to its lenders. The trend of coverage ratios over time is also studied by analysts and investors to ascertain the change in a company's financial position. Common coverage ratios include the interest coverage ratio, debt service coverage ratio and the asset coverage ratio. This ratio is used to assess a company's financial affordability by examining whether it is at least profitable enough to pay off its interest expenses. A ratio greater than 1 indicates that the company has more than enough interest coverage to pay off its interest expenses. The ratio is calculated as EBITDA/Interest payments

(iv) Net worth: The book value of a company is its net worth which represents the total assets minus the total liabilities. This shows how much the company gets, if it is sold out.

(v) Sales: It is the Revenue earned by the companies both from sale of goods and services. The sales reflect the growth in size of a company. The more the sales, there will be inflow of more funds which will affect the financial structure of the company.

An attempt has been made to study the impact of certain variables like financial leverage, operating leverage, debt servicing Capacity, profitability and size on the Capital structure decisions represented by the debt equity ratio DPSU wise as given below.

1.3.2 Determinants of Capital Structure of MDL:

The impact of variables like financial leverage, operating leverage, debt servicing Capacity, profitability and size on the Capital structure decisions of the Company is given below.

Table 1.1

Determinants of capital structure of MDL

Year	DE	FL	OL	GICR	NW	Sales
2002-03	9.00	0.93	-7.82	-5.09	32297	56927
2003-04	11.72	0.94	-0.93	1.45	32297	19100
2004-05	13.65	0.94	-1.14	23.17	34810	9954
2005-06	18.85	0.95	-0.73	47.24	37341	16429
2006-07	20.81	0.96	10.17	-167.54	48254	1865
2007-08	21.38	0.96	-3.64	266.03	64262	606
2008-09	19.42	0.95	-5.13	9930.50	82559	549
2009-10	16.42	0.94	2.90	19309.50	98009	315094
2010-11	18.49	0.95	-3.03	2154.3	114002	63656
2011-12	15.04	0.93	0.84	27.58	151857	227576

Source: Annual Reports of the Company.

Table-1.2

Correlation matrix of select financial parameters of MDL

	DE	FL	OL	GICR	NW	Sales
DE	1	0.89	0.38	0.14	0.24	-0.18
FL	0.89	1	0.30	0.07	-0.16	-0.45
OL	0.38	0.30	1	0.08	0.08	0.22
GICR	0.14	0.07	0.08	1	0.32	0.62
NW	0.24	-0.16	0.08	0.32	1	0.66
Sales	-0.18	-0.45	0.22	0.62	0.66	1

The correlation among the above variables is shown in the table no 4.23 as given below. Each of the variables has been correlated with the other variable to ascertain the relationship among them.

Source: Correlation based on calculated ratios.

To ascertain the impact, the debt equity ratio has been considered as dependent variable and the others like financial leverage(FL), operating leverage(OR), Gross interest coverage ratio(GICR), Net worth(NW) and Sales as independent variable. The regression analysis of the above determinants is shown in the following table no 1.3.

Table-1.3

Regression analysis of capital structure determinants of MDL

Multiple R	0.98					
R Square	0.96					
Adjusted R	0.90					
Standard Error	1.30					
Observations	10.00					
ANOVA						
	<i>df</i>	<i>SS</i>	<i>MS</i>	<i>F</i>	<i>Significance</i>	

Regression	5.00	143.00	28.6	17.01	0.01	
Residual	4.00	6.72	1.68			
Total	9.00	149.72				
	<i>Coefficien</i>	<i>Standard</i>	<i>t</i>	<i>P-</i>	<i>Lower 95%</i>	<i>Upper</i>
Intercept	-356.50	73.07	-	0.01	-559.39	-153.61
FL	392.09	77.45	5.06	0.01	177.05	607.14
OL	0.05	0.12	0.46	0.67	-0.27	0.38
GICR	0.00	0.00	-	0.71	0.00	0.00
NW	0.00	0.00	2.52	0.07	0.00	0.00
sales	0.00	0.00	0.06	0.95	0.00	0.00

Source: regression based on SPSS Statistics

Based on the above ratios, Correlation and regression analysis, the determinants of Capital structure in MDL are given below. The regression equation shows Cap structure = (-) 356.50+ 392.09(FL)+ 0.05(OL) +0.00(GICR) +0.00(NW)+ 0.00(Sales). The overall result indicates the model is significant. However a detailed analysis is given as follows.

(i) Financial Leverage (FL): An analysis of the data reveals that financial leverage lies in the range between 0.93 to 0.95 in MDL. The correlation analysis shows that there is positive relationship (0.89) of the financial leverage with D/E ratio. The P value as per the regression analysis is 0.01 which is below 0.05(5 percent level of significance) The regression result indicates that the impact of financial leverage on Capital structure is significant.

(ii) Operating Leverage (OL): An analysis of the data reveals that operating leverage lies in the range between -7.82 to 10.17 in MDL. The correlation analysis shows that there is positive association (0.38) of the Operating leverage with D/E ratio. The P value as per the regression analysis is 0.67 which is above 0.05(5 percent level of significance).The regression result indicates that the impact of operating leverage on Capital structure is not significant.

(iii) Gross Interest Coverage Ratio (GICR): An analysis of the data reveals that GICR lies in the range between -167.54 to 19309.50 in MDL. The correlation analysis shows that there is positive relationship (0.14) of the GICR with D/E ratio. The P value as per the regression analysis is 0.71 which is above 0.05(5 percent level of significance) The regression result indicates that the impact of GICR on Capital structure is not significant.

(iv) Net Worth: An analysis of the data reveals that the net worth lies in the range between Rs32297 lakhs to Rs 151857 lakhs in MDL. The correlation analysis shows that there is positive relationship (0.24) of the net worth with D/E ratio. The P value as per the regression analysis is 0.07 which is above 0.05(5 percent level of significance). The regression result indicates that the impact of net worth on Capital structure is not significant

(v) Sales: An analysis of the data reveals that Sales lies in the range between Rs 549 lakhs to Rs 315094 lakhs in MDL. The correlation analysis shows that there is negative relationship (-0.18) of the sales with D/E ratio. The P value as per the regression analysis is

0.95 which is above 0.05(5 percent level of significance)The regression result indicates that the impact of sales on Capital structure is not significant.

Thus from the above analysis it is noted that all determinants except FL are insignificant. However based on significance F (0.01), the overall model is also significant at 5percent level of significance.

4.3.8 Determinants of Capital Structure of MIDHANI

The impact of variables like financial leverage, operating leverage, debt servicing Capacity, profitability and size on the Capital structure decisions of the Company is given below.

Table 1.4
Determinants of capital structure of MIDHANI

Year	DE	FL	OL	GICR	NW	Sales
2002-03	0.57	0.37	-16.03	-14.23	13734	8297
2003-04	0.76	0.43	9.05	61.01	13971	11649
2004-05	1.02	0.51	4.56	102.99	14501	12364
2005-06	1.04	0.51	2.23	203.22	15429	14677
2006-07	1.54	0.61	1.64	99.83	17208	18448
2007-08	1.78	0.64	1.66	162.44	19931	24761
2008-09	1.65	0.62	1.77	350.94	23976	30136
2009-10	1.68	0.63	2.29	44.33	31093	36346
2010-11	1.63	0.62	1.45	12.1	33795	40789
2011-12	1.71	0.63	2.68	11.77	36778	49630

Source: Annual Reports of the Company.

The correlation among the above variables is shown in the table no 4.27 as given below. Each of the variables has been correlated with the other variable to ascertain the relationship among them.

Source: Correlation based on calculated ratios.

Table 1.5
Correlation matrix of select financial parameters of MIDHANI

	DE	FL	OL	GICR	NW	Sales
DE	1	0.99	0.34	0.24	0.74	0.81
FL	0.99	1	0.41	0.28	0.71	0.78
OL	0.34	0.41	1	0.27	0.16	0.22
GICR	0.24	0.28	0.27	1	-0.22	-0.11
NW	0.74	0.71	0.16	-0.22	1	0.99
Sales	0.81	0.78	0.22	-0.11	0.99	1

To ascertain the impact, the debt equity ratio has been considered as dependent variable and the others like financial leverage(FL), operating leverage(OR) , Gross interest

coverage ratio(GICR), Net worth (NW) and Sales as independent variable. The regression analysis of the above determinants has been shown in the following table no 1.5.

Table 1.5

Regression analysis of capital structure determinants of MIDHANI

Multiple R	1.00					
R Square	0.99					
Adjusted R	0.99					
Standard Error	0.05					
Observations	10.00					
ANOVA						
	<i>df</i>	<i>SS</i>	<i>MS</i>	<i>F</i>	<i>Significance</i>	
Regression	5.00	1.78	0.36	136.04	0.00	
Residual	4.00	0.01	0.00			
Total	9.00	1.79				
	<i>Coefficien</i>	<i>Standard</i>	<i>t</i>	<i>P-</i>	<i>Lower 95%</i>	<i>Upper</i>
Intercept	-1.09	0.24	-	0.01	-1.75	-0.42
FL	4.49	0.39	11.4	0.00	3.39	5.58
OL	-0.01	0.00	-	0.12	-0.01	0.00
GICR	0.00	0.00	-	0.59	0.00	0.00
NW	0.00	0.00	-	0.42	0.00	0.00
sales	0.00	0.00	1.02	0.37	0.00	0.00

Source- Calculation based on SPSS Statistics

Based on the above ratios, Correlation and regression analysis, the determinants of Capital structure in MIDHANI are given below. The regression equation shows Cap structure = (-) 1.09+4.49(FL) +(-)0.01(OL)+ 0.00(GICR)+ 0.00(NW)+0.00(Sales).The overall result indicates the model is significant. However a detailed analysis is given as follows.

(i) Financial Leverage (FL): An analysis of the data reveals that financial leverage lies in the range between 0.37 to 0.64 in MIDHANI .The correlation analysis shows that there is positive relationship (0.99) of the financial leverage with D/E ratio. The P value as per the regression analysis is 0.00 which is below 0.05(5 percent level of significance) The regression result indicates that the impact of financial leverage on Capital structure is significant.

(ii)Operating Leverage (OL): An analysis of the data reveals that operating leverage lies in the range between -16.03 to 9.05 in MIDHANI. The correlation analysis shows that there is positive association (0.34) of the Operating leverage with D/E ratio. The P value as per the regression analysis is 0.12 which is above 0.05(5 percent level of significance) The regression result indicates that the impact of operating leverage on Capital structure is not significant.

(iii)Gross Interest Coverage Ratio (GICR):.An analysis of the data reveals that GICR lies in the range between -14.23 to 350.94 in MIDHANI. The correlation analysis shows that there is positive relationship (0.24) of the GICR with D/E ratio. The P value as per the

regression analysis is 0.59 which is above 0.05(5 percent level of significance) The regression result indicates that the impact of GICR on Capital structure is not significant.

(iv) Net Worth(NW): An analysis of the data reveals that the net worth lies in the range between Rs13734 lakhs to Rs 36778 lakhs in MIDHANI. The correlation analysis shows that there is positive relationship (0.74) of the net worth with D/E ratio. The P value as per the regression analysis is 0.42 which is above 0.05(5 percent level of significance). The regression result indicates that the impact of net worth on Capital structure is not significant.

(v) Sales: An analysis of the data reveals that Sales lies in the range between Rs 8297 lakhs to Rs 49630 lakhs in DPSUs. The correlation analysis shows that there is positive relationship (0.81) of the sales with D/E ratio. The P value as per the regression analysis is 0.037 which is above 0.05(5 percent level of significance) The regression result indicates that the impact of sales on Capital structure is not significant.

Thus from the above analysis it is noted that except FL, all other determinants are insignificant. However based on significance F (0.00), the overall model is significant at 5percent level of significance.

महर्षि दयानन्द सरस्वती की वर्तमान प्रासंगिकता

हितेश कुमार

पी-एच०डी० (इतिहास विभाग)

इतिहास विभाग, सी०सी०एस०

यूनि० मेरठ

महर्षि दयानन्द सरस्वती उन्नीसवीं शताब्दी के पूर्वार्द्ध में प्रारम्भ हुए भारतीय पुनर्जागरण युग के महान् युगानिर्माताओं में से एक थे। वे केवल एक सुधारक मात्र नहीं थे जिन्होंने भारतीय समाज व धार्मिक सुधारणा का एक प्रबल आंदोलन प्रारम्भ किया वरन् वे एक प्रगतिवादी चिन्तक भी थे। वह प्रथम भारतीय हैं जिन्होंने आधुनिक युग में 'सब के लिए समान अवसर' और आधुनिक युग में 'सब के लिए समान अवसर' और 'सब मनुष्यों की समानता की समानता' के सिद्धान्तों को प्रतिपादित किया।¹

स्वामी दयानन्द सरस्वती ने ऐसे विचार प्रस्तुत किए हैं जो अपने ही बहुत आगे हैं। राजा राममोहन राय तथा महादेव गोविन्द रानाड़े आदि ने भी भारतीय समाज में सुधार आंदोलन चलाये। परन्तु वे भारतीय जनसाधारण के विश्वासों, रीति रिवाजों तथा आचरण में कोई विशेष परिवर्तन न ला सके।

स्वामी दयानन्द सरस्वती ने प्रेरणा भारत के गौरवशाली अतीत से ली तथा अपने मन्तव्यों का प्रतिपादन इस ढंग से किया कि भारतीय जनता ने उन्हें आसानी से ग्रहण कर लिया। वे अपने सुधार आंदोलन को जन आंदोलन बनाने में सफल हुए तथा उनका प्रभाव बुद्धिजीवी वर्ग तक सीमित न रहा। उनके उपदेशों का गहरा असर भारत के विभिन्न प्रदेशों में पड़ा तथा अनपढ़ कृषकों सहित अधिक संख्या में लोग उनके अनुयायी बन गए।²

भारत के पुनर्जागरण एवं नव निर्माण के जिस कार्य का सूत्रपात स्वामी दयानन्द ने किया उसे जारी रखने के लिए उन्होंने 'आर्य समाज' नामक संस्था की स्थापना की। इस समय आर्य समाज के लाखों नियमित सदस्य हैं और इससे भी अधिक संख्या में इसके समर्थक एवं अनुयायी हैं। सम्पूर्ण भारतवर्ष में तथा विदेशों में भी जहाँ भारतीय मूल के लोग अधिक संख्या में बसे हैं, इसकी प्राथमिक ईकाइयाँ हैं।³

एक सुधारक के रूप में स्वामी दयानन्द ने हिन्दू समाज में प्रचलित कुरीतियों के विरुद्ध जोरदार आवाज उठाई। वे जात-पात प्रथा के कट्टर विरोधी थे। वे हिन्दू समाज के चार वर्णों का अर्थ जन्म पर आधारित जात-पात नहीं मानते थे। उनका विचार था कि व्यक्ति की समाज में स्थिति उसके जन्म या वंश पर निर्भर न होकर उसकी शिक्षा या योग्यता पर होनी चाहिए।

स्वामी दयानन्द सरस्वती ने वैदिक मान्यताओं के आधार पर सिद्ध किया कि नारी को भी पुरुष के समान अधिकार प्राप्त हैं। वह पुरुष की दासी, भोग की वस्तु और पुरुष के पैरों की जूती नहीं है, वरन् पुरुष की माता, बहन, बेटी, पत्नी और मित्र हैं, उसे परदे

मे रखना घोर आत्याचार हैं। नारी को पुरुषों की भाँति ही शिक्षा, चिकित्सा, न्याय, रक्षा और शासन का अधिकार हैं। अतः उन्होंने विधवा नारी के पुनर्विवाह को वेद-सम्मत सिद्ध किया तथा सती प्रथा को वेद-विरोधी तथा अधर्म बताया।⁴

स्वामी दयानन्द सरस्वती आर्य समाज के संस्थापक न केवल वेदों के उद्भर विद्वान एवं समाज सुधारक ही थे वरन् एक मौलिक राजनीतिक चिन्तक भी थे वह सच्चे अर्थों में आधुनिक भारत के पथ प्रदर्शक थे। जिन्होंने सामाजिक एवं राजनीतिक आर्थिक में प्रगति का मार्ग प्रशस्त किया।

स्वामी दयानन्द जैसे ओजस्वी व्यक्तित्व वाले महापुरुष में न केवल तत्कालीन समाज को ही प्रभावित करना था वरन् भावी पीढ़ियों पर भी प्रभाव डालना था।⁵

स्वामी दयानन्द सरस्वती आधुनिक भारत की सामाजिक क्रान्ति के अग्रदूत थे। सच्चे अर्थों में मानवतावादी थे। वे धार्मिक, सामाजिक, आर्थिक, राजनीतिक आदि किसी भी क्षेत्र में पाखण्डवादीता नहीं चाहते थे। वे जनता को क्षुद्र धर्मों, पंथों, सम्प्रदायों के संकीर्ण दायरे से निकालकर विशाल मानव धर्म के महासागर में ले जाना चाहते थे। उन्होंने हिन्दू धर्म के शूद्रों की तकलीफों और सिद्धान्तों को स्थापित किया, वह सभी उनके सत्य के साथ किए गए प्रयोगों का परिणाम हैं। दयानन्द के विचारों में नवीनता भी हैं और विशिष्टता भी है⁶

महर्षि दयानन्द सरस्वती को समान्यतः केवल आर्य समाज के संस्थापक तथा समाज-सुधारक के रूप में ही जाना जाता है। राष्ट्रीय स्वतन्त्रता के लिए किये गए पयत्नों में उनकी उल्लेखनीय भूमिका की जानकारी बहुत कम लोगों को है। वस्तुस्थिति यह है कि पराधीन आर्यावर्त (भारत) में यह कहने का साहस सम्भवतः सर्वप्रथम स्वामी दयानन्द सरस्वती ने ही किया था कि "आर्यावर्त (भारत), आर्यावर्तियों (भारतीयों) का हैं।" हमारे प्रथम स्वतन्त्रता समर, सन् 1857 की क्रान्ति की सम्पूर्ण योजना भी स्वामी जी के नेतृत्व में ही तैयार की गई थी और वही उसके प्रमुख सूत्रधार भी थे। वे अपने प्रवचनों में श्रोताओं, को प्रायः राष्ट्रीयता का उपदेश देते और देश के लिए मर मिटने की भावना भरते थे। 1855 में हरिद्वार में जब कुम्भ का मेला लगा था तो उसमें शामिल होने के लिए स्वामी जी ने आबू पर्वत से हरिद्वार तक पैदल यात्रा की थी। रास्ते में उन्होंने स्थान-स्थान पर प्रवचन किए तथा देशवासियों की नब्ज टटोली। उन्होंने यह महसूस किया कि लोग अब अग्रेजों के अत्याचारी शासन से तंग आ चुके हैं और देश की स्वतन्त्रता के लिए संघर्ष करने को आतुर हो उठे हैं।⁷

यद्यपि स्वामी दयानन्द अपने जीवन काल में भारतवर्ष को स्वाधीन नहीं देख पाए, किन्तु वे स्वाधीनता संग्राम प्रारम्भ करा गए, जिसे उनके बाद उनके शिष्यों और अनुयाइयों ने लड़ा ओर एक दिन भारतवर्ष को स्वाधीन कराकर ही सुख का श्वास लिया।

स्वामी दयानन्द के ये सभी महान् कार्य वर्तमान समय में भी प्रसांगिक हैं और जो भी स्वामी दयानन्द के कार्य हैं वे सभी आज वर्तमान मनुष्य के लिए बहुत सहायक सिद्ध हो रहे हैं और उनके विचारों का समकालीन व्यक्तियों, के जीवन पर तथा वर्तमान में

उसकी प्रासंगिकता का योगदान बड़ा ही महत्वपूर्ण है। उनकी विचारधारा ने समाज को वर्तमान समय में बहुत ज्यादा प्रभावित किया है।⁸

वर्तमान समय में राष्ट्रीय एवं अन्तर्राष्ट्रीय स्तर पर महर्षि दयानन्द सरस्वती के विचारों को खूब प्रयोग में लाया जा रहा है। भारत में आर्य समाज के द्वारा दयानन्द सरस्वती के विचारों को खूब आगे बढ़ाया जा रहा , जिसकी शाखाएँ आज भारत के छोटे-छोटे शहरों में है जो स्वामी दयानन्द के विचारों को आम जनता तक पहुँचाने का कार्य कर रही है।

वर्तमान में स्वामी दयानन्द के विचारों के लिए उनके अनुयायी स्वामी श्रदानंद द्वारा स्थापित गुरुकुल काँगड़ी विश्वविद्यालय हरिद्वार बहुत योगदान दे रहा है व ऋषिकेश में स्थापित आर्य समाज द्वारा मन्दिर व सग्रहालय द्वारा उनके विचारों को बहुत आगे ले जाया गया है। आज वर्तमान में उनके नाम से देश के हर शहर में स्कूल-कॉलेज स्थापित किये गये हैं जो उनके विचारों को आगे बढ़ाने का कार्य कर रहे हैं।⁹

वर्तमान समय में मानवता लगभग नैतिक पतन और नैतिक शून्यवाद की ओर बढ़ रही है। आज के पागलपन के युग में लोग शक्ति और सुख-सुविधाएँ प्राप्त करना चाहते हैं। तब महर्षि दयानन्द सरस्वती के विचारों की महत्ता और बढ़ जाती है। महर्षि दयानन्द सरस्वती की विचारधारा एक नई दिशा आशा, एक नई शक्ति और इससे भी अधिक एक नई प्रकार की सुव्यवस्थित योजना है जो आधुनिक दुनिया की समस्याओं का समाधान करने के लिए आगे आती है। वर्तमान में उनके विचारों का महत्त्व बढ़ता जा रहा है। इनके विचारों का प्रयोग बड़े स्तर पर किया जा रहा है। वर्तमान समय में राष्ट्रीय एवं अन्तर्राष्ट्रीय स्तर पर धार्मिक, राजनीतिक, सामाजिक स्थिति इतनी पेचोदी समस्या बनी हुई है, जिसका सामना महर्षि दयानन्द सरस्वती के विचारों पर अमल करके ही इसकी निवारण किया जा सकता है। अतः वर्तमान में महर्षि दयानन्द सरस्वती के विचारों का अलग महत्त्व है।¹⁰

महर्षि दयानन्द सरस्वती के विचारों का समकालीन व्यक्तियों के जीवन पर तथा वर्तमान में उसका प्रासंगिकता का योगदान बड़ा ही महत्वपूर्ण है, क्योंकि इनकी विचारधारा ने समाज को वर्तमान समय में बहुत ज्यादा प्रभावित किया है।

वर्तमान समय में राष्ट्रीय एवं अन्तर्राष्ट्रीय स्तर पर महर्षि दयानन्द सरस्वती के विचारों को खूब प्रयोग में लाया जा रहा है। भारत में आर्य समाज के द्वारा दयानन्द सरस्वती के विचारों को खूब आगे बढ़ाया जा रहा जिसकी शाखाएँ आज भारत के छोटे-छोटे शहरों में है जो महर्षि के विचारों को आम जनता तक पहुँचाने का कार्य कर रही है।¹¹

वर्तमान में महर्षि दयानन्द के विचारों को फैलाने के लिए उनके अनुयायी स्वामी श्रदानंद द्वारा स्थापित गुरुकुल काँगड़ी विश्वविद्यालय हरिद्वार बहुत ज्यादा योगदान दे रहा है। और वर्तमान अजमेर में स्थापित विश्वविद्यालय, कॉलेज, स्कूल आदि संस्थाएँ भारत में उनके विचारों को दुनिया में फैलाने का कार्य कर रहे हैं और इन सब संस्थाओं ने भारत की जनता को जागरूक करने में मदद की है।¹²

वर्तमान समय में मानवता लगभग नैतिक पतन और नैतिक शून्यवाद की ओर बढ़ रही है। आज के पागलपन के युग में लोग शक्ति और सुख-सुविधाएँ प्राप्त करना चाहते हैं। तब महर्षि दयानन्द सरस्वती के विचारों की महत्ता और भी बढ़ जाती है। महर्षि दयानन्द सरस्वती की विचारधारा एक नई आशा, एक नई शक्ति और इससे भी अधिक एक नई प्रकार की सुव्यवस्थित योजना हैं जो आधुनिक दुनिया की समस्याओं का समाधान करने के लिए आगे आती हैं। योजना हैं जो आधुनिक दुनिया की समस्याओं का समाधान करने के लिए आगे आती हैं। वर्तमान में उनके विचारों का महत्त्व बढ़ता जा रहा है। इनके विचारों का प्रयोग बड़े स्तर पर किया जा रहा है। वर्तमान समय में राष्ट्रीय एवं अन्तर्राष्ट्रीय स्तर पर धार्मिक, राजनीतिक, सामाजिक स्थिति इतनी पेचीदा समस्या बनी हुई हैं, जिसका सामना महर्षि दयानन्द सरस्वती के विचारों पर अमल करके ही इसका निवारण किया जा सकता है। अतः वर्तमान में महर्षि दयानन्द सरस्वती के विचारों का अलग महत्त्व है।¹³

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URBAN INFRASTRUCTURE MANAGEMENT IN JAIPUR: CHALLENGES AND OPPORTUNITIES

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Abstract: Infrastructure is spine of any economy. With help of a strong infrastructure any state can accomplish a blasting economy. The world is quickly urbanizing. At a worldwide dimension, over half of the total populace as of now dwells in urban communities and urban zones, which have turned into the essential engines of monetary development. Migration into urban territories is high, as populaces react both to the opportunities they present and the weights inherent in exceptionally questionable provincial, farming employments. Urbanization is frequently thought to be intently connected with poverty decrease and other positive social results that range from higher living gauges to technological innovation and ladies' empowerment. By 2040, urban populaces will surpass country in all real world locales except for Eastern Africa. It is additionally noticed that stage is set to encounter a fast pace of urban development to change India into a urban majority society sooner than anticipated. The states with higher dimensions of urbanization additionally have higher dimensions of per capita state pay. It is similarly striking to take note of those twelve states and UTs have officially crossed 40 percent imprint and are firmly moving towards urban majority society. The critical weight has been that of giving a superior personal satisfaction to the urban populace given the mind boggling issues crossing poverty, debacles, contamination, and administration, conservation of legacy and culture, and urban arranging. The essential point of this city is to explore the challenges and opportunities during the management of urban infrastructure in Jaipur.

I. INTRODUCTION

Like the patterns being seen far and wide, India also is seeing quick development in urban focuses. In India, out of the all-out population of 1027 million starting at 2001, around 742 million lived in rural territories and 285 million (27.8%) in urban zones. The decadal development of populations in rural and urban regions from 1991-2001 was 17.9% and 31.2%, separately (Gov. of India 2001) [1]. The rate of urban population development far outperforms that of rural population development and at present, very nearly 33% of India's population lives in urban regions. As per an ongoing report on Indian urbanization, every year the urban population in India develops by in excess of 7 million individuals (MGI 2010) [2]. Moreover, the pattern in urbanization is required to quicken in coming a very long time as rural populations look for the better work and way of life alternatives that urban areas regularly bear. It is anticipated that by 2021 the quantity of urban communities with a population of more than one million will ascend to 75 (in 2001 there were just 35) with about 40% of India's population living in urban territories.

Jaipur city in Rajasthan, India, speaks to a microcosm of the quandary looked by numerous urban territories. Rural to urban migration rates are high and the city is developing quickly, with settlement happening both in the urban focus and the encompassing peri-urban regions. Water supplies are constrained and regularly of low quality. Groundwater mining over numerous decades has heavily drawn down, and sometimes exhausted, aquifers at both neighborhood and locale scales. The effects of over-pumping are additionally aggravated by

contamination and debasement of energize zones. These effects are of specific worry in the quickly growing peri-urban region encompassing Jaipur, where changes in land use are dispensing with groundwater revive zones and sewage and business effluents are released untreated. Surface water sources are heavily created.

Urban infrastructure gives a framework to the generation and circulation of administrations. In this way, the two are constantly connected with one another.

II. RAJASTHAN URBAN INFRASTRUCTURE DEVELOPMENT PROJECT (RUIDP)

The Government of Rajasthan is submitted for all-round development of the State and urban development is one of the center zones in this 'individuals focused' developmental exertion. There has been fast development of population in the urban focuses of the State as in different pieces of the nation and it has turned out to be most extreme critical to improve the infrastructure offices to address the rising difficulties in urban management. In perspective on the abovementioned, Rajasthan Urban Infrastructure Development Project (RUIDP) was taken by the Government of Rajasthan (GoR) as a Special Purpose Vehicle (SPV) with help from the Government of India (GoI) and the Asian Development Bank (ADB) in the year 1998.

The ADB subsidized, RUIDP Phase-I went for improving sustainable infrastructure offices in six noteworthy urban communities of Rajasthan including Jaipur, Bikaner, Jodhpur, Ajmer, Kota and Udaipur. The Project was intended for improving the limits of urban local bodies (ULBs) and making mindfulness among network for successful support. The sub-ventures secured under Phase-I included restoration and development of urban water supply frameworks, enhancements to the waste water gathering and treatment frameworks, strong waste management, storm water drainage, urban roads and bridges, slum territory upgrades, putting out fires, crisis therapeutic administrations and protection of historical destinations.

RUIDP is a state level urban infrastructure development program, which was begun in the year 2000 with financial help of US \$362 million from the Asian Development Bank. The program was focused at six urban communities in Rajasthan including Jaipur; the primary goal of the program was to improve sewerage and water supply in the urban communities utilizing a participatory way to deal with make a large portion of the speculation. The segment of RUIDP that is significant for this examination is the 8 Community Awareness and Participation Program (CAPP) that professes to give an "incorporating participatory envelope for generally Project implementation." In line with a genuine neoliberal methodology, the state government "drew in" a state level NGO, Indian Institute of Rural Management (IIRM) as experts for assembling CAPP exercises. The RUIDP site guarantees that the legislature has prevailing in its endeavors: "The effect of CAPP exercises under RUIDP roused the network for sustainable development of offices made by RUIDP. Open was inspired for taking sewerage associations, legitimate transfer of strong waste, hygiene, protection of drinking water, aware and pursue the traffic rules, preservation of legacy structures. A few campaigns, seminars, orientations, trainings were sorted out at various dimensions on different features wellbeing, hygiene, water and sanitation, strong waste management, sewerage, property association, road security and other RUIDP related part."

III. URBAN INFRASTRUCTURE DEVELOPMENT POLICY AND CHALLENGES

A. Urban Transport

Urban transport incorporates all modes and structural infrastructure which encourages portability inside as far as possible as well as for between city travels. Urban development procedure has a solid co-connection with the vehicle systems. Real transport lines are regularly utilized by urban organizers to provide guidance to the development of the city. The interfacing hubs, for example, railway stations, and transport terminals become focal point of development and financial movement. Subsequently, urban transport is a standout amongst the most significant determinant of the development and financial suitability of the city. Verifiably, urban focuses in Rajasthan were fortification towns where financial movement was limited in a specific zone known as walled city. With the flood of individuals, the towns extended in an arranged/spontaneous way. The vast majority of the extension depended on accessibility of land in the region. The outcome of such development brought about thin paths, dependence on private vehicles and inaccessibility of public transportation frameworks. Three urban areas (Jaipur, Jodhpur and Ajmer) have sorted out public transport frameworks. The offer of public transport in Jaipur is 22 % .This offer will undoubtedly increment with presentation of metro in Jaipur town. [3]

Challenges in urban transport

- ✓ Inadequate road space in the urban areas
- ✓ Disproportionate increment of customized vehicles
- ✓ Urban Planning
- ✓ Institutions and Governance

B. Urban Water Supply

As indicated by Census 2011, accessibility of treated faucet water in urban regions is in 71 percent families, out of which 62 percent is dealt with. In Rajasthan this figure is 82 percent with treated faucet water at 75 percent, obviously over the national normal for urban territories. As per the State Planning Department, 10 percent of ULBs can give more than 100 lpcd; 35 percent of the ULBs give 60-80 lpcd of water and 33 percent of the ULBs give 40-60 lpcd of water as against an administration level benchmark of 135 lpcd. Then again, recurrence of water supply is another significant center zone; with 73 percent ULBs giving water once like clockwork. Frequently, throughout the late spring months water is transported to towns in trains and tankers. Urban water supply is a standout amongst the most basic components of urban infrastructure. Water is essential need of life which straightforwardly impacts wellbeing and prosperity of the society all in all. In excess of 50 percent of past interests in urban infrastructure have been in water segment. The reasonableness of a city is enormously affected by accessibility of safe drinking water and sanitation offices, and subsequently the intensity, financial development, and flourishing. The monetary effect of clean drinking water is immense. Each dollar put resources into drinking water and sanitation paves the way to eight dollars in benefits.¹⁴ .If clean water is accessible inside the premises it lessens the weight of for the most part ladies to bring water from far off sources. Due to non accessibility of clean water at the tap, individuals need to introduce water treatment equipment's at home established on wasteful innovations which waste up to 70 % of water. [4]

Challenges in urban water supply

- ✓ Operation and Maintenance
- ✓ Diminishing Surface Water Resources and Quality
- ✓ Non-Revenue water and User charges

C. Municipal Wastewater Management

Sanitation includes avoidance of human contact with waste and appropriate treatment and transfer of sewage or waste water. The sewage and waste water esteem chain starts from the wellspring of age to the last transfer or reuse. This was a standout amongst the most ignored and pivotal part of urban management in India. Absence of sterile waste water management builds frequency of illnesses and related monetary weight which has unbalanced effect on day by day life of poor and powerless. Registration 2011 orders sort of can as either water storage room, pit restroom and other lavatory types. One of the preeminent explanations behind the low infiltration of toilets in the families is low need given to sanitation by individuals themselves. Sanitation is a low need among guys be that as it may, top need among females. Financial ramifications with high capital cost, surprising expense of activity, water need of low pay gatherings, reasonableness and eagerness to pay results in open crap or leaving the loss in open unattended. At the fundamental the infrastructure for waste water accumulation and transmission is deficient in a large portion of the towns. Because of low need given in the past to the part, formation of sewerage framework in darker field regions is troublesome. All the more so because of absence of point wellspring of accumulation of sewerage the framework for treatment is likewise not utilitarian the greater part of the waste water moves through open depletes in to close-by water bodies and contaminating the equivalent.

Challenges in Municipal wastewater management

- ✓ Public Awareness
- ✓ Infrastructure

D. Solid Waste Management

Municipal Solid Waste (MSW) is waste comprising of regular things disposed of by the public in urban regions. It contrasts from that acquired in rural zones as far as structure as it contains higher extents of recyclables and plastics than natural substance. Waste management is one of the center elements of the urban experts and a preeminent determinant of urban communities feel. At the point when contrasted with created countries, which produce around 1-1.25kg/capita waste, waste age in the towns of India is less at 0.3-0.4 kg/capita. Regardless of low waste age, attributable to different institutional and technological challenges, waste management is a standout amongst the most ineffectively rendered administrations in India. Successful waste management is an absolute necessity for any city as waste management capacities can be an impression of different administrations offered by the city. MSW management Rules 2000 give most complete approach rules to management of municipal solid waste. The principles command that each municipal expert is in charge of accumulation, isolation, stockpiling, transportation, handling and transfer of municipal solid wastes in their particular purviews. Corrective activity was endorsed against municipal, local and State level specialists and even dates were recommended as points of confinement for moves to be made. [5]

Challenges in Solid waste management

- ✓ Primary Collection
- ✓ Secondary Collection
- ✓ Street Sweeping and Drain Cleaning
- ✓ Transportation
- ✓ Processing of Waste
- ✓ Disposal
- ✓ Bio-medicinal Waste Wastes
- ✓ E-Waste
- ✓ Slaughter House
- ✓ Construction and Demolition Waste

E. Slums Redevelopment

"Slum" is frequently used to portray casual settlements inside urban areas that have lacking lodging and hopeless living conditions. They are frequently stuffed, with numerous individuals packed into little living spaces. Slums are not another wonder. Slums are commonly the main sort of settlement reasonable and available to the poor in urban areas incorporating into Rajasthan, where rivalry for land and benefits among specialists, occupants, and financial specialists is extreme. The key purposes behind slum multiplication are fast and non-comprehensive examples of urbanization catalyzed by expanding rural migration to urban territories. A portion of the likely explanations behind development of slums are fast, disorderly and heedless urbanization, industrialization, enormous scale migration because of push from the rural territories and basic deficiency of lodging, public utilities and clogs. A slum, as indicated by the Population Census of India (2011), has been characterized as neighborhoods where homes are unfit for human home by reasons of dilapidation, overcrowding, faulty arrangements and design of such buildings, narrowness or faulty arrangement of street, lack of ventilation, light, or sanitation facilities or any mixture of these elements which are impeding to the wellbeing and wellbeing. According to UN Habitat, a slum is described by absence of strong lodging, deficient living zone, and absence of access to clean water, lacking sanitation and unreliable residency. [6]

Challenges in Slums Redevelopment

- ✓ Tenure issues and access to land for the urban poor
- ✓ Improving the jobs of the slum inhabitants
- ✓ Mobilizing money for slum upgrading and shelter development

F. Heritage and Tourism

Heritage incorporates the landmarks which are landmarks and non-great structures which are a piece of the urban texture. These landmarks are monitored and taken consideration by either private property holders or special associations like the Archeological Survey of India. Customarily, the issues of preservation have just managed landmark stupendous structures, however as of late; the guideline of protection has reached out to the generally urban texture. The noteworthy structures and infrastructure in this situation need to confront the brunt of development, and need the most consideration. So, social heritage has obtained financial incentive just as locational condition in the state of urban tourism. One of the chief challenges in Rajasthan is the responsibility for chronicled heritage destinations. A considerable lot of the significant structures fall under private possession which prompts

circumstance of vulnerability concerning preservation exertion, financing, motivating forces, and so on. A reasonable arrangement and heading isn't accessible which entangles the circumstance. Because of this, numerous spots of public intrigue keep on rotting. The divisions in charge of urban arranging and heritage protection work in storehouses. The two-urban arranging and heritage protection - are viewed as against proposition to one another as opposed to supplementing each other's endeavors. There is inclusion of offices at the focal, state and neighborhood levels. Private properties convolute the circumstance further. This needs remedy through institutional changes

Challenges in heritage and tourism

- ✓ Private Properties
- ✓ Urban and Heritage Planning
- ✓ Involvement of People

G. Economic Development

Verifiably, urban communities have been the focal point of economic development and development. Urban areas have pulled in business visionaries, skilled work power and business speculations to make the scale and opportunities for all. Economic development and urbanization will in general move in close adjust as has been seen previously. The changing structure of economy in India from essential to tertiary will likewise start a move of work power from low to high efficiency segments in urban regions. Development of economic capability of urban areas won't just affect the urban focuses yet in addition have overflow impacts to the encompassing locales. The urban zones will have the ability to retain the surplus work from agribusiness which will be created because of higher dimensions of training and utilization of motorization and innovation in the homestead. However, flourishing of urban areas relies upon its capability to continue drawing in interests in the economic exercises. [7]

At present the commitment of the urban communities to the GDP of India is 68 percent. To guarantee urban economic development, the city should bolster economic development and administration mechanical creation. One of most significant driver of economic movement in Rajasthan will be the up and coming Delhi-Mumbai Industrial Corridor which passes 39 percent of its all out length through the state. Each city has a one of a kind character and economic usefulness. As it extends and develops, the capacities get broadened.

Challenges in Economic Development

- ✓ Loss of traditional economic base
- ✓ Concentration of Infrastructure and Services
- ✓ Management of Industrial areas

H. Urban Governance and Institutions

It is frequently contended that the way to fruitful urbanization lies in successful urban administration with accentuation on city management. The rise and distinguishing proof of urban communities as engines of development and their opposition with one another at the national and global dimension for speculation is another incredible main impetus prompting calls for improvements in city management. The 73rd Amendment for Panchayats and 74th Amendment for Nagarpalikas are landmark enactments for making the third dimension of government at the Local Level. In Rajasthan, the required arrangements with connection to

the 74th Amendment Act were embedded in the Rajasthan Municipalities Act 1959 out of 1994 and later certain different arrangements were incorporated into the Rajasthan Municipalities Act 2009. At present, the State has three Development Authorities (Jaipur, Jodhpur and Ajmer) and 15 Urban Improvement Trusts. They should complete capacities at provincial dimension for arranging and development. However, by and by, they capacity parallel to municipalities working with a similar regional and utilitarian purview. Likewise there are different organizations at the state level with covering capacities. With expanding population and administrations in urban zones, the offices face intense deficiency of staff at the center and senior dimensions. The municipal division does not have a customary framework and organized enlistment process for consistent satisfaction of opening. Also, there is nonattendance of specialists/staff for significant viewpoints, for example, Environment arranging, urban structure, Landscape modeler, urban transport, Heritage preservation, GIS specialists, and so on.

Challenges in Urban Governance and Institutions

- ✓ Multiplicity of Agencies
- ✓ Capacity Building of Institutions and Human Resources
- ✓ Local Participation
- ✓ Financial Resources
- ✓ Accountability and Transparency

I. Urban Planning

Urban arranging is a specialized and political procedure worried about the utilization of land, insurance and utilization of nature, public welfare, and the structure of the urban condition. It draws after engineering, building, social and political concerns. It is an undertaking including political will and public cooperation. Urban arranging rotates around making a flourishing city with a standard living condition. It takes into concern the fundamental character of the city which originates from its kin, business and account, culture and heritage. It is a procedure of coordinating land use arranging, economic arranging, comprehensive arranging, anticipating infrastructure including transport and water supply at all dimension. Urban Planning in Rajasthan is performed by the Town Planning office and it is a piece of the Ministry of Urban Development and Housing, Government of Rajasthan. The primary capacity of the division was to get ready physical development plans, for example, plans, Master Plans of towns, Regional Plans and Village Plans. [8]

Challenges in urban planning

- ✓ Multiple Agencies in planning
- ✓ Inclusive planning
- ✓ Economic Aspects

IV. MANAGEMENT OF URBAN INFRASTRUCTURE

A. Institutional Arrangements for Urban Services - Urban administrations regularly incorporate a scope of center municipal administrations and infrastructure as recorded in timetable XIIth of the constitution. These incorporate water, sanitation, solid waste management, roads and public accommodations and urban poverty mitigation and slum improvement financial development plan and so forth. Accordingly ULG's procure the rule job to convey the administrations to a cross-area of natives.

B. Inter-governmental initiatives for Urban Services - There have been a scope of intergovernmental activities to speed up conveyance of urban administrations. MoUD and MHUPA have taken a few activities to inspire states and ULGs to update benefits according to prerequisites. Similarly states additionally have completed a few innovations as referenced in the poverty mitigation segment. Jawaharlal Nehru National Urban Renewal Mission is a lead program of GoI which is considered as best activity taken around there so far by the GoI and merit a special notice. JNNURM will in general make tripartite association for the conveyance of urban administrations. The program was propelled in 2005 for a 5 years' time span, however attributable to its significance, the JNNURM has been reached out for two additional years. The second period of JNNURM is likewise being intended to convey forward the mission past the year 2014 to meet the developing prerequisites of urban administrations in the urban areas and towns of India. At this stage it is critical to learn whether the JNNURM has had the option to satisfy the motivation of individuals? What's more, what else do they expect from JNNURM and two different activities specifically Rajiv AvasYojana and National Urban Livelihood Mission? These inquiries need further consideration at state and town level to have a base up evaluation.

C. Normative Base of Service Delivery - Progressive investigations on urban management have demonstrated that the hole in the conveyance of urban administrations is genuinely wide and expanding always. (NIUA 1981 and Pandey 2011) It might be noticed that the hole is genuinely wide in every one of the center (customary) administrations. It is additionally critical to make reference to that the hole has noteworthy ramifications as far as ecological contemplations and financial game plans.

D. Environmental Externalities and Implications - It is similarly imperative to review that insufficiency in the supply of water, sewerage, roads and related administrations lead to a scope of environmental issues, for example, clog, clamor and air pollution inside the city and its hinterland. Once in a while it might influence the whole economy as was seen during the emission of plague in Surat in late 90s which was brought about by poor treatment of MSW. These sorts of externalities are dependably there. However, they get away from our consideration because of their low dimension of steady ramifications. Informal waste management practices are generally seen among our urban areas and towns, for example, open dumping of MSW without structuring and development of sterile landfill locales, inaccessibility of land for finding landfill destinations, expanding measure of e-waste without legitimate isolation and transfer office, open dumping of Industrial/Hazardous waste inside city limits and so on.

E. Disaster Management - A New Dimension for Municipal Functions It is presently perceived that state and local level calamity management specialists working under close association with National Disaster Management Authority (NDMA) need to firmly facilitate with ULGs. In this sense calamity management has likewise risen as another center territory of municipal activities. Fire fighting, flooding and earthquake are a portion of the territories where ULGs can start most ideal activities. Along these lines, there is a need to create catastrophe management as an autonomous municipal capacity. Appropriately municipal governments should complete defenselessness evaluation and essential safety measures to take activities. In such manner, building byelaws, standards and guidelines will likewise require reasonable changes.

V. OPPORTUNITIES FOR URBAN INFRASTRUCTURE

A. Emerging Pattern of Financing and Alternate Institutional Arrangements - In perspective on monstrous prerequisites of the assets by any guidelines, the ongoing work on urban infrastructure and administrations, has proposed that a quantum bounce in the volume of assets is beyond the realm of imagination from ordinary sources alone and a scope of different alternatives should be connected to tap maximum capacity of economy for financing the vital upgradation. In such manner, it is recommended to assist nonconventional wellsprings of financing and option institutional courses of action, for example, (i) Land based Financing, (ii) Public Private Financing/associations and (iii) Mobilization of Community Resources. These are well beyond the proficient assembly of possess sources and legitimization of monetary exchange which are as of now shrouded in the former investigation.

B. GoI Initiatives - GoI Initiatives in such manner spread activities on salary age and business creation, and improved access to haven and administrations. UBS (Urban Basic Services program) was propelled in chosen towns in mid 80s with the help of UNICEF, with an aim to take into account the essential needs of urban poor.

C. State Initiatives- Urban poverty mitigation has been incorporated into the XIIth Schedule of constitution .Yet, because of recorded reasons most ULGs don't have financial and specialized assets to give fundamental administrations or attempt thorough poverty lightening programs. (NDC-sub-board of trustees, 2011) [9] Therefore in accordance with GoI activities different State governments have likewise developed inventive answers for urban poverty at grass root level. These depend on convergence and synergy of assets to create arrangements on salary age, employment creation and haven and related administrations.

D. Financial Inclusion – Banking Services and Assets Creation Financial inclusion of urban poor is additionally rising step by step as a methodology of poverty easing. Proof from RBI recommends that the inclusion of financial administrations as far as banks records remain at 39 percent for rural zones and 60 percent for urban. This suggests 40 percent of grown-up Indian urban population has no entrance to a bank account .in such manner, a few institutions have taken activities over some stretch of time, for example, the SEWA Bank and SEWA Mahila Housing Trust models, AWAS in Bangalore and the SPARC – NSDF models in the not revenue driven part, as of late various Micro-Finance Institutions just as a bunch of Housing Finance Companies have entered the field.

E. Housing for Asset Creation - One more advance in such manner is resource creation through formal credit component. Lodging has risen as a significant resource for spread urban poor to obtain shelter, services and furthermore home based economic activities (HBEA)

F. Performance Indicators on Select Urban Services- Govt. of India has connected with State Govt. what's more, ULBs to start a few projects and plans to update dimensions of urban service delivery including services and safe house to urban poor. A large number of these are clarified before as a major aspect of poverty mitigation. JNNURM has been the absolute most significant main impetus on upgradation of urban service delivery.

Subsequently, it creates the impression that motivation to give infrastructure and services is still genuinely huge and the arrangements and projects should be inspected to incorporate

contemporary center covering poverty lightening, energy efficiency, asset protection and so forth.

VI. CONCLUSION

The area of urban territories was at the ports or crossing point of roads and streams. Individuals from hinterland moved to urban territories with the desire for economic and social prosperity. Urban areas and towns gave the fundamental infrastructure and services to bring out exchange and availability through roads, ports and rails; opportunities for development like education; and services like wellbeing and sanitation. The urban zones had a draw impact on individuals. The government officers ought to be made aware about the centrality of network contribution before the initiation of any development venture, so they don't see it as a prerequisite from the benefactor organization. Network awareness exercises should start before any sort of structure and development work. A huge extent of residents are either still not associated with the system (Lack of IT infrastructure) or because of digital The region of urban domains was at the ports or intersection purpose of roads and streams. People from hinterland moved to urban regions with the longing for economic and social thriving. Urban zones and towns gave the major infrastructure and services to bring out trade and accessibility through roads, ports and rails; opportunities for development like education; and services like prosperity and sanitation. The urban zones had a draw sway on people. The government officers should be made aware about the centrality of system commitment before the inception of any development adventure, so they don't consider it to be an essential from the sponsor association. System awareness activities should begin before any kind of structure and development work.

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NON-AGRICULTURAL WORKING FORCE IN HARYANA (2011)

A Spatial Analysis

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Abstract:

The present paper focuses on the Non-Agricultural workers in Haryana. The data used in this paper has been taken from the Census Department of Haryana for the year 2011. The paper describes the percentage of Non-Agricultural population from each district of Haryana. The percentage is broadly classification into Three (3) main categories. Nuh being at the top with highest percentage of non-agricultural workers and Hissar with lowest percentage of Non-agricultural work force.

Key Words: Non-Agricultural Workers, Haryana, Industries, Economy.

Introduction:

The study of non-agricultural working force in any agrarian state is of great significance because it is vital for understanding the regional pattern of diversification, orientation and nature of economy. All these aspect are crucial for future planning of human resources. Because consistently declaring size of land holdings on account of intensifying pressure on limited land resources, unabated increases in population, considerable number of rural folk are compelled to adopt means of livelihood other than agriculture. The present meso level study is an attempt to elucidate the disparities in level of diversification of economy and forces behind this scenario in the State in Haryana.

Discussion:

According to 2011 the non-agricultural working force in Haryana comprised 64.82 percent showing about half population of non-agricultural worker in Haryana. It is evident that the economy of Haryana going to non-agricultural economy. Within state there areas are significant spatial variation in this regard. Out of Twenty Two (22) districts Eleven (11) have recorded their place above the state average. District of Nuh accounted 73.37 percent non-agricultural workers ranked at top. It was followed by Palwal, Faridabad, Yamuna Nagar, Rohtak etc. while district of Hissar placed at bottom. And it displays a remarkable variation ranging from 73.37 percent in Nuh to 60.33 percent in Hissar district.

**Table (Haryana= 64.82)
(HARYANA: NON-AGRICULTURAL WORKING FORCE, 2011)**

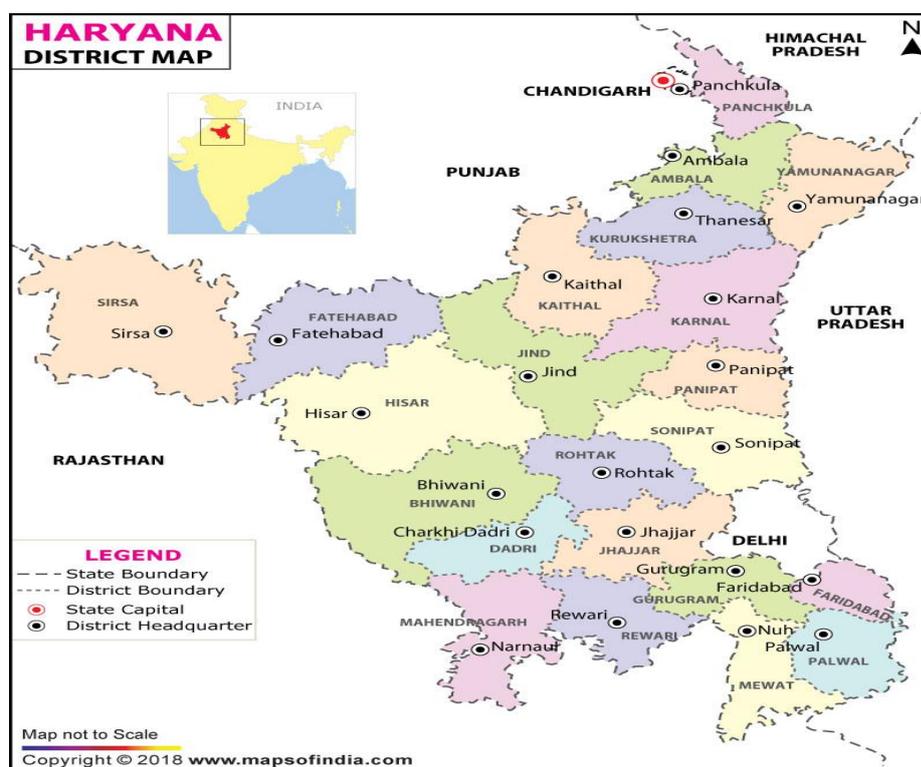
1.	Nuh	73.37
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2.	Palwal	70.31
3.	Faridabad	67.99
4.	Yamunanagar	67.94
5.	Rohtak	67.39
6.	Ambala	67.00
7.	Jhajjar	65.92
8.	Panipat	65.79
9.	Karnal	65.71
10.	Kaithal	65.19
11.	Kurukshetra	65.00
12.	Gurugram	64.03
13.	Sonipat	63.91
14.	Mahendragarh	63.28
15.	Rewari	62.48
16.	Panchkula	62.32
17.	Bhiwani	61.88
18.	Sirsa	61.24
19.	Fatehabad	60.81
20.	Jind	60.76
21.	Hissar	60.33
22.	Charkhidadri	*

(Table Ref.: Department of Economic and Statistical analysis Haryana)

Note: The above mentioned data has been taken in 2011, Charkhi Dadri was a part of Bhiwani at that time, hence it separate data was not available then.

Map of Haryana



Spatial Pattern:

To make convenient comprehensive spatial picture the various parts of the state were grouped into three (3) categories. First, areas with high (above 70%) proportional of non-agricultural workers: Second, areas with the low (65%) proportional of non-agricultural workers: and Third, areas with moderate (65-70%) proportional on non-agricultural workers (map-I).

(1) Areas with High Proportional of Non-Agricultural Workers:

Only two districts Nuh and Palwal placed in this category having range of above 70% non-agriculture workers. Some of these districts have been established since 2005 (Nuh 2005 and Palwal 2008). It has not developed fully but, it is gradually developing and progressing. As Palwal town is famous for Sugar and bicycle industry. But Nuh still lagged behind. In whole Haryana here the poor literacy rate, servere water crisis made thing more difficult in this region, mostly dominated by the Muslim Meo population.

The availability of water for drinking and irrigation purpose is a major issue in Nuh. We found several villages with females' literacy rate as low as 6%. The locals are reluctant to move out of the area for education and jobs, reducing opportunitiess for them and contributing to the backwardness. Subhash Goel, a research scholar-cum-academician, recently interviewed 450 people from 15 villages of the district's five blocks- Nuh, Nagina, Punhana, Taoru and Ferozpur Jhirka as part of his research work and emphasized poor

connectivity and lack of industrial policy among other as major reasons for the backwardness of the region.

(2) Areas with Moderate Proportional of Non-Agricultural Workers:

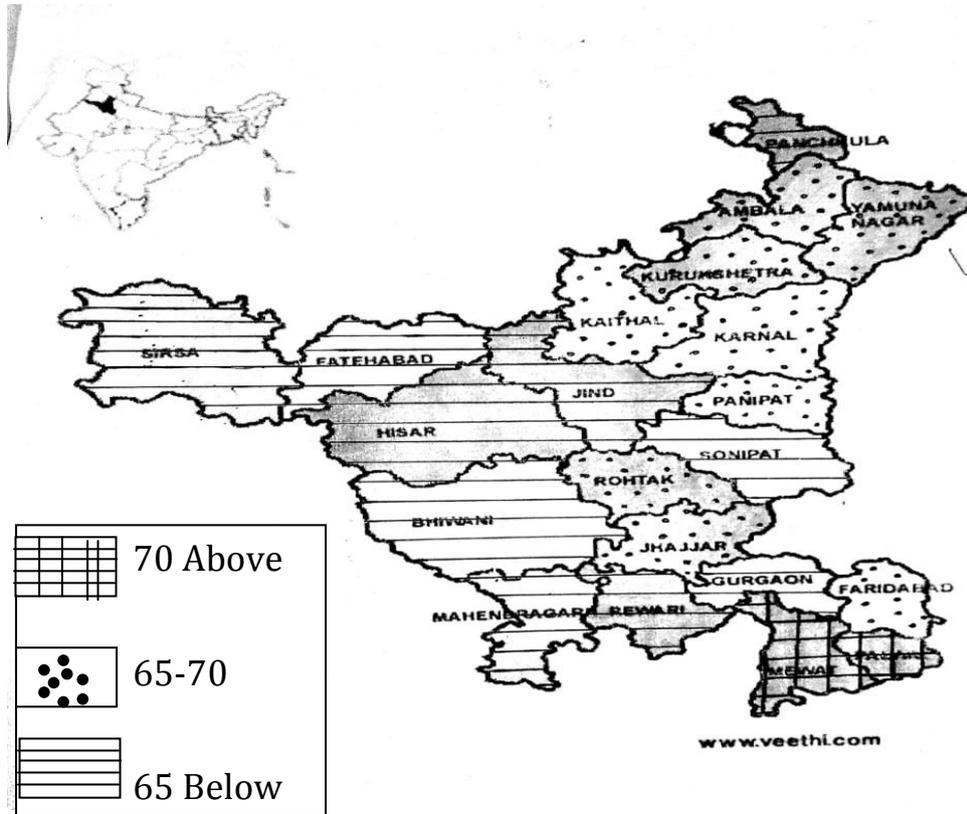
Out of twenty two (22) only Nine (9) districts Faridabad, Yamuna Nagar, Rohtak, Ambala, Jhajjar, Panipat, Karnal, Kaithal and Kurukshetra are between 65-70% of non-agricultural workers.

Two particular areas, first in north eastern part of state comprising district of Yamuna Nagar, Ambala, Panipat, Karnal, Kaithal and Kurukshetra and second constituting the parts of Delhi have been identified in this category. In both the regions of the state diversification of economy is associated with factors, such as, small size of land holdings, well developed transport network which intensified the mobility of ruralities and accelerated rural urban interaction, high literacy rate, high degree of urbanization and presence of big industrial town with respective industries like HMT factory at Pinjore; cement factory at Surajpur; sugar, paper, utensil making and railway workshop at Jagadhari- Yamuna Nagar; scientific instrument manufacturing, chemical and military cantonment at Ambala and have industries like tractor manufacturing, weaver, Motor cycle like Rajdoot, Chemical, Paper industries, oil refineries and spare parts manufacturing at Faridabad and Panipat. These manufacturing plants provide employment to considerable number of workers from the adjoining rural tracts.

Kurukshetra known as part of rice bowl of Haryana, Mechanization and Commercialization of agriculture with the help of green revolution have looked non-form activities like marketing, transport, rural servicing centers etc. along the major roads radiating from urban centers. Sizable transport network, electrification of household industries, setting up of University of Kurukshetra in raising the proportional of non-form-working force in respective district.

(3) Areas with Low Proportional of Non-Agricultural Workers:

In this category about below 65 percent of population were reported directly engaged in Secondary activities. Ten (10) districts under this group and cover about 60 percent area of State being large in extent in respect of area as contrary to the category. Hissar district with 60.33 percent non-agricultural workers appeared with the least diversified rural and urban economy.



In this group there are positive and negative both factors are effected Gurugram, Sonipat, Mahendragarh, Rewari, Bhiwani were included in NCR. Haryana “Regional Plan-2021 for NCR region has been prepared with emphasis on the development of infrastructure in the urban center. Mostly population in this region works in private sectors, Gurugaon has become a leading financial and industrial hub with the third-highest per capital income in India. Developed transport connectivity; High literacy rate, women also worked in the private sectors in this region, high degree of urbanization and industrialization. Other side most of the area is associated with agriculture due to occurrence of fertile plain of river Ghaggar and subsistence type of agriculture in desert and adjoining area of Rajasthan. Big size of land holdings, social backwardness due to low literacy rate, weak rural-urban interaction, being lack of well developed transport network and absence of big urban centers all have hampered the development and diversification of rural economy in these areas.

Hence, the above observation demonstrates that western, southern and central part of the state continues to be characterized by agriculture as the mainstay of rural economy.

Conclusion:

Economy of Haryana is more diversified as compared to the nation as a whole. Eastern parts of state are experiencing more diversified economy than western and central part. Areas with high degree of diversified economy are not much extent and confined to two major pockets viz. the adjoining region of Delhi and district of Ambala and its peripheral. By contrast, low

degree of diversification is witnessed in western plain and desert tracts bordering Rajasthan. Broadly speaking, proximity of big urban centers, dense road network, rural electrification and socio-economic conditions are credible in diversifying economy in the state.

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A STUDY ON THE LAWS RELATED TO THE PREVENTION OF CHILD LABOR IN INDIA

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ABSTRACT

According to the Child Labor Act, 1986; every person having the age lower than fourteen years is regarded as “child”. The reason behind this categorization is that a person with age up to fourteen is supposed to be doing activities like playing, studying and living life carefree. Hence, according to the laws, the upper limit of the age of the child is termed to be fourteen.

According to the Child labor act, it is a crime to make work from the child at the working sites. According to this act, if a child is found working in domestic and working sites then the owner would be treated as criminal. To prevent the evil of child labor, Indian government has imposed the Right of Education Act where it is the fundamental right of the child to get the basic education as there are some poor families as well who could not afford money to provide basic education to their children. The current paper highlights the laws related to the prevention of child labor in India.

KEYWORDS:

Prevention, Child, Labor, Law

INTRODUCTION

In India, it is observed that most of the children of poor families living in small villages tend to work in beedi and wine factories. The owners of these kinds of factories employ the poor children as it is less costly for them because they have not to pay much money to these children.

Now, the Indian government has taken hard decisions on this evil as now it is mentioned in the Indian criminal law that to appoint a child in any domestic and working site is illegal. There is also a provision in Indian justice system that the license of the firm or organization would be cut off on finding guilty of violating the Child Labor Act.

The progression of criminal value as it is acknowledged today went from a compensatory system where the injured individual was at the point of convergence of the methodology to one that could be known as a correctional structure where the criminal is at the point of convergence of the strategy.

The basic limit of the structure isn't one of —making the unfortunate casualty whole anyway of rebuking or reestablishing the wrongdoer. The result of this change is that to a tremendous degree the injured individual isn't locked in with the system beside as a spectator.

The advantage of giving pay through a state compensation program is the probability of snappy case way and for the most part practical reimbursements of hardships. It moreover

displays social concern. That does not hinder the use of guilty party fines and punishments rather than government wages as a wellspring of financing, in any occasion if the fines and punishments are satisfactory to meet the money related requirements of the people in question.

Specifically, it was speculated that dimension of social help and confidence would impact assumptions of pressure and bitterness in deceived kids. A coordinating effect for these components would be developed if the true association among exploitation and camouflaging symptoms were seen to be more grounded for youngsters indicating lower social help and confidence than for kids showing higher elements of social help and confidence.

Regardless, the reality remains that various kids felt that they experienced physical or possibly verbal strikes from their associates. These disclosures have different potential repercussions regarding the manner by which kids may respond to such exploitation. The going with talk will attempt to address these proposals to the extent how they may be related to overall confidence, social help, and masking signs.

In any case, it has all the earmarks of being increasingly plausible that youngsters experience a debilitating of confidence following introduction to peer ambushes. In like way, the reality of the situation may prove that youngsters are engaged for exploitation in light of the guilty parties' discovering that they require solid adult and friend connections. In any case, it is in like manner possible that kids who are misled as such have less social help.

LAWS RELATED TO THE PREVENTION OF CHILD LABOR IN INDIA

A nation stands on the legs of its society and the citizens that live within it. If we have to build a nation where the next generation can live with dignity and fairness, where there is equal opportunity to prosper for all, then we have to ensure that we lay the very core of that society on a strong foundation i.e. our home.

If there is a child labor happening in our home or in our vicinity, it is our moral right to raise our voice against it. If we don't, we would lose our moral right to look into our children's eyes and expect respect from them. We cannot raise one child's future while denying another one. No way.

Child labor takes place when children are forced to work at an age when they are expected to work, study and enjoy their phase of innocence. It implies lost or deprived childhood that leads to exploitation of children in various forms: mental, physical, social, sexual and so on. Not all children in India are lucky to enjoy their childhood. Many of them are forced to work under inhuman conditions where their miseries know no end. Though there are laws banning child labor, still children continue to be exploited as cheap labor. It is because the authorities are unable to implement the laws meant to protect children from being engaged as laborers.

Unfortunately, the actual number of child laborers in India goes un-detected. Children are forced to work in a completely unregulated condition without adequate food, proper wages, and rest. They are subjected to physical, sexual and emotional abuse.

Children often work in dangerously polluted factories. They work for 9 to 10 hours at a stretch including night shifts. No wonder that a large number of child workers have sunken chests and thin bone frames which give them a fragile look. They are made to work in small rooms under inhuman conditions which include unhygienic surroundings. Most of these children come from extremely poor households. They are either school drop-outs or those who have not seen any school at all.

Child laborers run the risk of contracting various diseases. They are vulnerable to exploitation by all. There is no strict enforcement of laws against child labor, so, employers continue to circumvent the provisions of the law in the full knowledge that the child workers themselves will not dare to expose them.

The authorities should incorporate a provision for surprise checks and establish a separate vigilance cell. Employers should compulsorily take steps for the intellectual, vocational and educational well-being and upliftment of a child worker.

Factors such as poverty, lack of social security, the increasing gap between the rich and the poor have adversely affected children more than any other group. We have failed to provide universal education, which results in children dropping out of school and entering the labor force.

Loss of jobs of parents in a slowdown, farmers' suicide, armed conflicts and high costs of healthcare are other factors contributing to child labor.

A widespread problem: Due to high poverty and poor schooling opportunities, child labor is quite prevalent in India. Child labor is found in rural as well as urban areas. The 2001 census found an increase in the number of child laborers from 11.28 million in 1991 to 12.59 million.

Children comprise 40% of the labor in the precious stone cutting sector. They are also employed in other industries such as mining, zari and embroidery, dhabas, tea stalls and restaurants and in homes as domestic labor.

DISCUSSION

Government authorities and civil society organizations need to work in tandem to free children engaged in labor under abysmal conditions. They need to be rescued from exploitative working conditions and supported with adequate education. Above all, there is a need to mobilize public opinion with an aim to bring about an effective policy initiative to abolish child labor in all its forms.

A large number of children in India are quite strangers to the joys and innocence of the formative years of their lives. Instead of enjoying their early steps on their life's journey, they are forced to work under conditions of slavery. Child labor persists due to the inefficiency of law, administrative system and exploitative tendencies on the part of employers.

Children are employed illegally in various industries. But agriculture is the largest sector where children work at early ages to contribute to their family income. Rural areas employ 85 percent of the child labor in India. They are forced to work at young ages due to factors such as poverty, unemployment, a large family size, and lack of proper education.

Despite constitutional provisions against child labor, a large number of children continue to be exploited under hazardous work conditions. Poorly paid for long hours of work, they have to abandon their studies to support their family at an age when they are supposed to just play around and have fun. They are made to forego all the joys of childhood by a cruel and ruthless world.

Rural areas employ the largest number of child labor. In urban areas, they work in dhabas, tea-stalls and restaurants, and households. They are shamelessly exploited in the unorganized sector as domestic servants, hawkers, rag-pickers, paper vendors, agricultural laborers, and as workers in industrial concerns.

Some of the industries that employ children as laborers include match industry in Sivakasi, Tamil Nadu; glass industry in Firozabad, brassware industry in Moradabad and the handmade carpet industry in Mirzapur-Bhadoi, precious stone polishing industry in Jaipur, Rajasthan; lock making industry in Aligarh; slate industry in Markapur, Andhra Pradesh, and slate industry in Mandsaur, Madhya Pradesh.

Sometimes, children are employed against a loan or debt or social obligation by the family of the child. Generally, they are forced to work assisting their families in agricultural sector, brick kilns, and stone quarries. In urban areas, children of migrant workers mostly belonging to low caste groups such as dalits or marginalised tribal sections are pledged to work in small production houses and factories. Bonded child laborers are particularly subjected to mental, physical and sexual abuse, sometimes even leading to death. In Orissa, people sell daughters, eight to 10 years old, as maid servants to the creditor in order to clear their debt.

Child labor is inevitable in a country like India where over 40 per cent of the population lives in conditions of extreme poverty. The children have to supplement their parents' income or in some cases, they are the only wage earners in the family.

Another reason is that vested interests deliberately create child labor to get cheap labor as a factory hand, a domestic servant or a shop assistant.

We need policies which try to alleviate poverty and inequality as they can have a significant and decisive impact on economic conditions and social structures that have a bearing on child labor. Such initiatives may incorporate agrarian reforms, employment-generation programmes, use of improved technology among the poor, promotion of the informal sector and creation of cooperatives and social security schemes. Also required is effective enforcement machinery to punish the violators of laws. Labour-inspection and related services need to be strengthened.

Child laborers have to toil long hours to eke out a living for themselves and support their families. Exploitation becomes a way of life for them and becomes very harmful to their physical and mental development. They are forced to inhabit an adult world, shoulder adult responsibilities, and suffer extreme exploitation.

CONCLUSION

Child labor inflicts damage to a child's physical and mental health. A child laborer has no basic rights to education, development, and freedom. Children employed as laborers work in unsafe environments where there is a constant danger of fatal accidents. They are forced to lead a life of poverty, illiteracy, and deprivation. They are required to perform gruelling and physically demanding tasks and in return receive only meagre wages. Poor working conditions cause severe health problems to such children. A child laborer not just suffers physical and mental torture but also becomes mentally and emotionally mature too fast which is never a good sign.

Collective efforts are needed on the part of society and the government to put an end to the practice of child labor. In fact, every citizen should take a pledge to never employ child laborer, rather discourage others too from doing so. We should create awareness amongst people employing child laborers and the parents sending their children to work. We need to provide our children a happy childhood where they are able to enjoy the best period of their lives with a merry and carefree attitude. The government should make efforts to increase the incomes of parents by launching various development schemes. Efforts should be made towards poverty eradication combined with educational reforms to provide free or affordable access to quality education. Only by taking comprehensive steps, the Government can hope to eliminate all forms of child labor by 2020.

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PERFORMANCE IN SCIENCE SUBJECTS AT SECONDARY LEVEL IN TAMENGLONG

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ABSTRACT

The major issue in the field of education today is organizing science curriculum in an effective manner. Moreover, it is useful and necessary to know about the different situations prevailing and problems faced by the students in studying science which is considered to be difficult subject for the tribal students. Their performance in the subject can be studied and enable us to find progressive and effective methods for teaching. The objectives of secondary education can only be realized if there is an effective evaluation and assessment machinery. Thus, gaining an appreciation of their performance in science may provide useful insight into their area of weakness and future performance as well as their suitability to be sponsored by the relevant agencies. Performance is the accomplishment of a given task measured against preset known standards of accuracy, completeness, cost and speed in the present study. Academic achievement is one of the assets of the students as well as for the schools which can determine the qualitative and quantitative aspects of education. The main objectives of the study are to find the performance in Science subjects at secondary level with respect to gender and type of management. The investigators employed performance test on 115 secondary students. The performance test was constructed based on class X science textbook. We found girl students of private schools scored the highest mean value in biology of 5.42, chemistry of 4.97 and Physics of 5.67, and girls' students of Government schools got lowest mean values in all sections; biology 3.3, chemistry 2.75 and physics 1.89. The performance of both boys and girls in science subjects are low in Government schools. Students in private schools are better in Physics than Biology and Chemistry in case of both boys and girls. The performance of both boys and girls in science subjects at secondary level are low in Government while in Private schools the performance are average and low Chemistry among the boys in Tamenglong.

Key Words: Boys and Girls, Performance, Science, Secondary Level.

INTRODUCTION

Performance is the amount of knowledge derived from learning. The child gains knowledge by the instruction he receives from the various activities of the learning process. The set of activities that is learned is then evaluated. Academic achievement is one of the assets of the students as well as for the schools which can determine the qualitative and quantitative aspects of education. It can also speak volume about the effectiveness of the teacher and the curriculum at large. The academic achievement of the student's knowledge gained in formal education can be indicated by academic scores. The scores give the

measurement of how well the student meets the standard set by the institution or the assessment agencies.

Performance is the accomplishment of a given task measured against preset known standards of accuracy, completeness, cost and speed in the present study.

Comrey (1949) says 'achievement' in schools consists of moving towards instructional objectives. Achievement of instructional objectives is the degree to which the pupil has moved towards the objective of education. These objectives are the goals in the direction of which the curriculum seeks to change pupils. Thus achievement is accomplishment of proficiency of performance in a genuine skill or body of language.

According to 'Science Manpower Project', "Science is a cumulative and endless series of empirical observations which result in the formation of concepts & theories, with both concepts & theories being subject of modification in the light of further empirical observation. Science is both a body of knowledge & the process of acquiring & refining knowledge."

The modern civilization is a scientific civilization. In this age the modern society is completely drawn into the scientific environment. Today science has become an integral part of our life & living.

Now we cannot think of a world without science. The importance of general science in day to day life; Agricultural advancement, Health, Trade and Commerce, Education and Other beneficiary areas like transportation, banking, communication, entertainment, digitalization & Media etc.

Science is an important subject in school curriculum because man's future depends to a large extent on scientific advances & development of productive activity. Hence there is a great need to teach science in school curriculum.

Kothari Commission strongly emphasized that, "We lay great emphasis on making science an important element in school curriculum. We, therefore, recommend that science and mathematics should be taught on compulsory basis to all pupils as a part of general education during first ten years of schooling. In addition, there should be provision of special course in these subjects at the secondary stage, for students of more than average ability."

UNESCO's International Education Commission (1972) recommended that,

"Science & technology must become essential components in any educational enterprise; they must be incorporated into all educational activity intended for children, young people & adults."

The major issue in the field of education today is organizing science curriculum in an effective manner. Moreover, it is useful and necessary to know about the different situations prevailing and problems faced by the students in studying science which is considered to be a difficult subject for the tribal students. Their performance in the subject can be studied and enable us to find progressive and effective methods for teaching. The objectives of secondary education can only be realized if there is an effective evaluation and assessment machinery. Thus, gaining an appreciation of their performance in science may provide

useful insight into their area of weakness and future performance as well as their suitability to be sponsored by the relevant agencies.

OBJECTIVES

The main objectives of the study are to find the performance in Science subjects at secondary level with respect to gender and type of management.

MATERIALS AND METHODS

The investigators employed performance test on secondary students. The performance test was constructed based on class X science textbook.

Sample

The population of the present study included all the class X students studying Science in the Government and Private Secondary schools of Tamenglong District. Samples taken were 115 students from 2 Government Secondary schools and 2 Private secondary schools in Tamenglong District. 70 Girls and 45 boys were taken as sample.

The study was delimited to the students of Secondary Schools at Tamenglong Block, Tamenglong. The study has also been delimited to the Science text book of Class X prescribed by BOSEM, Manipur.

Tools

In the present study, the researcher used a self-developed performance test based on Class X science for the collection of data.

i) Norms adopted for measuring the score of the mean of the students for the questionnaire of 30 marks are done in the following way:

Low	10 and below
Average	11 to 15
High	16 and above

ii) Norms adopted for measuring the score of the mean of the students for the questionnaire of 10 marks in each section are done in the following way:

Low performance	Below 4.5
Average performance	4.5 to 6.0
High performance	Above 6.0

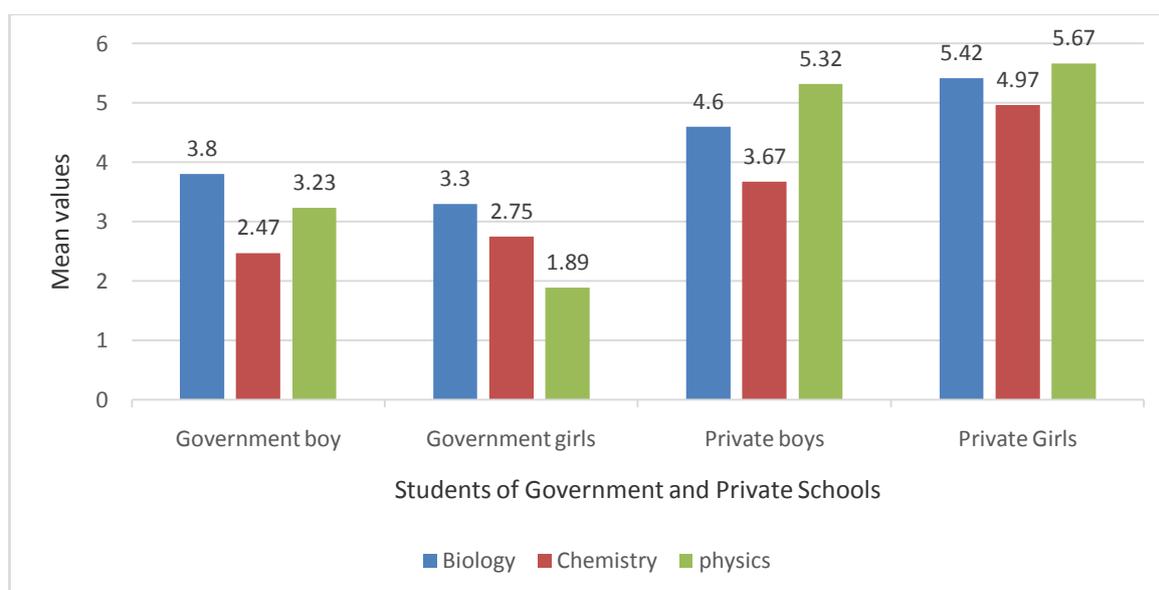
RESULTS AND DISCUSSION

Table No. 1: This table shows the scores, mean values of Government schools' students and Private schools' students in science subjects and the mean value for girls and boys.

School type	Subject	Boys		Girls	
		Score	Mean	Score	Mean
Government schools	Biology	66	3.8	93	3.3
	Chemistry	42	2.47	77	2.75
	Physics	55	3.23	53	1.89
Private schools	Biology	129	4.6	228	5.42
	Chemistry	103	3.67	209	4.97
	Physics	149	5.32	236	5.67
Total		544	3.68	896	4.00

Critical t-value at the significance level 0.050 = 2.021

Graph No.1: Performance of Boys and Girls in Science Subjects



The above table shows the scores, mean values of 45 Government school students and 70 Private schools' students based in each section of science subject and the mean value for girls and boys. From the graph, we found girl students of private schools scored the highest mean value in biology of 5.42, chemistry of 4.97 and Physics of 5.67, and girls' students of Government schools got lowest mean values in all sections; biology 3.3, chemistry 2.75 and physics 1.89. The mean value of boys (3.8) and girls (3.3) of government schools shows highest in Biology when compared to other subjects but both falls under low performance. In Private schools, the mean value is highest in Physics for both boys (5.32) and girls (5.67) when compared to Biology and Chemistry. The performance of private school students in Physics for both boys and girls are average. The performance of private school boys and girls in science subjects fall under average performance except for the performance of boys in Chemistry (3.65) which is low performance. The performance of both boys and girls of Government schools in all the three science subject fall under low performance.

CONCLUSION

The performance of both boys and girls in science subjects are low in Government schools. The performance of both boys and girls in Government schools in Biology is better than Chemistry and Physics. The performance of both boys and girls of Government schools in all the three science subject fall under low performance. Students in private schools are better in Physics than Biology and Chemistry in case of both boys and girls. The performance of private school boys and girls in science subjects fall under average performance except for the performance of boys in Chemistry (3.65) which is low performance. This shows that the performance of both boys and girls in science subjects at secondary level are low in Government while in Private schools the performance are average and low Chemistry among the boys in Tamenglong. There is a need to uplift the performance in science subjects of both Government and Private school students. The concern authorities, teachers and community must take interest in uplifting the performance of students.

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IMPACT OF SCREEN TIME USED BY CHILDREN AND ITS MENTAL HEALTH EFFECTS IN THE DIGITAL AGE: A STUDY

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Abstract

The examination is a modern media scene appears to be profoundly unique than when the greater part of us were children. Furthermore, it can appear to be overpowering, especially when similar media is buzzing with hypothesis about how either part of the digital age is hurting our children. Although there is minimal authoritative research, paediatricians have issued moderate suggestions concerning innovation and children for the benefit of their physical, neurological, and mental improvement. The huge number of studies with steady discoveries, we report that there is a noteworthy relationship between screen time and decreased rest span and expanded rest issues, over a scope of screen types and rest results in 90% of the studies. Physical and mental health, at that point figuring out what youngsters are utilizing and when, is the initial step to understanding whether explicit SBMU is related with particular positive or negative health dangers. Future research should look to all the more likely measure and blend these discoveries so researchers have a superior feeling of the greatness and clinical importance of the watched affiliations.

1. OVERVIEW

The screen, regardless of whether it is computer, mobile, tablet or television, is an image of our modern age. For our children, the 'advanced locals' who have grown up encompassed by computerized data and stimulation on screens, time on screens (screen time) is a noteworthy piece of contemporary life. In any case, there have been developing worries about the effect of screens on children and youngsters' (CYP) health. There is proof that screen time is related with weight, with proposed instruments an expansion in vitality consumption, the removal of time accessible for physical movement or all the more legitimately through decrease in metabolic rate. There is additionally proof that high screen time is related with pernicious impacts on peevishness, low state of mind and psychological and socio-enthusiastic advancement, prompting poor instructive execution [1-5].

Because of these concerns, expert groups have suggested controlling screen time for children. The Indian Academy of Pediatrics in 2016 prescribed restricting screen time for children matured 2–5 years to 60 minutes/day of fantastic projects and for guardians to

confine screen time in concurrence with CYP 6 years and more seasoned. The Indian Pediatric Society issued comparative rules in 2017. The present age of children and adolescents are encompassed by and inundated in a computerized domain. Customary media, for example, television (TV), radio, and periodicals, have been enhanced by new advanced technologies that advance intelligent and social commitment and enable children and young people moment access to excitement, data, and information; social contact; and advertising.

Electronic screen use, (for example, sitting in front of the television/DVDs, and utilizing computers, computer games and versatile gadgets) is the most widely recognized relaxation movement of youth in demand numerous other industrialized nations. A vast larger part of children and adolescents in India surpass the suggested limit of two hours per day of screen use for relaxation and that time spent in screen exercises is expanding. Comparing with the extending screen-use culture of youth there has been a decrease in the time children and adolescents spend playing outside and in contact with nature. These patterns are worrisome, as research shows that unreasonable time utilizing screens is related with health and prosperity difficulty for children and adolescents, and time outside and in contact with nature is related with expanded physical movement and upgraded mental and physical health.

2. SCREEN USE AND ITS IMPACT

Concern about the conceivable negative effect of television on society and health began early; a review distributed in 1949 noticed that other regular family recreation exercises, (for example, visiting companions, motion picture participation, and perusing) was much lower in families having a television. This study additionally recognized less young people with a television went to games (20%) than adolescents without a television (37%). Discoveries about the potential negative effect of extreme screen use have exacerbated since this time, and television use is currently generally known to be related with youth weight, and this relationship is more grounded when a kid has a television in their room.

In spite of the fact that children's television seeing time seems to have been steady since the presentation of television, the consistently extending collection of new screen exercises including video and computer amusements, computer use and hand-held gadgets presented throughout the most recent few decades is adding to add up to screen use.

Social media, screen time, and young people's mental health

The passing by suicide in 2017 of a 14-year-old Indian young lady has in the previous month prompted an exceptionally charged discussion about social media's pessimistic consequences for children's and youngsters' mental health. The concern is simply the straightforwardness with which express pictures of self-damage can be gotten to on Instagram's and different

stages. Discourses have incorporated the likelihood of government-drove guidelines and enactment, for example, protection law.

Higher screen use is associated with mental and social health issues

More recently, investigate has been embraced to investigate the effect of screen use on mental and social health of children and adolescents, discovering a few advantages to the new technologies. Social systems administration utilizing screens offers open doors for children and adolescents to speak with loved ones and create social ties not offered by ordinary connection. For instance, past research has distinguished that screen use was emphatically identified with nature of companion connections and computer use by children has been recognized as being related with improved confidence.

Benefits and Risks Of Screen Use And Screen Time

Digital technologies have significantly changed youth and puberty. The web and the way to get to it, for example, tablets and advanced cells, alongside social media stages and informing applications, have turned out to be essential to the lives of youth around the globe. They have changed their instruction and learning, the manner in which they make and look after companionships, how they invest their relaxation energy, and their commitment with more extensive society. UNICEF's State of the World's Children 2017.

Guidelines on Young Children's Screen Time and Use of Digital Technology

Parents, doctors, educators, and different professionals inspired by child health, prosperity, and instructive advancement at present are looked with a quandary: On one hand, training and industry/business/development government and non-government specialists advance extended utilization of digital innovation by youthful children for a scope of reasons. These incorporate improving picking up, advancing children's digital range of abilities, taking part in STEM (ie, Science, Technology, Engineering, and Mathematics), and guaranteeing beneficial workforce participation, empowering rivalry in a globalized economy, and making skill in social cooperation.

3. IMPACT OF MEDIA

Impact on Play and Development

As more youthful children are progressively presented to screen time using parental phones, scientists are starting to assess the effect of this on the preschooler. In one investigation by a worldwide security programming creator 2200 moms from 10 created countries, including the United States and Canada, who had children somewhere in the range of two and five

years old were reviewed. The investigation detailed that a greater amount of these preschool children could utilize innovation than could illustrate 'fundamental abilities', for example, tying their shoes, riding a bicycle, or swimming. For instance, 58 percent of the preschool children realized how to play a computer game versus just 9 percent who could tie their shoes. (Moms aged 35 and more established were somewhat better at showing their children 'fundamental abilities'.)

Impact on behavior and attention

Screen time likely effects children's conduct and ability to focus through a few systems as it prompts rest unsettling influences and unfavorably impacts mental health. A recent report connected expanded screen time with poor rest quality and conduct issues.

Earlier Sexual Debut

Studies uncover that the more a pre-adult stares at the television programming including sexual substance, the almost certain that pre-adult is to rashly start sexual movement. Adolescents presented to an abnormal state of sexual substance were likewise twice as liable to encounter a pregnancy inside the following three years when contrasted with those youngsters who saw less sexualized programming. These studies additionally reported that children and adolescents who were presented to discuss sex on television experienced dangers like those youngsters who saw real sexual conduct.

Pornography via Internet

In the Internet period, sex entertainment has turned out to be effectively open to individuals all things considered, including children and adolescents.

4. IMPORTANCE OF MEDIA EDUCATION – FOR PARENTS, CHILDREN, AND ADOLESCENTS

The College underlines the positive and basic job of media training (characterized as figuring out how to dissect the underpinnings and impact of broad communications). A media-taught open is better ready to comprehend broad communications messages and their motivations.

5. MENTAL HEALTH AND MENTAL ILLNESS IN CHILDRENS DUE TO SCREEN USED

The 1999 Surgeon General's Report on Mental Health described mental prosperity as "powerful execution of mental limit, achieving productive activities, fulfilling relationship with different people, and the ability to change and to adjust to trouble." Mental infection insinuates a diagnosable mental issue that is depicted by alterations in considering, the

perspective, or direct (or a mix thereof) related with wretchedness or conceivably upset working."

These measures have been characterized as pursues:

- ✚ **Inadequacy:** Inability to deal with a situation due to lack of skill or mental ability. However, this description appears to be emphasizing mental retardation and not emotional stress.
- ✚ **Adequacy:** Ability to deal with a situation with skill and mental ability. Depression: Feeling of helplessness, inadequacy and sadness.
- ✚ **Cheerfulness:** It is happiness and joyfulness and is a feeling of self-sufficiency.
- ✚ **Anxiety:** It is the unpleasant experience when the object is known and the anticipation of being over-whelmed by an internal or external force.
- ✚ **Placid:** It is a pleasant experience when the object is known, and the individual is competent to maintain balance of mind.
- ✚ **Sensitivity:** The responsiveness of an organism to stimulus energy or the person is not firm and steady and easy to break down or give way.
- ✚ **Stability:** The person is firm and steady and is not likely to break down or give way.
- ✚ **Anger:** An intense emotional reaction elicited by threats interference verbal attack over aggression or frustration and characterized by acute reaction of the autonomic nervous system and by overt or covert attack response.
- ✚ **Cool headedness:** Less prone to emotion of anger or outburst of anger.
- ✚ **Tension:** A state of disequilibrium between the organism and its environment.
- ✚ **Relaxedness:** A state of equilibrium between the organism and its Environment.

Evaluating Mental Health Status of Youth

This report presents information from studies utilizing broadly illustrative specimens as it were. While people group and territorial reviews have yielded valuable information, variety in study strategies restrains their generalize ability to the national level. Nearby reviews fluctuate in the inspecting, age groupings, issue definitions, and examination.

Anxiety Disorders

National prevalence data on specific anxiety disorders in adolescents are limited, although regional studies suggest that the combined prevalence of anxiety disorders is among the highest in childhood and adolescence. National data were located on Post-Traumatic Stress Disorder (PTSD): according to the 1995 National Survey of Adolescents (NSA), 3.7% of all males and 6.3% of all females ages 12-17 were reported

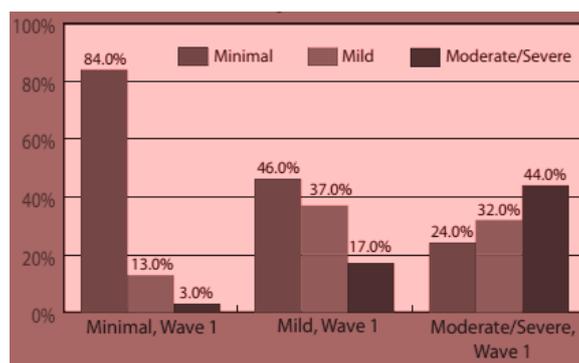


Figure1: Depressive Symptoms, Wave 2 by Wave 1 Category, CES-D Scale, Ages 12-17.

6. CONCLUSION

Screen decrease programs in youth and puberty could help with grown-up health; one investigation found that lower screen time in pre-adulthood was related with a diminished danger of being an overweight or stout youthful grown-up. Just as affecting upon children's physical health legitimately, expanded screen use is likewise thought to be related with negative health practices. A longitudinal investigation of children matured 10-15 years saw that children who sat in front of the television for over 4 hours daily were multiple times bound to smoke cigarettes. In the India accomplice detailed before, higher television watching was related with expanded cigarette smoking at age in the wake of modifying for other potential perplexing factors.

The study additionally solicited grown-up respondents whether any from the children or youth (matured 8 to 17) living in their family unit had been the casualty of cyber bullying or child drawing. The outcomes demonstrated that 9% of grown-ups living in a family unit that incorporates a child knew about an instance of cyber bullying against at any rate one of the children in their family unit. Of these grown-ups, 74% reacted that the cyber bullying was through compromising or forceful messages or texts. This was trailed by scornful remarks sent by email or texting or posted on a site (72%) and having somebody utilize the child's character to send undermining messages (16%). Most grown-ups reacted that the children were tormented by somebody they knew, for example, a cohort (40%), a companion (20%) or colleague (11%), instead of by an outsider (21%).

In synopsis, the media affect the present children and adolescents. At the present time, disappointingly, parents can't unhesitatingly seek the media for a predictable menu of superb programming. Pediatricians and parents must do their part, in a perfect world working with the media, to verify open doors for instructing children that encourages the best results for children. We encourage them to do as such.

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परिभाषा स्वरूपविचारः।

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पाणिनीयसूत्रेषु संज्ञा, विधि, नियम, अतिदेश, अधिकार सूत्राणि इव परिभाषा सूत्राण्यपि विद्यन्ते।
संज्ञा च परिभाषा च विधिर्नियम एव च।
अतिदेशोऽधिकारश्च षड्विधं सूत्रलक्षणम्॥

लघ्वर्थं हि संज्ञाकरणम्। संज्ञासंज्ञिप्रत्यायकं सूत्रं संज्ञासूत्रम्। उदा- 'वृद्धिरादैच्' (पा. सू.१.१.१), 'अदेङ्गुणः' (पा. सू.१.१.२), इत्यादि। अनियमे नियमकारिणीत्वं परिभाषात्वम्। उदा - 'इकोगुणवृद्धी' (पा. सू.१.१.३), 'आद्यान्तौ टकितौ' (पा. सू.१./१./४६), इत्यादि। परिभाषाप्रकरणे ३१ सूत्राणि सन्ति। विधि -आदेशादि विधायकं सूत्रं विधिसूत्रम् उदा इकोयणचि (पा. सू.६१.७७), एचोऽयवायावः (पा.सू.६.७.८), इत्यादि। प्राप्तस्य विधेः नियामकं सूत्रं नियमसूत्रम् उदा - 'नलोपः सुप्स्वरसंज्ञातुग्विधिषुकृति' (पा.सू.८.१.१), कृत्तद्धितसमासाश्च' (पा. सू.१.४.६), इत्यादि। अन्यतुल्यत्वविधानम् अतिदेशः। उदा 'स्थानिवदादेशोऽनत्वधौ' (पा. सू.१.१.७३), 'गोतोणित्' (पा. सू.७.२.१०), इत्यादि। अधिकारसूत्रम् उदा 'कारके' (पा. सू.१.४.२६), प्रत्ययः (पा. सू.३.१.१), 'परश्च' (पा. सू.३.१.२), इत्यादि। परिभाषा निष्पत्तिः, लक्षणानि च।

परि पूर्वक 'भाष्' धातोः गुरोश्चहलः (पा.सू.३.३.१०३) इति सूत्रेण अकारप्रत्यये स्त्रीत्वविवक्षायाम् 'अजाद्यतष्टाप्' इति सूत्रेण टाप् प्रत्यये अनुबन्धलोपे, सवर्णदीर्घे निष्पन्नं रूपं भवति परिभाषा इति। परिष्कृतं भाषणं परिभाषणम्। परिष्कृतं भाषा परिभाषा। पदार्थ विवेचकाचार्याणां युक्तियुक्तावाक् परिभाषा इति काव्यप्रकाशटीकायां चपडीदासः। प्रज्ञाप्तिः शैली, सङ्केतः, समयकारः इत्यादि परिभाषायाः अनेकानि पर्यायपदानि त्रिकाण्डशेषे उक्तम्।

शब्दानां व्युत्पादनाय भगवता पाणिनिना केचननियमाः निर्मिताः। ते च अष्टस्वध्यायेषु विभक्ताः सूत्रपदव्यवहार्या भवन्ति। प्रयोगसिद्धौ स्वस्वविधेयमादाय परस्परं विरुद्धानां सूत्राणां विरोधप्रशमाय इष्टप्रयोगसाधनयनिष्टप्रयोगव्यावर्तनाय च तेषां समुचितार्थपरिष्काराय च पाणिनिनापि कानिचित् परिभाषा सूत्राणी प्रोक्तानि।

परिभाषा सूत्राणि न पाणिनिना पृथक्कृत्य संगृहीतानि। कत्यायनेनापि पाणिनिसूत्रेण शब्दानुशासने अनुपपत्तिमभिलक्ष्य बहवः परिभाषाः संगृहीताः। इमाः परिभाषा वार्तिके एव उल्लिखिताः।

परिभाषासंग्रह ग्रन्थेषु परिभाषा सूचनाख्यः व्याडि प्रणीतग्रन्थः प्राचीनतमः। व्याडीकृत परिभाषे प्रथम परिभाषा दृश्यते- 'अर्थवद्ग्रहणेनानार्थकस्य इत्यारभ्य अन्तिमा तु 'व्याख्यानतो विशेषप्रतिपत्तिर्नहिसन्देहादलक्षणम्' इति।

नागेशभट्ट विरचित परिभाषेन्दुशेखरे १३३ परिभाषाः सन्ति। अनियमे नियमकारिणीत्वं परिभाषात्वम् इति परिभाषायाः सामान्यलक्षणम्। पदमञ्जरीकारो हरदत्तमिश्रः परिभाषास्वरूपं निरूपयन् कथयति – पारितः सर्वत्र पूर्वत्र परत्र व्याह्रियते चानन्तरे च भाष्यते कार्यमनया सा परिभाषा। अन्येऽप्याचार्या परिभाषास्वरूपं व्याख्यानं प्रसङ्गे सर्वासां परिभाषाणां तदन्तर्गतत्वेन बोधनार्थं परिभाषा लक्षणमित्यमुक्तम् –

परितो व्यापृतां परिभाषां प्रचक्षते।

भाष्यन्ते परितो यस्मात् परिभाषास्ततः स्मृताः।।

‘परितो भाष्यते या सा परिभाषा’। ‘विधौ नियमकारिणी परिभाषा’ ‘अनियमे नियमकारिणीत्वं ‘परिभाषात्वम्’ ‘लिङ्गवत्त्वे सति फलवत्त्वं परिभाषात्वम्’ इत्येवमादीनि लक्षणानि आचार्यैः सकल परिभाषा संग्रहार्थमुक्तानि परिभाषा स्वरूपविचारणायाम् एतदवगम्यते यत् परिभाषा सूत्रबोधित प्रायोगानुशासने सहाय्यं विदधाति।

सूत्रस्थ विभक्तेः अर्थनिर्णयार्थं षष्ठी स्थानेयोगा (अनिर्धारित सम्बन्ध विशेषा षष्ठी स्थानेयोगा बोध्या) तस्मादित्युत्तरस्य (पा.सू. १.१.६) तस्मिन्नितिनिदिष्टेपूर्वस्य (पा.सू. १.१.६६) एभिः त्रिभिः परिभाषासूत्रैः सह गम्ये च उपपदे च एतत् सूत्रद्वयमादाय प्राचीन परिभाषाकारः कथयति।

षष्ठी सूत्रे ततः स्थाने पञ्चमी च तदुत्तरे।

सप्तमी चापरे वाच्ये गम्ये चोपपदे क्वचित्।।

परिभाषा सूत्र सम्बन्धे वैयाकरणाः कथयन्ति साक्षात् विधिशास्त्र तात्पर्यग्राहक शास्त्रत्वं परिभाषा सूत्रत्वं यथा षष्ठी स्थानेयोग अव्युत्पत्तिलभ्यः तु अर्थ परितः सर्वतः भाष्यते अनया इति परिभाषा।

वस्तुतस्तु पूर्वोक्ताचार्य व्याख्यानमनुसृत्य एतद् वक्तुं शक्यते यत् पदार्थ विचारज्ञ शास्त्रचिन्तकानां यत् परिष्कृतं भाषणम् अवयवार्थ अतिक्रमपूर्वकं ग्रन्थानाम् अव्यक्तानुक्त लेशोऽत्र सन्दिग्धार्थानां यतः परिस्फुट अर्थम् उपलभ्यते सा परिभाषा इति। अत एव परिभाषायोपयोगिता प्रसङ्गवर्तते इत्यमुक्तिः-

दीपो यथा प्रभाद्वारा सर्वगेह प्रकाशकः।।

परिभाषा तथा बुद्ध्यः सर्वशास्त्रोपकारिका ।।

परिभाषा प्रयोगवशादेव वाक्यानां चारितार्थ्यम् सम्यग् उपलभ्यते। वैदिकशास्त्रेऽपि परिभाषायाः पूर्वोक्त व्याख्यानानुरूपमेवोपव्याख्यानम्।।

अव्यक्तानुक्त लेशोक्त सन्दिग्धार्थ प्रकाशिका

परिभाषा प्रवक्ष्यते दीपिभूता सुनिश्चिता।। इति वैदिक परिभाषा लक्षणम्।

न खलु प्रतिहवन्यते कुतञ्चित्।

परिभाषेव गरीयसि यदाज्ञा।। इति माघः (माघकाव्ये -श्लो.सं.१६/८०)

परिभाषा विभागः।

यद्यपि पाणिनेः पूर्वमपि प्राक्तनवर्तिभिः वैयाकरणैः वाचनिकरूपेण शब्दानुशासनार्थं परिभाषा रूपाणि निबद्धानि। आसु परिभाषासु कश्चित् ज्ञापकसिद्धा अपरा वचनसिद्धा परिभाषा निर्दिष्टाः। ज्ञापकसिद्धस्य सार्वत्रिकत्व अभावत् आदौ ज्ञापकसिद्धं न सर्वत्र इत्युक्तवा अनन्तरं ज्ञापकज्ञापित अनित्या परिभाषा श्रूयते।

परिभाषेन्दुशेखरस्य प्रारम्भे नागेशेन उक्तं यत् प्राचीनवैयाकरणतन्त्रे वाचनिकानि अर्थात् सुत्रादि रूपेण पठितानि अत्र पाणिनीय तन्त्रे ज्ञापकन्याय सिद्धानि, भाष्यवार्तिकयोः उपनिबद्धानि यानी परिभाषारूपाणि तानि व्याख्यायन्ते।

इन्द्रश्चन्द्रकाशकृत्स्नापिशली शाकटायनः।

पाणिन्यमर जैनेन्द्रः जयन्त्यष्टादिशाब्दिकाः ॥

एवञ्च श्लोक उक्ताः प्राचीन वैयाकरणः तेषां तन्त्रे वाचनिकानि वचनान्येव वाचनिकानि 'विनयादिभ्यष्टक्' इति वचनेन स्वार्थेठक् ठस्येकः (पा.सू.३/३/४० इतीकादेशः 'तद्धितेष्वचामादेः' इत्यादि वृद्धिः वचनरूपेण पठितानि इत्यर्थः। वाचनिकानामपि तत्सहचरितानां संग्रहः इति नागेशस्य शिष्यः वैद्यनाथपायगुण्डे महोदयः स्वीय काशिका टीकायां लिखति। तस्याम् अभिप्रायेणाऽपि परिभाषायाः प्रकारत्रयं वर्तते। वाचनिकानि यथा – विप्रतिषेधे परं कार्यम्। ज्ञापकन्यायाभ्यां सिद्धानि प्रमाणीकृतानि। ज्ञापक इत्यस्य प्रायेण इत्यादि। ज्ञापकसिद्धः यथा – 'संज्ञापूर्वको विधिरनित्यः न्यायमूलान्यायसिद्धा वा एकदेशविकृतमनन्यवत्'। ज्ञापकन्यायाभ्याम् इत्यत्र 'द्वन्द्वसमासघटकन्यायशब्दस्याल्पाच्चेन' अल्पात्तरम् इति नियमेन पूर्वप्रयोगे उक्तानुपूर्वी न साध्वीति चेत् न। ज्ञापकस्य अभ्यर्हिततया प्राबल्येन अभ्यर्हितञ्चेति नियमेन ज्ञापकशब्दस्येवपूर्वं निपातनात्।

ज्ञापकसिद्धा परिभाषा द्विधा भवति। लिङ्गवती विध्यंगशेषभूता च। उभयविधायाः परिभाषायाः प्रसङ्गे उक्तमाचार्येण –

एकस्थः सविता देवो यथा विश्वप्रकाशकः।

तथा लिङ्गवती शास्त्रमेकस्थाऽपि प्रदीपयेत् ॥

एकाऽपि पुंश्चली पुंसा यथैकेकं प्रयाति हि

विध्यंगशेषभूतांशा विधिं प्रत्यनुगच्छति ॥

लिङ्गवती परिभाषायाः विषये परिभाषेन्दुशेखरादौ न किमपि लिखितम्। किन्तु एकत्र एतत् लिखितमाचार्यैः या एकत्र गृहितसम्बन्धा सति प्रदीपवत् सर्वशास्त्रमभिज्वलयति सा लिङ्गवती, यथा – 'उणादयोऽव्युत्पन्नानिप्रातिपदिकानि'।

भाष्यवार्तिकयोरुपनिबद्धानि - भाष्यावार्तिकयोः अभिप्रायगोचरीभूतानी परिभाषारूपाणि यानि तान्यत्र पाणिनीयतन्त्रे व्याख्यायन्ते -व्याख्याविषयी क्रियन्ते।

उपसंहारः

परिष्कृतं भाषणं परिभाषणम्। परिष्कृतं भाषा परिभाषा। व्याडी, नागेशभट्ट, नागेशभट्टशिष्य
वैद्यनाथपायगुण्डादि प्रभृतिभिः च पारिभाषामधिकृत्य ग्रन्थानि रचितानि। परितः सर्वत्र पूर्वत्र परत्र व्यवहियते
चानन्तरे च भाष्यते कार्यमनया सा परिभाषा। अनियमे नियमकारिणीत्वं परिभाषात्वम्, लिङ्गवत्त्वे सति
फलवत्त्वं परिभाषात्वम् इत्यादिरीत्या परिभाषायाः अनेकानि निर्वचनानि सन्ति। ज्ञापकसिद्धा, वचनसिद्धा
ज्ञापकन्याय परिभाषा इत्यादिरीत्या परिभाषायाः वैविध्यमपि प्रदर्श्यते।

सहायग्रन्थसूची।

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| १. अमरकोशः | अमरसिंहः | शिवदलाधिमथः
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**“A STUDY ON SECONDARY SCHOOL TEACHERS TOWARDS THE USE OF
COMPUTERS IN CLASSROOM TEACHING”**

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Abstract

Information and communication technologies (ICT) has emerged as one of the most important aspects of human life and it has affected every aspect of school working including, administration, time table, lesson delivery, project work, evaluation, examination system etc. ICT have made teaching-learning process more relevant for the learner and connected to real life. In present study, attitude of secondary school teachers of Warangal district towards the use of information communication technology at secondary level was studied.

Introduction The education system is the main source of human resource development. Its focus is on the acquisition of knowledge, self-learning, generic and transferable skills in communication, entrepreneurship, management and technology that are the characteristics of the learning society of today. Teachers play a crucial role in the adoption and implementation of ICT in education; however, studies show that teachers lack the necessary ICT knowledge and skills. Information and Communication Technologies (ICTs) are generally accepted as a modern instrumental tool which enables the educators to modify the teaching methods they use in order to increase the students interest and it is a new medium, a new way of representing, communicating and working with information. In India, there is serious need for increasing the learning abilities of the students with the help of ICT.

Keywords: Attitude, Information and Communication Technology, Rural, Urban

Introduction

In the present digital era, the development in various aspects of computer technology has reached height beyond our imagination and expectation. Even though computers have a lot of applications in various fields. One should not forget their applications in their field of educations. They are very useful and helpful in the teaching learning process. Therefore, computer literacy is very much essential for teachers as well as learners.

Today, computers have become the part and partial of our lives. Every field and activity of our life is now affected and benefited by the use and applications of the computer and computer technology. Education is not an exception. Today the teaching and learning is making use of computers in so many forms and ways. So, a learner or teacher is in a need of some working knowledge of the use of computers.

What is a computer?

The term computer can logically be applied to any calculating device. In technically parlance the term has come to refer specifically an electronic computer. In other words, it

may be stated that the computer uses electronic device such as Transistors, Resistors, Diodes, based on two measurable sites 'on' and 'off'.

Meaning and Definition of a computer

A computer is any calculating device. The word is derived from the latin word "Computare" meaning "to reckon" or "to compute" and can be applied as properly to abacus or an adding machines as to the modern computer.

A computer may be defined as a fast and accurate electronic symbol or data manipulating system, that is designed and organized to automatically accept and store input data, process them, produce output results under the direction of a detailed step by step stored set of instruction programmes.

Features of computer

While differentiating between calculator and a computer, we have focused on the basic features of a computer. Its characteristics can be categorized as follows as well as computers have come to be used in all walks of life for following reasons.

- a. Speed:** A computer works one step at a time. It can add and subtract numbers compare letters to determine alphabetic sequence and do various operations many million times in a limited time. The time required for a computer to execute basic operations may vary from few micro seconds to nano seconds.
(Micro seconds= $1/10^6$ second = 10^{-6} second
1Nano second= $1/10^9$ second = 10^{-9} second)
- b. Accuracy:** If the input data entering to the computer is correct and relevant and if the programme of processing instructions is reliable, then we can expect that the computer generally will produce accurate result.
- c. Storage capacity:** A computer is not only capable of storing a huge amount of information, but retrieval is instant. Storage capacity of a standard hard disc in a personal computer varies from 1MB to 300MB. (1MB of memory is equivalent to 10,00,000 characters)
- d. Logical Decision:** Apart from computation, a computer has a capability to take logical decisions, thus showing a kind of human intelligence.
- e. Versatility:** The use of computer from documentation preparation to launching a satellite makes it a versatile system.
- f. Automation:** Once the data and instructions are fed to a computer, human interventions are not generally required, unless otherwise online dialogue is the requirement of the programme. Therefore computers are considered automatic in operations.
- g. Diligence:** Unlike human being, computers are never tired or fatigued, even if it has been working for very long hours. So its diligence never be questioned.
- h. Linkages:** Computers can be linked together to share the same data, to perform different computations at the same time. Parallel processing and networking are in progress.
- i. Interactivity:** Computers can promote interactive learning by responding to and by seeking responses from the learner.

- j. Processing and Monitoring:** Computers can be programmed to process the responses and to monitor the progress of a learner during the process of interaction
- k. Sequential and Random display:** Of the vast amount of data, graphs, and other visual stored in the memory, it is possible to display any number of them in a derived order or by press of button to identify its location.
- l. Portability:** Computer may be transported easily. Laptops or Lapheld computers and notebooks are collapsed into a brief case format.
- m. Individualization:** One may learn individually by having access to a computer.

Computer Applications in Learning and Instructions

Computers have been employed in almost all spheres human activities, especially that education. The computer is changing the total educational systems both in formal and non-formal stages on content. Methodologies, Learners participation, teaching learning processor, curricular i implications, evaluations and assessments, teacher education programmes along with research activities, etc. Computers contribute to education as i) aids to learning and instructions in the classrooms and ii) as a proteus tool in research on human cognition (Amarel,1983). Computers are found to be active partners in the learning process which may be most effective in teaching subjects that are either, not taught at all, or not taught well. The interactive nature of the computers based learning and the ability to individualise the learning experience to the need of the learners, are the two most important aspects of the computer assisted learning.

Computer Assisted Instructions

In the domain of instruction, there are two major applications and uses of computer a) Computer Managed Instructions (CMI) and b) Computer Assisted Instruction (CAI).

In Computer-managed instruction, the computer gathers, stores and manages information to guide students through individualized learning experience.

- a. Computer as a Tutor:** The use of computer as a tutor refers to the application, wherein the computer functions somewhat like traditional teacher through the use of suitable educational software. In this mode the computer can be used to teach the learner through tutorials, drill and practice, discoveries, games, simulations or a combination of these strategies. Hence, the nature of the application is not determined by the computer itself, but rather is determined by the software which creates a learning environment.
- b. Computer as Tutee:** The computer the tutee and the learner assume the role of teachers. The learner programme the computer programming the computer involves communicating with the computer in a language, which both can understand. When the learner programmes the computer he/she acquires a sense of mastery over a piece of the most modern and powerful technology and established in intimate contact with some of the deeper ideas from sciences from mathematics and from the art of other learning takes place.

- c. Computer as a Tool:** Computer can be used as a tool in extending our mental capabilities. Further, it can be used in normal as well as in handicapped and learning disabled classes. **Computers in Education:**

Computers technology has had a deep impact on the education sector. Thanks to computers, imparting education has become easier and much more interesting than before. Owing to memory capacities of computers, large chunks of data can be store in them.

The computers in education primarily include:

- Storage of information
- Quick data processing
- Audio-visual aids in teaching
- Better presentation of information
- Access to the Internet
- Quick communication between Students, teachers and parents

Computer teaching plays a key role in the modern education system. Students find it easier to refer to the Internet than searching for information in fat books. The process of learning has gone beyond learning from prescribed text books. Internet is a much larger and easier-to-access store house of information. When it comes to storing retrieved information it is easier done on computers than maintaining hand-written notes.

Computer Technology in Teaching and Learning

Alter the invention of computer, the world has become a global village. The use of Computers is tremendous in every field including education. When India is on mows% it should be reflected in education too. To make this a reality, we need to incorporate computers in teaching and learning. Owing to technological advances, increased sales, decreased costs, improved software, and interest of parents and teachers we can make it possible for almost every teacher to use technology to improve teaching and learning. Here an attempt is made to understand the use of computer for effective teaching and learning in classrooms.

Use of Computers in the Classrooms:

Computer assisted instruction is most effective when it is a carefully planned and an integrated part of instruction. A general model of Instructional design helps us integrate computer into the instructional process. The following is one such model described.

- i. Analyse the student:** Determine if the students have the entry-level skills and competencies required. Access their knowledge attitudes, and skills determine their learning needs.
- ii. State the objectives:** What should the students be able to do after the Instructions has taken place? What should the students be able to do after using the software program.
- iii. Select the media and material:** Identify formats and material appropriate to meet the objectives and the needs of the students.

- iv. **Utilize the Material:** Allow for individual use of computer or adopt the instruction to group presentation through use of a data display unit for the overhead projector or a splitten cable that allows display of the computer output on a large television monitor.
- v. **Require Student Performance:** Allow interaction between the students and computer to take place monitor the student performance.
- vi. **Evaluate and revise:** Examine the reports generated by the scoring and record keeping of the software. Did the students master the skill or concept? Is additional review necessary? Would a repetition of the software program produce additional practice and knowledge? What is the students feel about the instructions? Did the student feel successful? Was the program too hard or too easy?

Computer as a Tool for a Teacher

Teacher work can be made easier and faster with computers. Computer enhance instruction (CEI) refers to using computer to bring additional dimensions to traditional teaching methods. This includes using computer to increase personal productivity through grade-book programs and word processing programs. Teachers who use computer in these ways find instruction is indeed enhance. There are more productive, more organized because of the thought and planning required, and more efficient because of better record keeping. The learning environment is more appealing when materials are neatly and professionally generated. Finally, students generally have more positive impressions of teachers when they use computer in the classroom

Computer as Tool for Students

Computer can be used as enabling tools for all students including students with special needs. Students who have differently with writing, spelling, mathematics, organization, and sequencing find that computers make these tasks easier. We can use application such as word processing programs, database programs, spread sheets, and graphics programs as instructional tools. Such applications may help students overcome programs that interfere with learning.

Computer Education at Secondary Level

Recognizing the growing importance of ICI in education area, policy makers in school education sector have taken proper care to integrate computer education at school level. Curriculum guide and syllabus for information technology in schools developed by NCERT has the following objectives for secondary school level.

- Select appropriate device for a given task; can make his/her own informed choice of browser and search engines; trouble shooting for peripherals.
- Identify specific strengths and weakness of technology resources; demonstrate legal and ethical behaviour regarding the use of technology and information.
- Use online information resource for collaboration and communication; collaborate with others for building content related knowledge base.

- Develop strategy to find relevant and appropriate electronic information sources.
- Investigate technology based options for lifelong learning; use productivity tools, communication tools and research tools.

Computer in School.

Where school computing began in India in the early eighties, the social rationale was the strong point in favour of the initiative. The development of school computer programmer and practices in India has to be viewed against this background of global development. Social computing began in India in early 80's through sporadic initiatives of a handful of private schools. It gained momentum with a pilot.

The objectives of the project, detailed in the report of national workshop (NCERT 1984) were to:

- i. Provide students with broad understanding of computers and their user.
- ii. Familiarize students with range of computer applications in all walks of human life.
- iii. De-mystify computers and develop a degree of ease and familiarity with computers which would be conducive to develop individual creativity in identifying and developing applications relevant to the immediate environment of the child.

How Computers are useful for a teacher

A computer is a device that can be put into innumerable uses. It has drastically the work style and also the life style. It took firm roots in the last decades of the previous century and is sure to dominate our lives in this century and after.

Computer literacy has become a must in the present times. It is a prerequisite for job seekers. A computer literate is a person having a basic understanding of the computer and is able to use it for his own benefit. A person is said to have basic understanding of the computer when he:

- He is familiar with various parts of computer.
- He is familiar with MS-OFFICE.
- He is familiar with internet.

Computers are useful to wide cross section of society, students, and professionals including teachers, businessmen, Housewives and so on. A teacher has to be up to date in his subject. Internet enables him to keep in touch with latest advancement in his subject. He can put his ideas across and be heard. A computer literate teacher can read the benefits of Internet. Simply defined, Internet is global network it has evolved as the biggest the easiest and fastest service providing exhaustive information on every topic. A teacher can get any information at the click of mouse. Search engines help in this respect.

A teacher can use a computer to increase his efficiency level and become more competent and a more informed professional. The paper work can be reduced to a great

extent for example a teacher can set a question papers and prepare subjects notes using MS-WORD

MS-EXCEL is helpful in repairing in statistical tables and computation; representation can be made using MS-power point folders and files in effective organization of work.

A teacher has to be up to in his subject, internet enables him to keep in touch with latest advancement in his subject. He can put his ideas across and be heard.

A teacher can also browse the job sites and know about vacancies. An important facility offered by the internet is E-mail. E-mail is probable the fastest and cheapest method of written communication. A teacher can keep in contact with his students and college guys through E-mail. He can know his student facing in their lives after they here ceased to be in his classroom.

Now-a-day computers are being introduced at the primary level. This is a very good trend. Teaching, being a noble knowledge based profession requires its members to be knowledgeable and up to date. Hence students can keep in touch with the world of computer. Computers open the windows to the world of knowledge and opportunity.

Advantages of using computers:

Major advantages of using computer can be briefly pointed out in the form of the following hints:

- i) The novelty of working with a computer raises the learner's motivation.
- ii) Color, music, animated graphics can add realism and appeal to dull exercises, laboratory activities, simulations, etc.,
- iii) High-speed personalized responses to learner actions yield a high rate of reinforcement.
- iv) The programming of personalized instruction, granted in small steps can present a more positive and effective climate, especially for slow learners.
- v) Memory capacity allows student's past performance to be recorded and used in the planning the subsequent steps.
- vi) The record-keeping ability of the computer makes individualized instruction feasible individual prescriptions can be prepared for the entire student and their progress can be monitored.
- vii) The teacher's 'span of control' is enlarged, as more information is put easily at the teacher's disposal, help him to keep control close to the point of direct contact with the learner.

Advantages of Computer with Students

The advantages of using computer with students are as follows:

1. Individualization and Self Pacing:

Students can work at their own pace of using computer. Students retain display as long as they want. Computers wait patiently for students to respond. Software programs can be used according to the learners and teachers presentation of display.

2. Immediate Feedback:

Instructional computer programs can provide immediate feedback to student about his or her Performance.

3. Consistent Correction Procedures:

Computer assisted instruction programs can provide specific, concise correction.

4. Repetition without Pressure:

Students can use computer to repeat the task or problem solving as many times as required. Computer work get tired of repeating the same actions until he/she gets it correct.

5. Immediate Knowledge of Correct Responses:

In the traditional method of teacher's instructions, the students have to wait until the response sheet is corrected. But in computer instruction, a student gets immediate evaluation reports and feedback.

6. Well-Sequenced Instruction:

Software package provide content into small steps and allows students to master one step at a time. Well designed and well sequenced instructions enable difference levels of learners to learn according to their own pace of learning.

7. High Frequency of Students Response:

Good software is highly interactive, demanding student response. Students cannot remain passive in front of a computer, so remain on task and get more practice.

8. Repeated demonstration of Mastery of academic Subject Matter:

For students who have experienced failure, software programs may allow success by providing review and recall of previous learning.

9. Motivation:

Students get motivated to work and learn academic subjects. They develop self interest and self-motivation to take up the task of learning aspects through computer instruction.

Statement of the problem

There is an urgent need to create real virtual campus for effective teaching and learning through computer. Tomorrow's economy will revolve around innovative assembled

“brain” and “power”. Hence the knowledge net works would be major step forward in growing the schools and University to meet the national priorities and growth needs.

So the problem is stated as “A study on secondary school teacher’s opinion towards the use of computer”

Need and significant of the Study

Computers are increasingly playing an important role in the classrooms. Technology and science has revolutionized the life of man. Today computers are being used by man in every field like industry, marketing etc. Computers are used as a effective instructional aid in the teaching learning process. They are used to increase the quality and rate of learning without much cost. Computers can be used of effective management and administration at school level. Keeping this view in mind the schools have been installed with computers to increase the standard of teaching learning process.

Hence the present study is to be carried out to know the teachers in using the computers for a classroom teaching and how effectively computers are being utilized for teaching their subjects.

Objectives of the Study

The following objectives are framed to study on secondary school teacher’s opinion towards use of computers.

1. To study the computer facilities available in the school.
2. To study the opinions of the teachers regarding utilization of computers in teaching their subjects.
3. To study the availability of the computer laboratory in secondary school.
4. To know the computer knowledge of the teachers.
5. To identify the Barriers by using the computer.
6. To identify the awareness of the teacher about computers in teaching their subjects.
7. To know the attitude of the teacher towards the use of computer in teaching.

Hypotheses of the Study

The following are formulated hypotheses to study on secondary school teacher’s opinion towards use of computers.

1. There is no significant difference between observed and expected frequency with regarding to the computer laboratory.
2. There is no significant difference between observed and expected frequency with regarding to power supply and air condition facilities to the computer laboratory during school hours.
3. There is no significant difference between observed and expected frequency with regard to internet facility in the school.
4. There is no significant difference between observed and expected frequency with regarding to the availability of LCD/OHP projectors.
5. There is no significant difference between observed and expected frequency with regarding to the availability of subject related CD’s in computer laboratory.

6. There is no significant difference between observed and expected frequency with regarding to the specialized teachers in school for teaching computer.
7. There is no significant difference between observed and expected frequency with regarding to the availability of printers in computer laboratory.
8. There is no significant difference between observed and expected frequency with regarding to the UPS facility for computer lab.
9. There is no significant difference between observed and expected frequency with regard to professional training in computer course.
10. There is no significant difference between observed and expected frequency with regard enough knowledge about the software packages available in related subjects.

REVIEW OF RELATED LITERATURE

The National Center for Education Statistics (LACES) USA (1991) has made a survey on teacher uses of computer and Internet in public schools. The survey found that 99 percent of full-time regular public school teachers reported they had access to computers of the Internet somewhere in their schools.

Deepika(1992) studied the awareness of secondary school teachers towards computer and their introduction in the schools of Warangal city. She reported that the teachers working in the secondary schools of Warangal city are not having required awareness with regard to the computer and their introduction in schools.

Vijay Sunitha (1994) did a case study about the utilization of computers in schools selecte secondary schools of Warangal district. The investigator reported that on the whole the opinion of the teachers towards the use of computers in teaching any subjects in schools curriculum is significant such as opinion is not significantly influenced by the gender of the teachers or schools where they are working. The research concluded that the private schools have specially trained teachers for computer but not all the government schools have such a specially trained teacher.

Rangaraja(1997) studied the effectiveness of computer assisted instruction in teaching mathematics. He found that CAT individualized instruction. Reaction also was higher when taught through CAISS.

Balasubramanian (9001) made a study on relative effectiveness among difference modes of computer based instruction. An attempt was made to establish the relative effectiveness among tutorial, drill and practice was more effective compared to tutorial in enhancing, the retention of secondary school student.

Ravitz Mergendoller and Rush (2002) have studied about relationship between student computer use and academic achievement. They found that generally there is an inverse relationship between ins school computer use and student achievement. There is a positive over all relationship between student achievement and computer proficiency.

Raghuram Singh (2003) in his article published, in Edu-tracts, says that the “future classroom” will make revolution in utilizing communication and computer in the process of instruction. Seen to have been totally transformed under the scientifically and technologically impact of 20 & 21 century.

Method selected for the study

There are different methods in educational research that are very commonly used in the field, the difference in the methodology largely due to the difference in purpose and approach.

The investigator has selected the Normative Survey method. The method of research which concern itself with the present phenomena in terms of conditions, practice, processes relationship or trends is various turned as normative survey or descriptive survey status of survey.

Selection of the sample.

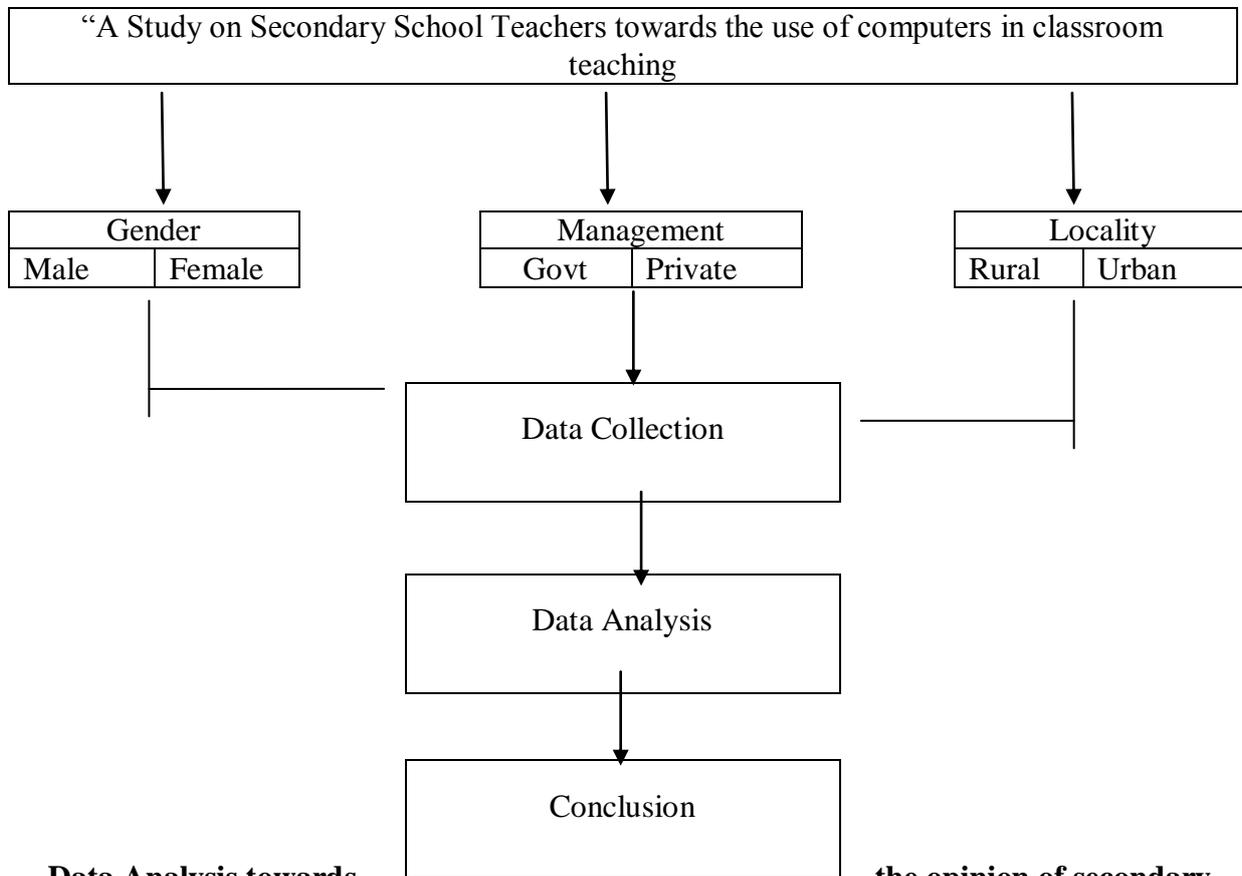
Educational research involves the selection of sample from definite population. A sample is a small portion of population. By observing the sample certain inference may be made about the total population.

The study is conducted at Warangal District. The present study was intended to know the use of computer in class room teaching. 10 school were selected randomly by simple random method out of it 5 were govt. and 5 were private schools. The data was collected from 50 government school teachers and 5000 private school teachers of different subjects. To know the opinion of secondary school teachers towards the use of computer in classroom teaching the sample of 100 teachers comprises 50 male and 50 female; 50 government teacher and 50 private school teacher; 50 rural and 50 urban teachers were selected from sample.

Selection of the sample teachers

Sl.No.	Variable		Frequency	Percentage
1.	Gender	Male	50	50%
		Female	50	50%
2.	Management	Govt.	50	50%
		Private	50	50%
3.	Locality	Rural	50	50%
		Urban	50	50%

Design of the study



Data Analysis towards the opinion of secondary school teachers with regard to facilities available in the school.

Null Hypothesis - 1

There is no significant difference between observed and expected frequency with regarding to the computer laboratory in the school.

Table 1: Shows that the responses of the teachers with regard to the computer laboratory in the school.

Q. No.	Statement	Frequencies	Yes	No	Total	X ² Value
1	Do you have computer laboratory in your school?	Observed (f ₀)	95 (95%)	5 (5%)	100 (100%)	81.00 **
		Expected (f _e)	50	50	100	
	If yes, whether the number of computer in the laboratory is		Adequate	In-Adequate	100 (100%)	
			40 (40%)	60 (60%)		

** Significant at 0.01 level.

The table-1 shows that 95% of the teachers agreed that they have computer laboratory in school, only 5% disagreed with the statement.

The calculated X^2 -value 81.0 is greater than 6.64 at 0.01 level. Hence there is a significant difference between observed and expected frequency. Therefore the null hypothesis is rejected.

The same table-1 shows that 40% of the teachers agreed that have adequate number of computers in the laboratory where as 60% of the teachers agreed that they have inadequate number of computer in the laboratory.

It is concluded that majority of the teachers agreed that they have computer laboratory in school but 60% of teachers agreed that they have inadequate number of computer in laboratory.

Null Hypothesis-2

There is no significant difference between observed and expected frequency with regarding to power supply and air condition facilities to the computer laboratory during school hours.

Table-2: Shows that the responses of the teachers with regarding to the power supply and air condition facility to the computer laboratory during school hours.

Q. No.	Statement	Frequencies	Yes	No	Total	X^2 Value
2	Do you have power supply and air condition facility to the computer laboratory during school hours?	Observed (f_o)	54 (54%)	46 (46%)	100 (100%)	0.64#
		Expected (f_e)	50	50	100	

Not significant even at 0.05 level.

The table-2 shows that 54% of the teachers agreed that they have power supply and air condition facilities to the computer laboratory during school hours and only 46% of the teachers disagreed with the statement.

The X^2 value 0.64 is less than 3.84 at 0.05 level. Hence there is no significant difference between observed and expected frequency. Therefore, the null hypothesis is accepted.

It is concluded that more than fifty percent they have power supply and air condition facility to the computer laboratory during school hours.

Null Hypothesis 3:

There is no significant difference between observed and expected frequency with regard to internet facility in the school.

Table-3: Shows that the responses o the teachers with regard to internet facility in the school.

Q. No.	Statement	Frequencies	Yes	No	Total	X ² Value
3	Do you have internet facility in your school?	Observed (f _o)	73 (73%)	27 (27%)	100 (100%)	21.16**
		Expected (f _e)	50	50		
	If 'yes', computers are access to the internet	Observed (f _o)	63 (63%)	10 (10%)	73 (73%)	
		Expected (f _e)	36.5	36.5	73	

** Significant at 0.01 level.

The table -3 shows that 73% of the teachers agreed that they have Internet facility in school and only 27% of teachers disagreed with the statement.

The calculated X² value 21.16 is greater than 6.64 at 0.01 level. Hence, there is a significant difference between observed and expected frequency. Therefore, the null hypothesis is rejected.

The same table-3 shows that 63% of the teachers agreed that the computers are accessed to the Internet and only 10% of teachers disagreed with the statement.

It is concluded that majority of the teachers agreed that they have Internet facility and computers are accessed to internet in the school.

Null Hypothesis-4:

There is no significant difference between observed and expected frequency with regarding to the availability of LCD/OHP Projectors.

Table-4 : Shows that the responses of the teacher with regard to the availability of LCD/OHP projectors and using it in classroom teaching.

Q. No.	Statement	Frequencies	Yes	No	Total	X ² Value
4	Do you have LCD / OHP projectors in your school?	Observed (f _o)	58 (58%)	42 (42%)	100 (100%)	2.56 #
		Expected (f _e)	50	50	100	
	If 'yes', do you use LCD / OHP Projectors in your classroom teaching?	Observed (f _o)	38 (38%)	20 (20%)	58 (58%)	
		Expected (f _e)	29	29	58	

Not significant even at 0.05 level.

The table-1 shows that 58% of the teachers agreed that they have LCD/OHP Projectors in the school and 42% of teachers disagreed with the statement. The calculated X^2 value 2.56 is less than 3.84 at 0.05 level. Hence, there is no significant difference between observed and expected frequency. Therefore the null hypothesis is accepted.

The same table-4 shows that 38% of the teachers agreed that they use LCD/OHP projectors in classroom teaching, where as 20% of teachers are not using LDD OHP projectors in classroom teaching.

It is concluded that majority of the teachers agreed that they have LCD/OHP projectors and they use it in classroom teaching in the school.

Null Hypothesis-5

There is no significant difference between observed and expected frequency with regarding to the availability of subject related CD'S in computer laboratory.

Table-5: Shows that the responses of the teacher with regarding the subject related CD's in computer laboratory.

Q. No.	Statement	Frequencies	Yes	No	Total	X^2 Value
5	Do you have the subject related Cd's in your computer laboratory?	Observed (f_o)	60 (60%)	40 (40%)	100 (100%)	4.0 *
		Expected (f_e)	50	50	100	

* Significant at 0.05 level.

The table-5 shows that 60% of the teachers agreed that they have subject related CD's in computer laboratory and 40% of teachers disagreed with the statement.

The calculated X^2 value 4.0 is greater than 3.84 at 0.05 level. Hence, there is a significant difference between observed and expected frequency. Therefore the null hypothesis is rejected.

It is concluded that majority of the teachers agreed that they have subject related CD's in computer laboratory.

Null Hypothesis-6:

There is no significant difference between observed and expected frequency with regarding to the specialized teachers in school for teaching computer.

Table-6: Shows that the responses of the teacher with regarding the specialized teachers in school for teaching computer.

Q. No.	Statement	Frequencies	Yes	No	Total	X ² Value
6	Do you have specialized teachers in your school for teaching computer?	Observed (f ₀)	69 (69%)	31 (31%)	100 (100%)	14.4**
		Expected (f _e)	50	50	100	

** Significant at 0.01 level.

The table-6 shows that 69% of the teachers agreed that they have specialized teachers in the school for teaching computer and only 31% of teachers disagreed with the statement.

The calculated X² value 14.4 is greater than 6.64 at 0.01 level. Hence, there is a significant difference between observed and expected frequency. Therefore, the null hypothesis is rejected.

It is concluded that majority of the teachers agreed that they have specialized teachers to teach computer in the school.

Null Hypothesis-7:

There is no significant difference between observed and expected frequency with regarding to the availability of printers in computer laboratory.

Table-7: Shows that the responses of the teacher with regarding the availability of printers in computer laboratory.

Q. No.	Statement	Frequencies	Yes	No	Total	X ² Value
7.	Do the printers available in your computer laboratory?	Observed (f ₀)	73 (73%)	27 (27%)	100 (100%)	21.1**
		Expected (f _e)	50	50	100	

** Significant at 0.01 level.

The table-7 shows that 7.1% of the teachers agreed that they have printer available in Computer laboratory and only 27% of teachers disagreed with the statement.

The calculated X² value 21.1 is greater than 6.64 at 0.01 level. Hence, there is a significant difference between observed and expected frequency. Therefore, the null hypothesis is rejected.

It is concluded that majority of the teacher's greed that they have printers in the computer laboratory.

Null Hypothesis-8

There is no significant difference between observed and expected frequency with regarding to the UPS facility for computer lab.

Table-8: Shows that the responses of the teachers with regarding the UPS facility for computer lab.

Q. No.	Statement	Frequencies	Yes	No	Total	X ² Value
8.	Do you have UPS (Un-Interrupted Power Supply) facility for computer lab?	Observed (f ₀)	59 (59%)	41 (41%)	100 (100%)	3.24#
		Expected (f _e)	50	50	100	

Not significant even at 0.05 level.

The table-8 shows that 59% of the teachers agreed that they have UPS facility for computer lab and only 41% of teachers disagreed with the statement.

The calculated X² value 3.24 is less than 3.84 at 0.05 level. Hence, there is no significant difference between observed and expected frequency. Therefore, the null hypothesis is accepted.

It is concluded that majority of the teachers agreed that they have UPS facility computer lab in their school.

Data Analysis towards the opinion of the secondary school teachers with regarding the awareness towards the computer.

Null Hypothesis-9:

There is no significant difference between observed and expected frequency with regard to professional training in computer course.

Table-9: Shows that the responses of the teachers with regard to professional training in computer course.

Q. No.	Statement	Frequencies	Yes	No	Total	X ² Value
9.	Have you taken any professional training in computer course?	Observed (f ₀)	63 (63%)	37 (37%)	100 (100%)	6.76**
		Expected (f _e)	50	50	100	

** Significant at 0.01 level.

The table-9 shows that 63% of the teachers agreed that they have taken professional training in computer course and only 37% of teachers disagreed with the statement.

The calculated X^2 value 6.76 is greater than 6.64 at 0.01 level. Hence, there is a significant difference between observed and expected frequency. Therefore, the null hypothesis is rejected.

It is concluded that majority of the teachers agreed that they have taken professional training in computer course.

Null Hypothesis-10:

There is no significant difference between observed and expected frequency with regard to knowledge about the software packages available in related subject.

Table-10: Shows that the response of the teachers with regard to knowledge about the software packages available in related subject.

Q. No.	Statement	Frequencies	Yes	No	Total	X^2 Value
10.	Do you have enough knowledge about the software packages available in your related subject	Observed (f_0)	54 (54%)	46 (46%)	100 (100%)	0.64#
		Expected (f_e)	50	50	100	

Not significant even at 0.05 level.

The table-10 shows that 54% of the teachers agreed that they have enough knowledge about the software packages available in their related subject and only 46% of teachers disagreed with the statement.

The calculated X^2 value 0.64 is less than 3.84 at 0.05 level. Hence, there is no significant difference between observed and expected frequency. Therefore, the null hypothesis is accepted.

It is concluded that majority of the teachers agreed that they have enough knowledge about the software packages available in their related subjects.

Findings of the study:

The following are the important findings of the study.

1. The study revealed that 95% of school which are selected for the study has the facility of computer laboratory. Forty percent of schools have adequate number of computers and 60% of the schools have inadequate number of computers. The x^2 value 81 indicates that the trend of opinion of the teacher is significant at 0.01 level. Hence, the null hypothesis is rejected.
2. The study revealed that 54% of schools have power supply and air condition facility to their computer lab and only 46% of teachers disagreed with the statement.

- The χ^2 value 0.64 indicates that the trend of opinion of the teacher is not significant even at 0.05 level. Hence, the null hypothesis is accepted.
3. The study revealed that 73% of teachers agreed that they have internet facility in the school where as 27% teacher disagreed with the statement and 63% of teachers agreed that computers are accessed to the internet where as 10% disagreed with the statement. The χ^2 value 21.16 indicates that the trend of opinion of the teacher is significant at 0.01 level. Hence, the null hypothesis is rejected.
 4. The study revealed that 58% of schools which are selected for the study has the LCD/OHP projectors where as 42% disagreed with the statement and 38% of teachers use LCD/OHP projectors in classroom teaching where as 20% disagreed with the statement. The χ^2 value 2.56 indicates that the trend of opinion of the teacher is not significant even at 0.05 levels. Hence, the null hypothesis is accepted.
 5. The study revealed that 60% of teachers agreed that they have subjected related CD's in computer laboratory. The χ^2 value 4.0 indicates that the trend of opinion of teachers is significant at 0.05 level. Hence the null hypothesis is rejected.
 6. The study revealed that 69% of schools have specialized teachers in the school for teaching computer and only 31% of teacher disagreed with the statement. The χ^2 value 14.4 indicates that the trend of opinion of teachers is significant at 0.01 level. Hence the null hypothesis is rejected.
 7. The study revealed that 73% of schools provide printers in their computer laboratory and only 27% disagreed with the statement. The χ^2 value 21.1 indicates that the trend of opinion of teachers is significant at 0.01 level. Hence the null hypothesis is rejected.
 8. The study revealed that 59% of schools have UPS facility for computer lab where The χ^2 value 3.24 indicates that the trend of opinion of teachers is not significant even at 0.05 level. Hence the null hypothesis is accepted.
 9. The study revealed that 63% of teacher agreed that they have taken professional training in computer course and 37% of teacher disagreed with the statement. The χ^2 value 6.76 indicates that the trend of opinion of teachers is significant at 0.01 level. Hence the null hypothesis is rejected.
 10. The study revealed that 54% of teachers have enough knowledge about the software packages available in their related subject and 46% disagreed with the statement. The χ^2 value 0.64 indicates that the trend of opinion of teacher is not significant at 0.05 level. Hence the null hypothesis is accepted.
 11. The study revealed that 69% of teachers some time make their selves aware of the latest advancement in their subject through computer 20% of teacher never make aware of the latest advancement and only 11% of teachers always make aware of the latest advancement in their subject through computer.

Conclusions of the study:

1. Majority of the teacher expressed that their schools have computer laboratory and majority of teacher expressed that they have inadequate number of computer in laboratory.

2. Majority of the teacher expressed that their schools have power supply and air condition facility to computer laboratory during school hours.
3. Majority of the teacher expressed that their schools have internet facility and computers are accessed to internet.
4. Majority of the teacher expressed that their schools have LCD/OHP projectors and they use it in classroom teaching.
5. Majority of the teachers expressed that they have subject related CD's in computer laboratory.
6. Majority of the teachers expressed that they have specialized teachers to teach computer in the school.
7. Majority of the teachers expressed that they have printers available in computer laboratory of their school.
8. Majority of the teachers expressed that they have UPS facility for computer laboratory.
9. Majority of the teachers expressed that they have taken professional training in computer course.
10. Majority of the teacher expressed that they have enough knowledge about the software packages available in their related subjects.
11. Majority of the teacher sometimes make aware of the latest advancement in their subject through computer.

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THE CONTRIBUTION OF DR. B. R. AMBEDKAR IN UPLIFTMENT OF SOCIO-ECONOMIC STATUS OF SCHEDULED CASTES IN INDIA

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ABSTRACT

Ambedkar was the first communist thinker to break down the barriers in the way of upliftment of scheduled castes in India. Dr. B. R. Ambedkar spends all his life for the advancement of scheduled castes people. According to Ambedkar all hindu religious books are responsible for discrimination between castes in India. Dr. Ambedkar was against this discrimination thought of peoples because if we want to develop like developing countries. We are tried to build a nation in which equal right for all persons and no any kind of discrimination between the societies. This research study is an attempt to highlight the contribution of Dr. B. R. Ambedkar in upliftment of socio economic status of scheduled castes in India. socio economic status is an economic and sociological combined total measure of a person's work experience and of an individual's or family's economic and social position in relation to others, based on income, education and occupation. The present study is based on descriptive and historical research method. The present research study is based on secondary data. The secondary data will be collected from various sources include Annual reports of center and state Government, various Magazines, Websites, Journals, census report, Scheduled castes Commission Reports and Newspapers, and DR. B. R. Ambedkar writing books and speeches.

KEYWORDS: - socio economic status, upliftment, discrimination, symbol of knowledge and emancipator of dalits.

INTRODUCTION

Dr. B. R. Ambedkar was not only the “Symbol of Knowledge and The Father of Indian Constitution”. He was a great philosopher, political leader, economist, emancipator of Dalits, nation builder, a great scholar, thinker and Buddhism revivalist. He was a sincere Indian to break down the barrier in the way of upliftment of Scheduled Castes in India. He made significance effects to lead down the Scheduled Castes in the path of equality, justice and success. For this purpose, Dr. Ambedkar launched a journal Mook Nayak in 1920, Bahiskrit Bharat in 1927 and scheduled Castes Federation (SCF) in 1942 to fight for the Dalit community. Ambedkar created awareness among Scheduled Castes and inspired them to fight against the injustice and untouchability.

Dr. B. R. Ambedkar as a Constitution maker proofs a master key in upliftment of socio-economic status of Scheduled Castes in India. In the 20th century in the world, Ambedkar was among the most outstanding intellectuals of India. He was awarded the award of a World No. 1 Scholar (Columbia University), The Greatest Indian after Mahatma Gandhi (CNN IBN & History TV) and Bharat Rattan also. Ambedkar was the first nation builder thinker who believes in equal rights for all society. He did not differ between Scheduled

Castes and non-scheduled castes. Ambedkar believe that all Hindu religions books are responsible for discriminations between Scheduled Castes and non-scheduled castes. For against this discrimination, he dedicated his all life for uplifting the socio-economic status of SCs and STs Community.

In Constitution, Reservation Policy is very important concept to study, its impact on the social as well as economic condition of SCs. Ambedkar was against to the society in which castes based discrimination and superiority will be included. So many provisions will be adopted by Ambedkar for providing reservation for Scheduled Castes. When these reservation policies, Scheduled Castes get benefits and automatically come forward without anyone's financial support and helps. Scheduled Castes are among the most disadvantaged socio-economic group in India. Scheduled Castes the official name given to the lower castes that are now protected by the government and offered special concessions. During the period of British Rule in India subcontinent, they were known as the Depressed Classes. But in Modern Literature, the Scheduled Castes are sometimes referred to as Ati Shudras or Dalits. They are the one who were previously untouchables. According the Hindu mythology, this is the fifth category in the Varna System.

Socio-Economic status of scheduled castes in India is not equal as non- scheduled castes. According to the 2011 census, the Scheduled Castes populations are 16.67 cr. (16.2%) of total population 121.2 cr. States with highest proportion of Schedules Castes in Punjab 28.9% and lowest proportion of Scheduled Castes in Mizoram 0.03%. According to a 2014 report to the Ministry of Minority Affairs by Amitabh Kundu, over 33.8% of Scheduled Castes populations in rural India were living below the poverty line. In urban areas, 21.8% of SC populations were poor. Socio-Economic and Castes Census 2011, nearly 79 percent of rural Adivasi households and 73 percent for Dalits households were most deprived among rural households in India. Among states schools, 88% discriminated against Dalits children, while 79% required Dalit students to sit in the back of the classroom.

Hence, the aim of my research paper is to highlight the impact of Dr. B. R. Ambedkar works in upliftment of socio- economic status of scheduled castes.

SIGNIFICANCE OF THE STUDY

As an Indian Constitution maker, DR. B. R. Ambedkar knows that maximum population of Scheduled Castes is residing in the rural areas and the development of the country depends upon the urban as well as rural development also. Reservation policy is one of the important methods through which constitutional aims will be achieved and uplifted the socio-economic status of SCs.

Present need of the study will be necessary because maximum people or sections of the society are unaware about their protective and Reservation schemes. Those schemes help us to improve 'standard of living' and 'per capita income and production'. If we want to get maximum growth rate like developed countries. For this purpose, we developed every section of the society included SCs. And it will be possible when everyone knows about their protective and reservation policies of the government. And all fruitful policies will be maximally given by DR. B. R. Ambedkar for Scheduled Castes and underprivileged.

REVIEW OF LITERATURE

It will be a necessary and useful to carry out a survey of existing literature related to Dr. B. R. Ambedkar and scheduled castes. Review of earlier research studies related on the socio-economic status of Scheduled Castes and contribution of the Dr. B. R. Ambedkar in upliftment of socio- economic status of Scheduled Castes. It is a vital significance in any study in order to collect up-to-date information about what has been thought and done in that particular area.

Suma Chitnis (1972) in his study stated that if govt. had concentrated heavily on their education, the Scheduled Castes socio- economic condition will be improve automatically. Govt. creates law against untouchability and discrimination. According to Dr. B. R. Ambedkar education is a master key of success. Reservation policy will be applying every sector to give benefits for Scheduled Castes, specially apply in education sector. Kusum K. Premi (1974) made a study on the role of protective discrimination in equalization through educational opportunities. The study found that marked process has been made by the Scheduled Castes in educations, as is manifest from the rise in their literacy rates, enrolled co-efficient and the proportion of their numbers in Class I and II categories of jobs in Central and state services. Jain (1981) in his study found that the Scheduled Castes have little access to education which is the poor's most potent weapon for self-advancement. High rate of illiteracy is existed among the Scheduled Castes women, which is one of the biggest obstacles in the race against poverty. Again, only a small proportion of those who are literate have had access to higher education and the drop-out rate for economic reasons was high. He further found that though is an improvement in the ratio of the enrolment of the children of the Scheduled Castes in the schools, they are still significantly below the enrolment ratio of the general population. Raju (1992) in his study found that Scheduled Castes are placed at a much lower level both socially and economically when compared to the non-scheduled castes. Prakash Louis (2003) in his study stated that the social condition of the untouchable has not changed significantly even after 66 years. He further stated that the similar situation of untouchability, which was before independence, prevails at present also. Still they do not even have basic rights, including the right to decide on their diet in some parts of the country. They are not considered equal to cattle to be allowed access to public utilities like ponds, well, etc. Jodha Surinder S. (2010) found that "Dalits in Business: self employment scheduled caste in north-west India. We don't have many empirical studies that help to understand the contemporary nature of the reality of caste. What are the experience of Dalits who have ventured to set up their own business and enterprises? And what are the ways in which of Dalits in the urban labour market negotiate with prejudice and discrimination. A survey of Dalit Business in two urban centres of Haryana and western Uttar Pardesh tries to answer these questions. Vimal Arun Prakash Krishan, Dr. Jaiswal Smita (2016) the study was under taken to the study, the emotional intelligence of scheduled castes and non-scheduled castes studies. Total samples consisted of randomly selected 400 students from various collages arts, sciences, commerce of Kanpur city of Uttar Pardesh. And of these 400 students in which 200 students are scheduled castes and 200 students are non-scheduled castes. The collected data was statically analysis by ANOVA. The result revealed that non-scheduled castes students have better emotional intelligence than scheduled castes students.

OBJECTIVES OF THE STUDY

- To examine, the contribution of DR. B. R. Ambedkar in upliftment of socio-economic status of Scheduled Castes in India.
- To study, constitutional and other legal rights for scheduled castes.

RESEARCH METHODOLOGY

The present study on the Role of DR. B. R. Ambedkar in upliftment of socio-economic status of scheduled castes in India is based on secondary data. The secondary data will be collected from various sources include Annual reports of center and state Government, various Magazines, Websites, Journals, census report, Scheduled castes Commission Reports and Newspapers. And DR. B. R. Ambedkar writings-

Castes in India: Their Genesis, Mechanism, and Development (1918),

Annihilation of Caste (1936),

Federation versus Freedom (1939),

What Congress and Gandhi have done to untouchables (1945),

Who were the Shudras? (1946),

The Untouchables: Who were they and why they became Untouchables (1948)

THE CONTRIBUTION OF AMBEDKAR IN UPLIFTMENT OF SOCIO ECONOMIC CONDITION OF SCHEDULED CASTE PEOPLE IN INDIA

The scheduled caste people are officially designated groups of historically disadvantaged in India. In the period of British rule in India, they were known as the depressed classes. The castes are essential lowest part of Hindu society. Scheduled castes are sub-communities within the framework of the Hindu caste system who have historical faced deprivation, oppression and extreme social isolation in India on account of their perceived low status. In the ancient period of India, the scheduled castes people had been denied all kinds of social and economic endowments. Hence they had been lagging behind in the process of development. The socio economic situations of scheduled castes in India, pre-independence and after independence are equaled critical but pre-independence there are no special provision for these people to improve their critical situation. They are socially and economically poor and backward of all dimension of the society. And in Indian culture all Hindu religious books are responsible for these critical and painfully situation. The two great epics Mahabharat and Ramayana, explicitly tells us how for condition of the Dalits had deteriorated by the time these were composed.

In the period of british rule, number of small movement came into being which showed concern for dalits. But there well some personalities, who were involved directly in the struggle either change or regular, who deserve mention here, because they certainly left their impact on the present Dalit movement. In all persons who work for betterment of schelduled castes or Dalits, Dr. B. R. Ambedkar was the most attractive personality. In 1920, Ambedkar

started weekly newspapers Mooknayak to explain his thought. He started the movement called as self respect movement and an institution called 'Bahiskrita Hitakarini Sabha' in July, 1924. He also launched a three tiered process of Education-Agitation-Organization for the Dalits or untouchables so that they can overcome all social barriers and can attain a good position in the society. In 1927, a satyagraha at Mahad in Maharashtra started by Ambedkar to solve the problem of drinking water. It is an active moment do by ambedkar against untouchability. Many other Satyagraha like- Hindu temple Kala Ram mandhir entry were also started in 1929-30. Ambedkar attended all round table conference held in London in 1930-32 and demanded special right for Dalits. After these London conferences british government agreed and announced the communal award in favour of Dalits. But the right for given by the british government to Dalits Gandhi against this communal award. For this yes no situation between Ambedkar and Gandhi an agreement was signed on September 24, 1932. This is known as Poona pact. And Ambedkar right many books and writing to highlights the problem of Dalit communities. In 1936, Ambedkar organized the Independent Labour Party to defend the interest of Indian workers and depressed classes. Various afforts taken by Ambedkar for the eradication of social evils and for the upliftment of the Dalits or untouchables were remarkable. In which Annihilation of Caste (1936), Federation versus Freedom (1939), What Congress and Gandhi have done to untouchables (1945), who were the Shudras? (1946), The Untouchables: Who were they and why they became Untouchables (1948) are more valuables books. Ambedkar his book "Annihilation of Caste" strongly criticised Hindu orthodox religious leaders and the caste system in general and include 'a rebuke of Gandhi' on the subject. Ambedkar tried to explain the formation of untouchable in his book 'Who were the Shudras'. Ambedkar saw Shudras and Ati Shudras who form the lowest caste in the ritual hierarchy of the caste system. Ambedkar oversaw the transformation of his political party into the Scheduled Castes Federation, although it performance poorly in the 1946 elections for Constituent Assembly of India.

After the independence on Aug 29, 1947 Ambedkar was appointing the chairman of the drafting committee that was constituted by constituent assembly to draft a constitution for independent India. Dr. Ambedkar played an important role in the framing of the Indian Constitution. And in Indian constitution Ambedkar give many special provisions for Dalit communities to develop his socio economic status. In Indian Constitution Dalit or untouchables are give a new name Scheduled Caste, Scheduled Tribe and Other Backward Class communities. Article 341 related to Scheduled Caste, 342 related to Scheduled Tribe and 340 related to Other Backward Class communities.

CONSTITUTIONAL AND OTHER LEGAL RIGHT FOR SCHEDULED CASTE

In the constitution of India some special provisions are made for the scheduled caste.

In the constitution of India 1949, Article 366(24) scheduled castes means such cases, races or tribes or parts of or groups within such castes, races or tribes as are deemed under Article 341 to be scheduled castes for the purposes of this constitution.

Article 341(1), the president may with respect to any state or union territory and where it is a state after consultation with the governor thereof, by public notification, specify the castes, races or tribes or parts of or groups within castes, races or tribes which shall for the purpose

of this constitution be deemed to be scheduled castes in relation to that state or union territory, as the case may be.

Article 17 has abolished to the practice of untouchability. Article 330 and 332 give provided for the reservation of seats to appointments. Article 338 has made provision for the special officer to investigate all matters relating to the safeguards for the Scheduled Castes and article 46 related to special cares about the educational and economic interest of the scheduled castes. National Commission for Scheduled Castes and Scheduled Tribes related to article 338. For better protection of the rights of the members of the scheduled castes and scheduled tribes is the main motive of National Commission.

SAFEGUARDS PROVIDED TO SCHEDULED CASTES

Social safeguards – article 17, 23, 24, and 25(2) (b) of the constitution to provide social safeguards to scheduled castes.

Educational and cultural safeguards – article 15(4).

Political safeguards – article 243D (reservation of seat in Panchayat election), article 243T (reservation of seat in municipality election), article 332 reservation of seats for SCs and STs in the legislative assemblies of the states and article 334 also related for political safeguard.

Economic safeguards – article 23, 24 and 46 related to economic safeguard.

Service safeguards – article 16(4), 16(4A) and 335 provide service security for Scheduled Castes.

Source: - <http://www.legalserviceindia.com>, <http://indiankanoon.org>>doc

OTHER LEGAL RIGHT FOR SCHEDULED CASTES

The major legal rights in national level are -

PROTECTION OF CIVIL RIGHTS ACT, 1955

The protection of civil rights act, 1955 was enacted in furtherance of Article 17 of the constitution to abolish untouchability and its practice in any form.

SC &ST (PREVENTION OF ATROCITIES) ACT, 1989

The scheduled caste and scheduled tribe act, 1989 is an act of the parliament of India enacted to prevent atrocities against SC & ST peoples. The act is popularly known as SC & ST act, Prevention of Atrocities act or simply the Atrocities act.

SC and ST are the most marginalized section of Indian society. Many atrocities have been committed against them since time immemorial. The SC &ST prevention of atrocities act protects them against discrimination and atrocities. It further aims to provide for special courts to try people caught in such offences and also to provide relief to the victims of such offences and for matters related to it. The SC & ST act, 1989 was amended to insure speedy

justice to victims. This act seeks to stop people from committing such oppression and providing victims with special rights and privileges. A fast track court for complaint made by anyone from the SC & ST community is also established with respect to this.

Source: - <http://www.clearias.com> and <http://m.timesofindia.com>

MINISTRY OF SOCIAL JUSTICE AND EMPOWERMENT

The ministry of social justice and empowerment is the root-form ministry to protect the interests of the SC. The ministry of social justice and empowerment of India contains special provision and safeguards provided to member of scheduled castes. These safeguard are in the nature of protective from discrimination for their reservation benefits, educational, economic, social and political. Though the primary responsibility for promotion of interests of the SC's rests with all the central ministries in the area of their operations and the state government, the ministry complements their efforts by way of interventions in critical sectors through specifically tailored schemes. The ministry gives much scholarship for scheduled castes student for higher study, pay hostel rents, free coaching and schemes for socio-economic empowerment and development.

Source: - <http://socialjustice.nic.in>

CONCLUSION

On the basic of this research paper and above discussion, it may be said that Dr, B. R. Ambedkar is still worshiped across India for his mobilization and leadership because he works all his life these peoples who belongs to Dalit or untouchable communities. After independence, Dalits or untouchables are known as Scheduled Castes and Scheduled Tribe peoples according to constitution of India. As an Indian constitution maker, various affords taken by Dr. B. R. Ambedkar for the upliftment of socio economic status of Dalit or untouchable peoples. Ambedkar give many social, economic, political, educational and service safeguard these weaker sections of the society. This safeguard help the people of Dalits or untouchables communities will have to come forward and focus on their social as well as economic development. And result of this growth rate and development process of any country will improve.

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Individual and Society in Amish Tripathi's *The Secret of the Nagas*

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Abstract

The purpose study is dealt with individual and society. It refers to how an individual who becomes members of the society for its social, economic and physical and psychology needs but how the individual turns against the society and becomes a terrorist and ostracize-tries to revenge to the society. In *The Secret of the Nagas*, Tripathi represents a clear cut vision of the 21th century India in which various social and economic problems as honour killing, corruption, and unequal distribution of power, social and economical difference. These things are widespread problems in today's Indian society due to these social evils individual turns against the society. In the novels, Tripathi tries to point up masses' attention towards the social problems in India. Tripathi tries to delineate that these social evils are sickened and spoiled the relationship of the individual and society. As a result an individual turns against the society.

Key Words: Honour killing, Corruption, Unequal Distribution of Power, Social and Economical difference

Reviews:

Tripathi's *The Secret of the Nagas* is considered to be the epitome of the 21st century Indian contemporary literature by the critics. In this book, the classical myth is presented as the new social problem like Pop Literature. He changes the orthodox Indian perspective of the Indian society and represents it in a new form that attract me to understand the most controversial contemporary issue Individual and Society and how inequality in social-economic and political status and unequal power distribution become causes of brake down in the relationship of individual and society. Having unfolded the brake down in between the relationships of individual and society, Tripathi also tries to social evils of the society.

Introduction:

The purpose study is dealt with individual and society. It refers to how an individual who becomes members of the society for its social, economic and physical and psychology needs but how the individual turns against the society and becomes a terrorist and ostracize-tries to revenge to the society. In *The Secret of the Nagas*, Tripathi represents a clear cut vision of the 21th century India in which various social and economic problems as honour killing, corruption, and unequal distribution of power, social and economical difference with the help of the God Shiva's family members such as Sati, Genash, Kartik etc. These things

are widespread problems in today's Indian society due to these social evils individual turns against the society. In the novels, Tripathi tries to point up masses' attention towards the social problems in India. Tripathi tries to delineate that these social evils are sickened and spoiled the relationship of the individual and society. As a result an individual turns against the society.

Aparting from this, he reflects himself to be an expert writer who experiments with the genre and the technique of the novel writing, be its theme, narrative, technique, plot construction and language. He is considered as an emerging novelist who comments on the society, social evils and the issues related to the contemporary Indian society. In his novels, he highlights the sensitive issues of the society like love affairs, intercaste marriage etc and attempts to portray the present situation of the Indian society. He tries to abolish the evils in the society through his novels. His writings present the reality and the true picture of Indian society.

Tripathi tries to highlight the problem of corruption in the contemporary Indian society. The corruption is the misuse of the power in the society by an individual for fulfilling its selfishness. It has many types and is found in the social, political, personal, judicial and economic system in the society. Sometimes it becomes a tool of the oppression of the individual. Now, it has become a social problem. The individual demands a corruption free society. There it wants to live a happy life without any tension. In *The Secret of the Nagas*, Tripathi tries to show the corruption in the judicial system. These laws are made for the safety of the common people. But these laws become the tool of corruption. On the other hand, these laws have become the puppet in the hand of the elite class. They make fun of these laws with the power of their money. The rich people sort out their matter using their influence and money. The common people do not get justice because they do not have enough money for the bribe and to tackle judicial system. Sati having known about her family members, son and sister, comes to Kashi. Sati's sister Kali and son Ganesh belong to the Nagas, so they cannot live in Kashi, but the king does not oppose Sati because she is the daughter of the King, Daksha and wife of Shiva. This shows that the laws are made only for the common people and it is a tool used by the elite class for the oppression of the common people. Satyadhvaj was the grandfather of Parvateshwar. Long year ago, he opposed the law of child adaptation in the Meluha council, but all the other council members were in the favour of the change. They belonged to the elite class. They changed the law in their favour by the power of their money. As a result of this, Parvateshwar took the oath of lifelong celibacy. In Kashi, there appears a big cultural clash between Branga and the citizens of Kashi. The Branga came from their native land to settle down in Kashi. There is a clash between the natives and the Branga to perform their religious ceremony. Sometimes, it takes the shape of the communal riots. So, Athithigva, the king of Kashi, orders the Branga people to go away from Kashi. But the Branga king settles down the matter with the help of money. The Branga king pays ten times extra tax as a bribe to the king of Kashi for getting the matter settled down. Shiva asks to Athithigva:

But most people find that difficult. In fact, a few years back, it was rumoured that the situation came to such a pass that the king of Kashi was about to order the eviction of the Brangas. 'And then what happened?' asked Shiva. 'Gold managed to do what good intentions couldn't. Branga is by far the richest land today. The king of Branga had apparently sent gold equivalent to ten years of Kashi's tax collections. And the eviction order was buried.(66-67).

Tripathi tries to highlight the unequal distribution of the power in the societies. It is considered the root cause of the most of the social problems. It creates difference in individuals' economic, political and social life. It refers to how the individuals' social relation to each other is defined. In *The Secret of the Nagas*, Amish Tripathi tries to highlight the difference between the Masculine and the Feminine social system. In the Masculine civilization, individuals live the life of the laws based but there is an unequal power distribution that create imbalance in the individuals. It leads society towards the changes in the individual's social, economic and political life. These changes are the major cause of the formation of the new society. On the other hand, the feminine society's Individuals try to live together without any revolt because they accept the changes very easily. They cooperate with each other. They live their life with freedom and equality. In *The Secret of the Nagas*, the Devas win over the Asuras and live the life of freedom. But their unlimited freedom leads them towards the destruction. So, it is considered that every society has some good and bad qualities. But it depends on an individual's intelligence how to enhance beneficial features and eradicate evils for the betterment of the society. Shiva asks Vasudev:

But can you really say the masculine and the feminine only exist at the level of civilizations? 'Doesn't it really exist within every man and woman? 'Doesn't everyone have a little bit of the Suryavanshi and a bit of the Chandravanshis within themselves? Their relative influence within the individual changing, depending upon the situations he faces?' 'Yes, you are right. But most people have a dominant trait. Either the masculine or the feminine.'- (51)

Tripathi tries to highlight the plight of the physically challenged children. They are not only neglected in the society, but also exploited because of their physical deformities in the name of Vikarma. They live in separate rooms and their life is confined to these rooms and there they do not have pleasure and other luxuries. They are also an important part of the society. It is the responsibility of the society to provide them equal opportunity to fulfill their needs. In *The Secret of the Nagas*, Maya is the sister of the King Kashi, Athithigva. Her character portrays the life of a naga because she has four hands and two heads. She lives in a secret place, there nobody is allowed to go with her and stay there. The King Athithigva loves his sister. He meets her on the religious festivals like Raksha Bandan. He hides the secret of his sister because he is afraid of the society. The society does not allow a Naga on its land. In the Eastern palace, the king Athithigva keeps hiding the truth of his sister. Sati,

first time on the occasion of the Raksha Bandan, encounters a Naga. Here, Sati discusses with Maya her way of life. Maya also reveals the true identity of the Nagas. She describes how they are exploited in the name of the Vikarma law. Maya replies to Sati:

The Vikarma law may have made sense a thousand years back. But in this day and age, it was unfair. It was just a tool to oppress people one doesn't understand.' Sati was about to say something, but kept quiet. 'And who is more misunderstood today than a person with a deformity? Call us Naga. Call us a monster. Throw us to the south of the Narmada, where our presence will not trouble your lily white lives. 'So what you are saying is that all Nagas are paragons of virtue?' (178)

Tripathi tries to highlight social, economic and political difference which is become causes of exploitation of the individuals. These marginalized individuals who do not have knowledge about their rights and duties. They become the victim of the evil intentions of the capitalist. They are not properly employed. Even the government does not pay much attention to them. So they work in the capitalistic farm like a slave. In Magadha, the tribal people have a close relation to the nature and live in the forest area and earn their living from the forest. Their population increase and along with their population, demand of the more farmland is increased. But the government ignores their demands. They become victim of the cruel Magadhan capitalists. These workers work as a labourer in the field of the capitalist. Their innocent children are kidnapped and work as a slave. They are used in different types of the bad jobs. Their population is decreasing every year. Vishwadyumna says to Ganesh that my lord:

In the wild and unsettled lands between the Ganga and Narmada lived scattered tribes of forest people. In the eyes of the civilized city folk living along the great rivers, these tribal were backward creatures because they insisted on living in harmony with nature. While most kingdoms ignored these tribes, others confiscated their lands at will as populations grew and need for farmlands increased. And a few particularly cruel ones preyed on these helpless groups or slave people. (37)

Tripathi tries to highlight how an individual turns against the society. A social man turns into a criminal. He lives in the society for the fulfillment of his interests and desires. But sometimes, he turns against the society when he faces injustice. He lives the life of ostracized man. He tries to take vengeance from the society for his injustice, which affects his social relations and he becomes a criminal. In *The Secret of the Nagas*, Parshuram lives a life of an ostracized man because his parents killing. He also wants to become a Vasudev Pandit and tries to get permission to attend the exams to enter into the Vasudev tribe. But his parents' honour killing makes him a criminal. All such situations provoke him to turn a criminal. He wants to have takes vengeance from the society. He defeats the Brangas' army twenty one times. Then Parshuram sighs and utters:

The great Suryavanshis would have wanted the criminals to be punished but only after a fair trial. However, he also knew that if anyone had dared to do

this his own family, he would have burnt down their entire world. 'No. You didn't do anything wrong. What you did was in accordance with justice.'
What I did was just. - (267)

To conclude, Amish Tripathi unfolds such critical issues which become causes of confusion between individual and society. He reveals the demonic face of the contemporary society. There is no equality, justice and opportunities for the individuals due to these prevailing inequalities in the society the individuals turn against the society. They chose the way of terrorism.

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**Right to public services:
An effective tool against corruption in Public Offices**

By

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The Democracy defined as the rule “Of the people, by the people and for the people” and India being the largest democracy follows a general principle of ‘Rule of general public’. But today’s era when democracy has turned up to be monocracy by influence of Money. this extreme craze of autocracy has turned the public servants, who are appointed to serve people but instead of serve the bribe became a part and parcel, an integral part, to move the wheel of files from table to table and if this wheel is not inserted in the vehicle of the work for government office the work can take a completion period of an infinite time. Thus the Government enacted the legislation as Right to Public Service meant to reduce corruption among the government officials and to increase transparency and public accountability. The Right to Service Act is a key administrative reform initiative, built on the idea of the Citizen Charter - while Citizen Charters define the quality of public services. Accordingly, the right to public services helped the states to frame a structure towards standard, quality and time period of the service delivery, also the transparency and accountability, elimination of corruption and redressal mechanism for the betterment of general public. In this research paper I systematically examined how this Right to public services Act will be an effective tool to prevent the corruption in the public office(University) of Higher education department of Odisha.

Introduction:

Corruption is an age-old phenomenon. The word corruption means destruction, ruining or spoiling – a society or nation. Selfishness and greed are at the root of it; it also implies lack of integrity and honesty. A corrupt society is characterized by immorality and lack of fear or respect for the law. When it stops valuing integrity, virtue or moral principles it starts decaying. Corruption is the abuse of public power for private gain. Corruption comes under many different guises: bribery, misappropriations of public goods, nepotism (favoring family members for jobs and contracts), and influencing the formulation of laws or regulations for private gain. Corruption is generally defined as the exercise of official powers against public interest or the abuse of public office for private gains. In view of the multitude of approaches and views on corruption it is not easy to agree on an unanimous definition of the term. However, Corruption is defined by the World Bank and Transparency International (TI) as “the misuse of public office for private gain.”¹ As such, it involves the improper and unlawful behavior of public-service officials, both politicians and civil servants, whose positions create opportunities for the diversion of money and assets from government to themselves and their accomplices. It is not easy to define corruption. But in a narrow sense, corruption is mostly concerned with bribery” and it takes several forms. The corruption is a symptom of failed governance.

¹ The World Bank, Helping Countries Combat Corruption: The Role of the World Bank, Poverty Reduction and Economic Management Network, September 1997. See pages 19-20 on definitions of corruption.

Legislative and Regulatory Framework in India:

India's legislation relating to corruption and corrupt practices includes a web of legislations and Government regulations. The IPC criminalized various activities including taking bribes, influencing a public servant through corrupt and illegal means, and public servants accepting valuables from accepting gifts. Public servants in India can be penalized for corruption under the Indian Penal Code, 1860 and the Prevention of Corruption Act, 1988. The Benami Transactions (Prohibition) Act, 1988 prohibits benami transactions. The Prevention of Money Laundering Act, 2002 penalizes public servants for the offence of money laundering. India is also a signatory (not ratified) to the UN Convention against Corruption since 2005. The Convention covers a wide range of acts of corruption and also proposes certain preventive policies.

Indian Penal Code, 1860:

The IPC describe the "public servant" means as a government employee, officers in the military, navy or air force; police, judges, officers of Court of Justice, and any local authority established by a central or state Act. Section 169 pertains to a public servant if unlawfully buying or bidding for property than the public servant shall be punished with imprisonment of upto two years or with fine or both². If the property is purchased, it shall be confiscated. Also Section 409 pertains to criminal breach of trust by a public servant. The public servant shall be punished with life imprisonment or with imprisonment of upto 10 years and a fine³.

The Prevention of Corruption Act, 1988:

Prevention of Corruption Act, 1988 (POCA) is India's principal legislation against corruption. Its main thrust is to prohibit public servants from accepting or soliciting illegal gratification in the discharge of their official functions. In addition, bribe-givers and intermediaries may be held liable under POCA for bribing public officials. However, prosecution under POCA requires prior approval of high authorities which severely limits its usefulness particularly where there is collusive activity within government branches. In addition to the categories included in the IPC, the definition of "public servant" includes office bearers of cooperative societies receiving financial aid from the government,

² Public servant unlawfully buying or bidding for property.—Whoever, being a public servant, and being legally bound as such public servant, not to purchase or bid for certain property, purchases or bids for that property, either in his own name or in the name of another, or jointly, or in shares with others, shall be punished with simple imprisonment for a term which may extend to two years, or with fine, or with both; and the property, if purchased, shall be confiscated.

³ Criminal breach of trust by public servant, or by banker, merchant or agent.—Whoever, being in any manner entrusted with property, or with any dominion over property in his capacity of a public servant or in the way of his business as a banker, merchant, factor, broker, attorney or agent, commits criminal breach of trust in respect of that property, shall be punished with 1[imprisonment for life], or with imprisonment of either description for a term which may extend to ten years, and shall also be liable to fine.

employees of universities, Public Service Commission and banks etc. If a public servant takes gratification other than his legal remuneration in respect of an official act or to influence public servants is liable to minimum punishment of six months and maximum punishment of five years and fine. The Act also penalizes a public servant for taking gratification to influence the public by illegal means and for exercising his personal influence with a public servant. If a public servant accepts a valuable thing without paying for it or paying inadequately from a person with whom he is involved in a business transaction in his official capacity, he shall be penalized with minimum punishment of six months and maximum punishment of five years and fine. But It is necessary to obtain prior sanction from the central or state government in order to prosecute a public servant.

Root Cause of Corruption:

Corruption is always contextual and rooted in a country's policies, bureaucratic traditions, political development, and its social and cultural history. Still, corruption tends to flourish when policies are complicated, their implementation is weak, and the general public has no redressal mechanism.

Right to Public Services is an effective tool against corruption:

Effective, efficient and prompt service delivery has always been a concern of Governments. Due to bureaucratic apathy and delays, the common man, who is entitled to avail hassle-free and timely public services and information thereof, has to face lot of problems and pay bribe to avail the needed services. Currently public officials and civil servants are considered as one of the most troubled sections of our society due to their slow and painful" process in performing their duties. As a result, the common man, who is entitled to avail hassle-free public services and information thereof, has to face a lot of problems and pay bribes to avail the needed public services. The Right to Service Act is a key administrative reform initiative, built on the idea of the Citizen Charter - while Citizen Charters define the quality of public services; the Act takes it a step further by making a citizen's right to public service within the stipulated time legally binding, failing which the concerned officials can be penalized. Accordingly, the Right to Service Act represents the commitment of the particular state towards standard, quality and time frame of service delivery. Right to Service legislation ensures delivery of time bound services to the public. It aims to reduce corruption among the government officials and to increase transparency and accountability.

Issues regarding Bribery Allegation:

Now the days no sector appears to be immune from fraud and corruption, not even those that have a direct impact on society's welfare: health, education, sports, politics, or religion. Higher education is no exception. "Corruption for resources, fame and notoriety places extraordinary pressures on higher education institutions. In some instances, corruption has invaded whole systems of higher education and graduates, regardless of their innocence. The facts cover not only individual students or faculty but also whole institutions and even countries. Corruption in higher education has even crossed borders and become global. The present research paper systematically examined how this Right to public services Act will be an effective tool to prevent the corruption in the public office(University) of Higher education department of Odisha. In the light of above I started field survey with taking three University of Odisha Utkal University, Berhampur University and North Odisha University with taking the interview of various stake holders like Students, Scholars, Principal, controller of Examination and Nonteaching staff. The purpose was fact finding and to discover possible explanations for eliminating the corruption in Higher education

Institutions. This fact finding report is based on both primary and secondary source of information. Interviews were used as the primary method to collect information during field visit. The interviews consisted of questions around services provided by the University to the students and teachers. The Innocent students and Teachers, who are entitled to avail hassle-free and timely public services and information thereof, But how they face lot of problems and pay bribe to avail the needed services.

The statements are recorded from the respondents of different universities of Odisha

I applied for migration certificate on the month of June 2017 to the university for the purpose of higher study in other University and I got this certificate on the month of December 2017 after payments of bribe of Rs 500/- to the clerical staff and suffered lot.

-Priyanka Pradhan, Student

Another faculty member applied NOC for passport but didn't get even after passing of four months still the faculty member is following to get passport the reason is not giving bribes to the staff.

Some other students also alleged they have been facing problems while they are taking different certificates from the University.

Further i was a member in Bribery allegation team of the university which one students applied for equivalency certificate after that he met with dealing clerk who assured to give the equivalency certificate within one week provided she will pay Rs 5000/- accordingly she paid but she could not get the certificate because of the further demand Rs5000/-. Almost it was passed one year than the students gave a complaint for bribery allegation against the employee to the Vice-Chancellor.

The Odisha Right to Public Services Act,

The Odisha Right to Public Services legislation comprises statutory laws which guarantee time-bound delivery of various public services rendered to citizens and provides mechanism for punishing the errant public servant if they are is deficient in providing the stipulated services⁴. Hence, Right to Service legislation ensures delivery of time bound services to the public. If the concerned officer fails to provide the service in time, he will have to pay a fine. Thus, it is aimed to reduce corruption among the government officials and to increase transparency and public accountability. The Odisha Right to Public Services Act, 2012 is an Act of Odisha Legislative assembly to cover various guarantees under a single umbrella at the state level. The idea is to generate a demand for services, and to provide citizens with a platform for getting their grievances redressed in a time bound manner. Odisha Right to Public Services Act, 2012 is an initiative by the State Government to check corruption in public service delivery. The law enables the citizens to demand public services as a right and also includes a provision for penal action against officials failing to provide the services

⁴ The Odisha Right to Public services Act 2012

within the stipulated time. It looks towards addressing the growing demand of citizens for improved public services, reducing corruption through imposing penalties on public authorities for default in delivery of services and aims at universalization of public services. The Odisha Right to Public Service Act is an important step in strengthening and improving the public service delivery mechanism. The Act professes to address the growing demand of the citizens for improving public service, reducing corruption through imposing penalty on service providers for defaulting and imposing time frame for delivery of service and aim at universalisation of public service.

The Act covers all departments, directorates and the subordinate offices, local bodies, authorities, corporations and State public sector undertakings. All such public authorities are mandated to designate an officer responsible for providing the specific service. They shall also designate an Appellate Authority and a Revisional Authority. A citizen can approach the designated officer for obtaining the service and can file an appeal before the Appellate Authority in case of default or delay in providing the public service. The Act also provides for constitution of a State Public Service Delivery Commission. If the citizen is not provided the specific service within the prescribed time period, the provision of penalty against the designated officer has been provided in the Act. Similarly, the Act also provides for cash incentive and certificate of appreciation to the government employees for providing service within due time. Under the Odisha Right to public services Act 2012 provides 333 services from 24 different departments⁵ and currently some of the commonly provided services are issuing caste, birth, marriage and domicile certificates, electric connections, voter's card, ration cards, copies of land records, etc., within the fixed time frame.

Currently the following services are notified under the Odisha Right to Public Service Act 2012.

for Universities of Odisha⁶.

SL. NO	Name of Public Service	Given Time Limit	Designated Officer	Appellate Authority	Revisional Authority
(1)	(2)	(3)	(4)	(5)	(6)
1	Issuance of Provisional Pass Certificate/Mark sheet by Universities	07 days from the date of receipt of the application	Controller of Examination of the Universities concerned	Registrar of the Universities concerned	Vice-Chancellor of the Universities concerned
2	Issuance of Migration Certificate by Universities	Within 30(thirty) days from the date of receipt of application	Controller of Examination of the Universities concerned	Registrar of the Universities concerned	Vice-Chancellor of the Universities concerned
3	Issuance of CLC by College	Within 03.(Three) days from the date of receipt of application	Principal of the College concerned /HOD	Registrar of the Universities concerned	Vice-Chancellor of the Universities concerned
4	Authentication of Original Certificate by H.E.Deptt.	Within 02 days from the date of receipt of the	Controller of Examination of the Universities concerned	Registrar of the Universities concerned	Vice-Chancellor of the Universities concerned

⁵ <http://www.gaodisha.gov.in/services>

⁶ Government of Odisha General Administration & public grievance(AR) Department, No: GAD-AR-ORPJ-0003 2016/21960/AR, Bhubaneswar, Dated 12th October 2017

		application			
5	Verification report for authentication of certificate	With in 07 days from the date of its receipt shall be sent to H.E Department	Controller of Examination of the Universities concerned	Registrar of the Universities concerned	Vice-Chancellor of the Universities concerned
6	Verification Report in Other cases	With in 05 days from the date of receipt of the application	Controller of Examination of the Universities concerned	Registrar of the Universities concerned	Vice-Chancellor of the Universities concerned
7	NOC for Passport/Foreign/Vigilance/Higher Study	15 days from the date of receipt of the application	Asst.Registra/Dy.Registrar	Registrar of the Universities concerned	Vice-Chancellor of the Universities concerned
8	Renewal of affiliation to the colleges by the CDC	60 days from the date of receipt of the application	Asst.Registra/Dy.Registrar	Registrar of the Universities concerned	Vice-Chancellor of the Universities concerned
9	Issue of verification of Mark Sheet	30 days from the date of receipt of the application	Asst.Registra/Dy.Registrar	Registrar of the Universities concerned	Vice-Chancellor of the Universities concerned
10	Re-addition of marks	60 days from the date of receipt of the application	Asst.Registra/Dy.Registrar	Registrar of the Universities concerned	Vice-Chancellor of the Universities concerned
11	Selection of Nominee of University to Colleges	07 days from the date of receipt of the application	Asst.Registra/Dy.Registrar	Registrar of the Universities concerned	Vice-Chancellor of the Universities concerned
12	Issue of Degree Certificate	07 days from the date of receipt of the application	Asst.Registra/Dy.Registrar	Registrar of the Universities concerned	Vice-Chancellor of the Universities concerned
13	Issue of Official Transcript/Authenticity by the DHE, Odisha	07 days from the date of receipt of the application	Asst.Registra/Dy.Registrar	Registrar of the Universities concerned	Vice-Chancellor of the Universities concerned
14	Disbursal of Scholarship/Research grant	07 days from the date of receipt of the application	Asst.Registra/Dy.Registrar	Registrar of the Universities concerned	Vice-Chancellor of the Universities concerned
15	Issue of Registration/Duplicate Mark sheet/Certificate	07 days from the date of receipt of the application	Asst.Registra/Dy.Registrar	Registrar of the Universities concerned	Vice-Chancellor of the Universities concerned

The odisha Right to public services is an approach to promote good governance through among other things, prevention, is to help countries curb corruption and build integrity. The main objective of the ORTPS act to improve public sector service delivery by focusing on public sector accountability and building integrity by promoting governmental accountability and transparency.

Conclusion

No country in the world today can claim to be free from corruption. But, it is concluded that If Right to public Services Act initiatives by the state can make important contributions to improve public services delivery system in the state. It is a strong tool for combating the corruption. But complete implementations of Right to public services Act depend upon the government. Still Odisha is struggling to implement ORTPS act in all Department especially in Higher Education. For public awareness media can play a significant role to widen the scope of Right to public Services act. It is the duty of Government to make the strict anti-corruption law and regulation to combat the corruption. Our political leaders and administrator should fully commit themselves to fight against corruption.

SKILL DEVELOPMENT SCHEMES IN INDIA

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Abstract

India is a nation with major speak to adolescents. As far the monetary improvement of our nation is concerned, India is as yet falling behind because of different issues like destitution, joblessness, lack of education, restorative framework and so forth. Youth assumes a vital job in accomplishing monetary success of the nation. The primary point of Skill India is to make openings, space and extension for self-advancement of the gifts of Indian Youth. This program is started in to give preparing and aptitude improvement covering youth of every single town

This features the basic requirement for scaling up purposeful exertion to improve expertise advancement in India, with regards to the nation's change to a learning based economy, through the formation of an expert talented workforce. Administrative endeavors, particularly in the ongoing past, in the field of ability improvement through different plans and projects, the executives structures and forms, and the difficulties experienced inside these activities are talked about.

Introduction

India is a nation with high working age populace. Joblessness is a serious issue looked in India. Expertise India is an activity to improve the physical and mental advancement of Indian adolescents with the goal that the joblessness issue in the nation can be diminished. After ' Digital India' and ' Make in India ' the Namo Government is to dispatch one more program. This new program called Skill India. Ability India should be a multi-aptitude program. Aptitude India is a battle propelled by Prime Minister Narendra Modi on 15 July 2015 which intends to prepare more than 40 crore individuals in India in various abilities by 2022. It incorporates different activities of the administration like "National Skill Development Mission", "National Policy for Skill Development and Entrepreneurship, 2015", "Pradhan Mantri Kaushal Vikas Yojana (PMKVY)" and the "Ability Loan plot".

Goals of Skill India:-

The primary objective is to make openings, space and extension for the advancement of the gifts of the Indian youth. The new program goes for giving preparing and ability improvement to 500 million youth of our nation by 2020, covering every single town. Different plans are likewise proposed to accomplish this target.

Highlights of 'Aptitude India'

- The accentuation is to aptitude the adolescents in such a way in this way, that they get work and furthermore improve business enterprise.
- Provides preparing, backing and direction for all occupations that were of customary sort like craftsmen, shoemakers, welders, metal forgers, artisans, medical attendants, tailors, weavers and so forth.

- More accentuation will be given on new regions like land, development, transportation, material, pearl industry, adornments structuring, banking, the travel industry and different divisions, where expertise advancement is lacking or nil.
- The preparation projects would be on the lines of worldwide dimension with the goal that the young people of our nation can fulfill the residential needs as well as of different nations like the US, Japan, China, Germany, Russia and those in the West Asia.
- Another momentous element of the 'Aptitude India' program is make a trademark called 'Country India Skill', to institutionalize and guarantee the preparation procedure.
- Tailor-made, need-based projects would be started for explicit age bunches which can resemble language and relational abilities, life and constructive reasoning aptitudes, identity improvement aptitudes, the executives abilities, conduct aptitudes, including occupation and employability aptitudes.
- The course strategy of 'Aptitude India' would be inventive, which would incorporate diversions, assemble exchanges, meetings to generate new ideas, viable encounters, contextual analyses and so forth

Advantages of Skill India

The thought is to raise certainty, improve efficiency and provide guidance through legitimate aptitude advancement. Expertise improvement will empower the young people to land hands on positions. Improvement of aptitudes, at a youthful age, comfortable school level, is basic to channelise them for appropriate openings for work. There ought to be a reasonable development in every one of the divisions and all occupations ought to be given equivalent significance. Each activity competitor would be given preparing in delicate abilities to lead a legitimate and not too bad life. Expertise improvement would come to the country and remote territories moreover. Corporate instructive establishments, non-government associations, Government, scholastic foundations, and society would help in the advancement of abilities of the young people with the goal that better outcomes are accomplished in the most brief time conceivable.

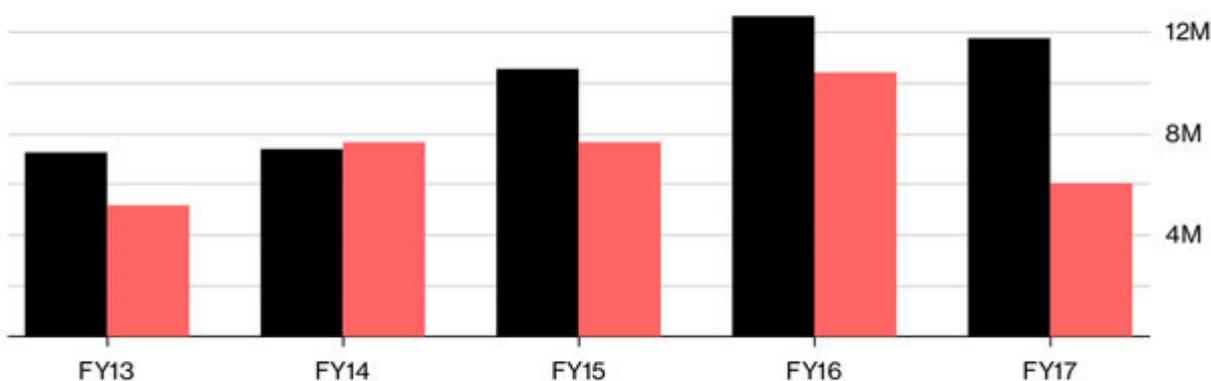
Top 10 Sectors Requiring Skilled Training (2017 to 2022)



Missing Targets

India has been missing its targets to skill people almost every year

■ Target ■ Persons Skilled



* India has a target to skill 400 million people by 2022 through ministries and skill development council

Source: Ministry of Skill Development and Entrepreneurship answers to parliament

Schemes for skill development

Deen Dayal Upadhyaya Grameen Kaushalya Yojana.

- Deendayal Upadhyay Swaniyojan Yojana (DUSY) was propelled by Rural advancement service to advance business enterprise through expertise preparing in provincial regions
- Scheme was propelled in 2016 alongside Start Up India conspire by PM Modi
- It is worked under the Ministry of Rural Development.

- Main wellspring of Funding is through National Rural Livelihoods Mission and Mudra bank credits.
- Training territories: Beauty courses, Dairy cultivating, Driving, Agriculture, Plumbing, Horticulture, Grafting, Masonry, Food handling, Textile and Animal Husbandry.
- DUSY is required to accomplish the objectives of Startup India in country zones.

Pradhan Mantri Kaushal Vikas Yojana.

- PM Modi reported about PKVY aptitude improvement program at the fourteenth version of PravasiBharatiya Divas.
- PKVY is gone for granting ability preparing to Indian youth looking for work abroad.
- PKVY is to be propelled to address the cerebrum channel test into mind gain.
- It was Implemented by National Skill Development Corporation (NSDC).
- PKVY will keep wellbeing and security of Indian working abroad as the best generally need.
- India will turn into a noteworthy provider of talented experts to the whole world in the following decade and PKVY is one of the plans to understand this vision.

Money related Assistance for Skill Training of Persons with Disabilities.

- The Scheme goes for giving money related help to expertise preparing for people with handicaps.
- The plan will cover Persons with Disabilities (PwDs) with at the very least 40% incapacity and having an inability testament with this impact issued by an equipped restorative expert.
- 30% booking for ladies competitors: As an undertaking to energize ladies, 30% of the complete admission of each preparation program will be reserved for ladies hopefuls.
- The plan will work through preparing establishments perceived by this Department according to the qualification conditions contained in this plan.

National Apprenticeship Promotion Scheme.

- The Apprentices Act, 1961 was authorized with the target of directing the program of preparing of understudies in the business by using the offices accessible in that for conferring hands on preparing.
- The Act makes it compulsory for businesses in determined ventures to draw in disciples in assigned exchanges to grant Apprenticeship Training at work in industry to youth and individual having National Trade endorsement issued by National Council for Vocational Training (NCVT) to create gifted labor for the business.

Specialists Training Scheme.(USSTAD)

- USSTAD plot goes for redesigning the abilities in specialties and expressions for improvement .

- The plot is focused on just for minority networks.
- The conspire is executed by service of minority undertakings.
- The plot imagines to protect the customary and familial specialties and expressions.
- Craftsmen are prepared on these customary abilities.
- Skill preparing is offered to craftsmans, weavers and skilled workers from minority networks.
- The preparing is just for individuals as of now rehearsing in the field or skilled workers
- No fresher preparing is offered in the plan.

Pradhan Mantri Kaushal Kendra.

- PM Modi reported about PKVY ability improvement program at the fourteenth version of PravasiBharatiya Divas.
- PKVY is gone for giving aptitude preparing to Indian youth looking for business abroad.
- PKVY is to be propelled to address the cerebrum channel test into mind gain.
- It was Implemented by National Skill Development Corporation (NSDC).
- PKVY will keep wellbeing and security of Indian working abroad as the best generally need.

Expertise improvement for minorities

This is an arrangement connected expertise advancement conspire actualized since 2013-14 for minorities intending to update the aptitudes of minority youth in different current/customary abilities relying on their capability, present monetary patterns and market potential, which can gain them appropriate business or make them reasonably gifted to go for independent work. The plan guarantees arrangements of least 75% students, out of which at any rate half position is in sorted out division. The plan is actualized through chosen Project Implementing Agencies (PIAs) everywhere throughout the nation.

Conclusion

What shape 'Aptitude India' will take and what it will do no one but time can tell. Be that as it may, most likely it is by all accounts a decent activity – giving abilities to individuals, particularly in light of the fact that India is one of only a handful couple of nations the whole way across the world whose working age populace will be extremely high, couple of years down the line, passing by its consistently expanding development of populace, according to the World Bank. It is likewise high time presently measures are taken to improve the physical and mental advancement of the young people of the nation so none of them stays jobless and the nation's joblessness issue additionally gets diminished. The time has come to open up roads by which the young acknowledges duty and nobody stays inactive in light of the fact that an inert youth is a weight to the economy. The economy should focus on occupation creation and government disability plans. With this new methodology towards ability advancement, India can push ahead towards its focused on results.

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Role and Relationship between Teaching Competency and Aptitude among Teachers Perspective in Rural-Urban Area

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Abstract – This article examines the Role and Relationship between Teaching Competency and Aptitude among Teachers Perspective in Rural-Urban Area. As we know that the Teaching Aptitude and its select four forms viz., Instructional Awareness, Educational Problem Solving, Creativity and Mental Ability as model variable and Academic Achievement in Teacher Education and the select four mental educator factors viz., Teaching Interest, Attitude towards Teaching Profession, Teacher Perception of Teacher Effectiveness and Self Concept in Teaching as marker factors. Inspecting basically alludes to picking a segment of huge populace for research. As opposed to contemplating the whole target populace. Precise arbitrary inspecting method is utilized in present investigation. In this way, the data gathered through organization of above research apparatus is required to be composed, ordered, classified and factually dissected by utilizing proper measurable instruments which is talked about. A couple of assessments had given generous proof favoring Teaching aptitude, for quality education. Multifaceted nature and multi-dimensional nature of educator aptitude warrants a broad examination of the variables related with it. The present examination reveals that devotion is affected by the work situation and fulfillment of the teachers in those working conditions. School experts should recognize the accessible assets through which teachers can be outfitted with empowering work environment which will affect their work and besides obligation towards teaching. Fulfillment from the action is significant for full commitment and obligation of teachers towards the calling

KEYWORD: Teaching, Competency, Aptitude, Rural, and Urban.

I. INTRODUCTION

Teaching must be a trade, not a monolog. Teachers need to find imaginative and convincing progressions to show new ideas for driving youngsters. The classes must be savvy with trade and sufficient learning materials. An Teaching with extraordinary educator aptitude must think about the going with nuts and bolts of teaching viz., plan an exercise, motivate understudies, curricular clarifications related, learning materials, teaching-learning frameworks, essentials of the substance, association, elaborations, pack action, constant and thorough assessment, discipline, stunned and multi evaluation works out, effective correspondence and association, etc.

From the past to this mechanical time itself, an educator needs to stand up to such colossal quantities of issues inside or outside homerooms. They are related to mental, methodological, parental, social, definitive, administrative, open, instinctive and understudy based. A creative Teaching can deal with issues which are new to him, in a one of a kind way. An Teaching with creative mind can composed and realized new musings and developments in the teaching-learning process in a substitute way.

As shown by Hadfield, "mental capacity is the full and neighborly working of the whole character". A rationally fit educator can instruct, oversee and move his understudies fittingly to accomplish the destinations of life. Each period of understudies experience youth in some other setting of examples of instinctive with others and in overseeing data innovation. The learning encounters set up by teachers by and by ought to be specially designed to the necessities of students as they exist presently; for the most part school will be experienced as a staggering world with out of date activities and information. Educator Aptitude isn't something an Teaching get at one moment in his expert advancement and a while later keeps up in that equal structure from that point on. Or on the other hand possibly it is a reliably changing essential subject to continuing with expert improvement and basic reflection about one's own teaching.

Analyst has taken this examination issue, the teaching aptitude is essential in teaching field, teaching as a craftsmanship, teaching it implies who giving the knowledge to students from teacher or schoolteacher is an individual who accommodates pupils (children) and students. A teachers' job may change among societies. Teachers' may give guidance in proficiency, craftsmanship or professional training, expressions of the human experience, religion, civics, network jobs or life skills or professional obligation a teacher who offices education for an individual may likewise be depicted as an individual mentor or to a great extent generally, a tutor formal education can happen through casual education might be helped by a teacher possessing a transient or progressing job. Teaching aptitude is fundamental for the teachers to do their blessed activity a fruitful one. Without having significant measure of teaching aptitude in teaching calling, this examination has been attempted to distinguish the teaching aptitude of teachers. The teachers are holding high teaching aptitude and they are considered as most proficient teachers. The sex of the teacher, area of the school, management of the school, involvement of the teacher and age of the teacher have effect on the teaching aptitude of teachers, however they high teaching aptitude. This investigation will support the directors and teachers in playing out their activity well. In its unique, expansive definition aptitude implies Aptness Tendency, affinity, inclination, wellness or suitability for performance in some circumstance, for the most part including formal or casual learning. Its inclination (as is mishap inclination). This definition concedes motivational, volitional, full of feeling, social and psychomotor just as psychological, normal for students as a component of the concept of aptitude (in spite of the fact that manage the intellectual here). It additionally conveys the solid ramifications of

preparation of some specific learning circumstance and shared individual/circumstance similarity in this condition. The idea of social similarity of the primary instances of teaching adjustment above fits this perspective on aptitude pleasantly”.

Teaching

The expression "teaching" as characterized by Bhattacharya (1974), includes "seeing the procedure scientifically as comprising a large group of exercises". In like manner the expression "competency" characterized by Brown (1975) and Gage (1972) in the event that we take in the quintessence of teaching calling, refers to the criteria that decide teaching adequacy. The audits of research on teacher-viability point to the pointlessness of endeavors in distinguishing teacher-adequacy criteria. Be that as it may, the ongoing upsurge in research gives conditions and good faith. Resenshine (1971) states unquestionably that pupils results, pupils accomplishment, understudy loving, and so on might be taken as the criteria of teacher-viability (Ebel, 1969 :Rosenshine, 1971)[1, 2].

Teaching Competency

Teaching is a significant piece of educational procedure. Its uncommon capacity is to bestow knowledge, create comprehension and skills. Teaching is generally connected with 3R' for example Perusing, Writing and Arithmetic-granting knowledge of school subjects. Education, then again, has a more extensive meaning as far as 7R's, for example Perusing, Writing, Arithmetic (signifying school subjects) and Rights, Responsibilities, Relationships and Recreation (new necessity and beliefs of law based set up). In teaching, we limit our viewpoint precluding those progressively significant methods for education which are engaged with the school as a systematically composed network, including its tone or general good air, its legislature and discipline and that powerful impact – the personality of the teacher, James Walton thinks, “we treat of teaching by itself, because it is an aspect of school life which can be singled out in thought, though it cannot be separated, in reality, from the whole of when it forms a part and because it covers a fairly consistent body of doctrine. It is true that the value and success of all school teaching depends on those wider and deeper elements of school life – tone, discipline, etc. which are omitting. But it is also true whilst the latter may be excellent the former may be of poor quality”[3, 4].

Teaching Aptitude

While curiosity can be considered an immediate, Teaching Aptitude is immediately reinforcing and the reinforcement lies in the interaction between person and task (in uncertainty reduction) .

It is a pattern of Content Expertise, of activities, and of inclination associated with endeavoring to accomplish some disguised standard of magnificence, as differentiated, for instance, with power or fellowship (Vidler 1997).

Relationship between Teaching Competencies and Teacher Aptitude

Teaching competencies like ability to manage classrooms, manage students, and deliver the lesson catering to each individual student and to work beyond the set time encourage students to participate actively in the classroom/school activities whereas proper management of classroom and management of students keeping in view with the trend of behaviour of students now-a-days have been observed to be all the more difficult task for teachers to teach inside the classroom by employing of new innovative practices and new designs of experiments. The use of information and communication technology has become a necessity criterion for all competent teachers. Guidance and counseling which has emerged as an important competency for a teacher at this crucial stage of schooling is yet to form an idea in most of the minds of the teachers for effective teaching. Teacher effectiveness also depends very much not only on the above aforesaid teaching competencies but also on their age, qualification and experience of a teacher. The relationship of teaching competency and teacher effectiveness on the three subjects under this study i.e., Science, Mathematics and Social Studies for the different subject method teachers will also be explored in this study[5-7].

Also with the onset of RMSA and now that CCE will be implemented as also since the much talked about RTE Act is on the threshold of making its impact on the state, the study will serve as an eye opener to the Policy Planners and Educational Planners and Administrators in arriving at a clear road map as far as student teachers and their training is concerned. Hence the study will find out as to how far the teacher trainees are capable in these salient professional competencies and how teacher effectiveness is significantly affected by teaching these competencies.

.II. OBJECTIVES

- To compare the Teaching Aptitude of teacher trainees of elementary level with respect to Nature of the Training institution i.e Public Funded institutions, Age, Qualification, Gender, Location of the residence (urban or rural) and Economic background
- To compare the Teaching Aptitude of teacher trainees of elementary level with respect to Nature of the Training institution i.e Private Funded institutions, Age, Qualification, Gender, Location of the residence (urban or rural) and Economic background

- To compare the teaching competency of teacher trainees at elementary level with regards to Nature of the Training institution Public Funded, Age, Qualification, Gender, Location of the residence (urban or rural) and Economic background

III. HYPOTHESIS

1. There is no significant difference in the Teaching Aptitude of elementary level teacher trainees with regards to :Gender, Age, Qualification, Urban –rural setting, and Income.
2. There is no significant difference in the Teaching Competency of elementary level teacher trainees with regards to Nature of the Training institution and Private and public Funded,
3. There is no significant difference in the Teaching Competency of elementary level teacher trainees with regards to: Gender, Age, Qualification, Urban –rural setting, and Income.

IV.METHODOLOGIES

The methodology adopted to execute the research work has been dealt with in chapter 3. As mentioned there, simple random sampling has been used and total sample of 227 respondents were taken into account for the analysis with category-wise distribution as per the variables stated in the above paragraph by including 54.19% of Government Institutes, and 45.81 % Private Self Finance Institutes, in case of gender 57.71% were female with 42.29 their male counter-part, regarding their educational background, 29.8 % were Post-graduate degree, 25.71 % were with graduate degree and the remaining 44.49 % were with Senior Elementary as their qualification. In case of stream of learning, 22.91 % of the respondent were having Science background, 33.40 % were with Commerce background and the remaining 43.79 were with the background of Social Sciences. In the Income Group, 30.0 % of the respondents were belonging to less than Rs.15000.00 as their House Hold Income, 37.44 % of the respondent belonging to House-hold Income between 15001-25000, 19.38% 37.44 % of the respondent belonging to House-hold Income between 25001-40000, and lastly 13.66% of the respondents were belonging to more than Rs.40000.00 as their House Hold Income, whereas in case of urban and rural background, 76.21 respondents belonged to urban back in comparison to 23.29% respondent were having rural background. the number of trainees in a session from a particular selected institute..

V. COMMON ROLE TEACHING APPTITUDE AND ITS MEASURMENT

Teaching Aptitude Battery is an assessment to produce for anticipating individual's accomplishment in teaching.

An aptitude test is developed and designed to evaluate what an individual can do; to foresee what an individual can realize or do given the correct education and guidance.

The dynamic thinking is additionally called the conceptual thinking which measures your sidelong reasoning skills or liquid intelligence, which are your ability to rapidly recognize patterns, sensible guidelines and patterns in new data, coordinate this information, and apply it to take care of issues.

Verbal thinking includes pondering content, taking care of word issues, lining reviewed guidelines to accompany an answer, spotting letter groupings and deciphering letter-and number-based codes. Verbal thinking tests are planned to test a one's ability to comprehend and reason utilizing words, and are a trial of skill, as opposed to of scholarly knowledge.

The numerical thinking measures ability to translate, break down and make intelligent inferences dependent on numerical data exhibited in diagrams and tables.

The list of segregation is a valuable measure of thing quality at whatever point the reason for a test is to deliver a spread of scores, reflecting contrasts in achievement.

The thing complete correlation is a correlation between the inquiry score and the general assessment score.

Split-half technique is utilized to measure is another subtype of inward consistency reliability. The way toward acquiring split-half reliability is started by "parting fifty-fifty" all things of a test .The whole test is managed to a gathering of people, the complete score for each "set" is registered, lastly the split-half reliability is gotten by deciding the correlation between the two all out "set" scores.

V. DATA ANALYSIS AND ITS INTERPRETATION

Comparison of teaching competency (for total scores) of male and female prospective teachers

In order to compare the total teaching competency scores of male and female prospective teachers, Mean, S.D. and 't' value were computed which are presented in figure

It is clear from figure that the male prospective teachers were having higher Mean scores ($M = 95.0$) in contrast with female prospective teachers ($M = 97.72$). The processed 't' value is 2.50 which isn't significant at .05 degree of certainty. Thus, the theory 6th that "there is no significant contrast between the teaching competency scores of male and female prospective teachers" is acknowledged. It has an implying that the male and female prospective teachers were contrasting in their teaching competency significantly. The male

prospective teachers were having higher teaching competency than their partners, for example female prospective teachers, The present finding is as opposed to the finding of Biswas and De (1995) that female teachers had relatively more noteworthy mean for teachers adequacy scores showing that the female teachers were nearly progressively powerful.

Interpreting the result, it may be said that, it is due to the exposure and experiences gained by the prospective teachers of both the sexes during their training programme and life time. Moreover, in our society, male prospective teachers have more opportunity to expose and gain more experiences in comparison to female prospective teachers. Apart from this, male prospective teachers are extrovert in general while female prospective teachers are introvert and shy in nature. Thus, overall experiences and confidence gained during teacher training programme and life situations contribute towards their competence in teaching.

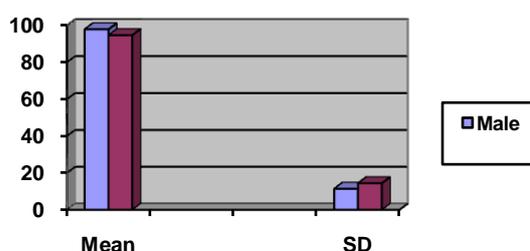


Figure 1 Mean Scores and S.D. for teaching competency (Total Score)

Table 1 Comparison of dimensions of Process Management competency Educational Background (N=227)

S.No	Prospective Teachers Groups	Number (N)	Mean Scores (M)	S.D.	't' Value	Significance
1.	Post Graduate	66	9.39	3.19	1.543 level	Not Significant .05
2.	Graduate	60	9.13	3.37		
3.	Senior Elementary	101	9.99	3.05		

Table 1 reveals that mean scores on the Process Management component of Teaching competency of prospective teachers with -graduate Degree is the least (M=9.13) and highest (M=9.99) in the group of respondents possessing educational qualification of

senior elementary. The registered 't' value is 1.543 isn't significant at wanted degree of confidence. Hence, the hypothesis that "there is no significant difference on Process Management I component of Teaching competency of prospective teachers and educational background is accepted. It means that different educational background groups of prospective teachers were having same teaching competency with regard to Process Management component of Teaching competency of prospective teachers. Probably it is due to the same curricular and training experiences which both the groups get during the training in the teacher learning institutions.

Table 2. Comparison of Content Expertise dimensions of competency among four groups of respondents Group-1. less than Rs. 15000, Group-2- 15001 to 25000 Group-3 – 25001 to 40000. Group-4 more than 40000. (N=227)

S.No	Prospective Teachers Income	Number	Mean Scores	S.D.	't' Value	Significance
1.	Less than Rs.15000/-	67	20.15	5.99	.337 Not Significant level	.05
2.	15001-25000	85	20.74	4.99		
3.	25001-40000	44	20.02	6.65		
4	More than 40000	31	21.06	5.50		

Table 2 reveals that mean scores of different income groups of prospective teachers with **Content Expertise dimensions of competency** . **The mean scores of respondent group with income more than Rs.40000/- emerged the highest (M-21.06) and lowest in the case of income group Rs. 25001-40000 (M=20.02)** The figured 't' value is .337 which isn't significant at wanted degree of confidence. Consequently, the hypothesis that "there is no significant distinction between the teaching prospective teachers with respect to their variable of their home hold income' is accepted. It means that all the four income groups prospective teachers were having same teaching competency with regard to Content Expertise. Probably it is due to the same curricular and training experiences which both the groups get during the training in the teacher learning institutions.

Table 3 Mean Scores, S.D. and 't' value for Content Expertise related to teaching competency of urban and Rural background of prospective teachers(N=227)

S.No	Prospective Teachers	Number (N)	Mean Scores (M)	S.D.	't' Value	Significance
1.	Urban	173	21.01	5.64		**
2.	Rural	54	18.76	5.53	2.57	Significant

Table 3 uncovers that mean scores of urban and provincial foundation of prospective teachers with respect Teaching Competency of Content Expertise are higher (M=21.01) in Urban than their rustic partner (18.76). The registered 't' value is 2.57 which is significant at wanted degree of confidence. Thus, the hypothesis that "there is no significant distinction between the teaching prospective teachers' with respect to their urban/country foundation and Content Expertise is rejected. It implies that urban gatherings both male and female prospective teachers were having better competency as to Content Expertise. Most likely it is because of the more extensive chances and presentation to the urban respondent than to their rustic partner.

Table 4 Comparison of dimensions of aptitude between respondents Urban and Rural Background

Dimension	Urban (173)		Rural (54)		t-Value
	MEAN	SD	MEAN	SD	
1. Attitude towards children	72.17	7.83	68.24	13.36	** 2.67
2. Adaptability	15.16	2.97	14.31	2.75	NS 1.86
3. Professional Info.	22.11	5.47	20.68	5.54	NS 1.66
4. Interest in Profession	6.88	2.08	7.02	2.00	NS .43

Table 4 thinks about mean scores of different dimensions of Aptitude of Urban and Rural background prospective teachers. Measurement - Attitude towards children is higher among urban prospective teachers (M=72.17) than rural prospective teachers (M=68.24). The processed 't' value is 2.67 which isn't significant at wanted degree of confidence. Subsequently, the hypothesis first that "there is no significant contrast between the Urban and Rural background on Attitude towards children prospective teachers' is accepted. It

implies that both the gatherings as it were, Urban and Rural background prospective teachers were having same Attitude towards children.

If there should be an occurrence of Dimension - Adaptability mean scores is higher among urban prospective teachers (M=15.16) than rural prospective teachers (M=14.31). The registered 't' value is 1.86 which isn't significant at wanted degree of confidence. Consequently, the hypothesis first that "there is no significant contrast between the Urban and Rural background on Adaptability prospective teachers' is accepted. It implies that both the gatherings at the end of the day, Urban and Rural background prospective teachers were having same Adaptability.

Table 5 Coefficient Correlation of Various Dimensions Teaching Competency with Dimensions of Aptitude of Teacher Trainees of Government Funded Institutes.(N=104)

N = 104				
Dimension	Attitude towards children	Adaptability	Professional Info.	Interest in Profession
1. Content Expertise	-.120	.118	-.078	.071
2. Instructional Design and Delivery	-.006	.169	.028	.115
3. Concluding Lesson	-.055	.018	-.077	.043
4. Assessment and Evaluation of Lesson	-.029	.042	-.045	-.013
5. Process Management	-.011	-.111	-.163	-.132
Total	-.038	.113	-.034	.067

Table 5 deals with the Coefficient Correlation of Various Dimensions Teaching Competency with Dimensions of Aptitude of Teacher Trainees of government funded Institutes. The computed values on the Teaching Competency dimension of **Content Expertise** and its coefficient correlation with Attitude Towards Children (-.120), and Dimension of Professional Information(-.078) of the Aptitude of the teacher trainees emerged negative coefficient correlation in case of the government funded institutes whereas in case of the correlation of other two dimensions of Aptitude namely the Adaptability(.118) , and Interest in Profession (.071) positive . None of the four dimensions of Aptitude is significant. It is contrary to the Private Funded Institutions wherein all the four dimensions of Attitude emerged positive and significant either at the 0.05 level of confidence or Coefficient is significant at the 0 .01 level of confidence.

Competency dimension of Concluding Lesson and its coefficient correlation with various dimensions of the Aptitude of the teacher trainees. Dimensions Attitude Towards Children (-.055) ,and Professional Information(-.077) have negative correlation with the Concluding Lesson Dimension of Teaching Competency . In case of the other two dimensions of Aptitude namely Adaptability (.018) and Interest in Profession (.043) emerged positive. None of the four dimensions of Aptitude have significant correlation with

the Concluding Lesson dimension of the Teaching Competency either at the 0.05 level of confidence or Coefficient is significant at the 0.01 level of confidence.

VI. CONCLUSION

This research is given for examining three significant factors in charge of development of teachers' learner's graduation level powerful teaching. The conceptual and mental factors how far impact teaching of the teachers learners at graduation level is critically broke down with various research finding in India and abroad. Operational definition and conceptual cross examinations of the factors how far contribute flawlessness and comprehension of teaching learning process with various analyst sees. In the modern creating society, man once in a while performs double job however modern development has made such circumstance for the ladies that she needs to perform double job. This circumstance has both negative and positive angles. The view on above concepts how far serves to teachers for better teaching is a striking inquiry attempting to replied by this research. This is known as teaching fitness. Toward the day's end, educator capability alludes to "the right technique for passing on units of learning, application and abilities to understudies". The right course here joins information of substance, methodology, systems and strategies for passing on substance. Any meaning of teaching ability depends after teaching in a particular setting, the lifestyle and qualities held in the system. As a rule these more than three components are considered for teaching and educator's interests with gainful qualities are worked out.

There are a gigantic number of instructional and related activities to be performed by the Teaching inside and outside the study hall. These activities are of changed sorts. The fruitful relationship of these activities would require that an Teaching has a particular proportion of learning and moreover certain demeanors and aptitudes. This is known as teaching skill. Toward the day's end, Teaching capability alludes to "the right strategy for passing on units of learning, application and aptitudes to understudies". The right way here consolidates information of substance, systems, strategies and techniques for passing on substance. Any meaning of teaching skill depends after teaching in a particular setting, the lifestyle and qualities held in the system. It in like manner depends upon the incalculable Teaching and understudy attributes and the homeroom setting. The sufficiency or deficiency of teaching is immovably associated with teaching capability. Capable Teaching would moreover make study hall conditions and air, which are useful for understudy learning. Teaching competency has various measurements, for instance, content learning, instructional arranging, understudy inspiration, presentation and social capacities, assessment capabilities and study hall the executives aptitudes. While the Teaching would require all of these measurements to a reasonable degree, it is in the sign of these in a fused manner that makes him amazing in the study hall setting.

The outcome of the analysis and results in the form of their bearing on the acceptability or otherwise of various hypothesis with respect to the type of institutions whether government funded or self funded, age group of the respondents, their qualifications, gender, background of the place of residence (urban or rural) and the income groups have been summarized. The footnotes have been included to spell out the factors because of which a hypothesis is neither completely accepted nor fully rejected.

Dimensions of Teaching Competency Scale	VARIABLES						
	Gender	Household Income	Management of institute	Stream of Learning	Urban/Rural	Income	Qualification
Content Expertise	Accepted	Accepted	Accepted	Accepted	Rejected	Accepted	Accepted
Instructional Design and Delivery	Accepted	Accepted	Accepted	Accepted	Rejected	Accepted	Accepted
Concluding Lesson	Accepted	Accepted	Accepted	Accepted	Accepted	Accepted	Accepted
Assessment and Evaluation of Lesson	Accepted	Accepted	Accepted	Accepted	Accepted	Accepted	Accepted
Process Management Skill	Accepted	Accepted	Accepted	Accepted	Accepted	Accepted	Accepted
Total	Accepted	Accepted	Accepted	Accepted	Accepted	Rejected	Accepted

The statistical analysis of the data collected and the inferences drawn from the results so obtained. Tables 1 to 3 are concerned with different aspects of Teaching competency, while tables from 4 to 5 pertain to those related to Aptitude. In each case, first half of the tables contain results for elementary level teacher trainees and the second half are for the ETE level teacher trainees. The final comparisons in respect of different correlation coefficients have been reported in Table.

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“Cultivating ELT by the use of Technology in Indian and Global Context”

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Abstract

In language teaching and learning of language, we have a lot to choose from the area of technology: Computers, CD Rom, TV, Radio, C.A.L.L., the Internet, Electronic Dictionary, Email, Blogs and Audio Cassettes, Power Point, Videos, DVD's or VCD's. The last two decades have witnessed a revolution due to onset of technology, and has changed the dynamics of various industries, and has also influenced the industries and the way people interact and work in the society. This fast development and rising of information technology has offered a new way to explore the new model of teaching. As a result information technology plays a prominent role in teaching of English. Using multimedia and technology make a context to teach English has its various wonderful advantages. This paper tries to analyze the importance of multimedia technology in teaching of language and also brings out the problems faced by using these technologies. It also targets to make English teachers aware of the strategies to use it in an effective manner.

Key Words: English Language teaching, Multimedia Technology, Advantages, Disadvantages, Optimization, Strategies.

1. Introduction:

With the unfold and improvement of English around the world, English is used as a second language in a nation like India and for some human beings the 1st language. It enjoys a high status in the country. At current the position and reputation of English in India is higher than ever as evidenced via its role as a key challenge of medium of instruction, curriculum. As the variety of English newcomers is growing different teaching methods have been implemented to check the effectiveness of the teaching process. Use of real substances in the form of films, radio, TV has been there for a lengthy time. It is actual that these technologies have proved successful in changing the normal teaching.

The new generation assigns new challenges and duties on the present day teacher. The lifestyle of English teaching has been appreciably changed with the excellent entry of technology. Technology gives so many preferences as making teaching interesting and also making instructing greater productive in terms of improvements. Technology is one of the most tremendous drivers of both social and linguistic change. Graddol: (1997:16) states that” technological know-how lies at the coronary heart of the globalization process; affecting education work and culture. The use of English language has expanded hastily after 1960. At analysing the role and status of English is that it is the language of social context, political business, education, industries, media, sociocultural, library, and conversation across borders and key situation in curriculum and language of imparting education”. It is additionally an integral determinant for university entrance and processing properly paid jobs in the business sector. Since there are more and greater English newcomers in India, exceptional teaching strategies have been carried out to check the effectiveness of the instructing process. One technique entails multimedia in ELT in order to create English contexts. This

helps students to get concerned and learn in accordance to their interests, It has been examined correctly and is broadly common for instructing English in modern world.

Technology is utilized for the upliftment of current styles; it satisfies both visible and auditory senses of the students. With the spread and development of English round the world, English has been discovered and used by more and more speakers. According to David Graddol 'it is the language at the leading area of scientific and technological development, new wondering in economies and management, new literatures and leisure genre..... David Graddol, The future of English, Page 2

2. What Is Educational Technology

Educational technology is a systematic and equipped system of making use of modern technological know-how to improve the nice of training (efficiency, optimal, true, etc.). It is a systematic way of conceptualizing the execution and assessment of the academic process, i. e. learning and instructing and help with the utility of cutting-edge educational teaching techniques. It includes educational materials, strategies and enterprise of work and relationships, i.e. the behaviour of all individuals in the instructional process. The time period "teaching resources" is regularly used, even though they are now not synonymous .The phrase technological know-how is derived from the Greek word "techno" which means the willingness, skills, knowledge of the way, rule, skill, equipment and "logos" which potential science, word, learning, mental state. There is no single way for educational technology has no single term. Different international locations use extraordinary terms and synonyms as instructional technology, academic equipment, and resources, the technological know-how of teaching...

Terminological variations generally manifest on the grounds of the approach to the technical traits and the use of modern appliances, and no longer their true utility in educating i.e. their real pedagogical application. For this reason, there are unique opinions among teachers in the area of social and technical sciences. Therefore, the application of educational technological know-how requires expertise from several areas: pedagogy, psychology, didactics, pc sciences, informatics...

Because of this diversity, there are additionally special perceptions of instructional technology, where each and every writer defines the concept of educational technology, according to their needs. Educational technological know-how is nevertheless not being applied sufficiently, often for motives of lack of college gear crucial resources and insufficient qualification of teachers for the implementation of these funds.

Educational technological know-how has three do-mains of use:

- Technology as a tutor (computer gives guidelines and publications the user),
- Technology as an educating tool
- Technology as a gaining knowledge of tool.

Advances in science have made it easier for teachers and freshmen of English to access a vast vary of assets in terms of real enter and verbal exchange with native and non-native audio system of English round the world. From the starting days of computer-assisted language learning (CALL), there has been a dialogue of how technologies can play a role in

motivating beginners in mastering a language (e.g., Warschauer, 1996), and as technologies have become more sophisticated, the developing range of uses of science in and out of the classroom will increase the possible for stronger motivation.

3. Use of Technology in English Language Teaching

As the use of English has extended in recognition so has the want for qualified instructors to train students in the language. It is true that there are instructors who use 'cutting edge' technology, but the majority of instructors nonetheless educate in the normal manner. None of these usual manners are bad or detrimental to the students. In fact, until date they are proving to be useful also. However, there are many extra opportunities for college students to acquire confidence practice and extend themselves, particularly for ESL students who learn the language for extra than just fun. For them to preserve tempo with ELT and gain extra confidence they have to stride into the world of multimedia technology.

4. The propagating of ELT Through Technology

21st century is the age of globalization and is vital to hold close on a range of overseas languages and English language comes first. English Language Teaching has been with us for many years and its value continues to grow, fuelled, partially by way of the Internet. Graddol's study (2000) suggests that in the yr 2000 there had been about a billion English learners- however a decade later the numbers doubled. The forecast factors to a surge in English learning, which has peaked in 2010. The identical find out about indicates that over 80% of statistics stored on the net is in English. For the first time there are more Non-Native than Native customers of the language and diversity of context in phrases of learners, age, nationality, mastering history etcetera has grow to be a defining attribute of ELT today.

With the fast growth and discovery of science and technology, the increasing and creating of multimedia technology and its utility to teaching, offering audio, visual, animation results comes into full form in English class instructing and units a favourable platform for reform and exploration on English educating mannequin in the new era. It's proved that multimedia technological know-how plays a fantastic position in merchandising activities and initiatives of pupil and educating effect in English class. Technological improvements have long past hand -in-hand with the growth of English and are changing the way in which we communicate. It is honest to assert that the increase of the net has facilitated the increase of the English language and that this has come about at a time when computer systems are no longer the distinct domains of the dedicated few, but as an alternative handy to many. With this there has been a very sizable proliferation of literature concerning the use of technological know-how in instructing English language. Mostly these writings unequivocally take delivery of technology as the most integral phase in teaching. In other words, a tendency to emphasize on eternal role of technology in pedagogy to the extent of obliterating human phase of teacher through technology phase has been very dominant. And as a end result if we overlook or bypass technological trends they will proceed and perhaps we will by no means be in a position to catch up, irrespective of our discipline or branch. For this motive it is important for language teachers to be conscious of the ultra-modern and excellent tools and to have a full expertise of what is available in any given situation.

Teachers can use Multimedia Technology to supply extra colourful, stimulating lectures (new Horizons).

There are many strategies applicable in various degrees to language gaining knowledge of situation. Some are useful for checking out and distance education, and some for instructing business English, spoken English, reading, listening or interpreting. The educating precept must be to respect new technologies in the areas and functions where they supply something decisively new beneficial and in no way let machines takeover the function of the trainer or limit features the place greater typical ways are superior. There are quite a number motives why all language inexperienced persons and teachers should be aware of how to make use of the new technology. Here we also need to emphasize that the new applied sciences increase and disseminate so shortly that we cannot keep away from their enchantment and impact in any form

5. Analysis on Necessity of Application of Multimedia Technology to English Teaching

To Cultivate Students' Interest in Study

Nowadays, the stereotyped common instructing techniques and surroundings are unpopular whilst multimedia technology proposing audio, visible animation outcomes naturally and humanely makes us more access to records besides, with such characteristics as abundant-information and crossing time and space, multimedia science provides a experience of fact and functions very well, which substantially cultivates students' hobby and motivation in learn about and their involvement in class activities.

To Promote Students' Communication Capacity

Traditional teaching has hampered students' potential to be aware of sure language and also grasp to structure, that means and function of the language, and makes the college students passive recipients of knowledge, so it is difficult to acquire the target of communication. With teachers' guidelines leading students' notion patterns and motivating students' emotions, the multimedia technology seeks integration of educating and studying and presents the students greater incentives, The PPT courseware set off students' thinking; the visual and vivid courseware rand help them to transforms English studying into capability cultivation. And such in-class things to do as team discussion, situation discussion, and debates can additionally offer extra possibilities for verbal exchange amongst students and between instructors and students. So multimedia technological know-how instructing has uniquely stimulated students' fine wondering and verbal exchange abilities in social practice.

To increase Students' Knowledge to Gain an Inner eye words to Western Culture.

The multimedia courseware can provide the college students ample information; more considerable than textbooks, and help them to get of shows vivid cultural background, wealthy content material and true-to-life language materials, which are lots natural and closer to life. Not solely should beginners enhance their listening ability, however additionally analyze the western culture. Grasping information through a number channels can equip; the college students with information and carry about information-sharing among

college students and make them actively participate in category discussion and communication.

To Improve Teaching Effect

Multimedia teachings enrich instructing content material and make the nice of category time and destroy the “teacher-centred” educating pattern and essentially enhance category efficiency. Due to massive training it is challenging for the students to have talking communication. The utilization of multi-media sound lab materializes the co-operative and individualized teaching. The common teaching techniques more often than not emphasised on teachers’ instruction, and the information furnished is confined due to common classes. On the contrary, multimedia science goes beyond space and time, creates greater vivid, visual, true environment for English learning, stimulates students’ initiatives and economizes category time in the meantime increases classification information.

To Improve Interaction Between Teacher and Student

Multimedia teaching stresses the position of students, and enhances the significance of “interaction” between instructors and students. A main feature of multimedia instructing is to teach and improve students’ capability to pay attention and speak, and to improve their communicative competence. During this process, the teacher’s role as a facilitator is in particular prominent. Using multimedia in context advent creates a accurate platform for the alternate between instructors and students, while at the identical time imparting a language surroundings that improves on the common study room teaching model. In this way, teachers in the school room no longer blindly enter statistics and pressure students to receive it in a passive way.

Creates a Context for Language Teaching

Multimedia educating creates a context for language teaching. This method makes the classification lively and interesting, as properly as optimizing the organisation of the class. Multimedia has its personal features such as visibility and liveliness. During the procedure through multimedia English teaching of sounds and pictures can be arranged together, which enriches the initiative of both teachers and students, When the use of multimedia software, instructors can use pictures and photographs to enrich the content material of classes, and additionally imagine special contexts in the procedure of producing instructing courseware, Students in the category can use multimedia to understand the type in a clear way. Through the complete interactive process, it is obvious that using multimedia in ELT is effective in nurturing students’ activity in learning English, as properly as enhancing teachers’ pastime in English teaching. As Zhang (2006:11.1) points out through Multimedia and network technological know-how we can offer

students now not solely rich, sources of genuine gaining knowledge of materials, however additionally an eye-catching and a pleasant interface, vivid photos and fine sounds, which to a giant extent overcomes the lack of authentic language surroundings and arouses students’ pastime in mastering English.

To Provide Flexibility to Course Content:

In addition, multimedia educating is also flexible. It is obvious that the context can be created no longer only in the classroom, however additionally after class. Multimedia language instructing can also create a multimedia language environment for the cause of conducting language teaching. English educating itself ought to focus on the training of instructors and be student-centred (see, for example, Holec, 1981), which we believe is one of the concepts for language teaching. Students are sure to have some issues in school room teaching, which can be addressed underneath the training of teachers. In such circumstances, students can use the new technological know-how to their advantage, such as manipulating the community to contact teachers, and receiving solutions by means of email.

6. Analysis on Problems Arising from Application for Multimedia Technology to English Teaching

In spite of advantages of application of multimedia technological know-how to English type instructing has to enhance instructing impact and college students' typical capacities, there are many problems existing in practical teaching, such as:

Major Means Replaced with the aid of the Assisting One

Application of multimedia technological know-how is and supporting instrument to acquire the projected teaching effect, While if definitely based on, multimedia devices at some point of teaching, the instructors may additionally be turned into slaves to the multimedia and can't play the main position in teaching, It is found in exercise that a lot of instructors are energetic in multimedia technological know-how utility however now not proficient adequate to cope with it confidently. In class, they are standing with the aid of the pc and college students are fixing their attention solely on the screen, and therefore, there is no eye contact between teachers and students.. The style of modern records and technology educating appears to the extremity regardless of the essence of the normal teaching. And hence, the concept of Creative Education is to be absolutely comprehended that modern-day educational techniques serves an helping instrument rather than a target: and that should now not dominate class. They are substitutes to effective educating and learning

Loss of Speaking Communication

English language and English evaluation with the aid of the teachers are fine in conveying information to the college students from English pronunciation to comprehension, enhancing students' English thought patterns and oral expression, Whereas, the introduction of multimedia science proposing audio, visual, textual effect wholly meets audio and visual requirements of the college students and enhance their interest, but it additionally consequences in lack of verbal exchange between instructors and students, alternative of teachers' voice via laptop sound, and teachers' analysis via visual picture and college students have' few chances for talking communication . With the favourable environment by means of the mutual verbal exchange between instructors and college students fading away, and sound and image of multimedia affecting students' initiative to suppose and speak,

English category turns to rote ware exhibit and students are made viewers instead than the contributors of class activities.

The restriction of Students' Thinking Potential

It is clear that language instructing is unique from science subjects, for language teaching does now not require demonstration by means of various steps, rather, the stressful and orderly surroundings is shaped via questions and reply between teachers and students, Teachers increase impromptu and real-time questions and guide the students to think, domesticate their potential to find out and clear up problems, however, due to over-demonstration and pre-arranged order, the courseware lacks real-time effect and cannot supply feedback. It ignores emphasis and significance in teaching; it also neglects education in college students 'wondering, inspiring their paths of thinking, strengthening their potential contemplating and fixing problems. In this way, it be cited that cultivation of students' questioning capacity must be the essential objective in instructing and using of multimedia technology and it need to no longer take up the students' time for thinking, inspecting and exploring questions.

Abstract Thinking Replaced by means of Imaginable Thinking

The Process of cognition goes via perceptual stage and rational stage. It also applies to reading process. It is our hope that educating makes college students undertake the outlook cognition from perceptual awareness to rational apprehension, and appreciably leap from perceptual wondering to rational thinking; therefore it is the important goal in teaching. To enhance the students' abstract thinking, the multimedia science makes content material easier, and with its unique advantages, it can make clear the emphasis in teaching. While if the image and imagination in students' mind have been in basic terms confirmed on the screen, their summary wondering would be limited and logical wondering would waste away. At present the reduced students' reading competence has come to be a primary subject for cause that, textual phrases are changed through sound and image, handwriting by means of keyboard input. All in all, the multimedia as a helping instrument, cannot replace the dominant position of teachers and it is section of a complete educating process. Besides, it is not a mechanic imitation of teaching, as an alternative it integrates the visual, textual demonstration with teachers' trip to contribute to the programmed, automatic and continuous teaching venture so as to beautify the overall enhancement of students' listening, speaking, studying and writing.

7. Two Suggestions and Strategies to the Existing Problems

In realistic teaching, It is improper to replica the textual material really to the screen so that the teacher's function is unnoticed In order to make certain the function of, multimedia in teaching. It has to be cited that:

The Beauty of Courseware Is no longer the Sole Pursuit

It is proved through exercise that enough application of multimedia technological know-how to teaching can make breakthroughs in class teaching. That is to say, for the duration of

multimedia supporting teaching, instructors nevertheless play the main position that their position could by no means be changed via the computer. For instance, the introduction to each lesson and speaking verbal exchange are properly way to improve students' listening and speaking which the laptop cannot fulfil, therefore, teachers' interpretation shall not be overlooked. Meanwhile, as a practical linguistic science, English be used very frequently in type to cultivate the students' communicative competence, Multimedia, as an instrument for supporting teaching, serves the instructors in spite of its gorgeous effect, So educating determines whether or not to adopt multimedia technology. Otherwise, the instructors have been performing as the projectionist, clicking the screen.

The Computer Screen can't Substitute the Blackboard

Some teachers take the computer display as the blackboard, they have input exercises, questions, solutions and teaching plans into the pc and display them piece with the aid of piece, barring taking down something on the blackboard or even the title of a lesson. It is acknowledged that teachers are supposed to simulate situations based totally on educating and information the students to talk in English. Beside ordinary writing on blackboard is concise and instructors can make adjustment and change to it if necessary. Furthermore, experienced instructors understand well that a best courseware is an ideal venture in mind, and that in practice, they need to enrich the content on the blackboard with emerging of new question raised by using the students.

Power Point cannot Take the Place of Student's Thinking and Practices

At present, most multimedia courseware by and large characteristic on photograph and animation of instructing substances in order to cause audio and visible effect, which lively shows the content material of textual materials and helps the scholar deeply apprehend the texts. A hassle stays that showing of the content material of texts in the PPT courseware cannot take the vicinity of students' thinking or English conversation in simulated circumstance, When working on and using the courseware, we need to inspire the students to use their own idea and communicate more, actively be part of in type practice, we ought to no longer overuse the courseware basically in the hope of including the modernized function to class teaching

Traditional Teaching Instruments and Devices should not be Overlooked

The function of multimedia helping in teaching cannot be changed by way of many other instruments, which does now not imply that multimedia can replace any different form of instrument; Some teachers tend to completely depend on multimedia teaching. While, it is observed that although multimedia has its unique advantages in teaching, the characteristics functions of different varieties of educating devices are still incomparable. For example, the recorder still performs a function in broadcasting listening material. So instructors are supposed to choose appropriate media and instrument based on the necessities of educating and combine multimedia instrument with usual one and completely operate their merits, instead than only in pursuit of contemporary method.

Multimedia Technology has to no longer be overused.

Some instructors may also possess the mistaken notion that they would absolutely follow multimedia technology in their teaching. It is additionally believed that the more utilization of multimedia technology, the better type atmosphere may grow, the more actively the students get involved in classification participation, the extra without problems the fabric get entry to the students. Apparently, the students show some interest in leaning, however actually, they sense like searching on. In practice, the greater unconscious interest the students pay. The more interference of teaching records for the duration of transmission, the less the college students take from the language materials. It is not possible to efficiently teach the students' language expression in class time. It is clear that in spite of blessings of application of multimedia technology, it assists in teaching. During realistic teaching, it is part of a complete instructing procedure. In practice, if multimedia technological know-how would be suitable implemented in English teaching, the students ought to make full use of English speakme and listening substances and improve their ordinary capacities, which is the objective for us to introduce multimedia technological know-how to contemporary educating thus, this leads to systematic training on students' listening, speaking, analyzing and writing, makes teachers' guidelines come into top notch play, help the student acquire simple know-how as well as language training at classes, improves their expression capability in English and lays a critical groundwork for their English communication.

8. Conclusion

“Ideally, the purpose of each the common and computer-assisted cooperative language leaning lecture rooms is to supply a area in which the facilitation of learning, and studying itself, can take place” (Shi, 2008: 76). It is proper that one of the last desires of multimedia language teaching is to promote students' motivation and mastering interest, which can be a practical way to get them involved in the language learning, Context creation of ELT ought to be primarily based on the openness and Accessibility of the educating substances and information. During the process of optimizing the multimedia English teaching, college students are no longer too structured on their mother tongue, however will be inspired and guided to talk with each other.

Concerning the development of technology, we agree with that in future, the use of multimedia English teaching will be further developed. The method of English gaining knowledge of will be more student-centred but less time-consuming. Therefore, it guarantees that the instructing best will be multiplied and students' utilized English talent scan be correctly cultivated, which means that students' communicative competence will be in addition developed.

In conclusion, we consider that this method can entirely improve students' ideation and sensible language skills, which is beneficial and useful to make certain and fulfil a wonderful end result of educating and learning. Barring a few trouble areas multimedia science can be used successfully in classrooms of ELT with applicable laptop information on the part of teachers, overcoming the finance issues in setting up the infrastructure and no longer permitting the teachers to emerge as technophobes.

8. References

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(2) David Graddol, *The future of English*, Page 2

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